

# Morawa District High School

## Annual Report 2021



## Growing Good People

We are excited to share our 2021 Annual Report with you, providing us with an opportunity to reflect on the wonderful and productive school year it has been, and our achievement against our targets in this final year of the 2019-2021 Business Plan. This 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. We are immensely proud of what all students have achieved throughout the year, despite the interruption Cyclone Seroja brought to many, under the care of our dedicated staff; especially that of our Class of 2021. Their achievements and contributions to our school have been fantastic and I wish them every success in their chosen career pathways.


I would like to take the time to say thank you and express my gratitude for everyone's hard work and dedication through-out the year. To all our students who contributed to the school environment by showing kindness to fellow students, who kept going when things were hard and who showed up every day and tried their best, thank you. To our staff for your dedication, care and for providing a supportive environment for fellow staff and students. Thank you!

The success of our students, in an array of learning areas and the extra-curricular 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. We are well placed to be a leading player in developing a learning hub for the Mid-West region. 2021 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, we satisfied our target, with 83.3 % of students achieving their WACE and all 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.

After the completion of our annual School Improvement and Accountability cycle and review of the 2019-2021 Business Plan in Term 4 2021, we consulted with the School Board, P & C, staff and students, to develop our new Business Plan for 2022-2024. This sets the future direction for Morawa District High School, and continues to build upon on the strengths and successes of our 2019-2021 Business Plan, to provide quality education, in a caring and nurturing environment that fosters student growth and independence and instils feelings of belonging. Rich in community spirit, our school provides an engaging curriculum, where





staff tailor learning to meet the needs of each individual child. Clear aspirations for every student from Morawa, and secondary students from Mingenew, Perenjori, Three Springs and Yalgoo, have been set through the Department of Education's Strategic Direction for Public Schools 2022-2024 – every student, every classroom, every day and aligns with the Department of Education's strategic intent and yearly focus documents.

### **Morawa District High School Business Plan 2022-2024**

We have identified three priority areas for our school improvement agenda, that will provide a secure learning platform for all students.

**Priority 1: Thriving students** - Provide every student with a pathway to a successful future.

**Priority 2: Thriving Staff** - Inspired, caring and capable staff who live the vision (growing good people). Strengthening support for teaching and learning excellence in every classroom and across the school.

**Priority 3: Thriving Community Partnerships** - Continue to build strong sustainable partnerships with families, key stakeholders and the wider community to support the engagement of every student.

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 2021 Annual Report.

Yours sincerely

**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 2021 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'.

**Mrs Helen Walter - Board Chair**

**From the Parents & Citizens Association**

**P&C 2021**

- 2021 has been another successful year
- Funds raised through Quiz night and Auction, catering and through the support of Viterra with grain marketing & CBH with grain donation.
- Annual contribution towards numeracy, literacy, sports carnivals and scholarships
- Purchase of 15 new iPads for primary classrooms, projector and motorised screen for the performing arts room, Lego Challenge kits, 8 x interactive virtual reality goggles, gym equipment and bench seating for the Secondary Space and a joining machine for Design and Technology
- Thank you to all businesses that supported the quiz night and auction, to Viterra and CBH and to the Early Childhood Committee and Band committees.
- Thank you to the whole P&C committee for your tireless work this year. It is great to see our funds spent and the students enjoying the benefits of your hard work and dedication.

**Mrs Haylie Cosgrove P & C President**

### **School Context**

Morawa District High School is located in the Mid-West region and had approximately 186 students in 2021. 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, 2021), 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 explicit 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. Cert II courses are offered in conjunction with the Western Australian College of Agriculture – Morawa and Central Regional TAFE. 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 2021***

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**

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 for Year 5 and 7 and above in Year 3 and 9 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 being 1.27 SD above expected performance. The gap between Aboriginal and non-Aboriginal students and OLN performance has closed, and we achieved 83.3% WACE attainment.

