



Annual Report 2018



“2018 saw the beginning of our new three year Business Plan cycle. The development of the 2018-20 Business Plan commenced with consideration of the 2017 School Review recommendations and analysis of that year’s data. This 2018 Annual Report hi-lights the work and progress of the first year of the new Business Plan and I am very proud of the progress to date.”

Principal’s Report

2018 saw the beginning of our new three year Business Plan cycle. The development of the 2018-20 Business Plan commenced with consideration of the 2017 School Review recommendations and analysis of that year’s data. This 2018 Annual Report hi-lights the work and progress of the first year of the new Business Plan and I am very proud of the progress to date.

Three priority areas have been identified and articulate where we are directing our energies over the next three years: High Quality Teaching, Literacy and Numeracy Focussed and a Safe, Inclusive and Connected School Community. In order to address the new priorities, there were many staffing and structural changes required including a new administrative position to address High Quality Teaching and Literacy and Numeracy. The structure of lower school was modified to enable targeted student learning programs and to meet students at their point of need. Recruitment of staff in Literacy and Numeracy and Direct Instruction was a priority to ensure our staff have the expertise and that our students have the specialist teachers in front of them.

Throughout 2018, staff engaged in targeted learning to deepen their understanding of teaching and how students learn. Ongoing professional learning has included Cognitive Science Theory, Trauma Informed Practice, Differentiated Teaching Strategies and Classroom Management. Staff worked together to also focus on developing agreed teacher consistencies to support predictable practices across the school.

One of the recommendations from the 2017 School Review was to focus on the development and growth of the School Board. In 2018 we welcomed new Board members who have brought with them varied expertise from different contexts providing more breadth and depth. We continue to work together to focus on improving our school and implementing the 2018-2020 Business Plan.

2018 has seen many developments in order to meet the demands of our new priorities. It has been an exciting and busy year laying the foundations for the next three years. I am very proud of the staff and the community for their commitment to our school and our new journey. I am also extremely grateful for the support of our parents, carers, community members and our partners. It is the combined efforts from all that enables us to continue to strive to achieve our school vision: *Our school community will work together to create a vibrant and nurturing environment where students have a strong self-belief in achieving success now and in the future.*

This 2018 Annual Report outlines the work undertaken in each of the three school priority areas. Progress is reported against our Business Plan priorities based on the analysis of data produced through the school’s cycle of self-assessment. There is also reporting on our annual budget and accounts. As Principal, I am extremely proud of Warnbro Community High School’s achievements and progress throughout 2018. We have a lot to celebrate and I acknowledge the combined efforts of all those involved. I look forward to building on these foundations in 2019.

Cindy Kerr
Principal



Key Priority Area:

High Quality Teaching and Learning

Pathways: ATAR and VET

WACE

The 2018 attainment rate for Year 12 continued to be strong at 97%, above like and WA Public Schools. The school is proud of this achievement and committed to working to maintain this level of engagement in Senior Schooling and to reach the goal of 98% or above. Of 121 students 82% of students achieved the Western Australian Certificate of Education (WACE). Investigation of student data reveals that the non-achievement of OLNAs affected a small group of students. Whilst OLNAs are a system requirement beyond the control of the school, there are steps that the school is now committed to taking to improve the success rate for all Senior School students to achieve OLNAs and complete Year 12. These interventions are planned for and implemented in the lower school to ensure skills are explicitly developed and embedded in learning programs.

VET

Year 12 Pathways in 2018 saw 22% of students attain an ATAR/certificate qualification and 78% of students attain a Certificate II or higher. Specifically 96% of the cohort achieved a Certificate II level qualification and 4% in a Certificate III level qualification. The school's target is to maintain VET certificate completion of Certificate II or higher at or above 98% at the end of Year 12. In 2018 the VET certificate completion was at 97%. VET continues to be the strength of the Senior School program and staff continue to be up skilled to maintain currency and address the career interests of students. The intention and destination survey indicated an increase in TAFE enrolment reflecting the level of VET engagement at the school.

