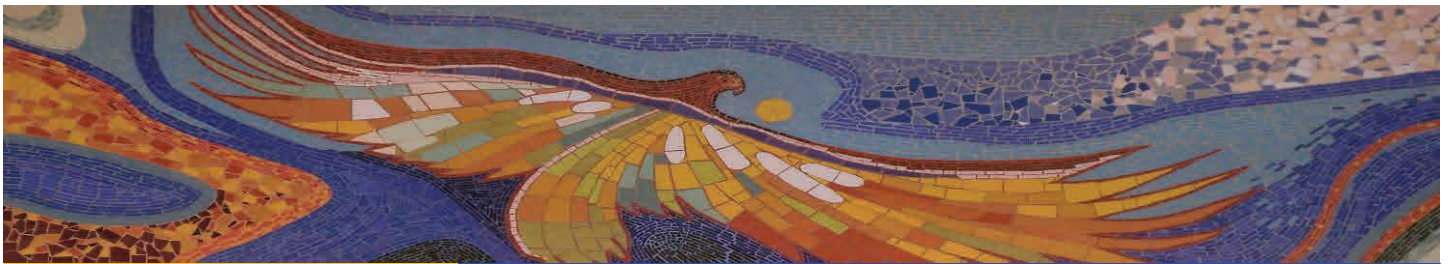


MORAWA DISTRICT HIGH SCHOOL

An Independent Public School

2014 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 in 2014. The town is predominantly a wheat and sheep farming community with the redevelopment of iron ore mining. The School Board 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.

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

PBS Behaviour Expectations

- Respect
- Responsibility
- Achievement

ANNUAL REPORT 2014: 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 2014:

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 2014 and ongoing in 2015. MDHS was part of the Improving Literacy Numeracy Partnership Program, ILNPP, for 2014, 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 above the expected standard for Year 5 Reading, Year 7 Numeracy and Reading and were within the expected performance range for everything else except for Year 3 Writing, Year 5 Spelling, Year 7 Spelling and Year 9 Numeracy which were 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 and learning areas of the school, including resources, school environment, leadership, teaching and learning and relationships. On review of this SPMS at the beginning of 2015, staff celebrated improvement in NAPLAN results across the majority of the school. However more work on making consistent judgements and moderation for grades is needed in 2015.

STUDENT OUTCOMES AND SCHOOL PRIORITIES:

In 2014 we focused on the priority areas of Literacy [Reading], Numeracy, and Student Health and Wellbeing, Attendance, Early Childhood Education and the implementation of the Australian Curriculum. These were endorsed by the School Board and staff late in 2013.

EARLY CHILDHOOD/ ON-ENTRY

Early Childhood was a continued focus with the engagement of the 0-4 Program, PATHS [social skills program] and implementation of the EYLF and NQS. All Kindy students with regular attendance met the Literacy Numeracy Targets.

ON-ENTRY ASSESSMENT: Overall our longitudinal data shows an improvement in all areas, although less so in writing. This will be a focus in 2015. We are below the State-wide Summary however in all areas in Pre-primary. Our results in Pre-primary show students are better prepared in both reading and numeracy in Module 1 2014 than Module 1 2012. Currently we assess students in Pre-primary – Year 2 (Pre-primary is mandatory Term 1 & 4) and in 2013 for Year 1 and 2014 for Year 2. All students in Year 1 & 2 are tested at the beginning of the year, although SAER students are tested at the end of the year. This assessment is conducted by classroom teachers.





NAPLAN RESULTS:

65% of the NAPLAN overall relative student achievement was within the expected range for our school with an ICSEA 888/SEI of 92.42. MDHS staff celebrated 15% of the areas that were more than 1 standard deviation above the expected standard in reading, numeracy and spelling and minimal change with less than 0.7 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 9 Reading and Numeracy.

