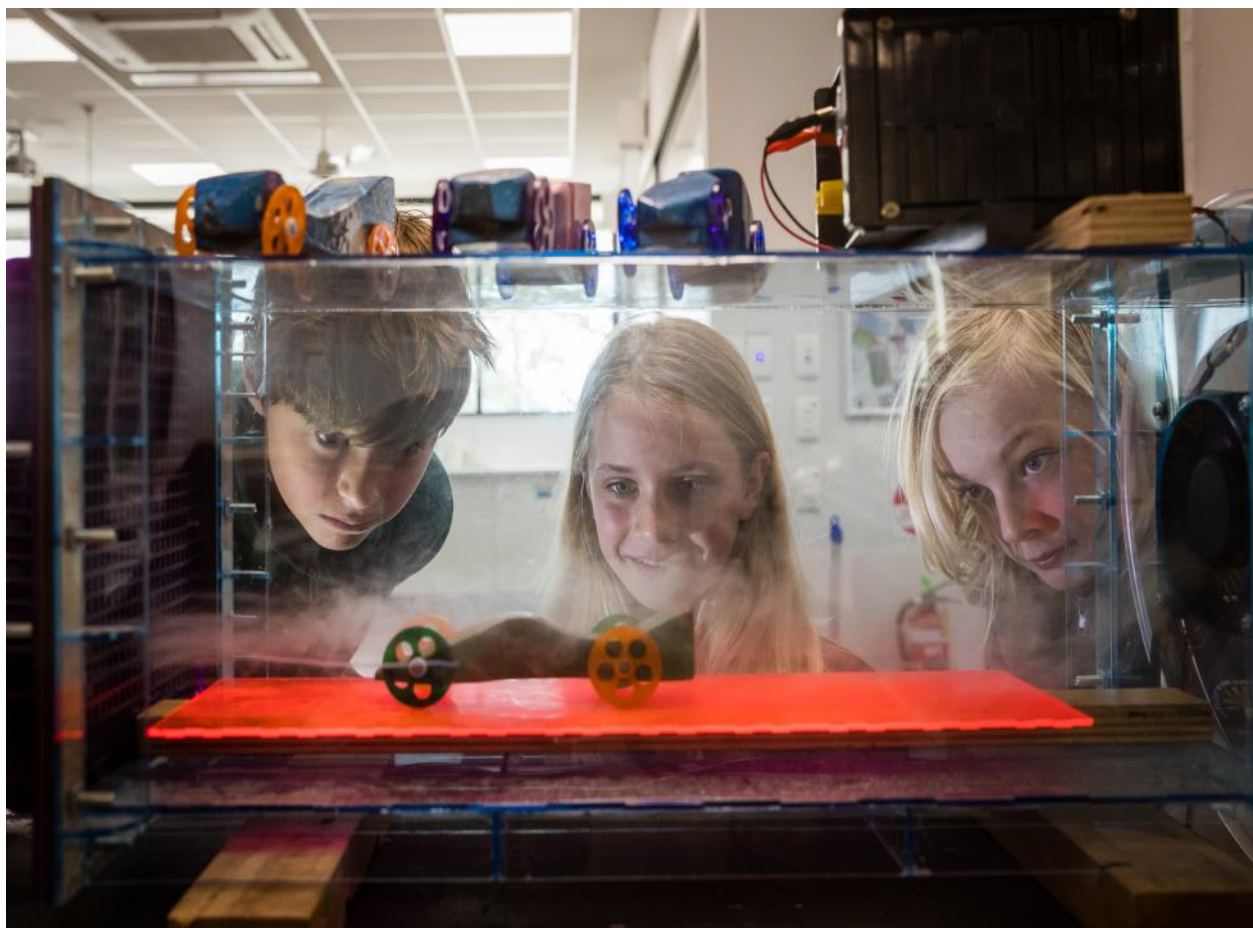




# 2022 ANNUAL REPORT



## MARGARET RIVER SENIOR HIGH SCHOOL





## 2022 - Highlights and Achievements:

- School Captains Madeleine Sherlock and Sienna Dodd
- Median ATAR - 88.9. Highest median ATAR in MRSHS history.
- VET Dux for 2022 : Phoebe Harrison.
- Merv McKillop medal winner for ATAR Dux for 2022 : Jaxon Deighton.
- Regular Attendance was 0.6 of a Standard Deviations above like schools for 2022.
- State Champions Science and Engineering Challenge. Represented Western Australia in Bendigo at National Challenge Title.
- SCRaM state champions 2022.
- Western Australian School Surfing Champion School - 16th successive year.
- Top performing Western Australian school for Language Perfect Competition for second year running.
- 38% of Year 12 ATAR students achieved lead mark of 75% or better.
- 48% of Year 12 ATAR students in top third of State.
- 22 students achieved an ATAR of 90 or above placing them in the top 10% of ATAR student achievement.
- Mathematic Applications and Biology placed in top 10 schools for student ATAR subject achievement.
- Bianca Morgan and Nicholas Bosich received subject Certificates of Excellence for being in top .05% of Mathematics Applications students in the state.
- Ace Flynn Under 14 State surfing champion.
- 96.8 % of Year 12 students received WACE, Secondary Graduation.
- 96% National Attainment Rate for MRSHS students.
- 13 Margaret River SHS students achieved SCSA Certificates of Merit.
- 68 students participated in Margaret River SHS Cadet Unit during 2022.
- Winners and runner up in Year 11/12/ A grade High Schools Cup Beach Volleyball .
- Jack Holzer represented MRSHS on the Premier's ANZAC Tour
- Two MRSHS teams were involved in 2022 Evatt Trophy Debating finals.
- Willow Hardy represented Australia in El Salvador for U 16 World ISA Games.
- Ruby Berry ranked # 1 in Western Australia U 16 age group



## 2022 Planning and Actions

As the school has continued to grow in 2022 (1172) findings from a number of significant reviews, which took place in 2021, were implemented at MRSHS in 2022 to cater for the successful achievement of our Three School Priorities.

