



**Annual Report 2017**



“Warnbro Community High School has a vision to provide students with high quality learning programs, where high achievement is fostered through quality teaching, academic rigour and opportunity. Using encouragement, recognition and reward, the school seeks to promote self-belief and aspiration”

WCHS Independent Public School Review Findings 2017

## From the Principal

2017 was the final year of our first ever Business Plan at Warnbro Community High School. It was marked by the educational review that was conducted in September, which on the whole was positive and validating of the hard work that had occurred at the school over the preceding three years. There is of course, always more work to be done, and the school looks forward to meeting that challenge throughout 2018 by looking at what the evidence and data shows us as the new Business Plan is written and endorsed by the school community.

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 DES reviewers commented *“There is a well-documented process for staff to engage in the self-assessment and self-review processes with supporting processes to provide the time and resources to support engagement. The staff have completed a full summary of the extent to which the school has met each aspect of the DPA requirements with an assessment of levels of achievement and provision of evidentiary data and documentation to support each assessment made. The staff’s judgements record that the school is ‘progressing’ towards achievement. In many cases, these judgements are conservative and the evidence provided suggests the school is, in fact, ‘achieving’ the requirement.”*

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. A strength found by the Review team in our review process was that there had been a significant change in culture towards a positive learning environment and an improvement in the overall behaviour of students could be seen over the time of the first Business Plan cycle.

A key recommendation of the Review was to ensure moving forward that academic targets and milestones are realistic yet challenging for all and that a continued focus on early identification of ‘at risk’ students and differentiated teaching strategies occurred. The Review concluded that *“the school has ‘pursued its vision to achieve significantly improved outcomes for students through a determined focus on providing relevant curriculum and programs for a broad range of students from diverse backgrounds,’ and that “processes have been supported by a professional and enthusiastic staff engaged with the improvement agenda and responsive to meeting individual student needs.” It also stated, “There is significant progress towards the achievement of the business plan milestones, strategies and targets. Well informed, strategic planning is in train for the next planning cycle.”*

I am incredibly proud to have been the principal overseeing such an ambitious and important change process over the past three years, and am very pleased to have all of our hard work and efforts validated by such an affirming Review at the end of the first Business Plan cycle; Warnbro Community High School is well placed to continue its upward trajectory moving into its new business cycle and achieve its stated goal of success for all students.

*Ms Kya Graves*  
Principal



# Priority 1

## Engagement

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

“Using encouragement, recognition and reward, the school seeks to promote self-belief and aspiration”

WCHS Independent Public School Review Findings 2017

### Year 12 Achievements

98% of eligible Year 12 students achieved the Western Australian Certificate of Education. The apparent retention and progression rate of the Years 10 - 12 was 76%, a significant increase from 2015 of 15%.

ATAR participation decreased from 30% to 21% however the number of ATAR students achieving their WACE increased. The median ATAR was higher than in 2016 at 56.4 up from 48. Previous lines of enquiry into ATAR results have seen 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 was that this would see the median ATAR increase in future years – the 2017 results are the beginning of a positive upward trend.

WACE achievement was significantly improved from 2016 with 98% of students achieving their Western Australian Certificate of Achievement. 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 2017 saw 100% of eligible students completing a Certificate II or higher, a significant increase from 87% in 2016.

Our school attainment (completion of Certificate II or higher, or achievement of an ATAR of 55 or more) was 98%, higher than our like schools and maintaining an upward trend from 2016 (94%).

### 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	
2015	167	35	21%	145	87%	125	75%
2016	166	50	30%	220	88%	145	87%
2017	102	22	21%	154	96%	102	100%

### WACE Achievement

Year	Eligible Year 12 students	Percentage achieving WACE
2015	167	97%
2016	166	86%
2017	100	98%

