From the Principal

Narrogin Senior High School continues its long history of academic, creative and sporting excellence fostered by dedicated students, staff, parents and the wider community. As a school we promote public celebration of success, strongly believing that it is a motivational force within our school.

This year we have continued to develop our expertise as a provider of quality educational outcomes for all our students as we strive for continuous improvement.

I acknowledge and thank all who have contributed to the achievement of our students. In particular I would like to acknowledge the staff moving to other schools and to thank them for their contribution in creating a positive school environment for staff and students.

Our teachers are critical players in creating positive and productive learning experiences and our extensive range of co-curricular activities.

Our core values of Respect, Responsibility and Tolerance were determined collaboratively and are supported by students, staff, parents, family members and the community.

Our mission at Narrogin Senior High School is to ensure that each and every student is provided with the opportunities to be successful and to do their personal best. For this to occur, our action must be based on evidence. An essential part of this process involves the collection and analysis of performance data and the implementation of evidence based professional learning.

This Annual Report represents an overview of the performance data in a manner which enables community members to make comparisons between the performance of our students and those in statistically similar (‘like’) schools, or against State and National averages. The report also contains other information required by the State or Federal Governments for accountability purposes.

Each Head of Learning Area has compiled a comprehensive report on their 2014 data, including areas of strength and strategies to build on areas of concern to extend student outcomes.

The performance of our students has been pleasing and the Narrogin school community is proud of their fantastic achievements. We are constantly striving to improve all aspects of our performance as a school and a range of evidence based improvement strategies have been implemented in response to the review process. These have been included in the Narrogin Senior High School 2013- 2015 Strategic Plan.

By reading this report you will gain an overall perspective of the comprehensive educational programs provided for our students at Narrogin Senior High School.

Please do not hesitate to email me if you require any further information or wish to discuss any aspects of this Annual Report.

It is with pleasure and pride I present to you the Narrogin Senior High School Annual Report for 2014.

Steve Quartermaine
Principal
Our Vision

The school vision, a set of norms and school values and identified key areas, have been developed into three (3) School Priorities to form part of the Narrogin Senior High School Strategic Plan 2013-2015.

- Academic Excellence
- Health and Well-being
- Community Engagement

Narrogin Senior High School provides our community with a safe, supportive, inclusive and positive environment where all students strive to achieve personal excellence. Our collective commitment is reflected in a culture and curriculum which meets the needs, focuses on developing skills and values and empowers students to become responsible, active citizens.

Narrogin Senior High School is committed to the four values underpinning the philosophy of public education: learning, excellence, equity and care. We support our students and staff to achieve their personal best and to work with pride in self, school and community. Narrogin Senior High School is a vibrant school reflecting the spirit of the local community and meeting the aspirations of its children.

Our motto, “Advance with Integrity”, pledges the school community to work together through mutual respect, responsibility and tolerance.

We are strongly focused on providing all students with a safe and supportive learning environment, and teachers who are engaging and passionate about their work.

We provide for the academic needs of our students through stimulating and relevant programs, as well as progressive teaching and classroom practice.

Students work in ICT enriched classrooms, high quality workshops, Hospitality Trade Training Centre, Performing Arts Centre with purpose built Music rooms, Gymnasium, play cricket on our own turf wicket. New technologies provide greater learning opportunities.

Students can also attend after-school homework classes and enrol in ATAR and/or Industry Qualifications through the School of Isolated and Distance Education (SIDE) or Registered Training Organisations.

We understand the important link between student well-being and their ability to engage in the learning process.

To support students in achieving their potential we have a strong and dedicated Student Services team, led by our Student Services Manager. Students are supported through the provision of counselling services and extracurricular programs, and supported programs to enhance students’ levels of emotional competence. We are proud of the high level of pastoral care available to students through the Student Service team. The school also enjoys the benefits of a dedicated School Council and Parents and Citizens Association (P&C).

The highly successful Open Day in September showcased all the school has to offer whilst demonstrating and developing the important links with the local community and providing access to parents of Year 6 students moving to our school as Year 7s in 2015.

To enrich the students’ experience at Narrogin Senior High School, the school offers an extensive range of co-curricular programs that have traditionally incorporated Country Week, interstate and overseas tours, “sister school” visits from Indonesia, music, visiting artists, outdoor pursuits, camps and expeditions, academic challenges and transition activities.

We provide all students with the opportunity to excel, and support them as they grow, mature and find their place in the contemporary world.
TARGETS
To increase the percentage of students achieving a Certificate II or above to 60%.
100% of eligible students achieve attainment of Certificate II or higher and/or an ATAR of >55.
100% of eligible students to achieve WACE.
15% of ATAR students achieve a scaled score of 75+
Median ATAR score to improve to 75.
80% or more of Middle School students to achieve a C grade or higher.
Improve school group mean for Numeracy from 570 - 585.
100% of students to pass the Year 10 Online testing (OLNA).

