

2015 ANNUAL REPORT



MARGARET RIVER SENIOR HIGH SCHOOL





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Section 1

Context



1.1 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.

Margaret River Senior High School is an Independent Public School, which proudly accepts its responsibility to maximize the learning of every student. It seeks to embrace the community in the learning process, viewing the community as partners. The ethos of our school means every individual student will feel they are respected and secure and that the learning they experience will equip them for successful participation in society and the economy now and in the rapidly changing future.

We are committed:

- To strive for excellence in a comprehensive curriculum which will cater for the learning needs of all secondary students in the Augusta-Margaret River Shire.
- To acknowledge through our learning activities our responsibility to educate children to become citizens of the local, state, national and international communities.
- To encourage and foster participation by the community in the learning processes within our school and participation by students in the activities of the community.

In fulfilling our objectives, students will leave our school with high level skills and learning in a broad range of areas. They will be healthy in mind and body, having a clear understanding of their own value to society and a sense of obligation to their family, their country and the wider community.

The School Ethos was reviewed in 2010 in a process that will involve consultation with staff, students parents and community representatives. From this process the Priorities and school values were developed for the Margaret River SHS business Plan.

1.2 School Community

Margaret River Senior High School serves the community of the Augusta-Margaret River Shire which has a population of approximately 10,950 people. A rate of 4.5% has been used to forecast future population growth. The town's population is likely to experience strong growth to 2020 and our expected school numbers in 2018 will be over 1100 students.

Other demographic features to be extrapolated from the 2012 census include:

- While the Augusta Margaret River Shire experiences economic growth stimulated by the viticulture, tourist, surfing and fishing industries there is still significant unemployment in the district and the income levels are below the Australian average.
- The community exhibits very little ethnic diversity with 97% of the population living in English speaking homes.



1.3 School Environment

From the time the school opened in 1955, a great deal of work has gone into development of the school grounds and gardens which have become a feature of the town. The school farm commenced operations in 1956 to provide an increased range of relevant educational opportunities for students. It currently involves 25 hectares where students can gain experience with animal husbandry, farm construction, crops and pastures, motors and machines, vineyard work and wetlands science. Livestock includes cattle, sheep, pigs and poultry for eggs.

Changes in school curriculum to meet information needs of the 21st Century, coupled with growth and development in the Margaret River district and an increasing retention of students into Year 11 and Year 12, has resulted in ongoing improvements made to the school's buildings and facilities. Building programs over the past decade have seen the completion of a Design and Technology extension to accommodate Home Economics and Health Education; an Auditorium to cater for Dance, Drama, Music and Physical Education; a new Mathematics building inclusive of four classrooms, a seminar room and computer resource area; two new laboratories in the Science block, a new administration block and garden recreation area for senior students. 2008 saw the construction of a purpose-built Student Services Centre. The school had a significant ICT infrastructure upgrade in December 2010 and again in 2012 which has dramatically improve technological delivery across the school. In 2012 the school moved across to the SOE4 which has streamlined our ITC infrastructure and provided addition Department of Education support for our school network.

In 2012 the school became an Independent Public School which provided more autonomy with selection of staff and utilisation of our finances to best match outcomes for improving student achievement.

In 2014, with the announcement that Year 7 students would enter High School for the first time a new capital works program commenced which resulted in a 5 classroom block containing a specialist Home Economics room and a staff Office area. Classes commenced in these rooms in 2015.

1.4 Scope of Programs

Our school offers outcomes based courses in Years 8 to 10 using a traditional organisation of teachers and classrooms. In this context, best practice and innovative processes, are trialled and adapted if successful.

In Year 11 and 12 we provide Tertiary Entrance Courses and vocational courses and a range of options for students to participate in a course combination of School delivered studies, TAFE and Structured Workplace Learning.

The school caters for Education Support students with disabilities. All Education Support Students are enabled to integrate their studies with other students according to their needs.

Academic extension in our school is treated as the right of every student. All learning areas are involved and we believe we are successful in this regard because the proportion of Gifted and Talented Students identified in our school is far beyond the expectations given our population and H Index category.

The school's Surfing Academy is endorsed as a DoE Specialist Program with accreditation to develop special talent and ability in this area of sport.

The Emergency Service Cadets Corps operates with numbers ranging from 35 to 45. The outcomes for these students have been very positive and their participation in community activities has attracted a lot of strongly positive feedback.

The school farm of 25 hectares offers a unique learning opportunity for all our students. After a compulsory course in Year 8, students can choose elective courses in Animal Care or Plant Production and, in Year 11 and 12 courses are available in Viticulture and Winemaking.



1.5 Highlights and Achievements 2015

In 2015 Margaret River Senior High School continued to excel across a number of areas:

- **Finalist for Western Australian Secondary School of the Year**
- **Ranked Second nationally in School Surfing Championships**
- **Phoebe McGregor & Mia McCarthy U/19 Girl's Australian Surf Champions**
- **8th Australian Surfing Title since MRSHS Surf Academy inception**
- **Western Australian School Surfing Champion School - 10th successive Year**
- **Median ATAR (75.5)**
- **100% of Year 12 students received WACE, Secondary Graduation**
- **100% of Year 12 students achieved English Competence**
- **84% National Attainment Rate for MRSHS students**
- **Brock Boley achieved Certificate of Excellence**
- **Merv McKillop medal winner for ATAR Dux for 2015—Tristan Preller**
- **3 students achieved an ATAR of 90 or above**
- **Brock Boley - Wholly School Assessed Dux for 2015**
- **Margaret River SHS students performed above Australian and State Mean in 5 out of 5 NAPLAN tests in Year 9**
- **60 students participated in Margaret River SHS Cadet Unit during 2015**



Target Areas 2014

Target Area	Benchmark Targets	Aspirational Targets	2014 Progress
Year 9 NAPLAN	Above like schools mean in all 5 categories of NAPLAN testing. Above State mean in 4 out of 5 areas of NAPLAN testing. Above national mean in 3 out of 5 areas of NAPLAN testing.	Above Australian Mean in all 5 test areas. Measure of progress as a Target	Above National mean in 5 out of 5 test areas
Year 9 WAMSE	Above "like" schools on WAMSE Year 9 testing in the areas of Science and Society & Environment for each Year 2012-2014.	30% in top band Less than 15 % in bottom band At least one standard deviation above like schools	Above State mean in 5 out of 5 test areas Table presented on page 18.
WACE/ATAR Median ATAR	Median ATAR above like schools Median ATAR above Government Schools average Median ATAR above 77.	Median ATAR above 79	Above State mean in both areas Year 11 – 84.5. Year 12 – 75.5 Highest Country Public High School median ATAR
Graduation Rate VET – Completion Rate	Graduation rate above 97% 40% of whole Year 12 cohort (2011- 28%) to achieve full completion rate of Certificate II and above courses.	100% graduation rate All non ATAR students to complete a Certificate II or above course	100% Year 12 Certificate completion rate - 62%
Attendance Rate National Attainment Rate	Average attendance above state average. 5% of students achieving above national average	Average attendance rate above 92% 70% national Attainment	90 % vs State 86.9% 2015 Attainment Rate 84%



Section 2

School Development



2.1 School Planning Priorities for 2015:

MARGARET RIVER SENIOR HIGH SCHOOL - BUSINESS PLAN 2015-2017

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 / Attributes

We aim to achieve our purpose by developing and displaying the following values and attributes:

Respect – Respect for self, others and the environment
Honesty
Independence
Motivated students
Literate and Numerate students
Resilient and adaptable students
Students who aspire for excellence
Prepared to successfully participate in community membership, education/training and work engagement

School Priorities: 2015 – 2017

Academic Standards – High standards of achievement for all students at MRSHS including Education Support and Indigenous students.

