



NEWTON MOORE SENIOR HIGH SCHOOL
Achieving Today for Tomorrow

Newton Moore Senior High School

Annual Report 2017



Achieving Today for Tomorrow

Newton Moore SHS

Annual Report 2017

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School Context

Newton Moore Senior High School is an average size secondary school of approximately 800 student's, 55 teachers and 32 school support staff. The school enrolls an increasing number of students with special needs. One of the school's strengths is the staff diversity: that is, it has a strong base of long serving staff (20+ years), those with several years of experience and a third in their first five years of teaching.

Our school provides a diverse range of specialist programs including the Science Horizons, Engineering and STEM programs. We also have a specialist 'Leadership in Sports' program called MASH (Moore Academy of Sports and Health) which focuses on elite sports delivery.

Our school has an Aboriginal population of 19%. We have developed specific innovative programs targeted at meeting this group's specific needs. These include the Clontarf Academy, Role Models WA girls program, Living and Leading and "Follow the Dream", a program which supports high performing Aboriginal students into Tertiary studies.

We believe we have strong academic rigour, yet at the same time we have wrap-around support where every child is catered for as an individual. Our results indicate that we continue to value add and that our students are performing above like schools. Our VET and WACE results are also on par or better than like schools.



Purpose

Newton Moore Senior High School Vision is "Achieving Today for Tomorrow, we can, we will". We are very proud that we sincerely enact our vision.

Since being recognised as an Independent Public School late in 2012, Newton Moore Senior High School has been on a consistent and exciting path of renewal and can boast some quality achievements. Our school values tradition, as well as embracing what is new, contemporary and innovative, to support and enhance our students' journey into the future.

At Newton Moore Senior High School, teaching and curriculum are responsive to our recognition that our students are members of a dynamic changing world community. To offer the best opportunities, we seek relevance and excellence in teaching, curriculum, content and classroom practices.

Newton Moore Senior High School is a school of choice both for parents and for staff. Our Specialist Program in Science annually attracts applicants from a wide range of primary schools. Our MASH program, The Academies, Music and Languages programs make our school a 'school of choice'.

We are committed to the intellectual, creative, physical and social growth of our students and we respect them as individuals with different histories, needs, interests, abilities and aptitudes. Our students are friendly, confident and successful and we invite you to share our pride in their achievements.

We have a very high calibre of staff, many who have been recognised at a state and national level. Our staff actively involve themselves in professional learning and are keen to develop their skills.

Newton Moore Senior High School values the involvement and interest of our school community. We encourage parents to join with us by supporting our many activities and programs and trust that they always feel welcome at our school. We encourage parents to be active participants in their children's learning, resulting in a true partnership between the school and the family.

School Overview

Since its foundation in 1966, the school has established a tradition of excellence built on the academic, cultural and sporting achievements of its students.

Newton Moore Senior High School offers a broad curriculum based on the Western Australian Curriculum. Students from Year 7 onwards are given opportunities to access specialist teachers and facilities. Mathematics, English, Science and Humanities and Social Sciences are a mainstay of the balanced curriculum. Additionally, students have access to a diverse range of learning experiences from the Arts, Digital Media to Robotics/ Mechatronics, Woodwork, Metalwork, Languages, Food Technologies and an array of sporting subjects.

Partnerships and initiatives with universities, local business, industry and local community organisations have been established. These strategic partnerships provide a variety of opportunities which enrich the learning experiences of students and staff including access to physical and human resources that are not normally available in schools.

Our rich community partnerships enable us to provide tangible links to the 'real world' and provide opportunities for students to apply what they learn at school in a practical sense; creating opportunities for innovation, engagement and deeper understanding. Newton Moore Senior High School also really values the essential partnership between students, teachers and parents. We like our parents to feel valued and are communicated with in a timely manner.





Principal's Address

It is an honour to present to our community the 2017 Annual Report. This report provides information to parents and the community about what is important to us (our Business Plan priorities), how the work we do is impacting on our students (student achievement) and what it is that makes Newton Moore Senior High School such a unique Independent Public School.

This Annual Report is a summation of the ongoing review of student performance data and planning for improvement that occurred in the last year. You will have the opportunity to see all our testing results and how we compare to like schools and all schools across the state. We consider reviewing data as very important for improvement and all our staff are involved in analysing data, as student achievement is the responsibility of all staff at our school.

The 2017 school year was a highlight for me as we had a number of staff achieve greatness. The 2017 year saw Ashley Stewart win the CHOOSEMATHS Award, Lorraine Ellis be nominated as a finalist for the Prime Minister's Award receiving a certificate of outstanding achievement and Jade Warrington being a finalist in the state teacher's award. These awards are one way in which we can demonstrate the high calibre of staff we have here at Newton Moore Senior High School teaching your children.

This was the final year of our business plan and we received an outstanding review from the school review team who were particularly pleased with the breadth of programs we provide for students in our school.

This year was also the year we did our collaborative planning with staff and the rest of the school community and we have now developed our new business plan for 2018 – 2020 called *2020 Vision*. The priorities from our plan which we will be focussing on going into the future are:

- **Effective Teaching** - Quality teachers are skilled in connecting curriculum and curriculum knowledge to ensure we have highly effective classrooms.
- **Successful Students** - All students are capable of growth

and learning and will achieve success.

- **Positive Relationships** - Through strong connections and communication we foster positive relationships between staff, students and our families.
- **Strong Structure** - Collectively we create the best possible environment for our teachers to teach in.

While the development of the Annual Report is about taking a moment to reflect, it is also a time to ensure that we have our sights set on the future. I trust you will enjoy the read.

Susan Kerr M.Ed,Admin,B.Ed,Dip.Teach
Principal



School Board Report



The Newton Moore Senior High School Board is in its seventh year and continues to provide strong organisational leadership, community consultation and oversees the financial, academic and social objectives of Newton Moore High School.

The Board is a very diverse, supportive group, made up of community members, parents and staff.

The Board has been actively engaged in setting, monitoring and supporting the strategic goals of the School.

In terms of our involvement in setting the strategic direction of the school, this has included:

- lobbying and supporting the School to secure funding of \$3million from the State Government for a STEM facility.
- involvement in setting objectives for the Business Plan 2018-2020.
- setting and reviewing targets for the Business Plan.

Our role in monitoring school progress against objectives and goals includes:

- endorsing and reviewing the annual School budget.
- reviewing longitudinal data and making benchmark comparisons to like schools across the State. This includes National Assessment Program Literacy and Numeracy (NAPLAN), Online Literacy and Numeracy Assessment (OLNA) and Australian Tertiary Admission Rank (ATAR) data.
- involvement in the IPS review process, including attending interviews with the IPS reviewers.

Our support role has included:

- assisting and providing feedback on the Positive Behaviour Support Strategy.
- marketing and promoting the school through our networks.
- communicating with parents about the importance and fairness of all families committing to payments for programs and resources that directly benefit their children.
- supporting initiatives such as the communication tools Connect, Consent2go and SEQTA.
- supporting applications by our teachers to be recognised in state and national Awards.

- board members have also attended IPS Board training to ensure we have the necessary skills and knowledge to perform our role as a Board member.

As Chair of the Board I want to thank my fellow Board members for their commitment to the important role they play in the success of the School. Most importantly I wish to acknowledge the work of the Principal and all Newton Moore staff for a level of professionalism and commitment to our students that is highly commendable.

School Board Members 2017
Susan Kerr M.Ed.Admin,B.Ed,Dip.Teach – Principal
Lyn Farrell – Chair – Edith Cowan University Dean
Community / Industry Members
Cecile Narkel - Senior Project Officer with the Aboriginal Workforce Development Centre in Bunbury
Jodie Schroder – Community member, Regional Network Coordinator for SW Aboriginal Workforce Development Centre
Christopher Mayfield - Parent, Director of Business Development at the South West Institute of Technology WA
Andrew Templeman - General Manager of Doral Mineral Sands Pty Ltd
Parent Members
Vicki Bridge - Parent
Fiona Hinds - Parent, Editorial Online Coordinator
James Oliver – Parent, ESC Education Assistant
Michael Wainwright – Parent, Self-employed in the safety management in coal industry
Staff Members
Jacqueline Barber – Science teacher
Damian Croxford – Deputy Principal
Athena Hawkins - Science teacher
Jessica Moore - Music teacher
Michelle Waywood – Corporate Services Manager (ex officio)

Key:
• **NAPLAN** – National Assessment Program Literacy and Numeracy
• **OLNA** – Online Literacy and Numeracy Assessment
• **ATAR** – Australian Tertiary Admission Rank



Highlights & Opportunities

Sport:

- Brock Kenny was selected for the WESTSTAR Academy of Football for sport. He won a silver medal at the State Combined Event.
- Jaxon Sawyer competed in the WA National Mountain bike championship and is ranked 5th in Australia.
- Brock Kenny defended his State champion title in Shot Put by winning Gold. He received a silver medal in Javelin and 200m Hurdles and a bronze in the 100m in Little Athletics.
- Emily Jones (Year 11) was selected to represent WA in the 2017 18s Basketball Team.
- Rex Kennedy (Year 10) was selected to represent WA in a competition in Malaysia competing in Javelin, Discus and Shot Put in July.
- Isaiah Winder represented Australia in the AFL Flying Boomerangs team.
- Jaxon Sawyer represented the black and gold of WA in the National Mountain Bike Championships.
- Rex Kennedy represented WA at the International Track and Field event in Malaysia in July.
- Cora Pickett (Year 9) was selected to play for East Perth in the WAFL.
- Ella Smith (Year 11) was selected to represent WA at the AFL U18 Youth Girls National Championships
- 2017 Winter Carnival - Congratulations to the girls' volleyball team which won A grade and the boys' AFL team went undefeated
- Cordell Anderson (Year 9) won Gold in the International Practical Shooting Confederation WA State Titles. He won Gold in the Open Junior and Open C Grade divisions.

