



Annual Report 2020



"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."

Our moral purpose is to make a positive difference to the lives of young people.

Principal's Report

On behalf of the Warnbro Community High School staff and School Board, I welcome you to the Annual Report for the 2020 school year. I would firstly like to thank everyone for your time and efforts this year during an especially different and unusual year as we have coped with the COVID-19 pandemic.

In the 2020 Annual Report you will find:

- Progress reports against our Business Plan priorities which have been based on analysis of data produced through our cycle of self-assessment.
- Information regarding student achievement such as Year 12 data, Specialist Programs, Intensive Literacy Numeracy Classes (LINC)s and Learning Enrichment Academic Program (LEAP).
- Reporting on our annual budget and accounts.

2020 was certainly an unusual year for us all. The year commenced as expected though midway through Term 1 COVID-19 disrupted the usual daily life of our school. Despite disruptions to routines and procedures, our thoughtful, solutions focused problem solving ensured that our school was able to continue our core business within the COVID-19 health and safety measures and restrictions that were implemented. We attempted to keep the school operating as normal as possible, however, some events and activities had to be cancelled or modified to meet the ever-changing conditions. Our school worked tirelessly to provide the best possible education for students both face to face, online and via work-packages. Parents and carers worked alongside their children continuing the learning at home and were able to use Connect and our COVID-19 hotline to access further technology support when needed.

In 2020 we commenced our second year of the Fogarty EDvance School Improvement journey focusing on the three priorities:

- Teaching and Learning
- Safe, Inclusive and Connected Community
- Leadership

During 2020 we have continued our strong focus on consistency in everything that we do. We have further developed and embedded classroom consistent practices through the use of Explicit Instructional and Classroom Management strategies. We have invested in developing highly skilled teachers and school leaders through involvement in targeted Fogarty programs throughout the year. Despite COVID-19 we were able to continue working through our 2020 school plan and achieved our priorities for the year.

Our Year 12 cohort, despite the obvious disruption, were a highly resilient group of young people. I would like to thank the staff, parents/carers and the Year 12 students for the support they provided to each other throughout the year. Students were able to successfully continue their learning programs albeit in a variety of ways.

I am committed to Warnbro CHS and ensuring that we have the best team of staff who are highly skilled and work hard 'to make a positive difference to the lives of young people'. I would like to firstly thank all members of the Warnbro CHS Board for their continued support throughout 2020. Secondly, I would like to extend my thanks and appreciation to the whole school community for your ongoing support and dedication to continue enhancing our school throughout an unusual 2020.

Cindy Kerr
Principal



Key Priority Area:

High Quality Teaching and Learning

Pathways: ATAR, General and Industry Links (VET)

ATAR

Australian Tertiary Admission Rank (ATAR) participation rate continues to be a concern for the school but this has been addressed over the last three years through the introduction of the LEAP program starting in Year 7 and progressing through to Year 10 in 2021. This program has been specifically designed to better prepare our students for the challenges and rigor of ATAR study.

The median ATAR has risen from 48 in 2016 to 67 in 2020 and is now above 'like schools'. We have continued our emphasis on improving course counselling 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 2020 results continue to see a positive upward trend since this course counselling focus was put in place.

The target to increase the percentage of ATAR students eligible for ATAR entry to university is on track with 50% of ATAR students achieving an ATAR of 70 or higher compared to 37% in 2018 and 13% in 2017. 80% of students achieved an ATAR of 55 or higher compared to 67% in 2018 and 56% in 2017.

General

The 2020 attainment rate for Year 12 continued to be strong at 98%, 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 the 87 WACE eligible students, 84% of students achieved the Western Australian Certificate of Education (WACE). Investigation of student data reveals that the non-achievement of Online Literacy and Numeracy Assessment (OLNA) continues to affect a small group of students. Whilst OLNA is 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 OLNA and complete Year 12. These interventions are planned for and implemented in both the Senior School and the Lower School to ensure skills are explicitly developed and embedded in learning programs.

7% of our students chose to take a direct entry ATAR Pathway with 67% of those students achieving a score that would gain them university entry. A further 11% of students chose to use the General Pathway plus Murdoch University's TLC110 Program with 100% of those students completing the program and thus achieving possible university entry.

Industry Links (VET)

Year 12 Pathways in 2020 saw 85% of students enrolled in a Certificate II or higher. 62% of the cohort achieved a Certificate II level qualification as their highest level and 6% in a Certificate III level qualification. 19% of our students completed 2 qualifications and 11% completed an amazing 3 qualifications over two years.

With School Curriculum and Standards Authority (SCSA) removing the need to complete a Certificate II or higher course as a requirement of WACE, the school has made the move to streamline our Vocational Education and Training (VET) offerings based on both need and capacity to sustain delivery. The majority of certificate courses are now delivered through our Industry Links program with Hospitality being the only auspiced course delivered on site by our staff. VET continues to be the strength of the Senior School program with close to 50% of students in Industry Links. Staff continue to be upskilled to maintain currency and address the career interests of students.



