

Lowther Hall Anglican Grammar School
Annual Report
2013



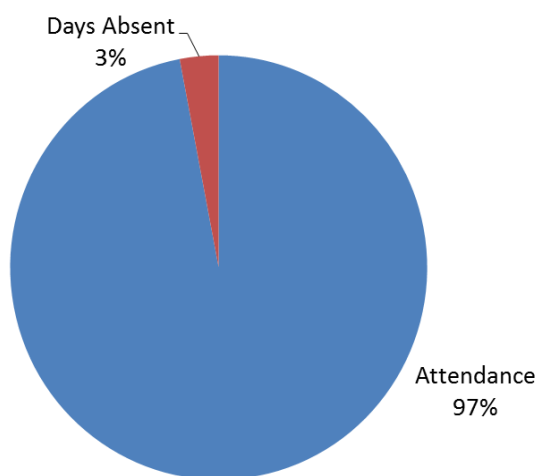
Annual Report 2013

As part of the funding agreement between schools and the Commonwealth Government, all schools are required to report to parents and the broader community on a range of aspects of school life. Should you have any queries about this data please feel free to contact me by email at rhodese@lowtherhall.vic.edu.au.

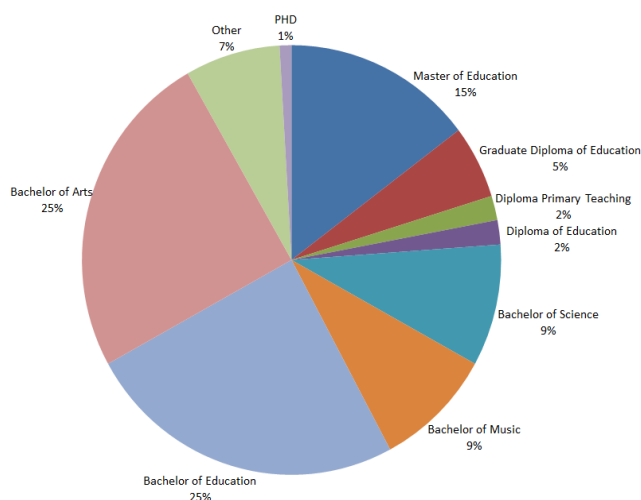
I hope you find this summary of information from 2013 interesting and informative.

Ms Elisabeth Rhodes
Principal

Teaching Staff Attendance



Teacher Qualifications



Staff Retention

One of our secondary academic staff retired at the end of 2013. Of the administration staff, three accepted positions elsewhere and two resigned. Three academic staff completed their contracts with the School at the end of 2013.

Expenditure and Teacher Participation in Professional Learning

During 2013 the School continued to promote Professional Learning throughout our staff community. Staff across the School attend conferences, workshops and engaging with a variety of external consultants to promote research and best practice.

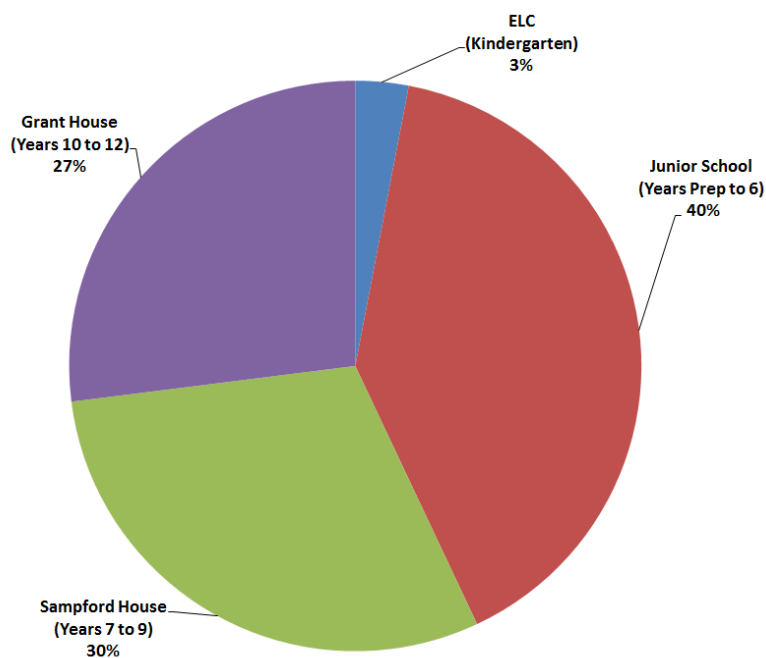
Professional Learning for teaching staff continued to focus on the key areas identified in the Strategic Plan for Teaching and Learning. Specifically, the work of Robert Marzano, Carol-Ann Tomlinson and Jay McTighe continued to be central in the development of pedagogy and curriculum writing. Teachers continued to work face to face and in a blended learning environment with our Digital Learning Consultant to develop best practice in the integration of 21st Century skills and technologies into the classroom. The Early Years was another important area for staff professional development, with the Principal and Deputy Principal - Head of Junior School undertaking a weeklong course in Reggio Emilia, in Italy and the Early Years Teachers participating in a year-long project facilitated by Independent Schools Victoria.

