



Annual Report 2018



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Wanneroo Secondary College



Annual Report 2018

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PRINCIPALS OVERVIEW

Wanneroo Secondary College continued to raise its standing in the community evidenced by a big upswing in out of area enrolments, with many of our programs being oversubscribed. In 2018 good progress was made against the key targets. This is outlined in detail in the report.

The NAPLAN results improved significantly with the introduction of online testing. In all of the domains the year 7 & 9 results either matched or in most cases exceeded the targets set by the college. As a consequence of this improvement there has been an increase in the number, and percentage, of year 9 students who pre-qualified for the numeracy and literacy component of their Western Australian Certificate of Education.

Senior School students successfully gained admittance into a wide range of university undergraduate degrees; medicine, mathematics, veterinary science, engineering, education and nursing. Once again the percentage of students who achieved a VET Certificate III or better placed the college in the top group of schools in the state. Students completing General Subjects have successfully embarked upon courses at TAFE, apprenticeships, employment and alternative pathway entry into university.

The percentage of students who achieved a Western Australian Certificate of Education, (WACE), increased. However significant resources will continue to be directed to assisting students to reach the qualifying standard for all of their OLNA components; reading, writing and numeracy. The median ATAR was lower than we anticipated and as a consequence we are taking significant steps to ensure that students are in the most appropriate course and fully supported with mentors and after school tutoring. Finance continues to be the main determiner of the depth of support that we can give.

Places in the Learning Centre and Joondalup Senior School Campus continue to be sought after by families out of our intake area. The Joondalup SSC offers a terrific alternative to students who wish to access a variety of vocational programs and a large number of work-placements. Into the future the emphasis for these students will be on work competitiveness as opposed to work ready. The Learning Centre continues to play a significant role in assisting students to engage in and successfully complete their schooling. We introduced another class into the Learning Centre to cater for the increase in demand for places in the centre.

A holistic approach to attendance, social and emotional wellbeing has had a positive impact on student engagement and academic performance. The focus on student and staff wellbeing has resulted in some subtle but significant changes. Kindness has been adopted as a key virtue, and as a consequence students are feeling safe at school and valued by their peers and staff. The student leadership team has been a key driver of the introduction of "Kindness Crusaders", a means of recognising the many wonderful things that students do every day. The other key focus of the Student Council is to make our school sustainable, there is an emphasis on reducing the volume of rubbish that the school generates on a daily basis.

Robotics and coding has continued to grow with the purchase of many new robots and new programs have been introduced for all students. The introduction of virtual reality goggles has enabled students to get a much greater insight into and a different perspective of the world that they are studying, be it history, science, health or the arts.

The introduction Drone Technology into our programs will continue in 2019. The Innovations Fair held in term 3 was highly successful with many from the community and the local primary schools attending workshops and hands on experiments. The STEM programs continual evolution sees it going from strength to strength, underpinned by enthusiastic staff and state of the art equipment. It draws student interest and engagement.

The college's greatest assets are its students and staff. The many years of hard work by the students and staff have paid off as the general tone at the college is of pride and engagement. The large number of out of area students seeking to enrol is testament to this. The support of parents, as well as staff, is an essential element of the ongoing success of the college in providing a well-rounded education to the youth of Wanneroo.

PROGRESS: KEY TARGETS

1: NAPLAN

To increase overall student progress in Year 7 & 9 NAPLAN Tests; students to achieve at or above the expected level, state & national, and the value added to each student's score is the amount equal to the Australian mean for improvement.

Wanneroo SC was a trial school for NAPLAN online. There was a significant improvement in the results in numeracy and reading, it is unclear if this is a causal relationship.

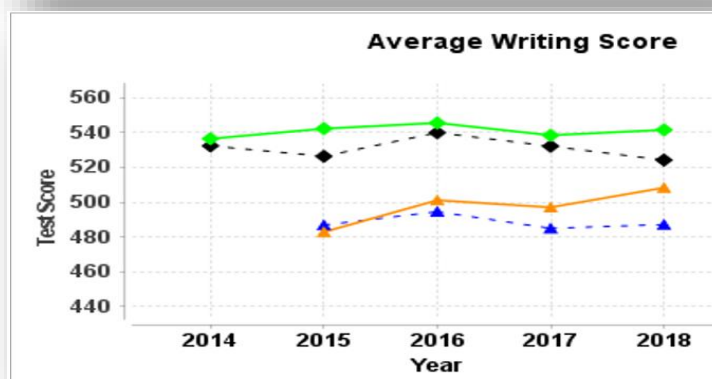
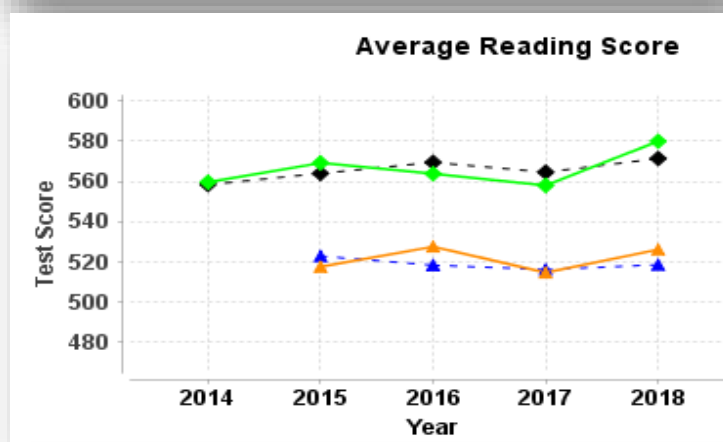
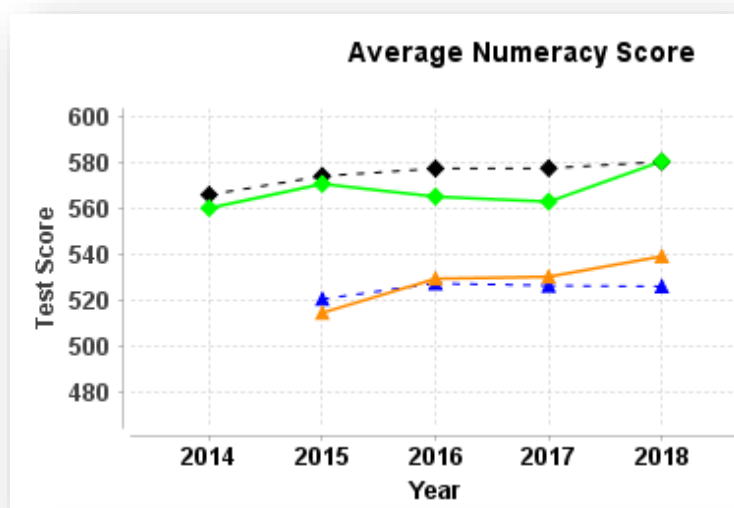
Year 7: The results in all domains were significantly better than those of "Like Schools". In the reading domain there was a movement to the "Middle 60%" from both the top and bottom 20%. In comparison to the DoE results there were fewer WSC students in the "Bottom 20%" in all domains. Compared to the National Standards the college is performing well with a greater percentage of students above the benchmark.

Year 9: There was improvement in student results in all domains and Wanneroo SC exceeded the results of "Like Schools". The large improvement in the results in the writing domain was pleasing and augers well for OLNA and hence WACE achievement.

The number of Aboriginal Students in each of these cohorts was relatively small and it has been difficult to make any meaningful extrapolation from the data. However, there has been a reduction in the percentage of students whose results fall in the bottom 20%.