Result

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achieved</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work in progress</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work in progress</td>
<td></td>
<td></td>
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<tr>
<td>Work in progress</td>
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<td>Work in progress</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work in progress</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

YEAR 12 SCHOOL
AWARD WINNERS

D’arcy Coad
School Standards and Curriculum Authority
Certificate of Commendation
for achieving at least 20 ‘A’ grades or equivalents

Brad Walliss
Dux of School

Shannon Walliss
Runner Up

Annie Antonie & Kyle Lenk
Citizenship Awards

Annie Antonie
Vocational Education Award

Stephanie Waters
Westscheme Award for Excellence in VET

D’arcy Coad
Bobbie Thompson Memorial Prize

Shannon Hall
Caltex Best All Rounder Award

Tayla Dawes
ADF Long Tan Leadership and Teamwork Award

Annie Antonie
Valedictorian

WACE ACHIEVEMENT
Top 50 School for VET Achievement
- Narrogin was ranked 17 in the top 50 schools for VET Achievement of Certificate II or higher.
- ATAR students performed better than DoE schools and ‘like’ schools indicated by the average final scaled score in Human Biology and Mathematics 2CD.
- ATAR students performed better than ‘like’ schools indicated by the average final scaled score in Physical Education Studies.

<table>
<thead>
<tr>
<th>Eligible Year 12 Students</th>
<th>Number acquiring an ATAR</th>
<th>VET No. of students completing a Cert II or higher</th>
<th>Attainment ATAR &gt;55 or Cert II or higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>93</td>
<td>35</td>
<td>47</td>
</tr>
<tr>
<td>2014</td>
<td>62</td>
<td>15</td>
<td>56</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Eligible Year 12 Students</th>
<th>Percentage achieving WACE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>62</td>
</tr>
</tbody>
</table>
Students had access to a comprehensive range of VET programs throughout Year 10, 11 & 12. Students participated in and received credit for individual units of competency or full Qualifications across a wide variety of 26 different Certificate I, II, III or IV qualifications.

VET programs are presented in a range of formats:
- at school under auspices by a number of Registered Training Organisations
- at the CY O’Connor Institute campus under VETiS arrangements
- in the workplace under School Based and Aboriginal School Based Traineeships
- Recreational Skippers’ Ticket
- Building and Construction ‘White Card’ Safety Awareness Training
- First Aid Certificate

Staff delivering VET have completed a comprehensive professional development program. The school currently has 22 staff with the required Certificate IV TAE40110 Assessor qualification. The school has established or maintained training partnerships with the following Registered Training Organisations and other groups:
- Beacon Foundation
- Building and Construction Industry Training Fund
- CY O’Connor Institute
- Dillon Whitelaw & Associates
- FutureNow Hospitality Ambassador Program
- Royal Life Saving Society
- Jobs South West
- Newmont Asia Pacific
- The Apprenticeship & Traineeship Company
- VETiS Consulting Services

70 students completed Workplace Learning at a range of local businesses and organisations

<table>
<thead>
<tr>
<th>Qualifications achieved - number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate I in Automotive</td>
</tr>
<tr>
<td>Certificate I in Business</td>
</tr>
<tr>
<td>Certificate I in Construction</td>
</tr>
<tr>
<td>Certificate I in Creative Industries</td>
</tr>
<tr>
<td>Certificate I in Engineering</td>
</tr>
<tr>
<td>Certificate I in Furnishing</td>
</tr>
<tr>
<td>Certificate I in General Education for Adults</td>
</tr>
<tr>
<td>Certificate I in Hospitality</td>
</tr>
<tr>
<td>Certificate I in Industrial Skills</td>
</tr>
<tr>
<td>Certificate II in Applied Fashion Design &amp; Technology</td>
</tr>
<tr>
<td>Certificate II in Automotive Mechanical</td>
</tr>
<tr>
<td>Certificate II in Business</td>
</tr>
<tr>
<td>Certificate II in Community Pharmacy (SBT)</td>
</tr>
<tr>
<td>Certificate II in Community Services</td>
</tr>
<tr>
<td>Certificate II in Creative Industries (Media)</td>
</tr>
<tr>
<td>Certificate II in Engineering</td>
</tr>
<tr>
<td>Certificate II in Horticulture</td>
</tr>
<tr>
<td>Certificate II in Hospitality</td>
</tr>
<tr>
<td>Certificate II in Information, Digital Media &amp; Technology</td>
</tr>
<tr>
<td>Certificate II in Kitchen Operations</td>
</tr>
<tr>
<td>Certificate II in Retail Services (SBT)</td>
</tr>
<tr>
<td>Certificate II in Sport and Recreation</td>
</tr>
<tr>
<td>Certificate II in Visual Arts (Desktop Publishing)</td>
</tr>
<tr>
<td>Certificate III in Business</td>
</tr>
<tr>
<td>Certificate III in Health Services Assistance</td>
</tr>
<tr>
<td>Certificate IV in Preparation for Entry into Nursing</td>
</tr>
</tbody>
</table>
Middle School Data

NSHS Reading Results vs National Mean

<table>
<thead>
<tr>
<th></th>
<th>NSHS</th>
<th></th>
<th>National Mean</th>
<th>School Mean</th>
<th>DIFFERENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012</td>
<td>2013</td>
<td>2014</td>
<td>2012</td>
<td>2013</td>
</tr>
<tr>
<td>National Mean</td>
<td>575</td>
<td>580</td>
<td>580</td>
<td>575</td>
<td>580</td>
</tr>
<tr>
<td>School Mean</td>
<td>569</td>
<td>581</td>
<td>580</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DIFFERENCE</td>
<td>-6</td>
<td>+1</td>
<td>0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Year 9 Comparative Performance to all WA