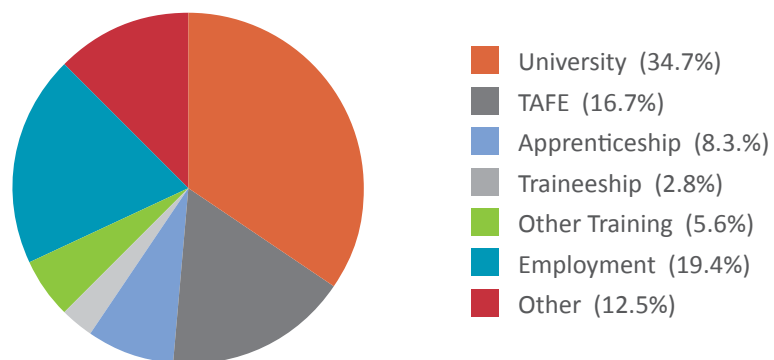


“Productive alliances with industry, business and the broader education sector provide relevant and increased opportunities for students”

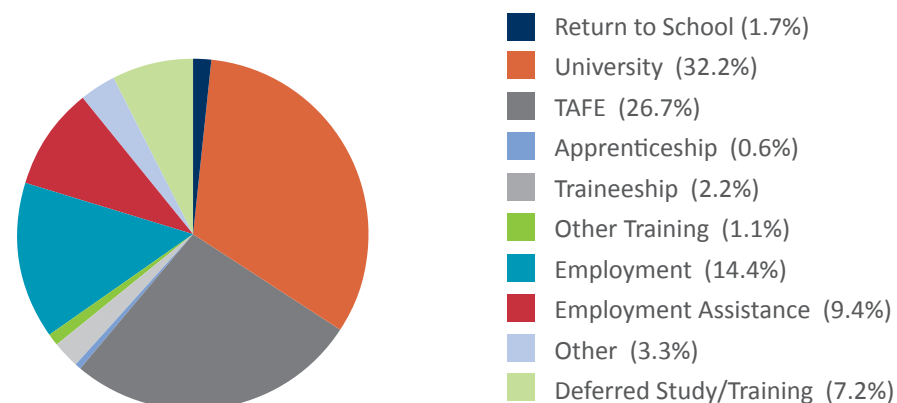
WCHS Independent Public School Review Findings 2017

## Year 12 Intention and Destinations

Intention 2016



Destination 2017



2017 saw a decrease in students seeking employment post compulsory schooling a contrast to the increase in 2016.

34% of students intended to attend university in 2017 with 32% achieving that goal – a positive outcome for these students. TAFE enrolment saw a significant increase: whilst 17% of students intended to study at TAFE, 27% of students attended in 2017 – this may be in part a reflection of the lack of apprenticeship opportunities that were successfully sought (8% in 2016 compared to 0.6% that were actually realised in 2017).

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

- Anzac Day Ceremony
- Dress Up Day for Book Week (Star Wars)
- Sleeping Rough
- “Hacked” Geography competition
- FutureLinks WA Youth Awards 2017 - For improved attendance and reduced suspensions
- AFL jumper competition was won by FutureLinks student Jaylah Whitby
- Celebration of Pi Day on the 14th of March
- After school maths support classes running twice a week all year.
- Naidoc celebrations including an Art show of portraits of Noongar elders
- Year 10 extension in attendance at Science Cafe at UWA, Huntington’s Disease forum at Harry Perkins Medical Centre and Scitech - Space and Astronomy excursion.
- STEM enrichment activities including the Techtrails incursion supported by Women in Technology WA(WITWA) to explore careers in STEM especially for female students
- Birds of Prey WA incursion to find out about rehabilitated raptors and the impact of habitat loss on birds of prey
- Robotics Club growing and expanding: Senior team took out second place in the robot challenge for the Lego League interschool competition
- Participation in the first Lego League in November resulted in the Senior team taking out first place in the Project category winning the most innovative solution to a water use problem, developing a water pollution commercial

“Staff are committed to school-wide priorities in learning and pedagogy”

*WCHS Independent Public School Review Findings 2017*



# Priority 2

## Literacy

Literacy and Numeracy

“Staff reported they have sound skills of data analysis which enable them to contribute to target development and strategic response”

*WCHS Independent Public School Review Findings 2017*

### Year 12 Achievements

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

In 2017 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 the 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.

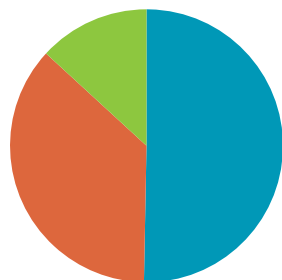
In November of 2017 Progressive Achievement Testing (PAT) was introduced as another source of data to establish some baseline data that can be used by staff to establish student-learning needs, set improvement goals and track literacy and numeracy development. Access to the PAT teaching resource will also be developed so that teachers have ready access to explicit lessons to skills development identified in the PAT testing.

