



Morawa District High School

Annual Report 2019



Vision:

GROWING GOOD PEOPLE

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 2019. 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 undertook a very successful Public School Review in November of 2019, and were deemed very effective. This report is available on the schools website and Schools Online. We have 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, "Growing good people", 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 at 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 83.5 % of eligible Year 12 students achieving 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.

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 2019 Annual Report.

Mrs Tonia Carslake
Principal



From the School Board Chairperson

As Board chairperson, it is with pleasure that I present the Board Message and reflect on the activities of the Board over the last twelve months. The Board congratulates the graduating class of 2019 and it was a pleasure to attend the graduation ceremony in October and see the Year 12 students graduate. Their results are a great testament, not only to the students and their families, but also to the principal, teachers, support staff and school management as a whole.

The Board has been very satisfied with the planning, implementation and execution of the various strategies set out in the School's 2019-2021 Business Plan. The members of the Board have strategic oversight of the School's achievement targets, finance and overall direction and have worked in a collaborative and positive partnership with the School administration. I would like to congratulate the school on the glowing IPS Public School Review conducted in November.

The Board also acknowledges the outstanding work and contribution of the P&C who are instrumental in so many facets of school life for our children from raising funds for Nature Playgrounds, camp trailers and outdoor furniture to organising and running sports carnivals, the canteen and uniform shop.

Serving on a School Board provides the opportunity to contribute and create better outcomes for the School, students, staff, parents and community. Members of the Board generously give their time and I thank them for their efforts and dedication throughout the year.

Mr Greg Payne - Board Chair

From the Parents & Citizens' Association

The P&C has had a very busy year! The organization of our first quiz night and auction was a resounding success, with 160 tickets sold & a total of \$18,000 raised. A massive thank you to Matt Purcer & Graham Milloy for taking on the roles of MC & Auctioneer. Also to the many sponsors & donors who made the night possible. We also undertaken a brick paver fundraiser which will see



personalised pavers laid in front of the town hall. Thank you to The Morawa Shire for their support with this project. We have completed a number of projects which have improved the school grounds and equipment. The purchase of a new enclosed trailer was achieved with the help of the Sinosteel Future Fund Grant. So thank you to this fantastic initiative. A Busy bee was held during August with a large number of parents & staff turning out for what was both a fun & successful day! There was gardening, demolition & creation of new play spaces undertaken with an awesome result.

New outdoor seating has been purchased as well as the annual contributions to numeracy, literacy & scholarships.

The biggest contribution made by the P&C has been time. The set up & running of our athletics & swimming carnivals is massive & I can't thank Brad Collins, our committee, parents/carers & grandparents enough. Thank you to Tianna, our canteen manager, for your perseverance & enthusiasm this year & to all the parents who helped out in canteen & baked muffins!


Thank you so much to the wonderful P&C committee & their partners for all your work this year. Thank you to the Early childhood & band committees for their dedication & huge effort in 2019. I look forward to next year & hope to see many familiar & new faces.

Mrs Haylie Cosgrove P & C President

School Context

Morawa District High School is located in the Mid-West region and had approximately 172 students in 2019. 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 34.31% Aboriginal students (Semester 2, 2019), a 51.1% 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. 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.



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. 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 in brass, percussion and guitar and has 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.

School Priorities

The Business Plan 2016—2019 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 2019

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 Digital 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. School performance is owned by all staff who share responsibility for making performance improvements. This has resulted in our overall NAPLAN being at expected standard and an upward overall trend. The Early Childhood Program has had a positive impact on student learning with our Year 3 NAPLAN data being very positive. The gap between Aboriginal and non-Aboriginal students and OLNA performance has closed; and we achieved 100% WACE attainment and an average ATAR score of 74.9%.

Targets

1.1 By 2021, the rate of regular attendance will be equal to or above like schools for:

Primary schools

Secondary schools

1.1.2 By 2021, the gap between Aboriginal and non-Aboriginal student attendance has been reduced

1.2.1 – 1.2.4 By 2021, NAPLAN Numeracy, reading and Writing achievement will be equal to or above like schools for:

Year 3 students

Year 5 students

Year 7 students

Year 9 students

1.3 Annually, 80% or more of Year 12 students will meet the literacy and numeracy proficiency standard (OLNA) for the WA Certificate of Education

1.3.1 By 2021, the gap between Aboriginal and non-Aboriginal student OLNA performance has been reduced

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

1.5 The annual National School Opinion Survey indicates parents and staff agree that they are satisfied with the management of student behaviour.

EARLY CHILDHOOD

The school completed the National Quality Standards (NQS) Early Years self-reflection and the NQS Internal Audit in readiness for the NQS Verification Visit, which occurred in June 2019. NQS sets a national benchmark for quality education and enables our school to reflect on how we are meeting NQS in K-2 programs. The NQS Report for Morawa District High School had many celebrations. We met all Quality Areas 1, 2, 4, 5, 6, 7 and are working towards meeting Quality Area 3, Physical Environment. In relation to this, the school continued to implement the NQS plan to ensure that the facilities at Morawa District High School both indoors and outdoors, were safe and suitable, providing a rich and diverse range of experiences, designed to promote student learning and development in a bright and unencumbered space. 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 2019 Pre-primary students performed relatively similarly to all other Pre-primary students across the state in Reading, Writing, Numeracy and Speaking and Listening. In 2019 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.

