



NARROGIN SENIOR HIGH SCHOOL

ANNUAL REPORT 2018

**RESPECT, RESPONSIBILITY
& TOLERANCE.**

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A portrait of Ms Melissa Walker, the Principal of Narrogin Senior High School. She is a woman with dark hair, wearing glasses and a dark top, smiling at the camera. The background is a soft, out-of-focus green.

FROM THE PRINCIPAL

Ms Melissa Walker

Welcome to the 2018 Narrogin Senior High School Annual report.

2018 was my first year as Principal at Narrogin Senior High School. I have appreciated having the opportunity to lead the progress of the strategic direction of our school. The Narrogin Senior High School Strategic Plan builds on our vision to have all students achieve personal excellence.

Our priorities: Success for all students; Quality teaching and learning and; Health and wellbeing, provide our school community with a clear direction for our improvement agenda.

Throughout my first twelve months as Principal of Narrogin Senior High School I have learned that our staff and the members of our local community are committed to ensuring our school is an outstanding school that caters for the individual needs of each student in a safe and supportive environment. I would like to sincerely thank everyone for their continued support of our school.

Our core values of Respect, Responsibility and Tolerance are an essential element of our school culture. The growth of our student leadership and the plethora of extra curricula opportunities our students access nurture the growth of our students holistically supporting them to be positive contributors to our community.

The Narrogin Senior High School community is committed to making decisions that are based on evidence. An essential part of this process involves the collection and analysis of performance data to implement processes and practices that are targeted for improvement. We utilise a broad range of data. We take significant consideration of community feedback and value hearing the voice of our students to ensure that we are responding appropriately and effectively to their needs.

Our Heads of Learning Areas work tirelessly to support their staff in identifying areas of concern and flexibly overcoming these. They build a culture of continual improvement within their staff through effective analysis of performance data and the establishment of comprehensive action plans to improve student outcomes. They undertake reflective practices to further build the capacity of their staff to meet the needs of students as they are provided with opportunities to achieve personal excellence.

This Annual Report is an overview of our performance data. This enables comparisons to be made between the performance of our students and those in statistically similar 'like' schools, and/or against State and National averages. The report also contains other information required by the State or Federal Governments for accountability purposes. The performance of our 2018 Year 12 students reflects the positive school environment. The Narrogin community is very proud of our graduating cohort's achievements. A top ATAR score of 98.70 and 78% of our Vocational Education and Training enrolments achieving a nationally recognised certificate qualification reinforces the opportunities available to our students.

In this report our Targets are stated under each School Priority and the result given as either Achieved or Work in Progress.

By reading this report, you will gain an overall perspective of the comprehensive educational programs provided for our students and their achievements at Narrogin Senior High School, together with our progress in meeting targets aligned to each of our three priorities.

It is with pride I present to you the Narrogin Senior High School Annual Report for 2018.

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OUR VISION

**SUCCESS FOR ALL STUDENTS
QUALITY TEACHING AND LEARNING
HEALTH AND WELL-BEING**



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 the skills and values, and empowers students to become responsible, active citizens.

The school vision, the Department of Education norms and our school values identified key areas of focus for our strategic plan. Three School Priorities form part of the Narrogin Senior High School Strategic Plan 2016-2019:

- Success for all Students
- Quality Teaching and Learning
- Health and Well-being

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

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 pedagogy

and quality teaching.

Students work in ICT enriched classrooms, high quality specialised learning environments. The Hospitality Trade Training Centre, the Performing Arts Centre with purpose built Music rooms, the Gymnasium and play cricket on our own turf wicket are just some of the example of our specialised learning environments.

Our partnership with Murdoch University has advanced our STEM curriculum. This coupled with the partnerships we have forged with Curtin University and UWA to value add to our curriculum delivery and student learning opportunities is paramount to providing holistic learning opportunities for our students. We are committed to opening the eyes and minds of our students so that they are cognisant of the career pathways available to them.

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. We are proud of the high level of pastoral care available to students. The school also enjoys the benefits of a dedicated School Council and Parents and Citizens Association (P&C).

To enrich the students' experience at Narrogin Senior High School, the school offers an extensive range of extra-curricular opportunities that have traditionally incorporated Country Week, interstate and overseas tours, 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.



PRIORITY 01.

Success For All Students

KEY OBJECTIVE

Engage and prepare students for success in all years.

01. Increase the percentage of staff agreeing that teachers expect students to do their best in the National Schools Opinion Survey (NSOS).

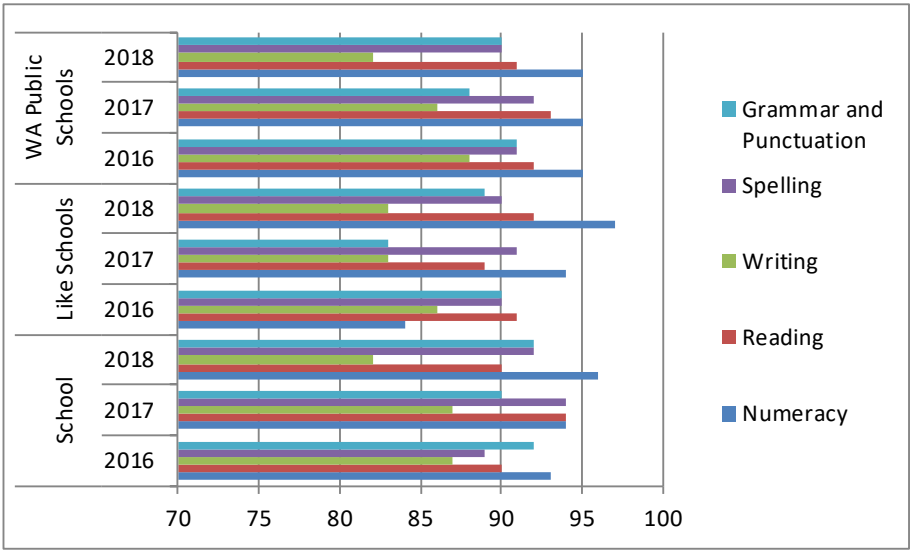
Result: *Work in Progress*

02. Increase the percentage of students agreeing that their teachers motivate them to learn (NSOS).

Result: *Achieved*

03. Increase the percentage of students in Years 7 and 9 at or above national standards in NAPLAN.

Year 7 Percentage of students at or above the National Standard



YEAR 7 DATA ANALYSIS

Grammar and Punctuation.

The percentage of students at or above the benchmark increased from 90% to 92%. The trend in Like School and WA Public Schools data was also upward. 65% of students are above the benchmark compared to 69% in Like Schools and 75% in WA Public Schools.

Result: *Work in progress*

Spelling.

The percentage of students at or above the benchmark decreased from 94% to 92% matching the trend in Like School and WA Public Schools data. 71% of students are above the benchmark compared to 79% in Like Schools and 77% in WA Public Schools.

Result: *Work in Progress*

Writing.

The percentage of students at or above the benchmark decreased from 87% to 82%. 54% of students are above the benchmark compared to 51% in Like Schools and 60% in WA Public Schools.

Result: *Work in progress*

Reading.

The percentage of students at or above the benchmark decreased from 94% to 90% equaling achievement in 2016. 79% of students are above the benchmark compared to 74% in Like Schools and 76% in WA Public Schools.

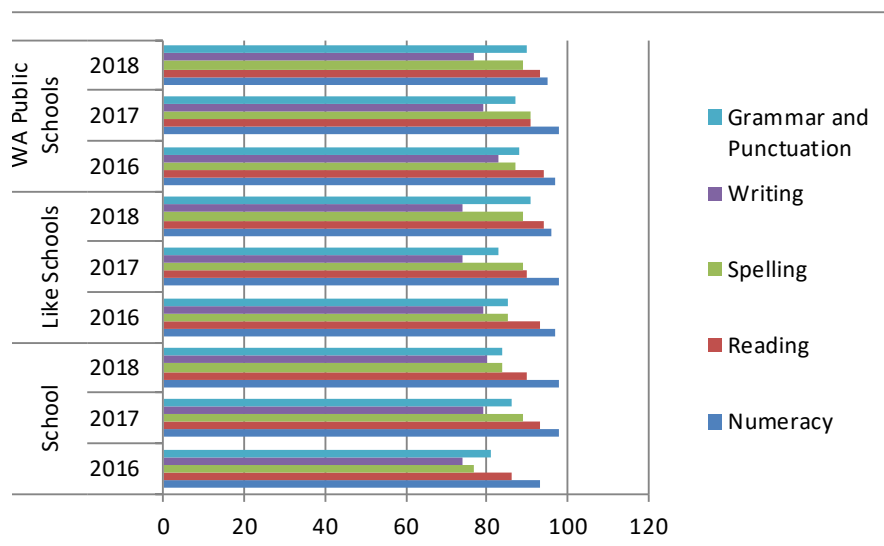
Result: *Achieved*

Numeracy.

