



An Independent Public School

Morawa District High School

2025



Annual Report

Principal's Message

2025 has been a year of exceptional growth, achievement, and community strength at Morawa District High School. As we commenced the first year of our 2025–2027 Business Plan, our focus on **Thriving Students, Thriving Staff, and Thriving Community Partnerships** has guided every decision and action. I am proud to report that **over 90% of our strategic targets were achieved**, with strong evidence of improvement across academic achievement, wellbeing, and engagement.

Our appointment as a **Quality Teaching Strategy (QTS) Lead School** reflects the high-quality instruction occurring across our classrooms and the strong professional culture that underpins it. Visiting schools consistently commented on our positive school climate, strong relationships, and the high expectations evident across all learning areas as well as the embedment of the DoE **Teaching for Impact** overview.

I was honoured to be awarded a Harvard Fellowship and given the opportunity study at Harvard University on Boston USA with 19 other fellows across Western Australia. This educational study and associated strategic project, will help inform the schools system direction.

This Annual Report outlines our progress and achievements throughout 2025, along with areas for continued development as we work together to Grow Good People. It should be read alongside our Business Plan, school newsletters, Reporting to Parents information, and our website.

Tonia Carslake
Principal



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.*

IPS Board Chair Report 2025

As Board Chair, I am pleased to present my report and reflect on the activities of the Board during 2025. I would like to thank my fellow Board members for their support and their commitment to the Board and our school.

Following on from the success in winning the Excellence in School Leadership Award last year, the Administration team and staff are to be commended for their work this year as a Quality Teaching Strategy Lead School, providing Professional Learning and mentorship to staff from other schools in the Midwest. It is always a privilege to attend the graduation assembly in October to celebrate the achievements of the Year 12 students. This year's "unplugged" ceremony, courtesy of Western Power's outage, was memorable for reasons other than the audio difficulties. The students' 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 wishes the graduating students of 2025 all the very best for their future lives beyond school. The 2025-2027 Business Plan has commenced and 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 District High School for all students and staff. Their contributions towards the operation of the canteen, uniform shop, sports carnivals, band events, and fund-raising efforts are essential to assist in the smooth, day-to-day running of our school.

Serving on the Morawa District High School Board 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. I encourage all parents to consider serving as a Board member at some stage during their child's educational journey at Morawa District High School.

The Morawa District High School culture of "Growing Good People" continues as a shining example of the things our school and community can achieve together and the Board thanks everyone who played a role in 2025.

Helen Walter
Board Chair



From the Parents & Citizens Association – President Report

2025 proved to be another successful year for the P&C. With the support of the school, we achieved much of what we had been working towards for years.

The rundown old basketball courts were finally resurfaced this year! They look amazing and it's so great to see and hear about the kids enjoying a large range of sports on them such as basketball, netball, volleyball and tennis. Our next big project that we are working towards is funding a shade structure over one of the courts to allow the kids to play on the courts rain, hail or shine.

This is a massive project, and we have been very active in applying for grants and doing fundraisers such as our 'Stuffed Spud Night' which was a huge success. This year we mixed up our main fundraising event and held an 'Op Shop Ball' where everyone who attended came dressed in op shop attire. We had a live band and mystery auction items and together with sponsorship packages we raised over \$20,000 towards the shade structure.

I would like to extend my sincere thanks to the committee for all the efforts they put into fundraising and to the wider community for supporting our events too. We appreciate your support. To help fund the shade structure we are also running a sponsor a pillar campaign which involves 10 pillars of the shade structure up for sponsorship for \$5,000 per pillar. These will show names with a plaque once complete as a commemoration of support of those who sponsor.

We are so excited for 2026 and look forward to working alongside the school with these continuing projects.