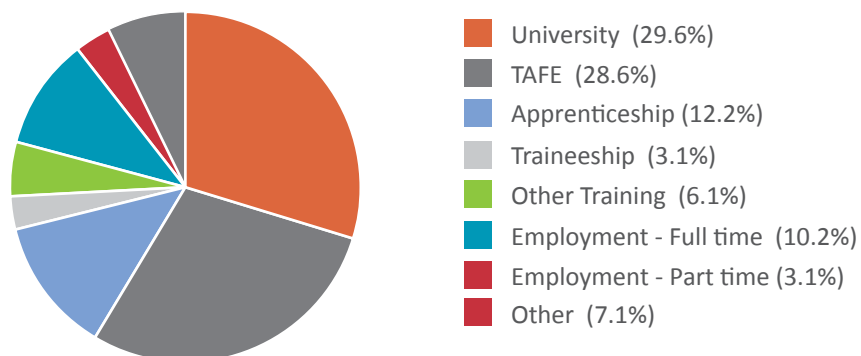
ATAR

ATAR participation increased from 21% to 22% and the number of ATAR students achieving their WACE increased. The median ATAR was 8 ranks higher in 2018 up from 56 to 64. Previous lines of enquiry into ATAR results have seen a renewed emphasis on improving course counseling and ensuring that the ATAR pathway on offer is suited to ATAR university entry for all students who are pursuing it. The previous expectation to see the median ATAR increase in future years is being realised – the 2018 results continue to see a positive upward trend since this course counseling focus was put in place. The target to increase the percentage of ATAR students eligible for ATAR entry to University is on track with 37% of ATAR students achieving an ATAR of 70 or higher compared to 13% in 2017. 67% of students achieved an ATAR of 55 or higher compared to 56% in 2017. The median ATAR of 64 has also moved towards that of Like Schools which currently ranks at 66.1.

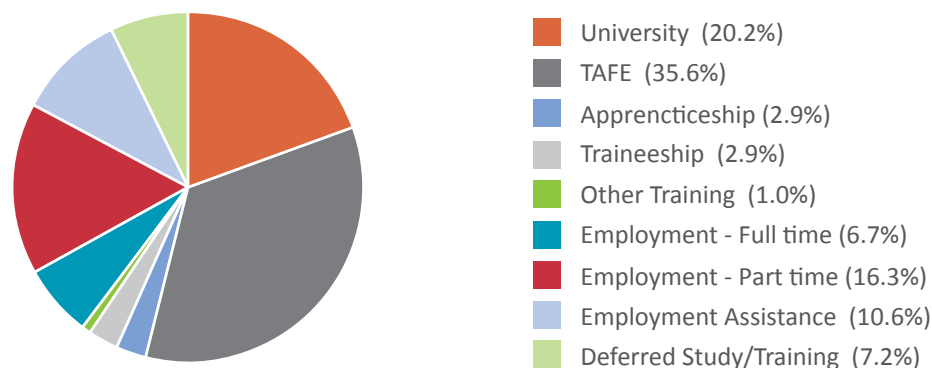


Year 12 Intention and Destinations

Intention 2017



Destination 2018



High Quality Teaching and Learning

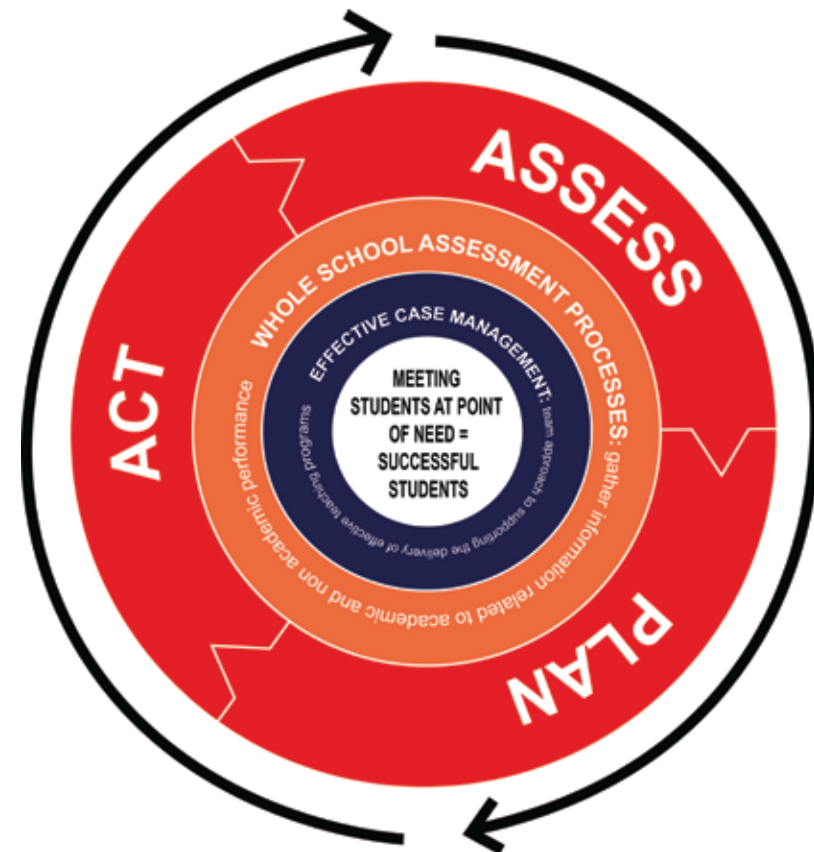
A focus of the new school business plan is to develop high quality teaching by seeking and using feedback. Research identifies feedback as a high impact strategy that can be employed to improve student outcomes and teacher practice. A focus on data reveals a low achievement/low progress in the areas of reading, writing and numeracy. In response to this data in 2018 Warnbro Community High School developed the role of a Lead Teacher. The Lead Teacher will work at a whole school level to establish programs to ensure engagement at differing levels of need including a literacy/numeracy intervention program and an enrichment program. The role will also focus on developing effective pedagogical approaches to learning with a strong focus on improving student outcomes and teaching practice across the school.

