



Annual College Report 2016



ANNUAL REPORT 2016

As part of The Lakes Christian College's funding agreement with the Commonwealth Government under the School Assistance Act 2008, we are required to ensure that certain "School Performance Information" is made available to the school community. The information contained in this report relates to the 2016 school year.

PURPOSE AND VISION

The Lakes Christian College is a distinctively Christian College with a core commitment to working closely with parents to nurture students to develop the whole child spirit, soul and body. The College is a Christian organisation dedicated to Christian development. It is a small but growing co-educational single stream College with limited class sizes to ensure that all students are known individually. This also enables the College to work closely with parents in all aspects of teaching and learning.

The Vision of The Lakes Christian College is to give glory to God by providing a Christ-centred education to each child.

The Lakes Christian College aims to fulfil this vision by encouraging each child:

- Academically - to develop individual God given gifts and talents to the best of each child's ability;
- Spiritually – with the help and guidance of the Holy Spirit to nurture each child's relationship with God;
- Socially - so they will come to appreciate their personal value and worth to God as well as the value of other people in the community;
- To serve one another and to consider the needs of the wider community, our environment and particularly people with special needs.

Some possible out-workings of this vision are an approach to teaching and learning which includes:

- a clear, non-denominational declaration of faith
- student growth into personal and social maturity
- personal, educational, vocational and spiritual counselling for students
- a wide ranging understanding of education including vocational preparation, use of leisure time, creativity, participation in community life and social responsibility.
- developing a student's individual potential in many areas
- fostering in students a realistic appreciation of their own worth and capabilities
- supporting the development of leadership and service
- enabling students to relate effectively to their peers
- encouraging students to be aware of environmental and social issues
- collaboration with other community agencies
- support of innovations such as student businesses, self-directed study, exhibitions, charitable and social welfare work.
- facilitating opportunities for Christian worship and fellowship
- the support of students with disabilities

THE LAKES CHRISTIAN COLLEGE AND THE NSW BOARD OF STUDIES

The Lakes Christian College is registered as a K-Yr 12 College with the New South Wales Board of Studies. Registration is current until 31st December 2018.

This report is provided for parents, the wider College community and the Board of Studies as an introduction to the College's achievements and characteristics.

GOVERNANCE

The Lakes Christian College Board

In November 2012, Christian Community Ministries assumed responsibility for the school. Christian Community Ministries (CCM) was established in 2003 to provide administrative, financial, development and human resource services to a growing network of Christian schools and in 2010 became the governing body of their group of schools.

As of August 2017, CCM owns and operates eleven schools – eight in Queensland, one in New South Wales and two in South Australia. Early learning (childcare) centres are associated with five schools in Queensland. Christian Community Ministries Limited is the 'Approved Provider' for 'approved services' located at Dalby, Groves, Livingstone, Chinchilla and Staines Colleges.

The aim of CCM is to provide a values-based, Christian education for all who desire it. CCM endeavours to provide through its Colleges an education that is compliant with all of the rigours of State and National Curriculum requirements, whilst also immersed in foundational Christian truth. The Principal is responsible for the educational leadership and management of the College. Parents are most welcome to speak with the Principal on any matter. Parents can also reflect on College issues with the Principal at Parents and Friends meetings. An overview of the College can be gained from the College's website www.thelakescc.nsw.edu.au.

REPORT FOR 2016 FROM THE LAKES CHRISTIAN COLLEGE P&F COMMITTEE

The Lakes Christian College Parents and Friends recognise that it is primarily the responsibility under God of parents to educate our precious children. To carry out this responsibility, we choose to send our children to The Lakes Christian College, and we want to support the school and its valued staff, as much as we are able. We invite all parents of children attending The Lakes Christian College and all friends of the school to join us in carrying out this great undertaking. P&F provides input and support to the Principal regarding school objectives.

In 2016, The Lakes Christian College Parents and Friends group has supported staff and students at our school through various activities such as:



- Autumn Fair
- Fundraising (through Bunnings Barbeques, Calendars with artwork by our children, a Chocolate Drive and a Bus Shopping Trip)
- Mother's Day and Father's Day stalls

Through these and other efforts, the school community has received:

- Friendship and encouragement to be involved
- Year 6 End-Of-Year gifts
- Items requested by staff (Recorders, Atlas's, Sports equipment, School sign, Tote trays for Prep) and helped with the cost of ovens for the Food Technology room.

REPORT FOR 2016 FROM THE LAKES CHRISTIAN COLLEGE PRINCIPAL

Highlights of 2016:

The past twelve months have seen the development and implementation of our 3 strategic pillars as targets for 2015-2018

- **Literacy and numeracy improvement**
- **Assessment and Reporting – to parents**
- **Staff Professional Development**

Staff Development - Student Activities - Facility Development - Community Development

