

NARROGIN SHS

ADVANCE WITH INTEGRITY

ANNUAL REPORT

2025

Respect
Responsibility
Tolerance



Welcome

Welcome to the 2025 Narrogin Senior High School Annual Report.

This year has been one of genuine momentum for Narrogin Senior High School—a year where challenges sparked innovation, success grew from collaboration, and our commitment to students remained steadfast at every turn.

At the heart of our work is a simple but powerful goal: *to inspire lifelong learners who strive for excellence and contribute positively to their community*.

Every initiative, every classroom conversation, and every decision we make is driven by this purpose. To ensure we are meeting it, we continue to ground our practice in evidence—collecting and analysing performance data so that our responses as a school are intentional, timely, and effective.

Our School Improvement Targets, outlined in this report, have shaped our strategic direction and guided how resources were allocated throughout 2025. They also provided a clear lens through which to evaluate our progress, celebrate achievements, and refine our approach where needed.

None of this would be possible without the dedication of our staff, the enthusiasm and resilience of our students, and the ongoing support of the wider Narrogin community.

Together, we have continued to build a school that offers rich, engaging, and challenging learning opportunities—preparing our young people not only for success at school, but for meaningful futures beyond it.

We are fortunate to be surrounded by community partners who share our belief in the potential of young people. Their contributions—acknowledged at the end of this report—have strengthened our programs and expanded opportunities for students. We deeply value these relationships and look forward to continuing to grow them.

This report also highlights the reflective practices that underpin our ongoing improvement as a school. I would like to thank our staff professional teams, the student council, our sports academy parent committee, the Parents and Citizens Committee, the Clontarf Football Academy, our canteen staff, the School Board, and all others who have played a role in shaping our school community this year. Your insights, energy, and partnership remain essential to our collective success.

Together, we continue to create a place where young people are supported, challenged, and inspired to thrive.

Sandii Stankovic
Principal





Overview

Narrogin Senior High School has a long and proud history of providing a high quality education for all enrolled 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 well equipped for enrolment in tertiary courses at University or TAFE and able to build resilience for coping with the demands that employment may place upon them when they choose to go into the world of work.

This Annual report provides parents, guardians and the community an overview of Narrogin Senior High School achievements and challenges of 2025 and forms part of our annual review and reporting process.

It is a means of providing the community with both performance data and our self-reflection of our performance identifying areas of strength, growth and need for improvement.

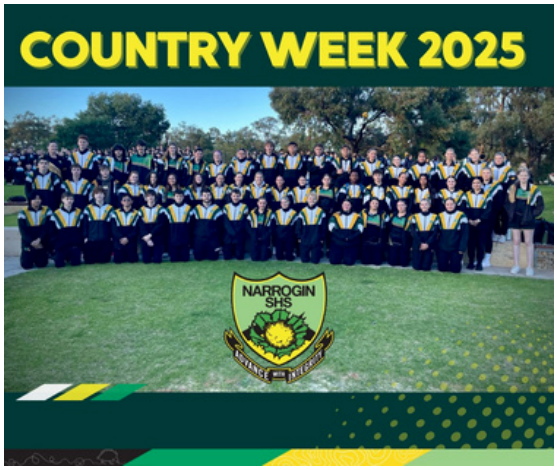
This report includes information on student achievement, academic performance, attendance and the range of school programs offered. Each Learning Area collects and analyses their own data and develops a plan to implement targeted improvement strategies accordingly.

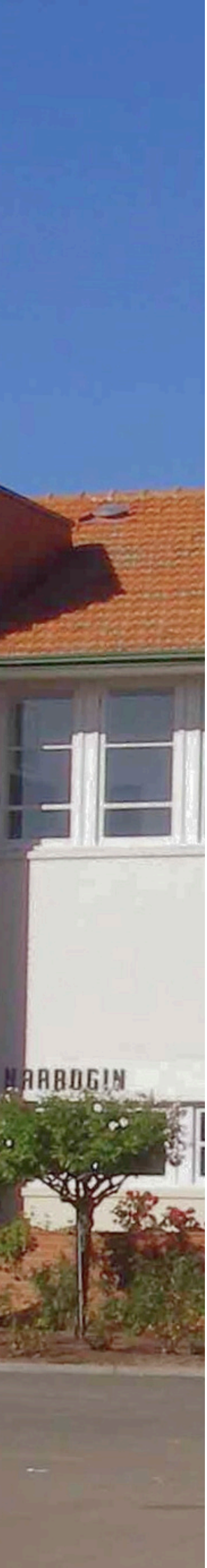
Aggregate data is also analysed and whole-school strategies developed to target improvement and this forms part of the accountability around the Strategic Plan 2024-2026.

The school's core values: Respect, Responsibility and Tolerance underpin our practices at Narrogin Senior High School.

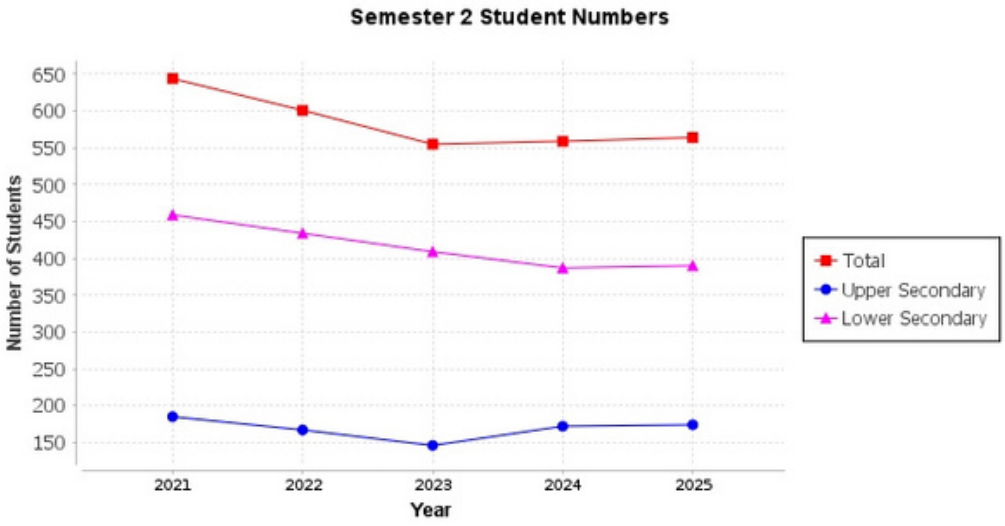
Our Behaviour Matrix and Positive Behaviour in School's team address these core values throughout the year.







