

Morawa District High School

2024



An Independent Public School

**WA Education
Awards 2024**



Annual Report

Celebrating the WA Education Awards Excellence in School Leadership Award Winners 2024

Acknowledgement of Country - *I would like to respectfully acknowledge the Yamatji Peoples who are the Traditional Owners and First People of the land on which we stand. I would like to pay my respect to the Elders past, present and future for they hold the memories, the traditions, the culture and hopes of the Yamatji Peoples.*

2024 Annual Report

We are excited to share our 2024 Annual Report with you, providing us with an opportunity to reflect on the wonderful and productive centennial year it has been, and our outstanding student achievement and performance, meeting our strategic targets in this, our final year of the 2022-2024 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, under the care of our dedicated staff, especially that of our Class of 2024. Their achievements and contributions to our school have been fantastic and I wish them every success in their chosen career pathways.

As we wrap up another extraordinary year at Morawa District High School, my heart swells with pride and gratitude for everything we've accomplished together. 2024 was a truly remarkable year.

Celebrations for 2024 –Top of the Crop!

Morawa District High School named in the 6 top outstanding schools in WA in 2024. We have much to celebrate! Below are some of the highlights for 2024.

- Winner of the WA Education Week Awards - Excellence in School Leadership - Top school in Excellence in Leadership for WA Public Schools.
- Shortlisted as one of the Top 4 Public Primary Schools of WA - Excellence in Teaching and Learning [Primary]
- NAPLAN – Excellent results overall
- NQS – National Quality Standards for Early Childhood – Verification all Quality Areas MET
- Selected as a QTS Lead School 2025
- Peta Humphries – Congratulations to Peta for achieving the top Midwest Public School ATAR Score 95.45

We were thrilled to report excellent student achievement and progress across various year groups and learning areas, with all but 1 of the 2024 Business Plan Strategic Targets met. Our student achievement data is better than like schools in all NAPLAN areas and above the National average for some NAPLAN areas, with many very impressive results. This is a testimony to our Quality Teaching and High Impact Instruction practices across the school, together with our whole school plans and processes. This ensures our students and staff are thriving. We are pleased to inform you we have many celebrations with improved achievement and progress across a range of year groups and learning areas, with all but 1 of our Strategic Targets met. The 2024 School Performance Monitoring indicates that our overall relative achievement and overall progress in NAPLAN is at and above the expected mean. We received highly commendable NAPLAN and



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Senior School results, performing above 'Like Schools' in a majority of areas, and at or above WA Public Schools in all Year 3 NAPLAN areas. We received a Certificate of Commendation from the Director General on the performance of our primary students in the 2024 NAPLAN in reading, writing and numeracy, based on the school's absolute performance, including mean scores and percentages of students achieving the Exceeding or Strong proficiency levels, and relative achievement taking into account the school's ICSEA.

At an Upper Secondary level, the school satisfied its target, with 67 % of students achieving their WACE and all but 2 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.

Congratulations to the Class of 2024: Audrey Addison, Kim Bickford, Katrina Clayton, Samuel Councillor, Peta Humphreys, Hannah Little, Rheydon Mawson, Aimee McGlew, Evangelina Moir, James Olsen, Dayle Reynolds, Sophie Scott, Danika Walker.

We had a fabulous time celebrating our Year 12 students' Graduation during Week 2 of Term 4, highlighting their achievements and contributions to our school at a beautiful Graduation Dinner followed by the Graduation Assembly. We enjoyed a variety of speeches, musical performances, and presentations, including an inspiring piece of prose from Mr. McGann with our graduates' families and our school community. "Growing Good People" is our vision at MDHS, and our graduates personified this. I am filled with immense pride and gratitude for their dedication, perseverance, and talent throughout their time at Morawa District High School. On behalf of the school, I would like to extend my sincere congratulations to all student award winners, and I wish all students well in their future endeavours.

I would like to extend my congratulations to our students, staff, and school community for winning the **WA Education Week Awards - Excellence in School Leadership**. On November 11th, six outstanding schools from across the state were celebrated at Optus Stadium, highlighting the incredible achievements of our school and our positive impact on young people.

Morawa District High School was shortlisted in two categories at the WA Education Week Awards: Excellence in Teaching and Learning [Primary] and Excellence in Leadership, taking home the top prize for Excellence in Leadership. I had the honour of accepting this award on behalf of our dedicated executive leadership team, Year Coordinators, middle leaders, teachers, support staff, students, P&C, School Board, and broader school community. Thank you to all for your exemplary work and support of our school. I'm very proud to be your principal.

The WA Education Week Award judges commended our school for creating a safe and welcoming environment through excellent leadership across multiple levels of the school, with high levels of collaboration evident. They noted our strong focus on literacy, effective teaching methods, and our successful student leadership program.

Our recognition in being named in the **top 4 Public Primary Schools at the WA Education Awards for Excellence in Teaching and Learning [Primary]**, underscores our commitment to providing robust learning opportunities. This award celebrates primary schools that enhance student achievement through collaboration, inclusion, and innovation.

We have had many visitors to our school over the last two terms with the Dept of Education Executives from the Primary Directorate and the Quality Teaching Directorate at Statewide Services, touring our school in Term 3 and meeting with the executive, leaders, and primary teaching staff. We also welcomed the Judges for the WA Education Week Awards for the Excellence in Teaching and Learning [Primary] and for the Excellence in Leadership on two separate occasions. Thank you to those parents who met with these judges for your support.

We also had the Senior Policy Advisor for the National Quality Standard for the Early Childhood Validation visit in October, verifying that we have met all NQS quality standard areas to a very high standard. Congratulations to Mrs. Tracy Tapscott and the Early Childhood team.

As a result of our high performance, our school has been appointed as a **2025 Quality Teaching Strategy (QTS) lead school**. This will involve other primary school staff visiting us to tour and look at our high-quality teaching and practices.

It's been an exciting year for students and staff both academically and non-academically. We've held many incursions, excursions, carnivals, camps, musical performances, and sporting events. The Junior and Senior Brass Bands, Pop Band, Rock Bands, and the School Choir have performed across the Midwest and in Perth, receiving rave reviews. Thank you to all involved for your leadership in providing our students with these valuable experiences and promoting Morawa District High School.

The success of our students, in an array of learning areas and extra-curricular activities that support their health and well-being, clearly reflects the dedication of our teachers, support staff, 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 in and adapt to a changing world. We are well-placed to be a leading player in the Mid-West region as a Quality Teaching Lead School.

I want to extend a heartfelt 'thank you' to everyone for your fabulous hard work and dedication throughout the year. To our beautiful students, who have embodied our school values of respect, responsibility, and achievement [striving for excellence], and who have shown kindness, perseverance, and a commitment to their education – I am incredibly proud of you.

Thank you to our school community – parents, grandparents, friends, the School Board, the P&C Association, WA College of Agriculture – Morawa, Central Regional TAFE, and all sponsors for your generosity. Your partnership in education has been invaluable in maximizing student opportunities and potential.

A special thank you to our School Board Chair, Mrs. Helen Walter, and all School Board members, P&C President, Mrs. Jas Collins, Executive and members, for your governance, support, dedication, fundraising, and belief in Morawa District High School throughout the year.

We are excited to share our 2025-2027 Business Plan, which builds on the successes of our 2022-2024 plan with the vision of "Growing Good People." Our priority areas of Thriving Students, Thriving Staff, and Thriving Communities set a clear direction for our future.

