



School Report: Morley Senior High School 2021



Contents	Page
School Overview	3
<ul style="list-style-type: none"> • Student numbers and Characteristics • Workforce Composition 	4
Student Attendance data	4
Student Attendance data	5 - 6
Student Achievement and progress	
<ul style="list-style-type: none"> • NAPLAN • Year 12 Outcomes • VET Qualifications completion 	7 -8
	9
	10
School Income by funding	11
Identified school priority	
<ul style="list-style-type: none"> • High quality teaching • Relationships • Positive Learning Environment 	12
	12
	13
Extra-Curricular Highlights	14



School Overview

Morley Senior High School's vision is to celebrate diversity and cater for the needs of all students, with the goal of everyone achieving their personal best. We strive to foster a culture of continuous improvement and high expectations in a supportive, engaging and challenging learning environment.

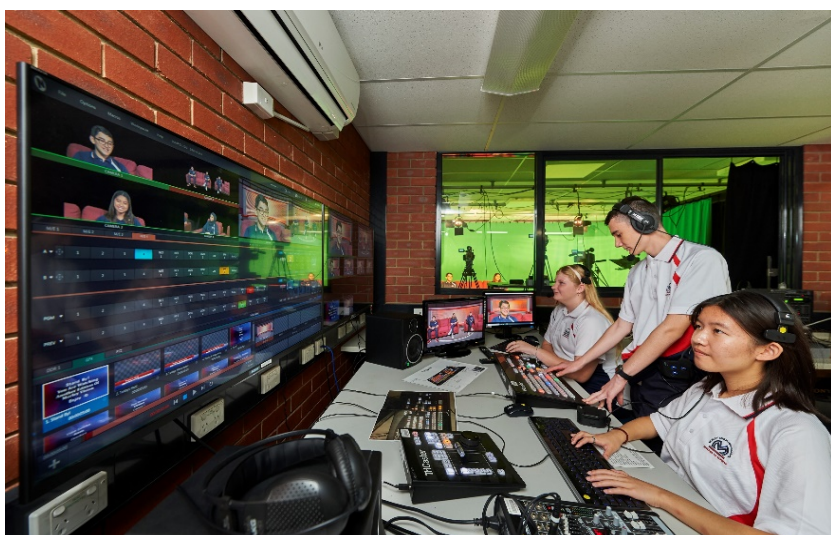
Students in Years 7 to 10 have access to engaging programs, including Department of Education approved specialist programs in our Aviation Academy and School of Screen and Media. All students in Years 7 to 9 also study a language and have the opportunity to participate in activities associated with our exchange partnerships with sister schools in Japan, China and Singapore.

The Performance Plus program was established for Year 7 students in 2018 and has now progressed through to Year 9. This program encourages students to become critical thinkers and incorporates student-led learning opportunities, where they develop problem-solving skills in order to address real-life issues, in a cross-curricular setting.

In Years 11 and 12 students are presented with a range of opportunities to pursue career and study pathways. Our broad number of ATAR courses are supported by local universities and our VET certificates, combined with general courses, ensures that all students are prepared for life beyond school. We are a Registered Training Organisation (RTO), and we operate a state-of-the-art Automotive Trade Training Centre.

International students are able to enrol and they are a vital component of the multicultural makeup of our school. Students who require assistance with literacy skills may access our dedicated Intensive English Centre, which is staffed by specially trained English as a Second Language/Dialect (EALD) teachers.

Education at Morley SHS is considered a partnership between staff, students, parents and the wider community. We take every opportunity to recognise and celebrate our cultural and ethnic diversity and promote understanding and tolerance in both our academic and non-academic endeavours. We value and promote personal and social responsibility, as well as leadership in our students through participation in fundraising for our Cambodian sister school, through the Angkor project; and the Morley Leos (affiliated with the Ballajura and Noranda Lions Clubs) and Student Council leadership programs.



Student Numbers and Characteristics (Data) (source: Schools Online)

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	TOTAL
Full time	175	175	182	171	158	168	1029

TRENDS

	2017	2018	2019	2020	2021
Lower Secondary	721	740	719	707	703
Upper Secondary	365	314	346	351	326
Total	1086	1054	1065	1058	1029

RETENTION AND PROGRESSION

	Years 8 - 10	Years 8 – 12	Years 10 – 12	Years 10 – 11	Years 11 - 12
2019	101%	90%	89%	98%	94%
2020	101%	95%	90%	94%	92%
2021	95%	87%	86%	90%	92%

CHARACTERISTICS

Male	595
Female	1013
Aboriginal	16
Non-Aboriginal	1029

The figures above suggest a gradual decline in student numbers over the past three years. There can be several explanations for this decline, including:

- Decrease in International full fee-paying student numbers, due to border closure in 2020 and 2021.
- Counselling of students into more appropriate external educational and vocational pathways, especially in upper secondary years.
- Variations in cohort numbers entering the school, especially Year 7.