PROFICIENCY BANDS

The achievement of proficiency bands indicated that we had a higher percentage of students above the minimum proficiency standard than Like Schools in numeracy in Year 3, 5, 7, 9 for reading in Year 5; 9; for spelling in Year 3; and grammar and punctuation in Years 7, and in Year 9 Writing. In addition we had a higher percentage of students in the top two proficiency bands when compared to Like Schools in reading in Year 3, 5, 7; for numeracy in Year 7; for spelling in Year 3; and for grammar and punctuation in Year 7 and Year 9 Writing.

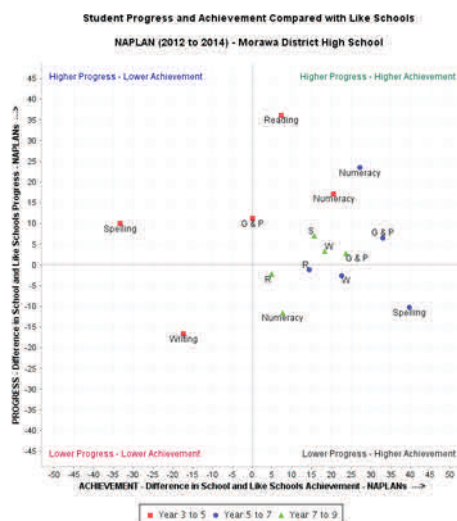
PROGRESS

When examining student achievement and progress from Years 3-5, Years 5-7 and 7-9 to Like Schools, our data reveals that students have achieved at higher levels and have higher progress in Year 5 reading and numeracy; and Year 7 numeracy and grammar and punctuation. Lower progress and higher achievements were achieved in Year 7 reading, writing and spelling; Year 9 achievement was higher than like school in spelling, writing, grammar and punctuation with high progress and high achievement and but just below for reading and numeracy with lower progress and high achievement compared to Like Schools. Therefore student achievement and progress was higher in 2012-2014 compared to 2011-2013. 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, intervention and engagement of secondary students.

SUMMARY:

- * Overall in 2014 we had very positive results in Year 5 and 7 reading and Year 7 numeracy.
- * Our results show that we are above Like Schools in reading and numeracy, except Year 5 reading.
- * Our results show that we are at Like Schools for Year 9 reading and numeracy.
- * Our results show that we are above Like Schools in Year 9 writing, but below Like Schools in all other years in writing and below the expected performance in Year 3 writing.

- * Our performance in spelling shows that we are below the expected performance in Year 5 & 7.



RECOMMENDATIONS:

Writing and Spelling will remain a focus in 2015.

- * Continue with current whole school approaches in reading and numeracy.
- * Continue to aim to increase performance in the top two proficiency bands.
- * Continue to up skill all staff in whole school approaches.
- * Continue to engage in moderation activities and engage in cross school moderation where possible.
- * Continue to use case management (and visual targets) to improve our performance.

WACE / MEDIAN AUSTRALIAN TERTIARY ADMISSION RANK—ATAR RESULTS

2014 saw the implementation of ATAR Courses in Stage 2 and 3 in English, Maths, Physical Education Studies, Human Biology, Earth and Environmental Science and Visual Arts. MDHS offered WACE courses Stage 1 in Wood, Metal, Outdoor Education and Certificate II Courses in Hospitality and ICT. MDHS achieved average Year 12 ATAR results—Median Australian Tertiary Admission Rank, of 64.1 compared to Like Schools average of 57.1 and the State average of 75.6. All Year 12 students graduated with a WACE and also achieved an ATAR or Cert I or II. In 2014, 100% of Morawa District High School Year 12 students **achieved WACE graduation and 83%** of gained Attainment. While the latter statistic was a little disappointing, one student who did not gain Attainment was our first Aboriginal student to enroll in Nursing through Durack, who assiduously travelled to Durack in Geraldton from her home in Mingenew every Friday. This student continued in the course this year and is expected to complete her Certificate II by the end of this term, surely a reason for celebration.



