



Lakelands
PRIMARY SCHOOL

2019 ANNUAL REPORT





TABLE OF CONTENTS

	Page
Principal Address	3
School Context	4
School Profile	5
School Board Chair	
Index of Community Socio Educational Advantage	6
2019 Enrolment Trends	
Student Profile and Attendance rates	7-8
2018 Staff Profile	9
2017—2019 Business Plan Target Analysis	10-18
Physical Education Report	19
Music Report	20
Visual Arts	21
Future Directions	22
2019 Financial Summary	23



Principal's Address



I would like to welcome you to Lakelands Primary School's 2019 Annual Report.

After my first full year as Principal of Lakelands Primary School I have realized something very special about being part of the Lakelands community, the energy and dynamic of our students, the possibility of what we can achieve together, their openness and optimism, the joy expressed in the activities we share and the emotion expressed as we farewell our students at their graduation. Deep in the roots of our passion for education lies the hope that we can support our students to know who they are, recognise their strengths, inspire growth and understand what values drive them to be successful.

2019 saw Lakelands Primary School celebrate 6 years of educating children. Throughout this time, our school has transformed in size growing from Kindy and Pre-Primary in 2014 to a Level 6 school in 2019, while leading the way in the delivery of primary education in the Peel district. As a result of our improving academic performance, we will continue to develop whole system programs that enhance students' literacy and numeracy skills across our school.

As I reflect on 2019 school year with the Lakelands leadership team, I am full of hope for what lies ahead. We are part of a school community that genuinely cares about our children and our collective purpose. We look to a future that embraces our diversity and the strength that will flow from everyone belonging. We are inspired by new possibilities and not afraid of the challenges before us. Our school motto stands strongly before us and we are ever mindful of our shared responsibility to '*inspire growth*' in all that we do.

At Lakelands Primary School, actions, programs and decisions are judged by their impact on student achievement, not merely classroom and school

processes. Teacher's attention is focused on standards of achievement expected of students and on monitoring progress towards those standards. Teachers use information about achievement to assist students not meeting benchmarks and extend those working above year level. This was evident in our Year 4 extension students working with Coastal Lakes College in the '*Imagine*' project.

In 2019 Lakelands Primary School's academic performance continued upward trends in all tested areas. The longitudinal graphs displayed in this report demonstrate continued improvement.

I must congratulate staff on their dedication and commitment to high quality teaching practice and passion for ensuring that the '*whole child*' is catered for through implementation of our Business Plan priorities of:

1. Excellence in Teaching & Learning
2. Learning Environment
3. Partnerships

Significant outcomes the school achieved in 2019 included:

- Creation of a Wellness Centre
- Fathering Project events
- All access \$250 000 Year 1-3 Playground
- Effective transition of Year 6 students to the new College
- Cross School moderation involving 5 schools
- Successful implantation of the 2017-2019 Business Plan

The information presented in this report, validates the decisions that have been made by the school's leadership and School Board in relation to our strategic direction, frameworks and programs. We have continued throughout 2019, to operate under the banner and flexibilities that IPS encompasses. I am confident that Lakelands has a strong and sound strategy to achieve success and will continue to significantly enhance the lives of children into the future.

Bradden Mitchell

Principal





Lakelands
PRIMARY SCHOOL

SCHOOL CONTEXT

AN INDEPENDENT PUBLIC SCHOOL

LAKELANDS PRIMARY SCHOOL: Level 6 Term 4 2018

PRINCIPAL: Bradden Mitchell

Deputy Principals: Marnie Hamilton K-2, L'Ticia Howes Yr.3-6

Janine Muir Student Services

SCHOOL BOARD CHAIR: Mrs Megan Cleary

SCHOOL ICSEA

2019: 986 **2018:** 981 **2017:** 981 **2016:** 982 **2015:** 986 **2014:** 1007

2019 ENROLMENT NUMBERS: 734

2019 FEBRUARY CENSUS: 719

SCHOOL TRANSIENCY:

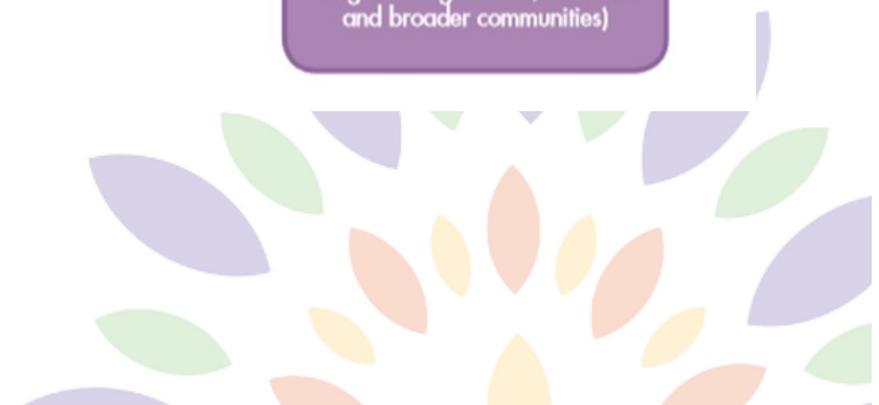
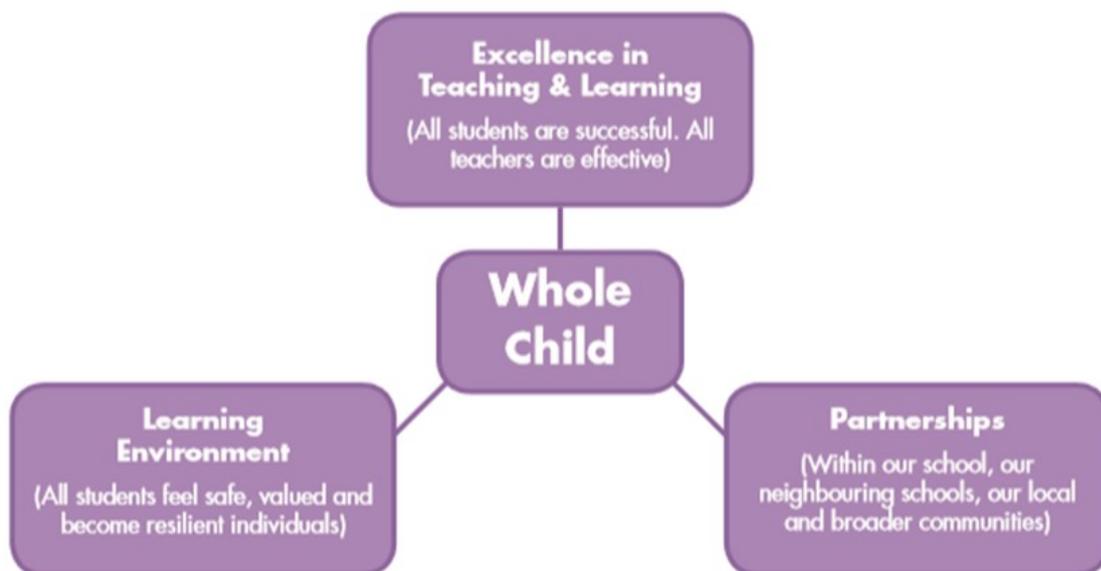
2019: 14.2% **2018:** 15.8% **2017:** 18.6% **2016:** 21.9% **2015:** 31.2% **2014:** 24.6%

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.



