

2014

LAKES GRAMMAR - AN ANGLICAN SCHOOL

ANNUAL REPORT

“With heart, soul, mind and strength”



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

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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 945 in 2014. The school's vision is: 'With compassionate hearts and enquiring minds, we strive to learn well, live wisely, serve others and honour God'. Its motto is: 'With heart, soul, mind and strength'. The vision and motto reflect the Christian foundation of the school, the focus on learning for a purpose and our responsibilities to others. The school has a comprehensive approach to curriculum and strives to provide excellent learning experiences for students in all Key Learning Areas. Lakes Grammar has a reputation for high quality care of its students. A wide variety of sports is available. The school has extra-curricular clubs for snowsports, athletics, equestrian events and netball; other extra-and co-curricular activities are offered, such as choirs, 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 the Reverend Rod Bower (Chair), 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 2014. It meets the requirements of State and Federal Governments for Independent school annual reports and is intended to be informative for parents and interested members of the public.

The Venerable Rod Bower
Chair of the School Board

PRINCIPAL'S MESSAGE

In 2014 the school had three classes in each year from Kindergarten to Year 5 and in Years 7 to 12, with two classes in Year 6 and a composite Year 5/6 Opportunity Class.

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. During 2014 a second Chaplain, Mr Peter Oates, was appointed. The Chaplains provide support to students and families in need, work with staff on the Christian Studies and Chapel programs, run chapel services, oversee charitable fundraising and share God's love with all in the school community. The school also employs two psychologists as its school counsellors.

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

A Student Representative Council was established in 2014. This SRC has made some valuable contributions to the life of the school, including fundraising, choosing a new Senior Student Diary and passing on ideas to improve student facilities.

