

North Lake  
Senior  
Campus



## Annual Report 2023



## Principal's Report

### Context

The continued challenge for North Lake Senior Campus is to build a viable enrolment profile. It appears that the low point of 212 full time equivalent students of 2023 has been exceeded. In 2023 the Intensive English Centre (IEC) enrolment total continued to increase from approximately 30 in February to approximately 90 by November. This is exceptionally important as the students transitioning from the IEC are a source of ensuring sustainable enrolments the Campus requires.



The Campus continued to support itself financially, but 2023 was the third consecutive year where reserve funds had to be allocated to salaries and goods and services. This funding arrangement has finally led to a clear concern for the sustainability of the Campus and was recognised by the Minister for Education and the Department of Education as a priority requiring ongoing financial input. It appears that 2024 will be a strategic decision-making period that will set the course for the Campus's future.

The continued 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 and build a credible profile in the community is gaining traction. It is hoped this will attract even more students searching for a unique, flexible, and safe place to learn.

A part of the focus in 2023 has been to advocate for an investment in infrastructure that will provide the functional platform and opportunity to support student needs and wellbeing. A focus on a Student Services building and external physical activity facilities have been developed as priorities and again, have the attention of the Department of Education.

### Comprehensive Planning and Targeted Change

Our staff continue to embrace the Campus improvement and operational plans that embed our shared vision, values (Care, Empowerment, Respect and Flexibility) and priorities. The greatest driver of change has been the focus on staff collaboration and how to embed this operationally. Teachers drive classroom quality assurance through the impact of their teaching and their engagement of students. They have embraced the new leadership model that enhances the concept that teachers are content experts. The traditional leadership model focusing on Learning Areas has evolved to a Program Coordination model, where key rest in the following areas:

- Campus Culture
- Intensive English Centre
- Fremantle Fast Track
- Student Services
- Vocational Education Training and Transition
- Curriculum and Student Achievement.

This structural shift has allowed a more flexible yet targeted approach to the oversight, support and delivery of the key priorities of quality teaching and learning environment. The traditional aspects of resource management, relationships and partnerships, and leadership are embedded across this structure. The outcomes sought for students are developed individually and tracked over the journey of their pathway to their post-campus pathway.

## Operational Domains

The following are summaries of the many goals and strategies that have resulted in completion or achievement and may be monitored or maintained. Progress essentially achieved in 2023 through each closely monitored “Domain Operational Plan” and recommendations for future planning have been identified and reported. Each plan more detailed than those documented in this report.

## Priority Domains

### Quality Teaching

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

Advances in the development of this priority continued in 2023 with the embedding and refinement of the collaboratively developed *Teaching and Learning Framework* and *Instructional Model*. Evidence of the impact can be seen in all classes via highly visible graphics and a consistent implementation of the structure and format of both the “Framework” and the “Model”. Staff are also sharing the professional language in their day-to-day conversations with each other and with students. Staff have strategically placed themselves to guide their own development through the coaching and support of their leaders. Collectively, they have also developed team goals that are aimed at sustaining progress and student success. In addition, the strategy of consistent follow up and reinforcement have been invaluable methods of supporting and sharing positive learning communities and experiences across the campus.



Goals	Strategies	Status
Implement an evidence-based growth and development model for teachers	<ul style="list-style-type: none"> <li>• Provide support and training to PCs to implement and lead IGPs in LTs commencing with platform familiarisation</li> <li>• Provide support to PCs to lead the evidence gathering, data analysis, goal setting, and IGP preparation processes in their teams</li> </ul>	<p>Achieved and ongoing</p> <p>Achieved and ongoing</p>
Integrate the ICT and QT LTs and build ICT capacity of staff	<ul style="list-style-type: none"> <li>• Deliver jointly developed PL that highlights good practice in classroom teaching as well as innovative instructional (ICT) design, modelled at CDDs, LT and GS meetings. The focus will be on how to support student learning through enhanced levels of student engagement and instructional innovation</li> <li>• Promote and deliver PL to develop the ICT capacities of staff at all levels on Campus</li> </ul>	<p>Achieved and ongoing</p> <p>Achieved and ongoing</p>
Critically appraise assessment and reporting processes across the Campus and develop processes supporting a Campus Assessment Schedule and Assessment Policy	<ul style="list-style-type: none"> <li>• Review current course and assessment outlines to develop an assessment schedule, charting assessment due dates according to learning programs</li> <li>• Analyse the schedule and use recent research to develop an (SCSA or Dept. compliant) Assessment Policy. Present audit findings to Senior Leadership Team for reflection and response planning for the Assessment Policy</li> </ul>	<p>Achieved and ongoing</p> <p>Achieved</p>
Consolidate the growth in classrooms of the TLF, IM and Expectation Statements through the provision of point-of-need professional learning targeting student engagement, differentiation	<ul style="list-style-type: none"> <li>• Develop a classroom observation model that aligns to teachers' IGPs and TLF, IM, Expectation Statements and Growth Coach Training</li> </ul>	<p>Achieved and ongoing</p>

### **2024 Recommendations for Future Planning**

1. Establishment of effective transition pathways exiting the IEC to mainstream program – exploration of IEC curriculum development and programming initiatives that align with mainstream WACE courses and pathways.
2. Ensure consistent assessment judgements are made against the EALD Progress Map for IEC and mainstream EALD students.

