

# Newman Senior High School

## 2015 Annual Report



Care and Compassion, Respect, Responsibility

# Table of Contents

Principal's Report .....	1
Priority 1: Academic Excellence .....	2
NAPLAN performance .....	2
NAPLAN - Like Schools .....	3
NAPLAN - Longitudinal Data .....	4
OLNA (Online Literacy and Numeracy Assessment) .....	4
Year 12 WACE Performance .....	5
ATAR Achievement .....	5
VET Achievement .....	5
Priority 1 Programs .....	6
Follow the Dream: Partnerships for Success (FTD: PFS) .....	6
Kicking Goals and Shooting Goals .....	6
Vocational Education and Training .....	7
Workplace Learning .....	7
Martu Education Program .....	8
ACE .....	8
Priority 1 Highlights .....	9
Priority 2: Positive Culture .....	10
School Attendance .....	10
Attendance Rates .....	11
Behaviour Management .....	12
Priority 2 Highlights .....	13
Priority 3: Community Partnerships .....	14
Positive Relationships .....	14
Industry Groups and Other Key Stakeholders .....	14
Pilbara Education Partnership .....	15
Tertiary Resource Focus .....	15
Primary Transition .....	15
Trade Resource Focus .....	15
Trade Training Centre .....	15
Priority 3 Highlights .....	16
Parent, Student and Staff Surveys .....	18
Notable Achievements .....	19
Financial Summary .....	20

---

## Principal's Report

I am pleased to present the 2015 annual report. Newman Senior High School demonstrates an ongoing commitment to school improvement. We continue to 'raise the bar' for academic achievement while embedding a strong and positive school culture. Our support by community and industry remains very strong. We should all be proud of the achievements outlined in this report.



In 2015 Newman Senior High School:

- was ranked number one in the state by maintaining 100% VET achievement (outperforming the state average by 21%),
- achieved 97% attainment, which outperformed DoE state average by 9%,
- won first, second and third place in the Many Rivers Small Business in Schools competition,
- won the 'Most Enterprising School' in the \$20 Like a Boss competition, and
- won Tier 3 of High School's Countryweek.

I can't speak highly enough of the staff and community groups who work within our VET program to consistently achieve outstanding results.

Following the fire in October 2014, staff and students enjoyed returning to the school site for the start of the 2015 school year. We welcomed Year 7 students for the first time, bringing great enthusiasm to the school. Our ACE (Achieve Challenge Extend) program was expanded across Year 7-10, providing a distinct pathway for tertiary bound students. The school continues to offer a broad range of STEM (Science, Technology, Engineering, Mathematics) opportunities. 3D Design and printing was embedded into the Mining Alliance Program, students developed their coding skills through Information Technology, ACE students participated in the annual Pilbara Mathematics Camp and we had visits from SciTech and visiting scientists through SPICE. In 2016, we look forward to embedding Science and Maths programs through partnership with CSIRO and the Australian Mathematical Sciences Institute.

Throughout 2015, planning was undertaken for the rebuild, with construction commencing March 2016 and new buildings scheduled for opening for the 2017 school year. We received outstanding support from the community throughout this challenging time. Over \$35 000.00 was donated by our P&C and community groups to provide opportunities for students at a time when a large proportion of the school had been demolished. The student council identified a number of projects that have reinvigorated student areas around the school. These included new drink fountains, seating, painting and resources for the library. This complemented the investment of school funds to upgrade a number of offices and areas around the school. A priority for 2016 is to develop a Master Plan that will guide future development of the site.

With IPS status, the inaugural School Board has played a key role in the development of the 2016-2018 Business Plan. I look forward to working with the Board to celebrate the achievements of targets and milestones during 2016 and beyond.

*Milanna Heberle*

Principal

THE NEWMAN WAY	THE NEWMAN WAY	THE NEWMAN WAY
<ul style="list-style-type: none"> <li>• Support the school, friends &amp; others</li> <li>• Accept and appreciate differences in others</li> <li>• Treat people how you would like to be treated</li> </ul>	<ul style="list-style-type: none"> <li>• Be considerate &amp; follow the rules</li> <li>• Use your manners</li> <li>• Respect yourself and others</li> </ul>	<ul style="list-style-type: none"> <li>• Behave responsibly toward teachers, students and others</li> <li>• Take responsibility for your own learning</li> <li>• Keep the school tidy and clean</li> </ul>
<i>Care &amp; Compassion</i>	<i>Respect</i>	<i>Responsibility</i>
NEWMAN SENIOR HIGH SCHOOL IRON HEART OF EDUCATION	NEWMAN SENIOR HIGH SCHOOL IRON HEART OF EDUCATION	NEWMAN SENIOR HIGH SCHOOL IRON HEART OF EDUCATION

## Priority 1: Academic Excellence

Our goal is to raise the achievement of all students. Our teachers apply evidence-based strategies to suit the learning needs of all students to assist them achieve their vocational and academic goals.

### NAPLAN performance

The Literacy Committee has led the school to embed key strategies. These have included structured activities for paragraphing, pre-reading of texts, the understanding and use of prefixes and suffixes, graph scaling, paragraph building based on brain storming techniques, word walls and User Dictionaries. With staff turnover, there must be a certain amount of repetition of strategies presented to the staff each year to cover new staff. We are in the process of preparing a three-year rotating cycle of presentations to deal with this issue.

#### NAPLAN Comparative Performance for Year 9

Year 9	Perform.						Students					
	2010	2011	2012	2013	2014	2015	2010	2011	2012	2013	2014	2015
Numeracy	0.6	-0.3	0.5	-1.7	0.1	-0.3	54.0	29.0	56.0	50.0	48.0	49.0
Reading	-0.5	-0.3	0.6	-0.2	-0.5	0.2	55.0	30.0	56.0	52.0	47.0	48.0
Writing	-0.6	-0.3	1.0	-0.1	-1.7	-0.2	55.0	28.0	56.0	52.0	46.0	48.0
Spelling	0.2	-0.8	2.2	0.1	-2.3	-0.7	55.0	30.0	56.0	51.0	47.0	45.0
Grammar & Punctuation	-0.1	-1.0	1.8	-0.6	0.7	-0.4	55.0	30.0	56.0	51.0	47.0	45.0

1	Above Expected - more than one standard deviation above the predicted school
2	Expected - within one standard deviation of the predicted school mean
3	Below Expected - more than one standard deviation below the predicted school mean
	If blank, then no data available or number of students is less than 6

The comparative NAPLAN performance for Year 9 displays a marked improvement in performance in writing and spelling with performance in all areas as expected compared to like schools. In English, several strategies and pedagogical methods were utilised to improve the literacy outcomes for students. Students were selected for the expanded Academic Challenge and Extension (ACE) program, creating enrichment opportunities to extend their literacy skills in a stimulating and challenging environment. Common assessment tasks and small group moderation across lower school classes were used to ensure consistency in the assessment processes and teacher judgments. NAPLAN-style language conventions, reading and writing assessment tasks were incorporated into the Year 7 and 9 learning program. Weekly after-school tuition classes were provided for senior students.

The Maths Learning Area has also made some significant improvements in the teaching of Numeracy. Over the year, Maths teachers have spent time and effort in concentrating on the fundamentals of working with numbers and presenting maths problems to students in a variety of formats to get them thinking about what maths skills each situation and problem requires to be solved.

### Our Mission

NSHS will deliver engaging and innovative curriculum with pathways for all students to meet their present and future academic, vocational, social and emotional needs.

### Our Values

#### Care and compassion

We care for both ourselves and others by treating people fairly and protecting what we believe is important.

#### Respect

As a school with diverse cultures we will treat others with consideration, seek to be included and include others.

#### Responsibility

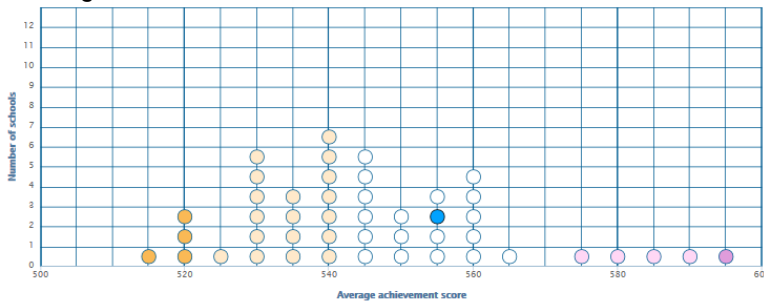
Whether personal, academic, social or environmental, all school members strive to embrace the opportunities we have, be accountable for our actions and resolve differences in appropriate ways.



