



Newman Senior High School

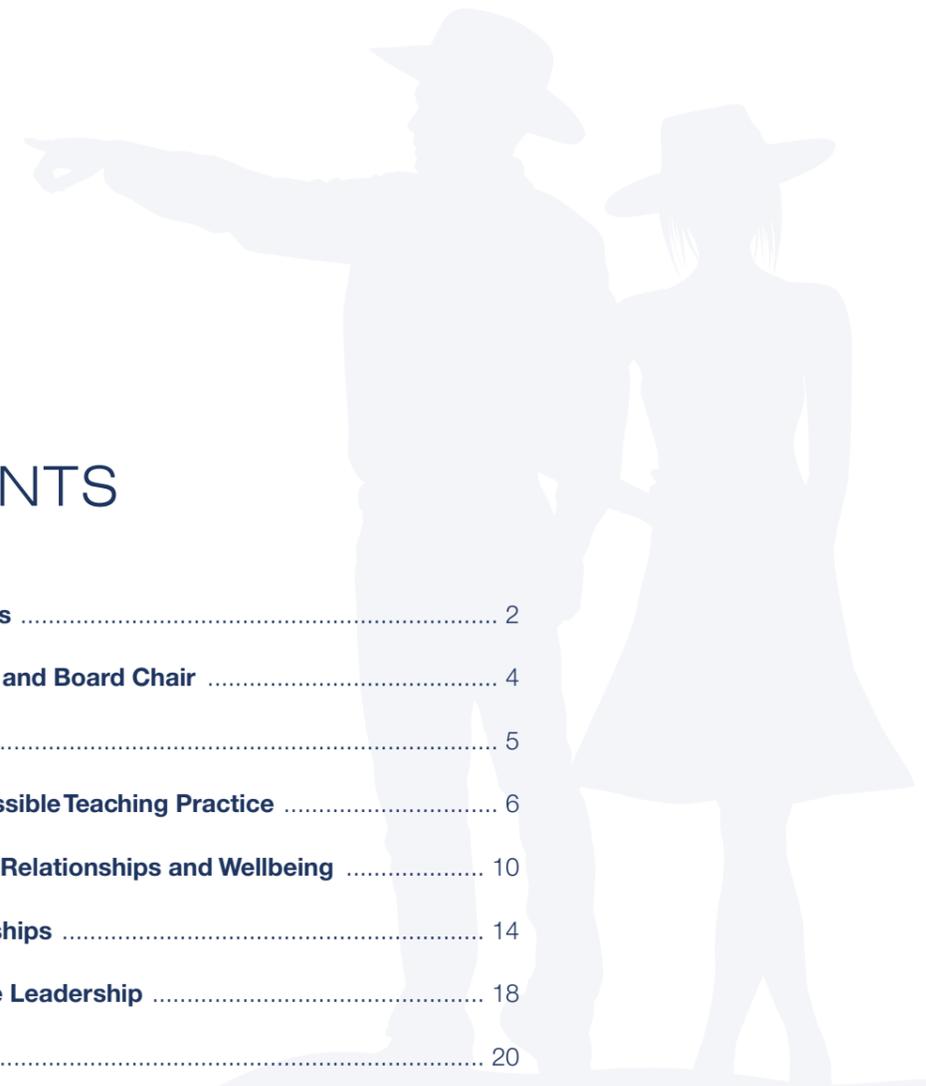
Annual Report 2020

SCHOOL VISION AND MORAL PURPOSE

To educate and inspire students to become productive citizens and lifelong learners.

OUR VALUES - THE NEWMAN WAY

Care and Compassion - Respect - Responsibility



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ACKNOWLEDGEMENTS

Newman Senior High School respectfully acknowledges the past and present traditional owners of the land on which we meet and learn, the Niyaparli people, and the traditional custodians, the Martu people. We also acknowledge the contributions of Aboriginal Australians and non-Aboriginal Australians to the education of all children and people in this country we all live in and share together – Australia.

Newman Senior High School acknowledges the contribution the school's community makes to the health and success of the school. The students, staff, parents and carers, board members and community bodies all add value to the school, and contribute to the learning experiences of our students.

