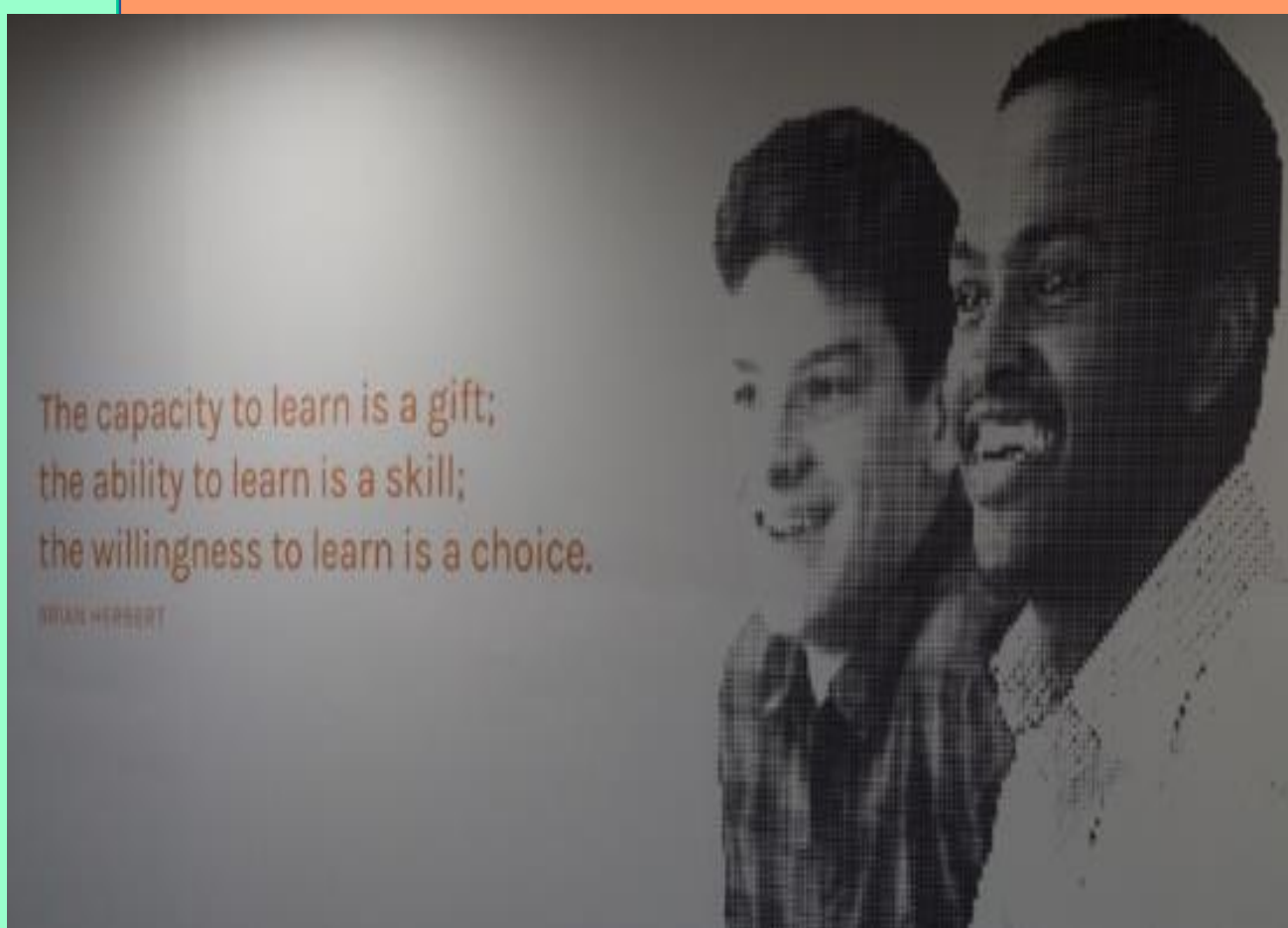




**North Lake  
Senior  
Campus**

# **ANNUAL CAMPUS REPORT**



**NORTH LAKE SENIOR CAMPUS  
2022**

**North Lake Senior Campus**

# Annual Report 2022

## **Principal's Report**

### **Context**



North Lake Senior Campus continues to tackle the challenge to build a viable enrolment profile. The characteristics of our profile continue to change dramatically. The pandemic has been the single significant factor influencing our profile. In last year's report it was identified that the softness of the enrolment profile was the lack of a local intake. Thirty years ago, the local intake was the focus of the Campus. Then, the local intake was typified as a senior school student who was post-compulsory aged. Now, and in 2022, approximately one-third of our enrolments are post compulsory aged, yet the number of students of compulsory age continues to dwindle.

Despite this situation, the Campus continues to manage both financially and educationally. Financially, the Campus resources all aspects of maintenance, procurement, and recruitment.

Educationally, staff are committed to be the best practitioners possible, through an ongoing and well-resourced focus on high quality teaching. In many respects, the Campus is significantly ahead of other secondary schools in the quality teaching space. Our staff continue to develop effective ways to meet the needs of every student, and strive to provide a positive, individual education regardless of the challenges presented by the students. Our locally sourced students typically require support to address the significant gaps in their education and weaknesses in resilience. They need a second chance to focus on a new beginning that will lead them to a successful post-school destination.

The combination of an attractive learning environment that focuses on the care and success of every student, drives the reputation of the Campus. The journey to enhance these aspects to build a credible profile in the community will attract those who may benefit from North Lake's unique range of educational opportunities.

### **Comprehensive Planning and Targeted Change**

Our staff continue to embrace the Campus improvement and operational plans that embed an agreed vision, set of values (Care, Empowerment, Respect and Flexibility) and priorities. The greatest driver of change has been the focus on staff collaboration and the continued respect shown to them. They drive classroom quality assurance through the impact of their teaching and engagement of students. They have embraced a new leadership model that enhances the concept that teachers are content experts. The traditional leadership seen in Learning Areas could not be maintained equitably or effectively. As a result, in the 2022 Public School Review, this innovation was highlighted as a feature of the Campus' ability to accommodate meaningful and effective change:

*"A strategic shift in the structure of the campus' leadership team has led to broader development and sharing of the school's vision while improving the campus learning and personal growth experience for students."*

## **Priority Areas**

## Quality Teaching

### ***Summary of the Development Achieved***

We have made tremendous progress in articulating a shared understanding of what effective teaching and learning looks like.

