

LAKES GRAMMAR

AN ANGLICAN SCHOOL

2025 Annual Report

Anglican Schools Newcastle

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Acknowledgement of Country

Yaama, I acknowledge that I am on Darkinjung country.
We give thanks to our elders for protecting our lands and waterways and sky.
We pay our respects to our elder's past, present and emerging.
Gyan, the whale, is the Darkinjung totem that overlooks the land.
There are many different countries represented at Lakes Grammar here today
and we welcome you.

Our students contributed to both the wording of our Acknowledgement to Country, with guidance from Auntie Di, Reverend Canon and Director of Reconciliation at Newcastle Anglican, and to the mural, created in collaboration with local Indigenous artists Grant Molony and Jason Goulding.



Introduction From The Chair Of The School Board

Newcastle Anglican Schools acknowledge with humility that we undertake our work on the lands of First Nations peoples. We welcome the invitation to walk the journey of reconciliation and, throughout 2025, have sought to make this commitment tangible within our school communities.

We celebrate the rich diversity of humanity as a gift from God and place great significance on the learning journeys of our students as they navigate the richness and complexity of Australian society.

We are grateful for the trust that parents and caregivers place in us by allowing us to share in their child's educational journey.

Our vision is that every student will flourish because of the work we do in our schools. For us, flourishing is shaped both by the teachings of Jesus and by evidence-informed educational practice. We want each student to become the best version of themselves - all that God calls them to be - and we strive to make that vision a reality each day.

Throughout 2025, our staff have continued to balance the essential elements of effective teaching and learning.

We know that students benefit from explicit instruction while also developing the skills, habits and dispositions that enable them to become confident and independent learners. The Newcastle Anglican Schools Principals' Network continues to embrace its role as a community of educational leaders, always focused on advancing student learning and wellbeing.

Alongside our commitment to learning, we maintain a strong focus on student wellbeing. Working closely with the wider Newcastle Anglican community, the Principals' Network has enabled us to review, strengthen and enhance important aspects of our wellbeing programs and practices.

During 2025, students had two significant opportunities to visit Christ Church Cathedral, Newcastle. Year 7 students participated in an orientation day that allowed them to explore the Cathedral from spiritual,architectural and historical perspectives while meeting students from other Newcastle Anglican schools. Year 12 students returned at the beginning of their final academic year to be commissioned and prayed for as they prepared for the important year ahead.

In closing, I thank my fellow Board members, the Chief Executive Officer, our Principals, staff and students for their dedication and commitment throughout the year. Together, they have enabled Newcastle Anglican Schools to continue providing outstanding educational opportunities for the young people entrusted to our care.



Principal's Report – Annual Report 2025

Lakes Grammar – An Anglican School

Our 2025 theme at Lakes Grammar was 'Be Kind, Be Great' and this has been woven into the heart of school life. Its message has guided our learning, our relationships, and our aspirations.

Our community gathered often and meaningfully: from the warmth of K–4 Grandparents' Day to the solemn reflection of Remembrance Day; from the joyful brilliance of our 2025 Showcase to standout performances at the IPSHA Town Hall Concert. Each event reminded us that greatness is rarely solitary. It grows from kindness, encouragement and the shared joy of celebrating one another.

I was honoured to commence as the school's third Principal from Term 3 2025. My commissioning service emphasised the long traditions that sit behind the school's young history, and also the importance of school pride, individual humility and a widespread culture of inclusivity and support for all students. Thank you to staff members who stepped into significant leadership positions during the school's transition period. We are all here to serve our students, and to instill a deep sense of purpose, character and belonging that will guide them well beyond their years at Lakes.

Our graduating Year 12 students achieved 14 Band 6 results across a diverse range of subjects, with nine students attaining these top results. This saw 23% of the cohort recognised as Distinguished Achievers. Our top ATAR performer, Prahath Siva, achieved an outstanding result of 97.95. Prahath is now studying actuarial studies at the University of Sydney. We were also delighted to see so many students from our Year 12 2025 cohort recognised through HSC and external creative arts nominations and selections. This positions them in the highest category of achievement across the state or more locally, including:

- **2 x HSC SHAPE nominations (Design and Technology)**
- **2 x HSC ONSTAGE nominations (Drama, group performance)**
- **3 x HSC ONSTAGE nominations (Drama, individual performance)**
- **2 x Coast Gen Next Art Exhibition selections (Visual Arts)**

