

# ANNUAL REPORT 2011



*"With heart, soul, mind and strength"*

## LAKES GRAMMAR AN ANGLICAN SCHOOL



A SCHOOL OF THE NEWCASTLE ANGLICAN SCHOOLS CORPORATION IN  
THE ANGLICAN DIOCESE OF NEWCASTLE

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## **LAKES GRAMMAR – AN ANGLICAN SCHOOL**

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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 rapidly to over 800 in 2011. 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 and netball; other extra- and co-curricular activities are offered, such as choir, chamber orchestra, debating, chess, 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 from 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. Lakes Grammar has an active Parents and Friends Association that has raised considerable funds to improve the school's technology 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. This is 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.

## **MESSAGE FROM THE SCHOOL BOARD**

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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 Bishop Brian Farran (Bishop of Newcastle and President of the Board), Bishop Peter Stuart (Assistant Bishop of Newcastle and Board Chair), the Reverend Hugh Bright (Rector of Lakes Anglican Parish), Mr Paul Bolton, Mr Ellis Peters, Mr Graeme Peters, Mr Geoff Wooden and Ms Rosemary Gray. 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 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 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.

During the year the Board oversaw a building program to provide rooms for the increasing number of classes in both Junior and Senior Schools. The program consists of a modular classroom in the Junior School, a set of six classrooms in the Senior School and modification of an existing building to create a Senior Library and Senior students' study room.

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 2011. 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 Right Reverend Dr Peter Stuart**  
**Chair of the School Board**

## **PRINCIPAL'S MESSAGE**

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In 2011 the school continued to grow and had three classes in each year from Kindergarten to Year 2 and in Years 7 to 9, with double-streamed classes in Years 3 to Year 6 and in Years 10 to 12. Triple-streaming will continue year-by-year until all year groups are triple-streamed. This continued growth saw an increase in enrolments of 19% over 2010, bringing total enrolments to 842.

A range of opportunities has been provided to students to enrich and broaden their education. Secondary students were able to participate in such activities as: debating, public speaking, 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, netball 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 and vocal ensemble, instrumental tuition, Chess, debating, Crystal growing competition, Premier's Reading Challenge, soccer clinic. The annual program run by Dance Fever was as popular as ever.

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.

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 were employed 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.

Teachers were involved in professional learning about "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.

"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**

## SCHOOL PERFORMANCE IN STATEWIDE TESTS AND EXAMINATIONS

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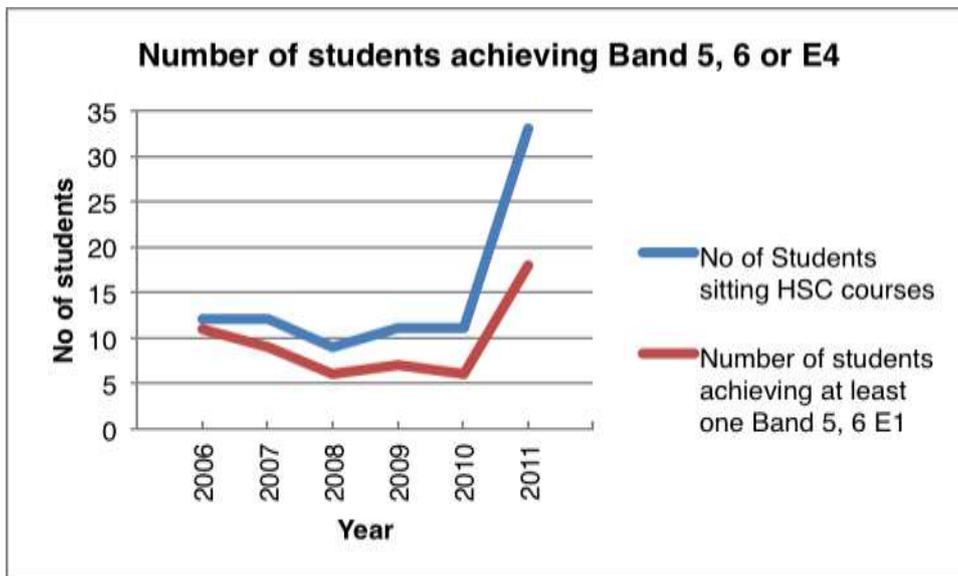
### Higher School Certificate Results

In 2011, 33 students sat for Higher School Certificate examinations in 21 courses. Of these, 26 students were Year 12 students completing their HSC studies while the other 7 were Year 11 students who were studying single subject VET courses through the Lakes Trade Training Centre.

The Lakes Trade Training Centre was developed by a consortium of local schools, which included Lakes Grammar and commenced its first year of operation in 2011. The 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, it 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 the additional students are now flowing into the senior years. In previous years Year 12 consisted of only 9 to 15 students, however in 2011, numbers have approximately doubled and are expected to increase above 40 in the next two years.

Performance for our students remains strong with over half the cohort achieving at least one Band 5, 6 or E4. In 2011, a total of 18 students achieved a total of 55 Bands 5, 6 or E4. A summary of comparative past performances in achieving these bands is shown in the graph below:



The table below displays a summary of achievements by our HSC students in 2011. Please note that courses studied by a single student have been omitted to protect individual privacy.

