

LAKES GRAMMAR

AN ANGLICAN SCHOOL

2017 ANNUAL REPORT

“With heart, soul, mind and strength”



ABN 24 765 357 415
Lakes Grammar - An Anglican School
PO Box 6069, Gorokan NSW 2263
Cnr Sparks Road and Albert Warner Drive
WARNERVALE NSW 2259
T: 4393 4111
F: 4393 4133
E: enrolments@lakes.nsw.edu.au
W: www.lakes.nsw.edu.au

LAKES GRAMMAR – AN ANGLICAN SCHOOL

Lakes Grammar - An Anglican School is a co-educational K to 12 school which is a member of the Newcastle Anglican Schools Corporation. Lakes Grammar opened in 2004 with 150 students and has grown to around 940 in 2017. The school's vision is: 'With compassionate hearts and enquiring minds, we strive to learn well, live wisely, serve others and honour God'. Its motto is: 'With heart, soul, mind and strength'. The vision and motto reflect the Christian purposes of the school, the focus on learning for a purpose and our responsibilities to others. Lakes Grammar has a part in the Anglican Church's mission of sharing the Good News about Jesus with young people and their families. However, the school welcomes families of any religion or none. The school has a comprehensive approach to curriculum and strives to provide excellent learning experiences for students in all Key Learning Areas. Lakes Grammar has a reputation for high quality care of its students. A wide variety of sports is available. The school has extra-curricular clubs for athletics, equestrian events and netball; other extra-and co-curricular activities are offered, such as choirs, Years 3-6 Training Band, Senior School ensembles, debating and chess. The Junior School runs a Virtues Program that integrates virtues into everyday learning and play. The Duke of Edinburgh's Award Scheme is offered to students from Year 9. There are awards programs for students in both Junior and Senior Schools.

"Building Learning Power" is an approach to teaching and learning in which teachers help students to develop good learning capacities or habits, such as perseverance, self-reflection and self-assessment, monitoring of progress, goal-setting, collaborating and questioning. This approach is being implemented across the school. Positive Behaviour for Learning is a framework for student behavior expectations. Our school has chosen Respect, Responsibility and Care as our three broad expectations and students are explicitly taught the kinds of positive actions that contribute to these qualities.

Lakes Grammar has an active Parents and Friends Association that has raised considerable funds to improve the school's technology and other resources. The P&F contributes to the life of the school through such activities as running the canteens, trivia nights, Spring Fair, Mothers' Day and Fathers' Day breakfasts other community-building and fundraising activities. The school's first overseas service trip (to Mongolia) was run in 2010 and since then there have been trips to Vietnam and Borneo. In 2016 our senior choir sang in Carnegie Hall in New York. These trips represent one part of the school's vision for serving others and encouraging teamwork and leadership in our students. Chinese (Mandarin) is the language learned in the Senior School and this opens the way for interaction with Chinese students and greater cultural understanding of an emerging world power. We have hosted visits by Chinese and Korean students. Lakes Grammar - An Anglican School is a growing and exciting school with strong parental support, pursuing academic excellence and providing high quality pastoral care. You will find this and some other information on the website: www.myschool.edu.au.

MESSAGE FROM THE SCHOOL COUNCIL

The Council of Lakes Grammar - An Anglican School has the responsibility, on behalf of the Newcastle Anglican Schools Corporation (NASC), to govern the school at the local level. This involves ensuring that the school provides the best education possible within its resources, that it continues to grow, that it complies with its legal obligations and that its financial viability is maintained. The School Council therefore monitors policy and sets direction, under the overall governance by the NASC and then allows the Principal to implement these through his leadership of staff and students, his financial oversight through the Director of Operations and his relationships with parents and other stakeholders in the school. The School Council consisted of the Venerable Rod Bower (Chair), Mr John Hurst, Reverend Dan Connor and Mr Richard Turnbull. Mr Geoff Wooden and Ms Rosemary Gray retired in March after many years of diligent service to the former Board of Lakes Grammar. These School Council members are all volunteers who give much time to the good governance of the school.

The Diocese of Newcastle established the Newcastle Anglican Schools Corporation (NASC) in 2007. The Corporation oversees the work of the four Diocesan schools. The Corporation and the School Council maintain a close financial oversight of the school. The school's link with the Diocese of Newcastle is a close and strong one. In April 2017 the NASC Board became the board for all four Anglican schools in the Diocese of Newcastle. Each school now has a School Council for decision-making at school level while high level governance is exercised by the NASC Board.

During the year the Council made the important decision to apply to the NASC Board for approval for a building program in 2018. The application was successful and subsequently a loan was approved. The program will see a specialised STEM (Science, Technology, Engineering and Mathematics) room built in the Junior School, improved staff facilities and renovated student toilets. In the Senior School a two level building will house a large Design and Technology workshop on the lower floor. On the top floor will be two general classrooms and a STEM room. These STEM rooms will enhance the school's development of programs in this area, already under way through coding and robotics in both the curriculum and co-curricular activities.

The Christian purposes of the school are important to the Council. Students educated at Lakes Grammar will leave the school with a deeper appreciation of the breadth of reality, of themselves as human beings and of the story of God's love.

Lakes Grammar is developing a very sound reputation in our community for strong pastoral care and growing academic success. The rapid growth of the school is a reflection of this strong reputation. The staff of the school are primarily responsible for this reputation and the School Council thanks the school staff, both teaching and non-teaching, for its commitment to the work of the school and the care of young people.

This Annual Report provides an overview of the school's character and its achievements in 2017. It meets the requirements of State and Federal Governments for Independent school annual reports and is intended to be informative for parents and interested members of the public.

The Venerable Rod Bower
Chair of the School Council

PRINCIPAL'S MESSAGE

In 2017 the school had, in the Junior School, three classes in each year from Kindergarten to Year 5, two classes in Year 6 and a composite Year 5/6 Opportunity Class. In the Senior School there were three classes in Year 7 and Years 9 to 12, with four classes in Year 8.

