



# Lake Grace DHS Annual Report 2025

## OUR SCHOOL

Lake Grace District High School is an Independent Public School located 345 kilometres south-east of Perth. The school provides a high-quality educational program for students from Kindergarten to Year 10, supported by dedicated staff who prioritise both academic achievement and the social and emotional wellbeing of all students.

As at the 2025 student census, total enrolment was 128 students, comprising 11 Kindergarten students, 93 primary students and 35 secondary students. The school does not currently have any students enrolled in Year 11 or Year 12 through the School of Isolated and Distance Education (SIDE).

To support optimal learning conditions and maintain favourable staff-to-student ratios, the school's class structure remained consistent throughout the year. Separate Kindergarten and Pre-Primary classes were delivered, along with composite classes in Years 1/2, 2/3, 3/4, 5/6, 7/8 and 9/10. Secondary students in Years 7 and 8 were streamed for the majority of their MESH subjects (Mathematics, English, Science and Humanities and Social Sciences) to ensure targeted instruction and improved learning outcomes.

The School Board continues to play an active and valued role within the school community, providing guidance and support in the development of strategic plans and policies that promote ongoing school improvement.

This report provides an overview of the progress made towards achieving the priorities, goals and targets outlined in the 2024–2026 Business Plan, and reflects the school's ongoing commitment to continuous improvement and student success.

## OUR VISION

At Lake Grace District High School, we aim for all students to be successful lifelong learners who feel valued and safe.

## STUDENT NUMBERS

	2022	2023	2024	2025
Primary ( <b>Excluding Kin</b> )	92	92	94	93
Lower Secondary	34	37	36	35
Upper Secondary	5	3	3	0
<b>Total</b>	131	134	133	128

The overall student population remains stable year after year, with consistent numbers in both the Primary and Secondary School. Most students continue their education at Lake Grace District High School, a trend that is reviewed annually.

## OUR STAFF

All teaching staff meet the professional requirements for teaching in Western Australian public schools and are listed on the public register of the Teacher Registration Board of Western Australia.

		No	FTE	AB'L
<b>A</b>	<b>Administration Staff</b>			
	Principals	1	1.0	0
	Deputy Principals	1	1.0	0
<b>Total</b>	<b>Administration Staff</b>	<b>2</b>	<b>2.0</b>	<b>0</b>
<b>Teaching Staff</b>				
	Other Teaching Staff	19	13.4	0
<b>Total</b>	<b>Teaching Staff</b>	<b>19</b>	<b>13.4</b>	<b>0</b>
<b>School Support Staff</b>				
	Clerical / Administrative	3	2.5	0
	Gardening / Maintenance	1	0.9	0
	Other Non-Teaching Staff	11	5.8	0
<b>Total</b>	<b>School Support Staff</b>	<b>15</b>	<b>9.2</b>	<b>0</b>
<b>Total</b>		<b>36</b>	<b>24.6</b>	<b>0</b>

As part of targeted funding to support graduate teachers, staff participated in the Graduate Teacher Induction Program, were provided with additional release time, and received enhanced professional support through a newly established, targeted mentoring program.

The school also participates in the National School Chaplaincy Program in partnership with YouthCARE, supported through targeted funding to enhance student wellbeing and pastoral care.

Through targeted Vocational Education and Training (VET) funding, the school provides workplace learning opportunities, supervision and support to senior secondary students, strengthening pathways to employment and further training.

Universal Access funding enables the continuation of a 15-hour per week Kindergarten program, supporting early childhood learning and development.

## 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

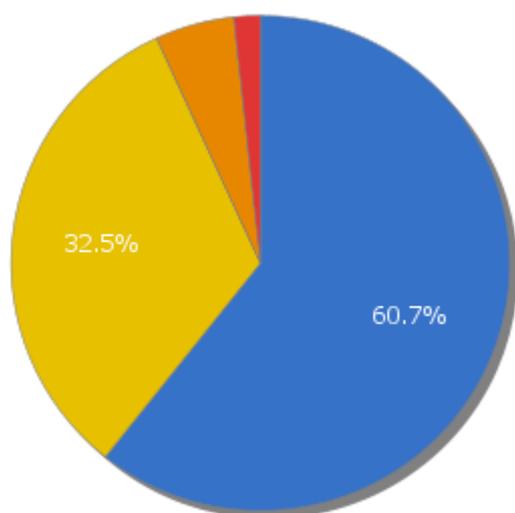
### Primary Attendance Rates

	School	Like Schools	WA Public Schools
<b>2022</b>	90.5%	86.2%	86.6%
<b>2023</b>	89.6%	89.4%	90.3%
<b>2024</b>	90.2%	90.0%	91.0%
<b>2025</b>	91.1%	89.0%	89.1%

