

Northam Senior High School

2023 Annual Report

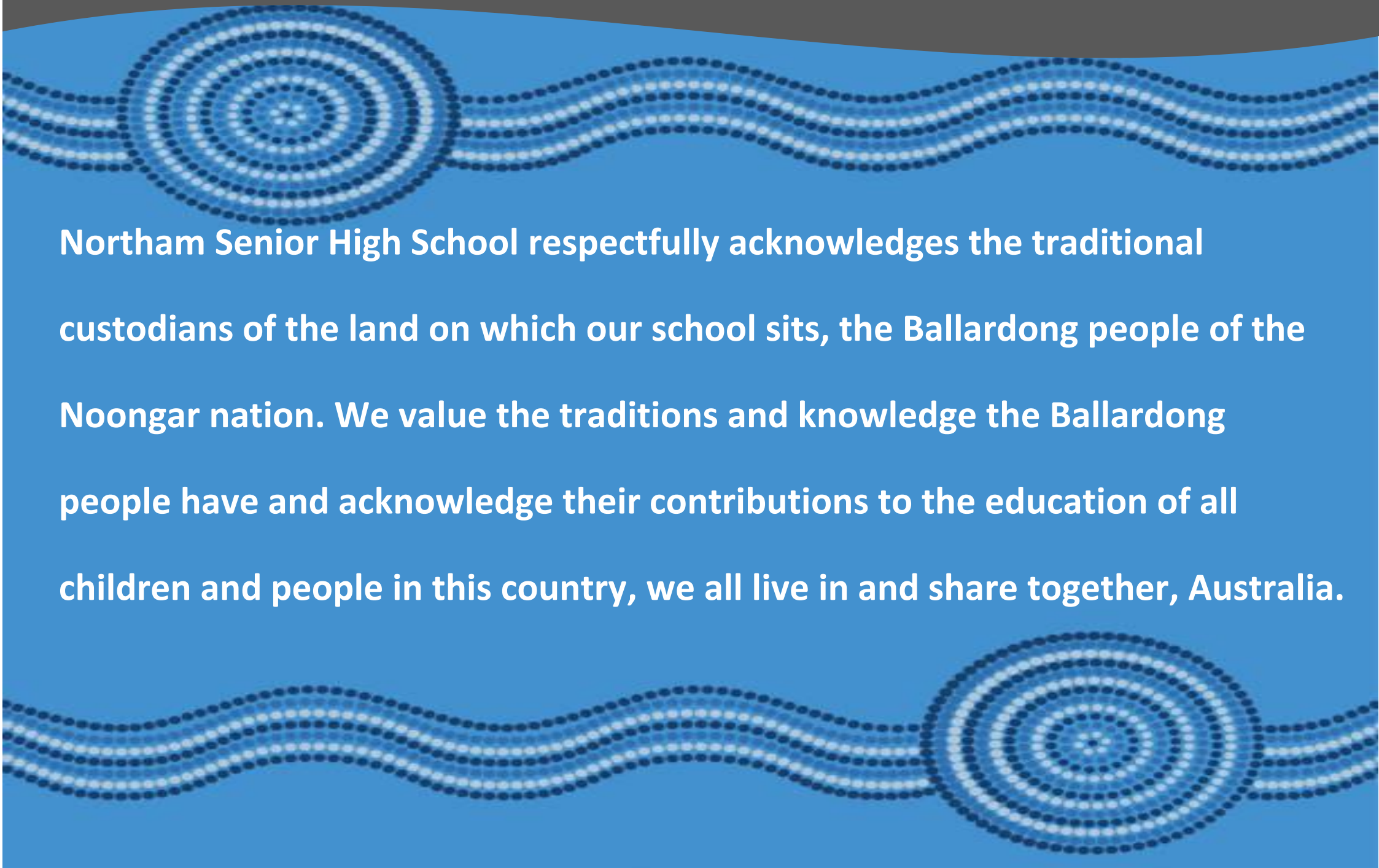


Telephone: 9621 6300

northamshs.wa.edu.au

Kennedy Street NORTHAM WA 6104

Acknowledgement of Country



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.

Introduction

It is with pleasure and a positive outlook that I introduce the Northam Senior High School 2023 Annual Report to provide parents, caregivers, and members of the wider community with an overview of our school's progress and student performance measured against the School Business Plan targets. Northam Senior High School's commitment to improving Teaching and Learning is reflected in our priorities and strategic directions with resources dedicated to supporting student growth. Various programs and partnerships within and across the school provide students with opportunities to take part in real life projects, explore their passions, and pursue pathways that develop competencies, confidence, and academic acumen.

During 2023, we initiated the first steps of a multi-year partnership with Avonvale PS and Bakers Hill PS to undertake Berry Street Education Model (BSEM) professional learning and to develop an implementation plan of Trauma-Informed Positive Education, a strengths-based approach designed to inform and guide teacher practice and student learning, engagement, and psychosocial functioning which will enable consistency of practice across our schools. Training in the Berry Street Education Model will provide staff with a defined skillset with resources to best meet the needs of our students and this work will continue into 2024 and beyond.

