Reflections on 2012

The school had a very successful year in 2012. One of the highlights was gaining Independent Public School Status. This has given the school greater autonomy plus improved our ability to react quickly to the needs of the community. Offering a challenging range of subjects and numerous pathways to success is one of our key aims. The general tone of the school was that of pride and engagement; this reflected the commitment of students to their education programs, improved attendance and participation in extra curricula activities. The enrolments into Year 8 continued to grow with over 210 new students joining the school and overall school numbers continued to increase.

The academic results showed general improvement across the board. There was a significant improvement in the NAPLAN in all categories. This reflected the hard work of the staff and the students. The school was once again named as a “Top Public School 2012” The following achievements were noted by Schools Curriculum and Standards Authority: three students gained Certificates of Commendation; the school was ranked 13th in the 50 top VET Schools and for the fourth year in a row Wanneroo students achieved 100% Graduation. Most pleasing of all was the attainment rate of 94%; this means that students either received an ATAR score of 55+ or a Certificate II in Vocational Education Training. These results enable students easy entry into either University or TAFE. Our Senior School Engagement Program at our Joondalup Campus continues to provide a rigorous alternative for students who wish to go to TAFE or into an apprenticeship. The results for individual students were pleasing. The top ATAR score for 2012 was 98.05. Literacy and numeracy are at the centre of the teaching and learning programs and will continue to be so until we reach or exceed state results.

A greater emphasis on developing individual academic plans has had a significant impact on improving the students’ engagement and aspirations. The support given by parents to the school, its programs and “Our Way of Teaching & Learning” has enabled the school to achieve many of its targets.

MacBooks were rolled out to the Year 9’s, 10’s and 11’s. This has been a hugely successful program. As students and staff become more computer literate these should be a great tool for assisting students to achieve their dreams.
Our Way of Teaching and Learning:

Specialist Programs: (DoE endorsed)

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

Elite 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 8 to 10. A program for developing and extending academically talented students.
- Instrumental Music Program, including School Band and Choir.
- Robotics

Opportunities:

- **Academic Enrichment**
  - Extra curricular theatre visits for Literature, Dance and Drama.
  - Participation in State and National Mathematics and Science competitions.
  - Mentoring program through the Australian Business Community Network.
  - Partnership with the Petroleum Club.
- **Sport:** Participation in a wide range of sporting activities and competitions:-
  - Involvement in Lightning Carnivals for Lower School.
  - Interschool sporting teams:- football, rugby, soccer, basketball & cricket, athletics and swimming teams.
  - Country tours for football and soccer.
  - Trips to carnivals in Melbourne (football) and Singapore (soccer).
- **The Arts:**
  - Regular drama and dance productions and music recitals.
  - Annual Art exhibition.
  - Partnership with the Buzz Dance Company.
- **Interstate and Overseas Travel**
  - Languages: A vibrant languages program in Japanese and Italian. We have a sister-school relationship with Miki High School in Japan and engage in yearly exchange visits.
  - Community Service. Visit Cambodia to work in orphanages and schools

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

Alternative Programs: Educational Access for all.

- Joondalup Campus catering for students engaged in TAFE, school and work experience.
- Additional Language support for ESL students and those with low NAPLAN scores.
- Links to industry through Vocational Education Training Programs.
PRIORITIES 2012: The school priorities were revised so that they are in line with the requirements of an IPS Business Plan

1. **Successful Learning:** The emphasis will be on every student acquiring the skills and knowledge to reach the agreed targets, particularly in literacy and numeracy. The use of whole school strategies will be a key element.

2. **Excellence in Teaching:** Analysis of data, the use of cooperative learning strategies and computer technologies in the classroom will underpin teaching practice. Coaching for improvement will be a major strategy employed.

3. **Engaging & Safe Learning Environment:** To achieve this, the school will provide programs that challenge & engage the students. Those who attend school regularly are engaged in school life, proud of their school, value learning and will enjoy success.

4. **A Range of Curriculum Pathways:** A personalised approach is employed to support each student with their learning and to help them achieve their potential; provide multiple pathways to success, individual academic plans & counselling.

Progress was made on all priorities. There was a marked improvement in all the aspects measured by NAPLAN and WAMSE. Whole school strategies are having an impact and staff are now ensuring that targets for improvement are embedded in normal teaching practice. The implementation of the strategies relating to the preconditions for learning has been particularly effective in facilitating a calm and organised campus and lead to an increase in student engagement. In 2012, the number of Vocational Education Certificate II’s offered in mainstream was increased with the introduction of three new courses. This strategy has been particularly effective increasing our attainment rate.

