



Lake Grace District High School Annual Report 2021



Principal: Scott Tapper

School Board Chair: Leon Clarke

P&C President: Nikki Smith



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 2021 our numbers continued to grow with a student census of 127 students:

- 16 Kindergarten
- 88 Primary
- 31 Secondary; 5 of which were SIDE students in Year 11 and 12.

Our classes have remained consistent in structure 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 in 2021.

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

	2017	2018	2019	2020	2021
Primary (Excluding Kin)	67	68	73	80	88
Lower Secondary	23	25	25	27	26
Upper Secondary	6	2	2	3	5
	96	95	100	110	111

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 beyond 2021.

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. Additional school funds are allocated to ensure coverage over 3 days.

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



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

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

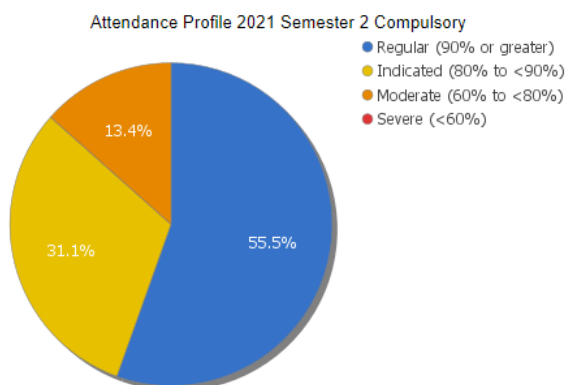
Severe: 0 to 59% attendance

Primary Attendance Rates

	School	Like Schools	WA Public Schools
2018	90.9%	90.0%	92.6%
2019	87.8%	90.3%	91.6%
2020	92%	Unavailable	Unavailable
2021	88.5%	91%	91%

Secondary Attendance Rates

	School	Like Schools	WA Public Schools
2018	89.4%	88.6%	87.6%
2019	89.0%	88.4%	86.8%
2020	90.1%	Unavailable	Unavailable
2021	89.8%	84%	81.4%



