

Annual Report **2022**

The background of the page is white with several light blue decorative elements. There are wavy, ribbon-like lines of varying thicknesses that flow across the page. Interspersed among these lines are several five-pointed stars of different sizes. The overall aesthetic is clean, modern, and positive.

OUR MORAL PURPOSE

Our moral purpose is to make a positive difference to the lives of young people.

OUR VISION

"Our school community will work together to create a vibrant and nurturing environment where students have a strong self-belief in achieving success now and in the future."

PRINCIPAL'S REPORT

On behalf of Warnbro Community High School and the School Board I would like to welcome you to the Annual report for 2022. There is no doubt that 2022 was a highly disrupted year across the whole community including schools. Warnbro Community High School however continued to consolidate progress in our three new priority areas. This 2022 Annual report articulates the work being done across the school in each of these areas. This year saw the development and finalisation of a new Business Plan for 2022-2024. It will provide students with the opportunity to learn and grow. It will ensure that we continue to seek out opportunities for the school community and parents/carers to work together to ensure success for our young people, whatever that might look like at an individual level.

This Annual Report reflects the first year of the 2022-2024 Business Plan. New priorities align with the work that was focussed on in the Fogarty EDvance school improvement program and will build on that journey. I am pleased to report that we continue to focus on improving the lives of young people. Students have been provided with rich and diverse supports to access opportunities to learn and grow.

I am pleased that our work in the priority area of Curriculum Teaching and Learning continues to be consolidated with improved outcomes for students. The ongoing review of curriculum design and delivery is reflected in the indicated grade related data which continues to improve whilst curriculum and assessments are refined in a well thought out review process. Our staff are restless learners and always open to learning about new ways to improve outcomes for students. The LEAP program is at an exciting stage with our foundation students about to enter their final year of high school. Similarly the LINCS program has continued to respond to student needs and the progress of students in this program using evidence based instructional program is commendable.

During 2022 we have continued our strong focus on developing a positive school environment. Our unique school triage system supports students and staff at a classroom level to encourage engagement with teaching and learning, reducing variability and maintaining consistency. A key goal is for us to improve our communication with parents and carers. The introduction for the COMPASS platform is the first step towards making the ability to communicate more seamless.

In 2023 Warnbro Community High School will continue to seek out opportunities and partnerships to enhance the learning experience for our students and work in collaboration with key stakeholders to support our students in their learning journey. This Annual report reflects the commitment and dedication of staff to our students in spite of significant disruption.

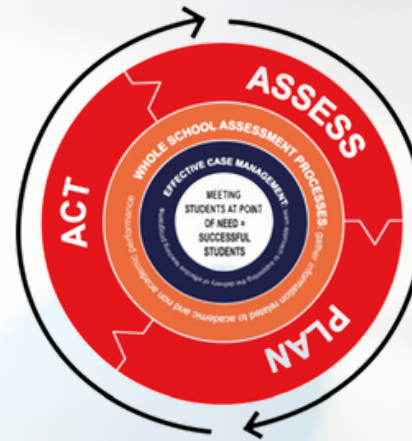
ASSESS PLAN ACT

WCHS is engaged in a cyclical approach to reviewing and setting goals to improve student outcomes taking care to look at whole school and individual student needs driven by a rigorous focus on data.

Embedded in the ASSESS PLAN ACT cycle is the disciplined dialogue approach to examining student and school data. Each time data is reviewed we consider:

- What do we see here?
- Why are we seeing what we are seeing?
- What are we going to do about it?

All staff engage with this approach when examining student data which is used to monitor individual and whole school progress. The use of this approach since 2018 has been a greater staff focus on looking at student data as feedback that needs to be considered to improve teaching practice and student outcomes. This ongoing highly reflective practice is valued as a central tenet to effective practice and practitioners.



KEY PRIORITY FOCUS:

CURRICULUM, TEACHING AND LEARNING

CURRICULUM AND INSTRUCTION

High Quality Teaching and Learning is a key priority area of the 2018-2022 School Business Plan. In 2021/22 staff continued to work collaboratively to embed an evidence-based approach that has the capacity to meet students at their point of need. Barack Rosenshine's Principles of Instruction are the foundation of this work and in 2022 staff continued to develop their knowledge and understanding of the research base alongside developing and refining pedagogical skills.

Our curriculum and programming process is now well-defined and embedded across the school. Heads of Learning Area continue to work with their teams to iterate and refine their curriculum documents in response to student feedback and performance. Grade distribution data in 2022 continued to indicate improvement with the school leadership group commencing a review of our approach to grade cut-offs.

Our staff worked together to ensure the foundational layer of our Whole School Instructional Framework was deeply embedded across all classrooms in all learning areas. We spent time at School Development Days running Masterclasses focussed on different strategies for Periodic Review and Checking for Understanding. The school leadership team and a small group of teachers also piloted model for peer instructional coaching that will support us to develop a culture of observation and feedback.

In 2023, the focus will be on embedding the instructional coaching approach across all learning areas and teams. Staff will work collaboratively to trial high impact strategies and techniques in their classes to build the next layers of our whole school instructional framework.

KEY PRIORITY FOCUS:

CURRICULUM, TEACHING AND LEARNING

PRIORITY LITERACY AND NUMERACY TEAM

The Priority Literacy and Numeracy team (PLNT) is a team of teachers, established in 2019, from all Learning Areas focussed on taking a disciplined dialogue approach to student outcome data. At the end of 2021, the PLNT finalised its three literacy priorities for 2022-2024:

- Vocabulary development
- Sentence writing
- Structured talk

In 2022, the team focussed on ensuring current strategies were occurring with integrity across the school in all Year 7-9 classes. These evidence-based practices will establish foundational learning in lower school students to ensure that literacy skills are developed.

Moving forward, the PLNT will continue to ensure the literacy priorities are enacted in all classrooms while also beginning to shift their attention to numeracy. Student achievement data will inform the direction of this work.

STAFF PROFESSIONAL DEVELOPMENT

Professional development opportunities continue to be offered to staff to support them to fine tune their teaching practice and self-leadership. Our Professional Learning Series was well-attended in 2022: more than 80 staff attended a variety of workshops over the year, with sessions that covered topics such as:

- Explore Curriculum Support Materials
- Youth Mental Health First Aid
- Observation and Feedback
- Staff Health and Wellbeing

Additional professional development focussed on day-to-day matters providing staff with an opportunity to “dip in” to specific topics at their point of need. Sessions were run on a variety of topics including, formative assessment strategies, using student feedback to inform teaching, student services processes, and navigating operational systems.

Additional time was invested in Learning Area collegiate time to focus on the development of curriculum resources and allow teams to regroup after the COVID disruption.

