



Lake Grace District High School

2019

ANNUAL REPORT

Principal: Cathy Willis **Board Chair:** Tania Bray **P&C President:** Janine Watson

Lake Grace District High School

ANNUAL REPORT

OUR SCHOOL

Lake Grace District High School is an Independent Public School located 345km south-east of Perth. We offer a quality program for our Kindergarten to Year 10 students. Our staff are committed to the development of our students' academic learning and social and emotional well-being.

In 2019 our student census was 112 students:

- 12 Kindergarten
- 73 Primary
- 27 Secondary; 2 of which were SIDE students in Year 11 and 12

Our classes have remained consistent in structure, offering a K/PP class, Year 1/2, Year 3/4, Year 5/6, Year 7/8 and Year 9/10.

Our School Board continues to have a dedicated and strong presence in our school community.

The purpose of this report is to inform the school community on the progress we have made towards the goals and targets in our 2017-2019 Business Plan.



OUR VISION

Our school vision is inspirational and aspirational. It is our goal for the future, and informs everything we do at Lake Grace District High School. It is a few simple words that encompass what we are striving to achieve. Our school exists to create **successful students**; this is achieved with **high quality teaching** and a **caring community**.



Successful Students

Lake Grace DHS contributes to successful outcomes for all students. Our holistic view of 'success' for children includes the academic as well as the non-academic. This is represented in our vision by the colour purple being a mix of the logical and academic (blue) with creative and positive emotional outcomes (red). Well rounded, successful students will have both. We see two crucial elements needed to support our vision of *Successful Students*; *Great Teaching* and *Caring Community*.

High Quality Teaching

Quality teaching is the major school based factor in student success. We will create and nurture caring and committed educators with high expectations, who use a range of teaching methods, encourage their students to take responsibility for their learning, know the curriculum well, provide a safe and encouraging environment, monitor progress and provide feedback, and help to build positive relationships within our school and community.

We recognise that the first, and most important, teachers of children are their families and we are committed to supporting and strengthening that vital structure. Children also learn effectively from other students and this can be leveraged to create success. In our vision, *High Quality Teaching* is green because it is about growth; the growth of children, but also educators and parents. Teaching and learning is most powerful when these three groups work together to create a strong school community.

Caring Community

Our community isn't just school staff, students and families, but also the wider community of Lake Grace and the surrounding areas.

Our view of a caring community involves:

- The school and wider community working together to support the education of our children
- Educators working together and supporting one another
- Families of students working with the school and becoming involved
- Mutual support between the school and the community
- Students caring for their families, other students and their school. The orange colour of Caring Community expresses the warmth and inclusive environment people feel in our school.

OUR STAFF

All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Teacher Registration Board of Western Australia.

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Deputy Principals	1	1.0	0
Total Administration Staff	2	2.0	0
Teaching Staff			
Other Teaching Staff	12	7.6	0
Total Teaching Staff	12	7.6	0
School Support Staff			
Clerical / Administrative	3	2.4	0
Gardening / Maintenance	1	0.9	0
Other Non-Teaching Staff	7	4.4	0
Total School Support Staff	11	7.6	0
Total	25	17.2	0

As a part of targeted funding for graduate teachers, graduate teachers accessed the Graduate Teacher Induction Program, graduate teacher release time, and graduate teacher support.

The school is able to engage in the School National Chaplaincy Program, in association with Youth CARE, through the use of targeted funding.

Through the use of targeted VET funding, the school is able to provide workplace training, support and supervision for senior secondary students.

Local access funding is allocated to the provision of staff support, expertise and equipment for Year 11 and 12 students.

Universal Access funding allows for the continuation of a 15 hour per week Kindergarten program.

STUDENT NUMBERS

	2014	2015	2016	2017	2018	2019
Primary (Excluding Kin)	90	65	77	67	68	73
Lower Secondary	16	26	27	23	25	25
Upper Secondary	1	1	3	6	2	2
Total	107	92	107	96	95	100

ATTENDANCE

The Department of Education has distinct categories of risk for attendance. Students with attendance at 90% and above are in the regular attendance category.

The three at risk categories are:

Indicated: 80 to 89% attendance

Moderate: 60 to 79% attendance

Severe: 0 to 59% attendance

Primary Attendance Rates

	School	Like Schools	WA Public Schools
2015	93.2%	94.1%	92.7%
2016	91.8%	93.0%	92.6%
2017	90.9%	93.0%	92.7%
2018	90.9%	93.0%	92.6%
2019	90.2%	90.3%	91.6%

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2015	78.7%	16.6%	3.0%	1.5%
2016	68.9%	24.3%	6.7%	0.0%
2017	69.0%	21.1%	0.0%	9.9%
2018	80.0%	9.3%	4.0%	6.7%
2019	63.6%	22.3%	10.7%	3.3 %
Like Schools	77.6%	16.7%	4.6%	1.1%
WA Public	77.0%	15.0%	6.0%	2.0%

