



#### Lakes Grammar - An Anglican School

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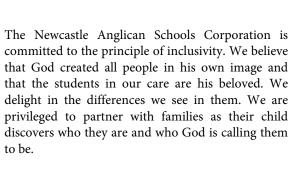
lakes.nsw.edu.au

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## A MESSAGE FROM KEY SCHOOL BODIES





We showed our commitment to inclusion in 2022 with two of our schools participating in Wear it purple day. This was an occasion to show students exploring their identity that our schools are safe places for them. Each of our schools is committed to ensuring children are supported, most especially when they are exploring complex life decisions.

During 2022, our schools made further and significant advances. They are growing as communities of academic and wellbeing excellence. The Education and Child Development Committee of the Board were assisted by careful analysis of NAPLAN results and other data indicating key areas for school planning. We have embraced an approach of a school within a school of around 350 students. This means that two of our schools will continue with a primary and secondary school and two of our schools will proceed to introduce a middle school. Each of the schools is exploring the best approaches to student support. They are embracing the curriculum changes which will be introduced from 2025.

2022 saw the introduction of standard Christian Religious Education curriculum across the 4 schools. I am grateful for Ian Parr's careful work with partners in Western Australia and Queensland to develop this innovative curriculum. Our aim is that students will have developed an age appropriate values and belief system informed by the Anglican approach to the Christian faith.

I am grateful for the work of the Executive Director, the Principals, the Board, the School Councils and the Board Education and Child Development Committee.

+ Peter Stuart

Anglican Bishop of Newcastle PRESIDENT OF THE SCHOOL



## MESSAGE FROM THE PRESIDENT OF THE SCHOOL

Greetings friends and colleagues,

We consider it a wonderful privilege to partner with families on your children's educational journey and deeply value your decision to select a Newcastle Anglican School as the college of choice for your child.

I am pleased to present this report. It shows our accountability to you, the State Government, and the Commonwealth Government. It forms part of the report to the Synod of the Diocese. I am pleased to present the 2022 annual report. It reflects the hard work and outcomes achieved during the year. It demonstrates alignment with the school strategic goals.

It is an encouraging insight into the operation of the School. It is a formal story of something that our parents already know. Our focus is on the students and their achievements. We delight in seeing their journeys of discovery and reflection. It is wonderful to see the students, families, and staff build a community each year.



### MESSAGE FROM THE EXECUTIVE DIRECTOR

Through passion and commitment, our four principals worked to align the Newcastle Anglican Schools Corporation (NASC) with our shared vision, values, and service philosophy.

#### This included:

- The development of a consistent approach to religious education.
- Progressing the Learning Powered Approach philosophy.
- Continued alignment and improvement of systems and policies.

Our principals helped provide our students with high quality education and pastoral care. They also worked to improve school amenities and educational opportunities, and support future growth. The achievements of our 2022 graduates show the dedication, passion, and culture of our school communities. We are empowering young people to flourish "beyond the school gates," with strong academic results, and high rates of tertiary education admissions and employment.

2022 highlights included:

- 82% of Bishop Tyrrell Anglican College graduates receiving offers to Bachelor Degree courses.
- 73% of Lakes Grammar Anglican School graduates progressing to a Bachelor Degree or traineeship.
- Most HSC students at Scone Grammar School gaining Early Entry for university and 64% progressing to Bachelor Degree studies.
- A marked improvement in academic results at Manning Valley Anglican School from 2021, with 92% of students immediately entering the workforce or tertiary studies.
- Retention rates for students progressing from Year 11 to Year 12 in all Newcastle Anglican Schools far exceeding the NSW benchmark.

These are very encouraging results.

It is further proof Newcastle Anglican Schools are becoming the preferred schools in our regions. Even greater success is possible, under the leadership of our principals, the support of NASC, and the guidance of Bishop Peter Stuart.

