

LAKES GRAMMAR

AN ANGLICAN SCHOOL

2016 ANNUAL REPORT

“With heart, soul, mind and strength”



A school of the Newcastle Anglican Schools
Corporation in the Anglican Diocese of Newcastle

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

LAKES GRAMMAR – AN ANGLICAN SCHOOL

Lakes Grammar - An Anglican School is a co-educational K to 12 school operated by the Anglican Diocese of Newcastle. Lakes Grammar opened in 2004 with 150 students and has grown to around 930 in 2016. 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 foundation of the school, the focus on learning for a purpose and our responsibilities to others. The school has a comprehensive approach to curriculum and strives to provide excellent learning experiences for students in all Key Learning Areas. Lakes Grammar has a reputation for high quality care of its students. A wide variety of sports is available. The school has extra-curricular clubs for snowsports, athletics, equestrian events and netball; other extra-and co-curricular activities are offered, such as choirs, Years 3-6 Training Band, Senior School Stage Band, debating and chess. The Junior School runs a Virtues Program that integrates virtues into everyday learning and play. The Duke of Edinburgh's Award Scheme is offered to students from Year 9. There are awards programs for students in both Junior and Senior Schools.

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

Lakes Grammar has an active Parents and Friends Association that has raised considerable funds to improve the school's technology and other resources. The P&F contributes to the life of the school through such activities as running the canteens, holding dinners 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 another one to Vietnam occurred in 2013. 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. Lakes Grammar - An Anglican School is a growing and exciting school with strong parental support, pursuing academic excellence and providing high quality pastoral care. You will find this and some other information on the website: www.myschool.edu.au.

MESSAGE FROM THE SCHOOL BOARD

The Board of Lakes Grammar - An Anglican School has the responsibility, on behalf of the Newcastle Anglican Schools Corporation, to govern the school. 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 Board therefore sets overall policy and direction and then allows the Principal to implement these through his leadership of staff and students, his financial oversight through the Business Manager and his relationships with parents and other stakeholders in the school. The Board consisted of the Reverend Rod Bower (Chair), Mr Ellis Hopper, Mr Geoff Wooden, Mr John Hurst, Ms Rosemary Gray and Reverend Dan Connor. These Board members are all volunteers who give much time to the good governance of the school.

The Diocese of Newcastle established the Newcastle Anglican Schools Corporation (NASC) in 2007. The Corporation oversees the work of the four Diocesan schools. The Corporation and the Board maintain a close financial oversight of the school and the school reports monthly to the Newcastle Anglican Schools Corporation. The school's link with the Diocese of Newcastle is a close and strong one. With the support of the Diocese Lakes Grammar is able to secure the loans required to expand the school. In April 2017 the NASC Board became the board for

all four Anglican schools in the Diocese of Newcastle. Each school now has a School Council for decision-making at school level while high level governance is exercised by the NASC Board.

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

Lakes Grammar is developing a very sound reputation in our community for strong pastoral care and growing academic success. The rapid growth of the school is a reflection of this strong reputation. The staff of the school are primarily responsible for this reputation and the Board 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 2016. It meets the requirements of State and Federal Governments for Independent school annual reports and is intended to be informative for parents and interested members of the public.

The Venerable Rod Bower
Chair of the School Board

PRINCIPAL'S MESSAGE

In 2016 the school had three classes in each year from Kindergarten to Year 4 and in Years 8 to 12, with two classes in Years 5 and 6, a composite Year 5/6 Opportunity Class and four classes in Year 7.

Our staff are focused on helping students to be the best people they can be, even better than they thought they could be. 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 Teaching and Learning in the Junior School and consultants from the Association of Independent Schools NSW. Teachers have analysed student exam data and developed teaching programs designed to improve specific areas of student learning. Teachers are also learning from each other through presentations at staff meetings and by peer observations. There is a major focus on literacy in the Junior School and writing and higher order thinking in the Senior School.