Our staff are focused on helping students to be the best people they can be, even better than they thought they could be. In 2017 Lakes Grammar took part in the Schools Leading Learning program of the Association of Independent Schools NSW. This is a school improvement program focused on using evidence from student data to target areas for improvement in teaching and learning. Our professional learning is based on the evidence of what works best to maximise student learning. Staff have had a lot of input from our Director of Teaching and Learning in the Senior School, Head of Junior School, Co-ordinator of Quality Teaching and Learning in the Junior School and consultants from the Association of Independent Schools NSW. Teachers have analysed student exam and assessment data and developed teaching programs designed to improve specific areas of student learning. Teachers are also learning from each other through presentations at staff meetings and by peer observations. There is a major focus on literacy in the Junior School and writing and higher order thinking in the Senior School.

In 2017 our HSC results were among the best we've seen in the life of the school. Our NAPLAN results were also among the best we have had. We believe that these achievements of our students reflect the dedicated efforts of their teachers through the Schools Leading Learning

program. The changes to teaching practices that have led to these improvements are being embedded into our daily practice.

A range of opportunities has been provided to students to enrich and broaden their education. In the Senior School we continued our “Cognito” program. This gives students a range of opportunities to experience their areas of interest more deeply. In 2017 these activities included: The Model United Nations Assembly, debating, Geography Interest Project, Dorothea Mackellar Poetry Competition, English Honours, Studio Art, Science and Engineering Challenge, Forensic Camp, various musical ensembles, the Senior School musical, the Da Vinci Decathlon, and many others.

Secondary students were also able to participate in the Duke of Edinburgh’s Award Scheme, school athletics club, netball club, equestrian club, Inter-school Snowsports Championships, choir and in instrumental tuition.

Junior School students were able to participate in activities such as: school athletics club, equestrian club, choirs, instrumental tuition, Chess, debating, the IPSHA Music Festival, Years 3-6 training band, Crystal growing competition run by the Science Faculty, Premier’s Reading Challenge, drama club, coding club and Robocup Challenge. The annual program run by Dance Fever was as popular as ever. Several after school sports funded by the Government’s Sport in Schools program were offered.

The Junior School also runs a Virtues program, which aims to help students cultivate qualities such as confidence, honesty, courtesy, friendliness, forgiveness, gentleness, kindness, peacefulness, tolerance, integrity and several others.

Lakes Grammar’s Christian mission has been nurtured through the work of its Chaplains, the Reverend Matt Shorten (Senior School) and Mr Peter Oates (Junior School). The Chaplains provide support to students and families in need, work with staff on the Christian Studies and Chapel programs, teach Christian Studies to Year 5 and Year 7, run chapel services, oversee charitable fundraising and share God’s love with all in the school community.

Student wellbeing is important to our school. We have Wellbeing Co-ordinators in both Junior and Senior Schools. Our wellbeing policies and activities are based on the Kidsmatter (JS) and MindMatters (SS) frameworks. There is also a student-led Mental Health Advocacy Group in the Senior School that organises RUOK and anti-bullying day activities for the whole school. The school employs psychologists as School Counsellors in both Junior and Senior Schools. The Student Representative Councils in the Senior and Junior Schools gave students a voice and continued to make valuable contributions to the life of the school.

All these activities are examples of how Lakes Grammar - An Anglican School adds value to a child’s education. Students have many other opportunities to develop interests and to learn new skills. Support Teachers specialising in literacy and numeracy assist students who require additional support in their learning. An Opportunity Class provides support for gifted and other more academically able students in Years 5 and 6. Programs for the support of these students in the regular classroom continue. The school appointed a Gifted and Talented Facilitator in the Junior School and a GAT Mentor in the Senior School. These staff provide individual attention, guidance and mentoring to those students.

Teachers continued to implement “Building Learning Power”. This is an approach to helping students become better learners by developing the right dispositions towards learning, such as: perseverance, absorption in learning, questioning, making links, reasoning, planning, revising, collaborating and meta-learning (examining how you learn best). Strategies to help students develop these dispositions are being introduced gradually across the school. Another focus of teacher professional learning was how to provide better ongoing feedback to students about their progress.

The Parents and Friends Association contributed \$60,000 towards a range of improved facilities in the school. These included: large fans in the hall, an outdoor fitness centre, shade over

seating, a bubbler, seating for the Senior School kiss and go area and a large chess board painted on the courtyard in the Junior School.

“Value adding” does not refer solely to academic performance. The nurture of young people who are confident, intellectually curious, equipped to keep learning, sensitive to the needs of others, and spiritually grounded is of inestimable value. Our school Vision - *With compassionate hearts and enquiring minds we strive to learn well, live wisely, serve others and honour God* - encapsulates this goal.

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

Michael Hannah
Principal

STUDENT REPRESENTATIVE COUNCIL (SENIOR SCHOOL)

In 2017, the Student Representative Council (SRC) encompassed students from Years 7-11 with Mrs Matthews as our mentor and head of the Council. Throughout the year the SRC organised various activities for the school to participate in and used the students' voices to promote new improvements to the school environment.

The SRC ran and participated in numerous activities, including The Easter Egg hunt in April, The Spring Fair in October, as well as multiple fundraising events throughout the year. The SRC ran a slushy and donut stand during the Spring Fair that was subject to many smiling faces and was a tremendous success. The students also took part in the Operation Christmas Child appeal. Lakes Grammar was successful in donating over 300 boxes to the Samaritans Christmas appeal. We hope to extend this contribution in 2018 with even more boxes being donated to the charity.

