

ANNUAL REPORT

2013



"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

ABN 24 765 357 415

PO Box 6069 Gorokan NSW 2263

Cnr. Sparks Road & Albert Warner Drive Warnervale 2259

Phone 02 4393 4111 • Fax 02 4393 4133

Email: admin@lakes.nsw.edu.au • Web Site: www.lakes.nsw.edu.au

LAKES GRAMMAR – AN ANGLICAN SCHOOL

Lakes Grammar - An Anglican School is a co-educational K to 12 school operated by the Anglican Diocese of Newcastle. Lakes Grammar opened in 2004 with 150 students and has grown rapidly to around 933 in 2013. 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 choirs, chamber orchestra, debating and chess. The Junior School runs a Virtues Program that integrates virtues into everyday learning and play. The Duke of Edinburgh's Award Scheme is offered to students from Year 9. There are awards programs for students in both Junior and Senior Schools.

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

Lakes Grammar has an active Parents and Friends Association that has raised considerable funds to improve the school's technology and other resources. The P&F contributes to the life of the school through such activities as running the canteens, holding dinners and other social activities and providing Mothers' Day and Fathers' Day breakfasts. The school's first overseas service trip (to Mongolia) was run in 2010 and another one to Vietnam occurred in 2013. 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. You will find this and some other information on the website: www.myschool.edu.au.

MESSAGE FROM THE SCHOOL BOARD

The Board of Lakes Grammar - An Anglican School has the responsibility, on behalf of the Newcastle Anglican Schools Corporation, to govern the school. This involves ensuring that the school provides the best education possible within its resources, that it continues to grow, that it complies with its legal obligations and that its financial viability is maintained. The Board therefore sets overall policy and direction and then allows the Principal to implement these through his leadership of staff and students, his financial oversight through the Business Manager and his relationships with parents and other stakeholders in the school. The Board consisted of Bishop Peter Stuart (Assistant Bishop of Newcastle and Board Chair) until his retirement from the Board in June. The Reverend Rod Bower was then appointed as Chair. Other members were the Reverend Hugh Bright (Rector of Lakes Anglican Parish), Mr Paul Bolton, Mr Ellis Peters, Mr Geoff Wooden, Mrs Dianna Durrant 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.

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

Lakes Grammar is developing a very sound reputation in our community for strong pastoral care and growing academic success. The rapid growth of the school is a reflection of this strong reputation. The staff of the school are primarily responsible for this reputation and the Board thanks the school staff, both teaching and non-teaching for its commitment to the work of the school and the care of young people.

This Annual Report provides an overview of the school's character and its achievements in 2013. 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 Reverend Rod Bower
Chair of the School Board

PRINCIPAL'S MESSAGE

In 2013 the school continued to grow and had three classes in each year from Kindergarten to Year 4 and in Years 7 to 11, with double-streamed classes in Year 5 to Year 6 and in Year 12. Triple-streaming will continue year-by-year until all year groups are triple-streamed. This continued growth saw enrolments grow to 933 in 2013.

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, chess, 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. A Senior School musical was also staged.

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. 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.

Lakes Grammar's Christian mission has been nurtured through the work of its Chaplain, Reverend Matt Shorten. The Chaplain provides support to students and families in need, works with staff on the Christian Studies and Chapel programs, runs chapel services, oversees charitable fundraising and shares God's love with all in the school community. The Senior School also has the services for two days per week of a psychologist employed under the National School Chaplaincy and Student Welfare Program as a Student Wellbeing Worker.

In the Senior School a Resourceful Adolescents program was introduced for Years 7 and 8. This research-based program is designed to help students build resilience and self-control. A group of students attended a student empowerment program that gave them leadership training which was then put to use in the school.

All these activities are examples of how Lakes Grammar - An Anglican School adds value to a child's education. Students have many other opportunities to develop interests and to learn new skills. Support Teachers specialising in literacy and numeracy assist students who require additional support in their learning. An Opportunity Class provides support for gifted and other more academically able students in the Junior School. Programs for the support of these students in the regular classroom continue.