SCHOOL ACCOUNTABILITY CYCLE—ASSESSMENT AND MONITORING:

Literacy, Numeracy and Health and Wellbeing are priorities for the MDHS 2013-2015 Strategic Plan and targets have been set accordingly. This is subject to ongoing review and self evaluation. Priorities are determined through the analysis of On-Entry Assessments, PIPS and SOCS Data; The National Assessment Program Literacy and Numeracy (NAPLAN) Year 3, 5, 7 & 9 Data; Student Achievement Information Systems Data (SAIS) in all learning areas—Reporting to Parents Teacher Judgement and the School Performance Monitoring System –SPMS and Behaviour Data.

SCHOOL SURVEY 2014:

NATIONAL SCHOOL SURVEYS 2014

At the end of 2014 we conducted the National Schools Survey for Parents, Staff and Students, School Board, as well as the Year 12 graduating class. This enabled us to gain valuable feedback from our school community, to guide us in our School Self Review and Accountability Framework.

We were very pleased to receive overwhelmingly positive feedback on the whole and have taken on board the concerns regarding bullying and student behaviour management. Please find a summary below:

CELEBRATIONS STAFF, PARENT AND STUDENT SURVEYS

- High expectations of students to do their best
- Teachers provide students at this school with useful feedback
- Teachers at this school treat students fairly
- The school is well maintained
- Students at this school can talk to their teachers about their concerns
- Parents at this school can talk to teachers about their concerns
- The school looks for ways to improve
- Teachers at this school motivate students to learn
- This school works with parents to support student learning
- Staff are well supported at this school

CONCERN FROM STAFF, PARENT AND STUDENT SURVEYS

- 74% of participants indicated that they agreed with the following statement: 'Student behaviour is managed well at this school' and bullying was highlighted as a concern.

ACTIONS:

Actions too address this concern include: The staff made a commitment to review the Morawa DHS Behaviour Management in 2015 to ensure a consistent approach is used by all staff.

- This included intensive Professional Learning by School Psychologist Jacque Conte and review of the DOE Bullying Policy and Morawa DHS Behaviour and Bullying Plan.

The Method of Shared Concern, the Support Group Method and Restorative Practice are all used by administration and teaching staff to prevent and manage bullying behaviour. Health and Pastoral Care class are focusing on the Mind Matters, Kids Matter, Friendly Schools Plus, and resiliency and bullying programs including CHAT.

- The Positive Behaviour Support – PBS Team have implemented their action plan for 2015 regarding the teaching of our behaviour expectations Respect, Responsibility and Achievement.
- Special days and learning programs, including the Resourceful Adolescent Program with Year 8 Students, and Teen Mental Health First Aid to students in Year 10-12, have been scheduled to address bullying.
- Staff will continue to educate students on the use of ICT and the dangers of cyber bullying.
- Students will continue to work with the Morawa Youth Counsellor – Jacob Di Trani and Clinical Mental Health Social Worker Fiona Stewart, and School Psychologist Jacque Conte and School Chaplain Rev Ric Payne.

RECOMMENDATIONS FOR 2015 AND BEYOND:

Academic:

Moderation for all subjects necessary but in particular for English, Mathematics, Science and History. Continue using a science specialist across the primary school – up-skill new teacher in 2015. Continue to review our whole school approach to science using the Primary Connections resource – this could be developed further in conjunction with the secondary science specialists. Develop a whole school science plan reflecting changes made as per Australian Curriculum in consultation with the secondary specialists. Up-skill all teachers in the Australian Curriculum as well as Phase 2 as introduced. Continue to focus on reading and numeracy and up-skill new teaching staff on current evidence based practices within the school. Writing and spelling to also be a focus in 2015.

Increase the number of students enrolled in ATAR and General WACE courses in Year 11, through collaboration with WACOAM to give our students more opportunity to attend face-to-face ATAR classes.