Throughout the year, students of the SRC continued to engage in communication with both Mr Hannah and Mr Samways, as well as Mr Beecroft in order to present feedback from our student body. An outdoor gym was proposed to the executive due to the high demand from our Senior School students asking to expand the current sporting equipment here at Lakes Grammar. The construction of the gym has had many positive responses from the student body. When working with Mr Beecroft we also added netting to all the basketball hoops in the school, as again the demand for this was large. With collaboration and discussions with Mr Hannah and Mr Samways we were able to implement new seating at the Kiss and Go area as well as improvements to the shading near the bus bays. The student council was very happy to see the final product as well as the beginning construction of the bus bays. 2017 was a large success and we hope 2018 will have as much if not more success towards the aesthetics and internal affairs of Lakes Grammar - An Anglican School.



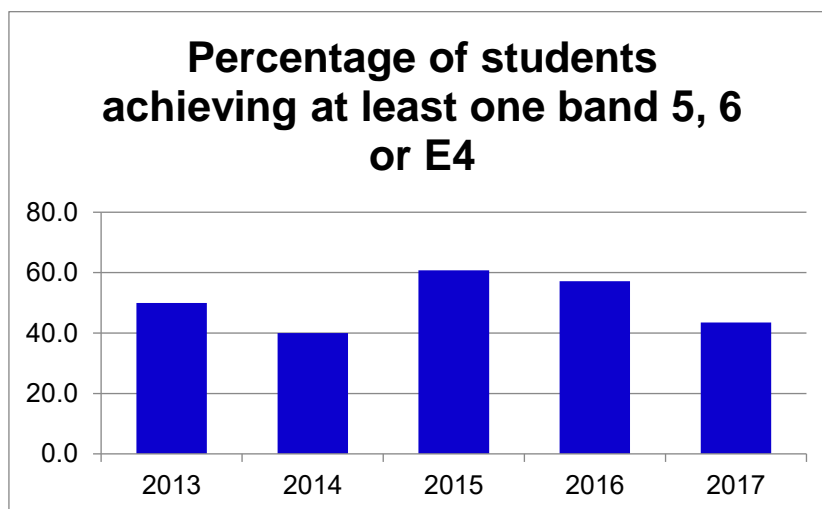
SCHOOL PERFORMANCE IN STATEWIDE TESTS AND EXAMINATIONS

Higher School Certificate Results

In 2017, 69 students sat for Higher School Certificate examinations in 37 courses. Of these, 58 students were full time Year 12 students completing their HSC studies, 10 were Year 11 students studying single subject VET courses through the Lakes Trade Training Centre and 1 student, an elite athlete, studied part-time, intending to complete their studies over a 3 year period.

The Lakes Trade Training Centre is a consortium of local schools and Lakes Grammar and commenced its first year of operation in 2011. This initiative allows students from member schools to study a number of VET courses at other school locations, and to complete both the Preliminary and HSC components in a single year. The member schools allocate two afternoons per week for the delivery of the courses and the arrangement has been a very positive and rewarding experience for our students and for students in the other member schools.

Lakes Grammar has grown rapidly since its foundation in 2004. Larger Year 12 groups have flowed into the senior years since 2014, with 56 students in 2014, 51 students in 2015, 61 students in 2016 and 69 in 2017. Performance for our students remains strong with 30 (43%) students achieving at least one Band 5, 6 or E4. In 2017, students achieved a total of 79 Band 5, 6 or E4 results. A summary of comparative performances over the past 5 years, showing the percentage of students achieving these bands is shown in the graph below:



Of particular note, was the outstanding achievement by one particular student in 2017, who was an HSC “All Rounder” for achieving five subjects with a mark of 90 or above. He also placed 7th overall in NSW for English Extension 1, and 3rd place overall in Chinese Continuers. We congratulate Austin for his excellent achievements.

A summary of achievements by our HSC students in 2017 is shown in the table below.

Subject	Number of students	Performance band achievement by number and percentage		Mean HSC Mark School (State) ¹
		Bands 3 – 6	Bands 1 – 2	
Ancient History	5	School: 5 (100) State: (82)	School: 0 (0) State: (18)	76 (72)
Biology	21	School: 18 (86) State: (88)	School: 3 (14) State: (12)	72 (74)
Business Studies	19	School: 18 (95) State: (87)	School: 1 (5) State: (13)	71 (73)
Chemistry	5	School: 5 (100) State: (91)	School: 0 (0) State: (9)	66 (75)
Construction	4	School: 4 (100) State: (64)	School: 0 (0) State: (6)	
Design and Technology	11	School: 10 (91) State: (95)	School: 1 (9) State: (5)	76 (77)
Drama	9	School: 9 (100) State: (98)	School: 0 (0) State: (2)	72 (78)
Engineering Studies	5	School: 5 (100) State: (89)	School: 0 (0) State: (10)	75 (74)
English (Advanced)	15	School: 15 (100) State: (99)	School: 0 (0) State: (1)	79 (81)
English (Standard)	43	School: 42 (98) State: (86)	School: 1 (2) State: (14)	71 (69)
English Extension 1	3	School: 2 (67) State: (94)	School: 1 (33) State: (6)	
English Extension 2	2	School: 2 (100) State: (78)	School: 0 (0) State: (22)	
Food Technology	22	School: 19 (86) State: (82)	School: 3 (14) State: (18)	67 (72)
Geography	6	School: 6 (100) State: (89)	School: 0 (0) State: (11)	77 (75)
History Extension	4	School: 3 (75) State: (80)	School: 1 (25) State: (20)	
Legal Studies	19	School: 19 (100) State: (92)	School: 0 (0) State: (8)	78 (76)
Mathematics	6	School: 6 (100) State: (91)	School: 0 (0) State: (9)	70 (69)
Mathematics General 2	40	School: 33 (83) State: (75)	School: 7 (18) State: (25)	77 (78)
Modern History	10	School: 10 (100) State: (86)	School: 0 (0) State: (14)	78 (74)
Music 1	3	School: 3 (100) State: (99)	School: 0 (0) State: (1)	
Personal Development	14	School: 11 (79) State: (81)	School: 3 (21) State: (19)	68 (71)
Physics	6	School: 4 (67) State: (88)	School: 2 (33) State: (11)	66 (73)
Senior Science	10	School: 10 (100) State: (87)	School: 0 (0) State: (13)	73 (71)
Software Design and Development	7	School: 5 (71) State: (89)	School: 2 (29) State: (11)	64 (74)

Summary of achievements by our HSC students in 2017 continued...

