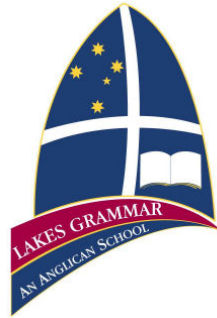


ANNUAL REPORT 2009



"With heart, soul, mind and strength"

LAKES GRAMMAR AN ANGLICAN SCHOOL



AN ANGLICAN SCHOOL IN THE DIOCESE OF NEWCASTLE

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LAKES GRAMMAR – AN ANGLICAN SCHOOL

Lakes Grammar - An Anglican School is a co-educational K-12 school operated by the Diocese of Newcastle. Lakes Grammar opened in 2004. 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 (the school has a national champion), athletics and netball; other extra- and co-curricular activities are offered, such as dance, drama and soccer. 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 in Year 9. There are awards programs for students in both Junior and Senior Schools. Lakes Grammar is a rapidly growing school with a pleasant campus and new facilities.

In 2009 the school had 582 students. 331 were in Kindergarten to Year 6 and 251 in Years 7-12. There were 281 boys and 301 girls from Kindergarten to Year 12. 2% of students are identified as Aboriginal. 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 and a few students of a non-Anglo-Australian background.

MESSAGE FROM THE SCHOOL BOARD

The Board of Lakes Grammar - An Anglican School has the responsibility, on behalf of the Anglican Diocese of Newcastle, 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 Bishop Brian Farran (Bishop of Newcastle and President of the Board), Bishop Peter Stuart (Assistant Bishop of Newcastle and Board Chair), Fr Hugh Bright, Fr Peter Mumford, Mr Gerrie Jordaan (part of the year), Mr Paul Bolton, Mr Ellis Peters (part of the year), Mr Graeme Peters and Mr Geoff Wooden. These Board members are all volunteers who give much time to the good governance of the school.

In 2008 the Board made the decision to offer three classes in Kindergarten and Year 7 for the first time from 2009. This decision was proved to have been prudent by the number of enrolments attained in those year groups. Another important decision was to construct another major classroom block in the Senior School for opening at the beginning of 2010. This would allow Year 7 to move to the Senior School, thus creating separate Junior and Senior Schools on the site. The building project consisted of a classroom block with five general learning areas, a computer lab, Music room, Art room, Food Technology room, staff room and student amenities; an extension to the quad and covered area, a new Science lab and a portion of the football field. This project was supported by the Diocese of Newcastle through the granting of an Episcopal Certificate, which guarantees the school's loans.

A bonus for the school's building program was the receipt of a Federal Government grant from the Building the Education Revolution - Primary Schools in the 21st Century program. The grant of \$2.5M allowed the school to build a multi-purpose hall to seat at least 600, which would be ready early in 2010. Additionally, the school received a Federal grant of \$200,000 from the School Pride component of the BER.

The Diocese of Newcastle established the Newcastle Anglican Schools Corporation in 2008. 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 quarterly 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.

Lakes Grammar is developing a very sound reputation in our community for strong pastoral care and growing academic success. 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 2009. It meets the requirements of State and Federal Governments for Independent school annual reports and is informative for parents and interested members of the public.

PRINCIPAL'S MESSAGE

In 2009 the school continued to grow and had three classes in Kindergarten and Year 7 and double-streamed classes in Year 1 to Year 4 and in Years 8 to 10. This triple-streaming will continue year-by-year until all year groups are triple-streamed.

In 2009 the whole school underwent a Registration and Accreditation inspection by the NSW Board of Studies. This is a critically important event in the life of an independent school as its authority to operate, receive government funding and provide the School Certificate and Higher School Certificate depend on passing this inspection. As with previous inspections the school met all the criteria of the Board of Studies and was granted Registration and accreditation for the full period of five years.

A range of opportunities has been provided to students to enrich and broaden their education. Secondary students may choose to participate in such activities as: debating, Model United Nations Assembly, short story and poetry competitions, Book Club, Science Extra, Crystal growing competition, Maths help, activities on World Maths Day, student Art and Design Exhibition, Stock Market Competition, CSIRO CREST Awards, Duke of Edinburgh's Award Scheme, School Athletics Club, family ski weekend, Inter-school Snowsports Championships, chamber orchestra, Choir, instrumental tuition.

Junior students were able to participate in activities such as: School Athletics Club, Junior Choir, instrumental tuition, Chess, debating, Crystal growing competition, Premier's Reading Challenge, Art Club and the after-school activities of dance, drama, gymnastics.

