



NARROGIN SENIOR HIGH SCHOOL

**ANNUAL REPORT
2020**

Narrogin SHS has a long and proud history of providing a high quality education to all of its students. We have courses that provide pathways to academic excellence, practical and vocational competence, and an awareness of the importance of physical fitness and good health. Students graduating from our school are not only well equipped for enrolment in tertiary courses at University or TAFE, but also for coping with the demands that employment puts upon them if they choose to go out into the world of work.

This Annual report provides parents, guardians and the community with an overview of Narrogin Senior High School over 2020. The Annual Report forms part of our annual review and reporting processes. It is a means of providing the community with both performance data and our self-reflection of our performance with identification of areas of strength and improvement. The Annual report includes information on student achievement, academic performance, attendance and a range of school programs. The collection of this data and its analysis are important tools in measuring the effectiveness of strategies and identifying areas of strength and those requiring improvement. Each Learning Area collects and analyses their own data and implements improvement strategies accordingly. Aggregate data is also analysed and whole school strategies developed to target improvement and this forms part of the accountability around the Strategic Plan 2020-2023.

It is reasonable to acknowledge that 2020 was an unprecedented year in which we all were faced with a global pandemic. As this was new ground for the last two generations, we saw a collective focus on the benefits of social and emotional health, coupled with some additional learnings in the notion of being flexible and resilient in changing circumstances. These skills, whilst incidental, added another aspect of personal development which, in time will only provide further benefit. Narrogin SHS students are certainly well adapted to meet the demands of change given the known interruption to learning during the COVID period early in March.

Academically, 2020 was a successful year for Narrogin Senior High School, culminating in the school achieving its highest graduation rate since 2017. It is also marked with a ceremonial significance, with the school achieving IPS status at the commencement of Term 4, 2020. The individuality of each student and teacher is acknowledged and we nurture positive values of Respect, Responsibility and Tolerance for each other in our school environment, in addition to the social focus, our school caters for students with different educational interests and requirements in order to pursue their pathways in life.

The 2020 Annual Report represents an overview of 2020 data with community members encouraged to contact Narrogin Senior High School for a full 'walk through' of the schools' performance. It is also intended that the 2020 Annual Report will form the backbone of the ongoing school review process.

Finally, we would like to formally thank all staff for their contribution to Narrogin SHS in what could have been considered a challenging set of circumstances. It is a pleasure to work with such a dedicated, committed and hard working group of people.

Sincerely



Mr John Watters
Principal



Mr Fred Steer
School Board Chair

STATEMENTS ON TEACHING AND LEARNING

Our vision is to inspire lifelong learning through high quality teaching practices that provide opportunities for students to strive for excellence and contribute positively to the community.

The vision is underpinned by a school wide set of beliefs that underpin our culture. These are:

- A culture of consistent, clear and high expectations that celebrates success and encourages growth.
- Student engagement and success is a result of high quality teaching.
- Building positive and effective relationships throughout the whole school community, by promoting a supportive and safe environment that embraces growth and wellbeing.
- A culture of leadership that is supportive and inclusive; ensuring equitable and accountable allocation of resources that facilitates optimal learning.

We are committed to maintaining high expectations through the four domains of our Integral Framework.

I – TEACH Innovative and engaging learning experiences - we consistently implement our Pedagogical Framework applying high impact teaching strategies to maximise learning time.

I – LEARN Continually improving to achieve excellence - all members of our community have a growth mindset and identify learning and performance goals to achieve excellence.

I – CARE We care for our community - we value and nurture our whole school community including our environment. We are culturally responsive, value diversity and build mutually respectful relationships.

I – LEAD Everyone is a leader - our distributed leadership model focuses on building the capacity of all members of our community as effective leaders.

PROGRESS ON STATED SCHOOL IMPROVEMENT TARGETS

Through whole of school collaboration, staff and the Board identified a series of improvement targets as outlined in the Narrogin SHS Strategic Plan 2020-2023.

1 ACADEMIC ACHIEVEMENT

TARGETS 1.1 to 1.5

In 2020, NAPLAN was cancelled due to the COVID-19 pandemic. For Year 9 students, this meant that they completed the Online Literacy and Numeracy Assessment (OLNA) in place of NAPLAN.

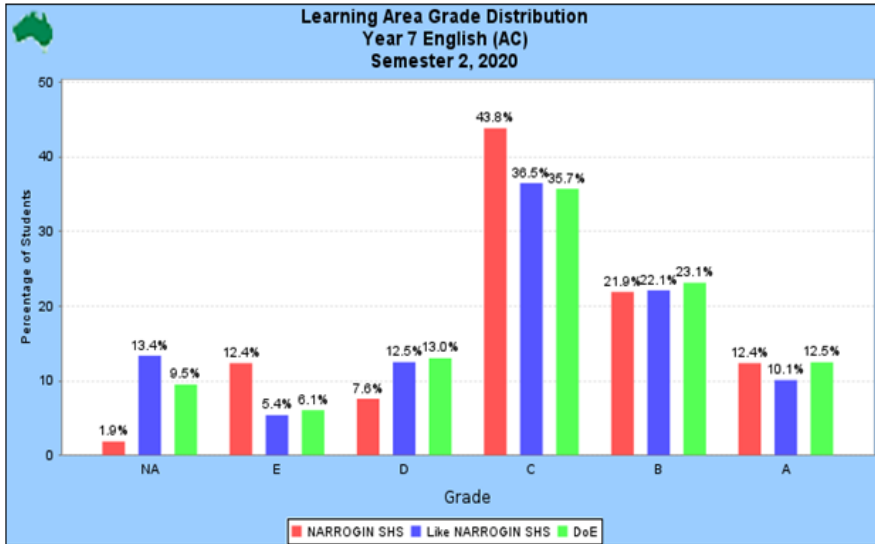
The OLNA is the minimum achievement standard required of a student's literacy and numeracy for their West Australian Certificate of Education (WACE).

The OLNA has three components – Reading, Writing and Numeracy and 2020 Year 9 performance is summarised below:

	Numeracy	Reading	Writing
Category 1	8 %	9 %	2 %
Category 2	30 %	14 %	30 %
Category 3	50 %	66 %	58 %
NSA	12 %	11 %	10 %

ENGLISH

Year 7

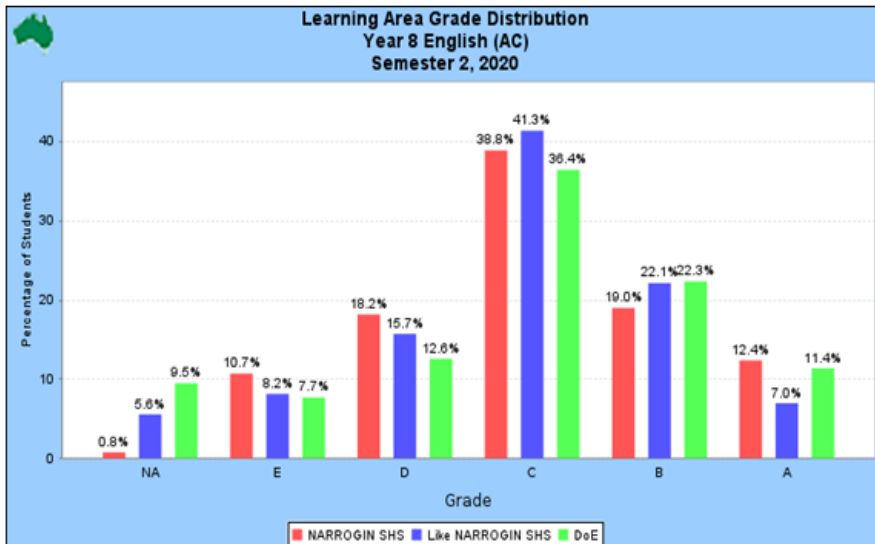


Comparisons indicate that there is a very low number of N/A's compared to Like Schools and DoE, offset against a disproportionately high number of 'E' grades compared to Like Schools and DoE Schools.

The number of 'D' 'C' and 'B' grades are similar to Like and DoE Schools.

Less students awarded an 'A' grade at Narrogin compared to Like Schools and DoE Schools.

Year 8

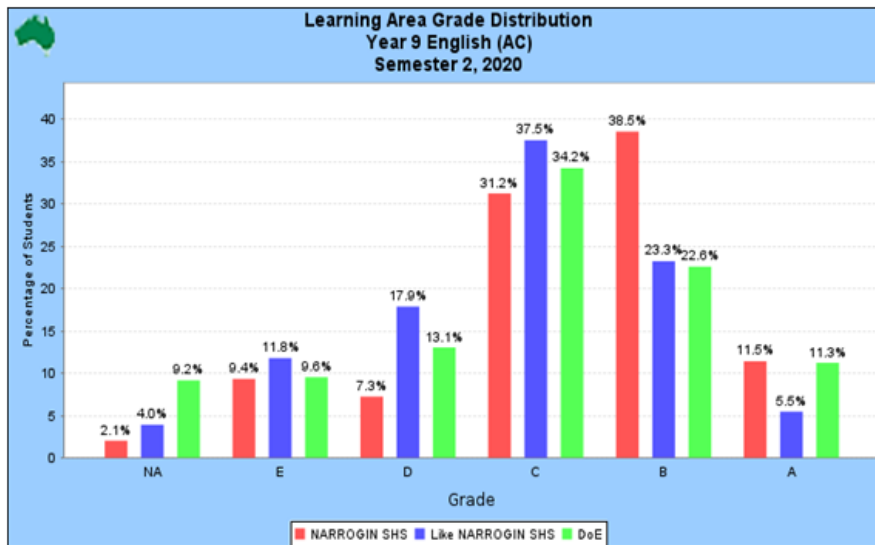


Overall Narrogin's school grades have dropped in comparison to DoE and Like schools.

