



# Narrogin

## SENIOR HIGH SCHOOL

The regional school of choice

# ANNUAL REPORT 2019

**Narrogin Senior High School**  
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RESPECT,  
RESPONSIBILITY  
& TOLERANCE.





A portrait of Ms Melissa Walker, the Principal, is shown on the left side of the page. She is a woman with dark hair, wearing glasses and a dark top, smiling at the camera. The background of the portrait is slightly blurred.

# FROM THE PRINCIPAL

Ms Melissa Walker

Welcome to the 2019 Narrogin Senior High School Annual Report. 2019 has brought with it some great successes for our school. As our 2016-2019 Strategic Plan draws to its conclusion the school community has spent much time reviewing our areas of strength and challenges to develop the 2020-2023 School Plan. We look forward to celebrating the continued successes we experienced as we strive to achieve our school vision, targets and continue to Advance with Integrity.

The 2019 Annual Report is the final review of the 2016-2019 Strategic Plan. It highlights our areas of strength and provides the school community with a summary of where we continue to reflect on the challenges within our context and seek innovative solutions to ensure improved outcomes for our students.

Our priorities: Success for all Students; Quality Teaching and Learning and; Health and Wellbeing have provided our school community with a clear direction for the past four years and much growth has been achieved within these priority areas. From 2020 we redirect our focus to our new priorities: Quality teaching, learning and leadership; An orderly environment and; Positive relationships and partnerships, the next step of our improvement journey.

The success we have at our school is due to the ongoing commitment and dedication of our staff and school community. In my role as Principal I am unable to lead an effective school without the ongoing support of our local community. I sincerely thank everyone for your continued commitment to our school.

The annual report is an overview of our performance data for 2019. The data demonstrates our longitudinal performance from 2016-2019. Regularly we reflect on our student performance data compared with statistically similar 'like' schools, and/or against state and national achievements. In this report our targets and milestones are stated under each priority and the result given as either Achieved or Work in Progress. We are very honest in our self reflection as a school and utilise our data review processes to make informed decisions for improvement.

By reading this report, you will gain an overall perspective of our reflective practices and how we identify our yearly successes and areas requiring further improvement.

It is with pride I present you the Narrogin Senior High School Annual Report for 2019.

Sincerely

Ms Melissa Walker  
PRINCIPAL

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# OUR VISION

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



Our vision has been redeveloped throughout 2019 with feedback from staff, students and the school community. The vision provides our school with the strategic intent that we continuously strive to achieve.

The school vision, our motto and core values underpin all that we do at Narrogin Senior High School. The School Priorities:

- Success for all Students
- Quality Teaching and Learning
- Health and Wellbeing

provide the foci of the school to help us ensure we commit to channelling our efforts into the areas of the school that have the most impact on student improvement.

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 committed to reflecting our local community and responding to its, national and international trends and needs.

Our values: Respect, Responsibility, Tolerance.

We are strongly focused on providing all students with a safe and supportive learning environment where they feel connected and have a sense of belonging. Our teachers are reflective and committed to providing engaging, inclusive and excellence focused learning opportunities for our students.

We provide for the academic needs of our students through stimulating and relevant programs, that prepare them for future success.

Students work in ICT enriched classrooms. The Hospitality Trade Training Centre, Performing Arts Centre with purpose built Music rooms, Gymnasium and turf wicket are just some of the examples 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 have the skills and attributes required for success in their future endeavours.

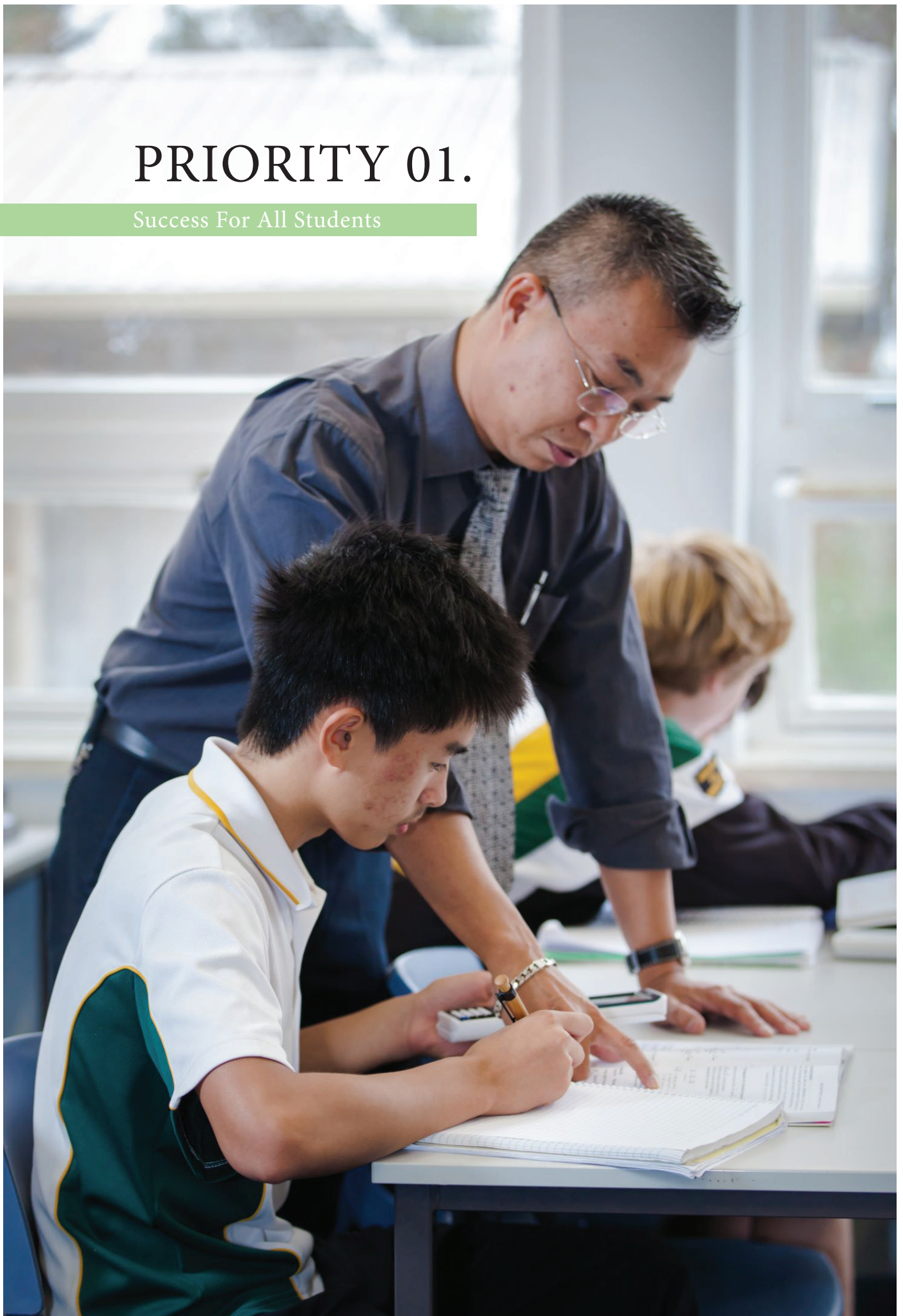
We understand the important link between student well-being and student engagement in learning. We are proud of the high level of pastoral care available to students at our school through our Student Services team. The school also enjoys the benefits of a dedicated School Council and Parents and Citizens Association (P&C).