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. A further measure of value added may be seen in the improvements of student results in the National Assessment Literacy and Numeracy (NAPLAN) tests. These indicate significant improvement in students' results between Year 5 and Year 7 and between Year 7 and Year 9. The growth charts supplied in the NAPLAN analysis software show very significant growth in the results of many individual students in these years. The school's performance in the 2009 NAPLAN tests is provided via a link to the My School website. Extra Support Teachers specialising in literacy and numeracy were employed part-time to assist students who required 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.

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

In May the school held its annual Open Day and School Fair. Many people visited the school to investigate it for their children's education. Those visitors would have experienced a living school community in which staff, students and parents work together for the good of the school.

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

SCHOOL PERFORMANCE IN STATEWIDE TESTS AND EXAMINATIONS

Higher School Certificate Results

In 2009, 11 students sat for the Higher School Certificate in 19 courses. This small number of students in each course makes it difficult to do any significant comparisons against state averages, however, we were pleased that 7 of the 11 students achieved a total of 16 band 5 or 6 results.

A summary of achievements in each course studied by two or more students is shown in the table below.

Subject	Number of students	Performance band achievement by number and percentage		Mean HSC Mark**
		Bands 3 – 6	Bands 1 – 2	
Biology	5	School: 5 (100); Statewide (90)	School: 1(0); Statewide (10)	72
Business Studies	4	School: 5 (100); Statewide (89)	School: 1(0); Statewide (11)	
Design and Technology	2	School: 2 (100); Statewide (95)	School: 0 (0); Statewide (5)	
English (Advanced)	6	School: 6 (100); Statewide (99)	School: 0 (0); Statewide (1)	75
English (Standard)	5	School: 5 (100); Statewide (78)	School: 0 (0); Statewide (22)	73
English Extension 1	3	School: 1 (25); Statewide (84)	School: 3 (75); Statewide (16)	
English Extension 2	3	School: 1 (25); Statewide (84)	School: 3 (75); Statewide (16)	
General Mathematics	6	School: 100 (0); Statewide (82)	School: 0 (100); Statewide (18)	73
Geography	5	School: 5 (100); Statewide (91)	School: 0(0); Statewide (9)	77
Hospitality*	2	School: 2 (100); Statewide (95)	School: 0 (0); Statewide (5)	
Mathematics	2	School: 2 (100); Statewide (89)	School: 0 (0); Statewide (11)	
Mathematics Extension 1	2	School: 1 (50); Statewide (82)	School: 1 (50); Statewide (18)	
Modern History	5	School: 5 (100); Statewide (94)	School: 0 (0); Statewide (6)	79
PDHPE	5	School: 5 (100); Statewide (87)	School: 0 (0); Statewide (13)	75
Studies of Religion I	2	School: 2 (100); Statewide (96)	School: 0 (0); Statewide (4)	

NB The following courses (Food Technology*, Legal Studies, Physics, Visual Arts) were studied by a single student and have been omitted from the table to protect individual privacy.

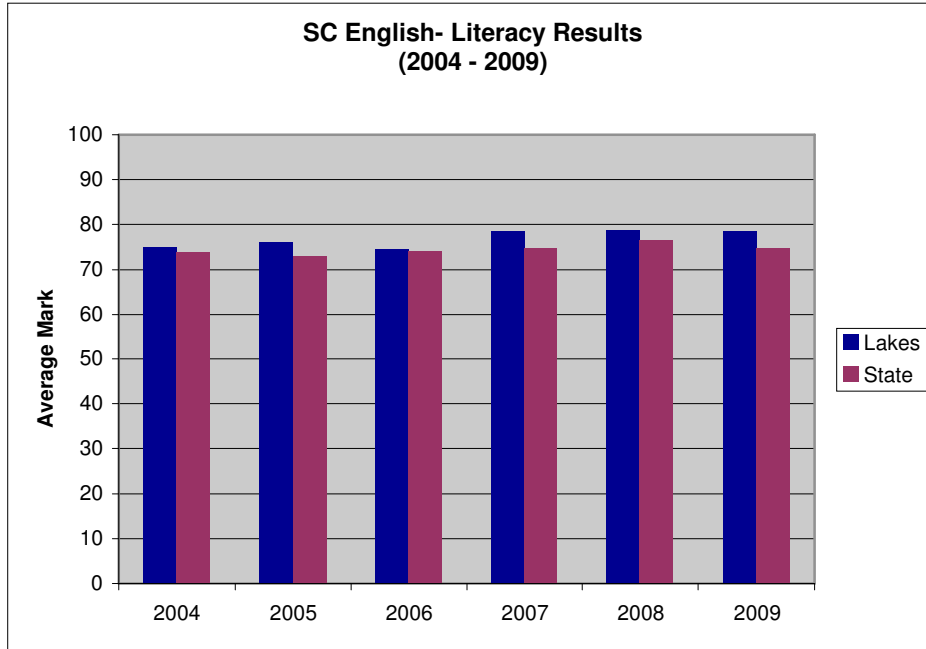
* Indicates subjects taken by our students with another provider such as TAFE or Distance Education.

