Wanneroo Secondary College
Annual Report
2015
In 2015 the Year 7 students were successfully integrated into the college. The “Jump Start” program that they participated in was particularly successful and the follow up survey of students and parents indicated a high degree of satisfaction.

The programs written for the new Australian Curriculum required further refinement. This process of reflection and refinement will continue for a number of years. The new Western Australian Certification of Education courses were successfully implemented into Year 12.

The college is always looking to the future and programs that address STEM education, (Science, Technology, Engineering, Mathematics), are at the forefront of our planning. All students will access Information Technology courses, coding and robotics either embedded in existing subjects or as stand-alone subjects.

The College had its first Independent Public School Review in Term 4. The review was very complimentary of our diversity of programs and the challenging range of subjects and numerous pathways to success offered by the college. Particular mention was made of the Joondalup Campus, Learning Centre and the large number of co-curricular and extra curricula activities offered by the College. The skill and dedication of the staff was also praised. The full report is on the website.

The college made excellent progress in achieving the Key Targets of the Business Plan. Of particular merit was the significant improvement in attendance. The strategies introduced to address this target were successful.

The 2015 the facilities upgrades undertaken were smaller in magnitude however new toilets were built and others upgraded. Attention has now turned to the beautification of the gardens and grounds. The college will continue to campaign for a new canteen and sports centre.

The colleges NAPLAN and OLNA results have continued to improve; this success is detailed later in the report. Initiatives designed to improve teaching and learning in the college are having a very positive impact on student achievement. Our most successful student in 2015 gained entry to medicine at the University of WA and four students gained SCSA awards In addition more than 50% of the Year 12 students were awarded a VET Certificate III or better.

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 the robust support being given by the Department of Education, a permanent solution will be developed. Until this issue is resolved, long term planning is very difficult.

The college’s greatest assets are its students and staff. The general tone at the college in 2015 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 providing a well-rounded education to the youth of Wanneroo.
**TARGET 1:** To increase overall student progress in Year 7 & 9 NAPLAN 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

**Table 1: Achievement of College Targets (Expected)**

<table>
<thead>
<tr>
<th>Year 7 All</th>
<th>Numeracy 2015</th>
<th>Reading 2015</th>
<th>Writing 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>WSC</td>
<td>Like</td>
<td>Targets</td>
<td>WSC</td>
</tr>
<tr>
<td>Top 20%</td>
<td>10% 16% 10% 10%</td>
<td>10% 16% 10% 10%</td>
<td>16% 18% 10% 10%</td>
</tr>
<tr>
<td>Middle 60%</td>
<td>73% 67% 70% 74%</td>
<td>67% 70% 65% 63%</td>
<td>70%</td>
</tr>
<tr>
<td>Bottom 20%</td>
<td>17% 18% 20% 15%</td>
<td>17% 20% 19% 19%</td>
<td>20%</td>
</tr>
</tbody>
</table>

College Targets: The initial targets for NAPLAN were largely met in 2013 and have been raised each year and again the targets have been met. The year 7 Targets were best guesses and will be adjusted appropriately for 2016.

**Year 9 All**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Top 20%</td>
<td>9% 9% 12% 10% 10% 12% 16% 15% 13% 14%</td>
<td>18% 15%</td>
<td></td>
</tr>
<tr>
<td>Middle 60%</td>
<td>65% 68% 68% 65% 66% 69% 62% 65% 72% 66% 69% 65%</td>
<td>65%</td>
<td></td>
</tr>
<tr>
<td>Bottom 20%</td>
<td>26% 23% 20% 25% 24% 18% 22% 20% 15% 20% 13% 20%</td>
<td>20%</td>
<td></td>
</tr>
</tbody>
</table>

**Year 9:** The Average scores for Writing and Reading equal or exceed that for the State. There is a small gap to close in Numeracy. In all other tests the average for the College equals or exceeds the average for Like Schools.

**Year 7:** This is the first year for the year 7’s and in each case the average for the College is below that of the state and slightly below that of Like Schools. The challenge will be to set targets that address this shortfall.
Percentage of students above, at or below national standards

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

The percentage of students 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. The "Overall Relative Achievement" and "Overall Progress" is within range relative to ICSEA.

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

Regular and At Risk attendance: Improvement in the percentage of students with Regular Attendance improved significantly in 2015. Strategies implemented in 2015 had the required impact and continued improvement is expected. The Business Plan 2016-18 will set higher targets.

Regular and At Risk Attendance Data
Attendance by Year: The data indicates that the college is achieving or has exceeded its targets in relation to overall attendance in Year 7, 8, 9, 10 and 11. The year 12 attendance rate equalled that of the DoE rate however it did fall short of the school Target.

<table>
<thead>
<tr>
<th>Attendance by Year</th>
<th>Y07</th>
<th>Y08</th>
<th>Y09</th>
<th>Y10</th>
<th>Y11</th>
<th>Y12</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>90%</td>
<td>85%</td>
<td>85%</td>
<td>89%</td>
<td>90%</td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>89%</td>
<td>87%</td>
<td>84%</td>
<td>86%</td>
<td>88%</td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td>93%</td>
<td>92%</td>
<td>87%</td>
<td>86%</td>
<td>88%</td>
<td>88%</td>
</tr>
<tr>
<td>WSC Targets</td>
<td>92%</td>
<td>90%</td>
<td>87%</td>
<td>85%</td>
<td>87%</td>
<td>90%</td>
</tr>
<tr>
<td>WA Public Schools 2015</td>
<td>91%</td>
<td>89%</td>
<td>87%</td>
<td>85%</td>
<td>87%</td>
<td>88%</td>
</tr>
</tbody>
</table>

The Successful changes implemented in 2015 included:-
- 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.
- Introduction of SEQTIA which enabled more efficient tracking of students.

