

Northam Senior High School

2021 Annual Report

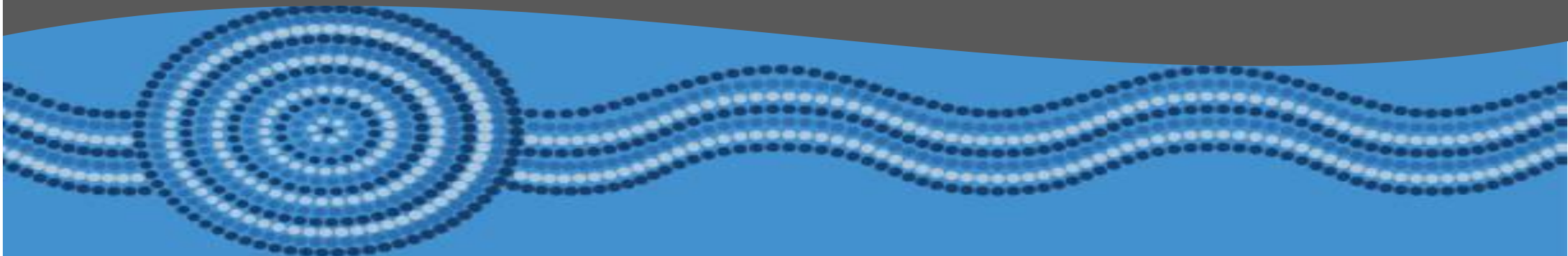


Telephone: 9621 6300

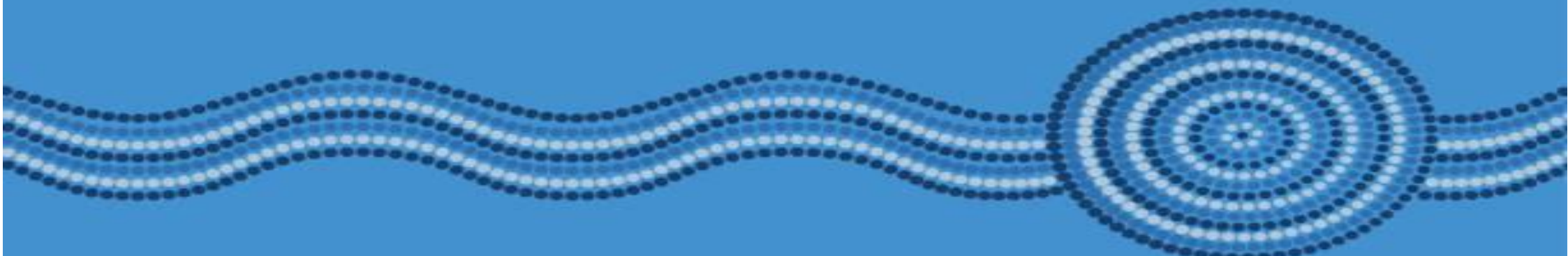
northamshs.wa.edu.au

Kennedy Street NORTHAM WA 6104

Acknowledgement of Culture

A decorative blue wave pattern with a spiral on the left side, set against a dark blue background.

Northam Senior High School respectfully acknowledges the traditional custodians of the land on which our school sits, the Ballardong people of the Noongar nation. We value the traditions and knowledge the Ballardong people have and acknowledge their contributions to the education of all children and people in this country, we all live in and share together, Australia.

A decorative blue wave pattern with a spiral on the right side, set against a dark blue background.

Introduction

As Principal and Board Chair of Northam Senior High School, we are proud to present the 2021 Annual Report to the school and broader community. This report forms part of the ongoing communications regarding our school and details our performance as measured against our Business Plan Targets. It provides families and members of the school community with an overview of Northam Senior High School's performance over the past year.

We are proud of the rich history of Northam Senior High School. 2021 was a very special year where the community celebrated 100 years of education delivered to the students of Northam and surrounding districts. Thousands of students and hundreds of staff have learnt and worked in this school and the centenary was a time to remember and celebrate this long and proud history whilst looking to the future for the many opportunities to come. We thank the Northam Senior High School Alumni for their donation of a Centenary plaque.

