



Annual Report 2021



"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 Warnbro Community High School (WCHS) staff and the School Board I present the 2021 Annual School report to our school community. I would firstly like to acknowledge the hard work and resilience of staff who have worked through challenging times. 2021 continued to present ongoing challenges with regard to managing the COVID-19 disruptions, however, we are pleased to share achievements and results that reflect our ongoing school improvement journey.

At WCHS our moral purpose is to make a positive difference to lives of young people. We will do this by focussing on curriculum, teaching and learning, with a focus on literacy and numeracy development, and developing a safe, inclusive and connected learning environment.

In the 2021 WCHS 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 (LINCs) and Learning Enrichment Achievement Program (LEAP).
- Reporting on our annual budget and accounts.

In 2021 we commenced the third and final year of the Fogarty EDvance program with a focus on three key areas that tie to our Business Plan priorities:

Curriculum, Teaching and Learning Quality Teaching and Learning
Literacy and Numeracy Focussed

Positive School Culture Safe, inclusive and connected learning
environment

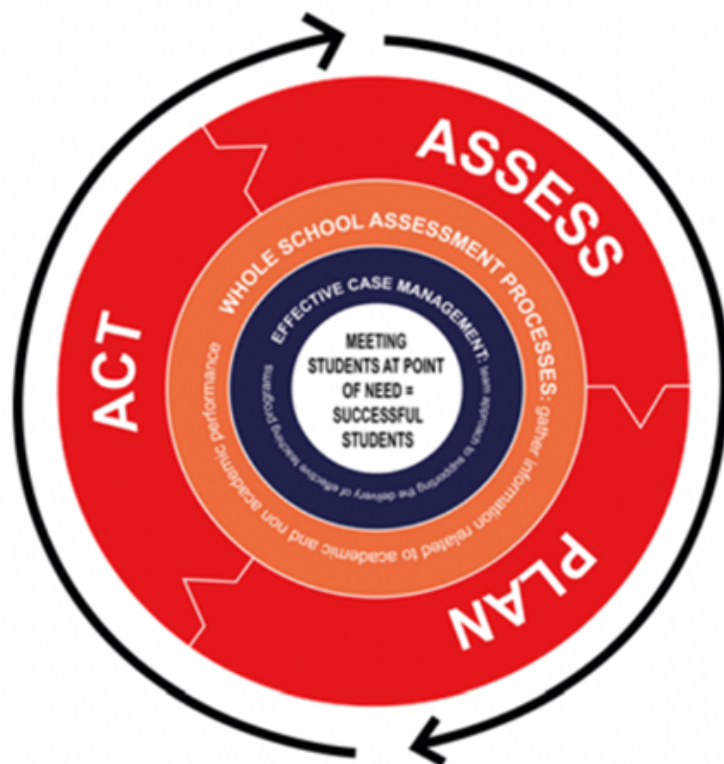
Leadership Development High Quality Teaching and Learning
Literacy and Numeracy Focussed

We will continue to work collaboratively with our school community to drive improvement and changes that make a positive difference to the lives of young people in our school.

Debra Bright
Principal

ASSESS PLAN ACT

WCHS is engaged in a cyclical approach to reviewing and setting goals to improve student outcomes taking care to look at whole school and individual student needs driven by a rigorous focus on data.



Embedded in the ASSESS PLAN ACT cycle is the disciplined dialogue approach to examining student and school data. Each time data is reviewed we consider:

- What do we see here?
- Why are we seeing what we are seeing?
- What are we going to do about it?

All staff engage with this approach when examining student data which is used to monitor individual and whole school progress. The use of this approach since 2018 has been a greater staff focus on looking at student data as feedback that needs to be considered to improve teaching practice and student outcomes. This ongoing highly reflective practice is valued as a central tenet to effective practice and practitioners.



KEY PRIORITY FOCUS:

High Quality Teaching and Learning

Teaching and Learning is a key priority area of the 2018-2021 School Business Plan and a focus in the Fogarty EDvance school improvement planning. In 2020 staff worked collaboratively to develop an evidence-based approach that has the capacity to meet students at their point of need. Barack Rosenshine's Principles of Instruction are the foundation of this work and in 2021 staff developed their knowledge and understanding of the research base alongside developing and refining pedagogical skills.

CURRIUCLUM AND INSTRUCTIONAL FOCUS

Curriculum planning and review continued in 2021. Grade distribution data indicated significant improvement across all measured subject areas in line with expected outcomes. Teacher judgements are within 1.0 standard deviation of the expected grade allocation on the school performance monitoring system achieving an academic target identified in the Business Plan.

Grade Allocation (A - E)	2020 (2)	2021 (2)
Overall Relative Judgement	-0.19	0.34
- English	1.09	1.26
- Mathematics	-1.35	-0.39
- Science	-0.54	-0.14
- Humanities & Social Sciences	0.06	0.61

Our Whole School Instructional Framework has continued to be successfully embedded in classrooms with a 2021 focus on firmly establishing the foundational layers of instructional practice across all year groups and subjects.

In 2022 the focus will be on developing a culture of observation and feedback to embed a peer instructional coaching approach across Learning Areas teams and classes. Staff will work collaboratively to trial high impact strategies and techniques in their own classes that build on the whole school instructional framework developed.

