



morley

senior high school

2019 Annual Report



PRINCIPAL'S REPORT

It gives me great pleasure to introduce the Annual report for 2019. I would like to begin by acknowledging the sustained effort by members of the Morley Senior High School community - which includes staff, students, families and local community groups – in ensuring that the school continues to flourish as a place where students are able to achieve their personal best.

During 2019 we continued to focus on High Quality Teaching, Relationships and a Positive Learning Environment, as outlined in the Business Plan 2018 – 2020. In September we underwent a Public School Review, where we reflected upon our school priorities and measured our progress against our set targets. The reviewers concluded that the school was working effectively in creating the conditions required for student success, commenting that:

- A rich tapestry of exemplary partnerships, both internally and with external agencies, contribute to the fabric of the school community
- The school values of 'Care, Collaboration, Commitment, Courage, Curiosity and Celebration of Achievement' set a positive tone. A safe, orderly and inclusive environment is evident
- A distributed leadership model exists throughout the school
- The school has sound processes to deploy resources in response to student needs. Monitoring systems and decision making protocols are robust and transparent
- The sharing of best teaching practice and the celebration of success is driven by the Teacher Development working party.
- The data literacy of the staff is considerable and the school is achieving consistently sound results.

2019 was also characterised by some exciting improvements to the building and grounds. The Health and Physical Education office was completely refurbished and a new covered netball/basketball

court was completed in time for the beginning of Semester Two. This new area provides the school community with updated sporting facilities, as well as a great space for formal meetings such as assemblies and music concerts. We have continued to provide more seating, shelter and recreational areas for students, whilst also upgrading classrooms and painting the exterior of the school. The School Improvement working party (comprised of staff and students) will continue to guide improvements made to school grounds in 2020.

This annual report will also demonstrate the school's continued progress in NAPLAN and Year 12 achievement. Once again, students made great progress in their NAPLAN achievement from Year 7 to Year 9 and Year 12 results were remarked upon by the Director General, Lisa Rodgers, in a letter to the school, where she stated:

"In our analysis of the 2019 senior secondary student performance data, it has been identified that your school has had a significant positive impact on Year 12 student progress and success through secondary education.

I would like to take this opportunity to acknowledge your leadership and thank the staff at Morley Senior High School. It is evident that it is the motivation, commitment and capability of your staff that has provided the foundation for this success. Together you have provided an education that ensures your students are best placed for post-school opportunities and a meaningful future."

Other pages in this report will highlight the many and varied value-adding opportunities provided to the students by the different learning areas in the school, as well as exciting network and partnership initiatives in the areas of curriculum (our New North Education Initiative now caters to some 100 students, with numbers enrolled in automotive, hospitality and construction pathways having doubled), and health and wellbeing (involvement in Be You and Act, Belong, Commit initiatives).

I am proud to introduce this report and I hope you enjoy reading about the many ways in which we continue to improve the education experience for all of our students and their families.

Sue Gilchrist

BOARD CHAIR REPORT

Morley Senior High School has had a wonderful year in 2019 with many great results.

We have celebrated the most anticipated Undercover area opening with the whole school coming together under one roof for assemblies and award ceremonies. This is thanks to the Government stimulus packages.

As a Board we have assisted the school community in changing the school uniform to bring it into the 21st century. The new design will be introduced as stocks of the previous design are depleted.

The school underwent its very first Public School Review in September and I would like to offer a huge thanks to our staff, board members and parents who made themselves available to speak to reviewers on the day. Our school performance rating, determined through our self-assessment submission, has been validated and reviewed as being "Effective".

Following on from the successful review, the hard work of the staff at Morley Senior High School was also acknowledged through a letter received from the Director General of Education, Lisa Rodgers, congratulating Sue Gilchrist and staff on their efforts in supporting students to achieve success in their secondary education.

We are currently going into the last year of our Business Plan 2018-2020, and at this stage the Morley Senior High School Board is happy with how the school is progressing towards the targets and keeping all three Focus areas interconnected.

On a sad note we said farewell to our long standing School Board Chair, Jack Garber. We wish him all the best in his new endeavours.

Finally, thanks to all our Board Members (parents, community members, staff and students) who commit their time each meeting to discuss and support the educational direction of the school, and for being wonderful ambassadors for the school in our local community.

Karen Lippinkhof
Chairperson



STUDENT IMPROVEMENT TARGETS – 2019

Below is a measure of our achievement against each of the 9 targets for 2019.

TARGET 1 – The achievement of Year 9 NAPLAN Reading, Writing and Numeracy is above the Australian mean. This target has been achieved for Writing and Numeracy in 2019. Whilst this target relates to the Australian mean, it is worthy to note that Morley SHS Year 9 results are above those of students with a similar background.

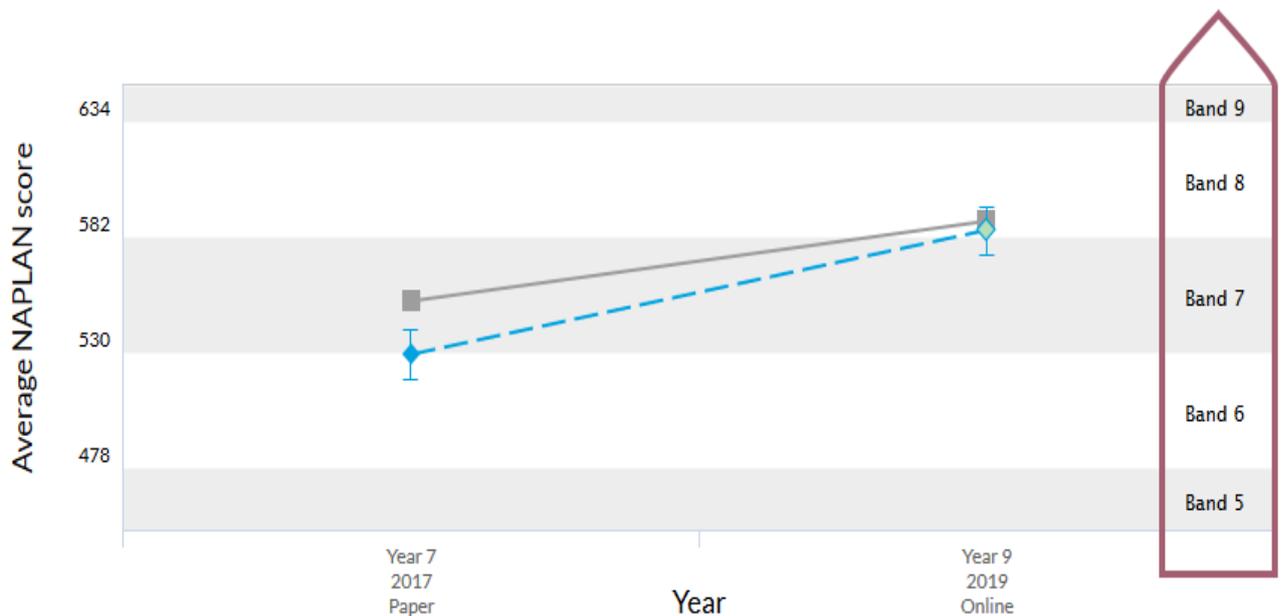
READING	2017	2018	2019
Morley mean	568	585	579
Aust. Mean	581	584	581
Difference	close to	close to	close to

