



Lakelands
PRIMARY SCHOOL

2018 ANNUAL REPORT





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Principal's Address



Dear Parents, Carers and School Community Members;

Welcome to Lakelands Primary School's 2018 Annual Report.

At Lakelands Primary School our Moral Purpose is to; Inspire growth through our commitment to excellence and our focus on building and sustaining collaborative relationships. Throughout this Annual Report we hope you to can celebrate with us in how we have Inspired growth in our students, staff and the wider community.

Congratulations to the entire Lakelands Primary School Community for a successful 2018 school year. 2018 featured many highlights which included: sports carnivals, school concerts, numerous incursions / excursions, Numero competitions, ANZAC service, vocal ensemble community performances, Book week activities, Year 6 camp and a highly successful Festival of the Stars and graduation of 89 Year 6 students.

2018 sees the school's mid-point of our 2017-2019 Business Plan cycle and an opportune time to celebrate the success of the school's fourth year of full k-6 operation.

For me personally this is my first Annual Report for Lakelands Primary School as Principal following my appointment to the Level 6 Principal position at the start of Term 4 2018. It was an exciting time for me to immerse myself in the school's culture and engage with the Lakelands community.

I would sincerely like to thank and commend Marnie Hamilton who was the school's Principal for the first three terms of 2018. Under Mrs Hamilton's leadership LPS continued to grow in student enrolments and establish itself as a school of choice in the local area. I consider myself very lucky to be part of a dynamic leadership team who are student focused and supportive of all staff.

The Lakeland's P&C have had an outstanding 2018 with the amount of fundraising events held. The trivia night, discos and Colour Run were very successful events that showcased the support the community has for their school. In excess of \$20 000 was raised for the new junior playground which will be completed in 2019. I would like to acknowledge the outstanding efforts of outgoing P&C President Megan Cleary for her dedication and determination in leading the P&C in 2018.

Lakelands Primary School has grown from 145 Kindergarten and Pre-Primary students in 2014 to 767 Kindergarten to Year 6 students by the end of 2018.

This year's Annual Report will reflect the findings of the end of cycle review and how the school performed against the targets that we set.

In 2018 Lakelands Primary School participated in NAPLAN Online for the first time. The student achievement and progress indicators against like school comparisons reflected positively on whole school approaches implemented throughout the 2017-2019 Business Plan cycle. A positive upswing in longitudinal data trends exist in the majority of NAPLAN assessments and the school has exceeded the National Progress Mean for the Year 3 2016 to Year 5 2018 cohorts.

Finally, I would like to acknowledge the Lakelands staff for their continued hard work, dedication, passion and commitment to providing the best possible education experience for your students. I would also like to acknowledge our fantastic students and supportive parents for helping create a true community school. I feel very proud and extremely excited for my opportunity to lead our wonderful school in the capacity of Principal and look forward to the challenges and successes that lie ahead in 2019.

I hope you enjoy reviewing our achievements throughout the year and our plans for continual improvement.

Bradden Mitchell
Principal



Lakelands
PRIMARY SCHOOL

SCHOOL CONTEXT

AN INDEPENDENT PUBLIC SCHOOL

LAKELANDS PRIMARY SCHOOL: Level 6 Term 4 2018

PRINCIPAL: Marnie Hamilton Term 1-3 Bradden Mitchell Term 4

SCHOOL BOARD CHAIR: Mrs Emma Marcussen

SCHOOL ICSEA

2018: 981 **2017:** 981 **2016:** 982 **2015:** 986 **2014:** 1007

2018 ENROLMENT NUMBERS: 767

SCHOOL TRANSIENCY:

2018: 15.8% **2017:** 18.6% **2016:** 21.9% **2015:** 31.2% **2014:** 24.6%

SCHOOL VISION:

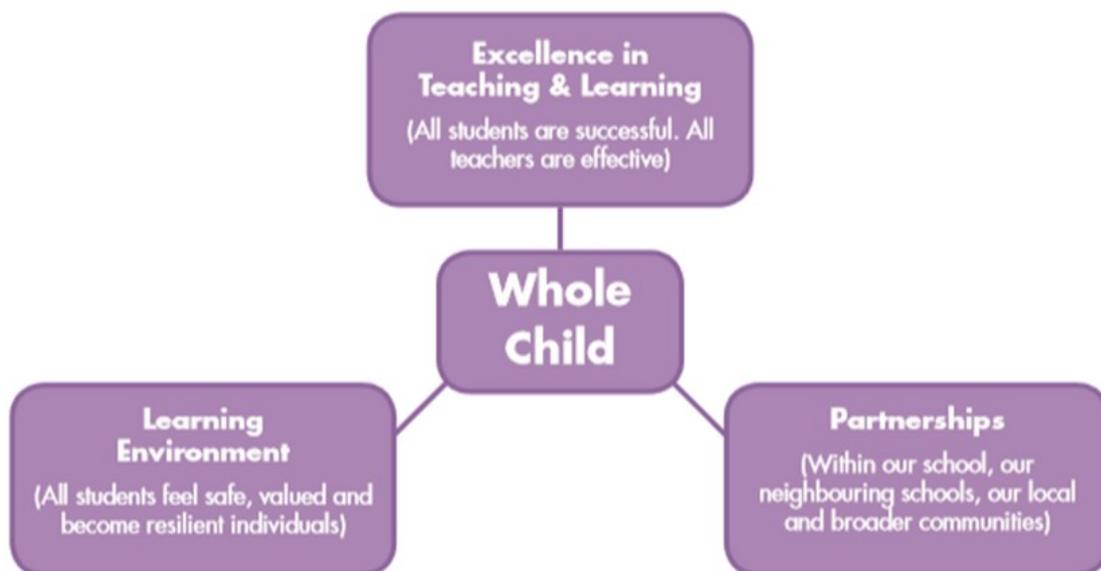
Inspiring Growth

SCHOOL PURPOSE:

Developing the 'whole child' and lifting learning achievement by inspiring growth through excellence, creativity, building partnerships and sustaining caring relationships.

VALUES:

Leadership, Courage, Responsibility, Respect, Co-Operation



SCHOOL PROFILE:



We are an Independent Public School located in the rapidly growing suburb of Lakelands, north of Mandurah. Located on Cawana Parkway the school was opened in 2014 and currently has 767 students.

We cater for students in Kindergarten through to Year Six and have an outstanding team of educators who share a commitment to work hand-in-hand with the community to provide a quality education for students.