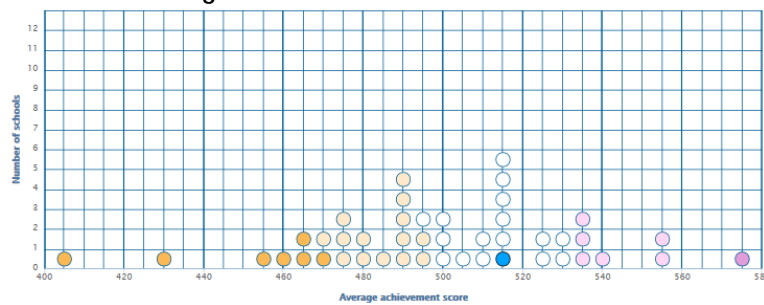
## NAPLAN - Like Schools

The following charts show Newman Senior High School's performance relative to like schools across Australia.

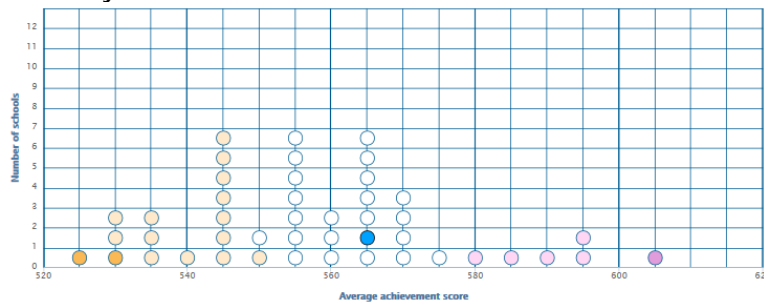
### Reading



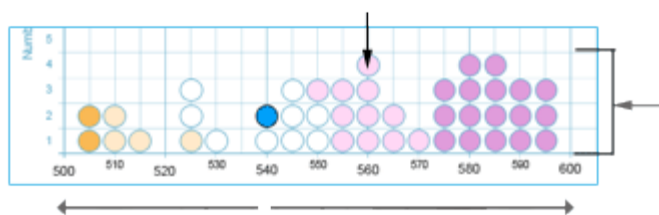
### Persuasive Writing



### Numeracy



### How to interpret this chart



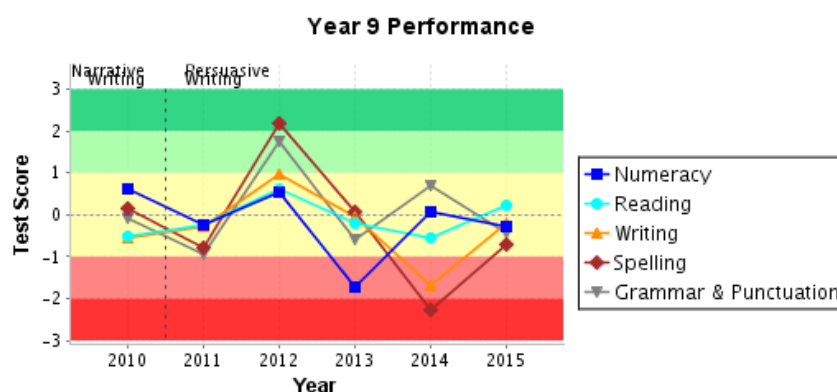
Each circle represents a school. The colour of the circle indicates how the school compares with the selected school. The average score of each school has been rounded to the nearest five points. The circles above a score depict the schools that have the same rounded average.

Schools to the left have a lower average than Newman SHS.  
Schools to the right have a higher average than Newman SHS.

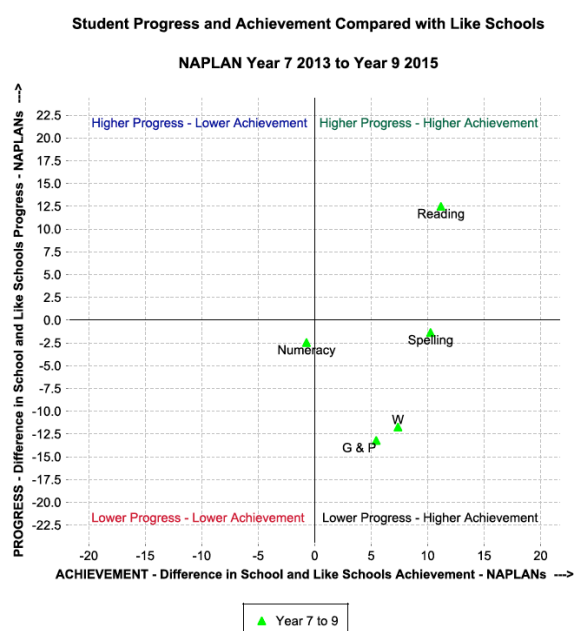
Key:	
	Newman SHS
	Substantially below: 0.5 or more standard deviations below the selected school's average
	Below: 0.2 or more, but less than 0.5 standard deviations below the selected school's average
	Close to: within 0.2 standard deviations of the selected school's average.
	Above: 0.2 or more, but less than 0.5 standard deviations above the selected school's average
	Substantially above: 0.5 or more standard deviations above the selected school's average

## NAPLAN - Longitudinal Data

The graph below represents comparative performance of previous Year 9 students, with yellow representing expected performance. The school's Index of Community Socio-educational Advantage (ICSEA) value is used to predict the expected performance. Better, or lower than expected performance, is represented when the scores are greater or below one standard deviation from the mean.



For a transient school population like Newman SHS's the most useful data comes from progress of the stable cohort.



## OLNA (Online Literacy and Numeracy Assessment)

In 2015 the school examined the NAPLAN band achievement (Reading Writing and Numeracy) for students when they were in Year 7 and 9 and compared this to their OLN achievement in Year 10. While almost every student who achieved a Band 7 in Year 9 achieved the OLN standard in Year 10, a band 6 in Year 9 correlated to achieving the OLN standard in Year 10 for most students but not for all. One of the conclusions drawn from comparing NAPLAN and OLN achievement was that meeting the NAPLAN minimum standard in Year 7 was not sufficient to predict achievement of the OLN in Year 10. Following interrogation of NAPLAN and student report data, a number of Year 8 and 9 students were identified as at risk and a small group intervention was implemented with a focus on improving reading and writing. These groups received instruction from a teacher in English and HASS targeted to their learning needs.

Overall, writing emerged as the OLN area most challenging for students. English and Mathematics teachers provided practise tests and guidance on the techniques needed to sit OLN, whilst focusing on the literacy and numeracy needed to achieve the OLN. Most students who were in the ACE classes prequalified as achieving the OLN standard by achieving a band 8 in their Year 9 NAPLAN tests in Reading and Numeracy. A significant number of students did not achieve a prequalification in writing and a small number of non-ACE students pre-qualified in Numeracy. NAPLAN achievement was celebrated with a student-parent morning tea for Year 7s and 9s.

## Year 12 WACE Performance

NSHS continues to outperform the state in VET achievement and attainment and has demonstrated improvements in ATAR achievement.

	WACE achievement rate (No. of students)	ATAR Participation rate	Median ATAR	VET achievement – Cert II or higher	Attainment rate
2012	95% (19/20)	20% (4)	53	27%	25% (5)
2013	97% (38/39)	31% (12)	NA	86%	69% (27)
2014	94 % (15/16)	NA	51.9	100%	100% (16)
2015	97 % (33/34)	30% (10)	59	100%	97% (32)

## ATAR Achievement

The school's relative ATAR performance improved from below expected to within the expected range. Although in a small school such as Newman percentages need to be carefully evaluated, this improvement in ATAR performance suggests that improved career counselling, a greater number of face-to-face classes and tailored study skills and revision programs are improving performance. For students who applied to TISC for a university placement, the median ATAR was above like schools. All students who applied to TISC received an offer.

