



LAKES GRAMMAR

AN ANGLICAN SCHOOL
2024 ANNUAL REPORT

Lakes Grammar - An Anglican School

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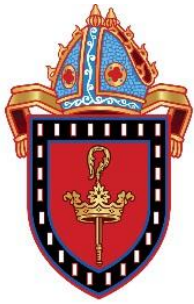
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THEME 1

CONTEXT



A message from the Anglican Bishop of Newcastle and School President

At Newcastle Anglican, our vision is that people will flourish because of the work we do. In our schools, this means creating environments where both students and staff can grow and thrive. This vision is shaped by our connection to the Anglican Church in the Diocese of Newcastle. It is inspired by the way of Jesus, an approach to life in which individuals are nurtured to achieve their potential and contribute to the wellbeing of others.

For us, flourishing encompasses many dimensions: enlivening people and helping them find fulfilment, supporting them as they navigate loss and hardship, breaking the cycles of trauma that can entrap individuals and communities, empowering people to embrace meaningful and worthwhile work, and deepening connection with others and with God.

Academic success remains at the forefront of our vision for our students. We have embraced the *Learning Power Approach* as a significant value-add to the NSW curriculum. We know that lifelong flourishing requires not only knowledge but the capacity to be adaptable, reflective learners. We are preparing students for a world framed by opportunities and issues we have never known.

Our Christian education curriculum and social learning come from a Newcastle Anglican way of thinking. This means we affirm the equality of women, including within church leadership and ministries, practise inclusion, and walk the journey of reconciliation with First Nations peoples. We teach and model the works of justice and mercy. We value the support of our parents and friends in this work.

We recognise that many students, staff, and families face the significant complexities of life. Over years, sometimes more than a decade, we accompany families through seasons of illness, breakdown, and adversity. Many of our students will have confronted challenging realities in their homes, communities, and the wider world during their time with us. The ongoing effects of the pandemic and Australia's societal response continue to be present in our classrooms. Schools are communities of care and support.

Our commitment is that students will graduate as lifelong learners who have reflected deeply on their values, recognised their giftedness, and are equipped to make a positive contribution to society. The stories shared by our alumni continue to affirm our success with this aspiration.

Education is a partnership with parents and caregivers, with our dedicated staff, and with government. It is a privilege to spend these formative years with your children. We are grateful for the trust placed in us.

With the support of the Diocesan Council, Board, CEO, and Executive leadership, I commend this annual report to you.

Dr Peter Stuart
Anglican Bishop of Newcastle
President, Lakes Grammar - Anglican School



MESSAGE FROM THE EXECUTIVE DIRECTOR

In 2024, the four schools of the Newcastle Anglican Schools Corporation continued to work together in deep collaboration to deliver a future focused, values based education to more than 3000 students. United by a shared commitment to excellence, wellbeing and purpose, our schools have not only met the challenges of this year but grown stronger in our collective Newcastle Anglican vision to equip students with the capabilities they need to thrive in an ever-evolving world.

At the heart of our approach is our dedication to the Learning Power Approach, a pedagogical model that nurtures resilience, curiosity, collaboration and critical thinking in all learners. Across classrooms and campuses, our educators have embedded this approach in meaningful and dynamic ways, helping students become active participants in their own learning journey.

Our commitment to student wellbeing remains at our foundation. In 2024, we further expanded our wellbeing programs and support systems, ensuring that every student feels seen, supported, and empowered to grow. Our pastoral care models continue to reflect the Newcastle Anglican values of integrity, courage, compassion, justice, faith and wisdom.

One of our greatest strengths as a collective of schools is our culture of sharing expertise and excellence. Through cross school professional learning communities and collaboration, we have used our collective capabilities to elevate the learning experience for every student in every school.

As Executive Director – Education, I am proud of the spirit of unity and purpose that continues to characterise our work. We remain steadfast in our purpose, not only preparing students for the future, but their ability to shape it.

Deb Clancy
Executive Director - Education
Newcastle Anglican

Principal's Report – Annual Report 2024 Lakes Grammar – An Anglican School

2024 has been a year of purposeful growth and academic progress at Lakes Grammar. As a school community, we have continued to strive for excellence, guided by our values and supported by the broader Newcastle Anglican organisation.

