



LAKELAND
SENIOR HIGH SCHOOL



Annual Report 2020

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All photographs used in this report were taken by the following Year 12 students:

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Foreword

From the Principal

It gives me great pleasure to present the Lakeland Senior High School Annual Report for 2020 to our school community.

2020 was a difficult year on many fronts but it also gave us an opportunity to look at the world through a different set of eyes and try things that we haven't done before. Sometimes these things worked and sometimes they didn't! Many of our challenges we faced for the first time ever and the staff and students worked very hard to overcome these and produce some very positive changes for the school's future.

Academically, our Year 12 students performed outstandingly, with 4 students receiving a University Entrance ATAR score above 90 and the vast majority of students entering their chosen pathway beyond secondary schooling.

While the year was very disrupted due to the pandemic, Lakeland Senior High School continued to try and provide opportunities for our students to be involved in activities that far exceed that of a standard school course. School music tours, Touch carnivals, activities that reward students adhering to all school rules as well as after school academic support for students across the school show the dedicated and caring nature of our school staff and community.

Amongst the pandemic activities, the school underwent a Public School Review, where a team of reviewers from the Department of Education spend time in the school talking to community members, staff and students as a quality control process to ensure that the school is delivering the best education possible for our students. At the end of this review an assessment is made regarding the quality of processes and offerings at the school and the review team agreed that the school is operating very well and that the students of Lakeland SHS have a wonderful opportunity to find the appropriate pathway for their future. A report, completed by the review team is published and this can be found on our school website.

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. 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 2020 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 were able to provide input to the review team during our Public School Review. 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 would also like to acknowledge the hard work of our retiring Board Chairperson, Mr Brad Stone. Brad has worked tirelessly for the school in his capacity as Board Chair

for the past 10 years and I truly appreciate the dedication and support that he has given to Lakeland SHS during this time.

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 2021

From the Board Chair

2020 was a difficult year for all of us and the Lakeland Senior High School Board continued to work together to ensure that the school was able to provide additional support for our students. We worked to ensure that the school was making provision for additional mental health support to assist with the effects of COVID on our students and helped to establish the Student Support Officer position to provide this support. The Year 12 results were outstanding in 2020 and the Board believes that this highlights how well the students were supported through a very difficult year.

Although it was a difficult year, the Board played a vital role in working with the school to secure funding for the redevelopment of the old Leisure Centre and for the introduction of new classrooms and an Education Support Centre. These two projects have had nearly \$12 million committed by government and this has come after many years of work by the Board and the school.

The School Board plays an important role in ensuring that the Principal is held to account for school decision making and is very proactive in asking the “Why” and “Why Not” questions. The Board has a wonderful working relationship with the school and a strong history of accountability and governance.

After 10 years on the School Board, I have decided to step down from my position and provide an opportunity for other members of our community to do their part in ensuring that the school remains focussed on student learning and providing support to our community. I strongly encourage you to consider joining the Board when vacancies arise in the future.



Brad Stone
Chair of Lakeland SHS School Board
April 2021

Who are we?

Our 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 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
School Distribution	51%	28%	17%	4%
Australian Distribution	25%	25%	25%	25%



Our Values

- Learning - As lifelong learners we have the courage to extend ourselves beyond what we already know in a manner emphasising collaboration, honesty and integrity.
- Respect - We have the same value and rights as others; we respect ourselves and enable others to build respect through a spirit of equity, honesty and the acceptance of diversity.
- Accountability - We take personal responsibility for the development of our skills and respect the rights of others to achieve in a realistic and positive manner.
- Wellbeing - We all work to develop our inner capacity to organise the mind and body into a coordinated, healthy being.

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 2019 - 2021 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.