### Timetable:

The timetable review committee, comprising representatives of all Learning Areas examined the existing timetable and made recommendations to the Senior Leadership Group in relation to modifications to our current structure. The following were included and implemented for 2022:

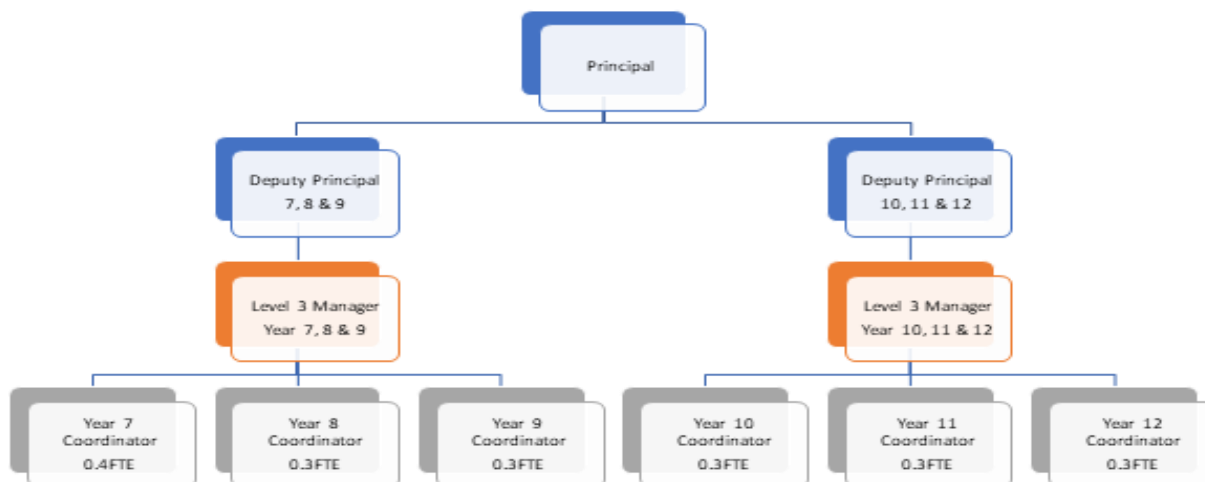
- The inclusion of Languages onto the elective grid for 2022.
- Year 7 and 8 HASS/Science classes increase to 4 periods per week, up from three.
- The development of a preference based timetable for Year 9 and Year 10 elective areas.
- The development of a preference based timetable for Year 11 and Year 12 subject offerings.
- The adoption of an electronic based selection process.

A full review of these implementations was carried out by the timetable committee, the Senior Leadership group and the Senior Executive Team at the completion of Semester 1, 2022. It was recommended by these three bodies that all implemented aspects continue into the future.

### Student Services Review:

In 2021 the Senior Executive commissioned Pauline White, Statewide Services to conduct an external Review of our current Student Services structure and processes. The following Recommendations were adopted from this Review and implemented in 2022:

- A change in structure and resourcing within Student Services. At the beginning of 2022 the following structure was adopted to best meet the needs of MRSHS students.
- A complete external review the new Student Services Structure was carried out by Ms Kerry Mather in May 2022, which endorsed the new structure and operational changes that resulted as part of the new implementation.



## Target Areas 2020—2024

Target Area	Benchmark Targets	Aspirational Targets	2022 Progress
Year 9 NAPLAN	Above like schools mean in all 5 categories of NAPLAN testing.	Above Australian Mean in all 5 test areas. Measure of progress as a Target	<b>Unable to assess</b> <b>Above State mean in 5 out of 5 test areas</b>
Year 9 WAMSE	Above State mean in 4 out of 5 areas of NAPLAN testing.  Above national mean in 3 out of 5 areas of NAPLAN testing.	30% in top band Less than 15 % in bottom band At least one standard deviation above like schools	<b>Data available pages 13 and 14</b> <b>Above State mean in both areas</b>
WACE/ATAR Median ATAR	Median ATAR above like schools Median ATAR above Government Schools average Median ATAR above 77.	Median ATAR above 79	<b>Year 11 – 84</b> <b>Year 12 – 88.9</b>
Graduation Rate	Graduation rate above 97%	100% graduation rate	<b>96. %</b>
VET – Completion Rate	40% of whole Year 12 cohort (2011- 28%) to achieve full completion rate of Certificate II and above courses.	All non ATAR students to complete a Certificate II or above course	<b>Year 12 Certificate completion rate - 95%</b>
Attendance Rate	Average attendance above state average.	Average attendance rate above 92%	<b>86.9 % vs State 86.5%</b> <b>Like Schools:</b> <i>Regular Attendance 0.6 of a SD above like schools</i>
National Attainment Rate	5% of students achieving above national average	70% national Attainment	<b>Attainment Rate 96%</b>





## School Planning Priorities for 2022:

### MARGARET RIVER SENIOR HIGH SCHOOL - BUSINESS PLAN 2020-2024

#### School Ethos:

*The purpose of our school is to ensure that the academic, creative, social and personal potential of each student develops to the highest possible level.*

#### School Values:

##### **Respect**

We embrace and celebrate diversity of people, places and beliefs.

##### **Responsible and Motivated students**

As lifelong learners we will actively engage and take responsibility for our own learning at school and beyond.

##### **Resilient and adaptable students**

We will not be discouraged by adversity. We continually challenge ourselves and embrace new opportunities so we can reach our full potential.

##### **Excellence**

We provide opportunities and support each other to achieve individual and collective excellence. We want students to aspire for personal best and personal excellence.

#### School Priorities: 2020—2024

**Success For All Students** – Set high expectations for all students at MRSHS, including Education Support and Aboriginal students, to support individual student achievement.

- Implement a whole school Learning and Teaching focus that cater for students' individual needs which develops literate and numerate students.
- Increase our focus on ICT learning activities and STEM initiatives, creativity, problem solving and other skills to develop 21<sup>st</sup> century learners who can engage in emerging industries and future employment opportunities.
- Enrich and Engage students through diverse curriculum offerings and educational experiences.

