



LAKES GRAMMAR

2021 ANNUAL REPORT



Lakes Grammar - An Anglican School

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A MESSAGE FROM KEY SCHOOL BODIES





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.

As part of our accountability to you, the State and Commonwealth Government, and to the Synod of the Diocese, I am pleased to present the 2021 annual report, a reflection of the hard work and outcomes achieved through strategic goals set at the beginning of the year.

At Newcastle Anglican, our schools are committed to providing an inclusive educational environment rich in opportunities for our students. We desire them to be curious and self-confident learners who develop a deep knowledge base and are passionate about learning.

As Anglican schools, our Christian faith underpins everything we do. We encourage each student to develop an age-appropriate values, beliefs and ethical system that forms the foundation of their life journey. We drew upon our faith and our common commitment to human flourishing, in 2020 to lean in and face the global pandemic together, working in partnership to ensure our student's well-being and educational development remained a priority.

Across each of our NASC schools, 2020 showed us that we could be adaptive and agile in our educational practices. Developing and digital strategies implementing provided a continuous curriculum delivery for our Kindergarten to our HSC graduates and became the forefront of innovative best practices.

With fresh hope, we began 2021, grateful for the learnings we took from the previous year yet ready to bring a sense of normality back into the school environment. However, once again, our staff and students were faced with another lockdown. Our dedicated teams were ready with their processes this time, launching into the remote teaching and learning environment with formidable determination. I want to express my deep gratitude to our staff, parents, carers and students for the courage and resilience shown by all during this time.

The schools have been central to the work of the Diocese since their foundation. This year we have seen enhanced cooperation between the schools and with our corporate services. This has created a platform to enable us to focus on several important activities that will deliver enhanced teaching quality, improved systems, and new protocols to support governance and oversight.

Building on our commitment to educational excellence, we welcomed new Principals in two of our colleges, Mrs Deborah Clancy to Lakes Grammar - An Anglican College, and Mr Darren Parks to Manning Valley Anglican College. Mr Paul Humble was appointed to Bishop Tyrrell Anglican College from the 2022 year. I am grateful for the work of the retiring Principals and recognise the ongoing leadership of Mr Paul Smart of Scone Grammar School. Our Principals are working to strengthen their schools' strategic and pedagogical practices. This approach enhances our commitment to maximising our student's personal, academic, sporting, creative and cultural potential.

Through the Board, our schools are supported by a School Council in each School which now serves as an advisory body to the Principal. The Schools are engaged regularly by the Board Education and Child Development Committee.

In our commitment to delivering excellent outcomes for our students, we continue to focus on each school's infrastructure needs. We are grateful for funding through the Australian Government's Capital Grants Program (CGP) and the NSW Government's Building Grants Assistance Scheme (BGAS). This funding will see some exciting projects that will improve the quality of facilities and provide increased accessibility to educational opportunities for our students.

On behalf of the Board, my sincere thanks to Executive Director Liz Knight for bringing her knowledge and dedication to embedding exceptional educational policy and practices within our schools; to our Principals, staff and school communities; for your commitment to maintaining a culture of inclusivity and excellence throughout 2021.

+ Peter Stuart

Anglican Bishop of Newcastle

PRESIDENT OF THE SCHOOL









MESSAGE FROM THE EXECUTIVE DIRECTOR

As I write this year's Annual Report message, I reflect on the achievements of each of our four Newcastle Anglican Schools throughout 2021. There is much that goes into operating a school beyond what can be seen in the day-to-day teaching. The vision cast by the Board, developing a solid strategic framework to guide each school, implementing quality, safety and governance measures, ensuring sound financial management to meet the needs of today's students and those in the future, the appointment of exceptional and holistic leadership and staff that embed a culture of inclusivity, and inspired teaching and learning, all informed by the Anglican approach to Christianity.

And while we all dearly hoped 2020 might have seen the COVID pandemic subside, it was not to be, with 2021 quickly following suit. Our teams went over and above every day to provide a safe space for our students and families. I want to thank all staff for their dedication and passion to your school communities to ensure the continuity of education and care was maintained.

Fortunately, 2021 provided us with some fantastic achievements as we continued aligning the four NASC schools into a more cohesive and collaborative group under the broader Diocese with a shared mission and vision. Investing in building significant cross-collegiate partnerships through strategic planning and improved systems, pedagogical and curriculum development, professional learning, and innovative practices place our schools at the forefront of Christian education and a college of choice within our region.