The college will continue to focus on NAPLAN improvement as this is the key to improved WACE achievement. Strategies for improvement: -

- Activities in English and HASS to support improvement in reading & writing.
- After school NAPLAN classes in the library.
- Teaching and learning programs in mathematics geared toward activity based learning.
- Mathspace



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Year 7 All	Numeracy				Reading				Writing			
	2016	2017	2018	Like School	2016	2017	2018	Like School	2016	2017	2018	Like School
Top 20%	14%	12%	16%	13%	17%	10%	15%	13%	19%	19%	30%	19%
Middle 60%	72%	70%	67%	61%	71%	72%	57%	66%	67%	69%	50%	59%
Bottom 20%	13%	19%	17%	26%	12%	18%	18%	21%	13%	12%	20%	22%

Year 9 All	Numeracy				Reading				Writing			
	2016	2017	2018	Like School	2016	2017	2018	Like School	2016	2017	2018	Like School
Top 20%	6%	7%	10%	11%	13%	14%	12%	14%	17%	18%	19%	16%
Middle 60%	72%	68%	67%	62%	72%	65%	73%	64%	66%	70%	61%	58%
Bottom 20%	22%	26%	22%	26%	16%	22%	14%	21%	16%	12%	20%	26%

Percentage of Students Above, At or Below National Standards

Year 7	2016	2017	2018	2018
	Wanneroo SC			Aust
Reading				
Above	79%	75%	77%	77%
At	18%	20%	16%	15%
Below	3%	5%	6%	8%
Writing				
Above	70%	63%	63%	60%
At	20%	28%	27%	26%
Below	10%	9%	10%	14%
Numeracy				
Above	81%	81%	83%	82%
At	17%	16%	15%	15%
Below	2%	3%	2%	3%

Year 9	2016	2017	2018	2018
	Wanneroo SC			Aust
Reading				
Above	68%	77%	77%	75%
At	27%	19%	19%	19%
Below	5%	5%	5%	6%
Writing				
Above	61%	61%	61%	60%
At	22%	23%	23%	23%
Below	17%	16%	16%	17%
Numeracy				
Above	75%	75%	75%	79%
At	23%	24%	24%	18%
Below	3%	1%	1%	3%

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2: Attendance

To increase attendance in all year levels to at or above state attendance levels for all Department of Education schools.

All targets were met or exceeded however there was a slight decline in regular attendance. In 2019 in addition to strategies already in place the college will make use of the "Good standing Policy" (for non-curriculum activities), to encourage regular attendance. The attendance of Aboriginal students trended down for the first time in a number of year. This was due to a small number of school refusers who were aboriginal. The drop off in regular attendance of students as they move from year 8 into 9 is of great concern and will be a particular focus in 2019. The conversation with students is now about an attendance of 95% as the target that matches academic achievement.

These tables relate to the attendance rates of individual students in semester 1.

Attendance Overall Secondary

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2016	64.9%	20.6%	10.8%	3.5%
2017	65.3%	19.8%	10.3%	4.6%
2018	61.9%	21.2%	10.9%	6.0%
Like Schools 2018	60.0%	22.2%	11.6%	6.1%
WA Public Schools	62.0%	20.0%	11.0%	7.0%

Attendance Category Secondary as at Semester 1, 2018

	Y07		Y08		Y09		Y10		Y11		Y12	
	WSC	DOE	WSC	DOE	WSC	DOE	WSC	DOE	WSC	DOE	WSC	DOE
Regular	72%	72%	65%	63%	56%	61%	61%	57%	59%	61%	58%	60%
At Risk - Indicated	19%	17%	25%	20%	21%	20%	25%	21%	16%	19%	22%	22%
At Risk - Moderate	9%	8%	7%	10%	12%	10%	8%	12%	16%	11%	14%	13%
At Risk - Severe	1%	4%	3%	7%	11%	8%	7%	10%	9%	9%	6%	6%

Attendance by Year: - All Students on a given day:

Excepting for year 9 students the daily attendance rates are better than that of Like Schools and DoE schools. Wanneroo SC will continue to focus on improving regular attendance as the nexus between attendance and successful achievement in all aspects of schooling, social and academic, is clear. As already noted the attendance of Aboriginal students did decline a little in 2018. The college is recognised as a leader in attendance improvement. Staff keep abreast of research and adjust procedures and processes as required. The staff, in particular the Student Services Team, should be acknowledged for their dedicated work in bringing about this long term improvement.

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Attendance by Year: - All Students on a given day:

	Attendance by Year					
	Y07	Y08	Y09	Y10	Y11	Y12
2015	93%	92%	87%	86%	88%	88%
2016	92%	93%	90%	89%	89%	90%
2017	93%	90%	90%	87%	88%	90%
2018	92%	90%	86%	88%	87%	88%
WA Public Schools 2018	91%	88%	87%	85%	87%	88%

3: OLNA

To achieve WACE Qualification Rates in Numeracy and Literacy, as measured by students OLNA results, of 86% in 2017 increasing to 90% in 2018. This will reflect in a WACE Graduation achievement equal to Department of Education schools by 2019.

OLNA results dropped back a little in 2018 this was a reflection of the number of students that the college enrolled into the Joondalup Senior School Campus who had not qualified for WACE and were stage 1 OLNA therefore unlikely to qualify by the end of year 12. This was in keeping with our policy of encouraging students to stay at school and achieve the best WASSA possible.

OLNA-Current Student Standing

	Year 12 Students - Qualified In							
	Year 9	Year 10		Year 11	Year 12		Not Qualified	
			Q			Q	WSC	Like schools
2016 WSC	5.4%	42.3%	47.7%	9.5%	14.3%	71.4%	28.6%	37.7%
2017 WSC	14.5%	28.5%	43%	31.7%	8.1%	82.8%	17.2%	16.2%
2018 WSC	15.1%	35.1%	50.2%	21.3%	5%	76.6%	23.4%	19.2%
2018 Like Schools	19.8%	39.3%	59.1%	16.8%	4.9%	80.8%		19.2%

Data Source: Schools on Line: 1st Round of Testing 2018

Meeting the requirements relating to WACE Qualification, a pass in all three OLNA domains, continued to be a significant stumbling block for students. There is substantial support in place to assist students to achieve qualification. This includes: -

- Literacy & numeracy interventions for students who are below the National Benchmark in year 7 NAPLAN.
- Curriculum adjustments to cater for students who did not qualify in year 9 NAPLAN.
- Foundation subjects in Year 11 & 12.
- After school program for NAPLAN & OLNA preparation.
- Joondalup SSC will offer an additional program on Thursdays to assist OLNA students.

However, of great concern is the stress that this testing places on the students. In addition, these tests are particularly onerous for students from Aboriginal and non-English speaking backgrounds. They build in another level of disadvantage. The college is already expending a large amount of resources on the mental health and wellbeing of students and has no additional resources available to meet these conflicting needs.

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4: ATAR & VET

To improve the post school options of the students by increasing the percentage of students who successfully complete: -

- an ATAR program, 30% of the cohort or a percentage that reflects the year 9 NAPLAN results. (within 3%)
- WACE; Western Australian Certificate of Education
- a VET qualification with between 40% & 60% of the cohort attaining Certificate III or better.
- Attain an ATAR of 55 or better and/or Cert II or higher.

Participation Rate

The ATAR participation rate is still a little too high. A number of students did not attain an ATAR score that enabled them to gain university entrance.

Participation ATAR	2018	2017	2016
Difference From Expected	+1%	+5%	+13%
School % WACE eligible	31%	31%	
A certificate completed	78%	80%	74%
Cert III or better	38%	47%	44%

Interrogation of the student data shows that the predicted ATAR at the end of year 11 is an excellent predictor of likely year 12 results. Additional counselling to take place at the beginning of year 12 to ensure that the students make good decisions about their subject choices. Robust processes have been put in place to ensure that students are enrolled in the most appropriate subjects to meet their ambitions.

WACE Achievement: Achieving all of the components of a WACE is proving to be a problem for some students. Issues relating to WACE Achievement: -

- ✚ Attaining OLNA category 3 in the three domains.
- ✚ Completion of VET Certificate
- ✚ English Competency

Of the 18% who did not achieve a WACE

- ✚ 12% did not achieve OLNA
- ✚ 2% did not complete their VET Certificate. This was largely as a consequence of significant delays in the RTO auspicing the students work and returning information to the school. Most of these students will fulfil this requirement by March 2019.
- ✚ 2% did not achieve English Competency. Three students enrolled in English as a Second Language did not arrive at the examination venue, south of the river, and were not admitted to their oral examination. They were then judged not to have completed English
- ✚ 2% did not met the "C" Grade Requirement. Two students who insisted on enrolling in an ATAR program did not gain sufficient C grades.

