



LAKELAND  
SENIOR HIGH SCHOOL



# Annual Report 2017

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**All photographs used in this report were taken by the following students:**

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## Foreword

### From the Principal

It gives me great pleasure to present the Lakeland Senior High School Annual Report for 2017 to our school community.

2017 provided many highlights at the School with students excelling in the academic, sporting and cultural scenes. The School's reputation has continued to grow within our local community.

Academically, every student was given the opportunity to succeed with many Year 12 students applying for further education through the Tertiary Institutions Services Centre (TISC) for a placement within a university course, Registered Training Organisations for further training opportunities or entering the workforce through apprenticeships and traineeships.

The 2017 Year 12 cohort was one of the largest the school has seen in recent years and these students were able to continue the traditions that have been built by the leaving cohorts before them in leading the rest of the student body throughout the year.

The Music Technology and Touch Specialist Programs have continued to grow and the students involved in these programs have been given opportunities that far exceed that of a standard school course. The music students have undertaken a number of high profile performances as well as being involved in the school tour program where the feedback has been overwhelmingly positive about their performances.

Throughout 2017 the school staff continued to progress the Business Plan and work has been undertaken to ensure that the parent body is represented through the involvement of the School Board and the P&C Association. This plan charts the future direction of the school and most importantly states how we will be assessing whether we have achieved our targets and future aspirations.

As is always the case, a small but dedicated group of parents and community members continued to work for the school through their efforts on the P&C Committee. This group is dedicated to supporting the school and without them there would be many programs and processes that we would not be able to complete. Their support with the canteen and through the provision of funds for activities across the school helps to provide programs for all students across the campus. I urge all parents to consider attending the P&C meetings, which only occur once each term, and having input into the school through this association.

The School Board have also been active in 2017 and it is due to their work assessing the merits of the school plan and how we have committed resourcing to the targets within this plan, that we have been able to progress the school in 2017. The board is made up of a mix of staff members and parents and community members. The majority of members on the Board are non-school staff and I encourage parents and members of our local community to express their interest in a position on the Board when a vacancy arises.

I encourage you to read this annual report with interest and, if you have questions about any aspect, contact me at the School.

Best wishes to all in our School community.



**Alan Brown**  
**Principal**  
**April 2018**

## **From the Board Chair**

In 2017 the School Board was focused on ensuring that our school continued to strive towards our business plan objectives to maintain our goal of being the school of choice.

The School is always very open with the achievements of our students and staff and the financial position of the school is shared at every meeting. The Board is often asked to support the upcoming direction of the School, and 2017 was no different.

I am very proud of the Board's ability to hold the Principal to account around the content of our business plan and their courage to ask the "why" or "why not" questions. Accountability and governance strength by the School Board will ensure a strong and progressive school environment.

As School Board Chair, I am very proud of our team, and that stems from the School Board members, the Principal, the teaching and administration teams and to all of our students.

Finally, I would like to thank Mr Longworth for his 10 years at Lakeland and the influence that he had on the school culture during this time that created the school that we have today. I thoroughly enjoyed being a part of the school during this time and thank him for his friendship and guidance during my time as Chair of the School Board.

I am very excited about 2018 and I look forward to being a part of a new chapter in the school's history, under the leadership of Mr Alan Brown.



**Brad Stone**  
**Chair of Lakeland SHS School Board**  
**April 2018**

## Who are we?

Lakeland Senior High School aims to develop a school community which encourages personal, social and environmental responsibilities. The School is committed to providing a caring and supportive environment that challenges students to achieve personal excellence in all endeavours and to be actively engaged citizens of the local and global community. The school has an Index of Community Socio-Economical Advantage (ICSEA) of 949 (Australian Average is 1000) and has a school distribution as follows.

### Index of Community Socio-Economical Advantage - Student Distribution

	Bottom Quarter	Middle Quarters		Top Quarter
<b>School Distribution</b>	46%	33%	18%	4%
<b>Australian Distribution</b>	25%	25%	25%	25%



## Our Values

We value and believe in:

- Quality teaching
- Aspiring for excellence
- The role that families play in working with the school towards the meaningful education of students
- Providing academic and social opportunities that enable students to achieve their personal capabilities
- Appreciating and respecting all members of our community

- Environmental sustainability
- Providing an environment that encourages both physical and mental well-being for our students and staff
- Providing opportunities for students to develop persistence, resilience and confidence
- Providing opportunities for cultural, musical, artistic and sporting development
- Providing opportunities for students to develop and demonstrate critical and creative thinking

## School Ethos

Lakeland Senior High School has a strong focus on academic excellence, evident through our delivery of motivating and engaging curriculum designed to meet both the individual needs of students and national curriculum standards. Quality teaching sits alongside well developed interpersonal skills as an expectation of school staff. We pride ourselves on the positive relationships we form with our students and the collaborative way in which we work with one another. The ethos of family is strong within the school and we believe that, through working together, we can improve and strengthen student achievement.

We recognise and value the diverse nature of our school community and foster acceptance of all. As such, students at Lakeland Senior High School have the opportunity to explore and follow a range of pathways through both curriculum choices and extra-curricular activities that prepare them for life now and beyond school. Students are given the opportunity to explore the workplace as a means of developing their confidence to move into the wider community.

The Lakeland Family fosters the belief that we are all global citizens who have responsibilities that reach beyond that of our immediate environment. We promote the values of sustainability and ethical behaviour that are incorporated directly into the curriculum and are modelled by the school staff.



## School Priority Areas

The school's Business Plan provides the overarching directions of the school and a blueprint for the development and implementation of programs to support student achievement in the academic, social and cultural domains.