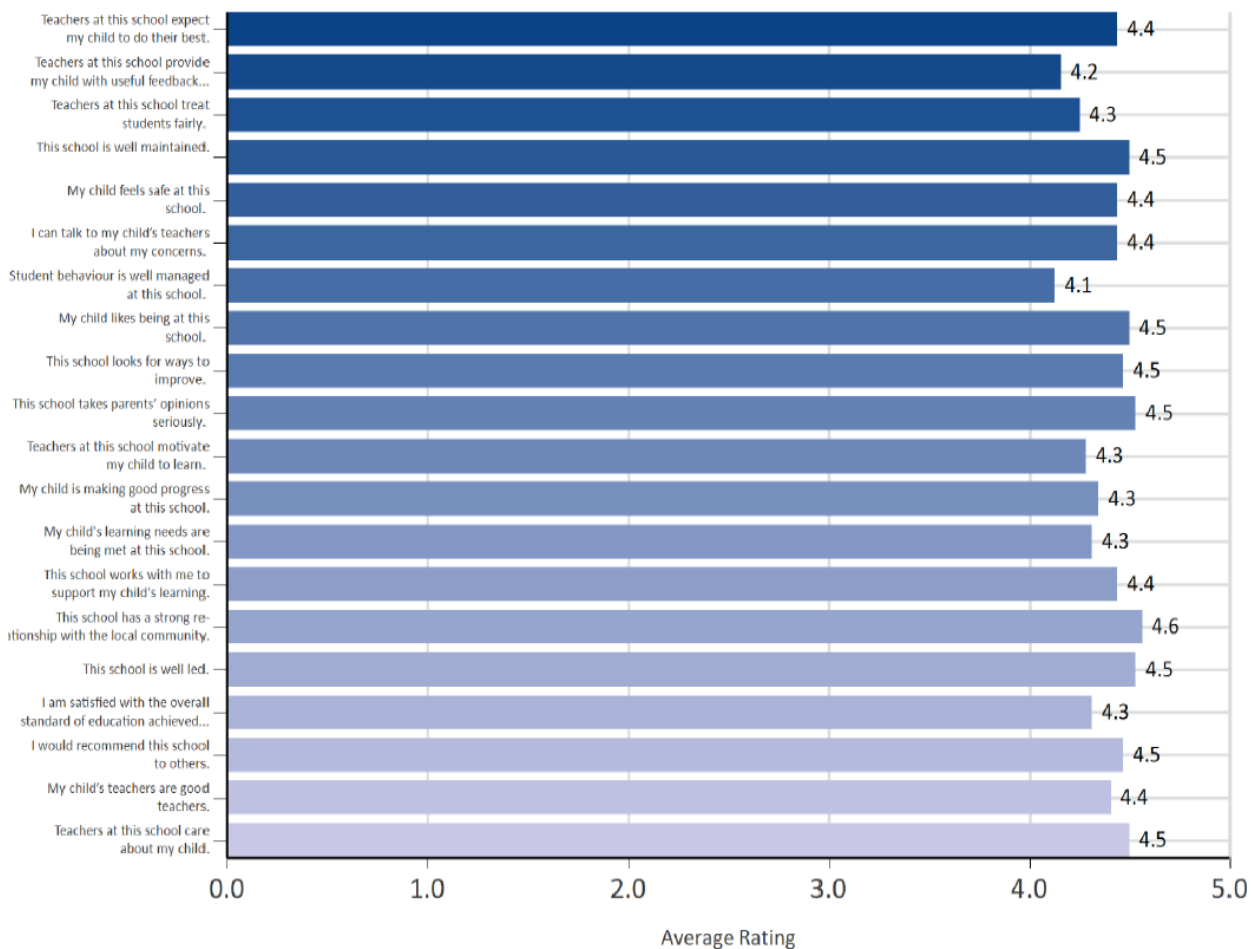


PERCEPTION SURVEY RESULTS

The National School Opinion Survey provides a snapshot of stakeholder perception of school performance with parents, staff and students assessed.

Each question is rated between 1 and 5 with a rating of 4 and above the target score. The 2021 data set is the schools best ever result since the inception of the survey and a significant gain on the past survey conducted in 2018.

Parent Survey:



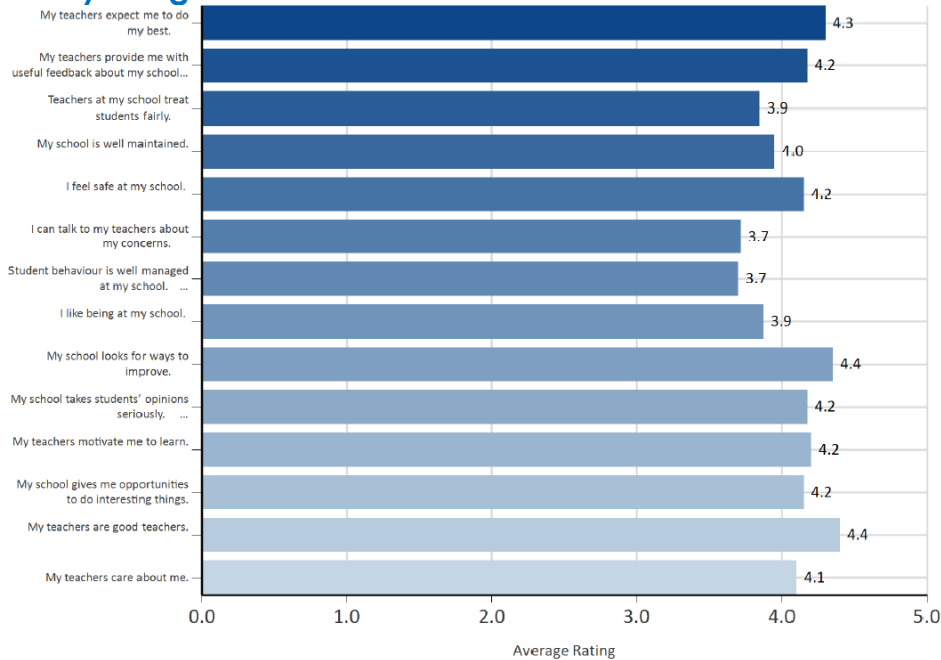
The 2021 parent result is the highest ever recorded with a high range score of between 4.1 and 4.6/5 for the assessed period. The most significant gains have been made for questions such as 'this school looks for ways to improve', 'this schools takes parents opinions seriously' and 'this school is well led'.