The percentage of students at or above the benchmark increased from 94% to 96%. This is a continual upward trend from 2016. 78% of students are above the benchmark equal to like schools Like Schools and compared to 79% in WA Public Schools.

Result: *Achieved*

Year 9 Percentage of students at or above the National Standard



YEAR 9 DATA ANALYSIS

Grammar and Punctuation.

The percentage of students at or above the benchmark decreased from 86% to 84%. 71% of students are above the benchmark compared to 68% in Like Schools and 75% in WA Public Schools.

Result: *Work in progress*

Writing.

The percentage of students at or above the benchmark increased from 79% to 80%. More students achieved the standard than in Like Schools. 57% of students are above the benchmark compared to 48% in Like Schools and 54% in WA Public Schools.

Result: *Achieved*

Spelling.

The percentage of students at or above the benchmark decreased from 89% to 84%, but is still higher than the achievement in 2016. 70% of students are above the benchmark compared to 79% in Like Schools and 73% in WA Public Schools.

Result: *Work in progress*

Numeracy.

Programs and support have been put in place to prepare these students for OLN testing in Year 10. The percentage of students at or above the benchmark increased from 93% to 98%. 83% of students are above the benchmark compared to 77% in Like Schools and 82% in WA Public Schools.

Result: *Achieved*

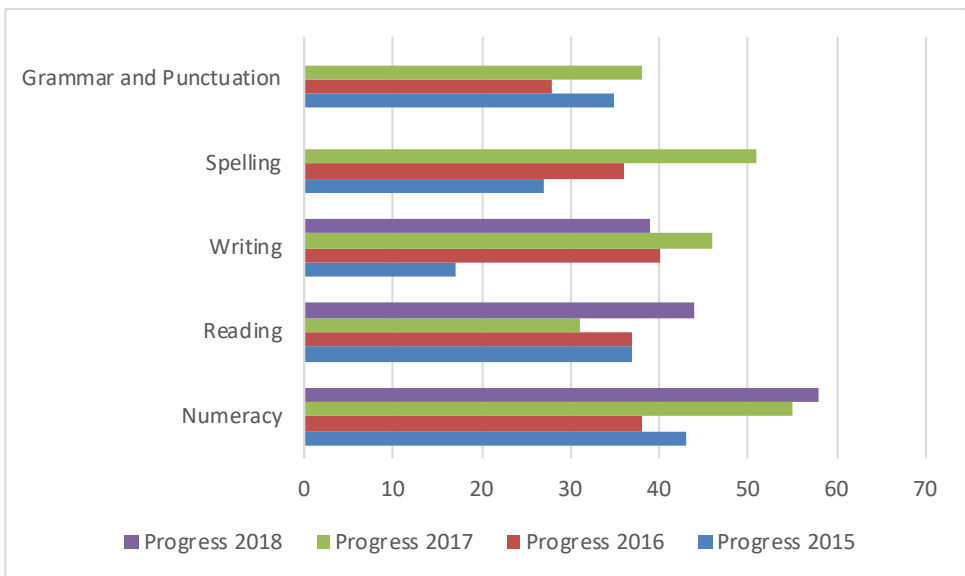
Reading.

The percentage of students at or above the benchmark decreased from 93% to 90%, but is still an upward trend in comparison to 2016 achievement. 75% of students are above the benchmark compared to 75% in Like Schools and 78% in WA Public Schools.

Result: *Achieved*

04. Establish positive improvement trends in the progress made by students from Year 7 to Year 9 NAPLAN.

NAPLAN Student Progress - Increase in NAPLAN Score



| | |
|-------------------------|------------------|
| Grammar and Punctuation | Achieved |
| Spelling | Achieved |
| Writing | Work in progress |
| Reading | Achieved |
| Numeracy | Achieved |

05. Increase the percentage of Year 10 students achieving the OLNA standard.

Percentage of students achieving the OLNA standard by the end of Year 10

| | Reading | Writing | Numeracy | Result: <i>Achieved</i> |
|-----------------|---------|---------|----------|-------------------------|
| ROUND 1. | 66% | 58% | 63% | |
| ROUND 2. | 72% | 70% | 70% | |

| Narrogin Senior High School - WACE OLNA Performance Progression | | | | | | | | | | | | | | | | | | | |
|---|------|----------|-----|---------|-----|---------|-----|---------|-----|---------|-----|---------|-----|---------|-----|---------|-----|---------|-----|
| | Year | Numeracy | | | | | | Reading | | | | | | Writing | | | | | |
| | | Year 10 | | Year 11 | | Year 12 | | Year 10 | | Year 11 | | Year 12 | | Year 10 | | Year 11 | | Year 12 | |
| | | R1 | R2 | R1 | R2 | R1 | R2 | R1 | R2 | R1 | R2 | R1 | R2 | R1 | R2 | R1 | R2 | R1 | R2 |
| % of students to demonstrate the standard | 10 | 64% | 70% | | | | | 66% | 72% | | | | | 60% | 70% | | | | |
| | 11 | 60% | 63% | 70% | 72% | | | 67% | 71% | 74% | 77% | | | 64% | 68% | 71% | 71% | | |
| | 12 | 61% | 68% | 77% | 80% | 82% | 84% | 72% | 80% | 85% | 87% | 88% | 89% | 66% | 72% | 76% | 77% | 80% | 82% |

Although Year 10 students progressed from Round 1 to Round 2, Numeracy and Writing remains a challenge for 30% of them. Diagnostic information was used to develop student weaknesses in preparation for Round 2 testing.

06. Increase the percentage of students achieving the OLNA standard by the end of Year 12.

| | 2016 | 2017 | 2018 | Result: |
|------------------|------|------|------|------------------|
| Numeracy. | 89% | 84% | 83% | Work in Progress |
| Reading. | 91% | 90% | 88% | Work in Progress |
| Writing. | 89% | 90% | 83% | Achieved |

07. Increase the number of staff, students and parents with internet access, using Connect.

| Teaching staff using Connect | 2016 | 2017 | 2018 | Result: |
|------------------------------|------|------|------|----------|
| | 70% | 78% | 85% | Achieved |

| | Learning Content Added | Learning Content Student Views | Learning Content Parent Views |
|--------------|------------------------|--------------------------------|-------------------------------|
| 2016. | 1615 | 2489 | 181 |
| 2017. | 2719 | 6661 | 809 |
| 2018. | 3238 | 6069 | 840 |

The increased usage of connect is evident when we look at the amount of content added, and the increased student and parent views.

08. Increase the percentage of Aboriginal students participating in at least one personal and one academic program.

| | 2016 | 2017 | 2018 | | 2016 | 2017 | 2018 | Result: <i>Work in Progress</i> |
|------------------|------|------|------|-----------------|------|------|------|---------------------------------|
| Academic | | | | Personal | | | | |
| ATAR | 01 | 01 | 0 | GAP | 06 | 06 | 0 | |
| Leadership | 11 | 19 | 16 | CAN Project | 16 | 7 | 0 | |
| ASBT | 0 | 2 | 2 | AIME | 13 | 30 | 42 | |
| Follow the Dream | 06 | 10 | 13 | Shooting Stars | 0 | 0 | 26 | |

KEY OBJECTIVE

High attendance, attainment and graduation rates.

- 01.** Increase the percentage of students achieving 90% or above attendance.

Result: *Work in Progress*

- 02.** Increase the school attendance rate.

| SEMESTER 01. | 2016 | 2017 | 2018 | Result |
|---|-------|-------|-------|------------------|
| ATTENDANCE | 86.7% | 86.8% | 86.4% | Work in Progress |
| REGULAR ATTENDANCE (90% or above) | 58% | 56.8% | 56.2% | Work in Progress |

Resources allocated to improving attendance were continued in 2018. A Student Support Officer dedicated to student attendance has improved follow up on absences, including direct contact with parents and/or carers. In 2019 further case management processes will be implemented to support student attendance.

YEAR 12 PERFORMANCE

Narrogin Senior High School's median ATAR score in 2018 was above expectations and like schools. A mean ATAR score of 71.95 was 0.33 greater than expected and above Like Schools at 69.9.

**SCHOOL CURRICULUM AND
STANDARDS AUTHORITY AWARDS.**

**Certificates of
Distinction**

02

**Subject Certificates
of Excellence**

02

**Certificates of
Merit**

03

**VET Certificates
of Excellence**

01

**MEMBERS OF THE NARROGIN
90s ATAR CLUB.**

**Johanna
Reynders**

98.70

**Emma
Coppock**

92.75

**Anri
van Niekerk**

98.35

**Chance
McDougall**

90.00

High attendance, attainment and graduation rates.

- 03.** Increase the percentage of students who achieve WACE at the end of Year 12.

