



LAKELAND  
SENIOR HIGH SCHOOL



# Annual Report 2018

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

Year 10 Photography Class  
Emily Litt - Year 12  
Holly Wright - Year 12



## Foreword

### From the Principal

It gives me great pleasure to present the Lakeland Senior High School Annual Report for 2018 to our school community.

2018 provided many highlights at the School with students excelling in the academic, sporting and cultural scenes. There were also many challenges and the staff and students worked very hard to overcome these and produce some very positive changes for the school's future.

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 where over 60% of students received an offer for University Entrance. The remaining ATAR pathway students received opportunities to attend University Pathway courses that will provide entrance upon their successful conclusion. Many other students applied to Registered Training Organisations for further training opportunities or entered the workforce through apprenticeships and traineeships.

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 2018 the school staff continued to progress the Business Plan and, in the second half of the year, work begun on the next iteration of our Business Plan. Staff have undertaken many hours of meetings and consultation to deliver a draft Plan to the School Board and this will be edited and published during term 1 of 2019. The parent body has been 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 2018 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 throughout the year. The board is made up of a mix of staff members, 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 2019**

## **From the Board Chair**

2018 saw the commencement of a new Principal at Lakeland SHS and, together with the School Board, we have worked towards achieving the targets and goals of our Business Plan 2016 – 2018.

All aspects of the school are discussed at Board meetings and the Board is very proactive in asking the “why” and “why not” questions that ensure the Principal is held to account for school decision making. The Board has a strong history of accountability and governance and this will continue into the future.

During 2018 the Board played an active role in helping the school develop our new Mission Statement and Values and we have worked very closely with the school on the development of our next Business Plan 2019 – 2021. This is an exciting time for the school and the Board continues to play an important role in the development of our school.

During 2019 it is highly likely that there will be parent and community positions on the Board become vacant as current members reach the end of their tenure. I encourage interested parents and community members to become involved in the School Board and help play an active part in shaping the future of our school.



**Brad Stone**  
**Chair of Lakeland SHS School Board**  
**April 2019**

## Who are we?

During 2018 the staff and school board developed an updated mission statement that reflects the current aims of our school. This statement reads:

“To be a place of learning, where all members of our school community aspire to excel in a culture that nurtures and promotes engagement for future success.”

The school has an Index of Community Socio-Economical Advantage (ICSEA) of 947 (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>	50%	32%	13%	5%
<b>Australian Distribution</b>	25%	25%	25%	25%



## Our Values

During 2018 the staff also worked on defining the values that we believe support our new mission statement. Again, these values were presented to the school board for input and after feedback and revision the following values were adopted for the school:

- Learning
- Respect
- Accountability
- Wellbeing

## What we believe in

The Lakeland Senior High School mission statement and values clearly articulate the ethos that we hold closely for our school. We believe in providing students with opportunities to excel academically, socially and mentally and provide quality programs to ensure that all students have these opportunities. We believe that quality teaching, well developed programs and outstanding interpersonal skills, all expectations of our school staff, will provide students with the best opportunity to engage for their future success.



## 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 2019.

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

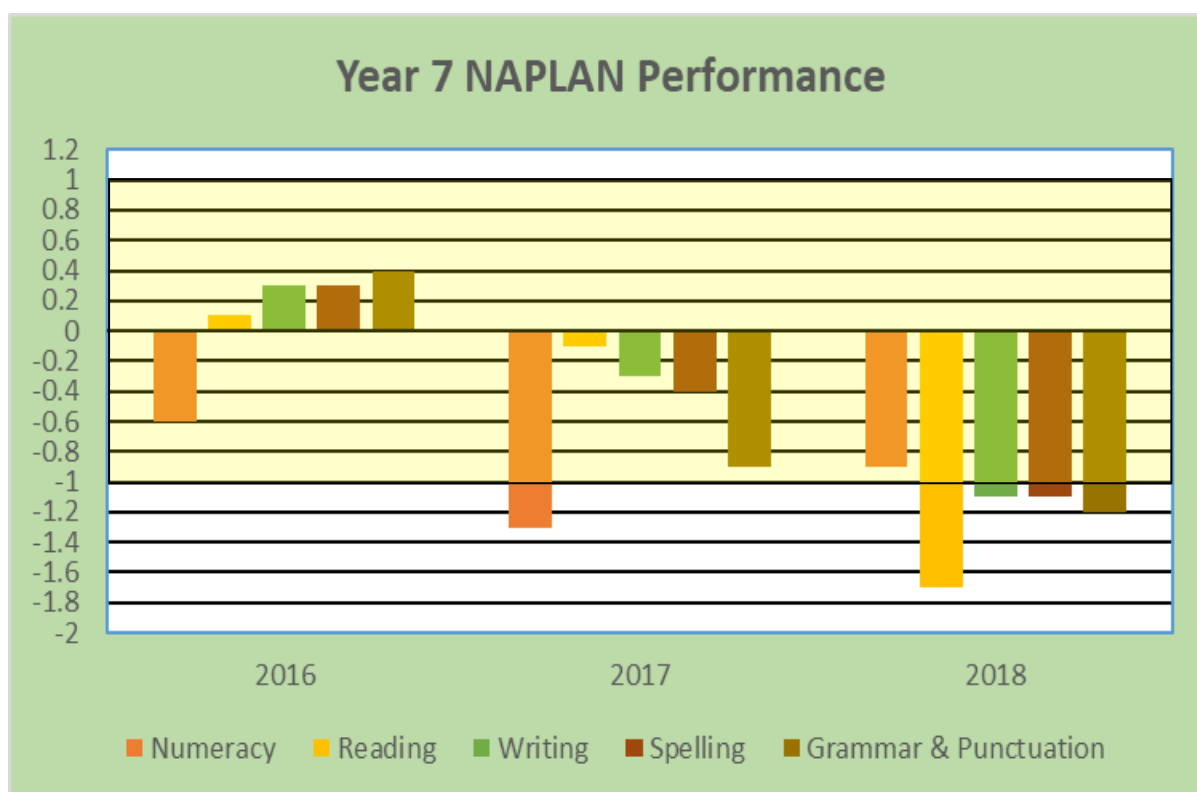
## Priority 1: A Whole School approach to Developing Functional Literacy and Numeracy

