

LAKES GRAMMAR
AN ANGLICAN SCHOOL

2020 ANNUAL REPORT

“With heart, soul, mind and strength”



Newcastle
Anglican
Schools
Corporation

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 which is a member of the Newcastle Anglican Schools Corporation (NASC). Lakes Grammar opened in 2004 with 150 students and has grown to around 900 in 2020. 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 offered to students from Year 9. There are awards programs for students in both Junior and Senior Schools.

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

Lakes Grammar has an active Parents and Friends Committee that has raised considerable funds to improve the school's technology and other resources. The P&F contributes to the life of the school through such activities as running the canteens, trivia nights and other social activities and providing Mothers' Day and Fathers' Day breakfasts. The school's first overseas service trip (to Mongolia) was run in 2010 and since then Year 11 has been offered a Vietnam trip in most years. In 2015 a Year 11 group visited Borneo and did volunteer work with Habitat for Humanity. In 2016 our senior choir sang in Carnegie Hall in New York. These trips represent one part of the school's vision for serving others and encouraging teamwork and leadership in our students. Chinese (Mandarin) is the language learned in the Senior School and this opens the way for interaction with Chinese students and greater cultural understanding of an emerging world power. In 2020 our first school group visit to China took place. Lakes Grammar - An Anglican School is a growing and exciting school with strong parental support, pursuing academic excellence and providing high quality pastoral care. You will find this and some other information on the website: www.myschool.edu.au.

MESSAGE FROM THE PRESIDENT OF THE SCHOOL

It is a wonderful privilege that parents and guardians give to us by allowing us to partner with them in nurturing and educating their children. The students are at the heart of all we do at Lakes Grammar – An Anglican School. Each year we rejoice at the gains the students are making in their knowledge and understanding of their world. We know that we are preparing them for life and work in a world that we are all still imagining.

Lakes Grammar is one of four schools that the Anglican Diocese of Newcastle is proud to operate in the Central Coast, Hunter and Mid Coast Regions of NSW through the Newcastle Anglican Schools Corporation (NASC).

We all know that 2020 was a demanding year! Lakes Grammar provided an exceptional response to students and families during the COVID-19 pandemic with

staff working quickly with families to provide on-line learning and student support. We are proud of the resilience demonstrated throughout the school community and the care shown to one another.

The Anglican Diocese of Newcastle, with the assistance of the NASC Board, was able to review the strategic directions for its work in the region. This resulted in a strong commitment to the following outcomes for Anglican education:

- each student to be a curious and self-confident learner, with a broad and deep knowledge base, and passion for learning;
- each student to develop an age-appropriate values, belief and ethical system informed by the Anglican approach to Christianity;
- each student to achieve their maximum personal, academic, sporting, creative and cultural potential;
- parents and care givers to actively support the education and development of their child; and
- parents and care givers to have confidence in their child's safety, wellbeing and educational development.

The NASC and the school have begun the process of reviewing the education practice and student achievements to identify areas of improvement. A key resource which is being used progressively in each school is the AIS *Perspectives Survey*.

During 2020, the NASC as part of the Anglican Diocese of Newcastle moved into a closer working arrangement with Anglican Care and the Samaritans. A closer alignment with these agencies will allow the schools to benefit from shared corporate resourcing. This approach will provide for improved asset management, better financial support, improved information technology outcomes, and the benefit of access to corporate risk management planning. This support will allow Principals and senior staff to enhance their focus on educational excellence. Stringent processes are in place to ensure compliance with our funding responsibilities.

Each of our school principals carries significant responsibility for their school. They are responsible to the Board through the School Council for the implementation of the School's strategic plan, the implementation of policy and governance decisions, and the general administration and daily operation of the School. We look to each Principal to be an outstanding educational leader and, as faith-based schools, they also have the responsibility to serve as the spiritual leader. In 2021, we see change in the leadership of two of our schools due to retirement of the current Principal. There will be a further change in another of our schools in 2022, also due to retirement.

Funding the day-to-day operations of our schools and the future infrastructure needs has also been a focus of the NASC. Each of our schools participates in the Australian Government's Capital Grants Program (CGP) and the NSW Government's Building Grants Assistance Scheme (BGAS). Several exciting projects are currently under way as a result of this funding.

The Board is appreciative of the substantial funding received from both the State and Federal Government and recognises the fundamental importance of the Schooling Resource Standard in ensuring equitable education funding across the nation. Our funding is also dependent on the payment of school fees by families. The Board is focused on ensuring these monies are utilised to deliver strong educational outcomes, good pastoral care and the development of students into becoming all that they can be; all that God seeks them to be. We are grateful for the generosity of many people, including parents and friends, in generously supporting school developments.