I would like to take this opportunity to commend the amazing staff of Northam SHS Senior High School, and our third-party provider staff from Clontarf, Waalitj and Follow the Dream that worked tirelessly throughout the year to deliver engaging programs and provide quality opportunities for the students both in the classroom and beyond.

Our School Values of Courage, Collaboration, Connection and Communication underpin the expectations of all that we do, and this commitment to learning and positive culture is reflected in the achievements and successes we reach for and celebrate throughout the year. I sincerely thank our School Board for their commitment, support, and guidance throughout the year. I also respectfully thank our volunteers, and partners for their ongoing commitment and support of Northam Senior High School. Most importantly I thank the families and carers who are committed to the success of their child.

This Annual Report is formally endorsed by:



Jodee Vause
Principal



Lisa Penno
School Board chair

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 683 funded enrolments in 2023. Schools are funded based on students that attend school before the February census date. In 2023 there were 34 students that did not attend school before the census date and were therefore unfunded enrolments.

	2020	2021	2022	2023
Years 7-10	461	421	443	428
Years 11-12	254	234	218	255
Total	715	655	661	683

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.

	2020	2021	2022	2023
Intake Year 7	115	82	113	58
Intake Year 11	45	36	33	31

The majority of our Year 7 enrolments attended, Northam PS, Avonvale PS, West Northam PS, Wundowie PS and Bakers Hill PS.

The majority of our Year 11 students attended Toodyay DHS and York DHS.

School Priorities and Achievement Targets

Target 1

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

School Priorities

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

Target 5

Show in School Surveys an increased satisfaction rate across the school in communication and safe and orderly learning environment.

Target 2

Increase attendance rates to 85% or higher.

Target 3

Increase positive behaviour as indicated by the decrease in number of days lost to suspension.

Target 4

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

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.

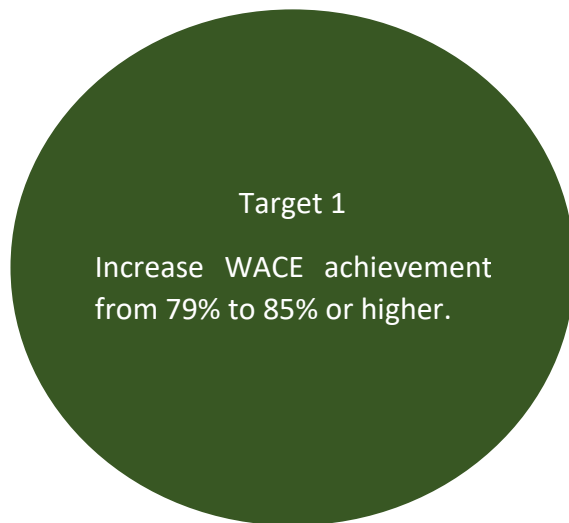


School Priority 1: Successful Students

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.



Literacy and Numeracy Improvement that translates to Senior School Improvement

The OLNA provides a ready instrument to evaluate much of the work our school does as part of both Senior School Improvement and Literacy & Numeracy.

OLNA

Year 12 results in 2023 were positive with a 4 year high for the percentage of the cohort that met the numeracy and literacy requirement.

Year 12

94% Reading for WACE eligible

94% Writing for WACE eligible

88% Numeracy for WACE eligible

Year 11

86% Category 2 and 3 for all who sat Reading

83% Category 2 and 3 for all who sat Writing

91% Category 2 and 3 for all who sat Numeracy

Year 10

75% Category 2 and 3 for all who sat Reading

76% Category 2 and 3 for all who sat Writing

86% Category 2 and 3 for all who sat Numeracy

School Priority 1: Successful Students

Literacy and Numeracy Improvement

The NAPLAN allows our school to utilise additional means to track the progress of our students, most specifically between Years 7 and 9.

NAPLAN

In 2023, NAPLAN was administered earlier in the year (Term One) in comparison to previous years traditionally occurring in Term Two. From 2023, data collected through NAPLAN testing has been categorised differently, introducing the following proficiency levels: needs additional support; developing; strong; and exceeding. Due to these changes, results from 2008 to 2022 are not directly comparable.

Our 2023 data identifies that targeted interventions being introduced at Northam SHS, will be welcomed with MacqLit support classes in their second year and more refined literacy and numeracy interventions in place for our Year 7 and 8 students. With these, we aim to provide the additional support required to foster greater success in future years.

