

School Report 2022

Morley Senior High School



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Board Chair report

Morley Senior High School started the year with Covid affecting every aspect the day-to-day running of the school. Student and staff attendance was greatly impacted (especially in Semester 1) and the closed borders meant our international students continued to be missing from our Language Centre.

The Board recognised all these issues and supported the Principal, Sue Gilchrist, with the important decisions that had to be made during this time.

We welcomed our newest member to the Board, Councillor Sally Palmer, who has been a great advocate for the school over many years. Sally adds an important perspective to the group and has supported our engagement with many of the City of Bayswater initiatives.

We finally got the Student Support Hub renovations completed, with student support staff under one roof and plenty of space for meetings. Wrap around student care services being at their highest.

During the year we touched on the issue of Vaping in school and recommended some ideas on trying to stop this happening. The school has implemented some strategies, with others being planned for 2023.

Morley SHS was congratulated in the West Australian newspaper and on the My Schools Website, for having achieved sustained higher than Like Schools progress in NAPLAN results, since 2019. The Board also acknowledges the hard work and dedication of all teaching staff in the achievement of these amazing results.

We are currently going into the last year of our Business Plan 2021-2023, and at this stage the Morley Senior High School Board is happy with how the school is progressing towards the targets and keeping the Focus areas interconnected. Morley SHS is undergoing a Public-School Review early in 2023 and the Board will be in attendance to support a true and fair outcome for the school.

Finally, thanks to all our Board members (parents, community representatives, staff and students) who commit their time each meeting to discuss and support the educational direction of the school. After eight years I am stepping down from the Board in 2023. I would like to wish you all the very best and hope that you continue to be great ambassadors for Morley Senior High School.

Karen Lippinkhof
Chairperson 2022



Principal's Report

The first semester of 2022 was dominated by COVID 19 restrictions, which resulted in the postponement of many school activities and events. High absenteeism (amongst students and staff) and social distancing requirements also posed challenges, with whole school staff meetings being cancelled. Despite these challenges, however, our school community worked together to provide a safe, positive and engaging teaching and learning environment for students and staff. Staff worked tirelessly to provide continued education in remote format for those students isolating at home, whilst also ensuring that students who were attending school were receiving wrap around support and engaging learning. Semester Two saw the easing of restrictions which meant extra-curricular learning opportunities were reintroduced.

The evidence in this Annual Report shows that we have made a sustained effort to develop a quality teaching culture in the school, through the establishment of Morley Common Instructional Language (MCIL). This team, led by teaching staff, organised professional learning delivered externally, through Teach Well and CMS, and internally by team members during School Development Days and Whole School staff meetings. This team will continue to increase the rollout of High Impact Strategies and Low Variance curriculum across the school in 2023.

Our internal communications have been enhanced through the extension of COMPASS capabilities in 2022. This communication system has supported the refinement and rollout of many policies and processes in the school, with review and regular onboarding being a feature of the rollout plan. One of the major benefits of this system is the streamlining and real-time monitoring of behaviour management in the school and communication with the parent body.

Another area of focus over 2022 has been the building of a Student Services Hub, serviced by a new team structure. The building houses 2 Program Coordinators, a chaplain, school psychologist and school officer. The community nurse and Year Coordinator office are situated adjacent to this building. It is hoped with this purpose-built area, together with a new team (including a revised Year Coordination model), our wrap around support for students will become more efficient and successful.

We continue to excel in our partnerships with the community. The Morley Leos group continues to grow in number and impact each year; our impact on school networks (MSN, NNEI, SWANSSEA) is increasing, and: our VET Coordinator, plus Career Practitioner, have supported more of our students to engage in external pathway opportunities.

Whilst we have managed to meet most of our Business Plan Student Achievement Targets and to also to have been recognised for NAPLAN progress over the last three years (being recognised in the West Australian newspaper as one of the top 20 schools in the state, demonstrating strong growth in student NAPLAN progress since 2019), we continue to refine our data reflection and pathway counselling processes. Our Attendance figures have been severely impacted by COVID 19 absences in 2022, as have all other schools in the state. Achieving our pre-COVID 19 rates will be a priority in 2023.

We sincerely thank the members of the P&C and School Board for their continuing support of Morley Senior High School. In 2022 we welcomed new members to the School Board in: parent members Darren Galbraith and Xavier Teo; staff members Kurt Winter and Christine Hamilton; community member Sally Palmer; and student representatives Sarah Chang and Lance Nieves. These Board members commit to guiding and supporting the strategic directions of the school and are ambassadors for the school in our local community.

Finally, I would like to thank Karen Lippinkhof, outgoing Board Chair, for her work on the Board over the past 8 years. She has been an active and positive member of the Board, making valuable contributions to our discussions and decision-making. Karen continues to support the school through her membership of the P & C and in her role as Morley SHS canteen manager.

Sue Gilchrist

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, with this year's Year 12 students being our first Performance Plus group. 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 part of the multicultural makeup of our school. Students who need 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

STUDENT NUMBERS 2022	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	TOTAL
Fulltime	161	168	173	184	160	134	980

TRENDS	2018	2019	2020	2021	2022
Lower secondary	740	719	707	703	686
Upper secondary	314	346	351	326	294
TOTAL	1054	1065	1058	1029	980

RETENTION AND PROGRESSION	Years 8-10	Years 8-12	Years 10-12	Years 10-11	Years 11-12
2020	101%	95%	90%	94%	92%
2021	95%	87%	86%	90%	92%
2022	103%	78%	77%	94%	86%

CHARACTERISTICS	
Male	574
Female	406
Aboriginal	19
Non-Aboriginal	961

Comments:

Whilst it appears our student numbers are decreasing, some of this is due to the decline in the enrolment of International students (due to COVID restrictions). Student enrolments (including Internationals) are on the rise again early in 2023.

