

Annual School Report 2005

RIGOUR - RELEVANCE - RELATIONSHIPS

School Profile

Kwinana Senior High School is in a state of transition and as such, from 2006 will be moving towards the development of a year 7-9 middle school and a year 10-12 senior school. The new school will form part of an integrated learning environment known as the Kwinana Education and Training Precinct. It will combine with Orelia Primary School and Challenger TAFE to provide an exciting new era for education in the Kwinana Community. To this end our **vision for the future** is to create a **Learning Community** where there is a strong commitment to bringing together individual, institutional and community stakeholders to provide the resources (economic, social and political) to enhance the life opportunities of all young people in a process of lifelong learning.

Our Guiding Principles

The vision is underpinned by the following **principles**:

*Building school and community linkages;
Developing engaging pedagogies;
Fostering teacher reflection and learning; and
Building student relationships*

Our Values & Beliefs

Our values influence our behaviour and give purpose to our lives. We seek to ensure that all students are able to develop the following core-shared values:

*A pursuit of knowledge and a commitment to the achievement of potential;
Self-acceptance and respect of self;
Respect and concern for others and their rights;
Social and civic responsibility; and
Environmental responsibility.*

2005 Top Students

TEE Dux – Drew Phlaum
WSA Dux - Christine Girod
VET Dux – Murray Lane

Our Ethos

We have an ethos built on the 3 R's of Rigour, Relevance and Relationships.

RELATIONSHIPS

Our relationships are based on trust, mutual respect and the acceptance of rights and responsibilities within the school community. We recognise the value of actively working in a positive partnership with parents and carers, students, staff and the wider community in providing a quality education.

RIGOUR

We have high expectations of ourselves that challenges us to strive for excellence. We have a positive approach to learning and foster the development of life long learning.

RELEVANCE

We recognise the need to cater for individual difference in our students in order to achieve the best possible outcomes.

2005 Our Priorities

Curriculum Improvement: To provide students with the opportunity to experience a curriculum that is flexible and relevant to their individual needs by focusing on:

*Improving standards of literacy and numeracy.
Improving teaching and learning.
Using evidence based decision making*

Values Education: To provide an inclusive, safe and stimulating learning environment that will enable students to develop as self managing learners with the skills to act in a socially responsible manner and make a contribution to their community. Our focus areas are:

*The pursuit of personal excellence.
Ethical behaviour and responsibility.
Cooperation/conflict resolution.
Developing a sense community.
Conservation of the environment*



Literacy & Numeracy

Our data indicates that in 2004 65% of our year 8 cohort came to the school demonstrating limited or some achievement in reading whilst 29% demonstrated good or excellent achievement. After two years at Kwinana SHS the data indicates a significant reversal in this trend with 44% demonstrating limited or some progress and 44% demonstrating good or excellent progress. A similar trend is evident for numeracy.

The data also indicates that our 2004 year 8 cohort achieved well below the state average in reading and numeracy in terms of good or excellent achievement, but by the end of year 9 were demonstrating at or above the state average in terms of progress.