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>Expected performance</td>
<td>Expected performance</td>
<td>Expected performance</td>
</tr>
<tr>
<td>Writing</td>
<td>Expected performance</td>
<td>Expected performance</td>
<td>Expected performance</td>
</tr>
<tr>
<td>Spelling</td>
<td>Expected performance</td>
<td>Expected performance</td>
<td>Expected performance</td>
</tr>
<tr>
<td>Punctuation/Grammar</td>
<td>Expected performance</td>
<td>Above NMS</td>
<td>Expected performance</td>
</tr>
</tbody>
</table>

Year 9 Average Scores

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>569</td>
<td>577</td>
<td>580</td>
</tr>
<tr>
<td>Writing</td>
<td>552</td>
<td>530</td>
<td>549</td>
</tr>
<tr>
<td>Spelling</td>
<td>572</td>
<td>562</td>
<td>575</td>
</tr>
<tr>
<td>Punctuation/Grammar</td>
<td>564</td>
<td>574</td>
<td>569</td>
</tr>
</tbody>
</table>

Year 9 SPELLING

<table>
<thead>
<tr>
<th></th>
<th>National Minimum Standard</th>
<th>NSHS</th>
<th></th>
<th>National Minimum Standard</th>
<th>NSHS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012</td>
<td>2013</td>
<td>2014</td>
<td>2012</td>
<td>2013</td>
</tr>
<tr>
<td>Above NMS</td>
<td>72%</td>
<td>72%</td>
<td>80</td>
<td></td>
<td></td>
</tr>
<tr>
<td>At NMS</td>
<td>22%</td>
<td>17%</td>
<td>13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Below NMS</td>
<td>6%</td>
<td>11%</td>
<td>7</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Year 9 PUNCTUATION/GRAMMAR

<table>
<thead>
<tr>
<th></th>
<th>National Minimum Standard</th>
<th>NSHS</th>
<th></th>
<th>National Minimum Standard</th>
<th>NSHS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012</td>
<td>2013</td>
<td>2014</td>
<td>2012</td>
<td>2013</td>
</tr>
<tr>
<td>Above NMS</td>
<td>63%</td>
<td>73%</td>
<td>72</td>
<td></td>
<td></td>
</tr>
<tr>
<td>At NMS</td>
<td>26%</td>
<td>16%</td>
<td>19</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Below NMS</td>
<td>8%</td>
<td>19%</td>
<td>9</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Year 9 WRITING

<table>
<thead>
<tr>
<th></th>
<th>National Minimum Standard</th>
<th>NSHS</th>
<th></th>
<th>National Minimum Standard</th>
<th>NSHS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012</td>
<td>2013</td>
<td>2014</td>
<td>2012</td>
<td>2013</td>
</tr>
<tr>
<td>Above NMS</td>
<td>63%</td>
<td>56%</td>
<td>65</td>
<td></td>
<td></td>
</tr>
<tr>
<td>At NMS</td>
<td>21%</td>
<td>23%</td>
<td>14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Below NMS</td>
<td>16%</td>
<td>21%</td>
<td>20</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Year 9 READING

<table>
<thead>
<tr>
<th></th>
<th>National Minimum Standard</th>
<th>NSHS</th>
<th></th>
<th>National Minimum Standard</th>
<th>NSHS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012</td>
<td>2013</td>
<td>2014</td>
<td>2012</td>
<td>2013</td>
</tr>
<tr>
<td>Above NMS</td>
<td>71%</td>
<td>77%</td>
<td>78</td>
<td></td>
<td></td>
</tr>
<tr>
<td>At NMS</td>
<td>20%</td>
<td>16%</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Below NMS</td>
<td>9%</td>
<td>7%</td>
<td>10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SUMMARY

- positive trend of improvement in NAPLAN Literacy scores continues
- particular improvement in Reading with improvement in the average score for a third consecutive year
- all areas were in the expected performance range when compared to all WA schools
### Year 9 Average Scores

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Score</td>
<td>571</td>
<td>562</td>
<td>581</td>
</tr>
</tbody>
</table>

### Year 9 NUMERACY

<table>
<thead>
<tr>
<th>National Minimum Standard</th>
<th>NSHS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012</td>
</tr>
<tr>
<td>Above NMS</td>
<td>70%</td>
</tr>
<tr>
<td>At NMS</td>
<td>21%</td>
</tr>
<tr>
<td>Below NMS</td>
<td>8%</td>
</tr>
</tbody>
</table>

### Year 9 Comparative Performance to all WA

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td>571</td>
<td>562</td>
<td>581</td>
</tr>
</tbody>
</table>

### Year 10 Test 1 (March)

<table>
<thead>
<tr>
<th>Categories of Achievement</th>
<th>Numeracy</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category 3</td>
<td>62</td>
<td>76</td>
<td>73</td>
</tr>
<tr>
<td>Category 2</td>
<td>27</td>
<td>23</td>
<td>24</td>
</tr>
<tr>
<td>Category 1</td>
<td>15</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Category NSA</td>
<td>11</td>
<td>10</td>
<td>12</td>
</tr>
</tbody>
</table>

Between testing periods, programs were developed in English and Mathematics to target students needs identified in the test.