I also want to express my deepest gratitude to all staff - teachers, year coordinators, middle leaders, education assistants, administration and support staff, health and wellbeing staff, and the executive leadership team—Mrs. Tracy Tapscott, Mr. Terence McGann, Mrs. Narelle Knox, Mrs. Linda Jenkins, Mrs. Jayme Tapscott—for your unwavering commitment to our students' success. Your dedication and passion have made a significant impact, and I am so grateful for your outstanding work and leadership throughout the year.



Our 2022-2024 Business Plan sets the future direction for Morawa District High School, continuing to build upon 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 2024-2024 - 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 throughout the 2024 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 Principal of an enjoyably busy, vibrant and complex organisation dedicated to the success of our students, I take pleasure in presenting the Morawa District High School 2024 Annual Report. **Mrs Tonia Carslake, Principal**

From the School Board Chairperson

IPS Board Chair Report 2024

As Board Chairperson, it is a pleasure to present my report and reflect on the activities of the Board during 2024. I would like to thank my fellow Board members for their support and their commitment to the Board and our school.

The nomination of Morawa District High School in two categories for the WA Education Awards 2024 led to our school being short-listed as a finalist in both categories:



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- Excellence in School Leadership
- Excellence in Teaching and Learning (Primary)

This is testament to the outstanding leadership, dedicated staff, and strong focus on the core principles of education at Morawa District High School. The Board congratulates Principal Tonia Carslake, Deputy Principal (Primary) Tracy Tapscott, staff and the community for the recognition of our school's excellent educational achievements.

It was a privilege to attend the graduation assembly in October to celebrate the achievements of the Year 12 students. Their success is testament to the students, their families, and the teaching, administration and support staff at both Morawa District High School and the WA College of Agriculture Morawa. The Board thanks the two schools for striving every day to give these young people the best possible start in life, and we wish all the graduating students of 2024 the brightest of futures.

The 2022-2024 Business Plan is nearing the end of its cycle, and a new 2025-2027 Business Plan will begin implementation next year. The Board continues to work in a collaborative and positive partnership with the administration team at Morawa DHS.

The Board acknowledges the outstanding work of the P&C and its sub-committees to support and enhance the learning environment at Morawa DHS for all students and staff. Their contributions towards the operation of the canteen, uniform shop, sports carnivals, band events, and fund-raising efforts are more important than ever to assist in the smooth, day-to-day running of our school.

It is an exciting time to serve on the Morawa District High School Board, and it is a wonderful opportunity for members to contribute and create better outcomes for the school, students, staff, parents and the community. The Board membership reflects the diversity of our school community, and future member enquiries are encouraged.

"Growing Good People" exemplifies the culture at Morawa District High School and the Board commends everyone who played a role in achieving this goal in 2024.

Helen Walter
Board Chair

From the Parents & Citizens Association

Another year has flown by and what a year it was for our school and P&C. Firstly on behalf of the P&C I'd like to formally congratulate our amazing school for being nominated for excellence in teaching and learning (primary) and for winning excellence in school leadership at the WA education awards. To be the best in WA in this category is such a testament to our hard-working leadership team within the school, and the P&C are truly grateful to be working alongside such a dedicated faculty, so congratulations.

This year has been another busy year for our P&C, with our main fundraiser being our quiz night held in June. It was a huge success, and we raised over \$30000 on the night. I'd like to extend a big thanks to all those that supported the night, to the businesses that donated items to auction, to those that volunteered their time for a role on the night and those that dug deep in the auction, we appreciate it so much.



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These funds are being put towards our basketball court resurfacing fundraiser, which I can finally say, with the support of the school, is going to go ahead in 2025, which is really exciting and a long time coming.

I also want to extend some personal thankyou's. A big thankyou to Ashleigh Ketteringham for her dedication and hard work as our P&C treasurer for the past few years. Ash and her family relocated to Geraldton at the start of this year, and she therefore had to give up her role. To Hanna North for stepping up to fill Ash's shoes, you are doing such a great job. To Aimee North for stepping up as president while I was away, Thank you. To Linda Collins, who's time at MDHS is now done, thank you for your dedication and commitment over so many years, including being treasurer, we appreciate all that you have done! And to the rest of the P&C committee for all your support and hard work, we have such a fabulous team. We would love to see some new faces join our P&C next year, if you are thinking about it, we welcome you with open arms!

The P&C would like to extend a big Merry Christmas to you all, have a safe and happy holidays and we look forward to what 2025 will bring.

Thankyou

Mrs Jas Collins - P & C President

P&C Report

School Context

Morawa District High School is located in the Mid-West region of Western Australia and had approximately 230 students enrolled in 2024. 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 42% Aboriginal students (Semester 2, 2024), a 48.9% 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 each child's education and well-being. Our core expectations, 'Respect, Responsibility and Achievement' are embodied in all learning areas. Through an inclusive and engaging curriculum, our staff tailor learning to meet the needs of every child. We aim to provide each child with the skills to be a life-long learner. Each 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 High Impact Teaching and 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

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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. Certificate 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 Music 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, Central Regional TAFE, Apprenticeship Support Australia, the Aboriginal Workforce Development Centre and ASPIRE UWA, providing unique educational pathways for students.

Morawa District High School Business Plan

School Priorities

The Business Plan 2022-2024 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 three 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: 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.

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 [Reviewed English Plan -structured literacy approach- highly explicit, Phonics Initiative] **and Numeracy standards** [Empowering Leaders of Mathematics]

Improving Health and Well-being outcomes and student attendance

Increasing competence in Digital Technology

Priority 1: Thriving Students – Provide every student with a pathway to a successful future.

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.

Strategic Targets

1.1 Maintain and increase student satisfaction surveys.

1.2 Increase the percentage of students represented in “usually” and/or “consistently” for ABE data.

1.3 By 2024, the rate of regular attendance will be equal to or above like schools for primary schools, secondary schools, and Aboriginal students.

1.4 All students can demonstrate the school PBS expectations and articulate the meaning of these-PBS TIF.

Strategic Target 1.1

Increase and maintain student satisfaction surveys.

Feedback from the school community is highly valued. The National School Opinion Survey for students, teachers and parents was conducted in March 2024. All students, teachers and parents were given the

opportunity to complete the survey and students were randomly selected. Overall feedback was positive from students. This target was met by both parents and staff also.

Strategic Target 1.2

Increase the percentage of students represented in “usually” and/or” consistently” for ABE data.

Data indicates that the Primary and Secondary areas have not quite met this target in 2024.

The Mean for ABEs across the primary school in 2022 was 80.2%, 76.47% for 2023, and 74.34% in 2024. The lowest ABEs for ‘usually’ and ‘consistently’ identified as Year 1s with 34.8% (same cohort identified in 2023). Social emotional learning will continue to be an area of focus for 2025 as outlined in DoEs strategic document *Student wellbeing and care – future directions*.

Studies indicate that students receiving quality SEL instruction demonstrated:

- better academic performance
- improved attitudes and behaviours
- reduced emotional distress

Our Health plan is currently under review with **updated** evidence-based strategies (PATHS – social emotional learning; and Friendly Schools Plus – anti-bullying) to be used in 2025.

Strategic Target 1.3

By 2024, the rate of regular attendance will be equal to or above like schools for primary schools, secondary schools, and Aboriginal students.

Our attendance rate has improved in all areas in 2024. Our overall Primary attendance rate was 84%, up from 81.5% in 2023; overall Secondary Attendance Rate was 69%, up from 66.6% in 2023. 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.

We have **met** the target for regular attendance compared to like primary and secondary schools for Semester 2, 2024.

We were slightly below and did **not meet** the target for Aboriginal students. In 2024 67.3% Aboriginal students attended compared to 70.7%. This equates to 2.8 students. The trend continued this year with students returning to Morawa to stay with family members but then not re-enrolling at their next school. To provide more context, 8 students from primary were referred to the Midwest Attendance Team as Requests for Assistance (RFA) – the team then follow up and cross reference with other schools and community services to locate students and then support families to get them to re-enrol at another school or return to Morawa. However, no students from primary were referred to SWU (Students Whereabouts Unknown) in 2024.