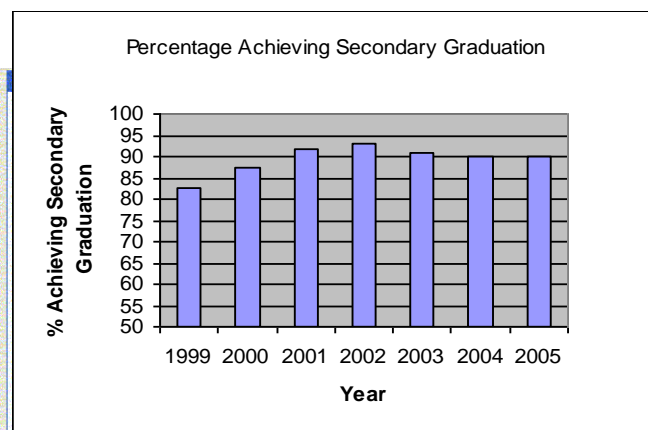
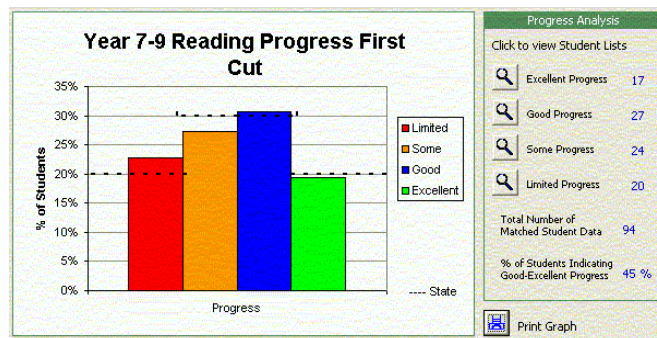
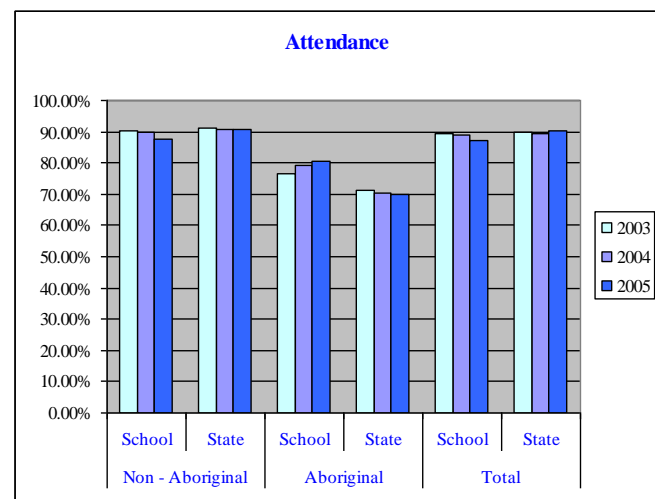
In general terms the data clearly indicates that Kwinana SHS significantly adds value to student's literacy and numeracy levels, with the majority of students arriving with limited or some achievement but demonstrating good to excellent progress by the end of year nine.

Secondary Graduation / Destinations

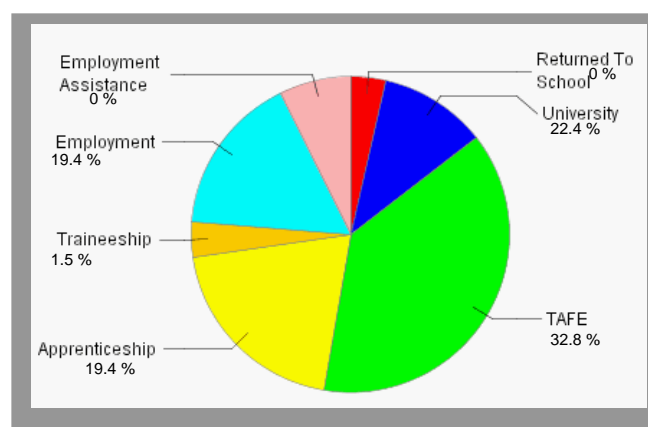
Kwinana Senior High School demonstrates that our Graduation rate is always in range of DET standards with 90% of students attending Kwinana Senior High school Achieving Secondary Graduation. More importantly the vast majority of students are finding exiting school to University 22.4%, TAFE 32.8 % or Apprenticeships or Employment 19.4%. These figures compare favourably when compared with like schools across the state. We have reviewed our good standing policy and we are implementing an advocacy program to monitor student progress more closely. This will allow us to strategically intervene to support and improve student performance.

Attendance Data

Regular attendance is critical for the development of students. Our attendance data at Kwinana Senior High School demonstrates that an average of 88% taking this responsibility seriously. In 2006 new attendance Officers and process have been put in place to improve the rates of attendance over the 2006 school year. When KSHS data is compared to like schools Kwinana Senior High School is above average for attendance rates.

