Reflections on 2013

During 2013 the college has successfully positioned itself for the many significant changes that will occur over the next few years. These include the opening of a new high school in Banksia Grove in 2015 and the introduction of the new Western Australian Certification of Education. Also the Australian Curriculum is being rolled out to all year groups. The syllabus for the Australian Curriculum is challenging and requires a greater commitment from students. With the assistance of staff they will meet the new standards.

As an Independent Public School we now have improved our ability to react quickly to the needs of the community. The college offers a challenging range of subjects and numerous pathways to success. Our collaboration with four local schools has enabled us to develop the Specialist Mathematics Course delivered by WSC staff member, Mrs Jankowski, at Edith Cowan University. With her guidance the results that the students attained were outstanding. We are working closely with the all local schools to create an education precinct that will serve the youth of the Wanneroo locality.

The college was able to make good progress towards or successfully meet the recommendations set out in last year's report. The grounds and facilities continue to be built and upgraded; the year 7 building has been completed whilst the new toilet blocks and upgrades in Art, Robotics and Jewellery will commence in 2014.

Two major initiatives designed to improve the teaching and learning in the college, ‘Becoming a Visible Learning School’ and a ‘Google School’ are having a very positive impact as more and more staff are trained to deliver lessons that reflect these initiatives.

The Senior School Engagement Program operated out of the Joondalup Campus continues to be an outstanding success. It provides a rigorous alternative for students who wish to go to TAFE or into an apprenticeship. The great concern is that we have not, at this stage, been able to get tenancy of longer than one year. This has made planning for the future very difficult.

The greatest asset that the college has is its students and staff. The general tone of the school was that of pride and engagement; this reflected in the commitment of students to their education programs, improved attendance and participation in extra curricula activities. The support of the staff and parents is an essential element of the success of the college.
1. 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 student’s score is the amount equal to the Australian mean for improvement.

The initial targets for NAPLAN have been met. However there is significant room for improvement. New targets will be set around the percentage of students achieving a Band 8, the cut off for WACE accreditation in English and Mathematics. In 2014 the Numeracy policy and strategies will be reviewed and revised.

<table>
<thead>
<tr>
<th></th>
<th>Numeracy</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top 20%</td>
<td>4%</td>
<td>10%</td>
<td>9%</td>
</tr>
<tr>
<td>Middle 60%</td>
<td>46%</td>
<td>60%</td>
<td>65%</td>
</tr>
<tr>
<td>Bottom 20%</td>
<td>50%</td>
<td>30%</td>
<td>26%</td>
</tr>
</tbody>
</table>

The value added to each students score based on the John Hattie model, an improvement of 26 points per year, was achieved.

**Percentage of students at or above national standards**

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>School</th>
<th>Like Schools</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2012</strong></td>
<td>88%</td>
<td>92%</td>
<td>91%</td>
<td>92%</td>
</tr>
<tr>
<td><strong>2013</strong></td>
<td>12%</td>
<td>7%</td>
<td>9%</td>
<td>8%</td>
</tr>
<tr>
<td><strong>2013</strong></td>
<td>88%</td>
<td>92%</td>
<td>91%</td>
<td>92%</td>
</tr>
<tr>
<td><strong>2013</strong></td>
<td>12%</td>
<td>7%</td>
<td>9%</td>
<td>8%</td>
</tr>
<tr>
<td><strong>2013 School</strong></td>
<td>88%</td>
<td>92%</td>
<td>91%</td>
<td>92%</td>
</tr>
<tr>
<td><strong>2013</strong></td>
<td>12%</td>
<td>7%</td>
<td>9%</td>
<td>8%</td>
</tr>
<tr>
<td><strong>2013 Like Schools</strong></td>
<td>88%</td>
<td>92%</td>
<td>91%</td>
<td>92%</td>
</tr>
<tr>
<td><strong>2013 State</strong></td>
<td>88%</td>
<td>92%</td>
<td>91%</td>
<td>92%</td>
</tr>
<tr>
<td><strong>2013</strong></td>
<td>12%</td>
<td>7%</td>
<td>9%</td>
<td>8%</td>
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</tr>
<tr>
<td><strong>2013 Like Schools</strong></td>
<td>88%</td>
<td>92%</td>
<td>91%</td>
<td>92%</td>
</tr>
<tr>
<td><strong>2013 State</strong></td>
<td>88%</td>
<td>92%</td>
<td>91%</td>
<td>92%</td>
</tr>
</tbody>
</table>

In the Reading and Writing strands the college has achieved the State standard and exceeded that of Like Schools. While in Numeracy there was a decline in performance in 2013 this resulted in the school dropping below the results for the state.

The percentage of student in the “at” category is still too large and the college will allocate resources with the aim of enabling students to achieve the proficiencies required to achieve WACE in the future.

**WAMSE: Percentage of students in each category**

The WAMSE results for Wanneroo SC are equal to like schools. The targets will now be reset and the aim will be to achieve results equal to that of the state.
In anticipation of the changes to the WACE the college will start tracking the progress of students attaining the achievement of the proficiencies. Targets will be developed for 2014 & 2015.