We continued our work to develop a Religious Education curriculum which builds on our commitment to inclusivity and offers students an engaging exposure to the Christian faith which inspired the formation of the school. This curriculum recognises the diverse background of the student community and looks to assist students to develop their understanding of other world religions, philosophy and ethics as well as providing good knowledge of the Christian faith. We have been assisted in this work by the Anglican Church in Southern Queensland and the Western Australian Anglican Schools Commission.

The educational endeavour involves many people. Our work is focused around delivering great outcomes for our students. On behalf of the Board, I express gratitude for all we were able to achieve in 2020 and look forward to a very positive future at Lakes Grammar – An Anglican School.

The Rt Rev Dr Peter Stuart
Anglican Bishop of Newcastle
School President

MESSAGE FROM THE SCHOOL COUNCIL

The Council of Lakes Grammar – an Anglican School fulfils two complementary roles. On the one hand School Council provides a local governance link with the Newcastle Anglican Schools Corporation (NASC) which since 2017 has governed the four Diocesan schools. School Council monitors and supports school policy towards ensuring the best education possible within its resources, continuing growth, compliance with legal obligations and maintaining financial viability.

On the other hand, the Council provides a sounding board for Mr Michael Hannah, Principal as he leads the school staff and students and in his relationships with the whole school community including parents and wider stakeholders. Council's support of Mr Hannah's leadership is enriched by insights provided through a cycle of reporting by senior staff. School Council wishes to record our admiration of all staff, students, parents and supporters in adapting to the challenges of the pandemic in 2020, and our gratitude for Mr Hannah's continuing leadership as foundation Principal beyond his original intended retirement.

The School Council members all volunteer their time and varied perspectives to the good governance of the school. In 2020 Mr John Hurst, Ms Christine Arnaldi, the Reverend Dan Connor and Mr Richard Turnbull were joined by Dr Mina Edwards and Mr Peter Santwyk.

The Christian ethos of the school is important to the School Council and Board. Students educated at Lakes Grammar will leave the school with a deeper appreciation of the breadth of reality, of themselves as human beings, of the story of God's love, especially revealed in Jesus and a definite invitation to participate in that love towards the flourishing of all.

Lakes Grammar has a very sound reputation in our community for strong pastoral care and growing academic success. The rapid growth of the school reflects this strong reputation. The staff of the school are primarily responsible for this reputation and the School Council thanks the school staff, both teaching and non-teaching, for its continued 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 2020. 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.

Bishop Charlie Murry
Assistant Bishop – Coastal
Chair of the School Council

PRINCIPAL'S MESSAGE

In 2020 the school had, in the Junior School, three classes in each year from Kindergarten to Year 4, two classes in each of Years 5 and 6 and a composite Year 5/6 Opportunity Class. In the Senior School there were three classes in each of Years 7 to 10 and a range of classes of varying size across the subjects in Years 11 and 12.

2020 was a challenging year for our entire community and not least for our schools. The period of learning from home brought the sudden need for teachers to learn how to teach remotely using technology platforms they may not have been familiar with. Our teachers learned quickly how to deliver lessons using SeeSaw in the Junior School and Microsoft Teams in the Senior School. Staff who were already expert in these platforms provided very helpful training to our staff. Surveys of parents and students that we conducted enabled us to adjust and refine our delivery so that the education of our students was able to continue. Our Support and Administration staff also had a lot of adjusting to do as procedures changed and we had to find new ways of communicating and working. I am very proud of our staff, whose resilience came to the fore during this most unusual year.

Our staff, students and parents really missed the wide range of usual activities and opportunities we offer. Parents are an integral part of the educational enterprise, so it was sad not to see them around school, attending assemblies, helping in the classroom and canteens, and chatting with each other and with staff.

Our staff are focused on helping students to be the best people they can be, in fact, even better than they thought they could be. Our programs, therefore, are intended to develop our students' academic strengths, help them grow emotionally and spiritually and provide many opportunities to explore new creative paths. We undertook a strategic planning process that led to the development of a new aspiration or vision for our students. That is, our goal is to equip our students to **build better futures**, both for themselves and for the communities in which they live and work. We will pursue that vision largely through our new **Vital** Framework. In Vital we have integrated our academic, wellbeing and spiritual programs. We believe that people of character are those who will be equipped to build better futures, so we are working to help our students become people who will be Faithful, Compassionate, Reflective, Inquisitive and Determined. This is our Vital Framework, which we launched early in 2021.

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

In 2020 we were very grateful to receive National School Accreditation for Empowering Young Philanthropists by the Board of the SchoolAid charity. The Governor General presented our school with its accreditation (by Zoom!). This reflects a number of initiatives that our students have been involved in over the years, including fundraising for Ronald McDonald House Foundation with the OC class a few years ago, the Kids for a Cause Charity work, additional fundraising that we've done for different national disasters, the Samaritans Winter and Christmas appeals, and the way in which students engage in school and community service activities.