NAPLAN ACHIEVEMENT AND IMPROVEMENT

Through data analysis, individual students are identified and targeted for case management and have Individual or Group Education Plans and targets in place to assist satisfactory student progress.

NAPLAN PERFORMANCE IN 2019

The school uses performance data taken from the National Assessment Program for Literacy and Numeracy (NAPLAN) 2019 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 2019, 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 2019 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 Strategic Targets 1.2.1, 1.2.2, 1.2.3:



By 2021, NAPLAN numeracy, reading and writing achievement will be equal to or above like schools for Year 3 and Year 5, Year 7 and Year 9 students.

Year 3 NAPLAN results show that 83.3% of the strategic targets set for Numeracy and Reading have been achieved. Our school performed better when compared to like schools in Year 3 NAPLAN for numeracy and writing. It must be noted that one Year 3 student equates to 9-12%. All students from our school were above the national minimum standard for numeracy and writing.

Year 5 NAPLAN results demonstrate that the Strategic Targets were met for all four areas: Numeracy, Reading, Writing and Grammar and Punctuation. Our results indicate that the school performed better in Year 5 NAPLAN numeracy and was comparable to like schools in reading and writing. To be noted also, 1 student equates to 7-8%. All students were above the national minimum standard for numeracy.



Year 7 NAPLAN results demonstrate that the Strategic Target was met in Numeracy, Reading, spelling and Grammar but not Writing. They were also above students at “Like Schools” in Spelling and Grammar. At a Year 7 level, the number of students meeting the minimum standards was equivalent to that in “like schools” in Numeracy; in Reading and Writing the number of students meeting the minimum standards were below those in “like schools. Student performance in Writing was of a particular concern and urgent remedial measures are called for.

Year 9 NAPLAN results demonstrate that Strategic Target was met in Numeracy and Reading but did not meet the target in Writing. At a Year 9 level, the number of students meeting the minimum standards in Numeracy and Reading were similar to results in “like schools”. The number of students failing to meet minimum standards in writing was a very real concern and measures have been put in place to improve this. It was pleasing to note that all Year 9 students met the national minimum standards in Numeracy.

Student attendance patterns and small cohorts have affected some of these results and data. For example, in both groups one student is about 7% of the total.

Strategic Target 1.2.4:

By 2021, the gap between Aboriginal and non-Aboriginal student NAPLAN performance has been reduced for Year 3, Year 5, Year 7 and Year 9 students in numeracy, reading and writing.

2019 NAPLAN results show the gap in numeracy, reading and writing since NAPLAN 2017 has reduced. To be noted is the very small number of Aboriginal students in the Year 5 class.

Results from On-entry to NAPLAN make comparison of means more difficult, also having no results for writing to compare. So, the gap between the Aboriginal and non-Aboriginal students cannot be commented on at this time in some areas. In reading,

there has not been a reduction in the gap. To be noted is that there were only 2 Aboriginal students who sat NAPLAN reading and no Aboriginal students sat NAPLAN 2019 Numeracy or Writing.

At a Year 7 level the target was not met. Students made only “limited progress” and their performance was below that of “like schools” and of the whole Year 7 cohort. In Reading, Aboriginal student performance below that of the class and of “like schools”. The number of students making high progress in this area was above that of “like schools”. In Writing, the percentage of Aboriginal students making only limited progress was higher than that of “like schools” and of the Year 7 cohort.



At a Year 9 level the strategic target was **not met**. However, while Year 9 Aboriginal students performed at only limited or satisfactory levels in Numeracy, their progress in this area was rated as moderate or high. In Reading, Year 9 students recorded only limited achievement and low progress while in Writing they made limited achievement and low and very low progress.

WA CERTIFICATE OF EDUCATION

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

86% 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. All but one of our Year 12 students achieved WACE “Attainment” by completing a VET Certificate II course in Hospitality and Digital Media and Information Technology. There were no Year 12 ATAR enrolments at Morawa District High in 2019. The ATAR program in English and Mathematics, which is run in partnership with the WA College of Agriculture-Morawa, continued for Year 11 students.

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

In 2019, 100% of our Year 12 students gained the required "Category 3" level in Numeracy, Reading and Writing for OLNA. This target was achieved for Year 12 students in 2019, as all Aboriginal and non-Aboriginal students succeeded in meeting the minimum literacy and numeracy standards required to achieve a Western Australian Certificate of Education (WACE). Of the Aboriginal students in Year 11 75% have gained passes in two of the three test areas and are working towards achieving a Level 3 in the third area in March, 2020. In Year 10, 25% of Aboriginal students have already gained the required literacy and numeracy levels to meet Year 12 graduation requirements. Several Aboriginal students in Year 10 and 11 have been selected for Case Management to ensure they meet the OLNA requirements.