We acknowledge this contribution and recognise the successful outcomes summarised in this report, which have been achieved because of the strength of our local community.

Carolyn J Cook

Principal

Lynne Craigie

Board Chair

2020 Board Members

Elected Parent Representatives

Mr Paul Lake

Ms Lou (Karen) Lockyer

Elected Staff Members

Mrs Rita Bourgy

Mr Daniel Drummond

Community Representatives

Mrs Maree Arnason

Mrs Lynne Craigie OAM (Chair)

Mrs Tania Tucker

Principal

Ms Carolyn J Cook

Manager Corporate Services (Ex Officio)

Ms Jo McGowan

FROM THE PRINCIPAL AND BOARD CHAIR

2020 was an unusual year around the world, with the COVID-19 pandemic affecting the school and community.

The Newman Way Values of Care and Compassion, Respect and Responsibility, and collaboration with parents and community, meant the challenges offered opportunities to strengthen our relationships and supports. It's important the school focuses on twenty first century capabilities in literacy, numeracy, personal and social capability, ethical and cultural understandings. In 2020 the importance of connection and care was never more important. In 2020 families and staff members were impacted by travel restrictions, cancellation of events such as the National Assessment Program for Literacy and Numeracy (NAPLAN) and Country Week.

2020 was also the final year of our Business Plan cycle. Our Business Plan targets and priority areas highlight our key strategies and focus areas. For this report, some targets are not reported on, as a result, for example, of the cancellation of NAPLAN.

In 2020 the school commenced a school improvement process in partnership with the Fogarty EDvance program. This 3 year program will sharpen our focus on building a positive culture for students and staff, developing capacity and improving student outcomes.

Successes to celebrate in 2020 include embedding the school's traineeship program, an excellent ATAR average, and implementation of supports for student such as the Zones of Regulation program for Year 7 and Teen Mental Health First Aid for all Year 10 students.

The Board is keen for the school community to see the rich and varied experiences of 2020. Many of these can be enjoyed in the Year Book in more detail. We would like to acknowledge and celebrate the progress of the Class of 2020, who were resilient and persevered, rising to the challenges of adapting, flexing and pivoting.

The improvement areas the school will take forward into 2021 and the new business plan will include responding positively and proactively to the socio-emotional needs of students in a changing world; continuing to focus on attendance improvements and retaining students through to Year 12 with inclusive, innovative and future focussed initiatives.

We commend to you our annual report.

CAROLYN J COOK
Principal

LYNNE CRAIGIE
Board Chair

2020 TARGETS

Note targets related to National Assessments in Literacy and Numeracy (NAPLAN) are not reported on, as NAPLAN was cancelled as part of the COVID-19 responses.

ATTENDANCE

The percentage of students, in every year group, attending 90% or more, to be closer to the state average.

Comment: Attendance continues to be an area for improvement.

ATTENDANCE - SEMESTER 1			
	2020	2019	2018
Newman SHS	80%	80%	82%
Like Schools	<i>Not available for publication</i>	83%	84%

**Semester 1 2020 attendance were severely impacted by the COVID-19 pandemic and the attendance rates are not comparable to previous periods. In order to validly compare Semester 1 2020 attendance, the data excludes Term 1 Weeks 7-10.*

YEAR 12 PROGRESS

Our school results for Year 12 have shown improvements from 2018 – 2020.

	2020	2019	2018
WACE	79%	76%	74%
Attainment	93%	79%	84%
OLNA	86%	82%	77%

Comment: While our WACE achievement is improving, we will continue to focus on increasing the number of Year 12 students staying at school, offering innovative pathways, and opportunities to achieve credentials and qualifications.



Attendance Acknowledgements Term 2 Assembly

PRIORITY 1

Best Possible Teaching Practice

Building a collaborative professional culture of performance and development is the foundation for highly effective teaching.

2020 offered opportunities as well as challenges related to building teaching practice. All teachers participated in classroom observations, and a range of professional learning was accessed online. This included the AVID site team collaborating with AVID Australia to access professional learning with teachers across Australia. All staff members accessed meetings and professional learning through online platforms, and adapted to the changes required in a year of flexible approaches.

