



Government of Western Australia  
Department of Education Services

# Lakeland Senior High School

2015

Independent Review Findings



Independent Review of  
Independent Public Schools

## Disclaimer

This document reports the findings of the Department of Education Services' review and verification of the school's self-review. The school's self-review has been complemented by information provided by the Department of Education, the School Curriculum and Standards Authority and the Australian Curriculum, Assessment and Reporting Authority.

The findings of the independent review are forwarded to the School Principal, the Board Chair, the Director General of Education and the Minister for Education.

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## School and Review Details

<b>Principal:</b>	Mr Lawrence Longworth
<b>Board Chair:</b>	Mr Brad Stone
<b>School Location:</b>	106 South Lake Drive, South Lake WA 6164
<b>School Classification:</b>	SHS Class 6C
<b>Number of Students:</b>	747
<b>Reviewers:</b>	Mr Ross Sweeney (Lead) Mr Graham Rixon Mr Noel Strickland
<b>Review Dates:</b>	4 and 5 May, 2015

## Purpose of the Review

The purpose of the independent review is to provide assurance to the school and its community, the Director General of Education and the Minister for Education on the extent to which the school has met its commitments as outlined in its Delivery and Performance Agreement (DPA) and associated Business Plan. Additionally, the findings have the potential to inform school improvement.

The focus of the review is on:

- how well the school has implemented self-review
- how well the school has improved student learning (achievement, progress and engagement) for all students
- how well the school has created an environment that promotes learning and student wellbeing
- how well the school is placed to sustain and improve its performance.

## Review Methodology

The school has been required, under the DPA, to undertake annual self-assessments of its performance. The outcome of these assessments formed the basis for the school's self-review. The school forwarded its self-review documentation to the IPS Review Team, Department of Education Services (DES) one month prior to the commencement of the review.

The IPS reviewers supplemented the information provided by the school with information on the school's achievements, its processes and its student performance data from a number of sources which included:

- the *My School*<sup>®</sup> website
- the Department of Education School Performance Monitoring System
- Schools Online reports
- School Curriculum and Standards Authority Year 12 Student Achievement data.

Reviewers analysed the evidence presented in the school's self-review documentation and developed lines of inquiry where further verification was required.

An agenda for the two review visit days was subsequently negotiated with the school to enable the gathering of evidence to verify claims made by the school. During these two days the reviewers sourced evidence to support the school's self-review claims through observation and discussion with leaders, teaching and support staff, board members, parents and students

The evidence provided by the school, along with information gathered by the reviewers prior to and during the review visits, was used as the basis for the verification of how well the school has met its commitments as outlined in the DPA and Business Plan.

This document reports on the findings of the independent review.

## School Context

### ***What are the important features of this school's context that have an impact on student learning?***

Lakeland Senior High School opened in 1990 and is situated 18 kilometres from Perth in the southern suburb of South Lake, within the municipality of the City of Cockburn. Primary schools in the area are Bibra Lake, South Lake, Yangebup and Beeliar. The school commenced as an Independent Public School (IPS) in 2013.

There is significant diversity in the socio-economic and cultural background of students. Fifty one different nationalities are represented at the school, the largest groups being Maori, Pacific Islander and Filipino students.

The Index of Community Socio-Educational Advantage (ICSEA) has risen steadily to 968 in 2015 from 915 in 2010. Currently, 40% of students are in the lowest national quartile and 7% are in the top quartile of the ICSEA statistic. Student transiency is around 17% per year.

Enrolments have been increasing since 2011 (391 enrolments) and with the inclusion of Year 7 students and end of the half-cohort transition, these have increased from 517 in 2014 to 747 in 2015. The current enrolment of Year 7–12 students comprises 403 males and 344 females. There are 68 students with a disability (9.1%) and 65 Aboriginal students (8.7%). Twelve students (1.6%) receive additional assistance through Disability Resourcing. The NAPLAN data for 2014 shows that 20% of the students come from a language background other than English.

Schools Online data indicates that the school's overall attendance rate for 2014 (84.5%) was slightly less than that of like schools (85.5%). The attendance rate for Aboriginal students (62.3%) was significantly below that of like schools (74.1%).