The decline in upper secondary numbers is also due to more successful pathway planning for students at risk of disengagement at school.

Workforce composition

HEAD COUNT	2019	2020	2021	2022
Teaching	80	82	82	87
Non-Teaching	39	41	41	39

AVERAGE AGE	2019	2020	2021	2022
Teaching	44.2	45.2	46.3	45.3
Non-Teaching	55.9	54	52.3	51.5

Comments:

Whilst the average age of teaching staff has not reduced, during a time of severe workforce shortages, a steady teaching staff is more of a priority. The average age of non-teaching staff is steadily decreasing, which has been a priority for some years.

Workforce planning continues to concentrate on diversity and succession planning, however, ensuring that we have qualified teachers in each classroom is most important. Recruitment and Selection processes have been impacted by the shortage of teachers, with numbers of applicants being greatly reduced over the past two years. Having said this, we have managed to keep the school fully staffed.

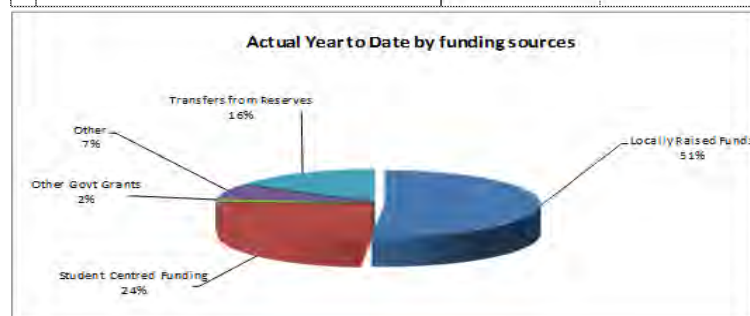
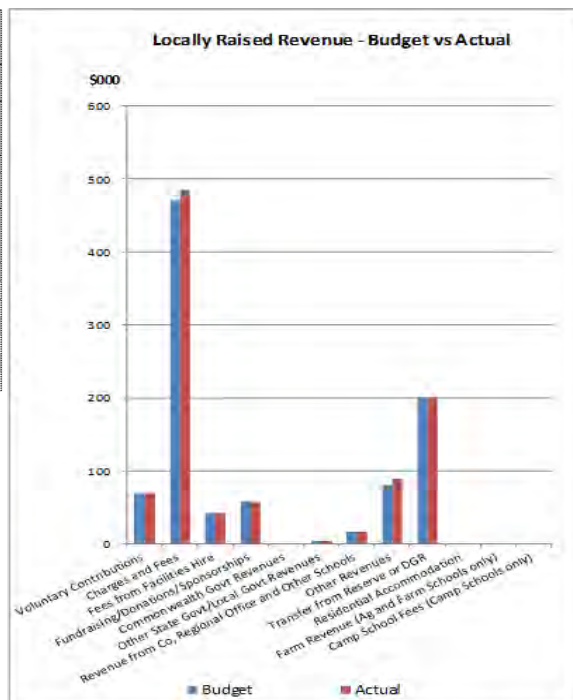


BACK ROW: John Themistocleous, Jim Mcinerney, Harrison Smith, Matthew Davy, John Smith, James McMahon, Benjamin Morley, Daniel Heyman, Mark Selfe, Alistar Lam, Kris Spaseski, Andrew Brady, Martin Marbeck, Tim Wood
FOURTH ROW: Rachel King, Ayshe Kerimofski, Aaron Beardsell, Leon Schneider, Brady Rickerts-O'Shea, Timothy Forster, Angelina Blewitt, Kerry Hinkley, Darrin Francis, Christine Hamilton, Robert Bruce, Kurt Winter, Julia Glover, Olivia Faucher, Basil Mirichlis
THIRD ROW: Penny Chong, Rachel Hudman, Richard Truong, Deborah Fitzgerald, Stewart Horton, Neil Salsano, Brigid Tait, Paula Hinge, Louisa Burton, Rebecca Collins, Luke Serafino, Hazel French, Lauren Bilaloski, Renee Todorovski, Kelly Simeon, Jenny Kora
SECOND ROW: Robynn Blay, Alexis Ryan, Lyn Bond, Fatma Al Harthy, Kashifah Francke, Karina Finlay, Sheryl Hinscliff, Nicole Hyde, Lyn Jutte, Sabrina Moro, Lorraine Russell, Kay Chadwick, Andreas Niaouris, Gerard Richardson, Karen Yates, Esther Ng, Silvia Famiano
FRONT ROW: Jacqueline Chan, Esther Jere-Edward, Rae Prameswari, Maria Cameron, Lindsay Aldrick, Rosemarie De Vries, Sue Wallis, Sue Gilchrist, Matthew White, Denise Patrick, Jenny Kokil, Anna Hansra, Rhiannon Delle Coste, Amy Naidoo, Jo Stevens
ABSENT: Esme Alitovski, Sharon Bennett, Clare Bennett, Ravi Bheemul, Sonia Boyadjian, Kim Cardillo, Hoi Chia, Irene Daly, Ivana Gaglia, Sally Henry, Harwinder Kaur, Julian Khan, Adrian Malkovic, Craig Mclean, Naomi Medwid, Andrew Noho, Linda Nielsen, Ray Oliver, Amanda Oliver, Selby Pritchard, Vid Rajendran, Catherine Shaw, Shery Thomas

