North Lake
Senior
Campus

ANNUAL REPORT 2020
North Lake Senior Campus

**North Lake Senior Campus
Annual Report 2020**

Context

North Lake Senior Campus has completed 27 years in its current structure. The initial brief was to be a Senior School that would focus on students who chose to repeat Year 11 or 12 courses to gain a greater university entrance score or to gain vocational education and training experiences that articulated to studies at TAFE. Part of that brief was to be both a school and a training institute for mature age students. The campus achieved this diverse service by being flexible in its delivery structure with "out of hours" instruction and short courses. A further innovation was the advent of Fremantle Fast Track, established as an off-campus program to support the most marginalised students with significant gaps in their education: it has now been operating for 29 years. The initial focus for Fast Track was to essentially deliver a Year 10 curriculum that could articulate into the work-place, Vocational Education and Training and, in some cases, into a university pathway. Typically, these students have had limited success in mainstream education and require intensive case management and one-to-one support. Age ranges from 16-20 years. Towards the end of the 1990s, North Lake Senior Campus was supporting over 600 students across these diverse settings.

In 2020 the basic structure and premise for existence within the mix of secondary education opportunities on offer in the South Metropolitan Education Region, has changed moderately. North Lake SC no longer has a TAFE annex but it does have Fremantle Fast Track, now housed, since July 2020, in a state-of-the-art facility in the Communities building in Henderson Street, Fremantle. The campus still caters for compulsory and mature aged students between 18 and 70years of age, both full-time and part-time. The addition of an Intensive English Centre (IEC) in the 2000s added a new dimension and focus to the campus through supporting a multitude of cultures from an eclectic and diverse number of ethnic backgrounds.

The Intensive English Centre (IEC) in 2020, continued its focus on catering for the academic, social and emotional development of recently arrived migrant students as they acquire skills in Standard Australian English (SAE) in preparation for their transition into mainstream academic and vocational studies and into the broader context of Australian society. A total of 82 students enrolled in IEC across Limited Schooling, Beginner, and Transition classes.

Due to the COVID impact, the IEC trialled retention of students in IEC Transition classes for the full year, instead of mid-year exit, with some mixed results. For some students it led to purposeful extension and consolidation of English language skills, increasing their confidence, while for others it led to less engagement, lower attendance and reduced punctuality. These are not usual traits of IEC students who in general are very committed to their educational opportunities.

In 2020, the campus continued to have an upward trend in enrolments with just over 400 full time equivalents, but the pandemic abruptly shut down growth in enrolments and the prospect of further growth in 2021 and perhaps beyond. This trend was evident in late 2020 as forward estimates projected a loss of at least 50 students from the IEC. It also resulted in a downturn in local enrolment enquiries in Term 3 and 4 due in part, to little or no academic feedback/reporting for students at the end of the interrupted Semester 1 reporting cycle.

Principal's Report

Upon appointment to North Lake Senior Campus, I have set a course to honour the work to address school improvement detailed in the 2018 Public School Review. It has been evident that throughout 2018 to the end of Term 3 2020, senior leadership had endured uncertainty with the principal Mary Margetts suffering injury and John Watters stepping in for extended periods as Acting Principal. Eventually, with the retirement of Mary Margetts in April 2020, the executive leadership restructure could be undertaken. The work of John with David Sharp and Greg Hartmann as Acting Deputy Principals, can't be understated. Collectively they set about addressing the improvement recommendations of the Public School Review held in Term 4, 2018. The framework of this improvement agenda was focused upon Teacher Quality and the Learning Environment. While in 2020 this work was based in sound evidence, and despite staff input through Advisory Groups, it did not capture the understanding or the commitment by staff to be consistently implemented across the campus, including Fast Track. It appeared traction was lost and it became a focus to address in Term 4 to establish a new mandate for change.

In November a new internal but independent review for both the mainstream campus and Fast Track site was commissioned utilising experienced Principals, Mr Doug Booth and Mr Alan Genoni. Alan having been a former Principal of North Lake Senior Campus and the current substantive principal of Canning College added a familiarity and basis for trust to be developed quickly for staff. The brief was to interview every staff member and to establish the inhibitors to change and the depth of collaboration that the staff were willing to contribute.

The findings were gathered under the Public School Review domains and will guide School Improvement Planning as North Lake Senior Campus and Fast Track address its future. While student performance in the 2020 school year will be presented, it is the focus of this annual report to drive an understanding of the campus improvement agenda and to highlight the actions to be undertaken to address concerns.