All educators make it a priority to ensure our school environment is positive, welcoming and supportive, and student abilities are catered for, so that they want to come to school every day. Students have access to support services when and where necessary. The Attendance Strategy outlines our approach to attendance at our school.

The school will continue with the attendance strategy already implemented, including recognition and rewards for 100% and 92% and above attendance; liaising with AIEO to engage new families who have moved to town; setting new targets which are achievable for poor attendees and reward them when they are met;

educating parents about importance of regular attendance and supporting families with students who are at risk. A morning school bus began collecting town students on the 1st of February 2023, with great success, contributing to our overall Attendance Improvement Rate.

Strategic Target 1.4

All students can demonstrate the school PBS expectations and articulate the meaning of these - PBS TFI.

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 2024, we continued with Dojos, a positive student reward system across the 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.

Morawa DHS has a strong Positive Behaviour Support Plan, based on PBS, which will continue to be implemented. 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 well-being. These include the employment of a Health and Wellbeing Officer 2 days per week, 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 was annually reviewed in 2024 to ensure a consistent approach; this was 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.

SAFE AND SUPPORTED LEARNING ENVIRONMENT

The principal and leadership team maintain a culture of High Performance and High Care through respectful and positive relationships, and 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 2024 Tiered Fidelity Inventory (TFI) walkthrough, with all students and staff surveyed knowing our Positive Behaviour Support (PBS) expectations.

The PBS team entwined PBS and the Mental Health and Well-being Team together in 2024. This team will continue to work on developing a Health and Well-being plan for staff and students and will be developed further in the 2025-2027 Business Plan.

The PBS team continued to implement their Tier 1 [all students] action plan in regard 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 2021 to 2024. 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 2024 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 together to ensure students receiving suspensions are supported with re-entry, through restorative practice and in-school support.

The Students at Educational Risk (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 2024, remained steady. We were fortunate to increase our Student Health and Wellbeing Officer, through OnPsych using Chaplaincy funding, to 3 days in 2024, with the additional day being paid out of school funds. This has been a huge success and benefited so many students, and we will continue this in 2025. We also used interagency support such as Child and Adolescent Mental Health (CAMH) and Desert Blue Connect visited our school fortnightly for 2 days.

There is an embedded whole school approach to student Health and Well-being, including a Health Scope and Sequence. The Health and Well-being team use the School Drug Education and Road Aware (SDERA) Changing Health Acting Together (CHAT) resources as a guide to all we do at school. We were congratulated on our program and were awarded Gold level in CHAT in 2022. 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 awareness. A number of presentations were available to students throughout the year, including information sessions from police 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, Year 7 camp to Rottnest, Aspire UWA camps for Year 9 & 11 students, Years 7-10 Country Week Sport, University Tours for secondary students, Reward Camp to Perth in Term 4, with the School Ball being a highlight for students in the secondary school. The Student 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, merit certificates and reward initiatives), weekly reminders about behaviour expectations and the use of common language across the school.

Priority 2: Thriving Staff

Strengthen support for teaching and learning excellence in every classroom and across the school.

School performance is owned by all staff who share responsibility for making performance improvements. This has resulted in our Overall Absolute Achievement mean score for Reading, Writing and Numeracy, being more than half to one standard deviation above the expected mean. NAPLAN results for Year 3 and 9 were above expected mean and at the expected mean for Years 5 & 7, with an overall upward trend. The Early Childhood Program has had a positive impact on student learning, with our Year 3 NAPLAN data being very positive at 1.27 SD above expected performance. The gap between Aboriginal and non-Aboriginal students in OLNA performance has closed, and we achieved 69% WACE attainment.

Strategic Target 2.1 By 2024, NAPLAN numeracy, reading, writing, spelling, grammar and punctuation achievement will be equal to or above like schools for all students in Years 3, 5, 7 and 9.

Comparative Performance Summary

	Year 3		Year 5		Year 7		Year 9	
	2023	2024	2023	2024	2023	2024	2023	2024
Numeracy	3.8	4.5	0.3		1.2	2.9	1.1	1.5
Reading	2.9	2.8	2.2		0.9	0.9	0.6	1.2
Writing	2.9	3.1	1.6		0.4	1.4	0.7	1.7
Spelling	2.4	2.8	1.3		-0.3	1.0	0.7	-0.1
Grammar & Punctuation	3.5	4.3	1.5		0.1	1.7	1.2	0.6

	Above Expected - more than one standard deviation above the predicted school mean
	Expected - within one standard deviation of the predicted school mean
	Below Expected - more than one standard deviation below the predicted school mean
	If blank, then no data available or number of students is less than 6

2023 and 2024 comparative performance calculations are based on Index of Socio-Educational Advantage (ICSEA) only. Calculations are based on WA public school students, excluding students identified with an intellectual disability.

Due to the new scale, comparisons between 2023 and previous years should not be made. 2023 and 2024 data are displayed separately from previous years.

Comparative Performance calculations for 2022 are not available.

Care must be taken when interpreting data for schools with low participation rates and/or small student numbers.

2.2 All students will make year-on-year progress through evidence-based approaches.

2.3 Annually, 80% or more of Year 12 students will meet the literacy and numeracy proficiency standards (OLNA) for the WA Certificate of Education (WACE) and meet C grade or better requirements.

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

2.5 Increase and maintain staff and parent satisfaction surveys.

2.6 NQS Verification meeting standards.

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 support satisfactory student progress.

NAPLAN PERFORMANCE IN 2024

The school uses performance data taken from the National Assessment Program for Literacy and Numeracy (NAPLAN) 2024, 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 is a high-performing District High School, achieving highly commendable NAPLAN and Senior School results, performing above 'Like Schools' in most

areas, and at or above WA Public Schools in all Year 3 NAPLAN areas. The Early Childhood Program, including the Phonics Initiative, has had a positive impact on student learning and is evident in the Year 3 NAPLAN data.

Morawa District High School staff are committed to improving student achievement and progress through robust data analysis and planning.

The staff rigorously analysed all aspects of the 2024 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'.

Celebrations: NAPLAN numeracy, reading, writing, spelling, grammar and punctuation achievement will be equal to or above WA Public School for all students in Year 3 & 5, & & 9.

Numeracy – Year 3, 7, 9

Reading - Year 3, 9

Writing – Year 3 & 5, 7 & 9

Spelling – Year 3, 7

Grammar and Punctuation – Year 3 & 5, 7

PROFESSIONAL DEVELOPMENT

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. A High Impact Teaching Strategies Coach [HITS Coach] was appointed to provide support to staff with the implementation of Teach Well [HITS] instruction in all classes through classroom observations and feedback coaching. The HITS Coach and other Teach Well staff conducted PD for staff at Early Close and on School Development Days.

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 with our High Impact Teaching Strategies Coach, 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.

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 staff meetings enabled all staff to engage in professional learning for diabetes, anaphylaxis, First Aid, the Teach Well – High Impact Instruction Model, ELM, 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 in person and online, which included, HII Coaching, WCSLDC – Literacy, Key Literacy Leaders, KAT, Talk for Writing, Seven Steps to Writing, Cyberbullying, Kindergarten Reporting, Classroom Management Strategies – Foundation Program, Graduate Modules, ICT Digital Technologies, , 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.

Strategic Target 2.1

By 2024, NAPLAN numeracy, reading, writing, spelling, grammar and punctuation achievement will be equal to or above like schools for all students in Years 3, 5, 7 and 9.