NAPLAN	Reading	
	2023	
	Year 7	Year 9
Exceeding	5%	8%
Strong	27%	33%
Developing	30%	37%
Needs Additional Support	38%	22%

NAPLAN	Writing	
	2023	
	Year 7	Year 9
Exceeding	3%	5%
Strong	26%	25%
Developing	29%	45%
Needs Additional Support	42%	25%

NAPLAN	Numeracy	
	2023	
	Year 7	Year 9
Exceeding	0%	1%
Strong	28%	34%
Developing	27%	39%
Needs Additional Support	46%	26%

School Priority 1: Successful Students

Year 12 Achievement and effective pathways

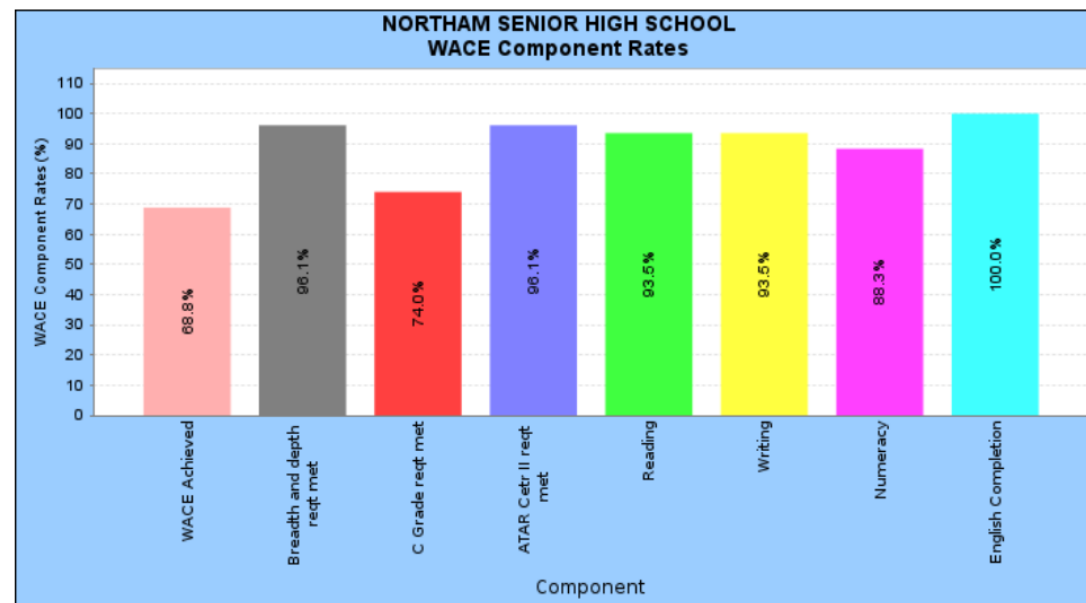
In 2023 48% of the Year 12 cohort received a WACE- an increase from 41% in 2022. In 2023 20% of the Year 12 cohort left for alternative pathways with the number of Notices of Arrangement (NOAs). The economic reality of Traineeship, Apprenticeship, Work and TAFE opportunities continues to be evident here. WACE Achievement (at least 14 C grades or higher in Year 11 and 12 units, including at least six C grades in Year 12 units) was 69% of WACE eligible.

Breadth & Depth (Completion of a minimum of 20 units, which may include unit equivalents attained through VET and/or endorsed programs) was 96% 84% of WACE eligible students were enrolled in 2 or more STEM courses and/or STEM related VET qualifications, just below the State Target of 85% for the system priority for STEM (Science, Technology, Engineering, Mathematics). WACE component rates are included in this report.

NSHS provided an extensive range of pathways for students, including courses in ATAR, General & VET combinations, Big Picture Education and Flexible Learning programs for Students At Educational Risk.

Year 12 ATAR and University pathways

- The median ATAR (TISC Applicants) was 47.85 as compared to Like Schools of 58.98.
- Whilst down significantly, enrolments were up from 2022, and 4 Certificates of Merit were earned by students- a 3 year high.
- We acknowledge our 2023 ATAR Dux Carlo Giorgi, who achieved an ATAR of 98.45.



Target 1

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

School Priority 1: Successful Students

Vocational Education and Training

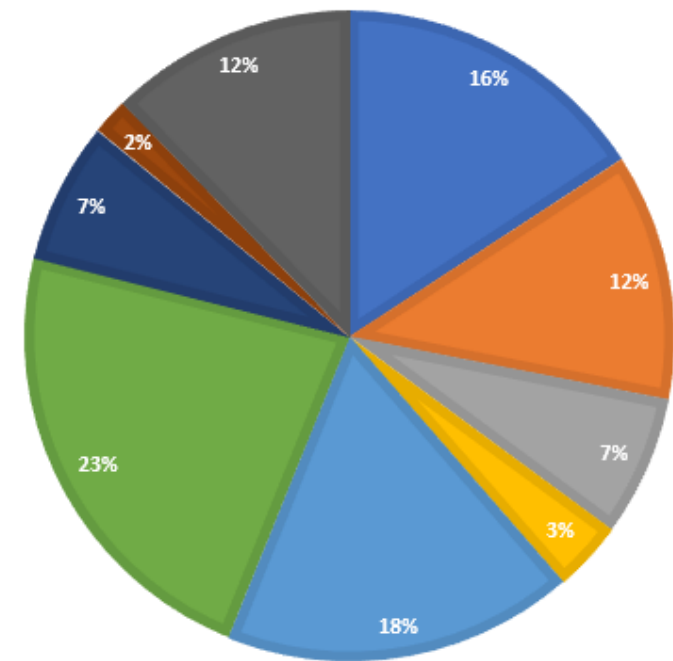
Year 12 VET students achieved excellent results. Department of Education data indicates an increase in Certificate II Qualifications and a higher percentage of achievement. Other qualification rates are also steady.