Mrs Jas Collins
P & C President

School Context

Morawa District High School is located in the Mid-West region of Western Australia and had approximately 210 students enrolled in 2025. 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 39.6% Aboriginal students (Semester 1, 2025), a 27.3% student transiency rate, and with an Index of Community Socio-Educational Advantage (ICSEA) of 896 value (compared to an average ICSEA value of 840).

At Morawa District High School our vision is 'Growing Good People'. We set out to do this by 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 recognised as 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 the Quality Teaching High Strategy – Teaching for Impact and positive culturally responsive 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 teach in accordance with the Western Australian Curriculum, with a whole-school commitment to embedding the **Quality Teaching Strategy (QTS) – Teaching for Impact** across all learning areas using a range of explicit teaching strategies to engage students.

Our comprehensive middle school program is taught by subject-specialist teachers who offer a broad range of courses and provide strong support as students transition into high school.

Students in Years 11 and 12 access a flexible upper-school program, with face to face General courses and **Certificate II** courses delivered in partnership with the **Western Australian College of Agriculture – Morawa** and **Central Regional TAFE**. These pathways enable students to move confidently between campuses, classes, training programs and further education, ensuring continuity in their career development.

Morawa District High School is recognised for its outstanding **Instrumental Music Program** in brass, percussion and guitar, supported by a vibrant **Brass Band** that provides students with a distinctive musical experience.

We maintain strong partnerships with the **Western Australian College of Agriculture – Morawa**, **Central Regional TAFE**, **Apprenticeship Support Australia**, the **Aboriginal Workforce Development Centre**, and **ASPIRE UWA**, offering students diverse and meaningful educational pathways.

Morawa District High School 2025–2027 Business Plan

Our **2025–2027 Business Plan** sets a clear direction for Morawa District High School, building on the strengths and achievements of the 2022–2024 plan to ensure a high-quality, nurturing learning environment where every student feels a strong sense of belonging. As a community-centred school, we deliver an engaging curriculum and tailor learning to meet the needs of each child. Our aspirations align with the Department of Education’s *Every Student, Every Classroom, Every Day* strategic direction and the Department’s Aspirations intent.

We have identified three priorities that guide our improvement agenda and provide a strong foundation for student success:

- **Thriving Students** — Every student has a pathway to a successful future.
- **Thriving Staff** — Inspired, capable staff who live our vision of *Growing Good People*.
- **Thriving Community Partnerships** — Strong, sustainable partnerships with families, stakeholders and the wider community to support student engagement.

Our Business Plan continues to strengthen our work as an Independent Public School, with the three priorities embedded in daily practice. School Operational Plans detail how these priorities are enacted, outlining teaching and learning strategies and improvement targets across learning areas. Each year, staff analyse student performance and evaluate the effectiveness of learning programs, informing focus areas for the following year.

Based on this analysis, our 2025 focus areas were:

- **Quality Teaching Strategy** — Strengthening Literacy through a structured, highly explicit approach (Reviewed English Plan, Phonics Initiative) and improving Numeracy standards through *Empowering Leaders of Mathematics (ELM)*.
- **Student Wellbeing and Care** — Enhancing health and wellbeing outcomes.



- Culturally Responsive Practices — Embedding culturally informed approaches across the school.
- Student Attendance — Improving engagement and attendance for all students.

2025 Annual Report – ‘Growing Good People’

Priority Area 1: Thriving Students

Provide every student with a pathway to a successful future.

Strategic Target 1.1

Increase and maintain student satisfaction surveys.

Student satisfaction surveys not available in 2025.

Strategic Target 1.2

Increase the percentage of students represented in “often” and/or “consistently” for Attitude, Behaviour & Effort (ABE) data.

Primary: Primary ABE results reached their highest level since 2021, with 87% of students achieving “Usually” or “Consistently.”

Target MET

Secondary: A comparison between the ABE reports for Secondary students in Semester 2 in 2024 and Semester 2 in 2025 showed that this target was clearly met in all but one core subject class and in most other course areas.

