

MORAWA DISTRICT HIGH SCHOOL

An Independent Public School

2013 ANNUAL REPORT

Endeavour and Achieve



School Profile: Morawa District High School is located in the northern wheat belt and has approximately 240 students from Kindergarten to Year 12. Students come from Morawa, nearby towns and adjacent farming areas with approximately 12 students boarding at the WACOAM hostel. The town is predominantly a wheat and sheep farming community with the redevelopment of iron ore mining. The School Council and Parents and Citizens Association provide strong support for the school community, with sub-committees taking lead roles in special events throughout the school year.

Our Mission: Morawa District High School is committed to providing a positive, safe and inclusive learning environment for students and staff. We strive to develop lifelong learners that are prepared for the changing and challenging world. Parents and caregivers are recognised as important contributors to their child's development.

Our Purpose: Our purpose is to ensure Morawa District High School students are provided with the opportunity to maximise educational experiences in order to achieve their academic, social, creative and physical potential thus enabling them to be positive contributors to society.

Our Values: *Learning* - we have a positive approach to learning and encourage it in others.

Excellence—we have high expectations of students and staff and we endeavour to achieve our best.

Equity—we recognise the differing circumstances of students and are dedicated to achieving the best possible outcomes for all.

Care—we treat all individuals with care. Our relationships are based on trust, mutual respect and the acceptance of responsibility.

Annual Report 2013

The Morawa District High School Annual Report has been developed to meet the National Reporting Requirements and to share with the School Community the successes and remaining challenges the school faces in delivering excellence in education. Our goal, as part of a strong public school system, is for every Morawa DHS student to be a successful student; every Morawa DHS teacher be an effective teacher; and Morawa DHS to be respected for the quality education it provides.

School Review 2013:

The school undertook rigorous School Self Assessment in Standards of Student Achievement, both academic and non-academic. Morawa DHS staff identified key areas that required targeted support and specific strategies in 2013 and ongoing in 2014. MDHS was part of the Literacy Numeracy Partnership Program, LNPP, for 2013, which supported and refined our implementation of a whole school approach to the teaching of Literacy and Numeracy using evidence based programs and strategies. Through the School Review and Accountability Process and the School Improvement Cycle we thoroughly examined School Performance Data and found that overall our school was effective and the standards of student achievement were within the expected performance range, except for Year 7 overall relative achievement which was just below expected standard. Staff identified groups of students in each year level to target and case manage for improvement. The rigorous school self assessment allowed reflection on all aspects of the school, including resources, school environment, leadership, teaching and learning and relationships. A focus for the school was to ensure staff undertook closer moderation to align teachers judgements with student performance data. On review of this SPMS at the beginning of 2014, staff celebrated improvement in NAPLAN results across the majority of the school and the alignment of this with SAIS data.

Student Outcomes and School priorities:

In 2013 we focused on the priority areas of Literacy [Reading], Numeracy, and Student Health and Wellbeing, priorities set by School Council and staff late in 2012.

NAPLAN and WAMSE Results:

In all areas assessed of the NAPLAN, MDHS's overall relative student achievement was within the expected range for our school with an ICSEA 897/SEI of 92.42. We have seen an improvement in Years 5 WAMSE Science results with an increase of 1.24 Standard Deviations and an increase of 3.43 Standard Deviations for SOSE in Year 5. Results were at and slightly below expected standard compared with like schools in 2013 for Years 7 and 9 WAMSE.

MDHS staff celebrated minimal change with less than 0.5 Standard Deviation in the Overall Absolute Achievement in NAPLAN with results being within the expected range.

The staff rigorously analysed all school performance data, looking at the overall cohort, stable cohort and individual data to set targets and develop case management plans, enabling staff to plan more effectively by identifying gaps in student learning.

Upward trends were identified in most NAPLAN data sets except for Year 3 Reading and Writing. A targeted approach to teaching and learning is in place to improve student outcomes in all areas with a specific focus on the early years and intervention.

Median Australian Tertiary Admission Rank—ATAR Results

MDHS achieved an average Year 12 ATAR results—Median Australian Tertiary Admission Rank, of 50.8 compared to the State average of 74. All but 1 Year 12 student who attended 80% of the time graduated with a WACE and also achieved an ATAR or Cert 1 or 11. 6 students were either on Children's Whereabouts Unknown or the Participation list.