Staff continued in 2013 to attend specialised conferences related to their professional learning goals and focused subject areas and members of the Senior School staff participated in VCE assessing and examination marking.

Student Attendance

2013	Attendance Rate Across the Year
Kindergarten	99%
Prep	95%
Year 1	94%
Year 2	94%
Year 3	94%
Year 4	92%
Year 5	94%
Year 6	95%
Year 7	96%
Year 8	95%
Year 9	95%
Year 10	96%
Year 11	97%
Year 12	97%

Summary of Enrolments 2013



Student Retention

In Year 9 2010 there were 82 Year 9 girls. In Year 12 2013 there were 82 students of that cohort, representing a 100% retention rate.

NAPLAN Testing

The National Benchmarks are levels of achievement agreed upon by the States to be the minimum acceptable standards at each particular Year Level. These Benchmarks are measured across Australia through the National tests (NAPLAN). The graphs show the percentage of students at or above the benchmark for 2012 and 2013 for each year level tested.

How does the School use the NAPLAN data?

These students in Years 3, 5, 7 and 9 completed the NAPLAN tests in May 2013 and the results arrived in the School in September 2013. The School received individual and cohort data.

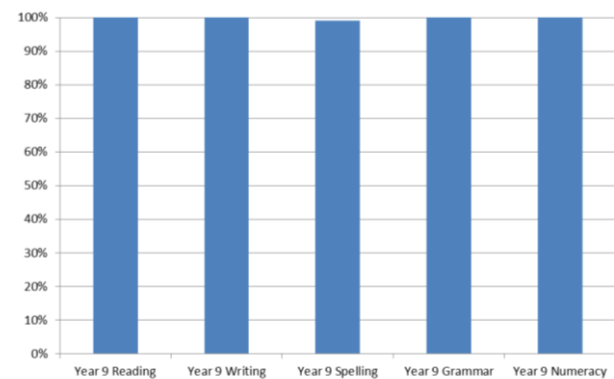
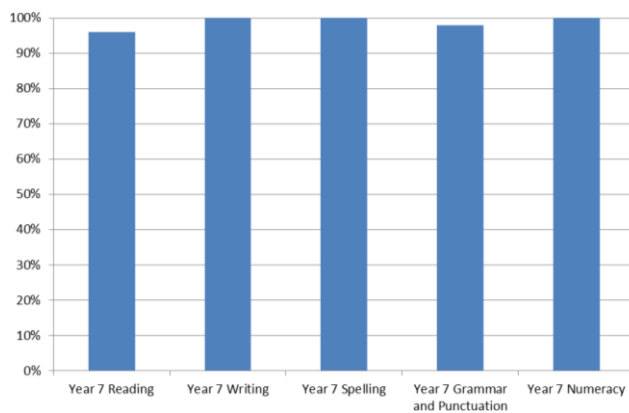
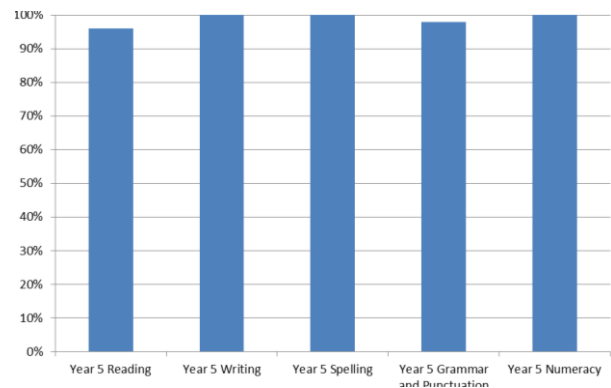
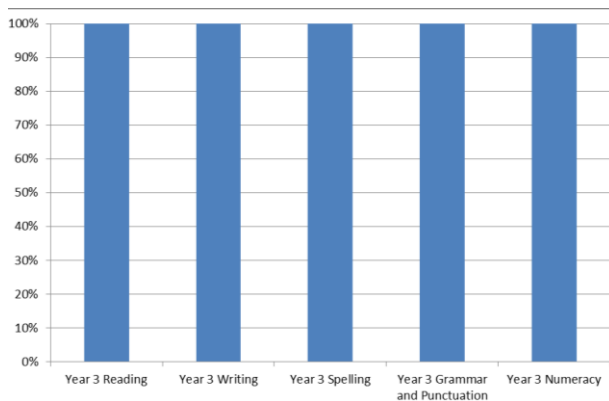
For individual students:

- Parents received the printed results for their daughter
- Meetings were held with parents to discuss their daughter's result if required
- The School matched the data with existing school based assessment results
- The data informed the placement of students in groups for additional assistance or extension
- Individual learning plans were put in place if required
- The data was entered into the School's student assessment database and used comparatively with previous student assessment data
- The data will be compared with subsequent assessment data to track and monitor future progress

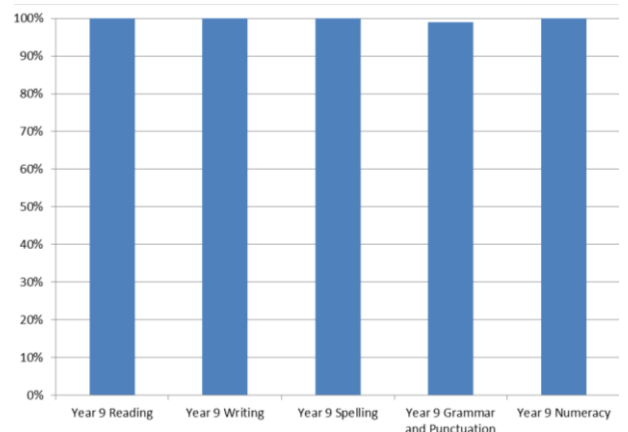
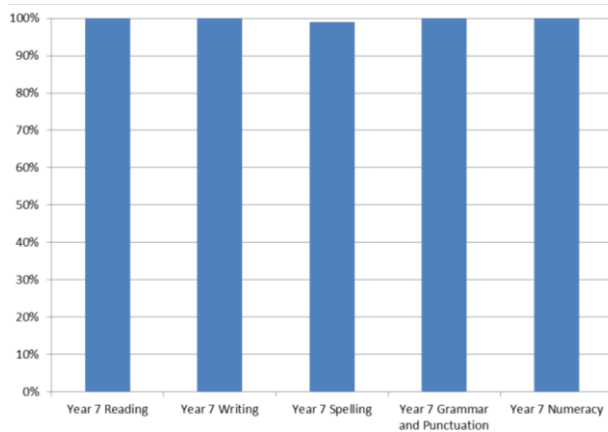
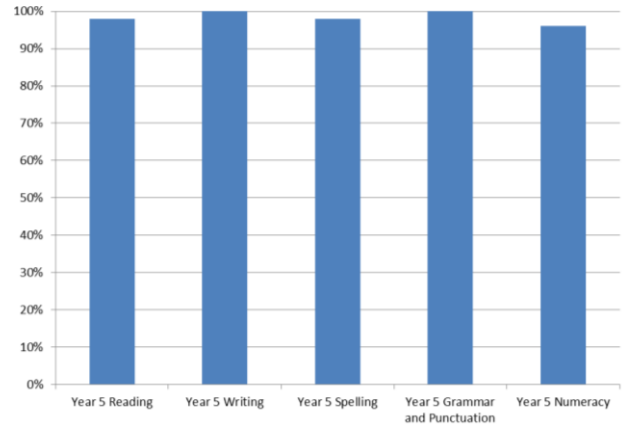
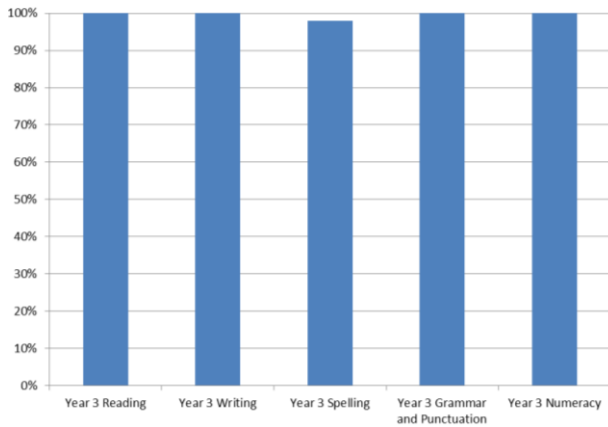
For cohorts of students:

- Staff met to review data and identify curriculum priorities and goals
- Staff attended relevant professional learning sessions and purchased resources to meet the priorities and goals set
- The School considered the student data when constructing class lists for subsequent years
- The data will be compared with subsequent assessment data to track and monitor future progress

Percentage of Students Achieving or Exceeding Benchmarks - 2012



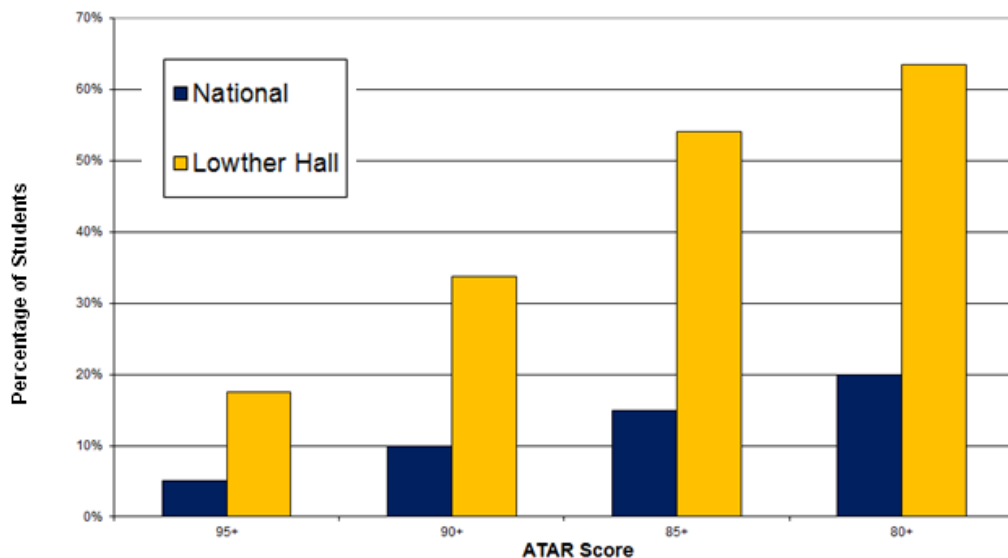
Percentage of Students Achieving or Exceeding Benchmarks - 2013