General Process Findings

Areas of concern:

Strategic and Operational planning
- the absence of a collaborative approach to whole Campus strategic and operational planning, including the creation of a unifying vision, values, purpose, beliefs about teaching and learning to provide direction for the Campus:
  - The Campus lacks a comprehensive plan inclusive of strategic targets, strategies and monitoring that has been collaboratively developed by Campus leaders, staff and the Campus Council. The Campus lacks a clear definition of "adult ethos" and how adult learning principles(andragogy) can be applied to the North Lake Senior Campus environment including student-centred approaches appropriate to this group. As a consequence, the brand/distinction of the Campus, at this point in time, is not clearly defined and shared
  - There is an inadequate commitment to a whole Campus focus of ongoing whole-of-Campus improvement planning with high level staff engagement. The existing advisory groups have been recognised as needing to be realigned to school planning
  - There is a lack of consistency of operational planning inclusive of operational targets. strategies, resourcing and monitoring developed collaboratively by the Campus staff and linked to the whole-of-Campus planning

- o There is a lack of a consistent workforce plan linked directly to human resource management
- o There is a lack of transfer of whole-of-Campus planning into classroom practice
- o There is no whole-of-Campus self-assessment schedule to inform short-term and long-term planning; and
- o The mainstream Campus, Intensive English Centre and Fast Track have been inconsistent in reporting student success and planned outcomes against targets and milestones in recent years.
- the lack of an agreed and coherent whole Campus teaching and learning structure
- the absence of contemporary governance and management structures
- a transparent and innovative approach to resource allocation, this includes course offerings and timetable structure
- the lack of defined roles for appointed Campus leaders
- fractured staff relationships and disconnection with staff at Fast Track
- a lack of instructional leadership in whole school development professional learning days
- the lack of uniform transparency in decision-making processes; and
- variable student performance.

Actions to be undertaken to address these concerns:

- development of a coherent, methodical and collaborative approach to whole Campus strategic and operational planning all linked to Campus Vision and Values and a code of conduct in maintaining relationships
- development of an agreed whole Campus teaching and learning structure created out of the foundation work by the Advisory Groups – School Wide Pedagogy and Language and Learning
- realignment of the advisory groups to the domains of Quality Teaching and Learning Environment
- reaffirmation of process, policy and management structures
- development of clear communication and process in resource allocation aligned to whole school needs and priorities
- creation clearly defined line management, roles and expectations for appointed Campus leaders and specifically re-connect Fast Track through line management and support to the mainstream Campus Executive Leadership Team and the Department of Education
- redefined expectations of the way all staff work together under a code of behaviours through Regional Office support and facilitation
- establish uniform, ethical and transparent decision-making processes:
  - o senior leadership functions in decision making – excursion approval, performance development, resource allocation, selection processes
- re-establish sound workforce and human resource management practices
- re-establish effective use of school development days for instructional direction
- review and restructure course offerings and timetable scheduling, this includes Fast Track and the pursuit of innovations to create the North Lake point of difference
- redefine the mission statement to support "student success" through student performance and care as the central focus of the Campus; and
- develop clear and succinct reporting pathways that measure Campus and Fast Track performance against agreed milestones and targets focused on supporting student success.

Learning Environment

Areas of concern:

- Governance and management structures inclusive of plans, policies, procedures and day-to-day operations are not consistently developed nor applied
- In an adult ethos environment there a potential clash with Departmental Policy. For example, attendance management for adult students and the use of mobile phones
- There are unclear expectations and policy on the use of school development days, staff meeting sessions and the time available post the exit of Year 11 and 12 students
- There needs to be a clear understanding and delineation of the use of school development activities, professional learning activities and formally convened staff meetings
- There is a lack of professional learning to support staff to meet the needs of students who have progressed to the mainstream from the IEC
- There is no consistent management, monitoring or counselling of students who drop out of courses (particularly in term one) or who have poor attendance
- No formal staff and student induction policy and procedures exist. This is a matter of priority.

Actions to be undertaken to address concerns:

- Ensure the policy and procedures for case management meet the needs of all North Lake SC students:

  o Through the Student Services Team, review how North Lake SC implements inclusion policy and resourcing procedures associated with coordination, case management meetings, resource allocations for student interventions, the deployment of education assistants and allied health professionals
  o Utilise resources, such as student characteristic funding, to ensure North Lake SC implements appropriate teaching and learning adjustments to support improved outcomes for groups of students facing potential disadvantage due to social background, Aboriginality, disability and/or English as an additional language
  o Develop a professional learning program for staff that addresses strategies for effective differentiation; and
  o As part of a robust induction program for newly appointed staff, include cultural awareness professional learning to assist all staff to support culturally appropriate programs respectful of the diverse nature of NLSC students.

- Realign School Development Days, General Staff Meetings, Advisory Group Meetings and Learning Team meetings to agendas and actions to meet the emerging priorities pertaining to the success of students
- Conduct a comprehensive review of behaviour management policy consistent with an adult learning environment to ensure a whole of campus understanding and application which will lead to a sustained orderly and supportive learning environment:
  o Introduce mechanisms for the tracking and monitoring of individual student's academic performance, attendance, and social and behavioural progress.

Quality Teaching

Areas of Concern:

- Existing teaching practices are inconsistent across the campus and lack an agreed pedagogy/andragogy framework and instructional model with a common language and rigour
- In mainstream there is no consistent use of individual education plans or other plans that incorporate the development, implementation and monitoring of student progress
- There is a lack of purpose or rigour for some student activities. (e.g. option sessions in the IEC)
- Students indicate that their learning experiences are not rich, relevant and real and do not sustain their engagement. It is perceived that some teachers resort to too many worksheets and limited face-to-face facilitation
- Course offerings may not meet student interests, needs or be appropriate to their context (SCSA courses presented at Fast Track)
- There is a lack of a universally applied performance and development culture including performance management, staff collaboration and classroom observation processes.