<table>
<thead>
<tr>
<th>Category</th>
<th>Range</th>
<th>Target</th>
<th>2012</th>
<th>2013</th>
<th>State (DoE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular</td>
<td>90%-100%</td>
<td>64%</td>
<td>56%</td>
<td>56%</td>
<td>60%</td>
</tr>
<tr>
<td>At Risk</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indicated</td>
<td>80%-89%</td>
<td>23%</td>
<td>25%</td>
<td>24%</td>
<td>22%</td>
</tr>
<tr>
<td>Moderate</td>
<td>60%-79%</td>
<td>10%</td>
<td>14%</td>
<td>15%</td>
<td>11%</td>
</tr>
<tr>
<td>Severe</td>
<td>0%-59%</td>
<td>3%</td>
<td>5%</td>
<td>5%</td>
<td>7%</td>
</tr>
</tbody>
</table>

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

The data indicates that the college is achieving its targets in relation to overall attendance except for the year 9 cohort. However, the percentage of students achieving regular attendance has not improved despite the many strategies in place. The strategies in place have improved the attendance of the students who already had very good attendance. The college will review and revise the strategies outlined in the Business Plan. Students who are school refuses and those who suffer from mental health issues continue to be an issue and improvement in their attendance is proving to be a real challenge.

<table>
<thead>
<tr>
<th>Category</th>
<th>Range</th>
<th>Target</th>
<th>2012</th>
<th>2013</th>
<th>State (DoE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular</td>
<td>90%-100%</td>
<td>64%</td>
<td>56%</td>
<td>56%</td>
<td>60%</td>
</tr>
<tr>
<td>At Risk</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indicated</td>
<td>80%-89%</td>
<td>23%</td>
<td>25%</td>
<td>24%</td>
<td>22%</td>
</tr>
<tr>
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<td>10%</td>
<td>14%</td>
<td>15%</td>
<td>11%</td>
</tr>
<tr>
<td>Severe</td>
<td>0%-59%</td>
<td>3%</td>
<td>5%</td>
<td>5%</td>
<td>7%</td>
</tr>
</tbody>
</table>

3. To improve the engagement of students in their education programs by providing a variety of educational pathways that meet the diverse needs of the students.

The diversity of programs continue to grow

**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, Guitar ensemble 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, touch rugby, soccer, basketball & cricket, athletics and swimming teams.
  - Country tours for football.
  - 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.
- West Coast Curriculum Cooperative: Students join students from other schools to create stronger cohorts for ATAR students. Senior School specialist mathematics delivered at Edith Cowan University and taught by Wanneroo SC staff is particularly successful.

4. To increase the percentage of students successfully completing an ATAR program to 30% of the cohort.

<table>
<thead>
<tr>
<th>ATAR Participation Rate (% of eligible students)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
</tr>
<tr>
<td>28 (24%)</td>
</tr>
</tbody>
</table>

No progress was made in 2013. This target needs to be examined in conjunction with the data relating to the colleges attainment rate.

5. To increase the year 12 attainment rate to 95%, i.e. students who attain an ATAR score of 55+ and or a VET Certificate II. The target attainment rate was achieved in 2013. The challenge will be to increase the number of students completing a Certificate III however the rules and regulations relating to delivery of Certificate III in schools will need some adjustment by DoE & TAFE in order to meet this challenge. The impact of the new WACE on the results for 2016 and will require that targets be rewritten.

<table>
<thead>
<tr>
<th>Attainment Rate – ATAR &gt;= 55 and/or Cert II or higher of eligible students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
</tr>
<tr>
<td>95% (111)</td>
</tr>
</tbody>
</table>
6. To 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.

The first group of students from the specialist programs graduated in 2013. Most students from the AFL program successfully completed a Certificate II in Outdoor Education and Sports Coaching and many have enrolled in related courses at TAFE & University. The students who graduated from the Performing Arts Program have enrolled at a larger variety of university and TAFE courses.

Another measure of engagement in these programs is the impact that they have on attendance and participation in out of school activities.

| Specialist Programs: Regular Attendance. Students who attend for greater than 90% of their classes |
|---------------------------------------------------|-----------------|-----------------|
| 2012 Yr 8 | 2013 Yr 9 |
| Performing Arts | 74% | 72% |
| Australian Rules Football | 59% | 52% |
| College | 56% | 56% |

Strategies will be put in place to improve the attendance rates of students in the AFL program.

However in both programs students were engaged in at least 3 hours each week in out of school activities.

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.

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.

The priorities have many smaller targets which assist the college in measuring progress.

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.
Standardised Assessment Results

NAPLAN & WAMSE Tests were administered to all Year 9 students and the results have been commented on in the section on Key Achievement Targets.

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.

SCHOOL STATISTICAL DATA

Lower School

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 2016. It is the aim of Wanneroo SC to ensure that as many students as possible reach this milestone.