** Mean exam mark indicated in courses containing 5 or more students.

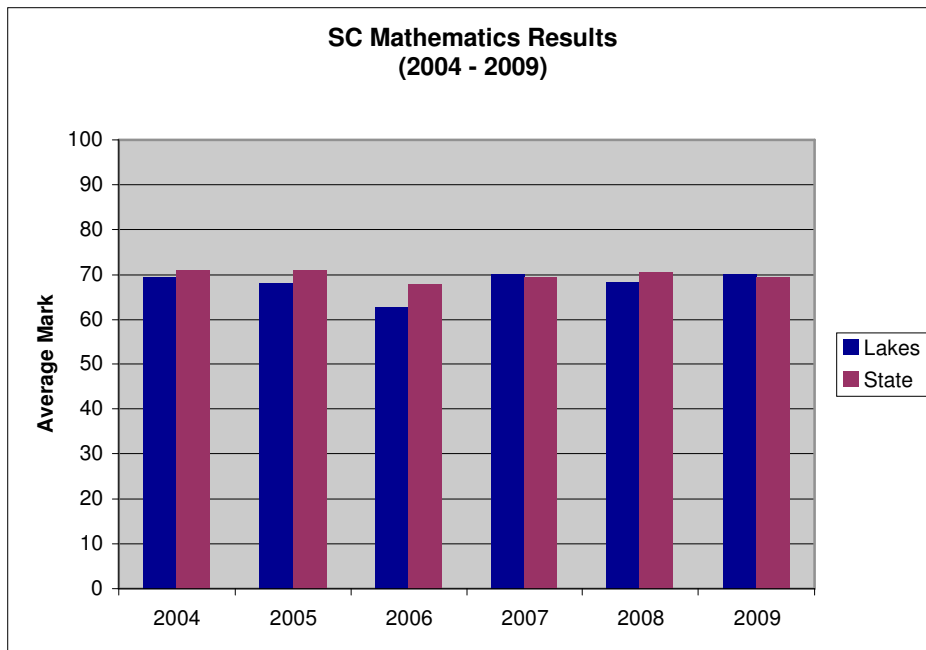
School Certificate Results

In 2009, 43 students sat for the School Certificate with each course performing above state average.

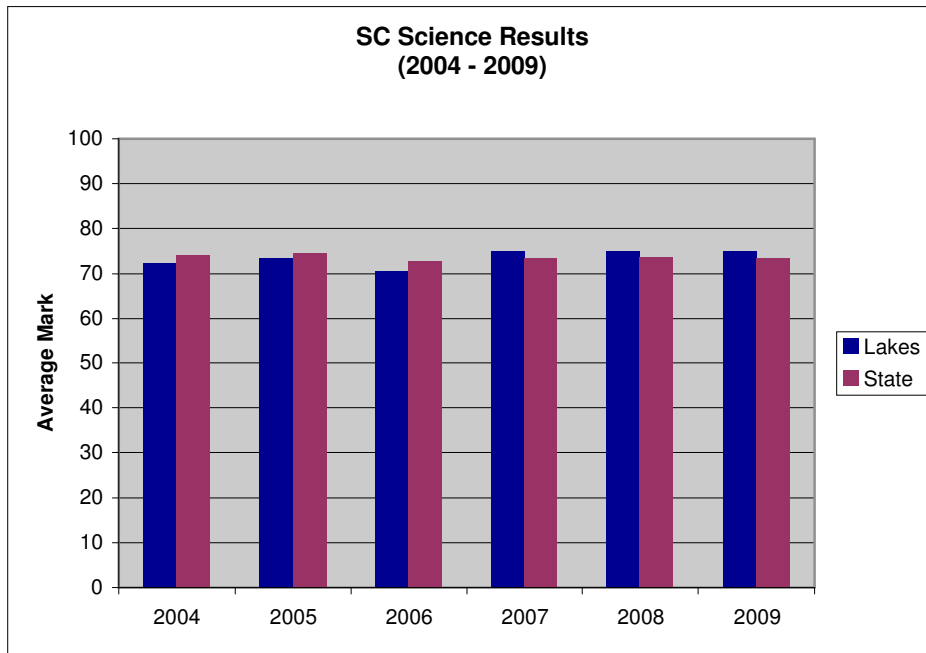
In English Literacy 98% of Lakes students were placed in Bands 4, 5 or 6, compared to 82% of students achieving these bands statewide. No student scored a Band 1 or Band 2 result in English. This is consistent with previous results where English regularly scores above state average.