Key Priority Area:

Literacy and Numeracy Focused

Warnbro Community High School aims to maintain a quality teacher culture that is inclusive and committed to meeting students at their point of need. We believe in addressing the needs of the whole child by providing pathways to cater to diverse student needs. Data is used to monitor student and cohort progress and ascertain the needs of students. A case management approach has been developed and implemented to strategically plan and monitor student progress.

- What are we seeing here?
- Why are we seeing what we are seeing?
- What should we be doing about it?



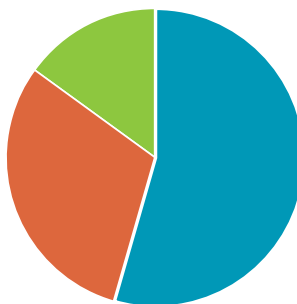


Year 7 NAPLAN Results 2018

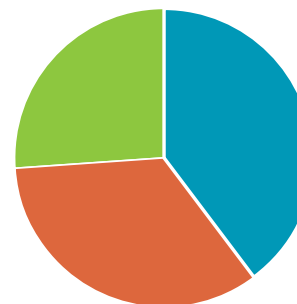
Numeracy



Reading



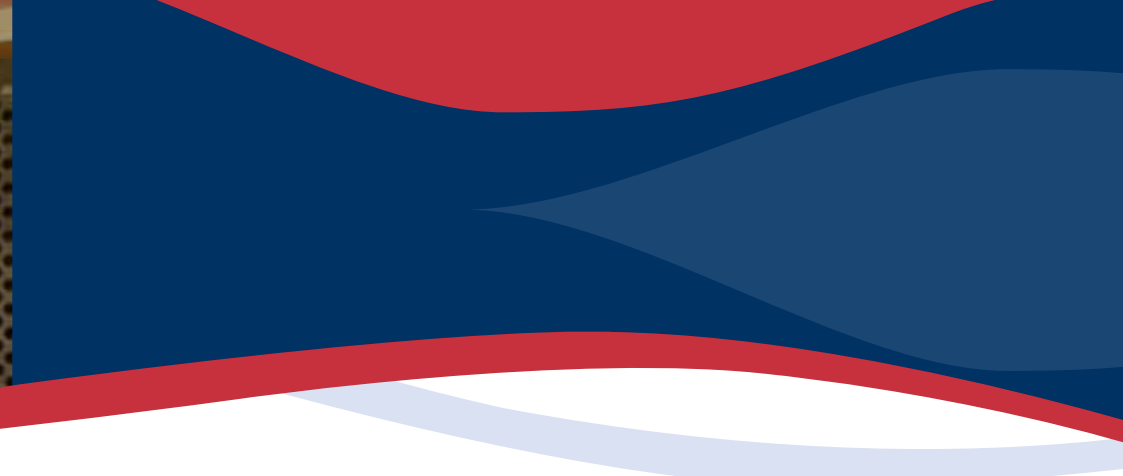
Writing



Above
At
Below

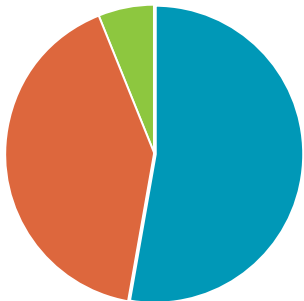
Year 7 NAPLAN achievement shows an upward trend across the board. Whilst there has been an upward trend in Year 7 NAPLAN achievement the focus is on developing and building a strategic approach to improving literacy and numeracy outcomes.

There has been no loss of achievement since 2017: however the goal is to see high progress in all areas. Writing in particular is a focus. Initiatives put in place include the specific allocation in Year 7 and 8 of literacy and numeracy blocks to Learning Areas to develop targeted skills including vocabulary development, writing fluency and reading practice.