Target MET

Strategic Target 1.3

By 2027, the rate of regular attendance will be equal to or above like schools for primary schools, secondary schools and Aboriginal students.

- Aboriginal Students:

Target MET

Attendance is monitored fortnightly with targeted follow-up for students below 70%. Responsible Parenting Plans and AIEO engagement support improved attendance. Transiency continues to impact accuracy of attendance data, with several students remaining on the attendance roll after leaving town.

Strategic Target 1.4

All students can demonstrate the school PBS expectations and articulate the meaning of these – PBS Tiered Fidelity Inventory (TIFI)

Target MET



PBS expectations remain embedded to strengthen behaviour management and classroom practice.

Priority Area 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.

Quality Teaching and Professional Learning

2025 was a significant year for staff development:

- Morawa District High School was selected as a QTS Lead School, showcasing high-impact instruction to visiting schools.
- Staff engaged in professional learning across:
 - Teach Well – High Impact Instruction
 - Science of Reading
 - ELM Mathematics
 - Cultural Awareness and the Aboriginal Cultural Standards Framework (ACSF)
 - Classroom Management Strategies (CMS) and PBS
 - Digital Technologies and curriculum moderation
- Instructional Coaches supported classroom observations, feedback cycles, and mentoring.
- Graduate teachers were mentored and supported toward proficiency.



Strategic Target 2.1

By 2027, NAPLAN numeracy, reading, writing, spelling, grammar and punctuation achievement will be equal to or above like Schools for all students Years 3, 5, 7 and 9.

Primary Achievement Summary Year 3 & 5

Target MET

2025 NAPLAN results for primary students were extremely positive, with all targets met:

- Numeracy – MET (Years 3 & 5)
- Reading – MET (Years 3 & 5)
- Writing – MET (Years 3 & 5)
- Spelling – MET (Years 3 & 5)
- Grammar & Punctuation – MET (Years 3 & 5)

Achievement was also equal to or above **WA Public Schools** in all areas, reflecting the impact of structured literacy, explicit teaching, and consistent whole-school approaches.

Secondary Achievement Summary Years 7 & 9

2025 NAPLAN results for secondary students show there were several areas of celebration.

- Numeracy: Year 7 Met
- Reading: Year 7 Met
- Writing: Year 9 Met
- Grammar & Punctuation: Year 7 Met

Strategic Target 2.2

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

Primary Target MET

On-entry (PP–Year 2)

- Year 1 progress similar to Like Schools, with reading identified as a focus area.
- Year 2 showed strong progress in reading and writing, with numeracy showing both high achievers and students requiring targeted support.

Primary NAPLAN Progress

- Year 3 demonstrated higher progress than Like Schools in numeracy and reading.
- Overall progress in numeracy, reading, and spelling was better than Like Schools.

Primary Reporting to Parents

- Progress Reports indicate progress was better than like schools in numeracy, reading, spelling, and similar in grammar and punctuation.

Secondary Target MET

Secondary NAPLAN Progress

- Stable cohort progress was higher than Like Schools, WA Public Schools and Australia, demonstrating strong growth despite lower achievement in some domains.

Secondary Reporting to Parents

- There is strong evidence of progress across the secondary school, supported by explicit teaching, intervention programs, and the use of ACER Progressive Achievement Testing (PAT).



Strategic Target 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.

OLNA Target – Partially Met

- 75% achieved Category 3 in Reading, Writing, and Numeracy
- Two students did not meet OLNA requirements
- All students achieved the WACE C grade minimum requirement

Strategic Target 2.4

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

WACE & VET

- 75% of Year 12 students achieved WACE

- In 2025 our students completed nine Certificate II qualifications across:
 - Automotive
 - Engineering
 - Hospitality
 - Business
 - Sport & Recreation

Strategic Target 2.5

Increase and maintain staff and parent satisfaction surveys.

Staff and parent satisfaction surveys not available in 2025.