It is hoped that post-Covid we will endeavour to implement further communication strategies with local primary schools and at community events as a way of raising the Morley Senior High School profile. Current Covid restrictions are hampering our ability to do so.

Workforce composition (Data) (source: Schools Online)**HEAD COUNT**

	2018	2019	2020	2021
Teaching	80	80	82	82
Non-Teaching	42	39	41	41

Whilst the student population has shown a slight decrease in recent years, numbers (and %) of teaching staff have increased to cater for changing needs of the student cohort.

AVERAGE AGE

	2018	2019	2020	2021
Teaching	45.5	44.2	45.2	46.3
Non-Teaching	54.9	55.9	54	52.3

31% of Teaching Staff and 41% on Non-Teaching staff are over 55 years of age. This is greater than like schools and suggests that succession planning should remain a focus of workforce planning.

Student Attendance

The first table below demonstrates a comparison between the attendance of students at Morley SHS with other schools in WA. The second table gives a breakdown of those statistics over the same time period according to year groupings.

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2019	90.9%	88.2%	88.8%	70%	77.9%	65.8%	90.6%	87.8%	86.8%
2020	91.5%	89.1%	89.2%	80.3%	78.5%	65.9%	91.4%	88.7%	87.3%
2021	89.7%	85.5%	86.5%	82.1%	73.6%	62.6%	89.6%	85.1%	84.4%

Attendance % - Secondary Year Levels

	Y07	Y08	Y09	Y10	Y11	Y12
2019	93%	90%	91%	89%	91%	90%
2020	93%	92%	91%	91%	90%	91%
2021	92%	91%	89%	88%	88%	90%
WA Public Schools 2021	88%	85%	83%	82%	83%	84%

Although schooling returned to “normal” in Semester 2 after the Covid-19 lockdowns, Student Services realised student attendance was impacted more than the few weeks during Semester 1. The ‘COVID Hangover’ seemed to last all year in terms of student apathy, work habits and attendance. As a result, raising Regular Attendance in 2021 was challenging.

Knowing this information prompted MSHS to consider three *SMART* goals.

1. Reduce Unexplained Absences.
2. Maintain 85-93% whole school attendance rate
3. Improve tracking and support for students identified as At Risk.

At MSHS, electronic communication opportunities have continued to grow with the introduction of Compass in July 2021. This live communication is now used frequently and is becoming an effective means to build positive communication lines between school and home. Attendance-related Chronicle entries and strategically placed kiosks, one in Administration and another in the Student Services, continue to be a key tool to help provide timely and accurate attendance data. Communication is seen as key to ensuring all students are being cared for and for building community relationships. Furthermore, the introduction of Compass, in conjunction with the newly updated Attendance Policy, MSHS was able to significantly improve the tracking of student attendance and reduce unexplained absences to 2%.

Student Services staff regularly conducted home visits to those students in the Severe Risk category, which resulted in significant improvements in non-attenders engaging back in education and strengthening community connections.

Attendance will continue to be a priority at MSHS. Student Services identified the following improvement areas for close attention and priority in 2022:

- Encourage the use of engaging teaching practises and Common Instructional Language
- Engaging extra-curricular activities including Good Standing and Attendance Rewards
- Individual Attendance Plans
- Fast and efficient wrap-around support for vulnerable students
- Improve the rate of regular attendance

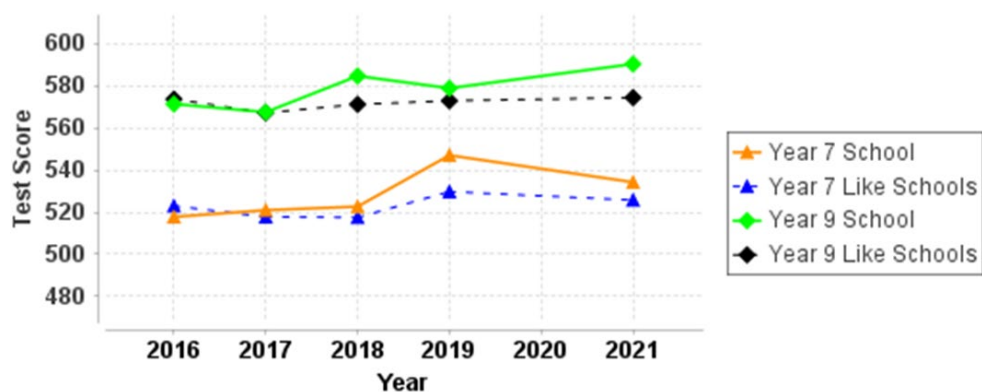
School Strategies	Actions	Performance Measures
Streamline school attendance strategy	<ul style="list-style-type: none"> • Develop a culture within the school community regarding the importance of daily attendance • Continue to refine and implement engagement strategies for at risk students • Increase teachers' capacity around student engagement, relationships and high expectations 	<ul style="list-style-type: none"> • Average attendance rate for students • 90% attendance rate for Year 7 • 88% attendance for whole of school.
Enhancing positive school culture	<ul style="list-style-type: none"> • Develop staff clarity of school values and culture, and explicitly teach expected behaviors, attitudes and values to students • Focus on building a positive school culture amongst staff, students and parents 	<ul style="list-style-type: none"> • Student satisfaction from NSI surveys
Wrap-around support	<ul style="list-style-type: none"> • Implement strategies to track, mentor and support the attendance, achievement and retention of students with well-being or disengagement concerns 	<ul style="list-style-type: none"> • C-A achievement in MESH subjects • Average attendance rate for students



