



Annual College Report 2014





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The Lakes Christian College

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This report has been prepared by the Principal, Mr Kevin Bell. You are most welcome to contact him with questions or comments via the phone number or email address above.

Please note that this report is written for 2014.

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. Commencing operations in 2007 under the management of The Stewards Foundation on a site that had previously been used for Christian educational purposes under the name 'Kindalin Christian School', 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. The most recent registration and accreditation inspection was in August 2013 and the College received the registration for our Years K-10 til 31st December 2018 and we currently hold registration for Yrs 11-12 til 31st Decmber 2018, granted in 2012. The certificate is on view in our reception area.

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. This report complies with the legislative requirement expressed in *The Education Amendment (Non-Government Colleges Registration) Act 2004*.

The College has procedures in place to ensure its participation in annual reporting to publicly disclose the educational and financial performance measures and policies of the College as identified by the Minister.

GOVERNANCE

The Lakes Christian College Board

In November, 2007, a new Board of directors, appointed by Christian Education Services Ltd (CESL), assumed responsibility for the school, renaming "Kindalin Christian School" as "The Lakes Christian College (limited)". This is a company limited by Guarantee of which the sole member is now Christian Education Services Limited (CESL). CESL is involved in the operation of several schools in Queensland, as well as other interests. The names of the members of the current Board of Directors are listed in the college handbook. The Board intends to maintain the school as a non-denominational Christian school, continuing the qualities which have been established through the school's heritage.

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.

MESSAGE FROM THE BOARD OF THE LAKES CHRISTIAN COLLEGE

Christian Community Ministries (CCM) now manages ten schools, with school number eleven to commence in 2016 and a distinct likelihood of school number twelve being added within months.

We are blessed with a very competent, committed, supportive and stable group of staff at The Lakes Christian College. Our enrolments have stabilised and are growing which is a cause for quiet confidence and encouragement for the future. A new Enterprise Agreement is in place for 2015 which is yet another important plank in the strength and growth of the College.

In July 2015, over 600 staff from across the CCM will meet together for fellowship, professional development and networking. We are delighted with the growth right across the group, not only numerically, but also financially, spiritually and educationally.

The future for The Lakes Christian College grows brighter every day, and the Board is both pleased and blessed to be able to partner with you in this wonderful educational and ministry opportunity.

REPORT FOR 2014 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.

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

- Planning for an Autumn Fair in 2015 began in mid-2014
- Fundraising (through Bunnings Barbeques, Calendars with artwork by our children, a Chocolate Drive and a Bus Shopping Trip)
- Promotional activity such as distributing school information leaflets and Prospectus material to interested parents at shopping centres and public fundraising activities
- 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 (pens, dinner, excursion)
- Year 12 Graduation gifts (our first Year 12!)
- Bali Flags for the school and house sport.
- Lockers for Senior School
- Lab Coats for science classes
- A "smart projector" for Year 5-6.

REPORT FOR 2014 FROM THE LAKES CHRISTIAN COLLEGE PRINCIPAL

The past twelve months have again seen God's amazing provision and blessing in so many ways. We were pleased to receive appropriate registration for years K – 10 and we now hold registration for K-12 until December 31st 2108. A very big heartfelt thank you must go to ALL of the staff here at The Lakes Christian College. They are all to be commended for their commitment and dedication.

Highlights for 2014:

Staff Development

- In-servicing in the use of the Program Builder – National Consistent Collection of Data – Support Funding – The Disability Discrimination Act – Preparing for Professional Competence – Library In-servicing – Creation Perspectives – Effective Christian Teaching NHI – Autism Spectrum Support – Executive Leading for Change
- Chaplaincy program commenced Term 1 – Miss Emily Parker
- Principal in-services in Child Protection Investigating Skills
- CCM Principal's Conferences each Term
- Multi-Lit Training for the Support Co-ordinator – Mrs Brown
- AIS briefing for Principals
- Practicum students – 4 weeks block
- Full Inspection – for years 7-10 – end of Term 3
- Liaising with AIS for various in-services and courses and support consultancy
- Liaising with CSA – consultancy, courses etc
- THRASS courses begin – new phonetic reading approach across Primary
- EMBEDDING EXCELLENCE GRANT – applied for & secured for 2015

Student Activities

- Japanese cultural visits in Terms 2 & 3
- New Pearson's text books introduced – with digital resources
- GRIP Leadership Conferences for Primary and High School at Olympic Park
- Development of Student led Chapel Services in both High School & Primary Schools
- Athletics, Swimming and Cross Country Carnivals – students represented the school and zone
- Mayoral Functions – meet the Mayor of Penrith – Primary and Secondary Captains
- MADD Night performances
- Book Week Fun Day – with special activities and guest author
- Medieval Day for HSIE
- Bench Marking for K-2
- Active After School Sporting Program
- K-2 Swim School
- Work Experience Program for Yrs 9/10
- End of Year Service Week – Big Day In – Fun Day – end of the year

Facility Development

- Development of landscaping – retaining walls, curbed gutters, tree removal, garden restoration & beautification
- New verandah on hall – cement slab extension on basket ball court – new seating at basketball court – new roller doors and skirting boards on basket ball court
- New carpet in staff room – windows in doors for WHS – new windows in class room doors in H/S WHS – white anted beams replaced in H/S
- Re-paving the back of the school with bitumen to prevent erosion
- Upgrading the Prep facility – toilets & sliding doors & playground equipment and storage & shade cloth

- Automatic bell system and P.A. installed with speakers throughout the school buildings
- New sound and lighting system and data Projectors put in the hall
- 3 new interactive data projectors in Primary rooms
- New commander phone and intercom system to replace the old one
- Careers Expos – PCS & Nepean UWS
- Various subject excursions and school camps for both Secondary and High School
- Introduction of new Administration System – EDUCMATE
- Introduction of covered exercise books for all students – P/S & H/S
- Pastoral Care Seminars – Men of Honour & Girls Rising – with local schools and churches

Community Development

- Liaison with Penrith C.S. to in-service the Primary Staff on programing for inspection requirements
- Liaison with Hawkesbury Christian Life Centre & ImagineNations Church for pastoral and chapel input and rental of facilities on weekends
- Liaison with Kuyper C.S.- Principal – Geoff Hewitt & St Paul’s Grammar - Principal
- Prayer walks about the school with community churches
- Beginning of a new advertising campaign with the help of CCM – (Brenda Alder) – in shopping centres, local newspapers, radio and digital media
- Under 8 years – Special Day for parents in the community
- Anzac Day Service – RSL Guests
- Open Week – week 5 Term 2
- TLCC joined the Key Alliance VET Group – several students took up VET course this year as part of their HSC
- Police Liaison Officer visits to Secondary High School
- Nepean Police Forum for Principals

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 rang 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.

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 school, provided the school has the resources to meet the child’s particular needs, and subject to the availability of places. **Please see Appendix A**

ENROLMENT

Enrolment in 2014 was 125 K-12 students. Of those 65 were male and 60 female.

All primary classes except kindergarten, were staged as 1/2, 3/4, 5/6. High School had one class per grade with some electives staged. Our enrolment policy is available from the College office or website.

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 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 sq.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 are following 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 College or pre-College, and any information relating to special needs.

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STUDENT RETENTION RATES / ATTENDANCE

Retention Rates

Overall attendance percentage for 2014 is 96.8%.

Absence Report 5 - Combined Percentages	
ClassName	ClassPercentage
Kindergarten	98.1
Preparatory	99
Year 1	96.8
Year 10	97.6
Year 11	97.3
Year 12	98.1
Year 2	98.2
Year 3	96.9
Year 4	97.9
Year 5	98.7
Year 6	96.7
Year 7	96.8
Year 8	91.2
Year 9	98.4

ACHIEVEMENT OF GOALS 2014

- a) Empower staff to meet curriculum challenges – allocation of time for curriculum reviewing and writing
- b) Promote high school – Inviting parents in Year five and Year six to the Year 7 information night
- c) Improve and expand the Prep facility – toilets and doors and play equipment
- d) Replaced a 14 seater bus with a 21 seater.
- e) Prepare for the Yr K-10 BOSTES Inspection in 2014
- f) Improve the Creative Arts Centre – new lighting, P.A. and stage
- g) An automatic bell system
- h) Replace the commander phone/intercom system
- i) Add three new interactive data projectors to Primary classrooms
- j) See Principal's Report for – STAFF DEVELOPMENT – STUDENT DEVELOPMENT – FACILITY DEVELOPMENT & COMMUNITY DEVELOPMENT goals achieved

PRIORITIES FOR 2015

- a) Continue to develop the student leadership program
- b) Seek professional support, additional funding, and advice as needed to support students with disabilities
- c) Beautification program – gardens, trees, retaining walls, curbed guttering, re-pave eroded areas
- d) Renovate the School Hall
- e) Maintenance on white anted areas of the high school & renovate the staff room
- f) Promote the school in the community with an advertising campaign
- g) Promote high school to parents in year five and year six
- h) Review Smart Board Strategy and subsequent replacement by smart screen technology
- i) Develop strong partnerships between parents and teachers in the delivery of a Christian Education
- j) Review Yr 7-10 subject offerings
- k) Seek to improve NAPLAN standards across all levels
- l) Prepare for the ongoing implementation of the NSW version of the National Curriculum K – 10 in 2015
- m) Improve the pastoral care system
- n) Improve assessment and reporting formats and time frames
- o) Introduce some Chaplaincy personnel
- p) Introduce online standardised ACER PAT Testing & South Australian Spelling Tests

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
Librarians Conference				✓		
Teachers Institute		✓	✓			
Biblical Studies - Curriculum	✓	✓	✓	✓	✓	
Special Ed Support				✓		
Child Protection - Update	✓	✓	✓	✓	✓	✓
Principals Conference					✓	
OH&S – Lockdown/Fire	✓	✓	✓	✓	✓	✓
IT training			✓	✓		
Mathletics training		✓	✓			
Christian Worldview	✓	✓	✓	✓	✓	
Assessment	✓	✓	✓	✓	✓	
Chemical Safety	✓	✓	✓			
National Consistent Collection of Data & Funding	✓	✓	✓	✓	✓	
Disability & Discrimination Act	✓	✓	✓	✓	✓	
Preparing for Professional Competence		✓	✓			
Christian Creation Perspectives	✓	✓	✓	✓	✓	
Christian Teaching Philosophy – Effective Christian Teaching	✓	✓	✓	✓	✓	
The Autism Spectrum		✓		✓		
Edumate Administration						✓
History Conference			✓			

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

Average Staff Attendance

Number of Staff	33
Number of School Days	200
Total Days Staff Absences	137
Average Staff Attendance	98%

Staff Retention

Number of Permanent teaching staff at end of previous year	16
Number of these staff retained in the following year	10
Retention Rate	63%

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 provide 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 Rewards

At the lakes Christian College our positive rewards system consists of the thumbs up programme where students receive thumbs up tokens when caught doing something right.

- 5 thumbs up = bronze certificate
- 5 bronze = silver certificate
- 4 silver = gold certificate

Thumbs up cards are in colours representing the areas in which students have been doing something good.

- Care – purple
- Responsibility – orange
- Respect - green

These cards will kept together in the pockets of out rewards chart which is in place in each classroom. The teacher will also record classroom rewards as each student reaches certificate level. This will be recorded on the sheet provided.

At the end of the year term will be a morning tea for all students who have received a certificate level.

At the end of the year there will be a Gold certificate event for all students who have reached their Gold certificate.

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 will be given out on Assembly)
- 5 x Faculty Awards (in at least 3 different faculties) = 1 High School Award
(It is the students responsibility to bring their Faculty Awards to Mr Thomas when they have five and they will receive a High School Award at Chapel)
- 4 x High School Awards = 1 Principal’s Award
(It is the students responsibility to bring their High School Awards to Mr Thomas when they have four and they will receive a Principal’s Award at Presentation Night – they will also receive a reward / privilege)
- 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 on duty in the nearest break time and gives the teacher 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 in the detention book which is in the staffroom (Room8) & notify the Co-ordinator (Mrs Joseph – co-ordinator of detentions)
- The Detention Room is room 7 - 12:40pm – 1:10pm – Executive staff hold Co-ordinators’ detentions on Thursdays – 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) = 1 Afternoon Detention or in-school suspension
- Afternoon Detentions will be held by Executive Staff – 3:10pm – 4:00pm
- A ‘Letter of Concern’ will be issued to students who receive an Afternoon Detention or in-school suspension and a meeting with parents will be required and a ‘Student Monitoring Card’ will 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 Yrs 7-12 (Captains drawn from Yr 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, the nominated parent is notified by SMS after rolls have been marked. Explanation by return SMS or by note is required 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 rolls that are maintained by the OfficeStaff. Each teacher notes absent students at the beginning of period one on a class list and sends it to the Front Office. Attendance details are recorded by Office Staff on the Edumate database. If teachers receive student notes explaining absences they are sent 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 Sign-In Note*. Students then proceed to class with this Sign-In Note. When students arrive late, parents must provide a written note at the time.

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 there time of leaving will be recorded on Edumate.

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 of these reports 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, first on School Pro, and currently on Edumate. The Register is available for immediate viewing to appropriate authorities in the office of the Accounts Clerk.

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 2014.

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 year. Students achieve across the full range of scores.