Lakes Grammar's Christian mission has been nurtured through the work of its Chaplains, the Reverend Matt Shorten (Senior School) and Mr Peter Oates (Junior School). The Chaplains provide support to students and families in need, work with staff on the Christian Studies and Chapel programs, teach Christian Studies to Year 5 and Year 7, run chapel services, oversee charitable fundraising and share God's love with all in the school community.

Student wellbeing is important to our school. We have Wellbeing Co-ordinators in both Junior and Senior Schools. There is also a student-led Mental Health Advocacy Team in the Senior School that organises RUOK and anti-bullying day activities for the whole school. The school employs psychologists as School Counsellors in both Junior and Senior Schools. The Student Representative Councils in the Senior and Junior Schools give students a voice and continue to make valuable contributions to the life of the school.

All these activities are examples of how Lakes Grammar - An Anglican School adds value to a child's education. Students have many other opportunities to develop interests and to learn new skills. Support Teachers specialising in literacy and numeracy assist students who require additional support in their learning. An Opportunity Class provides support for gifted and other more academically able students in the Junior School. Programs for the support of these students in the regular classroom continue. The school has a Gifted and Talented (GAT) Facilitator in the Junior School and a GAT Mentor in the Senior School. These staff provide individual attention, guidance and mentoring to those students.

“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 Mission - *With compassionate hearts and enquiring minds we strive to learn well, live wisely, serve others and honour God* - encapsulates this goal.

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

Michael Hannah
Principal



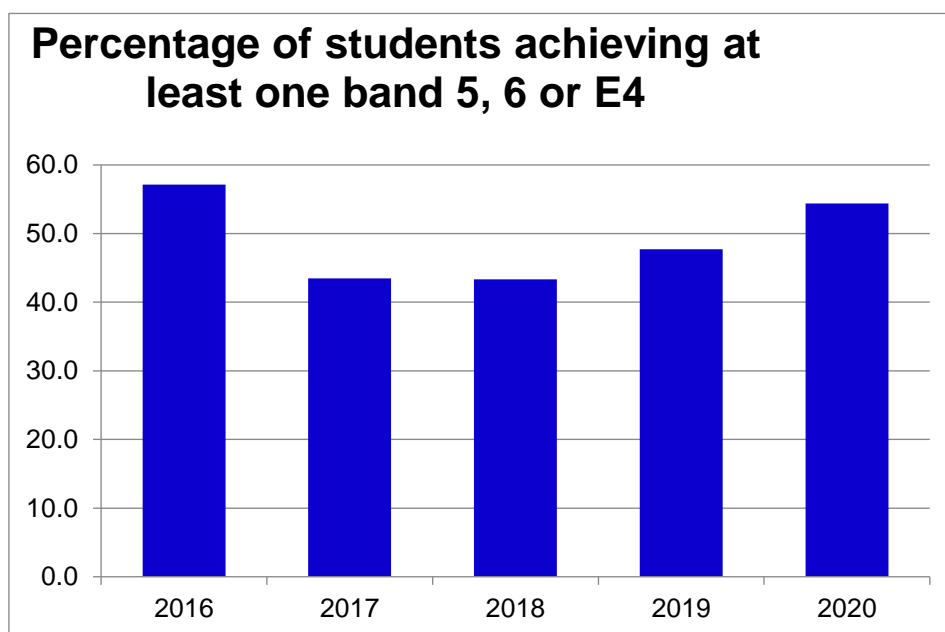
SCHOOL PERFORMANCE IN STATEWIDE TESTS AND EXAMINATIONS

Higher School Certificate Results

In 2020, 57 students sat for Higher School Certificate examinations in 39 courses. Of these, 51 students were full time Year 12 students completing their HSC studies, 1 student was studying part-time and a further 5 students were Year 11 students studying single subject VET courses through the Lakes Trade Training Centre.

The Lakes Trade Training Centre is a consortium of local schools and Lakes Grammar which commenced its first year of operation in 2011. This initiative allows students from member schools to study a number of VET courses at other school locations, and to complete both the Year 11 and HSC components in a single year. The member schools allocate two afternoons per week for the delivery of the courses and the arrangement continues to be a very positive and rewarding experience for our students and for students in the other member schools.