Student Numbers & Characteristics



Over the past few years, student numbers have decreased in both the upper and lower school but have now steadied. Enrolments from our feeder schools remain strong, with a high percentage of students continuing to join us. We are committed to maintaining this trend by fostering and sustaining positive relationships within our networks, from the transition phase through to regional connections.

Our transition program has expanded significantly, enhancing our partnerships with the community of our feeder schools. This includes sharing individual student information to ensure we can accommodate each student's specific needs and support their successful transition to our school.

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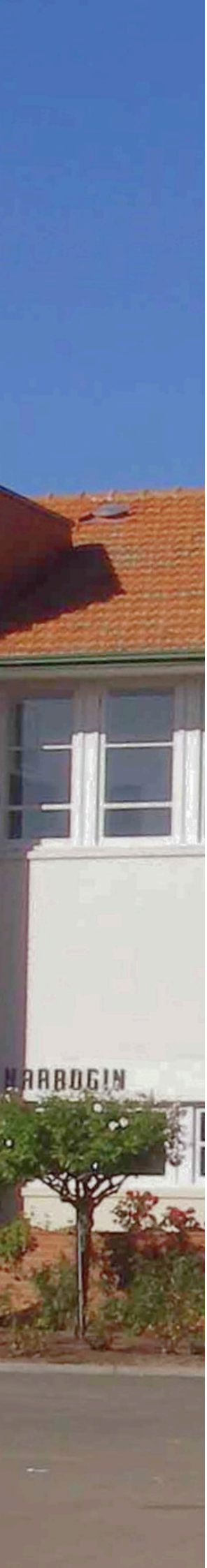
Semester 2	2021	2022	2023	2024	2025
Lower Secondary	459	434	409	387	390
Upper Secondary	185	167	146	172	174
Total	644	601	555	559	564







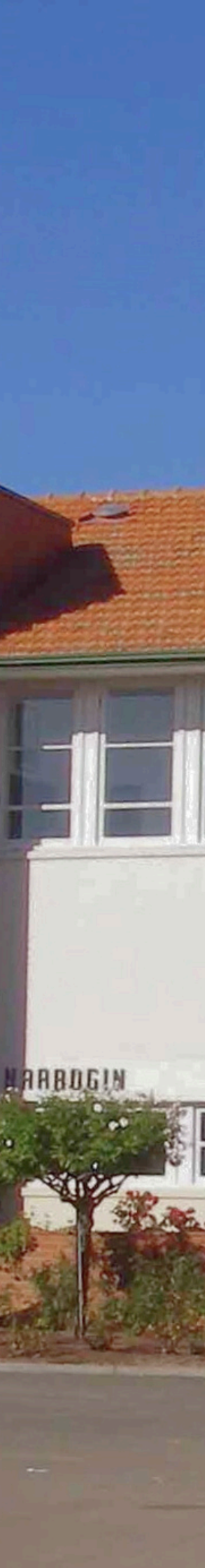
Workforce Composition

In 2025, we welcomed eight new teaching staff members in Term One and five additional staff member in Term Two, which is fewer than in the previous five years. To support our staffing needs, the school continued to utilize the International Recruiting initiative, enabling us to hire specialist teachers from overseas. As a result, the school was fully staffed from the commencement of 2025 and stabilised throughout.

We anticipate that our Induction, Graduate, and Advocate Programs will play a key role in supporting staff retention. Additionally, staff tenure data continued to be collected in 2025 to provide further insights into the composition of our workforce

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	2	2.0	1
Heads of Departments and Learning Areas	7	6.0	0
Program Coordinators	3	3.0	0
Total Administration Staff	13	12.0	1
Teaching Staff			
Other Teaching Staff	42	38.0	1
Total Teaching Staff	42	38.0	1
Allied Professionals			
Clerical / Administrative	17	13.6	2
Gardening / Maintenance	2	2.0	0
Instructional	3	2.4	2
Other Allied Professionals	16	13.1	1
Total Allied Professionals	38	31.1	5
Total	**93**	**81.1**	**7**





Student Attendance

Secondary Attendance Rates

	Attendance Rate	
	School	WA Public Schools
2023	79.1%	82.5%
2024	78.4%	82.2%
2025	75.6%	81.7%

Attendance % - Secondary Year Levels

	Attendance Rate					
	Y07	Y08	Y09	Y10	Y11	Y12
2023	85%	79%	74%	75%	78%	85%
2024	85%	81%	80%	67%	77%	79%
2025	82%	80%	77%	73%	72%	68%
WA Public Schools 2025	87%	83%	81%	80%	80%	79%

Data source : Schools online

Student attendance remains a priority at Narrogin Senior High School, as regular attendance strongly supports student engagement and achievement.

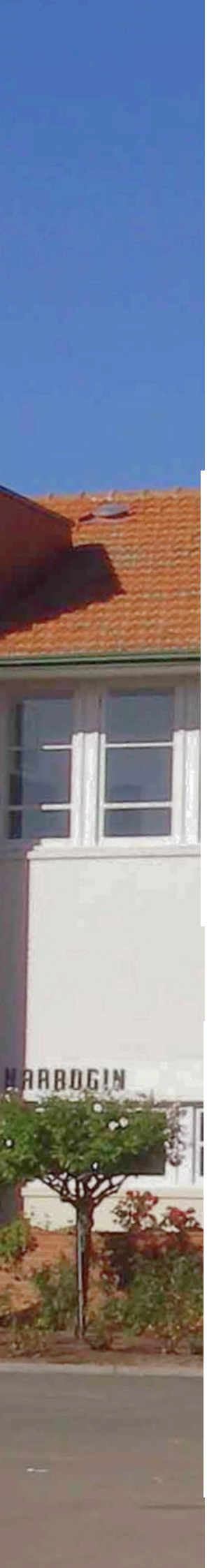
Over the 2023–2025 period, the school's overall attendance rate declined from 79.1% to 75.6%, consistently remaining below the WA Public Schools average. The widening gap in 2025 highlights the need for continued focus on attendance improvement strategies.