Teachers continued to implement "Building Learning Power". This is an approach to helping students become better learners by developing the right dispositions towards learning, such

as: perseverance, absorption in learning, questioning, making links, reasoning, planning, revising, collaborating and meta-learning (examining how you learn best). Strategies to help students develop these dispositions are being introduced gradually across the school. A BLP team prepared a resource book for staff full of practical classroom strategies.

The Positive Behaviour for Learning framework was developed, with explicit lessons for all students on our expectations of Respect, Responsibility and Care.

“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

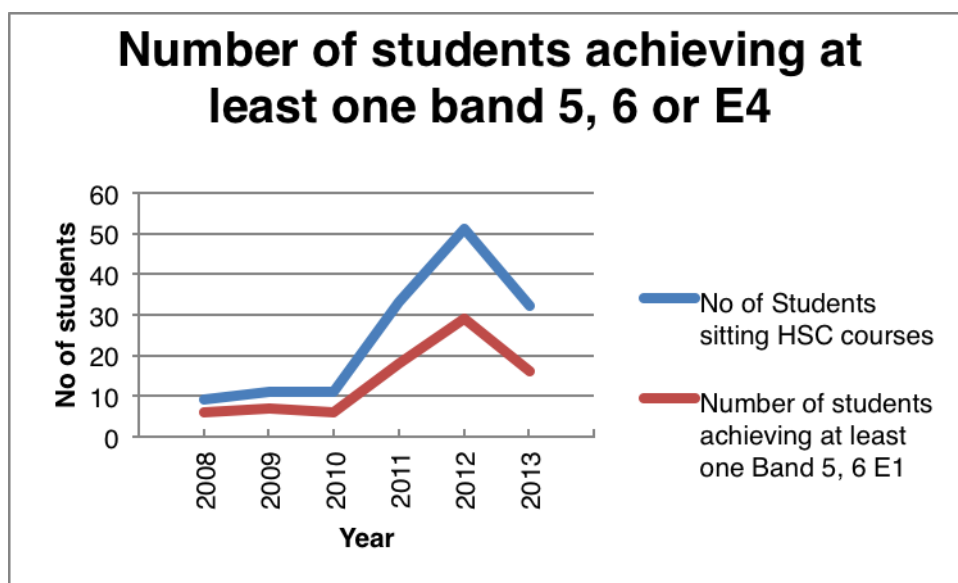
SCHOOL PERFORMANCE IN STATEWIDE TESTS AND EXAMINATIONS

Higher School Certificate Results

In 2013, 33 students sat for Higher School Certificate examinations in 29 courses. Of these, 31 students were Year 12 students completing their HSC studies while the remaining 2 were Year 11 students who were studying single subject VET courses through the Lakes Trade Training Centre.

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

Lakes Grammar has undergone significant growth and prior to 2011, the number of Year 12 students have ranged from 9 to 15 students. Larger year groups are now flowing into our senior years, with 26 students completing Year 12 in 2011, 44 students in 2012 and 31 students in 2013. Performance for our students remains strong with half the cohort achieving at least one Band 5, 6 or E4. In 2013, students achieved a total of 36 Band 5, 6 or E4. A summary of comparative performances in achieving these bands, which includes students who attempt a HSC examination in Year 11 is shown in the graph below:



A summary of achievements by our HSC students in 2013 is shown in the table below.