Note: 15 students (88%) of students that enrolled in Certificate IV completed the qualification and gained a direct entry into university with a 70 ATAR. Whilst 47 students (87%) who enrolled in a Certificate II, completed a qualification gaining a pathway to further training and employment opportunities.

VOCATIONAL EDUCATION AND TRAINING (VET)			
VET Participation Rate (count; enrolled in VET as % of Cohort) Source: Department data			
	2023	2022	2021
School VET enrolments	89 (55%)	80 (57%)	91 (59%)
Level of highest qualification achieved (of VET enrolled students)			
Certificate IV	12 (13%)	13 (16%)	7 (8%)
Certificate III			1 (1%)
Certificate II	43 (48%)	29 (36%)	41 (45%)
Certificate I	1 (1%)		

YEAR 12 DESTINATIONS 2023

- University
- TAFE
- Apprenticeship
- Traineeship
- Employment - Full-time
- Employment - Part-time
- Employment Assistance
- Other
- Deferred Study/Training



Year 12 Destinations

The destination data for our leavers indicates positive outcomes for students in comparison to state data.

Senior School improvement planning to lift ATAR engagement and performance will be a priority for 2024.

Destination	% of cohort	State Comparison
University	15.8	Below
TAFE	12.3	Above
Apprenticeship	7.0	Above
Traineeship	3.5	Above
Employment - Full-time	17.5	Above
Employment - Part-time	22.8	Above
Employment Assistance	7.0	Above
Other	1.8	Above

School Priority 1: Successful Students

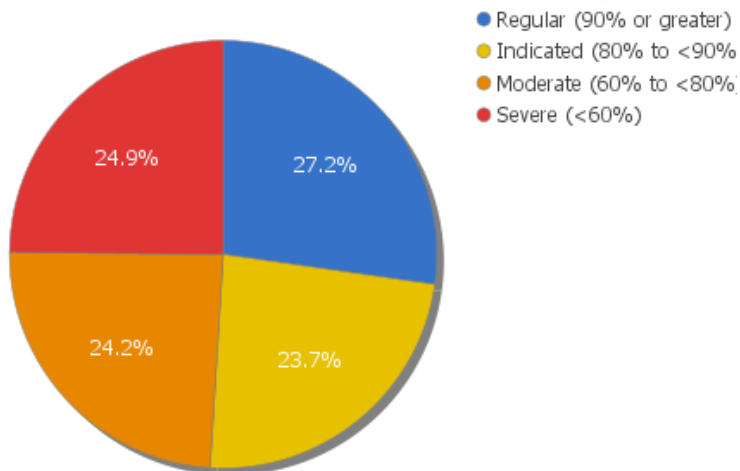
Attendance

Our average attendance for Semester One was 71.1%, this slightly decreased to 65.8% for Semester Two. It is clear that our data reflects a genuine impact of the follow-on effects of COVID19.

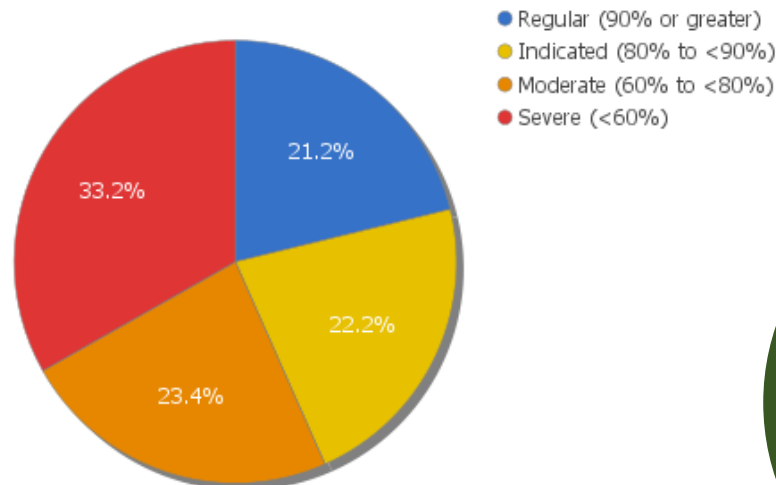
To promote positive attendance, the Wheatbelt Education Regional Office has developed a strategic Attendance Plan, based on the Circle of Courage philosophy. This philosophy encompasses the following four values of Belonging, Independence, Mastery and Generosity. Our school has unpacked this plan and has implemented the following strategies to help improve attendance in accordance to Target 2 of the Businesses Plan.