Subject	Number of students	Performance band achievement by number and percentage		Mean HSC Mark School (State) <sup>2</sup>
		Bands 3 – 6	Bands 1 – 2	
Ancient History	8	School: 8 (100) Statewide (84)	School: 0 (0) Statewide (15)	80 (73)
Biology	14	School: 14 (100) Statewide (87)	School: 0 (0) Statewide (12)	78 (73)
Business Studies	11	School: 11 (100) Statewide (87)	School: 0 (0) Statewide (12)	76 (73)
Chemistry	4	School: 4 (100) Statewide (90)	School: 0 (0) Statewide (9)	
Construction <sup>1</sup>	2	School: 2 (100) Statewide (64)	School: 0 (0) Statewide (17)	
English (Advanced)	15	School: 15 (100) Statewide (98)	School: 0 (0) Statewide (2)	80 (80)
English (Standard)	11	School: 11 (100) Statewide (72)	School: 0 (0) Statewide (27)	73 (65)
English Extension 1	4	School: 3 (75) Statewide (84)	School: 1 (25) Statewide (16)	
English Extension 2	2	School: 1 (50) Statewide (84)	School: 1 (50) Statewide (16)	
Food Technology	7	School: 7 (100) Statewide (87)	School: 0 (0) Statewide (12)	75 (72)
Geography	11	School: 11 (100) Statewide (90)	School: 0 (0) Statewide (10)	79 (75)
General Mathematics	15	School: 13 (87) Statewide (80)	School: 2 (13) Statewide (19)	74 (69)
Hospitality <sup>1</sup>	4	School: 4 (100) Statewide (87)	School: 0 (0) Statewide (3)	
Information Technology	2	School: 2 (100) Statewide (88)	School: 0 (0) Statewide (3)	
Mathematics	6	School: 5 (83) Statewide (91)	School: 1 (17) Statewide (9)	64 (77)
Modern History	9	School: 9 (100) Statewide (90)	School: 0 (0) Statewide (10)	80 (75)
PDHPE	7	School: 7 (100) Statewide (90)	School: 0 (0) Statewide (10)	75 (74)
Physics	10	School: 10 (100); Statewide (92)	School: 0 (0) Statewide (8)	70 (75)
Primary Industries <sup>1</sup>	2	School: 2 (100) Statewide (81)	School: 0 (0) Statewide (5)	
Studies of Religion I	3	School: 3 (100) Statewide (84)	School: 0 (0) Statewide (6)	
Visual Arts	5	School: 5 (100) Statewide (98)	School: 0 (0) Statewide (2)	85 (78)

- Notes: 1 These subjects are VET courses and it is not compulsory for students to complete an examination. Hence, percentages may not add to 100%.  
2 Mean exam mark is indicated in courses containing 5 or more students.  
3 Engineering Studies and Society & Culture were also studied by a single student, however, these results have been omitted from the table to protect individual privacy.

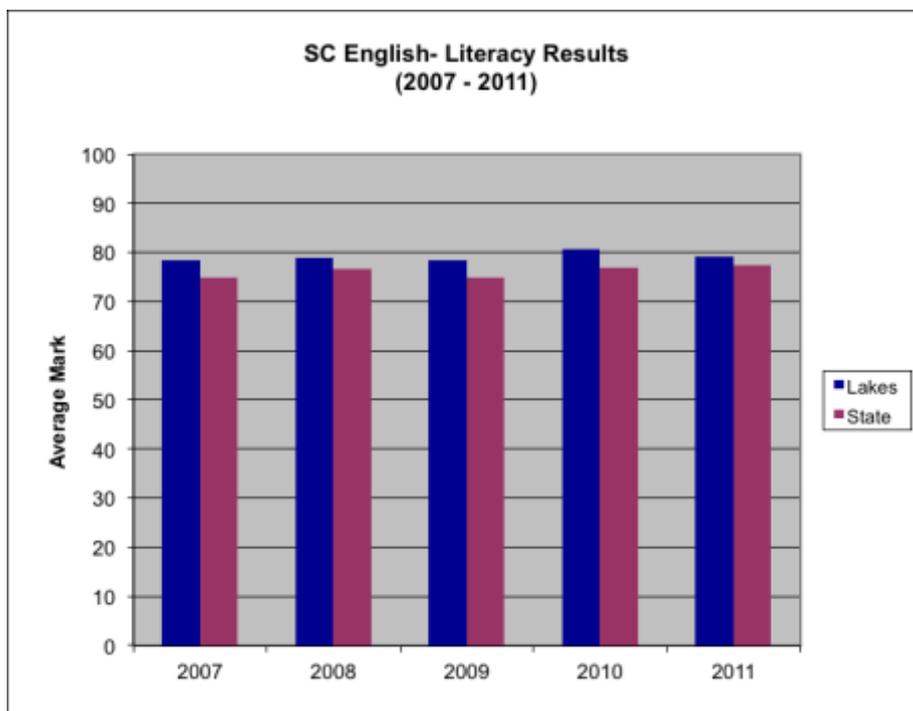
Because of the small class sizes (11 students in 2009 and 11 students in 2010) it is difficult to generate meaningful trend data for individual subjects. However, the table below shows subject averages from 2009 – 2011 for those courses that have been studied by 5 or more students during that period.