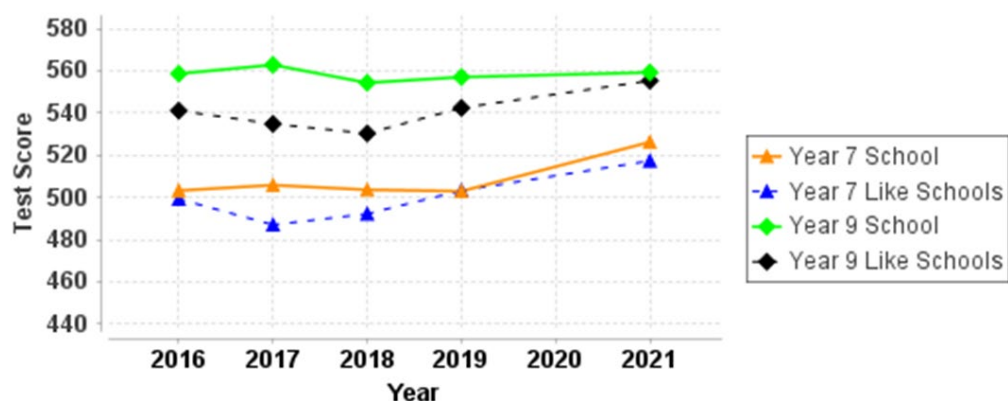
Student Achievement and Progress - NAPLAN

The first 3 graphs below compare the trends in performance of Morley Senior High School students to the performance of students in similar (like) schools since 2016. This is followed by 3 similar graphs which compare the same performance to those of students in all WA public schools over the same time period.