Lakeland Senior High School has continued to make efforts in 2018 to focus on student academic achievement and to provide opportunities for improvement to all of our students.

### NAPLAN

The 2018 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.

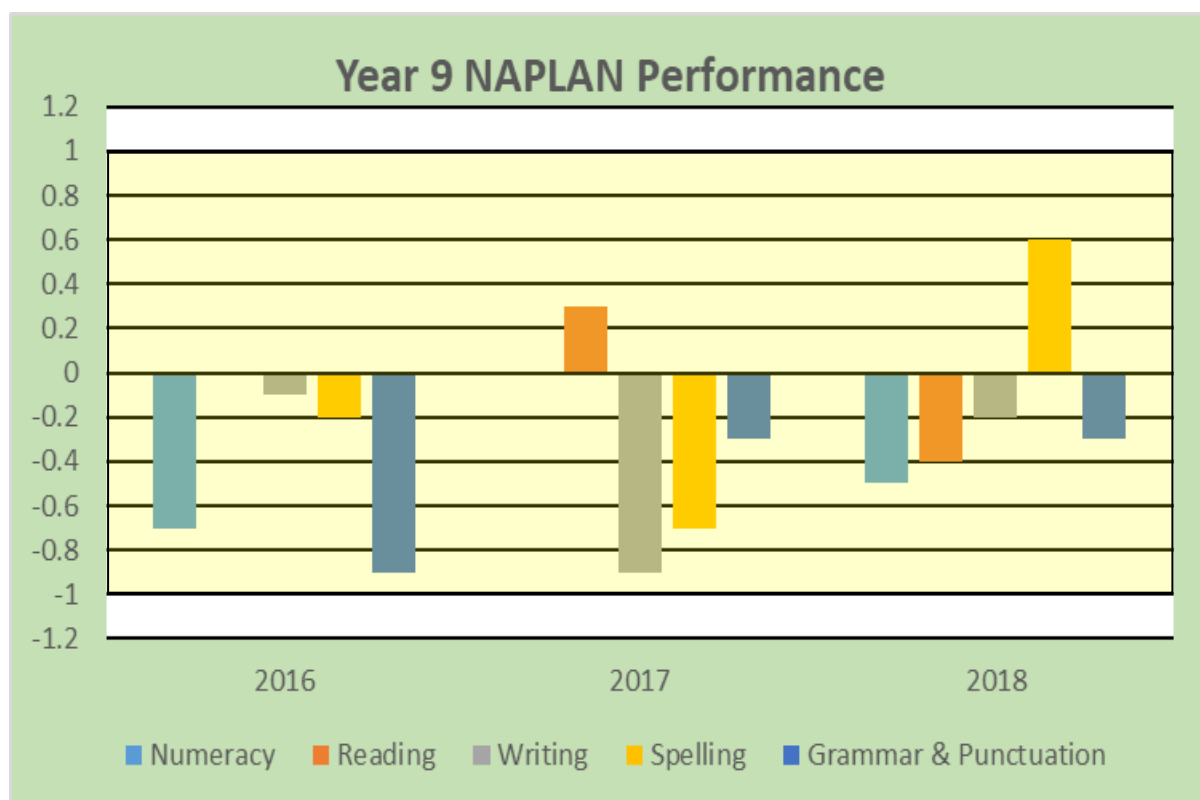
The Year 7 data shows that students are arriving at the high school with decreasing achievement across all areas of NAPLAN testing. In 2018, Reading was a major concern but all literacy areas fell below the expected performance levels for students in our area. This is major concern and will require on-going work with our partner primary schools through the Cockburn Central Education Network (CCEN). As the Year 7 testing takes place at the beginning of term 2 this data provides a reference point for our school to develop improvement plans and work towards the attainment of progress goals that will be a target in the next business plan.



Student achievement in NAPLAN testing in Year 9 showed an improvement in the areas of Writing, Spelling and Grammar & Punctuation with a slight decline in performance in Numeracy and Reading. Pleasingly, all of the test results in Year 9 fit within the expected range of performance and there is a general trend for improvement across all elements of NAPLAN testing.

The progress data shows that Lakeland SHS performed close to or just below our like schools but better than the Australian progress measure for all tests in NAPLAN 2019. 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 3 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 graphs highlights the expected area (+1 to -1 Standard deviation from the expected score line) 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 2018.