Year-level patterns show Year 7 students maintaining the strongest and most consistent attendance, while Year 10 and Year 12 cohorts recorded the lowest rates, particularly in 2025. These trends reflect the increasing challenges associated with middle school engagement and senior schooling transitions.

The school continues to implement targeted interventions, strengthen case management, and work closely with families and external agencies to support students at risk.

Narrogin Senior High School remains committed to fostering strong attendance habits to ensure every student has the opportunity to succeed.





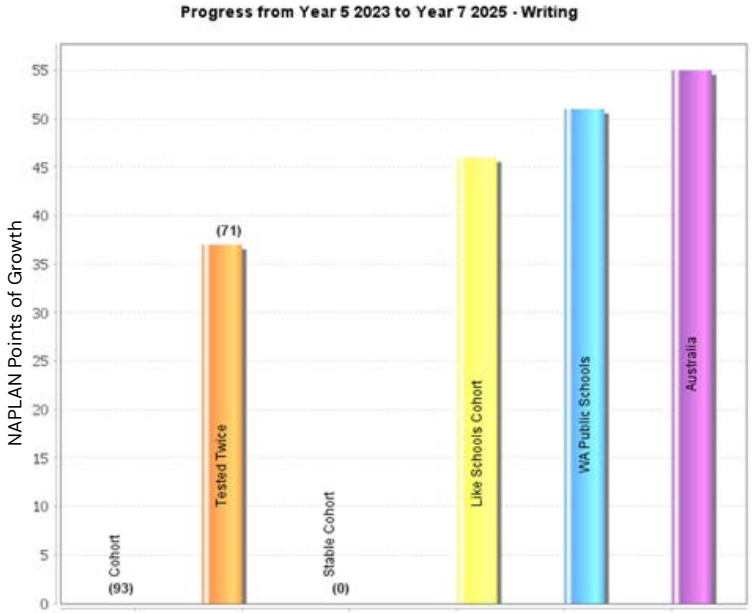
Student Achievement - NAPLAN

NAPLAN Progress Data (Year 5–7 and Year 7–9)

- The NAPLAN progress data from 2023 to 2025 provides a clear picture of student growth across Reading, Writing, and Numeracy. Taken together, the results demonstrate that student progress at Narrogin Senior High School is largely comparable with, and in several areas exceeds, that of like schools, Western Australian public schools, and the national cohort.

Year 5 to Year 7 Progress (2023–2025)

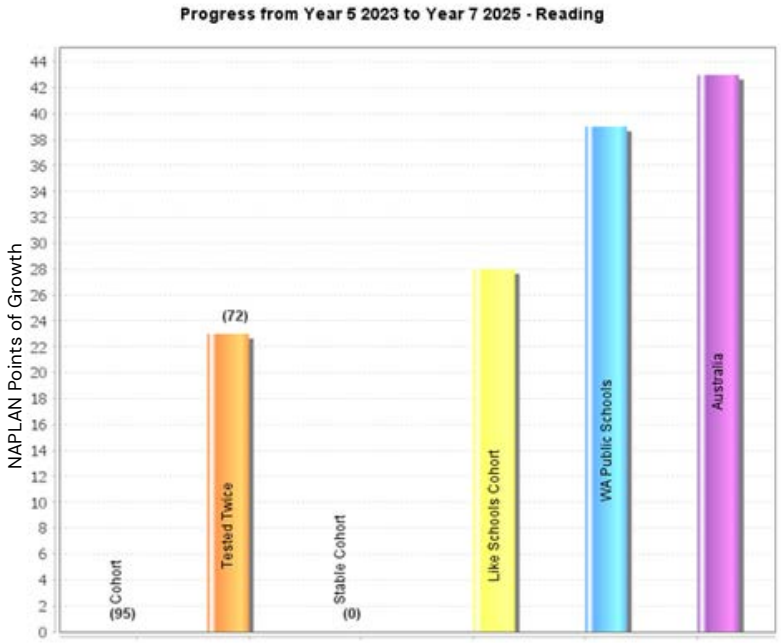
Writing



The Year 7 cohort demonstrated moderate progress in Writing from Year 5 to Year 7.

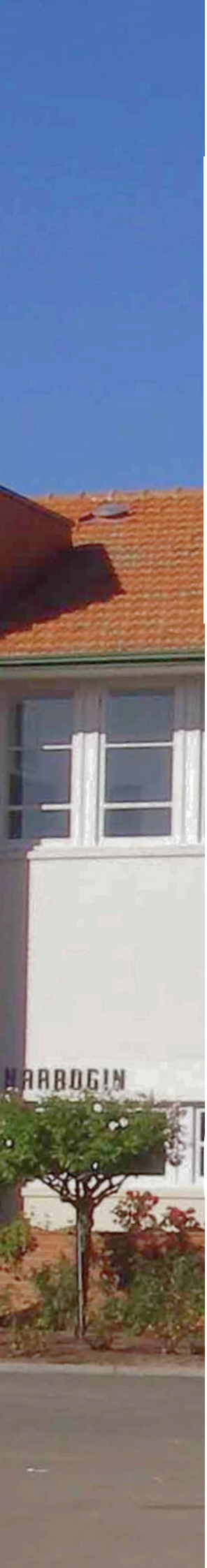
- Students who were tested in both years achieved a progress score in the high-30s, which sits below like schools, WA public schools, and the national average.
- While this represents a lower rate of growth than comparison groups, the cohort's upward trajectory remains positive, and it provides a clear focus for targeted intervention in early secondary years.