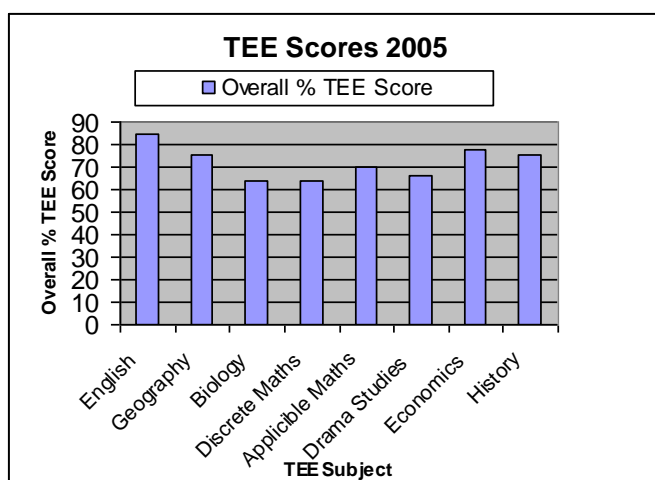
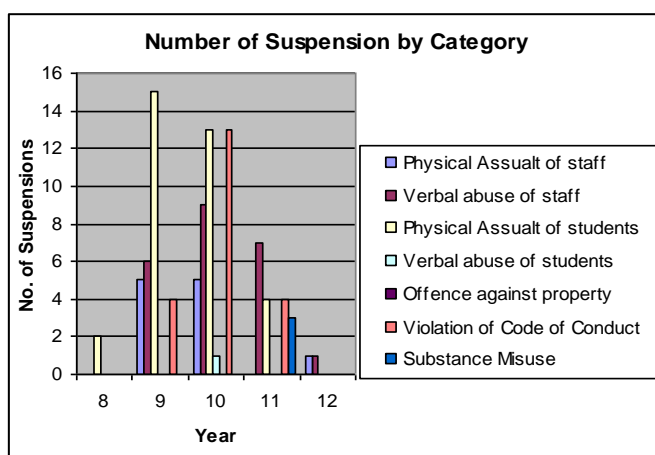
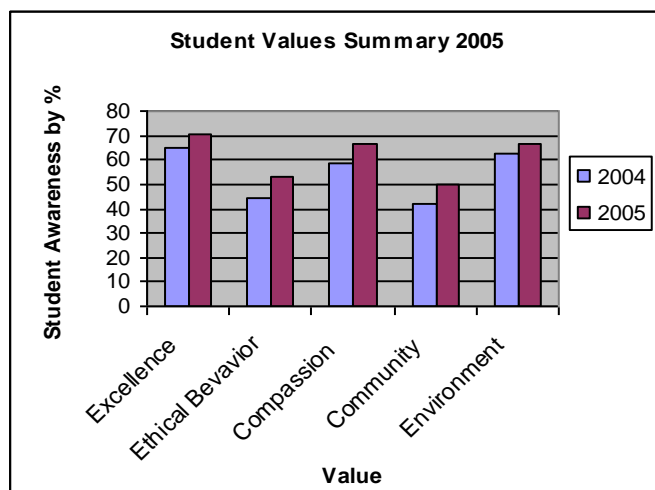


Student Destination Data 2005



Attendance Data 2005

	Y08	Y09	Y10	Y11	Y12
2003	89%	87%	87%	93%	92%
2004	90%	87%	88%	90%	92%
2005	88%	84%	86%	90%	90%
State 2005	91%	88%	88%	90%	91%



Budget 2005

The 2005 operation budget for the school was \$858,000 (excluding salaries). 59% of the budget is used to support teaching and learning programs in the school. The school was supported by BP Aust with a \$10,000 grant to enhance literacy across years 8 & 9. There was a poor response from parents in the payment of contributions and charges which resulted in a review of our collection processes for 2006. A comprehensive analysis of our assets in 2005 allowed for some forward planning of resources in preparation for the new school. We replaced and upgraded our aging computer infrastructure. Accountability was a focus during the 2006 budgeting process.

Values Education

In 2004/ 2005 all year 8 students were tested on core values to establish baseline data for us to measure and plan for improvement. This provided a focus on the values of Pursuit of Personal Excellence, Ethical Behaviour and Responsibility, Compassion and Care, Community and Conservation of the environment. Currently teachers are working on classroom strategies that will enhance these values.

Our suspension data reinforces a need to continue to address the way in which students resolve conflict and how they interact with one another. Initiatives in place include: The move to a middle schooling environment, professional development for staff in Classroom Management and Instructional Strategies, working in collaboration with Primary schools, addition school Psych services to develop and implement bullying and cooperative learning strategies.

Tertiary Entrance Success

Curtin University

Drew Pflaum	Commerce
Laura Lwin	Communication

Murdoch University

Jaimee Bailey	Forensic Science
Angela White	Business
Reece Wagner	Information Technology
Jeffery Ettridge	Information technology
Christine Girod	Teaching
Kelly Corbett	Teaching
Jane Hill	Teaching
Ben Warner	Business
Mathew Walsh	Journalism

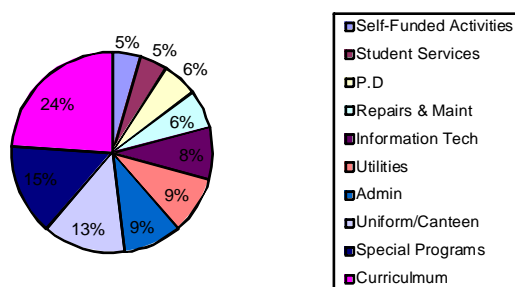
Edith Cowan University

Wade Mauger	Sports Science
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VET Success