Overall ATAR Performance

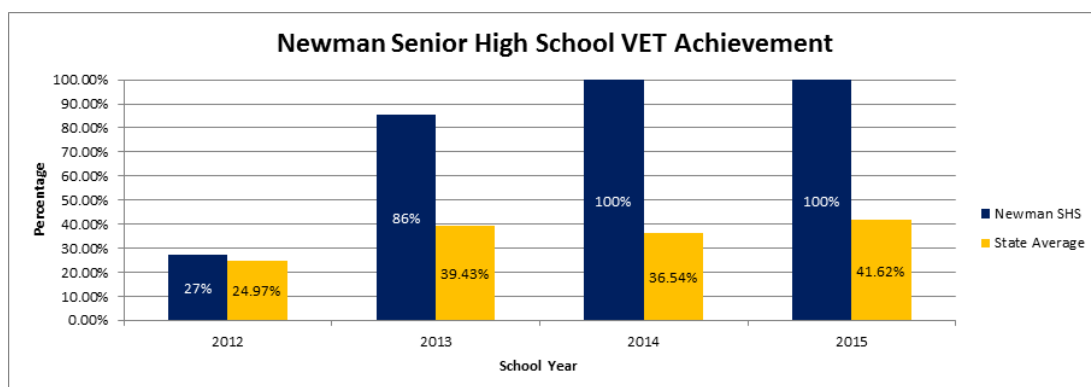
	Relative Performance
2013	-1.5
2015	-0.3

The relative performance is based on the median ATAR and ICSEA of the school. There must be at least 10 Year 12 students acquiring an ATAR.

<span style="color: green;">■</span>	Above Expected - more than one standard deviation above the predicted school median
<span style="color: yellow;">■</span>	Expected - within one standard deviation of the predicted school median
<span style="color: red;">■</span>	Below Expected - more than one standard deviation below the predicted school median
<span style="color: grey;">■</span>	No data available or number of students is less than 10

## VET Achievement

The school continues to outperform state average, in 2015, being ranked number one in the state.



## Priority 1 Programs

### Follow the Dream: Partnerships for Success (FTD: PFS)

The Newman Follow the Dream: Partnerships for Success program is aimed at aspiring Aboriginal and Torres Strait Islander secondary school students. The partnership, between BHP, the Grahame [Polly] Farmer Foundation and the Department of Education, provides an Enrichment Centre for high-achieving students, providing after-school tuition and individualised mentoring to assist students to reach and complete Year 12 and obtain university entry or undertake vocational education and training in school pathways.

In 2015, 28 students were accepted onto the program and tutors were employed, covering a wide range of subject areas and life experiences.

While the daily focus is on students' school attendance and academic results, students are exposed to a wide range of enrichment activities and opportunities. This year saw students:

- enjoy on-going workshops from Literature Centre authors;
- participate in NSHS NAIDOC assembly presented entirely by the Aboriginal and Torres Strait Islander students;
- partake in the on-going St Catherine's College [UWA] Indigenous University Mentors' Program;
- explore different career paths with the on-going visits from West Coast Eagles Football Club personnel;
- apply and be selected to attend the University of Sydney Wingara Mura – Bunga Barrabugu Summer School held in January 2016;
- attend UWA Aspire camp;
- participate in the Many Rivers Small Business in Schools Competition with one of our students achieving First Place; and
- take part in local excursions to Newman House and visits from the Puntukurnu Aboriginal Medical Service [PAMS].

### Kicking Goals and Shooting Goals

Kicking and Shooting Goals are personal development programs delivered through a partnership between the school, BHP Billiton and the Swan Districts Football Club (V Swans). They include visits from the West Coast Eagles Football, local physiotherapists, umpires and many other special guests that students have the benefit of meeting. These award winning programs are curriculum-based and utilise a reward and incentive system, where students from all year levels are required to maintain high levels of attendance and positive behaviours to remain in the program.

In 2015, 188 students were enrolled in the programs, representing 62% of the school. The average school attendance across both programs was 88% over the year. 32 Year 11/12 students participated in the Certificate II in Sport and Recreation, a nationally recognised accreditation that saw 100% of the students complete.

In 2015, students contributed over 900 voluntary hours at local Netball, Football and community events. Additionally, students completed Level 0 and 1 coaching and umpiring courses in their respective sports. These courses assisted students to develop leadership skills, confidence, self-esteem and communication skills.





## Vocational Education and Training

With the implementation of the new Western Australian Certificate of Education (WACE) requirements commencing from 2015, all students need to be on an Australian Tertiary Admissions Rank (ATAR – University bound) or complete a nationally recognised Certificate II or higher to meet the WACE requirements. With this in mind, Newman Senior High School has re-structured course counseling processes to ensure students are maximising their opportunity to achieve WACE. This included increasing the face-to-face delivery time for Hospitality and Business classes.

In 2015, 58 Year 11 and Year 12 students were enrolled in VET programs which represented 89% of the senior school cohort. Offerings included; Certificate II in Business, Certificate II in Engineering (Newman Trade Training Centre), Certificate II in Hospitality and Certificate II in Sport. One student was successful in securing a School Based Traineeship with V Swans, with discussions underway to increase employer interest and opportunities for students in 2016.

Certificates were selected to address industry skill shortages or as a direct result of local industry input. Completion of a nationally recognised certificate increases the students' skills and knowledge and raises their competitive edge when entering the workforce.

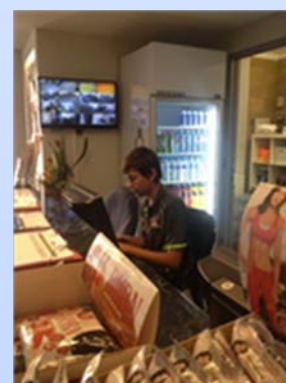
## Workplace Learning

Workplace learning is a key strategy to increase students' awareness of local opportunities and gain industry competency and currency for nationally recognised qualifications. Students explore a range of pathway options and embed themselves into organisations with the potential for employment following their Year 12 completion

Given the current financial climate, Newman community and industry partners have provide overwhelming support to 41 of our senior school students, through an array of on-the-job learning experiences.

Employers and students found their experience rewarding, with positive feedback from employers showing how much students have grown from their experience.

Workplace learning leads our students into traineeships, apprenticeships or post school employment, with seven Year 12 students offered apprenticeships or traineeships and several others offered fulltime employment locally.



## Martu Education Program

The focus for the Martu Engagement Program for 2015 was to create a curriculum that involved two-way learning for Martu students with the hope that this would result in greater engagement and improved attendance. Discussions were also initiated with parents to encourage their input on the direction of Martu education. A 'Learning Country' Unit was introduced which involved learning about the desert country from a Martu perspective and this was then complimented by Western science.

There was also an emphasis on learning valuable life skills which also encompassed emotional wellbeing. This involved work experience activities at a number of community organisations around Newman. This proved to be a highlight as the students interacted with community groups and were able to take their learning from real life experiences. There were also individual successes throughout the year both within the classroom and on the sports field. We hope to build on this for 2016.

YMCA continued to be highly involved, both with school pick-ups, assisting on excursions and running activities at the school on Fridays.

## ACE

The Achieve-Challenge-Extend (ACE) program was expanded to create a Year 7 & 8 combined class and a Year 9 & 10 combined class in 2015. This program encourages the development of the skills and knowledge required to successfully transition into an ATAR pathway in senior school. Competition to gain entry into the program was strong, resulting in the selection of a cohort that achieved above average results in multiple learning areas.

In addition to content aligned with the Australian Curriculum, ACE students undertook a number of enrichment activities. These included a Study Skills seminar, delivered to ACE students that covered goal setting and study techniques. Students also participated in the UWA Aspire program, which exposes students to the benefits and opportunities offered through university study. Students again enjoyed the opportunities offered through the Talented Young Writer's Program, a joint initiative run by The Literature Centre and BHP Billiton. This program exposes students to the creative process of writing and develops their written expression.

Students in ACE were also offered enrichment activities based within class. This included a camp to Karijini National Park as part of their Humanities and Social Sciences class. Students also participated in the \$20 Boss Challenge, an initiative run by the Foundation for Young Australians in conjunction with the National Australia Bank. This program is designed to encourage entrepreneurial skills through developing small businesses, with all profits donated to charity. The Newman Senior High School participants from the ACE classes won the state prize for 'Most Enterprising School', which included \$3000 in prize money.