Actions to be undertaken to address these concerns:

- Collaboratively develop an agreed understanding of the adult ethos (andragogy) promoted at North Lake SC
- Collaboratively align the campus vision statement to confirm staff beliefs about effective teaching and learning, including a rigorous commitment to progressively apply these in classroom practice
- Collaboratively build an understanding and common language associated with high-quality teaching
- Develop a professional learning program for staff that addresses strategies for effective differentiation
- Build teachers' data literacy through the provision of campus-wide professional learning including a common understanding of adult learning principles and teaching methodology
- Ensure that planning at all levels is undertaken utilising empirical evidence (e.g. formative and summative assessment data) to drive the curriculum and to support differentiation to meet individual, group and cohort student needs
- Ensure student success milestones and targets are determined collaboratively and reflect student performance improvement
- As part of the campus planning cycle, resource and engage staff to schedule opportunities for formal collaboration, moderation and the sharing of best practice
- Progressively build capacity of staff to inform the domains of the Public School Review
- Build a timetable grid with contact minutes consistent with Departmental and Industrial requirements
- Review courses and introduce those that meet student needs and future post school destinations
- Appraise critically the range and purpose of campus-based assessment tools and timetable the assessments in a whole-of-campus assessment schedule

- Support staff in implementing common teaching pedagogy/andragogy through structured coaching and peer or classroom observation opportunities:

  o Provide relevant and phased professional learning to progressively apply an agreed pedagogical framework and instructional model achieving quality lesson designs with a focus on student achievement, engagement and wellbeing consistent with the West Australian Curriculum and Assessment Outline and adult learning principles; and
  o Provide professional development to support teachers to achieve a whole-of-campus approach to literacy. This should have particular application for IEC students in the mainstream.
- Review the impact on engagement of IEC students by emphasising project based learning.

Leadership

Areas of concern:

- A failure to clarify roles and responsibilities across the Campus inhibits communication, effective decision making and has led to a level of staff frustration
- The inconsistent nature of the instructional leadership is compounding effective planning, application of agreed and compliant policies and procedures as well as staff professional growth and development
- There is a perception that some school leaders adopted an authoritarian leadership style dismissive of staff feedback and input.

Actions to be undertaken to address these concerns:

- As part of the Campus improvement cycle, support designated leaders to maintain a Whole-Campus approach to teaching in the North Lake Senior Campus adult learning context:
    - Lead staff to develop a shared understanding of best practice methodology including classroom and peer observation and feedback
    - Acknowledging effective Campus leadership that is focussed on teacher pedagogy and practice has the greatest impact on student achievement
    - In marketing and branding the school to attract enrolments and to ensure the schools sustainability articulate the NLSC point of difference in provision and distinctive nature in a variety of promotional materials
    - Facilitate key staff to provide high quality instructional leadership across the Campus by defining and clarifying leadership roles and responsibilities for Level 3 teachers, senior teachers, Curriculum Leaders, Campus support staff leaders and Leadership Team members
    - As a matter of best practice Campus instructional leaders maintain a high profile and visibility in classrooms and accessibility in the Campus generally
    - Utilise the executive team and the Campus leadership team to coordinate evidence-based teaching and learning programs, workload management, Campus planning and ongoing review of Campus operations
    - Implement a performance and development culture consistent with existing policies (e.g. AITSL standards) to maintain levels of staff accountability and inclusion through trained peer and classroom observations
    - Establish processes for induction and ongoing professional support for newly appointed staff; and
    - Reconnect the Executive Leadership Team with Fast Track.
- Acknowledging the Campus is in a review and planning phase:
    - Build an awareness and understanding of change management theory and its application at NLSC. Ensure the process has stakeholder engagement, associated capacity building and quality Campus-wide communication strategies
    - Involve DoE Directors in understanding the context of both the mainstream Campus and Fast Track.
- Explore IPS status to provide an enhanced platform for planning, staffing and Governance
- The role of the existing Council to be enhanced.

Relationships and Partnerships

Areas of Concern:
- Staff morale and a positive culture has been compromised by poor communication, ill-informed decision making and a breakdown of internal campus relationships. A culture of blame prevails
- Groups of disaffected staff are perceived to exist
- There is a perception that staff appointments lack transparency
- There is a need for all staff to understand the purpose, role and relationship between each part of campus operations and offerings (i.e. IEC, Fast Track, VET and ATAR.) There is a fractured relationship between these parts delivering to different student groups within the campus, based upon flawed understanding and ignorance. An example is the perception that the campus lacks consistently applied and agreed course selection and counselling policies
- In a culturally inclusive environment, concerns have been expressed about aspects such as canteen offerings and respectful student dress standards
- Connections with external stakeholders are not consistent especially at the main campus – Fast Track have a comprehensive list of community-based partnerships which enhance the delivery of wrap around service to students.

Actions to be undertaken to address these concerns:

- Acknowledging that effective working relationships are the key to building a positive culture, consult with stakeholders to draft policy and procedure to celebrate the work of staff, to maintain and affirm a positive culture at North Lake SC:

  - As a priority, provide opportunities for staff and student "voice" to ensure transparency and to build trust during decision making processes; and
  - Collaboratively develop staff agreements and protocols for engagement and communication at North Lake Senior Campus (e.g. code of conduct, "above" and "below" the line behaviours and meeting norms).

