

WARNBRO
COMMUNITY HIGH SCHOOL

Annual Report 2016



There was a focus on the school community collectively having pride in our school and for our students to “be their best, be respectful and be responsible.”

From the Principal

2016 was a year of consolidation for us at Warnbro Community High School. It marked the mid-point of our first ever Business Plan as an Independent Public school, and analysis of our 2016 data in general reflects that we are making inroads towards meeting our goals and priorities. There is of course, always more work to be done, and we look forward to meeting that challenge throughout 2017 by looking at what the evidence and data shows us.

As usual, this Annual Report highlights our work and progress in the four priority areas of our Business Plan. I am very proud of the way in which our school community has worked together to ensure progress was made throughout the year. There was a focus on the school community collectively having pride in our school and for our students to “be their best, be respectful and be responsible.” Progress against the Business Plan 2015 - 2017 was reviewed thoroughly at school and Board level, allowing us to refocus moving forward in a strategic and targeted manner.

The school’s focus for teaching and learning is to ensure that our students are provided with every opportunity to learn and grow in a positive and safe school culture, while contributing and adding value to the broader school community. Our school focussed on ensuring that all processes and supports put in place nurtured the “whole child” to help them attain their personal best. We continued to seek out partnerships with other educational and community based organisations to work in collaboration with the school to further nurture and support our students. We trialled new interventions

and structures throughout the year to meet the needs of our students – always seeking to improve on our processes and programs for every student in the school. This Annual Report shows how those programs added to our rich and diverse offerings and led us closer to ensuring success for all students, a key school priority.

I look forward to building on our progress and successes in 2016 moving into 2017 with the same sense of determination and renewed focus that we have demonstrated throughout the previous two years of our Business Plan. I am not shy about voicing my wishes for our students - I will constantly encourage our students to be their best and to not settle for anything less.

Ms Kya Graves
Principal



Warnbro Community High School Board 2016

Priority 1 Engagement

A teaching and learning environment where high engagement and achievement are promoted and recognised.

We have high expectations of our students and ourselves. We strive to establish a challenging learning environment where students and staff are challenged to give their best. We recognise the differing circumstances and needs of our students and are dedicated to achieving the best possible outcomes for all, in line with the Department of Education’s strategic direction of “a high quality school education for every child – whatever their ability, wherever they live, whatever their background.”

On the ground this reflected by a focus on increasing retention rates, the development of positive teacher-parent relationships, professional conversations about best practice and engaging pedagogy, and a commitment to the fostering of high teacher expectations to promote academic rigour.



Our Students at PICA with Ahil

Year 12 Achievements

86% of eligible Year 12 students achieve the Western Australian Certificate of Education. The apparent retention and progression rate of the Years 10-12 was 76%, a 15% increase from 2015.

ATAR participation increased to 30%. The median ATAR was lower than in 2015 at 48. Our two highest achieving students were accepted into the Australian Defence Academy in Canberra. There has been an extensive inquiry into why this ATAR outcome occurred resulting in a renewed emphasis on improving course counselling and ensuring the ATAR pathway on offer is suited to front door university entry for all students who are pursuing it. The expectation is that this will see the median ATAR increase in future years.

Year 12 Participation

Year	Eligible Year 12 students	Number acquiring an ATAR		VET – No of students		VET – No of students completing a Cert II or higher	
2013	166	36	22%	132	80%	88	53%
2014	100	21	21%	76	76%	67	67%
2015	167	35	21%	145	87%	125	75%
2016	166	50	30%			145	87%

WACE achievement dropped in line with WA schools due to the new requirements for WACE being implemented for the first time. The school remains committed to ensuring students are given every opportunity to achieve the complex requirements for WACE through their course selection and achievement.

VET participation in 2016 was 100% and 87% of these students achieved a qualification of a Certificate II or higher.

Our school attainment (completion of Certificate II or higher, or achievement of an ATAR of 55 or more) was 94%, higher than our like schools and maintaining an upward trend from 2015 of 11%.

WACE Achievement

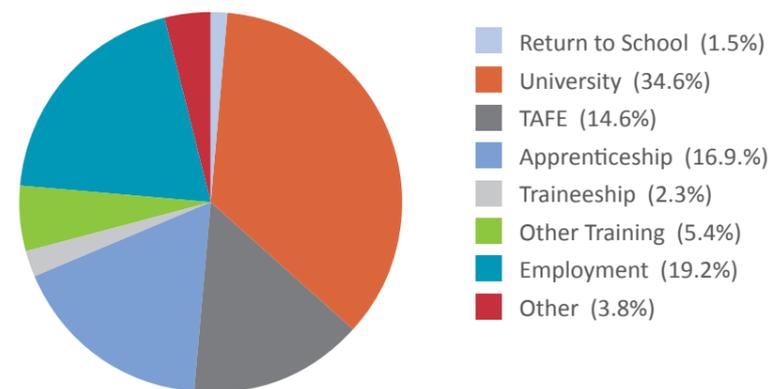
Year	Eligible Year 12 students	Percentage achieving WACE
2013	166	96%
2014	100	98%
2015	167	97%
2016	166	86%