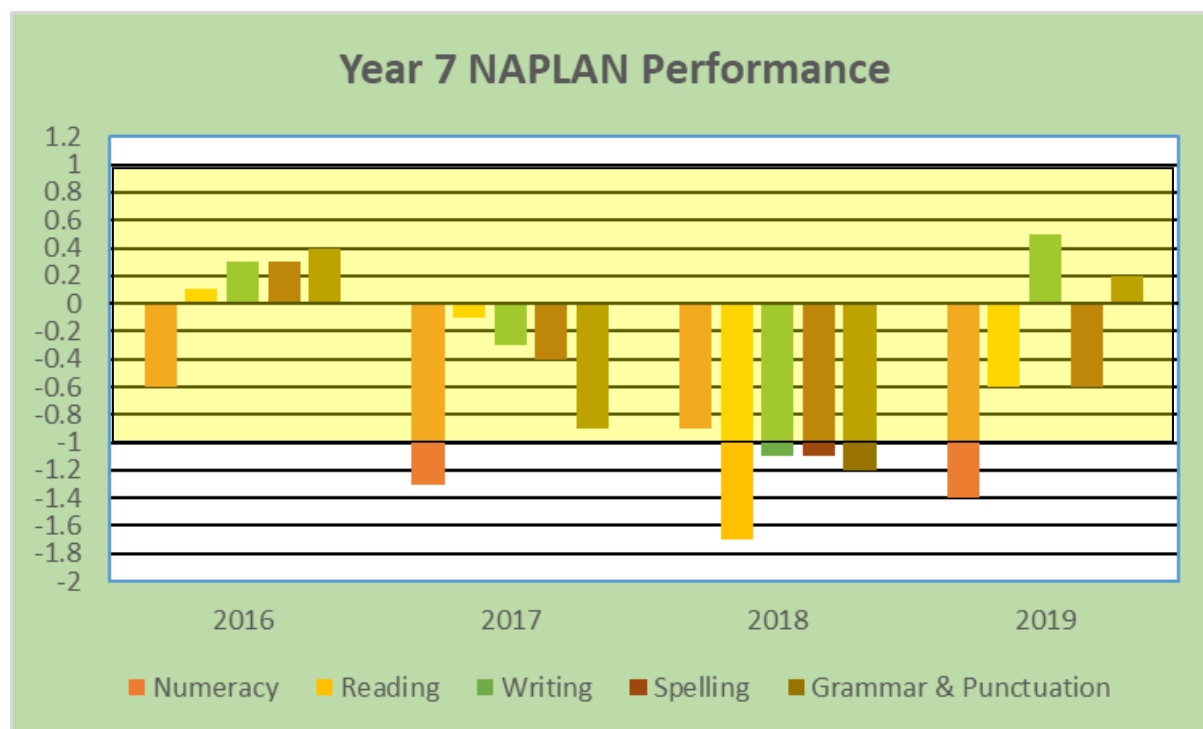
The key areas of focus in our plan are used to provide context for this annual report.

Priority 1: Success for all students

Lakeland Senior High School has continued to make efforts in 2020 to focus on student academic achievement and to provide opportunities for improvement to all of our students.