Performance for our students remains strong with 31 (54%) students achieving at least one Band 5, 6 or E4. In 2020, students achieved a total of 48 Band 5, 6 or E4 results. A summary of comparative performances over the past 5 years, showing the percentage of students achieving these bands is shown in the graph below:



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

Subject	Number of students	Performance band achievement by number and percentage		Average HSC Mark School (State) ¹
		Bands 3 – 6	Bands 1 – 2	
Ancient History	4	School: 4 (100) State (84)	School: 0 (0) State (16)	
Biology	13	School: 9 (69) State (87)	School: 4 (31) State (13)	65 (72)
Business Studies	10	School: 9 (90) State (83)	School: 1 (10) State (17)	67 (72)
Chemistry	7	School: 7 (100) State (91)	School: 0 (0) State (9)	71 (76)
Design and Technology	11	School: 11 (100) State (98)	School: 0 (0) State (2)	76 (79)
Drama	7	School: 7 (100) State (98)	School: 0 (0) State (2)	78 (80)
Engineering Studies	4	School: 4 (100) State (92)	School: 0 (0) State (8)	
English Advanced	14	School: 14 (100) State (99)	School: 0 (0) State (1)	78 (81)
English Standard	33	School: 33 (100) State (89)	School: 0 (0) State (11)	72 (70)
Food Technology	11	School: 11 (100) State (84)	School: 0 (0) State (16)	70 (72)
Information Processes and Technology	7	School: 7 (100) State (82)	School: 0 (0) State (18)	76 (74)
Legal Studies	17	School: 17 (100) State (89)	School: 0 (0) State (11)	72 (71)
Mathematics Advanced	4	School: 4 (100) State (96)	School: 0 (0) State (4)	
Mathematics Standard 2	26	School: 20 (77) State (76)	School: 6 (23) State (24)	74 (79)
Modern History	11	School: 11 (100) State (84)	School: 0 (0) State (16)	74 (73)
Music 1	5	School: 5 (100) State (98)	School: 0 (0) State (2)	80 (82)
Personal Development	12	School: 11 (92) State (86)	School: 1 (8) State (14)	69 (72)
Physics	6	School: 5 (83) State (86)	School: 1 (17) State (14)	70 (74)
Visual Arts	17	School: 17 (100) State (98)	School: 0 (0) State (2)	83 (81)

- Notes:
1. 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.
 3. 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	Number of students	Performance band achievement by number and percentage		Average HSC Mark School (State) ¹
		Bands 3 – 6	Bands 1 – 2	
English Extension 1	5	School: 5 (100) State (93)	School: 0 (0) State (7)	78 (84)
English Extension 2	4	School: 2 (50) State (82)	School: 2 (50) State (18)	
Mathematics Extension 1	5	School: 3 (60) State (74)	School: 2 (40) State (25)	67 (78)
Mathematics Extension 2	4	School: 2 (50) State (84)	School: 2 (50) State (16)	

Note: 1. The average exam mark is indicated in courses containing 5 or more students.

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

Subject	School/State	2016	2017	2018	2019	2020
Biology	School	77	72	71	66	65
	State	74	74	74	72	72
Business Studies	School	74	71	73	68	67
	State	73	73	74	72	72
English (Advanced)	School	82	79	82	80	78
	State	81	81	81	81	81
English (Standard)	School	68	71	65	68	72
	State	69	69	69	69	70
Food Technology	School	82	67	76	72	70
	State	71	72	73	74	72
Legal Studies	School	77	78	81	60	72
	State	75	76	75	74	71
Mathematics (General*/Standard 2)	School	73*	70*	73*	68	74
	State	69*	69*	70*	71	79
Modern History	School	81	78	71	73	74
	State	74	74	74	73	73
PDHPE	School	72	68	72	71	69
	State	72	71	72	73	72
Visual Arts	School	86	80	81	83	83
	State	80	80	80	81	81

Note: The last examination for General Mathematics took place in 2018 and a new course, Mathematics Standard 2, was first examined in 2019.

Vocational Education and Training

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

In addition, 9 Year 11 students also obtained a VET qualification during 2020.

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

Year 12	Qualification/Certificate	Percentage of Year 12 Students
2020	HSC	100%
2020	VET qualification	14%

Record of School Achievement

Six students were awarded the Record of School Achievement (ROSA) in 2020. The ROSA is awarded to students in Years 10, 11 or 12 who leave school before completing the Higher School Certificate.

NATIONAL ASSESSMENT PROGRAM LITERACY AND NUMERACY (NAPLAN)

Students in Years 3, 5, 7 and 9 undertake NAPLAN testing each year. In 2020 NAPLAN testing was cancelled due to the pandemic. However, previous years' results are available on the MySchool 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.

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 2020 is shown in the table below.

Level of Accreditation	Number of Teachers
Conditional	1
Provisional	2
Proficient Teacher	68
Total number of teachers	71

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.	71
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 number of professional learning events in 2020 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 2020.