To enrich the students' experience at Narrogin Senior High School, the school offers an extensive range of extra-curricular opportunities that incorporate 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 to become their best and contribute positively to the community.

# 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)

From 2018 to 2019 a positive response increased from 88% to 95%.

*Result: Achieved*

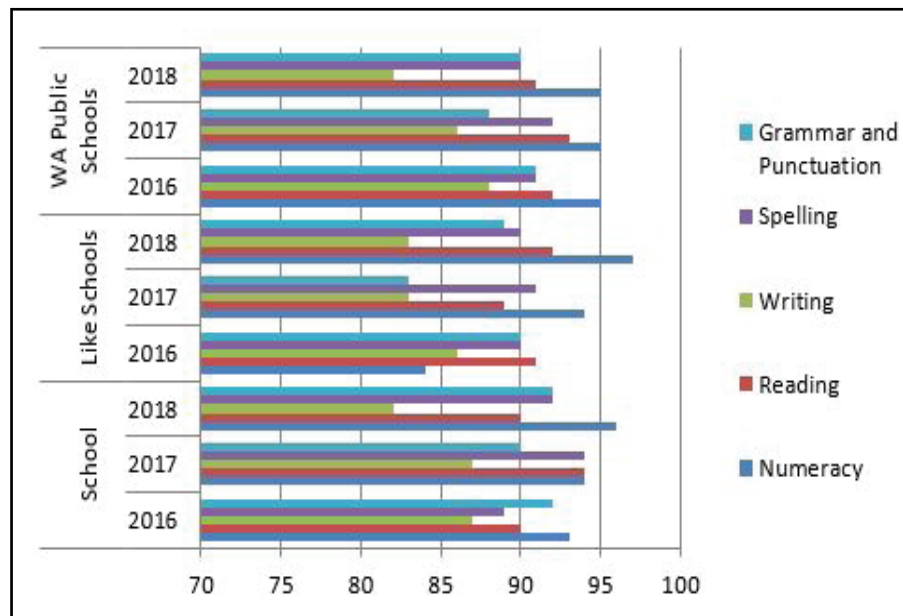
02. Increase the percentage of students agreeing that their teachers motivate them to learn (NSOS).

From 2018 to 2019 a positive response increased from 56% to 83%.

*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.

From 2018 to 2019 our Year 7 NAPLAN results in Grammar and Punctuation has fallen below 90% to 87%. The online platform may have some impact on results.

*Result: Work in progress*

### Spelling.

In 2017 and 2018 more than 90% of Year 7 students performed at or above the National Minimum Standard. In 2019 87% reached or exceeded the benchmark.

*Result: Work in progress*

### Writing.

The Year 7 NAPLAN results in Writing improved in 2019. 86% of students achieved or exceeded the National Minimum Standard compared to 82% in 2018. Writing will continue to be a focus into the future.

*Result: Work in progress*

### Reading.

In the second semester of 2018 and into 2019 the MacqLit Reading intervention program has been implemented to target the Reading needs of students. Further work is required to intervene where individual students require support to improve their performance in Reading. 86% of Year 7 students achieved or exceeded the National Minimum Standard in Reading.

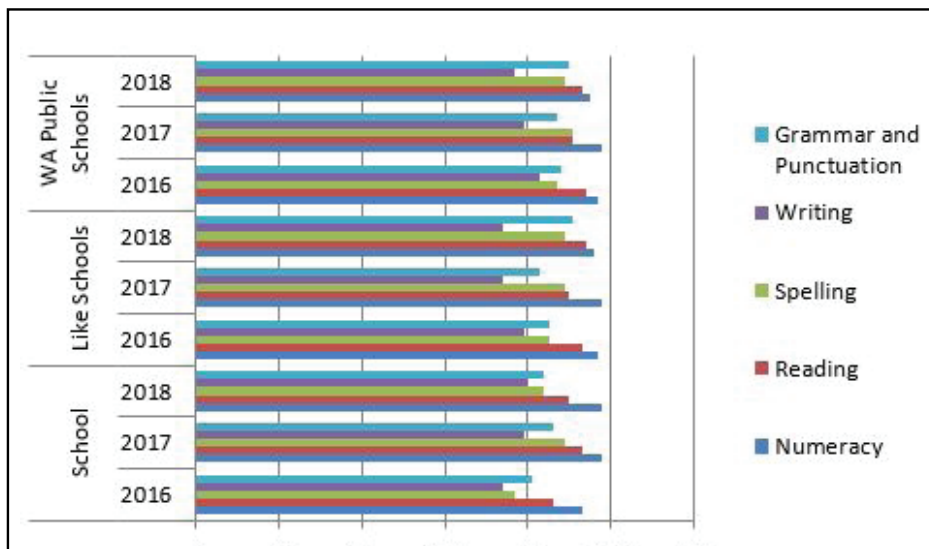
*Result: Work in progress*

### Numeracy.

In Numeracy from 2016 to 2019 student achievement above and at the National Minimum Standard has remained within 90-100%. We continue to achieve high standards in Numeracy at Narrogin SHS.

*Result: Achieved*

Year 9 Percentage of students at or above the National Standard.



## YEAR 9 DATA ANALYSIS

### Grammar and Punctuation.

From 2016 to 2019 we have increased the number of students performing at or above the National Minimum Standard in Year 9 Grammar and Punctuation. In 2019 95% of students achieved or exceeded this benchmark.

*Result: Achieved*

### Writing.

Writing will remain a focus in our Literacy Plan as less than 90% of our Year 9 students have achieved the National Minimum Standard or above. From 2016 to 2019 student achievement has increased from 74% to 85%.

*Result: Achieved*

### Spelling.

In 2019 great improvement in achieving the National Minimum Standard in Year 9 NAPLAN Spelling. 96% of the Year 9 cohort performed at or above the Year 9 benchmark, this is an improvement of 9% from 2016.

*Result: Achieved*

Numeracy.

In 2019 the Year 9 cohort achieved desirable results in NAPLAN Numeracy. 100% of the cohort performed at or above the National Minimum Standard.

Result: *Achieved*

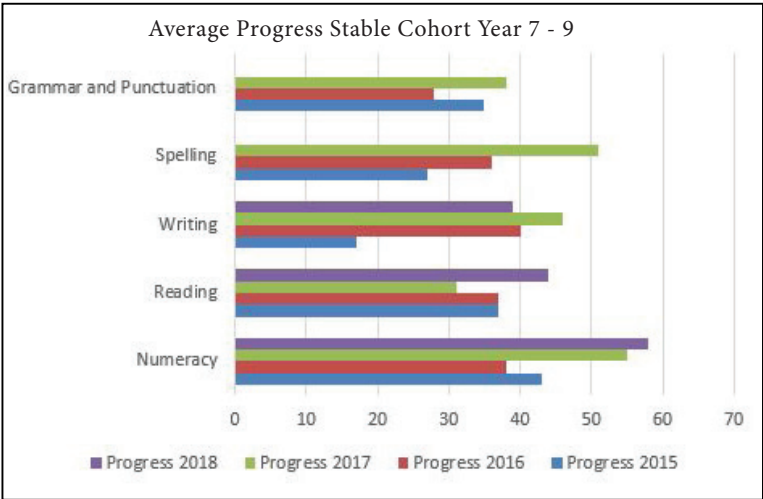
Reading.

