



NORTHAM
SENIOR HIGH SCHOOL
A COMMUNITY UNITED

2020

Annual Report

School Vision

A Community United

We work together as a community building positive, honest and connected relationships that ensure all students grow to become contributing members of their present and future communities.

Our core values are

- Courage
- Communication
- Collaboration
- Connection

Principal Summary

As Principal and Board Chair of Northam Senior High School, we are proud to present the 2020 Annual Report to the school and broader community. The report provides an overview of both student achievement and significant events that contributed to our school environment.

2020 was a very unusual year with the impact of the COVID-19 pandemic. The year gave us not only the opportunity to explore different methods of learning, but it also taught us a lot about good planning, resilience and perseverance.

In Australia, particularly in Western Australia, the COVID-19 pandemic had minimal impact compared to the rest of the world. For that we are grateful. However, the positive attitude of staff, students, parents/carers and the community allowed us to continue our work here at Northam Senior High School and produce results and outcomes that have contributed to students achieving and working towards effective pathways for the future.

In 2020, the school was successful in becoming an Independent Public School. This status indicated that the school has demonstrated to the Minister of Education and the Director General of Education that the school is doing what is right for its students, the school and the community. We have demonstrated an autonomous and empowered approach to our operations and are achieving success.

This was further evidenced when the school engaged in an external Public School Review to examine our performance. We were so pleased with our feedback. The analysis of every aspect of our work indicated we had made good decisions to improve the school, we know where we currently are and we have plans to improve further.

Our next review is scheduled in Term 4, 2023.

The school is into the second year of a 3 year business plan. This report provides a summary of our progress toward the targets of that plan.

Our achievements are a celebration of the progress we have made with students, staff, parents/carers and the community in working towards making our vision *A Community United* a reality.

On behalf of the Northam Senior High School staff and School Board, we commend the 2020 Annual Report to you.

Marisa Del Pin
PRINCIPAL

Lisa Penno
SCHOOL BOARD CHAIR



School Overview

Northam Senior High School stands on the bank of the Avon River and has a proud and rich history of providing a comprehensive curriculum to students in Years 7-12 from the Northam and surrounding Wheatbelt districts. At Northam Senior High School, we build positive, honest and connected relationships to ensure that our students can contribute to their current and future communities. Our vision is 'A Community United' and the four values that underpin our vision are Courage, Collaboration, Connection and Communication.

With over 650 students, we are the largest school in the Wheatbelt region of Western Australia. Northam Senior High School is a school where everyone matters and where our students all want to leave the school with clear pathways and opportunities for success.

Northam Senior High School's teaching and learning programs are always improving, providing our students with access to quality teachers and resources. We work in partnership with students, staff and parents/carers to achieve the best results for all.

Northam Senior High School has a focus on a safe and orderly learning environment. Led by the Student Services team, all staff provide excellent pastoral care by building positive relationships and establishing and maintaining high standards in their classrooms and school yard.

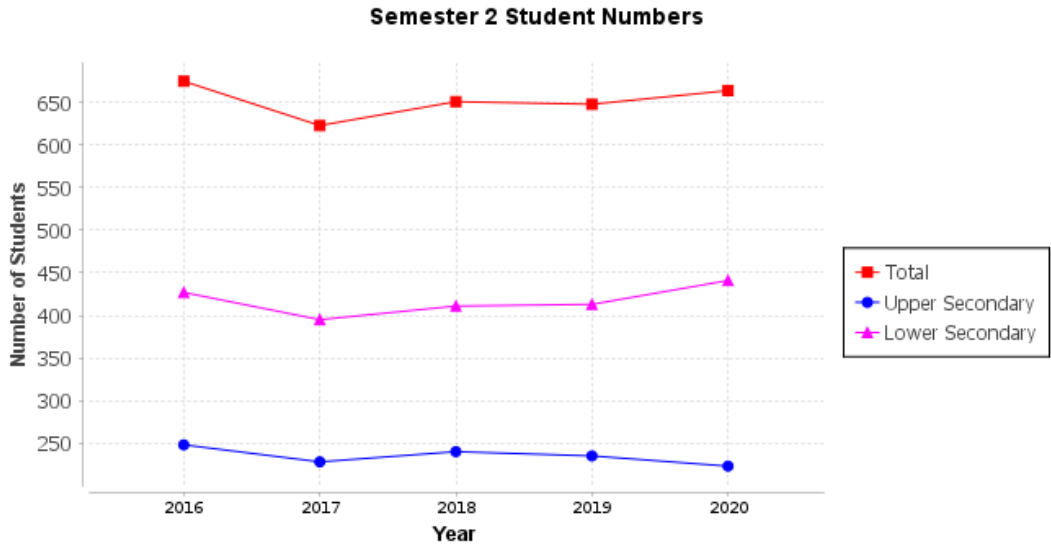
Northam Senior High School is a culturally responsive school and there is a strong relationship with our Aboriginal community, in particular the Elders, and through our programs including the Clontarf Academy, Wirrpanda Girls Academy and Follow the Dream Partnerships for Success.

With opportunities to prepare for university or TAFE through an ATAR pathway or apprenticeship, traineeships or employment through General and Vocational Education and Training pathways, the school has excellent facilities. These include a Trade Training Centre, delivering Hospitality and Kitchen Operations certificates, and a modern and well resourced Performing Arts Centre. Commencing in 1921 as one of the first schools in Western Australian, we also have impressive heritage listed buildings.



Student Numbers

Student numbers are relatively stable with a population averaging 650 over the last 5 years.



Semester 2	2016	2017	2018	2019	2020
Lower Secondary	427	395	411	413	441
Upper Secondary	248	228	240	235	223
Total	675	623	651	648	664

Note

The graph and table include only full-time students.
 From 2015, Year 7 students are designated as secondary students and Lower Secondary includes Year 7 to Year 10 students.



Workforce

All teaching staff at Northam Senior High School are compliant to the Teacher Registration Board.

Professional Learning for staff was determine based on the needs of our priorities and operational planning.

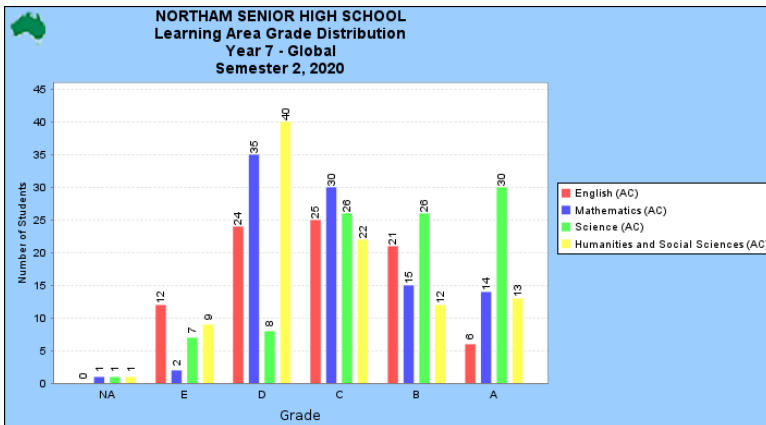
The focus of professional learning for 2020 was in the areas of Positive Behaviour Support (PBS), Classroom Management Strategies (CMS), Classroom Observations and the Instructional Strategies Framework as well as development of the Executive Leadership team.