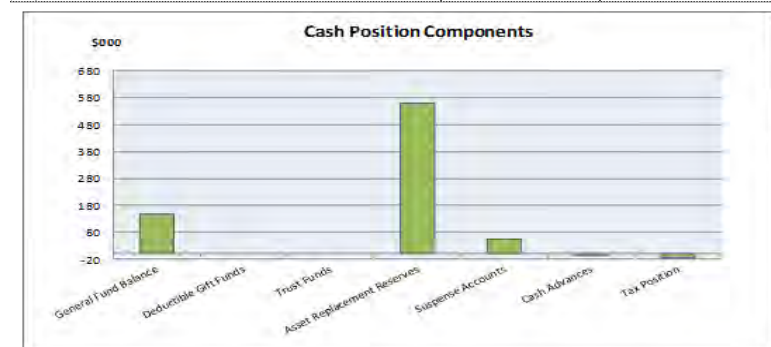
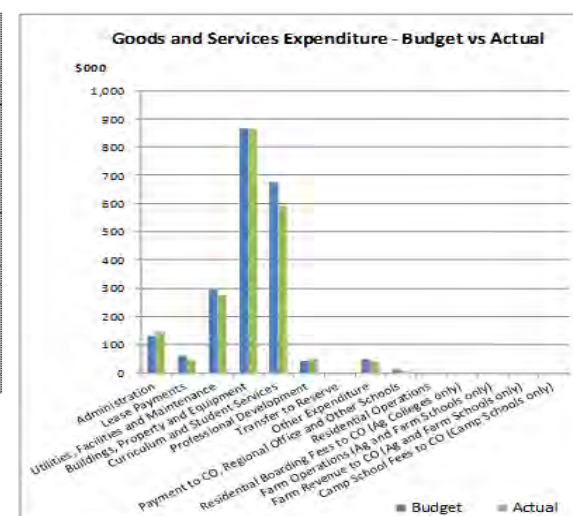
School Income by Funding Source

Morley Senior High School Financial Summary as at 31-December-2022

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 69,501.00	\$ 69,848.35
2	Charges and Fees	\$ 471,194.00	\$ 484,798.92
3	Fees from Facilities Hire	\$ 42,195.00	\$ 42,194.55
4	Fundraising/Donations/Sponsorships	\$ 57,965.00	\$ 56,723.80
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 4,600.00	\$ 4,600.00
7	Revenue from Co, Regional Office and Other Schools	\$ 15,795.00	\$ 15,795.45
8	Other Revenues	\$ 80,516.00	\$ 89,278.31
9	Transfer from Reserve or DGR	\$ 200,000.00	\$ 200,000.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 941,766.00	\$ 963,239.38
	Opening Balance	\$ 898,913.47	\$ 898,913.47
	Student Centred Funding	\$ 311,013.57	\$ 311,013.33
	Total Cash Funds Available	\$ 2,151,693.04	\$ 2,173,166.18
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 2,151,693.04	\$ 2,173,166.18



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 129,846.00	\$ 151,471.25
2	Lease Payments	\$ 61,000.00	\$ 44,990.20
3	Utilities, Facilities and Maintenance	\$ 293,227.00	\$ 274,760.44
4	Buildings, Property and Equipment	\$ 866,678.90	\$ 866,747.08
5	Curriculum and Student Services	\$ 678,373.50	\$ 590,891.25
6	Professional Development	\$ 41,921.00	\$ 50,462.72
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 47,457.00	\$ 43,470.61
9	Payment to CO, Regional Office and Other Schools	\$ 13,000.00	\$ 2,599.23
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	\$ 2,131,503.40	\$ 2,025,392.78
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 2,131,503.40	\$ 2,025,392.78
	Cash Budget Variance	\$ 20,189.64	



Cash Position Components	
Bank Balance	\$ 738,536.46
Made up of:	
1 General Fund Balance	\$ 147,773.40
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 559,133.82
5 Suspense Accounts	\$ 55,184.24
6 Cash Advances	\$ (7,540.00)
7 Tax Position	\$ (16,015.00)
Total Bank Balance	\$ 738,536.46



Student Attendance

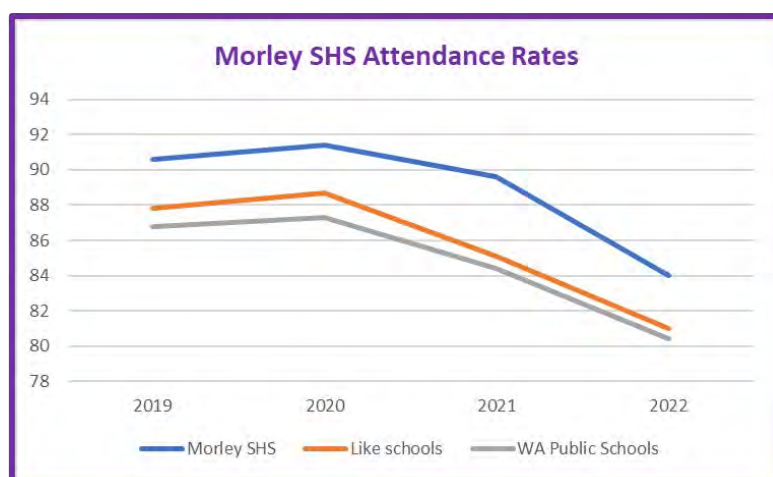
Attendance

Secondary Attendance Rates

	Attendance Rate	
	School	WA Public Schools
2020	91.4%	87.3%
2021	89.6%	84.4%
2022	84.0%	80.4%