This is seen in the collaboratively developed *Teaching and Learning Framework* and *Instructional Model*, developed by the Quality Teaching Leadership Group commencing in 2020.

These two documents are aligned to our mission, values, and expectation statements. They are the base from where our growth capacity flourishes, as seen in the emergence of our teachers' commitment to student success planning

initiatives, achievement and performance data reviews, development of goal-focused improvement strategies and targeted professional learning. The focus on quality teaching is consistently identified by staff and external reviewers as a major outcome of the school's strategic planning and renewal.



There is strong system evidence that shows that our improved student achievement and performance data chronologically aligns to our quality teaching agenda. These improvements can be found in our ATAR results, grade distributions against state in general and foundation courses, OLN progress and VET completion data since 2019. Our data shows that the school successfully value-adds to the outcomes of a diverse range of students at all points of the capacity scale. Our internally sourced data provides an even more vivid representation of the efficacy of our quality teaching reforms, particularly when viewed longitudinally against students' destinations.



While instructive and educative, the pace of reform in this domain has been rapid. In 2022 we consolidated our agenda to allow time to cement widespread understandings around processes and reflective dialogue and planning. There will be future action in relation to the general capability area, ITC integration and instructional design, and the development of targeted goal and improvement strategies. What began as disparate entities of priority and reform will eventually coalesce to form a more holistic and overarching understanding and mobilisation of teaching and learning. On a more practical level, we continue to promote

and embed school-wide practices supporting evidence-based planning and instruction. We utilised our partnership arrangements with universities to provide a range of support services to students, including well-being and advocacy, tuition, guided and personalised remedial instruction and action research investigating the efficacy of instructional design strategies supporting literacy and numeracy, learning skills and career education.

## ***Review Commendations***



*“The campus has undertaken a journey of pedagogical improvement led by the teaching and learning reforms of leaders in the new leadership structure.”*

The review team validated the following:

- The process of interrogating pedagogical theory and aligning this to the values of the school is well underway. Teachers and leaders possess the appetite to see improvements in teaching culture continue.
- The newly created Teaching Framework has given staff from the Fremantle Fast Track Campus a voice and sense of purpose in the broader campus environment.
- Professional Learning Communities are widely representative of the whole-campus staff. These communities provide opportunities for staff to engage collaboratively on improving their professional practice.
- Teaching strategies that are employed throughout the campus are specifically targeted to meet both the learning and well-being needs of students.
- Staff routinely seek feedback on their teaching practice, and efforts are being made to align mentoring and coaching opportunities to a common teaching purpose and shared language.



### ***Recommendations for Future Planning***

The review team supported the following:

- Complete the transition from a peer observation culture to the development of a culture of evidence-based classroom observations that is aligned to individual growth planning
- Build staff capacity in ICT and data literacy to support the continued provision of quality teaching targeted to students' needs.

## ***Learning Environment Summary of the Development Achieved***



The school is a safe, inclusive, well-resourced, and inviting place to learn and thrive. The processes supporting student behaviour, engagement, health and wellbeing are consistently applied and managed, and strongly reflect our mission, values and expectation statements. Our processes monitoring student performance are thorough and enable students to transition to meaningful post-school

destinations. The relationships our staff foster with students is a hallmark of our success. The Fremantle Fast Track Team provides exemplary and individualised care and instruction to re-engage students with education and learning. Our Student Council plays an active role in representing the student body and is frequently consulted in governance matters that directly impact upon students and will continue to develop in the future.

The complex backgrounds of many of our students has prompted our commitment to a suite of professional learning aimed to better equip staff to engage with young people. The representation of culturally and linguistically diverse students on campus who participate in special events is visible and significant and is evidence of a safe and inclusive school. Behaviour incidents are occasional and are effectively managed through our referral process. Our Student Services Team is highly capable, cohesive and strategic. The team manage many complex cases, occasionally in concert with external agencies, and have strong relationships and support from parents and students alike. A range of system and internal evidence suggests that students, parents and carers are pleased to be a part of the school community and appreciate the care, respect and opportunities we make available to students. Our evidence remarks on the positive change parents see and experience in the attitudes, actions and outcomes of their children.

We continued to fine-tune our processes and integrate the synergies between domain groups. Our data points to attendance as a concern but this needs to be explored in more detail as the diverse learning needs and backgrounds of our students makes full-time attendance problematic for many. Our data shows we have students with very poor attendance achieve very pleasing outcomes. This data is consistent with research findings in andragogy and aligns to our leadership planning strategy to investigate future models of curriculum delivery for post-compulsory aged students. We have developed our partnership arrangements to add to the depth of support the school can provide to students, including long-term placements for university social work undergraduates. Tuition and coaching in study skills and career education, led by education undergraduates, will also develop. We continued to provide students with engaging personal development workshops designed for adolescents to bolster emotional wellbeing and introduce weekly readiness to learn and wellbeing check-ins via a phone application.



### **Review Commendations**

*“Creating the environment that successfully engages students from varying previous school experiences is seen as critical to supporting their success and this begins with a carefully planned transition into campus life.”*

The review team validated the following:

- A skilled team of support personnel support each student's learning and personal journey. This extends to the provision of a voice for students in campus strategy and operations through leadership opportunities.
  - Fremantle Fast Track Program staff create student profiles tailored to support students' learning and wellbeing needs, while our mainstream students collaborate with staff on their pathway plans.
  - The creation of an adult environment ensures that modern workplace habits and behaviour are taught. Trust based and socially emotionally intelligent boundaries, structures and norms are modelled for students.
- A committee celebrating local Aboriginal culture is leading the school's emerging progression on the Aboriginal Cultural Standards Framework, critical to the emergence of a truly inclusive campus.
- Dedicated student support officers track student attendance and ensure information is carefully managed to enable respectful and beneficial liaison between students and staff.
- Success in learning for students is credited to 3 priorities: forging relationships based on trust; social and emotional safety; and a staff that is trauma informed.



### **Recommendations for Future Planning**

The review team supported the following:

- Maintain the work undertaken by support, teaching and leadership staff to expand the understanding of 'who' the campus' students 'are'.
- Develop ways to measure personal growth in students through analysis of the Pivot student voice data.
- Continue to develop the culturally responsive environment including perpetuating the success of welcoming cultures from all over the world and extending this to the inclusion of local Aboriginal perspectives.

