



# LAKES GRAMMAR

AN ANGLICAN SCHOOL

# 2019 ANNUAL REPORT

“With heart, soul, mind and strength”



Newcastle  
Anglican  
Schools  
Corporation

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## 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 917 in 2019. 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 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 Committee 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 took 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 Chair, the Very Reverend Charlie Murry, Assistant Bishop of Newcastle. Other School Council members in 2019 were 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.

In 2019 the School Council was thrilled to see the opening of new student facilities in both the Junior and Senior Schools. The growing focus on STEM is reflected in the new STEM centres, the value of craftsmanship is seen in the new, expanded Design and Technology workshop and creativity is enhanced by the new Drama studio.

The Christian purposes of the school are important to the School Council and 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 has 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 2019. 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 2019 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 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 to 2017 Lakes Grammar took part in the Schools Leading Learning program of the Association of Independent Schools NSW (AISNSW). In 2018 and 2019 the school has been part of the AISNSW 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 and numeracy as well as Science 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, but our ranking dropped a little in 2019. Our NAPLAN results were very pleasing. The Daily Telegraph analysis of Central Coast schools, based on average scores, ranked us 5<sup>th</sup> out of 73 schools in Primary NAPLAN and 6<sup>th</sup> out of 30 schools in Secondary NAPLAN. We believe that these achievements of our students reflect the dedicated efforts of their teachers through the Schools Leading Learning and School Improvement Service programs. The changes to teaching practices that have led to these improvements are being embedded into our daily

practice. The AISNSW has included Lakes Grammar in 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 explore their areas of interest more deeply or to try something new. In 2019 these activities included: The Model United Nations Assembly, debating, Geography Interest Project, Dorothea Mackellar Poetry Competition, English and Mathematics Honours, Art Club, Drama Club, Science and Engineering Challenge, robotics, crystal growing, various musical ensembles, the Senior School musical (*The Addams Family*), 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, choir and 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. The new facilities opened early in 2019. This project consists 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. 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.

In 2019 the school underwent NESA’s Registration and Accreditation renewal process. As has been the case in every one of these five yearly renewals, Lakes Grammar had no problems identified and was granted renewal for another five years. This is hugely important because it allows the school to operate and to offer the HSC.

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**



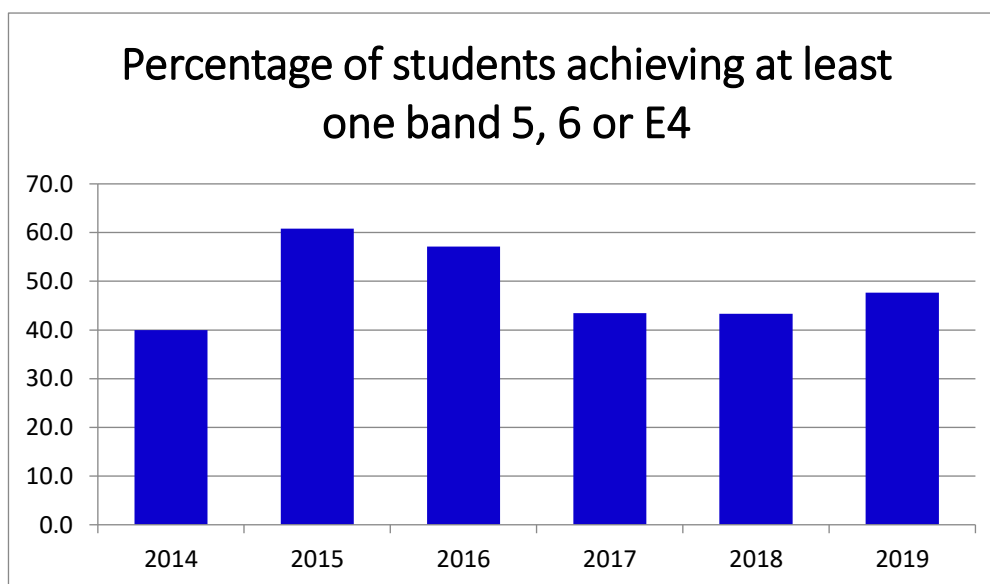
## SCHOOL PERFORMANCE IN STATEWIDE TESTS AND EXAMINATIONS

### Higher School Certificate Results

In 2019, 68 students sat for Higher School Certificate examinations in 39 courses. Of these, 65 students were full time Year 12 students completing their HSC studies, while 3 students were Year 11 students studying single subject VET courses through the Lakes Trade Training Centre.

