

## LAKES GRAMMAR – AN ANGLICAN SCHOOL

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Lakes Grammar - An Anglican School is a co-educational K to 12 school which is a member of the Newcastle Anglican Schools Corporation (NASC). Lakes Grammar opened in 2004 with 150 students and has grown to over 900 in 2018. 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 snowsports, 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 program called Lakes Grammar Habits that integrates learning dispositions, virtues and good habits 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 and other social activities and providing Mothers' Day and Fathers' Day breakfasts. The school's first overseas service trip (to Mongolia) was run in 2010 and since then Year 11 has been offered a Vietnam trip in most years. In 2015 a Year 11 group visited Borneo and did volunteer work with Habitat for Humanity. 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. In 2019 our first school group visit to China will take place. 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](http://www.myschool.edu.au).

## MESSAGE FROM THE SCHOOL COUNCIL

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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 and his relationships with parents and other stakeholders in the school and beyond. The School Council was ably led by the Venerable Rod Bower as Chair until June, after which the Very Reverend Charlie Murry, Assistant Bishop of Newcastle, was appointed Chair. Other School Council members are Mr John Hurst, Ms Christine Arnaldi, Reverend Dan Connor and Mr Richard Turnbull. 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. 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.

The Christian purposes of the school are important to the Board. 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 2018. 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 Very Reverend Charlie Murry**  
**Chair of the School Council**

## **PRINCIPAL'S MESSAGE**

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In 2018 the school had, in the Junior School, three classes in each year from Kindergarten to Year 4, two classes in Year 5 and three in Year 6 as well as a composite Year 5/6 Opportunity Class. In the Senior School there were three classes in each of Years 7 to 10 and a range of classes of varying size across the subjects in Years 11 and 12.

Our staff are focused on helping students to be the best people they can be, even better than they thought they could be. In 2016 and 2017 Lakes Grammar took part in the Schools Leading Learning program of the Association of Independent Schools NSW. In 2018 the school was part of the AIS School Improvement Service. These are school improvement programs 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 and 2018 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. The AIS has asked our school to be a case study in school improvement, to share with other independent schools because they are so impressed with what we have achieved.

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 2018 these activities included: The Model United Nations Assembly, debating, Geography Interest Project, Dorothea Mackellar Poetry Competition, English Honours, Art Club, Drama Club, Science and Engineering

Challenge, Forensic Camp, various musical ensembles, the Senior School musical, the Da Vinci Decathlon, and many others.

Senior School 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. Several after school sports funded by the Government's Sport in Schools program were offered.

The Junior School runs a program called Lakes Grammar Habits that integrates learning dispositions, virtues and good habits into everyday learning and play. This includes such habits as: set learning goals, collaborate, respect fellow learners and teachers, compassion, forgiveness, honesty, manners, welcoming diversity and many others. Each week one habit is the focus of assemblies, awards and discussion in classes.

In 2017 the School Council and the NASC approved a building project to take place in 2018. This project consisted of, in the Junior School, a specialised STEM (Science, Technology, Engineering and Mathematics) room, improved staff facilities and renovated student toilets. In the Senior School a two level building now houses a large Design and Technology workshop on the lower floor. On the top floor are two general classrooms and a STEM centre. 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.

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 Team 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 give students a voice and continue 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 the Junior School. Programs for the support of these students in the regular classroom continue. The school has a Gifted and Talented (GAT) 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.

"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**



## SCHOOL PERFORMANCE IN STATEWIDE TESTS AND EXAMINATIONS

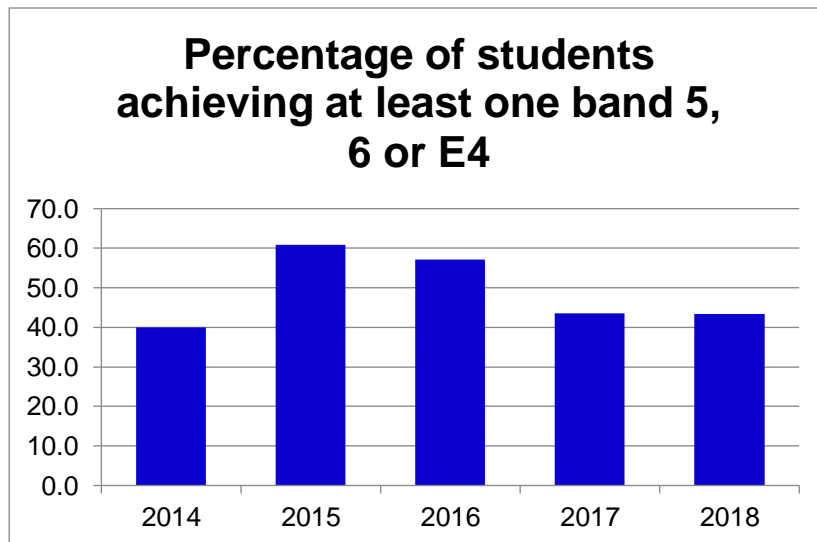
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### Higher School Certificate Results

