



# Morawa District High School

## Annual Report 2020





**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 2020, which provides us with an opportunity to reflect on the wonderful and productive school year it has been and how we have achieved our school vision of 'Growing Good People', throughout this extraordinary COVID-19 year.

I am grateful that we received minimal interruptions to the school year with COVID 19 having minimal impact in Western Australia in comparison to other states and overseas. While the majority of the students missed the last couple of weeks of Term 1 under Government advice, the experience brought together staff and community in a strong and supportive way.

As COVID 19 restrictions were put in place student attendance significantly reduced to only students of essential workers as per Government directives. Swimming carnivals were cancelled. During Week 10, Term 1 and the April holidays staff developed on-line learning on Connect and 'Home Learning' packages for over 170 students. Packages were distributed day 1 Term 2, however schools re-opened Week 2. Good news for Western Australia's economy and health prospects, but a significantly busy holiday for staff! As WA appeared tentatively safe from COVID 19 community transmission, classes resumed with most students returning by Week 3, Term 2. Parents remained outside the gates and many of our younger children developed some strong independence skills as a result. Assemblies took on an online platform being streamed to our Facebook page. National Assessment Program Literacy and Numeracy (NAPLAN) testing, usually conducted early in Term 2, was cancelled for the first time ever. By Term 3 we welcomed parents back on site in time to join our sports carnival and our Year 7 students went to Kalbarri for their annual camp. Term 4 saw our Year 12 Class of 2020 graduate all with a clear pathway beyond school. The Year 6 camp went ahead and Year 6 students were able to participate in Year 7 Transition days and end the year with all of their regular end of year celebrations.

The Annual Report has been developed to meet the National Reporting Requirements and to share with the school community the successes and remaining challenges the school faces in delivering excellence in education. 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 Morawa District High 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 "Building on Strength" 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. 2019 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 2020 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 COVID -19 pandemic has presented unique and challenging times for schools around the world.

The past year has proved what an incredible community we have at Morawa DHS and I would like to commend the strong leadership of Principal, Tonia Carslake and her team. Ensuring the school adhered to the Government's directions during periods of rapidly changing advice, gave parents reassurance that the school had its students, staff and community's health and safety top of mind.

We have also seen wonderful leadership across other areas of our school, from our teaching staff, our administration and support staff, and our students, who have had to work and lead in new ways. The commitment of our teachers to rapidly adapt their programmes to ensure continuity of learning for all students was testament to their dedication and professionalism.

I thank all of our community members for their patience, understanding and commitment to working together during this time. The Board extends warm congratulations to the graduating class of 2020 and wish you well for life's adventures post school and post pandemic.

The Board has been very pleased with the school's continued planning and implementation of the 2019-2021 Business Plan. The Board receives detailed oversight of the school's achievement targets and financial reporting against the Business Plan and School Funding Agreement.

The school has a very active and energetic P&C executive and committee and I would like to thank them for their continued support to raise funds to create vibrant learning environment for all.

I would like to thank the members of the Board for their support and guidance; it has been a pleasure to support the school to achieve the best possible outcomes for all students.

As we head into 2021 the Board looks forward to working closely with Principal Tonia Carslake and the school staff to further our commitment to 'grow good people'.

**Mr Greg Payne - Board Chair**

### From the Parents & Citizens Association

2020 was been an unusual year to say the least. The impact Covid had was quite significant on our school community and the P&C. The P&C is fortunate to have a proactive committee, which is greatly supported by the community and the school.

#### Fundraising:

We raised funds through catering, fundraisers, Glencore grain initiative and 2 donations from CBH.

- Catering for VDC golf, Clearing sale and MFIG field day.
- Wine fundraiser
- Glencore grain program
- Donation from CBH group

#### Projects:

- Retrieving old railway sleepers – thank you to ARC & the guys who did all the work!
- The development of a secondary recreational space with shade sails, art work, new seating & planting.
- Purchase and installation of 3 pieces of outdoor gym equipment
- School canteen has been painted internally
- Continual financial support to literacy, Numeracy and sports programs
- Financial support for scholarships
- Painted the canteen and uniform shop
- A donation of \$2000 dollars was given to the early childhood committee and the band committee. These funds have been allocated by the committees to purchase new resources and equipment for students.
- The Swimming carnival was cancelled due to COVID
- We ran a successful Athletics carnival where we trialled a new timing system.