Narrogin has more 'E' grades than Like Schools and DoE Schools with an increase in 'E' grades from 12.3% in 2018 to 24% in 2020.

However, there was an improvement in the number of 'B' grades awarded between 2019 and 2020 from 10.8% to 25.6%

Year 9

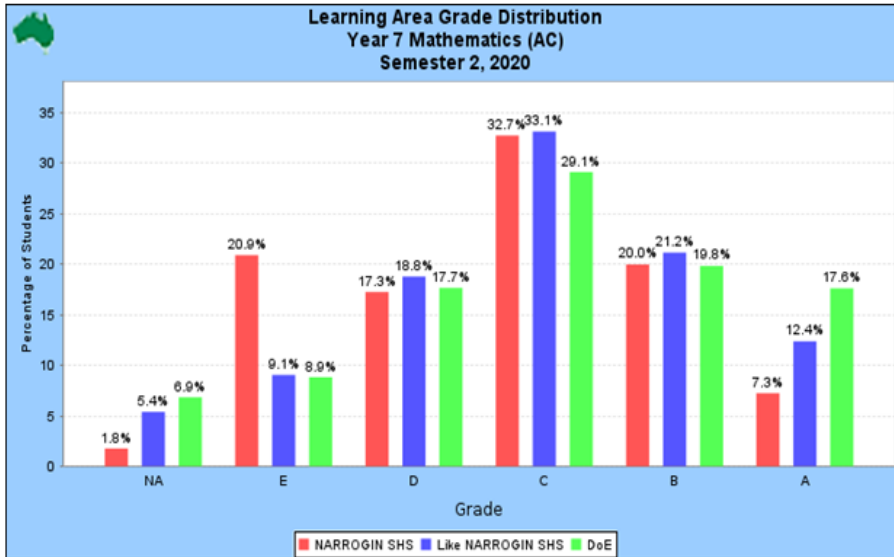


Overall Narrogin's School Grades are lower than Like and DoE schools, except for the "A" grade, which is similar to DoE.

The lower school English results for 2020 across Years 7, 8 and 9 are generally sound and demonstrate an upward trend in the number of 'A' grades awarded.

MATHEMATICS

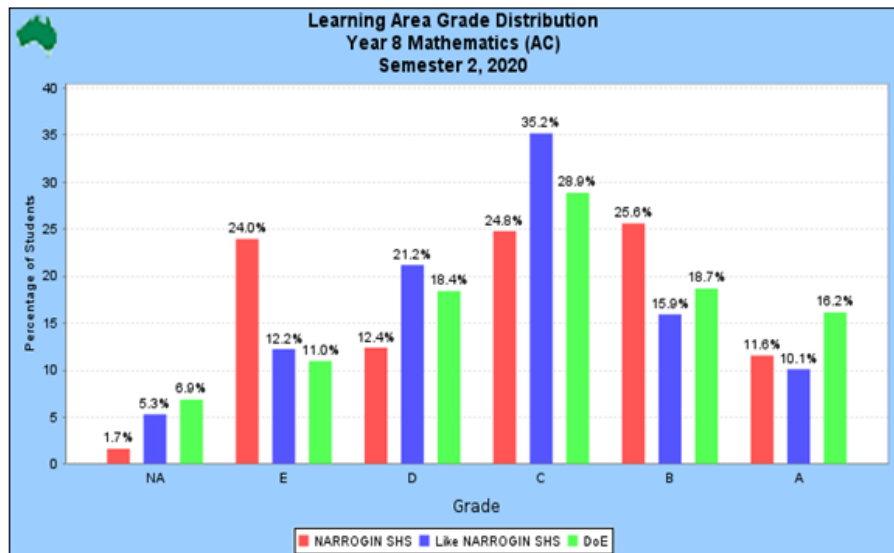
Year 7



There are very few N/A results for students and this reflects that more students attempted the assessments.

The data indicates Narrogin have more students achieving 'C' grade than like and DoE schools.

Year 8

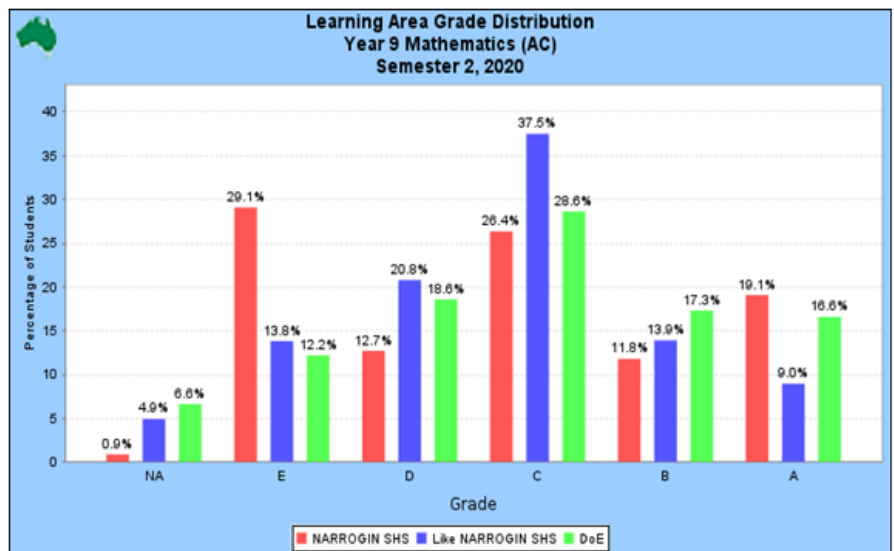


There were more 'D' and 'E' grades than like schools or DoE schools with Narrogin had slightly more 'C' grades than DoE but slightly less than Like Schools.

Narrogin had less 'B' grades than Like Schools and DoE. There were significantly more 'A' grades awarded at Narrogin than in Like Schools but similar to DoE.

Historically we have almost doubled our 'E' grade from 2018- 2020 with this offset with slightly less 'D' grades from 2018- 2020. 'C' grades have decreased from 47.8% in 2018 to 38.8% in 2020. Both 'A' and 'B' grades have increased slightly.

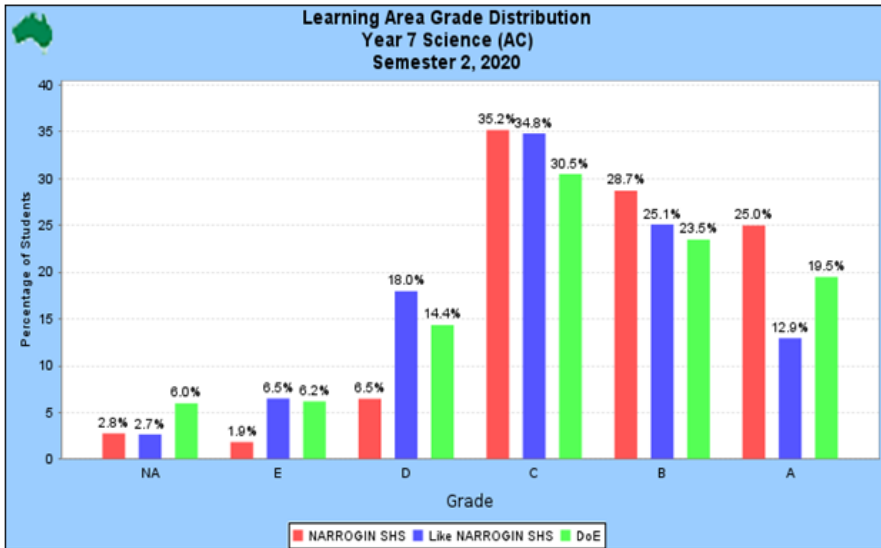
Year 9



'B' grades are significantly higher than Like and DoE schools, while 'A' grades are significantly higher than Like Schools but similar to DoE schools.