Subject	Number of students	Performance band achievement by number and percentage		Mean HSC Mark School (State) ¹
		Bands 3 – 6	Bands 1 – 2	
Ancient History	7	School: 7 (100) Statewide (84)	School: 0 (0) Statewide (16)	76 (72)
Biology	11	School: 11 (100) Statewide (92)	School: 0 (0) Statewide (8)	73 (74)
Business Studies	8	School: 4 (103) Statewide (88)	School: 0 (0) Statewide (11)	74 (74)
Chemistry	5	School: 5 (100) Statewide (92)	School: 0 (0) Statewide (8)	70 (76)
Engineering Studies	7	School: 7 (100) Statewide (93)	School: 0 (0) Statewide (7)	81 (74)
English (Advanced)	13	School: 13 (100) Statewide (98)	School: 0 (0) Statewide (2)	75 (79)
English (Standard)	17	School: 15 (88) Statewide (79)	School: 2 (12) Statewide (21)	65 (65)
English Extension 1	2	School: 2 (100) Statewide (88)	School: 0 (0) Statewide (12)	
Food Technology	3	School: 3 (100) Statewide (79)	School: 0 (0) Statewide (21)	
Geography	10	School: 9 (90) Statewide (84)	School: 1 (10) Statewide (16)	70 (73)
Hospitality	2	School: 2 (100) Statewide (83)	School: 0 (0) Statewide (17)	
Mathematics (General)	18	School: 17 (89) Statewide (76)	School: 1 (11) Statewide (24)	69 (67)
Mathematics	9	School: 9 (100) Statewide (93)	School: 0 (0) Statewide (7)	76 (77)
Mathematics Extension 1	4	School: 2 (86) Statewide (84)	School: 1 (14) Statewide (16)	67 (80)
Music 1	3	School: 3 (100) Statewide (98)	School: 0 (0) Statewide (2)	79 (80)
PDHPE	7	School: 7 (86) Statewide (83)	School: 1 (14) Statewide (17)	72 (71)
Physics	10	School: 10 (100) Statewide (89)	School: 0 (0) Statewide (11)	72 (74)
Senior Science	4	School: 4 (100) Statewide (87)	School: 0 (0) Statewide (13)	
Software Design & Development	9	School: 9 (100) Statewide (91)	School: 0 (0) Statewide (9)	73 (74)
Studies of Religion I	3	School: 6 (100) Statewide (94)	School: 0 (0) Statewide (6)	
Visual Arts	6	School: 10 (100) Statewide (99)	School: 0 (0) Statewide (1)	82 (79)

Notes: 1 Mean exam mark is indicated in courses containing 5 or more students.

2 Extension 2 English, Modern History, English Life Skills, Mathematics Life Skills, Working and the Community Life Skills, Science Life Skills, Food Technology Life Skills and Tourism & Events were also studied by a single student, however, these results have been omitted from the table to protect individual privacy.

The table below shows subject averages from 2011 – 2013 for those courses that have been studied by 5 or more students during that period.

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

The Record of Student Achievement

The school did not have any students that required the issuance of a Record of School Achievement.

Vocational Education and Training

In 2013, 9% of the Year 11 or 12 cohort participated in vocational or trade training.

Year 11 or 12 attaining a certificate/VET qualification:

Year 12	Qualification/Certificate	Percentage of Students
2013	HSC	100%
2013	VET qualification	9%

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 2013 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.	69
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.

K-12 Professional Learning

A major focus for the year was differentiation of teaching/learning, particularly making adjustments for students with disabilities. Consultants from the Association of Independent Schools gave presentations to the whole staff and worked with small groups of teachers during the year.

Junior School Professional Learning

An AIS NSW consultant presented two sessions on Classroom Differentiation for Students with Special Needs, one in January and one in Term 3.

Representative from Pearson Education conducted two 1.5 hour sessions on the new Mathematics Curriculum and Envision Mathematics in Term 4.

Staff completed the AIS English and Mathematics Syllabus familiarisation modules for the new syllabi online.

The Head of the Junior School led a session on Building Learning Power and writing a K - 6 BLP Scope and Sequence.

A range of teachers led sessions on areas including: BLP, Positive Behaviour for Learning, technology in the classroom, Visible Thinking and student wellbeing.

A sample of professional learning courses undertaken by teachers and the number of teachers participating are listed below.