### Year 10 Test 2 (September)

<table>
<thead>
<tr>
<th>Categories of Achievement</th>
<th>Numeracy</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category 3</td>
<td>78</td>
<td>90</td>
<td>83</td>
</tr>
<tr>
<td>Category 2</td>
<td>24</td>
<td>14</td>
<td>22</td>
</tr>
<tr>
<td>Category 1</td>
<td>9</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Category NSA</td>
<td>8</td>
<td>9</td>
<td>8</td>
</tr>
</tbody>
</table>

- 13.4% increase in students achieving Category 3 in Test 2
- 5% of students moving from Category 1 in Test 2

### SUMMARY

- 11.8% increase in students achieving Category 3 in Test 2

**reading**

- 8.4% increase in students achieving Category 3 in Test 2

**writing**

- 13.4% increase in students achieving Category 3 in Test 2

### SUMMARY

- Comparative performance in NAPLAN Numeracy is as expected when compared to all other WA public schools
- Average score improved by 19 points
- Improvement of students in the Top 20% in 2014
- Moving students from the bottom 20% will be the focus in 2015

---

**Respect, Responsibility & Tolerance**
LEARNING AREAS

ENGLISH

KEY ACHIEVEMENTS
• three (3) students published in Year 10 Primo Lux student poetry collection
• Year 9 & 10 Enrichment English and Year 8 Literacy Focus classes to support students
• intensive literacy program resulting in 31% increase in Year 10 students passing OLNA 2
• tutoring for English available to all students
• school performance, ‘Grease,’ staged in Performing Arts Centre to sell out crowds
• the English Learning Area led Australian Curriculum implementation as Teacher Development School for English in Wheatbelt Region

 MATHEMATICS

KEY ACHIEVEMENTS
• consolidated implementation of Australian Curriculum this year

 KEY FINDINGS
 YEAR 8
• 82.8% of students achieved a ‘C’ grade or better, up from 80.8% in 2013
• 2015 Focus will be on facilitating an upward movement of those students who achieved ‘C’ or ‘B’ grades

 YEAR 10
• 82.3% of students achieved a ‘C’ grade or better, up from 69% in 2013
• 2015 Focus will be to facilitate the upward movement of those students who achieved ‘D’ or ‘C’ grade

 KEY FINDINGS
 YEAR 8
• 82.8% of students achieved a ‘C’ grade or better, up from 80.8% in 2013
• 2015 Focus will be on facilitating an upward movement of those students who achieved ‘C’ or ‘B’ grades

 YEAR 10
• more ‘A’ grades than ‘like’ schools and DoE schools
• 66% of students achieved a ‘C’ grade or better compared to 62.3% in 2013
• number of students obtaining an ‘E’ grade is concerning and requires a plan to improve

SENIOR SCHOOL PERFORMANCE
• ATAR students performed better than ‘like’ schools indicated by the average final scaled score
• 64% of students used English as their best or second best mark for ATAR calculations

SCIENCE

KEY ACHIEVEMENTS
• full implementation of Australian Curriculum Years 8-10
• development of Year 7 Australian Curriculum content and programs ready for implementation in 2015
• SPICE professional learning for staff with regards to new Australian Curriculum and ICT
• use of CONNECT online learning
• Phase 1 of the new Discovery Science option successfully implemented
• Phase 2 incorporates the development of new programs and activities to be used in 2015 and the further refinement of assessments
• offsite excursions include Austal Shipping, Pinjarra Alcoa Refinery, Narrogin Community Garden and the Science Travelling Circus
**KEY ACHIEVEMENTS**

- implementation of History (Australian Curriculum) across Years 8-10 and continual trialling of Geography across Years 8-10
- continuation of a full year Languages program in Year 8, including Aboriginal Language and Culture, in addition to Indonesian
- Year 9 & 10 Indonesian offered as an elective for a full year
- Year 9 Indonesian students who attended the Canberra tour met with Australian Government representatives, including the Hon Julie Bishop MP
- continued links with our sister school, MAN 4 in Jakarta through the BRIDGE program

**KEY FINDINGS YEAR 8**

- 68.2% of students obtained a ‘C’ grade or better
- NSHS outperformed ‘like’ schools in percentage of ‘A’ grade students
- the focus will be moving ‘C’ grade students to achieve a ‘B’ grade. More effective use of formative assessment strategies such as feedback will be explored

**KEY FINDINGS YEAR 10**

- 83.3% of students achieved a ‘C’ grade or better
- a significant increase in the percentage of students achieving an ‘A’ grade which is above ‘like’ and DoE schools
- continued emphasis on maintaining ‘A’ grades and moving ‘C’ grades to a ‘B’