- Review current campus connections with external community stakeholders and develop these further to add value to the mainstream campus experience for students and staff
- Continue to maintain and develop IEC partnerships with the full range of external stakeholders
- Develop clear expectations and policy on the use of school development days, staff meeting sessions and the time available after the exit of Year 11 and 12 students including:
  - The review of the format of meeting agendas to create well understood protocols, processes, procedures and record keeping for scheduled meetings.

- Acknowledging communication is highly effective when it is timely, proactive and inclusive:

  - Whenever feasibly possible, ensure highly visible leadership across the campus
  - Review and collaboratively develop policy and procedures promoting proactive, respectful and appropriate communication, engagement and interactions between all members of the campus; and
  - Review the procedures and processes for the management of complaints (and critical incidents).

Resources

Areas of concern:

- NLSC has a range of facilities that are under-utilised or in a state of disrepair (e.g. swimming pool, gymnasium, playing courts)
- While it appears the campus is financially well managed, enrolment drive revenue is severely at risk in the near future due to COVID 19 impacts. Implications for workforce management and curriculum operations are clear
- Professional learning is not consistently aligned with whole of campus planned outcomes, target and milestones.

Actions to be undertaken to address these concerns:

- Maintain the Student Services Team and develop the policy and procedures to cater for all students, particularly IEC students, Fast Track students, students with special needs and students at educational risk, applying dynamic case management and resourcing approaches. In managing each case, consult with all relevant stakeholders including staff, the campus psychologist, SSEND and allied health professionals, as appropriate
- Embed into operational plans, transparent resource allocations for campus development activities, external professional learning activities, advisory group activities, peer and/or classroom observations, aligned to the Campus Plan to areas of priority as identified by campus data
- Considering the existing and projected student-centred funding allocations to North Lake SC, review the campus's workforce plan with alignment to the Campus Improvement Plan for 2021 and beyond
- Communicate relevant aspects of the workforce plan to ensure transparency, communicating future staffing levels, proposed permanent, temporary and campus support staff levels, acting and relieving roles and alignment with campus planning, including classroom teacher and campus support deployment and work fractions
- Review the extent to which the campus accepts the appointment of super-numerary teachers and other staff; and
- Review the use of campus facilities providing access for students during breaks as well as provision to the wider community.

Student Performance 2020

Student Enrolment Trends

Semester 1 Student Numbers
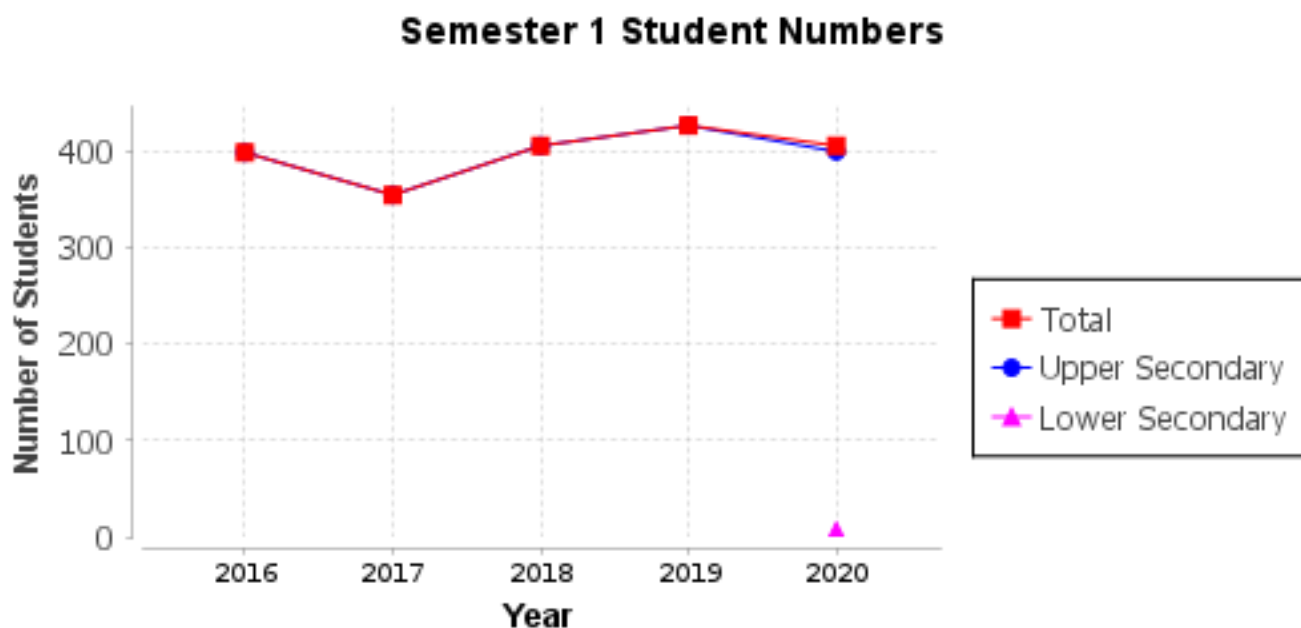
Semester 1

	2016	2017	2018	2019	2020
Lower Secondary	0	0	0	0	6
Upper Secondary	398	354	405	426	399
Total	398	354	405	426	405

The Campus enrolment in 2020 was lower than in 2019 but still very strong. The amplification of this when compared to a comprehensive secondary school is indicative of a size of senior secondary as large as any within the bordering local area. The challenge from year to year remains:
- attracting students to the mainstream as there is no direct transition from a Year 10 cohort
- transitioning students from Fremantle Fast Track to the mainstream campus; and
- retaining students from semester 1 to 2 and year 11 to 12.