Subject	Number of students	Performance band achievement by number and percentage		Mean HSC Mark School (State) ¹
		Bands 3 – 6	Bands 1 – 2	
Studies of Religion I	2	School: 2 (100) State: (96)	School: 0 (0) State: (4)	
Visual Arts	12	School: 12 (100) State: (99)	School: 0 (0) State: (1)	80 (80)

- Notes:
1. Mean exam mark is indicated in courses containing 5 or more students.
 2. Aboriginal Studies, Chinese Continuers, Chinese Extension, Critical Thinking, Electrotechnology, Hospitality, Human Services, Mathematics Extension 1, Metal and Engineering, Primary Industries and Spanish Continuers were also studied by a single student, however, these results have been omitted from the table to protect individual privacy, however, these results have been omitted from the table to protect individual privacy.
 3. Three students also studied English Studies and General Mathematics 1.
 4. State percentages might not add to 100% as the examination for this subject is optional.

The table below shows subject averages from 2013 – 2017 for those courses that have been studied by 5 or more students during that period.

Subject	School/State	2013	2014	2015	2016	2017
Biology	School	73	68	70	77	72
	State	74	72	71	74	74
Business Studies	School	74	71	64	74	71
	State	74	74	74	73	73
Chemistry	School	70	70	68	79	66
	State	76	76	76	76	75
English (Advanced)	School	75	80	75	82	79
	State	79	81	80	81	81
English (Standard)	School	65	68	60	68	71
	State	65	67	67	69	69
Food Technology	School	73	64	68	82	67
	State	71	71	71	71	72
Geography	School	70	69	60	82	77
	State	73	74	74	75	75
Mathematics (General)	School	69	67	65	73	70
	State	67	69	69	69	69
Mathematics	School	76	72	59	76	77
	State	77	78	78	78	78
PDHPE	School	72	68	67	72	68
	State	71	73	73	72	71
Visual Arts	School	82	79	81	86	80
	State	79	78	79	80	80

Vocational Education and Training

Eight Year 12 leavers also attained a VET qualification in their final years of study along with a further two Year 11 students who left school after achieving this qualification at the end of Year 11. One Year 12 student is an elite athlete and will attain the HSC in 2018 by completing studies over a three year period.

The table below provides a summary of qualifications achieved by our Year 12 students.

Year 12	Qualification/Certificate	Percentage of Students
2017	HSC	99%
2017	VET qualification	14%

NATIONAL ASSESSMENT PROGRAM LITERACY AND NUMERACY (NAPLAN)

Students in Years 3, 5, 7 and 9 undertake NAPLAN testing each year. The results for each school are displayed on the My School website. Please go to the following link and search for Lakes Grammar – An Anglican School: www.myschool.edu.au.

TEACHER PROFESSIONAL LEARNING AND STANDARDS

Teaching staff of independent schools must satisfy certain requirements in regard to their training and qualifications.

Teacher Accreditation Status

Teachers in NSW must be accredited to teach by the NSW Education Standards Authority (NESA). New teachers are accredited by NESA at Provisional Teacher level. Teachers must then meet the Australian Professional Standards for Teachers at the level of Proficient Teacher within three years of commencing full-time teaching. Until the start of 2018 teachers who had begun teaching before 2004 did not have to be accredited. As of 1 January 2018, NESA accredited these Pre-2004 teachers at Proficient Teacher level. At Lakes Grammar the number of teachers at each level in 2017 are shown in the table below.

Level of Accreditation	Number of Teachers
Pre-2004 teachers	33
Provisional	6
Proficient Teacher	32
Total number of teachers	71

Teacher Qualifications

Three categories of qualifications have been identified by NESA. The categories and the number of teachers employed either full-time or part-time at Lakes Grammar in 2017 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.	71
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, Deputy Principal and Head of the Junior School attend regular conferences held by their professional associations. These conferences regularly involve professional learning on matters such as pedagogy, information technology, student wellbeing and school leadership. In March the Principal attended the annual conference of the Association for Supervision and Curriculum Development in Anaheim, USA.

K-12 Professional Learning

The school is undertaking a program called "Schools Leading Learning" which focuses on professional learning embedded in the school context. Many studies have shown that this, rather than one-off external PD, is effective in bringing change. Teachers did much analysis of student

data, met in teams to develop targeted teaching programs, received input from education consultants and school leaders, and trialled and evaluated new teaching approaches. Teachers also set individual professional goals and did peer observations of one another's lessons.

Junior School Professional Learning

Junior School staff as a whole took part in a number of PD sessions during staff meetings and professional learning days, including:

- K – 12 Child Protection Training
- Programming and Planning for English K – 6
- Developing a Quality Unit of Work for English K – 6
- Textual Concepts in English K – 6
- Mapping Textual Forms in English K – 6
- Lesson Study – Observing Classroom Practice to Collect Evidence of Student Learning
- Lesson Study – sharing of strategies and outcomes (grammar focus)
- NCCD Data Collection – process, protocols and guidelines
- Feedback (using the AITSL modules and resources)
- Teaching of Writing – persuasive and imaginative texts
- Analysis of student writing against the literacy continuum – plotting and planning goals
- Staff Wellbeing
- Using the Oxford Mathematics Program

There is also a Teacher Mentor who works with teachers in classrooms to help embed the practices introduced through the professional learning sessions.