NAPLAN Reading achievement in Year 9 has seen some improvement from 2016 to 2019. Reading will remain a focus in the future as we build on our culture of excellence.

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	<i>Work in progress</i>
Spelling	<i>Work in progress</i>
Writing	<i>Work in progress</i>
Reading	<i>Work in progress</i>
Numeracy	<i>Work in progress</i>

In 2019 we experienced a downward trend in our students’ progress from Year 7 to Year 9 NAPLAN. Further focus on student manipulation of the online NAPLAN platform will support students to achieve excellence in NAPLAN.



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.

Result: Achieved

	Reading	Writing	Numeracy
Round 1.	60%	63%	68%
Round 2.	75%	71%	71%

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	68%	71%					60%	75%					63%	71%				
	11	66%	74%	81%	81%			70%	75%	81%	84%			63%	71%	75%	78%		
	12	60%	65%	73%	76%	78%	80%	75%	80%	81%	83%	84%	86%	68%	73%	76%	76%	77%	78%

OLNA data shows that Year 10 students are progressing from Round 1 to Round 2 with greatest progression in Reading. Numeracy and Writing remain a challenge for approximately 30% of students in Year 10. Student progress between Year 10 and 12 reflects a 20% increase in achievement for Numeracy and a 10% increase in achievement for Reading and Writing. Achievement of OLNA slowed between Year 10 and 11.

- 06.

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

Result: Work in progress

	2017	2018	2019
Numeracy.	84%	83%	80%
Reading.	90%	88%	86%
Writing.	90%	83%	78%

There is a decreasing trend in the number of students meeting the minimum Literacy and Numeracy standard which requires attention in 2020.

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

Result: Achieved

	2017	2018	2019
Teaching Staff Using Connect.	78%	85%	96%
Learning Content Added.	2719	3238	3301
Learning Content Student Views.	6661	6069	12420
Learning Content Parent Views.	809	840	825

08. Student views of learning content have increased significantly as teachers add greater content onto Connect.

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

Result: Work in progress

Academic	2017	2018	2019	Personal	2017	2018	2019
ATAR	1	0	1	GAP	6	0	0
Leadership	19	16	6	CAN Project	7	0	0
ASBT	2	2	1	AIME	30	42	35
Follow the Dream	10	13	22	Shooting Stars	0	26	37

# 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.

Result: *Work in progress*

	2017	2018	2019
Semester 01 Attendance.	86.8%	86.4%	85.3%
Regular Attendance (90% or above).	56.8%	56.2%	53.1%

Increased attendance will remain a focus in 2020 and beyond. From 2016 to 2019 the school has seen a decline in student attendance. Significant targeted intervention in building connectedness to the school and increasing student engagement to impact student attendance rates.

Year 12 Performance.

## SCHOOL CURRICULUM AND STANDARDS AUTHORITY AWARDS.

Certificates of Distinction	0
Certificates of Merit	3
Subject Certificates of Excellence	0
VET Certificates of Excellence	0

## MEMBERS OF THE NARROGIN 90+ ATAR CLUB.

Justin Nguyen 94.05

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

Result: *Work in progress*

	2017	2018	2019
Narrogin Senior High School.	90%	89%	84%
Like Schools.	84%	83%	83%
Government Schools.	87.8%	89%	88%

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

Result: *Work in progress*

	2017	2018	2019
Narrogin Senior High School.	98%	97%	97%
Like Schools.	96%	95%	94%
Government Schools.	96%	96%	95%

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

Result: *Work in progress*

	2017	2018	2019
Parents.	83%	86%	84%



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*

	2017	2018	2019
Band 8 or above at NSHS.	62%	60%	72%
Unknown.	8	3	2

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

Result: *Work in progress*

	2017	2018	2019
Scaled Score $\geq 75$	51.4%	43.5%	49%

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

Result: *Work in progress*

	2017	2018	2019
Direct Entry $\geq 60$ ATAR	68.5%	73.9%	67%

# KEY OBJECTIVE

Support for students at educational risk.

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

Result: *Work in progress*

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

Result: *Achieved*

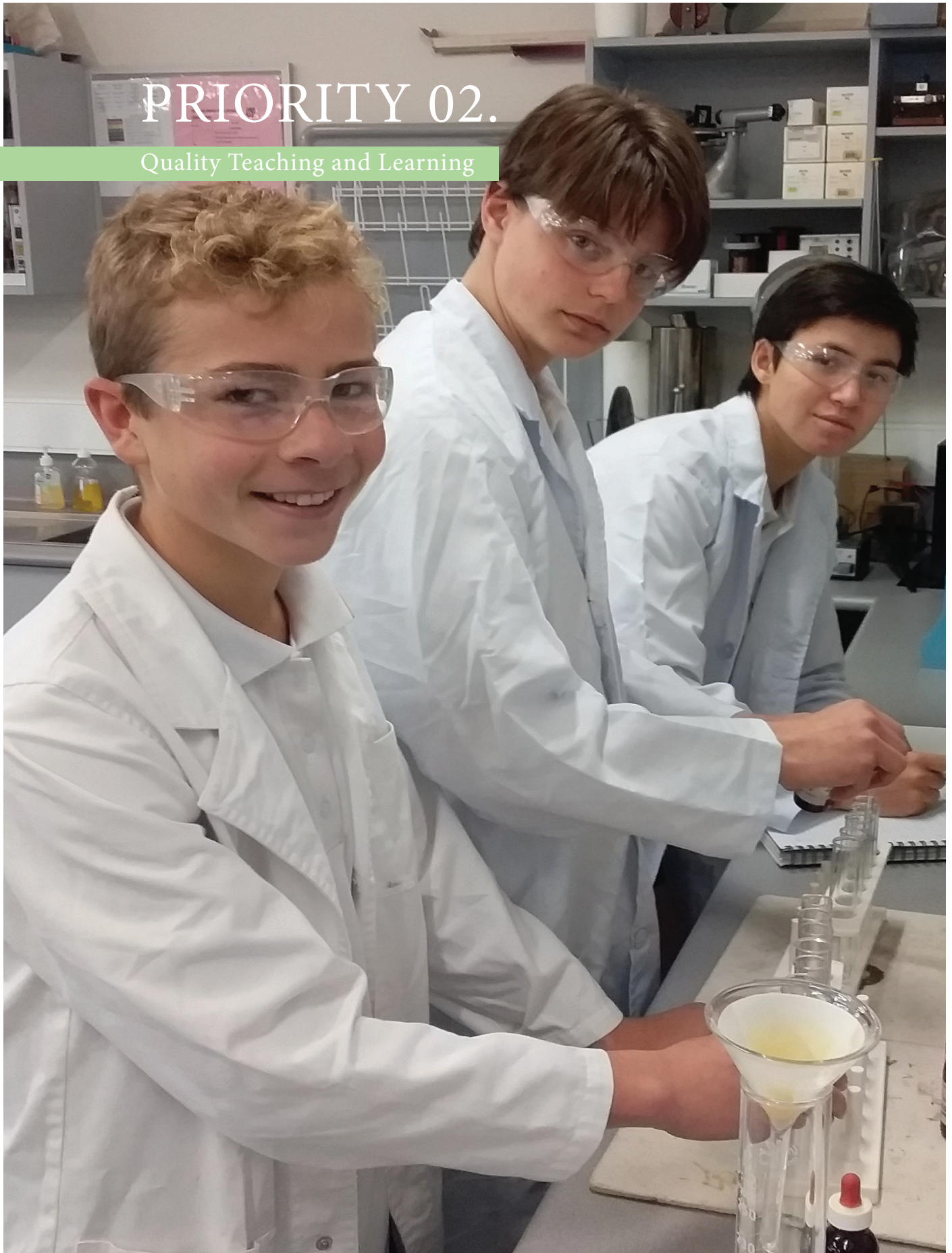
03. Numeracy and literacy embedded in all learning programs.