KEY PRIORITY FOCUS:

High Quality Teaching and Learning

PRIORITY LITERACY AND NUMERACY TEAM

The Priority Literacy and Numeracy team (PLNT) is a team of teachers, established in 2019, from all Learning Areas focussed on taking a disciplined dialogue approach to students outcome data. Towards the end of 2021 the PLNT finalised its three literacy priorities for 2022-2024:

- Vocabulary development
- Sentence writing
- Structured talk

The focus in 2022 is on ensuring current strategies: vocabulary, sentence writing and structured talk are occurring with integrity across the school in all Year 7-9 classes. These evidence-based practices will establish foundational learning in lower school students to ensure that literacy skills are developed.

Since 2020 staff have invested in developing resources, materials and strategies for student review of previous content, and we continue to refine our structured literacy approaches led through explicit instruction in domain-specific vocabulary.

STAFF PROFESSIONAL DEVELOPMENT

Staff have continued to be provided for opportunities to develop and fine tune practice and self leadership. The Professional Learning Series (an opt in series of PL run after school each term) was well attended in 2021 with a total of 81 participants over the course of the year. Topics in 2021 included: retrieval practice; Team Teach; the Tier 1 teacher Toolkit and cognitive load theory. The Professional Learning Series is a termly feature of the WCHS staff calendar and will continue to reflect feedback from staff and be tailored to their needs as classroom practitioners.

2021 was the final year of engagement with the Fogarty EDvance program and Heads of Learning Areas participated in the EDvance Senior Leaders program with a focus on leading teams to implement high impact instruction that improves students' outcomes. Teachers also engaged with professional workshops on Explicit Instruction and the TeachWell Teaching Intensives.



KEY PRIORITY FOCUS:

High Quality Teaching and Learning

LEAP

The Warnbro Community High School Learning Enrichment Achievement Program (LEAP) saw its inaugural graduates (Class of 2023) progress into Year 11. More than 90% of the students involved in the program in Year 10 selected an ATAR pathway, which saw our numbers in ATAR in 2022 increase three-fold. We anticipate that this cohort will have a significant impact on the Business Plan academic targets of increasing the % of ATAR students eligible for front door entry to University and increasing the % of successful students completing an ATAR of 55 or above.

Students in our Year 10 LEAP class in 2021 spent time learning about cognitive science and memory. They were taught how their brains process information and were taken through strategies to improve their study habits linked to cognitive science. Students in our Year 7 and 9 LEAP classes participated in multiple campus-based activities at Curtin University and the University of Western Australia, while our Year 8 LEAP students engaged with Curtin University's in-class workshops designed to increase their awareness of university offerings.

Three students in our Year 10 LEAP class this year have been awarded scholarships under Curtin University's Innovative School Scholars Program (ISSP) and have commenced a first-year Engineering unit that can be used as credit to a Curtin University undergraduate degree.

Our inaugural LEAP student diary was developed and students will spend time in 2022 learning about the strategies and models that have been carefully selected to support their learning.

INTENSIVE LITERACY AND NUMERACY CLASSES (LINCS)

In 2021 the LINCS model catered for 80 Year 7-10 students engaging in Direct Instruction program at a remediation level and Explicit Direct Instruction as a part of a model to transition students back to mainstream, grade level curriculum. Across cohorts in the LINCS program an average reading growth of 10 months was seen for each Semester of intervention. Up to 90% of students in the Explicit Direct Instruction stream of LINCS achieved at or above grade level in Maths, English, Science and HaSS.

By the end of 2021 almost 90% of the Year 10 students had transitioned to mainstream classrooms so the model will continue to evolve in 2022 in response to student needs and become a Year 7-9 program. Two Direct Instruction writing programs are now part of the instructional suite for students who are three or more years below grade level. The LINCS team plan to conduct a review of the current model and programs to ensure they still meet the needs of students and will also conduct research into alternative commercial programs to gather evidence of their efficacy.



SENIOR SCHOOL

YEAR 12 OUTCOMES

WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION (WACE)

WACE eligibility improved in 2021 from 58% to 67%, this data reflects those students that started on a WACE path but then left school and did not continue to meet the eligibility requirements. This is not necessarily a negative impact for our students as many of our students leave school to move into paid employment.

99% of our 'eligible' students met the breadth and depth requirement of WACE and 100% of 'eligible' students met the English requirement.

Our achievement rate of 77% is a reflection of those students who were not able to meet the OLNA literacy and numeracy standards - this is an area for continued focus.

WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION (WACE)			
Number of Students Eligible for WACE: Count (%): Source: SCSA data files			
	2021	2020	2019
School	94 (67%)	89 (58%)	108 (68%)
Like Schools	62%	60%	58%
State	70%	70%	65%
WACE Achievement Rate: count (% of eligible students) Source: SCSA data files			
School (WACE eligible)	72 (77%)	75 (84%)	88 (81%)
Like Schools (%)	82%	83%	84%
Public Schools (%)	89%	89%	89%
School (Semester 2 Census)	72 (74%)	74 (83%)	88 (79%)
School (Cohort)	72 (51%)	75 (49%)	88 (55%)

SENIOR SCHOOL

YEAR 12 OUTCOMES

ATTAINMENT

We have had what appears to be a significant drop in our Attainment Rate from 98% in 2020 to 44% in 2021. This is a reflection of the fact that there is no longer a requirement for students to complete a VET Certificate II in order to achieve their WACE Certificate. This figure of 44% is likely to be our new norm as only those students completing the Industry Links Program or the Hospitality Course will now complete a Certificate II or higher.