**STUDENT ATTENDANCE**

Student attendance at Wanneroo SHS slipped back marginally. In all year levels attendance was at or above state levels with the exception of the Year 9 cohort. Attendance by Aboriginal students was again at 80%. The school has appointed an attendance officer for 2013 to ensure that we continue to make improvement in attendance. The following factors have contributed to the improvement in attendance:-

- The strong emphasis placed on developing appropriate programs for all students including Personal Academic Plans and counselling.
- The linking of the attainment of satisfactory attendance targets to the “take home” laptop program.
- Home visits and attendance tracking for students with below 80% attendance.
- The tracking of attendance by Home Room Teachers and the issuing of merit certificates for those students who achieve attendance of greater than 90%.

The overarching strategy has been to improve student engagement with the school and to make them proud to be students of Wanneroo Secondary College.

<table>
<thead>
<tr>
<th>Education Level/Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary</td>
<td>School</td>
<td>State</td>
<td>School</td>
<td>State</td>
</tr>
<tr>
<td></td>
<td>86.8%</td>
<td>87.7%</td>
<td>86.5%</td>
<td>87.3%</td>
</tr>
</tbody>
</table>
General Comments on standardised testing and school results

The results from the standardised testing improved considerably this year. While the results do vary from cohort to cohort the data relating to incoming students over the past two years has shown a more even spread across the range of abilities and this is reflected in our results. A whole range of strategies have been introduced to improve the engagement of the students in school and hence their achievement. The strategies in place are:-

- Teaching and learning programs adapted to fit in line with the NAPLAN testing schedule and the upcoming national curriculum.
- The Literacy Working Party has developed whole school strategies to enhance reading and writing. The introduction of word walls and reciprocal reading was well supported by all staff.
ATTITUDE, BEHAVIOUR & EFFORT

The “Our Way of Teaching & Learning,” supported by the STARS concept, 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 a focus of college.

The table clearly shows an increase in the students who “Often or Consistently” achieved these criteria and a fall in the number of students who “Seldom or Sometimes” achieved the criteria. It is expected that this trend will continue as the culture of the school shifts to one of challenge and engagement.

SCHOOL STATISTICAL DATA

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 a “C” grade by Year 10 can expect to be successful in Senior School and sufficiently skilled to pass the numeracy and literacy tests required to attain a WACE in 2015. It is the aim of Wanneroo Secondary College to ensure that as many students as possible reach this milestone.

The data presented tracks student progress in Year 10 Science against the “Like Schools” and all Department of Education Schools. Wanneroo Secondary College has exceeded Like Schools in the attainment of a “C” grade or better and matches that of DoE schools. The long term target is to match or exceed the results for DoE schools.
ACADEMIC RESULTS

In 2012, the median ATAR scores achieved by the students fell to 61.4. The fall was largely as a consequence of a small number of students sitting exams in Stage 2 courses as they were seeking portfolio entrance to university. The results in the Stage 3 courses were very good, a slight improvement on the previous year. It was pleasing to see the number of students who gained an ATAR of 90+ was maintained with the top student achieving an ATAR of 98.05. The attainment rate of 94% easily met the school 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.

The school continues to offer a full range of Stage 1 courses which enable students to have access to a wide choice of post school destinations. In addition, the students completed a large range of VET courses and were ranked 13th in the state. The grade distributions show the school is at or above state distribution for nearly all courses. Students, once again, achieved 100% graduation.

<table>
<thead>
<tr>
<th>Median Tertiary Entrance</th>
<th>Students Achieving Graduation</th>
<th>Attainment Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Score</strong></td>
<td><strong>%</strong></td>
<td><strong>%</strong></td>
</tr>
<tr>
<td>2010 69.2</td>
<td>2010 100%</td>
<td>2010 36%</td>
</tr>
<tr>
<td>2011 69.1</td>
<td>2011 100%</td>
<td>2011 58%</td>
</tr>
<tr>
<td>2012 61.4</td>
<td>2012 100%</td>
<td>2012 94%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ATAR Participation</th>
<th>Full Qualification Cert II +</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number 4+ TEE Subjects</strong></td>
<td><strong>% of Students</strong></td>
</tr>
<tr>
<td>2010 99</td>
<td>2010 99</td>
</tr>
<tr>
<td>2011 122</td>
<td>2011 122</td>
</tr>
<tr>
<td>2012 123</td>
<td>2012 123</td>
</tr>
</tbody>
</table>

The percentage of students studying 4 or more TEE subjects was 27% in 2012. Over the next four years the target is to reach 30%. The attainment rate, (students gaining an ATAR of greater than 55 or completing a Certificate II in Vocational Education), in 2012 was up 36% to 94%. This is an outstanding result and a key target for 2015 has already been met. This result indicates that students are choosing courses that reflect their talents and abilities. The impact of the scaling process continued to be an issue throughout the State for those students who counted Stage 2 Courses in their ATAR scores. Strategies to assist students with their academic progress in 2012 included:-

- Course counselling: early and targeted. More effective use of the data to assist students and parents with decision making. WACE tracker and the predicted ATAR score have been used effectively to encourage students and assist them to set targets.
- After school tutorial classes for Year 11 and 12 students run voluntarily by staff.
- Operation Bloodstone: Follow up procedure to ensure that students hand all assessment items in on time
- Opening the Computer Hub until 5pm each day to enable students to support one another and have good access to the computer network and the internet for research purposes.
- Study Skills Program for Year 11 and 12 students followed by an information evening for parents.
- Directed Study 2 hours a week. This provided an opportunity for students to access staff for assistance and complete work in a controlled environment.
**Stage 1 Courses**: The grade distribution for the vast majority of courses was at a standard that was better than or equal to that of the State, with more students attaining an A or B grade at WSC than in the State.