2018 will see the review and development of literacy and numeracy plans. As an identified area of weakness numeracy planning will have a particular focus.



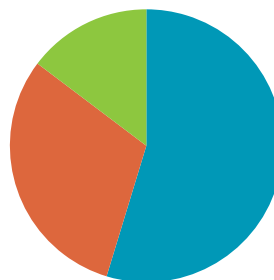
## Year 7 NAPLAN Results 2017

### Numeracy



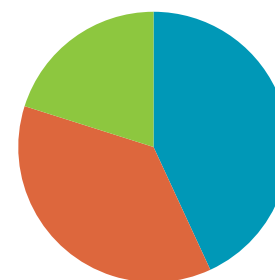
Most students performed at or above the National Minimum Standard.

### 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

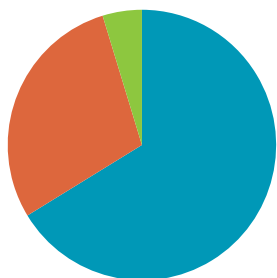


“There is a whole-school commitment to responding to data and implementing academic and wellbeing strategies to promote success for all students”

*WCHS Independent Public School Review Findings 2017*

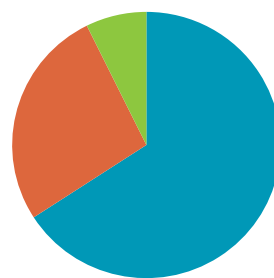
## Year 9 NAPLAN Results 2017

### Numeracy



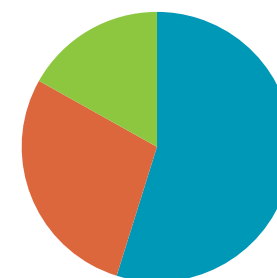
While most students performed at or above the National Minimum Standard the school’s goal is an increase of students performing above the National Minimum Standard.

### 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 National Minimum Standard is in line with WA Public Schools and continues to be an area of focus for improvement.

■ Above  
■ At  
■ Below

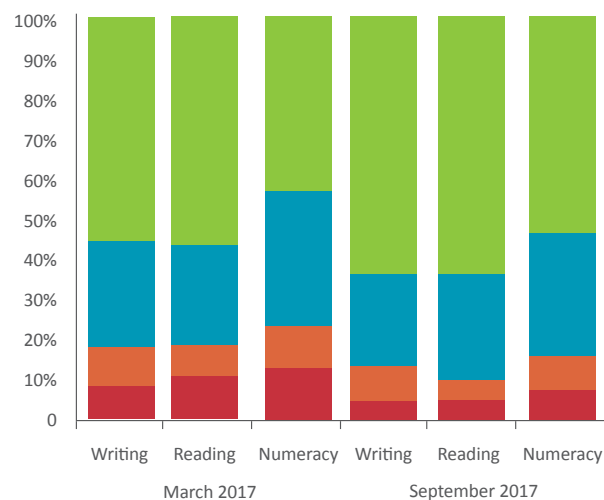




## Online Literacy and Numeracy Assessment Year 10 (OLNA)

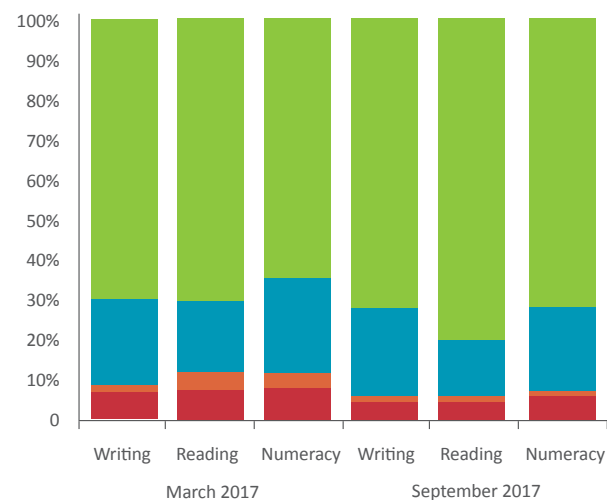
Online Literacy and Numeracy Assessment (OLNA) became part of the Western Australian Certificate of Education (WACE) in 2016.