Subject	School/State	2009	2010	2011
Biology	School	72	66	78
	State	73	73	73
Advanced English	School	75	79	80
	State	79	81	80
Standard English	School	73	65	73
	State	65	64	65
General Mathematics	School	73	76	74
	State	70	71	69

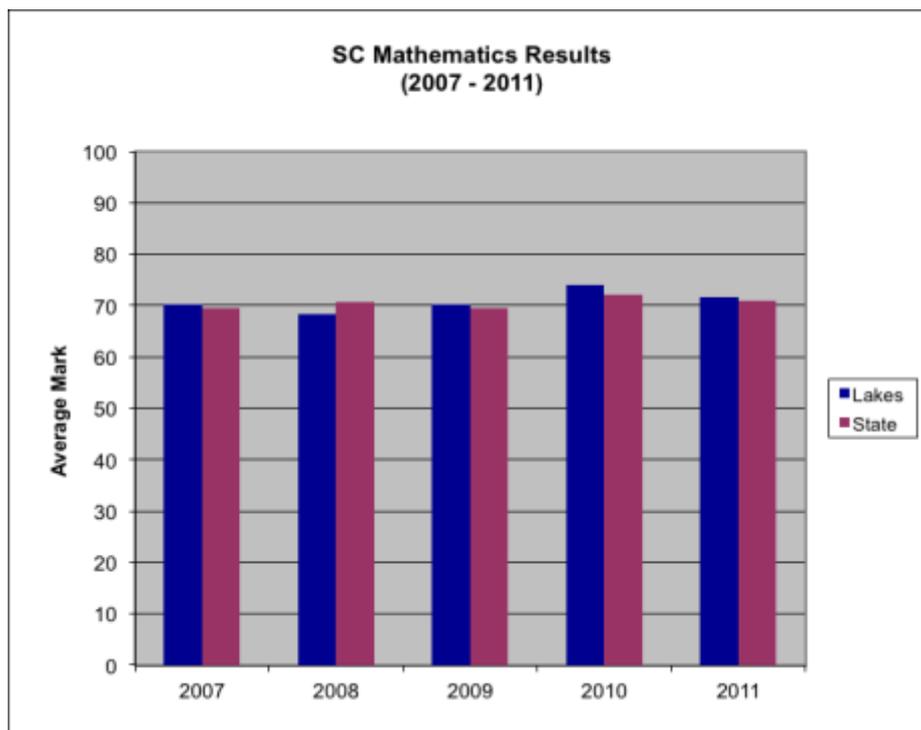
### School Certificate Results

In 2011, 50 students sat for the School Certificate and each course performed above the state average.

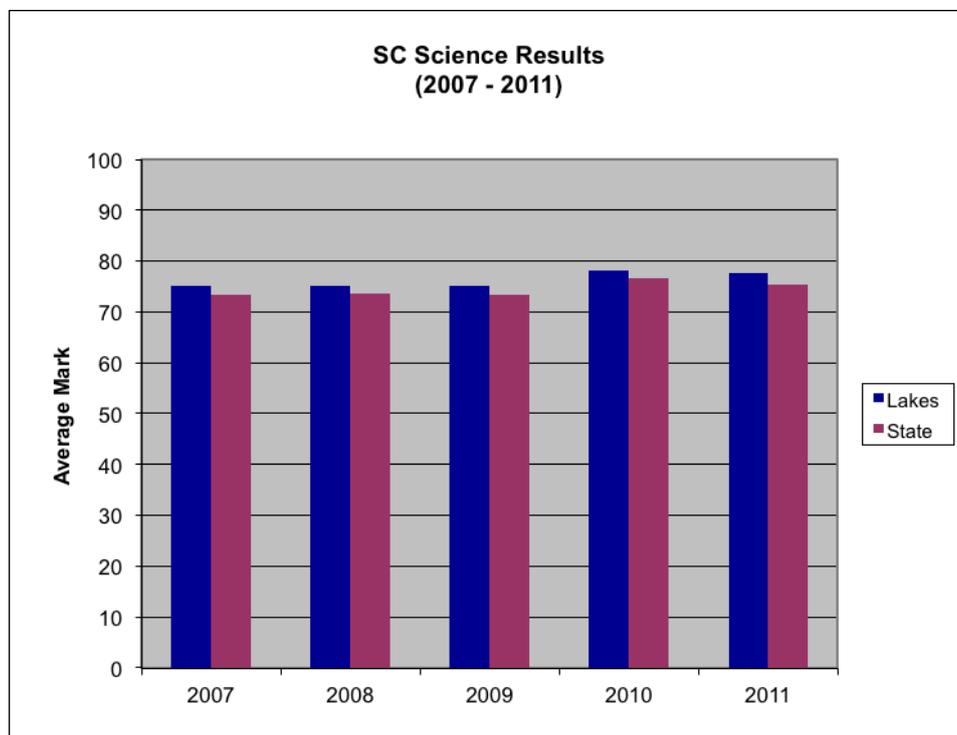
In English Literacy 100% of Lakes students were placed in Bands 4, 5 or 6, compared to 84% of students achieving these bands statewide. One student scored a Band 2 result while no student scored a Band 1 result in English. This is consistent with the previous five years where English has scored above state average.