- Implementation of Student Support Officer to focus on Attendance.
- Commitment to conduct Home Visits each week.
- Commitment to include all stakeholders in the case management of identified students at risk.
- Implementation of positive incentives e.g. 100% Attendance rewards, most improved attendance and termly reward activities for high attenders.

Attendance Profile 2023 Semester 1 Compulsory



Attendance Profile 2023 Semester 2 Compulsory



Target 2

Increase attendance rates to 85% or higher.

School Priority 1: Successful Students

Positive Behaviour Support (PBS)

In 2023 Positive Behaviour Support (PBS) at Northam Senior High School entered its fourth year. The goal of PBS at Northam Senior School is to teach students and positively encourage the expected behaviours to function well within our community. The three values that we hold dear are being Respectful, Safe and Supportive. All staff and students hold each other accountable with these three core values in our everyday interactions and they form the basis for our PBS lessons which are delivered fortnightly.

Key Achievements of 2023:

- School Wide consistently defined behaviours: Phase One, Two and Three.
- PBS Team Leader and Coach attended an Avon Valley PBS Networking Day to share ideas and collaborate with schools from across the region.
- The short-term incentives which were established in 2022 were refined and we opened the PBS Shop at Break times, where students could use their PBS points for small tangible incentives.
- We had three incredibly successful large-scale reward days:
 - Term 1: Fun day at the Recreation Centre: where students played in a variety of activities: engaged in mindflight VR, Board games, played Basketball, Soccer, Netball or Volleyball and got to go on the slides to cool off.
 - Term 3 Dowerin Field Days: 50 students who earned the highest points in Lower School and Upper School were selected to attend this fantastic excursion across the two days.
 - Term 4 PBS Reward Day: In the final week of school the school hosted a movie, dance-a-thon, STEAM Escape room challenge and a hotly contested Staff v Students Cricket match, where the students were victorious.
- The PBS Matrix was refined to clarify specific student behaviours.
- The PBS Team developed new ways to deliver the PBS lessons and began to incorporate data into lesson-making to see which behaviours were most important to deliver.
- The PBS Team began working on ways to improve the PBS Implementation Checklist and areas for improvement.

Target 3

Increase positive behaviour as indicated by the decrease in number of days lost to suspension.

Student Suspensions

In 2023 the impact of the school's PBS approach was noticeable in the comparison to 2022.

The percentage of students (%) suspended dropped 2.35% and the Average number of days suspended also decreased from 2.55 to 2.3 days.

There were 179 less suspensions in 2023 as compared to 2022, and most encouragingly, there was a decrease of 536 Total Days



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.

Sharing and collaborating to improve teaching and learning outcomes.

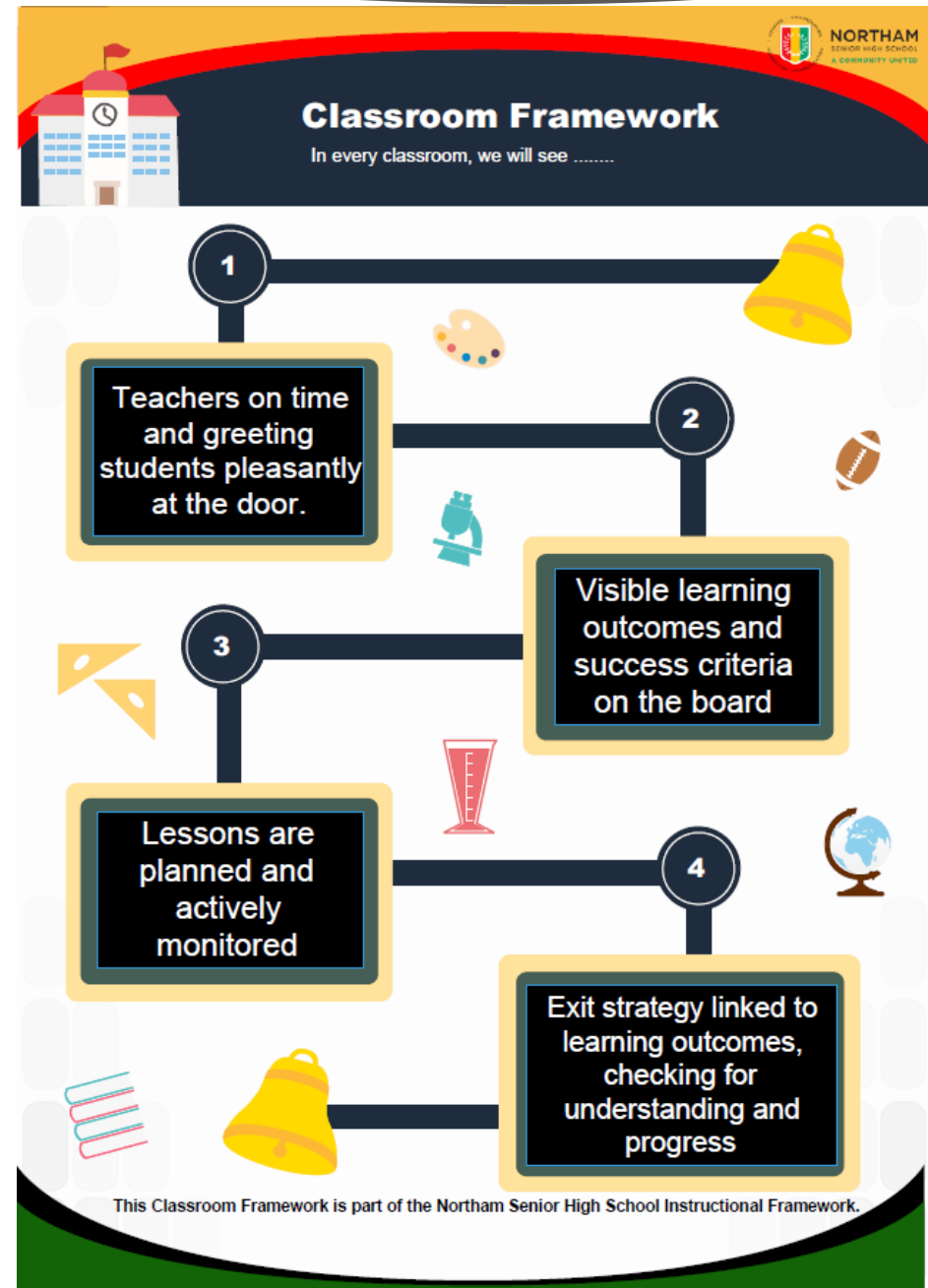
Staff utilised Classroom Observations, and Performance Development and Management processes to develop consistent approaches to the school's Classroom Framework.

