Throughout 2014 a good deal of the college’s energy was focused on preparing for the double intake (Year 7s + Year 8s) of students in 2015 and planning new programs for the Year 7’s. The roll-out of the Australian Curriculum has been completed and the college is now entering a refinement stage. The new Western Australian Certification of Education courses have been successfully implemented in Year 11, with implementation for Year 12 to follow shortly.

Enrolments continued to grow and a number of new staff were welcomed to the college. We continued to offer a challenging range of subjects and numerous pathways to success. The Senior School Program offered at our Joondalup Campus continued to be very popular and the success of the students enrolled in this program has been outstanding. The Learning Centre at the Wanneroo Campus is another program that has met the needs of our students by providing a pathway for those who find full time mainstream programs difficult. As an Independent Public School we were able to employ skilled staff to run these programs. Our collaboration with four local schools enabled us to develop the Specialist Mathematics Course delivered by WSC staff member, Lisa Jankowski, at Edith Cowan University. With her guidance the results the students achieved were outstanding. We continued working closely with all local schools towards creating an education precinct to serve the youth of the Wanneroo locality.

The college made very good progress towards meeting the Key Targets of the Business Plan. Any target we were unable to fully meet during 2014 has been carried forward as an aspirational target for 2015, with action plans being put in place to ensure completion during the course of this year.

The 2014 building program is now complete; the Year 7 building, the new toilet blocks, upgrades in Art, and the creation of the Robotics and Jewellery centres. The college will continue to campaign for a new canteen and sports centre, the final parts of the college’s 10 year renewal program.

Initiatives designed to improve teaching and learning in the college are having a very positive impact with continued improvement in NAPLAN and OLNA results. The Satisfaction Surveys testified to a high level of teaching and learning and a high level of satisfaction with the content and delivery of the courses offered.

The greatest challenge facing the college in the immediate future is securing a permanent home for the students at the Joondalup Campus. Negotiations have commenced and I am hopeful that with more robust support from the Department of Education, a permanent solution can be developed. Until this is achieved, long term planning is very difficult.

The college’s greatest assets are its students and staff. The general tone at the college in 2014 was one of pride and engagement. This was reflected in the commitment of students to their educational programs, improved attendance, and participation in extra-curricular activities. The support of parents, as well as staff, is an essential element of the ongoing success of the college in this regard.
**TARGET 1:** To increase 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. **Achieved**

The initial targets for NAPLAN were largely met in 2013 and there has been a further slight improvement in 2014. New targets have been set for 2015. The revised targets will aim at increasing the percentage of students achieving a Band 8, the cut off for WACE pre-qualification in English and Mathematics.

<table>
<thead>
<tr>
<th></th>
<th>Numeracy</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Top 20%</strong></td>
<td>4%</td>
<td>9%</td>
<td>3%</td>
</tr>
<tr>
<td><strong>Middle 60%</strong></td>
<td>46%</td>
<td>65%</td>
<td>45%</td>
</tr>
<tr>
<td><strong>Bottom 20%</strong></td>
<td>50%</td>
<td>26%</td>
<td>52%</td>
</tr>
</tbody>
</table>

Australia-wide, the value added to each student’s score based on the John Hattie model of calculation, an improvement of 26 points per year (54 points for the 2 years from the Yr. 7-9 test), was achieved.

- Reading: Hattie’s effect sizes; all classes but one exceeded the 0.54 benchmark. The range of effect sizes was 0.52 to 1.02.
- Numeracy: Hattie’s effect sizes; all classes exceeded the 0.54 benchmark. The range of effect sizes was 0.55 to 1.43.

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School</strong></td>
<td><strong>Like Schools</strong></td>
<td><strong>State</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Above or At</td>
<td>88%</td>
<td>92%</td>
<td>93%</td>
<td>89%</td>
<td>91%</td>
</tr>
<tr>
<td>Below</td>
<td>12%</td>
<td>7%</td>
<td>7%</td>
<td>11%</td>
<td>9%</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Above or At</td>
<td>74%</td>
<td>80%</td>
<td>80%</td>
<td>78%</td>
<td>80%</td>
</tr>
<tr>
<td>Below</td>
<td>26%</td>
<td>20%</td>
<td>20%</td>
<td>22%</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Above or At</td>
<td>93%</td>
<td>88%</td>
<td>98%</td>
<td>96%</td>
<td>96%</td>
</tr>
<tr>
<td>Below</td>
<td>7%</td>
<td>13%</td>
<td>2%</td>
<td>4%</td>
<td>14%</td>
</tr>
</tbody>
</table>

In the Reading, Writing and Numeracy strands the college has achieved the State standards and exceeded that of Like Schools WA.

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.

The NAPLAN data shows a “Substantial improvement” over 5 years, but with little change over the past two years. The “Overall Relative Achievement” is within range relative to ICSEA however “Overall Progress” has fallen just outside the expected range. Detailed analysis has taken place and measures to improve progress will be further strengthened.
**Percentage of students who prequalified for WACE from NAPLAN**

<table>
<thead>
<tr>
<th>WACE Achieved</th>
<th>2013</th>
<th>2014</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band 8-10</td>
<td>School</td>
<td>Like Schools</td>
<td>State</td>
</tr>
<tr>
<td>Numeracy</td>
<td>24%</td>
<td>33%</td>
<td>37%</td>
</tr>
<tr>
<td>Reading</td>
<td>31%</td>
<td>34%</td>
<td>37%</td>
</tr>
<tr>
<td>Writing</td>
<td>22%</td>
<td>27%</td>
<td>29%</td>
</tr>
</tbody>
</table>

The percentage of students prequalifying has improved substantially from 2013 to 14. However this is still below that of "Like Schools WA”

**WACE Qualification Progress**

Percentage of students with WACE Qualification in Numeracy, Reading & Writing by the completion of Year 12:

<table>
<thead>
<tr>
<th>Class of 2016</th>
<th>Class of 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yr. 9</td>
<td>Yr. 10</td>
</tr>
<tr>
<td>Numeracy</td>
<td>24%</td>
</tr>
<tr>
<td>Reading</td>
<td>31%</td>
</tr>
<tr>
<td>Writing</td>
<td>22%</td>
</tr>
</tbody>
</table>

The proposed target is to achieve a 98% qualification in 2016. WAMSE: Testing discontinued. This element of the target will be deleted in 2015.