#### Staff Development

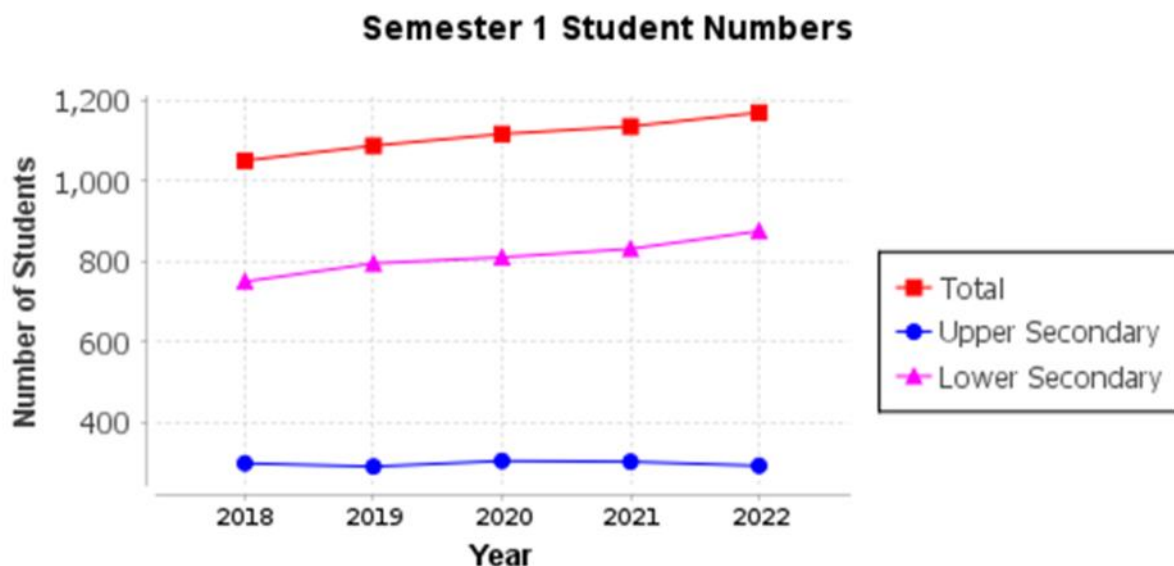
- Develop a school wide, approach to classroom pedagogy based on the principles of MRSHS's Learning and Teaching strategy.
- Increase staff capacity to utilise ICT that engages students and allows for the teaching of STEM and 21<sup>st</sup> century learning.
- Capacity build staff through targeted professional learning and provision of leadership opportunities to maintain and progress high quality, innovative and best practice teaching.

#### Student and Staff Health and Wellbeing

- Maintain a strong focus on high care and pastoral initiatives to support resilience and social and emotional wellbeing.
- Develop an understanding cultural awareness based on equal opportunities for ability, gender, race, status and sexuality.
- Ensure that positive behavior is acknowledged and appreciated and ensure that students are recognised for the role they play in our school community.



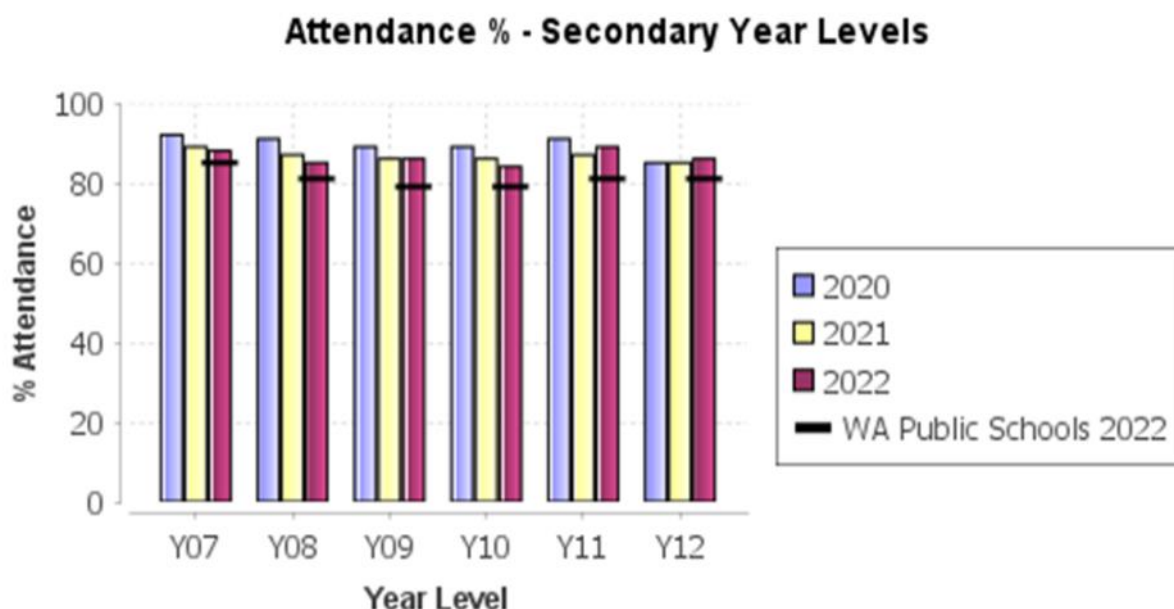
## Enrolment Trends



Enrolment numbers have been growing steadily since the half cohort entered high school in 2010 and will grow significantly to 2030. The school predicts the student population to continue to grow in 2023, with a projection of 225 Year 7 students. There is a significant need for capital works programs to accommodate increase in student numbers at MRSHS, particularly in specialist areas.

## Student Participation Data

### Attendance - By Year Level – Secondary



Overall Attendance rates continue to decline in 2022 due to the effects of COVID 19. The school implemented strategies that were recommended after a commissioned external review in 2021. The school has commenced auditing recording procedures and indicated that there are discrepancies in attendance data being created through the integration of the school's SEQTA software system and DOE's Student Information System. Whilst attendance rates are still below like schools there has been a positive gain of 0.6 of a standard deviation in relation to like schools, indicating improvement in this area.





## Attendance Rates

	Y07	Y08	Y09	Y10	Y11	Y12
<b>2020</b>	92%	91%	89%	89%	91%	85%
<b>2021</b>	89%	87%	86%	86%	87%	85%
<b>2022</b>	88%	85%	86%	84%	89%	86%
<b>WA Public Schools 2022</b>	85%	81%	79%	79%	81%	81%

The affect of by COVID 19 on attendance rates was not as dramatic as other schools in the state. Close monitoring of attendance data collection and more immediate follow up procedures in relation to attendance are factors the have positively contributed to improvement in this area.

## Retention and Progression

### Apparent Retention and Progression

Apparent retention and progression rates (%) – secondary

	Years 8-10	Years 8-12	Years 10-12	Years 10-11	Years 11-12
<b>2020</b>	89%	74%	81%	92%	86%
<b>2021</b>	93%	72%	78%	83%	85%
<b>2022</b>	82%	61%	69%	84%	83%

COVID 19 has had a strong effect on Retention rates in the 2022 cycle. The increased availability of employment as well as family movement due to rental increases and Rental availability are key factors in this decline compared to previous cycles MRSHS continues to develop Individual pathways, designed to meet specific student needs of students who attend through to the end of Year 12 or for students who transition out of school .