SCIENCE

Year 7

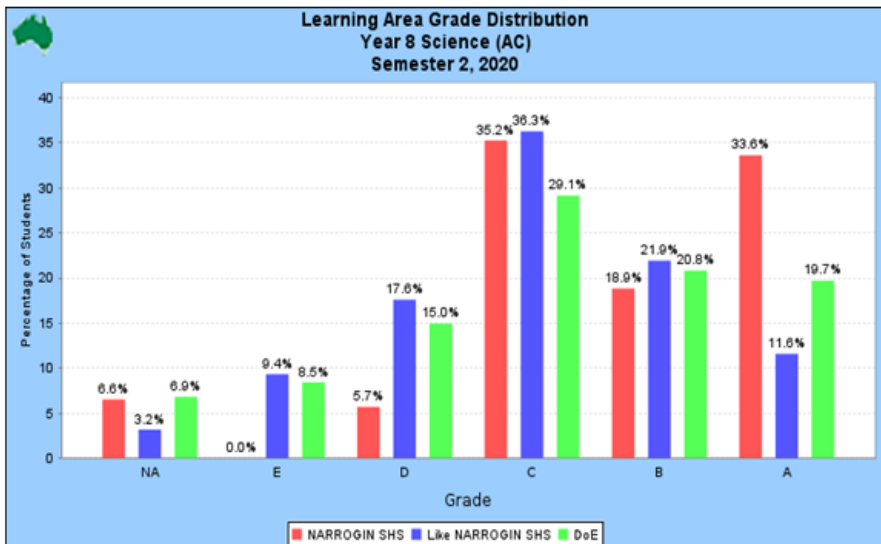


In light of an altered delivery model through flexible work packages, overall 2020 results were examined as a sequential pathway and NSHS performed at or above “like schools” and “DOE”.

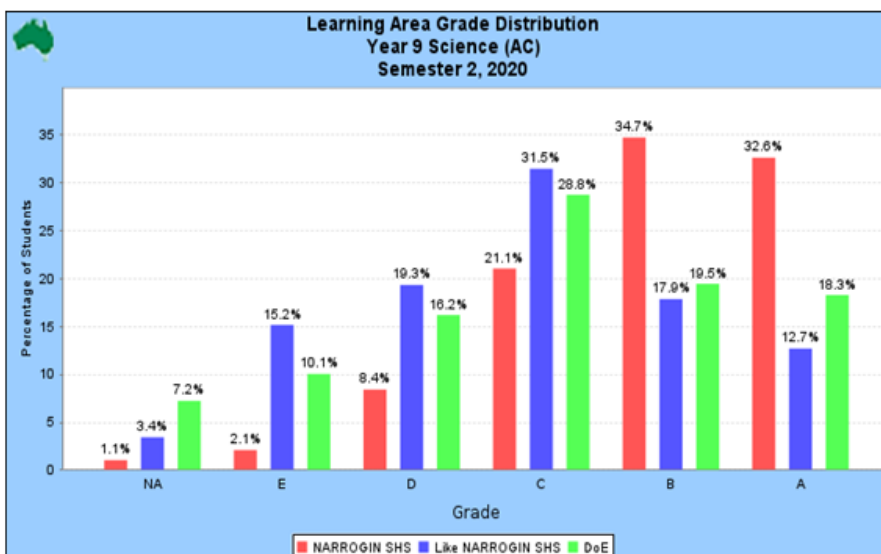
Continued focus on lower school in class assessments and tasks has contributed to greater engagement and student performance.

A review into grade distributions, interpretations and cut-offs will occur to develop a consistency across year levels.

Year 8

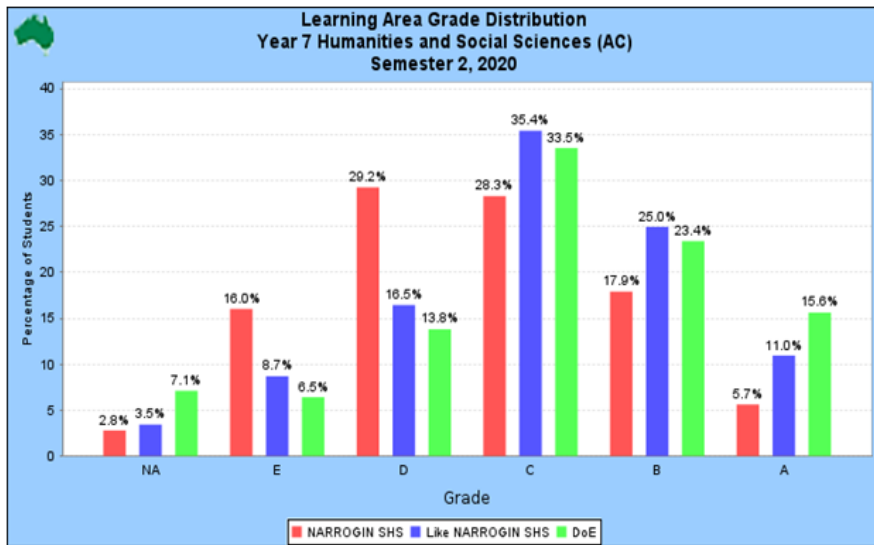


Year 9



HUMANITIES AND SOCIAL SCIENCES

Year 7

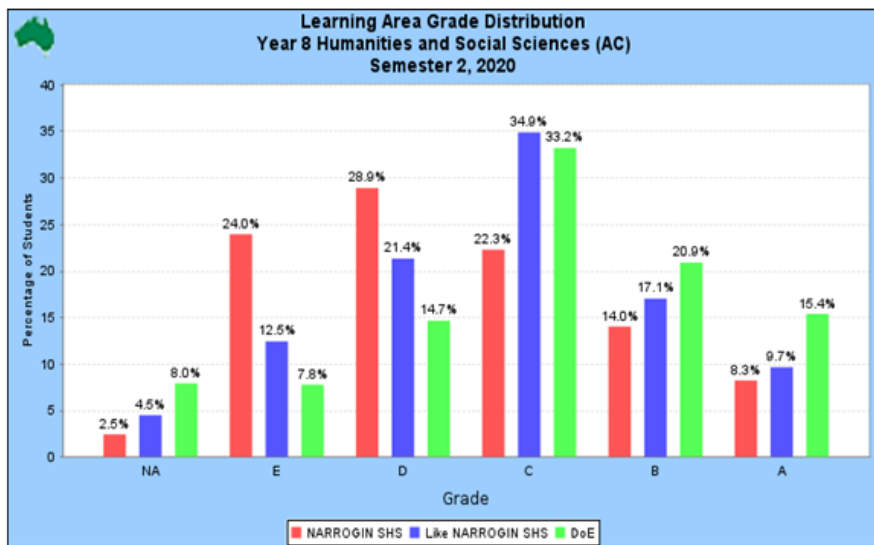


53% of students achieved a 'C' grade or higher. 30% achieved a 'D' grade. Below like schools across all grade distribution. Most of this can be attributed to lack of submission of tasks.

In Indonesian, 60% achieved a 'C' grade or higher based on Semester 2 grades.

In Noongar, 56% achieved a 'C' grade or higher however there were also a high number of D and E grades.

Year 8

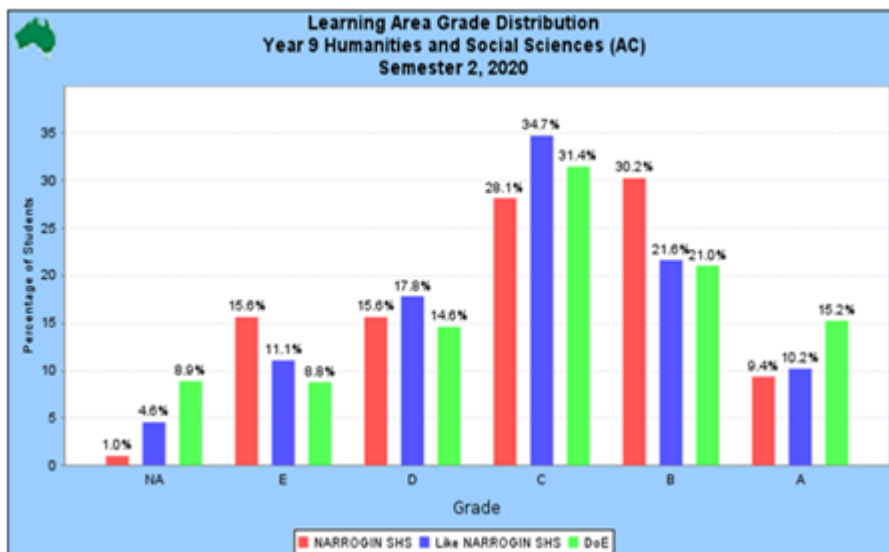


45.7% achieved a 'C' grade or higher. In 2019 the 'C' grade of higher was 53.9% (Year 7 cohort). Similar to 'Like Schools' in relation to 'A' and 'B' grades. Decrease on Year 7 results.

In Indonesian: 70% achieved a 'C' grade or higher in 2020 based on Semester 2 grades.

In Noongar, 81% achieved a 'C' grade or higher.