Result: *Achieved*

| | 2016 | 2017 | 2018 |
|----------------------------|-------|-------|------|
| NSHS. | 93.1% | 90% | 89% |
| LIKE SCHOOLS. | 87% | 84% | 83% |
| GOVERNMENT SCHOOLS. | 91% | 87.8% | 89% |

There is a slight downward trend in WACE achievement. All unsuccessful students achieved every requirement other than OLNA. Further targeted initiatives have been implemented to improve OLNA achievement. Being above or equal to Government and Like Schools is reward for a dedicated Senior School Team and staff working with students to improve their outcomes.

- 04.** Increase the percentage of students who achieve attainment of ATAR>55 and/or a Certificate II or above.

Result: *Achieved*

| | 2016 | 2017 | 2018 |
|----------------------------|-------|------|------|
| NSHS. | 94.1% | 98% | 97% |
| LIKE SCHOOLS. | 91% | 96% | 95% |
| GOVERNMENT SCHOOLS. | 94% | 96% | 96% |

The focus on increasing the percentage of students achieving an ATAR resulted in a small number of students missing out on an ATAR of 55 or above. In 2019 the focus will be on all students at ATAR risk completing a Certificate II or higher.

- 05.** Increase the percentage of parents who agree that they can talk to their child's teacher about their concerns (NSOS).

Result: *Achieved*

| | 2016 | 2017 | 2018 |
|-----------------|------|------|------|
| PARENTS. | 75% | 83% | 86% |

The relationships between teachers and parents continues to improve. Conversations with parents and carers about student achievement are positive and take place on a regular basis.

High attendance, attainment and graduation rates.

- 06.** Increase the percentage of students who achieve Band 8 or above in NAPLAN testing in Year 9 and complete an ATAR program.

Result: *Achieved*

| | 2016 | 2017 | 2018 |
|--------------------------------------|------|------|------|
| BAND 8 OR ABOVE ATAR AT NSHS. | 50% | 62% | 60% |
| UNKNOWN. | 15 | 8 | 3 |

ATAR preparation has begun from Year 7 onwards. The Academic Extension program and improved student ATAR results has resulted in positive motivation for students to begin and complete an ATAR program.

- 07.** Increase the percentage of Narrogin Senior High School ATAR students achieving a scaled score of 75 or above.

Result: *Work in progress*

| | 2016 | 2017 | 2018 |
|---|-------|-------|-------|
| SCALED SCORE ≥ 75. | 18.5% | 51.4% | 43.5% |

Strategies such as after school study groups, subsidies for external revision courses, university study camps and extensive moderation practices have maintained the result in 2018.

- 08.** Increase the proportion of students in ATAR pathways and achieving university entrance.

Result: *Work in Progress*

| | 2016 | 2017 | 2018 |
|---|-------|-------|-------|
| DIRECT ENTRY ≥ 60ATAR. | 81.4% | 68.5% | 73.9% |

All students were not successful in gaining direct entry into university, however all were offered alternative entry.

KEY OBJECTIVE

Support for students at educational risk.

- 01.** Personalised IEPs in place for every student at educational risk.

Result: *Work in progress*

The SAER processes are under review in 2019.

- 02.** SEN reporting in place for all students with disabilities.

Result: *Achieved*

All students who receive Disability Resourcing have a SEN report.

- 03.** Numeracy and literacy embedded in all learning programs.

Result: *Work in Progress*

Developing programs that include literacy and numeracy is improving.

More information is available in the Students with Disabilities and Aboriginal Education sections of this report.

A young male student with brown hair, wearing safety goggles and a green polo shirt with yellow trim, is focused on a task in a workshop. He is using a blue-handled tool to work on a piece of wood. A large, light-colored wooden block is held in a blue vise on a workbench. The background is blurred, showing other workbenches and tools. The overall tone is professional and educational.

PRIORITY 02.

Quality Teaching and Learning

KEY OBJECTIVE

Foster a culture of continuous personal growth.

01. School looks for ways to improve (NSOS)

Result: *Achieved*

| | Agree 2016 | Agree 2017 | Agree 2018 |
|------------------|------------|------------|------------|
| STAFF. | 85% | 80% | 72% |
| PARENTS. | 61% | 68% | 78% |
| STUDENTS. | 53% | 57% | 51% |

A culture of continuous growth is recognised by staff and parents. Our challenge for 2019 is to ensure that our students are also aware of our determination to seek new ways to improve. In 2019 we are redeveloping the School Plan, this will provide an opportunity for the school community to have a voice.

02. Performance management is linked to personal plans that reflect the Strategic, Operational, and Learning Area Plans.

Result: *Achieved*

100% of staff completed their performance management. Personal plans reflected school and learning area planning.

03. Increase the percentage of parents and staff who indicate that the school is well led. (NSOS)

| | Agree 2016 | Agree 2017 | Agree 2018 | Result |
|-----------------|------------|------------|------------|------------------|
| STAFF. | 68% | 58% | 63% | Work in Progress |
| PARENTS. | 54% | 72% | 73% | Achieved |

More work is required in increasing the understanding of leadership roles and their profile within the school community.

04. Increase the effectiveness of school leaders.

Result: *Achieved*

The school leadership team undertook a three day School Improvement PL program followed by a day of planning. In 2019 the Leadership Team is integral in developing the new 2020-2023 School Plan utilising the learning from School Improvement PL.

KEY OBJECTIVE

All school staff are motivated, engaged and competent.

- 01.** Increase parent and student positive satisfaction in relation to teaching and learning. (NSOS)

| | Agree 2016 | Agree 2017 | Agree 2018 | Result |
|------------------|---------------|---------------|---------------|------------------|
| STUDENTS. | 48.6% | 44.2% | 58% | Work in Progress |
| PARENTS. | 64% | 72% | 70% | Achieved |

The percentage relates to the National School Opinion Survey section relating to teaching and learning. It is clearly evident that positive satisfaction has been maintained from 2017 to 2018 within our parents. Further investigation into student feedback is required so that targeted initiatives can be implemented to improve perception of students.

- 02.** Increase the percentage of staff participating in professional learning specifically linked to performance management, school priorities, teaching and learning needs.

Result: *Achieved*

| | 2016 | 2017 | 2018 |
|---------------|------|-------|-------|
| STAFF. | 85% | 85.2% | 81.8% |

While all staff participated in professional learning activities provided by the school, the percentage shown above indicates staff who engaged in professional learning outside of the school.

- 03.** Increase the percentage of teachers providing useful feedback to students (NSOS)

| | Agree 2016 | Agree 2017 | Agree 2018 | Result |
|------------------|---------------|---------------|---------------|------------------|
| STUDENTS. | 59% | 56% | 62% | Work in Progress |
| PARENTS. | 68% | 77% | 70% | Work in Progress |
| STAFF. | 83% | 82% | 75% | Work in Progress |

Teachers are continuing to improve the quality of the feedback given to students. Providing effective feedback was a major focus of professional learning since 2014.

- 04.** Increase the percentage of teachers trained in Classroom Management Strategies.

Result: *Achieved*

| | 2016 | 2017 | 2018 |
|------------------------------|------|-------|-------|
| STAFF TRAINED IN CMS. | 42% | 62.8% | 59.7% |

CMS training became available again in 2018 with a number of teaching and support staff able to access the training. Staff will be encouraged to participate in training in 2019.

KEY OBJECTIVE

Develop effective Professional Learning Communities.

01. Regular Learning Area Meetings.

Result: *Achieved*

All learning areas have regular meetings as planned on the Year Planner.

02. Regular Learning Community meetings.

Result: *Work in Progress*

Learning community meetings are occurring in some cases but can be developed

03. Increase the percentage of teaching staff participating in Peer Observation.

Result: *Work in Progress*

Emphasis on this peer feedback process needs to be re-established in 2019

KEY OBJECTIVE

Recognise and celebrate high quality teaching and learning and share expertise.

01. At least one staff member from each Learning Area nominated for a Network Award.

Result: *Achieved*

| | 2016 | 2017 | 2018 |
|---|------|------|------|
| LEARNING AREAS NOMINATING STAFF. | 6 | 8 | 11 |

Heads of Learning Area will again be encouraged to nominate a staff member in 2019.

02. Increase the percentage of staff indicating that they receive useful feedback about their work.

Result: *Work in Progress*

| | Agree 2016 | Agree 2017 | Agree 2018 |
|---------------|---------------|---------------|---------------|
| STAFF. | 64% | 57% | 44% |

In term 4 of 2018 the Leadership Team were involved in a Leadership PL. An action plan has been developed to address staff feedback.

03. Increase the number of staff involved in developing the capacity of their peers.

Result: *Achieved*

| | 2016 | 2017 | 2018 |
|------------------------|------|------|------|
| Number of Staff | 10 | 18 | 22 |

The school has maintained the opportunity for staff to upskill their peers through delivery of PL and mentoring.

PRIORITY 03.