The 2016 – 2018 Business Plan, which was developed in conjunction with the staff and community, provides a set of priorities and targets to help us define our progress and monitor key areas across the school. This plan aims to build upon the gains made in the school's first plan and will be used as the benchmark by the external independent review team when they next visit the school in 2018/19.

The key areas of focus in our plan are used to provide context for this annual report.

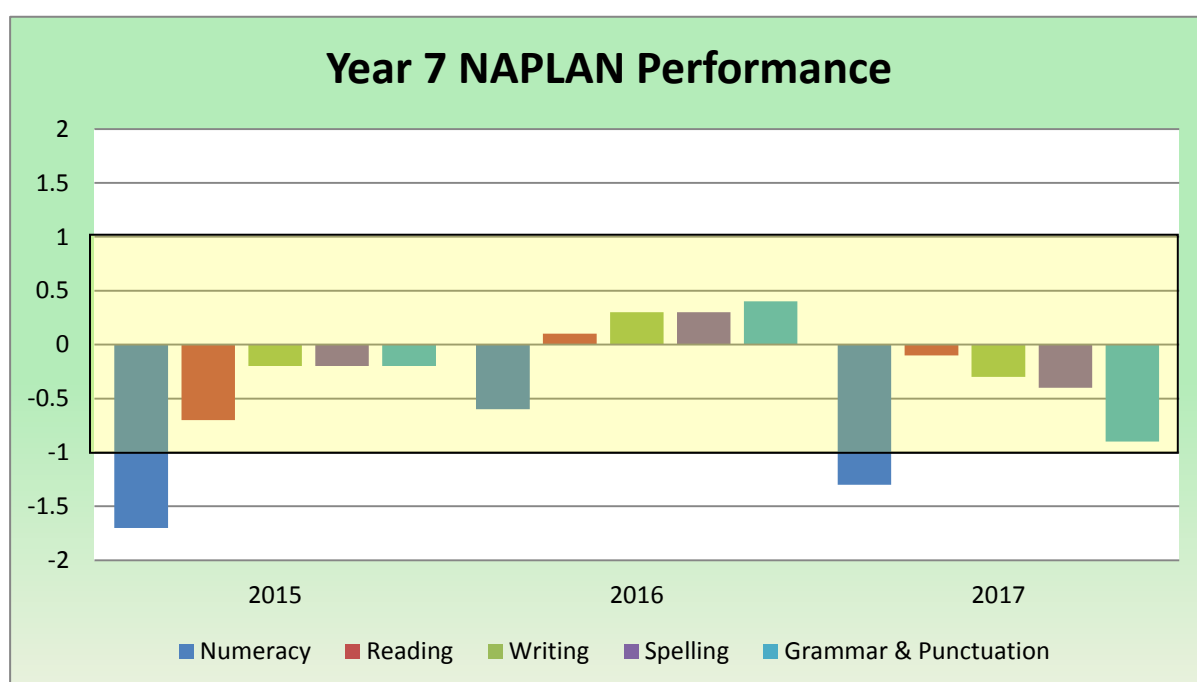
### Priority 1: A Whole School approach to Developing Functional Literacy and Numeracy

Lakeland Senior High School has made concerted efforts in 2017 to focus on student academic achievement and to provide opportunities for improvement to all of our students.

#### NAPLAN

The 2017 NAPLAN results have provided more data for the school to use to develop and implement specifically targeted programs and activities and this work has commenced to ensure that every student is provided with the opportunity to engage in a meaningful learning program.

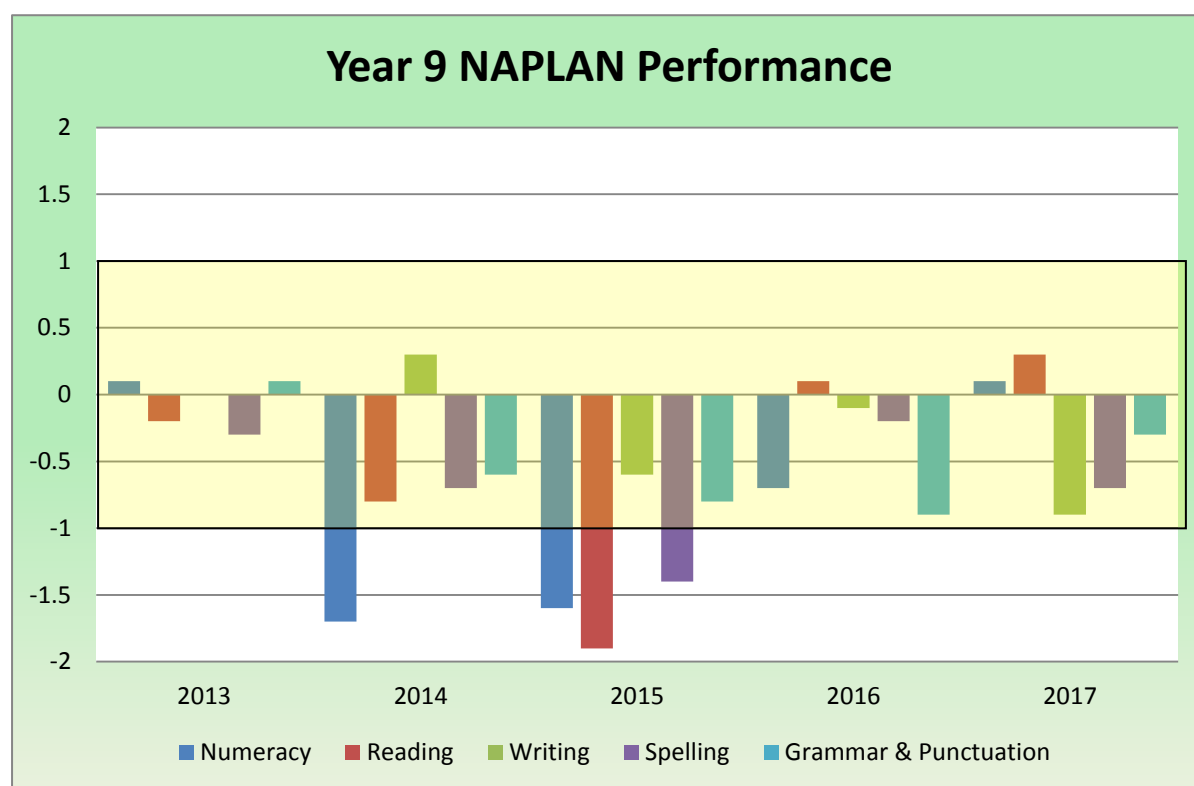
The Year 7 data shows that numeracy is still a concern with students being below the expected performance in this test. All other tests in the Year 7 program demonstrated that students were achieving within the expected performance range (+ or - 1 standard deviation). Although this is pleasing there is still work to be done to ensure that our performance sits in the positive band with an aspiration to extend above the expected performance band in future years.