**EXCURSIONS, EVENTS, AWARDS & ACTIVITIES**

- guest speakers - Year 8 Aboriginal Language and Culture class, Mary G (singer/performer) and Paul Mugambwa (South Fremantle Football Club/AFL Multicultural Ambassador program
- Shannon Hall (Year 12) attended a trip to Sandakan in Borneo during April
- Renee Sieber (Year 10) was one of 32 selected from more than 1000 entries to attend the 2015 Premier’s ANZAC tour
- Modern History movie night
- Stage 2 Geography Boddington Bauxite Mine field trip to undertake firsthand experience of the mining industry
- Stage 3 Geography Urban Studies excursion to Perth to study urban morphology and the various functional zones of Perth
- networking with Indonesian teachers belonging to the Asian Languages Hub
- three (3) staff members visited our sister school, MAN 4, during the July school holidays
- two (2) staff members were awarded a scholarship through the AEF and undertook the Asia Education Foundation study tour to Indonesia during the July school holidays
- strengthening of the Asian Languages Hub with feeder schools, a joint excursion and excursion, the Wayang Puppet Show
- the SELS learning area hosted two (2) teachers and four (4) students from our sister school, MAN 4, in Indonesia during Term 3
- the Principal and Ms Magana Ramasamy attended the 2014 Asia Education Foundation Conference, providing information to the school about the cross-curricular priority of Asia and Australia’s engagement with Asia

**KEY FINDINGS YEAR 10**

- 44.0% of Science students achieved a ‘B’ grade or higher compared to DoE schools with 33.6%
- students have moved from ‘E’ to ‘D’ grades

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Respect, Responsibility & Tolerance
HEALTH & PHYSICAL EDUCATION

KEY ACHIEVEMENTS
• Gym set up on mezzanine floor
• contributed to creating whole school positive behaviour lessons
• 10 Years' Service for the Keys for Life Year 10 program
• hosted Eltham College from the United Kingdom on their hockey tour
• Sports Academy (Hockey, Netball, Cricket) awards afternoon guest speaker: Matthew Tonts
• requalification of eight (8) staff in Bronze Medallion
• ran activities at Open Day such as Fitness Assessment and bowling/hockey Flick speed gun test
• implemented Certificate I, II Sports and Recreation
• Five (5) staff completed Certificate IV TAE and Certificate II RPL in preparation for introduction of VET courses

CRICKET ACADEMY
• Super Eights carnival
• cricket tour (through association with other cricket schools)
• Year 8-10 Cricket camp
• 1st 11 Cricket (Kim Hughes Shield)
• Year 9 & 10 Five School Tournament
• participation in the Kim Hughes Shield

NETBALL ACADEMY
• Warwick Netball excursion
• Bendigo Bank High School Netball Cup (Katanning)
  § Year 9 - winners
• Combined Schools’ Netball Tournament at Kingsway Netball Centre

HOCKEY ACADEMY
• David Bell Cup (Boys Hockey) - 9th
• Buchannan Cup (Girls hockey) - 2nd
• Como Secondary College v Narrogin SHS
  § Boys - winners
  § Girls - r/up
• NAB Hockey Cup (DHS v NSHS)
  § Boys - winners
  § Girls - winners

COUNTRY WEEK BEEP TEST WINNERS
• Shannon Bubb & Blake Edgerton-Warburton

SPRING CARNIVAL
• 72% attendance

SUMMER CARNIVAL
• 73% attendance

MIDDLE SCHOOL FOOTBALL
• Belt Up Cup at Wagin (Boys and Girls teams competed)
• Warwick v NSHS

PRIMARY SCHOOLS
• Winter Carnival
  § umpires and coaches sent from High School
• Sports and Recreation sessions for all three Narrogin Primary Schools

COUNTRY WEEK
• 11 team cohort
• Boys Hockey ‘A’ grade - winners
• Girls Hockey ‘A’ grade - r/up
• Boys Soccer ‘D’ grade - 5th
• Girls Soccer ‘D’ grade - 5th
• Girls Netball ‘A’ grade - 5th
• Girls Netball ‘B’ grade - 3rd
• Boys AFL ‘C’ grade - 4th
• Boys Volleyball ‘B’ grade - 7th
• Girls Volleyball ‘B’ grade - 6th
• Speech and Drama ‘B’ grade - 7th

page 9

Respect, Responsibility & Tolerance
HOME ECONOMICS

KEY ACHIEVEMENTS
- Year 8 Food classes prepared and served morning tea to family and friends
- Year 9 Child Care & Textiles students produced a range of garments and began their study of child development
- Year 9 & 10 Food students prepared healthy meals, snacks and food from other countries
- Year 10 Child Care students planned and ran a birthday party suitable for children from East Narrogin PS
- Apex Teen Fashion Awards, with eight (8) students winning places in the state finals
- 100% Year 12 Textiles students completed a Certificate II in Applied Technology and Design
- Year 11 & 12 Textiles class made bow ties and cummerbunds for the waiters and waitresses for the School Ball and Graduation Dinner
- Year 11 Food Science and Technology students catered for the Biggest Morning Tea as a whole school event
- Year 11 Child Care students experienced a weekend with the parenting and simulation baby
- Year 11 Food Science and Technology and Independent Living students assisted with the Year 12 Presentation sup
- Year 12 Food Science and Technology and Independent Living students catered for various activities throughout the school
- Participation in “Noongar Pop Fashion” Project
- Year 6 and 7 Transition classes

DESIGN & TECHNOLOGY

KEY ACHIEVEMENTS
- Trades students constructed a computer lab for Narrogin Senior High School
- Ross McKinnon Award for “Top Overall Trade student” - Harry Bomford
- implementation of new technology - CAD/CAM in Metal Work
- School projects including seating, brick retaining walls, stairs, canteen weather protection and paving completed
- Try-a-Trade courses including block and brick laying
- Community projects completed: Cycle Club trailer, community BBQ trailer
- Year 6 and 7 Transition programs