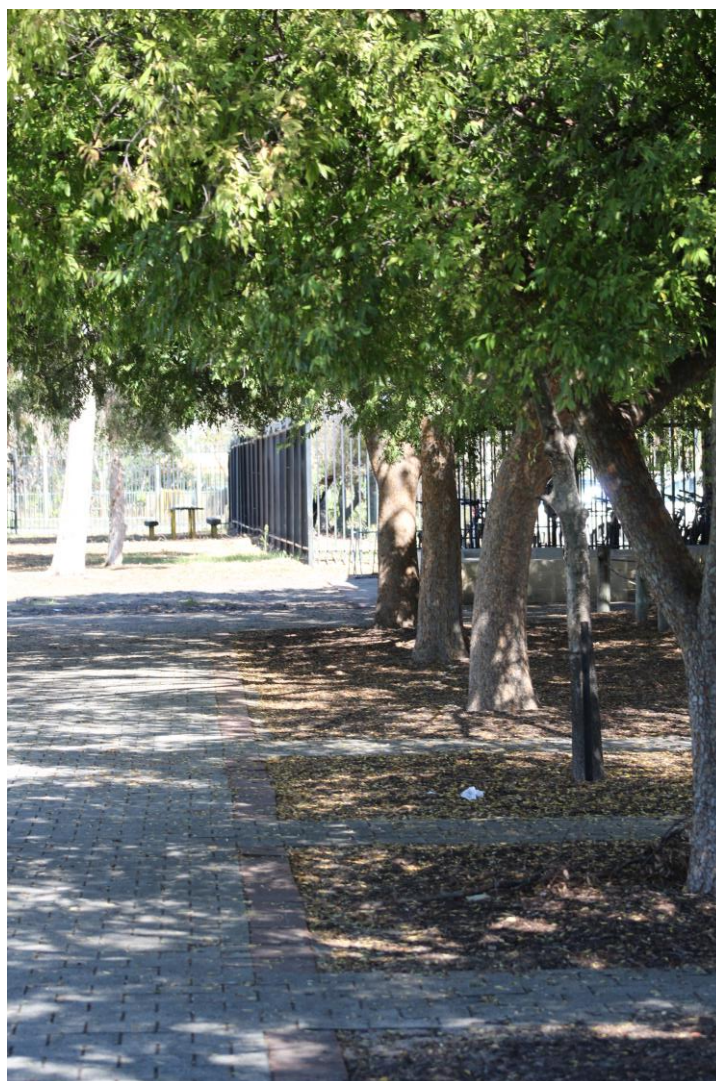


## OLNA Qualification Rate

	Lakeland SHS				Like Schools		
	Numeracy	Reading	Writing		Numeracy	Reading	Writing
2018	82.2%	86.4%	85.5%		87.8%	88.7%	86.9%
2017	80.6%	86.1%	87%		88%	90.3%	88.5%
2016	74.3%	84.1%	79.6%		84.5%	88.2%	87.4%

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.

There is a positive trend across all three OLNA tests and this demonstrates the hard work and effort that staff have put in to assist students to achieve this qualification. In 2018 the school implemented a computer based assistance program for the OLNA tests and their effectiveness can be seen in the improving results demonstrated in the tables above.



## Priority 2: Teaching and Learning Innovation and Excellence

2018 saw further development of the performance management process to include structured observation and a further focus on the implementation of quality teaching and assessment processes. Professional development of all teaching staff is being aligned to the National Teaching Standards and these are being introduced as the foundation of the performance management process within the school.

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. There are issues with the ICT network capacity within the school and this is having an impact on the teacher's ability to innovate.

Our specialist programs in Music Technology and Touch Football have proven to be popular and entry into these programs has been highly competitive.

Grade allocations continue to be an area of concern and the restructured executive roles will help to address these concerns with the allocation of Teaching and Learning to a Deputy Principal as their main portfolio.

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	2015	2016	2017	2018
Overall Relative Judgement	-0.31	-0.73	-1.21	-1.79
English	-1.61	-0.97	-1.23	-1.38
Mathematics	0.09	-0.81	-0.96	-1.69
Science	-0.98	-0.60	-0.99	-1.76
Humanities & Social Science	-0.70	-0.53	-1.66	-2.33

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.

	2014	2015	2016	2017	2018	Target
Year 12 Attainment Rate	85%	83%	95%	96%	96%	95%
Percentage of Year 12 ATAR students gaining a 55 or greater	100%	80%	61%	73%	59%	95%
Completion Rate of Certificate Courses	85%	84%	100%	100%	97%	85%
Western Australian Certificate of Education - WACE (Graduation) Rate	100%	95%	78% (New WACE)	76% (New WACE)	80% (New WACE)	85% (New WACE)
Year 9 NAPLAN Mean Score (over 5 tests)	545	538	545	536	545	560
Year 7 NAPLAN Mean Score (over 5 tests)	-	494	504	495	488	520
Year 12 OLNA Pass Rate	-	-	80%	73%	80%	90%
<b>Attendance Measures</b>						
Percentage of students over 90%	54%	50%	52%	51%	49%	58%
Average attendance rate	84%	83%	84%	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 2018, the school undertook a curriculum review to ensure that we are meeting all of the requirements of the School Curriculum and Standards Authority and this has led to some minor changes to the curriculum offerings in Year 7 in 2019. These changes will flow through to Year 8 in 2020.