In 2016 our HSC results were the best we've seen in the life of the school. Among independent schools we were ranked equal second on the Central Coast and above almost all other schools other than the selective school. In Visual Arts Peggie Pantsos' Body of Work was selected for Art Express and was exhibited at the Art Gallery of NSW.

A range of opportunities has been provided to students to enrich and broaden their education. In the Senior School we introduced a program we call "Cognito". This gives students a range of opportunities to experience their areas of interest more deeply. In 2016 these activities included: The Model United Nations Assembly, Geography Interest Project, Dorothea Mackellar Poetry Competition, English Honours, Studio Art, Maths Focus Group, Science and Engineering Challenge, Forensic Camp, Climate Adapted People Shelter competition, Stage Band, the Da Vinci Decathlon, and several others.

Secondary students were also able to participate in the Duke of Edinburgh's Award Scheme, school athletics club, netball club, equestrian club, family ski weekend, Inter-school Snowsports Championships, choir and in instrumental tuition. Our Choir and interested art students visited New York. The choir sang in Carnegie Hall at a choir festival while art students visited the major art galleries. We also expanded our curriculum in the Senior School by offering Drama to Year 11 students.

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, Premier's Reading Challenge, Coding Club and Robocup Challenge. The annual program run by Dance Fever was as popular as ever. Several after school sports funded by the Government's Sport in Schools program were offered. A Drama Club was offered as an extra-curricular activity for the first time and several students are undertaking lessons for the Trinity College, London Drama program.

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

Lakes Grammar's Christian mission has been nurtured through the work of its Chaplains, the Reverend Matt Shorten (Senior School) and Mr Peter Oates (Junior School). The Chaplains provide support to students and families in need, work with staff on the Christian Studies and Chapel programs, run chapel services, oversee charitable fundraising and share God's love with all in the school community. The school also employs three part-time psychologists as its school counsellors.

Student wellbeing is important to our school. We have Wellbeing Co-ordinators in both Junior and Senior Schools. Our wellbeing policies and activities are based on the Kidsmatter (JS) and MindMatters (SS) frameworks. In the Senior School a Resourceful Adolescents Program is run with Years 7 and 8. This research-based program is designed to help students build resilience and self-control. A group of students attended a student empowerment program that gave them leadership training which was then put to use in the school. There is also a student-led Mental Health Advocacy Group and anti-bullying day activities.

The Student Representative Council in the Senior School continued to make some valuable contributions to the life of the school and an SRC was established in the Junior 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.

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

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

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

Michael Hannah
Principal

STUDENT REPRESENTATIVE COUNCIL (SENIOR SCHOOL)

In 2016, the Student Representative Council (SRC) was comprised of both Vice-Captains and elected representatives from Years 7-11. Throughout the year, the SRC organised a number of events including "Jersey Day" and the Samaritans' "Operation Christmas Child". These initiatives encouraged the Lakes Grammar student community to consider the plight of others in the world who are less fortunate. Achieving our goal of 300 shoeboxes for Operation Christmas Child is one of the SRC's proudest achievements.

Throughout the year, one of the main focus points of the SRC was been the provision of shelter for bus lines and the Kiss and Go area. In response to the SRC proposals, a new awning was constructed over the Christmas holidays which provides shelter for students waiting in the Kiss and Go area in all weather conditions. The SRC successfully instigated several changes to the school playground. In particular, the introduction of new sheltered seating areas in the Senior School courtyard. A continual focus area for the SRC team is to build up the amount of native Australian greenery in the courtyard. Therefore, we have put forth the proposal to Mr Samways regarding the introduction of gardens at the front of A Block. Other initiatives of the SRC, approved by the school's leaders, have included: a new design for the Year 11-12 tie, a more tailored blazer for Senior School girls, new sports shorts and a larger diary for Year 11-12 students.