- Enrichment
- Student Engagement

Staff Development

- Peer Review
- Instructional Intelligence

Student Health and Wellbeing

- Positive Behaviours
- Student Support

Maintenance

School Promotion – Developing community confidence in MRSHS

- Quality Communication
- Increasing enrolment at MRSHS

Curriculum Planning and Development

- Australian Curriculum and New WACE Course Development
- Year 7's into High School

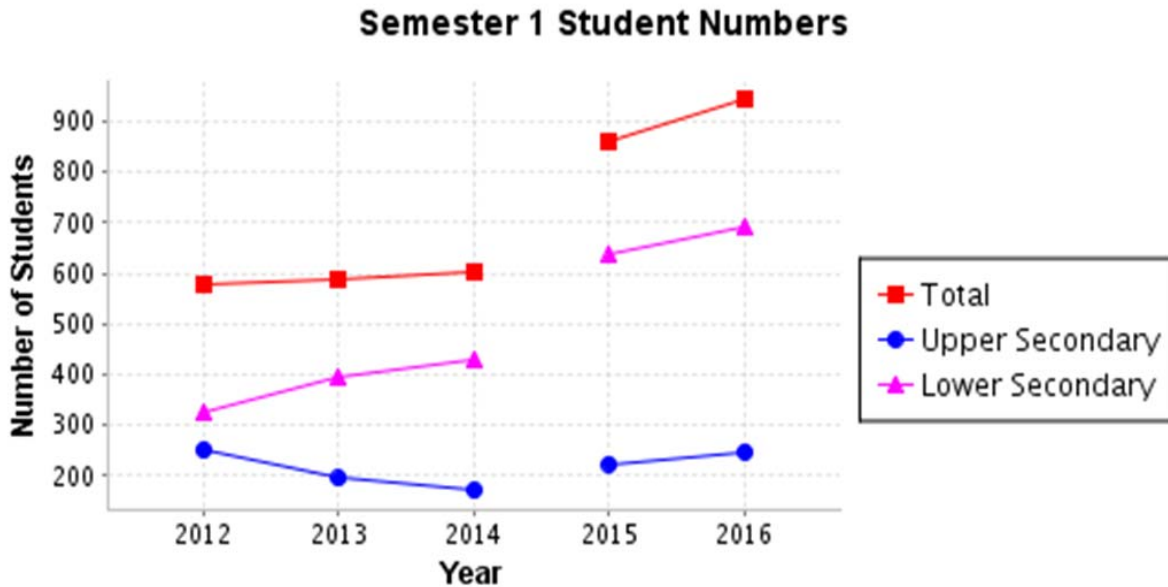


Section 3

Key Student Outcomes

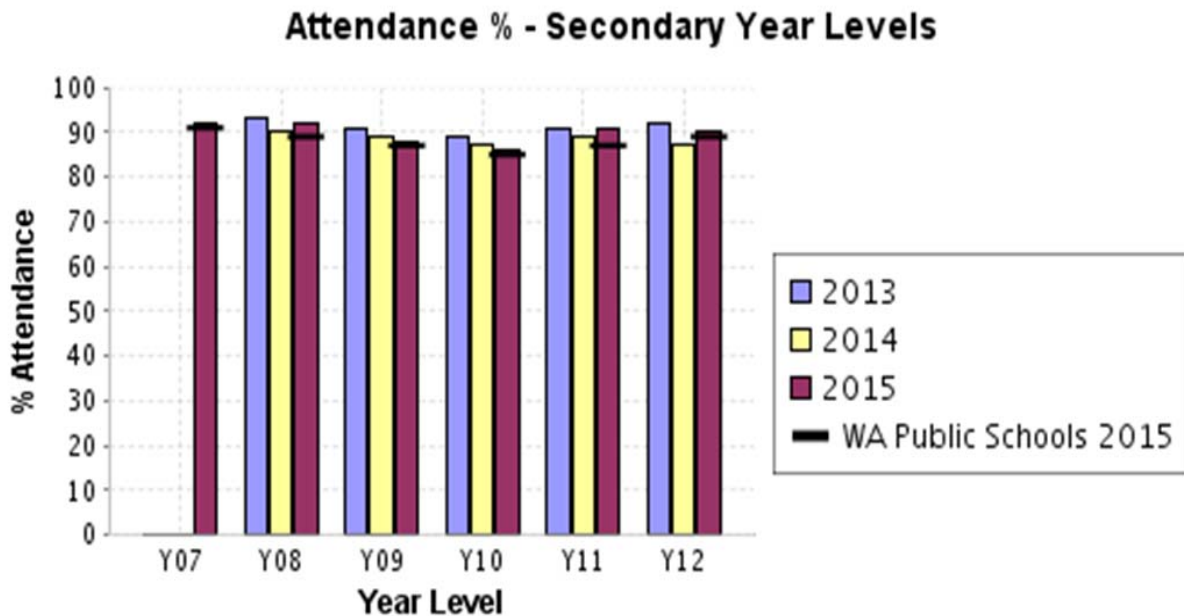


3.1 Enrolment Trends



Enrolment numbers have been growing steadily since the half cohort entered high school in 2010 and will grow significantly in 2016. The school projects a student population of over 1250 by 2020. There is a significant need for capital works programs to accommodate increase in student numbers at MRSHS

3.2 Student Participation Data



Attendance rates continue to be above the state norms and have improved in 2015 from 88.6% to 90% average attendance rate. This is still .06% below like schools and will continue to be a priority focus area for the school in 2016. The attendance rate for our Aboriginal students is significantly higher than state norms with an average attendance rate of 83.6%.



Attendance Rates

	Y07	Y08	Y09	Y10	Y11	Y12
2013		93%	91%	89%	91%	92%
2014		90%	89%	87%	89%	87%
2015	92%	92%	88%	86%	91%	90%
WA Public Schools 2015	91%	89%	87%	85%	87%	89%

3.3 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
2013	99%	86%	87%	91%	90%
2014	99%	87%	79%	93%	86%
2015	99%	77%	78%	93%	84%

Retention rates continues to be strong with significant increases in the percentage of Year 8 students who are completing Year 12.



3.4 Senior Secondary Outcomes

Median Australian Tertiary Admissions Rank

	School	Like-Schools	State
2013	79.6	71.1	75.3
2014	81.6	73.0	75.6
2015	75.5	74.3	76.0

Like-Schools calculations are the average median ATAR for all schools in each school's 'like schools' grouping.

State is the median ATAR for all public school students.

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

ATAR Students Performance

State	School			Like-Schools		
	2013	2014	2015	2013	2014	2015
Top 33%	22 %	39 %	24 %	21 %	19 %	24 %
Middle 33%	55 %	35%	39%	33%	36 %	37 %
Bottom 33%	22 %	26 %	36 %	46 %	45 %	39 %

ATAR: Australian Tertiary Admissions Ranks

State is based on all students from both public and private schools.

Like-Schools percentages are based on students in each school's "like schools" grouping.

Percentages are based on the student's ATAR.