Key Priority Area:

High Quality Teaching and Learning

Teaching and Learning

Teaching and Learning is a key focus at Warnbro CHS as a part of the Fogarty School Improvement plan. Staff are actively engaged in improving their practice through after school professional learning opportunities offered by experts within the school. A focus in 2020 has been the development of a whole school instructional framework that meets the needs of students.

An explicit instructional approach is the foundation of this whole school instructional framework and teacher expertise will continue to be developed in 2021.

Literacy

Warnbro CHS has been implementing a range of initiatives to improve student literacy outcomes. With a focus on vocabulary, despite the COVID-19 interruptions, we have been pleased to see growth across students engaged in Year 7, the inaugural target audience of our literacy intervention.

Highlights include:

- Year 7 general students exhibiting an average growth in their Progressive Achievement Testing (PAT) reading score, between February and September in 2020 was 4.05
- In comparison our Year 7 LEAP students saw an increased growth in their PAT reading score of 6.27.
- In 2021 this initiative will be expanded to include all Year 8 students along with LEAP students in Year 7 – 10.

In 2020 Year 9 students were given the exceptional opportunity to sit OLNA due to the cancellation of NAPLAN due to COVID-19. Results indicated that 60% of our Year 9 students achieved their written OLNA in the first round. This reflects the sustained work being completed through the English Learning Area as a part of the Literacy Project.

Learning Enrichment Achievement Program

The Learning Enrichment Achievement Program (LEAP) continues to grow with interest from Warnbro Cell primary schools increasing. This year, five scholarships were awarded for students from each primary school who had gained entry to the LEAP program and came with a recommendation from the primary school. The program now runs from Year 7 through to Year 10.

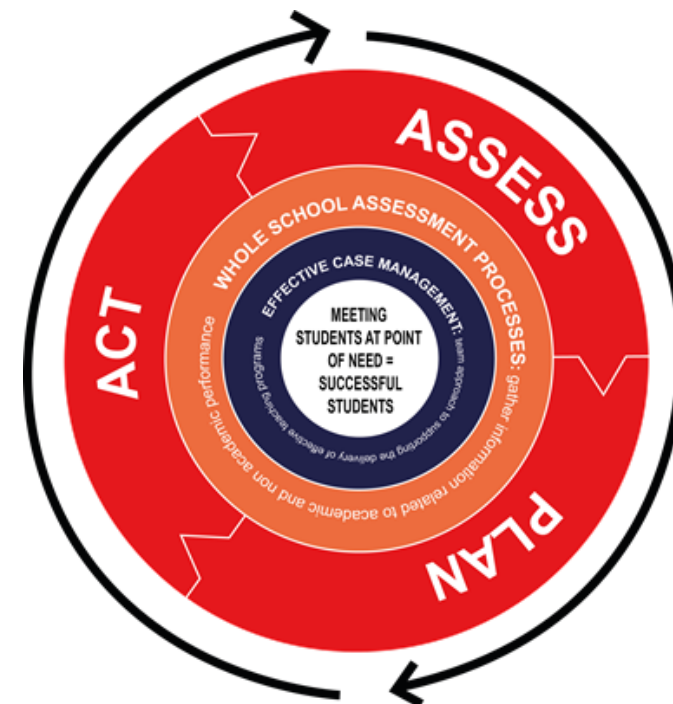


Key Priority Area:

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?



NAPLAN 2020

Unfortunately, we have no NAPLAN data for 2020 as NAPLAN was cancelled due to COVID-19.



Key Priority Area:

Literacy and Numeracy Focused

Online Literacy and Numeracy (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.

NAPLAN was cancelled due to COVID-19, however we chose for our Year 9's to undertake testing using the OLNA test as a one off in August of 2020. Their statistics were combined with the Year 10, 11 and 12 data for September 2020.

Year 9			
Totals numbers 2020			
	Numeracy	Reading	Writing
Category 1	24	10	23
Category 2	57	36	45
Category 3	60 (35%)	103 (60%)	71 (41%)
Category NSA	32	24	34

Year 10			
Totals numbers 2020			
	Numeracy	Reading	Writing
Category 1	6	11	14
Category 2	36	19	39
Category 3	64 (48%)	85 (64%)	65 (49%)
Category NSA	26	17	14

Year 11			
Totals numbers 2020			
	Numeracy	Reading	Writing
Category 1	2	2	4
Category 2	35	16	26
Category 3	89 (67%)	111 (83%)	97 (73%)
Category NSA	7	4	6

Year 12			
Totals numbers 2020			
	Numeracy	Reading	Writing
Category 1	2	3	2
Category 2	12	9	14
Category 3	86 (89%)	88 (92%)	85 (89%)
Category NSA	2	2	1



Key Priority Area:

Literacy and Numeracy Focused

Online Literacy and Numeracy (OLNA) Continued

Although this data is across different cohorts it is consistent with previous years' data and demonstrates that between Year 10 and Year 12 we achieve between 28% and 51% increase in the number of students achieving the required Category 3 each year as they progress from Year 10 through to Year 12.

Of note is the fact that the number of students choosing not to sit the OLNA tests (NSA) is falling each year. By the time we see the statistics in Year 12 the only students still listed as NSA are those that are no longer attending school but are still on the current role.