Staff Numbers 2021	
Principal	1
Deputy Principal	2
Head of Learning Area	6
Program Coordinator	3
Total Administrative Staff	12
Teaching staff	40
Clerical/Administrative	12
Gardening/Maintenance	2
Other Non-Teaching staff	20
Total Non-Teaching Staff	34
TOTAL	86

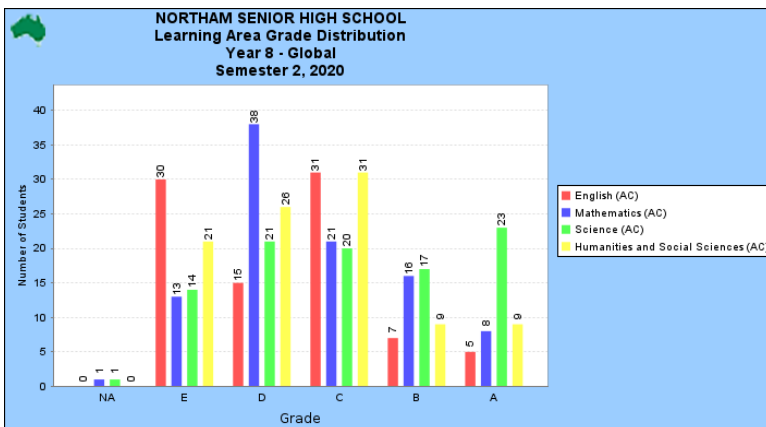


Year 7 – 10 Achievement

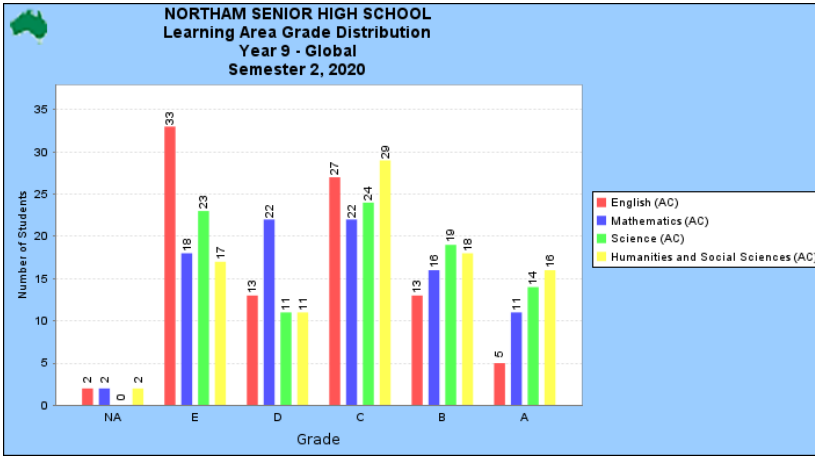
The tables and associated graphs show the grading pattern for students in Year 7-10 for 2020. The graphs below are for English, Mathematics, Science and HASS.



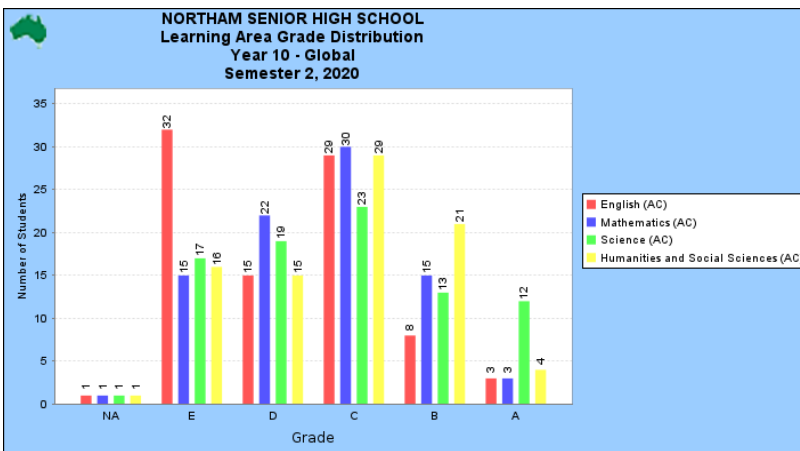
	GRADE											
	NA		E		D		C		B		A	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
ENGLISH (School)	0	0	12	13.64	24	27.27	25	28.41	21	23.86	6	6.82
State results	1445	6.92	1309	6.27	2790	13.37	7681	36.8	4971	23.81	2679	12.83
MATHEMATICS (School)	1	1.03	2	2.06	35	36.08	30	30.93	15	15.46	14	14.43
State results	1417	6.77	1833	8.76	3704	17.7	6098	29.14	4164	19.9	3712	17.74
SCIENCE (School)	1	1.02	7	7.14	8	8.16	26	26.53	26	26.53	30	30.61
State results	1281	6.07	1318	6.25	3057	14.49	6431	30.48	4905	23.25	4109	19.47
HASS (School)	1	1.03	9	9.28	40	41.24	22	22.68	12	12.37	13	13.4
State results	1249	5.94	1349	6.41	2939	13.97	7147	33.97	5001	23.77	3352	15.93



	GRADE											
	NA		E		D		C		B		A	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
ENGLISH (School)	0	0	30	34.09	15	17.05	31	35.23	7	7.95	5	5.68
State results	1614	7.95	1575	7.76	2585	12.74	7538	37.14	4614	22.73	2372	11.69
MATHEMATICS (School)	1	1.03	13	13.4	38	39.18	21	21.65	16	16.49	8	8.25
State results	1377	6.75	2245	11	3765	18.45	5885	28.84	3821	18.73	3311	16.23
SCIENCE (School)	1	1.04	14	14.58	21	21.88	20	20.83	17	17.71	23	23.96
State results	1420	6.94	1746	8.53	3096	15.13	5969	29.16	4232	20.68	4005	19.57
HASS (School)	0	0	21	21.88	26	27.08	31	32.29	9	9.38	9	9.38
State results	1415	6.92	1548	7.57	3028	14.8	6906	33.77	4349	21.26	3207	15.68



	GRADE											
	NA		E		D		C		B		A	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
ENGLISH (School)	2	2.15	33	35.48	13	13.98	27	29.03	13	13.98	5	5.38
State results	1409	7.38	1869	9.79	2537	13.29	6678	34.99	4400	23.05	2194	11.49
MATEHMATICS (School)	2	2.2	18	19.78	22	24.18	22	24.18	16	17.58	11	12.09
State results	1249	6.51	2345	12.22	3581	18.66	5490	28.61	3327	17.34	3194	16.65
SCIENCE (School)	0	0	23	25.27	11	12.09	24	26.37	19	20.88	14	15.38
State results	1398	7.27	1966	10.22	3144	16.35	5528	28.75	3715	19.32	3480	18.1
HASS (School)	2	2.15	17	18.28	11	11.83	29	31.18	18	19.35	16	17.2
State results	1396	7.26	1658	8.62	2911	15.13	6259	32.53	4111	21.37	2906	15.1