## Priority 1 Highlights

### **Skilling Newman Students for Success**

Our \$2.5million Trade Training Centre facility was officially opened by Mellissa Price MP, Member for Durack, representing the Federal Government, and Patrick Bourke, Mount Whaleback Mine General Manager, representing BHP Billiton.

### **ACE camp to Karijini**

The 7/8 ACE class went to Karijini to extend their understanding of the geomorphology of the area. Students visited Dale's George and Kalamina George and stayed at the ECO Village.

### **Reaction Testing Computer Program**

Inspired by a study from 1986, that investigated the average reaction time of 62 US Navy pilots, the Year 9 and 10 Information Technology students designed and developed a reaction testing computer program and put staff and students to the test.

### **University Presentation Evening**

University was brought to life for students when representatives from the University of Western Australia, Curtin University, Edith Cowan University and The University of Notre Dame spoke to parents and students about university life, accommodation, scholarships available, step-up ATAR support, campus life, the application process and much more.

### **Year 10-12 Trade Training Centre Excursion to BHP Billiton's Mt Whaleback**

Students attended BHP Billiton's Mt Whaleback mine site to raise awareness about career opportunities within the town of Newman. Students heard from various company representatives each providing informative and engaging talks about their journey, opportunities and pathway options on site.



### **ASPIRE YEAR 11 Immersion Camp**

Year 11 students attended the University of Western Australia (UWA) ASPIRE Camp, exploring a range of industries/universities and gaining insight into the wide variety of study options available.



### **Actors at Work Performance**

The Bell Shakespeare Company, Australia's very own national touring company, delighted students when they performed a modern version of Macbeth, and everyone's favourite A Midsummers Night's Dream, bringing the classics to life with modern jokes and props.

### **Year 7-9 Mining Alliance Program (MAP) Excursion to BHP Billiton's Eastern Ridge**

Year 7-9 MAP students attend BHP Billiton's Eastern Ridge (ER) mine site, raising awareness of career opportunities within the town of Newman and broadening their career aspirations for the future.

### **First Aid Course**

Certificate II in Sport and Recreation students completed a First Aid course through Pilbara Institute. Not only is this part of their nationally recognised qualification but also a life skill that will not doubt benefit the broader community, with most students involved in sporting groups and clubs within Newman.



### **A Day in the Life Workshops**

In collaboration with Pilbara Joblink (now EPIC) and key industry stakeholders, professionals delivered presentations to the Year 7 – 12 Careers classes about A-Day-In-The-Life of their career. Presenters included the Army, BHP, EPIS (Aged Care), Police and Health Department.

### **Biotech Out of the Box**

Year 9/10 ACE students were introduced to the Murdoch University 'Biotech Out of the Box'. Using Murdoch University's state-of-the-art biotechnology kit, students used Gel Electrophoresis to compare samples of Minke Whale DNA to Tuna DNA (artificial samples designed to mimic the results). Gel Electrophoresis is a technique that many laboratories and Forensic Scientists use to study DNA and create DNA fingerprints to investigate crimes and usually an experiment restricted to

University students due to the high costs involved.



### **Keys for Life**

Year 10 students participated in the Keys for Life program, a pre-driver education initiative run through School Drug Education and Road Aware to empower young people with the skills, knowledge and decision making to drive safely as they begin learning to drive and progress to getting their P plates.

### **Irwins come to Newman - Highlighting Conservation in the Pilbara**

Bindi, Bob and Terri Irwin visited Newman SHS to discuss their current projects, past adventures and experiences and how they wish to continue the work of Steve Irwin.

### **Talented Young Writers' Program (TYWP)**

continued to be offered to our students thanks to the coordination of The Literature Centre in Fremantle and the generous sponsorship of BHP Billiton. Four talented award-winning authors of young adult fiction, Archie Fusillo, Scot Gardner, James Roy and JC Burke, each presented informative and inspirational workshops



over the year with the Year 7/8 and 9/10 ACE students. The students were able to discover the personal stories behind each author's pathway to a successful writing career, and participated in a wide variety of activities to help them understand and develop their own creative writing skills.

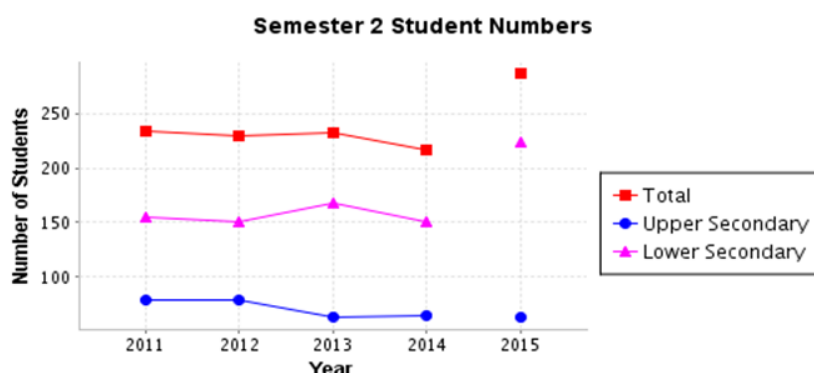
## Priority 2: Positive Culture

Students and staff will work together to establish and maintain a positive culture.

We have continued to implement the values of the Newman Way throughout the school. Teachers, the student services team and school's leaders have worked hard to maintain a safe and supportive learning environment. The school implements IEPs, IBMPs, individual safety plans and risk management plans tailored to meet student needs. Regular SAER meetings with the student services manager, year level coordinators, school psychologist and school chaplain identified students at risk and allowed the team to devise strategies and programs to support these students. The use of daily and weekly progress logs allows teaching staff and the student services team to monitor student performance and identify individual strengths and weaknesses. The use of chill out cards allows students with known issues to have time to regroup and reflect.

### School Attendance

2015 saw Year 7s move to secondary school in Western Australia. This graph demonstrates the impact of an additional cohort to the lower secondary and overall numbers of student enrolments. 304 students were counted at Semester 1 Census.



Overall attendance rates declined slightly from 2014 to 2015 although there was an improvement in this period for Non-Aboriginal students and an overall improvement from 2013 to 2015. In 2013, the lowest attending Year group were Year 11s whilst in 2014 the Year 9 cohort was of most concern overall. This same cohort continued to have the lowest attendance rate as Year 10s in 2015. This is indicative of the very low attendance of particular students. Whilst transience of students impacts on the veracity of attendance data, there are known groups of students whose persistent non-attendance may be indicative to mental health or social disadvantage and this is reflected in the overall school attendance rate. In 2015, 60% of the absences for female non-Aboriginal Year 10 students were authorised which indicates carer acquiescence. In all year groups except Year 11, non-Aboriginal female students had a greater percentage of authorised absences than male students. Overall, Aboriginal students had significantly more unauthorised absences than non-Aboriginal students, with female Aboriginal students having more absences than male. However, there were similar numbers of authorised absences and unauthorised absences with more female student absences than male.

## PRIORITY 2 SNAPSHOTS

### Case Management

A coordinated approach to assisting students with social, emotional or social issues continued in 2015. For some students this involved referrals to other agencies, work with services provided by Mission Australia, the school Chaplaincy Program the YMCA and teachers within the school such as the Year Coordinators and the Student Services Manager. The services of the school psychology service were integral to supporting case management with about 10% of the student body referred to this service during 2015. Input from Headspace was also appreciated in a year that had particular challenges for a number of students and staff.

### Student Decision Making

Student councillors worked hard on developing initiatives that support their focus of developing a cohesive school community, school ownership and pride. Throughout 2015 the Student Council worked with the executive team to provide ideas for the school rebuild and in many school choices such as the carpet in the library.

They were significant contributors and organisers for special fundraising, rewards activities and events. These included:

- Reward movie nights
- Sleep out for homelessness
- Earn and learn stickers
- Free dress days
- Movember day
- Weekly sports in the gym

The councillors were responsible for conducting whole school assemblies and discussed issues pertinent to the students at the school.