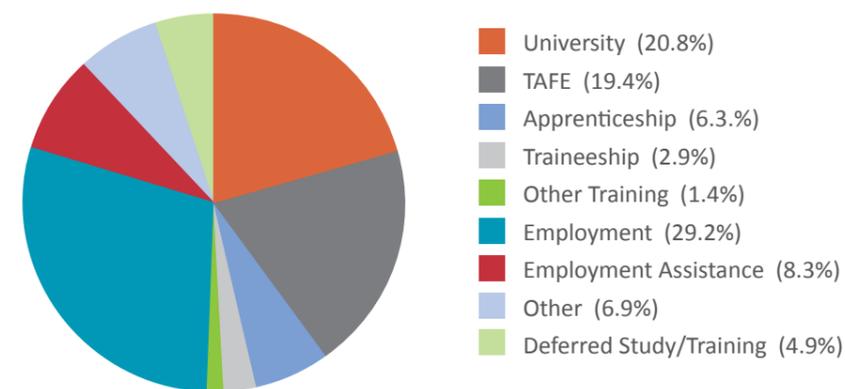
Learning Areas at Warnbro Community High School have continued to provide opportunities for students to engage in their learning, building connections with our wider community and enriching the curriculum.

Year 12 Intention and Destinations

Intention 2016



Destination 2016



2016 saw a significant increase of students seeking employment post compulsory schooling. The school remains committed to supporting students to develop a post school pathway, which accommodates their needs and skills.

Learning Area Highlights

Learning Areas at Warnbro Community High School have continued to provide opportunities for students to engage in their learning, building connections with our wider community and enriching the curriculum.

HIGHLIGHTS

- Community Partnerships
- SparkLab – 2 year partnership with PICA titled, Two Spaces, One Space, collaboration to untie out of metro Perth with the Perth Cultural Centre.
- Creative Arts events: Curtain Calls - The Drill; Projector Bike; Through Looking Glass workshops - Year 8 animation; Moorditj Waankaniny- Deadly Talking; Two Places, One Space Celebration 2 month exhibition celebrating student works
- Year 5 Writing, Sculpture and Movement Workshop with feeder schools at Perth Institute of Contemporary Arts
- Years 8 and 9 to be a part of the West Australian Debating League Competition through HaSS - the only public school participating in the region. The Year 8 students reached the Grand Final of the competition.
- Year 10 HaSS students involved in the Bendigo Bank “How to Improve Your Community competition.” Supported by over 70 staff, students and local businesses the “Sleeping Rough” overnight incursion raised hundreds of dollars for Anglicare Rockingham to assist homeless people in the Rockingham region.
- Year 11 Modern History class excursion to the Holocaust Centre, where they met Jewish Holocaust survivors and used their testimonies in assessments
- Classes involved in the school Anzac Day Ceremony
- Interschool swimming squad
- Senior girls AFL team: WCHS “Bulldogs”
- WCHS fielded representative teams in Cricket, Netball, Basketball and Rugby
- Year 10 Health students completed their Keys 4 Life driver education program
- Year 12 Health Fair held in the first half of the year.
- Celebration of pi day on the 14th of March

Priority 2

Literacy

Literacy and Numeracy

There has been a focus on embedding effective classroom practice throughout and across the learning area classrooms.

In 2016 the school consolidated its whole school approach to literacy, with a focus on four strategies across all learning areas: glossaries, text previews, “think-pair-create” and paragraphing. Moving forward the school is looking to develop a similar whole school approach to numeracy, further embedding effective, evidence based instructional strategies.

The National Assessment Program Literacy and Numeracy (NAPLAN) is one source of data that is used to inform teaching strategies that build the skills of students in literacy and numeracy. Teachers use available data to plan effective lessons that accommodate the learning needs of students.

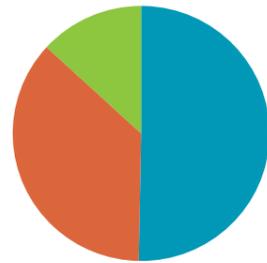


There has been a focus on embedding effective classroom practice throughout and across the learning area classrooms.