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

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

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

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

Michael Hannah
Principal

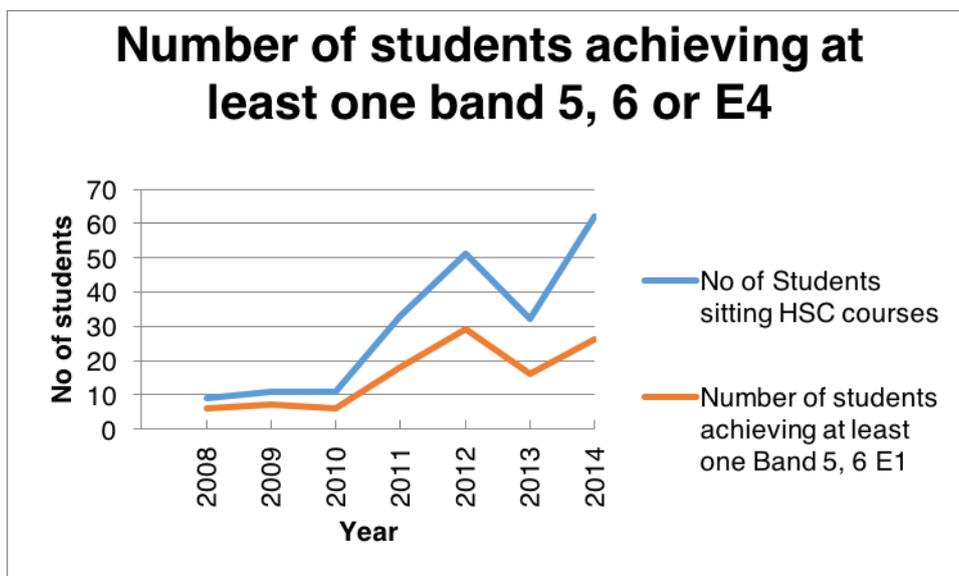
SCHOOL PERFORMANCE IN STATEWIDE TESTS AND EXAMINATIONS

Higher School Certificate Results

In 2014, 62 students sat for Higher School Certificate examinations in 34 courses. Of these, 56 students were Year 12 students completing their HSC studies while the remaining 6 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, 31 students in 2013 and 56 students in 2014. Performance for our students remains strong with half the cohort achieving at least one Band 5, 6 or E4. In 2014, students achieved a total of 71 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 2014 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)	74 (72)
Biology	25	School: 20 (80) Statewide (86)	School: 5 (20) Statewide (14)	68 (72)
Business Studies	16	School: 15 (94) Statewide (88)	School: 1 (6) Statewide (12)	71 (74)
Chemistry	14	School: 13 (93) Statewide (92)	School: 1 (7) Statewide (8)	70 (76)
Design & Technology	5	School: 5 (100) Statewide (95)	School: 0 (0) Statewide (5)	79 (76)
Engineering Studies	6	School: 6 (100) Statewide (90)	School: 0 (0) Statewide (10)	77 (73)
English (Advanced)	15	School: 15 (100) Statewide (99)	School: 0 (0) Statewide (1)	80 (81)
English (Standard)	41	School: 39 (95) Statewide (86)	School: 2 (5) Statewide (14)	68 (67)
English Extension 1	2	School: 2 (100) Statewide (101)	School: 0 (0) Statewide (7)	37 (41)
Food Technology	10	School: 7 (70) Statewide (80)	School: 3 (30) Statewide (20)	64 (71)
Geography	9	School: 9 (100) Statewide (85)	School: 0 (0) Statewide (15)	69 (74)
Hospitality	5	School: 5 (100) Statewide (84)	School: 0 (0) Statewide (4) ⁴	
Human Services	2	School: 2 (100) Statewide (87)	School: 0 (0) Statewide (7) ⁴	
Legal Studies	13	School: 13 (100) Statewide (85)	School: 0 (0) Statewide (15)	76 (73)
Mathematics (General)	37	School: 29 (78) Statewide (76)	School: 8 (22) Statewide (24)	69 (81)
Mathematics	13	School: 9 (69) Statewide (92)	School: 4 (31) Statewide (8)	67 (69)
Mathematics Extension 1	9	School: 8 (113) Statewide (138)	School: 1 (33) Statewide (15)	72 (78)
Modern History	12	School: 12 (100) Statewide (90)	School: 0 (0) Statewide (10)	77 (75)
Music 1	5	School: 5 (100) Statewide (98)	School: 0 (0) Statewide (2)	74 (80)
PDHPE	13	School: 11 (85) Statewide (89)	School: 2 (15) Statewide (11)	68 (73)
Physics	10	School: 9 (90) Statewide (91)	School: 1 (10) Statewide (9)	71 (73)
Senior Science	9	School: 9 (100) Statewide (90)	School: 0 (0) Statewide (10)	78 (74)
Software Design & Development	12	School: 12 (100) Statewide (91)	School: 0 (0) Statewide (9)	69 (73)
Studies of Religion I	2	School: 2 (100) Statewide (94)	School: 0 (0) Statewide (6)	
Visual Arts	11	School: 11 (100) Statewide (97)	School: 0 (0) Statewide (3)	79 (78)

Notes: 1 Mean exam mark is indicated in courses containing 5 or more students. State average for the Hospitality examination was not available at the time of publication.

2 Animal Studies, Automotive, Construction, Entertainment Industry, Information and Digital Technology, Italian (Continuers) and Mathematics General 1 were studied by single students, however, these results have been omitted from the table to protect individual privacy.

- 3 Two students also studied English Studies.
- 4 State percentages might not add to 100% as the examination for this subject is optional.

The table below shows subject averages from 2011 – 2014 for those courses that have been studied by 5 or more students during that period.

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

The Record of Student Achievement

One student was issued with a Record of School Achievement in 2014.

Vocational Education and Training

In 2014, 18% of the Year 11 or 12 cohort who sat for an HSC examination participated in vocational or trade training.

Year 11 or 12 attaining a certificate/VET qualification:

Year 12	Qualification/Certificate	Percentage of Students
2014	HSC	98%
2014	VET qualification	12%

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 2014 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 ongoing feedback to students about their progress. Throughout the year staff met in professional learning groups to discuss aspects of Dylan William's presentations on the topic. Teachers also set individual professional goals and did peer observations of one another's lessons.

Junior School Professional Learning

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

- Kidsmatter Component 1
- Kidsmatter Component 2
- Staff Matters (led by MindMatters facilitators – external)
- Programming with the new Mathematics Curriculum – provided by the AIS
- Introduction to the new Science Curriculum (AIS NSW Online course)
- Consistent Teacher Judgement in Assessment
- Using Scootle for Science programming
- Multimodal texts and programming for English K – 6.

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

Professional Development	PD days	Total staff attending
Grade days	1	4
Courses - literacy/grammar/writing etc	2	11
Australian curriculum	5	21
Science	5	5
Assessment for Learning	3	16
Wellbeing/Mental Health/Kidsmatter	17	29
Technology - iPads/ICT	10	8
Writing SMART goals for students with additional learning needs	2	49
PAVe (Preventing Anxiety and Victimisations through education)	2	6
Creative and Performing Arts	6	8
Cultures of Thinking	2	3
Progressive Assessment Tests	3	3
Learning support, eg Individual Plans, Multilit	4	10

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 2014 was 91%. The average daily attendance rate (% in attendance) per year group was:

K	94	7	91
1	95	8	90
2	93	9	87
3	93	10	89
4	93	11	89
5	90	12	91
6	89		

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

66% of the 2012 Year 10 cohort completed Year 12 in 2014. 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.

