

# Morawa District High School

# Annual Report 2016





#### **Vision:**

Morawa District High School is held in high esteem and considered as the region's high school of choice, providing a strong, sustainable education and future for the students, families and communities in the district.

#### **Our Mission:**

Morawa District High School is an Independent Public School, which shares a commitment with parents and the community to provide a safe, stimulating and differentiated learning environment, encouraging all students to be fully engaged and motivated to excel.

#### **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*



## **From the Principal**

I am pleased to present the Morawa District High School Annual Report. The 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. As part of a strong public school system, our goal is for every student to be a successful student; every teacher to be an effective teacher; and Morawa District High School to be respected for the quality education it provides.

Morawa District High School has developed substantial partnerships at strategic and classroom levels that ensure students have access to quality education and are focused on improving the quality of teaching. Morawa District High School is characterised by a stable supportive staff that set high expectations, an engaging curriculum and excellent academic, business and family partnerships.

The success of our students in an array of learning areas and the extra curricula activities and support of their health and well-being, clearly reflects the dedication of our teachers, support staff, and of our supportive parents and the positive partnerships the school has established with community groups, educational centres, and other organisations. It also reflects our commitment to the High Performance, High Care strategic plan prepared by the Department of Education as illustrated in our Business Plan.

Our celebrations in 2016 included the very positive progress in Reading, Writing and Numeracy reflected in our NAPLAN results. At an Upper Secondary level the school met the target that all eligible Year 12 students "will achieve a Certificate II or higher". These and many other educational outcomes provide our students with the foundations to pursue their education pathways and training and employment. Morawa District High School is well placed to be a leading player in developing a learning hub for the Mid-West region.

This Annual Report outlines key areas in school performance and achievements through the year. The details it provides need to be considered together with information from other sources including our Business Plan, school newsletters, Reporting to Parents and our website. As the Principal of an enjoyably busy, vibrant and complex organisation dedicated to the success of our students, I take pleasure in presenting the Morawa District High School 2016 Annual Report.

**Mrs Tonia Carslake  
Principal**



## From the School Board

The School Board continues to support our Principal and staff in their endeavours to meet Morawa District High School's Vision and Mission. The Board has a strong commitment to all students and their right to have access to a safe, stimulated and differentiated learning environment. It is the goal of the Board that Morawa District High School Independent Public School will become a school of choice and offer a strong and sustainable education option for our community and the region into the future.

Mrs Karen Chappel  
Board Chair

## From the Parents & Citizens' Association

The P&C has worked to be a supportive and proactive body for the school. The sponsorship and fundraising activities this year have included the cropping program, clearance sales and various fundraisers held by many committees around the district. We have supported Literacy, Numeracy, the early childhood program, the music program, athletics and swimming carnivals, the P&C *Endeavour and Achieve* Scholarships as well as coordinated the school canteen and uniform shop.

An outstanding job was done by the P&C cropping committee again this year, producing approximately 100 tonne of wheat. We were very fortunate to secure 60 hectares of lease on Coughlan's farm. This is such a wonderful undertaking. It has provided significant funds for the school and enhances the opportunities for all our students. Thank you to the many people who made donations and assisted in the P&C cropping program this year and those that contributed to our school by volunteering their time and effort in a multitude of ways. It is wonderful to have such a supportive school community.

Bree Philipps  
P & C President



## SCHOOL CONTEXT

Morawa District High School is located in the Mid-West region and had approximately 224 students in 2016. It is a unique Independent Public School which endeavours to provide a seamless education from Kindergarten to Year 12. Students come from Morawa, nearby towns and adjacent farming and pastoral areas. The town is predominantly a wheat and sheep farming community with the development of iron ore mining on its fringes. 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.

Morawa District High School is known for its outstanding instrumental program and Brass Band as well as its strong partnerships with Western Australia College of Agriculture – Morawa (WACoA-Morawa) and surrounding schools, providing unique educational pathways for students. We are committed to the Classroom First Strategy: making every student a successful student; every teacher an effective teacher; and Morawa District High School a good school. Our staff deliver a 21st century vision for teaching, learning and assessment and also provide an environment that is safe, responsive to, and supportive of the learning needs of all students in the school. This includes effectively catering for a population of 40% Aboriginal students and students with disabilities and learning difficulties.

The Morawa District High School community promotes excellence in teaching and learning through positive relationships with students, staff and parents. Strong and clear leadership is provided to promote involvement and pride in our school. Morawa District High School works collaboratively with key stakeholders to provide better outcomes for students across the district.

### ***School Priorities***

The Business Plan 2016—2018 builds on the strengths of our previous Business Plan and our successful three year cycle as an Independent Public School. Our Business Plan identifies four school priorities, which are integral to our day-to-day work and to making a real difference to the lives of our students:

- Priority 1: Success for all students**
- Priority 2: High quality teaching**
- Priority 3: Effective leadership**
- Priority 4: Strong governance and support**

### ***School Operational Plan Focus Areas for 2016***

The school operational plans provide more comprehensive information on how the school will meet the objectives outlined in the Business Plan. This document provides guidelines for all in relation to teaching and learning strategies as well as improvement targets for each learning area. At the conclusion of each year staff evaluate the effectiveness of each learning area after comprehensive data analysis. This process enables us to set the focus areas for the following year. Based on this analysis, our focus areas were:

- Literacy – Reading, Spelling, Writing and Oral Language**
- Numeracy – Mental computation and Number and Algebra strand**
- Health and Wellbeing**
- Digital Technologies & Science, Technology, Engineering & Mathematics (STEM)**
- Attendance**



## **Priority 1: Success for all students**

At Morawa District High School we differentiate student learning to meet the needs of all students as a priority. Teaching and non-teaching staff aim to provide students with the opportunities to achieve their potential by building on student strengths, engaging them with personalised learning and effectively using technologies to achieve and experience success.

### *Targets*

- *Students making expected progress in Literacy and Numeracy between Pre-primary on entry assessment and Year 3 NAPLAN will increase by 5% by 2018*
- *NAPLAN results for students in Years 3, 5, 7 and 9 for Numeracy, Reading, Writing, Spelling and Grammar and Punctuation to be comparable to or better than Like School in the top two proficiency bands*
- *NAPLAN results for students in Years 3, 5, 7 and 9 for Numeracy, Reading, Writing, Spelling and Grammar and Punctuation to be meeting minimum standards equivalent to Like Schools*
- *NAPLAN school mean results will show a 4% improvement in Years 3, 5, 7 and 9 in all areas*
- *All Year 12 students will achieve an ATAR of 55+ for university entrance and /or a Certificate II or higher*
- *80% of students will demonstrate Literacy and Numeracy proficiency for the WA Certificate of Education (OLNA)*
- *The school will maintain an attendance rate equal to or above Like Schools and strive for parity with WA public schools*
- *90% of parents, students and staff are satisfied with the management of student behaviours*

### **EARLY CHILDHOOD**

The school completed the National Quality Standards (NQS) Early Years self-reflection tool in preparation for the NQS Internal Audit next year. NQS sets a national benchmark for quality education and enables our school to reflect on how we are meeting NQS in K-2 programs. In relation to the NQS focus on the physical environment, the school completed a Kids Safe playground audit to ensure that the facilities at Morawa District High School were safe and suitable. We also worked with the broader school community to redesign outdoor play spaces to provide a rich and diverse range of experiences designed to promote student learning and development. In another development in the Early Childhood area, we strengthened our school readiness initiative by continuing to offer the 0-4 Program. We also used early intervention strategies to support student learning in classrooms as well as continued with the PATHS social skills program. The school celebrated improved attendance for students in Kindergarten compared to 2015.