Key Achievement Target: Diversity of Pathways

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. **Achieved**

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.
- 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 was 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 & Coding

**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.
Sport: Participation in a wide range of sporting activities and competitions:
- Netball, introduced in 2015 was highly successful.
- 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.
- Annual Football Trip to Melbourne, tour facilities and watch AFL games.

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 visits Miki every second year.
- Performing Arts Tour to the USA.
- Melbourne Football Tour.

Key Achievement Target: ATAR Participation

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

<table>
<thead>
<tr>
<th>Year</th>
<th>WSC Median</th>
<th>WSC % ATAR</th>
<th>Like-Schools Median</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>66.5</td>
<td>24%</td>
<td>64.5</td>
</tr>
<tr>
<td>2014</td>
<td>63.1</td>
<td>19%</td>
<td>62.8</td>
</tr>
<tr>
<td>2015</td>
<td>58.0</td>
<td>31%</td>
<td>63.6</td>
</tr>
</tbody>
</table>

The percentage of students participating in the ATAR Program has increased. However this increase has had a negative impact on the median ATAR. Adjustments will need to be made in this key target in the future.

The percentage of students participating in ATAR has been mapped, for each cohort, against the percentage of students who attained a NAPLAN result in Year9 Reading of a Band 8, 9 or 10. The Target should in future be that of the percentage of students who pre-qualify for WACE.
**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 first achieved in 2013 and has been maintained or improved upon since then. Of particular note is that more than 50% of students were awarded a Certificate III or better; our results in the VET area are outstanding. Of concern is the impact of the requirement for students to achieve “On-Line Literacy & Numeracy Assessment” in order to receive a WACE certificate. The impact of this requirement will not be evident until the end of 2016.

| Attainment Rate – ATAR >= 55 and/or Cert II or higher of eligible students |
|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| 97%(148)                    | 94%(92)                     | 95% (111)                   | 94% (115)                   | 58% (71)                    |

**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 student, 70%, from the AFL program successfully completed a Certificate II & III in Outdoor Education and Sports Coaching in 2015 and have since enrolled in related courses at TAFE & University. The students who graduated from the Performing Arts Program have enrolled at a greater 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.

<table>
<thead>
<tr>
<th>Percentage of students who attend more than 90% of the time</th>
<th>Year 7</th>
<th>Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td>2014</td>
<td>2015</td>
</tr>
<tr>
<td>Performing Arts</td>
<td>87%</td>
<td>72%</td>
</tr>
<tr>
<td>Australian Rules Football</td>
<td>86%</td>
<td>52%</td>
</tr>
<tr>
<td>Whole of College</td>
<td>78%</td>
<td>54%</td>
</tr>
</tbody>
</table>

Attendance at school was a determining factor in team selection and the allocation of roles within the performing arts. This had a positive impact on attendance of the students in these programs.
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.

**Priority 1: Excellence in Teaching & Successful Learning**

Through targeted professional learning the skill sets of teachers will be enhanced to align with the needs of our students. The staff will underpin lesson planning with analysis of data, the use of cooperative learning strategies and computer technologies in the classroom. Embedded in school practices will be the school-wide pedagogy “Our Way of Teaching & Learning”. We want all our students to be challenged, to maximize their talents and abilities and to be well prepared for their future when they leave school and equipped to prosper economically.

**Priority 2: Engaging and Safe Learning Environment**

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

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

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

NAPLAN Tests were administered to all Year’s 7 & 9 students and the OLNA tests to students in Year 10 & 11 as required. These results have been commented extensively in the section on Key Achievement Targets.

General Comments on standardised testing and school results

The results from the standardised testing improved again this year. The My School data shows that in NAPLAN Reading, Writing and Numeracy we are now equal or exceeding “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:

- Improving Attendance.
- 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 display of word walls in all classrooms and the use of reciprocal reading strategies were well supported by all staff.
- The data relating to students who achieve Bands 8, 9 and 10 in the NAPLAN tests will be used to further extend them.

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. (HASS results are not included as the longitudinal data is not available due to the change from the Western Australian to the Australian Curriculum).

<table>
<thead>
<tr>
<th>English Year 10</th>
<th>Grade Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grades D &amp; E &amp; NA</td>
</tr>
<tr>
<td>WANNEROO SC</td>
<td>21%</td>
</tr>
<tr>
<td>Like WANNEROO SC</td>
<td>23%</td>
</tr>
<tr>
<td>DoE</td>
<td>25%</td>
</tr>
</tbody>
</table>
### Mathematics

#### Grade Distribution

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>WANNEROO SC</td>
<td>31%</td>
<td>24%</td>
<td>40%</td>
<td>69%</td>
<td>76%</td>
<td>60%</td>
</tr>
<tr>
<td>Like WANNEROO SC</td>
<td>345%</td>
<td>32%</td>
<td>40%</td>
<td>65%</td>
<td>68%</td>
<td>60%</td>
</tr>
<tr>
<td>DoE</td>
<td>32%</td>
<td>37%</td>
<td>32%</td>
<td>68%</td>
<td>63%</td>
<td>68%</td>
</tr>
</tbody>
</table>

### Science

#### Grade Distribution

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>WANNEROO SC</td>
<td>24%</td>
<td>23%</td>
<td>25%</td>
<td>77%</td>
<td>77%</td>
<td>75%</td>
</tr>
<tr>
<td>Like WANNEROO SC</td>
<td>38%</td>
<td>31%</td>
<td>36%</td>
<td>62%</td>
<td>69%</td>
<td>64%</td>
</tr>
<tr>
<td>DoE</td>
<td>34%</td>
<td>27%</td>
<td>33%</td>
<td>66%</td>
<td>73%</td>
<td>67%</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.

The cohort that commenced school in 2013 has been tracked through to Year 10 2015.

#### 1. Works to the best of his/her ability

![Graph showing percentage of students working to the best of their ability from 2013 to 2015.]