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

YEAR 3: Bands 1 - 6

Reading School average = 4.9 National average = 4.9	Writing School average = 4.6 National average = 4.6	Spelling School average = 4.8 National average = 4.9	Grammar & Punctuation School average = 5.1 National average = 4.5	Numeracy School average = 4.2 National average = 4.6
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Year 5: Bands 3 - 8

Reading National average = 6.5	Writing National average = 5.8	Spelling National average = 6.4	Grammar & Punctuation National average = 6.5	Numeracy National average = 6.2
Year 5 was a small cohort and no school average was given.				
At or above national average	75%	75%	75%	100%
Below national average	25%	25%	25%	0%

Year 7: Bands 4 -9

Reading School average = 7.5 National average = 7.2	Writing School average = 6.5 National average = 6.7	Spelling School average = 7.8 National average = 7.2	Grammar & Punctuation School average = 7.6 National average = 7.2	Numeracy School average = 7.2 National average = 7.3
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Year 9: Bands 5 -10

Reading School average = 7.8 National average = 7.95	Writing School average = 6.3 National average = 7.3	Spelling School average = 7.6 National average = 8.0	Grammar & Punctuation School average = 7.1 National average = 7.9	Numeracy School average = 7.3 National average = 8.1
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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.

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

HSC RESULTS

Course Names	No. of Students	Bands – (6 Highest – 1 Lowest)					
		6	5	4	3	2	1
Biology	4	0	0	1	3	0	0
Business Studies 2 Unit	2	0	0	0	2	0	0
Chemistry 2 Unit	2	0	0	1	1	0	0
Community & Family Studies 2 Unit	1	0	0	0	1	0	0
Drama 2 Unit	3	0	0	3	0	0	0
English (Standard) 2 Unit	6	0	0	0	4	2	0
English (Advanced) 2 Unit	2	0	0	2	1	0	0
English Extension 1 1Unit	1	0	0	1	0	0	0
Food Technology 2 Unit	2	0	0	1	0	1	0
General Mathematics 2 Unit	5	0	0	2	2	1	0
Mathematics 2 Unit	2	0	0	0	1	1	0
Music 1 2 Unit	3	0	1	2	0	0	0
Personal Dev. Health & P.E. 2 Unit	5	0	0	0	3	2	0
Physics 2 Unit	3	0	0	0	1	1	0
Studies of Religion 2 Unit	1	0	0	0	0	1	0
Visual Arts 2 Unit	1	0	0	0	1	0	0
VET – Community Services 2 Unit	1	0	0	1	0	0	0
VET – Automotive 2 Unit	1	0	0	1	0	0	0
VET – Electrotechnology 2 Unit	1	0	0	1	0	0	0
TOTALS		0	1	16	20	9	1

ROSA – Record of School Achievement

All Senior students progressed on to do the HSC.

Post School Destinations

DESTINATION	STUDENTS
Child Care Traineeship – TAFE	1
Electrician	1
Motor Mechanic	2
Musician	1
Floristry	1
Engineering UWS	1
Continuing at school - Vertical Model HSC	2

Teacher Survey

The Lakes Christian College

This report contains responses to a survey of teachers at the school supporting the *Looking Inward* element of Embedding Excellence. The survey responses were collected between **10 and 11 December 2014**.

This summary report consists of response data from **20** completed and **3** partially completed surveys to:

- **55** questions addressing the nine domains of the National School Improvement Tool
- **2** general questions: “What are three words you would use to describe our school?” and “What is one thing you would change to make our school better?”

How the data was collected

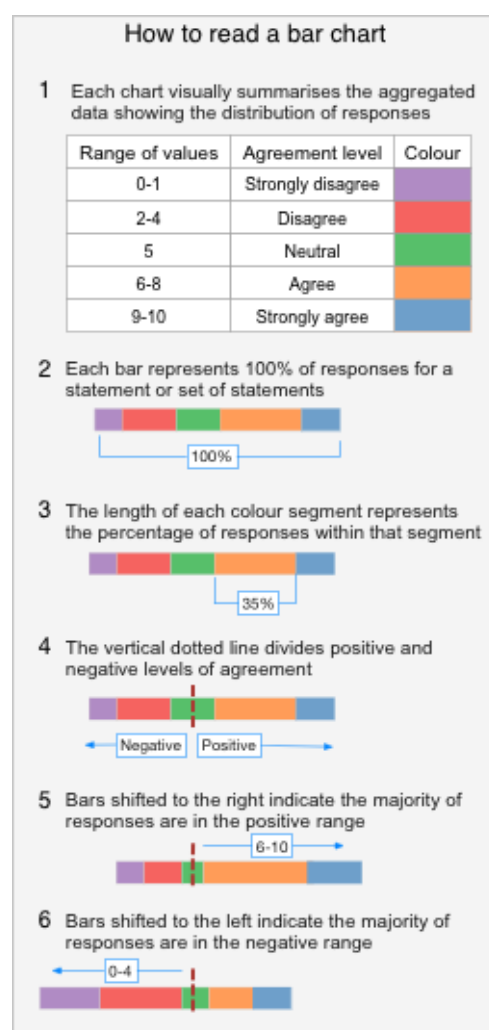
Survey participants were asked to place on a sliding scale the extent to which each statement reflects their own view or perception. An underlying scale from 0 to 10 was used to quantify these results. These values in turn were grouped into specific ranges to reflect the level of agreement with that statement.

How the data is organised

Responses for each statement in the survey are organised under the nine domains of the National School Improvement Tool. Each statement contains a bar chart representing the range of responses and a list of the comments for that statement.

Stacked bar charts have been used to visually represent the combined data of survey responses. Each bar chart summarises the data for statements within each domain. The diagram in the sidebar explains how to interpret a bar chart.

- All bars in each chart are of equal length and represent 100% of responses (2).
- The length of each colour segment indicates the percentage of responses that fall within that range (3).
- The vertical dotted line dividing each chart provides a quick visual cue to the trend of responses for that response set (4).
- Segments appearing on the right of the line show high agreement (5) and segments appearing on the left show low agreement (6).
- Responses falling within the neutral range appear to the left of the line.



Snapshot

The word cloud below provides a snapshot of how the school is perceived by the survey participants. It shows the combined responses to the question: What are three words you would use to describe your school? The size of each word indicates how frequently the word was used by survey participants.



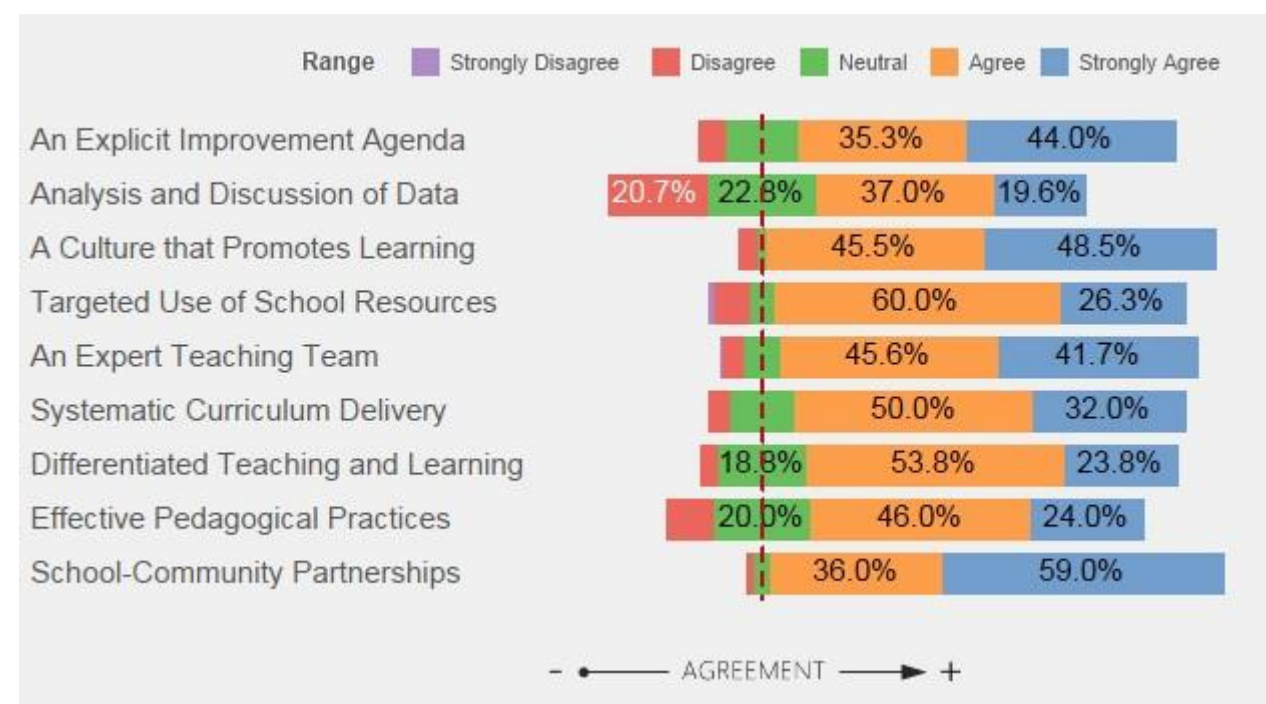
This table contains an edited list of words contributed by survey participants.

Christian	Caring	Close Knit
Gentle	Caring	Positive
Positive	Educational	Caring
Caring	Loving	Improving
Collegial	Pastoral	Nurturing
Christian	Happy	Evolving
Friendly	Christ-Centred	Caring
Community	Dedicated	Family
Tight Knit	Lovely Setting	Genuine Care
Christ Centred And Peaceful	Safe And Effective All Round Development Of A Student	Good Leadership
Friendly	Community	Caring
Caring	Safe	Dedicated
Caring	Dedicated	Professional
Personal	Caring	Dedicated
Nurturing	Innovative	Improving
Blessed	Unique	Welcoming
Faithful	Nurturing	Opportunity-Provider
Christ Centred	Committed Staff	Striving For Excellence
Dedicated	Caring	Faith
Caring	Unique	Dedicated

The following charts have been extracted from a Tableau data workbook.

Overview of responses by domain

The chart below represents the combined responses to a series of statements for each domain of the National School Improvement Tool. Each bar summarises the level of agreement by all participants in each domain area.



Overview of responses by statement

The charts below summarise the combined responses for each statement within each domain. Each bar represents the level of agreement for that statement. Each colour segment shows the percentage of responses for that segment (where size is significant). Each statement is followed by associated comments where provided.



An Explicit Improvement Agenda

1.1 The school demonstrates a clear commitment to improving learning outcomes for all students.



1.2 Staff are actively involved in setting priorities for improvement.



1.3 The vision for the school is consistently enacted by the staff.



1.4 The school staff are committed to improving teaching and learning throughout the school.



1.5 The school analyses relevant data to inform improvement planning.



1.6 Explicit targets for improvement in student achievement have been set.



1.7 The school has clearly articulated strategies for improving levels of student achievement and wellbeing.



1.8 Progress towards set targets is monitored and the effect of programs evaluated.



Analysis and Discussion of Data

2.1 All teachers know how to analyse and interpret data for improving student learning and achievement.



2.2 All teaching staff have access to a broad range of student achievement and wellbeing data.



2.3 Teachers regularly engage in collegial conversations about student assessment and data concepts at a sophisticated level.



2.4 Within the school a culture of self evaluation and reflection is evident and based on the use of data.



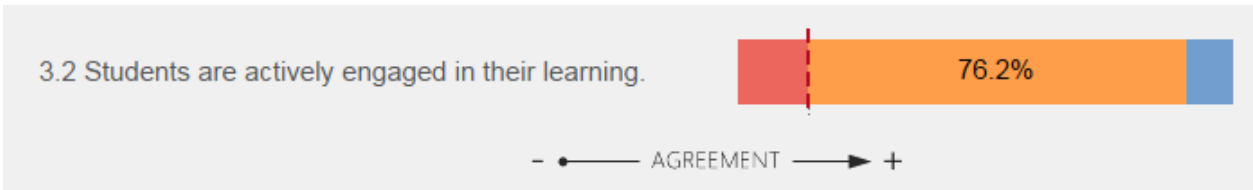
A Culture that Promotes Learning

3.1 The school ethos is built around high expectations and a commitment to excellence.



- No comments offered.

3.2 Students are actively engaged in their learning.



3.3 Student behaviour reflects the school's ethos and high expectations.



3.4 The school responds effectively when student behaviour does not reflect the school's ethos and expectations.



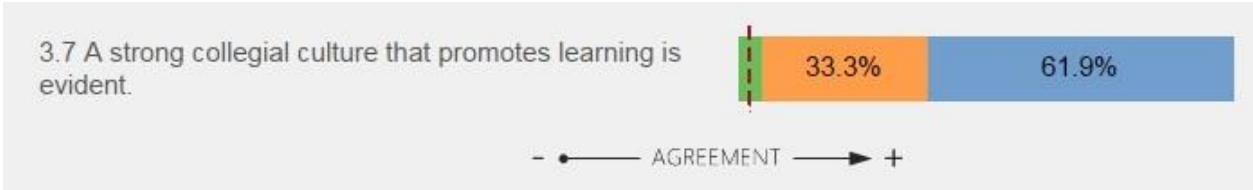
3.5 Students treat others with respect.