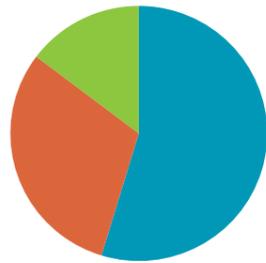
Year 7 NAPLAN Results 2016

Numeracy



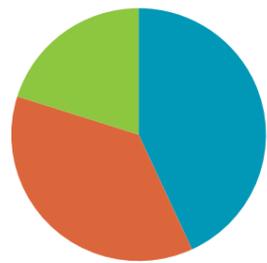
Most students performed at or above the National Minimum Standard.

Reading



Reading continues to be an area of growth with an increase in the number of students performing above the National Minimum Standard.

Writing

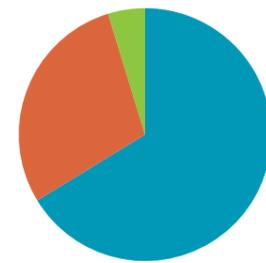


Writing continues to be an area of focus for the school.

■ Above
■ At
■ Below

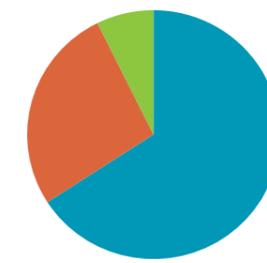
Year 9 NAPLAN Results 2016

Numeracy



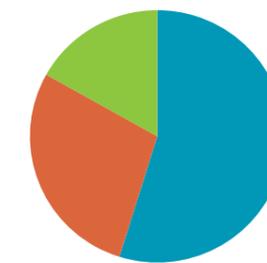
While most students performed at or above the National Minimum Standard the school’s goal is an increase of students performing above the National Minimum Standard.

Reading



Further progress is being made to increase the number of students at or above the National Minimum Standard.

Writing



Most students performed at or above the National Minimum Standard. The number of students below the minimum National Standard is in line with WA Public Schools and continues to be an area of focus for improvement.

■ Above
■ At
■ Below

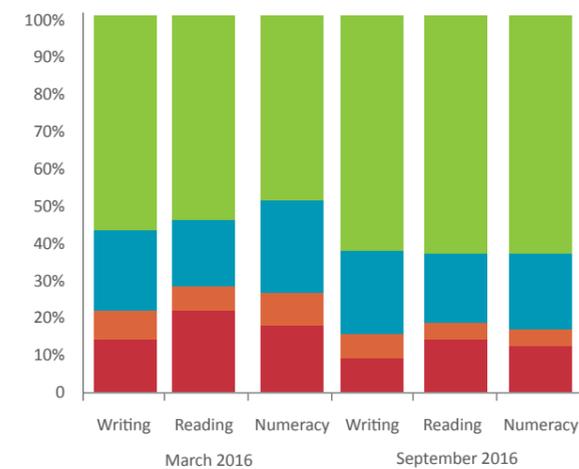


Staff will continue to use literacy and numeracy data to determine the appropriate supports and interventions required to achieve the WACE requirements.

Online Literacy and Numeracy Assessment Year 10 (OLNA)

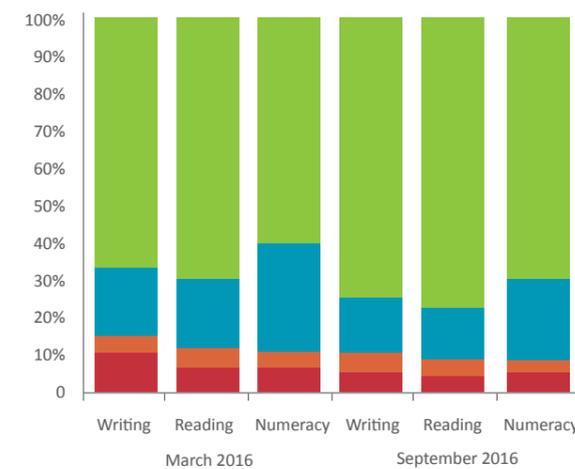
Online Literacy and Numeracy Assessment (OLNA) became part of the Western Australian Certificate of Education (WACE) in 2016.

Year 10



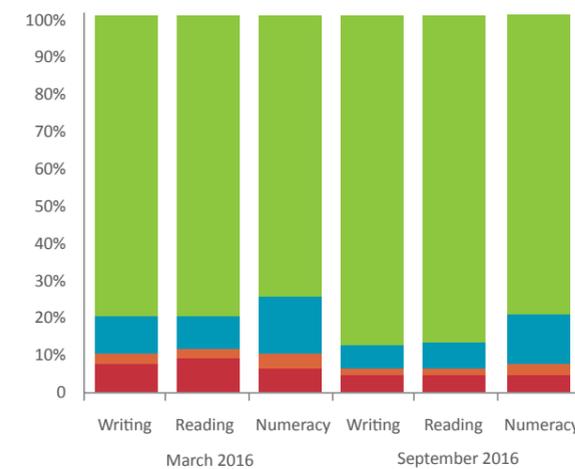
A positive trend across Writing, Reading and Numeracy from March to September, with a 10% increase in Category 3 in all assessments in September.