The data presented tracks student progress in Year 10 Mathematics, English and Science against the “Like Schools” and all Department of Education Schools. It should be noted that subjects in Lower School are not externally moderated and that as learning areas’ make adjustments and take on the Australian Curriculum there may be inconsistencies. Wanneroo SC has exceeded Like Schools in the attainment of a “C” grade or better in the three learning areas’ examined and matches that of DoE schools. The long term target is to match or exceed the results for DoE schools. The science results appear to be a little high however this could be due expert teaching or tests and assessments that do not have enough higher order questions. This will be monitored over the next three years.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade Distribution</th>
<th>Grade Distribution</th>
<th>Grade Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NA</td>
<td>E</td>
<td>D</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>English 2013</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WANNEROO SC</td>
<td>0.46</td>
<td>7.31</td>
<td>13.24</td>
</tr>
<tr>
<td>Like WANNEROO SC</td>
<td>10.09</td>
<td>1.19</td>
<td>11.87</td>
</tr>
<tr>
<td>DoE</td>
<td>3.62</td>
<td>7.64</td>
<td>14.23</td>
</tr>
<tr>
<td>Mathematics 2013</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WANNEROO SC</td>
<td>1.32</td>
<td>5.96</td>
<td>23.84</td>
</tr>
<tr>
<td>Like WANNEROO SC</td>
<td>7.91</td>
<td>7.47</td>
<td>19.32</td>
</tr>
<tr>
<td>DoE</td>
<td>5.88</td>
<td>8.58</td>
<td>17.35</td>
</tr>
</tbody>
</table>
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. This document was reviewed in 2013 and will be relaunched in 2014. Increasing students’ engagement in teaching and learning and their connection to the school has been a focus of college.

Data for year 10 science students were selected as representative of the data in lower school. The following three criteria were selected for closer examination:-

- (1) The student works to the best of their ability.
- (6) The student is enthusiastic about learning.
- (7) The student sets goals and works towards them with perseverance.

The table shows an increase in the students who “Often or Consistently” achieved these criteria and a large fall in the percentage of students who “sometimes” display these characteristics. However this has been partly offset by a slight increase in the percentage of students who “Seldom” achieve these criteria. It is expected that there will continue to be an increase in the percentage of students who perform “Often or Consistently” in each criteria as the culture of the school shifts to one of challenge and engagement.
Stage 2 & 3 Courses

In 2013, the median ATAR scores achieved by the students rose by 5 points to exceed that of Like Schools. The median score is still below that for the State. A decision has been made by the College Board to encourage students to do their ATAR; an easy way to improve the median score is to discourage student participation. As a college we will concentrate on the attainment rate as the best measure of progress.

<table>
<thead>
<tr>
<th>Median ATAR</th>
<th>School</th>
<th>Like-Schools</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>69.1</td>
<td>63.1</td>
<td>75.6</td>
</tr>
<tr>
<td>2012</td>
<td>61.4</td>
<td>69.7</td>
<td>75.9</td>
</tr>
<tr>
<td>2013</td>
<td>66.5</td>
<td>64.5</td>
<td>75.3</td>
</tr>
</tbody>
</table>

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 95.35. The attainment rate of 95% 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.

Stage 1 Courses

The college offers 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. The college was ranked in the top 30 in the state in this category. The grade distributions show the school is at or above state distribution for 8 out of the 10 courses. Ninety eight per cent of the students achieved a Western Australian Certificate of Education, i.e. graduation.

<table>
<thead>
<tr>
<th>Stage 1 Courses</th>
<th>Student Performance</th>
<th>Grade Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School Percentages</td>
<td>State Percentages</td>
</tr>
<tr>
<td></td>
<td>A  B  C  D  E</td>
<td>A  B  C  D  E</td>
</tr>
<tr>
<td>Business Management and Enterprise</td>
<td>14  27  38  12  9</td>
<td>21  31  40  6  2</td>
</tr>
<tr>
<td>Career and Enterprise</td>
<td>15  37  40  3  5</td>
<td>20  31  39  5  5</td>
</tr>
<tr>
<td>Children, Family and Community</td>
<td>26  43  30  0  0</td>
<td>21  32  36  8  3</td>
</tr>
<tr>
<td>Design</td>
<td>15  26  56  3  0</td>
<td>22  30  37  6  4</td>
</tr>
<tr>
<td>English</td>
<td>21  38  35  2  3</td>
<td>14  31  47  4  4</td>
</tr>
<tr>
<td>Food Science and Technology</td>
<td>17  45  37  0  2</td>
<td>21  34  38  5  3</td>
</tr>
<tr>
<td>Mathematics</td>
<td>27  28  31  7  6</td>
<td>20  28  38  8  5</td>
</tr>
<tr>
<td>Materials, Design and Technology</td>
<td>16  39  43  2  0</td>
<td>13  32  43  8  4</td>
</tr>
<tr>
<td>Physical Education Studies</td>
<td>5   45  50  0  0</td>
<td>22  34  37  6  2</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>14  29  57  0  0</td>
<td>16  31  41  7  5</td>
</tr>
<tr>
<td>Workplace Learning</td>
<td>27  42  25  1  5</td>
<td>29  33  29  3  6</td>
</tr>
</tbody>
</table>

The college has in place many strategies to assist students with their academic progress. In 2013 they 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

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.

