

North Lake
Senior
Campus



ANNUAL REPORT 2021

North Lake Senior Campus

BELIEF STATEMENTS

OUR MISSION

Our mission is to build life-long, resilient learners who approach the future with a sense of confidence and purpose.

OUR VALUES

Our values are critical reference points in all we do as a learning community. Our governance and decision making, our teaching and learning and, more importantly, our behaviours and relationships, are guided by these four values.



RESPECT



CARE



EMPOWERMENT



FLEXIBILITY



OUR PATHS CREATE FUTURES

North Lake Senior Campus Annual Report 2021

Principal's Report

Context

North Lake Senior Campus has, over an extended period, faced significant challenge in maintaining a viable market. The recent impact of the pandemic has decimated the proportion of the Campus enrolment profile, specifically that which is dependent upon migrant and international students. This situation has exposed the “softness” of the enrolment profile, specifically the draw of local students. These students typically require support for significant gaps in education, weaknesses in resilience and a second chance to focus on a new beginning leading to a successful post school destination.

It is widely recognised that the combination of an attractive learning environment with a focus on the care and success of every student, and a high-quality educational experience, influences the reputation of the Campus. The journey in the last year has been to enhance these aspects to build a credible profile in the community that will attract those who may benefit from North Lake's unique range of educational opportunities.

Culture of Change

To support the building of a credible profile over the last year, there has been a clear recognition by staff that the quality of the core business of teaching and learning, added to the quality of the education experienced by all students, is the best advertisement for the Campus in the broader community. This will ultimately attract a stronger, more consistent enrolment profile in years to come. The majority of all staff continue to embrace Campus improvement plan, a plan that has a significant change agenda and embeds an agreed vision, set of values (Care, Empowerment, Respect and Flexibility) and priorities that are visible to all. The greatest driver for change has been the focus on staff collaboration and the continued respect shown to them as they represent the content expertise on Campus. They also control the quality assurance of the impact of their teaching and engagement of students in their classrooms.

Priority Areas

Quality Teaching

Changes Achieved

- The leadership and the development of a clear direction by the Quality Teaching Leadership Group has been welcomed by all staff. They have collaboratively established a clear vision for this key driver of change and improvement, and continue to develop a common language and understanding of what high-quality teaching means at the Campus.
- Planning at all levels has been undertaken utilising available evidence (e.g. summative assessment data) to drive curriculum improvement and to support learning differentiation to meet individual, group and cohort student needs.
- Staff have been led to develop a shared understanding of effective practice methodology applying the proven improvement strategy of classroom and peer observation and feedback.
- Teachers have been provided with relevant and phased professional learning in the early stages of applying an agreed Pedagogical Framework and Instructional Model (LEARN) that guide quality lesson design with a focus on student achievement, engagement, and wellbeing, consistent with the West Australian Curriculum and Assessment Outline.
- A developmental planning and evaluation accountability process across the Campus raising the impact of classroom teaching and planning for improvement.

Future Planning

- Continue to explore and research the appropriateness of a pedagogical focus on andragogy and embed the pedagogical framework and instructional model.
- Consolidate the support for staff in implementing common teaching pedagogy through structured coaching and peer or classroom observation consistent with the Campus Teaching and Learning Framework and Instructional Model.
- Consolidate curriculum pathways to provide maximum learning and outcome opportunities for students within the confines of available resourcing.
- Transition from 4 hours to 5 hours of face-to-face instruction across all senior secondary courses.
- Progressively build responses and evidence to inform the domains of the Public School Review.

Learning Environment

Changes Achieved

- The Student Services Team facilitated a review of how the Campus implements a revised inclusion policy, that included:
 - resourcing procedures associated with the coordination of case management meetings
 - resource allocations for student interventions
 - the deployment of education assistants and the student wellbeing team.
- Time made available to Year 11 and Year 12 Coordinators has been increased to provide point in time interventions and ongoing support for students. This will be further enhanced with a comprehensive communication strategy to staff from the Student Services Team.



- A behaviour management policy has been applied that is consistent with an adult learning environment. This has ensured a whole of Campus understanding of process and the consistent application of process supporting a sustained, orderly and supportive learning environment.
- The Campus has linked in with UWA and are involved in the thoughtful Schools Project which focusses on trauma informed practice.
- A professional learning program was developed for staff that addresses strategies for the effective differentiation of all students experiencing mental health or wellbeing challenges – “Mental Health First Aid”.