Attendance % - Secondary Year Levels

	Attendance Rate					
	Y07	Y08	Y09	Y10	Y11	Y12
2020	93%	92%	91%	91%	90%	91%
2021	92%	91%	89%	88%	88%	90%
2022	87%	84%	84%	82%	84%	84%
WA Public Schools 2022	85%	81%	79%	79%	81%	81%



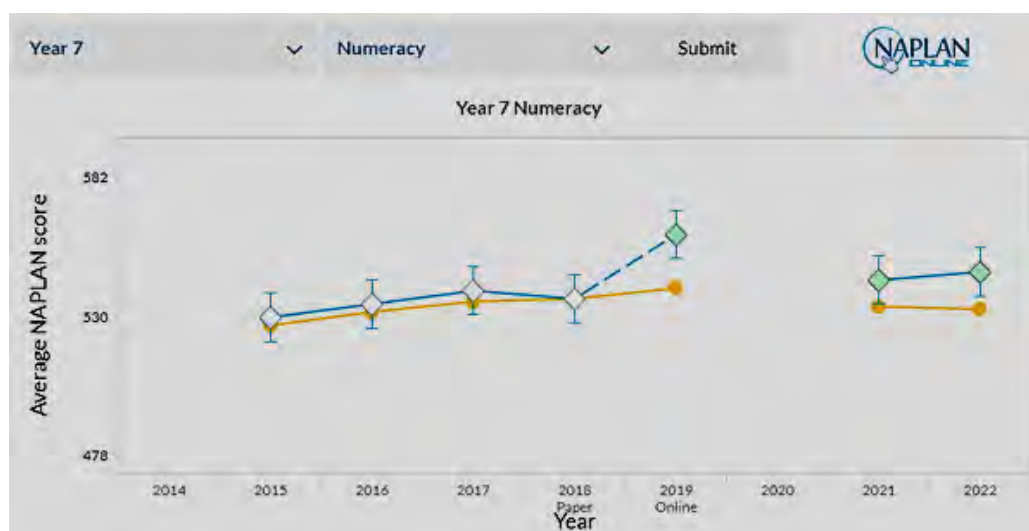
In 2022 whole school attendance rates remained strong following the impact of COVID-19. The attendance rate at Morley SHS is greater than the State Average across all year groups. This result is a product of building positive relationships and the regular communication with students and families by teaching and support staff. In addition, there have been pastoral care interventions, including programs offered by the Student Support Team and Learning Areas at the school, to support attendance improvement.

Non-attendance is managed at Morley Senior High School with a continued focus on communication and relationship building between staff and students and their families. Student Support Program Coordinators have a targeted approach where they use Compass reporting to identify students with attendance anomalies. If patterns are found, or students are habitually non-attending, Student Support staff collaborate with the student and their families to provide support. When required, internal and external pastoral support agencies are engaged to support student attendance and wellbeing. Documented attendance plans are formulated where appropriate, and this ensures that incremental targets are planned for and reviewed. Student Support also collaborated extensively with Youth Care and School Psychology Services in the establishment of respect and resilience to help students with self-regulation strategies. There will be a continued focus in 2023 on student wellbeing, resilience and collaboration with our support providers and external agencies.

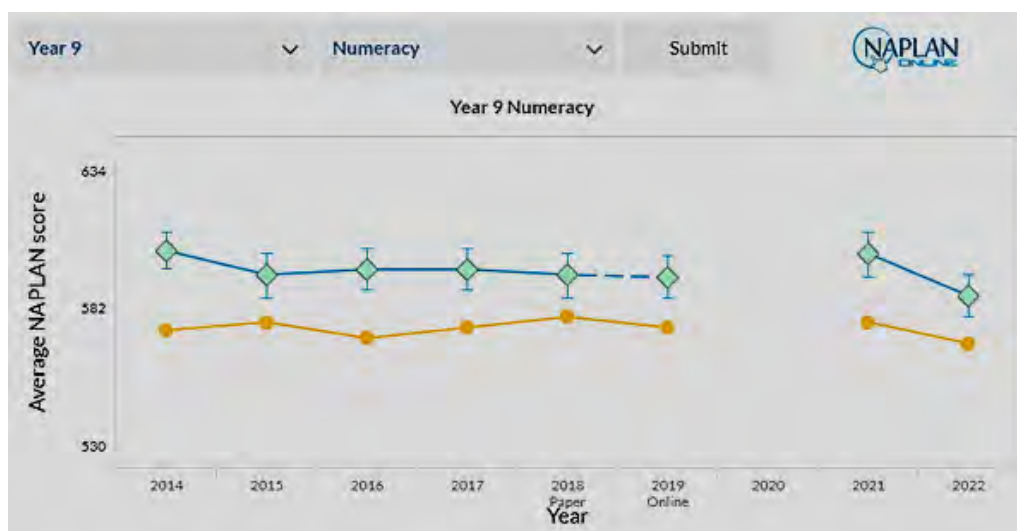
Student Achievement and Progress NAPLAN

The tables below show the average student results at Morley SHS for 2022 and a comparison of this year's results with previous years compared with students with a similar background. The NAPLAN results are areas where we are proud to highlight the great success that has culminated in our being included in the Honour Roll from The West Australian newspaper early in 2023. The progress made from Morley SHS in NAPLAN in years 7 and 9 is a great justification of what is occurring in each classroom across the school in building foundation literacy and numeracy skills.