In all cases our summary points to these facets being well underway and indicative of solid and consistent operational planning.



### **Pivot Survey Data Summary**

Year 11 and 12 student feedback is highly valued and allows the Campus to make judgements around the efficacy of teaching practice and learning environment across all learning areas and courses. In general terms the survey ratings are high and indicate a significant and positive impact on students and their relationships with the Campus, staff and, most importantly, on their learning.

**Table 1. Pivot Survey Summary Data 2022**

CLASSROOM ENVIRONMENT - Whole School Average: 5.04							
This teacher's use of technology helps me learn	This teacher gives me choices about the work I do	This teacher helps me focus on learning	I know how I am supposed to behave in class	This teacher explains things in a way I can understand	This teacher gives clear instructions	In this class, I often work with other students	This teacher makes learning interesting
4.99	4.97	5.14	5.38	5.14	5.15	4.60	4.98
INSTRUCTION - Whole School Average: 5.13							
This teacher makes connections to what we have already learned	This teacher knows a lot about the topics in this class	This teacher asks questions that make me think deeply	This teacher helps me to set goals for my learning	This teacher gives me time to think when I need it	I know how well I am doing in this class	This teacher encourages me to think instead of just telling me the answers	This teacher's feedback helps me improve
5.10	5.38	4.89	5.04	5.17	5.06	5.23	5.14
RELATIONSHIPS - Whole School Average: 5.15							
This teacher respects me for who I am	This teacher connects their teaching to my life	This teacher believes I can succeed in school	I feel comfortable asking this teacher for help	This teacher cares about my wellbeing	This teacher helps me when I am upset	This teacher asks me to share my ideas about what we are learning	This teacher supports me if I am confused
5.34	4.80	5.25	5.27	5.25	4.98	5.12	5.20

*Highest score possible = 6*

This data was unpacked by, and made available to, staff for their consideration and future planning. The reinforcement of the impact of a quality learning and teaching environment is becoming the norm when staff reflect upon their effectiveness. When coupled with the use of achievement data, now used in our planning processes, evidence-based review and planning are becoming highly powerful improvement strategies used by teachers at North Lake Senior Campus.

### ***Relationships and Partnerships Summary of the Development Achieved***

The Executive Leadership Team has continued to go to great lengths to articulate and create a respectful and cohesive workplace. There has been professional learning focused on “*Above and Below the Line*” behaviours; the development of our school values; and the formation of the statements describing the expectations we have of students, staff, and the school in general. Each of these has been developed in full



consultation of staff and endorsed by the student and parent bodies. These initiatives helped forge a shared vision and journey and have empowered staff to believe they are genuine stakeholders in the school. Communication processes are consistent and transparent following concerns raised by staff in internal surveys and reviews. We have embarked on forming rich and sustainable partnership arrangements with Curtin and Edith Cowan Universities and the City of Melville.

Findings of the 2021 independent review continue to be reported in 2022 by staff that there had been a very clear and noticeable improvement in leadership, communication processes and in relationships between staff. *Pivot* survey data continued to show that our students value the school and feel respected

by their teachers whom they trust and respect. Previous parent surveys have indicated high levels of satisfaction with the school and our internal staff survey of leadership was overwhelmingly positive when asked to comment about the processes and capacities of the leadership teams. Fremantle Fast Track has evidence highlighting the numerous complementary relationships it has with external agencies that value-add to the outcomes of the program.

We continue to develop our relationships with partners and explore how to develop stronger links with local authorities and businesses. Our School Council continued to adopt a more visible and active role in governance and events. The processes put in place since 2020 continued to be articulated to further embed and develop a culture of cohesion, respect, and openness both on-site and between the local community.

### ***Review Commendations***

The Principal and Executive Team are acknowledged by student and community stakeholders as leading a positive cultural change. In the words of staff, “the campus has never been a more cohesive place”.

The review team validated the following:

- Students value the multiple pathways that are available and the way in which they have become engaged in their studies. Links with universities and training providers ensure the transition to the post-school world is smooth.
- Recent collaboration between the Fremantle Fast Track and North Lake sites has led to productive cooperation and the sharing of expertise.
- Staff and leadership team members place a high value on quality, timely communication and a shared commitment to this has created a close-knit team of teachers, leaders and support staff.
- The campus has many local community advocates including former students, parents and staff who speak warmly of their respectful relationships, association and shared achieved outcomes.
- The School Council is trained and inducted, has a succession plan and works to advocate for important school performance monitoring, campus learning and infrastructure projects.





## **Recommendations for Future Planning**

The review team supported the following:

- Maintain and develop relationships with industry and education partners and explore how to develop stronger links with local authorities and business.
- Continue the work of the School Council in adopting a more visible, active role in governance and events.

*“The ongoing work to enhance the profile of the Campus within the community is continuous and has reaped many benefits to this point inspiring further enthusiasm for innovative and productive partnerships to be actioned in coming years.”*

## **Leadership**

### **Summary of the Development Achieved**



The school has undergone considerable change since the 2018 Public School Review. Under stewardship of new Executive and Middle Management (Leadership) Teams, considerable progress has been made in areas of governance, teaching and learning, and learning environment. These areas, identified in the raft of school reviews and data analyses, emerged as the three most visible priorities, and have driven our strategic planning, professional development, culture building and resourcing deliberations and initiatives. The two independent reviews were commissioned as a

means of modelling a comprehensive Campus “Self-Assessment” – the first to glean sentiment of existing governance, culture and issues; the second to gauge sentiment about the efficacy of the reforms and processes introduced. The overwhelmingly positive evidence points to the emergence of a cohesive, transparent and capable leadership focused on student learning and wellbeing.

There is strong evidence suggesting considerable progress has been made in governance, quality teaching and learning environment. The school has collaboratively developed mission, vision, and values statements. These informed our expectation statements of students and staff, and closely reflect our operational plans and targets. An evidence-based professional learning model has driven the collaboratively developed *Teaching and Learning Framework* and *Instructional Model*. These documents provided an articulation of a shared pedagogy and a frame upon which our professional development, peer observation and efficacy reflections have resided. Our overall improvement plan’s targets and outcomes are supported by strong and consistent system and internally sourced empirical and testimonial evidence.