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 a wide variation in year group sizes. However, larger year groups have featured since 2014, with an average of 58 students in Year 12 since that year. Performance for our students remains strong with 31 (46%) students achieving at least one Band 5, 6 or E4. In 2019, students achieved a total of 67 Band 5, 6 or E4 results. A summary of comparative performances over the past 6 years, showing the percentage of students achieving these bands is shown in the graph below:





A summary of achievements by our HSC students for standard courses in 2019 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	6	School: 6 (100) State (85)	School: 0 (0) State (15)	77 (73)
Biology	18	School: 12 (67) State (85)	School: 6 (33) State (15)	66 (72)
Business Studies	22	School: 15 (68) State (84)	School: 7 (32) State (16)	68 (72)
Chemistry	9	School: 7 (78) State (88)	School: 2 (22) State (12)	63 (75)
Design and Technology	11	School: 10 (91) State (95)	School: 1 (9) State (5)	79 (78)
Drama	8	School: 8 (100) State (98)	School: 0 (0) State (2)	80 (78)
Engineering Studies	5	School: 5 (100) State (92)	School: 0 (0) State (8)	77 (74)
English Advanced	15	School: 15 (100) State (99)	School: 0 (0) State (1)	80 (81)
English Standard	45	School: 42 (93) State (88)	School: 3 (7) State (12)	68 (69)
Food Technology	20	School: 19 (95) State (90)	School: 1 (5) State (10)	72 (74)
Geography	2	School: 2 (100) State (88)	School: 0 (0) State (12)	
Information Processes and Technology	12	School: 12 (100) State (85)	School: 0 (0) State (15)	71 (72)
Investigating Science	11	School: 11 (100) State (79)	School: 0 (0) State (21)	73 (69)
Legal Studies	11	School: 7 (64) State (84)	School: 4 (36) State (16)	60 (74)
Mathematics	11	School: 11 (100) State (92)	School: 0 (0) State (8)	75 (78)
Mathematics Standard 2	39	School: 32 (82) State (84)	School: 7 (18) State (16)	68 (71)
Modern History	19	School: 17 (89) State (86)	School: 2 (11) State (14)	73 (73)
Music 1	5	School: 5 (100) State (98)	School: 0 (0) State (2)	85 (82)
PDHPE	8	School: 8 (100) State (88)	School: 0 (0) State (12)	71 (73)
Physics	9	School: 6 (67) State (86)	School: 3 (33) State (14)	66 (73)
Studies of Religion I	5	School: 5 (100) State (96)	School: 0 (0) State (4)	35 (38)
Visual Arts	14	School: 14 (100) State (98)	School: 0 (0) State (2)	83 (81)

- Notes:
1. Mean exam mark is indicated in courses containing 5 or more students.
  2. Students also studied English Studies, Mathematics Standard 1, Design & Technology Life Skills, Mathematics Life Skills, Information Processes and Technology Life Skills, Construction, Hospitality, Retail Services, Tourism Travel and Events, however, they did not sit examinations for these courses.
  3. State percentages might not add to 100% as the examination for this subject is optional.



A summary of achievements by our HSC students in Extension courses for 2019 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	
English Extension 1	10	School: 9 (90) State (94)	School: 1 (10) State (6)	39 (42)
English Extension 2	4	School: 3 (75) State (80)	School: 1 (25) State (20)	
History Extension	5	School: 4 (80) State (77)	School: 1 (20) State (23)	38 (39)
Mathematics Extension 1	3	School: 0 (0) State (80)	School: 3 (100) State (20)	
Science Extension	5	School: 3 (60) State (68)	School: 2 (40) State (32)	34 (36)

Notes: 1. Mean exam mark is indicated in courses containing 5 or more students.