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 . We cater for students in Kindergarten through to Year 6 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 all 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.

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

For Lakelands Primary School, 2019 saw some changes to the composition of the board. Long standing Chairperson Emma Marcussen resigned at the beginning of term 3 due to work and study commitments. On behalf of the board, I would like to thank Emma for her dedication over the years and wish her success in her future endeavours. Following the election post her resignation, I was appointed the new chairperson and I look forward to embracing the position over the coming years. We welcomed new parent members Brigitta Swed, Jye Flood, Fleur Leo and P&C President Emma-Lee Whybrow. Staff members include Alex Sallur, Jane Clark, Marnie Hamilton and our principal, Bradden Mitchell. We also welcomed a new community member, Aaron Spice, who works in the disability sector of Advance Personnel Management (APM). I would like to thank each of our fellow board members for their ongoing commitment to the school.

All our meetings are open for transparency and inclusion and operate within the Terms of Reference. Meetings are held in week 7 of each term in the evening to accommodate more members and allows for a team building exercise after the meeting which enhances the members relationships and provides a means of formal and informal communication for our principal.

The 2017-2019 business plan has come to an end and the school will receive an independent review of its performance towards the end of 2020. Throughout the year, the board was kept updated of the schools performance through a wide range of measures including NAPLAN results and the "My School" website. We also discussed key areas for improvement and priorities that will assist in formulating the new business plan for 2020.

We hosted a board training night, welcoming board members from Oakwood Primary School to an interactive and informative session. We had our first guest speakers from the wellbeing committee, our newly appointed chaplain, Kelly Waldeck and student service deputy, Janine Muir. They have set up a new wellbeing centre and discussed different strategies and initiatives that will be implemented across the school in 2020. We discussed the successful application to the 3 year Fogarty School Improvement Program, starting in 2020 which aligns with the schools new business plan.

The board endorsed the school budget and can confidently report sound business and management by the school administration. We adopted the new 2020-2021 work force plan. We also reviewed and approved voluntary contributions and personal item lists for 2020. We acknowledged the P&C contributions to the school. The installation of the new junior playground was funded jointly by a P&C donation and through school funding. It is great to see the students enjoying this great new asset for the school.

It is a pleasure to take on the role of chair and I have no doubt that our committed and conscientious board members will continue to provide valuable input throughout 2020 as the new business plan is finalised, implemented and monitored.

Megan Cleary

Board Chair

INDEX OF COMMUNITY SOCIO EDUCATIONAL ADVANTAGE:

Lakelands Primary School has an ICSEA of 986 (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	986
Butler Primary School	986
Capel Primary School	990
East Beechboro Primary School	983
Lakelands Primary School	986
Malvern Springs Primary School	984
North Kalgoorlie Primary School	983
Rockingham Beach Primary School	981
Pannawonica Primary School	989
Waikiki Primary School	986
Woodland Grove Primary School	987

2019 ENROLMENT TRENDS:

Student Numbers (as at 2019 Semester 2)

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(41)	84	86	105	95	98	104	81	694
Part Time	81								

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

	Kin	PPR	Pri	Sec	Total
Male	43	43	294		380
Female	38	41	275		354
Total	81	84	569		734

	Kin	PPR	Pri	Sec	Total
Aboriginal		3	27		30
Non-Aboriginal	81	81	542		704
Total	81	84	569		734

Enrolment growth at Lakelands Primary School has continued to stabilise in 2019 with the opening of Oakwood PS just 800m down the road. During 2019 Oakwood PS begun Kindy—Year 6 operation. 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 LPS 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:

2021 796

STUDENT PROFILE

Students with a disability allocation = 21

EALD (English as an Additional Dialect) Students = 15

Aboriginal Students = 30

Language Background Other Than English LBOTE = 29%

2018 student transiency = 14.2%

Student Suspensions = 2 (2.5 days)

Students on an Individual Education Plan = 112

Students on an Individual Behaviour Plan = 6



2019 DESTINATION HIGH SCHOOLS

Secondary school destinations for Year 7 2020

Coastal Lakes College – 67

Coodanup—1

Frederick Irwin Anglican— 1

John Tonkin College – 2

Mandurah Catholic College – 2

Mandurah Baptist College – 8

Austin Cove Baptist College – 1

Margaret River HS – 1

87% of students attending Public Education facility for Year 7

13% Private school

STUDENT ATTENDANCE RATES:

Student attendance rates at LPS 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 to inform parents of their obligation around attendance.

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
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%
2019	92.3%	92.2%	92.7%	85.5%	84.6%	79.5%	91.9%	91.6%	91.6%



STUDENT ATTENDANCE RATES (Continued)

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2017	76.5%	17.0%	5.6%	0.9%
2018	75.6%	16.9%	5.1%	2.4%
2019	70.3%	22.5%	5.7%	1.5%
Like Schools 2019	70.8%	20.5%	7.0%	1.6%
WA Public Schools 2019	73.0%	19.0%	6.0%	2.0%

ATTENDANCE SUMMARY:

- Of particular concern for Lakelands PS is the number of unapproved vacation days in 2019 totalling 1450 days; as a result this has impacted our Regular attendance rate dropping to below like schools.
- Regular attendance rates of students have been impacted 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 Leadership Team 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 (Students At Educational Risk) attendance rates if the absentee rate is below 85%
- Teachers discuss the importance of regular attendance at weekly Values meetings
- Attendance certificates are awarded each term to students who have maintained 100% attendance
- Specific attendance targets have been put in place within the 2020-2023 Business Plan with the aim of arresting the decline in regular attendance.



2019 STAFF PROFILE

2019 Staffing Events:

- Maternity Leave by three staff members was taken in 2019. 1 in Term 3, 1 Mid way through term 4 and 1 at the end of Term 4.
- Two staff members returned from maternity leave. Lisa Harris worked with the Junior Primary on Literacy support for 0.4 FTE. Samantha Warnock backfilled maternity leave of Tabitha Creed in the Kindy.
- Supernumerary Deputy Principal from another school worked at Lakelands from Term 2 –4 in a leadership capacity increasing his work fraction on Doctors advice.