	GRADE											
	NA		E		D		C		B		A	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
ENGLISH (School)	1	1.14	32	36.36	15	17.05	29	32.95	8	9.09	3	3.41
State results	1068	6.12	1969	11.28	2631	15.07	6617	37.9	3655	20.93	1521	8.71
MATHEMATICS (SCHOOL)	1	1.16	15	17.44	22	25.58	30	34.88	15	17.44	3	3.49
State results	821	4.6	2299	12.88	3442	19.29	5749	32.22	2847	15.96	2685	15.05
SCIENCE (SCHOOL)	1	1.18	17	20	19	22.35	23	27.06	13	15.29	12	14.12
State results	631	3.6	2099	11.99	3335	19.05	5397	30.83	3157	18.03	2887	16.49
HASS (SCHOOL)	1	1.16	16	18.6	15	17.44	29	33.72	21	24.42	4	4.65
State results	926	5.38	1889	10.97	2989	17.36	5790	33.62	3366	19.55	2261	13.13

Student Academic Achievement

Year 12 Participation and Student Achievement

A total of 90 students completed Year 12 in 2020. In response to the COVID-19 pandemic, all WA universities made early placement offers to Year 12 ATAR students based on Year 11 results; with many making unconditional offers (i.e. regardless of Year 12 results). This impacted the performance of many students across all schools, including this school.

WACE Achievement Notable Achievements		
Year	Eligible Year 12 students	Number achieving WACE
2020	90	71 (70%) 79% (in 2019)

- Increase in Medium ATAR.
- Northam SHS has other pathways demonstrating achievement in Traineeships/Aboriginal SBT and now Big Picture Education.

Attainment Rate		
Year	Number of Year 12 students	Percentage achieving ATAR >=55 and/or Certificate II
2020	90	93%
2019	89	97%
2018	89	97%

ATAR Participation and Achievement				
Year	No. Students	ATAR Participation (percentage with four or more ATAR subjects)	Median Rate	Note
2020	90	13%	65.65	<ul style="list-style-type: none"> • Increase in students studying Certificate IV as alternative entry into University. • 13 students achieved Certificate IV.
2019	89	15%	63.65	
2018	89	16%	53.70	

Vocational Education and Training			
Year	Number F/T eligible Year 12	Completed Certificate II (or higher) in Years 10 to 12	
		No. Certificates	No Students
2020	90	86	66
2019	89	101	75
2018	89	96	70

Count and types of VET certificates achieved by Year 12 cohort over Years 10 to 12	
Certificate	Student Count
Certificate II in Business	17
Certificate II in Community Services	1
Certificate II in Animal Studies	11
Certificate II in Automotive Vocational Preparation	10
Certificate II in Building Construction (Pathway – Trades)	5
Certificate III in Business	1
Certificate II in Construction	1
Certificate II in Conservation and Land Management	1
Certificate II in Kitchen Operations	12
Certificate II in Hospitality	15
Certificate II in Engineering Pathways	8
Certificate II in Information, Digital Media and Technology	2
Certificate II in Meat Processing (Food Services)	1
Certificate II in Retail Cosmetics	1
Certificate I in Salon Assistant	1
Certificate II in Sport Coaching	20
Certificate IV in Preparation for Health and Nursing Studies	13
Certificate II in Sport and Recreation	1
Certificate II in Visual Arts	7

	Year 12 Pathways					
	Year 12 students	ATAR only	ATAR & Cert II or higher	VET Cert II or higher	Other	
					Verified	Unverified
2018	147	1 (0.7%)	26 (17.7%)	70 (47.6%)	48(32.7%)	2 (1.4%)
2019	149	0 (0.0%)	26 (17.4%)	75 (50.3%)	48 (32.2%)	0 (0.0%)
2020	152	3 (2.0%)	20 (13.2%)	66 (43.4%)	63 (41.4%)	0 (0.0%)

	Year 12 Students Completing a VET Certificate (during Year 10 to 12)					
	Certificate I		Certificate II		Certificate III or higher	
	Number	Percentage	Number	Percentage	Number	Percentage
2018	1	10%	78	80.4%	18	18.6%
2019	1	1.0%	77	75.5%	24	23.5%
2020	0	0.0%	73	84.9%	13	15.1%

WACE Achievement		
	Eligible Year 12 students	Percentage achieving WACE
2018	89	84%
2019	89	79%
2020	90	79%

Percentage of Student Acquiring an ATAR Achieving One or More Scales Scores of 75 or More			
	Number acquiring an ATAR	Number achieving one or more scales scores of 75+	Percentage achieving one or more scaled scores of 75+
2018	27	0	0%
2019	26	4	15%
2020	23	1	4%

Year 8-10 Student Achievement

Online Literacy and Numeracy Assessment (OLNA)

To achieve a Western Australian Certificate of Education (WACE), students are required to demonstrate a minimum standard of literacy and numeracy based on the skills regarded as essential for individuals to meet the demands of everyday life and work in a knowledge-based economy. The literacy and numeracy standard can be met either through the Online Literacy and Numeracy Assessment (OLNA) or by achieving Band 8 or above in the associated components of reading, writing or numeracy in the Year 9 NAPLAN tests.

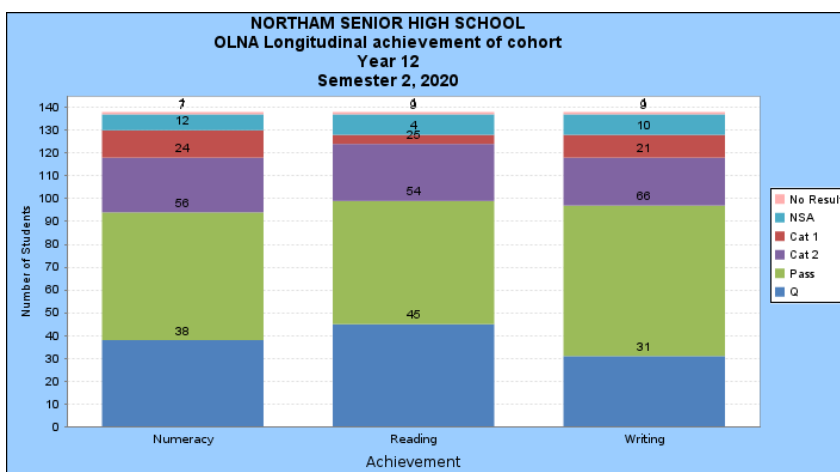
OLNA Categories of Achievement

- Category 3 – Students who have demonstrated the minimum standard, either through the OLNA or by prequalifying through Year 9 NAPLAN (* achieving Band 8 or higher).
- Category 2 - Students who have not demonstrated the minimum standard but are expected to do so before the end of Year 12. It is recommended that these students enrol in ATAR or General Courses.
- Category 1 - Students who have not demonstrated the minimum standard and may require specific learning interventions to assist them to meet the standard in the future. It is recommended that these students consider enrolling in Foundation Courses.
- NSA – (Not Sat Assessment) Students who have not sat the assessment.