3.6 High levels of trust are apparent across the school community.



3.7 A strong collegial culture that promotes learning is evident.



3.8 The school places a high priority on student wellbeing.



3.9 The school places a high priority on staff wellbeing.



3.10 The school promotes a culture of inquiry and innovation.



3.11 Parents and families are valued as partners in student learning and wellbeing.



Targeted Use of School Resources

4.1 Allocation of school resources is strategically aligned with articulated priorities.



4.2 There are effective programs and approaches in place which cater for diverse student needs and abilities.



4.3 The school's physical resources are safe.



4.4 The school's physical resources are sufficient and contribute to effective learning.



An Expert Teaching Team

5.1 Leadership is effective at all levels of the school.



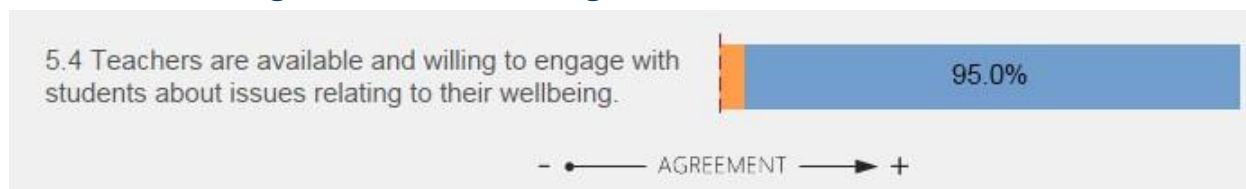
5.2 Teachers use evidence based teaching practices.



5.3 Teachers have a high level of content knowledge in the subject/s they teach.



5.4 Teachers are available and willing to engage with students about issues relating to their wellbeing.



5.5 Teachers regularly collaborate with colleagues in their work.



5.6 Whole school professional learning activities are based on clearly identified school goals.



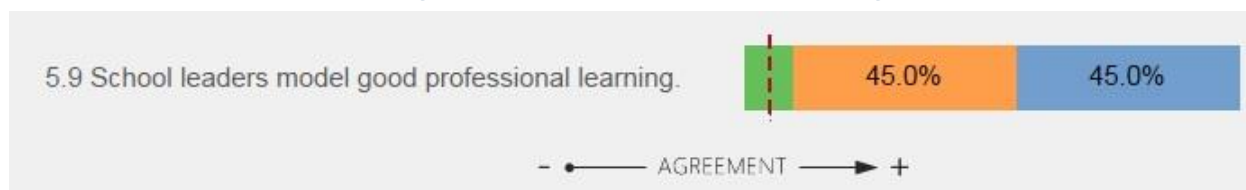
5.7 Teacher professional learning plans are based on individual need.



5.8 Teachers engage in relevant and meaningful professional learning activities.



5.9 School leaders model good professional learning.



Systematic Curriculum Delivery

6.1 *The school's curriculum documents reflect current student needs and school context.*



6.2 *school based curriculum documents are evaluated and refined on a regular basis.*



6.3 *There is alignment of the curriculum to help ensure continuity and progression of learning across the years of school.*



6.4 *High priority is given to the development of students' deep understanding of concepts.*



6.5 *Focus is placed on the ongoing development of skills and attributes (e.g. teamwork, critical and creative thinking and problem solving).*



Differentiated Teaching and Learning

7.1 School leaders actively promote the use of differentiated teaching strategies.



7.2 Differentiated teaching approaches are effectively used throughout the school.



7.3 Data is used in all classrooms to personalise teaching and learning activities.



7.4 Modifications, progress and future learning pathways are communicated to parents and students.



Effective Pedagogical Practices

8.1 School leaders take measures to ensure that highly effective teaching practices occur throughout the school.



8.2 Leaders promote current research on effective teaching practices.



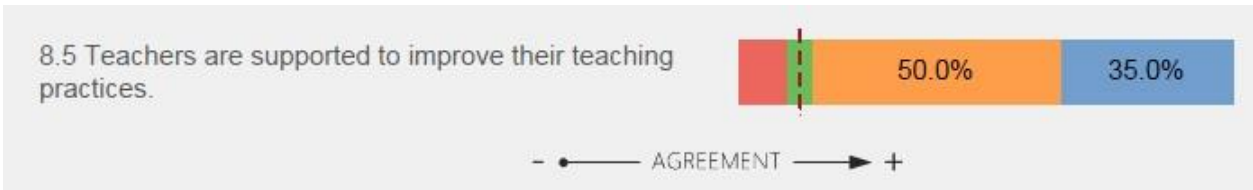
8.3 Teachers embed current research on effective teaching within their practice.



8.4 Teachers receive ongoing feedback on their classroom practices.



8.5 Teachers are supported to improve their teaching practices.



School-Community Partnerships

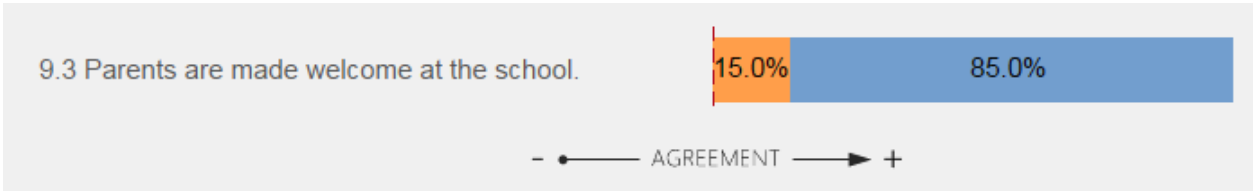
9.1 Parental involvement in the school is planned and purposeful.



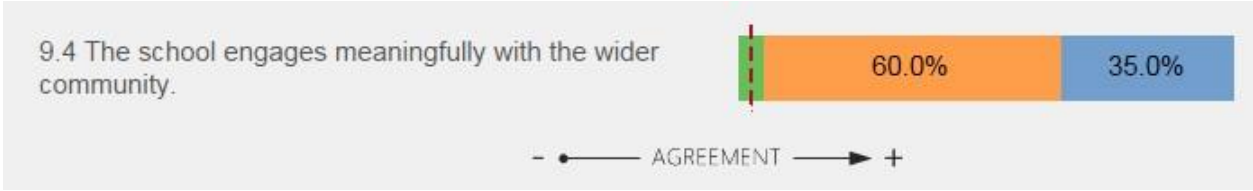
9.2 The school encourages parents to actively participate in their children's education.



9.3 Parents are made welcome at the school.



9.4 The school engages meaningfully with the wider community.



9.5 Extra-curricular activities contribute positively to the culture of the school.



Parent Survey

The Lakes Christian College

This report contains responses to a survey of students attending the school supporting the *Looking Inward* element of Embedding Excellence. The survey responses were collected between **13 February** and **18 February 2015**

This summary report consists of response data from **10** completed surveys to:

- **36** questions addressing the nine domains of the National School Improvement Tool
- **2** general questions: “What are three words you would use to describe our school?” and “What is one thing you would change to make our school better?”

How the data was collected

Survey participants were asked to place on a sliding scale the extent to which each statement reflects their own view or perception. An underlying scale from 0 to 10 was used to quantify these results. These values in turn were grouped into specific ranges to reflect the level of agreement with that statement.

How the data is organised

Responses for each statement in the survey are organised under the nine domains of the National School Improvement Tool. Each statement contains a bar chart representing the range of responses and a list of the comments for that statement.

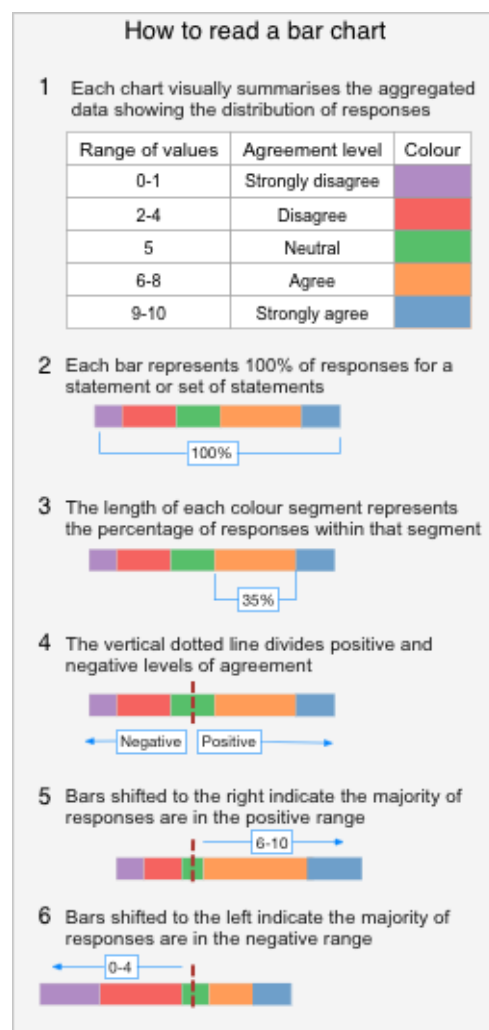
Stacked bar charts have been used to visually represent the combined data of survey responses. Each bar chart summarises the data for statements within each domain. The diagram in the sidebar explains how to interpret a bar chart.

- All bars in each chart are of equal length and represent 100% of responses (2).
- The length of each colour segment indicates the percentage of responses that fall within that range (3).
- The vertical dotted line dividing each chart provides a quick visual cue to the trend of responses for that response set (4).
- Segments appearing on the right of the line show high agreement (5) and segments appearing on the left show low agreement (6).
- Responses falling within the neutral range appear to the left of the line.

How comments are represented

Apart from the removal of some non-textual responses comments are as they appear in raw survey data.

Comments appear under each statement heading later in the report.



Snapshot

The word cloud below provides a snapshot of how the school is perceived by the survey participants. It shows the combined responses to the question: ***What are three words you would use to describe your school?*** The size of each word indicates how frequently the word was used by survey participants. An interactive version of this word cloud appears in the Dashboard file.



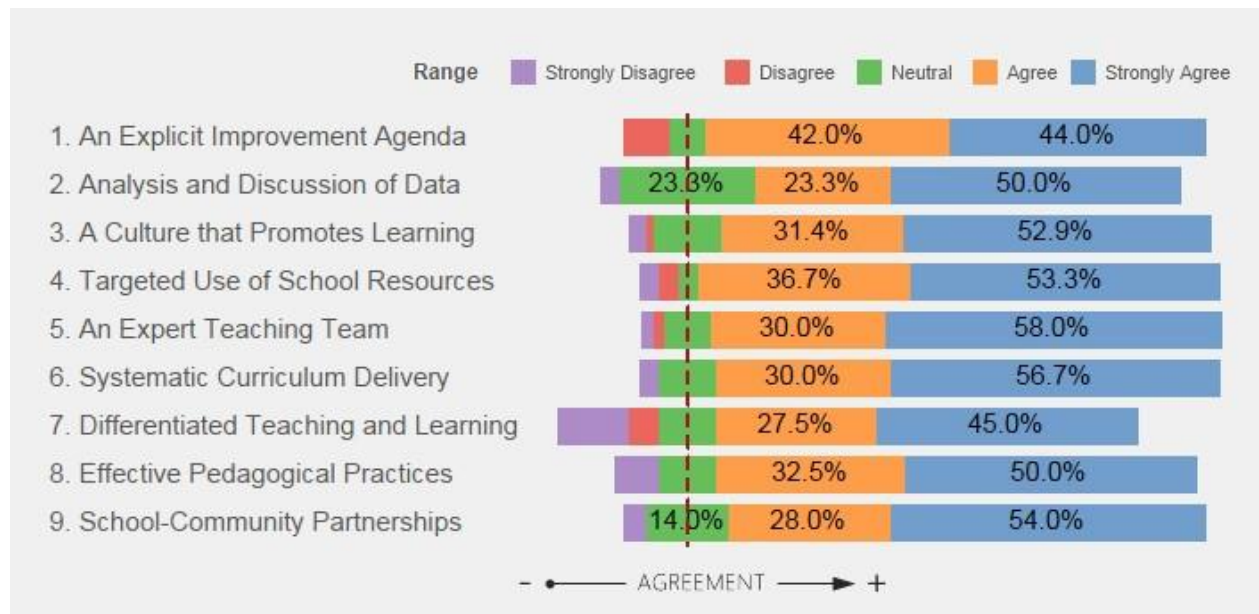
This table contains an edited list of words contributed by survey participants.

Caring	Nurturing	Friendly
Welcoming	Balanced	Great
Caring	Nurturing	Safe
Christian	Committed	Caring
Loving	Secure	Approachable
Community	Thriving	Caring
Tranquil	Loving	Safe
Nurturing/Caring	Faithful	Opportunities
Expensive	Expensive	Expensive
Caring	Beautiful	Small

The following charts have been extracted from the Dashboard file. For a deeper understanding of this data please download and open the Dashboard file in Tableau Reader.

Overview of responses by domain

The chart below represents the combined responses to a series of statements for each domain of the National School Improvement Tool. Each bar summarises the level of agreement by all participants in each domain area. The dashboard file contains breakdowns of this data by group and by domain.