As part of our School Improvement Strategic Directions Document developed in the Fogarty Edvance program, a group of teachers visited Gilmore College to observe teaching and learning, and a small team accessed high quality professional learning in Explicit Direct Instruction.

SCIENCE/ MATHS HANDS ON ACTIVITIES

In 2020, Miss Amy Doyle's Focus Class students researched how to start a worm farm. After collecting all the information needed to achieve the project, students began putting the mulch in a big crate and took care of it until the worms appeared. They dissected the worms in the biology class, to study their anatomy. At the end of the year, they gave away the mulch to teachers interested in gardening.

In Maths, year 8 students in using the kite shape to make nice designs and superheroes using coordinate geometry.



POSITIVE PARTNERSHIPS

Highlights: Moderation with Perth schools

Moderation ATAR classes with Perth schools, Shenton College and Rossmoyne continued successfully in ATAR Science and Mathematics classes. Despite school visits being reduced, students worked with the teachers from these schools.

STEM SCHOOLS INITIATIVES

Newman SHS is involved in the STEM Enterprise schools initiatives. Teachers attended Partner Schools- Workshops 5 and 6. Science staff have been developing STEM and the 'Drones in Schools' program to increase student engagement in MESH subjects. Newman Senior High School is now a partner in the department of Education STEM Enterprise Schools initiative. It is a State wide initiative to drive the development of STEM skills in Western Australia.

An after school STEM club has been set up that runs once a week. In addition, in 2021 this program is also being rolled out with Follow the Dream students after school once a week. A class set of mini-drones was purchased with funding from the P&C. A further set of programmable mini-drones and two kit build racing drones with FPV has also been funded by Follow the Dream.



PRIORITY 1

Best Possible Teaching Practice

SUCCESSFUL STUDENTS ENGAGEMENT PATHWAYS

Successful Students Engagement Pathways Program built solid working relationships with the following local organisations –

- *Remote Schools Attendance Strategy – dropped students at school in the morning*
- *Newman Youth Centre - an alternative off-site program was trialled in Semester 2*
- *KJ Rangers - discussions regarding students completing day or overnight excursions on country*
- *Newman Futures - planning employment pathways for students with external agencies*
- *Clontarf Academy and STARS Foundation – preparing students and families for the introduction of the two programs in 2021.*



PRIORITY 2

Positive Relationships and Wellbeing

In 2020 the school reviewed and updated its Positive Behaviour Support Policy and Procedures. This led to streamlining of processes related to Academic, Attendance, Social/Emotional and Behavioural concerns. This allowed for better tracking of Students at Educational Risk. In 2020 we successfully implemented the Department of Education's Mobile Phones in Public Schools Policy of 'Off and Away All Day.'

Attendance continues to be a major focus for the school. As well as continuing with successful strategies, the school implemented a number of strategies focusing on the social and emotional wellbeing of students.

The Student Service Team is committed to building relationships and taking a lead in the school's Positive Behaviour Support processes to ensure quality teaching and learning can happen in

classrooms and beyond. The team also focuses on building positive partnerships with Department of Education support services and community agencies to provide services for students in need.

The school has focused on Social Emotional Learning (SEL) as a key component of positive school culture and supporting our students to be resilient and determined young people. In 2020 all Year 7 students participated in the Zones of Regulation Social Emotional Learning program, while all Year 8-10 students participated in the Friendly Schools Plus program, which is the first Social and Emotional Wellbeing and Anti-bullying Initiative for schools developed through extensive research with Australian children and adolescents. In addition to this all Year 10 students participated in the Teen Mental Health First Aid program, delivered by the School Psychologist.

ATTENDANCE

In 2020, (especially after the initial impact of COVID-19) the school made a concerted, proactive approach to student attendance. Many of these proactive strategies focused on social and emotional wellbeing and support from external agencies in the community as well as positive recognition and rewards for regular attendance. Despite this, Attendance continues to be a significant challenge. In 2021 Newman Senior High School will welcome both the Clontarf and STARS academies to Newman with a focus on improving the attendance rates of Aboriginal students from all year levels.