POST-SCHOOL DESTINATIONS

Of the students who completed Year 12 in 2014 most were offered and accepted places at universities, including Newcastle University, Macquarie University and UNSW. Degree courses included engineering, teaching, nursing, psychology, Arts, Mathematics, Science, Information Technology, business and others. Nine 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.

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.

Student Population

In 2014 the school had 945 students. There were 456 boys and 489 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.

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. This policy is available on request to the Principal.

Anti-Bullying Policy

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

At Lakes Grammar it is our belief that:

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

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

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 2014

Policy	Changes in 2014	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.

There were no changes to the other policies noted above during 2014.

SCHOOL-DETERMINED IMPROVEMENT TARGETS

Achievement of priority areas identified in the 2013 Annual Report:

Area	Priorities	Achievements in 2014
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. 	<ul style="list-style-type: none"> Staff professional learning focused on Assessment for Learning/Feedback. Computer-based method for generating Individual Plans for Students with a Disability was developed to streamline the process. Professional Learning framework introduced that involved all teachers in a professional learning group, professional learning partners, peer observations, formal observations and individual goal setting. Literacy strategies not reviewed this year.
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. 	<ul style="list-style-type: none"> SRC commenced in Term 1. Several helpful initiatives have come from the SRC. KidsMatter has been introduced; staff are being trained. RAP is taught to Year 7; MindMatters continues to be developed. Positive psychology is increasing as a framework for our wellbeing policies and practices.

Priorities for improvement during 2015

Area	Priorities
Teaching and learning	<ul style="list-style-type: none"> Professional learning focus on Building Learning Power - input from external expert with follow-up in faculty and grade teams. Writing strategies also to be a focus in K-7.
Student wellbeing	<ul style="list-style-type: none"> Revise Wellbeing and Anti-Bullying policies and procedures.

INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

In 2014 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 chaplains at weekly chapel services often relate to students' treatment of others.
- Junior and Senior School student leaders attended leadership forums, such as Youth Empowerment and the Dobell Youth Advisory Committee.
- Established a Student Representative Council.
- 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

As part of our wellbeing initiatives, we annually survey parents and students. The table below shows the percentage of parents who agreed or strongly agreed with the selected statements in the 2014 survey.

Statement	Junior School	Senior School
My child enjoys learning at school	95	82
My child feels safe at school	89	99
I am satisfied with my child's academic progress	78	60
My child is encouraged to work to the best of his or her ability	80	72
I feel teachers really know my child as an individual and support him/her well	80	77
Parents are valued contributors to the school community	87	77
I feel welcome when I visit the school	90	91
Communication with teachers about my child's progress is meaningful	82	75
There is a strong pastoral care focus at the school	89	83
Students have a strong sense of belonging and connection to this school	87	70

The school sets clear, high expectations for student behaviour	77	75
Students have teachers or other staff they can talk to if they need help or advice	90	85
Overall I am happy with the school	86	88

These parent survey results are very encouraging. They indicate that parents have a very positive view about their children's experience at Lakes Grammar and they also indicate parents' overall very high level of satisfaction with the school.

Parent Exit Surveys

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. Very satisfied. My child has loved the school and you have provided her with an excellent foundation for her future.
- ii. I thought academic standards for Year _ were very low. High achieving students should be challenged more!
- iii. Very satisfied. We appreciate that Lakes not only develops academics but supports other areas of personal growth through PBL and BLP.

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

- i. Fantastic, Rev'd Matt is a fantastic Chaplain and has installed excellent qualities for my children. Bullying has been an ongoing problem for my son.
- ii. Great in the Junior School – lacking in the Senior School
- iii. Very satisfied, especially that the subject of religion is very much at the children's level and incorporates technology and topics which are relevant to them.

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

- i. Communication with Administration, Principal, Head of Junior School was excellent. Communication with teachers poor.
- ii. Notes and emails are great. Happy with 2 x parent/teacher interviews. I feel that report comments should be more detailed.
- iii. We are satisfied and liked the way we could email any teacher if we had any concerns
- iv. The communication has been excellent, we are always aware of what is happening with our child. This included SMS, email, the website and phone calls.

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

- i. Great facilities both physical and educational. Perhaps access to other play equipment besides the climbing frame would be beneficial
- ii. All the facilities are excellent and always look well kept. The staff are always very helpful and informative.