Student Performance - TEE - Overall

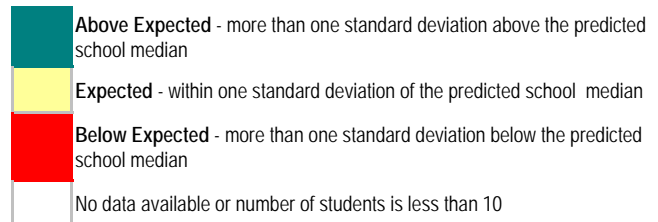
WACE Examination Participation

	Eligible Year 12 Students	ATAR Students	% ATAR Students
2013	104	49	47%
2014	53	31	58%
2015	84	33	39%

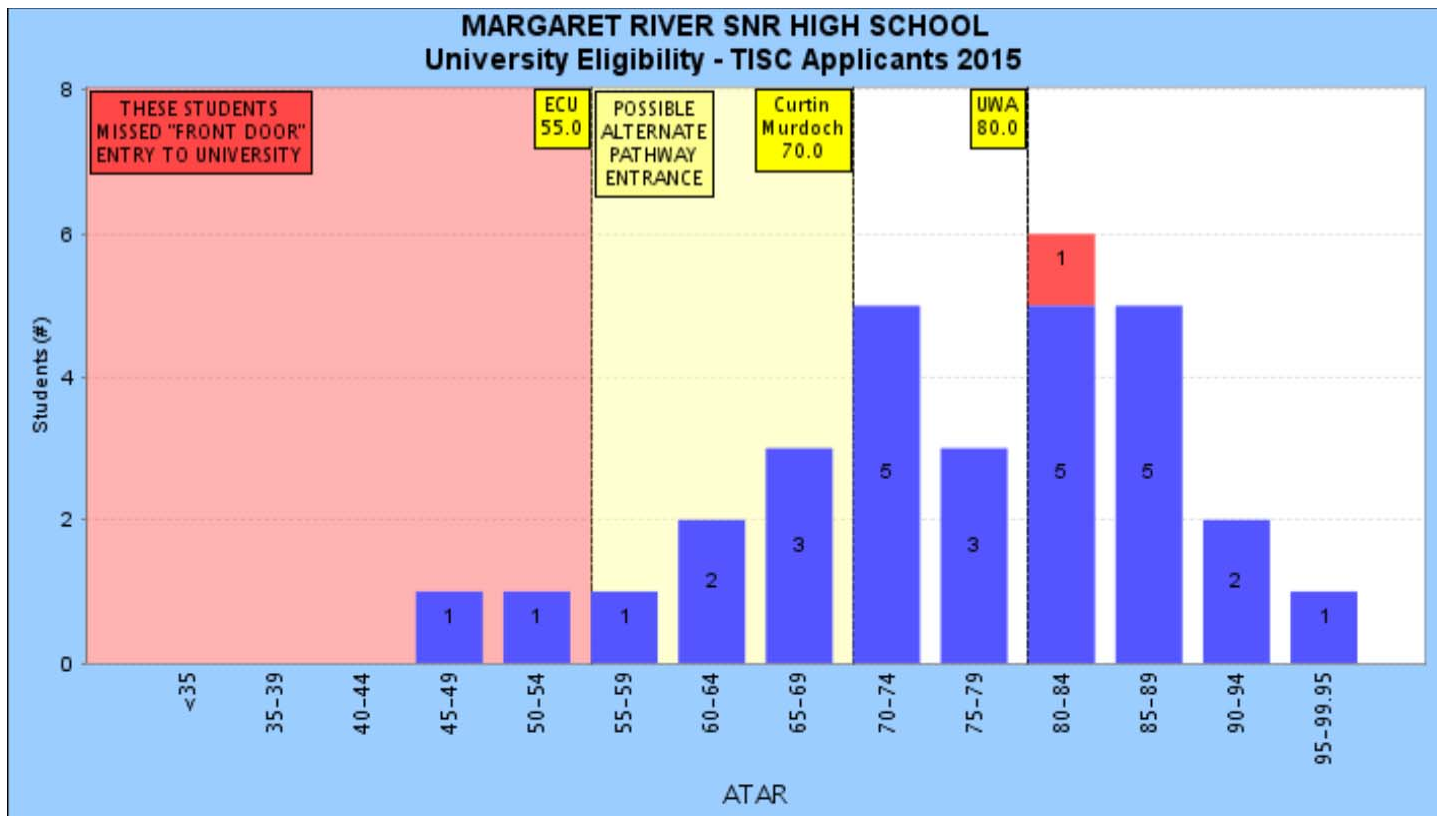
Year 12 students are those full times students eligible to graduate at the end of the year

Overall ATAR Performance

	Relative Performance
2013	0.9
2014	1.1
2015	0.4



The relative performance is based on the median ATAR and SEI of the school.



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.



ATAR Participation and Performance

WACE Achievement

	Eligible Year 12 Students	Percentage achieving WACE
2013	104	99%
2014	53	100%
2015	84	100%

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+
2013	49	11	22%
2014	31	9	29%
2015	33	6	18%

Note:

ATAR: Australian Tertiary Admissions Rank

VET: Vocational Education and Training

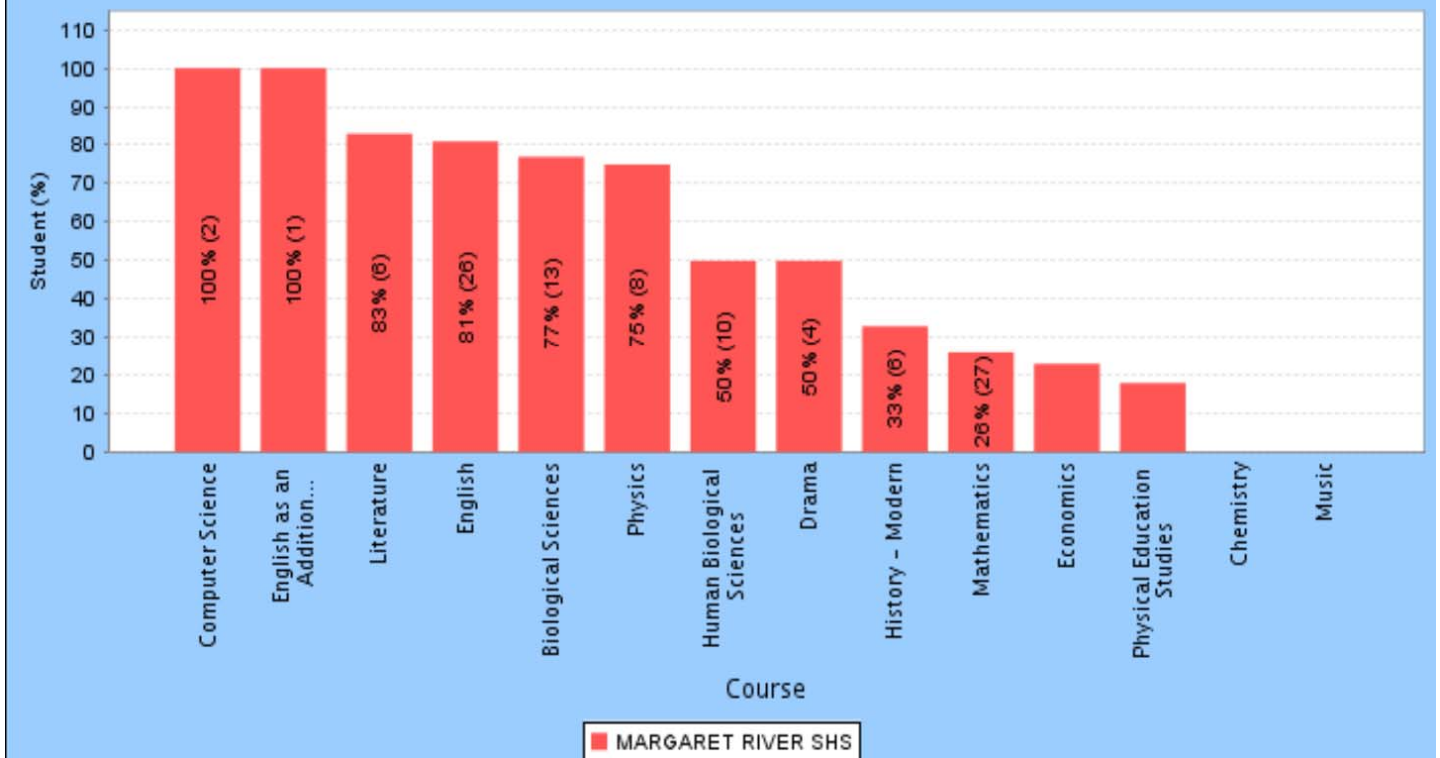
Year 12 students are those full time students eligible to graduate at the end of the year.