I would like to thank the principals, staff and school Advisory Councils for their hard work and dedication in 2022. I would also like to congratulate the students, parents and school communities for their achievements.

Well done!

Newcastle Anglican
EXECUTIVE DIRECTOR EDUCATION & CHILD
DEVELOPMENT



## MESSAGE FROM THE PRINCIPAL

We began 2022 with a happy return of all students and staff onsite after a year of COVID-19 impacted learning.

Our students from K-12 were excited to rejoin their peers in classes, tutor groups, sport and COGNITO activities. We were able to resume carnivals, excursions and camps, end of term assemblies, Year 12 graduation events and finished the year with speech days. It was lovely to have an uninterrupted year of schooling and activities for all students.

One of the highlights of 2022 was the performances of Aladdin Jnr. The cast and crew did a wonderful job of entertaining our community and their professionalism and dedication to the show was spectacular.

2022 saw Lakes Grammar fully implement Schoolbox as our method of communication with our current parents. Parents are able to not only see the latest news, but can access timetables, school events and assessment calendars, subject scope and sequences and more. In Term 4 our new Year 12 group moved to continuous reporting on Schoolbox, allowing parents and carers access and view real time results for their students.

2022 also saw some important staff appointments, with Mrs Kylie McPherson joining us mid-year as head of junior school, ably assisted by Mrs Cynthia Jobe-Parker as deputy head of junior school. We also appointed a K-2 and Year 3-6 coordinators.

Our purpose at Lakes Grammar is to educate and enable our young people to flourish and achieve their aspirations for life. As a Newcastle Anglican School we are committed to providing an inclusive environment where students can achieve their best and access a broad range of cocurricular opportunities. We provide ourselves in building strong relationships with our students and community with a shared commitment of serving our students in all that we do.

Deborah Clancy

Lakes Grammar – An Anglican School PRINCIPAL

# CONTEXTUAL INFORMATION ABOUT THE SCHOOL AND CHARACTERISTICS OF THE STUDENT BODY



Lakes Grammar - An Anglican School is a coeducational 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 almost 900 students in 2022.

The school's vision is: 'With compassionate hearts and enquiring minds, we strive to learn well, live wisely, serve others and honour God'. Our 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 and strives to provide excellent curriculum 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 are available. The school has a vast selection of co-curricular activities such as choirs, Years 3-6 training band, senior school ensembles, debating and chess.

The Learning Power Approach to our teaching and learning continue to be implemented across the school.

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 and other social activities and providing Mothers' Day and Fathers' Day breakfasts.

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: myschool.edu.au.



# STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

Below is the NAPLAN assessment summary of results for the Years 3, 5, 7 and 9 2022 cohorts.

#### Lakes Grammar compared to all Australian students

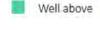
	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	452	435	426	446	405
Year 5	536	518	528	522	517
Year 7	557	553	556	558	546
Year 9	603	591	589	604	609

#### Lakes Grammar compared to students with similar background

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	452	435	426	446	405
Year 5	536	518	528	522	517
Year 7	557	553	556	558	546
Year 9	603	591	589	604	609

<sup>1.</sup> NAPLAN participation for this school is 99%.

<sup>2.</sup> NAPLAN participation for all Australian students is 95%.



Above

Close to







# SENIOR SECONDARY OUTCOMES (STUDENT ACHIEVEMENT)

2022 ANNUAL REPORT

#### **ROSA**

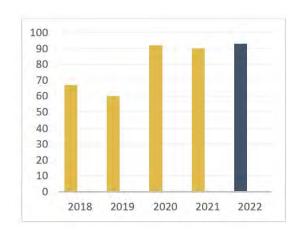
In 2022, 13 students were granted the Record of Student Achievement (ROSA).

## COMPARATIVE PERFORMANCE OVER TIME

#### **Higher School Certificate Results**

In 2022, 42 students sat for the Higher School Certificate examinations in 25 courses. Of these, 100% of the students were full-time Year 12 students completing their HSC studies.