## Learning Environment

### Summary of the Development Achieved



The Campus continues to develop a comprehensive and inclusive suite of service and support for all students whether at Kardinya or Fremantle Fast Track sites. Case management and student tracking continue to become more sophisticated through the use of *Compass*. The Campus continues to be exemplary as a safe, inclusive, well-resourced, and inviting place to learn and thrive.

The specific processes supporting student behaviour, engagement, health and wellbeing are consistently applied and managed. These processes 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 comprehensive and individualised care and instruction to reengage students with education and learning to support the notion that each student deserves an individual learning and support plan. In

2023 our Student Council played an active role in representing the student body and was frequently consulted in governance matters that directly impacted upon students. This included student body representation on the Campus Council.

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. In 2023 the Campus joined with Curtin university to provide an on-site practicum for two Social Work preservice students. This innovative initiative provided a new and refreshing opportunity to students who continued to struggle with connection and belonging in the education setting. The success of this program has resulted in a new position as a Student Support Officer.

Attendance and engagement continue to be priorities and 2023 data indicates an improvement across the Campus cohorts. Persistence in tracking students and providing care and support to students who were still exhibiting a post-pandemic reluctance to engage have been the key factors in this improvement.



Goals	Strategies	Status
Develop and refine understandings that underpin and sustain an orderly, positive and supportive learning environment for all students.	<ul style="list-style-type: none"> <li>• Explore how the practical applications of the Expectation Statements can be used to contribute to respectful and solutions focused interactions on campus</li> <li>• Provide Professional Learning in restorative practice to develop consistent and inclusive processes across the school that support a safe and respectful learning environment</li> </ul>	Achieved and ongoing  Achieved
A timetable structure and curriculum that is relevant to the needs and aspirations of students	<ul style="list-style-type: none"> <li>• Review current timetable structures and programs</li> <li>• Field feedback from the campus community regarding course and program offerings and organisation of the timetable</li> <li>• Develop a proposal, if required</li> <li>• Consider ramifications of changes</li> <li>• Plan for implementation</li> </ul>	All achieved, ongoing and evolving
Engage students in governance and decision-making matters	<ul style="list-style-type: none"> <li>• Explore opportunities for student leadership: <ul style="list-style-type: none"> <li>a) Student Council (Mainstream)</li> <li>b) Ambassadors (FFT)</li> <li>c) School Council</li> <li>d) Student Activities</li> </ul> </li> </ul>	Achieved Ongoing Achieved Achieved

### **2024 Recommendations for Future Planning**

1. Continue to explore and develop the interrelationship between learning environment and quality teaching, specifically in context of the T&L Framework and IM utilising available survey data and other available evidence and research.
2. Continue to refine processes of communication utilising *Compass Chronicle*

### **Pivot Survey Data Summary**

Aligned with recommendations for future planning, Year 11 and 12 student feedback is highly valued. It 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 students and their relationships have with the Campus, staff and, most importantly, on their learning.

**Table 1. Pivot Survey Summary Data 2023**

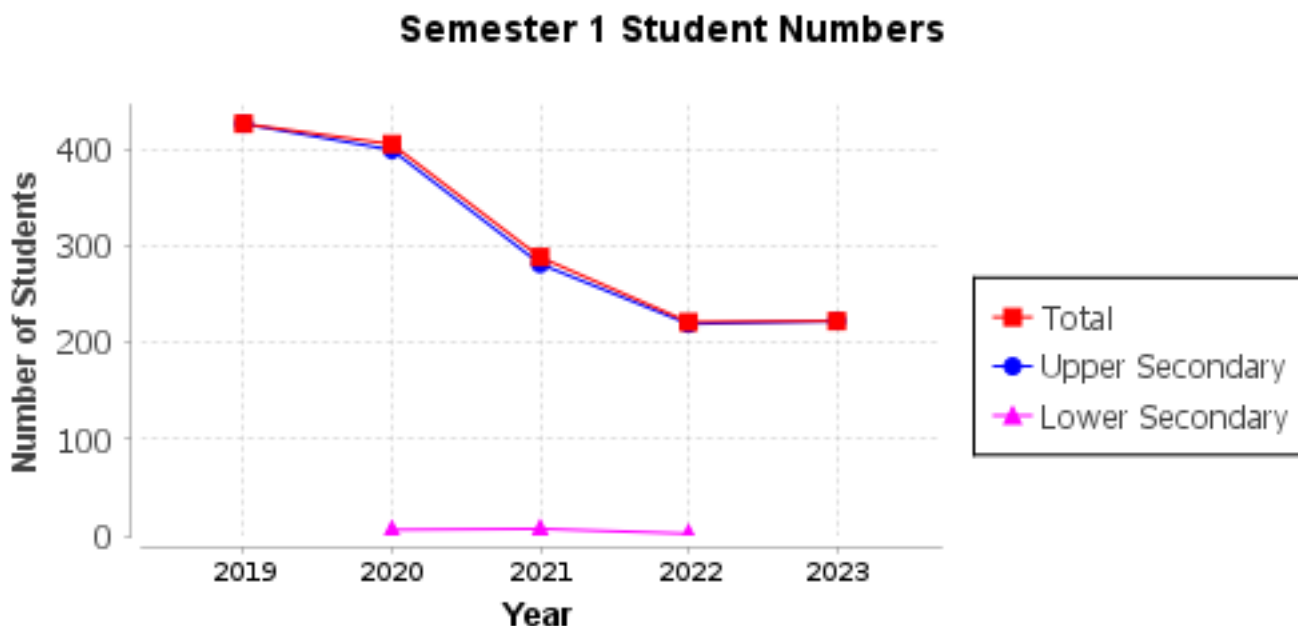
CLASSROOM ENVIRONMENT – Whole School Average:							
This teacher's use of technology helps me learn	This teacher gives me choices about the work I do	This teacher helps me focus on learning	I know how I am supposed to behave in class	This teacher explains things in a way I can understand	This teacher gives clear instructions	In this class, I often work with other students	This teacher makes learning interesting
5.11	5.07	5.14	5.44	5.19	5.18	4.61	4.92
INSTRUCTION – Whole School Average:							
This teacher makes connection 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
5.09	5.33	4.87	5.04	5.16	5.09	5.15	5.13
RELATIONSHIPS – Whole School Average:							
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
5.41	4.95	5.27	5.22	5.20	5.01	5.10	5.21