The table below shows subject averages over the past 5 years for those courses that have been studied by 5 or more students during that period.

Subject	School/State	2015	2016	2017	2018	2019
Biology	School	70	77	72	71	66
	State	71	74	74	74	72
Business Studies	School	64	74	71	73	68
	State	74	73	73	74	72
English (Advanced)	School	75	82	79	82	80
	State	80	81	81	81	81
English (Standard)	School	60	68	71	65	68
	State	67	69	69	69	69
Food Technology	School	68	82	67	76	72
	State	71	71	72	73	74
Legal Studies	School	73	77	78	81	60
	State	75	75	76	75	74
Mathematics (General)	School	65	73	70	73	68
	State	69	69	69	70	71
Mathematics	School	59	76	77	71	75
	State	78	78	78	78	78
Modern History	School	71	81	78	71	73
	State	75	74	74	74	73
PDHPE	School	67	72	68	72	71
	State	73	72	71	72	73
Visual Arts	School	81	86	80	81	83
	State	79	80	80	80	81

### **Vocational Education and Training**

Eight Year 12 leavers obtained VET qualifications in their final years of study. Of this group, 6 obtained their VET qualification during Year 11, while 2 students attained their qualification in Year 12.

In addition, 6 Year 11 students also obtained VET qualifications in 2019.

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

<b>Year 12</b>	<b>Qualification/Certificate</b>	<b>Percentage of Year 12 Students</b>
2019	HSC	100%
2019	VET qualification	12%

### **Record of School Achievement**

Ten students were awarded the Record of School Achievement (ROSA) in 2019. 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. At Lakes Grammar the number of teachers at each level in 2019 is shown in the table below.

Level of Accreditation	Number of Teachers
Conditional	2
Provisional	7
Proficient Teacher	65
Total number of teachers	74

### 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 2019 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.	74
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:

- Development of Professional Learning Community Platform: R.O.F.E
- School Registration needs for NESA Registration and Accreditation
- Using the HSC Results Analysis Package to drive student outcomes
- Designing tasks to assess Higher Order Thinking
- Creating Rigorous Assessment Tasks that create reliable data
- Programming for High Achievers in the classroom
- Feedback to move student learning 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 professional learning courses undertaken by Senior School and/or Junior School teachers and the number of teachers participating are listed below.

<b>Professional Development - 2019</b>	<b>No. of days</b>	<b>Staff attending</b>	<b>Junior School</b>	<b>Senior School</b>
Curriculum - English	5	4	3	1
Curriculum - Science	2	2	1	1
Curriculum - Maths	14	10	4	6
Curriculum - History	1	2		2
Curriculum - Geography	3	1		1
Curriculum - Music	11	1	1	
Curriculum - PDHPE/Sport	2	3	2	1
Curriculum - TASS	3	3	2	1
Curriculum - Commerce	2	2		2
Curriculum - Drama	1	1		1
curriculum - LOTE	5	1		1
Curriculum planning	7	9	3	6
Gifted and Talented	5	2	2	
Literacy/Numeracy	2	3	3	
Learning support/Mini/Macq Lt/ASD/Autism	7	4	2	2
STEM	6	8	1	7
Wellbeing/Mental Health/Kidsmatter/PAVe	30	6	2	4
Indigenous education	6	3	2	1
HSC	3	3		3
Child Protection & Reportable Conduct	3	84	37	47
WHS	1	1		1
Leadership and Management	5	8	6	2
Heads meetings (HRIS/AHISA/HICES/IPSHA)	45	3	2	1
Surf Life saving training	1	1		1
Chaplain meetings	23	2	1	1
Careers	3	1		1
Library	6	2	1	1

## **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 2019 was 90%. The average daily attendance rate (% in attendance) per year group was:

<b>K</b>	93	<b>7</b>	87
<b>1</b>	94	<b>8</b>	86
<b>2</b>	93	<b>9</b>	88
<b>3</b>	92	<b>10</b>	83
<b>4</b>	91	<b>11</b>	90
<b>5</b>	91	<b>12</b>	91
<b>6</b>	87		