KEY PRIORITY FOCUS:

CURRICULUM, TEACHING AND LEARNING

LEAP

The Warnbro Community High School Learning Enrichment Achievement Program's (LEAP) inaugural cohort completed Year 11 in 2022. More than 90% of the students from the LEAP program completed an ATAR pathway with more than 75% of them electing to continue their ATAR journey in Year 12 in 2023. As indicated last year, we anticipate that this cohort will have a significant impact on the Business Plan academic targets of increasing the % of ATAR students eligible for front door entry to university and increasing the % of successful students completing an ATAR of 55 or above. Indeed, we expect a significant proportion of these students to achieve an ATAR above 80, leading to a marked increase in our median ATAR in 2023.

Work with our LEAP students in Year 10 continued to examine cognitive science and memory. Students were taught how their brains process information and were shown strategies they can use to improve their study habits and memory retention. Organisational skills, strategies and resources have been embedded into the framework of a LEAP diary that supports students to be more aware of where they are in their learning, alongside explicit lessons from Year 7-10 embedding effective study skills that will provide a foundation for future studies.

Students in our Year 7, 8, and 9 LEAP classes participated in multiple in-school workshops and on-campus experiences at Curtin University and the University of Western Australia. These workshops are designed to raise student awareness of university offerings whilst also giving students the experience of student life on campus.

INTENSIVE LITERACY AND NUMERACY CLASSES (LINCS)

In 2022, the LINCS model catered for over 70 students in Years 7-9 with students engaging in a combination of Direct Instruction for remediation and Explicit Direct Instruction as a part of a model to transition students back to mainstream, grade level curriculum. Across cohorts in the LINCS program we continued to see excellent reading growth, with Year 7 and 8 students growing an average of 1.3 years. When adjusted to account for non-attendance, average growth increased to 1.5 years.

By the end of 2022, 100% of Year 9 students had been transitioned back to mainstream classrooms, with additional in class support provided where possible as a part of that transition. The LINCS model will continue to evolve in 2023 in response to student needs and become a program for students in Years 7 and 8 only. Staff in the program will be reviewing the model and programs used to ensure they continue to meet the needs of students.

SPECIALIST PROGRAMS

Creative Arts Specialist Program - CASP

2022 gave the students the opportunity to develop strength through adversity in the first semester with modifications of programming due to the impact of COVID. The 2022 CASP program engaged 95 students from Year 7 to 10 in the contexts of dance, drama, media, photography and visual arts.

The new Year 7 cohort had the opportunity to engage with a range of enriching activities as they fully transitioned into their new high school setting. In Visual Arts students designed and produced the CASP 2022 Production T-shirts and Logo, worked on monochromatic drawings of observational studies collectively and developed a large collaborative painting of Aboriginal Icon - Adam Goodes for the NAIDOC theme, 'Get Up, Stand Up, Show Up. Other highlights include: working with Perth based company, Suitcase Circus, developing skills in Photoshop, film making and choreography.

Studies in Year 8-10 includes the work of Indigenous artist Sally Morgan, photographers Jordi Koalitic and Sarah Bahbah. In an exciting opportunity Drama students were fortunate to be included in the Outreach Program coordinated by The Western Australian Youth Theatre Company (WATYCo). WATYCo sponsored the program and ran 10 improvisation workshops throughout Term 3 as well as workshopping devising skills with Pierse Cant.



SPECIALIST PROGRAMS

Adventure Recreation Specialist Program

Likewise, for Adventure Recreation 2022 was a year of returning to a close to normal program and although Term 1 and 2 were still impacted by restrictions the remainder of the year returned to near normal. 79 students participated in 2022 the Adventure Recreation program.

Year 7 students developed foundation skills of team building, and developing core skills for functioning safely in outdoor environments, including navigation, first aid and Trangia cooking alongside beach safety and open water awareness skills in local environments. The program's theory context of Leave No Trace and minimizing environmental impact culminated in an expedition to Margaret River and participated in hiking (Cape to Cape, Redgate to Prevelly) and surfing.

Year 8-10 students built on these skills with rich experiences including: snorkelling, surfing, mountain biking, camping, rock climbing, and advanced roping skills as well as developing understandings of the indigenous significance of sites and environments that they were in. Some students had the opportunity to lead peers and design expeditions. The Year 12 ATAR students ran an expedition to the Stirling Ranges for Adventure Recreation students. The expedition was the first of its kind for WCHS, with the class climbing 3 peaks in 3 days, Mt Hassel, Bluff Knoll and Mt Trio. The Year 8's adapted over the three days to understand how to effectively cooperate as a group in physically demanding situations.

Year 10 students participated in an intensive theory program. The most relevant concepts to Adventure Recreation from Year 11 ATAR and General Outdoor Education are explored. Including; Risk Analysis, Risk Adventure Paradigm, Maslow's Hierarchy of Needs, Kolb and Joplin's experiential learning models, Weather interpretation, historic Aboriginal land and resource management, leadership styles and controls, expedition planning, emergency communications, and first aid. This program ran across the year incorporating theory into practical contexts culminating with students planning and executing a 4-day expedition to the Albany Region. The expedition was focussed on leadership and logistical planning, and involved climbing Bluff Knoll and abseiling challenge activities. They planned and conducted the entire expedition, which was a great accomplishment. They experienced a number of environmental challenges and group setbacks which allowed them to demonstrate leadership and problem-solving skills.

SPECIALIST PROGRAMS

Adventure Recreation Specialist Program

Duke of Edinburgh Award

Still in its first year at WCHS there were 12 students enrolled in the Duke of Edinburgh Award in 2022.

Voluntary Service is one of the domains students are required to participate in and achieve 16 hours or participating in. The students created a mural on the Warnbro Community High School basketball court located next to the main oval. The mural covers the entire court and is not only contributing to a positive environment in the school but also the community.

One student has completed all his required hours in Voluntary Service, Skills, and Physical Recreation. He completed 2 murals for his voluntary service hours, developed guitar playing skills for the skills domain and engaged in a resistance training program for his Physical Recreation domain.

Other outcomes:

Five Year 12 students and one Year 11 student that went through the Adventure Recreation Program applied for positions in Fairbridge WA and were all offered employment and further training opportunities. The management staff at Fairbridge were impressed with the knowledge and skills that they already had with no additional training from them, these skills would normally be acquired through Certificate 3 & 4 in Outdoor Recreation at TAFE.

2022 HIGHLIGHTS

Staff at WCHS provide opportunities that are meaningful and relevant based on the interests of students.