**Target 2:** To increase attendance in all year levels to at or above state attendance levels for all Department of Education schools. **Inadequate Progress**

Regular and at Risk attendance: Improvement in the percentage of students with Regular Attendance stalled in 2014. Strategies and targets have been re-examined, the Targets, although aspirational, will be maintained for 2015. The college will review and revise the strategies outlined in the Business Plan. Strategies to improve the attendance of students who are At Risk-Indicated will be the main focus.

**Regular and At Risk Attendance Data**

<table>
<thead>
<tr>
<th>Category</th>
<th>Range</th>
<th>Target</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</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>55.5%</td>
<td>59%</td>
<td></td>
</tr>
<tr>
<td>At Risk</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indicated</td>
<td>80%-89%</td>
<td>24%</td>
<td>25%</td>
<td>24%</td>
<td>22.7%</td>
<td>22%</td>
<td></td>
</tr>
<tr>
<td>Moderate</td>
<td>60%-79%</td>
<td>7%</td>
<td>14%</td>
<td>15%</td>
<td>15.6%</td>
<td>11%</td>
<td></td>
</tr>
<tr>
<td>Severe</td>
<td>0%-59%</td>
<td>3%</td>
<td>5%</td>
<td>5%</td>
<td>6%</td>
<td>7%</td>
<td></td>
</tr>
</tbody>
</table>
Attendance by Year: The data indicates that the college is achieving its targets in relation to overall attendance in year 8, 9 and 12. Two cohorts, years 10 and 11, have fallen below DoE rates.

<table>
<thead>
<tr>
<th></th>
<th>Attendance by Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Y08</td>
</tr>
<tr>
<td>2012</td>
<td>89%</td>
</tr>
<tr>
<td>2013</td>
<td>90%</td>
</tr>
<tr>
<td>2014</td>
<td>89%</td>
</tr>
<tr>
<td>WA Public Schools 2014</td>
<td>89%</td>
</tr>
</tbody>
</table>

The changes implemented for the 2015 school year include:
- Appointment of an Attendance Co-ordinator to implement agreed strategies.
- Additional support for Home Room Tutors to follow up on absentees.
- As part of the Wanneroo Education Network (WEN), engage in the Attendance Improvement Strategy in conjunction with Regional Office.

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

The diversity of programs continues to grow

**Alternative Programs:** Educational Access for all.
- Joondalup Campus: caters for disengaged students and those who wish to combine school with TAFE studies, Traineeships and work experience.

**Measures of Success:**
- Attendance equal to that of the Wanneroo Campus. Achieved.
- Reduction of Behaviour Reports and Suspensions. Achieved
- 100% WACE Achievement: Achieved
- Further evidence of the success of the program is the number of student who have been awarded Certificates of Excellence and similar by the Curriculum Council and SCASA. In 2014 two students gained entry into university.

- Learning Centre: Caters for students who are not able to engage fully in mainstream education. This includes students with diagnosed intellectual disabilities, autism, anxiety and mental health problems that impact on learning and attendance.
- 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 those from other schools to create stronger cohorts for ATAR students. Senior School specialist mathematics delivered at Edith Cowan University and taught by WSC staff is particularly successful.

**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 WSC. 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:
    - Netball (new 2015)
    - 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.
  - Languages: A vibrant languages program in Japanese and Italian.
- **Interstate and Overseas Travel**
  - Community Service: Students visit Cambodia to work in orphanages and schools
  - Exchange Visits: Wanneroo SC has a sister-school relationship with Miki High School in Japan. A group of students visit Miki every second year.

**Target 4**: To increase the percentage of students successfully completing an ATAR program to 30% of the cohort. **Not Achieved Yet**

*There was a drop in the percentage of students participating in ATAR. This was as a consequence of the nature of the “half Cohort”.*

**NAPLAN Results 2010 -2012**

<table>
<thead>
<tr>
<th>ATAR Participation Rate (% of eligible students)</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014 (19%)</td>
<td>19</td>
<td>28</td>
<td>33</td>
</tr>
<tr>
<td>2013 (24%)</td>
<td>21</td>
<td>63</td>
<td>66</td>
</tr>
<tr>
<td>2012 (27%)</td>
<td>15</td>
<td>67</td>
<td>66</td>
</tr>
</tbody>
</table>

Comparison of the NAPLAN results in Year 9 for this cohort (2011) and that either side reveal a much lower percentage of students attaining a Band 8 and above, i.e. students capable of ATAR completion. This target (30%) will be retained as the NAPLAN data indicates that the original Target should be achieved in 2015.

**Target 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. **Achieved**

The target attainment rate was achieved in 2013. The impact of the OLNA qualification required for WACE in 2016 is unknown and will require that targets be rewritten. 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.