The student achievement data clearly indicates that student success in Literacy activities will continue to be a priority in across the school. The recent adoption of programs to improve student writing skills such as Seven Steps to Writing Success and the use of moderation workshops and peer editing activities have already had observable impact in improving writing skills in some classes.

Strategic Target 1.3: All Year 12 students will achieve an ATAR of 55+ for university entrance and/or a Certificate II or higher.

This target was met. The school medial ATAR was 74.9% compared to 62.8% for Like Schools. Our WACE Achievement Rate was 100% for all eligible students. We received a letter of commendation from the Director General for our commitment to supporting and engaging students in meaningful pathways that give them the best chances of success beyond school. From DOE's analysis of senior secondary performance data, we were recognised as a school leading the way in this commitment.

In 2019, two students studied ATAR English and ATAR Mathematics Applications at Morawa District High School and received an average ATAR of . One studied two other ATAR subjects through the Schools of Isolated and Distance Education while the second studied two other ATAR subjects through the WA College of Agriculture – Morawa.

All Year 12 students achieved at least one VET Certificate II course in Kitchen Operation and Digital Media and Information Technology. Three students completed all competencies needed to be awarded the certificates in both course areas.

Upper School students 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, Engineering and Automotive in 2019.

Staff rigorously analyse student achievement data throughout the year in accordance the with the School Improvement and Accountability Cycle.

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 2019, all student councillors and house captains took part in a professional development day for student leaders at the GRIP Leadership conference in Geraldton. Students travelled to Geraldton during 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 2019.

Through our partnership with Aspire UWA, a group of Year 9 students attended the 2019 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 2019 have already been finalised.

All staff complete a School Improvement Plan (Learning Area Review and Learning Area report) and make recommendations for the following year, which are reflected in and reported on in the Annual Operational Plan.

ATTENDANCE

Target: *By 2021, the rate of regular attendance will be equal to or above like schools for a) primary and b) secondary students.*

Secondary results show that the gap is closing between our school and like schools, while primary results have remained similar to last year. The highlights for our attendance figures are shown in a comparison between data from Semester 1 2018 and Semester 1 2019.

Primary overall attendance for Non-Aboriginal students has increased by 1.8 % compared to 2018

Morawa Non- Aboriginal student's attendance is similar to Like schools and WA Public Schools.

Secondary Non-Aboriginal student's attendance has increased by 6.2% compared to 2018 and is similar to Like schools (1.5%less).

Aboriginal student's attendance rate has increased by 6.8% compared to 2018.

A celebration is that the total secondary attendance rate has increased 6.1% compared to 2018.

Overview

In Semester 1 2019, primary students had an attendance rate of 82.4% which is lower than the Like Schools average of 89.7%. Our non-Aboriginal students had an attendance rate of 91.4% which is comparable to Like Schools rate of 91.5%. Our Aboriginal students had an attendance rate at 62.6%, compared with 81.4% average of Like Schools. This can be attributed to a large number of transient families moving into Morawa and other students staying with extended family members for short periods of time in some cases.



Primary students in Years 1, 4 and 6 had attendance increases compared to 2018. This could be due to the 100% weekly attendance certificates and end of term rewards for all students who met their attendance goal. A system of home visits could have helped with the changes.

Secondary students had an attendance rate of 77.4% which is just below the Like Schools average of 79.9%. Our non-Aboriginal students had an attendance rate of 83.4%, which is comparable to Like Schools at 84.9%; our Aboriginal students had a higher attendance rate at 67.9% than Like Schools rate of 65.7%.

In the secondary year levels Years 7, 8, 9, 11 and 12 have all had increases in attendance. Year 11 students had a 24% increase compared to 2018. This could be accounted for the introduction of weekly attendance rewards and end of term attendance rewards for students who met their attendance goal.

The good news is that there are positive movements in the school's attendance data as we continue to work towards our attendance targets.

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

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.

The school will continue with the attendance strategy already implemented, including recognition and rewards for 92 % and above attendance; 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 and support families with students who are at risk.

SAFE AND SUPPORTED LEARNING ENVIRONMENT

The principal and leadership team maintain a culture of high performance and high care through respectful and positive relationships. A safe, friendly and orderly learning environment is embedded. Expectations for student behaviour are clearly articulated and supported diligently by staff to ensure a positive learning environment. Morawa DHS achieved 100% in our 2019 Tiered Fidelity Inventory Walkthrough, with all students and staff surveyed knowing our PBS Expectations.

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 2019 to ensure a consistent approach, after consultation and feedback from teachers, students, parents and the School Board. This has been reviewed and rebranded the Positive Behaviour Support Plan.

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 including police information talks, The Black Dog Institute and various health services.

The referrals to our school psychologist and counselling services in 2019 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 2019 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.



The Positive Behaviour Support Working Team continued to implement a tracking system to record Level Two behaviours in the classroom. Comparing data from 2018 to 2019, there was an increase in the number of positive behaviours recorded across the school and a decline in the number of negative behaviours, with a 7% decrease in suspensions from 2018. From 2018 to 2019, detentions have decreased by 65%. We began implementing Tier 2 interventions for those students identified, whom Tier 1 interventions appear not to be working for or have repeated minor behaviours recorded.