Secondary Attendance Rates

	School	Like Schools	WA Public Schools
2015	83.4%	91.1%	87.9%
2016	94.6%	89.0%	97.7%
2017	88.0%	89.1%	97.8%
2018	89.4%	88.6%	87.6%
2019	89.0%	88.4%	86.8%

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2015	41.3%	24.1%	31.0%	3.4%
2016	62.0%	37.9%	0.0%	0.0%
2017	41.9%	45.2%	12.9%	0.0%
2018	58.6%	34.5%	6.9%	0.0%
2019	61.4%	22.3%	10.7%	3.3%
Like Schools	61.8%	23.1%	10.1%	5.0%
WA Public	62.0%	20.0%	11.0%	7.0%

DESTINATION SCHOOLS




Year 6 destination schools for the 2019 student cohort

















Destination Schools	Male	Female	Total
Lake Grace District High School		3	3
Wesley College	2		2
St Mary's		1	1
Perth College		1	1
Hale School	1		1

Year 10 destination schools for the 2019 student cohort

Destination Schools	Male	Female	Total
Lake Grace District High School	1		1
Narrogin Senior High School	1	1	2

Review of the 2017 – 2019 Business Plan

Key:	 Achieved
	 In progress
	 Not yet started

Priority One: Excellence in Teaching & Learning	
Priority Points	Success
Implement a whole school, evidence-based approach to reading, writing, spelling, grammar & punctuation, and mathematics through a range of programs.	
Access targeted professional learning to support the implementation of whole school approaches.	
Staff are involved in the analysis of individual, class and whole school data to target teaching, evaluate curriculum delivery and monitor the progress of the targets in the 2017-2019 Business Plan.	
Use Judging Standards to assess work in English, Mathematics, Science and HASS.	
Develop and implement a whole school assessment schedule.	
Differentiate teaching to cater for the learning needs of all students.	
Establish a coordinated approach for the provision of academic extension within a classroom environment.	
Implement a strategic approach in the way ICT is implemented throughout the school.	
Plan for the implementation of on-line NAPLAN, hardware requirements and student skills.	
An on-going school based reflective process is used to inform our level of attainment towards each of the standards in the National Quality Framework.	
Develop a school scope and sequence of early literacy and numeracy skills for Early Childhood.	
Implement the PP-Year 10 WA Curriculum in accordance with the SCSA timeline.	
Develop a culture of effective performance development through reflection, observation, coaching, mentoring, quality feedback and professional learning.	
Use the AITSL Professional Standards for Teachers to support staff self-reflection and continuous self-improvement.	
Implement classroom observation and feedback practices to assist in driving improved teacher performance.	
Provide ongoing support for beginning and Level 3 teachers, and Aspirant leaders.	

Priority Two: A Safe and Inclusive Learning Environment	
Priority Points	Success
Evaluate current student health and well-being programs for their effectiveness and adapt and implement further programs and strategies where necessary.	
Develop and embed policies, procedures and programs to ensure staff and students feel safe and supported.	
Celebrate positive behaviour encapsulated by the school values.	
Continue the School Chaplain program to support the emotional health and well-being of students.	
Provide staff with professional learning to support their understanding of DoE policies and procedures.	
Provide opportunities for the student Council to contribute to the life of the school, school decision-making and take on day-to-day responsibilities.	
Promote the importance of attendance and raise the expectation that children need to come to school every day and be on time.	
Develop school based procedures for monitoring and improving attendance.	

Priority Three: Building Our Community	
Priority Points	Success
Provide parent opportunities through workshops that inform about current practice, e.g. Positive Parent Program, Early Literacy strategies.	
Build the skills of all Board members within the IPS context.	
Promote the school, its achievements and successes through the school newsletter and in the broader community.	
Staff collaborates with local agencies and businesses to enhance teaching and learning programs.	
Staff complete professional learning on The Aboriginal Cultural Standards Framework and adopt behaviours and practices which are culturally responsive and inclusive.	

Endorsed by the Lake Grace District High School Board on Tuesday 16th June, 2020.