Professional Development	PD days	Total staff attending
MSSD/Special Needs	36	22
Primary Grade Days		6
Courses - literacy/grammar/writing etc	6	3
Australian curriculum	12	8
Mathematics/PE/Art/HSIE/Science	26	18
HICES	4	5
Non Violent Crisis Intervention	2	20
Wellbeing/Mental Health/Kidsmatter	48	18
Technology - iPads/ICT	18	11
AGQTP / BLP	6	27
Consistent teacher judgement	1	7
RAP-A training (Pastoral Care - SS)		30
Languages	8	1

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 2013 was 91%. The average daily attendance rate (% in attendance) per year group was:

K	95	7	90
1	94	8	90
2	94	9	83
3	93	10	89
4	92	11	90
5	90	12	93
6	91		

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

Managing student absences

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

The reports highlight:

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

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

RETENTION

58% of the 2011 Year 10 cohort completed Year 12 in 2013. 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. A larger than usual number of students left school to gain employment and this accounts for the much lower retention rate than in the 2012 report.

POST-SCHOOL DESTINATIONS

Of the students who completed Year 12 in 2013 most were offered and accepted places at universities, including Newcastle University, Macquarie University and UNSW. Degree courses included Engineering, teaching, nursing, speech pathology, psychology, mechatronics, business and others. Approximately six students left at the end of Year 10 to pursue apprenticeships or other non-school training courses. Some students enrolled in other schools that provided subjects desired by those students.

SENIOR SECONDARY OUTCOMES

32 students completed Year 12 in 2013. 100% of those students attained the Higher School Certificate. Several 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

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 2013 the school had 933 students. There were 467 boys and 466 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

Following is a summary of the school's policies for student wellbeing, anti-bullying and discipline. The full text of these policies and guidelines is available on the school's web site.

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 schools 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.

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.

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.

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.

Changes to Policies during 2013

Policy	Changes in 2013	Access to full text
Policies for complaints and grievances resolution	No changes except for names of relevant staff.	The full text was distributed to parents by email. Also available for staff on the school intranet and by request to the Principal.

SCHOOL-DETERMINED IMPROVEMENT TARGETS

Achievement of priority areas identified in the 2012 Annual Report:

Area	Priorities	Achievements in 2013
Teaching and learning	<ul style="list-style-type: none"> Continued development of a teaching and learning framework that incorporates Building Learning Power, Assessment for Learning and highly effective teaching/learning practices. Continue to develop more engaging and enriching teaching and learning strategies through the use of iPads by all students in Years 9 to 11 and use of class sets of iPads in the Junior School. 	<ul style="list-style-type: none"> BLP team established in the Junior School. Resource book for staff produced. Assessment for Learning not developed this year but will be in 2014. Faculty meetings include professional dialogue on BLP and other approaches to improving learning. iPads introduced to Year 8. Further staff PD on integrating into learning is required.
Student welfare	<ul style="list-style-type: none"> Implement Positive Behaviour in Schools framework in Senior School. Develop new roles of Director of Student Wellbeing (SS) and Co-ordinator of Student Wellbeing (JS). 	<ul style="list-style-type: none"> Positive Behaviour for Learning (PBL) introduced into Senior School in Term 1. Resourceful Adolescent Program (RAP) introduced for Years 7-8. Staff appointed to the roles of Director of Student Wellbeing (SS) and Co-ordinator of Student Wellbeing (JS).
Facilities	<ul style="list-style-type: none"> Build three classrooms in Senior School to accommodate growth. 	<ul style="list-style-type: none"> Construction began on two new classrooms during Christmas holidays for completion early in 2014. Two music rooms and one art room.

Priorities for improvement during 2014

Area	Priorities
Teaching and learning	<ul style="list-style-type: none"> Continued development of a teaching and learning framework that incorporates Building Learning Power, Assessment for Learning and highly effective teaching/learning practices. Streamline procedures for preparing Individual Plans for SWDs. Implement a teacher Professional Development framework that involves collaborative learning, peer observations and formal reviews. Review approaches to the teaching of literacy K-12.
Student welfare	<ul style="list-style-type: none"> Introduce Student Representative Council into Senior School. Develop the KidsMatter mental health initiatives in the Junior School. Continue the RAP and MindMatters initiatives in the Senior School.

INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

In 2013 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 (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.
- Continued our virtues program in the Junior School that includes virtues such as: respect, integrity, trust, confidence, kindness, consideration.
- Continued Year 11/Year 7 Peer Support Program.
- 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

Parent Satisfaction

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. I believe Lakes offered a comparable standard of learning opportunities and was more than encouraging to my child.
- ii. Only positive comments. Satisfied with what Lakes offered both our boys, also in terms of additional learning for our youngest.
- iii. Very satisfied. I feel my children have performed to the best of their ability and I am happy with their achievements academically.
- iv. From the school overall I am satisfied, my child was assisted to develop her potential, there are some wonderful teachers at Lakes Grammar.
- v. Lakes Grammar offered an excellent opportunity to our son to receive an outstanding education.
- vi. Very good. Though our daughter did say that the teachers put a lot of pressure on students to perform.
- vii. I have often felt that our daughter was allowed to put in minimum effort.

- viii. Some teachers need to be more in tune with their students and let parents know when their child may need more assistance academically.

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

- i. Really happy. I feel that the school offers the right amount of religion and on a personal level we had to seek support from one of the Chaplains after a traumatic experience and we were very grateful for the support.
- ii. We have been very happy with the pastoral care.
- iii. The Deputy Principal has been very supportive to our son and us, in particular, for which we are very grateful. Lakes has an excellent pastoral care system for students.
- iv. Excellent, all teachers and all staff are lovely and very caring.

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

- i. Very good – lots of information from notes and emails.
- ii. Communication is very good.
- iii. Very impressed. The prompt notices via text, email and phone was very much appreciated.
- iv. The communication has been great. Regular emails to teachers and their timely response is really helpful.
- v. I feel the communication is excellent.
- vi. At times communication has not been the best. I have been caught off guard by last minute events. However, my direct communication with class teachers has been outstanding.
- vii. The level of communication has been excellent. Notably the SMS messages to mobile phones, return phone calls from teachers and letters all appreciated.

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

- i. More than adequate.
- ii. All very good. Loved the swimming and sporting events, the kids all have such a great time (and teachers too).
- iii. Very good – excellent sport choices from term-to-term.
- iv. Modern facilities. Modern education system.
- v. We have been impressed by the school's open spaces, quality of buildings including industrial arts, computing and sporting facilities.
- vi. Good diversity.
- vii. It would be good to see more gym facilities incorporated into the hall.

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

- i. Lakes has been a wonderful place to assist in my children's growth both in an educational sense and a social development sense.
- ii. Keep doing what you are doing!
- iii. I would like to commend the school and staff for the values instilled in my child and her peers. This has put her in a great position as a person moving into her senior years.

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

- i. 100% positive – thank you.
- ii. We have been extremely happy with Lakes. We couldn't have wished for more.

- iii. There are a couple of minor complaints, however, I have three children in different year groups who have never once complained about going to school, I can't ask for more than that.
- iv. Overall we were happy – Lakes is a friendly and warm place. The Principal always took time to chat as did most teachers. Matt, the Chaplain, is amazing – we will miss the school.
- v. We would like to thank all the staff at Lakes Grammar for the care and education they have provided for our daughter. Her experience at Lakes has helped her develop into the beautiful person she is today. The special memories she has shared with her peers and teachers are ones she will never forget – thank you once again.
- vi. We consider Lakes Grammar to be one of the best schools on the Central Coast. We would recommend Lakes to anyone looking for an excellent education for their child.
- vii. Very supportive, understanding and caring. We would highly recommend Lakes Grammar. Love the discipline with the school uniform.