Strategic Target 2.6

NQS Verification meeting standards

Target Met

The Early Childhood team prepared for the National Quality Standards verification visit in 2024. This meant external auditors assessed the school against the seven quality standards. The Senior Policy Consultant referenced “seeing excellent practice firsthand” during her visit which was a tremendous acknowledgement for our team.

Our school-based audit indicated that we MET all seven quality standards for the 2025 year.



Priority Area 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 Target 3.1

Increase and maintain parent satisfaction surveys annually.

Staff and parent satisfaction surveys not available in 2025.

Strategic Target 3.2

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



Target MET

The Aboriginal Cultural Reference Group continued to guide culturally responsive practice and two-way learning

2025 saw continued strengthening of partnerships that enrich student learning:

- School Board and P&C provided exceptional governance, fundraising, and community leadership.
- Partnerships with Aspire University of WA, Stephen Michael Foundation, Shooting Stars, Desert Blue Connect, and Teach Learn Grow enhanced wellbeing, engagement, and aspiration.
- Collaboration with WA College of Agriculture – Morawa and Central Regional TAFE supported strong VET outcomes.

Looking Ahead

With 230 students enrolled for 2026 and our continued role as a QTS Lead School, Morawa District High School is well positioned for another year of excellence. Our commitment to “Growing Good People” remains at the heart of our work, ensuring every student is known, valued, and supported to thrive.

FINANCIAL MANAGEMENT AND PLANNING

Morawa District High School maintains strong collaborative planning and self-review processes to ensure resources support sustainable educational programs and future-focused learning initiatives. All Department and school-raised funds were fully expended or committed in alignment with Department policies, Finance Committee and School Board approvals.

In 2025, the school operated within Department of Education guidelines, meeting the requirement to expend a minimum of 96% of total funding, with all funds directed to student needs and compliant financial practices. The one-line budget was effectively managed, and additional sponsorship and fundraising revenue supported curriculum initiatives and enhanced student services. School leaders regularly reviewed plans and progress toward the priorities of the 2025–2027 Business Plan and Operational Plan.

Strong partnerships with businesses, community organisations, Regional TAFE, universities, and the WA College of Agriculture – Morawa broadened learning opportunities for students. Throughout 2025, the Finance, Building and Grounds committees, School Board and P&C strategically allocated financial and human

resources to improve school infrastructure and learning environments, enabling significant classroom and grounds upgrades.

These included:

School Funded Classroom, Technology & Grounds Refurbishment

- 27 x staff Notebooks
- 41 x Student Notebooks
- Wireless link
- Photocopier – Library
- 8 x staff desks
- 4 x staff office chairs
- 5 x pigeonhole trays
- 1x sit to stand desk - administration
- 2 x sit to stand desks- students
- 88 x student desks
- 96 x student chairs
- Cubby/fort and shop front combo
- Art room refurbishment
- 10 x Art room desks
- Pinup boards
- Handrail at front entrance



Completion Multipurpose Courts

We are excited to announce the completion of resurfacing all three courts with an acrylic surface and additional line markings for both tennis and volleyball. This work was completed through a funding partnership with the Department of Education, School funding and the P&C to rejuvenate our multipurpose courts to enhance the variety of sports we can safely offer our students.

Department Funded Works, Grants and Donations

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



Transportable Building

In 2025, we welcomed a new addition that greatly enhanced the learning experience for our Year 11 and 12 students: a brand-new transportable building designed specifically to serve as a dedicated hub for upper school students. This space will support the growing needs of our Year 11 and 12 cohort and provided a central location for students studying through the School of Isolated and Distance Education (SIDE).