Future Planning

- Comprehensive student service structures and practices be developed with a clear focus on student engagement and retention.
- Accurate attendance data to be used as an early sign of the need for referral to the Student Services Team.
- Commonly understood processes for intervention and referral should be implemented across the Campus.
- Introduce mechanisms for Whole-Campus coordination, tracking and monitoring of individual student's academic performance, attendance, and social and behavioural progress.
- Utilise resources, such as student characteristic funding, to ensure North Lake Senior Campus implements appropriate teaching and learning adjustments to support improved outcomes for groups of students facing potential disadvantage due to social background, Aboriginality, disability and/or English as an additional language.
- Consolidate the data set to record student exit surveying and destination information.
- Establish ongoing cultural awareness professional learning to support culturally appropriate programs respectful of the diverse nature of NLSC students.
- Build ongoing professional induction processes for all staff with respect to Education Department policy, processes, and procedures.
- As a priority establish communication procedures and strategies that provide full awareness of all new initiatives reflecting the new line management and leadership structure.

Pivot Survey Data Summary

Year 11 and 12 student feedback is highly valued and allows the Campus to make judgements around the efficacy of teaching practice and learning environment across all learning areas. Customised questions were also a feature in 2021 and these added further insight into the success of the Instructional Model – “LEARN”. The Australian Institute of Teaching and School Leadership (AITSL) standards, along with the student average ratings across all subjects, locations and year cohorts, are depicted in the table below.

Table 1. Pivot Survey Data Year 11 2021

Year 11	
AITSL Standard	Rating /5
1. Know students and how they learn	4.25
2. Know the content and how to teach it	4.27
3. Plan for and implement effective teaching and learning	4.26
4. Create and maintain safe and supportive learning environments	4.28
5. Assess, provide feedback and report on student learning	4.22
	4.26
Additional questions	Rating /5
1. This teacher teaches me how to use correct grammar and punctuation	4.1
2. This teacher displays learning intentions and success criteria at the start of each lesson	4.1
3. This teacher teaches me strategies to improve my reading skills in this subject	4.1
4. In this class, we learn helpful study skills	4.2
5. I enjoy being in this class	4.3
Year 11 cohort average for these questions	4.16

Table 2. Pivot Survey Data Year 12 2021

Year 12	
AITSL Standard	Rating /5
1. Know students and how they learn	4.51
2. Know the content and how to teach it	4.51
3. Plan for and implement effective teaching and learning	4.47
4. Create and maintain safe and supportive learning environments	4.54
5. Assess, provide feedback and report on student learning	4.46
	4.50
Additional questions	Rating /5
1. This teacher teaches me how to use correct grammar and punctuation	4.2
2. This teacher displays learning intentions and success criteria at the start of each lesson	4.4
3. This teacher teaches me strategies to improve my reading skills in this subject	4.3
4. In this class, we learn helpful study skills	4.4
5. I enjoy being in this class	4.6
Year 12 cohort average for these questions	4.36

Data Interpretation for Quality Teaching and Learning Environments

In general terms the ratings for each standard and the specialised questions in both tables are exceptionally high and indicate a significant impact on aspects in both priority areas that really impact good learning and the perception of good teaching by our students. These data also focus on detailed analysis of which areas teachers need to focus attention and develop for all students. These are indicated in the insights to follow.

Insights from the Year 11 data indicated the following areas for growth and focus:

1. This class keeps my attention.
2. This teacher displays learning intentions and success criteria at the start of each lesson.
3. We often review new information that we have learned.

Insights from the Year 12 data indicated the following areas for growth and focus:

1. This teacher teaches me how to use correct grammar and punctuation.
2. This teacher pushes me to set challenging learning goals.
3. This teacher teaches me strategies to improve my reading skills in this subject.

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

Additional Enabling Focus Areas

Relationships and Partnerships

Changes Achieved

In response to staff feedback of an adverse relational culture, it was acknowledged that effective working relationships are the key to building a positive workplace. In response, a number of initiatives were actioned:

- Stakeholders engaged in a “Above and Below the Line” facilitated workshop aimed to celebrate the work of staff, to maintain and affirm a positive culture at North Lake Senior Campus. This is now recognised as a baseline for all relationships across the Campus and will be revisited when required.
- There has been wide recognition of collaborative engagement in planning and professional development.
- Opportunities for staff “voice” to promote transparency and to build trust during decision making processes are frequently provided.
- Development of clear expectations and policy on the use of school development days, staff meetings, and the time available after Year 11 and 12 students leave school.
- A review of the format of meeting agendas to create well understood protocols, processes, procedures and record keeping and communication of scheduled meetings particularly the publishing of minutes from Senior Management, Campus Council and the Finance Committee.
- The implementation of a performance and development culture consistent with existing with effective practice and policy (e.g. AITSL standards) to maintain levels of staff accountability, including training in peer and classroom observation.
- A concerted effort to progressively engage all stakeholders to build Campus-wide professional trust and transparency.