Post School Destinations

PROPORTION OF YEAR 8 STUDENTS RETAINED TO YEAR 12

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 however there is quite a high turnover of students as families move in and out of the locality. 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.

<table>
<thead>
<tr>
<th>Year</th>
<th>Return To School</th>
<th>University</th>
<th>TAFE</th>
<th>Apprenticeship</th>
<th>Traineeship</th>
<th>Other Training</th>
<th>Employment</th>
<th>Employment Assistance</th>
<th>Other</th>
<th>Total % of students responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>93%</td>
<td>68%</td>
<td>67%</td>
<td>95%</td>
<td>73%</td>
<td>-1%</td>
<td>-2%</td>
<td>-6.2%</td>
<td>-1.9%</td>
<td>-2%</td>
</tr>
<tr>
<td>2012</td>
<td>100%</td>
<td>81%</td>
<td>72%</td>
<td>96%</td>
<td>75%</td>
<td>-2%</td>
<td>-2%</td>
<td>-6.2%</td>
<td>-1.9%</td>
<td>-2%</td>
</tr>
<tr>
<td>2013</td>
<td>110%</td>
<td>71%</td>
<td>76%</td>
<td>94%</td>
<td>79%</td>
<td>-1%</td>
<td>-2%</td>
<td>-6.2%</td>
<td>-1.9%</td>
<td>-2%</td>
</tr>
</tbody>
</table>

The post school destinations of the students reflected strongly the economic circumstances. The number of students going straight to employment has remained high with students delaying further education. The percentage of students shown as requiring Employment Assistance has reduced and is at a pleasingly low level. Students gaining apprenticeships remains relatively low, this will be further investigated.
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; Jaydel Pallace and Jacqueline Rees both received Certificates of Commendation. James Itliong was the Academic Dux. He had the highest ATAR score: 95.35 and with the Curtin University bonus 99.95, a very commendable result. The Vocational Dux was Jacqueline Rees. The median score was up 5 points and was greater than the results for “Like Schools”. 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.

MATHEMATICS

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

Australian Mathematics Competition

- 192 WSC students competed in this prestigious competition which is held in numerous countries.
- 31 students achieved Certificates of Proficiency.
- 52 students achieved Certificates of Credit, which places them in the top 50% of students in their year group across the state.
- 10 students in Lower School achieved Certificates of Distinction, which are awarded to the top 15% of students in their year group across the state.
- 1 student, Jennifer Penfold, achieved a Certificate of High Distinction, placing her in the top 2% of year 8 students throughout W.A.
1 student, James Duyvestyn, of year 11, achieved a Certificate of Distinction, which in Senior School are awarded to the top 25% of students in their year group from across the state.

Emily McBlane of year 8 was acknowledged for her success in this competition at the Australian Mathematics Trust Awards Presentation which was held at Christ Church Grammar School on 11 November. Emily received a Prudence Award which is presented to the students who have the highest number of consecutive questions correct. The minimum number of questions correct is 10, starting from question 1. Only 40 year 8 students from Western Australia achieved this award.

**The Australian Problem Solving Olympiads**

- 58 students from the year 8 Academic Extension Classes participated in this prestigious competition.

- Emily McBlane and Shayleigh Lowther were both awarded trophies for being the top achieving students in their class.

**Mathematical Association of Western Australia Have Sum Fun Online Competition**

- Two year 8 teams competed in the ‘Have Sum Fun’ Online competition and they achieved fantastic results.

- Team 2 which consisted of Rhys Napier, Joe Joyce, Brad Phan, Coen Emmenegger, Kate Lynn and Jarrod Mullumby placed 38th out of 98 teams.

- Team 1 placed 6th, beating some very prestigious schools and consisted of Emily McBlane, Theo Jenkins, Nicholas Jensen and Isabella Richardson, with Aaron Sinagra filling in for Nicholas one week.

**The University of Western Australia’s Showcase of Modern Mathematics**

- 10 students from year 10 attended a showcase of modern mathematics at the University of Western Australia on the 26 November. This was a great opportunity for students to learn about 20th and 21st century mathematics and its use in the world we live in today.

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 after school 2 afternoons per week.
- ECU revision seminars where year 12 students attended ECU during the first week of the Term three holidays.
- 3CD Specialist Mathematics revision seminars at Churchlands Senior High School for the respective year 12 students

The Mathematics Learning Area implemented stage 1BC 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. Other selected year 10 students studied stage 2AB Mathematics which again counts towards their year 12 graduation. In 2014 these courses won’t be implemented in year 10 due to the need to implement the Australian Curriculum in year 10 in order for these students to have the prior knowledge and learning necessary for the new Australian Curriculum senior school courses which start in 2015.
HEALTH & PHYSICAL EDUCATION

The Health and Physical Education Programme at Wanneroo Secondary College 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>
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<tr>
<th>Sport</th>
<th>Number</th>
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<tbody>
<tr>
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<tr>
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<td>Swimming (Interhouse and interschool)</td>
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<tr>
<td>Soccer (boys and girls)</td>
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<td>Basketball</td>
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<td>Rugby (junior and senior)</td>
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<td>Touch</td>
<td>16</td>
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<td>Lightning Carnivals</td>
<td>343</td>
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</table>

The Specialist Australian Football Programme for Years 8, 9 & 10 continues to go from strength to strength with students involved in camps to Nanga, Geraldton, Bunbury, Melbourne and Cambodia 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 third 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.