It was also impressive to see some genuine success in a wide range of HSC subject areas:

- 100% of students in Mathematics Extension 1 and Mathematics Extension 2 received a Band 5 or 6
- 86% of students in both Music and Drama achieved a Band 5 or Band 6
- More than 50% of students achieved a Band 5 or 6 in Biology, Chemistry, Design and Technology, Mathematics Advanced and Visual Arts

Across the school, students stretched themselves – from Science and Engineering successes in the State Finals, to Drama showcases, to leadership through the Student Representative Council and our newly appointed 2025/2026 Student Leadership Team. Camps, service opportunities, and significant developments with the introduction of a new Middle School at Lakes in 2025 – all this conspired to nurture confidence, teamwork and wellbeing, tailored to the relevant age and stage of all students across the school.

2025 also saw a celebration of various parent partnerships with the school, updated Schoolbox dashboards and parent resources, transition activities, the growth of the Principal's Advisory Council. The Principal Advisory Council played an important role in shaping the School's next strategic chapter. Members contributed to the drafting of our Strategic Plan Review survey for parents, and supported a dedicated parent focus group session where themes emerging from our reflection surveys were explored in depth as we refined our future direction. Discussions ranged from significant philosophical and pedagogical considerations (particularly around student motivation, engagement and curriculum design) to practical and community-facing matters. These included ideas for galvanising broader community involvement, alongside everyday considerations such as the school uniform and the effectiveness of our communication channels and platforms.

We remain committed to fostering excellence grounded in empathy, humility and effort. We aim to to develop a community where students are inspired to lift themselves and their peers every day. May we continue to Be Kind in spirit and Be Great in all our endeavours.

Richard Wheeldon
Lakes Grammar Principal



Lakes Grammar – An Anglican School was established in 2004 by the Anglican Diocese of Newcastle to serve the growing Central Coast community. Located on a 12-hectare site at Warnervale, the School opened with just over 150 students and has since grown into a vibrant Kindergarten to Year 12 community of around 850 students. While still a young school, Lakes Grammar has developed a range of facilities, a strong academic and co-curricular program, and a reputation for excellent pastoral care, grounded in the ethos and inclusive values of the Newcastle Anglican diocese.

PURPOSE

At Lakes, we believe education is far more than a collection of results or a pathway to graduation. While academic achievement remains important, true education should ignite curiosity, inspire exploration, and nurture a lifelong love of learning. It is also about shaping character—helping students think critically, act with integrity, and develop a deep sense of personal and collective responsibility.

We want our students to use their knowledge and abilities not only to enrich their own lives but to contribute positively and respectfully to the world around them. This foundation of purpose and character strengthens their wellbeing and prepares them to live with meaning. Ultimately, education at Lakes is about shaping character, strengthening wellbeing, and unlocking potential— empowering students to become compassionate, responsible individuals who enrich their communities throughout their lives. In this way, we bring to life the Newcastle Anglican vision to build better futures for our families and for the wider community.



VALUES

At the heart of our community life are values from Newcastle Anglican that we hope will shape every activity and interaction at Lakes. These values create a safe, inclusive, and respectful environment where students can achieve their best and build strong, trusting relationships with peers and teachers. Within this culture, creativity, aspiration, and hard work are not only encouraged but celebrated, inspiring students to pursue excellence with confidence and purpose. Educational research consistently shows that values-based and relational approaches deepen engagement and enhance learning outcomes.

Guy Claxton (2015) argues that values should be embedded into the fabric of schooling, giving learning greater meaning and relevance, and fostering curiosity, resilience, and lifelong learning dispositions. This is supported by contemporary neuroscience and cognitive research, which demonstrates that social connection, belonging, and emotional safety are foundational to cognitive growth and motivation (Bransford, Brown & Cocking, 2000; Immordino-Yang & Damasio, 2007). Such research continues to validate aspects long valued within the grammar school tradition, which emphasises character formation alongside academic achievement, cultivating both intellect and moral responsibility within a values-rich community.

STUDENT POPULATION

In 2025 the school had 796 students on Census Day in August. There were 424 girls and 372 boys from Kindergarten to Year 12. Seven percent of students identified as Aboriginal and seventeen percent had a language background other than English.

At Lakes Grammar, we believe that diversity enriches community. We welcome people of all faiths, cultures, and backgrounds, and we are committed to providing an environment in which every student feels safe, valued and supported.