Future Planning

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

- Whenever feasibly possible, ensure highly visible leadership across the Campus.
- Continue to refine an effective communication procedure as the key in building positive relationships between staff.
- Implement regular and targeted feedback from all stakeholders to determine the impact of change and the effectiveness of that change on the positive culture of the Campus.

Recognition that external partners are a source of resourcing beyond the Campus’ capability to sustain:

- Pursue new partnership sources that enhance the service and care given to students as well as support the enhancement of the learning environment.

Leadership

Changes Achieved

- There is a strong staff acknowledgement of a different leadership paradigm at the Campus resulting in greater collaboration and engagement in the planning processes and the corporate life of the Campus.
- Enhanced, transparent and effective communication with staff by the Leadership team has engendered a greater level of confidence in staff across the Campus. Of particular note is the attention to detail and accuracy of information.
- Facilitated key staff to provide high quality instructional leadership across the Campus by defining and clarifying leadership roles and responsibilities for Level 3 teachers, senior teachers, Curriculum Leaders, Campus support, staff leaders and Leadership Team members so staff fully understand the roles played by these staff.

Future Planning

- Implementation of a new leadership structure and way of distributing leadership across all staff, promoting a less siloed and content dependent framework privileging “the teacher as the content expert and subject area leader”.
- Campus instructional leaders to progressively maintain a high profile and visibility in classrooms and on site.
- Nominated leaders to engage with the induction and ongoing professional support of all newly appointed staff.
- In marketing and branding the school attract enrolments and ensure the Campus’s sustainability, articulate the NLSC points of difference in provision of service and distinctive nature in a variety of promotional materials.



- Enhance the role and diversify the membership of the Campus Council.

Resources

Changes Achieved

- Reviewed the processes and procedures for all appointed staff via HRMiS.
- Reviewed the processes and procedures for all new vacancies, including advocacy to the Department for vacancy clearance and referral minimisation.
- Reviewed the extent to which the Campus accepts the appointment of Super-numerary teachers.
- Developed policy and procedures to cater for all students, including IEC students, Fast Track students, students with special needs and students at educational risk, applying dynamic case management and resourcing.
- In managing each case, consultation with all relevant stakeholders including staff, the Campus psychologist, SEND and allied health professionals as appropriate.
- Strategic resource allocation in a context of enrolment declining resources.

Future Planning

- Embed into operational plans, transparent resource allocations for Campus development activities, external professional learning (PL) activities, leadership group activities, peer and/or classroom observation processes, aligned to the Campus Plan.
- Consider the existing and projected student-centred funding allocations to North Lake Senior Campus.
- Review the Campus's Workforce Plan with alignment to the Campus improvement plan for 2022 and beyond.
- Review new initiatives that will drive Campus sustainability.
- Communicate relevant aspects of the Workforce Plan to ensure transparency, particularly the roles of Program Coordinators; communicate future staffing levels, aligned to campus planning, including classroom teacher and campus support deployment and work fractions.

CONCLUSION

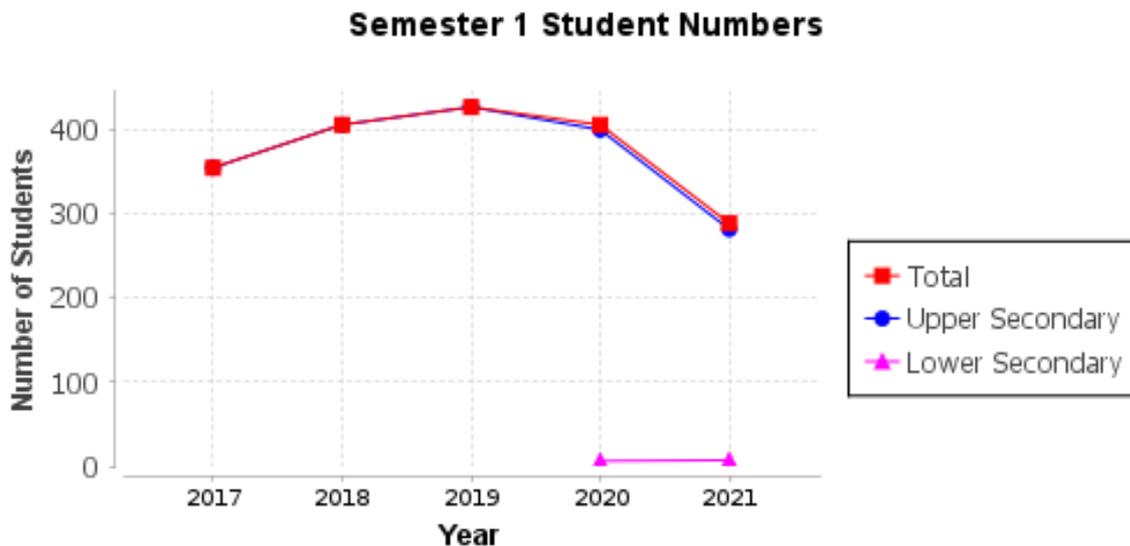
North Lake Senior Campus is meeting the challenges of the future by:

- Addressing past shortfalls.
- Modernising leadership structures.
- Planning collaboratively and transparently and
- Making evidence-based planning and operational decisions that will sustain its place in an increasingly dynamic and challenging context.