All Pre-primary students participated in the On-entry Assessment in Term 1 to determine Reading, Speaking and Listening, Writing and Numeracy starting points. Staff then used this information to inform their teaching and learning programs. The school chooses to administer these assessments in Year 1 and Year 2 and we use this information to track student progress. In 2016 Pre-primary students performed similarly to all other Pre-primary students across the state in Reading, Writing and Numeracy while our Speaking and Listening results were slightly lower. In 2017 our school will again be working closely with the West Coast Language Development Centre to improve Speaking and Listening results, with a focus on Aboriginal language development.

***Target: Students making expected progress in Literacy and Numeracy between Pre-primary on entry assessment and Year 3 NAPLAN will increase by 5% by 2018.***

Analysis of NAPLAN data indicates that the percentage of students making expected progress from Pre-primary to Year 3 in Numeracy is better than Like Schools overall, while the results in Reading indicate that the higher performing students are comparable to those at Like Schools. We will be continuing to track the percentage of students making expected progress from Pre-primary to Year 3 to ensure we meet our 5% improvement strategic target in 2018.



### **NAPLAN PERFORMANCE IN 2016**

The school uses performance data taken from the National Assessment Program for Literacy and Numeracy (NAPLAN) 2016 to monitor the academic performance of students in Years 3, 5, 7 and 9 in the areas of Literacy and Numeracy. The school review of this information focuses on our stable cohort of students and also makes comparisons with Like Schools across Australia. Overall, our school had many celebrations in this area in 2016, though the transient nature of many in student population is reflected in these results. The small number of students tested at some levels must also be considered when interpreting this data. The staff rigorously analysed all aspects of the 2016 NAPLAN data at a whole school level to determine whether we had met strategic targets as outlined in the Business Plan. This included reviewing cohort, stable cohort and individual performance data so that we could determine the effectiveness of whole school strategies and then develop and implement documented plans (including case management and individual education plans) to continue to improve student outcomes.

**Target:** NAPLAN results for students in Years 3, 5, 7 and 9 for Numeracy, Reading, Writing, Spelling and Grammar and Punctuation to be comparable to or better than Like School in the top two proficiency bands.

All strategic targets for our school to be comparable to or better than Like Schools in the top two proficiency bands for Numeracy, Reading and Writing were met except for Year 3 Reading.

**Target:** NAPLAN results for students in Years 3, 5, 7 and 9 for Numeracy, Reading, Writing, Spelling and Grammar and Punctuation to be meeting minimum standards equivalent to Like Schools.

All strategic targets regarding our school meeting minimum standards equivalent to Like Schools were met except for Year 3 and 9 Numeracy and Year 9 Reading. In a majority of cases our data indicates that our school had less students working below the minimum standard than Like Schools. The percentage of students at or above the national standard improved compared to last year in all areas except Year 5 Writing and Spelling; Year 7 Grammar & Punctuation; and Year 9 Numeracy.

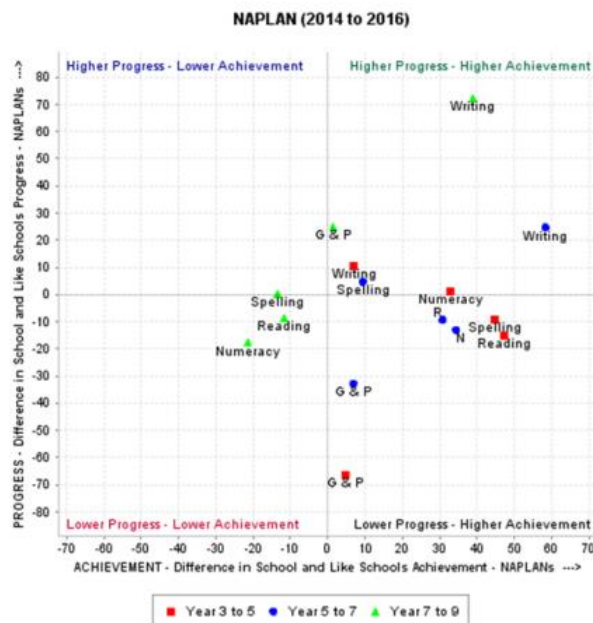
**Target:** NAPLAN school mean results will show a 4% improvement in Years 3, 5, 7 and 9 in all areas.

We improved the mean scaled scores of students in most areas of NAPLAN although similar results were achieved in Year 7 Reading and Grammar & Punctuation; and Year 9 Numeracy. EARS school distribution data demonstrated that our results were similar or better in all areas except Year 9 Numeracy. Year 7 mean scores for Writing were similar to the national mean. Our average test scores indicate that we achieved our 4% improvement target in Year 5 Numeracy; Year 3, 5 & 9 Reading; for all years in Writing; Year 3, 7 & 9 in Spelling; and in Year 9 Grammar & Punctuation when compared to the previous year's results.

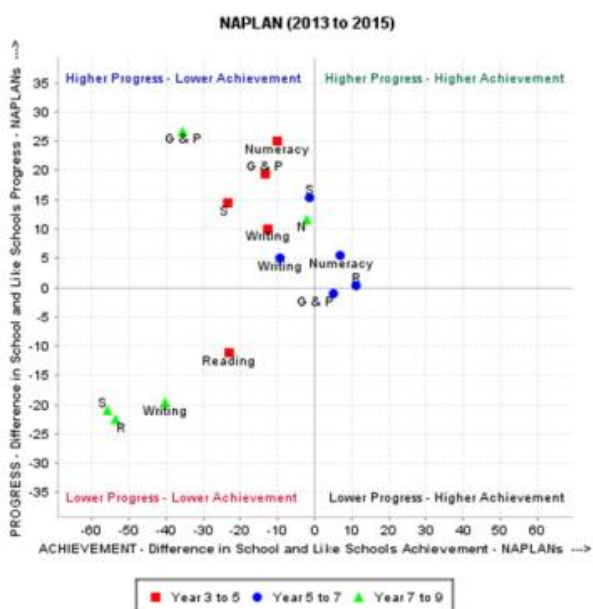
The following graphs indicate student growth over a two year period compared to Like Schools, and tracks results from Year 3 to 5, Year 5 to 7 and Year 7 to 9. Our aim is for the school to be situated in the top right hand quadrant of the graph as this would indicate students have demonstrated higher progress and higher achievement. Our Year 3 to 5 student cohort have demonstrated very pleasing progress in Writing and Numeracy; Year 5 to 7 in Writing and Spelling; and Year 7 to 9 in Writing and Grammar & Punctuation. We have seen a general trend towards higher achievement compared to 2013-2015 results.