Student achievement in NAPLAN testing in Year 9 showed an improvement in the areas of Numeracy, Reading and Grammar & Punctuation with a slight decline in performance in Writing and Spelling. Pleasingly, all of the test results in Year 9 fit within the expected range of performance with Numeracy and Reading showing a positive result within this band.

This result is even more pleasing when you consider the progress that students have shown from Year 7 to Year 9 between 2015 and 2017 where both the numeracy and reading results were significantly lower in Year 7 2015 compared to the result in Year 9 2017. This demonstrates the value adding that Lakeland Senior High School has been able to provide for these students.

The graph below shows the performance of Year 9 students over the past 5 years. It should be noted that each year displays results for a unique cohort of students.



The yellow band in each of the Year 7 and Year 9 NAPLAN tests highlights the **expected** area of performance for the school and any bar from the graph that sits within this shaded section demonstrates that the school is performing within expectations.

## Online Literacy and Numeracy Assessment (OLNA)

By the completion of Year 12, in order to be awarded the Western Australian Certificate of Education, all students need to satisfy the minimum achievement standard in Literacy and Numeracy. This can be done through a pre-qualification standard using the NAPLAN tests (minimum Band 8 or above) or through the OLNA test. These tests are offered twice per year in Year 10, 11 and 12.

The tables below show the number of students qualified in OLNA at the end of 2017.

Year 10 Students - Qualified In			
	Year 9	Year 10	Not Qualified
2017	4	57	61
	3.3%	46.7%	50.0%
Like Schools	13.3%	36.9%	49.8%

Year 11 Students - Qualified In				
	Year 9	Year 10	Year 11	Not Qualified
2017	10	38	19	48
	8.7%	33.0%	16.5%	41.7%
Like Schools	12.8%	36.4%	17.0%	33.9%

Year 12 Students - Qualified In					
	Year 9	Year 10	Year 11	Year 12	Not Qualified
2017	16	18	28	15	29
	15.1%	17.0%	26.4%	14.2%	27.4%
Like Schools	16.3%	24.7%	30.6%	11.8%	16.6%

Performance in Literacy and Numeracy are the foundations of learning and have an impact across the entire academic program of the school. This, along with attendance, are two of the highest factors limiting achievement within the school at present and the Mathematics and English faculties have commenced work on providing opportunities for students to increase their knowledge in these areas through the use of computer assistance programs and direct instruction of the curriculum.

In 2017 the school investigated assistance programs for the OLNA tests and will implement these packages throughout the 2018 academic year.



## Priority 2: Teaching and Learning Innovation and Excellence

2017 saw further development of the Explicit Teaching focus across the school and an increased awareness and implementation of quality teaching and assessment processes. Professional development of all teaching staff is starting to be aligned to the National Teaching Standards and these are being introduced as the foundation of the performance management process within the school. Teaching staff have commenced a program of on-going, structured teaching observation processes that enable staff to receive feedback and work on new methods of delivering curriculum that engages students in the learning program.

The use of iPads in the attendance system has seen staff innovate and experiment with new methods of curriculum delivery in their classrooms. This positive risk taking is a sign of a quality teacher and has enabled staff to deliver curriculum content in a more engaging and dynamic way.

Our specialist programs in Music Technology and Touch Football have proven to be popular and entry into these programs has been highly competitive. These programs, along with our NOVA and ASPIRE programs, have provided opportunities for students to engage in rigorous and relevant educational courses.

Grade allocations continue to be an area of concern and staff have been provided with information and professional learning on arresting the decline taking place in 2017. This will need to be a continued area of work in 2018. The table below demonstrates the relative judgement in the areas of English, Mathematics, Science and Humanities & Social Sciences over the past 4 years and highlights this concern. The aim for the school is to have the number within the expected standard (+ or- 1 Standard Deviation), with a score as close to zero as possible.

Teacher Judgement: Grade Allocation A-E	2014	2015	2016	2017
Overall Relative Judgement	-1.08	-0.31	-0.73	-1.21
English	-2.09	-1.61	-0.97	-1.23
Mathematics	-0.22	0.09	-0.81	-0.96
Science	-1.02	-0.98	-0.60	-0.99
Humanities & Social Science	-1.45	-0.70	-0.53	-1.66



Many of the key indicators that we use to measure our performance also relate to this priority and a table outlining the past 5 years results and our target for each area, as stipulated in our 2016 - 2018 Business Plan, is provided below.