Our achievements are a celebration of the progress we have made with students, staff, families, 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 2021 Annual Report to you.



This Annual Report is formally endorsed by:



Kylie Cattaway
Principal



Lisa Penno
School Board chair



Centenary Celebrations



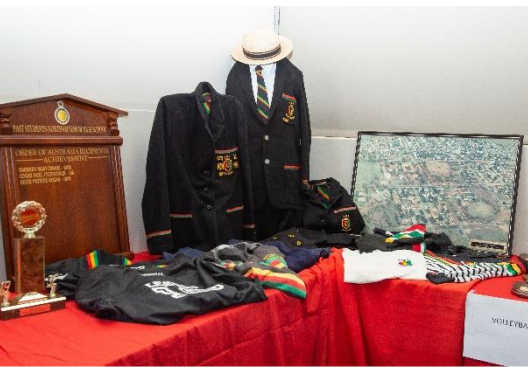
CELEBRATING
100
YEARS
NORTHAM
SENIOR HIGH SCHOOL
1921 - 2021
ACHIEVEMENT
A COMMUNITY UNITED



Northam SHS Centenary Games

CELEBRATING
100
YEARS
NORTHAM
SENIOR HIGH SCHOOL
1921 - 2021
ACHIEVEMENT
A COMMUNITY UNITED





School Context

About Our School

Commencing in 1921 as one of the first schools in Western Australia, Northam Senior High School operates in impressive heritage listed buildings. Our beautiful 100-year-old school stands on the bank of the Avon River and has a proud and rich history of providing a responsive curriculum to students in Years 7-12 from the Northam and surrounding Wheatbelt towns.

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' which we achieve through our four values:

Courage Collaboration Connection Communication

We promote culturally responsive practices and work in collaboration with the local Aboriginal community. The school hosts programs including the Clontarf Academy, Wirrpanda Girls Academy and Follow the Dream Partnerships for Success that contribute to improving the educational and pastoral care outcomes for our students.

Northam Senior High School has excellent facilities and programs that create varied pathways for learning. Our facilities include a Trade Training Centre, that houses an industrial kitchen and front-of-house facilities, a modern Performing Arts Precinct home to a flexible theatre with retractable seating, modern visual and performing arts facilities and specialist learning spaces such as science laboratories, textiles room, large gymnasium and multi-use courts.



Student Enrolments

Student enrolments are relatively stable with 656 funded enrolments in 2021. Schools are funded based on students that attend school before the February census date. In 2021 there were 45 students that did not attend school before the census date and were therefore unfunded enrolments.

	2019	2020	2021
Years 7-10	427	461	421
Years 11-12	257	254	235
Total	684	715	656

All senior high schools have a strong intake at Year 7 as students transition from primary school to high school. Northam Senior High School has an additional intake at Year 11 as students move from local district high schools to a senior high school for Years 11 and 12.

	2019	2020	2021
Intake Year 7	109	115	82
Intake Year 11	48	45	36

Majority of the Year 7 students attended, Northam PS, Avonvale PS, West Northam PS, Wundowie PS and Bakers Hill PS.

Majority of the Year 11 students attended Toodyay DHS and York DHS.

School Priorities and Achievement Targets

Target 1

An increased satisfaction rate across the school in communication and safe and orderly learning environment.

School Priorities

1. Successful Students
2. Teaching and Learning
3. Relationship & Partnerships

Target 5

Increase positive behaviour by decreasing the number of days lost to suspension for physical and verbal assaults.

Target 2

Increase WACE achievement from 79% to 85% or higher.

Target 3

Have all teachers use agreed teaching practises to improve student performance.

Target 4

Increase attendance rates from 80% to 85% or higher.

Self-Assessment

Self-Assessment Practices

Northam Senior High School maintains a rigorous, reflective self-assessment process on a continuous basis. We collect and utilise relevant data which is then used to make comparisons with previous performance, like school data and state achievement levels.