Over the course of Semester Two, careful planning and construction occurred adjacent to the Hall in order to expand the school's sporting facilities. During the early stages of 2017, a half-court basketball/netball court became available to students during recess and lunch as well as for physical fitness training during sport, PDHPE and PASS. Each and every student of the SRC team has had strong goals and used perseverance to achieve amazing things for the senior school. We all look forward to the following year, building our team and further increasing our achievements for the school.

Hannah Roth
Vice-Captain



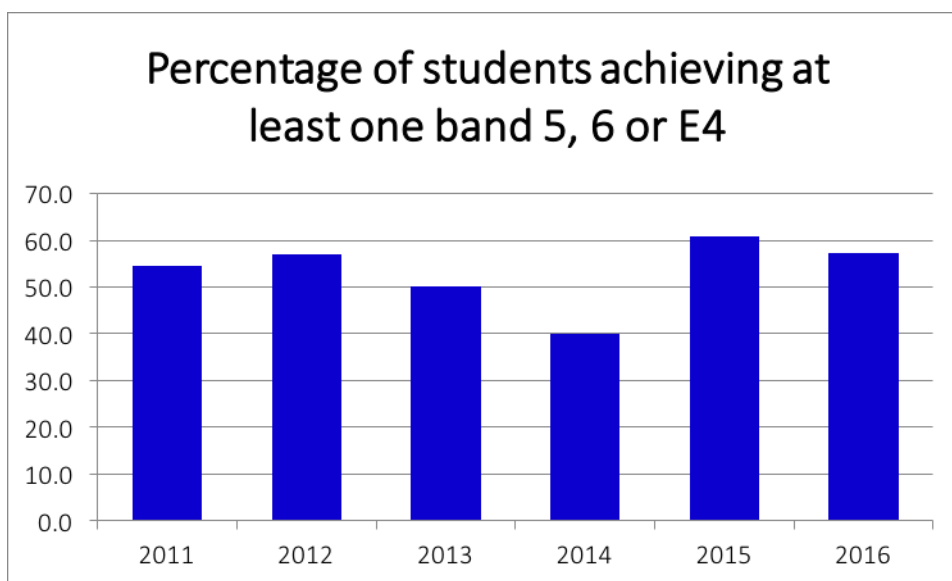
SCHOOL PERFORMANCE IN STATEWIDE TESTS AND EXAMINATIONS

Higher School Certificate Results

In 2016, 63 students sat for Higher School Certificate examinations in 34 courses. Of these, 61 students were Year 12 students completing their HSC studies while the remaining 2 were Year 11 students who were studying single subject VET courses through the Lakes Trade Training Centre.

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

Lakes Grammar has undergone significant growth and prior to 2011, the number of Year 12 students has ranged from 9 to 15 students. Larger year groups are now flowing into our senior years, with 26 students completing Year 12 in 2011, 44 students in 2012, 31 students in 2013, 56 students in 2014, 51 students in 2015 and 61 students in 2016. Performance for our students remains strong with 36 (57%) students achieving at least one Band 5, 6 or E4. In 2016, students achieved a total of 117 Band 5, 6 or E4 results. A summary of comparative performances from 2011, showing the percentage of students achieving these bands is shown in the graph below:



A summary of achievements by our HSC students in 2016 is shown in the table below.