We explored and developed the synergies between domains to build a more cohesive learning organisation that best serves the unique needs of the student demographic and professional growth needs of staff. The Information Communication and Technology and Quality Teaching Leadership Groups have worked together to build capacity of staff to engage all students in innovative and differentiated learning programs. Our evidence-based quality assurance measures have developed

through processes aligned to our operational plans and targets. Our leadership teams will continue to create opportunities for staff to lead and develop. Progress in these areas have guided our future planning and that will consider the expansion of our market reach and explore alternative models of delivering senior secondary curricula to post-compulsory aged students.



### **Review Commendations**

#### **Comments:**

A strategic shift in the structure of the campus' leadership team has led to broader development and sharing of the school's vision while improving the campus learning and personal growth experience for students.

The review team validated the following:

- The shift from learning area leaders to strategic horizontal priority leadership has provided an opportunity for teaching staff to grasp their role as curriculum and content experts.
- There is an emerging culture of pedagogical debate throughout the campus and staff are engaging in the dialogue about what constitutes good teaching practice tailored to the needs of students.
- Students are able to articulate the positive changes that they have seen and experienced in the level of service provided. They have respectful, mutual dialogue with the school's middle and senior leadership.
- Management of student wellbeing has flourished in the recent restructure leading to more support for students and their non-academic needs.
- Students have a voice and collaborate freely with campus leadership staff toward common shared objectives both formally and informally.

## **Recommendations for Future Planning**

The review team supported the following:

- Continue to build the leadership of classroom teachers as curriculum, content leaders and experts.
  - Build the capacity of leaders including consolidation and future review of the leadership restructure.
- Extend this to embedding a performance and development culture.

*“The work completed in 2022 to develop a new and innovative leadership structure that aligns to the operational planning was embedded throughout the year and has positioned the Campus to initiate a comprehensive performance development culture of coaching in support of staff professional growth.”*

## **Resources**

### **Summary of the Development Achieved**

Our processes are consistent with system requirements and are closely aligned to our strategic vision and plans. Our resource governance is student focused. There are transparent processes in place that allow for innovation and growth in teaching and learning, the campus facilities, staff development, and general material and resource maintenance and upgrade. Our School Council has an active role in the processes regulating financial expenditure and accountability.

Our financial processes comply with Department guidelines and mandated requirements. Cost Centre Managers were regularly consulted and briefed by Administration Staff facilitating consistent and accurate record keeping of expenditure and proper processes supporting financial management throughout 2022. Our workforce plan aligned to the needs of the school and was closely monitored and adeptly managed.

Our planning and management of resources in the context of reduced student enrolments posed viability and sustainability challenges in 2022, but with an injection of funds liquidated from Campus Reserve accounts in accordance with Financial Services, the Campus met all staff and cash commitments.

With the evolving setting and rules around overseas students, for example, comes some optimism, but adding currency and market appeal to attract a larger market will need to be considered in future costings and planning.

### **Review Commendations Comment:**

*“The School Council and staff are knowledgeable about the financial and resource position of the school through a culture of transparency and collaboration in major allocation decision making.”*

The review team validated the following:

- Facilities hire and the relationships involved have positively contributed both to the school's community standing and its one-line budget.
- Supported by an expert technician, the school strategically plans to provide contemporary classroom information and communications technology (ICT) devices to students and staff.
- The innovative deployment of Ethnic Education Assistants in the mainstream school has served to strengthen pedagogy and support for student achievement.
- Targeted initiative, student characteristic and disability resource funding can be tracked through the school's one-line budget. Student learning and personal growth is supported through these allocations.
- Staff praise the work of the highly skilled business management team including the manager corporate services who provides the team with transparent and consultative leadership.



## Recommendations for Future Planning



The review team supported the following:

- Ensure the sustainability of programs through the promotion and marketing of the successes of current and former students.
- Continue to review key school planning elements such as staffing and leadership structures, approaches to the timetable and deployment of the workforce to ensure viability of quality programs for students.

*“The review team acknowledged the ongoing financial and resource challenges posed by a shrinking enrolment profile but conceded that financial functionality is of no risk for the Department to manage ongoing.”*