**Year 10**



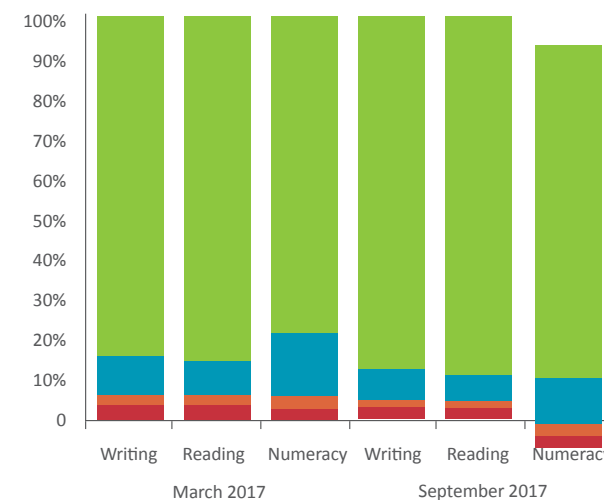
A positive trend across Writing, Reading and Numeracy from March to September, with a 10% increase in Category 3 in all assessments in September.

**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 OLNA 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.

“After-school enrichment clubs (extracurricular, homework groups, Mathematics homework, English ATAR study groups, Mindfulness in Year 7 and Year 8, Robotics) complement academic pathways”

*WCHS Independent Public School Review Findings 2017*

Students experienced success in many forms. A reflection on the 2017 highlights include:

- All Year 7 students attending the school swimming carnival
- Year 7-10 Adventure World end of year reward activity
- Targeted group interventions developing student resilience and building positive relationships
- Reward activities including sausage sizzles, excursions and social events
- Transition program-visits from schools, BBQ for parents and future students and additional small transition events for targeted students
- Student Leadership working across the school
- Attendance rate significantly higher than like schools
- Curtin AHEAD program for all year groups
- From 16 TISC applicants – 15 were successful in being offered a place
- Warnbro Day
- Year 12 events and guest speakers: School Ball; Farewell Breakfast; Red Frogs Speakers for Leavers; TISC Guest speaker
- Aboriginal student excursions to the Naidoc celebration as a part of the City of Rockingham and the Art show of portraits of Noongar elders.
- Parent morning Teas
- Daily Breakfast Club
- ATAR Pathway Study Skills Sessions with Learning Fundamentals and MindScholar
- Kwinana Industries Council Art Exhibition
- Sculpture By the Sea Excursion, Cottesloe
- Studio Up Cycle Exhibition, Rockingham Foreshore, sponsored by CoR artist in residency program Laura Mitchel
- Anzac Day Ceremony
- Sleeping Rough
- “Hacked” Geography competition
- Celebration of Pi Day
- STEM enrichment activities
- Book week – fairy tales
- Science Café at UWA
- Harry Perkins Medical Centre: disease forum
- Techtrails: Women in Technology
- Robotics Club
- Hip Hop state competition
- Music ensemble performances
- Fuse annual arts exhibition

“The significant improvement in behaviour and attendance data is a consequence of a whole-school, proactive pastoral care approach”

WCHS Independent Public School Review Findings 2017

## 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 2015. A strong focus on engaging with our school community, particularly parents and carers with regards to attendance, in particular unauthorised absences, has had a significant affect on student accountability and an increase in more regular attendance. There has been improvement in Years 8, 9 and 10 attendance rates since 2015, with 2017 attendance in most year groups 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 2017.

Targeted interventions with a focus on whole school approaches to recording, addressing and improving student attendance will continue in 2018. Targets have been set for each year group to increase the percentage of students with regular (90%) attendance and decrease the number of unauthorised absences.