Subject	Number of students	Performance band achievement by number and percentage		Mean HSC Mark School (State) ¹
		Bands 3 – 6	Bands 1 – 2	
Ancient History	10	School: 10 (100) State: (83)	School: 0 (0) State: (17)	80 (71)
Biology	20	School: 18 (90) State: (90)	School: 2 (10) State: (8)	77 (74)
Business Studies	32	School: 29 (91) State: (87)	School: 3 (9) State: (13)	74 (73)
Chemistry	5	School: 5 (100) State: (94)	School: 0 (0) State: (6)	79 (76)
Design and Technology	2	School: 2 (100) State: (95.5)	School: 0 (0) State: (4.5)	86 (76)
Engineering Studies	7	School: 7 (100) State: (95)	School: 0 (0) State: (5)	71 (75)
English (Advanced)	30	School: 30 (100) State: (99)	School: 0 (0) State: (1)	82 (81)
English (Standard)	22	School: 20 (91) State: (87)	School: 2 (9) State: (13)	68 (69)
English Extension 1	6	School: 6 (100) State: (95)	School: 0 (0) State: (5)	41 (42)
English Extension 2	6	School: 5 (83) State: (80)	School: 1 (17) State: (20)	36 (38)
Food Technology	9	School: 9 (100) State: (82)	School: 0 (0) State: (18)	82 (71)
Geography	6	School: 6 (100) State: (90)	School: 0 (0) State: (10)	82 (75)
History Extension	4	School: 4 (100) State: (81)	School: 0 (0) State: (19)	41 (39)
Legal Studies	20	School: 19 (95) State: (89)	School: 1 (5) State: (11)	77 (75)
Mathematics Extension 1	2	School: 2 (100) State: (80)	School: 0 (0) State: (20)	92 (80)
Mathematics Extension 2	2	School: 2 (100) State: (85.5)	School: 0 (0) State: (14.5)	83 (81)
Mathematics	5	School: 5 (100) State: (92)	School: 0 (0) State: (8)	76 (78)
Mathematics General 2	33	School: 30 (91) State: (76)	School: 3 (9) State: (24)	73 (69)
Modern History	12	School: 12 (100) State: (87)	School: 0 (0) State: (13)	81 (74)
Music 1	4	School: 4 (100) State: (98)	School: 0 (0) State: (2)	85 (81)
Personal Development, Health and Physical Education	14	School: 13 (93) State: (83.5)	School: 1 (7) State: (16.5)	72 (72)
Physics	4	School: 4 (100) State: (88)	School: 0 (0) State: (12)	80 (73)
Software Design and Development	3	School: 3 (100) State: (93)	School: 0 (0) State: (7)	77 (75)
Studies of Religion (I Unit)	7	School: 7 (100) State: (95)	School: 0 (0) State: (5)	41 (38)
Visual Arts	7	School: 7 (100) State: (98)	School: 0 (0) State: (2)	86 (80)
Construction	4	School: 4 (100) State: (95)	School: 0 (0) State: (5)	
Hospitality	6	School: 6 (100) State: (89)	School: 0 (0) State: (11)	76 (72)

Notes: Senior Science, Indonesian Beginners, Japanese Beginners, Metal and Engineering, Animal Studies and Aviation (Flight Operations) were also studied by a single student, however, these results have been omitted from the table to protect individual privacy.

The table below shows subject averages from 2011 – 2016 for those courses that have been studied by 5 or more students during that period.

Subject	School/State	2011	2012	2013	2014	2015	2016
Ancient History	School	80	74	76	74	66	80
	State	73	69	72	72	71	71
Biology	School	78	70	73	68	71	77
	State	73	72	74	72	71	74
Business Studies	School	76	78	74	71	65	74
	State	73	74	74	74	74	73
English (Advanced)	School	80	82	75	80	75	82
	State	80	80	79	81	80	81
English (Standard)	School	73	68	65	68	60	68
	State	65	68	65	67	67	69
Geography	School	79	70	70	69	62	82
	State	75	74	73	74	74	75
Mathematics (General)	School	74	72	69	69	65	73
	State	69	69	67	69	69	69
Mathematics	School	64	78	76	67	60	76
	State	77	78	79	78	78	78
PDHPE	School	75	67	72	68	67	72
	State	74	73	71	73	73	72
Visual Arts	School	85	79	82	79	81	86
	State	78	79	79	78	79	80

Vocational Education and Training

8 Year 12 leavers also attained a VET qualification in their final years of study. The table below provides a summary of qualifications achieved by our Year 12 students.