<table>
<thead>
<tr>
<th>Attainment Rate – ATAR &gt;= 55 and/or Cert II or higher of eligible students</th>
<th>2014</th>
<th>2013</th>
<th>2012</th>
<th>2011</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>94%</td>
<td>95%</td>
<td>94%</td>
<td>58%</td>
<td>36%</td>
</tr>
<tr>
<td>2013</td>
<td>95%</td>
<td>95%</td>
<td>94%</td>
<td>58%</td>
<td>36%</td>
</tr>
<tr>
<td>2012</td>
<td>94%</td>
<td>95%</td>
<td>94%</td>
<td>58%</td>
<td>36%</td>
</tr>
<tr>
<td>2011</td>
<td>94%</td>
<td>95%</td>
<td>94%</td>
<td>58%</td>
<td>36%</td>
</tr>
</tbody>
</table>
**Target 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. **Progressing Well**

Many students, 68%, from the AFL program successfully completed a Certificate II in Outdoor Education and Sports Coaching in 2014 and have since 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 the time |
|---------------------------------|-----------------|-----------------|-----------------|
|                                 | 2014 Yr. 8     | 2014 Yr. 9     | 2014 Yr. 9     |
| Performing Arts                | 77%            | 72%            | 76%            |
| Australian Rules Football      | 58%            | 52%            | 58%            |
| College                        | 58%            | 54%            | 56%            |

Attendance at school will in future be linked to selection in teams and roles within the performing arts.

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**Student Improvement: Priorities 2014**

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. This is discussed in detail in the Planning Document.

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, to provide multiple pathways to success, and to provide individual academic plans & counselling.
**Standardised Assessment Results**

NAPLAN Tests were administered to all Year 9 students and the OLNA tests to students in year 10 as required. These 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 again this year. The *My School* data shows that in NAPLAN Persuasive Writing we are now close to “All Schools” and in the other tests the college was close to “Similar Schools” and slightly below “All Schools”. Of note is the reduction in the percentage of students in Band 5 or below. The ICSEA rating of the college has increased each year and this is reflected in the data relating to incoming students. Over the past three years there has been a more even spread of students across the range of abilities and this is reflected in our results. A range of strategies has been introduced to improve the engagement of students in school and hence, their achievement. The strategies in place are:

- An emphasis on Numeracy.
- 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.

In 2015 strategies will be initiated to improve the academic performance of students who achieve Bands 8, 9 and 10 in the NAPLAN tests.

**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 WSC 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 in the data. WSC 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 to expert teaching or to tests and assessments that do not have enough higher order questions. This will be monitored over the next three years.

<table>
<thead>
<tr>
<th>English</th>
<th>Grade Distribution</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grades D &amp; E &amp; NA</td>
<td>A Grade –C grade</td>
</tr>
<tr>
<td></td>
<td>2013</td>
<td>2014</td>
</tr>
<tr>
<td>WANNEEROO SC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Like WANNEEROO SC</td>
<td>23%</td>
<td>26%</td>
</tr>
<tr>
<td>DoE</td>
<td>25%</td>
<td>29%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Grade Distribution</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>Grades D &amp; E &amp; NA</td>
<td>A Grade – C grade</td>
</tr>
<tr>
<td></td>
<td>2013</td>
<td>2014</td>
</tr>
<tr>
<td>WANNEROO SC</td>
<td>31%</td>
<td>24%</td>
</tr>
<tr>
<td>Like WANNEROO SC</td>
<td>345%</td>
<td>32%</td>
</tr>
<tr>
<td>DoE</td>
<td>32%</td>
<td>37%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Science</th>
<th>Grade Distribution</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grades D &amp; E &amp; NA</td>
<td>A Grade – C grade</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2013</td>
<td>2014</td>
<td>2013</td>
<td>2014</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WANNEROO SC</td>
<td>24%</td>
<td>23%</td>
<td>77%</td>
<td>77%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Like WANNEROO SC</td>
<td>38%</td>
<td>31%</td>
<td>62%</td>
<td>69%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DoE</td>
<td>34%</td>
<td>27%</td>
<td>66%</td>
<td>73%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Attitude, Behaviour and 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 was relaunched in 2014. Increasing students’ engagement in teaching and learning and their connection to the school has been, and will continue to be, a focus of the college.

Data for Year 10 Society and Environment students was 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 decline in the percentage of students who “sometimes or seldom” display these characteristics. 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 college shifts towards one of challenge and engagement.
In 2014 the median ATAR score, achieved by our students, decreased by 3 points. It still exceeds that of Like Schools WA however it is below the State median score. This drop in median score reflects the small number (19) of students who undertook ATAR courses. Many of the classes were very small. As a consequence, variations by individuals can impact greatly on the overall “school” performance. A decision was made by the College Board in 2012 to prioritise encouraging students to do their ATAR rather than concentrating on the median score. 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>Year</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>
<tr>
<td>2014</td>
<td>63.2</td>
<td>62.8</td>
<td>75.6</td>
</tr>
</tbody>
</table>

The attainment rate of 94% met the college targets (Attainment: students with an ATAR of 55+ or a Vocational Education & Training Certificate II). This ensures that students are able to access their chosen courses at universities and TAFE.

**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 50 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. One hundred percent of the students achieved a Western Australian Certificate of Education, i.e. graduation.

<table>
<thead>
<tr>
<th>Stage 1 Courses</th>
<th>School Percentages</th>
<th>State Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>Business Management and Enterprise</td>
<td>11</td>
<td>21</td>
</tr>
<tr>
<td>Career and Enterprise</td>
<td>2</td>
<td>22</td>
</tr>
<tr>
<td>English</td>
<td>21</td>
<td>47</td>
</tr>
<tr>
<td>Food Science and Technology</td>
<td>16</td>
<td>35</td>
</tr>
<tr>
<td>Health Studies</td>
<td>27</td>
<td>41</td>
</tr>
<tr>
<td>Integrated Science</td>
<td>20</td>
<td>40</td>
</tr>
<tr>
<td>Mathematics</td>
<td>17</td>
<td>41</td>
</tr>
<tr>
<td>Materials, Design and Technology</td>
<td>13</td>
<td>24</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>0</td>
<td>42</td>
</tr>
<tr>
<td>Workplace Learning</td>
<td>17</td>
<td>46</td>
</tr>
</tbody>
</table>
The college has in place many strategies to assist students with their academic progress. In 2014 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 in all leaning areas run voluntarily by staff.
- Study Skills Program for Year 11 and 12 students followed by an information evening for parents.
- Directed Study one hour a week. This provided an opportunity for students to access staff for assistance and to complete work in a controlled environment.