	2013	2014	2015	2016	2017	Target
Year 12 Attainment Rate	57%	85%	83%	95%	96%	95%
Percentage of Year 12 ATAR students gaining a 55 or greater	64%	100%	80%	61%	73%	95%
Completion Rate of Certificate Courses	69%	85%	84%	100%	100%	85%
Western Australian Certificate of Education - WACE (Graduation) Rate	93%	100%	95%	78% (New WACE)	76% (New WACE)	85% (New WACE)
Year 9 NAPLAN Mean Score (over 5 tests)	541	545	538	545	536	560
Year 7 NAPLAN Mean Score (over 5 tests)	-	-	494	504	495	520
Year 12 OLNA Pass Rate	-	-	-	80%	73%	90%

#### Attendance Rate

Percentage of students over 90%	50%	54%	50%	52%	51%	58%
Average attendance rate	84%	84%	83%	84%	84%	87%

## Priority 3: Student Engagement

The school has endeavoured to provide all students across each year group with a comprehensive offering of courses that satisfy student interest. In 2017, the school made some decisions regarding curriculum structures that are now in need of review based on changes by the School Curriculum and Standards Authority and these changes will be reviewed in 2018 and implemented at the beginning of 2019.

There are many measures that the school uses to determine student engagement and these include items like student attendance, student achievement, learning attribute data and school and community surveys. Throughout 2017 data was collected across all of these fields and the school has used this information to develop and modify programs and offerings to enhance student engagement. The school has made a commitment to develop programs and pathways that provide students with opportunities to develop lasting connections to the school. This work will continue in 2018 and the staff will be involved in reviewing our current plans and processes as we start to build towards our new business plan cycle.

One important area where work has commenced, and will continue in 2018, is the area of Vocational Courses. With nearly 70% of our students undertaking a vocational pathway in Year 11 and 12 this area is becoming increasingly important for our students to achieve their Western Australian Certificate of Education. In 2017, 100% of students successfully completed a certificate course and our aim to maintain this success while looking to offer a broader range of certificate courses for our students.

In 2016 the requirements of the Western Australian Certificate of Education (WACE), also referred to as graduation, changed and the WACE become harder to achieve for all students as the requirements were strengthened across the state. The school has a target of a minimum of 85%

graduation rate, which is a high target, and in 2017, this target was not met with 76% of Year 12 students achieving their WACE. This was a disappointing result and related mostly to the low pass rate of the OLNA tests. This is work that must be undertaken in 2018 and planning has been undertaken to work towards an improved result.

One way of ensuring that students have the opportunity to engage in the offerings of the school is to increase the attendance rate of students. The rate of attendance has been disappointing over the past few years and work was commenced in 2017 to implement programs that will lead to an improvement in these statistics. This change involves transforming the culture and as such, will take some time to achieve, however the school is committed to developing programs that develop stronger connections for students with the school and therefore an improvement in attendance. This will include a stronger focus on rewarding positive attributes and achievement across the campus.



During the review of the last school business plan in 2015, student attendance was highlighted as an area of concern for the school. While we can explain many of the absences from school and we have a strong understanding of our community and why some of these absences occur, we also acknowledge that poor attendance rates will have a detrimental effect on academic achievement.

The Department of Education (DoE) measures attendance for Aboriginal and Non-Aboriginal students as well as reporting on overall attendance rates and “at risk” categories.

Regular attendance is deemed to be at or above 90% attendance. Even at this level there are still concerns about academic progress as 90% attendance would mean that a student was absent for 1 week out of the 10 week term. Across a year this student would miss nearly half of one whole term.

Students at risk are broken into three categories, Indicated (80% - 89%), Moderate (60% - 79%) and Severe (Less than 50% attendance), and the table below indicates that, in 2017, our Indicated level of risk increased and the number of students with regular attendance reduced. This is a negative result and is something that will need to be addressed in 2018.

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
<b>2015</b>	50.0%	23.4%	14.6%	11.8%
<b>2016</b>	52.5%	20.3%	17.0%	9.9%
<b>2017</b>	50.7%	24.0%	15.4%	9.9%
<b>Like Schools 2017</b>	53.7%	22.6%	13.6%	10.0%
<b>WA Public Schools</b>	62.0%	20.0%	11.0%	7.0%

The following table shows School v Like School v WA Public Schools data across Aboriginal and Non-Aboriginal attendance for Lakeland Senior High School. This table demonstrates that the school has made improvements to overall attendance over the past three years and that in 2017 we are getting closer to both Like Schools and Overall State performance.

In order to build on these figures the school is committed to enhancing the positive rewards system across the school and further enhancing the whole-school wellbeing program that will encompass the needs of all students and staff.

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
<b>2015</b>	85.8%	87.4%	89.7%	55.9%	76.7%	68%	83.1%	86.6%	87.9%
<b>2016</b>	86.1%	86.3%	89.5%	65.6%	71.4%	67.4%	84.5%	84.9%	87.7%
<b>2017</b>	88.5%	87.1%	89.7%	66.8%	68.5%	66.6%	84.5%	85.2%	87.8%

Another measure of student engagement is an analysis of the Reporting to Parents - Student Attributes data from the semester 2, 2017 reporting process. The table below demonstrates the teacher judgements made in relation to the Student Attributes within their classes and compares it to the target set by the school in the 2016 - 2018 Business Plan.