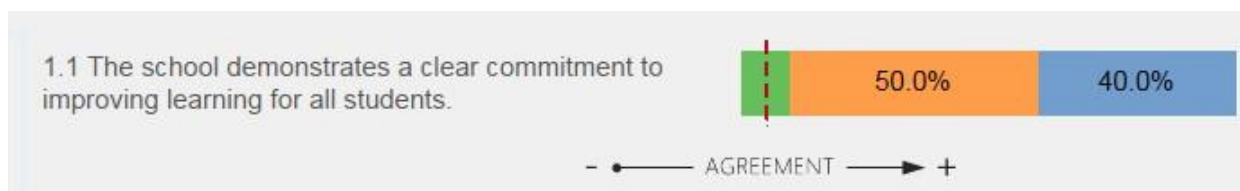
Overview of responses by statement

The charts below summarise the combined responses for each statement within each domain. Each bar represents the level of agreement for that statement. Each colour segment shows the percentage of responses for that segment (where size is significant). Due to the small number of survey participants (10) survey data trends should be read with caution. Each statement is followed by associated comments where provided.

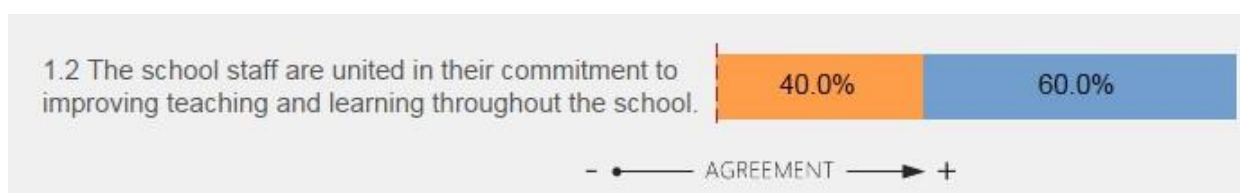
Range Strongly Disagree Disagree Neutral Agree Strongly Agree

An Explicit Improvement Agenda

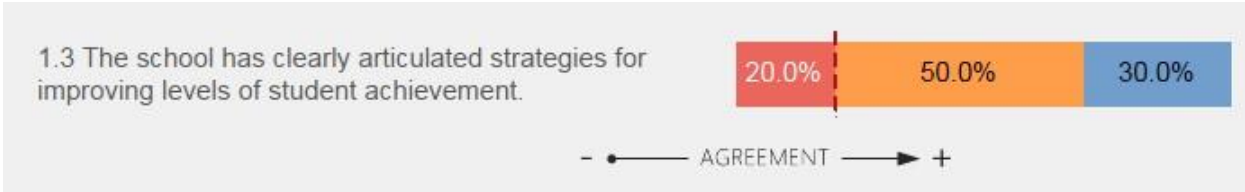
1.1 The school demonstrates a clear commitment to improving learning for all students.



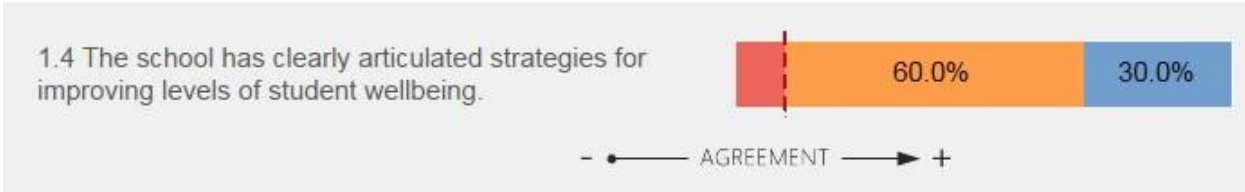
1.2 The school staff are united in their commitment to improving teaching and learning throughout the school.



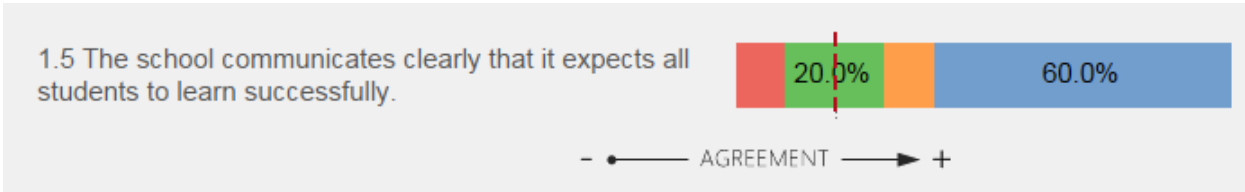
1.3 The school has clearly articulated strategies for improving levels of student achievement.



1.4 The school has clearly articulated for improving levels of student wellbeing.

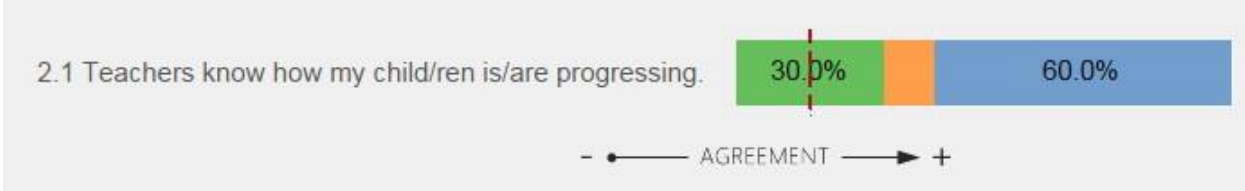


1.5 The school communicates clearly that it expects all students to learn successfully.

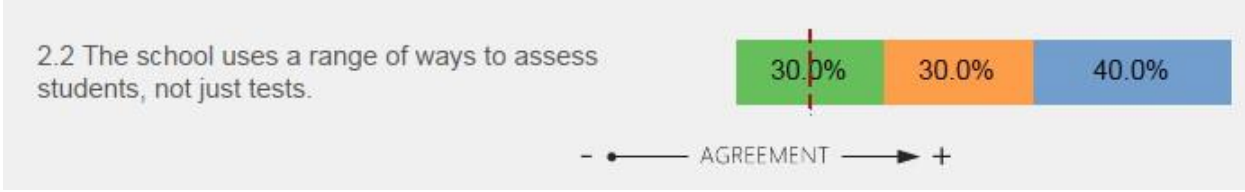


Analysis and Discussion of Data

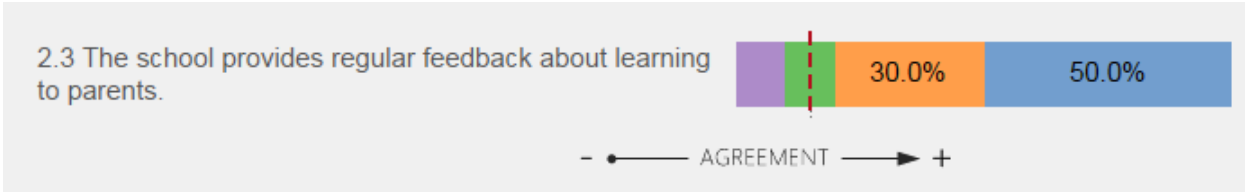
2.1 Teachers know how my child/ren is/are progressing.



2.2 The school uses a range of ways to assess students, not just tests.

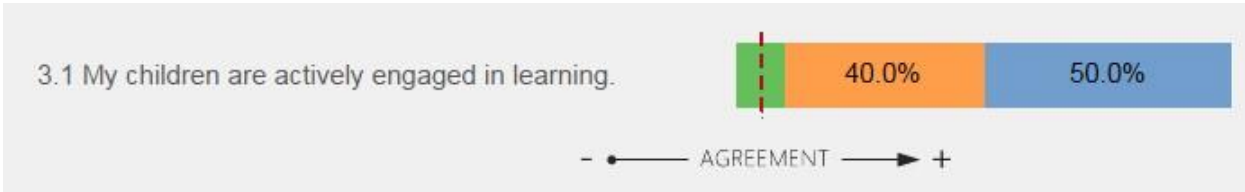


2.3 The school provides regular feedback about learning to parents.



A Culture that Promotes Learning

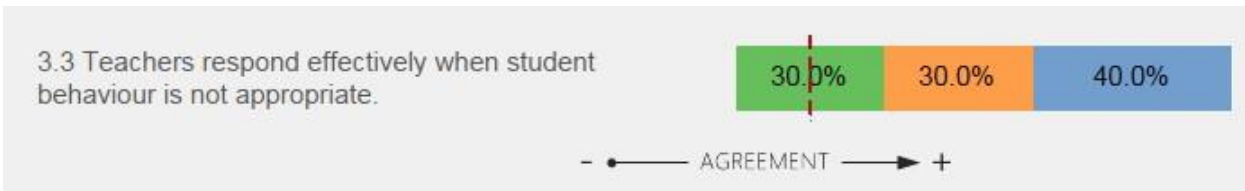
3.1 My children are actively engaged in learning.



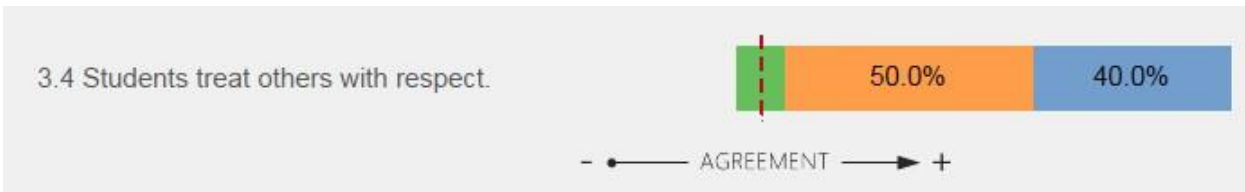
3.2 The school has high expectations of students.



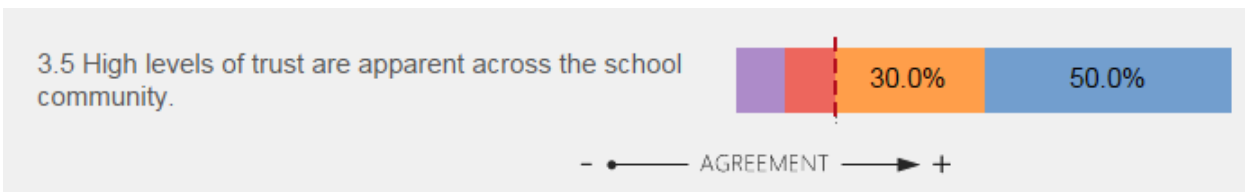
3.3 Teachers respond effectively when student behaviour is not appropriate.



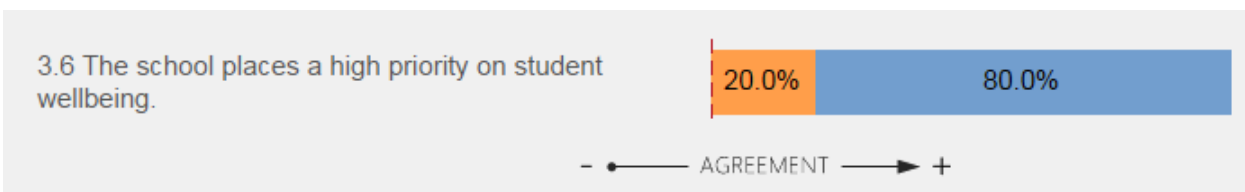
3.4 Students treat others with respect.



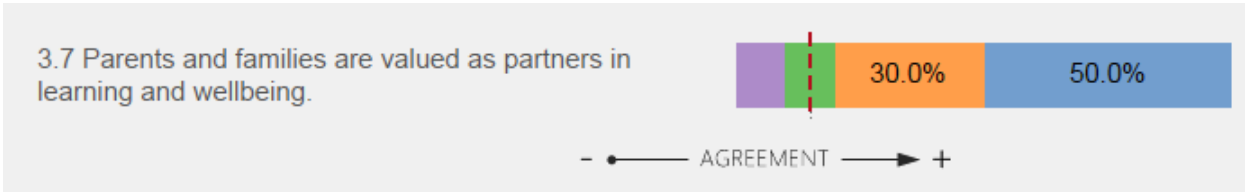
3.5 High levels of trust are apparent across the school community.



3.6 The school places a high priority on student wellbeing.

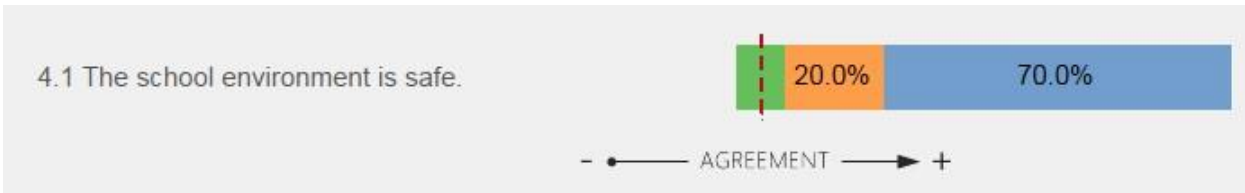


3.7 Parents and families are valued as partners in learning and wellbeing.



Targeted Use of School Resources

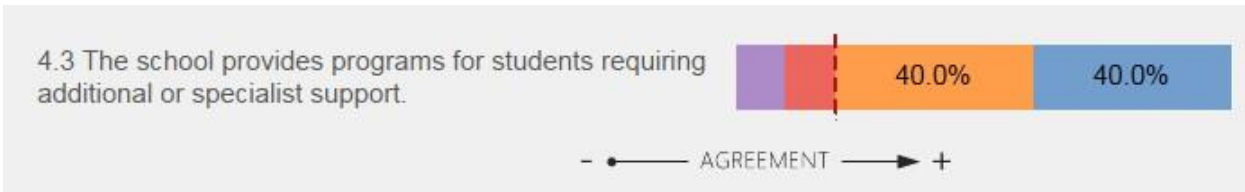
4.1 The school environment is safe.