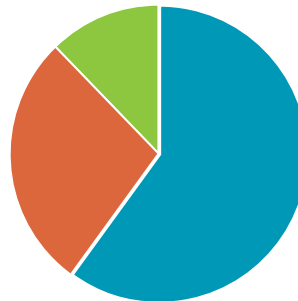


Year 9 NAPLAN Results 2018

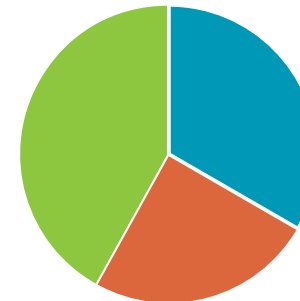
Numeracy



Reading



Writing



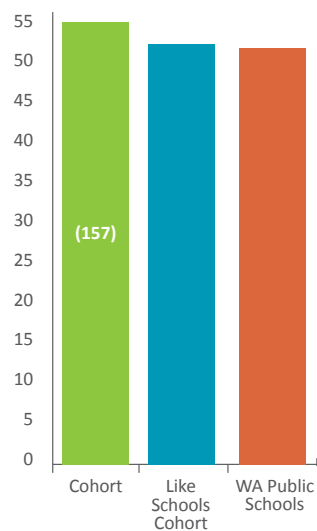
In Year 9, the number of students at the national benchmark is high in comparison to Like schools and WA Public Schools. Numeracy and writing remain areas of focus, because of the drop in the percentage of Year 9 students achieving Band 8 in Reading and Writing. There is a strong relationship between these results and the OLNA achievement the following year.

A whole school literacy and numeracy plan will be built to focus on targeted literacy and numeracy interventions at multiple levels of needs. Literacy and numeracy projects will be established to ensure that consistent practices across the school, including common language and instructional strategies are in place. An intensive Literacy and Numeracy program will be developed to accommodate the needs of students who require remediation in literacy and numeracy skills. Alongside this, an enrichment pathways will develop higher order thinking skills and curriculum in order for the school community to effectively support, encourage and acknowledge our high performing aspirational students.

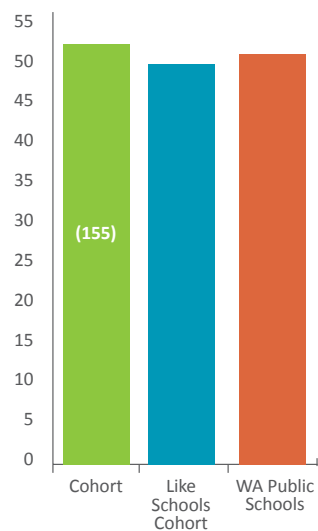


NAPLAN Progress and Achievement

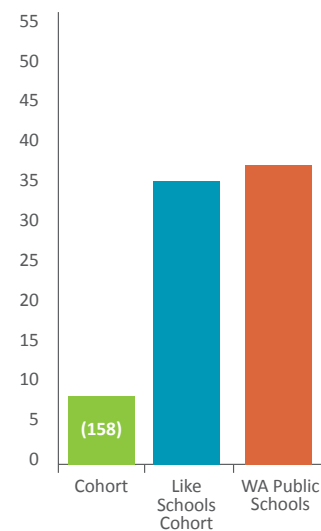
Progress from Year 7 2016
to Year 9 2018 - Numeracy



Progress from Year 7 2016
to Year 9 2018 - Reading



Progress from Year 7 2016
to Year 9 2018 - Writing



Although progress in reading and numeracy is close to Like Schools the school is focused on a goal of higher progress – higher achievement. The targeted intervention of the literacy and numeracy project will be a good foundation to reach this goal. As well, the work of the Priority Literacy and Numeracy Team will continue to target the consistent development of literacy and numeracy practices across the school to build capacity and success in our students.

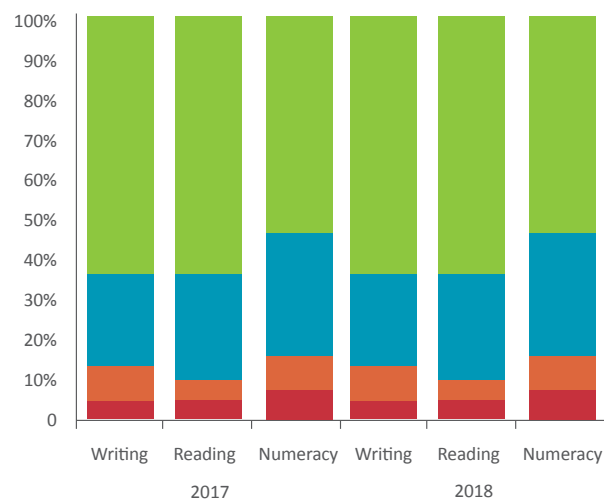


Online Literacy and Numeracy Assessment Year 10 (OLNA)