Student Progress and Achievement Compared with Like Schools



Student Progress and Achievement Compared with Like Schools



While Year 5, 7 and 9 Aboriginal students were over represented in our lower achievement profiles for Literacy and Numeracy they had made better progress than Aboriginal students at Like Schools in Numeracy and Writing in Year 5; and Reading in Year 7 and 9. There was no data for Year 3 students as there were no Aboriginal students in this cohort.

Further information about our school and its achievements is displayed on the *My School* and *Schools Online* website. The NAPLAN results are considered together with information obtained through Student Achievement Information System (SAIS) Semester 1 & 2 Reporting to Parents data for moderation purposes. The range of detail we gather on student performance is used to inform the whole school planning documents we developed to ensure there is a seamless approach to Literacy and Numeracy and that there is a consistent delivery of the Australian Curriculum in the school.



## WA CERTIFICATE OF EDUCATION

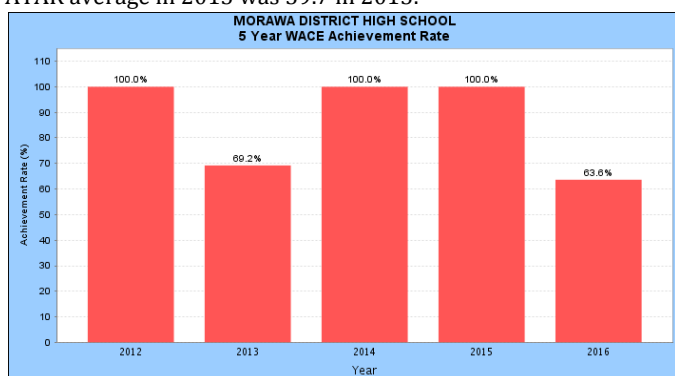
Morawa District High reported the results of 21 Year 12 students to the Secondary Education Authority in 2016. This group included seven students from the WA College of Agriculture Morawa who completed courses in ATAR English and Mathematics and for a Certificate II in Kitchen Operations which was conducted by a lecturer from the Central Regional College of TAFE under the VETiS program.

The 2016 group of Year 12 students was the first cohort to be awarded the new Western Australian Certificate of Education (WACE), which involved changes to existing courses (Foundation, General and ATAR courses replaced Stage 1, 2 and 3 courses) and the introduction of more rigorous literacy and numeracy standards. This means that it is difficult to accurately compare the achievements of the 2016 cohort with previous cohorts.

### WACE Achievement

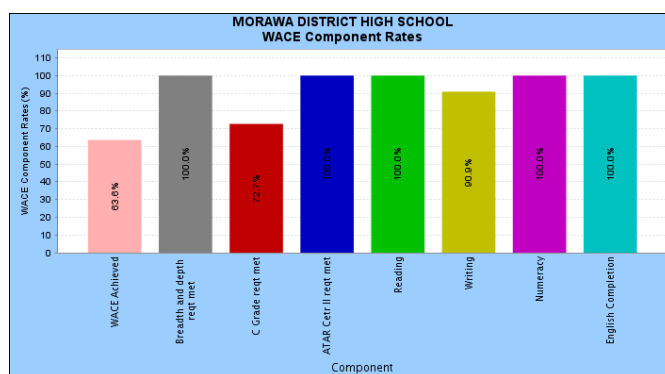
Of the students who remained in this cohort since they entered secondary school in 2012, 70% gained a WA Certificate of Education at the end of their five years of study at this school. This can be compared to the WACE achievement rate for the whole cohort of 63.5%. In 2015, the WACE Achievement Rate was 100% while the three-year average rate for the period 2014-2016 was 87.8%.

The Department of Education's Student Achievement WACE Report shows that in 2016, 100% of eligible students at Morawa District High School met this requirement by gaining a Certificate II or higher, compared to 98% for Like Schools and public schools. The qualifications were gained in Cert II in Kitchen Operations or Hospitality, Cert II Building and Construction (Trades - Pathway), Cert II Digital Media Information Technology and Cert II in Retail Services. Two Morawa District High students enrolled in a combination of ATAR courses taught at the school and through the Schools of Isolated and Distance Education (SIDE). Both students gained a Certificate II to meet the set target. The median ATAR was 41.9 compared to like schools of 66.25. The school's ATAR average in 2015 was 59.7 in 2015.



100% of eligible students met the English course completion requirements and 72.7% met the C-grade requirement needed to gain the WACE.

In 2016 100% of eligible students met the set graduation standards in Numeracy and Reading though only 90.1% met the WACE standard for Writing.



### Recommendations

Subject and career counselling will be strengthened to ensure that students gain maximum success in their Upper School courses. A program to guide students on their educational pathways will be introduced in Term 2, 2017, in their decision making.

Two areas of concern are the number of students who failed to gain the required number of C-grades needed to gain their WACE and the fact that only 90.9% of students met the writing section of the new literacy and numeracy expectations. Close monitoring of student performance, strategies to build on the excellence in teaching, and the enhancement of student writing skills in preparation for the Online Literacy and Numeracy Assessments (OLNA), should lead to improvements in these areas.

### LITERACY AND NUMERACY

Literacy and Numeracy were focus areas in 2016 and whole school approaches for these areas were in place. Literacy and Numeracy blocks in the primary school continued to be a central strategy to support student progress in these areas. Lead teachers ensured explicit teaching and good practice were embedded, during collaborative planning and professional learning.

To improve Literacy outcomes, the primary school classes implemented Letters and Sounds (synthetic phonics) for K-3, home reading incentives, Guided Reading, a Spelling Bee and a new Writing program (Talk4Writing). We maintained a strong focus on oral language in the early years to complement our Writing program. The school has also been involved in the Aboriginal Early Years Language program, with a lead teacher attending professional development once a term. Supported by the West Coast Language Development Centre, the program focuses on the needs of Aboriginal students in the early years. Other intervention programs included Mini-Lit, the Reading Tutor Program and Alpha to Omega. Both Primary and Secondary students participated in the annual Public Speaking Competition. Other competitions were held within classes, to further promote reading and writing.

In Numeracy, extra support was established in the primary classes for students requiring intervention. *Teach Learn Grow*, a program where university students engage our students online and visit twice a year to tutor students in Mathematics, was

another strategy for targeted intervention. In Term 3, the Primary Maths Wizard competition was held, promoting mental computation skills in Pre-primary to Year 7.

In the Secondary area, Mathematics teachers conducted fortnightly collaborative meetings for planning and professional development. A secondary Pathways group was established for those students in Years 7 – 9 who were disengaged. The program provided a differentiated learning pathway, involving many practical outdoor-life skills activities in Numeracy as well as other learning areas. The program saw some students re-engaged in their learning and return to mainstream classes. At an Upper School level, programs were devised with an emphasis on short, practical numeracy activities, often outdoors, and led to an improvement in attitude and participation in Mathematic Essentials.