YEAR 7 Results



Year 9 Results





Year 12 outcomes including VET

WACE ACHIEVEMENT

WACE Achievement Rate: count (% of eligible students) Source: SCSA data files			
	2022	2021	2020
School (WACE eligible)	120 (91%)	143 (87%)	150 (91%)
Like Schools (%)	89%	91%	88%
Public Schools (%)	89%	89%	89%
State Mean	91.3%	91.3%	90%

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

	2022	2021	2020
School count (% Cohort)	50 (29%)	73 (38%)	72 (38%)
Difference From Expected	6%	14%	7%
School (% WACE eligible)	37%	44%	43%
Median ATAR (no. of students)			
School	66.3	67.3	73.7
Expected performance	-0.78	-0.7	0.24
Like Schools	75.65	76.2	72.25
Public schools	81.9	80.25	79.25
School median ATAR	66.3	67.95	72.55

ATAR performance – count of students (% of ATAR students)

99+	1 (2%)		
90-98.95	4 (8%)	5 (7%)	6 (8%)
80-89.95	12 (24%)	15 (21%)	18 (25%)
70-79.95	6 (12%)	10 (14%)	19 (26%)
55-69.95	15 (30%)	26 (36%)	20 (28%)
<55	11 (22%)	16 (22%)	8 (11%)
University English Language Competency (FSS 50+)	29 (58%)	43 (59%)	46 (64%)

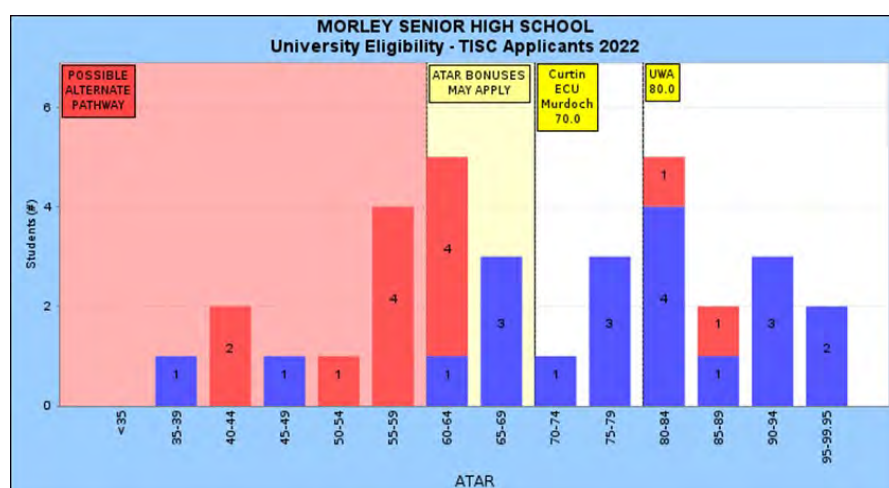
VET Certification

VET qualification code	VET qualification		Completed	Percent
CPC20220	CII in Construction Pathways	Auspice	6	100.00
SIT20416	CII in Kitchen Operations	Auspice	2	100.00
CUA31020	CIII in Screen and Media	Morley SHS RTO	14	87.50
SIS20115	CII in Sport and Recreation	Auspice	32	82.05
AUR20520	CII in Automotive Servicing Technology	Morley SHS RTO	11	78.57
BSB20115	CII in Business	Auspice	29	78.38
CUA31120	CIII in Visual Arts	Auspice	8	57.14
MEM20413	CII in Engineering Pathways	Auspice	4	36.36



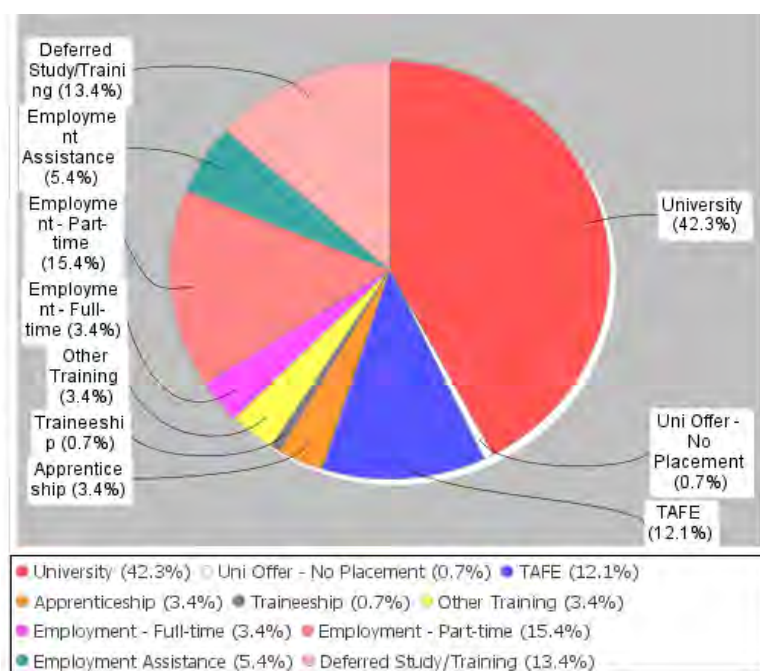
University Eligibility - TISC Applicants

This graph outlines the ATAR students' university eligibility arranged by ATAR. The graph only includes those students who applied for university entry through TISC using their ATAR.