Result: *Work in progress*

The employment of a 0.2 Learning Support Teacher (LST) has provided a strategic approach for the school to improve the inclusive education practices undertaken within each classroom by each teacher. Continued Professional Learning to meet the staff individual needs by the LST has improved the Individual and Group Educational Programs for our Students at Educational Risk due to learning disability or difficulties.

# 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*

	2017	2018	2019
Staff.	80%	72%	98%
Parents.	68%	78%	88%
Students.	57%	51%	75%

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

Result: *Achieved*

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

Result: *Achieved*

	2017	2018	2019
Staff.	58%	63%	84%
Parents.	72%	73%	N/A

04. Increase the effectiveness of school leaders.

Result: *Achieved*

In 2018 and 2019 a significant investment has been made to support the development and performance of our School Leadership Team. The implementation of the Professional Learning Teams has established a successful model of shared leadership across the school. In 2020 further leadership development strategies will be implemented to support current and aspiring educational leaders.

# KEY OBJECTIVE

All school staff are motivated, engaged and competent.

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

Result: *Achieved*

	2017	2018	2019
Students.	44.2%	58%	63%
Parents.	72%	70%	71%

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

Result: *Achieved*

	2017	2018	2019
Staff.	85.2%	81.8%	100%

All staff participated in Professional Learning Teams, either Quality Teaching and Learning, Aboriginal Education or Behaviour Management. All staff participated in whole staff meetings for school priorities for the current business plan.

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

Result: *Achieved*

	2017	2018	2019
Students.	56%	62%	91%
Parents.	77%	70%	74%
Staff.	82%	75%	99%

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

Result: *Work in progress*

	2017	2018	2019
Staff trained in CMS.	62.8%	59.7%	50%

# KEY OBJECTIVE

## Develop effective Professional Learning Communities.

01. Regular Learning Area Meetings.

Result: *Achieved*

02. Regular Learning Community meetings.

Result: *Achieved*

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

Result: *Work in progress*

Professional Learning Teams met six times throughout 2019. Peer Observation will remain a focus in 2020 and is linked to the Pedagogical Framework as developed by the Quality Teaching and Learning PLT. Whole school professional learning will be undertaken to support Peer Observation.

## 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: *Work in progress*

	2017	2018	2019
Learning Areas Nominating Staff.	8	11	9

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

Result: *Work in progress*

	Agree 2017	Agree 2018	Agree 2019
Staff.	57%	44%	80%

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

Result: *Achieved*

	Agree 2017	Agree 2018	Agree 2019
Number of Staff.	18	22	15

Professional Learning teams has increased the number of staff undertaking leadership roles. The new Induction process identifies staff as buddies and mentors for new staff.



# 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. Result: *Achieved*

	2017	2018	2019
Students.	48.5%	52.8%	68%
Parents.	70.5%	75.6%	74%

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

	2017	2018	2019
State Core Values.	100%	100%	100%

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

	2017	2018	2019
Staff using the Reward System.	90%	92%	61%

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

	2017	2018	2019
Positives : Negatives.	11.2 : 1.0	9.9 : 1.0	29.0 : 1.0

05. Reduce the percentage of students with multiple suspensions. Result: *Work in progress*

	2017	2018	2019
Total Student Suspensions.	60	88	66
Multiple Suspensions.	46.6%	48.8%	37%

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

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

Result: *Work in progress*

	Agree 2017	Agree 2018	Agree 2019
Students.	42%	44%	70%
Parents.	70%	73%	74%

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

Result: *Work in progress*

	Agree 2017	Agree 2018	Agree 2019
Students.	27%	26%	44%

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

Result: *Work in progress*

	Agree 2017	Agree 2018	Agree 2019
Students.	12%	29%	11%
Parents.	54%	51%	24%

The perception within the school is that student behaviour is not well managed. This will be a significant focus in 2020 and beyond.



# KEY OBJECTIVE

Improve the mental health, wellbeing and resilience of our staff and students.

01. Increase the percentage of staff understanding the relationship between student mental health and wellbeing and other outcomes. (NSOS)

Result: *Work in progress*

	Agree 2017	Agree 2018	Agree 2019
Staff.	70%	76%	89%

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

Result: *Work in progress*

	Agree 2017	Agree 2018	Agree 2019
Staff.	72%	54%	78%

03. Increase the percentage of staff feeling a strong sense of belonging and connection to Narrogin SHS. (NSOS)

Result: *Achieved*

	Agree 2017	Agree 2018	Agree 2019
Staff.	71%	72%	88%

04. Increase the percentage of students agreeing that they know who to go to for help with mental health issues if they need it. (NSOS)

Result: *Work in progress*

	Agree 2017	Agree 2018	Agree 2019
Students.	50%	34%	63%

05. Increase the percentage of students agreeing that teachers show that the mental health and wellbeing of students is important. (NSOS)

Result: *Work in progress*

	Agree 2017	Agree 2018	Agree 2019
Students.	41%	34%	63%

Improve the mental health, wellbeing and resilience of our staff and students.

06. Increase the percentage of staff agreeing that leaders contribute positively to the health and wellbeing climate of the school. (NSOS)

Result: *Work in progress*

	Agree 2017	Agree 2018	Agree 2019
Staff.	52%	50%	84%

## KEY OBJECTIVE

Promote and provide equity and diversity within the school community.

01. Increase the percentage of students who agree that they belong. (NSOS)

Result: *Work in progress*

	Agree 2017	Agree 2018	Agree 2019
Students.	48%	40%	63%

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

Result: *Work in progress*

	2017	2018	2019
Semester 1 Attendance.	57.6%	69.7%	65.6%
Regular Attendance.	18%	26%	20%

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

Result: *Work in progress*

	2017	2018	2019
Attainment.	7/7	3/5	3/7
Certificate II or Above 85.7%.	6/7	3/5	4/7
WACE.	4/7	3/5	0/7
OLNA.	4/7	3/5	2/7
ATAR.	1/7	0/5	0/1

Grades Aboriginal Students Years 7 -12.