Continuing strategies include:

- Weekly monitoring by the Student Services Team
- Home visits by the School Based Attendance Officer, Aboriginal and Islander Officers and Successful Student Engagement Program staff members
- SAER Attendance flow chart which allows all staff to record keep and refer students with very low attendance
- Providing practical support such as access to uniforms and breakfast club
- Adopt-a- student program where staff members case manage students in the 70-80% attendance range
- Positive reinforcement for students with regular, over 90 percent attendance through Oresome Morning Teas and pre-school stall raffle tickets for students at school on time and in full uniform
- Clontarf Academy and STARS Foundation – preparing students and families for the introduction of the two programs in 2021.

Proactive Attendance Strategies:

- Partnership with the Remote School Attendance Strategy (RSAS), with the number of students being picked up tripling
- Support from RSAS for students in classrooms and social events at recess and lunch
- Individual Attendance Plans monitored by Student Services staff
- Breakfast Club available to all students
- Guest speakers from external agencies such as Save the Children and Headspace
- Resume writing sessions for Year 10-12 students with EPIC and PERO staff
- Drumbeat resilience building program delivered by EPIS with targeted students
- Surveying students to identify reasons for disconnection with school and ideas for going forward positively



Rewarding students who follow the Newman Way with an "Oresome" Morning Tea



Support from Foodbank helps the school supply daily breakfast and cooking programs.



PRIORITY 2

Positive Relationships and Wellbeing

PARTNERSHIPS

The Student Services Team is committed to build partnerships with service providers within the Department of Education as well as with external agencies and organisations. This is to ensure a wraparound service for our students, to support their development academically, socially and emotionally. Our focus is a high care culture based on individual case management to ensure success for students.



Headspace organising a games afternoon for Years 7 and 8

- Child and Adolescent Mental Health Services
- Population Health
- Save the Children/ HeadSpace/Mission Australia
- Shire of East Pilbara Youth Services
- Department of Communities
- EPIC
- EPIS
- Department of Education School of Special Education Needs – Disabilities; Sensory; Behaviour and Engagement
- Disability Services
- Pilbara Aboriginal Medical Service
- Remote School Attendance Strategy/YMCA
- FoodBank
- Youth Justice Services
- Newman Police
- ASDAN
- MacqLit Literacy Program

Newman Senior High School also values its strong relationships with both Newman Primary School and South Newman Primary School. To assist Year 6 students with the transition to high school, Newman Senior High School hosts a number of events for Year 6 students. These include:

- Primary Engagement and Enrichment Program (PEEP) - for 4 weeks, Year 6 students come to the high school for an hour after school to participate in a Learning Area of their choice – Physical Education, Science, Woodwork, Home Economics, Coding and 3D printing. At the end of the program students were awarded a certificate at a PEEP Graduation ceremony.
- Year 6 Orientation Day – Students from Year 6 come to Newman Senior High School for a day of activities and lessons that introduce them to high school life.
- Year 7 Induction Day – Students new to high school have a day of meeting other peers and how to build friendship groups



Peep Program for Year 6s 'Mad Scientists' working towards their Bunsen Burner Licence.

EVENTS

COVID-19 meant creating new events and ways to celebrate. Fortunately, Student Services were still able to host a number of whole school events providing students with opportunities to build leadership and demonstrate care in the school and wider community. These include:

- RUOK Day
- NAIDOC Day/Assembly
- Harmony Day celebration
- Sporting Team Colours Day
- Year 12 students experienced Presentation Night, a Year 12 dinner and the School Ball



Harmony Day - orange flouro all the way.



Mr Drummond supporting the 'dress in your favourite team colours' day.



Celebrating NAIDOC Day

HIGH QUALITY PROGRAMS AND SUPPORT

The Student Services Team has concentrated on reviewing our processes for Individual Education Plans, including the development of modifications of classwork. In 2020 Focus classes in Years 7-10, were established, where all students worked towards individual goals and targets set by their teachers. Each of these classes was supported by Education Assistants.

