

ANNUAL REPORT 2006



LAKES GRAMMAR AN ANGLICAN SCHOOL



AN ANGLICAN SCHOOL IN THE DIOCESE OF NEWCASTLE

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MESSAGE FROM THE SCHOOL BOARD

The Board of Lakes Grammar - an Anglican School has the responsibility, on behalf of the Anglican Diocese of Newcastle, to govern the school. This involves ensuring that the school provides the best education possible within its resources, that it continues to grow and that its financial viability is maintained. The Board therefore sets overall policy and direction and then allows the Principal to implement these through his leadership of staff and students, his financial oversight through the Business Manager and his relationships with parents and other stakeholders in the school.

The Board has been very pleased with the growth and development of the school in the three years of its existence. The school is becoming well-known throughout the community for its level of care for its students. We aim to maintain this reputation and to broaden the achievements of the school as it grows.

The Board wishes to record its gratitude to Mr Neil Tucker, the founding Chair of the Board, who retired from the Board early in 2007. Mr Tucker chaired the committee set up by the Diocese to plan and establish Lakes Grammar. He then became the Chair of the first appointed Board of the school. Mr Tucker's extensive experience in independent schools, his wisdom and his faith were very influential in setting the character of Lakes Grammar.

This Annual Report provides an overview of the school's character and its achievements in 2006. It meets the requirements of State and Federal Governments for Independent school annual reports and is informative for parents and interested members of the public.

PRINCIPAL'S MESSAGE

2006 was another significant year in the early history of Lakes Grammar - An Anglican School. The school continued to grow rapidly and had double-streamed classes in Kindergarten, Year 1 and Year 7. Double-streaming is expected to continue year-by-year until all classes are double-streamed and there is also the intention to triple-stream as soon as demand requires it.

Construction of the first stage of the Senior School began in May and was on target for completion in time for Years 9-12 to occupy it from the beginning of 2007. This project includes:

- One General Learning Unit with classrooms, computer room, library, staff facilities and student amenities.
- One Specialist block - ultimately to be entirely Science but initially Science, D&T and a general classroom.
- Canteen - part of the Science block.
- Vehicle access and parking for 40 cars.
- Two multi-purpose playing courts.
- Paths.
- A grassed area for playground.
- An internal link road between the junior campus and the senior campus.

A continuing highlight of the life of the school is the Athletics Club. This club attracts a large proportion of the student population and involves many parents as workers and supporters. The Athletics Club has not only provided an excellent physical activity for students, it has also become an important part of the social fabric of the school community.

The school's interest in technology was rewarded by two major achievements in robotics. The Senior Boys' team was the NSW champion in Robocup Dancesports while the Senior Girls' team went on to win the National competition.

These are just two areas I have highlighted for this report to indicate the breadth of experience offered by Lakes Grammar. These activities are examples of how Lakes Grammar adds value to a child's education. Students have many other opportunities to develop interests and to learn new skills. A further measure of value added may be seen in the improvements of student results in the literacy (ELLA) and numeracy (SNAP) tests between Year 7, 2005 and Year 8, 2006. An extra Support Teacher was employed part-time to assist students who required additional support in their learning. An Opportunity Class was begun to provide support for gifted and other more academically able students in the Junior School. Programs for the support of these students in the regular classroom were also begun.

As a school of the Anglican Diocese of Newcastle we maintain a close relationship with the Diocese and the local parish of Gorokan. The Christian education and nurture of our students is central to our purposes. We wish to encourage our students to love God "with all your heart, with all your soul, and with all your mind" and to "love your neighbour as yourself" (Matthew 22:37-39).

Michael Hannah
Principal

SCHOOL PERFORMANCE IN STATEWIDE TESTS AND EXAMINATIONS

Higher School Certificate Results

In 2006, 12 students sat for the Higher School Certificate in 18 Subjects.

This small group of students had varying abilities and being a small cohort it is difficult to do any significant comparisons against state averages. We were pleased, however, that 11 students achieved a total of 26 band 5 results or better and a further 2 band E4 results in the extension courses.