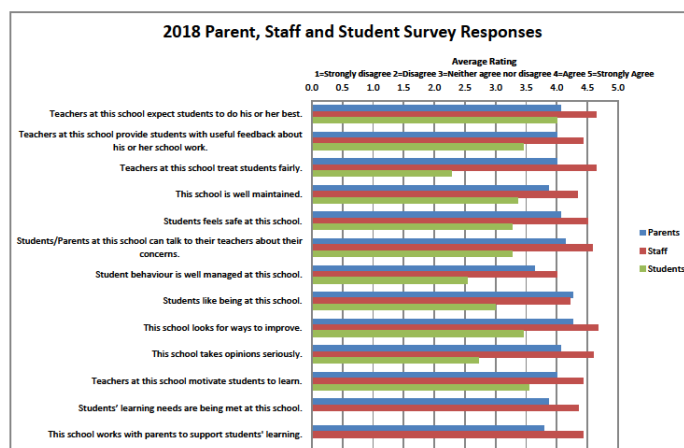
Initiatives to support positive student behaviour include recording positive rewards (faction points, merit certificates and reward initiatives), weekly reminders about behaviour expectations and the use of common language across the school. The behaviour management review also included intensive professional learning led by our PBS team leaders in an effort to ensure a consistent whole school approach. Our bee mascot promoted our expectations to the school community.

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



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 November- December 2019. All students, teachers and parents were given the opportunity to complete the survey and students were randomly selected. Overall feedback was positive. One area for improvement is related to the school's management of student behaviour. 79% of those surveyed were satisfied with the management of student behaviours, slightly lower than 83% in 2018. The results still show an improved rating from 2016 which is positive. Our staff will continue to ensure that the Positive behaviour Support Plan is adhered to and consistently applied in all situations.



HIGHLIGHTS FROM LEARNING AREAS

LITERACY AND NUMERACY

Literacy and Numeracy were focus areas in 2019 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 2019 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 Year 11 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.

SCIENCE

Science was a focus area in 2019. 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 '*Destination Moon: more missions, more science*', which was one of the highlights in the area of Science.

STEM

A whole school approach to STEM was continued in 2019. 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.

HEALTH AND PHYSICAL EDUCATION

In 2019, 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, 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.

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.

Morawa DHS has a long-standing culture of brass instrumental music and brass banding, since its inception in 1962-63. The program at Morawa is the only public school brass program in the WA state school system. This is something we are very proud of and intend to continue into the future. The Band exemplifies the school vision of "Growing Good People".

The Instrumental & Ensemble Music program at Morawa DHS commences for students in Year 5 and continues through to Year 12. There is the opportunity for new students coming into the school at Year 7 (or indeed other year levels from Year 6 upwards) to commence learning an instrument and to join the band. At Year 11 & 12 level, the instrumental music students enrol in the SCSA Endorsed program Music Ensemble Performance, to gain credit points towards their WACE.

In 2019 there were 30 brass and percussion students from years 5-12 initially enrolled in this optional subject, though several students discontinued their studies part-way through the year. In Semester 2, 23 students were actively participating in weekly lessons and band rehearsals. This included one Year 12 student who has been enrolled continuously since Year 5, a remarkable achievement.

In 2019 the Senior Brass Band of just 12 students performed at the State Band Championships in the Junior Brass division, gaining second place and positive comments from the adjudicator (Mr Sean Priest). They won the Len Nisbett trophy for the 'Highest Aggregate points for a Country Band'.

The Music Department is integral to Morawa DHS's vision of 'Growing Good People'. Classroom Music is provided for all students from P-8 and is optional for students in years 9 – 11. We have rich range of extension activities, including Junior Choir, Guitar and Vocal lessons, Guitar Ensembles, Pop Band and Rock Band. The Music Department supports the PBS expectations of Respect, Responsibility and Achievement and the school's priority areas of success for all students and high quality teaching.

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 by the guitar ensembles, as well as the Musica Viva incursion and band camps to Geraldton for the Geraldton Bands Spectacular and Band camp and a music to our

feeder primary schools featuring the Junior Brass Band and year 9/10 Pop Band.

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 mural painting for NAIDOC Week in the town centre as part of the community NAKIDOC celebrations. 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.

HUMANITIES AND SOCIAL SCIENCES

The Australian Curriculum has been fully implemented in this area this year. Students were involved in several community projects in 2019 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).

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 2019 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.

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. This was our final year taking part in the Digital Technologies in Focus Project, which upskilled staff and students with new and innovative Digital Technologies and STEM skills to. 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.

LANGUAGES

In 2019 French was taught to Year 3 and Year 4 students via School of Isolated Distance Education [SIDE]. French will continue to be taught to Year 3, 4 and 5 students in 2020, but through face to face delivery.

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.

High quality teaching

A relentless focus on the best possible teaching practices

Targets

2.1 By the end of 2021 all National Quality Standards (NQS) will be met.

2.2 The annual National School Opinion Survey indicates parents and staff agree that school support services are relevant and effective.

2.3 The annual National School Opinion Survey indicates parents and students agree that the quality of teaching in the school is satisfactory.