4.2 There are adequate classroom resources.

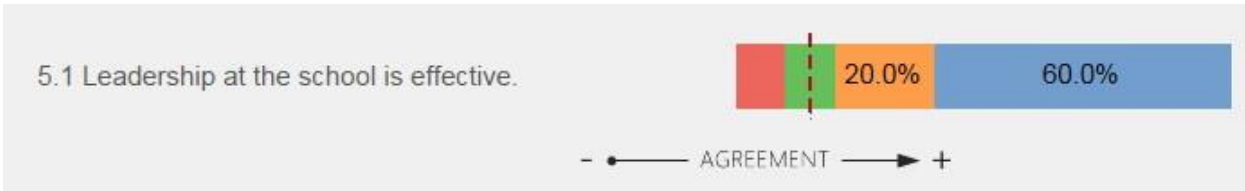


4.3 The school provides programs for students requiring additional or specialist support.

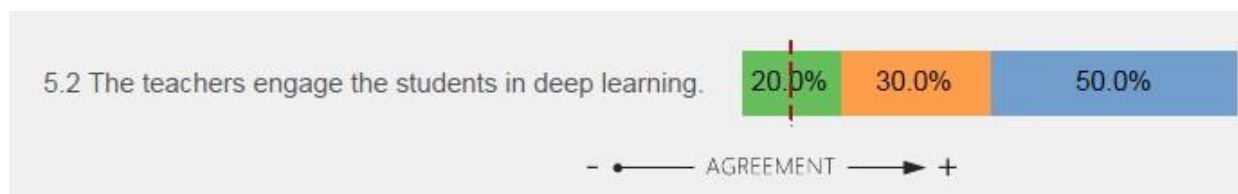


An Expert Teaching Team

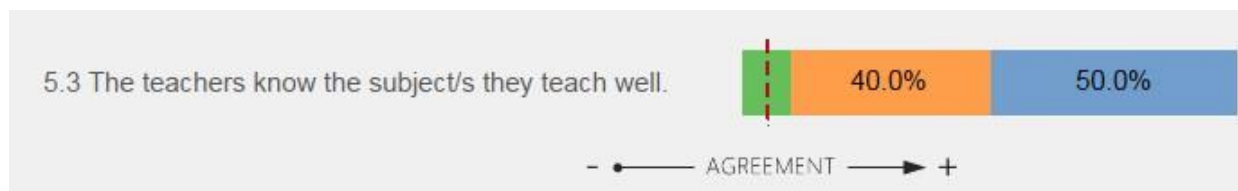
5.1 Leadership at the school is effective.



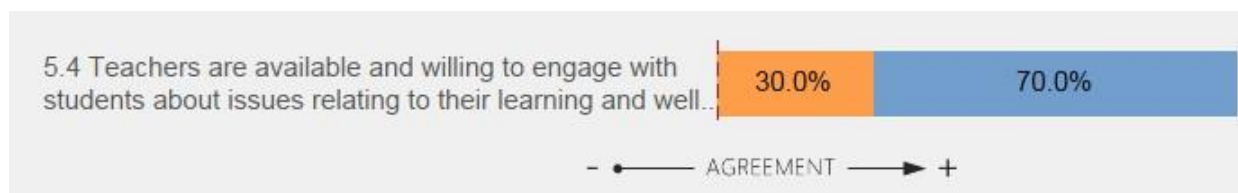
5.2 The teachers engage the students in deep learning.



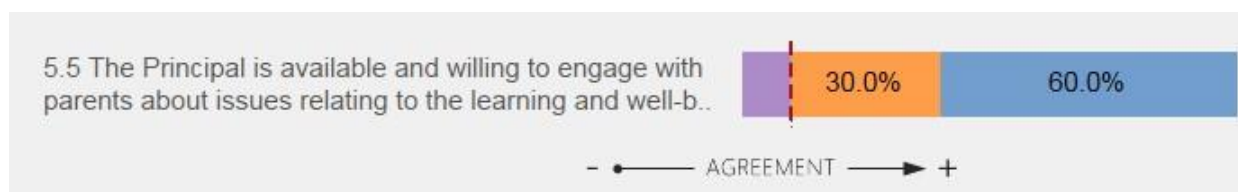
5.3 The teachers know the subject/s they teach well.



5.4 Teachers are available and willing to engage with students about issues relating to their learning and well-being.



5.5 The Principal is available and willing to engage with parents about issues relating to the learning and well-being of their children.

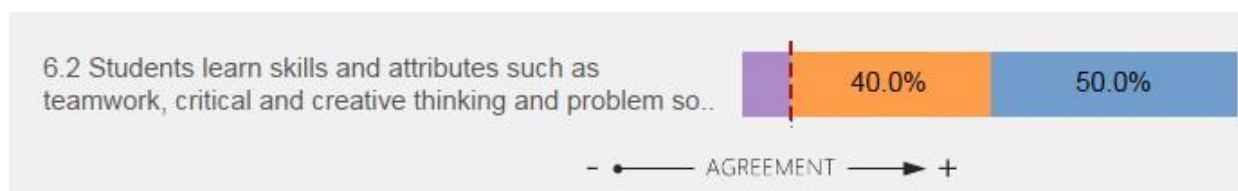


Systematic Curriculum Delivery

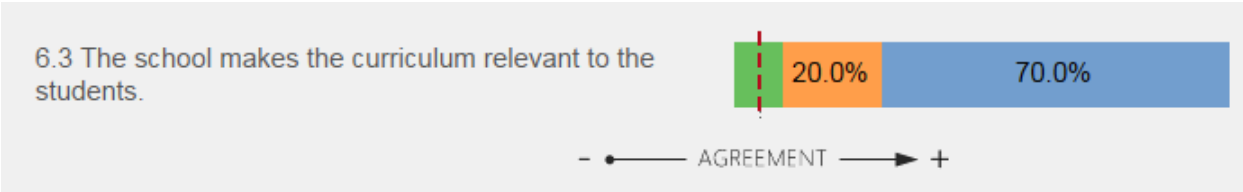
6.1 What the students learn is appropriate across the years of school.



6.2 Students learn skills and attributes such as teamwork, critical and creative thinking and problem solving.

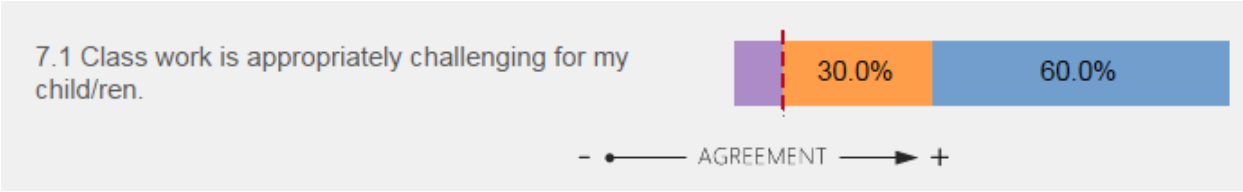


6.3 The school makes the curriculum relevant to the students.

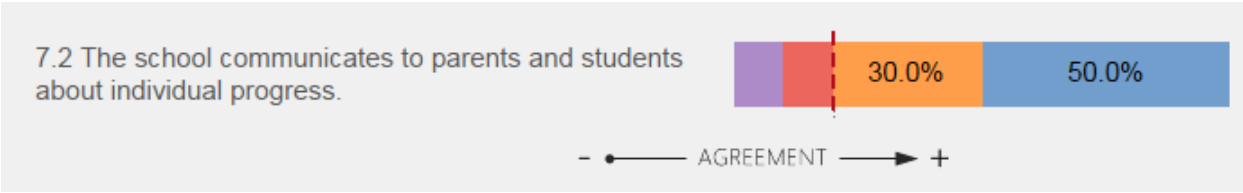


Differentiated Teaching and Learning

7.1 Class work is appropriately challenging for my child/ren.



7.2 The school communicates to parents and students about individual progress.



7.3 The school helps my child/ren to set appropriate learning goals.



7.4 My child/ren is/are becoming more able to monitor how they are progressing with learning.



Effective Pedagogical Practices

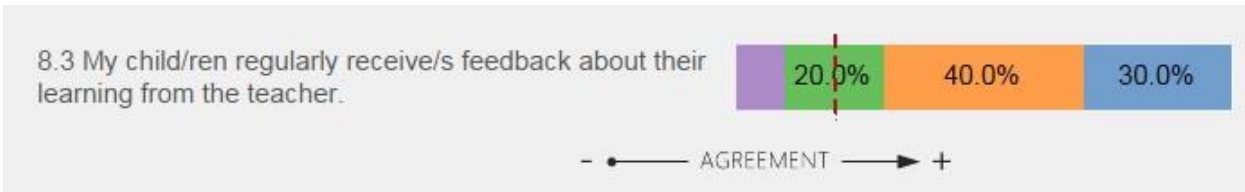
8.1 My child/ren is/are able to communicate about what they have learned in class.



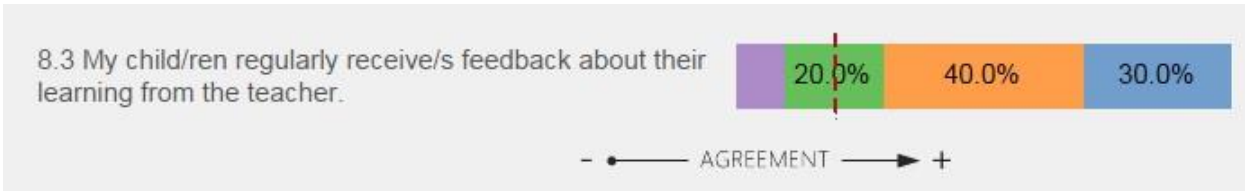
8.2 The teachers have high expectations for my child/ren.



8.3 My child/ren regularly receive/s feedback about their learning from the teacher.

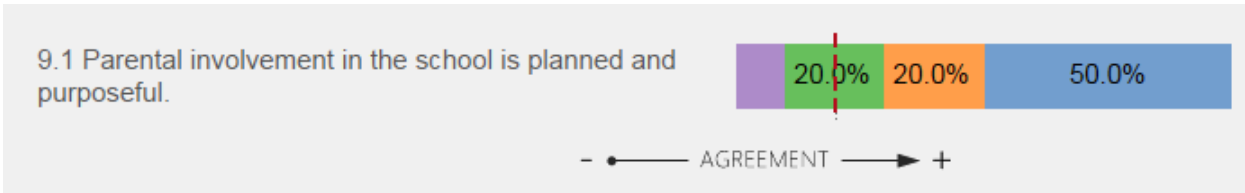


8.4 The teachers use a variety of ways to promote learning in the classroom.



School-Community Partnerships

9.1 Parental involvement in the school is planned and purposeful.



9.2 The school encourages parents to actively participate in their children's education.

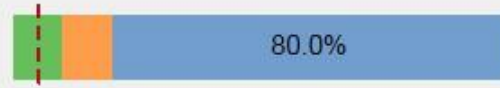
9.2 The school encourages parents to actively participate in their child's education.



- ● — AGREEMENT —> +

9.3 Parents are made welcome at the school.

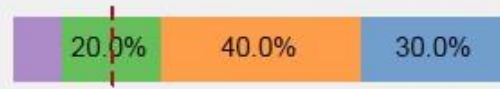
9.3 Parents are made welcome at the school.



- ● — AGREEMENT —> +

9.4 The school engages meaningfully with the wider community.

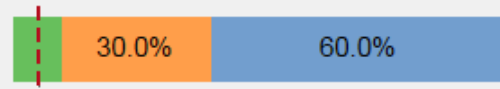
9.4 The school engages meaningfully with the wider community.



- ● — AGREEMENT —> +

9.5 Extra-curricular activities are an important part of the school culture.

9.5 Extra-curricular activities are an important part of the school culture.



- ● — AGREEMENT —> +

Student Survey

The Lakes Christian College

This report contains responses to a survey of students attending the school supporting the *Looking Inward* element of Embedding Excellence. The survey responses were collected on **11 February 2015**.

This summary report consists of response data from **61** completed and **9** partially completed surveys to:

- **36** questions addressing the nine domains of the National School Improvement Tool
- **2** general questions: "What are three words you would use to describe our school?" and "What is one thing you would change to make our school better?"