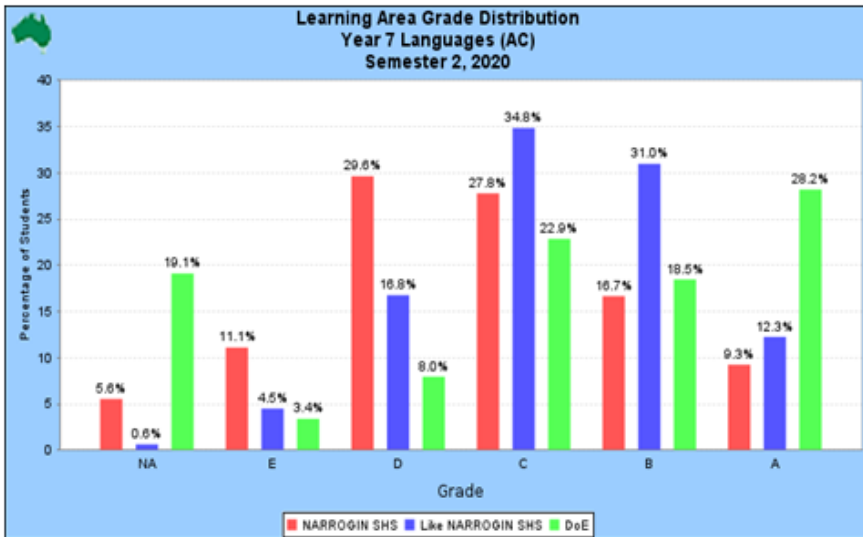
Year 9



68% achieved a 'C' grade or higher in 2020. In 2019 (Year 8), 76% achieved a 'C' grade of higher. Similar to 'Like Schools' in relation to 'A' grades. More 'B' grades than 'Like Schools'. Decrease on previous year.

LANGUAGES

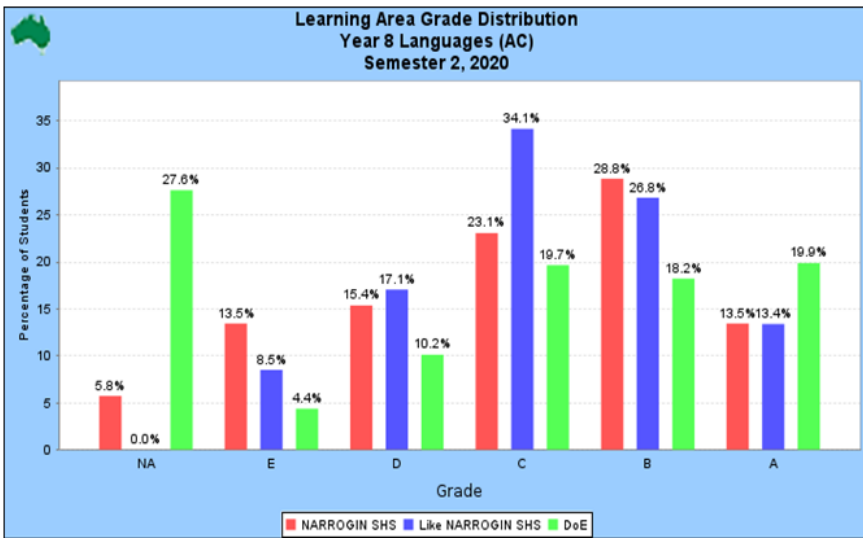
Year 7



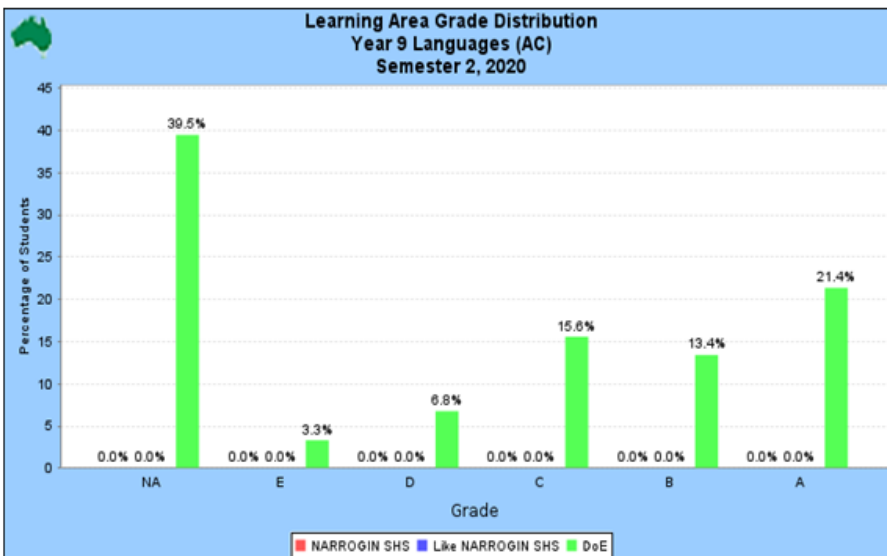
Narrogin ran two language pathways in 2020 represented by Indonesian and Noongar.

Comparisons between 'like schools' and State lack validity due to not all schools offering the same languages, however on face value, Narrogin students performed well in both pathways.

Year 8

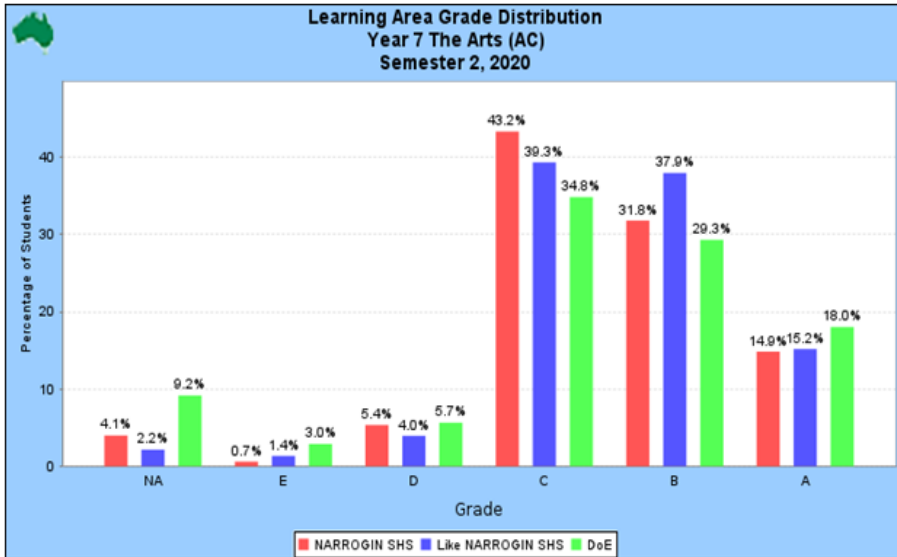


Year 9



THE ARTS

Year 7



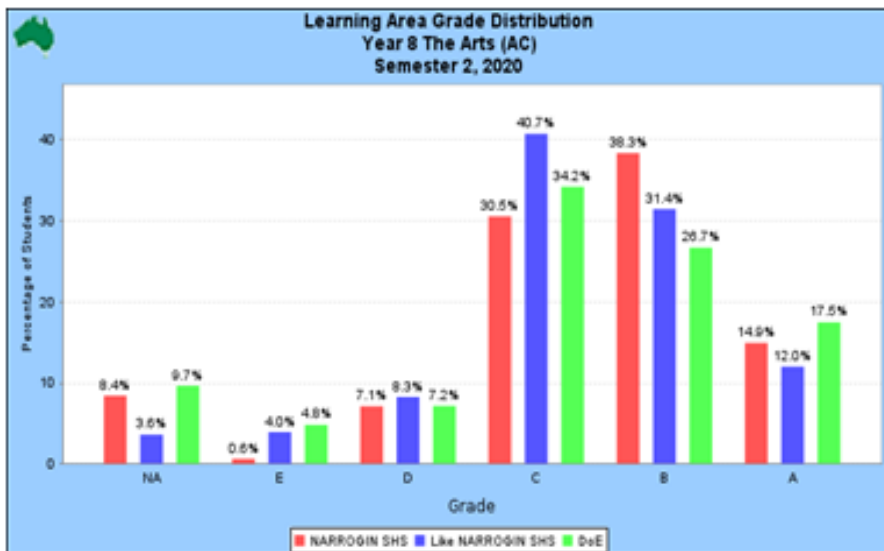
The Arts is delivered across lower school via Visual Arts, Dance and Music.

Performance results are usually matched to individual levels of student motivation and interest.

