

# 2015

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**

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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 around 940 in 2015. 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. In 2015 a Year 11 group visited Borneo and did volunteer work with Habitat for Humanity. 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](http://www.myschool.edu.au).

## **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 it is the Principal's responsibility 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 Ellis Hopper, Mr Geoff Wooden, Mrs Dianna Durrant, Mr John Hurst 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 2015. 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**

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In 2015 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, equestrian club, family ski weekend, Inter-school Snowsports Championships, chamber orchestra, choir, instrumental tuition. A Senior School musical, "Pure Imagination", was also staged. Two overseas trips took place: Year 10 students visited Vietnam, with a focus on history, while Year 11 students visited Borneo and did volunteer work with Habitat for Humanity.

Junior students were able to participate in activities such as: School Athletics Club, equestrian club, Junior Choirs, instrumental tuition, Showcase, 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 Chaplains, the Reverend Matt Shorten (Senior School) and Mr Peter Oates (Junior School). The Chaplains provide support to students and families in need, work with staff on the Christian Studies and Chapel programs, 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. There is also a student-led Mental Health Advocacy Group and anti-bullying day activities.

The Student Representative Council continued to make some valuable contributions to the life of the school, including fundraising, designing a new tie for Year 11 and 12 and more tailored blazers for girls, as well as improvements to the Senior Study Room and new sports added to the options for term sport.

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.

One academic highlight was the selection of Holly Darge's Design and Technology HSC major project for the DesignTECH exhibition of the best HSC projects in the state.

"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

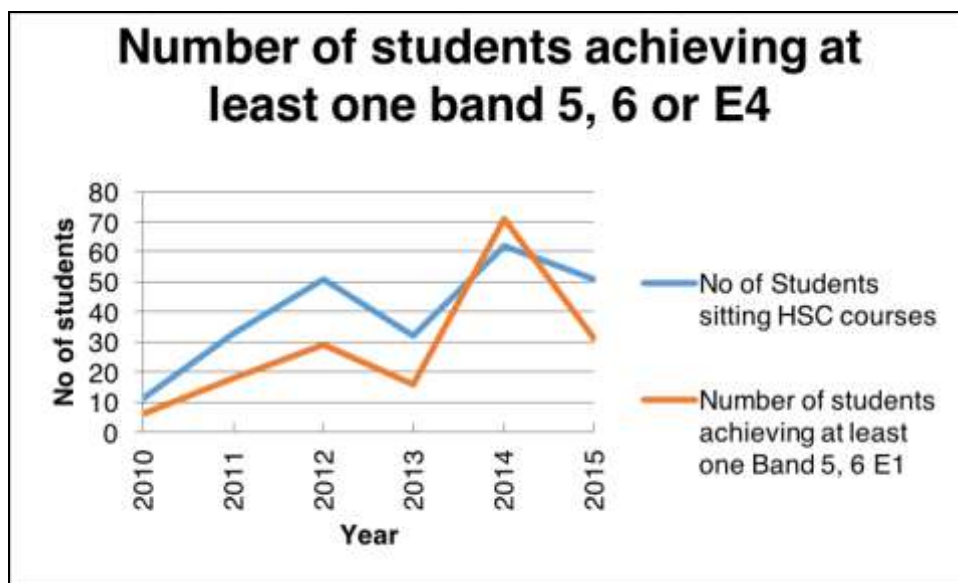
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## HIGHER SCHOOL CERTIFICATE RESULTS

In 2015, 54 students sat for Higher School Certificate examinations in 28 courses. Of these, 51 students were Year 12 students completing their HSC studies while the remaining 3 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, 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 prior to 2011, the number of Year 12 students has 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, 56 students in 2014 and 51 students in 2015. Performance for our students remains strong with half the cohort achieving at least one Band 5, 6 or E4. In 2015, students achieved a total of 31 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 2015 is shown in the table below.