We had many celebrations with NAPLAN, being 1 standard deviation above like schools overall, receiving a green light on Schools Performance Monitoring, Schools online. Year 3, 5, 7 and 9 Numeracy all above like schools, and all being equal to or above WA Public Schools.

Year 3 NAPLAN results show that all but one 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. We had some celebrations, with Year 3 Numeracy, Reading, Writing, Spelling and Grammar and Punctuation all being equal to or above WA Public Schools. 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, Reading and Writing. Our results indicate that the school performed 1 SD (Standard Deviation) above the expected standard in Year 5 NAPLAN. To be noted also, one student equates to 7-8%. All students were above the national minimum standard for Numeracy.

We have completed the review and rewrite of the Whole School English Plans [K-6 and 7-10] to ensure it reflects our current practice and staff are implementing it across the school. We have been involved with the West Coast Language Development Centre's Outreach Program for several years now and all primary key teachers have undertaken Key Literacy leaders PL regarding this, as well as being mentored. Programs such as Sounds Write, Heggerty, Spelling Mastery, and assessments such as the Rainbow Assessment Tool and Kindergarten Assessment Tool, have already been embedded into our school. We have already met the Department of Education requirements for the Phonics initiative for 2024, which is pleasing. Secondary English Teachers have been working with the District High School HOLA to write the 7-10 English Plan.

Year 7 NAPLAN results demonstrate that the Strategic Target was met in Reading and Viewing and Writing, Numeracy with our students achieving better than 'Like Schools' in NAPLAN. In Grammar and Punctuation and Spelling, we were just below 'Like Schools' by a few points. Seven Steps for Writing and Explicit Teaching programs will continue, in an effort to improve student achievement.

Year 9 NAPLAN results demonstrate that the Strategic Target was met in Numeracy, Writing, Reading, and missed out by 10 points in G&P and Spelling. At a Year 9 level, the number of students meeting the minimum standards in Numeracy and Reading was similar to results in Like Schools. It was pleasing to note that all Year 7 and 9 students met the national minimum standards in Numeracy.

Student attendance patterns and small cohorts have affected some of these results and data.

Strategic Target 2.2 All students will make year-on-year progress through evidence based approaches.

We are identified as a data literate school and have always had good processes with regards to NAPLAN and On entry. OLNA analysis and review. Since the commencement of our Business Plan in 2022, we have worked to improve the quality of data collection and tracking tools so that we can monitor student performance more effectively from a student progress perspective. This has resulted in more accurate tracking of groups of students, and analysis of student performance. Our processes for early intervention are improving, as well as the referral process for external support for Tier 3 students. To help us make judgements about progress, we are using more quality school-based assessments such as the new assessments in literacy (such as the Dibels suite), PAT testing in literacy, numeracy and science, as well as NAPLAN and On entry assessments for literacy and numeracy. A new assessment to monitor growth in fundamental movement skills has been introduced in P-2 and planned for 3-6s in 2025.

In previous reports to the board, we have applied filters to our NAPLAN results and on entry assessments, to show different levels of progress. We aim to be better than like schools, in the moderate, high and very high categories of progress. For example:

On entry Semester 1

Moderate progress across all areas similar to like schools for students in **Year 1 results**. No students made high or very high progress in any area. There was a high proportion of students in the very low category for writing.

Students in Year 2 **progressed better** than like schools in Year 2 writing. Less representation compared to like schools in numeracy and reading in the high to very high progress.

NAPLAN

Progress for Year 3 NAPLAN for numeracy showed **higher progress** than like schools. Our school was represented more in the moderate and high progress than like schools in Year 3 Reading, but less than like schools in the very high category.

Progress reports were unavailable for Year 5s.

We can now demonstrate literacy and numeracy improvements using a range of school and system assessment tools including:

- PAT Reading and Mathematics in Years 1-6 (Australian normed)
- PAT Grammar and Punctuation, Spelling and Vocabulary in Years 3-6 (Australian normed)
- Dibels (Australian normed), Motif, as well as assessments for SAER

We also use PAT Science to track progression of each cohort compared to the Australian Mean in Years 3-6.

This has taken some time for judgements about longitudinal data to be tracked but we are on target in most year groups. We use this data to make informed judgements about the effectiveness of our teaching and learning.

Tracking progress using longitudinal data from Progressive Achievement Testing was successful with all students making year on year progress with Literacy and Numeracy through On-entry [P-2] and NAPLAN [3-5, 5-7, 7-9] with all areas better than Like School performance, except Year 7 Spelling.

Stable cohort data shows better than like school performance compared to like schools for both numeracy and writing. Writing results highlight our commitment to the Grammar and Syntax Project (Reading Schools

in Science and Ochre Education) which incorporates The Writing Revolution (as part of the new Whole School English Plan). Less students are represented in the strong category for like schools in reading.

Action:

Continue to refine and embed the structured literacy approach, including the use of Whole School Action Plan, new assessment regime and intervention plan. Continue to work with the West Coast Language Development Centre Outreach program for support and advice. Use the Diagnostic Tasks (ELM) to identify misconceptions early in Mathematics.

Continue to refine and embed the structured literacy approach, including the use of Whole School Action Plan and new assessment regime. Continue to work with the West Coast Language Development Centre Outreach program for support and advice. Use the Diagnostic Tasks (ELM) to identify misconceptions in Mathematics.

Continue with Whole School English and Maths Plans, Intervention Classes, Case Management Approaches and Teaching for Impact Strategies.

Strategic Target 2.3

Annually, 80% or more of Year 12 students will meet the Literacy and Numeracy proficiency standard (OLNA) for the WA Certificate of Education (WACE).

In 2024, unfortunately only 69% of our Year 12 students gained the required Category 3 level in Numeracy, Reading, and Writing for OLNA, therefore only 69% achieved their WACE. Several Aboriginal students succeeded in meeting the minimum Literacy and Numeracy standards required to achieve a Western Australian Certificate of Education (WACE) whoever many didn't as English is a second language for them.

The student achievement data clearly indicates that student success in Literacy activities will continue to be a priority 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 2.4

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

This target was met.

Year 12 ATAR student at Morawa District High in 2024 achieved an ATAR 95.45.

Peta Humphries – Congratulations to Peta for achieving the top Midwest Public School ATAR Score 95.45 At the end of 2024.

Morawa DHS offers discrete VET programs allowing students to gain full qualifications or statements of attainment for Units of Competency from nationally endorsed training packages. VET programs combine SCSA courses, qualifications from national endorsed training packages and endorsed program (Workplace Learning). VET programs are designed to allow students to continue working towards graduation and equip them with entry-level training qualifications and extended time in industry. Our VET programs comprise of:

- Certificate II Kitchen Operations (VETiS program with TAFE lecturer)
- Certificate II in Automotive
- Certificate II in Engineering
- Certificate II in Aquaculture

○ School Based Traineeship Programs

In 2024, many of our Year 12 students completed a Certificate II. Four Year 11 students completed all competencies to gain their Certificate II qualification in Kitchen Operations.

Students who do not successfully demonstrate “Band 8” standards by Year 9 have the opportunity to do so through OLNA. OLNA allows students to reach the required literacy standards through a series of online literacy and numeracy assessments, designed to enable students to successfully meet the Western Australian Certificate of Education (WACE) requirement of demonstrating minimum standards. The literacy components are in Reading and Writing. A third component of OLNA is in Numeracy. Students who do not meet the standard in Year 10 are allowed to make another two attempts at the tests in Year 11 and a final two attempts in Year 12 (for a total of six attempts).

In 2024, 100% of our final year students had gained the required “Category 3” level in Numeracy, Reading and Writing. One student who never attended school but was still attached, did not participate in education during the year.

