Newman Senior High School

Annual Report 2013

Care and Compassion, Respect, Responsibility
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I commend to you the 2013 Newman Senior High School Annual Report. As the Iron Heart of Education in the Pilbara we pride ourselves on strong values, building sustainable partnerships with the community and striving toward success for every student.

We have every reason to celebrate 2013. In 2013 Newman Senior High School:

- increased VET achievement from 28 to 86%, which is 30% higher than state average,
- improved Year 12 attainment from 25 to 69%,
- were winners of the Pilbara Mathematics Camp, including overall champion student,
- won the Many Rivers Small Business in Schools competition,
- presented to the community of Newman the inaugural Art and Design Exhibition,
- designed and delivered the Primary Enrichment Experience Program (PEEP), recognised as a best practise year 7 transition strategy, and
- introduced The Newman Way which contributed to reducing suspension rates by two thirds.

Throughout the year there were many highlights. Our outstanding Vocational and Education Training (VET) achievement ranked us the number one school in the Pilbara by the Pilbara VET Network and reflects a coordinated and planned approach, outstanding leadership and dedication by all involved.

A visit by ex-student James McClements in July opened the door to offer a significant leadership opportunity for students, supporting our vision of increasing student decision-making. Through a five year sponsorship agreement, the annual McClements Foundation Challenge motivates students to support our core values, The Newman Way, and nominate to participate in a leadership program that includes a boardroom lunch with James and other business executives, university visits in Perth and Sydney, attendance at a leadership conference and tour of Parliament House and other places of significance in Canberra. The inaugural group of eight students and two teachers travelled early in 2014.

2013 has seen the implementation phase of our Strategic Focus 2012 – 2014. This document, which responds to feedback of students, parents, school staff and community members, captures our goals and strategies for secondary aged children in Newman. I am thrilled to announce that South Newman Primary School has adopted The Newman Way for 2014. This is only one example of how we now work closely with the local primary schools. PEEP provides primary school students with the opportunity to experience high school life in a gradual and incremental way before coming to the high school in Term 4 as part of the transition program.

A career highlight for me that embraces our K-12 education partnership was the signing of the Newman Schools Community Partnership Agreement with Aboriginal and Torres Strait Islander families. The signing of the agreement saw the 1000 school aged children of Newman come together as one and be part of a historic event that lays the foundation of improving educational outcomes for ATSI students.

The outstanding support we receive from community groups and industry enables us to provide enriched opportunities for our students. BHP Billiton continues to work with us to not only offer significant co-curricular programs, but also upgrade the school. Through their generous support we have, in 2013, had new fencing, landscaping and signage to the front of the school, the basketball court re-furbished and painting and renumbering of all classroom doors. BHP Billiton has also made a significant contribution to the completion of the Newman Trade Training Centre, scheduled for opening in early 2014.
Other key partners include our Parents and Citizens Association, the Shire of East Pilbara, the University of Western Australia, Pilbara Joblink, Shenton College, Swan Districts Football Club and the West Coast Eagles.

I am pleased to announce that in November the school successfully completed the ERG review process.

“I have received advice and am pleased that the school has exceeded expectations regarding improvement in relation to most findings and met expectation in others. Newman Senior High School is to be congratulated.”

Sharyn O’Neill, Director General

This process has driven the school’s improvement agenda and while there have been many successes, I look forward to working with the community to continue to build a truly great school of choice as we strive toward independent public school status.

Milanna Heberle
Principal
Our values
Throughout 2013 Staff and students have been developing their understanding of The Newman Way and what it means to them as it is used within the school environment.

Care and compassion
It is human nature to want to be a part of a group and all students have that opportunity, when they are supported, accept and appreciate differences, and treat others how they want to be treated. The Student Services Team, comprising of the Student Services Manager, five Year Coordinators, School Nurse, external support agencies, Attendance Officer and School Psychologist has supported students and have provided them with the opportunity to work through issues, develop themselves and support peers more effectively.

Respect
Newman SHS has a diverse group of cultures interacting with one another. Students are encouraged to consider themselves and others, use their manners and follow the school and class rules. This has been fostered through Classroom Management training for all teachers and the support of Aboriginal Islander and Education Officers and Education Assistants within classes to build cultural understandings and appreciation. Students at Newman SHS are recognised for positive behaviours and students are able to strive toward various incentives. The Newman Schools Community and Partnership Agreement has been integral in the development of a multicultural community.

Responsibility
Every person at Newman SHS has the potential to be a role model. Through staff and peer encouragement students have shown the potential to behave responsibly toward others, take responsibility for their learning and consider the safety and cleanliness of their environment. Working through assessment and learning expectations, students have considered goals needing to be set and how they can be achieved.
**Our Strategic Focus**

Our mission is to ensure the school will deliver engaging and innovative curriculum with pathways for all students to meet their present and future academic, vocational, social and emotional needs. The school’s committee structure ensures all staff regularly contribute and share information in relation to key focus areas.

**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.

**Literacy and Numeracy**

A whole of school Literacy and Numeracy committee has been established to develop and implement Literacy and Numeracy plans. Challenging targets have been set and are annually reviewed. Targets are reflected in learning area operational planning and strategies adopted across all learning areas.

The Committee presented professional learning for staff designed to give teachers tools to use in the classroom. The focus was on providing a uniform set of procedures that every teacher could use so that students were not being taught different ways of doing things in each learning area. Presentations included how to present scale factors to students, standard referencing, the use of graphic organisers, how useful word walls can be, standardised formatting, graphing and word roots. The committee also redesigned the school student diaries so that they could be used by teachers as text books, with pages on mathematical equations, the periodic table and study hints.

The appointment of new Heads of Mathematics and English in 2013, have ensured key pedagogy, curriculum and learning strategies support an ongoing improvement agenda. Australian Curriculum, phase one, has been implemented in Year 8 and 9.

In English, several strategies and pedagogical methods were utilised to improve the literacy outcomes for students. The Literacy Strategy format in Year 8 classes continued to focus on using Society & Environment lessons to increase English skills such as comprehension and grammar in a symbiotic relationship. Extension classes in Years 8, 9 and 10 were used to provide challenging programs of work and prepare students for an ATAR pathway. Common assessment tasks and small group moderation across Years 8, 9, and 10 were used within the department to ensure consistency in assessment processes and teacher judgements. NAPLAN style language conventions and writing assessment tasks were incorporated into the Year 9 learning program. CMS and Kagan co-operative group learning strategies were utilised in all year levels, and after school tuition classes were provided for Stage 3 students.

In Society and Environment a variety of strategies have been used to extend students and promote academic rigour. Timetabling changes and a whole school focus on literacy and numeracy have improved student outcomes and supported students with low literacy skills. Australian Curriculum History and Geography have been introduced into lower school classes. Students have been streamed based on their academic performance and NAPLAN data. This has allowed for the differentiation of curriculum to better cater for the needs of students on either a vocational or ATAR pathway.

In Mathematics, teachers placed greater emphasis on problem solving to engage students and help to develop depth and strategies for problem solving. The use of a common language across all Mathematics classes and use of maths processes across the curriculum were emphasised.