### Post School Destinations

#### Apparent Retention and Progression Rates

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>Apparent retention and progression rates</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>2012</td>
<td>100%</td>
<td>81%</td>
<td>72%</td>
<td>96%</td>
<td>75%</td>
</tr>
<tr>
<td>2013</td>
<td>110%</td>
<td>71%</td>
<td>76%</td>
<td>94%</td>
<td>79%</td>
</tr>
<tr>
<td>2014</td>
<td>101%</td>
<td>78%</td>
<td>78%</td>
<td>91%</td>
<td>82%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Intention 2013</th>
<th>Destination 2014</th>
<th>Variation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Return To School</td>
<td>1.0%</td>
<td>2.2%</td>
<td>+1%</td>
</tr>
<tr>
<td>University</td>
<td>32.0%</td>
<td>31.1%</td>
<td>-1%</td>
</tr>
<tr>
<td>TAFE</td>
<td>29.1%</td>
<td>21.1%</td>
<td>-8%</td>
</tr>
<tr>
<td>Apprenticeship</td>
<td>12.6%</td>
<td>11.1%</td>
<td>-1.5%</td>
</tr>
<tr>
<td>Traineeship</td>
<td>2.9%</td>
<td>3.3%</td>
<td>+0.4%</td>
</tr>
<tr>
<td>Other Training</td>
<td>18.4%</td>
<td>16.7%</td>
<td>-1.7%</td>
</tr>
<tr>
<td>Employment</td>
<td></td>
<td>10.0%</td>
<td>10.0%</td>
</tr>
<tr>
<td>Employment Assistance</td>
<td>3.9%</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>100%</td>
<td>-</td>
</tr>
<tr>
<td>% of students responding</td>
<td>83%</td>
<td>73%</td>
<td>-</td>
</tr>
</tbody>
</table>

The post-school destinations of the students strongly reflected the prevailing economic circumstances. The percentage of students taking up TAFE places is not as high as intended, however this is balanced by the percentage going straight from school to employment. All other categories are relatively steady. The high percentage of non-responders does place a large question mark over the validity of this data.
**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. Participation in extra and co-curricular activities is strongly encouraged as they develop citizenship, team work and responsibility in our students. They also improve the students’ engagement with school and contribute to their academic and social development.

**Mathematics**

Students participated in many competitions and activities throughout the year. These provide opportunities for students to be inspired and enriched in Mathematics. The competitions included:

**Australian Mathematics Competition**
- 211 WSC students entered this prestigious competition which is held in numerous countries.
- 69 students achieved Certificates of Proficiency.
  - 51 students achieved Certificates of Credit, which place 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. Those students are Maximilian Wadkins from Year 8, Theodore Jenkins from Year 9 and Huiling Yang from Year 10.
  - Maximilian Wadkins of Year 8 was acknowledged for his success in this competition at the Australian Mathematics Trust Awards Presentation. He received a Prudence Award which is presented to the students who have correctly answered the highest number of consecutive questions. The minimum number of correct answers 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 and rigorous competition.
- Brandon Walsh was acknowledged for placing in the top 25% of all competitors throughout Australia.

**Mathematical Association of Western Australia “Have Sum Fun” Online Competition**
- Two Year 8 teams, two Year 9 teams and three Year 10 teams participated in the “Have Sum Fun” Online competition.
- The two year 9 teams did particularly well, placing in the top third of competitors.

The Mathematics Learning Area provided a number of opportunities for students to increase their understanding of mathematics throughout the year. These included:
- Mathletics.
- Out-of-school-hours tutoring which was available before and after school on three days per week.
- ECU revision seminars where Year 12 students attended ECU during the first week of the Term 3 holidays.

The Mathematics Learning Area fully implemented the Australian Curriculum in Years 8, 9 and 10 in 2014. These will be refined in 2015 and the Australian Curriculum will be extended to include the Year 7 cohort and the new Year 11 courses.
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>
<thead>
<tr>
<th>Sport</th>
<th># of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFL (boys and girls)</td>
<td>141</td>
</tr>
<tr>
<td>Athletics (Interhouse and interschool)</td>
<td>345</td>
</tr>
<tr>
<td>Swimming (Interhouse and interschool)</td>
<td>152</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>20</td>
</tr>
<tr>
<td>Basketball</td>
<td>16</td>
</tr>
<tr>
<td>Rugby (junior and senior)</td>
<td>70</td>
</tr>
<tr>
<td>Touch</td>
<td>16</td>
</tr>
<tr>
<td>Lightning Carnivals</td>
<td>336</td>
</tr>
</tbody>
</table>

The Specialist Australian Football Programme continues to be refined and developed under the watchful eyes of Head coaches Mr Burt and Mr Moscarda. 2015 will see Year 7 students enter the school and be invited into the program. An exciting camps program saw students involved in excursions to Nanga, Bunbury and Melbourne for Inter district games and experiences. The students who visit Melbourne will never forget the moving Anzac dawn service and the spine tingling roar of 100,000 Essendon and Collingwood fans at the Anzac day game.

A highlight was the success of our Junior Boys Football team, which were runners up to St Marks as West Perth District junior champion. The Year 10 football team was undefeated in the Lightning carnival against our neighbouring Government schools. Girl’s football is becoming increasingly popular with junior and senior teams representing Wanneroo last year. A highlight for all our footballers was the regular visits of AFL stars for clinics and talks. 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 fourth 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% have passed, which is approximately 450 students over the 4 years.

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 RAC, WA Police, St Johns, the Dept. of Fire and Emergency and Royal Perth Hospital.