The HPE staff used a wide variety of guest speakers last year in an effort to add further interest and relevance to the health programme. These speakers were from the Police, Alcoholics Anonymous, Paraplegic Association, RAC, AIDS Council and the school nurse. The very successful "Keys for Life" programme (driver education) is into its third year of the health programme in the college. The course enables year 10 students to sit their learners permit theory test at the completion of the course. Approximately 85% passed.

Wanneroo sent a group of students into the Convention Centre to participate in the "B street smart "convention. This event was a hard hitting, eye opening look at road safety and the realities of risky behaviour on the roads. Over 2000 students from 28 schools attended the event organised by the RAC, WA Police, St John’s Ambulance, the Department of Fire and Emergency and Royal Perth Hospital. We hope to involve even more students in 2014.

To cater for the needs of students at Wanneroo Secondary College the HPE department introduced three VET courses in 2012. These three courses focussed on Sports Coaching, Outdoor Recreation and Sport and Recreation. Once again these courses proved very popular with the year 11 and 12 students in 2013. Students in Outdoor Pursuits attended camps in Mandurah, Dwellingup and Cape to Cape participating in activities such as snorkelling, fishing, surfing, mountain biking, white water rafting, crabbing and roping.
The students in Science were involved in a great many extra-curricular activities throughout the year.

Year 8 students:
- “worked like a Scientist” in the CSIRO laboratories
- attended ECU to attend a talk by WA Chief Scientist Lyn Beasley as part of the Eminent Speaker Series
- played with “Dry Ice” obtained from BOC
- had an incursion from Joe Watkins from Earth Sciences WA to learn from a specialist about different types of rocks

Year 9 students:
- excursion to the Zoo to study animal adaptations.
- took part in the BIG SCIENCE online competitions
- had an Incursion from Joe Watkins from Earth Sciences WA to learn from a specialist about Plate Tectonics

Year 10 students:
- 32 students took part in the ICAS Science competition. 1 student achieved Distinction which placed him in the top 10% of the State’s science students and another 3 students achieved credits which placed them in the top 30% of the State.
- attended ECU to hear a talk by WA Chief Scientist Lyn Beasley as part of the Eminent Speaker Series
- attended the Gravity Discovery centre in Gingin to extend their knowledge and appreciation of Physics and the Universe
- attended a Physics day at Adventure World to learn more about Forces and Motion in the context of the activities provided at this venue

Year 11 students:
- Integrated Science students had an incursion from Murdoch University specialists and learned how to do Facial Reconstruction as a part of their Forensic Science course
- 2AB Physics students went to Adventure World to learn more about Forces & Motion in the context of the activities provided at this venue
- 2AB Chemistry students took part in the BIG SCIENCE online competitions One student achieved a credit for their performance.

Year 12 students:
- 3AB Human Biological Science students visited Perth Zoo to study their closest relatives, the Primates. They also used Biotech in the Box equipment loaned from Murdoch University to perform experiments in DNA gel electrophoresis.
- 3AB Chemistry class took part in the Chemistry Olympiad. Katie Ann Peart attained a High Distinction and Maitri Solanki achieved a Merit.
- Earth & Environmental Science students had an incursion from Joe Watkins from Earth Sciences WA to learn from a specialist about rocks
- Integrated Science students, under the guidance of Mrs Kaur, attended an excursion to the Marine Discovery centre in Hillarys Boat Harbour to learn more about Marine life and dissected marine vertebrates. They also completed a unit of study on Rockets which they made and then launched from the school oval
- Integrated Science students attended the Gravity Discovery centre in Gingin to extend their knowledge and appreciation of Rocketry and the Universe

Students from Year 8, 9 & 10 AE classes also attended the Academic Extension Camp at Woodman Point which ran for 3 days at the end of term 4.
TECHNOLOGY & ENTERPRISE

The Technology and Enterprise Learning Area extends into the community to enhance student learning through program 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 programs that T&E offers.

Home Economics
- Invitational catering for parents, friends and school functions
- Wanneroo Show entries, the students were highly successful
- Decorated cake projects and specialist food presentations
- Cake decorating speakers
- ‘Baby Think It Over’ Program

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
- Industry links were developed for Robotics program
- Students participated in the Robocup Challenge at Curtin University

Digital Design
- Production of images for use in school publications
- Photographic entries to major national and local competitions (Perth Royal Show, City of Wanneroo community events)
- Student use of facilities and resources after hours for tasks and major projects (Photography Studio)
- Photography excursion to Fremantle
- Student display of photographic work across the school
- Ed-eNews (DoE publication) articles featuring successful students
- Community newspaper articles featuring successful students

STUDENT SERVICES

Student Services had many highlights in 2013.

Community Service: Student representation in decision making was enhanced with the work of Chaplain Zoe Clune and the Student Councillors. This saw the organisation of activities and fundraising events such as ‘Bordies Day’; ‘Jeans for Genes Day’; “R U Ok Day”; fundraising for the Cambodia Trip and the 40 Hour Famine.