VOCATIONAL AND EDUCATIONAL TRAINING (VET)

As referenced above, a change in WACE requirements no longer requiring Year 12 students to have completed a Certificate II or higher, 2021 saw the first cohort of smaller VET students at WCHS completing Year 12. At WCHS the majority of VET students are now a part of our Industry Links program. Only one school-based certificate – Hospitality – is offered outside of the Industry Links Program. This is reflected in the drop in school-based Certificate enrolments from 85% to 41%.

In 2021 all of our Industry Links students, who remained until the end of the course, achieved a minimum Certificate II, with 6 students achieving a Certificate III.

One of the goals of the Industry Links program is to support students to find suitable employment pathways. Our data shows that 18 Industry Links students who left school to go to work, whilst only 2 Hospitality students who did not meet the requirements of their course.

The academic target from the School Business Plan of VET certificate completion Cert II or higher at the end of Year 12 to be maintained at 98% or above was achieved in 2021.

VOCATIONAL EDUCATION AND TRAINING (VET)			
VET Participation Rate (count; enrolled in VET as % of Cohort) Source: Department data			
	2021	2020	2019
School VET enrolments	58 (41%)	130 (85%)	146 (92%)
Funded VET students	91%	91%	88%

SENIOR SCHOOL

YEAR 12 OUTCOMES

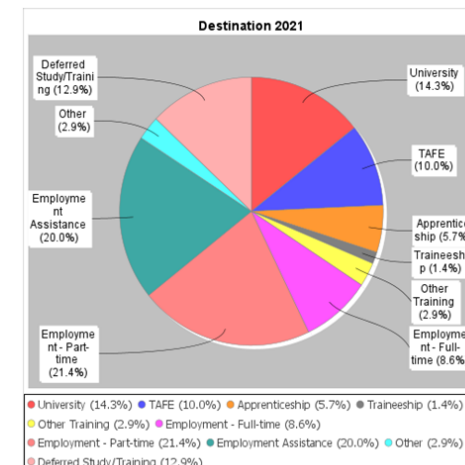
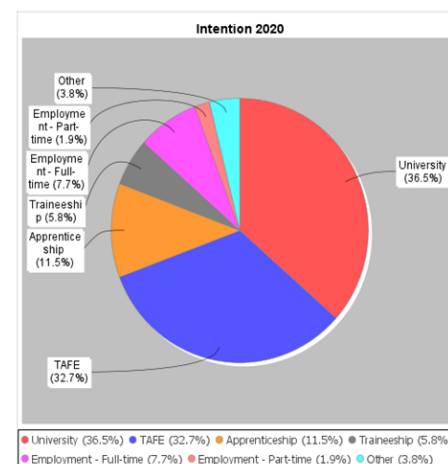
AUSTRALIAN TERTIARY ADMISSION RANKING (ATAR)

In 2021 83% of students achieved the University English Language Competency on par with 2020. Our median ATAR dropped from 67% in 2020 to 56% in 2021. Though not unexpected due to the cohort size (6 students) and previous outcomes, the result was disappointing. As a school, in 2018, we recognised that there was additional work that we could do to set students wanting to pursue an ATAR pathway and put in place the LEAP program. The intent of the LEAP program has been to increase the capacity and resilience of those students who are aspirant to study ATAR. 2023's ATAR Year 12 class will be the first group of students to come through the LEAP program from Year 8-12. This class currently has 35 students in it, a significant increase from 2021 cohort. This program has been specifically designed to better prepare our students for the challenges and rigor of ATAR study – we are looking forward to seeing an improvement in student outcomes in this area.

AUSTRALIAN TERTIARY ADMISSIONS RANK (ATAR)			
ATAR Participation Rate: count (%) Source: SCSA data files and Department calculations			
	2021	2020	2019
School count (% Cohort)	6 (4%)	6 (4%)	7 (4%)
Difference From Expected	-6%	-6%	-8%
School (% WACE eligible)	6%	7%	6%
School (% Semester 2 census)	6%	7%	6%

POST SCHOOL DESTINATION

Our Intention's Destination surveys are certainly an interesting read. We are not sure if this is a reflection of the times these students have endured but in 2021 just under 81% of our students intended to go to University, TAFE or an Apprenticeship. The reality of that in 2021 was that only 31% were on a path to achieve that goal. Just under 13% stated that they had deferred this option for now. By far our greatest destination at present is into the workforce with 50% of our students either currently working or seeking assistance to achieve employment.