Students from Years 7 to 9 participated in the 2016 Australian Mathematics Competition with results that ranged from Participation to a Credit. From our NAPLAN data analysis, case-managed groups were established in both Literacy and Numeracy, to target the improvement of specific students.

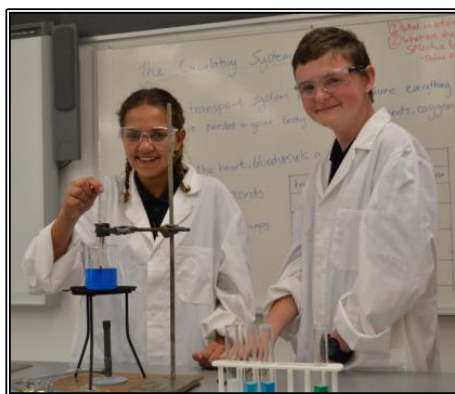
Our WACE ATAR students combined with students from WACoAM to establish separate Year 11 and 12 classes which otherwise would not have been viable. A similar combination was set up to ensure students could attend ATAR English classes, rather than study through the Schools of Isolated and Distance Education (SIDE). Other students in Year 11 and 12 completed English courses at Foundation and General levels.

## SCIENCE

Science was a focus area in 2016. The emphasis was on quality teaching, with a targeted approach by specialist teachers K-10, using Primary Connections and the Australian Curriculum. Students in Year 11/12 had the opportunity to study ATAR Integrated Science. National Science Week celebrated the theme of 'Drones, Droids and Robots', which was one of the highlights in the area of Science.

### Recommendations:

- Continue with fortnightly/monthly collaborative meetings.
- Purchase PAT-R Science assessment for use in Term 1 and Term 4.
- Moderation to take place twice a year to allow for consistent and fair judgements.
- Staff to attend professional development related to Science sub strands and share experiences at collaborative meetings.
- Specialist teachers to deliver Science across the school.



Literacy and Numeracy activities were promoted and celebrated in Literacy and Numeracy Week and Literacy in Book Week and with the annual Book Fair. Morawa District High School has enrolled in Brightpaths, an assessment tool to assist with moderation, for implementation in 2017. Vocabulary is to continue being a focus as well as DEAR (silent reading) across the school.

### Recommendations Primary Literacy and Numeracy

- Purchase resources for intervention and in-service new staff in the use of mathematical resources - update inventory.
- Continue developing the Whole School Mathematics and Assessment plans; and locate alternative assessments to track longitudinal data of students.
- Focus on mathematical language and problem solving strategies.
- Case Management needs to be more closely managed and supported by the Learning Support Coordinator and Deputies.
- Continue with interventions programs such as MiniLit and Reading Tutor program.
- Moderation is a priority for Terms 2 & 4 in Reading and Writing along with continued professional development with the Talk4 Writing program.

### Recommendations Secondary Literacy and Numeracy

- Increase support for Grammar and Spelling in English classrooms.
- Implement 'Vocabulary their Way' (Secondary version of Words Their Way) from Year 7 – 12.
- Audit/update resources in Secondary English Department including Aboriginal resources to engage Aboriginal students.
- Continue with Reading interventions such as Alpha to Omega as required and high interest/low ability readers.
- Case manage students in Literacy and Numeracy.
- Conduct at least one moderation task with a Like School for Years 7-10.
- Collaborate more closely with WACoAM staff and teachers from Like Schools.
- Adjust timetable to cater for attention issues with English and Mathematics Foundation students.

## STEM

In 2016 secondary Science specialists attended professional learning in STEM (Science, Technology, Engineering and Mathematics). Staff Development days involved up-skilling teachers so they may deliver the many exciting activities using the extensive resource pack made available to the school. Initial plans were implemented to ensure a whole school approach to STEM delivery in 2017.

### Recommendations

- Implement STEM programs on a regular basis across the whole school.
- Purchase STEM resources for use across the whole school.
- Staff to attend professional development related to STEM and share experiences at collaborative meetings.



## HEALTH AND PHYSICAL EDUCATION

In 2016, three specialist Physical and Health Education teachers delivered programs in this area for students from Pre-primary to Year 12. The Australian Curriculum was fully implemented and a detailed scope and sequence was written.

All students participated in at least two hours of physical activity each week, meeting the Department of Education policy. Primary students were involved in morning sport, and students in Years 11/12 worked to complete WACE courses in Physical Education Studies. Upper Secondary students also had the opportunity to participate in the Keys for Life program, and gained qualifications in First Aid. Primary also participated in First Aid workshops. Highlights of the year included the performance of students in the Morawa District High School and District Interschool Swimming and Athletics Carnivals; the Cross Country Championships; Country Week; netball and football winter carnivals; weekly skateboarding lessons; *Jump Rope for Heart*; and an Active After school sports' program which supported school physical education programs in Terms 1 and 2. Due to the closure of the Morawa swimming pool for repairs, students were unable to participate in In-Term swimming this year.



### Recommendations

- Continue with fortnightly/monthly collaborative meetings.
- Investigate alternative sports carnival timing system.



## ARTS

The Australian Curriculum was fully implemented in the Arts this year. Morawa District High School ran a specialist Music program by employing a brass teacher from the School of Instrumental Music on a part-time basis and a class music specialist. A number of students participated in weekly brass and guitar instrumental music lessons and class music for Pre-primary to Year 12. In 2016 the school Senior Brass Band successfully defended their title at the State Band Championships in their division. Junior and Senior Bands performed throughout the year at special events, both within the school and out in the community. Highlights included ANZAC day ceremonies and Christmas concerts in the community and surrounding towns, and the Mingenew Expo.

The specialist visual arts teacher developed highly engaging arts projects across the school from Years 1-12, with a focus on designing and creating Aboriginal inspired art works and public arts projects. Projects included an Aboriginal mural for NAIDOC Week and painting classroom doors as part of our Positive Behaviour Support program. Students exhibited in the biannual Morawa Art Exhibition and other exhibitions, winning several awards. Upper School students had the opportunity to complete WACE studies in Year 11 and 12 General Visual Art courses.

### Recommendations

- Continue with fortnightly/monthly collaborative meetings.
- Install smartboard/projector into Performing Arts room.
- Investigate more opportunities for students to work with local artists.
- Moderation to take place twice a year to allow for consistent and fair judgements.



## HUMANITIES AND SOCIAL SCIENCES

The Australian Curriculum was fully implemented in this area this year. Students were involved in several community projects in 2016. They also organised our ANZAC Day Assembly and the Morawa Remembrance Day ceremony. During Term 3, the department hosted a teaching practicum student from Murdoch University for ten weeks. This meant the students had the opportunity to work with a different teacher and experience varied teaching and learning styles and strategies. Secondary students visited the local Morawa museum as part of the curriculum while Year 9 students also took part in the \$20 Boss Challenge.



## Recommendations

- Continue with fortnightly/monthly collaborative meetings.
- Staff to attend professional development to assist with implementation of WA Curriculum.
- Moderation to take place twice a year to allow for consistent and fair judgements.
- Investigate more opportunities for students to participate in excursions related to local history and ecosystems.