These concerns will be the source of attention in 2021 and beyond.

Campus Attendance
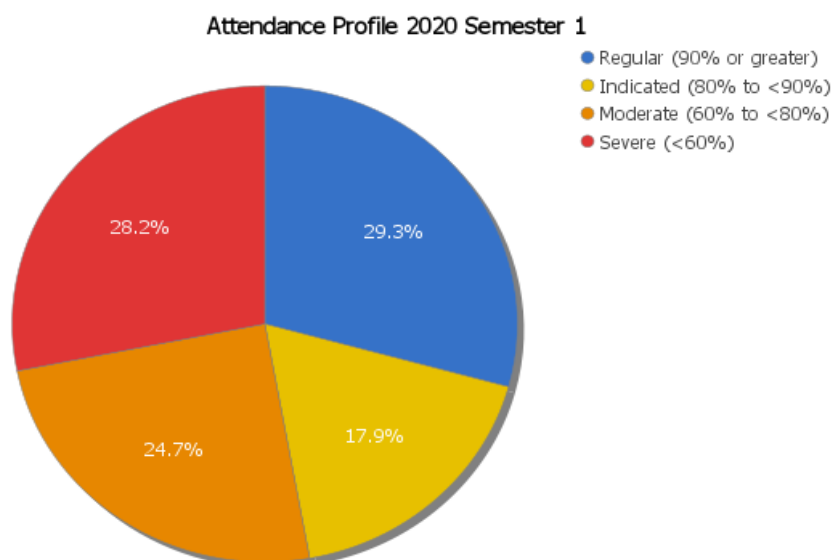
Graph 1. Attendance Profile Semester 1 2020

Attendance Profile 2020 Semester 1

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

28.2% 29.3% 24.7% 17.9%

Table 1. Year Group Breakdown

Breakdown	Attendance Rate %	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe	Auth. %	Unauth. %
Y10	80.1%	2	2	1	1	96%	4%
Y11	72.6%	85	59	87	93	49%	51%
Y12	76.8%	47	21	25	35	31%	69%

Overall attendance is poor. A proportion of the severe at risk are students on modified timetables involved in the Fast Track program. An analysis in 2021 will focus on student engagement as a function of quality teaching and processes that tighten the tracking of students and focus on attendance as an attitude and commitment to their place of work.

Table 2. Longitudinal Attendance Data

Collection Period	2018 Sem 1	2019 Sem 1	2020 Sem 1
Attendance Rate	79.4%	78.3%	73.9%
Regular Attendance	38.8%	36.0%	29.3%
Authorised Absence	39.8%	41.4%	45.3%
Unauthorised Absence	60.2%	58.6%	54.7%

Data Specifics

During the impacting weeks and months of COVID, a small drop in the overall attendance rate was amplified by a large decline in regular attendance. COVID disruption was indicative in all schools and was typified by an ongoing challenge to return students to the routine of attendance and to allay the anxiety that many of the students felt by attending with large numbers of other people. In 2020 an initiative supported by funding from South Metropolitan Regional Office, resulted in a School Officer being allocated to Student Services for four days a week, focussing predominantly on attendance. This resulted in an increase in authorised absences.

(*Please note: Semester 1 2020 attendance were severely impacted by the COVID-19 pandemic and the attendance rates are not comparable to previous periods. In order to validly compare Semester 1 2020 attendance, the data excludes Term 1 Weeks 7-10.*)

Suspensions

Table 3. Students, percentage and days suspended

Students Suspended	% Students suspended	Suspensions	Total Days
6	1.2%	6	29

Table 4. Suspension Types

Description	No of incidents	No of Days
Possession, use or supply of substances with restricted sale	2	6.5
Abuse, threats, harassment or intimidation of staff	2	15.5
Physical aggression towards students	1	5
Negative behaviour other	1	2

Only a small percentage of students breached the behaviour code and required sanctions through suspension. Of note are the individual student suspension for a single breach, indicative of the positive outcome of the sanction delivered for educative affect. Total number of days per suspension was high, a review process in 2021 will be to ensure future suspensions are consistent and that the number of days suspended is commensurate with the behaviour breach.

IEC Student Performance

Student performance, as measured against EAL/D Progress Map, varied widely according to background, ability and other contextual factors. All students in Limited Schooling Program progressed to Beginner stage by achieving, or approaching, Level 2 on Progress Map across modes and contexts. Those at Beginner stage progressed to Transition program, by achieving, or approaching, Level 3 on Progress Map across modes and contexts.
Students with learning difficulties and special needs were placed on IEPs and provided with extended time at appropriate level.