#### 5. Cooperates productively and builds positive relationships with others

![Graph showing percentage of students cooperating productively with others from 2013 to 2015.]

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.
- (5) Co-operates productively and builds positive relationships with others
- (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.
Stage 2 & 3 Courses

ATAR Scores achieved by individuals were the best in a number of years, the highest score was a very creditable 96. However the median ATAR score, achieved by our students, decreased by 3 points. An easy way to improve the median score is to discourage student participation; the college has chosen not to pursue this path. A decision was made by the College Board in 2012 to prioritise encouraging students to do their ATAR rather than concentrating on increasing the median score. We will concentrate on the attainment rate as the best measure of progress. In the future a measure that relates ATAR participation to NAPLAN scores will be not meaningful.

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

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 grade distributions for students attaining an A or B, show the school is at or above state distribution for 9 out of the 11 courses. One hundred per cent of the students achieved a Western Australian Certificate of Education, i.e. graduation.

Student Performance - Stage 1 Courses - Grade Distribution

<table>
<thead>
<tr>
<th>Course</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
</tr>
<tr>
<td>Children, Family &amp; Community</td>
<td>WSC</td>
</tr>
<tr>
<td></td>
<td>State</td>
</tr>
<tr>
<td>Design</td>
<td>WSC</td>
</tr>
<tr>
<td></td>
<td>State</td>
</tr>
<tr>
<td>English</td>
<td>WSC</td>
</tr>
<tr>
<td></td>
<td>State</td>
</tr>
<tr>
<td>Food Science &amp; Technology</td>
<td>WSC</td>
</tr>
<tr>
<td></td>
<td>State</td>
</tr>
<tr>
<td>Health Studies</td>
<td>WSC</td>
</tr>
<tr>
<td></td>
<td>State</td>
</tr>
<tr>
<td>Integrated Science</td>
<td>WSC</td>
</tr>
<tr>
<td></td>
<td>State</td>
</tr>
<tr>
<td>Mathematics</td>
<td>WSC</td>
</tr>
<tr>
<td></td>
<td>State</td>
</tr>
<tr>
<td>Materials, Design &amp; Technology</td>
<td>WSC</td>
</tr>
<tr>
<td></td>
<td>State</td>
</tr>
<tr>
<td>Media Production &amp; Analysis</td>
<td>WSC</td>
</tr>
<tr>
<td></td>
<td>State</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>WSC</td>
</tr>
<tr>
<td></td>
<td>State</td>
</tr>
<tr>
<td>Workplace Learning</td>
<td>WSC</td>
</tr>
<tr>
<td></td>
<td>State</td>
</tr>
</tbody>
</table>
The college has in place many strategies to assist students with their academic progress. In 2015 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 learning 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.

Students who achieve a Certificate III are better placed to secure positions in their courses of choice at TAFE. The increase in the percentage of students achieving a Certificate III was of particular merit. The college was ranked in the top two schools in the state for this achievement.

### 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. A slowdown in the economy has resulted in some families returning to their country or state of origin hence an overall decline in retention. What is masked in these figures is the level of transiency, 18.5%, which impacts on the colleges’ ability to bring about student improvement. 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>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>
<tr>
<td>2015</td>
<td>98%</td>
<td>75%</td>
<td>68%</td>
<td>87%</td>
<td>75%</td>
</tr>
</tbody>
</table>

The post-school destinations of the students strongly reflected the prevailing economic circumstances. This data is no longer produced as it was unreliable.
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, teamwork and responsibility in our students. They also improve the students’ engagement with school and contribute to their academic and social development.

Mathematics (2015)

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

Australian Mathematics Competition
- 172 WSC students competed in this prestigious competition which is held in numerous countries.
  - 80 students achieved Certificates of Proficiency.
  - 39 students achieved Certificates of Credit, which places them in the top 50% of students in their year group across the state.
  - 3 students in Lower School, Anthony Flores, Ashley Hudspith-Logan and Natasha Sugianto all of Year 7, achieved Certificates of Distinction, which are awarded to the top 15% of students in their year group across the state.
  - 1 student, Scott Bourne, achieved a Certificate of High Distinction, placing him in the top 2% of Year 9 students throughout W.A. Scott was acknowledged for his outstanding success in this competition at the Australian Mathematics Trust Awards Presentation which was held at All Saints College.
  - Two students in Year 11, Huiling Yang and Mitchell Norman, achieved Certificates of Distinction. One student in Year 12, Casey Brown, achieved a Certificate of Distinction. In Senior School distinctions are awarded to the top 25% of students in their Year group from across the state.
  - Chantelle Panucci, (Year 8), 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.
The Australian Problem Solving Olympiads
- Students in the Year 7 and Year 8 Mathematics Extension Classes competed in the prestigious and rigorous Australian Problem Solving Mathematical Olympiad.
- Kathy Taladro from Year 7 and Hayley Ferguson from Year 8 were the highest achieving students from the college and did extremely well to place in the top 40% of the “brightest” students in Australia.

Mathematical Association of Western Australia Have Sum Fun Online Competition
- Two Year 7 teams, two Year 8 teams and four Year 9 teams participated in the “Have Sum Fun” Online competition.

The University of Western Australia’s Engineering Show Case
- 4 students from Year 12 attended a showcase on Engineering at the University of Western Australia. This was a great opportunity for students to learn about the seven disciplines of Engineering offered at UWA and students participate in interesting and challenging activities over the day.

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 3 afternoons per week and before school.
- ECU revision seminars where Year 12 students attended ECU during the first week of the term three holidays.

The Mathematics Learning Area implemented the Western Australian Curriculum in Year 7 this year and refined and reviewed our years 8, 9 and 10 courses. 2015 also saw the implementation of the new WACE courses in Year 11 and the preparation for the implantation of the new WACE courses in Year 12 in 2016.