As stated, this data was unpacked by, and made available to, staff for their consideration and future planning. To be noted – the responses highlight as below the threshold of “5” are considered of interest but not of concern. This survey data, along with the use of achievement data, is now used in planning processes and evidence-based reviews. It is also being used by staff to develop individual growth goals.



## Learning Environment - Student Management Data 2023

Graph 1. Student Enrolment Trend and actual numbers



	2019	2020	2021	2022	2023
Lower Secondary	0	6	7	2	0
Upper Secondary	426	399	281	219	222
Total	426	405	288	221	222

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

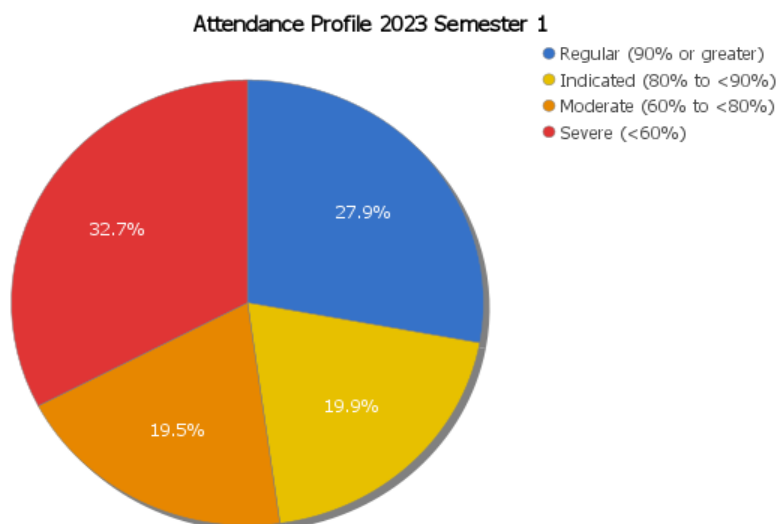
1. Migrant student numbers began to improve throughout 2022 and peaked at 73 by the end of year, an improvement of 45 students on semester 1 census. As IEC student numbers increased, so to the numbers ready to transition to mainstream at the conclusion of the year. This continues to be the greatest source 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 Campus's sustainability.



## Campus Attendance

**Graph 2. Attendance Profile Semester 1 2023**



**Table 3.**

**Year Group Breakdown Semester 1 2023**

Breakdown	Attendance Rate %	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe	Authorised %	Unauthorised %
Y11	69.7%	63	31	28	62	63%	37%
Y12	69.3%	7	19	21	20	44%	56%

In general, the attendance rate of students at North Lake has improved markedly and may be indicative of a post-pandemic shift in student resilience. Previously there were several reasons for students' poor attendance and engagement, 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 FFT, 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.
- Improved quality of teaching that engages students in the learning experience

**Table 4. Longitudinal Attendance Data**

Collection Period	2020 Sem 1	2021 Sem 1	2022 Sem 1	2023 Sem 1
Attendance Rate	68.1%	68.5%	60.7%	69.6%
Regular Attendance	14.2%	22.9%	18.0%	27.9%
Authorised Absence	56.3%	51.9%	57.0%	57.0%
Unauthorised Absence	43.7%	48.1%	43.0%	43.0%

The Campus also introduced a modified the 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
3	1.3%	3	6.0

**Table 6. Suspension Description**

Description	No of incidents	
Violation of Code of Conduct or school/classroom rules	1	33.3%
Possession, use or supply of substances with restricted sale	1	33.3%
Physical aggression toward students	1	33.3%

Again in 2023, only a small percentage of students breached the behaviour code and required the sanction of suspension. All 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.