Result: *Work in progress*

	A	B	C	D	E
Semester 1 2017.	3.7	11.0	26.9	21.1	36.9
Semester 1 2018.	3.5	12.7	35.9	23.9	24.1
Semester 1 2019.	3.3	11.0	27.9	24.9	32.9

04. Increase the number of Aboriginal parents attending Aboriginal Parent Meetings. Meetings are held once a term. Attendance at these meetings is between 12 and 20 parents and continues to be well supported.

Result: *Achieved*

05. Increase the number of Aboriginal parents attending Aboriginal Parent BBQs. The Aboriginal Parents morning tea on NAIDOC day was very well supported by the Aboriginal community. The Shooting Stars rewards dinner at the end of 2019 had over 75 parents and their families attending.

Result: *Achieved*

### NAIDOC WEEK

The theme for NAIDOC Day 2019 was Voice, Treaty, Truth – let's work together for a shared future. NAIDOC day was celebrated on 17 October 2019. The students attended an assembly where a community Elder addressed the school and shared her journey from a young girl to working as an AIEO at Narrogin SHS. She shared her pride in the success of her children who have gone on to wonderful careers and spoke to the students about the importance of education. The Shooting Stars girls commenced the assembly with a traditional welcoming dance and then entertained us with a hip hop performance that relayed the importance of working together. Under the leadership of Ross Storey who played the didgeridoo, the Aboriginal boys performed 3 cultural dances. Kangaroo stew and damper was served to all the students at lunchtime cooked by community elders and this was followed by a range of activities that included boomerang painting, doll making, face painting and jewellery making and, for the boys, traditional spear throwing and using the didgeridoo. Our Aboriginal community supported this event by leading the activities and preparing the kangaroo stew and damper.

### AIME PROGRAM

The AIME program continued to be well supported by students. Six AIME events were held at Curtin University across the year and were highly anticipated excursions for the students. Approximately 35 students were involved in the AIME program.

### ASPIRATION DAY

On Wednesday 30 October our Year 9, 10 and 11 Aboriginal students participated in the 2019 Aspiration Day. The event was attended by 11 businesses and organisations who set up displays and spoke to the students about career pathways and options within their company or organisation. The students worked their way around the John Higgins Centre confidently asking questions and recording their answers in the workbooks provided. A current student shared her experiences on a School Based Traineeship and their advantages. Trainees in the Shooting Stars program also addressed the students and shared their learning journey. It was a great day enjoyed by all with students exploring the many different options available to them once they leave school.

### SHOOTING STARS

Shooting Stars is an education program that uses sport and other tools to encourage greater school engagement amongst young Aboriginal girls and women. This education program supports the empowerment of Aboriginal girls in regional and remote communities to make informed choices about their education and employment journey. The Shooting Stars program had 30 registered students across Years 7 to 10 in 2019. There were 7 unregistered students who participated in the program.

The Shooting Stars team was proactive in supporting the girls in attending class and engaging with school throughout 2019. They provided a caring and supportive environment where the girls felt safe and welcomed. The team provided opportunities for the girls to engage in conversations regarding barriers to attending school and class, attitudes to education, relationships and health and wellbeing through Yarning Circles. These Yarning Circles encouraged the girls to explore solutions to these issues resulting in the students taking greater responsibility for their decisions and actions. Weekly classes reinforced culture and community supporting the girls journey towards adulthood in an Aboriginal context. The Shooting Stars had a number of attendance reward excursions for students with over 85% attendance or a 20% improvement in their attendance. In addition, they hosted netball clinics and supported students in attending the Year 8 Discovery Day at UWA and the Year 9 Djinanginy UWA excursion.

### STEPHEN MICHAEL FOUNDATION

The Stephen Michael Foundation was formed in 2017 by the South Fremantle Football Club to work with communities within the club's metropolitan and regional recruiting zones. A significant number of the club's recruiting zones were identified as low socioeconomic and feature a high number of at-risk and disengaged youth. The vision of the Foundation is to support these young people in becoming valued members of the community. 2019 was the second year that the Stephen Michael Foundation worked with the school.

During 2019 the Stephen Michael Foundation worked with the Year 11 and 12 Rising Leaders program delivering a program through sport to promote self-confidence, team work and resilience. They worked with the students every Monday and the students were involved in the planning of the AFL games at the Spring carnival. As part of the program, the students designed their own AFL jersey with the jersey judged as the best made up and presented to the school at an assembly.

The Stephen Michael Foundation also organised girls AFL tournaments which were hugely successful and worked with the junior Aboriginal boys on building confidence, developing resilience and working cooperatively with others through activities based around AFL.

### FOLLOW THE DREAM

Follow the Dream was a very successful program during 2019 with 18 students enrolled in the program.

# 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

Aboriginal Health

AIME Program

Amcal Chemist

Amity Health

ANZ

Bethshan - Home for the Aged (Katanning)

Bettina's Beauty Salon

Birds Silos and Shelters

Boddington DHS

Boddington Early Learning Centre

Cabanas Coffee Lounge

Cactus Hare

Chicken Treat Narrogin

Country Realty (Toodyay)

Crown Perth (Burswood)

Curtin University

East Narrogin Primary School

East Narrogin PS P&C Canteen

Elders (Pingelly)

Geoff Perkins Farm Machinery

Hall Electrical & Data Services

Hammond Park Veterinary Clinic

Herald Street Vet Clinic

Hilltop Café

Holyoake Wheatbelt Community Health & Drug Service

IGA X-Press (Wagin)

Ike's Home Improvement

KEEDAC (KAATA)

Kinjarling Djinda Ngardak Culinary Program

Lake Grace & Districts Health Service

Lake Grace Plumbing

Lake Grace Roadhouse

Linley Valley Pork

Murdoch University - STEM Pathways

Narrogin Amcal Chemist

Narrogin Auto Electrics

Narrogin Beauty Clinic

Narrogin Cottage Homes (Karinya)

Narrogin Ford

Narrogin Furnishings

Narrogin Primary School

Narrogin Regional Health Service

Narrogin SHS P&C Canteen

Netball WA

Nikky's Hair

Nursewest (Perth)

Pingelly Cafe and Bakery

Ray Smith Engineering

Reed Inc

Shire of Narrogin

Shooting Stars

South Regional TAFE

Springfield Farm (Dinninup)

St Matthew's Primary School

Target Country

WA Government Primary Health

Waratah Lodge Residential Aged Care (Wagin)

Wickepin Primary School

Worsley Alumina Pty Ltd

YMCA

Youth Focus





# TARGETED INITIATIVES

## Vocational Education.

Narrogin Senior High School offered Certificates in Business, Engineering, Sport and Recreation, Visual Arts, Skills for Work and Hospitality in 2019 with 233 students across years 11 and 12 participating in these courses. In addition to the certificates offered by the school, a further 13 certificate courses were accessed through online learning and School Based Traineeships involving a further 49 students.