We share a vision to create a learning environment that guarantees that every student is a successful student and that every teacher is an effective teacher. Our combined effort ensures a dedicated focus on developing the whole child: socially, emotionally, physically and academically. This focus reinforces the school's core values of leadership, courage, responsibility, respect and cooperation.

Our teaching team have put significant effort into ensuring the school's learning programs are diverse and flexible so as to cater for a variety of learning styles. In addition to the essential curriculum, the school offers students special programs around the disciplines of science, music, visual art and physical education. These programs, coupled with their associated clubs and leadership roles, mean that our students are always given new challenges.

Our students have access to state-of-the-art ICT infrastructure providing cutting-edge technology to support their learning including interactive whiteboards, iPads and a computer hub housed in the library. We've incorporated these resources to support our focus on STEM (Science, Technology, Engineering and Mathematics). Our goal is to produce creative and critical thinkers - talented young people who are best equipped for their future careers.

Naturally, a great school has great parent and community support. Our School Board takes an active role in establishing and maintaining clear direction for the school and works alongside our Parents and Citizen Association, who each term organises activities which bring the greater school community together.

SCHOOL BOARD CHAIR



Lakelands Primary School Board hold 4 meetings per annum held in week 5 of each term, we elect to have all meetings open as a form of transparency with our school community. It provides a means of formal and informal communication for our principle. In 2018 Lakelands had a change of principal and the board were influential in appointing Mr Bradden Mitchell.

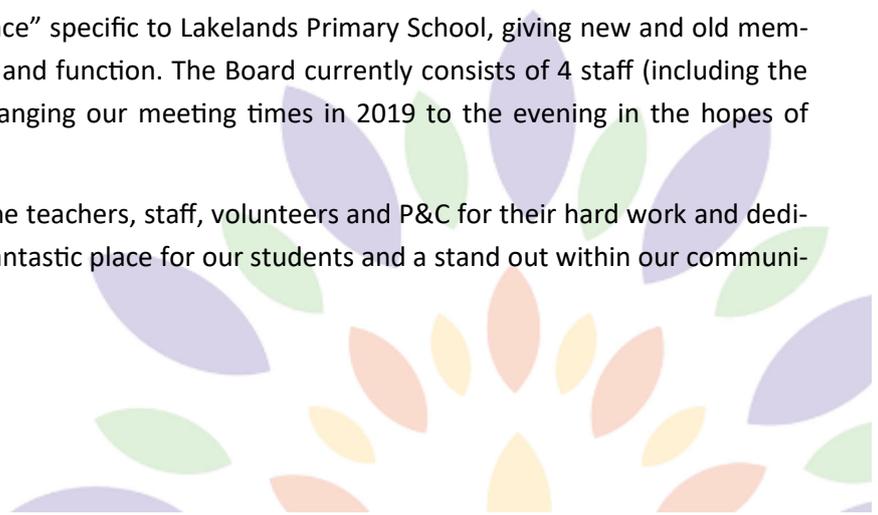
Throughout the year the school Board discuss finances, NAPLAN results and how we are achieving business plan targets.

We have recently formed a "Terms of Reference" specific to Lakelands Primary School, giving new and old members a clear understanding of the Boards role and function. The Board currently consists of 4 staff (including the principal) and 7 parent members. We are changing our meeting times in 2019 to the evening in the hopes of attracting community members.

On behalf of the Board I would like to thank the teachers, staff, volunteers and P&C for their hard work and dedication in making Lakelands Primary School a fantastic place for our students and a stand out within our community.

Emma Marcussen

Board Chair



INDEX OF COMMUNITY SOCIO ECONOMIC ADVANTAGE:

Lakelands Primary School has an ICSEA of 981 (State decile rank of 6) When “like schools” comparisons are referred to in this report, they are made with schools with a similar ICSEA. The average ICSEA across Australia is 1000. The ICSEA has replaced the SEI: (Social Economic Index) and represents a more accurate ranking of our community. Like school comparisons include the following schools;

Name	ICSEA
Arbor Grove Primary School	982
Bremer Bay Primary School	984
Capel Primary School	983
Edney Primary School	981
Lakelands Primary School	981
Meadow Springs Primary School	981
Mundijong Primary School	983
Rockingham Beach Primary School	981
Somerly Primary School	979
Waikiki Primary School	980
Yanchep Beach Primary School	981

2018 ENROLMENT TRENDS:

Student Numbers (as at 2018 Semester 2)

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(42)	88	114	102	105	107	80	87	725
Part Time	84								

Note: The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students

	Kin	PPR	Pri	Sec	Total
Male	41	55	309		405
Female	43	33	286		362
Total	84	88	595		767

	Kin	PPR	Pri	Sec	Total
Aboriginal	1	2	34		37
Non-Aboriginal	83	86	561		730
Total	84	88	595		767

Copy Options 

Enrolment growth at Lakelands Primary School has begun to stabilise in 2018 with the opening of Oakwood PS just 800m down the road. Oakwood PS begun operation in 2018 with their Kindy and Pre-Primary students. New enrolment boundaries were put in place with Oakwood PS gaining the Madora Bay catchment within their local area. This meant that the local area intake for Lakelands PS has reduced in number of established dwellings, however the amount of undeveloped land within the new boundary, still to be released, will impact positively on enrolment growth in the future.

Department Asset Planning and Services - Enrolment Projections made in August 2018

2019 714
2020 760
2021 796

STUDENT PROFILE

Students with a disability allocation = 20
 EALD Students = 11
 Aboriginal Students = 34
 2018 student transiency = 15.8%
 Student Suspensions = 8 days
 Students on an Individual Education Plan = 122
 Students on an Individual Behaviour Plan = 4



2018 DESTINATION HIGH SCHOOLS

Secondary school destinations for Year 7 2018

Coastal Lakes College – 74	Norseman DHS - 1
Frederick Irwin Anglican - 2	John Tonkin College – 1
Foundation Christian College – 1	Mandurah Baptist College – 5
Austin Cove Baptist College – 1	Comet Bay College – 1

86% of students attending Public Education facility for Year 7

STUDENT ATTENDANCE RATES:

Student attendance rates at Lakelands PS remain similar to that of both Like Schools and WA Public Schools. Most absences occur through children accompanying their parents on family holidays and for some families these are for cultural reasons. The attendance tool kit is used in school newsletters

Attendance Overall

Primary Attendance Rates

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2016	93.8%	93.2%	93.7%	91.3%	85.5%	80.7%	93.6%	92.8%	92.6%
2017	93.0%	92.8%	93.8%	92.7%	84.9%	81.2%	93.0%	92.2%	92.7%
2018	93.2%	93.2%	93.7%	87.5%	85.8%	80.8%	92.9%	92.8%	92.6%