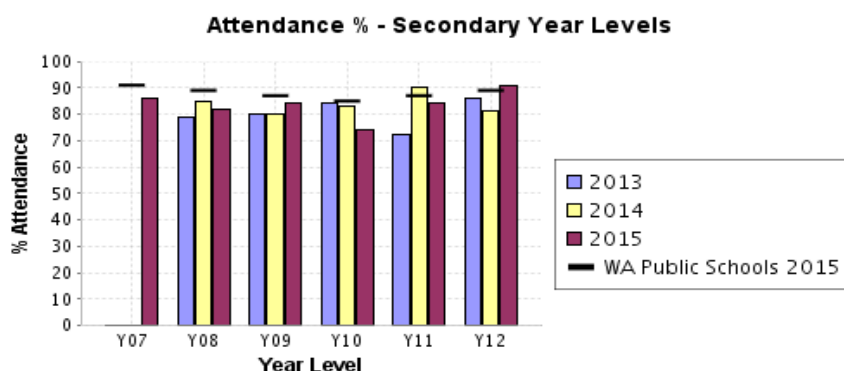
Student councillors represented the school at many functions, including graduation and parent teacher evenings.

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2013	86.7%	85.7%	89.1%	63.9%	68.4%	67.2%	80.6%	82.6%	87.4%
2014	88.3%	85.7%	88.6%	71.4%	74.1%	66.3%	84.1%	84.7%	86.9%
2015	88.9%	87.1%	89.7%	67.1%	73.3%	68%	83%	85.3%	87.9%

A number of initiatives were put in place to address poor attendance during 2015 including attendance panels to support families, increased expenditure on attendance through the increase of attendance officer time and referrals to the parenting support service which became available during 2015 in Newman. From time to time, the school puts articles in the newsletter to raise family awareness of the impact of absence on student achievement and post-school outcomes although it is unclear whether the target parent group are reached by the school newsletter. SMS messaging of absences at the end of the first period continued to notify parents of unexplained absences and monitoring of students with concerning absences and achievement was carried out by Year coordinators, deputies and the school attendance officer. The student services team prioritised student mental health and wellbeing in its approach to prevention and intervention. A contributing cause of absence in 2015 was family vacation during term time as well as student illness, the latter being particularly prevalent in Newman during the middle of the year in 2015.

### Attendance Rates

Attendance of all cohorts is below the state average except for Year 12. The death of a Year 10 student in 2015 contributed to a significant number of Year 10 cohort absences. However, a number of students in Year 10 and 11 became disengaged or sought alternate attendance arrangements with the school working to inform the community about the legal options for these groups in particular. The improved attendance of Year 12s may be connected to the resolution of a number of student Notices of Arrangement and the commitment of a group of students to pursue ATAR courses where there was no ATAR cohort in 2014.



## PRIORITY 2 SNAPSHOTS

### Professional Learning for Teachers

The development program for staff included an optional hour most weeks with an initial focus on operational processes to induct the numerous new teachers to Newman Senior High School. A pastoral care focus was evident as the year progressed with input from the School Psychology Service, Pilbara Behaviour Centre and Visiting Teacher for Disabilities. A major focus for school development days was the completion of Classroom Management Strategies, the Department's endorsed quality teaching and behavioural management strategy for teachers, by staff members who hadn't previously completed this professional learning. Support teachers from the Secondary Support team continued to advise teachers on current curriculum and course matters with a visit to Newman and committee planning for school improvement and development were additional foci for these days. The aspirant leaders' development program focused on classroom observation, in conjunction with the Pilbara Development Coach program, with an emphasis on observation for self-improvement and peer coaching. The AITSL standards provided an underpinning point of reference for the professional learning undertaken by staff members. Individual staff continued to request and undertake other professional learning related to their roles.



## Behaviour Management

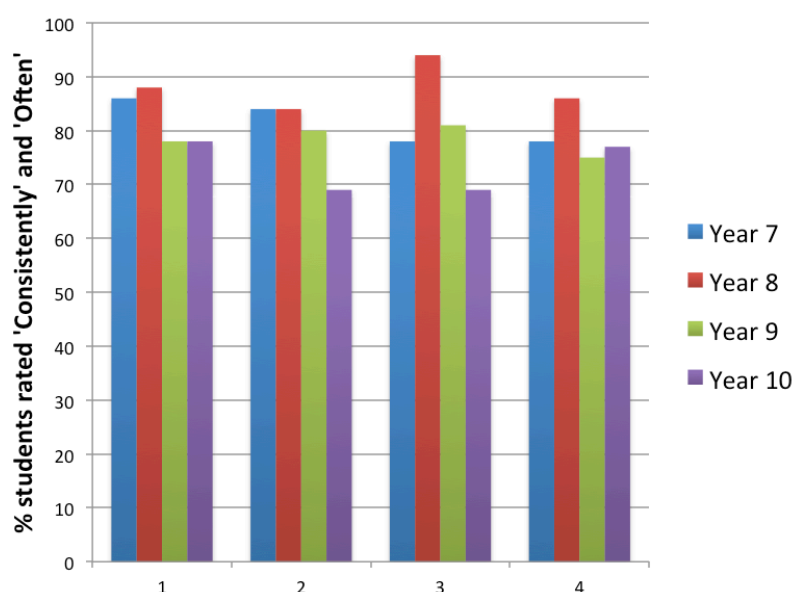
In 2015 all new staff undertook the CMS training, which ensured a whole school behaviour management plan was consistently implemented. Teachers worked hard on developing effective classroom management plans, differentiating their lessons and developing engaging lessons using a variety of teaching methods to cater for different learning styles.

Clear expectations of behaviour and the behaviour management flow chart have contributed to a significant reduction in reported behaviour concerns and escalated-behaviour issues. Through the proactive use of Documented Plans and Individual Behaviour Plans (IBPs), students are monitored and, when required, referred to appropriate staff (Student Services Manager, Year Coordinators, School Chaplain, School Psychologist). These staff continued to work collaboratively with families toward positive behavioural outcomes for students.

High expectations of behaviour have been built into Kicking and Shooting Goals incentive activities and MAP/Trade Training Centre selection processes.

Attitude, Behaviour and Effort data, as reported each semester in student reports indicates that the students at NSHS rate highly for self care and respect, courtesy and respect for rights of others, build positive relationships, participates responsibly in social and civic activities.

**Attitude, Behaviour and Effort  
Semester 2, 2015**



**Legend:**

1. Shows self-respect and care
2. Shows courtesy and respect for the rights of others
3. Participates responsibly in social and civic activities
4. Cooperates productively and builds positive relationships with others

## PRIORITY 2 SNAPSHOTS

### Safe and Supportive Learning Environment

Students who modelled the values of the Newman Way were acknowledged through the opportunity to be selected for the Foundation Challenge, the Student Council, reward camps and co-curricular events. Students were also acknowledged at assemblies and year group meetings. Oresome Morning Teas and reward movie nights were held once a term for students who consistently followed the Newman Way.

The reinvigoration of the 'House System' was designed to encourage students to feel more connected to the school and part of a team. The House System encouraged students to take part and contribute to sporting, environmental and academic events and follow the values of the Newman Way. An annual trophy was awarded to the winning house at the end of the year and the students were rewarded with a fun day for their efforts and contributions.

House rubbish bins were introduced into the school grounds to encourage students to look after the environment and keep the school clean. Each week points were awarded to the house with the fullest bins.

## Priority 2 Highlights

### McClements Foundation Challenge



The McClements Foundation sponsors a select group of Newman SHS students to embark on a tour to inspire our future leaders. The 2015 McClements Challenge took students to Perth, Canberra and Sydney, focusing on leadership, cultural and community initiatives in Western Australia, Australia's history, culture, heritage and democracy.



### National "Close the Gap" Day

Closing the Gap is a strategy that aims to reduce indigenous disadvantage with respect to life expectancy, child mortality, access to early childhood education, educational achievement and employment outcomes. To celebrate and to endorse the school's commitment to making this a reality the Martu students cooked up a feast and invited their parents, carers and teachers to join them at school for morning tea. This was a great way to meet each other and talk about ways that we can all help in the endeavour of closing this gap of disadvantage.



