



An Independent Public School

Morawa District High School

Annual Report 2017



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

We are pleased to present the Morawa District High School Annual Report for 2017. 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. Our school is characterised by a stable supportive staff which sets high expectations, develops an engaging curriculum and maintains excellent academic, business and family partnerships.

The success of our students, in an array of learning areas and the extra curricula activities that support 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.

Morawa District High School has a clear vision and purpose, focused on excellence in teaching and learning. In line with our motto, '*Endeavour and Achieve*' we aim to provide the best possible education for our students so that they may develop the skills necessary to operate and adapt to a changing world.

Morawa District High School is well placed to be a leading player in developing a learning hub for the Mid-West region. School Performance Monitoring indicates that our overall relative achievement and overall progress in NAPLAN is above the expected mean. We are working above the expected standard for Year 7 Numeracy, Year 3 and Year 9 Reading, and Year 7 Writing. At an Upper Secondary level, the school satisfied our attainment target, with all eligible Year 12 students achieving a Certificate II or higher. The two students studying an ATAR course both received university offers. These and many other educational outcomes provide our students with the foundations to pursue their education pathways and training and employment.

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 Principals of an enjoyably busy, vibrant and complex organisation dedicated to the success of our students, we take pleasure in presenting the Morawa District High School 2017 Annual Report.

Mrs Tonia Carslake
Principal (Term 1)

Mrs Tracy Tapscott
Principal (Terms 2-4)



From the School Board Chairperson

The School Board has a Strategic and Governance role. This past year the Board has focused on learning about the strategies and programs that our school has in place for better outcomes for all students. These learnings have been invaluable and will ensure that we are a strong and informed School Board. The Board in partnership with the Principal are well prepared for the Independent Public School review next year. Thank you to all Board Members and Staff for their efforts and endeavour in 2017. To our Principal Mrs Carslake, we have missed you and look forward to your return. To our Acting Principal Mrs Tapscott, on behalf of the School Board and the School community, our sincere thanks for stepping up and leading the school. Your commitment and dedication to our school is appreciated and valued.

Mrs Karen Chappel - Board Chair

From the Parents & Citizens' Association

The Morawa District High School Parents & Citizens Association has been proud to continue to provide funding support for school programs in Literacy, Numeracy, and Scholarships in 2017. The P&C also provided funding for new Country Week uniforms and the annual Sports Carnival. We have been able to continue financial support for these programs despite not having a crop this year, due to the unfavourable seasonal conditions. We hope for a better season next year to continue with this traditional fundraising activity. To the P & C Pre-primary, Sports, Uniform Shop, Canteen and Band Committees, a huge thank you to those involved for your efforts throughout the year. Thank you to my executive committee Vice President, Mark Coaker; Treasurer, Jane Coaker; and Secretary, Sarah Baden Powell; for their dedication and commitment throughout the year.

Mr Jamie Appleton - P & C President



SCHOOL CONTEXT

Morawa District High School is located in the Mid-West region and had approximately 187 students in 2017. It is a unique Independent Public School which endeavours to provide a strong, sustainable education from Kindergarten to Year 12 enabling students to live and learn in a safe rural setting. Students come from Morawa, nearby towns and adjacent farming and pastoral areas. 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. We effectively cater for a population of 40.7% Aboriginal students (Semester 1, 2017), a 55.5% student transiency rate, and with an Index of Community Socio-Educational Advantage (ICSEA) of 896 value (compared to an average ICSEA value of 1000).

Our school is 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. At Morawa District High we strive to provide students with a stimulating and differentiated learning environment, encouraging all to be fully engaged and motivated to excel. We customise student learning to achieve academic, social and emotional goals and we are there to help each student realise the pathway they have individually chosen.

Dedicated, committed and proactive teachers offer a robust primary curriculum, adopting a range of teaching strategies to engage students. We offer a comprehensive middle school program with subject specialist teachers providing a broad range of courses. Teachers take special care to support students as they transition into high school. Students in Year 11 & 12 have a flexible upper school program. The school endeavours to meet the needs of all students by employing a mixed mode of delivery using a combination of School of Isolated Distance Education (SIDE) and face to face teaching. ATAR courses were offered in conjunction with the Western Australian College of Agriculture – Morawa. Students have the opportunity to transition through campuses, classes, training programs and further education with ease, maintaining continuity in their career pathway. Morawa District High School is known for its outstanding instrumental program and Brass Band which offers a distinctive experience to our students. We have established strong partnerships with Western Australia College of Agriculture – Morawa (WACoA-Morawa), Central Regional TAFE, Apprenticeship Support Australia, the Aboriginal Workforce Development Centre and ASPIRE UWA, providing unique educational pathways for students.