In Science, NAPLAN data and teacher judgments were used to determine the composition of classes. Teachers focused on using common strategies developed so that students were familiar...
with the basic concepts of graphing, formatting and graphic organisers. Common assessment tasks were used and attention paid to ensure students understood the requirements asked for in the questions. The emphasis on literacy in Science has ensured that students are able to demonstrate their knowledge and not be penalised for not understanding what was being asked.

Next Steps funding was utilised to deliver programs to targeted Aboriginal And Torres Straight Islander (ATSI) students. For example, employment of full time Aboriginal Tutorial Assistance Scheme (ATAS) teacher and Martu teachers. PAT testing was used to track performance across 2012 and 2013 as there was no consistency of students sitting NAPLAN from this targeted group.

Significant work has been undertaken for all students at educational risk (SAER) to have Personalised Learning Plans (PLPs) and Individual Education Plans (IEPs).

**Case Management**

Through the Next Steps initiative, all ATSI students have had PLPs negotiated and developed.

To support students at educational risk, IEPs have been developed and implemented throughout the year. Within this process, interesting innovative programs have been highly recommended to engage students and encourage them to be involved in classroom activities. This has resulted in reduced classroom behavioural concerns. Year Coordinators have been fundamental in this process through the development of an IEP spreadsheet, informing Heads of Learning Areas (HoLAs) and teachers and running parent/student interviews with those students having multiple areas of concern. Students with concerning behaviours have been followed-up through staff e-mails, collation of concerns in their classes, parent contact, and discussions with teacher/s they could relate to, Year Coordinators and the Student Services Manager as required.

**Curriculum pathways**

Curriculum offerings, programs and pathways were reviewed and adapted to respond to student needs. We are working toward the systemic goal of all students being enrolled in an ATAR and/or Certificate II, or higher, qualification which now includes the delivery of a Certificate II in Engineering through the school’s Trade Training Centre.

**ATAR pathway** students accessed a range of extension activities. These included:

Visits and camps by **Aspire UWA**. This program encourages students who would not normally consider university as an option to see the benefits and opportunities that university study offers. The program commences with Year 9 students and supports them through to a successful transition to university. Targeted students attended a Year 9 and Year 11 camp in Perth. The Aspire team visited Newman twice. Once, bringing presenters who delivered extension activities to students and a second time when they travelled with a delegation of UWA senior staff delivering leadership programs for our students.

The **Talented Young Writer’s Program**, sponsored by BHP Billiton and coordinated by Lesley Reece from the Fremantle Literature Centre, conducted workshops each term for selected students to engage with award-winning authors and further develop their own writing skills. The visiting authors in 2013 were Michael G. Bauer, Kirsty Murray, Bridget Lowry and AJ Betts.

The University of Western Australia’s **SPICE** team visited the school several times during the year and provided enrichment activities in Science. Activities included a travelling PhD student who described her research in Forensic Science.
The **Mining Alliance Program**, supported by BHP Billiton, provides a pathway into the mining industry. This program is by application only. By engaging in a rigorous metals and computing-based Technology and Enterprise curriculum and accessing a variety of co-curricular learning opportunities, students develop the skills and understandings to make informed decisions relating to a career in the mining industry. Students can now continue in the program through to Year 12 by applying to enter the Trade Training Centre.

**Kicking and Shooting Goals** are programs delivered through a partnership between the school, West Coast Eagles Football Club, Swan Districts Football Club and BHP Billiton. These award-winning programs are curriculum-based and utilise a reward and incentive system, where students are required to maintain high levels of attendance and behaviour to remain in the program.

In 2013, students contributed over 900 voluntary hours at local Netball, Football and community events such as the Newman Triathlon and Fortescue Festival. Additionally, students completed Level 0 and I Coaching and Umpiring courses in their respective sports.

In 2013, 142 students were enrolled in the course, a rise of 148% partly due to the offering of a Certificate II in Sport and Recreation for Year 11 and 12 Students. 17 of 19 of the Senior School students who participated in Certificate II in Sport and Recreation completed the accreditation.

**Vocational Education and Training**

2013 saw the VET offerings expanded to include: Certificate II in Engineering, Certificate II in Hospitality, Certificate II in Sport and Recreation and Certificate I in Leadership Development. Certificate II in Engineering and Certificate II in Sport & Recreation were run in timetabled classes, allowing students the luxury of regular face-to-face contact. Seven staff were trained to be able to deliver courses.

Certificates offered 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. Attainment was significantly increased in 2013 with 86% of students achieving full completion of a Certificate II. Newman SHS has also been recognised by the Pilbara VET Network as having the best VET qualification attainment rate in the Pilbara region, up 59% from our 2012 results and 30% higher than the state average for 2013.
Workplace learning is a key strategy to increase students’ awareness of local opportunities and explore a range of occupations to assist in making an informed decision about their future pathway. In 2013, 25 students participated in Workplace Learning. Students were able to experience placements across a variety of industries and employers generally found students to be committed, organised and well presented.

Four Year 12 students were offered apprenticeships or traineeships and several others offered fulltime employment or places at university.

Australian Curriculum
Teachers of Mathematics, Science, English and History continue to implement the Australian Curriculum. Heads of Learning Areas had the opportunity to engage in professional learning and lead staff through key changes. Teachers of phase two and three courses explored draft documentation and backward mapped proposed content to ensure appropriate learning activities are being delivered to year groups.

Professional learning for school leaders and staff
The school's committee structure has provided the opportunity for staff to share and participate in regular planning and professional learning related to the school’s strategic focus. In addition, teachers voluntarily participate in a weekly Professional Learning (PL) program. Attendance is consistently high with teachers being provided with certification of involvement that can be used toward their Teacher Registration professional learning requirement. Professional learning has been provided on a variety of topics including understanding policies, formative assessment, behaviour management, the use of data for evidence based planning, feedback, developing PLPs/IEPs, Classroom Management and Instructional Strategies.

A key focus area is professional learning for school leaders. The purpose of the School Leadership Development Plan is to increase the skills and understandings of Level 3 and 4 leaders to provide performance feedback to staff. In Term 3, aspirant leaders were invited join the leadership team to participate in fortnightly leadership activities. Participants identified and prioritised learning needs and participated in professional learning on Performance Conversations and Team Coaching. For 2014 the leadership team is committed to adopt the Growth Coaching model.

During 2013, teachers and support staff participated in Instructional Strategies training and conferencing.
**Positive Culture**

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

**Safe and supportive learning environment**

Newman SHS has seen the implementation of The Newman Way, which serves to provide a *safe and supportive learning environment*. Teacher discussions with classes, Homeroom activities, acknowledgement through Good Slip draws at school assemblies and poster displays have assisted in this process. The work of the Year Coordinators to support students in their respective years, Psychology Services and anti-bullying and resiliency programs, supported by the Positive Culture Committee together with external agencies, has enabled students to be more aware of concerns and where to seek assistance. Safety Plans for students at high risk and the continued use of Chill Out cards saw students more readily supported at school. Liaison with Pilbara Joblink and the Youth Connections program, Girl Talk and guest speakers assisted students in expressing and dealing with concerns so they were better able to focus on their learning.