Year 12 Participation

	Eligible Year 12 Students	Number acquiring an ATAR		VET – No of students		VET – No of students completing a Cert II or higher	
2013	104	49	47%	68	65%	47	45%
2014	53	31	58%	27	51%	17	32%
2015	84	33	39%	57	68%	49	58%

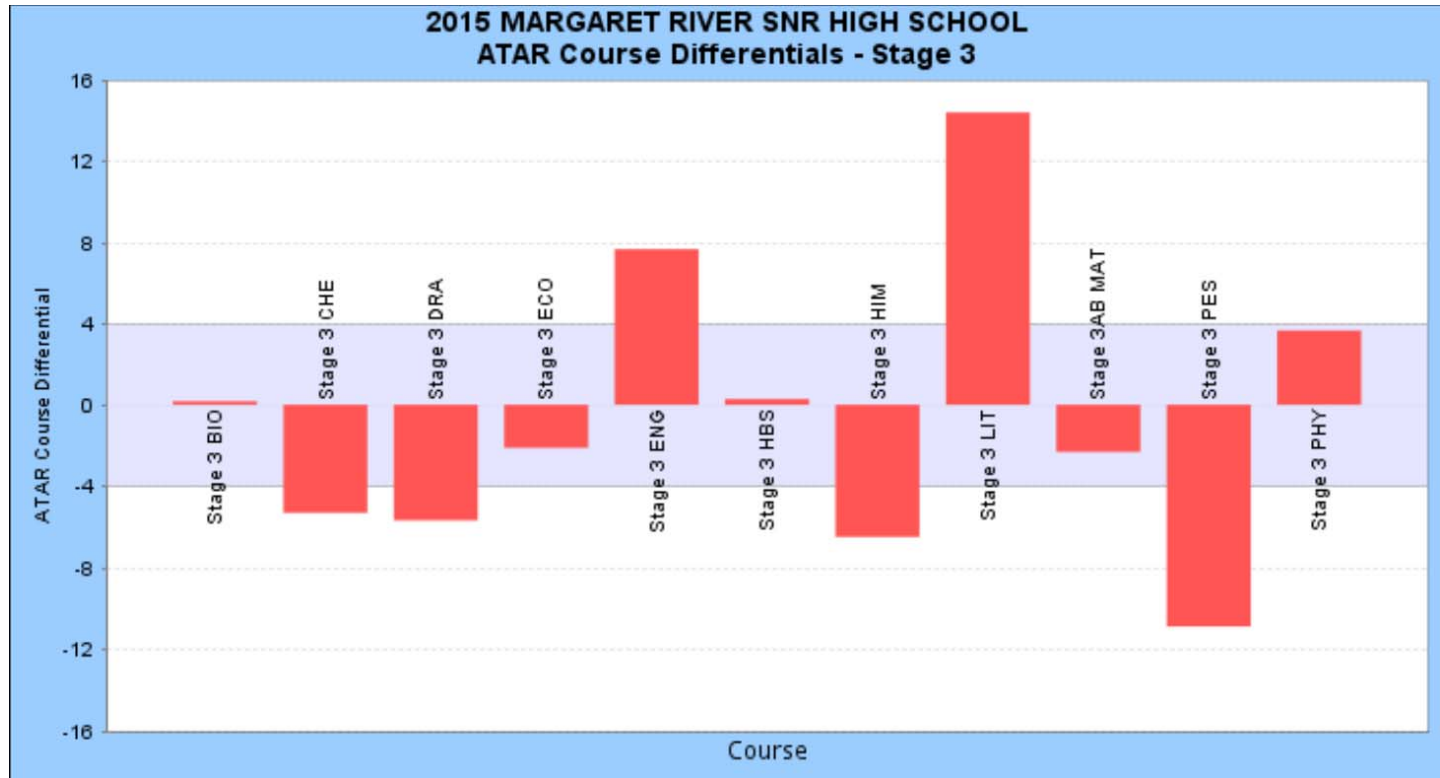


MARGARET RIVER SNR HIGH SCHOOL Best or Second Best Mark 2015



This graph displays the percentage of students who received the best or second best mark in a particular subjects.

2015 MARGARET RIVER SNR HIGH SCHOOL ATAR Course Differentials - Stage 3



This graph displays how the students performed, on average in a particular subject compared with their other subjects. Students performed best in Literature, English and Physics.



3.5 Lower School Outcomes

NAPLAN Review

NAPLAN testing and results formulate key Targets for the school’s Business Plan 2015-2017. Below is a summary of 2015 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
- ◆ **Achieved—5 out of 5 Tests**
- ◆ Above national mean in 3 out of 5 areas of NAPLAN testing.
- ◆ **Achieved—5 out of 5 tests**
- ◆ Above like schools mean in all 5 categories of NAPLAN testing
- ◆ **Achieved—5 out of 5 tests**

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

Year 9 NAPLAN Overview 2015

Test	Year 9 2015 Result	Australian Average	+ = Difference 2015	State Average 2015
Numeracy	616	592	+24	596
Writing	567	546	+21	552
Spelling	588	583	+5	584
Grammar and Punctuation	588	568	+20	571
Reading	595	580	+15	585



NAPLAN Review

NAPLAN testing and results formulate key Targets for the school's Business Plan 2015-2017. Below is a summary of 2015 test results and their achievements as measured against the school targets.