Performance for our students remains strong with 93% of students achieving at least one band 4, 5, 6, or E4. A summary of comparative performances over the past 5 years, showing the percentage of students achieving these bands is shown in the graph below:





#### COMPARISONS WITH STATE-WIDE PERFORMANCE

A summary of achievements by our HSC students for standard courses in 2022 is shown in the table on the following page: A summary of achievements by our HSC students for extension courses in 2022 is shown in the table on page 16.

#### Notes:

- 1. The average exam mark is indicated in courses containing 5 or more students.
- Students also studied construction, English Studies, however, there are no compulsory examinations for these courses.
- 3. State percentages might not add to 100% as the examination for this subject is optional.

Subject	No. of Students	Bands 3-6	Bands 1-2	School Average	State Average
Ancient History	4	School: 3 (75) State (80)	School: 1 (25) State (20)	68	72
Biology	11	School:10 (90) State (80)	School:1 (10) State (20)	70	70
Business Studies	-11	School: 13(100) State (90)	School:0 (0) State (10)	73	74
Chemistry	7	School: 6 (86) State (85)	School: 1 (14) State (10)	69	72
Design and Technology	6	School: 6 (100) State (96)	School: 0 (0) State (4)	82	78
Drame	6	School: 6 (100) State (96)	School: 0 (0) State (2)	80	B
Engineering Studies	5	School: 4 (80) State (85)	School: 1 (20) State (15)	76	7:
English Advanced	24	School: 24(100) State (99)	School: 0 (0) State (1)	77	8/
English Standard	13	School: 11 (85) State (88)	School: 2 (15) State (12)	68	70
English Studies Examination *	2	School: 0 (0) State (35)	School: 2 (100) State (65)	55	5
Food Technology	- 8	School: 8 (100) State (86)	School: 0 (0) State (14)	74	72
Geography	4	School: 4 (100) State (90)	School: 0 (0) State (10)	75	79
Legal Studies	9	School: 10 (91) State (85)	School: 1 (9) State (15)	70	7-
Mathematics Advanced	8	School: 8 (100) State (94)	School: 0 (0) State (8)	81	-74
Mathematics Standard 2	34	School: 33 (91) State (82)	School: 1 (9) State (18)	73	7
Modern History	14	School: 13 (86) State (89)	School: 1 (14) State (11)	71	74
Music 1	3	School: 3 (100) State (98)	School: 0 (0) State (2)	86	8:
POHPE	9	School: 8 (89) State (80)	School: 1 (11) State (20)	70	70
Physics	5	School: 4 (80) State (87)	School: 1(20) State (13)	88	74
Software Design and Development	4	School: 3 (75) State (87)	School: 1 (30) State (13)	74	7-
Visual Arts	8	School: 8 (100) State (98)	School: 0(0) State (2)	82	8

A summary of achievements by our HSC students in Extension courses for 2022 is shown in the table below:

Subject	No. of Students	Bends 3-4	Bands 1-2	E.M. Mean	State E.M. Mean
English Extension 1.1 unit	3	School: 3 (100) State: (92)	School:0 (0) State: (8)	34	42
English Extension 2.1 unit	3	School: 1 (33) State: (85)	School: 2 (67) State: (15)	33	40
Mathematics Extension 1.2 unit	4	School: 1 (25) State: (74)	School: 3 (75) State: (26)	34	42
Science Extension 1 unit	1	School: 1 (100) State: (79)	School: 0 (00) State: (21)	35	37