Wanneroo Secondary College is a small school with a committed administrative and teaching staff that will rise to the challenge to ensure all students achieve their full potential. Students completing a Certificate II in Vocational Education has increased dramatically in 2012

**Stage 1 Results 2012**

<table>
<thead>
<tr>
<th>Course</th>
<th>School Percentages</th>
<th>State Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>Applied Information Technology</td>
<td>20</td>
<td>23</td>
</tr>
<tr>
<td>Business Management &amp; Enterprise</td>
<td>31</td>
<td>33</td>
</tr>
<tr>
<td>Career and Enterprise</td>
<td>18</td>
<td>31</td>
</tr>
<tr>
<td>Design</td>
<td>20</td>
<td>29</td>
</tr>
<tr>
<td>English</td>
<td>16</td>
<td>32</td>
</tr>
<tr>
<td>Food Science and Technology</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>Health Studies</td>
<td>38</td>
<td>29</td>
</tr>
<tr>
<td>Integrated Science</td>
<td>11</td>
<td>43</td>
</tr>
<tr>
<td>Mathematics</td>
<td>29</td>
<td>30</td>
</tr>
<tr>
<td>Materials, Design and Technology</td>
<td>8</td>
<td>38</td>
</tr>
<tr>
<td>Physical Education Studies</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Workplace Learning</td>
<td>19</td>
<td>36</td>
</tr>
</tbody>
</table>
Wanneroo Secondary College is situated in a high growth area with affordable housing. A large number of students enter the school from interstate and overseas. Our current client demographic shows approximately 25% of all students were born overseas. The increased retention of students in all categories could reflect the maturing of the suburbs surrounding the college or simply that rented accommodation is quickly taken up and student numbers appear to be stable. 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. The post school opportunities in the mining industry are very attractive to the students, many of whom are prepared to become FIFO workers and delay further education.

Apparent retention and progression rates (%) – secondary

<table>
<thead>
<tr>
<th></th>
<th>Yrs 8-10</th>
<th>Yrs 8-12</th>
<th>Yrs 10-12</th>
<th>Yrs 10-11</th>
<th>Yrs 11-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>113%</td>
<td>66%</td>
<td>57%</td>
<td>86%</td>
<td>60%</td>
</tr>
<tr>
<td>2011</td>
<td>93%</td>
<td>68%</td>
<td>67%</td>
<td>95%</td>
<td>73%</td>
</tr>
<tr>
<td>2012</td>
<td>100%</td>
<td>81%</td>
<td>72%</td>
<td>96%</td>
<td>75%</td>
</tr>
</tbody>
</table>

POST SCHOOL DESTINATIONS

The post school destinations of the students reflected strongly the economic circumstances. The number of students going straight to employment jumped and has remained high with students delaying further education. The percentage of students shown as requiring Employment Assistance is of concern, however, there is no information as to the reasons behind this statistic and, as such it is relatively meaningless.

<table>
<thead>
<tr>
<th></th>
<th>Intention 2011</th>
<th>Destination 2012</th>
<th>Variation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Return To School</td>
<td>0%</td>
<td>0.0%</td>
<td>0%</td>
</tr>
<tr>
<td>University</td>
<td>19.6%</td>
<td>19.1%</td>
<td>-0.6%</td>
</tr>
<tr>
<td>TAFE</td>
<td>38.3%</td>
<td>22.9%</td>
<td>-15.5%</td>
</tr>
<tr>
<td>Apprenticeship</td>
<td>16.8%</td>
<td>10.5%</td>
<td>-6.3%</td>
</tr>
<tr>
<td>Traineeship</td>
<td>2.8%</td>
<td>2.9%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Other Training</td>
<td>2.8%</td>
<td>1.0%</td>
<td>-1.8%</td>
</tr>
<tr>
<td>Employment</td>
<td>15.0%</td>
<td>24.8%</td>
<td>9.8%</td>
</tr>
<tr>
<td>Employment Assistance</td>
<td>0.0%</td>
<td>18.1%</td>
<td>18.1%</td>
</tr>
<tr>
<td>Other</td>
<td>4.7%</td>
<td>1%</td>
<td>-3.7%</td>
</tr>
</tbody>
</table>

Total % of students responding

<table>
<thead>
<tr>
<th></th>
<th>100%</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of students responding</td>
<td>78%</td>
<td>76%</td>
</tr>
</tbody>
</table>
Overview:
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. The role of 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.