PERCEPTION SURVEY RESULTS

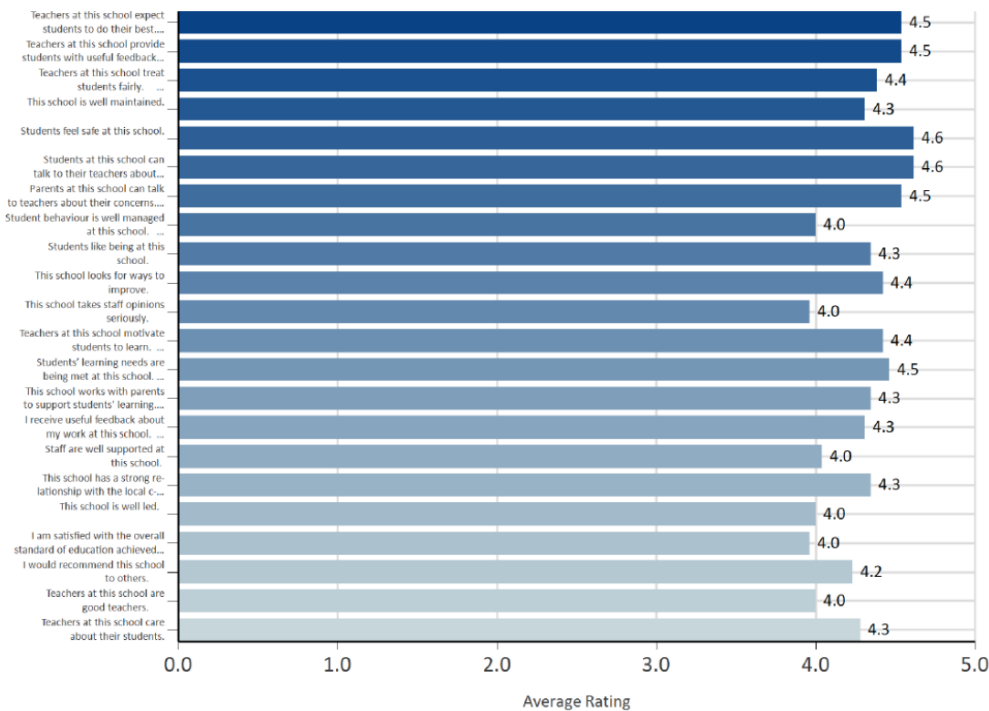
Student Survey:

Primary & High School Combined:



PERCEPTION SURVEY RESULTS

Staff Survey:





The 2021 staff result continues the trend of all stakeholder surveys with a record high range score of between 4.0 and 4.6/5 for the assessed period. The rate of participation was also very high with almost all staff participating in 2021 vs past years where less than a 1/3 of staff participated. The most significant gains have been made for questions such as 'parents can talk to teachers about their concerns', 'students like being at this school' and 'I receive useful feedback about my work at this school'.

DESTINATION SCHOOLS




Year 6 destination schools for the 2021 student cohort

Destination Schools	Male	Female	Total
Lake Grace District High School	5	2	7
Private Perth Secondary Schools	1	1	2

Year 10 destination schools for the 2021 student cohort

Destination Schools	Male	Female	Total
Lake Grace District High School SIDE	1	3	4
Traineeship or Similar	2	0	2

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 May , 2022.



Mr Leon Clarke

Lake Grace District High School Board Chair 2022

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.



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<p>Student Attendance</p>	<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.
<p>Student Behaviour (whole school approach) Maintaining the unique culture (Lake Grace way)</p>	<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.
<p>Enhanced internal and external learning environments</p>	<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.

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
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<p>Student and Staff wellness</p>	<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. Created own health plan. • 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.
<p>Understanding and responding to individual need</p>	<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. 2022 • 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.
<p>Good Standing</p>	<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.



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.2022.



<p>Promoting the school within the region.</p>	<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.
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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
<p>School Board</p>	<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.
<p>Parents and Citizens Association (P&C)</p>	<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.
<p>Establishing partnerships and strengthening relationships</p>	<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.