Health and Well-being



KEY OBJECTIVE

Provide a positive and safe learning environment to maximise educational outcomes.

- 01.** Improved student, parent and public perception of our school through the school satisfaction survey.

| | Agree 2016 | Agree 2017 | Agree 2018 | Result |
|------------------|------------|------------|------------|------------------|
| STUDENTS. | 49.1% | 48.5% | 52.8% | Work in Progress |
| PARENTS. | 61.2% | 70.5% | 75.65% | Achieved |

The results above are an average of all areas of the National School Opinion Survey.

- 02.** All staff and students are able to state NSHS core values (Positive Schools Data).

Result: *Achieved*

| | State Core Values |
|--------------|-------------------|
| 2016. | 80% |
| 2017. | 100% |
| 2018. | 100% |

Positive schools data is collected each year by interviewing a small number of staff and students. Continued effort into reinforcing the school's values in 2019 will be maintained.

- 03.** Increase the percentage of staff using the reward system (Positive Schools Data).

Result: *Achieved*

| | Staff using the Reward System |
|--------------|-------------------------------|
| 2016. | 80% |
| 2017. | 90% |
| 2018. | 92% |

An online system was investigated for implementation in 2019 to streamline the reward system.

- 04.** Maintain the ratio of positive to negative behaviour records to 4:1 or better (Positive schools Data)

Result: *Achieved*

| | Positives : Negatives |
|--------------|-----------------------|
| 2016. | 6.3:1 |
| 2017. | 11.2:1 |
| 2018. | 9.9:1 |

Provide a positive and safe learning environment to maximise educational outcomes.

- 05.** Reduce the percentage of students with multiple suspensions.

Result: *Achieved*

| | Total Student Suspensions | Multiple Suspensions |
|--------------|----------------------------------|-----------------------------|
| 2016. | 65 | 40% |
| 2017. | 60 | 46.6% |
| 2018. | 88 | 48.8% |

In 2018 we experienced an increase in students with multiple suspensions across the school. Further investigation into the data surrounding these suspensions is required for the school to undertake necessary actions for improved student behaviour.

- 06.** Increase the percentage of staff, parents and students agreeing that students feel safe at school (NSOS).

Result: *Work in Progress*

| | Agree 2016 | Agree 2017 | Agree 2018 |
|------------------|-------------------|-------------------|-------------------|
| STUDENTS. | 47% | 42% | 44% |
| PARENTS. | 70% | 70% | 73% |

- 07.** Increase the percentage of students agreeing that NSHS deals fairly and quickly with bullying and harassment problems (NSOS).

Result: *Work in Progress*

| | Agree 2016 | Agree 2017 | Agree 2018 |
|------------------|-------------------|-------------------|-------------------|
| STUDENTS. | 28% | 27% | 26% |

- 08.** Increase the percentage of staff, parents and students agreeing that student behaviour is well managed (NSOS).

| | Agree 2016 | Agree 2017 | Agree 2018 | Result |
|------------------|-------------------|-------------------|-------------------|------------------|
| STUDENTS. | 18% | 12% | 29% | Work in Progress |
| PARENTS. | 35% | 54% | 51% | Work in Progress |
| STAFF. | 27% | 34% | 22% | Work in Progress |

KEY OBJECTIVE

Improve the mental health, well-being and resilience of our staff and students.

- 01.** Increase the percentage of staff understanding the relationship between student mental health and well-being and other outcomes (NSOS).

Result: *Work in Progress*

| | Agree 2016 | Agree 2017 | Agree 2018 |
|---------------|------------|------------|------------|
| STAFF. | 70% | 69.7% | 76% |

- 02.** Increase the percentage of staff feeling that they are supported by the school.

Result: *Work in progress*

| | Agree 2016 | Agree 2017 | Agree 2018 |
|---------------|------------|------------|------------|
| STAFF. | 57% | 72% | 54% |

- 03.** Increase the percentage of staff feeling a strong sense of belonging and connection to Narrogin SHS (National School Opinion Survey).

Result: *Achieved*

| | Agree 2016 | Agree 2017 | Agree 2018 |
|---------------|------------|------------|------------|
| STAFF. | 66% | 71% | 72% |

Staff are engaging in the positive culture of the school. A large number of staff are contributing to co-curricular activities for students and staff.

- 04.** Increase the percentage of students agreeing that they know who to go to for help with mental health issues if they need it (National School Opinion Survey).

Result: *Work in Progress*

| | Agree 2016 | Agree 2017 | Agree 2018 |
|------------------|------------|------------|------------|
| STUDENTS. | 53% | 50% | 34% |

Improve the mental health, well-being and resilience of our staff and students.

- 05.** Increase the percentage of students agreeing that teachers show that the mental health and well-being of students is important (National School Opinion Survey). **Result:** *Work in Progress*

| | Agree 2016 | Agree 2017 | Agree 2018 |
|------------------|------------|------------|------------|
| STUDENTS. | 42% | 41% | 34% |

- 06.** Increase the percentage of staff agreeing that leaders contribute positively to the health and well-being climate of the school (National School Opinion Survey). **Result:** *Work in progress*

| | Agree 2016 | Agree 2017 | Agree 2018 |
|---------------|------------|------------|------------|
| STAFF. | 54% | 52% | 50% |

KEY OBJECTIVE

Promote and provide equity and diversity within the school community.

- 01.** Increase the percentage of students who agree that they belong (National School Opinion Survey). **Result:** *Work in Progress*

| | Agree 2016 | Agree 2017 | Agree 2018 |
|------------------|------------|------------|------------|
| STUDENTS. | 59% | 48% | 40% |

- 02.** Raise Aboriginal student attendance to at least 90%.

Result: *Work in Progress*

| | 2016 | 2017 | 2018 |
|----------------------------|------|-------|-------|
| SEMESTER 1. | | | |
| ATTENDANCE. | 66% | 57.6% | 69.7% |
| REGULAR ATTENDANCE. | 16% | 18% | 26% |

In 2018 improvements were made in the attendance of ATSI students.

ABORIGINAL EDUCATION

- 03.** Decrease the gap between Aboriginal and non-Aboriginal performance.

Result: *Work in Progress*

| | 2016 | 2017 | 2018 | |
|--------------------------------------|------|------|------|-------------------------|
| ATTAINMENT. | 7/7 | 7/7 | 3/5 | Work in Progress |
| CERTIFICATE II OR ABOVE 85.7% | 6/7 | 6/7 | 3/5 | Work in Progress |
| WACE. | 5/7 | 4/7 | 3/5 | Work in Progress |
| OLNA. | 5/7 | 4/7 | 3/5 | Work in Progress |
| ATAR. | 1/7 | 1/7 | 0/5 | Work in Progress |

Grades Aboriginal Students Year 7-12

| SEMESTER 1. | A | B | C | D | E |
|--------------------|----------|----------|----------|----------|----------|
| 2016 | 2.4 | 12.8 | 30 | 21.6 | 33.1 |
| 2017 | 3.7 | 11.0 | 26.9 | 21.1 | 36.9 |
| 2018 | 3.5 | 12.7 | 35.9 | 23.9 | 24.1 |

Result: *Work in Progress*

ABORIGINAL SUPPORT PROGRAM

Shooting Stars, the Stephen Michael Foundation and a designated EA to support Aboriginal student achievement has been implemented within the school throughout 2018.

ABORIGINAL ENGAGEMENT PROGRAM

Improved the attendance and behaviour of participating students. The program progressed with all the students attending mainstream classes with support from a dedicated Education Assistant.

- 04.** Increase the number of Aboriginal parents attending Aboriginal Parent Meetings. One per term. Attendance has been positive but continues to vary.

Result: *Work in Progress*

- 05.** Increase the number of Aboriginal parents attending Aboriginal Parent BBQs. Parents attend a lunch and are involved in a meeting.

Result: *Work in Progress*

Aboriginal Education Activities.

NAIDOC WEEK

The NAIDOC event saw a large number of community members attend our school. The theme "Because of her, we can" was supported greatly by the girls in Shooting Stars. Celebrations began with a combined schools assembly in the morning followed by local community member led Noongar activities including cooking Kangaroo Stew and Damper, spear throwing, painting, doll making and sport. The students dancing at the assembly was well received. It was a fabulous day.

AIME PROGRAM

Parents/Carers and students continue to support AIME which provides a structural Educational program for Indigenous students to access throughout their high school experience. The program is delivered at Curtin University.

ASPIRATION DAY

Local businesses, mining companies, Government Agencies and universities, provided information to students on career paths and answered questions on different careers.

SHOOTING STARS

In Term 2, 2018 The Narrogin Senior High School Shooting Stars program was launched. This program is an initiative of Netball WA and Glass Jar Australia, which uses netball and other tools as the vehicles to drive greater engagement and attendance at school of young Aboriginal girls living in WA's remote communities and regional towns. The Shooting Stars program has had a positive impact on the engagement, attendance and achievement of our Aboriginal Girls.