STUDENT ATTENDANCE RATES (Continued)

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2016	79.6%	15.7%	4.1%	0.4%
2017	76.5%	17.0%	5.6%	0.9%
2018	75.6%	16.9%	5.1%	2.4%
Like Schools 2018	76.9%	16.1%	5.4%	1.6%
WA Public Schools 2018	77.0%	15.0%	6.0%	2.0%

ATTENDANCE SUMMARY:

- Regular attendance rates of students have been impacted on by some disengaged families that live a transient life moving in and out of the suburb according to their rental leases.
- Home visits are conducted by the Administration to assist those disengaged families with offers of assistance and engagement of outside agencies.
- The FIFO worker families do have regular absences from school.
- Parents are made aware of child absences through a text message system
- Parent requests for vacations during the term follow a process for approval by the Principal
- Administration follow up with parents / carers for individual case management
- General comments are made in Semester 1 & 2 reports referring to SAER attendance rates if the absentee rate is below 85%.
- Specific attendance targets and strategies will be put in place during 2019 to arrest the decline in regular attendance.



2018 STAFF PROFILE

Lakelands Primary School opened in 2014 in the rapidly growing suburb of Lakelands, north of Mandurah. Staffing flexibilities are a constant consideration given the growth of the suburb and transient nature of the community. 2018 began with a Year 6 class in a wet area waiting on a demountable classroom that was ordered due to increased enrolments over the holidays.

2018 Staffing Events:

- Level 6 Principal appointed Term 4 2018
- K-6 Teacher pool created in Term 3 for 2019 permanent and fixed term appointments made in term 4
- Booster Teacher and EA positions created to coach teachers in teaching of writing
- EA support extended to Junior Primary.
- 4 Deputies for Term 4 2018 to continue peer observation coordination.
- ICT teacher 0.2 created for technical assistance and capacity building.
- Head Cleaner retired

The tables below outlines the FTE and headcount of the total number of staff at Lakelands PS at the end of November 2018.

Table 1 FTE and headcount of staff for occupation groups

Occupation Group	Active Headcount	Active FTE	Inactive Headcount	Inactive FTE	Total Headcount	Total FTE
Leadership	5	4.4	0	0.0	5	4.4
Teacher	41	36.2	2	2.0	43	38.2
Mainstream EAs	9	6.7	1	0.8	10	7.5
Education Support EAs	10	9.1	0	0.0	10	9.1
Admin	5	4.5	0	0.0	5	4.5
Cleaner	3	1.8	0	0.0	3	1.8
Gardener	1	0.6	0	0.0	1	0.6
Other	1	0.4	0	0.0	1	0.4
Total	75	63.7	3	2.8	78	66.5

Table 2 Total employment FTE and headcount 2015-2018

Year	Headcount	FTE
2015	50	44.0
2016	68	59.3
2017	75	64.6
2018	76	66.5

Table 4 Students and staff trend

Year	Total Staff Headcount	Teaching Staff Headcount	School Support Staff Headcount	Students
2015	50	31	19	501
2016	68	42	26	672
2017	75	46	29	690
2018	76	47	29	765

* Note: student numbers are taken from Semester 1 schools online figures each year

Table 7 Comparison of age profile data

	2015			2018		
	All Staff	Teaching Staff	School Support Staff	All Staff	Teaching Staff	School Support Staff
Under 25	2	1	1	2	0	2
25 to 34	13	12	1	15	14	1
35 to 44	17	10	7	25	16	9
45 to 54	13	8	5	26	16	10
55 to 59	4	0	4	4	0	4
60 to 64	1	0	1	4	1	3

2017 –2019 BUSINESS PLAN TARGET ANALYSIS

EXCELLENCE IN TEACHING & LEARNING

All students are successful, all teachers are effective

Business Plan Target #1 *Students in whole school assessment for reading and writing is improved from baseline data to follow-up assessment.*

Achieved

Because of the way the Business Plan Target was written we have seen improvement from baseline testing. The number of students demonstrating improvement with the Oxford Owl reading assessment in Year PP-3 was low, this is an indication of an aspirational target. We were pleased with the Year 4 & 5 percentage of improvement in Informal Prose.

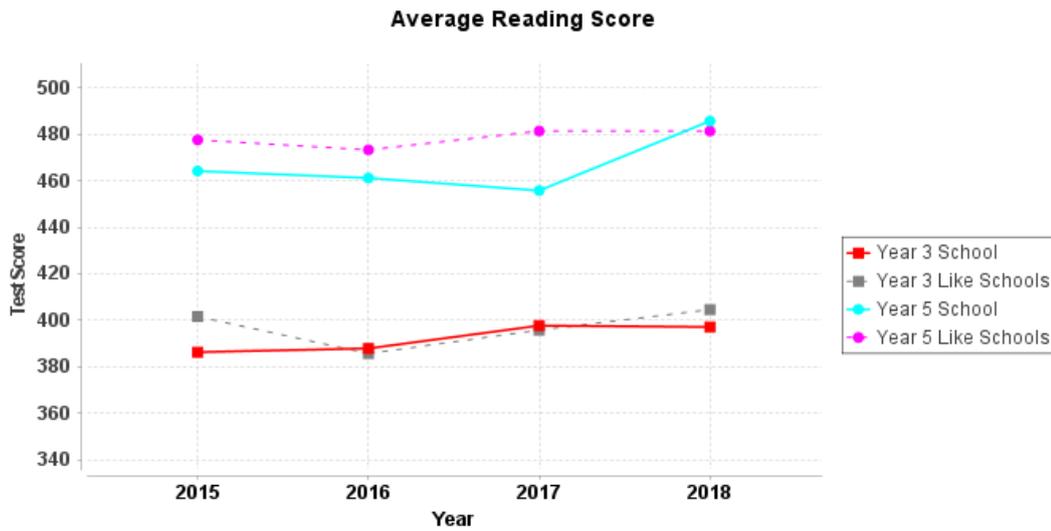
Year level	Cohort improving from baseline	Percentage of students improving from baseline
Oxford Owl		
Pre-Primary	43/88	48%
Year 1	53/114	46%
Year 2	43/100	43%
Year 3	40/82	52%
Informal Prose		
Year 4	78/109	72%
Year 5	66/81	81%
Year 6	60/88	68%

Not Achieved

No whole school Writing assessment was undertaken therefore cannot be reported on. Brightpath was initiated in 2018 and a driving committee established, however no common assessment task was administered. The focus in 2018 was the explicit teaching of the 10 elements of Writing.