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 and once again proved very popular with the year 11 and 12 students in 2014. Students in Outdoor Pursuits attended camps in Mandurah, Dwellingup and Cape to Cape participated in activities like snorkelling, fishing, surfing, mountain biking, white water rafting, crabbing and roping.
Rugby League continues to grow under the leadership of Mr Milhench and Mr Brown with about 70 boys in teams. The boys competed in two interschool competitions and three Northern Regions carnivals. Highlights included:-
- Year 8 boys 2nd in the Northern Districts Final
- Year 9 boys made semi-finals of the Specialist Schools Cup (even though not specialist!)
- Year 9 boys 2nd in the Northern Districts Final
- Year 10 boys 2nd in the Northern Districts final

Science

Our Science students were involved in a great many extra-curricular activities throughout the year. Staff from the WSC Science Department also were involved in providing Professional Development for teachers from this and other schools, in particular our partner primary schools.

Lower School

Year 8 students:
- “worked like a Scientist” in the CSIRO laboratories
- Performed extension experiments with “Dry Ice”.

Year 9 students:
- Four students received Rotary club sponsorship to attend the 4 or 3 day Conoco Phillips Science Experience at UWA or ECU. There they learnt about degree courses in Science & Technology and possible career pathways.

Year 9 & 10 students:
- 62 students took part in the BIG Science competition. 1 student achieved a high distinction, 3 achieved distinctions and 18 achieved credits.
- Attended the Eminent Speaker presentation at ECU when Dr Rob’s inspiring topic was “Keeping Australia prosperous”
- Were involved in extension science using a “Virtual Excursion” based on Jenolan Caves.

Year 10 students:
- 40 students took part in the ICAS Science competition. 1 student achieved a distinction, 6 achieved credits and 8 achieved Merit certificates. These awards place the students in the top 30% of the State’s Science students.
- 40 students attended ECU to become LABRATS for a day & find out what it is like to be a University Science student.

Senior School

Year 11 students:
- Visited AQWA to extend their understanding of the Marine Science course.

Year 12 Human Biology students
- Visited Perth Zoo to study their closest relatives, the Primates!
- Used Biotech in the Box equipment borrowed from Murdoch University to perform experiments in DNA gel electrophoresis.

Y12 Chemistry
- Took part in the Australian National Chemistry Quiz. Carys Graf was awarded a distinction for her entry.

Year 11 & 12 Physics students
- Had a day at Adventure World investigating the Physics of Fun.

Year 12 Integrated Science students
- Visited Perth Zoo to study conservation of species.
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 programs that T&E offers.

Home Economics
- Invitational catering for parents, friends and school functions
- Wanneroo Show entries
- Decorated cake projects and specialist food presentations
- Cake decorating speakers and parent assistants
- “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
- Materials recycling, with assistance from community institutions, suppliers and sponsors
- Industry links for Robotics programme
- Robocup Challenge at Curtin University
- Annual Visions exhibition
- Men’s Shed Wanneroo liaison

Digital Design
- 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)
- Student display of photographic work across the school
- Annual Visions exhibition

Student Services

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 “Jeans for Genes Day”, “The World’s Greatest Shave” (for cancer) 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 Boys and the Yr. 9 girls Mentoring Group, weekly Wednesday lunch activities run by Youth Support workers from the City of Wanneroo and regular Friday activities run by Wanneroo Youth Centre’s, “Raw Energy”. The inspirational Harmony Day performances not only highlighted the positive aspects of our
cultural diversity but also showcased the talent in Wanneroo SC. The Global Citizenship Program for the Yr. 8s was a fantastic program that incorporated relevant life skills with Yr. 10 Peer mentoring. Olympian and former student Sally Foster was inspirational at an assembly, and the Fun run organised for Para-Olympian, Brent Gravey, was noteworthy. As too was the slam-dunk competition judged by Perth Wildcat, Germaine Beal.

**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 to pick appropriate subjects for Yr. 11. The Term 2 excursion to the Careers Expo was also a great way to give direction and focus students on their academic achievements 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:** 2014 saw another successful year of 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 use them to buy items on an online shopping centre.

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 Pan Pacific 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 Kingdom City Church, was a wonderful culmination to the students’ five years of high school. The key-note speaker was past student Tammie West.
- The Yr. 12s bonded and readied themselves for the year in the Term 1 Team Building Day and culminated at the end of the year in the Yr. 12 Staff and Students breakfast at Jetty’s in Hillary’s Marina.

**English**

Over the past two years our English teachers have concentrated on ensuring that the college’s NAPLAN results improved sufficiently to meet the target set in the Business Plan. The staff’s emphasis on activities that were pertinent and relevant to the issue resulted in their successfully achieving that aim.

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.
- Students participated in 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 and UWA Book Week.
- Incursion writer-in-residence Jennifer Bottomley – Creative Writing for the Academic Extension Program students.
In 2014 the focus in Humanities and Social Sciences was the development of high quality, enriching and engaging programs. To this end, in 2015, the HASS learning area will continue the delivery of the Australian Curriculum History and Geography courses whilst developing and trialling Civics and Citizenship, Economics and Business from years 7-10. The learning area will continue to offer ATAR History and Geography as well as Workplace Learning and Career and Enterprise for non ATAR students. The Learning area will develop and refine programs for new WACE courses by 2016. All HASS programs will have an emphasis on enhancing literacy, inquiry skills and high order thinking.