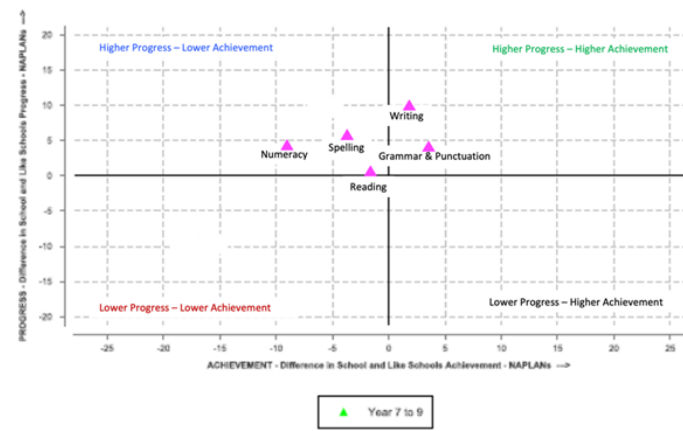
KEY PRIORITY FOCUS:

Literacy and Numeracy Focussed

NAPLAN 2021 STUDENT ACHIEVEMENT AND PROGRESS

The 2021 NAPLAN data was very pleasing, reflecting the whole school re-focus on evidence based approaches to high quality teaching, curriculum and learning since 2019. All NAPLAN testing areas showed a movement to higher progress in spite of the disruptions that occurred in 2020 in particular. Overall there was a movement towards high achievement, with writing and grammar and punctuation, in particular, showing high progress and high achievement. This meets the academic target of the Business Plan to increase the percentage of students making high and very high progress between Years 7-9 in each NAPLAN test area.

Student Progress and Achievement Compared with Like Schools



This positive Year 7-9 progress data is also reflected in data compared to Like Schools and Australian Schools where movement into high progress is maintained meeting the Business Plan academic target to have equal to or exceed like schools for progress between Years 7-9 in each NAPLAN test area.

KEY PRIORITY FOCUS:

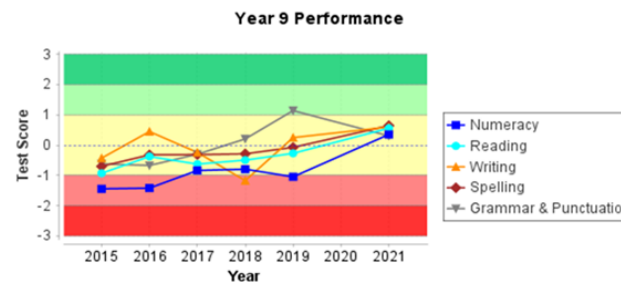
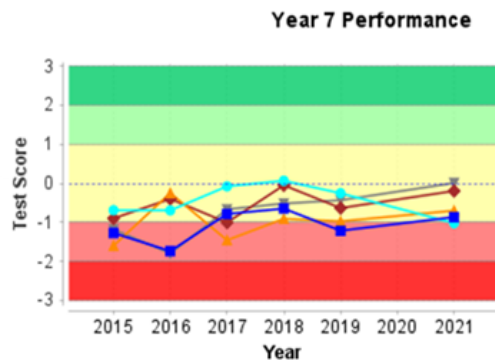
Literacy and Numeracy Focussed

OFF YEAR NAPLAN TESTING FOR YEAR 8 STUDENTS

Whilst the progress between Year 7-9 is most pleasing, of concern is the achievement of Year 7 students, particularly in the curriculum gateway skill of Reading. 2021 Year 7 NAPLAN data indicated that up to 64% of Year 7 students started at WCHS still learning to read fluently and therefore would struggle to read for comprehension at grade level without scaffolded support. This again emphasises the importance of the explicit instructional approach embedded in the whole school instructional framework and its provision of support for all students at their point of need. Staff regularly engage with the importance of reading data as it is a gateway skill to curriculum across all Learning Areas.

The Year 7 data gap is complex as it is also connected to the previous year's primary education as well as the impact of four months of secondary education. From 2022 WCHS anticipates tackling this gap by:

- Working with local primary schools to share and reflect on Year 7 NAPLAN data and developing an understanding of approaches being used to address literacy and numeracy.
- Engaging Year 8 students in off year NAPLAN testing – Reading and Numeracy - in order to track the progress of our Year 7 students, in their early years of secondary education.
- The Maths and English Learning Areas are also exploring the Brightpath assessments as a tool to establish the skills of Year 7 students on entry.



ONLINE LITERACY AND NUMERACY ASSESSMENT (OLNA)

OLNA continues to be an area of focus and planning for the school as this is the single greatest reason for WCHS students not meeting WACE requirements. 93% of students met the standard in Reading and Writing in line with the previous year. An area of concern is Numeracy where in 2021 82% of students met the standard compared to 90% in 2020. All students who have not met the standard by the end of Year 10 are encouraged to select Mathematics Essentials as a part of their senior school program where OLNA skills development is embedded in programming.



KEY PRIORITY FOCUS:

Safe, Inclusive and Connected Learning Environment

At WCHS we are committed to providing a safe and positive environment where our moral purpose “to make a positive difference to the lives of young people” is at the forefront of our work and planning. We are committed to working with parents/carers in their child's whole education and maintain a consistent case management approach.

We have consolidated and maintained positive community partnerships to benefit and support the students and our whole school community. Staff used the “Consistent Classroom Practices” and PBS expectations within all classrooms.

We will focus on using data to inform our decisions to create a safe, inclusive and connected school community - focus areas being on:

- Responsive Learning Environment
- Consolidating consistent Case Management Processes and Student Services processes
- Interventions to support student wellbeing
- Interventions to support staff wellbeing
- Consolidate and maintain parent and community partnerships
- Develop student voice and student leadership

KEY PRIORITY FOCUS:

Safe, Inclusive and Connected Learning Environment

Positive Behaviour Support (PBS)

WCHS is a PBS school and we continue to reinforce our expectations around the 3 Bs and our 5 ALWAYS expectations from the PBS matrix.