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 first 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 2017

School operational plans provide more comprehensive information on how we 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 analysis. This process enables us to set focus areas for the following year. Based on this analysis, our focus areas were:

Improving literacy and numeracy standards
Improving health and wellbeing outcomes and student attendance
Increasing competence in Information, Communication and Technology

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
- 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. 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 continued to implement the NQS plan to ensure that the facilities at Morawa District High School were safe and suitable. We continued to work with the broader school community to update the outdoor nature play spaces and equipment, to provide a rich and diverse range of experiences, designed to promote student learning and development. Morawa District High School worked in partnership with the 0-4 Playgroup, providing access to the Kindergarten building and resources, in a commitment to school readiness. A workshop developed by NGALA was available for parents with children from ages 4-8 years (and 10-15 years). A transition program was in place for students entering Kindergarten next year.

We used early intervention strategies to support student learning in classrooms as well as continued with the PATHS social skills program. All Kindergarten students participated in SOCS testing to ensure speech and language intervention strategies were in place for identified students. All Pre-primary students participated in the On entry Assessment and PIPS 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 2017 Pre-primary students performed relatively similarly to all other Pre-primary students across the state in Reading, Writing, Numeracy and Speaking and Listening. In 2018

our school will again be working closely with the West Coast Language Development Centre to improve Speaking and Listening and Writing 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 we have achieved and exceeded this target. Our results indicate there has been an 8% increase of students making expected progress in Numeracy and a 40% increase in Literacy. We will be continuing to track the percentage of students making expected progress from Pre-primary to Year 3, to ensure we continue to meet our 5% improvement strategic target in 2018.



NAPLAN PERFORMANCE IN 2017

The school uses performance data taken from the National Assessment Program for Literacy and Numeracy (NAPLAN) 2017 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 all students and also makes comparisons with Like Schools across Australia. Overall, our school enjoyed celebrations in this area in 2017, though the transient nature of many in the 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 2017 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 also develop and implement documented plans (including case management and individual education plans) to continue to improve student outcomes. Morawa District High School had a high participation rate across many NAPLAN tests compared to Like Schools.



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.

Year 3 NAPLAN results show that the strategic targets set for Numeracy and Reading have been achieved; results are better than or above Like schools. In Writing, Spelling and Grammar and Punctuation however, Like Schools performed better with more students in the top two proficiency bands. It must be noted that our Year 3 class consisted of only 6 students, making 1 student equal to 16.66%.

Year 5 NAPLAN results demonstrate that the strategic target set for Numeracy was achieved with 9% of students in the top two proficiency bands compared to 7.95% for Like Schools. It must be noted that one student equals 9%. Targets for Reading, Writing,

Spelling and Grammar were not achieved, with Like Schools achieving higher than Morawa District High School.

Year 7 results demonstrate that the strategic target for Numeracy and Writing was met in the top two proficiency bands with 10% being comparable in Numeracy and better than Like Schools in Writing with 9.90%.

Year 9 NAPLAN results demonstrate that we met the target for Grammar and Punctuation, with equal students in the top two proficiency bands. Other Like Schools performed better in the other areas.

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.

Morawa District High School did better than Like Schools in Year 3 Reading and Year 5 Numeracy. Year 3 Reading had 100% of students meet the minimum standard compared to Like Schools 88%; and Year 5 Numeracy 90% compared to Like Schools 88%.

Secondary students met the minimum standards in Numeracy, Reading, Year 9 Writing and Year 7 Spelling. Their results were comparable with Like Schools in Year 7 Writing, Year 9 Spelling and Grammar and Punctuation. Students in Year 9 Numeracy had 100% of students meeting the minimum standard compared to the percentage for Like Schools.

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

Morawa District High School improved the mean scaled scores of students in most areas of NAPLAN, however we did not meet our target in all areas for an improvement of 4%. All Numeracy results showed an improvement between 2.8% and 11% with our biggest improvements being made in Year 3 and Year 9 Reading, with improvements of 27% and 14.9% respectively. Writing, Spelling and Grammar and Punctuation continue to be a focus for improvement.

Further information about our school and its achievements are published 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

All Year 12 students will achieve an ATAR of 55+ for university entrance and/or a Certificate II or higher.

100% of our Year 12 students met the WACE Achievement Standards which require a breadth and depth in units studied, the completion of at least 20 courses or their equivalent and 14 C-grades in Year 11 and 12 and an ATAR score of at least 55 or a Vocation Education and Training (VET) Certificate II. Four of our seven graduates received their full WACE certificates while the others need to successfully complete at least one of the OLNA components in 2018 to finalise their WACE status.

All Year 12 students successfully completed a VET Certificate II in 2017. Two students completed two certificates, including our VET Dux who was involved in a School Based Traineeship with a local mining company. Two students studied ATAR courses through a combination of units taught at school and through the Schools of Isolated and Distance Education. Our median ATAR score was 49.15 compared to the result in Like Schools of 66.18. Both students gained a Certificate II to meet the Attainment requirement.