## ATAR Participation and Performance

### WACE Achievement

	Eligible Year 12 Students	Percentage achieving WACE
<b>2020</b>	110	91%
<b>2021</b>	134	96%
<b>2022</b>	111	95%

WACE achievement remains at 95% in 2022. OLN testing resulted in over 98% achievement across all tests, thus allowing most students to achieve WACE requirements. 98% of students completed their Breadth and Depth of study requirements as well as their C grade equivalence.

### ATAR Participation

	Eligible Year 12 Students	ATAR Students	% ATAR Students
<b>2020</b>	110	46	42%
<b>2021</b>	134	69	51%
<b>2022</b>	111	46	41%

A total of 41% of students completed their ATAR studies during 2022. To provide a viable pathway for students who are withdrawing from ATAR studies after starting the course, (29% of students who selected an ATAR pathway at the beginning of Year 11) MRSHS has introduced the CURTIN UniReady course. This will enable students direct entry to all universities upon completion.

### VET Participation

	Eligible Year 12 Students	Number acquiring an ATAR		VET – No of students		VET – No of students completing a Cert II or higher	
2020	110	46	42%	88	84%	62	95%
2021	134	69	51%	88	66%	86	98%
2022	110	46	41%	70	59%	70	98%

VET completion rates continue to increase at MRSHS with 98% of VET students completing a Certificate II or higher by the end of 2022. The number of students who are completing 2 or more VET qualifications continues to rise with 49 students or 48% of VET students in this category.





## Senior Secondary Outcomes

### Median Australian Tertiary Admissions Rank

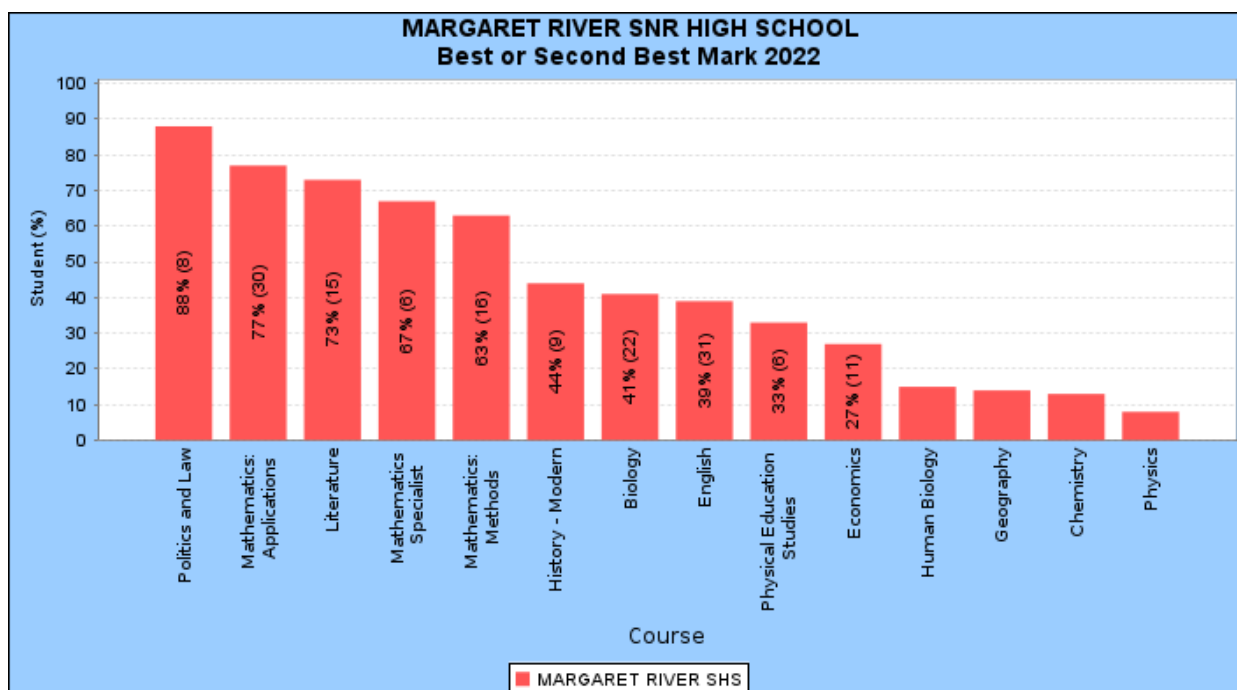
	School	Like-Schools	State
2020	82.3	77.8	79.3
2021	81.4	79.4	80.3
2022	88.9	80.5	81.9

MRSHS achieved a higher median ATAR than both like and State schools. The 2022 median ATAR was the highest in the school's history.

### Percentages of students in the top, middle and bottom thirds of the State.

State	School			Like-Schools		
	2020	2021	2022	2020	2021	2022
Top 33%	28%	29%	48%	23%	26%	25%
Middle 33%	39%	35%	39%	34%	36%	34%
Bottom 33%	33%	36%	13%	42%	38%	41%

Students from Margaret River SHS achieved proportionately higher in the top third whilst achievement in the bottom third was significantly lower than like schools. The school has identified that lower number of students finishing in the bottom tricycle, based on historical data. The focus for this group in 2022 will be to continue to develop alternative pathways to cater for students who have University aspiration. I.e Curtin University Readiness Course.