We used Triage data to inform our fortnightly focus:

- Use polite language, tone and voice
- Follow fair and reasonable instructions from all staff
- Be punctual and prepared
- Have phones and devices off and locked away all day
- Wear full uniform



During 2021 we saw an increase in our positive behaviour entries/reinforcements including staff utilising the PBS postcards and student engagement with advanced standing activities.

The maintenance of the PBS culture across the school will be an ongoing focus. Teaching the PBS behaviours explicitly in line with our whole school instructional framework will support the goal of low variation classrooms and build capacity in staff. Seeking and reflecting on student voice will be a focus including developing an effective PBS reward system led by students



KEY PRIORITY FOCUS:

Safe, Inclusive and Connected Learning Environment

Behaviour

In 2021 we decreased our suspension data - the overall % of students went from 11.8% to 10.6% as is within the expected performance of like schools in line with the Business Plan targets. There will be a continued focus on positive behaviours, consistent classroom practices and restorative practices contributed to this decrease.

Our Triage system continued to be effective in providing timely support to classroom teachers to manage disruptions through the one point of contact. Data was gathered from Triage, which was used in student case management and at a leadership level to analyse trends of behaviour across the school. The triage data is also used by the PBS team to inform the fortnightly focus.

We will continue to focus on decreasing the % of students suspended by maintaining consistent classroom practices and reducing variability between classes, as well as taking a restorative approach with students, staff and families when harm has occurred. A new data tracking program will be developed in 2022 enabling the Student Services and Executive teams to fine tune our data analysis and tracking in case management, whole school and cohort planning.

TARGETED INTERVENTION PROGRAMS

During 2021 we utilised external and Well Being team staff to run targeted programs with our students. Pre and Post surveys were conducted with students to evaluate the programs success and track student improvement in things such as attendance and feelings of connectedness to school.

We will focus on using data to inform evidence based programs we are investing in and running with students and further embed pre/post surveys and questionnaires

Whole School Initiatives	Community Partnerships	
<ul style="list-style-type: none"> • Breakfast Club • R U OK Day • Ride to School Day • Warnbro Wednesdays • Learning Legends • 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 • Armed for Life 	<ul style="list-style-type: none"> • 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 • Creative Clever Cooking – Life Skills • Brave Anxiety Program • TLC Program • Shire Program – Resilience • Learning fundamentals study program • Student Leadership Conference • Follow the Dream • Yoga Program • Recess Games Room • Strike MMA mentoring 		

KEY PRIORITY FOCUS:

Safe, Inclusive and Connected Learning Environment

ATTENDANCE

Attendance continues to be a focus at WCHS, we work in partnerships with parents/carers to maintain and improve attendance. In 2021 our overall attendance continued to be above like schools and close to public schools %. Our Attendance officers worked on streamlining follow up processes for unexplained absences and continuing to work with families to improve attendance %. They liaise with other schools and the South Metro Regional Attendance Officer to develop and consolidate good practice for attendance processes at WCHS.

During 2021 we continued to see the attendance of our Aboriginal students significantly above like and WA public schools. Our AIEO worked with students and families to ensure they were engaged with WCHS and families were having positive interactions with the school community to support their child. In 2021 we met the Business Plan target to maintain attendance at above the state mean for both Aboriginal and non-Aboriginal students.

Attendance Overall Secondary

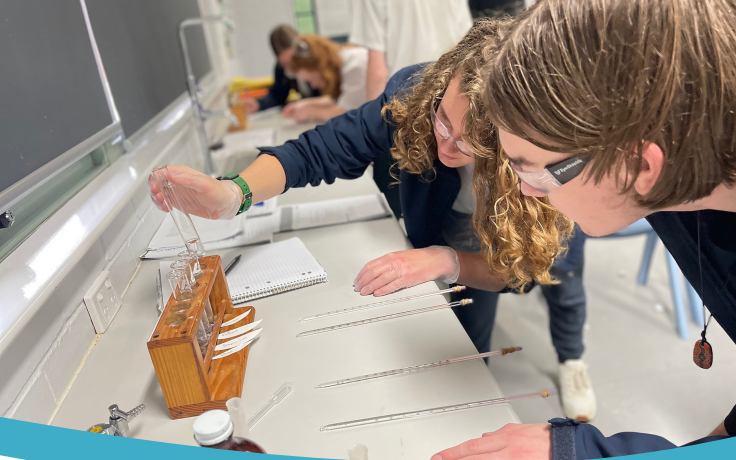
	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2019	86.2%	86.1%	88.8%	76.2%	68.8%	65.8%	85.4%	83.5%	86.8%
2020	84.9%	86.3%	89.2%	78.7%	67%	65.9%	84.5%	83.1%	87.3%
2021	83.7%	84.7%	86.5%	76.2%	63.9%	62.6%	83.1%	80.9%	84.4%

Note:

Care must be taken when interpreting data for schools with small student numbers in any category.

Our Attendance Officers and Student Services Managers continue to work on non attendance. We ensure we are case managing those students in the Severe (below 60% attendance) and Moderate (60-80% attendance) categories through contact home, home visits, work with our Wellbeing Team members, liaising with Regional Office and working with families on how to support their child back to school or advising them on alternatives.

Regular communication takes place with families regarding unexplained absences, follow up on concerns. There is a focus on shifting the Indicated At Risk students (80-90% attendance) to the Regular category (90%+ attendance). Educating families on the impact of absence from schools takes place through Connect, social media accounts and at Parent Evenings.