WACE Eligible			
	2018	2017	2016
WSC	82%	86%	84%
Like Schools	85%	84%	87%
Public Schools	89%	88%	90%

In 2019 the college will implement a Plan for Improvement: WACE & Median ATAR. However not all students are in a position to achieve WACE. Some year 11 students do not meet the minimum requirements of the year. Others leave school on NOA's to take up apprenticeships or similar and compulsorily return to school in year 12 if the arrangement does not work. There is no possibility of these students achieving a WACE however they have the right to an education.

Attainment Rate: The issues outlined above impacts on the attainment rate. One hundred percent attainment will be difficult to achieve every year.

Attainment Rate – ATAR >= 55 and/or Cert II or higher of eligible students			
	2018	2017	2016
WSC	97%	100%	100%
Like	94%	96%	96%
DoE	96%	98%	98%

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Median ATAR (TISC Applicants) Tertiary Admission Ranking; this was steady however relative to Like schools it is too low. Issues that need addressing: -

Median ATAR	WSC		Like
	All	TISC Applicants	
2016	65.25	65.9	70.7
2017	59.8	63.5	70.4
2018	59.8	65.5	70.5

- Students continued with an ATAR course in year 12 despite evidence that they would be better served by completing a General Program to a higher standard
- Students who had made the decision to seek alternative entry into university did not maintain a high level of effort.

On a positive note more students, number and percentage, achieved ATAR scores in the highest categories than previous years.

5: Wellbeing & Engagement

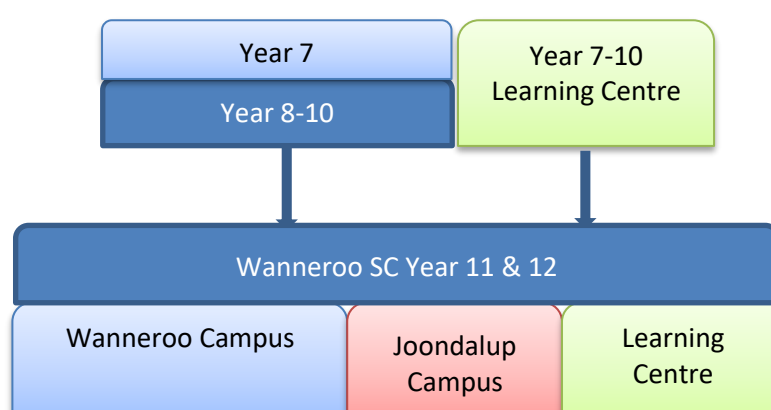
To increase the student's sense of wellbeing and engagement by offering a variety of educational pathways to promote success within a framework of career education and restorative processes for conflict resolution.

i. Educational Pathways: The pathways have been maintained and strengthened.

Learning Centre: There are now three classes, catering for 36 students, in the Learning Centre. The program is oversubscribed with many students from outside our intake area seeking enrolment. While this is a testament to the success of the program it is concerning that we are not able to meet the needs of the community.

Joondalup Campus: Positions at the campus are in great demand, all classes were at capacity. The students thrive and finish school, some do not get a WACE due to low literacy and numeracy levels despite significant interventions. However, they are able to complete a number of VET certificates. The aim is to make them *work competitive* as opposed to *work ready*.

Wanneroo Campus: The year 7 Jump Start program and the location of the students in the Tuart Building has resulted in very high attendance which assists the students to integrate into high school seamlessly. The impact of the Specialist Programs and the High Performance Programs has been significant in improving the community perceptions of the college and hence the sense of pride that students have in their college.



ii. Career Education

- Year 7 to 10 incorporated into HASS.
- All year 10 students, with parents, take part in one on one counseling to assist them to develop aspirational and achievable educational pathways

iii. Restorative Processes

The effective use of restorative processes for conflict resolution coupled with the impact of a proactive student services team has created an inclusive environment and a framework for changing student behaviour.

iv. Suspension Rates

% Suspended	WSC	Change
2016	8.8%	-0.9%
2017	6.6%	-2.2%
2018	7.4%	+0.8%

Suspension rates rose slightly in 2018. This was largely a consequence of the increase in the proportion of students in years 7,8 & 9. These are the students who are most likely to be suspended. This trend will continue for another two years until the number of students in each year group stabilizes.

iv. Satisfaction Surveys.

LEGEND	
Strongly Agree	5
Agree	4
Neither agree nor disagree	3
Disagree	2
Strongly Disagree	1

These questions have been selected from the Satisfaction Surveys (Parents, Staff & Students) as they particularly reflect on the students feeling of wellbeing and inclusion.

Comparative Data Student (S), Parents (P), Staff (T)

Matched Questions			Mean Score			
			2014	2016	2018	Change
Teachers at this school treat students fairly.	3	T	4.4	4.4	4.5	+0.1
Teachers at this school treat students fairly.		P	3.7	4.0	4.0	+0.3
Teachers at my school treat students fairly.		S	3.3	3.3	3.4	+0.1
Students feel safe at this school.	5	T	3.9	4.1	4.2	+0.3
My child feels safe at this school.		P	3.5	3.9	4.0	+0.5
I feel safe at my school.		S	3.2	3.4	3.5	+0.3
Students can talk to teachers about their concerns.	6	T	4.3	4.4	4.4	+0.1
I can talk to my child's teachers about my concerns.		P	3.9	4.3	4.3	+0.4
I can talk to my teachers about my concerns.		S	3.1	3.2	3.3	+0.2
Student behaviour is well managed at this school.	8	T	3.8	3.9	4.1	+0.3
Student behaviour is well managed at this school.		P	3.2	3.6	3.7	+0.5
Student behaviour is well managed at my school.		S	2.6	2.8	2.9	+0.3
Students like being at this school.	9	T	3.9	4.0	4.1	+0.2
My child likes being at this school.		P	3.7	4.1	4.2	+0.5
I like being at my school.		S	3.3	3.3	3.4	+0.1
Teachers at this school care about students	5	T	NA	4.5	4.6	+0.1
Teachers in the school care about my child		P	NA	4.1	4.1	—
My Teachers care about me		s	NA	NA	3.6	—

The satisfaction of students, parents and staff has continued to improve over time. However, the students' perceptions are still below that of teachers and parents. The college has, through its programs built an ethos that addresses and builds on such factors as kindness, fairness, safety and an understanding of the operation of the Behaviour Management Policy.

The college offers a number of very distinct pathways to success for the students in addition to the offering at the Wanneroo Campus. This enables students to choose their pathway to success and gives them access to a large range of post school opportunities.

Joondalup Senior School Campus

The Joondalup Campus is located in Joondalup and caters for year 11 & 12 students who wish to move directly into apprenticeships and employment as they complete high school.



The Campus provides a fresh start; a work-simulated environment where staff and students take on more of an employer-employee relationship. As such each student is treated as a young adult and some rules and policies differ slightly from those at the Wanneroo Campus. It offers small class sizes, 12 to 18 students per class, allowing students greater access to more resources, including teacher time. As there are only 6 classes with a total of between 80 - 90 students at the campus, there are fewer distractions. This affords students the time to focus on themselves and where they want to be in the future. 2019 saw increased enrolments from surrounding schools providing students options not available at their previous school.

Courses and Certificates reflect the simulated workplace structure of the campus, setting up clear pathways to further study or employment. In 2018 all students completed at least a VET Certificate II and at least one other Certificate by the end of year 12.

Workplace learning plays an integral part of the program with each student completing three work placements during the year. Classroom teachers liaise with the students' workplace employers to help directly develop the students work skills. This is highly beneficial to our students as they get first hand industry feedback of what is required to enter their respective fields upon leaving school.



With intensive counselling and many hours of practice all students leave our Joondalup Campus work-ready and competitive in entering the occupation of their choice.

Learning Centre

The Learning Centre supports students who, for a range of reasons, find mainstream classes extremely challenging. There are now 36 Year 7-12 students, three teachers and 7 Education Assistants. The Centre provides a secure base for the students as they develop confidence, socialise, receive additional learning support and participate in school programs in the Learning Centre and while supported in mainstream.