2015 NAPLAN -Year 7 Review

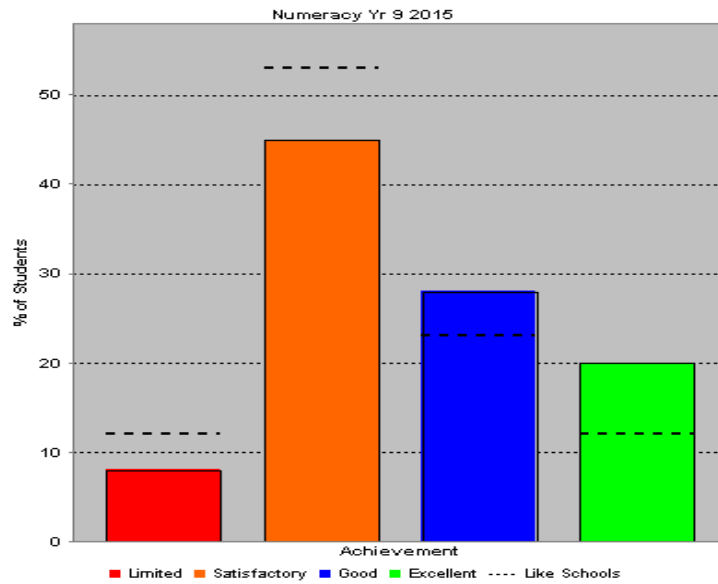
- 2015 is the first Year that MRSHS has had Year 7's in high school, hence it has been the first year that testing data for 2015 NAPLAN has been available. Over the next two years of the Business Plan cycle the school will monitor this data and set specific targets in future Business Plans.
- Year 7 NAPLAN data indicates that the current cohort achieved above State averages in all 5 NAPLAN tests
- Year 7 NAPLAN data indicates that the current cohort achieved above Australian averages in 3 out of 5 NAPLAN tests

Year 7 NAPLAN Overview 2015

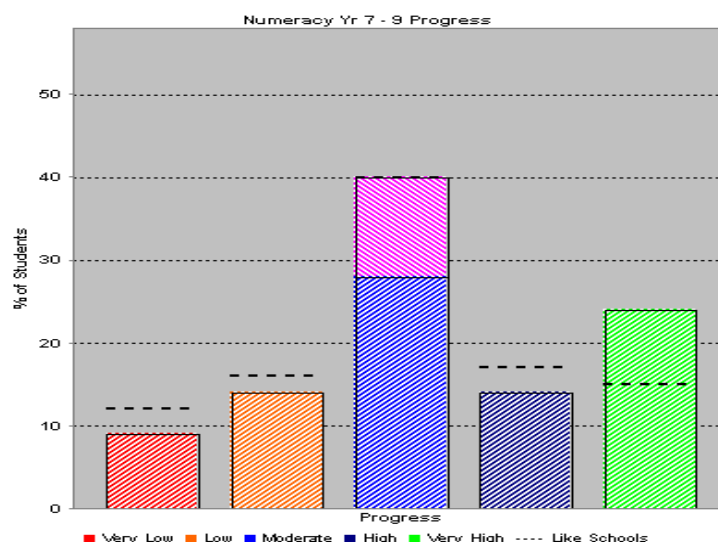
Test	Year 7 2015 Result	Australian Average	+ = Difference 2015	State Average 2015	+ = Difference 2015 -State
Numeracy	549	543	+6	538	+ 11
Writing	512	511	+1	506	+ 6
Spelling	545	546	-1	542	+ 3
Grammar and Punctuation	548	541	+7	536	+ 12
Reading	544	546	-2	542	+ 2



NAPLAN 2015 - Year 9 Numeracy



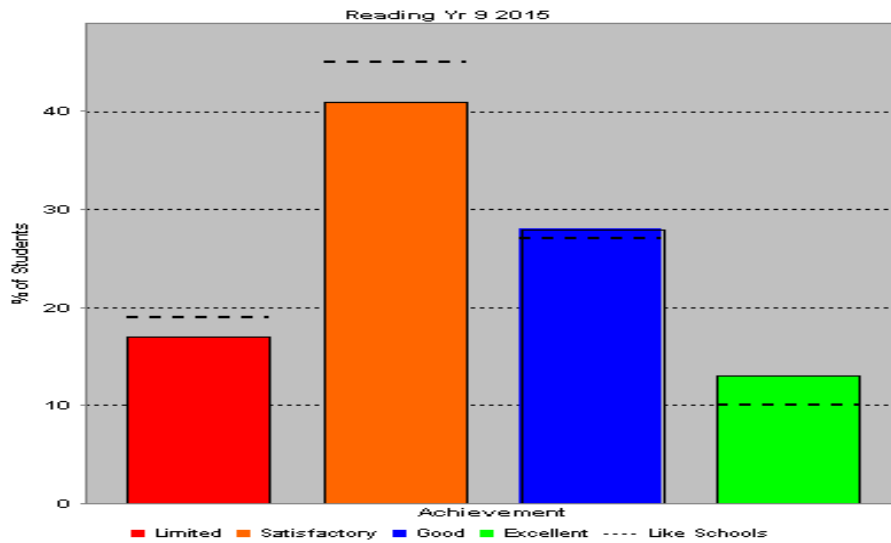
2015 Numeracy results showed that Margaret River SHS students achieved at a higher level than students at State and Australian level and at a higher level to like schools. There were a significant number of students achieving in the excellent and good ranges compared to like schools. There is also significantly less students in the limited and satisfactory range compared to like schools. To achieve this, the Mathematics Department has implemented a consistent homework program in Years 8 and 9, particularly in enrichment classes. Staffing of lower school mathematics classes has been based on best fit for students and staff who are most capable of addressing specific needs.



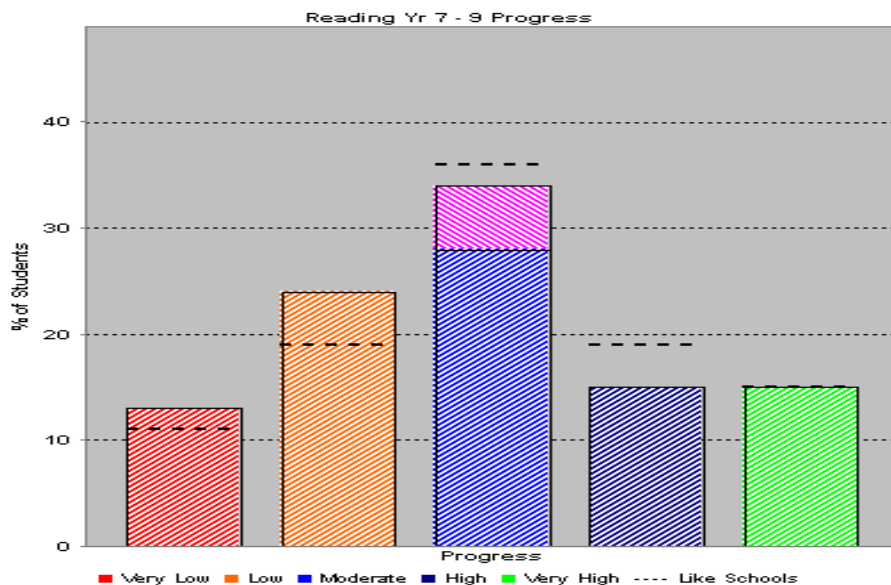
Student progress from Year 7 to Year 9 in Numeracy demonstrated that students were progressing at a higher rate than like schools as shown by the higher percentage achieving in the Very High category. The Mathematics department enrichment activities in the past have resulted in MRSHS students achieving above both State and Australian mean. A continued focus on work completion and renewed emphasis on all students, particularly high achieving students attempting all tasks has taken place in 2015.