## TECHNOLOGIES

The Australian Curriculum was fully implemented in the Technologies learning area this year. In Design and Technology, Upper Primary students had access to our secondary specialist teacher and facilities and all students participated in Design and Technology classes each week for one semester. Secondary school students were involved in Woodwork, Metal Work and CAD Technical Drawing. Upper Secondary students had the opportunity to gain a qualification in Certificate II in Building and Construction (Trades – Pathway), Certificate II in Materials and Design (Wood) and Certificate II in Materials and Design (Metal). Morawa District High School liaised with Central Regional TAFE



in Geraldton so that one student could achieve a Certificate II in Automotive Servicing Technology. Secondary students were also involved in Home Economics classes while students in Year 11 and 12 were able to gain a qualification in Certificate II in Kitchen Operations or Hospitality. Students used the skills learnt in catering for a number of school events, including the school ball and the final school assembly morning tea.

In Digital Technologies, students from Pre-primary to Year 9 participated in weekly Digital Technology classes. Eligible students were also involved in the *Teach Learn Grow* e-Mentoring program and were tutored by university students through SABA in online numeracy programs. Students in Years 10 to 12 were able to gain a Certificate I or Certificate II In Digital Media Information Technology.

## Recommendations

- Continue with fortnightly/monthly collaborative meetings.
- Moderation to take place twice a year to allow for consistent and fair judgements.

- Staff to attend professional development related to Technologies.
- Review behaviour management processes in practical subjects.
- Develop a whole school plan for digital technologies and ICT.

## LANGUAGES

In 2016 we were unable to secure a Languages teacher for our cluster of schools. Instead, a part-time teacher was employed to deliver a cultural studies program to students in Years 1 to 6 for 40 minutes per week. The program was highly successful, with students learning about different cultures around the world.

## Recommendations:

- Liaise with other schools in the area regarding a Languages teacher for 2018.

## GIFTED AND TALENTED PROGRAM

In 2016 students from this school participated in PEAC (Primary Extension and Challenge). Our secondary Science teacher was selected to run classes at Morawa District High School for the North Midlands PEAC students in Years 5 & 6. Students were challenged with interesting topics to study.

A targeted approach to teaching and learning was in place to improve student outcomes in all areas with a specific focus on the early years, intervention, engagement of secondary students, and reducing the gap between Aboriginal and non-Aboriginal students. Moderation has been identified as a priority in 2017 to ensure teacher judgements are accurate when reporting to parents, particularly in English, Mathematics, Science and Humanities and Social Sciences. All teachers need to be supported in the Western Australian Curriculum implementation to enable the school to meet their departmental obligations when reporting to parents. This process is well underway.



## ATTENDANCE

**Target:** *The school will maintain an attendance rate equal to or above Like Schools and strive for parity with WA public schools.*

Primary students had an attendance rate of 82.1% which is lower than the Like Schools average of 88.2%. Our non-Aboriginal students had an attendance rate of 92.7% which is above the Like Schools rate of 91.4%. Our Aboriginal students had a very low attendance rate at 62.7%, compared with 82.70% average of Like

Schools. This can be attributed to a large number of new transient families moving into Morawa.

Secondary students had an attendance rate of 76.6% which is above the Like Schools average of 75.9%. Our non-Aboriginal students had an attendance rate of 86.6% which is above Like Schools at 85.7%; our Aboriginal students had a lower attendance rate at 63.6% although this is above the Like Schools rate of 59.2%.

A strategic attendance plan is in place to address attendance issues, including home visits, letters to parents, SMS messaging broadcast, rewards and other attendance initiatives.

### Recommendations

- Continue with the attendance strategy already implemented including 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 attendees and reward them when they are met.
- Initiate Responsible Parenting Agreements in 2017 as necessary.



#### Attendance Overall Primary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2014	92.2%	91.9%	93.2%	66.9%	78.5%	80.4%	85.3%	88.2%	92.1%
2015	92.5%	92.3%	93.8%	69%	79%	81.2%	84.7%	89.2%	92.7%
2016	92.7%	91.4%	93.7%	62.7%	82.7%	80.7%	82.1%	88%	92.6%

#### 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
2014	87%	84.9%	88.6%	67.5%	63.2%	66.3%	80.4%	79.4%	86.9%
2015	87.1%	85.9%	89.7%	68.3%	65%	68%	80.2%	80%	87.9%
2016	86.6%	85.7%	89.5%	63.6%	59.2%	67.4%	76.6%	75.9%	87.7%

### SAFE AND SUPPORTED LEARNING ENVIRONMENT

The school believes that all students have the right to learn in a safe, supportive environment and be treated with respect. We aim to ensure students are supported through quality relationships, effective pastoral care and engaging learning environments by taking into account the needs and backgrounds of students. The school has continued to implement a wide variety of strategies to address student health and wellbeing. These include whole school approaches to the Classroom Management Strategies (CMS) program, Positive Behaviour Support (PBS) and student support services.

Pastoral care is considered to be a top priority at this school. The Morawa District High School Behaviour Management Plan and the Bullying Plan were reviewed in 2016 to ensure a consistent approach, after consultation and feedback from teachers, students, parents and the School Board. Feedback from the school community is highly valued. The school took part in the National Schools Survey and the feedback was overwhelmingly positive in 2016. One area highlighted for improvement related to the school's management of student behaviour.

**Target: 90% of parents, students and staff are satisfied with the management of student behaviours.**

The school uses SAIS data to help track the percentage of students who achieve consistently positive results in their attitude, behaviour and effort in Pre-primary to Year 10. Our Semester 2 2016 results indicated that there were improvements made in most years compared to Semester 2 2015 although there was a slight decline in Year 2 and 10.

Processes to more closely monitor student behaviour were implemented, including monitoring mid-level behaviours to ensure there is more transparency at a whole school level. There was an increase in the number of positive behaviours recorded across the school and a decline in the number of negative behaviours. Staff noticed a significant reduction in negative behaviours since the upgrades to the playgrounds. Other initiatives to support positive student behaviour include recording positive rewards (faction points, merit certificates and reward initiatives), weekly reminders about behaviour expectations and the use of common language across the school. The behaviour management review also included intensive professional learning led by our school psychologist and other team leaders in an effort to ensure a consistent whole school approach.

The SAER team - consisting of administration leaders, Year Coordinators, teachers, the school psychologist and school chaplain - met regularly to plan and review our current strategies and assist individual students. There was a whole school approach to student health and wellbeing. Health and Pastoral Care classes used resources such as Mind Matters (focus on student resilience); Kids Matters (focus on respectful relationships and a sense of belonging and inclusion); Friendly Schools Plus (anti-bullying approach); SDERA supported Challenges and Choices (resiliency, drug education and road safety awareness); as well as protective behaviour programs



(child abuse preventative programs) and cyber bullying.