Students attend English and Mathematics classes in the Learning Centre where programs address functional skills that the student will be able to put to use in the community and workplace. Students from Year 7-9 participate in Humanities in their Learning Centre class, with topics that are relevant to the Australian communities, structures and history. Life skills, cooking, art and crafts and gardening also form an integral part of the Centre and provide students with opportunities to develop practical skills.



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Elective classes are attended in mainstream by Year 7-10 students with Education Assistants providing additional support where needed. Students participate in whole school activities such as assemblies and sports carnivals.



Senior students in the Learning Centre participate in a Certificate 11 VET training packages, which they aim to complete within the year. Preliminary English and Maths units are completed each semester and students participate in Authority Developed Workplace Learning one day a week throughout the year.

Once a fortnight, students enjoy Community Access and are able to apply their maths, literacy, travel and social skills while in the community. The excursions also develop team work skills, independence and confidence in the community and provide students with a range of educational and recreational opportunities.

Senior students in the Learning Centre participate in VET training packages, Preliminary English and Maths units and Workplace Learning. The Learning Centre is an area of the school where students with individual challenges are able to feel a sense of ownership, achieve successfully and develop a positive self-image and sense of self-worth



Priorities

The college priorities have been developed to support the attainment of the Wanneroo Secondary College Key Targets. Underpinning our targets and priorities is the commitment and belief that every student is entitled to a quality education and to be equipped to meet all future challenges.

The most significant inclusions in the Operational and Business Plans were a specific section on Supporting Mental Health and Wellbeing, a review of High Performance programs and the implementation of the Plan for Aboriginal Education.

By focusing on these priorities and our vision of "Dream, Believe, Learn, Succeed" we believe that Wanneroo Secondary College will make a real difference to our students and the local community. During 2018 the virtue of *Kindness* was given particular emphasis to encourage students to show respect to one another and to staff. The students have adopted this virtue enthusiastically

The priorities have many smaller targets these assist the college in measuring progress on many fronts. They are outlined in detail in the Business Plan and the Operational Plan.



Priority 1: Excellence in Teaching & Successful Learning

A targeted professional learning program that will enhance the skill set of teachers.

Classroom observations together with reflection and peer feedback will be an essential part of this program. Lesson planning will be based on the analysis of data, the use of a variety of instructional strategies including computer technologies. The guide to professional practice and student learning in the college will be "Our Way of Teaching & Learning". Students will be challenged to maximize their talents and abilities, and to believe that success is underpinned by their commitment & engagement in the learning process.

Priority 2: Engaging and Safe Learning Environment

We will provide a safe and welcoming environment with programs that challenge and engage our students. The college will identify areas that require attention and develop measures to address them. We will provide opportunities for students to engage in college life and to demonstrate pride in their college. Ultimately we want our students to be happy and secure in themselves and ready to contribute to their community.

Priority 3: A Range of Curriculum Pathways, Collaborations and Partnerships:

To meet the needs of all students the college will provide a variety of programs and pathways so that students can develop their individual talents and aspirations. We will work collaboratively with other schools and educational institutions to enable us to offer a wide range of courses and opportunities. We will also seek to raise the profile of the school in the community by engaging students in activities, performances and competitions that enable them to display and advertise their talents and abilities to the wider community. The ongoing success of students will assist in creating a positive college profile in the community.

Standardised Assessment Results

NAPLAN Tests were administered to all Year's 7 & 9 students and the OLNA tests to students in Years 10,11 and 12 as required. There has been a significant improvement in all NAPLAN results. This improvement has coincided with the introduction of online testing. It is uncertain what the major factor behind this improvement. These results have been commented on extensively in the section on Key Achievement Targets.

General Comments on standardised testing and school results

The results from the standardised testing improved again this year. *My Schools and Schools Online* data details this improvement. In response a range of strategies have been implemented designed to target specific weaknesses and hence improve the academic achievement and the engagement of students in school. The strategies are: -

- Embedding explicit learning intentions and success criteria in lesson delivery.
- Significant professional development of mathematics teachers.
- Adjusting programming in mathematics to specifically address numeracy.
- Teaching & learning programs adapted to reflect the NAPLAN & OLNA testing schedule.
- Whole school strategies to enhance reading and writing.
- The display of word walls in all classrooms and the use of reciprocal reading strategies were well supported by all staff.
- After school classes aimed specifically at assisting students to achieve WACE qualification.
- Improving Attendance.

In 2019 these programs will be further enhanced.

Statistical Data relating to Lower School Grades

The attainment by an individual student of a C grade or better by the completion of Year 10 is judged to be satisfactory achievement. Students who have attained this milestone can expect to be successful in Senior School and sufficiently skilled to pass the numeracy and literacy tests required to fulfil their WACE requirements.

The data presented tracks student progress in Year 10 Mathematics, English, HASS and Science against the "Like Schools" and all Department of Education Schools. Subjects in Lower School are not externally moderated and there is some inconsistency between the college, DoE and Like Schools.

Grade Distribution	C Grade or better							
	Science		Maths		English		HASS	
Year 10	2017	2018	2017	2018	2017	2018	2017	2018
WSC	84%	65%	72%	61%	88%	77%	69%	64%
Like SC	53%	56%	61%	61%	64%	66%	64%	67%
DoE	63%	64%	60%	62%	66%	70%	66%	67%

The learning areas have paid particular attention to moderation of assessments against the standards as well as statistical moderation of tasks. There is now a reasonable alignment of the results for WSC with DoE and for Maths and HASS *Like Schools*. The gap between WSC distribution of grades and *Like Schools* in English and Science is too large. Many factors need to be taken into account when setting grades however the college will take advantage of any opportunities to moderate with other schools. Ultimately by year 12 student grades need to be aligned with SCSEA cut offs and requirements.

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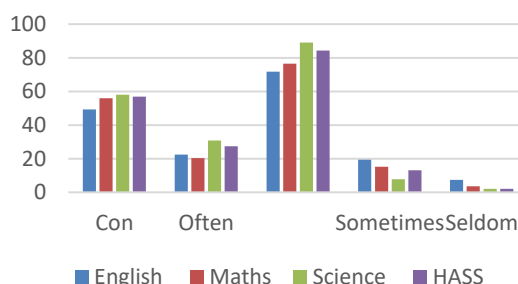
Attitude, Behaviour and Effort

The "Our Way of Teaching & Learning," supported by our STARS values, is now fully embedded as the standard of teaching, learning and behaviour that the school is seeking to achieve. Increasing students' engagement in teaching and learning and their connection to the school has been, and will continue to be, a focus of the college. In 2017 and 18 the college undertook a significant education program with the students and staff to ensure that there was a common understanding of what behaviours are required within each of the criteria. In 2018 there was greater consistency between some learning areas. However, it is a subjective judgement so the results can vary greatly between subjects.

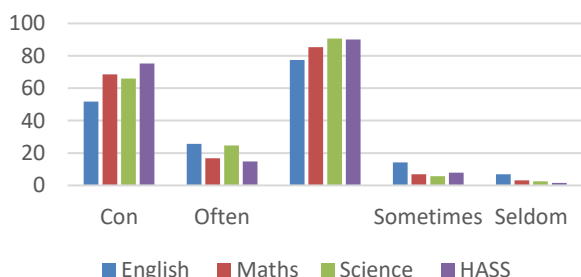
The year 7 data for Mathematics, English, Science and the Humanities were selected as being representative of lower school. The criteria three tracked are:-

- (1) The student works to the best of their ability.
- (5) Co-operates productively and builds positive relationships with others
- (7) The student sets goals and works towards them with perseverance.