How the data was collected

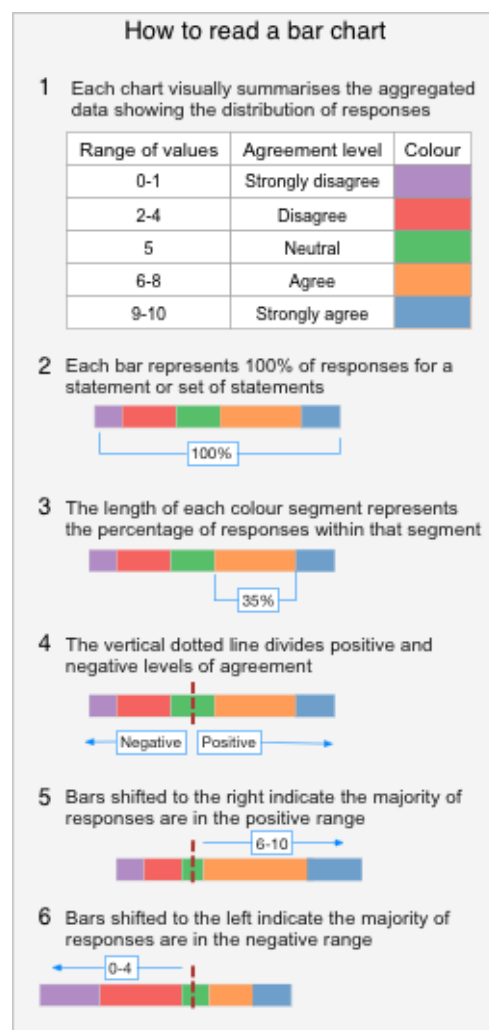
Survey participants were asked to place on a sliding scale the extent to which each statement reflects their own view or perception. An underlying scale from 0 to 10 was used to quantify these results. These values in turn were grouped into specific ranges to reflect the level of agreement with that statement.

How the data is organised

Responses for each statement in the survey are organised under the nine domains of the National School Improvement Tool. Each statement contains a bar chart representing the range of responses and a list of the comments for that statement.

Stacked bar charts have been used to visually represent the combined data of survey responses. Each bar chart summarises the data for statements within each domain. The diagram in the sidebar explains how to interpret a bar chart.

- All bars in each chart are of equal length and represent 100% of responses (2).
- The length of each colour segment indicates the percentage of responses that fall within that range (3).
- The vertical dotted line dividing each chart provides a quick visual cue to the trend of responses for that response set (4).
- Segments appearing on the right of the line show high agreement (5) and segments appearing on the left show low agreement (6).
- Responses falling within the neutral range appear to the left of the line.



Snapshot

The word cloud below provides a snapshot of how the school is perceived by the survey participants. It shows the combined responses to the question: *What are three words you would use to describe your school?* The size of each word indicates how frequently the word was used by survey participants. An interactive version of this word cloud appears in the Dashboard file.



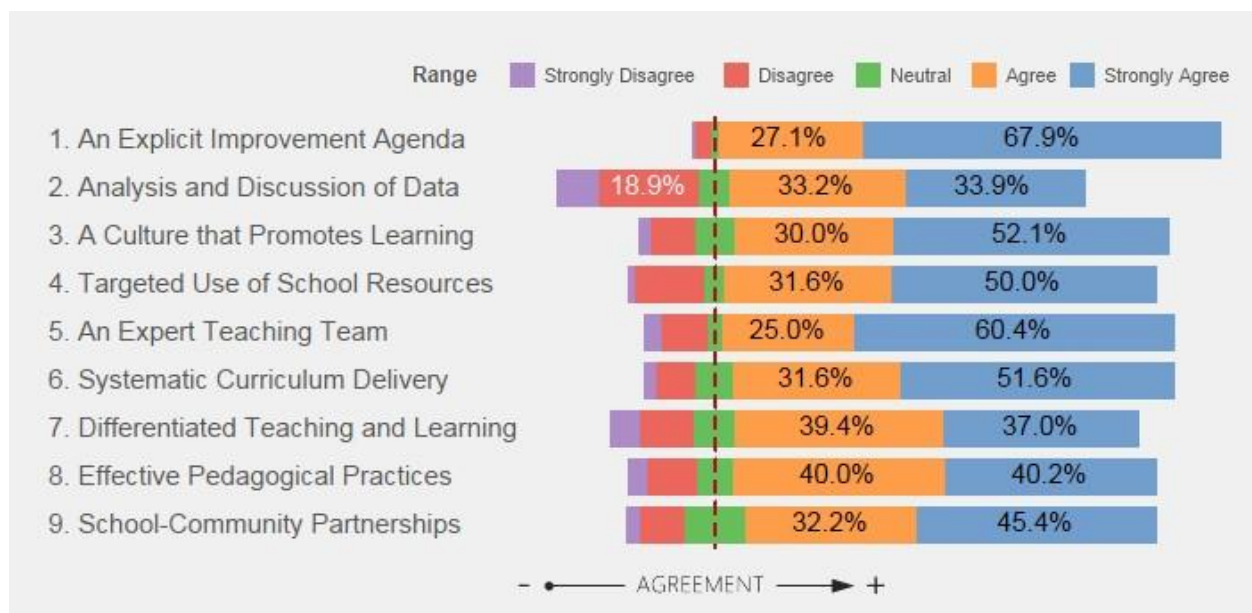
This table contains an edited list of words contributed by survey participants.

Small	Happy	Bush	Small	Good	Strict At Times
Unfun	Begrudging	Experience	Supportive	Caring	Family
Unique	Friendly	Strict	Great	Supportive	Growth
Good	Fine	School	Work	Hard	Challenging
Fun	Kind	Awesome	Fun	Exciting	Helpful
Exciting	Fun	Religious	Small	Clean	Safe
Caring	Family	Learning	Gentle	Loving	Helpful
Christian	Professional	Organised	Friendly	Dull	Active
There's Lots Of Classes.	The School Is Fun To Play At.	There's a lot Of Nature.	Fun	Cool	Friendly
Average	Nice	Ok	Loving	Happy	Learnful
Friendly	Care	Good	Fun	Nice	Good Teaching
Pretty	Teaching	Demanding	Cool	Awesome	Mad
Fun	Cool	Fantastic	Academic	Learning	Brilliant
Good	Quiet	Little	Caring	Beautiful	Good Kids
Beautiful	Safe	Wonderful	Fun	A Great Learning Environment	Caring
Fun	Nice Teachers	A 2nd Home	Fun	Environmental	Natural
Caring	Loving	Amazing	Unique	Family	Independent
Fun	Beautiful	Great	Small.	Nice People.	Overpriced Canteen.
Different (In A Good Way)	Very Good	Very Supportive	Fresh	Lovely	Caring
Small	Interactive	Friendly	Awesome	Small	Wonderful
Awesome If We Have Excursion's	Good	Better Than Others	Fun	Interesting	Great
Family	Caring	Respectful	Variety.	Hospitable .	Informative.
Well Designed	Entertaining	Decent Work	Safe	Respectful	Learners
Very Good	Helpful	Fun	Caring	Helpful	Nice
Outback	Imaginative	Helpful	Friendly	Positive	Educational
Safe	Awesome	Loving	Fun	Happy	Interactive
Fun	Dull	Friendly	Relaxed	Encouraging	Friendly
Caring	Smuty	Fun	Educational	Fun	Exiting
Relaxed	Friendly	Beneficial	Awesome	Fun	Learning
Fun	Interactive	Enjoyable	Fun	Great	Calm
Peaceful	Too Small	Creative			

The following charts have been extracted from the Dashboard file. For a deeper understanding of this data please download and open the Dashboard file in Tableau Reader.

Overview of responses by domain

The chart below represents the combined responses to a series of statements for each domain of the National School Improvement Tool. Each bar summarises the level of agreement by all participants in each domain area. The dashboard file contains breakdowns of this data by group and by domain.



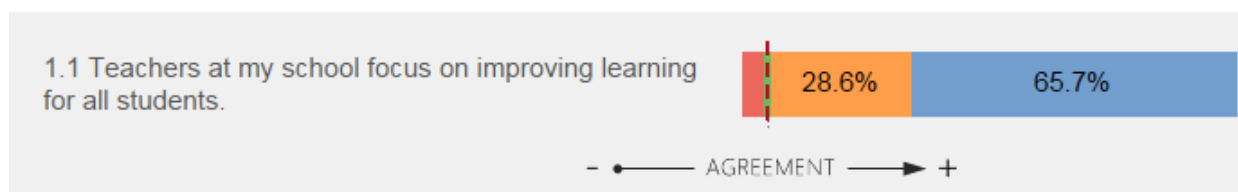
Overview of responses by statement

The charts below summarise the combined responses for each statement within each domain. Each bar represents the level of agreement for that statement. Each colour segment shows the percentage of responses for that segment (where size is significant). Each statement is followed by associated comments where provided.

Range Strongly Disagree Disagree Neutral Agree Strongly Agree

An Explicit Improvement Agenda

1.1 Teachers at my school focus on improving learning for all students.

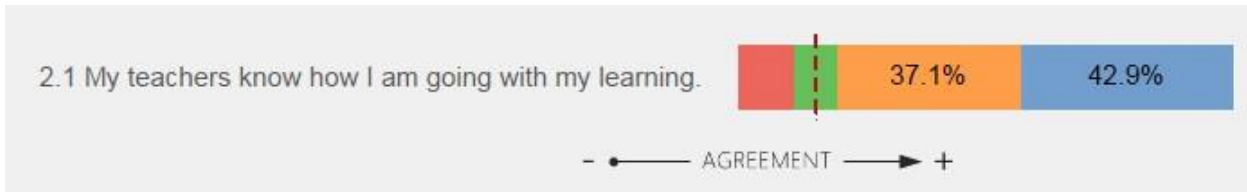


1.2 My school expects all students to learn successfully.



Analysis and Discussion of Data

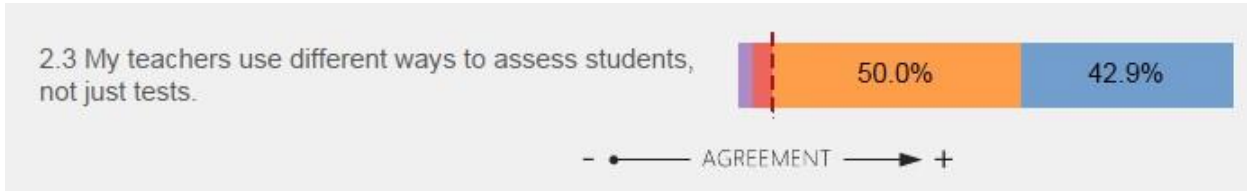
2.1 My teachers know how I am going with my learning.



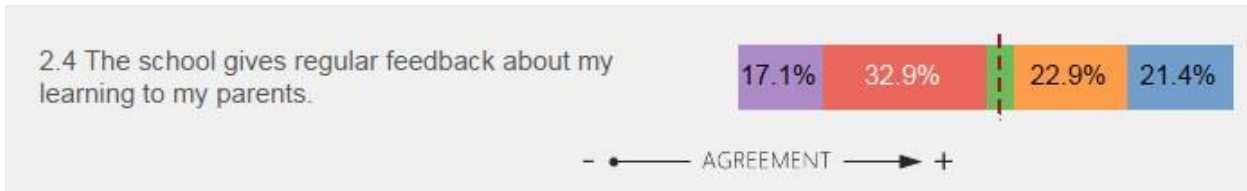
2.2 My teachers know how I am going socially.



2.3 My teachers use different ways to assess students, not just tests.



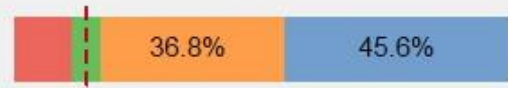
2.4 The school gives regular feedback about my learning to my parents.



A Culture that Promotes Learning

3.1 I am actively engaged in learning in all classes.

3.1 I am actively engaged in learning in all classes.



- • — AGREEMENT —> +

3.2 The school has high expectations of student behaviour.

3.2 The school has high expectations of student behaviour.



- • — AGREEMENT —> +

3.3 The school responds effectively when student behaviour is not appropriate.

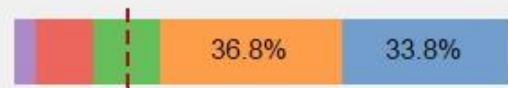
3.3 The school responds effectively when student behaviour is not appropriate.



- • — AGREEMENT —> +

3.4 The students treat others with respect.

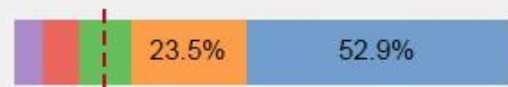
3.4 The students treat others with respect.



- • — AGREEMENT —> +

3.5 There are adults in the school I can speak to if I am upset or worried about something.

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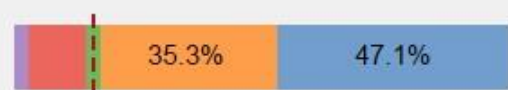


- • — AGREEMENT —> +

Targeted Use of School Resources

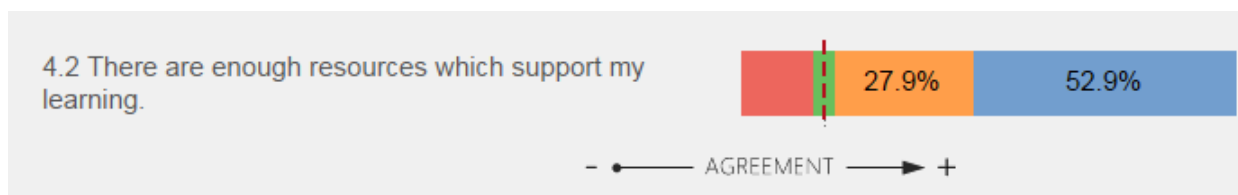
4.1 The school environment is safe.