The tables below outlines the FTE and headcount of the total number of staff at LPS 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	4	4.0	1	1.0	5	5.0
Teacher	37	34.0	3	2.6	40	36.6
Mainstream EAs	9	6.5	0	0.0	9	6.5
Education Support EAs	12	9.4	0	0.0	12	9.4
Admin	5	4.0	0	0.0	5	4.0
Cleaner	4	2.9	0	0.0	4	2.9
Gardener	1	0.6	0	0.0	1	0.6
Other	2	1.0	0	0.0	2	1.0
Total	74	62.4	4	3.6	78	66.0

Table 2 Total employment FTE and headcount 2016-2019

Year	Headcount	FTE
2016	68	59.3
2017	75	64.6
2018	76	66.5
2019	76	66.0

Table 4 Students and staff trend

Year	Total Staff Headcount	Teaching Staff Headcount	School Support Staff Headcount	Students
2016	68	42	26	672
2017	75	46	29	690
2018	76	47	29	765
2019	76	45	31	719

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

Table 7 Comparison of age profile data

	2016			2019		
	All Staff	Teaching Staff	School Support Staff	All Staff	Teaching Staff	School Support Staff
Under 25	3	1	2	1	0	1
25 to 34	12	11	1	11	10	1
35 to 44	28	17	11	29	17	12
45 to 54	18	12	6	26	15	11
55 to 59	6	1	5	4	2	2
60 to 64	0	0	0	5	1	4
65 to 69	1	0	1	0	0	0

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

As a result 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 meeting end of year reading target.	Percentage of students meeting end of year reading target.
Oxford Owl		
Pre-Primary	51/88	59%
Year 1	36/84	43%
Year 2	50/102	49%
Year 3	44/94	47%
Informal Prose		
Year 4	51/99	52%
Year 5	70/99	71%
Year 6	75/82	91%

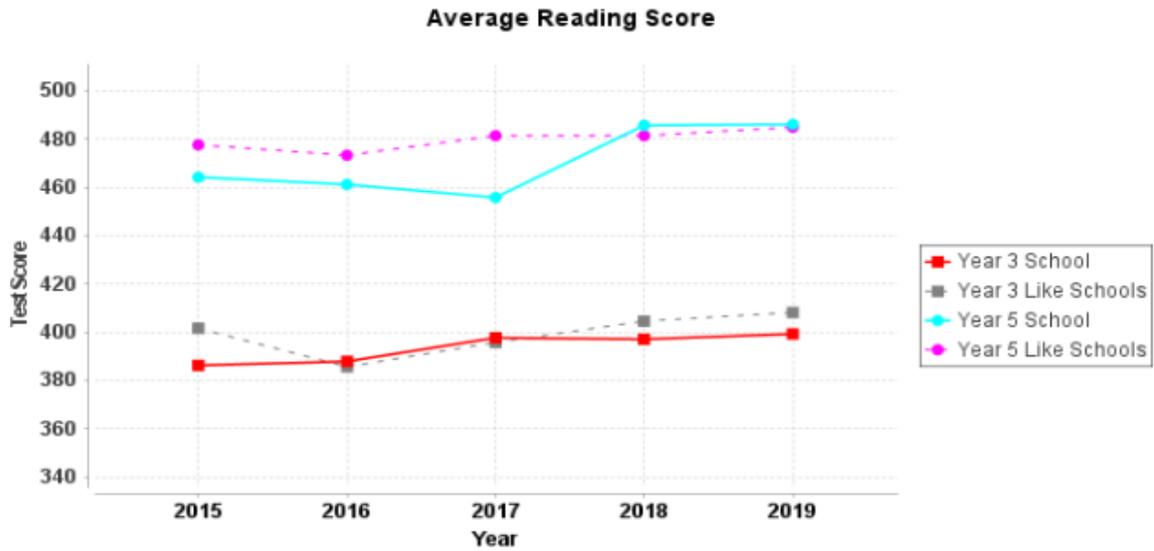
Whole school focus on Brightpath common assessment tasks involving Narrative in Term2 1 &3 and Persuasive in Terms 2&4 for Year 2-6.

Year	Narrative	
	Term 1 mean	Term 3 mean
2	196.5	241.5
3	236.0	279.8
4	250.6	331.7
5	300.1	379.3
6	370.6	391.8

Year	Persuasive	
	Term 2 mean	Term 4 mean
2	185.9	225.3
3	248.0	301.5
4	261.5	332.0
5	358.0	411.3
6	400.2	442.0

Both Narrative and Persuasive means increased by the second assessment due to effective implementation of the Brightpath teaching points that were utilised to inform the teaching of writing. Along with effective in school and cross school moderation practices, it is envisaged that the differentiated teaching of writing will continue to have a positive effect on student improvement.

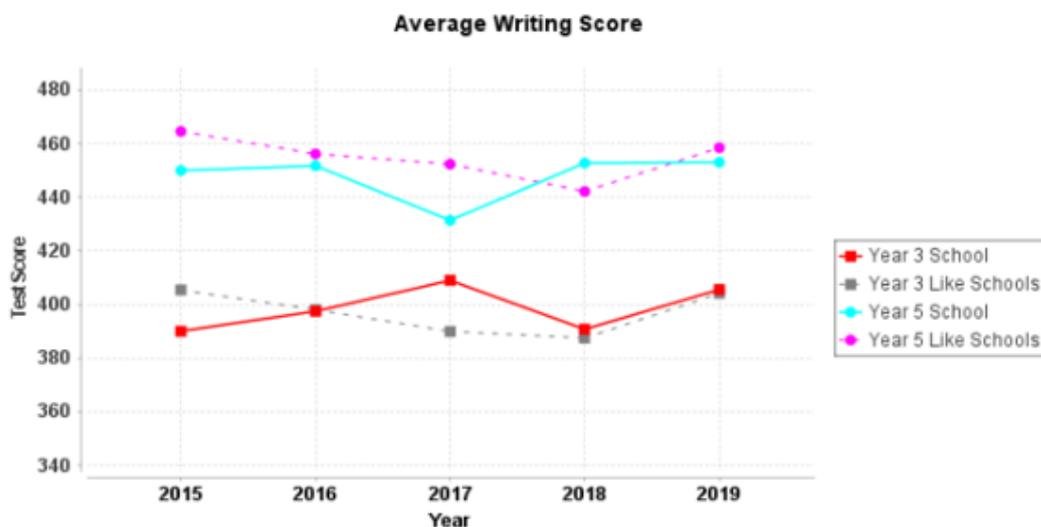
Business Plan Target #2 *Students achievement in reading and writing is equal to or better than students in like schools.*



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
2019	399	408	486	485

Not Achieved in Year 3 Year 3 Reading continued an upward trend compared to like schools, but fell short by 9 NAPLANs in achieving Business Plan target #2.

Achieved in Year 5 Year 5 Reading achieved the highest NAPLAN average in 5 years surpassing the like school average by 1 NAPLAN and achieving Business Plan Target #2.



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	390	405	450	465
2016	398	398	452	456
2017	409	390	431	452
2018	391	388	453	442
2019	406	404	453	459

ACHIEVED in Year 3 **NOT ACHIEVED in Year 5**

Both Year 3 & 5 Continued 5year upward trend in Writing.