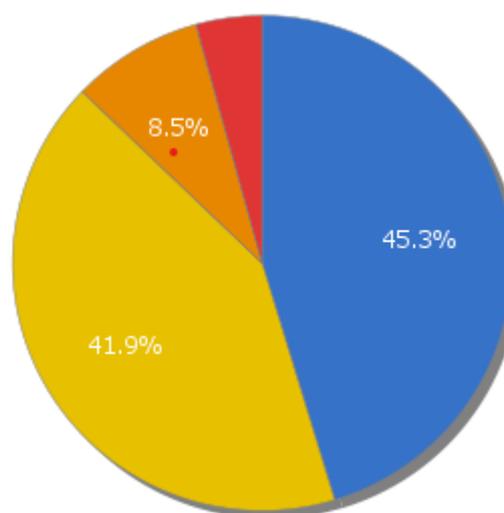
### Secondary Attendance Rates

	School	Like Schools	WA Public Schools
<b>2022</b>	90.4%	80.4%	80.4%
<b>2023</b>	88.8%	84.1%	84.9%
<b>2024</b>	87.9%	82.7%	84.7%
<b>2025</b>	86.4%	80.1%	81.7%

ATTENDANCE PROFILE 2025 SEMESTER 1 COMPULSORY



ATTENDANCE PROFILE 2025 SEMESTER 2 COMPULSORY



- Regular (90% or greater)
- Indicated (80% to <90%)
- Moderate (60% to <80%)
- Severe (<60%)

## DESTINATION SCHOOLS

Year 6 destination schools for the 2025 student cohort

Destination Schools	Male	Female	Total
Lake Grace District High School	2	2	4
Albany Christian College (Home Schooling)		1	1
Kulin District High School	1		1
Foundation Christian College		1	1
Santa Maria Ladies College		1	1

Year 10 destination schools for the 2025 student cohort

Destination Schools	Male	Female	Total
Lake Grace District High School	1		1
North Albany Senior High School		1	1
Narrogin Senior High School	1		1
Unknown	1		1
Narrogin Home Schooling	1		1

### Review of the 2024 - 2026 Business Plan

Key:	 Achieved
	 In progress
	 Not yet started

The 2024–2026 Business Plan was developed in consultation with staff, students and the School Board, ensuring shared ownership and alignment with the school's strategic priorities.

The Business Plan was developed in consultation with staff, students and the School Board, ensuring shared ownership and alignment with the school's strategic priorities. The plan has been reviewed by staff, with key priorities and focus areas identified to support effective implementation and ongoing school improvement.

The plan was formally endorsed by the Lake Grace District High School Board on Tuesday, 14 May 2024.

Mr Aaron Wooldridge

**Board Chair 2025**

## Priority 1: Teaching for Impact

Targets	Strategies
<p>Demonstrate improvement year-on-year through visible learning assessment tools: Elastik</p> <p>Maintain the stable cohort student achievement 'at' or 'above' like-school mean in literacy and numeracy based on National Assessment Data sets (NAPLAN).</p> <p>Meet or exceed the progress of the like-schools for stable cohort students against National Assessment data sets (On-Entry Assessment and NAPLAN) Pre-Primary to Year 2 Year 3; Year 5; Year 7 and Year 9.</p>	<p><b>Hold high expectations to promote equity for all students.</b> Build positive relationships all students. Safe and secure environment that embraces learning. Provide equal opportunity for the point of difference.</p> <p><b>Whole school implementation of literacy and numeracy programs.</b> Staff to follow whole school instruction approaches with fidelity. Timetabled support within classrooms for staff collaborations.</p> <p><b>Use data to inform planning, teaching, assessment and moderation and future policies and plans.</b> Differentiating within the classroom. Assessment schedule. Intentional collaborations, moderation and professional conversations.</p>

## Priority 2: Culture of Connecting

Targets	Strategies
<p>Maintain levels above 3.5 for all areas of the National School Opinion Survey.</p>	<p><b>Establish working relationships with parents, shire and other community groups.</b> Work closely with the Lake Grace Shire. Provide targeted surveys on a biannual basis seeking parent feedback. Utilise communication with parents/care givers with fidelity. Host a minimum of 4 community engagement opportunities each year. Strengthen the 'Volunteer Program' across the school. Value and promote the role of P&amp;C and the School Board in the governance of our school.</p> <p><b>Foster regular and consistent staff moderation and observation within the Network.</b> Schedule peer observation within school twice yearly. Network observation and moderation opportunities for all staff.</p>