Three students were successful in the Schools Curriculum and Standards Authority Awards; Caila Cohen,
Natasha Hetebry and Leah Granucci all received Certificates of Commendation. Ryan Turner had the
highest ATAR score: 98.05, a very commendable result. In addition, students won significant awards in
Science and Mathematics as well as categories at the Perth Royal Show and the Wanneroo Show in poetry,
prose and photography.

The new Robotics program is proving very popular with the students and has been elevated to the status of
an Elite program in 2013. The Specialist and Academic Extension Programs continue to go from strength to
strength. A highlight of the year is the Academic Extension Camp for students from years 8 to 10, during
which they engage in high level problem solving and team building activities.

English:
Year 12 students once again achieved 100% literacy. Throughout the year an emphasis was placed on
excursions and workshops that related strongly to novels being studied to reinforce their messages and
themes.

- The initiative to invite four of the students’ parents to attend theatre excursions with us was once
  again a great success and much appreciated by the participants.
- After school tuition classes were offered. All students received exam revision packs which
  included past papers and examiners reports in addition to exam revision resources.
- One Year 11 Stage 2 student won the Senior Section of the Statewide Western Australian
  Newspaper in Education Create an Ad Competition
- A group of students were taken to the Wanneroo Library to meet the writer in residence during
  Children’s Book Week.
- Year 12 ATAR English and Literature students attended Curtin University Exam Revision
  Conference.
- A Guided Reading Program for all Year 8 students was implemented.

Joondalup Campus:

2012 was another extremely successful year for the Joondalup Campus SSEP with another year of 100%
achievement of WACE in addition to minimum Certificate II attainment by all students. There were also two
students who were awarded Curriculum Council Certificates of Distinction due to high achievement. Another
student won the award for “SMYL - Best School Based Trainee” against all trainees with SMYL across the
Metropolitan area.
Joondalup campus Year 11’s have engaged in all aspects of the SSEP and have developed strong working relationships with their teachers which has allowed for great progress for all.

The year 12’s also used profit from their canteen business to cover expenses for their awards ceremony and yearbook while learning valuable small business management skills.

The off-site nature of the program has enabled students to develop positive relationships with staff and also classmates which have led to a more productive environment. Attending Joondalup campus fosters a great sense of belonging and identity for both the students and staff which develop skills and strategies required to adapt to any group of people.

**Mathematics:**

Students participated in many competitions and activities throughout the year; these provided an opportunity for students to be enriched in Mathematics and to inspire students. The competitions included:

*The Australian Mathematics Competition.*

- 153 WSHS students competed in this prestigious competition which is held in numerous countries.
- 60 students achieved Certificates of Proficiency in Mathematics.
- 35 students achieved Certificates of Credit, which places them in the top 50% of students in their year group across the state.
- 3 students in Lower School achieved Certificates of Distinction, which are awarded to the top 15% of students in their year group across the state; Jett Manlein, Warwick Bateman and Taeyoun Kim.
- One student, Katie-Anne Peart of year 11, achieved a Certificate of Distinction, awarded to the top 25% of students in their year group from across the state.

*The Australian Problem Solving Mathematical Olympiads.*

- 60 students from the year 8 Academic Extension Classes participated in this prestigious competition.
- Jett Manlein achieved a result which placed him in the top 25% of students in Australia.
- Swarina Rajkarnikar and Jett Manlein both received trophies for achieving the highest results in their class.

The Mathematics Learning Area provided a number of opportunities for students to increase their understanding of Mathematics throughout the year. These included:

- Mathletics.
- After school tutoring which was available 3 afternoons per week.
- ECU revision seminars where Year 12 students attended ECU during the first week of term three holidays.
- 3CD Mathematics and 3CD Specialist Mathematics revision seminars at Duncraig Senior High School for the respective Year 12 students.

The Mathematics Learning Area implemented stage 1A Mathematics into year 10 for identified students. This is a Curriculum Council course and satisfactory completion counts towards the year 12 graduation. This was a great success with students achieving better grades than past historical data indicates they would have if the students continued on a year 10 program. In 2013 students will be given the opportunity to study 1BC Mathematics rather than 1A Mathematics, as this will provide the students with more options in senior school and the program will be expanded to allow other selected students the opportunity to study 2AB Mathematics in year 10.
The Arts:
In 2012, students were involved in numerous learning activities. The Arts Learning Area continues to make a significant contribution to raising the profile of the school in the community and offers many opportunities for students to showcase their talents.