TRADE TRAINING CENTRE

KEY ACHIEVEMENTS
- opening of the HillTop Cafe
- Year 12 students completed a Certificate II in Hospitality and a Certificate II in Kitchen Operations
- participation in Prepare, Produce, Provide (links with Crown), preparing 5000 meals for people in need.
- Norseman DHS students and staff member visited, completing a 4 day workshop and Industry Experience
- partnership developed with Belmont City College
- Responsible Service of Alcohol course conducted
- Barista course delivered to Year 11 and 12 students
- strong relationships developed with students at risk and Aboriginal students
- strong relationship with Participation and Engagement Coordinator Narrogin Education District Office
- TTC Operations Committee formation and Operations Manual development
- increased staff well-being running morning coffee shop, breakfasts, morning teas and lunches
- Kambarang Aboriginal Gourmet Escape in Margaret River
- State-Wide Cooking Competition - Hospitality Group Training - Year 12 student winner, Tayla Warner

VET Course Completion
- high level of student success for the following:
  § Certificate I in Furnishing 100%
  § Certificate I in Construction 100%
  § Certificate II in Engineering 100%
  § Certificate II in Visual Arts (Wood) 100%
THE ARTS

ART

KEY ACHIEVEMENTS
- Make a Move: towards better mental health poster competition - Kate Wyllie (3rd prize).
  Artwork printed onto postcards - Lili Palumbo (Highly commended)
- set production for “Grease: the school version” - Year 10 Art and Design
- Art Quad mural a creative expression of western and indigenous perspectives of landscape
- collective large scale triptych for the ‘HillTop’ Café

MUSIC

KEY ACHIEVEMENTS
- opening of the new Performing Arts and Music building
- the Senior Band continues to provide performances at school and within the community. Most notable:
  § ANZAC Ceremony
  § Narrogin Combined Schools’ ANZAC Service
  § Wagin Woolarama
  § Narrogin Spring Festival
  § Year 12 Presentation Evening
- A BODA WA Schools’ Concert Band Festival - The fantastic work ethic of the students in Senior Band has resulted in an Outstanding Grade in B Division
- solo performances - fantastic performances from Year 12 musicians throughout the year at assemblies, and notably the Year 12 Dinner and Presentation Evening
- Carols in the Park:
  § Town of Narrogin
- Perth Hills and Wheatbelt Band - three (3) current and one (1) former student selected
- Band Camp at Woodman Point

MEDIA

KEY ACHIEVEMENTS
- filming of NAIDOC activities, ANZAC ceremony, Presentation night, documentary package of the Man 4 Indonesian sister school visit and Wayang Kulit Asian Literacy production
- Certificate I & II in Creative Industries completion

LIBRARY

DISPLAYS & THEMES
- Library Lovers Week
- Literacy Week
- CHAT Health & Wellbeing Expo - positive health and well-being messages
- Cancer
- St. Valentine’s Day
- Cyberbullying
- Australia
- ANZAC Day
- Remembrance Day
- Talk like a Pirate Day
- DNA
- St Patrick’s Day
- NAIDOC Week
- What is our Marine environment?
- Books from the bottom shelf

SENIOR SCHOOL ENGAGEMENT PROGRAM (GAP)

- the GAP class provided a flexible program designed to enable students to attain one of three pathways:
  § improvement in confidence and skills to enable enrolment in mainstream the next year
  § entry to further training or other study
  § to gain employment
ABORIGINAL EDUCATION

**ATAS**
ATAS funding was used to provide supplementary assistance to Aboriginal students to reduce the gap between reading, writing and numeracy standards achieved by Aboriginal and Non Aboriginal students in Years 8-12. Funding was also used to improve Senior Attainment by Aboriginal students.

**KEY ACHIEVEMENTS**

**Year 12**
- WACE Graduation Rate
  - 4 out of 5 students (80%)
- Attainment (ATAR >55 or Certificate II or Better)
  - 4 out of 5 students (80%)

Attendance (>90%) 17 students had regular attendance

**Year 9 NAPLAN Testing**
- Grammar 60% at or above minimum standard
- Spelling 70% at or above minimum standard
- Reading 70% at or above minimum standard
- Writing 50% at or above minimal standard

Our Noongar students had the unique opportunity to participate in a series of engagement workshops developed by CAN WA to promote and develop CAN WA’s core values, which are:
- Respect, all people, cultures and the environment
- Social Justice, engagement and participation for all
- Creativity, freedom to express identity and culture
- Resilience, building community strength

**NOONGAR POP CULTURE 2**
CAN WA in partnership with NSHS embarked on a project to improve the engagement and attendance of Middle School Girls. The aims of the project were:
- Developing artistic skills and engagement in creative processes, develop an appreciation for artistic expression
- Increasing confidence, self-esteem and empowerment
- Connect with positive role models

**AIME**
Australian Indigenous Mentoring Experience

**EVONNE GOOLAGONG**
Tennis ‘Come and Try’ Day

**NAIDOC WEEK**
The opening ceremony in the NSHS Gymnasium included Narrogin and East Narrogin Primary Schools. The theme was “Serving Country.” The Noongar language was celebrated by student performances and the Noongar Pop Fashion students modelled their creations and NSHS boys performed traditional dances. A whole school bush tucker lunch was prepared by Noongar parents and students. A range of workshops were run by local community members.