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	2018	2019	2020	2021	2022
A-743-7-4	School	71	66	65	72	69
Biology	State	74	72	72	73	70
W. 141 11 141 141 141 141	School	73	68	67	74	72
Business Studies	State	74	72	72	73	73
er de foliet en oak	School	82	80	78	79	77
English (Advanced)	State	81	81	81	80	81
e de describiros	School	65	68	72	71	67
English (Standard)	State	69	69	70	70.	69
en de discolar	School	76	72	70	89	73
Food Technology	State	73	74	72	73	71
the teach	School	81	60	72	75	70
Legal Studies	State	75	74	71	74	73
Mathematics (General*/	School	73*	68	74	73	72
Standard 2)	State	70*	71	79	69	70
management.	School	71	73	74	67	71
Modern History	State	74	73	73	73	73
poune	School	72	71	69	72	69
PDHPE	State	72	73	72	72	69
Agencyl Asker	School	81	83	83	78	82
Visual Arts	State	80	81	81	81	81

#### VOCATIONAL EDUCATION AND TRAINING

Four Year 12 leaver's obtained VET qualifications in their final years of study.

Two Year 11 students obtained VET qualifications in 2022.

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

Year 12	Qualification/Certificate	Percentage of Year 12 Students
2022	HSC	100%
2022	VET qualification	3%



THEME 5 AND THEME 6

TEACHER
PROFESSIONAL
LEARNING,
ACCREDITATION AND
TRAINING,
AND WORKFORCE
COMPOSITION

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 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 2022 is shown in the table below.

LEVEL OF ACCREDITATION	NUMBER OF TEACHERS
Conditional	1
Provisional	2
Proficient Teacher	70
Total number of teachers	73



#### **Teacher Qualifications**

categories of qualifications been identified by NESA. The categories and the number of teachers employed either full-time or part-time at Lakes Grammar in 2022 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.	73
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 Executive regularly attend 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 underwent a series of professional development activities over the course of the year. These included Schoolbox, file notes and policy updates, child protection and reportable conduct.

#### **Junior School Professional Learning**

Junior school staff as a whole also took part in a number of PD sessions during staff meetings and professional learning days. These focused on programming, the new syllabus and Schoolbox.

#### **Senior School Professional Learning**

Senior school teachers as a whole took part in many in-school professional learning sessions during the year, led by senior staff at the school, including Schoolbox, compliance and programming.



A sample of external professional learning courses undertaken by senior school and/or junior School teachers and the number of teachers participating are listed on next page.



Professional Development 2022	Number of staff attending	Professional Development 2022	Number of staff attending
Make the most of YORK	1	Timetabling solutions	1
Religions Ed. In Anglican Schools	8	MEA interpretations	ì
AHISA financial literacy	i	Anti-discrimination masterclass	1
AHISA health of the nation forum	1	Leading and coaching	1
First Aid	38	Difficult conversations	1
LawSense school sport law	1	Cape York Indigenous immersion	1
LawSense ICT laws	3	Managing your lab	1
Macqlit	1	Trauma responsive practice in education	1
AIS annual briefing	i	Workplace investigation	1
ALS HR briefing	ż	AQF3	1
A toolkit for teaching Stage 8	1	Chemical safety in schools	1
History curriculum symposium	1	Science of language and reading	4
DARTA	1	Mathematics K-2 syllabus	i
SchoolBox training	8	TTA	5
MininLit	3	Resilience project seminar	1
IPSHA	1	Understanding Autism Spectrum Disorder	1
HRIS	1	Virtual Privacy Briefing	1
School counsellor conference	1	Behavioural support	6
CRE communities of practice	4	Supporting Autistic students in inclusive schools	1
Risk Management and WHS in schools	1	Academic reporting stylesheets- basic & advance	1
The learning power approach	4	School employment law	1
Promoting & protection student wellbeing & mental health	1	Transgender/gender fluidity	1
Teaching writing	4	Yarc - primary and the analysing results webinar	1
The science of language and reading- An Introduction	1	Supporting school refusing students to return to school	S
Introducing the common module	2		

#### **WORKFORCE COMPOSITION**

Information regarding workforce composition is available at myschool.edu.au

In 2022 Lakes Grammar employed 14 male and 45 female full time teaching staff.

There were 2 male and 12 female part time teaching staff.