Reading

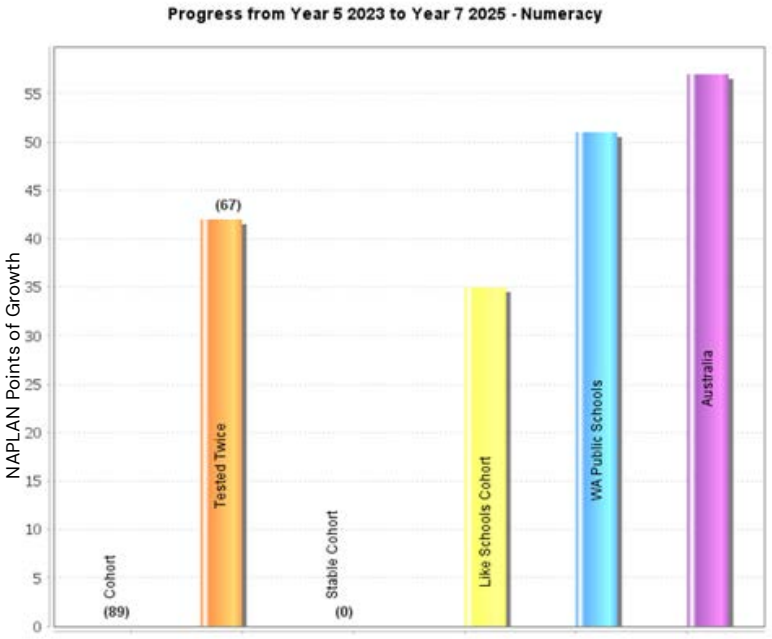


Progress from Year 5 to Year 7 in Reading indicates a similar pattern:

- The “tested twice” cohort achieved progress in the low-20s, sitting below like schools and WA public schools.
- National progress sits significantly higher, suggesting that early literacy skill consolidation remains a priority area.
- Despite this, the cohort shows consistent improvement, demonstrating that current supports are moving students forward, though further strengthening is required.



Numeracy

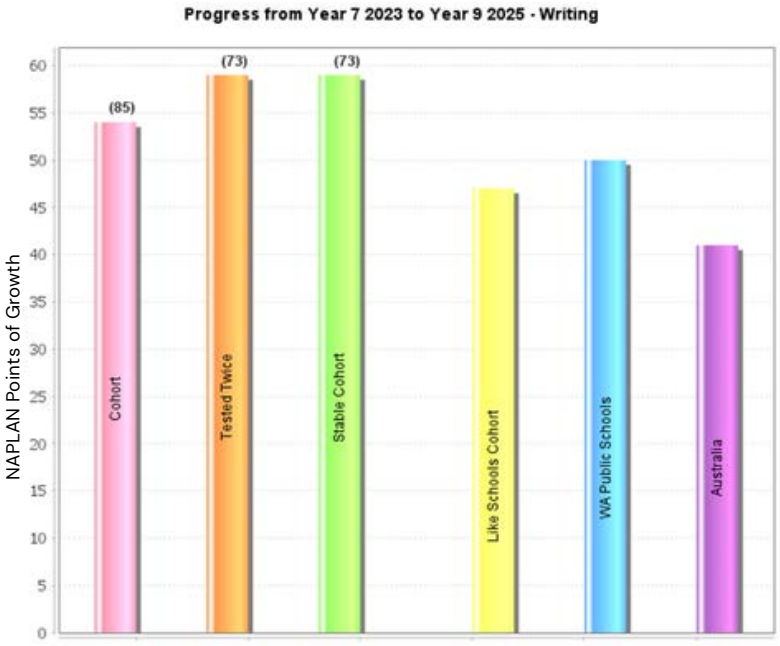


Numeracy shows stronger growth relative to other learning areas:

- The “tested twice” group achieved progress in the low-40s, exceeding the progress of like schools.
- However, WA public schools and the national cohort remain ahead.
- This positions Numeracy as comparatively stronger within the school’s Year 5–7 progress data, while still indicating scope for improvement.

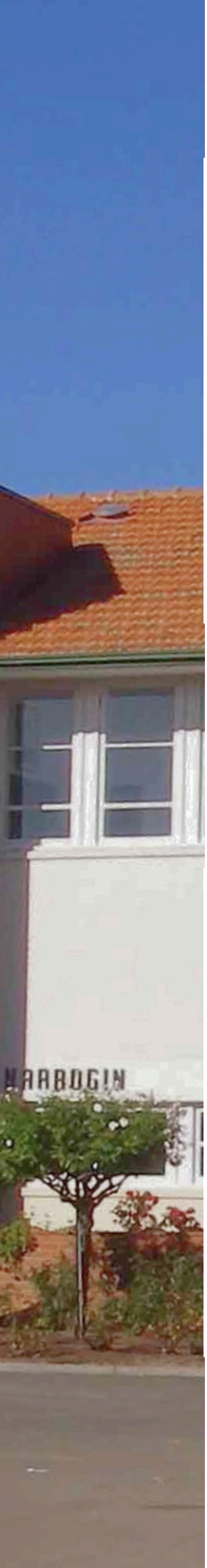
Year 7 to Year 9 Progress (2023–2025)

Writing

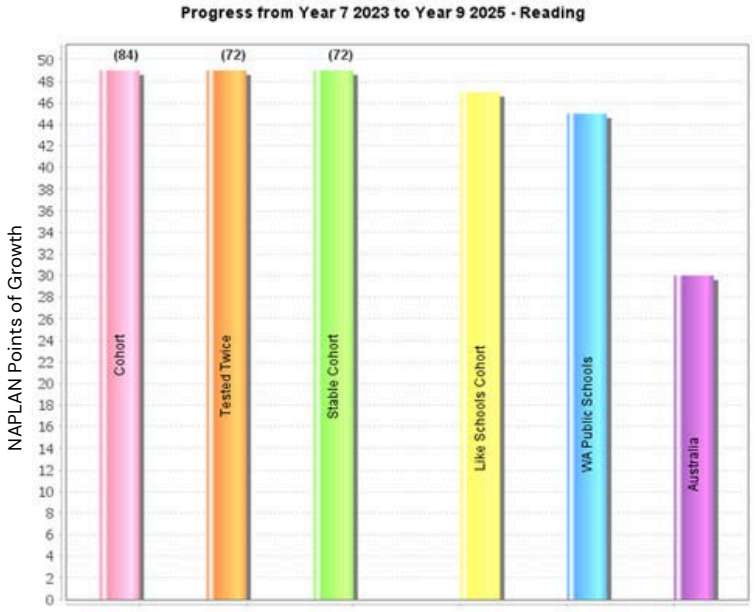


Writing progress from Year 7 to Year 9 demonstrates a very positive improvement trajectory.