Student Performance 2021

Graph 1. Student Enrolment Trend and actual numbers



	2017	2018	2019	2020	2021
Lower Secondary	0	0	0	6	7
Upper Secondary	354	405	426	399	281
Total	354	405	426	405	288

The enrolment profile of North Lake Senior Campus continues to be a challenge on many fronts:

1. The clear decline in migrant student numbers due to the pandemic has seen a drop in IEC students from 70-80 in 2019/20 to 42 in 2021. This has resulted in a significant drop in revenue within the one-line budget resulting in a need for DoE to subsidise the decline. This also impacted Year 11 intake that was augmented by high transition numbers of IEC students.
2. The evaporation of international students in the mainstream for the same reasons and again impacting the bottom line with respect to revenue.
3. The decline of local enrolments due to uncertainty faced by students during 2020 with respect to ongoing clarity communicated during the reporting cycle. Many Year 10 students were only informed of their summative progress at the conclusion of 2020. This impacted their decision making to pursue their alternative education options such as North Lake.
4. Low or no cost TAFE courses also provided unforeseen competition in the alternatives for ongoing education and also impacted this crowded market place.
5. Finally, students found niches in employment, pre-apprenticeships and apprenticeships in a particularly buoyant employment and training market place.

These factors resulted in a drop in enrolment of nearly 30%. This trend will not be sustainable into the immediate and intermediate future.

Campus Attendance

Graph 2. Attendance Profile Semester 1 2021

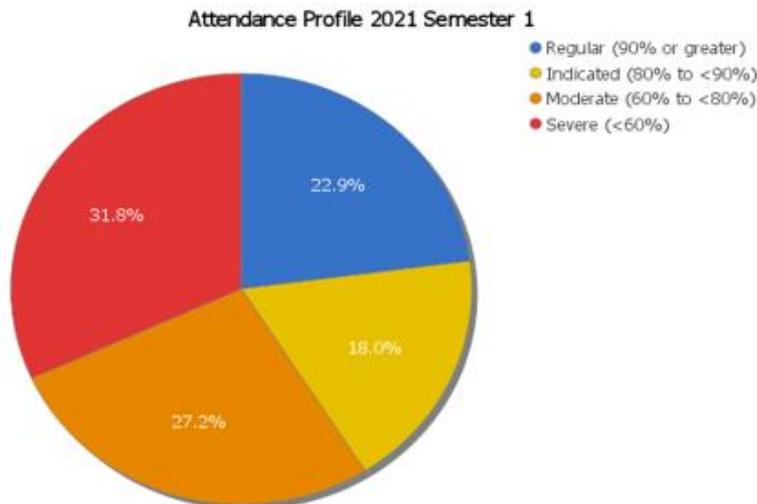


Table 3.

Year Group Breakdown

Breakdown	Attendance Rate %	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe	Auth. %	Unauth. %
Y10	47.6%	2		4	5	71%	29%
Y11	66.2%	46	29	58	68	53%	47%
Y12	74.3%	27	30	27	31	46%	54%

In general, the attendance rate of students at North Lake is very poor. There are several reasons for this which are predominantly influenced by the enrolment profile of students that choose to attend and restart their educational journeys at North Lake. This 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.
- pandemic induced anxiety.
- students working significant hours to maintain life’s necessities, especially evident in the post compulsory component of the enrolment profile.
- In the case of Fremantle Fast Track, initiatives to modify timetables and to case manage students to engage, has resulted in a process driven attendance deficit.

As an initiative to address these ongoing issues, the campus has had a focus on mental health, with all staff participating in Mental Health First Aid and with the campus taking part in the UWA Thoughtful Schools program, which focusses on trauma informed practice in the classroom. This will assist us to continue to provide safe and inclusive classrooms and as an ongoing commitment, hopefully, will increase the engagement of our students.

