

MORLEY SENIOR HIGH SCHOOL 2025 ANNUAL REPORT



Acknowledgement of Country

We respectfully acknowledge the past and present Traditional Owners of this Land on which we are meeting, the Whadjuk Noongar people. It is a privilege to be standing on Whadjuk Country. We also acknowledge the contributions of Aboriginal and Torres Strait Islander peoples to the education of all children and people in this country we all live in together. The community of Morley Senior High School will seek to deepen and develop their understanding of Aboriginal and Torres Strait Islander people's cultures, languages, heritages, and connections to Country.

Context and Ancestral Significance

The Noranda and Morley area on which Morley Senior High School stands holds deep significance as part of the lands of the Whadjuk people. These lands have been cared for by Traditional Custodians across generations.

This Boodja (land) area has strong connections to sites like Bennett Brook, and the ancestral Waakarl serpent who carved the landscape of the *Bilya* (rivers), underground waterways, and the *Pinjar* (lakes) systems in the surrounding area.

The Traditional name for Morley is *Weeip*, named in recognition of a *Burdiya* (Elder) who lived on and cared for this land.

Shared by:

Del Wedding

Aboriginal Islander Education Officer - Morley Senior High School

Proud Yamatji woman of the Malgana people from the Shark Bay region

With cultural guidance and support from:

Mr Rueben Hayden-Nelson

Cultural Advisor



Reconciliation Week opening (Yarning Circle)

School Overview

The 2024–2027 Morley Senior High School Business Plan continued to guide the strategic direction of the school throughout 2025. The plan reflected the voice of students, staff, families, and the broader community, and built on the strengths and achievements of the previous cycle.

During 2025, the school maintained a clear focus on its four priority areas: **High Quality Teaching and Learning; Relationships and Partnerships; Positive Environment and Wellbeing; and Student Achievement and Pathways**. These priorities ensured that improvement efforts remained intentional, consistent, and aligned with the needs of the school community.

Education at Morley Senior High School is grounded in partnership between staff, students, families, and the wider community. The school remained committed to embracing and celebrating cultural and linguistic diversity, promoting belonging, respect, and intercultural understanding through both academic and co-curricular opportunities. Students engaged with meaningful leadership and service initiatives, including the Angkor Project, Follow the Dream, the Morley Leos (in conjunction with the Ballajura and Noranda Lions Clubs), and the student leadership program. These opportunities strengthened student agency, community engagement, and global awareness.

Students in Years 7–10 accessed a broad and engaging curriculum supported by a range of innovative learning programs. The school continued to offer two Department of Education-endorsed specialist programs: the **Aviation Academy** and the **Media Arts Design Academy (MADA)**. Language learning remained an important feature of the curriculum, and students had opportunities to engage in cultural learning linked to international relationships. The **Performance Plus program**, delivered from Years 7–9, further supported student learning by promoting creativity, collaboration, and inquiry-based learning linked to real-world contexts.

To support successful transition beyond school, senior students in Years 11 and 12 continued to access diverse pathway options including **ATAR, General Courses, VET qualifications and Workplace Learning**. As a Registered Training Organisation (RTO), Morley SHS delivered nationally accredited qualifications supported by universities, training providers, and industry stakeholders. Specialist facilities such as the **Automotive Trade Training Centre** and the newly operational STEM and fabrication laboratory provided students with contemporary, industry-aligned learning environments and strengthened readiness for further study, training, and employment.

International students continued to contribute significantly to the multicultural identity of the school. Students requiring additional English language support accessed the purpose-built **Intensive Language Centre**, staffed by specialist English as an Additional Language or Dialect (EALD) teachers. This program supported confident transition to mainstream pathways and strengthened a sense of inclusion and belonging.

Throughout 2025, the school maintained its commitment to supporting individual needs, recognising achievement, and fostering a culture in which every student was encouraged to work towards their personal best. The school's shared values, strong community connections, and commitment to excellence continued to underpin teaching, learning, and wellbeing.

Our Vision

To celebrate diversity and cater for the needs of all students, with the goal of everyone achieving their personal best.

Our Mission

To foster a culture of continuous improvement and high expectations, where all staff and students strive for personal best, develop resilience, and take personal responsibility in a cohesive, supportive, and engaging environment.

Our Values

In 2025, the school community continued to be guided by the values of:



These values shaped behaviour, relationships, and decision-making and continued to strengthen a positive culture where students were supported to learn, grow, and succeed.

