





WELCOME TO **LAKELAND SENIOR HIGH SCHOOL**

Lakeland SHS is a vibrant and successful Independent Public School. We have increasingly become the school of choice for the majority of local students and for many other students who win selection into the two approved specialist programs in Music Technology and Touch Football.

These two highly acclaimed programs contribute greatly to an aspirational and creative school culture. Between 30-40% of upper school students undertake an academic pathway through to tertiary education, while all students have a wide choice Certificate II and III courses. The aim for all students is to advance through to Year 12 and to complete their schooling with an ATAR score above 55 and/or a Certificate II, while also qualifying for the WA Certificate of Education.

Our school motto is Strive to Achieve. Our academic, VET, music and sport achievements are a source of great pride within the community. Our performance and achievements in those areas have been impressive and the school has won many prestigious awards and competitions.

The Business Plan over the next three year planning cycle seeks to consolidate upon progress already made against our previous priorities while clearly identifying and addressing areas for further focus and improvement. Much of that focus in this Business Plan is on the lower and middle secondary years.

Generally our key performance indicators and priority area targets have been met or exceeded in upper school. In reviewing lower school performance, we have identified the need for a whole-of-school approach to teaching functional literacy and numeracy and the need to further engage students in school and their learning. NAPLAN performance and attendance rates will be key performance indicators while student surveys (e.g. Curtin University School Climate Survey), grade distributions years 7-10 and retention rates for years 10-12 will also be monitored.

The attendance rates for all students will remain a focus. Aboriginal student attendance rates are lower than the whole-of-school rate and state levels. Whilst the issues surrounding the attendance rates for this group of students are very complex, the school will be targeting improvements within the life of this Business Plan.

OUR **PURPOSE**

Our purpose is to provide our students with a high quality comprehensive education. We foster an environment which leads to achievement, success, the enjoyment of school life, aspiration and pride.

We seek to develop good citizenship, care, empathy, tolerance and compassion through our family ethos.



OUR **VALUES**

The Lakeland SHS motto is “**Strive to Achieve**”. A major goal has been to become the school of choice for local students and those seeking entry into our Approved Specialist Programs.

A number of values and beliefs are core to every day of school life. They are well known by all, constantly reinforced and held with pride by staff and students alike:

1. We are the Lakeland Family

There is a strong family ethos in place.
Everyone is expected to look out for and care for one another.

2. The Lakeland SHS brand

We have a brand and everyone is expected to act in support of that brand. We conduct ourselves with pride and dignity. Our brand stands for achieving success; punching above our weight; behaving in a manner to portray the school in the best possible light; polite and respectful behaviour within the school and out in the broader community.

3. Lakeland SHS is a calm and friendly school

We value a calm school and disruption or aggression are not tolerated.

4. Our multicultural diversity

Our multicultural diversity is highly valued and respected. Our shared belief in tolerance and respect for others, whatever their culture or background has enormous status.

5. Hero Bystanders

The students are the ones best equipped to prevent and minimise bullying, with the help and support of staff. Hero bystanders act to support one another, say “no” to bullies or report bullying when it occurs.

6. A You Can Do It culture

If we are well organised, get along well, persist, have confidence and are resilient when challenged we can do anything.



WORKFORCE PLAN

In 2016 the student numbers are expected to approach 800 students. This places the school at capacity. Enrolments will be carefully managed not to exceed capacity. Turnover of staff has been minimal over previous years and is mainly due to promotion and retirements. During the life of this business plan, increases in new teaching positions are predicted between four and seven teachers. There will also be increases in school support positions.

In support of school values and priorities, new teaching positions will be allocated based upon the need for specialist qualifications.

Predicted future needs include:

- Low literacy and numeracy specialist teachers.
- Lower school curriculum and student engagement coordination.
- Year 10 and 11 engagement program specialist teachers.
- Technology and music specialists.

Between 2016 and 2018, resignations and retirements are predicted to be between 5% and 10% of the total staff. This is considered to be manageable. In recent years the school has been able to attract good fields of quality applicants for all positions.

The leadership and middle management teams have remained stable. Over the next three year period only small changes are likely.



KEY PERFORMANCE INDICATORS (KPI's)

	KPI	Target
Upper School	Attainment Rate (percentage of students finishing Year 12 with an ATAR score of at least 55 or a Cert II)	95% of eligible students (aspirational target of 100%)
	Percentage of the ATAR cohort achieving front door entry into university with a score of at least 55	95% of eligible students (aspirational target of 100%)
	The rate of completion Cert II courses in Year 12	85% of eligible students (aspirational target of 100%)
	Graduation Rate (New WACE)	85% of eligible students (aspirational target of 100%)
Lower School	Year 9 NAPLAN mean score over 5 tests	560 (aspirational target 570)
	Year 7 NAPLAN mean score	520 (aspirational target 530)
Whole School	Attendance Rate	58% of students with an attendance rate above 90% (aspirational target 60%)
		Average attendance rate of 87% (aspirational target of 90%)