K-12 Professional Learning

The school has been part of the Association of Independent Schools NSW “School Improvement Service”. This focuses on professional learning embedded in the school context. Many studies have shown that this, rather than one-off external PD, is effective in bringing change. Teachers did much analysis of student data, met in teams to develop targeted teaching programs, received input from education consultants and school leaders, and trialled and evaluated new teaching approaches. Teachers also set individual professional goals and did peer observations of one another’s lessons.

Junior School Professional Learning

All Junior School teachers participated in modified “Lesson Study” cycles. In these, the three teachers on a grade collaboratively planned a unit of work to incorporate technology and reviewed their grade Scope and Sequence. Unfortunately, due to Covid restrictions we were unable to progress into the next area of the Lesson Study Cycle to observe each teacher deliver the lesson in turn, with reflection about the student learning in between, so that the lesson is refined each time it is taught. The adjusted approach provided an effective form of professional learning. Junior School staff as a whole also took part in a number of PD sessions during staff meetings and professional learning days, including:

- Transition to online learning platforms Zoom, Loom and Seesaw.
- Best Start Assessment for Kindergarten.
- Be You student wellbeing self-paced modules.
- AIS Frances Whalan and Philippa Miller targeted approach to Science and Technology development.
- AECD Indigenous perspectives – View from the Shore.
- IPSHA Zoom umbrella group participation.
- Developing a Growth Mindset in Students.
- Global online academy – transition to online learning.
- Cambridge PD online Introduction to Global Perspectives, incremental K-6 PL.
- Building Learning Power.
- Catering for the Needs of Gifted and Talented Learners.
- Strategies for providing Effective Feedback on Student Writing.
- Using Oxford Mathematics dashboards and online testing.
- Integrating Aboriginal and Torres Strait Islander Perspectives in the English Curriculum.
- Designing assessment opportunities: Current to emerging practice.
- Lesson Study – modified approach to enhance student learning.
- Lesson Study – sharing of strategies and outcomes (technology focus).
- NCCD Data Collection – process, protocols and guidelines.
- Teaching of Writing – mapping student progress to the writing continuum.
- Analysing NAPLAN data to inform programming and planning.
- Programming and planning for Science and Technology (K – 6).
- Staff Wellbeing.

There is also a Teacher Mentor who works with teachers in classrooms to help embed the practices introduced through the professional learning sessions.

Senior School Professional Learning

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

- Development of Professional Learning Community Platform: R.O.F.E
- School Registration needs for NESA Registration and Accreditation.
- Using the HSC Results Analysis Package to drive student outcomes.
- Designing tasks to assess Higher Order Thinking.
- Creating Rigorous Assessment Tasks that create reliable data.
- Programming for High Achievers in the classroom.
- Feedback to move student learning forward.

Teachers have Professional Learning Partners who observe each others' lessons. The foci of this program and the work of the Teacher Coach were formative assessment strategies and cognitive reading strategies.

A sample of external professional learning courses undertaken by Senior School and/or Junior School teachers and the number of teachers participating are listed below.

Professional Development - 2020	No. of days offsite	Online	Staff attending	Junior School	Senior School
Curriculum - English	1	Yes	23		23
Curriculum - Maths	1	Yes	38	32	6
Curriculum - Geography		Yes	1		1
Curriculum - Music	1		1	1	
Curriculum - PDHPE/Sport	1		1	1	
Curriculum - LOTE	1		1		1
Curriculum – Science and Technology	2		15	15	
Curriculum planning	3		13	13	
Gifted and Talented	1		1	1	
Literacy/Numeracy	2		4		4
STEM	3		8		8
Wellbeing/Mental Health/Kidsmatter/PAVe	17		3	1	2
Behaviour Support & Teaching Strategies		Yes	16	16	
HSC	8		3		3
Child Safety / Crossing Boundaries / Child Protection Legislation		Yes	3	1	3
Workplace Investigation	1		2	1	1
Leadership and Management		Yes	2	1	1
Heads meetings (HRIS/AHISA/HICES/IPSHA)	22		3	1	2
Children At Risk		Yes	70	30	40
Chaplain meetings	11		2	1	1
Careers	3	Yes	1		1
NAPLAN	3		11	3	8
Library		Yes	1		1
Microsoft Educator Training		Yes	5		5

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 2020 was 90%. The average daily attendance rate (% in attendance) per year group was:

K = 94	7 = 93
1 = 92	8 = 93
2 = 93	9 = 91
3 = 94	10 = 91
4 = 92	11 = 93
5 = 91	12 = 95
6 = 92	

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

Managing student absences

Each week, automatic attendance reports are generated for the Head of Junior School (K-6) and the Co-ordinator of Student Wellbeing (7-12) for follow up.