Destination

- 43 students progressed into Year 11 VET, ATAR, General and Foundation courses
- 18 students left the Campus over the course of the year or at the end of the school year
- Employment - 6
- To another school/TAFE-6
- Moved interstate-3
- Non-returning International Fee Paying Students – 3)
- 24 were retained for the IEC in 2021.

Year 12 Achievement Data 2020

Introduction and Context

Achievement data is captured to reflect student pathway groups. There is cross-over between pathway data groups. ATAR students, for example, are represented in WACE grade allocations, because ATAR courses are a part of the WACE curriculum.

The pathway data groups are the mainstream WACE pathway (General and ATAR levels) and the Vocational Education and Training (VET) pathway.

WACE Completion

Year 12 achievement is based upon the 2020 enrolment number of 137 students. Of the 137 students, 86 students (63%) were WACE eligible. Students not eligible for WACE include:

- Part-time students
- Compulsory-aged students with approved part-time or transition enrolment status
- Repeat students who have already attained a WACE
- Mature aged students not requiring a WACE.

In 2020, 48 (56%) of our Year 12 WACE eligible students achieved a WACE. In the analysis of Year 12 data, all students' outcomes have been accounted for and are represented in Table 1.

Table 1. WACE 2020 Disaggregation of Year 12 WACE Achievement

Category	Number	Notes
WACE achieved	48	
Not achieved:		
Part-time enrolments	7	Not eligible for WACE
Notice of arrangements	5	Not eligible for WACE
Not sought	2	Normally mature-aged students
Continuing in 2021	2	Completing Year 12 over 2 or more years
Early leaving	1	Attained apprenticeship
At educational risk	44	Infrequent and non-attenders, repeat students, IEPs and non-completion
OLNA not met	28	93% in this category are NESB students
Total	89	

Attainment

Attainment is a measure of the number of students who attain a minimum ATAR of 55 and/or a VET qualification at Certificate II level or higher.

In 2020 the attainment rate was 92%. This compares favourably to like school and public school attainment rates (both at 96%) and is an improvement from 2019 (81%).

Vocational Education and Training (VET)

In 2020, 117 students (85%) were enrolled in a VET qualification. 92 students completed a VET qualification. The 25 students who did not complete a qualification are represented in Table 1 above as "at educational risk". These are students with poor attendance (typically below 50%). A small number (2) of students completed their qualification (not captured in the 2020 data) after leaving school. Two students withdrew from their qualification to pursue the *UniReady* program. The data compares most favourably to public school data. Students exiting our special VET programs are competitively placed to transition to additional TAFE studies, traineeships, apprenticeships or the workforce.

Table 2. VET Completion Data 2020

VET Qualification Level	Completion Data
Certificate IV	15 (13%)
Certificate III	25 (21%)
Certificate II	52 (44%)
No Certificate	25 (21%)

ATAR

Table 3. ATAR Results

Median ATAR (NLSC)	79.5
Median ATAR (WA Public Schools)	79.25
Median ATAR (Like Schools)	76.45

The ATAR performance for 2020 represents an improvement from previous years. This is a small part of the Year 12 cohort with only 11 students. Of this group, 3 students are currently enrolled in medicine. While not yet confirmed, it is understood that all but one of the students was successful in gaining a first-round offer to study at university in 2021.

General Studies Achievement
Achievement in General WACE courses is sound. Systems data and information affirms the accuracy and validity of teacher judgement. The non-passing grade distribution reflects the high at-risk component of the cohort.

Table 4. Student performance against grade related descriptors

	A	B	C	D	E
Year 12	15.1	21.8	42.6	10.3	10.3

This data is depicted for all WACE courses delivered in 2020 (Year 11 and 12). It compares favourably with Like and All State Schools.

OLNA performance cohort tracked from Round 1, 2019 to Round 2, 2020

Table 5. Round 1, 2019

OLNA Performance in categories 2019 (Percentage of cohort)			
	Numeracy	Reading	Writing
Category 1	6.4	11.2	9.4
Category 2	19.6	18.1	21.3
Category 3	42.2	39.5	38.6
NSA	31.8	31.2	30.7

Table 6. Round 2, 2020

Summary of OLNA in categories 2020 (Percentage of cohort)			
	Numeracy	Reading	Writing
Category 1	1.0	2.7	2.7
Category 2	24.5	26.4	19.1
Category 3	73.5	69.1	76.4
NSA	1.0	1.8	1.8

The OLNA longitudinal data shows significant improvement over a period of l8 months. The data suggests that there is clear value-adding in terms of our students' reading, writing and numeracy progress. This data is atypical compared to state data, which trends to no or little change over the same period.

School Resource Management

North Lake Senior Campus Building Projects 2020

In 2020 many infrastructure projects were completed to enhance the Campus both outwardly and inwardly. This followed the methodical program that has been in place in recent years and has kept pace with both need and an economy of scale and priority.