Year Group	Participates Fully	Behaves Appropriately	Well Organised	Meets Deadlines	Works Autonomously	Target
<b>Year 7</b>	73.8%	77.1%	73.1%	72.4%	70.9%	80%
<b>Year 8</b>	78.1%	84.9%	78.3%	73.8%	74.5%	75%
<b>Year 9</b>	65.6%	74.2%	65.3%	65.5%	63.5%	70%
<b>Year 10</b>	75.6%	85.8%	75.8%	78.2%	73.0%	70%

## College Finances

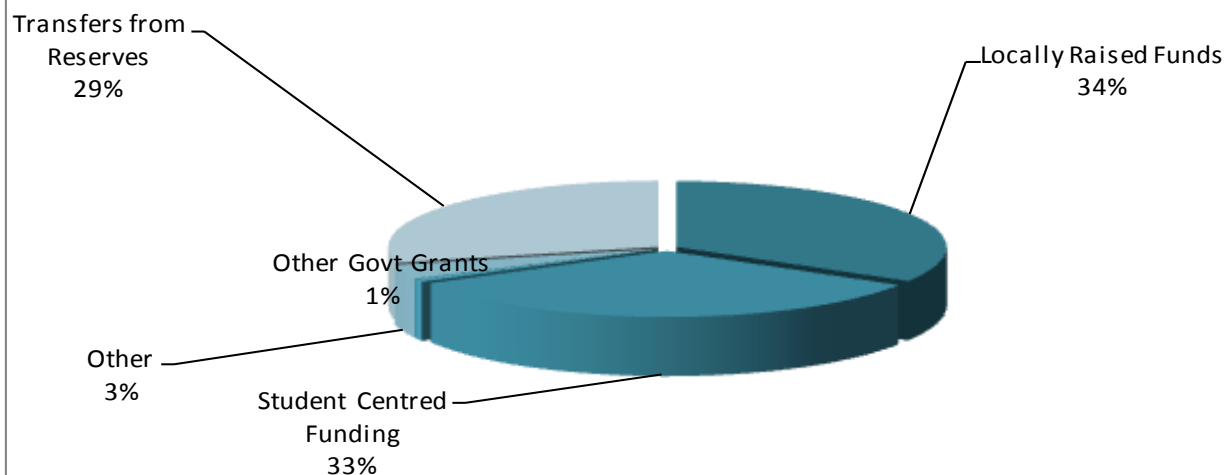


### Lakeland Senior High School

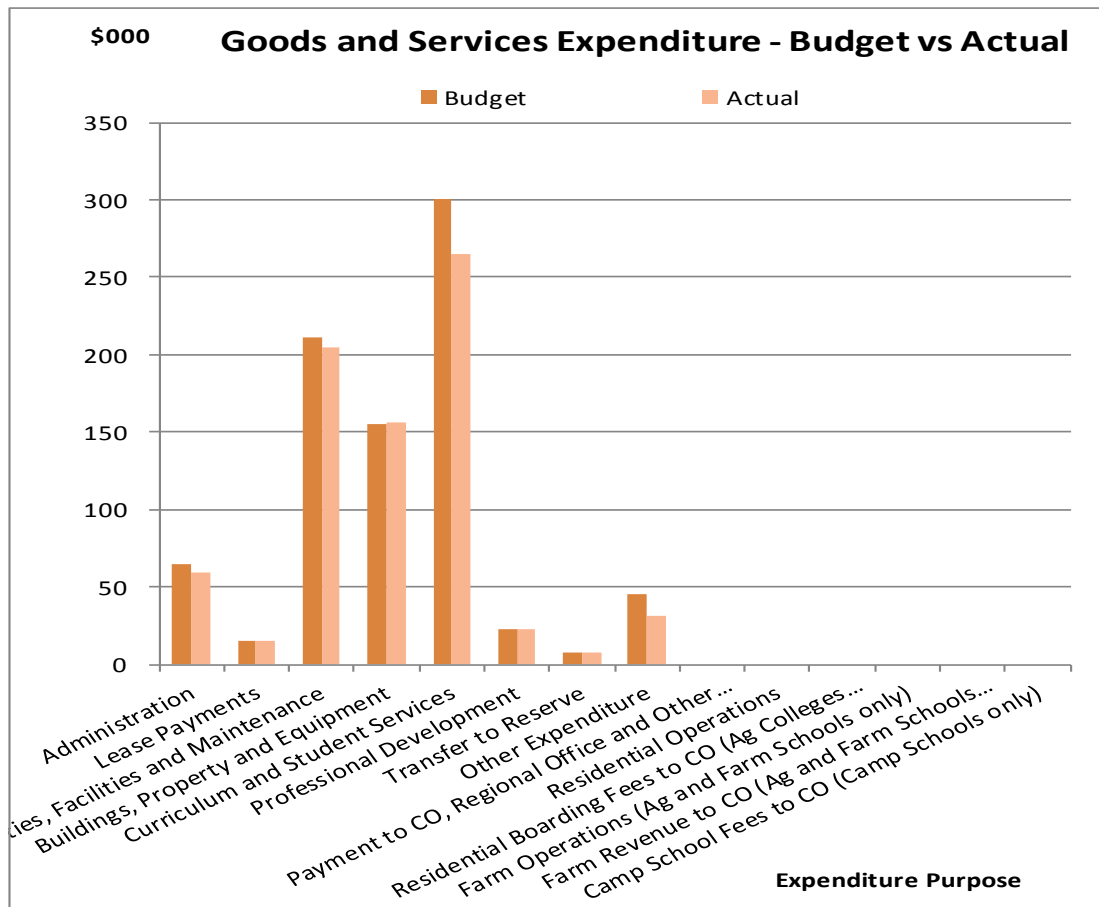
Financial Summary as at  
31 December 2017