In 2022 these included:

- Artists selected to be a part of the Young Original Art Exhibition
- Kwinana Industry Art Award for Textiles and Mixed Media
- Short and Sweet Festival
- WA Youth Theatre Partnership
- Lunchtime Amphitheatre music performance
- Robotics Club
- House of Hoops basketball Competition
- Gym club
- Warnbro Day
- Literacy Week
- Art Club
- Chess Club
- Year 7/8 Peel School Carnival
- Duke of Edinburgh Program
- Annual Art Exhibition and Media Showcase
- Kwinana Industry Council's iScience, iMen and iWomen programs
- Partnerships with Edith Cowan University, Curtin University and Murdoch University
- Participating in the ECU Scholar in Residence Program
- Primary Partnerships



SENIOR SCHOOL

YEAR 12 OUTCOMES

WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION (WACE)

WACE eligibility stumbled in 2022 largely due to COVID interruptions with Year 12 attendance struggling to recover to 2021 levels following the COVID absences peak we experienced in Term 2. This also had a significant effect on overall WACE achievement and has become a targeted area of focus of the Senior School team moving forward. Our WACE achievement rate is also a reflection of those students who were not able to meet the OLN literacy and numeracy standards, which continues to be an area of focus across the whole school.

100% of eligible students met the breadth and depth requirements and English requirements of WACE.

ATTAINMENT

We have had a further drop in our Attainment Rate from 44% in 2021 to 24% in 2022. This reflects the fact that there is no longer a requirement for students to complete a VET Certificate II to achieve their WACE Certificate. We are currently reviewing our Certificate offerings ahead of the 2024 school year with a view to increase the number of students leaving school with an Australian Qualifications Framework qualification. While this will see an improvement in overall attainment rates, it's important to note that this particular metric will be less relevant moving forward.



SENIOR SCHOOL

YEAR 12 OUTCOMES

VOCATIONAL AND EDUCATIONAL TRAINING (VET)

A change in WACE requirements that saw students no longer being required to complete a Certificate II or higher, saw a much smaller cohort of VET students completing Year 12 at WCHS in 2022. At WCHS, the vast majority of VET students are part of our Industry Links program, with only one school-based certificate - Hospitality - being offered. School based VET offerings will be reviewed in 2023 in line with a review of school metrics data.

In 2022, all students in our Industry Links program, who remained until the end of the course, achieved a minimum Certificate II. Multiple students achieved a Certificate III with some students achieving both a Certificate II and a Certificate III during their time in the program.

One of the goals of the Industry Links program is to support students to find suitable employment pathways. During 2022 over 25% of the Industry Links students left school having successfully joined the workforce, with several students securing apprenticeships across a variety of trades.

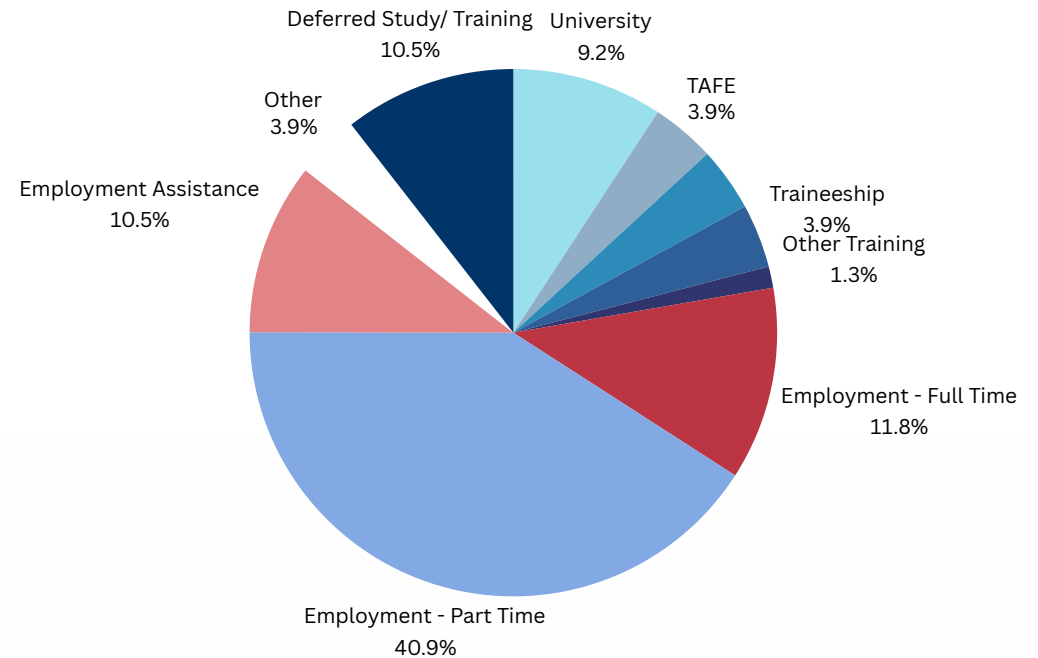
SENIOR SCHOOL

YEAR 12 OUTCOMES

AUSTRALIAN TERTIARY ADMISSION RANKING (ATAR)

A small cohort of eight students undertook an ATAR pathway in 2022.. As indicated in the 2021 Annual Report, we recognised in 2018 that there was additional work that we could do to better support students who had the capacity to pursue an ATAR pathway. That led to us implementing our Learning Enrichment Achievement Program (LEAP), which is designed to increase the capacity and resilience of those students who aspire to undertake ATAR studies in senior school. Next year's Year 12 ATAR class will be the first group of students to come through the LEAP program and we anticipate an improvement in student outcomes in this area.

POST SCHOOL DESTINATION

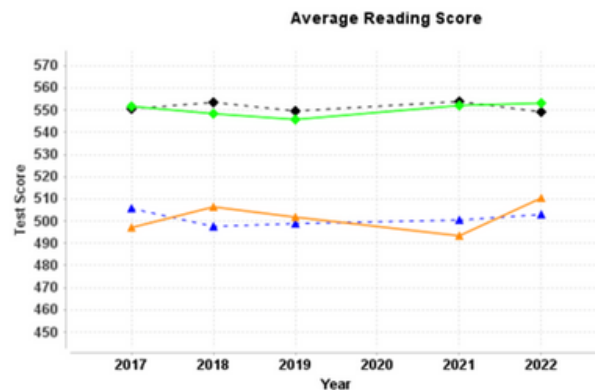


KEY PRIORITY FOCUS:

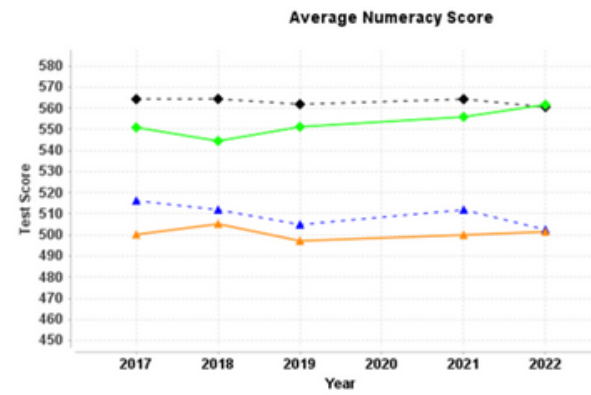
NAPLAN 2022 STUDENT ACHIEVEMENT AND PROGRESS

Performance data for the 2022 NAPLAN indicated a continuing upward year-on-year trend, with our Year 9s outperforming Like Schools in Reading, Writing and Numeracy. This is pleasing and reflects the ongoing importance of our explicit instructional approach, which is embedded in our whole-school instructional framework. The Year 7 data indicates strengths in Reading compared to Like Schools, however, as noted in the 2021 Annual Report, Year 7 NAPLAN performance data is reflective of the previous year's primary education, and we continue to work with local primary schools to develop understandings of approaches to address literacy and numeracy. There is no NAPLAN progress data available for the 2022 Year 9 cohort. This is because NAPLAN was cancelled in 2020 due to the pandemic. In 2022, the NAPLAN tests were run during a period of significant COVID-related absences, meaning a significant proportion of students did not complete the assessments.