### House Carnivals

The swimming and athletics carnival were once again a huge success. A large number of students participated and supported the events. A representative team was taken to the Interschool Athletics

Carnival where the students performed exceptionally well and displayed excellent sportsmanship.



The introduction of a Junior School House Carnival allowed students to compete against each other in a variety of sporting activities that developed competition, but also positive relationships and a sense of belonging.



### National Sorry Day

A day to recognise the decisions of past Government's to remove mixed race children from their parents. Indigenous children were forcibly removed from their parents and communities and placed into foster care. They became known as the 'Stolen Generations'. This is a day we take the time to recognise such error in judgement and empathise with those who were deeply affected by these practices

### Student Principal for the Day

Ainslie Collins had the opportunity to hold the position of 'Student Principal for the day'. The role involves shadowing the Principal for the day and attending meetings which included discussing, the school partnerships, current and future goals and school projects such as the new building to replace the west wing building. Becoming student principal provides benefits to the student which includes improved self-confidence, leadership, goal setting and public speaking abilities.



### Country Week

A team of year 11 and 12 students travelled to Perth to represent the school at country week. The students competed in touch rugby, soccer, volleyball and dance. The students demonstrated great sportsmanship, teamwork and athletic ability to take home first place in tier 3 for their combined efforts.



### Mission Australia Sleep Out

Students participated in the Mission Australia Sleep out to raise funds to support people in need. Setting up camp under the south wing, students received a dinner of soup and bread which is in proportionate to the soup vans that feed homeless. The morning was freezing, providing a small insight into what it must be like for a homeless person. The group raised around \$850 for Australians in need.

### School Ball – The Great Gatsby

Always a highlight of the year, after the grand entrances that included a fire truck, students danced the night away. A big thanks you to everyone who made the evening a terrific memory for senior school students.



### Breakfast Club

Breakfast Club was run from 7:45am to 8:05am in the Library, providing students with a variety of healthy breakfast food and encouraging whole school attendance, inclusion and acceptance.

## Priority 3: Community Partnerships

All staff will work with key community groups to foster and embed strong and sustainable relationships and communication.

### Positive Relationships

The school has continued to work with families and community partners to improve communication, perception and opportunities for students. Students are actively involved in the community through programs such as Kicking and Shooting Goals. While the school has a strong presence in sporting events, through the Arts, students have performed at a variety of events and showcased their artwork. The formation of the inaugural School Board has enabled strong community and parent input into school decision-making.

### Industry Groups and Other Key Stakeholders

Given our remote location, maintaining strong industry partnerships ensures our students gain exposure to a large variety of training and employment options, both locally and nationally. Our school is fortunate to receive significant support from industry groups, employers, non-government organisations and government agencies.

BHP Billiton plays an integral role in our community, providing fabrication tasks for the Trade Training Centre students, opportunities to visit mine sites and sending personnel to increase students' knowledge of the mining industry, and the extensive employment pathways within the organisation. Two Year 12 students have been offered apprenticeships with BHP Billiton Mt Whaleback Mining Operation, to commence early 2016.

Our partnership with V Swans has allowed the School Based Trainee to successfully complete a Certificate III in Sport and Recreation and secure full time, post school Traineeship where she will undertake a certificate IV qualification.

Empowering People in Communities Inc. (EPIC), Apprenticeship Support Australia, Australian Defence Force, BHP Billiton, Shire of East Pilbara, Mission Australia, Newman Chamber of Commerce and YMCA are key members of the New Horizons Career Expo committee, collaborating with representatives from the school and local businesses within the Shire of East Pilbara and the wider community, providing students with a platform to explore future career options and pathways within the local community and further afield.



Our thanks go to the many companies and businesses for providing us with support throughout the year:

Apprenticeship Support Australia  
Australian Defence Force  
BHP Billiton  
Bliss Beauty  
Boulevard Pharmacy  
Caltex  
CFC  
Create N Style Hair  
Delta FM  
East Pilbara Panel Service  
East Pilbara Tyre Service  
Empowering People in Communities  
Environmental Industries  
Filipino Community  
Greening Australia  
Junior Soccer Association  
Lend Lease  
Lions Club  
McClements Foundation  
Mission Australia  
Murdoch University  
Newman Chamber of Commerce and Industry  
Newman Golf Club Whole Foods Café  
Newman Hotel  
Newman Primary School  
Newman Senior High School P&C  
Newman Vets Football Association  
North West Waste Alliance (Veolia)  
Pilbara Fleet Maintenance  
Pilbara Institute  
Pilbara Toyota  
Seasons Hotel Newman  
Shenton College  
Shire of East Pilbara  
Sonic Health Plus  
South Newman Primary School  
SSE Services  
Swan Districts Football Club  
Thai Community  
Transpacific Cleanaway  
University of Western Australia  
Western Australia Police  
Westscheme  
Wideglide Construction  
YMCA of Perth (Y-Time Newman)  
YMCA Training Perth



## Pilbara Education Partnership

The Pilbara Education Partnership is a partnership between the Department of Education and BHP Billiton. The partnership brings significant benefits to our students.

### Tertiary Resource Focus

This program is to encourage and increase the retention of ATAR pathway students heading towards university. In 2015 NSHS offered study skills sessions to our ACE and ATAR pathway students. This gave invaluable study techniques to our students who were able to put these techniques to use throughout the year. ATAR students were offered specialised subject coaching targeted to assist them in preparation for exam periods. A select number of students received the benefit of attending an Academic Exchange to Shenton College through our Sister School partnership.

### Primary Transition

The Pilbara Education Partnership enabled Newman SHS to run its second year of Primary Enrichment Experience Program (PEEP). The PEEP sessions were an introduction to High School where our Newman SHS staff were able to offer a taster of Home Economics, Wood Work, Metal Work, and Information Communication and Technology. The program was a great success and attracted more than 50 Year six Students.

Newman Senior High School facilitated a Primary Transition Program designed to assist Year 6 students in the transition to High School. This gave Newman's year 6 students the benefit of attending a full week at High School to experience real life as a high schooler.

### Trade Resource Focus

A select number of years 8-10 were accepted into our Mining Alliance Program (MAP) in 2015. This program is designed to enhance student's exposure to career opportunities in the resource sector and raise their awareness of further training requirements. Students visited the Eastern Ridge mine site, BHP Billiton's Port facilities in Port Hedland and our Year 10 students were lucky to attend the Trade Skills Centre where they were experience some real life trade practises. \

In line with the school's mission to deliver engaging and innovative pathways to meet student's academic and vocational aspirations, MAP Art, MAP Design and Design and Technology have engaged in activities to explore and develop mining-related skills such as:

MAP students used AutoCAD 2016 by Autodesk, an industry-standard commercial software used in architectural planning, engineering drafting, graphic design, fashion industry and 3D printing. Students learnt 2D and 3D commands which enable them to print what they have drawn. From virtual drawing to a real production of prototypes - user-friendly 3D printers become a mini-factory.

To prepare for competency examinations for entry level mining-related jobs, abstract reasoning exercises were given to students to enhance their logical analysis. Logical analysis questions are common in all employment tests.

### Trade Training Centre

The Trade Training Centre in its second year of operation and currently has 22 students enrolled to compete a Certificate of Engineering. This two-year program will give our students a competitive edge when applying for apprenticeships and traineeships. The Trade Training Centre is a real life environment where students have to focus on important aspects of OH & S, literacy, numeracy and on the job training through work placement.



## Priority 3 Highlights

### African Trade Delegation Visit

Newman Senior High School hosted a visiting trade delegation with participants from 15 African nations. The delegation was exploring the gender impacts of mining and identifying the best practices to promote equality. Students from the Trade Training Centre as well as students studying towards university with SIDE (distance education) and industry representatives met the delegates and talked about their experiences. Year 11/12 Certificate II Hospitality students provided a very professional service, catering morning tea for the event.



### Sustainable Garden

A grant for a sustainable school garden was secured from WA Healthy Schools Project. With the assistance of YMCA, Home Hardware, Grahame Watson (the school gardener), Mission Australia and



Martu students, an orchard and kitchen garden has been established near the Trade Training Centre and will develop into a beautiful and functional addition to the school.