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. 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.

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 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, the Explicit Teaching Model, 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 Wadjarri Language, UWA Mental Health Workshop, Design and Technologies: Wood Moderation, SDERA Keys for Life Training, 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.

Survey results indicated that 90% 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.

Priority 3: Effective leadership

Strong and empowering leadership across the whole school is the hallmark of quality teaching. A shared and unifying vision is embedded and provides clear school-wide direction at Morawa District High School, as outlined in the Business Plan. The principal, deputy principals and leadership team identify and develop strong, empowering and distributed leadership across the school. Strong, sustainable leadership structures are embedded and change is managed effectively. 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.

The Morawa District High School Business Plan 2019/2021, sets out a clear shared vision with buy in from all staff and board members.

The vision, “Growing good people” and focus areas were identified through school self-assessment process in facilitated workshops with staff and board members.

The principal and leadership team aim to:

- prioritise what matters most and what will have the most impact on student achievement - ensure there is a common language of high expectations articulated by all staff - there is a clear alignment of all plans with a clear strong story

Targets

3.1 The annual National School Opinion Survey indicates parents and carers are satisfied with school leadership

3.2 The annual National School Opinion Survey indicates staff and students are satisfied the school creates a positive environment that fosters staff and student growth, good health and wellbeing:

Target: 3.1 The annual National School Opinion Survey indicates parents and carers are satisfied with school leadership

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 substantive Principal 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; Team Teach and Regional and Remote Leaders Workshop.

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.



Priority 4: Strong governance and support

Morawa District High School *strives to be a capable and responsive organisation for now and into the future*, 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.

Implement the DPA (Delivery Performance Agreement)

Implement the Funding Agreement

Implement Department of Education's policy and requirements

Implement an effective school improvement cycle

The school workforce plan will be annually updated to ensure a sustainable and effective provision of services into the future

Morawa District High School complied with the Delivery Performance Schedule for Independent Public School and the school Funding Agreement in 2019. 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 2019. The school continued to engage the School Board in school assessment and accountability processes.

Morawa District High School has an evidence-based approach to self-assessment based on the School Improvement and Accountability Framework.

The Assess, Plan, Act cycle is embedded, and guides effective data collection and analysis related to strategic improvement targets.

The school's self-assessment cycle ensures we continue to seek growth and embed change.

The Business Plan was developed in consultation with the School Board and staff based on rigorous self-assessment of



data at a national, state and school level (academic and non-academic).

The Business Plan is linked to the Operational Plans and guides classroom planning.

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 2019, 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 2019 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

At Morawa DHS there is a well-established process of collaborative planning and self review, that ensures resources are directed to the sustainability of current educational programs and activities as well as pursuing innovative teaching and learning opportunities for the future.

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 student services.

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 2019-2021 Business Plan and 2019 Operational Plan.



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.

During 2019, the Finance, Building and Grounds committees, School Board and P&C directed financial and human resources to the provision of the best possible infrastructure and physical environment and to enhance the teaching and learning at Morawa District High School. The strategic use of school reserve funds was approved to carry out classroom and grounds upgrades across the school. These included:

School Funded Classroom, Technology & Grounds Refurbishments

- Resources and equipment Adventure Playground
- Artist in Residence – whole school mural project depicting our School Vision “growing Good People” and our PBS Expectations of Respect, Responsibility and Achievement
- 40 additional iPads and charging station for primary and secondary classes
- Completed roll out of Windows 10 compatible computer devices
- Donation to verti mow, sweep and core school quadrangle to improve surface, drainage and water retention

Department Funded Capital Works -High Priority Maintenance and Minor Works Program

The school welcomed funding provided by the Western Australian Government to implement a works programs to improve and upgrade facilities as identified in the Building Condition Assessment report.

High Priority Maintenance Phase 1 (school managed) - \$46,800.00

- English room- supply and install carpet tiles
- Pre- primary- supply and install vinyl
- Rooms 19 & 20- repair and paint all external surfaces
- External doors – repair and repaint all external doors and frames

High Priority Maintenance Phase 2 (BMW managed) - \$5325.00

- Upgrade and installation of additional LED internal and external lighting

High Priority Maintenance Phase 3 (application upgrade and refurbishment works)

- Application submitted to purchase and install shade shelters for secondary recreation space

P&C Support

In 2019, the school received ongoing financial and in-kind support from the P&C and subcommittees to help create a contemporary learning and recreational environment, support student learning and well-being. In addition, the P&C operates the School Canteen and Uniform Shop and supports the Morawa DHS Brass Band.

The P&C generously provided funds to support or the following projects:

- 2019 Primary & Secondary Endeavour and Achieve Scholarships
- Literacy & Numeracy intervention programs and resources
- Interhouse and Interschool sports carnivals
- Sinosteel Grant to purchase enclosed camp/band trailer
- 3 x Jumbo picnic settings
- Resources and equipment Adventure Playground Busy Bee
- Verti mow, sweep and core school oval to improve playing surface, drainage and water retention
- Resources and equipment to support early childhood education

Future Focus

The school will continue to initiate works based on our Building and Grounds Master Plan to upgrade our facilities and infrastructure. In 2020 our focus will be to complete the secondary recreational space and begin a scheduled replacement of the electronic whiteboards in all classrooms.