We engage in open and thoughtful discussions about the world, guided by the belief that education should prepare young people to contribute to a society that welcomes all people regardless of identity, background or belief. Respect for difference is central to who we are. Our students learn to listen, reflect and respond with empathy, growing into young adults who appreciate and celebrate the diversity of God's creation.

JUNIOR SCHOOL

We proudly follow an explicit teaching model which ensures your child will have the best opportunity to learn the foundational skills, strategies and habits required to be successful learners. Our junior school is from Kindergarten to Year 4 and has a range of staff members who will be involved in your child's education including the classroom teacher, coordinators who oversee the different stages, a team of learning support staff as well as specialist teachers for a variety of subjects.

We understand that sending a 5-year-old to Kindergarten is an important time for every family. An informed and welcoming onboarding supports this process. Our PlayCrew initiative is relevant here, pitched to preschool children and their parents, particularly in the one to two years prior to children commencing Kindergarten at Lakes.

This is a welcoming opportunity for children and their families to become familiar with the school environment and connect with other future Lakes families.

As part of the Lakes Credentials Program spanning Years 2–12, our junior school students work towards the Lakes Grammar Junior School Certificate. Through this experience, students begin developing strong foundations of character by contributing to their community, caring for others, exploring the outdoors, and approaching their learning with curiosity and confidence. This certificate, awarded at the end of Year 4, recognises their growth across the junior years and marks an important milestone in their journey as engaged, capable learners.

Throughout their time in junior school, students will 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, developing the enjoyment and capability in their earliest years to venture into our middle school with confidence and success.





MIDDLE SCHOOL

Our middle school encourages our Year 5 to Year 8 students to develop their talents, explore new interests, and grow into responsible young adults. With a comprehensive curriculum that includes a wide range of academic subjects, elective courses, and co-curricular activities, our students are given an increasing range of opportunities 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 a child's life. By providing access to secondary school facilities and resources from Year 5, we aim to bridge the important transition into Year 7 in compelling and thought-provoking ways, while still providing a safe and supportive learning environment where every student can endeavour and prosper.

As part of the Lakes Credentials Program, Year 5-8 students undertake the Lakes Grammar Middle School Diploma. This program supports students in developing their emerging identity through opportunities in service, leadership, outdoor experiences, community connection, and personal challenge in their learning. Awarded at the end of Year 8, the diploma recognises their growth as increasingly independent and responsible young people, well prepared for the opportunities and expectations of senior school.

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. We have a passionate team of educators dedicated to fostering academic excellence, character development and personal growth in our students.

Our senior school program across Years 9-12 is designed to empower students with knowledge, skills and values they need to flourish in an ever-changing global landscape. With a comprehensive and innovative curriculum, enriched by a strong careers program, we provide a diverse range of academic pathways, allowing students to explore their passions and talents. Several accelerated pathways provide additional opportunities for our students to achieve their best, and to remain ambitious.

As the culminating stage of the Lakes Credentials Program, our Year 9-12 students complete the Lakes Grammar Senior School Degree. This program sees students developing their character through leadership, service to others, engagement with the outdoors, meaningful connection to the school and wider community, and a commitment to challenge in their learning. Awarded at the Year 12 Awards and Graduation Ceremony, this credential positions students strongly for life beyond school as confident, capable young adults, ready to contribute with purpose and make a positive impact on the world.

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.



Standardised Testing

Below is the NAPLAN assessment summary of results for Years 3, 5, 7 and 9 in 2025. Lakes Grammar compared to all Australian students

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	406	433	414	409	409
Year 5	496	502	510	515	516
Year 7	541	569	555	550	558
Year 9	580	583	583	583	588

NAPLAN participation for this school is 100%
NAPLAN participation for all Australian students is 95%

Lakes Grammar compared to students with similar background

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	406	433	414	409	409
Year 5	496	502	510	515	516
Year 7	541	569	555	550	558
Year 9	580	583	583	583	588

NAPLAN participation for this school is 100%
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
- Well below
- No comparison available