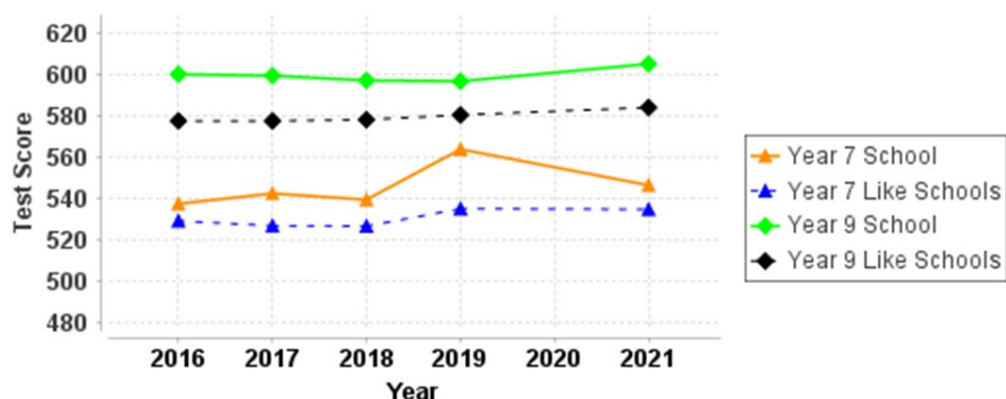
Average Reading Score



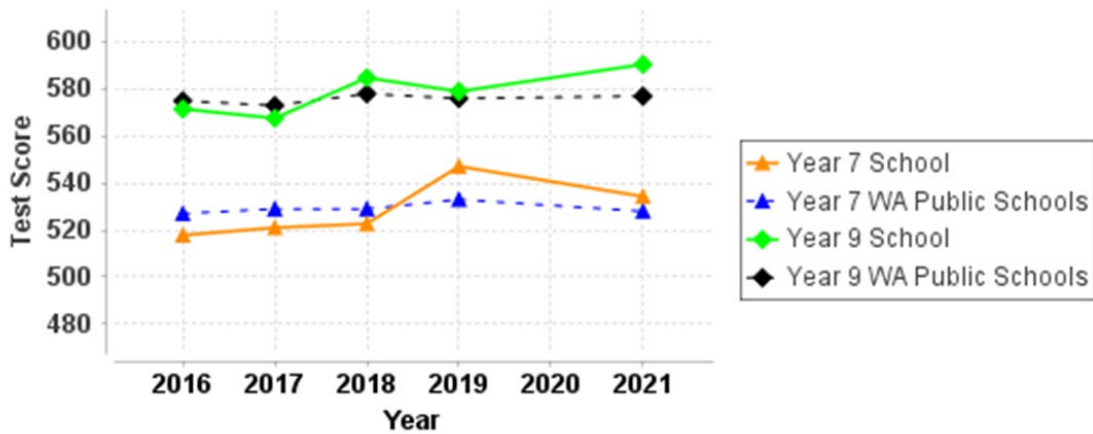
Average Writing Score



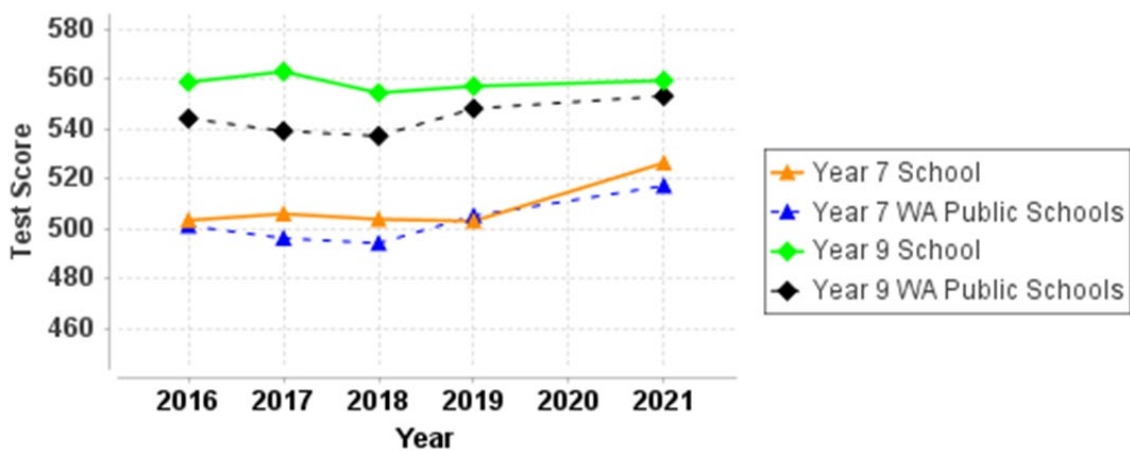
Average Numeracy Score



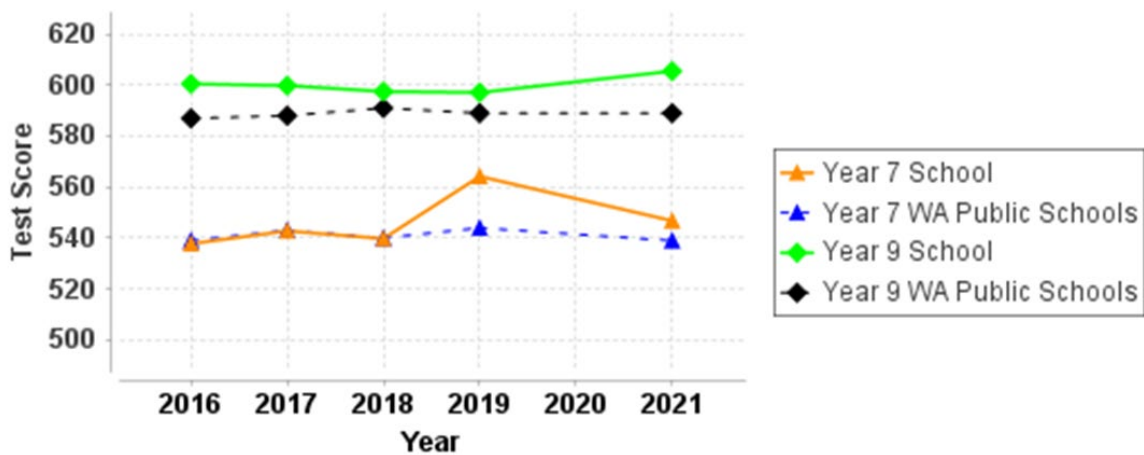
Average Reading Score



Average Writing Score



Average Numeracy Score



The data in the NAPLAN graphs describes a trend over time of students at MSHS achieving at or above the comparative levels of similar schools and above or at comparative levels with Public schools in WA (WESTERN AUSTRALIA). This is despite a downward trend in scores overall. It is important to recognise that NAPLAN tests were not held in 2020 due to the impact of Covid 19.

Year 12 outcomes

WACE Achievement Rate: count (% of eligible students)