In 2018, 60 students sat for Higher School Certificate examinations in 42 courses. Of these, 55 students were full time Year 12 students completing their HSC studies, 4 students were Year 11 students studying single subject VET courses through the Lakes Trade Training Centre and 1 student, an elite athlete, studied part-time, completing 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 continues to be 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 with variation in year group sizes. Larger year groups have featured since 2014, averaging 59 students in Year 12 since 2014. Performance for our students remains strong with 26 students (43%) achieving at least one Band 5, 6 or E4. In 2018, students achieved a total of 96 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, were outstanding achievements by two of our students in 2018. One student placed 6<sup>th</sup> overall in NSW in Food Technology, while another student had her art work selected for exhibition at the annual NSW Art Express exhibition. Both these accomplishments are exceptional, and we congratulate these students for their fine achievements.

A summary of achievements by our HSC students in 2018 is shown in the table below.

Subject	Number of students	Performance band achievement by number and percentage		Mean HSC Mark School (State) <sup>1</sup>
		Bands 3 – 6	Bands 1 – 2	
Ancient History	5	School: 4 (80) State (85)	School: 1 (20) State (15)	80 (73)
Biology	18	School: 16 (89) State (90)	School: 2 (11) State (10)	71 (74)
Business Studies	16	School: 16 (100) State (88)	School: 0 (0) State (12)	73 (74)
Chemistry	3	School: 2 (67) State (89)	School: 1 (33) State (11)	
Design and Technology	12	School: 12 (100) State (97)	School: 0 (0) State (3)	80 (78)
Drama	3	School: 3 (100) State (98)	School: 0 (0) State (2)	
Engineering Studies	2	School: 2 (100) State (91)	School: 0 (0) State (9)	
English (Advanced)	21	School: 21 (100) State (99)	School: 0 (0) State (1)	82 (81)
English (Standard)	31	School: 27 (87) State (85)	School: 4 (13) State (15)	65 (69)
English Extension 1	4	School: 4 (100) State (96)	School: 0 (0) State (4)	
English Extension 2	4	School: 0 (0) State (71)	School: 4 (100) State (29)	
Food Technology	19	School: 19 (100) State (86)	School: 0 (0) State (14)	76 (73)
Geography	8	School: 8 (100) State (88)	School: 0 (0) State (12)	81 (75)
History Extension	3	School: 3 (100) State (79)	School: 0 (0) State (21)	
Information Processes and Technology	9	School: 8 (89) State (87)	School: 1 (11) State (13)	70 (73)
Legal Studies	8	School: 7 (88) State (86)	School: 1 (12) State (14)	81 (75)
Mathematics	5	School: 5 (100) State (93)	School: 0 (0) State (7)	71 (78)
Mathematics General 2	37	School: 34 (92) State (80)	School: 3 (8) State (20)	73 (70)
Modern History	11	School: 8 (73) State (85)	School: 3 (27) State (15)	71 (74)
Music 1	4	School: 4 (100) State (98)	School: 0 (0) State (2)	
Personal Development, Health and Physical Education	11	School: 11 (100) State (86)	School: 0 (0) State (14)	72 (72)
Physics	4	School: 2 (50) State (87)	School: 2 (50) State (13)	
Retail Services Examination	2	School: 2 (100) State (85)	School: 0 (0) State (15)	
Senior Science	10	School: 10 (100) State (88)	School: 0 (0) State (12)	75 (71)
Visual Arts	10	School: 10 (100) State (99)	School: 0 (0) State (1)	81 (80)

- Notes:
1. Mean exam mark is indicated in courses containing 5 or more students.
  2. Construction, Economics, Hospitality, Mathematics Extension 1 and Studies of Religion I were also studied by a single student, however, these results have been omitted from the table to protect individual privacy.
  3. Students also studied Animal Studies, Drama Life Skills, English Studies, Food Technology Life Skills, General Mathematics 1, Geography Life Skills, Information and Digital Technology, Mathematics Life Skills, Metal and Engineering, Visual Arts Life Skills, and Work & the Community Life Skills, however, they did not sit examinations for these courses.
  4. State percentages might not add to 100% as the examination for this subject is optional.