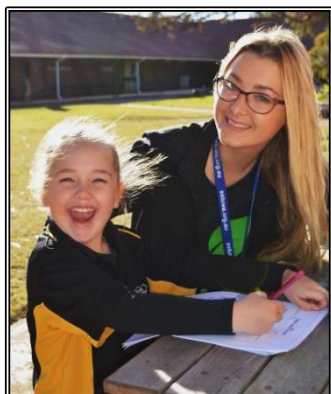
The Positive Behaviour Support (PBS) team implemented their Tier 1 action plan in regards to teaching the school's behaviour expectations 'respect, responsibility and achievement'. Explicit instruction about behaviour expectations was taught across the whole school. A number of presentations were available to students throughout the year including the Resourceful



Adolescent Program (RAP) involving Year 8 students and *Boys, boys, boys* by Maggie Dent. Other presentations by the police and health services addressed cyber safety in the secondary school, which will continue to be high priority in 2017. We will also examine our data to identify areas of concern and develop behaviour expectation lessons around this.

There was a steady increase in the referrals to our school psychologist and counselling services in 2016. Many factors

outside the school's influence could account for this increase. Research indicates that students with behaviour difficulties are struggling with emotional problems that can impact directly on the school's behaviour management processes. Initiatives such as the Breakfast Club and use of school chaplain and youth counselling services were highly beneficial to students. Interagency support such as Child and Adolescent Mental Health (CAMH's) and the Endeavour Behaviour Centre were introduced when required.



## **Priority 2: High quality teaching**

Morawa District High School has a relentless focus on the best possible practices. All staff are encouraged to grow through performance management, professional learning teams, self-reflection, classroom observations and professional learning.

### *Targets*

- 100% of teachers assessed as proficient against the Australian Professional Standards for Teachers
- 100% to which graduate teachers are supported to achieve proficiency against the Australian Professional Standards for Teachers
- 100% of teachers to meet Teachers Registration Board professional learning activity requirements (60 hours over 3 years)
- Survey information indicates that 90% of the school community perceive school support services to be relevant and effective
- Survey information indicates that 90% of parents and students are satisfied with the quality of teaching in the school

All staff participated in performance management processes based on the Australian Professional Standards for Teachers (AITSL). All had opportunities to demonstrate accountability for their performance and access to growth and development opportunities to support whole school priorities. Line managers were involved in whole school observation walk throughs and formal classroom observations with teachers. Feedback was given to further improve teaching practices.

All teachers were assessed as being proficient against the AITSL standards while graduate teachers, with the support of their line managers, were deemed to be working towards proficiency in all areas during their first year of teaching. They reached proficient by the middle of their second year.



Teaching staff provided collegiate support by working together respectfully in Professional Learning Teams, engaging in regular classroom observations and providing feedback. Staff also met regularly to collaborate with colleagues to develop and implement their knowledge, practices, attitudes and whole school approaches in order to meet the strategic goals outlined in the Business Plan. We also invited undergraduates into our school from a range of universities including Curtin University, Murdoch University and Edith Cowan University.

All members of staff participated in a range of professional learning, including online opportunities, that supported school improvement targets and all are on track to meet their Teachers Registration Board professional learning obligations. Teachers participated in a minimum of six days professional development on topics including the Aboriginal Cultural Standards Framework; Cultural Appreciation Modules; STEM; and PBS professional learning.

Whole school meetings enabled all staff to engage in professional learning regarding trauma, diabetes, CHAT presentation by SDERA and the use of Integrus. Individual teachers attended professional learning to further develop their capacity which included Career Development; Science - Primary Connections; Australian Curriculum – Health and Physical Education; Physical Education Studies; Boys, boys, boys; Bronze Medallion Training; Classroom Management Strategies – Foundation program; ICT in the classroom; Engagement in secondary mathematics; Australian Curriculum – Humanities and Social Sciences; Words their Way; and The Keys to Unlocking Reading Comprehension. Some members of our non-teaching staff completed their Certificate 111 Education Assistant Course (RPL).

A representative group of students were surveyed across the school to determine whether they were satisfied with the quality of teaching in the school. The results indicated that students agreed with the statements “My teachers expect me to do my best” and “My teachers motivate me to learn”. Parents and students will be surveyed again in 2017 to determine teacher quality and effectiveness of school support services.

### **Recommendations**

Ensure all new staff completes mandatory professional learning by the conclusion of their first year of teaching.

Enable graduate teachers to complete two modules of the Graduate Module induction program each year.



## **Priority 3: Effective leadership**

Effective leadership is the hallmark of quality teaching. Morawa District High School fosters a model of distributed leadership where staff are encouraged to try new innovations and ideas and lead in different areas of expertise. Leaders are identified, nurtured and developed to become effective school leaders, modelling best practice and working collaboratively with staff with a shared vision for student improvement.

### *Targets*

- Survey information indicates that 90% of parents are satisfied with school leadership
- 100% of school leaders participate in professional learning on health and wellbeing
- Principal and leaders performance management is judged to be satisfactory through performance management processes
- Survey information indicates that 90% of staff and students are satisfied that the school creates a positive environment that fosters good health and wellbeing

The Principal engaged in performance management using the Integral Development 360 Reflection Tool and engaged in a 12-day experienced principals' program through the Catholic Education Office WA. The feedback tool surveyed staff on the principal's overall management skills. All indicators were in the Excellent Range. Other staff leaders participated in performance management processes based on the Australian Professional Standards for Teachers (AITSL) and were deemed to be proficient.

There were many opportunities for staff members to undertake leadership roles throughout the year due to Long Service Leave obligations, including the positions of Principal and Deputy Principals. Distributed leadership continues to be nurtured at our school by encouraging and providing opportunities for staff to take on lead roles. The school's workforce plan emphasises the recruitment, development and retention of classroom teachers who are supported by professional learning opportunities. Professional learning undertaken by the principal and leaders included Attendance; PBS; CAT Training; STEM; CMS – Instructional Strategies; Language Leadership Training; Talk for Writing; the 12-day Experienced Principals' Program; the Director General's IPS review; Student Centred Funding and the Aboriginal Cultural Standards Framework. One staff member completed a

Masters of Education in Leadership and another began their Graduate Certificate Educational Business Leadership.

The school began its whole school self-reflection against the new Aboriginal Cultural Standards Framework. This has enabled the school to reflect on its approaches to Aboriginal education in an effort to make improvements and engage Aboriginal families in schooling. Closing the performance gap between Aboriginal and non-Aboriginal students remains a priority. We have employed additional AEIO's to support our school's strategies.

A representative group of staff members were surveyed across the school to determine whether they were satisfied with the school leadership. The results indicated that staff agreed with the statements "This school looks for ways to improve" and "This school takes staff opinions seriously". Staff also agreed that "Students feel safe at this school".

### **Recommendations:**

Continue to focus on staff and student wellbeing by reviewing whole school approaches. Staff, students and parents will be surveyed again in 2017 to determine the effectiveness of the leadership team and whether the school creates an environment that fosters good health and wellbeing.



## **Priority 4: Strong governance and support**

Morawa District High School is a capable and responsive organisation that responds to and is shaped by community needs. The Principal together with the School Board complies with the Delivery Performance Agreement and the new Funding Agreement and has an embedded cycle of review.