- ❖ All Primary staff are now trained in THRASS and online bench marking and online PAT testing has continued to be implemented as tools to strengthen Literacy and Numeracy. THRASS has been introduced into the Prep school where this class also works on a program of Pre-Kinder Outcomes preparing them for their entry into school.
- ❖ The Deputy Principal undertook in-service training in our new LMS Edumate and several modules were implemented during the year.
- ❖ Interim reporting has continued – giving parents assessment feedback in terms 1 and 4 as well as opportunity to meet with teachers if required
- ❖ Community involvement and our Open Day May Sat 14th– Our Autumn Fair was a major success despite the threatening weather again– Our P&F ran another fabulous day where many of the wider community were involved as either participants or visitors on the day. Many school tours were conducted and a very good profit was made this year.
- ❖ Academic Achievers Assemblies continue inspired by our H.O.C. to bring up the profile of students who are being recognised for their effort in each subject – this is done each semester
- ❖ The camping program was continued – this year we went to Percy's Place Ski Park on the Hawkesbury River at Pittown
- ❖ Community liaison continues to be strengthened with the Imaginations Church – used our school for retreats and also with the Hawkesbury Church – Strong Nations Churches – The Chaplaincy program is now funded one day per week and a qualified Chaplain is available to students
- ❖ VET courses continue through our Key Alliance network of trade schools- now 10 courses to choose from – most recognised as two unit subjects for the HSC
- ❖ In Term 3 we continued our cultural exchange by hosting the Japanese Kaimei Junior High for a week – students gained insights into the Japanese culture as presentations and workshops were run together during the week

- ❖ The school grounds continue to be a priority again this year as we developed landscaping and painting programs – Seating has been added to the Junior quad– gardens beautified by staff and students on Service Days
- ❖ Classrooms added – Rooms E3 & E4 and F5 refurbished
- ❖ Marketing of the school was continued through the year with advertising stalls in the local shopping malls and banners on arterial roads
- ❖ Practicum students – from UWS – program ‘Classroom without borders’
- ❖ The school secured another ‘Embedding Excellence Grant’ from the AIS
- ❖ Mayoral Functions – meet the Mayor of Penrith – Primary and Secondary Captains
- ❖ MADD Night performances
- ❖ Book Week Fun Day – with special activities – drama – book parade – choir – book fair – parent picnic
- ❖ Work Experience Program for Yrs 9/10
- ❖ End of Year Service Week – Big Day In – Fun Day – end of the year
- ❖ Pastoral Care Seminars – Men of Honour & Girls Rising – with local schools and churches
- ❖ Music Count Us In – the whole Primary School participated in the National Music Count Us In – over 2000 schools across Australia stop and sing the same song at the same time
- ❖ Yr 3-6 went to the Sydney Symphony Orchestra in Term 2
- ❖ Term 2 Yrs 4-6 participated in the BTN Kind Classrooms Project by collecting food and warm clothes and blankets for the winter appeal for the disadvantaged
- ❖ Canberra trip for Yrs 5/6
- ❖ Yr 6 Day Out to Luna Park & Farewell Dinner Term 4
- ❖ Yr 12 had their Graduation end of Term 3 and Farewell Term 4
- ❖ Yrs K-2 went to the Zoo Term 1
- ❖ Year 3 went to the Arms Museum in Penrith
- ❖ Stage camp at Lutanda campsite Yarramundi
- ❖ K-2 did a two week swim school
- ❖ HSC Music went to the Encore at the Opera House
- ❖ Yr 8 & Yr 11 went to Jewels of Kyoto – Monkey Baa Theatre – Japanese excursion
- ❖ SRC Primary and High School attended the GRIP Leadership Conferences at Olympic Park
- ❖ Years 5-8 Graffiti Education seminar Penrith
- ❖ Bunnings Easter Family Fun Day – school advertising Stall
- ❖ School Easter Service with School Chaplain
- ❖ All classes participated in ‘Greening Australia’ – planting trees /shrubs
- ❖ Taste of Trades Careers Market – Yrs 9-12 Term 2
- ❖ HSC play – Stolen – Yrs 11-12 – Riverside Theatre Parramatta
- ❖ Term 3 – Parent Information Night on THRASS reading program
- ❖ Term 3 – Yrs 5-7 – Dr Weerakoom – Sex Education – Parent/child evening
- ❖ Term 1 & 4 – online PAT Testing Yrs 3-10
- ❖ Presentation Night at Hawkesbury Church Windsor for Prep – Yr 12 concluded the year

I would also like to acknowledge and thank the following people for their tireless efforts and commitment over the year

- The Board, under the leadership of Mr John Lyndon
 - The P&F, under the leadership of Jason Porter
 - The Canteen, under the volunteer coordination of Mrs Barbara Latter and parent volunteers
 - The College Student Leaders - SRC
 - The many parents and carers volunteers for their exceptional support across a wide range of activities
- All of the students – congratulations on your achievements this year.



Further Information

For general information, the College's website at www.thelakescc.nsw.edu.au will give some idea of the College's environment, uniform, buildings and activities. The Prospectus and associated documents are readily available from the College office. For fortnightly information, the College's newsletter is available again by contacting the front office or accessing the website. The minutes of the Board are reported to ASIC as required by the relevant legislation. Specific questions should be directed to the office or to the Principal, Mr Kevin Bell.

ENROLMENT

Enrolment in 2016 for K-12 students was 194. Of those 73 were male and 81 female. Primary classes were: Kindergarten, 1/2, Year 3, and 4/5, 5/6. High school had one class per grade with some electives staged.

The Lakes Christian College has an open enrolment policy, and welcomes families of any denomination or world view provided they are happy to have their child taught in a distinctively Christian college, and are happy to work with the procedures and policies of a college that seeks to be specifically Bible-based in all aspects of schooling. Families come to The Lakes Christian College from nearby Castlereagh region, the suburb of Cranebrook, and wider areas including Richmond, Penrith, Emu Plains, Ropes Crossing, St Marys, Jordan Springs and Glenmore Park, covering a total geographic area of approximately 1000 squ.km.