Student Satisfaction

Early in 2013 we surveyed our Senior School students as part of our MindMatters program. The same survey was undertaken in Term 1 of 2014 allowing some observations to be drawn about 2013. The survey was a wellbeing survey undertaken by our Student Wellbeing Worker. Areas of improvement were:

- Year 7 students are very positive about their school experience. They found the transition from Year 6 to Year 7 was very helpful.
- The level of bullying has declined significantly and the results of school intervention have improved.
- Students' sense of belonging and of feeling safe at school have improved. This may well be due to the range of wellbeing programs now in place in the Senior School.

Quite a few areas showed small gains but it is not possible to tell if they are meaningful gains or just natural fluctuations.

Students in Years 9 and 10 express the least positive views. They are not as engaged in their learning as younger and older year groups. They feel they would like more say in what and how they learn and they would like more responsibility in the school.

The survey reveals some areas for the staff to consider as we respond to the findings.

Teacher Satisfaction

In the 2013 staff wellbeing survey conducted as part of our MindMatters program. The key results were:

96.4% of teachers like working at Lakes. The remainder were "neutral".

85% feel valued and respected.

82% feel a strong sense of belonging and connection to this school.

64% feel that the school provides opportunities for all members of the school community to share their views and contribute to school decisions. 18% were neutral while 18% disagreed. This is an area for improvement and is something the school leaders need to consider.

Staff stress levels were increased during 2013 as they prepared both for a Board of Studies inspection and wrote new programs for the Australian Curriculum. However, general indications that teachers on the whole are satisfied include:

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

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

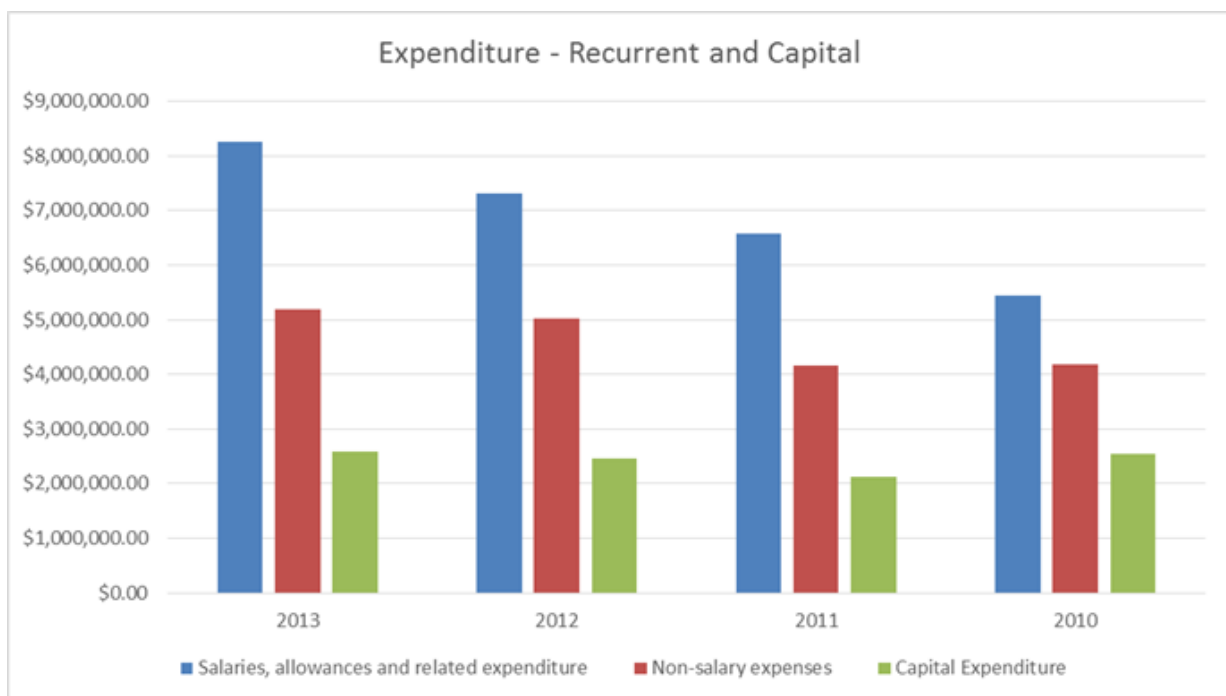
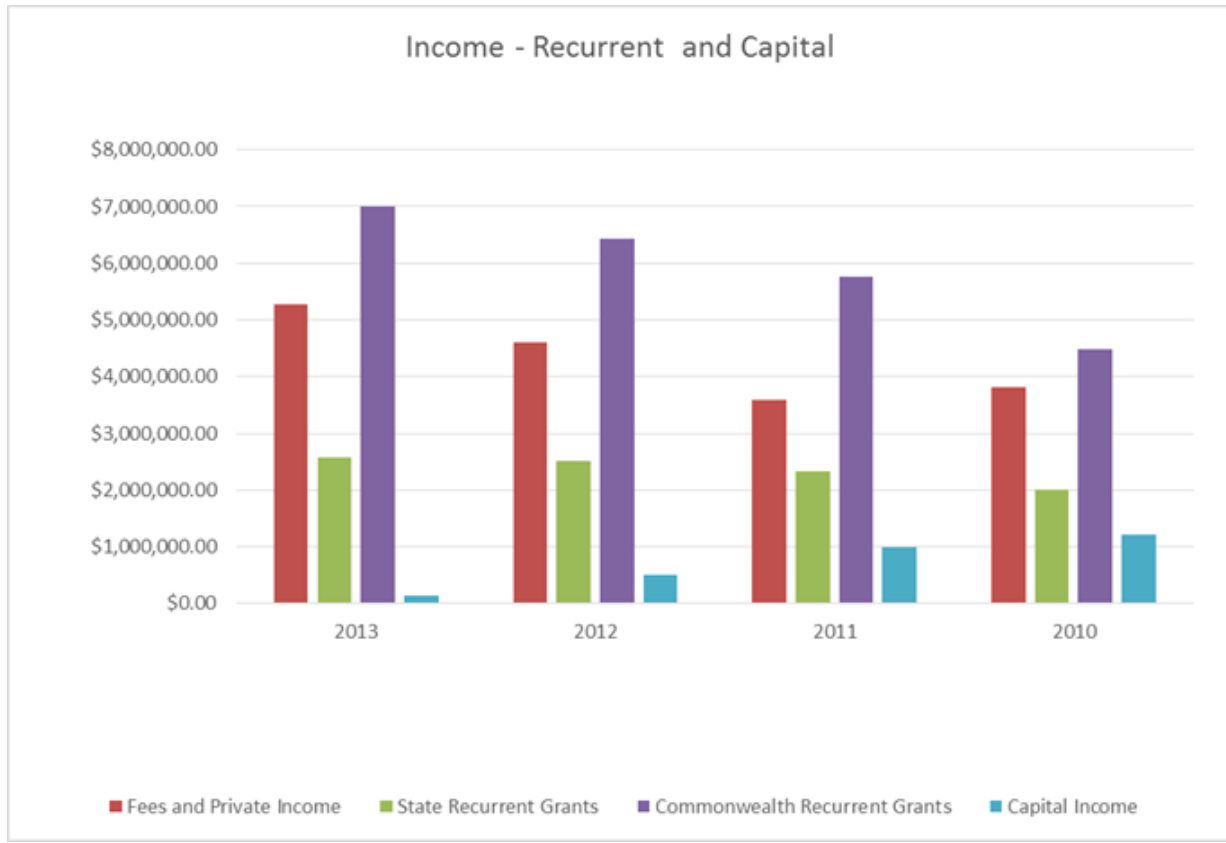
Willingness of staff to volunteer to join planning teams for school initiatives.

Very low staff turnover rates.

SUMMARY FINANCIAL INFORMATION

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

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



This concludes the 2013 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.