Thank you to the outgoing committee and to the new committee of 2021



### Mrs Haylie Cosgrove P & C President


#### School Context

Morawa District High School is located in the Mid-West region and had approximately 174 students in 2020. 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, 2020), 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).

At Morawa District High School our vision is “Growing Good People”. We do this through nurturing your child’s education and wellbeing. Our core expectations, “Respect, Responsibility and Achievement” are embodied in all learning. Through an inclusive and engaging curriculum, our staff tailor learning to meet the needs of every child. We aim to provide your child with the skills to be a life-long learner. Your child is a vital part of our friendly and vibrant school community. Our students enjoy happy classrooms, creative open spaces, nature playgrounds and 21st century learning using high quality technologies. As an Independent Public School we value community involvement and welcome parents as partners in education, believing that by maximising parent input and communication, we increase opportunities for our students to reach their potential with clear pathways to their future.

Our school is committed to making every student a successful student; every teacher an effective teacher; and Morawa District High School a great 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 are 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 a 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 2019—2021 builds on the strengths of our previous Business Plan and our successful second 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 2020**

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 [focus on Writing] and Numeracy standards***  
***Improving health and wellbeing outcomes and student attendance***  
***Increasing competence in Digital Technology***

### **Priority 1: Success for all students (no change in NAPLAN data as no 2020 NAPLAN)**

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.

## Strategies

To work towards these targets the following data was used to support teachers in planning for intervention and ongoing support to students:

- Maintained our assessment schedule and frequency of whole school assessments including PAT M and PAT R
- PIPS
- SOCS
- National Assessment Program in Literacy and Numeracy (NAPLAN) 2019 [NAPLAN was cancelled in 2020]
- System On-Entry Assessment (Pre Primary)
- Single Word Spelling Test standardised data
- Brightpath moderation and assessment ruler
- OLN Assessment
- WACE Externally Set Tasks and Examinations

## 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 in 2021. 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 continuing 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 2020 Pre-primary students performed relatively similarly to all other Pre-primary students across the state in Reading, Writing, Numeracy and Speaking and Listening. In 2020 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 [no change as no NAPLAN in 2020]

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.**

2020 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 School in 2020. 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 2020, 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 2020, 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, 2021. 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 in 2020 as 100% students achieved a CertII. No students sat an ATAR. Our WACE Achievement Rate was 87% 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.

All Year 12 students achieved at least one VET Certificate II course in Kitchen Operations 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 2020.

Staff rigorously analyse student achievement data throughout the year in accordance 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 2020, secondary students travelled to Geraldton to visit the Geraldton Batavia Coast Maritime Institute, the Universities Centre and Central Regional TAFE to explore post-school study opportunities. A similar tour was held for students to attend a University Immersion Camp in Term 4 to Perth. The school will continue to offer such opportunities in 2021.

Through our partnership with Aspire UWA, a group of Year 9 students attended the 2020 University Immersion Experience which is aimed at promoting a culture of academic achievement and desire for learning, and are 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 2021 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.***

***NO ATTENDANCE DATA IS REPORTED DUE TO COVID 19***

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 school will continue with the attendance strategy already implemented, including recognition and rewards for 100% and 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 2020 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 2020 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 2020 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 2020 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 2020, 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 2020, detentions have decreased by 65%. We began implementing Tier 2 interventions for those students identified, for whom Tier 1 interventions appear not to be working or have repeated minor behaviours recorded.

Initiatives to support positive student behaviour include recording positive rewards (house faction points, MO BUCKS, Expectation Tokens, merit certificates and reward initiatives), weekly reminders about behaviour expectations and the use of common language across the school. The Positive Behaviour Management Plan 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 2020. 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 2020 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*, *Seven Steps for Writing* 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 2020 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 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 2020. 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.