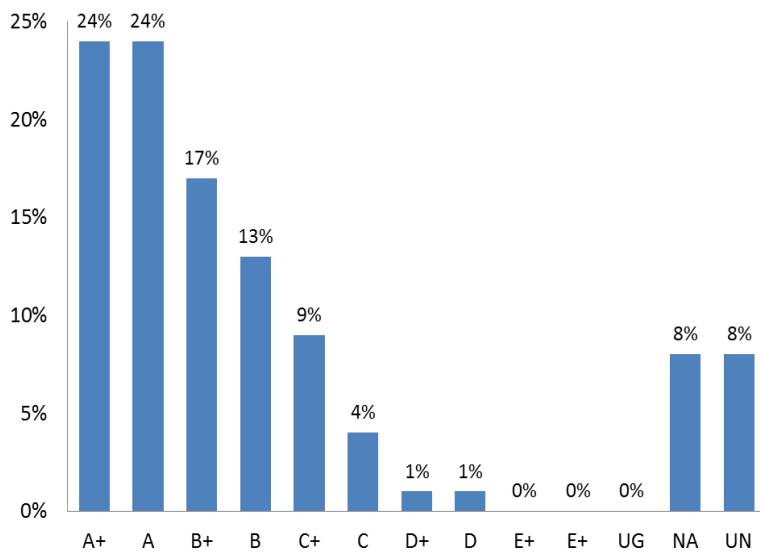


Year 12 Outcomes

The results reflect the hard work of staff and students and show a commitment to the pursuit of excellence by all. 33% of the cohort achieved an ATAR score over 90, placing them in the top 10% of Australia with 63% of girls scoring an ATAR of 80 or more (the top 20% of the nation). 48% of graded assessments were A or A+ with 3 girls achieving perfect study scores of 50 out of 50. The median study score was 35 which is an outstanding result.

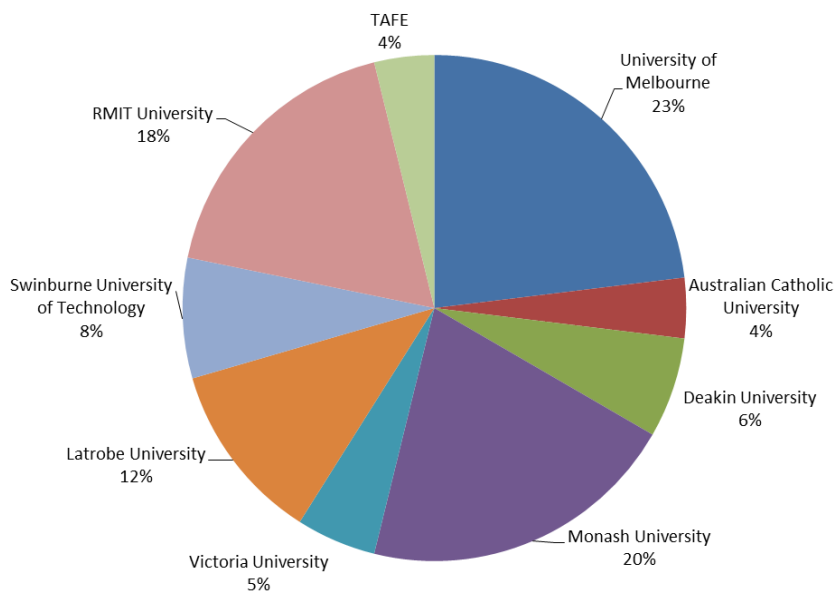
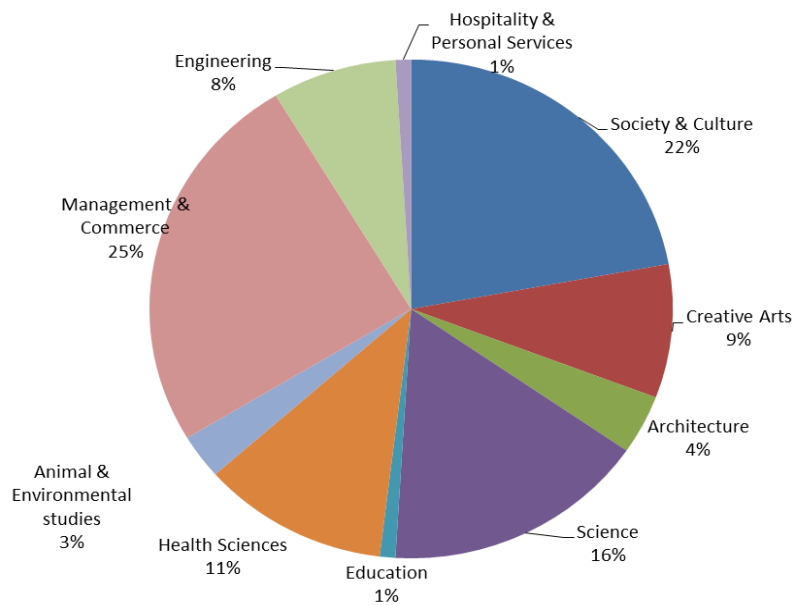
Lowther Hall 2013 ATAR Scores