Of the 80 staff, 45 (42.4 full time equivalent) are teachers and 26 (18.5 full time equivalent) are non-teaching support staff. The administration comprises the Principal, three deputy principals and five heads of learning area (HoLA)/ program coordinators. There is stability in the leadership team (Principal, Deputy Principals and Business Manager).

The school's Workforce Plan led to the creation of the third deputy principal position after a rationalisation of several year coordinator roles. The Workforce Plan is now focused on selecting specialist staff to fill specific learning area demands and succession planning, particularly in the specialist programs.

The school delivers learning outcomes in all the learning areas as specified by the School Curriculum and Standards Authority, with the exception of Languages. It has established three specialist programs which overlay and extend the curriculum: the Music Technology and Touch Rugby programs, which are Department of Education approved specialist programs, and the NOVA Academic Enrichment program, a school-developed initiative.

Lakeland Senior High School partners with Atwell College and local primary schools in the Cockburn Central Educational Network to deliver enhanced professional learning opportunities for staff and extension activities for students. The school has a memorandum of agreement with Murdoch University to facilitate trainee teacher practicums. In addition, the school has partnerships with organisations associated with the Touch Rugby and Music Technology special programs.

The School Board has a membership of 10, comprising three staff representatives and seven parent/community representatives. Membership of the Board is garnered strategically to provide depth and spread of expertise in reviewing school performance. The Board meets regularly, is well engaged in school governance and membership is stable. The current Board Chair, also the inaugural Chair, is a community representative. While several members lack formal training in school governance, they bring a wealth of relevant experience to board operations.

The school's infrastructure accommodates the delivery of teaching and learning programs across all years. The buildings are 25 years old and showing signs of wear and tear and funds are being set aside to refresh the external surfaces and replace old demountable classrooms. The school is also negotiating with the City of Cockburn and the Department of Education regarding the future use of the soon-to-be-vacated leisure centre located on the site of the school.

## The School's Self-Review Process

### ***How effective was the school's self-review in accounting for its performance during the period of the DPA and Business Plan?***

The 2013–2016 Business Plan links Department of Education priorities to four school priorities, expressed as key focus areas, milestones and targets. The annual self-review process is centred on the evaluation of learning area operational plans by HoLAs, evaluation of NAPLAN and the Western Australian Certificate of Education (WACE) performance by the School Board and analyses by the school's leadership team. These evaluations are brought together in the school's Annual Report 2014. Individual reviews of school performance by the Board Chair and the Principal were supplied to reviewers as supplementary documentation.

There are 18 target areas in the 2013–2016 Business Plan, with a target and aspirational target expressed for each area. These targets establish desired standards of achievement for the key outcomes of secondary schooling, but do not directly articulate into the school's four priority areas. Evaluation of progress on targets informs the comprehensive review embodied in the Annual Report.

The development and review of learning area operational plans is the key mechanism for school improvement. Every plan is structurally aligned to a school-wide data analysis of past achievement, priorities, targets and recommended actions from the school leadership. In the last section of a learning area plan, HoLAs document their targets and strategies towards improvements in the school's priority areas. The reviewers were informed that learning area teams prepare new strategies and targets when they conduct the annual review of learning area operational plans.

The Business Plan has remained unaltered since its commencement; however, successive learning area operational plans demonstrate the school's capacity to respond to identified strengths and weaknesses. The reviewers verified that the school has an established annual cycle of self-review.

Although student performance against targets in the Business Plan was reviewed in the Annual Report, an overall review of the effectiveness of the Business Plan, or governance by the School Board, was not yet evident in school review documents. The Board's endorsement of the Business Plan or Annual Report was not evident in the documentation; however, the reviewers are satisfied that the Board actively participates in the school review process.

## School Performance—Student Learning

### ***How well has the school performed in improving learning (achievement, progress and engagement) for all students?***

The 2013–2016 Business Plan establishes four priorities for improvement, each of which has defined focus areas, milestones and planned outcomes. Target areas are defined in the context of NAPLAN literacy and numeracy, WACE graduation, university pathways, vocational education and training (VET) pathways, participation and engagement, special programs and Aboriginal education.

The first priority of the Business Plan is to develop a 'teaching and learning environment where high engagement and achievement are promoted and recognised'. Evaluation of progress in this area is by consideration of student performance against targets set in WACE graduation, Australian Tertiary Admissions Rank (ATAR) performance, participation and attainment in VET programs and special programs.