**Attendance**

The development and implementation of a NSHS *Attendance* Flowchart, including Participation and the employment of an Attendance Officer has meant that processes are being more effectively followed to support students and parents in school attendance. Youth Connections, Participation Services, Parent Support, Department of Child Protection (DCP) and Community and Mental Health Services (CAMHs) involvement have been able to follow-up various cases in supporting students at NSHS to attend school. School assemblies recognised the efforts of students with 100% attendance while Year meetings promoted above 90% attendance. The VSwans Kicking and Shooting Goals program promoted attendance by facilitating the opportunity for the Homeroom with the best attendance to spend morning tea with the West Coast Eagles.

**Behaviour Management**

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 PLPs, IEPS and Individual Behaviours Plans (IBPs), students are monitored and, when required, referred to appropriate staff (Student Services Manager, Year Coordinators, Nurse, School Psychologist). Developing a common understanding of ‘Smart Goals’, with measurable outcomes has assisted student learning and the consideration of individual needs. To develop greater pride in the school, uniforms and the importance of setting a standard were considered. Regular monitoring of dress standards has ensued close to one hundred percent adherence to the school dress code.

A key focus for 2014 will be to build the capacity of student leadership in the school using The Newman Way. Students who model our values are acknowledged through the opportunity to be selected for the McClements Foundation Challenge. High expectations of behaviour have been built into Kicking and Shooting Goals incentive activities and MAP/Trade Training Centre selection processes. The number of student leaders has also been expanded. Involvement of student leaders will further heighten the opportunity to move the behaviour management structure closer to the Positive Behaviour model.

**Professional Learning for teachers**

Significant to teacher development was Instructional Strategies training provided to all staff with mentoring sessions available to class teachers. This resulted in a collegial understanding of classroom management and behavioural development. Throughout 2013 a number of specialist educators visited and assisted staff, including School of Special Educational Needs: Disabilities; School of Special Educational Needs: Learning Difficulties; School of Special Educational Needs: Sensory; Pilbara Attendance Officer and the Pilbara Behavioural Centre Principal. Each of these
educators spent time with selected and interested staff to develop their understanding and build skills specific to the learning needs of the students they were teaching.

**Student decision making**

Throughout 2013 the Student Council were significant contributors and organisers for special fundraising events. To assist in the smooth running and organisation of the Student Council and *Student Decision Making* a planning day was held for the 2014 Student Council elect in the last week of 2013. Due to the small cohort in Year 12 it was determined that there would be no Head Boy or Girl but four Student Leaders from the Student Councillors in Years 11 and 12 who nominated themselves and went through an interview process.

A significant introduction to 2013 was that of the McClements Foundation Challenge, which saw students in Year 10 shortlisted and attend interviews to determine who would have the opportunity to develop leadership skills by meeting James McClements and participate in a board room lunch, meeting with other school leaders, attending a leadership conference, visiting universities, developing awareness of democratic processes associated with government and visit major cultural sites in Perth, Canberra and Sydney. We thank The McClements Foundation for this outstanding annual opportunity for our students for 2014 — 2018. James McClements is an example of how Newman SHS students with dreams and aspirations can achieve the exceptional. James attended Newman SHS from 1976 – 1980. He was a strong believer in the importance of student leadership and aspiration.

On June 6, 2013 students across Australia had the opportunity to step into the shoes of *"Principal" for a day*. The successful applicant was Year 10 student Jordan Sachse. A number of students at Newman SHS put forward their names for the big day. Eleven students were then shortlisted according to excellence in Attendance, Behaviour and Dress Code. Highly competitive interviews followed. The event provided Jordan with an opportunity to experience some of the elements of school leadership, which make up the regular work of a Principal. She was involved in meeting with Executive Committees, selected students and discussing her experiences through media. Jordan was also involved in two national youth forums online via webinar. It was a great opportunity to place school and student leadership under the magnifying glass and for Jordan to share her knowledge of Newman SHS with the Newman Community.
Community Partnerships
All staff will work with key community groups to foster and embed strong and sustainable relationships and communication.

Marketing and Promotion
Through the development of a Communications Strategy, significant progress has been made to build a positive image of the school in the community. This has included: rebranding, the development of The Newman Way (school values), a new website, the newsletter, regular newspaper good news stories and transition to high school activities with primary schools such as PEEP. A concerted effort has been made to take the school into the community, for example, the inaugural Art and Design Exhibition, Fortescue Festival, and participation at key community sporting events.

A key component of the rebranding was developing and ensuring all school communications with families have a consistent and corporate look. This included development of a school prospectus, transition document, and special programs brochures. Student councillors are regularly seen in the formal uniform at assemblies, parents’ nights, school and community events.

Anecdotally, perceptions are changing. When conducting course counselling for Year 10 students, a parent commented "my daughter is in Year 12 in Perth. I would not have sent her if the school was like it is now".

An email from the Deputy SNPS captures the changing perceptions of parents of primary aged students: Thank you to you and your staff for yesterday. I have had some parents tell me how much they enjoyed it too. One parent told me she went home and rang her husband to tell him how reassured she felt about sending her son to NSHS for Year 8. I have had this conversation with her several times and was pleased she realised not leaving Newman was the right decision for her family”.

Positive relations with parents
Current parents have indicated they are pleased with the direction of the school, improved communication between teachers and themselves and the increased curriculum opportunities and pathways. Good news stories are regularly put into the community. This includes a double page feature in School Matters. Parents have been actively encouraged to participate in school activities through the P&C, expansion of the School Council, assemblies, and school and community events. Parents are invited to all assemblies and major school events, and are kept up to date with news and events via the school’s website.

Based on feedback from parents, the school is introducing in 2014 PT online, to coordinate parent/teacher meetings, and the Skoolbag Application.

Aboriginal and Torres Strait Islander Education
The most significant event for many years in Aboriginal education in Newman occurred in June with the signing of the Newman Schools’ Community Partnership Agreement, the culmination of two years of consultation between the schools, local indigenous elders and community groups. An all schools assembly witnessed the signing of the partnership by representatives of the aboriginal community, teaching staff and students.
All schools received a signed copy of this document and a large canvas artwork signed by all representatives.

“It was absolutely amazing to see Newman’s entire school aged population in one location. The ceremony was really great and the explanation of the winning art work was lovely. It was really wonderful to sign the Community Partnership Artwork; it gave me a sense of ownership. The NAIDOC pictures from past years provided by the schools and presented as a power point was an absolute hit!”

As part of the Federal Next Steps project we were able to continue to broaden our delivery for Aboriginal and Torres Strait Islander students. Significant gains have been made in the areas of literacy, numeracy, attendance and connectedness. The attendance of Martu students has continued to increase.

**NAIDOC Week**

NAIDOC is traditionally celebrated over the final week of term two. We chose in 2013 to have Thursday of this week as an all school NAIDOC activity day, celebrating the contribution of the indigenous people to our Australian culture.

Painting, crafts, music, dancing and food activities were all well received, with an all school quiz afternoon rounding off a great day.

A huge simultaneous balloon release, from the three Newman schools, on the Friday is now a highlight of NAIDOC Week and was enthusiastically received by all our students again.

**Martu Education Program**

The local Aboriginal people are the Martu who are the custodians of the land, with a population that covers the western desert region. Martu students travel extensively throughout the Pilbara fulfilling family and cultural obligations. The school’s aim is to have students attend school regularly when they are in town. We have been successful in achieving this goal.