Year 11



The increase in Category 3 achievement continues on a positive trend in Writing and Reading with a decrease in non-participation across all assessments since the start of Year 10 of up to 17%.

Year 12



The OLN results from 2016 indicate continuing improvement in achieving Category 3. Did not sit numbers remain static and reflect students engaged in alternative pathways for Year 12.

Priority 3

Inclusive

An inclusive, safe and stimulating learning environment, which embraces school pride, good citizenship and student success.

Warnbro Community High School strives to be a calm and friendly school where students are respectful, responsible and endeavouring to achieve their best. Restorative and educative approaches lead to student understandings about appropriate and respectful behaviour. Student connections to the school are developed and enhanced by a range of pastoral care programs that develop resiliency and aspiration in our students.



Attendance

Attendance continues to be a priority at Warnbro Community High School; the school recognises that there is a direct link between regular school attendance and successful students. Overall there has been a positive trend since 2014. Work is now being done to engage with our parents and significant inroads have been made with regard to increasing the number of explained absences:

improving school/parent communication. There has been improvement in Year 8,9 and 10 attendance rates since 2015, with Year 8 attendance being on par with WA Public Schools. The attendance rate of our Aboriginal students continues to be higher than both like and WA Public Schools for 2016.

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2013	85.5%	87.8%	89.1%	74.2%	73.8%	67.2%	84.9%	87.0%	87.4%
2014	83.1%	85.8%	88.6%	69.4%	73.1%	66.3%	82.4%	84.8%	86.9%
2015	85.8%	87.3%	89.7%	70.6%	72%	68%	84.8%	85.8%	87.9%
2016	85.4%	87%	89.5%	77.6%	71.7%	67.4%	84.8%	85.5%	87.7%

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013		87%	84%	84%	83%	87%
2014		87%	80%	79%	83%	85%
2015	90%	86%	81%	79%	84%	89%
2016	88%	88%	83%	82%	81%	87%
WA Public Schools	91%	88%	87%	86%	87%	88%



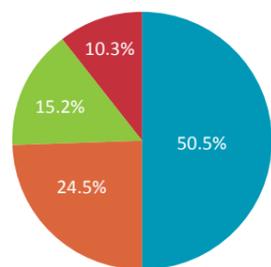
Improving the regular attendance of students remains a whole school priority.

Learning Areas at Warnbro Community High School have continued to provide opportunities for students to engage in their learning, building connections with our wider community and enriching the curriculum.