The Lakes Christian College welcomes enrolment applications for children with a broad range of learning abilities, physical development and social backgrounds. We are delighted to provide the best support we can for those with disabilities in any area, and encourage students to pursue and develop individual gifts in the best possible way. High capacity students working beyond the norm in academic, creative and sporting areas are also provided with individual support to the best capacity of the College.

The College, while always open to consider any enrolment application, also grants priority to siblings of existing families. A straightforward waiting list procedure is in place based primarily on date of acceptance of the College's offer. All enrolments proceed from an interview with the Principal, an assessment done by the College (especially in the case of applicants for Kindergarten), and the provision by parents of current documentation from a prior school, and any information relating to special needs.

Summary of the Enrolment Policy

The Lakes Christian College is open to all children whose parents are seeking to give them an education which is consistent with the basis and aims of the College, provided we have the resources to meet the child's particular needs, and subject to availability of places. **Please see Enrolment Policy, Appendix A.**

2016 STUDENT RETENTION RATES / ATTENDANCE

FORM	Attendance Percentages
Prep	94.2
Kindergarten	97.2
Year 01	95.4
Year 02	96.6
Year 03	95.7
Year 04	96.1
Year 05	95.0
Year 06	95.9
Year 07	91.8
Year 08	88.6
Year 09	91.5
Year 10	88.6
Year 11	93.7
Year 12	86.4

Retention Rates

Overall attendance percentage for 2016 is 93.3%.

ACHIEVEMENT OF GOALS 2016

- a) Employment of an experienced Primary Co-ordinator
- b) Added a new class – Yr 4/5 – Yr 5/6
- c) Mentoring of staff for accreditation by Primary Co-ordinator and Head of Curriculum – matched to the teaching standards
- d) All Primary Staff now trained in the THRASS method of teaching literacy including the new Primary School Co-ordinator and Head of Curriculum
- e) Prep expanded to 5 days and the Prep playground had a major upgrade
- f) VET courses continued running in 9 courses – linking with the Key Alliance trade schools
- g) Appointment of a school Chaplain – funded one day a week
- h) Major upgrade of the Science Lab – benches etc
- i) Introduction of online Bench Marking - Yrs K-3 & new Primary Co-ordinator trained in online PAT Testing Analysis
- j) Introduced School Banking

PRIORITIES FOR 2017

- a) Make the 3 strategic pillars a priority – with the assistance of the Embedding Excellence Grant
 - **Literacy and numeracy improvement**
 - **Assessment and Reporting – to parents**
 - **Staff Professional Development**
- b) Beautification program – gardens, tree planting, outdoor seating,
- c) Continue to promote the school in the community with an advertising campaign
- d) Strengthen parent involvement through the P&F
- e) Improve the monitoring and mentoring of staff for ongoing accreditation
- f) Review all policies and programing in readiness for the 2018 inspection
- g) Add to the facilities with the construction of 4 new classrooms
- h) Add to the IT resources – ie purchase 25 extra laptops – deploy a stronger filtering system – Upgrade the speed of the server
- i) Begin STEM projects – purchase a 3-D printer and in-service staff in this area
- j) Improve the school website



New Stage 3 Garden

STAFF AND PROFESSIONAL DEVELOPMENT

Part of the platform of delivering distinctively Christian education is that all our staff professes the Christian faith, and are active members of a local church congregation.

All teaching staff have teaching qualifications from a higher education institution. The staff were required to attend Professional Development days each year run by the College, and provision is made for attendance at additional specialised in-service courses through the year.

Some of the topics covered (considering both internal days and external courses below)

Training	K-2	3-6	Yr 7-12	Library/Support	Exec	Admin
Special Ed Support	X	X	X			
Child Protection - Update	X	X	X	X	X	X
Principals Conference – CSA & CCM					X	
OH&S – Lockdown/Fire	X	X	X	X	X	X
Time Tabling Training					X	X
Assessment	X	X	X			
Christian Teaching Philosophy – Effective Christian Teaching	X	X	X		X	
Edumate Administration					X	X
Maths in-servicing			X			
Careers			X			
AIS Accreditation					X	
Prep	Prep Staff only		X			
Physical Education	X	X				
NSW State Drama Conference						
Principal’s Conferences					Principal only	

The Staff were also encouraged to spend time networking with staff at other schools to build a collaborative network and provide peer checking and support.

TEACHER RETENTION RATE

Data for Staffing Information (Based on 2016 data) (Excludes casual staff)

Number of Staff	Number of School Days	Total Days Staff Absences	Average Staff Attendance Rate
32	200	166	97.4%

No. of Permanent teaching staff at end of 2015	Number of these staff retained in the program year (2016)	% Retention Rate
21	18	85.7%

POLICIES

The College has a Grievance and Conflict Resolution policy. This policy may be accessed in full by contacting the College. While hoping always to be able to resolve issues within the community in a rapid, effective and peaceful way sometimes matters become more difficult and complex. The formal policy is designed to ensure that in such circumstances there is a more formal approach that all parties accept to bring matters to a conclusion.