- Students reflected on performances and learned skills at Circus Challenge; workshops in Contemporary, Jazz, Hip Hop, Polish, Scottish and French dance; mime and clowning; Buzz Dance Theatre; Performing Arts; Perspectives and the Big Barbershop Day Out.
- Students displayed their skills at assemblies; the primary schools tour; ANZAC Ceremony; Harmony Day; the Yr 12 production (“The Laramie Project”); WAGSMS concert; Music Count Us In; the Joondalup Eisteddfod; the Wanneroo Civic Centre ‘Visions’ Community collaboration; Performing Arts Night; the whole school production (“25th Annual Putnam County Spelling Bee”); Year 12 Awards Night; the Wanneroo Show and SPA productions (Circus, Australia, “Red Riding Hoodlum”, Dungeon Days, Medieval-Renaissance Day and the Magical Madrigal Dinners).

Science:
The students in Science were involved in a great many extra curricular activities throughout the year. These were designed to develop a passion for Science and provide opportunities for enrichment.

Lower School:
- Students visited SciTech, Horizon & Planetarium where they “worked like a Scientist” in the CSIRO laboratories and experimented with “Dry Ice”. They were also treated to a SciTech “incursion” which investigated advances in Science & Technology and Careers in Science.
- Students participated in the BIG Science competition.
- A student received a Rotary club sponsorship to attend the 3 day Siemens Science Experience at ECU. There he learnt about degree courses in Science & Technology and possible career pathways.
- Forty students took part in the ICAS Science competition. 2 students achieved Distinctions which places them in the top 10% of the State’s Science students and 3 achieved credits which placed these students in the top 30% of the State.
- Twenty students attended ECU to become LABRATS for a day and find out what it is like to be a University Science student.
- There was an incursion from Work Force Development Centre which provided sessions on career Guidance.

Senior School:
Year 10 & 11 Integrated Science & 12 Physics students
- Visited the Gravity Discovery centre in Gingin.
- Participated in a Forensics Facial Reconstruction incursion from Murdoch University.

Year 11 & 12 Integrated Science
- Participated in a Forensics Facial Reconstruction incursion from Murdoch University.
- Visited Lulfitz Nursery to investigate water plants.
• Studied a unit of study on Rockets under the guidance of Dr Kaur. The rockets they made were then launched from the school oval and caused a great deal of interest from the lower school students.

Yr 12 Human Biology students

• Visited Perth Zoo to study their closest relatives, the Primates!
• Used Biotech in the Box equipment loaned from Murdoch University to perform experiments in DNA gel electrophoresis.
• Took part in a Forensics Facial Reconstruction incursion from Murdoch University.

Year 12 Earth & Environmental Science students

• Took part in excursions to Cottesloe & Darling Scarp to look at rock formations.
• Participated in an incursion from an ESWA speaker on Igneous & Metamorphic Rocks.

Year 12 Chemistry students

• Took part in Australian Science Olympiad Exam. Jonathan Lu received a GOLD medal and Ryan Turner a Bronze medal
• Took part in National Chemistry Quiz. Jonathan Lu & Cameron Powell achieved High Distinctions. Liz Chirinda, Ryan Turner and Kylie Dahl achieved Distinctions

All Year 12 Science students were able to access free after school tuition from the Specialist Science Teachers at this college.
Languages:

The college offers both Japanese and Italian Languages. Native speakers are employed to assist the students to enhance their speaking and listening skills. A sister school relationship with Miki High School enables exchange visits to and from Japan every year. In 2012 students travelled to Miki High School and in August welcomed students from Miki to Wanneroo Senior High School. These visits ensure that the students develop an understanding and appreciation of other cultures. Students have also been involved in national speech contests, excursions to Hyogo Cultural Centre and Samurai Swordsman workshops.

Technology & Enterprise:

The Technology and Enterprise Learning Area extends into the community to enhance student learning through programmes that bring real life experiences into the classroom. This is achieved through the use of specialist presenters, guest speakers, mentors and parents who willingly commit to the programmes that T&E offers.

**Home Economics**
- Invitational catering for parents, friends and school functions.
- Wanneroo Show entries.
- Decorated cake projects and specialist food presentations.
- School Catering Association speakers.
- Baby Think It Over Programme.

**Business and Information Technology**
- Design an Ad Competition in The West Australian newspaper.
- Webpage design and content contributions.

**Design and Technology**
- Specialist presenters from manufacturing associations and past educators.
- Materials recycling/assistance from community institutions, suppliers and sponsors.
- Project funding for Robotics programme.