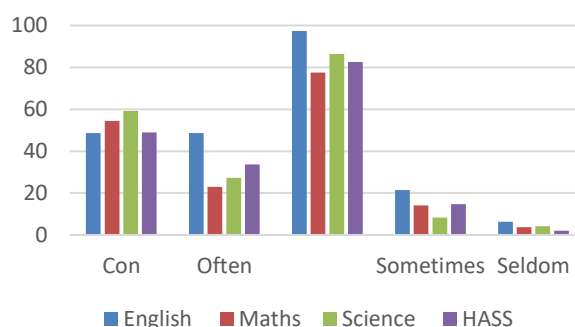
1. Works to the best of their ability



5. Cooperates productively & builds positive relationships



7. Sets goals & perseveres



Academic Progress: Senior School

ATAR

Once again the ATAR Scores achieved by individuals was very good, students gained admittance to a variety of university programs such as mathematics, physiotherapy, medicine and education. Ten students attained a score of 90 or more at their chosen university and seven students were awarded Certificates of Distinction or Merit. The impact of the bonus points from the various universities was to take our top score to 99.95.

Median ATAR TISC			
	WSC	Like-Schools	State
2016	65.3	70.7	78.2
2017	63.5	71.0	78.4
2018	65.5	71.1	79.5

The college has focused on increasing the percentage of students completing an ATAR program, however this has resulted in some students gaining a low score (below 55). In 2019 we will encourage students to undertake a General Program if their school results indicate that they are likely to attain an ATAR ranking of less than 50. We will implement other strategies such as one on one mentoring and establish a homework hub in the library.

The attainment rate of 97% met the college targets (Attainment: students with an ATAR of 55+ or a Vocational Education & Training Certificate II). This ensures that students are able to access their chosen courses at universities and TAFE.

General Courses & VET Programs

The college offers a full range of General courses and Vocational Education and Training (VET) certificates. Successful completion of a balanced program enables students to have access to a wide choice of post-school destinations.

General Subjects: The percentage of students with an A, B or C grade

Course	C Grade or better		
	2018 WSC	2017 WSC	2018 DoE
Career and Enterprise	96%	97%	87%
Children, Family & Community	92%	92%	90%
Dance	100%	91%	92%
Design *	100%	75%	89%
Drama	100%	100%	88%
English	92%	90%	88%
Engineering Studies*	100%	100%	86%
Food Science & Technology	92%	90%	88%
Health Studies	86%	87%	88%
Integrated Science	95%	90%	83%
Materials Design & Technology	97%	90%	84%
Mathematics: Essentials	86%	83%	84%
Media Production & Analysis*	83%	100%	88%
Physical Education Studies	90%	90%	89%
Visual Arts	90%	87%	84%

*Small classes: results are statistically unreliable

General Courses

The percentage of students who gained a passing grade, (A, B, or C), was compatible with the results gained by all students, (DoE). Externally Set Tasks were introduced by SCSA for Year 12 General Courses in 2016. The students performed well and met the required standards in all subjects. There is a very close alignment of the school results and those awarded by the external marker. The results are generally of the higher order.

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Wanneroo SC: Level of VET qualification achieved			
	2018	2017	2016
Certificate IV	2%	1%	
Certificate III	36%	46%	44%
Certificate II	40%	33%	29%
Certificate I	0%	0%	1%
No Certificates completed	22%	20%	26%
TOTAL	100%	100%	100%

The college offers a large number of certificate programs. Ninety-one students completed two or more certificates with 32% attaining a certificate III or better. This level of attainment placed the school in the top group of schools in the state.

Students with more than one qualification			
	2018	2017	2016
3+ Qualifications	6%	13%	2%
2 Qualifications	32%	41%	27%

Just over 82% of students were WACE eligible, of these 97% of students attained a WACE (Western Australian Certificate of Education), the same result as the previous year. The majority of students who were deemed ineligible was largely as a consequence of their not meeting the numeracy and literacy requirements (OLNA). However, every student is given a certificate of results which details all of their achievements.

The college is directing considerable resources to assist students to gain qualification for WACE.

Source SCSA STS010 & STS09, Student Achievement Data WACE Report

Apparent Retention and Progression

Wanneroo Secondary College is situated in a high growth area with affordable housing. A slowdown in the economy has resulted in some families returning to their country or state of origin however the retention rates have held due to the demand for places in the Joondalup Campus, the Learning Centre and general community satisfaction with the school. In Senior School, the number of students retained from Year 11 to 12 is a direct reflection of employment opportunities and the availability of apprenticeships and traineeships.

	Apparent retention and progression rates of students						
	Yrs. 8-10	Yrs. 8-12		Yrs. 10-12		Yrs. 10-11	Yrs. 11-12
2015	98%	75%		68%		87%	75%
2016	96%	71%		70%		92%	81%
2017	95%	78%		79%		94%	86%

- Data Source: Schools on Line
- 2018 Data not available at the time of publication

Value Added:-Opportunities & Extension Activities

Vibrant programs of teaching and learning, coupled with extensive opportunities for students to explore and develop their talents, are offered to all students at Wanneroo Secondary College. Participation in extra and co-curricular activities is strongly encouraged as they develop citizenship, team work and responsibility in our students. They also improve the students' engagement with school and contribute to their academic and social development.

Specialist Programs: (DoE endorsed)

- ✚ Performing Arts: Students choose 2 disciplines from
 - Music Program
 - Dance.
 - Drama.
- ✚ Australian Rules Football.

High Performance Programs

These programs are available to selected students who are entitled to enrol at Wanneroo Secondary College. The aim of these programs is to give students opportunities for extension and enrichment.

- Academic Extension Classes in Years 7 to 10. A program for developing and extending academically talented students.
- Instrumental Music Program, including School Band, Guitar ensemble and choir.
- Robotics & coding.
- Netball, rugby.

Academic Enrichment

All learning areas offer after-school tutoring to assist students to achieve academic success.

- ✚ Incursions & Excursions
 - Parliamentary Education Office
 - Electoral Education Office
 - Commonwealth Bank Start Smart program
 - Field Study - managing bushfires at the Perth Hills
 - Use GIS and drone technology to investigate hazards and land cover change.
 - Francis Burt Law Education Centre - visit the old courthouse, participate in a mock trial, view the Magistrates or District court in session.
 - Engage in the Australian Business Community Networks Goals Program. This is a very popular program with the students and the competition for places in the program is fierce
 - Work with an urban planner to develop a sustainable transit oriented development
 - Sustainable development fieldwork in the local Wanneroo area
 - Explore the WW2 tunnels at Buckland Hill
 - United Nations Youth Forum
 - Youth Civics Leadership Day - Francis Burt Law Education Centre
 - Year 11 History Movie night in Leederville
 - Year 7 overnight camp at Fremantle gaol.
 - Year 12 Curtin University English and Literature Conference
 - Meet the author visit with Kate McCaffrey.
 - bStreetSmart Drivers Education
 - World of Maths
 - Choose Maths 4 STEM day for girls.





Competitions

- State and National Mathematics Competitions
 - Australian Mathematics Competition
 - Mathematics Challenge Wanneroo Education Network
 - Mathspace
- National Geographic Competition
- National Science competition
- Geographical Association of W.A Fieldwork competition
- National History Challenge
- Premier's ANZAC tour
- Simpson Prize
- National History Challenge
- RoboCup Curtin University
- Big Science
- Perth Royal Show National Photography Competition
- Tim Winton's Young Writers' Competition
- Peter Cowan Writers' Competition
- Roland Leach Poetry Competition
- The West Australian Design and Ad Competition
- Word Mania online competition organised by Literacy Planet
- Professional theatre productions when relevant to texts studied
- All Saints Writers' Festival
- Picture Book Competition



The Arts:

- Cheer Leading
- Regular drama and dance productions and music recitals
- Visions Annual Art exhibition
- Dance Spectacular and Music Showcase's
- Productions for each year group plus whole school production
- Theatre visits for Literature, Dance and Drama



School Clubs

- Young Engineers
- Subs in Schools
- Chess & board games
- Minecraft Club
- History Club
- Young writers



Sport: Participation in a wide range of sporting activities and competitions: -

- Involvement in Lightning Carnivals for Lower School
- Interschool sporting teams: - football, netball, rugby, touch rugby, soccer, basketball & cricket, athletics and swimming teams
- Country tours for football