STEPHEN MICHAEL FOUNDATION

The Stephen Michael Foundation supporting our students by providing a number of opportunities for them to compete in AFL competitions. They supported the Rising Leaders program through upskilling students in coaching, umpiring and sport management skills aligned to the curriculum being studied.

KEEDAC LEADERSHIP FOR BOYS

In Semester One, Keedac provided support through Preston Culbong to run a leadership program for the Year 7-10 Aboriginal Boys. The boys learned about culture and their local environment.

KEY OBJECTIVE

Develop a thriving school community that supports innovation and drives improvement strategies and strengthens partnerships with support agencies.

STEM INITIATIVE

Links were made with Murdoch University and SciTech to increase student exposure to STEM learning. Students were exposed to many technologies across the school.

COMMUNITY PARTNERSHIPS

KEEDAC (KAATA)

Aboriginal Health

Curtin University

AIME Program

Linley Valley Pork

Crown Casino Hospitality

Southern Regional TAFE

Murdoch University - STEM Pathways

YMCA

Shooting Stars

Netball WA

Youth Focus

Holyoake

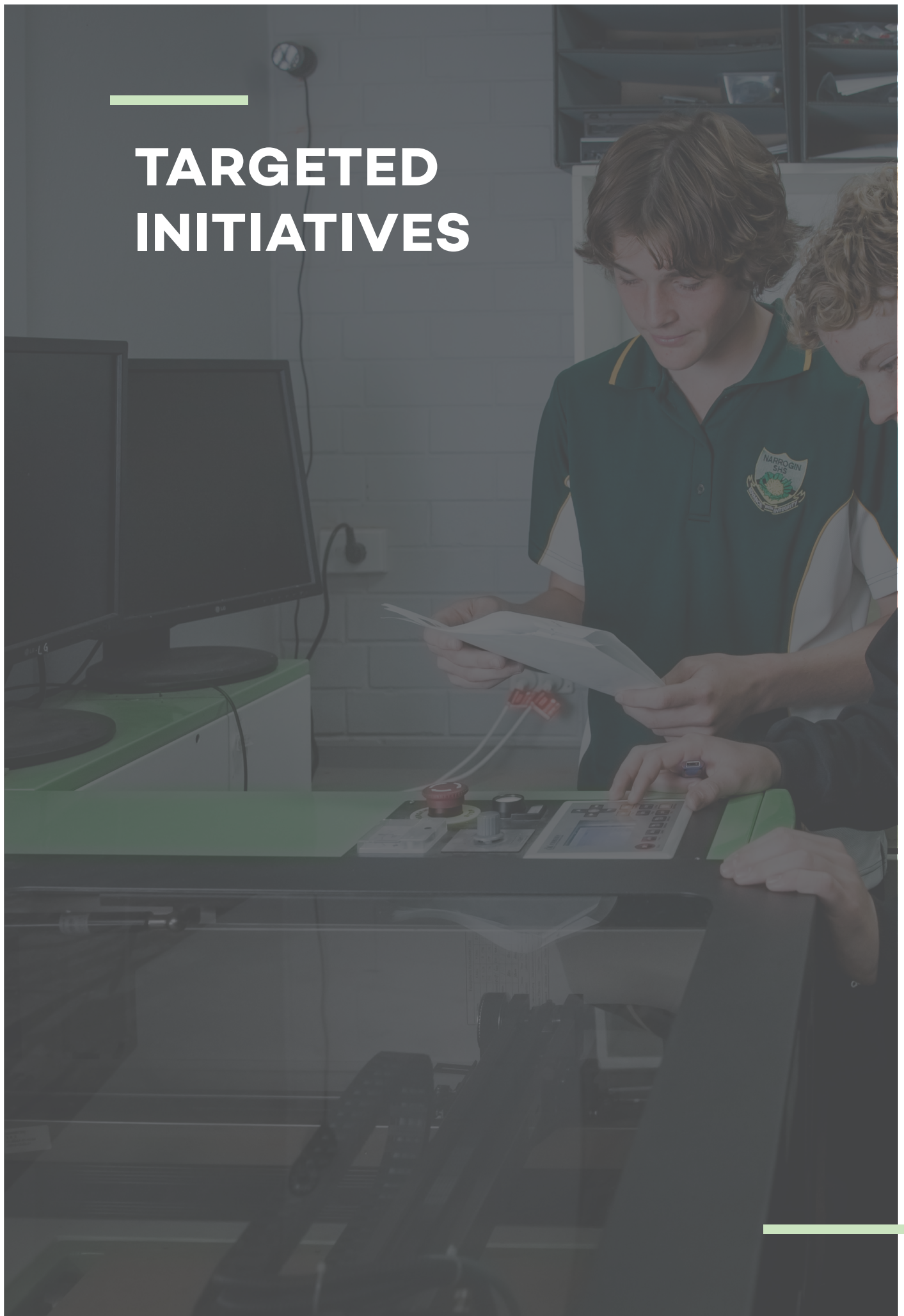
Amity Health

Amcal Chemist

TAFE

Wheatbelt Community Health and Drug Service

TARGETED INITIATIVES



Vocational Education.

0.8FTE VET Coordinator and 0.6FTE School Officer managed the VET Program. Other expenditure included Auspicing and Certification costs. Year 12 students completed industry certificates ranging from Certificate I through to Certificate IV. Over 109 were completed in 2018 across 15 different qualifications using 7 different training organisations. The overall completion rate for 2018 was 76%.

| QUAL CODE | QUALIFICATION NAME | ACHIEVED QUAL | % ACHIEVED | HRS PER STUDENT | NUMBER OF VET STUDENTS |
|-----------|---|---------------|------------|-----------------|------------------------|
| SIT20312 | Certificate II in Kitchen Operations | 8 | 80 | 257.6 | 17 |
| SIT20213 | Certificate II in Hospitality | 17 | 94.44 | 208.9 | 18 |
| CHC30213 | Certificate III in Education Support | 1 | 100.00 | 190.0 | 1 |
| AHC21016 | Certificate II in Conservation and Land Management | 1 | 100.00 | 505.0 | 1 |
| CPC20211 | Certificate II in Construction Pathways | 4 | 33.33 | 253.3 | 12 |
| CUA20715 | Certificate II in Visual Arts | 15 | 88 | 245.5 | 19 |
| CUA31115 | Certificate III in Visual Arts | 1 | 100.00 | 535.0 | 1 |
| SIS20115 | Certificate II in Sport and Recreation | 5 | 62.50 | 282.5 | 8 |
| 52774WA | Certificate II in Leadership | 3 | 100.00 | 375.0 | 3 |
| CHC30113 | Certificate III in Early Childhood Education and Care | 1 | 25.00 | 352.5 | 4 |
| BSB10115 | Certificate I in Business | 1 | 100.00 | 175.0 | 1 |
| BSB20115 | Certificate II in Business | 15 | 83.33 | 318.2 | 19 |
| BSB30115 | Certificate III in Business | 29 | 97 | 408.6 | 22 |
| 52689WA | Certificate IV in Preparation for Nursing Education | 5 | 83.33 | 270.0 | 7 |
| CHC33015 | Certificate III in Individual Support | 3 | 100.00 | 481.7 | 3 |

CHAPLAIN

A 1.0FTE Chaplain supported the Student Services Team

Cost of Services \$65,934.14. Community Contribution \$22,000 Department of Education \$20,500. Amount Invoiced to School \$43,934.14.

Specially Funded Students.

STUDENTS WITH DISABILITIES

In 2018 staff were up-skilled and implemented a process to develop personalised plans with students and their families. The school has committed 1.0FTE to a Special Education teacher, 0.2FTE to a Learning Support Coordinator and 10.4FTE towards Education Assistants. These staff provided individual support for student integration and programs within our specially equipped classroom. Programs included: Numeracy and Literacy, ASDAN, IEPs developed for all students and Preliminary subjects delivered in Senior School. MacqLit was implemented in 2018, semester two. This will be further developed in 2019.