## Student Performance 2022

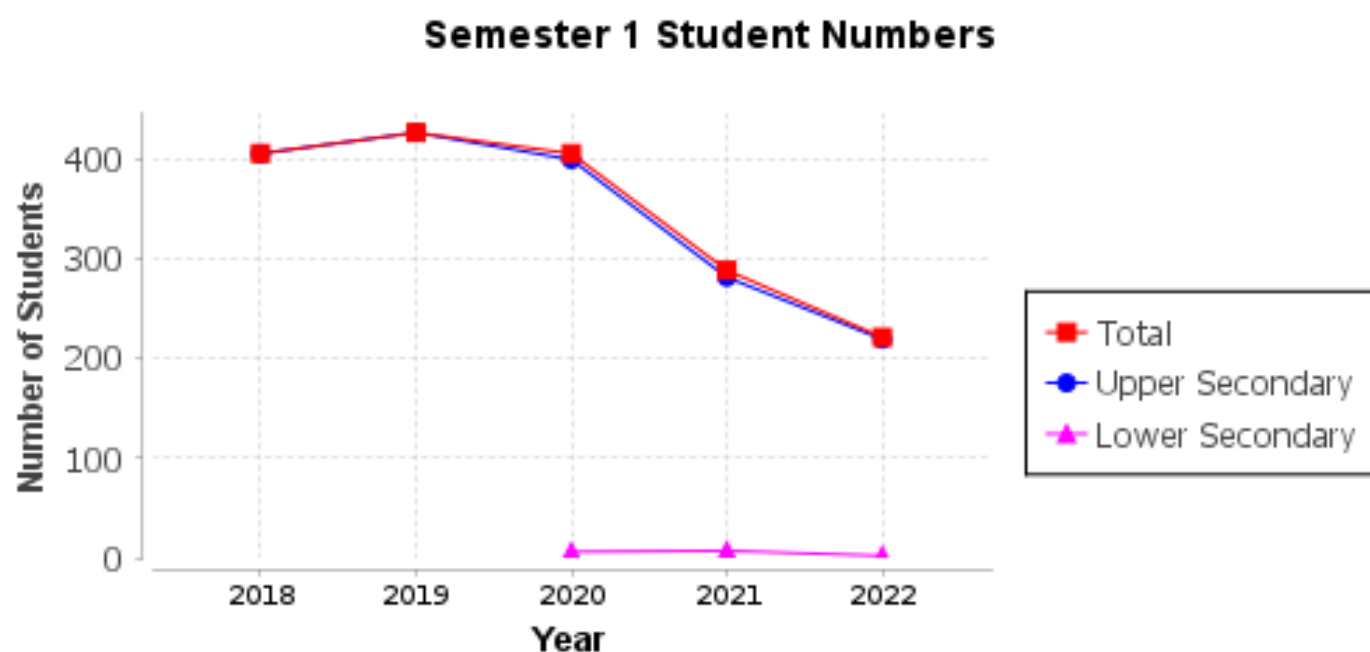
### Summary of the Development Achieved

The three areas of the school (mainstream, Fast Track and the IEC) continue to position students to attain pleasing outcomes. The adoption of *Student Success Planning* and growth plans in the mainstream has put in place an evidence-based planning process supporting student achievement and targeted instructional strategies. The initiative asks teachers to interrogate data to identify at least two explicit areas of focus in their teaching: one curriculum (or course content) based; the other learning skill based. The dual approach privileges instructional strategies and processes over content and has produced pleasing degrees of reflective and strategic thinking among teachers. The individualised planning and delivery approach used by the team at Fast Track provided an individually tailored and managed approach that engages students in their learning, builds trust, self-belief, resilience and optimism. Our IEC supports a diverse cohort of students to become proficient users of Standard Australian English. The programs are designed to also immerse students in Australian society and provide them with a broad range of complimentary learning experiences. Like all our students, our IEC candidates have diverse pathway destinations and ambitions. Our teachers work diligently to make their students' transitions successful. Many of our IEC graduands progress to complete studies in the mainstream schooling program.

Our mainstream program's performance is represented in system data and shows consistent improvement trend since 2019 through to 2022. Quality Teaching and Learning Environment domain improvement initiatives track alongside improved student achievement and performance data. Our internally sourced destination data provides additional and reliable evidence showing our improvement initiatives have traction and yield positive student outcomes.

We continued in 2022, to make explicit links between the domains to illustrate to teachers and the school community their impact upon student achievement and performance. Our processes monitoring student engagement and performance will continue to develop in keeping with the timeline of the Campus Improvement Plan. We will endeavour to source additional non-system evidence sources to chart and celebrate student achievement and success.

**Graph 1. Student Enrolment Trend and actual numbers**



	2018	2019	2020	2021	2022
Lower Secondary	0	0	6	7	2
Upper Secondary	405	426	399	281	219
Total	405	426	405	288	221

The enrolment profile of North Lake Senior Campus continued to exhibit vulnerability post pandemic:

1. Migrant student numbers began to improve throughout 2022 and peaked at 73 by the end of year, an improvement of 45 students on semester 1 census. As IEC student numbers increased, so to the numbers ready to transition to mainstream at the conclusion of the year. This continues to be the greatest source of ongoing student enrolment for the Campus moving forward.
2. The evaporation of international students in the mainstream continued and only reached 7 students by the end of 2022, a continuing post pandemic trend.
3. The decline of local enrolments continued to highlight the softness of the overall enrolment profile and the dependence on migration.
4. As highlighted in 2021, the crowded educational marketplace and the availability of alternate post Year 10 destinations – TAFE, apprenticeships and employment, continued to impact numbers.

These factors resulted in a drop in enrolment of nearly 23%. This trend continues to affect the Campuses sustainability.

## Campus Attendance

Graph 2. Attendance Profile Semester 1 2022

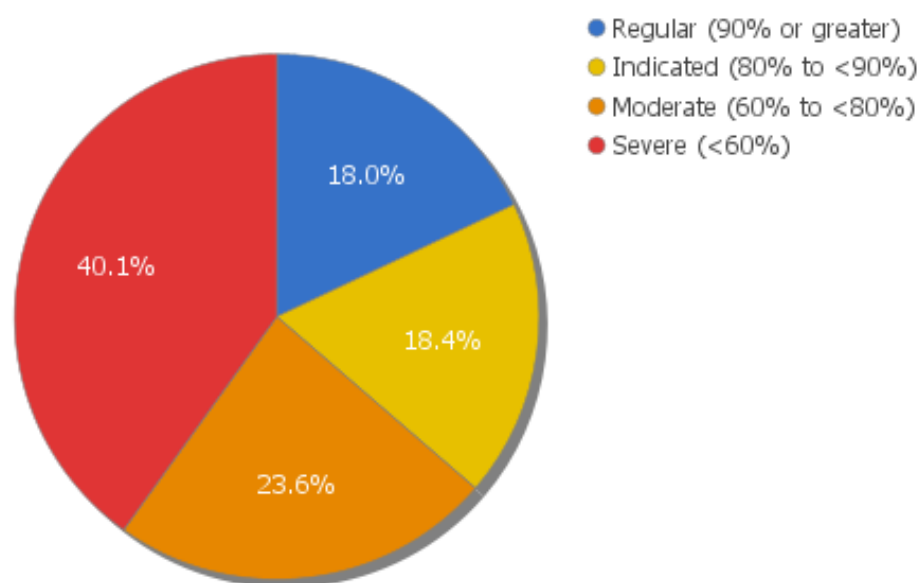


Table 3.

### Year Group Breakdown

Breakdown	Attendance Rate %	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe	Auth. %	Unauth. %
Y10	15.2%				2	89%	11%
Y11	58.2%	32	32	39	77	63%	37%
Y12	66.9%	16	17	24	28	40%	60%

In general, the attendance rate of students at North Lake continued to be extremely poor. There are several reasons for students' poor attendance and these can be exemplified by:

- Students who have had significant gaps in their education.
- Have had attendance issues in their previous educational experience due to a range of issues.
- Suffer a range of mental health issues, many resulting in anxiety.
- Continued pandemic induced anxiety.
- Students working significant hours to maintain life's necessities, especially evident in the post compulsory component of the enrolment profile.
- In the case of Fremantle Fast Track, initiatives to modify timetables and to case manage students to engage, has resulted in a process driven attendance deficit.

Many initiatives to address these ongoing issues have begun and include:

- A focus on mental health, with all staff participating in Mental Health First Aid.
- The campus participating in the UWA Thoughtful Schools program.
- Trauma informed practice in the classroom training.
- Attendance incentive schemes.
- Badged attendance officers.