In response to the 2018 Year 9 NAPLAN data results an ONLA 'hit squad' 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. Since then each Learning Area has developed a plan to deliver OLNA skills within current lesson formats. Until COVID-19 changed the process in 2020, we were also offering after hours tutoring in OLNA practices.



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

Attendance continues to be a focus at Warnbro CHS. The school recognises a direct link between regular school attendance and successful students.

The Department of Education have quarantined all attendance data for 2020 because it is COVID-19 affected and we have been instructed not to report on this data.

We were very pleased with the uptake of online learning and the use of the work packages provided during the time of school closure. The large majority of students also returned promptly when school reopened and the year finished in a positive manner.

During 2020 the Student Services Team worked in partnership with students, staff, and parents/carers to improve attendance and engagement %'s. We have a full time Attendance Officer who works with the Student Services Team to monitor attendance, support students and families around attendance issues with case conferences, home visits, consultation with South Metro Educational Regional Office and referrals to alternative educational settings.

Students with regular attendance / attendance improvements were acknowledged through invitations to Advanced Standing Activities, fortnightly attendance draws and recognition at formal assemblies.



Key Priority Area:

Safe, Inclusive and Connected School Community

Behaviour

Collection and analysis of behaviour data continued to be a focus in 2020 in order to develop effective interventions and support systems for the whole school community. Triage: a whole school system for managing student behaviour established itself further and provided valuable data for analysis and planning.

Triage supports teachers who have students who are finding it hard to settle in class (either disrupting the class or exit the room) by establishing one point of contact throughout the school day. Student Services staff use the Triage data during case management of students; to reflect on current processes around behaviour and review these to ensure students and staff needs are being met; gather data on specific areas that require focus on for further education for students.

Through the Triage data collected it was identified that we needed to do some work with our Year 7 and 8's around some further social and emotional support. In order to further embed the development of resiliency skills within the whole school, an evidence based You Can Do it! (YCDI!) program was allocated curriculum time and is built into the Year 7 Health Curriculum. The YCDI! program addresses the 5 keys of Resilience, Confidence, Persistence, Organisation and Getting Along.

In 2020 we continued to have Year 7 and 8 Muster time, during this time students were exposed to Protective Behaviours lessons, YCDI! lessons, guest speakers, faction activities and cohort assemblies. Year 9 and 10 students had a Careers session, where students learnt about careers, worked on how to be successful in the future, listened to guest speakers and explored the world of work along with faction activities and cohort assemblies.



Key Priority Area:

Safe, Inclusive and Connected School Community

Engaging and building partnerships / relationships within the wider community to enhance student opportunities which benefit the whole school community. In 2020 Whole School Initiatives, targeted intervention programs and community partnerships included:

Whole School Initiatives	Community Partnerships
<ul style="list-style-type: none"> • Breakfast Club • RUOK Day • Ride to School Day • Warnbro Wednesdays • Learning Legends • PBS Zooper Dooper Fridays • Morning Meet and Greet: One gate entrance to school 	<ul style="list-style-type: none"> • KIC – Kwinana Industries Council – IMen, IWomen, Bright Sparx • UWA Aspire • City of Rockingham • Curtin Ahead • Young Carers • Anglicare • Headspace and Be You • The Crew • Country Woman's Association • WA Police • ADF – Australian Defence Force • Your Move • PCYC
Targeted Intervention Programs	
<ul style="list-style-type: none"> • Moorditj Yorga's – Aboriginal Girls Group • Deadly Marmum's - Aboriginal Boys Group • Ed Connect mentoring • Love Bites Program – positive relationships and healthy lifestyles • Creative Clever Cooking – Life skills • Dismantle Bike Rescue • Brave Anxiety Program • TLC program 	<ul style="list-style-type: none"> • Elevate Study Program • Student Leadership Conference • Stephen Michael Foundation – AFL mentoring and development • AIME mentoring program • Follow the Dream • Yoga Program • Recess Games Room • Strike MMA mentoring

In 2020 our suspension rate dropped by 1.2% which reflects an improvement of student behaviours with links to increased case management of students, positive supportive relationships formed with parents/carers; the PBS matrix being further consistently embedded into classrooms and the whole school community. The school has further developed case management processes and skills to recognise and provide early targeted interventions and restorative practices to support positive student behaviour improvement.



Key Priority Area:

Safe, Inclusive and Connected School Community

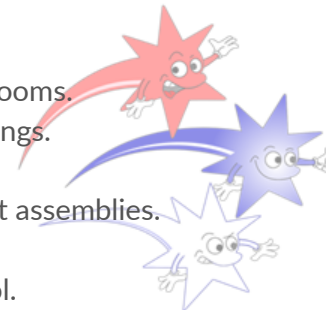
Positive Behaviour School

Through our work with Fogarty EDvance one of the key focus areas is “School Culture”. Initiatives under this focus area include - To develop a safe, inclusive and connected school community; we addressed this through ensuring a Positive Behaviour School (PBS) climate was maintained and enriched.