The table below shows subject averages from 2014 – 2018 for those courses that have been studied by 5 or more students during that period.

Subject	School/State	2014	2015	2016	2017	2018
Biology	School	68	70	77	72	71
	State	72	71	74	74	74
Business Studies	School	71	64	74	71	73
	State	74	74	73	73	74
English (Advanced)	School	80	75	82	79	82
	State	81	80	81	81	81
English (Standard)	School	68	60	68	71	65
	State	67	67	69	69	69
Food Technology	School	64	68	82	67	76
	State	71	71	71	72	73
Geography	School	69	60	82	77	81
	State	74	74	75	75	75
Legal Studies	School	76	73	77	78	81
	State	73	75	75	76	75
Mathematics (General)	School	67	65	73	70	73
	State	69	69	69	69	70
Mathematics	School	72	59	76	77	71
	State	78	78	78	78	78
Modern History	School	77	71	81	78	71
	State	75	75	74	74	74
PDHPE	School	68	67	72	68	72
	State	73	73	72	71	72
Visual Arts	School	79	81	86	80	81
	State	78	79	80	80	80

School averages have hovered around the state averages for most subjects since 2014. The School averages are usually a little above or a little below the state averages.

### Vocational Education and Training

Four Year 12 leavers also attained a VET qualification in their final years of study along with one Year 11 student who left school after achieving this qualification at the end of Year 11.

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

Year 12	Qualification/Certificate	Percentage of Students
2018	HSC	100%
2018	VET qualification	6%

Five students were awarded the Record of School Achievement (ROSA) in 2018. The ROSA is awarded to students in Years 10, 11 or 12 who leave school before completing the Higher School Certificate.

### 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](http://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 2018 are shown in the table below.

<b>Level of Accreditation</b>	<b>Number of Teachers</b>
Conditional	1
Provisional	7
Proficient Teacher	67
Total number of teachers	75

### **Teacher Qualifications**

Three categories of qualifications have been identified by the NESA. The categories and the number of teachers employed either full-time or part-time at Lakes Grammar in 2018 in each category are shown in the table below.

<b>Category</b>	<b>Number of Teachers</b>
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.	75
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.

#### **K-12 Professional Learning**

The school is part of the Association of Independent Schools NSW "School Improvement Service". This 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**

All Junior School teachers participated in "Lesson Study" cycles. In these, the three teachers on a grade collaboratively plan a lesson, then observe each teacher deliver the lesson in turn, with reflection about the student learning in between, so that the lesson is refined each time it is taught. This has been a very effective form of professional learning. Junior School staff as a whole also took part in a number of PD sessions during staff meetings and professional learning days, including:

- Visible Learning in English
- Best Start Assessment for Kindergarten
- Critiquing English units of work and linking formative assessment to surface, deep and transformational learning
- Developing a Growth Mindset in Students
- Building Learning Power
- Catering for the Needs of Gifted and Talented Learners
- Strategies for providing Effective Feedback on Student Writing
- Using Oxford Mathematics and Mathematics Programming
- Integrating Aboriginal and Torres Strait Islander Perspectives in the English Curriculum
- Designing assessment opportunities: Current to emerging practice
- Lesson Study – Observing Classroom Practice to Collect Evidence of Student Learning
- Lesson Study – sharing of strategies and outcomes (technology focus)
- NCCD Data Collection – process, protocols and guidelines
- Teaching of Writing – mapping student progress to the writing continuum
- Analysing NAPLAN data to inform programming and planning
- Programming and planning for Science and Technology (K – 6)
- Staff Wellbeing

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
- 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 other's 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 professional learning courses undertaken by Senior School and/or Junior School teachers and the number of teachers participating are listed below.