Year 3 Writing exceeded like school NAPLAN average. Continuing a 3year trend exceeding like schools.

Year 5 achieved equal highest NAPLAN average in 5 years

Business Plan Target # 2 *Students achievement in Reading and Writing is equal to or better than like schools.* **NOT ACHIEVED**

	Year 3	Year 5
Reading	Below	Above
Writing	Above	Below

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:

By Term 4 each year the percentage of students achieving 'High' across all four operations in the Westwood Basic facts fluency assessment will increase by 10% from Term 1.

Year 2-6 Increase in Addition by an average 12%

Year 2-6 Increase in Subtraction by an average 8%

Year 2-6 Increase in Multiplication by an average 14%

Year 3-6 Increase in Division by an average 11%

In 2019, we revised our testing practices across the school and developed consistent test practices to improve the validity of our data and decrease the number of students not being tested. We set ourselves a target to "increase the number of students achieving in the high range across all four operations by 10%".

Overall most year levels achieved the target increasing the number of students achieving in the high range by 10%. Some significant increases in results from Semester 1 to Semester 2 are:

Year 6 multiplication – number of students in the high range increased by 24%

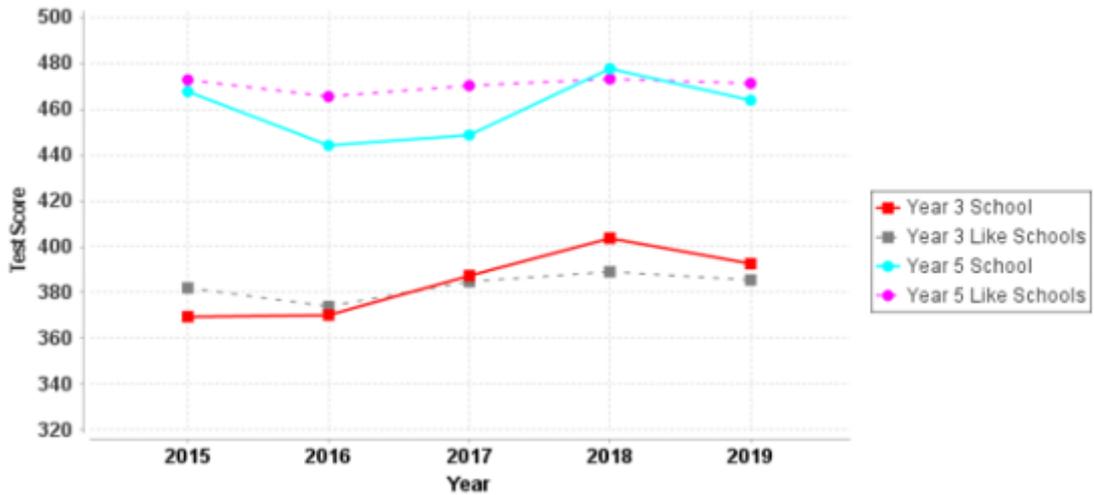
Year 2 multiplication – number of students in the high range increase by 28%

Overall the number of students achieving in the critically low range decreased by an average of 4.5% with significant decreases in Year 3 multiplication (13%) and Year 6 division (14%).

Results are very pleasing across the school, with all year levels achieving a minimum of 80% of students achieving in the normal or high range in all four operations – the only exceptions being Year 5 division (74%) and Year 4 division (77%).

We continued with our whole school focus on warm ups to our numeracy blocks incorporating calculate strategies, Paul Swan games and Numero. A focus for 2020 will be on calculate strategies to further increase student achievement in both mental and written computation.

Business Plan Target #4 Students in whole school assessment in Numeracy is improved from baseline data to follow up assessment. **Year 3 ACHIEVED** **Year 5 NOT 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
2019	393	386	464	471

Both Year 3 & 5 experienced a dip in NAPLAN averages while still continuing an upward trend in Year 3 Year 3 NAPLAN average exceeded like school average for the third consecutive year.

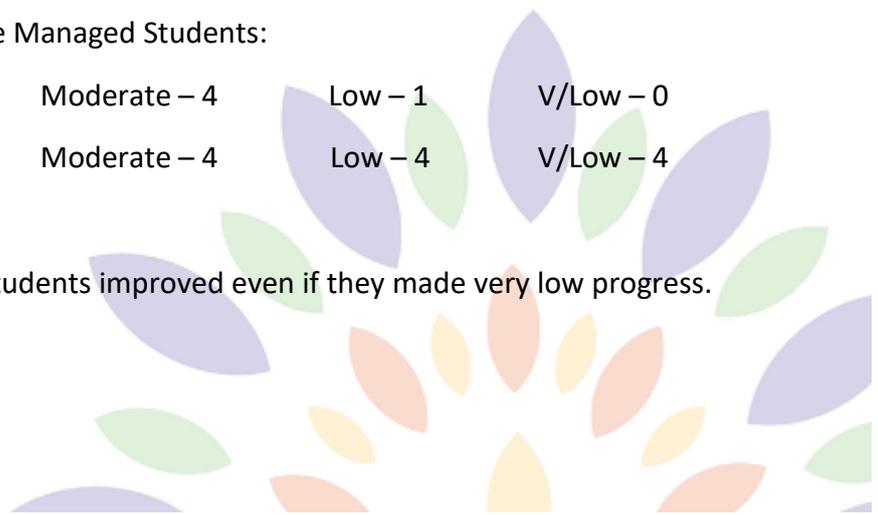
Year 5 NAPLAN Numeracy was a disappointing performance, highlighting the need for an embedded whole school approach.

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

Students identified in 2019 Year 5 as Case Managed Students:

Reading: 2 - Very High 3 - High Moderate – 4 Low – 1 V/Low – 0
 Maths: 0 - Very High 0 - High Moderate – 4 Low – 4 V/Low – 4

Obscurely written target meant that all students improved even if they made very low progress.



Percentage of students making above average progress 'My School' NAPLAN information

The table below shows the percentage of students at the school who achieved above average progress, compared to students of a similar background and who had the same starting score on their previous NAPLAN test.

	2012-2014	2013-2015	2014-2016	2015-2017	2016-2018	2017-2019
Reading	-	-	-	50	46	54
Writing	-	-	-	51	51	46
Numeracy	-	-	-	44	53	42

The growth in progress demonstrated in Reading over a three year period is encouraging and a positive reflection on the schools whole school approach to reading. Further progress is still desired in this area and could possibly form a target for the new business plan.

Progress growth has stagnated in Writing and Numeracy and new initiatives in these learning areas such as Brightpath, 7 Steps in Writing, Back to Front Maths and cross school moderation with the Coastal Lakes Cell are aimed at building the capacity of staff to effectively teach Writing and Numeracy through a different pedagogical approach. The employment of a Numeracy coach in 2020 will also be aimed to support the effective teaching of Numeracy.