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 2018 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. During 2018 the staff reviewed our current plans and processes and commenced work on the new Business Plan 2019 - 2021.

The area of Vocational Education and Training (VET) was again important in 2018 and was made difficult with the cancellation of a Registered Training Organisation (RTO) by the governing body which left some of our students in a difficult position. This did not affect any of our student's achievement due to the hard work of the school VET coordinator, Ms Vivien Encel. 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. There is a great risk that RTOs will continue to be de-registered placing more students at risk and we will continue to work with all training providers to ensure that students are not disadvantaged should this occur. In 2018, 97% of students successfully completed a certificate course and we will continue to work within the limitations of the current system to ensure that students are able to meet this WACE requirement.

In 2018 80% of our Year 12 Cohort met the requirements of the Western Australian Certificate of Education (WACE), also referred to as graduation. This was mostly caused by students not passing all three OLNA tests prior to the end of Year 12, which is a requirement for WACE achievement. In 2018 the school implemented an OLNA support program and this improved the performance in the OLNA testing and we anticipate that this improvement will continue as the program is rolled out across other year groups in the future.



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 2018, our Indicated level of risk increased and the number of students with regular attendance reduced.

	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>2018</b>	48.6%	25.2%	15.4%	10.9%
<b>Like Schools 2018</b>	57.6%	21.4%	12.1%	8.9%
<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’s attendance data has remained fairly stable in 2018 and is still comparable to Like Schools.

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. The development of a dedicated Student Services structure, The Lakeland Engagement Team, will assist in the strengthening of services to assist students and their families in this area.

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
<b>2016</b>	86.1%	86.3%	89.5%	65.6%	71.4%	67.4%	84.5%	84.9%	87.7%
<b>2017</b>	86.5%	87.1%	89.7%	66.8%	68.5%	66.6%	84.5%	85.2%	87.8%
<b>2018</b>	86.1%	88.1%	89.6%	60.7%	72.3%	66.0%	83.6%	86.3%	87.6%



Another measure of student engagement is an analysis of the Reporting to Parents - Student Attributes data from the semester 2, 2018 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
Year 7	80.1%	81.8%	78.6%	76.3%	75.9%	80%
Year 8	74.7%	79.9%	76.1%	75.8%	71.8%	75%
Year 9	68.8%	78.7%	73.3%	72.8%	70.2%	70%
Year 10	67.8%	80.2%	71.7%	68.1%	69.4%	70%

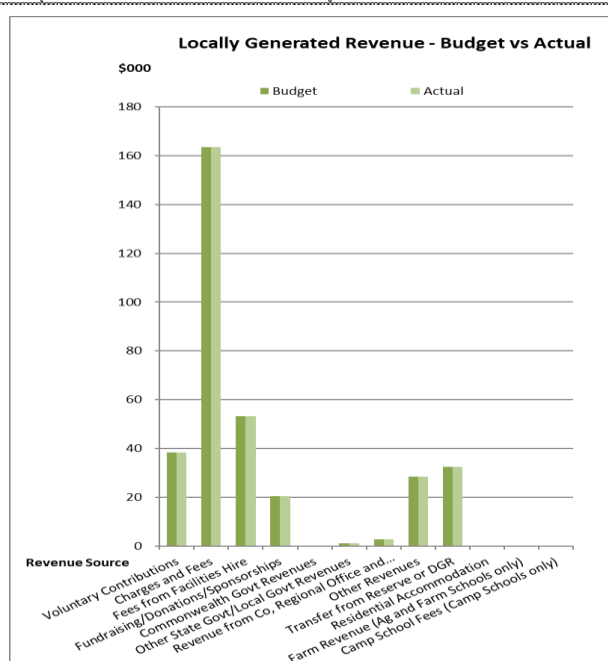
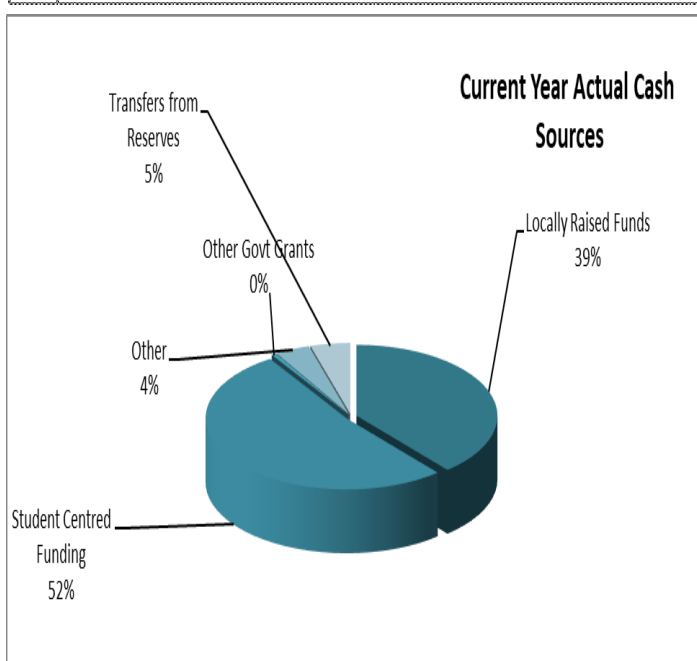