Class of 2024 Achievement

- The winner of the 2024 Morawa District High School Long Tan Youth Leadership and Teamwork Award was Peta Humphreys
- The winner of the 2024 Morawa District High School ADF Future Innovator’s Award was Aime McGlew
- The winner of the 2024 Ampol Best All-Rounder was Rheydon Mawson
- The winner of the STAR award for 2024 was Sophie Scott
- The winner of the Maxine Simpson Aboriginal Education Award was Danika Walker
- The winner of the SIDE DUX was Peta Humphreys
- The winner of the Morawa District High School Dux was Rheydon Mawson

Our association with the Certificate II programs in Engineering, Automotive and Aquaculture at the WA College of Agriculture – Morawa has continued to be very successful. Students in Years 10, 11 and 12 have been involved in the programs and most students have been awarded specific competencies for the work at the college. A new Certificate course in Aquaculture, run at the WACOAM by lecturers from the Central Regional TAFE, was introduced in 2024.

The Certificate II in Kitchen Operations has also been successful in 2024. Three Year 11 students who started the course as Year 10s managed to complete all competencies to gain their certificate in this course.



In 2021, Peta Humphreys became the first Morawa District High Student to be awarded a Harding Miller Scholarship. This is designed to help create a positive social impact by lifting the educational outcomes of Australian girls with high academic potential and who are experiencing disadvantage. Peta continued with her scholarship through 2024 and was also elected as one of the first members of the inaugural Department of Education State Student Council members, where she directly represents student interests across the Midwest Region. Peta has now been elected the Leader of the Opposition for the WA Youth Parliament.

Staff rigorously analyse student achievement data and students’ individual WACE Trackers throughout the year, in accordance 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 2024, 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 2024.

Through our partnership with Aspire UWA, a group of Year 9 students attended the 2024 University Immersion Experience, which is aimed at promoting a culture of academic achievement and desire for learning. Also, to encourage 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 2024 have already been finalised.

All staff completed a School Improvement Plan (Learning Area Review and Learning Area report) and made recommendations for 2024. These are reflected in and reported on in the annual Operational Plan and 2024 Annual Report.

Strategic Target 2.6

NQS Verification meeting standards

EARLY CHILDHOOD

All **National Quality Standards [NQS] were met in 2024**, with a very positive verification visit in November 2024. The Lead reviewer commented that 'we were such a wonderful, kind caring and incredible school in the middle of the bush'.

The verifiers confirmed that Morawa District High school is **meeting all seven quality areas**, which is the highest rating a school can receive. This means that we are meeting every element that makes up each of the standards. While recommendations will form part of our Action Plan for 2025, it is worthy to note that there were no recommendations for **Collaborative partnerships with families and communities** and **Governance and leadership**.

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 of the Quality Areas and Standards. Morawa District High School worked in partnership with the Playgroup 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 transition program was in place for students entering Kindergarten next year

Early Childhood Education

National Quality Standard		2024
QA1 - Educational Program and Practice		M
QA2 - Children's Health and Safety		M
QA3 - Physical Environment		M
QA4 - Staffing Arrangements		M
QA5 - Relationships with Children		M
QA6 - Collaborative Partnerships with Families and Communities		M
QA7 - Leadership and Service Management		M
Verification Status		Verified



We used early intervention strategies to support student learning in classrooms, as well as continuing with the Promoting Alternative Thinking Strategies (PATHS) social skills program. All Kindergarten students participated in the Kindergarten Assessment Tool 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 2024, students in Pre-primary performed **better than or equal to Like Schools** in On-entry assessments in all areas of **Numeracy, Reading and Writing** (indicative of our Kindergarten program).

Students in Year 1 **performed below Like Schools** in On-entry assessments in **Numeracy and Reading and Writing**. This will be an area of development.

Students in Year 2 **progressed more** in On-entry assessments in all areas of **Numeracy, Reading and Writing** compared to Like Schools.

In 2025, 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 the Sounds Write Program and the UFLI program. The Language Lift program will be used for Pre-primary students.

Educators provide term by term programs aligned with the appropriate curriculum and the EYLF (Early Years Learning Framework) document (Kindergarten), DoE focus and initiatives, including the Phonics Initiative. Heggerty and Sounds Write programs are in place for Literacy and ELM for Mathematics. Lessons and activities focus on student interests and needs. Learning sequences are differentiated to ensure students are working at their own ability and are able to engage in the curriculum at their level of development. Parents are able to access information about their child's learning and progress, with IEP's written for students that are not yet achieving at a satisfactory standard for their year level, as outlined through SCSA. This data is used to determine if any students require outside services to assist their development and also to assist with grouping students for numeracy and literacy lessons. Assessment is on-going throughout the year and all students receive bi-annual reports. Educators critically reflect upon their own planning and lesson sequences to ensure that students are given a high quality education.

HIGHLIGHTS FROM LEARNING AREAS

LITERACY AND NUMERACY

Literacy and Numeracy were focus areas in 2024 and whole school approaches for these areas are in place, with staff being upskilled in all programs, including Empowering Leaders of Mathematics Strategy, Science of Reading, Literacy Based Units, Sounds Write, Talk for Writing, Heggerty, 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. Literacy Leaders reviewed the English Plan for Primary using the Science of Reading knowledge. The Secondary Scope and Sequence for Maths and English were both reviewed.

To improve Literacy outcomes, the primary school classes continued to implement the revised Literacy Plan based on the Science of Reading, Sounds Write (synthetic phonics) for K-3; 3-6 Spelling Mastery, Science of Reading strategies, a Spelling Bee, Talk for Writing, 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 (Drop Everything and Read - silent reading), across the school. Other intervention programs included Mini-Lit and the 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.



The ELM project and programs outlines explicit teaching of additive and multiplicative thinking to students and has provided us with an opportunity to revise our Whole School Maths plan. ELM is continuing to be implemented across the school. Teach Learn Grow (TLG), 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 from Pre-primary to Year 7. Selected students from Years 5 to 8 participated in the 2024 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 school, 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 in Maths and English were offered face to face again for Foundation and General Courses, and ATAR was studied through the School of Isolated and Distance Education (SIDE).

SCIENCE

Science was a focus area in 2024. The emphasis was on quality teaching, with a targeted approach by specialist teachers K-10, using the Australian Curriculum.

STEM (Science Technology Engineering Mathematics)

A whole school approach to STEM was continued in 2024. Secondary Science specialists continued to provide weekly opportunities for students to develop STEM skills as well as Digital Technology Classes. Primary students engaged in DT workshops during each term to improve their skills. We received a Science Grant to purchase new resources for Science and set up a Digi Tech Hub.

HUMANITIES AND SOCIAL SCIENCES

Students were involved in several community projects in 2024 including a sustainability-themed excursion. Hands-on projects helped with extension and engagement of support groups in the secondary school. Year 7-10 students participated in an online Share Market game for Economics, and in role playing to learn how Bills pass through the Senate.

HEALTH AND PHYSICAL EDUCATION

In 2024, three specialist Physical and Health Education teachers delivered programs 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's 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 for athletics, cross country, netball, football and cricket. Students in Years 7-10 attended Country Week in Perth, and students in Years 11 and 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 a class music specialist teacher.

Morawa DHS has a long-standing culture of brass instrumental music and brass band, 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 2024, 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 a 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.

The Junior Choir attended the Mass Choir Festival and a 3-day camp to Perth. They performed beautifully and had a wonderfully educational experience.