Funding Agreement 2019

Student Characteristics Funding and Targeted Initiatives

As signatories to the funding agreement the Principal and School Board ensure that resources (including staff time,

expertise, funding, facilities and materials) are applied in a targeted manner to meet the learning and wellbeing needs of all students in the school. School-wide policies, practices and programs are in place to assist in identifying and addressing the needs of students. The application of resources should enable the school to respond appropriately to the needs of individual students.

Targeted Initiatives

Targeted Initiatives are one of the components of the annual Student-Centred Funding provided by the Department of Education. The funding is provided with the proviso schools will meet the expectations, intended outcomes and reporting requirements as part of the School Funding Agreement. In 2019 Morawa District High School High School was funded for the following programs:

• Additional Aboriginal & Torres Strait Islander Additional FTE

The funding is specifically to extend the roles of AIEOs in ensuring local Aboriginal students are given additional assistance and every opportunity to overcome any unique challenges they may experience. This funding has enabled the continued employment of an AIEO 0.6 FTE who is timetabled to provide targeted support to primary and secondary students in the classrooms and provide support to families to increase student wellbeing, attendance and engagement

• Additional Education Assistant FTE

This initiative is especially for early childhood education assistants to support teachers in Kindergarten to Year 2. This funding has enabled the continued employment of 2 x 0.4 FTE education assistants who are timetabled across the early childhood classes to assist with small group and individual instruction and oversee early intervention Literacy and Numeracy programs



• Secondary Assistance Scheme (SAS)

The Department provides an allowance to eligible families to assist with the cost of secondary schooling. To qualify for the allowance, a parent/ guardian must hold a current Department of Human Service (Centrelink) or Veterans' Affairs card. This allowance consists of two components, \$115 for clothing allowance and \$235 for educational program allowance. The school encourages and assists eligible families to apply and funds received are applied directly to reduce an eligible student's charges and voluntary contributions and used to purchase school uniforms through the Morawa DHS P&C uniform shop.



Education requirements through Vocational Education and Training. This funding supported the school for additional staffing FTEs, auspicing arrangements with Central Regional TAFE and to subsidise certificate cost registrations, curriculum consumable and resources in the delivery of VET programs delivered both on and off campus at the Western Australian College of Agriculture-Morawa

Student Characteristics Funding

Aboriginal Education

The Aboriginality allocation is provided to help the school address the learning needs of Aboriginal students and close the education achievement gap between Aboriginal and non-Aboriginal students.

The funding received by the school contributes to the employment of 2 Aboriginal and Islander Education Officers (AIEO) who support the learning needs of aboriginal students in the classrooms and conduct home visits to assist families to increase attendance and participation. In addition, the funding contributes to employment of our Learning Support Coordinator to provide individual education support plans and for the provision of consumables and resources to support student school readiness and learning opportunities.



All staff have been provided professional learning in the Aboriginal Cultural Framework and the school annually participates in culturally inclusive programs and celebrates significant days such as NAIDOC by utilising funding provided through the department as well as through Indigenous Affairs.

Support for Students with disabilities and educational adjustment

The disability allocation is provided to help schools address the learning needs of students with additional learning needs and disability and comprises two components: 1. Educational adjustment allocation - for mainstream schools to implement

- **Graduate Teacher Induction Program and Graduate Curriculum Materials**

This funding has enabled graduate teachers to participate in induction and professional development programs and modules, access to in class mentoring and has provided an allowance for the purchase of curriculum materials/teaching resources.

- **In-School State Funded Chaplaincy Program**

The Department provides this funding to enable the school to purchase in-house chaplaincy services from Youth Care to support the health and wellbeing of students. Chaplaincy funding may only be used to purchase these services and any unspent funds are to be returned to the Department

- **Local Access**

The Department provides funding to remote communities and district high schools to assist in the delivery of Year 11 & 12 courses leading to Western Australian Certificate of Education (WACE) attainment to schools with small class sizes. This funding has assisted our school to provide face to face teaching programs to our students studying in years 11 & 12, provide education assistant support, OLN WA support and provide opportunities to attend and participate in post compulsory and vocational camps and incursions


- **National Partnerships on Universal Access to Early Childhood Education**

This funding is provided to increase kindergarten hours from 11 to 15 hours per week. The funding was used to support an increase in the teaching FTE of our early childhood trained teacher to deliver the Kindergarten program in accordance with National Quality Standard (NQS)

- **VET in Schools**

The purpose of this initiative is to provide secondary students with pathways to meet the Western Australian Certificate of





programs and learning supports for students with additional learning needs. 2. Individual disability allocation – to support students with eligible disability based on application, approval and review.

Students with a diagnosis of a learning disability and/or a physical disability are provided every opportunity to maximise their engagement and reach their potential.

The funding received by the school supports the employment of Special Needs Education Assistants, the Learning Support Coordinator to develop Individual Education Plans (IEP'S, support staff and parents and to purchase specialised equipment and resources. Teachers and Education Assistants also receive support from the Students at Educational Risk Committee (SAER) and regular visits and access to the School of Special Educational Needs: Disability, School Psychological Service, Allied Health Agencies, and professional learning.