2019 saw changes in the Registered Training Organisations (RTOs) accessed by the school due to the de-registering of two training organisations. The VET team worked very hard to ensure the changeover to new training organisations was seamless for students with 67 Year 12 students achieving full certification. A further 12 Year 12 students achieved full certification through TAFE colleges or Fee for Service Providers.

Vocational Education and Training (VET)				
VET Participation Rate (count; enrolled in VET as % of Cohort) Source: Department data				
	2019	2018	2017	2016
School VET enrolments	92 (81%)	98 (87%)		
Funded VET students	67%	70%		
Level of highest qualification achieved (of VET enrolled students)				
Diploma				
Certificate IV	8 (9%)	4 (4%)	12 (11%)	7 (6%)
Certificate III	20 (22%)	11 (11%)	22 (21%)	14 (13%)
Certificate II	32 (35%)	49 (50%)	47 (44%)	52 (48%)
Certificate I	8 (9%)	12 (12%)	7 (7%)	10 (9%)
No certificate completed	24 (26%)	22 (22%)	19 (18%)	26 (24%)
Students with more than one qualification (% of VET enrolments)				
3+ qualifications	10 (11%)	24 (24%)	35 (33%)	36 (33%)
2 qualification	25 (27%)	24 (24%)	25 (23%)	23 (21%)
Endorsed programs unit equivalents achieved				
Number	40	50	47	38

## Chaplain.

A 1.0FTE Chaplain supported the Student Services Team. Cost of Services \$65,934.14. Community Contribution \$22,000 and Department of Education \$20,500. Amount invoiced to School \$43,934.14.

## Specially Funded Students.

### STUDENTS WITH DISABILITIES

In 2019 staff were again up-skilled and a process was implemented 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 7.4FTE 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, which was implemented in Semester 2 2018, continued with great success 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, Country Week, Year 12 Dinner and Presentation Evening. Funding was also allocated to support Learning Areas and 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

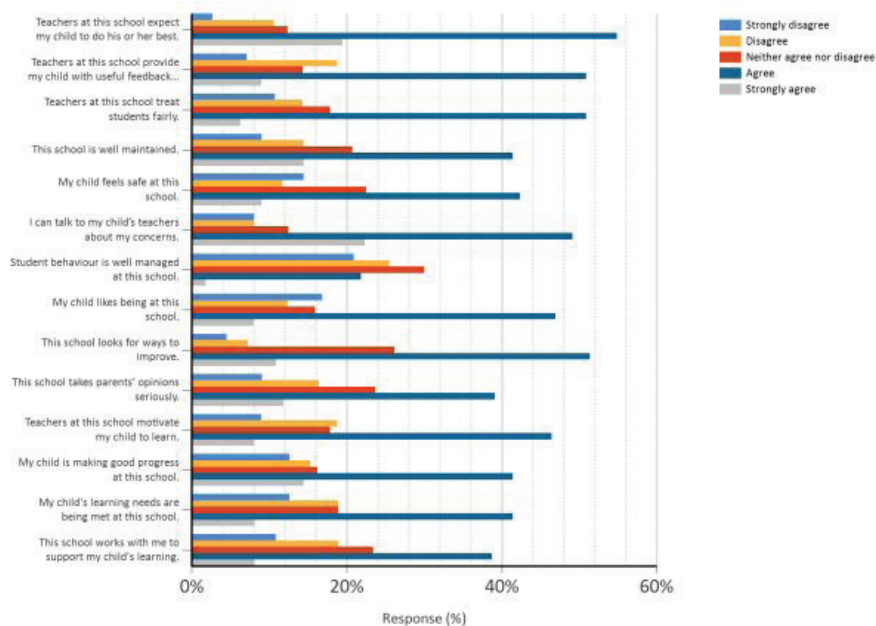
A 0.1 reduction in classes for first year graduate teachers or relief days for development and management of workload was ensured to support the development of beginning teachers. Graduates were released to complete the required Graduate Modules. Graduates were also provided with additional release days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