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 2024, the various bands had a busy performance schedule, providing many opportunities for the Senior and Junior Brass Bands, Pop and Rock Bands, and Choir, to participate in competitions and concerts, as well as performing at the local community National Aborigines and Islander Day Observance Committee (NAIDOC) Celebrations, ANZAC Services, Open Night and Morawa Street Festival. The Year 9/10 Pop Band class worked with Local Elder, Evette Harris, to create an original song with the chorus in Wajarri. This song titled 'The Storyteller', was performed at the Midwest NAIDOC celebrations. The choir also performed at this celebration, singing 'I Am Australian', with the chorus in Wajarri. "Respect" composed, performed and recorded by the Year 9/10 Pop Band for the 2024 YOH Fest & Morawa DHS Centenary Celebration [NAIDOC 2024] won the YOH Fest category for original song.

The Pop Band performed at the Morawa Street Festival, in the 2024 and performed 'Be Proud' and 'I am Australian' in Wajarri at the Midwest NAIDOC 2024 celebrations.

The specialist Visual Arts teacher developed highly engaging arts projects across the school from Pre-primary to Year 12, with a focus on designing and creating original art works projects. Upper School students had the opportunity to complete WACE studies in Year 11 and 12 General Visual Art courses. The Art Teacher worked collaboratively with staff, students and parents on a culturally responsive and inclusive Aboriginal Door Art Project with an Aboriginal language focus – Wajarri names on doors.

TECHNOLOGIES

The Australian Curriculum is implemented in the Technologies learning area and a Digi Hub was established for all students and staff to use. 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 Years 11 and 12 were able to gain a Certificate II qualification in Kitchen Operations and Hospitality. Students used the skills learnt in catering for a number of special school events.



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

LANGUAGES

In 2024, French was taught to Years 3, 4, 5, and 6 students, face to face. French was also taught to Year 7 students in 2024 face to face, with the employment of an International French Teacher.

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

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.

Strategic Targets: 3.1 Maintain and Increase parent satisfaction surveys annually.

3.2 Staff rating on each continuum within the Aboriginal Cultural Standard Framework demonstrates our school is at the capable level.

Strategic Target 3.1 Increase and Maintain parent satisfaction surveys annually.

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 as Literacy leaders, NQS leaders, Year Coordinators and Sports Coordinators. 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; Conference Accredited Training (CAT); Teach Well – Leadership Series and Coaching; Literacy leaders; Science of Reading; Student Centred Funding; Using data to lead school improvement. Staff were actively involved in Performance Development and management processes.

Strong and empowering leadership across the whole school is the hallmark of quality teaching. A shared and unified 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.

Morawa District High School complied with the Statement of Expectations for Independent Public Schools and the school Funding Agreement in 2024. The school complied with and met legislative and policy requirements, including the effective management of the school budget and all staffing requirements for 2024. The school continued to engage with 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 2022-2024 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 Plan and guides classroom planning. This Business Plan is to be reviewed in 2024 to inform the school improvement plans for 2025 and to develop the 2025-2027 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 2024, 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 Department of Education 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 Teach Learn Grow.

To ensure students in Year 7 2024 had a smooth transition into our school, Year Coordinators organised activities and learning experiences 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 Southern Association of Instructional Leaders (SAIL) network, the Shire of Morawa, WA College of Agriculture - Morawa and Central Regional TAFE.

Strategic Target 3.2

Staff rating on each continuum within the Aboriginal Cultural Standard Framework demonstrates our school is at the capable level.

Staff are actively engaged in the ACSF Reflection Tool and reviewing our ACSF Action Plan 2024-2025 and played a lead role in the organisation of the Midwest NAIDOC Reconciliation Event, with students performing original songs, singing Wajarri and being part of numerous activities. Our Shooting Stars girls, led by Coordinator Eleanor Simpson, have painted the banner depicting the theme for this year's NAIDOC 'Keep the Fires Burning! Blak, Loud and Proud'. The Shooting Stars team and our AIEO's Jessie Robinson and Cheryl Bell, will be leading a weaving project. Please rotate your classes through this activity. Morawa District High School Year 9/10 Pop Band's beautiful performance of their original song "Be Proud", led by music teacher Mrs Kirsten Haeusler, as well as The Morawa District High School's Choir performance of 'I am Australian' sung in Wajarri, led by music teachers Mrs Kirsten Haeusler and Mrs Ellen Perry.



We were excited to have activated Shooting Stars at Morawa District High School in Term 4, 2024. We have such a wonderful team which includes, Executive Officer Glass Jar Australia, Shooting Stars, Shooting Stars Regional Manager and a Morawa Program Coordinator, who is working in our school with our young girls. It is fantastic! The Shooting Stars Activation stage and launch of the Morawa DHS Shooting Stars happened in

December with many VIP's attending, including many of our local elders. The girls have since designed the Netball dresses and named their team MO Magic.

Shooting Stars is an initiative of Glass Jar Australia, empowering Aboriginal girls and women across Western and South Australia to make informed choices about their education and employment journey, helping them shoot for the stars. Our program combines advocacy and support, engagement activities, rewards and health and wellbeing sessions, to strengthen participants' confidence, cultural identity and positive attitudes, all the while promoting their health and wellbeing.

The program operates with a minimum target of 80% attendance at school for our Indigenous girls, with a goal to increasing this to over 90%. All individual participants' school attendance data is tracked on a weekly basis and summarised at the end of each term so that we can monitor and track the success that the program is having. Our program coordinators analyse the data weekly to both highlight improvements and identify individuals who may require additional support.

Aboriginal Cultural Reference Group - We acknowledge and understand that Elders, parents, families, and communities are the first educators of their children. We recognise and value the cultures and strengths that Aboriginal children bring to the classroom and want what is best for their children. Our AEIO's, Attendance Officer from the Midwest Regional Office and Shooting Stars Coordinator, engage with our local Aboriginal Elders, families, and community members to form a local Cultural Reference Group at Morawa District High School.

Our Cultural Reference Group is formed of educators, community and Board members, MDO and Shooting Stars leaders. We first met early in 2024. It is about walking in genuine partnership with each other and supporting the aspirations and challenges we face together. It is also about building stronger partnerships, relationships and cultural understandings in our contexts. It is about listening, standing up, sharing information and simply making time and space for all voices to be heard. Through this, we are better able to create learning environments where our Aboriginal students can succeed as Aboriginal people, where their cultural identity, wellbeing, engagement and educational achievement are at the centre of their learning experience, and where their culture can thrive.

Governance - The Morawa District High School Business Plan 2022-2024, 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, including the Focus 2024 priorities.
- Ensure there is a common language of high expectations articulated by all staff.
- Ensure there is a clear alignment of all plans with a clear strong story.

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 Statement of Expectation and the Funding Agreement, and has an embedded cycle of review. We commit to the following, to guide our practice in this priority area.

Every student, every classroom, every day:

Strategic directions for public schools 2020-2024

Together we will:

1. Enable Aboriginal students to succeed as Aboriginal people
2. Ensure students are on track in the early years for continued success in school
3. Enhance student health and wellbeing
4. Progress student literacy and numeracy
5. Improve student attendance
6. Increase participation in STEM
7. Increase retention and achievement in students to Year 12
8. Ensure students gain the skills, qualifications and knowledge needed to experience success.

The school will continue to regularly review and revise:

- Business Plan
- Operational Plan
- Classroom Planning
- Data in each priority area
- Whole school assessment and reporting schedule
- Annual Report
- Resourcing to align with school focus areas This self-assessment will include ongoing reflection in the following domains:
- Student achievement and progress
- Learning environment, and teaching quality (pre-requisites for successful students)
- Use of resources, leadership, relationships and partnerships (enablers of successful students)

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.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, Finance Committee and School Board approvals and the intent/purposes for which funding was provided or raised.