Year 12 results are celebrated. In 2022, the school implemented a 90 ATAR Alumni. WACE achievement is on track to meet our target of above State Mean. VET Certification is high, and General course grades are strong. Of concern is the percentage of ATAR students not achieving English Language Competence for university entrance. Because a significant number of students used alternative entry pathways to university, Year 12 ATAR participation rates have reduced in recent years.

Post School Destination data



Variation from intention to destination data is very positive in comparison to the state.

42.2% of students accepted into University with a further 13.4% deferring their study or training.

TAFE figures are comparable to the state averages, which is similar for students in an apprenticeship, traineeship or in gainful employment

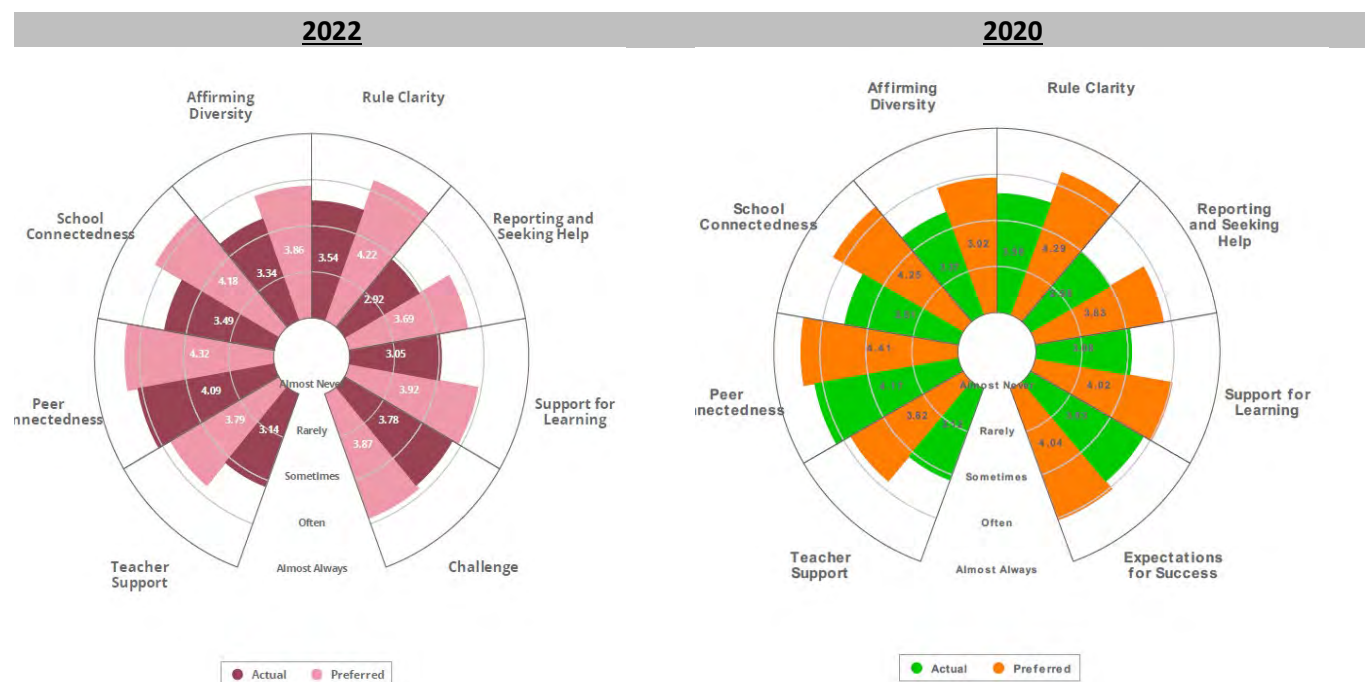
	Intention 2021 School	Intention 2021 State	Destination 2022 School	Destination 2022 State	Variation School	Variation State
Return To School	1.5%	0.3%		0.1%		-0.2%
University	50.0%	50.5%	42.3%	35.6%	-7.7%	-15.0%
Uni Offer - No Placement		0.0%	0.7%	6.8%		6.8%
TAFE	19.7%	17.9%	12.1%	11.7%	-7.6%	-6.2%
Apprenticeship	9.1%	11.3%	3.4%	3.5%	-5.7%	-7.8%
Traineeship	4.5%	2.6%	0.7%	1.8%	-3.9%	-0.8%
Other Training	3.0%	2.9%	3.4%	1.1%	0.3%	-1.7%
Employment - Full-time	7.6%	9.2%	3.4%	7.8%	-4.2%	-1.4%
Employment - Part-time	1.5%	1.3%	15.4%	14.2%	13.9%	12.9%
Employment						
Employment Assistance		0.0%	5.4%	4.2%		4.2%
Other	3.0%	3.9%		1.8%		-2.1%
Deferred Study/Training		0.0%	13.4%	11.4%		11.4%
Total	100%	100%	100%	100%	-	-
% of students responding	49%	0.0%	100%	0.0%	-	-

Parent/student satisfaction with the school









A significant aim from the Business Plan was the following target which has been a focus of school improvement from the survey held in 2020:

‘The differential between perceived and actual results, as reported by students in the national school improvement partnership survey ‘reporting and seeking help’ domain, is decreased’.









As indicated in the two diagrams below, the difference between the perceived and actual responses from students in 2020 was 0.85 whilst in 2022 it was 0.75 meaning that more students felt they could seek help and support in 2022 than in 2020. Whilst this can be celebrated, improving the school climate in a variety of ways will continue to be a focus moving forward.