Subject	Number of students	Performance band achievement by number & %		Median HSC Mark
		Bands 3 - 6	Bands 1 - 2	
Business Services*	1	School: 1 (100); Statewide (58)	School: 0 (0); Statewide (42)	87
Business Studies	8	School: 8 (100); Statewide(58)	School: 0 (0); Statewide (42)	74
Chemistry	3	School: 3 (100); Statewide (63)	School: 0 (0); Statewide (37)	70
English (Advanced)	12	School: 12 (100); Statewide (82)	School: 0 (0); Statewide (18)	77
English (Standard)	1	School: 1 (100); Statewide (34)	School: 0 (0); Statewide (66)	69
English Extension 1	6	School: 3 (50); Statewide (84)	School: 3 (50); Statewide (16)	35/50
English Extension 2	4	School: 2 (50); Statewide (79)	School: 2 (50); Statewide (21)	39/50
Geography	4	School: 4 (100); Statewide (78)	School: 0 (0); Statewide (22)	78
Information Processes & Technology*	1	School: 1 (100); Statewide (62)	School: 0 (0); Statewide (38)	85
Legal Studies*	2	School: 2 (100); Statewide (67)	School: 0 (0); Statewide (33)	76
General Mathematics	4	School: 4 (100); Statewide (50)	School: 0 (0); Statewide (50)	76
Mathematics	6	School: 4 (67); Statewide (65)	School: 2 (33); Statewide (35)	67
Mathematics Extension 1	2	School: 0 (0); Statewide (72)	School: 2 (100); Statewide (38)	20/50
Modern History	5	School: 5 (100); Statewide (75)	School: 0 (0); Statewide (25)	86
PDHPE	4	School: 4 (100); Statewide (65)	School: 0 (0); Statewide (35)	82

Senior Science	7	School: 7 (100); Statewide (68)	School: 0 (0); Statewide (32)	83
Studies of Religion I	3	School: 3 (100); Statewide (77)	School: 0 (0); Statewide (23)	38
Visual Arts	3	School: 3 (100); Statewide (91)	School: 0 (0); Statewide (9)	84

* Indicates subjects taken by our students with another provider such as TAFE or Distance Education.

School Certificate Results

In 2006, a small group of only 16 students sat for the School Certificate and in two of the six School Certificate tests our students performed above state average. It is difficult to make meaningful comparisons against state averages with such a small group which had a diverse ability range, however, a summary of results is outlined below:

In English Literacy 75% of Lakes students were placed in Bands 4, 5 or 6 compared with 71% of the state. No students at Lakes scored a Band 1 or 2 in English.

In Mathematics 13% of Lakes students were placed in Bands 4, 5 or 6 compared with 41% of the state. Four students scored a Band 1 or 2 in Mathematics..

In Science 63% of Lakes students were placed in Bands 4, 5 or 6 compared with 62% of the state. One student at Lakes scored a Band 1 or 2 in Science.

In Australian Geography, Civics and Citizenship 88% of Lakes students were placed in Bands 4, 5 or 6 compared with 66% of the state. No students at Lakes scored a Band 1 or 2 in Australian Geography, Civics and Citizenship.

In Australian History, Civics and Citizenship 19% of Lakes students were placed in Bands 4, 5 or 6 compared with 52% of the state. Two students scored a Band 1 or 2 in Australian History, Civics and Citizenship.

In Computing Skills 100% of Lakes students were placed as Competent or Highly Competent.