<b>Professional Development - 2018</b>	<b>No. of days</b>	<b>Staff attending</b>	<b>JS</b>	<b>SS</b>
Learning support/Mini/Macq Lt/NCCD	11	7	2	5
Heads meetings (HRIS/AHISA/HICES)	24	2	1	1
Wellbeing/Mental Health	13	3	2	1
Indigenous education	2	32	1	1
Literacy planning	3	6	1	2
Chaplain meetings	13	2	1	1
Careers	2	2		2
HSC	8	4		4
Library	2	2	1	1
First aid training	1	66	22	44
Exec - Governance/school improvement workshop	2	4	1	2
Curriculum - Science	11	18	12	6
Curriculum - Maths	9	6	2	4
Curriculum - English	3	5	1	4
curriculum - Geography	2	3		3
Curriculum - PDHPE	2	5	1	4
curriculum - LOTE	3	1		1
Curriculum - Music	3	2	1	1
Curriculum - History	2	3		3
Curriculum - TASS	3	2		2
NESA	4	6	2	6
NAPLAN	2	7		7
Gifted and Talented	1	2	1	1
Child Protection & Data Breach training	1	60	32	28
Anaphylaxis training	1	8	8	

## **Workforce composition**

Refer to [www.myschool.edu.au](http://www.myschool.edu.au) for a breakdown of the workforce composition. There are no indigenous staff at present.

## STUDENT ATTENDANCE AND RETENTION RATES

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### ATTENDANCE

The overall average daily attendance rate in 2018 was 90%. The average daily attendance rate (% in attendance) per year group was:

<b>K</b>	94	<b>7</b>	90
<b>1</b>	92	<b>8</b>	88
<b>2</b>	94	<b>9</b>	89
<b>3</b>	91	<b>10</b>	85
<b>4</b>	92	<b>11</b>	89
<b>5</b>	89	<b>12</b>	92
<b>6</b>	89		

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

80% of the 2016 Year 10 cohort completed Year 12 in 2018. 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

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Of the students who completed Year 12 in 2018 most were offered and accepted places at universities, including Newcastle University, Macquarie University, UNSW, Australian Catholic University, University of Canberra, University of New England and Southern Cross University. Degree courses included teaching, nursing, biomedical science, psychology, arts, science, business, information technology, medical radiation science, business, architecture and others. Several students left at the end of Year 10 to pursue apprenticeships or other non-school training courses.

## ENROLMENT POLICY

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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 2018 the school had 907 students on Census day in August. There were 456 boys and 451 girls from Kindergarten to Year 12. 3% 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**

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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 parent portal, *Parent Lounge*.

### **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. These policies are part of the Student Wellbeing Policies and Procedures and can be found in the Student Planners.



## 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 2018

There were no changes to the policies noted above during 2018.