School (WACE eligible)	143 (87%)
Like Schools (%)	91%
Public Schools (%)	89%

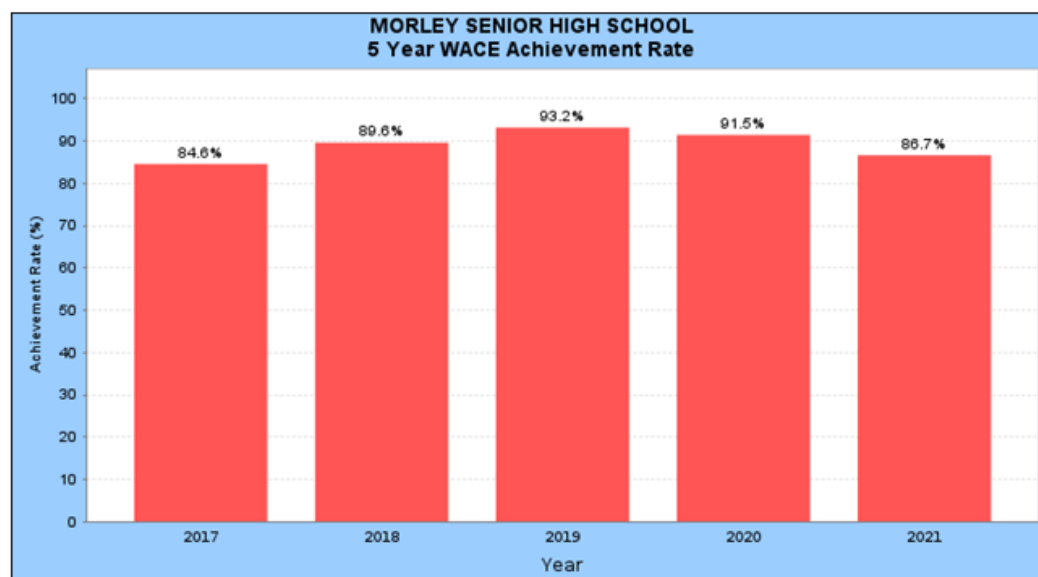
AUSTRALIAN TERTIARY ADMISSIONS RANK (ATAR)

ATAR Participation Rate: count (%) Source: SCSA data files and Department calculations

	2021	2020	2019
School count (% Cohort)	73 (38%)	72 (38%)	83 (44%)
Difference From Expected	+14%	+7%	+8%
School (% WACE eligible)	44%	43%	51%

Median ATAR (no. of students) Source: SCSA data files and Department calculations

School	67.3	73.7	75.15
Expected performance	-0.7	0.24	0.6
Like Schools	76.2	72.25	70.1
Public schools	80.25	79.25	78.25
School median ATAR TISC applicants	67.95	72.55	76.35



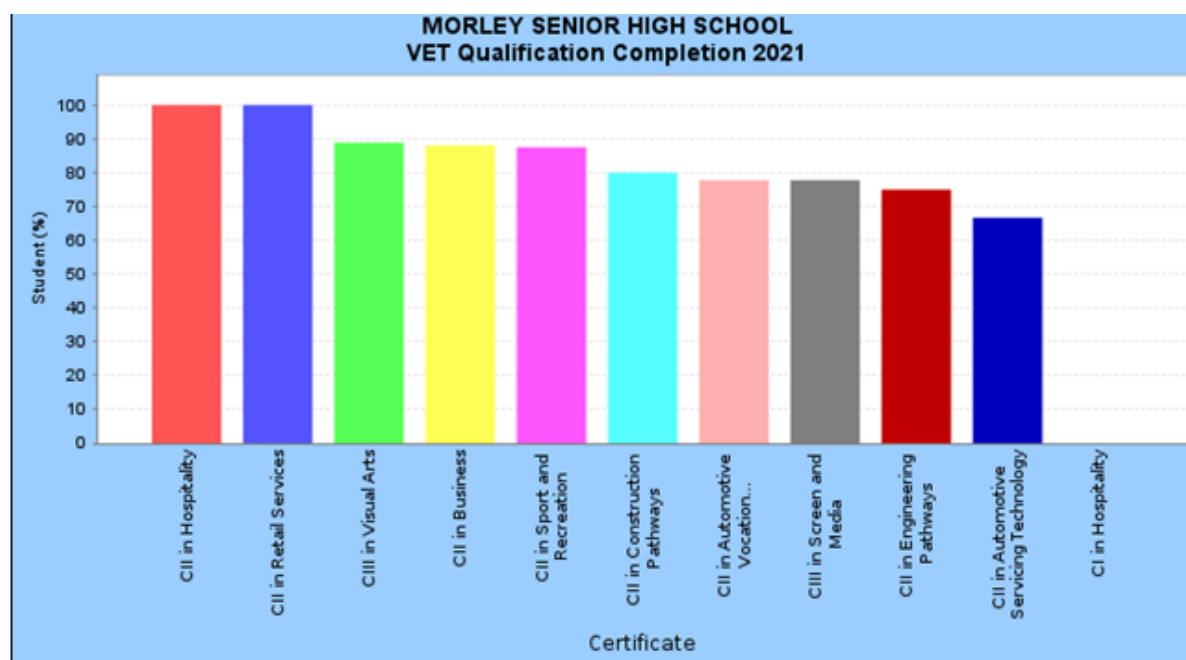
The 2021 Year 12 data outlines the slight drop in WACE achievement compared to previous years, however this rate was still above that of the WA Public Schools result. A total of 143 students completed Year 12 in 2021. In response to the COVID-19 pandemic, all WA universities again made early placement offers to Year 12 ATAR students based on Year 11 results. This impacted the performance of many students across all schools, including at Morley SHS.

A renewed focus on increasing pathways for upper school students is a priority, as historically Morley SHS has had a higher-than-expected number of students participating in an ATAR pathway. The introduction of the Curtin UniReady course for Year 12 students in 2022 is one initiative that has been implemented.