Sinosteel Future Fund Grant- Yarning Circle

This year, we were proud to commence building the **Yarning Circle**, a culturally inclusive space designed to honour and celebrate the rich heritage of Aboriginal and Torres Strait Islander peoples. The creation of this circle is a step forward in acknowledging the traditional custodians of the land on which our school stands, and it provides a meaningful space for storytelling, learning, and connection. This initiative was made possible thanks to the P&C's successful grant submission to the **Sinosteel Future Fund Grant**, whose support helped



fund the creation of this important space. Their dedication to cultural inclusion and community engagement made this vision possible, and we were grateful for their partnership.

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 2025 the scheme raised \$1,439.60.

Morawa District High School Parents & Citizens Association

We are privileged to have such a committed group of parents and community members whose dedication continues to make a meaningful impact. Throughout 2025, the P&C Committee have put their time and effort into organising events and initiatives that have not only raised essential funds but brought our school community together. From the very popular and successful Op Shop Ball, to catering events, the committee have raised funds to resurface our multipurpose courts, 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 they do.

Morawa Playgroup

The Morawa District High School and the Morawa Playgroup have had a long and successful partnership, with the school providing facilities and associated services for over 15 years.

Funding Agreement 2025

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 that schools will meet the expectations, the intended outcomes and reporting requirements as part of the School Funding Agreement. In 2025, Morawa District High School High School was funded for the following programs:

- **Additional Aboriginal & Torres Strait Islander Additional FTE**

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

- **Additional Education Assistant FTE**

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

- **Secondary Assistance Scheme (SAS)**

The Department provides an allowance to eligible families to assist with the cost of secondary schooling. To qualify for the allowance, a parent/guardian must hold a current Department of Human Service (Centrelink) or Veterans' Affairs card. The allowance consists of two components, \$115 for clothing allowance and \$235 for educational program allowance, in 2025 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. They are also used to purchase school uniforms through the Morawa District High School P&C uniform shop. This year we had 20 students apply for and receive funding.



- **In-School State Funded Chaplaincy Program - 2025**

The Department provides this funding to enable the school to purchase in-house chaplaincy services to support the health and wellbeing of students. In 2025 the school contracted onPsych to employ Caitlyn Mills as a wellbeing officer for three 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 the breakfast and morning tea program and resources for lunch and recess student activities.

- **Sporting Schools programme**

Morawa District High School Physical Education teacher Hayley Pettit applied successfully for several Sporting Schools programme grants throughout the 2025 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 Kindergarten and Pre-Primary aged students. This funding was used to train staff in explicit teaching and intervention programs including Language Lift, Sounds Write and Heggarty.

- **Vocational Education and Training in Schools (VET)**

The purpose of this initiative is to provide secondary students with pathways to meet the Western Australian Certificate of Education requirements through VET. 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. 2025 Courses offered included:

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



- Certificate II Aquaculture (SFI20119)
- Certificate II Sport and Recreation

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 2025, funding contributed to the employment of two 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 Standards 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.

- **Shooting Stars Program**

Morawa District High School was excited to deliver this program again in 2025. 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, an office and IT support and provision of IT equipment and support to enhance program delivery.

- **Stephen Michael Foundation – Rising Leaders Program**

In 2025 the school continued our partnership with the Stephen Michael Foundation - Rising Leaders Program. Staff from the Stephen Michael Foundation have visited the school each Wednesday to run sessions for students across all year levels. Using sport as the platform, the program builds mental wellbeing, engagement, confidence and leadership skills. Across 20 two-hour sessions delivered over two terms, students participate in skill development, social and emotional learning, and cultural awareness activities aligned with the WA Department of Education Aboriginal Cultural Standard Framework.

- **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 three Special Needs Education Assistants and the SAER Program Coordinator to develop Individual Education Plans (IEP'S). It also supports 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.

- **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 1.0 FTE Student Services Program Coordinator, to 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 help ensure students are prepared for school. The school, in partnership with Foodbank, also provides breakfast, recess and lunch support and is currently providing take home non-perishables to help families.