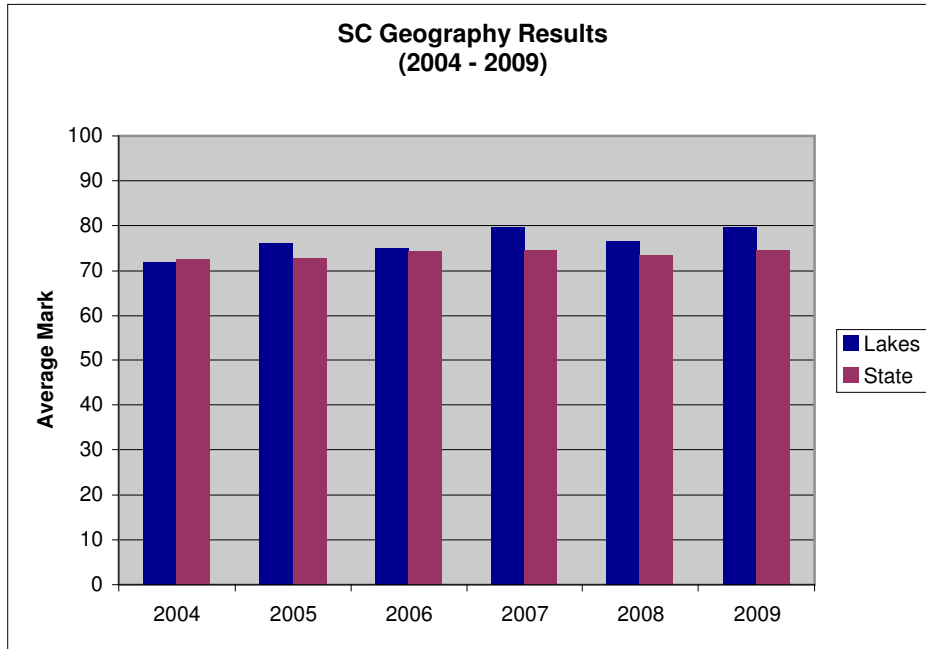
In Mathematics 49% of Lakes students were placed in Bands 4, 5 or 6, compared to 49% of students achieving these bands statewide. Five students scored a Band 2 result in Mathematics and no students were placed in Band 1. Mathematics results have shown improvement, with recent years being close to state average.



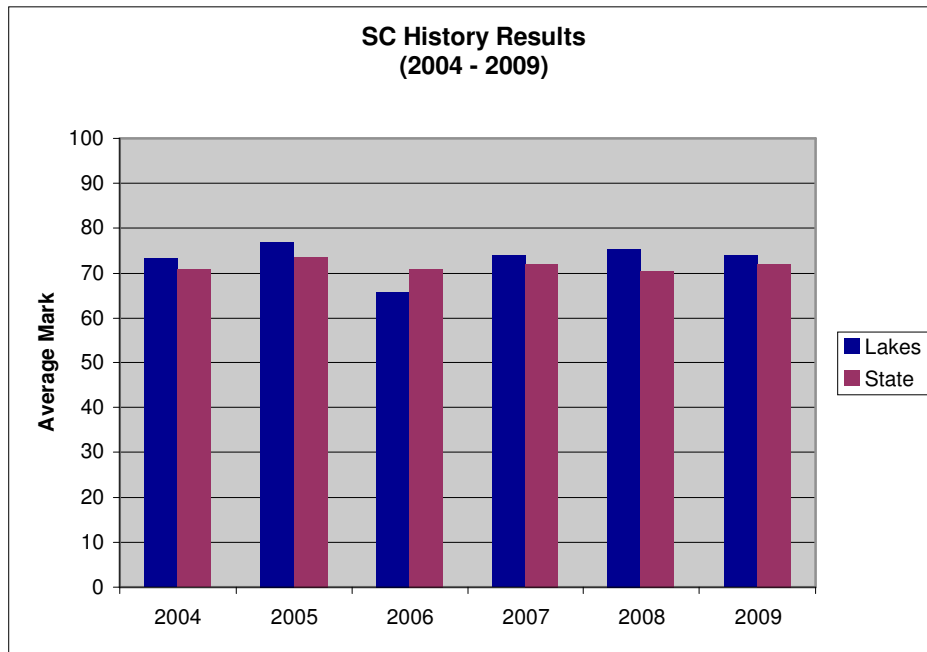
In Science 81% of Lakes students were placed in Bands 4, 5 or 6, compared to 70% of students achieving these bands statewide. One student scored a Band 2 result in Science and no students were placed in Band 1. Average Science results have also improved this year to be above state average.