Business Plan Target #2 *Students achievement in reading and writing is equal to or better than students in like schools.*



Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2015	386	402	464	478
2016	388	386	461	473
2017	398	396	456	481
2018	397	405	486	481

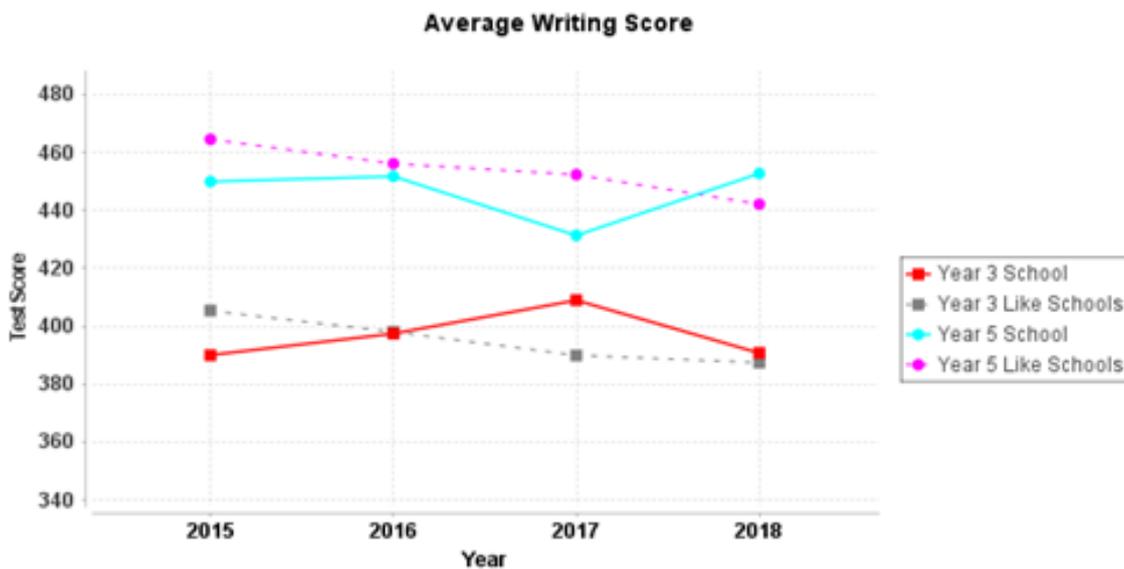
Not Achieved

Year 3 Reading continued an upward trend compared to like schools, but fell short by 8 NAPLANs in achieving Business Plan target #2.

Achieved

Year 5 Reading achieved the highest NAPLAN average in 4 years surpassing the like school average by 5 NAPLANs

and achieving Business Plan Target #2.



Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2015	390	405	450	465
2016	398	398	452	456
2017	409	390	431	452
2018	391	388	453	442

ACHIEVED

While Year 3 Writing took a dip in the 2018 NAPLAN writing average, the school still achieved the Business Plan target # 2 exceeding the like school average by 3 NAPLANS

The Year 5 Writing result in 2018 was a success story in that the school exceed like school averages and arrested a downward trend in Year 5 Writing. The 2018 NAPLAN average for Writing was the highest it's been in 4 years.

Business Plan Target #3 *Student achievement in whole school assessment for numeracy is improved from baseline data to follow up assessment.*

ACHIEVED

Westwood basic facts whole school assessment:

Strengths are that from Years 2-6, across all operations an average of 82% of students are achieving in the normal to high range.

There has been significant progress in Year 4 multiplication and in Year 3 multiplication and division. Apart from these highlights, progress is positive, but not significant.

AREAS OF FOCUS

Ensure yearly plans in Early Years cover content needed – eg Year 1's bring forward subtraction to ensure it has been introduced before the start of term 3 to allow students time to learn the concept before sitting-test.

Middle years to continue focus on inverse operations.

Senior years also need to focus on inverse operations and calculate strategies

RECOMMENDATIONS

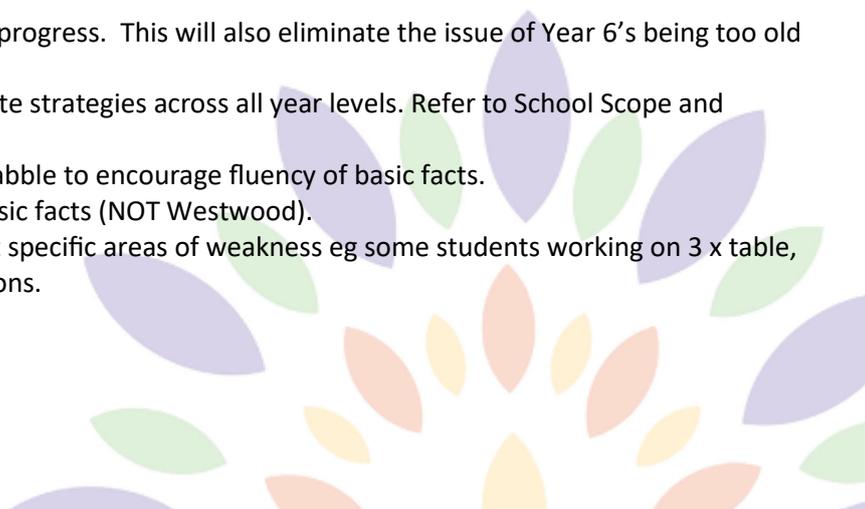
Use raw scores for ease of measuring progress. This will also eliminate the issue of Year 6's being too old for scaled scores in semester 2.

Continue explicit instruction of calculate strategies across all year levels. Refer to School Scope and Sequence.

Use of games, Paul Swan, Numero, Mabble to encourage fluency of basic facts.