80% of students will demonstrate literacy and numeracy proficiency for the WA Certificate of Education

In 2017, 100% of students who completed Year 12 demonstrated proficiency in **Numeracy** either through their achievements through NAPLAN in Year 9 or through the Online Literacy and Numeracy program (OLNA). A total of 85% of students met the standard while in **Writing** and 71% met the standard in **Reading**. At a Year 11 level, 50% of students have already met the Literacy and Numeracy requirements for WACE graduation.

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 strengthened for students in Year 10 in Term 2, 2018. Close monitoring of student performance and the enhancement of reading and writing skills in preparation for OLNA activities, should lead to improvements in graduation levels.



Upper School students will continue to have the opportunity to complete their studies in a wide range of courses which include English, Mathematics, History, Physical Education Studies, Music, Children Family and Community, Visual Arts, Woodwork and Certificate II studies in Kitchen Operations, Hospitality and Information, Digital Media and Technology in 2018.

The school will continue to support students as they develop the confidence needed to do well in all aspects of their lives by promoting leadership and awareness activities. In 2017, all student councillors and house captains took part in a professional development day for student leaders at the GRIP Leadership conference in Geraldton. Aboriginal students travelled to Geraldton during NAIDOC Week to meet community leaders and other students and to visit the Geraldton Batavia Coast Maritime Institute, the Universities Centre and Central Regional TAFE to explore post-school study opportunities. The school will continue to offer such opportunities in 2018.

Through our partnership with Aspire UWA, a group of Year 9 students attended the 2017 University Immersion Experience which is aimed at promoting a culture of academic achievement and desire for learning and at encouraging students who might not be considering university as an option to see the benefits and opportunities that university study offers. Aspire UWA also hosted a group of Year 11 students at a "University Options Camp" which is designed to raise students' aspirations for tertiary education and give them the opportunity to experience life at university, meet like-minded peers from similar schools and participate in activities in a career field of their choice. Plans to continue this partnership in 2018 have already been finalised.

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 84.6% which is lower than the Like Schools average of 90.3% (but higher than our 2016 results at 82.1%). Our non-Aboriginal students had an attendance rate of 90.5% which is just below the Like Schools rate of 92.3%. Our Aboriginal students had a very low attendance rate at 70.1%, compared with 82.8% average of Like Schools (but higher than 2016 at 62.7%).

Secondary students had an attendance rate of 75.2% in comparison with a Like Schools average of 80.4%. Our non-Aboriginal students had an attendance rate of 82.1% which is below Like Schools at 85.8%. Aboriginal students had an attendance rate of 66.7% (an improvement from 63.6% in 2016) compared to Like Schools 65.9%. The strategic attendance plan is in place to address attendance issues, including home visits, letters to parents, SMS messaging broadcast, rewards and other attendance initiatives and is reviewed annually.

Primary Attendance Rates

	Attendance Rate	
	School	WA Public Schools
2015	84.7%	92.7%
2016	82.1%	92.6%
2017	84.6%	92.7%

Secondary Attendance Rates

	Attendance Rate	
	School	WA Public Schools
2015	80.2%	87.9%
2016	76.6%	87.7%
2017	75.2%	87.8%

Recommendations

- Continue with the attendance strategy already implemented including recognition and rewards for good attendance.
- Continue to liaise with AIEO 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.
- Educate parents about importance of regular attendance.
- Support families with students who are at risk.

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 2017 to ensure a consistent approach, after consultation and feedback from teachers, students, parents and the School Board.

The SAER team - consisting of administration leaders, Year Coordinators, teachers, the school psychologist and school chaplain - meet 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 Matter (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. A number of presentations were available to students throughout the year. Presentations by the police and health services were postponed to 2018.

The referrals to our school psychologist and counselling services in 2017 remained steady. Initiatives such as the Breakfast Club and use of school chaplain were highly beneficial to students. The appointment of our School Chaplain in Term 4 assisted with this process. Interagency support such as Child and Adolescent Mental Health (CAMH's) and the Endeavour Behaviour Centre were introduced when required.

Keeping students engaged is a key priority for the school. The school provided many extra-curricular opportunities for students during the year. Students participated in a number of incursions, excursions and camps including the Year 6 camp to Geraldton, Year 7 camp to Ningaloo, Aspire UWA camps for Year 9 & 11 students, Year 6 transition camps (to secondary school) with the School Ball being a highlight for students in the secondary school. The school council led a number of initiatives during the year to raise funds for different causes. These were well supported by students, parents and staff.