Subject	Number of students	Performance band achievement by %		Performance band achievement by %		Median Exam Score
		Bands 3 - 6	Bands 1 – 2 or no award	Grades A – C	Grades D - E	
English Literacy	16	School: 100% Statewide 89%	School: 0% Statewide 11%	School: 39%	School: 61%	75
Mathematics	16	School: 75% Statewide 71%	School: 25% Statewide 29%	School: 62%	School: 38%	64
Science	16	School: 94% Statewide 89%	School: 6% Statewide 11%	School: 44%	School: 56%	71
Australian Geography	16	School: 100% Statewide 83%	School: 0% Statewide 17%	School: 50%	School: 50%	75
Australian History	16	School: 88% Statewide 90%	School: 12% Statewide 10%	School: 57%	School: 43%	65

Secondary Numeracy Assessment Program (SNAP)

In 2006 our Year 7 & 8 students participated in the Secondary Numeracy Assessment Program (SNAP) for numeracy testing and the results are summarized in the table below:

SNAP Results – Year 8 2006

Strand	2005 (Year 7)		2006 (Year 8)	
	Percentage of students at Lakes who achieved the top 2 grades	State Percentages	Percentage of students at Lakes who achieved the top 2 grades	State Percentages
Overall Numeracy	71	65	82	72
Number	57	60	77	73
Measurement	83	70	78	67
Space	75	67	73	67
Data	57	64	82	73
Patterns & Algebra	63	62	77	68

The above table shows the results for the same group of students in the SNAP test in 2005 and in 2006. Note the increased difference in Overall Numeracy for our students compared with the State. In 2005 there was a difference of 6 percentage points; in 2006 our students had increased their lead to 10 percentage points. An improvement relative to the State is evident in most of the numeracy components shown. This suggests that the 2007 Year 8 results are likely to show a similar improvement over this year's Year 7 results (shown below).

Strand	2006 (Year 7)	
	Percentage of students at Lakes who achieved the top 2 grades	State Percentages
Overall Numeracy	69	63
Number	69	65
Measurement	55	58
Space	54	59
Data	67	62
Patterns & Algebra	59	59

English Language and Literacy Assessment (ELLA)

In 2006 all Year 7 and Year 8 students participated in state-wide literacy testing.

Year 7

In the English Language and Literacy Assessment (ELLA) Year 7 test students performed above the state mean in the reading and writing component but at the state mean in the language component. 96% of Year 7 students achieved at a proficient

level or above in writing. 50% and 46% of students achieved at a proficient level or above in reading and language, respectively.

Table 1: ELLA Results (Year 7) – percentages Proficient or above

2006	%
Writing	96%
Reading	50%
Language	46%

Levels: Low, Elementary, Proficient, High

Year 8

In the English Language and Literacy Assessment (ELLA) Year 8 test students performed above the state mean in each of the three components in writing and reading but 0.4 of a percentage point below the state mean in the language component. 95% of Year 8 students achieved at a proficient level or above in writing and language and 96% in reading.

Table 1: ELLA Results (Year 8) – percentages Proficient or above

	Year 8 2006	Year 7 2005
Writing	95%	84%
Reading	96%	84%
Language	95%	80%

Levels: Low, Elementary, Proficient, High

Basic Skills Tests - Years 3 and 5

In 2006 all students in Years 3 and 5 participated in the statewide Basic Skills Test (BST). The tables below show the performance of students in Year 3 and Year 5 compared with the State. In Year 3, 85% of students achieved above the national benchmark in Writing, 93% in Reading and 93% in Numeracy.

In Year 5, 86% of students achieved above the national benchmark in Writing, 83% in Reading and 93% in Numeracy.

This year's results show a decline on those for 2005. However, the same teachers were on both classes for both years. This suggests that a change in the cohort of students has contributed to this decline between 2005 and 2006 results. As a consequence extra support is being provided for those students in 2007.

In interpreting these results it is important to remember that the relatively small number in each class means that the results of only a couple of students can significantly skew the overall results for the class.

Basic Skills Tests - Year 3

Aspects of:	Percentage of Lakes students in top two bands (2005)	Percentage of State in top two bands (2005)
Literacy	7% (39)	42% (42)
Numeracy	34% (52)	46% (46)
	Percentage of Lakes students in bottom two bands	Percentage of State in bottom two bands
Literacy	48% (21)	27% (26)
Numeracy	41% (28)	28% (24)

Basic Skills Tests - Year 5

Aspects of:	Percentage of Lakes students in top two bands (2005)	Percentage of State in top two bands (2005)
Literacy	38% (47)	50% (40)
Numeracy	45% (65)	56% (51)
	Percentage of Lakes students in bottom two bands	Percentage of State in bottom two bands
Literacy	10% (0)	6% (6)
Numeracy	0 (5)	6% (6)

TEACHER PROFESSIONAL LEARNING AND STANDARDS

Teaching staff of independent schools must satisfy certain requirements in regard to their training and qualifications. Three categories have been identified by the Board of Studies. The categories and the number of teachers employed either full-time or part-time at Lakes Grammar in 2006 in each category are shown in the table below.

