



Lake Grace District High School Annual Report **2020**





Lake Grace District High School Annual Report 2020

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 2020 our student census was 119 students:

- 9 Kindergarten
- 80 Primary
- 30 Secondary; 3 of which were SIDE students in Year 11 and 12.

Our classes have remained consistent in structure with an additional class added in 2020 to maintain lower staff to student ratios. A K/PP class, Year 1/2, Year 2/3, Year 3/4, Year 5/6, Year 7/8 and Year 9/10 was provided.

Our School Board continues to have a dedicated and strong presence in our school community helping us to establish new plans and policies to support the school's ongoing improvement agenda.

The purpose of this report is to inform the school community on the progress we have made towards the goals and targets in our 2020-2022 Business Plan.

OUR VISION

To support and guide our students to succeed through high quality teaching and enriched community partnerships.

STUDENT NUMBERS

| | 2016 | 2017 | 2018 | 2019 | 2020 |
|----------------------------------|------|------|------|------|------|
| Primary (Excluding Kin) | 77 | 67 | 68 | 73 | 80 |
| Lower Secondary | 27 | 23 | 25 | 25 | 27 |
| Upper Secondary | 3 | 6 | 2 | 2 | 3 |
| | 107 | 96 | 95 | 100 | 110 |

The total student population is on a positive increase trajectory with year on year growth in the overall student population in both the Primary and High School. The majority of students are continuing their education at Lake Grace District High School, a trend which is expected to continue into 2021.



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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 |
| Administration Staff | 2 | 2.0 | 0 |
| Teaching Staff | | | |
| Other Teaching Staff | 13 | 9.0 | 0 |
| Teaching Staff | 13 | 9.0 | 0 |
| School Support Staff | | | |
| Clerical / Administrative | 3 | 2.4 | 0 |
| Gardening / Maintenance | 1 | 0.9 | 0 |
| Other Non-Teaching Staff | 10 | 5.4 | 0 |
| School Support Staff | 14 | 8.7 | 0 |
| | 29 | 19.7 | 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.

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



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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

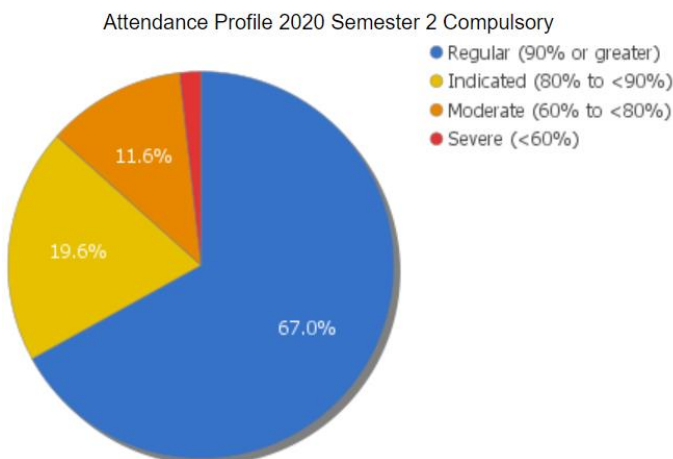
In 2020, student attendance data was heavily impacted by COVID-19. As a result, only Semester 2 reporting data is presented.

Primary Attendance Rates

| | School | Like Schools | WA Public Schools |
|------|--------|--------------|-------------------|
| 2017 | 90.9% | 89.0% | 92.7% |
| 2018 | 90.9% | 90.0% | 92.6% |
| 2019 | 87.8% | 90.3% | 91.6% |
| 2020 | 89.6% | Unavailable | Unavailable |

Secondary Attendance Rates

| | School | Like Schools | WA Public Schools |
|------|--------|--------------|-------------------|
| 2017 | 88.0% | 89.1% | 87.8% |
| 2018 | 89.4% | 88.6% | 87.6% |
| 2019 | 89.0% | 88.4% | 86.8% |
| 2020 | 90.1% | Unavailable | Unavailable |





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DESTINATION SCHOOLS

Year 6 destination schools for the 2020 student cohort

| Destination Schools | Male | Female | Total |
|---------------------------------|------|--------|-------|
| Lake Grace District High School | 4 | 3 | 7 |
| Hale School | 1 | 0 | 1 |

Year 10 destination schools for the 2020 student cohort

| Destination Schools | Male | Female | Total |
|---------------------------------|------|--------|-------|
| Lake Grace District High School | 1 | 3 | 4 |

Review of the 2020 - 2022 Business Plan

| | |
|------|--|
| Key: | ■ Achieved |
| | ■ In progress |
| | ■ Not yet started |

The 2020 – 2022 Business Plan was created following extension rounds of consultation with staff, students, the School Board and wider community. The review is an ongoing tracker of the school's current performance in meeting its planned objectives and was completed by both staff and the School Board.