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

72% of the 2017 Year 10 cohort completed Year 12 in 2019. 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 2019 most were offered and accepted places at universities, including Newcastle University, Macquarie University, UNSW, UTS, University of Sydney, Western Sydney University and University of Wollongong. Degree courses included teaching, psychology, arts, science, business, information technology, engineering, mathematics 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 2019 the school had 917 students on Census day in August. There were 461 boys and 456 girls from Kindergarten to Year 12. 4% of students identified as Aboriginal and 10% 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 2019

In 2019 our "Complaints Resolution – Policy and Procedures" was revised to include the new NESA requirements: procedures for parents/carers to make allegations of reportable conduct or staff misconduct.

## SCHOOL-DETERMINED IMPROVEMENT TARGETS

### Achievement of priority areas identified for 2019:

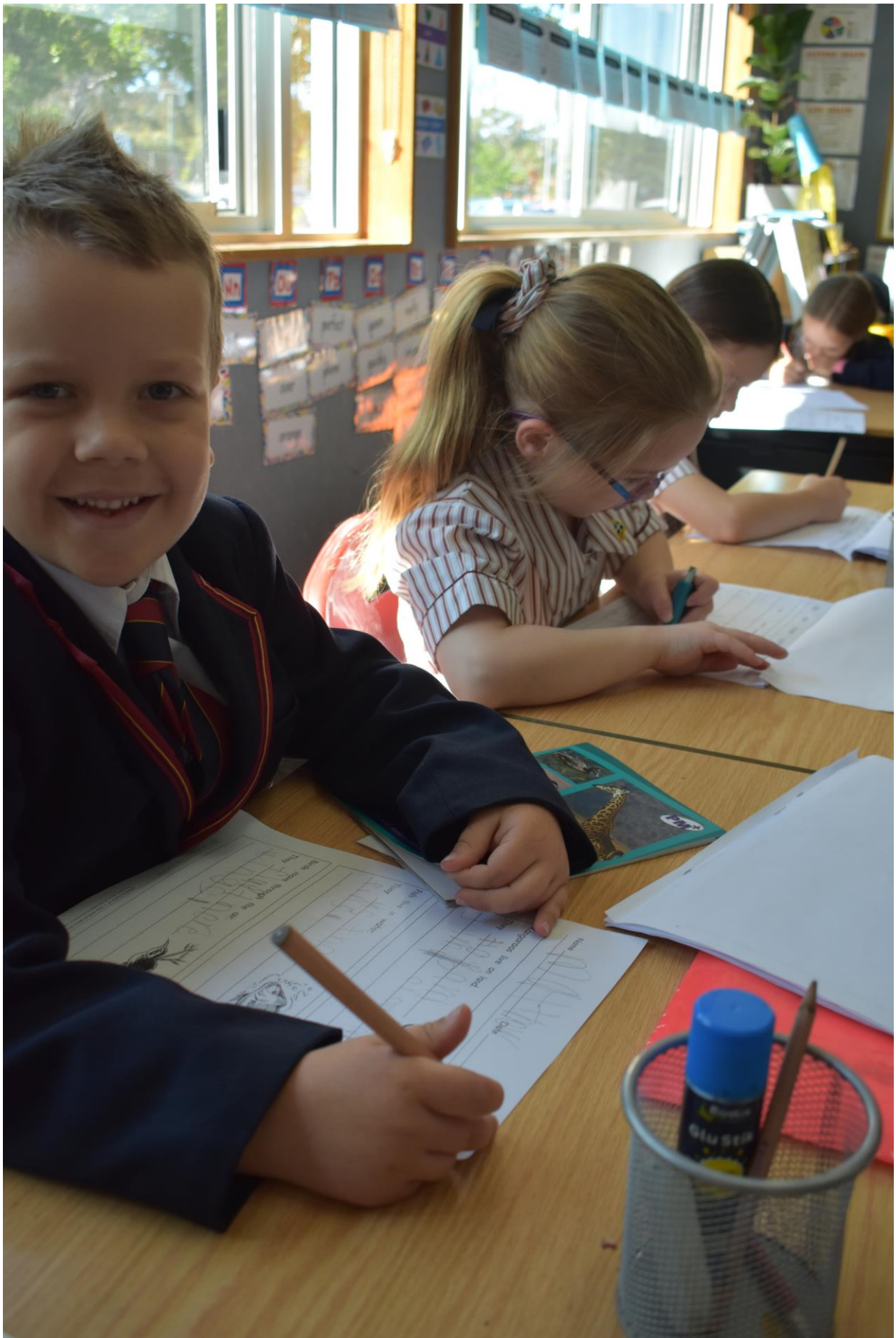
Area	Priorities for 2019	Achievements in 2019
<p><b>Teaching and learning</b></p>	<p>The school has focused on a range of improvements in teaching and learning over the last three years as part of the Association of Independent Schools (AISNSW) Schools Leading Learning and School Improvement Service 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>Junior School: PD on Visible Learning in English and staff worked on linking formative assessment in English to surface, deep and transformational learning. Building Learning Power and a range of other PD.</p> <p>Senior School: developed a professional learning platform/process for all teachers; used HSC data to drive improvement; assessment and feedback PD.</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 continued to show growth in student learning in most domains and year groups. HSC results were not as good as the previous three years.</p>