- A weekly current affairs quiz (from an external source) for all lower school students was introduced to try and stimulate an interest and broaden their general knowledge
- Use of DOE Connect as a content management system for all Senior School courses by 2016 and all years (7-12) by 2017.
- Strategic plan for writing:
  - Word Walls and model responses to be displayed in all HASS classrooms
  - Validation essays to be used for all inquiry tasks
  - Exam style question deconstruction to be explicitly taught by all staff
  - School writing frameworks used to scaffold all writing tasks, including explicit teaching of essay structure
  - Continued use of at least two new teaching strategies to be used by each teacher per term.
- Before and after school tuition offered to Senior School students
- Careers Program integrated into year 9 Economics and Business course to help prepare them for post-secondary life as well as make appropriate subject choices in senior school.
- Academic Extension students participated in the Academic Extension camp.
- Use of ICT to enhance teaching and learning
- Use of echalk site for interactive activities for specific parts of the curriculum.
- Online referencing tools
- Emailing students work and giving feedback on tasks
- Google docs to share, collaborate and give feedback
- Year 9 students will engage in the Australian Business Community Networks Goals Program. This is a very popular program with the students and the competition for places in the program is fierce.

**Joondalup Campus**

Joondalup Campus Senior School Engagement Program enjoyed another highly successful year. 100% of the students achieved the Western Australian Certificate of Education and a Vocational Certificate II or III. Two students gained entry into university, a first for the program. The parent nights at the campus reflect the partnerships that have developed between the staff, parents and students; these occasions are interactive and inclusive.

- Students at the Joondalup campus have engaged in all aspects of the SSEP and have developed strong working relationships with their teachers, their parents and one another that have allowed for great progress for all. Key milestones, such as acceptance into the program and completion of year 11 are celebrated with dinners and excursions. Great emphasis is placed on the achievement of the WACE or exiting to an apprenticeship or employment.
- The off-site nature of the program enables students to develop positive relationships with staff and classmates that lead to a more productive workplace-like environment. Emphasis is placed on students becoming work-ready. To this end they own and operate the canteen for the campus. Attending Joondalup campus fosters a great sense of belonging, confidence and identity for both
students and staff that develop skills and strategies required by students to adapt to any group of people in life beyond school.

- 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, IT, Electro technology and Metals and Engineering.
- 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 Wanneroo SC Joondalup campus students. This leads to the continuation of the positive learning culture that embodies our Joondalup Campus.

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 2014 we welcomed students from Miki to Wanneroo Secondary College and a group of Wanneroo students visited Miki High School. These visits ensure that the students develop an understanding and appreciation of other cultures.

The Arts

The Arts faculty plays a significant role in promoting the school in the community as well as engaging students in various educational experiences. The highlights include the Travelling Road show that visits all the primary schools to promote the Specialist Performing Arts program. This has been an outstanding success. The Visions Art Exhibition run by the college at the Wanneroo Library is now in its third year. The overall prize winner, Tim Angeles, was also chosen to exhibit at the Year 12 Perspectives at the WA Art Gallery. This is a great honour. The Dance and Music Showcases were of a very high standard and a great celebration of the achievement of the students.

PERFORMING ARTS

The major productions were:
- Year 8: “Under the Big Top” and “Kids in Camelot”.
- Year 9: “Fame Jr”, and “Dungeon”.
- Year 10: “Train Tracks”.
- A Graduation Showcase was held for the students and their families as the final farewell to the program
- Year 11: “Rabbit”

The major productions were:
- Year 8: “the Musical” (Years 8-12)
- Music: The Musical Showcase (Years 8-12) and Lunchtime Concert (Years 8-12) and Classical Guitar with Choir opening of Tuart Building.
- Dance: Dance Showcase (Years 8-12) Assemblies and Harmony Day (Years 8-10)

Incursions
- Worcestershire Brass Band performance (all years)
- Jonathan De Hadleigh Clownering Workshop (Year 8)
- Adam-riginal (Years 8-10)
- Film Bites make-up workshop for year 9 SPA
• Alethea Bevilaqua - Commedia dell’Arte workshops

Excursions
• Buzz Dance Theatre (Years 10-12)
• Steps Youth Dance Company (Year 8-9)
• WAGSMS Concert Burswood
  o “Seussical the Musical”
  o Solo: Henry Reriti, Lili and Asha Osbaldiston
• Western Australian Education awards: Solos by Henry Reriti and Adenine Dimarucit.
• Primary School Tour(s) – Music, Dance, Drama (Years 8-12)
• "Smarter than smoking” film makers excursion to the State Library.
• Performing Arts Perspective at His Majesty’s Theatre.
• Mary Poppins at Crown Theatre.

Competitions
• “Wanneroo Warriors” (Cheerleading)
  o National Competitions: Rock n Cheer 1st place, Stars and Stripes 2nd place, Interschool 1st place.
  o Sports Carnival performances
• Joondalup Eisteddfod: Show Band, Classical Guitar Ensemble, Soloists, Duets, (Years 8-12)
• Spring in the Grove: Popular Band (Year 8-10)
• Wanneroo Show: Show Band, Dance excerpts (Years 8-12)
• "Music Count Us In": the choir were part of a mass choir representing Western Australia in a joint telecast throughout Australia.
• "Smarter than Smoking” 30 second commercial state winner.

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 student visited the Perspectives at the Perth Institute of Contemporary Art to expand their knowledge of local art and Sculptures by the Sea.
Learning Centre

The Learning Centre enjoyed a successful year in 2014 with two teachers, 7 Education Assistants and 20 Yr. 7-11 students. The Learning Centre provides a secure base for the students as they socialise and participate in school programs. Each student faces individual challenges - mild to moderate intellectual disabilities, Autism/ Aspergers, learning difficulties due to ADHD, childhood trauma, brain injury and mental health issues such as generalised anxiety disorder.

Each student has an Individual Education Plan and many of them receive School Plus funding commensurate with their difficulties or diagnosis. Regular communication is maintained with parents, guardians and with agencies and professionals supporting the individual students.

Students attend English and Mathematics classes in the Learning Centre where programs address functional skills that the student will be able to put to use in the community and workplace. Options classes are attended and mainstream activities such as assemblies and sports carnivals are participated in. Life Skills, Enterprise and Art and Craft programs also form an integral part of the Centre. Once a fortnight, students enjoy Community Access and are able to apply their maths, literacy, travel and social skills while in the community.