WRITING	2017	2018	2019
Morley mean	563	554	557
Aust. Mean	552	542	549
Difference	close to	close to	close to

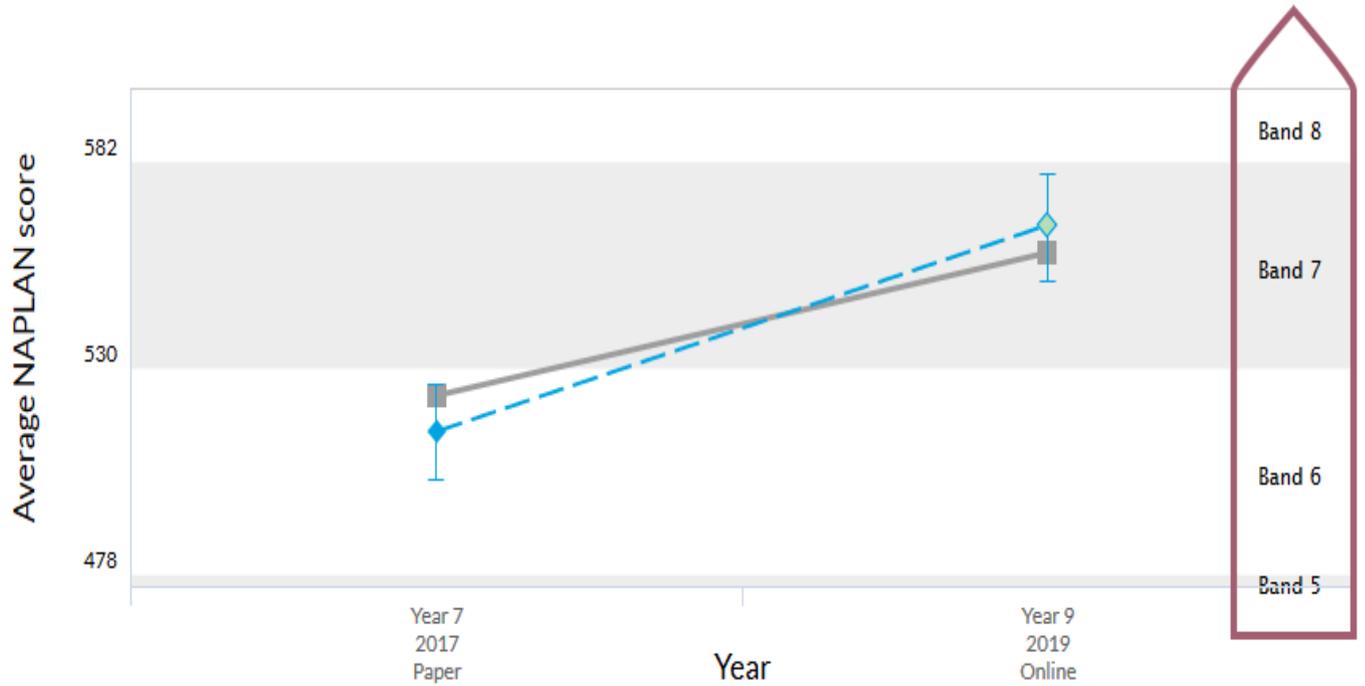
NUMERACY	2017	2018	2019
Morley mean	600	598	597
Aust. Mean	592	596	592
Difference	close to	close to	close to

TARGET 2 – The rate of progress from Year 7 to 9 in NAPLAN Reading, Writing and Numeracy, is higher than Australian schools. This target has been achieved.

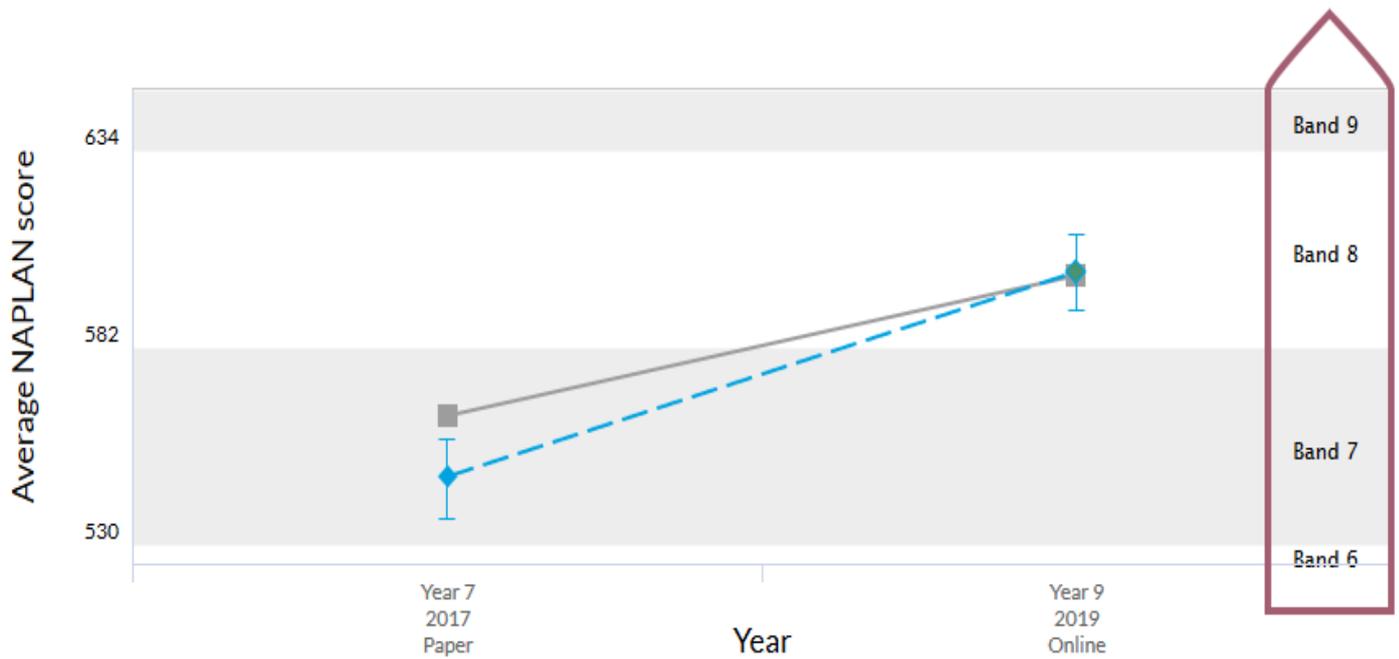
Year 7-9 Reading 2017-2019



Year 7-9 Writing 2017-2019



Year 7-9 Numeracy 2017-2019



TARGET 3 – The percentage of students achieving Band 8 and above in Year 9 NAPLAN Reading, Writing and Numeracy is increased. This table suggests that our results have been maintained in 2019, with the Writing results improving after a dip in 2018.