4.1 The school environment is safe.



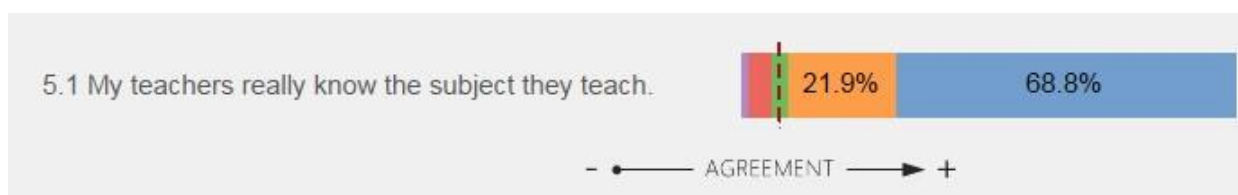
- • — AGREEMENT —> +

4.2 There are enough resources which support my learning.

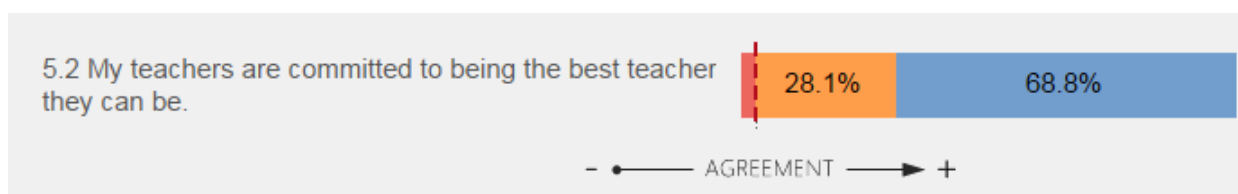


An Expert Teaching Team

5.1 My teachers really know the subject they teach.



5.2 My teachers are committed to being the best teacher they can be.

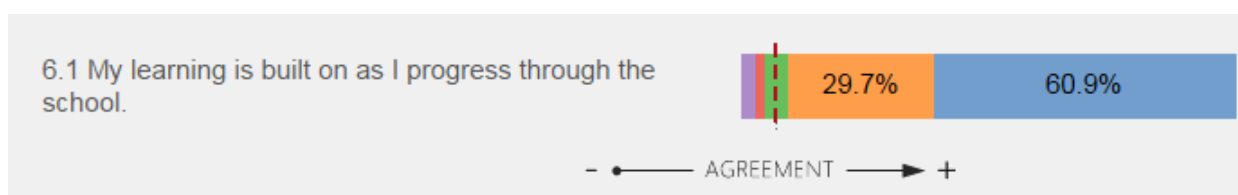


5.3 My teachers talk with students about issues relating to their wellbeing.



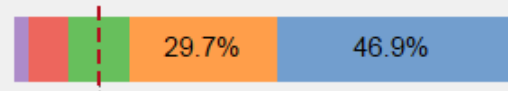
Systematic Curriculum Delivery

6.1 My learning is built on as I progress through the school.



6.2 I need to remember a lot of content to do well academically.

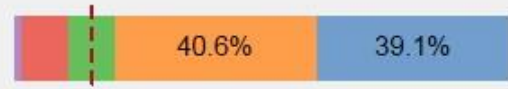
6.2 I need to remember a lot of content to do well academically.



- • — AGREEMENT —> +

6.3 I need to show my understanding of concepts or big ideas to do well academically.

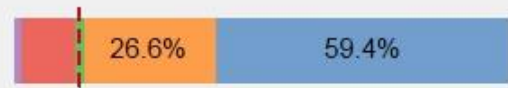
6.3 I need to show my understanding of concepts or big ideas to do well academically.



- • — AGREEMENT —> +

6.4 I learn skills such as teamwork, critical and creative thinking and problem solving in class.

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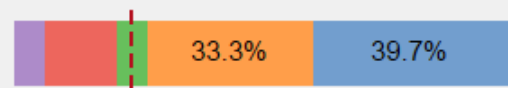


- • — AGREEMENT —> +

Differentiated Teaching and Learning

7.1 Class work is at the appropriate level for me - not too easy or too hard.

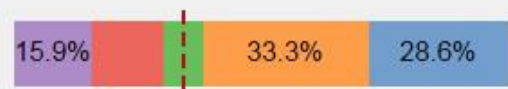
7.1 Class work is at the appropriate level for me - not too easy or too hard.



- • — AGREEMENT —> +

7.2 Students do different work based on their interest or ability.

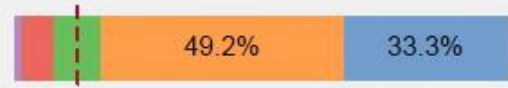
7.2 Students do different work based on their interest or ability.



- • — AGREEMENT —> +

7.3 The knowledge I bring to class is valued.

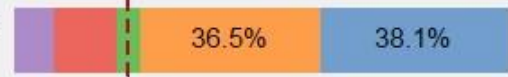
7.3 The knowledge I bring to class is valued.



- ● — AGREEMENT —> +

7.4 Before beginning new learning the teachers finds out what I already know.

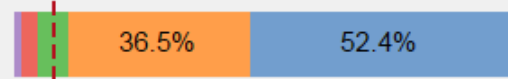
7.4 Before beginning new learning the teachers finds out what I already know.



- ● — AGREEMENT —> +

7.5 If I find the work too difficult the teacher helps me to understand.

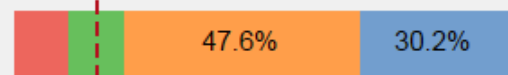
7.5 If I find the work too difficult the teacher helps me to understand.



- ● — AGREEMENT —> +

7.6 I am becoming able to monitor how I am progressing with my learning.

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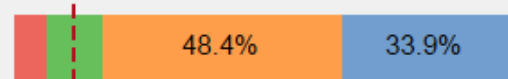


- ● — AGREEMENT —> +

Effective Pedagogical Practices

8.1 I can tell others about what I have learned in class because I understand what I have learned.

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- ● — AGREEMENT —> +

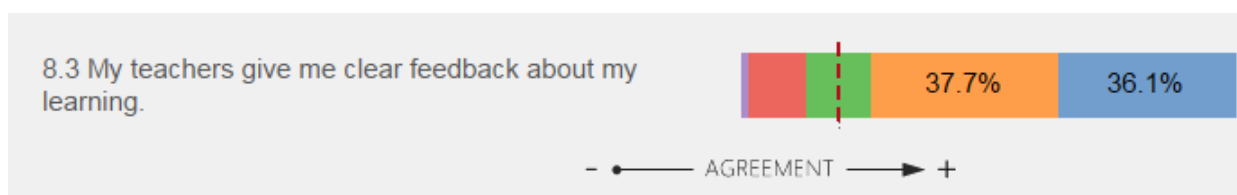
8.2 My teachers have high expectations for my learning.

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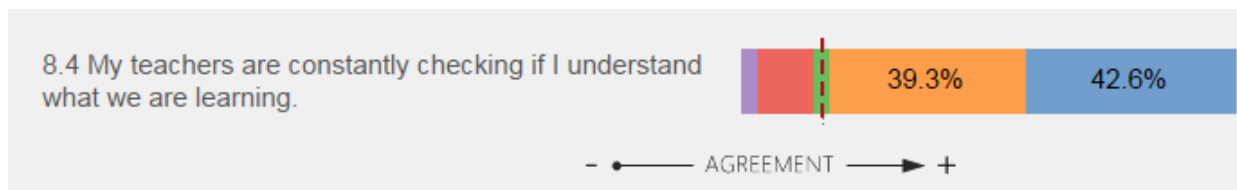


- ● — AGREEMENT —> +

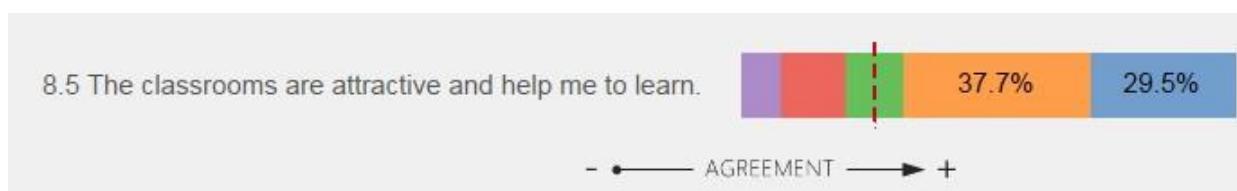
8.3 *My teachers give me clear feedback about my learning.*



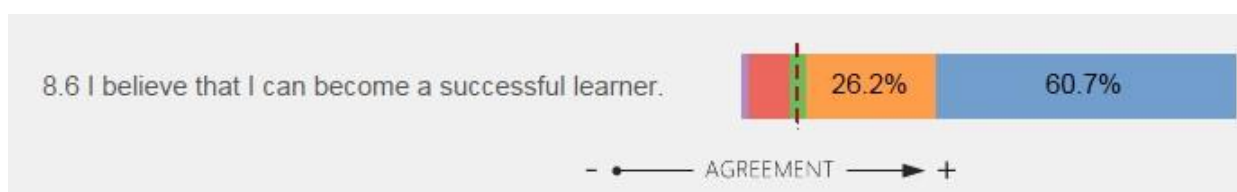
8.4 *My teachers are constantly checking if I understand what we are learning.*



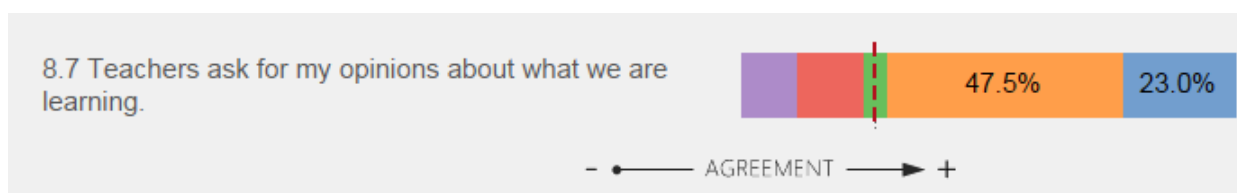
8.5 *The classrooms are attractive and help me to learn.*



8.6 *I believe that I can become a successful learner.*

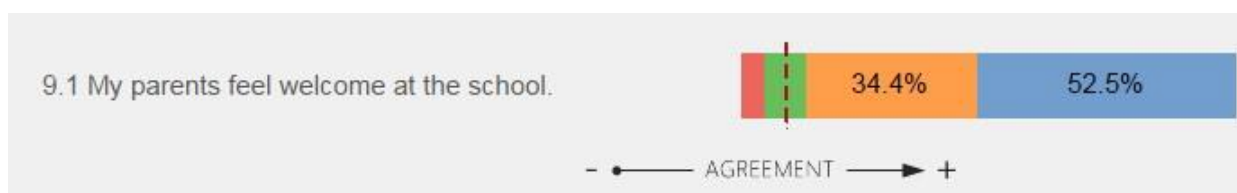


8.7 *Teachers ask for my opinions about what we are learning.*

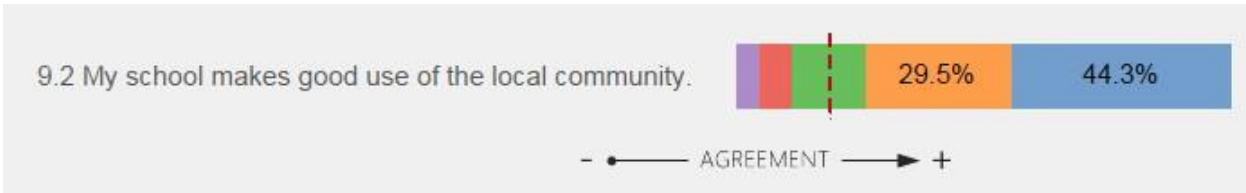


School-Community Partnerships

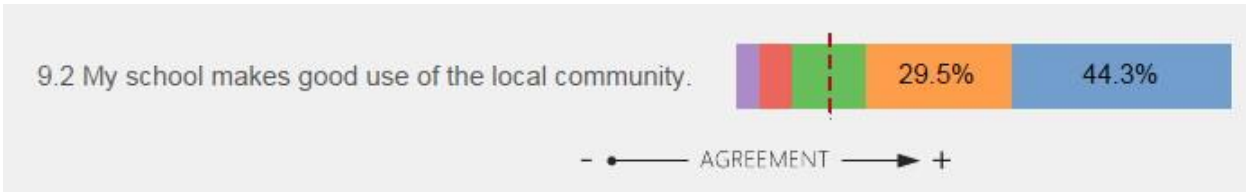
9.1 *My parents feel welcome at the school.*