Science:

- Year 12 students Jan Fromm and Kelley Roberts were selected from senior students across the state to participate in biotechnology internships at Harry Perkins Institute at Sir Charles Gardiner Hospital.

- Year 10 students Brodie Cook and Kage Geyer attended a four day Siemens Science Experience at Edith Cowan University, Joondalup Campus.
- Engineering Team Cosmos received the Encouragement Award for Professional Class at the National Championships in Adelaide.
- Fouteen Science Horizons and Engineering Specialist students had the privilege of visiting Singapore for a 7 day adventure in May 2017.
- Engineering students competed in the F1 in Schools State Championships at North Lake Campus. Team Carbon 5, consisting of Bonnie Cook, Brodie Cook, Kage Geyer, Jordan Neill and Harry Smith, were selected to represent WA at the Nationals in Tasmania in 2018.
- Engineering students competed in the Subs in Schools State Championship. Year 8 Team Aqua Ducks students won awards for Best Sea Trial Mini ROV-Junior and Best Team Marketing and Trade Display.

English:

- Years 7-11 participated in National Novel Writing Month spending many hours writing their first novels.
- Year 12 student Luella Knuckey (class of 2016) was awarded a Subject Certificate of Excellence for "outstanding achievement in the English ATAR course examination".

Languages:

- Students selected for the 2017 WAPRES Asian Language Scholarships were Jan Fromm (Indonesian) and Michelle Hazledon (Japanese).
- In Term 1 we welcomed seven Japanese students as part of our ongoing partnership with Gold Intercultural Learning.
- Mr Ismoora, Principal of Kawanishi Hokuryo Senior High School, two staff members and 18 of his students arrived in Bunbury on Sunday 23rd July and left on Sunday 30th July.

Academies:

- Girls Academy students attended the South West Multicultural Festival and led the flag parade.
- Girls Academy girls co-hosted an afternoon tea with our Patron, Her Excellency the Honourable Kerry Sanderson AC Governor of WA.
- The South West Alliance won the Clontarf Cup. Captain Eli Hill won the "The Spirit of Clontarf" award for his on and off field leadership, commitment to the team and his ability to foster younger team members.

Mathematics:

- Indigenous girls Year 7 and Year 8 Living and Leading class constructed and tested a prototype hand cranked phone charger as part of a STEM project and were featured on GWN7 and ABC News.
- Year 8 Living and Leading Boys were featured in the South Western Times for their work with Processing for Drawing.
- We had five students recognised with a distinction in the Australian Mathematics Competition (Elaine Rayco, Preston Woods, Tauv Casselton, Kage Geyer and Lachlan Mason).
- We had two high achievers in the Australian Mathematics Olympiad (Elaine Rayco and Preston Woods).
- We were one of 7 schools in Australia to have 3 teams compete in the International Mathematical Modelling Challenge, with one team being all females.

The Arts:

- Puss In Thongs was the very successful pantomime which Newton Moore SHS Performing Arts Centre produced in June 2017.
- The school Jazz Band performed for the WA School Jazz Festival.
- Newton Moore's Jazz band took out first place in the B grade Jazz Big Band section at the Queen's Cup.
- Erin Cifelli won the Bricknell Electronics most outstanding percussionist award.

- Bonnie Cook received an award for excellence for her outstanding singing solo.
- Asha Seaton (Yr 8), Stephanie O'Neil (Yr 10), Prue Gaddi (Yr 10), Bryson Fitch (Yr 10) and Shanchar Eyal (Yr 10) all had pieces of their art work selected for a South West Visions Art Exhibition.

VET:

- Five students were successful in securing a traineeship with the Water Corporation to attain a Certificate II in Water Industry Operations.
- 38 students had the opportunity to partake in a school based traineeship.

HASS:

- Students had the opportunity to attend a Geography excursion to Perth and partake in the Amazing Race Challenge.
- Year 9 students attended an excursion to Fremantle Prison and Museum.
- Lower school students had guest speakers, including from the local Fire Department.

Student Services:

- City of Bunbury Young Citizen of the Year 2017 went to Luella Knuckey.
- Jordan Neill won the Sir Charles Court Young Leaders Program from Curtin University and the Long Tan Leadership Award.
- Samatha Russell won the City of Bunbury Young Citizen of the Year 2018
- Samantha Russell - Runner up in the Zonta Young Women in Leadership Award 2017
- Tamzin Turrell - Edith Cowan University Scholarship
- Emmason Tucker - Edith Cowan University Award for demonstrating the core values of integrity, respect, rational inquiry and personal excellence.





Lower School Achievement

NAPLAN 2017

The National Assessment Program Literacy and Numeracy assesses all students in Australian schools in Years 3, 5, 7 and 9 in May of each year. The data provides schools with important student performance information alongside teacher judgements. NAPLAN is one of the many tools we use as part of a comprehensive school self - assessment cycle to plan for ongoing improvement in teaching and learning programs.

Year 7 Achievement

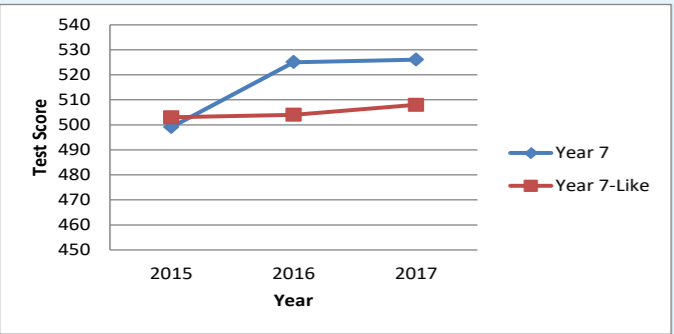
Year 7 performance compared to like schools and other state schools.

Band	NUMERACY			READING			WRITING		
	NMSHS	Like	State	NMSHS	Like	State	NMSHS	Like	State
9 - 10	7%	3%	12%	4%	2%	14%	2%	1%	4%
8	17%	9%	15%	13%	8%	20%	2%	5%	12%
7	24%	25%	28%	24%	23%	26%	17%	12%	19%
6	25%	28%	25%	29%	27%	18%	21%	25%	26%
5	18%	26%	16%	15%	22%	15%	28%	32%	25%
1 - 4	9%	9%	5%	15%	18%	7%	30%	24%	14%

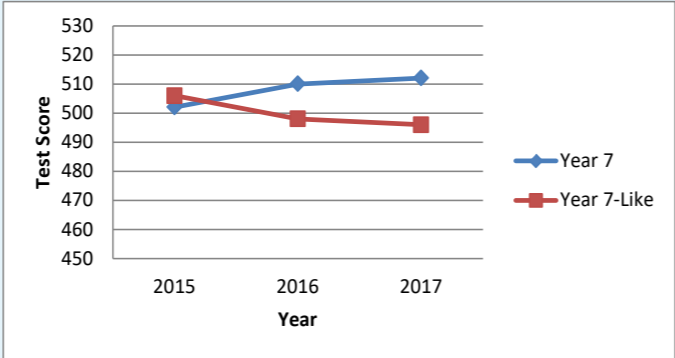
Note: Band 5 is the National Minimum Standard (NMS) for Year 7. Bands 6-9 are above the NMS.

We also track our student achievements over time to identify patterns and the impact our teaching and learning programs are having on achievement. The graphs below show our performance compared to like schools.

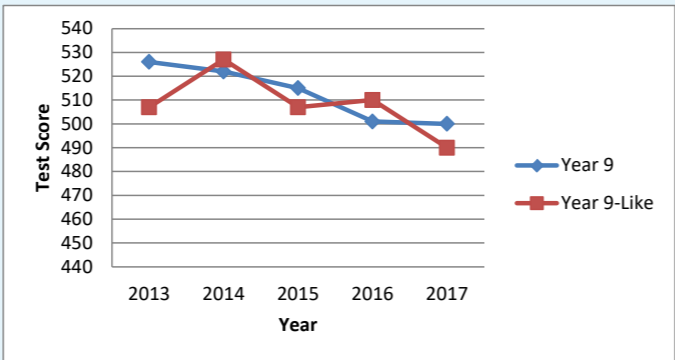
Average Numeracy Score



Average Reading Score



Average Writing Score



Our year 7 NAPLAN data showed that:

- Our students are performing above like schools in Numeracy and Reading, showing an improvement over the last two years.
- Our students' performance in Writing remains a focus for us with this being a key feature in our Business Plan moving forward.
- Our students are underrepresented in the higher bands across all three areas.