A key focus in 2024 has been the deepening use of data analytics to inform and enhance our teaching and learning practices. By engaging meaningfully with student data, we have been able to tailor support and extend learning opportunities, ensuring that every student is known, valued, and supported in their schooling.

The foundations laid in previous years bore fruit in 2023's strong HSC results, and this year we have built on that success with targeted teaching and a commitment to continuous improvement. Similarly, our 2024 NAPLAN results—particularly in Year 9—were a testament to the effectiveness of our academic programs and the dedication of our staff.

We have also made significant strides in the development of our junior, middle, and senior school model, preparing for the relocation of middle school wholly to the upper campus. This is a major milestone in our long-term vision to create an even more cohesive and supportive educational environment across all stages of learning.

Our commitment to the Learning Power Approach remains central to our philosophy. Throughout 2024, we continued to embed these principles into classroom practice, helping students build the resilience, curiosity, and critical thinking skills that will serve them well beyond the school gates.

As I conclude my time as Principal at Lakes Grammar – An Anglican School, I do so with deep gratitude for the privilege of leading such a vibrant and values-driven community. From the staff and students to our families and wider community, I have been consistently inspired by the dedication and spirit that define Lakes Grammar.

I am excited to be taking up the role of Executive Director – Education across the Newcastle Anglican Schools from 2025, and I am confident that under the capable leadership of Ms Michelle Smith as Acting Principal, Lakes Grammar will continue to thrive and grow.

Deb Clancy
Lakes Grammar Principal



Lakes Grammar - An Anglican School is a coeducational K-12 school which is a member of the Newcastle Anglican Schools Corporation (NASC). Lakes Grammar opened in 2004 with 150 students and has grown to over 800 students in 2024.

PURPOSE

To educate and enable young people to flourish and achieve their aspirations for life.

As a school our core purpose is to educate young people. Our students spend up to 13 years with us, and over this time, we aim to not only give students access to academic excellence but we also aim to help students develop the skills needed to navigate their lives and flourish beyond the school gates.

Our programs in spiritual wellbeing and academic care programs offer a strong foundation for our students to be reflective, respectful, and supportive of one another. We are committed to ensuring our students feel valued, recognised, and have a voice within school and the broader community.

VISION

Building Better Futures

VALUES

The values of Lakes Grammar reflect the values of Newcastle Anglican:

Faith – relating with God and finding meaning and purpose

Courage – engaging uncertainty and difficulty with dignity

Wisdom – acquiring and applying knowledge and insight

Compassion – recognising, serving and supporting all who are suffering

Justice – pursuing healthy communities and enabling the common good

Integrity – promoting honesty and equity

STUDENT POPULATION

In 2024 the school had 817 students on Census Day in August. There were 422 girls and 395 boys from Kindergarten to Year 12. Six percent of students identified as Aboriginal and sixteen percent had a language background other than English. As Lakes Grammar is a non-selective coeducational school, our students come from a wide range of backgrounds and include a number of students with special needs.

JUNIOR SCHOOL

We follow an explicit teaching model which ensures students will have the best opportunity to learn the foundational skills, strategies and habits required to be successful learners. Our junior school has a range of staff members who are involved in each child's education including the classroom teacher, a K-4 Dean, a team of learning support staff as well as specialist teachers for a variety of subjects.

Throughout their time in the junior school, students have access to a wide range of curriculum, cultural, sporting and wellbeing opportunities. We encourage our youngest learners to explore the opportunities available to find their strengths and passions.