In Term 2 2017 the Positive Behaviour Support Working Team decided to implement a tracking system to record Level Two behaviours in the classroom. The team also developed a Behaviour Referral System clarifying the use of Orange and Yellow cards. Comparing data from 2016 to 2017, noted increases were expected as we focused on Level 2 behaviours and recorded all warnings given in SIS at the end of each week. These processes were implemented to more closely monitor student behaviour, 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 after an initial spike. Staff also 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 PBS team leaders in an effort to ensure a

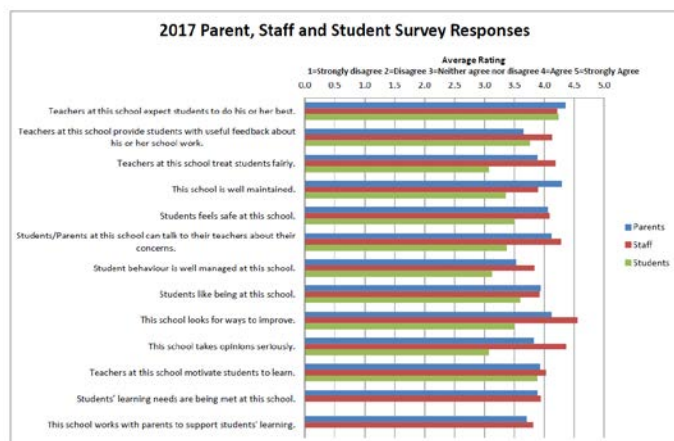


consistent whole school approach. Our new bee mascot was also introduced to the school community.

The Positive Behaviour Support (PBS) team continued to implement their Tier 2 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.

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

Feedback from the school community is highly valued. The National School Opinion Survey for students, teachers and parents were conducted in October – November 2017. All students, teachers and parents were given the opportunity to complete the survey and students were randomly selected. Overall feedback was positive. One area highlighted for improvement related to the school's management of student behaviour. 83% of those surveyed were satisfied with the management of student behaviours. The results do show an improved rating from 2016 which was a celebration.



HIGHLIGHTS FROM LEARNING AREAS

LITERACY AND NUMERACY

Literacy and Numeracy were focus areas in 2017 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.

To improve Literacy outcomes, the primary school classes continued to implement Letters and Sounds (synthetic phonics) for K-3; introduced and implemented new Home Reading incentive programs, Guided Reading, a Spelling Bee, the Writing program *Talk4Writing* and the *Words their Way* Spelling program. We

maintained a strong focus on oral language in the early years to complement our Writing program vocabulary is to continue being a focus as well as DEAR (silent reading) across the school. We continued our involvement in the Aboriginal Early Years Language program, with a lead teacher attending professional development. Other intervention programs included Mini-Lit and Reading Tutor Program. Both Primary and Secondary students participated in the annual Public Speaking Competition. Other competitions were held within classes, to further promote Reading and Writing.

To improve Numeracy outcomes, an extension program was put in place for higher achieving primary students. *Teach Learn Grow*, a program where university students engage our students online (e-Mentoring) 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. Selected students from Years 5 to 8 participated in the 2017 Australian Mathematics Competition with results that ranged from Participation to a Credit.

Literacy and Numeracy activities were promoted and celebrated in Literacy and Numeracy Week, Book Week and the annual Book Fair. Morawa District High School began implementing Brightpaths, an assessment tool to assist with moderation. In the Secondary area, Mathematics teachers conducted fortnightly collaborative meetings for planning and professional development. 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. Students were able to enrol in ATAR Maths and English classes at Year 11 & 12 levels, 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.

Recommendations Primary Literacy and Numeracy

- Alternate the literacy and numeracy block to cater for all students.
- Continue to monitor students' progress through Case Management.
- Continue with intervention programs such as MiniLit and Reading Tutor; as well as high interest/low ability readers.
- Continue with Reading Doctor Apps for SAER and early years phonics.
- Establish PM Benchmark Targets for Years 3-6.
- Review the home reading program and continue with DEAR and Book Swap; investigate Cars & Stars/Probe as a resource.
- Moderation to continue to be a priority (for Terms 2 & 3 in Reading and Writing) along with continued professional development for the Talk 4 Writing and within the GNS.
- Review the Whole School Mathematics and Assessment plans, in particular mental calculation and computation.

Recommendations Secondary Literacy and Numeracy

- Continue with the DEAR strategy.
- Audit/update resources; 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.
- Increase support for writing.
- Collaborate more closely with the Western Australian College of Agriculture – Morawa to co-ordinate the Year 10/ 11/12 programs.

HEALTH AND PHYSICAL EDUCATION

In 2017, two 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 in this learning area.

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 (including *Jump Rope for Heart*) and the whole school was involved in lunchtime sport, outsourced education (Tennis Coaching and Athletics) as well as various sporting carnivals including Interhouse and Interschool competitions involving swimming, athletics, cross country, netball,



SCIENCE

Science was a focus area in 2017. The emphasis was on quality teaching, with a targeted approach by specialist teachers K-10, using *Primary Connections* and the *Australian Curriculum*. National Science Week celebrated the theme of “Sustainable Earth”, which was one of the highlights in the area of Science.

Recommendations:

- Continue with monthly collaborative meetings.
- 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.
- Timetabling to allow access to Science Laboratory for all students.