In 2014, the school achieved a 100% WACE graduation rate, which exceeded its target of 98%. For ATAR and VET achievement the school exceeded the target of 75% of students completing Year 12 with either an ATAR or a VET Certificate II, III or IV. 2014 attainment was 85%, up from 57% in 2013. As a measure of success to achieving university entry the school set a target that 90% of students will achieve an ATAR score of at least 55. For 2014, the school exceeded this target, with 100% of ATAR students attaining this score.

In relation to student performance in ATAR, the following performance targets were set:

- median ATAR score is within 3% of the State mean
- 15% of students are in the top third of the State
- 12% of students have a scaled score greater than 75%
- school mean for each ATAR subject matches respective WA State mean.

Although performance on the first two of the above targets improved from 2013, the targets were not met in 2014. Strategies such as expanding the streams of ATAR-bound students in Years 9 and 10, together with the ongoing development of the NOVA program, are being implemented to improve performance against these targets.



Due to the half cohort in Year 12 in 2014, there were insufficient students to generate data to evaluate achievement against the latter two targets. However, all ATAR students in Year 12 attained at least a 55 ATAR score and gained entry to university. Schools Online data shows that the performance of students in WACE Stage 2 and/or 3 courses was within the expected range.

The Business Plan sets two targets towards improving VET performance. The first target is that 80% of Year 12 VET students complete Certificate II or higher. This target was met: 85% for 2014, up from 69% in 2013. The second target is that 95% of Year 12 non-ATAR students participate in VET programs. At 85%, this target was not achieved, as five non-ATAR Year 12 students did not enrol in a Certificate II course.

The specialist programs seek to engage and extend student achievement. Performance indicators for specialist programs are program specific. For example, a target in the Music Technology program is for all Year 12 students to complete a VET Certificate III. This target was not met; however, all Music students did complete a Certificate II in Music Technical Production. In the Touch Rugby program the target of reaching the State finals in each division was met, and progress was made in establishing either a VET or ATAR pathway for senior students.

The NOVA program exceeded its NAPLAN target of matching Australian mean scores in numeracy, reading and writing. Also, the proportion of NOVA students selecting an ATAR pathway in senior school exceeded the target of 95%.

The staff are commended on the success of the specialist programs in lifting student performance, fostering stronger personal development, raising the profile of the school and instilling confidence within the school's community.

The second Business Plan priority is literacy and numeracy, which include the following targets:

- maintain 'High Progress' while moving towards the 'High Achievement' quadrant in the Schools Online data
- achieve NAPLAN mean scores within 20 points of the State mean in each test
- percentage of Year 9 students at and below the National Minimum Standard (Band 6 or below) is less than 35% in each test
- 12% of students are in the top 20% of the State.

The school focuses on improvement through strategies developed by HoLAs in learning area operational plans. Performance against these targets was not reviewed by the school in the 2014 Annual Report.

Year 9 NAPLAN results for 2012–2014 showed improvements in reading, writing and grammar and punctuation, while performance levels remained unchanged for spelling and numeracy. Overall, the school performed below the mean of like schools in the NAPLAN domains of reading, grammar and punctuation, and numeracy. In writing and spelling, performance was close to the averages of like schools.

For 2014, performance compared to like schools for each of the NAPLAN domains was within the expected range, with the exception of numeracy which was below the expected grade allocation. In 2013, the school achieved results within the expected range for all NAPLAN domains.

Although literacy and numeracy are identified as a school priority, there is a lack of specific focus on the NAPLAN domains and school-wide improvement strategies. As the school aspires to lift its NAPLAN performance from comparison with like schools to comparison with all WA schools, it is recommended the school develops school-wide improvement plans for literacy and numeracy; clarifies targets for each of the five domains in Years 7 and 9; and for these to be formally reviewed annually.

The accuracy of teacher judgements in awarding grades compared to the typical performance of like schools was below the expected range for 2014 in English, science and the humanities and social sciences. In 2013, only humanities and social sciences were below the expected range. Moderation activities and comparisons to NAPLAN distributions revealed that teacher judgements were lower. HoLAs have reviewed assessments, grading processes and grade cut-offs for more appropriate grading in the future.