MIDDLE SCHOOL

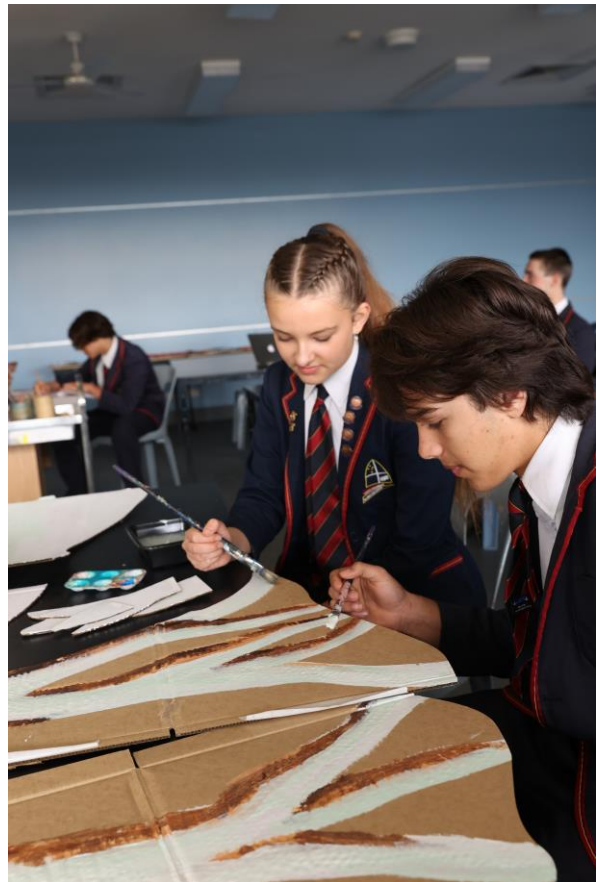
The middle school is a place where students are encouraged to explore new interests, develop their talents, and grow into responsible young adults. With a comprehensive curriculum that includes a wide range of academic subjects, elective courses, and cocurricular activities, our students are given the opportunity to discover their passions and pursue their goals with determination and perseverance.

As a middle school, we recognise that this is a unique and important time in your child's life. We pride ourselves on creating a safe and supportive learning environment where every student can endeavour and prosper. Our faculty and staff work tirelessly to help students achieve their full capacity by providing personalised attention, academic support, and mentorship. We work closely with families to ensure that every child has the tools and resources they need to succeed.

SENIOR SCHOOL

We believe that the senior years of education are a pivotal phase in shaping young minds, preparing them for the challenges of tomorrow and guiding them towards a bright and successful future. Our students have access to a variety of learning pathways and numerous cocurricular options that develop a well-rounded student who is ready to face the challenges of the HSC and further study or employment. From access to academic mentors, to study hall and a dedicated and expert staff, our senior school students are supported while they navigate the complexities of adolescence and senior studies, while also preparing themselves for future jobs and study that may look very different to what we see today.

Our commitment is to provide a supportive and inclusive environment where every student feels valued, respected and inspired to reach their full potential. In partnership with parents and carers, we foster a strong sense of community, including continuous reporting on achievements both in and outside of the classroom.



THEME 2

OUTCOMES AND RESULTS

Below is the NAPLAN assessment summary of results for the Years 3, 5, 7, 9 2024 cohorts.
Lakes Grammar compared to all Australian students

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	420	442	414	426	418
Year 5	495	494	494	504	507
Year 7	543	554	551	537	554
Year 9	591	620	589	592	578

Lakes Grammar compared to students with similar background

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	420	442	414	426	418
Year 5	495	494	494	504	507
Year 7	543	554	551	537	554
Year 9	591	620	589	592	578

NAPLAN participation for this school is 99%

NAPLAN participation for all Australian students is 95%

Interpreting the table

Selected school's average when compared to students with a similar background

- Well above
- Above
- Close to
- Below



ROSA

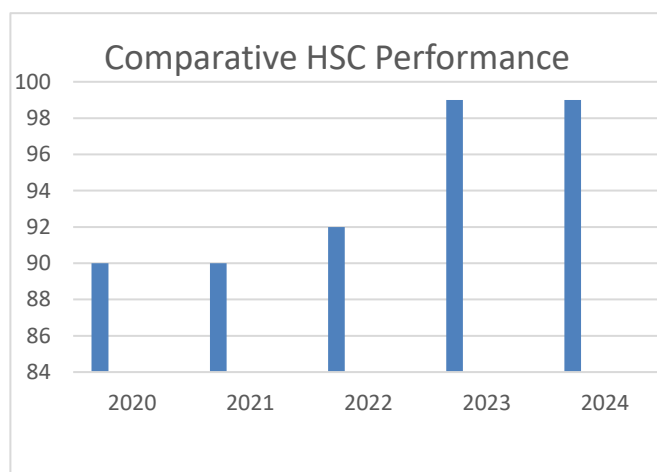
In 2024, 9 students were granted the Record of Student Achievement (ROSA).