- The cohort achieved progress scores in the mid-50s, with “tested twice” and “stable cohort” students reaching close to 60 NAPLAN points of growth.
- These results exceed like schools, WA public schools, and the national cohort.
- This represents a significant success for the school and reflects strong teaching and targeted literacy strategies in the middle-secondary years.



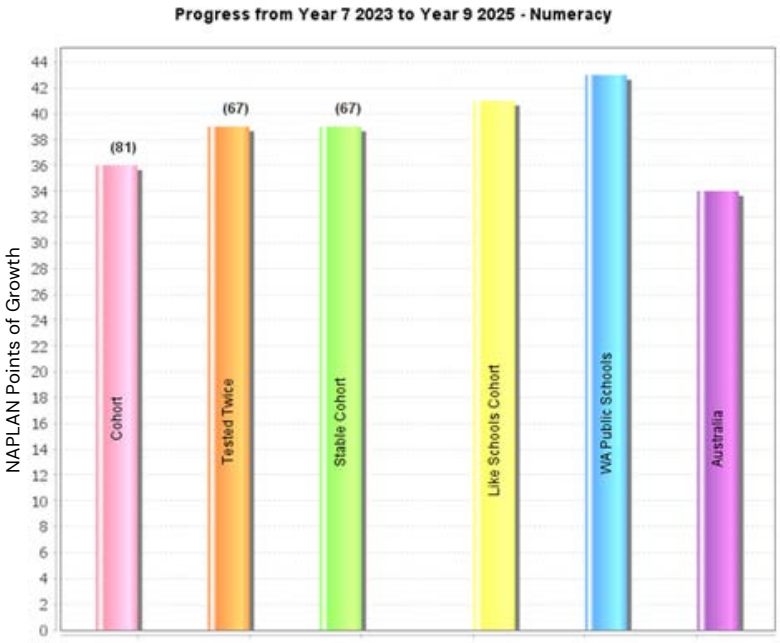
Reading



Reading progress across the two years is also highly positive:

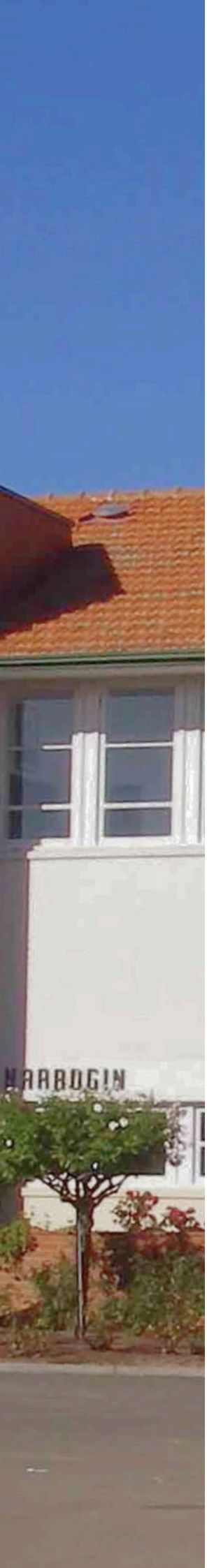
- The cohort demonstrates growth in the high-40s, with "tested twice" and "stable cohort" achieving similar results.
- Progress sits above like schools and WA public schools, and well above the national cohort.
- This indicates strong literacy development in Years 8–9 and suggests that students respond well to the reading programs and instructional approaches in place at the school.

Numeracy



Year 7 to Year 9 Numeracy progress reflects a solid but comparatively moderate improvement:

- The cohort recorded progress in the mid-30s, while "tested twice" and "stable" groups achieved growth around 40.
- Like schools and WA public schools demonstrate slightly higher progress, indicating a small but notable gap.
- Nonetheless, the progress remains steady and reflects consistent growth across the cohort.
- Numeracy remains a strength overall, though with an opportunity to further align student progress with higher-performing comparison groups.



Overall Summary

In 2025, student progress at Narrogin Senior High School demonstrates:

Strengths

- Exceptional progress in Writing and Reading from Year 7 to Year 9, surpassing like schools, WA public schools, and the national cohort.
- Strong Numeracy growth from Year 5 to Year 7, outperforming like schools.
- Clear evidence that school strategies in literacy and middle-years learning are having a positive impact.

Areas for Improvement

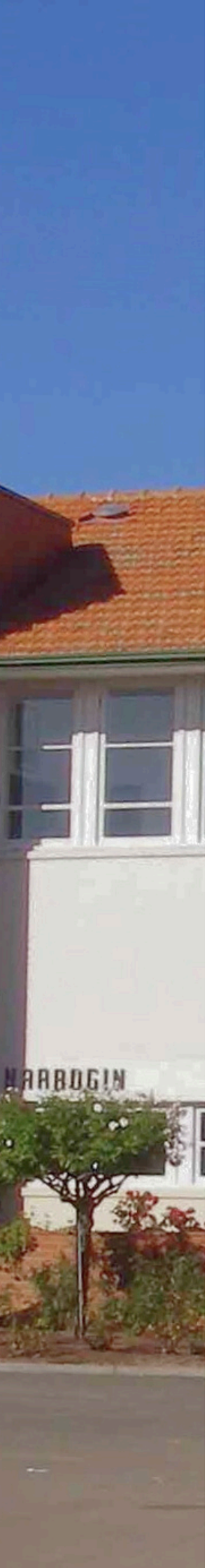
- Year 5 to Year 7 Reading and Writing progress sits below state and national benchmarks and will benefit from targeted intervention and early-secondary literacy support.
- Numeracy progress in Year 7–9, while solid, is marginally below that of like schools and WA public schools, pointing to opportunities for improved differentiation and consolidation in Years 8 and 9

Student Achievement - OLNA

Year Group	Numeracy	Reading	Writing	Target
Year 10	50%	64%	56%	95%
Year 11	69%	77%	61%	95%
Year 12	58%	57%	70%	95%

In response to our OLNA Data for 2025 we plan :

- Our Year 12 data increased and is aligned with our WACE data our students exceeded Public schools data.
- We need to engage in planning around our Year 10 - 11 in preparation for their WACE - continue to work with DHS.
- Consult individual feedback and engage in individual student planning.
- OLNA practice licences have been obtained and staff professional learning to accommodate.