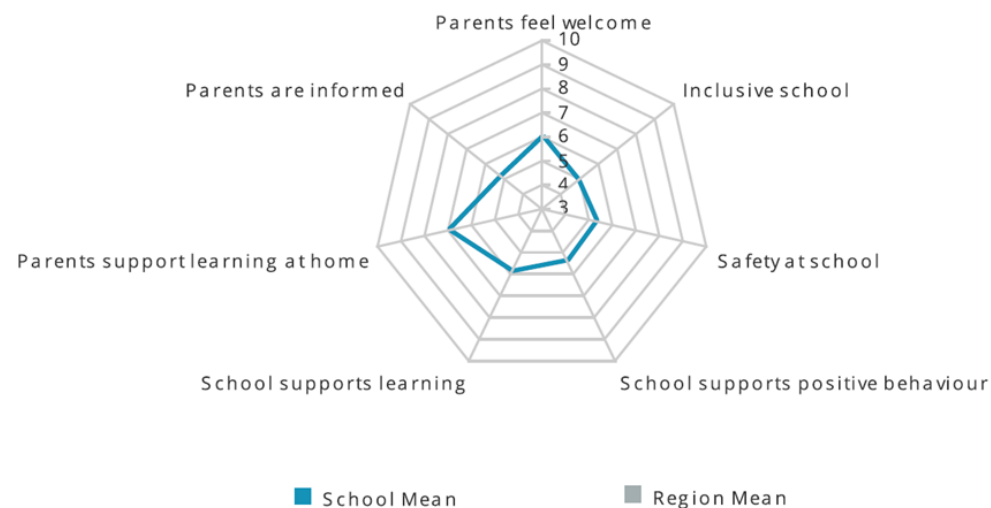


KEY PRIORITY FOCUS:

Safe, Inclusive and Connected Learning Environment

COMMUNITY FEEDBACK

As part of the Fogarty EDvance Program we have conducted the Tell Them from Me (TTFM) survey that surveys Staff, Students and Parents each year across a broad range of questions that collate back to seven areas of questioning. Our ratings in these areas are outlined in the web graph. In 2021 we only had 87 responses from over 800 family groups. Our lowest rating in this survey was a 5.3 in 'School Safety'. Although this is still better than 50% we recognise that this is an area where work still needs to be done and have made continual tweaks and changes to our processes to address this need. Our strongest ratings were in the area of 'Parents Feel Welcome' and 'School Supports Learning'.



We also conducted the Parent National School Opinion Survey 2021 and despite a significant campaign we had only 8 responses. Of those 8 responses 7 were very supportive with the majority of answers either in the Agree or Strongly Agree.

School community feedback is an essential part of a school's reflective practice and planning will be put in place to achieve wider community engagement in feedback.



SPECIALIST PROGRAMS

Creative Arts Specialist Program – CASP

EXTRA CURRICULAR HIGHLIGHTS

All Learning Areas at WCHS provide opportunities that are meaningful and relevant based on the interests of students.

In 2021 these included:

- The Young Originals Art exhibition
- Robotics Club
- House of Hoops
- Gym club
- Warnbro Day
- Literacy Week
- Art Club
- Spanish Club
- Chess Club
- Year 7/8 Peel School Carnivals
- WCHS Media Showcase
- WCHS Art Exhibition

CASP 2021

CASP 2021 included a showcase of events; Semester 1 Trash to Treasure and Semester 2 Elements. The Year 7s created and produced their own puppetry with Spare Parts Theatre through external funding from Arts WA. Creative photography was reintroduced into the program with two student works in 9/10 selected in the DoE Young Originals Exhibition. Our Year 10 student was also interviewed and featured in the promotional video discussing her art practice. Students later extended their photography skills with an excursion to Lake Monger, Lancelin and the Pinnacles.

The CASP camp at Woodman Point played an important part in enriching our students' arts experiences with cross year group sharing and workshops with; Bell Shakespeare Company, Sarah Chaffey from Creative Moves and Perth artist Mark Tweedie.

2021 also saw the launch of our Instagram account @caspwarnbrochs as well as student run fortnightly assemblies run by our CASP Captains. Our Captains serve as a role model to the 96 student strong CASP cohort. They play an integral role in promoting the specialist program, whilst advocating school values. The Captains are also a supportive unit in organising and presenting both program specific and school events.



SPECIALIST PROGRAMS

Adventure Recreation Specialist Program

Adventure Recreation in 2021 was a year of consolidation after the Covid-19 disruptions of the previous year. Expeditions were back on in earnest with the year 7 class participating in an overnight orientation expedition at the Perth Hills Discovery in Mundaring. In Term four, the year 7 class joined the Year 9s for a leadership camp in the Margaret River region. This introduced them to bushwalking and surfing under the guidance of their more experienced peers.

The Year 8 class participated in a snorkelling expedition at Earn Haliday Recreation Camp during term one and then were guided by the Year 12 ATAR Outdoor Education students in a combined kayaking expedition on the Blackwood River.

The Year 9 students participated in a Survivor Camp in early term two where they were required to implement the skills they had learnt throughout the program with the goal of being named 'Sole Survivor'.