Interstate and Overseas Travel

- Specialist Performing Arts students visit the USA to engage in workshops and theatre visits on Broadway
- History and Social Sciences:
 - Annual visit to Canberra and Sydney
- Languages: A vibrant languages program in Japanese. As we have a sister-school relationship with Miki High School who engage in yearly exchange visits
- Community Service. Visit Cambodia to work in orphanages and schools
- Specialist AFL: Annual Trip to Melbourne to watch games and visit AFL training sessions

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- Students have the opportunity to interact with different cultures as we are a host school to many international exchange students

Community Engagement

- Australian Business Community Network
 - GOALS year 9
 - Focus, year 10. Girls leadership
 - Focus, year 11. Interview to impress
- Performing Arts Road show to the Primary Schools
- Partnership with the Elderbloom Retirement village. Visits by the band & choir as well as students designing and building manipulation aides for the residents
- Learning Centre Market Days and Market Fair
- Coaching and umpiring of primary school lightning carnival preparations and competitions
- Innovation Day - organised and run by Year 10

Social Engagement

- Presentation Night
- Harmony Day
- College Ball
- Year 10 River Cruise
- Year 8 Camp
- Year 7 Big Day Out
- Year 7 Jumpstart Parent Walkthrough and BBQ
- "Minute to win it" year 7 competition
- Joondalup Senior School Campus Christmas Dinner



Senior School

- ✚ Outdoor Education Camps
- ✚ Career and Enterprise
 - Incursion - police force, defence force
 - Excursion to Career Expo
- ✚ Geography
 - Jarrahdale Camp - bushfire management
 - Curtin university - GIS workshop
 - Fieldwork in the Perth CBD - functional zones
 - Fieldwork in the newer growth zone (Banksia Grove, Wanneroo)
 - Mapping and monitoring land cover change using a drone and ArcMap GIS software
- ✚ History
 - Sleep over at the Fremantle Prison
 - Courage to Care - Holocaust exhibition at ECU
 - Lecture at ECU from the History Department
 - Incursion - Ephraim Kaye, Director of Yad Vashem Holocaust Institute
 - HTAWA weekend study revision sessions at Notre Dame university
- ✚ Science
 - Year 12 Integrated Nearer to Nature Lake Joondalup
 - Year 11 Physics and Year 10 Academic - Gingin Discovery Centre
 - Year 11 Physics - Adventure World
- ✚ Joondalup Senior School Campus
 - Christmas Lunch
 - Year 12 parent Dinner
 - Year 10 induction program

Staff Engagement

During 2018 the staff continued to enhance their professional standing through targeted study and involvement in Australia-wide and state educational planning. All of these activities keep the staff up to date with the current trends in the field of education and enhance student achievement.

- ✚ There are now 25 senior teachers on staff, two Doctors of Philosophy and four Level 3 teachers. A number of staff are working toward their Level 3 qualifications. Also 16 staff hold a Cert 4 Workplace Training and Assessing. This qualification enables them to teach VET programs.
- ✚ A number of staff were engaged in marking system tests.
 - ATAR: Ms McGuiness Mrs Frisina, Dr Kaur, Ms Morrow and Mr McPherson.
 - Externally Set Tasks: Miss McGuiness
- ✚ Wanneroo SC continues to be a google school using the collaborative tools of google to enhance the learning experiences of our students under the guidance of Mr Carlino.
- ✚ The use of virtual reality goggles to give a different experience to our students. Through the use of Google Expeditions, he has provided professional development to many staff, from government & non-government schools.
- ✚ Staff were also active as office bearers or presenters in their Professional Associations & Networks.
 - Mr Mylonas is the Convener of the Design Photography Teachers' Association. In addition, he is a SCSA Design Syllabus Auditor and Course Advisory Committee member and an Externally Set Task Reviewer.
 - Mrs Jankowski, Mr Ralph and Mrs White were involved in the Innovations Project.
 - Dr Kaur delivered PD sessions aimed at upskilling Primary school teachers in the delivery of the Australian Curriculum Science Standards.
 - Mr Ralph, Dr Kaur and Mr Harding were presenters at the CONSTA conference and the Futures Science Conference (STAWA).
 - Wanneroo SC Functional Mental Health Team members; K Noakes, B Burt, L Bailey and S Galbraith. Responding to Mental Health concerns within the classroom, implemented to Mental Health Flow Chart and delivery of PD to staff.
 - Student services Team undertook advanced Team Teach Training.
 - Maintenance of Gatekeeper training for all Student Services staff.
 - Restorative Practice PD (refresher) for all staff.
 - Mr Lucic-Jozac, Committee Member and presenter for the History Teachers Association of Western Australia.
 - Lynn De Giosa, Key Support Teacher with the Autism training program SSEN Disabilities.
 - D Brewer WSC representative at the Perth Northern Health and Physical Education Network.
 - Mr Moscarda & Mr Minchin presenters for the Level 1 AFL Coaching Accreditation course and coaches of State and WAFL football teams.
 - Secondary Schools Advisor - West Perth District Mr Moscarda.
 - Stephen Healy was a presenter for SCSA Design Technical Graphics course seminars.
 - Mr Thomson is a member of the Wanneroo Education Network for Digital Technologies.
 - Mr Noack was a facilitator for Madmaker coding & Robocup competitions (Curtin Uni).
 - Pauline White represents the Principal Class on the School Curriculum and Standards Authority's Audit Committee, Board Member of the WebSIS Replacement Project and a presenter for the Leading for Impact program.
 - Mr Fragomeni a judge at the Wanneroo Show & Australian Woodworker National Tour.
 - Mr Milhench - State Under 15's Rugby League Team Manager. The team competed in the Australian School Boys Championships in Wollongong.
 - Mr Moscarda back to back winner of the Secondary Schools AFL Ambassador of the Year. Tom was also Head Coach of the West Perth 14's Development Squad and Assistant Coach of the W.A. State 15's Team.
 - Mr Minchin was Assistant Coach of the West Perth 16's and State Under 12's AFL.
 - Damian Verazzi is West Perth Falcons Futures Assistant Coach.

Analysis of the Satisfaction Surveys:

Staff, parents and students completed the Satisfaction Surveys in 2018. The results were analysed and comparisons made to the 2014 & 2016 surveys. It was very pleasing to see that the views of the Parents and Staff are now in close alignment and there was also an improvement in perceptions for all questions for all groups.

It is important to look at the successes as well as the areas of concern.

1. Successes: The teachers were perceived as good teachers who had high expectations and who were always looking for ways to improve and who cared about the students. The survey indicated that students were progressing well and their needs were being met and they were being treated fairly. The students and parents liked the school and would recommend the school to others.
2. Improvement: The greatest improvement in perceptions related to maintenance, students feeling safe at school, the management of behaviour, and that the school takes seriously the opinions of all groups.
3. Challenges & Concerns:
 - The difference in the responses from the staff and parents are now closely aligned. This improvement is as a consequence of a vastly improved level of communication between staff and parents through SEQTA and Connect. Student responses were less positive.
 - The aspects of greatest concern, particularly in relation to student responses were: -
 - Student Behaviour is well managed. There was an improvement on previous surveys however still there is still work to be done. A continued emphasis on restorative practices for conflict resolution and an emphasis on the virtue of kindness as a way of behaving coupled with the provision of a variety of education pathways is having a positive impact.
 - Students feel safe at school. Again the positive responses have been improving. In 2018 there will be a greater emphasis on assisting students who have mental health issues. The Learning Centre was expanded in 2018 so that the students who have difficulty in mainstream have a learning environment in which they feel safe.

All of the issues raised in the surveys will be addressed systematically through the Working Parties and targeted professional development of staff and students. More focused planning and target setting by the learning areas should result in a more vibrant and responsive school.

During each year a number of surveys are carried out to guide the college. Of greatest importance is the survey given to year 7's to determine the effectiveness of our programs in assisting the students' to transition to high school. The response to the survey questions has been very positive and this has encouraged the staff to refine and improve their teaching and learning programs. The college also uses surveys to evaluate professional development and refine the colleges' responses to events. It is a very useful method of involving staff in decision making.