Average Reading Score



Average Numeracy Score



Average Writing Score



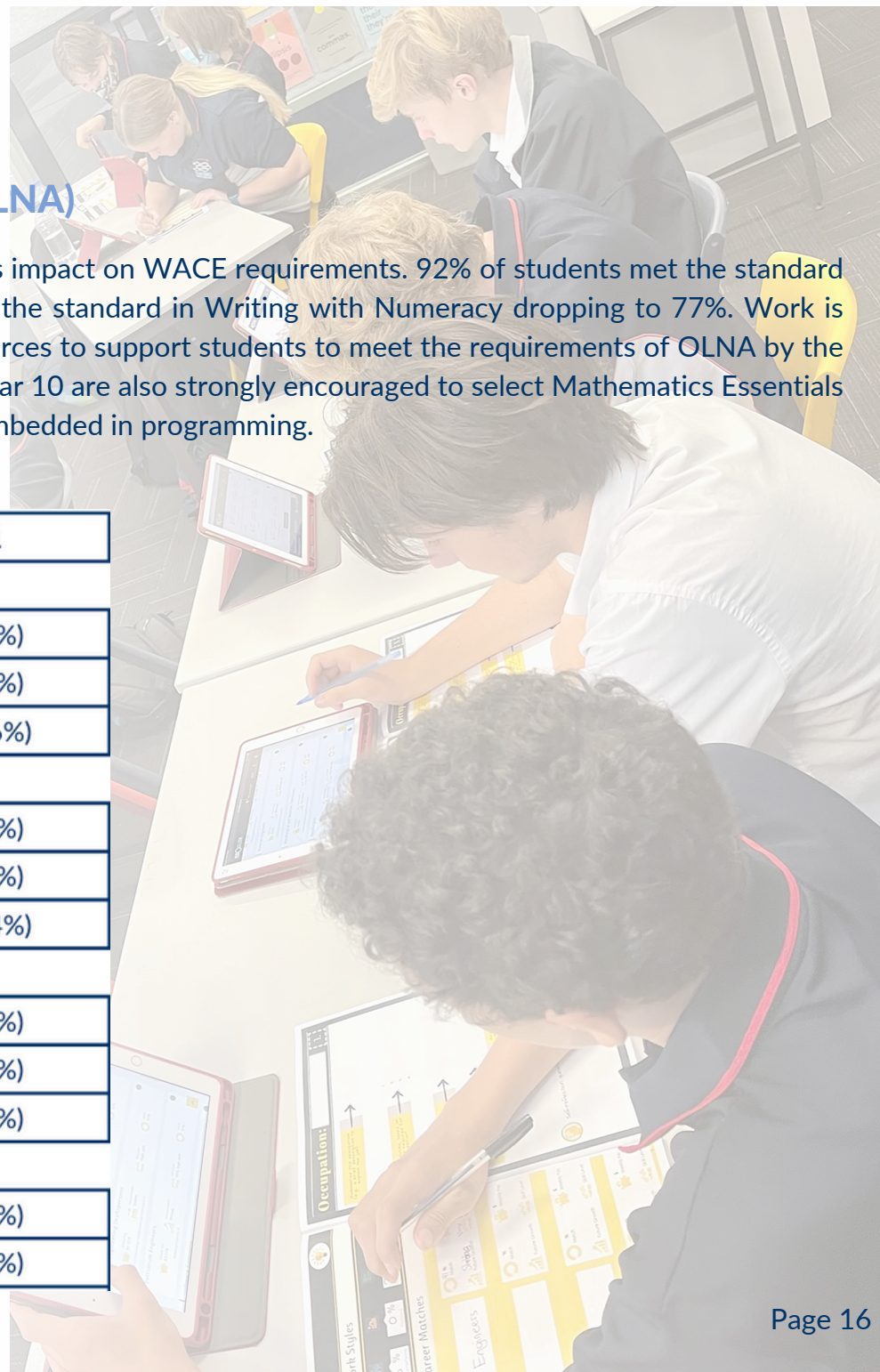
- Year 7 School
- Year 7 Like Schools
- Year 9 School
- Year 9 Like Schools

KEY PRIORITY FOCUS:

ONLINE LITERACY AND NUMERACY ASSESSMENT (OLNA)

OLNA continues to be an area of focus and planning for the school due to its impact on WACE requirements. 92% of students met the standard in Reading in line with 2021. We saw a drop to 78% of students who met the standard in Writing with Numeracy dropping to 77%. Work is currently underway with curriculum leaders to develop workshops and resources to support students to meet the requirements of OLNA by the end of Year 12. All students who have not met the standard by the end of Year 10 are also strongly encouraged to select Mathematics Essentials as a part of their senior school program where OLNA skills development is embedded in programming.

	2022	2021
Reading		
School (WACE eligible)	73 (92%)	87 (93%)
School (Semester 2 Census)	72 (92%)	89 (92%)
School (Cohort)	89 (67%)	107 (76%)
Writing		
School (WACE eligible)	62 (78%)	87 (93%)
School (Semester 2 Census)	63 (81%)	89 (92%)
School (Cohort)	78 (59%)	104 (74%)
Numeracy		
School (WACE eligible)	61 (77%)	77 (82%)
School (Semester 2 Census)	60 (77%)	80 (82%)
School (Cohort)	76 (57%)	93 (66%)
Met literacy and numeracy requirement		
School (WACE eligible)	54 (68%)	73 (78%)
School (Semester 2 Census)	54 (69%)	74 (76%)



KEY PRIORITY FOCUS:

POSITIVE SCHOOL CULTURE

At WCHS we are committed to having a positive school culture, where our moral purpose “to make a positive difference to the lives of young people” by developing a safe, inclusive and connected school community.

POSITIVE BEHAVIOUR SUPPORT (PBS)

During 2022 we saw a consolidation of using data to inform planning around our “fortnightly focus” to ensure we were focusing on improving the positive culture at the school. The PBS team plays a large part in creating positive school culture and we ensured staff on the team were trained to have the skills to be able to drive initiatives into the future to support our students. Teaching staff developed consistent lessons that staff can use to reinforce the 5 ALWAYS behaviours.