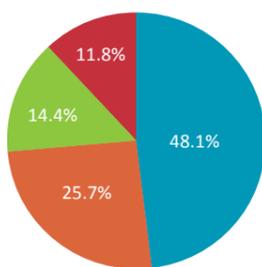


Attendance Profile

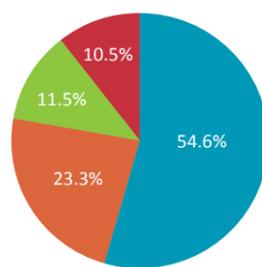
Semester 1 2013



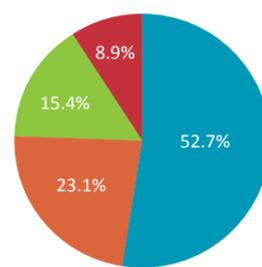
Semester 1 2014



Semester 1 2015



Semester 1 2016



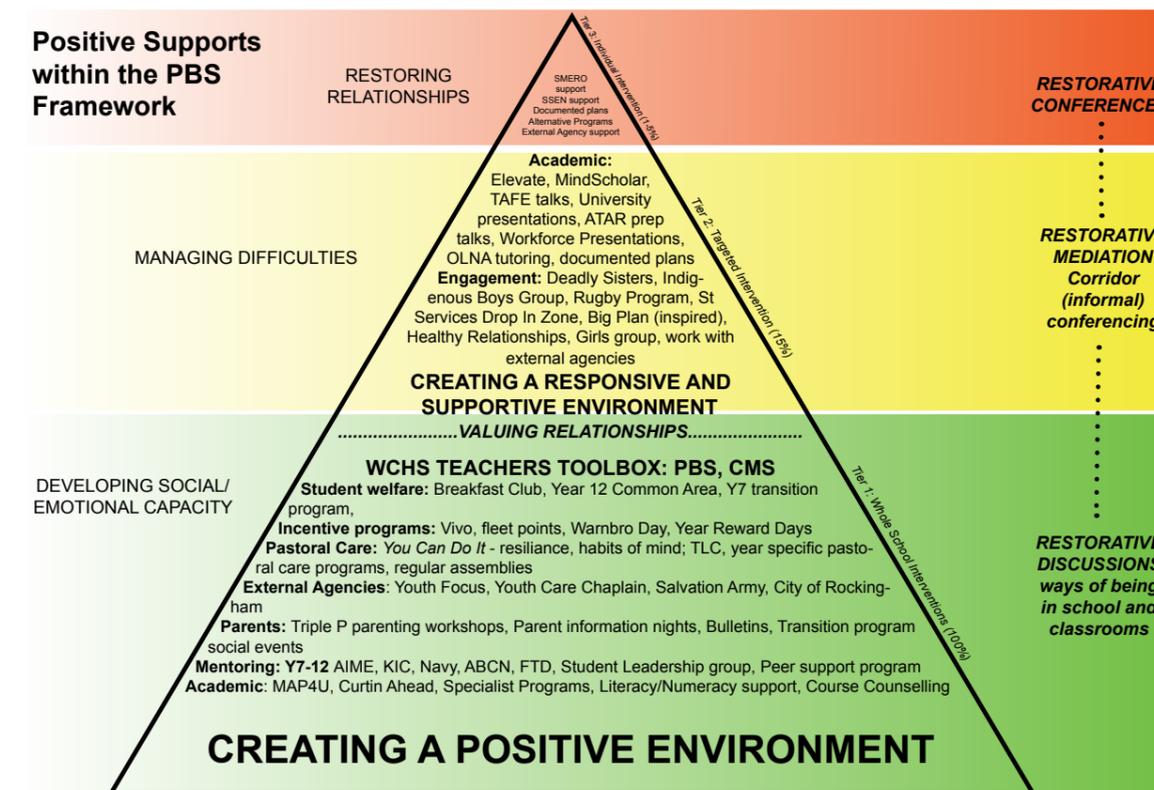
- Regular (90% or greater)
- Indicated (80% to <90%)
- Moderate (60% to <80%)
- Severe (<60%)

Targeted interventions with a focus on whole school approaches to recording, addressing and improving student attendance continue. Targets have been set for each year group to increase the percentage of students with regular (90%) attendance.

Pastoral Care

Warnbro Community High School is a positive behaviour school with a pastoral care structure that supports an inclusive learning environment. The goal of the pastoral care team has been to establish a climate in which appropriate behaviour is the norm. A wide range of positive supports are in place to accommodate the diverse range of needs in our school community. The pastoral care team work in a reflective manner to ensure that these supports are relevant to the needs of current students.

Positive Supports within the PBS Framework



Priority 4

Success

Success for all students

Warnbro Community High School has a range of programs in place to ensure that our students are able to achieve their best and experience success. The school continues to develop and build effective partnerships with our key stakeholders: parents, feeder primary schools and the wider community. Key partnerships include: Murdoch University, Australian Indigenous Mentoring Experience (AIME), Follow the Dream, Peron Alliance Curriculum and Teaching (PACT), Perth Institute of Contemporary Art (PICA), Kwinana Industry Council (KIC) and YMCA. The school also creates opportunities to use its teaching resources to deliver the best outcomes for students including running OLNA support groups, homework groups and a wide range of extra-curricular activities.

Specialist Programs

Specialist programs continue to attract interest from our local community. Our specialist programs provide an opportunity for our students to develop their interpersonal and academic skills. Up to 20% of the school's student population are engaged with our specialist programs from Years 7 – 10 with the majority of students coming from our feeder primary schools.

Adventure Recreation (Ad Rec) highlights:

- WCHS students finished 2nd at the State Schools Orienteering Titles in June, taking home 6 medals.
- 37 students took part in the second biennial NZ Tour: visiting the Whakawera Forest, the rainforest of the Coromandel Peninsula, the caves of Waitomo, surfing the waters of Mt. Maunganui, and sailing at Lake Rotoiti.
- Yr7-10 Adventure Rec students tackled the high ropes adventure course at Trees Adventure in Dwellingup.



In 2016 the school implemented targeted initiatives to support the literacy and numeracy needs of students with a focus on engaging students in their learning whilst engaging the wider community.



Targeted Initiatives

Year 6 Transition

Warnbro Community High School coordinates with five feeder primary schools: Warnbro Primary School, Port Kennedy Primary School, Rockingham Lakes Primary School, Koorana Primary School and Endeavour Primary School, to run a two day transition program for incoming Year 6 students into Year 7. In 2016 this commenced in Term 1 and Term 3 giving students the opportunity to “taste” the specialist programs and to meet and work with the pastoral care team establishing support networks. Regular visits were made to all primary schools by the Transition Coordinator throughout the year to further build relationships and rapport. During Term 4 further transition was developed for students with additional needs. This extended transition allowed the school to work collaboratively with the primary staff and enabled the school to be prepared to cater for the needs of incoming students. The school aims to become the school of choice for Year 6 students at the local primary schools.