### **STEM**

A whole school approach to STEM was continued in 2020. 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 2020, 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 athletics, cross country, netball, football and cricket. Students in Years 11/12 worked to complete WACE courses in Physical Education Studies. Swimming carnivals were cancelled due to COVID19.

Upper Secondary students 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.



## 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 2020 there were 32 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, 32 students were actively participating in weekly lessons and band rehearsals.

***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 – 12. 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 from years 4-12 and class music from Pre-primary to Year 10.

In 2020 the performance schedule and opportunities for the Senior and Junior Brass Bands were effectively cut by the onset of Covid-19. All competitions and concerts were cancelled in the first half of the year, however all music ensembles performed at Open Night and late night shopping. A promotional tour of the primary schools at Perenjori & Three Springs by the Senior Band and the Yr 11-12 Rock Band in September, showcased the instrumental music program to potential students and their families. All band students combined for a band workshop and concert out at Mellenby Station Stay on 31<sup>st</sup> October.



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 original art works projects. Projects included mural painting for Road Wise banners and recycled satellite dishes for the town centre and entrance as well as a combined mural with Artist in Residence Rachel McKenzie. 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 2020 including a sustainability themed excursions.

## TECHNOLOGIES

The Australian Curriculum is 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

*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.*

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 event

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 2020 French was taught to Year 3, 4 and Year 5 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.

#### Strategies

To work towards these targets we:

- Have trained all relevant teaching and support staff to use of Literacy programs including, m Letters and Sounds program (synthetic phonics, spelling and Reading), Talk4 Writing and Seven Steps to Writing
- Modelled Letters and Sounds lessons, Talk4 Writing and Seven Steps to Writing for graduate and new teachers
- Reviewed programs and in line with best practice and continued MiniLit, MultLit MacqLit literacy intervention program to provide support for Year 1-9 students who required additional support.
- Maintained our assessment schedule and frequency of whole school assessments to ensure we collected useful and timely data for teachers to utilise in their teaching, and the school to use for whole data collection
- Maintained school based assessment data collection in Reporting to Parents to simplify data sorting and collecting processes
- Focused classroom peer observations 'Professional Learning Teams' around aspects of the Instructional Framework and Explicit Teaching Model in all lessons to improve practices.

All staff participated in performance development 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, 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), to complete their practicums and interventions.

All members of staff participated in some form of professional learning [less face to face due to COVID 19] , 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, Seven Steps to Writing, 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 engaged in performance development using the *AITSL Standard for Principals* 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 Principal and leadership team have an unrelenting focus on school improvement and targeted professional learning. All staff leaders participated in performance development 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 whilst the Substantive Primary Deputy was on leave. 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; Using data to lead school improvement; Team Teach and Regional and Remote Leaders Workshop. Staff were actively involved in one or more committees within the school: Mathematics, English, Positive Behaviour Support (PBS), Health and Well-Being, Students at Educational Risk and Aboriginal Education.

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

We have a strong Positive Behaviour Support Committee and Leader. As a school we aimed for 100% in the new PBS Tiered Fidelity Inventory for Tier 1 and achieved it. The Tiered Fidelity Inventory was the evaluation tool introduced to the school as we were at 100% in the previous tool in 2019.

- In 2020 we continued with Dojos positive student rewards in the primary school and introduced MO BUCKS in the secondary school.

The attendance and Good standing rewards at the end of each term continued.

- The PBS Tier 2 committee continued to address the needs of students requiring individualised behaviour intervention
- School Psychologist and Chaplain referrals continued to support students and families.

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 Schools and the school Funding Agreement in 2020. 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 2020. 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 2019-2021 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 Business Plan is to be reviewed in 2021 and will inform the 2022-2024 Business Plan.

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 2020, 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 2020 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 the North Midlands Education Industry and Training Alliance, 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.