Incursions: We had guest speakers, lunch activities and focus groups. The inspirational Young Chozen, focus groups ‘Strength’ and ‘Aspire’ - the Yr. 9 and 10 Boys Mentoring Group, basketball competitions and regular Friday activities run by Wanneroo Youth Centre’s, ‘Raw Energy’. The ‘Armed for Life’ program promoted resilience, self-esteem and anti-bullying workshops. The inspirational Harmony Day performances not only highlighted the positive aspects of our cultural diversity but also showcased the talent in Wanneroo SC.

Career Counselling: The Year 10’s were given the opportunity to look at future careers and to select appropriate academic pathways. Every student and parent had a one to one meeting with a counsellor. 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 ‘Elevate Education’ seminars helped focus study skills and exam techniques for our Years 10-12 students.

Engagement and Reward Programs: Wanneroo SC successfully implemented the Vivo Miles Online reward system. Staff members award points for positive actions and behaviours including classwork, behaviour, attendance and community service. Students can then buy items on an online shopping centre. Wanneroo SC was the inaugural school in WA to implement the program and many other schools have now taken on this positive incentive tool.
An emphasis on restorative processes, open communication with parents and individual education plans lead to a significant reduction in negative behaviours. The Student Services team play a significant role in keeping students focussed on educational goals and on track to graduation and career pathways.

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 took part in a number of camps throughout the year. They also as had the end of year River Cruise which was a great way for students to say goodbye to their Lower school and to usher in Senior School.
- The Senior School Ball was held at the Duxton Hotel. The students were not only beautifully dressed, they also conducted themselves in a mature and exemplary manner.
- The Year 12 Presentation Ceremony held at Churchlands in Balcatta, was a wonderful culmination to the students’ five years of high school. The key note speaker was past student Tammie West. There were many prize winners, however, of particular note were Jaiden Lahey awarded the Glyn Watkins Award, Jacqueline Rees awarded the Vocational Dux and James Itiliong awarded the Academic Dux.

**ENGLISH**

Over the past two years the English teachers have concentrated on ensuring that the schools NAPLAN results improved. As a consequence an emphasis was placed on activities that were pertinent to this end. The staff have been successful in achieving the targets of improvement relating to the NAPLAN results set out in the Business plan. Enrichment activities were conducted throughout the year. These included:

- After school tuition classes.
- All students received exam revision packs which included past papers and examiners’ reports in addition to exam revision resources.
- Year 12 English students attended the Exam Revision Conference at Curtin University. The students were introduced to a University Campus and lecture style presentations.
- Students participated in the various state writing competitions: Tim Winton’s Young Writer’s Award, Newspapers in Education.
- Evening excursions to various theatres: His Majesty’s Theatre and the State Theatre.
- Students attended presentations at the Perth Writers Festival UWA Book Week.
- Incursion writer in residence Jennifer Bottomley – Creative Writing for the Academic Extension Program students.

**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 2013 we 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.

**SOCIETY & ENVIRONMENT:**

In 2013 the focus in Society and Environment was on continued refinement of our existing programs with an emphasis on the Literacy Focus of the school. The introduction of the Australian Curriculum has placed considerable time pressure on the Learning Area. The syllabus is very crowded and will need to be pruned over time.
- 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.
- Continued involvement for all students in a careers program to help them make subject choices best suited to their chosen careers.
- Incursions:
  - Two visits by the Police Education Unit
  - Visit by Constitutional Centre staff on the electoral process for Year 9 students.
- After school tuition offered to Senior School students
- Careers Program for all lower school students to help prepare them for post-secondary life as well as make appropriate subject choices in senior school.
- Academic Extension students participated in the Year 8 camp and Academic Extension camp.
- Year 9 students were engaged 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.

**JOONDALUP CAMPUS:**

2013 was another extremely successful year for the Joondalup Campus Senior School Engagement Program with another year of 100% achievement of WACE and also 100% Certificate II or above attainment by all students. One of our year 12 students won School Based Trainee of the year with Hospitality Group Training. This was a great achievement and honour.

- Joondalup Campus graduates have demonstrated great maturity and preparedness for the workplace with 23 Year 12’s completing Certificate II Traineeships and 2 students progressing through school based apprenticeships. Many other VET courses were also studied including Business; Hospitality; Building and Construction; Childcare; Hairdressing; Automotive; Retail; Nursing; Fitness; Timber Trades and IT Electro technology and Metals and Engineering.
- 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. This will strengthen and realise its full potential in year 12.
- The off-site nature of the program enables students to develop positive relationships with staff and classmates which lead to a more productive workplace like environment. Attending Joondalup campus fosters a great sense of belonging, confidence and identity for both students and staff which develop
skills and strategies required by students to adapt to any group of people in life beyond school.

- Many ex-students regularly drop in to visit staff to let them know how they are progressing in their work life as they wish to share their pride with those who assisted so much in developing that pride and sense of value and self-worth. These students also take great pleasure in reminding current students of the great opportunity they have in being a Wanneroo SC Joondalup campus student. This leads to the continuation of the positive learning culture that embodies Joondalup Campus.