## Enabling and Complimentary Domains

### Relationships and Partnerships

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

The work of the Executive Leadership Team continued to model expectations and articulate these to create a respectful and cohesive workplace. The professional learning focused on *Above and Below the Line* behaviours; the consistent use of our school values in presentations and underpinnings of the quality teaching and learning environment structures have added to the culture of the Campus tremendously. Again, this “ground up” approach has allowed full consultation with staff and endorsed by the student and parent bodies. This continued to empower staff and students to believe they are genuine stakeholders in the Campus. Communication processes are consistent but do point to formalisation of a “Communication Strategy” in 2024. We have embarked on forming rich and sustainable partnership arrangements with Curtin and Edith Cowan Universities and the City of Melville. These will continue to change the landscape of connectedness with our local community and more broadly across our service provision and destinations for students.



Fremantle Fast Track continued to highlight a symbiotic relationship with the Fremantle community and the numerous external agencies that value-add to the outcomes of the program. The informal feedback indicates the highest level of esteem with which the program is held in that community and the integrity of its operation moving forward.

The 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.

Goals	Strategies	Status
Review current Campus connections with external community stakeholders and develop these to add value to the entire Campus experience for students and staff	<ul style="list-style-type: none"> <li>• Explore opportunities to collaborate with new partners to add to the profile and growth of Campus culture and life</li> </ul>	Commenced and ongoing
Pursue SST partnerships with universities	<ul style="list-style-type: none"> <li>• Re-engage with long-term undergraduate placements in the social work and youth work areas</li> </ul>	Achieved and ongoing
Deliberate and improved visibility of Executive and Senior Leadership Team members across campus, both formally and informally	<ul style="list-style-type: none"> <li>• Executive and SLT members informally visiting classrooms, roving at breaks, and delivering messaging at formal assemblies.</li> </ul>	Achieved and ongoing
Develop a collaborative relationship with the Melville City Council	<ul style="list-style-type: none"> <li>• Explore facility share opportunities to involve local community groups and interaction.</li> <li>• Undertake planning of open space and unused rooms to promote joint projects and initiatives</li> </ul>	Achieved and ongoing  Ongoing

### **2024 Recommendations for Future Planning**

1. Development of a Communication Strategy.
2. Establish a register of all external community stakeholders, service providers and agencies that add value to the entire Campus.
3. Audit the Campus response to Aboriginal Cultural Standards Framework and additional Professional Learning.
4. Review the position of Program Coordinator Campus Culture.

## Leadership

### *Summary of the Development Achieved*

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

The Public-School Review cited the ongoing capacity building of leaders as a strength of the Campus's leadership strategy. This was extended to include the leadership restructure and how innovative it was to build and a performance and development culture. In 2023 the new Program Coordinator Leadership structure was embedded into practice across the Campus. This new way of working allowed for the ongoing development of teachers as content experts, empowering them to grow and develop under a coaching and support model.

The newly emerged reflective practices of all leaders were consolidated by the end of 2023 and is evidenced in the development of a Senior Leadership Goal. Running parallel with this were the development of team goals. This development has resulted in workable goals and actions across the Campus. Bree Hansen's role of Campus Coaching Coordinator will add further clarity and strength to this strategy.

Throughout 2023, ongoing work on curriculum cohesion, transition, future innovation and leadership growth, were initiatives that show that the campus is future focused, student-centric, flexible and agile.

Goals	Strategies	Status
Recognise that effective Campus leadership is focussed on teacher pedagogy and that classroom practice has the greatest impact on student achievement	<ul style="list-style-type: none"><li>• Examine ways to promote cohesion and transitions between the IEC and WACE curricula</li></ul>	Commenced and ongoing
Develop processes supporting the professional growth of teachers	<ul style="list-style-type: none"><li>• Develop SLT members as Growth Coaches to support the IGP quality teaching strategy</li><li>• Develop a SLT goal for 2024</li></ul>	Commenced and ongoing Achieved
Monitor senior secondary innovations to promote contemporary and evidence-based initiatives and programs	<ul style="list-style-type: none"><li>• Establish a Future Innovations Teams (FIT) to investigate and report back to SLT on opportunities for innovation and engagement</li></ul>	Commenced and ongoing
Model and promote educative and high-quality leadership across the Campus	<ul style="list-style-type: none"><li>• Continue to invest in key staff to provide high quality instructional leadership across the Campus</li><li>• Provide opportunities for and celebrate evidence of leadership growth and excellence across the Campus</li></ul>	Achieved and ongoing To be determined
Monitor and manage the alignment of leadership initiatives against the operational and policy frameworks of the Campus	<ul style="list-style-type: none"><li>• On-going reviews of initiatives against operational plans and key policy drivers</li></ul>	Commenced and ongoing
Visibly engage with strategies supporting growth in classroom efficacy and leadership	<ul style="list-style-type: none"><li>• Continue to develop performance and growth models consistent with good practice to promote levels of accountability and improvement, supported by IGPs, peer and classroom observation and growth coaching</li></ul>	Achieved and ongoing

Enhance the role and visibility of the Campus Council	<ul style="list-style-type: none"> <li>• Communicate the role of the Campus Council and invite active participation in campus events</li> <li>• Share meeting minutes with all staff through digital communication platforms</li> </ul>	<p>Achieved and ongoing</p> <p>Achieved and ongoing</p>
Monitor Leadership and Team efficacy	<ul style="list-style-type: none"> <li>• Survey Team efficacy and develop effective feedback pathways</li> </ul>	Achieved and ongoing