This year has seen the renovation of the courtyard between the two classrooms. Students now enjoy this area in breaks and for gardening and recreation activities. Sales from the plants grown in the shade house and renovated furniture provided the students with a feeling of achievement and sufficient funds for a fun end of year excursion to the Great Escape.

Senior students in the Learning Centre participate in training packages and Workplace Learning. This year the Year 11 students participated in a Certificate 1 in Retail as well as some units from a Business Certificate 1. Positive feedback and experiences in Workplace Learning provided one of the students with the foundations for acquiring a concreting traineeship.

The Learning Centre is an area of the school where students with individual challenges are able to feel a sense of ownership, achieve successfully and develop a positive self-image and sense of self-worth.

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**Student, Staff & Parent Satisfaction Survey**

Staff, parents and students were surveyed in late 2014. The results were analyzed however comparisons to previous surveys were limited as very few of the questions were common.

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

1. **Successes:** the staff was perceived by all as setting high expectations, giving useful and timely feedback. The survey indicated that students were progressing well and their needs were being met and that the school is looking for ways to improve.

2. **Challenges & Concerns:**
   - The difference in the responses from the staff, parents and students indicate that staff perceptions are sometimes considerably more positive than those of parents and students.
   - The aspects of greatest concern were :-
     - Student Behaviour is well managed, (positive responses 89% Staff, 68% Parents, 53% Students). The Student Services team is developing, reviewing and refining existing procedures. There will be professional development from the CMiS team
     - The college is well maintained, (positive responses 84% Staff, 83% parents & 66% students). Further investigation indicated that the responses referred more to rubbish than to maintenance.
All of the issues raised will continue to be addressed systematically through the Working Parties and targeted professional development of staff and students. More focused planning and target setting by the learning areas should result in a more vibrant and responsive school.

**Staff Achievements**

During 2014 the staff continued to enhance their professional standing through targeted study and involvement in Australia wide and state educational planning.

- There are now 23 senior teachers on staff, two Doctors of Philosophy and four Level 3 teachers. A number of staff are working toward their Level 3 qualifications.
- West Coast Collaborative, (Wanneroo, Warwick, Greenwood and Balcatta High Schools). Wanneroo SC staff contribute by teaching the following programs to students from the collaborative.
  - Specialist Mathematics at Edith Cowan University: Lisa Jankowski
  - Accounting at Greenwood: Rob Jackson
- Lou Mylonas, Rosa Sallustio, Sheila Randal and Anita O’Brien are all on the Course Advisory Committees for their various Learning Areas.
- Sheila Randal is a member of the Youth in Barbershop Development Committee
- Lou Mylonas is the President of the Professional Design & Photography Teachers’ Association.
- Jason Tan and Kellie Noakes were the conveners for the Students at Educational Risk program within the Wanneroo Education Network. In this role they presented many professional development sessions to staff from the network.
- Ros Ford is the Senior Vice President of the West Australian Secondary Schools Executives Association. In addition she delivered professional learning on timetabling throughout the state
- Pauline White represents the Principal Class on the School Curriculum and Standards Authority’s Audit Committee, Committee Member of the SIS Replacement Project 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.
- Dr Tash Kaur worked with Primary school teachers to up-skill them in the delivery of the Australian Curriculum Science Stands.
- Kate Dixon is an exam writer for the Schools Curriculum and Standards Authority.
- Lesley Bacon, Denise McGuiness, Matt Bell and Anita O’Brien are markers for various external exams; ATAR, NAPLAN, and OLNA.

All of these activities keep the staff up to date with the current trends in the field of education.
Wanneroo Secondary College
Financial Summary as at
31st December 2014

### Revenue - Cash

<table>
<thead>
<tr>
<th>Revenue Source</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voluntary Contributions</td>
<td>$65,362.00</td>
<td>$65,361.58</td>
</tr>
<tr>
<td>Charges and Fees</td>
<td>$426,574.00</td>
<td>$426,571.69</td>
</tr>
<tr>
<td>Government Allowances</td>
<td>$45,592.00</td>
<td>$45,592.00</td>
</tr>
<tr>
<td>P&amp;C Contributions</td>
<td>$2,151.00</td>
<td>$2,151.00</td>
</tr>
<tr>
<td>Fundraising/Donations/Sponsorships</td>
<td>$47,358.00</td>
<td>$47,358.01</td>
</tr>
<tr>
<td>DoE Grants</td>
<td>$949,083.33</td>
<td>$949,083.32</td>
</tr>
<tr>
<td>Other State Govt Grants</td>
<td>$21,641.00</td>
<td>$21,640.52</td>
</tr>
<tr>
<td>Commonwealth Govt Grants</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>Trading Activities</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>Other</td>
<td>$460,362.00</td>
<td>$460,361.27</td>
</tr>
<tr>
<td>Internal Transfers</td>
<td>$109,971.00</td>
<td>$109,971.00</td>
</tr>
<tr>
<td>Total</td>
<td>$2,127,995.33</td>
<td>$2,127,994.99</td>
</tr>
</tbody>
</table>

### Current Year Actual Contingencies Revenue Sources

- Locally Generated Revenue: 25%
- DoE Grants: 4%
- Other Govt Grants: 1%
- Transfers: 5%
- Other: 22%