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

ACHIEVED

Annual Report – Science Mrs Aggie Theodosiou

Science at Lakelands Primary School promotes a passion for learning and develops scientific creative and critical thinking skills. Biological, Chemical, Physical and Earth and Space Sciences are taught and include practical experiments, research skills and digital technologies. Specialist teachers facilitate and assess understanding and skills using the Western Australian Curriculum and S.C.A.S.A. Judging Standards.

2019 Year Recap:

Moderation and Assessment: Science teachers from our area met together to moderate and make consistent judgements using samples of student work. Students from Years 4-6 also participated in the online PAT Science assessments.



Go Green Team: This year the team presented information and held workshops about the importance of frogs at the **Kids Teaching Kids Conference** in Mandurah. Members displayed leadership in carrying out environmental duties around the school. They collected and emptied paper recycle bins, supervised the worm feeding and presented environmental awards at assemblies.

Frog ID Program - Pond: Bunnings and Australian Museum provided the materials, research resources and labour to build a frog pond behind the fence, near the basket ball courts. Classes can access the area with teacher supervision and photograph and identify any native frogs living there.



Science Incursions: Science Alive presented to the whole school age appropriate science content that extended student understanding of Chemical and Physical Sciences.

STEAM: Students participated in two whole school STEAM Challenges Scarecrows and plastic bottles constructions. The theme was environmental and sustainable awareness.

Festival of the Stars – Learning Journey – We had hands on Science activities and presentation of student work. A very successful night with many parents commenting on the great science program running at Lakelands Primary School.

Wastewise: Mrs Tanya Hancock took over the reins of Coordinator for 2019. The outdoor classroom has been built and the Science area and worms have been moved from the Kindy/Pre-Primary garden area to the Nature Garden.

Environmental Sustainability and Recycling: The school continued to promote recycling practices. Batteries, ring pulls, paper, ink cartridges, plastic drink bottles and bread tags are promoted and collected at LPS.

Black Swan Lake Embrace the Space: Selected students from Year 5 worked alongside teachers and Mandurah City Council Environmental Officer to set camera traps and take photos of native flora and fauna located at Black Swan Lake. This is the first step of LPS students being involved in a community integrated HASS, Art, Science and IT project to create information posters that include QR codes and video for display at the lake.



Future Directions

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

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. Kindy and Pre-Primary begin their journey of scientific discovery.

Targets for Science: This year PAT Science Assessments will continue to be implemented for years 4 to 6. Students will participate in STEM learning and the CSIRO Crest Projects will be re-introduced to the upper years. The school Go Green team will be attending the Kids Teaching Kids Conference. Year 5 students will be involved in working on the Black Swan Lake Embrace the Space Community Project. The Festival of the Stars – Learning Journey will include some telescope viewing.

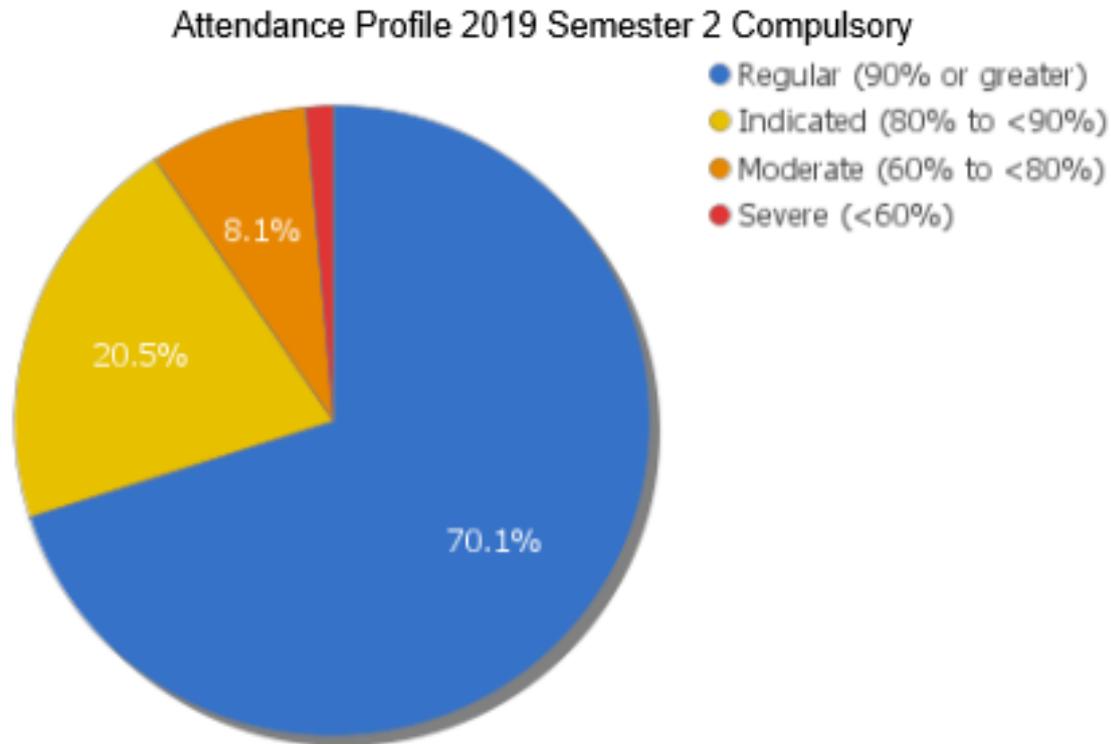


Learning Environment

All students feel safe, valued and become resilient individuals

Business Plan Target #7 Maintain attendance above 92%

Not Achieved 91.9%



2019 Attendance Targets:

- ◆ Regular attendance to be higher than WA
Public Schools **Not Achieved 70.3%** Like Schools **70.8%**

Business Plan Target #8 Promote wellbeing and maintain improvement in student/staff satisfaction levels. **Not Assessed - Next National School Opinion Survey due 2020.**

Student Services / Wellbeing summary below

The Student Services Portfolio at Lakelands PS consisted of a full-time Deputy Principal, a Student Services Support Officer (0.2), School Psychologist (0.4), Chaplain (0.3). In addition, we have utilised a Level 3 Teacher (0.5) through the Department of Education's Targeted Initiative Mental Health in Schools Project.

The focus on student services and wellbeing during 2019 has been strategic and planned. With access to the Department of Education's School Psychology Service, the Chaplaincy Program and the Targeted Initiative – Mental Health in Schools Project, Lakelands PS has been able to offer directed and concentrated intervention to 96 individual students 5 days per week.

21 students at Lakelands PS received Disability Resourcing Funding for conditions including autism, vision / hearing Impairment, cerebral palsy, mental health, intellectual disabilities and severe medical conditions. The School worked with the various therapists and external agencies engaging with our students, during the course of the year to complete their NDIS allocation. In addition to these, 109 students were placed on Individual Education Plans due to limited progress in various curriculum learning areas to ensure the correct level of intervention for their needs were met. These plans were discussed with and signed by parents and carers to ensure all parties were aware of the goals and strategies included to improve the student's outcomes.