Category	Number of Teachers
Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEINOOSR) guidelines.	30
Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications.	0
Teachers who do not have qualifications as described in (a) and (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context.	0

Teacher Professional Learning

The Principal and Deputy Principal attend regular conferences held by their professional associations. These conferences regularly involve professional learning on matters such as pedagogy, information technology, student welfare and school leadership. All the teaching staff participated in professional development on strategic questioning on the Term 1 staff development day, student welfare in Term 2 and bullying in Term 3. In addition the following professional development activities were undertaken by staff during 2006:

Description of the professional Learning Activity	No. staff participating
Learning in Early Numeracy and Learning in Numeracy - provided K-6 teachers with interesting, more concrete ways to teach Maths.	13
Robotics workshop	5
English Teachers' Annual Conference	2
Secondary Mathematics conferences and practical ideas for teaching	2
Behaviour support for children with special needs	1
Various sessions on assessment of student work	3

A range of other professional development courses including use of technology, student welfare, religion and values, first aid and PDHPE were also undertaken by individual teachers.

The average expenditure per teacher on professional learning in 2006 was \$618.

Teacher attendance and retention rate

In 2006 the average daily staff attendance rate was 96.4%. The proportion of staff retained from 2005 was 97%.

STUDENT ATTENDANCE AND RETENTION RATES

The average daily attendance rate in 2006 was 97%. This is about the same as in 2005.

Seventy nine percent of the 2004 Year 10 cohort completed Year 12 in 2006. This is the first time we have been able to make such a comparison as the school only opened in 2004. Students who left before completing Year 12 did so for a variety of reasons including: financial circumstances of the family, moving from the area, leaving to study at TAFE or to gain work and changing schools in order to access a wider range of courses. The last of these reasons is the most common.

POST-SCHOOL DESTINATIONS

Of the students who completed Year 12 in 2006 all but one were offered and accepted places at universities.

ENROLMENT POLICY

Lakes Grammar is a comprehensive co-educational school providing an education underpinned by the Christian teaching and values of the Anglican Church of Australia as practised in the Anglican Diocese of Newcastle. All applications will be processed in order of receipt and consideration will be given to the applicant's support for the ethos of the school, siblings already attending the school and other criteria determined by the school from time to time. Once enrolled all students are expected to support the school's ethos and comply with school rules to maintain the enrolment. Parents have a responsibility to keep up-to-date with payment of school fees. Non-payment of fees may threaten the continued enrolment of a student.

Enrolment Procedures

1. All applications are to be processed within the school's enrolment policy. This includes an interview with the Principal or his delegate. Siblings of already enrolled students have priority, subject to the clauses below.
2. The Principal will consider each applicant's supporting statement/interview responses regarding their ability and willingness to support the school's ethos.
3. The Principal will consider each applicant's educational needs. To do this, the Principal will need to gather information (including any reports from health and education professionals) and consult with the parents/family and other relevant persons.
4. The Principal will identify any strategies that need to be put into place to accommodate the applicant before a decision regarding the enrolment is made.
5. Inform the applicant of the outcome.

The school is mindful of and complies with the Disability Discrimination Act.

Student Population

By November in 2006 the school had 362 students. 211 were in Kindergarten to Year 6 and 151 in Years 7-12. There were 177 boys and 185 girls from Kindergarten to Year 12. As Lakes Grammar is a non-selective comprehensive school, our students come from a wide range of backgrounds and include a number of students with special needs.