### **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 OLN 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 2021]
- 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 2022. 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 P&C Early Childhood Committee to upgrade the nature playground at the Kindy Building as well as working with the 0-4 Playgroup, providing access to the Pre-Primary 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 2021 Pre-primary students performed relatively similarly to all other Pre-primary students across the state in Reading, Writing, Numeracy and Speaking and Listening. In 2021 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 and the Sounds Write Program.

## 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 2021

The school uses performance data taken from the National Assessment Program for Literacy and Numeracy (NAPLAN) 2021 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 2021, 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 2021 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 achievement and progress. 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 100% of the strategic targets set for Numeracy, Writing and Reading have been achieved. Our school performed better when compared to like schools in Year 3 NAPLAN overall. 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 Numeracy but not for Reading, Writing. Our results indicate that the school performed 0.14 SD above expected standard in Year 5 NAPLAN. 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, but not in Reading and Writing. 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 Reading and Writing was of a particular concern and Seven Steps for Writing and Explicit Teaching will continue.

Year 9 NAPLAN results demonstrate that Strategic Target was met in Numeracy, Writing and Reading. At a Year 9 level, the number of students meeting the minimum standards in Numeracy and Reading were similar to results in 'Like Schools'. 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.**

2021 NAPLAN results show the gap in Numeracy, Reading and Writing since NAPLAN 2021 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. Therefore, the gap between the Aboriginal and non-Aboriginal students cannot be commented on at this time in some areas.

Whilst some Aboriginal students performed at only limited or satisfactory levels in most areas, their progress in this area was rated as moderate or high.

#### **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. There were no Year 12 ATAR enrolments at Morawa District High School in 2021.


#### ***80% of students will demonstrate literacy and Numeracy proficiency for the WA Certificate of Education***

In 2021, 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 2021, 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, 2022. 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 2021 as 100% students achieved a Certificate II. No students sat an ATAR. Our WACE Achievement Rate was 87% for all eligible students. We received a letter of commendation from the Regional Executive Director for our



commitment to supporting and engaging students in meaningful pathways that give them the best chances of success beyond school.

83.3% [5 out of 6 students] in Year 12 students achieved at least one VET Certificate II course in Kitchen Operations or Automotive or Engineering Cert II at WACOAM, some students receiving 2 Cert II's.

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 Ensemble Rock Band, Visual Arts, Woodwork and Certificate II studies in Kitchen Operations, Hospitality and Engineering and Automotive in 2021.

Staff rigorously analyses student achievement data and students individual WACE Trackers throughout the year in accordance the with the School Improvement and Accountability Cycle. This data is used to set targets for individual student achievement.

The school will continue to support students through their career pathway planning, to develop the confidence needed to do well in all aspects of their lives, by promoting leadership and career awareness activities. In 2021, secondary students travelled to Perth, to visit the universities and to Geraldton to visit 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 2021 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 made recommendations for 2022, which are reflected in and reported on in the annual Operational Plan and 2021 Annual Report.

## ATTENDANCE

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

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 PBS team entwined PBS and the Mental Health and Wellbeing Team together in 2021. This team will continue to work on developing a health and well-being plan for staff and students and will be developed further in 2022-2024 Business Plan.

The Positive Behaviour Support (PBS) team continued to implement their Tier 1 [all students] 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. Overall, suspensions have decreased from 2020 to 2021. There was a very small cohort of students who received these suspensions with 4 students receiving 3 or more suspensions over the year. These students are identified as our Tier 3 students with studies indicating that Tier 3 students make up to 5% of the student population. Our percentage of Tier 3 students is 2%. Our other students who have received 2 or less suspensions in 2021 are our Tier 2 students. Studies indicate that Tier 2 students make up to 15% of the student population. Our percentage of Tier 2 students is 11%.

Teachers and the administration team work to ensure students receiving suspensions are supported with re-entry through restorative practice and in school support.

MDHS has a strong Positive Behaviour in Schools Plan, based on PBS, which will continue to be implemented at MDHS. It has assisted in creating a positive culture in our school that truly reflects our mission of "Growing good people". We will continue to review our processes to ensure that student needs are being met, in order for them to achieve their best academically and personally.