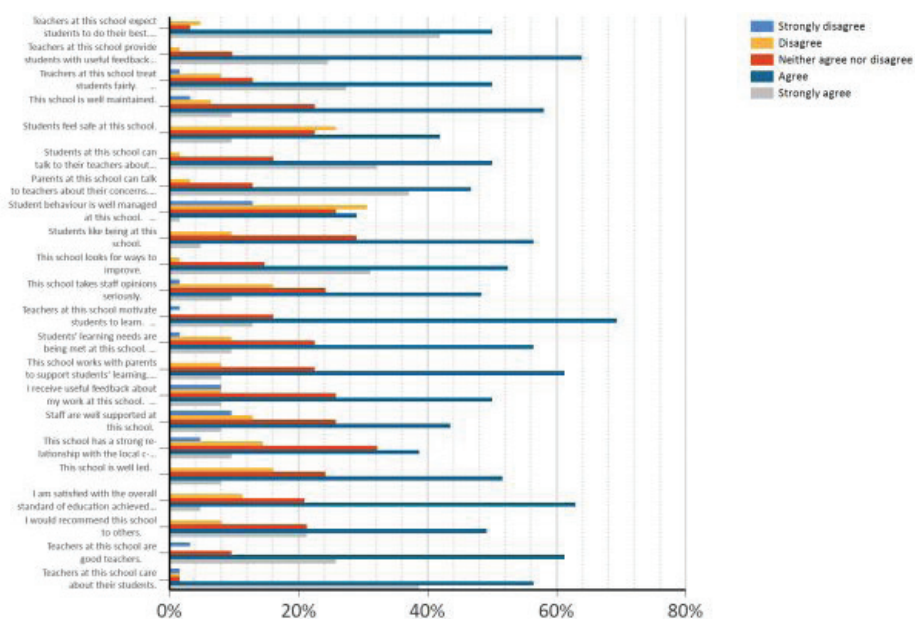
# SCHOOL SURVEYS



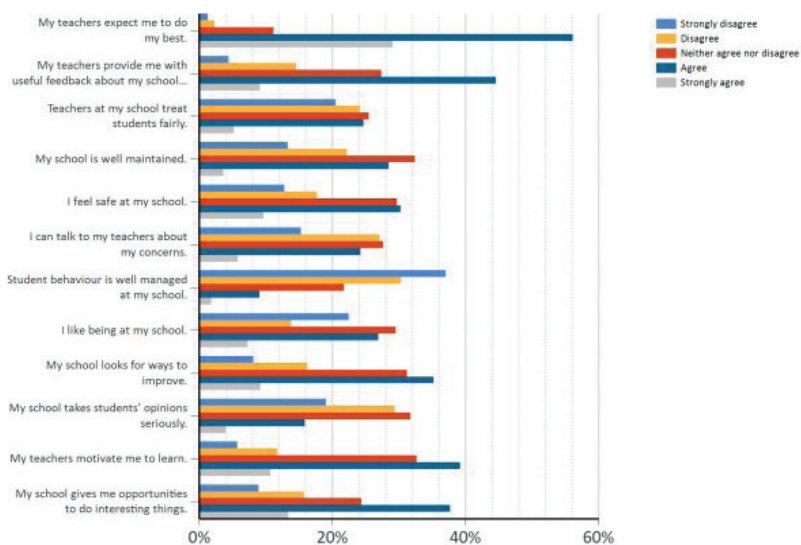
### 2019 Parent Survey



### 2019 Staff Survey



### 2019 Student Survey



# FINANCIAL SUMMARY





**Operational One Line Budget Statement****Issued on 1 April 2020**

**School:** Narrogin Senior High School      **School Year:** Dec 2019 ( Verified Dec Cash)

**Region:** Wheatbelt Region      **Aria:** 3.47  
**Distance to Perth (km):**

**One Line Budget – Dec 2019**

Carry Forward (Cash): \$ 202,930

Carry Forward (Salary): \$ 371,656

**INCOME**

Student-Centred Funding: \$ 8,700,111

Transfers and Adjustments: \$ -33,333

Locally Raised Funds: \$ 821,140

**Total Funds:** \$ 10,062,503

**EXPENDITURE**

Salaries: \$ 7,295,140

Goods and Services (Cash): \$ 1,524,841

**Total Expenditure:** \$ 8,819,981

**Variance:** \$ 1,242,522

**Income**

	Sum
Carry Forward (Cash)	<b>\$202,930.00</b>
Carry Forward (Salary)	<b>\$371,655.84</b>
Student-Centred Funding	<b>\$8,700,110.57</b>
Per Student	\$6,306,493.00
School and Student Characteristics	\$1,707,735.69
Disability Adjustments	\$13,650.00
Targeted Initiatives	\$659,105.88
Operational Response Allocation	\$2,176.00
Regional Allocation	\$10,950.00
Transition Adjustment	\$0.00
Transfers and Adjustments	\$-33,333.35
School Transfers – Salary	\$-847,728.00



School Transfers - Cash	\$847,728.00
Department Adjustments	\$-33,333.35
<b>Locally Raised Funds (Revenue)</b>	<b>\$821,140.00</b>
Voluntary Contributions	\$49,931.00
Charges and Fees	\$358,797.00
Fees from Facilities Hire	\$2,000.00
Fundraising/Donations/Sponsorships	\$13,619.00
Commonwealth Govt Revenues	\$ .00
Other State Govt/Local Govt Revenues	\$ .00
Revenue from CO, Regional Office and Other schools	\$43,700.00
Other Revenues	\$74,405.00
Transfer from Reserve or DGR	\$278,688.00
Residential Accommodation	\$ .00
Farm Revenue (Ag and Farm Schools only)	\$ .00
Camp School Fees (Camp Schools only)	\$ .00
<b>Total</b>	<b>\$10,062,503.06</b>

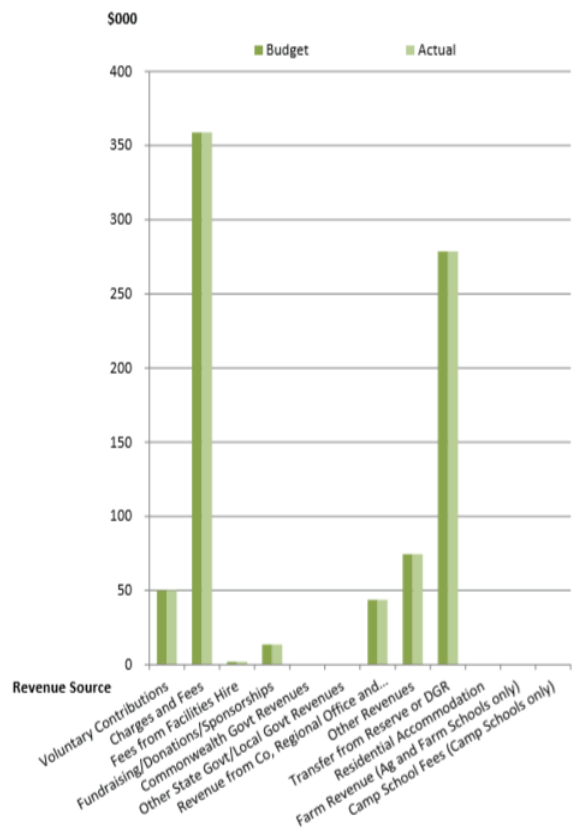
## Expenditure

	Sum
<b>Salaries</b>	<b>\$7,295,139.87</b>
Appointed Staff	\$7,295,139.87
New Appointments	\$ .00
Casual Payments	\$ .00
Other Salary Expenditure	\$ .00
<b>Goods and Services (Cash Expenditure)</b>	<b>\$1,524,841.00</b>
Administration	\$67,051.00
Lease Payments	\$ .00
Utilities, Facilities and Maintenance	\$435,099.00
Buildings, Property and Equipment	\$141,096.00
Curriculum and Student Services	\$701,486.00
Professional Development	\$14,649.00
Transfer to Reserve	\$127,566.00
Other Expenditure	\$37,894.00
Payment to CO, Regional Office and Other schools	\$ .00
Residential Operations	\$ .00
Residential Boarding Fees to CO (Ag Colleges only)	\$ .00
Farm Operations (Ag and Farm Schools only)	\$ .00
Farm Revenue to CO (Ag and Farm Schools only)	\$ .00
Camp School Fees to CO (Camp Schools only)	\$ .00
<b>Total</b>	<b>\$8,819,980.87</b>

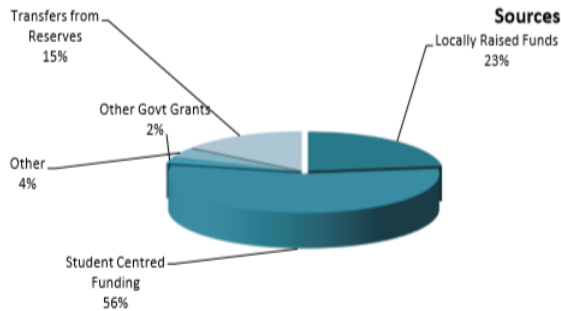
## Financial Summary as at 31 December 2019.