### **Targets**

- Compliance with Delivery and Performance Agreement
- Compliance with new Funding Agreement
- Compliance with Department of Education policy and requirements
- Effective school improvement cycle implemented

Morawa District High School complied with the Delivery Performance Schedule for Independent Public School and the school Funding Agreement in 2016. The school met legislative and policy requirements including the effective management of the school budget and all staffing requirements for 2016. The school continued to engage the School Board in school assessment and accountability processes.

This report reviews our process for school improvement against the strategic targets as outlined in the Business Plan (and supported by our operational plan) and we are very pleased with our progress.

Morawa District High School is proud of its attraction and retention of highly capable members of staff. In 2016, the school reviewed its induction processes and developed a comprehensive induction program to help new staff transition seamlessly into the school. This program has helped new staff develop common understanding about the organisational structure of the school, its community relationships and also DoE policy procedures and guidelines. New staff continued to be mentored by more experienced teachers and had the opportunity to work with an advocate.

In 2016, Morawa District High School's Finance and Grounds committees, School Board and P&C worked to ensure the best possible infrastructure and physical environment for teaching and learning. This was also enhanced by the school's strong partnership with the Morawa Education, Industry and Training Alliance (MEITA), a partnership between the Shire of Morawa, Morawa District High School, WA College of Agriculture-Morawa and Durack Institute of Technology as well as Industry partners such as Karara Mining, who strive to improve the educational opportunities of students in the local area.

Our school continued its close association with the WA College of Agriculture-Morawa and continued to pool our collective expertise to enrich the learning opportunities of students. Other partnerships with businesses, community organisations, universities and training providers have also enhanced the opportunities for students to extend and enrich their learning. These included the continuation of *Aspire WA* and also *Teach Learn Grow*. To ensure students in Year 7 2017 had a smooth transition into our school, Year Coordinators organised activities and learning experience to help familiarise them with our school,

enabling them to form positive relationships with their future peers and teachers.

### **FINANCIAL MANAGEMENT AND PLANNING**

A number of significant capital works projects were completed in 2016.

- The State Air Cooling Program to replace the evaporative units was completed with the final classrooms and staff offices fitted with split system units. This project was funded by the State Government and facilitated through the Department of Education.
- Through the State governments School Upgrade Funding, the school was able to refurbish the boys and girls senior toilets, replace the carpet in the Kindergarten, Humanities and Social Sciences and computer rooms and paint the Pre-primary and primary classrooms.
- To meet the National Quality Standards (NQS) the Adventure Playground upgrade was initiated by the grounds committee with the support and participation of the local community. The first stage has been completed with site works, landscaping and the construction of a wooden ship by the Cert II Building and Construction (Trades - Pathway) students.
- The P&C Pre-primary Committee funded works to build a bike track at Pre-primary and install pirate ship play equipment at the Kindergarten.
- The P&C Pre-primary Committee and school partnered to purchase and install two cubby houses for early childhood students.

### **Technology**

- In preparation for NAPLAN testing online the school matched funding through the Primary School Device Program to purchase an additional 30 lap top computers.
- The school was assessed as eligible to participate in Wireless Infill in Schools Initiative and received partial funding to upgrade and install infrastructure and hardware to improve the wireless capacity across the whole school.
- The Server Refresh Program saw the school upgrade from the SOEv4 server to the SOEv4.5 to ensure we have more reliable operating systems.

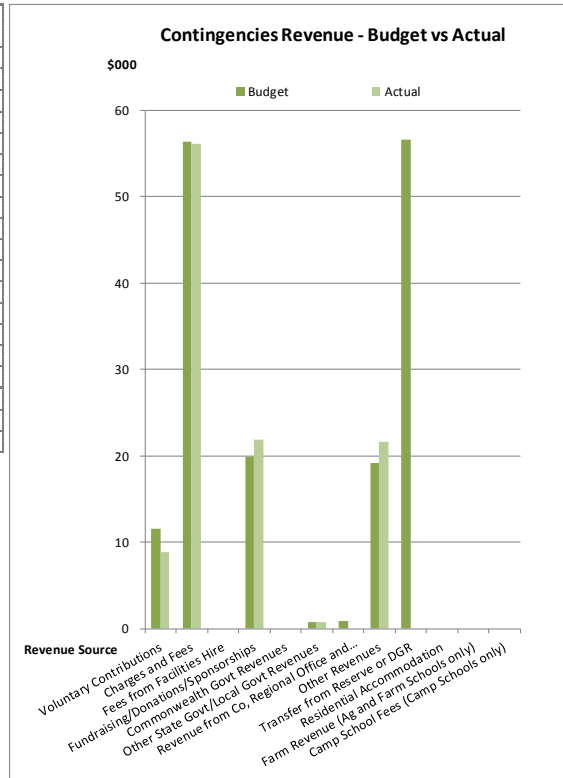
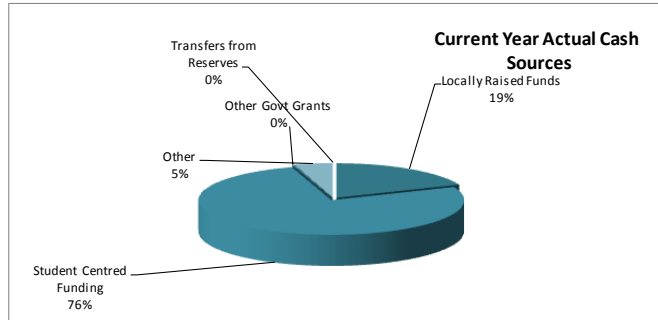
### **Recommendations**

In 2017 the school will continue to initiate works based on our Building and Grounds Master Plan and Technologies Plan to upgrade, consolidate and expand our facilities and infrastructure.

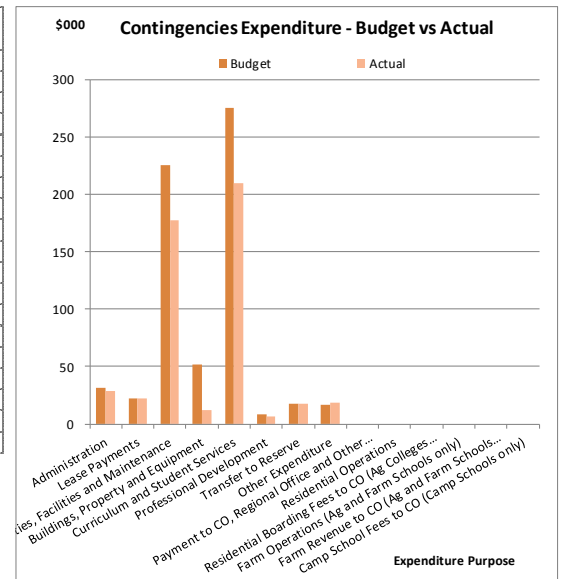
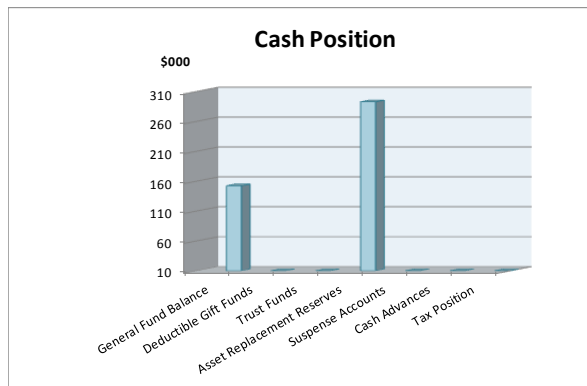