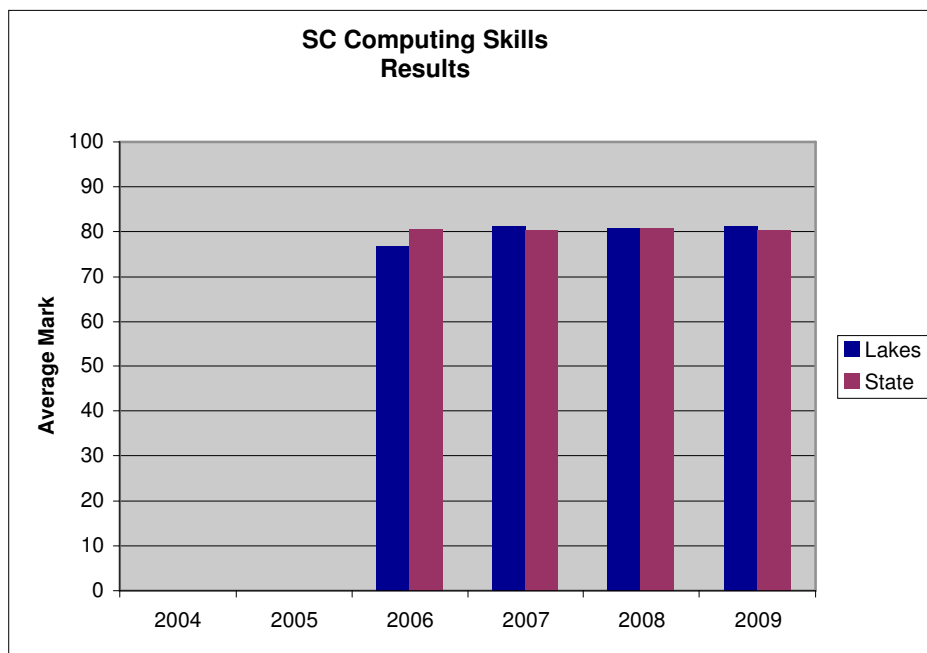
In Australian Geography, Civics and Citizenship 77% of Lakes students were placed in Bands 4, 5 or 6, compared to 59% of students achieving these bands statewide. Two students scored a Band 2 and no students scored a Band 1 in Australian Geography, Civics and Citizenship. Average Geography results continue to be above the state average.



In Australian History, Civics and Citizenship 81% of Lakes students were placed in Bands 4, 5 or 6, compared to 58% of students achieving these bands statewide. Two students at Lakes scored a Band 2 result in Australian History, Civics and Citizenship while no students were placed in Band 1. Australian History, Civics and Citizenship results continue to be above the state average.



In Computing Skills 86% of Lakes students gained Highly Competent results, compared to 62% of students achieving this level statewide. All students at Lakes Grammar gained results of Competent or above in Computing Skills.



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 2009 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.	39
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 welfare and school leadership.

JUNIOR SCHOOL PROFESSIONAL DEVELOPMENT

On site professional development

The focus on Professional Development in the Junior School during 2009 was Writing. This was facilitated by a literacy consultant.

Jolly Phonics

Jolly Spelling professional learning seminar at school for all Junior School teachers. Two new teachers attended a Jolly Phonics training course outside the school.

Professional learning courses and the number of teachers participating are listed below.

Jolly Phonics - Introduction to extension	7
The struggling reader in middle years	1
Numerical literacy and problem solving	2
Developing tasks across K-6 maths	1
Number sense the four operations	1
Accreditations at professional competence	2

SENIOR SCHOOL PROFESSIONAL DEVELOPMENT

The Principal provided professional development in Assessment for Learning to the Senior School staff at the beginning of the year. This was followed up by in-school support from an AIS consultant. Such in-school support is vital for transferring professional learning into day-to-day classroom practice. Other in-school support to achieve this was provided through a literacy consultant who worked with teachers in the area of literacy across the curriculum. Other professional development courses with the number of teachers participating are included in the list below.

Moodle	6
Teaching Values across the Curriculum	2
Beginning teachers 7-12	1
Cracking the hard class	1
Teach more manage less	1
A critical study of text	2
Crime writing	2
Literacy development – in-school support	12
Building Basics with Dream Weaver	1
Advancing with ICT in PDHPE	1
Assessment for learning – in school support	10
Learning to learn	1

The average expenditure per teacher on professional learning in 2009 was \$865.

STUDENT ATTENDANCE AND RETENTION RATES

The average daily attendance rate in 2009 was 94.8%. This is lower than the 2007 rate and can be explained by the observation that a number of students had long illnesses last year that has increased the average number of absences per student.