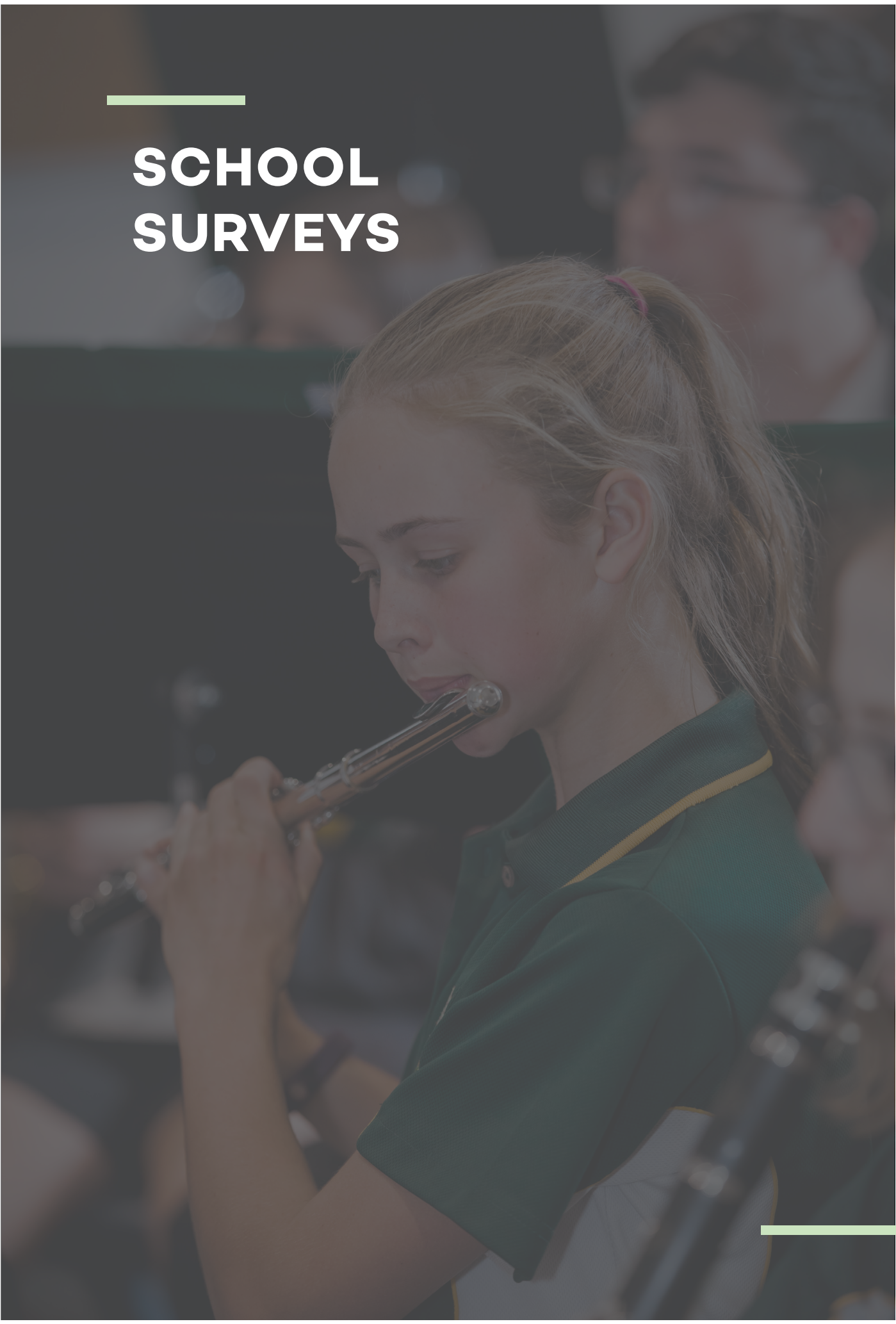
SOCIAL DISADVANTAGE

Funding targeted for students who have social disadvantage enabled the school to employ a full time Chaplain and to enable students to attend activities such as the School Ball, Countryweek, Year 12 Dinner and Presentation Evening. Funding is also allocated to Student Services to support the Positive Behaviour Plan in the form of rewards and programs to improve, attendance, behaviour and social skills.

GRADUATE TEACHERS

An 0.1 reduction in classes for first year Graduate teachers or relief days for development and management of workload was ensured to support the development of beginning teachers. Graduates were released to complete the required Graduate Modules. Graduates were also provided with additional release days to support with curriculum planning and reporting.

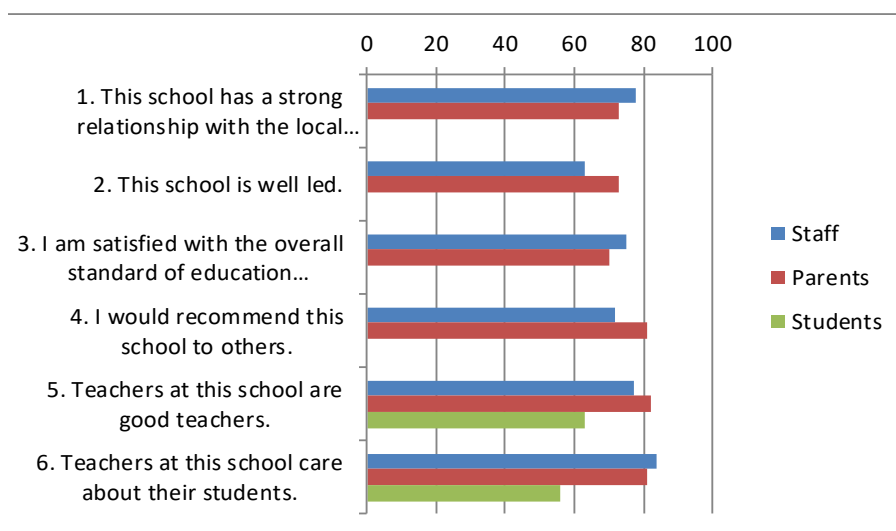
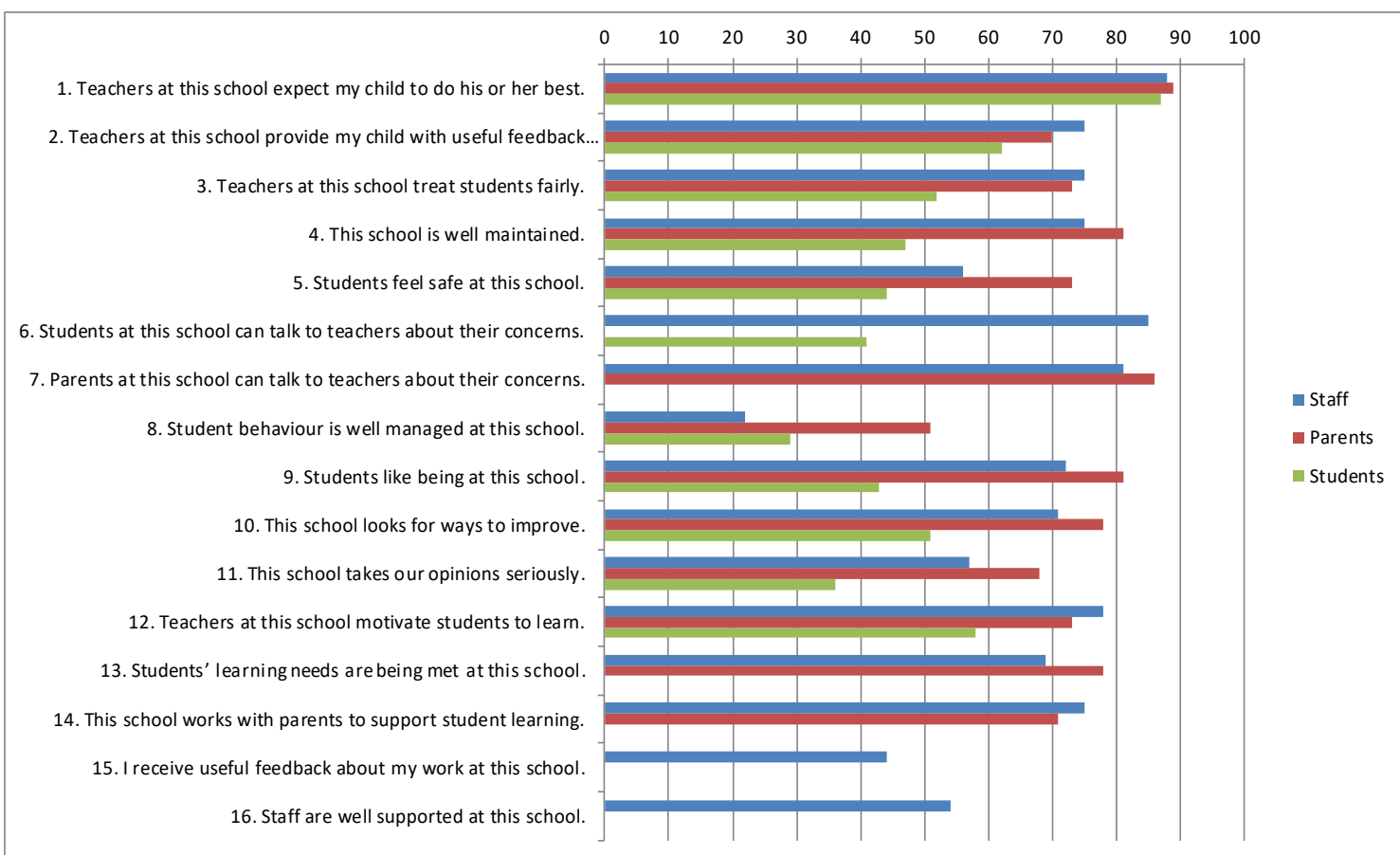
SCHOOL SURVEYS

A young woman with blonde hair in a ponytail, wearing a green school uniform, is playing a flute. The background is blurred, showing other students. The image is overlaid with a semi-transparent dark green filter.