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 “B’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 2020 the PBS team;

- Led a fortnightly focus around our 5 “always behaviour expectations”, posters were displayed in classrooms and around the school and students were reminded by all staff of the focus.
- Triage data was analysed by members of the PBS team to see the focus area that needed reinforcing for students.
- Introduced fleet point rewards such as 'Zoooper Dooper Fridays'.
- Promoted the Positive Behaviour Matrix to ensure consistency across all classrooms.
- Delivered Professional Learning to staff and information sessions at staff meetings.
- Reinvigorated the factions through staff and students.
- Student Services worked alongside the PBS team to give out 3B's certificates at assemblies.
- Had representatives from all Learning Areas.
- Ensured PBS language was consistently being used by all staff across the school.



Student Leadership

We have a very strong large Student Leadership team made up of Year 7 - 12 students. There are 4 teams within the student leaders:

1. Advocacy Team
2. Health and Wellbeing Team
3. Environmental and Sustainability
4. Sport

They are active within the school and wider community assisting at events and promoting Warnbro CHS positively within the community. The leaders have formed links with leaders from other schools, Act Belong Commit, Curtin University, City of Rockingham, Country Woman's Association, Department of Transport Your Move, The Crew. In 2020 they were recognised at the state Your Move awards for their successful 1st year in the program. Selected leaders have attended conferences to further develop their leadership skills.



Key Priority Area:

Safe, Inclusive and Connected School Community

Social and Emotional Wellbeing

The school's Attitude, Behaviour and Effort (ABE) data addressed in school reports was aligned to the five 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;

Confidence (academic, social)

Persistence

Organisation

Getting Along

Resilience.

There is a staff Health and Wellbeing (HWB) team who continue to develop a range of initiatives for staff – there are 3 key focus groups of the HWB Team – Environment, Social Wellbeing and Mental Health and Wellbeing. One of our Fogarty work-stream's is 'research and develop initiatives that support the social, mental and physical wellbeing of students and staff'. In 2020 there was an increased effort placed around this initiative.

Some of the highlights for 2020 were:

- Yr 12 Ball
- Yr 10 River Cruise
- Yr 8 Camp
- Advanced Standing Activities
- NAIDOC Day
- RUOK Day
- Warnbro Day
- Valedictory
- Formal Assemblies
- Guest Speakers
- Adventure World Advanced Standing excursion
- Yr 8 Good Standing Camp
- Termly Pizza Good Standing Rewards
- Fleet Point Fridays with Zooper Doopers and Milo
- Breakfast Club each morning
- Student Leadership
- Intervention programs - Dysmantle Bike Program, Strike MMA Boys Mentoring, Stephen Michael Foundation Program, Brave Anxiety Group, Friendship Group
- Year 9/10 Careers Classes



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. Although this was challenging during a COVID-19 year we still managed to have a significant number of events.

HIGHLIGHTS

- World of Maths incursion in Term 4 attended by 80 Year 7 and 8 students – they had hands on experience with problem solving
- Weekly problem solving commenced in Semester Two with a small prize for each year group
- Consistent practice around numeracy for year 7 and 8 – 5QA, number talks, problem solving, timetables
- Homework classes and OLN revision after school in Term 3
- Pi day celebrated in Term 1 within class activities, apple and pumpkin pies given to students who were able to recite pi to 5 decimal places
- Yr 7/8 Summer and Winter Carnivals
- Yr 9/10 Winter Carnival
- Warnbro vs Living Waters Surf Competition (victorious)
- Swimming Carnival
- Warnbro Day
- Interschool Athletics Carnival

SPECIALIST PROGRAMS

ADVENTURE RECREATION

- Yr 7 Adventure Recreation Camp (Perth Hills)
- Yr 7/9 Combined Leadership Camp (Margaret River)
- Yr 8 Adventure Recreation (Margaret River)
- Yr 9 Adventure Recreation (Survivor)
- Yr 10 Adventure Recreation (Blackwood River)
- Yr 10 Adventure Recreation (Albany)
- Yr 11 ATAR (Southwest)
- Adventure Recreation Trial Day



Learning Area Highlights

CREATIVE ARTS

Creative Arts Specialist Program (CASP) Sundowner

- We had over 100 parents attend our first ever CASP sundowner! Parents/guardians and families were able to meet the teachers, hear about the upcoming year, and meet other families involved in the program.

Semester 1 Showcase 'Once Upon a Time'

- Taking our CASP Showcase online
- Fairy tale Drama works by Year 7 CASP students
- Dance workshop with Julie Moore
- 'Feel It Still' Bob Fosse inspired dance work performed by Year 9/10 CASP Performance took our students out of their comfort zone and all students worked extremely hard to capture the essence of Bob Fosse's signature style.
- Clay sculpture works were produced by our 9/10 CASP Studio students.
- The Year 8 CASP students played with sculpture and wearable art, creating a series of masks that explored the theme, 'Once Upon a Time'.