Student Achievement - WACE

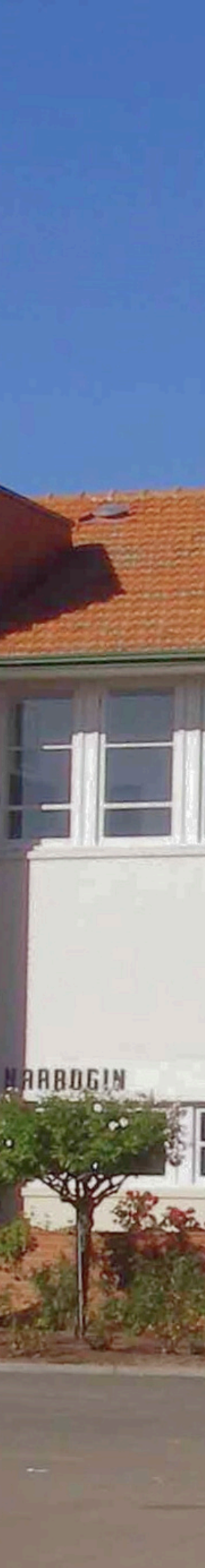
	Eligible Year 12 Students	Percentage achieving WACE
2023	53	79%
2024	59	92%
2025	75	69%

WACE achievement at Narrogin Senior High School has fluctuated over the past three years. In 2023, 79% of the 53 eligible Year 12 students achieved WACE. This was followed by a significant improvement in 2024, with 92% of 59 eligible students meeting the WACE requirements. However, in 2025, the percentage achieving WACE declined to 69%, despite a similar number of eligible students. These variations indicate both periods of strong performance and areas requiring targeted support to improve consistency in senior secondary outcomes.

Targeted support include:

- Monitoring students in Year 11 and 12 every five weeks with their WACE trackers.
- Implementing a Career Education Program across the school from Years 7 to 12.
- Advocacy Program for students to have a sense of belonging.
- Examine curriculum offerings - if they are appropriate for the cohorts.
- Examining whole school OLNA strategies.
- Engage in Leading Cultures of Teaching Excellence Program to examine whole school practices.





Student Achievement - VET

VET Participation RATE (% of cohort)

	2025	2024	2023	2022
School VET Enrolments	92 students (83%)	76 students (69%)	50 students (56%)	89 students (66%)
Funded VET students	84%	82%	71%	71%

Level of Highest Achievement (of VET enrolled students)

	Certificate I		Certificate II		Certificate III or higher	
	Number	Percentage	Number	Percentage	Number	Percentage
2023	0	0.0%	23	62.2%	14	37.8%
2024	1	2.0%	27	55.1%	21	42.9%
2025	0	0.0%	25	56.8%	19	43.2%

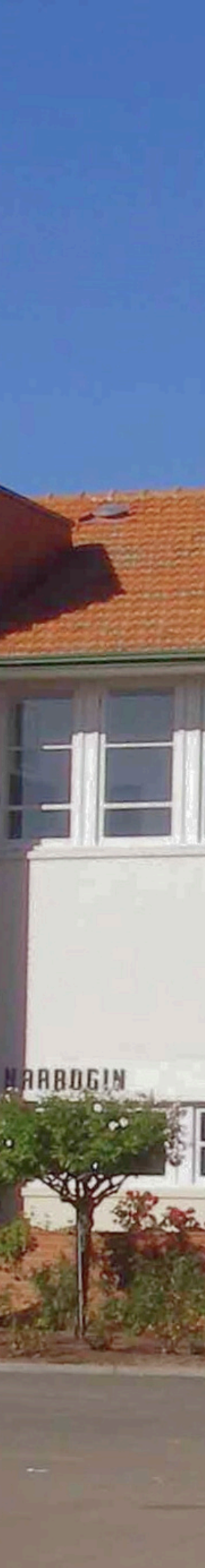
Over the past three years, VET participation at the school has remained strong, with the vast majority of students continuing to complete qualifications at Certificate II level or above. Certificate II has consistently been the primary pathway for students, reflecting the school's emphasis on industry-aligned, job-ready skills.

While very few students pursued Certificate I programs during this period, there has been sustained engagement in higher-level qualifications. The proportion of students achieving a Certificate III or higher has shown steady improvement compared to previous years, indicating growing confidence and capability among students to take on more rigorous vocational pathways.

Overall, the data demonstrates a positive trend in students progressing to more advanced VET qualifications, highlighting the school's strong partnerships with training providers and its commitment to supporting students in developing meaningful post-school pathways.







Student Achievement - ATAR

	Number acquiring an ATAR	Number achieving one or more scaled scores of 75+	Percentage achieving one or more scaled scores of 75+
2023	18	3	17%
2024	17	2	12%
2025	20	0	0%

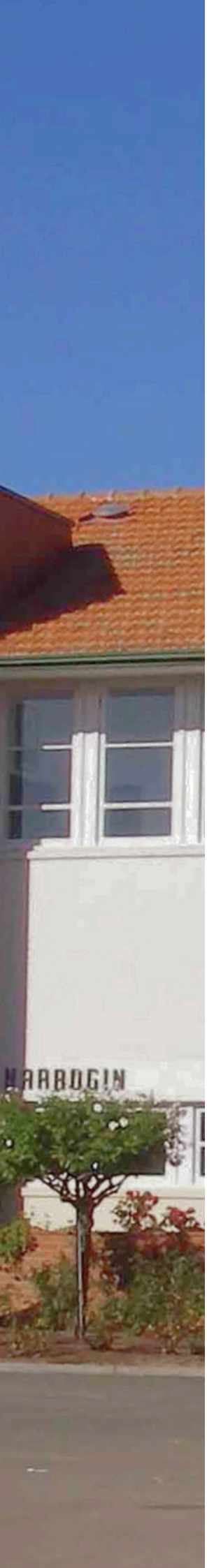
Students are enrolling in less challenging pathways to obtain WACE and alternative entries to university avoiding ATAR. In 2025 we continued to address improving performance and ensured alignment between students' pathways and their abilities are thoughtful and comprehensive.