**Table 4. Longitudinal Attendance Data**

Collection Period	2019 Sem 1	2020 Sem 1	2021 Sem 1	2022 Sem 1
Attendance Rate	78.3%	68.1%	68.5%	60.7%
Regular Attendance	36.0%	14.2%	22.9%	18.0%
Authorised Absence	41.4%	56.3%	51.9%	57.0%
Unauthorised Absence	58.6%	43.7%	48.1%	43.0%

The Campus also introduced a modified timetable structure to reduce the impact of 6 subjects to only 5 and to introduce a mentor program within the timetable to address ongoing resilience and engagement issues, early signs have been encouraging.

**Table 5. Suspensions**

Students Suspended	% Students suspended	Suspensions	Total Days
8	2.5%	11	19.5

**Table 6. Suspension Description**

Description	No of incidents	
Violation of Code of Conduct or school/classroom rules	6	54.5%
Possession, use or supply of substances with restricted sale	1	9.4%
Damage to or theft of property	2	18.2%
Abuse, threats, harassment or intimidation of staff	1	9.1%
Physical aggression toward students	1	9.1%

Again in 2022, only a small percentage of students breached the behaviour code and required the sanction of suspension. The majority of students sanctioned were only suspended on one occasion. The safe and caring environment focused on a mature adult educational paradigm underpinned by respect has and always will support the ongoing socialisation of the students.

## **Year 12 Achievement Data 2022**

Achievement data is represented to reflect student pathway groups. The pathway data groups are the mainstream pathway group (General and ATAR levels) and the Vocational Education and Training (VET) pathway group. Unlike regular secondary schools, the Year 12 cohort at North Lake is usually comprised of an approximately equal balance between WACE-bound and non-WACE-bound students.

## WACE Completion

Year 12 achievement is based upon the 2022 enrolment number of 73 students. Of the 73 students, 49 students (67% of the total group) were WACE eligible. Of the 49 WACE eligible students, 30 (61% of the eligible group) achieved a WACE.

Students not eligible for WACE (24 students) accounted for 33% of the total Year 12 cohort. Reasons for these students' WACE ineligibility vary according to students' pathways, and have different causes including:

- 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.
- Students of non-English speaking background choosing only to complete Year 12.

**Table 7. WACE 2022 Disaggregation of Year 12 WACE Achievement**

<b>Category</b>	<b>Number</b>
WACE eligible	<b>49</b>
• Achieved	30
WACE eligible students counted in data but not achieved:	
• Early leavers	14
• Other	5
	<b>49</b>

## Vocational Education and Training (VET)

In 2022, 49 students were enrolled in a VET qualification. 75% of students completed a Certificate II or higher level of qualification. The 14 students who did not complete a qualification were identified as "at educational risk". These are students normally with poor attendance (typically below 50%). The VET achievement data compares most favourably to public school and longitudinal data.



**Table 8. VET Completion Data 2022**

Qualification Name	Qualification Status	Full Qual Enrolments	Achieved Qualifications	% Comp.
Certificate III in Aviation	Enrolled	1	0	0.00%
Certificate IV in Prep. for Health and Nursing	Achieved	9	8	89.00%
Certificate II in Workplace Skills	Achieved	2	1	50.00%
Certificate III in Business	Achieved	8	8	100.00%
Certificate II in Active Volunteering	Achieved	7	3	42.00%
Certificate III in Education Support	Achieved	2	1	50.00%
Certificate III in School Based Education Support	Achieved	2	1	50.00%
Certificate II in Music Industry	Achieved	9	6	66.00%
Certificate II in Music	Achieved	3	1	33.00%
Certificate III in Music	Achieved	1	1	100.00%
Certificate II in Baking	Achieved	1	1	100.00%
Certificate II in Skills for Work and Voc. Pathways	Achieved	3	2	66.00%
Certificate II in Salon Assistant	Achieved	1	1	100.00%
Certificate III in Sport and Recreation	Achieved	2	2	100.00%
Certificate II in Electronics	Achieved	1	1	100.00%
		49	37	75%

VET Qualification Level	Completion Data
Certificate IV	8 (16%)
Certificate III	13 (27%)
Certificate II	16 (33%)
Did not complete	12 (24%)

**ATAR****Table 9. ATAR Results**

Median ATAR	2022	2021	2020	2019	2018	2017
School Median ATAR	89.93	80.25	79.5	72.35	62.9	62.4
Expected performance	1.63	0.68	0.78	-0.15	-1.29	-1.22
Like Schools	77.3	78.8	76.45	73.95	76.1	75.2
Public schools	81.9	80.25	79.25	78.25	79.5	78.55
Tisc Median ATAR	94.9	89.03	87.25	73	72.85	56.3

The ATAR performance for 2022 again represents a continued improvement from previous years. This is a small part of the Year 12 cohort representing only 9 students. Like last year, 2 students are this year enrolled to study medicine. All students who applied through the Tertiary Institutions Service Centre to study at university in 2023 received a first-round offer of acceptance.



## 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 (i.e. non-completion) component of the cohort.

## OLNA Performance

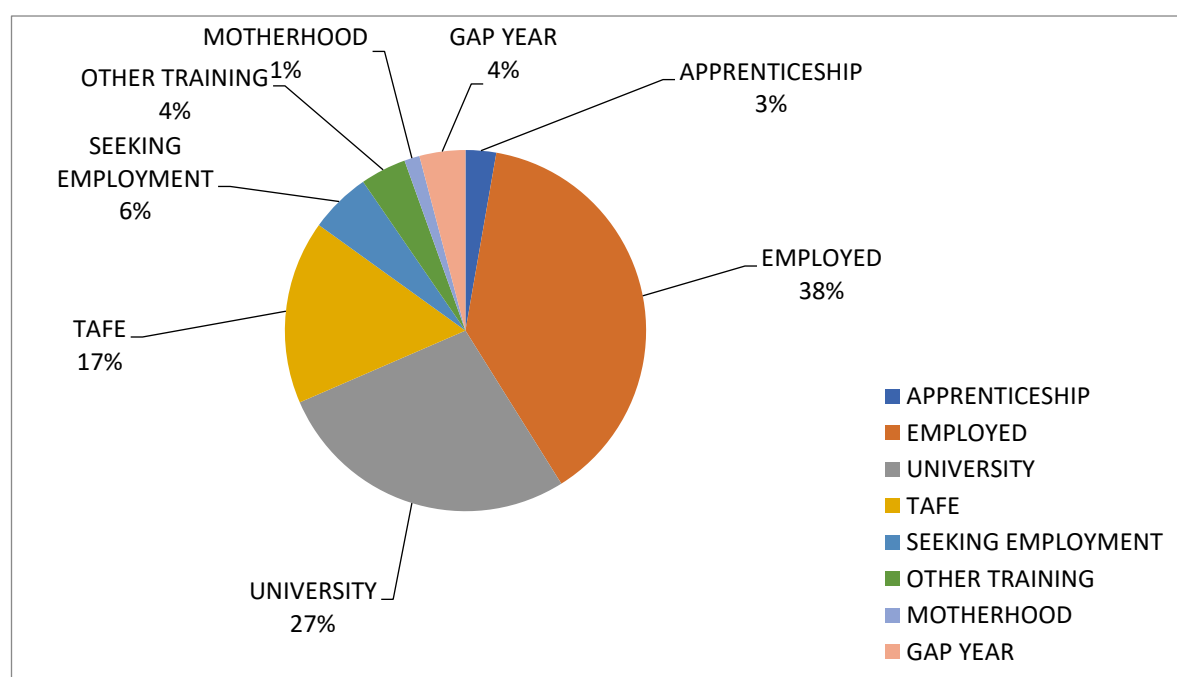
**Table 10. OLNA Longitudinal Performance: percentage of cohort meeting standards**