National Schools Opinion Survey (NSOS).

The results below show the percentage of staff, parents and students who either agree or strongly agree with the statement. The 2018 results indicate that there is positive approval for the direction of the school from parents (37), staff (32) and students (48). The School Council are investigating ways to improve the number of responses received from all surveys.

The school community throughout 2019 will analyse the Opinion Survey responses and develop actions and strategies to improve.



A background image showing a group of students in school uniforms. In the foreground, a young woman with blonde hair is smiling and looking towards the camera. She is wearing a green polo shirt with yellow trim. Behind her, other students are visible, some looking away from the camera. The image has a semi-transparent dark overlay.

FINANCIAL SUMMARY



Operational One Line Budget Statement

Issued on 8 May 2019

| | | | |
|----------------|-----------------------------|---------------------|-------------------------------|
| School: | Narrogin Senior High School | School Year: | Dec 2018 (Verified Dec Cash) |
| Region: | Wheatbelt Region | Aria: | 3.56 |

One Line Budget – Dec 2018

| | | |
|-------------------------|----|---------|
| Carry Forward (Cash): | \$ | 35,217 |
| Carry Forward (Salary): | \$ | 555,071 |

INCOME

| | | |
|----------------------------|----|------------------|
| Student-Centred Funding: | \$ | 8,291,476 |
| Transfers and Adjustments: | \$ | 9,772 |
| Locally Raised Funds: | \$ | 755,950 |
| Total Funds: | \$ | <u>9,647,486</u> |

EXPENDITURE

| | | |
|----------------------------|----|------------------|
| Salaries: | \$ | 7,498,273 |
| Goods and Services (Cash): | \$ | 1,574,551 |
| Total Expenditure: | \$ | <u>9,072,823</u> |

| | | |
|------------------|----|---------|
| Variance: | \$ | 574,663 |
|------------------|----|---------|

Income

| | Sum |
|------------------------------------|-----------------------|
| Carry Forward (Cash) | \$35,217.00 |
| Carry Forward (Salary) | \$555,071.22 |
| Student-Centred Funding | \$8,291,476.42 |
| Per Student | \$5,939,888.00 |
| School and Student Characteristics | \$1,757,886.81 |
| Disability Adjustments | \$634.83 |
| Targeted Initiatives | \$543,104.55 |
| Operational Response Allocation | \$39,562.23 |
| Regional Allocation | \$10,400.00 |
| Transition Adjustment | \$0.00 |
| Transfers and Adjustments | \$9,771.52 |
| School Transfers – Salary | \$-845,018.05 |



| | |
|--|-----------------------|
| School Transfers - Cash | \$891,954.00 |
| Department Adjustments | \$-37,164.43 |
| Locally Raised Funds (Revenue) | \$755,950.24 |
| Voluntary Contributions | \$47,660.00 |
| Charges and Fees | \$338,972.72 |
| Fees from Facilities Hire | \$1,989.00 |
| Fundraising/Donations/Sponsorships | \$19,732.00 |
| Commonwealth Govt Revenues | \$0.00 |
| Other State Govt/Local Govt Revenues | \$16,114.00 |
| Revenue from CO, Regional Office and Other schools | \$123,575.52 |
| Other Revenues | \$45,822.00 |
| Transfer from Reserve or DGR | \$162,085.00 |
| Residential Accommodation | \$0.00 |
| Farm Revenue (Ag and Farm Schools only) | \$0.00 |
| Camp School Fees (Camp Schools only) | \$0.00 |
| Total | \$9,647,486.40 |

Expenditure

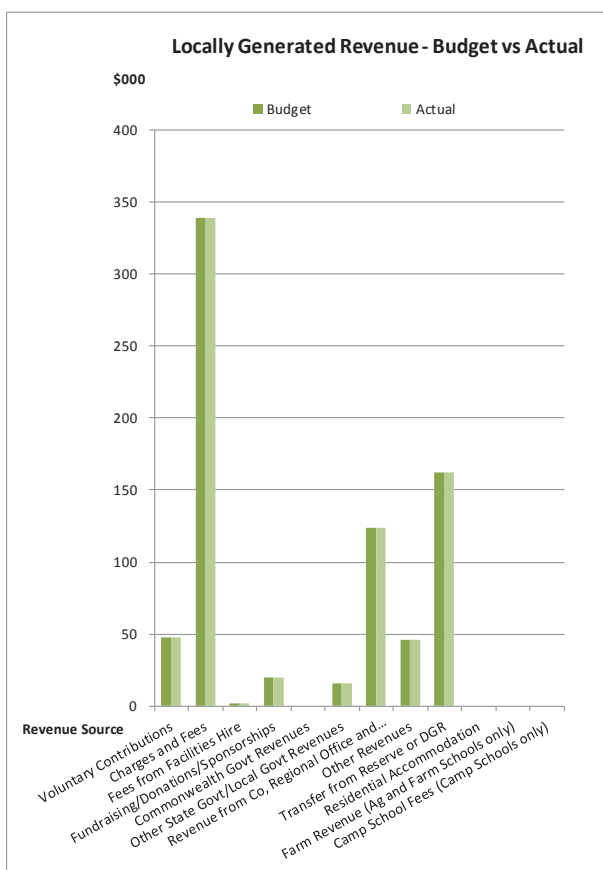
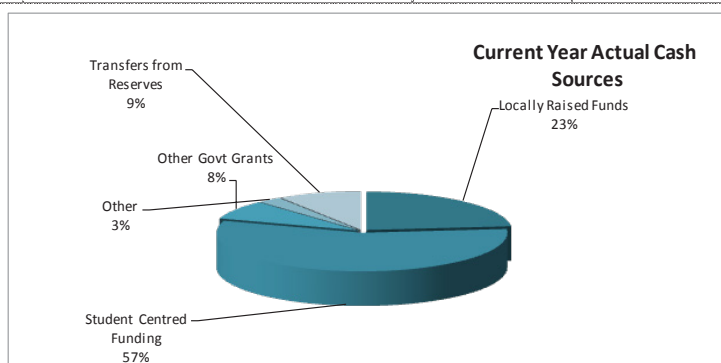
| | Sum |
|--|-----------------------|
| Salaries | \$7,498,272.58 |
| Appointed Staff | \$7,498,272.58 |
| New Appointments | \$0.00 |
| Casual Payments | \$0.00 |
| Other Salary Expenditure | \$0.00 |
| Goods and Services (Cash Expenditure) | \$1,574,550.52 |
| Administration | \$64,726.00 |
| Lease Payments | \$0.00 |
| Utilities, Facilities and Maintenance | \$438,999.00 |
| Buildings, Property and Equipment | \$318,879.00 |
| Curriculum and Student Services | \$593,117.52 |
| Professional Development | \$33,978.00 |
| Transfer to Reserve | \$76,534.00 |
| Other Expenditure | \$48,317.00 |
| Payment to CO, Regional Office and Other schools | \$0.00 |
| Residential Operations | \$0.00 |
| Residential Boarding Fees to CO (Ag Colleges only) | \$0.00 |
| Farm Operations (Ag and Farm Schools only) | \$0.00 |
| Farm Revenue to CO (Ag and Farm Schools only) | \$0.00 |
| Camp School Fees to CO (Camp Schools only) | \$0.00 |
| Total | \$9,072,823.10 |



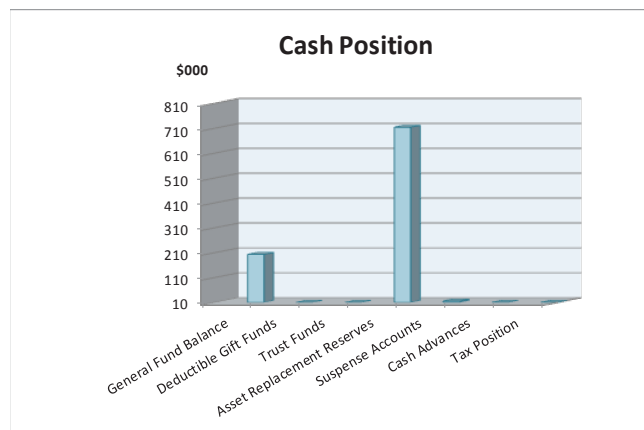
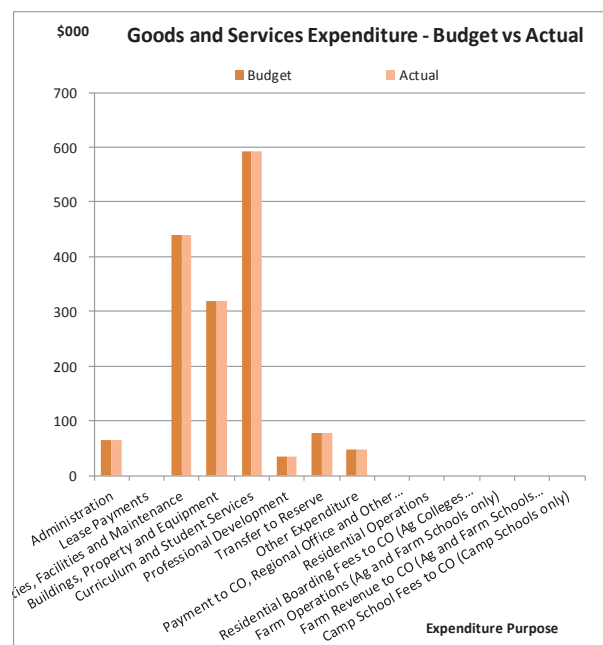
Narrogin Senior High School