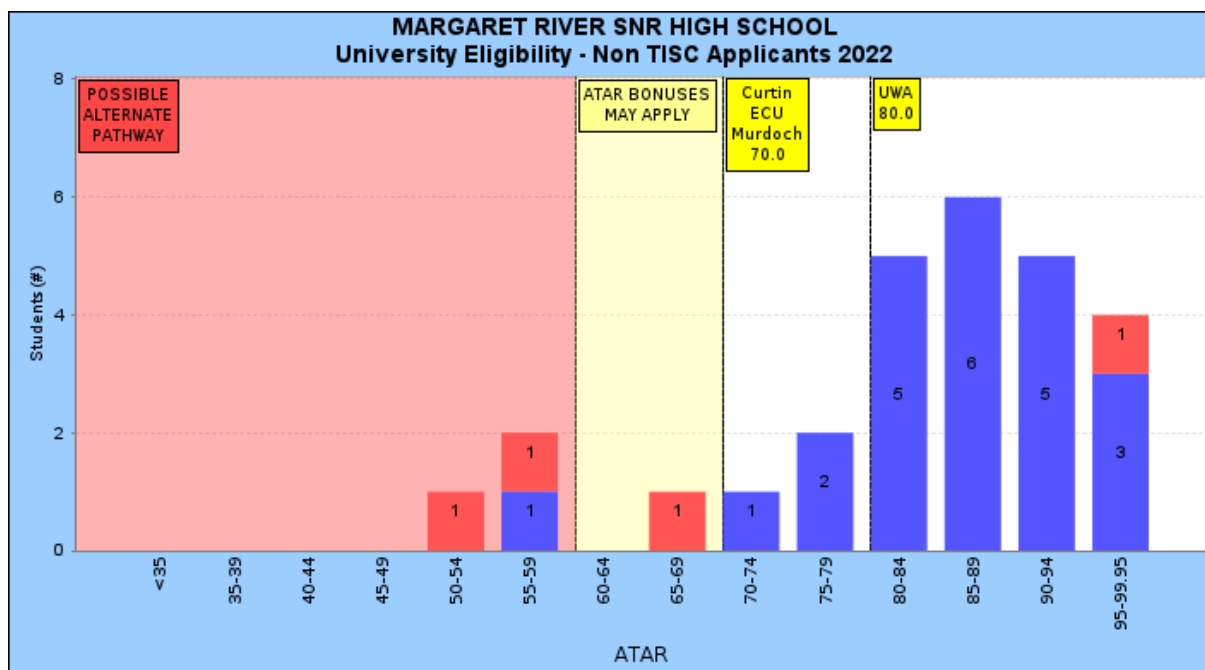
## Student Performance - ATAR - Overall

### Percentage of Students Acquiring an ATAR Achieving One or More Scaled Scores of 75 or More

	Number acquiring an ATAR	Number achieving one or more scaled scores of 75+	Percentage achieving one or more scaled scores of 75+
2020	46	10	22%
2021	69	19	28%
2022	46	16	35%

ATAR Relative Performance		
2020	1.0	Above Expected - more than one standard deviation above the predicted school median
2021	0.6	Expected - within one standard deviation of the predicted school median
2022	1.3	Below Expected - more than one standard deviation below the predicted school median
		No data available or number of students is less than 10

The relative performance is based on the median ATAR and SEI of the school and compared to like schools. A positive Standard Deviation of 1.3 shows MRSHS students are achieving significantly higher than like students.

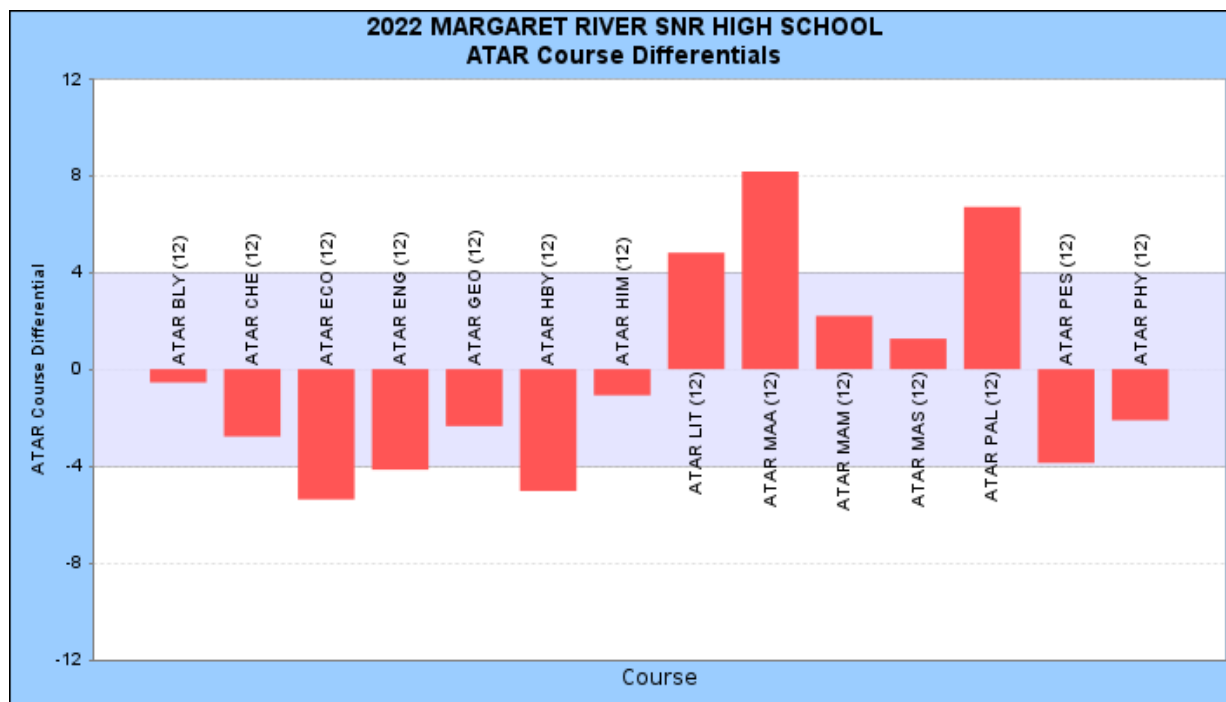


This graph displays the spread of Tertiary Entrance Ranks and those (in blue) who qualify for direct entry to university. The student in red did not meet the Universities' English performance standard.



Course	Exam Candidates		Average Scaled Score	
	2021	2022	2021	2022
Biology	28	22	53.82	63.65
Chemistry	24	16	65.76	65.12
Drama	7	0	59.05	-
Economics	10	11	42.75	56.78
English	53	36	57.60	59.95
Geography	7	7	48.89	62.09
History - Modern	15	10	58.65	64.09
Human Biology	34	20	58.40	59.19
Literature	18	18	64.97	69.41
Mathematics Specialist	9	6	73.08	66.52
Mathematics: Applications	52	32	61.89	67.47
Mathematics: Methods	19	16	66.52	69.17
Music	9	1	54.86	-
Physical Education Studies	13	6	48.74	57.32
Physics	20	12	64.66	64.49
Politics and Law	10	8	70.99	74.38