Our self-assessment data is constructed through the analysis and reviewing of:

- Student Performance
- Program effectiveness
- Staff performance
- Feedback from families, staff and students.

Each Learning Area or school-based program completes a self-review assessing students' performance to inform the strategies in their annual operational plans.

Furthermore, the School Board regularly reviews school data offering a community perspective to improving students' learning opportunities.

Every three years the school is externally reviewed by the Department of Education WA. The last review was conducted in October 2020. The Report can be found on the school's website.



School Priority 1: Successful Students

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.
- 1.2 Embedding a Senior School Improvement Plan.
- 1.3 Embedding an Attendance Improvement Plan
- 1.4 Develop Positive Behaviour Support within the school.
- 1.5 Develop Engagement effective pathways for all students.

NAPLAN

The table below shows the percentage of students at Northam SHS who achieved above average progress in NAPLAN, compared to students with a similar background and with a similar score on their previous NAPLAN test. Please note that NAPLAN did not proceed in 2020 due to the COVID-19 pandemic.

It is pleasing to see that in 2021 students progressed as expected with a notable improvement in Writing compared to previous years.

	2017-2019	2019-2021	
Reading	61	52	Well above
Writing	45	59	Above
Numeracy	69	56	Close to
			Below
			Well below

Positive Behaviour Support

The Positive Behaviour Support team led by Mr Ry Shaw and Ms Mel West used a collaborative process to develop and refine the school's Positive Behaviour Matrix. The matrix supports a common language and understanding that provides a consistent approach to managing student behaviour.

Throughout the year the school focussed on teaching appropriate behaviours identified from the matrix and the creation of visual displays in classrooms.

	Always	During Class time	School Grounds	Our Community
Respectful	<ul style="list-style-type: none"> We say please, thank you and excuse me. We listen to hear, not just to reply. We treat others as we would like to be treated. We put rubbish in the bins. We respect personal space and privacy. 	<ul style="list-style-type: none"> We use calm voices. We arrive to class within five minutes of the siren. We have our equipment for class. 	<ul style="list-style-type: none"> We have friendly conversations. We keep toilets and change rooms clean. We keep all our inside and outside areas tidy. 	<ul style="list-style-type: none"> We wear our school uniform. We represent the school using our positive behaviours. We only post or share content online that is comforting, encouraging or helpful.
Safe	<ul style="list-style-type: none"> We speak using kind words. We keep our hands and feet to ourselves. We stay inbounds, within the school grounds. We are calm and in control. We follow staff instructions. 	<ul style="list-style-type: none"> We stay in class. We come into and leave class calmly. We use all equipment safely. 	<ul style="list-style-type: none"> We get assistance from a staff member for students who need help. We show patience with others. 	<ul style="list-style-type: none"> We look out for each other. We make safe choices. We are safe on the road. We protect our personal information online and check our privacy settings. We seek help if we are uncomfortable or feel unsafe online.
Supportive	<ul style="list-style-type: none"> We smile and say "Hi" to others when walking by. We accept people for who they are. When WE hurt or upset someone, we say sorry. We acknowledge success. We ask for help when we need it. 	<ul style="list-style-type: none"> We ask questions to understand. We help others understand. We are willing to learn. 	<ul style="list-style-type: none"> We encourage others to join in if they want to. We check in with friends (R U OK?) and spend time with them. 	<ul style="list-style-type: none"> We encourage effort. We communicate with others positively. We celebrate achievements. We only forward or respond to positive messages when we are online.



A Community United

School Priority 2: Teaching and Learning

High quality teachers are skilled in connecting curriculum content knowledge, pedagogical understandings, instructional strategies, and effective classroom management.

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.
- 2.2 Embedding high quality Performance Development and Management processes.
- 2.3 Sharing and collaborating how to improve teaching and learning outcomes by using data to inform practices.
- 2.4 Observe the practice of colleagues through Classroom Observations and provide quality feedback on practice.