Table 1. Building Maintenance/Projects 2020

Area	2020	Cost
HASS - painting	Jan	$ 3,500.00
Admin - Painting	Feb	$ 1,270.00
Home Ec - Painting/General Maintenance	June	$ 2,500.00
Admin - Painting	July	$ 3,200.00
Library - Painting	Oct	$ 3,160.00
Art 4 - Painting/General Maintenance	Dec	$ 1,370.00
Science Additional Office - Construct & paint stud wall & door	Feb	$ 3,000.00
Auditorium - upgrade stage lighting	Jan	$ 15,033.00
Upgrade door locks to bilock system - Maths, English, Media, Auditorium,& Science blocks	Feb	$ 8,119.00
Admin Reception - install Covid Sreens	May	$ 2,592.00
Admin Corridor - install Glass door	June	$ 2,500.00
Building Construction Shed - Supply & Install PA system	June	$ 1,393.00
Gym First Aid Room - install sink	Oct	$ 1,100.00
Library Kitchen - install taps	Nov	$ 450.00
Pool Shed - install Eye wash	Dec	$ 1,750.00
Admin & Library - install signage	Dec	$ 16,123.00
Admin Portico - cladding	Dec	$ 1,400.00
Admin - Roller blinds	Nov	$ 700.00
Admin - Roller blinds	Jan	$ 2,208.00
Library classroom - install large Pinup Board on one wall	July	$ 1,350.00
Pool Grounds - Install signage	Feb	$ 1,316.00
Science Additional Office - Upgrade air conditioner	May	$ 1,290.00
Home Ec. - Room 2 upgrade	Apr	$ 34,300.00
Home Ec. - Upgrade Electrical Switchboard	Mar	$ 23,540.00
	Total	**$ 133,164.00**

A comprehensive enhancement plan through the Sustainability Advisory Group will be a feature of the campus in 2021. Such projects as the Plant and Production growing area, a Nursery for seedling production and hydroponics will add engagement and interest as well as meaningful pathways to "Green" professions of the future. In addition, grass reduction and planted gardens with shade trees will add a practical and attractive environment for students to enjoy and be a factor in reducing stress and anxiety.
Future building projects in 2021 include refurbishment of the hospitality area and disability access throughout the school.
Future partnerships with local community groups will look to enhance and connect the school for shared community use.

North Lake Senior Campus
Financial Summary as at
31 December 2020

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	$ -	$ -
2	Charges and Fees	$ 469,921.00	$ 469,922.62
3	Fees from Facilities Hire	$ 19,400.00	$ 19,399.98
4	Fundraising/Donations/Sponsorships	$ 20,349.00	$ 20,347.15
5	Commonwealth Govt Revenues	$ -	$ -
6	Other State Govt/Local Govt Revenues	$ -	$ -
7	Revenue from Co, Regional Office and Other Schools	$ 236,849.00	$ 236,849.00
8	Other Revenues	$ 88,812.00	$ 88,812.68
9	Transfer from Reserve or DGR	$ 114,587.00	$ 114,587.00
10	Residential Accommodation	$ -	$ -
11	Farm Revenue (Ag and Farm Schools only)	$ -	$ -
12	Camp School Fees (Camp Schools only)	$ -	$ -
	Total Locally Raised Funds	$ 949,918.00	$ 949,918.43
	Opening Balance	$ 367,431.00	$ 367,430.78
	Student Centred Funding	$ 477,268.00	$ 477,267.67
	Total Cash Funds Available	$ 1,794,617.00	$ 1,794,616.88
	Total Salary Allocation	$ -	$ -
	Total Funds Available	$ 1,794,617.00	$ 1,794,616.88

Locally Generated Revenue - Budget vs Actual

Current Year Actual Cash Sources
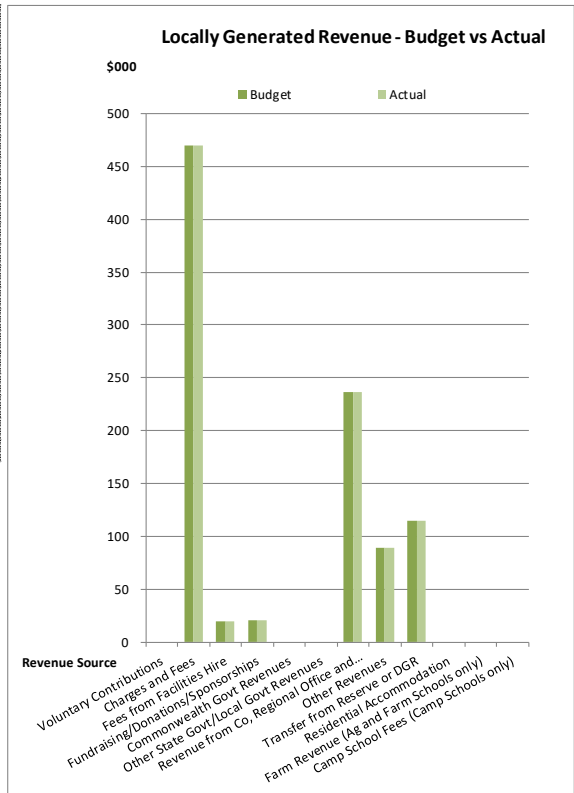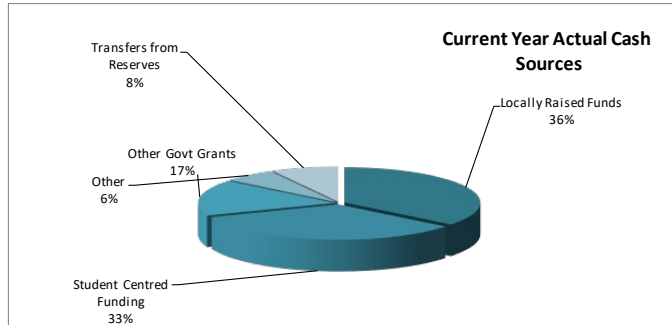
	Expenditure - Cash and Salary	Budget	Actual
1	Administration	$ 106,701.46	$ 100,099.80
2	Lease Payments	$ 227,217.86	$ 226,852.99
3	Utilities, Facilities and Maintenance	$ 338,363.45	$ 327,876.92
4	Buildings, Property and Equipment	$ 230,702.68	$ 227,579.33
5	Curriculum and Student Services	$ 222,582.38	$ 213,003.64
6	Professional Development	$ 19,326.40	$ 18,648.05
7	Transfer to Reserve	$ 96,811.00	$ 96,811.00
8	Other Expenditure	$ 34,672.72	$ 33,744.73
9	Payment to CO, Regional Office and Other Schools	$ -	$ -
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	$ 1,276,377.95	$ 1,244,616.46
	Total Forecast Salary Expenditure	$ -	$ -
	Total Expenditure	$ 1,276,377.95	$ 1,244,616.46
	Cash Budget Variance	$ 518,239.05	