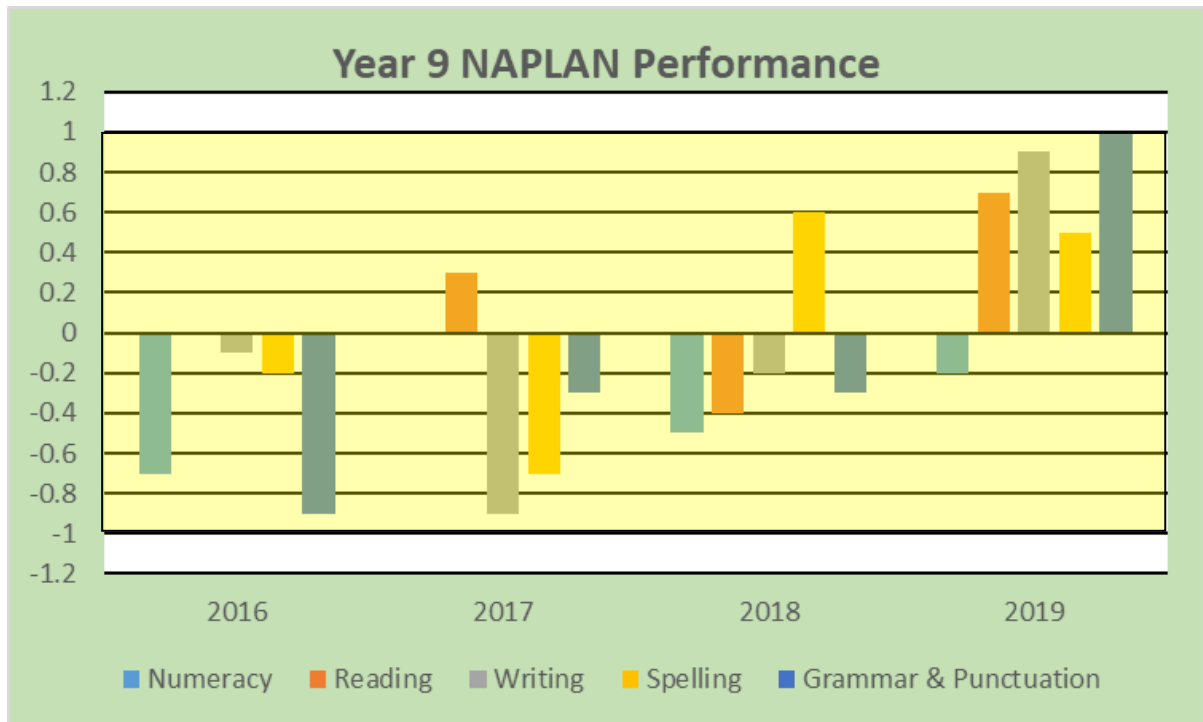
NAPLAN

Due to the COVID pandemic, NAPLAN was cancelled in 2020 and the school does not have current data to report, however, as an annual report was not printed in 2020 due to the disruptions of the pandemic, we have included our 2019 comparison data to show the gains that have been made in this area across the school.



The yellow shaded section highlights the area of expected performance for Year 7 students at our school. As can be seen in this graph for all but the Numeracy tests the Year 7 students performed within the expected range.

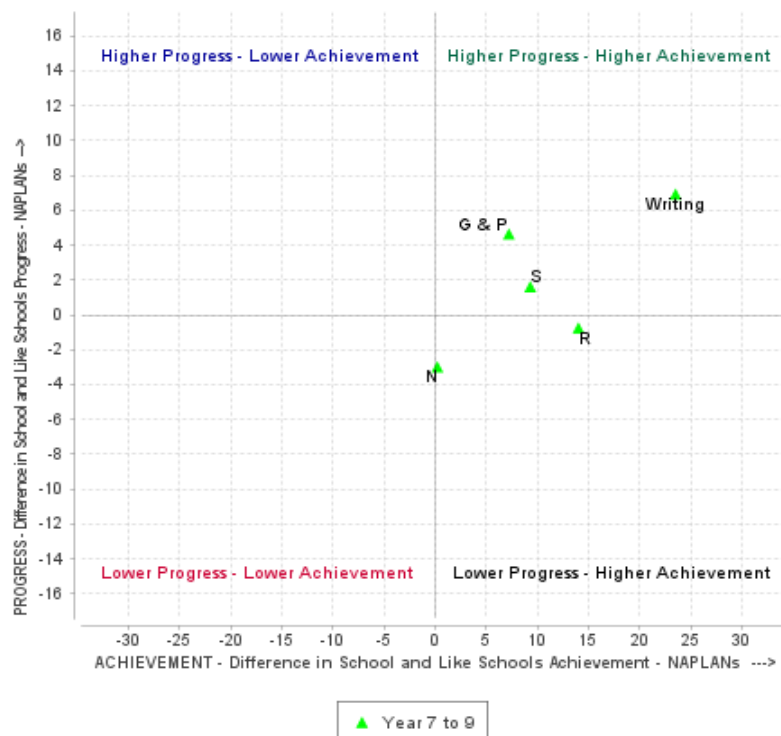




This graph shows that the Year 9 results across all tests were in the expected range of performance and pleasingly, all of the tests except numeracy were in the positive aspect of this range.

Student Progress and Achievement Compared with Like Schools

NAPLAN Year 7 2017 to Year 9 2019



This final chart highlights the progress that has been made by the same cohort of students between the Year 7 tests in 2017 and the Year 9 tests in 2019. As can be seen on this chart, most of the tests are in the High Progress/High Achievement quadrant with Reading and Numeracy close to this quadrant. Overall these are outstanding results for our students and this achievement was commented on during the Public School review process that was held in 2020.

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 2020.