Two of our schools, Lakes Grammar: An Anglican School and Manning Valley Anglican School welcomed new Principals, Mrs Deborah Clancy and Mr Darren Parks. Both Principals bring extensive educational leadership knowledge and a shared vision of collaborative practice, which has already seen the colleges flourishing under their guidance.

A Communities of Practice model was implemented across the NASC schools concentrating on collective priority areas, including leadership, academic excellence, and wellbeing. In addition, each Community will focus strategically on developing innovative practices and creating a shared knowledge and resource library that will improve best practice teaching and learning to enhance the student, family and school community experience.

I extend my appreciation to Bishop Peter Stuart, the Board and each School Council for their dedication and work, which supports the success of the schools. To the Principals, your support of each other and the leadership of your schools has been greatly valued. As we work together in achieving our priorities, we embrace 2022 with a clear vision for all Newcastle Anglican Schools.

Lizy Lright
Newcastle Anglican Corporation **EXECUTIVE DIRECTOR EDUCATION & CHILD DEVELOPMENT**



MESSAGE FROM THE PRINCIPAL

In 2021 we saw the departure of our founding principal, Mr Michael Hannah, after 17 years of service to the school. Mrs Deborah Clancy commenced her tenure at Lakes Grammar mid-year, which happened to coincide with the beginning of the COVID-19 lockdown. The majority of students were online learning for all of Term 3 and part of Term 4.

Our staff (both teaching and non-teaching) stepped up to the challenge and delivered lessons using a variety of methods, including zoom, teams, wellbeing packs, one-note and more. Our Stage 6 students completed examination (including Year 12 trials) from home and we worked diligently with our parent community to continue teaching and learning from K-12.

In 2021 the school undertook a review of our leadership teams. This led to a number of new roles being created, including directors (K-12) of academic care and diversity, director (K-10) of academic challenge and head of academic operations. These roles were focused on ensuring that our students are known, valued, challenged and cared for across K-12, and our policies and procedures reflect our K-12 approach.

Our students are at the heart of what we do, and in the everchanging COVID-19 climate, it was timely to roll out our K-12 academic care program. This program is focused on building resilience, setting goals, character strengths, wellbeing and relationships.

By mid-Term 4, students had returned to the school site (with some adjustments) and were looking forward to a sense of returning to routine. It was a challenge wearing masks for staff and senior school students – but we did it. Our Year 12 students graduated remotely but found a COVID-19 window to have their formal – with great excitement and joy.

As a school of the Newcastle Anglican Schools Corporation, and a school committed to "building better futures" for our students to enable them to flourish, it has been a challenging year – but certainly one where we have solidified and strengthened our commitment to each other.

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 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 2021.

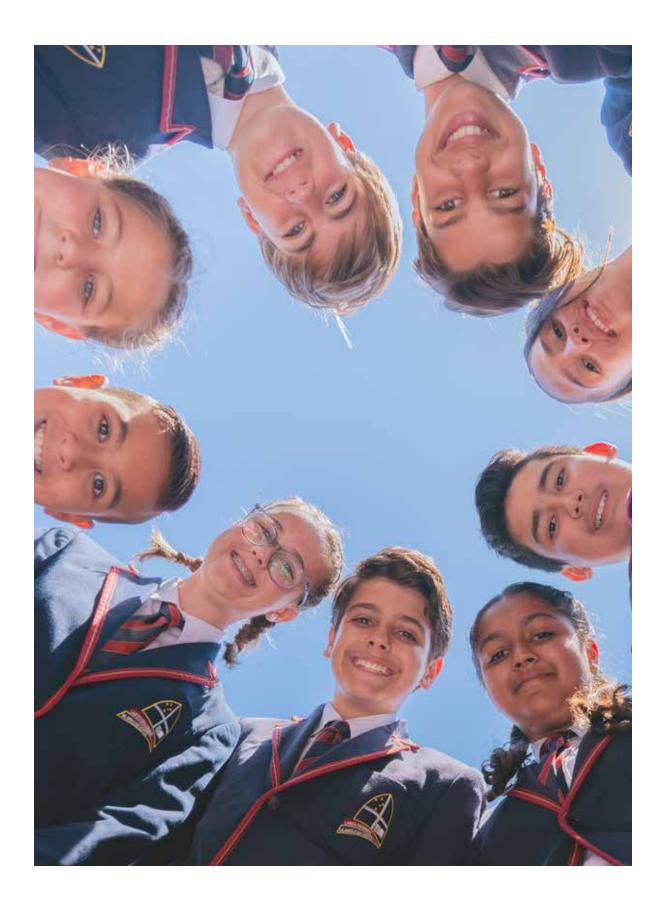
The school's vision is: 'With compassionate hearts and enquiring minds, we strive to learn well, live wisely, serve others and honour God'. Our motto is: 'With heart, soul, mind and strength'. The vision and motto reflect the Christian purposes of the school, the focus on learning for a purpose and our 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 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 offer to student from Year 9. There are awards programs for students in both Junior and senior schools.