## College Finances

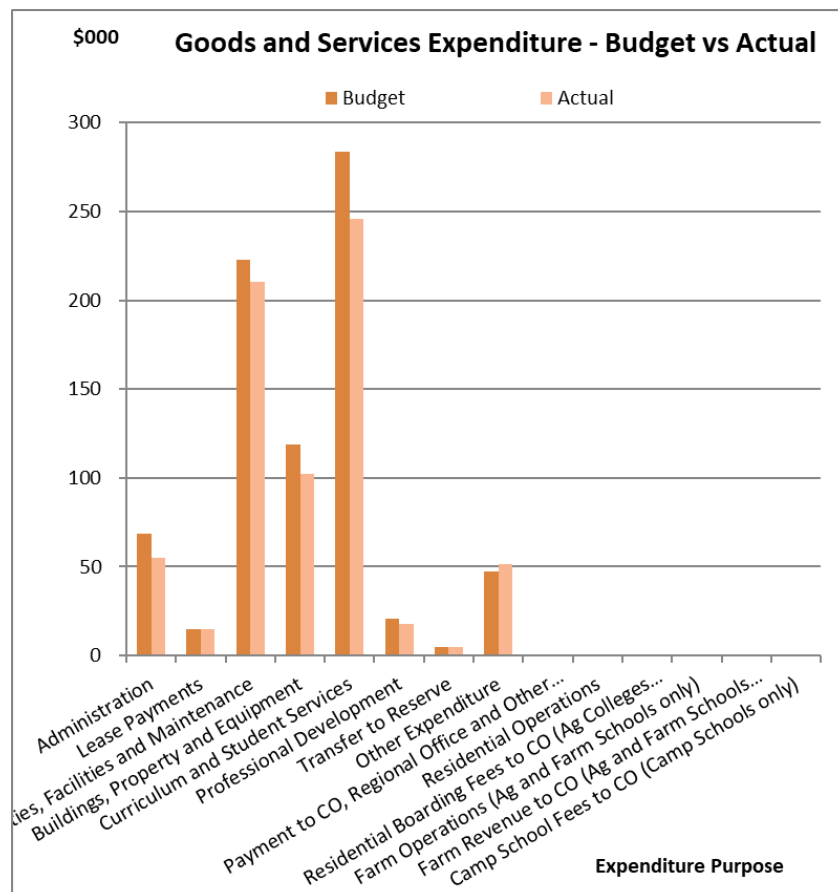
### Lakeland Senior High School

Financial Summary as at  
31 December 2018

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 38,445.00	\$ 38,445.12
2	Charges and Fees	\$ 163,532.00	\$ 163,532.70
3	Fees from Facilities Hire	\$ 53,200.00	\$ 53,200.01
4	Fundraising/Donations/Sponsorships	\$ 20,323.04	\$ 20,321.64
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 1,100.00	\$ 1,100.00
7	Revenue from Co, Regional Office and Other Schools	\$ 2,727.00	\$ 2,727.30
8	Other Revenues	\$ 28,462.00	\$ 28,462.75
9	Transfer from Reserve or DGR	\$ 32,508.27	\$ 32,508.27
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	<b>Total Locally Raised Funds</b>	<b>\$ 340,297.31</b>	<b>\$ 340,297.79</b>
	<b>Opening Balance</b>	<b>\$ 75,399.74</b>	<b>\$ 75,399.74</b>
	<b>Student Centred Funding</b>	<b>\$ 369,014.00</b>	<b>\$ 369,014.30</b>
	<b>Total Cash Funds Available</b>	<b>\$ 784,711.05</b>	<b>\$ 784,711.83</b>
	<b>Total Salary Allocation</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Funds Available</b>	<b>\$ 784,711.05</b>	<b>\$ 784,711.83</b>