2020 Year 12 OLNA Results

September test Results WACE Literacy and Numeracy Requirements (138 students in Year 12):

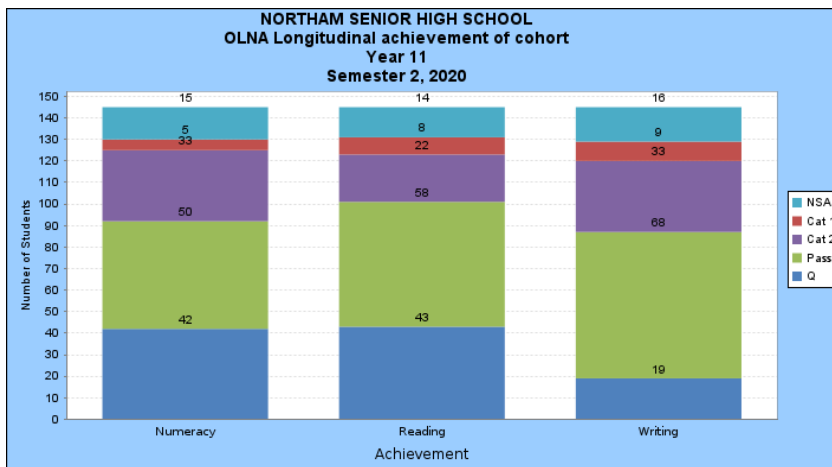
- 69% demonstrated minimum standard in Numeracy
- 72% demonstrated minimum standard in Reading
- 71% demonstrated minimum standard in writing



2020 Year 11 OLN Results

September test Results WACE Literacy and Numeracy Requirements (145 students in Year 11):

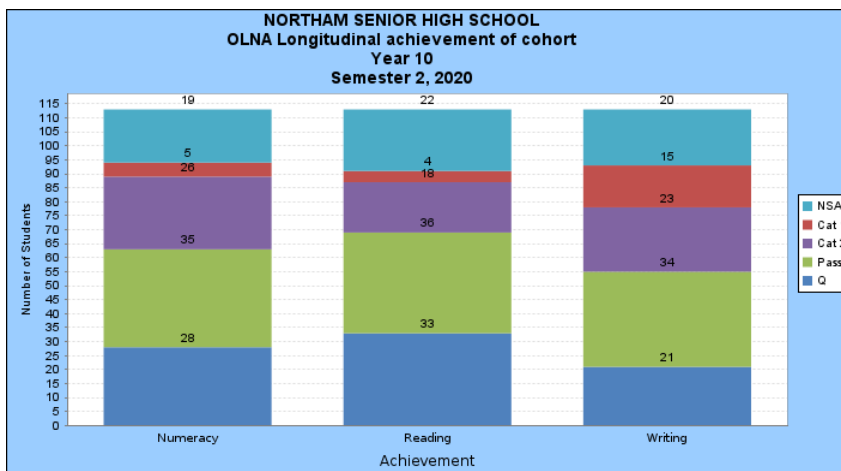
- 63% demonstrated minimum standard in Numeracy
- 70% demonstrated minimum standard in Reading
- 60% demonstrated minimum standard in writing



2020 Year 10 OLN Results

September test Results WACE Literacy and Numeracy Requirements (112 students in Year 10):

- 56% demonstrated minimum standard in Numeracy
- 62% demonstrated minimum standard in Reading
- 49% demonstrated minimum standard in writing



2020 Year 9 OLN Results

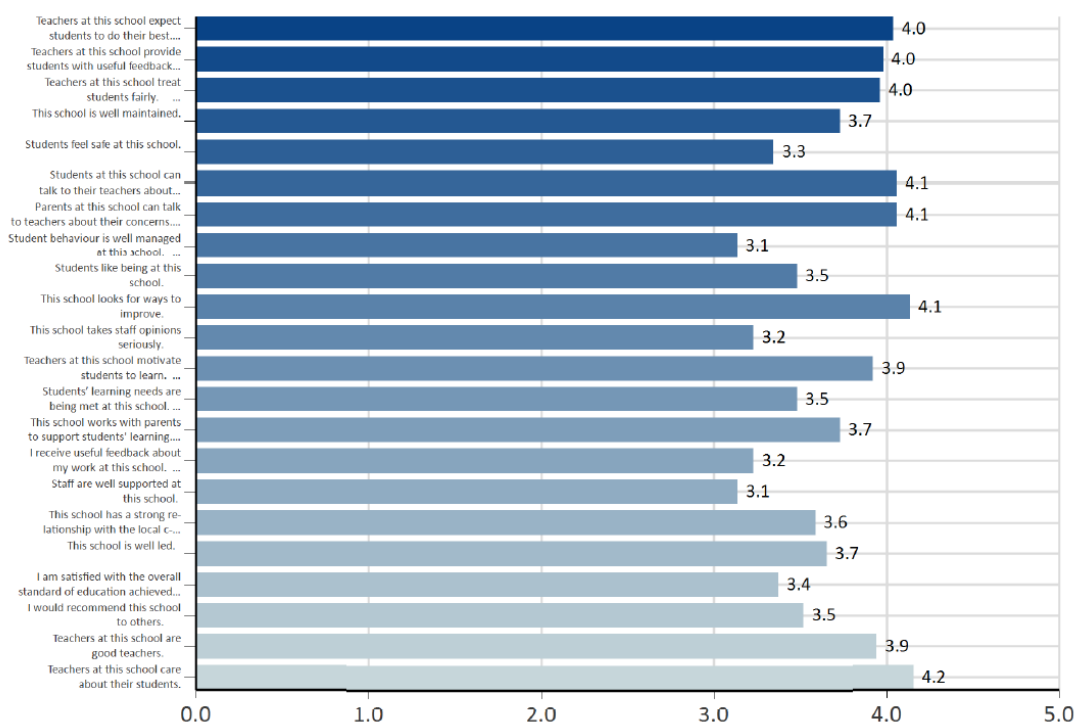
September test Results WACE Literacy and Numeracy Requirements (113 students in Year 9):

- 41% demonstrated minimum standard in Numeracy
- 47% demonstrated minimum standard in Reading
- 41% demonstrated minimum standard in writing