The emphasis for improved instructional practice was Exit Strategies and Checking For Understanding (CFU) such that this would be seen in each class.

The consistent approach to instruction provides stability to student experiences, and improved engagement with the curriculum.

Target 4

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



School Priority 2: Teaching and Learning

Collaboration to improve teaching and learning outcomes.

Staff were able to work within a Team of their choice to increase their understanding of high-impact instructional practice and data use.

Staff Teams in 2023 were:

- Instructional Strategies
- Information and Communication Technology (ICT)
- STEAM
- Literacy
- Numeracy
- PBS
- Aboriginal Cultural Standards Framework
- Gifted and Talented Education
- Careers & Aspirations
- Student Wellbeing
- Staff Wellbeing

Measuring Our success

By improved impact and outcomes for staff and a continual growth towards achieving our vision, the school looked for culminated improvement for our students within their personal development and academic progress, widening their opportunities moving forward.

Highlights have included:

- Building learning area champions for DoE's Teaching For Impact and Quality Teaching Strategy.
- Whole of school ICT professional development and resourcing.
- Development of school activities to engage students and staff with STEAM DoE's Teaching For Impact and Quality Teaching Strategy.
- Data analysis as part of whole school Literacy and Numeracy planning.
- Development of strategies to close the gap in the educational achievement of Aboriginal students.
- Development of skills and knowledge for teachers to successfully extend the educational outcomes of students.
- Ensuring students are exposed to learning area specific pathways that include current and future work requirements.

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 families and stakeholders in the community, by increasing opportunities for our community to engage in activities, events and meetings.

Reporting To Parents evening a little differently

In 2023 our school deviated from the traditional Term One reporting evening; combining our Interim reporting evening with our Elders afternoon tea, hosting a warm and cordial event in our quadrangle.

This was a departure from our Performing Arts Theatre venue (used in previous years).

The cordial and community-focussed evening was warmly received and well attended.

Communication in 2023

Our school increased communication with the community in 2023, increasing SMS, email, Connect and Facebook posting and messages as we navigated the pandemic. This was reflected by survey feedback indicating the school's **strong relationship with the community**.

The approaches and strategies we used to support the emotional health, well-being and resilience of our staff and students continued to nurture a **safe and orderly** learning environment. Working towards the goal of clear and transparent feedback, the school made progress in increasing useful feedback that teachers provide about schoolwork.

School Priority 3: Relationships and Partnerships



National Schools Opinion Survey (NSOS) in 2024

With the National Schools Opinion Survey completed in 2022, and often used bi-annually, our school looks forward to the 2024 NSOS as part of our evaluation of efforts to increase satisfaction for all stakeholders.

Stronger connections

Northam Senior High School is continuing its journey of sustaining and strengthening our relationships with our Aboriginal families and wider community. Elders and families are invited each term to attend a morning tea with staff and programs to have a yarn and share what is going on in our school and community. Families also regularly engage with our staff at our Clontarf, Waalitj, and Polly Farmer Follow the Dream programs.