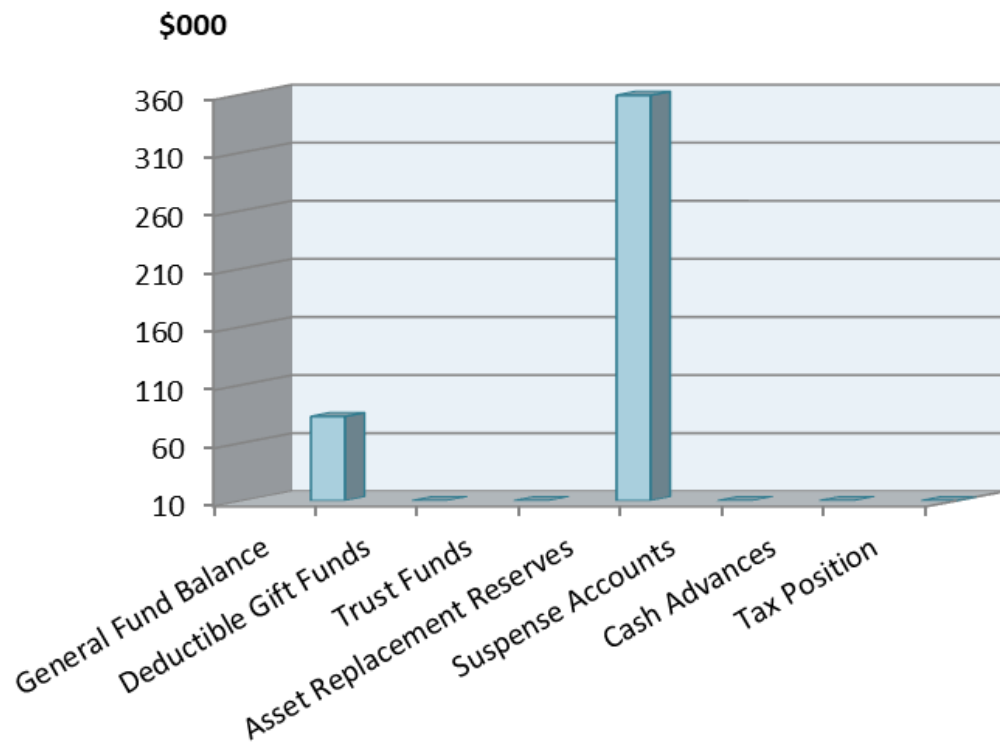


	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 68,610.92	\$ 54,775.45
2	Lease Payments	\$ 15,000.00	\$ 14,895.64
3	Utilities, Facilities and Maintenance	\$ 222,637.28	\$ 210,276.85
4	Buildings, Property and Equipment	\$ 118,649.54	\$ 102,036.56
5	Curriculum and Student Services	\$ 283,465.29	\$ 245,886.24
6	Professional Development	\$ 20,640.00	\$ 17,606.27
7	Transfer to Reserve	\$ 4,999.00	\$ 4,999.00
8	Other Expenditure	\$ 47,214.36	\$ 51,721.64
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>\$ 781,216.39</b>	<b>\$ 702,197.65</b>
	<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Expenditure</b>	<b>\$ 781,216.39</b>	<b>\$ 702,197.65</b>
	<b>Cash Budget Variance</b>	<b>\$ 3,494.66</b>	



Cash Position as at:		31 December 2018
<b>Bank Balance</b>	<b>\$</b>	<b>446,686.92</b>
Made up of:	\$	-
1 General Fund Balance	\$	82,514.18
2 Deductible Gift Funds	\$	-
3 Trust Funds	\$	-
4 Asset Replacement Reserves	\$	358,976.69
5 Suspense Accounts	\$	7,733.05
6 Cash Advances	-\$	600.00
7 Tax Position	-\$	1,937.00
<b>Total Bank Balance</b>	<b>\$</b>	<b>446,686.92</b>