Assessment and Monitoring:

Literacy, Numeracy and Health and Wellbeing are priorities for the 2009-2013 Strategic Plan. This is subject to ongoing review and self evaluation. Priorities are determined through:

On-Entry Testing, PIPS and SOCS Data; The National Assessment Program Literacy and

Numeracy (NAPLAN) Year 3, 5, 7 & 9 Data; Western Australian Monitoring Standards in Education (WAMSE) - Year 5, 7 & 9 Science and Year 5, 7 & 9 Society and Environment; Student





School Survey 2013:

The DoE *Surveying the School Community* survey for parents, staff and students, was administered in 2010 and 2012. This assisted with school self evaluation and accountability. Staff, students and parents had common questions, with staff having a extra few questions reflecting on internal areas such as leadership and communication. Response from the community was very limited but was good from staff and students. This process of surveying the school community is going to take place again in 2014 as we complete the first year as an Independent Public School.

Positive Areas

Happily, we are able to report that most areas of the school survey were really positive. This includes:

- Strong Staff Leadership
- Valuing the role and opinion of parents
- Instilling a sense of pride, achievement and self worth
- Catering for individual needs
- Focusing on achieving potential

Areas identified for focus

The main concern identified was student bullying and behaviour management procedures. We formed a Positive Behaviour in Schools Team and have continued to implement the *CHAT* program; *'Friendly Schools, Friendly Classrooms'*; up skilled staff and students in Cyber safety; and reviewed the implementation of our Behaviour Management Plan for Morawa DHS, to ensure a consistent approach. All staff are given the opportunity to be trained in the *Classroom Management Strategies, CMS*, program at a Graduate or Foundation level. Key staff have undertaken training in the *Shared Method of Concern* approach to bullying, which is implemented when necessary. Other class programs that will be continued include: *PALS; Friendly Kids, Friendly Classrooms; Stop, Think, Do; Positive Thinking Skills; and Aussie Optimism*. Following is anecdotal evidence that supports the assertion that the school is well supported by the school community, its staff and students.

Parents

- The high level of parent contact, which is a significant positive feature of Morawa DHS, allows many opportunities to informally gauge satisfaction. Issues that do arise are normally addressed locally.
- Many parents attend class information sessions.
- A high level of support from parents and the broader community for the musical program.
- The high level of involvement of parents in the P & C and its sub-committees, and the quality of their decisions.
- The willingness of parents to be involved in collaborative partnerships to develop individual education plans.
- Significant increase in unexplained student absences in 2013 due to new enrolments and change of demographic.

Teachers

- Positive formal feedback from staff leaving the school.
- Performance management and planning meetings.
- Three new staff, all graduates. We had high retention rates in 2012—2013 with many staff choosing to stay beyond the requirements of their contract.
- A greater rate of nominations for committees, including School Council and the Morawa Education Industry Training Alliance.

Students

- Regular attendance rates for most students, however a bigger At Risk group than in previous years. Low level of student behaviour issues.
- Increased competition for places on student leadership groups.

2013 School Year Highlights:

There have been many highlights in the 2013 school year, with numerous examples of success in the academic, sporting and arts areas, as well as significant local events. These include:

- Become an Independent Public School in 2013 as a cluster with WACOAM;
- Karara Mining Scholarships for Year 11 and 12 students;
- National Brass Band Champions;
- Brass Bands 50th Birthday Celebrations in September;
- Music performances by students in the school Brass Band and musical ensembles at special music nights to surrounding schools and the community including the Bands Spectacular; Bands Festival; ANZAC Day Assembly and community service; Carols by Candlelight and local agriculture shows and have been invited to play at the Nationals in April 2014.
- Welcome BBQ for teachers conducted by the P&C;
- Open Night, Book Week celebrations;
- Teach Learn Grow—27 University Students tutoring students;
- UWA Centenary Celebrations and iPad *'My Story Project'* with PP/Year 1/2;
- UWA two week Intervention Practicum for 12 weeks;
- Musical Viva incursion; Life Ed Van; Cosmodrome; Maths Roadshow; "Respect" Incursions;
- Public Speaking Competition;
- Bronze medallion and Senior First Aid;
- Awards night ceremony and concert;
- "Fire and Ice" School Ball
- Participation in DHS Country Week, with teams competing in hockey and netball;
- Carnivals in swimming, athletics and teams involved in district competitions in cross country, cricket, football, tennis and netball, and joint Physical Education programmes with WA College of Agriculture, Morawa;
- Artist in residence – Local Government Banner; Tobacco Control Film/art Project;
- Students involved in catering for local events as part of their Home Economics course;
- Camps for student leaders (Geraldton Camp School); and Year 7 to Coral Bay; Year 6 camp to Geraldton, Outdoor Ed camp to Kalbarri;
- "Stepping Out" Sustainable Kitchen Garden Program Years 8-10;
- Purchased 10 more iPads and 30 computers;
- Careers Expo excursions and camps to Geraldton and Perth including University Tours;
- Parliamentary guest visits;
- Filled 12 Hostel beds for MDHS students.

Student Attendance Rate:

Morawa DHS Primary Student Attendance: Total Primary School 84.9%; State Primary Average 92.3%





Morawa DHS Secondary Student Attendance

Total Secondary School 83% State 87.7%

This data includes Non-Aboriginal and Aboriginal students. Morawa DHS Aboriginal attendance is above state averages, but slightly below state averages for non-aboriginal attendance. A strategic attendance plan has been put in place again to address this, including home visits, letters to parents, SMS messaging broadcast and attendance rewards and the passport program.

Literacy and Numeracy:

On-Entry Assessment Data was used from students in Pre-Primary, Year 1 & 2 and NAPLAN in Years 3, 5, 7 & 9 for Reading, Writing, Language Conventions and Numeracy to ascertain levels of student achievement. While some results are very pleasing, others especially in the Early Years, are not at anticipated levels for the context of Morawa DHS. Rigorous examination of data was undertaken during 2013, to set targets and case management groups of students in each year level, aimed at supporting staff to identify key areas of student performance which are of concern and giving teachers the strategies and skills to improve student results. The data analysis process enables staff to plan more effectively after identifying gaps in student learning, as well as looking at the skills students require to achieve higher bands in NAPLAN and WAMSE and plan for improvement. This is supported by the Principals, Deputies, ILNNP Team, LSC, Literacy Coordinator and team leaders during collaborative planning and professional development. Professional development was targeted to assist with the implementation of whole school approaches such as *First Steps Reading*, Whole School Literacy and Numeracy Planning and Assessment, SAER etc. Direct Instruction approaches to reading include the *Reading Tutor Program* and *MiniLit* and other invention programs such as *Alpha to Omega* have been implemented for students who aren't achieving at the expected standard.

Science:

Science was a focus area in 2013, with the emphasis on quality teaching from the Science Specialist Teacher K-10, using *Primary Connections* and the *Australian Curriculum*. A system assessment (WAMSE) of Year 5, 7 & 9 students was undertaken in Semester 2. The performance of students in this assessment demonstrated some value adding in some areas, especially in Year 5, and was within the expected performance range. A targeted teaching approach will be in place for both secondary and primary students using a specialist science teacher again in 2014 to implement the Australian Curriculum. Students in Year 11/12 had the opportunity to study Human Biology with face to face delivery, continuing into Stage 3 in 2014.

Physical Education:

The specialist Physical Education teacher implemented the program for Year 1 to Year 12 students. All students participated in at least two hours of physical activity each week, meeting the Department of Education policy. Students in Years 11/12 completed a WACE course in Outdoor Education and Stage 1 and 2 Physical Education Studies. A highlight of the year was the performance of students in the Morawa DHS and District Interschool Athletics Carnival; the Cross Country Championships; Country Week for Years 8-10; netball and football winter carnivals; swimming carnivals both school and Interschool; Intern swimming; basketball workshops with the

Buccaneers; and an Active After school sports program which supported the local football competition.