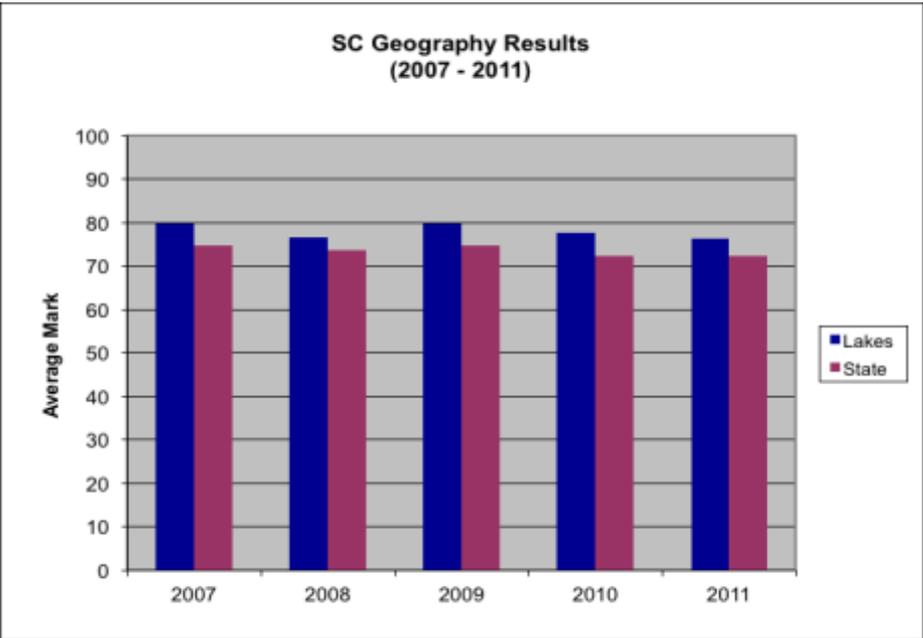
In Mathematics 52% of Lakes students were placed in Bands 4, 5 or 6, compared to 47% of students achieving these bands statewide. Five students scored a Band 2 result in Mathematics and no students were placed in Band 1. Mathematics results have shown improvement, with recent years being above state average.



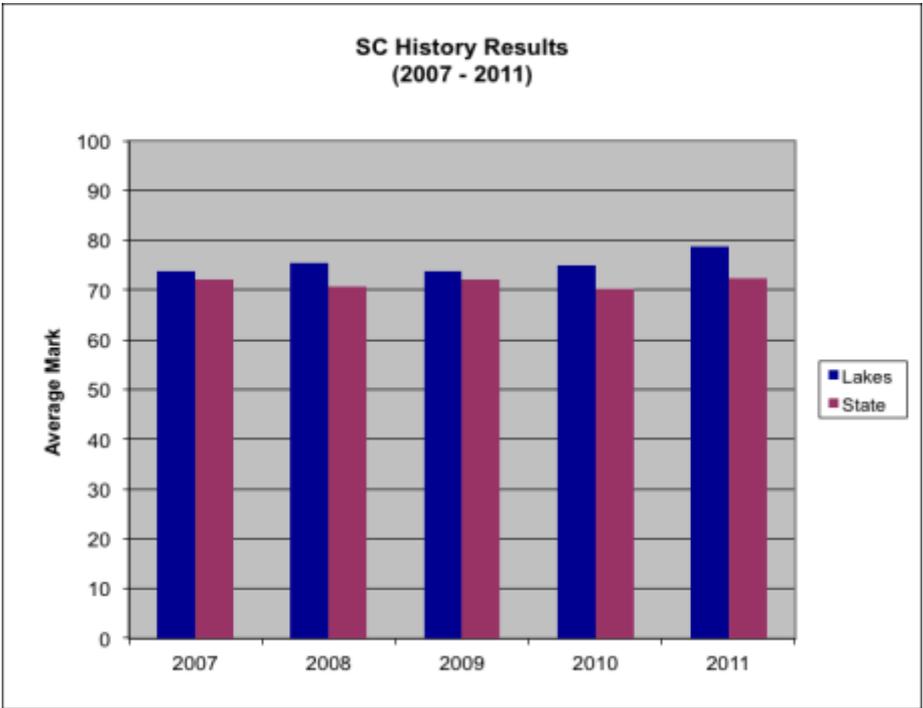
In Science 80% of Lakes students were placed in Bands 4, 5 or 6, compared to 69% of students achieving these bands statewide. No student scored a Band 1 or 2 result in Science. Science results have been consistently above state average over the past five years.