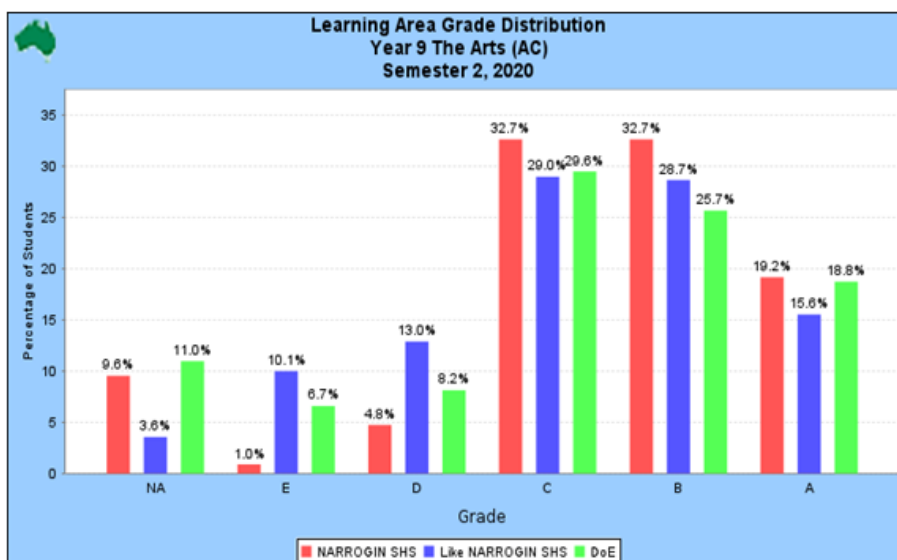
As students' progress through school, these become electives which is reflected in the Year 9 performance data.

Narrogin results are comparative to both the State and 'like schools'.

Year 8

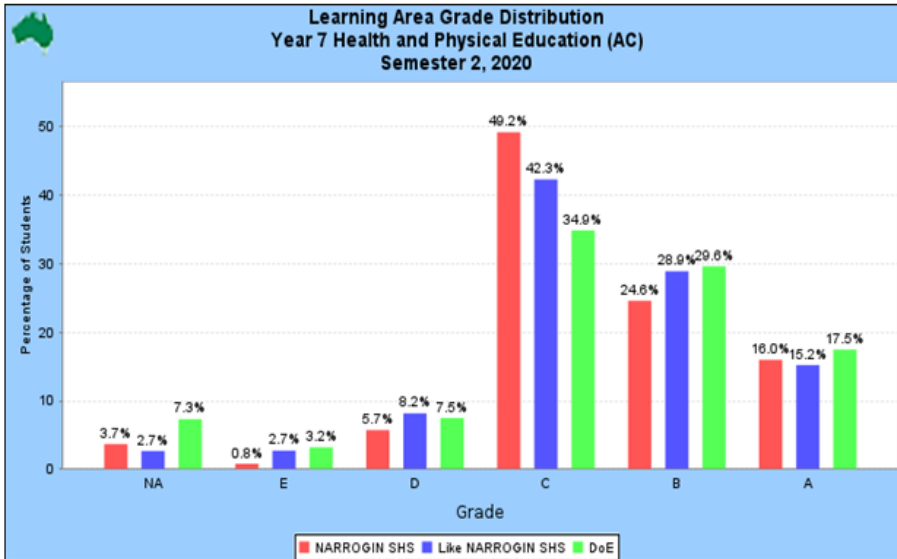


Year 9



HEALTH AND PHYSICAL EDUCATION

Year 7



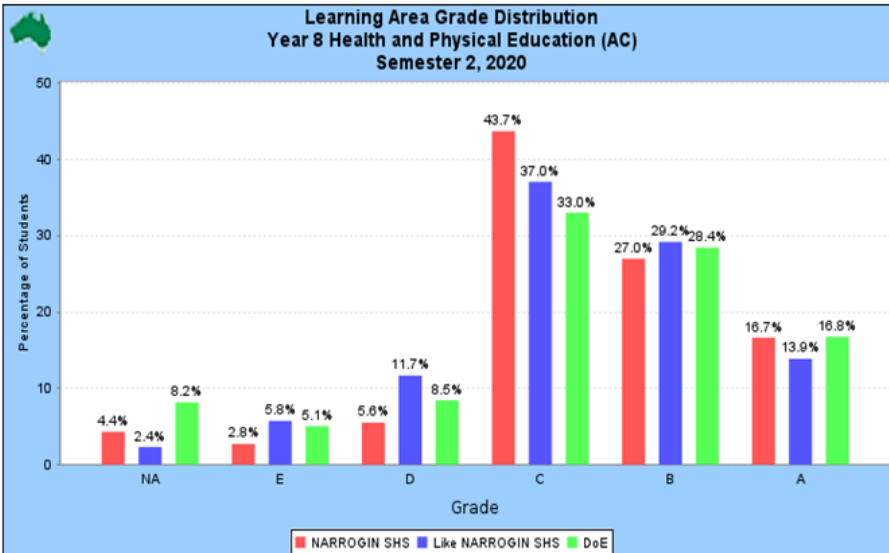
Narrogin students perform strongly in Health and Physical Education areas when compared to 'like schools' and State.

This can be attributed to a strong local culture as well as school developed Academy programs which serve as an engagement tool for students in cricket, netball and hockey.

Participation in interschool and Country Week events are also a motivating factor for students.

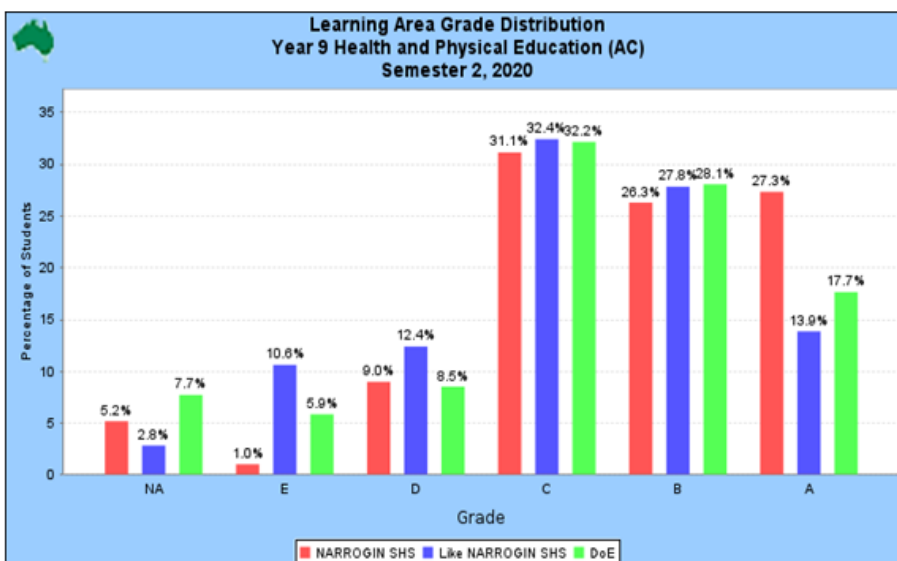
Internal reflection has occurred around grade distributions and extension as well as nuances around sport selection and teaching expertise.

Year 8



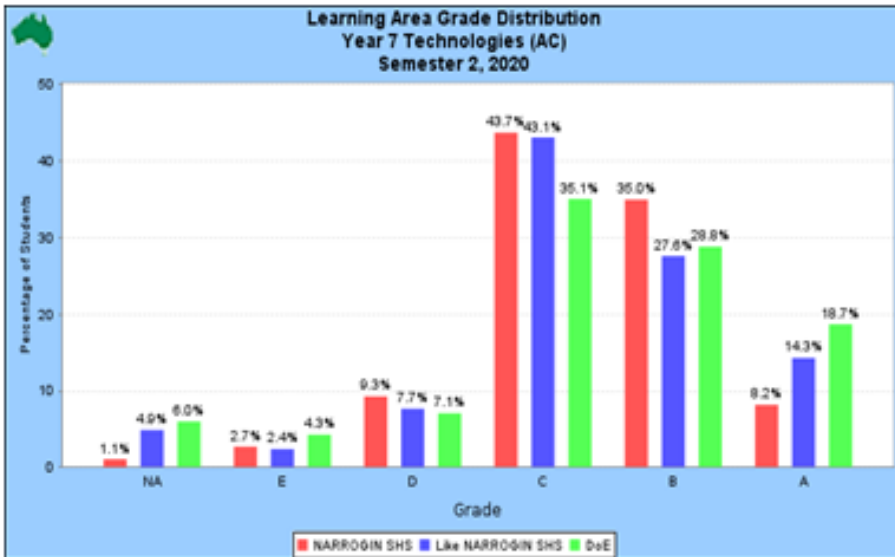
Ongoing discussion around engagement of students in the N/A to D category is ongoing, particularly as the students move towards Year 9.