Senior School Professional Learning

Senior School teachers as a whole took part in many in-school professional learning sessions during the year, led by the Director of Teaching and Learning, Michelle Smith. A sample of these is below:

- Using Cognitive Reading Strategies to Improve Students' Comprehension Results
- The New HSC
- Formative Assessment Strategies
- Writing Descriptive Rubrics
- 3 of the 5 main strategies for embedding formative assessment: (each one was dealt with at various sessions)
 - Learning Intentions and Success Criteria
 - Designing hinge questions and effective discussions
 - Providing feedback to move students forward

Teachers have Professional Learning Partners who observe each others' lessons. The foci of this program and the work of the Teacher Coach were formative assessment strategies and cognitive reading strategies.

A sample of external and internal professional learning courses undertaken by Senior School and/or Junior School teachers and the number of teachers participating are listed below.

Professional Development - 2017	Days	Staff attending
Learning support/Mini Lit/Macq Lit/NCCD	14	18
Heads meetings (HRIS/AHISA/HICES)	35	2
Wellbeing/Mental Health/Kidsmatter/PAVe	17	5
Indigenous education	7	7
STEM	19	16
Literacy planning	2	11
Chaplain meetings	13	2
Careers	3	2
HSC	5	4
Library	9	3
Anaphylaxis training	1	78

Execs - child protection/Governance/school improvement workshop	12	4
1st Aid	5	5
OH&S	2	3
Curriculum - Science	2	6
Curriculum - Maths	23	11
Curriculum - English	8	43
curriculum - Geography	2	1
Curriculum - PDHPE	2	2
curriculum - TAS	2	2
Curriculum - LOTE	3	1
Curriculum - Music	2	2
Curriculum - History	3	2

Workforce composition

Refer to www.myschool.edu.au for a breakdown of the workforce composition. There are no indigenous staff at present.

STUDENT ATTENDANCE AND RETENTION RATES

ATTENDANCE

The overall average daily attendance rate in 2017 was 93%. The average daily attendance rate (% in attendance) per year group was:

K	95	7	91
1	94	8	89
2	93	9	87
3	92	10	87
4	90	11	91
5	90	12	90
6	88		

The school monitors attendance and informs parents via SMS if their child has been marked absent and we have not received notification from a parent. Each day the Senior School receptionist collates a list of absences that have remained unexplained for 3 days and sends a reminder email to parents about the matter.

Managing student absences

Each week, automatic attendance reports are generated for the Head of Junior School (K-6) and the Co-ordinator of Student Wellbeing (7-12) for follow up.

The reports highlight:

- Students who have unexplained absences from school for more than 10% of the time expected to be at school.
- Students who have been late for more than 10% of the time expected to be at school.
- Students who have more than 20 days absences from school in the year.

If attendance or punctuality is of concern, the Head of Junior School (K-6) or the Co-ordinator of Student Wellbeing (7-12) will follow up with the family and put in place any necessary procedures to try and rectify the situation.

RETENTION

79% of the 2015 Year 10 cohort completed Year 12 in 2017. 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 specific courses.

POST-SCHOOL DESTINATIONS

Of the students who completed Year 12 in 2017 most were offered and accepted places at universities, including Newcastle University, Macquarie University, Sydney University, UNSW, Charles Sturt University and Western Sydney University, UTS, Griffith, ANU, UNE. Degree courses included engineering, teaching, physiotherapy, nursing, medical science, forensic science, psychology, law, arts, mathematics, science, business, information technology and others. Several students left at the end of Year 10 to pursue apprenticeships or other non-school training courses.

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. Our selection criteria are established to reflect this ethos of our school. Consequently, we seek to enrol those children we judge to be best able to benefit from the academic program we offer, who demonstrate a willingness to participate in a wide range of activities, and whose families understand and are supportive of the Christian aims of the School. We will assess all applications for enrolment against the following criteria:

- The prospective student has a parent or sibling who is an ex-student of the School.
- The prospective student has a brother or sister who is a current student at the School.
- The date of application.
- The ability of the prospective student to benefit from the educational offering of the School.
- The ability and willingness of the prospective student to participate in and contribute to the life of the School.
- The willingness of the student and the family to support the school's Code of Conduct and its Christian faith and practice.
- The capacity of the school to support the interests and academic needs of the student.
- Assessment of the student's personal characteristics and approach to academic work as set out in school reports.

None of the above by itself is a determining factor, nor is there any particular order in which the criteria are considered. Enrolment decisions taken are the responsibility of the Principal. No discussion of these decisions will be entered into. Enrolment decisions are made following an interview with the Principal or the Principal's delegate.

Lakes Grammar - An Anglican School complies with the Disability Discrimination Act.

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. The relevant clauses from the school's Conditions of Entry" are cited below:

1. I/We will support the ethos, policy and practice of the School at all times whilst my/our child is enrolled. We take note of the support required by parents particularly in regard to the information included regarding uniform and welfare. Specifically, I/We undertake to provide my/our child with the specified school uniform at all times.
2. I/We agree that the child will be bound by and adhere to the general regulations made from time to time for the well- being and conduct of the School.
3. I am/We are aware that:
 - a. if the Principal or any person deputing for the Principal, considers that a student is guilty of a serious breach of the school rules or has otherwise engaged in conduct that is prejudicial to the school or its students or staff, the Principal or deputy may exclude the student permanently or temporarily at their absolute discretion; OR
 - b. if the School Board or Principal believes that a mutually beneficial relationship of trust and co-operation between a parent and the school has broken down to the extent that it adversely impacts on that relationship, then the school, the School Board or the Principal may require the parent to remove the child from the school.

No remission of fees will apply in either case.

Student Population

In 2017 the school had 947 students on Census day in August. There were 467 boys and 480 girls from Kindergarten to Year 12. 2% of students identified as Aboriginal and 11% had a language background other than English. 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

Following is a summary of the school's policies for student wellbeing, anti-bullying and discipline.