45.5% of the 2006 Year 10 cohort completed Year 12 in 2009. These Year groups are very small cohorts so a change of just a few students has a large impact on the percentage. 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 a wider range of courses. The last of these reasons is the most common.

POST-SCHOOL DESTINATIONS

Of the students who completed Year 12 in 2009 all but one were offered and accepted places at universities, mainly Newcastle University, either at the Ourimbah or Callaghan campuses. The one who chose not to go to university obtained a chef apprenticeship. Most students who left Lakes Grammar at the end of Year 10 enrolled in other schools that provided subjects desired by those students.

SENIOR SECONDARY OUTCOMES

Eleven students completed Year 12 in 2009. 100% of those students attained the Higher School Certificate. 2 students (18% of Year 12) undertook Vocational Education and 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.

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.

Enrolment Procedures

1. All applications are to be processed within the school's enrolment policy. This includes an interview with the Principal or his delegate. Siblings of already enrolled students have priority, subject to the clauses below.
2. The Principal will consider each applicant's supporting statement/interview responses regarding their ability and willingness to support the school's ethos.

3. The Principal will consider each applicant's educational needs. To do this, the Principal will need to gather information (including any reports from health and education professionals) and consult with the parents/family and other relevant persons.
4. The Principal will identify any strategies that need to be put into place to accommodate the applicant before a decision regarding the enrolment is made.
5. Inform the applicant of the outcome.

Student Population

In August 2009 the school had 582 students. 331 were in Kindergarten to Year 6 and 251 in Years 7-12. There were 281 boys and 301 girls from Kindergarten to Year 12. Thirteen students identified as Aboriginal (2% of the student population). 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 (1% of the student population) and several other students from non-Anglo-Australian backgrounds.

SCHOOL POLICIES

Student Welfare and Discipline Policies

It is important that students feel safe and supported at school. This involves not just support in matters of welfare for students, but assisting students to respect themselves and others and to take responsibility for their own actions. A Christian view of the human person informs our policy-making in this area. In this regard the following statements encompass, broadly, the School's view of welfare and discipline:

Everyone has a right to be treated with respect and courtesy.

1. The development of a healthy self-concept in students is a major prerequisite for a student's well being.
2. A teacher's task is to assist students to develop a sound worldview as well as a positive view of their place in the community. In doing this teachers not only curb inappropriate behaviour, but promote constructive and positive behaviour.
3. Discipline means guiding a child towards self-control and self-direction, helping them develop responsibility for their own actions.
4. As a school, we work with the home and the community to assist our students to become responsible citizens.
5. The values of honesty, co-operation, tolerance, peace, justice and compassion are held as the basis for developing self-disciplined, responsible citizens.

Lakes Grammar has in place in both the Junior and Senior Schools, procedures for positive encouragement of student involvement and recognition of student achievement across a broad spectrum of school activities.

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 under any circumstances nor does the school sanction the use of corporal punishment by any other person to enforce the school's discipline.

All disciplinary action that may result in any sanction against the student, including but not limited to, suspension, expulsion or exclusion provides processes based on procedural fairness.

The full text of the school's discipline policy and associated procedures is accessible to members of the school community through:

- The Student Welfare: Policy and Guidelines Handbook (on request from the Principal)
- The Student Diary (contains selections).

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.

The full text of the school's policy and processes for complaints and grievances resolution was distributed to parents and carers by email under the title, "Complaints Resolution – Policy and Procedures". It is also available on the school intranet and by request to the Principal.

Policy	Changes in 2009	Access to full text
<p>Child Protection Policy encompassing</p> <ul style="list-style-type: none"> • definitions and concepts • legislative requirements • preventative strategies • reporting and investigating “reportable conduct” • investigation processes • documentation 	<p>No changes; Policy was last re-drafted in 2005 in light of changes to legislation.</p>	<p>Issued to staff. Parents may request a copy by contacting the Principal.</p>
<p>Security Policy encompassing</p> <ul style="list-style-type: none"> • procedures for security of the grounds and buildings • use of grounds and facilities • emergency procedures • travel on school-related activities 	<p>Emergency procedures were refined after drills.</p>	<p>Full text in Staff Handbook. Parents may request a copy by contacting the Principal.</p>
<p>Codes of Conduct Policy encompassing</p> <ul style="list-style-type: none"> • Code of conduct for staff and students • Behaviour management 	<p>Student Welfare: Policy and Guidelines document was revised. No change to policy but some procedures and roles of staff were clarified.</p>	<p>Full text in Student Diary (Student Code of Conduct); Student Welfare: Policy and Guidelines - Staff Handbook.</p>
<p>Policies for complaints and grievances resolution</p>	<p>Removal from document of general communication channels (these were placed in a separate document); addition of policy statement; renaming of document.</p>	<p>The full text was distributed to parents by email. Also available on the school intranet and by request to the Principal.</p>