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Satisfaction Surveys Data:

Comparative Data Student (S), Parents (P), Staff (T) Satisfaction Survey

Legend

Strongly Agree	5
Agree	4
Neither agree nor disagree	3
Disagree	2
Strongly Disagree	1

(NA not included in the calculations)

Matched Questions			Mean Score			
			2014	2016	2018	Change
Teachers at this school expect students to do their best.	1	T	4.2	4.5	4.5	+0.3
Teachers at this school expect my child to do his or her best.		P	4.1	4.3	4.3	+0.2
My teachers expect me to do my best.		S	4.3	4.3	4.2	-0.1
Teachers at this school provide students with useful feedback about their school work.	2	T	4.1	4.2	4.3	+0.2
Teachers at this school provide my child with useful feedback about his or her school work.		P	3.8	4.0	4.0	+0.2
My teachers provide me with useful feedback about my school work.		S	3.6	3.6	3.6	—
Teachers at this school treat students fairly.	3	T	4.4	4.4	4.5	+0.1
Teachers at this school treat students fairly.		P	3.7	4.0	4.0	+0.3
Teachers at my school treat students fairly.		S	3.3	3.3	3.4	+0.1
This school is well maintained.	4	T	3.7	3.9	4.1	+0.4
This school is well maintained.		P	3.5	4.0	4.1	+0.6
My school is well maintained.		S	2.9	3.1	3.2	+0.3
Students feel safe at this school.	5	T	3.9	4.1	4.2	+0.3
My child feels safe at this school.		P	3.5	3.9	4.0	+0.5
I feel safe at my school.		S	3.2	3.4	3.5	+0.3
Students at this school can talk to their teachers about their concerns.	6	T	4.3	4.4	4.4	+0.1
I can talk to my child's teachers about my concerns.		P	3.9	4.3	4.3	+0.4
I can talk to my teachers about my concerns.		S	3.1	3.2	3.3	+0.2
Parents at this school can talk to teachers about their concerns.	7	T	4.4	4.5	4.5	+0.1
Student behaviour is well managed at this school.	8	T	3.8	3.9	4.1	+0.3
Student behaviour is well managed at this school.		P	3.2	3.6	3.7	+0.5
Student behaviour is well managed at my school.		S	2.6	2.8	2.9	+0.3
Students like being at this school.	9	T	3.9	4.0	4.1	+0.2
My child likes being at this school.		P	3.7	4.1	4.2	+0.5
I like being at my school.		S	3.3	3.3	3.4	+0.1
This school looks for ways to improve.	10	T	4.5	4.5	4.6	+0.1
This school looks for ways to improve.		P	3.7	3.9	4.1	+0.4
My school looks for ways to improve.		S	3.5	3.5	3.6	+0.1
This school takes staff opinions seriously.	11	T	3.8	4.1	4.2	+0.4
This school takes parents' opinions seriously.		P	3.5	3.9	4.0	+0.5
My school takes students' opinions seriously.		S	3.1	3.0	3.2	+0.1
Teachers at this school motivate students to learn.	12	T	4.2	4.2	4.3	+0.1
Teachers at this school motivate my child to learn.		P	3.7	3.9	3.9	+0.3
My teachers motivate me to learn.		S	3.5	3.6	3.6	+0.1
My child is making good progress at this school.		P	3.9	4.0	4.2	+0.3
My school gives me opportunities to do interesting things.		S	3.6	3.6	3.6	---

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Students' learning needs are being met at this school.	13	T	4.1	4.2	4.3	+0.2
My child's learning needs are being met at this school.		P	3.8	3.9	3.8	---
This school works with parents to support students' learning.	14	T	4.0	4.4	4.4	+0.4
This school works with me to support my child's learning.	15	P	3.6	4.0	3.9	+0.3
I receive useful feedback about my work at this school.	16	T	3.5	3.7	4.0	+0.5
Staff are well supported at this school.	17	T	3.9	4.1	4.2	+0.4

Matched Questions			2014	2016	2018	Change
The school has a close relationship with the local community	1	T	3.9	4.0	4.0	+0.1
The school has a close relationship with the local community		P	3.6	3.7	3.9	+0.3
The school is well led	2	T	4.2	4.4	4.6	+0.4
The school is well led		P	3.8	4.0	4.2	+0.4
I am satisfied with the overall level of education achieved at this school		T	4.1	4.1	3.9	-0.2
I would recommend the school to others	3	T	4.1	4.2	4.4	+0.3
I would recommend the school to others		P	3.7	3.9	4.1	+0.4
The teachers at this school are good teachers	4	T	NA	4.4	4.5	+0.1
My child's teachers are good teachers		P	3.6	4.0	4.1	+0.5
My teachers are good teachers		S	NA	NA	3.8	
Teachers at this school care about students	5	T	NA	4.5	4.6	+0.1
Teachers in the school care about my child		P	NA	4.1	4.1	
My Teachers care about me		S	NA	NA	3.6	

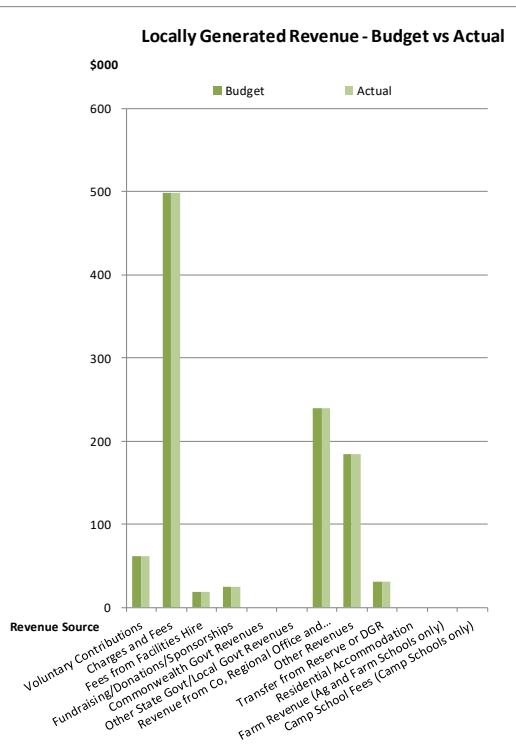
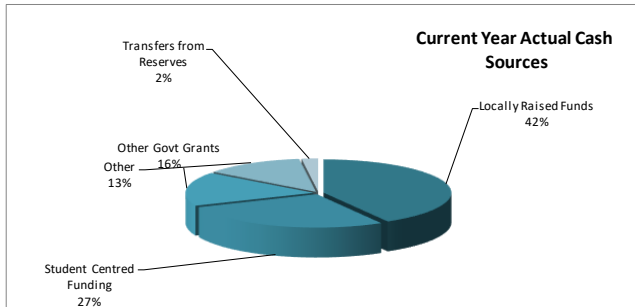
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Financial Summary: 31st December 2018

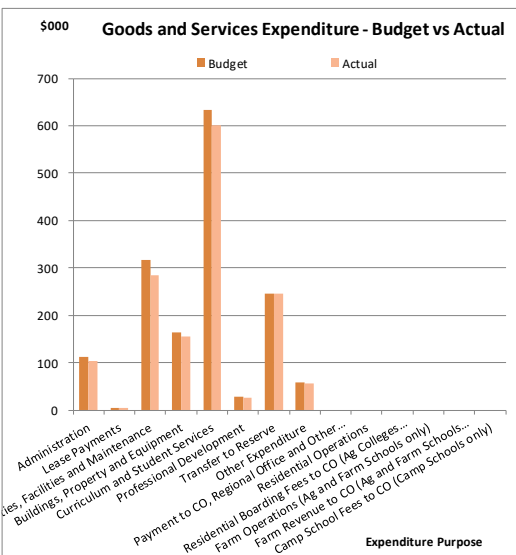
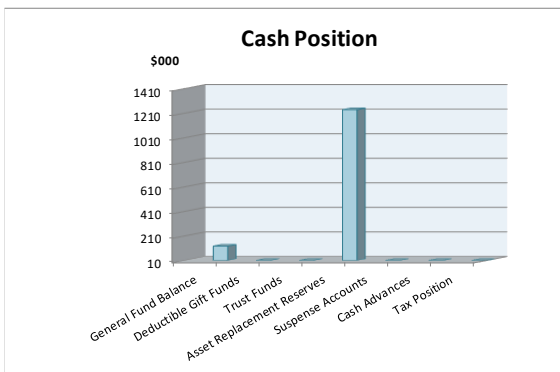