LEARNING AREAS REPORTS SUMMARY

School Priority	Learning Area	The extent to which the goals of the learning plan have been achieved to address school priorities in 2022.		Planned actions –learning area strategies to achieve remaining goals in 2023.
			ALL GOALS ACHIEVED	
High Quality teaching	ENGLISH			<ul style="list-style-type: none"> In 2023 implementation of Smartlab online grammar English conventions and meta language program Continue with MCIL strategies and Peer observation. TeachWell strategies promoted among staff. Continued emphasis on ICT and BYOD Type tutor software use to be encouraged to develop student typing skills
	MATHS			<ul style="list-style-type: none"> Continued consistent use of MCIL strategies. Two staff to complete CMS training. Peer observations and performance management to assist with reflections. Student voice surveys and data analysis to aid curriculum improvement. Continued use of BYOD in Year 7 and 8 through Mathspace.
	SCIENCE			<ul style="list-style-type: none"> Student Voice surveys and data analysis to aid curriculum improvement Continued consistent use of MCIL strategies Peer Observation and reflection Science LA continues to support Preservice Teacher program
	HASS			<ul style="list-style-type: none"> Continue to train teachers in Teachwell and support of MCIL Working towards implementation of low variance curriculum Consolidate use of One Drive as teachers' collaboration tool Regular implementation of moderation exercise and opportunities Increasing staff confidence using relevant and meaningful data
	ARTS			<ul style="list-style-type: none"> Continued consistent use of MCIL strategies Student Voice surveys and data analysis to aid curriculum improvement Peer Observation and reflection
	TECHNOLOGIES			<ul style="list-style-type: none"> Continue with MCIL strategies CMS training opportunities for staff Performance management discussions and negotiation (new document)
	HPE			<ul style="list-style-type: none"> Continue with Peer Observations and performance management. Continued use of MCIL strategies and student voice surveys to improve curriculum delivery. Increase use of IT with BYOD in year 7/8 and incorporate into PE lab sessions. PL provided by expert staff in LA meetings.
	LANGUAGES			<ul style="list-style-type: none"> Data analysis and student voice surveys to improve curriculum planning New WAC syllabus training for the new staff Continue with Performance management, Peer observation and reflection CMS training for staff Continued consistent use of TeachWell strategies Continued use of BYOD in Year 7 & 8

LEARNING AREAS REPORTS SUMMARY

School Priority	Learning Area	The extent to which the goals of the learning plan have been achieved to address school priorities in 2022.		Planned actions –learning area strategies to achieve remaining goals in 2023.
			ALL GOALS ACHIEVED	
Relationships	ENGLISH			<ul style="list-style-type: none"> Ongoing contact with families through Compass. Curtin University lectures for staff and Year 12 students. Digital Theatre available across the school. On Task and WA EXAMS for extra papers for ATAR bound students. SWANSEA Network Level three English group meetings. English teacher involved in Follow the Dream as Tutor.
	MATHS			<ul style="list-style-type: none"> Connection with Murdoch Uni to deliver STEM workshops to Years 7-10. Continued connection with local primary schools to invite students to participate in the Australian Maths comp. Increased connection with MAWA to participate in competitions and excursions in maths.
	SCIENCE			<ul style="list-style-type: none"> Science Staff involved with Follow the Dream Continued work with local Primary Schools – inviting them to have their Science lessons at Morley SHS and providing Science Week activities (Drones & Robotics) for local schools.
	HASS			<ul style="list-style-type: none"> Staff identify areas of growth and find corresponding resources to assist professional growth Embedding Trauma Informed Practice Consolidating existing and extending to find new partnerships with school community Promoting activities via platforms such as school Facebook page
	ARTS			<ul style="list-style-type: none"> Ongoing connections with outside agencies for curriculum related excursions Continue with projects involving primary schools
	TECHNOLOGIES			<ul style="list-style-type: none"> Working Parties Collaboration - input from all team members Continued involvement with Professional Membership and Professional Communities Continued participation with SCSA committees Continued links with outside agencies and International schools Continued participation in Morley Schools Network – Technologies Meetings Continued organisation of and participation in School community events
	HPE			<ul style="list-style-type: none"> Continued participation in and building on relationships with WAAPA, SSWA, SCSA, ACHPER, NERPEA Continue to identify and work with potential student leaders in the school community
	LANGUAGES			<ul style="list-style-type: none"> Maintain positive relationship with UWA and Confucius Institute. Continue to foster ongoing exchange programs with our sister schools. Continue to engage with professional memberships: CLTAWA, JLTAWA, MALTWA.