STEM

A whole school approach was implemented to STEM in 2017. Secondary Science specialists continued to provide opportunities for students to develop STEM (Science, Technology, Engineering and Mathematics) weekly. Primary students engaged in workshops during each term to improve their skills.

Recommendations

- Continue to implement STEM programs on a regular basis across the whole school.
- Integrate STEM across the curriculum to improve competencies.

football and cricket. Students from Years 7-10 were also involved in Country Week for hockey and netball. Secondary students had the opportunity to engage in a range of sporting options during a new initiative of whole school sport. 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 students also participated in First Aid workshops. Secondary students were engaged in the Dr Yes program delivered by UWA, Heath Black workshops and school leaders attended the GRIP leadership conference in Geraldton.

Our school was also delighted to be awarded the silver School Drug and Education and Road Aware (SDERA) Changing Health Acting Together (CHAT) award in 2017.

ARTS

The Australian Curriculum was fully implemented in the Arts. 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 class music specialist teacher. A number of students participated in weekly brass and guitar instrumental music lessons and class music from Pre-primary to Year 10. The Junior and Senior Bands performed throughout the year at school, civic and community performances. Other highlights included performances by the guitar ensembles, as well as the Musica Viva incursion and band camps to Geraldton for the Geraldton Bands Spectacular and Band camp (culminating in a visit to Yuna Primary School).

The specialist visual arts teacher developed highly engaging arts projects across the school from Years Pre-primary - 12, with a focus on designing and creating Aboriginal inspired art works and public arts projects. Projects included rock painting and basket making for NAIDOC Week. Primary and secondary students were involved in a project by visiting artist Di Taylor as well as the *Banners in the Terrace* project. Students exhibited in the district art exhibitions, winning several awards. Upper School students had the opportunity to complete WACE studies in Year 11 and 12 General Visual Art courses.



Recommendations

- Install smartboard/projector into Performing Arts room.
- Investigate 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 has been fully implemented in this area this year. Students were involved in several community projects in 2017 including the ANZAC Day Assembly. Primary students were involved in a sustainability themed excursion to the Morawa Waste Transfer Station to view the recycling process. Other interesting projects included a visit to a local farm and making beeswax wraps in order to have a waste free lunch (in an effort to minimise waste).

Recommendations

- Continue with monthly collaborative meetings.
- Moderation to take place twice a year to allow for consistent and fair judgements.
- Investigate more opportunities for students to participate in excursions.
- Integrate technologies into the curriculum.

TECHNOLOGIES

The Australian Curriculum has been fully implemented in the Technologies learning area. In Design and Technology, Upper Primary students had access to our secondary specialist teacher and facilities and these students participated in Design and Technology classes each week for one semester. Secondary students were involved in Woodwork and Metalwork, while upper school students completed units in Materials and Design (Wood) and Materials and Design (Metal). 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 and Hospitality. Students used the skills learnt in catering for a number of special school events.

In Digital Technologies, students from Pre-primary to Year 9 participated in weekly Digital Technology classes. Students in Years 10 to 12 were able to gain a Certificate I or Certificate II in Digital Media Information Technology.

Recommendations

- Moderation to take place twice a year to allow for consistent and fair judgements.
- Continue with the ACARA Digital Technologies in Focus project.
- Continue developing Digital Technologies Scope and Sequence.
- Continue to embed ICT across all curriculum.
- Offer Engineering and Automotive through WA College of Agriculture – Morawa.



LANGUAGES

In 2017 we worked with the school community to plan for the new languages curriculum in 2018. The Languages Committee recommended that French be taught in 2018 and various options of delivery were investigated. Languages were not offered to students in 2017 as we were unable to appoint a qualified teacher.

Recommendations:

- All Year 3 students will be enrolled in French through School of Isolated Distance Education in 2018.

GIFTED AND TALENTED PROGRAM

In 2017 students from this school participated in PEAC (Primary Extension and Challenge). Our secondary Science teacher was selected to run classes for the North Midlands PEAC students in Years 5 & 6. Students were challenged with an interesting 'Dinosaurs and Fossils' theme. This culminated in a camp which was thoroughly enjoyed by all involved.

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 had 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.

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

targets and all are on track to meet their Teachers Registration Board professional learning obligations.

Whole school meetings enabled all staff to engage in professional learning regarding diabetes, anaphylaxis, First Aid, School Review and Self-Assessment, Positive Behaviour Support, Digital Technologies, Differentiating the Curriculum, Cultural Awareness Training, and Aboriginal Cultural Standards Framework. Individual teachers attended professional learning to further develop their capacity which included Talk4Writing, Waste Wise, Cyberbullying, Kindergarten Reporting, Classroom Management Strategies – Foundation Program, Graduate Modules, ICT Digital Technologies, Digital Technologies in Focus, Aboriginal coil basket weaving, UWA Mental Health Workshop, Design and Technologies: Wood Moderation, SDERA Keys for Life Training, Singapore Bar Model Webinar, Paul Swan, Mathematics Essential Moderation, Physical Education Studies, Bronze Medallion training, Brightpath and Early Years Network Meeting.