CASP Camp Incursion

- Due to COVID-19 we transformed our CASP Camp into a 3-day incursion
- Industry professionals came to work with our students, sharing invaluable knowledge.
- Black Swan Theatre Company Artist, Charlotte Otto, worked with Year 9/10 Performance students on vocal training. Charlotte was so impressed with the quality of work produced that she emailed after the workshop to acknowledge the work of our students.
- Barking Gecko ran a series of workshops with Year 7 and 8 CASP students around improvisation and movement. All students had fun exploring different ways to generate ideas through improvisation.
- Charlotte Gordon worked with our 9/10 Studio students to develop a Pawtrait. Using images of our students beloved pets, students transformed each blank canvas into a colourful exploration of their pet. These works were displayed at our Gallery Showing as part of the Semester 2 Showcase.

NAIDOC Week

- Our CASP students participated in a workshop run by professional Indigenous dancer, Romey Cresswell. As part of this workshop the students collaborated with Romey to choreograph a performance as part of the Warnbro CHS NAIDOC day.

Semester 2 Showcase

- We were able to invite parents/guardians and families on site for our Semester 2 Showcase.
- Drama play 'Clue' was performed by our 9/10 CASP Performance students. This was fabulous work that many audience members positively commented on at the end of the show. Parents of younger CASP students were blown away and left feeling excited to see how their own children had grown over the course of the program.
- All Year 10 CASP Dance students produced a solo work. These were beautiful to watch and showcased the technical growth each student has made over the course of their time in the program.
- Year 7 CASP students presented a Jazz dance work, 'Ways to be Wicked', a highly energetic work.
- 9/10 Studio students explored installation art, transforming the corridors of the Arts Department into an interactive art experience for audience members to move through on their way into the theatre.
- Year 8 CASP students learnt about stop motion and filmed their own short stories in a miniature set they designed and created.



Learning Area Highlights

OTHER PROGRAM HIGHLIGHTS

INDUSTRY LINKS

- Increase in number of course applicants
- Increase in number of school based traineeships
- Increase in students completing Certificate III
- Have world recognised businesses on board taking our work placement students (Coogee Chemicals, BP, BHP, CSBP, Newfarmers, BMT, Alcoa)
- Start to our new Work Readiness program (preparing our Year 10's)
- Increase in students completing 2 or more qualifications.
- 8 students left during or at the end of Year 11 due to apprenticeships/traineeships
- 2 of our Year 12 students gained university entry
- 6 of our Year 12 students into full time work
- 7 of our Year 12 students into apprenticeships
- 7 of our Year 12 students into full time TAFE to further their studies
- Closer team collaboration through the program to strengthen knowledge of what is available for students
- Higher number of Year 10's participating in Try-A-Trades and TAFE taster courses even during COVID-19

LINCS

- Successfully transitioned 12 students to mainstream in 2019 and 2020. Majority of these students are now passing grade level curriculum.
- Average reading age growth was 9.5 months across Years 7-10 (using Burt Reading Test with the stable cohort). This is pleasing given COVID-19 disruptions.
- Highest reading age growth was 28 months (Year 9 student)
- 2 students (Year 9 and 10) who had limited letter/sound knowledge in 2018 and 2019 respectively are now reading more than 100 words correct per minute fluently.
- 3 students accepted into Industry Links for 2021
- 65% of students in Explicit Direct Instruction (EDI) stream are achieving at or above grade level in moderated English assessments.
- 80% of students in EDI stream are achieving at or above grade level in moderated Maths assessments.
- 96% of students in EDI stream are achieving at or above grade level in moderated Science assessments.



Learning Area Highlights

Primary Partnerships

Warnbro Community High School continues to prioritise strong and effective working partnerships with our local primary schools. In 2018 Warnbro CHS partnered with leaders from the local primary schools and regional office to establish the Warnbro Cell Tier 3 Transition Group this was to ensure there was a consistent and staged case management approach to the transition of Year 6 students.

Year 6's at our 5 feeder primary schools (Endeavour PS, Koorana PS, Port Kennedy PS, Rockingham Lakes PS and Warnbro PS) are invited to attend 2 transition days: Day 1 in Term 1 is focused on an introduction to Warnbro CHS, experiencing our Specialist Programs – CASP and Adventure Recreation; Day 2 in Term 3 is focused on understanding high school life, understanding our PBS expectations, faction activity and meeting the Student Services team.

Student Leaders are involved in the transition days, we aim to have leaders work with the incoming Year 6's from the primary school they attended to provide a familiar face and supportive environment.

During Term 4 we had 40 Year 6 students attend Warnbro CHS for a "Success at Warnbro CHS" day, students who had been identified by the primary school's as Leaders and those students who had been accepted into the LEAP (Learning Enrichment and Achievement Program) in 2021 were invited to attend a team building day.

Wednesdays @ Warnbro also occurred during Term 4 over 3 weeks, where 5 Year 6 students from each feeder primary school had the opportunity to attend after school sessions for each of the Specialist Programs.