Literacy and Numeracy Support

In 2016 the school implemented targeted initiatives to support the literacy and numeracy needs of students with a focus on engaging students in their learning whilst engaging the wider community.

The 2016 Resiliency and Pastoral Care (R.A.P) class provided an extended supportive transition from primary school for students with additional needs as identified by the school. A specialist teacher embedded literacy and numeracy across Mathematics, English, Humanities and Social Sciences, Science and Health to support the development of student skills. In 2016 student data reflected academic growth in these students throughout the year. Social and emotional skill development meant that students were able to develop a strong sense of connection to the school with attendance above 90% for all students. The school is committed to this intensive support of our Year 7 students with additional needs and is trialling the implementation of a model of support in Year 8 in response to its success.

The Future Links programs supports students from Year 8 to 12, working with key community agencies to provide a Big Picture inspired education pathway. The program is highly responsive, tailored to individual needs, specifically targeting literacy, numeracy and skills for life.

Through the use of Big Picture pedagogy an innovative partnership with YMCA has meant students have access to a range of community resources and access to a variety of adult mentors who model positive citizenship. Lower school students in the program develop the interpersonal and academic skills to lead into a VET based pathway in senior school. Outcomes for the wider community has meant an increase in external business and community partnerships leading to increased awareness and understanding of potential opportunities post school.



All teaching staff at Warnbro Community High School meet the professional requirements to teach in WA and can be found on the public register of the Teacher Registration Board.

Staff Profile

Staff Qualifications

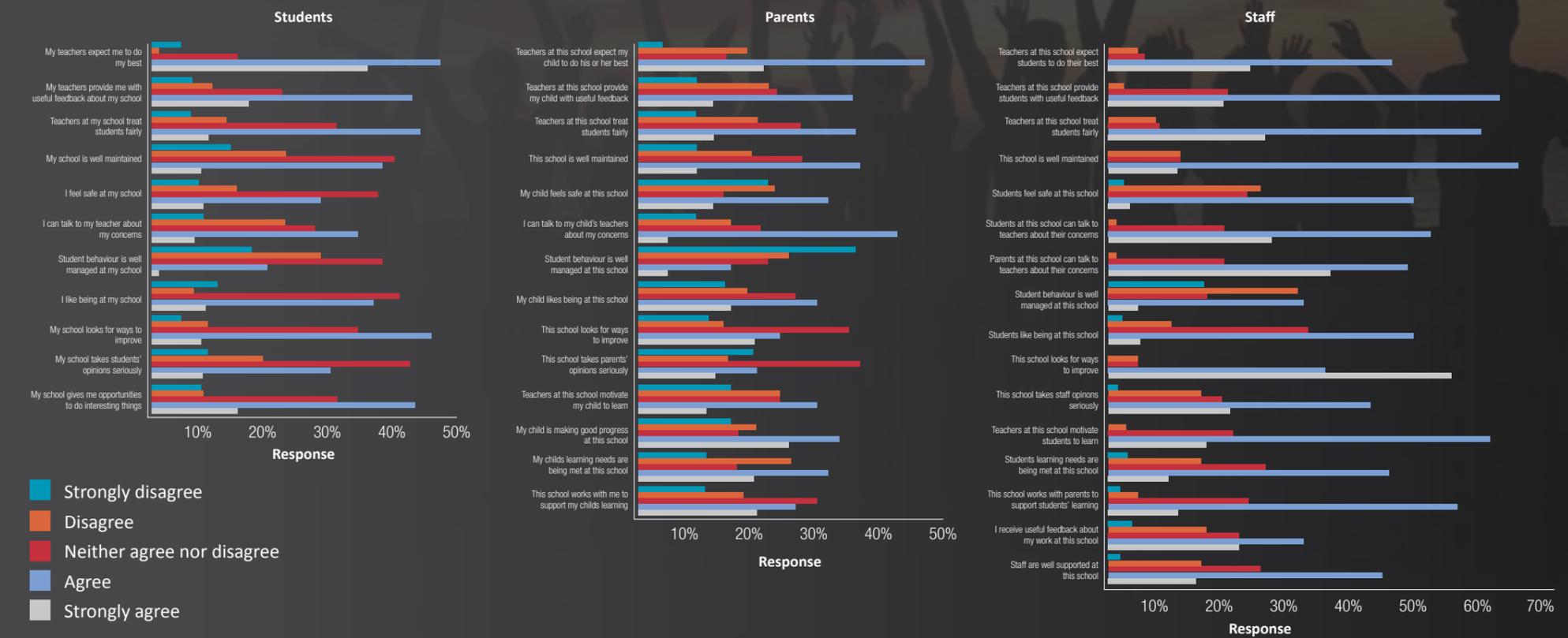
All teaching staff at Warnbro Community High School meet the professional requirements to teach in WA and can be found on the public register of the Teacher Registration Board. There is a broad range of teaching experience at the school including curriculum leaders, ATAR examination markers, OLN and NAPLAN markers and literacy and numeracy specialists. In 2016 we had a significant number of our staff mentor student teachers from the major West Australian universities. There are future plans to develop a professional development program that utilises the high quality of skills in our staff in a peer delivery model.