Year 9



TECHNOLOGIES

Year 7

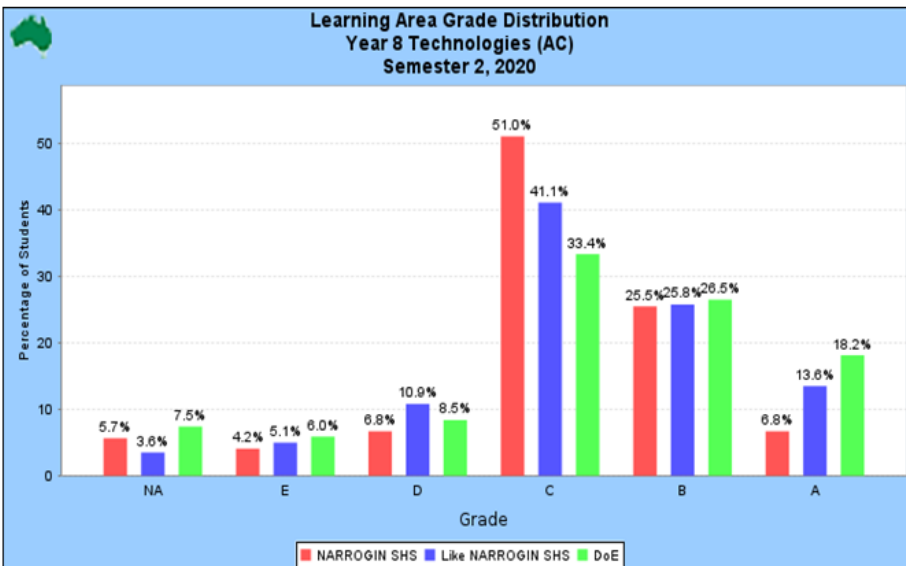


Lower school results were generally sound and showed a strong correlation to "like schools" in grade distribution.

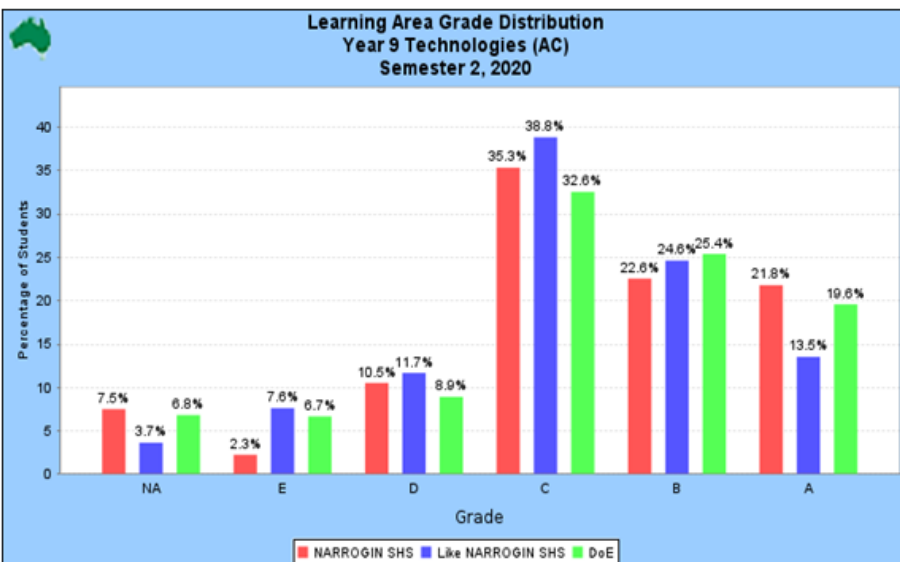
There has been a strong emphasis on consolidating moderation processes to ensure consistency in marking across classes. This is also being expanded by an initiative to more formally moderate within our dept. and laissee with several schools in the district to ensure consistency of marks.

Suggestions for 2021 to revisit the grade descriptors and percentage cut-offs to reduce the high number of C grades.

Year 8



Year 9



Year 12 data is a significant measure of the effectiveness of the school as it enables state wide comparisons and measures the proportion of students who are successful in gaining entry into their preferred post school destination. The following table represents 2020 key performance data in relation to data centrally collected over the past five years.

School Curriculum and Standards Authority (SCSA)

School Curriculum and Standards Authority School Performance Tables: (Green flag = Top 50 School)						
	2020	2019	2018	2017	2016	2015
WACE Achievement	83 (93%)	56 (84%)	64 (89%)	90 (90%)	79 (93%)	
Median ATAR*	65.45	72.25	74.85	72.5	66.85	

School Curriculum and Standards Authority Awards: number						
Beazley Medals						
General Exhibitions						
Subject Exhibitions						
Subj Certs of Excellence			2	1		
VET Exhibitions						
VET Certs of Excellence			1	1		
Certs of Distinction			2	1	1	
Certs of Merit	4	3	3	4	4	
Total # students awarded	4	3	6	6	5	
# students with 2+ award			2	1		

West Australian Certificate of Education (WACE)

Number of Students Eligible for WACE: count (%) Source: SCSA data files						
	2020	2019	2018	2017	2016	2015
School	90 (69%)	67 (59%)	72 (64%)	100 (76%)	85	102
Like Schools	66%	61%	67%	61%		
State	70%	65%	63%	61%		

WACE Achievement Rate: count (% of eligible students) Source: SCSA data files						
School (WACE eligible)	83 (92%)	56 (84%)	64 (89%)	90 (90%)	79 (93%)	97 (95%)
Like Schools (%)	86%	83%	83%	82%	86%	96%
Public Schools (%)	89%	89%	89%	88%	90%	96%

WACE: Breadth and depth - units include equivalents: count (%) Source: SCSA data files						
Breadth and Depth requirement met WACE Eligible	89 (99%)	64 (96%)	70 (97%)	97 (97%)	85 (100%)	

WACE: Achievement Standard - units include equivalents: count (%) Source: SCSA data files						
C Grade requirement met WACE Eligible	86 (96%)	61 (91%)	69 (96%)	97 (97%)	85 (100%)	
English requirement met WACE Eligible	90 (100%)	65 (97%)	72 (100%)	100 (100%)	85 (100%)	
ATAR Or Cert II requirement met WACE Eligible	90 (100%)	66 (99%)	70 (97%)	99 (99%)	85 (100%)	

Online Literacy and Numeracy Assessments (OLNA)

Number of students who met the standard: count (%) Source: SCSA data files						
	2020	2019	2018	2017	2016	2015
Reading						
School (WACE eligible)	86 (96%)	65 (97%)	71 (99%)	97 (97%)		
School (Cohort)	97 (75%)	78 (69%)	86 (76%)	103 (78%)		
Writing						
School (WACE eligible)	85 (94%)	61 (91%)	70 (97%)	96 (96%)		
School (Cohort)	91 (70%)	70 (62%)	79 (70%)	102 (77%)		
Numeracy						
School (WACE eligible)	85 (94%)	60 (90%)	68 (94%)	92 (92%)		
School (Cohort)	94 (72%)	72 (64%)	81 (72%)	95 (72%)		
Met literacy and numeracy requirement						
School (WACE eligible)	84 (93%)	59 (88%)	67 (93%)	92 (92%)		
School (Cohort)	88 (68%)	67 (59%)	74 (65%)	95 (72%)		

Attainment

Attainment Rate – ATAR >= 55 and/or Cert II or higher: count (%)						
	2020	2019	2018	2017	2016	2015
School (WACE eligible)	88 (98%)	65 (97%)	70 (97%)	98 (98%)	80 (94%)	
Like schools	93%	94%	95%	95%	97%	
Public schools	96%	96%	96%	96%	98%	
School (cohort)	88 (68%)	67 (59%)	74 (65%)	100 (76%)		

Vocational Education and Training (VET)

VET Participation Rate (count; enrolled in VET as % of Cohort) Source: Department data						
	2020	2019	2018	2017	2016	2015
School VET enrolments	108 (83%)	92 (81%)	98 (87%)	107 (81%)	109	
Funded VET students	73%	67%	70%	71%	72%	

Level of highest qualification achieved (of VET enrolled students)						
Diploma						
Certificate IV	6 (6%)	8 (9%)	4 (4%)	12 (11%)	7 (6%)	
Certificate III	12 (11%)	20 (22%)	11 (11%)	22 (21%)	14 (13%)	
Certificate II	62 (57%)	32 (35%)	49 (50%)	47 (44%)	52 (48%)	
Certificate I	4 (4%)	8 (9%)	12 (12%)	7 (7%)	10 (9%)	
No certificate completed	24 (22%)	24 (26%)	22 (22%)	19 (18%)	26 (24%)	

Students with more than one qualification (% of VET enrolments)						
3+ qualifications	4 (4%)	10 (11%)	24 (24%)	35 (33%)	36 (33%)	
2 qualifications	26 (24%)	25 (27%)	24 (24%)	25 (23%)	23 (21%)	

Endorsed programs unit equivalents achieved						
Number	37	40	50	47	38	

Australian Tertiary Admissions Rank (ATAR)

ATAR Participation Rate: count (%) Source: SCSA data files and Department calculations						
	2020	2019	2018	2017	2016	2015
School count (% Cohort)	33 (25%)	34 (30%)	23 (20%)	40 (30%)	32	
Difference From Expected	+2%	+5%	+3%	+3%	+1%	
School (% WACE eligible)	37%	49%	32%	40%		
School (% Semester 2 census)	36%	49%	30%	38%		

Year 12 Course enrolments count of students						
6+ ATAR courses		1 (1%)	1 (1%)	1 (1%)	2	
4-5 ATAR courses	33 (25%)	33 (29%)	22 (19%)	39 (30%)	30	