Table 4. Longitudinal Attendance Data

Collection Period	2018 Sem 1	2019 Sem 1	2020 Sem 1	2021 Sem 1
Attendance Rate	79.4%	78.3%	68.1%	68.5%
Regular Attendance	38.8%	36.0%	14.2%	22.9%
Authorised Absence	39.8%	41.4%	56.3%	51.9%
Unauthorised Absence	60.2%	58.6%	43.7%	48.1%

In addition to these initiatives, the appointment of a fulltime School Officer allocated to Student Services focussing on attendance has resulted in a more consistent approach to the recording of absences. The Campus is looking to modify 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.

Table 5. Suspensions

Students Suspended	% Students suspended	Suspensions	Total Days
8	2.4%	13	22

Table 6. Suspension Description

Description	No of incidents	
Violation of Code of Conduct or school/classroom rules	6	46.2%
Possession, use or supply of substances with restricted sale	1	7.7%
Possession, use or supply of illegal substance(s) or objects	4	30.8%
Negative behaviour other	2	15.4%

Only a small percentage of students breached the behaviour code and required the sanction of suspension. The majority of students sanctioned were only suspended once. The safe and caring environment focused on an adult educational ethos underpinned by respect has and always will support the ongoing socialisation of the students.

Year 12 Achievement Data 2021

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 2021 enrolment number of 135 students. Of the 135 students, 73 students (54% of the total group) were WACE eligible. Of the 73 WACE eligible students, 53 (73% of the eligible group) achieved a WACE.

Students not eligible for WACE (62 students) accounted for 46% 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.

Table 7. WACE 2021 Disaggregation of Year 12 WACE Achievement

Category	Number
WACE eligible	73
<ul style="list-style-type: none"> • Achieved 	53
WACE eligible students counted in data but not achieved:	
<ul style="list-style-type: none"> • Early leavers • Other 	17 3
	73

Vocational Education and Training (VET)

In 2021, 83 students were enrolled in a VET qualification. 80% of students completed a Certificate II or higher level of qualification. The 17 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 data.

Table 8. VET Completion Data 2021

VET Qualification Level	Completion Data
Certificate IV	12 (14%)
Certificate III	23 (28%)
Certificate II	31 (37%)
No Certificate	17 (20%)

ATAR

Table 9. ATAR Results

Median ATAR (NLSC)	80.25
Median ATAR (WA Public Schools)	80.25
Median ATAR (Like Schools)	78.80

The ATAR performance for 2021 represents a continued improvement from previous years. This is a small part of the Year 12 cohort representing only 15 students. Like last year, 3 students are this year enrolled to study medicine. All students who applied through the Tertiary Institutions Service Centre to study at university in 2022 received a first-round offer of acceptance.

General Studies Achievement

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

OLNA Performance

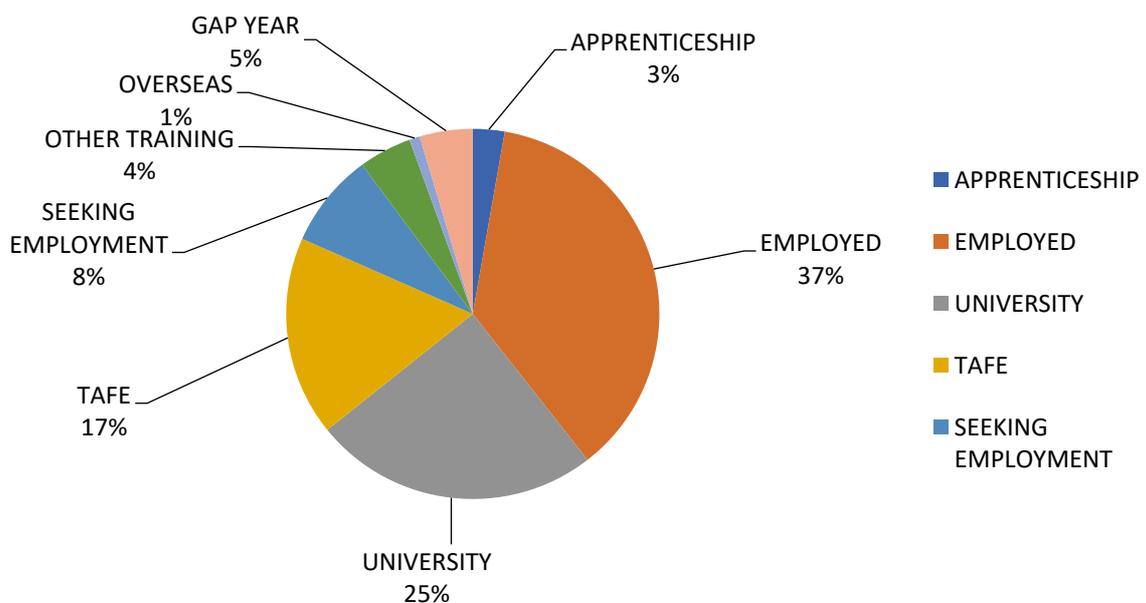
Table 10. OLNA Longitudinal Performance: percentage of cohort meeting standards

	2021	2020	2019
Cohort percentage	54	51	17

The OLNA longitudinal data shows significant improvement over a three-year sample cycle. The data suggests that there is clear value-adding in terms of our students’ reading, writing and numeracy progress. This data is atypical compared to state data, which trends to no or little change over the same period. It is important to consider the contextual factor of the number of students seeking a WACE, of which the OLNA is a requirement.