## Financial Summary as at 31 December 2017

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 11,528.00	\$ 8,805.75
2	Charges and Fees	\$ 56,364.00	\$ 56,156.61
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 19,946.00	\$ 21,903.48
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 750.00	\$ 750.00
7	Revenue from Co, Regional Office and Other Schools	\$ 900.00	\$ -
8	Other Revenues	\$ 19,166.00	\$ 21,596.44
9	Transfer from Reserve or DGR	\$ 56,650.00	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	<b>Total Locally Raised Funds</b>	<b>\$ 165,304.00</b>	<b>\$ 109,212.28</b>
	<b>Opening Balance</b>	<b>\$ 182,023.00</b>	<b>\$ 182,022.59</b>
	<b>Student Centred Funding</b>	<b>\$ 356,123.00</b>	<b>\$ 353,861.00</b>
	<b>Total Cash Funds Available</b>	<b>\$ 703,450.00</b>	<b>\$ 645,095.87</b>
	<b>Total Salary Allocation</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Funds Available</b>	<b>\$ 703,450.00</b>	<b>\$ 645,095.87</b>



	Expenditure	Budget	Actual
1	Administration	\$ 31,765.42	\$ 28,785.77
2	Lease Payments	\$ 22,576.00	\$ 21,875.14
3	Utilities, Facilities and Maintenance	\$ 225,617.08	\$ 177,258.32
4	Buildings, Property and Equipment	\$ 52,076.00	\$ 12,220.64
5	Curriculum and Student Services	\$ 275,054.00	\$ 209,843.83
6	Professional Development	\$ 8,000.00	\$ 6,017.63
7	Transfer to Reserve	\$ 18,000.00	\$ 18,000.00
8	Other Expenditure	\$ 16,226.50	\$ 18,787.61
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ -
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	<b>Total Goods and Services Expenditure</b>	<b>\$ 649,315.00</b>	<b>\$ 492,788.94</b>
	<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Expenditure</b>	<b>\$ 649,315.00</b>	<b>\$ 492,788.94</b>
	<b>Cash Budget Variance</b>	<b>\$ 54,135.00</b>	



<b>Cash Position as at:</b>	
<b>Bank Balance</b>	<b>\$ 446,375.20</b>
Made up of:	
1 General Fund Balance	\$ 152,306.93
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 292,654.70
5 Suspense Accounts	\$ 4,681.57
6 Cash Advances	\$ -
7 Tax Position	\$ 3,268.00
<b>Total Bank Balance</b>	<b>\$ 446,375.20</b>

## Administration Team

**Principal:** ..... Tonia Carslake  
**Deputies:** ..... Sarah Baden-Powell  
..... Terrence McGann  
..... Tracy Tapscott

### Learning Support Coordinator/

**Literacy Leader:** ..... Wendy Glassford-Hill  
**Corporate Services Manager:** ..... Linda Jenkins  
**Year Coordinators:** ..... Dimity Chivers  
..... Renae Guelfi  
..... Kirsty O'Halloran  
..... Tammy Solomon

## School Board Members

**School:** ..... Tonia Carslake  
..... Linda Jenkins (co-opted secretary)  
..... Tammy Solomon  
..... Tracy Tapscott  
..... Helen Walter  
**Community:** ..... Karen Chappel (Chair)  
..... Julie King  
..... Maryanne Milloy-Rakich  
..... Greg Payne  
**Parent:** ..... Di Ballantyne  
..... Andrew Moore  
..... Bree Philipps  
..... Teresa Tubby  
**Student:** ..... Brittney-Louise Councillor  
..... Nikki-Lee Humble

## Parents & Citizens Executive Committee

**President:** ..... Bree Philipps  
**Vice President:** ..... Cameron Tubby  
**Secretary:** ..... Terri Tomlinson  
**Treasurer:** ..... Jane Coaker  
**Sports:** ..... Cameron Tubby  
**Uniform:** ..... Teneke Knight  
**Canteen:** ..... Bree Philipps  
**Pre-primary:** ..... Linda Collins  
**Band:** ..... Carmen Tulloch

## Morawa District High School Student Council 2016

### Secondary School Councillors:

**Head Student:** ..... Brittney-Louise Councillor  
**Head Student:** ..... Nikki-Lee Humble

**Year 11 Councillors:** ..... Jessica Wallace  
..... Alexandra Whitehurst  
**Year 10 Councillor** ..... Mackenzie Matthews  
**Year 9 Councillor** ..... Sarah Connolly  
**Year 8 Councillors:** ..... Candi Shiel  
**Year 7 Councillors:** ..... Ella Jewell  
..... Dayan Francis

### Primary School Councillors:

**Year 6 Councillors** ..... Thomas Appleton  
..... Anjana Davis  
..... Megan Letton  
..... Regan Tubby  
**Year 5 Councillors:** ..... Jacob Coaker  
..... Isabella Tomlinson  
**Year 4 Councillors:** ..... Brooklyn Richards  
..... Graham Whitehurst

## 2016 Student Awards

**VET Dux:** ..... Aaron Connolly

### Australian Defence Force Long Tan

**Leadership & Team Work Award:** ..... Jerri-Lee Clayton  
..... Brittney-Louise Councillor

### Geraldton Universities

**Encouragement Award:** ..... Brittney-Louise Councillor

**Midwest Aboriginal Education Award:** ..... Alexandra Whitehurst

**P&C Senior Citizenship Award** ..... Judd Chisholm

**Freemasons Junior Citizenship Award** ..... Liam Appleton

**Best All Rounder Award:** ..... Ella Jewell  
..... Megan Letton

**Senior Sportsperson Award:** ..... Hayley Clayton

**Junior Sportsperson Award:** ..... Regan Tubby

**2016 Community Recognition Award** ..... Mrs Helen Walter

## Scholarships for 2016

**Frank Dixon Memorial Music Scholarship:** ..... Candi Shiel

**Bellaranga Scholarship:** ..... Corrine Moore

**Laura Moffet Scholarship:** ..... Ashlee Knock

**Morawa Shire Scholarship:** ..... Alexandra Whitehurst

**Morawa P&C Secondary Achieve Scholarship:** ..... Darcie Parker

**Morawa P&C Secondary Endeavour Scholarship:** ..... Madison Tynan

**Morawa P&C Primary Endeavour Scholarship:** ..... Megan Letton

**Carslake Family Scholarship:** ..... Charlee-Ann Chisholm