## SCHOOL-DETERMINED IMPROVEMENT TARGETS

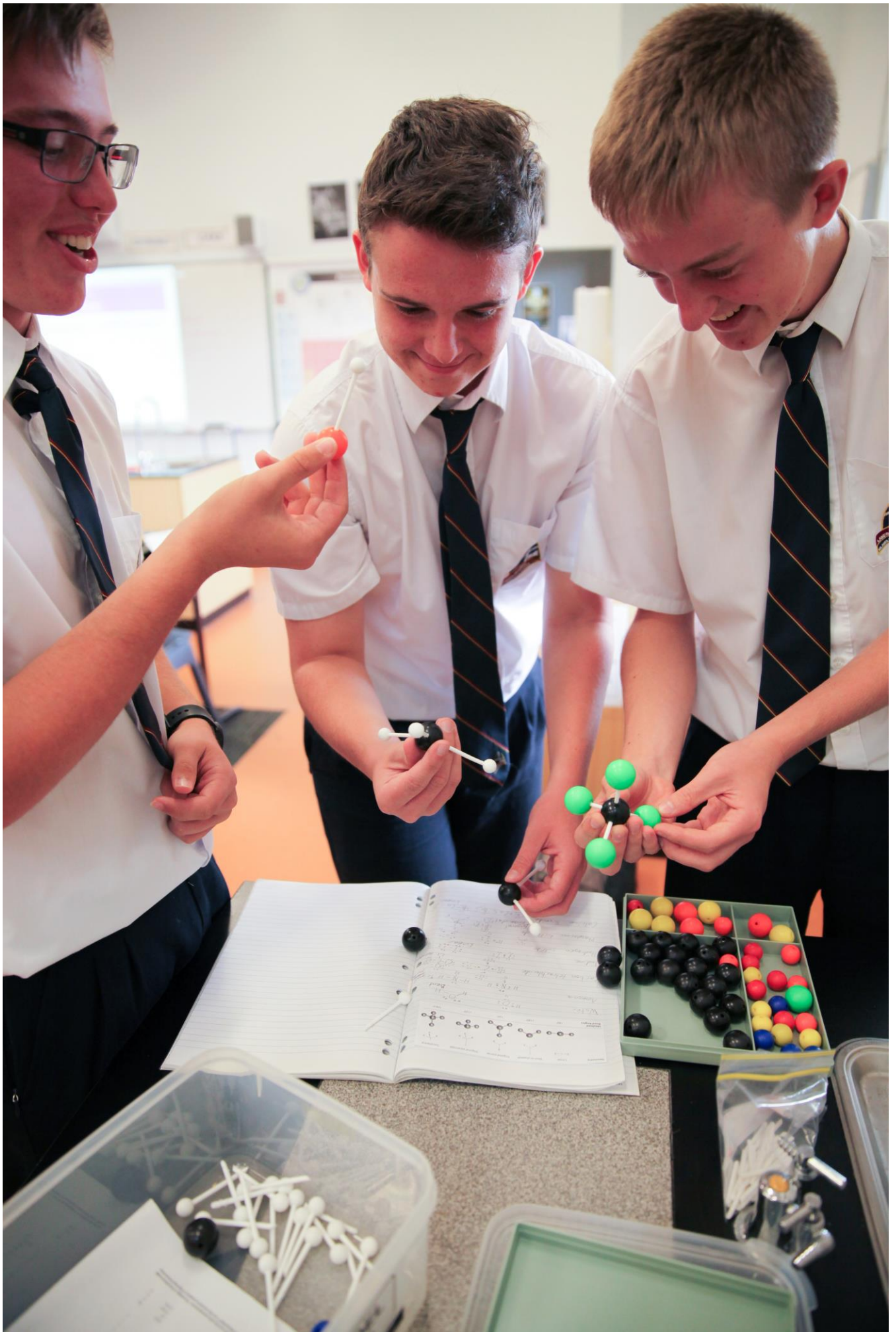
### Achievement of priority areas identified for 2018:

Area	Priorities for 2018	Achievements in 2018
<p><b>Teaching and learning</b></p>	<p>The school has focused on a range of improvements in teaching and learning over the last three years as part of the Association of Independent Schools (AISNSW) Schools Leading Learning and School Improvement Service programs. The school's goals throughout this have been:</p> <p>Goal 1: Develop students' problem solving, critical and creative thinking. Teachers encouraging and students pursuing challenging academic goals; using Building Learning Power (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>Teacher professional learning: 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</p>	<p>Junior School: focused on implementation of the English syllabus with a particular focus on writing.</p> <p>Senior School: focused on Assessment for Learning and feedback to students.</p> <p>A wide range of data were analysed, including: NAPLAN, PAT, HSC, reading fluency, reading level. Areas of weakness were identified and targeted teaching strategies were planned.</p> <p>Identified students in both JS and SS received specialised reading support via PreLit, MiniLit and MacqLit programs.</p> <p>NAPLAN results were greatly improved in all areas in Year 3. Year 9 Writing also improved greatly. Appropriate growth occurred in most areas in Years 3, 5, 7 and 9. HSC results continued to be good – Lakes was ranked 7<sup>th</sup> of 23 schools on the Central Coast on the basis of Band 6s achieved.</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.</p>