Business Plan Target #8 *Promote wellbeing and maintain improvement in student/staff satisfaction levels.* Student Services / Wellbeing summary continued.

Through our Chaplain Program the School has quietly built an exclusive partnership with Bridge Builders, a local charitable foundation committed to supporting our families in need with school uniforms, shoes, stationery and regular food hampers. 16 families benefited over Christmas from food hampers, 18 families received full stationary supplies together with 6 students being sponsored to attend a community camps during the December school holidays. We will continue to support our families through hardship as we move into 2020.

The Wellbeing Strategic Plan for 2019-2021 has been driven by the Wellbeing Team comprising of 7 staff who meet regularly. Whilst a large proportion of the plan is catered and centred to our students, the plan also takes into consideration the wellness and mental health of our staff. Initiatives during 2019 have included:

- Opening of the Wellbeing Centre
- Staff Wellness / Appreciation Days
- PATHs Professional Development in our social and emotion program for students
- Introduction to mindfulness through Mindful Australia Meditation for the classrooms
- Be You Framework – Engagement
- Positive Affirmations – Art work in the student toilets to inspire positive thoughts



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

No data was collected in 2019 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 2019 Lakelands Primary School moved into a brand new school network named Karnup School Network. The change from alignment with the Mandurah schools network came about due to a more similar context with the Baldivis schools and our school's working relationship with Coastal Lakes College.



As a result of the new network the Coastal Lakes Cell was established involving feeder primary schools Oakwood PS, Meadow Springs PS, Singleton PS, Lakelands PS and Coastal Lakes College. One of the highlights of 2019 was the Year 4 extension program 'Imagine' conducted in Term 3. This extension program was an innovative series of enrichment programs delivered by coastal Lakes curriculum leaders to selected high performing Year 4 students from the 4 primary schools. Selected students took part in academic extension areas of Mathematics, Science and Technologies, Humanities, English and the Arts.



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

Achieved

While no community satisfaction levels were collected in 2019, due to the National School Opinion Survey being collected every two years. Community events such as the Colour Explosion, School Discos and an open night in Term 3 were well supported by our community. The Fathering project in it's first year of existence held it's launch event in March and several events across the year with numbers of Fathers/Grandads/Uncles and other male role models attending slowly growing. Events such as Wheelie Wednesday at Black Swan Lake and the Fathering project operating a Mother's Day stall were two highlights of the community engagement.



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

ACHIEVED

The LPS 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 the canteen facilities.

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

ACHIEVED

Pre-Service Teacher Report End 2019

2019 was a consolidation year for our Pre-Service Teacher Mentor Program. The guidelines which were developed in 2018 in consultation with staff proved helpful in ensuring everyone had a clear understanding of their roles and responsibilities. The induction booklet was revised once again to ensure all information was up to date and continues to be a useful tool for all PST's and mentor teachers.

Mentor Teachers and Pre-Service Teacher Numbers 2018	
Lakelands Mentor teachers during 2018	17
Pre-Service Teachers	17
University	Number
Curtin University	1
ECU	6
Notre Dame University	4
Murdoch	6

Physical Education Report: Mrs Brooke de Oliveira

Lakelands Primary School remains a vital member of developing a new Physical Education network called the Coastal School Sport Association (CSSA). This has opened up opportunities for our student to compete in more sports and against local public schools such as Meadows Springs PS, Oakwood PS and Singleton Ps. Interschool competitions are staggered across the year, with 4 major interschool events for students to participate in. This term we have the Summer Carnival held at Coastal Lakes College. The sports included are basketball, league tag rugby, cricket and tee ball; a range to suit each student's capabilities. The other three carnivals held this year are the Winter Carnival also held at Coastal Lakes College and made up of soccer, netball, AFL and volleyball; the Interschool Cross Country and Athletics Carnivals.

To develop our Year six student's leadership skills, they are guided in organising and running the school's morning fitness program. Students are required to set up their activities, collect their classes using a timetable and then coordinate their station. Every class in year 1 to year 6 participates in the daily exercise program that runs from Monday to Thursday on a rotating roster. Morning fitness provides the opportunity for students to practice Fundamental Movement Skills as well as team work, co-operation, game tactics and game skills. Coupled with 1 hr Physical Education lessons students are reaching their 2 hours of sport each week. Students in year 5 and 6 are given an extra hour of sport every Friday afternoon to participate in Senior Sport games with the opportunity to be selected for inter school events. These students have the opportunity to play, practice and receive coaching for sports such as Volleyball, Soccer, Netball, AFL, Basketball, League Tag, Cricket and many more.

Achievements

Inter school sports on offer for senior students to represent Lakelands:

Cross country: Finishing with one year 6 boy placing 9th and the school finishing 8th out of 11 schools in division A.

League Tag Rugby: 2 Full mixed teams competed on the day.

Winter sports finishing 3rd in division 3 over 5 sports (Netball, Volleyball, Hockey, Soccer and AFL). A higher division then the previous year.

Dockers Cup: The girls returned to the competition for the second year. Having already played in the previous year the team was stronger and saw an increase in squad numbers from last year.

Athletics: Years 3, 4, 5 and 6 students competed in various individual races as well as jumps, throws and team events. Lakelands finished 4th out of 5 schools in a higher division then the previous year.

T20 Blast Cricket Competition: With the boys team finishing 5th and the girls team finishing 5th.



Future directions

Work collaboratively with the lower school PE teacher to target Fundamental Movement skills through the lower grades and continue to develop these skills through their growth in the upper primary levels. Continue to grow new CSSA network and remain competitive.



Music Program – Lakelands Primary School 2019— Mrs Eryl Lewis

Our focus for music at Lakelands in 2019 were: -

- To continue to provide a coherent, well-structured approach to the teaching of music lessons.
- To continue to build on existing musical instruments to enhance the teaching of music in the classroom and to expose students to music from various cultures.
- To continue to give students opportunities to perform in the school and local communities.
- To increase the profile of the school choirs and introduce a uniform for all school and community based performances.
- Continue to introduce IMSS instrumental tuition for Year 5 students.

All classes from Year 1 to Year 6 continued to develop their basic knowledge of ukulele playing through the use of the GCEA songbooks by Nathan Cahill, with Year 1 & 2 focusing on the parts of the instrument, the names of the open strings, and being given the opportunity to play basic accompaniments using the open strings. Years 3 & 4 focused on using TAB notation to play well known songs and Years 5 & 6 playing chord accompaniments to a backing track.

Students from years 3-6 also worked on developing their notation reading and knowledge through the use of games and online activities such as Staff Wars.



Year 2 students performing a tuned percussion accompaniment to a song taught during a previous lesson, using xylophones and Boom Whackers.