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 2021 to ensure a consistent approach, after consultation and feedback from teachers, students, parents and the School Board and was in line with the No Violence in School Policy. This has been reviewed and rebranded the Positive Behaviour Support Plan.



The SAER team - consisting of Administration leaders, Learning Support Coordinator, Year Coordinators, teachers and the school psychologist - meet regularly to plan and review our current strategies and assist individual students. Student referrals from this team to our school psychologist and counselling services in 2021 remained steady. Unfortunately, we were unable to secure a School Chaplain in 2021. Interagency support such as Child and Adolescent Mental Health (CAMH's) and the Endeavour Behaviour Centre were introduced when required.

There is an embedded whole school approach to student health and wellbeing, including a Health Scope and Sequence. The Health and Wellbeing team use the SEDERA CHAT resources as a guide to all we do at school. We are currently working

towards Gold level in CHAT. Health classes use 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); Be You, SDERA supported Challenges and Choices (resiliency, drug education and road safety awareness), as well as protective behaviour programs and cyber bullying. A number of presentations were available to students throughout the year including police information talks and various health services.


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 Shark Bay, Aspire UWA camps for Year 9 & 11 students, University Tours for secondary students, MO Bucks Reward Camp to Perth in Term 4, 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.

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.



***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 2021. All students, teachers and parents were given the opportunity to complete the survey and students were randomly selected. Overall feedback was positive. This target was met for both



parents and staff. Parents scored at 3.8 and staff scored at 4.1. This target was met by both staff and parents.

Parents scored 4.1 and above for all area regarding health, safety and well-being and teachers scored 4.3 and above for all areas. Continued monitoring and action in these areas will ensure staff and parents remain positive with the way in which the school fosters staff growth, good health and wellbeing.

Due to time restraints, a TFI (Tiered Fidelity Inventory) was not conducted in 2021. This has been set for early in Term 1, 2022.

In 2020, an external assessment was made against the PBS TFI (Tiered Fidelity Inventory). This replaces the SET that has previously taken place on an annual basis and has changed due to the implementation of Tier 2 at MDHS. These results from the 2020 TFI indicate 100% implementation of Tier 1 at MDHS and that Tier 2 has begun being implemented at MDHS.

It is worth noting that the external assessors were impressed with our implementation of PBS in the school. We have also been requested to share our tracking sheets with other PBS schools in the Mid-West to provide an example of how we collect useful data, as it is an issue for most schools.

## HIGHLIGHTS FROM LEARNING AREAS

### LITERACY AND NUMERACY

Literacy and Numeracy were focus areas in 2021 and whole school approaches for these areas in place, with staff being upskilled in all programs including Empowering Leaders of Mathematics Strategy, Sounds Write, talk for Writing Heggarty, Seven Steps for Writing and Spelling Mastery. Cross setting across the 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 Sounds Write (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 Spelling Mastery 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, 5 staff across the school, Principal, Deputy Principal and 3 Teachers attended the Empowering Leaders of Mathematics [ELM] Program PL in 2021. This explicitly taught staff to teach additive and multiplicative thinking to their students and provided us with an opportunity to revise our Whole School Maths plan. ELM is continuing to be implemented across the school. *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 2021 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 Brightpath, 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.

WACE Year 11 and 12 classes Maths and English were offered face to face again, rather than study through the Schools of Isolated and Distance Education (SIDE)

### SCIENCE

Science was a focus area in 2021. The emphasis was on quality teaching, with a targeted approach by specialist teachers K-10, using the Australian Curriculum.

### STEM

A whole school approach to STEM was continued in 2021. 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 2021, two specialist Physical and Health Education teachers delivered programs in this area for students from Pre-primary to Year 12.

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 and swimming carnivals, including Interhouse and Interschool competitions involving athletics, cross country, netball, football and cricket. Students in Years 7-10 attended Country Week in Perth and students in 11/12 worked to complete WACE courses in Physical Education Studies.