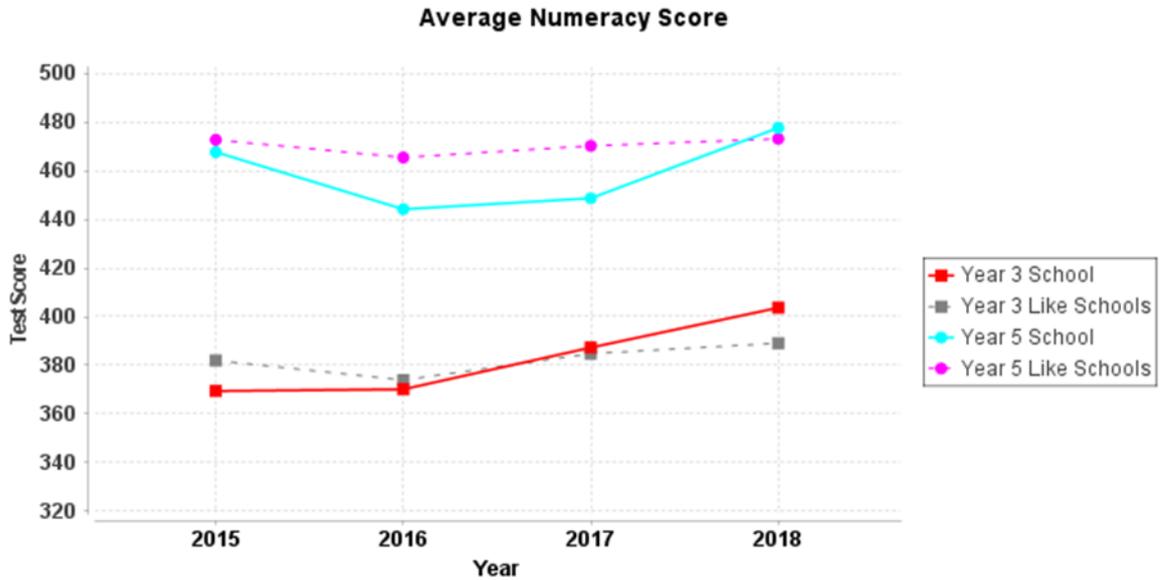
Introduce regular timed practice of basic facts (NOT Westwood).

Differentiation within classes to target specific areas of weakness eg some students working on 3 x table, others on 7 x table or inverse operations.



Business Plan Target #4 Student achievement in numeracy is equal to or better than students in like schools.

ACHIEVED



Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2015	369	382	468	473
2016	370	374	444	466
2017	387	385	449	470
2018	404	389	478	473

Both Year 3 and Year 5 Numeracy continued its positive upward trajectory exceeding performance of like schools and achieving the highest NAPLAN average in 4 years. 2018 was the first time Year 5 Numeracy had exceeded the like school average.

Business Plan Target #5 The performance of case managed students improves from baseline to follow-up assessment.

2016 -2018 NAPLAN Target Review Year 3 to Year 5 Case Management Students

Case Managed Numeracy Targets: **ACHIEVED**

Target selected students to increase by 3 bands by their next NAPLAN assessment. (Band 2 – Band 5) - 60% of identified students achieved 3 band progress.

Case Managed Reading Targets: **NOT ACHIEVED**

Target selected students in band 4 to increase by 3 bands by their next NAPLAN assessment. – 0%

Case Managed Writing Targets: **NOT ACHIEVED**

Target selected students in band 4 to increase by 3 bands by their next NAPLAN assessment. – 33%

2016 -2018 NAPLAN Target Review Year 5 to Year 7 Case Management Students

Case Managed Numeracy Targets: **ACHIEVED**

Target selected students in band 5 to increase by 2 bands by their next NAPLAN assessment. – 60% of identified students achieved 2 band progress

Target selected students in bands 4 to increase by 2 bands by their next NAPLAN assessment. – 80% of identified students achieved 2 band progress

Case Managed Reading Targets: **ACHIEVED**

Target selected students in bands 4 to increase by 2 bands by their next NAPLAN assessment. – 75% of identified students achieved 2 band progress

Case Managed Writing Targets: **ACHIEVED**

Target selected students in bands 5 to increase by 2 bands by their next NAPLAN assessment. – 57% of identified students achieved 2 band progress

Case Management Reflection:

While the 2018 case managed data reflected a positive outcome for identified students in the 2016-2018 NAPLAN it was felt that with expanded access to whole school data (PAT), the process of case management could be less reliant on NAPLAN data and also capture more students in the process.

In 2019 the Case Management approach will look to be expanded to identify SAER, CASE and TARGET students from Pre-Primary to Year 6, based on school based assessment and teacher judgment. PAT Maths and Reading will be introduced from Year 1-6 to assist with the data identification of more students. The focus for case management at Lakelands Primary School will be on Reading and Number specifically.

Business Plan Target #6 *Improved learning engagement and achievement in STEM learning areas.*

ACHIEVED

Annual Report – Science Mrs Aggie Theodosiou

2018 Year Recap: Science at Lakelands Primary School continues to be a dynamic area that promotes a passion for learning and develops scientific creative and critical thinking skills. Specialist teachers facilitated and assessed understanding and skills using the Western Australian Curriculum and S.C.A.S.A. Judging Standards and for the past few years NAP Science Literacy Test for year six students.

Our emphasis of engaging students in their understanding of Biological, Chemical, Physical and Earth and Space Sciences included practical experiments, research skills and digital technologies. Environmental sustainability was promoted through teachers, the Waste Wise Committee and the student Go Green Team. A few of the Go Green practices included collecting and recycling paper, supervising worm feeding and



looked out for the environmental champions and classes. During 2018, a number of year 6 students excelled in their Science understanding and inquiry skills with a few of them partaking in extension programs, such as Surf Science and Murdoch University Science programs in 2019.



Event Highlights:

This year's scientific incursions and excursions have included:

The Pre-Primary to Year 3 classes enjoyed the Scitech Planetarium visit where they entered the Space Dome and completed a workshop about the wild winds on Mars. The Year 4 to Year 6 students were thrilled with the Supersonic Science incursion. Many chemical and physical science preconceptions were put to the test with explosions and chemical reactions. The Year 1 and Year 2 students had a visit from the City of Mandurah and Lakelands librarians who displayed dinosaur artefacts and worked with the children to complete an ice investigation. The Go Green team attended the Kids Teaching Kids Conference again this year and will present next year, they enjoyed learning about environmental issues in our region. The Physical Science STEM Completion Day included a demonstration of student built machines and Comet Bay College's student built Electric Vehicles.



Lakelands Primary Future Directions in Science 2019 and Beyond:

Environmental Sustainability: The school continues to promote recycling practises and collecting ring pulls, batteries, ink cartridges, paper, cool drink bottles and small cardboard boxes. In the coming year we plan to add soft plastics and metals. At the end of 2018 we received a grant from the Waste Wise Authority, this year we will begin developing an outdoor learning area.

Best Practice: The Science Specialist team are involved in a number of Peel and surrounding networks, including the Sustainability Network, Science Network, eSTEAM Network, NQS Network, the Waste Wise Committee and STEM Committee, ensuring that students have access to best practices and resources.