Classroom observations allow me to see what I cannot see - or have overlooked - in a lesson. It provides a solid foundation on which to build a strong bank of classroom management and differentiation strategies.

Instructional Model and Strategies

The Instructional Strategies staff team supported consistent teaching practice across the school with the introduction of the Classroom Framework and Lesson Plan structure. Integrating these tools into the Classroom Observation Model has been effective in helping staff to reflect on and implement new strategies into their practice.

I have been fortunate to work with three experienced and supportive mentors. This has led to measurably improved outcomes for my students.

Classroom Observations and Feedback

We are committed to providing opportunity for our teachers to grow their instructional practices to be the best teachers they can be. We have several Senior Teachers and mentors who contribute to the growth and development of our early career teachers and experienced colleagues. Classroom Observations provide an opportunity to highlight effective teaching practices and offer suggestions for improvement.

School Priority 3: Relationships and Partnerships

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

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.
- 3.2 Using approaches and strategies to improve the emotional health, well-being and resilience of our staff and students.
- 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.
- 3.4 Strengthening connections with Aboriginal families and stakeholders in the community, by increasing opportunities for Aboriginal participation in events and meetings.

Compass Education

The introduction of Compass Education software has assisted the school to provide prompt and timely communication to parents. These communications include:

- Daily SMS regarding lateness and attendance.
- Personalised 'On a positive note' email communication.



Strengthening Connections with Aboriginal Families

Once a term, the school holds an Elders and Parent/Carer Morning Tea with members of our Aboriginal Community. These help to strengthen our connection with Aboriginal families and stakeholders.



Progress towards the Achievement Targets

Target 1

An increased satisfaction rate across the school in communication and safe and orderly learning environment.

Student Survey

Every two years our school completes the National School Opinion Survey collecting information from staff, families, and students. This survey was last conducted in 2020. In 2021, we repeated the survey items with students in Years 7-10. The results are shown in the following table.

It is encouraging to observe slight improvement or stable results in all items.

The survey will be conducted again in 2022 for further comparison.

	2020	2021
Number of responses	184	172
<i>My teachers expect me to do my best</i>	4.0	4.1
<i>My teachers provide me with useful feedback about my school</i>	3.3	3.4
<i>Teachers at my school treat students fairly</i>	2.8	3.0
<i>My school is well maintained</i>	3.0	3.1
<i>I feel safe at my school</i>	2.8	2.9
<i>I can talk to my teachers about my concerns</i>	2.9	2.9
<i>Student behaviour is well managed at my school</i>	2.6	2.6
<i>I like being at my school</i>	2.8	3.0
<i>My school looks for ways to improve</i>	3.5	3.5
<i>My school takes students' opinions seriously</i>	2.8	3.0
<i>My teachers motivate me to learn</i>	3.2	3.5
<i>My school gives me opportunities to do interesting things</i>	3.3	3.4
<i>My teachers are good teachers</i>	3.4	3.4
<i>My teachers care about me</i>	3.2	3.2

5 = Strong agree 4 = Agree 3 = Neutral 2 = Disagree 1 = Strongly Disagree

Items relating to "Communication"

Items relating to "Safe and Orderly Environment"

Progress towards the Achievement Targets

OLNA Achievement

Achievement of the OLNA Standard (all three OLNA components) has declined over the last two years. Targeted interventions are being planned for implementation in 2022 and 2023. Our goal is to support students to achieve the OLNA standard as early as they can in Years 10-12.

	2019	2020	2021
OLNA – Reading	95%	90%	95%
OLNA – Writing	93%	92%	88%
OLNA - Numeracy	91%	89%	86%
OLNA Standard	85%	83%	77%

Although WACE achievement slightly improved in 2020 the percentage of students achieving WACE declined in 2021. Not achieving the OLNA standard (Online Literacy and Numeracy Assessment) is the primary contributing factor for students not achieving the WACE.