### Career Expo

The annual New Horizons Career Expo was held at the Newman Recreation Centre, providing students with insight into possible career pathways. The event showcased by many local, state, national and international employers, with energetic and engaging staff providing valuable information and options within their organisation and how to apply. Four of the WA Universities also attended the event. The University of Notre Dame, Curtin University, Edith Cowan University and the University of Western Australia, promoting Uni life, how to apply and other important information such as; fees, scholarships and accommodation.

Celebrating the NAIDOC theme is an annual feature of the Newman Senior High School calendar. In 2015, the Connecting to Country theme was marked with a moving assembly which highlighted the many traditions and places Aboriginal students connect to in Australia. A presentation from Mr Allan Ewen gave staff and students a renewed appreciation of the significance of country for Aboriginal people and the local history of the Newman area was presented through an historical film clip. Aboriginal Education Officers helped coordinate the day and Martu students had the opportunity to work with students across the school during the final week of school for Semester 2 in an initiative to build understanding. Follow the Dream students were pivotal to the presentations during the assembly and this was well received by the school community.



### Art and Design Exhibition

The library was decked out with students' creations from Visual Arts, Photography, Home Economics, Design & Technology and a special musical performance from Ms Bragaglia's Performing Arts students.



### Certificate II in Hospitality

Students catered at a variety of functions throughout the year, including Friday lunches for Teachers, Career Expo, Trade Training Centre Opening and the Art Exhibition. These opportunities provided valuable hands on experience for their nationally recognised qualification and transferrable skills such as customer service, teamwork, time management and leadership which will assist them in their future endeavours.

### Try-A-Trade

A select group of Year 9 and 10 students participated in the Try-A-Trade program, a Construction Training Fund initiative providing students with insight into the building and construction industry. A

lecturer from Pilbara Institute delivered an engaging three day program, where students designed and assembled new work benches for the wood work room.

### A Winter Snow Comes to Newman

Year 7-12 performing arts students entertained audiences with original dance compositions (individual and group), vocal and musical collaborations as well as managing lighting and sound for the shows. Over 200 people attended the events, with rave reviews.



### EPIC – GAP Year presentation

Georgie McInerney, Workforce Development Coordinator at EPIC provided students with food for thought, delivering an engaging gap year presentation to Year 11 and 12 students. Students learnt that taking a gap year can be extremely rewarding, a chance to take a well-deserved breather before diving into the pressures of full time employment, further education and life in general.

### A Visit from Yasuaki Onishi

Yasuaki Onishi, a famous Japanese sculptor, worked with Senior School Art students. He presented samples of his work – a prominent amount of which features a hot glue gun and some black glue sticks. He even demonstrated how he creates some of his larger installations with one of our stools in the classroom – we now have a Yasuaki original here at Newman Senior High School. The students were extremely professional and enthusiastic, asking great questions and demonstrating The Newman Way throughout the entire presentation.



### SciTech

SciTech presented to students, providing an opportunity learn about careers in Science and witness some amazing feats – or a feast of meal worms that is! With demand for food set to outstrip our current supplies in the future, insects may be the next food craze.



### Fortescue Festival Art and Craft Expo

Students put their work on show at the annual Fortescue Festival Art & Craft Expo, with work from across all year levels including Year 11/12 Design Photography and Year 7-10 Home Economics. There were a range of mediums including sketches, paintings and sculptures from the 7/8 Creative Arts, 9/10 Art & Design and 11/12 Visual Arts.



### Performing Arts - Opera Australia

Students with a passion for music were treated to a very special workshop with Opera Australia. Students had the opportunity to meet some of the artists involved and listen to them play their instruments and perform. Some students experienced playing the violin whilst others performed songs they have rehearsed. The musicians gave valuable and insightful feedback whilst encouraging students to continue to practise and explore their future options as musicians.

### Awesome Art - This is Where I Am

Artists, Chloe Spiers-Atherden and Jenny McArthur worked collaboratively with Year 7 – 12 students to produce a multimedia art

piece, with the theme of 'This Is Where I Am', imagining Newman 50 years from today. Students generated potential future scenarios within groups and chose the ones that were most interesting to use as a basis for their artwork. Performing Arts students created a performance of a TV News program set in 2065. They used the ideas and sets of the visual art students as inspiration for their news stories.



### Year 9 Shenton Academic Exchange

Four students headed to Perth for the Shenton Academic Exchange, where they worked with students from our sister school, Shenton College. Students participated in classes and went on a field trip to Fremantle. The academic exchange program aims to promote academic extension for students in both Newman Senior High School and Shenton College

### TTC Fire Extinguisher Training

Through a parent donation and in collaboration with the BHP Billiton Education Partnership, all 23 participants in the TTC program completed the Fire Extinguisher training. Mandurah Safety and Training Services Pty Ltd delivered the Fire Extinguisher training in the TTC, with Students completing theory in the morning and practical in simulated real-life fire

fighting activities in the afternoon. The training was engaging and relevant, possibly proving useful in the future.



### Newman Chamber of Commerce and Industry - Business After Hours

Newman SHS in collaboration with EPIC and Apprenticeship Support Australia delivered an informative career pathway presentation to Newman Chamber of Commerce and Industry representative at the monthly Business After Hours event. Industry representatives gained an insight into Vocational Education and Training in Schools (VETiS), including nationally recognised qualifications, workplace learning and the benefits of taking on a School Based Trainee, with cost and succession planning being important factors in the current employment climate.



## Parent, Student and Staff Surveys

The ACARA National School Opinion Survey tool was used to collect information from the school community to ascertain the overall satisfaction of parents, students and staff in a range of areas. Surveys were completed in Term 4. Groups were asked answer questions using a rating scale from strongly disagree to strongly agree.

	No. of returns	% of possible returns
Parents	24	12
Students	154	54
Staff	43	95

•

	Student Average	Staff Average	Parent Average
Students are expected to do their best	4.2	4.2	3.5
Teachers provide useful feedback	3.7	4.0	3.5
Teachers treat students fairly.	3.4	4.0	3.3
This school is well maintained.	3.2	3.2	3.5
Students feel safe at this school.	3.7	3.9	4.0
Students/parents can talk to teachers about concerns.	3.1	3.9	3.0
Student behaviour is well managed	2.7	3.4	2.6
Students like being at this school.	3.3	3.6	3.4
This school looks for ways to improve.	3.8	4.2	3.3
This school takes opinions seriously.	3.1	3.6	3.0
Students are motivated to learn.	3.4	3.9	2.9
The school gives students opportunities to do interesting things.	3.7	NA	NA
My child is making good progress at this school.	NA	NA	2.8
Students learning needs are being met	NA	3.5	2.7
This school works with parents to support student learning.	NA	3.8	3.2

Rating	Score
Strongly agree	5
Agree	4
Neither agree nor disagree	3
Disagree	2
Strongly disagree	1

## Notable Achievements

### Australian Junior Motorcross Title - Mitchell Outram

Mitchell competed in the Australian Junior Motocross Titles. He competed in the 85cc class in which he placed first.



### Australian Hockey Hall of Fame Inductee - Don Prior

Staff member, Mr Don Prior, was inducted into the Australian Hockey Hall of Fame. The Hall of Fame described Mr Prior's incredible achievements in this small snippet below:

*"Don Prior is the best credentialed umpire produced by Australian Hockey. In a career spanning 18 years at the international level, Don officiated at four World Cups from 1986 – 1988 and four Olympic Games from 1988-2000. Four of these major tournaments saw him in charge of gold medal matches. He was simply the best and continues to assist with our developing umpires."*

### Indigenous Artist - Jacinta Lane



Since registering for the Small Business in School Competition, Jacinta Lane's artwork has been viewed and admired by thousands of people from all over the world. Jacinta is an Indigenous Artist and has set up her own business to sell her artwork. Her artwork sold quickly and she has met with an Art Curator in Perth for some of her work to be exhibited in the museum gallery. Jacinta has also been asked to be part of an exhibition at the Basement Gallery in Perth.