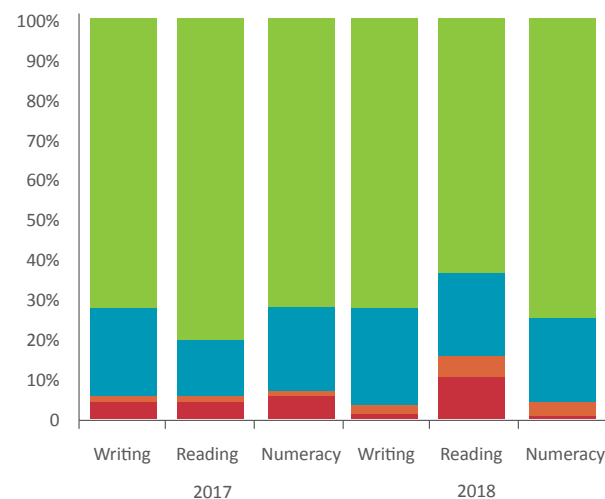
Achievement of the Online Literacy and Numeracy Assessment (OLNA) is one of the requirements of the Western Australian Certificate of Education (WACE). The goal is for students to achieve a Category 3 status before the end of Year 12.



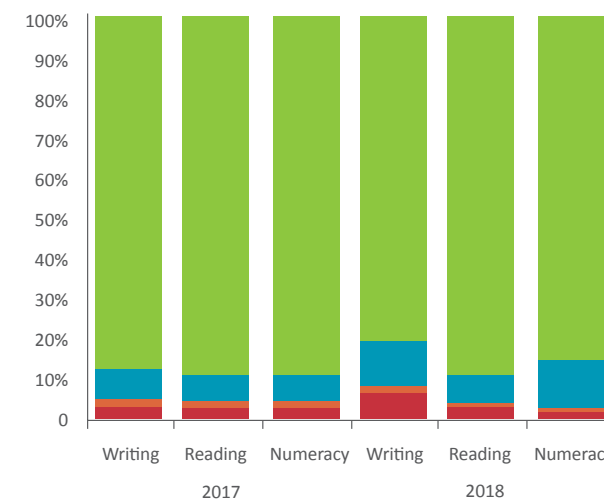
Year 10



Year 11



Year 12



The data indicates that we are achieving around 20% movement of students into Category 3 each year. In the three years that we have been running OLNA the number of students not achieving OLNA has remained steady at approximately 11%. Of note is the fact the number of students choosing not to sit the OLNA tests (NSA) is falling each year. In March 2017 this number was 10.5% for Year 10 and 4.8% for Year 11, in March of 2018 this had fallen to 5.0% for Year 11 and 1.5% for Year 12.

In response to the 2018 Year 9 NAPLAN data results an ONLA 'hit squad' has developed a strategic approach to meet areas of need in early 2019 within the cohort. The goal is to increase the percentage of Year 10 students in Category 3, particularly writing through a cross curricular approach to embedding key skills into curriculum and assessment stimulus in term 1.



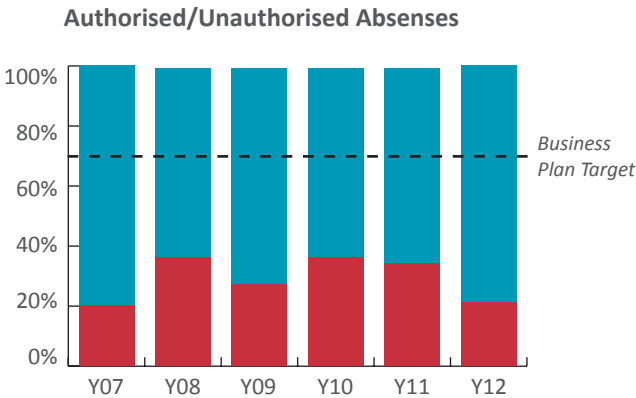
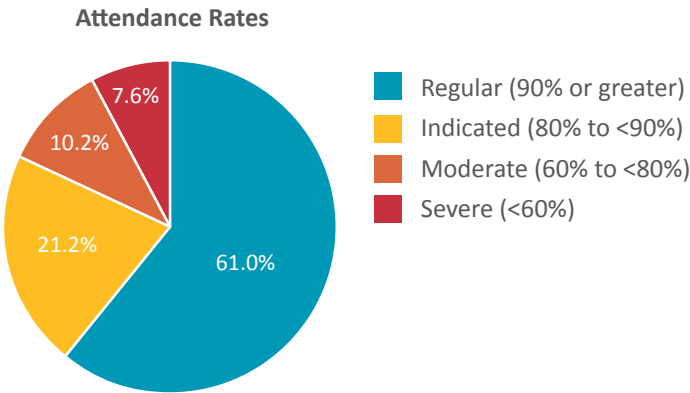
Key Priority Area:

Safe, Inclusive and Connected School Community

Warnbro Community High School is committed to creating a positive environment where all feel connected and have a sense of belonging. Our relationships are based on trust, mutual respect and the acceptance of responsibility. We recognise the importance of working in partnership with parents/ caregivers and the wider community. We believe in a whole student focus on developing all aspects of the individual to encourage personal growth and achievement.