The Compass system was introduced in Term 4 2022 to improve communication between the school and the parents and carers, resulting in an increase of communication of positive acknowledgements.

The PBS team in 2022 focused on:

- Reviewing the matrix
- Using data
- Upskilling new team members
- Visiting other schools to share and gain ideas
- Consolidate reward systems
- Develop posters for the classrooms
- Review the technology matrix
- Zooper Dooper Fridays
- Support for Advanced standing activities.

KEY PRIORITY FOCUS:

POSITIVE SCHOOL CULTURE

BEHAVIOUR

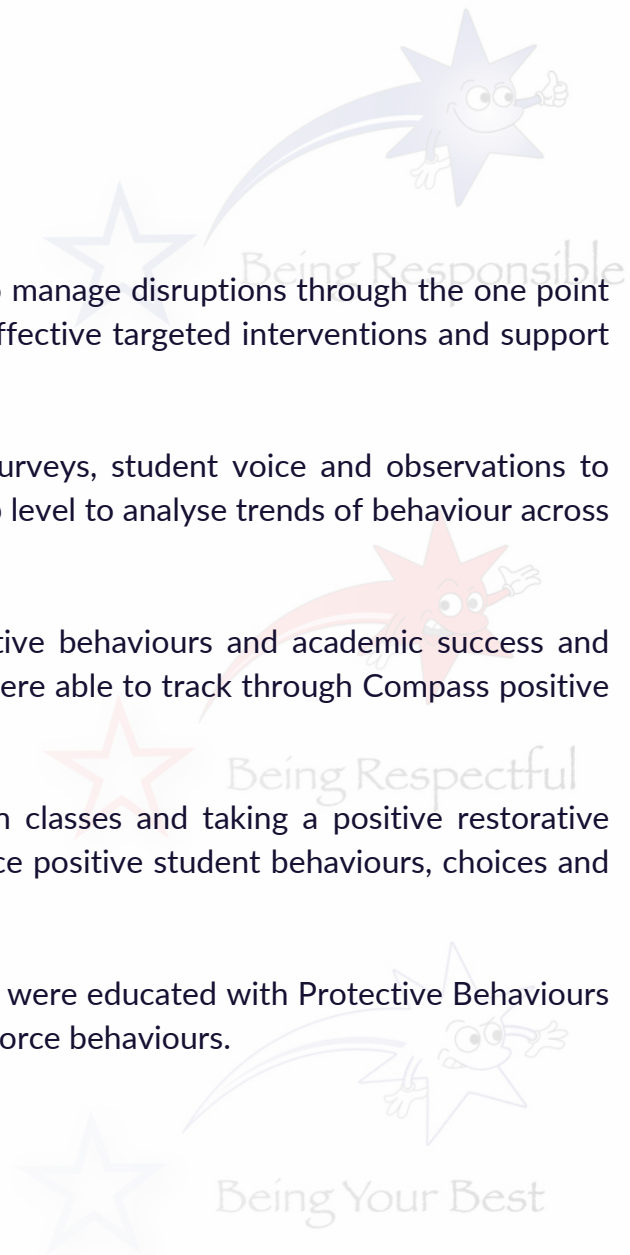
Our Triage system continued to be effective in providing timely support to classroom teachers to manage disruptions through the one point of contact. Collection and analysis of data continued to be focus in 2022 in order to provide effective targeted interventions and support across the school for staff and students.

Staff from Student Services utilised data from SARS, Triage, Compass, intervention program surveys, student voice and observations to inform planning. Data gathered from Triage was used in student case management, at a leadership level to analyse trends of behaviour across the school, to inform cohort messaging and within the PBS team to inform behaviour focuses.

With the introduction of Compass staff were able to recognise and readily acknowledge positive behaviours and academic success and improvement in their classrooms, we saw an increase in positive communication home and we were able to track through Compass positive acknowledgements for students.

We will continue to reinforce our Consistent Classroom Practices reducing variability between classes and taking a positive restorative approach with students and continue working with our families as parents as partners to reinforce positive student behaviours, choices and decrease the % of our students suspended.

In 2022 we continued to have Year 7 and 8 Muster time for one hour each week where students were educated with Protective Behaviours lessons, You Can Do It – Social Emotional Learning lessons, guest speakers and assemblies to reinforce behaviours.



KEY PRIORITY FOCUS:

Positive School Culture

TARGETED INTERVENTION PROGRAMS

WCHS values the importance of building and maintaining partnerships within the wider community to enhance student opportunities and outcomes.. We will continue to use data to inform evidence-based programs in 2023 to support students across the tiers of intervention. Students in Year 7-10 participate in a 25th period program that includes Protective Behaviours, resilience training, bullying education, career education and opportunities to access guest speakers.

In 2022 targeted intervention programs and community partnerships included:

Whole School	Targeted Intervention Programs/ Guest Speakers	Community Partnerships
<ul style="list-style-type: none"> • Breakfast Club • R U OK Day • National Ride2School Day • Warnbro Wednesdays • Bullying No Way Day • Morning meet and greet • Good Standing Celebrations 	<ul style="list-style-type: none"> • Moorditj Yorga's - Aboriginal Girls Group • EdConnect mentoring • Student Leadership Conference • Follow the Dream • Recess Games Room • TLC Program • ATAR Preparation Program • Tomorrow Man • Neami Welleing Program - Staff and Students • Djinanginy Program UWA • South East Metro Health Program • ENGAGE Program • Armed for Life - Transition Program • Zero to Hero Bullying Program 	<ul style="list-style-type: none"> • KIC - Kwinana Industries Council - IMen, IWomen, Bright Sparx • UWA Aspire • City of Rockingham • Curtin Ahead • Young Carers • Anglicare • Headspace and Be You • The Crew • WA Police • ADF - Australian Defence Force • Your Move • PCYC • Feeder Primary Schools • Foodbank • Eat Up • Youth Care - Chaplaincy

KEY PRIORITY FOCUS:

Positive School Culture

ATTENDANCE

Attendance continues to be a focus at WCHS, the school recognises a direct link between regular school attendance and successful students.

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public School	School	Like Schools	WA Public School	School	Like Schools	WA Public School
2022	77.5%	78.7%	83%	67.9%	56.5%	55.2%	76.6%	74.3%	80.4%

During 2022 the Student Services Team worked in partnership with students, staff, parents / carers aiming to improve attendance and engagement. We have a full time Attendance Officer who works with the SS team to monitor attendance, support students and families around attendance and engagement issues with case conferences, home visits, consultation with regional office and referrals to alternative educational settings.

In 2022 our Overall attendance was above like schools and our Aboriginal Students Attendance % continued to be well above WA Public Schools. Our Student Services Team and Attendance Team will work on decreasing our unexplained absences and shifting our attendance as per our Business Plan KPI which is – we will increase regular attendance to above 60%. Regular communication will continue in 2023 to families to promote and reinforce the importance of school attendance and being punctual and prepared for school.