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 33,570.00	\$ 33,570.28
2	Charges and Fees	\$ 188,732.00	\$ 188,732.28
3	Fees from Facilities Hire	\$ 33,207.00	\$ 33,207.61
4	Fundraising/Donations/Sponsorships	\$ 20,893.90	\$ 20,893.50
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 3,575.00	\$ 3,575.00
7	Revenue from Co, Regional Office and Other Schools	\$ 2,736.00	\$ 2,736.40
8	Other Revenues	\$ 28,282.00	\$ 28,284.53
9	Transfer from Reserve or DGR	\$ 237,542.55	\$ 237,542.55
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	<b>Total Locally Raised Funds</b>	\$ 548,538.45	\$ 548,542.15
	<b>Opening Balance</b>	\$ 15,845.63	\$ 15,845.63
	<b>Student Centred Funding</b>	\$ 272,902.00	\$ 272,902.41
	<b>Total Cash Funds Available</b>	\$ 837,286.08	\$ 837,290.19
	<b>Total Salary Allocation</b>	\$ -	\$ -
	<b>Total Funds Available</b>	\$ 837,286.08	\$ 837,290.19

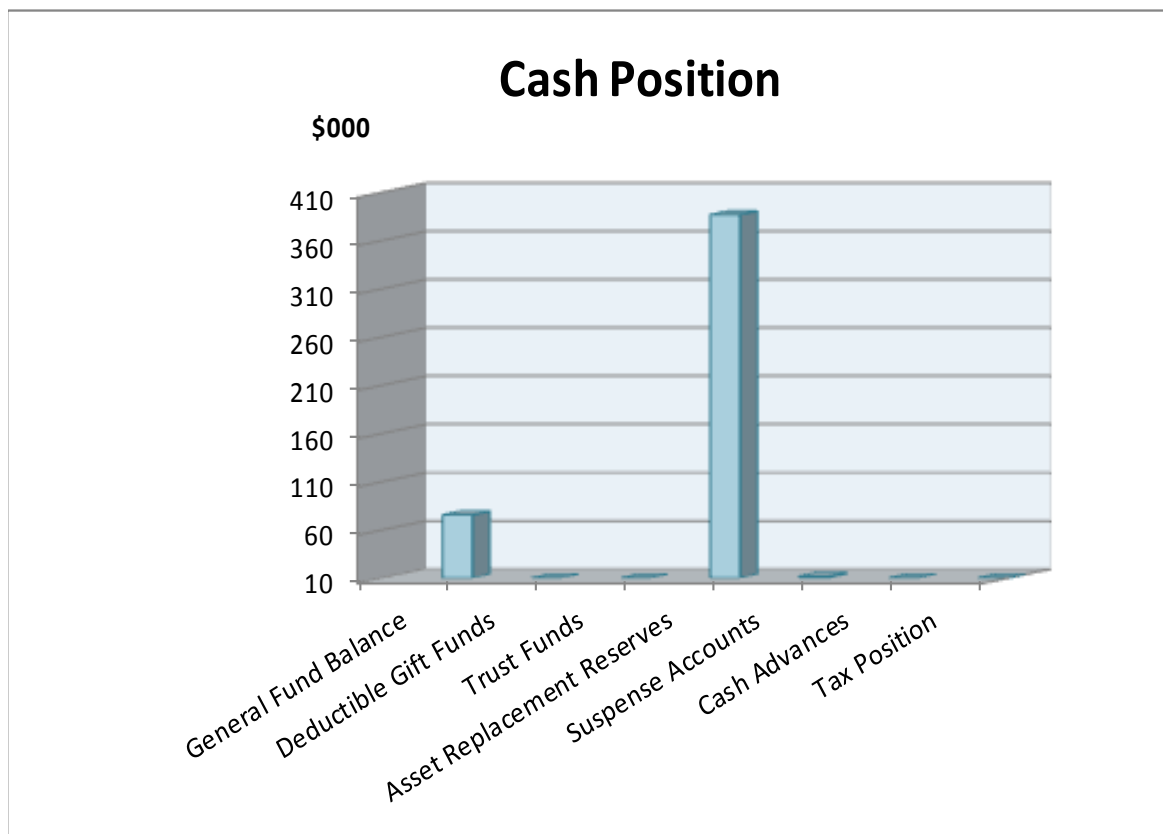
### Current Year Actual Cash Sources



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 64,601.93	\$ 59,391.91
2	Lease Payments	\$ 15,000.00	\$ 14,895.64
3	Utilities, Facilities and Maintenance	\$ 210,718.23	\$ 205,067.47
4	Buildings, Property and Equipment	\$ 154,732.11	\$ 156,186.95
5	Curriculum and Student Services	\$ 300,557.13	\$ 264,419.64
6	Professional Development	\$ 23,150.00	\$ 23,149.08
7	Transfer to Reserve	\$ 7,493.90	\$ 7,493.90
8	Other Expenditure	\$ 45,007.34	\$ 31,285.86
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ -
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	<b>Total Goods and Services Expenditure</b>	<b>\$ 821,260.64</b>	<b>\$ 761,890.45</b>
	<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Expenditure</b>	<b>\$ 821,260.64</b>	<b>\$ 761,890.45</b>
	<b>Cash Budget Variance</b>	<b>\$ 16,025.44</b>	



<b>Cash Position as at:</b>		31-Dec-17
<b>Bank Balance</b>	<b>\$</b>	<b>470,755.89</b>
Made up of:	\$	-
1 General Fund Balance	\$	75,399.74
2 Deductible Gift Funds	\$	-
3 Trust Funds	\$	-
4 Asset Replacement Reserves	\$	386,485.96
5 Suspense Accounts	\$	11,766.19
6 Cash Advances	-\$	800.00
7 Tax Position	-\$	2,096.00
<b>Total Bank Balance</b>	<b>\$</b>	<b>470,755.89</b>