Elements of this policy include:

- 1) Providing ways to resolve issues at different levels, to seek to keep matters at the lowest possible level and to bring rapid resolution to issues that are contended
- 2) The College should act at each point in a way that represents Christ to all involved.
- 3) The College will respect confidentiality and the right to privacy in any such matter, and work in accordance with relevant legislation and the College's policy.
- 4) The College will always seek to act with procedural fairness to ensure, for instance, that all parties have opportunity to be heard, that matters are communicated to all concerned, and that parties are asked to make considered written statements rather than rely on verbal accusations or claims.
- 5) Where possible matters be resolved at the level of the Principal if they cannot be resolved directly with a staff member.
- 6) A Grievance exists where a member of the community has an issue of concern with a teacher or some aspect of the College that should be addressed.
- 7) A Conflict exists where two members of the College community are in direct disagreement and are unable to resolve the matter.
- 8) Complaints and Grievances though resolved at lower level should still be noted to the Principal and Board to ensure that all matters are dealt with and followed up.

STUDENT WELFARE AND DISCIPLINE

It is conventional to maintain separate policies on Student Welfare and Discipline, and The Lakes reviewed both of these policies for the Registration inspection in 2014. New Discipline Procedures were put in place in 2014 to more fully apply the full spirit of the Discipline Policy. It is important to emphasise, however, that the Bible plainly shows that discipline is simply an aspect of Pastoral Care and thus student welfare. We discipline to teach, we discipline to provide a safe environment, and we discipline with encouragement and positive expectations.

The full Student Welfare Policy, Discipline Policy, and Discipline Procedures are available from the College.

ASPECTS OF STUDENT WELFARE

- 1) We see students as created by God, each unique, each equally valued and worthy of our time, respect and care.
- 2) We believe that the Bible as God's revealed blueprint for our lives gives us plain information on how we are to manage care, relationships and discipline
- 3) We believe we are to work in partnership with parents, and are called to our responsibilities because of authority to care for and nurture children that is delegated by parents to us.
- 4) We believe that students grow and flourish in a safe environment, with encouragement and affirmation.
- 5) Provision of smaller class sizes (typically limited to twenty six students) to ensure that teachers can provided significant time to support and care for individuals
- 6) adherence to all requirements for creating a safe College environment including Child Protection checks for staff, and appropriate declarations for volunteers on site
- 7) Maintenance of rolls and monitoring of absences to ensure attendance as required

- 8) Welcoming input from parents, informing parents of issues that arise at College, and maintaining close contact with parents on developing issues.
- 9) Maintaining secure records of matters
- 10) Ensuring the appropriate privacy of personal records while supporting legislated access to personal information for individuals
- 11) Continuing to firmly oppose bullying, teasing and unkind behaviour, and making provision for students and parents to quickly report any such behaviour
- 12) Seeking to respond quickly and effectively when students or parents express concerns

ELEMENTS OF THE DISCIPLINE POLICY

- 1) Establishing the goal of discipline as restitution to the community and the learning of personal discipline and self control
- 2) Always using procedural fairness to ensure accusations, complaints and investigations are done in the most appropriate way
- 3) Communicating quickly with home and working with parents to resolve College issues
- 4) Ensuring that all staff can take effective action to manage situations, deal with minor problems, refer larger problems and are able to establish a safe learning environment

- 5) Using a system of discipline report slips to ensure matters can be quickly referred to a Pastoral Care teacher for follow up
- 6) Using appropriate penalties and consequences. In accordance with NSW legislation physical discipline such as the paddle or caning is strictly prohibited. As much as possible consequences are designed to relate to the issues being dealt with.
- 7) Actions taken by the College are taken to ensure the safety and security of all students, and to bring about a change in attitude.
- 8) As we discipline we continue to show love, sympathy and concern for students
- 9) We seek to grow in students a resilience (ability to manage the challenges of life), confidence encouragement to think through and own a personal world view.
- 10) We encourage a view that our rules, directions and decisions are part of community life. Students are encouraged to see their year group as a team who they support and consider when making decisions about behaviour, and thus also the whole College community.
- 11) Teachers are trained in appropriate discipline procedures, and encouraged to reflect on their practise with other staff and with the Principal.
- 12) Teachers are asked to be open to review the decisions they have made and where appropriate to make amends and show servant leadership to students by the willingness to consider that at times they can be in the wrong too.

ELEMENTS OF THE DISCIPLINE PROCEDURES – PRIMARY SCHOOL

Positive Behaviour for Learning PRIMARY SCHOOL 2016 BRONZE, SILVER, GOLD AWARDS Positive Rewards

At The Lakes Christian College we encourage students to take increasing responsibility for their own behaviour. Our school expectations are

Care, Responsibility and Respect

To assist them in developing the necessary skills we have a reward system with four tiers.

- **Thumbs up: Care** [purple]; **Responsibility** [Orange]; **Respect** [Green].
- **Bronze**
- **Silver**
- **Gold**

Teachers award a *thumbs up* to students for care, responsibility and respect.

Once students have received 4 *thumbs up* they earn a bronze award for K – 2/ bronze sticker for yrs 3 - 6. This process is repeated and students work towards earning 4 bronze awards/stickers which then gives them a silver award. Students who earn a silver award during the term are invited to attend the principal's morning tea at the end of the term.

A gold award is the highest award presented to students who have received 4 silver awards.

Primary students keep the achievement sheet in their school diaries.

LEVELS

In order to manage unacceptable behaviour The Lakes Christian College – primary school - has a level system.

There are three levels.