**2024 Recommendations for Future Planning**

1. Program Coordinators to develop an Individual Growth Goal
2. Program Coordinators to consider Review 2023 evidence in their individual growth plans
3. Monitor leadership efficacy - Survey leadership groups Executive Team and Program Coordinators

**Resources**

**Summary of the Development Achieved**

Our processes continued to be 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 with Department guidelines and mandated expectations as affirmed by the assessment made by the Public School Review Team with the caveat of context – reduced enrolment:

*“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.”*

Cost Centre Managers were regularly consulted and briefed by Administration Staff including specific Cost Centre Professional Learning in Term 3 2023. This continued to facilitate consistent and accurate record keeping of expenditure and proper processes supporting financial management and assures the future integrity of processes. Our workforce plan aligned to the needs of the school and was closely monitored and managed.



Our planning and management of resources in the context of reduced student enrolments pose viability and sustainability challenges in 2023 and again required an injection of funds liquidated from Campus Reserve accounts in accordance with Financial Services guidance. Financial Services and Student-Centred Funding support have identified concerns that will require financial support in 2024 if the enrolment deficit continues.



Goals	Strategies	Status
Provide targeted resourcing according to need	<ul style="list-style-type: none"> <li>Direct appropriate resources and funding to students attracting targeted support through special funding arrangements</li> </ul>	Achieved
Utilise school resources with a view to optimising them	<ul style="list-style-type: none"> <li>Explore community-based projects that can enhance the Campus community profile and create opportunities for students</li> </ul>	Ongoing and achieved
Maintain open communication with the Department in key strategic areas	<ul style="list-style-type: none"> <li>Pursue continued support from DoE to redefine the role of the Senior Campus and to accommodate future structural innovation, delivery of service and financial sustainability</li> </ul>	Ongoing and to be decided
Ensure funding arrangements supporting SAER are explored and actioned	<ul style="list-style-type: none"> <li>Appointment of Learning Support Coordinator as part of the SST</li> </ul>	Achieved

### 2024 Recommendations for Future Planning

- Maintain open communication with the Department in key strategic areas.
- Trial appointment of a Student Support Officer as a replacement for Year Coordinator for 2024.

### Table 7. Financial Statements

ONE LINE BUDGET - Dec 2023 ( Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
<b>Carry Forward (Cash):</b>	<b>646,262</b>	<b>646,262</b>
<b>Carry Forward (Salary):</b>	<b>474,322</b>	<b>474,322</b>
<b>INCOME</b>		
Student-Centred Funding (including Transfers & Adjustments):	5,504,552	5,504,552
Locally Raised Funds:	1,015,156	1,015,158
<b>Total Funds:</b>	<b>7,640,292</b>	<b>7,640,294</b>
<b>EXPENDITURE</b>		
Salaries:	5,371,090	5,371,090
Goods and Services (Cash):	1,739,939	1,713,917
<b>Total Expenditure:</b>	<b>7,111,030</b>	<b>7,085,007</b>
<b>VARIANCE:</b>	<b>529,262</b>	<b>555,287</b>

## **Student Performance 2023**

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

The three areas of the school - mainstream, Fremantle Fast Track (FFT) and the Intensive English Centre (IEC), continue to position students to attain pleasing outcomes. The adoption of evidence-based teaching strategies, implementation of the IM and targeted growth plans for students in most courses in the mainstream has put in place an evidence-based planning process supporting student achievement and targeted instructional strategies. Individual Growth Plans of teachers introduced in 2023 ask 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 FFT 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 2023. 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 2023, 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 continued to develop in keeping with the timeline of the Campus Improvement Plan. We will endeavour to source additional non-system evidence to chart and celebrate student achievement and success.