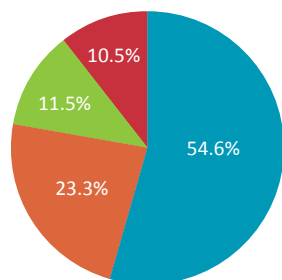
	Non-Aboriginal			Aboriginal			Total				Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools							
2015	85.8%	87.3%	89.7%	70.6%	72%	68%	84.8%	85.8%	87.9%	2015	90%	86%	81%	79%	84%	89%
2016	85.4%	87%	89.5%	77.6%	71.7%	67.4%	84.8%	85.5%	87.7%	2016	88%	88%	83%	82%	81%	87%
2017	89.5%	87.9%	89.7%	70.7%	66.6%	88.6%	88.6%	85.2%	87.8%	2017	89%	87%	87%	89%	89%	92%
										WA Public Schools	91%	89%	87%	89%	89%	88%

“The attendance data shows consistent improvement since 2015 when regular attendance was 50%. An attendance policy, attendance process, staff response to escalating attendance issues procedure and attendance support plan have been developed to address less than regular attendance”

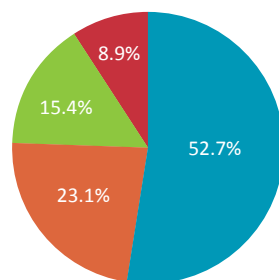
WCHS Independent Public School Review Findings 2017

## Attendance Profile

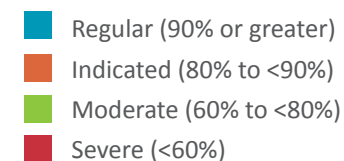
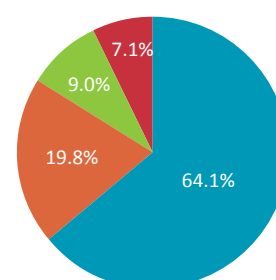
Semester 1 2015



Semester 1 2016



Semester 1 2017



Improving the regular attendance of students remains a whole school priority. Resourcing has been targeted to ensure that ongoing communication with parents is effective and focussed on improving regular attendance. In 2017 the significant improvement in regular attendance can be directly attributed to this systematic focus on attendance.



## Pastoral Care

Warnbro Community High School is a Positive Behaviour School (PBS). Common understandings are developed with students and teachers around the WCHS three “Be’s”: Be Respectful, Be Responsible, Be your best. The pastoral care structure values the building of positive relationships across the whole school and 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 taking a restorative and trauma informed practice approach. 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.

Student resilience is a key characteristic of successful students. In 2017 a whole school approach was taken to developing resiliency skills in our students through the whole school implementation of the You Can Do It! education program, an evidenced based program that develops in students five ‘keys to success’: getting along, organisation, confidence, persistence and resilience. The You Can Do It! program was delivered across Year 7-10 throughout the year and will continue to be built on in 2018 with regular data collected throughout the year to assess areas of need in our students.

“.....a comprehensive student support team, focused on meeting the varied socio-emotional and mental health issues, is reinforcing a caring and inclusive school and providing an improved learning environment”

*WCHS Independent Public School Review Findings 2017*





# 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.

“Staffing and resourcing for specialist programs is selective, relevant and intended to provide appropriate high level expertise to ensure the success of these programs”

*WCHS Independent Public School Review Findings 2017*

### 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 local intake primary schools.

#### Adventure Recreation (Ad Rec) highlights:

- Large number/great interest in applications for trials resulting in a very strong 2018 Year 7 cohort.
- Year 5 Wednesdays@Warnbro program in Term 4 a great opportunity to meet future WCHS students from local primary schools
- Successful trial of combined Year 7/Year 9 expeditions for peer leadership purposes.
- High uptake of HPE “Outdoor” courses from students exiting Adventure Recreation
- High percentage of our Ad Rec students involved in extra-curricular and leadership roles within the school.