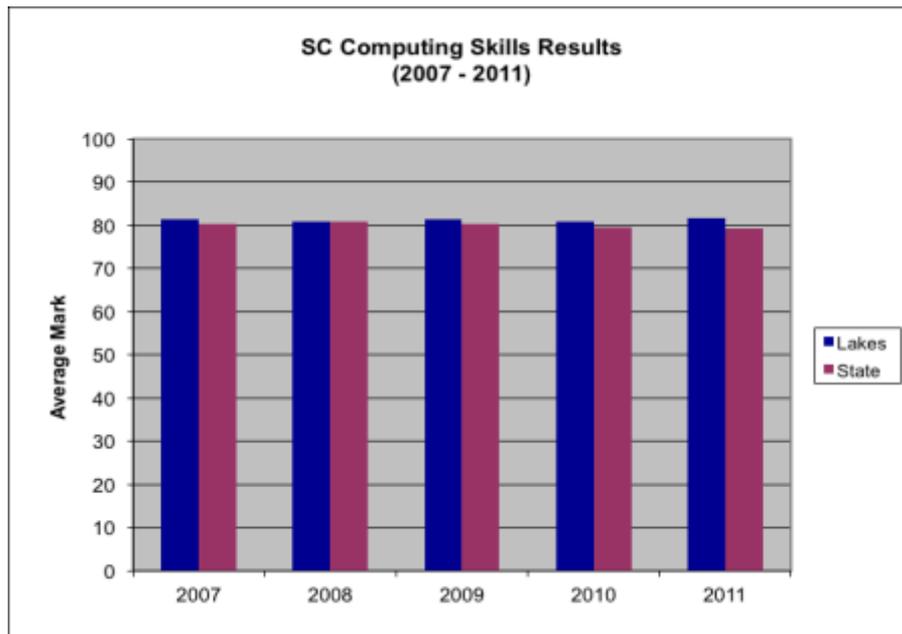
In Australian Geography, Civics and Citizenship 78% of Lakes students were placed in Bands 4, 5 or 6, compared to 57% of students achieving these bands statewide. No student scored a Band 1 or 2 in Australian Geography, Civics and Citizenship. Australian Geography, Civics and Citizenship results continue to be consistently above the state average.



In Australian History, Civics and Citizenship 78% of Lakes students were placed in Bands 4, 5 or 6, compared to 57% of students achieving these bands statewide. No student at Lakes scored a Band 1 or 2 result in Australian History, Civics and Citizenship. Australian History, Civics and Citizenship results continue to remain consistently above the state average.



In Computing Skills 70% of Lakes students gained Highly Competent results, compared to 52% 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](http://www.myschool.edu.au).

## **TEACHER PROFESSIONAL LEARNING AND STANDARDS**

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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 2011 in each category are shown in the table below.

<b>Category</b>	<b>Number of Teachers</b>
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.	56
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 Learning**

During 2011 Junior School Staff undertook a range of Professional Learning activities. This included whole staff professional learning sessions at school provided by specialists. A literacy consultant reported on the findings of a "Vocabulary Research Project", in which the Junior School had been involved. This enabled staff to develop teaching strategies to widen vocabulary usage in writing. A local psychologist led a number of sessions focusing on "Children with Aspergers Syndrome". This provided staff with a more comprehensive understanding of the needs of children on the Autistic spectrum.

Professional development sessions, run by teaching staff, also took place as a part of general Staff Meetings. Areas covered included "Using Interactive White Boards", "Assessment Strategies" and "The Importance of Sleep in the Well-Being of students." Staff also visited other independent schools in our region and shared ideas with other teachers. This provided an opportunity for teachers to gain an understanding of the different approaches and resources used to teach relevant Key Learning Areas in a particular Year. An AIS literacy consultant presented to the staff, did demonstration lessons and provided feedback to teachers during the year.

Some professional learning courses undertaken outside the school and the number of teachers participating are listed below.

Teacher Grade days with Hunter Region Independent Schools.	18
Various courses on literacy, including grammar, comprehension, writing, reading and digital literacy, NAPLAN, teaching persuasive texts	16
Classroom Management	3
Australian Curriculum – Maths	1
Student Resilience training	2
Actively engaging Learners in PDHPE	1
Thriving in mixed ability classrooms	2
Guy Claxton Mmasterclass	2
Using interactive whiteboards	1
School Improvement using Data	1
Enquiry Learning in HSIE	

### Senior School Professional Learning

The Principal provided professional development in Assessment for Learning to the K-12 staff in April. Some other professional development courses with the number of teachers participating are included in the list below.

Making Maths Meaningful	3
Behaviour Management/Positive Behaviour Support	4
Various courses in teaching Chinese	1
Highly Effective Feedback and Assessment	3
Student mental health	3
Various courses on quality teaching and learning and innovative teaching	3
The Future of Technology/Web tool and Moodle/Technology conference	4
Guy Claxton Masterclass	3
Spatial technologies (Geography)	2
Using interactive whiteboards in Music	2
Software Design and Development	2
Wilderness First Aid	1

The average expenditure per teacher on professional learning in 2010 was \$888.

### Workforce composition

Refer to [www.myschool.edu.au](http://www.myschool.edu.au) for a breakdown of the workforce composition. There are no indigenous staff at present.

## **STUDENT ATTENDANCE AND RETENTION RATES**

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The overall average daily attendance rate in 2011 was 92.4%. The average daily attendance rate (% in attendance) per year group was:

K	94	7	92
1	94	8	90
2	94	9	89
3	94	10	88
4	94	11	92
5	93	12	95
6	93		

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. Unexplained absences are followed up by notes from the school requesting an explanation. The Principal is informed when a student's level of absences becomes noticeable to teachers and the parents are contacted.