Throughout the year there were a number of Student Services led initiatives / events to support positive school culture:

- Yr 12 Ball
- Yr 8 Camp
- Yr 10 River Cruise
- Advanced Standing Activities each term
- Yr 6 Primary School Transition
- Guest Speakers and Targeted intervention Programs
- Daily greeting of student before school each day

KEY PRIORITY FOCUS:

CAREER DEVELOPMENT

CAREER PRACTITIONER REPORT

During 2022 WCHS was one of 70 high schools to implement the careers practitioner position. The Career Practitioner works with the school leadership team to embed career development and work exposure activities into curricular and co-curricular programs. They work collaboratively across the school and implement programs and provide resources to embed career development across learning areas.

The following was implemented and developed throughout 2022:

- Implemented the careers taster program to year 9 students
- Design a twice a term Careers Newsletter – the Careers Corner
- Assisted year 9- and 10-year coordinators with Careers program
- Development of the Student Leadership Framework with the Edith Cowan University Scholar in Residents
- Ran the election and application process for School Captains and Student Leaders
- Attended several excursions with senior school students including the Chamber of Minerals and Energy Forum and 2022 Careers Expo
- Development of the Careers Practitioner Guide and referral process
- Continuation of the KIC Program
- Implementation of the year 9 Career Discovery Unit
- Careers Program and Assessment designed to be implemented in year 7-9 Humanities classes.
- Assisted with the delivery of guest speakers to year 9 and 10 cohorts
- Set up of the Careers Office for students to visit for assistance

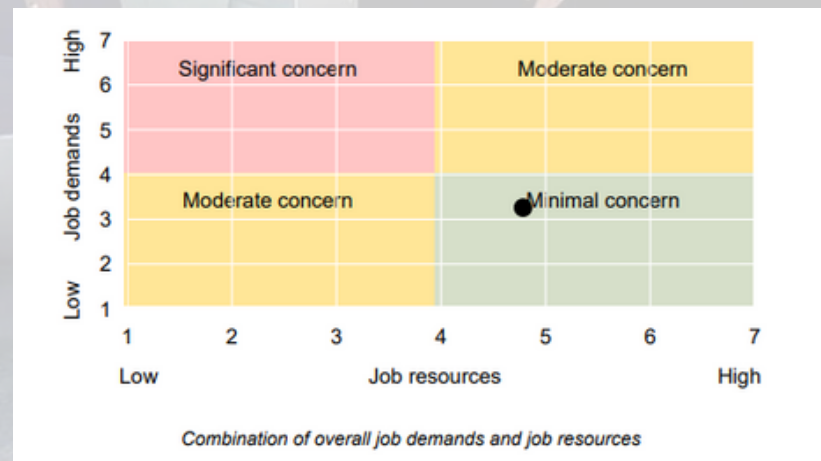
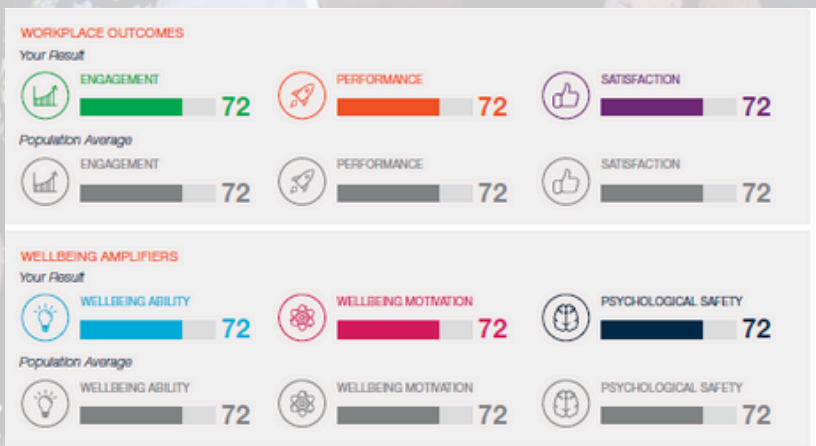
Experience	Number of students
Career Tasters	64
Try A Trades	24
Other Workshops	26
University Tours	18
Careers Expo	30
KIC Program	9

KEY PRIORITY FOCUS:

STAFF WELL BEING

In consultation with staff data has been collected through two primary evidence based methodologies to gauge staff well being and support needs. As a school we have made a commitment to the ongoing monitoring of staff health and well being and have a dedicated Health and Well Being team who respond to staff needs identified through data.

Areas of focus include:



The PERMA model of positive psychology, developed by Martin Seligman, focuses on five key elements of well-being: Positive emotions, Engagement, Relationships, Meaning, and Accomplishments. Results January 2022

The People at Work is a free and validated Australian psychosocial risk assessment survey. The survey assesses a number of the most common psychosocial hazards and factors Results October 2022

KEY PRIORITY FOCUS:

LEADERSHIP DEVELOPMENT

Student Leadership

During 2022 we developed and overhauled the Student Leadership Framework, with the assistance of our two scholar in residence students from Edith Cowan University. The student leadership framework has been developed with a focus on the Warnbro Community High School Business Plan, the Department of Education Focus 2022 document and the Aboriginal Cultural Standards Framework.

We developed an application process that closely followed a job application process that would help students develop the skills required in the future. This process included having students complete an application form, conduct an interview and present a speech to their cohort. Along with the process our resident scholars and careers practitioner developed an election process, a code of conduct, a list of attributes of our leaders and a scope and sequence for developing our student leaders.

The student leadership framework was used in 2022 to appoint our 2023 School Captains and student leaders, we will continue to develop and refine the framework throughout 2023.



ABORIGINAL CULTURAL STANDARDS FRAMEWORK

A Culturally Responsive School

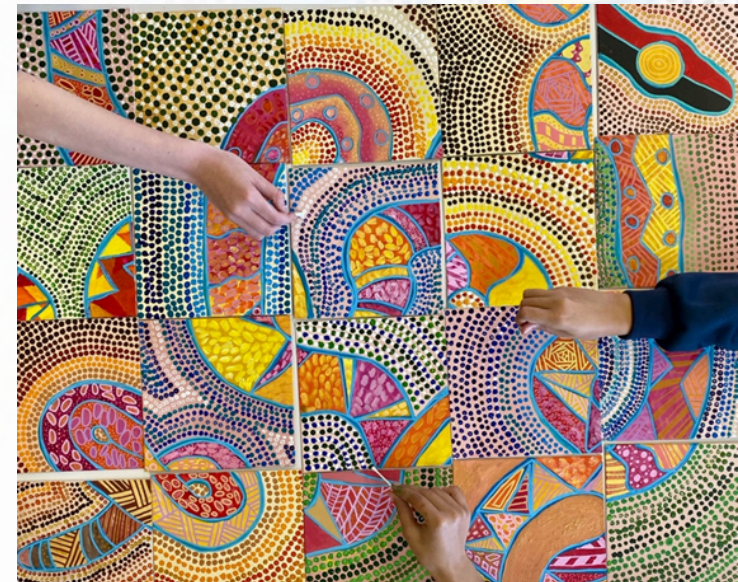
Underpinning all aspects of the 2022-2024 Business Plan is the role of WCHS as a culturally responsive school that explores and embeds Aboriginal cultural perspectives and voice. In 2022 staff commenced a review of curriculum planning to look for opportunities to embed Aboriginal perspectives, voice and history into curriculum and lesson delivery. We are early in our journey but already our specialist programs are seeking to ensure students are engaging with knowledge and voice of Noongar culture.