The third priority of the Business Plan is the development of an inclusive, safe and stimulating learning environment which embraces school pride, good citizenship and students' success. Performance indicators for this priority are:

- attendance levels by year: Year 8–90%; Year 9–85%; Year 10–85%; Year 11–90% and Year 12–90%
- 60% of students have an attendance rate above 90% in the regular attendance category
- number of students suspended is less than 10%
- retention rate from Year 10 to Year 12 is 60%.

Attendance performance against the above targets has been close to the average for like schools in the last three years. The school came close, but did not meet its attendance targets for each year group, falling short by about 2% per year level. The regular attendance category has varied little over the last three years and at 54% in 2014, remains short of the improvement target.

The retention rate target was not reviewed in the 2014 Annual Report. This priority area includes improvement targets for Aboriginal students. These are:

- majority of students with an attendance rate above 80%
- percentage of students suspended is equivalent to non-Aboriginal students
- Year 10–12 retention rate is close to school rate.

Although these targets were not specifically reviewed in the Annual Report, the school has reviewed its commitment to raising the attendance of Aboriginal students to that of like schools. It is recommended that measurable targets for increasing the attendance rate of Aboriginal students are included in the next Business Plan.

The school has not met its improvement target for the percentage of suspensions in 2014. Suspension rates over the last three years were 13.6%, 11.8% and 14.3%. The effectiveness of suspensions, however, is demonstrated by the small rate of recidivism, which averages less than 30% of suspended students. A strategy to reduce the rate of suspensions has been implemented in the life of the current Business Plan. It is a 'length of suspension-free status' reward scheme that draws on peer group restorative justice principles. Early signs indicate the 2015 target of less than 10% suspensions is likely to be achieved.

Through involvement with Curtin University's Effective School Improvement Program, the school monitors school climate and individual student well-being and has logged data for the period 2012–2014. Consistent improvement has been noted in each of the 10 categories and has been confirmed by survey results. The school is commended for the improvement in school ambience and the individual safety and self-esteem of its students as the result of carefully targeted strategies.

The fourth priority is to build public confidence and increase the proportion of students living within the region who make Lakeland Senior High School their school of choice. Although there are no specific targets in the Business Plan to measure improvement in this priority, the staff are confident that significant improvements have occurred, as evidenced by enrolments at the start of 2015.

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The proportion of enrolments from primary schools in the local area has increased from 53% to 72% after implementation of an extensive transition program for potential students from Year 6 and Year 7.

Entry levels and standards required for special programs have been raised progressively and applications now exceed the number of places available. Many cross-boundary applications for enrolment were declined due to the school reaching capacity. The school is commended for building public confidence and improving its reputation.

## School Performance—Quality of the Learning Environment

***How well has the school performed in creating an environment that promotes learning and wellbeing for all students and the attainment of the school vision?***

Whilst creating an inclusive, safe and stimulating learning environment for all students is a priority in the Business Plan, it has been integral to achieving another priority, that of making Lakeland Senior High School the preferred school of choice in the local region.

Meetings with parents and students confirmed survey results showing that the school is a safe place for students. Most staff members have been trained in the use of *Classroom Management in Schools* strategies and the *You Can Do It* program, which form the basis of a consistent approach to behaviour management in all classes. Although school opinion surveys show the primary concern of staff, parents and students is the management of student behaviour, long-serving staff and parents with many years' experience at the school were unanimous in reporting that the behaviour and safety of students have greatly improved over the last five to six years. This is confirmed by the school's behaviour data.

Students appreciated the opportunities offered to them through the diverse specialist programs offered by the school, particularly the *Touch Rugby*, *Music Technology*, *NOVA (Academic Excellence)* and low literacy/numeracy classes (in Years 7–9). The touch rugby and music technology courses are heavily subscribed from as far away as Mandurah. The high level of performance, including regular performances in a variety of venues by music technology students and regular success in competitions by the touch rugby teams, gives the school a higher profile in the wider community. This has had a very positive impact on the school's standing within the community and contributed strongly to a positive school culture.

Staff, students and parents all commented on the very encouraging atmosphere within the school, with the term 'family' being used regularly. Respect between staff and students is evident and the goal of keeping all students at school at all times was regularly commented upon. The school retention rate for Years 8–12 has improved markedly: 54% in 2012; 76% in 2013 and 83% in 2014.