COMPARATIVE PERFORMANCE OVER TIME

Higher School Certificate Results

In 2024, 51 students sat for the Higher School Certificate examinations in 32 courses. Of these, 90% of the students were full-time, Year 12 students completing their HSC studies and 10% were Year 11 students completing an accelerated Year 12 course.

Performance for our students remains strong with 99% of students achieving at least one band 4,5, 6, or E4. A summary of comparative performances over the past 5 years, showing the percentage of students achieving these bands is shown in the graph below:



During 2024 several students were listed in The Merit Lists as Distinguished Achievers in the state.

Distinguished Achievers	Number of Students
Ancient History	1
Chemistry	1
Construction Examination	1
English Advanced	2
History Extension	1
Industrial Technology	1
Mathematics Advanced	1
Mathematics Extension 1	1
Mathematics Extension 2	2
Mathematics Standard	2
Music	1
Physics	2



COMPARISONS WITH STATE – WIDE PERFORMANCE

A summary of achievements by our HSC students for 2 unit courses in 2024 is shown in the table on the following page.

A summary of achievements by our HSC students for extension courses in 2024 is shown in the table following.

Notes:

1. Students also studied Construction, Retail Services and English Studies, however, there are no compulsory examinations for these courses
2. State percentages might not add to 100% as the examination for this subject is optional.

A summary of achievements by our HSC students for 2 unit subjects in 2024 is shown in the table on the table below:

Subject	Included	Band% 3-6	Band % 1-2	School Average	State Average
Ancient History 2 unit	10	School: (90) State:(85)	School: (10) State:(15)	75	73
Biology 2 unit	7	School: (57) State:(85)	School: (43) State:(15)	71	74
Business Services Examination 2unit	1	School: (100) State:(87)	School: (0) State:(13)	62	74
Business Studies 2 unit	13	School: (100) State:(88)	School: (0) State:(12)	76	73
Chemistry 2 unit	9	School: (100) State:(86)	School: (0) State:(14)	72	74
Construction Examination 2 unit	3	School: (100)	School: (0)	80	78
Design and Technology 2 unit	13	School: (100) State:(95)	School: (0) State:(5)	73	77
Drama 2 unit	5	School: (100) State:(99)	School: (0) State:(1)	77	82
Engineering Studies 2 unit	8	School: (100) State:(95)	School: (0) State:(1)	71	74
English Advanced 2 unit	13	School: (100) State:(99)	School: (0) State: (1)	82	82
English Standard 2 unit	29	School: (86) State:(90)	School: (14) State:(10)	67	71
English Studies Examination 2 unit	1	School: (100)	School: (0)	61	57
Food Technology 2 unit	7	School: (71) State:(89)	School: (29) State:(11)	67	73
Hospitality Examination 2 unit	1	School: (100)	School: (0)	72	79
Industrial Technology 2 unit	7	School: (100) State:(86)	School: (0) State:(14)	77	71
Legal Studies 2 unit	7	School: (86) State:(90)	School: (14) State:(10)	70	78
Mathematics Advanced 2 unit	9	School: (100) State:(93)	School: (0) State:(7)	76	78
Mathematics Standard 1 Exam 2 unit	5	School: (100)	School: (0)	80	71
Mathematics Standard 2 2 unit	18	School: (72) State:(82)	School: (28) State:(18)	74	72
Modern History 2 unit	10	School: (80) State:(84)	School: (20) State:(16)	68	75
Music 1 2 unit	9	School: (100) State:(98)	School: (0) State:(2)	81	81
PDHPE 2 unit	3	School: (100) State:(90)	School: (0) State:(10)	77	74
Physics 2 unit	8	School: (88) State:(89)	School: (12) State:(11)	73	74
Retail Services Examination 2 unit	4	School: (75) State:(86)	School: (25) State:(14)	71	72
Visual Arts 2 unit	11	School: (100) State:(99)	School: (0) State:(1)	82	82