**ASPIRATION DAY**
Students reflected on their current and future pathways and careers. Speed careering sessions with speakers such as Primary Health, AIME, Basil Kickett, Relationships Australia, AHEAD Project-Curtin University, Laycee Coles, CY O’Connor Institute, Janice Kickett, Fred Penny and Perth NAIDOC Community Person of the Year, Ashley Garlett. Olman Walley and the Doorum Dancers performed the “Honey Bee” and “Boomerang” dancers performed for the students. Present day students Teangi Garnier and Che-Anne Turvey were interviewed by the students.

**LEADERSHIP PROGRAM**
NSHS and CY O’Connor Institute provided the opportunity for Year 10 and 11 students to prepare for their transition to possible School Based Traineeships or further study. Year 10 students completed a Certificate I in Leadership and Year 11 students completed competencies towards a Certificate II in Leadership. The program was delivered by Thea Buckley from Northam, Raelene Kickett and Anne Kickett, well-known locals. Student projects include Transition for Years 6 and 7, sports clinics, CHAT Day activities, Family Tree and morning tea, and putting together a functional band.
Health and Well-Being

TARGETS

Increase the percentage of students achieving regular attendance to 75%
Staff achieve a 4:1 ratio of positive to negative behaviour cards
Reduce the number of school day suspension to 200 days per year
Reduce the percentage of students suspended more than once in a year to 40% of total suspensions
75% of staff have attended CMS training program
90% of students feel safe at school (National School Opinion Survey)
75% of students feel connected to the school, have a sense of ownership and are supported by others

<table>
<thead>
<tr>
<th>Result</th>
<th>Work in progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>57%</td>
<td>Work in progress</td>
</tr>
<tr>
<td>3.2:1</td>
<td>Work in progress</td>
</tr>
<tr>
<td>232.5 days</td>
<td>Work in progress</td>
</tr>
<tr>
<td>36.5%</td>
<td>Achieved</td>
</tr>
<tr>
<td>80%</td>
<td>Achieved</td>
</tr>
<tr>
<td>Rating: 3.7/5</td>
<td>Work in progress</td>
</tr>
<tr>
<td>Rating: 3.4</td>
<td>Work in progress</td>
</tr>
</tbody>
</table>

KEY ACHIEVEMENTS

- Aboriginal Elder workshops
- ANZAC Day Assembly
- BotFarm Performance NZ Playhouse Theatre Company
- Breakfast Club (Tuesday-Friday)
- Career Interviews for Year 10 students conducted by Youth Connections
- Centrelink Appointments for Year 11 and 12 students
- Combined Universities talk
- Curtin University and UWA visits
- Drumbeat
- Immunisation clinics
- Live Life CHAT Day
- Rainbows (Two 12 week workshops)
- Peer Skills for Year 9 Cohort
- Leadership - Prefects and Student Council
- NAIDOC Week Middle School activities
- Noongar Pop Culture 2
- Prefects Camp
- Protective Behaviours Seminars Years 8, 9 and 10
- RuOK CHAT Day
- School Ball
- School Councillors Reward Day
- Transition Years 6 and 7 including Schools Plus students and Aboriginal students in discrete groups
- Year 12 Final Dinner
- Year 12 Presentation evening

STUDENT SERVICES

Narrogin Senior High School is committed to developing students with high levels of emotional competence to ensure they have acquired resiliency skills to respond to subsequent life experiences. Our students’ ability to relate to their peers, control their emotional responses, respond to conflict appropriately and seek help when required, will have a direct impact on their ability to learn.

The team consists of a Student Services Manager, Year Leaders, School Psychologist, Aboriginal Islander Education Officers, Chaplains, Nurse, Learning Support Coordinator, Learning Support Teacher, Senior School Engagement Program Coordinator and Student Events Coordinator.

<table>
<thead>
<tr>
<th>School</th>
<th>Suspension Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Narrogin SHS</td>
<td>0.95%</td>
</tr>
<tr>
<td>Wheatbelt</td>
<td>1.68%</td>
</tr>
<tr>
<td>Senior High Schools</td>
<td>2.72%</td>
</tr>
</tbody>
</table>
NATIONAL STUDENT SURVEY

Average Rating

- My teachers expect me to do my best: 4.3
- My teachers provide me with useful feedback about my school: 3.6
- Teachers at my school treat students fairly: 3.3
- My school is well maintained: 3.5
- I feel safe at my school: 3.7
- I can talk to my teachers about my concerns: 3.4
- Student behaviour is well managed at my school: 3.0
- I like being at my school: 3.5
- My school looks for ways to improve: 3.6
- My school takes students' opinions seriously: 3.1
- My teachers motivate me to learn: 3.6
- My school gives me opportunities to do interesting things: 3.6

NATIONAL STAFF SURVEY

Average Rating

- Teachers at this school expect students to do their best: 4.1
- Teachers at this school provide students with useful feedback: 3.9
- Teachers at this school treat students fairly: 4.0
- This school is well maintained: 3.9
- Students feel safe at this school: 3.8
- Students at this school can talk to their teachers about: 4.1
- Parents at this school can talk to teachers about their concerns: 4.3
- Student behaviour is well managed at this school: 3.0
- Students like being at this school: 3.9
- This school looks for ways to improve: 4.1
- This school takes staff opinions seriously: 3.2
- Teachers at this school motivate students to learn: 3.8
- Students' learning needs are being met at this school: 3.6
- This school works with parents to support students' learning: 3.7
- I receive useful feedback about my work at this school: 3.2
- Staff are well supported at this school: 3.2
ATTENDANCE

The average attendance at NSHS for the year was 87.1%. This compared favourably to the WA Public Schools attendance rate of 86.9%. Successful student learning is strongly linked to regular attendance, that is, students who attend school 90% or more of the time.