Target: 90% of the school community perceive school support services to be relevant and effective.

Targets: 90% of parents and students are satisfied with the quality of teaching in the school.



observation walk throughs and formal classroom observations with teachers. Feedback was given to further improve teaching practices. Teachers were assessed against the AITSL proficiency standards. With the support of their line managers, graduate teachers were deemed to be working towards proficiency in all areas. A review of how we assess teacher proficiency will be undertaken in 2018.

Teaching staff provided collegiate support by working together respectfully in Professional Learning Teams early in the year, engaging in classroom observations and providing feedback. Staff also met 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 invited undergraduates into our school from a range of universities including CQ University (Geraldton Universities Centre), Edith Cowan University and University of Western Australia to complete their practicums and interventions.

All members of staff participated in a range of professional learning, including online opportunities that support school improvement

Survey results indicated that 91% of those surveyed were satisfied and both of these targets were met. It was pleasing to note that students, parents and teachers believe that teachers expect students to do their best.

Recommendations

- Ensure explicit teaching occurs in every classroom.
- Build teacher understanding of the AITSL to improve practice.
- Review and improve approach to student data, classroom observation and feedback.
- 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

Target: 100% of school leaders participate in professional learning on health and wellbeing

All school leaders did not participate in professional learning and this will be a priority in 2018.

Target: Principal and leaders performance management is judged to be satisfactory through performance management processes.

The Principal and all Deputies and the Manager of Corporate Services engaged in performance management using the *Empowerment Impact Profile for School Leaders (EIPSL)* enabling school leaders to “understand the complex and interrelated skills that lay the foundation for effective school leadership and the empowerment of teachers, students and parents”. The Acting Principal and Acting Deputy Principal (Primary) also completed “Leading School Improvement: the unrelenting focus on improvement” professional learning. All 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 the absence of the substantive principal. 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 leaders in the school included Positive Behaviour in Schools – Maintaining Momentum; CAT Training; Aboriginal Early Childhood Language Support Program; Student Centred Funding; ACARA Digital Technologies in Focus: Supporting the implementation of Digital Technologies; Using data to lead school improvement; SDERA – Talking Drugs with Paul Dillon; Countering Violent Extremism; and Regional and Remote Leaders Workshop. One staff member completed their Graduate Certificate Educational Business Leadership degree.

Target: Survey information indicates that 90% of parents are satisfied with school leadership

Target: Survey information indicates that 90% of staff and students are satisfied the school creates a positive environment that fosters good health and wellbeing

Survey results indicated that 92% of those surveyed were satisfied with the leadership of the school; and 90% of staff and students were satisfied that the school creates a positive environment.

Recommendations:

- Use the new Principal Performance Improvement Tool.
- Continue to implement the Aboriginal Cultural Standards Framework across the school.
- Implement further initiatives that support positive wellbeing and health for staff and students.
- Mentor those in middle leadership roles.



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 (DPA)*
- *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 2017. The school complied with the DPA and met legislative and policy requirements including the effective management of the school budget and all staffing requirements for 2017. The school continued to engage the School Board in school assessment and accountability processes.

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

Morawa District High School is proud of its attraction and retention of highly capable members of staff. In 2017, the school continued its induction processes using 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.

Our school continued its close association with the WA College of Agriculture-Morawa 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 UWA* 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. We continued to build alliances with the SAIL network, North Midlands School Regional Leadership Group, and newly formed North Midlands Education Industry and Training Alliance (formerly MEITA), a partnership between the Shire of Morawa, Morawa District High School, WA College of Agriculture Morawa, Central TAFE, KARARA Mining as well as Perenjori Shire and Primary School.

FINANCIAL MANAGEMENT AND PLANNING

In 2017, the Finance and Buildings and Grounds committees and P&C directed financial resources to the provision of the best possible infrastructure and physical environment for learning and teaching.

Upgrades to the school entrances to provide access for all students was completed.



The school's strong partnerships with businesses, community organisations, universities and the Western Australian College of Agriculture - Morawa also enhanced opportunities provided at school for students to extend and enrich their learning.

School leaders and managers, in their areas of responsibility, conducted timely reviews of school and learning area plans and programs, and progress toward achieving the priorities and targets of the 2016 - 2018 Business Plan and 2017 Operational Plan.

The school's one-line budget was managed effectively, and additional revenue generated through sponsorship and fundraising was directed to supporting curriculum initiatives and enhanced services.

The school continued to concentrate funds to upgrade and expand the infrastructure and hardware required to increase the wireless capacity across the school to ensure our students are prepared for a digital world and in readiness for the implementation of webSIS. To support this, an apple caching server and software application were purchased to improve the management of the iPads across the school.