PRIORITY 3

Positive Partnerships

Positive partnerships provide opportunities for our students and build their capacity.

The **Pilbara Education Partnership with BHP** has led to very positive outcomes including:

- Four students employed as BHP apprentices
- School-Based Traineeships continued to be offered
- An ATAR median score of 75.25 (like schools 60.15)

Regional Learning Specialists visited the school, provided ATAR revision programs and supported our ATAR students in a challenging year.

The **Newman Futures** project meant our students engaged with architects Hames Sharley to work on the Home in East Newman plans.

FOLLOW THE DREAM

Follow the Dream [FTD] is a holistic support program that assists Aboriginal and Torres Strait Islander students in years 7 – 12 to successfully complete their secondary education and move into rewarding post-school pathways, including university, apprenticeships, traineeships or direct employment.

Students make a commitment to access after-school individualised tutoring and learning assistance up to four times per week. Opportunities are provided for students to engage in a wide range of extra-curricular activities and experiences which broaden their horizons; expose them to study and career options; build leadership; develop confidence; and promote cultural pride.

This year saw our largest enrolment to date with 40 students selected to be part of the program.

In 2020 our students were able participate in a number of special opportunities and continued to benefit from the dedicated and committed tutors who brought a variety of skills, knowledge and support to the education and wellbeing of the students.

NEWMAN INNOVATION FAMILY DAY

This was held by the Newman Chamber of Commerce in partnership with BHP. Twelve FTD students volunteered to be rostered for day, helping to man the Monadelphous stall.



MONADELPHOUS MECHANICAL MOB [MMM]

The MMM project was interrupted in Term 1 due to COVID-19 but was able to resume in Term 3 and 4. In Term 1, the Newman Police offered us a number of bicycles that had not been claimed from the station, many of which were in poor condition. This project would enable students to learn new skills in combining and repairing the bikes which will be donated back to the community. The students have now completed servicing NSHS bikes and are now also working on a buggy and a motorbike. The project will continue next year.

BASKETBALL RING OFFICIAL OPENING / CELEBRATION

In August we recognised some student achievements and celebrated the opening of our newly installed basketball hoop. Families and community members gathered with us and after the formal celebrations, all enjoyed the BBQ.

ST CATHERINE'S MENTORS

We continue to enjoy a special relationship with Indigenous university mentors from St Catherine's College [UWA]. FTD facilitated their visit to Newman and we ensured that as many students as possible could be part of the art canvas project they led while in Newman. Along with FTD, MEC and LC students, Aboriginal and non-Aboriginal students from Newman Senior High School and South Newman Primary School contributed to the art work. As confident and strong Aboriginal young adults sharing their individual journey stories, the mentors inspire students and help break down stereotypes.



PRIORITY 3

Positive Partnerships

LIVING THE DREAM ALUMNI AND MENTOR EVENING

The first Living the Dream Alumni and Mentor evening was held and it was very moving to hear the reflections of some of the past students in the speeches given: Tayla Hayward [graduated 2018], Nigel Narrier [2018], Kyle Carbone [graduated 2017] and Callun Tassone-Cross [graduated 2011].

Three strong supporters of our young people also gave inspiring speeches, Allan Ewen, Phyllis Lockyer and Tina Ewen, and we thank them for their long-standing commitment to FTD and their encouragement of all young people to be the best they can be.

CONGRATULATIONS

Congratulations to lieshia Dorey, Year 11, who won the International Women's Day Youth Award, Newman. Congratulations also to Tayia McDonald and Kirra Lewis who were also nominated.

Congratulations to Georgie Ford, Year, winner of 'Paint Your Pilbara' youth art competition held by MPC Kinetic. Georgie's winning art work is now featured on one of their trucks as a full vehicle wrap.