Student Destinations

Graph 3. Year 12 2021 Destinations



National Schools Opinion Survey 2021

The following data depicts the results from 2 limited samples of parents of:

1. Year 11 students 2021 moving into Year 12 2022
2. Year 12 students 2021

Whilst limited, the following indicates 5 areas of strength and 5 areas of improvement for the Campus to address.

Strengths:

1. Students feel safe on Campus – 4.8/5 rating
2. Teachers on Campus treat students fairly – 4.8/5
3. Teachers expect students to do their best – 4.7/5
4. Students like being at this Campus – 4.5/5
5. The Campus take parent's opinion seriously and teachers motivate students to learn – each 4.5/5

Areas of Improvement:

1. Student behaviour management – 4.0/5
2. The Campus has a strong relationship with the community - 4.0/5
3. Teachers on Campus provide useful feedback – 4.0/5
4. Student learning needs are being met – 3.7/5
5. The school works with parents to support student learning – 3.5/5

Comment - Strengths

The common thread pertaining to the strengths identified by the samples are the building of meaningful relationships that foster belonging and the core values of the Campus – Care and Respect. These values enable achievement by students because they are free to connect with their teachers in an environment that privileges the student is at the centre of this relationship and that the theme of a mature education learning environment is critical.

Comment - Areas of Improvement

The themes here are more eclectic. The Campus has long realised that the community in which it operates is not necessarily the location of the majority of students from which the enrolment is drawn. It could be argued that this is a concern but in reality is not an impactful issue. The management of behaviour is of constant concern from cohort to cohort and is reflected in the transition of students from a traditional high school setting to an empowered mature aged focus environment. Work to better equip staff and to better manage mental health and trauma are focus areas to improve this facet in the months and years ahead.

In a similar way the Campus is on a journey of renewal, as indicated earlier in this report, and as such the concentration on "Quality Teaching" is addressing the notion that teachers must improve in all aspects of effective practice including "student feedback", "differentiation" and "enlisting parents" in the learning process when appropriate.

What is evident is the perception and hopefully the reality that the Campus is attempting to maximise the conditions for learning to occur and that it is important to note that the students in the enrolment profile of this Campus have come with a range of inhibitors to the learning process. This Campus is making a concerted effort to bridge the gaps in the learning profiles of all students.

Student Awards

The Valedictory was held in November. The off-site venue enhanced the ambience and attendance was significantly better than in previous years. The event was certainly a celebration of the tenacity of staff and the commitment by students to gain the best possible outcomes from their short time on Campus. The following special awards acknowledge the commitment of our students.

- | | |
|--|-------------------|
| Curtin <i>UniReady</i> Achievement Award | Stella Cowan |
| Ampol Award All-rounder Award | Jess Gillam |
| Future Innovators | Chernay Lello |
| Long Tan Defence Services Award | Jan Michael Bayot |
| North Lake Citizenship Award | Suraya Gul Rezai |
| North Lake Senior Campus ATAR Dux | Abigail Healing |
| North Lake Senior Campus Non-ATAR Dux | Ethan Baker |



Special Events of 2021

Throughout the year we celebrate several events that enhance the culture of the Campus. Students and staff embrace these as an integral component of Campus life and enjoy the connection these events make with the Campus's values of Respect, Care, Flexibility and Empowerment.

Harmony Day - North Lake Senior Campus is famous for its Harmony Day celebrations that foster inclusiveness, respect, and the idea that people of all cultures can make valuable contributions to society. The day began with a moving "Welcome to Country" by Olman Walley, an accomplished storyteller and didgeridoo player. Highlights were many, especially the various dance moves by students and staff.



ANZAC Service - The service was organised by Ms Anna Watters and conducted by the Student Council. There were special guests in attendance from the RSL. The engagement by students was a feature. They showed respect and appreciation for the formality of the event. This commemorative service for ANZAC Day enables us all to reflect on the connections between past and present and acknowledge the sacrifices men and women have made for the freedoms we enjoy today.

Campus Ball - A night of Hollywood glamour was the theme for the 2021 North Lake Senior Campus Ball but on the eve of a lockdown it almost became a masked ball. Beautifully dressed students and staff in attendance at the East Fremantle Sailing Club ensured an excellent time was had by all and the event was a raging success.