NAPLAN 2015 - Year 9 Reading



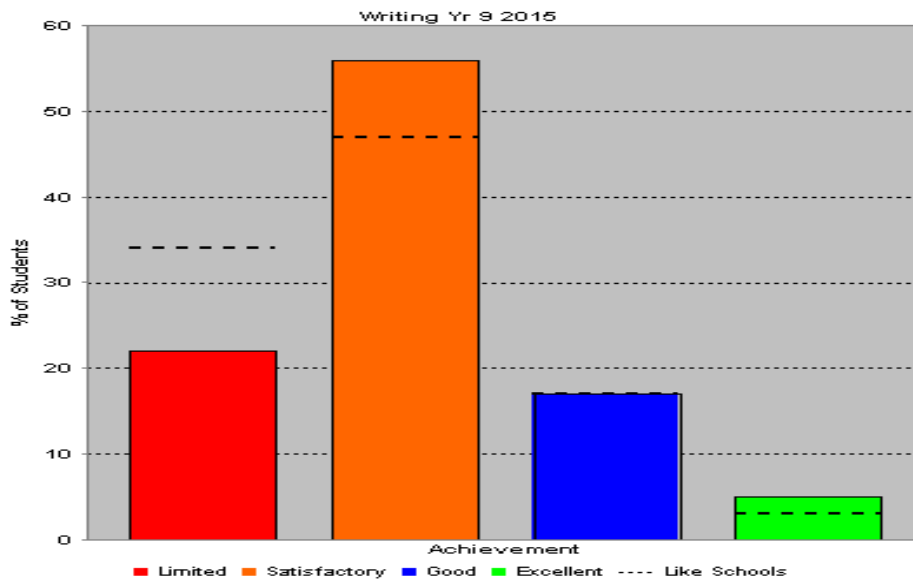
2015 NAPLAN data in Reading showed that Margaret River SHS students achieved at a higher level than students at state and like schools in the excellent range. The achievement levels in the Excellent and Good categories were higher than like schools indicating students are achieving towards the top end of the continuum whilst there were fewer students who demonstrated limited achievement. Improvement in reading was a priority for Margaret River SHS in 2014 and the results of the NAPLAN testing indicate that the strategies incorporated in this area continue to be successful in 2015.



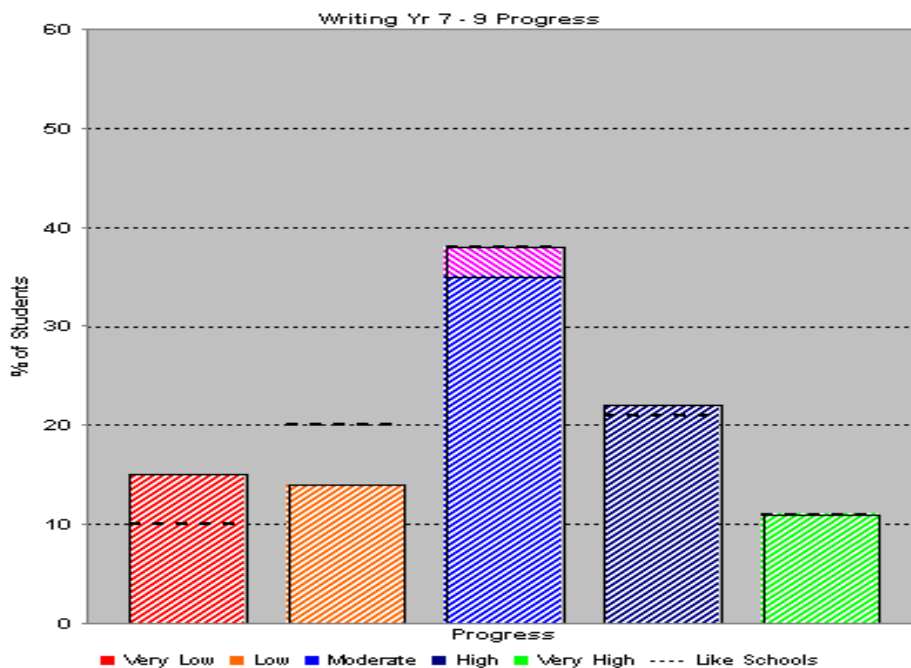
Student progress from Year 7 to Year 9 in Reading demonstrated that students were progressing below like schools in the very high category. This is an area of concern for this cohort and will require a focus for programs in 2016, particularly for those who are identified at risk in reading.



NAPLAN 2015 - Year 9 Writing



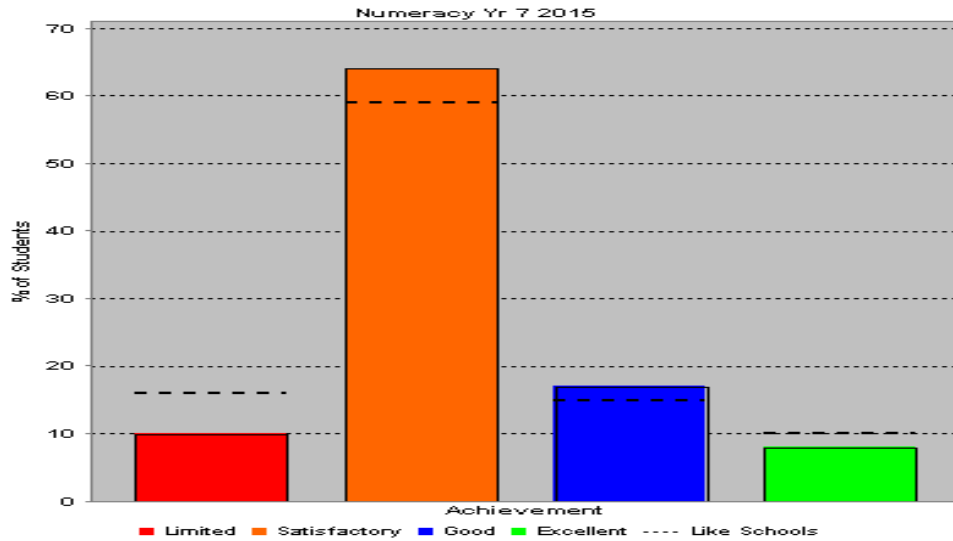
2015 NAPLAN data in Writing showed that Margaret River SHS students achieved at a consistent level with students from like schools and at state level. The achievement levels in the Excellent category was higher than like schools indicating students are achieving towards the top end of the continuum whilst those who demonstrated limited achievement were below with state and like school trends. The results in writing for Margaret River SHS in 2013 and 2014 were lower than expected and this became an area of focus for the English faculty. NAPLAN data shows that there has been an improvement in this area.



Student progress from Year 7 to Year 9 was similar to like school trends. Students were progressing above like schools in the very high category but there was also a slightly higher proportion of students in the very low category. Non-triers amongst these students have been identified for the school's engagement priority.

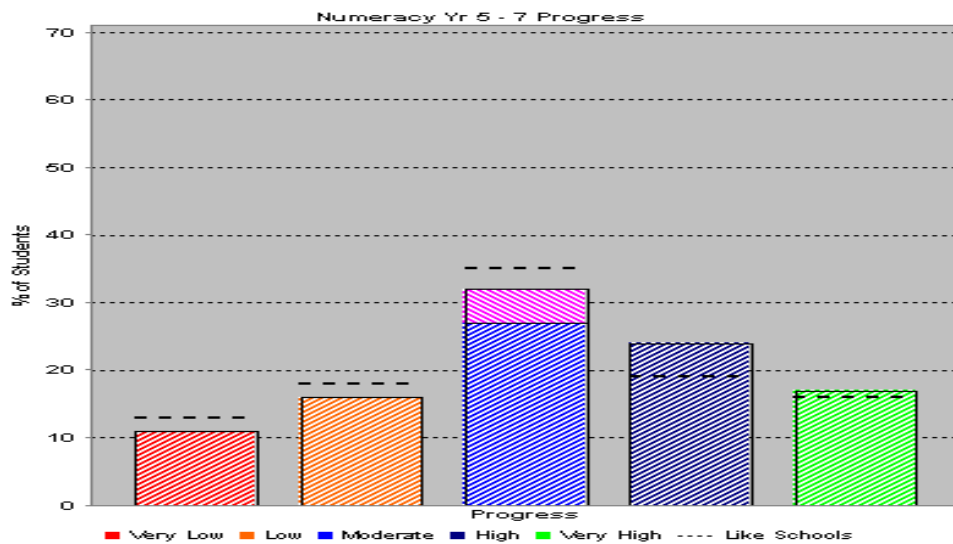


NAPLAN 2015 - Year 7 Numeracy



Year 7 Numeracy results show that MRSHS achievement is commensurate with like schools.