	READING			WRITING			NUMERACY		
BAND	2017	2018	2019	2017	2018	2019	2017	2018	2019
10	3%	3%	4%	4%	1%	4%	4%	3%	4%
9	7%	15%	15%	9%	7%	9%	22%	20%	23%
8	34%	33%	32%	31%	26%	30%	33%	38%	32%
TOTAL	44%	51%	51%	44%	34%	43%	59%	61%	59%

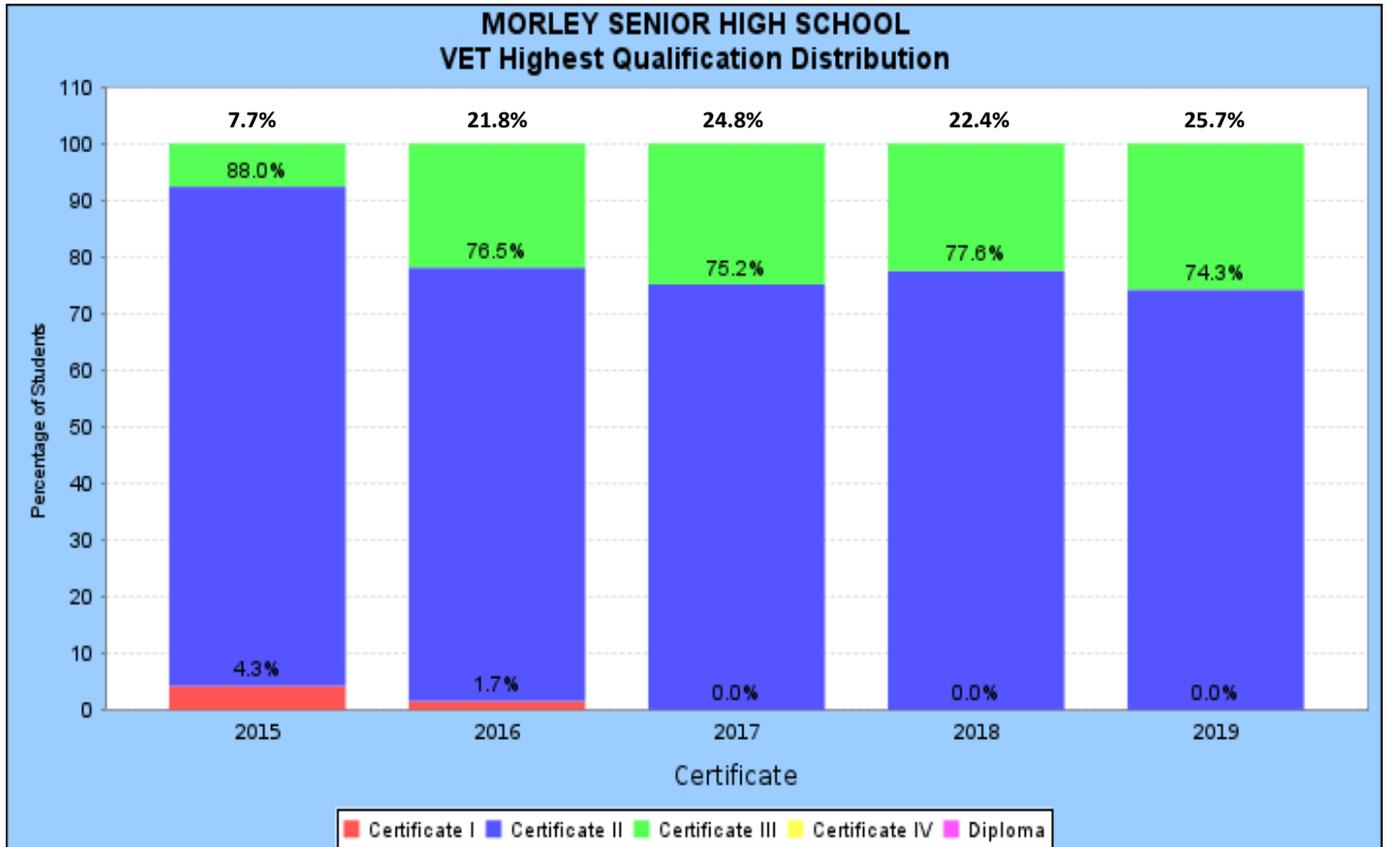
TARGET 4 – WACE achievement to be at or above State mean. This target has been achieved in 2019.

	MORLEY SHS	LIKE SCHOOLS	WA PUBLIC SCHOOLS
2017	85%	85%	88%
2018	90%	84%	89%
2019	93%	87%	88%

TARGET 5 – The percentage of Year 12 students achieving the Literacy and Numeracy WACE requirement is at or above the State achievement rate. This target has been reached in all areas in 2019 – an improvement from 2018.

	Writing MSHS	Writing STATE	Reading MSHS	Reading STATE	Numeracy MSHS	Numeracy STATE
2018	97.7%	97.1%	97%	97.7%	98.5%	96.8%
2019	98.2%	97.1%	98.8%	97.9%	98.2%	96.6%

TARGET 6 - The percentage of students completing Certificate II and/or III is increased.



TARGET 7 - The percentage of students (TISC applicants) with an ATAR above 60 is increased. Achieving an ATAR of 60 or above is significant for Morley SHS students, due to the ATAR bonuses that are offered to them. An ATAR of 70 is the minimum for entry to ECU, Murdoch and Curtin University, whilst a minimum ATAR of 80 is required for entry to UWA. This data indicates that some progress has been made in this area. This is closely aligned with Target 8 and it is hoped that more appropriate pathway selections will continue to improve this result.

	Number TISC students with ATAR above 60	% TISC students with ATAR above 60
2018	43/60	71.5%
2019	50/65	76.9%

TARGET 8 - The median ATAR to exceed that of WA Public Schools.

Whilst the 2019 results were similar to the previous three years, it is important to recognise that this is a large improvement from 2015. The percentage of students completing an ATAR pathway in 2019 is higher than expected, with the performance also being higher than expected.