Level 1 is for minor misdemeanours managed by the classroom teacher. Consequences would normally involve timeout, isolating the student from peers or time spent with the teacher. If students have more than 5 level 1's in a term an interview with the primary coordinator and their parents is required.

Level 2. is for more serious unacceptable behaviour, managed also by the classroom teacher. This would normally warrant a lunchtime detention given by the classroom teacher for no more than 15 mins depending on the age of the child. If students have more than 5 level 2's in a term an interview with the primary coordinator and their parents is required

Level 3 is for serious misbehaviour and is referred to the school executive for an executive detention. Parents are requested to attend an interview with the principal.

Levels are recorded on the appropriate form and sent to the primary school coordinator who records them on the student data base. They are also written in the student diary for years 3 -6 or communication book k -2, for parents to sign. Failure to gain parent's signature will warrant another level.

Students who do not receive any levels in a term are awarded a certificate at the end of term for Excellent Behaviour.

Prepared for Learning

Behaviour expectations

Respect “Honour all people, love your brothers, fear God, and honour the king” 1 Peter 2:17

- direct you attention to you teacher
- listen while others speak
- Treat others the way you would like to be treated.
- Keep your hands and feet to yourself.

Responsibility “For each one will bear his own load” Galations 6:5

- Act safely
- Apply yourself to your learning
- Take care of your belongings
- Keep your lesson materials organised
- Use your diary to record all school information (yrs 5/6)

Care “Don’t just look out for yourself, but also for others” Philippians 2:4

- Encourage others
- Value your learning
- Help others in need
- Keep your classroom and playground tidy

ELEMENTS OF THE DISCIPLINE PROCEDURES – HIGH SCHOOL

How does the High School MERIT / DEMERIT SYSTEM work?

MERITS – AWARDS

- Students have a ‘merit/demerit’ sheet pasted into the back of their diaries
- Teachers sign or stamp merits for positive behaviour / work / assignments / participation etc
- 5 x subject merits = 1 Faculty Award
When students have reached 5 subject merits a Faculty Award)
- 3 x Faculty Awards (in at least 3 different faculties) = A silver award
(It is the student’s responsibility to bring their Faculty Awards to Mr Thomas when they have five and they will receive a High School Award at Chapel)
- 3 Silvers = a Gold
- 8 Golds = 1 Principal’s Award
- Principal’s Award will have a special reward/privilege given with it
Ie – may be movie passes – rock climbing pass – Other entertainment passes etc

DEMERITS – DETENTIONS

- For a level 1 detention the student is issued an ‘out of class/detention slip. The student then reports to the teacher who gave the detention slip. The student will be required to do some community service (eg. pick up papers, do a job for the teacher, or sit out of all activities etc)
- Any student who is out of class must have an ‘out of class slip’ – if found out of class without a signed ‘slip’ this may incur a level 1 or level 2 detention

- Failure to comply obediently to a level 1 detention will incur an immediate Co-ordinators detention (Level 2 Detention) – the teacher will write a note in the student’s diary and on the Edumate welfare record
- The Detention Room is room 7 - 12:40pm – 1:10pm – Executive staff hold Co-ordinators’ detentions on any day required – if a student has more than 1 Co-ordinators’ detention it may be served on other days.
- Three Level 1 detentions = A Co-ordinators detention (Level 2 detention)
- Three Level 2 (Co-ordinator’s detentions) = May incur an in-school suspension
- A ‘Letter of Concern’ will be issued to students who receive a level 3 Detention or in-school suspension and a meeting with parents will be required and a ‘Student Monitoring Card’ may be put in place for the week.
- Failure to complete a satisfactory ‘Monitoring Card’ may incur a suspension & compulsory counselling with the school Chaplain
- Further afternoon detentions will result in a parent interview to discuss preliminary decisions on further suspensions or possible expulsion

RESPECT AND RESPONSIBILITY

The values of respect and responsibility are integral to the fabric of Christian thought and practice and so are at the heart of the mission statement of the college. The values of respect and responsibility flow out of our respect for God. They are therefore seen in our attitude and the responsibility we take on, towards ourselves, others, our country and the wider international community. Each morning the students are reminded of this during Devotion time. High school students also have an opportunity to explore being respectful and responsible during Chapel & morning devotions. Some of the other ways we as a college promote being respectful and responsible are:

- * College Leaders Years 5, 6, & High School Student Representative Council – drawn from across Years 7-12 (Captains drawn from Year 12 only)
- * Fundraising for various organizations
- * Student leadership program - SRC
- * Whole school anti – bullying focus



MANAGING STUDENT NON-ATTENDANCE

Attendance at school is a requirement under the Public Instruction Act. Legitimate absences are provided for in the Act and the school must determine on the acceptability of reasons given for such absences. If a child is absent for any reason, he/she is required to present a note on the day of return to indicate the date of and the specific reason for the absence. This applies to partial and full day absences. School carnivals and excursions/camps are regarded as normal school days and absences, other than for legitimate reasons, will be recorded as “Absent without Satisfactory Reason”. The school maintains an attendance system based on roll books which are maintained by the Office Staff. Each teacher notes absent students at the beginning of period one on a class list and sends it to the Front Office. These are recorded by Office Staff on the hard copy class roll and in Edumate. Teachers receive student notes explaining their absences and send them to the office for filing daily with the list of absentees. Office Staff follow up any unexplained absences by letter one week after the absence if no note has been provided. Students who are late to school should report to the Front Office to obtain a late note which is presented to the class teacher upon entry to class. The office staff will mark partial absences in the roll.