The reports highlight:

- Students who have unexplained absences from school for more than 10% of the time expected to be at school.
- Students who have been late for more than 10% of the time expected to be at school.
- Students who have more than 20 days absences from school in the year.

If attendance or punctuality is of concern, the Head of Junior School (K-6) or the Co-ordinator of Student Wellbeing (7-12) will follow up with the family and put in place any necessary procedures to try and rectify the situation.

RETENTION

73% of the 2017 Year 10 cohort completed Year 12 in 2020. 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 2020 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 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

- (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 2020 the school had 899 students on Census day in August. There were 458 girls and 441 boys from Kindergarten to Year 12. 4% of students identified as Aboriginal and 11% had a language background other than English. As Lakes Grammar is a non-selective comprehensive school, our students come from a wide range of backgrounds and include a number of students with special needs.

SCHOOL POLICIES

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

Student Wellbeing and Discipline Policies

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

Anti-Bullying Policy

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

At Lakes Grammar it is our belief that:

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

The full text of this policy is available on the parent portal, *Parent Lounge*.

Policies for Student Discipline

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

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

All disciplinary action that may result in any sanction against the student, including but not limited to, suspension or expulsion, follows processes based on procedural fairness and involves parents or carers in the process. These policies are part of the Student Wellbeing Policies and Procedures and can be found in the Student Planners.

Policies for Complaints and Grievances Resolution

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

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

Changes to Policies during 2020

There were no significant changes to policies in 2020.

SCHOOL-DETERMINED IMPROVEMENT TARGETS

Achievement of priority areas identified for 2020:

Area	Priorities for 2020	Achievements in 2020
Teaching and learning	<p>The school has focused on a range of improvements in teaching and learning over the last five years as part of the Association of Independent Schools (AISNSW) Schools Leading Learning and School Improvement Service programs. The school's goals throughout this have been:</p> <p>Goal 1: Develop students' problem-solving, critical and creative thinking. Teachers encouraging and students pursuing challenging academic goals; using Building Learning Power (BLP) to support students to persevere in their learning.</p> <p>Goal 2: Improve all students' literacy and numeracy achievements</p> <p>Goal 3: Use real, reliable data to evaluate learning and teaching, identifying interventions and modifying teaching practice.</p>	<p>Junior School: PD on Visible Learning in English and staff worked on linking formative assessment in English to surface, deep and transformational learning. Building Learning Power and a range of other PD.</p> <p>Senior School: developed a professional learning platform/process for all teachers; used HSC data to drive improvement; assessment and feedback PD.</p> <p>A wide range of data were analysed, including: NAPLAN, PAT, HSC, reading fluency, reading level. Areas of weakness were identified and targeted teaching strategies were planned.</p> <p>Identified students in both JS and SS received specialised reading support via PreLit, MiniLit and MacqLit programs.</p> <p>NAPLAN results continued to show growth in student learning in most domains and year groups.</p>

	<p>Teacher professional learning: These goals will be met through teachers working together in faculty or grade teams to: revise and improve teaching programs; analyse student learning data; take part in professional learning and implement appropriate strategies; share their experiences with colleagues; work with professional learning partners; set professional goals aligned with school goals; and evaluate their impact on student learning.</p>	<p>HSC results were not as good as the previous three years.</p> <p>The professional culture among the teaching staff has changed significantly – it is now more open, teachers are sharing their practice more and learning from one another more than previously. Teachers are implementing more evidence-based practices as a result of the collaborative professional learning they have been engaged in.</p>
--	---	---

Student wellbeing	<p>Junior School</p> <ul style="list-style-type: none"> • Promotion of student mental health: integration of “Friendly Schools Plus” with the New PDHPE Syllabus. • Promotion of student voice: SRC continues • Staff online professional development using Be You Australia as a replacement for KidsMatter Program. • Library Cyberbullying and Digital citizenship units • Creation of the Junior School Wellbeing Blog site to support parents with offsite learning. 	<ul style="list-style-type: none"> • Mrs Lynette Colthorpe, PDH specialist completed programmes K – 6 to implement the NSW PDHPE Syllabus integrating with the ‘Friendly Schools Plus’. • A Student Representative Council continued to operate up until COVID lockdown. • Junior School staff completed the thirteen module, 20hr online professional development. Sixteen staff members have completed the course. • The librarian implements a unit on “Cyberbullying” and “Digital citizenship” with students from Years 1 – 6. He uses information and resources from the Australian Communications and Media Authority (ACMA). • Our Junior School Wellbeing Team has created a Junior School wellbeing blog. The site contains a number of helpful resources from our Junior School Psychologist, some information from a Chaplaincy and Christian Perspective from our Junior School Chaplain, and a number of resources that our Co-ordinator of Student Wellbeing has included for families, particularly in the area of cyber safety for children.
--------------------------	---	--