	MORLEY SHS	LIKE SCHOOLS	WA PUBLIC SCHOOLS
2017	74.7	70.9	78.6
2018	75.3	70.4	79.5
2019	75.2	69.9	78.2

**TARGET 9** – The percentage of students who attend regularly (90% or more of the time) is increased in all year groups.

Attendance	Year 7		Year 8		Year 9		Year 10		Year 11		Year 12	
	Morley SHS	WA Public School										
2018	79%	72%	75%	63%	74%	61%	72%	57%	75%	61%	68%	60%
2019	79%	68%	64%	63%	66%	56%	68%	57%	68%	59%	65%	57%

The percentage of students who attend school on a regular basis is higher than WA Public Schools in each year group in this regular category. As attendance has a high correlation with results, this target remains a priority, especially in the year groups where attendance figures are lower than 2018.

CLASS OF 2019

There were 188 Year 12 students who were eligible to graduate in 2019. Of those students, 162 students achieved WACE and 22 did not complete their Year 12 studies at school. This represents an increase in the graduation rate from 81% in 2018 to 86% in 2019.

The overall performance of the students was as expected, with the participation rate and median ATAR of our students being higher than expected. 88% of our students completed a Certificate II or higher.

2019 DUX

ATAR – Ruby Nguyen
VET- Joanna Chen

School Curriculum and Standards Authority Awards

Fifteen of the class of 2019 were recognised by SCSA for their excellent achievement in their senior school courses.



Certificates of Distinction and Merit

Hedy Phuong	Marym Al Esa
Emilija Martinoska	Amy Dames
Kayla Milosavljevic	Blessing Shwe
Madison Durgutovski	Aviv Silman
Haris Fekovic	Wenxin Zhou
Nhan Huynh	Jiaying Lin
Nadja Ilic	Britney Mach
Taryn Ballard	

YEAR 12 RESULTS

WACE ACHIEVEMENT

	2019	2018
Morley SHS	93%	90%
DOE – Public Schools	88%	89%

MEDIAN ATAR

	2019	2018
Morley SHS	75.2%	75.3%
DOE – Public Schools	78.2%	79.5%

ATTAINMENT RATE ATAR \geq 55 AND/OR CERT II

	2019	2018
Morley SHS	96%	96%
Like Schools	97%	94%
DOE – Public Schools	95%	96%

These figures demonstrate that:

- 2019 saw an increase in the percentage of Morley SHS students achieving WACE, with the school's results continuing to be higher than DOE Public Schools.
- Morley Senior High School's median ATAR remained steady in 2019.
- The Attainment rate continued to exceed that of DOE Public Schools in 2019.

OVERVIEW OF THE 2019

VOCATIONAL EDUCATION and TRAINING PROGRAMS

- 79.3 % of all Year 12 students attained a Certificate II towards WACE accreditation and 21% achieved a Certificate III
- 82% of all students undertaking nationally accredited training at Morley SHS attained a Certificate II or higher.
- 100% certification rate was achieved across three of the qualifications delivered at the school in 2019
- Overall Certification rate for all qualifications held steady at 93.9% at a time of significant upheaval in the VET in Schools sector and changes to the WACE requirements.
- In a year of a minor collapse of the auspicing delivery model across the state, Morley SHS successfully transitioned from one partnering RTO to another across five programs without adverse effects to the learning and training of students. Indeed, programs such as the Certificate III in Visual Arts, increased their certification rate during this period.
- Morley SHS significantly increased attainment by students at Certificate III level from 17% to 21 %
- Morley SHS students continued to sustain strong interest from a considerable number of students across the NNEI network for the Automotive Trade Training Program.

Qualification Attainment Summary:

Qualification Code	Qualification Name	% Achieved
AUR20516	Certificate II in Automotive Servicing Technology	100
AUR20716	Certificate II in Automotive Vocational Preparation	89
BSB20115	Certificate II in Business	97
CPC20211	Certificate II in Construction Pathways	100
CUA20215	Certificate II in Creative Industries	75
CUA31015	Certificate III in Screen and Media	100
CUV30111	Certificate III in Visual Arts	97
MEM20413	Certificate II in Engineering Pathways	93
MSL20109	Certificate II in Sampling and Measurement	80
SIS20313	Certificate II in Sport and Recreation	93