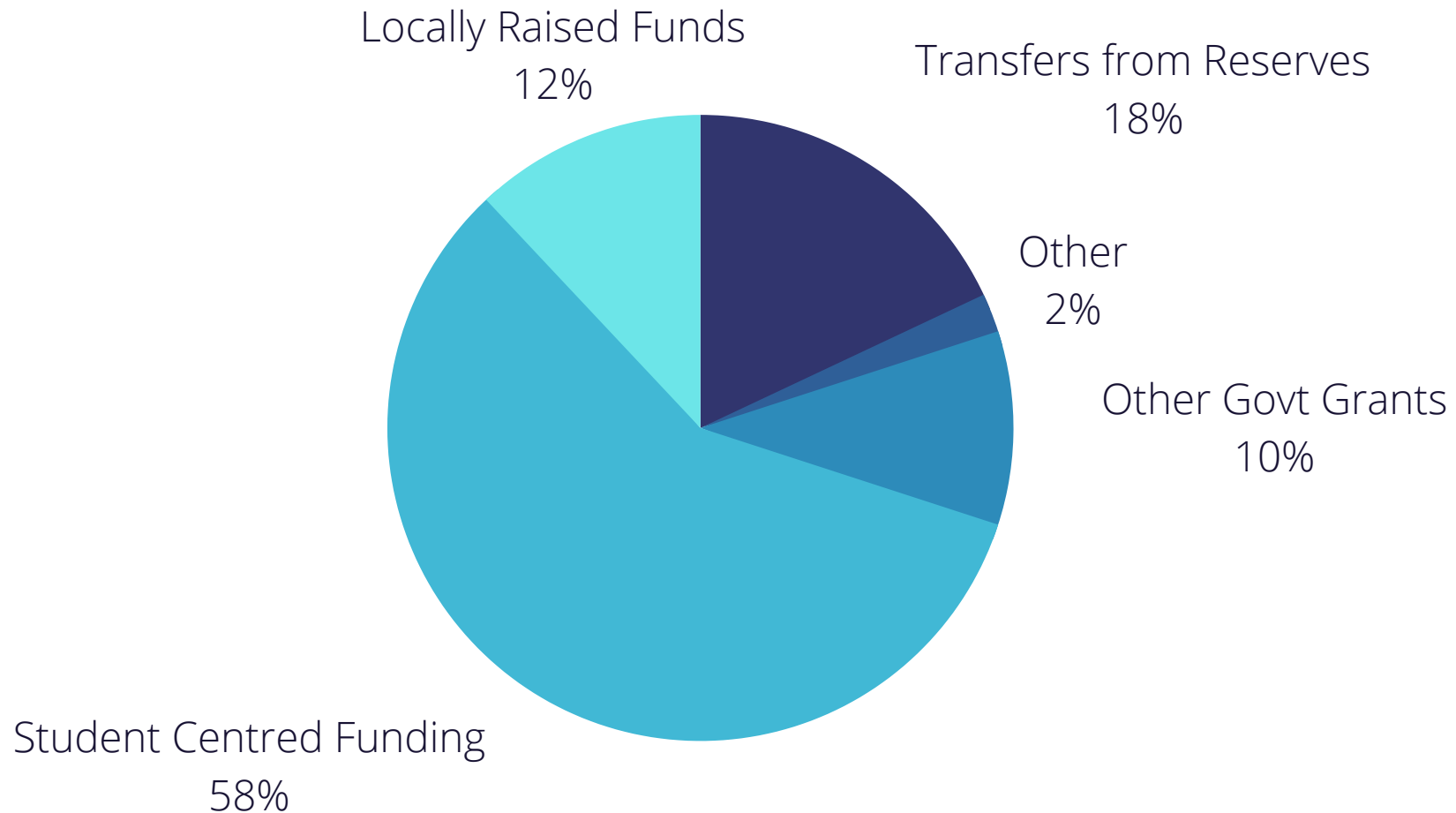
As part of the Warnbro Cell Tier 3 planning there was collaboration between the Principals, Associate Principals, Primary Deputies, Student Services Manager, Transition Coordinator, Community Health Nurse, School Psychologist, Defence Force Mentor, Aboriginal and Islander Education Officer (AIEO) and Enrolment Officer during 2020 to ensure there was a successful transition process for students who may require extra support.