Professional learning for teaching staff included:

- Positive Behaviour Support – explicitly teaching and reinforcing expected behaviours
- You Can Do It! – whole school resiliency program aimed at developing key life-skills
- Peer observation and feedback
- Big Picture Training
- Beginning teachers conference
- Beyond 2020: developing our future workforce
- Kagan Cooperative Learning
- Instructional Strategies: observation and workshops with Barrie Bennett
- Tactical Teaching: Reading and Writing
- Improving Reading Comprehension
- Careers Master Class
- Cert IV assessment and training
- Keys for Life

2016 National Survey Results

Every two years, schools are required to survey their school community - comprising of students, parents and school staff. This is the second time we have completed the surveys, and the number of respondents for each of the surveys was higher than in 2014.

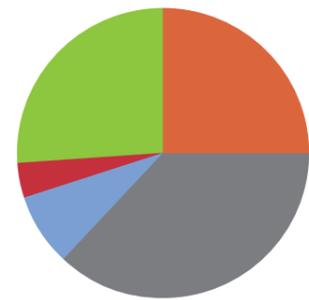


This is only one set of survey data that the school collects. In 2016, ATAR teachers' utilised research based tools such as the Classroom Climate Survey to seek student feedback on classroom pedagogy. Staff at Warnbro are encouraged to seek student feedback throughout the year to better meet the needs of the students in the classroom. The school is also committed to forging closer links with parents and the wider school community and in 2017 will be working with the School Board and P&C to see how this relationship can be developed further.

We look forward to building on our progress and successes in 2016 moving into 2017 with the same sense of determination and renewed focus that we have demonstrated throughout the previous two years of our Business Plan.

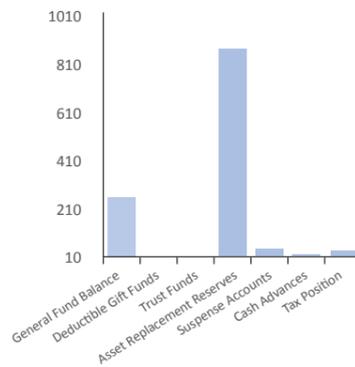
Financial Summary as at 31 December 2016

Current Year Actual Cash Sources



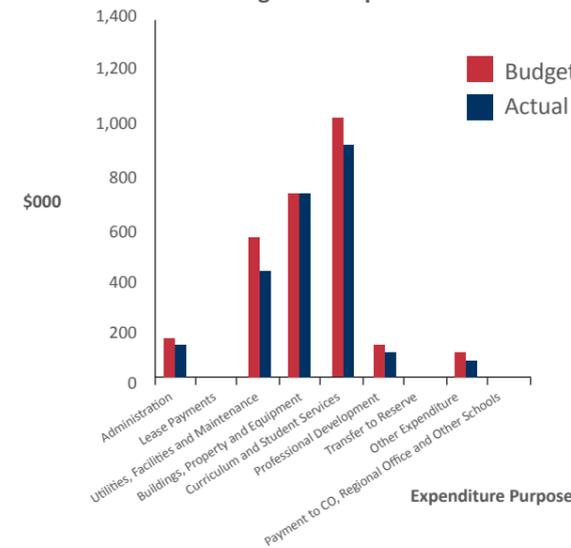
- Locally Raised Funds (25%)
- Student Centered Funding (37%)
- Other Govt Grants (8%)
- Other (4%)
- Transfers From Reserves (26%)