Targets for Science: This year Science PAT Science Assessments will be implemented and replace the NAP Literacy test for years 4 to 6. Students will participate in STEM learning and the CSIRO Crest Projects will be introduced to the upper years. The school Go Green team will be presenting at the Kids Teaching Kids Conference.

Specific target Areas: Writing a clear investigable question, determining the controlled and dependent variables, measuring and graphing the results and writing an evaluation/conclusion. (Year 3-6). Year 1 and 2 will be drawing and labelling, making predictions and comparisons, measuring and graphing results. Kindy and Pre-Primary begin their journey of scientific discovery.

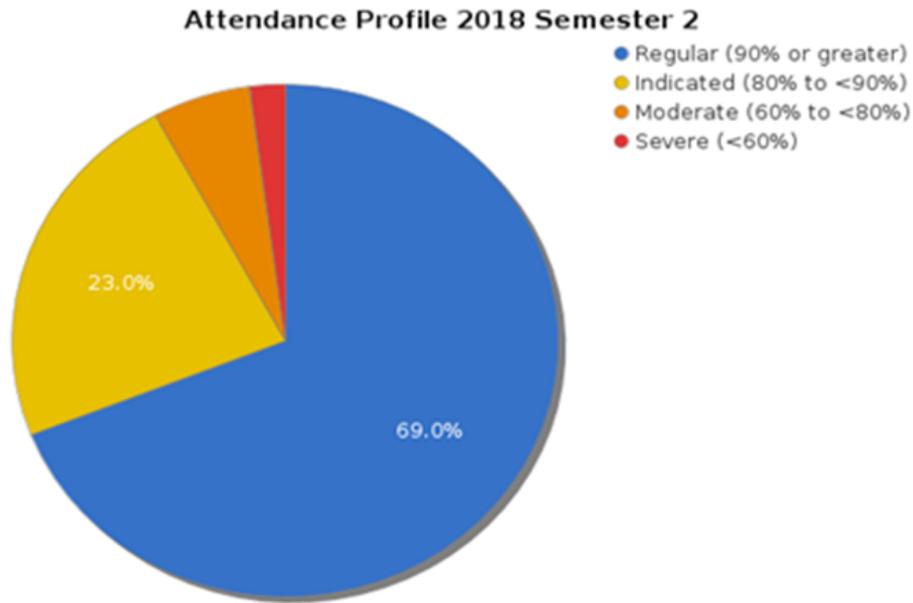


Learning Environment

All students feel safe, valued and become resilient individuals

Business Plan Target #7 Maintain attendance above 92%

ACHIEVED



Attendance Overall

Primary Attendance Rates

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2016	93.8%	93.2%	93.7%	91.3%	85.5%	80.7%	93.6%	92.8%	92.6%
2017	93.0%	92.8%	93.8%	92.7%	84.9%	81.2%	93.0%	92.2%	92.7%
2018	93.2%	93.2%	93.7%	87.5%	85.8%	80.8%	92.9%	92.8%	92.6%

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2016	79.6%	15.7%	4.1%	0.4%
2017	76.5%	17.0%	5.6%	0.9%
2018	75.6%	16.9%	5.1%	2.4%
Like Schools 2018	76.9%	16.1%	5.4%	1.6%
WA Public Schools 2018	77.0%	15.0%	6.0%	2.0%

2019 Attendance Targets:

- ◆ Regular attendance to be higher than WA Public Schools
- ◆ Semester 1 & 2 Total Attendance to be above 93%
- ◆ Severe attendance rate to be less than like schools

Business Plan Target #8 *Promote wellbeing and maintain improvement in student/staff satisfaction levels.* **ACHIEVED**

Staff survey returned 53 which was up from 20 in 2016. Year 5 & 6 students were surveyed using the National School Opinion Survey and results are being compared from the 2016 survey.

National School Opinion Survey question	2016 Response Agree/Strongly Agree	2018 Response Agree/Strongly Agree	Difference
I receive useful feedback about my work at this school	42%	74%	+32%
Staff are well supported at this school	42%	74%	+32%
This school takes staff opinions seriously	55%	79%	+24%

Student survey using the National School Opinion Survey was conducted in 2016 and 2018. In order to demonstrate achievement of Business Plan Target #8, the following test items were compared.

National School Opinion Survey question	2016 Response Agree/Strongly Agree	2018 Response Agree/Strongly Agree	Difference
I like being at my school	85%	69%	-16%
I feel safe at my school	81%	64%	-17%
My school takes students opinions seriously	67%	73%	+6%

The student response to the negative indication to feeling safe and like being at school was to increase the number of teachers on duty, increase the amount of sport equipment in the playground and have dedicated organised senior games on each break time.

Business Plan Target #9 *Improved Attitude, Behaviour and Effort (ABE) results against previous semester reports.* **NOT ACHIEVED**

No data was collected was collected in 2018 to report on this target.

Partnerships

Establish two way productive partnerships within our school, our network of schools and our local communities

Business Plan Target #10 *School staff participate in relevant local area networks (administration, teachers, specialist)* **ACHIEVED**

In 2018 Lakelands staff have been actively involved in many local networks; Such as;

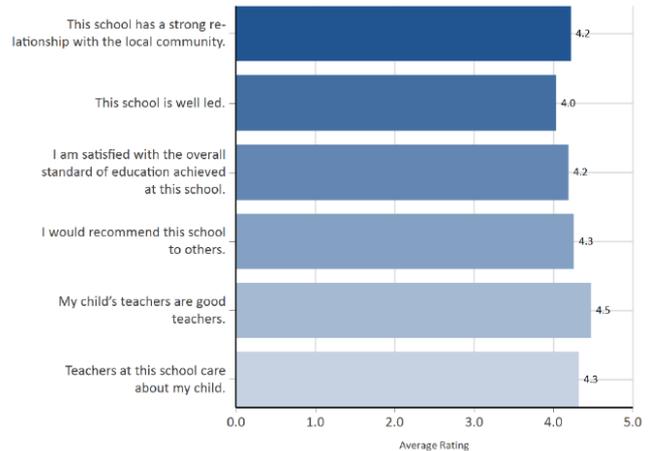
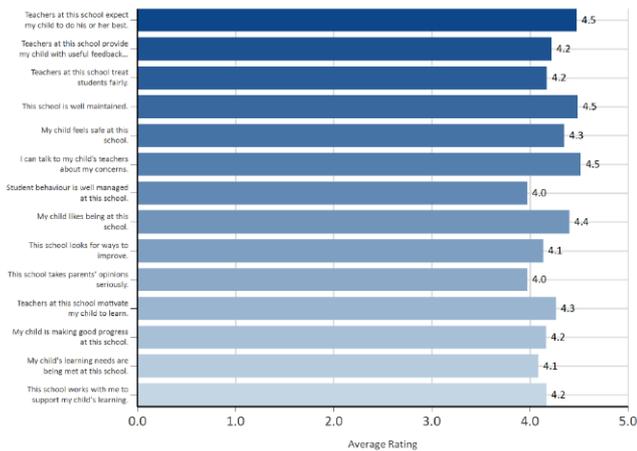
Mandurah Stem Network, Peel Art Teachers Network, Connecting Communities, Fathering Project, Mandurah Schools Network, South Metro Principal Briefings