Future Focus

Josh Kennedy Foundation

In 2026, Morawa District High School will partner with the Josh Kennedy Foundation to enhance student attendance, engagement and wellbeing. An embedded Youth Worker, based at the school, and supported by a school funded assistant will connect with the community and deliver workshops, engagement activities and pastoral support. This integrated, community-based approach aims to strengthen relationships, support families, and help young people thrive.

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

Kind regards

Linda Jenkins & Jayme Tapscott

Managers of Corporate Services





OFFICIAL MORAWA DISTRICT HIGH SCHOOL



Department of
Education

Operational-Dec 2025

School Financial Summary

Issued on 5 June 2026

| | | | |
|----------------|-----------------------------|--------------------------------|-------------------------------|
| School: | Morawa District High School | School Year: | Dec 2025 (Verified Dec Cash) |
| Region: | Midwest Region | Aria: | 7.63 |
| | | Distance to Perth (km): | 304.26 |

One Line Budget

| | Current Budget | Actual YTD | Variance |
|--|---------------------|------------------|-----------------|
| Carry Forward (Cash): | \$ 520,914 | 520,914 | -0 |
| Carry Forward (Salary): | \$ 499,786 | 499,786 | 0 |
| INCOME | | | |
| Student-Centred Funding (including School Transfers & Department Adjustments): | \$ 4,490,828 | 4,490,828 | 0 |
| Locally Raised Funds: | \$ 223,876 | 196,493 | 27,383 |
| Total Funds: | \$ 5,735,404 | 5,708,021 | 27,383 |
| EXPENDITURE | | | |
| Salaries: | \$ 3,651,447 | 3,651,447 | 0 |
| Goods and Services (Cash): | \$ 1,233,533 | 924,274 | 309,259 |
| Total Expenditure: | \$ 4,884,980 | 4,575,721 | 309,259 |
| Variance: | \$ 850,424 | 1,132,300 | -281,876 |

Student-Centred Funding

| | |
|------------------------------------|------------------------|
| Per Student | \$ 1,975,731.00 |
| School and Student Characteristics | \$ 1,847,260.26 |
| Disability Adjustments | \$ 2,042.32 |
| Targeted Initiatives | \$ 611,153.55 |
| Operational Response Allocation | \$ 39,570.55 |
| Regional Allocation | \$ 9,239.58 |
| Total | \$ 4,484,997.26 |

Minimum Expenditure Requirement Summary

| | |
|---|---------------------|
| Current Budget - SCFM and Locally Raised Funds | \$ 4,687,321 |
| Minimum Expenditure Requirement | |
| 96% of current budget | \$ 4,499,828 |
| 10% of carry forward | \$ 117,835 |
| Total Minimum Expenditure | \$ 4,617,663 |
| Current Forecast Expenditure | |
| Salaries | \$ 3,651,447 |
| Goods and Services (Cash Expenditure) | \$ 868,146 |
| Total Forecast Expenditure (cash and salaries) | \$ 4,519,593 |

Bank Account Balances (Cash)

| | |
|-------------------------------------|----------------------|
| Bank Account | \$ 385,361.59 |
| Investment Account(s) | \$ 198,366.21 |
| Building and Other Funds Account | \$ 0.00 |
| Total for all Bank Accounts* | \$ 583,727.80 |

*Reserve balances are included in the total

Reserve Account Balances

| | |
|---------------------------------------|----------------------|
| Bus Replacement Reserve | \$ 36,357.00 |
| Admin Computer Repl Res | \$ 30,143.73 |
| Furniture Repl Reserve | \$ 13,288.00 |
| Grounds Equipment Rep Reserve | \$ 7,098.34 |
| General Equipment Rep Reserve | \$ 5,952.74 |
| Minor Works Rep Reserve | \$ 4,724.82 |
| Technology Rep Reserve | \$ 16,139.57 |
| 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 | \$ 11,415.58 |
| Buildings & Grounds Resource R | \$ 13,361.90 |
| IT Resource Reserve | \$ 28,963.36 |
| Furniture Resource Reserve | \$ 11,208.97 |
| Photocopier Rep Reserve | \$ 21,804.00 |
| General Reserve | \$ 1,000.00 |
| Total for all Reserve Accounts | \$ 213,775.69 |