POSITIVE BEHAVIOUR

Think BIG

Believe Inspire Grow

The Think Big team guide the implementation of Positive Behaviour Support (PBS) and develop a positive school ethos at Narrogin Senior High School.

The team established systems to collect and analyse behaviour data to ensure future directions and decisions are evidence based.

The graph to the right represents Narrogin Senior High School’s Behaviour Referral types.
TARGETS
Increasing the frequency of NSHS featuring in the local media to a minimum of once every 2 weeks
Increase methods of communication with parents and the wider community
Improve Aboriginal connections and communications
At least two new partnerships are formed between the school and the community

NATIONAL PARENT SURVEY

NATIONAL STAFF SURVEY

NATIONAL PARENT SURVEY

School Priority
Community & Engagement
Respect, Responsibility & Tolerance

ANNUAL BUDGET

Annual Income

<table>
<thead>
<tr>
<th></th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Voluntary Contributions</td>
<td>$46,316</td>
<td>$46,316</td>
</tr>
<tr>
<td>2 Charges and Fees</td>
<td>$321,234</td>
<td>$321,234</td>
</tr>
<tr>
<td>3 P &amp; C Contributions</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>4 Fundraising and Donations</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>5 State Government Grants</td>
<td>$691,541</td>
<td>$691,541</td>
</tr>
<tr>
<td>6 Commonwealth Gov Grants</td>
<td>$73,950</td>
<td>$73,950</td>
</tr>
<tr>
<td>7 Miscellaneous</td>
<td>$464,233</td>
<td>$464,233</td>
</tr>
<tr>
<td>Total Income</td>
<td>$1,596,274</td>
<td>$1,596,274</td>
</tr>
</tbody>
</table>

Opening Balance: $189,322
Total Funds Available: $1,785,596

Annual Expenditure

<table>
<thead>
<tr>
<th></th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Administraion</td>
<td>$70,623</td>
<td>$70,623</td>
</tr>
<tr>
<td>2 Utilities</td>
<td>$244,179</td>
<td>$244,179</td>
</tr>
<tr>
<td>3 Repairs and Maintenance</td>
<td>$189,277</td>
<td>$189,277</td>
</tr>
<tr>
<td>4 Capital Works</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>5 Assets and Resources</td>
<td>$177,533</td>
<td>$177,533</td>
</tr>
<tr>
<td>6 Leases</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>7 Professional Development</td>
<td>$64,000</td>
<td>$64,000</td>
</tr>
<tr>
<td>8 Education Programs</td>
<td>$567,355</td>
<td>$567,355</td>
</tr>
<tr>
<td>9 Student Services</td>
<td>$38,400</td>
<td>$38,400</td>
</tr>
<tr>
<td>10 Miscellaneous</td>
<td>$261,172</td>
<td>$261,172</td>
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<tr>
<td>Total Expenditure</td>
<td>$1,602,539</td>
<td>$1,602,539</td>
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</tbody>
</table>

Transfer to Asset Reserves: $79,571
Total Funds Carry Forward: $103,486

Cash Position as at 31 December 2014

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Bank Balance</td>
<td>$544,850</td>
</tr>
</tbody>
</table>

Made up of:
1. Carry Over Grants (committed) | $78,784
2. Deductible Gift Funds         | $0
3. Trust Funds                   | $0
4. Asset Replacement Reserves    | $348,104
5. Suspense Accounts             | $18,498
6. Uncommitted Funds             | $103,486
Total Bank Balance               | $544,850

Other Financial Information

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Voluntary contributions</td>
<td>70.6%</td>
</tr>
<tr>
<td>collection rate</td>
<td></td>
</tr>
<tr>
<td>Total creditors as at:</td>
<td>$18,833</td>
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<tr>
<td>(insert date)</td>
<td></td>
</tr>
<tr>
<td>Total bad debts written</td>
<td>Nil</td>
</tr>
<tr>
<td>off for the year</td>
<td></td>
</tr>
<tr>
<td>Total assets/resources</td>
<td>$131,828</td>
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<tr>
<td>written off for the year</td>
<td></td>
</tr>
<tr>
<td>Total value of new leases</td>
<td>$0</td>
</tr>
<tr>
<td>for the year</td>
<td></td>
</tr>
</tbody>
</table>

A brief comment on the financial performance for the year:
Significant expenditure on computer upgrades to enhance ICT in classrooms. Collection rate of contributions and charges improved from 2013, however further improvement needs to be pursued in 2015.
The financial position of the school is sound and all processes and procedures are well established.