Increase AEIO time to support classes and programs. Continue intensive support for Aboriginal and Non Aboriginal. Students at risk.

Non-academic:

Monitor consistently in the work habits area for students in Years 1-12.

Focus on goal setting across both the primary and secondary school.

Continue entering positive behaviours in SIS 2015. Continue to develop Positive Behaviour Support and behaviour expectations – Respect, Responsibility & Achievement.





Continue to implement the attendance strategy and increase AEIO FTE.

PARENTS AND PARTNERSHIPS

MDHS continued to form strong community and educational partnerships across the school. The Morawa Education and Industry Training Alliance, **MEITA**, is an example of successful partnerships resulting in new bus runs from Three Springs and Yalgoo for secondary students. We are very pleased to continue our partnership with combined universities **Teach Learn Grow** Inc. TLG aims to bridge the gap in education, particularly for disadvantaged and indigenous children in rural Western Australia, so that their full potential is realized. TLG intensively tutored students during Term 2 and Term 4 in two week blocks, as well as tutoring 15 students involved in the **Rural Link TLG Program**. We also hosted **UWA** Education pre Service teachers for an Intervention program and **Aspire** program and hosted 6 final Practicum Students in terms 2 and 3 from both **UWA** and **ECU**.

MDHS partnered again with **Durack** to deliver Cert II in Hospitality and ICT. The 0 – 4 Program had another very successful year building partnerships with Aboriginal families and the Allied Health Services as did the Morawa Playgroup, using the Kindergarten facilities.

MDHS has a high level of parent involvement and contact which allows many opportunities to informally gauge satisfaction. Issues that do arise are normally addressed locally.

Outcomes of these partnerships are:-

- Many parents attend class information sessions and attended Morawa DHS annual Open Night in September.
- 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.
- The willingness of parents to be involved in collaborative partnerships to develop individual education plans.

Teachers

- Positive formal feedback from staff leaving the school.
- Stable teaching staff.
- Teachers tenures extending to 4 or more years in several cases.
- Performance management and planning meetings.
- Two new graduates. We had high retention rates in 2013—2014 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. Increased competition for places on student leadership groups.

2014 SCHOOL YEAR HIGHLIGHTS:

There have been many highlights in the 2014 school year, with numerous examples of success in the academic, sporting and arts areas, as well as significant local events. These include:

- Winning the National Brass Band Championships
- 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;
- Welcome BBQ for teachers;
- Open Night, Book Week celebrations;
- Teach Learn Grow—27 University Students tutoring students;
- UWA two week Intervention Practicum for 12 weeks;
- Incursions : Musical Viva; Maths Roadshow; Bullying
- Public Speaking Competition;
- Bronze Medallion and Senior First Aid;
- Awards Night ceremony and concert;
- “Alice in Wonderland” 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;
- Winning the Best Secondary School section for the Local Government Banner competition and participating in the Graffiti Arts Project at the Youth Centre.
- Students involved in catering for local events as part of their Home Economics course;
- Camps for student leaders (Geraldton Camp School); Year 7 to Coral Bay; Year 6 excursion to Geraldton, Secondary Canberra, Snowies, Sydney Tour, Year 7 and 8 Transition and Orientation Camps to Charles Darwin Reserve, White Wells Station.
- Purchased 8 more smart boards;
- 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 District High School – Primary has an attendance rate of 85.3% which is lower than the Like Schools average of 88.2%. Our non-Aboriginal students have an attendance rate of 92.2% which is above Like Schools which is at 91.9%; however our Aboriginal students have a very low attendance rate at 66.9% compared with 78.5% average of Like Schools . This can attributed to new families moving into Morawa.

Morawa District High School – Secondary has an





attendance rate of 80.4% which is above Like Schools average of 79.4%. Our non-Aboriginal students have an attendance rate of 87.0% which is above Like Schools which is at 84.9%; our aboriginal students attendance have a very low attendance rate at 66.9% compared with 66.3% average of Like Schools .