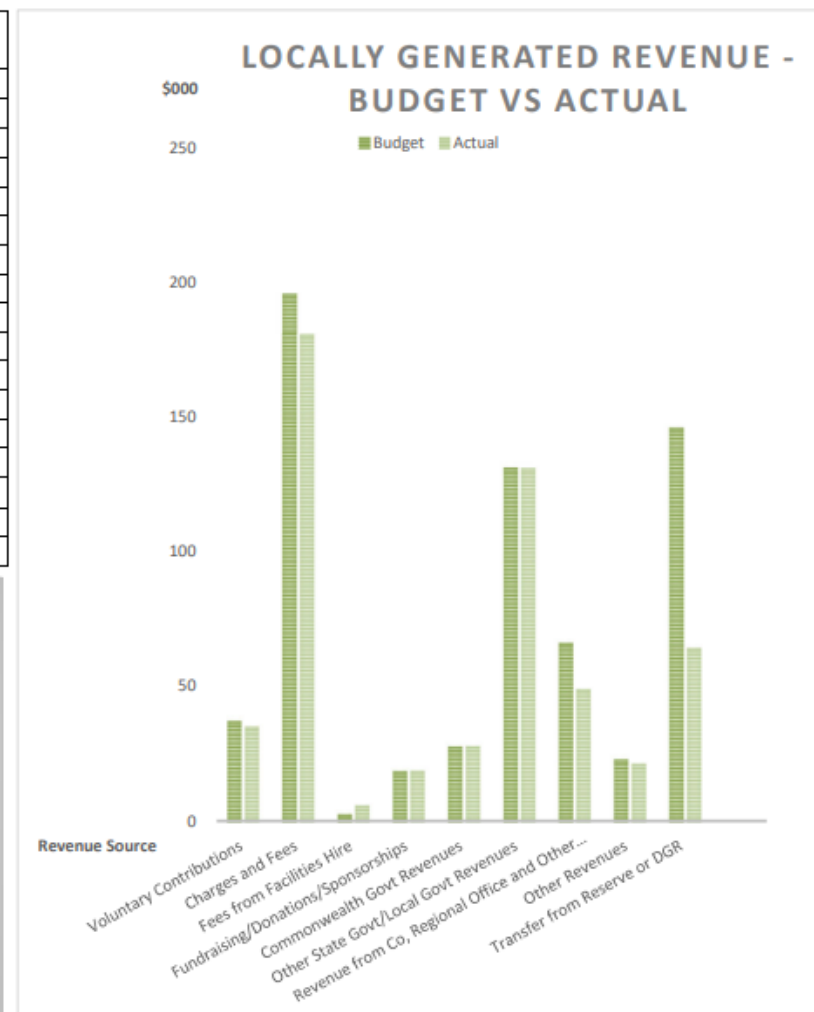
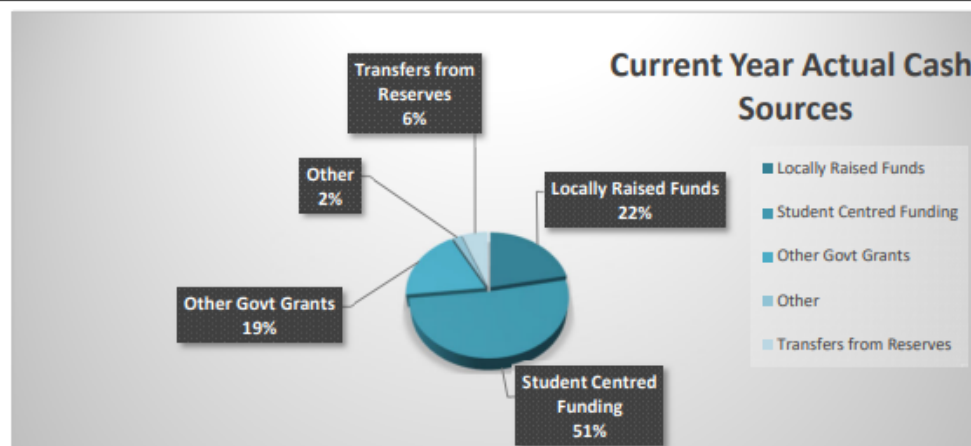
The Year 10 students entered their final year of the Adventure Recreation Program where they had the choice in the location of their expeditions and significantly contributed to the planning of each. In term two they re-visited the Blackwood River on kayaks as well as surfing and mountain biking in Margaret River. In term four they explored the Stirling Ranges and hiked the Bibbulmun Track near Albany.