While the suspension rate remains steady at around 13% per year, formal return to school (following suspension) and restorative justice programs have been effective in reducing the number of recidivists. Seventy per cent of suspensions are for the duration of a day and suspension rates compare favourably with like schools. Exclusions are rare, with only one application in the last five years.

Students identified as being at risk are placed on individual education or behaviour plans and at the time of the review, over 100 had documented plans. Support services include a Chaplain (0.8 FTE), nurse (0.5 FTE), school psychologist (0.6 FTE) and eight education assistants. The Chaplain provides pastoral care support on school camps and excursions and conducts a breakfast club at school on Fridays.

The *Wicked Transition* program provides students at likely risk (identified by feeder primary schools) with a formal induction to the school. The children are familiarised with the physical surroundings, staff and school operations, through eight half-day visits to the school. Data shows that this program is highly effective in helping these students and their parents to transition into their new school. Whilst this has a very positive outcome for the individual students and their families, it is also a proactive strategy which helps maintain a safe and caring school environment for all students. The school is commended on the success of the program to support the transition of students at educational risk from primary school.

Parents interviewed by reviewers reinforced survey results by confirming high levels of satisfaction with the school's communication strategies. The use of the *Skoolbag* application and SMS phone messaging for communication with parents, school newsletters, personal contact from staff for both positive and negative feedback, the newly introduced *Connect* system and approachability of staff, made two-way communication with the school very effective.

Individual parents were highly complimentary of the school for its flexibility in catering for the individual needs of their children. Examples included flexible hours for students, change of courses, developing individual programs for students and working with families to find alternative programs elsewhere which were deemed more suitable for their children's needs.

The Parents and Citizens' Association (P&C) runs the school canteen and the uniform shop. Although parent participation is not strong, the P&C successfully conducts these businesses, keeping prices affordable to the school community. A voluntary donation of \$10 per year to the P&C is supported by 68% of families. A staff survey of the school climate was conducted by Curtin University in 2014. Ratings were generally high, except for the extent of involvement of parents in decision making at the school level.

The school is gaining the support of the wider community as evidenced by the willingness of organisations and businesses to enter into formal and informal partnerships. These include partnerships with local businesses, which provide work placements and internships for students in VET programs and with Curtin University, which has been surveying parents, staff and students over many years. The school has also developed an informal relationship with local real estate businesses which gauge community perceptions and promote the school to prospective families.

While the need to upgrade facilities has been identified and funds are being set aside for this, the school is clean and tidy and caters for all classes in suitable facilities. The staff are of the view that the acquisition of the neighbouring aquatic centre would enhance the overall facilities of the school and allow for a broader range of course offerings.

The staff monitor the learning environment closely through internal and external surveys. The school has a powerful repertoire of mutually reinforcing messages and policies to keep the school safe, empower students to intervene to prevent bullying and build social and emotional resilience. A friendly and safe school culture is being nurtured and a positive learning environment is being created.

## School Performance—Sustainability

### *How well placed is the school to sustain and improve its performance into the next planning cycle?*

The staff's self-review against obligations and commitments outlined in the DPA and the 2013–2016 Business Plan were verified through discussions with school staff, the leadership team, support staff, School Board, parents and students. A wide range of documentation, analysis and evidence presented indicates the school has embedded and sustainable self-review processes.

Key focus areas and milestones included in the Business Plan, as well as general and aspirational targets in academic and non-academic domains, support the school in planning and monitoring progress towards targets. Staff acknowledged that the Business Plan did not clearly document expected performance against target areas; however, during the visit they were able to point to detailed evidence in the self-review that confirmed improvement in student learning during the three years of the current Business Plan.

The School Board comprises three parent, four community and three staff representatives, including the Principal. Meetings with the Board Chair and some Board members confirmed that the Board participates in the school's performance review cycle. The Board is confident in its role in analysing student data and financial statements and members assist in the strategic direction of the school through their diverse skill sets. The Board has a recruitment strategy to ensure its membership reflects the cultural diversity of the school and its community. Reviewers affirm the Board's intention of seeking greater cultural diversity in its membership.

The Board is supported in its role through timely provision of comprehensive information on student performance and the financial status of the school. The Principal reports regularly on progress against the Business Plan and operational plans.