The Start of the Day

Unless there are cases of unavoidable delay or illness, students are required to be at school in time for the start of the school day. Roll call is conducted at the beginning of first period and communications for the day issued. In the event of unavoidable delays, students must go straight to the office to obtain a *Late Arrival Pass*. Students then proceed to class using this Pass to gain entry to class. Students attempting to avoid this system are to be directed back to the front office. Where possible when students come late parents should provide the appropriate note at the time. Parents are asked to phone the Front Office Staff by 10.00am on any morning when their son or daughter is absent from school (or will be late). This allows information to be passed to staff, and is also a check on potential truancy.

Leaving Early

If a student has an acceptable reason for *leaving early* on any given day they must attend school with a signed note from their parent or guardian, and must exit via the front office where their time of leaving will be noted.

Failure to bring a satisfactory note

Where no satisfactory note has been presented, a standard letter will be sent home giving the dates of concern and requesting an appropriate explanation. Where no explanation is supplied, the absence must be marked as unexplained, and the Principal alerted.

Concerns with attendance

Should staff believe a student is truanting, or some other circumstances require further explanation or investigation, the Principal must be alerted. In the first instance, parents or guardians will be called in to review the circumstance. A formal letter will be sent to parents warning of possible consequence for students, should attendance approach the critical mark. In extreme cases Community Service intervention may be appropriate if it seems the parent or guardian is unable to ensure reasonable attendance of the child at school. Cumulative attendance records are reported on the Academic reports issued twice a year. Copies are placed in the students' files. All rolls and notes are archived in the front office for a period of at least seven years.

Register of Students

All students enrolling in the school are entered into the school's Register. Until 2006 this was a journal that contains records dating back to the first students to enrol at school. This Register includes the details of the school previously attended where this is relevant, and the school the student is moving to on leaving. Since 2006 this information has been kept digitally on Edumate. The Register is available for immediate viewing to appropriate authorities in the office of the Accounts Clerk. The register is kept for a minimum of 5 years.

Leaving the School

Parents are asked to give one term's notice, and to complete and sign a form available from the school. This form asks for the reason the student is leaving, and the school which they will be moving to. The form is processed internally to check for any classroom teacher comments, notify the Principal, check for outstanding matters from the Uniform Shop and the Library, and finally, to inform Accounts so that all financial matters can be settled. Where the destination of a student below fifteen years of age who is leaving the college is unknown, the college will contact a Department of Education and Training Officer with home school liaison responsibilities. The student's name, age and last known address will be notified. If the student's departure is unexpected or is resulting from a lack of satisfaction with the school, the Principal will normally invite the parents to an interview where they are able to share their concerns.

THE LAKES CHRISTIAN COLLEGE NAPLAN RESULTS 2015

School Profile

The Lakes Christian College is an exceptional Pre-kindy to year 12 school. It is a place where children are cared for as individuals. It is a challenging, innovative place where students develop skills for work, life and study. The vision of The Lakes Christian College is to give glory to God by providing a Christ-centred education to each child. The Lakes Christian College aims to do this by encouraging each child Academically, Spiritually, Socially and Service. From day one in Prep through to high school the students are involved in a rich mix of learning experiences. We focus on core literacy and numeracy skills, using programs to develop confident students. We provide additional support for those who do not progress in the core areas. We teach to the BOSTES' curriculum and are fully registered. Beyond the classroom activities, students can be involved in sports at school and in local, zone and state competitions. We also encourage students to participate in music, art and drama experiences. Extracurricular activities are offered through active after school play, music tuition and Art and Music afternoons.

To help students achieve we are committed to using a range of data collection tools to inform our teaching and learning. These tools include the use of standardised testing, such as the National Assessment Program. The National Assessment Program – Literacy and Numeracy (NAPLAN) is conducted annually for Year 3, 5, 7 and 9 students. The data we receive from students participating in the program enables us to analyse individual progress and how particular groups of students are developing. This informs our teaching of individuals and allows us to evaluate our programs of study. We can then plan for and apply school resources to address learning needs.

We strongly encourage every Year 3, 5, 7 and 9 student to participate in the assessments each May. Students achieve across the full range of scores.

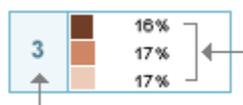
Please refer to the *MySchool* website www.myschool.edu.au for NAPLAN results.

<https://www.myschool.edu.au/ResultsInBands/Index/107101/TheLakesChristianCollege/43752/2016>

NAPLAN RESULTS 2016

How to interpret the charts below

- Selected school
- Statistically similar schools
- Australian schools
- Year level not tested
- Does not meet reporting threshold



Band Represent the percentage of students achieving in this band in the selected school, in statistically similar schools and in Australian schools.

The Lakes Christian College welcomes students with a wide range of abilities, and also caters to smaller class sizes than some other schools, all of which contributes to wide variations in external testing results year to year. NAPLAN results are published for all schools each year, indicating the overall performance of student groups within individual schools.

The Lakes Christian College caters to each student's individual gifts, skills and aptitudes, encouraging each student to develop and achieve highly, according to their personal talents. We aim to support all students in increasing their personal skills and abilities throughout their entire academic experience. We have many stories to tell about our students' personal efforts and achievements, which cannot be reflected through external testing methods.