Our strategies included:

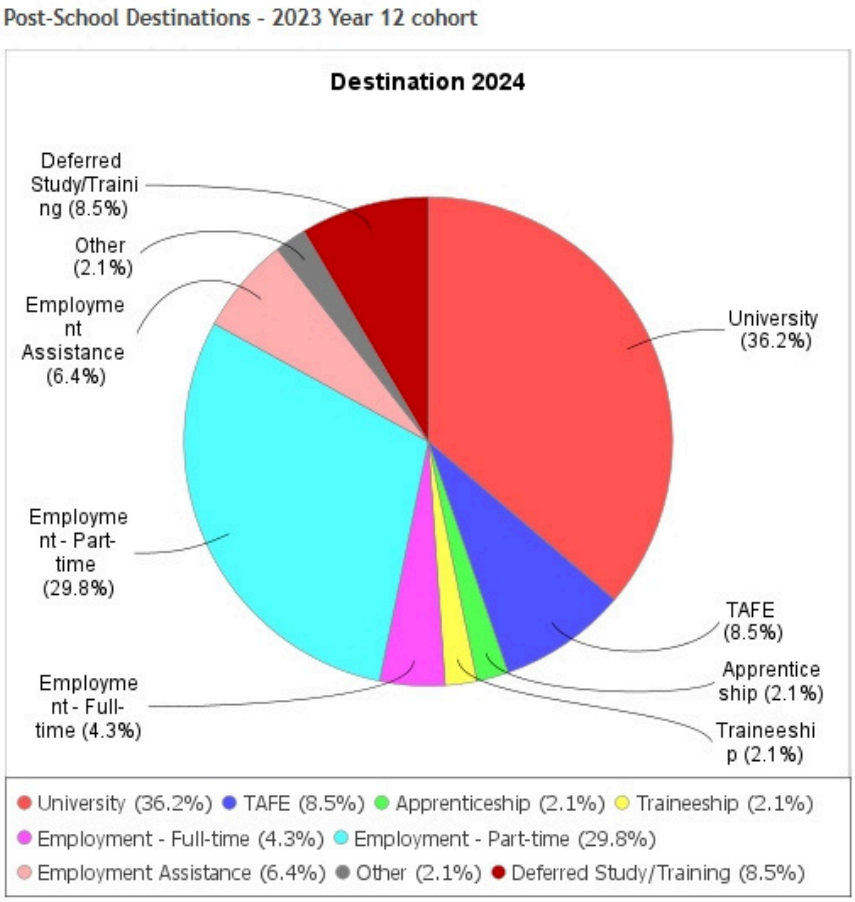
- Ensuring challenging and achievable pathways. Incorporating students on part ATAR course.
- Examination of moderation practices.
- Backward mapping curriculum
- Electronic Subject Selection
- Setting Pre requisites and Expectations.
- Targeted support for low performers
- Continuous Professional development for Teachers
- Parental Involvement
- Regular Tracking of students
- Career Aspiration Program







Post School Destination



These students (47) represent 85% of the second semester cohort.

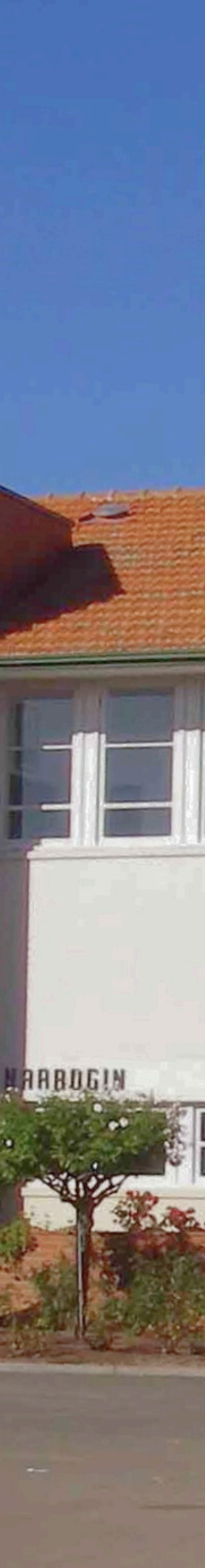
Post School destination allows the school to gauge how to cater for student needs. The data above illustrates the school needs to accommodate several pathways for the cohort.

Resourcing and staff training has been adjusted to ensure we prepare students for their post school destination.

Partnerships with TAFE and external industry have been increased to provide our students with opportunity to gain industry specific qualifications prior to leaving school.
An alternative program has had a soft start in 2025 in preparation for 2026.







School Improvement Targets

The following are targets outlined in the School's Strategic Plan 2024 - 2026 and aligned with the School Business Plan.

Our 2025 outcomes and targets were:

Student Achievement

OLNA:

Numeracy – 95% of Y12 achieved - *not achieved*
Reading – 95% of Y12 achieved - *not achieved*
Writing – 95% of Y12 achieved - *not achieved*

Attendance :

Y7 – 82% : 89% target
Y8 – 80% : 89% target
Y9 - 77% : 85% target
Y10 –73% 80% target
Y11 – 72%: 80% target
Y12 – 68%: 85% target