Principal's Message

It is my pleasure to share with our community the 2025 Annual Report for Morley Senior High School. This Annual Report provides an outline of the school's performance against the measurable priorities of the 2024 - 2027 Morley Senior High School Business Plan, celebrates positive outcomes and highlight future areas of focus.

The 2025 school year was one of positive progress, achievement, and strengthened sense community spirit at Morley Senior High School. As we reflect on the past twelve months, our students, staff, and families have remained true to the values that underpin our school: *Care, Collaboration, Commitment, Courage, Curiosity*, and our *Celebration of Achievement*. These values have shaped a year filled with academic growth, cultural enrichment, and meaningful connections across and beyond our school community.

This year has also marked a particularly positive period as we welcomed new staff, students and parents, and had the privilege of participating in many events that showcased the energy and diversity of Morley Senior High School. Highlights included Harmony Week, International Women's and Angkor Breakfasts, Year 7 Big Day In, Year 12 Ball and Presentation Night, ANZAC Commemorative Service, NAIDOC Week activities, Music and Arts Showcase, and whole-school House Athletics Carnival, along with many others. We were privileged to launch our girls' cricket season at a breakfast with Dr Karen Read as a special guest. Dr Read, a former Australian cricketer who played in three Test matches and 20 One Day Internationals for Australia, is also a principal in WA public schools. She spoke on the importance of education and inspired young ladies about their future aspirations. Each event reflected the vibrancy and inclusivity that define our school.



ANZAC Commemorative Service led by members of WA police Band

.A strong feature of 2025 was the ongoing commitment of our staff, who consistently went above and beyond to create opportunities for students to extend their learning beyond the classroom. Whether through after-school programs, leadership camps, mock trials or the extensive sporting calendar, including soccer, cricket, basketball, badminton and volleyball, students have been encouraged to challenge themselves and discover their strengths.

Additional experiences such as Career Week, onsite and offsite taster days, the many Leos fundraising for our Angkor Sister Schools and other charitable organisations, and hospitality events led by the Certificate II Hospitality students have further enriched student life. Our Certificate II Construction pathways students also made significant contributions by improving various areas of our school grounds, leaving a lasting mark on our campus.

Our academic achievements remain a source of pride. The sustained efforts of students and staff are clearly reflected in our 2025 Year 12 WACE and VET results.

Of note:

- 14 students attained an ATAR above 90
- In our VET pathways, over 100 students achieved a Certificate II and/or Certificate III or higher
- 1 Subject Certificate of Excellence
- 1 Certificate of Distinction
- 13 Certificates of Merit.

Of significance are the improved results in NAPLAN as our school's positive results were highlighted in the West Australian and WA Today. We also congratulate our Intensive Language Centre Staff for their ongoing work with our international students. Morley Senior High School is proud to be the recipient of the 2025 WA International Education Initiative of the Year in Schools. These results demonstrate not only academic excellence but also our strong commitment to diverse pathways that support every learner. Central to this success is the work of our staff, who continue to equip students for future study, training and employment. We are proud of the progress our young people have made.

Accomplishments in 2025 would not have been possible without the support of our P&C and School Board. The P&C continued to make generous contributions, including their sponsorship of the Chaplaincy Program, an initiative that directly improves daily life for our students and painting of our school library. The School Board has played an essential role in guiding school policy and advocating for our community. We are grateful for their dedicated partnership. We extend our thanks to our Board Chair Mr Xavier Teo as he leaves us. Mr Teo is highly respected and has been instrumental in leading the School Board. Together, we have strengthened the foundations of our school and will continue to uphold our motto: **"Together we achieve."**

As we look ahead to 2026 and beyond, we do so with optimism. The coming year will offer new opportunities to strengthen our programs and celebrate diversity. We remain committed to fostering a learning environment in which every student feels supported, inspired, and prepared for future pathways. We look forward to 2026 being a year of continued inspiration, growth, and shared accomplishment for all members of the Morley Senior High School community.

Rosalba Butterworth
Principal

School Board Chair Report

I would like to recognise and acknowledge the continued commitment, care and passion that Morley Senior High School teachers, support staff and the leadership team bring each day to the school, fostering a conducive and positive learning environment for the students and contributing to the progress and achievements made in 2025.

In addition to the progress mentioned by Ms Butterworth in her principal's report, the school has achieved significant milestones under her strategic leadership and strong relationships. She continues to build on these through her sincere partnership and collaborative approach with the Board, P & C, staff and community.