Social Disadvantage

This allocation is provided for eligible students to help schools address the higher and additional learning needs of students from the most disadvantaged backgrounds. The measure of social disadvantage is based on parent occupation, school education and non-school education data obtained from enrolment records. Funding received contributes resources to employ 0.8 FTE Learning Support Coordinator, provide education assistant support in the classrooms, run specialised Literacy and Numeracy intervention programs, engagement with the protective behaviour curriculums and to provide consumables, equipment and resources to assist students to be prepared for school.

Financial Summary

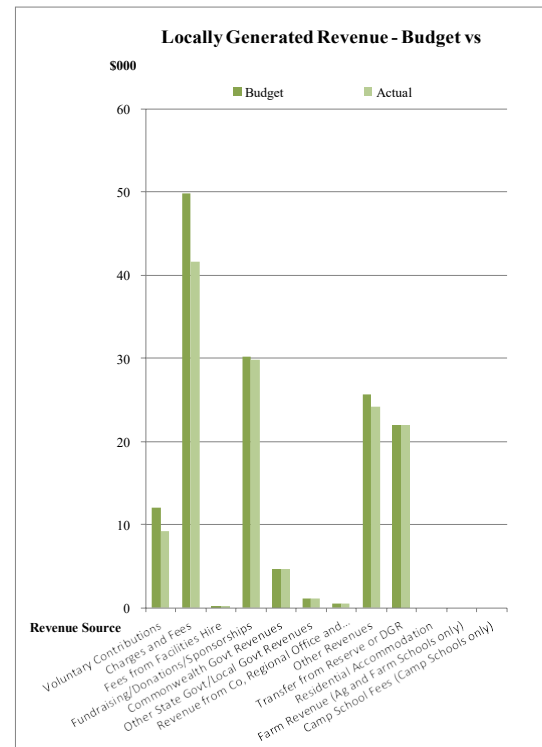
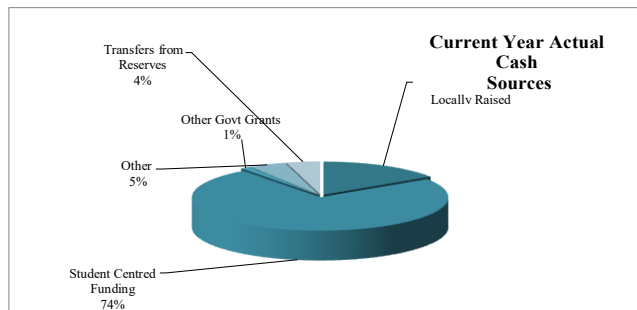
In 2019 the school operated a budget in accordance with Department of Education (DOE) guidelines, ensuring that we expend a minimum of 96% of total funding received. Funds received have been expended on students that year and our financial practices are in accordance with DOE regulations.

A Financial summary of the 2019 school budget follows:



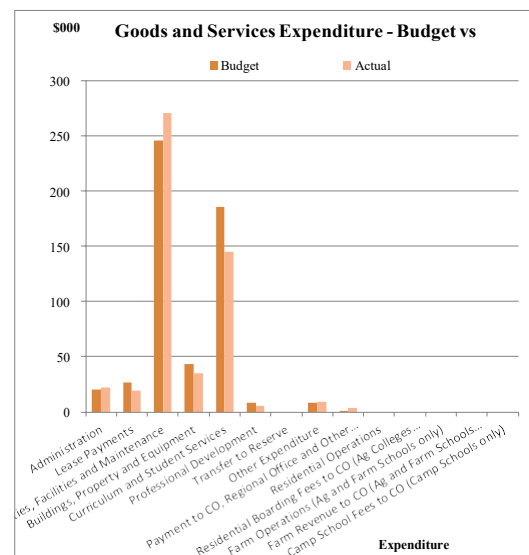
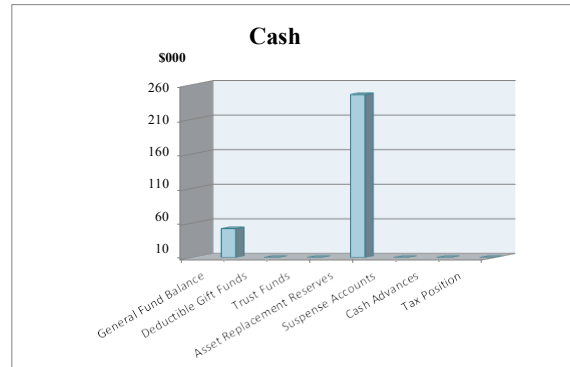
Morawa District High School Financial Summary as at 31 December 2019