ROSA

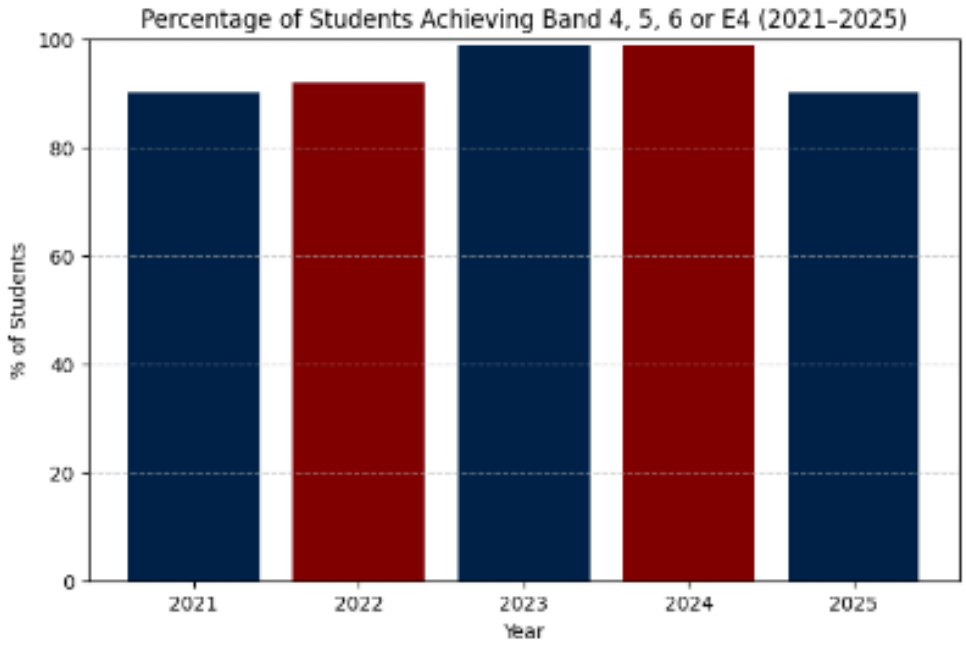
In 2025, 14 students were awarded the Record of Student Achievement (RoSA).

COMPARATIVE PERFORMANCE OVER TIME

Higher School Certificate Results

In 2025, 45 students completed the Higher School Certificate in 28 courses. Of these, 40 (89%) of the students were full-time Year 12 students while the other 5 (11%) were Year 11 students completing an accelerated Year 12 course.

Student performance in the HSC remains strong with 90% 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:



Several students achieved results that placed them on the HSC Distinguished Achievers List, which recognises students who achieved the highest band possible for one or more HSC courses.

Distinguished Achievers	
Biology	1
Chemistry	1
Design and Technology	1
Drama	4
Mathematics Advanced	2
Mathematics Extension 2	1
Music 1	3
Physics	1



COMPARISONS WITH STATE – WIDE PERFORMANCE

A summary of achievements by our HSC students in 2 unit courses for 2025 is shown in the table on the following page.

Course (2 unit)	No. of Students	Band 3-6 %	Band 1-2 %	School Average	State Average
Ancient History	3	School: 100 State: 82	School: 0 State: 12	74	72
Biology	8	School: 88 State: 87	School: 12 State: 13	73	73
Business Studies	9	School: 100 State: 89	School: 0 State: 11	74	74
Chemistry	5	School: 100 State: 90	School: 0 State: 10	82	75
Design and Technology	8	School: 100 State: 98	School: 0 State: 2	83	78
Drama	7	School: 100 State: 98	School: 0 State: 2	86	81
Economics	8	School: 63 State: 93	School: 37 State: 7	61	78
Engineering Studies	6	School: 83 State: 92	School: 17 State: 8	71	73
English Advanced	11	School: 100 State: 100	School: 0 State: 0	79	82
English Standard	26	School: 88 State: 94	School: 12 State: 6	69	72
English Studies Examination	1	School: 100 State: 51	School: 0 State: 49	60	59

Food Technology	5	School: 100 State: 88	School: 0 State: 12	73	73
Geography	3	School: 67 State: 90	School: 33 State: 10	64	76
Hospitality Examination	4	School: 100 State: 96	School: 0 State: 4	74	77
Legal Studies	9	School: 89 State: 87	School: 11 State: 13	74	75
Mathematics Advanced	6	School: 100 State: 94	School: 0 State: 6	78	79
Mathematics Standard 2	25	School: 84 State: 90	School: 16 State: 10	70	72
Modern History	3	School: 100 State: 87	School: 0 State: 13	65	74
Music 1	7	School: 100 State: 96	School: 0 State: 4	87	81
Personal Development, Health and Physical Education	7	School: 57 State: 90	School: 43 State: 10	65	74
Physics	10	School: 90 State: 85	School: 10 State: 15	72	74
Retail Services Examination	1	School: 100 State: 91	School: 0 State: 9	64	71
Visual Arts	12	School: 100 State: 99	School: 0 State: 1	80	81