In 2018 the focus will be on a prioritised schedule in accordance to the Technologies Plan to replace all leased and owned computer devices in the school as the Department phases out Windows 7 by 2019. The school will continue to initiate works based on our Building and Grounds Master Plan to upgrade our facilities and infrastructure.

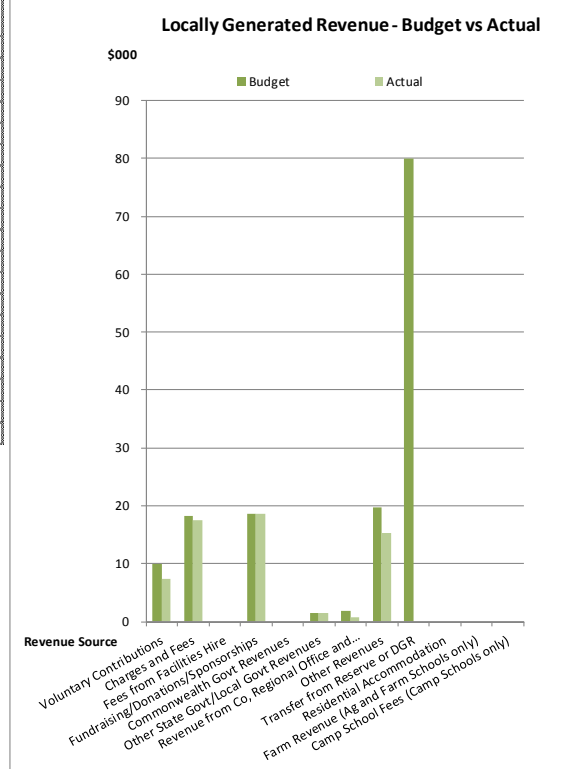
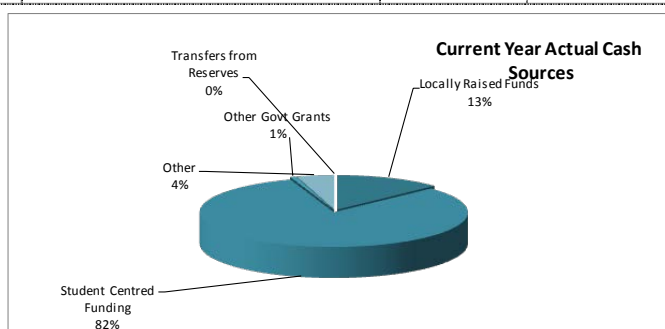
A Financial summary of the 2017 school budget follows.



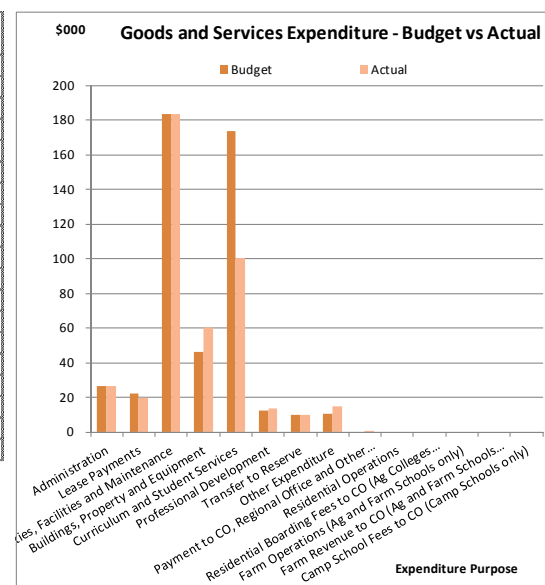
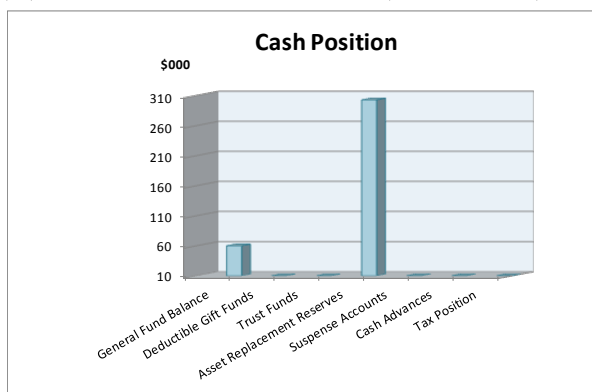
Morawa District High School Financial Summary as at 31 December 2017

(An Independent Public School)