- 19 Year 12's completed Traineeships with SMYL
- Year 12 Horticulture students succeed at gaining apprenticeships
- All KIC year 12's pick up Apprenticeships
- Murray Lane, KIC Engineering Top Student Award
- World Skills State Finalists – Horticulture, IT and Engineering
- Launch of New Automotive Traineeship
- Increase in VET numbers for 2006

Expenditure 2005



2005 Highlights

Year 8 Learning Team

- With 65% of students demonstrating limited or some achievement in WALNA data saw literacy as a focus
- A \$15000.00 BP literacy grant funded professional development in First Steps Literacy Strategies for all staff.
- The Social History Project engaged a TAGS group in capturing the History of Kwinana SHS.
- Teachers developed cross curricular programs to engage students in learning.
- Focusing on values resulted in many students being involved in three great reward excursions to the Cockburn ice arena, the Hangout (rock climbing) and the Perth Zoo.
- A review of MSB procedures resulted in a focus on CMIS, communication with parents and values education.

Year 9 Learning Team

- A key focus was to engage students in the learning process and to enhance their learning outcomes.
- Teachers participated in professional learning experiences: Cooperative Learning; Habits of the Mind; Classroom Management & Instructional Strategies; Visiting Middle Schools; Making Consistent Judgements.
- Teachers developed cross- curricular teaching programs and students participate in negotiated curriculum.
- MSE 9 testing. Results indicate a longitudinal improvement in literacy and numeracy levels.
- The year 9 Adventure Camp provided opportunities for students to develop skills in leadership and teamwork.
- Team assemblies, School Councillors and advocate classes helped students gain a sense of community.

Senior School

The main areas of focus for the senior school Teams are:

- The Provision of Advocacy and Student Management services to senior school students
- Coordination of the Senior School Learning Teams & Flexible Learning Pathways
- Team planning and performance accountability
- Coordination of instructional skill and staff development in the Senior School Learning Teams.

The Arts

- Students in TEE Drama performed above the state mean and had an improved performance of 11.07% from 2004-05.
- A Drama was delivered to all Primary schools in the Kwinana area and a STAR program created for 2006.
- A new arts focus program developed around the use of Information Technology was developed for yr 8's in 2006.
- Students continue to produce a high quality of material and performance suitable for public exhibition.

English

- 98% of all year 12 students passed their English courses with an increased performance of 6.16% from 2004-2005.
- MSE results indicated an increase in levels from year 8 -10.
- The reading program was extended to cover year 10 students resulting in increased borrowings
- Year 8 students participated in a Social History project centered around KSHS

Society & Environment

- TEE results in Geography show a 10.22% increase in performance from 2004 – 2005.
- All students were involved in a careers education program in yrs 8 -10 resulting in goal setting and subject selections.
- Staff were involved in professional development in first steps and cooperative learning strategies.

Science

- Considerable improvement was shown in the quality of the report writing in the Investigating Scientifically strand.
- The Rich Task "Science in Traditional Societies" provided an opportunity for a high degree of parent involvement.
- Yr 12 Biology results aligned with state mean with student's performance improved by 6.1% from 2004 – 2005.
- Yr 8 & 10 students received a number of 'credits' in the Australian Schools Science Competition.

Maths

- Increase in the percentage of students receiving a credit and distinction certificate in Westpac Maths Competition.
- MSE results indicate 44% of students have demonstrated good or excellent progress from year 8 to 9.
- TEE results in Discrete Maths show a 2.84% increase in performance from 2004 – 2005.

Health & Phys Ed

- Outstanding success at all levels in girls and boys football, including Belt Up Cup. Smarter Than Smoking Cup.
- P.E. staff attended the "Keys for Life" Professional Development days
- Over **500** students took part in the house carnival. Students were involved in either athletics or as officials.
- Outdoor Education Programs ran highly successful camps for students. Yr 11 & 12 students

Technology & Enterprise

- Flourish Café was re-established and thrived, providing catering & enterprise opportunities for students.
- Year 11 students participated in the Regional World Skills Competition and gained a 2nd and 4th place. Four student will represent WA at the National World Skills Competition in 2006
- We offer a variety of programs including the successful KIC Traineeship program, Horticulture, Hospitality and IT.
- Yr11 &12 students completed a Cert II in Information Technology modules online using Challenger TAFE website.