	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.	Teachers are implementing more evidence-based practices as a result of the collaborative professional learning they have been engaged in.
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<b>Student wellbeing</b>	<p><b>Junior School</b></p> <ul style="list-style-type: none"> <li>Promotion of student mental health: implementation of "Friendly Schools Plus".</li> <li>Promotion of student voice: SRC continues</li> <li>Continued implementation of Peer Support.</li> <li>Enhanced opportunities for student recognition: Review of award and behaviour support structures.</li> </ul> <p><b>Senior School</b></p> <ul style="list-style-type: none"> <li>Continue to develop role of Student Wellbeing Co-ordinator</li> <li>Continue with student-based Mental Health Advocacy Team</li> </ul> <p><b>Indigenous students</b></p> <ul style="list-style-type: none"> <li>Implementation of Aboriginal Education Team</li> </ul>	<ul style="list-style-type: none"> <li>A Student Representative Council continued to operate.</li> <li>Peer support program focused on optimism. A strengths-based approach was employed, focusing on curiosity, kindness and teamwork. Year 6 and OC students were trained to lead small groups.</li> <li>New College Cup cards introduced to streamline the process. More College Reward Days.</li> <li>Co-ordinator developed Tutor Group activities and a special BLP-based program for Year 12.</li> <li>MHAT organised activities such as RUOK Day.</li> <li>Development of Personal Learning Plans for indigenous students</li> <li>Mentoring of indigenous SS students by Wollotuka Institute at University of Newcastle.</li> <li>Aboriginal culture days</li> </ul>
<b>School buildings and facilities</b>	<ul style="list-style-type: none"> <li>Planning and construction of new buildings and facilities: STEM centre in Junior School, Two level building in Senior School with STEM Centre, two classrooms and a new Design and Technology workshop. Convert old workshop into Drama</li> </ul>	<ul style="list-style-type: none"> <li>Building commenced – due for completion in early 2019.</li> </ul>

	Studio. Create new interview rooms in Admin block in Senior School.	
<b>Co-curricular</b>	<ul style="list-style-type: none"> <li>• Continue Cognito Program in Senior School</li> <li>• Continued implementation of coding and robotics in both JS and SS.</li> <li>• Grow school training band in SS</li> </ul>	<ul style="list-style-type: none"> <li>• Wide range of co-curricular activities offered to JS and SS students.</li> <li>• Robotics clubs/Robocup competition</li> <li>• Band established and growing in size.</li> </ul>



## **INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY**

In 2018 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; 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.
- 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.
- Peer Support program into the Junior School.
- Continued system of Year 6 Buddies for Kindergarten students.
- Duke of Edinburgh's Award Scheme offered to students from Year 9 on. Several progress to the Gold badge level by the end of Year 11.
- Selected Junior School students assisted at a local nursing home.
- Every year we contribute to the Samaritans' Christmas appeal

## **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 from 153 responses is given as percentages:

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

Strongly Agree/Agree	73
Neutral	18
Disagree/Strongly Disagree	9

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

Strongly Agree/Agree	72
Neutral	23
Disagree/Strongly Disagree	5

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

Strongly Agree/Agree	73
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Neutral 18  
 Disagree/Strongly Disagree 9

**The School has provided clear communication about student events and activities**

Strongly Agree/Agree 91  
 Neutral 8  
 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.**

77% were satisfied or very satisfied. 16% were neutral, 7% were dissatisfied.

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

76% were satisfied or very satisfied. 17% were neutral, 7% 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.
- We would like to thank you all teachers and staff of Lakes Grammar for the wonderful time.
- Outstanding school, we are sad to leave.
- Both my husband and I have been very happy with teachers, staff, other students and the education that we have received at Lakes.
- Appreciated the caring environment, values lived at the school. Quality of teachers, established facilities and programs at the school.
- Excellent values but I would like a stronger emphasis on discipline and rules eg uniform regulation.
- Initially we were happy with the school but this year has not lived up to our expectations.
- The staff at the school are extremely helpful and friendly.
- Overall my son was happy with Lakes Grammar. Teachers and staff were always good and attentive to his needs.
- Please keep up the great work. If we return to the area whilst the children are still of school age, Lakes will definitely be our first choice to return to.