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 implemented in the Arts. Morawa District High School continued to run our 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 2021 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 2021 the various bands had a busy performance schedule providing many opportunities for the Senior and Junior Brass Bands and Pop and Rock Bands and Choir to participate in competitions and concerts as well as performing at the Community NAIDOC Celebrations, ANZAC Services, Open Night and late night shopping. The Pop Band wrote original compositions, recorded and entered their works titled 'Rollercoaster' and 'Our Country, Our Home' into the 2021 YOH Fest Live Heats (including an excursion to perform in Geraldton) and online YOH Fest and performed of 'Our Country, Our Home' at the Midwest NAIDOC 2021 celebrations.

A promotional tour of the primary schools at Perenjori & Three Springs by the Senior Band and the Year 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.

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 on the English room, as well as a combined mural with Artist in Residence Rachel McKenzie on the Canteen. Upper School students had the opportunity to complete WACE studies in Year 11 and 12 General Visual Art courses.

## HUMANITIES AND SOCIAL SCIENCES

Students were involved in several community projects in 2021 including a sustainability themed excursions. Hands on projects helped with extension and engagement of support groups in the secondary area. Students were involved in An online Share market game for Economics with 7-10's; Role playing for passing Bills through Senate; Year 8's used Minecraft to build a castle and all students used the new VR technology to tour the world and new technologies.

Teach-well reviews at start of each class has helped with retention of knowledge. Continued use of available human resources like interviewing staff who have immigrated and using Indigenous movement cards (with permission of owner) has been successful.

## 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 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 2021 French was taught to Year 3, 4, 5 and Year 6 students face to face. French will continue to be taught to Year 7 students in 2022, but through SIDE.



## 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:

- Targeted Explicit Teaching Model [Teach Well] Professional Learning for all staff. Review Pedagogical Framework.
- Have trained all relevant teaching and support staff to use of Literacy programs including, the Sounds Write program (synthetic phonics, spelling and Reading), Talk4 Writing and Seven Steps to Writing
- Empowering Leaders of Mathematics PL for staff on Additive and Multiplicative thinking strategies and a K-10 Scope and Sequence.
- 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 and MacqLit literacy intervention programs 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 Edith Cowan University and Geraldton University (Geraldton Universities Centre), to complete their practicums and interventions.

All members of staff participated in some form 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 Teachwell Explicit Teaching Model, ELM, School Review and Self-Assessment, Positive Behaviour Support, Digital Technologies,

### **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

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, ELM, 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.



**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.

- In 2021 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 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 Statement of Expectations for Independent Public Schools and the school Funding Agreement in 2021. The school complied with and met legislative and policy requirements including the effective management of the school budget and all staffing requirements for 2021. 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 informed 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 2021, 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 2021 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, the Shire of Morawa, Morawa District High School, WA College of Agriculture Morawa, Central TAFE, as well as the Perenjori Shire and Primary School through NMEITA.

## 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 2021 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 2021, 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
- Server refresh
- Network refresh
- Artist in Residence –Helen Ansell
- Duke of Edinburgh Award residency- Methodist Ladies College



### Department Funded Works, Grants and Donations

The school welcomed funding provided by the Western Australian Government to upgrade resources and equipment and Cyclone Seroja

The school and local community was impacted by Cyclone Seroja in April. While many of our school families lost their homes the school was fortunate that damage was relatively minor with uprooted trees, fallen branches and fixable damage to buildings and outdoor equipment.



Thank you to the Department of Finance in Geraldton for the quick response in organising assessors to inspect the damage and arrange contractors to complete works through the Insurance Commission of Western Australia.

### **Science Grant \$40,000.00**

In 2021 the McGowan Government made a commitment to boost science resources at public primary schools. Morawa DHS was pleased to receive \$40,000.00. A subcommittee comprising the Science teaching staff and administration has submitted recommendations to expend funds.

### **Telstra Sponsored Tech for STEM Regional Scholarships**

Telstra has committed funding to regional scholarships for Year 11 students studying STEM courses or VET qualifications leading to STEM pathways. Eligible Year 11 students were able to apply for a scholarship to receive a laptop or tablet. Four of our Year 11 students were awarded scholarships and received laptops to assist with their future studies.