Subject	Number of students	Performance band achievement by number and percentage		Mean HSC Mark School (State) <sup>1</sup>
		Bands 3 – 6	Bands 1 – 2	
Ancient History	6	School: 5 (83) State: (83)	School: 1 (17) State: (17)	66 (71)
Biology	21	School: 19 (90) State: (84)	School: 2 (10) State: (16)	71 (71)
Business Studies	21	School: 15 (71) State: (89)	School: 6 (29) State: (11)	65 (74)
Chemistry	7	School: 7 (100) State: (93)	School: 0 (0) State: (7)	70 (76)
Design & Technology	3	School: 3 (100) State: (95)	School: 0 (0) State: (5)	
Engineering Studies	4	School: 4 (100) State: (94)	School: 0 (0) State: (6)	
English (Advanced)	22	School: 22 (100) State: (99)	School: 0 (0) State: (1)	75 (80)
English (Standard)	28	School: 18 (64) State: (85)	School: 10 (36) State: (15)	60 (67)
English Extension 1	7	School: 7 (100) State: (94)	School: 0 (0) State: (6)	40 (42)
English Extension 2	5	School: 2 (40) State: (83)	School: 3 (60) State: (17)	34 (40)
Food Technology	10	School: 8 (80) State: (79)	School: 2 (20) State: (21)	69 (71)
Geography	9	School: 5 (56) State: (87)	School: 4 (44) State: (13)	62 (74)
Legal Studies	16	School: 16 (100) State: (90)	School: 0 (0) State: (10)	73 (75)
Mathematics (General)	35	School: 26 (74) State: (75)	School: 9 (26) State: (25)	65 (69)
Mathematics	8	School: 3 (38) State: (91)	School: 5 (63) State: (9)	60 (78)
Modern History	6	School: 5 (83) State: (90)	School: 1 (17) State: (10)	70 (75)
Music 1	11	School: 11 (100) State: (98)	School: 0 (0) State: (2)	80 (81)
PDHPE	11	School: 8 (73) State: (91)	School: 3 (27) State: (9)	67 (73)
Physics	5	School: 4 (80) State: (90)	School: 1 (20) State: (10)	63 (73)
Retail Services <sup>2</sup>	2	School: 2 (100) State: (90)	School: 0 (0) State: (10)	
Senior Science	10	School: 8 (80) State: (85)	School: 2 (20) State: (15)	67 (71)
Software Design & Development	6	School: 3 (50) State: (90)	School: 3 (50) State: (10)	64 (74)
Visual Arts	5	School: 5 (100) State: (98)	School: 0 (0) State: (2)	81 (79)

- Notes: 1. Mean exam mark, as a percentage, is indicated in courses containing 5 or more students.  
2. State percentages might not add to 100% as the examination for this subject is optional.  
3. Animal Studies, Automotive, Construction, Human Services and Metal & Engineering 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 – 2015 for those courses that have been studied by 5 or more students during that period.

Subject	School/State	2011	2012	2013	2014	2015
Ancient History	School	80	74	76	74	66
	State	73	69	72	72	71
Biology	School	78	70	73	68	71
	State	73	72	74	72	71
Business Studies	School	76	78	74	71	65
	State	73	74	74	74	74
English (Advanced)	School	80	82	75	80	75
	State	80	80	79	81	80
English (Standard)	School	73	68	65	68	60
	State	65	68	65	67	67
Geography	School	79	70	70	69	62
	State	75	74	73	74	74
Mathematics (General)	School	74	72	69	69	65
	State	69	69	67	69	69
Mathematics	School	64	78	76	67	60
	State	77	78	79	78	78
PDHPE	School	75	67	72	68	67
	State	74	73	71	73	73
Physics	School	70	72	72	71	63
	State	75	74	74	73	73
Visual Arts	School	85	79	82	79	81
	State	78	79	79	78	79

### **THE RECORD OF STUDENT ACHIEVEMENT**

One student completing the HSC over more than one year was issued with a Record of School Achievement in 2015.

#### *Vocational Education and Training*

In 2015, 14% of the Year 11 or 12 cohort who sat for an HSC examination participated in vocational or trade training.

Year 12 leavers attaining an HSC/VET qualification:

<b>Year 12</b>	<b>Qualification/Certificate</b>	<b>Percentage of Students</b>
2015	HSC	98% <sup>a</sup>
2015	VET qualification	14%

Notes: <sup>a</sup>One student was studying the HSC over more than one year.

### **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

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 2015 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. The Principal also attended the International Conference on Thinking in Spain.

#### K-12 PROFESSIONAL LEARNING

The year began with a focus on Building Learning Power led by a consultant. This continues our K-12 approach towards learning using BLP. Teachers also undertook a project related to improving student writing. Teachers also set individual professional goals and did peer observations of one another's lessons.

All teachers also underwent asthma and first aid training.