SCHOOL POLICIES

Student Welfare and Discipline Policies

It is important that students feel safe and supported at school. This involves not just support in matters of welfare for students, but assisting students to respect themselves and others and to take responsibility for their own actions. A Christian view of the human person informs our policy-making in this area. In this regard the following statements encompass, broadly, the School's view of welfare and discipline:

Everyone has a right to be treated with respect and courtesy.

1. The development of a healthy self-concept in students is a major prerequisite for a student's well being.
2. A teacher's task is to assist students to develop a sound worldview as well as a positive view of their place in the community. In doing this teachers not only curb inappropriate behaviour, but promote constructive and positive behaviour.
3. Discipline means guiding a child towards self-control and self-direction, helping them develop responsibility for their own actions.
4. As a school, we work with the home and the community to assist our students to become responsible citizens.
5. The values of honesty, co-operation, tolerance, peace, justice and compassion are held as the basis for developing self-disciplined, responsible citizens.

To assist the school to achieve its aims in providing for a student's welfare, the following policies were in place in 2006.

Policy	Changes in 2006	Access to full text
Child Protection Policy encompassing <ul style="list-style-type: none"> • definitions and concepts • legislative requirements • preventative strategies • reporting and investigating "reportable conduct" • investigation processes • documentation 	Policy was last re-drafted in light of changes to legislation in 2005.	Issued to staff. Parents may request a copy by contacting the Principal.
Security Policy encompassing <ul style="list-style-type: none"> • procedures for security of the grounds and buildings • use of grounds and facilities • emergency procedures • travel on school-related activities 	Nil	Full text in Staff Handbook. Parents may request a copy by contacting the Principal.
Codes of Conduct Policy encompassing <ul style="list-style-type: none"> • Code of conduct for staff and students • Behaviour management 	Nil	Full text in Student Diary (Student Code of Conduct); Student Welfare: Guidelines and Procedures Policy. Staff Handbook.

Policies for Student Discipline

Students are required to abide by the school's rules and to follow the directions of teachers and other people with authority delegated by the school. Where disciplinary action is required consequences vary according to the nature of the breach of discipline and a student's prior behaviour.

Corporal punishment is not permitted under any circumstances.

All disciplinary action that may result in any sanction against the student, including but not limited to, suspension, expulsion or exclusion provides processes based on procedural fairness.

The full text of the school's discipline policy and associated procedures is accessible to members of the school community through:

- The Student Welfare: Guidelines and Procedures Handbook (on request from the Principal)
- The Student Diary.

Policies for Complaints and Grievances Resolution

The school's policy for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by parents and/or students. These processes incorporate, as appropriate, principles of procedural fairness.

The full text of the school's policy and processes for complaints and grievances resolution is included below and is also provided in the brochure, "Home-School Communication" and the Board Handbook.

RESOLVING PROBLEMS

Lakes Grammar is a community that consists of students, staff, parents/caregivers and school Board. A community is based on relationships. In order for our school community to function well and with a united purpose it is vital that relationships between individuals are healthy. The section above outlines the structure of responsibilities within the staff of the school so that you may know whom to contact in certain circumstances. The following section outlines several steps that are designed to protect the health of the relationships between members of the school community while attempting to resolve problems or concerns. They are based on Christian principles.

Step 1: Talk with the person with whom you have a problem.

In the first instance any problems or concerns should be addressed informally between the two parties involved. The aim is to find out if the problem you see is a real concern or just a problem of communication. So, a parent should discuss any concerns or complaints they may have directly with the relevant staff member in private. If this does not resolve the problem the matter may be taken to the next stage.

Step 2: If you can't resolve the problem, involve another person.

In this step you would take the matter to the staff member's immediate supervisor. In our school's structure, for a teacher, this would be the relevant co-ordinator. If this does not resolve the problem it should be referred to the Deputy Principal. If all these steps fail to resolve the matter please contact the Principal.

Step 3: Parents access the Board only through the Principal.