Year 9 Achievement

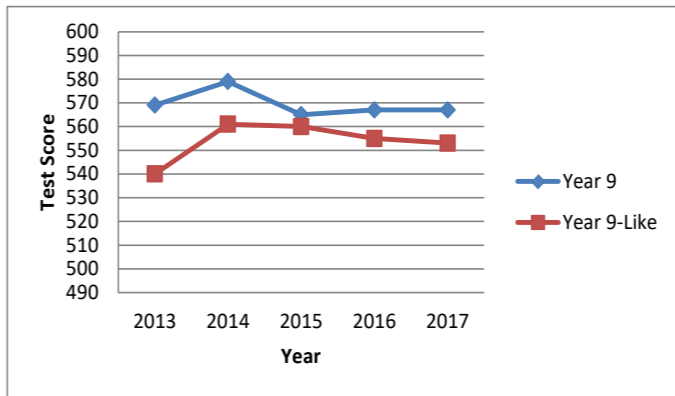
Year 9 performance compared to like schools and other state schools.

Band	NUMERACY			READING			WRITING		
	NMSHS	Like	State	NMSHS	Like	State	NMSHS	Like	State
10	6%	1%	8%	2%	1%	5%	5%	2%	5%
9	7%	6%	14%	7%	6%	13%	6%	4%	9%
8	24%	19%	28%	31%	25%	31%	7%	13%	23%
7	31%	34%	29%	19%	24%	23%	30%	19%	23%
6	26%	36%	20%	28%	28%	19%	30%	23%	20%
5	3%	3%	1%	13%	17%	9%	29%	39%	21%

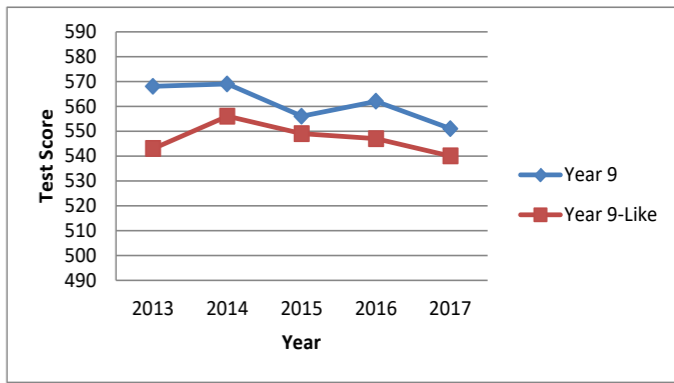
Note: Band 6 is the National Minimum Standard (NMS) for Year 9. Bands 7-10 are above the NMS.

We also track our student achievements over time to identify patterns and the impact our teaching and learning programs are having on achievement. The graphs below show our performance compared to like schools.

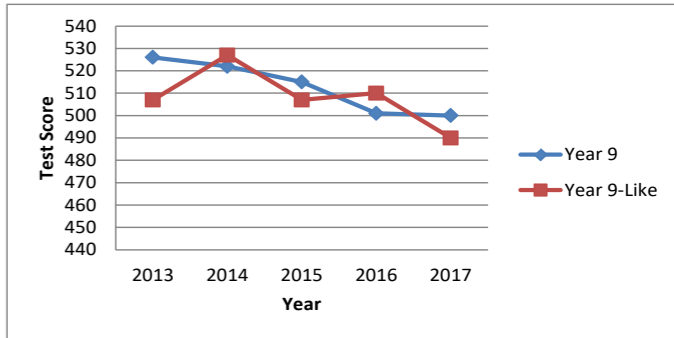
Average Numeracy Score



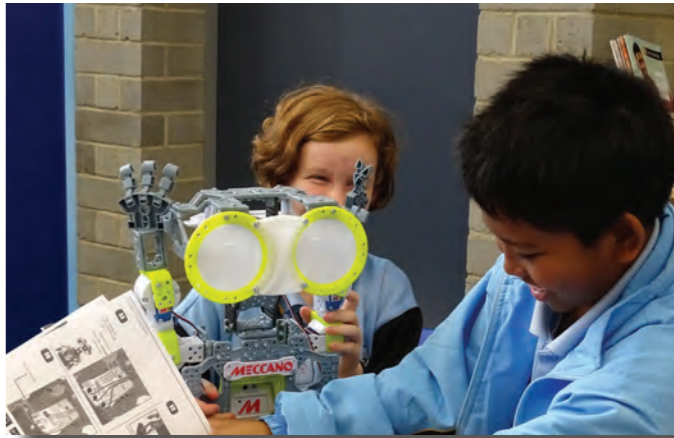
Average Reading Score



Average Writing Score



We are concerned about the declining performance in Writing and are identifying specific strategies in our strategic planning to change this trend.





Student Information

Transition

A prime focus of the Transition Program was to provide students with identified pastoral care programs and allow an opportunity for each child to develop positive relationships with teachers, other students, staff and members of the Student Services team.

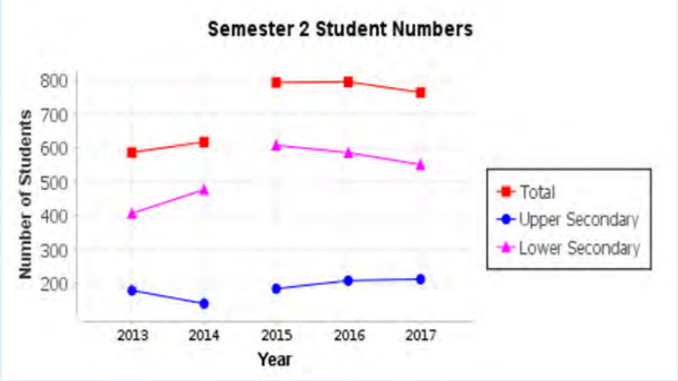
Intake Schools	Male	Female	Total
Adam Road Primary School	32	22	54
Carey Park Primary School	10	15	25
South Bunbury Primary School	4	5	9
Maidens Park Primary	10	8	18
Djidi Djidi Aboriginal School	1	3	4
Donnybrook District High School	1	1	2
Bunbury Primary School	1	1	2
Cooinda Primary School	2		2
Fairview Primary School	1	1	2
Tuart Forest Primary School	1		1
Capel Primary School	2		2
Dalyellup Primary School	1	1	2
Ocean Forest Lutheran College		2	2
St Mary's School		2	2
Baynton West Primary School	1		1
Boyanup Primary School	1		1
Clifton Park Primary School	1		1
Halls Head Primary School	1		1
Harvey Primary School	1		1
Meekatharra District High School		1	1
Mindarie Primary School		1	1
Northcliffe District High School	1		1
Parkfield Primary School	1		1
Pingelly Primary School	1		1
Tuart Forest Primary School	1		1
Westfield Park Primary School	1		1
OSEA Overseas		1	1
VIC Victoria	1		1
Total	76	64	140

Student Enrolment Trends

Newton Moore Senior High School numbers are continuing to remain fairly stable. We do have a growth area with our Year 7 cohort where we presently have 147 students. The Specialist programs are continuing to attract students to the school from out of boundary schools, as does our Moore Academy of Sports and Health (MASH). It is the goal of Newton Moore SHS to remain the secondary school of choice in the area and we continue to promote our school programs and features that make our school so unique.

Semester 2	2013	2014	2015	2016	2017
Lower Secondary	407	477	608	586	551
Upper Secondary	180	141	185	209	213
Total	587	618	793	795	764

Semester 2 Student Numbers



Enrolments continue to come from our main feeder schools of Adam Road, Carey Park and Maidens Park Primary Schools. Our upper school numbers can fluctuate from year to year depending on the students who choose the Manea Senior Campus and this year for the first time there are opportunities for students to attend Bunbury Community School from Year 10 to 12.





Senior Secondary Achievement



Newton Moore Senior High School has a strong tradition of providing varied pathways into post-school options. We have a well-structured ATAR pathway into university and VET pathways supporting students into further training and the workforce. Because of the flexibility of our timetable, we are able to have students doing an ATAR and/or a combination of VET certificates.

For our senior students, academic rigour and successful student pathways drive the work of staff at Newton Moore Senior High School. We are driven by a deep belief that every student is capable of successful learning and future success. We are conscious of the importance of secondary schooling as a stepping stone to life success and sense of future self-worth. As a school we have high expectations of our students and what they are able to achieve. We believe it is our role to give our students the confidence, knowledge and opportunities to “Achieve Today for Tomorrow”.

Newton Moore Senior High School continues to focus on strong counselling and re-counselling so all our students can achieve the best possible educational outcomes.

Staff maintain up to date knowledge about curriculum changes and focus on ensuring consistent judgments of student performance. Our involvement in small group moderation partnership enables us to build strong relationships with our schools (public and private) to ensure high academic rigour and success when measured against the state.