Survey Analysis

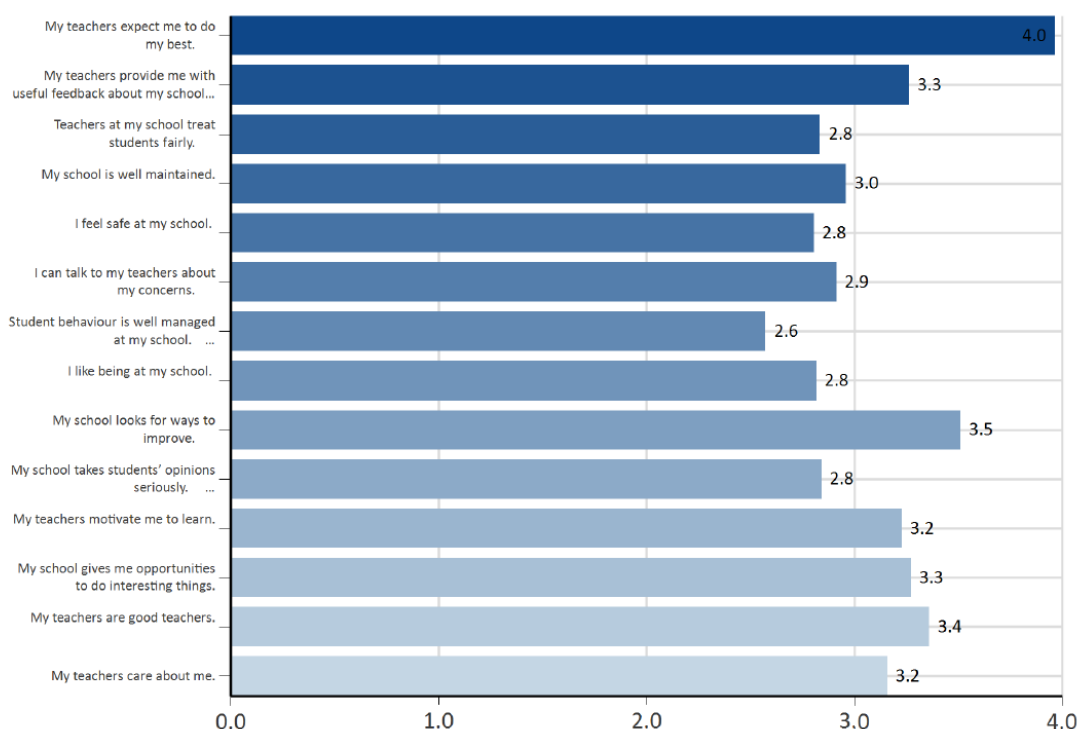
National Schools Opinion Survey – Conducted in October 2020.

Teaching Staff Survey



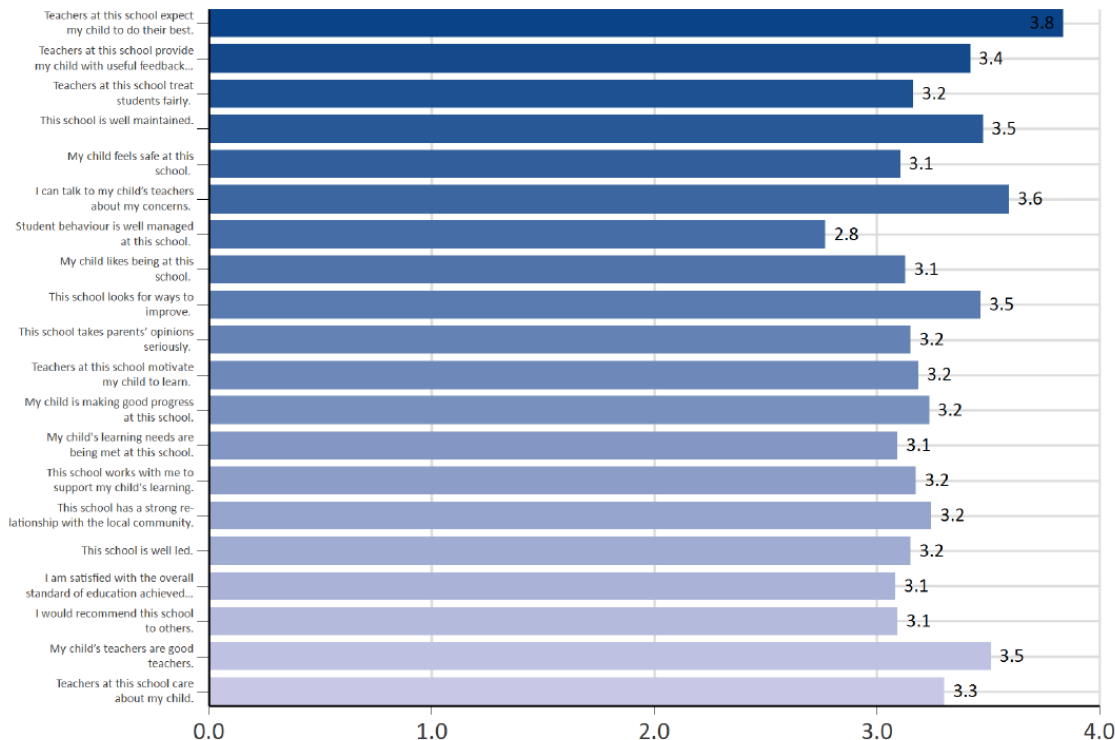
- All results for individual aspects of the school average a result higher than 3, with a rating of agree being the category most selected.
- The lowest rating is for “Student behaviour is well managed at this school”.
- The highest rating is for “Teachers at this school care about their students”.

Student Survey



- All results for individual aspects of the school average a result higher than 3. Agree was the category generally selected.
- The lowest rating is for the “School behaviour is well managed at this school”.
- The highest rating is for “My teacher expects me to do my best”.

Parent Survey



- All results for individual aspects of the school average a result higher than 3 and with a rating of agree being the category most selected.
- The lowest rating is for “Student behaviour is well managed at this school”.
- The highest rating is for “Teachers at this school expect my child to do their best”.

It is evident from the survey that teachers care about their students and have high expectations.

The high expectations relate to behaviour also.

The rating for behaviours is the lowest category but the school has implemented programs to explicitly teach expected behaviours. The focus is on promoting a positive environment through Positive Behaviour Support (PBS) as well as teachers reflecting on their performance to ensure quality teaching for engagement.

With high quality teaching and positive behaviour we will achieve successful students.



Progress within our Business Plan

Priority One: Successful Students

At Northam Senior High School each and every student is welcomed, encouraged, and celebrated and their diversity is recognised and valued. There is a place and pathway for every student at Northam Senior High School. Successful students have a strong sense of belonging, with a commitment to learning and growth, and a connectedness to the school and community values.

We are focussed on providing our students with the opportunity to learn and succeed by:

- 1.1 Developing and embedding a Literacy Improvement Plan and Numeracy Improvement Plan.
 - A Literacy Improvement Plan has been developed and is being embedded across the school.
 - Each semester there is a literacy focus strategy. In 2020 the strategies used across the school were Word Walls and Word of the Week.
 - In order to support improvements in NAPLAN and OLNA, literacy and numeracy specific programs are used with students requiring support.
 - Macqlit is a reading and comprehension program introduced to support improvement in literacy levels of the lowest quartile of Year 7-9 students.
- 1.2 Embedding a Senior School Improvement Plan.
 - A Senior School Improvement Plan has been developed and embedded.
 - Study Skills programs delivered by Elevate education are provided to Year 11 and 12 students to foster skills to improve study techniques.
 - Improvements, assessments and grading to support accurate allocation of marks and grades.
 - Learning Area review of data is developing a culture of teacher reflection and learning adjustments for programs and assessments to ensure final marks are accurate and reflective of work completed during the year.
- 1.3 Embedding an Attendance Improvement Plan
 - An Attendance Improvement Plan has been developed and embedded.
 - Processes are consistent and implemented across the school.
 - Compass (attendance tool) has increased the accuracy of recording daily attendance.
- 1.4 Develop Positive Behaviour Support within the school.
 - Positive Behaviour Support (PBS) has begun.
 - A PBS Staff Team includes one members from each Learning Areas as well as an Education Assistant, AIEO and School Psychologist.
 - The PBS team has begun its training.
 - The PBS Behaviour Matrix has been developed and will be implemented throughout 2021.
 - A positive approach is being embedded in the school.
- 1.5 Develop Engagement Effective Pathways for all Students.
 - Big Picture Education (BPE) began for disengaged mainstream students who want an alternative to mainstream education.
 - The BPE design for learning is a framework for personalising learning in secondary school.
 - Three classes commenced in Year 8, 9 and 10.
 - Teacher training in BPE was undertaken.
 - Students completed Exhibitions (presentation of work for assessment) and Internships (work shadowing or placements).
 - About My Engagement (About ME) began for disengaged Senior School students.
 - This program is completed off site at Avon Community Services.
 - The program focusses on providing skills and opportunities to ensure students are work competitive.
 - About Ultimate Success (About US) began for disengaged Lower School students.
 - This program focusses on literacy, numeracy and life skills and has a connection to country for Aboriginal students.
 - This program is completed off site at PCYC.
 - The school based NEST (Northam Education and Skills Training) program continues to operate for students focussing on literacy, numeracy and completion of certificate courses.
 - Students complete school courses Foundation English, Foundation Mathematics, Foundation Health and Physical Education as well as Certificate II Horticulture and TAFE or Workplace Learning opportunities.
 - Mainstream students have a choice of completing ATAR, Vocational Education and Training (VET) or General courses to gain university, TAFE, apprenticeships, traineeships or employment pathways.

Priority Two: Teaching and Learning

At Northam Senior High School, we believe that high quality teachers are skilled in connecting curriculum content knowledge, pedagogical understandings, instructional strategies, and effective classroom management. At the same time teachers and allied professionals build positive relationships that form the foundation of learning. Our teachers and allied professionals remain students of their own practice with a commitment to continuous improvement.

At Northam Senior High School, we understand that building high quality teaching culture requires:

- ◆ Having a shared language and understanding of a teacher's role in student learning.
- ◆ Collaborating with other staff, students, parents and the wider community to provide rich learning opportunities for all students.
- ◆ Knowing our students and how they learn.
- ◆ An ability to reflect on and analyse our impact on student learning.
- ◆ The giving and receiving of quality, growth-centred feedback for both staff and students.

Our teachers plan for positive and effective learning experiences by:

2.1 Developing and using a Northam Senior High School Instructional model and instructional strategies to impact student learning.

- A Staff Team, including one member from each Learning Area, is leading the development of an Instructional Model.
- Instructional strategies are being modelled by staff for whole school uptake.
- The NSHS Classroom Framework was introduced and was the vehicle through which classroom walkthroughs were undertaken.

2.2 Embedding high quality Performance Development and Management processes.

- All staff engage in Performance Development and Management processes.
- This process encourages teacher reflection, setting of goals, support opportunities and quality feedback.
- At least 3 meetings per year are held with the staff member and their line manager.

2.3 Sharing and collaborating how to improve teaching and learning outcomes by using data to inform practices.

- Teaching staff engaged in professional development with a focus of using data to get to know their students.
- Each Learning and Portfolio area reviews data on a semester basis and report to the Executive with a focus on what the data is telling them, why are they seeing it and what can they do to improve.

2.4 Observe the practice of colleagues through Classroom Observations and provide quality feedback on practice.

- Teachers completed classroom walkthroughs where a line manager observed practices in the classroom based on the Classroom Framework.
- Teachers and Education Assistants completed professional development on Classroom Observations.
- The Instructional Strategies team includes Classroom Observations in the Instructional Framework under development.



Priority Three: Relationships and Partnerships

At Northam Senior High School, we promote a safe, supportive, inclusive and positive learning environment. We focus on students achieving personal success by developing positive and resilient relationships across the school and community, based upon the values of courage, collaboration, connection and communication.

Our relationships ensure sustainable partnerships with parents, families, local businesses and community organisations to improve opportunities and outcomes for students.

All students and staff to have a strong sense of belonging, where all parents and community are welcomed and all speak highly of the school.

Our relationships and partnerships are fostered by:

- 3.1 Promoting positive, respectful relationships and positive behaviour reflecting the school values of Courage, Collaboration, Connection and Communication.
 - The PBS matrix, which explicitly communicates the expected behaviours of the school, is couched using the values.
 - The intent of all communication from the school to parents/careers and wider community is framed around the values.
- 3.2 Using approaches and strategies to improve the emotional health, well-being and resilience of our staff and students.
 - The PBS philosophy is delivered with a positive tone and it is expected that all interactions are mindful of emotional health, well-being and resilience.
 - The Student Services team have strategies and programs of wrap around services to support and build positive and resilient emotional health and wellbeing.
 - The school has a Good Standing activity every term to reward positive behaviour and develop health, well-being and resilience.
- 3.3 Increasing communication with the community and raising awareness of the school, its programs and facilities through regular communication, marketing of educational partnerships, classroom, student and school success.
 - The school has increased communication, particularly in celebrating success, through many mediums.
 - The school uses Newsletters, Facebook, Connect, Compass, website and personal contact (phone and email) to communicate with parents/carers and the community.
- 3.4 Strengthening connections with Aboriginal families and stakeholders in the community, by increasing opportunities for Aboriginal participation in events and meetings.
 - The school has strengthened connections with Aboriginal families through regular and culturally responsive approaches.
 - Families are encouraged to work in partnership with school staff to plan programs and strategies that support Aboriginal student success.
 - Elders have provided a presence in the school, through visits, and have facilitated arts programs to encourage engagement.
 - A regular term meeting is held to yarn with Elders and parents/carers about school operations and programs, with an emphasis on achieving success for students.



Key Achievements and Highlights

Year 12 DUX ATAR – Anthony Young

Year 12 DUX VET – Alethea Lee



English

Year 7

- Students selected in state sporting teams
- Successful incursions: Year 7 sleepover (Term 4), sessions by Holocaust Museum of Perth

Year 8

Choose-Your-Own-Adventure unit as a collaborative task has engaged and met the needs of diverse learners such as those with ASD and students interested in ICT.

Year 9

- Developing learning program with authentic learning experiences
- Adopting tasks and resources that are progressive, create cultural exposure (Indigenous)

Year 10

- Reading projects used to improve literacy worked well with 10.1 and 10.3

Year 11

Foundation

- Sense of student familiarity with expectations and the real-world application of assessment tasks; improved confidence through repeated practice of skills.

General

- Bell Shakespeare Macbeth program
- Teacher of this course won a PhD scholarship place for Creative Writing at Curtin University

ATAR

- Students in this class very good at collaborative learning and class discussions.
- Correlation between student engagement (seeking feedback, completing regular Study Journal Tasks, and participating mindfully in classroom activities) and achievement.