Year 12	Qualification/Certificate	Percentage of Students
2016	HSC	98% ^a
2016	VET qualification	13%

NATIONAL ASSESSMENT PROGRAM LITERACY AND NUMERACY (NAPLAN)

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

TEACHER PROFESSIONAL LEARNING AND STANDARDS

Teaching staff of independent schools must satisfy certain requirements in regard to their training and qualifications. Three categories have been identified by the Board of Studies. The categories and the number of teachers employed either full-time or part-time at Lakes Grammar in 2015 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. The Principal also attended Harvard's Graduate School of Education to undertake the course, "Leadership: An Evolving Vision". Mr Will Wallace, Head of the Junior School, undertook a study tour to Ontario, Canada with a grant provided by the Independent Primary School Heads of Australia.

K-12 Professional Learning

The school is undertaking a program called "Schools Leading Learning" which focuses on professional learning embedded in the school context. Many studies have shown that this, rather than one-off external PD, is effective in bringing change. Teachers did much analysis of student data, met in teams to develop targeted teaching programs, received input from education consultants and school leaders, and trialled and evaluated new teaching approaches. Teachers also set individual professional goals and did peer observations of one another's lessons.

Junior School Professional Learning

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

- KidsMatter – Component 4
- Jolly Phonics
- Introduction to Geography K – 6
- Programming and Planning for Geography K – 6
- Introduction to English K – 6
- Using Lesson Study as a Professional Growth and Collaboration Tool
- Teaching Comprehension through Quality Literature
- Teaching Grammar through Quality Literature
- The Literacy Continuum

- Programming for Teaching and Tracking Student Learning Using the Literacy Continuum

Senior School Professional Learning

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

- Using Visible Thinking Routines in the Classroom to improve Students' Higher Order Thinking Skills.
- Let's Focus on Stage 6 – Unpacking a Band 6. What does a Band 6 response require?
- Moving Students from a Band 4 to Band 6 – What do I need to change in my teaching practices?
- Using Dylan Wiliam's Hinge Point Question to improve learning for students
- Building Students' Learning Power – Making Resilient, Reflective and Persistent Learners
- Using the Three Tiered Intervention Model in Your Classroom.
- How to identify gifted and talented students and cater for their needs.
- Using Learning Intentions and Success Criteria to improve student achievement of outcomes.

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.

External Professional Development - 2016	Days	Staff attending
Special Needs	1	3
HRIS Teacher development days	7	15
Heads meetings (HRIS/AHISA/HICES/AIS)	14	3
Wellbeing/Mental Health/Kidsmatter/PAVe/Counsellor	41	6
Learning support	4	6
Seven Steps to Writing Success	3	4
Chaplain meetings	17	3
Careers Adviser	2	1
Child protection/SafeTalk	2	17
Aboriginal/Indigenous	14	3
Gifted and Talented Ed mini-certificate	1	1
STEM	3	14
PreLit/MiniLit/MacqLit	7	9
Health and Safety Rep training	5	1
Jolly Phonics	1	22
Curriculum - Geography	4	27
Curriculum - English	1	3
Curriculum - Music	5	3
Curriculum - Maths	4	3
Curriculum - LOTE	2	1
Curriculum - PDHPE	5	2

Workforce composition

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

STUDENT ATTENDANCE AND RETENTION RATES

ATTENDANCE

The overall average daily attendance rate in 2016 was 91%. The average daily attendance rate (% in attendance) per year group was:

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

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

Managing student absences

Each week, automatic attendance reports are generated for the Head of Junior School (K-6) and the Director 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 Director 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

71% of the 2014 Year 10 cohort completed Year 12 in 2016. 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 2016 most were offered and accepted places at universities, including Newcastle University, Macquarie University, UNSW, Charles Sturt University and Western Sydney University. Degree courses included engineering, teaching, physiotherapy, nursing, medical science, architecture, psychology, law, arts, mathematics, science, business and others. Several students left at the end of Year 10 to pursue apprenticeships or other non-school training courses.