Student Wellbeing and Discipline Policies

Lakes Grammar is committed to enhancing the wellbeing of each of its students and of the whole school as a community. A Christian view of the human person as created in the image of God is the foundation of our wellbeing and discipline approaches. Our wellbeing programs are designed to help students to build a positive sense of self in community. Wellbeing and discipline programs or procedures are intended to assist students to understand the interdependence of those in any community and thus their role in community. The school's Positive Behaviour expectations are Respect, Responsibility and Care. These expectations are intended to guide students into constructive behaviours for themselves and towards others in the school community. Lakes Grammar's motto, "With heart, soul, mind and strength", also guides our planning in the wellbeing and discipline areas. We aim to help build resilient, compassionate, community-minded people with enquiring minds and the tools to think clearly about issues. This policy is available on request to the Principal.

Anti-Bullying Policy

The School has the responsibility to ensure that, while at school, all students are given opportunities to develop positive attitudes and appropriate values. All students need to develop acceptance and understanding of others and their needs. At Lakes Grammar all students have the right to feel safe and to be treated as unique persons made in the image of God. They in turn must acknowledge, through their actions, their duty to respect the rights of others.

At Lakes Grammar it is our belief that:

- Bullying is not an acceptable behaviour and will not be tolerated. Students who engage in bullying will be dealt with appropriately.
- Staff, students and parents must work together to endeavour to stamp out any bullying that occurs at Lakes.
- It is the responsibility of all members of the School community to report bullying when they know it is happening or when it is happening to them. A person's silence is saying that bullying is acceptable.
- The School will seek to be pro-active in promoting an environment in which everyone understands that bullying is wrong and that individuals have a responsibility to report bullying if they become aware of it.

The full text of this policy is available on the school's web site.

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 at the school under any circumstances nor does the school sanction the use of corporal punishment explicitly or implicitly by any other person, including parents, to enforce the school's discipline.

All disciplinary action that may result in any sanction against the student, including but not limited to, suspension or expulsion, follows processes based on procedural fairness and involves parents or carers in the process.

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. Parents or carers are able to raise a concern with the staff member directly responsible and if no resolution is reached can refer the matter to a supervisor and ultimately to the Principal.

The full text of the school's policy and processes for complaints and grievances resolution, "Complaints Resolution – Policy and Procedures", is available on the parent portal, *Parent Lounge*.

Changes to Policies during 2017

There were no changes to the policies noted above during 2017.

SCHOOL-DETERMINED IMPROVEMENT TARGETS

Priorities for improvement during 2017

Area	Priorities	Achievements
Teaching and learning	<p>The school has a Schools Leading Learning (SLL) grant over a three-year period. This will allow release of teachers from class to learn collaboratively with one another. The school's SLL goals are:</p> <p>Goal 1: Develop students' problem solving, critical and creative thinking. Teachers encouraging and students pursuing challenging academic goals; using BLP to support students to persevere in their learning.</p> <p>Goal 2: Improve all students' literacy and numeracy achievements</p> <p>Goal 3: Use real, reliable data to evaluate learning and teaching, identifying interventions and modifying teaching practice.</p> <p>These goals will be met through teachers working together in faculty or grade teams to: revise and improve teaching programs; analyse student learning data; take part in professional learning and implement appropriate strategies; share their experiences with colleagues; work with professional learning partners; set professional goals aligned with school goals; and evaluate their impact on student learning.</p>	<p>Teachers have been using some strategies to develop these capacities, eg. Visible Thinking Routines. There are anecdotal reports of improved student engagement in learning</p> <p>2017 NAPLAN results showed improvements in both literacy and numeracy although there are still areas that showed weaknesses. Much data analysis has occurred – using standardised data such as NAPLAN and HSC results, as well as school-based assessments. Specific needs are targeted following these analyses.</p> <p>The professional culture among the teaching staff has changed significantly – it is now more open, teachers are sharing their practice more and learning from one another more than previously. Teachers are implementing more evidence-based practices as a result of the collaborative professional learning they have been engaged in.</p>

Priorities for improvement during 2017 con't

Area	Priorities	Achievements
Student wellbeing	<p>Junior School</p> <p>Peer Support Our Peer Support module for 2017 will be 'Resilience' "This eight session module supports students with the capacity to adapt and develop protective factors necessary to help them approach situations with confidence and enthusiasm.</p> <p>Continue to promote student mental health Implement the Friendly Schools Plus program in PDH classes.</p> <p>Enhanced opportunities for student recognition: Review of award and behaviour support structures The K - 6 Student Wellbeing Committee has conducted a survey of the staff to review the award and behaviour support structures in the Junior School. The committee will be meeting to process this feedback and with on-going consultation recommend changes to the school.</p> <p>Senior School Enhance the anti-bullying program. Recruit a new Co-ordinator of Student Wellbeing following departure of the previous Co-ordinator.</p>	<p>'Moving Forward - Resilience.' Under the leadership of Mrs Elisa LeRay, this eight-session module encouraged students to think about and practise a range of resilient responses in a collaborative and inclusive environment. Our Year 6 Peer Leaders were trained in a two day off-school location. This equipped and enabled them to lead a group of consisting of eight to ten students from Kindergarten to Year 5 through the module.</p> <p>The Friendly Schools Plus programs aims to develop student's social and emotional competencies to enable them to recognise and control their emotions, build positive relationships, show consideration for others, make thoughtful and sensible choices and cope with difficult situations. These outcomes are developed through the following five key areas. Self-awareness, Self-management, Social awareness, Relationship skills and Social decision-making. The five strands within the program build upon each other in a spiral curriculum at each year level.</p> <p>Under the leadership of Mrs Lynette Colthorpe, PDH programs have been designed with Friendly Schools Plus material embedded in every group of lessons for each year group in the Junior school from Kindergarten to Year 6.</p> <p>After consultation with teachers the Positive Behaviour for Learning (PBL) program was simplified and teachers could use their own system as long as it supported PBL. The recognition of "Lakes Grammar Habits" was simplified and the College Points system was improved.</p> <p>Year 5 and 6 students volunteer as referees for games on the oval at lunchtimes. They are trained and wear blue hi-viz vests.</p> <p>A new Student Wellbeing Co-ordinator was appointed and is very effective. The anti-bullying program has not yet been revised.</p>

INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

In 2017 the school undertook the following initiatives to promote respect and responsibility:

- Positive Behaviour for Learning framework across the whole school. Three expectations: Respect, Responsibility and Care.
- At assemblies the Principal, Deputy Principal and Head of the Junior School regularly speak to students about respect for one another and the ways they can demonstrate that.
- Encouraged participation in the local Anzac Day service (more than 100 students represented the school in uniform); held an Anzac service at school.
- The school flies the Aboriginal flag every day alongside the Australian flag;
- Anti-bullying Day and Harmony Day activities.
- An Aboriginal culture day was held with visiting indigenous people giving presentations;
- National Sorry Day activities
- The talks given by the chaplains at weekly chapel services often relate to students' treatment of others.
- Junior and Senior School student leaders attended leadership forums, such as Youth Empowerment.
- Student Representative Councils give a voice to students.
- Continued our virtues program in the Junior School that includes virtues such as: respect, integrity, trust, confidence, kindness, consideration, honesty.
- Continued Year 11/Year 7 Peer Support Program. Peer Support introduced into the Junior School.
- Continued system of Year 6 Buddies for Kindergarten students.
- All Year 9 students are enrolled in the Duke of Edinburgh's Award Scheme. Several progress to the Gold badge level by the end of Year 11.
- Selected Junior School students assisted at a local nursing home.



PARENT, STUDENT AND TEACHER SATISFACTION

Parent Satisfaction

Parent Exit Surveys

When a student leaves the school the parents are asked to complete an Exit Survey. Some data and examples of answers, both positive and negative are given below from Junior and Senior School responses. The data is given as percentages:

My child's academic development has been supported well by the school

Strongly Agree/Agree	75
Neutral	17
Disagree/Strongly Disagree	8

My child has been supported well through the school's wellbeing programs

Strongly Agree/Agree	61
Neutral	24
Disagree/Strongly Disagree	5

The school has provided clear communication regarding my child's learning

Strongly Agree/Agree	72
Neutral	18
Disagree/Strongly Disagree	10

The School has provided clear communication about student events and activities

Strongly Agree/Agree	89
Neutral	10
Disagree/Strongly Disagree	1

Parents were asked to rank in order of importance the factors that led them to enrol their child/ren at Lakes Grammar. They were then asked to what extent they were satisfied that their first choice was met by the school.

78% were satisfied or very satisfied. 17% were neutral, 5% were dissatisfied.

On reflection, how would you rate your overall experience of LAKES GRAMMAR – AN ANGLICAN SCHOOL?

73% were satisfied or very satisfied. 19% were neutral, 8% were dissatisfied.

Are there any other comments you would like to make?

- We have had a very positive experience at Lakes Grammar. The teachers seem to genuinely care for the students and get to know them. Our daughter has had many positive experiences at the school. Thank you.
- As a parent I have been very pleased with our child's time at Lakes. She has been happy, encouraged to do her best and has made wonderful friends.
- I would like to take this opportunity to thank you for all your care, education and support you have shown our daughter over the years she has spent at Lakes Grammar. She has formed many special friendships and memories, ones that I am sure she will treasure forever.
- Excellent values but I would like a stronger emphasis on discipline and rules eg uniform regulation.
- Coming into this school 4 years ago with our first child we thought that Lakes was going to be the school that our children would start and finish their schooling life with. Unfortunately during our 4 years we have noticed a drop in the standard of the school and a shift in the culture. Although we are leaving it is not all negative and we do take some positives from the boys' time at Lakes.

- Thank you all for your support in raising my beautiful girl. We cannot fault the communication – which is above any other in our experience. Our daughter has loved every part of her schooling at Lakes and we are sad to be leaving.
- Appreciated the caring environment and values lived by the school - quality of teachers and established facilities and programs at the school.



Student Satisfaction

Senior School

In September 2016 we surveyed our Senior School students (Years 7-12) as part of our MindMatters program. The sample of survey results below shows, in Column A, the average percentage of responses selecting “All the time” and “Most of the time”; in Column B the total when the percentages for “About half the time” are added. The other options on the survey are “Not a lot of the time”, “None of the time” or “Don’t know”.

	A	B
I like coming to Lakes Grammar	59	83
The teachers at Lakes are good role models	61	88
I like most of the people in my year group	59	85
I feel I belong at Lakes Grammar	61	80
I feel safe at Lakes	77	92
I am respected by staff	67	84

As one would expect there are some significant differences in the percentages between different year groups, with students in Year 7 being most positive and Year 9 generally being least positive about school. It is also to be expected that Secondary students would have a less positive view of school, in general, than Primary students, as the results below indicate. Nevertheless, these figures for the Senior School give us cause to continue to review and improve our wellbeing and teaching strategies.

Junior School

In July-August 2015 students in K-6 completed the KidsMatter wellbeing survey. The key results below show the percentage of students who chose “Somewhat true” or “Very true” in relation to the statement (there were some different statements for Years 1-3 and 4-6):

Years 1-3

I like this school	97
My teachers care about me	97
I always try my best at school	96
If I have a problem I can talk to my teacher	95
I feel safe at this school	93
I feel happy at school	89
I look forward to coming to school	85

Years 4-6

I feel that I belong at this school	97
Teachers and students at my school respect each other	99
My school knows how to deal with bullying and harassment issues	95
I feel safe at this school	99
My school cares about me as an individual	97
My teachers encourage me to take on new challenges	98

Teacher Satisfaction

In 2015 staff completed a wellbeing survey conducted as part of our MindMatters program. The key results were:

92% of teachers like working at Lakes.