School-determined Improvement Targets

Achievement of priority areas identified in the 2008 Annual Report:

Area	Priorities	Achievements
Teaching and learning	<ul style="list-style-type: none"> • Senior School - Assessment for Learning professional development designed to improve student achievement through more focused feedback. • Junior School - Complete scope and sequences for all KLAs. Continue professional development in Jolly Phonics and Jolly Grammar. 	<ul style="list-style-type: none"> • Professional learning in Assessment for Learning led by Principal at beginning of year. This was followed up by consultant working in-school with staff to help embed in daily practice. • Junior School scope and sequences for all KLAs were completed. PD in Jolly Phonics and Grammar was led by accredited presenters.
Student welfare	<ul style="list-style-type: none"> • Improvements to the "Emerge" program by providing a longer lead in period of activities and awareness-raising. • Refine discipline steps. 	<ul style="list-style-type: none"> • There was not a longer period of preparatory activities, unfortunately. However, the Emerge program was well-received by the students. • Discipline steps were refined and clarified by the Deputy Principal.
Buildings	<ul style="list-style-type: none"> • Construct a school hall using the Commonwealth funding from the Building the Education Revolution and develop a part of the senior school oval using this funding. 	<ul style="list-style-type: none"> • This building program was completed and the facilities were opened at the start of 2010.

Priorities for improvement during 2010

Area	Priorities
Teaching and learning	<ul style="list-style-type: none"> • Junior School – professional learning in Assessment for Learning and continued literacy professional learning. • Whole school – professional learning in "Building Learning Power" – a framework for developing positive dispositions towards learning in students.
Student welfare	<ul style="list-style-type: none"> • Introduction of Secondary Student Representative Council. • Introduction of a Peer Support program – Year 11/Year 7. • Introduction of a "Virtues Program" in the Junior School.
Communication	<ul style="list-style-type: none"> • Continued moves to providing information and resources on-line through the school's management software and through Moodle.

Initiatives promoting respect and responsibility

In 2009 the school undertook the following initiatives to promote respect and responsibility:

- Reminded students of the Student Code of Conduct that is based on respect - for God, others, themselves and others' property. This is printed in the Student Diary every year;
- 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.
- Used Tutor time throughout the school to promote discussion amongst students about respecting others;
- Encouraged participation in the local Anzac Day service (students represented the school in uniform); held an Anzac service at school and participated in the local community fair;
- The school flies the Aboriginal flag every day alongside the Australian flag;
- An Aboriginal culture day was held with a visiting Aboriginal man;
- The talks given by the chaplain at weekly chapel services often relate to students' treatment of others.
- Ran a program for Year 9 and 10 students called "Emerge" at which there were guest presenters who dealt with a range of issues including body image, respect for members of the opposite sex, drug and alcohol abuse.

Parent, student and teacher satisfaction

Parent Satisfaction

In 2009 a survey of Kindergarten parents/carers was undertaken as well as several focus group sessions consisting of parents whose children had reached high school. In response to the question, "Has Lakes Grammar met your expectations?" there was an overwhelmingly positive response. The same level of response was elicited by the question, "Would you recommend Lakes Grammar to others?" When asked, "What aspects of Lakes would you recommend?" the highest responses were, in order, Caring staff, caring environment, Christian values, academic excellence. When asked to rate their overall experience 95% of the Kindergarten parents rated it as Very Good or Excellent, while 81% of the focus group respondents gave the school those ratings. While the focus group respondents noted some concern about uniform standards and student behaviour in public, they still overwhelmingly agreed that they would recommend the school to others.

When a family leaves the school the parents are asked to return an Exit Survey. The comments on these are overwhelmingly positive. Examples of some of these comments are:

One parent commented on the academic progress and personal growth her children had achieved and added, "I believe this is a direct result of the care and dedication that many teachers have shown to our children and also to the nurturing and friendly environment....I cannot recommend Lakes highly enough and thanks again for all you've done". Another parent wrote, "The school makes me proud to have been associated with it. The understanding of the teachers with each individual student makes it stand out....The teachers have the insight to see the whole child." Another wrote: "On reflection I could not imagine having a more rewarding experience as a parent at any other school." Another: "Exceptional pastoral care was offered". One parent wrote, "My only regret is that we did not enrol..... at Lakes in Year 7.....was very fortunate to have been a student at such a caring and nurturing school". These written comments are often also reflected in ad hoc conversations with parents. The rapid growth in Lakes Grammar's enrolments over the last two years, in particular (approximately 100 per year) suggests that the school's reputation in the community is quite strong and this comes from the current parents who speak about the school to friends and neighbours.