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. In 2021 their activities were somewhat limited by COVID-19.

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

Lakes Grammar compared to all Australian students.

	READING	WRITING	SPELLING	GRAMMAR	NUMERACY
Year 3	455	446	440	461	440
Year 5	547	522	548	539	532
Year 7	571	563	567	569	572
Year 9	610	576	588	603	615

Lakes Grammar compared to students with similar background

	READING	WRITING	SPELLING	GRAMMAR	NUMERACY
Year 3	455	446	440	461	440
Year 5	547	522	548	539	532
Year 7	571	563	567	569	572
Year 9	610	576	588	603	615

- 1. NAPLAN participation for this school is 100%.
- 2. NAPLAN participation for all Australian students is 95%.

Well above

Above

Close to







SENIOR SECONDARY OUTCOMES (STUDENT ACHIEVEMENT)

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ROSA

In 2021, 11 students were granted the Record of Student Achievement (ROSA).

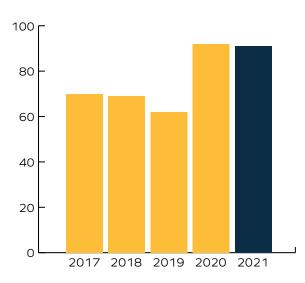
COMPARATIVE PERFORMANCE OVER TIME

Higher School Certificate Results

In 2021, 41 students sat for 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 32 (78%) students achieving at least one Band 5, 6 or E4. In 2021 90% of student HSC results were either a 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:

The following graph represents the percentage of the student HSC marks which were with either an E4 (Extension subjects), Band 6, 5 or 4.





COMPARISONS WITH STATE-WIDE PERFORMANCE

A summary of achievements by our HSC students for standard courses in 2021 is shown in the table on following page: A summary of achievements by our HSC students for standard courses in 2020 is shown in the table below:

Notes:

- The average exam mark is indicated in courses containing 5 or more students.
- 2. One student studied Society & Culture. This result is not listed due to privacy reasons.
- Students also studied Applied Fashion, Construction, English Studies, Hospitality, Information and Digital Skills, Mathematics Life Skills, Mathematics Standard 1, Primary Industries and Retail Services, however there are no compulsory examinations for these courses.
- 4. 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 2020 is shown in the table below:

SUBJECT	NO. OF		ND ACHIEVEMENT ID PERCENTAGE	AVERAGE HSC MARK
306)[[]	STUDENTS	BANDS 3 – 6	BANDS 1 – 2	SCHOOL (STATE)1
History Extension 1	2	School: 2 (100) State (77)	School: 0 (0) State (23)	80 (76)
Science Extension 1 2		School: 2 (100) State (71)	School: 0 (0) State (29)	76 (74)
Mathematics Extension 1	3	School: 1 (33) State (74)	School: 2 (66) State (25)	59 (78)

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	2017	2018	2019	2020	2021
Piology	School	72	71	66	65	72
Biology	State	74	74	72	72	73
Business Studies	School	71	73	68	67	74
busiliess studies	State	73	74	72	72	73
English (Advanced)	School	79	82	80	78	79
Eligiisii (Auvaliceu)	State	81	81	81	81	80
English (Standard)	School	71	65	68	72	71
English (Standard)	State	69	69	69	70	70
Food Technology	School	67	76	72	70	89
rood rechnology	State	72	73	74	72	73
Legal Studies	School	78	81	60	72	75
Legal Studies	State	76	75	74	71	74
Mathematics (General*/	School	70*	73*	68	74	73
Standard 2)	State	69*	70*	71	79	69
Modern History	School	78	71	73	74	67
Modern History	State	74	74	73	73	73
PDHPE	School	68	72	71	69	72
PUNPE	State	71	72	73	72	72
Visual Arts	School	80	81	83	83	78
VISUAL ALLS	State	80	80	81	81	81

VOCATIONAL EDUCATION AND TRAINING

One Year 12 leaver obtained VET qualifications in their final years of study.