#### 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, including:

- KidsMatter Component 3
- Primary Connections Science
- Writing
- History and Geography syllabus familiarization
- Peer Support training
- NAPLAN analysis
- Seven Steps to Writing Success training

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

<b>Professional Development - 2015</b>	<b>Days</b>	<b>Staff attending</b>
MSSD/Special Needs	7	24
Grade Days (Science/Maths/English/Geo/PDHPE/TAS/Christian Studies)	17	25
Wellbeing/Mental Health/Kidsmatter/PAVe	32	42
Asthma training	1	87
Learning support	8	3
Seven Steps to Writing Success	4	32
Anaphylaxis training	1	79
CPR - Resuscitation training update	1	39
Chaplaincy – meetings/PD	17	2
Careers Adviser	7	1
Effective Vocabulary	1	5
Peer Support / SRC leadership	6	3
Range of subject-specific PD days	24	21
Building Learning Power	4	2
HSC marking	11	3
Schools Leading Learning	5	4

## **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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### ATTENDANCE

The overall average daily attendance rate in 2014 was 90%. The average daily attendance rate (% in attendance) per year group was:

<b>K</b>	93	<b>7</b>	90
<b>1</b>	93	<b>8</b>	91
<b>2</b>	93	<b>9</b>	84
<b>3</b>	93	<b>10</b>	86
<b>4</b>	92	<b>11</b>	92
<b>5</b>	89	<b>12</b>	91
<b>6</b>	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

64% of the 2013 Year 10 cohort completed Year 12 in 2015. 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

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Of the students who completed Year 12 in 2015 most were offered and accepted places at universities, including Newcastle University, Macquarie University, Charles Sturt University and Western Sydney University. Degree courses included engineering, teaching, speech pathology, nursing, psychology, law, arts, mathematics, science, construction management, 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

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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.

## **STUDENT POPULATION**

In 2015 the school had 922 students on Census day in August. There were 442 boys and 480 girls from Kindergarten to Year 12. Three percent 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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Following is a summary of the school's policies for student wellbeing, anti-bullying and discipline.

### **STUDENT WELLBEING AND DISCIPLINE POLICIES**

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

### **ANTI-BULLYING POLICY**

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

At Lakes Grammar it is our belief that:

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

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

### **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 parent portal, *Parent Lounge*.

### **Changes to Policies during 2015**

<b>Policy</b>	<b>Changes in 2015</b>	<b>Access to full text</b>
<b>Policies for complaints and grievances resolution</b>	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 on Parent Lounge.
<b>Anti-Bullying Policy and Procedures</b>	Document was revised and distributed to staff and parents.	Our Parent Portal: Parent Lounge.

There were no changes to the other policies noted above during 2015.

## **SCHOOL-DETERMINED IMPROVEMENT TARGETS**

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### **Achievement of priority areas identified in the 2014 Annual Report:**

<b>Area</b>	<b>Priorities</b>	<b>Achievements in 2015</b>
<b>Teaching and learning</b>	<ul style="list-style-type: none"><li>Professional learning focus on Building Learning Power - input from external expert with follow-up in faculty and grade teams.</li><li>Writing strategies also to be a focus in K-7.</li></ul>	<ul style="list-style-type: none"><li>January staff day was a BLP focus led by Sandra Crawford of Better Learners Australia. Staff continuing to plan lessons with BLP perspective.</li><li>Staff undertook a writing project. This involved: set a pre-test in an area of their program, after students complete the test teachers analyse for strengths and weaknesses, then plan explicit teaching of the skill then re-test. Share findings with whole staff.</li></ul>
<b>Student wellbeing</b>	<ul style="list-style-type: none"><li>Revise Wellbeing and Anti-Bullying policies and procedures.</li></ul>	<ul style="list-style-type: none"><li>Anti-Bullying Policy and Procedures fully revised.</li><li>KidsMatter training continues in JS.</li></ul>

## Priorities for improvement during 2016

Area	Priorities
<b>Teaching and learning</b>	<ul style="list-style-type: none"> <li>• The school has a Schools Leading Learning grant over a three-year period. This will allow release of teachers from class to learn collaboratively with one another. The school's SLL goals are:               <p>Goal 1: Develop students' problem solving, critical and creative thinking. Teachers encouraging and students pursuing challenging academic goals; using BLP to support students to persevere in their learning.</p> <p>Goal 2: Improve all students' literacy and numeracy achievements</p> <p>Goal 3: Use real, reliable data to evaluate learning and teaching, identifying interventions and modifying teaching practice.</p> </li> </ul>
<b>Student wellbeing</b>	<p><b>Junior School</b></p> <ul style="list-style-type: none"> <li>• Continued implementation of KidsMatter framework and apply for formal recognition as KidsMatter certified school.</li> <li>• Promotion of student voice: formation of an SRC in 2016 for the Junior School.</li> <li>• Continued implementation of Peer Support.</li> <li>• Promotion of student mental health: Explore the expansion of Friendly Schools Plus from the Yr 4 and 5 trial with Macquarie University to other grades.</li> <li>• Enhanced opportunities for student recognition: Review of award and behaviour support structures.</li> <li>• Improve usability of diary system</li> </ul>