OLNA Qualification Rate - WACE Eligible Students

	Lakeland SHS		
	Numeracy	Reading	Writing
2018	89%	92%	91%
2019	93%	92%	91%
2020	95%	98%	95%

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 2020 the school continued to implement 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: High Quality Teaching

An increased focus on the performance development process of staff to ensure that teachers are reviewing their strategies and learning processes has been a focus during 2020. The introduction of the student feedback software Pivot, has provided students with the opportunities to provide specific feedback to their teachers which has led to teaching staff reflecting on their teaching performance and changing strategies or processes to better suit the student's learning needs.

2020 also saw a re-structure of how we provide support to students and staff with the re-allocation of portfolios for the Deputy Principals. This has enabled a Deputy to focus on Teaching and Pedagogy, Student Well-being and Support and School Operations. In turn this has provided the Deputy Principals to focus their skills in their designated area of responsibility and has provided a much more streamlined support system for our students.

The ICT network capabilities have been a problem across the school and in late 2019 and early 2020 we made moves to address student access to computers in rooms that have not been set-up as intensive computer laboratories. 300 chromebooks have been purchased and students have access to these across most learning areas, with the school planning to further increase this fleet in 2021.

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

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 in these areas shows how we have made improvements over time for our students. This can be brought back to the work that has been undertaken to improve Teaching Quality for the benefit of our students.

	2016	2017	2018	2019	2020
Year 12 Attainment Rate	95%	96%	96%	98%	100%
Western Australian Certificate of Education - WACE (Graduation) Rate	78%	76%	80%	87%	90%
Year 9 NAPLAN Mean Score (over 5 tests)	545	536	545	560	N/A
Year 7 NAPLAN Mean Score (over 5 tests)	504	495	488	505	N/A
Year 12 OLNA Pass Rate	80%	73%	80%	90%	90%

Attendance Measures

Percentage of students over 90%	52%	51%	49%	45%	N/A
Average attendance rate	84%	84%	84%	81%	N/A

Other measures of how we are going against this priority include assessment of student attendance rates and student participation within classes.

The attendance data for 2020 has not been released as the COVID pandemic has resulted in unreliable data. The table below shows the attendance data from the past 5 years and highlights the changes over this time.

The Department of Education (DoE) measures attendance for 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 2019, our Indicated level of risk reduced as did the other At Risk categories. When compared to Like Schools, our data is what would be expected across this band of schools.

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2015	50.0%	23.4%	14.6%	11.8%
2016	52.5%	20.3%	17.0%	9.9%
2017	50.7%	24.0%	15.4%	9.9%
2018	48.6%	25.2%	15.4%	10.9%
2019	44.9%	23.3%	14.2%	10.0%
2020	Department of Education Data Unavailable due to COVID effects			
Like Schools 2019	52.2%	23.6%	14.2%	10.0%
WA Public Schools	60.0%	22.0%	11.0%	7.0%

Another measure of student engagement is an analysis of the Reporting to Parents - Student Attributes data from the semester 2, 2020 reporting process. The table below demonstrates the teacher judgements made in relation to the Student Attributes within their classes. It should be recognised that the effects of the pandemic may also have had impacted this data.

Year Group	Participates Fully	Behaves Appropriately	Well Organised	Meets Deadlines	Works Autonomously
Year 7	66.2%	70.5%	66.5%	65.6%	62.4%
Year 8	64.3%	74.2%	66.7%	66.3%	64.3%
Year 9	63.2%	72.5%	67.0%	64.4%	67.2%
Year 10	69.5%	78.5%	69.7%	66.6%	71.0%



Priority 3: Effective Leadership and Governance

As was mentioned earlier, a review of the support mechanisms across the school saw a re-structure of the Deputy Principal portfolios in 2020 that has enabled a more focused layer of support for our students.

The Deputy Principal - Curriculum is responsible for providing support to teachers and students through their focus on ensuring that teachers are improving their skills and abilities across their specialist fields. The Deputy Principal - Curriculum works in classrooms to provide advice and assistance to teachers and is responsible for student achievement improvements.

The Deputy Principal - Wellbeing leads the Lakeland Engagement Team (LET) and works with the Nurse, Student Support Officer, School Psychologist, Chaplain, Administration Staff and Program Coordinators to ensure that there is a comprehensive system of supports for all students across the school. The Deputy Principal- Wellbeing is also responsible to the development of positive reward programs for our students.