**Digital Design**
- Production of images for use in school publications.
- Photographic entries to major national and local competitions (Perth Royal Show, Wanneroo Show, Chevron Global, Scribe Magazine).
- Student use of facilities and resources after hours for tasks and major projects (Photography Studio).
- Student display of photographic work across the school.
- Community newspaper articles featuring successful students.
Health & Physical Education:
The Health and Physical Education Programme at Wanneroo Senior High School has continued to build on its links with the community as well as develop healthy pathways and opportunities for Wanneroo students. Once again, a large percentage of our students represented the school in a wide variety of sports:

<table>
<thead>
<tr>
<th>Sport</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFL (boys and girls)</td>
<td>120</td>
</tr>
<tr>
<td>Athletics (Interhouse and interschool)</td>
<td>360</td>
</tr>
<tr>
<td>Swimming (Interhouse and interschool)</td>
<td>166</td>
</tr>
<tr>
<td>Soccer (boys and girls)</td>
<td>55</td>
</tr>
<tr>
<td>Cricket</td>
<td>22</td>
</tr>
<tr>
<td>Netball</td>
<td>14</td>
</tr>
<tr>
<td>Basketball</td>
<td>16</td>
</tr>
<tr>
<td>Rugby (junior and senior)</td>
<td>40</td>
</tr>
<tr>
<td>Touch</td>
<td>16</td>
</tr>
<tr>
<td>Lightning Carnivals</td>
<td>330</td>
</tr>
</tbody>
</table>

The Specialist Football Programme for Years 8, 9 & 10 continues to grow from strength to strength with students involved in excursions to Moora, Northam, Geraldton, Bunbury and Melbourne for Inter-district games and experiences. A major highlight was the success of our Junior Boys Football team which became the West Perth District Champions for the second year in a row. The team went on to play in the State Quarter-Finals. Our specialist footballers were once again involved in primary school coaching clinic visits, which in turn strengthen our links and relationships with our feeder schools.

Society & Environment:
In 2012 the focus in Society and Environment was on continued refinement of our existing program with an emphasis on the Literacy Focus of the school.

- A weekly current affairs quiz (from an external source) for all lower school students was introduced to try and stimulate an interest and broaden the general knowledge of the students.
- Use of echalk site for interactive activities for specific parts of the lower school curriculum.
- In keeping with the school’s literacy program each teacher implemented a reciprocal reading task (at least one per week) with each class as well as the continued use of word walls and glossaries
- Continued use of at least two new teaching strategies to be used by each teacher per term.
- Continued use of the faculty’s computer hub plus use of student laptops at least once per week for use other than just finding information.
- The Academic Extension Year 10 classes competed in the Petroleum Club Competition. There was a changed format in 2012 however the students were just as enthusiastic as in previous years.
- Continued involvement for all students in a careers program to help them make subject choices best suited to their chosen careers.
- Two visits by the Police Education Unit to Year 9 classes.
- Visit by Constitutional Centre staff on the electoral process for Year 9 students.
- After school tuition offered to Senior School students
- Time offered during directed study to Senior School History students to make an appointment to discuss any concerns.
Student Services:
Student Services have had many highlights this year.

Student representation in decision making was enhanced with the delineation of roles and responsibilities of Student Councils for each year group. This saw the organisation of activities and fundraising events such as ‘Bordies Day’, ‘Jeans for Genes Day’ and the’ 40 Hour Famine’.

We had guest speakers, lunch activities and focus groups. The inspirational Young Chozen and Reggie Debbs; focus groups ‘Strength’ and ‘Aspire’; ‘Jump for Life’ with lunchtime skipping; box-fit and staff and students participating in the push-up and Hula Hoop competitions.

The Year 10 Career counselling was an opportunity to look at future careers and choose appropriate academic pathways. The Term 2 excursion to the Careers Expo was also a great way to give direction and focus for students as they look to the future.

The House System was enhanced with the introduction of awarding House Points for academic and social achievements as well as sporting success. Forms with the highest attendance were rewarded with barbeque lunches. The end of year Yanchep reward excursion for the Lower School students was a great way to round off the year.

An emphasis on restorative processes and individual education plans lead to a significant reduction in truancy and suspensions. The Student Services team plays a significant role in keeping students on track to graduation.

The many and varied events that were organised by the Student Services team are often milestone events in the lives of the students:

- The Year 8 Orientation camp held in Term 1 is the foundation for engagement with the school and strong positive relationships with their classmates as well as the staff.

- The Year 10’s had the mid year Reward Camp as well as the end of year River Cruise which was a great way for students to say goodbye to their Lower school lives as they ushered in a new stage in their lives.

- The Senior School Ball was held at the Duxton Hotel. The students were not only beautifully dressed, they conducted themselves in a mature and exemplary manner.

- The Year 12 Presentation Ceremony, held in Joondalup, was a wonderful culmination to the students' five years of high school. The Key note speaker was past student Lisa Heap. There were many prize winners, however, of particular note were Demi Tapp, awarded the Glyn Watkins Award and the Vocational and Academic Duxes of the school Natasha Heterbry and Ryan Turner.
During 2012 the staff continued to enhance their professional standing through targeted study and involvement in Australia wide and state educational planning.