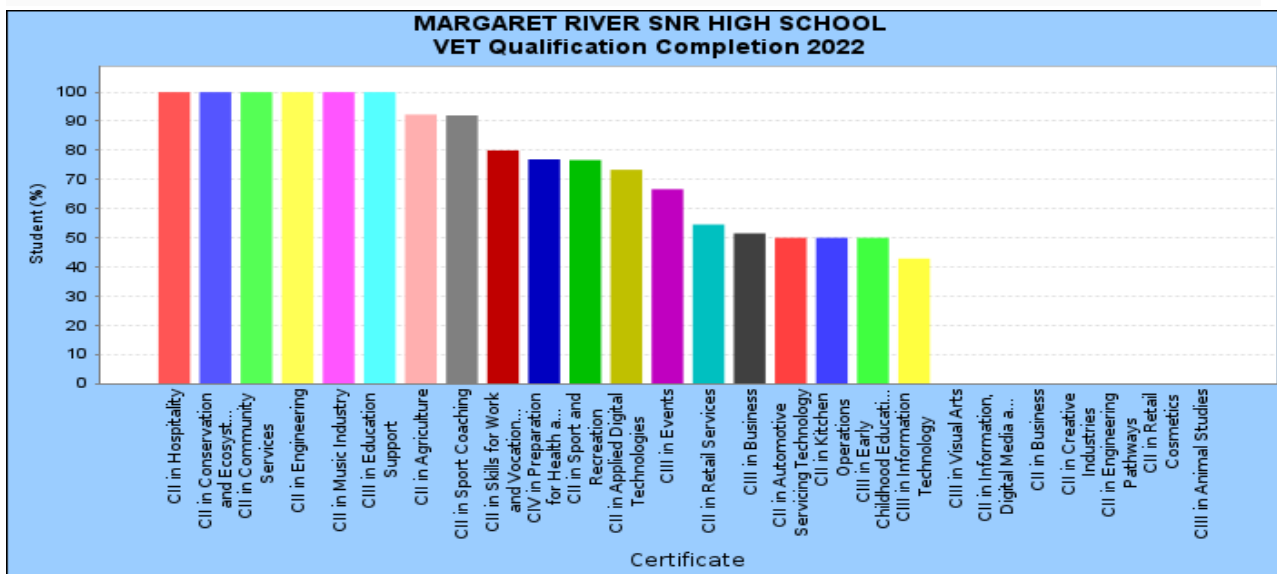
In 2022 Biology, Mathematics Applications, Mathematics Methods, Physical Education Studies and Politics and Law levels of achievement more than 1 standard Deviation above like schools .



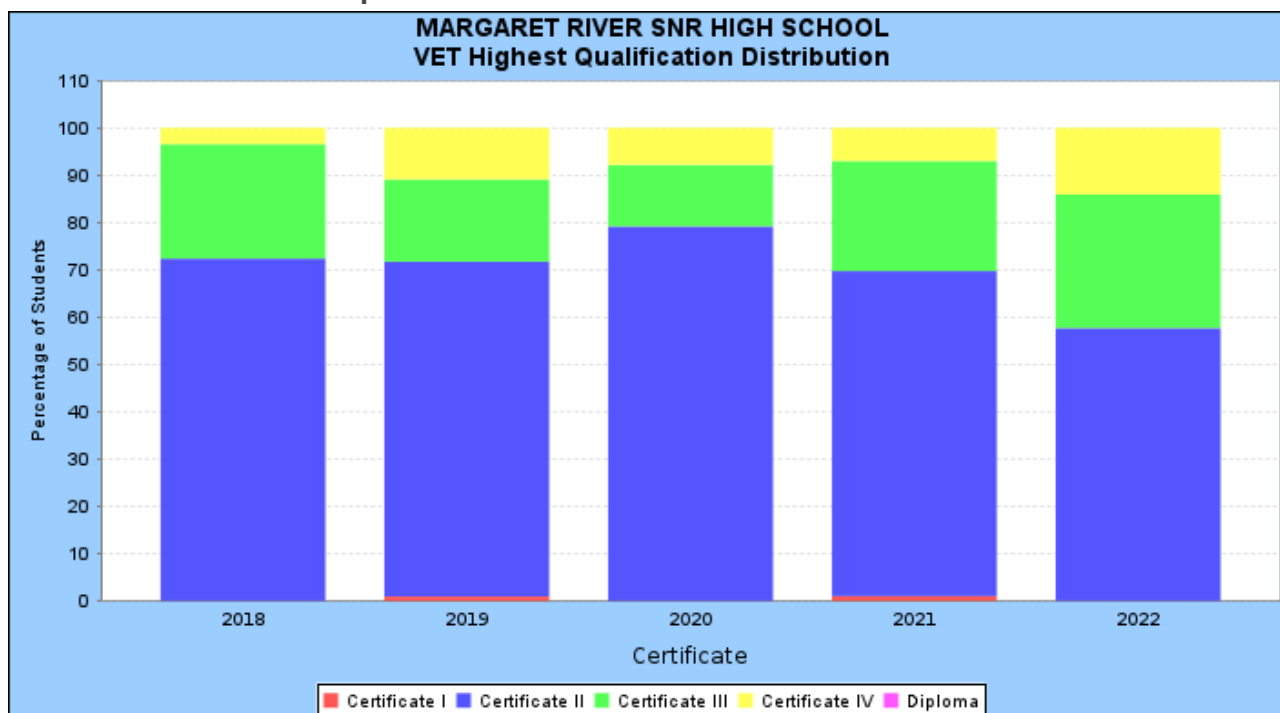
This graph displays how the students performed, on average in a particular subject compared with their other subjects. Students performed best in Literature, Mathematics Applications, Maths Methods and Politics and Law.



## VET Participation and Performance



## Year 12 VET Participation 2022



The trend for students to complete Certificate courses at a higher level has continued through 2022, with relatively more students completing Certificate III and Certificate IV courses.

2022	Certificate I	0	0.00
2022	Certificate II	41	57.75
2022	Certificate III	20	28.17
2022	Certificate IV	10	14.08
2022	Diploma	0	0.00

## Year 12 VET Course Participation Numbers 2022



## Lower School Outcomes

### NAPLAN Review

NAPLAN testing and results formulate key Targets for the school's Business Plan 2020 - 2024. Below is a summary of 2022 test results and their achievements as measured against the school targets.

#### Year 9 NAPLAN - Business Plan Targets

- ◆ Above State mean in 4 out of 5 areas of NAPLAN testing
- ◆ **Not Achieved - 1 out of 5 Tests**
- ◆ Above national mean in 3 out of 5 areas of NAPLAN testing
- ◆ **NA**
- ◆ Above like schools mean in all 5 categories of NAPLAN testing
- ◆ **NA**

Below is a comparison of achievement by Margaret River Senior High School Students in relation to State and Australian Means.