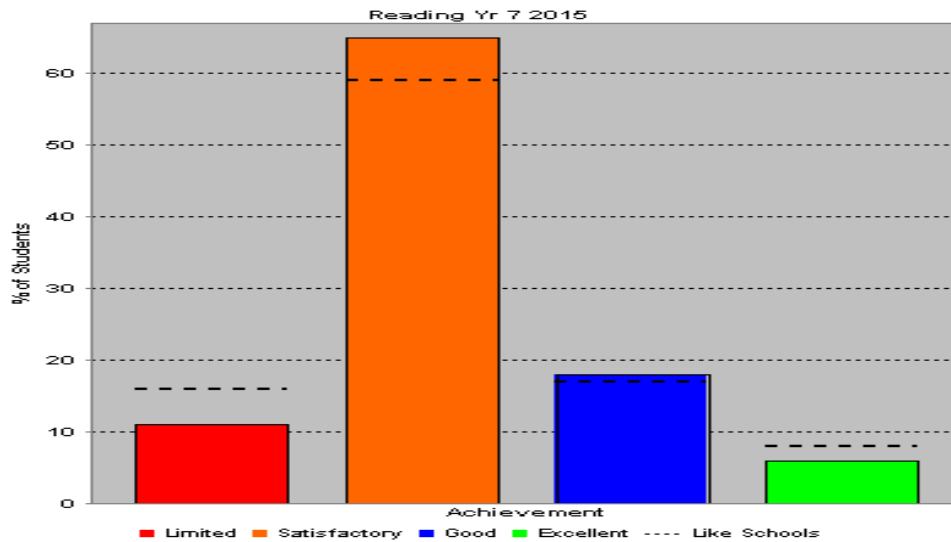
NAPLAN 2015 - Year 7 Numeracy



Progress from Year 5 to Year 7 are slightly higher than like schools, with more students making high and very high achievement in this area

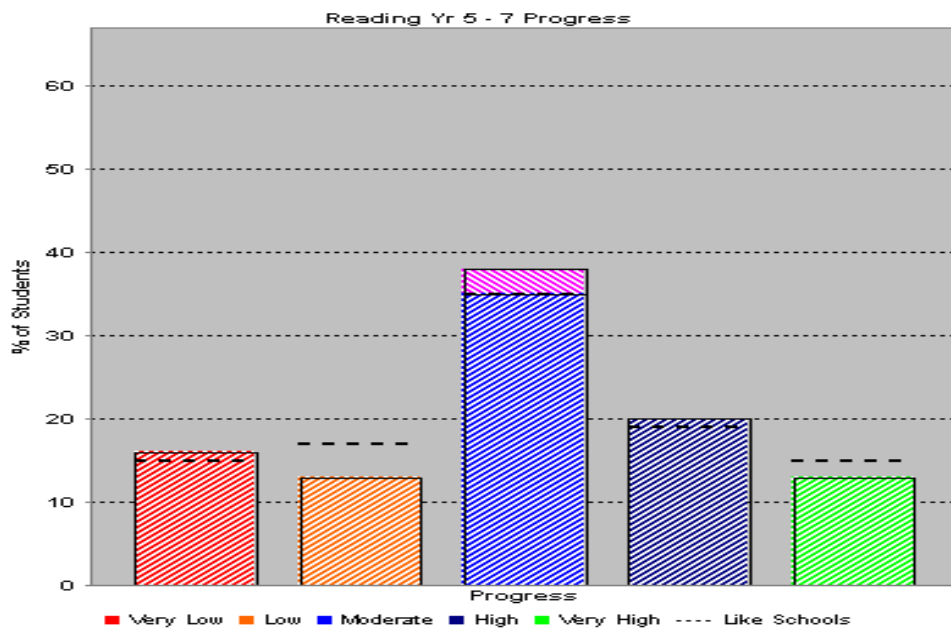


NAPLAN 2015—Year 7 Reading



Year 7 Reading results show that MRSHS achievement is commensurate with like schools.

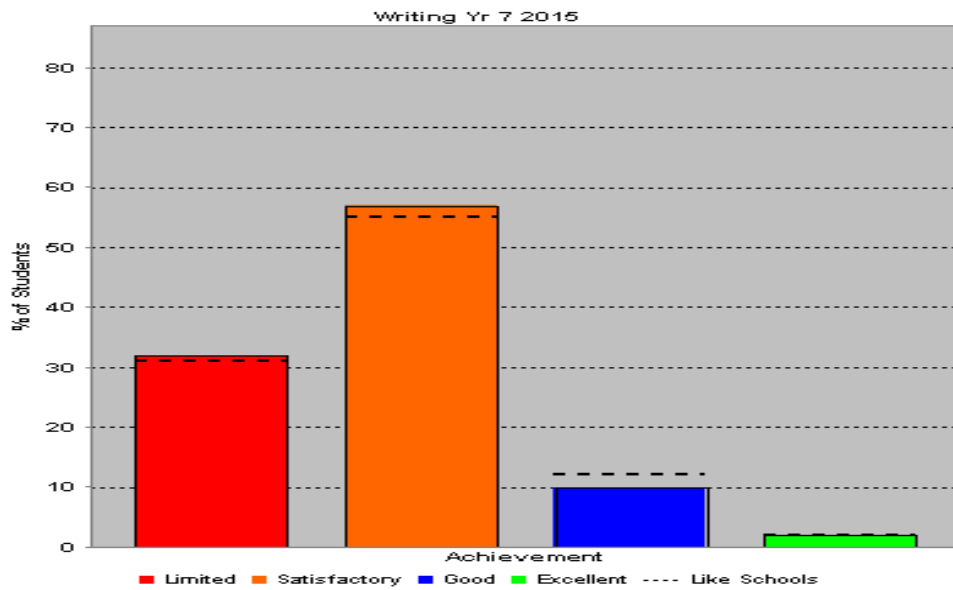
NAPLAN 2015—Year 7 Reading



Year 7 Reading progress show that MRSHS achievement is commensurate with like schools.