Year 12

Foundation

- Of 18 students – 1: B grade, 8: C grades; 2 students passed both components of OLNA
- 9 students passed the EST (correlation with attendance data)

General

Significant As, Bs across the cohort: Increased, led by former ATAR /ATAR-capable students

ATAR

- Author Rashida Murphy come and spoke to the ATAR class.
- Weekly exam practice sessions and time to work on Study Journal.

Mathematics

- Academic Classes: Year 8 – 8 As, 13 Bs (out of 30), Year 9 – 10 As, 11 Bs (out of 28), Year 10 – 3 As, 11 Bs (out of 26).
- Year 9 students undertook OLNAs and 46/83 (55%) of those students who participated achieved a Category 3.
- Weekly after school tutoring
- Introduction of Year 11 and 12 Foundations classes
- Improved outcomes for Year 11 and 12 Essentials
- All staff engaged with professional learning related to students on the Autism Spectrum
- Working in partnership with AIEO and consulting with a local elder to create a disengaged girls' program.
- Sharing student success with families through the use of "On a Positive Note".

Science

- Successful excursion to Perth Zoo for the Year 12 ATAR Human Biology class to gain a deeper and kinaesthetic insight to what they were studying.
- A whole school incursion featuring Nobel prize winner Dr Barry Marshall, along with a group of PhD students from UWA engaging students with the latest research to do with hygiene and microbial infections. The UWA team engaged students with hands on activities that promoted hygiene and safety during the Covid-19 pandemic.
- Some exceptional achievements across the board, from our DUX being accepted to do medicine at UWA, to academic and personal success in all other year levels.

Humanities and Social Sciences / Business and Information Technology

- Michael Van Spall winning GAWA Award for Geography results.
- PBS implementation in HASS: oftentimes the highest output as a department for "On A Positive Note" Chronicle entries.
- STEAM Team: Michael Briggs liaised with Jacqueline Wong to organise Nobel Prize Winner Dr. Barry Marshall incursion.
- Successful extension programs in Semester Two.

Technologies

- Deanne Hedland: mentor to students "Rising Stars" immersion experience with Australian Team in Germany, February 2020.
- Certificate Hospitality and Kitchen Operations students participated in Silo Café, Elders Lunch, Science morning tea, Public review morning Tea and Lunch, Year 12 Ball, Year 12 Dinner.
- Increase engagement and success for Indigenous students.
- Students gaining employment through Certificate and General courses.
- Building and Construction and Materials (Metals, Woods, Textiles) courses able to personalize and extend students with individual projects.



Physical Education and Health

- Year 7/8 Girls Wheatbelt Cup Netball – Second
- Interschool Athletics:
 - Runner Up Champion Girl Year 7 – Felicity Oliver
 - Second Runner Up Champion Boy Year 8 – Chris Rowney
- Staff: Peter Treeby – Outstanding Outdoor Educator, Outdoors WA Awards
- Sanders were winner of the School Athletics Carnival for the second consecutive year.

The Arts

- 2020 Arts Showcase had the most performers since its inception in 2016 including school band and student band “Andrew and the Absence”
- The School Ball: students running the lights and designing and painting the decorations with the direction from Arts staff.
- Drama club ran after school with up to 30 students from all year groups and the Year 12 production “2020 in Hind Site” gave two performances for their final assessment.
- Student awards: Sophie Manning won the SIDE Principal’s Award for 2020 ATAR Visual Art.

Student Services

- Compass Attendance fully operational
- Staff confidence with attendance continues to improve
- Below 4% unexplained absences
- Communications remained strong with families through the COVID pandemic

Academies

- 2 students found full time apprenticeships as a direct result of Internships.
- Feedback from Big Picture Education mentor very positive about the development of the Big Picture design at Northam Senior High School in last 12 months.
- Increasingly positive interactions with family members readily discussing the development of their child as a person, as well as academic progress.
- More students asking to be involved in the Big Picture program. It is being seen as a realistic alternative to traditional education within many parts of the wider school community.
- Big Picture design within the school has led to better pathway planning for many SAER students with the development of the About US/ME programs.

Learning Support

- Streamlined and consistent approach to case management.
- Standardised documentation used across the school.
- Higher levels of identification and retention of “at risk” students
- Higher number of funded students.



Vocational Education and Training

- Vocational Education & Training and Work Place Learning Officer (VET & WPL)
- 11 students completing their Certificate II Community Services
- SBT students were placed during 2020
- Aboriginal School Based Trainees (ASBT) 5 were placed during 2020
- 12 Big Picture Education students were placed as part of their educational program.
- 6 students participated in Work Experience during term 3 & 4 of 2020

Clontarf

- The Head Boy was an indigenous student from the Clontarf Academy, **Toby Mourach-Henry**.
- Clontarf boys filled positions in student leadership groups.
- Nine Year 12 students completed their schooling at Northam Senior High School.

Wirrpanda

- Elder's Art Activity – held at Bilya Koort Boodja (BKB) to promote and explicitly teach expected behaviours amongst peer group.
- 2020 Ken Wyatt Cup and all-star selection. Tyra Mills, Tyra-Lee Moody, Jennifer Collard and Jasmin Wynne were selected.
- Keylee Koolmatrerie graduated Year 12.
- Aprile Narrier was elected Student Leader for Year 8.
- 46 enrolments for Deadly Sista Girlz.
- Shondelle Jones started part time/casual work at Northam Red Rooster.
- Successful Year 6 transition alongside FTD and Clontarf.



Follow the Dream

- Increased number of Year 12 students in the program.
- Students achieving WACE due to OLN and Certificate completion.
- Year 12 FTD students received graduation awards.
- SIS UWA Year 9 "Djinanginy" Excursion
- NAIDOC Week: NAIDOC Shirts and Tasting Station
- Police Station Flag Raising
- WA Police Aboriginal Cadets: Presentation at NSHS, also attended by Central Midlands SHS.
- Skills West Careers Expo: Year 8, 9 and 10 students.
- Year 11/12 St Catherine's and Monadelphous Pathways Camp.
- Health and Wellbeing Workshop.
- Year 12 Graduation Dinner and School Ball
- Polly Farmer Alumni Event attendance by Northam FTD Alumni.
- NSHS Indigenous Students After School Transition Activities
- External Camp Opportunities Involvement: IAESS Engineering Camp and Business Summer School.
- Central Regional TAFE Northam NAIDOC Excursion
- Maxima Training Excursion
- Year 11 and 12 End of Semester 1 Lunch at Silo's Café.
- Supported Year 10 students and families Course Counselling.
- Football West NAIDOC 2020 Soccer Ball Design Competition.
- Improving layout of the Follow the Dream 'House' environment.
- Refurbishment of the FTD House Kitchen.
- New Computers installed.
- Visits to Fremantle & Newton Moore FTD in regards to Outreach.
- Attending Clontarf and Wirrpanda activities and events.