Endorsed by the Lake Grace District High School Board on Tuesday 23rd March, 2021.

Mr Leon Clarke

Board Chair 2021



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Priority 1: Sustaining a safe and supportive learning environment

The development of a contemporary and student focussed learning environment for our students, staff and community.

| Focus Area | Strategies | Milestones |
|--|--|--|
| Student experience & voice | <ul style="list-style-type: none"> • Provide ongoing student forums for students to share ideas and be a part of the change. Opportunities for written feedback at/after these forums. • School events to be student led with school successes promoted by student leaders. • Enhance the overall student experience by establishing lunchtime clubs aligned to the interests of students. • Funds allocated to student experience fund which is student directed. | <ul style="list-style-type: none"> • Data is collected on student consultation and decision making. • Student driven initiatives are evident. • There is evidence that student opinions are sought and valued. |
| Student Attendance | <ul style="list-style-type: none"> • Daily check in for students without defined notification of absence. • Active promotion of the importance of regular attendance in school publications. | <ul style="list-style-type: none"> • Ongoing case management is visible for at risk students. • Attendance increase present across all risk categories. |
| Student Behaviour (whole school approach) Maintaining the unique culture (Lake Grace way) | <ul style="list-style-type: none"> • Defined expectations of behaviour and consequences established which align to Good Standing policy and newly developed Behaviour and Engagement Policy. • Use of restorative practices underpinned by school values. • Case management approach used to support students, staff and parents. • Weekly student support update provided for all school staff. | <ul style="list-style-type: none"> • Behaviour records indicate few, if any, breaches. • New whole school behaviour and engagement policy adopted and implemented across the school. • Behaviour plans implemented for identified students. |
| Enhanced internal and external learning environments | <ul style="list-style-type: none"> • Students, staff and community feedback used to prioritise areas of renewal with 5 year renewal plan created. • Funds allocated to support fast tracked renewal of internal and external areas. | <ul style="list-style-type: none"> • Revitalised school grounds and learning environment to reflect the feedback of students, staff and community. |



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Priority 2: A renewed focus on school community health and well-being

Building the school capability to respond to the health and wellbeing needs of its students and staff.

| Focus Area | Strategies | Milestones |
|--|--|---|
| Student and Staff wellness | <ul style="list-style-type: none">• At least two members of the well-being committee to have completed all Be You modules by the end of 2020.• Implement a whole school social and emotional learning framework that includes explicit teaching by classroom teachers.• All staff will have completed relevant learning modules from the Be You program by mid 2021.• Student events planned to have well-being focus.• Termly staff wellbeing focussed event introduced.• Chaplain led well-being events introduced each term.• Mental Health workshops organised in partnership with key agencies. | <ul style="list-style-type: none">• Established a well-being committee that will lead the development and implementation of an action plan that is informed by the Australian Student Well-being Framework.• Update of all SDERA CHAT documents and resources.• Completion of Be You Modules for all teaching and support staff.• Addition of new Breakfast club by Term 4, 2020.• New Chaplain appointed in Term 4, 2020.• School to host numerous mental health workshops. |
| Understanding and responding to individual need | <ul style="list-style-type: none">• Provide staff with the knowledge and skills that they need to:<ul style="list-style-type: none">⇒ Foster positive mental health and well-being.⇒ Help mitigate the occurrence of mental health issues from arising.⇒ Recognise and respond to mental health issues when they do occur.• Introduce Protective Education resources and provide training for students, staff and parents on a regular cycle. | <ul style="list-style-type: none">• Staff actively using mental health checklists.• A minimum of 3 staff trained as school gatekeepers (supporting students at risk of harm).• A minimum of two staff accredited in Youth Mental Health.• Protective behaviours training provided every two years. |
| Good Standing | <ul style="list-style-type: none">• Clearly outlined processes and expectations for students and staff with updates shared weekly with school staff. | <ul style="list-style-type: none">• Full implementation of good standing policy as part of new student engagement and well-being policy. |



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Priority 3: Enriching the secondary school experience