## **INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY**

In 2015 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 (more than 100 students represented the school in uniform); held an Anzac service at school.
- The school flies the Aboriginal flag every day alongside the Australian flag;
- Anti-bullying Day and harmony Day activities.
- An Aboriginal culture day was held with visiting indigenous people giving presentations;
- 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.
- Student Representative Council gives a voice to students.
- 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.
- 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.
- Year 11 Borneo trip in which students did volunteer work with Habitat for Humanity.



## PARENT, STUDENT AND TEACHER SATISFACTION

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### PARENT SATISFACTION

As part of our wellbeing initiatives, we regularly survey parents and students. The table below shows the percentage of parents who agreed or strongly agreed with the selected statements in the most recent (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. We are very satisfied with the academic standards in the Primary school, the extension work offered and the Opportunity Class has been excellent.
- ii. Five out of seven years very satisfied!
- iii. Academic standard was fine. Our child's yearning for school learning was not. He has now obtained an apprenticeship which is the best thing for him.
- iv. We think our son could have been encouraged more.
- v. During the Junior school the opportunities offered were outstanding. We only had one year in the Senior School so unable to give an accurate comment.
- vi. Not highly satisfied. Not challenging for our daughter. Our son required assistance and was not provided due to not being the worst student in his year group.

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

- i. Extremely. Our daughter's Christian values have increased since being at Lakes. She thoroughly enjoys studying religion.
- ii. Very satisfied. Rev'd Matt Shorten is a huge asset to Lakes Grammar.
- iii. Very satisfied. Rev'd Rob was wonderful in the early years and our daughter's relationship with God and her understanding has clearly developed.

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

- i. I have always been very satisfied with the communication between ourselves and the school. I have always had a good response.
- ii. I have a daughter in Year 12 this year and the communication is excellent. However, I can't say the same for Year 7 – I haven't had any communication from teachers in this year group except Parent/Teacher interviews.
- iii. Generally very good. Although there has been occasions where we have found out later that our son was not performing, but generally very good.
- iv. We would have liked more communication or even some when our son's grades started to slip.

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

- i. The school always looks clean and neat and welcoming.
- ii. The facilities offered within the school are excellent. It would be great to have a bigger range of elective subjects offered over the coming years.
- iii. Lakes is a very modern and clean school.

**To what extent have you been satisfied with the opportunities for extra-curricular involvement available to your child?**

- i. Extremely satisfied. Lakes offers ample opportunities to the students.
- ii. There seems to be a lot of extra-curricular activities and experiences available. My son chose not to participate in many though.

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

- i. Excellent. Our children have grown immensely. Better than their previous school.
- ii. We absolutely love everything about Lakes. Our son moved due to subject choices. However, our daughter will continue her studies at Lakes and we have another child commencing in Kindy in 2017. Our son has grown into a fantastic young man and we believe Lakes has had a huge impact in his development.
- iii. Both my girls were very pleased with the school. They have formed great friendships with friends and the staff. They will always treasure the time they had at Lakes Grammar.
- iv. Over 18 years of having children at Lakes Grammar I have found the majority of staff wonderful and caring for my children and I have enjoyed being part of the school community. It is with sadness I have decided to leave.
- v. We are very sad to be leaving Lakes but our daughter has been offered an opportunity we feel we need to explore. Her time at Lakes has been a positive one. The teachers are kind and helpful. The students are positive and friendly. We wish Lakes all the best in the future.
- vi. On a scale of 1-10 we would rate our experience as an 8. We are planning on sending our youngest son to attend Kindergarten in 2017.
- vii. We have been involved with Lakes Grammar since 2009. For our eldest son in Year 6 we have been overall happy. I don't believe there is enough extension work available for students.

## STUDENT SATISFACTION

### *Senior School*

In April 2015 we surveyed our Senior School students (Years 7-12) as part of our MindMatters program. The survey is undertaken annually. The sample of survey results below shows the average percentage of responses selecting “All the time” and “Most of the time”.