Goods and Services Expenditure - Budget vs Actual
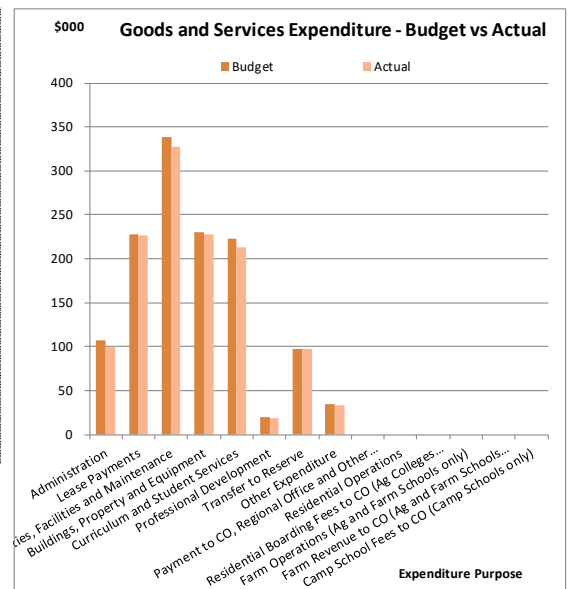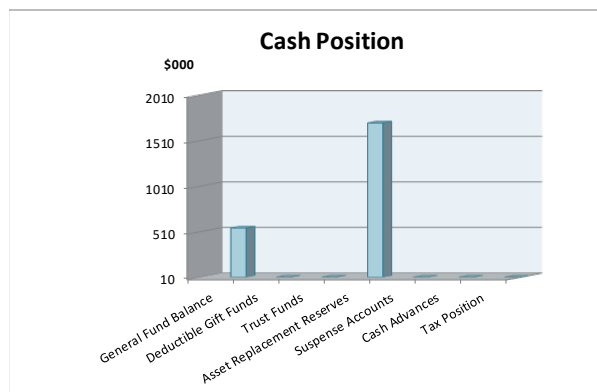
Cash Position

Cash Position as at:		
Bank Balance	$	**2,252,212.51**
Made up of:	$	-
1 General Fund Balance	$	550,000.42
2 Deductible Gift Funds	$	-
3 Trust Funds	$	-
4 Asset Replacement Reserves	$	1,703,530.28
5 Suspense Accounts	$	8,478.81
6 Cash Advances	$	(500.00)
7 Tax Position	$	(9,297.00)
Total Bank Balance	$	**2,252,212.51**

Prize winners 2020

Major awards

ATAR dux – Fareeha Khan
Non-ATAR dux – Harrison Lang
Citizenship award – Marhawit Awedow
Curtin UniReady – Summerly Rodriguez
Principal's award – Camille Realini

Subject awards

Art (General) – Priya Wilson
Career & Enterprise – Jaide Helou
Chemistry – Ayesha Khan, Fareeha Khan
Design Graphics – Erline Alvendo, Christofle Sangkanpara
EALD (ATAR) – Hellen Mouawad
EALD (Foundations) – Laura Pineiro Morejon
English (ATAR) – Ayesha Khan
English (General) – Max Emery, Priya Wilson
Food Science – Seung Ae Baek
Health Education – Nikita Craig
Human Biology – Briana Campbell, Mikhaela Lorenzo
Integrated Science – Mikhaela Lorenzo
Materials Design Technology – Harrison Lang
Mathematics Foundations – Stalisan Pal Suk
Mathematics (General) – Kaileb West
Mathematics Methods (ATAR) – Ayesha Khan
Mathematics Specialist (ATAR) – Ayesha Khan
Physical Education – Jessica Ellement
Physics (ATAR) – Fareeha Khan
Psychology (General) – Priya Wilson

North Lake
Senior
Campus