OLNA

The Online Literacy and Numeracy Assessment (OLNA) test is designed to enable students to successfully demonstrate that they have met the minimum standard of literacy and numeracy to achieve the Western Australian Certificate of Education (WACE) at the end of Year 12. Students have six opportunities to reach the standard over Year 10-Year 12. Students must pass all three components of the assessment (reading, writing and numeracy) to pass the OLNA standard.

Students can prequalify for any component of the OLNA in NAPLAN 9 by achieving a band 8 or above. The table below shows the prequalification rates in the 2017 NAPLAN.

Year 9

	Numeracy	Reading	Writing	OLNA standard
Qualified through NAPLAN	37%	40%	18%	11%

Students receive two opportunities each year to achieve each component of the OLNA. English and Mathematics learning areas adjust their learning programs to support students to gain the knowledge to achieve OLNA.

Year 10

	Numeracy	Reading	Writing	OLNA standard
Achieved	68%	70%	66%	57%

Study teachers also assist students to work on gaps in their knowledge to prepare them for the OLNA. As students move through years 10-12 more and more students achieve the OLNA standard.

Year 11

	Numeracy	Reading	Writing	OLNA standard
Achieved	75%	82%	77%	70%

Year 12

	Numeracy	Reading	Writing	OLNA standard
Achieved	83%	83%	85%	78%

Having our students achieve the OLNA standard by the completion of Year 12 is a high priority for our school.

WACE Achievement

Students strive to receive the Western Australian Certificate of Education (WACE) by the end of their Year 12 studies. To achieve the WACE students also must meet the OLNA standard.

WACE achievement rates

	2017	2016
WACE eligible students	61	67
School	76%	89%
Like Schools	79%	78%
Public Schools	88%	90%
State	91%	92%

WACE component completion rates

Breadth and Depth	87.5%
C grade requirement	88.8%
ATAR or Cert II completion	93.8%
OLNA - Reading	88.8%
OLNA - Writing	92.5%
OLNA - Numeracy	87.5%
English completion	100.0%

Attainment

Attainment is measured by students achieving an ATAR score of 55 or above or completion of a Certificate II or higher. Attainment rates are a measure of how well a school prepares its students for employment or further learning.

Through expanding our offerings of Certificate II courses we have strengthened our ability to support students to achieve the new WACE requirements whilst also improving our overall attainment rate.

Attainment rates

Year	2016	2017
Newton Moore SHS	95%	89%
Like Schools	97%	94%
Public Schools	98%	96%

ATAR Pathways

An ATAR course provides the opportunity for direct entry into university. In 2017 the school had 24% of our Year 12 students studying ATAR. Our students achieved ATAR scores ranging from 15.45 through to the excellent achievement of 93.25.

ATAR scores

ATAR	<50	50-59	60-69	70-79	80-89	90+
2016	29%	29%	9%	17%	6%	11%
2017	21%	11%	21%	26%	11%	11%

Our median ATAR score improved in 2017 compared to 2016. We continually work to promote students into achievable but challenging pathways.

	2014	2015	2016	2017
School Median ATAR	73.25	63.30	56.95	69.7
State Median ATAR	79.00	79.10	80.85	78.65

As part of our usual process we will continue to monitor individual students throughout Year 11 and 12 to ensure all our students maximise their opportunity to achieve WACE and attainment.





Vocational Education and Training

Newton Moore Senior High School has continued to place emphasis on maintaining effective partnerships to ensure a variety of opportunities are on offer for students to engage in Certificate II qualifications or higher. This is supported by our continual successes with Year 12 students completing a Certificate II or higher in 2017.

Another priority in 2017 was to have training staff involved with obtaining the required Certificate IV upgrade to deliver qualifications on site. More than 20 staff attended and obtained their TAEASS502 - Design and develop assessment tools unit.

Year 12s	VET - No. of students		VET - No. of students completed a Cert II or higher	
2015	45	87%	27	52%
2016	66	72%	54	82%
2017	65	76%	29	69%

In the VET program, students combine classwork, training and days in the workplace. Certificate II Community Services – Childcare, Certificate II Outdoor Education, Certificate II Business and Certificate II Building and Construction were qualifications which were delivered at school as part of the VET Program in 2017. Emphasis was placed in Workplace Learning classes to focus on generic employability skills. More than 20 students also successfully completed the Employment Advantage online endorsed program.

In our General Courses, over five days, students also engaged in the following qualifications at school; Certificate II Sport and Recreation, Certificate II Aquaculture, Certificate II Skills For Work, Certificate II Business.

During 2017, the school has continued its flexible approach to allow students to engage in alternative qualifications without being enrolled in a school based qualification. Qualifications students enrolled in outside of the normal school delivery included Certificate II Electrotechnology, Certificate II Kitchen Operations, Certificate II Automotive, Certificate II Tourism, Certificate II Animal Studies.

School Based Traineeship

Newton Moore Senior High School continues to lead the way with School Based traineeships. In 2017, 38 School Based Traineeships/Apprenticeship opportunities were in place for Year 11's and Year 12's. This is the highest of any school in Western Australia.

Newton Moore Senior High School is building on our existing partnerships with such organisations as SMYL, ATC Worksmart, CCI Apprenticeship Solutions, QUBE, Active, City Beach, Water Corporation, City of Bunbury, South Regional TAFE and Jobs South West. Qualifications for these ranged from Stevedoring, Retail, Business, Community Services, Sport and Recreation, Automotive, Building and Construction – Carpentry, Individual Support Services. Due to the various partnerships the school has developed across the local community, over a third of our VET students were engaged in a School Based Traineeship.

Registered Training Organisation

Newton Moore Senior High School has maintained its status as a Registered Training Organisation; however its planned extension of scope time line was not achieved. The reason for this was that the school wanted to ensure the appropriate areas for extension of scope had the necessary materials and assessments for effective delivery. In 2017, the school continued to take steps to increase the scope for delivery and submitted Business Cases to include the scope to deliver qualifications in the new Certificate II Community Services package, Certificate II Sport Coaching, Certificate II, Aquaculture and Certificate II and Skills Certificate II for Work. This is expected to be achieved for delivery in 2019.

VET Pathways

An increase in students attempting a Certificate II or higher in the school is evident. The school has a deliverable policy which ensures students have the opportunity to leave school with either an ATAR score valid for tertiary entry or a Certificate II or



higher, that can be used for early entry into Vocational training. Successful Auspice arrangements and partnerships have now been set up over a number of years with organisations such as YMCA, Skillhire and South Metro TAFE. Considerable resources have been applied to Years 10, 11 and 12 to ensure that students are able to access a wide range of Certificates within the school and from our numerous Auspice arrangements.

Career Education

For the first time in 2017, Newton Moore Senior High School trialled a Year 10 Career Week in Semester One and a Year 9 Special Program late in Term Four, with a set of activities focussing on 'Achieving Today for Tomorrow (preparing for Year 10 and the Future). Activities coordinated assisted students to explore their interests and possible future options. Feedback from students and staff was positive, particularly with activities in the Year 9 program where students were given aspirational type incentives to achieve and be successful.

VET Results

In 2017, 65 (76%) students chose a VET pathway achieving 46 certificates. Our students accessed 17 different certificates in Year 12.

Certificate	I	II	III	IV	Total
Number completed	1	49	13	1	46

We had a number of students complete more than one certificate/qualification.

Qualifications achieved	Number of Students
Two	26
Three	3





School Priorities

Quality Teaching & Learning

The Quality Teaching and Learning Professional Learning Community have continued to work on the two key areas of Teaching, Learning and Assessment and Continual Improvement. Particular achievements in 2017 were:

Teaching, Learning and Assessment

- Continued to refine our Course Outlines and Assessment Outlines.
- Continued to refine our common assessment tasks and cross marking practices
- Developed a common Assessment Task Cover Page.
- Strengthened our support programs for students working towards the OLNA (Online Literacy and Numeracy Assessment) Standard.
- Used effective analysis of whole school data (ATAR, NAPLAN, OLNA, EST) to identify strategies for improvement.
- Expanded the Term 4 STEM (Science, Technology, Engineering and Mathematics) cross curricular project to include Years 9 and 10 with a focus on careers.
- All students with a diagnosed disability had a documented plan that was reviewed each semester.
- All Year 10-12 parents were invited to access Connect, the Department of Education's online communication tool between the classroom and home.

Continual Improvement

- Engaged in the instructional leaders program delivered by well-known Canadian educator, Barrie Bennett.
- Professional Learning was shared at teaching staff meetings and school development days.
- We have continued to grow in the areas of Mathematics, Engineering and Technology with our focus on STEM (Science, Technology, Engineering and Mathematics).
- Developed a collaborative STEM plan.

Relationships and Partnerships

In 2017 the PLC worked corroboratively to help build quality relationships and partnerships in the school community, support positive behaviour and enhance student and staff well-being. Particular achievements in 2017 include:

- Continued to engage staff in school-wide Positive Behaviour Support (PBS) with an emphasis on a proactive and educative approach to student behaviour.
- Led the implementation of this whole-school approach to student behaviour.
- Continued commitment to school-wide Classroom Management Strategies (CMS) and Conferencing (self-reflection and feedback).
- Acknowledged the positive efforts and achievements of staff through the 'shout out' board in the staffroom.
- A strategic approach to the explicit teaching of expected behaviours in all classes.
- Reviewed the school's existing systems to acknowledge and reinforce positive student behaviour.
- Investigated ways to improve staff well-being and improve communication.
- Developed and enhanced relationships in the school community, including new partnerships with local businesses.
- Used data to evaluate and guide decision-making regarding student engagement and behaviour.