If you believe that a matter has not been resolved at the above levels you may believe that the matter is important enough to request the Board's advice. Please address any letter to the Chairman of the Board via the school. It is not appropriate for a parent to approach or canvass an individual member of the Board. Any Board member who is approached directly with a complaint will not enter into discussion on the subject but will request that the matter be addressed through the appropriate channels as outlined in this policy.

If, after the above steps have been taken and parents consider that the matter has not been resolved to their satisfaction, it would be appropriate for them to review their continuation as members of the school community.

Maintain confidentiality about any matters discussed.

In order to preserve the dignity of all involved please keep confidential any problems discussed. Gossip or rumours will only harm relationships and ultimately the school. If you have complaints please use the channels described above. It will only harm our school if you discuss them with people who are outside the school community and it may damage individuals' reputations if you discuss such matters with others within the school community.

School-determined Improvement Targets

Achievement of priority areas identified in the 2005 Annual Report:

Area	Priorities	Achievements
Board Governance	Development of a mission statement and strategic plan for the school.	Not yet achieved. Listed for 2006.
Teaching and learning	Improved identification of needs and intervention strategies in literacy of secondary students.	Continued professional development of English teachers in grammar and spelling teaching methods. Extra part-time Support Teacher employed to assist students with learning difficulties across school.
Staff professional development	Cross-curricular literacy strategies in Years 7-12. Introduction of the Quality Teaching Framework.	Aspects of Quality Teaching Framework developed.
Student welfare	Improve the Awards system by making the criteria more objective and transparent. Introduce Student Representative Council (SRC).	Awards of Excellence structure revised for 2006. SRC operated in 2006.

2006 Priorities for improvement

Area	Priorities
Board Governance	<ul style="list-style-type: none"> Develop Mission and Values statement.
Teaching and learning	<ul style="list-style-type: none"> Continue to develop literacy program for Secondary students through the English faculty. Improve Maths instruction in K-6. Provide new graded readers for K-6.
Student welfare	<ul style="list-style-type: none"> Develop anti-bullying policy and education program.

Initiatives promoting respect and responsibility

In 2006 the school undertook the following initiatives to promote respect and responsibility:

- Reminded students of the Student Code of Conduct that is based on respect - for God, others, themselves and others' property. This is printed in the Student Diary every year;
- developed an anti-bullying policy and procedures after surveying students and including parents in development of the policy;
- Began review of the discipline policy, which includes students' responsibilities as well as rights;
- Used Tutor time throughout the school to promote discussion amongst students about respecting others;
- Encouraged participation in the local Anzac Day service (students represented the school in uniform) and the local community fair.
- The school hosts an annual visit of students from Japan;
- The school flies the Aboriginal flag every day alongside the Australian flag;
- The talks given by the chaplain at weekly chapel services often relate to students' treatment of others.

Parent, student and teacher satisfaction

Parent Satisfaction

When a family leaves the school they are sent a Student Exit Form to complete and return to the Principal. The form asks the parents' view on the school's academic standards, pastoral care, extra-curricular opportunities, communication and the physical and educational facilities offered by the school.

The great majority of parents were satisfied or very satisfied with the academic standards of the school. Some parents were extremely pleased with the academic growth achieved by their children. Almost all were very satisfied with the pastoral care provided by the school. Most were very satisfied with the range of extra-curricular activities offered. This seemed to depend on the interests of their children. Some parents were very happy with the wide range of activities in which their children could participate; others felt there was a need for improvement in this area. The majority of parents were satisfied with communication, although this is the area that rated least highly of all the areas for comment. There has been some criticism about short notice of coming activities and the school has taken steps to deal with this. Most parents were satisfied with the school's facilities. Some parents commented that the school is still in its infancy and that a lack of opportunities or facilities in some areas is to be expected in a small, new school. Some students move to another school at the end of Year 10 in search of a wider range of electives, but recognize that this will change as Lakes Grammar grows. Parents were asked to give an overall rating of their experience of Lakes Grammar. Some of the comments in this section were: Very good; Excellent; Warm, friendly and helpful staff; A great place for a child to grow and learn; Safe and caring; Very positive; Great - would recommend the school to other parents; My daughter loved Lakes Grammar; A fantastic experience.