#### Creative Arts Specialist Program (CASP) highlights

- Kwinana Industries Council Art Exhibition- works from Manu Foy, Jack Casey, Isabella Provost, Faith Englbrecht
- 9/10 CASP Studio Up Cycle Exhibition, Rockingham Foreshore, sponsored by CoR artist in residency program Laura Mitchel
- Semester/CASP Showcase Waves, Sanbrook Theatre WCHS
- Semester 2 Echo and Diverge, Nexus, Murdoch University
- Year 7-10 CASP Camp, CYC, Cooloongup including artist workshops with Jacq Choltan and PlayBack Theatre Company

#### Advanced Technology and Design (ATD) highlights:

- Pedal Prix competition in Busselton
- Perth Zoo Excursion: Designing animal enclosures
- Designing and producing 3D Printed acrylic models
- Bridge Building Competition
- Autocad: Designing a House

“The high levels of support provided to meet the requirements of a diverse student population with a focus on supporting individual student needs”

*WCHS Independent Public School Review Findings 2017*

## Targeted Initiatives

### Primary Partnerships

Year 5 Wednesdays @ Warnbro

2017 saw the commencement of the Wednesdays@ Warnbro program where local primary principals invite selected Year 5 students to attend workshops in areas of specialty at the school. In 2017 the Adventure Recreation program and Creative Arts Specialist Program ran four 1 hour workshops as a part of a program to introduce Year 5 students to the programs. The goal of the program is to develop further the school's relationship with local primary students and parents.

### Year 6 Transition

Warnbro Community High School coordinates with five local primary schools of 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 2017 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. Moving forward the Warnbro Cell schools are working together to develop further the supported transition of students with special needs and to engage with local primary parents as WCHS 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 2017 Literacy and Numeracy support classes in Year 7 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 (HaSS), Science and Health to support the development of student skills. 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. In 2017 a similar model of support was implemented in Year 8 with one teacher embedding literacy across English and HaSS and the areas of Science and Maths being delivered by staff with specialist support from Statewide Services Educational Needs: Disability. The school is committed to this intensive support and the model will evolve in 2018 to continue to meet the needs of students.

The Future Links program supports students from Years 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. In 2017 the program was a finalist in the 2017 WA Youth Awards. 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 community partnerships leading to increased awareness and understanding of potential opportunities post school. In 2018 the program will continue to evolve to best meet the needs of the students in the program.



“...a professional and enthusiastic staff engaged with the improvement agenda and responsive to meeting individual student needs”

*WCHS Independent Public School Review Findings 2017*

## 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 chief examiner, ATAR examination markers, OLNA and NAPLAN markers and literacy and numeracy specialists. In 2017 our staff continued to mentor student teachers from the major West Australian Universities.

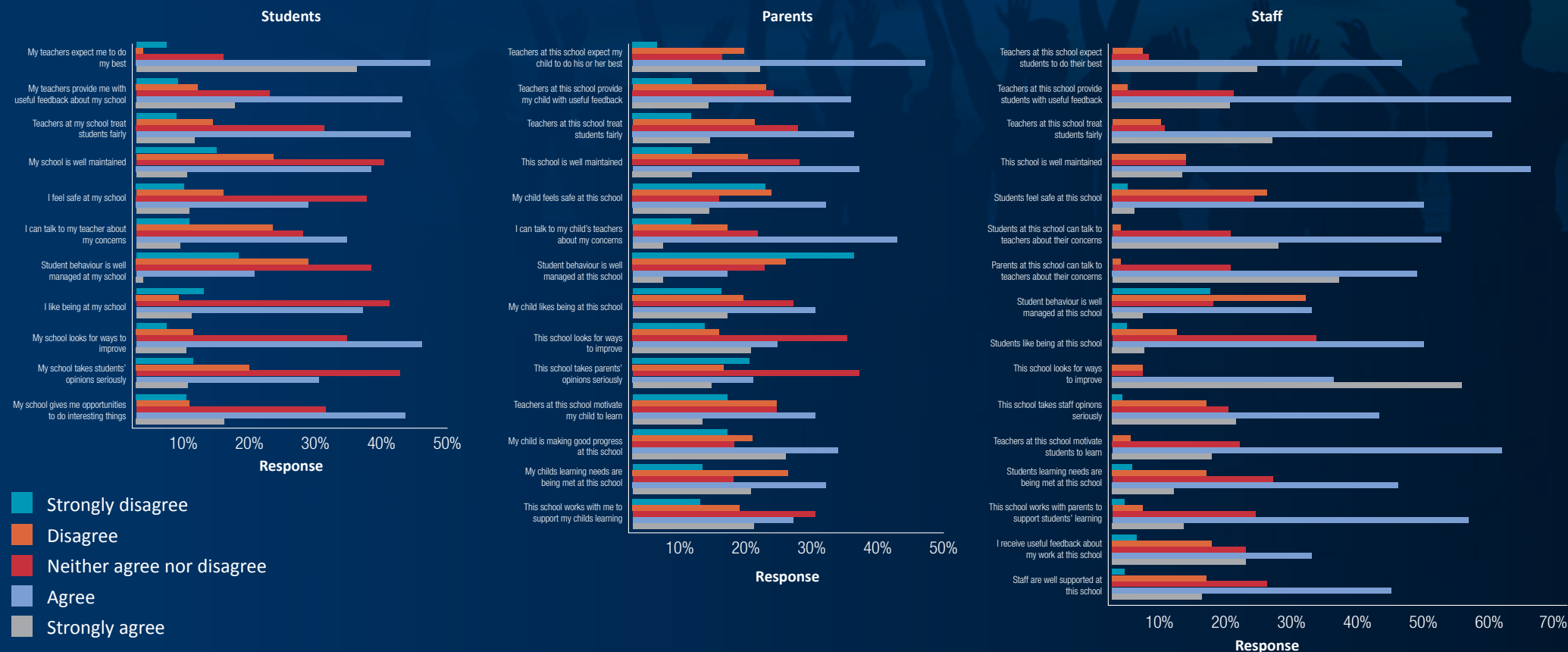
In 2017 the WCHS professional learning series was launched where staff delivered professional learning to their peers through a series of one hour workshops. Topics covered included Tactical Teaching: reading and writing.