A summary of achievements by our HSC students in Extension courses for 2024 is shown in the table below:

Subject	Included	School Average	State Average
English Extension 1 1 unit	1	42.42	40.70
English Extension 2 1 unit	1	42.70	40.70
History Extension 1 unit	1	47.00	40.16
Science Extension 1 unit	1	39.60	38.03
Studies of Religion 1 unit	2	40.45	79.94
Mathematics Extension 1 2 unit	7	72.54	79.94
Mathematics Extension 2 2 unit	2	87.00	82.58

The table below shows subject averages over the past 5 years for those courses that have been studied by 5 or more students during that period.

Subject	School/State	2020	2021	2022	2023	2024
Biology	School	65	72	69	70	71
	State	72	73	70	73	74
Business Studies	School	67	74	72	71	76
	State	72	73	73	74	73
English (Advanced)	School	78	79	77	78	82
	State	81	80	81	82	82
English (Standard)	School	72	71	67	70	67
	State	70	70	69	70	71
Food Technology	School	70	89	73	77	67
	State	72	73	71	73	73
Legal Studies	School	72	75	70	69	70
	State	71	74	73	75	76
Mathematics Advanced 2	School	73	74	81	72	76
	State	79	78	78	78	78
Mathematics Standard 2	School	74	73	72	69	74
	State	79	69	70	72	72
Modern History	School	74	67	71	71	68
	State	73	73	73	73	75
PDHPE	School	69	72	69	71	77
	State	72	83	69	73	74
Visual Arts	School	83	78	82	86	82
	State	81	81	81	81	82

VOCATIONAL EDUCATION AND TRAINING

Four Year 12 leaver's obtained VET qualifications in their final year of study in 2024.

Four Year 11 students obtained VET qualifications in 2024.

The table below provides a summary of qualifications achieved by our Year 12 students.

Year 12	Qualification/ Certificate	Percentage of Year12 Students
2024	HSC	100%
2024	VET qualification	8%



THEME 3

STAFFING

TEACHER ACCREDITATION STATUS

Teachers in NSW must be accredited to teach by the NSW Education Standards Authority (NESA). New teachers are accredited by NESA at Provisional Teacher level. Teachers must then meet the Australian Professional Standards for Teachers at the level of Proficient Teacher within three years of commencing full-time teaching. At Lakes Grammar the number of teachers at each level in 2024 is shown in the table below.

Level of Accreditation	Number of Teachers
Conditional	0
Provisional	5
Proficient Teacher	66
Total Number of Teachers	71

TEACHER QUALIFICATIONS

Three categories of qualifications have been identified by NESA. The categories and the number of teachers employed either full-time or part-time at Lakes Grammar in 2024 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.	71
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

WORKFORCE COMPOSITION

Information regarding workforce composition is available at myschool.edu.au

In 2024 Lakes Grammar employed 20 male and 40 female full time teaching staff.

There were 11 female part time teaching staff.

The school employed 3 male and 16 female full time support, administration and ancillary staff.

There was 1 male and 6 female part time support, administration and ancillary staff.

In 2024 we had 1 staff member who identifies as Indigenous.

Workforce Composition	Number of Staff
Teaching staff	71
Full-time equivalent teaching staff	66.3
Non-teaching staff	26
Full-time equivalent non-teaching staff	23.4

TEACHER PROFESSIONAL LEARNING

The Principal, Deputy Principal and Executive regularly attend conferences held by their professional associations. These conferences regularly involve professional learning on matters such as pedagogy, information technology, student wellbeing and school leadership.

K-12 Professional Learning

The school underwent a series of professional development activities over the course of the year. These included Schoolbox, wellbeing, child protection and reportable conduct.

Junior school staff as a whole also took part in a number of PD sessions during staff meetings and professional learning days. These focused on programming, the new syllabus and Schoolbox.

Senior school teachers as a whole took part in many in-school professional learning sessions during the year, led by senior staff at the school, including Schoolbox, compliance and programming.