Business Plan Target #11 *Establish and maintain strong community satisfaction levels*

ACHIEVED

The National School Opinion Survey was conducted in August 2018 with all stakeholders, Parents, Students and staff.

The response from the community was encouraging with 153 returned responses. All aspects of the community survey reflected a strong community satisfaction level.



Business Plan Target #12 *Continue to promote community use of our school facilities*

ACHIEVED

The Lakelands Primary School site has been made available to local sporting such as Mandurah Cricket Club, local Basketball teams, P&C discos and events, as well as parent information sessions and local catering company leasing

Business Plan Target #13 *Maintain partnerships with tertiary institutions supporting Pre-service staff.*

ACHIEVED

PRE-SERVICE TEACHER CO-ORDINATOR REPORT 2018

Following recommendations at the conclusion of 2017, some changes were implemented in 2018 to improve our Pre-Service Teacher Mentoring Program.

Mentor Teachers and Pre-Service Teacher Numbers 2018	
Lakelands Mentor teachers during 2018	11
Pre-Service Teachers	12
University	Number
Curtin	1
ECU	7
Notre Dame	4

Business Plan Target #13 *Maintain partnerships with tertiary institutions supporting Pre-service staff.*

(Continued)

Achievements of 2018

- Learning Café was held in May 2018 which discussed changes to the mentoring program, gained staff opinions on improvements to the program and outlined requirements for staff wishing to mentor a PST in 2018.
- Online modules for Mentoring teachers completed by PST Coordinator. Resources from this shared at Learning Café and relevant resources saved on S drive for staff to access.
- Guidelines developed for our PST mentoring program.
- Induction process and booklet revised and implemented with all PST's.
- Coordinator role established.
- Coordinator observed any PST's whose performance was of concern and supported the mentor teacher, supervisor and PST through the process for improvement.
- Communication links between LPS and Curtin, ECU and Notre Dame established.
- New contacts established with Murdoch university and places will be offered for 2019. Previous concerns discussed and new processes have been put in place at the university.

Fewer PST's were accepted at LPS in 2018 than previously, giving staff a break in workload and allowing us time to develop guidelines to improve our program.

Of interest in 2018

- We had a number of requests from students from online universities in 2018. Coordinator researched how these programs ran and support provided to the school. The decision was made not to accept students from online universities – including those who were using local universities for supervision of PST's during their practicums.
- In 2017 concerns were raised by staff regarding some Murdoch University students. LPS staff had had difficulty with some of the supervisors and payment to mentor teachers was late and had to be followed up. The decision was made not to take on any Murdoch students in 2018.

Recommendations for 2019

- Continue with a Learning Café early in 2019 for staff interested in mentoring a PST to ensure the new guidelines are requirements are understood and AITSL mentoring modules explored.
- Continue to encourage staff to complete the online modules for mentoring teachers on the AITSL website.
- Maintain links with ECU, Curtin, ND and Murdoch universities.
- Continue monitoring the number of PST's accepted to keep it to a reasonable level.

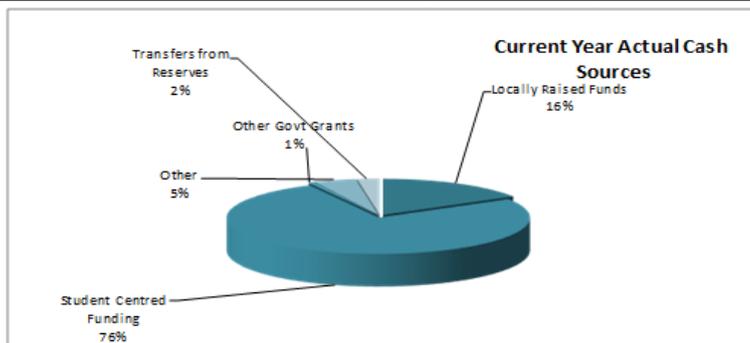
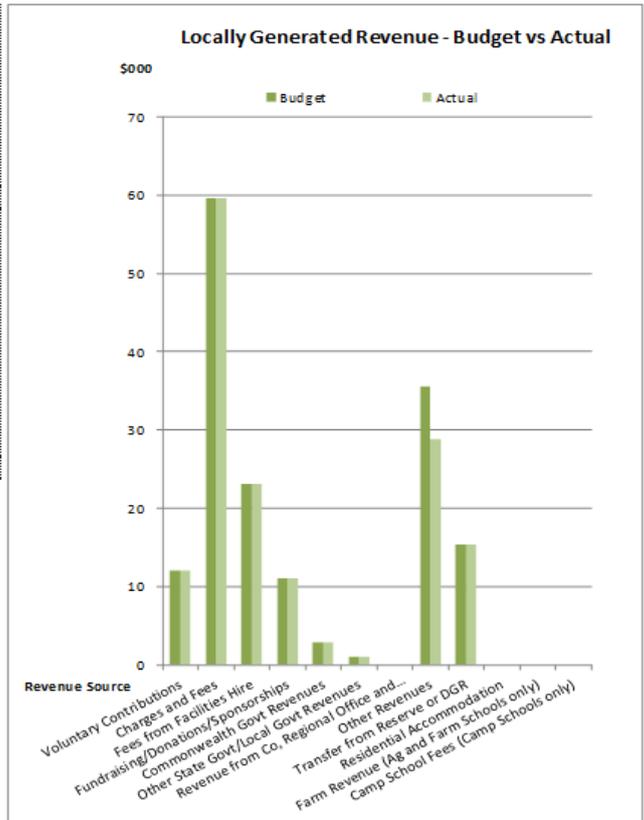


Lakelands Primary School 2019 and Beyond:

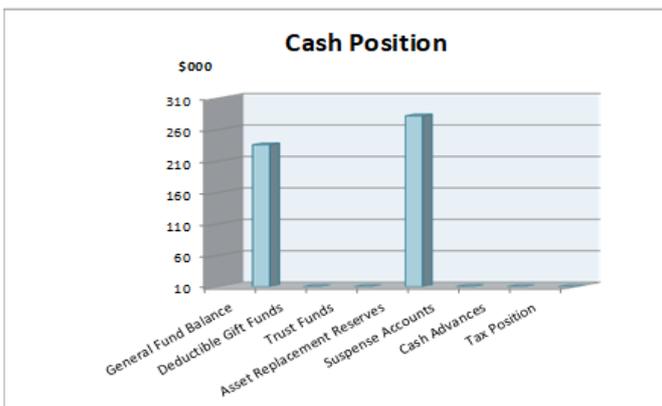
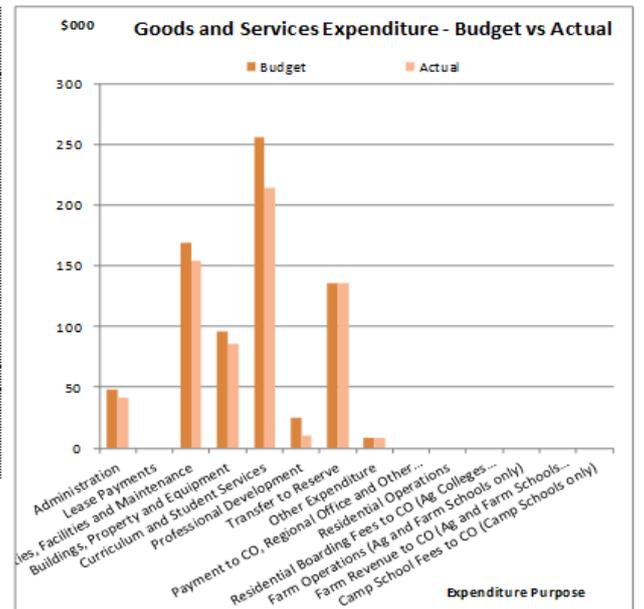
- ◆ **Prepare for Public School Review Term 4 2019**—Continue to use the Electronic School Assessment Tool (ESAT) to collect evidence on how we are going?, How do we know? And how are we improving?
- ◆ **New 2020-2022 Business Plan incorporating recommendations from Public School Review**
- ◆ **Explicit Improvement Agenda:** Clear school wide targets for improvement using school and system data. These will be clearly articulated to the community with accompanying timelines.
- ◆ **Connected Practice** – Using 7 Steps in Writing & Brightpath Moderated Assessment Lakelands develops an explicit, coherent, sequenced plan for curriculum delivery in Writing across the school which makes clear what and when teachers should teach and students should learn. Whole school PL in 7 Steps have been organised for Term 2 2019
- ◆ **PP-Year 6 Case Management Approach**— High priority being placed on ensuring that classroom teachers identify and address the learning needs of individual students, including high achieving students, through a case managed approach.
- ◆ **Year 1-6 PAT data collection & Analysis**— Data used throughout the school to identify gaps in student learning, to monitor improvement over time and to monitor growth across the years of school. Teachers given data electronically and provided with, and use, software to analyse, display and communicate data on individual and class performances and progress. Best Performance—CNAP and Data Hub will be used to achieve this.
- ◆ **PATHs**— Promoting Alternative Thinking Skills (PATHs) will continue to be our Social/Emotional whole school approach. Whole School PL is scheduled for Term 3 2019. Build on our school values by providing direct links to our PATHS program.
- ◆ **Health & Wellbeing Staff & Students**— Raise profile of health and wellbeing in line with Be You guidelines. This will include PD, incursions, environmental installations and the integration of our values and social and emotional learning program (PATHS) across the curriculum. Build on and explore the use of Mindfulness to promote positive health and wellbeing.
- ◆ **Build capacity and effectiveness of the School Board** - Explore a community member position for the School Board and change the meeting times to the evening to attract a community member.
- ◆ **Continue to build capacity of teaching & non-teaching staff:** Effective staff induction, Learning Cafes and Professional Learning opportunities are accessed in line with performance management goals.
- ◆ **Develop and facilitate a Fathering Project group ‘Lakelands Lads’**



Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 12,129.00	\$ 12,129.00
2 Charges and Fees	\$ 59,658.00	\$ 59,657.34
3 Fees from Facilities Hire	\$ 23,132.00	\$ 23,131.82
4 Fundraising/Donations/Sponsorships	\$ 11,110.00	\$ 11,110.00
5 Commonwealth Govt Revenues	\$ 2,935.00	\$ 2,935.49
6 Other State Govt/Local Govt Revenues	\$ 1,000.00	\$ 1,000.00
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8 Other Revenues	\$ 35,592.00	\$ 28,874.18
9 Transfer from Reserve or DGR	\$ 15,420.00	\$ 15,420.00
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 160,976.00	\$ 154,257.83
Opening Balance	\$ 241,576.00	\$ 241,575.94
Student Centred Funding	\$ 483,022.98	\$ 489,893.12
Total Cash Funds Available	\$ 885,574.98	\$ 885,726.89
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 885,574.98	\$ 885,726.89



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 47,871.00	\$ 41,750.94
2 Lease Payments	\$ -	\$ -
3 Utilities, Facilities and Maintenance	\$ 169,299.00	\$ 154,168.77
4 Buildings, Property and Equipment	\$ 96,460.36	\$ 85,807.06
5 Curriculum and Student Services	\$ 255,982.64	\$ 213,829.99
6 Professional Development	\$ 25,000.00	\$ 10,078.31
7 Transfer to Reserve	\$ 136,000.00	\$ 136,000.00
8 Other Expenditure	\$ 8,562.00	\$ 8,267.24
9 Payment to CO, Regional Office and Other Schools	\$ -	\$ -
10 Residential Operations	\$ -	\$ -
11 Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12 Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13 Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14 Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
Total Goods and Services Expenditure	\$ 739,175.00	\$ 649,902.31
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 739,175.00	\$ 649,902.31
Cash Budget Variance	\$ 146,399.98	



Cash Position as at:	
Bank Balance	\$ 525,483.64
Made up of:	\$ -
1 General Fund Balance	\$ 235,824.58
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 281,826.80
5 Suspense Accounts	\$ 10,117.26
6 Cash Advances	\$ -
7 Tax Position	\$ 2,285.00
Total Bank Balance	\$ 525,483.64