### **Midwest Variety**

The school was fortunate to receive a \$5000.00 grant from the Midwest Variety Club who made a colourful trip to the school to deliver the funding. The funds were used to equip a sensory break room with furniture, equipment and resource kits.

In 2021, 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 for the following projects:

- 2021/2022 Primary & Secondary Endeavour and Achieve Scholarships
- Literacy & Numeracy intervention programs and resources
- Inter house and Interschool sports carnivals
- Performing Arts audio visual equipment
- Class set of iPads
- Set virtual reality headsets
- Resources and equipment to support early childhood education
- Early Childhood Committee successful CBH grant application to upgrade the early childhood play space.



### **Future Focus**

The school will continue to initiate works based on our Building and Grounds Master Plan to upgrade our facilities and infrastructure. In 2022 our focus will be to begin a scheduled replacement of technology infrastructure end of life desktop and notebook computers and interactive panels in all classrooms.



## Funding Agreement 2021

### 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 2021 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. We are committed to improving the knowledge and skills of our support and our AIEO's recently completed Classroom Management Strategies training and English as an Additional Language or Dialect professional learning.

- **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. All education assistants have undertaken professional learning in Sounds Write and Heggarty through the West Coast Language Team, Classroom Management Strategies, Positive Behaviour Schools, English as an Additional Language or Dialect, introduction to Teach Well and Good to Great Schools.

- **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.

- **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.

- **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, OLNA 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 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 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.

### Financial Summary

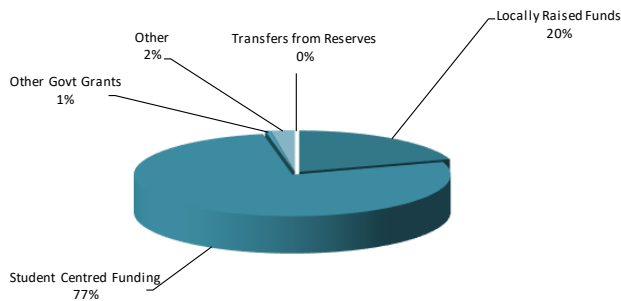
In 2021 the school operated a budget in accordance with Department of Education (DOE) guidelines, ensuring that we expend a minimum of 96% of total funding received. Funds received have been expended on students in that year and our financial practices are in accordance with DOE regulations.

A Financial summary of the 2021 school budget follows:

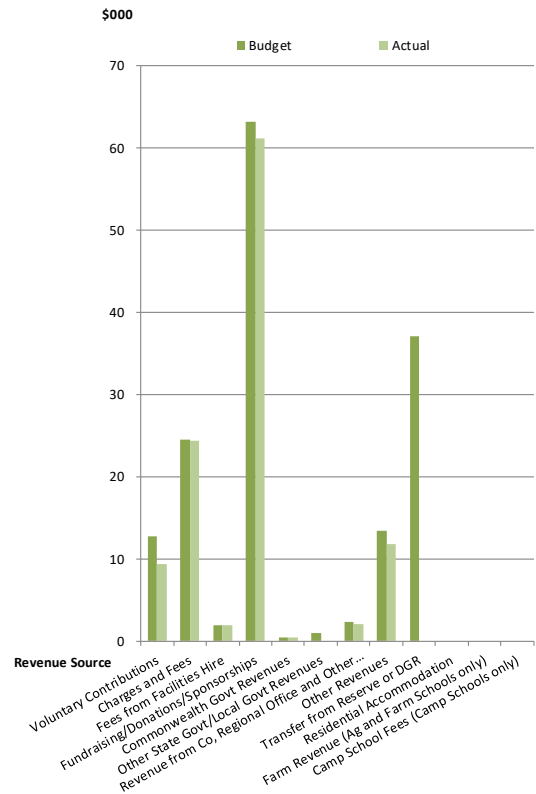
**Morawa District High School**  
Financial Summary as at  
Enter date. For example 31/12/2021