Financial Summary

as at 31 December 2020

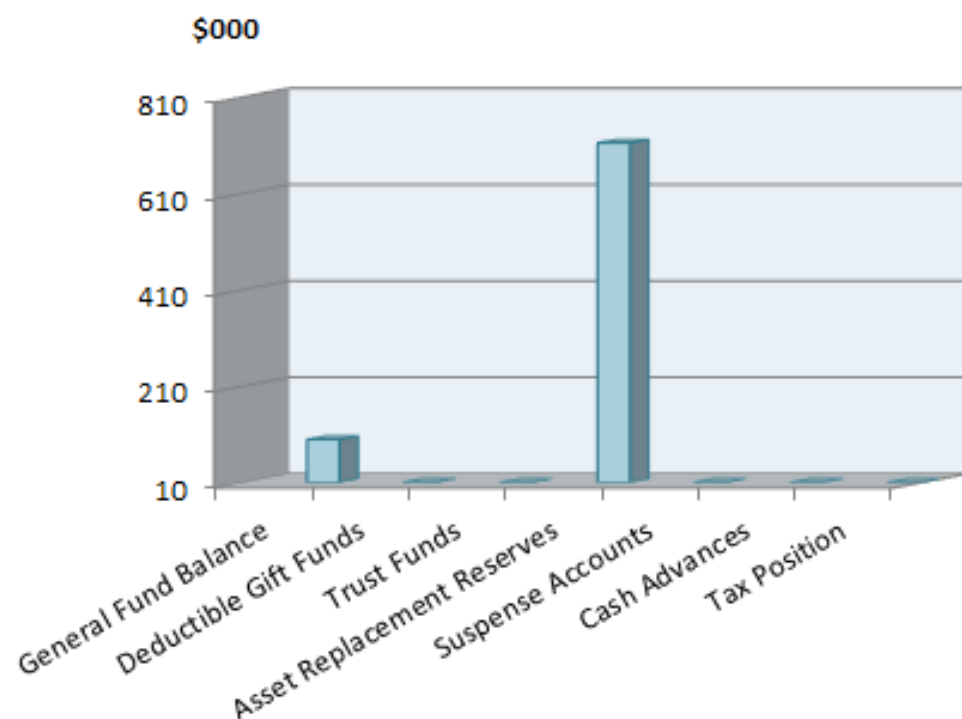
CURRENT YEAR ACTUAL CASH SOURCES



Financial Summary

as at 31 December 2020

CASH POSITION

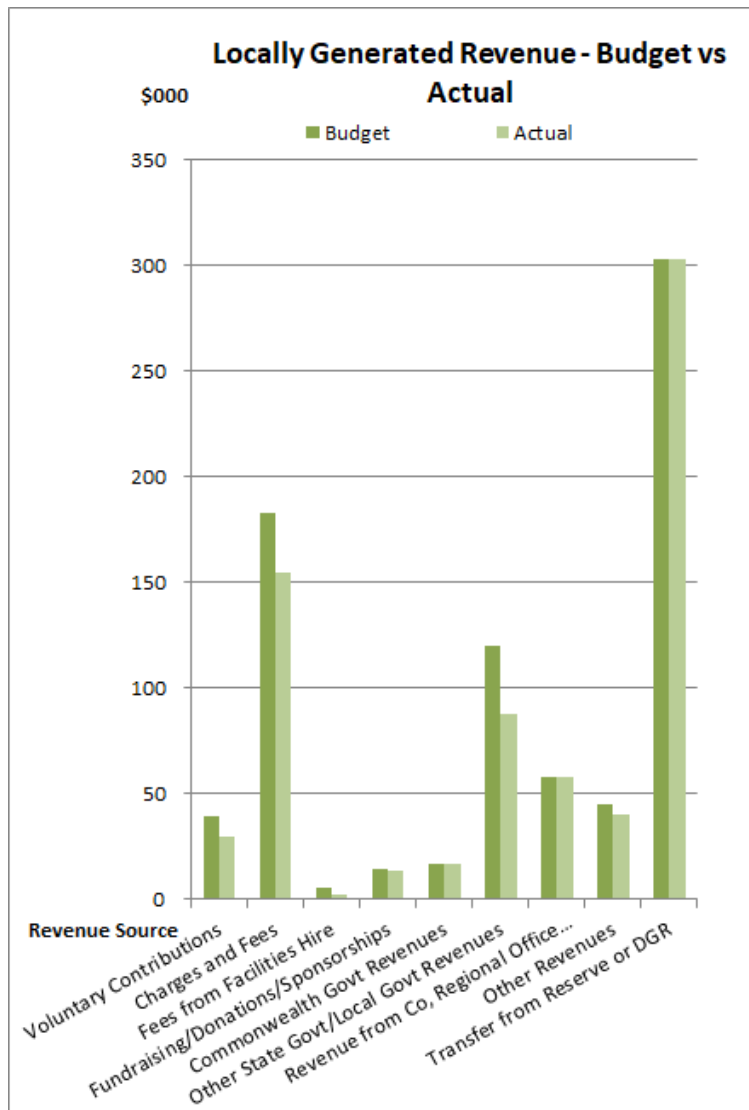


Cash Position as at:		
Bank Balance	\$	763,399.32
Made up of:	\$	-
1 General Fund Balance	\$	99,337.06
2 Deductible Gift Funds	\$	-
3 Trust Funds	\$	-
4 Asset Replacement Reserves	\$	714,681.17
5 Suspense Accounts	\$	(38,943.91)
6 Cash Advances	\$	(1,000.00)
7 Tax Position	\$	(10,675.00)
Total Bank Balance	\$	763,399.32