	<ul style="list-style-type: none"> • Implementation of the program “SeeSaw,” an online learning platform, to continue to maintain positive relationships with the children whilst learning offsite. • Police Liaison visits. • Emphasis on Compulsory School Attendance • Establishment of a ‘Chill Out Zone’ • Small groups with Counsellor • Completion of the ACER Wellbeing K – 6 wide survey • Transition program in Year 6 reviewed and strengthened. Extra activities planned. 	<ul style="list-style-type: none"> • During the COVID period positive peer to peer relationships and student to teacher relationships were continued using ‘SeeSaw.’ The teachers adapted lessons to teach PDH skills. This necessitated many hours of collaboration between the teachers. • Police Liaison visits to Year 5 and Year 6 students. This was to highlight the growing concerns with Cyber Safety and to promote positive relationships with Police officers. • Campaign to maintain the good attendance record of the school using positive feedback to the school community. Statistics were provided through the newsletter on attendance along with an information campaign on the positive impacts of school attendance. • Room set aside to support our ASD children at lunch times. Children could find respite and like-minded children to play quiet games away from the noise of the playground. A duty roster was established for this room. • Stacey Taggart continued to meet with small groups of children targeting specific social skills. • Continued the use of the ACER Social, Emotional and Student Well-being survey. Years 2 -6. Analyse and communicate results with staff. • Sessions that will run online via Zoom with Kids Helpline @ School that can help support our students with Friendships, particularly as Year 6 move into Year 7.
--	--	--

	<ul style="list-style-type: none"> • Ulimiliko Award Scheme continued with COVID Safe Measures. • COVID safe Pride in Excellence Morning Teas • Upgraded the 'Sensory Play equipment' and 'Sensory walk' for our at-risk children. <p>Senior School</p> <p>Indigenous students</p> <ul style="list-style-type: none"> • Implementation of Aboriginal Education Team 	<ul style="list-style-type: none"> • Sensory walk was upgraded with new engaging elements added. <ul style="list-style-type: none"> • Development of Personal Learning Plans for indigenous students • Established and promoted group identity through the creation of a safe environment for parents and families to connect with the school. • Celebration of Aboriginal cultural days incorporating the ideas suggested by our Indigenous students and intentionally utilised Aboriginal students to assist in the organisation and running of these events. • Students learned and performed traditional Aboriginal dances and songs. • Students learned more about their culture and heritage through the Dhinewan Mentoring Program. • Connection with the wider Aboriginal community through the local AECG was achieved.
--	---	--



INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

In 2020 the school undertook the following initiatives to promote respect and responsibility:

- Positive Behaviour for Learning framework across the whole school. Three expectations: Respect, Responsibility and Care.
- At assemblies the Principal, Deputy Principal and Head of the Junior School regularly speak to students about respect for one another and the ways they can demonstrate that.
- Encouraged participation in the local Anzac Day service; held an Anzac service at school.
- The school flies the Aboriginal flag every day alongside the Australian flag.
- Anti-bullying Day and Harmony Day activities.
- An Aboriginal culture day was held with visiting indigenous people giving presentations;
- National Sorry Day activities
- The talks given by the chaplains at weekly chapel services often relate to students' treatment of others.
- Junior and Senior School student leaders attended leadership forums.
- Student Representative Councils give a voice to students.
- Continued our virtues program in the Junior School that includes virtues such as: respect, integrity, trust, confidence, kindness, consideration, honesty.
- Continued Year 11/Year 7 Peer Support Program. Peer Support introduced into the Junior School.
- Peer Support program in the Junior School.
- Continued system of Year 6 Buddies for Kindergarten students.
- Duke of Edinburgh's Award Scheme offered to students from Year 9 on. Several progress to the Gold badge level by the end of Year 11.
- Every year we contribute to the Samaritans' Christmas appeal

PARENT, STUDENT AND TEACHER SATISFACTION

2020 was a stressful year for all in our school community. In general, parents were appreciative of our efforts in keeping education progressing during the learning from home period. Surveys of parents and students helped the staff to refine their methods of delivering lessons online. In November 2019 the school community completed a survey called *Perspectives: Your School in Focus*, created by the Association of Independent Schools NSW. It is probably reasonable to expect that the views expressed still held in general during 2020, in spite of the stresses induced by COVID-19. Parents, students, staff and School Council were surveyed. Some results are listed below. The percentages are the totals for those who chose Slightly Agree, Agree and Strongly Agree. The AISNSW personnel noted that these were the best results they had seen from the schools that had conducted the same survey.