OLNA - Current Student Standing

	Year 12 Students - Qualified In				
	Year 9	Year 10	Year 11	Year 12	Not Qualified
2021	48	76	19	7	20
	28.2%	44.7%	11.2%	4.1%	11.8%
Like Schools	23.3%	42.7%	13.9%	7.4%	12.7%

VET Qualification Completion



VET qualification code	VET qualification	Completed	Enrolled	Percent
SIT20316	CII in Hospitality	5	5	100.00
SIR20216	CII in Retail Services	1	1	100.00
CUA31115	CIII in Visual Arts	16	18	88.89
BSB20115	CII in Business	59	67	88.06
SIS20115	CII in Sport and Recreation	14	16	87.50
CPC20211	CII in Construction Pathways	12	15	80.00
AUR20716	CII in Automotive Vocational Preparation	7	9	77.78
CUA31015	CIII in Screen and Media	7	9	77.78
MEM20413	CII in Engineering Pathways	21	28	75.00
AUR20516	CII in Automotive Servicing Technology	6	9	66.67
SIT10216	CI in Hospitality	0	1	0.00

Post School Destination (DATA) (source: Schools Online)

This analysis of student destination data sourced from Schools Online, represents 90% of participating Year 12 students in the second semester cohort at Morley Senior High School. Statistics represented indicate pathway destinations comprised of part-time and full-time employment, further training, further study, apprenticeships and deferred study/training or unemployment.

Evidence of current post-school aspirations and associated outcomes provides valuable insights into the quality of pathway information provided to students whilst at school. With this knowledge, the school can identify and address gaps and misunderstandings in student's awareness of pathway opportunities in future planning.

University 46.1%	Employment Assistance 4.6%
TAFE 13.8%	Employment (FT) 3.9%
Employment (PT) 15.8%	Other training 2.6%
Deferred study/Training 6.6%	Return to school 0.7%
Apprenticeships 4.6%	University offer – no placement 1.3%

Compared with neighbouring (LIKE) schools, MSHS fared slightly better with fewer students deferring study/training and more students entering PT/FT employment, TAFE and Apprenticeships. Fewer students were offered and accepted university placements than our neighbouring (Like) school.

This indicates that our cohort is predominantly oriented towards VET/Employment outcomes and signifies the need for a targeted VET approach to provide an increased level of VET & Careers counselling to students. There is a clear need to justify the provision of targeted opportunities for students to engage with training organisations and industry across the senior school cohort, but particularly our Year 12s, to augment students' knowledge of careers and inform career and training choices.

Targets – continue to improve students understanding and awareness of post-secondary pathway opportunities. Results to be reflected in future destination data survey and student satisfaction survey.

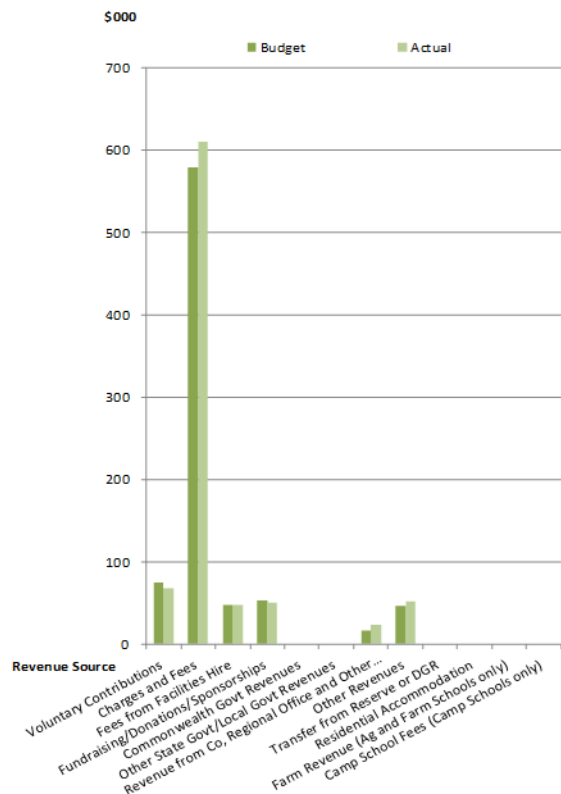
School Income by Funding Source

Morley Senior High School

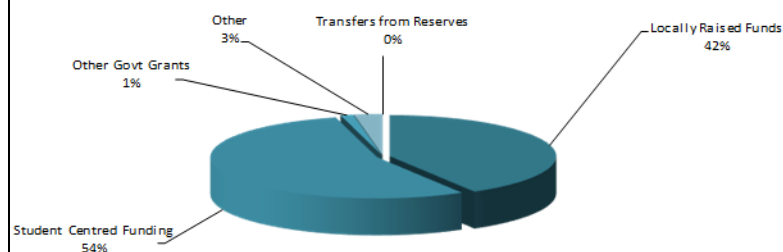
Financial Summary as at
31 December 2021