Making Lake Grace DHS the best choice for our community both now and into the future.

| Focus Area | Strategies | Milestones |
|---|--|---|
| Student voice | <ul style="list-style-type: none"> • Provide ongoing secondary student forums for students to share ideas and feedback on school direction. • Conduct termly Aspiration Meetings to provide 1:1 career counselling for all secondary students. • Student Council actively lead school improvement and engagement initiatives. | <ul style="list-style-type: none"> • Targeted Aspiration Plans for all secondary students. • Retention levels increased across the high school. • Minimum of 3 student led school events per term. |
| Student choice | <ul style="list-style-type: none"> • Enhance the student experience by; <ul style="list-style-type: none"> ⇒ Establishing lunchtime clubs aligned to the interests of students. ⇒ Creating electives designed by students and aligned to their interests. | <ul style="list-style-type: none"> • Student developed clubs and electives provided each semester. |
| Enhanced resources and learning environments | <ul style="list-style-type: none"> • Revitalise and enhance the school grounds and classroom learning environment using feedback from students, staff and community. • A targeted funding allocation is provided to support secondary enhancements. | <ul style="list-style-type: none"> • Ongoing renewal of secondary classrooms and areas with contemporary fittings and fixtures. • 1:1 student to technology device ratio evident to support student learning. |
| Big picture (real world applicability) | <ul style="list-style-type: none"> • Use student aspiration data to inform planning for school, class and individual programs. • Electives each contain a community element to demonstrate and celebrate skills. • Work place learning opportunities fostered and linked to area of student aspiration. | <ul style="list-style-type: none"> • \$20 Boss business program embedded within H&SS program. • Workplace learning aligned to student future career aspirations. |
| Promoting the school within the region. | <ul style="list-style-type: none"> • Promotion within regional and department publications. • Attendance at major regional events e.g Newdegate Field Day. • Creation of new Year 6 enrichment event with local primary schools. | <ul style="list-style-type: none"> • Promotion widely evident and ongoing across region. • Open Day event established. • Year 6 students from local schools visiting the school. |



Priority 4: Enhancing student opportunities through effective relationships and partnerships

Working to establish a community focussed school, reflective of the community in which we live.

| Focus Area | Strategies | Milestones |
|--|--|---|
| School Board | <ul style="list-style-type: none">• Sustained input of the School Board into the development of school plans and priorities.• Ongoing Board training in learning modules.• School Board share school's vision and regularly monitor school progress against the Business Plan.• Development and use of an Accountability Framework to guide sustainable school improvement and best practices.• Defined induction process for new members. | <ul style="list-style-type: none">• Completion of annual Board Effectiveness Survey.• Completed board training modules.• Board minutes actively reflect on the school's progress in achieving Business Plan outcomes.• Principal to become DOE School Council and Boards Training Facilitator. |
| Parents and Citizens Association (P&C) | <ul style="list-style-type: none">• Ongoing promotion and support of P&C events and initiatives.• Proactive engagement between P&C and school to meet shared outcomes. | <ul style="list-style-type: none">• Evidence of P&C support, both to fund resources and to provide activities for the school. |
| Establishing partnerships and strengthening relationships | <ul style="list-style-type: none">• Established partnerships with community organisations, TAFES and Universities to enrich student experience and opportunity.• Inviting and integrating parent and community feedback to inform school improvement direction on a regular basis. | <ul style="list-style-type: none">• Shared events between school and community stakeholders.• High rate of parent engagement with stakeholder polls/surveys disseminated. |
| Using community resources to enrich curriculum | <ul style="list-style-type: none">• School visits and excursions add value to the relevance of planned learning activities.• Creation of community expertise register detailing skills and experiences of community members to enrich school experiences and learning opportunities. | <ul style="list-style-type: none">• Greater community engagement with school events and initiatives.• All year levels are able to demonstrate how community expertise has enhanced class programs. |



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Priority 5: Supporting quality teaching and learning

Effective leadership to develop reflective, quality teaching practices to grow staff capabilities, skills and expertise.