A strategic attendance plan has been put in place to address these issues, including home visits, letters to parents, SMS messaging broadcast and attendance initiatives including the Passport Program. In 2015 we will continue with attendance strategy – recognition and rewards for good attendance. Continue to liaise with AEIO to engage new families who have moved to town. Set new targets which are achievable for poor attenders and reward them when they are met.

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 and set targets. Rigorous examination of data was undertaken during 2014, 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, Improving Literacy Numeracy National Partnership Team, Learning Support Coordinator, Literacy Coordinator and team leaders during collaborative planning and professional learning. Professional learning 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. We had positive results with On-entry data showing an upward trend, however we did not meet our targets as we set them against the State Wide Summary Report. Targets are to be reviewed against longitudinal data. We had an upward trend in most areas of our NAPLAN data except Year 9 Reading and Numeracy.

SCIENCE:

Science was a focus area in 2014, with the emphasis on quality teaching from the science specialist teachers K-10, using *Primary Connections* and the *Australian Curriculum*. A targeted teaching approach was in place for both secondary and primary students using a specialist science teacher to implement the Australian Curriculum. Students

in Year 11/12 had the opportunity to study Human Biology Stage 3A, 3B and Earth and Environmental Science 1A, 1B.

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 school physical education programs such as athletics training.

THE ARTS:

Morawa DHS has a specialist music program employing a SIM Teacher 0.5 FTE and a class music specialist 0.8 FTE. In 2014 the school Brass Band successfully defended the National Band Championships in their division. The band 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 at the official opening of the new oval function centre; 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, 5 Year 12 students were active band members since Year 5. The specialist art teacher taught highly engaging arts projects across the school from Years 1-12, with a focus on designing and creating indigenous art and public arts projects including a graffiti skate park mural. MDHS won the Secondary School Division of Banners in the Terrace for Local Government Week. Students exhibited in the biannual art exhibition in Morawa winning many prizes.

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 2014. The School held an ANZAC Day Assembly which featured a speech from Dr Rao, Army Reserve Medical Team member who spoke about giving back to your country. Students from the junior primary were involved in the Remembrance Day Ceremony, holding the guard of honour. Students studied the mining and resource sector with excursions to local Iron Ore mines Karara and the Coal Seam. Students visited the local museum as well as the Geraldton Museum to see local exhibitions. Students from Year 1/2 studied local





history and toured the local history trail through Pintharuka, Gutha, Bilya Rock and Canna.

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. Eight new Smartboards were installed in 2014, and 65 XO Laptops, enabling students to learn through 21st Century technology. Primary students designed, made and evaluated products and systems. Upper Primary students had access to our 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, Cert I and II in ICT and Home Economics. Students have produced work to a professional standard including sets for the school production and annual school ball, furniture, catered for community events and swimming and athletics carnivals.

LOTE:

In 2014 we employed an Indonesian Teacher 0.2 together with surrounding southern cluster schools. Unfortunately she transferred midyear. We then ran cultural studies for the remainder of the year due to no replacement LOTE teacher being secured.

STUDENT HEALTH AND WELLBEING

We have had a steady increase in referrals to our School Psychologist and Counselling services regarding emotional wellbeing from 19 in 2012, to in excess of 50, in 2014. This could be attributed to financial pressures of the farming and mining industries, the changing demographic and transient families attending our school. Research shows that students with behaviour problems generally are struggling with emotional problems. Social and emotional programs such as Mind Matters, Kids Matter, Friendly Schools Plus and resiliency and bullying programs including the Challenges and Choices, CHAT program, have been implemented.

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 staff in order to support students. The appointment of Year Coordinators and Student Health and Wellbeing coordinator [CHAT], has supported the a whole school approach to social skills.