ENROLMENT POLICY

Lakes Grammar is a comprehensive co-educational school providing an education underpinned by the Christian teaching and values of the Anglican Church of Australia as practised in the Anglican Diocese of Newcastle. Our selection criteria are established to reflect this ethos of our school. Consequently, we seek to enrol those children we judge to be best able to benefit from the academic program we offer, who demonstrate a willingness to participate in a wide range of activities, and whose families understand and are supportive of the Christian aims of the School. We will assess all applications for enrolment against the following criteria:

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

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

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

Parents have a responsibility to keep up-to-date with payment of school fees. Non-payment of fees may threaten the continued enrolment of a student. The relevant clauses from the school's "Conditions of Entry" are cited below:

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

No remission of fees will apply in either case.

Student Population

In 2016 the school had 930 students on Census day in August. There were 438 boys and 492 girls from Kindergarten to Year 12. 2% of students identified as Aboriginal and 8% had a language background other than English. As Lakes Grammar is a non-selective comprehensive school, our students come from a wide range of backgrounds and include a number of students with special needs.

SCHOOL POLICIES

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

Student Wellbeing and Discipline Policies

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

Anti-Bullying Policy

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

At Lakes Grammar it is our belief that:

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

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

Policies for Student Discipline

Students are required to abide by the school's rules and to follow the directions of teachers and other people with authority delegated by the school. Where disciplinary action is required consequences vary according to the nature of the breach of discipline and a student's prior behaviour.

Corporal punishment is not permitted at the school under any circumstances nor does the school sanction the use of corporal punishment explicitly or implicitly by any other person, including parents, to enforce the school's discipline.

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

Policies for Complaints and Grievances Resolution

The school's policy for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by parents and/or students. These processes incorporate, as appropriate, principles of procedural fairness. Parents or carers are able to raise a concern with the staff member directly responsible and if no resolution is reached can refer the matter to a supervisor and ultimately to the Principal.

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

Changes to Policies during 2016

Policy	Changes in 2016	Access to full text
Policies for complaints and grievances resolution	No changes except for names of relevant staff.	The full text was distributed to parents by email. Also available for staff on the school intranet and on Parent Lounge.

There were no changes to the other policies noted above during 2016.

SCHOOL-DETERMINED IMPROVEMENT TARGETS

Achievement of 2016 priority areas identified in the 2015 Annual Report:

Area	Priorities	Achievements in 2016
Teaching and learning	The school has a Schools Leading Learning grant over a three-year period. This will allow release of teachers from class to learn collaboratively with one another. The school's SLL goals are: 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. Goal 2: Improve all students' literacy and numeracy achievements Goal 3: Use real, reliable data to evaluate learning and teaching, identifying interventions and modifying teaching practice.	Goal 1: - Visible Thinking Routines introduced to improve students' critical and creative thinking. - Several BLP capacities focused on in class across the School. Goal 2: - Literacy was a particular focus. Streamed across-grade reading groups were trialled in Years 1-2 with great success. Students' reading scores increased considerably. Comprehension and Writing were also focused on using some new teaching strategies. English programs in the Junior School began to be revised. Goal 3: - 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.

Student wellbeing	Junior School - Continued implementation of KidsMatter framework and apply for formal recognition as KidsMatter certified school. - Promotion of student voice: formation of an SRC in 2016 for the Junior School. - Continued implementation of Peer Support. - Promotion of student mental health: Explore the expansion of Friendly Schools Plus from the Yr 4 and 5 trial with Macquarie University to other grades. - Enhanced opportunities for student recognition: Review of award and behaviour support structures.	- Formal recognition as a KidsMatter school was achieved at the end of the year. - A Student Representative Council was formed. - Peer support program focused on optimism. A strengths-based approach was employed, focusing on curiosity, kindness and teamwork. Year 6 and OC students were trained to lead small groups. - Staff explored the expansion of Friendly Schools Plus. A resource pool was established. - Award structures were reviewed, College BBQs as reward were held each term as was the Pride in Excellence Morning Tea. New extra-curricular activities were offered: Tournament of the Minds, Coding Club and Robocup.
--------------------------	---	---