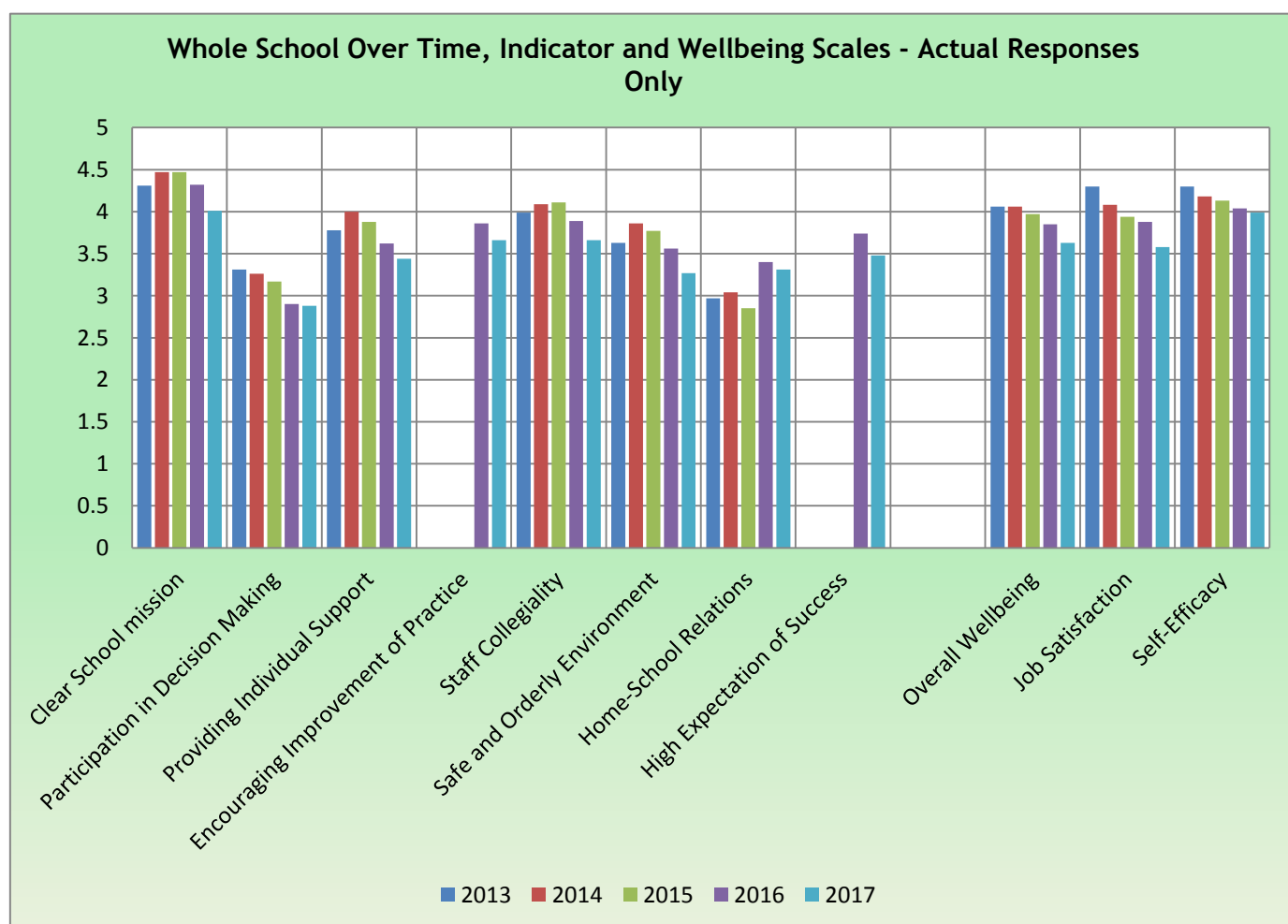


## School Survey 2017

During 2017 the school was involved in the Curtin University longitudinal study of School Organisational Climate Feedback.

This survey has involved a study of staff perceptions of the actual school climate and compares it with the staff preferred climate and has been undertaken for the past five years. Each year the data is collated by Curtin University and a report is presented to the school.