Priority 6: Strengthening student achievement and progress

Analysing the longitudinal progression of student achievement to provide effective intervention and support.

| Focus Area | Strategies | Milestones |
|---|---|--|
| P-10 data collection to inform planning, teaching and assessment | <ul style="list-style-type: none"> Effectively use data to inform planning for school, class and individual programs. Identify and implement effective support and pedagogy for the teaching of curriculum areas. Adopt and implement whole school approaches to ensure students receive cohesive and consistent learning programs. Time allocated for transitional implementation. | <ul style="list-style-type: none"> Pedagogical framework fully adopted and embedded within classroom practices. Data wall established to track and reinforce student and class progression targets. |
| Moderation and teacher judgements | <ul style="list-style-type: none"> Teachers collaborate with peers across the Lakes Network. | <ul style="list-style-type: none"> Set Lakes Network moderation tasks each year. |
| SAER - Individual/group case management | <ul style="list-style-type: none"> Longitudinal tracking and identification of students at educational risk (SAER). Allocation of 0.1 FTE for teacher SAER support. SEN training completed for SAER team and with staff as a whole. SAER ongoing identification and tracking of student goals every 5 weeks. | <ul style="list-style-type: none"> Identified students meet the goals set for them. Teachers provide evidence that interventions have been effective in supporting student progress. SEN reporting utilised from Term 4, 2020 following training. |
| Teacher performance, growth and development | <ul style="list-style-type: none"> Provide professional learning for staff aligned to school priority areas. Staff goals resourced and supported on regular review cycle. Opportunities for leadership are actively promoted and supported. Develop and implement a whole school plan for all curriculum areas transitioned for staff to implement. | <ul style="list-style-type: none"> Evidence of PL being applied in operational plans, year planners and class planning. Peer observation schedule created. Completed whole school plans. |
| | <ul style="list-style-type: none"> Recruitment of staff targeted to support development of diverse 'specialist' workforce. | <ul style="list-style-type: none"> Workforce Plan is kept up to date. |

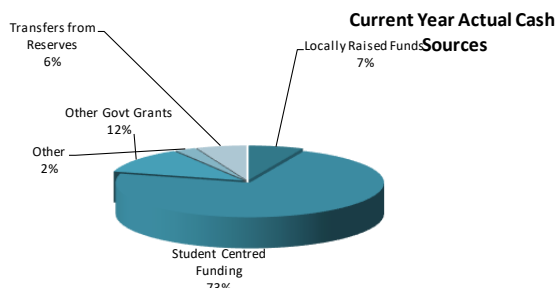


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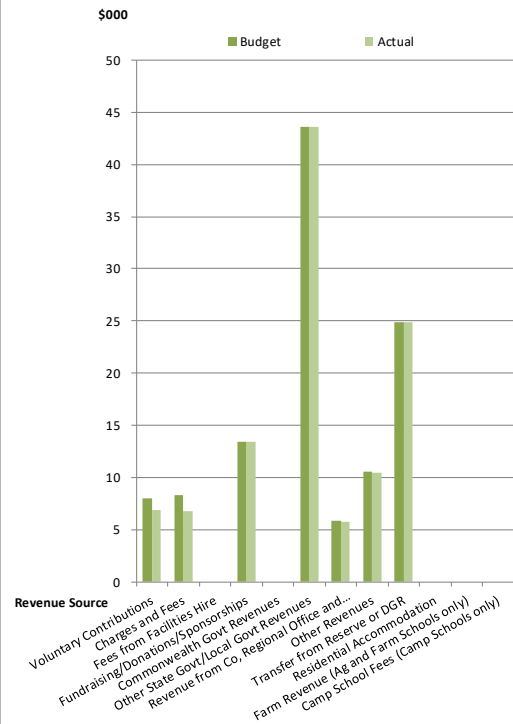


Lake Grace District High School Financial Summary as at 31 December 2020

| Revenue - Cash & Salary Allocation | | Budget | Actual |
|------------------------------------|--|------------------------|------------------------|
| 1 | Voluntary Contributions | \$ 7,991.00 | \$ 6,845.00 |
| 2 | Charges and Fees | \$ 8,333.26 | \$ 6,797.51 |
| 3 | Fees from Facilities Hire | \$ - | \$ - |
| 4 | Fundraising/Donations/Sponsorships | \$ 13,411.15 | \$ 13,411.35 |
| 5 | Commonwealth Govt Revenues | \$ - | \$ - |
| 6 | Other State Govt/Local Govt Revenues | \$ 43,558.78 | \$ 43,558.40 |
| 7 | Revenue from Co, Regional Office and Other Schools | \$ 5,804.39 | \$ 5,798.39 |
| 8 | Other Revenues | \$ 10,511.09 | \$ 10,500.97 |
| 9 | Transfer from Reserve or DGR | \$ 24,840.00 | \$ 24,840.00 |
| 10 | Residential Accommodation | \$ - | \$ - |
| 11 | Farm Revenue (Ag and Farm Schools only) | \$ - | \$ - |
| 12 | Camp School Fees (Camp Schools only) | \$ - | \$ - |
| Total Locally Raised Funds | | \$ 114,449.67 | \$ 111,751.62 |
| Opening Balance | | \$ 117,468.00 | \$ 117,468.00 |
| Student Centred Funding | | \$ 295,805.96 | \$ 295,805.96 |
| Total Cash Funds Available | | \$ 527,723.63 | \$ 525,025.58 |
| Total Salary Allocation | | \$ 1,901,225.00 | \$ 1,901,225.00 |
| Total Funds Available | | \$ 2,428,948.63 | \$ 2,426,250.58 |