LEARNING AREAS REPORTS SUMMARY

School Priority	Learning Area	The extent to which the goals of the learning plan have been achieved to address school priorities in 2022.		Planned actions –learning area strategies to achieve remaining goals in 2023.
			ALL GOALS ACHIEVED	
Positive Learning environment	ENGLISH			<ul style="list-style-type: none"> Continue to encourage positive sharing among staff Continued use of positive feedback for parents through Compass. Differentiation of Learning via Smartlab and strategies for Self-paced learning as appropriate. Continued consistent use of Phases of Behaviour and parent contact.
	MATHS			<ul style="list-style-type: none"> Continue to reinforce the consistent process of Phases of Behaviour. Continued application of high expectations in classroom behaviour. More positive feedback to parents. Differentiated learning to cater for student needs.
	SCIENCE			<ul style="list-style-type: none"> Ongoing support of PD courses e.g. CMS, Teach Well, She Maps, Quantum Physic workshop. Participate in development of school policies Continue to follow behaviour management guidelines and to reward and record positive behaviours TIC to check that work is marked, and feedback is given with in one working week of assessment date.
	HASS			<ul style="list-style-type: none"> Building staff capacity in knowledge, practices, engagement such as CMS, TIP, Restorative Practice and curriculum related professional learning Embedding Classroom observation practice Sharing of professional resources and supporting members of team Establishing common classroom routines and procedures Embedding Restorative Practice
	ARTS			<ul style="list-style-type: none"> Continued consistent use of Phases of Behaviour Continued communication home to hold students to school standards and responsibility for own learning
	TECHNOLOGIES			<ul style="list-style-type: none"> Continued clear and consistent expectations about classroom behaviour. Continued communication of student progress documented via Compass Chronicle entries
	HPE			<ul style="list-style-type: none"> Continued consistent high expectations of student behaviour Continued clear communication to students, parents and peers through Compass (includes use of Phases of Behaviour framework).
	LANGUAGES			<ul style="list-style-type: none"> Positive feedback for parents through emails, phone calls and Compass. Ensure an inclusive learning environment Continued application of differentiated planning Continued consistent use of Phases of Behaviour.

CELEBRATIONS 2022

MATHS

World of
Maths –
Year 7 & 8
Maths
Competition –
Year 7 – 12
Have Sum Fun
Online –
Year 7 – 9



ENGLISH

After school
Tutoring
Years 7-9

Shakespeare
on the
beach



SCIENCE

Morley Solar
Car Team

Biology Field
work

Class
experiments



HASS

Foodbank Volunteer Awards

Harmony Week

Coordination Angkor Project

Sausage Sizzle

HASS Week



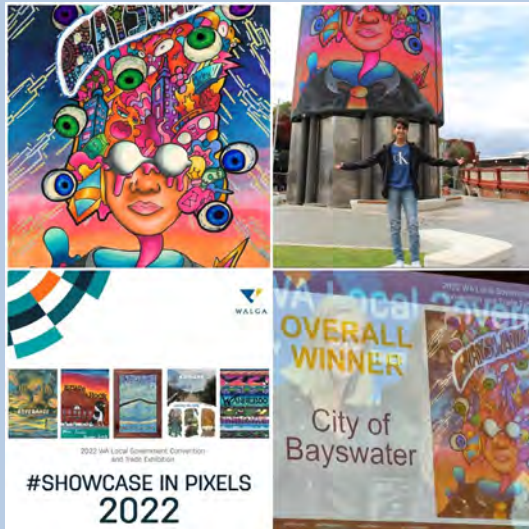
ARTS

Competition winners

Music performances

Voice ensemble

School of Screen and Media live video production



Abeer Dubey: State winner WALGA's #showCase in Pixels 2022



2 winners West Australian Design and Ad comp



LANGUAGES

Mental health activity:

Festival celebrations:
Moon festival and Tana Bata festival.

Cranes in the classrooms



TECHNOLOGIES

Accounting and Economics Symposium

Angkor Project Fundraiser Breakfast

International Women's Day Breakfast

Technology Expo

Market Day

Lemonade Stand

Minister's Aviation Award

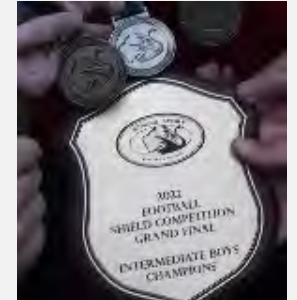


HEALTH AND PHYSICAL EDUCATION

Working with Sports Agencies

Promotion of Health Agencies

Intermediate boys Soccer win



SPECIAL PROGRAMS

Aviation

Screen & Media

P +

Soccer



VOCATIONAL EDUCATION AND TRAINING

National
Careers Week:
short program

Year 10 visit to
Construction
Futures Centre

Careers &
employment
EXPO, MSHS
VET & Careers
EXPO

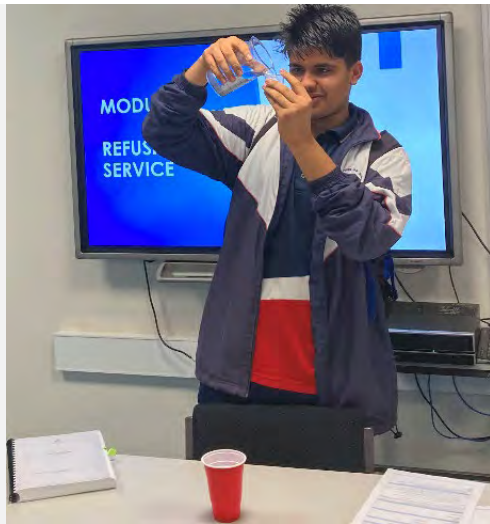
CPC20220
Induction

Year 10. Try a
Trade

Career taster
days

NNEI pathways

The VET centre



MORLEY Leos 2022

Fundraising for
Cambodia



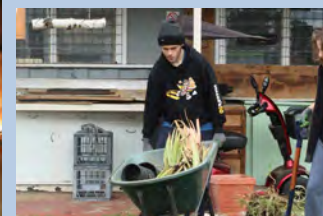
Convention 2022



Sleeping Rough



Camp OK
Northam



Clean up
Australia Day



Gifting boxes



Christmas in
July -
Fundraising for
the Leukaemia
Foundation



40 Hour Famine