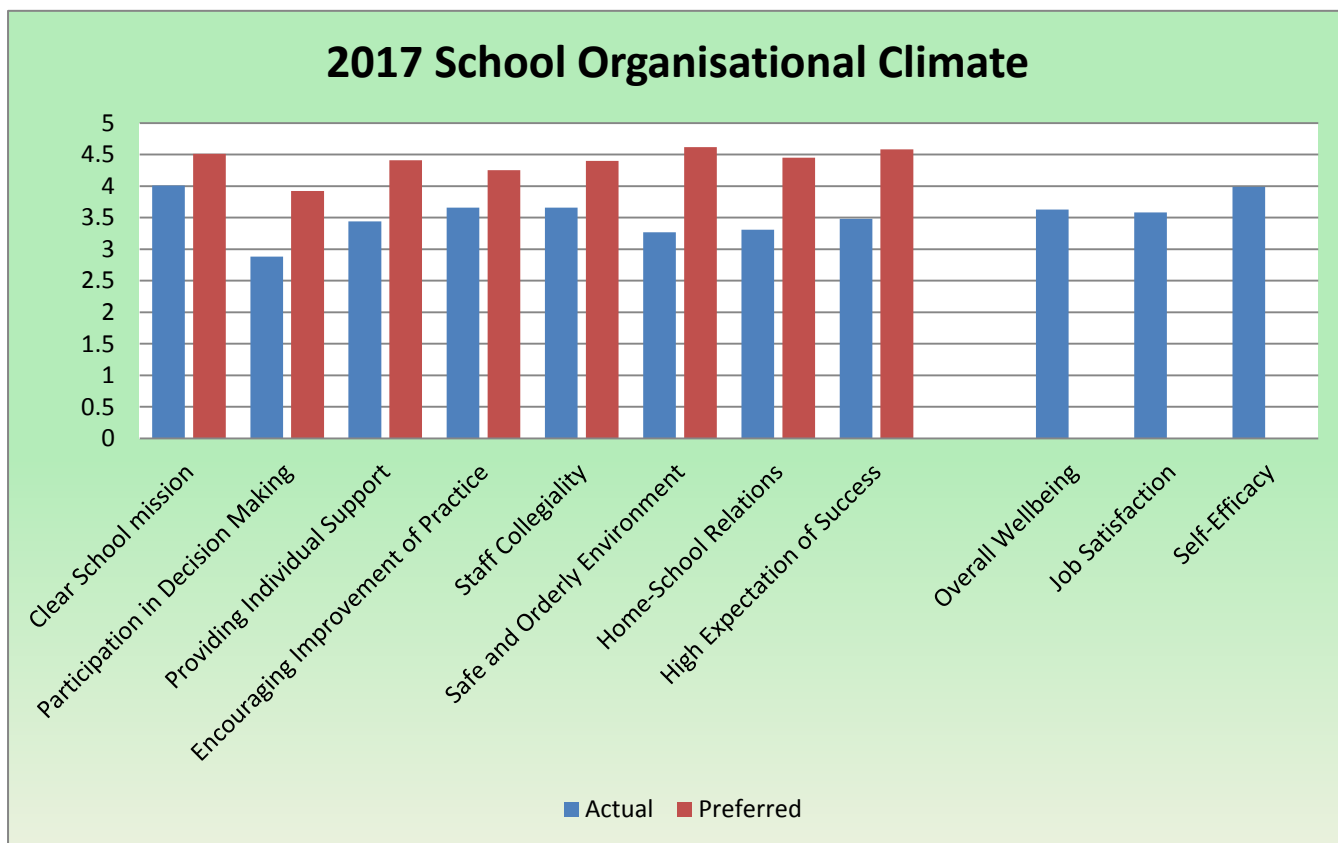
In 2017, 57 staff members were surveyed about the overall school climate and their wellbeing and the following data was extracted.



This shows that over time there has been a decrease in all areas except for Home-School Relations and provides areas for the school leadership group to focus on in 2018 and beyond.

The survey also provides information from the staff about their actual view on a number of factors against their preferred view. This information also gives the leadership group areas to focus on and

through the introduction of a number of strategies we will be able to close the gaps between the actual and the preferred views on a number of these areas.



Significantly, the leadership group will need to ensure that staff have input into decision making processes and look at how support is being provided to individuals as these two areas are ones that require immediate review. Staff are provided avenues to have input into decision making and support as is evidenced by the actual responses however we will need to look at the contextual arrangements currently in place to ensure that this is approached in a new manner in future so that the actual and preferred views can come closer together over time.



## Challenges for the future

As the student population in our partner primary schools decreases there is the potential for there to be an increasing challenge in providing a Senior School learning program with sufficient breadth and depth to ensure that students are able to study courses that are relevant to their future aspirations. During 2017 further work was undertaken to increase the breadth of Vocational Education and Training (VET) offerings and further work will need to be done in this area.

The challenges with regard to the physical spaces not being adequate to fully cater for some courses will also be an ongoing challenge for the school and this may mean that we will need to re-look at the offerings available across all years of the school. There is some work to be undertaken to ensure that all students are being offered opportunities across the breadth of the curriculum and that the school is planning for the introduction of compulsory language studies in the near future.

The former City of Cockburn Leisure Centre provides a number of opportunities for the school but these are limited by the fact that the school is not a high priority for capital works funding in the near future. The Department of Education will consult with the school throughout 2018 and a decision will be made about the future of these buildings and whether we will be able to make use of this facility in the future. The school board will need to play an important role in this process as it develops over the next 12 months.

To enhance the curriculum focus and work towards our targets in our Business Plan, staff involvement in structured classroom observations as part of the performance management process, which began in 2015, will need to be continued and strengthened and will be used to sharpen the development of improvement programs for all staff.

As can be seen by our student distribution on the ICSEA scale, student support activities and processes that enhance the well-being of all students is paramount at the school. A review of the student support structures in the school will be undertaken in 2018 and a model that enhances student support, and therefore works on increasing student engagement, will be developed and implemented in the future years. Independent Public School status has enabled the school to think and act more flexibly in these situations and we will continue to use these opportunities to review our structures and maintain support and opportunities for our students.

Implementation of the Western Australian Curriculum across more learning areas has provided a challenge to staff and this will continue in the future as more subjects come online in this process. The introduction of Online NAPLAN testing will test the ICT infrastructure within the school and this is something that we need to plan for financially over the next few years.

The school has a well-established culture with regards to social skills (The Lakeland Family) and the major challenge for the future will be to ensure that this is not just a slogan but something that is acted on and considered when assessing situations and developing new structures across the school. The Lakeland Family has a positive impact on the school but we must maintain the actual actions of this program if we are to continue to enhance those social skills that the school is known for. Being a relatively small senior high school has meant that we have been able to maintain a focus on the “whole” child and we will need to work hard to maintain the community links and individual support structures that make Lakeland Senior High School the great school that it is.