FINANCIAL SUMMARY

as at 31 December 2021

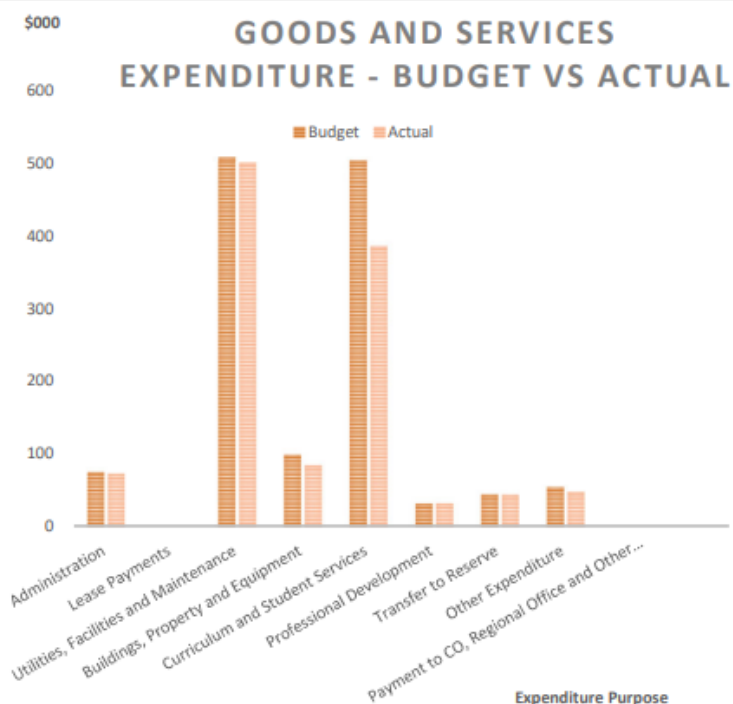
	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 37,430.00	\$ 35,253.02
2	Charges and Fees	\$ 195,305.97	\$ 180,787.61
3	Fees from Facilities Hire	\$ 3,059.00	\$ 6,150.00
4	Fundraising/Donations/Sponsorships	\$ 18,927.62	\$ 18,928.25
5	Commonwealth Govt Revenues	\$ 28,000.00	\$ 28,000.00
6	Other State Govt/Local Govt Revenues	\$ 131,340.00	\$ 131,162.69
7	Revenue from Co, Regional Office and Other Schools	\$ 66,427.00	\$ 49,231.12
8	Other Revenues	\$ 23,250.38	\$ 21,602.33
9	Transfer from Reserve or DGR	\$ 146,128.36	\$ 64,473.36
		\$ -	\$ -
	Total Locally Raised Funds	\$ 649,868.33	\$ 535,588.38
	Opening Balance	\$ 99,337.06	\$ 99,337.06
	Student Centred Funding	\$ 565,675.00	\$ 564,754.90
	Total Cash Funds Available	\$ 1,314,880.39	\$ 1,199,680.34
	Total Salary Allocation	\$ 11,195,182.00	\$ 11,195,182.00
	Total Funds Available	\$ 12,510,062.39	\$ 12,394,862.34



FINANCIAL SUMMARY

as at 31 December 2021

	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 75,272.09	\$ 73,176.55
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 507,033.74	\$ 499,156.80
4	Buildings, Property and Equipment	\$ 98,775.00	\$ 84,626.74
5	Curriculum and Student Services	\$ 502,227.04	\$ 384,905.62
6	Professional Development	\$ 32,000.00	\$ 32,431.38
7	Transfer to Reserve	\$ 44,624.00	\$ 44,624.00
8	Other Expenditure	\$ 54,268.46	\$ 48,389.16
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ -
		\$ -	\$ -
	Total Goods and Services Expenditure	\$ 1,314,200.33	\$ 1,167,310.25
	Total Forecast Salary Expenditure	\$ 10,443,496.00	\$ 10,443,496.00
	Total Expenditure	\$ 11,757,696.33	\$ 11,610,806.25
	Cash Budget Variance	\$ 680.06	



Cash Position as at:	
Bank Balance	\$ 702,906.71
Made up of:	\$ -
1 General Fund Balance	\$ 32,370.09
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 694,831.81
5 Suspense Accounts	\$ (12,865.19)
6 Cash Advances	\$ (1,000.00)
7 Tax Position	\$ (10,430.00)
Total Bank Balance	\$ 702,906.71

FINAL SUMMARY REPORT

on objectives in the 2018–2021 WCHS School Business Plan

In 2018 we committed to the following :

HIGH QUALITY TEACHING AND LEARNING

We will:

- Seek and use feedback and data to improve teacher practice and student outcomes.
- Develop and implement strategies to ensure our school community becomes lifelong learners for the 21st century.
- Differentiate curriculum delivery and assessment to ensure engagement at multiple levels of need.

These objectives have been met.

LITERACY AND NUMERACY FOCUSED

We will:

- Build a whole school literacy and numeracy plan.
- Focus on targeted literacy and numeracy interventions at multiple levels of need.
- Utilise consistent practices across the school, including common language, instructional strategies and use of data.

These objectives have been met with the development of numeracy planning to continue as an explicit focus in the 2022-2024 Business Plan.

FINAL SUMMARY REPORT

on objectives in the 2018-2021 WCHS School Business Plan

SAFE, INCLUSIVE AND CONNECTED SCHOOL COMMUNITY

We will:

- Develop a responsive and inclusive learning environment.
- Through effective communication, engage and build partnerships and relationships to benefit our school community.
- Use a clearly articulated case management approach for all students.
- Develop initiatives that support positive wellbeing and health for staff and students.

These objectives have been met.

Whilst all objectives have been met from the Business Plan the future planning of the 2022-2024 Business Plan will see them as implicit facets of the ongoing work that is done as a part of the continual focus on improvement at Warnbro Community High School.

School Board and Endorsement

School Board members 2021

Position	Name	Position	Name
Principal	Cindy Kerr	Community Representatives	Lyn Vernon Brayden Lang
Board Chair	Lea Siddons	School Captain	Kiara Rodricks Jaye Bunting
Staff Representatives	Carol Durant Elizabeth Loo	Secretary	Kate Stanford
Parent Representatives	Riria Grant Melissa Schafer Kara Walters		



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