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 10,038.00	\$ 7,487.90
2	Charges and Fees	\$ 18,299.00	\$ 17,536.76
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 18,728.00	\$ 18,560.48
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 1,551.00	\$ 1,551.31
7	Revenue from Co, Regional Office and Other Schools	\$ 1,800.00	\$ 800.00
8	Other Revenues	\$ 19,725.20	\$ 15,304.29
9	Transfer from Reserve or DGR	\$ 80,000.00	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 150,141.20	\$ 61,240.74
	Opening Balance	\$ 152,307.00	\$ 152,306.93
	Student Centred Funding	\$ 275,874.00	\$ 275,874.18
	Total Cash Funds Available	\$ 578,322.20	\$ 489,421.85
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 578,322.20	\$ 489,421.85



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 26,211.00	\$ 26,572.89
2	Lease Payments	\$ 22,123.00	\$ 19,834.04
3	Utilities, Facilities and Maintenance	\$ 183,350.00	\$ 183,365.83
4	Buildings, Property and Equipment	\$ 46,249.00	\$ 60,567.40
5	Curriculum and Student Services	\$ 173,834.20	\$ 100,609.23
6	Professional Development	\$ 12,390.00	\$ 13,550.34
7	Transfer to Reserve	\$ 10,000.00	\$ 10,000.00
8	Other Expenditure	\$ 10,608.00	\$ 14,775.81
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ 218.11
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)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 484,765.20	\$ 429,493.65
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 484,765.20	\$ 429,493.65
	Cash Budget Variance	\$ 93,557.00	



Cash Position as at:	
Bank Balance	\$ 363,915.55
Made up of:	
1 General Fund Balance	\$ 59,928.20
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 302,654.70
5 Suspense Accounts	\$ 4,668.65
6 Cash Advances	\$ -
7 Tax Position	\$ 3,336.00
Total Bank Balance	\$ 363,915.55

Administration Team

Principal: Tonia Carslake(Term 1)
..... Tracy Tapscott (Terms 2-4)
Deputies: Sarah Baden-Powell
..... Wendy Glassford-Hill (Terms 2-4)
..... Terrence McGann
..... Tracy Tapscott (Term1)
Learning Support Coordinator: Wendy Glassford-Hill
Manager Corporate Services: Linda Jenkins
Year Coordinators: Joel Hodgson
..... Sophie Smith
..... Leonie Jones
..... Tammy Solomon

School Board Members

School: Tonia Carslake
..... Linda Jenkins (co-opted)
..... Tammy Solomon
..... Tracy Tapscott
..... Helen Walter
Community: Karen Chappel (Chair)
..... Julie King
..... Maryanne Milloy-Rakich (co-opted IPS Secretary)
..... Greg Payne
Parent: Di Ballantyne
..... Andrew Moore
..... Nicola Appleton
Student: Corrine Moore
..... Kyralee Whitmore

Parents & Citizens Executive Committee

President: Jamie Appleton
Vice President: Mark Coaker
Secretary: Sarah Badden-Powell/Nicola Appleton
Treasurer: Jane Coaker
Sports: Hayley Cosgrove & Brad Collins
Uniform: Teneke Knight
Canteen: Jamie Appleton
Pre-primary: Linda Collins
Band: Nicola Appleton

Morawa District High School Student Council 2017

Secondary School Councillors:

Head Student: Corrine Moore
Head Student: Kyralee Whitmore
Year 11 Councillors: Mackenzie Matthews
..... Jerri-Lee Clayton
Year 10 Councillor: Kayla Campbell
Year 9 Councillor: Hayley Clayton
Year 8 Councillor: Emily Beauchamp
Year 7 Councillors: Megan Letton
..... Aaron Grist

Primary School Councillors:

Year 6 Councillors: Shaun Turner
..... Mac Ballantyne
..... Corin Campbell
..... Bella Tomlinson
..... Darcy Tynan
..... Denayh Coyne
Year 5 Councillors: Michael Cowley
..... Sophie Scott
Year 4 Councillors: Carly Ballantyne
..... Jamie Cosgrove

2017 Student Awards

VET Dux: Molly Traylen-Witt
ATAR Dux: Corrine Moore

Australian Defence Force Long Tan

Leadership & Team Work Award: Corrine Moore
..... Darcy Parker

Geraldton Universities

Encouragement Award: Isabella Tomlinson

Midwest Aboriginal Education Award:..... Jerri-Lee Clayton

P&C Senior Citizenship Award: Samuel Councillor

Freemasons Junior Citizenship Award: Tyler Robinson

Best All Rounder Award: Isabella Tomlinson

2017 Community Recognition Award: Teneke English

Scholarships for 2017

Frank Dixon Memorial Music Scholarship: Megan Letton

Bellaranga Scholarship: Danielle Letton

Laura Moffet Scholarship:Darcie Parker

Morawa Shire Scholarship: Samantha Councillor

Morawa P&C Secondary

Achieve Scholarship: Oliver Humphreys

Morawa P&C Secondary

Endeavour Scholarship: Teagan Parker

Morawa P&C Primary

Endeavour Scholarship: Samuel Councillor

Morawa P&C Primary Achieve Scholarship: Sophie Scott