## Cash Position



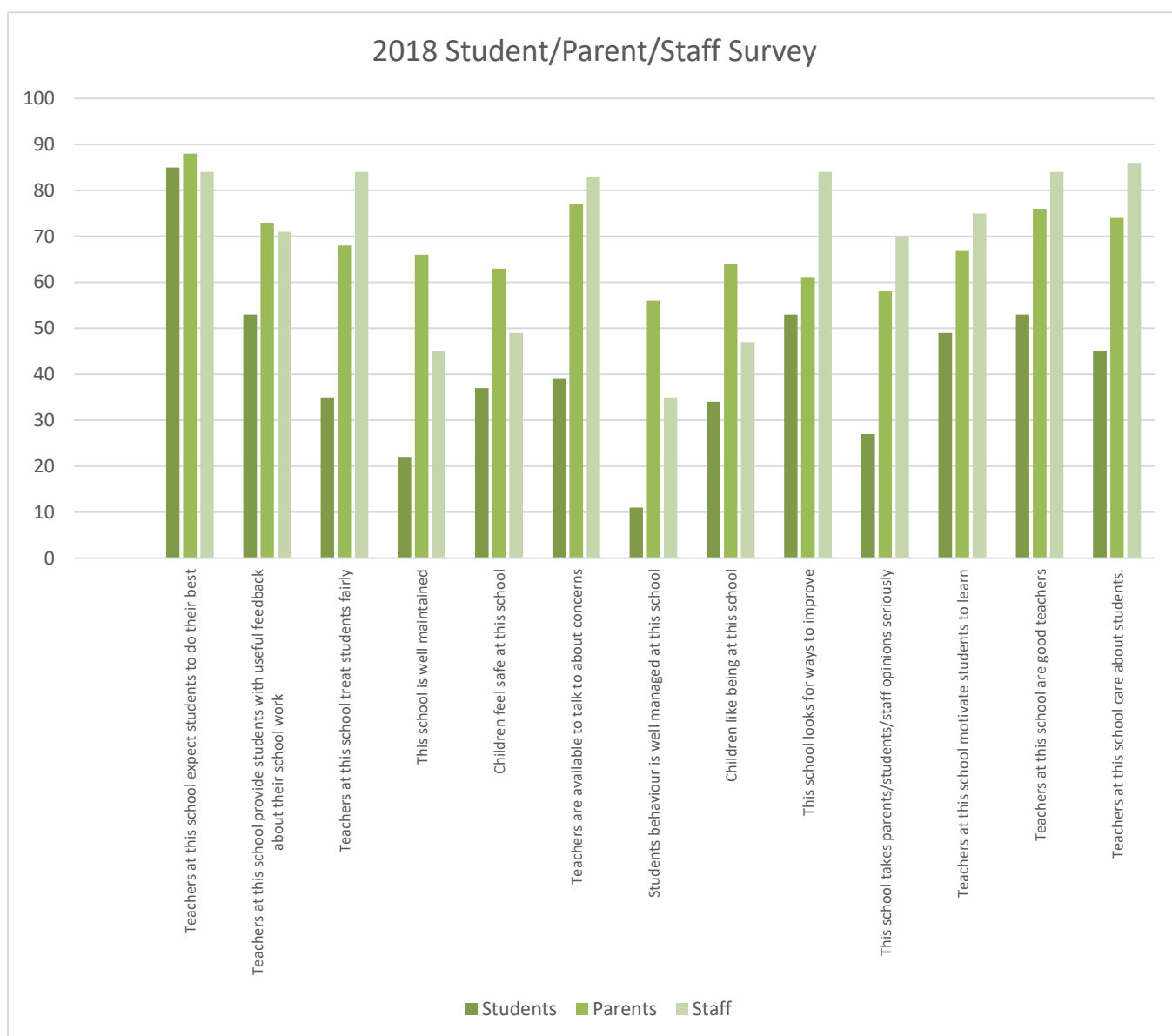


## School Survey 2018

During 2018 the school undertook the mandated school survey using the School Survey Website. Responses to the survey were sought from Staff, Students and Parents and provided a snap-shot of where each of these groups sees the school's strengths and weaknesses.

All three groups were asked similar questions regarding the organisation of the school, the curriculum offerings and expectations of teachers and the school climate with regards to management of behaviour and parental contact.

The graph below shows comparative results (%) from all three groups on the common questions.

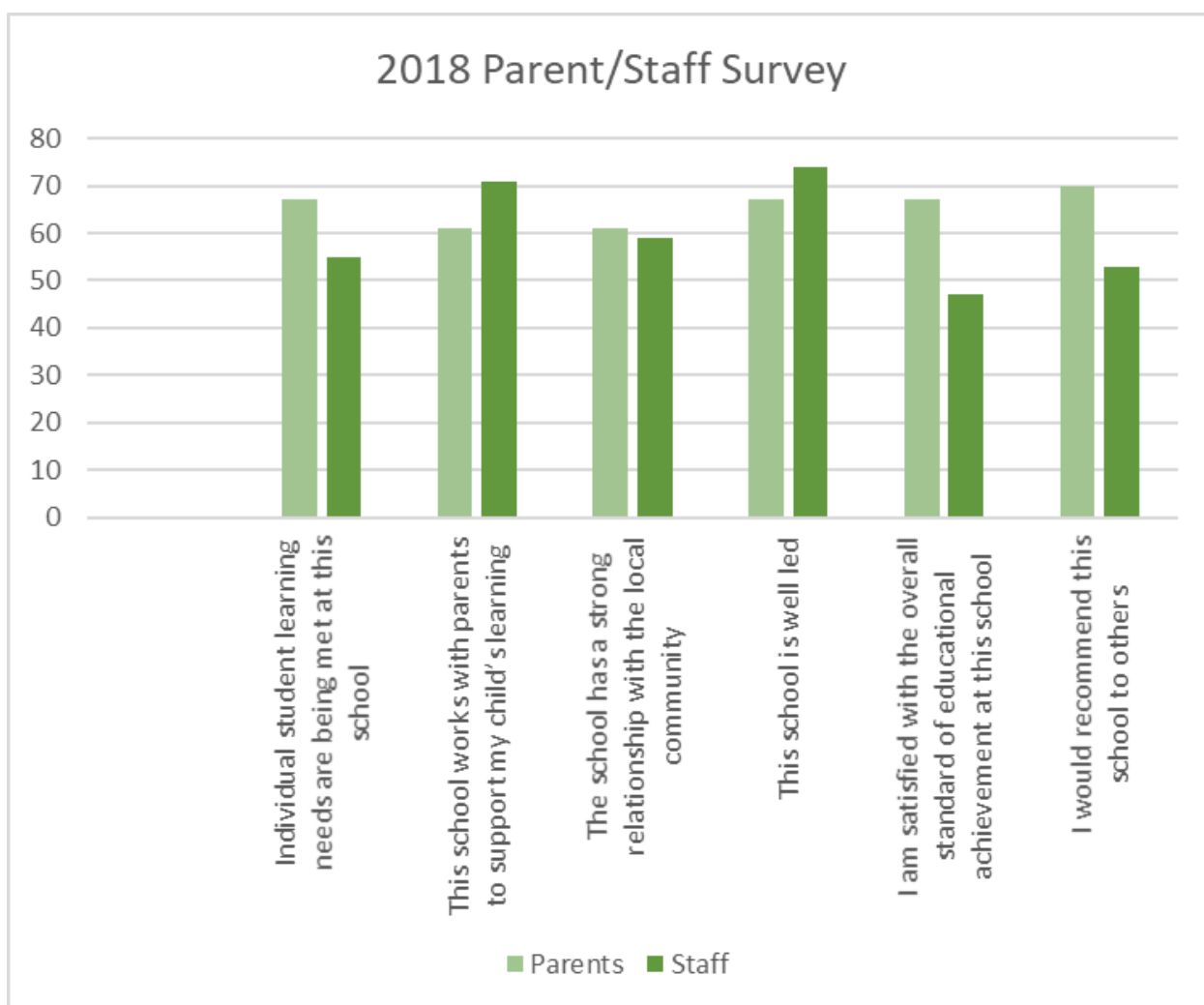


There are some areas of great concern from this survey around the management of student behaviour and the support provided to students. As a result of this feedback, we have reviewed our student support structures and have implemented a stronger support team to assist students with concerns before they escalate into major behaviour issues.