The teacher to student ratio was 13.34

The school employed 4 male and 11 female full time support, administration and ancillary staff.

There were 2 male and 9 female part time support, administration and ancillary staff.

In 2022 we did not have any staff who identify as Indigenous.

Workforce Composition	Number of Staff
Teaching	73
Full time equivalent teaching staff	66.8
Non teaching staff	26
Full time equivalent non teaching staff	22.9



# STUDENT ATTENDANCE AND RETENTION RATES AND POST-SCHOOL DESTINATIONS IN SECONDARY SCHOOLS

#### ATTENDANCE

The overall average daily attendance rate in 2022 was 85%. The average daily attendance rate (% in attendance) per year group was:

YEAR	%	
К	86	
1	89	
2	89	
3	85	
4	85	
5	84	
6	83	
7	81	
8	83	
9	79	
10	83	
11	83	
12	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. Parents who do not respond to the SMS are called by admin staff. If no response the year advisors or class teachers (junior school) follow up with the parent/caregivers.

#### Managing student absences

The school follows the procedures in the school's attendance policy. Each day attendance reports are generated, and any unexplained absences are contacted by SMS and then by phone. At the end of each week a further summary is sent to director of academic care and junior school leaders to further follow up and analyse for trends or patterns.

The weekly report highlights:

- 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 director of academic care (K-12) follow up with the family and put in place any necessary procedures to try and rectify the situation.

#### RETENTION

68.7% of the 2022 Year 10 cohort completed Year 12 in 2022. Students who left before completing Year 12 did so for a variety of reasons including: financial circumstances of the family, moving from the area, leaving to study at TAFE or to gain work and changing schools in order to access specific courses.

## POST-SCHOOL DESTINATIONS

Of the students who completed Year 12 in 2022 most were offered and accepted places at universities, including Newcastle University, Macquarie University, Australian Catholic University and the University of Wollongong. Degree courses included teaching, medical sciences, psychology, law, arts, science, business, information technology, nursing and others. Several students left at the end of Year 10 to pursue apprenticeships or other non-school training courses.

## ENROLMENT POLICY





#### **Enrolment Policy**

#### 1. Preamble

- 1.1. Newcastle Anglican Schools Corporation (NASC) through its Principal Ordinance (Newcastle Anglican Schools Corporation Ordinance 2016, and subsequent amendments) oversees the School.
- 1.2. The relevant Christian Ethos Statement Principle/s applicable to this Policy:

#### Cultivates wellbeing for all in the school community

Life in all its fullness implies personal wellbeing. NASC Schools provide an environment in which individuals can flourish under God's grace as they contribute to building a healthy school community. A NASC school strives to cultivate a strong sense of belonging to its community.

#### Serves its Community

In response to Jesus' call to love God and love our neighbour Anglican schools nurture an ethic of service and a commitment to social justice. As stewards of God's creation we also encourage respect for our natural environment. Education for these qualities occurs within the curriculum and is demonstrated in active service, pursuing peace and reconciliation and striving to safeguard the integrity of creation.

#### 2. Purpose and scope

2.1. This policy applies to all potential students of the School, along with their Parents and Carers.

#### 3. Policy Principles

- 3.1. Applications for enrolment may be made at any time by the Parent(s) of students to commence at a time agreed between the School and the Parent(s), but generally the start of any School term.
- 3.2. Students enrolling at school for the first time will be five years of age on or before 31 March in their first year of enrolment, unless otherwise agreed by the Principal.

- 3.3. The School will base any decision about offering a place to a student on:
  - 3.3.1. Family relationship with the school:
    - (a) sibling of a current or ex-student;
    - (b) either of the parents attended the school;
    - (c) they hold attitudes, values and priorities that are compatible with the School's ethos.

#### 3.3.2. The student:

- the contribution that the student may make to the school, including the co-curricular activities;
- (b) The student's reports from previous schools or prior to school service e.g. the NSW Department of Education's Transition to School Statement.