Senior Choir (Year 3-6) participating in the WAGSMS concert at MANAC in Term 3, wearing new ensemble uniforms.



The profile of the Senior Vocal Ensemble was raised during 2019, with our ensemble being given a uniform for use at all community and school based performances. Our waistcoats were designed to fit in with our school colours and were embroidered with our school logo. The Ensemble first revealed the uniform at their performance at the WAGSMS concert held in the Mandurah Performing Arts Centre in August, where they performed a Disney Silly Song Medley, for which they received very positive feedback from parents and community members. The ensemble also performed at the Lakelands Carols by Candlelight in the lead up to Christmas.

We also developed a relationship with the local retirement Village, which saw the Vocal Ensemble putting on a performance for residents in Term 3 and also providing entertainment for their Christmas Morning Tea in Term 4. The ensemble also performed at other school based performances including the ANZAC day ceremony, Our Music Assembly, Harmony Day Assembly, The Festival of Stars and the end of year Carols on the Oval.

Our Year 5 students began instrumental tuition in flute, Classical Guitar and Brass, which gave free tuition to 15 students, selected via a music test provided by the department. Students received a 30 minute weekly group lesson and were also given the opportunity, and encouraged to participate in our Night of Stars and visits to the local lifestyle village.

2019 School Report: Visual Arts

Visual Arts Specialist Leader (Middle and Upper Years): Kim Fitzpatrick

Visual Arts Specialist (Early Years): Tanya Hancock

Major Achievements in 2019

Art has added a splash of creativity, colour and fun across the school with the specialist Art program providing weekly Visual Art sessions to PP – Year 6 this year.

Content and Curriculum

- Art Sketchpads were used with all Year 2- 6 classes to record ideas, sketches and Art skills. Students will use the same sketchpad across Years 2-6 in order to see the progression and development of their individual artistic understandings across their time at Lakelands.
- The students had the opportunity to develop skills and experiment with an increasingly wide range of artistic media, such as block printing, clay, pastels, chalks, watercolour paints, papier mache, charcoal, textiles and acrylic paints. Skills and techniques are taught in a progressive manner as students move through the year levels.
- Paintstorm visited our school as part of the Art program to promote a message of positive mental health and resilience through performance art. Large scale pictures with our school values on were installed in the UC area as a result of this incursion.
- Our Year 5 students produced staff portraits which were hung in 'A Gallery of Gratitude' on Teacher Appreciation Day to acknowledge and celebrate all of our staff members at Lakelands PS.
- The Festival of the Stars gave the chance for Lakelands' students to shine and every child had at least one piece of work on display.



Community Links



- Secret Harbour Shopping Centre - Sculptures in the Square. A design competition was opened to all of the Year 6 students with Bella Nelson's design winning and representing Lakelands PS. Bella worked with local community artist to paint her design onto a life size cockatoo sculpture. This cockatoo was auctioned off, the money donated to the art budget and 'Candy the Cockatoo' returned to live in our school library. We were also awarded a grant of \$1250 for participating in the project which was awarded an exemplary community award.
- Lakelands Library - our Year 5 and 6 artists had their work exhibited at Lakelands Library. The exhibition was a wonderful opportunity to show both families and the wider community the standard of Art work at Lakelands Primary.
- Alcoa Grant – an Alcoa grant of \$4000 was awarded to our school for a collaborative project between Visual Arts and Well-being. Our 'Doors of Positivity' project will see painted panels of positive quotes installed in many of our toilet blocks. Our parent artist, Suzi Bird, will paint the panels.
- PATN (Peel Art Teachers Network) has remained strong with termly after school meetings and a Summer Holiday training day at Mulberry Farm. Art Specialists, Kim Fitzpatrick and Tanya Hancock, have attended and run PD and Moderation sessions with the Mandurah Art Educational Network. Kim Fitzpatrick coordinates this group. The group reached 14 members in 2019.

Lakelands Primary School 2020 and Beyond:

National Quality Standards:

Following on from our time as a Lead school, the National Quality Standard (NQS) is embedded in our everyday practice at Lakelands Primary School. Staff from kindy to year 2, Teachers and Education Assistants, are constantly reflecting on the NQS and its Quality Areas. We are constantly striving for best practice with our current group of students. Individual staff regularly review the NQS documentation and reflect upon their classroom practice, noting areas of success and areas they would like to improve upon. This data is collected throughout the year, collated and used to inform discussions and guide the school's NQS Improvement Plan. For 2020 staff have identified Quality Area's 1.1 – development of an Early Childhood Philosophy, 2.2- student well-being, 3.2- Early Childhood Playground, 4.2- Collaboration time for staff, 5.2- Relationships with children and behaviour management. Some of these areas have already been addressed in the planning for the 2020 school year and in the first few weeks of term 1 2020, Whole-school professional learning on the 123 Magic program and professional Learning on Wellbeing has already taken place. Early Childhood staff have been given common DOTT for the 2020 school year and changes have been made to student breaks and eating times that promote student wellbeing. Further changes and improvements are planned for the remainder of the year and we will continue to review and reflect upon our practice over 2020 to inform our direction for 2021.

Westwood:

Embed our whole school focus on warm ups to our numeracy blocks incorporating calculate strategies, Paul Swan games and Numero. A focus for 2020 will be on calculate strategies to further increase student achievement in both mental and written computation.

Fogarty EDvance:

In 2020 Lakelands Primary School was successful to be part of the Cohort 7 and will be committing to a 3 year school improvement process where the goals of the program will align very closely with our new 2020-2022 Business Plan. The leadership team will participate in 2 workshops in Term 1 2020 and the community will participate in two surveys 1. Organisational Health Index Survey and 2. Tell Them From Me Survey which will guide the starting point of school improvement.



Cross School Moderation:

Term's 2 & 4 Cross School Moderation sessions will be conducted with the Coastal Lakes Cell involving Lakelands, Meadow Springs, Oakwood and Singleton primary schools. Specialist teachers from the college are also involved in the moderation of assessment in specialist learning areas as well as writing and number common assessment tasks.

Behaviour Tonics 123 Magic and Emotion Coaching:

All staff will attend a professional learning day that will provide them the skills and knowledge to implement 123 Magic and emotion coaching in their classrooms and in the playground. A parent course will also be offered in Semester 1. The aim of the program is to establish a whole school approach towards behaviour management.

Staff and Student Wellbeing: Mindful Meditation Australia:

Whole school Strategies for 2020

- ◆ 5 minutes daily guided mindfulness after each recess
- ◆ Engage in Whole school Professional Development for Staff—
- ◆ Engage in Whole school incursion for students—Term 2, 2020
- ◆ Engage in Parent Workshops for Families—Term 2, 2020
- ◆ Positive affirmations displayed in student toilets
- ◆ Remodelling of the staff room to make the space more appealing to Staff as a recharge space.