Big Morning Tea - All over Australia morning teas have been held to raise vital funds to make a difference for those impacted by cancer. North Lake's Hospitality students hosted our contribution to Australia's Biggest Morning Tea at the Red Line Cafe. Students, parents, grandparents, friends, community members and staff turned out for the event that raised funds for the Cancer Council of Australia. Guests were treated to delicious sweet and savoury dishes and a variety of expertly prepared beverages. The front of house staff provided friendly service while there was a frenetic and professional atmosphere in the kitchen.

Loud Shirt Day - North Lake Senior Campus celebrated Loud Shirt day in June. This is now a well celebrated tradition and was combined with the annual "Toasty Tuesday" event. Students and staff were encouraged to wear bright and loud clothing to receive a free toasted sandwich, cooked with care and compassion from the Hospitality students. The day also was an opportunity to promote the Act, Belong, Commit wellbeing message that the campus promotes and supports.

Revegetation Day and Sustainability Week -The Sustainability Leadership Group embarked on an ambitious program to revegetate the construction site at the front of the Administration block, adjacent to the new disabled access ramp. Thanks to the expertise of our Campus Council member, Louisa Barnacle, and led on-site by Dr Tracey Fisher, most Campus staff and students planted more than 1200 native plants. This may well become an annual event in the coming years.



In addition, Sustainability Week was celebrated at the commencement of Term 4. Sessions on recycling, vegetarian food preparation, a clothing swap, worm sheds, art and numerous supporting displays rounded off another highly successful week. The commentary from all the students was most positive and changed some student's thinking about sustainability.

RUOK Day - The aim of RUOK? Day is to engage the North Lake Senior Campus community to connect with people both on campus and in the broader community that may be struggling with mental health issues, the objectives being to encourage them to seek further help and for us to follow up to ensure support is being provided. Food, music, sporting events, smiles all provided an RUOK Day success.



End of year lunch - After a busy year running the Red Line Cafe, catering for events and fitting in some classroom work, the Hospitality and Kitchen Operations students finished off in style. Their showcase luncheon “Hispanic Highlights” came after much trialling and planning, and was enjoyed by a large group of guests.

Year 12 Breakfast and final assembly - While the valedictory marked the last time the Year 12s came together as a group, the Year 12s’ last day at school was marked by a less formal celebration on campus. There was food and music, exchanges of autographs and messages, a valedictory rehearsal and lots of fun awards. Staff and students enjoyed this final informal on-site interaction that always sets the scene for a positive formal Campus farewell.

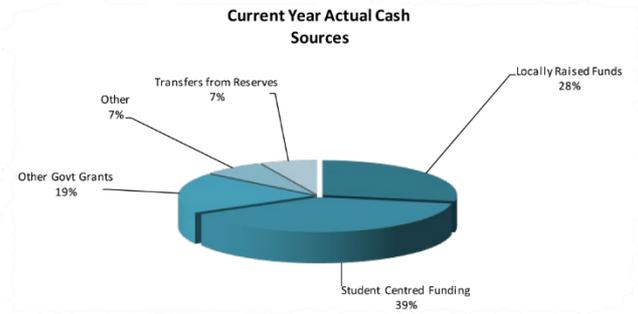
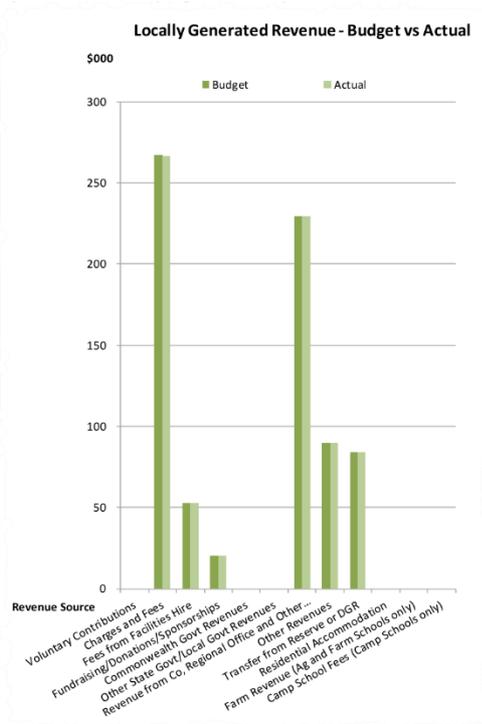
Booragoon Rotary Club Year 11 Endeavour Scholarship dinner - was held at Dome Deep Water Point in October and despite the wild weather, the event was a celebration of the quality and endeavour of students. The scholarship recipients are students nominated by staff on the basis of their attributes of character and attitude, as well as their commitment to achieve their educational aspirations. Each student presented their aspirations to the Rotarians in attendance and shone as the worthy recipients of these prestigious scholarships.