Student Satisfaction

In November, 2006 the school conducted a survey of all students entitled "What do our students think". This survey was the first of what will be on-going data collection and analysis process that will occur each semester on students' perception of the environment they experience at Lakes Grammar. This research allows the school to tailor its policies and programs to meet the specific needs of the students. Survey results were positive and affirm that the school is certainly heading in the right direction in tackling bullying and creating a safe and supportive environment which enhances mental health.

Results also indicated that most students from K to 12 feel comfortable talking to their teachers with regard to their school work and about other issues. The level of bullying within the school was perceived to be at a low level and, encouragingly, the vast majority of students felt comfortable about telling someone if they had been bullied.

As a result of the survey, programs have been implemented focusing on promoting student resilience and help-seeking skills. This will further be refined with data from future surveys. Teaching staff have also been involved in Professional Development and this will be on-going.

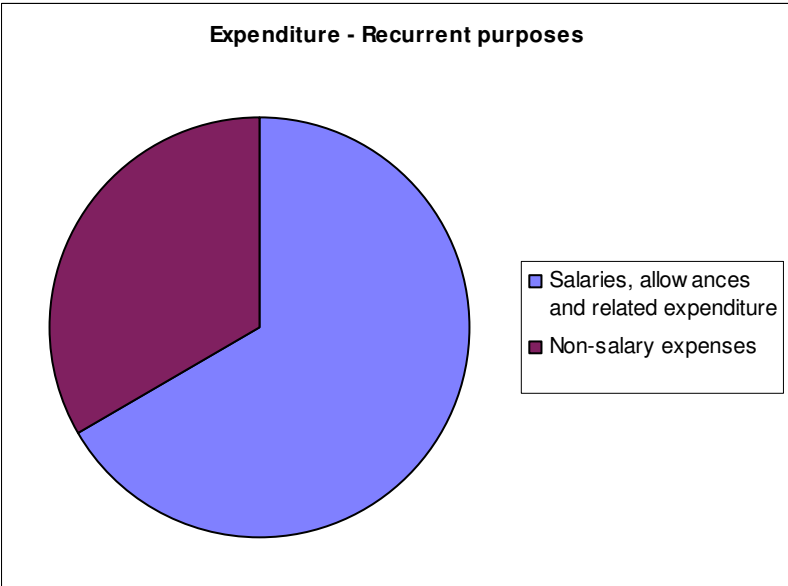
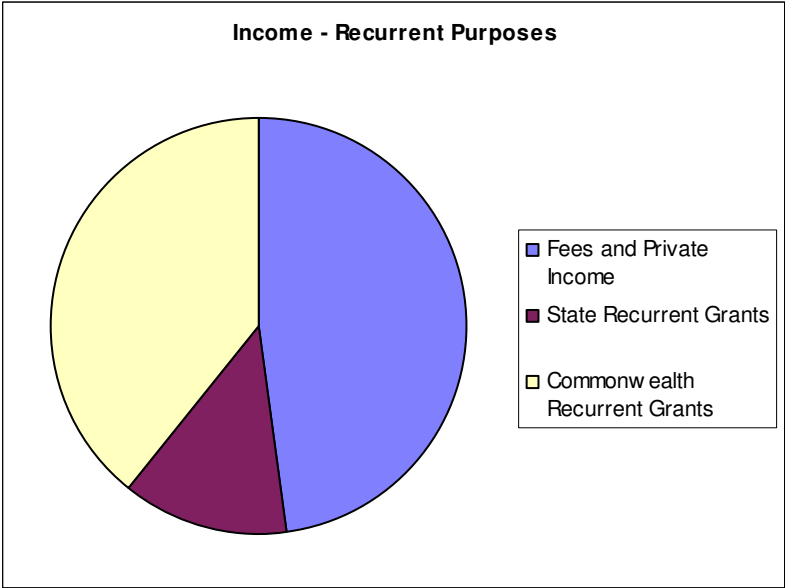
Teacher Satisfaction