NAPLAN – RESULTS – 2016 - READING

Domain		Reading		Submit			
Year 3		Year 5		Year 7		Year 9	
Band	Achievement	Band	Achievement	Band	Achievement	Band	Achievement
				9 or above	9% 8% 9%	10	10% 6% 6%
		8 or above	6% 13% 14%	8	45% 19% 18%	9	27% 16% 15%
		7	19% 25% 21%	7	9% 27% 28%	8	36% 31% 27%
6 or above	17% 26% 27%	6	56% 27% 27%	6	27% 29% 27%	7	27% 30% 29%
5	44% 26% 22%	5	13% 19% 21%	5	9% 13% 14%	6	9% 13% 16%
4	11% 19% 21%	4	6% 12% 10%	4 or below	0% 3% 4%	5 or below	0% 2% 5%
3	6% 17% 16%	3 or below	0% 3% 5%				
2	6% 7% 8%						
1	0% 2% 3%						

NAPLAN – RESULTS – 2016 - WRITING

Domain

Year 3		Year 5		Year 7		Year 9	
Band	Achievement	Band	Achievement	Band	Achievement	Band	Achievement
						10	0% 3% 3%
		8 or above	0% 4% 4%	9 or above	- 3% 4%	9	0% 7% 9%
		7	13% 13% 13%	8	11% 12%	8	36% 23% 20%
6 or above	11% 15% 16%	6	19% 32% 31%	7	45% 27% 25%	7	45% 31% 28%
5	33% 38% 33%	5	38% 35% 32%	6	0% 33% 31%	6	0% 24% 23%
4	22% 27% 31%	4	25% 10% 13%	5	36% 18% 18%	5 or below	18% 12% 15%
3	17% 14% 12%	3 or below	6% 4% 5%	4 or below	9% 6% 9%		
2	0% 3% 4%						
1	0% 1% 2%						

NAPLAN – RESULTS – 2016 – GRAMMAR & PUNCTUATION

Domain

Year 3			Year 5			Year 7			Year 9		
Band	Achievement		Band	Achievement		Band	Achievement		Band	Achievement	
									10		0% 7% 4%
			8 or above		13% 17% 16%				9		18% 13% 12%
			7		19% 21% 20%				8		27% 21% 25%
6 or above		33% 34% 31%	6		25% 25% 26%				7		36% 33% 30%
5		6% 20% 21%	5		25% 22% 21%				6		18% 18% 20%
4		28% 20% 21%	4		13% 10% 10%				5 or below		0% 7% 8%
3		11% 19% 15%	3 or below		6% 3% 5%						
2		6% 4% 7%									
1		0% 2% 3%									

NAPLAN – RESULTS – 2016 – NUMERACY

Domain

Year 3		Year 5		Year 7		Year 9	
Band	Achievement	Band	Achievement	Band	Achievement	Band	Achievement
				9 or above	0% 8% 12%	10	0% 6% 8%
		8 or above	7% 11% 11%	8	18% 19% 19%	9	20% 15% 14%
		7	13% 15% 18%	7	45% 38% 29%	8	30% 34% 27%
6 or above	0% 16% 15%	6	33% 30% 28%	6	27% 24% 24%	7	30% 31% 31%
5	28% 21% 21%	5	33% 29% 25%	5	9% 9% 12%	6	20% 12% 15%
4	28% 26% 27%	4	13% 11% 13%	4 or below	0% 1% 3%	5 or below	0% 1% 3%
3	28% 25% 22%	3 or below	0% 2% 4%				
2	- 8% 11%						
1	- 2% 3%						

FOR FURTHER DETAILS ON NAPLAN ANALYSIS – See - myschool.edu.au

HSC RESULTS

We only presented three candidates for the 2016 HSC exam and two accelerated students in Drama.

<i>Course Names</i>	
English (Standard) 2 unit (15130)	
Included Students Count 3	
M.A. Mean	62.00
M.A. Standard Deviation	4.58
Assessment Mean	72.00
Drama 2 unit (15090)	
Included Students Count 3	
M.A. Mean	79.20
M.A. Standard Deviation	2.72
Assessment Mean	77.67
Community and Family Studies 2 unit (150)	
Included Students Count 2	
M.A. Mean	65.70
M.A. Standard Deviation	8.10
Assessment Mean	64.00
Music 1 2 unit (15290)	
Included Students Count 2	
M.A. Mean	79.90
M.A. Standard Deviation	1.10
Assessment Mean	52.00
Personal Development, Health and Physics	
Included Students Count 2	
M.A. Mean	60.00
M.A. Standard Deviation	6.80
Assessment Mean	63.50
Visual Arts 2 unit (15400)	
Included Students Count 2	
M.A. Mean	77.80
M.A. Standard Deviation	2.20
Assessment Mean	72.00

Survey Reports - PARENT – STAFF – STUDENT

Satisfaction Data: Ensuring a high level of satisfaction among the school community is of utmost importance for the College. The feedback we receive from members of the school community is valued and welcomed. The College sought feedback in relation to the 2016 school year through surveys that parents, staff and students completed. There was valuable feedback in regards to 2016 from staff and from many parents that identified desire for more feedback and communication. In 2017 this has been addressed by implementing an interim report Terms 1 & 3 as well as continuing Semester 1 and 2 reports. Regular emailing to parents is now a part of the student welfare system – ie – news letters, extra curricular events, pastoral care matters etc. Also the school face book page is now used more extensively to keep parents up to date and informed