Attendance

We have regularly reviewed and monitored student attendance and the strategies that enable accurate parent communication. We monitored the attendance of identified groups of students and implemented improvement strategies where required. The school has an attendance officer who monitors student attendance and makes regular phone calls and home visits to families in our school.

2017 Semester 1

	Atten dance %	Reg	At Risk Indicated	At Risk Moderate	At Risk Severe	Autho rised %	Un- author ised %
Y07	89.1%	90	29	16	6	73%	27%
Y08	86.6%	101	25	21	13	81%	19%
Y09	81.6%	70	22	16	21	78%	22%
Y10	82.3%	78	28	22	22	83%	17%
Y11	87.0%	84	27	15	16	77%	23%
Y12	88.7%	53	15	16	4	74%	26%
	85.7%	476	146	106	82	79%	21%

Our attendance rate continues to be in the high eighties and is higher than like schools. The Year 10 cohort continues to have the lowest rate of attendance with a number of students finding employment and/or no longer participating in mainstream education.

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2015	57.7%	22.1%	13.6%	6.5%
2016	57.6%	21.7%	11.2%	9.2%
2017	58.8%	18.0%	13.1%	10.1%
Like Schools 2017	47.2%	22.4%	15.6%	14.8%
WA Public Schools 2017	62.0%	20.0%	11.0%	7.0%

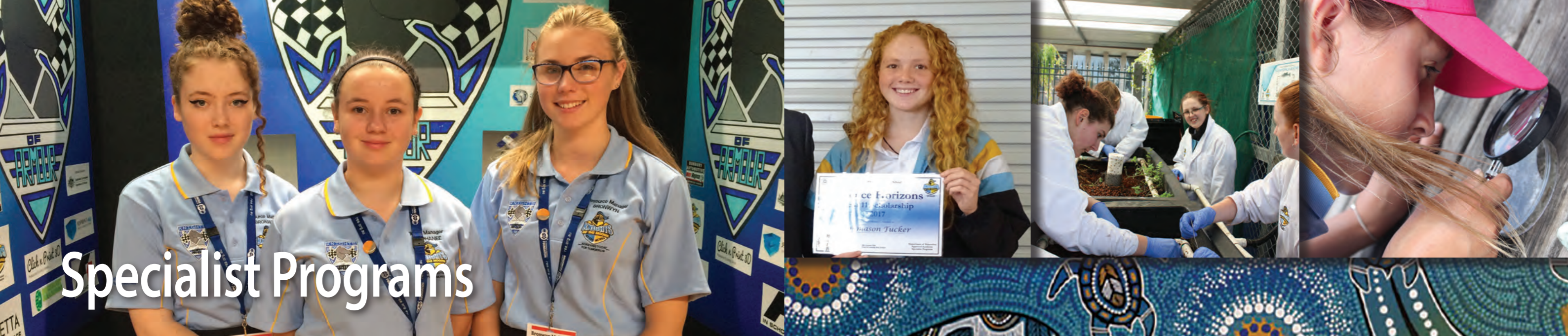
Our regular attendance continues to improve and our results are exceedingly higher than like schools and similar to all public schools.

We firmly believe that regular attendance at school is

fundamental to successful learning outcomes for students. We set very clear attendance targets, specifically to maintaining attendance rates above state average. We achieved pleasing overall attendance figures which reflect well on our school.

Attendance strategies:

- The work of our school attendance officer in regularly contacting parents.
- Use of the "Message You" SMS system.
- Staff entering attendance directly into SQETA system within the first 15 minutes of each session.
- Close tracking of student attendance and analysis of SQETA data.
- Messages in the newsletter with the purpose of raising awareness of the impact of students not attending school.
- The review of whole school attendance with the aim of looking at trends and possible year groups that we may need to focus on.
- Using evidence based research on the impact of attendance on student achievement and looking at ways we could adopt strategies.
- Student Services Program Coordinator and Health and Well being coordinator closely tracking attendance.
- Case management of identified students through home visits and agency partnerships.
- Open and on-going communication between Student Services and families.
- Letters and phone calls home to support student attendance.
- Newsletter and assembly reminders to students and acknowledgment of students with 100% attendance.
- Attendance discussed at all parent information evenings.
- Mapping of attendance and including this as a target in our Business Plan.
- Use of Individual Attendance Plans.
- Referral to the Participation Team Years 11-12 and attendance officer Years 7-10.



Specialist Programs

Department of Education Approved Specialist Academic Programs

The school has two endorsed Specialist Science Programs: Science Horizons and Engineering Specialist Program. These comprehensive programs are designed to support students who have a passion for the sciences.

The Newton Moore Senior High School Specialist Science and Engineering Programs are six year programs, commencing in Year 7 and progressing through to Year 12. The Science and Engineering curriculum is designed and modified to suit the needs of selected students. By utilising the Business Plan 2017, the Australian Curriculum and research based learning models, the programs aim to enhance the capability of students to create and communicate information and ideas, solve problems and work collaboratively. One of the guiding principles of these Specialist Programs is to develop community partnerships which enhance our students' learning experiences. In 2017 we continued to extend our collaborative relationships. These partnerships were a key in providing students the unique opportunity to represent the youth of the South West on the SW Health Advisory Council, to continue to develop the Osprey Project and the Balstons' Pygmy Perch threatened species breeding program. Grants from the City of Bunbury, and contributions from GHD, Edith Cowan University and Cristal enriched our resources.

Science Horizons

In 2017 the Science Specialist program had a total of 94 students across Years 7, 8, 9 and 10, with approximately 24 students per class. For students involved in the specialist Science programs there are a variety of Senior School pathways available to them once they have completed the course. Most of our students who have entered Years 11 and 12 follow an ATAR pathway, which allows them to gain entrance into university courses. The Science Horizons program extends the curriculum beyond normal classroom delivery. It equips and prepares students with the skills to take up further study and a career in the science fields.

Students in this program compete in various competitions and collaborate with universities and industry concerning ongoing relevant research projects.

Many of our partners supported Science Horizons by providing scholarships in 2017. Thank you to our sponsors.

Scholarship winners:

Year 9	Ecoedge Environmental Pty Ltd	Wyatt Goff
Year 10	Ecoedge Environmental Pty Ltd	Jecinta Jaarola
Year 11	Bunbury Leschenault Rotary Club	Emmason
Year 12	NMSHS P&C	Tamzin Turrell
Year 12	Simcoa	Jan Fromm

Indigenous Scholarship Winner:

Year 11	GHD	Harley Marsh
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Achievements

- International exchange with Singapore Chinese Girls School. Science Horizons students visited Singapore in May.
- Marine Managers Program at Bunbury Dolphin Centre, assisted by City of Bunbury Habitat Grant.
- Scitech visit and presented 'Beyond the Beaker' in May.
- Science talent Search State recipient of Certificate of Commendation – Aimee Adams
- GHD Benthic Study – senior Science Horizons students worked alongside real scientists from GHD and RPS to gather benthic materials along the shoreline. This is part of an ongoing research to assist with further planning around the port.
- Tamzin Turrell, Kelley Roberts and Jacob Ashdown have had the distinguished opportunity to represent the youth of Bunbury on the Bunbury District Health Advisory Council at the Bunbury Hospital.

- Establishment of the Osprey Project to provide two nesting sites at the Mangroves.
- Questacon Invention Convention, Canberra; Year 10 Jecinta Jaarola successful applicant.
- Workshops hosted by students in the school wetlands with visiting primary schools.
- Successful Community Science and Engineering Fair in National Science Week sponsored by Edith Cowan University. Students showcased their individual bronze level CREST research projects and conducted interactive activities.
- In the ATAR, Tamzin Turrell received a Certificate of Distinction. Kelley Roberts and Jan Fromm received Certificates of Merit.

Engineering Specialist

In 2017 the Engineering Specialist program had a total of 88 students across Years 7, 8, 9 and 10, with approximately 22 students per class. Students involved in the specialist Engineering program continue into Year 11 and 12, most selecting an ATAR pathway with combinations of Engineering Studies, Physics, Chemistry, Mathematics and Information Technology. A few choose to select a VET pathway in the Design and Technology area.

Students participated in various competitions and projects such as F1 in Schools, Subs in Schools and Engineers Challenge. Specialist lessons included robotic and electronic engineering, programming, solar car models, materials and structures. The resources for this program have been improved by the acquisition of STELR sustainable house kit, electronic kits and data loggers. Many of our partners supported the Engineering Program by providing scholarships in 2017. Thank you to our sponsors.