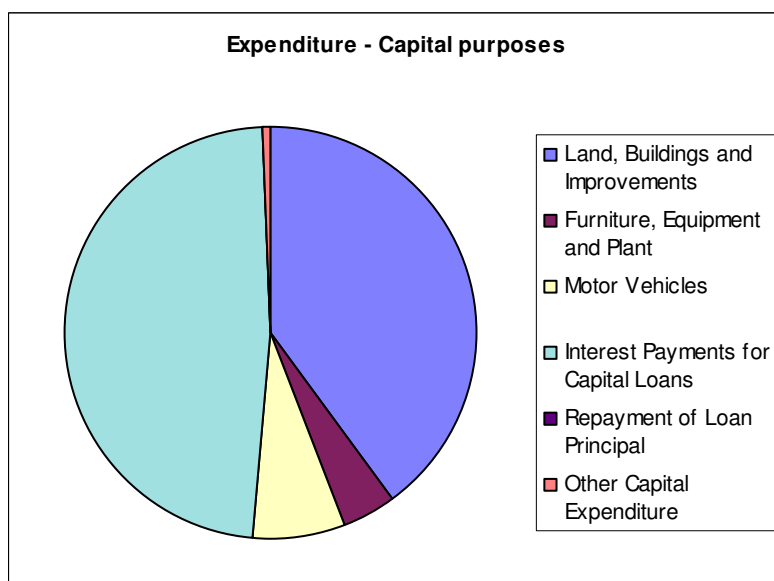
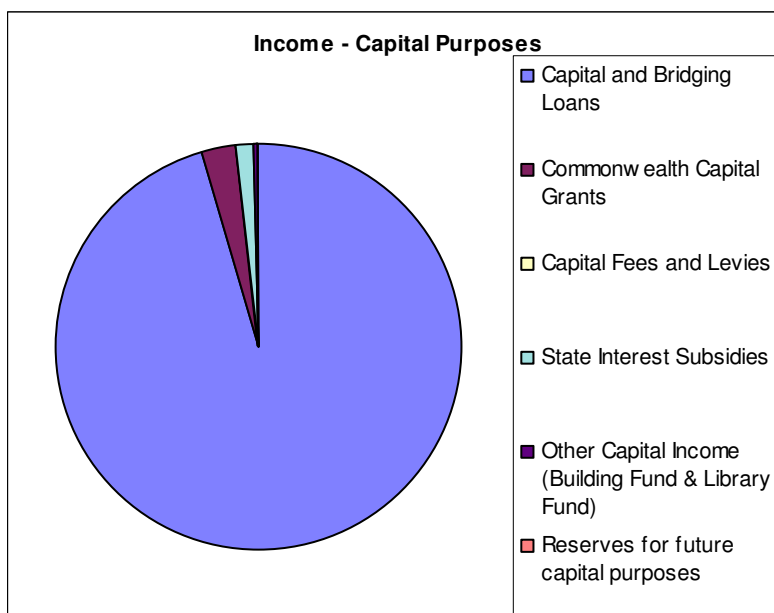
Teachers at Lakes Grammar work in very a favourable environment. The school is new, air-conditioned and has an excellent ICT network. The size of the school is still relatively small so a collegial environment occurs naturally. Teachers have at times expressed frustration that communication from the Senior Staff can be inadequate, with little notice of changes to routine. At other times, some have expressed a desire for more teacher consultation and input into decision-making. Overall, there is generally good morale, a sense of purpose in working towards a common goal and a comfort in the Christian ethic that is at the heart of Lakes Grammar - An Anglican School.

Summary Financial Information

Lakes Grammar maintains all relevant data and complies with reporting requirements of the NSW Minister for Education, Science and Training. This reporting includes public disclosure of the educational and financial performance measures and policies of the school as they are required from time to time.

The pie charts below show the school's income and expenditure, both recurrent and capital, in terms of the proportions received from all sources and expended in all areas.





This concludes the 2006 Annual Report for Lakes Grammar - An Anglican School. Further copies of the report are available on request. If you have any questions about the contents of this report please feel welcome to contact the Principal.