Three Year 11 students obtained VET qualifications in 2021.

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

YEAR 12	QUALIFICATION/CERTIFICATE	PERCENTAGE OF YEAR 12 STUDENTS
2021	HSC	100%
2021	VET qualification	2%



TEACHER PROFESSIONAL LEARNING, ACCREDITATION AND QUALIFICATION

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 2021 is shown in the table below.

LEVEL OF ACCREDITATION	NUMBER OF TEACHERS
Conditional	2
Provisional	2
Proficient Teacher	81
Total number of teachers	85



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 2020 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.	81
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.	4
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 number of professional learning events in 2021 was limited due to the pandemic. A number of events were run online so some staff were able to participate in some 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. These were also limited during 2021.

K-12 Professional Learning

The school underwent a series of professional development activities over the course of the year. These included the learning power approach, 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, including:

- Transition to online learning platforms Zoom, Loom and Seesaw.
- · Best Start Assessment for Kindergarten.
- Review of assessment and reporting practices
- Developing a Growth Mindset in Students.
- The Learning Power approach
- K-2 syllabus English and mathematics syllabus.
- Catering for the Needs of Gifted and Talented Learners.
- · Analysing NAPLAN data to inform programming and planning.
- 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 senior staff at the school. A sample of these are listed below:

- Continued development of Professional Learning Community Platform: R.O.F.E
- Using the LPA approach to set goals with students
- · Using the HSC Results Analysis Package to drive student outcomes.
- Creating Rigorous Assessment Tasks that create reliable data.
- · Feedback to move student learning forward.

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.



WORKFORCE COMPOSITION

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

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

ATTENDANCE

The overall average daily attendance rate in 2021 was 93%. The average daily attendance rate (% in attendance) per year group was:

YEAR	%
K	95
1	94
2	95
<u>3</u>	<u>95</u>
<u>4</u> .	<u>95</u>
<u>5</u>	<u>94</u>
<u>6</u>	<u>93</u>
7.	93
<u>8.</u>	<u>91</u>
<u>9</u>	92
<u>10</u>	<u>90</u>
1.1.	<u>92</u>
12	94

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) will follow up with the family and put in place any necessary procedures to try and rectify the situation.

RETENTION

68.7% of the 2019 Year 10 cohort completed Year 12 in 2021. 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 2021 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



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:

- (a) the contribution that the student may make to the school, including the cocurricular 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
- (a) 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.

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

Student population

In 2021 the school had 922 students on Census Day in August. There were 479 girls and 443 boys from Kindergarten to Year 12. 8 percent 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.





OTHER SCHOOL POLICIES



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

This policy was updated in 2021 to clearly state what is not bullying.

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 and the school's website.

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.

This policy was updated in 2021 to link more closely to the updated discipline policy.

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.

There were no changes to this policy in 2021 and the full text is on the school's website and on parent lounge.





SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT

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Achievement of priority areas identified for 2021:

AREA	PRIORITIES FOR 2021	ACHIEVEMENTS IN 2021
	Review elective choices in Stages 5 and 6	Review of Stage 6 electives saw the introduction of Industrial Technology Multimedia. Extension of our HA classes to incorporate Creative and Performing Arts, Science, History and Geography.
	Focus on student feedback to improve learning outcomes	The use of Teams during Covid lockdown further enhanced our feedback strategies for students due to students being able to submit work online and staff being able to provide instant feedback. With a focus being on student reflection
Teaching and	Enhanced use of IT for online learning	Further use of Teams, OneNote and add-ons to enhance the learning experience. All students were able to online learning during Covid lockdown.
learning	Year 7-12 academic care sequence in place	The timetable was rearranged to include 20 minutes per day for Academic care time. During this time the students focus on aspects of our Flourish framework which was written during 2021: Positive Emotions Positive Relationships Positive Connections Positive Health
	Appointment of K-12 staff to support students	Three new Director positions were appointed to support student needs and achievements: • Director of Academic Care (K-12) • Director of Academic Challenge (K-10) • Director of Academic Diversity (K-12)
	Focus on the LPA approach and setting specific goals	There was a specific focus on students starting the process of setting learning goals for themselves to assist them to build their self-efficacy. Start participated in professional development to further improve their understanding of how to use LPA language and strategies to assist student achievements.
Staff development	Review and update policies and procedures as needed to remain compliant	 The following policies were updated: Anti-bullying policy Complaints policy Discipline policy Privacy policy Student attendance policy Child protection policy
	Positive psychology and student wellbeing – best practice	Our student focused wellbeing Flourish framework was developed. This framework is based on the principles of positive psychology: Positive emotions Positive relationships Positive connections Positive health

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AREA	PRIORITIES FOR 2021	ACHIEVEMENTS IN 2021
practice and identify students Staff development continued K-2 English and	PD on trauma informed practice and identifying students	Staff completed readings and professional development on how to identify and support students who are affected by trauma. This PD was run by our junior school psychologist.
	mathematics syllabus	Staff in the junior school started the process of unpacking the new K-2 English and mathematics syllabus through internal professional learning sessions. Staff programmed in year 1 for the teaching of the new English syllabus in 2022 and in year 2 for the mathematics syllabus in 2022.
Facilities and resources	Wellbeing hub in the senior school to support student wellbeing Movement of the principal's office to the senior school Continued maintenance of faculties Replacement of junior school main gates Bollards in junior school kiss and go.	A classroom in the senior school was converted to a wellbeing hub where 7-12 year advisers are situated.



INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY



In 2021 the school undertook the following initiatives to promote respect and responsibility:

- 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.
- Junior school has daily morning assemblies to reiterate expectations.
- 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.
- Wear it purple day activities.
- · 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 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.
- Every year we contribute to the Samaritans' Christmas appeal.
- Students have many opportunities to grow as leaders and engage with the broader community.
- All students are encouraged to take on either informal or formal leadership positions and have the opportunity to give their feedback on program within the school.
- All students attend Academic Care sessions in their tutor groups each week. In Academic Care, the students engage with an age specific program focussed on building strong relations, academic tenacity and mental toughness. The focus on Positive Education is a school-wide K-12 focus which is then built on by school assemblies, year meetings, guest speakers and in the classroom.





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 and whole school staff meetings each week. Staff have the opportunity to join the staff social group and are encouraged to attend school activities. New staff attend a welcome afternoon tea 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 will be shared with our school communities through the Annual Report.

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 Mother's and Father's Day stalls (the yearly breakfast mornings were cancelled due to COVID this year). Parents are also welcome to attend P & F meetings and have the opportunity to hear from various external speakers organised by the school.





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 leadership 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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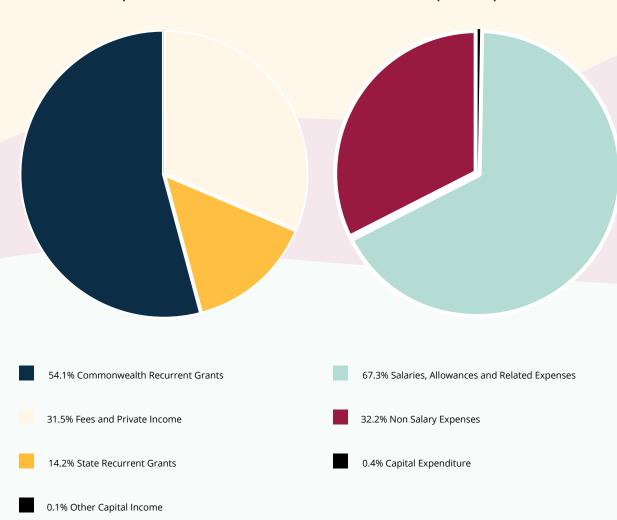
Lakes Grammar maintains all relevant data and complies with reporting requirements of the NSW Minister for Education and the Federal Minister of Education. This reporting includes public disclosure of the educational and financial performance measures and policies of the school as they are required from 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 2021 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.



Lakes Grammar

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