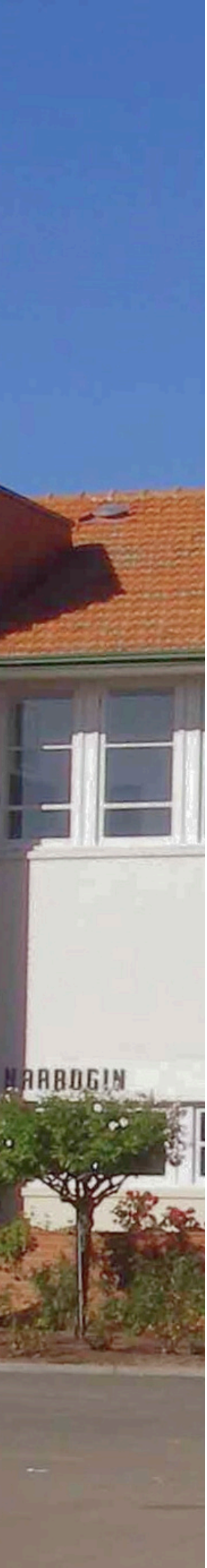
NAPLAN:

Year 9:
Above like schools in Reading, Writing and Numeracy in the top proficiency level - ***Achieved in Reading and Writing***

Below like schools in **Developing** proficiency levels for Reading Writing and Numeracy ***Achieved in Reading, same in Writing and 1% above in Numeracy.***

WACE:
WACE achievement to be better than like schools.
Not achieved 10% below





NSHS Board Report 2025

It is an honour to present the Narrogin Senior High School Board Report for 2025.

As Chair of the School Board, I continue to value the opportunity to work alongside the Principal, staff, fellow Board members, parents and our wider community to support the students of Narrogin Senior High School. Our role as a Board is to help guide the strategic direction of the school, review school performance and planning, and ensure decisions are always made in the best interest of students and their education.

Throughout 2025, the Board has continued to engage in meaningful discussions around student achievement, attendance, wellbeing, school improvement targets and financial planning. We have appreciated the transparent and reflective approach of the school leadership team, particularly in reviewing student data and identifying areas of both success and future focus. It has been encouraging to see the school's commitment to continuous improvement and to providing opportunities for every student to succeed according to their individual strengths, interests and aspirations.

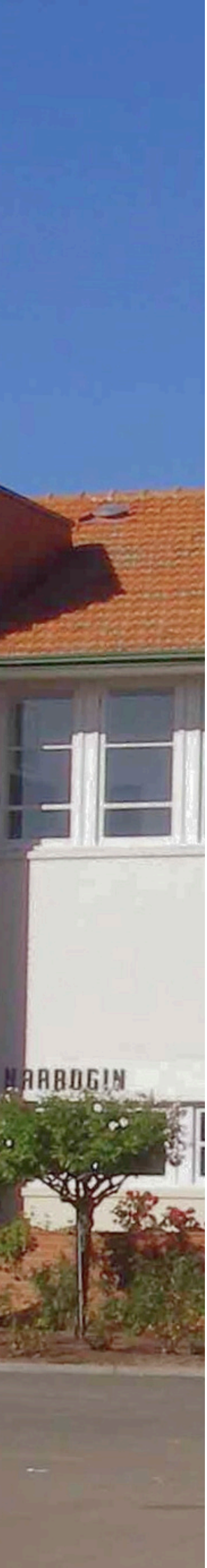
One of the strengths of Narrogin Senior High School is the strong sense of community that exists within the school. The partnerships between staff, families, community organisations, local industry and training providers continue to create valuable opportunities and pathways for students, whether that be through academic achievement, vocational education, sporting programs, leadership opportunities or wellbeing support. It has also been wonderful to see students beginning to partner with TAFE to undertake vocational training and gain practical industry skills, helping to prepare them for future employment, further training and a range of post-school pathways.

I would sincerely like to acknowledge the dedication and professionalism of Principal Sandii Stankovic, the leadership team, teachers, education assistants, administration staff and support staff, who all contribute so much to the daily life of the school. The care, encouragement and commitment shown towards students does not go unnoticed and is deeply appreciated.

I would also like to thank my fellow Board members for generously volunteering their time and perspectives throughout the year. School Boards play an important role in public education, and it is always rewarding to see people willing to contribute positively to their school community.

Finally, on behalf of the School Board, thank you to the parents, carers, P&C, Sports Academy committee, community partners and the broader Narrogin community for your ongoing support of Narrogin Senior High School. Most importantly, congratulations to our students for their efforts, resilience and achievements throughout the year. We are proud of all that you continue to accomplish and look forward to seeing the opportunities and successes that lie ahead for you.

Kelly Fullston
School Board - Chair
NSHS



NSHS Financial Report 2025

The following tables illustrate our revenue sources and expenditure respectively for 2025.

The school has an active Finance Committee to assist the Principal in the administration of all school finances in a fair, open and equitable manner taking into account the needs of the whole school community, particularly the needs set out in the School Plan.

ONE LINE BUDGET - Dec 2025 (Verified Dec Cash)	Current Budget ($)	Actual YTD ($)
Carry Forward (Cash):	667,029	667,029
Carry Forward (Salary):	635,126	635,126
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	10,229,963	10,229,963
Locally Raised Funds:	668,559	669,146
Total Funds:	12,200,677	12,201,264
EXPENDITURE		
Salaries:	9,282,779	9,282,779
Goods and Services (Cash):	1,677,757	1,682,584
Total Expenditure:	10,960,536	10,965,363
VARIANCE:	1,240,141	1,235,901

EXPENDITURE - Dec 2025 (Verified Dec Cash)	Current Budget ($)	Actual YTD ($)
SALARIES		
Appointed Staff	8,962,795	8,962,795
New Appointments	0	0
Casual Payments	257,775	257,775
Other Salary Expenditure	62,209	62,209
Total Funds:	9,282,779	9,282,779
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	90,818	90,818
Lease Payments	0	0
Utilities, Facilities and Maintenance	528,095	528,093
Buildings, Property and Equipment	288,217	288,218
Curriculum and Student Services	583,094	579,384
Professional Development	36,556	36,555
Transfer to Reserve	125,912	125,912
Other Expenditure	25,065	31,654
Payment to CO, Regional Office and Other schools	0	1,950
Residential Operations	0	0
Residential Boarding Fees to CO (Ag Colleges only)	0	0
Farm Operations (Ag and Farm Schools only)	0	0
Farm Revenue to CO (Ag and Farm Schools only)	0	0
Camp School Fees to CO (Camp Schools only)	0	0
Total Funds:	1,677,757	1,682,584
TOTAL	10,960,536	10,965,363