#### 3.3.3. The school:

(a) ability to meet the special needs or abilities of the student.

#### 3.3.4. Other considerations

- Order of receipt when the application to enrol is received by the school.
- 3.4. The School will meet with Parent(s) of the student before offering a place.
- 3.5. The School has an absolute discretion in determining the weight of each of the factors it takes into account in determining whether to offer a place for the student.
- 3.6. Continued enrolment at the School is dependent upon the student making satisfactory academic progress, attending consistently, and the student and the Parent(s) observing all behavioural codes of conduct and other requirements of the School which are applicable from time to time.

#### 4. Definitions/Dictionary

4.1. Any approved NASC Policy Dictionary applies to this Policy;

4.2. In this Policy the following terms have the applicable meaning:

Defined Term	Meaning
Parent(s)	Means the parent, carer or guardian of the student, and where more than one, both.

#### 5. Related policies

- 5.1. Code of Conduct
- 5.2. Privacy Policy
- 5.3. Whistleblower Policy

#### 6. Contact

6.1. If you have any queries about this policy, you should contact the nominated Principal for advice.

#### STUDENT POPULATION

In 2022 the school had 891 students on Census Day in August. There were 462 girls and 429 boys from Kindergarten to Year 12. Five percent of students identified as Aboriginal and 13% 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.





## OTHER SCHOOL POLICIES



#### Following is a summary of the school's policies for student wellbeing, antibullying and discipline.

#### STUDENT WELFARE

Lakes Grammar is committed to enhancing the wellbeing of each of its students and of the whole school as a community. Our academic care programs are designed to help students to build a positive sense of self and build resilience. Academic care 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. These expectations are intended to guide students into constructive behaviours for themselves and towards others in the school community. We aim to help build resilient, compassionate, communityminded people with enquiring minds and the tools to think clearly about issues. The discipline policy is on the school's website and summarised in the school diary.

### 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. 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 address 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
- The school will seek to be proactive in promoting an environment in which everyone understands that bullying is not acceptable 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 and the school's website.

#### POLICIES FOR STUDENT DISCIPLINE

Students are required to abide by the school's rules and to follow the reasonable 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.

The full text of this policy is on the school's website and summarised in the school diary.

#### COMPLAINTS AND

**GRIEVANCE PROCEDURE** 

This policy is based on processes of procedural fairness in dealing with complaints from the school community. The policy details processes and procedures for raising and responding to matters of concern by any members of the Lakes community. The processes include how the school will respond.

The full text is on the school's website and on parent lounge.





# SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT

#### Achievement of priority areas identified for 2022:

Area	Priorities for 2022	Achievements in 2022
Teaching and learning	Develop business plan including	Business plan completed with
	purpose/values	input from all staff K-12.
	Review elective choices in stages 5	Held off until 2023 curriculum
	and 6	review and progressing release of
		new curriculum documents
	Schoolbox continuous reporting	Year 12 continuous reporting in
		place Term 4 2022
	Implementation new curriculum	K-2 English and mathematics
		implemented in 2022.
	Upskilling of staff on new syllabus	Professional development
	documents	completed both externally and
		internally by relevant staff
	BYOD Year 5/6	Year 5/6 have devices and are on
	TAX	Schoolbox for learning.
	Focus on student feedback to	Feedback provided to Years 5-12
	improve learning outcomes	via Schoolbox on each assessment
		task.
	Enhanced use of IT for online	Schoolbox in use K-12 for students
	learning	and families
	Strategic approach to assessment	A more consistent approach to
	K-12	assessment K-12 to give parents
		clearer insights into student
Chaff day along ont	Funds of a second staff are second and	achievements and improvement.
Staff development	Embed annual staff appraisal	Completed using Newcastle
	Upskilling staff on reporting,	Anglican proformas  Regular professional development
	assessments, and grades on	completed by all staff and prepare
	Schoolbox	for Schoolbox reporting 2023
	Build holistic spiritual wellbeing	Commenced and continuing
	practices across K-12	Commenced and continuing
	Appoint head of middle school	Held off until the following year.
	Appoint coordinators K-2 and 3-6	Coordinators appointed for both
	in JS	K-2 and 3-6.
	Reinforcement of consistent	Policies and procedures reviewed
	student behavioral expectations	and updated and communicated
	and processes across K-12	to all stakeholders
Facilities and resources	Develop a middle school	Continuing to be completed for
	prospectus	2023 and beyond
	Develop a masterplan for next 10	Not yet completed, will be
	years	completed in 2023 in line with
		middle school planning.
	Plan and prepare for proposed	Continued planning in 2023
	middle school	

# INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY



#### In 2022 the school undertook the following initiatives to promote respect and responsibility:

- At assemblies the principal and deputy principal and head of junior and senior school regularly speak to students about respect for one another and the ways this can be demonstrated.
- Encouraged participation in the local ANZAC Day service with school leaders making speeches; held an ANZAC service at school.
- The school flies the Australian flag every day at school along side the Aboriginal flag.
- The talks given by chaplains at weekly chapel services often relate to students' treatment of others.
- Junior and senior school student leaders attend leadership forums.
- Student Representative Councils give a voice to students.
- Year 11/Year 7 Peer Support Program. Peer Support introduced into the junior school.
- Year 6 buddies for Kindergarten students.
- Every year we contribute to the Samaritans' Christmas appeal.
- Anti-bullying day and harmony days activities.

- Conducted RUOK day activities.
- Wear it purple day activities
- Indigenous Literacy Day activities.
- National Sorry Day activities.
- World Harmony Day activities.
- Beanies for Brain Cancer Fundraiser.
- Jeans 4 Genes Day activities.
- NAIDOC week assemblies and morning tea.
- Reconciliation Day assembly.
- Day against LGBTQI Discrimination.
- World's Greatest Shave Fundraiser for awareness of The Leukemia Foundation.
- Students have many opportunities to grow as leaders and engage with the broader communities.
- All students are encouraged to take on either informal or formal leadership positions and have the opportunity to give their feedback on programs within the school.
- All students attend academic care sessions. Academic care lessons focus on promoting respect and responsibility through collaborative activities several times per week. Students engage in an age specific program focused on building strong relations, academic tenancy and mental toughness. The K-12 focus is built on by school assemblies, year meetings, guest speakers and classroom interactions.



# PARENT, STUDENT AND TEACHER SATISFACTION

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#### **TEACHERS:**

All teachers have regular meetings to facilitate sharing of information. There are fortnightly coordinators meetings, year advisor meetings, student wellbeing, and regular whole school staff meetings. Staff have the opportunity to join the staff social group and are encouraged to attend school activities. New staff attend an induction day and are mentored by their line managers. Our NASC group of schools have a biannual commitment to participating in the AIS Perspectives survey. Results from this survey are shared with our school communities.

#### **PARENTS:**

Parents have many opportunities to be involved in the school. This includes activities attending various functions including sport, music, drama and P&F activities such as the Mother's and Father's Day breakfasts. Parents are also welcome to attend P & F meetings and have the opportunity to hear from various external speakers organised by the school.

Parents are invited to attend academic information evenings, assemblies, student graduation, speech day and student led parent - teacher interviews.





#### **STUDENTS:**

Students have many opportunities to give feedback regarding their satisfaction within the school. Students can liaise with their academic care teacher or year advisor in the senior school or their class teachers in the junior school. All students are encouraged to share feedback with the SRC group. School leaders are visible in the playground and have an open door policy. Year 11 and 12 students have the option of having an academic mentor.

# SUMMARY OF FINANCIAL INFORMATION

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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.



#### Recurrent/Capital Income

#### Recurrent/Capital Expenditure





This concludes the 2022 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.



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