**Heath & Physical Education (2015)**

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>No of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFL (boys and girls)</td>
<td>152</td>
</tr>
<tr>
<td>Athletics (Interhouse and interschool)</td>
<td>350</td>
</tr>
<tr>
<td>Swimming (Interhouse and interschool)</td>
<td>171</td>
</tr>
<tr>
<td>Soccer (boys and girls)</td>
<td>25</td>
</tr>
<tr>
<td>Cricket</td>
<td>22</td>
</tr>
<tr>
<td>Netball</td>
<td>63</td>
</tr>
<tr>
<td>Basketball</td>
<td>14</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>396</td>
</tr>
</tbody>
</table>

The Specialist Australian Football Programme continues to be refined and developed under the watchful eyes of Head Coaches, Mr Moscarda and Mr Minchin. 2015 saw our first intake of Year 7 students enter the programme. An exciting camps programme which involved students in excursions to Northam, Bunbury and Melbourne for Inter district games and experiences. The students who visited 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 the Year 8/9 boys’ football team which was a quarter finalists in
the Eagles Cup. Girls’ 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.

Wanneroo once again 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 8000 students from 40 schools attended the event organised by RAC, WA Police, St Johns, the Dept. of Fire and Emergency and Royal Perth Hospital.

Netball has proven very popular in the past 12 months since Miss Barnes was appointed as Netball Coordinator. Highlights included:

- 3 trophies at the Multicultural Netball Carnival (Year 7/8 Champions, Year 9/10 Champions, Year 7/8 Team B runners up)
- Year 7/8 team were also Runners up Champions in the High Schools Cup
- Gaining funds from the Schools P&C to purchase a fabulous team uniform designed in the Wanneroo colours with school logo.

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 9 boys won the Northern Districts Final
- Year 10 boys 2nd in the Northern Districts Final.
- Also congratulations to Levi Mitchell who was selected to represent the Combined Specialist Schools Team.

Cambodia 2015
December 2015 witnessed a group of 15 students depart on a life changing and life challenging trip to Cambodia. After an historical look at Cambodia’s turbulent past, the students embarked on a series of “hands on” projects partnering with New Hope Church as they supported local villages by educating, feeding and clothing children. Other highlights included, visiting the amazing Anchor Watt temples and under taking local cooking classes. All students returned to Perth with memories that will last forever.

**Science (2015)**

Our Science students were involved in a great many extra-curricular activities throughout the year. Staff from the WSC Science Department were involved in providing Professional Development for teachers from in our partner primary schools. In addition the staff have developed resources for Connect.

**Lower School**

**Year 7 students:**
- visited SciTech, CSIRO laboratory, Horizon & Planetarium
- Mr Hambleton devised the science element of the Jump Start program.

**Year 8 students**
- Performed extension experiments with “Dry Ice”

**Year 9 students**
- 3 students received Rotary Club sponsorship to attend the 4 or 3 day Conoco Phillips Science Experience at Curtin and ECU. There they learnt about degree courses in Science & Technology and possible career pathways.
- 60 students visited Perth ZOO to study Animal adaptions.
- Had an incursion from Gnarloo Turtle Conservation group
- 62 students took part in the BIG Science competition. 1 student achieved a high distinction, 3 achieved distinctions, 18 achieved credits.
All students had the opportunity to be involved in extension science using a “Virtual Excursion” based on Jenolan Caves.

**Year 10 students**

- 40 students took part in the ICAS Science competition. 6 achieved credit certificates & 6 achieved Merit certificates. These awards place the students in the top 30% of the State Science students.
- Mrs Sharma & a team including 7 students participated in the National FutuRide competition and won the Secondary School People’s Choice Award for WA. The school received a set of 4 power-generating bikes worth more than $4000.
- 20 students from Mrs Sharma’s Year 10 AE class participated in the PICSE National Science for Growth Awards in 2015. 6 students came out as the State winners winning first, second and third prize in Western Australia. The students received $1000 in cash prizes from the University of Southern Queensland.

**Senior School**

**Year 11 students:**

- Integrated Science students
  - Visited Naturaliste Marine Discovery & AQWA to extend their understanding of the Marine Science course.

- Physics students
  - Went on an excursion to Gravity Discovery Centre (Gingin)

**Year 12 Students**

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

- Chemistry students
  - took part in the Australian National Chemistry Quiz. Casey Brown (Year 12) was awarded a High distinction for his entry, and Year 11 students, Harleen Saggu a distinction & Mitchell Norman a credit.

- Physics students
  - Mrs Sharma is in the final stages of producing an educational website which has all the curriculum information along with a variety of resources for the students from Year 7 to Year 12. It is going to be extremely useful for Units 1 & 2 and Units 3 & 4 Physics students as it is full of exciting Physics resources and online quizzes.

**Integrated Science students**

- Visited Perth Zoo to study conservation of species

---

**Technology & Enterprise (2015)**

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.

**Business and Information Technology**

- Design an Ad Competition in The West Australian newspaper
- Webpage design and content contributions
Home Economics
- Invitational catering for parents, friends and school functions
- Wanneroo Show entries
- Decorated cake projects
- Specialist food presentations by industry chefs
- 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
- Sydney University online Robotics extension 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 (2015)

The Student Services team play a significant role in keeping students focussed on educational goals and on track to graduation and career pathways. An emphasis on restorative processes, low key practices, open communication with parents and individual education plans increase engagement and lead to a significant reduction in negative behaviours. Student Services strive to pastorally engage and support students through their educational journeys. Student Services had many highlights in 2015.

Community Service: Student representation in decision making was enhanced with the work of Chaplains Zoe Clune, Matt Denholm and the Student Councillors. This saw the organisation of activities and fundraising events such as, Jeans for Genes Day, Clean up Australia and the 40 Hour Famine.