The Deputy Principal - Operations is responsible for the processes that make the school run. This includes timetable considerations and how we will implement new subjects for our students as well as the management of system initiative such as the NAPLAN and OLNA tests.

The Education Department has a system of external review in place for all schools known as the Public School Review. This process provides an external quality assurance review of the school's self-review processes and ensures that the school is held accountable to the targets and goals that it sets itself through the development of the school business plan. During 2020 Lakeland SHS had a Public School review and hosted two Directors of School Review during this process.

This process involves staff, school board members, P&C members and students meeting with the Directors and explaining the "story of our school". During these meetings the Directors ask questions about how the school is performing in specific areas and they then interrogate the answers that are given. Their most important question is "how do you know you are?" This question allows the school to demonstrate the areas of strength and the areas of challenge that we are still facing.

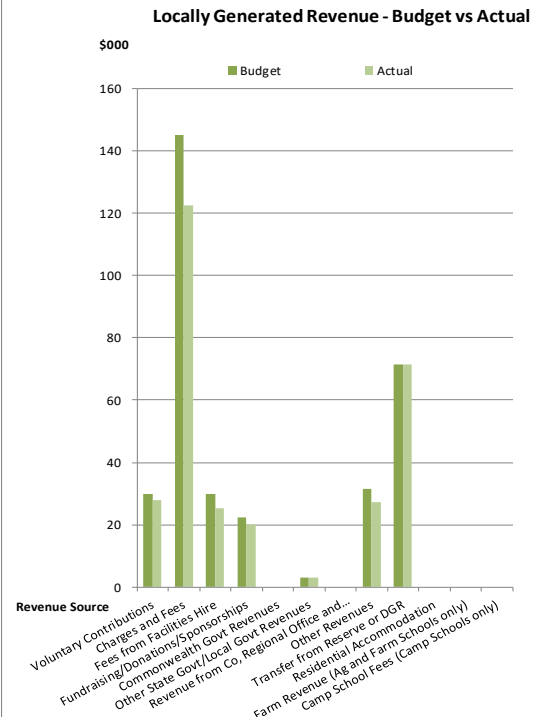
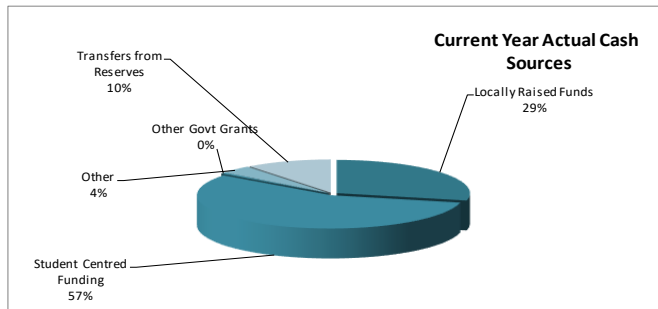
At the conclusion of this review a report is written and submitted to the Deputy Director General who provides recommendations for the school. At the conclusion of our review the Directors found that the school had a realistic view of our achievements, knew what our future challenges are and had been very successful in achieving some strong positive gains over the past four years.

A full copy of this report is available on the Lakeland Senior High School website.

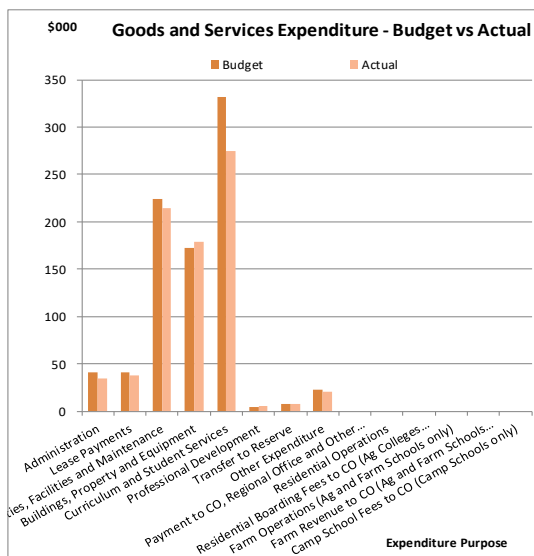
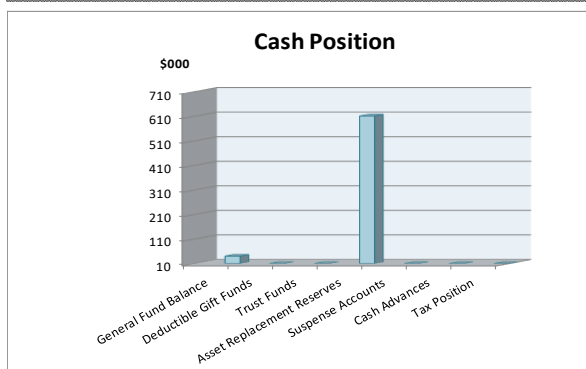