Theme 2: **Outcomes And Results**

A summary of achievements by our HSC students in Extension courses for 2025 is shown below:

Course	Included	Band 3-6 %	Band 1-2 %	School Average	State Average
English Extension 1 1 unit	2	School: 100	School: 0	42	42
		State: 82	State: 12		
English Extension 2 1 unit	2	School: 100	School: 0	40	41
		State: 87	State: 13		
Mathematics Extension 1 2 unit	2	School: 84	School: 16	79*	79
		State: 89	State: 11		
Mathematics Extension 2 2 unit	2	School: 100	School: 0	81	82
		State: 90	State: 10		
Science Extension 1 unit	1	School: 100	School: 0	39*	37
		State: 98	State: 2		

*Denotes school average above state average



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	2021	2022	2023	2024	2025
Biology	School	72	69	70	71	73
	State	73	70	73	74	73
Business Studies	School	74	72	71	76	74
	State	73	73	74	73	74
Chemistry	School	69	69	65	72	82
	State	74	73	74	74	75
Design and Technology	School	81	82	79	73	83
	State	79	78	77	77	78
English Advanced	School	79	77	78	82	79
	State	80	81	82	82	82
English Standard	School	71	67	70	67	69
	State	70	69	70	71	72
Food Technology	School	89	73	77	67	73
	State	73	71	73	73	73

Theme 2: **Outcomes And Results**

Subject	School/State	2021	2022	2023	2024	2025
Legal Studies	School	75	70	69	70	74
	State	74	73	75	76	75
Mathematics Advanced	School	72	81	74	76	78
	State	78	78	78	78	79
Mathematics Standard 2	School	69	70	72	74	70
	State	67	71	71	72	72
Personal Development, Health and Physical Education	School	72	69	71	77	65
	State	72	69	73	74	74
Physics	School	69	68	67	73	72
	State	75	74	75	74	74
Visual Arts	School	78	82	86	82	80
	State	81	81	81	82	81



Vocational Outcomes

In 2025, five Year 12 students obtained VET qualifications in their final year of study, while an additional four Year 11 students obtained VET qualifications.

A summary of all qualifications achieved by our Year 12 students is shown in the table below:

Year 12	Qualification/Certificate	Percentage of Students
2025	HSC	100%
2025	AQF Certificate III or above	12.50%

Post-school Destinations

Most students who left school at the end of Year 12, following the completion of their high school education, enrolled at university or TAFE. Of the 40 students who completed their HSC, 23 of these were offered early entry to university and a further 4 were offered a place after the release of ATAR results.

These students gained university admission into a variety of courses. A number of students will take a gap year before commencing further study, while some have taken up roles in the workforce in trainee and apprenticeship positions.



TEACHER ACCREDITATION STATUS

Teachers in NSW are required to hold accreditation from the NSW Education Standards Authority (NESA) in order to teach. New teachers receive accreditation from NESA at the Provisional Teacher level.

Within three years of starting full-time teaching, they must demonstrate that they meet the Australian Professional Standards for Teachers at the Proficient Teacher level. The table below shows the number of teachers at each accreditation level at Lakes Grammar in 2025.

Level of Accreditation	Number of Teachers
Conditional	0
Provisional	2
Proficient Teacher	65
Total Number of Teachers	67



WORKFORCE COMPOSITION

Information regarding workforce composition is available at myschool.edu.au In 2025, Lakes Grammar employed 22 male and 37 female full-time teaching staff. There were also 1 male and 8 female part-time teaching staff.

The school employed 2 male and 16 female full-time support, administration, and ancillary staff. In addition, there were 1 male and 4 female part-time staff in support, administration, and ancillary roles.

In 2025, one staff member within the professional and operational staff team identified as Aboriginal.

Workforce Composition	Number of Staff
Teaching staff	67
Full-time equivalent teaching staff	63.6
Non-teaching staff	24
Full-time equivalent non-teaching staff	22.3

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 2025 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.	67
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

Professional learning is an important part of maintaining high-quality teaching and supporting positive student outcomes. Staff engage in a range of professional development activities throughout the year to strengthen their knowledge, skills, and professional practice.