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

Parent Satisfaction

The school fosters my child's spiritual growth	97%
The Quality of education my child receives meets my expectations	88%
I am proud to have my child attend this school	95%
Buildings, classrooms and grounds are well maintained	99%
Visitors to the school feel welcome	99%
How the school communicates with me is just right	90%
Communications from the school are clear and concise	93%
My child feels safe outside the classroom	98%
My child feels safe in class	96%
My child feels valued and respected in this school	93%
My child feels like they belong in this school	93%
Teachers create rigorous and challenging learning experiences	93%
The school works to ensure my child is safe from bullying and harassment	87%
People are treated the same at this school regardless of their race, ethnicity, Nationality, faith, gender or sexual orientation	96%
<i>Overall, the parent results showed very strong support for the school.</i>	

Student Satisfaction

My teachers know what I'm interested in	71%
My teachers know my learning strengths and challenges	75%
My teachers know what I have learned and what I need to learn next	77%
Teachers give feedback to help me learn	80%
Teachers give me learning that challenges me	85%
If I try hard, I believe I can achieve what I set out to do	82%
I feel like I belong at this school	67%
I feel like a valued member of my school	67%
I feel safe outside of the classroom	85%
I feel safe in my classes	88%

People are treated the same at this school regardless of their race, ethnicity, Nationality, faith, gender or sexual orientation	82%
There are interesting co-curricular activities I can participate in	66%

Teacher Satisfaction

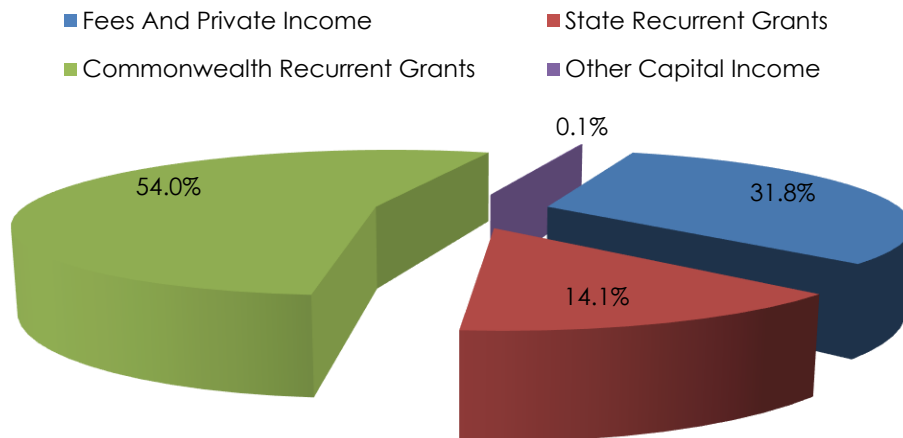
The school's vision and mission are at the heart of everything the school does	92%
The school fosters spiritual growth for all students	100%
Students and staff follow the school rules	95%
Buildings, classrooms and grounds are well maintained	90%
The school values and promotes ongoing professional learning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

SUMMARY FINANCIAL INFORMATION

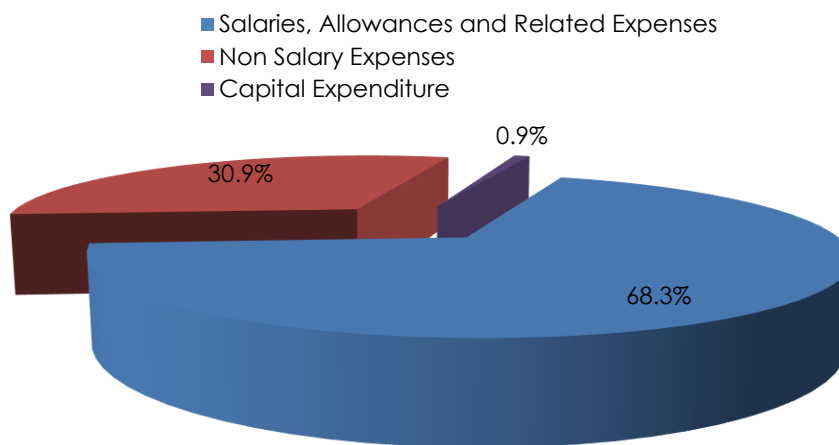
Lakes Grammar maintains all relevant data and complies with reporting requirements of the NSW Minister for Education and the Federal Minister of Education. This reporting includes public disclosure of the educational and financial performance measures and policies of the school as they are required from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

The pie charts below show the school's income and expenditure, both recurrent and capital, in terms of the proportions received from all sources and expended in all areas.

Graphic one – recurrent/capital income



Graphic two – recurrent/capital expenditure



This concludes the 2020 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.