Wanneroo Secondary College Financial Summary as at 31 December 2018

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 61,444.00	\$ 61,443.80
2 Charges and Fees	\$ 499,220.00	\$ 499,219.12
3 Fees from Facilities Hire	\$ 18,841.00	\$ 18,840.94
4 Fundraising/Donations/Sponsorships	\$ 24,432.00	\$ 24,432.86
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ -	\$ -
7 Revenue from Co, Regional Office and Other Schools	\$ 240,086.00	\$ 240,086.04
8 Other Revenues	\$ 184,143.00	\$ 184,144.51
9 Transfer from Reserve or DGR	\$ 30,433.00	\$ 30,433.00
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 1,058,599.00	\$ 1,058,600.27
Opening Balance	\$ 151,957.00	\$ 151,956.97
Student Centred Funding	\$ 391,628.00	\$ 391,627.71
Total Cash Funds Available	\$ 1,602,184.00	\$ 1,602,184.95
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 1,602,184.00	\$ 1,602,184.95



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 112,865.00	\$ 103,272.70
2 Lease Payments	\$ 4,229.00	\$ 4,229.19
3 Utilities, Facilities and Maintenance	\$ 316,199.00	\$ 283,963.18
4 Buildings, Property and Equipment	\$ 162,936.00	\$ 155,498.98
5 Curriculum and Student Services	\$ 633,533.00	\$ 601,960.65
6 Professional Development	\$ 28,532.00	\$ 24,786.70
7 Transfer to Reserve	\$ 246,375.00	\$ 246,375.00
8 Other Expenditure	\$ 58,191.00	\$ 54,987.26
9 Payment to CO, Regional Office and Other Schools	\$ -	\$ -
10 Residential Operations	\$ -	\$ -
11 Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12 Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13 Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14 Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
Total Goods and Services Expenditure	\$ 1,562,860.00	\$ 1,475,073.66
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 1,562,860.00	\$ 1,475,073.66
Cash Budget Variance	\$ 39,324.00	



Cash Position as at:	
Bank Balance	\$ 1,364,201.80
Made up of:	\$ -
1 General Fund Balance	\$ 127,111.29
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 1,238,579.41
5 Suspense Accounts	\$ 6,765.10
6 Cash Advances	\$ 950.00
7 Tax Position	\$ 7,304.00
Total Bank Balance	\$ 1,364,201.80

A review of the Business plan its priorities, targets and supporting strategies has occurred and there is now a greater alignment of the Business Plan the Operational Plan and the accountability requirements of the IPS Review. The Key Targets for 2019-2021 have been fine-tuned particularly in relation to senior school achievement. Our Wanneroo Way of Teaching and Learning continues to guide our practice, we placed a particular emphasis on respect and displaying kindness to one another, raising the aspirations of the students and encouraging them to set challenging academic and social goals.

New Initiatives:

The link between attendance, academic achievement and student wellbeing is a strong focus throughout all college programs. In 2019 we will continue to develop the following initiatives through the college's working parties or specific management groups. They are: -

- The Innovations Schools Project, project learning is being introduced as a key component of our teaching and learning programs. This sits well with the skills requirements of the 21st century.
- The introduction into the Specialist AFL program a girls' team, has proved to be very popular.
- A Homework Hub and one to one mentoring for senior students with an emphasis on the right course for every student.
- The introduction of a plasma cutter will enable our programs to be at industry standards.
- Training in the use of the new coffee machine in Food Production will give our students employment opportunities in the hospitality industry.

Ongoing Initiatives:

Programs are regularly reviewed and fine-tuned so that we continue to improve, also to take account of DoE requirements and focus.

Curriculum Enhancement & Engagement in Learning.

- The digital world; Continued development and refinement of robotics & coding, drone technology and virtual reality goggles.
- The Innovations Fair; a showcase for project learning that also strengthens the connections between the STEM Subjects.
- Chrome books; Maintain a large fleet of laptops so that all students have equal access to this important technology.
- Extra and co-curricular programs & clubs; Expand and enhance them as a means of promoting positive engagement with the college and the school community.
- Cyber Safety programs; a key component of enhancing student wellbeing.
- Communication with parents; Encourage good communication through the use of Connect by parents and SEQTA by staff.

Staff:

- Professional Development to support and enhance teaching & learning: -
 - Visible Learning research will underpin improvement strategies.
 - The incorporation of project based learning into the curriculum.
- Professional Improvement: A multi-pronged approach to improving teaching and learning;
 - i. Professional Learning teams, TRIADS, a system of review, reflection and feedback that enables staff to develop and enhance their teaching skills.
 - ii. Working Party briefs will continue to reflect the Operational Plan of the college.
 - iii. Classroom coaching to improve teaching practice to a level judged as highly effective. We have added a mentoring program encompassing pedagogical enhancement and behaviour management skills.

Facilities & Grounds

- The building of the Sports Centre will commence in September 2019.
- Parts of the college are in urgent need of an upgrade and refurbishment. The principal will lobby DoE to provide funding for: -
 - The conversion of the Gymnasium into a Theatre
 - An upgrade of the Canteen, Conference Room and the staff studies rooms in English, Mathematics, Technologies and Science.
 - A new classroom for the Learning Centre.

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- Design and build a front entrance.
- If college funding is available: -
 - Paint as many rooms as possible
 - upgrade rooms 22 & 23.
 - recarpet parts of the English building.
 - Upgrade the courtyards in English, Hass and Mathematics buildings.

Conclusion

The College had a successful year in 2018 on many fronts. We met the targets of the 2018 Business Plan with the exception of WACE eligibility which dropped back a little. A detailed plan has been developed to address this issue. Student enrolments have continued to grow with many programs oversubscribed. The college will need to manage the overall enrolments carefully so as not to expand faster than our built capacity allows. Careful budgeting has enabled the college to maintain all of its programs and introduce new ones.

Student wellbeing and programs to monitor and support the improvement of the mental health of all young people is an imperative of all schools. The Functional Mental Health Team monitors students' needs and responds effectively to them. The team also plays an important role in staff development.

The plan for improvement in the academic performance and the wellbeing of Aboriginal students has continued to have a positive impact on students' progress. Student Attendance has plateaued; we are currently investigating new ways to encourage engagement. Aboriginal students are now better represented in the Specialist and High Performance programs. The college will investigate new programs to support Aboriginal students.

The college places great emphasis on continuing to improve and elevate its image and reputation within the community. We understand that our students constitute the college's most visible public face and their appearance and behaviour at school and in the community determines the public's perception of the college. While acknowledging that they don't all get it right all of the time we are proud and encouraged by the fact that the vast majority of our students take pride in their environment, their uniform and are fully engaged in the STARS concept as a way of guiding behaviour. The enrolment pressure that the college is now under from students outside of our intake area is a strong indicator of the improvement of our image in the community.

The college offers a diversity of programs and pathways; these all play a role in developing the lifelong skills of teamwork, commitment as well as ethical and moral behaviour. The opportunities offered to students are extensive and continue to grow each year. Students who engage in these programs develop a much greater connection to the college and to their education. Student's involvement in the performing arts, sporting codes, robotics and academic enrichment, impress the community and bring a great sense of pride to the students. The community's belief in the college has been enhanced by the ability of the students to gain entry to the courses at TAFE and university that they desire.

The focus of staff on improvement strategies and the need to set and achieve realistic targets has resulted in very good progress for students. Their achievements represent many years of hard work and planning by staff. The coaching of staff for improvement as well as improving student attendance and engagement will continue to be the prime strategies for improving student educational outcomes. Cooperative learning and the effective use of IT are the foundations of this plan for improvement. However, the underpinning of these drivers by the Visible Learning Approach will greatly enhance teaching and learning.



Pauline White
Principal
12/4/2019

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