In 2024, the school operated our budget in accordance with Department of Education (DOE) guidelines. We did not meet the minimum expenditure requirement of 96% of total funding received due to the long lead time for delivery and payment of furniture and fittings. Funds received have been expended on students that year and our financial practices are in accordance with DOE regulations.

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 2023-2024 Business Plan and 2024 Operational Plan.

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

During 2024, 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, to enhance the teaching and learning at Morawa District High School. The strategic use of school funds was approved to carry out classroom and grounds upgrades across the school. These included:

School Funded Classroom, Technology & Grounds Refurbishment

- 25 x classroom & office desktops
- 8x wireless access points
- Tier 3 server replacement
- 5 x teaching units
- 3 x teaching desks and chairs
- 3x classroom mats
- Purchase secondary desks and chairs all classrooms
- Purchase & install block out blinds PE/Secondary & sensory rooms
- Purchase & install carpet tiles PE/Secondary & sensory rooms
- Purchase and install external pin up boards
- Early Childhood outdoor furniture
- Purchase carpet cleaner



Art room Upgrade

This year we unveiled a long-awaited makeover of our art room, turning shabby into a fresh creative space. This transformation, funded by the school with support from the Department of Finance, includes new vinyl, storage cupboards, upgraded sinks and tapware and functional furniture to create an environment that fosters artistic expression and learning for the next generation of artists and creators.



Multi -purpose Courts

We are excited to announce our funding partnership with the Department of Education and the P&C to rejuvenate our multipurpose courts. The tender process is underway to resurface all three courts with an acrylic surface with additional line markings for both tennis and volleyball. This significant investment will be overseen by the Department of Finance and will greatly enhance the variety of sports we can offer our students on a safe surface.

WA Education Awards

It was an honour to receive the Excellence in school leadership award at the WA Department of Education 2024 Awards. In addition to this remarkable achievement, the school was also named a finalist in Excellence in teaching and learning (primary). With this recognition comes significant prize money to be invested into leadership programs. The \$20,000 leadership prize money will fund Leading Cultures of Impact professional learning across all levels of leadership. The \$5000 finalist funding will be used to fund professional learning and purchase resources in the primary.

Stephen Michael Foundation – Rising Leaders Program

In 2024 the school engaged the Stephen Michael Foundation to present the Rising Leaders Program to our students. Staff from the Stephen Michael foundation have been onsite every Wednesday to take students from across the school. The program utilises sport as a vehicle to engage and immerse students in activities that can strengthen mental wellbeing, improve engagement, confidence, and develop leadership skills. The program is comprised of 20 two-hour sessions that run over two school terms and includes skill development in numerous sports; social and emotional learning; and cultural awareness (through alignment with the WA Department of Education Aboriginal Cultural Standard Framework).

Department Funded Works, Grants and Donations

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

Art room- sub floor replacement

The Department of Education approved funding of \$56,000 to replace the deteriorating sub floor and install new vinyl in the art department. The works were completed by Boodjera construction under supervision by Department of Finance.

Transportable Building Request

The school's application for a general-purpose classroom to support upper secondary students was approved. All costs associated with the installation and furnishing will be covered by the Department of Education. The classroom is scheduled to be delivered Term 2 2025.

Dymocks Library Book Grant

The school successfully applied for a \$10,000 grant to restock our library. Our students were excited to see their wish list books lining the shelves.

Sinosteel Future Fund Grant- Yarning Circle

The P&C on behalf of the school successfully applied for a Sinosteel Future Fund Grant to construct a Yarning circle in the school grounds. A yarning circle is an important process that Aboriginal and Torres Strait Islander people use to learn from one another, build respect, and share knowledge. Yarning circles are increasingly used in school settings because they provide opportunities for connection, conflict resolution, decision making and healing and wellbeing. The project is currently in the planning and sourcing stage with a completion date 31 May 2025.

Telstra Sponsored Tech for STEM Regional Scholarships

Telstra has committed ongoing funding for Year 11 students studying STEM courses or VET qualifications leading to STEM pathways, to apply for a scholarship to receive a laptop or tablet for the duration of their studies and beyond. This year, 11 eligible students were successful in their applications and have received a scholarship laptop to further their STEM and VET education.

Containers for Change

Once again, the school has established a successful and rewarding partnership with Containers for Change. The scheme raises awareness around waste and sustainability while also raising funds to support students attending secondary camps, excursions and attendance rewards. In 2024 funding of \$1908 was received.

Morawa DHS P&C

We are incredibly fortunate to have such a dedicated group of parents and community members who are passionate about making a difference.

Throughout 2024, the P&C Committee have put their time and effort into organizing events and initiatives that have not only raised essential funds but brought our school community together.

From the very popular and successful quiz night, to catering events the committee have raised funds to support and enhance our educational programs, provide additional resources for our classrooms, and support the sporting carnivals that enrich our students learning experiences. We thank the P&C committees for all that you do.

Funding Agreement 2024- Accountability & Requirements

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 these resources enables 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, the intended outcomes and reporting requirements as part of the School Funding Agreement. In 2024, Morawa District 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.

Our AIEOs have completed or are working to complete Geraldton Lighthouse modules, Classroom Management Strategies and Good to Great Schools modules to assist in the delivery of intervention programs.

- **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 to oversee early intervention Literacy and Numeracy programs.

All Education Assistants are enrolled in Good to Great Schools modules and targeted Sounds write PL to upskill the delivery of the intervention literacy programs.

- **Secondary Assistance Scheme (SAS)**

The Department provides an allowance to eligible families to assist with the cost of secondary schooling. To qualify for the allowance, a parent/guardian must hold a current Department of Human Service (Centrelink) or Veterans' Affairs card. The allowance consists of two components, \$115 for clothing allowance and \$235 for educational program allowance, in 2024 an additional \$185 was allocated to be used to for uniform purchases or other school expenses. 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. It is also used to purchase school uniforms through the Morawa DHS P&C uniform shop. This year we had 20 students apply for and receive funding.

- **In-School State Funded Chaplaincy Program – 2024**

The Department provides this funding to enable the school to purchase in-house chaplaincy services to support the health and wellbeing of students. In 2024 the school contracted onPsych to again employ Caitlyn Mills as a wellbeing officer for 2 days a week. Senior administration approved school funds for an additional day to meet student demand. Funding is also provided by the school to support breakfasts and supply resources and equipment for student recess and lunch activities.

- **Sporting Schools programme**

Morawa District High School Physical Education teacher Hayley Pettit applied successfully for several Sporting Schools programme grants throughout the 2024 year. These funds were used to facilitate Cricket, Netball, Basketball and Football programmes as well as purchasing sports equipment for students to use at lunch and recess.

- **Pre-School Reform agreement**

The department provides funding to upskill teachers and enhance the learning environments for pre-school aged students. This funding was used to train staff in explicit teaching and intervention programs including Language Lift, Sounds Write, Team Teach and Hegarty. It was also used to purchase Language Lift kits, decodable readers and new teacher easel consoles for use in primary classrooms to deliver these programs.

- **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 FTE, auspicing arrangements with Central Regional TAFE-Geraldton 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. 2024 Courses offered included:

- Certificate II Kitchen Operations (SIT20416)
- Certificate II Automotive Vocational Preparation (AUR20720)
- Certificate II Engineering Pathways (MEM20422)
- Certificate II Aquaculture (SFI20119)

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 is allocated to improve attendance; engage students in their learning and encourage parents and families to become involved in their child's learning program. In 2024, funding contributed 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 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 special days such as NAIDOC, by utilising funding provided through the department as well as through Indigenous Affairs.