### Expenditure

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>$103,457.00</td>
<td>$102,632.54</td>
</tr>
<tr>
<td>Leases</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>Utilities</td>
<td>$259,466.00</td>
<td>$259,465.48</td>
</tr>
<tr>
<td>Repairs/Maintenance/Grounds</td>
<td>$82,706.00</td>
<td>$82,706.29</td>
</tr>
<tr>
<td>Building Fabric and Infrastructure</td>
<td>$126,885.00</td>
<td>$126,885.26</td>
</tr>
<tr>
<td>Assets and Resources</td>
<td>$194,646.00</td>
<td>$194,645.44</td>
</tr>
<tr>
<td>Education Services</td>
<td>$516,489.00</td>
<td>$507,452.43</td>
</tr>
<tr>
<td>Other Specific Programs</td>
<td>$82,706.00</td>
<td>$82,706.29</td>
</tr>
<tr>
<td>Trading Activities</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>Salary Payments to Central Office</td>
<td>$402,000.00</td>
<td>$402,000.00</td>
</tr>
<tr>
<td>Transfers to Reserves</td>
<td>$82,706.00</td>
<td>$77,153.16</td>
</tr>
<tr>
<td>Total Contingencies Expenditure</td>
<td>$2,388,074.00</td>
<td>$2,372,563.25</td>
</tr>
<tr>
<td>Total Salary Expenditure</td>
<td>$10,646,988.00</td>
<td>$10,659,806.72</td>
</tr>
<tr>
<td>Total Expenditure</td>
<td>$13,035,062.00</td>
<td>$13,032,369.25</td>
</tr>
</tbody>
</table>

### Bank Balance

- Opening Balance: $367,866.00
- Total Contingency Funds Available: $2,495,861.33
- Total Salary Allocation: $10,646,988.00
- Total Funds Available: $13,142,849.33

### Revenue Source

- DoE Grants: 47%
- Locally Generated Revenue: 25%
- Other Govt Grants: 1%
- Other: 22%

### Expenditure Purpose

- Bank Balance as at: $1,701,136.72
- Made up of:
  1. General Fund Balance: $123,297.46
  2. Deductible Gift Funds: $ -
  3. Trust Funds: $ -
  4. Asset Replacement Reserves: $1,578,292.57
  5. Suspense Accounts: $ 5,166.69
  6. Cash Advances: $ 1,290.00
  7. Tax Position: $ 4,717.00
- Total Bank Balance: $1,701,136.72
RECOMMENDATIONS FOR 2015

Priorities, 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 2015 we will continue to develop the following initiatives which will be rolled out through the college’s working parties:

- Improving attendance; an enhanced whole school approach which includes increased time allocation for HoLA’s to assist Homeroom Tutors with accountability requirements, appointment of an Attendance Improvement coordinator, and participation in the trial of Attendance Panels.
- Numeracy: Critically review existing plan and develop and implement revised plan.
- Develop a partnership with ECU to develop STEM programs in the college and clear pathways beyond school.
- Explore ways of engaging with the West Coast Institute of Technology.

Ongoing Initiatives:

- Professional Improvement: A three-pronged approach to improving teaching and learning;
  (i) Professional Learning teams, TRIADS, a system of review & reflection that enables staff to develop and enhance their teaching skills. Staff will be trained to give feedback.
  (ii) Walkthroughs will be introduced. A way of measuring the adoption of school improvement initiatives in the classroom.
  (iii) Classroom coaching to assist staff to improve their teaching practice; to move to a level judged as highly effective.
- The increased involvement of students in decision-making and provision of more opportunities to develop leadership skills. The Principal to attend Student Council meetings on a regular basis.
- Embedding a shared understanding of the school’s vision and values and the Wanneroo Way of Teaching and Learning: Particular emphasis will be placed on respect within the school community, raising the aspirations of the students and encouraging them to set challenging academic and social goals.
- Increase the number of VET Certificate II offered if appropriate.
- Laptops trollies for use in the Learning Area’s will be maintained. Take home laptops will be available on a needs basis.

Staff:

- In 2015 there will be an emphasis on refinement of the programs written for the new WACE, the Australian Curriculum and the Year 7’s.
- Continued whole staff involvement in working parties and committees.
- The Visible Learning Research will remain pivotal to the development of professional learning programs.
- There will be an emphasis on reflection on student performance, in particular using the SAIS reports.
- The satisfaction surveys identified Student Behaviour as an issue of concern. Professional Development will focus on cooperative learning, classroom management, literacy and numeracy strategies and the Australian Curriculum as a means of improving student engagement and hence behaviour.

Facilities

- Collaborate with the DoE and the West Coast Institute of Technology to gain a long-term lease on the Joondalup Campus or alternative premises.
- Negotiate with DoE for a doubling of the size of the bandwidth available to the school.
- Upgrade the Year 8 court yard, the area outside the theatre, and the conference room. Also provide shade cover over the science lawn.
- Lobby DoE to fund the upgrade of the canteen and various projects to bring the school up to the standard brief.
- Design and build a front entrance.
Conclusion

Wanneroo Secondary College consolidated its position as an Independent Public School in 2014. Enrolments continued to grow in 2014 with a Year 8 intake of 260 students. Current enrolments have placed a strain on accommodation despite the completion of the Tuart building. In addition, the college has taken on a large number of new staff over the past three years.

Over the next few years we will need to manage a fluctuation in enrolments as a consequence of the opening of the new high school north of Wanneroo. During the year the staff have been extremely busy preparing for the introduction of the Australian Curriculum in all years, writing new programs for the year 7’s and planning for a sizable intake of new staff, while being mindful that there will be a reduction in requirements for 2016.

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

The Art Exhibition, held in the Wanneroo Library, is organised by Wanneroo Secondary College but is open to entries from all local schools. The exhibition’s purpose is to showcase, to the public, the artistic talents and abilities of a broad range of local students, and it 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 involved.

The gaining of Independent Public School status has focused staff on 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 college will continue to be improving teaching practice and student outcomes. In 2015, the coaching of staff for improvement as well as improving student attendance and engagement will be the prime strategies 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 data reflected the expected result for the half cohort, and 2015 should see a return to steadily improving results. Our median score was above “Like Schools WA”, and of particular merit was the achievement of an attainment rate of 94%. We will continue to work closely with our partner primary schools to achieve 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 a vibrant school community.

Pauline White
Principal
2nd April 2015