COMMUNITY PARTNERSHIPS – EMPLOYER NETWORK

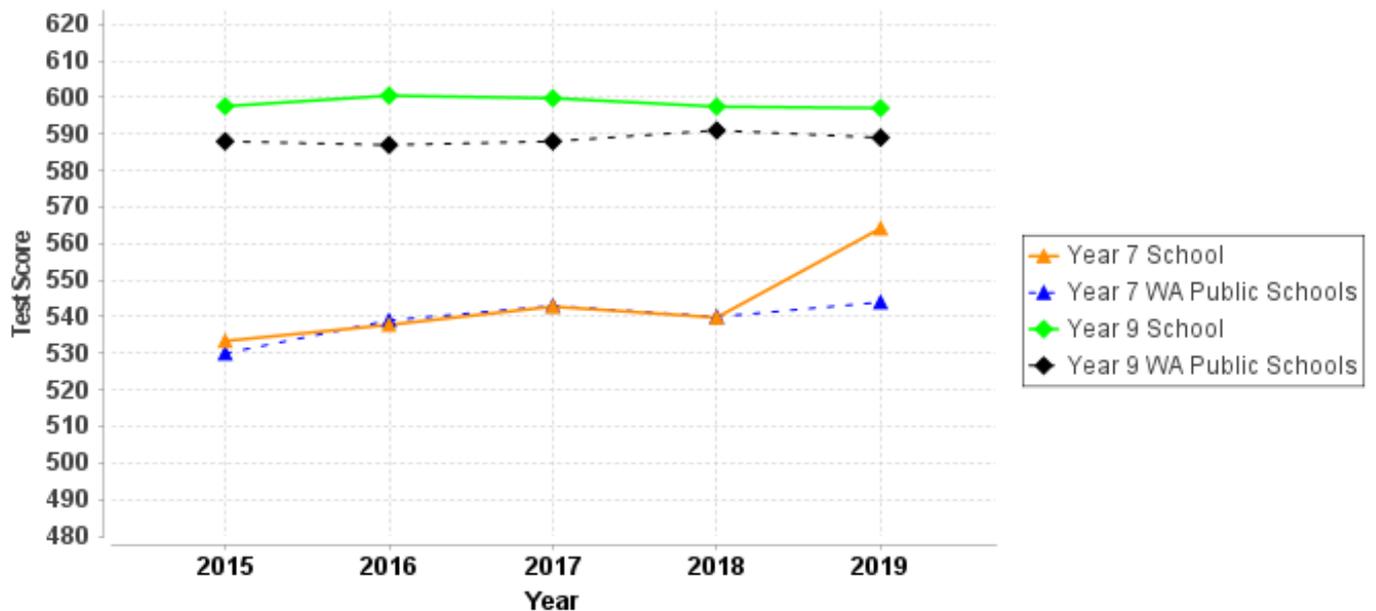
ABLE BUS AND COACH	BAYSWATER
AEGIS AGED CARE GROUP BASSENDEAN	BASSENDEAN
ALEX HOTEL	PERTH
ALEXANDER HOUSE OF FLOWERS	ALEXANDER HEIGHTS
BAYSWATER WAVES	EMBLETON
BUNNINGS MORLEY	MORLEY
CAMBOON PRIMARY SCHOOL	NORANDA
CAMERA ELECTRONIC SERVICES COMPANY PTY LTD	PERTH
CANINE CUDDLES	BALCATTÀ
CITY BARN PET & GARDEN WAREHOUSE	MALAGA
CRANETECH	MALAGA
DEPARTMENT OF JUSTICE	PERTH
DOLCE & SOLATO - MORLEY	MORLEY
DOME CAFE - MIDLAND	MIDLAND
DVG WANNEROO MITSUBISHI	WANGARA
FLEET SPEC HIRE	BALCATTÀ
HERB GRAHAM RECREATION CENTRE	MIRRABOOKA
INSIGHT ELECTRICAL TECHNOLOGY COMMUNICATIONS	EAST PERTH
ITECHWORLD	BURSWOOD
JAZINET	MALAGA
JETTS FITNESS MORLEY	MORLEY
JIM KIDD SPORTS PERTH	PERTH
JIM KIDD WATER TOWN	WEST PERTH
K9TO5	OSBORNE PARK
KUDITJ	PERTH
LEEDERVILLE CAMERAS	LEEDERVILLE
MACWORX JOONDALUP	JOONDALUP
MODERN COMPUTER SYSTEMS	BALCATTÀ
MORLEY CAMERA HOUSE	MORLEY
MUSSAN HAIR AND BEAUTY DIANELLA	DIANELLA
MY VISTA AGED CARE	BALCATTÀ
NATURAL ELEMENTS FOR HAIR	YOKINE
OODLES OF POODLES PET SHOP AND GROOMING	NORTH PERTH
PARINS	MALAGA
PARTY PLUS OSBORNE PARK	OSBORNE PARK
PETBARN MIRRABOOKA	MIRRABOOKA
PRESTIGE BARBERS LOUNGE	CAVERSHAM
PRICE ATTACK MORLEY	MORLEY
RIP CURL PERTH WATERTOWN	PERTH
SALON EXPRESS INNALOO	INNALOO

NAPLAN RESULTS

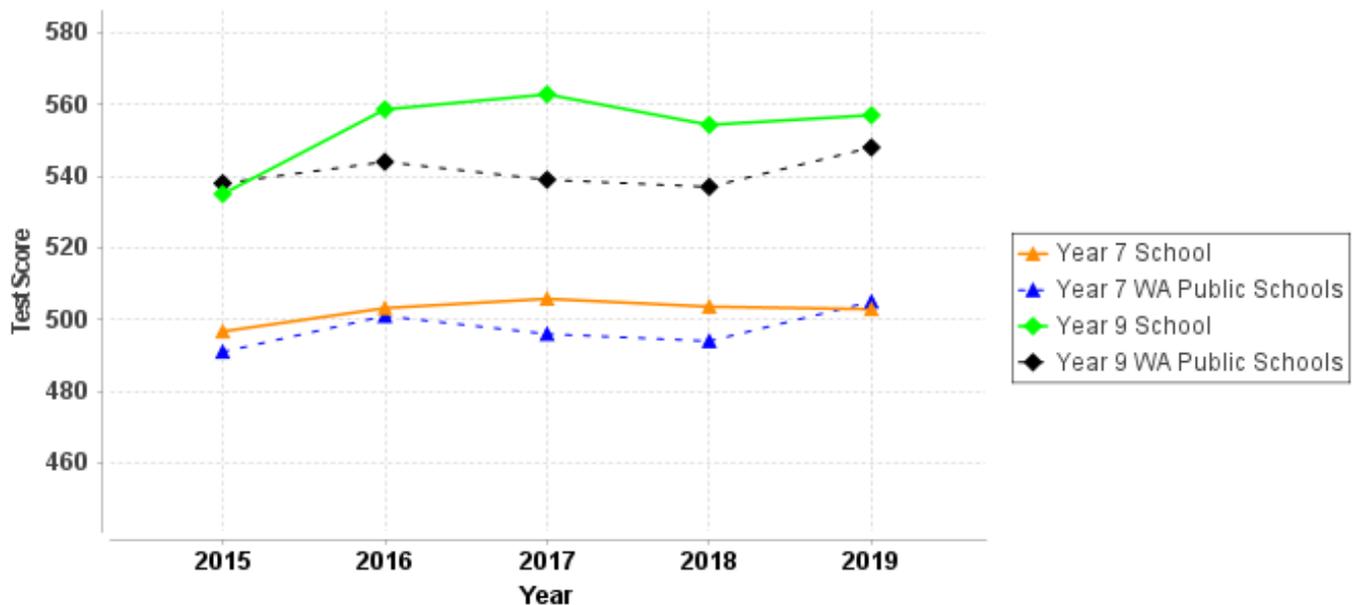
NAPLAN – Longitudinal summary

These graphs illustrate student achievement in both Year 7 and 9 over the past 5 years, compared with WA Public School results, in Numeracy, Reading and Writing. There has been a sharp increase in scores for Year 7 Reading and Numeracy compared with Public schools. In all other tests, Morley Senior High School has been achieving close to or above the Public School average.