I like coming to Lakes Grammar	62
The teachers at Lakes are good role models	66
I like most of the people in my year group	63
I feel I belong at Lakes Grammar	68
I feel safe at Lakes	85
I am respected by staff	77

As one would expect there are some significant differences in the percentages between different year groups, with students in Year 7 being most positive and Year 9 generally being least positive about school. It is also to be expected that Secondary students would have a less positive view of school, in general, than Primary students, as the results below indicate.

### *Junior School*

In July-August 2015 students in K-6 completed the KidsMatter wellbeing survey. The key results below show the percentage of students who chose “Somewhat true” or “Very true” in relation to the statement (there were some different statements for Years 1-3 and 4-6):

#### **Years 1-3**

I like this school	97
My teachers care about me	97
I always try my best at school	96
If I have a problem I can talk to my teacher	95
I feel safe at this school	93
I feel happy at school	89
I look forward to coming to school	85

#### **Years 4-6**

I feel that I belong at this school	97
Teachers and students at my school respect each other	99
My school knows how to deal with bullying and harassment issues	95
I feel safe at this school	99
My school cares about me as an individual	97
My teachers encourage me to take on new challenges	98

## **TEACHER SATISFACTION**

In the 2015 staff completed a wellbeing survey conducted as part of our MindMatters program. The key results were:

92% of teachers like working at Lakes.

79% feel valued and respected.

81% feel a strong sense of belonging and connection to this school.

86% feel they have someone to talk to if needed.

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

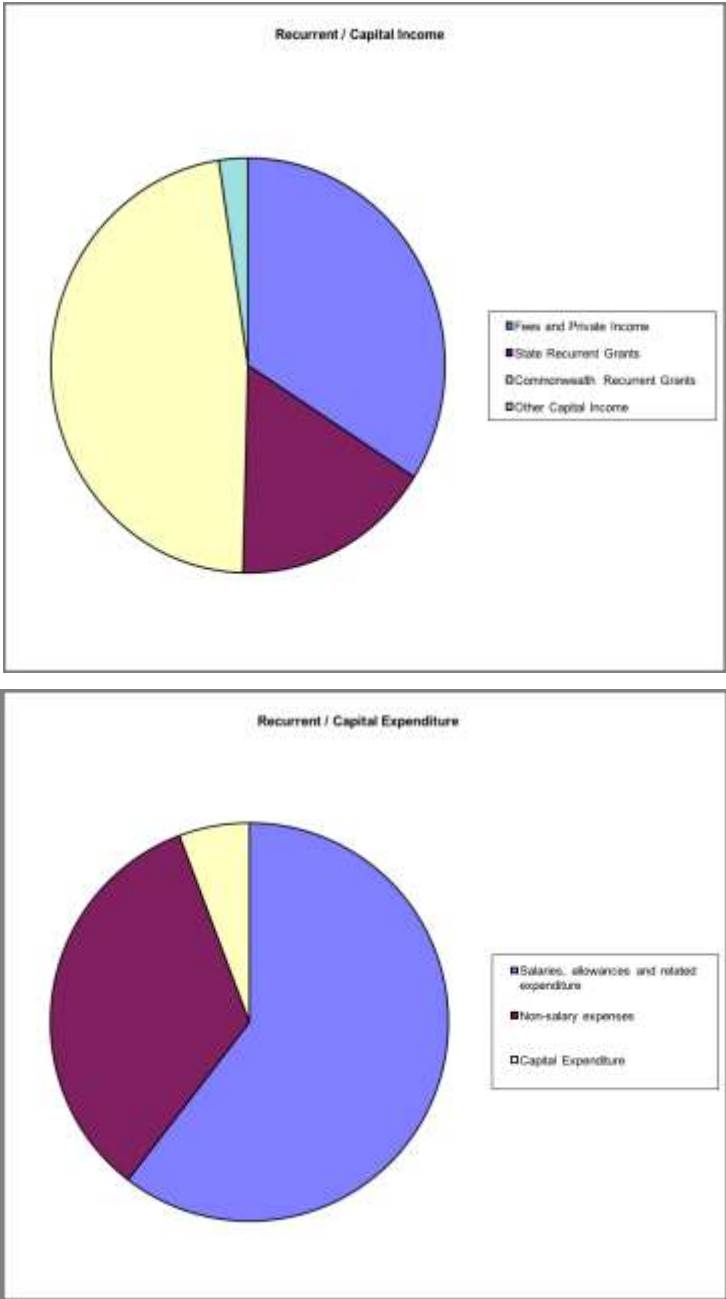
Other general indications that teachers on the whole are satisfied include:

- 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 2015 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.