ATTITUDE, BEHAVIOUR AND EFFORT

The range of students assessed as *consistently to often* as demonstrating the required behaviour, attitude and effort ranged from 40-100%. Longitudinal data show improvements since 2012. An area requiring further attention is ABE 7 – “sets goals and works towards them with perseverance”. The analysis revealed that it is better to focus on those students assessed as *consistently* demonstrating the required behaviour as the range was too large overall.

BEHAVIOUR MANAGEMENT RECORDS

There has been a decrease in the number of negative behaviours recorded in the primary school, although these have remained similar for secondary. A focus recognising positive student behaviour in the school is a priority going forward.

KEY ACHIEVEMENTS

Staff commitment to the whole school Behaviour Management Plan; Classroom Management Strategies PL undertaken by all staff; a Scope and Sequence developed for wellbeing including PBS and CHAT; Engagement of school psychology services in 2013-2015, and Youth Councillor and Health and Wellbeing Officer in 2014-2015.

FUTURE DIRECTIONS

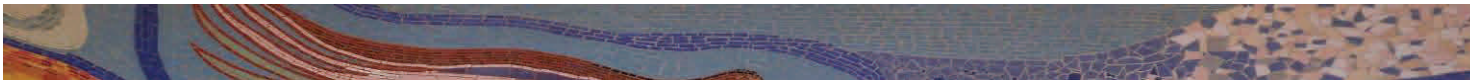
The Director General's *Classroom First* Strategy, Focus 2015 Document and the Excellence and Equity Plan for Public Schools 2012-2015 will continue to set the direction for MDHS, along with our Business Plan and Self Review. We aim to ensure all students are successful students; every teacher is effective; 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 Improving Literacy Numeracy National Partnerships, ILNPP, program. These strategies are now embedded and sustainable and continue to strengthen our internal accountability. We were unsuccessful in receiving further ILNPP funding for 2015 due to our improvements in this area. A celebration in itself. 2015 will see a continued focus on improving student outcomes in literacy and numeracy, engagement and health and wellbeing. We will also ensure that strategies are in place to continue to strengthen our Early Childhood Education Programs; Science Technology Engineering and Maths [STEM]; increase WACE and ATAR courses offered and further develop intervention and support programs for students at risk, particularly Aboriginal students; and increase regular student attendance.

I look forward to working with the Board, staff, parents, students and the broader community, to achieve our goals.

Mrs Tonia Carslake
Principal





Administration Team

Principal: Tonia Carslake
Deputies: Tracy Tapscott, Lee Jones, Terrence McGann
Registrar: Linda Jenkins
Learning Support Coordinator/Literacy Leader: Wendy Glassford-Hill
Year Coordinators: Cheryl Wheatley, Katie Brooks, David Parkinson

School Board Members

School: Tonia Carslake, Linda Jenkins, Alison McCarthy, Tracy Tapscott
Community: Michelle Hughes (Chair), Karen Chappel, Barbara Browne, Marisa Chisholm, Jennifer Hirsch, Andrew Moore, Greg Payne, Teresa Tubby
Student: Holly Chisholm, Alya Bond

Parents & Citizens Executive Committee

President: Bree Phillips
Vice President: Cameron Tubby
Secretary: Terry Tomlinson
Treasurer: Jane Coaker
Sports: Cameron Tubby
Uniform: Joanne Burnett, Bree Phillips
Canteen: Bree Phillips
Pre-Primary: Chelsea Dennis
Band: Catherine Moore