9.2 *My school makes good use of the local community.*



9.3 *Extra-curricular activities are an important part of the school culture.*



The Lakes Christian College
Profit & Loss
January through December 2014

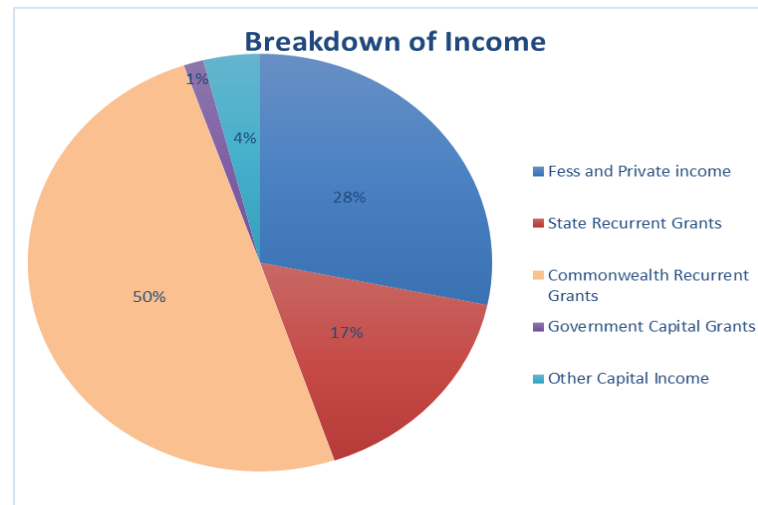
	<u>Jan - Dec 14</u>
Income	
01 R - Private Income	677,081
02 R - Recurrent Government Grants	1,344,120
03 R - Capital Income	29,852
05 R - Trading Income	<u>56,745</u>
Total Income	2,107,798
Cost of Goods Sold	
11 D - Cost of Sales	<u>122,366</u>
Total COGS	<u>122,366</u>
Gross Profit	1,985,432
Expense	
21 E - Staff Costs	1,699,076
22 E - Property Costs	148,911
23 E - Office Administration	42,240
24 E - Professional Fees	7,506
25 E - Advertising & Promotion	11,679
26 E - Depreciation & Amortization	168,497
27 E - Finance Costs	220,261
28 E - Other Expenses	<u>181,041</u>
Total Expense	<u>2,479,211</u>
Net Income	<u><u>-493,779</u></u>

PROFIT AND LOSS - 2014

School Fees	\$364,879
Income from Excursions/Trips	\$2,122
Other Receipts from Students	\$4,251
Private Income	\$200,612
State Government Recurrent Grants	\$309,929
State Government Interest Subsidy	\$25,020
Commonwealth Government General Recurrent Grants	\$996,640
All other Commonwealth Government Recurrent Grants	\$12,531
Total Recurrent Income	\$1,915,984

Commonwealth Government Capital Grants	\$28,108
Capital Fees	\$78,075
Other Capital Income	\$1,744
Total Capital Income	\$107,927

Principal/Teaching Staff Wages	\$1,118,295
All Other Staff Wages	\$264,629
Other Staff Related Expenses	\$6,483
Superannuation	\$127,931
Long Service Leave	\$39,711
Operating Expenses	\$205,917
Property and Building Expenses	\$148,911
Bank Overdraft and Recurrent Loans Interest	\$33,453
Capital and Bridging Loans interest	\$186,808
Amortisation	\$21,413
Depreciation	\$147,083
Bad and Doubtful Debts Expense	\$34,398



Total Recurrent Expenditure **\$2,335,032**

Land, Buildings and Improvements \$108,645

Other Capital Expenditure \$122,921

Total Capital Expenditure **\$231,566**

Breakdown of Income

Fess and Private income \$571,864

State Recurrent Grants \$334,949

Commonwealth Recurrent Grants \$1,009,171

Government Capital Grants \$28,108

Other Capital Income \$79,819

\$2,023,911

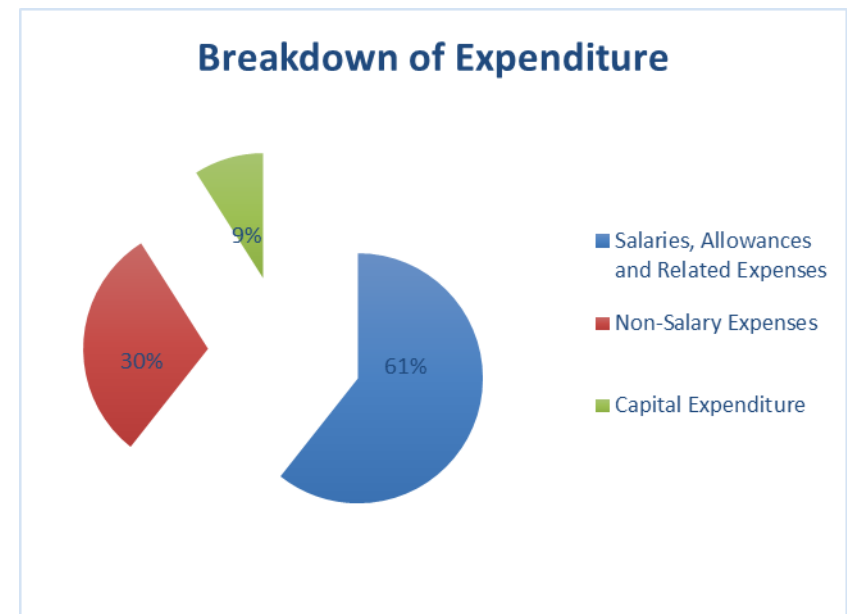
Breakdown of Expenditure

Salaries, Allowances and Related Expenses \$1,557,049

Non-Salary Expenses \$778,073

Capital Expenditure \$231,566

\$2,566,688



APPENDIX A

The Lakes Christian College Policy and Procedures

Enrolment

Purpose and Scope

This policy sets out the established criteria covering most facets affecting enrolment of students at The Lakes Christian College. While the policy is as comprehensive as possible, there will inevitably be some situations or circumstances which are not covered. In such instances it will be the responsibility of the Principal to make appropriate determinations to cover those circumstances.

Application Process

All new enquirers for positions will be sent an enquiry pack detailing the procedure for enrolment at The Lakes Christian College and including:

- A Prospectus
- The Statement of Faith
- A statement about the College Fees Scale
- An Application for Enrolment
- A Uniform Brochure

Applicants will be required to provide:

- The completed Application for Enrolment
- Copies of the child's last two school reports where available, or a Preschool assessment
- the indicated application fee
- Any medical, psychological or other indicative reports which are available.

Assessment Process

Where a family has declared education support needs or other information has come to light indicating a possible need for education support services, an initial assessment will be made of the student's needs by a member of the AIS (Australian Independent Schools) Special Education unit if the needs are deemed, by the Principal, to be severe..

For all other students with support needs, the Principal may require the parents to provide current medical, psychological or other indicative reports from specialists outside the College. Any such assessments that are required by outside personnel will be at the expense of the parent/s applying to enrol their child.

Interview Processes

When a position becomes available, the family deemed by the Principal to have next priority on the waiting list, will be invited to attend an interview at the College with the Principal.

All prospective enrolments are subject to a successful outcome of an interview with the Principal. The Principal will seek to establish that the expectations and commitments of the parents are consistent with the vision, values, goals, policies and resources of the College. The Principal will inform them of their responsibility to the College community in relation to fees, and ascertain their ability to afford the fees under the published policy.

Conditions of Offer

- (a) In principle, families *will be accepted for enrolment* after it is established that they agree to the terms and conditions of enrolment as outlined in the Enrolment form; and, in the case of all families, the enrolment of the child must not be prejudicial to the stability, good order and effective operation of either individual classes or the College as a whole.
- (b) The College reserves the right to decline any application for enrolment or to defer the offer of a position to any student.
- (c) The College reserves the right to refuse any application for enrolment when, having been aware of the existence of specific educational needs, the family declines to declare those needs or withholds relevant information pertaining to an enrolment.
- (d) The College reserves the right to terminate an enrolment where there are not sufficient resources to deal with a student's needs if the parents have not declared or have withheld known information pertaining to a student's needs.

Letter of Offer

Upon receipt of the letter of offer the family may have seven days (or fourteen days in the case of a kindergarten enrolment) to respond in writing to the offer of a position and to pay the non-refundable family deposit. In the case of a sibling of a student already enrolled, it suffices to return the signed section of the letter of offer. Failure to reply within the required time will result in the position being re-offered where other students are waiting for entry to the College.

Waiting Lists

The Lakes Christian College maintains waiting lists for families seeking to enrol their children in classes at the College. Applications to register for the waiting list are open to all families. The Principal through the Office Manager shall be responsible for the maintenance of class waiting lists of all children waiting for entry into the College, including future kindergarten classes. Such lists shall be continually reviewed and updated.

Criteria for determining positions on the waiting list

(a) General

Names will be entered on the appropriate section of the waiting list when the "Application for Registration" form is returned with:

- The non refundable Application fee
- Copies of the child's last two school reports
- Other medical, psychological or other indicative reports relevant to the child's enrolment.

Failure to provide all required information may result in the College declining or delaying the enrolment of the student.

(b) Seniority

- Siblings of children enrolled at The Lakes.
- All other applicants in date order.

Failure to take up offer

Notwithstanding the above criteria, the child's name will be placed at the bottom of the relevant section of a grade waiting list, if the parent or guardian fails to take up an offer of a position for that child.

The date of *non-acceptance* will from that date be used in lieu of application date for the purpose of determining future waiting list positions for that child.

Enrolling Students Withdrawn from the College

In the case of families who have withdrawn their children from the College and who want to reenrol them, the child's name may be placed on the relevant section of the waiting lists.

Enrolment Offers

(a) In considering all prospective enrolments the College reserves the right to ask parents to authorise the College Principal or his/her delegate to contact:

- (i) The Principal of the previous school to confirm information pertaining to the student.
- (ii) Any medical or other personnel considered significant for providing information pertaining to the needs of the prospective student being considered for enrolment.

(b) Where information obtained by the College suggests a profile of wilful misconduct, illegal activities or strong anti-social behaviours that would be detrimental to the class or the College, notwithstanding that the student be the sibling of a current student, the Principal may decline to proceed any further with the enrolment process.

(c) Where information obtained by the College indicates that the prospective student has significant and specific learning needs, the Principal will seek to identify the exact nature of those needs and the strategies required to address them.

Having obtained this information, the Principal will assess the nature and impact of all other significant and specific learning needs within the prospective cohort to determine whether or not the enrolment of the prospective student would cause unjustifiable hardship to the existing students, the staff, or the College (including the financial impact). Where the Principal deems that the enrolment of the said student would cause unjustifiable hardship, he/she reserves the right to decline the offer of a position or defer the offer.

Entry at the start of Kindergarten

(a) Normal Entry

Both 5 year-olds, and 4 year-olds whose *5th birthday falls on or before May 30th of the proposed year of entry*, are eligible to commence kindergarten.

All children will undertake a “readiness for school” assessment. If parents have already indicated specific learning needs, an alternative and/or additional assessment process may be required.

For those who do not turn 6 until after the end of the 4th term of the proposed year of entry, and who are assessed as being *not yet ready for school*, the Principal may require an additional assessment process to be undertaken to determine whether or not the child has specific learning needs. Unless specific learning needs are identified, then the Principal reserves the right to defer the enrolment to the following year.

In respect of any prospective enrolment, the College reserves the right to have members of the Education Support Team or other staff visit the child’s preschool, early intervention centre or (with the families agreement) the home, to more accurately assess the learning needs of the child in question.

(b) Early entry

“Early” entry to Kindergarten for a 4 year-old, whose *5th birthday falls after May 30th of the proposed year of entry*, may be accepted, subject to:

- (i) A written application being addressed to the Principal.
- (ii) There being vacancies after all other children who will have attained the age of five years before 30 April, have been admitted.
- (iii) The Infants Teacher and/or Education Support Team’s assessment of the child concerned confirms that he or she is ready for admission to Kindergarten.
- (iv) The Principal, being satisfied that the child concerned meets the criteria may accept the child for enrolment under the terms of that policy.

Other Offers

Based primarily on the Principal’s analysis of the waiting list, as outlined above, and the provisions of this Policy, places in the College are to be offered as vacancies become available. Offers are to remain open for seven days. Failure to reply within the required time will be deemed to constitute non-acceptance of that offer.

Offers for Provisional Enrolment

Where circumstances give rise to uncertainty on the part of the Principal, a provisional enrolment may be offered for a student for a set period of time. Conditions applying to such provisional enrolment will be set out in writing. Where such provisions are applied, either the parents or the Principal will be free to terminate the enrolment with seven days notice. In such circumstances, enrolment deposits will be refunded and College fees will be adjusted to cover the period of enrolment only. No penalties will apply. This clause cannot be applied in the case of students with specific learning needs.

Creditable Enrolment Fee

Each family, on being offered a position for their child, will be required to pay an enrolment fee within 7 days of receiving a letter of offer for that position. This fee will be paid prior to the child commencing school and will be credited to the child's fee once enrolment has commenced.

Class Sizes

With the exception of the allowable marginal increases, class sizes will be 26 students per class in the primary and 28 students per class in the high school with the option of an additional two students at the Principal's discretion. Circumstances where this discretion might be applied include...

- (a) Children repeating.
- (b) Children being accelerated.
- (c) Transfers from other Christian schools (where the family is moving into the area for work purposes).
- (d) Children of staff moving into the local area to take up a position at The Lakes Christian College.
- (e) Missionaries on short term furlough – up to 12 months.
- (f) Christian workers in overseas postings wanting their children to be educated on a home-stay basis.
- (g) Short term extended family arrangements (or long term as circumstances may dictate).
- (h) People moving into the area on sabbatical or other types of leave whose children already attend a Christian school in their local area.