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 49,931.00	\$ 49,931.39
2	Charges and Fees	\$ 358,797.00	\$ 358,796.17
3	Fees from Facilities Hire	\$ 2,000.00	\$ 2,000.00
4	Fundraising/Donations/Sponsorships	\$ 13,619.00	\$ 13,619.69
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ 43,700.00	\$ 43,700.00
8	Other Revenues	\$ 74,405.00	\$ 74,405.52
9	Transfer from Reserve or DGR	\$ 278,688.00	\$ 278,688.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	<b>Total Locally Raised Funds</b>	<b>\$ 821,140.00</b>	<b>\$ 821,140.77</b>
	<b>Opening Balance</b>	<b>\$ 202,930.00</b>	<b>\$ 202,930.13</b>
	<b>Student Centred Funding</b>	<b>\$ 1,026,115.00</b>	<b>\$ 1,026,114.67</b>
	<b>Total Cash Funds Available</b>	<b>\$ 2,050,185.00</b>	<b>\$ 2,050,185.57</b>
	<b>Total Salary Allocation</b>	<b>\$ 8,012,319.00</b>	<b>\$ 8,012,319.00</b>
	<b>Total Funds Available</b>	<b>\$ 10,062,504.00</b>	<b>\$ 10,062,504.57</b>

Locally Generated Revenue - Budget vs Actual

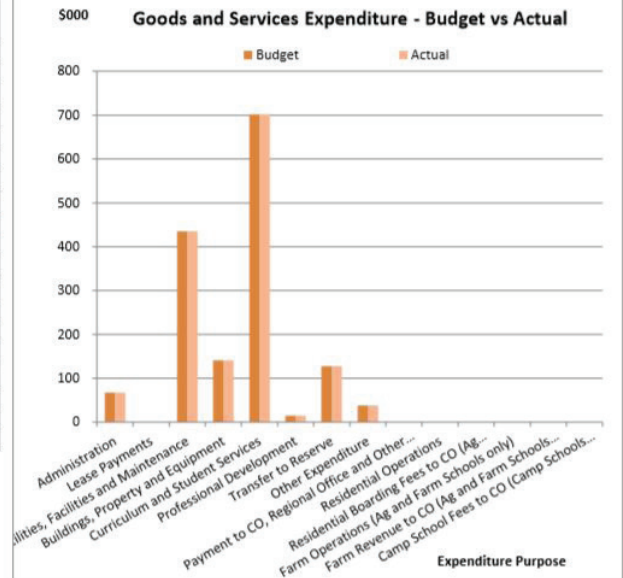


Current Year Actual Cash Sources

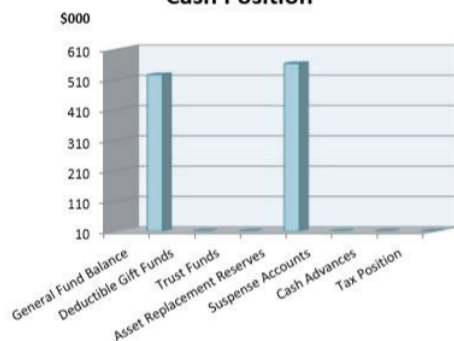


	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 67,051.00	\$ 67,051.22
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 435,099.00	\$ 435,098.43
4	Buildings, Property and Equipment	\$ 141,096.00	\$ 141,097.96
5	Curriculum and Student Services	\$ 701,486.00	\$ 701,486.46
6	Professional Development	\$ 14,649.00	\$ 14,649.27
7	Transfer to Reserve	\$ 127,566.00	\$ 127,566.00
8	Other Expenditure	\$ 37,894.00	\$ 37,896.32
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)	\$ -	\$ -
	<b>Total Goods and Services Expenditure</b>	<b>\$ 1,524,841.00</b>	<b>\$ 1,524,845.66</b>
	<b>Total Forecast Salary Expenditure</b>	<b>\$ 7,295,140.00</b>	<b>\$ 7,295,140.00</b>
	<b>Total Expenditure</b>	<b>\$ 8,819,981.00</b>	<b>\$ 8,819,985.66</b>
	<b>Cash Budget Variance</b>	<b>\$ 525,344.00</b>	

Goods and Services Expenditure - Budget vs Actual



Cash Position



<b>Cash Position as at:</b>	
<b>Bank Balance</b>	<b>\$ 1,086,032.82</b>
Made up of:	
1 General Fund Balance	\$ 525,339.91
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 562,589.12
5 Suspense Accounts	\$ 8,146.79
6 Cash Advances	\$ -
7 Tax Position	\$ 10,043.00
<b>Total Bank Balance</b>	<b>\$ 1,086,032.82</b>



# LEARNING AREA ACTIVITIES



## THE ARTS

### ARTS

- Visual Arts
- NSHS Art and Photography Exhibition "Viewpoint" in the Town's Nexus Gallery
- Excursions to WA Art Gallery and Fremantle

### 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
- Music Camp and ABODA (WA) Concert Band Festivals
- Year 12 Presentation Evening
- Dance Performance

## ENGLISH

- Literature Centre

## HEALTH AND

### PHYSICAL EDUCATION

- Country Week
- Spring Carnival
- Summer Carnival
- Netball Academy
- Academy Cup
- Bendigo Community High Schools Cup hosted in Katanning
- Cricket Academy
- Middle School Cricket Games Trip to Dalyellup
- Middle School Cricket Carnival against Kent St SHS, John Forrest SHS, Belridge SHS
- Hockey Academy
- David Bell Cup
- NAB Cup
- Umpiring and coaching at Primary School Carnivals

## HUMANITIES, SOCIAL SCIENCES AND LANGUAGES

- Canberra Tour
- Year 12 Perth Fieldwork (Camp) Urban Planning
- Year 11 Geography Fieldwork to Perth Hills Discovery Centre (Bushfires)
- Year 11 Geography Fieldwork to Optus Stadium and Kings Park (Tourism)
- ATAR Modern History Movie Nights
- Year 7 Night at the Museum
- Williams Gateway and Narrogin Show Exhibits

## MATHEMATICS

- Australian Mathematics Competition
- Murdoch University - Yr 7-10 NAEP STEM School Outreach activities
- Yr 12 ATAR Methods and Specialists workshops and WACE preparation
- WISE Women Excursion

## SCIENCE

- Science Travelling Circus
- Medical Student Visit
- Year 9 Science Excursion Toolibin
- Year 11 Human Biology Excursion
- Year 12 Human Biology & Year 11 Biology Zoo Trip
- Year 10 Hunt for Plastic Eaters Research with the University of Melbourne

## STUDENT SERVICES

- Adventure World
- ANZAC Assembly
- Armed for Life Workshops
- Arts Reward Activities
- Elevate Education study skills sessions
- Peer Skills
- School Ball
- SDERA RAC Road Safety Forum
- Socials
- Hawaiian Ride for Youth
- Grooming and Deportment
- Transition
- AIME
- Scholastic Book Fair
- Welcome Back
- Canberra Tour Display
- ANZAC Display
- School Ball Photos Display
- Saint Patrick's Day
- Footy Teams
- School Ball
- Bullying! No Way.
- Photography
- NAIDOC Week
- Aboriginal Studies
- War on Waste
- Art Department Paintings
- Country Week Display
- Reading for Pleasure with English Dept
- Harmony Day
- Immunisation
- RAC Helicopter
- University Book Displays
- RU OK? Day
- TV4 Education
- Parent/Teacher Interviews

## TECHNOLOGIES

- Laser cutting and 3D printing
- MBot coding, robotics, design, logo
- Narrogin Show display
- HillTop Café - Student run on Friday, open to the public serving an à la carte menu
- Preparation of service of Year 12 Dinner
- Vi Barham Awards
- Hawaiian Ride for Youth
- Australia's Biggest Morning Tea
- Primary School Visits - Childcare
- Try A Trade

## 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

The regional school of choice



**Narrogin Senior High School**  
45 Gray Street Narrogin  
WA 6312

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**Email address:**  
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