Revenue - Cash & Salary Allocation	Budget	Actual
Voluntary Contributions	\$ 74,448.00	\$ 67,648.17
Charges and Fees	\$ 578,213.32	\$ 609,668.56
Fees from Facilities Hire	\$ 48,000.00	\$ 46,912.73
Fundraising/Donations/Sponsorships	\$ 52,202.00	\$ 49,748.05
Commonwealth Govt Revenues	\$ -	\$ -
Other State Govt/Local Govt Revenues	\$ -	\$ -
Revenue from Co, Regional Office and Other Schools	\$ 17,000.00	\$ 23,091.04
Other Revenues	\$ 46,160.84	\$ 51,426.94
Transfer from Reserve or DGR	\$ -	\$ -
Residential Accommodation	\$ -	\$ -
Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 816,024.16	\$ 848,495.49
Opening Balance	\$ 395,870.73	\$ 395,870.73
Student Centred Funding	\$ 917,300.00	\$ 1,015,202.89
Total Cash Funds Available	\$ 2,129,194.89	\$ 2,259,569.11
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 2,129,194.89	\$ 2,259,569.11

Locally Generated Revenue - Budget vs Actual

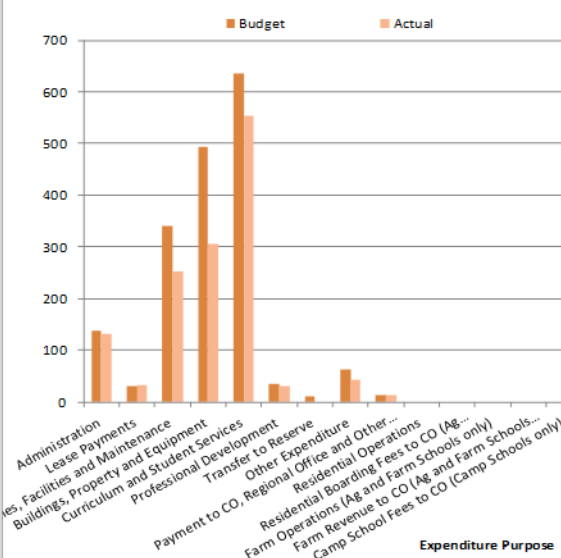


Current Year Actual Cash Sources

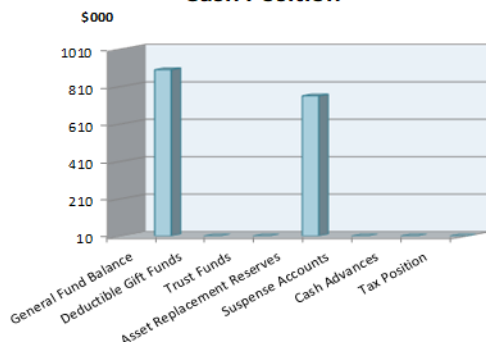


Expenditure - Cash and Salary	Budget	Actual
Administration	\$ 136,992.50	\$ 132,191.94
Lease Payments	\$ 29,714.00	\$ 32,604.28
Utilities, Facilities and Maintenance	\$ 340,938.00	\$ 251,474.00
Buildings, Property and Equipment	\$ 492,811.00	\$ 306,424.29
Curriculum and Student Services	\$ 635,731.44	\$ 553,580.25
Professional Development	\$ 35,029.00	\$ 29,106.10
Transfer to Reserve	\$ 10,000.00	\$ -
Other Expenditure	\$ 61,634.91	\$ 42,180.78
Payment to CO, Regional Office and Other Schools	\$ 14,000.00	\$ 13,094.00
Residential Operations	\$ -	\$ -
Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
Total Goods and Services Expenditure	\$ 1,756,850.85	\$ 1,360,655.64
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 1,756,850.85	\$ 1,360,655.64
Cash Budget Variance	\$ 372,344.04	

Goods and Services Expenditure - Budget vs Actual



Cash Position



Cash Position as at:	
Bank Balance	\$ 1,646,550.88
Made up of:	
1 General Fund Balance	\$ 898,913.47
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 759,133.82
5 Suspense Accounts	\$ 5,558.59
6 Cash Advances	\$ (7,540.00)
7 Tax Position	\$ (9,515.00)
Total Bank Balance	\$ 1,646,550.88

Identified school priority

HIGH QUALITY TEACHING – together we will: Progress has been made in 2021 using these strategies:

- | | |
|---|--|
| Ensure the consistent use of Morley Common Instructional Language in all classrooms | ✓ The use of direct and explicit instruction strategies through the development of MCIL (Morley Common Instruction Language). |
| | ✓ The adoption of TeachWell and CMS strategies |
| | ✓ Targeted professional learning in staff meetings and on PD days |
| Use student achievement data and student feedback each semester, to monitor, analyse and diagnose the effectiveness of teaching and learning. | ✓ Formal (biannual) and informal data analysis (including feedback from student voice and learner survey) to monitor progress, diagnose and drive improvement in effectiveness of teaching and learning strategies |
| | ✓ The frequent use of cross marking and moderation exercises based on SCSA model to give formative feedback to students |
| | ✓ The use of differentiation strategies such as IEPs, additional tuition sessions and afterschool homework classes |
| Increase staff capacity and confidence in their use of ICT. | ✓ Development of ICT capability and the use of Connect (LMS) through allocation of mentors, the adoption of innovative ICT resources and sharing of best practices |
| | ✓ Preparation for BYOD program in Year 7, 2022 |
| Empower staff and increase their capacity to lead improvement in teaching and learning | ✓ The adoption of designated staff as Course coordinators in all learning areas |
| | ✓ The use of specific teaching and learning focuses in performance management discussions |
| | ✓ Growth in professional capacity through upgrades to qualifications and memberships of professional groups and SCSA committees |

RELATIONSHIPS – together we will: Progress has been made in 2021 using these strategies:

- | | |
|---|---|
| Work collaboratively to improve teaching and learning, including strengthening professional learning communities. | ✓ The use of internal and external moderation processes to ensure consistent judgement and common programming |
| | ✓ Classroom Observations and peer to peer support |
| | ✓ Continue to access professional learning networks and attending conferences |
| | ✓ Use of planning days to reflect, review and plan for future teaching/learning programs |
| | ✓ The use of working parties to address whole school (Business Plan) priorities |
| Identify potential leaders in the school community and provide them with development opportunities. | ✓ Implementation of student-centred IEPs in all learning areas |
| | ✓ Staff plan and run various school community events |
| | ✓ Student representation on working parties |
| | ✓ Staff governance of working parties |
| | ✓ Student leader elections |
| | ✓ Re-invigoration of House system, including house captain elections |
| | ✓ Resourcing of leadership positions (leading specific teaching and learning projects) across the school |



Strengthen existing community connections (with local school networks, universities, community-based agencies, local employers and international partnerships) and seek new partnership opportunities

- ✓ Links with local universities,
- ✓ Links with international sister schools: Northbrook SC, Akashi School, Number Two Middle School Hangzhou
- ✓ Representation and participation in Morley School Network, sharing best practice between MSHS and primary schools
- ✓ Involvement of staff in various Curriculum Advisory Committee s
- ✓ Partnerships with charities, community-based agencies, cultural groups, local employers to provide opportunities for student leadership and the promotion of Morley SHS in the wider community
- ✓ Continue to provide resources to local government school students through the NNEI program

POSITIVE LEARNING ENVIRONMENT – together we will:

Progress has been made in 2021 using these strategies:

Support all members of the school community to accept responsibility for their own learning outcomes.

- ✓ The use of Compass to keeping parents informed of student progress
- ✓ The review of Behaviour management processes, including the Buddy, and the development of the Behaviour matrix to set clear and consistent expectations about classroom behaviour and school values
- ✓ An increase in the Student Services establishment to support staff and help students needing additional services
- ✓ Learning areas supporting relief staff

Ensure an inclusive learning environment through the consistent application of high expectations of positive behaviour across the school

- ✓ Building knowledge of Aboriginal Australians history and culture through the inaugural celebration of NAIDOC week
- ✓ The use of Compass notations to alert teachers to address the needs of student with specific learning requirements
- ✓ The use of targeted plans for students with additional support needs to support student readiness for learning
- ✓ The use of Connect to provide work and contact for students absent and at risk

Promote positive recognition of students and staff.
Support student wellbeing to enhance readiness for learning

- ✓ Recognising the achievement and efforts of colleagues across the school in a variety of formats and occasions
- ✓ The use of Compass, Certificates, Assemblies and House points to recognise student growth and achievement
- ✓ Recognising positives in the school through Facebook, Connect and the Yearbook
- ✓ Nominating staff for awards and positions within the school.
- ✓ Nominating students for scholarships and events
- ✓ Involvement with Morley Mental health Week



EXTRA-CURRICULAR HIGHLIGHTS

ACADEMIC

STEM initiatives
Technology Expo and Pop-Up Shops
Australian Maths Competition
Follow the Dream Program
Petroleum Club WA and Science Café
Specialist Program Transition Days
Solar Car competition
Ignite and Elevate mentoring
Economics and Accounting Symposium



ARTISTIC

WA Choral festival
Student art works displays in school
Immunisation Coalition Art awards
Design an Ad competition awards
Visual Arts club

CULTURAL

Languages Week
Lunar New Year Celebrations
NAIDOC Week
Harmony Week



SPORTING

Junior soccer team – boys and girls
Senior soccer team
Futsal teams
Ultimate Frisbee team
Student solo flights
NERPIA interschool Volleyball

COMMUNITY

Mental Health Week
Sleeping Rough
Clean up Australia
Celebration Breakfasts and Morning Teas
Market Day
Certificate II Construction Students' school projects
Leos Camp
P+ Camp
Student Leaders Camp
Dismantle Program
Lions Young Leaders in service awards