Attendance

2018 saw a growth in student numbers with a noticeable increase in Year 7 enrolments. Attendance at Warnbro Community High School continues to be a strength of the school community. The school has maintained attendance at or above the state mean for both Aboriginal and non-Aboriginal students. In particular attendance rates for Aboriginal students stand out at 75.7% compared to 69.2% for Like Schools and 66% for WA Public Schools.



Regular attendance dropped slightly in 2018 to 61%, still well above like schools (52%) and just below WA Public Schools (62%). The school’s goal is to move regular attendance to 65%. An attendance officer role has been developed to ensure that attendance remains a priority at the school. The case management of student attendance through this role should ensure that regular attendance increases and see a decrease in unauthorised absences across all year levels.



Behaviour

Collection of behaviour data has been a focus in 2018 in order to develop effective interventions and responses to lines of enquiry that emerge from collated data. A key initiative developed in 2018 was the triage system to support staff and respond to student needs. As one consistent point of contact for staff and students, data is now centrally collected and Student Services staff review the data in order to drive the development of targeted initiatives and case management.

Engaging and building partnerships and relationships within the wider community to enhance student opportunities and benefit the whole school community. In 2018 targeted initiatives and partnerships included:

- Moordijt Yorjas – Aboriginal Girls Group
- The Steven Michael's Foundation – AFL mentoring and development
- Love Bites Program – positive relationships and healthy lifestyles
- Food Sense – healthy lifestyles
- BMS Bike Program – team work and positive communication skills
- Lego Therapy – team work and positive communication skills
- Breakfast Club
- Jiu Jitsu Program
- KIP – Kwinana Industries Council: iMen, iWomen, Bright Sparx programs
- Curtin Ahead

- City of Rockingham
- Warnbro Fair Shopping Centre
- AIME mentoring program
- Anglicare
- Mercy Reconnect
- Follow the Dream outreach program

Through the triage data collected Year 7 and 8 students were identified as needing additional social and emotional support. In order to embed the development of resiliency skills within the whole school, an evidence based You Can Do It! program was allocated curriculum time and built into the 2019 Health Curriculum.

An improvement in suspension data by 2.1% reflects an improvement of student behaviours with links to the Positive Behaviour School (PBS) matrix being further embedded into the classrooms and the whole school community. The school has strategically developed skills in case management processes to embed intervention programs around students using positive behaviour approaches to focus on developing positive student behaviours across the school.



Positive Behaviour School

Warnbro Community High School is a Positive Behaviour School (PBS). Common understandings underpin the pastoral care structure and values at the school. The school's three "Be's": Be Respectful, Be Responsible, Be Your Best are the basis of common understandings between students and teachers that support the development of positive relationships. Teachers are supported with a 'toolbox' of skills that allow them to establish and develop these positive relationships through professional learning and mentoring including Classroom Management Strategies (CMS) and Trauma Informed Practice (TIP) in the classroom.



In 2018 the PBS team had the following focus:

- Making communications visible, meaningful and quantifiable:
- Review of the Technology Acceptable Use Policy (TAUP)
- Make all expectations current and relevant
- Data analysis to create Targeted Intervention plans within individual classrooms as needed
- Preparation to conduct the School Evaluation Tool (SET) survey in 2019
- Review Positive Behaviour Matrix



Social and emotional well-being

In 2017 the Attitude, Behaviour and Effort (ABE) data addressed in school reports was aligned to the keys for success in the whole school resiliency program You Can Do It! This evidence based program aims to identify the social and emotional capabilities that all young people need to reach their academic potential in school, to experience wellbeing and create positive relationships with others. Students are explicitly taught the '5 Keys to Success' of the You Can Do It! Education program.

1. Confidence (academic, social)
2. Persistence
3. Organisation
4. Getting Along, and
5. Resilience.

ABE data in 2018 indicates that up to 55% of students were identified as at the consistent level for Resilience and Getting Along. A weakness has been identified within the key skill of organisation. Student data identified that our Year 7 & 8 students had some differing needs around socio-emotional development not seen in the older years. In response to this, in 2019 we will be focusing on an improvement in the Organisation key through year level specific programming and an investment in additional Health curriculum embedding the You Can Do It curriculum and skills development.