<p>Using community resources to enrich curriculum</p>	<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>P-10 data collection to inform planning, teaching and assessment</p>	<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.
<p>Moderation and teacher judgements</p>	<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.



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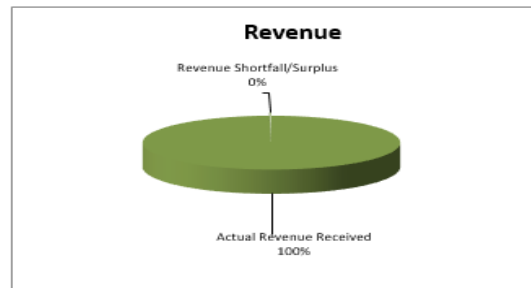
<p>SAER - Individual/group case management</p>	<ul style="list-style-type: none"> • Longitudinal tracking and identification of students at educational risk (SAER). • Allocation of 0.1 FTE for teacher SAER support. • SEN training completed for SAER team and with staff as a whole. • SAER ongoing identification 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.
<p>Teacher performance, growth and development</p>	<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.



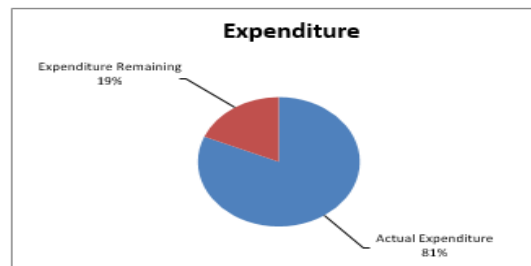
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Lake Grace District High School Financial Summary 31 December 2021

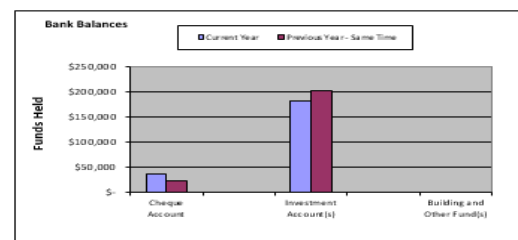
Cash Revenue:	
Previous Year Closing Balance Brought Forward	\$ 110,828.43
Current Year Budgeted Revenue	\$ 499,168.85
Actual Revenue Received	\$ 497,840.56
Revenue Shortfall/Surplus	\$ 1,328.29
Revenue Collected as a % of Current Budget	99.7%
Total Funds Available	\$ 608,668.99



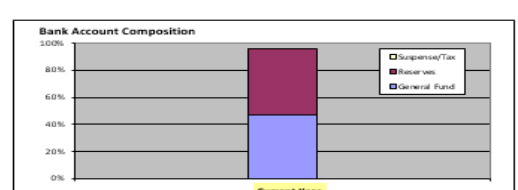
Cash Expenditure:	
Current Year Budgeted Expenditure	\$ 608,773.51
Actual Expenditure	\$ 495,316.51
Expenditure Remaining	\$ 113,457.00
Cash Budget Variance	\$ 1,223.34
Variance as a % of Total Funds Available	0.2%
Actual Expenditure as a % of Budgeted Expenditure	81.4%



Reconciled Bank Balances:		
	Current Year as at: 31/12/2021	Previous Year - Same
Cheque Account	\$ 37,785.46	\$ 22,542.33
Investment Account(s)	\$ 182,366.83	\$ 202,039.03
Building and Other Fund(s)	\$ -	\$ -
Total	\$ 220,152.29	\$ 224,581.36



Bank Account Composition	
General Fund	51%
Reserves	53%
Suspense/Tax	-5%



Equipment Replacement Reserves:		
	Current Year	Previous Year 31/12
Total Asset Reserves (Incl General Reserves)	\$ 117,414.45	\$ 112,629.00
Total Resource Reserves	\$ -	\$ -
Total Building Fabric & Infrastructure Reserves	\$ -	\$ -
Total All Reserves	\$ 117,414.45	\$ 112,629.00
Current Year Reserve Transfer Funds Included	\$ 10,000.00	N/A
Budgeted Reserve Transfer Funds not Transfer	\$ -	N/A