A sample of external professional learning courses undertaken by teachers and the number of staff participating are listed on next page.



Professional Development 2024	No of staff attending	Professional Development 2024	No of staff attending
transforming education practice	1	HSC REPORTS	1
Middle Leaders	1	HSC Mathematics advanced course	1
courageously navigating hard conversations	1	lawsense school policy writing workshop	1
schoolbox meetup 2024	2	Construct survey support documents, communications and debrief following receipt of the survey report	1
AHISA - RECONNECT 2024 - CLASS OF 2022	1	AIS NSW ICT Managemet & leadership	1
theology and practice of pastoral care	1	Term 1 Branch meeting	1
foundations for theological study	1	supervision	1
lawsense school law NSW	1	Financial acumen for principals & board members	1
understanding Autism spectrum disorder	1	attendance masterclass	1
leading effective prof. learning in schools blended learning exper.	1	waratah project - term 2	1
back to schools	1	teaching writing in history	1
schoolbox & interschools	1	science 7-10 depth studies	1
Sydney Morning Herald - schools summer	1	Teaching critical thinking & writing	1
2024 enrolments & staff... time to rethink and refocus	1	check & connect training	1
social work in schools series mental health support & interventions	1	nsw school counsellors course 2024	1
moving & soothing	1	schoolbox training	1
reputation risk	1	senior leaders course	1
making it a success	1	cultivating potential	1
Macqlit	1	ais teacher Librarian conference 2024	1
Minilit	1	national education summit	1
classifications and letters of appointment	1	Clergy retreat	1
waratah project	1	first aid in education	1
AIS NSW Music conference 2024	1	Clinical supervision	1
food safety supervisor	2	Listening from the Heart	5
lawsense dealing with difficult parents	1	school building project & property management	1
ELC business studies	1	ASA annual conference 2024	1
note-taking interviewing & investigation - lawsense	1	teacher wellbeing	2
presenting at University of Newcastle	1	term 4 waratah project	3
CI MASTER CLASS	2	Financial acumen for principals & board members	1
Writing in Modern History	1	first aid training	19
feedback that matters	1	AHISA Conference	1
STANSW 7-10 Conference - a deep dive into the new syllabus	1	preparing for the new 7-10 science syllabus staff development day	4
Edu Tech - Terrapinn	1	Managing student behaviour & avoiding medica fallout	1
mental health masterclass	1	supervision	1

Lawsense transgender & gender fluidity in schools update	1	HRIS heads of senior school meeting	1
term 3 on country learning on biripi country	1	spellex pd workshop	1
IPSHA -Term 3	1	impacts of the NSW AS1851 mandate	1
Optimising Evidence-based Practices to Promote Positive Behaviour K-6 Webinar	1	Education research symposium	2
the power of picture books for all ages	1		
sleek geeks 2024 amep awards ceremony	3	Mantle teacher librarian conference	1
economics - yr 12 first time	1	pathological demand avoidance (PDA) in classroom	1
schoolbox training	1	Aset NSW Conference 2024	1
planning & implementation of the new drama7-10 syllabus	1	training @ schoolbox	1

THEME 4

ATTENDANCE

ATTENDANCE

The overall average daily attendance rate in 2024 was 87%. The average daily attendance rate (% in attendance) per year group was:

Kindergarten	99.60%
Year 1	94.20%
Year 2	91.50%
Year 3	90.60%
Year 4	98.50%
Year 5	89.80%
Year 6	79.10%
Year 7	92.30%
Year 8	83.60%
Year 9	86.50%
Year 10	75%
Year 11	80.20%
Year 12	76%

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. Parents who do not respond to the SMS are called by admin staff. If no response the year advisors or class teachers (middle and junior school) follow up with the parent/caregivers.

Managing student absences

The school follows the procedures in the school's attendance policy. Each day attendance reports are generated, and any unexplained absences are contacted by SMS and then by phone. At the end of each week a further summary is sent to director of academic care and junior school leaders to further follow up and analyse for trends or patterns.

The weekly report highlights:

- 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-4) or the director of academic care (K-12) follow up with the family and put in place any necessary procedures to try and rectify the situation.