In 2013 the school had enrolments in Years 8, 9, 10 and 11. Additional funding from the Federal Government through “The Next Steps Program” continued to be important in allowing the school to achieve improved attendance records for 2013.
Martu students have a dedicated classroom equipped with modern facilities. School uniforms and meals are provided and a modified curriculum based on their unique needs ensures a relevant and effective educational program is being delivered.

The Year 7 transition program run by Newman Senior High School for two weeks in late November was again successful. YMCA and the school teamed up to transport and get Martu students ready for each school day. Their taste of high school was well received.

**Aboriginal Tutorial Assistance Scheme (ATAS)**

ATAS provides supplementary tutorial assistance to Aboriginal students to improve their literacy and numeracy skills. As an initiative to achieve improved literacy and numeracy outcomes for Aboriginal students an ATAS teacher was employed to work with identified students and work collaboratively with teachers, on addressing the literacy and numeracy needs of targeted Year 8, 9 and 10 Aboriginal students. ACER PAT testing was used to benchmark students.

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

This program is a partnership between BHP Billiton, Graham (Polly) Farmer Foundation and the Department of Education. It is designed to assist Aboriginal and Torres Strait Islander students in years 7-12 to be successful within their education so they may achieve WACE and compete effectively for employment, apprenticeships, traineeships with local industry, or progress to tertiary study. Students are encouraged to aim high and achieve in all aspects of life. In 2013 there were 30 actively involved students. On average participating students received 24 hours of tuition per term.

We had a number of visitors to the Enrichment Centre including the West Coast Eagles, staff from the School of Indigenous Studies (SIS) from the University of Western Australia (UWA) and representatives from Puntukurnu Aboriginal Medical Service (PAMS). They participated in NAIDOC week and other important dates for Aboriginal and Torres Strait Islander people. Students also had the opportunity to attend the Canberra Trip where we spent a week away exploring and learning about our Nation’s capital. We had a number of social events including our Compact Signing Ceremony and the End of Year Breakfast involving students and their families.

At the end of 2013 our one Year 12 student successfully obtained an apprenticeship with BHP Billiton. Two students left the program due to relocation of their families and one student successfully obtained a scholarship to a boarding school in Perth.

Two of the participants were successful in their applications into the Trade Training Centre and a large number of students were also involved in a number of programs, including the Mining Alliance Program (MAP) and Kicking and Shooting Goals. A significant number of students participated in the many sporting activities held throughout the year and a number of students receive medals for their efforts in the swimming and athletics carnivals.
Pilbara Education Partnership
Newman SHS is fortunate to be part of this significant partnership between the Department of Education and BHP Billiton. The partnership provides funding for targeted programs within the school.

Tertiary Resource Focus
The goal of this program is retention of academically capable students into a university bound (Australian Tertiary Admissions Rank – ATAR) pathway by offering opportunities via a Networks to Learn Partnership with Shenton College. This includes Small Group Moderation, Head of Learning Area support, Academic Exchange Program and an ATAR Revision Camp held during the July holidays. A new strategy for 2014 will be the introduction of a lower school extension class (ACE) for selected Year 8 and 9 students. Other highlights included a revision camp for Year 12 students involving students from Shenton College, Mt Lawley SHS, Hedland SHS and ourselves and an academic exchange with a Geographical and Cultural focus with Shenton College and Newman SHS students. Feedback from activities was extremely positive and will be used to further develop and promote each strategy in 2014.

Primary Transition
Newman schools worked collaboratively to ensure the effective transition of students from Year 7 to 8. Strategies included; orientation visits, a parent evening and a two-week transition during which times students were fully immersed into high school life. In order to prepare the transition of Year 7 students to secondary school the Primary Enrichment Experience Program (PEEP) was created. Within this program Year 5, 6 & 7 students were invited to participate in after school classes to introduce the students to the high school environment, teachers and facilities to assist the students to feel comfortable with the transition to secondary school. Feedback on the program was extremely positive – including the below comments from the primary school principals.

“Well done Newman Senior High School PEEP team. Our students from Newman Primary School have truly enjoyed their participation in the first iteration of the PEEP Program. The activities were engaging and the student’s level of knowledge of life at high school is much richer for the experience. I think you can measure the success of this phase of the program by the 100% uptake from our students for the next phase. Great work.”
Noel Morgan Principal, Newman Primary School

“PEEP provided an excellent opportunity for the students to participate in a variety of creative extension programs. The students at South Newman PS are now not only enthused but confident to continue their education at Newman SHS.”
Dave Thomas Principal, South Newman Primary School

To prepare for the transition of Year 7 students to secondary school from 2015, a working committee has been created consisting of representatives from Newman Senior High School, Newman Primary School and South Newman Primary School to address a range of issues and plan for a smooth transition. The committee will continue to meet throughout 2014.
Trade Resource Focus

The Mining Alliance Program (MAP) is an innovative concept in education that has been developed to provide opportunities for students to explore career pathways available in the resource sector. The MAP Curriculum addresses key state and national agendas which will improve work prospects for students and raise their awareness of further education and training options. In Year 8, 9 & 10 there were over 40 students participating in MAP. Students were involved in a variety of activities, including; careers education, sustainability and robotics (investigation, design, engineering, mechanics, and electronics). Year 10 students were enrolled to complete a Certificate I in Leadership. Students visited Mt Whaleback (Year 8), BHP Billiton’s Port facilities in Port Hedland (Year 9) and participated in a range of mining related experiences in Perth (Year 10).

During 2013, 15 Year 10 students were selected to enter into the Trade Training Centre for commencement in 2014. The students will be offered an outstanding opportunity to gain knowledge and practical experience at industry standard whilst completing a nationally recognized Certificate II in Engineering (Metal and Fabrication) in the Trade Training Centre.

Trade Training Centre

The Trade Training Centre is currently under construction by local company Wideglide and scheduled for completion in March 2014. A Federal Government initiative, strongly supported by BHP Billiton and local industry, the TTC will focus on developing and enhancing learning experiences through links with Pilbara Institute and industry.
Demand outstripped supply of places and in a stringent application process, students had to submit a written application, take an aptitude test, have their grades and school attendance scrutinised and be interviewed by a panel of three that included a BHP Billiton Iron Ore representative. Finally, the fifteen successful applicants have been asked to sign a contract to reinforce their commitment.

Successful TTC applicants will be enrolled in Certificate II in Engineering. Delivered over two years, the program is designed to meet industry needs. Learning key metal fabrication skills and techniques, the program has a strong focus on OHS, literacy, numeracy, employability skills and on-the-job learning through workplace learning, placing students in a competitive position to secure an apprenticeship or traineeship.

Practicum Scholarships
This program is designed to attract quality staff by pre service teachers completing practicum at Newman SHS. During 2013, we had two students successfully completed their practicum. Currently one of the students is employed at NSHS, which highlights the success of the program.

In order to address the secondary teaching shortage in 2015, created by the transition of Year 7 to secondary schooling, the Teaching in Newman 2015 strategy has been developed. Students participated in an orientation visit to Newman in December 2013, which included meeting with mentoring teachers and work shadowing in relevant classes. 2014 will see up to four students complete their 10-week practicum placement at NSHS, with a view to the students applying for employment at NSHS in 2015.