- **THE ARTS:**

### Performing Arts

**The major productions were:**

- Year 8: “Suburban Circus” and “Masquerade”.
- Year 9: “Australia: Outside Looking In”, “Dungeon”, “The Orphanage” and “Dr. Pimples”. The choir lead the ANZAC Day Ceremony
- Year 10: “Hansel and Gretel and Bob”. A Graduation Showcase was held for the students and their families as the final farewell to the program
- Year 11 &12: “Monkey Bars” and “Tears From A Glass Eye”

**Whole School Performance(s)**

- Drama: “Zink!”; “The Myth”; “The Legend” and “The Zebra”. (Years 8-12)
- Music: The Musical Showcase (Years 8-12) and Lunchtime Concert (Years 8-12) and Show Band graduation performance
- Dance: Dance Showcase (Years 8-12) and Harmony Day! (Years 8-10)

### Incursions

- Worcestershire Brass Band performance (all years)
- Contemporary Dance Workshop (Years 11-12)
- Jonathan De Hadleigh Clowning Workshop (Year 8)
- Adam-riginal (Years 8-12)

### Excursions

- Buzz Dance excursion (Years 9-12)
- John Curtain: Set work “Laramie Project”
- WAGSMS Concert Burswood
  - “Suburban Circus”
  - Solo: Henry Reriti, Duet: Montanna Le Bron-Falls and Jordan Whakarau, Lili and Asha Osbaldiston
- Alethea Bevilaqua Commedia D’Arte Workshops (Year 8)
- Darien La Page: Mime Host (Years 8-12)
- Primary School Tour(s) – Music, Dance, Drama (Years 8-12)

### Competitions

- “Wanneroo Warriors” (Cheerleading)
  - National Competitions: 3rd place
  - Sports Carnival performances
- Joondalup Eisteddfod: Show Band, Classical Guitar Ensemble, Soloists, Duets, (Years 8-12)
- Wanneroo Show: Show Band, Dance excerpts (Years 8-12)
- Music Count Us In: the choir were part of a mass choir representing Western Australian in a joint telecast throughout Australia.
- Triple J “Unearthed competition”: Two students, Lili and Asha Osbaldiston, wrote the lyrics and music for their entry into this competition. They did extremely well, making it to the top 6 songs.
ART: The highlight of the year was the combined schools Vision Art Exhibition held at the Wanneroo City Library. The art and photography work displayed was of a very high standard. Many people from the local community called in to view the work.

The Year 12 students visited the Perspectives at the Perth Institute of Contemporary Art to expand their knowledge of local art.

Parent, Student and Staff Surveys

**The Diagnostic Inventory of School Alignment:** Students, staff and parents were surveyed in late 2011 and the results were compared to those from 2006. The changes were significant. The analysis of the original data indicated that the school faced significant challenges in almost all of its areas of operation. By 2011, 79% of responses indicated successes and with just a few challenges identified. A three year plan was drawn up to respond to these concerns. Our successes were examined to identify the good practice, targets set and strategies initiated to support the improvement in student outcomes.

In 2013 the DoE surveys were completed by staff, students and parents. The samples of students and parents were not correctly structured hence the results must be interpreted as only indicative of challenges facing the college.

1. Student Wellbeing:-
   a. Bullying and, to a lesser extent, racism were perceived as concerns, however the college was viewed as safe & secure.
   b. The teachers were perceived as fair and caring about their students. This was contradicted by the lower response to the question relating to mutual respect.

2. Teaching & Learning: the staff was perceived as helpful, knowledgeable and setting high standards of achievement. To some degree students did not perceive the learning environment as being stimulating.

These issues will continue to be addressed through the Working Parties and targeted professional development of staff and students. The introduction of the “Visible Learning” approach, use of data and surveys to advise planning was introduced in 2013. As this becomes embedded it is expected that a more vibrant teaching environment will emerge.
During 2013 the staff continued to enhance their professional standing through targeted study and involvement in Australia wide and state educational planning.

- There are now 25 senior teachers on staff, two Doctors of Philosophy and four Level 3 teachers.
- A number of staff are working toward the Level 3 qualifications.
- Justin Burt won the state AFL Ambassador of the year.
- Lisa Jankowski member of the SCaSA Curriculum Advisory Committee for the Mathematics Curriculum.
- ECU Specialist Mathematics: Lisa Jankowski teachers the combined schools class composed of students from Wanneroo, Warwick, Greenwood and Balcatta High Schools
- 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 Executives Association. In addition delivered professional learning on timetabling throughout the state
- Pauline White represents the Principal Class on the School Curriculum and Standards Authority’s Audit Committee and is a presenter for Aspirant Leaders
- Lou Mylonas and Tony Fragomeni frequently act as judges at the Wanneroo Show and for SCaSA in the field of Technology and Enterprise.
- Anita O’Brien was the chairperson and Denise McGuiness a member of the Literature Advisory Committee.
- Kate Dixon is an exam writer for the Schools Curriculum and Standards Authority.
- Lesley Bacon, Denise McGuiness and Anita O’Brien are markers for various state tests; ATAR, NAPLAN, and WAMSE.