Tomorrow Man/Woman - Around 70 students were involved in the Live Tomorrow Man/ Tomorrow Woman workshops looking at the rules of masculinity, the shaping of gender norms and much more through the power of real and honest discussion. This was the first time the Campus had initiated these workshops and the resultant positive feedback indicates a commitment to continue this into the future.

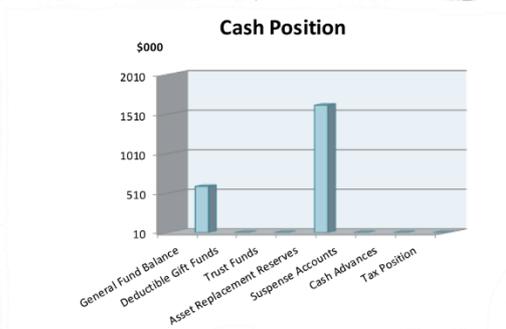
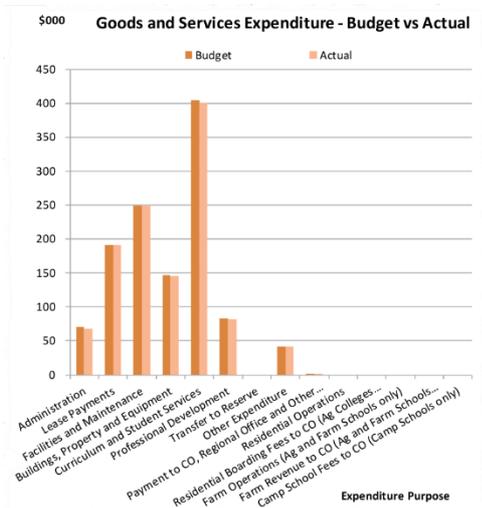
The Campus had many more events that help shape the social and emotional development of our students. Some of these not elaborated include: Intensive English Centre and Fremantle Fast Track final assemblies and graduations, the many music interludes at these assemblies, the successful excursions to the many cultural and educative locations and First Aid training courses. These are integral to the full development of all of our students.

North Lake Senior Campus
Financial Summary as at
31/12/2021

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ -	\$ -
2 Charges and Fees	\$ 266,931.00	\$ 266,930.02
3 Fees from Facilities Hire	\$ 53,028.00	\$ 53,027.27
4 Fundraising/Donations/Sponsorships	\$ 20,064.00	\$ 20,063.55
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ -	\$ -
7 Revenue from Co, Regional Office and Other Schools	\$ 229,434.00	\$ 229,434.43
8 Other Revenues	\$ 90,004.00	\$ 90,005.89
9 Transfer from Reserve or DGR	\$ 83,865.16	\$ 83,865.35
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 743,326.16	\$ 743,326.51
Opening Balance	\$ 550,000.00	\$ 550,000.42
Student Centred Funding	\$ 475,387.00	\$ 475,386.57
Total Cash Funds Available	\$ 1,768,713.16	\$ 1,768,713.50
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 1,768,713.16	\$ 1,768,713.50



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 71,304.73	\$ 67,718.20
2 Lease Payments	\$ 190,444.62	\$ 190,444.58
3 Utilities, Facilities and Maintenance	\$ 249,586.58	\$ 248,779.86
4 Buildings, Property and Equipment	\$ 147,106.00	\$ 145,650.70
5 Curriculum and Student Services	\$ 404,956.00	\$ 400,449.58
6 Professional Development	\$ 83,117.93	\$ 82,384.32
7 Transfer to Reserve	\$ -	\$ -
8 Other Expenditure	\$ 41,617.77	\$ 40,935.37
9 Payment to CO, Regional Office and Other Schools	\$ 16.53	\$ 17.50
10 Residential Operations	\$ -	\$ -
11 Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12 Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13 Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14 Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
Total Goods and Services Expenditure	\$ 1,188,150.16	\$ 1,176,380.11
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 1,188,150.16	\$ 1,176,380.11
Cash Budget Variance	\$ 580,563.00	



Cash Position as at:	
Bank Balance	\$ 2,209,708.90
Made up of:	
1 General Fund Balance	\$ 592,333.39
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 1,619,664.93
5 Suspense Accounts	\$ 3,513.58
6 Cash Advances	\$ (500.00)
7 Tax Position	\$ (5,303.00)
Total Bank Balance	\$ 2,209,708.90

Gary Anderson
 Principal
 March 2022

North Lake Senior Campus