Priorities for improvement during 2017

Area	Priorities
Teaching and learning	The school has a Schools Leading Learning (SLL) grant over a three-year period. This will allow release of teachers from class to learn collaboratively with one another. The school's SLL goals are: Goal 1: Develop students' problem solving, critical and creative thinking. Teachers encouraging and students pursuing challenging academic goals; using BLP to support students to persevere in their learning. Goal 2: Improve all students' literacy and numeracy achievements Goal 3: Use real, reliable data to evaluate learning and teaching, identifying interventions and modifying teaching practice. 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.
Student wellbeing	Junior School Peer Support Our Peer Support module for 2017 will be 'Resilience' "This eight session module supports students with the capacity to adapt and develop protective factors necessary to help them approach situations with confidence and enthusiasm. Continue to promote student mental health Implement the Friendly Schools Plus program in PDH classes. Enhanced opportunities for student recognition: Review of award and behaviour support structures. The K - 6 Student Wellbeing Committee has conducted a survey of the staff to review the award and behaviour support structures in the Junior School. The committee will be meeting to process this feedback and with on-going consultation recommend changes to the school. Senior School Enhance the anti-bullying program. Recruit a new Co-ordinator of Student Wellbeing following departure of the previous Co-ordinator.

INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

In 2016 the school undertook the following initiatives to promote respect and responsibility:

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



PARENT, STUDENT AND TEACHER SATISFACTION

Parent Satisfaction

Parent Exit Surveys

When a student leaves the school the parents are asked to complete an Exit Survey. Some data and examples of answers, both positive and negative are given below from a sample of 20 Junior and Senior School responses.

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

Strongly Agree	6
Agree	9
Neutral	3
Disagree	1
Strongly Disagree	1

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

Strongly Agree	5
Agree	9
Neutral	6

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

Strongly Agree	6
Agree	8
Neutral	4
Disagree	2

The School has provided clear communication about student events and activities

Strongly agree	7
Agree	11
Neutral	3

Please give reasons for leaving Lakes Grammar

- I. I love the school and would have loved my child to stay but I can't afford the school fees on my own and it is also a 20min drive from home.
- II. Unable to make a friendship group
- III. Moving interstate
- IV. My child was not offered as much help with her special needs due to her mental health issues
- V. Subject choices
- VI. Moving out of the area
- VII. Our child hasn't been overly happy at school and hasn't really any strong social/friendship groups. His academic performance and motivation towards subjects has declined.
- VIII. End of Primary schooling and family arrangements changing.
- IX. Financial
- X. Selective school offer.

Please comment on the campus and educational/academic facilities offered by Lakes Grammar

- I love the campus – it is clean and neat with great facilities
- Very good
- Very good
- We were pleased with all of my daughter's teachers who were always there for her.
- We have been happy with the care and education the school has provided for our child over the years.
- Excellent campus.

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

81% were satisfied or very satisfied. 15% were neutral.

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

72% were satisfied or very satisfied. 21% were neutral.

Are there any other comments you would like to make?

- I will be keeping my other two children at Lakes Grammar.
- I would like to take this opportunity to thank you all for your care, education and support of our child over the years she has been at Lakes. She has formed many special friendships and memories that I am sure she will treasure forever.
- Thank you to all who have helped my son become the young man he is.
- Warm welcome caring environment
- I would like to thank Lakes Grammar for being part of who my son will become. He has been part of this school since he was in nappies and I thank you for loving him as one of your own.
- Extremely happy with the school
- Thank you to the wonderful teachers and staff that have supported during her schooling at Lakes.



Student Satisfaction

Senior School

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

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

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

Junior School

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

Years 1-3

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

Years 4-6

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

Teacher Satisfaction

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

92% of teachers like working at Lakes.

79% feel valued and respected.