57% of the 2009 Year 10 cohort completed Year 12 in 2011. 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**

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Of the students who completed Year 12 in 2011 all but one or two were offered and accepted places at universities, mainly Newcastle University, either at the Ourimbah or Callaghan campuses. 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**

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25 students completed Year 12 in 2011. 100% of those students attained the Higher School Certificate. 7 students completed a Vocational Education and Training course through the newly established Northern Lakes Community Trade Training Centre and achieved a Certificate II as well as their HSC.

## **ENROLMENT POLICY**

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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 2011 the school had 842 students. There were 401 boys and 441 girls from Kindergarten to Year 12. 2% of students 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.

## **SCHOOL POLICIES**

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### **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 2010	Access to full text
<p><b>Child Protection Policy encompassing</b></p> <ul style="list-style-type: none"> <li>• definitions and concepts</li> <li>• legislative requirements</li> <li>• preventative strategies</li> <li>• reporting and investigating “reportable conduct”</li> <li>• investigation processes</li> <li>• documentation</li> </ul>	<p>Policy modified in light of changes to legislation, specifically in relation to children “at risk of significant harm”.</p>	<p>Issued to staff. Parents may request a copy by contacting the Principal.</p>
<p><b>Security Policy encompassing</b></p> <ul style="list-style-type: none"> <li>• procedures for security of the grounds and buildings</li> <li>• use of grounds and facilities</li> <li>• emergency procedures</li> <li>• travel on school-related activities</li> </ul>	<p>No changes during the year.</p>	<p>Full text in Staff Handbook. Parents may request a copy by contacting the Principal.</p>
<p><b>Codes of Conduct Policy encompassing</b></p> <ul style="list-style-type: none"> <li>• Code of conduct for staff and students</li> <li>• Behaviour management</li> </ul>	<p>No changes.</p>	<p>Full text in Student Diary (Student Code of Conduct); Student Welfare: Policy and Guidelines - Staff Handbook.</p>
<p><b>Policies for complaints and grievances resolution</b></p>	<p>No changes except for names of relevant staff.</p>	<p>The full text was distributed to parents by email. Also available for staff on the school intranet and by request to the Principal.</p>

## SCHOOL-DETERMINED IMPROVEMENT TARGETS

Achievement of priority areas identified in the 2010 Annual Report:

Area	Priorities	Achievements
<b>Teaching and learning</b>	<ul style="list-style-type: none"> <li>Continued development of a teaching and learning framework that incorporates Building Learning Power, Assessment for Learning and highly effective teaching/learning practices.</li> <li>Building a stronger teacher culture of professional dialogue.</li> </ul>	<ul style="list-style-type: none"> <li>The Principal undertook study leave in the UK and visited several schools that are in different stages of BLP implementation. This provided assistance in giving direction to implementation at Lakes.</li> <li>Faculty meetings now include much more professional dialogue on BLP and other approaches to improving learning.</li> </ul>
<b>Student welfare</b>	<ul style="list-style-type: none"> <li>Review of welfare framework and consideration of possible welfare programs for Junior and Senior Schools.</li> <li>Improved communication to staff about, and tracking of, student welfare and discipline matters.</li> <li>Employ a Student Counsellor</li> </ul>	<ul style="list-style-type: none"> <li>Staff discussion and presentation by an AIS consultant led to adoption of "Positive Behaviour in Schools" as a framework for school behaviour management.</li> <li>Deputy Principal developed database to enable better recording and monitoring of student behaviour.</li> <li>Documents relating to student welfare and learning needs were attached to students TASS records and thus available for all teachers.</li> <li>A registered psychologist was employed as full-time school counsellor K-12.</li> </ul>

### Priorities for improvement during 2012

Area	Priorities
<b>Teaching and learning</b>	<ul style="list-style-type: none"> <li>Continued development of a teaching and learning framework that incorporates Building Learning Power, Assessment for Learning and highly effective teaching/learning practices.</li> <li>Develop more engaging and enriching teaching and learning strategies through the use of iPads by all students in Years 9 and 10.</li> </ul>
<b>Student welfare</b>	<ul style="list-style-type: none"> <li>Develop and implement Positive Behaviour in Schools framework for guiding and managing student behaviour.</li> </ul>
<b>Facilities</b>	<ul style="list-style-type: none"> <li>Plan and construct wet-weather cover for Junior School outdoor activities.</li> </ul>

## **INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY**

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In 2011 the school undertook the following initiatives to promote respect and responsibility:

- Reminded students on assemblies 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.
- Ran Cyber-safety presentations for students, parents and staff by the Australian Communications and Media Authority.
- 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 visiting indigenous people giving presentations;
- The talks given by the chaplain at weekly chapel services often relate to students' treatment of others.
- Junior and Senior School student leaders attended leadership forums.
- Further developed our virtues program in the Junior School that includes virtues such as: respect, integrity, trust, confidence, kindness, consideration.
- 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.
- Continued Year 11/Year 7 Peer Support Program.
- Continued system of Year 6 Buddies for Kindergarten students.
- Students in Years 9 and 10 volunteer to help at the local Anglican Church's "Friendship Lunches" for senior citizens.
- 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.