These opportunities may include workshops, conferences, collaborative planning, and training in areas such as curriculum development, pedagogy, student wellbeing, and the effective use of technology. Through ongoing professional learning, teachers remain informed about current educational research, policy requirements, and best practice in teaching and learning.

Professional Development 2025	No of staff attending	Professional Development 2025	No of staff attending
Edutech	4	Planning & implementation for the music 7-10 syllabus	1
Digital directions - management & leadership conf.	1	School counsellors conference 2025 - the kaleidoscope of human experience	1
Law for early learning centres		The science of learning english	1
The Changing landscape national education forum	1	Clergy retreat	1
Digital directions - management & leadership conf.	1	Emergeny warden training and chief warden training - ss	1
New stage 6 standard english	4	English ext 1 & 2 new hsc	4
Peer support workshp	1	YR 3-6 English assessment	1
Leading the New HSC	2	K-2 english assessment	1
Acer research conference 2025	1	K-6 Math assessment	1
Sydney morning herald schools summit 2025	1	K-6 creative arts implementation	1

Leading the implementation of the k-6 syllabus	1	K-6 PDHPE implementation	1
Psychosocial risk management	1	CONSULTING AND TRAINING	1
Instructional coaching: the first 90 days	1	English: teaching the novel	1
Leading the implementation of the HSIE K-6 Syllabus	1	AIS NSW science conference 2025-the power of big ideas	1
Leading the implementation of the science & technology k-6 syllabus	1	YR 12 health movement science programming	1
The Waratah Project - on country learning	1	Unpacking the new PDHPE 7-10 syllabus: planning and programming	1
Provide first aid	18	Curriculum conference 2025 - threads of learning	1
Schoolbox training	1	RRE AIS PROGRAM	1
Engaging assessment strategies for modern language classroom7-10	1	Navigating the chair & principal dynamic	1
STANSW meet the markers	3	Teaching poetry eng 7-12 - 6.08.25	1
Macqlit	1	2025 IPSHA performing arts festival event	1
Funnel training	1	threads of learning conference	1
Vet nesa entries	1	clergy conference	1
Attendance exemption & enrolment register requirements for school	1	HRIS HEADS MEETING	1

AIS NSW respectful relationships round table	1	The New Stage 6 English Studies	1
Clinical supervision	1	Teaching hsc legal first time	1
HRIS library group annual meeting	1	Schoolbox training	2
Planning & implementation for the music 7-10 syllabus	1	AHISA BRANCH MEETING	1
School counsellors conference 2025 - the kaleidoscope of human experience	1	AHISA - NEW ZEALAND	1
The science of learning english	1	police & principals forum	1
Clergy retreat	1	music Umbrella group	1
Emergeny warden training and chief warden training - ss	15	2025 annual conference - the next chapter	1
Lawsense update: managing new social media laws & navigating online offences	1	PD in school - development of new drama programs	1
Food safety supervisor certificate	1		

ATTENDANCE

The overall average daily attendance rate in 2025 was 76%.
The average daily attendance rate (% in attendance) per year group was:

Kindergarten	86%
Year 1	88%
Year 2	85%
Year 3	84%
Year 4	82%
Year 5	81%
Year 6	78%
Year 7	80%
Year 8	75%
Year 9	73%
Year 10	64%
Year 11	61%
Year 12	66%

Attendance Monitoring and Notification

The school maintains a consistent and systematic approach to monitoring student attendance. Where a student is recorded as absent and no prior explanation has been provided, the school will notify parents or caregivers via SMS on the day of the absence.

If a response is not received, the school will undertake follow-up contact by telephone. Where contact cannot be established, the matter will be escalated to relevant staff, including Year Advisors or class teachers (Middle and Junior School), to ensure appropriate follow-up with parents or caregivers.

SCHOOL POLICIES

The following school polciies are publicly avaliable on the Lakes Grammar Website:

- Lakes Grammar Child Safety & Protection Statement of Commitment
- Lakes Grammar Anti-Bullying Policy
- Lakes Grammar Complaints Policy
- Lakes Grammar Discipline Policy
- Lakes Grammar Enrolments Policy
- Lakes Grammar Privacy Policy
- Lakes Grammar Child Protection Policy
- Newcastle Anglican Integrity Assurance (Whistleblower) Policy
- Newcastle Anglican Needs Based Funding Distribution Principles

lakes.nsw.edu.au



STAKEHOLDER SATISFACTION

In 2025, the school undertook a comprehensive consultation process to help shape its ongoing strategic direction, beginning with wide-reaching surveys of parents, students and staff. These surveys invited both quantitative feedback and open-ended responses, providing a rich and balanced picture of the school's strengths, opportunities and areas for growth.