Scholarship winners:

Year 9	Doral	Aiden Doak
Year 10	Doral	Shachar Eyal
Year 11	GHD	Bonnie Cook
Year 12	NMSHS P&C	Taylor Barbera

Indigenous Scholarship Winner:

Year 11	GHD	Alec Barber
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Achievements

- International exchange with Singapore Chinese Girls School. Engineering Specialist students visited Singapore in May.
- F1 in schools competition – Two all girls teams successfully represented WA at the National competition in Adelaide in March. Team Cosmos (Bonnie Cook, Kristina Ellem, Shavani Ralm, Dayna Walton) and Knights of Armour (Shachar Eyal, Bronwyn McBeath, Stephanie O'Neill). Team Cosmos performed extremely well in the Professional Class taking out the Encouragement Award. Knights of Armour were the top WA team in the Developmental division
- Two teams represented Newton Moore SHS at the 2017 State Championships. Year 9 team Gladiators (Fern Clark, Ethan Enright, Shanie Eyal, Seth Hall, Porsha Harvey and Angelo Simms) and a year 10&11 team, Carbon 5, (Bonnie Cook, Brodie Cook, Kage Geyer, Jordan Neill and Harry Smith). Team Carbon 5 were selected to represent WA at the Nationals in Tasmania in 2018.
- Subs in School – One year 8 team represented Newton Moore SHS at the 2017 State Championships, in the mini ROV section.
- Science talent Search State recipients of Certificate of Commendation – Bonnie Cook, Shavani Ralm, Shachar Eyal, Alex Hendry.
- Successful Community Science and Engineering Fair in National Science Week sponsored by Edith Cowan University. Students showcased their individual bronze level CREST research projects and conducted interactive activities.
- Presentation from GHD environmental scientists.



Programs at School



The MASH Program

The MASH enrichment program is now in its 10th year and its ongoing success has been shown in the high quality of students that we are attracting from within and outside our school boundaries. This year has seen the continuation of the Sporting Tour to Melbourne for Year 10 students. Students were given the opportunity to visit the sporting capital of Australia, view AFL matches at the MCG and Etihad, and also tour the MCG and Flemington race course (home of the Melbourne Cup). The feedback from the trip was exceptional and we will ensure that this will become a permanent feature on the MASH calendar.

Our continuing partnership with the South West Slammers Basketball Club saw our students get expert coaching from international players and local coaches. This resulted in strong performances across all teams. Our partnership with our feeder schools continued to strengthen with MASH students officiating at carnivals across the district.

Year 8 students were taken out of their comfort zones with an adventure camp that involved hiking Cape to Cape, running massive sand hills and team building activities. Our Year 7's were challenged this year at the highest level attempting the Forest Adventures High Ropes. Our Year 9 and 10 students this year were challenged with sports such as Water Polo, Yoga and Surfing.

The MASH program will continue to stimulate and enhance students' sporting and leadership skills to ensure that they continue to be involved and contribute to sport after they graduate from school.

Brecken Health Sportspersons of the Year	
Year 7	Bahle Gadzani and Torree Gilmore
Year 8	Brayden Jones and Shanti Riches
Year 9	Lachlan Harrington and Jacinta Eckersley
Year 10	Jaxon Sawyer and Tanisha Anderson

State Representation
Jaxon Sawyer- Mountain Biking
Tanisha Anderson- AFL (Netball- All Stars Team)
Rex Kennedy- Athletics
Brock Kenny- Athletics
Jordan Neill- Orienteering
Emily Wilson- Netball (South West)
Isiah Winder –AFL (Boomerangs)

The Arts

Arts programs at Newton Moore SHS provide students with a rich variety of choices to express themselves through Performance Art and Visual Art.

The Drama program caters for students with a stage presence and this year we showcased our talented students with a production of 'Puss in Thongs', an Australian version of a classic tale with highlights being the dancing camel. The Year 10, 11 and 12 students also entered the Youth on Health Festival with an original play 'TV or not TV', which addressed the theme 'it starts with me'.

The Dance program has had a busy year with regular performances at assemblies and lunch time concerts. The Dance students have worked hard developing a positive culture of performance within the school and we look forward to 2018 when they enter the Dance section of Yohfest (Youth on Health Festival).

The Music program caters for students who play instruments and those generally interested in music by providing class music lessons, instrumental lessons through IMSS (Instrumental Music School Services), a Vocal Ensemble, the Concert Band and Jazz Band. 2017 has been a year of great progress and achievement in Music. We took the Jazz Band to the WA Schools Jazz Festival and received a special mention in the adjudicator's report for Bonnie Cook's Tenor Saxophone solo. This band also won first place in their section at the Southwest Queen's Cup competition. Erin Cifelli also won the percussion award at this event for her excellent work on Timpani.

Visual Arts has also seen some quality work produced by students this year and the entries into the Iluka Visions exhibition were of a high standard. Students engaging in sculpture worked particularly hard on challenging tasks, the most impressive being Tanisha Anderson's Leopard and Jasmine Koushappis's Whale Shark.

Lead Language School

The Newton Moore SHS Languages Department in 2017 was recognised for its innovation and excellence and was invited to become a Lead Language School. Newton Moore Senior High School has the capacity as a Lead Language School to support schools with the implementation of the 2018 Western Australian Curriculum for Languages. As a Lead Language School the school will offer assistance to other schools by:

- Experienced staff working closely with other local schools
- Access to native speakers
- Provide access to a Connect community and collection of online resources
- Opportunities to network with local teachers through professional development and regular language hub meetings
- Introductory language training for teachers
- A variety of exciting and relevant resources to engage and inspire learners
- Opportunities to participate in language competitions, cultural excursions and incursions
- Assistance with understanding and implementing the WA Curriculum for Languages
- Provide modern programs, including lesson plans, in line with the WA Curriculum

Indonesian

In 2017, Newton Moore SHS was the only Education Department school in Western Australia to have a Year 12 class for ATAR Indonesian: Second Language. The upper school Indonesian program continues to operate off the regular timetable grid and this provides students with increased flexibility and

opportunities. During semester one, upper school students worked closely with Tantra Afianto, an Indonesian Language assistant, to improve their speaking and listening skills. Tantra was employed as part of the Language Assistant Program for 2017, and Newton Moore SHS has successfully applied for language assistants for Indonesian and Japanese in 2018.

Japanese

2017 saw the continuation of many activities that commenced in 2016:

- Japanese Languages Camp to Perth. The purpose of the camp was to give students the opportunity to use and extend their language and cultural knowledge outside of the classroom. Students participated in a language workshop at the Hyogo Cultural Centre, visited several Japanese businesses in Perth CBD and dined at one of Perth's Japanese restaurants.
- Hosting and collaborating with Gold Intercultural Tours. This exchange required us to partner with Adam Road Primary School, where four of the twelve students attended throughout the week. These twelve students arrived from various cities in Japan. Students engaged in 'normal' Australian classes and attended an excursion with their host students to Bunbury Wildlife Park.
- Hosting our sister-school, Kawanishi-Hokuyrou High School. This is our second successful exchange where our sister-school visited Newton Moore Senior High School. Students participated in special classes, attended a normal school timetable, visited Yallingup on excursion and partook in a homestay arrangement with families within our school community.
- Attending the Japanese Film Festival. Year 8 students attended the Japanese Film Festival for the second year, viewing the movie 'Your Name'. Students then returned to school and also dined on Japanese 'obento' boxes.
- Offering of the WAPRES Asian Languages scholarship.



continued...Programs at School

Literacy

Our staff have worked this year to develop their understandings of OLNA and how best to support student success in achieving the OLNA standards. Targeted support in English, Study Skills and after school Homework classes has aided student success in the testing. Professional Learning has been delivered at whole of staff meetings to identify how OLNA skills can be incorporated into curriculum delivery across the school.

Our Literacy Extension program continues to provide remediation for our below benchmark students utilising Direct Instruction materials programs Spelling Through Morphographs, Expressive Writing and Corrective Reading. Our English staff have developed a series of highly effective programs explicitly teaching spelling, grammar and punctuation, writing and reading inference as part of our Year Seven and Eight mainstream and extension classes: Writing Right, Reading with Confidence, BASS (Becoming a Super Speller) and Grammar Matters.

Through the Quality Teaching and Learning Professional Learning Community subcommittee, a review of the school's whole school literacy guide – The Learning Guide - has been updated and is in electronic form.

Data analysis has been a focus in 2017 in order to identify areas of student literacy upon which to target further intervention. Whole school literacy strategies to target student writing are planned for 2018.



Homework Club

Homework Club continued to run after school in 2017 on Mondays and Thursdays in the Information Resource Centre. During this time students have access to Senior teachers from a number of different Learning Areas who are there to mentor students. Afternoon tea is provided to the participants before the session commences and students have access to all resources in the IRC including the computers. All students from Year 7 to 12 were offered support in their subject areas including the opportunity to sit practice OLNA and/or NAPLAN tests.

Breakfast Club

Breakfast is the most important meal of the day. For many students it is the only meal they will get in a day. Newton Moore Senior High School hosts three breakfast clubs. The first in the cafeteria, the second in the Girls Academy and the third in the Clontarf Boys South West Academy. These programs provide much needed meals to many of our students.