	<p><b>Teacher professional learning:</b>          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>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>
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<p><b>Student wellbeing</b></p>	<p><b>Junior School</b></p> <ul style="list-style-type: none"> <li>• Promotion of student mental health: integration of “Friendly Schools Plus” with the New PDHPE Syllabus.</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> <li>• Staff online professional development using Be You Australia as a replacement for KidsMatter Program.</li> <li>• Life Education Van</li> <li>• Library Cyberbullying and Digital citizenship units</li> </ul>	<ul style="list-style-type: none"> <li>• Mrs Lynette Colthorpe, PDH specialist wrote programmes K – 6 to implement the NSW PDHPE Syllabus integrating with the ‘Friendly Schools Plus’.</li> <li>• A Student Representative Council continued to operate.</li> <li>• Peer support program focused on anti-bullying. 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 card – A Platinum award was introduced to promote excellence.</li> <li>• Junior School staff commenced the thirteen module, 20hr online professional development. Sixteen staff members have completed the course.</li> <li>• The primary school program consists of 13 curriculum based modules focusing on issues around food and nutrition, personal safety, physical activity, cyber safety, safety with medicine and legal drugs; tobacco, alcohol and caffeine.</li> <li>• The librarian implements a unit on “Cyberbullying” and “Digital citizenship” with students from years 1 – 6. He uses information and resources from the Australian Communications and Media Authority (ACMA).</li> </ul>
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	<p><b>Senior School</b></p> <ul style="list-style-type: none"> <li>• Continue to develop role of Student Wellbeing Co-ordinator</li> </ul> <ul style="list-style-type: none"> <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>• Developed and refined the roles of the School Captains.</li> <li>• Motivational Mapping and Coaching with a large number of Year 12 students.</li> <li>• Developed a wellbeing-related competition for students.</li> <li>• Crafted pastoral care sessions using ReachOut resources in response to wellbeing needs of each year group.</li> <li>• Introduced a new Year 9 camp venue and format.</li> </ul> <ul style="list-style-type: none"> <li>• Revised the Mental Health Advocacy Program Constitution due to increased interest in membership of the team and a need to gain a broader representation across the year group. Team members are from Years 9 and 10; the Year 12 Prefects lead the team and design the Term 4 wellbeing day.</li> </ul> <ul style="list-style-type: none"> <li>• Development of Personal Learning Plans for indigenous students</li> <li>• Professional Development for staff through the AIS continued and expanded.</li> <li>• Established and promoted group identity through the creation of a safe environment for parents and families to connect with the school.</li> <li>• Celebration of Aboriginal cultural days incorporating the ideas suggested by our Indigenous students and intentionally utilised Aboriginal students to assist in the organisation and running of these events.</li> <li>• Students learned and performed traditional Aboriginal dances and songs.</li> <li>• Students learned more about their culture and heritage through the Dhinewan Mentoring Program.</li> <li>• Connection with the wider Aboriginal community through the local AECG was achieved.</li> <li>• Inaugural involvement in the AECG Annual Awards of Excellence.</li> </ul>
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		<ul style="list-style-type: none"> <li>• Promotion of STEAM curriculum specifically targeting Aboriginal students through AECG Camps.</li> <li>• Future planning – school-based committee of staff in the JS established and began meeting.</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 Studio. Create new interview rooms in Admin block in Senior School.</li> </ul>	<ul style="list-style-type: none"> <li>• Buildings and other new facilities opened in early 2019.</li> </ul>
<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**