MC CLEMENTS FOUNDATION CHALLENGE

The seventh 2020 McClements Foundation Leadership Challenge saw an innovative program with an emphasis on experiencing opportunities for leadership within Western Australia and Perth. Led by teachers Matthew Yarnold and Emma Hampel, eight selected Year 11 students participated in Leadership development activities. These activities focused on wellbeing and leadership, being open to learning and change, self-talk and resilience and stress management. Team building activities included kayaking, surfing and caving in the Margaret River area. In Perth, students experienced university accommodation and meeting with the McClements Foundation Leadership Challenge Alumni for dinner. The Perth part of the program included a visit to the newly opened Western Australian Museum Boola Bardip, a workshop about social and interview skills and meeting with specially selected mentors. The experience finished with a trip to Rottnest and team building opportunities. A highlight was meeting with former student and Head Boy James McClements and his wife Meredith, who sponsor this Leadership development opportunity.

PRIORITY 4

Effective Leadership

Building the capacity of our leaders will enhance the outcomes for all students.

In 2020, the school commenced a school improvement journey supported by the Fogarty Edvance program. This is a three year school improvement process, with the goal of building on positives and a sharp focus on strengthening school practices so student progress is optimised. The work in 2020 was adapted to the COVID-19 conditions. We focused on clarity about the school's vision and moral purpose:

To educate and inspire students to become productive citizens and lifelong learners.

Based on reviewing student performance, student attendance, surveys of students, staff and parents, our three focus areas for the strategic directions of the school were developed:

- *Learning Environment – safe, consistent, orderly and positive learning environment*
- *Success for All Students – improve student retention, engagement and academic achievement*
- *Staff Capacity – develop a competent, confident and motivated workforce supported by high quality leadership.*

Teachers and staff participated in professional learning related to our AVID teaching and learning strategies in a variety of formats, using the creative approaches necessary in 2021.



HIGHLIGHTS OF 2020

HUMANITIES AND SOCIAL SCIENCES

A Remembrance Day commemoration assembly was held in November. The highlight of the assembly was the key speech by Corporal Leonard Oliver from the Pilbara Regiment



ENGLISH

The English department trialled the online delivery of a new program which replaced the Talented Young Writers' Program. Acclaimed Australian authors Barry Jonsburg and Mark Smith shared their experience and tips on the creative writing process, gave a reading from their own books, and directed students through a writing exercise. The Year 9/10 combined English class studied how to play the ancient strategy game of Chess.



HEALTH AND PHYSICAL EDUCATION

The Health and Physical Education Department, in partnership with VSwans were pleased to engage students in a range of opportunities in 2020, these included:

- VSwans - Perth Incentive Trip
- VSwans - Port Hedland Incentive Trip
- Athletics Carnival
- Swimming Carnival
- Interschool Athletics Carnival
- Soccer club
- Volleyball club
- Year 7/8 - Swimming Lessons