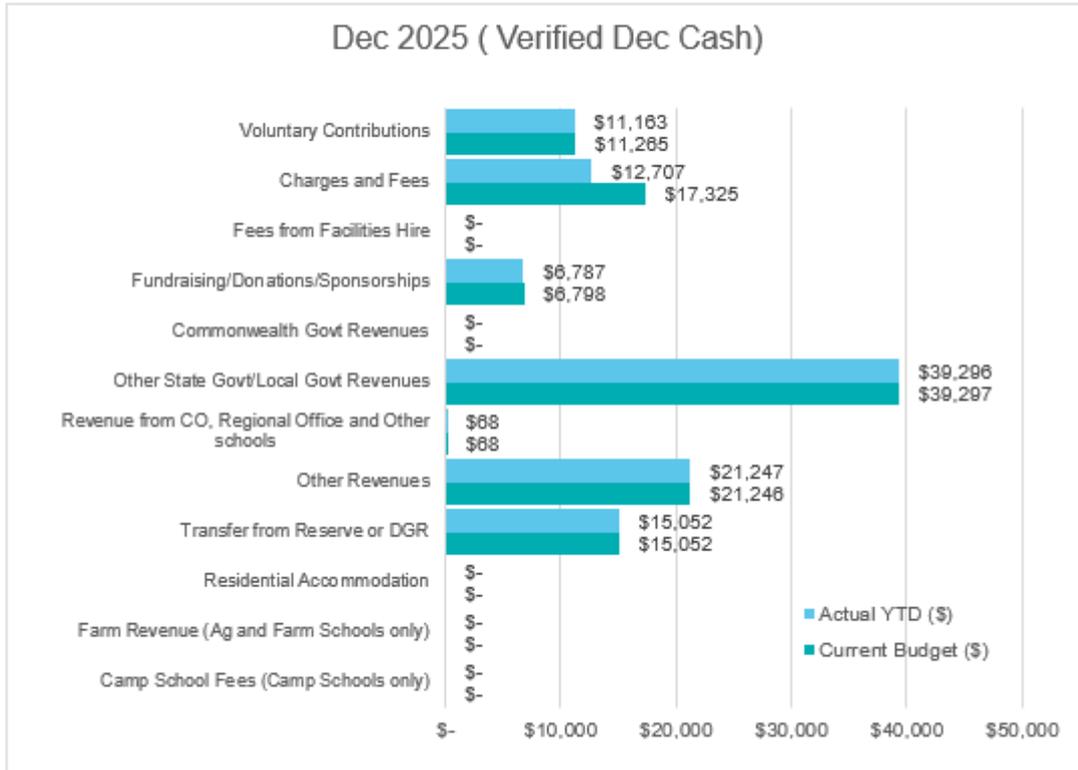
## Priority 3: Shaping the Future

Targets	Strategies
Maintain attendance above the WA state mean across all year levels. Maintain the percentage of students achieving 'consistently' or 'often' on the ABE descriptors at or above 90%.	<b>Engage in pathway planning to support young people transition through education and beyond.</b> Parent involvement in pathway planning. Use available resources to promote a wider range of pathways across the school.  <b>Promote leadership across the school.</b> All students given opportunities to take on leadership roles. Strengths of staff are identified and skills are harnessed to add value to the school. Setting and promoting high expectations.  <b>Develop a positive culture that reflects the school values.</b> Clear and explicit expectations of staff, students and school visitors. Foster positive and supportive professional relationships amongst staff.





## Locally Generated Revenue - Budget vs Actual



## ONE LINE BUDGET - Dec 2025 ( Verified Dec Cash)

	Current Budget (\$)	Actual YTD (\$)
<b>Carry Forward (Cash):</b>	<b>92,718</b>	<b>92,718</b>
<b>Carry Forward (Salary):</b>	<b>213,898</b>	<b>213,898</b>
<b>INCOME</b>		
Student-Centred Funding (including Transfers & Adjustments):	2,761,758	2,761,758
Locally Raised Funds:	111,052	106,320
<b>Total Funds:</b>	<b>3,179,425</b>	<b>3,174,694</b>
<b>EXPENDITURE</b>		
Salaries:	2,673,695	2,673,695
Goods and Services (Cash):	416,059	366,826
<b>Total Expenditure:</b>	<b>3,089,754</b>	<b>3,040,520</b>
<b>VARIANCE:</b>	<b>89,672</b>	<b>134,174</b>