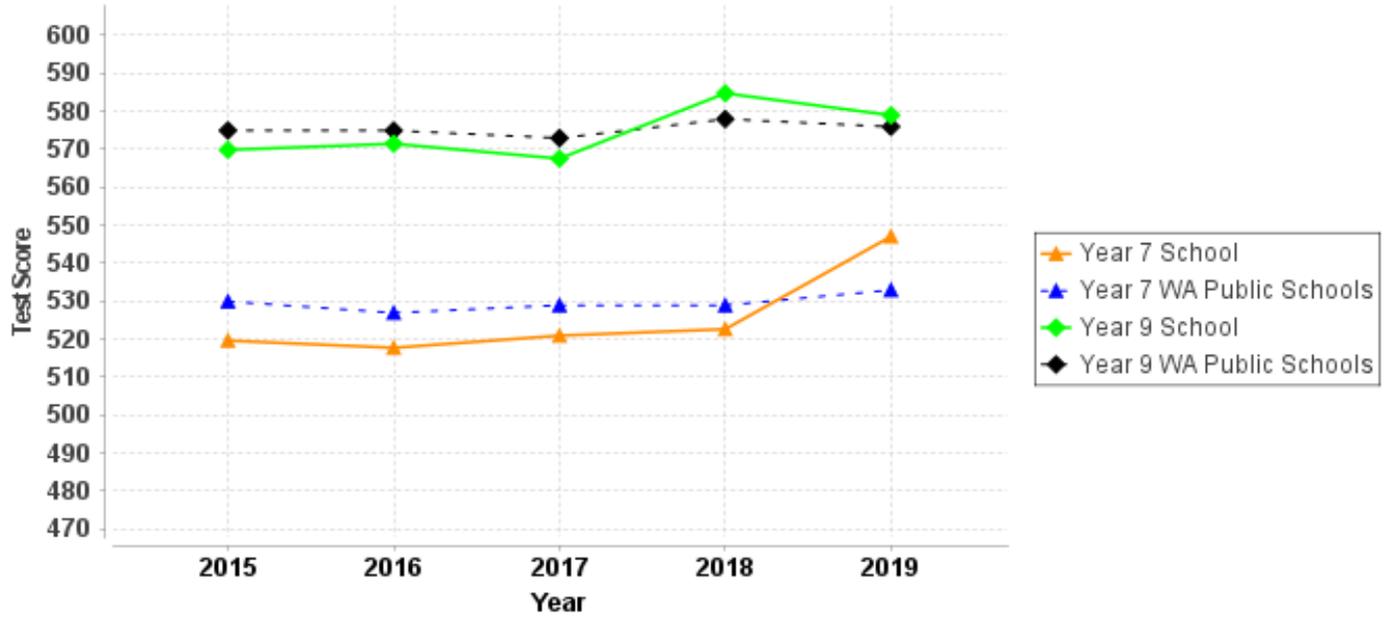
Average Numeracy Score



Average Writing Score



Average Reading Score



OLNA

OLNA - Current Student Standing

Year 10 Students - Qualified In

	Year 9	Year 10	Not Qualified
2019	51	89	55
	26.2%	45.6%	28.2%
Like Schools	17.5%	40.7%	41.8%

OLNA - Current Student Standing

Year 11 Students - Qualified In

	Year 9	Year 10	Year 11	Not Qualified
2019	46	81	25	28
	25.6%	45.0%	13.9%	15.6%
Like Schools	17.3%	38.7%	15.4%	28.7%

OLNA - Current Student Standing

Year 12 Students - Qualified In

	Year 9	Year 10	Year 11	Year 12	Not Qualified
2019	47	66	28	14	8
	28.8%	40.5%	17.2%	8.6%	4.9%
Like Schools	16.8%	42.1%	19.3%	9.0%	12.8%

Focus Area 1

HIGH QUALITY TEACHING

In 2019 Teachers engaged in a variety of **professional learning** based on their performance management discussions in the area of high-quality teaching related to:

- Specialist Programs in Technologies (from Murdoch University)
- Teacher currency and competency in VET with AIET and Certificate IV in Training and Assessment upgrades through Skillstrategies
- Managing students in the classroom through CMS and ISE
- The implementation of High Impact Instructional Strategies through TeachWell
- Literacy across the curriculum with the Cornell method note making strategy
- Teen Mental Health attending “Gatekeeper”, or ‘Youth Mental First Aid’ training
- Data analysis workshops
- Specific subject areas: Many teachers staff attended professional learning delivered by subject specialist organisations such as HTAWA, GAWA, ETAWA, PLEAWA, ACHPER, NERPEA, BEWA, MAWA and ECAWA.

In addition, many staff members at Morley SHS:

- Are involved in School Curriculum and Standards Authority’s (SCSA) Professional Curriculum Advisory Committees
- Access professional learning through “Connect“ Communities within Morley SHS, ACROD DoE support groups and through partnerships with external organisations
- Presented professional learning to others at whole staff and learning area meetings and across the Morley School Network
- Are markers for SCSA in WACE exams, EST assessments and NAPLAN.

In 2019, there was a strong emphasis across the school on **student progress and support** via:

- Subsidised seminars to increase understanding of subject skills and content knowledge.
- Backward mapping of upper school subjects into lower school to allow for early skill acquisition
- The creation of HASS report comments to follow a common structure for feedback,
- Support for literacy to improve NAPLAN across learning areas
- The introduction of High Impact Instructional Strategies (HIIS),
- Homework and classwork practice online with Read Theory for Reading improvement
- Grok Learning online experience.

Learning areas focused on the use of syllabus content and engaging with SCSA work samples and exemplars to improve student outcomes. The school also continued to support student progress via additional tuition sessions for students outside of school hours and extra writing assignments and individualised instruction for students who had not passed all components of OLNA year 11 and 12.

The application of technology to enhance learning outcomes and improve student engagement continued to be a focus in the classroom. MSHS staff were using technology:

- As a resources using software such as Education Perfect, Stile, App Inventor, and industry standard applications in VET
- As ways to record and reflect on teaching practice using DJi Osmo and Bluetooth tripod
- To reinforce concepts taught in class through ClickView.

Focus Area 1 cont'd

HIGH QUALITY TEACHING

MSSH students were using technology:

- To demonstrate learning using interactive notebooks, whiteboards, Apple connectors, electronic probes and measurement tools, micro bits, ozobots, Lego EV3 Robots, Hummingbirds Robotics, drones and music recording hardware
- By applying subject knowledge to create memes and podcasts and via Quizlet, Plikers. 3D Printing, and in the Digital audio workstation.

In 2019 teachers actively engaged in **analysing and using data** to create strong outcomes for students:

- Teachers discussed ways to reflect on their data, articulating targets for lower school students and reflecting upon their levels of improvement
- Teachers used a variety of data sources to improve learning experiences and value add to student experience
- Students at Educational Risk were identified through data analysis and supported in Year 7 with the implementation of the DiXi program for literacy and numeracy, and in other years through explicit goal setting, individualised success criteria and practice assessments with specific feedback
- Feedback from student voice surveys was used to guide planning and the modification of course/programs and instructional methods
- Some teachers used technology such as ZipGrade and FormScanner to provide better analysis of multi-choice test results.

In 2019 teachers continued **providing feedback to students** to promote achieving a personal best focusing on a range of strategies to inform parents and students in a timely and proactive manner and using Letters of Commendation to recognise success at all levels.