Industry groups and other key stakeholders
The school is fortunate to receive significant support from industry groups, employers, non-government and government organisations.

BHP Billiton plays an instrumental part in our community, providing opportunities to visit mine sites and sending personnel to the school to speak to students, allowing them to gain a greater knowledge of the mining industry, have questions answered and an outline of 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 2014.

The strong local industry partnership that the school continues to build is an asset that assists our students to gain exposure to a large variety of employment options and experiences. Often our workplace learning program leads our students into traineeships, apprenticeships or post school employment. Our workplace learning employers always comment on the standard and ability of our students which has a very positive impact on the students’ self-confidence and is a reflection on the quality students that our teachers guide towards their future ambitions. Key stakeholders include

The YMCA continues to provide transportation for Martu students on a daily basis. This support has played a significant role in improving attendance.

Pilbara Joblink has been fundamental in supporting Newman SHS in a variety of ways. They have assisted in organising well-regarded inspirational speakers to attend to issues at the high school. The first of these was Ken Marslew who founded the program “Enough is Enough Anti Violence”. He considers how short, medium and long-term strategies assist in dealing with issues, how we all have a responsibility to improve situations and the importance of education in order to create a positive change. Another key presenter, Colin Wee, from “Super Parents”, presented to staff and parents before conducting workshops to build mental resiliency against bullying, utilisation of non-violent tactics and ways of reducing bullying with students.

Activities such as the Horsemanship Program encouraged students to attend school. They learnt to make good choices and treat animals with respect. Parents enjoyed seeing their children participate as it gave them a sense of pride and reminded them of their days on stations.

Joblink’s Youth Connections program has been fundamental in assisting students to work through issues concerning them in their studies and within classes. It is a program, which aims to assist the most at-risk young people to make a successful transition through school, and ultimately to further education, training or employment, resulting in active participation in the community. As part of the Youth Connections program, students received personal one-on-one support and assistance to help identify strengths and goals and to address identified barriers. This assistance has helped to ensure a smooth transition from school to further education, training and employment.

Pilbara Joblink plays a large part in the success of our students by assisting in the running of programs that improve students’ employability skills, exploring application processes and interview techniques. Pilbara Joblink worked closely with Year 10 Society and Environment classes to develop a careers package to prepare students for the world of work. Students completed a package which took them through the process of identifying their skills, and matching those skills to occupations which they might be suited to. Students also worked on their curriculum vitae, and participated in interviews to assist them plan their direction. This program will be extended in 2014 with Pilbara Joblink assisting students in careers classes in Year 8, 9, and 10.

Pilbara Joblink is a key member of our New Horizons Career Expo committee, run annually with the assistance of representatives from the school and the Shire of East Pilbara. This event provides our students and the wider community with a platform to explore future career options and pathways within the local community and further afield.

The school has a hardworking P&C group and School Council who make a valuable contribution to supporting the school. In 2013 this included new shade sails, pin up boards, contributions to awards and competitions.
Academic Performance

Staff participated in both formal and informal moderation processes to improve the consistency of teacher judgments against formal testing. Our sister school Shenton College together with Hedland SHS, provide the opportunity for Small Group Moderation Partnerships. Through the Pilbara Alliance Collaboration Education (PACE) program teachers across the Pilbara have worked together to develop common programs, assessments tasks and teaching and learning resources. The transient nature of the Newman community presents a challenge to assess the longitudinal progress of student cohorts.

Year nine students performed as expected in both NAPLAN testing and WAMSE. It was pleasing that some students achieved Band 10 in each of the tests conducted. Year 12 cohort attainment (ATAR 55+ and/or completion of a Certificate II) was significantly improved on previous years. This can be attributed to the provision of a wider range of certificate course, more effective course counselling and WACE monitoring processes.

NAPLAN Results

The table below represents relative performance against data collected on our student cohort from testing in Years 3, 5 and 7. For 2013, overall NAPLAN achievement remained steady, with improvements seen against like schools in most areas. NSHS students outperformed like schools in Reading, Writing, Spelling, Grammar and Punctuation. Below expected performance in Numeracy can be in part attributed to the difficulty in timetabling Mathematics specialists for Year 9 classes and a significant number of students with inconsistent data from previous testing.

Longitudinal data – NAPLAN

The graphs below demonstrate that in Reading and Writing students are outperforming like schools. While this is not the case in Numeracy, it should be noted a significant number of students included in the data are working on Individual Education Plans through targeted programs, for example, Martu Education and ATAS.
The transient nature of students and families has meant the most useful data comes from progress of stable cohort. Between Year 7 and 9, for Reading and Writing, students in 2013 at NSHS demonstrated higher progress and higher achievement in comparison to like schools. This not only indicates the value adding students receive when they reach secondary school but also the quality teaching that translates to higher achievement.

Western Australian Monitoring Standards in Education (WAMSE)
2013 was the final year state based tests in Science and Society and Environment (WAMSE testing) were to be conducted. While overall results were not as significant as the previous cohort, it is pleasing Year 9 students performed as expected in both tests.

WAMSE – Relative Assessment

Teacher Judgments

Reading

NAPLAN achievement data indicates that students are performing better than like schools; 59.6% of students are performing at a satisfactory level or above compared to 51.9% in like schools. The percentage of students in the cohort achieving good or excellent results was 3.6% higher than like schools. This level of achievement was consistent with what was indicated by the Semester 1 grade distribution.
Students performed slightly better in NAPLAN than their counterparts in like schools. Semester 1 teacher judgements did not reflect this however. The number of students awarded ‘D and E’ grades or who were not assessed has impacted upon those achieving ‘satisfactory’ grades. A review of assessment to ensure both fairness and accuracy has been undertaken. The frequency and type of assessment has also been scrutinized to ensure that students have the opportunity to demonstrate their mastery of the required knowledge and skills.

Learning Area Grade Distribution

The graphs below display the grade distributions compared to like schools in all Learning Areas in Years 8 and 10.

Year 8

Year 8 students are performing below those in both like schools and other Pilbara schools in English and Science. Only 38.8% of students achieved a ‘C’ grade or higher in Semester 2 English compared to 70.89% in like schools. A reassessment of skills development, assessment practices (to ensure they are equitable and fair) and a restructuring of classes have occurred in English to correct the discrepancy.

In Science a move to mixed classes to provide role models for weaker students, the greater use of practical pedagogies and Science Literacy development are being used to raise student achievement.

In all areas the implementation of ACE (Academic, Challenge, Extend program) is aimed at raising the performance of the higher performing students (a need identified not only in English and Science but also Society and Environment).
In Mathematics students were more aligned with other schools. The greater proportion of students in the Not Assessed category is primarily due to programs targeting students with specific needs and trying to increase their skill levels.