ATAR Triciles - High/Mid/Low: Count (%) Source: TISC for ATARs and cut-offs and Department calculations						
High		5 (15%)	4 (17%)	5 (13%)	3 (9%)	
Mid	10 (30%)	10 (29%)	7 (30%)	14 (35%)	8 (25%)	
Low	23 (70%)	18 (53%)	12 (52%)	21 (53%)	21 (66%)	

Median ATAR (no. of students) Source: SCSA data files and Department calculations						
School	65.45	72.25	71.95	72.48	66.85	
Expected performance	-0.23	0.69	0.33	0.55	-0.26	
Like Schools	69.7	69.75	69.9	70.5	68.35	
Public schools	79.25	78.25	79.5	78.55	78.2	
School median ATAR TISC applicants	65.45	75.2	74.63	75.95	66.15	

ATAR performance – count of students (% of ATAR students)						
99+						
90-98.95		1 (3%)	4 (17%)	5 (13%)	3 (9%)	
80-89.95	6 (18%)	7 (21%)	6 (26%)	7 (18%)	4 (13%)	
70-79.95	8 (24%)	10 (29%)	3 (13%)	11 (28%)	5 (16%)	
55-69.95	8 (24%)	8 (24%)	6 (26%)	9 (23%)	14 (44%)	
<55	11 (33%)	7 (21%)	4 (17%)	8 (20%)	6 (19%)	
University English Language Competency (FSS 50+)	22 (67%)	20 (59%)	22 (96%)	29 (73%)	26 (81%)	

Overall, the performance of Year 12 students was very positive given the nuances of curriculum delivery during the year. Whilst there was a decrease in the median ATAR, there was a number of improvements in other key measures. On balance, Narrogin SHS performed at and above in a number of comparisons with 'like schools' and the state, culminating in some exceptional individual performances.

An internal interrogation of students who did not meet the WACE requirements indicates that attainment issues relating to numeracy and literacy, coupled with engagement and participation were key contributing factors. Early identification and intervention has been prioritised as an additional improvement target moving forward.

3. Student Destination

TARGET 3.1

In line with meeting our objective of providing pathways for students, Narrogin SHS was successful in ensuring students transitioned into the following pathways.

	Intention 2019 School	Intention 2019 State	Destination 2020 School	Destination 2020 State	Variation School	Variation State
Return To School		0.5%		0.2%		-0.4%
University	40.9%	48.5%	28.3%	41.7%	-12.6%	-6.8%
Uni Offer - No Placement		0.0%	3.3%	2.8%		2.8%
TAFE	11.4%	17.9%	8.3%	10.1%	-3.0%	-7.8%
Apprenticeship	9.1%	11.2%	1.7%	2.1%	-7.4%	-9.1%
Traineeship	6.8%	2.1%	1.7%	1.0%	-5.1%	-1.0%
Other Training		2.7%	1.7%	1.4%		-1.3%
Employment - Full-time	20.5%	10.6%	1.7%	3.8%	-18.8%	-6.7%
Employment - Part-time	2.3%	1.7%	23.3%	13.9%	21.1%	12.3%
Employment						
Employment Assistance		0.0%	11.7%	9.2%		9.2%
Other	9.1%	4.8%	3.3%	2.7%	-5.8%	-2.1%
Deferred Study/Training		0.0%	15.0%	11.1%		11.1%

4. Positive Behaviour Support

TARGETS 4.1 to 4.3

Narrogin Senior High School values and cares for its whole school community. In 2020 there was an ongoing focus on developing positive relationships and partnerships with our school community and ensuring we have an orderly environment to foster effective teaching and learning.

Positive Behaviour support

In 2020 45 % of students maintained good standing compared to 43% in 2019 (Semester 2) which is a slight improvement in the number of students maintaining Good Standing. Attendance was identified as the main contributing factor for an individual loss of good standing, rather than negative behaviour.

Narrogin Senior High School is a Positive Behaviour School, we use Vivo points to reward students demonstrating behaviour that reflects our core expectations, Responsibility, Respect and Tolerance. In 2020, 200,000 points were awarded to 617 students, with 57 staff engaged in this process. This is a significant increase when compared to 2019, where only 4544 39 points were awarded to 600 students by 44 staff.

Whole school suspension data is represented via:

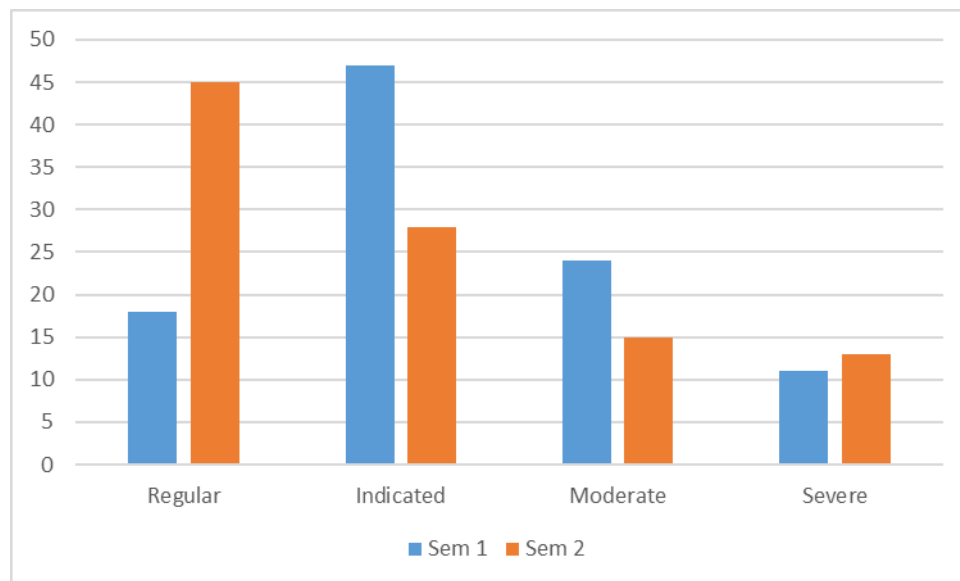
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
# Students	10	3	10	7	5	5
# Offences	4	2	6	5	5	5
# Days	27	5	21	29	35	42.5
# Cohort	122	126	92	115	82	94
% of Cohort	8%	2.4%	11%	6%	6%	5.3%

5. Attendance

TARGET 5.1

Student attendance was impacted through COVID-19, specifically the disruption to School Bus Services and Residential College operations which required students to be absent longer than the metropolitan return to school guidelines.

The graphic below indicates comparisons between Semester 1 and Semester 2 attendance.



Severe students remained stable with the greatest fluctuation being in the Indicated to Moderate categories 60-89%. Of note, COVID-19 flexibility guidelines also provided a method of re-engagement for some school refusing students which is to be pursued further in 2021.

The following two graphics represent the individual cohorts for Semester 1 and 2:

Semester 1

Breakdown	Attendance Rate %	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe	Auth. %	Unauth. %
Y07	81.0%	30	62	25	11	87%	13%
Y08	80.7%	20	73	37	10	79%	21%
Y09	79.8%	26	53	22	16	78%	22%
Y10	74.9%	22	50	35	28	78%	22%
Y11	81.3%	11	48	20	5	85%	15%
Y12	79.0%	14	45	30	6	82%	19%
Compulsory	79.3%	123	331	169	76	81%	19%

Semester 2

Breakdown	Attendance Rate %	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe	Auth. %	Unauth. %
Y07	84.7%	63	35	20	14	57%	43%
Y08	81.4%	55	48	15	20	50%	50%
Y09	84.2%	63	27	9	12	53%	47%
Y10	76.9%	51	30	18	29	48%	52%
Y11	83.4%	33	20	20	4	63%	37%
Y12	83.0%	38	27	19	8	53%	47%
Compulsory	82.0%	303	187	101	87	53%	47%

Unauthorised (unexplained) absences continue to be a cause for concern and greater focus moving forward.

6. Leadership

TARGETS 6.1 to 6.4

A National Opinion Survey was not conducted in 2020 and measureable data is not available in this space. Anecdotal evidence indicates that there is open communication and dialogue with the school and broader community.

All staff are actively involved in Professional Learning Teams connected to the school priorities of:

Priority 1. Effective Teaching Learning and Leadership

Priority 2. An orderly environment

Priority 3. Positive relationships and partnerships

Through these communities, staff are afforded opportunity to make contributions to school decision making and discussion. Many objectives of this group were impacted in 2020 though COVID-19 meeting protocols with individual leadership opportunities afforded to staff. There still remains an over representation of Aboriginal students in NAPLAN, OLNA and achievement data reflected in lower grades and attendance data.

The Cultural Standards Framework was a central component of all Professional Learning Team activities and staff continue to further their understanding in this space. Of the Aboriginal Education Plan, 9 out of 14 strategies are accomplished or implemented, 4 in progress and 1 remains unaddressed.

Staff adopted flexible and alternative learning strategies to support students impacted by COVID restrictions. This included online, paper based and practical activities to engage students. In addition to regular email use, CONNECT tools use was expanded during 2020 with teachers utilising it for individual classes to communicate with parents, teachers and students. Competence and confidence of teachers in using this tool has increased, however there is significant potential to utilise this platform to further support teaching, learning and communication.