STUDENTS SURVEY	Students who were very satisfied or mostly satisfied
My school helps me to develop a personal faith and trust in Jesus Christ as my Lord and Saviour and helps me know what the Bible says is right and wrong	89 %
I feel safe and valued as an individual when I am at school.	87%
Our teachers are fair and caring when they have to discipline students in our classes. eg - when I get levels or detentions or suspensions etc	89 %
I enjoy the facilities provided by my College (e.g. classrooms, library, computers, wood tech, food tech etc).	87 %
I am satisfied with my school and the quality of education I receive	94 %

PARENTS SURVEY	Parents who rated satisfactory – very effective
How would you rate the overall quality and standard of education at TLCC?	98 %
How would you rate discipline and student welfare at TLCC?	88 %
How would you rate the quality of nurturing and loving concern shown to your children in our overall approach to pastoral care at TLCC?	91 %
How would you rate the strength of our Christian focus at TLCC in nurturing faith?	95%
How would you rate the strength of our Christian focus at TLCC in nurturing faith?	74%
How would you rate the quality of facilities at TLCC?	93%

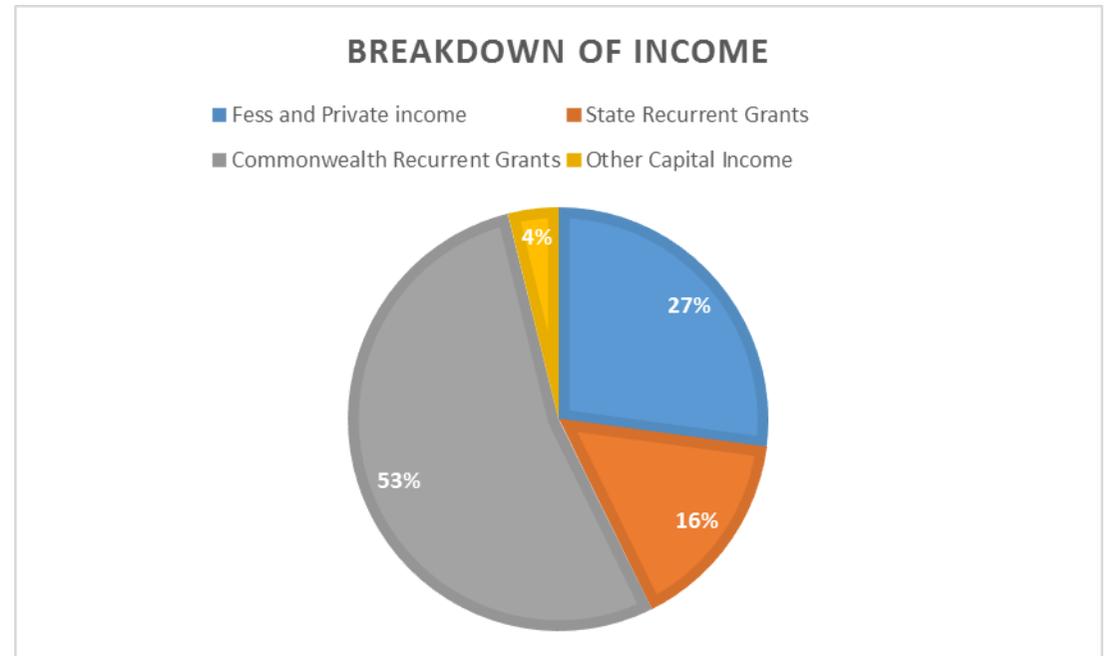
STAFF SURVEY	Staff who rated good – very effective
How would you rate the overall quality and standard of education at TLCC?	96 %
How would you rate the quality of pastoral care at TLCC?	96 %
How would you rate discipline and welfare at TLCC?	96 %
How would you rate the strength of our Christian focus at TLCC in nurturing faith?	93 %
How would you rate the quality of the elective subjects offered at TLCC?	93 %
How would you rate the effectiveness of sectional leadership within the High School?	96 %
How would you rate the quality of facilities at TLCC?	59%

The Lakes Christian College 2016 Financial Data

	\$
State Government Recurrent Grants	384,353
Commonwealth Government Recurrent Grants	\$ 1,368,931
	\$
State Government - Other Grants	14,823
	\$
Tuition and service fees	549,874
	\$
Other income	144,741
	\$
Total Recurrent Income	2,462,722

	\$
Capital Fees	97,750
	\$
Other capital income	2,000
	\$
Total Capital Income	99,750

	\$
Depreciation and amortisation	157,152
	\$
Finance costs	236,784
	\$
Occupancy costs	41,622
	\$
Repairs and maintenance	109,720
	\$
Salaries and employee benefits	1,894,087



The Lakes Christian College

	\$
Administration expenses	372,782
Total Recurrent Expenditure	2,812,147

	\$
Land, Buildings and Improvements	55,566
Other Capital Expenditure	67,491
Total Capital Expenditure	123,057

Breakdown of Income

	\$
Fess and Private income	694,615
	\$
State Recurrent Grants	399,176
	\$
Commonwealth Recurrent Grants	1,368,931
	\$
Other Capital Income	99,750
	\$
	2,562,472

Breakdown of Expenditure

	\$
Salaries, Allowances and Related Expenses	1,894,087
	\$
Non-Salary Expenses	918,060
	\$
Capital Expenditure	123,057
	\$
	2,935,204