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In 2019 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 in 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**

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In 2019 the school community completed a survey called *Perspectives: Your School in Focus*, created by the Association of Independent Schools NSW. Parents, students, staff and School Council were surveyed. Some results are listed below. The percentages are the totals for those who chose Slightly Agree, Agree and Strongly Agree. The AISNSW personnel noted that these were the best results they had seen from the schools that had conducted the same survey.

These are overall results for the different stakeholder groups. When broken down into different year groups, for example, there are variations across the school.

### **Parent Satisfaction**

The school fosters my child's spiritual growth	97%
The Quality of education my child receives meets my expectations	88%
I am proud to have my child attend this school	95%
Buildings, classrooms and grounds are well maintained	99%
Visitors to the school feel welcome	99%
How the school communicates with me is just right	90%
Communications from the school are clear and concise	93%

My child feels safe outside the classroom	98%
My child feels safe in class	96%
My child feels valued and respected in this school	93%
My child feels like they belong in this school	93%
Teachers create rigorous and challenging learning experiences	93%
The school works to ensure my child is safe from bullying and harassment	87%
People are treated the same at this school regardless of their race, ethnicity, Nationality, faith, gender or sexual orientation	96%
<i>Overall, the parent results showed very strong support for the school.</i>	

### **Student Satisfaction**

My teachers know what I'm interested in	71%
My teachers know my learning strengths and challenges	75%
My teachers know what I have learned and what I need to learn next	77%
Teachers give feedback to help me learn	80%
Teachers give me learning that challenges me	85%
If I try hard, I believe I can achieve what I set out to do	82%
I feel like I belong at this school	67%
I feel like a valued member of my school	67%
I feel safe outside of the classroom	85%
I feel safe in my classes	88%
People are treated the same at this school regardless of their race, ethnicity, Nationality, faith, gender or sexual orientation	82%
There are interesting co-curricular activities I can participate in	66%