Financial Summary

as at 31 December 2020

REVENUE

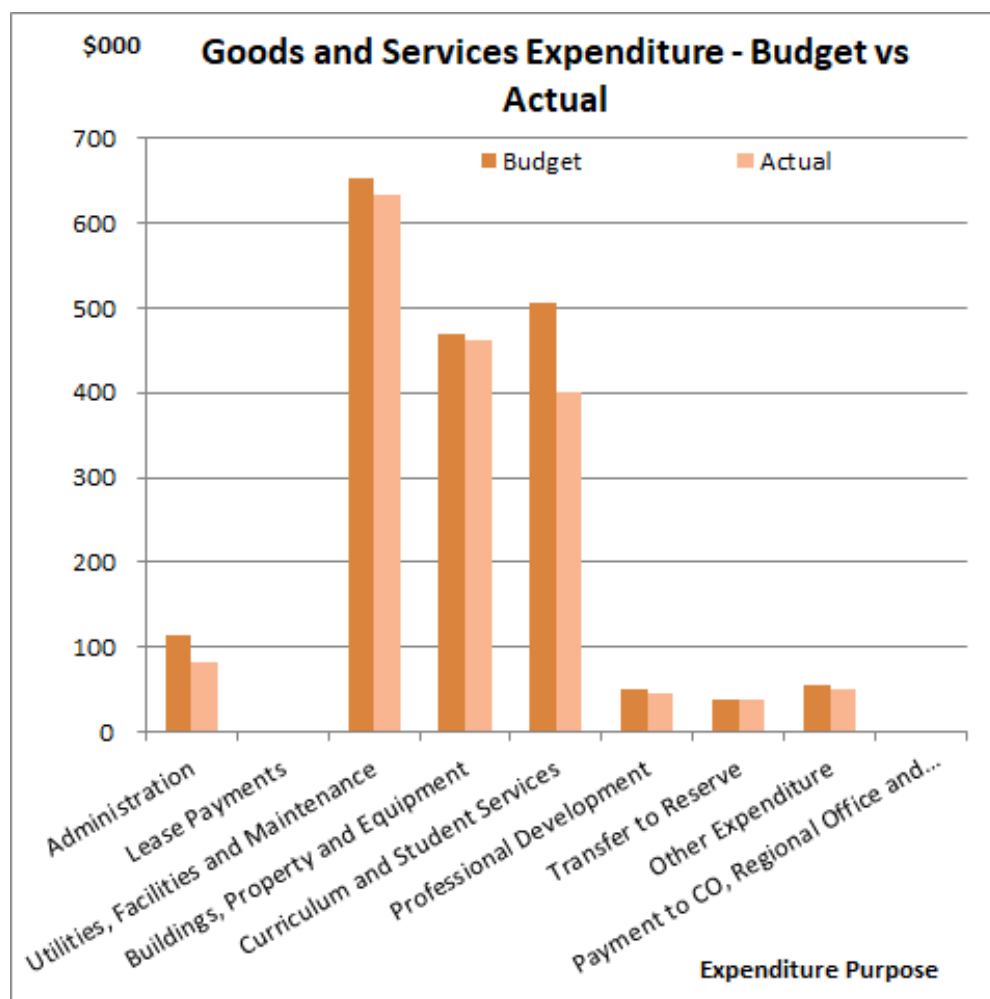


	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 39,386.00	\$ 29,593.53
2	Charges and Fees	\$ 182,333.00	\$ 154,688.04
3	Fees from Facilities Hire	\$ 5,200.00	\$ 2,327.27
4	Fundraising/Donations/Sponsorships	\$ 14,071.96	\$ 13,696.36
5	Commonwealth Govt Revenues	\$ 16,434.00	\$ 16,434.00
6	Other State Govt/Local Govt Revenues	\$ 120,000.00	\$ 87,679.83
7	Revenue from Co, Regional Office and Other Schools	\$ 57,987.27	\$ 57,987.65
8	Other Revenues	\$ 45,249.36	\$ 39,876.74
9	Transfer from Reserve or DGR	\$ 302,988.54	\$ 302,988.54
	Total Locally Raised Funds	\$ 783,650.13	\$ 705,271.96
	Opening Balance	\$ 111,685.33	\$ 111,685.33
	Student Centred Funding	\$ 991,958.00	\$ 991,958.29
	Total Cash Funds Available	\$ 1,887,293.46	\$ 1,808,915.58
	Total Salary Allocation	\$ 11,038,173.00	\$ 11,038,173.00
	Total Funds Available	\$ 12,925,466.46	\$ 12,847,088.58

Financial Summary

as at 31 December 2020

EXPENDITURE



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 114,685.27	\$ 82,099.05
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 653,513.00	\$ 633,700.30
4	Buildings, Property and Equipment	\$ 469,910.33	\$ 460,986.06
5	Curriculum and Student Services	\$ 506,701.22	\$ 400,481.01
6	Professional Development	\$ 49,763.59	\$ 45,126.80
7	Transfer to Reserve	\$ 37,171.00	\$ 37,171.00
8	Other Expenditure	\$ 55,548.05	\$ 50,014.30
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 1,887,292.46	\$ 1,709,578.52
	Total Forecast Salary Expenditure	\$ 10,739,411.00	\$ 10,350,605.00
	Total Expenditure	\$ 12,626,703.46	\$ 12,060,183.52
	Cash Budget Variance	\$ 1.00	



School Board and Endorsement

School Board members 2020

Position	Name	Position	Name
Principal	Cindy Kerr	Community Representatives	Lyn Vernon Brayden Lang
Staff Representatives	Carol Durant Elizabeth Loo	School Captain	Martin Mortimer
Parent Representatives	Riria Grant Lea Siddons	Secretary	Kate Stanford

The School Board at Warnbro Community High School endorses the 2020 Annual School Report and verifies the involvement of staff and parents in the development of this document.

Cindy Kerr
Principal

Lea Siddons
Board Chair



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