Bush Ranger Cadets

2017 was a successful year providing opportunities for students to build their team and leadership skills, and develop their environmental awareness. The year included four term camps to Hamelin Bay, Mornington Adventure Camp, Conto Campsite in Margaret River, and our trip to Rottnest wound up the year.

Cadets participated in numerous local community projects including various clean-ups at the beach, Hay Park post GTM, and our Keep Australia Beautiful Adopt-a-Spot area along the Bunbury Racecourse. Cadets also had the privilege of leading our annual march at the school's ANZAC assembly.

We worked with the South West Catchments Council to replenish trees in Tuart Brook Reserve, studied the health of the school wetlands with the help of Nearer to Nature, learned all about owls in a Birds of Prey incursion, and visited the Bunbury Wildlife Park.

Thank you to Sam Testa for his tireless organisation that led to such triumphant year.

Jade Warrington Secondary Teacher of the Year



Aboriginal Programs

Role Models Girls Academy

The Girls Academy supported over 80 girls in 2017, with the program focussing on individual academic achievement. Staff delivered many strategies to achieve Role Models and Leaders Australia Program objectives. These are: increase attendance, advance academic and personal achievement, Year 12 graduation and post school transition.

Strategies such as one on one mentoring allowed staff to strengthen and build relationships and to establish an understanding of academic standing, identifying barriers and achieving progress for each girl proved to be successful.

Highlights for the year included:

- Seven Year 12s completed the Girls Academy Program; three graduating with WACE, seven with Certificate 11 and four employed before completing the 2017 school year and one enrolled for a University Preparatory Course in Curtin University.
- Eight School Based Traineeship Placements in Bunbury
- Academy attendance rate higher than overall student cohort by 3%.
- Increased interaction between Academy members, community and school through engagement activities and strategies such as NAIDOC Community Ball, Advisory Committee, Leadership Group representation at Multi-Cultural Festival March, hosting International Women's Day breakfast, Moort Day, Career Expo & Work Experience placements.
- Year 7 & 8's involved in the STEM Program during Living and Leading with winning Australian Mathematical Sciences Institute Award Teacher, Ashley Stewart.
- Development of the Literacy Pilot Program with the English Department.
- 16 girls were supported to go to School Ball with the aid of volunteers, community, friends and past Academy Alumni. This attendance figure was the most attending in Academy history.
- One student winning a Women in Maths Scholarship.
- One student elected onto Student Executive for 2018.

Role Models have a number of leaders. These selected girls have the potential to be powerful catalysts for change in their communities.

The Girls Academy equips girls with the tools required to achieve their goals and their full potential.

Clontarf Foundation - South West Academy

In 2017 we saw a consolidation of numbers with 61 members. The annual average attendance across the Academy was 77.6%

Boyd Davey joined the team as Director and moved from Busselton to take up the position. Shayne and Brodie have continued in their roles from last year.

Our focus has been on establishing relationships with the boys, families, the school and its staff and the broader community and preparing for 2018 and beyond.

Highlights of 2017 included:

- Another three Year 12s graduating with their WACE.
 - The senior boys winning the Clontarf Cup at Gilmore College.
 - Year 11 Harley Marsh was elected to Student Executive in 2018.
 - Training numbers are consistent at between 16 and 22.
 - Year 7-12 Academy members were regular recipients of the Student of the Month Awards and Shining Knight Awards throughout 2017.
 - Patrick Farrant was selected to be part of the 2017 State AFL Draft combine in Perth.
 - Relationships were developed as there has been quite a lot of change in the Academy over the past three years.
- The Clontarf Foundation exists to improve the education, discipline, life skills, self-esteem and employment prospects of young Aboriginal men and by doing so, equips them to participate more meaningfully in society.



Follow the Dream 2017

The Follow the Dream program for 2017 had twenty-eight Newton Moore students in attendance.

Follow the Dream students again benefitted with their involvement in the Uni-Choice program in partnership with Edith Cowan University, Bunbury Campus. The program aims to raise awareness of higher education opportunities for secondary school students and their families, and is designed to show that a tertiary education pathway is available to families and students.

In September undergraduate students from St Catherine's College presented to Follow the Dream students at a number of schools in the South-West Region their Indigenous Program: "Dandjoo Darbalung." The program provides indigenous secondary students an insight about university accommodation that provides a strong Indigenous support program, which includes: Indigenous cultural space and private study room in the College, dedicated tutoring program for academic support to supplement what is offered at university, support with scholarships, supportive community intent on strengthening and developing identity and cultural leadership through participation in events such as campfire circles with Elders, cultural leadership training, art projects, music and social events and mentoring other Indigenous students in local and remote schools.

In November ECU (Edith Cowan University), through the Hot and Deadly program, delivered the Senior First Aid Certificate through a qualified paramedic and three trainees to 11 students at Newton Moore SHS. After the two day training, the 11 students were fully qualified in delivering first aid.

Also in November Defence Force Recruiting presented to Follow the Dream students at a number of schools in the South-West about the Australian Defence Force and career opportunities available for the Indigenous Youth. The presentation covered information on how to enter the defence force and the range of careers available from General Entry, Technical and non – technical entry, Military Academy and University partnership,

Lifestyle of the Defence Force and the Benefits of the Defence Force.

The Yr 8 UWA (University of Western Australia) Discovery Day provided great hands on activities along with thorough information, detailing to students the courses on offer, direct and alternative entrance pathways to the UWA courses, and the support mechanisms at the university. The provision of this day enabled students to become aware at an early stage of their schooling what is required to enter university and reflect on what needs to be undertaken to attain their future educational goals.

On behalf of the program I would like to farewell the following three Newton Moore Senior High School Year 12 Follow the Dream students, Courtney Smith, Brinley Tregoning and Jasmine Winmar and wish them all the best for their future.





Review Findings and Survey

Review Finding

In 2017, a team of Reviewers completed an extensive Independent Review of our school. They commented that interviews with staff representatives across the entire school confirmed the school's self-review process is well understood and valued and saw clear evidence of it being embedded in school practices. They complimented us, indicating that the process of school self-assessment follows a very clear cycle with high level staff understanding, involvement and input. These Reviewers noted a definite appreciation from staff of the need to gather quality information about student progress to inform future planning.

Key findings from the review were:

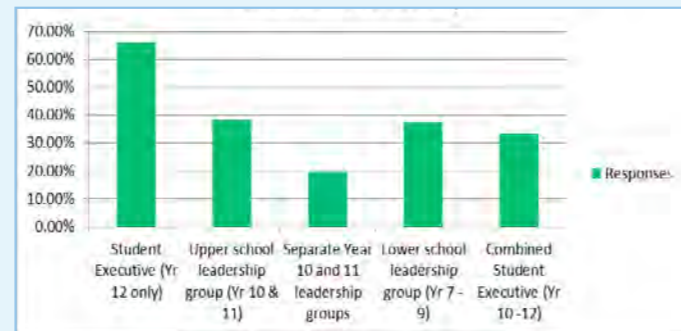
- The school has high quality specialist programs in Science Horizons, Engineering and STEM.
- The school has a successful sport MASH program used to engage and improve student achievement.
- The school has a wide range of VET courses which enhance student post school pathways.
- The school has a detailed, triennial self-review structure.
- There is a high priority on pastoral care and student wellbeing practices across all areas of the school.
- The school provides a wide range of opportunities so that students can take responsibility for their own learning successes and achievements.
- The school has developed and maintained strong partnerships in an effort to improve outcomes for students.
- The membership of the Board is structured to reflect the nature of its community and programs.

Surveying Students

We also conducted a 2017 cultural survey with our students to determine what future directions they wanted our school to go. The questions provided to students had two focuses:

- Student Leadership
- Operations of Student Services

Leadership Survey



Both the leadership group and survey indicated that students would like to have more leadership opportunities.

Things students rates as really important:

- Excursions	54%
- Battle of the Knights	44%
- Athletics Carnival	32%
- Shining Knights	20%
- PBS Points	7%
- Form	12%
- Year meetings	8%
- Student of the Month	9%

* 14% of students don't believe we recognise students doing the right thing and 28% think we do it poorly.

Recommendations made following the survey:

- We should trial having no Form.
- Year meetings will be refined and held less frequently.
- We revamp the makeup of our student executive to have more varied positions.
- More leadership opportunities provided to lower school students.
- Students would like more lunchtime / break time fun activities.

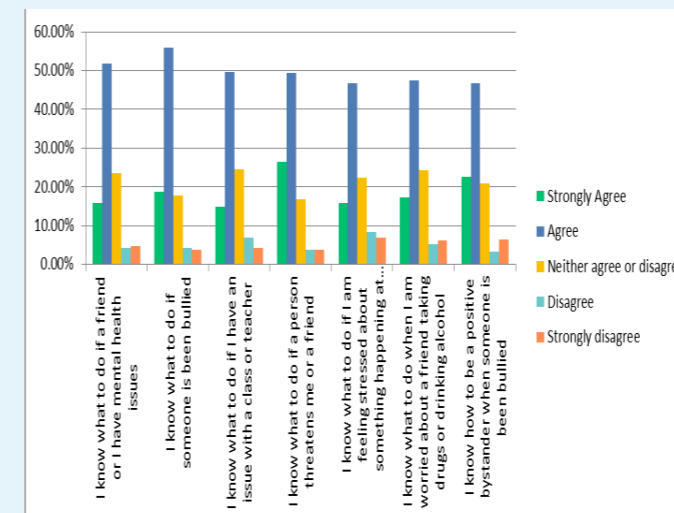


Student Services

The school's Student Services team plays a vital role at Newton Moore Senior High School in ensuring we know each student and their family as individuals. In essence, this team of professionals enact our school values.