*"I love to paint, it is relaxing and I love the fact I am sharing my stories and my culture with others. My artwork is a reflection of myself and the way I see my culture as well as showing the beliefs of my ancestors".*

### Junior Competitor NHSRA Youth Rodeo (USA) - Aneeka Ronchi-Cousins

"Newman student is one step closer to her dream of receiving a rodeo scholarship after successfully competing in the United States of America". Junior competitor Aneeka Ronchi-Cousins competed in the 2015 NHSRA Youth Rodeo finals, the second year she has contested the international competition. This year Aneeka was one of the first Australians to ever compete in the goat tying event, consisting of galloping down the arena, jumping off the horse, running to the goat which is tethered to the arena and tying it up for six seconds.

### Leeuwin Youth Explorer Voyage - Harry Wood

Embarking on the Leeuwin Youth Explorer Voyage, a unique seven day life-changing experience which challenges participants to step outside their comfort zones and discover their true potential, equipping them with key life skills such as leadership, communication, teamwork and self-confidence, whilst learning to sail a traditional tall ship. Harry not only embarked on the ultimate ocean adventure, but also secured five points towards his Western Australian Certificate of Education (WACE).



### Runner Up Active Achiever / Rising Start – Callie Walker

Year 12 student, at Country Week, Callie Walker was announced runner up Active Achiever.



Through her work with V Swans as a School Based Trainee, at her traineeship graduation, Callie was announced the 2015 Hostplus Rising Star Award for WA.

### Many Rivers Small Business Competition

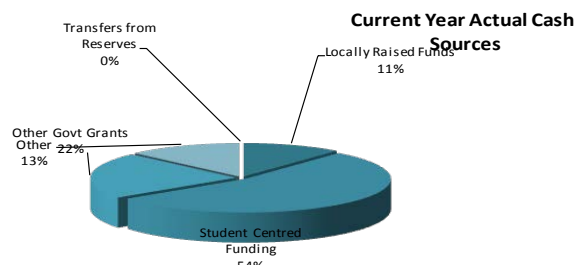
**Iron Heart Catering** - Hospitality students participated in the Many Rivers Small Business Competition Business project called Iron Heart Catering, supplying Friday lunches to teachers within the school. Students worked hard preparing, organising and running a profitable business.

**Business Class Hot chocolate and cookies** - Business students put their communication, team work, customer service, planning and organisation skills to the test, despite arising challenges, students ensured the end goal of having quality goods for sale was achieved each week.

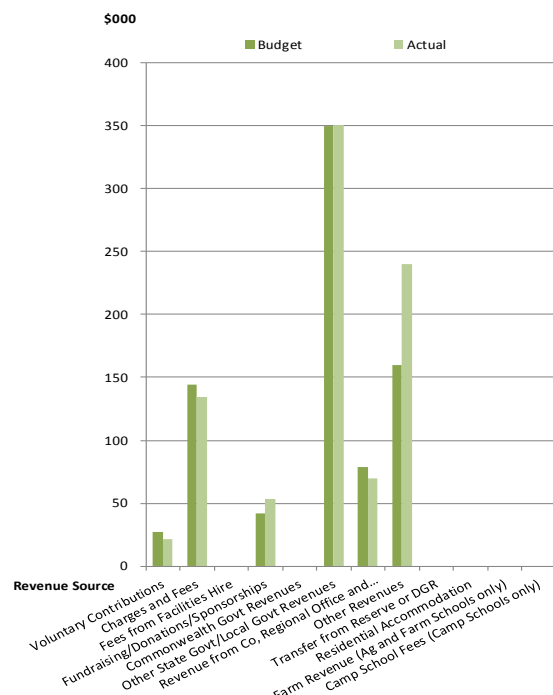
# Financial Summary

## Newman Senior High School Financial Summary as at 31 December 2015

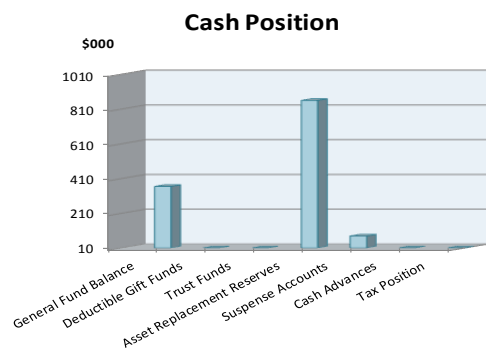
	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 27,030.00	\$ 21,340.50
2	Charges and Fees	\$ 144,095.00	\$ 134,300.74
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 42,000.00	\$ 53,483.87
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 350,000.00	\$ 350,302.40
7	Revenue from Co, Regional Office and Other Schools	\$ 78,500.00	\$ 69,948.65
8	Other Revenues	\$ 159,549.98	\$ 240,213.70
9	Transfer from Reserve or DGR	\$ -	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	<b>Total Locally Raised Funds</b>	<b>\$ 801,174.98</b>	<b>\$ 869,589.86</b>
	<b>Opening Balance</b>	<b>\$ 316,917.23</b>	<b>\$ 316,917.23</b>
	<b>Student Centred Funding</b>	<b>\$ 1,017,650.00</b>	<b>\$ 1,017,115.87</b>
	<b>Total Cash Funds Available</b>	<b>\$ 2,135,742.21</b>	<b>\$ 2,203,622.96</b>
	<b>Total Salary Allocation</b>	<b>\$ 5,089,269.00</b>	<b>\$ 5,089,269.00</b>
	<b>Total Funds Available</b>	<b>\$ 7,225,011.21</b>	<b>\$ 7,292,891.96</b>



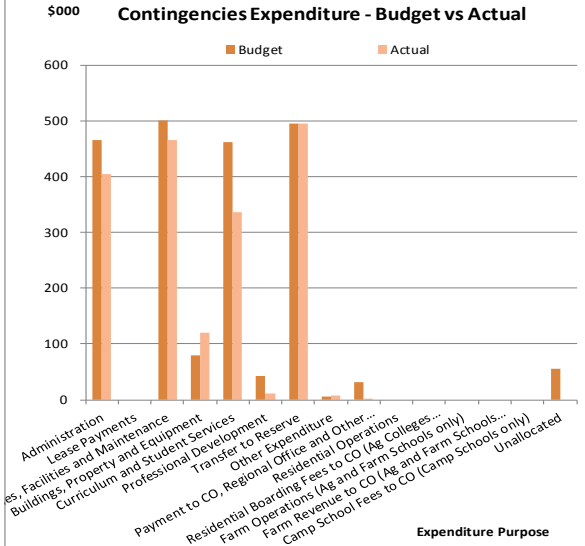
**Contingencies Revenue - Budget vs Actual**



	Expenditure	Budget	Actual
1	Administration	\$ 465,400.00	\$ 404,470.04
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 499,700.00	\$ 465,262.06
4	Buildings, Property and Equipment	\$ 80,000.00	\$ 120,133.33
5	Curriculum and Student Services	\$ 461,144.00	\$ 335,558.29
6	Professional Development	\$ 42,000.00	\$ 10,582.46
7	Transfer to Reserve	\$ 495,141.00	\$ 495,141.00
8	Other Expenditure	\$ 5,505.00	\$ 7,443.22
9	Payment to CO, Regional Office and Other Schools	\$ 30,780.00	\$ 909.20
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
15	Unallocated	\$ 56,071.98	\$ -
	<b>Total Goods and Services Expenditure</b>	<b>\$ 2,135,741.98</b>	<b>\$ 1,839,499.60</b>
	<b>Total Forecast Salary Expenditure</b>	<b>\$ 4,580,628.00</b>	<b>\$ 4,309,896.00</b>
	<b>Total Expenditure</b>	<b>\$ 6,716,369.98</b>	<b>\$ 6,149,395.60</b>



**Contingencies Expenditure - Budget vs Actual**



<b>Cash Position as at:</b>	
<b>Bank Balance</b>	<b>\$ 1,281,846.70</b>
<b>Made up of:</b>	
1 General Fund Balance	\$ 364,123.36
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 858,911.71
5 Suspense Accounts	\$ 78,390.46
6 Cash Advances	\$ 4,428.03
7 Tax Position	\$ 15,150.80
<b>Total Bank Balance</b>	<b>\$ 1,281,846.70</b>







Newman Senior High School  
Gregory Avenue  
Newman WA 6753

T: 9175 8100 F: 9177 8004

E: [newman.shs@education.wa.edu.au](mailto:newman.shs@education.wa.edu.au)

[www.newmanshs@wa.edu.au](http://www.newmanshs@wa.edu.au)