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 12,765.00	\$ 9,297.71
2	Charges and Fees	\$ 24,517.00	\$ 24,287.40
3	Fees from Facilities Hire	\$ 1,910.00	\$ 1,910.09
4	Fundraising/Donations/Sponsorships	\$ 63,109.10	\$ 61,067.70
5	Commonwealth Govt Revenues	\$ 476.00	\$ 475.95
6	Other State Govt/Local Govt Revenues	\$ 1,000.00	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ 2,350.00	\$ 2,000.00
8	Other Revenues	\$ 13,356.00	\$ 11,819.12
9	Transfer from Reserve or DGR	\$ 37,000.00	\$ -
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>\$ 156,483.10</b>	<b>\$ 110,857.97</b>
	<b>Opening Balance</b>	<b>\$ 17,411.00</b>	<b>\$ 17,410.82</b>
	<b>Student Centred Funding</b>	<b>\$ 371,957.00</b>	<b>\$ 371,607.06</b>
	<b>Total Cash Funds Available</b>	<b>\$ 545,851.10</b>	<b>\$ 499,875.85</b>
	<b>Total Salary Allocation</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Funds Available</b>	<b>\$ 545,851.10</b>	<b>\$ 499,875.85</b>

**Current Year Actual Cash Sources**

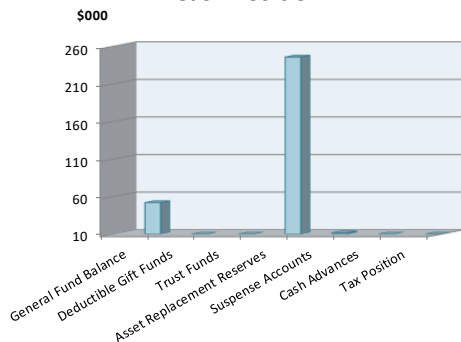


**Locally Generated Revenue - Budget vs Actual**

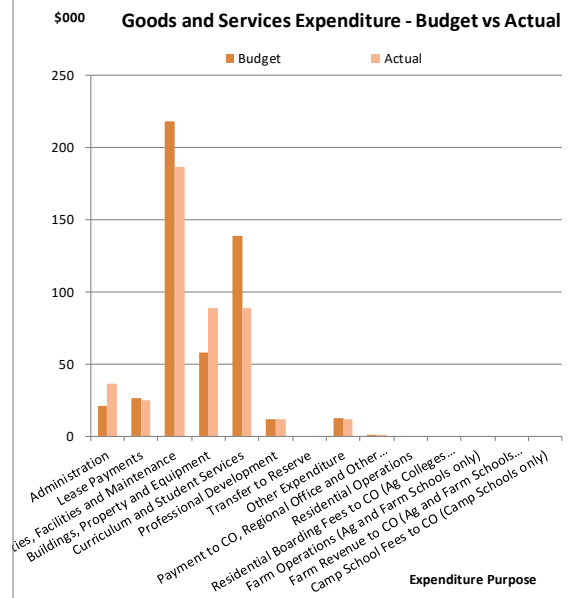


	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 20,817.00	\$ 35,943.57
2	Lease Payments	\$ 26,402.00	\$ 24,955.22
3	Utilities, Facilities and Maintenance	\$ 217,976.00	\$ 186,421.26
4	Buildings, Property and Equipment	\$ 57,973.00	\$ 88,278.84
5	Curriculum and Student Services	\$ 138,196.10	\$ 88,840.13
6	Professional Development	\$ 11,640.00	\$ 11,582.48
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 12,065.00	\$ 11,483.58
9	Payment to CO, Regional Office and Other Schools	\$ 400.00	\$ 377.17
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>\$ 485,469.10</b>	<b>\$ 447,882.25</b>
	<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Expenditure</b>	<b>\$ 485,469.10</b>	<b>\$ 447,882.25</b>
	<b>Cash Budget Variance</b>	<b>\$ 60,382.00</b>	