- There are now 13 senior teachers on staff, two Doctors of Philosophy and four Level 3 teachers. A number of staff are working toward both of these qualifications.
- Justin Burt was once again a finalist in the AFL School Ambassador of the year.
Lisa Jankowski has continued as a member of the National Planning Committee for the National Mathematics Curriculum.

Sharon Rayson has continued in her role on the SSARG Working Party examining current education issues and providing advice and guidance.

Lou Mylonas, Denise McGuiness, Rosa Sallustio and Anita O’Brien are all on the Course Advisory Committee for their various Learning Areas.

Lou Mylonas is also the President of the Professional Design & Photography Teachers’ Association.

Ros Ford is the Senior Vice President of the West Australian Secondary Schools Association.

Pauline White represents the Principal Class on the School Curriculum and Standards Authority’s Audit Committee.

Lou Mylonas and Tony Fragomeni frequently act as judges at the Wanneroo Show and for the Curriculum Council in the field of Technology and Enterprise.

Denise McGuiness is a member of the Literature Advisory Group.

Kate Dixon is an exam writer for the Schools Curriculum and Standards Authority.

All of these activities keep the staff up to date with the current trends in the field of education.
### Wanneroo Senior High School
Financial Summary as at 31 December 2012

#### Revenue - Cash

<table>
<thead>
<tr>
<th>Description</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Voluntary Contributions</td>
<td>$47,572.00</td>
<td>$47,571.83</td>
</tr>
<tr>
<td>2. Charges and Fees</td>
<td>$346,087.00</td>
<td>$346,088.42</td>
</tr>
<tr>
<td>3. Government Allowances</td>
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<td>$42,695.00</td>
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<tr>
<td>4. P&amp;C Contributions</td>
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<td>$4,945.91</td>
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<tr>
<td>5. Fundraising/Donations/Partnerships</td>
<td>$20,252.00</td>
<td>$20,254.22</td>
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<tr>
<td>6. DoE Grants</td>
<td>$768,794.00</td>
<td>$768,793.84</td>
</tr>
<tr>
<td>7. Other State Govt Grants</td>
<td>$750.00</td>
<td>$750.00</td>
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<tr>
<td>8. Commonwealth Govt Grants</td>
<td>$346,087.00</td>
<td>$346,088.42</td>
</tr>
<tr>
<td>9. Trading Activities</td>
<td>$11,540.00</td>
<td>$11,540.82</td>
</tr>
<tr>
<td>10. Other</td>
<td>$387,099.00</td>
<td>$387,123.26</td>
</tr>
<tr>
<td>11. Internal Transfers</td>
<td>$87,824.00</td>
<td>$87,823.93</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$1,717,559.00</td>
<td>$1,717,587.23</td>
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<tr>
<td><strong>Opening Balance</strong></td>
<td>$76,999.00</td>
<td>$76,998.87</td>
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<tr>
<td><strong>Total Funds Available</strong></td>
<td>$1,794,558.00</td>
<td>$1,794,586.10</td>
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</tbody>
</table>

#### Locally Generated Revenue
$430,401.20

#### DoE Grants
$811,488.84

#### Other Govt Grants
$750.00

#### Other
$387,123.26

#### Transfers
$87,823.93

### Bank Balance
$994,298.28

#### Cash Position as at

<table>
<thead>
<tr>
<th>Description</th>
<th>$994,298.28</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bank Balance</td>
<td>$994,298.28</td>
</tr>
<tr>
<td>Made up of:</td>
<td>$994,298.28</td>
</tr>
<tr>
<td>General Fund Balance</td>
<td>$113,232.32</td>
</tr>
<tr>
<td>Deductible Gift Funds</td>
<td>$</td>
</tr>
<tr>
<td>Cash Advances</td>
<td>$3,491.00</td>
</tr>
<tr>
<td>Total Bank Balance</td>
<td>$994,298.28</td>
</tr>
</tbody>
</table>

#### Revenue Source

#### Expenditure - Budget vs Actual

<table>
<thead>
<tr>
<th>Expenditure Purpose</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>$74,316.00</td>
<td>$70,088.88</td>
</tr>
<tr>
<td>Leases</td>
<td>$206,095.00</td>
<td>$213,522.50</td>
</tr>
<tr>
<td>Utilities</td>
<td>$95,744.00</td>
<td>$90,286.29</td>
</tr>
<tr>
<td>Repairs/Maintenance</td>
<td>$127,982.00</td>
<td>$52,947.50</td>
</tr>
<tr>
<td>Education Services</td>
<td>$600,088.50</td>
<td>$551,361.55</td>
</tr>
<tr>
<td>Other Specific</td>
<td>$30,363.50</td>
<td>$21,141.80</td>
</tr>
<tr>
<td>Trading Activities</td>
<td>$750.00</td>
<td>$750.00</td>
</tr>
<tr>
<td>Salary Pool Payments</td>
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<td>$285,158.00</td>
</tr>
<tr>
<td>Other</td>
<td>$63,582.00</td>
<td>$54,028.00</td>
</tr>
<tr>
<td>Transfers to Reserves</td>
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<td>$207,500.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$1,752,963.00</td>
<td>$1,681,353.78</td>
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RECOMMENDATIONS FOR 2013

In 2013 we will embark on two major initiatives. Professional Learning teams, this is a system of review and reflection that enables staff to develop and enhance their teaching skills. Also, the Visible Learning Plus initiative, which will underpin planning for teaching and learning. Both of these programs will enhance the IDEAS methodology already embedded in the school. The Business Plan has clear targets for the college to achieve over the next three years.