There was also a focus on **differentiation** to cater for different student capacities through such strategies as:

- The implementation of the DiXi program to cater for students with specific literacy and numeracy needs in Year 7
- Specifically directing learning intentions to cater for the needs of students at the bottom quartile and extend students at the top quartile in classes
- Using course coordinators to reflect on programs and activities to share strategies for differentiation, to model good practise and to mentor less experienced staff members
- Offering new courses to meet needs in senior school
- Increasing academic rigour in the form of extension classes in MESH subjects and P+ expanding into Year 9.

Focus Area 2

RELATIONSHIPS

In 2019, Morley SHS continued to forge strong and wide-ranging **connections with local, state and international networks** including:

- Local professional networks, Morley Schools Network (MSN) and New North Education Initiative (NNEI)
- Professional networks: Connect: SCSA committees: Specialist subject associations
- Engagement with local primary schools on a variety of Arts and Science projects
- Engagement with other secondary schools for curriculum moderation and sharing of resources
- Links to value add to the curriculum experience with the Art Gallery, local universities, media outlets, the Royal Aero Club and CSIRO
- Supporting charitable organisations such as Anglicare, Mission Australia and the Lions institute
- Supporting the development of the teaching profession through supervising/mentoring pre-practice teaching students at all levels
- Local sporting agencies and venues
- Sister schools in Japan and China with another sister school relationship developed with Northbrooks College Singapore.

We have maintained and increased the level of **community participation in school activities** through:

- Music Showcases and Arts exhibitions highlighting student work
- Incursions and guest speakers from Universities, professional organisations such as WAAPA and the Telethon Institute, industry groups
- Parent, student and ex-student support for school programs and initiatives such as Be You
- Support from Noranda Growers Fresh, Morley Wholesale Fruit and Veg, Woolworths Noranda and Coles Noranda for school-based health initiatives.

We focused on **wellbeing programs across the school** in a variety of activities and programs. For example:

- MSHS implemented and supported a variety of established programs for mental health, including: Youth Focus workshops, Teen Mental Health First Aid and Be You national initiative, culminating in **Morley Mental Health Week**, which promoted health agencies - Helping Minds, Youth Focus, Head Space, Act Belong Commit, Beyond Blue and Reach Out.
- Lunchtime and after school activities for students such as music performances were provided to showcase student talent and murals were created around the school by students to brighten the school environment
- Staff vs student sport competitions and different sports including soccer, basketball, netball and athletics were offered during recess/lunch to support healthy lifestyle
- There was a focus on activities during morning Tutorial time such as Wellbeing/Inspirational videos and “Thoughtful Thursdays” in partnership with the school psychologist
- Breakfast Club before school and homework classes after school provided additional support for students
- MSHS adopted the Growing Resilience In Teachers (GRIT) program for teacher wellbeing.

Focus Area 2 cont'd

RELATIONSHIPS

In 2019, **students** were offered the opportunity to develop **leadership** through the Student leadership team and:

- In partnership with the Lions Club, Morley Leos and Rotary and School Sport WA
- Through events sponsored by universities, such as Illuminate Next Gen at Murdoch, the Science and Engineering Challenge through UNSW and the Next Generation Program at UWA
- As Music Captains and in MSHS sustainability group
- In activities such as Mock Trials and STEM UnitED
- In school based projects such as Breakfasts to commemorate specific International events, the Technology Expo and construction projects around the school.

Teachers **worked collaboratively with other staff** on a range of projects across the school in 2019 including:

- Year 7 Orientation Days, Big Day In event and Year 7 Meet and Greet in Term 1
- Mental Health Week, Harmony Week, Science Week, Languages Week, Book Week and π Day
- Business class 'breakfast' events
- National and International visits and exchanges
- Rewards Days for Yr 7, 8, 9 and 10
- and as members of various school Working Parties which underpin the Business Plan focus areas.

Teachers were also collaborating to support the curriculum for P+ classes and STEM projects for Years 7-9, in small group Moderation with NNEI Schools and in their roles as teacher representatives to SCSA.

Decision making processes were strengthened in the school in 2019 in the following measures:

- Planning days to support ongoing teacher collaboration in designing and adjusting courses, programs and assessment within learning areas
- Course coordinators established for specific years and subjects within learning areas
- Staff input to the format and content of School Development Days and staff meetings and to school processes from feedback in learning areas to Senior Leaders' meetings
- 'Student Voice' surveys to give teachers direction for growth and self-development
- Surveys of both Morley SHS and the wider communities for future school priorities and directions.

Focus Area 3

POSITIVE LEARNING ENVIRONMENT

In 2019, **school communication strategies** continued to develop and strengthen within and across the school community through:

- Staff and learning area meeting agendas and minutes which were shared through email and Connect communities
- The uptake of Academy Welfare Module to communicate with parents and students
- The continued use of Connect noticeboard and emailing to communicate with parents and students
- The continued use of Connect and Facebook to communicate events and achievements to the wider community.

In 2019, MSHS adopted **a common instructional language** in classrooms:

- Learning Intentions and Success Criteria whiteboard labels (common language) were issued to all teachers, with their use being modelled in staff meetings and learning area meetings
- Learning area meeting time was used to discuss curriculum, including how to incorporate common language into programs
- Common instructional language was adopted in classrooms in day-to-day teaching
- Common instructional language extended to the use of glossaries and common paragraph writing formats across all year groups in some learning areas.

There was a focus on strategies to **develop challenging and engaging curriculum** such as:

- Teacher professional learning to increase staff mastery of pedagogy which promotes student engagement
- Use of student feedback and industry community consultation to review courses and improve teaching programs and strategies
- Adaptations within curriculum such as:
 - Challenging laboratory tasks, STEM activities and problem solving, third party curriculum links, ASX programs and small business simulation activities and excursions, to provide opportunities for students to apply and implement acquired curriculum skills
 - Differentiated programs for P+ students, designed to extend and encourage students to take responsibility and ownership of own learning, through scaffolding of questions and assessments using Bloom's Taxonomy
 - Differentiated support for students required to undertake OLN examinations.

Opportunities for students to participate in extra-curricular activities designed to enrich classroom activities:

- Arts Club to enable students to experiment with personal art works
- Musical Theatre club for students to develop performance skills and then perform at Music Showcase
- Vocal, guitar and percussion ensembles for IMSS and interested students to develop instrumental and performance skills
- Homework club.

Focus Area 3 cont'd

POSITIVE LEARNING ENVIRONMENT

Teachers focussed on **positive recognition of students' efforts and outcomes** in 2019, through:

- Displays of student work in Arts foyer and around the school
- Commendation letters sent for students as positive recognition for demonstration of MSHS values (Commitment, Care, Curiosity, Collaboration, Courage) such as volunteer work, participation in competitions, achievement in Education Perfect and for coaching at carnivals
- Increased direct positive verbal feedback to students in the classroom using star charts, subject awards
- Presentation of trophies, medals and achievement certificates at assemblies.