Year 12 students and their families were offered an additional opportunity to contribute through a detailed exit survey. This proved particularly valuable in capturing the perspectives of some of our longest-serving community members, reflecting on their full journey through the school and offering thoughtful insights into both the student experience and the impact of a Lakes education over time.

The survey findings were then used to inform a series of targeted focus group discussions across the school. These sessions enabled deeper exploration of key themes and ensured that all stakeholders were provided with meaningful opportunities to engage in dialogue, test ideas, and contribute constructively to future planning in areas identified as priorities.

Across our parent community, there was a strong affirmation of the quality and care of our teaching staff, with open and approachable teachers and clear, timely communication identified as key strengths. At the same time, some parents expressed a desire for greater support in understanding how to assist their children's learning at home, alongside ongoing challenges with navigating digital platforms such as Schoolbox and other online systems. These insights point to opportunities to strengthen both partnership and accessibility in our engagement with families.

Student feedback highlighted the importance of feeling safe, respected and included as a foundation for learning. While many students recognised and valued the school's inclusive culture, some also raised concerns regarding the consistency of behaviour expectations and aspects of student culture. These perspectives reinforce the importance of continuing to strengthen our approach to student wellbeing and culture-building, particularly in a context where external influences on young people are increasingly varied and complex.

Staff feedback provided valuable insight into the conditions that enable teachers to perform at their best, as well as the challenges that can at times limit their effectiveness. Encouragingly, the factors that support staff (such as professional trust, collaboration and a shared sense of purpose) were seen as significantly outweighing any barriers. Nonetheless, all insights will play an important role in shaping how we support staff capacity, wellbeing and professional growth moving forward.

Across all stakeholder groups, several consistent themes emerged. These included a strong commitment to maintaining high academic standards, a desire to further strengthen student motivation and engagement, and the importance of clear, consistent approaches to behaviour and wellbeing.

There was also a clear emphasis on building an even more connected and inclusive school community, alongside opportunities to enhance learning support so that every student is both challenged and supported in their learning.

Collectively, this consultation process has provided a strong and evidence-informed foundation for the school's next phase of strategic development, ensuring that our priorities are both aspirational and grounded in the lived experience of our community.

PARENTS

Parents and caregivers are actively encouraged to engage in and contribute to the life of the school community. Opportunities for involvement include attendance at a range of school events such as sporting carnivals, music and drama performances, and special occasions including Mother's Day and Father's Day events, as well as participation in volunteer activities such as canteen support.
In addition, parents and caregivers are invited to attend academic information evenings, school assemblies, student graduations, Speech Day, and student-led parent–teacher interviews.

These opportunities support the development of a strong and collaborative partnership between home and school.
Recent parent survey data indicates a high level of overall satisfaction with the school. Parents identified the quality of teaching and learning as a key factor in their decision to enrol at the school and have affirmed that the school is achieving a high standard of excellence in this area. Academic achievement was consistently identified as a priority.

TEACHERS

All teaching staff engage in regular, structured opportunities to collaborate, share professional knowledge, and support whole-school improvement. Formal meeting structures include fortnightly Coordinators' meetings, deans meetings, Student Wellbeing meetings, and scheduled whole-school staff meetings. These forums facilitate effective communication, consistency of practice, and a coordinated approach to teaching and learning, as well as student wellbeing.

Staff are also encouraged to contribute to the broader life of the school through participation in co-curricular activities and school events. Opportunities are provided for collegial engagement through the staff social group, which supports staff wellbeing and fosters a positive professional culture.

Newly appointed staff participate in an induction program designed to support their transition into the school. This includes an induction day and ongoing guidance from their line managers, who provide mentoring and professional support throughout the initial period of employment.

STUDENTS

Students are provided with multiple and accessible avenues to share feedback regarding their experiences, engagement, and overall satisfaction with the school. In the senior school, students may raise matters with their Academic Care teacher or Dean, while students in the junior and middle Schools are supported by their class teachers as the primary point of contact.

All students are encouraged to contribute to student voice through participation in the Student Representative Council (SRC), which provides a structured forum for raising ideas, concerns, and suggestions. This promotes active student participation in school decision-making and fosters a sense of agency and belonging.