	2022	2021	2020	2019
Cohort percentage	78	54	51	17

The OLNA longitudinal data shows significant improvement over a three-year sample cycle. 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. It is important to consider the contextual factor of the number of students seeking a WACE, of which the OLNA is a requirement.

## Student Destinations

**Graph 3. Year 12 2022 Destinations**



## Analysis of Destination Data

Longitudinally 2022 data holds the same trend as experienced in recent years. 94% of student gained a meaningful pathway at the conclusion of Year 12 studies. While only 7% of students used their ATAR to gain university entry, 26% of the cohort will attend university in 2022. Employment has continued to trend upward while TAFE and apprenticeships have remained constant. Of the students who did not complete Year 12, 57% found a meaningful destination at university/TAFE, apprenticeships, or employment. In our research, many students feedback that this outcome is due to the support received

at North Lake. The data based upon student outcomes, continues to be the best and most consistent measure of student success at North Lake Senior Campus.

### Valedictory 2022

In moving back to the Mount Pleasant Baptist facility in 2021 and at a more accessible time, it was hoped that the evening would lift to be a premier event in the Campus calendar. This year's event did not disappoint and added a new level of completeness and public acknowledgement of the students, the efforts of staff and the connection to the Campus community. The speeches by the students, Shadlin, Anas, Eleanor and Year 12 Coordinator Claire added such warmth and sincerity to the evening and really acknowledged the values of the Campus.



### Student Awards

Ampol - All-rounder Award

Future Innovators

Long Tan Defence Services Award

Citizenship Award

Rotary Awards

North Lake Senior Campus ATAR Dux

North Lake Senior Campus VET

Eleanor Fehlberg

Tim Lavery Jnr

Ariane Sharman

Eleanor Fehlberg

Georgia Savage

Darlian Smith

Charlotte Duce-Reid

Sariah Margraf

### A Focus on Sustainability – Sustainability Week



Students were highly involved in contributing to the organisation of stalls, information sharing and a significant list of activities. This day/week of events is now firmly set on the Campus calendar not just as an excuse to suspend classroom learning but to add to the richness of that learning through the raising of awareness for all our students of our social and environmental obligations. Students were highly engaged and I'm confident that they will be effective ambassadors for sustainable practices out into our community. The atmosphere on Market Day was as good as any I've experienced at any school. The smiles of students over their treasures that they purchased from the stalls was priceless.

## Revegetation Day 2022



Our annual event - "Revegetation Day", occurred on September 14. The collective efforts of all staff and students in support of the day was an exercise in cooperation and commitment by all staff and students. The result was a wonderful job in planting new species and backfilling last year's projects. The positive affect on the Campus environment can be seen in these plantings and the ongoing potential for further enhancement will be a legacy of which all contributors can be proud. There are so many outlets for continued projects around the Campus and in the months and years to come, these will be highly practical and wonderful additions to our Campus way of life.



## School of Isolated and Distance Education (SIDE) Partnership

This has been an enterprise that has been actively embraced to develop innovative models of teaching that blend online learning with face-to-face delivery. SIDE staff occupied three classrooms in 2022. The plan is to grow this partnership to allow North Lake current and potential students the opportunity to select from a wider number of courses that we as a Campus couldn't facilitate or staff. Expansion in coming years may include Home Economics, Art, Music and Industrial based courses as well as ATAR courses that have a small uptake from our current and potential enrolment.

## Reconciliation and the Sea of Hands

A leadership team was formed in 2021 to oversee the Campus becoming more culturally aware and to embrace reconciliation and our place in the local Aboriginal community. In June, Freda Ogilvie, a local elder, and her daughter Narelle officiated a traditional Noongar welcome to country and smoking



ceremony. Local singer, song writer Lachy John (Thomas) delivered culturally connected songs and had students joining in with "From Little Things Big Things Grow". Art students from the Intensive English Centre created a Sea of Hands as a means of personally committing to reconciliation. The journey for this Campus to become culturally aware will be a feature into the future.

### **RUOK Day**



Wednesday, September 7 looked like it was going to be wet but the enthusiasm of staff and students wasn't to be dampened and in fact the sun shone for all activities. The focus of course, being mental health and wellbeing and being able to have "the conversation". Activities included, music, food, ice cream truck, face painting, a petting zoo and so much more.

### **Year 11 Rotary Endeavour Scholarships**

This is also that time of year that our loyal and devoted supporters from the Booragoon Rotary Club provide scholarships for Year 11 students intending to continue into Year 12. These students are selected based upon the criteria that they are goal oriented and have been dedicated to their studies to achieve their desired educational outcomes. At a ceremony recently held, the following students shone as worthy recipients of these scholarships:

Neve Hopkinson  
Kai Bell  
Senait Legesse  
Tenika Moller  
Brody Perkins

Each student made heart felt speeches about their educational goals and their aspirations for the future beyond the Campus. Again, our thanks to our partners at Booragoon Rotary Club for their support.