### Year 9 NAPLAN Overview 2022

Test	Year 9 2021 Result	State Average 2021	+ - Difference 2021
Numeracy	604	595	+9
Writing	558	565	- 7
Spelling	571	583	-12
Grammar and Punctuation	576	580	-4
Reading	584	586	-2



## NAPLAN Review

### 2022 NAPLAN - Year 7

- Year 7 NAPLAN data indicates that the current cohort achieved above State averages in 1 out of 5 NAPLAN tests

In 2022 MRSHS began collaboration with our feeder Primary schools to:

- Identify gaps in student learning identified through PAT and NAPLAN testing.
- Begin to develop data sharing in order to better plan curriculum delivery.

The long term focus in this area is to target areas of greatest need and improve students on entry levels of achievement.

## Year 7 NAPLAN Overview 2022

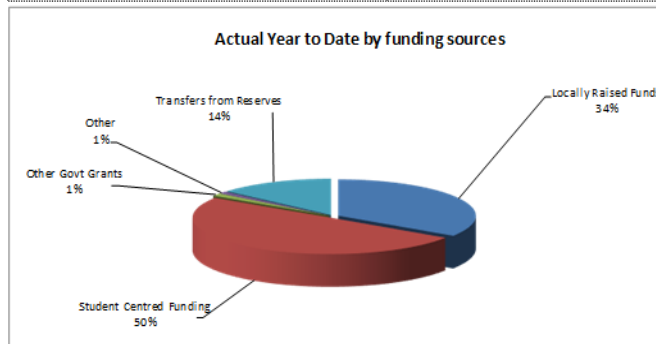
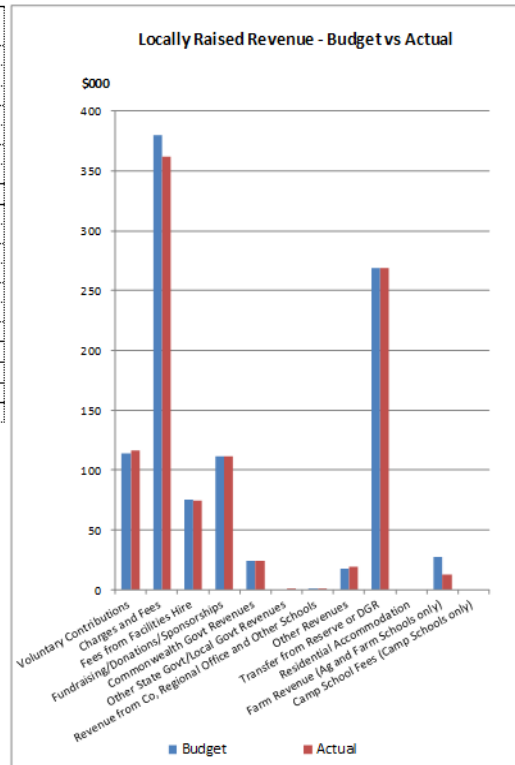
Test	Year 7 2018 Result	Australian Average	+ - Difference 2018	State Average 2018	+ - Difference 2018 -State
Numeracy	548	NA		549	-1
Writing	519	NA		527	-8
Spelling	531	NA		549	-18
Grammar and Punctuation	532	NA		530	+2
Reading	540	NA		541	-1



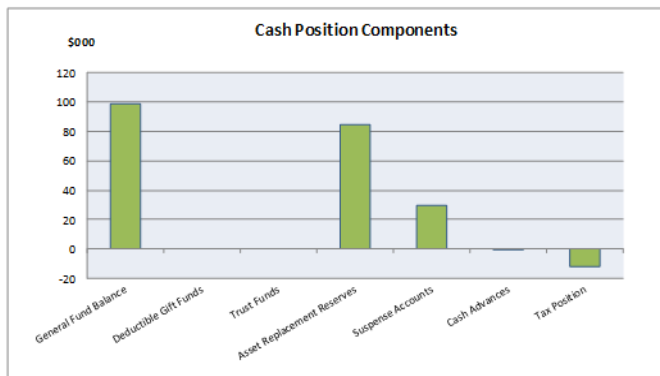
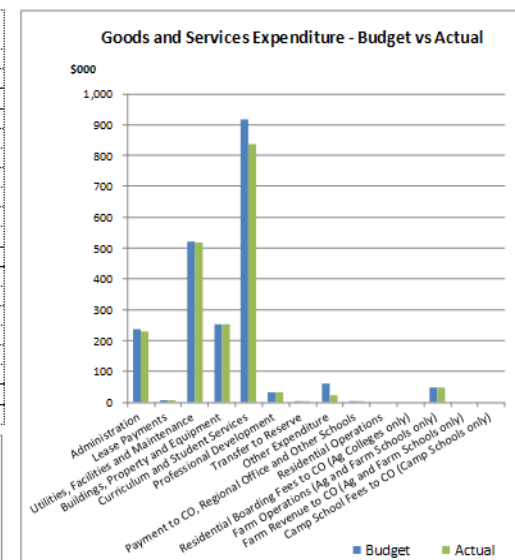
# School Budget

**Margaret River Senior High School**  
Financial Summary as at  
31/12/2022

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 114,252.00	\$ 116,629.83
2 Charges and Fees	\$ 379,671.00	\$ 361,736.49
3 Fees from Facilities/Hire	\$ 75,279.00	\$ 74,187.97
4 Fundraising/Donations/Sponsorships	\$ 111,276.00	\$ 111,767.83
5 Commonwealth Govt Revenues	\$ 24,131.00	\$ 24,130.50
6 Other State Govt/Local Govt Revenues	\$ -	\$ 250.00
7 Revenue from Co, Regional Office and Other Schools	\$ 480.00	\$ 480.00
8 Other Revenues	\$ 17,712.00	\$ 18,859.98
9 Transfer from Reserve or DGR	\$ 269,106.25	\$ 269,106.25
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ 27,106.00	\$ 12,425.61
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
<b>Total Locally Raised Funds</b>	<b>\$ 1,019,013.25</b>	<b>\$ 989,574.46</b>
Opening Balance	\$ 79,953.00	\$ 79,953.63
Student Centred Funding	\$ 994,388.00	\$ 982,864.59
<b>Total Cash Funds Available</b>	<b>\$ 2,093,354.25</b>	<b>\$ 2,052,392.68</b>
Total Salary Allocation	\$ -	\$ -
<b>Total Funds Available</b>	<b>\$ 2,093,354.25</b>	<b>\$ 2,052,392.68</b>