Minutes of Board meetings reflect good governance in addressing matters such as student academic performance, reviewing Business Plan priority and targets, budget discussion and analysing community surveys. The reviewers support the Board's intention to undertake a self-review of its performance and profile in the school community.



Responsibilities and duties are clearly articulated in the organisation of the school through a distributed leadership model. Three of the school's four priorities are focused on the holistic needs of students with a consistent theme of student engagement and well-being. The leadership team (Principal, three deputy principals and Business Manager), HoLAs, learning area coordinators and support staff are committed to their work of improving the learning outcomes for every student.

Discussions with the Board, parents, students and staff confirmed that the Principal has led the school by example and is seen as a significant focus in developing both the academic and non-academic culture of improvement in the school.

The reviewers were able to verify that surveys of teachers, students and parents are an integral part of the school improvement focus. Discussions confirmed that succession and workforce planning for both the Board and school leadership is being undertaken to ensure that existing practice and programs can be sustained into the future.

The school has met the challenge of increased enrolments in the Year 7 intake by employing specialist mathematics/science teachers and increasing the number of academic students following an ATAR pathway. There is a mix of new graduates and experienced teachers in the school.

The leadership team is developing a strong focus on embedding the performance development system for all staff within the school's self-review process. This is closely aligned to the targets set in the Business Plan. These processes are in continual development, with a move towards performance coaching/classroom monitoring. The reviewers affirm the direction the leadership team is taking in encouraging the staff towards a higher level of teaching and understanding of appropriate pedagogy to motivate more academically able students.

The leadership team presents as efficient, caring and friendly, with a strong focus on addressing the challenges of maintaining and improving the delivery of quality teaching and learning, employing staff with the required knowledge and skills to meet the school's priorities, and meeting a diverse range of student abilities. In addition, careful consideration is given to ensure resources are targeted for initiatives such as specialist programs, information technology and supporting students at educational risk throughout the school.

There is a commendable 90% collection rate of voluntary school contributions and charges. The school is also budgeting for the upgrade of buildings to improve the image of the school.

The reviewers were able to verify that the school is in a strong position to sustain and improve teaching and learning during the course of the next Business Plan. This verification is supported by the distributed leadership model, a reflective self-review approach, the educational structures and processes in place and by the support and assistance of the School Board. Significant achievements and improvements during the life of the current Business Plan place the school in a sound position to sustain its current level of performance and improve student learning.

## Conclusion

Lakeland Senior High School is successfully driving improvement in student performance, student well-being and public confidence. The school is aligned with community aspirations and the priority areas are appropriately targeted. A culture of high expectations in academic standards and personal behaviour has been achieved. Where targets have not yet been met, the staff is committed to reappraising strategies and developing new plans for improvement. The school leadership and the Board are capable, stable and have earned the trust and support of the school and local community.

## Commendations

***The following areas are commended:***

- the success of the specialist programs in lifting student performance, fostering stronger personal development, raising the profile of the school and instilling confidence within the school's community
- the improvement in school ambience and the individual safety and self-esteem of its students as the result of carefully targeted strategies
- the improvement of the school's reputation and the increase in public confidence in the school
- the success of the *Wicked Transition* program in supporting transition of students at educational risk from primary school to Lakeland Senior High School.

## Areas for Improvement

***The following areas for improvement are identified:***

- development of specific school-wide improvement plans for literacy and numeracy; clarification of targets for each of the five domains in Years 7 and 9, and for these to be formally reviewed annually
- inclusion of measurable targets for increasing the attendance rate of Aboriginal students in the next Business Plan.

## Declaration

We, the undersigned, hereby confirm that the information provided in this findings document is to the best of our knowledge true and correct and is based on the verification of the evidence provided by Lakeland Senior High School as part of the Department of Education Services' independent review process. The Principal and Board Chair have had an opportunity to comment on any matters of fact contained within this document.



Mr Ross Sweeney, Lead Reviewer

20 July 2015

Date



Mr Graham Rixon, Reviewer

20 July 2015

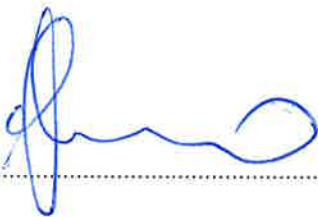
Date



Mr Noel Strickland, Reviewer

20 July 2015

Date



Mr Richard Strickland, Director General, Department of Education Services

21/7/15

Date