Staff are also working towards the implementation of the pedagogical framework with explicit Learning Intentions and Success Criteria made visible at the beginning of each class.

2020 SCHOOL HIGHLIGHTS

- School Music and Dance Concert's.
- Annual Visual Arts exhibition at Nexix Gallery.
- Al fresco Music and Recital night 'Under the Stars'.
- Netball, hockey and cricket interschool excursions and tours.
- Hockey - Ross Meadows shield for the first time and finishing second in the pool.
- NAB Cup Hockey (Wheatbelt schools) winning both boys and girls.
- Hosting and playing Dalyellup in cricket.
- Heywire writing workshops. One student receiving a Highly Commended.
- *Bran Nue Dae* Theatre visit.
- Trade in residence program with our Building classes for 2 days on the construction of a brick wall.
- Building Year 12's designed and constructed a major recreation facility (fire pit) for the Residential College.
- Western Australian Electoral Commission inclusion.
- Year 12 Modern History - Movie Night - one per semester.
- Year 11 ATAR Geography - Perth Hills Discovery Centre Fieldwork (Bushfires).
- Year 11 ATAR Geography - Optus Stadium/Kings Park (Tourism).
- Year 12 ATAR Geography - Metropolitan Perth excursion to provide students with the opportunity to undertake fieldwork skills, including collecting primary data using field techniques, such as observing, recording, listening, questioning, sketching, annotating and note-taking.
- Year 9 - Narrogin Law Courts Excursion - Civics and Citizenship.
- Participation in Royal Australian Chemical Institute International Quiz by Year 11 and 12 ATAR Chemistry students.
- Year 8 Science - Solar Synergy Challenge.
- Online 'Have Sum Fun' Mathematics Competition.
- The Australian Mathematics Competition.
- Murdoch Out Reach program.
- Positive Reward incursions, excursions and attendance activities for Years 8 - 10.
- 2020 Formal School Events such as the School Ball and Graduation Ceremony.

PARENT COMMUNICATION

We encourage open communication in a variety of ways - via newsletters, daily notices, parent/carer publications, our website, student assemblies, SMS Messages, school prospectus, meetings with parents and media reports through our community and state newspapers. We formally acknowledge students at special assemblies, exhibitions and performances, the Year 12 Presentation ceremony, in School Matters, Western Teacher and through our Yearbook.

We encourage any parent or community member with concerns or seeking answers to something that doesn't "sound right" to contact a member of the Administration team, who can respond to your enquiry.

SCHOOL BUDGET AND ACCOUNTS

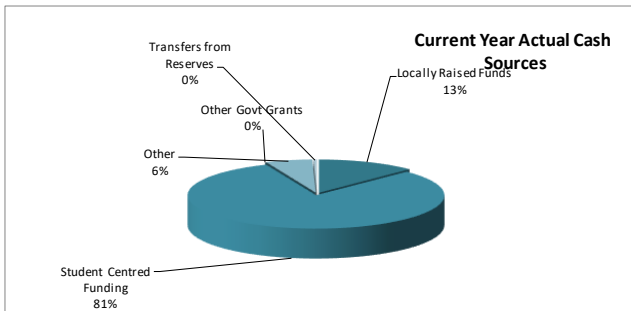
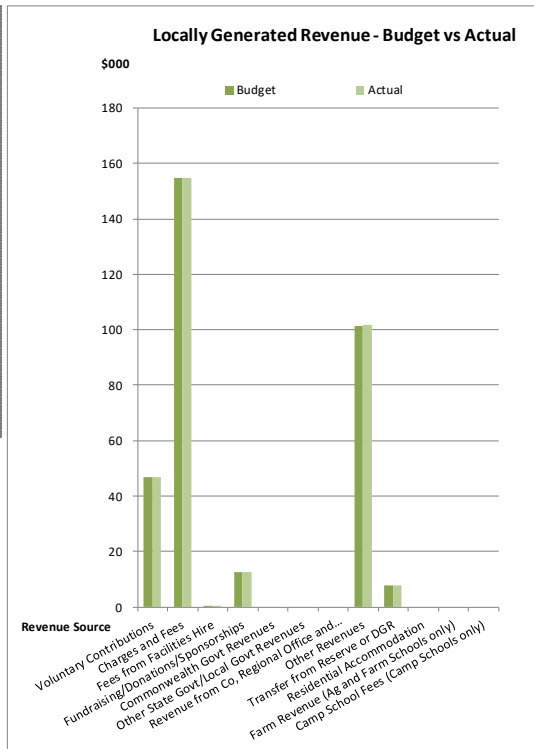
School Finances are managed by a full-time Corporate Services Manager with support staff. The School Finance Committee guides this process and consists of elected staff and parent representatives. Audits are conducted by the Education Department.

The main challenge for the school is to try to provide the very best learning resources for our students while maintaining buildings and physical resources to a reasonable standard and gradually improving our facilities.

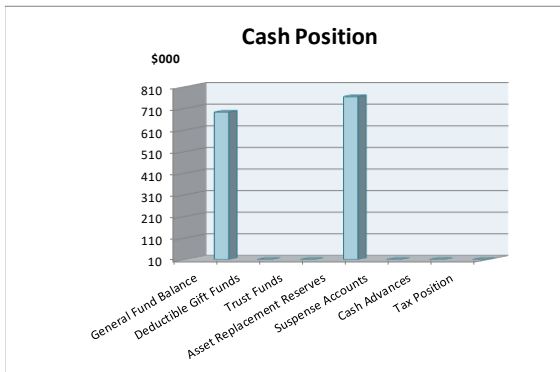
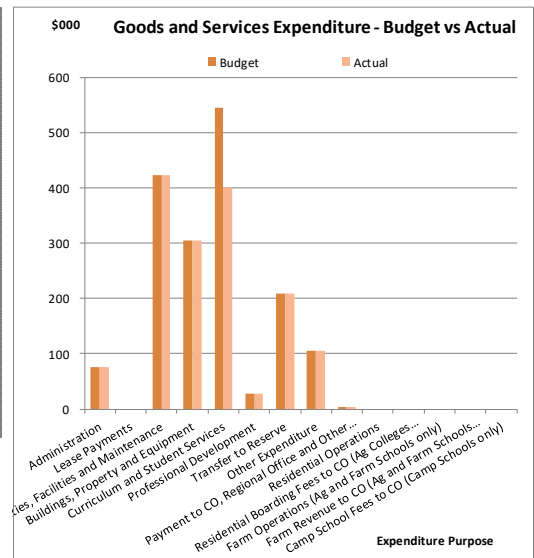


Narrogin Senior High School Financial Summary as at 31 December 2020

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 47,030.00	\$ 47,030.22
2 Charges and Fees	\$ 154,850.60	\$ 154,796.83
3 Fees from Facilities Hire	\$ 200.00	\$ 200.00
4 Fundraising/Donations/Sponsorships	\$ 12,476.00	\$ 12,476.82
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ -	\$ -
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8 Other Revenues	\$ 101,529.00	\$ 101,631.29
9 Transfer from Reserve or DGR	\$ 7,764.00	\$ 7,764.00
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 323,849.60	\$ 323,899.16
Opening Balance	\$ 525,340.00	\$ 525,339.91
Student Centred Funding	\$ 1,394,616.00	\$ 1,394,515.93
Total Cash Funds Available	\$ 2,243,805.60	\$ 2,243,755.00
Total Salary Allocation	\$ 8,502,713.00	\$ 8,502,713.00
Total Funds Available	\$ 10,746,518.60	\$ 10,746,468.00



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 75,955.80	\$ 75,955.72
2 Lease Payments	\$ -	\$ -
3 Utilities, Facilities and Maintenance	\$ 422,991.00	\$ 422,991.99
4 Buildings, Property and Equipment	\$ 304,545.00	\$ 304,545.06
5 Curriculum and Student Services	\$ 545,342.70	\$ 400,618.48
6 Professional Development	\$ 28,122.00	\$ 28,121.89
7 Transfer to Reserve	\$ 209,184.00	\$ 209,184.00
8 Other Expenditure	\$ 105,628.00	\$ 105,628.84
9 Payment to CO, Regional Office and Other Schools	\$ 4,500.00	\$ 4,500.00
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	\$ 1,696,268.50	\$ 1,551,545.98
Total Forecast Salary Expenditure	\$ 7,607,801.00	\$ 7,607,801.00
Total Expenditure	\$ 9,304,069.50	\$ 9,159,346.98
Cash Budget Variance	\$ 547,537.10	



Cash Position as at:	
Bank Balance	\$ 1,436,096.91
Made up of:	\$ -
1 General Fund Balance	\$ 692,209.02
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 764,009.12
5 Suspense Accounts	\$ 978.77
6 Cash Advances	\$ -
7 Tax Position	\$ (21,100.00)
Total Bank Balance	\$ 1,436,096.91