Lakeland Senior High School
Financial Summary as at
31 December 2020

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 30,000.00	\$ 27,954.65
2	Charges and Fees	\$ 145,126.00	\$ 122,441.92
3	Fees from Facilities Hire	\$ 29,982.00	\$ 25,381.84
4	Fundraising/Donations/Sponsorships	\$ 22,284.00	\$ 20,015.99
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 3,000.00	\$ 3,000.00
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 31,635.55	\$ 27,158.54
9	Transfer from Reserve or DGR	\$ 71,490.89	\$ 71,490.89
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 333,518.44	\$ 297,443.83
	Opening Balance	\$ 126,663.07	\$ 126,663.07
	Student Centred Funding	\$ 389,545.00	\$ 387,762.73
	Total Cash Funds Available	\$ 849,726.51	\$ 811,869.63
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 849,726.51	\$ 811,869.63



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 40,895.05	\$ 34,328.12
2	Lease Payments	\$ 41,443.00	\$ 37,681.89
3	Utilities, Facilities and Maintenance	\$ 224,515.82	\$ 214,287.46
4	Buildings, Property and Equipment	\$ 172,669.07	\$ 178,463.32
5	Curriculum and Student Services	\$ 331,258.19	\$ 274,707.86
6	Professional Development	\$ 4,634.00	\$ 4,912.86
7	Transfer to Reserve	\$ 7,251.00	\$ 7,251.00
8	Other Expenditure	\$ 23,053.00	\$ 20,169.16
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)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 845,719.13	\$ 771,801.67
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 845,719.13	\$ 771,801.67
	Cash Budget Variance	\$ 4,007.38	



Cash Position as at:	31-Dec-20
Bank Balance	\$ 652,180.49
Made up of:	\$ -
1) General Fund Balance	\$ 40,067.96
2) Deductible Gift Funds	\$ -
3) Trust Funds	\$ -
4) Asset Replacement Reserves	\$ 610,756.28
5) Suspense Accounts	\$ 6,951.25
6) Cash Advances	\$ (600.00)
7) Tax Position	\$ (4,995.00)
Total Bank Balance	\$ 652,180.49

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 2020 work was undertaken to review the breadth of Vocational Education and Training (VET) offerings as well as all senior secondary courses to ensure that we are providing pathways for our students that will provide links to employment or further study and training once they finish their secondary schooling.

The former City of Cockburn Leisure Centre provides a number of opportunities for the school and in 2020 funding was committed to re-develop this area. The re-development will provide general classrooms for the Health and Physical Education and Performing Arts departments to use. This development will provide new Music and Dance facilities and upgraded change rooms, toilets and office spaces for staff and students. This is an exciting opportunity for the students of the school as we will have some up to date facilities to use within our specialist programs.

In 2020 we were unable to survey our school community due to the effects of the pandemic and we will need to ensure that a comprehensive survey is undertaken in 2021. This will provide essential feedback to the school on how our enhancements have been perceived and what changes we may need to make to provide the outcomes that our community are looking for.

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. 2020 was a difficult year with the impacts of the pandemic and the student support structures in the school were enhanced to ensure that we were able to provide the social and emotional supports needed to ensure that academic success was still achievable. This included the appointment of a Student Support Worker and, working with Health WA, a school nurse in a part-time capacity. The challenge will be to ensure that we can maintain these levels of staffing to assist future cohorts of students.

The development of the Lakeland Engagement Team has enhanced 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. During 2021 we will be working to embed the leadership of the Lakeland Engagement Team and ensure that we are able to continue these high levels of support for all of our students.