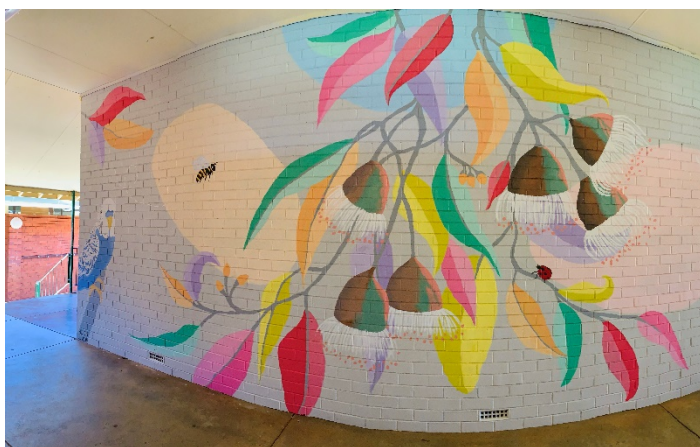
School leaders and managers, in their areas of responsibility, conducted timely reviews of school and learning area plans and programs, and progress toward achieving the priorities and targets of the 2019-2021 Business Plan and 2020 Operational Plan.

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 2020, 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
- Furniture K/Pre -primary
- Artist in Residence – whole school mural project
- Duke of Edinburgh Award residency- Methodist Ladies College



### 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 3 (application upgrade and refurbishment works)

- Successful application to supply and install 2 x shade sails to the secondary recreational space.

### P&C Support

In 2020, 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 the following projects:

- 2020 Primary & Secondary Endeavour and Achieve Scholarships
- Literacy & Numeracy intervention programs and resources
- Interhouse and Interschool sports carnivals
- Sinosteel Grant to purchase chairs and instruments for the brass band
- Outdoor static gym equipment
- Resources, manpower and equipment secondary recreational space
- 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 2021 our focus will be to complete the secondary recreational space and begin a scheduled replacement of technology infrastructure, including the SOE 4.5 server, switches, end of life desktop and notebook computers and electronic whiteboards in all classrooms.



## Funding Agreement 2020

### 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 2020 Morawa District High School was funded for the following programs:

- **Additional Aboriginal & Torres Strait Islander 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) \$4700.00**  
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

- **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 inclass 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. The Chaplain operated a week

- **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 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. Courses offered:

- Certificate II Digital Media and Information Technology (ICT20115)
- Certificate II Kitchen Operations (SIT20316)
- Certificate II Automotive Vocational Preparation (AUR20716)
- Certificate II Engineering Pathways (MEM20413)



### **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 with 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 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 0.6 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.

### **Operational Response-COVID 19 Additional Cleaning Time**

In response to the COVID 19 pandemic the State Government allocated funding to all schools to increase their cleaning regime. The school was allocated additional FTE and funds to purchase cleaning and hygiene products in Terms 1,2,3 &4.

The school received an additional 2.0 FTE (\$73,307.84) to increase the hours of existing cleaning staff or to employ extra cleaners to perform high contact and enhanced cleaning of the school during and after school hours.

The school also received additional funding of \$11,250.00 to purchase cleaning and hygiene products.



### **Financial Summary**

In 2020 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 2020 school budget follows:

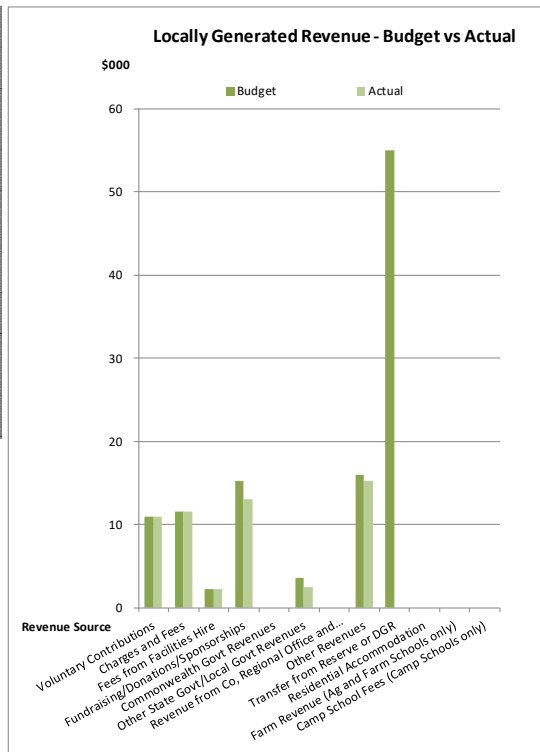
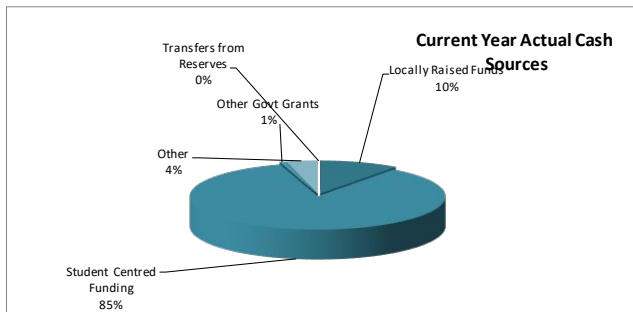




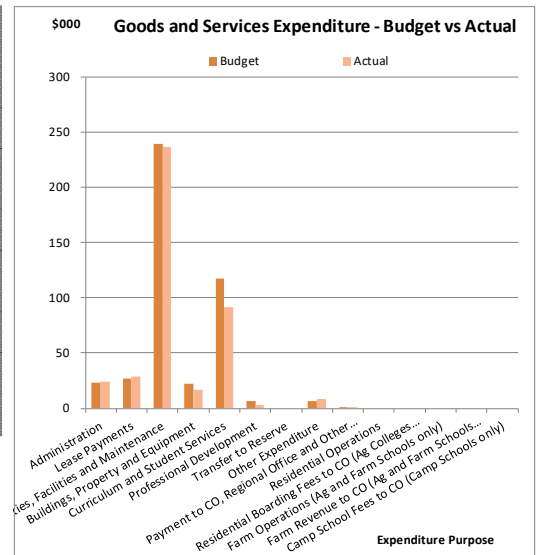
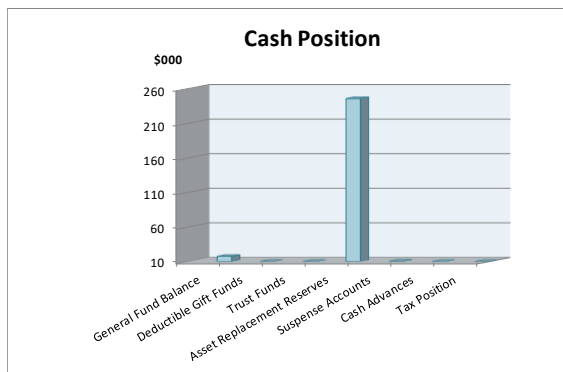
## Morawa District High School

### Financial Summary as at 27 January 2021

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 10,921.00	\$ 10,920.55
2	Charges and Fees	\$ 11,557.00	\$ 11,556.45
3	Fees from Facilities Hire	\$ 2,274.00	\$ 2,273.73
4	Fundraising/Donations/Sponsorships	\$ 15,275.55	\$ 13,075.55
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 3,600.00	\$ 2,500.00
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 15,963.80	\$ 15,215.94
9	Transfer from Reserve or DGR	\$ 55,000.00	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
<b>Total Locally Raised Funds</b>		<b>\$ 114,591.35</b>	<b>\$ 55,542.22</b>
<b>Opening Balance</b>		<b>\$ 51,739.00</b>	<b>\$ 51,739.05</b>
<b>Student Centred Funding</b>		<b>\$ 318,421.00</b>	<b>\$ 318,420.56</b>
<b>Total Cash Funds Available</b>		<b>\$ 484,751.35</b>	<b>\$ 425,701.83</b>
<b>Total Salary Allocation</b>		<b>\$ -</b>	<b>\$ -</b>
<b>Total Funds Available</b>		<b>\$ 484,751.35</b>	<b>\$ 425,701.83</b>