Financial Summary as at
31 December 2018

| - Cash & Salary Allocation | Budget | Actual |
|--|------------------------|------------------------|
| 1 Voluntary Contributions | \$ 47,660.00 | \$ 47,660.21 |
| 2 Charges and Fees | \$ 338,972.72 | \$ 338,974.47 |
| 3 Fees from Facilities Hire | \$ 1,989.00 | \$ 1,989.01 |
| 4 Fundraising/Donations/Sponsorships | \$ 19,732.00 | \$ 19,732.83 |
| 5 Commonwealth Govt Revenues | \$ - | \$ - |
| 6 Other State Govt/Local Govt Revenues | \$ 16,114.00 | \$ 16,113.67 |
| 7 Revenue from Co, Regional Office and Other Schools | \$ 123,575.52 | \$ 123,575.52 |
| 8 Other Revenues | \$ 45,822.00 | \$ 45,741.48 |
| 9 Transfer from Reserve or DGR | \$ 162,085.00 | \$ 162,084.87 |
| 10 Residential Accommodation | \$ - | \$ - |
| 11 Farm Revenue (Ag and Farm Schools only) | \$ - | \$ - |
| 12 Camp School Fees (Camp Schools only) | \$ - | \$ - |
| Total Locally Raised Funds | \$ 755,950.24 | \$ 755,872.06 |
| Opening Balance | \$ 35,217.00 | \$ 35,216.97 |
| Student Centred Funding | \$ 986,309.00 | \$ 986,390.74 |
| Total Cash Funds Available | \$ 1,777,476.24 | \$ 1,777,479.77 |
| Total Salary Allocation | \$ 7,869,929.00 | \$ 7,869,929.00 |
| Total Funds Available | \$ 9,647,405.24 | \$ 9,647,408.77 |



| Expenditure - Cash and Salary | Budget | Actual |
|---|------------------------|------------------------|
| 1 Administration | \$ 64,726.00 | \$ 64,726.07 |
| 2 Lease Payments | \$ - | \$ - |
| 3 Utilities, Facilities and Maintenance | \$ 438,999.00 | \$ 438,998.15 |
| 4 Buildings, Property and Equipment | \$ 318,879.00 | \$ 318,881.03 |
| 5 Curriculum and Student Services | \$ 593,117.52 | \$ 593,114.12 |
| 6 Professional Development | \$ 33,978.00 | \$ 33,977.76 |
| 7 Transfer to Reserve | \$ 76,534.00 | \$ 76,534.00 |
| 8 Other Expenditure | \$ 48,317.00 | \$ 48,318.51 |
| 9 Payment to CO, Regional Office and Other Schools | \$ - | \$ - |
| 10 Residential Operations | \$ - | \$ - |
| 11 Residential Boarding Fees to CO (Ag Colleges only) | \$ - | \$ - |
| 12 Farm Operations (Ag and Farm Schools only) | \$ - | \$ - |
| 13 Farm Revenue to CO (Ag and Farm Schools only) | \$ - | \$ - |
| 14 Camp School Fees to CO (Camp Schools only) | \$ - | \$ - |
| Total Goods and Services Expenditure | \$ 1,574,550.52 | \$ 1,574,549.64 |
| Total Forecast Salary Expenditure | \$ 7,498,273.00 | \$ 7,498,273.00 |
| Total Expenditure | \$ 9,072,823.52 | \$ 9,072,822.64 |
| Cash Budget Variance | \$ 202,925.72 | |



| | |
|------------------------------|----------------------|
| Cash Position as at: | |
| Bank Balance | \$ 919,417.71 |
| Made up of: | |
| 1 General Fund Balance | \$ 202,930.13 |
| 2 Deductible Gift Funds | \$ - |
| 3 Trust Funds | \$ - |
| 4 Asset Replacement Reserves | \$ 713,711.12 |
| 5 Suspense Accounts | \$ 15,254.46 |
| 6 Cash Advances | \$ - |
| 7 Tax Position | \$ 12,478.00 |
| Total Bank Balance | \$ 919,417.71 |

LEARNING AREA ACTIVITIES



THE ARTS

Visual Arts

NSHS Art and Photography
Exhibition "Viewpoint" in the
Town's Nexus Gallery
Two excursions to WA Art Gallery
and Fremantle

PERFORMING ARTS

Drama

Excursions to the Black Swan
Theatre
Flickerfest

Music

Mid Year Music Concert
End of Year Presentation Evening
Junior School Band
Senior School Band
ANZAC Assembly
Combined Schools ANZAC
Assembly
Town ANZAC Assembly
Whole School Assemblies
Narrogin Agricultural Show
Narrogin Spring Festival
Music Camp and ABODA (WA)
Concert Band Festivals
Wasabi Performance
Lunch time concerts
Year 12 Presentation Evening
Wagin Woolorama
Dance
Assembly performances

ENGLISH

Australian Computational and
Linguistics Olympiad
Future Leaders Writing Competition
Haywire Competition
Poetry Competition
Poetry in Action Competition
Rostrum Youth Speaking
Competition
PACES High Achievers - Year 12
Student
Visiting Author
Visiting Literary Performers Poetry
in Action
Write4Fun Competition

HEALTH AND PHYSICAL EDUCATION

Country Week
Spring Carnival
Summer Carnival

Netball Academy

Academy Cup
Bendigo Community High Schools
Cup hosted in Katanning
West Coast Fever

Crickets Academy

First 11 Cricket
Middle School Cricket Games Trip to
Dalyellup
Middle school Cricket Carnival

against Kent St SHS, John Forrest
SHS, Belridge SHS

Hockey Academy

Academy Cup
NAB Cup
Umpiring and coaching at
Primary school carnivals

HUMANITIES, SOCIAL SCIENCES AND LANGUAGES

Canberra Tour
Premier's ANZAC Student Tour
student selected for 2017 tour
Visiting Speakers - Tax Office,
Year 12 Perth Camp Urban
Planning
NAB Small Business Challenge
Year 7 Night at the Museum
WA Youth Parliament
Williams Gateway and Narrogin
Show Exhibits
Year 7 Night at the Planning
Commission

Languages

Languages online

MATHEMATICS

Australian Mathematics
Competition
Murdoch University - Yr 7-10
NAEP STEM School Outreach
activities, Yr 12 ATAR Methods and
Specialists workshops and WACE
preparation, and Yr 12 Pathways
to STEM Online Tutoring

SCIENCE

Science Travelling Circus
Scitech
Medical Student Visit

TECHNOLOGIES

Laser cutting and 3D printing
Computer controlled cutting
MBot coding, robotics, design,
logo
Narrogin Show display
HillTop Café - Student run on
Friday, open to the public. A la
carte menu
Preparation of service of Year 12
Dinner
Christmas in July
Vi Baraham Awards
Hawaiian Ride for Youth
Narrogin Show Pop-up Cafe
WPL Crown Casino
Australia's Biggest Morning Tea
Mock Interviews
Virtual Babes
Primary School Visits - Childcare

STUDENT SERVICES

Adventure World
ANZAC Assembly
Armed for Life Workshops

Elevate Education study skills
sessions
Peer Skills
School Ball
SDERA RAC Road Safety Forum
Socials
Hawaiian Ride for Youth
Grooming and Deportment
Transition
AIME

SCHOOL LIBRARY DISPLAYS

Welcome Back
Internet Safety
Saint Patricks Day
Footy Teams
School Ball
Bullying! No Way.
Mothers Day
Photography
Visual Art
NAIDOC Week
Aboriginal Studies
Civics and Citizenship

P & C ACTIVITIES

Management of the School
Canteen
Sports Academy parent and
Support Group Parent/Teacher

PUBLIC DISPLAYS

Wagin Woolorama
Narrogin Agricultural Show
Newdegate Field Day
School Visits - 19 feeder schools
Williams Expo



Narrogin Senior High School
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