At the end of 2022 a public art work was created by staff and students in the form of a mural on our outdoor basketball court. Featuring the plover – a migratory bird that nest on the WCHS oval it pays homage to the wetlands and dune system that the school is built on. Future public art works are planned to highlight culture and country throughout the school.



Aboriginal Language: Noongar Language

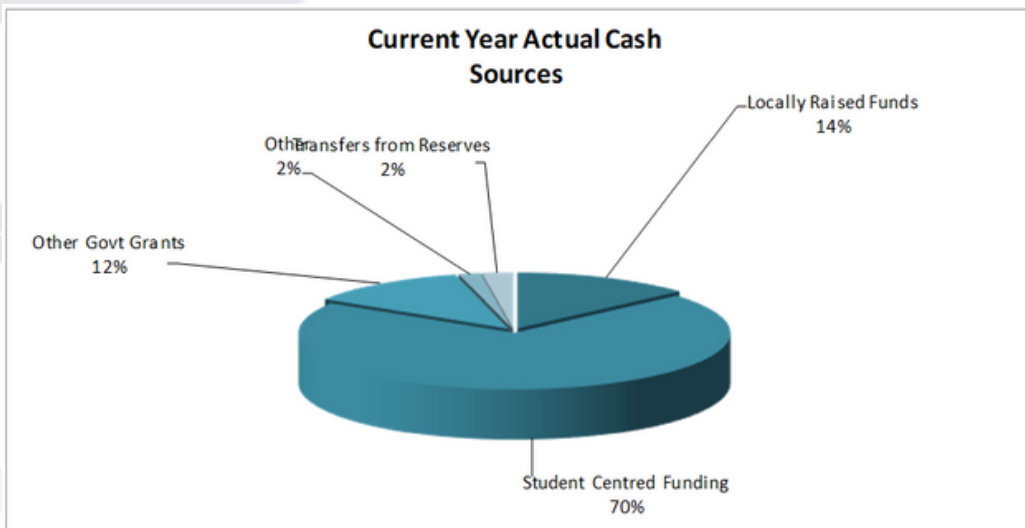
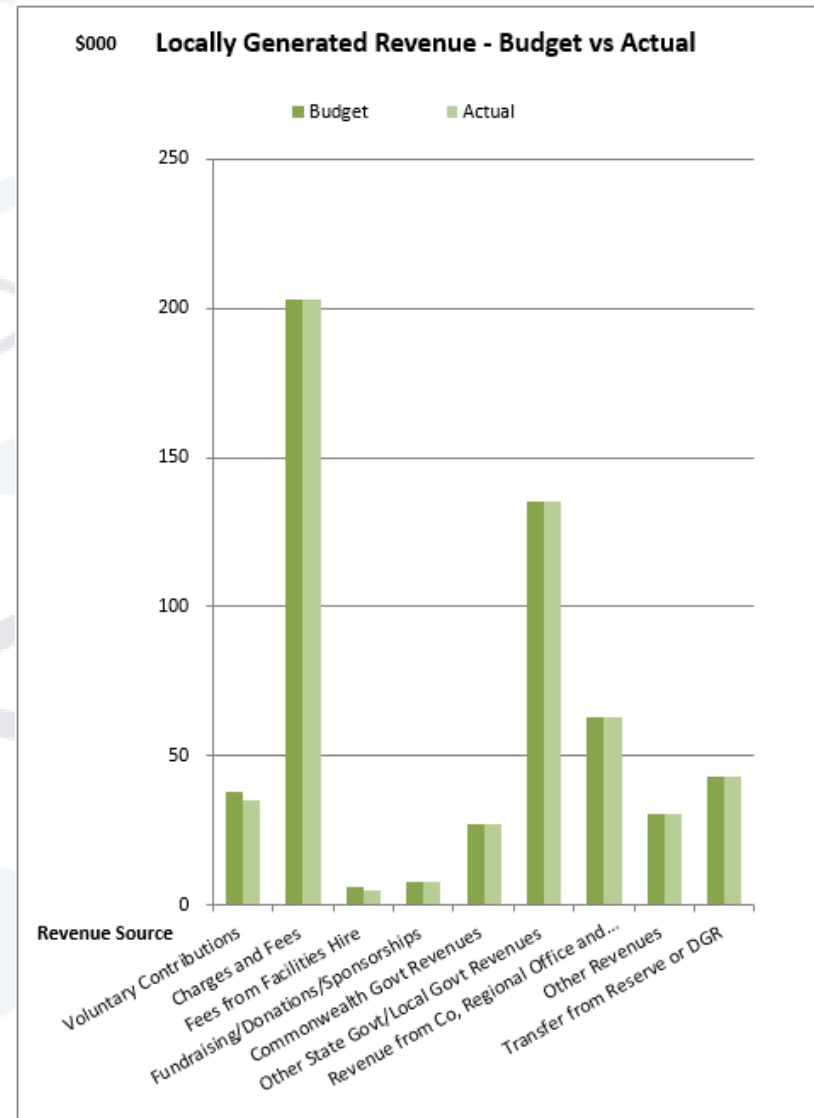
As a part of SCSA requirements for all schools to offer a Language Other Than English (LOTE) WCHS will be introducing Noongar Language as a part of the Language and Culture Revival curriculum. In 2022 an advisory group, made up of students and parents, was invited to come together to start the journey towards the development of a curriculum. Elders at the City of Rockingham were consulted and in 2023 the program will begin its development with a Noongar language teacher joining the school.