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 236,113.73	\$ 230,038.42
2 Lease Payments	\$ 6,500.00	\$ 6,611.70
3 Utilities, Facilities and Maintenance	\$ 519,891.63	\$ 518,204.45
4 Buildings, Property and Equipment	\$ 252,231.00	\$ 252,245.46
5 Curriculum and Student Services	\$ 917,598.60	\$ 837,921.97
6 Professional Development	\$ 30,900.00	\$ 30,914.22
7 Transfer to Reserve	\$ 5,041.60	\$ 5,000.00
8 Other Expenditure	\$ 59,632.00	\$ 23,830.87
9 Payment to CO, Regional Office and Other Schools	\$ 625.00	\$ 625.00
10 Residential Operations	\$ -	\$ -
11 Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12 Farm Operations (Ag and Farm Schools only)	\$ 48,206.69	\$ 48,123.46
13 Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14 Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
<b>Total Goods and Services Expenditure</b>	<b>\$ 2,076,740.25</b>	<b>\$ 1,953,515.55</b>
Total Forecast Salary Expenditure	\$ -	\$ -
<b>Total Expenditure</b>	<b>\$ 2,076,740.25</b>	<b>\$ 1,953,515.55</b>
Cash Budget Variance	\$ 16,614.00	



Cash Position Components	
Bank Balance	\$ 201,017.28
Made up of:	
1 General Fund Balance	\$ 98,877.13
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 84,306.92
5 Suspense Accounts	\$ 29,437.23
6 Cash Advances	\$ (100.00)
7 Tax Position	\$ (11,504.00)
<b>Total Bank Balance</b>	<b>\$ 201,017.28</b>





## 2022 Parent, Student and Staff Survey

All stakeholders at Margaret River Senior High School were given the opportunity to provide feedback in our Biannual surveying. Caution should be placed when reading this data:

***A large number responded by placing neither agree or disagree against certain survey questions. This number is placed in (%) next to each item.***

As a result of the sample size some of the data may not be a true representation of the groups' attitudes.

### **Parents: (184 Respondents)**

#### **Areas rated Highest (Percentage of Responses who agreed or Strongly agreed)**

- |   |            |
|---|------------|
| 1. This school strives for high Academic Standards      | 76% (16%)  |
| 2. This school is well organised and runs smoothly      | 74 % (19%) |
| 3. I feel well informed about activities of this school | 72% (15%)  |

#### **Areas with lowest Ratings**

- |  |           |
|--|-----------|
| 1. The rules and consequences relating to discipline are well understood | 52% (25%) |
| 2. At this school, my child's interest and talents are being developed   | 52% (25%) |
| 3. The school has clear goals and a positive school identity             | 57% (26%) |

### **Staff: (81 Respondents)**

#### **Areas rated Highest (Percentage of Responses who agreed or Strongly agreed)**

- |   |          |
|---|----------|
| 1. This school strives for high Academic Standards                    | 92% (5%) |
| 2. This school promotes a sense of pride and self worth               | 88% (9%) |
| 3. Students are encouraged to achieve to the best of their ability    | 86% (7%) |
| 4. At this school, student's interest and talents are being developed | 86% (6%) |

#### **Areas with lowest Ratings**

- |  |           |
|--|-----------|
| 1. The staff and students respect each other                             | 78% (16%) |
| 2. I feel well informed about activities of this school                  | 72% (15%) |
| 3. The rules and consequences relating to discipline are well understood | 68% (17%) |

### **Students**

#### **Areas rated Highest (Rating out of 5—1 lowest to 5 highest)**

- |  |       |
|--|-------|
| 1. My Teachers expect me to do my best                       | (4.4) |
| 2. I feel safe at this school                                | (3.9) |
| 3. My school gives me opportunities to do interesting things | (3.9) |

#### **Areas with lowest Ratings**

- |   |       |
|---|-------|
| 1. The school takes student opinions seriously      | (3.2) |
| 2. Student behaviour is well managed at this school | (3.2) |

- 1 Strongly disagree
- 2 Disagree
- 3 Agree
- 4 Strongly agree



## Previous Survey Information for Comparison

All stakeholders at Margaret River Senior High School were given the opportunity to provide feedback in our Biannual surveying. Caution should be placed when reading this data due to the percentage of respondents:

- Parents Less than 15% responded
- Students Less than 35% responded

As a result of the sample size some of the data may not be a true representation of the groups' attitudes.

### Parents:

Areas rated Highest (**Rating out of 4—1 lowest to 4 highest**)

- |    |  |        |
|----|--|--------|
| 1. | This school strives for high Academic Standards                  | (3.17) |
| 2. | This school is well organised and runs smoothly                  | (3.17) |
| 3. | I feel well informed about activities of this school             | (3.16) |
| 4. | My child is encouraged to achieve to the best of his/her ability | (3.07) |

Areas with lowest Ratings

- |    |   |        |
|----|---|--------|
| 1. | The rules and consequences relating to discipline are well understood | (2.73) |
| 2. | The school has high standards of student behaviour                    | (2.84) |

### Students

Areas rated Highest (**Rating out of 5—1 lowest to 5 highest**)

- |    |   |       |
|----|---|-------|
| 1. | My Teachers expect me to do my best                       | (4.4) |
| 2. | I feel safe at this school                                | (3.9) |
| 3. | My school gives me opportunities to do interesting things | (3.9) |

Areas with lowest Ratings

- |    |  |       |
|----|--|-------|
| 1. | The school takes student opinions seriously      | (3.2) |
| 2. | Student behaviour is well managed at this school | (3.2) |

### Staff:

Areas rated Highest (**Rating out of 4—1 lowest to 4 highest**)

- |    |  |        |
|----|--|--------|
| 1. | This school strives for high Academic Standards                  | (3.48) |
| 2. | Students are encouraged to achieve to the best of their ability  | (3.44) |
| 3. | This school is well organised and runs smoothly                  | (3.30) |
| 4. | Overall, I am satisfied with educational progress at this school | (3.30) |

Areas with lowest Ratings

- |    |   |        |
|----|---|--------|
| 1. | I feel well informed about activities of this school                  | (3.05) |
| 2. | The rules and consequences relating to discipline are well understood | (3.07) |

- |   |                   |
|---|-------------------|
| 1 | Strongly disagree |
| 2 | Disagree          |
| 3 | Agree             |
| 4 | Strongly agree    |