### Professional learning for teaching staff included:

- Certificate IV Training and Assessment
- Graduate Modules
- Seven Steps to Writing
- Restorative Practices
- Trauma Informed Practice
- Google Apps
- Keys for Life
- Strengths based leadership
- Understanding personalised learning and support
- Positive Behaviour Support: maintaining momentum
- The Resilient Brain – transforming lives
- Zones of Regulation
- Using SEN RTP

# 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.



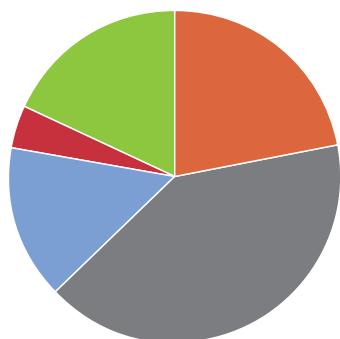
This is only one set of survey data that the school collects. Staff at Warnbro are encouraged to seek student feedback throughout the year to better meet the needs of the students in the classroom. The school is also committed to forging closer links with parents and the wider school community and in the future will be working with the School Board and P&C to see how this relationship can be developed further.



# Financial Summary

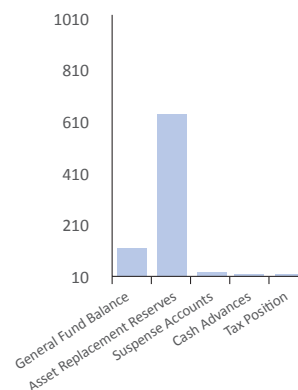
as at 31 December 2017

Current Year Actual Cash Sources



- Locally Raised Funds (22%)
- Student Centered Funding (41%)
- Other Govt Grants (15%)
- Other (4%)
- Transfers From Reserves (18%)

Cash Position



Cash Position as at:

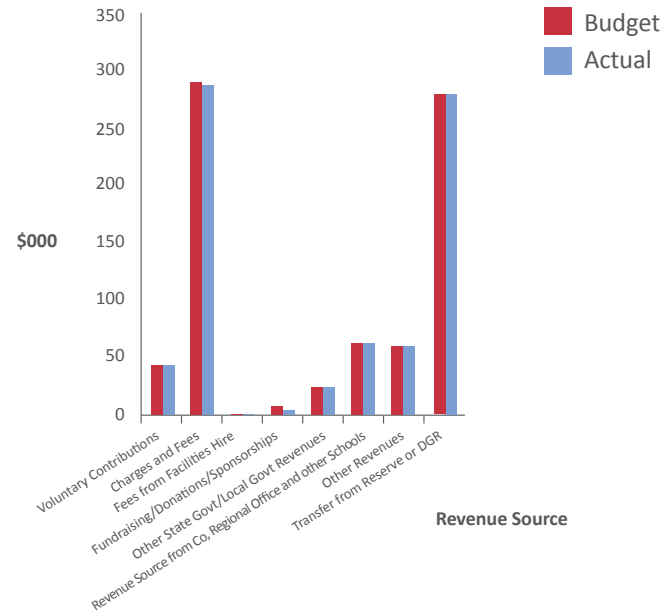
	<b>Bank Balance</b>	<b>\$721,600.72</b>
	Made up of:	
1	General Fund Balance	\$87,925.45
2	Asset Replacement Reserves	\$627,458.34
3	Suspense Accounts	\$12,516.93
4	Cash Advances	\$1,100.00
5	Tax Position	\$5,200.00
	<b>Total Bank Balance</b>	<b>\$721,600.72</b>

“The school is proud of its achievements and the significant positive change in the learning culture.”

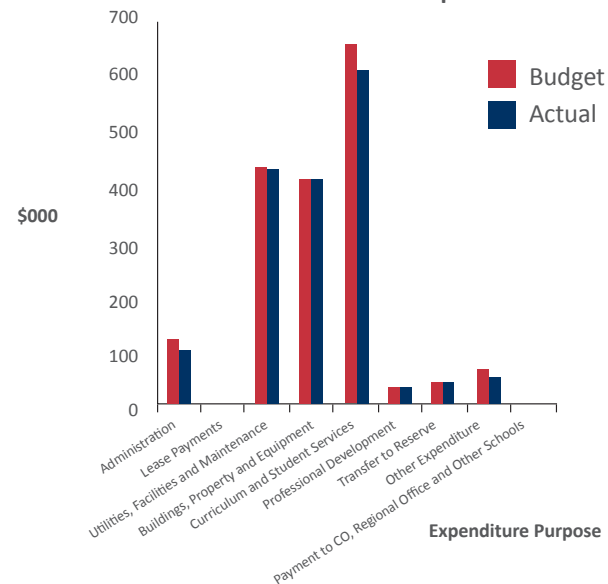
*WCHS Independent Public School Review Findings 2017*



### Contingencies Revenue - Budget vs Actual



### Goods and Services Expenditure



Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$41,889.00	\$41,889.41
2	Charges and Fees	\$286,779.50	\$282,659.89
3	Fees from Facilities Hire	\$377.00	\$177.28
4	Fundraising/Donations/Sponsorships	\$6,938.00	\$5,529.52
5	Commonwealth Govt Resources	\$25,981.00	\$25,981.00
6	Other State Govt/Local Govt Revenues	\$130,027.00	\$130,027.31
7	Revenue from Co, Regional Office and Other Schools	\$65,019.96	\$65,020.41
8	Other Revenues	\$63,692.05	\$63,629.34
9	Transfer from Reserve or DGR	\$271,265.74	\$269,179.84
Total Locally Raised Funds		\$891,969.25	\$884,094.00
Opening Balance		\$255,911.84	\$255,911.84
Student Centered Funding		\$623,357.00	\$623,356.10
Total Cash Funds Available		\$1,771,238.09	\$1,763,361.94
Total Salary Allocation		\$10,290,862.00	\$10,290,862.00
Total Funds Available		\$12,062,100.09	\$12,054,223.94

Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$127,031.57	\$110,372.10
2	Lease Payments	-	-
3	Utilities, Facilities and Maintenance	\$437,996.00	\$432,397.57
4	Buildings, Property and Equipment	\$413,245.00	\$412,935.67
5	Curriculum and Student Services	\$666,109.39	\$605,498.80
6	Professional Development	\$26,705.76	\$26,043.45
7	Transfer to Reserve	\$42,544.00	\$42,544.00
8	Other Expenditure	\$55,990.18	\$45,644.90
9	Payment to Co, Regional Office and Other Schools	-	-
Total Goods and Services Expenditure		\$1,769,621.90	\$1,675,436.49
Total Forecast Salary Expenditure		\$10,068,666.00	\$10,068,666.00
Total Expenditure		\$11,838,287.90	\$11,744,102.49
Cash Budget Variance		\$1,616.19	



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