Morawa DHS Student Council 2014

Upper School Councillors

Head Student: Alya Bond

Head Student: Holly Chisholm

Deputy Head Boy: Marley Fraser

Deputy Head Girl: Samantha Buist

Year 11 Councillors

Lucy Hebiton, Sam Ballantyne

Year 10 Councillors

Brittney-Louise Counsellor, Benjamin Whitmore

Year 9 Councillors

Peter Katona, Jack Ballantyne

Year 8 Councillors

Elli-Jo Forrester, Shaun-Michael Harwood

Year 7 Junior Councillors

Sarah Connolly, Darcie Parker, Danielle Letton, Olivia McCarthy

Year 6 Junior Councillors

Demi Bestry, Madison Forrester, Claire Tynan

Year 5 Junior Councillors

Ella Jewell, Victoria Taylor

Year 4 Junior Councillors

Megan Letton, Regan Tubby

2014 Student Awards

Dux Secondary: Emily Shields

VET Dux: Molly Humble

Dux Primary: Darcie Parker

2014 Community Recognition Award

P & C Bree Phillips

Scholarships for 2014

Frank Dixon Music Scholarship:

Gemma Milloy

Bellaranga Science Scholarships:

Ashton Freebairn

Morawa Shire:

Holly Chisholm

Morawa Community:

Aaron Connolly

Karara:

Samantha Buist

Carslake Family

Corrine Moore

Staff Professional Development

Whole School Literacy Strategies
Classroom Management Strategies
Positive Behaviour Support
Professional Learning Teams
Child Protection
Cooperative Learning Strategies
Guided Reading
Chat Program
Guided Reading
First Steps Reading
Australian Curriculum English
Australian Curriculum Mathematics

Staff Retention

The majority of teaching staff were retained from 2013-2014.

Qualifications

All teaching staff have met the professional requirements to teach in WA Public Schools and are registered with the Teacher Registration Board of Western Australia (TRBWA)

Financial Summary 2014

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions <small>(based on 55% collection rates)</small>	\$ 14250.00	\$ 10,073.00
2	Charges and Fees	\$ 98,193.00	\$ 95,791.28
3	Government Allowances	\$ 4623.00	\$ 3,525.00
4	P&C Contributions	\$ 23,739.00	\$ 23,739.40
5	Fundraising/Donations/Sponsorships	\$ 21,125.89	\$ 15,034.78
6	DoE Grants	\$ 443,360.00	\$ 439,912.22
7	Other State Govt Grants	\$ 750.00	\$ 750.00
8	Commonwealth Govt Grants	\$ 3343.00	\$ 3343.25
9	Trading Activities	\$ 2654.00	\$ 2653.91
10	Other	\$ 20,180.96	\$ 19,208.76
11	Internal Transfers	\$	\$
	Total	\$ 632,218.85	\$ 614,040.61
	Opening Balance	\$ 285,894.00	\$ 285,894.03
	Total Funds Available	\$ 918,122.85	\$ 899,934.64

	Expenditure	Budget	Actual
1	Administration	\$ 34,466.80	\$ 21,138.63
2	Leases	\$ 13,286.00	\$ 9,584.74
3	Utilities	\$ 168,308.11	\$ 155,765.71
4	Repairs/Maintenance/Grounds	\$ 63,523.00	\$ 61,433.69
5	Building Fabric & Infrastructure	\$ 38,087.00	\$ 26,691.40
6	Assets and Resources	\$ 22,380.00	\$ 49,936.28
7	Education Services	\$ 222,021.90	\$ 192,441.17
8	Other Specific Programs	\$ 140,905.10	\$ 56,077.79
9	Trading Activities	\$ 2,716.00	\$ 4,296.64
10	Salary Pool Payments to Central Office	\$ 134,718.00	\$ 10,000.00
11	Other	\$ 28,768.04	\$ 28,027.24
12	Transfers to Reserves	\$ 29,500.00	\$ 29,500.00
	Total	\$ 898,697.95	\$ 644,893.29

Cash Position as at:	
Bank Balance	\$ 500,296.04
Made up of:	\$ -
1 General Fund Balance	\$ 255,041.35
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 241,654.70
5 Suspense Accounts	\$ 6,135.99
6 Cash Advances	\$ -
7 Tax Position	-\$ 2,536.00
Total Bank Balance	\$ 500,296.04

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

2014 YEAR 12 LEAVERS