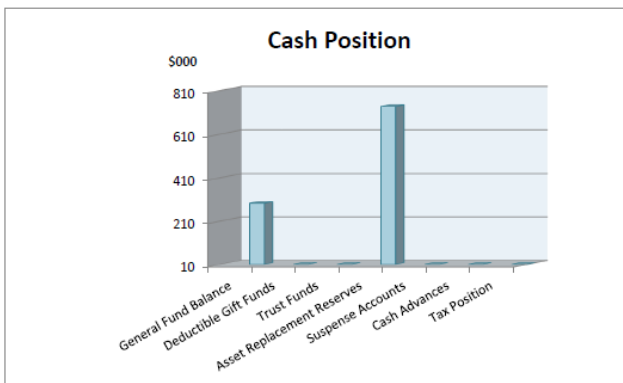
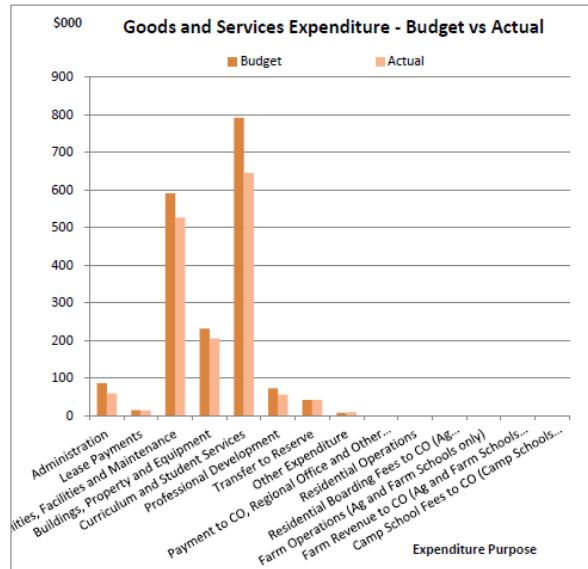
Glossary

ACSF	Aboriginal Culture Standards Framework
ASBT	Aboriginal School Based Traineeship
AIEO	Aboriginal Islander Education Officer
ABE	Attitude Behaviour Effort
ATAR	Australian Tertiary Admission Rank
BPE	Big Picture Education
CPFS	Child Protection and Family Support
DoE	Department of Education
D&T	Design and Technology
DRS	Division of Rehabilitation Services Special Education
EST	Externally Set Task
FTD	Follow the Dream
Home Ec	Home Economics
IEP	Individual Education Plan
ICT	Information and Communication Technologies
NAIDOC	National Aborigines and Islanders Day Observance Committee
NAPLAN	National Assessment Program – Literacy and Numeracy
NEST	Northam Education Skills and Training
OLNA	Online Literacy and Numeracy Assessment
PCYC	Police and Community Youth Centre
PBS	Positive Behaviour Supports
SAER	Students at Educational Risk
SBT	School Based Traineeship
VET	Vocational Education and Training
WACE	Western Australian Certificate of Education



Northam Senior High School
Financial Summary as at
31 December 2020

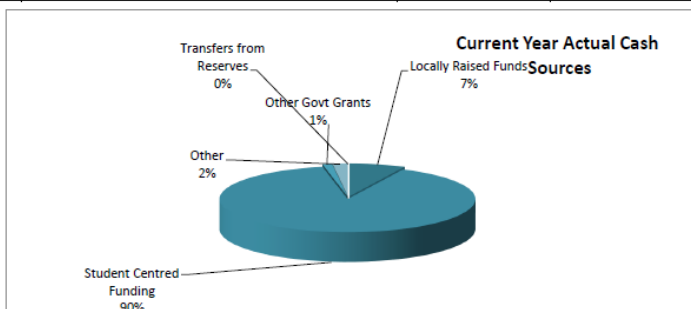
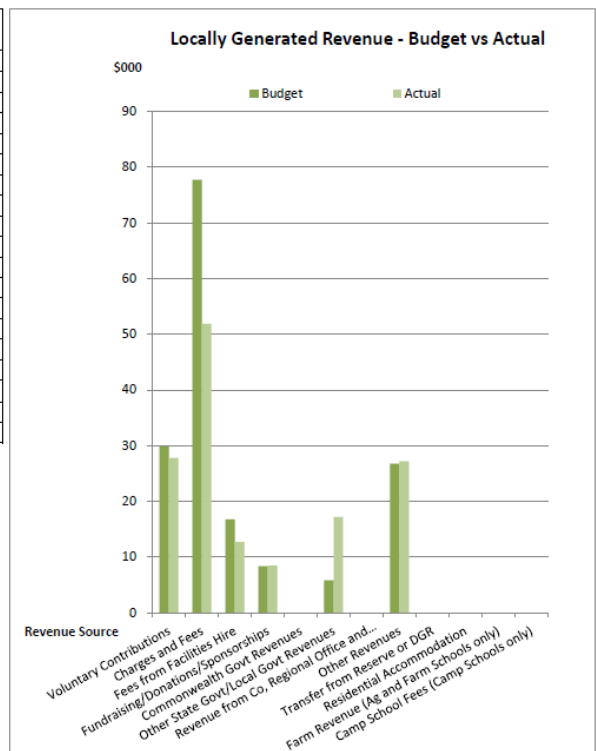
	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 86,124.00	\$ 58,492.34
2	Lease Payments	\$ 13,753.00	\$ 13,044.08
3	Utilities, Facilities and Maintenance	\$ 591,277.69	\$ 526,864.13
4	Buildings, Property and Equipment	\$ 231,013.00	\$ 204,505.60
5	Curriculum and Student Services	\$ 791,765.31	\$ 645,154.52
6	Professional Development	\$ 72,200.00	\$ 55,041.54
7	Transfer to Reserve	\$ 41,433.00	\$ 41,433.00
8	Other Expenditure	\$ 6,992.00	\$ 8,251.85
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ -
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 1,834,558.00	\$ 1,552,787.06
	Total Forecast Salary Expenditure	\$ 8,006,851.00	\$ 8,006,851.00
	Total Expenditure	\$ 9,841,409.00	\$ 9,559,638.06
	Cash Budget Variance	\$ 30,708.00	



Cash Position as at:	
Bank Balance	\$ 1,017,444.71
Made up of:	
1 General Fund Balance	\$ 292,791.50
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 736,517.58
5 Suspense Accounts	\$ (2,947.37)
6 Cash Advances	\$ -
7 Tax Position	\$ (8,917.00)
Total Bank Balance	\$ 1,017,444.71

Northam Senior High School
Financial Summary as at
31 December 2020

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 29,829.00	\$ 27,718.16
2	Charges and Fees	\$ 77,746.00	\$ 51,856.92
3	Fees from Facilities Hire	\$ 16,741.00	\$ 12,696.36
4	Fundraising/Donations/Sponsorships	\$ 8,347.00	\$ 8,455.72
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 5,810.00	\$ 17,183.18
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 26,764.00	\$ 27,156.72
9	Transfer from Reserve or DGR	\$ -	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 165,237.00	\$ 145,067.06
	Opening Balance	\$ 432,700.00	\$ 432,699.98
	Student Centred Funding	\$ 1,267,329.00	\$ 1,267,811.52
	Total Cash Funds Available	\$ 1,865,266.00	\$ 1,845,578.56
	Total Salary Allocation	\$ 8,977,979.00	\$ 8,977,979.00
	Total Funds Available	\$ 10,843,245.00	\$ 10,823,557.56





NORTHAM
SENIOR HIGH SCHOOL
A COMMUNITY UNITED