Year 10
On average, the cohort has performed equal to or above like and Pilbara schools. There needs to be a shift in the performance of students in the lower middle group in English and the lower end of Mathematics. Strategies and assessment practices in these two areas need to be reviewed. This is being done and staff are moderating to ensure consistency of judgements.
**Senior School Results**

Students are able to study a combination of Stage 1, ATAR pathway and VET Certificates. The VET program has been expanded to enable more students access to a greater range of courses, with positive results. Students completing a VET course are actively encouraged to participate in Workplace Learning, providing them the opportunity to develop industry skills and build relationships with local employers. To provide a greater breadth of courses, students in some ATAR courses are enrolled in the School of Isolated and Distance Education. A full time coordinator provides support and liaises with SIDE.

**WACE Achievement**

Newman SHS achieved 97.44% WACE achievement rate. This figure is an improvement on the previous year and represents 38 of 39 students.

![WACE Achievement Table](image)

**Year 12 Participation**

![Year 12 Participation Table](image)

Of the 39 students eligible to achieve WACE, 36 were enrolled in an ATAR pathway or Certificate II course. This figure is higher than previous years and represents significantly improved attainment figures; an increase from 25 in 2012 to 69 percent.

**Median Australian Tertiary Admissions Rank**

ATAR performance in most cases was as expected. Median ATAR was slightly lower than 2012, which can be attributed to lower achieving students being enrolled in one or more stage 2 courses and therefore impacted upon significantly by scaling. Having only a small cohort and small class sizes results in lower than expected performance of one or more students affecting the final results of others. To alleviate the effect, where possible, classes were in Small Group Moderation Partnerships. Of the 12 students eligible for an ATAR, six received university offers, one high performing student did not sit examinations on medical grounds and two did not apply for university placement. Of the other students in the cohort, one successfully applied for a traineeship within the V Swans school-based programs that will see her being offered an indirect entry to university for 2015. Never-the-less, the below
like school ATAR scores need to be addressed through more thorough counselling, the further development of support programs for ATAR students and ongoing access to Small Group Moderation Partnerships.

Student Performance - Stage 1 Achievement

In 2013, 72% of Year 12 students were engaged in a non ATAR pathway. A larger senior school cohort meant an increase in the range of Stage 1 courses offered. In most cases Stage 1 courses consist of combined Year 11 and 12 students. Pleasingly, in a range of courses, students performed at or above state percentages.

Students also had the opportunity to work towards a Certificate II courses in Engineering, Hospitality and Sport and Recreation. The expansion of offerings and counselling processes contributed to the school being acknowledged in the WA Top 50 for VET participation in 2013. The introduction of these courses significantly increased the number of students completing a certificate, leading to Newman SHS being ranked number one in the Pilbara.

Year 12 Student Intentions and Destinations

Course and career counselling processes continue to become more rigorous. In 2013, all Year 11 and 12 students had a timetabled Careers class during which time they explored career options, developed employability skills and had access to guest speakers, mock interviews and other work readiness activities. This concept has been expanded to include lower school students for 2014. The Career Expo and University visits held in Term 1, provided students’ access to local employers and advisors regarding career pathways. Students in the Mining Alliance Program had access to activities, excursions and key personnel for them to make informed decisions regarding career pathways within the mining industry. Within the school’s Sport and Recreation pathway, one Year 12 student had the opportunity to apply for a traineeship and work within the school’s Kicking Goals and Shooting Goals programs.
Data Source:
Post School Intentions and Student Satisfaction Survey (August)
Post School Destinations Survey (April following year)

Interpreting the Data:
Intentions and destinations information provide a sense of how well the intended destination of the students in a cohort matches the actual destination of the cohort. Differences in the two percentages can indicate issues with career counselling and subject selection. They may also indicate that the students have little idea of what they want to do post school or that they have unrealistic expectations.

Limitations of the Data:
Whilst the data are collected from the same cohort of students it cannot be assumed that all of the same students are involved.
Non Academic Achievement

Student Attitude, Behaviour and Effort

The following data is based on Mathematics, English, Science and Society and Environment Australian and Western Australian based courses.

Students are judged against the following attributes:

1. Works to the best of their ability
2. Shows self-respect and care
3. Shows courtesy and respect for the rights of others
4. Participates responsibly in social and civic activities
5. Cooperates productively and builds positive relationships with others
6. Is enthusiastic about learning
7. Sets goals and works toward achieving them with perseverance
8. Shows confidence in making positive choices and decisions

In viewing each of the three graphs below it can be noticed that overall the majority of students are rated ‘often’ or ‘consistently’. In 2014 a greater understanding of the ABE attributes and how they link into The Newman Way and student reports is to be developed.

Year 8 are rated ‘consistently’ in areas two to six. A focal point for 2014 will be number seven; ‘goal setting and perseverance’.
Year 9 students have been rated higher in Mathematics and Science, in particular in attributes two and three. An area for further development across the cohort is attribute six; ‘enthusiasm to learn’.

A higher proportion of Year 10 students have demonstrated ‘consistently’ and ‘often’ in comparison to other year groups. Anecdotal evidence of positive behaviours supports this data.
**School Attendance**

While total student numbers have continued to remain relatively stable in 2013, transiency in the school is still an issue with enrolments and transfers occurring throughout the year.

Lower secondary numbers have continued to grow, while the half cohort’s move into senior school has shown a decline.

![Semester 2 Student Numbers Graph](image)

**Apparent retention and progression rates (%)**

In 2013 an increase in student numbers is shown in all areas except Years 10-11, indicating families are remaining in town longer. Within the community the mining industry is in production phase rather than construction and as more families have stable housing it reflects students’ retention. The half cohort numbers have consistently declined which has impacted on retention from Year 10 to 11 with some families choosing to relocate to provide children with broader curriculum choices. A proportion of Year 10 and 11 students have gained employment or moved into apprenticeships.

<table>
<thead>
<tr>
<th>Years 8-10</th>
<th>Years 8-12</th>
<th>Years 10-12</th>
<th>Years 10-11</th>
<th>Years 11-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>81%</td>
<td>61%</td>
<td>61%</td>
<td>78%</td>
</tr>
<tr>
<td>2012</td>
<td>72%</td>
<td>38%</td>
<td>50%</td>
<td>100%</td>
</tr>
<tr>
<td>2013</td>
<td>81%</td>
<td>61%</td>
<td>75%</td>
<td>85%</td>
</tr>
</tbody>
</table>

Note: Care must be taken when interpreting data for schools with small student numbers. All rate calculations are based on second semester census data.
Attendance Rates
Throughout 2013 consistency in following up attendance concerns was effected by: a new Student Services Manager taking over from the previous year, a significant change of Staff, no Attendance Officer in Term 1 and no School Psychologist in Semester 1 available to work with students in assisting with their engagement with school. Semester 2 saw processes and procedures begin to function and the School Based Attendance Officer (SBAO) was able to assist with Home Visits, Attendance Plans and work with external agencies such as Parent Support through DCP. The SBAO had an introductory training session and worked with regional staff to move students to Students Whereabouts Unknown.

Being a small school, students with severe at risk attendance significantly impact on overall attendance figures. This often occurs due to students being called upon to assist at home with siblings, not attending school as parents are at work and are not aware of absences until they come off shift, being required to leave town during their or family member medical reasons and vacations being taken during the school term due to cost and/or availability due to parent/s being shift workers. Martu student data impacts significantly on overall student attendance. Their transient nature means that their attendance must be viewed as part of a whole. That is, their attendance records when they are in Newman. A positive outcome of the Martu education program has been that several students, when in town, have close to 100% attendance.