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

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

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

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

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

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

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

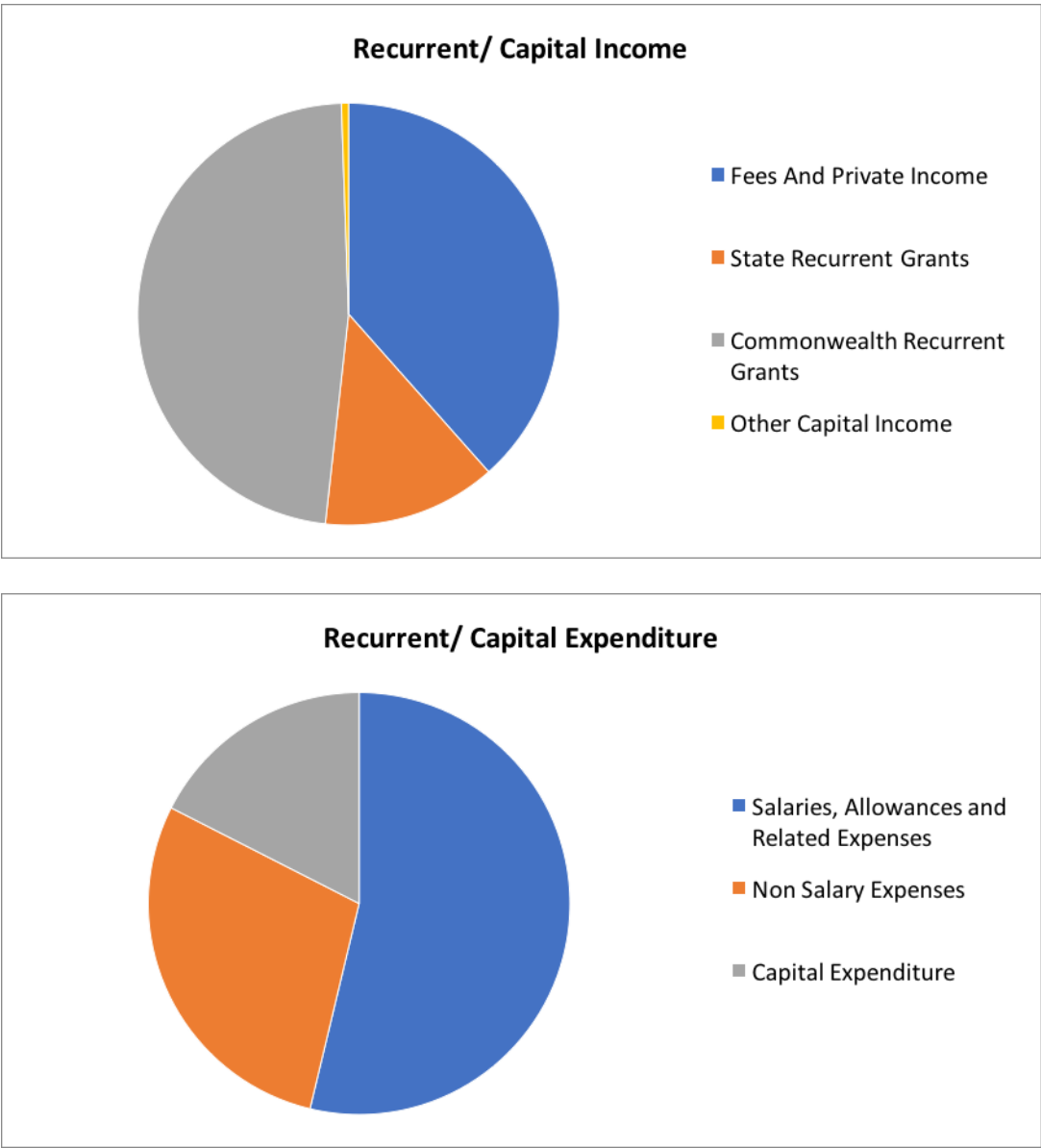
Very low staff turnover rates.



SUMMARY FINANCIAL INFORMATION

Lakes Grammar maintains all relevant data and complies with reporting requirements of the NSW Minister for Education, Science and Training 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 2016 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.