In 2023, our Aboriginal families and stakeholders from the community were also invited to attend our NAIDOC assembly that was held at the front of the school, followed by a morning tea in the Trade Training Centre. The event was well attended and Aboriginal families in attendance were also presented with a NAIDOC t-shirt that was designed and produced by our Polly Farmer Follow the Dream students.

Target 5

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

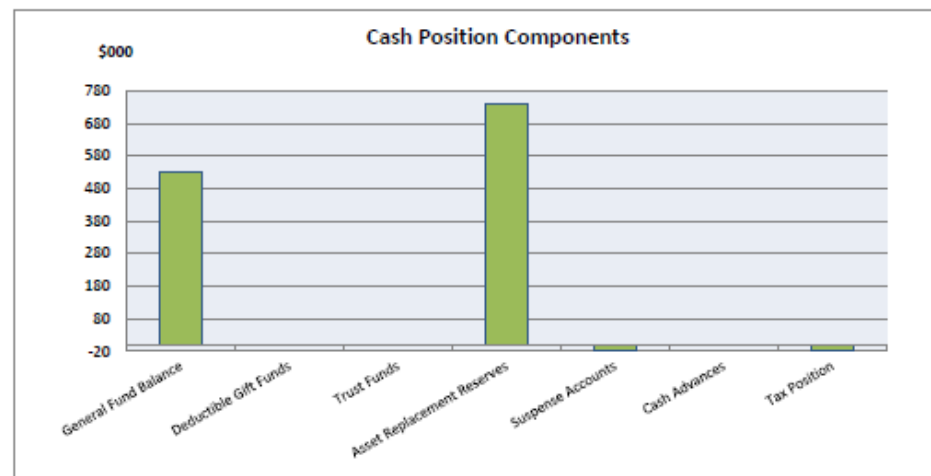
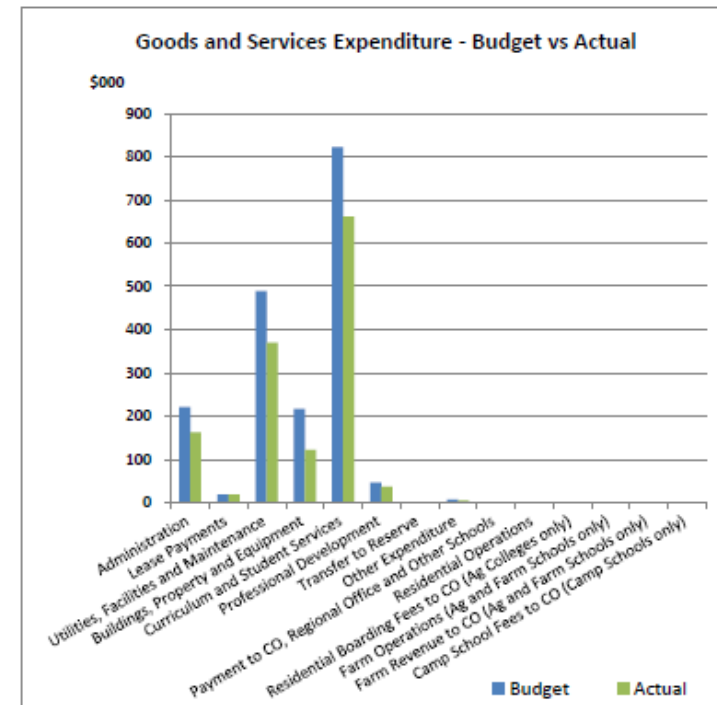
Financial Summary

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.

Northam Senior High School Financial Summary as at 20th November 2023

Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 220,645.90	\$ 162,230.50
2	Lease Payments	\$ 18,865.04	\$ 18,109.25
3	Utilities, Facilities and Maintenance	\$ 489,010.28	\$ 369,442.20
4	Buildings, Property and Equipment	\$ 216,531.69	\$ 121,603.62
5	Curriculum and Student Services	\$ 822,117.36	\$ 661,321.57
6	Professional Development	\$ 45,600.00	\$ 36,389.46
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 6,777.50	\$ 4,130.60
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ 375.00
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		\$ 1,819,547.77	\$ 1,373,602.20
Total Forecast Salary Expenditure		\$ 8,010,259.00	\$ 7,756,207.00
Total Expenditure		\$ 9,829,806.77	\$ 9,129,809.20
Cash Budget Variance		\$ 49,794.78	



Cash Position Components	
Bank Balance	\$ 1,232,610.70
Made up of:	
1 General Fund Balance	\$ 529,592.22
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 739,487.55
5 Suspense Accounts	\$ (19,861.92)
6 Cash Advances	\$ -
7 Tax Position	\$ (16,607.15)
Total Bank Balance	\$ 1,232,610.70