**Cash Position**



**Goods and Services Expenditure - Budget vs Actual**



<b>Cash Position as at:</b>	
<b>Bank Balance</b>	<b>\$ 292,977.14</b>
Made up of:	
1 General Fund Balance	\$ 51,993.60
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 245,654.70
5 Suspense Accounts	\$ 11,712.84
6 Cash Advances	\$ -
7 Tax Position	\$ (16,384.00)
<b>Total Bank Balance</b>	<b>\$ 292,977.14</b>

## Administration Team

**Principal:** ..... Tonia Carslake  
**Deputy Principals:**..... Tracy Tapscott  
..... Terrence McGann  
**Learning Support Coordinator:** ..... Narelle Knox 90.4FTE]  
**Manager Corporate Services:** ..... Linda Jenkins  
**Year Coordinators:**.....  
..... Leonie Jones  
..... Nadia Katona

## School Board Members

**School:** ..... Tonia Carslake  
..... Linda Jenkins (co-opted)  
..... Tracy Tapscott  
..... Helen Walter  
..... Narelle Knox-Atkinson  
**Community:** ..... Helen Walter (Chair)  
..... Maryanne Milloy-Rakich (co-opted IPS Secretary)  
**Parent:** ..... Lisa Turner  
..... Sara Coaker  
..... Gaylea Dawson  
..... Ellie Cuthbert  
..... Nicola Appleton  
**Student:** ..... Kasey Green  
..... Teagan Parker

## Parents & Citizens Executive Committee

**President:** ..... Haylie Cosgrove  
**Vice President:** ..... Mark Coaker  
**Secretary:** ..... Mia Andrews  
**Treasurer:** ..... Linda Collins  
**Sports:** ..... Hayley Cosgrove & Brad Collins  
**Uniform:** ..... Caitlyn Mills  
**Canteen:** ..... Caitlyn Mills  
**Pre-primary:** ..... Jasmin Collins  
**Band:** ..... Terri Tomlinson

## Morawa District High School Student Council 2021

### Secondary School Councillors:

**Head Student:** ..... Teagan Parker  
**Head Student:**..... Kasey Green  
**Year 11 Councillors:** ..... Dion Jefferies-Paterson  
**Year 10 Councillors:**..... Gemma McLevie  
..... Emily Traylen-Witt  
**Year 9 Councillors:** ..... Peta Humphreys  
..... Aimee McGlew  
**Year 8 Councillors:** ..... Cameron Tomlinson  
**Year 7 Councillors:** ..... Justice Golby  
..... Tyler Robinson

### Primary School Councillors:

**Year 6 Councillors:** ..... Samantha Tomlinson  
**Year 5 Councillors:** ..... Lakeisha Little  
..... Chloe Lawrance  
**Year 4 Councillors:** ..... Jaycob Twomey  
..... Sophie Lawrance

## 2021 Student Awards

**ATAR Dux:** ..... Oliver Humphreys  
**Australian Defence Force Long Tan Leadership & Team Work Award:** ..... Teagan Parker  
**Geraldton Universities Encouragement Award:** ..... Evie Chappel  
**P&C Senior Citizenship Award:** ..... Chloe Knox-Atkinson  
**Freemasons Junior Citizenship Award:** ..... Harvey Andrews  
**Freemasons Senior Citizenship Award:** ..... Lakeisha Little  
**Best All Rounder Award:** ..... Billy Coaker  
**2021 Community Recognition Award:** ..... Mrs Kirsten Haeusler

## Scholarships for 2021

**Frank Dixon Memorial Music Scholarship:** ..... Blayke Twomey  
**Bellaranga Scholarship:** ..... Darcy Tynan  
**Laura Moffet Scholarship:** ..... Emily Traylen-Witt  
**Morawa Shire Scholarship:** ..... Ariel Sauvarin  
**Morawa P&C Secondary Achieve Scholarship:** ..... Cameron Tomlinson  
**Morawa P&C Secondary Endeavour Scholarship:** ..... Liam Appleton  
**Morawa P&C Primary Achieve Scholarship:** ..... Billy Coaker  
**Morawa P&C Primary Endeavour Scholarship:** ..... Lakeisha Little  
**Carslake Family Scholarship:**..... Samantha Tomlinson