Year 12 Class of 2013 - Destinations

98% of our 2013 graduates received a tertiary offer with 96% enrolling at university and 4% enrolling at TAFE to commence their studies this year.



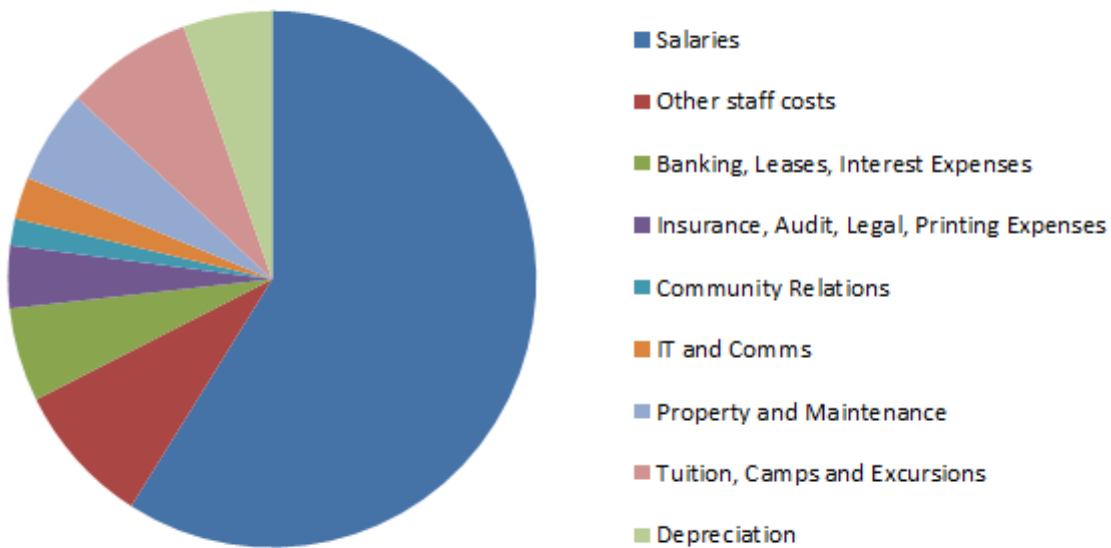
Finance and Major Projects

There were no major building projects in 2013, however plans have commenced for the construction of a new Early Learning Centre on the existing site. The School has commenced some minor capital works in relocating Senior School Administration to the ground floor of Grant House, which is a more central location.