## **PARENT, STUDENT AND TEACHER SATISFACTION**

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### **Parent Satisfaction**

In late 2010 the school undertook an AIS-guided "Evaluating Excellence in Independent Schools" process. All parents, students and staff were surveyed online. Parents were asked to rate 14 statements on a scale of Strongly Agree through to Strongly Disagree. When Strongly Agree and Agree responses are combined there was no score under 80% for Junior School parents. Some specific examples of levels of Strongly Agree/Agree for the Junior School (JS) and Senior School (SS) are:

	<b>JS</b>	<b>SS</b>
My child enjoys learning at school	98%	82%
I am pleased with my child's academic progress	87%	69%
Communication with teachers about my child's progress is meaningful	86%	75%
My child is treated fairly by staff and is well supported	88%	80%
Parents are valued contributors to the school community	90%	84%
Overall I am happy with the school	94%	83%

Although satisfaction levels are lower in the Senior School this might be partly explained by the lower level of engagement of students, and sometimes of parents, during the Secondary years of schooling. Strategies to address the concerns of Senior School students (see below) should also allay the concerns of their parents. The continued high demand for enrolment at Lakes Grammar is evidence that the school has a good reputation in the community. Every parent the Principal interviews for their child's enrolment speaks of hearing very positive things about the school.

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

**In terms of academic standards, to what extent are you satisfied that the School offered your child the opportunity to develop his/her potential and has encouraged him/her to do so?**

- i. Good. Some years my child was pushed harder than others. I have been pleased with the standard of work.
- ii. Our son improved immensely during his years at Lakes, we are very grateful for the support and help he received
- iii. Our son has been disengaged from learning since transitioning to High School.
- iv. There were some outstanding (High School) teachers, however, we were disappointed with the standard of teaching in other subjects.

**To what extent have you been satisfied with the pastoral care given to your child?**

- i. Very happy, both children enjoyed the religion component of their studies.
- ii. Both Chaplains have been excellent in providing spiritual guidance and growth in our children.
- iii. Varied from year to year.
- iv. The Pastoral care provided is very good.

**To what extent have you been satisfied with the communication between yourself and LAKES GRAMMAR – AN ANGLICAN SCHOOL?**

- i. I have found most teachers have responded promptly to emails.
- ii. Always quick and responsive.
- iii. Excellent. Being a working parent, having the notes online, the texting and email access to teachers makes life so easy.
- iv. Communication between teachers and parents is OK. However, when it comes to serious matters we feel it is failing.
- v. I find newsletters and emails informative but events like class assemblies, parents could be given more notice. A note in the bag the day before does not allow a working parent time to reschedule work.
- vi. The Admin staff, teaching staff, as well as the Principal provided prompt feedback and kept an open communication at all times.

**Please comment on the physical and educational facilities offered by the school.**

- i. Good – nice classrooms and play areas.
- ii. Very neat and clean school with brilliant equipment. Our children loved the smart boards in the classrooms.
- iii. The facilities are excellent and suitable to an excellent learning environment.

**Please make any further comments which may help us to plan for the future.**

- i. From Kindy induction through to school excursions, class projects and after-school care, Lakes Grammar has proven to be the best choice we could have made. The professionalism, level of care and attention to details is second to none.
- ii. Be more proactive when a parent raises a concern.
- iii. Continue to grow and offer more subject choices to a wide interest spectrum in Yrs 11 & 12.
- iv. We feel the rules of the school need to be enforced on a more regular basis.

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

- i. Good – my children have been happy which is the main thing.
- ii. We have been extremely happy with the school and Lakes Grammar has provided a wonderful start to school life for our daughter. No hesitation in recommending the school to anyone.
- iii. After having a “not so good” experience in ....., sending our son to Lakes was the best decision ever. Very supportive and caring environment.
- iv. The staff have been wonderful – it has been a pleasure being part of a high standard school.
- v. Average.
- vi. Your team actually “walks the talk”. A very impressive school and one which is heartbreaking to leave. Thank you for the wonderful experience, we shall miss everyone.
- vii. Compared to other schools, Lakes Grammar has many areas to improve.
- viii. Three years ago we commenced our children at Lakes and were impressed with all aspects of Lakes Grammar. However, we feel that as Lakes has grown the values and standards have declined.
- ix. We were quite happy with Lakes as a high school.
- x. On the whole we have been pleased with our child’s educational experience and would like to thank all those involved.

**Student Satisfaction**

Students were also surveyed in late 2010. The results of this survey and focus group discussions can be considered still valid for 2011. Some specific examples of levels of Strongly Agree/Agree for the Junior School (JS) and Senior School (SS) are:

	<b>JS</b>	<b>SS</b>
I enjoy learning at school	87%	70%
Teachers give me feedback about how to improve my learning	88%	62%
Teachers treat me with respect	88%	74%
I enjoy taking part in co-curricular activities	95%	80%
I am happy and proud to attend Lakes Grammar	91%	70%

There is an obvious difference between the overall levels of satisfaction between Junior School and Senior School students. Focus groups across a range of ages were facilitated by the AIS consultant to investigate this further. This revealed that Senior School students were disgruntled with some aspects of the discipline system; they were interested in more student-centred interactive teaching methods; and that feedback from teachers was much more specific and focused in the higher year levels. These concerns are being addressed in 2012 through: adoption of a Positive Behaviour for Learning behavior management framework; use of iPads in Years 9-10 as a trial for later adoption across the Senior School (iPads can facilitate more student-centred approaches to teaching and learning); and more focus on Assessment for Learning across the school.