The incentive programs such as the Checkers and Chess Club with an available morning breakfast, 100% Club recognised at the school assemblies and visits through V Swans from the West Coast Eagles have continued to assist in student attendance.

Moderate and severe at risk students are evident from 2013 and will be a focus for consideration in 2014.
While there was an improvement in non-Aboriginal student attendance, Aboriginal students have continued to be a cause for concern. Attendance is often affected by cultural expectations which requires them to travel and meet family obligations.

Our Martu Program has had significant positive impact on Martu student attendance when they are in Newman. Their transience however, statistically across a Semester or year, does not reflect this.

In 2014 greater parental awareness through up-to-date letters and follow-up phone calls, tracking of student absences, concerns being addressed in terms of school attendance and further parental education, as well as students being further educated about the importance of attendance are being considered to improve attendance.

**Behaviour**

In 2013 all staff were trained in or revised Classroom Management Strategies (CMS) to continue consistency in the school. A significant decline in suspensions occurred as teachers and students became more aware of The Newman Way and school expectations, teacher and Year Coordinator relationships were built, students with emotional needs had easier access to work through concerns with the Student Services Manager and/or external support and parent collaboration was further developed.

**Number of suspension days**

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>4</td>
<td>11</td>
<td>29</td>
<td>27</td>
<td>57</td>
<td>128</td>
</tr>
<tr>
<td>2010</td>
<td>3</td>
<td>14</td>
<td>11</td>
<td>42</td>
<td>31</td>
<td>101</td>
</tr>
<tr>
<td>2011</td>
<td>7</td>
<td>29</td>
<td>37</td>
<td>15</td>
<td>20</td>
<td>108</td>
</tr>
<tr>
<td>2012</td>
<td>12</td>
<td>24</td>
<td>39.5</td>
<td>14</td>
<td>23</td>
<td>112.5</td>
</tr>
<tr>
<td>2013</td>
<td>2</td>
<td>8</td>
<td>4</td>
<td>11</td>
<td>6</td>
<td>31</td>
</tr>
</tbody>
</table>

Over half of those students suspended are shown to be a one-time occurrence while there was one student for each of the 2, 3 and greater than 4 suspensions. Reasons for suspension varied with ten suspensions in each of the categories of verbal abuse or harassment of staff and physical assault or intimidation of other students. Four suspensions were due to negative behaviour while violation of school code and physical assault or intimidation of staff occurred three times and once respectively.
Reasons as to why there was a decrease in the number of suspensions was due to proactivity addressing issues before escalation through mediation, follow-up feedback, the Student Services Team working with staff to inform them of concerns and updating on a need to know basis of specific concerns. Also considered were appropriate staff-student interaction, seating plans and ‘Chill Out cards’, which enabled students with social/emotional needs to seek immediate assistance. Proactive parent communication by staff as well as parent and student education programs, such as Youth Connections and Girl Talk, assisted students to develop skills of resiliency and the elements of The Newman Way of Care and Compassion, Respect and Responsibility.

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>46</td>
<td>17</td>
</tr>
<tr>
<td>2010</td>
<td>50</td>
<td>14</td>
</tr>
<tr>
<td>2011</td>
<td>41</td>
<td>14</td>
</tr>
<tr>
<td>2012</td>
<td>59</td>
<td>7</td>
</tr>
<tr>
<td>2013</td>
<td>25</td>
<td>6</td>
</tr>
</tbody>
</table>

In 2013 male figures show a significant decline in suspension rates while females have remained at similar levels. In 2014 continued internal and external programs will focus on areas of behavioural need. Two such programs will be Girl Talk and the newly designed Boy Talk for Years 8 and 9. In the planning stage is also Year 10 to 12 students and parents being given the opportunity to be involved in a Glen Gerryn presentation. The school will continue to focus on positive behaviour and embedding The Newman Way into school reporting through attitude, behaviour and effort in order to improve areas of concern.
Teaching and Learning Highlights

Considered the most remote senior high school in WA Newman SHS provides a unique opportunity for its clientele. These include:

Year 9 and 11 students participated in university mentoring with UWA through the ASPIRE program which involved camps to Perth to experience life on a university campus.

The Checkers and Chess Breakfast Club continued to attract up to 70 students, subsequently improving attendance, building relationships between students and fostering a greater respect for staff. This has included students of various years and social groups.

Country Week saw an enthusiastic team head to Perth to compete against other country teams.

We held a very successful Careers Expo to enhance student and parent knowledge of some of the opportunities available in further studies and employment.

We hosted many guests, including Sir Bob Geldoff, Sam Kekovich, Dean Cox, Captain of the West Coast Eagles (WCE), WCE legend Peter Matera, and West Australia Youth Jazz Orchestra,

Students enrolled in the Mining Alliance Program accessed a variety of guest speakers, mine visits and experienced the Pit to Port excursion to Port Hedland and IROC visit to Perth.

Students travelled the 350 kilometre round trip to participate in the annual Jigalong v Newman AFL exhibition game. Held in Jigalong, students have the opportunity to visit the Jigalong community and play on a desert oval.

The Networks to Learn ATAR Revision Camp was held in the July holidays and provided an opportunity for our ATAR students to access tutoring by experienced teachers and examination writers.

During Science Week students participated in a series of activities designed to promote Science and its amazing discoveries. Activities included making mini volcanoes, a solar cooker, and creating invisible ink.
Our **inter-house and sporting carnivals** continue to motivate students to improve their learning and show excellence in participation. During 2013 students travelled to Port Hedland, Tom Price and Perth. Students also competed in Newman against other Pilbara towns. Thanks go to the teachers and VSwans Coordinator for making these great events a part of our school learning program.

**Stage 3 Geography** students participated in a field trip to Perth to study urbanisation. This included visiting Ellenbrook to observe urban planning and sustainable housing, visiting housing subdivisions in the north coastal corridor to observe urban sprawl, looking at the design of the CBD, and the established and historical suburbs of Peppermint Grove and Cottesloe.

Students participated in the National Geography Competition achieving two High Distinctions, five Distinctions and 10 Credits.

The **School Ball**, Winter Wonderland, was an intimate affair and many staff were present to enjoy the evening with students. The glamour of the evening was observed by parents and friends as students made their grand entrance and then went behind closed doors to enjoy the delights of the evening.

Year 10 student Anthony Jenssen won the East Pilbara Young Citizen of the Year. Anthony is actively involved in the Newman Youth Council and coaches, umpires and plays community sport. Later in the year Anthony added to his collection by winning the Positive Image Award for the Pilbara.

In the last week of Term 1, Students and teachers participated in **History Week**. This included Home room quizzes and a historical character day where the school community was encouraged to dress as a character or personality from years gone by.

Students from Years 8-10 represented the school with pride at the annual **Pilbara Mathematics Competition**, held in Karratha. The team of Corey Martin, Anthony Jennsen and Mary-beth Aroviri won the teams event, with Year 9 student Michael Stemp being the overall champion.

In August, Students participated in the **Awesome Arts Creative Challenge**. Perth based artists spent a week in the school working with students to create artworks using light. This included manipulating sound, dabbling in animation, sculpture and photography.