In addition, there was also increased recognition of staff members' efforts and achievements in learning area and senior leaders' meetings, and through the weekly Staff Member of the Week award.

There was an **upgrading of facilities**, determined by the School Improvement working party, whose membership comprises of staff and students:

- A new undercover area was completed for HPE programs and large student gatherings (such as assemblies, concerts)
- New HPE office was also completed
- Room K7 (science) was upgraded
- New music recording hardware equipment, drum kit skins, laptops, headphones for the keyboards were all purchased for the music program
- Photographic, video and studio equipment was updated
- A movable stage was purchased for performances and use at assemblies in the new undercover area. This was funded by the P & C
- Extra tables, chairs, shade and drink fountains were purchased in response to a school-wide survey.

There was an increased emphasis on **staff and student responsibility for teaching and learning** in 2019 via:

- The uptake of Connect as a platform for making learning and assessment visible to students and parents
- The consistent use of Learning Intentions across the school
- Encouraging students to use work portfolios as a way to take responsibility for their own learning
- The refinement of Course Coordinator positions within all learning areas
- Teacher leadership of school working parties.

CELEBRATIONS

In 2019 there were many celebrations:

In the Arts:

- We made links with Noranda Shopping Centre where student art/photography works were displayed and the choir performed Christmas carols
- Our vocal ensemble students also performed at the WA Secondary Public Schools Choral Festival, and
- The Contemporary Band performed at the WA Secondary Public Schools Contemporary Festival.



In Humanities:

- Morley Leos continued to build upon community partnerships to support more charities including Sleeping Rough initiative involving City of Bayswater representative and local and state MPs and
- We celebrated Harmony week with international Karaoke, tutorial geography and cultural quizzes.



In Technologies:

- We established a sister school relationship with Northbrooks College in Singapore
- There was an interstate excursion to the Avalon air show
- Several students completed their first solo flights, and
- MSHS won the Minister's Aviation award for the 4th year.



In HPE:

- We engaged in programs run by the Telethon Kids Institute and the School Drug Education and Road Aware (SDERA)
- Engaged in a partnership with UWA for the Ignite program, and
- Established the Year 10 Teen Mental Health First Aid program.



CELEBRATIONS cont'd

In Science:

- We participated in Solar Car Challenge and established the eVehicle Team, and
- partnered with outside agencies such as ConocoPhillips, UWA, ECU, Curtin University, North Metro TAFE and Notre Dame University to expand Science and STEM offerings to girls and Indigenous students.

In English:

- We organised quizzes, dress ups and book club to celebrate Book week.

In Languages:

- One student scored 100% in WACE oral exams in Japanese
- We went on exchange to Japan
- We hosted students from our Italian and Chinese sister schools, and
- We established a Mah-jong club at lunchtime.



In Mathematics:

- We increased the number of students who took part in Australian Maths Competition (215) resulting in an increased number of certificates of High Distinction (3), Distinction (21) and Credit (63), and
- Two Year 7 students were invited by MAWA to attend Euler Problem Solving Seminars as a result of their high performance.

In Student Services:

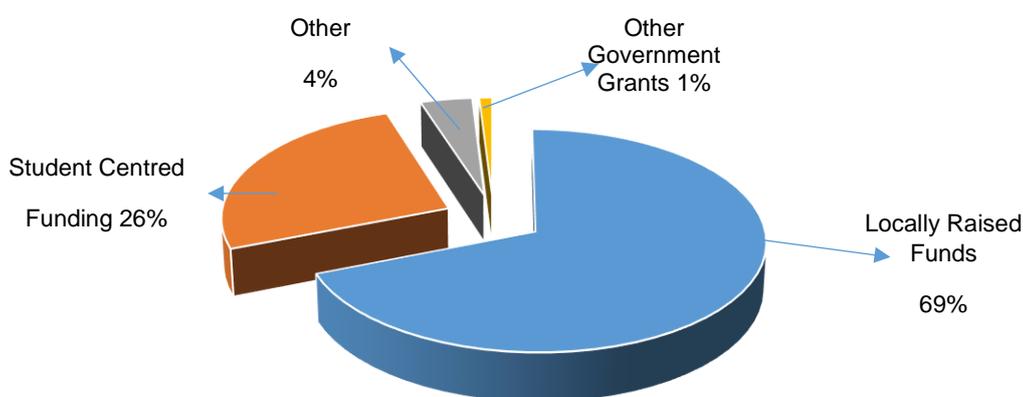
- We delivered the Rock and Water program to all Year 7 students and established the Drumbeat program for Year 8s
- We engaged with Cyber safety programs to assist students to be safe using the Internet
- We provided a range of social events and reward activities to students in all years
- We continued to provide and expand Breakfast club, and
- We continued to support students with Chaplaincy, Health counselling and services and school psychology.





Financial Summary as at 31 December 2019

Revenue – Cash & Salary Allocation	Budget	Actual
Voluntary Contributions	70,215.00	66,797.70
Charges and Fees	885,863.00	884,053.69
Fees from Facilities Hire	32,402.00	38,528.63
Fundraising/Donations/Sponsorships	64,340.00	64,012.45
Revenue from Co, Regional Office and Other Schools	16,054.50	15,589.09
Other Revenues	62,160.50	60,069.65
Total Locally Raised Funds	1,131,035.00	1,129,051.21
Opening Balance	316,642.00	316,642.17
Student Centred Funding	394,696.00	394,695.82
Total Cash Funds Available	1,842,373.00	1,840,389.20
Total Funds Available	1,842,373.00	1,840,389.20



Expenditure – Cash and Salary	Budget	Actual
Administration	182,470.00	160,106.26
Lease Payments	6,151.00	6,837.52
Utilities, Facilities and Maintenance	301,711.00	269,811.44
Buildings, Property and Equipment	422,987.00	338,774.88
Curriculum and Student Services	670,114.31	611,266.74
Professional Development	56,064.00	53,474.14
Transfer to Reserve	4,000.00	4,000.00
Other Expenditure	37,301.17	35,856.69
Payment to CO, Regional Office and Other Schools	12,142.00	12,142.09
Total Goods and Services Expenditure	1,692,940.48	1,492,269.76
Total Expenditure	1,692,940.48	1,492,269.76
Cash Budget Variance	149,432.52	

Bank Balance	1,241,880.80
General Fund Balance	348,119.44
Deductible Gift Funds	
Trust Funds	
Asset Replacement Reserves	885,800.88
Suspense Accounts	31,570.48
Cash Advances	(7,540.00)
Tax Position	(16,070.00)
Total Bank Balance	1,241,880.80

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