Term 1, 2020

2020 Goals – The Arts:

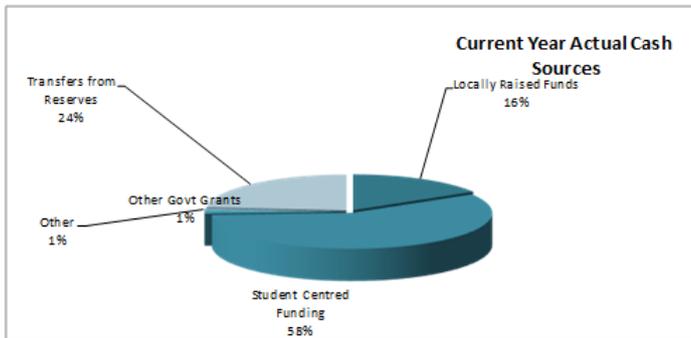
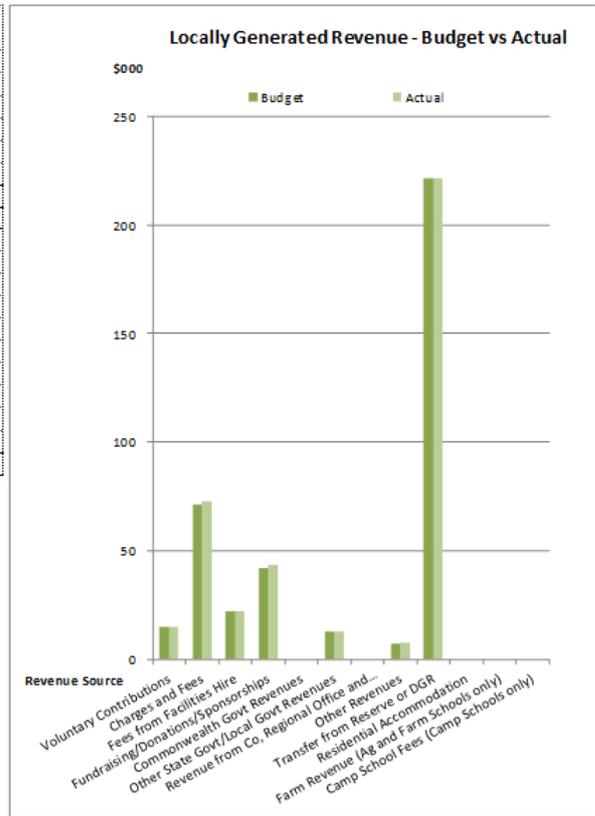
Our main goals in 2020 are: -

- To develop a Performing Arts based approach, to allow students to experience drama and dance in addition to music.
- To continue to increase the profile of the School Choir both in school and in the community with performances planned at WAGSMS and One Big Voice in addition to local community and school based performances.
- To continue building on our current instrumental program through collaboration with the WA education department's IMSS (Instrumental Music School Services) to include our year 5 & year 6 students.

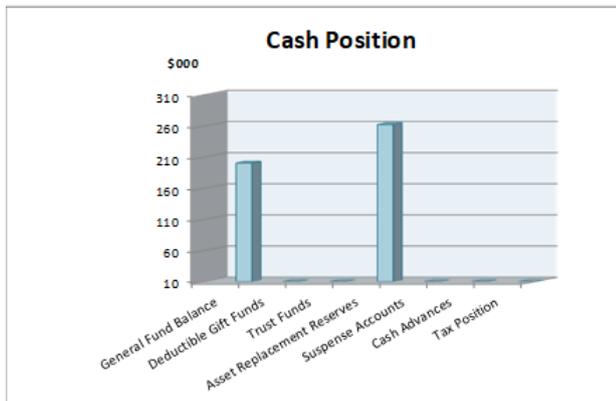
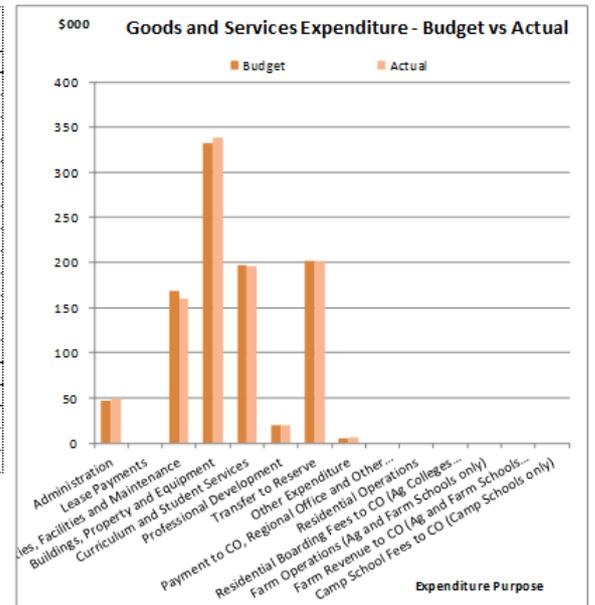
Lakelands Primary School
Financial Summary as at
26 February 2020



Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 14,858.00	\$ 14,978.27
2	Charges and Fees	\$ 71,092.05	\$ 72,940.24
3	Fees from Facilities Hire	\$ 22,273.00	\$ 22,272.73
4	Fundraising/Donations/Sponsorships	\$ 42,203.00	\$ 43,362.50
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 13,038.00	\$ 13,038.10
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 7,064.00	\$ 8,018.17
9	Transfer from Reserve or DGR	\$ 221,653.00	\$ 221,653.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds		\$ 392,181.05	\$ 396,263.01
Opening Balance		\$ 235,824.58	\$ 235,824.58
Student Centred Funding		\$ 539,854.00	\$ 539,853.76
Total Cash Funds Available		\$ 1,167,859.63	\$ 1,171,941.35
Total Salary Allocation		\$ -	\$ -
Total Funds Available		\$ 1,167,859.63	\$ 1,171,941.35



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 46,810.09	\$ 48,823.86
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 168,722.95	\$ 160,135.65
4	Buildings, Property and Equipment	\$ 332,426.86	\$ 338,269.03
5	Curriculum and Student Services	\$ 197,204.37	\$ 195,740.71
6	Professional Development	\$ 19,917.38	\$ 19,956.15
7	Transfer to Reserve	\$ 202,072.00	\$ 202,072.00
8	Other Expenditure	\$ 4,955.28	\$ 6,514.43
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		\$ 972,108.93	\$ 971,511.83
Total Forecast Salary Expenditure		\$ -	\$ -
Total Expenditure		\$ 972,108.93	\$ 971,511.83
Cash Budget Variance		\$ 195,750.70	



Cash Position as at:

Bank Balance	\$ 456,539.33
Made up of:	
1 General Fund Balance	\$ 200,429.52
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 262,245.80
5 Suspense Accounts	\$ 7,950.01
6 Cash Advances	\$ -
7 Tax Position	\$ (14,086.00)
Total Bank Balance	\$ 456,539.33