**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 the 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.

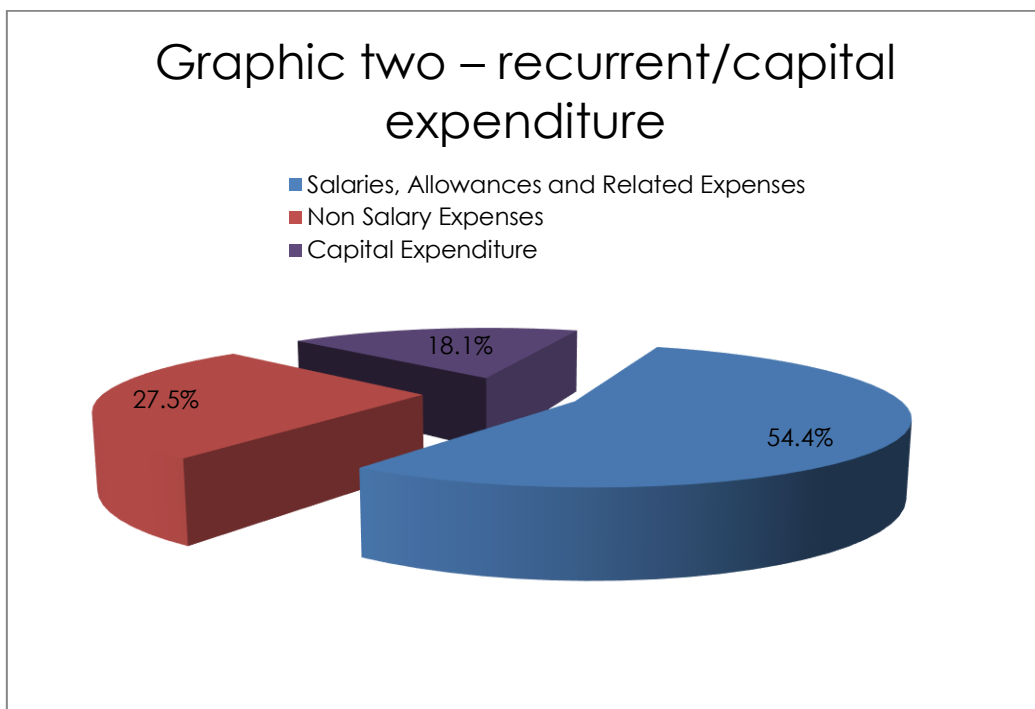
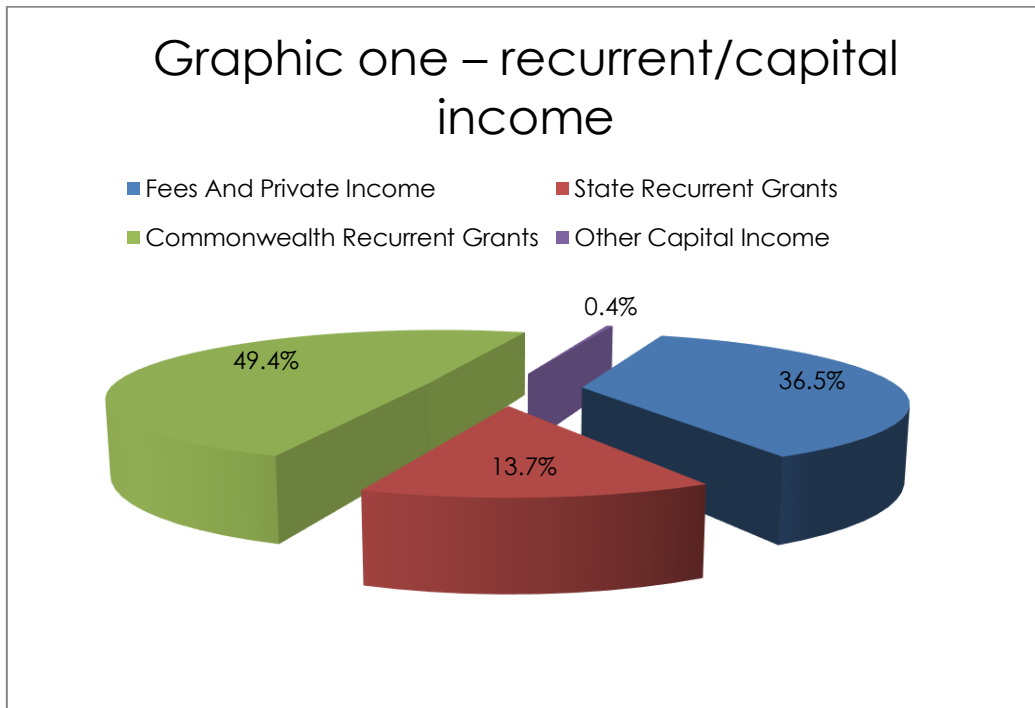
Willingness of staff to volunteer to join planning teams for school initiatives.

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 2018 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.