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 22,669.00	\$ 24,135.68
2	Lease Payments	\$ 27,173.85	\$ 28,736.99
3	Utilities, Facilities and Maintenance	\$ 238,718.00	\$ 236,160.38
4	Buildings, Property and Equipment	\$ 21,858.00	\$ 16,461.39
5	Curriculum and Student Services	\$ 117,515.26	\$ 91,582.03
6	Professional Development	\$ 6,200.00	\$ 2,595.48
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 6,450.59	\$ 8,442.56
9	Payment to CO, Regional Office and Other Schools	\$ 300.00	\$ 176.50
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
<b>Total Goods and Services Expenditure</b>		<b>\$ 440,884.70</b>	<b>\$ 408,291.01</b>
<b>Total Forecast Salary Expenditure</b>		<b>\$ -</b>	<b>\$ -</b>
<b>Total Expenditure</b>		<b>\$ 440,884.70</b>	<b>\$ 408,291.01</b>
<b>Cash Budget Variance</b>		<b>\$ 43,866.65</b>	



<b>Cash Position as at:</b>	
<b>Bank Balance</b>	<b>\$ 269,407.98</b>
Made up of:	-
1 General Fund Balance	\$ 17,410.82
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 245,654.70
5 Suspense Accounts	\$ 10,263.46
6 Cash Advances	\$ -
7 Tax Position	\$ (3,921.00)
<b>Total Bank Balance</b>	<b>\$ 269,407.98</b>

## Administration 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  
..... Nadia Katona

## 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:** ..... Hayley Clayton  
..... Nellie Humphreys

## 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 2020

### Secondary School Councillors:

**Head Student:** ..... Hayley Clayton  
**Head Student:**..... Nellie Humphreys  
**Year 11 Councillors:** ..... Teagan Parker  
..... Dion Jefferies-Paterson  
**Year 9 Councillors:** ..... Gemma McLevie  
..... Isabella Tomlinson  
..... Emily Traylen-Witt  
**Year 8 Councillors:** ..... Peta Humphreys  
..... Aimee McGlew  
**Year 7 Councillors:** ..... Matthew Olsen  
..... Jamie Cosgrove

### Primary School Councillors:

**Year 6 Councillors:** ..... Iona Scott  
..... Hailey O'Toole  
**Year 5 Councillors:** ..... Evie Chappel  
..... Samantha Tomlinson  
**Year 4 Councillors:** ..... Harry Cosgrove  
..... Felix Andrews

## 2020 Student Awards

**ATAR Dux:** ..... Nellie Humphreys  
**VET Dux:** ..... Bailey Campbell

### Australian Defence Force Long Tan

**Leadership & Team Work Award:** ..... Joshua Vanderschuit

### Geraldton Universities

**Encouragement Award:** ..... Sophie Collins

**Midwest Aboriginal Education Award:** ..... Cameron Councillor

**P&C Senior Citizenship Award:** ..... Jamie Cosgrove

**Freemasons Junior Citizenship Award:** ..... Harvey Andrews

**Freemasons Senior Citizenship Award:** ..... Iona Scott

**Best All Rounder Award:** ..... Jamie Cosgrove

**2020 Community Recognition Award:** ..... Mr Alan Egan

## Scholarships for 2020

**Frank Dixon Memorial Music Scholarship:** ..... Sophie Scott

**Bellaranga Scholarship:** ..... Oliver Humphreys

**Laura Moffet Scholarship:** ..... Teagan Parker

**Morawa Shire Scholarship:** ..... Dion Jefferies-Paterson

### Morawa P&C Secondary

**Achieve Scholarship:** ..... Isabella Tomlinson

### Morawa P&C Secondary

**Endeavour Scholarship:** ..... Gemma McLevie & Emily Traylen-Witt

### Morawa P&C Primary

**Achieve Scholarship:** ..... Blayke Twomey

**Morawa P&C Primary Endeavour Scholarship:** ..... Iona Scott

**Carslake Family Scholarship:**..... Liam Appleton