Cash Position

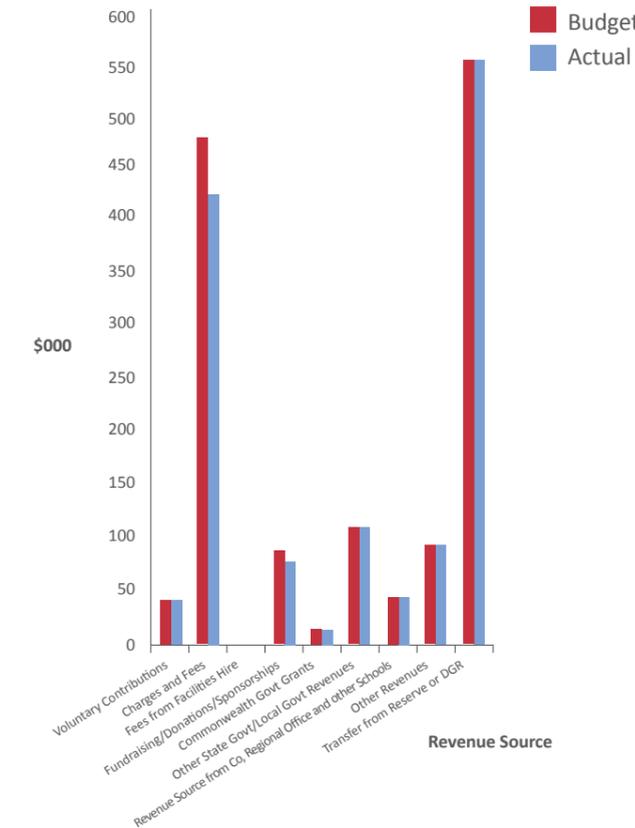


Cash Position as at:	
Bank Balance	\$1,114,289.71
Made up of:	
1 General Fund Balance	\$255,911.84
2 Deductible Gift Funds	-
3 Trust Funds	-
4 Asset Replacement Reserves	\$854,094.18
5 Suspense Accounts	\$23,969.69
6 Cash Advances	-\$1,100.00
7 Tax Position	-\$18,586.00
Total Bank Balance	\$1,114,289.71

Contingencies Expenditure



Contingencies Revenue - Budget vs Actual



Equipment, Buildings, Facilities and Infrastructure Up-Grades Highlights for 2016

Stage two of Fencing	\$51,699.91	PA System	\$74,172.00
Outdoor Gym Equipment	\$64,709.00	English Block Painted	\$18,425.00
Sports Shed	\$44,598.00	Rugby Goals	\$11,425.00
Bus Shed Technology	\$34,794.00	Arts Foyer Adapted Classroom	\$28,191.00

Works completed and waiting payment in 2017

Replacement of canoe shed, Future Links shed and kitchen, Maths office remodel, stainless steel benches to Home Economics room, Reception remodel, security cameras.

Total Cost \$279,503.33

Revenue - Cash		Budget	Actual
1	Voluntary Contributions	\$45,777.00	\$45,776.61
2	Charges and Fees	\$458,754.00	\$413,178.40
3	Fees from Facilities Hire	\$897.00	\$897.52
4	Fundraising/Donations/Sponsorships	\$74,748.15	\$68,443.27
5	Commonwealth Govt Resources	\$14,370.00	\$14,370.00
6	Other State Govt/Local Govt Revenues	\$111,764.00	\$111,764.29
7	Revenue from Co, Regional Office and Other Schools	\$49,043.60	\$49,043.19
8	Other Revenues	\$92,882.07	\$92,884.68
9	Transfer from Reserve or DGR	\$560,305.00	\$560,305.00
Total Locally Raised Funds		\$1,408,540.82	\$1,356,662.96
Opening Balance		\$463,577.08	\$463,577.08
Student Centered Funding		\$796,263.00	\$796,263.59
Total Cash Funds Available		\$2,668,380.90	\$2,616,503.63
Total Salary Allocation		\$11,250,617.00	\$11,250,617.00
Total Funds Available		\$13,918,997.90	\$13,867,120.63

Expenditure		Budget	Actual
1	Administration	\$194,295.05	\$140,311.84
2	Lease Payments	-	-
3	Utilities, Facilities and Maintenance	\$575,123.60	\$459,677.45
4	Buildings, Property and Equipment	\$743,189.00	\$741,495.02
5	Curriculum and Student Services	\$1,008,247.53	\$900,701.35
6	Professional Development	\$82,167.00	\$69,968.17
7	Transfer to Reserve	-	-
8	Other Expenditure	\$63,611.64	\$48,437.96
9	Payment to Co, Regional Office and Other Schools	-	-
Total Goods and Services Expenditure		\$2,666,633.82	\$2,360,591.79
Total Forecast Salary Expenditure		\$10,828,427.00	\$10,828,427.00
Total Expenditure		\$13,495,060.82	\$13,189,018.79
Cash Budget Variance		\$1,747.08	

Collection Rates	Year 7-10	Year 11-12
Voluntary Contributions Collection Rate for 2016	58.95%	N/A
Course Charges Collection Rate for 2016	47.92%	60.91%
Extra Cost Option Charges Collection Rate for 2016	100.00%	100.00%
Combined Total Charges Collection Rate for 2016	79.80%	73.58%

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