Our Priorities:
- Excellence in Teaching and Successful Learning.
- Engaging and Safe Learning Environment.
- A Range of Curriculum Pathways, Collaborations and Pathways.

The full details of the priorities and targets and supporting strategies are in the Business Plan, however the Key Achievement Targets are as follows:-

Student Improvement Key Achievement Targets:-
- To increase the overall student progress in Year 9 NAPLAN and WAMSE Tests so students are achieving at or above the expected level and the value added to each students score is the amount equal to the Australian mean for improvement.
- To increase attendance in all year levels to at or above state attendance levels for all Department of Education schools.
- Improve the engagement of students in their education programs by providing a variety of educational pathways that meet the diverse needs of the students.
- To increase the percentage of students successfully completing an ATAR program to 30% of the cohort.
- Increase the year 12 attainment rate to 95%, i.e. students who attain an ATAR score of 55+ and/or a VET Certificate II.
- Ensure that students who complete Specialist Programs develop their skills and talents to the highest standards and are able to access post school destinations in these fields at the higher levels.

Ongoing College Initiatives
- The increased involvement of students in decision making and provision of more opportunities to develop leadership skills.
- Despite the lack of funding the College will continue to support a take home laptop program.
- A whole school approach to embedding the “Preconditions for Learning”.
- Enhanced role of the Homeroom Tutor as a link between home and school.
- Embedding a shared understanding of the school’s vision and values and the code of conduct: Particular emphasis will be placed on respect within the school community and on raising the aspirations of the students.
- Attendance: There has been an improvement over a number of years in attendance. An Attendance Officer has been appointed who will rigorously monitor attendance, lateness & truancy.
- Student Engagement: A new initiative, the VIVO online reward system for students will recognise those students who meet the STARS code of behaviour and encourage students to display school pride by wearing the uniform and maintaining the facilities and equipment in good order.
- Increase the number of VET Certificate II offered.
- Add Robotics to the Elite Programs offered.

Staff:
- Continued whole staff involvement in working parties and committees.
- Classroom coaching to assist staff to improve their teaching practice; to move to a level judged as highly effective.
- Professional Development will focus on cooperative learning, classroom management, literacy and numeracy strategies and the Australian Curriculum.
- The Visible Learning Program will be investigated through professional learning and introduced to the school community in 2014.

Facilities
- In order to successfully house the increase in student numbers the college will negotiate with DoE to upgrade the old “motors” area and add walls to the art area, canteen, library and staff room.
- Upgrade the Year 8 court yard; conference room; front of the school and the General Activity Area to house the overflow in the Performing Arts area.
- Apply for a grant to upgrade the canteen and various projects to bring the school up to the standard brief.
- Fence the school.
- Complete the roll out of data projectors into classrooms in Mathematics and English.
- Design and build a front entrance.
Conclusion

During 2012, an emphasis was placed on preparing the college to become an Independent Public School and to manage a growing number of students while continuing to improve the outcomes for the students. We continued to place great emphasis on improving the image of the college in the community. The Art exhibition, organised by Wanneroo Secondary College, for all local schools at Wanneroo Library to highlight the students’ talents and abilities is now an established part of the college calendar. The roll out of the MacBooks to Year 9 students has continued to have a positive impact on the students’ attitude to, and engagement with the school. The various performances by students from our Specialist Performing Arts program have continued to impress the community and bring a great sense of pride to the students. They display pride in their environment, uniform and are engaged in the STARS concept as a way of guiding behaviour.

The gaining of Independent Public School status has focused staff on the improvement strategies and the need to set and achieve realistic targets. The ability to shape the staff to meet the students’ needs has resulted in a more responsive environment and vibrant school community.

The major focus of the school will continue to be the improving teaching practice and student outcomes. In 2013, coaching staff for improvement will be the prime strategy for improving students educational outcomes. Cooperative learning and the effective use of ICT 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.

The ATAS results were mixed with a fall in the median score in 2012, however, this was more than balanced by gaining an attainment rate of 94%. We will continue to work very closely with the partner primary schools to achieve the optimum educational outcomes for the youth of Wanneroo. Wanneroo Secondary College is well placed and extremely fortunate to have dedicated and talented staff who provide the best possible education for students.

Pauline White
Principal
15th April 2013