ATAR DUX

Talia Walker

VOCATIONAL EDUCATION AND TRAINING DUX

Leah McDonnell

LONG TAN LEADERSHIP AWARD

Talia Walker

CITIZENSHIP AWARD

Sally Keogh

FOLLOW THE DREAM AWARD

Justin Bonney

STUDENT COUNCIL AWARD

Olivia Hughes

ENDEAVOUR AWARD

Brayden Hockley

PRINCIPAL'S AWARD

Attila Toth

NEWMAN WAY AWARD

Taylor Olman

SCHOOL SPORTS STAR OF THE YEAR

Olivia Hughes

FUTURE INNOVATORS AWARD

Daisy Carter

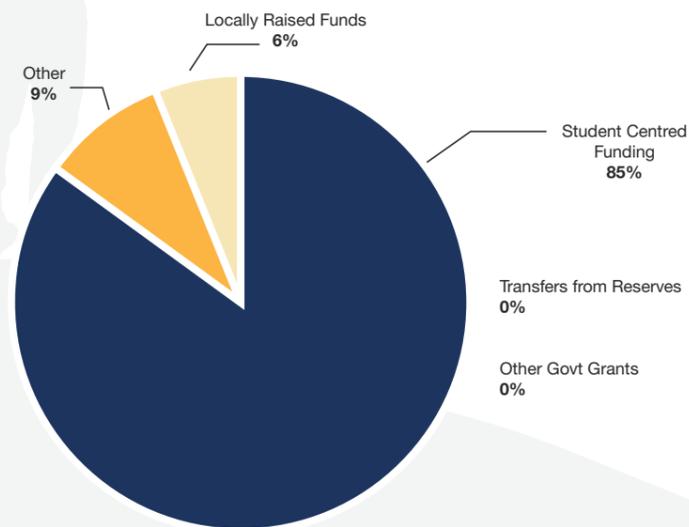
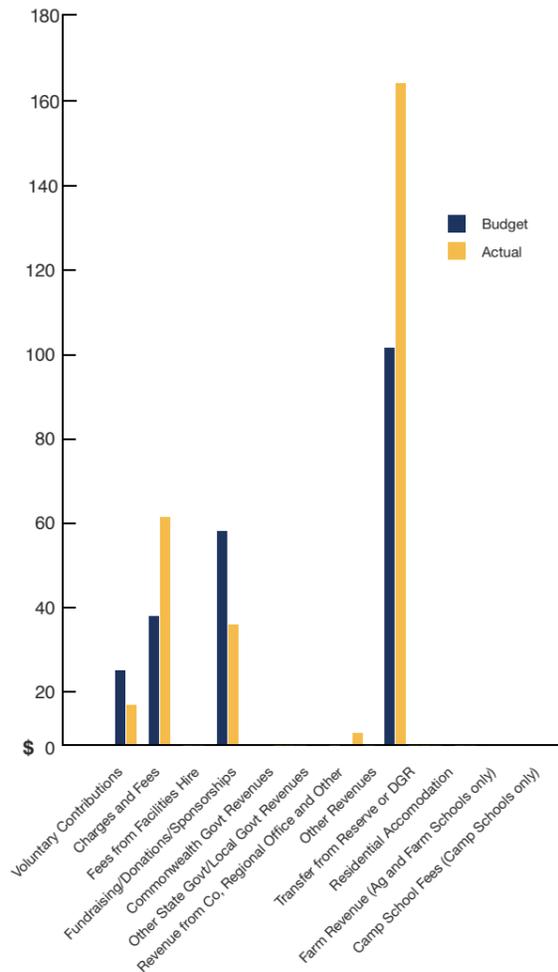
SCHOOL CAPTAINS

Olivia Hughes and Sally Keogh

FINANCIAL REPORT

LOCALLY GENERATED REVENUE - BUDGET VS ACTUAL

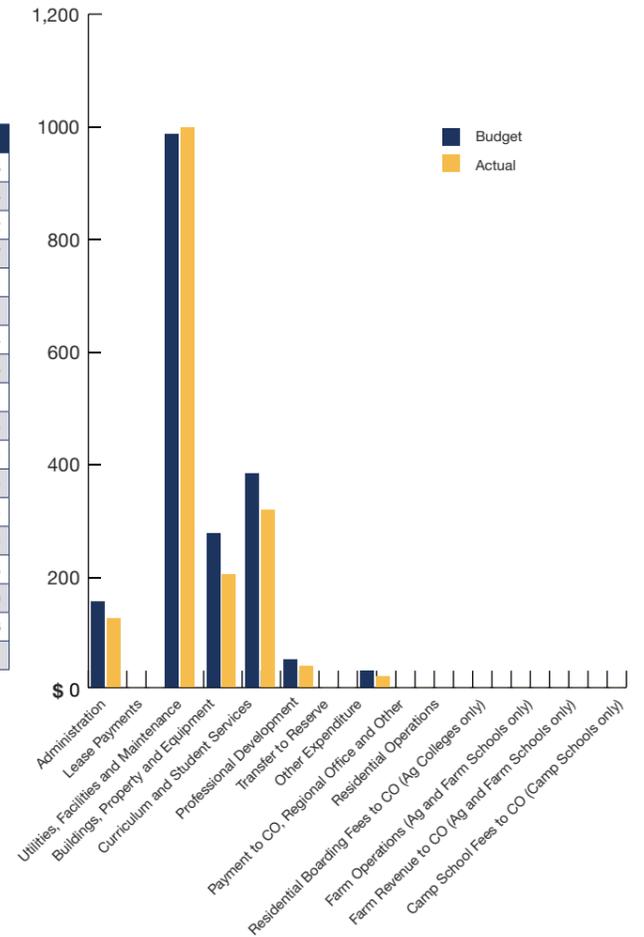
Revenue - Cash & Salary Allocation	Budget	Actual
1. Voluntary Contributions	\$27,148.00	\$16,187.00
2. Charges and Fees	\$36,120.00	\$60,804.62
3. Fees from Facilities Hire	-	-
4. Fundraising/Donations/Sponsorships	\$54,400.00	\$34,295.00
5. Commonwealth Govt Revenues	-	-
6. Other State Govt/Local Govt Revenues	-	-
7. Revenue from Co, Regional Office and Other Schools	-	\$1,715.87
8. Other Revenues	\$101,000.00	\$163,585.57
9. Transfer from Reserve or DGR	-	-
10. Residential Accomodation	-	-
11. Farm Revenue (Ag and Farm Schools only)	-	-
12. Camp School Fees (Camp Schools only)	-	-
Total Locally Raised Funds	\$218,668.00	\$276,588.00
Opening Balance	\$62,646.00	\$62,646.88
Student Centered Funding	\$1,603,476.00	\$1,629,199.96
Total Cash Funds Available	\$1,884,790.00	\$1,968,434.90
Total Salary Allocation	\$5,682,933.00	\$5,682,933.00
Total Funds Available	\$7,567,723.00	\$7,651,367.90