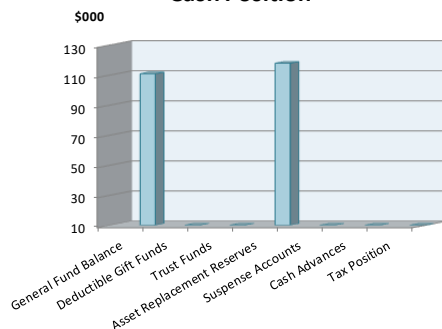


Locally Generated Revenue - Budget vs Actual

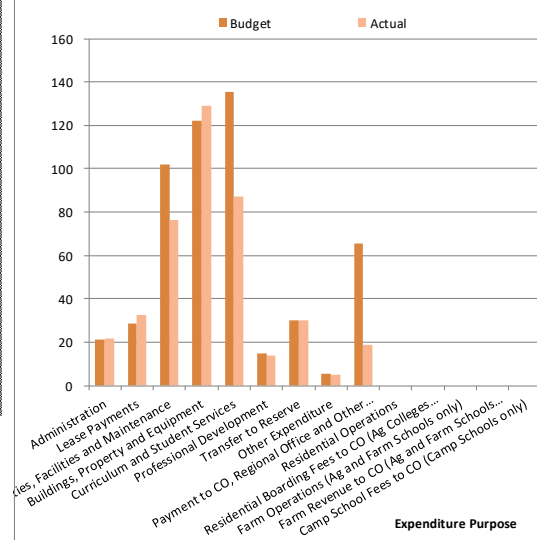


| Expenditure - Cash and Salary | | Budget | Actual |
|---|--|------------------------|------------------------|
| 1 | Administration | \$ 21,374.73 | \$ 21,450.81 |
| 2 | Lease Payments | \$ 28,312.89 | \$ 32,577.82 |
| 3 | Utilities, Facilities and Maintenance | \$ 101,755.85 | \$ 76,143.96 |
| 4 | Buildings, Property and Equipment | \$ 122,126.83 | \$ 129,132.57 |
| 5 | Curriculum and Student Services | \$ 135,215.51 | \$ 87,265.66 |
| 6 | Professional Development | \$ 15,000.00 | \$ 13,967.41 |
| 7 | Transfer to Reserve | \$ 30,000.00 | \$ 30,000.00 |
| 8 | Other Expenditure | \$ 5,462.94 | \$ 5,009.56 |
| 9 | Payment to CO, Regional Office and Other Schools | \$ 65,233.28 | \$ 18,649.36 |
| 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 | | \$ 524,482.03 | \$ 414,197.15 |
| Total Forecast Salary Expenditure | | \$ 1,878,588.00 | \$ 1,878,588.00 |
| Total Expenditure | | \$ 2,403,070.03 | \$ 2,292,785.15 |
| Cash Budget Variance | | \$ 3,241.60 | |

Cash Position



Goods and Services Expenditure - Budget vs Actual



| | |
|------------------------------|----------------------|
| Cash Position as at: | |
| Bank Balance | \$ 220,584.52 |
| Made up of: | |
| 1 General Fund Balance | \$ 110,828.43 |
| 2 Deductible Gift Funds | \$ - |
| 3 Trust Funds | \$ - |
| 4 Asset Replacement Reserves | \$ 117,789.45 |
| 5 Suspense Accounts | \$ (6,349.36) |
| 6 Cash Advances | \$ - |
| 7 Tax Position | \$ (1,684.00) |
| Total Bank Balance | \$ 220,584.52 |