Student Satisfaction

The satisfaction of students has not been measured by an instrument recently. However, students do, on the whole, appear to be happy. They support school activities in large numbers and are happy to help out at major events such as Open Day. The relationship between students and teachers is, in most cases, very good. This is borne out in interviews with students and in the comments of parents in the Exit Surveys.

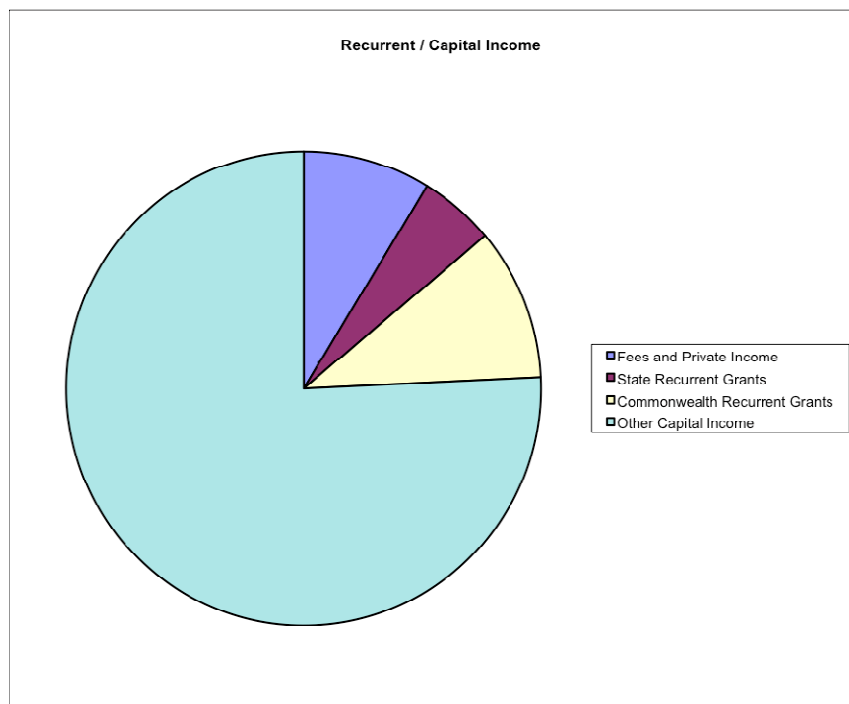
Teacher Satisfaction

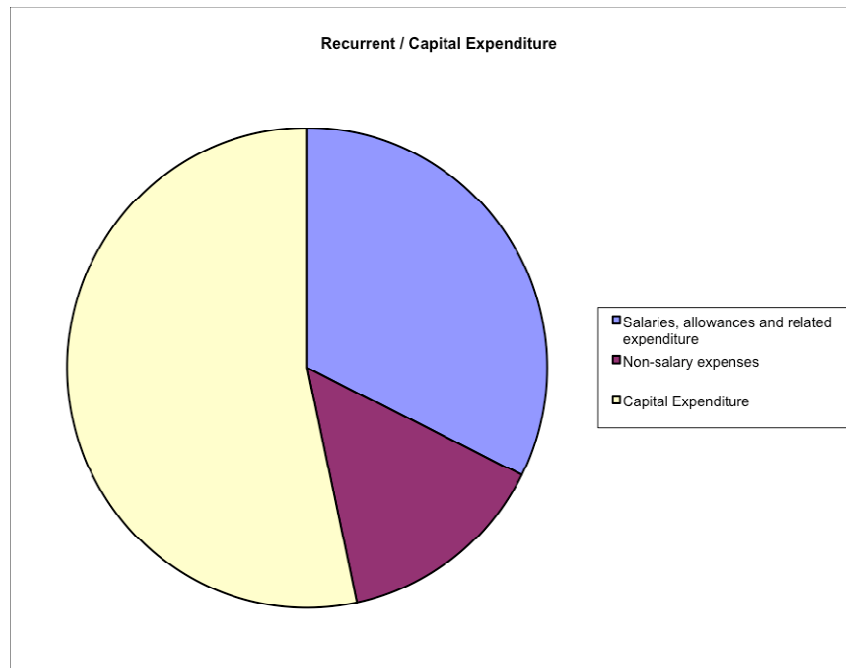
Teachers at Lakes Grammar work in a very favourable environment. The school is new, air-conditioned and has an excellent ICT network. The size of the school is still relatively small so a collegial environment occurs naturally. Evidence of teacher satisfaction is largely anecdotal and includes unsolicited comments from various teachers.

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 overleaf 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 2009 Annual Report for Lakes Grammar - An Anglican School. Further copies of the report are available on request. If you have any questions about the contents of this report please feel welcome to contact the Principal.