As at | 5/06/2026 10:53 AM



Administration Team

Principal: Tonia Carslake
Deputy Principals: Tracy Tapscott
..... Terrence McGann
Learning Support Coordinator: Narelle Knox
Manager Corporate Services: Linda Jenkins & Jayme Tapscott

School Board Members

School Board Chair:Helen Walter
School: Tonia Carslake
.....Linda Jenkins & Jayme Tapscott (co-opted)
..... Tracy Tapscott
..... Narelle Knox
Community: Carolyn Lewis
..... Maryanne Milloy-Rakich (co-opted IPS Secretary)
Parent:Sara Coaker
..... Nicola Appleton
.....Bradley Barbuto
..... Aimee North
..... Luke Wallace
Student: Elizabeth English
..... Eliza Wolfe

Parents & Citizens Executive Committee

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

Morawa District High School Student Council 2025

Secondary School Councillors:

11/12 Head Student: Elizabeth English
11/12 Head Student: Eliza Wolfe
Year 12 Councillors: Max Knox
..... Keddy Westerink
Year 11 Councillors: Eliza Wolfe
..... Kenzie Connors
Year 10 Councillors:Sam Knox-Atkinson
..... Chloe English
Year 9 Councillors: Chloe Lawrance
..... Oadessa Little
Year 8 Councillors: Mikayla Scott
..... Sophie Lawrance
Year 7 Councillors:Chloe Knox-Atkinson
..... Robert Cheekes

Primary School Councillors:

Year 6 Councillors: Asha Hauesler
Year 5 Councillors: Ellie Collins
..... Lacey Coaker
..... Evelyn Haydon
..... Kobhi Porter
..... Carter Tapscott
Year 4 Councillors: Bronte Barbuto
..... Olivia Leeson

Class of 2025 Achievement

ADF Long Tan Leadership & Team Work Award: Lizzy English
Long Tan Youth Leadership and Teamwork. Matthew Olsen
Ampol Best All Rounder Award: Matthew Olsen
Maxine Simpson Aboriginal Education Award .. Thia Garlett
Growth Award: Dustin Yewers
VET Dux:This Garlett
School Dux:Lizzy English

2025 Student Awards

Melissa Price STAR Award Naysa Anish
Maxine Simpson Aboriginal Education Award .. Neve Taylor
**Australian Defence Force Long Tan
Leadership & Team Work Award:**Sarah Wallace
Australian Defence Force Future Innovators Award:
..... Irihapeti Haimona
**Geraldton Universities
Encouragement Award:** Lena Severtson
Freemasons Junior Citizenship Award: Evana Varghese
Freemasons Senior Citizenship Award: Kobhi Porter
Freemasons Secondary Citizenship Award: Justice Golby
Best All Rounder Award: Anlaby Milloy

Scholarships for 2025

Frank Dixon Memorial Music Scholarship: Anlaby Milloy
Laura Moffet Scholarships:Chloe English
..... Eliza Wolfe
..... Mark Murdoch
Morawa Shire Scholarship: Sam Knox-Atkinson
**Morawa P&C
..... Secondary Achieve Scholarship:**Mikayla Scott
..... Secondary Endeavour Scholarship: Sophie Lawrance
..... Primary Achieve Scholarship: Dominic Barbuto
..... Primary Endeavour Scholarship:Amelia Cheekes
Carlslake Family Scholarship:.....Olivia Wallace
The Community Shed 'Changemaker' Junior Scholarship:
..... Ollie Councillor
The Community Shed 'Changemaker' Senior Scholarship:
..... Namirhysse Martin
The Community Shed 'Changemaker' Senior Scholarship:
..... Koby Garlett