All of these activities keep the staff up to date with the current trends in the field of education.
### Revenue - Cash

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### Contingencies Revenue - Budget vs Actual

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<td><strong>Total Contingency Funds Available</strong></td>
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### Current Year Actual Contingencies Revenue Sources

- **Revenues**
  - Locally Generated: 56%
  - Transfers: 8%
  - Donations: 15%

### Expenditure - Budget vs Actual

| S | Administration | $ | 119,926.00 | $ | 118,158.06 |
| --- | --- | --- | --- | --- |
| 2 | Leases | $ | - | $ | - |
| 3 | Utilities | $ | 224,770.00 | $ | 222,817.41 |
| 4 | Repairs/Maintenance/Grounds | $ | 61,400.00 | $ | 59,495.14 |
| 5 | Building Fabric and Infrastructure | $ | 38,225.00 | $ | 38,225.05 |
| 6 | Assets and Resources | $ | 516,750.00 | $ | 238,701.63 |
| 7 | Education Services | $ | 401,396.00 | $ | 384,205.35 |
| 8 | Other Specific Programs | $ | 48,485.00 | $ | 41,487.74 |
| 9 | Trading Activities | $ | 13,458.49 | $ | 13,458.49 |
| 10 | Salary Payments to Central Office | $ | 420,000.00 | $ | 420,000.00 |
| 11 | Other | $ | 70,239.00 | $ | 64,839.51 |
| 12 | Transfers to Reserves | $ | 398,466.00 | $ | 398,466.00 |
| **Total Contingencies Expenditure** | $1,313,115.00 | $1,999,843.38 |
| **Total Salary Expenditure** | $1,115,000.00 | $992,068.00 |
| **Total Expenditure** | $3,428,115.00 | $2,991,922.38 |

### Contingencies Expenditure - Budget vs Actual

- **Expenditure Purpose**
  - Administration
  - Leases
  - Utilities
  - Repairs/Maintenance/Grounds
  - Building Fabric and Infrastructure
  - Assets and Resources
  - Education Services
  - Other Specific Programs
  - Trading Activities
  - Transfers to Reserves
  - Total Expenditure

### Cash Position

- **Cash Position as at**
  - Bank Balance: $1,500,427.23
  - Made up of:
    - General Fund Balance: $367,865.72
    - Deductible GRT Funds: $- |
    - Trust Funds: $- |
    - Asset Replacement Reserves: $1,136,272.57
    - Suspense Accounts: $6,549.94
    - Cash Advances: $3,270.00
    - Tax Position: $6,491.00
  - Total Bank Balance: $1,500,427.23
The priorities and targets and supporting strategies are fully developed in the Business Plan and responded to at the beginning of this report. Some of the targets have already been achieved and additional aspirational targets will be set.

**New Initiatives:**

In 2013 we will continue to develop the following initiatives which will be rolled out through the colleges’ working parties:-

- Professional Improvement: in conjunction with the Professional Learning teams (a system of review and reflection that enables staff to develop and enhance their teaching skills), Walkthroughs (a way of measuring the adoption of school improvement initiatives in the classroom). This will be supported by the mentoring of teachers in the classroom.
- Visible Learning Plus: five staff were trained in 2013 and the recommended strategies and approaches will be introduced. 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.
- Numeracy: a plan to be developed and implemented.
- Student Wellbeing: student focus groups to be set up to provide information relating to bullying and racism to the relevant working team and appropriate approaches further developed.

**Ongoing Initiatives:**

- The increased involvement of students in decision making and provision of more opportunities to develop leadership skills.
- Take home laptop program: the funding has ceased. Some laptops will be available for take home and the remainder will be placed in trollies for use in the Learning Area’s
- 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. The college will continue to rigorously monitor attendance, lateness and truancy.
- Student Engagement: the VIVO online reward system for students will continue this year and be reviewed at the end of the year.
- Increase the number of VET Certificate II offered if appropriate.
- Robotics to be extended into senior school.

**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**

- Upgrade the Year 8 court yard, area outside of the theatre and the conference room.
- Apply for a grant to upgrade the canteen and various projects to bring the school up to the standard brief.
- Design and build a front entrance.
- Funding has been approved to:-
  - Build and upgrade two toilet blocks
  - Upgrade the Art rooms and fit out a jewellery and robotics room.
Conclusion

Wanneroo Secondary College commenced 2013 as an Independent Public School and took up the benefits and responsibilities of this status. Over the next few years we will need to manage a growing number of students while continuing to improve the outcomes for the students. The staffs have been extremely busy preparing for the introduction of the Australian Curriculum in all years. 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 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 progress thus far has been most pleasing, however these achievements represent many years of hard work and planning by the staff. The major focus of the school will continue to be the improving teaching practice and student outcomes. In 2014, coaching staff for improvement will be the prime strategy for improving student’s 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 showed an improvement on the previous year. The median score rose by 6 points, of particular merit was the achievement of 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, a responsive environment and vibrant school community.

Pauline White
Principal
11th April 2014