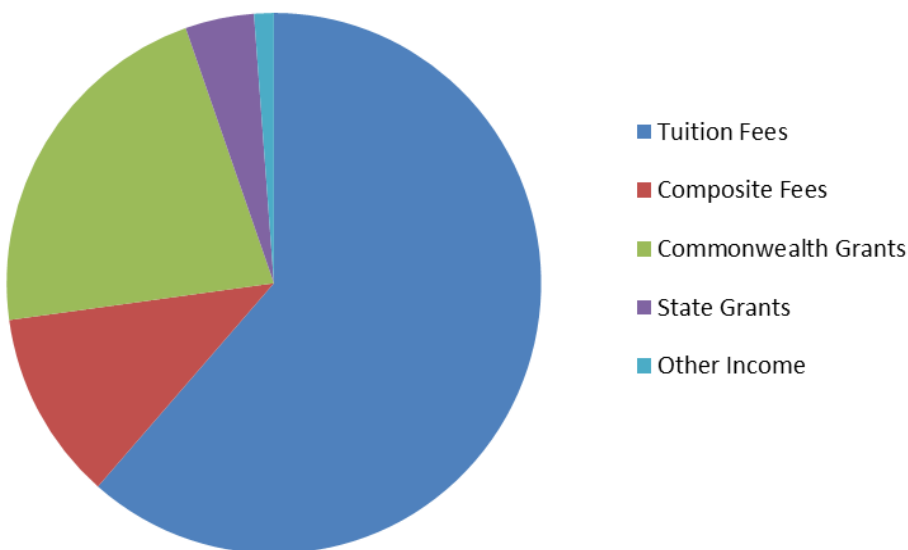
During the Term 3 break, the School has made a major investment in its IT infrastructure to support the "Bring Your Own Device" program for Year levels 10 to 12 and the introduction of individual student iPads for Years 3 to 7. This infrastructure was leased and the majority of the financial impact will be felt from 2014.

All financial indicators are largely consistent with previous years. However, in 2014 the impact of the Collective Agreement negotiated at the end of 2012 with Teaching Staff will be incurred as staff numbers are increased to compensate for the reduction of contact hours. For further information on this matter, please refer to the Chairman's letter.

Lowther Hall Expenditure 2013



Lowther Hall Income 2013



Parent and Student Satisfaction

During 2013 the Lowther Hall Parents and Friends' Association (PFA) was established and the PFA Committee was appointed by the Lowther Hall School Council. This Committee coordinates the work of Year Level Representatives at each grade level from Kindergarten to Year 12, who organise social functions for parents and girls in order to build community connections and support the work of the PFA which, in turn, supports the School.

In addition to regular parent information nights, a series of Parent Forums were introduced, providing an opportunity for parents to hear from guest speakers on issues such as cyber safety and adolescent health. Coffee, cake and conversation once a term, was established as a regular opportunity for any parent across the School to come and exchange ideas with other parents and the Principal in an intimate setting. These events have been an excellent opportunity to hear the parent voice and to strengthen ties across the School community.

The Student Representative Council has been active in both Junior School and Senior School, providing opportunities for the student voice to be heard and for student initiatives to be planned and implemented. Lunches with girls in Year 12 and Year 6 with the Principal and Deputy Principals have allowed feedback to be gathered from students and ideas to be shared about possible improvements to School programs. The Senior School newspaper *The Mansion Messenger* also continues to be an important forum for the expression of student voice.

Value Added

During 2013 our mission to educate the whole person for the whole of life has once again been at the heart of everything we have done. Coming in to the role of Principal of this wonderful School, I have appreciated the opportunity to look from a new perspective on the many ways in which we assist girls to develop the qualities, knowledge and skills they will need to make a positive contribution in the post-school world. This is evident not only in the academic programs, but also through the broad co-curricular programs of music, sport, student run clubs, activities and programs which allow girls to explore interests and talents outside the classroom, as well as in the many cross age programs which are in place to assist girls in the development of leadership skills and to be mentored by older role models within the School.

In addition to regular academic testing, which assists us to monitor student progress over time in learning, 2103 saw the introduction of social and emotional wellbeing surveys across the school, which will help us to monitor the health of each cohort and to tailor pastoral and personal development programs to meet particular cohort needs. Well-developed transition programs from Kinder to Prep, from Year 6 to Year 7 and finely honed processes of subject choice guidance and careers counselling position girls well to move across each stage of schooling and, finally, onto life in the adult world.