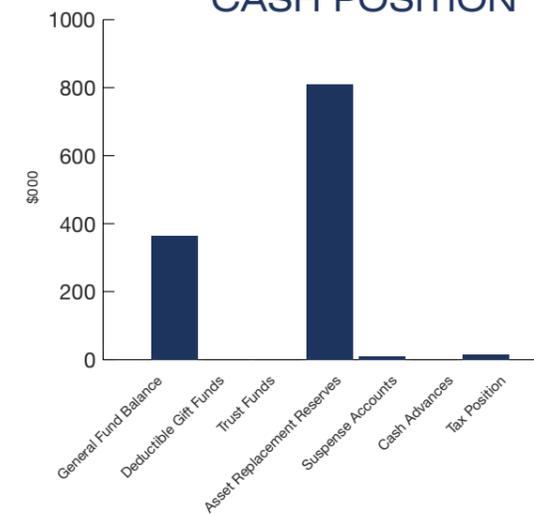
CURRENT YEAR ACTUAL CASH SOURCES

GOODS AND SERVICES EXPENDITURE BUDGET VS ACTUAL

Expenditure - Cash & Salary	Budget	Actual
1. Administration	\$124,000.00	\$114,492.45
2. Lease Payments	-	-
3. Utilities, Facilities and Maintenance	\$986,100.00	\$997,008.92
4. Buildings, Property and Equipment	\$272,500.00	\$201,495.67
5. Curriculum and Student Services	\$369,439.00	\$267,822.71
6. Professional Development	\$40,000.00	\$46,519.01
7. Transfer to Reserve	-	-
8. Other Expenditure	\$29,105.00	\$21,336.68
9. Payment to CO, Regional Office and Other Schools	\$1,000.00	\$920.22
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)	-	-
Total Goods and Services Expenditure	\$1,822,144.00	\$1,649,595.66
Total Forecast Salary Expenditure	\$5,136,862.00	\$5,136,862.00
Total Expenditure	\$6,959,006.00	\$6,786,457.66
Cash Budget Variance	\$62,646.00	



CASH POSITION



Cash Position	
Bank Balance	\$1,102,501.24
Made up of:	-
1. General Fund Balance	\$318,839.24
2. Deductible Gift Funds	-
3. Trust Funds	-
4. Asset Replacement Reserves	\$809,844.71
5. Suspense Accounts	(\$943.71)
6. Cash Advances	(\$150.00)
7. Tax Position	(\$25,089.00)
Total Bank Balance	\$1,102,501.24



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