Late in 2018 Warnbro Community High School partnered with the Fogarty EDvance program to drive whole school improvement. Alongside academic outcomes the program measures and monitors organisational health. As a part of the Warnbro Community High School target to maintain and improve student and staff well-being the organisational health of the school will respond to the health surveys and planning developed around lines of enquiry that are identified.

The inaugural Health and Well Being team continue to develop a range of initiatives to address the three key priorities: physical, mental health and wellbeing of staff and students.

Learning Area Highlights

All Learning Areas at Warnbro Community High school provide opportunities for students that are meaningful and relevant to the interests of students, building connections with our wider community and enriching the curriculum.

HIGHLIGHTS

- Whole school ANZAC Ceremony
- NAIDOC Celebrations
- Participation in the Australian Indigenous Mentoring Experience (AIME)
- Robotics Club continues to grow and expand
- Participation in the Lego League Competition against other schools
- Music workshops with Perth symphony orchestra
- Dance workshops with CO3 Contemporary Dance Company
- ATAR Geography excursion to Huntley Mine
- Exmouth expedition
- Sydney Dance Company Workshop
- Science Week
- Open Touch Rugby Carnival
- Warnbro Day 2018
- Bendigo Bank Competition
- St George College Spring Fair Art Exhibition
- Annual Arts Exhibition: Release
- Winners of the Curtin AHEAD Uni Games
- Year 12 Ball
- Year 10 River Cruise
- Sleeping Rough
- Maths Amazing Race at Perth Zoo
- Sports Club
- Surf club
- Discovery Days at UWA

SPECIALIST PROGRAMS

- Adventure recreation snorkelling camp to Marmion marine park
- Munda Biddi trail Expedition
- Leadership Expedition
- New Zealand Tour
- CASP Camp
- Hullabaloo Showcase
- CASP Showcase: Emanate

Learning Area Highlights

Primary Partnerships

The prioritisation of partnerships with our local primary schools continues to be a priority focus for Warnbro Community High School.

Transition Planning

In 2018 Warnbro Community High School partnered with leaders from the local primary schools to establish of inaugural Warnbro Cell transition working party with a goal to plan a consistent approach to the transition of Year 6 students. The initiative established strong partnerships and relationships to benefit our school community and established a clearly articulated case management approach for Year 6 into 7 transition.

Year 5 Wednesday @ Warnbro

The Wednesday @ Warnbro program focuses on building positive relationships with families in our local primaries by introducing students to learning opportunities available at Warnbro Community High School. Over 100 Year 5 students from local primary schools engaged with the program in 2018.

Wednesday @ Warnbro workshop topics in 2018 included:

- Robotics
- STEM – maths and design
- CASP
- Adventure Recreation

Year 6 Transition Program

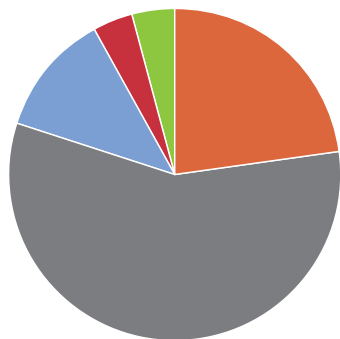
All year 6 students at local primary schools were invited to engage in the WCHS 2018 transition program. Each local primary was invited to attend two transition days in terms 1 and 3 at the school focusing on experiencing the Specialist Programs and Pastoral Care programs respectively. The school enjoyed 90%+ attendance of students regardless of their future secondary school destination supporting the successful transition of students from Year 6 into Year 7.