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

- i. The school has a wonderful culture and this is reflected through their students and teachers. Please continue with all the wonderful work that you do.
- ii. Mixed – our child had lots of wonderful times at Lakes and it has been a difficult semester, which has unfortunately led to our decision to withdraw her. This combined with other issues makes us feel we are not getting the quality of education, relationships or knowledge we were paying for. There are, however, some amazing teachers that have taught our child over the 5 years we were there.
- iii. Wonderful experience, we will miss being part of the school community!
- iv. Having moved to a new area and had two sons and a step-daughter to attend school the recommendation was Lakes Grammar. We have no regrets and the children have enjoyed and grown while attending Lakes Grammar.
- v. Excellent, we are sorry to be leaving such a wonderful school and will definitely recommend to others.

Student Satisfaction

Early in 2015 we surveyed our Senior School students (Years 7-12) as part of our MindMatters program. The survey is undertaken annually. The results largely reflect any changes during 2014. The survey results below show the percentage of responses selecting “All the time” and “Most of the time”:

I like coming to Lakes Grammar	61%
The teachers at Lakes are good role models	62%
I like most of the people in my year group	62%
I feel I belong at Lakes Grammar	62%
I feel safe at Lakes	77%
I can achieve what is expected of me in class	86%

As one would expect there are some significant differences in the percentages between different year groups, with students in Year 8-9 generally being less positive about school than other year groups.

Teacher Satisfaction

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

84% of teachers like working at Lakes.

72% feel valued and respected.

70% feel a strong sense of belonging and connection to this school.

80% feel they have someone to talk to if needed.

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

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

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

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

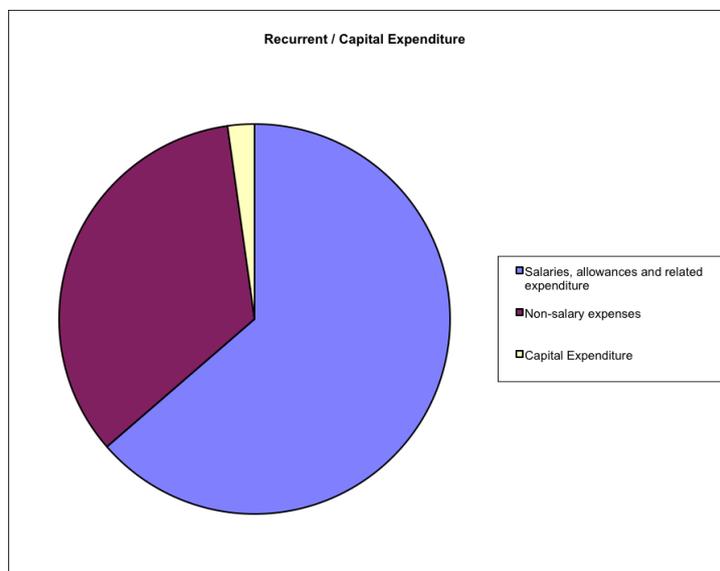
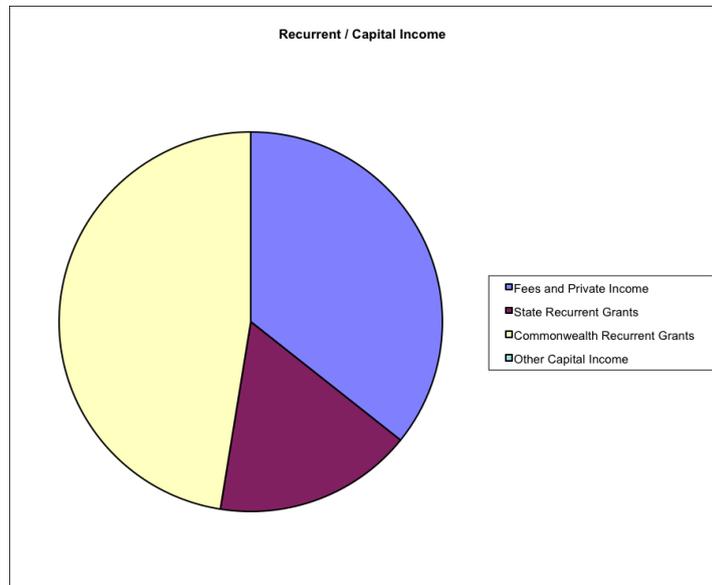
Willingness of staff to volunteer to join planning teams for school initiatives.

Very low staff turnover rates.

SUMMARY FINANCIAL INFORMATION

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

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



This concludes the 2014 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.