Guidance and 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 Year 11. 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. Students have also been exposed to seminars on online safety, being a good “digital citizen” and reinforcement of our vision and values within the Wanneroo Way of Teaching and Learning.

Incursions: 2015 was a busy year with the Year 7s and 8s both starting at WSC. We had two Transition Days and programs such as JumpStart to help engage and settle the Year 7 and 8 students into High School, life. The new Tuart Building was certainly a fantastic space for the Year 7s to utilise.

We had guest speakers, lunch activities and focus groups. This included the inspirational Young Chozen and focus groups ‘Strength’ and ‘Venus’ - the Year 9 boys and the Year 9 girls Mentoring Group. There were 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’. Highlights included the silent disco and sumo suit contest.
The inspirational Harmony Day performances not only highlighted the positive aspects of our cultural diversity but also showcased the talent in Wanneroo SC. The Anzac Ceremony gave tribute to the personnel in the Armed forces and the Police versus Staff and Students basketball game strengthened the working relationship Police have with the school and wider community. The Fun run organised for Para-Olympian, Brent Gravey was also noteworthy.

**Excursions:**
Some of the varied events that were organised by the Student Services team are often milestone events in the lives of the students. We had;
- The Big Day out at The Great Escape for the Year 7s. A fantastic way to build and strengthen friendships and acknowledge successes.
- 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 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 Rendezvous Hotel. The students were not only beautifully dressed, they also conducted themselves in a mature and exemplary manner.
- The Year 12s finishing their High School careers at the staff and students breakfast at Jetty’s in Hillary’s Marina and the Year 12 Presentation Ceremony held at Kingdom City Church. This was a wonderful culmination to the students’ five years of high school. The key note speaker was past student Kate McCaffrey.

**School Ball**

**Anzac Day Assembly**

**English (2015)**

Over the past three years our English teachers have concentrated on ensuring that the college’s NAPLAN results improved sufficiently to meet the targets 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 and exceeding the targets in most cases.

Enrichment activities were conducted throughout the year. These included:
- After-school tuition classes, Year’s 7’s to 12
- All students received exam revision packs which included past papers and examiners’ reports in addition to exam revision resources.
- To assist students to prepare for their ATAR exams
  - The Year 11 Literature students attended Notre Dame University Literature Conference
  - The Year 12 English student attended the Curtin University English Conference
- 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 the All Saint’s Writers Festival.
- Incursion writer-in-residence Jennifer Bottomley – Creative Writing for the Academic Extension Program students.
In 2015 the focus in Humanities and Social Sciences was the development of high quality, enriching and engaging programs. 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 Department of Education Connect as a content management system for all year levels
- Before and after school tuition offered to Senior School students
- Careers Program integrated into Year9 Economics and Business course to help prepare them for post-secondary life as well as make appropriate subject choices in senior school.
- An emphasis on the use of ICT to enhance teaching and communicate with parents.
- A strong emphasis was placed on enrichment and engagement through relevant Incursions and excursions. These included
  - Year 7 - Parliamentary Education Office
  - Year 8 - Francis Burt Law Centre
  - Year 8 - Medieval Fayre Supreme Court Gardens
  - Year 9 - Anzac Ceremony Sleepover
  - Year 9 - Commonwealth Bank Start Smart
  - Year 10 – Urban designer to address ATAR group
  - Year 10 Fieldtrip – Traffic survey and urban design
  - Possible 2016 Year 10 interstate trip to Canberra
  - Year 11 Geography – Viticulture in the Swan Valley
  - Year 11 History – Holocaust Centre
  - Year 12 Geography – Perth CBD fieldwork
  - Year 12 History – Constitutional Centre
  - Risk Club – after school board game held on Thursday afternoon

- 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.
- Before and after school tuition offered to Senior School students
- Careers Program integrated into Year9 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 Year 8 camp and Academic Extension camp.
- Use of ICT to enhance teaching and learning
  - Use of e-chalk site for interactive activities for specific parts of the lower school curriculum.
  - Online referencing tools
  - Use of digital projectors to display digital learning objects
  - Emailing students work and giving feedback on tasks
  - Google docs to share, collaborate and give feedback
  - Sharing of work via the Get wok and Hand in Work folders
- 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.
- Academic Extension students will participate in the following competitions:
  - Years 7 and 8 - National Geographic Competition
  - Years 7 and 8 - National History Competition
  - Year 10 Petroleum Club
**Joondalup Campus (2015)**

Joondalup Campus Senior School Engagement Program enjoyed another highly successful year. 100% of the students achieved the Western Australian Certificate of Education and/or a Vocational Certificate II or III. The Joondalup campus relies heavily on the support from parents to help the students find their way in life. An example is the participation in the Parent Nights at the campus reflecting the partnerships that have developed between the staff, parents and students by the positive attendance; these occasions are interactive and inclusive.

- Students at the Joondalup campus engage in all aspects of the SSEP and have developed strong working relationships with their teachers, their parents and one another. These relationships 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 meaningful 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. 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 22 Year 12’s completing Certificate II and School Based Traineeships. Many other VET courses were also studied and completed 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.

- The new WACE has led to new directions in the curriculum delivered at Joondalup campus. The wider range of options allows students to study courses appropriate to their ability and allows teachers to provide appropriate remediation along with extension when required. The new courses have seen students grow in confidence as they achieve great success.

**Languages (2015)**

The college offered Japanese in Years 7-12 & Italian in Years 7-10.

This year Wanneroo was successful in with its application to participate in the Hyogo Japanese Exchange Teacher Program and Mr Naoya Fujimoto was appointed. He worked as a native language assistant developing resources and assisting in classes. Students benefitted greatly from his expertise in linguistics and his willingness to participate in running a variety of cultural activities including, cooking, calligraphy and traditional Japanese martial arts.
The Miki High School Exchange Program was an opportunity to promote an understanding of Aboriginal Cultures and Histories. Indigenous students from the college were also able to participate in some of the organised activities. The ongoing relationship with Miki High school appears to be the oldest in the state, yet this has not been formally recognised.