FINANCIAL SUMMARY

as at 31 December 2022

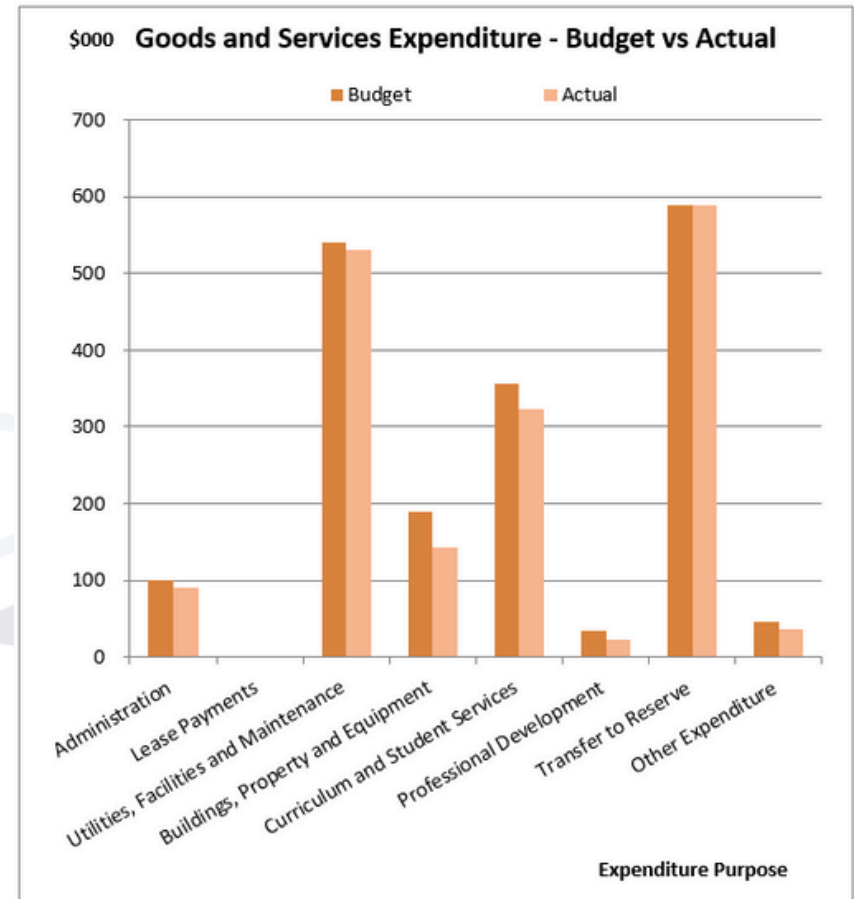
	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 38,072.00	\$ 35,100.10
2	Charges and Fees	\$ 202,904.74	\$ 202,905.41
3	Fees from Facilities Hire	\$ 6,027.00	\$ 4,881.83
4	Fundraising/Donations/Sponsorships	\$ 7,679.00	\$ 7,679.00
5	Commonwealth Govt Revenues	\$ 27,230.00	\$ 27,230.00
6	Other State Govt/Local Govt Revenues	\$ 135,343.00	\$ 135,342.59
7	Revenue from Co, Regional Office and Other Schools	\$ 63,183.81	\$ 63,183.82
8	Other Revenues	\$ 30,669.73	\$ 30,671.60
9	Transfer from Reserve or DGR	\$ 43,173.55	\$ 43,173.10
	Total Locally Raised Funds	\$ 554,282.83	\$ 550,167.45
	Opening Balance	\$ 32,370.09	\$ 32,370.09
	Student Centred Funding	\$ 1,297,906.30	\$ 1,297,905.88
	Total Cash Funds Available	\$ 1,884,559.22	\$ 1,880,443.42
	Total Salary Allocation	\$ 10,835,295.00	\$ 10,835,295.00
	Total Funds Available	\$ 12,719,854.22	\$ 12,715,738.42



FINANCIAL SUMMARY

as at 31 December 2022

Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 99,654.83	\$ 91,023.72
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 540,015.60	\$ 530,656.81
4	Buildings, Property and Equipment	\$ 188,762.00	\$ 142,359.69
5	Curriculum and Student Services	\$ 356,516.81	\$ 323,608.59
6	Professional Development	\$ 35,100.00	\$ 22,517.88
7	Transfer to Reserve	\$ 588,167.00	\$ 588,167.00
8	Other Expenditure	\$ 46,356.89	\$ 36,413.31
Total Goods and Services Expenditure		\$ 1,854,573.13	\$ 1,734,747.00
Total Forecast Salary Expenditure		\$ 10,172,437.00	\$ 9,280,512.00
Total Expenditure		\$ 12,027,010.13	\$ 11,015,259.00
Cash Budget Variance		\$ 29,986.09	

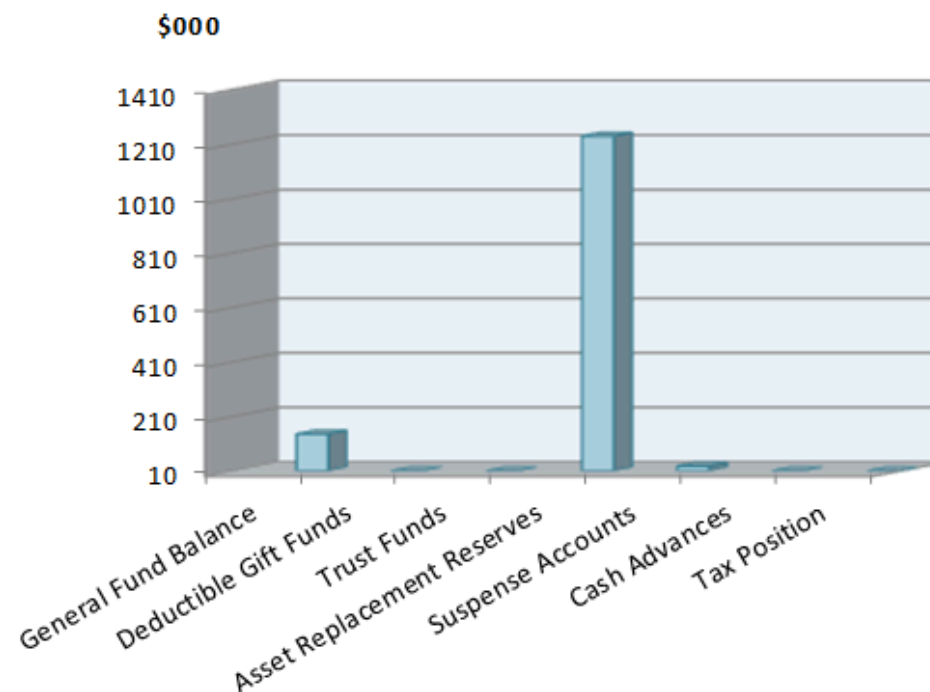


FINANCIAL SUMMARY

as at 31 December 2022

Cash Position as at:	
Bank Balance	\$ 1,359,946.43
Made up of:	
1 General Fund Balance	\$ 145,696.42
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 1,239,825.71
5 Suspense Accounts	\$ 27,362.75
6 Cash Advances	\$ (1,000.00)
7 Tax Position	\$ (51,938.45)
Total Bank Balance	\$ 1,359,946.43

Cash Position





Swallowtail Parade, Warnbro, Western Australia 6169

TEL (08) 9528 9400

EMAIL warnbro.chs@education.wa.edu.au

www.warnbro.wa.edu.au