### **Teacher Satisfaction**

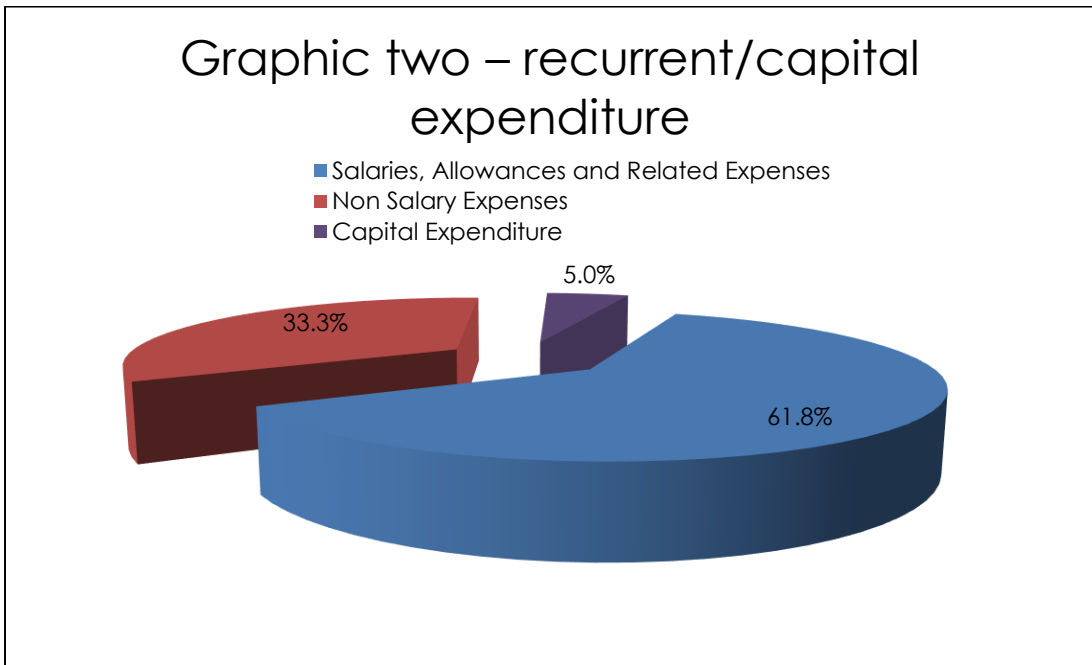
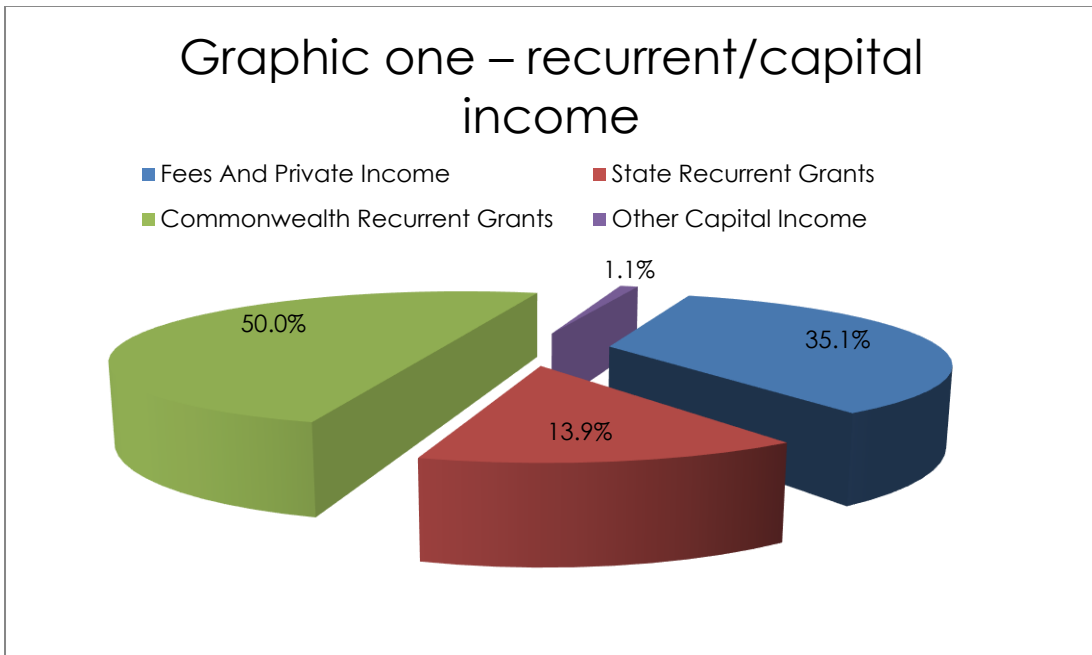
The school's vision and mission are at the heart of everything the school does	92%
The school fosters spiritual growth for all students	100%
Students and staff follow the school rules	95%
Buildings, classrooms and grounds are well maintained	90%
The school values and promotes ongoing professional learning	97%
Leaders provide time and meaningful resources to support professional learning	80%
People are treated the same at this school regardless of their race, ethnicity, Nationality, faith, gender or sexual orientation	97%
Leaders provide opportunities for aspiring leaders to build their capacities	79%
Leaders set high expectations for everyone	87%
Leaders model respect throughout the school	90%



## 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 2019 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.