A number of assessment methods have been implemented into the Japanese Languages programs to ensure that students are attaining a high level of proficiency. These include; levelled reading certification and semester exams across all year levels. A Japanese Native Language Assistant named Mayumi Park has also been volunteering at the College and assisting with oral assessments one day a week.

It is our hope that the languages program at Wanneroo Secondary College will continue to grow and become a model program for other schools around the state.

**The Arts (2015)**

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 was an outstanding success. The Visions Art Exhibition run by the college at the Wanneroo Library took a step up moving to a larger gallery with many more entries. The Dance and Music Showcases were of a very high standard and a great celebration of the achievement of the students.

**PERFORMING ARTS**

**Term 1**
- Two Cheerleading teams practice Monday after school with external coaches
- Multiple ensembles; Jazz ensemble, Show Band, Rock Band, Classical Guitar Ensemble, Choirs
- Arts Perspectives at His Majesty's Theatre excursion
- Two Primary School Tours at local primary schools promoting the SPA program.
- Year 12 Drama Play "Ruby Moon"

**Term 2**
- Shakespeare Challenge incursion
- Year 11 Drama Play "Conspiracy Of Silence"
- Wicked Musical Theatre Performance at Crown Theatre excursion
- Senior School Music Showcase
- Year 9 & 10 SPA Alice in Wonderland Promenade Performance

**Term 3**
- Year 9 & 10 SPA Dance Production "The Wizard of Oz"
- America Quiz Night Fundraiser
- Miki exchange students' incursion workshops.
- SIM Classical Guitar Festival Performance with the Classical Guitar ensemble
- A Training Band established with Year5 & 6 students from five different Primary Schools
- Lower School Music Showcase evening (2 performance)
- Senior School Music Showcase evening
- Western Australian Government Schools Music Society (WAGSMS) Classical Guitar ensemble performance
- Year 12 General Drama Play "Oh, What a Tangled Web"
- WAGSMS Solo Performances by several students at Crown Theatre
- Year 7 Drama Performance evening "Repugnant"
- Year 10 Drama Performance evening "Harmonic Heartbreak" and "High School Musipocolypse"

**Term 4**
- Dance Showcase 2 performance evenings
- Year 7 SPA production; Jungle Book - two performances to local primary schools and two performance evenings
- Year 10 SPA Graduation at Limelight Theatre
- Year 8 SPA production; Thoroughly Modern Millie - Two performance evenings
• An Excursion to Lion King Musical Theatre Performance at Crown Theatre.
• Year 12 Graduation Show Band / Year 12 ATAR Music performance
• Dance excursion to His Majesty’s Theatre to see the ballet ‘Embraceable You’.
• Dance Excursion to Heath Ledger Theatre to see the contemporary piece ‘Behind the Veneer’.
• Dance Life Unite competition - second place,
• We audition for Perth Lynx Dance Team
• An American World’s Cheerleading champion came and did a 2 hour workshop with the cheerleaders

**Cheer:** Throughout the year the Cheer teams entered many competitions and were highly successful. Cheer Competition Results

- Go for 2&5 GWA Inter school Challenge. Awarded First Place for three different routines.
- Australian All Star Cheerleading Federation; First Place (two), Second Place (four), Third Place (two)
- Cheerleading United Australia (CUA); Second Place (two), Third Place (two)
- All Things Cheer (ATC); A First Place and a Second Place

**VISUAL ARTS**

The Vision Art Exhibition combined schools held at the Wanneroo City Library was revamped this year. There were many more entries from our partner primary schools. 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 Senior Students visited the Perspectives at the Perth Institute of Contemporary Art to expand their knowledge of local art and Sculptures by the Sea. An after school Art Extension Class was introduced this year and was very popular with the students. This year students also went on the following excursions:-

- At the AGWA excursion we took the Year 11 ATAR and Stage 3 year 12’s to see Year 12 Perspectives at the Art Gallery of Western Australia. This exhibition gives the students inspiration for their own works, as well as an idea of the current creative climate among young artists studying the same course as them.
- Art on the Move was held at the Wanneroo Library. Students were able to engage with practicing artist Denise Brown, a contemporary artist working in Australia, and learn about the theories in her work

**Learning Centre (2015)**

The Learning Centre enjoyed a successful year in 2015 with two teachers, 6 Education Assistants and 20 Year. 7-12 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/ Asperger’s, 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.
The year has seen the continuing upgrade and planting in the courtyard gardens 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, herbs from the garden 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 VET training packages, Preliminary English & Maths units and Workplace Learning. This year the Year 11 and 12 students participated in a Certificate 11 in Skills for Work and Vocational Pathways as well as some units from a Business Certificate 1. Positive feedback and experiences in Workplace Learning, and support from Edge Employment, provided Year 12 students with effective transitions into the workplace.

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.

### Student, Staff & Parent Satisfaction Survey

Staff, parents and students were surveyed in late 2014 and will again be surveyed in 2016. The results were analysed 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.
   - In 2015 a new student management system was introduced which enabled a vastly improved level of communication between staff, students and parents. It is expected that the next survey will support anecdotal evidence that there is a greater alignment of the responses from the three groups.
   - 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. Littering continues to be a problem and the Student Council is endeavouring to come up with long term solutions.

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.
During 2015 the staff continued to enhance their professional standing through targeted study and involvement in Australia wide and state educational planning.