79% feel valued and respected.

81% feel a strong sense of belonging and connection to this school.

86% feel they have someone to talk to if needed.

There are some differences between the actual figures for Junior School and Senior School staff.

Other general indications that teachers on the whole are satisfied include:

Very positive engagement by all staff in collaborative professional learning activities at school.

Attendance and camaraderie of staff at morning teas and social events.

Willingness of staff to volunteer to join planning teams for school initiatives.

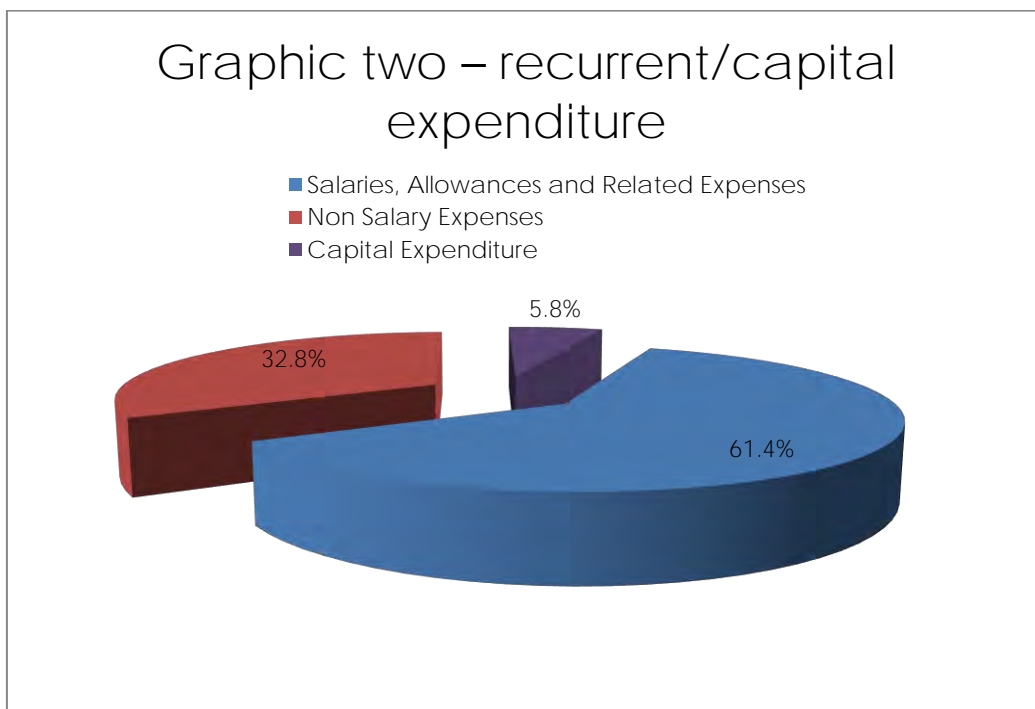
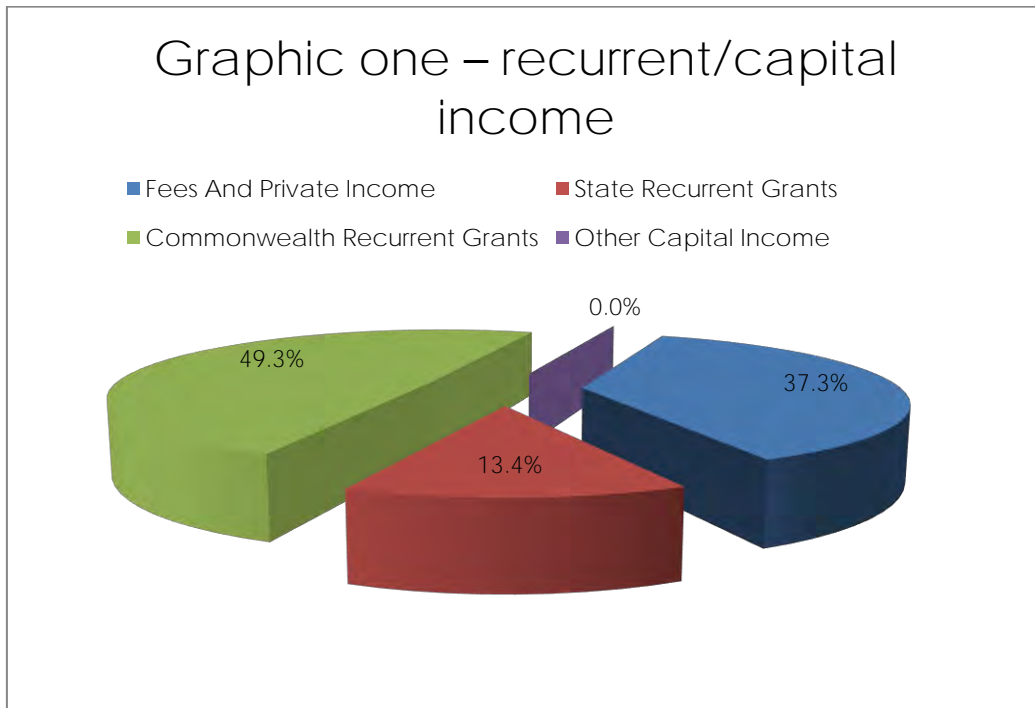
Very low staff turnover rates.



SUMMARY FINANCIAL INFORMATION

Lakes Grammar maintains all relevant data and complies with reporting requirements of the NSW Minister for Education and the Federal Minister of Education. 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 2017 Annual Report for Lakes Grammar - An Anglican School. If you have any questions about the contents of this report please feel welcome to contact the Principal.