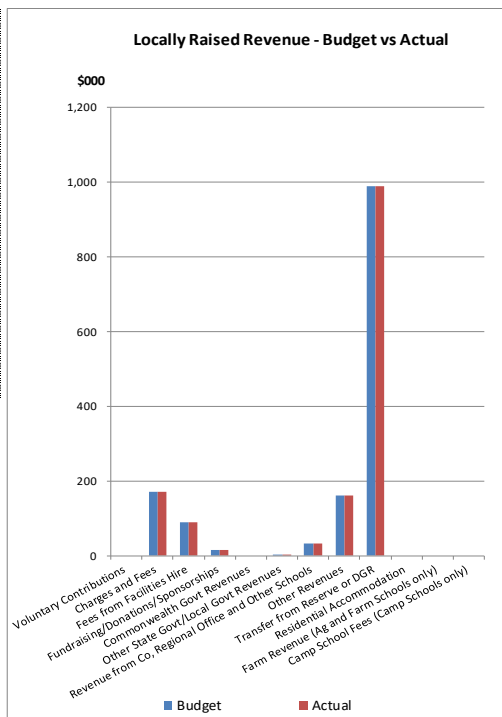
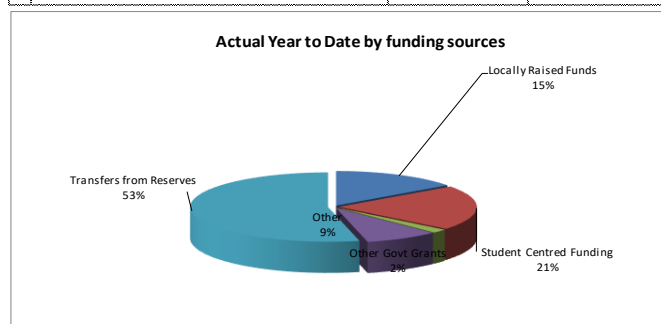
**Gary Anderson**  
Principal  
March 2023



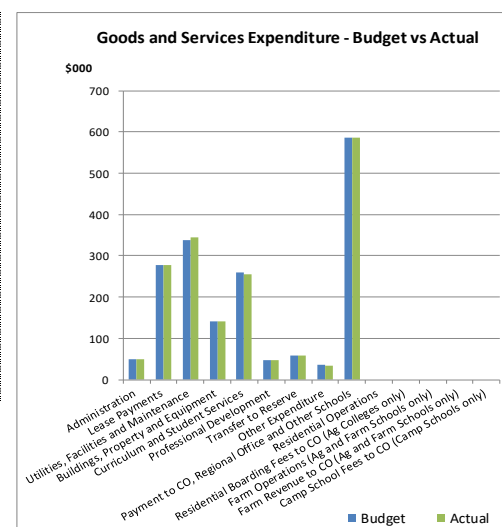
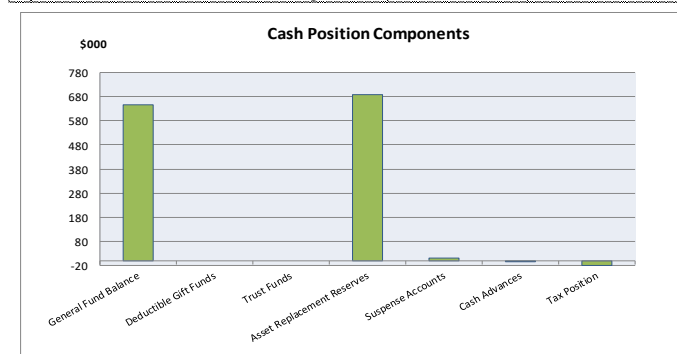
## Appendix 1. Financial Statements

### North Lake Senior Campus Financial Summary as at 31/12/2022

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ -	\$ -
2	Charges and Fees	\$ 172,373.00	\$ 172,374.15
3	Fees from Facilities Hire	\$ 90,254.00	\$ 90,253.40
4	Fundraising/Donations/Sponsorships	\$ 14,215.00	\$ 14,215.01
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 227.00	\$ 227.27
7	Revenue from Co, Regional Office and Other Schools	\$ 32,709.00	\$ 32,709.07
8	Other Revenues	\$ 160,515.00	\$ 160,515.85
9	Transfer from Reserve or DGR	\$ 990,553.00	\$ 990,552.84
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	<b>Total Locally Raised Funds</b>	<b>\$ 1,460,846.00</b>	<b>\$ 1,460,847.59</b>
	<b>Opening Balance</b>	<b>\$ 592,333.00</b>	<b>\$ 592,333.39</b>
	<b>Student Centred Funding</b>	<b>\$ 385,323.00</b>	<b>\$ 385,323.15</b>
	<b>Total Cash Funds Available</b>	<b>\$ 2,438,502.00</b>	<b>\$ 2,438,504.13</b>
	<b>Total Salary Allocation</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Funds Available</b>	<b>\$ 2,438,502.00</b>	<b>\$ 2,438,504.13</b>



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 50,354.78	\$ 48,351.87
2	Lease Payments	\$ 277,010.67	\$ 277,009.74
3	Utilities, Facilities and Maintenance	\$ 338,443.79	\$ 343,938.19
4	Buildings, Property and Equipment	\$ 141,320.27	\$ 140,746.99
5	Curriculum and Student Services	\$ 260,210.21	\$ 255,795.09
6	Professional Development	\$ 47,571.62	\$ 46,858.71
7	Transfer to Reserve	\$ 59,000.00	\$ 59,000.00
8	Other Expenditure	\$ 35,686.70	\$ 34,496.87
9	Payment to CO, Regional Office and Other Schools	\$ 586,500.00	\$ 586,045.00
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)	\$ -	\$ -
	<b>Total Goods and Services Expenditure</b>	<b>\$ 1,796,098.04</b>	<b>\$ 1,792,242.46</b>
	<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Expenditure</b>	<b>\$ 1,796,098.04</b>	<b>\$ 1,792,242.46</b>
	<b>Cash Budget Variance</b>	<b>\$ 642,403.96</b>	



Cash Position Components	
<b>Bank Balance</b>	<b>\$ 1,324,840.57</b>
Made up of:	
1 General Fund Balance	\$ 646,261.67
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 688,112.09
5 Suspense Accounts	\$ 11,158.81
6 Cash Advances	\$ (500.00)
7 Tax Position	\$ (20,192.00)
<b>Total Bank Balance</b>	<b>\$ 1,324,840.57</b>