WACE Achievement

	2019	2020	2021
Number of eligible students	87	88	81
Achieved WACE	79%	80%	75%
Like Schools	72%	78%	76%
Public Schools	89%	89%	89%

Target 2
Increase WACE achievement from 79% to 85% or higher.



Progress towards the Achievement Targets

ATAR Achievement

	2019	2020	2021
Number of students	26	23	17
ATAR 90+	8%	4%	0%
ATAR 80-89.95	12%	17%	6%
ATAR 70-79.95	19%	13%	24%
ATAR 55-69.95	38%	35%	35%
ATAR < 55	23%	30%	35%

In 2021, a smaller number of students chose to complete an ATAR pathway. Of these students a smaller proportion of students achieved an ATAR score (70+) and/or English competency (scaled score of 50+ in English ATAR) that would secure direct entry to university without adjustment. Additional support structures will be implemented in 2022 to assist students aspiring towards direct entry into university.

English competency (scaled of 50+ in English ATAR)

	2019	2020	2021
Number of students	54%	43%	41%

Moderation practices in Years 7-12 will be strengthened to improve the alignment between teacher judgements and external assessments such as ATAR examinations, Externally Set Tasks (EST), NAPLAN and OLNA to improve the reliability of assessment feedback.



VET Achievement

	2019	2020	2021
Number of students	132	135	91
Certificate IV achieved	9%	10%	8%
Certificate III achieved	6%	1%	1%
Certificate II achieved	55%	54%	45%
Certificate I achieved	2%	0%	0%
No certificate completed	28%	36%	46%

Despite the declining number of Senior Secondary students, it is pleasing to see a stable proportion of students achieving Certificate IV qualifications which can provide an alternate entry pathway to university.

Further support is required to maximise the opportunity for students to satisfactorily achieve the certificate course they enrol in.

Progress towards the Achievement Targets

Whole School Classroom Framework

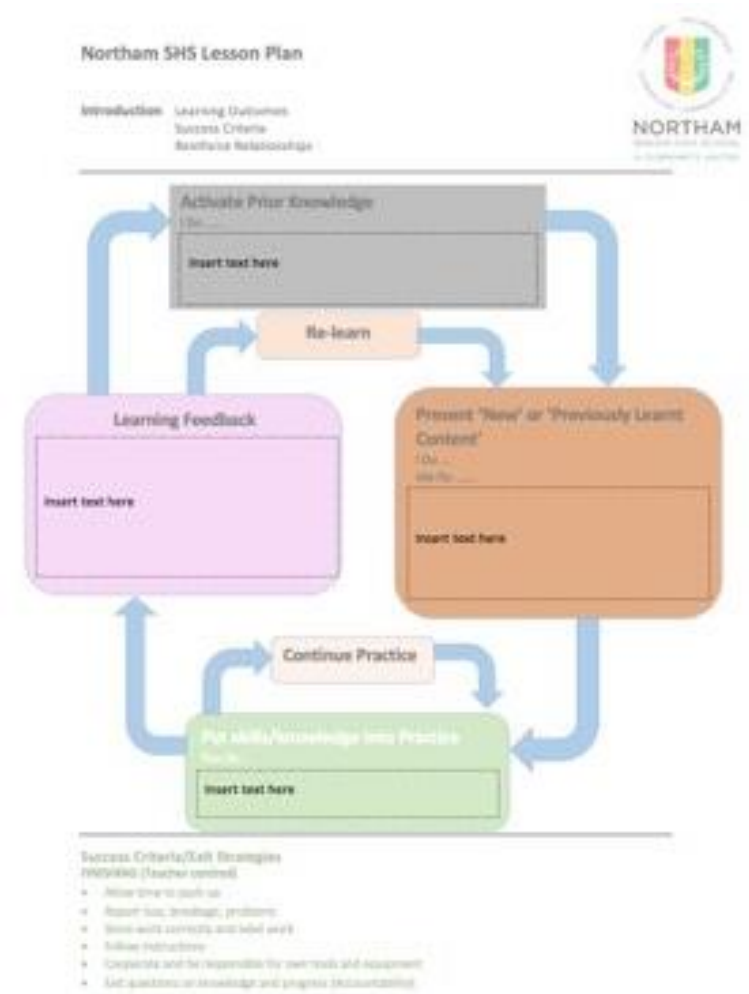


Target 3
Have all teachers use agreed teaching practises to improve student performance.