Tania Bray

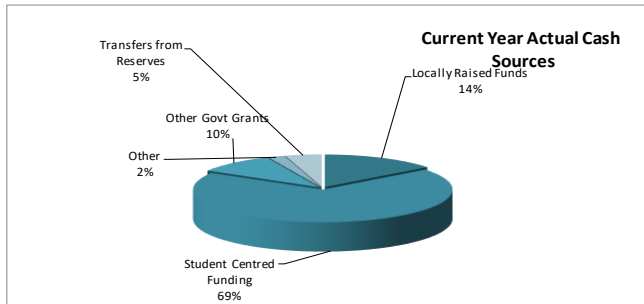
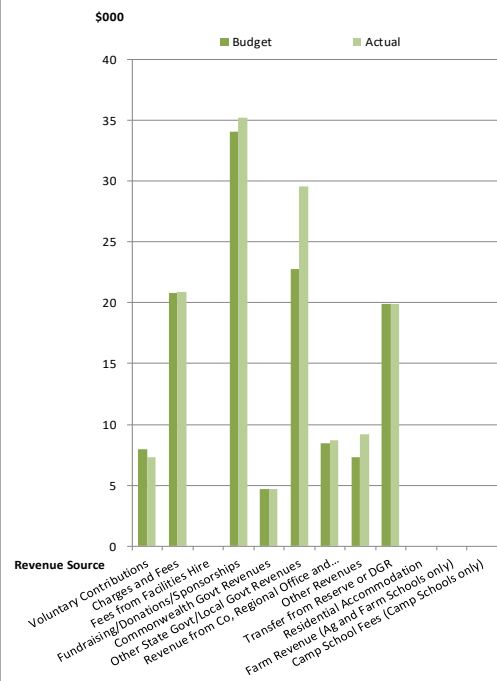
Board Chair



Lake Grace District High School
Financial Summary as at
31 December 2019

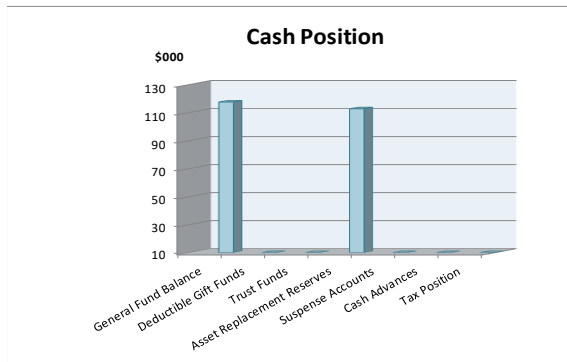
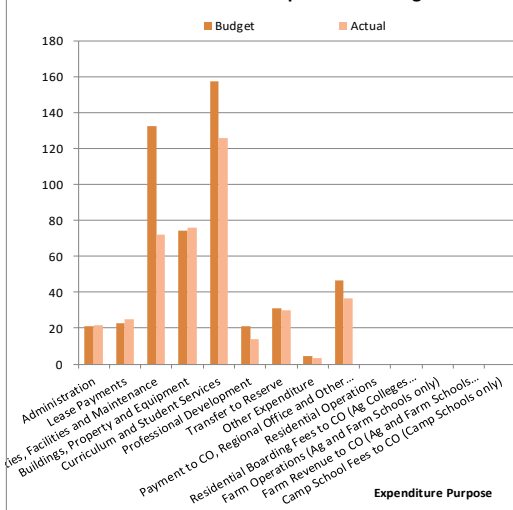
	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 7,984.00	\$ 7,325.57
2	Charges and Fees	\$ 20,770.98	\$ 20,905.76
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 34,089.06	\$ 35,189.06
5	Commonwealth Govt Revenues	\$ 4,680.00	\$ 4,680.00
6	Other State Govt/Local Govt Revenues	\$ 22,749.60	\$ 29,581.23
7	Revenue from Co, Regional Office and Other Schools	\$ 8,466.38	\$ 8,681.28
8	Other Revenues	\$ 7,267.84	\$ 9,143.87
9	Transfer from Reserve or DGR	\$ 19,883.68	\$ 19,883.68
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 125,891.54	\$ 135,390.45
	Opening Balance	\$ 83,973.00	\$ 83,973.10
	Student Centred Funding	\$ 300,869.52	\$ 301,377.15
	Total Cash Funds Available	\$ 510,734.06	\$ 520,740.70
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 510,734.06	\$ 520,740.70

Locally Generated Revenue - Budget vs Actual



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 20,972.50	\$ 21,837.06
2	Lease Payments	\$ 22,721.21	\$ 24,691.94
3	Utilities, Facilities and Maintenance	\$ 132,187.07	\$ 71,876.91
4	Buildings, Property and Equipment	\$ 74,434.91	\$ 75,895.67
5	Curriculum and Student Services	\$ 157,245.01	\$ 125,449.27
6	Professional Development	\$ 21,057.82	\$ 13,619.64
7	Transfer to Reserve	\$ 30,744.52	\$ 30,000.00
8	Other Expenditure	\$ 4,661.63	\$ 3,243.40
9	Payment to CO, Regional Office and Other Schools	\$ 46,268.25	\$ 36,658.81
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	\$ 510,292.92	\$ 403,272.70
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 510,292.92	\$ 403,272.70
	Cash Budget Variance	\$ 441.14	

Goods and Services Expenditure - Budget vs Actual



Cash Position as at:	
Bank Balance	\$ 224,491.36
Made up of:	\$ -
1 General Fund Balance	\$ 117,468.00
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 112,629.45
5 Suspense Accounts	\$ (2,666.09)
6 Cash Advances	\$ -
7 Tax Position	\$ (2,940.00)
Total Bank Balance	\$ 224,491.36