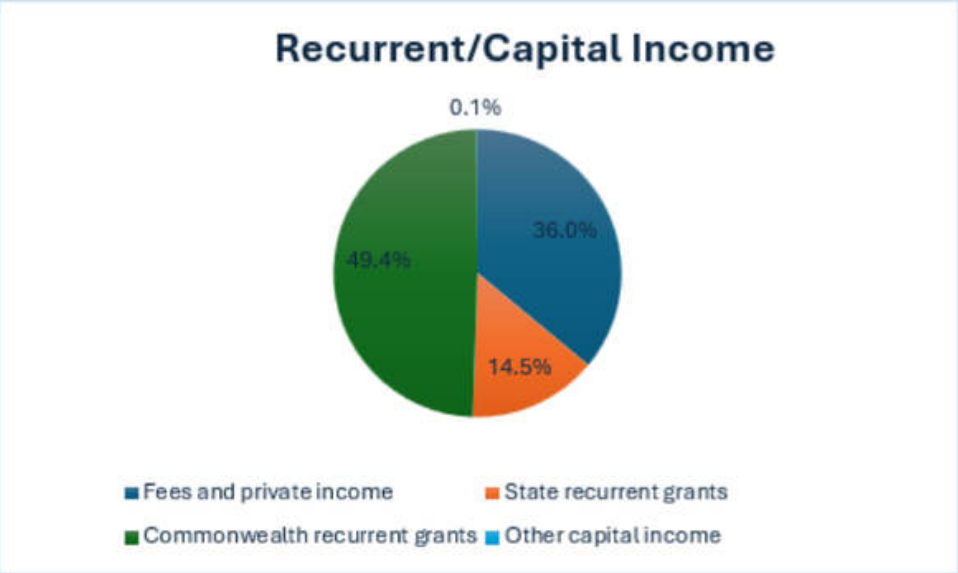
School leaders maintain a visible presence in the playground and across the school environment, supporting informal engagement with students. An open-door approach is adopted, enabling students to seek support, raise concerns, or provide feedback in a timely and supportive manner.

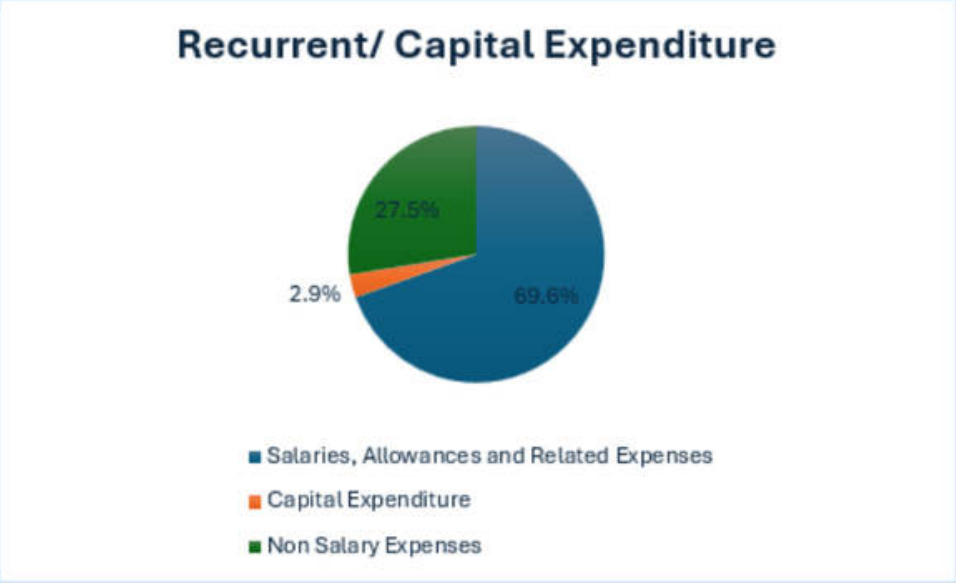
Students in Years 11 and 12 are offered the opportunity to engage with an academic mentor. This mentoring supports goal setting, academic progress, and post-school pathway planning, ensuring that senior students are guided and supported in achieving their personal best.

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.





LAKES GRAMMAR

AN ANGLICAN SCHOOL

Lakes Grammar - An Anglican School
Cnr Sparks Road and Albert Warner Drive Warnervale
NSW 2259
(02) 4393 4111
admin@lakes.nsw.edu.au