- There are now 18 senior teachers on staff, two Doctors of Philosophy and four Level 3 teachers. A number of staff are working toward their Level 3 qualifications.
- Lou Mylonas is the President of the Professional Design & Photography Teachers’ Association.
- Dr Tash Kaur ran PD sessions aimed at up skilling Primary school teachers in the delivery of the Australian Curriculum Science Stands.
- Karl Hambleton, who is the first teacher at the school to produce his own educational website for students, began a series of professional learning sessions to help other Secondary & Primary teachers set up their own websites.
- Dr Tash Kaur & Ben Harding were presenters at the CONASTA conference held at Mercedes College in Perth City.
- Dr Tash Kaur and Ben Harding presented a session at the Future Science Conference on “Big ideas in Science”.
- Dr Tash Kaur & Karl Hambleton have been participating in Exxon STEM hubs at SciTech. STEM is based on Inquiry approach to Science.
- Alison Frisina and Denise McGuiness English Stage 3 ATAR Markers.
- Anita O’Brien was the chairperson and Denise McGuiness a member of the Literature Advisory Committee.
- Ros Ford was the Senior Vice President of the West Australian Secondary Schools Executives Association and is a member of the Management Committee. In addition she delivered professional learning on timetabling throughout the state and is on the Department of Education consultative group for the SIS Replacement Module for Timetabling.
- Pauline White represents the Principal Class on the School Curriculum and Standards Authority’s Audit Committee, Board Member of the SIS Replacement Project.
- Lou Mylonas and Tony Fragomeni frequently act as judges at the Wanneroo Show and for SCASA in the field of Technology and Enterprise.
- Kate Dixon is an exam writer for the School Curriculum and Standards Authority.
- Lesley Bacon, Denise McGuiness, Matt Bell and Anita O’Brien are markers for various external exams; ATAR, NAPLAN, and OLNA.
- Ivan Lucic-Jozac won a scholarship to complete a Certificate in Holocaust Studies through Yad Vashem - The International School for Holocaust Studies in Israel.
- Johanna Perry is a marker of ATAR Modern History.
- Mr Peter McKenzie was selected by the DoE to participate in the Key Language Leader Initiative. He created resources and delivered professional learning in relation to implementation of the Australian Curriculum’s Cross Curricula Priority Integrating Aboriginal and Torres Strait Islander Cultures and Histories.

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 31 December 2015

#### Revenue - Cash

<table>
<thead>
<tr>
<th></th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Voluntary Contributions</td>
<td>$81,246.00</td>
<td>$81,246.72</td>
</tr>
<tr>
<td>2 Charges and Fees</td>
<td>$733,499.00</td>
<td>$731,406.74</td>
</tr>
<tr>
<td>3 Fees from Facilities Hire</td>
<td>$16,304.00</td>
<td>$16,304.00</td>
</tr>
<tr>
<td>4 Fundraising/Donations/Sponsorships</td>
<td>$82,739.00</td>
<td>$82,739.48</td>
</tr>
<tr>
<td>5 Commonwealth Govt Revenues</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>6 Other State Govt/Council Govt Revenues</td>
<td>$62,398.00</td>
<td>$62,398.44</td>
</tr>
<tr>
<td>7 Revenue from Co, Regional Office and Other Schools</td>
<td>$220,729.00</td>
<td>$220,729.12</td>
</tr>
<tr>
<td>8 Other Revenues</td>
<td>$63,835.00</td>
<td>$63,844.62</td>
</tr>
<tr>
<td>9 Transfer from Reserve or DGR</td>
<td>$256,797.16</td>
<td>$256,797.16</td>
</tr>
<tr>
<td>10 Residential Accommodation</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>11 Farm Revenue (Ag and Farm Schools only)</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>12 Camp School Fees (Camp Schools only)</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td><strong>Total Locally Raised Funds</strong></td>
<td>$1,467,547.16</td>
<td>$1,467,557.37</td>
</tr>
<tr>
<td><strong>Opening Balance</strong></td>
<td>$123,797.00</td>
<td>$123,797.46</td>
</tr>
<tr>
<td><strong>Student Central Funding</strong></td>
<td>$618,429.00</td>
<td>$618,429.41</td>
</tr>
<tr>
<td><strong>Total Cash Funds Available</strong></td>
<td>$2,209,273.16</td>
<td>$2,209,284.24</td>
</tr>
<tr>
<td><strong>Total Salary Allocation</strong></td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td><strong>Total Funds Available</strong></td>
<td>$2,209,273.16</td>
<td>$2,209,284.24</td>
</tr>
</tbody>
</table>

#### Expenditure

<table>
<thead>
<tr>
<th></th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Administration</td>
<td>$109,850.00</td>
<td>$109,850.00</td>
</tr>
<tr>
<td>2 Lease Payments</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>3 Utilities, Facilities and Maintenance</td>
<td>$350,569.00</td>
<td>$350,567.48</td>
</tr>
<tr>
<td>4 Buildings, Property and Equipment</td>
<td>$422,821.16</td>
<td>$422,821.16</td>
</tr>
<tr>
<td>5 Curriculum and Student Services</td>
<td>$754,307.00</td>
<td>$692,695.91</td>
</tr>
<tr>
<td>6 Professional Development</td>
<td>$26,664.00</td>
<td>$25,275.89</td>
</tr>
<tr>
<td>7 Transfer to Reserve</td>
<td>$400,870.00</td>
<td>$400,870.00</td>
</tr>
<tr>
<td>8 Other Expenditure</td>
<td>$45,833.00</td>
<td>$41,797.21</td>
</tr>
<tr>
<td>9 Payment to CO, Regional Office and Other Schools</td>
<td>$35,585.00</td>
<td>$35,585.00</td>
</tr>
<tr>
<td>10 Residential Operations</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>11 Residential Boarding Fees to CO (Ag Colleges only)</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>12 Farm Operations (Ag and Farm Schools only)</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>13 Farm Revenue to CO (Ag and Farm Schools only)</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>14 Camp School Fees to CO (Camp Schools only)</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>15 Unallocated</td>
<td>$62,774.00</td>
<td>$62,774.00</td>
</tr>
<tr>
<td><strong>Total Goods and Services Expenditure</strong></td>
<td>$2,209,273.16</td>
<td>$2,079,462.83</td>
</tr>
<tr>
<td><strong>Total Forecast Salary Expenditure</strong></td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td>$2,209,273.16</td>
<td>$2,079,462.83</td>
</tr>
</tbody>
</table>