2016-2019 PRIORITIES

PLAN FOR PUBLIC SCHOOLS OBJECTIVES	Success For All Students	High Quality Teaching	Effective Leadership	Strong Governance
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LAKELAND PRIORITIES	Whole-of-school approach to developing functional literacy and numeracy in years 7-10	Teaching and learning innovation and excellence
Key Focus Areas	<ul style="list-style-type: none"> Essential learning emphasis for all Learning areas. Functional literacy and numeracy. Whole-of-school commitment. 	<ul style="list-style-type: none"> Quality curriculum and lesson planning. Quality assessment planning and feedback. High expectation and explicit teaching. Specialist Programs achieve highest standards. NOVA Program enrichment focus. Innovative teaching and pedagogy <ul style="list-style-type: none"> Use of IT, cooperative learning, challenge and enrichment. Differentiated learning to suit the needs and learning styles of students.
Milestones & Outcomes	<ul style="list-style-type: none"> Every learning area plans for and implements a functional literacy and/or numeracy focus, strategy and targets. Low literacy & numeracy support classes with specialist teachers years 7-9. Additional support in place for Year 12 students who need assistance passing OLNA. General pathway classes are targeted for functional literacy & numeracy improvement. 	<ul style="list-style-type: none"> All teachers reflect upon their teaching and evaluate student performance using quality data. All learning areas and teachers have fully documented and developed curriculum plans, course outlines and lesson programs. Learning area documentation saved to Connect. All learning areas and teachers have fully documented assessment outlines, programs and tasks. Common assessment tasks used to moderate classes. All teachers use Reporting to Parents to record assessment outline and progress. Connect classes are started. High expectations of all students to perform to the best of their ability. Explicit teaching model investigated and practiced through support of professional development. Evidence of NOVA students receiving opportunities for extension, enrichment and challenge e.g. excursions, competitions, learning challenges. IT is used effectively and innovatively by most teachers in support of student learning. Professional development and coaching available for teachers. Connect is used by most teachers. Regular and ongoing whole-of-school Professional Development in place for explicit teaching, cooperative learning, differentiated learning and effective pedagogy. Differentiated learning is supported through lower ability & engagement programs and NOVA. Teachers observe each other, share their teaching practice in order to raise capacity.
Targets	<p>NAPLAN results mean scores</p> <ul style="list-style-type: none"> Year 7 above 520 (2015: 494) Year 9 above 560 (2015: 538) 60% moderate progress or above (2013 70%; 2014 58%; 2015 50%) <p>OLNA</p> <ul style="list-style-type: none"> 65% of all Year 10 students pass 80% of all Year 11 students pass 95% of all Year 12 students pass 	<ul style="list-style-type: none"> Grade distributions year 7-10 for Maths, Science, HASS & English within one standard deviation of DoE expected figures. KPI's for Year 12 met. Every teacher demonstrates the impact of their teaching through student and class performance, using evidence and student feedback. Differentiated curriculum is evident e.g. Aboriginal students, academic pathway, EALD, disability etc.

Student engagement

- Improving attendance.
- Aboriginal attendance.
- Aboriginal students in years 7-8 supported with their schoolwork, literacy and numeracy.
- Students enjoy coming to school.
- Maintain the family ethos
- Catering for the individual needs and priorities of students.
- Celebrating success and recognising achievement.
- Restorative approach processes.

- Students know and value high attendance rates as important to their education.
- Aboriginal students feel a connection to the school and feel supported.
- Aboriginal students feel successful at school.
- All students feel safe and supported while also feeling pride in and connection to the school.
- Big picture and alternative or flexible individual education plans are implemented and resourced in support of students at educational risk.



THE SCHOOL BOARD

As Chairman, I can confirm that the Business Plan for 2016-19 has been developed in consultation with the School Board.

As part of the Board's operations and governance, the Board acknowledges that the key performance indicators and operational strategies need to be reviewed regularly and the document needs to be flexible in order to best respond to the needs of the school and the students.

The school Board endorses the vision, direction and strategies that the Business Plan outlines.

Mr Brad Stone
Chairperson

Curtin Survey School Climate survey:

- Teacher Support – students OFTEN (3.6) rating perceive that teachers at the school are supportive and helpful.
- School Connectedness –students OFTEN (3.8) rating perceive that they are part of a community.
- Bullying (victim) – students SELDOM (2.0) rating experience bullying at school.

Retention rate Year 10-11 (100%) & Year 11-12 (70%)

58% of all students with regular attendance (above a 90% rate)

Aboriginal student attendance rate above 65% (aspirational target 70%)

The percentage of students arriving late to school on average each day is less than 5% (consider sometimes students are late due to public transport delays).

Student attributes on Reporting to Parents averaged as follows:

- Year 7 – 80% – Consistently or Often
- Year 8 – 75% – Consistently or Often
- Year 9 – 70% – Consistently or Often
- Year 10 – 70% – Consistently or Often

(Source: Reporting to Parents Analysis)



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