The Arts:

Morawa DHS has a specialist music program. In 2013 the school Brass Band won the National Band Championships in their division and together with the School Choir and guitar ensembles, performed at special events, both within the school and community, competitions and festivals and also by invitation to surrounding towns. Students performed for Morawa Lodge residents; at the official openings of local infrastructure; ANZAC day ceremonies and Christmas concerts. A number of students participated in brass and guitar instrumental music lessons and class music for Years 1—12. The Specialist Art / Craft teacher ran highly engaging arts projects across the school including *Smoking Control Project* with visiting and local artists, for primary and secondary students. Students were also involved designing and painting the Local Government Week Banner.

Society and Environment:

Students at Morawa DHS have been introduced to the Australian Curriculum in History, as well as being involved in several community projects in 2013. The School held a special ANZAC Day Assembly which featured a speech from the perspective of a returned soldier's son and Grandson of a Prisoner of War. Students studied the mining and resource sector with excursions to local Iron Ore mines Karara and Sinosteel, and the Coal Seam. Students visited the local museum as well as the Geraldton Museum to see local exhibitions. Students were involved in the *Sustainable Kitchen Garden Project Education Program* throughout the year providing produce for the School Canteen and Home Economics Department.

Technology and Enterprise:

In the Technology and Enterprise learning area, students apply knowledge, skills, experience and resources to the development of technological solutions that are designed to meet the changing needs of individuals, societies and environments. Thirty new student computers were purchased and installed in 2013, and ten more iPads were purchased to complement the school set of 30, enabling students to learn through 21st Century technology. Primary students designed, made and evaluated products and systems. Upper Primary students had access to secondary specialist teacher and facilities. Secondary school students were involved in Woodwork, Technical Drawing, Metal Work, General Workshop, Cert 11 Metal Engineering and Cert 11 Automotive and Home Economics. Students have produced work to a professional standard including sets for the school production and annual ball, furniture, trailers, catered for community events.

Pastoral Care and Behaviour Management:

A committee continually reviews the Morawa DHS Behaviour Management Plan. The plan includes PBS, CMS and a *Shared Method of Concern* to bullying and Good Standing. A focus on positive rewards was maintained at a whole school level including house points, Passport Points, Honour Certificates and Reward Days. A streamlined approach to Pastoral Care and Behaviour Management was developed to ensure consistency across the school. Student behaviour and our approaches are reviewed regularly by the Student Services committee in order to support students, ensuring their safety and wellbeing is a focus. The appointment of a Student Health and Wellbeing Officer has supported the a whole school approach to social skills.



Administration Team

Principal: Tonia Carslake
Deputies: Lee Jones, Terrence McGann, Tracy Tapscott
Registrar: Linda Jenkins

School Board Members

School: Tonia Carslake, Linda Jenkins Lenka King, Alison McCarthy, Tracy Tapscott
Community: Michelle Hughes (Chair), Karen Chappel, Barbara Browne, Marisa Chisholm, Jennifer Hirsch, Andrew Moore, Greg Payne, Teresa Tubby
Student: Charlotte Dohnt, Rohan Milloy

Parents & Citizens Executive Committee

President: Doug Fabling
Vice President: Rob Hennigan
Secretary: Terry Tomlinson
Treasurer: Marisa Chisholm
Sports: Cameron Tubby
Uniform: Joanne Burnett, Bree Philipps
Canteen: Marisa Chisholm
Pre-Primary: Chelsea Dennis
Band: Catherine Moore

Morawa DHS Student Council 2013

Upper School Councillors

Head Boy: Rohan Milloy

Head Girl: Charlotte Dohnt

Deputy Head Boy: Marley Fraser

Deputy Head Girl: Ayla Bond

Year 10 Councillors

Sam Ballantyne and Mikaela Harwood

Year 9 Councillors

Sam Drew and Nikki Humble

Year 8 Councillors

Peter Katona and Gemma Milloy

Year 7 Junior Councillors

Harry Coaker, Yontidah Fabling and Sean-Michael Harwood

Year 6 Junior Councillors

Danielle Letton and Liam Tubby

Year 5 Junior Councillors

Demi Bstry and Claire Tynan

Year 4 Junior Councillors

Chad Hutton and Ella Jewell

2013 Student Awards

Dux Secondary: Charlotte Dohnt

VET Dux: Harley Rickards

Dux Primary: Sean-Michael Harwood

2013 Community Recognition Award

P & C Band Committee

Scholarships for 2013

Frank Dixon Music Scholarship:

Gemma Milloy

Bellaranga Science Scholarships:

Ashton Freebairn

Morawa Shire:

Holly Chisholm

Morawa Community:

Aaron Connolly

Karara:

Samantha Buist

Carslake Family

Alexandra Whitehurst

Staff Professional Development

Whole School Literacy Plan

Classroom Management Strategies

Child Protection

Cooperative Learning Strategies

Cooperative Reading with Glenda Raison

Chat Program

Guided Reading

First Steps Reading

Australian Curriculum English

Australian Curriculum Mathematics

Staff Retention

The majority of teaching staff were retained from 2012-2013.

Qualifications

All teaching staff have met the professional requirements to teach in WA Public Schools and are registered with the West Australian College of Teaching [WACOT]

Financial Summary 2013

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions <small>[based on 55% collection rates]</small>	\$ 9767.00	\$ 9789.28
2	Charges and Fees	\$ 32,471.00	\$ 32,843.05
3	Government Allowances	\$ 940.00	\$ 940.00
4	P&C Contributions	\$ 3000.00	\$ 3000.00
5	Fundraising/Donations/Sponsorships	\$ 22,524.25	\$ 22,534.26
6	DoE Grants	\$ 504,686.22	\$ 504,534.26
7	Other State Govt Grants	\$ 750.00	\$ 750.00
8	Commonwealth Govt Grants	\$ 3383.00	\$ 3382.53
9	Trading Activities	\$ 652.00	\$ 679.55
10	Other	\$ 56,803.38	\$ 56,803.63
11	Internal Transfers	\$ 2159.00	\$ 2159.00
	Total	\$ 637,135.85	\$ 637,567.31
	Opening Balance	\$ 182,215.00	\$ 182,215.40
	Total Funds Available	\$ 819,350.85	\$ 819,782.71

	Expenditure	Budget	Actual
1	Administration	\$ 36,016.56	\$ 24,012.59
2	Leases	\$ 14,834.00	\$ 11,844.58
3	Utilities	\$ 149,877.73	\$ 122,719.21
4	Repairs/Maintenance/Grounds	\$ 66,389.00	\$ 59,142.16
5	Building Fabric & Infrastructure	\$ -	\$ -
6	Assets and Resources	\$ 79,302.00	\$ 65,836.68
7	Education Services	\$ 148,560.47	\$ 116,042.26
8	Other Specific Programs	\$ 145,773.35	\$ 41,148.85
9	Trading Activities	\$ -	\$ -
10	Salary Pool Payments to Central Office	\$ 107,743.00	\$ 30,000.00
11	Other	\$ 32,302.90	\$ 30,109.35
12	Transfers to Reserves	\$ 33,033.00	\$ 33,033.00
	Total	\$ 813,832.01	\$ 533,888.68

Cash Position as at:	
Bank Balance	\$ 504,843.98
Made up of:	\$ -
1 General Fund Balance	\$ 285,894.03
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 212,154.70
5 Suspense Accounts	\$ 9,272.25
6 Cash Advances	\$ -
7 Tax Position	-\$ 3,477.00
Total Bank Balance	\$ 503,843.98

The School Board and the Finance Committee celebrated a steady level of payment for contributions and charges in 2013. This is largely due to the Passport Program sponsored by the Community Development Foundation. This program will continue into 2014.

The Future

The Director General's *Classroom First* Strategy, Focus 2014 Document and the Excellence and Equity Plan for Public Schools 2012-2015 will continue to set the direction for MDHS. We aim to ensure all students are successful students; every teacher is effective; and that Morawa District High School is a good school.

Our strategic approach reflects a strong focus on whole school evidence based approaches to Literacy and Numeracy development through the Literacy Numeracy National Partnerships program. This continues to strengthen internal accountability, improved accessibility, and a continued focus on student and staff achievement and health and wellbeing. We will also ensure that strategies are in place to strengthen early childhood education. School staff look forward to working with each other, parents, students and the broader community, to achieve our goals.

Tonia Carslake
Principal