#### Bank Balance

<table>
<thead>
<tr>
<th></th>
<th>Opening Balance</th>
<th>Closing Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 General Fund Balance</td>
<td>$82,739.00</td>
<td>$82,739.48</td>
</tr>
<tr>
<td>2 Deductible Gift Funds</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>3 Total Salvage Reserves</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>4 Total Contingencies</td>
<td>$256,797.16</td>
<td>$256,797.16</td>
</tr>
<tr>
<td>5 Cash Advances</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>6 Suspense Accounts</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>7 Bank Balances</td>
<td>$1,845,490.03</td>
<td>$1,845,490.03</td>
</tr>
</tbody>
</table>

#### Revenue Source - Budget vs Actual

- **Locally Raised Funds**: 41%
- **Student Central Funding**: 30%
- **Other Govt Grants**: 14%
- **Other**: 3%
- **Transfers from Reserves**: 12%

#### Expenditure Purpose - Budget vs Actual

- **Contingencies Expenditure**: 100%
RECOMMENDATIONS FOR 2016

A new Business plan with revised priorities, targets and supporting strategies will be written. As most of the original targets have already been met, new and challenging targets have been developed that reflect the future directions of the college.

**New Initiatives:**

The link between attendance, academic achievement and student wellbeing will be a strong focus through-out all college programs. In 2016 we will continue to develop the following initiatives through the college’s working parties or specific management groups. They are:

- STEM Education: Develop an action plan to bring together the innovations of the Learning Area’s and set future directions.
- Aboriginal Education: A detailed plan to be implemented by the AEIO. Additional time to be allocated within the Student Wellbeing Team.
- Attendance: further refine the plan and build on the excellent improvement achieved.
- IT programs: Embedding the use of the Connect and SEQTA into the college’s way of *doing business*. Making use of *Google Apps for Education* as a tool or student learning.
- Marketing: Reinvigorate our marketing campaign to help offset the reduction in our intake area.
- Cyber Safety: Expand the current program to better address the needs of the younger students.
- Minecraft: a tool to engage students in critical and creative thinking. The software, used within the contexts of “liveability” (year 7) and “biomes and food security” (Year 9), prepares students to suit the demands of changing technological world.

**Ongoing Initiatives:**

- Robotics: Purchase of a variety of programmable robots including NAO to enhance the learning experience of not only our Robotics students.
- Professional Improvement: A multi-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. Giving feedback will be added 2016.
  - II. Classroom coaching to improve teaching practice 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 III offered as appropriate.
- Laptops trolleys for use in the Learning Area’s will be maintained. Take home laptops will be available on a needs basis. In preparation for “Bring Your Own Device” Chrome Books will be trialled in 2016.
- Numeracy: Critically review existing programing of the Australian Curriculum and where necessary develop and implement revised programs.
- Build on the Edith Cowan University Partnership to enhance the opportunities of students.

**Staff:**

- In 2016 there will be an emphasis on refinement of the programs written for the new WACE, the Australian Curriculum. The introduction of Common Tasks for all Year12 General Subjects will create a challenge.
- Continued whole staff involvement in working parties and committees.
- Improve the data literacy of all staff; SAIS, Connect and SEQTA.
- The Visible Learning Research will remain pivotal to the development of professional learning programs.
- 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**

- Joondalup Campus: Relocate to new premises for the start of 2017.
- Upgrade the Year 8 court yard, Conference Room and the staff studies rooms in English, Mathematics and Science.
- 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.
- Upgrade the last of the original toilets in the college.
Conclusion

Wanneroo Secondary College confirmed its position as a highly functioning Independent Public School in 2015. Overall enrolments continued to grow however the loss of four primary schools from our intake area, (to a new high school), will result in a gradual decline in enrolments for three years. The college will shed staff and this will need to be managed well to ensure the continuation of programs. It is anticipated that enrolments will begin to grow again in 2019.

The Year7’s were successfully integrated into the school during 2015. The parents and students indicated a high degree of satisfaction with the model that we adopted. This will be refined in 2016. 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 Year12’s and preparing for the new Western Australian Certificate of Education (WACE). The achievement of OLNA by all students’ will be a major focus of our planning.

The college places great emphasis on continuing to improve and elevate its image and reputation within the community. There will be a much greater emphasis on creating awareness of our many great programs and talented staff. 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 college offers a large variety of specialist programs and extra curricula activities; these all play a role in developing the lifelong skills of teamwork, commitment as well as ethical and moral behaviour. 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 Art Exhibition, held in the Wanneroo Library, reached a new level of professionalism this year. Sport continues to play a major role in the students’ school life, the AFL program and all other football codes have gone from strength to strength. The introduction of competitive Netball in 2015 was a great addition to the colleges’ offerings this year.

The focus of staff on improvement strategies and the need to set and achieve realistic targets has resulted in very good progress for students. Their achievements represent many years of hard work and planning by the staff. The major focus of the college will continue to be improving student attendance, teaching practice and hence student outcomes. In 2016, 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 ATAR data revealed a continued improvement in the colleges’ attainment rate to 97% and a massive increase in students attaining a VET Certificate III or better making WSC one of the highest achieving schools for this measure. Our median score was not as good as we had planned, however it was in line with college policy relating to ATAR participation. Our NAPLAN results were very creditable, at or above like schools and in some cases equal to all Australian Schools. 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
5th April 2016