Agreed Teaching Practices

The Instructional Strategies staff team created the Classroom Framework and Lesson Plan structure to promote consistent teaching practices across the school. Integrating these tools into the Classroom Observation Model has been effective in helping staff to reflect on and implement new strategies in their practice.

Whole School Lesson Plan



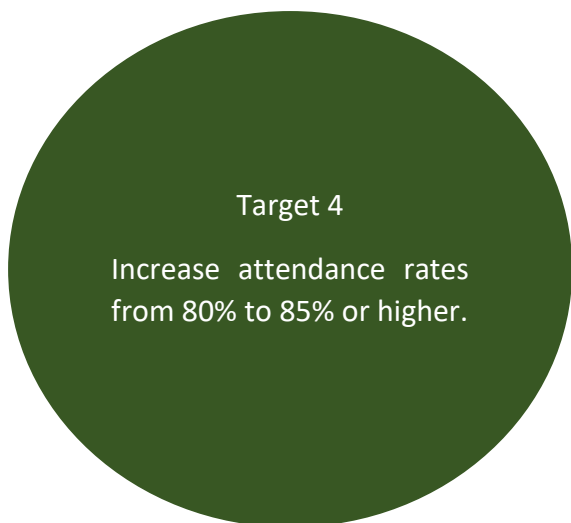
Progress towards the Achievement Targets

Student Attendance

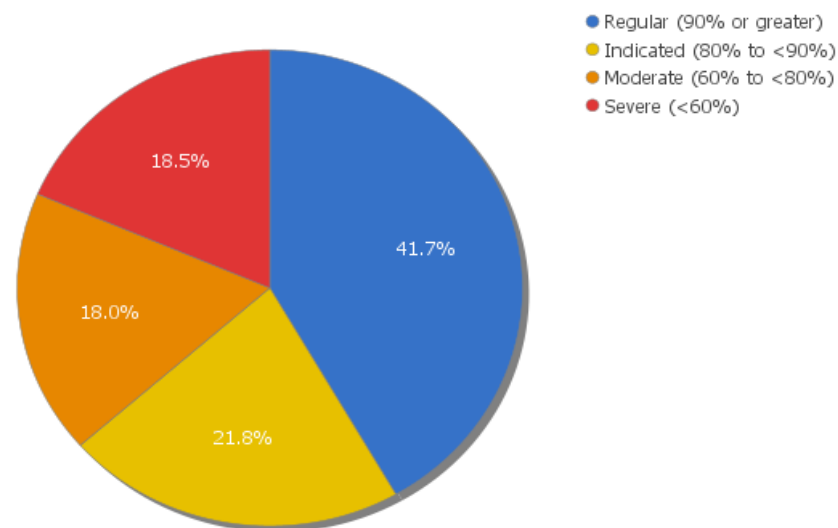
Student attendance rates have improved following the decline in 2020 due to the disruptions of COVID-19 although have not returned to 2019 attendance rate.

The use of Compass as an attendance tool has improved communication with families. In providing timely communication there is a noticeable increase in unauthorised absences in 2021. Similarly, there is a decrease in authorised absences.

Student attendance remains a strong focus at our school. Of particular concern is the disparity between Aboriginal and Non-Aboriginal attendance rates.



Attendance Profile 2021 Semester 1



Semester 1 Student Attendance Rates	2019	2020	2021
Attendance Rate	80%	70%	78%
Authorised Absence	42%	57%	32%
Unauthorised Absence	58%	43%	68%
Aboriginal	64%	55%	62%
Non-Aboriginal	85%	75%	84%

Progress towards the Achievement Targets

Target 5

Increase positive behaviour by decreasing the number of days lost to suspension for physical and verbal assaults.