Goals	Strategies	Status
<p>Develop a Student Achievement and Performance Plan 2023-2025 (SAPP)</p> <p>A plan identifying specific achievement and performance indicators in all facets of the Campus, later to include medium and long term</p>	<ul style="list-style-type: none"> <li>• Review the recommendations of the 2022 PSR: <ul style="list-style-type: none"> <li>○ Identify and consult stakeholders</li> <li>○ Align the SAPP to domain operational plans as required</li> <li>○ Confirm timelines and governance matters</li> <li>○ Consult more broadly as required and present draft to SLT</li> <li>○ Revise, publish and action</li> </ul> </li> </ul>	Achieved and ongoing
<p>To plan for, recognise and promote, student achievement and performance in the actioning of teachers' Individual Growth Plans (IGPs)</p>	<ul style="list-style-type: none"> <li>• PCs to review links to SAPP in growth meetings with team members</li> <li>• PCs to share progress reports at coaching sessions with PC C&amp;P</li> </ul>	Achieved and ongoing
<p>Build teachers' data literacy:</p> <p>Develop progress and monitoring mechanisms to monitor achievement and progress across a range of pathway programs</p> <p>Ensure student success milestones and targets are determined collaboratively and reflect student performance that is shared with students and home</p>	<ul style="list-style-type: none"> <li>• Provision of point-of-need PL focusing on student achievement and improvement planning (supported and incorporated in IGPs)</li> <li>• Promote good practice through CDD and LT meetings led by PCs, supported by QT LT and L3 PC C&amp;P</li> <li>• Targeted PL as required (incorporated in IGPs) <ul style="list-style-type: none"> <li>○ Learning Team Goal Setting</li> <li>○ Student Target Setting – evidence-based – course level, and school level and EALD Progress Map levels</li> </ul> </li> <li>• Teachers promote course specific target setting to their students and periodically monitor and discuss progress</li> </ul>	<p>Ongoing</p> <p>Achieved and ongoing</p> <p>Achieved and ongoing</p> <p>In development</p>
<p>Deliver explicit literacy and numeracy support measures to complement the strategies in place in classrooms, as per the TLF, IM, LT Goal and IGPs</p>	<ul style="list-style-type: none"> <li>• Analyses of course and OLNA data informs the identification and delivery of improvement strategies in literacy and numeracy, supporting those strategies identified in the TLF and IM</li> <li>• OLNA intervention and support strategies as required, including self-paced online and face-to-face support and resources</li> </ul>	<p>Ongoing</p> <p>Ongoing</p>
<p>Ensure the monitoring of student achievement and performance is evidence-based, timely and relevant to student pathway destinations and aspirations in all Campus learning contexts</p>	<ul style="list-style-type: none"> <li>• Provide students educative and explicit feedback that promotes awareness of progress and agency</li> </ul>	Achieved and ongoing



Validity and reliability of assessment and grading processes across the school	<ul style="list-style-type: none"> <li>• Analyses of SIRS and SAIS assessment data, specifically on marks adjustments and feedback from ESTs, SGMs and ATAR data</li> <li>• Externally auspiced assessment validation processes, including: <ul style="list-style-type: none"> <li>○ SCSA Task Review Audits</li> <li>○ SCSA Syllabus Audit Reviews</li> <li>○ SCSA Consensus and Moderation meetings</li> <li>○ UniReady achievement and assessment validation</li> <li>○ VET completion data and RTO reports</li> </ul> </li> <li>• Internal moderation in learning teams and across network schools</li> </ul>	Achieved and ongoing
Have clear guidelines and information for students, teachers and parents relating to assessment	<ul style="list-style-type: none"> <li>• Develop an Assessment Policy developed in consultation with students and teachers</li> <li>• Develop a SCSA (full) version and a user-friendly version</li> <li>• Distribute and promote through digital platforms and Mentor classes</li> </ul>	<p>Achieved</p> <p>Achieved</p> <p>Achieved</p>

## Year 12 Student Achievement Data 2023

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 2023 enrolment number of 67 students. Of the 67 students, 50 students (74% of the total group) were WACE eligible. Of the 50 WACE eligible students, 36 (72% of the eligible group) achieved a WACE, an increase of 11% over 2022.

Students not eligible for WACE (27 students) accounted for 40% of the total Year 12 cohort. Reasons for these students' WACE ineligibility vary according to these students' pathways. 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 and have struggled to achieve OLNA in their short time in Australia.



**Table 8. WACE 2023 Disaggregation of Year 12 WACE Achievement**

<b>Category</b>	<b>Number</b>
WACE eligible	<b>50</b>
<ul style="list-style-type: none"> <li>Achieved</li> </ul>	36
WACE eligible students counted in data but not achieved:	
<ul style="list-style-type: none"> <li>Early leavers</li> <li>Other</li> </ul>	15 2

**Vocational Education and Training (VET)**

In 2023, 53 students were enrolled in a VET qualification. 77% (an increase of 2% over 2022) of students completed a Certificate II or higher level of qualification. The 12 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 9 and 9a. VET Completion Data 2023**

<b>Qualification Name</b>	<b>Completed</b>	<b>Enrolled</b>	<b>% Comp.</b>
CII in Skills for Work and Vocational Pathways	2	2	100.00
CIII in Business	5	6	83.33
CII in Animal Care	1	1	100.00
CII in Engineering	2	2	100.00
CII in Government	1	1	100.00
CII in Hospitality	1	1	100.00
CII in Surveying and Spatial Information Services	1	1	100.00
CIII in Health Services Assistance	1	1	100.00
CII in Active Volunteering	4	5	80.00
CIV in Preparation for Health and Nursing Studies	9	11	81.81
CII in Workplace Skills	6	7	85.71
CII in Cookery	2	3	66.67
CIII in Allied Health Assistance	5	7	71.43
CII in Music	1	2	50.00
CII in Automotive Vocational Preparation	0	1	0.00
CII in Business	0	1	0.00
CIII in Visual Arts	0	1	0.00
	<b>41</b>	<b>53</b>	<b>77.4%</b>

**Table 9a VET Summary by Qualification level**

VET Qualification Level	Completion Data
Certificate IV	9 (17%)
Certificate III	11 (21%)
Certificate II	21 (40%)
Did not complete	12 (23%)

**ATAR****Table 10. ATAR Results**

Median ATAR	2023	2022	2021	2020	2019	2018
School Median ATAR	94.5	89.93	80.25	79.5	72.35	62.9
Expected performance		1.63	0.68	0.78	-0.15	-1.29
Like Schools	77.83	77.3	78.8	76.45	73.95	76.1
Public schools	82.8	81.9	80.25	79.25	78.25	79.5
Tisc Median ATAR	94.0	94.9	89.03	87.25	73	72.85

The ATAR performance for 2023 again represents a continued improvement from previous years. This is a small part of the Year 12 cohort, but all of these students achieved over 90 as an ATAR, 1 at 99+. All students who applied through the Tertiary Institutions Service Centre to study at university in 2024 received a first-round offer of acceptance.