The **Bell Shakespeare ‘Actors at Work’** ensemble, sponsored by BHP Billiton, delighted students in Year 8 - 10 with two live performances. The students were enraptured by the power and passion of Shakespeare through adaptations of *Romeo and Juliet*, and *Macbeth*, both presented with a humorous and contemporary twist.

A highlight for students in English was the donation of the school’s old speaking lectern to the English department. The lectern adds a touch of professionalism to oral presentations and debates, and increases the students’ focus and confidence as they continue to develop their public speaking skills.
The highly successful inaugural Newman SHS *Art & Design Exhibition; Elements* was held at the Newman Visitors Centre to showcase to the community the remarkable talent of our Visual Arts, Photography, and Design & Technology students. Prize winners from each category were recognised with a certificate and gift kindly donated by Wideglide Constructions, East Pilbara Tyre Service, Newman SHS P&C and Newman Retravision. Members of the public were given the opportunity to vote for ‘Peoples’ Choice’ awards in each category, and enjoyed the culinary delights of our amazing Certificate II Hospitality students, who catered for the occasion.

Our **Certificate II in Hospitality** students catered for a variety of events throughout the year. The school has been supported by RCR contracting in the provision of professional catering uniforms.
Parent and Staff surveys

The Department of Education’s online survey was distributed in Term 4 2013 to ascertain the overall satisfaction of parents and staff in a range of areas. The results were compared to data collected in May 2012 and judgements made as to the progress of the school’s improvement agenda against the prescribed improvement strategies outlined in the 2011 Expert Review Group (ERG) Report. Results were generally positive, scoring in most cases at a three out of a maximum of four (the highest rating).

Students were surveyed in 2012 and will be again in 2014.

Both parents and teachers agreed that key improvements included:
- clarity of direction, focus and clear goals
- improved pride and sense of achievement
- security and safety
- responsiveness of the school to concerns of parents and students
- striving for high academic standards

Areas requiring further attention include:
- consistent standards of student behaviour
- communication with parents

Following is a sample of feedback based on ERG review findings.

*Clarify the school’s vision, direction and purpose by ensuring that links between all aspects of its operations are explicit.*

*Build the strategic, operational and instructional capacity of the school’s leadership through targeted professional learning and intensive executive support.*
Develop effective communication processes that include proactive strategies to attend to the health and wellbeing of staff and provide avenues for the recognition and celebration of staff and student successes, including the establishment of procedures for giving and receiving feedback on a regular basis for all members of the school community.

Enhance the transparency and effectiveness of the school’s financial, human and physical resource management processes through documented links to school plans.

Establish shared beliefs about teaching and learning to enhance curriculum differentiation to meet individual students’ needs. Develop planned and well-understood curriculum pathways for Years 8-12.

Improve the public image of the school through the development of a comprehensive marketing strategy and enhanced relationships with key stakeholders.
Strengthen the processes for student services management by clarifying the roles and responsibilities of key personnel. Formalise the case management model for identifying, monitoring and responding to students at educational risk.

Incorporate motivating interactive instructional materials in curriculum delivery to enhance the engagement in learning for a diverse range of students as part of a comprehensive plan for the provision and use of information and communications technology.
# Finance Report

### Newman Senior High School

**Financial Summary as at 31 December 2013**

<table>
<thead>
<tr>
<th>Revenue - Cash</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Voluntary Contributions</td>
<td>$25,000.00</td>
<td>$13,292.83</td>
</tr>
<tr>
<td>2 Charges and Fees</td>
<td>$165,573.00</td>
<td>$95,428.46</td>
</tr>
<tr>
<td>3 Government Allowances</td>
<td>$470.00</td>
<td>$702.00</td>
</tr>
<tr>
<td>4 P&amp;C Contributions</td>
<td>$11,000.00</td>
<td>$10,000.00</td>
</tr>
<tr>
<td>5 Fundraising/Donations/Sponsorships</td>
<td>$84,000.00</td>
<td>$57,569.83</td>
</tr>
<tr>
<td>6 Doll Grants</td>
<td>$1,262,194.00</td>
<td>$1,377,235.17</td>
</tr>
<tr>
<td>7 Other State Govt Grants</td>
<td>$2,000.00</td>
<td>$2,000.00</td>
</tr>
<tr>
<td>8 Commonwealth Govt Grants</td>
<td>-</td>
<td>$128,000.00</td>
</tr>
<tr>
<td>9 Trading Activities</td>
<td>-</td>
<td>$27.27</td>
</tr>
<tr>
<td>10 Other</td>
<td>$215,000.00</td>
<td>$157,581.40</td>
</tr>
<tr>
<td>11 Internal Transfers</td>
<td>$90,000.00</td>
<td>$28,892.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$1,835,242.00</td>
<td>$1,870,728.74</td>
</tr>
<tr>
<td><strong>Opening Balance</strong></td>
<td>$257,692.00</td>
<td>$257,681.90</td>
</tr>
<tr>
<td><strong>Total Funds Available</strong></td>
<td>$2,092,934.00</td>
<td>$2,128,410.64</td>
</tr>
</tbody>
</table>

### Current Year Actual Revenue Sources

- **Locally Generated Revenue**: $176,318.17
- **DoE Grants**: $1,377,937.17
- **Other Govt Grants**: $130,000.00
- **Other**: $157,581.40

### Expenditure - Budget vs Actual

<table>
<thead>
<tr>
<th>Expenditure Purpose</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Administration</td>
<td>$48,750.00</td>
<td>$73,704.87</td>
</tr>
<tr>
<td>2 Leases</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>3 Utilities</td>
<td>$389,000.00</td>
<td>$516,284.97</td>
</tr>
<tr>
<td>4 Repairs/Maintenance/Grounds</td>
<td>$172,000.00</td>
<td>$193,226.96</td>
</tr>
<tr>
<td>5 Building Fabric and Infrastructure</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>6 Assets and Resources</td>
<td>$47,524.00</td>
<td>$44,901.81</td>
</tr>
<tr>
<td>7 Education Services</td>
<td>$151,708.00</td>
<td>$193,205.04</td>
</tr>
<tr>
<td>8 Other Specific Programs</td>
<td>$272,041.00</td>
<td>$300,000.00</td>
</tr>
<tr>
<td>9 Trading Activities</td>
<td>$47,524.00</td>
<td>$44,901.81</td>
</tr>
<tr>
<td>10 Salary Pool Payments to Central Office</td>
<td>$450,000.00</td>
<td>$500,000.00</td>
</tr>
<tr>
<td>11 Other</td>
<td>$151,708.00</td>
<td>$193,205.04</td>
</tr>
<tr>
<td>12 Transfers to Reserves</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$1,671,833.00</td>
<td>$1,781,845.08</td>
</tr>
</tbody>
</table>

### Cash Position as at:

- **Bank Balance**: $559,731.28
  - Made up of:
    - **General Fund Balance**: $218,565.37
    - **P&C Contributions**: $29,432.37
    - **Trust Funds**: -
    - **Reserves**: $35,770.73
    - **Income Accounts**: -
    - **Cash Advances**: $25,114.00
    - **Tax Position**: $16,437.23

  **Total Bank Balance**: $559,731.28