The Student Services team takes a coordinated approach to pastoral care. Attendance is closely monitored with swift follow-up after absences. At times of stress, anxiety or grief our School Psychologist, Well-being Coordinators, Student Support Officers and Chaplain assist students through these difficult times, ensuring that all relevant teachers are kept informed. Our School Community Nurse is also on hand to assist with preventative health measures through classroom education and to oversee all students who have Health Care Plans.

Our team of Learning Support Coordinator and Education Assistants works tirelessly to ensure all students with special needs are catered for. They assist teachers to formulate Individual Education Plans, differentiate curriculum to ensure students can access curriculum and utilise a vast range of strategies to assist students to experience emotional and social growth and to increase levels of self-confidence.



Staff Information

Staffing 2017

	No.
Administration Staff	
Principal	1
Associate Principal	1
Deputy Principals	2
Heads of Department and Learning Areas	6
Program Coordinators	3
Total Admin Staff	13
Teaching Staff	
Level 3 Teachers	8
Other Teaching Staff	45
Total Teaching Staff	53
School Support Staff	
Clerical / Administration	13
Gardening/Maintenance	3
Instructional	2
Other Non-Teaching Staff	11
Total School Support Staff	29
Total	95

*Maintenance includes technician support and our e-coach.

Newton Moore Senior High School has a large number of experienced and long serving members in our teaching staff. This is complimented by the engagement and development of graduate teachers.

Our school continues to review the roles of support staff and in some instances that has seen us engage new staff under the Public Service Award, rather than the traditional Ministerial Officers Award. The management team comprises the Principal, Associate Principal, two Deputy Principals and a Corporate Services Manager.

A strong Student Services team promotes and monitors student welfare as pastoral care is an ongoing priority. The Student

Services team is led by a Program Coordinator and supported by two Student Wellbeing Leaders, a School Chaplain, an Attendance Officer, Student Support Officers, a Learning Support Coordinator, a School Psychologist, Aboriginal and Islander Education Officers, four Education Assistants and a School Officer.

As an Independent Public School all of our school's personnel are selected on merit.

Professional Learning

School leaders, teaching and non-teaching staff undergo professional learning. Individual personal needs and aspirations, the school Business Plan, school priorities and evidence based on student voice surveys and performance management are all taken into account when planning and approving professional learning.

In 2017 there was a strong focus on the development and implementation of two school wide programs being Positive Behaviour Support (PBS) and Connect, both of which were covered on School Development Days and as individual professional learning units. PBS is a whole school approach to supporting and managing student behaviour. Connect is a software solution that enhances communication between staff and staff, staff and parents, staff and students and the broader school community.

In addition to the seven School Development Days attended by staff, the following highlights some important professional learning achievements:

Three staff attained Certificate IV Training & Assessment.

Eight staff participated in the intensive Classroom Management Strategy courses.

Fifteen staff qualified for Surf Rescue.

The Leadership team all did Disc training and the Senior Leadership team attended the 'Leading School Improvement' sessions.

The twelve member Positive Behaviour team all attended four

workshops throughout the year.

Graduate staff all participated in the Department of Education module training.

We conducted some Health & Wellbeing forums where wellbeing was recognised as important 'High Performance- High Care'.

A number of staff had the opportunity to attend some research based training including John Hattie and Keegan.

Teacher Qualifications

In 2017 there were 66 teaching staff employed at Newton Moore Senior High School. All teaching staff at Newton Moore Senior High School met the professional requirements to teach in WA and are registered with Teacher Registration Board of Western Australia (TRBWA).

In 2017 we had nine Graduate Teachers who worked in the Learning Areas of Design and Technology, Humanities and Social Sciences, Science, Mathematics, Health and Physical Education, and English.

Newton Moore Senior High School has eight Level Three Classroom Teachers and 20 teachers with their Senior Teacher status. Due to the skills and knowledge of our experienced teaching staff we able to engage and develop Graduate Teachers and consider them to be a valuable resource for the future.

As a Registered Training Organisation offering Certificate courses to our students, staff members teaching these courses at our school are required to hold Certificate IV Training & Assessment in addition to their teacher qualification. In 2017, 17 teaching staff held the required Certificate IV qualification. Need to confirm the number of Cert IV teachers with Alf as I do not get given a copy of their qualifications.

Staff Highlights

- Ashley Stewart – one of ten finalists in the national CHOOSEMATHS awards, won the award on 31st August 2017.
- Lorraine Ellis was highly commended in the Prime Minister's

Award for Excellence in Science Teaching in Secondary Schools.

- Jade Warrington won the WA Premier's Secondary Teacher of the Year.
- Jasmin Buckley-Smith won the Regional Laboratory Technician Group Award for Excellence and Support in Science 2017.
- Jessica Moore has achieved her Level 3 Teacher status.
- Celeste Park achieved Senior Teacher status.
- Ashley Stewart and Patriesse Hantzis travelled to Malaysia to start preparing for the Spatial Training program to start in 2018.



School Budget & Annual Accounts

Student Centred Funding and Other Revenue

Newton Moore Senior High School received the majority of its funding in 2017 via the student centred funding model. Student centred funding provides for the education of each individual student enrolled at school based on educational needs for year levels, with additional money allocated for students with specific needs such as aboriginal students, students with English as a second language, students with social disadvantage or students with a disability.

Newton Moore Senior High School also received special grants to deliver special programs and targeted initiatives, including Follow the Dream, Teacher Development School and STEM, and VET. External grants provided by external agencies, business and community groups are also a source of funding to support the learning programs operating in our school eg Cadets (Department for Communities), Habitat Grant (City of Bunbury), and various business scholarships.

In 2017 Newton Moore Senior High School faced a challenging year financially with student census numbers resulting in a considerable shortfall in our anticipated student centred funding. As such we had to revise our spending plans, implement a number of savings strategies and reduce or abandon some of our planned project works including ICT spending, furniture and grounds improvements, and minimise non critical and non-classroom based teacher relief whenever absences arose.

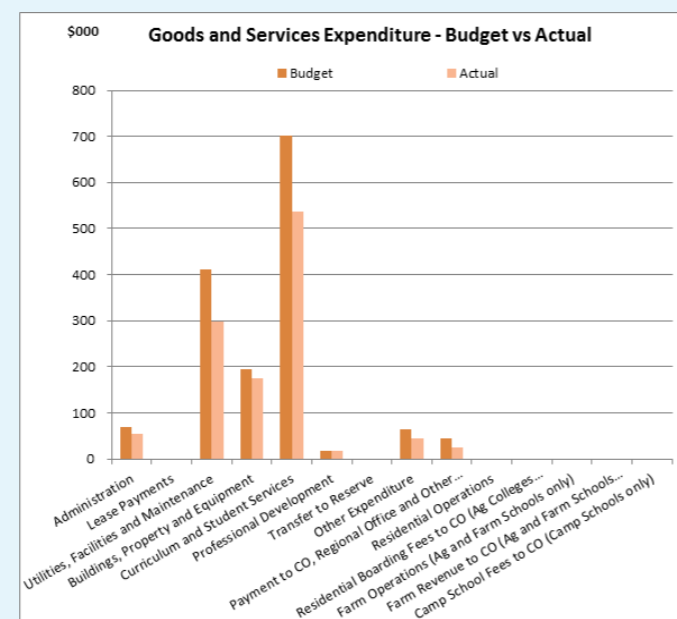
Despite these challenges, efficient relief management and timetabling allowed the school to continue to meet its targets and we finished the year with a surplus budget.

Contributions and charges paid by parents, including secondary assistance funding, made up 18% of our total funding. Ongoing collection of C&C continues to be an issue for our school each year and we endeavour to support parents with flexible payment options through the year in order to maximise collection rates. The P&C continued their \$1000 donation for early payment of C&C prizes, an incentive to encourage parents to pay school fees.

Expenditure

The bulk of the school's expenditure is made up of salary costs. Over the past few years a number of new positions have been created in order to support teaching and learning, student wellbeing and success, across all year groups including School Support Officers, Network Support and ongoing funding for the Chaplain and School Psychologist. We will continue to consider other non-traditional roles within our school as business needs change and to support flexibility within our staffing environment.

The school funds Curriculum and Student Services in line with our Business Plan targets and tries to continue to provide a welcoming and pleasant environment for our school community by providing well maintained classrooms and equipment, and technology improvements where budgets allow.



Susan Kerr M.Ed.Admin, B.Ed, Dip.Teach
Principal

Lyn Farrell
School Board Chairperson