The focus of this team is also academic progress of students and the management of behaviour across the school will also impact on this.

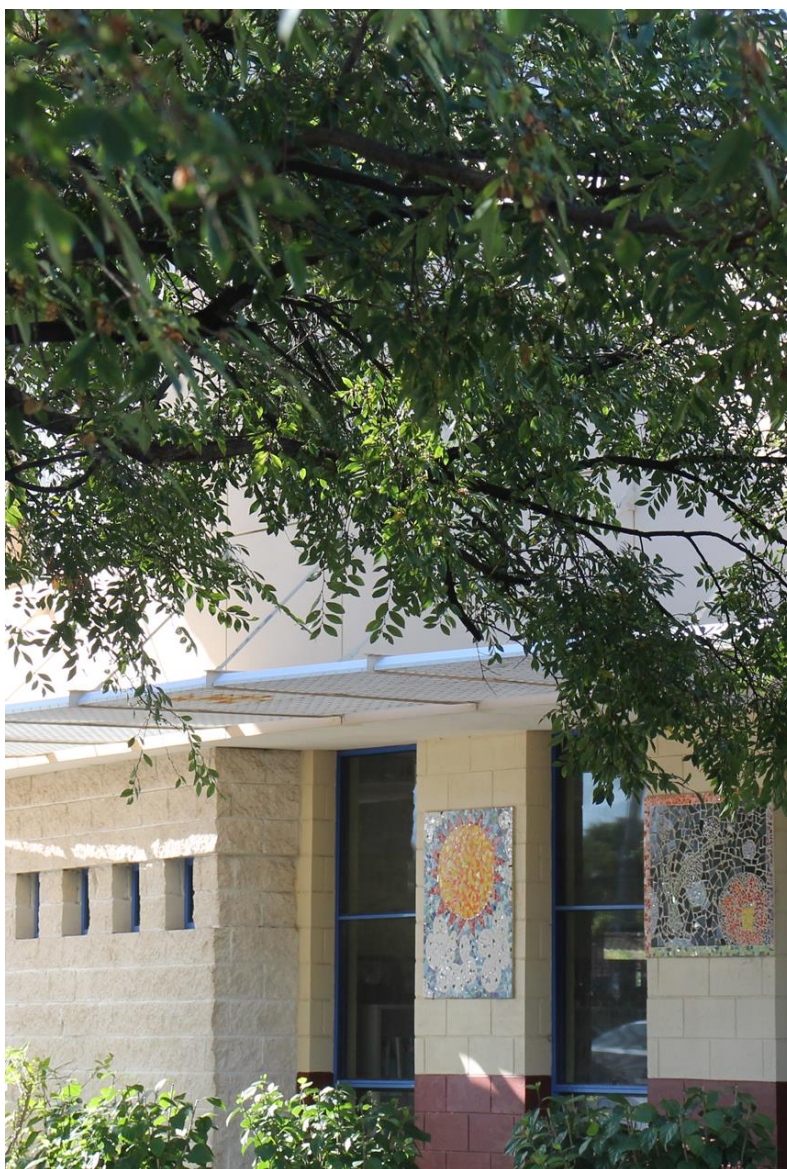
Other concerns from this survey relate to ongoing school maintenance and facilities and work is being undertaken to commence planning for on-going, scheduled improvement works across the school over time.

The survey also asked some questions that only related to parents and staff and the results (%) of these questions can be seen in the graph below.



There are major concerns with regards to the staff answers to a number of these questions and work will need to be done to address the issues raised as well as the morale of the staff as the answers indicate that there is a disconnect between the school's directions and the staff. This could, in part, be due to the commencement of a new principal in 2018 and a number of poor behaviour events that occurred around the time of the survey.

During 2018 the leadership group looked at ways to ensure that staff have input into decision making processes and looked at how we can provide further support to individual teachers across a number of operational areas of the school. Staff have been provided avenues to have input into decision making with regards to the next iteration of the school business plan. Staff will continue to be given opportunities to provide genuine input in to school decision making processes in the future.



## 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 2018 further work was undertaken to increase the breadth of Vocational Education and Training (VET) offerings however this area is becoming more difficult as a number of Registered Training Organisations (RTO) have been de-registered and this is placing pressure on our ability to provide suitable courses for our students.

The challenges with regard to the physical spaces not being adequate to fully cater for some courses will also be ongoing 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 has been work undertaken in 2018 to ensure that all students are being offered opportunities across the breadth of the curriculum and planning continues 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 has consulted with the school throughout 2018 and a decision is pending on the future of these buildings. The school board has played an important role in this process and will continue to be instrumental over the next 12 months.

During 2018 staff had the opportunity to have a significant input into the development of the next iteration of our business plan. Staff also had input into the redeveloped performance management processes and structured classroom observations will form an integral component of the 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 was undertaken in 2018 and a model that enhances student support, and therefore works on increasing student engagement, has been developed and implemented in 2019. 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 development of strong forward looking financial plans is a high need for the school and this work will be undertaken in 2019 to ensure that the school is on a stable economic footing for future 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 development of the Lakeland Engagement Team will enhance the social skill development of students and will ensure that we can continue our 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.