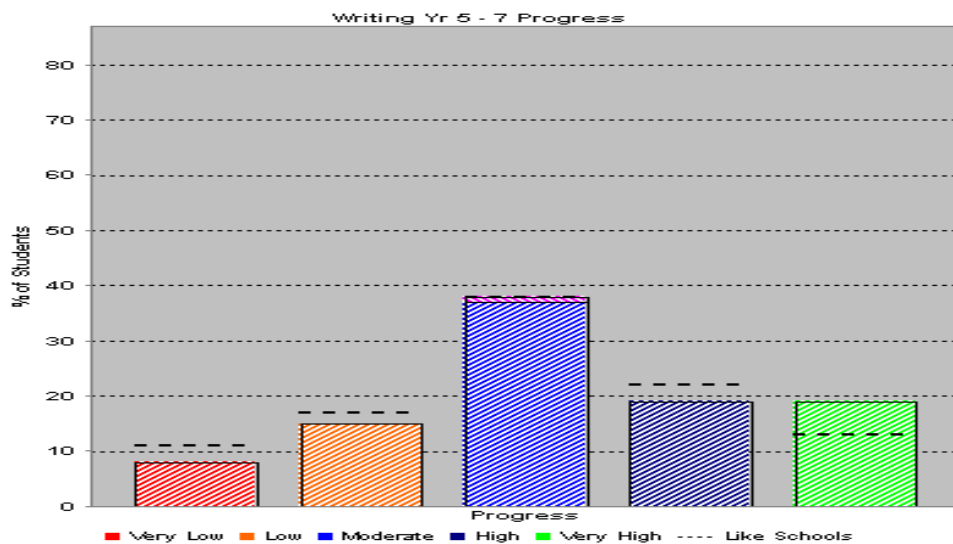


NAPLAN 2015—Year 7 Writing



Year 7 Writing results show that MRSHS achievement is commensurate with like schools.

NAPLAN 2015—Year 7 Writing







Year 7 progress in Writing results show that MRSHS achievement is higher in the Very High category than like schools, showing good progress from Year 5.



NAPLAN 2014 - Relative Assessment Performance

Year 9	2010	2011	2012	2013	2014	2015
Numeracy	0.6	0.8	0.1	1.2	0.6	1.3
Reading	1.4	0.4	1.2	1.2	1.1	-0.1
Writing	0.4	1.4	0.7	0.2	0.0	-0.0
Spelling	0.3	1.5	0.3	0.2	1.4	0.2
Grammar & Punctuation	0.8	1.8	0.4	1.3	1.7	0.5

Relative Assessment Performance for 2014 NAPLAN showed Margaret River Senior High School achieved positive correlation across all areas covered with particular strengths shown in Spelling (+1.4 standard deviations), Grammar and Punctuation (+1.7 standard deviations) and Reading (+ 1.1 Standard Deviations). The achievement in Spelling is the highest in recent history for the school.

	Above Expected - more than one standard deviation above the predicted school median
	Expected - within one standard deviation of the predicted school median
	Below Expected - more than one standard deviation below the predicted school median
	No data available or number of students is less than 10



Section 4

School Budget



4.1 School Budget

Cash Report

School: Margaret River Senior High School **School Year:** Dec 2015 (Verified Dec Cash)

Region: Southwest Region **Aria:** 1.11

One Line Budget – Cash Component – Dec 2015

	Current Budget	Actual YTD	Variance	%Budget
Carry Forward:	\$ 109,579	109,579	-0	100.00%
Student-Centred Funding (Including School Transfers and Department Adjustments):	\$ 1,211,469	1,203,649	7,820	99.35%
Locally Raised Funds:	\$ 752,954	709,158	43,797	94.18%
Total Cash Budget:	\$ 2,074,002	2,022,386	51,616	97.51%

EXPENDITURE

Goods and Services:	\$ 1,985,408	1,957,886	27,523	98.61%
Total Cash Expenditure:	\$ 1,985,408	1,957,886	27,523	98.61%

Variance: \$ 88,594 64,500 24,094

Locally Raised Funds (Revenue)

Locally Raised Funds	Current Budget	Actual YTD	Variance	%Budget
Voluntary Contributions	\$103,776.00	\$89,378.68	\$14,397.32	86.13%
Charges and Fees	\$395,752.00	\$386,927.92	\$8,824.08	97.77%
Fees from Facilities Hire	\$39,460.00	\$39,470.91	\$-10.91	100.03%
Fundraising/Donations/Sponsorships	\$33,365.00	\$33,568.13	\$-203.13	100.61%
Commonwealth Govt Revenues	\$13,695.00	\$13,695.00	\$0.00	100.00%
Other State Govt/Local Govt Revenues	\$23,617.00	\$21,128.95	\$2,488.05	89.47%
Revenue from CO, Regional Office and Other schools	\$17,255.00	\$2,255.00	\$15,000.00	13.07%
Other Revenues	\$33,959.30	\$35,571.52	\$-1,612.22	104.75%
Transfer from Reserve or DGR	\$1,000.00	\$1,000.00	\$0.00	100.00%
Residential Accommodation	\$0.00	\$0.00	\$0.00	%
Farm Revenue (Ag and Farm Schools only)	\$91,075.00	\$86,161.39	\$4,913.61	94.60%
Camp School Fees (Camp Schools only)	\$0.00	\$0.00	\$0.00	%
Total	\$752,954.30	\$709,157.50	\$43,796.80	94.18%

Goods and Services (Expenditure)

Goods and Services	Current Budget	Actual YTD	Variance	%Budget
Administration	\$174,517.09	\$127,110.26	\$47,406.83	72.84%
Lease Payments	\$6,000.00	\$4,522.94	\$1,477.06	75.38%
Utilities, Facilities and Maintenance	\$329,126.50	\$212,530.15	\$116,596.35	64.57%
Buildings, Property and Equipment	\$356,557.27	\$306,467.66	\$50,089.61	85.95%
Curriculum and Student Services	\$847,918.97	\$741,463.19	\$106,455.78	87.45%
Professional Development	\$8,652.66	\$12,986.08	\$-4,333.42	150.08%
Transfer to Reserve	\$125,390.37	\$501,772.98	\$-376,382.61	400.17%
Other Expenditure	\$32,871.00	\$23,354.36	\$9,516.64	71.05%
Payment to CO, Regional Office and Other schools	\$831.82	\$1,482.55	\$-650.73	178.23%
Residential Operations	\$0.00	\$0.00	\$0.00	%
Residential Boarding Fees to CO (Ag Colleges only)	\$0.00	\$0.00	\$0.00	%
Farm Operations (Ag and Farm Schools only)	\$35,084.63	\$26,195.35	\$8,889.28	74.66%
Farm Revenue to CO (Ag and Farm Schools only)	\$0.00	\$0.00	\$0.00	%
Camp School Fees to CO (Camp Schools only)	\$0.00	\$0.00	\$0.00	%
Unallocated (\$68,457.93	\$0.00	\$68,457.93	.00%
Total	\$1,985,408.24	\$1,957,885.52	\$27,522.72	98.61%



Section 5

School Survey



Survey Questions	Parents	Students	Teachers
This school is well organised and runs smoothly.	3.35	2.92	3.31
This school encourages a sense of pride in achievement and a sense of self worth.	3.29	3.06	3.2
This school has clear goals and a positive school identity.	3.23	3.0	3.39
This school has high standards of student behaviour.	3.15	2.97	2.97
The rules and consequences relating to discipline are well understood by both staff and students.	3.04	2.81	2.83
This school strives for high academic standards.	3.1	3.22	3.3
The staff and students at this school respect each other.	3.09	3.02	3.1
My child is encouraged to achieve to the best of his/her ability.	3.34	3.23	3.37
I feel well informed about the activities of this school and its students.	2.97	2.79	3.21
This school is meeting the educational needs of my child.	3.07	2.99	3.12
At this school, my child's interests and talents are being developed.	3.18	2.88	3.1
Overall, I am satisfied with my child's educational progress at this school.	3.2	3.02	3.23

1 Strongly disagree
 2 Disagree
 3 Agree
 4 Strongly agree