THEME 5

SCHOOL POLICIES

The following school policies are publicly available on the website:

<https://www.lakes.nsw.edu.au/about-us/our-policies/>

Enrolment [Lakes-Grammar-Enrolments-Policy](#)

Child Protection [Child-Protection-Policy-Lakes-Grammar](#)

Anti-bullying [Anti-bullying-policy-Lakes](#)

Discipline [Lakes-Grammar-Discipline-policy](#)

Complaints [Lakes-Grammar-Complaints-policy](#)



THEME 7

STAKEHOLDER SATISFACTION



TEACHERS

All teaching staff meet regularly to share information and collaborate effectively. There are fortnightly coordinators meetings, year advisor meetings, student wellbeing, and regular whole school staff meetings. Staff have the opportunity to join the staff social group and are encouraged to attend school activities. New staff attend an induction day and are mentored by their line managers. Our NASC group of schools have a biannual commitment to participating in the AIS Perspectives survey. Results from this survey are shared with our school communities.

PARENTS

Parents are offered numerous opportunities to engage with the life of the school. These include attending a range of events such as sports carnivals, music and drama performances, as well as special occasions like Mother's and Father's Day breakfasts.

In addition, parents are invited to academic information evenings, school assemblies, student graduations, Speech Day, and student-led parent-teacher interviews, fostering a strong partnership between home and school.



STUDENTS

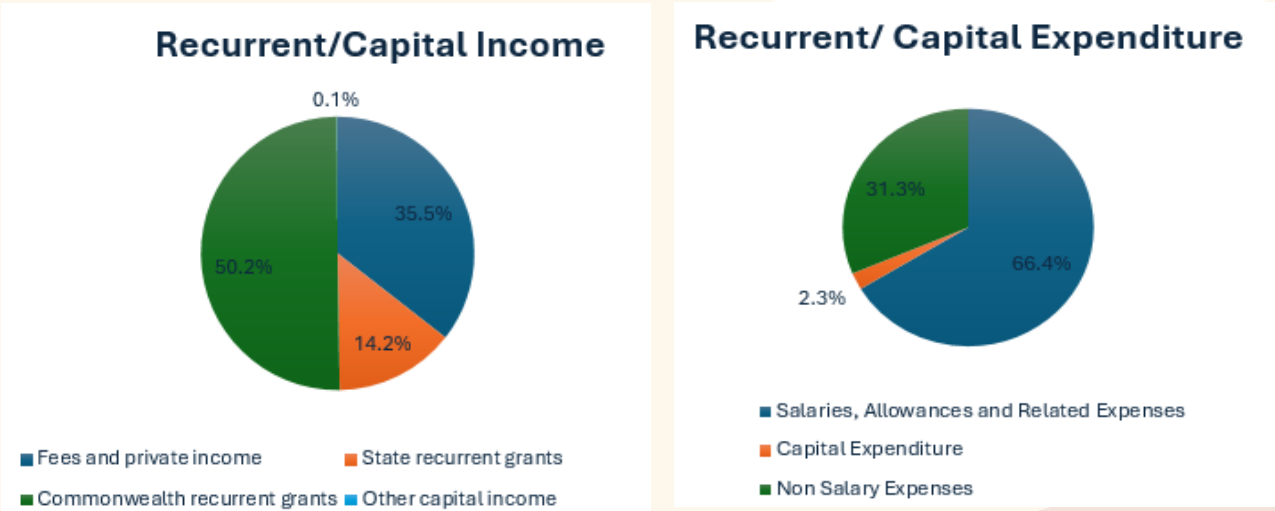
Students are given multiple opportunities to share feedback about their experiences and satisfaction with the school. Students can liaise with their academic care teacher or year advisor in the senior school or their class teachers in the junior and middle schools. All students are encouraged to share feedback with the SRC group. School leaders are visible in the playground and have an open door policy. Year 11 and 12 students have the option of having an academic mentor.

THEME 7

SUMMARY OF FINANCIAL INFORMATION

Lakes Grammar maintains all relevant data and complies with reporting requirements of the NSW Minister for Education 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 2024 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.



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