Student Suspensions

Suspensions from school have a direct impact on student attendance and learning. Several strategies have been implemented to reduce the number of suspensions and to maximise student attendance.

In 2021, we partnered with Northam PCYC and Avonvale Community Services to offer two alternate off-site programs. These programs were successful for several of the identified students. Unfortunately, difficulties in securing staff impacted on the program located at Avonvale Community Services.

Furthermore, the Student Services department was restructured during the year, appointing two Student Services Managers. With one manager for Years 7-9 and another for Years 10-12 a stronger case management process was implemented. Restorative practices are used regularly to educate students on alternatives to conflict.



Number of Days of Suspension

	2019	2020	2021
Total number of suspensions	382	502	383
Percentage of suspensions (Categories N1-4)	45%	36%	58%
Total number of students suspended (All categories)	127	178	159
Percentage of students suspended (All categories) *	19%	25%	24%

* Based on February census data

Financial Summary

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 30,432.00	\$ 31,555.94
2	Charges and Fees	\$ 84,212.00	\$ 85,907.05
3	Fees from Facilities Hire	\$ 18,341.00	\$ 16,427.30
4	Fundraising/Donations/Sponsorships	\$ 9,675.00	\$ 9,814.41
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 16,737.00	\$ 16,736.58
7	Revenue from Co, Regional Office and Other Schools	\$ 400.00	\$ 400.00
8	Other Revenues	\$ 50,198.00	\$ 50,596.28
9	Transfer from Reserve or DGR	\$ 22,682.00	\$ 22,682.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 232,677.00	\$ 234,119.56
	Opening Balance	\$ 292,792.00	\$ 292,791.50
	Student Centred Funding	\$ 1,219,249.00	\$ 1,219,575.67
	Total Cash Funds Available	\$ 1,744,718.00	\$ 1,746,486.73
	Total Salary Allocation	\$ 8,970,298.00	\$ 8,970,298.00
	Total Funds Available	\$ 10,715,016.00	\$ 10,716,784.73

Revenue

The school is funded primarily from the Department of Education through the Student Centred Funding Model. There is a small proportion of locally-raised funds from:

2. Charges and Fees (schools fees)
3. Fees from Facilities Hire

Expenditure

A large proportion of the school's budget is expended through salaries. At Northam SHS there is also a large proportion spent on utilities (water, gas and electricity) and school maintenance. The School Board has a particular interest in reducing the cost of utilities. With solar panels installed the School Board is now working with the school to explore options to reduce the cost of water consumption.

	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 147,303.00	\$ 144,954.85
2	Lease Payments	\$ 13,100.00	\$ 12,510.03
3	Utilities, Facilities and Maintenance	\$ 560,785.09	\$ 556,164.78
4	Buildings, Property and Equipment	\$ 169,343.00	\$ 131,864.77
5	Curriculum and Student Services	\$ 754,690.91	\$ 608,528.49
6	Professional Development	\$ 55,440.00	\$ 45,496.45
7	Transfer to Reserve	\$ 13,071.00	\$ -
8	Other Expenditure	\$ 4,134.00	\$ 5,117.35
9	Payment to CO, Regional Office and Other Schools	\$ 376.00	\$ 413.00
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	\$ 1,718,243.00	\$ 1,505,049.72
	Total Forecast Salary Expenditure	\$ 8,042,249.00	\$ 8,042,249.00
	Total Expenditure	\$ 9,760,492.00	\$ 9,547,298.72
	Cash Budget Variance	\$ 26,475.00	

Financial Summary

Targeted Initiatives

Northam Senior High School receives additional funding from the Department of Education through the following targeted initiatives.

Aboriginal Education
and Islander Officer

\$46022

Follow the Dream:
Partnership for
Success

\$183 837

Graduate Teacher
Program

\$10373

Chaplaincy Program

\$22 133

Vocational Education
and Training

\$234 041

Small Senior High
Schools

\$182 814



NORTHAM
SENIOR HIGH SCHOOL
A COMMUNITY UNITED