The focus groups did show, however, that there are good relationships, on the whole, between students and teachers and that students felt there was always someone they could talk to if they needed extra help or someone to confide in.

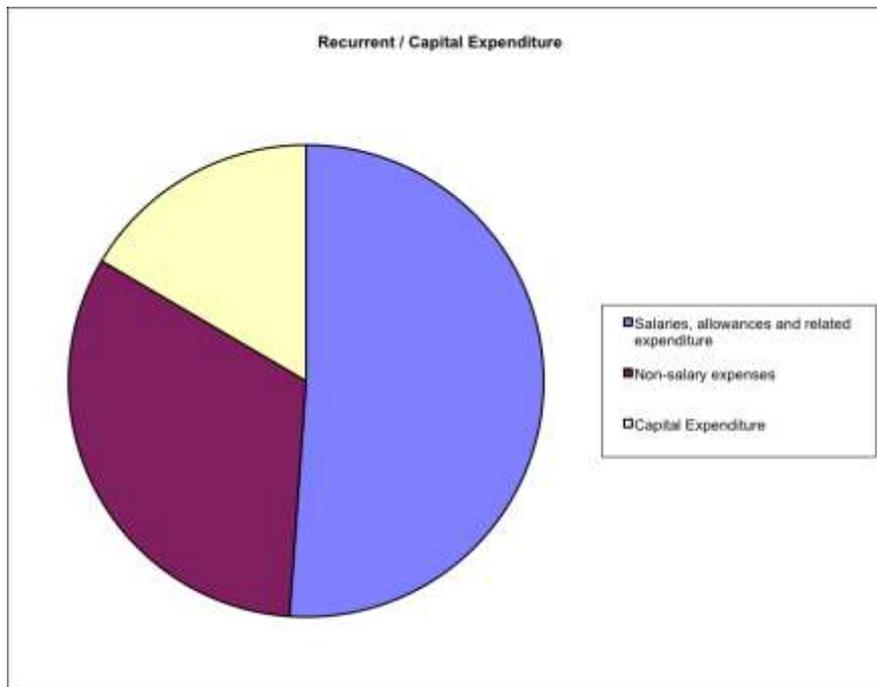
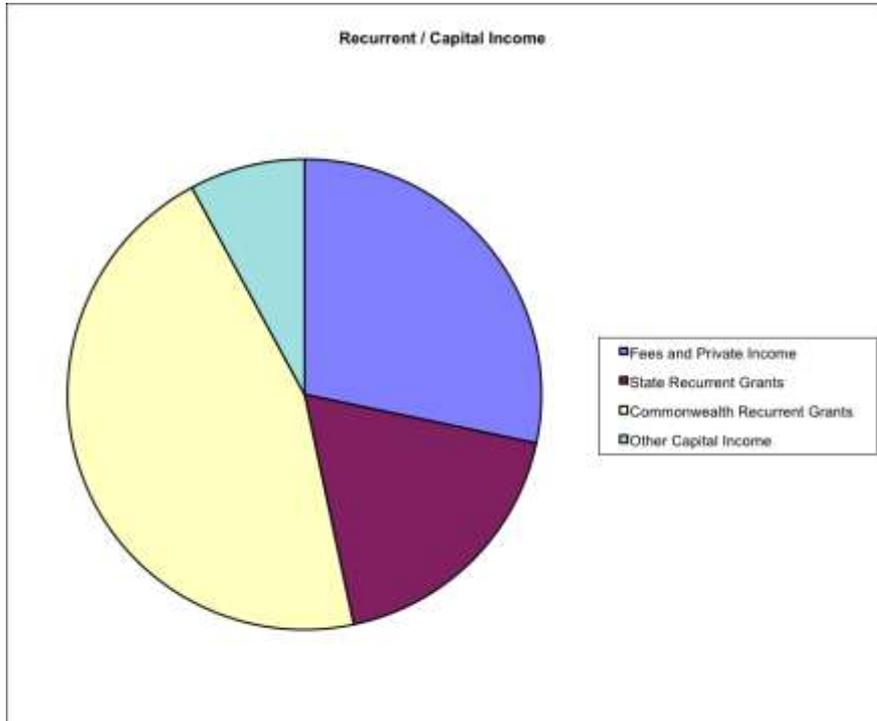
### **Teacher Satisfaction**

Teachers at Lakes Grammar work in a very favourable environment. The school is only eight years old, with several new buildings as well; it is air-conditioned and has an excellent ICT network. Teacher surveys and focus groups in late 2010 revealed that teachers feel valued, they reflect on and share good teaching practice and communicate effectively with each other. However, teachers have experienced stress as a result of the very rapid growth of the school. Stress is also caused by new approaches to teaching and learning that are part of professional learning initiatives presented by the Principal. These initiatives add to the workload of teachers, which is already quite demanding.

## 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 2011 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.