Financial Summary

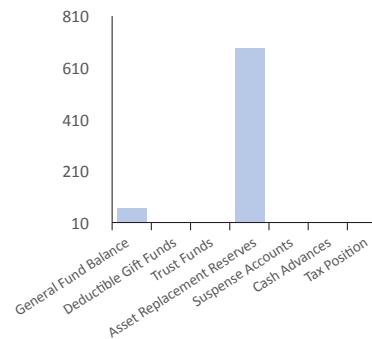
as at 31 December 2018

Current Year Actual Cash Sources



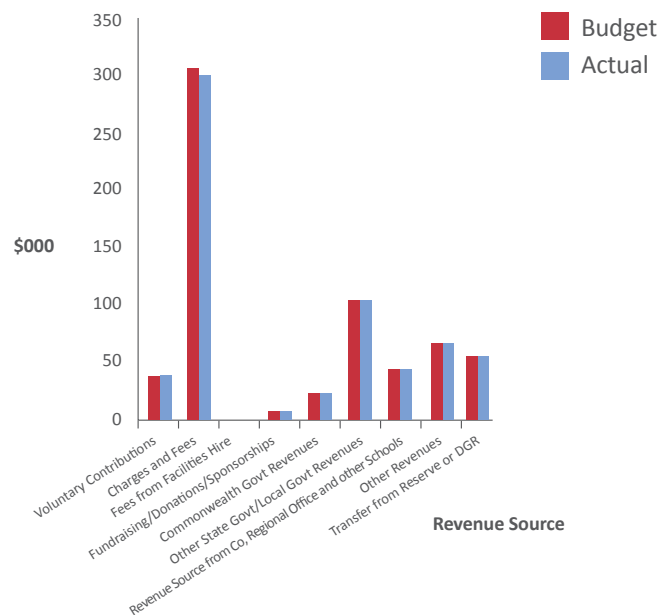
- Locally Raised Funds (23%)
- Student Centered Funding (57%)
- Other Govt Grants (12%)
- Other (4%)
- Transfers From Reserves (4%)

Cash Position

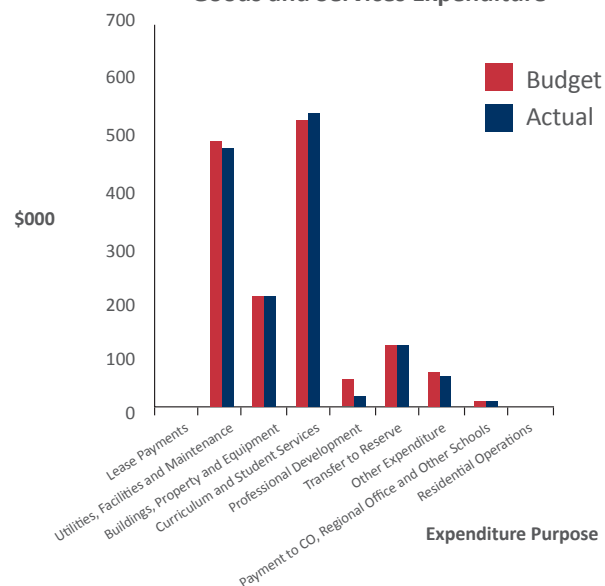


Cash Position as at:		
	Bank Balance	\$748,569.05
	Made up of:	-
1	General Fund Balance	\$53,115.51
2	Deductible Gift Funds	-
3	Trust Funds	-
4	Asset Replacement Reserves	\$694,305.93
5	Suspense Accounts	\$7,620.61
6	Cash Advances	\$1,100.00
7	Tax Position	\$5,373.00
	Total Bank Balance	\$748,569.05

Contingencies Revenue - Budget vs Actual



Goods and Services Expenditure



Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$39,766.00	\$39,765.58
2	Charges and Fees	\$307,875.00	\$299,889.63
3	Fees from Facilities Hire	\$1,255.00	\$1,054.55
4	Fundraising/Donations/Sponsorships	\$14,008.62	\$13,280.78
5	Commonwealth Govt Resources	\$25,746.00	\$25,746.00
6	Other State Govt/Local Govt Revenues	\$105,726.00	\$105,726.01
7	Revenue from Co, Regional Office and Other Schools	\$44,461.04	\$44,460.87
8	Other Revenues	\$65,349.31	\$65,310.92
9	Transfer from Reserve or DGR	\$56,405.86	\$56,405.41
Total Locally Raised Funds		\$660,592.83	\$651,639.75
Opening Balance		\$87,925.45	\$87,925.45
Student Centered Funding		\$856,759.10	\$856,759.57
Total Cash Funds Available		\$1,605,277.38	\$1,596,324.77
Total Salary Allocation		\$10,064,955.00	\$10,064,955.00
Total Funds Available		\$11,670,232.38	\$11,661,279.77

Expenditure - Cash and Salary		Budget	Actual
2	Lease Payments	-	-
3	Utilities, Facilities and Maintenance	\$493,531.52	\$470,384.44
4	Buildings, Property and Equipment	\$216,470.32	\$216,439.41
5	Curriculum and Student Services	\$521,490.90	\$531,913.98
6	Professional Development	\$36,645.00	\$15,398.49
7	Transfer to Reserve	\$123,253.00	\$123,253.00
8	Other Expenditure	\$73,743.43	\$64,727.62
9	Payment to CO, Regional Office and Other Schools	\$8,000.00	\$8,000.00
10	Residential Operations	-	-
Total Goods and Services Expenditure		\$1,473,134.17	\$1,430,116.94
Total Forecast Salary Expenditure		\$9,554,524.00	\$9,554,524.00
Total Expenditure		\$11,027,658.17	\$10,984,640.94
Cash Budget Variance		\$132,143.21	



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