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 12,107.00	\$ 9,192.16
2	Charges and Fees	\$ 49,897.00	\$ 41,687.22
3	Fees from Facilities Hire	\$ 1.00	\$ 1.00
4	Fundraising/Donations/Sponsorships	\$ 30,214.70	\$ 29,814.90
5	Commonwealth Govt Revenues	\$ 4,680.00	\$ 4,680.00
6	Other State Govt/Local Govt Revenues	\$ 1,100.00	\$ 1,100.00
7	Revenue from Co, Regional Office and Other Schools	\$ 559.00	\$ 558.63
8	Other Revenues	\$ 25,711.11	\$ 24,233.88
9	Transfer from Reserve or DGR	\$ 22,000.00	\$ 22,000.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 146,269.81	\$ 133,267.79
	Opening Balance	\$ 47,919.00	\$ 47,919.41
	Student Centred Funding	\$ 378,758.00	\$ 378,757.59
	Total Cash Funds Available	\$ 572,946.81	\$ 559,944.79
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 572,946.81	\$ 559,944.79



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 20,283.10	\$ 21,711.10
2	Lease Payments	\$ 26,862.51	\$ 19,039.43
3	Utilities, Facilities and Maintenance	\$ 245,137.50	\$ 270,678.82
4	Buildings, Property and Equipment	\$ 43,622.50	\$ 34,617.47
5	Curriculum and Student Services	\$ 185,887.00	\$ 144,472.68
6	Professional Development	\$ 8,040.00	\$ 5,155.79
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 8,669.20	\$ 9,072.13
9	Payment to CO, Regional Office and Other Schools	\$ 736.00	\$ 3,458.32
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	\$ 539,237.81	\$ 508,205.74
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 539,237.81	\$ 508,205.74
	Cash Budget Variance	\$ 33,709.00	\$ -

Cash Position as at:	
Bank Balance	\$ 298,235.11
Made up of:	\$ -
1 General Fund Balance	\$ 51,739.05
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 245,654.70
5 Suspense Accounts	\$ 5,843.36
6 Cash Advances	\$ -
7 Tax Position	\$ (5,002.00)
Total Bank Balance	\$ 298,235.11



Aministration Team

Principal: Tonia Carslake

Deputy Principals: Tracy Tapscott
..... Terrence McGann

Learning Support Coordinator: Wendy Glassford-Hill [0.8 FTE]

Manager Corporate Services: Linda Jenkins

Year Coordinators: Charlotte Shephard
..... Diana McLay
..... Leonie Jones
..... Tammy Solomon

School Board Members

School: Tonia Carslake
..... Linda Jenkins (co-opted)
..... Tracy Tapscott
..... Helen Walter
..... Narelle Knox-Atkinson

Community: Greg Payne (Chair)
..... Maryanne Milloy-Rakich (co-opted IPS Secretary)

Parent: Lisa Turner
..... Sara Coaker
..... Gaylea Dawson
..... Ellie Cuthbert
..... Nicola Appleton
Student: Danielle Letton
..... Darcie Parker

Parents & Citizens Executive Committee

President: Haylie Cosgrove
Vice President: Mark Coaker
Secretary: Teneke English
Treasurer: Linda Collins
Sports: Hayley Cosgrove & Brad Collins
Uniform: Teneke English
Canteen: Teneke English
Pre-primary: Jasmin Collins
Band: Nicola Appleton

Morawa District High School Student Council 2019

Secondary School Councillors:

Head Student: Danielle Letton
Head Student: Darcie Parker
Year 12 Councillor: Kayla Campbell
Year 11 Councillors: Nellie Humphreys
..... Hayley Clayton
Year 10 Councillors: Kasey Green
..... Emily Beauchamp
..... Ashton Dudley
Year 9 Councillor: Megan Letton
Year 8 Councillors: Isabella Tomlinson
..... Tahlia Richardson
Year 7 Councillors: Audrey Addison
..... Peta Humphreys
..... Aime McGlew

Primary School Councillors:

Year 6 Councillors: Jamie Cosgrove
..... Liam Appleton
Year 5 Councillors: Tyler Robinson

..... Iona Scott
Year 4 Councillors: Gabrielle Yewers
..... Sam Knox-Atkinson

2019 Student Awards

ATAR Dux: Darcie Parker
General Dux: Danielle Letton
VET Dux: Kayla Campbell

Australian Defence Force Long Tan

Leadership & Team Work Award: Teagan Parker

Geraldton Universities

Encouragement Award: Max Knox-Atkinson

Midwest Aboriginal Education Award: Katrina Clayton

P&C Senior Citizenship Award: Jamie Cosgrove

Freemasons Junior Citizenship Award: Billy Coaker

Best All Rounder Award: Jake Bestry

2019 Community Recognition Award: Morawa DHS P&C

Scholarships for 2019

Frank Dixon Memorial Music Scholarship: Isabella Tomlinson

Bellaranga Scholarship: Nellie Humphreys

Laura Moffet Scholarship: Bailey Campbell

Morawa Shire Scholarship: Calvin Turner & Jacob Traylen-Witt

Morawa P&C Secondary

Achieve Scholarship: Thomas Appleton

Morawa P&C Secondary

Endeavour Scholarship: Megan Letton

Morawa P&C Primary

Endeavour Scholarship: Liam Appleton

Morawa P&C Primary Achieve Scholarship: Cameron Tomlinson

Carslake Family Scholarship: Sophie Scott