Financial Summary

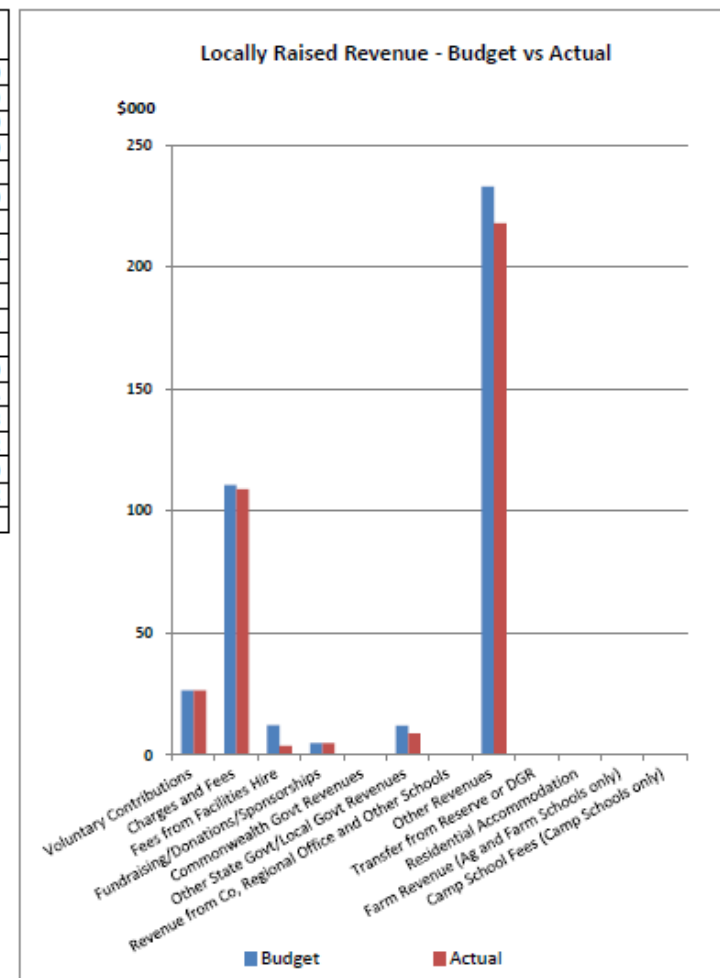
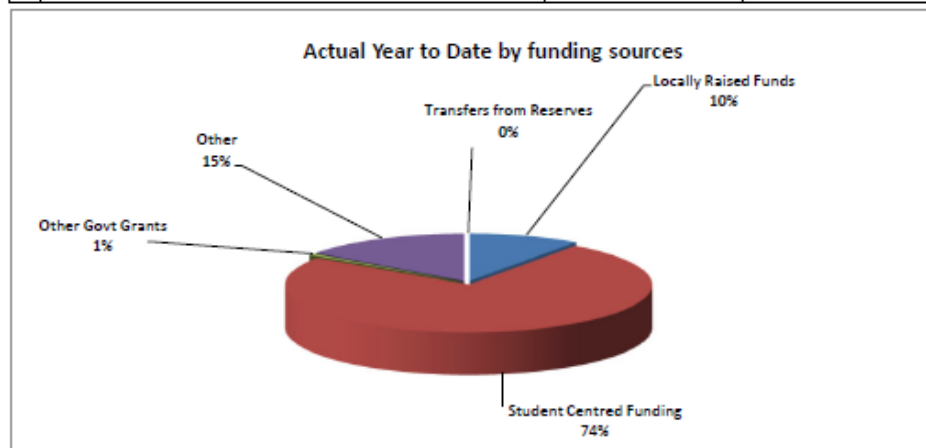
Revenue

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:

- Charges and Fees (schools fees)
- Fees from Facilities Hire

Northam Senior High School Financial Summary as at 20th November 2023

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 26,506.50	\$ 26,506.50
2	Charges and Fees	\$ 110,581.50	\$ 108,809.69
3	Fees from Facilities Hire	\$ 12,242.00	\$ 3,761.40
4	Fundraising/Donations/Sponsorships	\$ 4,922.60	\$ 4,922.60
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 12,000.00	\$ 8,706.00
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 232,741.64	\$ 217,728.71
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	\$ 398,994.24	\$ 370,434.90
	Opening Balance	\$ 446,660.44	\$ 446,660.44
	Student Centred Funding	\$ 1,023,687.87	\$ 1,086,099.08
	Total Cash Funds Available	\$ 1,869,342.55	\$ 1,903,194.42
	Total Salary Allocation	\$ 10,160,205.00	\$ 10,160,205.00
	Total Funds Available	\$ 12,029,547.55	\$ 12,063,399.42



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

\$49,713.38

Follow the Dream:
Partnership for
Success

\$228,954.61

Graduate Teacher
Program

\$9,945.12

Chaplaincy Program

\$3,408.84

Commonwealth Grant
Student Wellbeing
Boost

\$57,471.39

Vocational Education
and Training

\$265,838.64

Small Senior High
Schools

\$174,194.04



NORTHAM
SENIOR HIGH SCHOOL
A COMMUNITY UNITED