**General Studies Achievement**

Achievement in General WACE courses are 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.

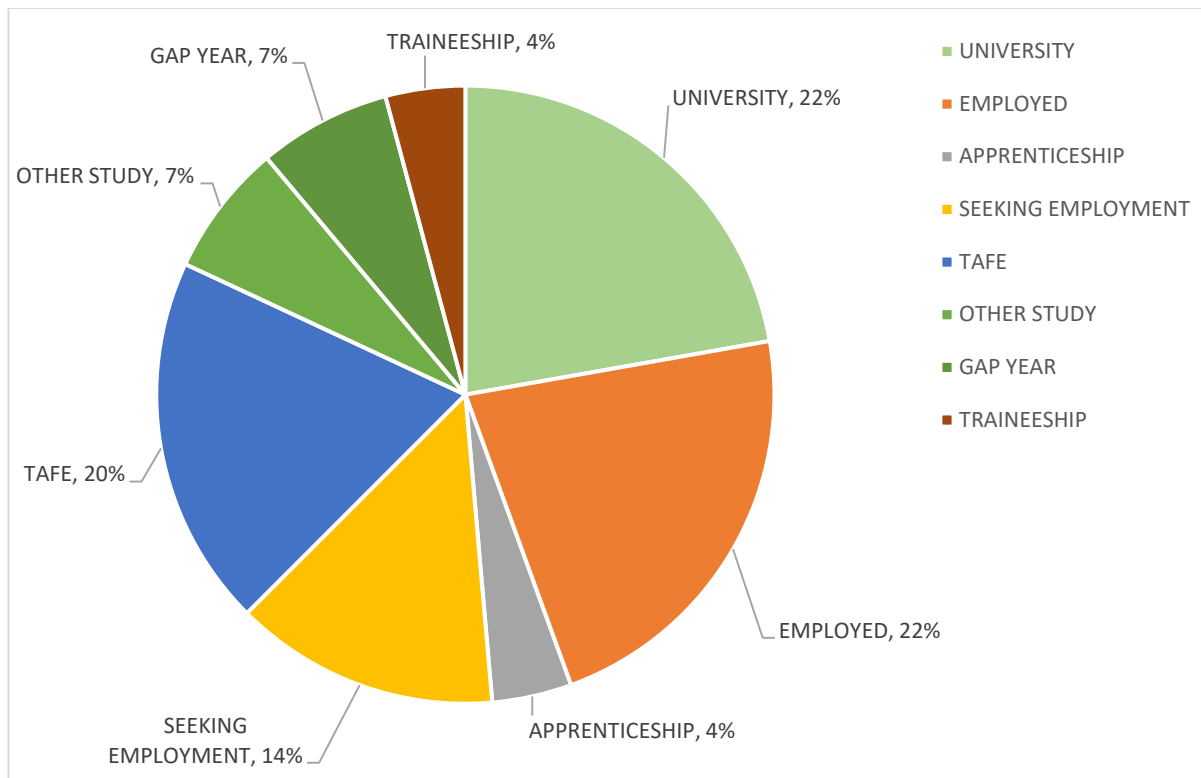
**OLNA Performance****Table 11. OLNA Longitudinal Performance: percentage of cohort meeting standards**

	2023	2022	2021	2020
Cohort percentage	76	78	54	51

The OLNA longitudinal data shows sustained improvement over a four-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 2023 Destinations



### Analysis of Destination Data

Unfortunately 2023 data does not hold the same trend as experienced in recent years. An average of approximately 94% of students have gained a meaningful pathway at the conclusion of Year 12 studies over the previous 6 years. In 2023, it is apparent that an increased number of students are seeking employment at the time data was collected. While only 7% of students used their ATAR to gain university entry, 22% of the cohort will attend university in 2024. Actual employment has continued to trend upward while apprenticeships have reduced with traineeships growing. TAFE entry continues to grow solidly. Many students' feedback in surveys that this outcome is due to the support received at North Lake. The data based upon student outcomes, continues to be a solid and most consistent measure of student success at North Lake Senior Campus.

## Campus Culture and Experience

### Valedictory 2023

In recent years, moving back to the Mount Pleasant Baptist facility at a more accessible time, has lifted Valedictory to be the 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 Year 12 student, Hasti Rezaei and former student Sarah McGrady, added such warmth and sincerity to the evening and really acknowledged the values of the Campus. The feedback from special guests and family members indicated how much impact this event is having and appropriate it is as a means of under scoring 13 years of education.



### Student Awards

**Ampol Best All Rounder Award:** Abdulhadi Alrakhees Almahmeed



### Rotary Awards:

Shammy Andisha: has demonstrated a commitment to the service of others through her unassuming manner, regular volunteer work in the community and high ethical standards and demonstrates the school and Rotary values of care, respect, flexibility and empowerment.