Aboriginal Cultural Reference Group

The school has formed an Aboriginal Cultural Reference group to hosting parents, guardians, and elders of the community to liaise with the school regarding cultural engagement and work to improve student attendance. Our Aboriginal and Torres Strait Islander Education Assistants, Jess Robinson and Cheryl Bell have worked with the community to facilitate meetings and organise luncheons and events.

Shooting Stars Program



Morawa DHS was excited to deliver this program again in 2024, the program combines advocacy and support, engagement activities, rewards and health and wellbeing sessions to strengthen participants' confidence, cultural identity and positive attitudes. The school supports the program by providing and maintaining a home room for the girls and school office and IT support and provision of IT equipment to enhance their program delivery. The program has a positive impact on the girls' attendance data, and we look forward to all the wonderful activities and excursions to come.

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 3 x Special Needs Education Assistants, the Learning Support Coordinator to develop Individual Education Plans (IEP'S), support staff, parents and the purchase of specialised equipment and resources. Teachers and Education Assistants also receive support from the Students at Educational Risk Committee (SAER) and have access to the School of Special Educational Needs: Disability, School Psychological Service, Allied Health Agencies, and professional learning. This year our lead Education Assistant has completed the Geraldton Light House Program and is upskilling all education assistants in the modules to improve student outcomes.

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, engage with the protective behaviour curriculums and to provide consumables, uniforms, equipment and resources to assist students to be prepared for school. The school, in partnership with Foodbank, also provides breakfast, recess and lunch and is currently providing take home non-perishables to support families.

Future Focus

In 2025 the school will continue to upgrade and expand our technology resources and infrastructure for the staff and students. We will continue to refurbish our facilities and grounds to provide a contemporary space to support student creativity and learning.

MORAWA DISTRICT HIGH SCHOOL

A Financial summary of the 2024 school budget follows:

One Line Budget

	Current Budget	Actual YTD	Variance
Carry Forward (Cash):	\$ 236,413	236,413	0
Carry Forward (Salary):	\$ 546,868	546,868	0
INCOME			
Student-Centred Funding (including School Transfers & Department Adjustments):	\$ 4,474,980	4,474,980	-0
Locally Raised Funds:	\$ 61,299	86,217	-24,919
Total Funds:	\$ 5,319,559	5,344,478	-24,919
EXPENDITURE			
Salaries:	\$ 3,587,645	3,587,645	0
Goods and Services (Cash):	\$ 817,201	736,133	81,068
Total Expenditure:	\$ 4,404,846	4,323,778	81,068
Variance:	\$ 914,713	1,020,700	-105,987

Student-Centred Funding

Per Student	\$ 2,136,133.00
School and Student Characteristics	\$ 1,841,281.31
Disability Adjustments	\$ -4,695.17
Targeted Initiatives	\$ 501,346.43
Operational Response Allocation	\$ 17,497.24
Regional Allocation	\$ 0.00
Total	\$ 4,491,562.81

Bank Account Balances (Cash)

Bank Account	\$ 464,800.61
Investment Account(s)	\$ 203,866.21
Building and Other Funds Account	\$ 0.00
Total for all Bank Accounts*	\$ 668,666.82

*Reserve balances are included in the total

Minimum Expenditure Requirement Summary

Current Budget - SCFM and Locally Raised Funds	\$ 4,561,197
Minimum Expenditure Requirement	
96% of current budget	\$ 4,378,749
10% of carry forward	\$ 92,281
Total Minimum Expenditure	\$ 4,471,031
Current Forecast Expenditure	
Salaries	\$ 3,587,645
Goods and Services (Cash Expenditure)	\$ 718,019
Total Forecast Expenditure (cash and salaries)	\$ 4,305,664

Reserve Account Balances

Bus Replacement Reserve	\$ 3,052.00
Mitsububishi Rosa Reserve	\$ 30,000.00
Admin Computer Repl Res	\$ 18,839.73
Furniture Repl Reserve	\$ 7,974.00
Grounds Equipment Rep Reserve	\$ 7,098.34
General Equipment Rep Reserve	\$ 5,952.74
Minor Works Rep Reserve	\$ 3,301.82
Technology Rep Reserve	\$ 3,370.57
Cleaning Equipment Rep Reserve	\$ 6,834.45
D&T Equipment Resource Reserve	\$ 3,463.14
Pre-Primary/Kindy Resource Res	\$ 2,020.09
Gardening Equipment Resource R	\$ 6,350.58
Buildings & Grounds Resource R	\$ 12,679.90
IT Resource Reserve	\$ 21,501.36
Furniture Resource Reserve	\$ 11,208.97
Photocopier Rep Reserve	\$ 13,000.00
General Reserve	\$ 1,000.00
Total for all Reserve Accounts	\$ 157,647.69

Administration Team

Principal: Tonia Carslake
Deputy Principals: Tracy Tapscott
 Terrence McGann
Learning Support Coordinator: Narelle Knox
Manager Corporate Services: Linda Jenkins & Jayme Tapscott
Year Coordinators: Leonie Jones
 Nadia Katona



School Board Members

School: Tonia Carslake
 Linda Jenkins & Jayme Tapscott (co-opted)
 Tracy Tapscott
 Narelle Knox
 Helen Walter (Chair)
Community: Carolyn Lewis
 Maryanne Milloy-Rakich (co-opted IPS Secretary)
Parent: Sara Coaker
 Nicola Appleton
Student: Peta Humphreys
 Sophie Scott

Parents & Citizens Executive Committee

President: Jasmin Collins
Vice President: Aimee North
Secretary: Mia Andrews
Treasurer: Hanna North
Sports: Jay Collins
Uniform: Caitlyn Mills
Canteen: Jayne Leeson
Band: Terri Tomlinson

Morawa District High School Student Council 2024

Secondary School Councillors:

11/12 Head Student: Peta Humphreys
11/12 Head Student: Sophie Scott
Year 12 Councillors: Rheydon Mawson
 Dayle Reynolds

Year 11 Councillors: Thia Garlett
 Jack Dawson
Year 10 Councillors: Eliza Wolfe
 Iona Scott
Year 9 Councillors: Sam Knox-Atkinson
 Samantha Tomlinson
Year 8 Councillors: Lakeisha Little
 Zulai Fullgrabe
Year 7 Councillors:

Primary School Councillors:

Year 6 Councillors: Chloe Knox-Atkinson
 Roydon Moody
Year 5 Councillors: Olivia Wallace
 Selena Carter
Year 4 Councillors: Kobhi Porter
 Lacey Coaker
 Nate Mills
 Carter Tapscott

2024 Student Awards

General Studies Dux: Rheydon Mawson
Melissa Price STAR Award: Sophie Scott
SIDE ATAR Dux: Peta Humphreys
Maxine Simpson Aboriginal Education Award
 Danika Walker
Australian Defence Force Long Tan
Leadership & Team Work Award: Eliza Wolfe
Geraldton Universities
Encouragement Award: Geoffrey Clemson
Freemasons Junior Citizenship Award: Freya Noordof
Freemasons Senior Citizenship Award: Robert Cheekes
Best All Rounder Award: Anlaby Milloy
2024 Community Recognition Award: Miss Jessie Robinson

Scholarships for 2024

Frank Dixon Memorial
Music Scholarship: Blake Appleton
Laura Moffet Scholarships: Chloe English
 Eliza Wolfe
 Elizabeth English
Morawa Shire Scholarship: Justice Golby
Morawa P&C Secondary
Achieve Scholarship: Chloe Lawrance
Morawa P&C Secondary
Endeavour Scholarship: Lakeisha Little
Morawa P&C Primary
Achieve Scholarship: Olivia Wallace
Morawa P&C Primary
Endeavour Scholarship: Lena Severton
Carlslake Family Scholarship: Chloe Knox-Atkinson