June Meechamnan: has demonstrated a commitment to lifelong learning, to the service of others and ethical standards. She is a quiet achiever who sets herself high standards and models our values of care, respect, flexibility and empowerment.



### North Lake Senior Campus Excellence awards:

June Meechamnan: completed her year 12 study achieving 2 A grades and 2 B grades across her 4 courses of study along with success completion of the Certificate II in Workplace Skills.

Estelle Celesti-Crosby: completed her year 12 study achieving A grades across all of her courses of study. To compliment this high achievement, she has also successfully completed a Certificate II in Surveying during 2023.

**Australian Defence Force Future Innovators Award:**  
Estelle Celesti-Crosby

**Australian Defence Force Long Tan Award:**  
Theodore Olivieri



### 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 as a Campus, we are confident that they will be effective ambassadors for sustainable practices out into our community. The atmosphere on Market Day was as good as any experienced at any school. The smiles of students over their treasures that they purchased from the stalls was priceless.

### Revegetation Day 2023

Our annual event - "Revegetation Day", occurred on September 5. The collective efforts of all staff and students in support of the day was an exercise in cooperation and commitment by all, especially when faced with intermittent showers. The result was a wonderful job in planting new species and backfilling previous 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.



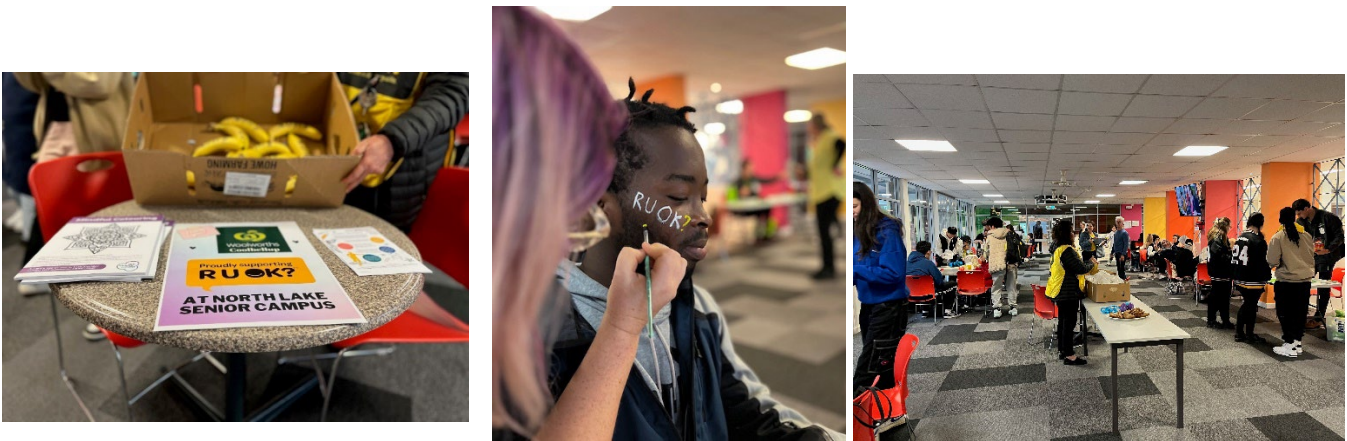
## School of Isolated and Distance Education (SIDE) Partnership

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 and more than 9 assorted rooms in 2023. 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. It is hoped that we can expand to a suite of ATAR courses taught face to face by SIDE teachers whilst delivering in the online environment.

## RUOK Day

Wednesday, September 13 under the conditions of a mini cyclone and a crowded canteen, something special unfolded, our RUOK Day! After getting past the alternate planning crisis and chaos the actual close quarters of the abundant activities really added to the engagement and enjoyment of the event. The organised activities and workshops were excellent in addressing the issues of adolescent mental health and awareness raising.

Our collective thanks must go to Sarah Hardman and all of our Mentor Teachers, to Craig Wright and the Student Services team, to Deb Regel and the wellness team including Michelle and Carrie, all other staff and guests who added so much to engage all of our students and of course Dean McKenna.



## Outdoor Classroom

In 2022 a dedicated group of teachers embarked upon applying for a federal grant to build an "outdoor classroom". It was envisaged that the space would not only be utilised for learning and as a space that connected the Campus with indigenous culture. Unfortunately, the grant wasn't successful but the determination to bring this project to fruition finally resulted in its completion with the help of staff and students during term 4, 2023. We acknowledge the leadership of Gemma Munsie, the expertise of Mike Van Haltren and Dean McKenna, the guidance of Louisa Barnacle and the labour of staff and students. This community effort has resulted in a substantial asset and facility to be enjoyed by current and future staff and students.



### **Year 11 Rotary Endeavour Scholarships for 2024**

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. A ceremony highlighted the importance placed upon this partnership and again the following students shone as worthy recipients of these scholarships:

Jaricha (Fan) Chamorin  
Woon Jirattanarangsee  
Milad Mohammadi  
Harry Nguyen  
Shane San Pedro  
Grace Swann

Each student made heartfelt 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 2024