The new Science, Technology, Engineering and Mathematics (STEM) laboratory building was completed and opened in 2025, showcasing state-of-the-art equipment and facilities that teachers and students now use to enhance teaching and learning. I would like to take this opportunity to thank key members of staff for their contributions, including coordinating with builders and contractors and providing a tour of the new facility for the Board and P&C.

The Board continues to be a strong advocate for infrastructure improvements and requests for the school with our local Parliamentary Member for Morley, Amber-Jade Sanderson, and was successful in securing a commitment of new air conditioning systems in all classrooms, replacing existing evaporative units and gas heaters, and new carpet throughout the school library.

As part of the implementation of the school's positive environment and wellbeing strategic target in the 2024-2027 Business Plan, the Board reviewed and endorsed the updated Positive Behaviour and Management policy which comprehensively captures the processes and priorities to make Morley Senior High School one which students and teachers feel safe, inclusive and supported. I would like to thank the Student Services team who developed the updated policy and their continued dedication to implement it in collaboration with the students, staff and families.

In alignment with the Business Plan and through a self-reflection process, the school proactively undertook an opinion survey from students, staff and parents to provide their feedback on how the school is tracking across its strategic goals. The results received at the end of 2025, and from a total of 803 responses, show consistent and high scores in the quality of teaching and support provided to students. The Board and staff will continue to analyse the responses and assist in putting in place practical measures to achieve similar scores across the other areas surveyed.

As I step aside to provide another parent an opportunity to be on the Board, I would like to take this opportunity to thank the Board, staff and community for providing me with their support and the opportunity to serve on the Board since 2022. It has been my utmost privilege and pleasure to have collaborated with and worked alongside everyone. I look forward to what Morley Senior High School will achieve in 2026 with the momentum we have established, and the best is yet to come!

Xavier Teo

Our Strategic Priorities 2024–2027

<p style="text-align: center;">High Quality Teaching & Learning</p> <p>At Morley SHS, we are committed to fostering a shared understanding of excellence in teaching and ensuring consistent delivery across the school. By applying evidence-based instructional practices, we empower our students to develop essential skills and achieve improved academic outcomes, enabling them to reach their full potential as engaged and successful learners.</p> <p>At Morley we:</p> <ul style="list-style-type: none"> • Used a common instructional language to support consistency in teaching and learning. • Utilised student achievement data and student voice to inform planning, differentiation and support. • Fostered meaningful technology integration across learning programs. 	<p style="text-align: center;">Relationships & Partnerships</p> <p>Morley SHS will strengthen existing relationships with our community to provide authentic opportunities for students and families, which will enable us to continue to support student progress and celebrate the diversity of all cultures in our community.</p> <p>At Morley we:</p> <ul style="list-style-type: none"> • Strengthened positive partnerships with students, families and the wider community. • Engaged effectively with specialised services and community-based partners to support learning and wellbeing. • Continued to build a culturally responsive and inclusive learning environment.
<p style="text-align: center;">Positive Environment & Wellbeing</p> <p>Morley SHS is committed to providing a quality education for all students in a safe, inclusive and caring learning environment. Our vibrant, multicultural school environment focuses on developing a culture of social and emotional wellbeing for all.</p> <p>At Morley we:</p> <ul style="list-style-type: none"> • Acknowledged, respected and celebrated diversity and identity. • Fostered positive behaviour and restorative practices to support relationships and engagement. • Promoted and supported social and emotional wellbeing across the school community. 	<p style="text-align: center;">Student Achievement & Pathways</p> <p>Morley SHS aims to provide every student with a pathway to a successful future with transferable skills that equip them for life and work. A high priority is on every student valuing their learning and ensuring they are engaged and motivated in achieving their personal best in every context.</p> <p>At Morley we:</p> <ul style="list-style-type: none"> • Built a culture of high expectations, supporting every student to work towards their personal best. • Supported early and ongoing pathway planning through all phases of schooling. • Identified and fostered aspirational student and staff leadership.

Priority 1: High Quality Teaching & Learning

Strategic Context

This priority aligns with Morley Senior High School's commitment to strengthening instructional quality through consistent pedagogical practice, effective use of data, and targeted professional learning. Over the reporting period, the focus remained on embedding high-impact strategies, improving clarity and consistency across classrooms, and building staff capability to support every learner.

Overview

The year marked significant progress in strengthening consistent teaching practice and instructional coherence at Morley Senior High School. The continued embedding of the Morley Common Instructional Language (MCIL), increased collaboration through professional learning, and purposeful use of data supported improvements in classroom practice across learning areas. Enhancements in digital capability and the opening of the upgraded STEM facility broadened opportunities for student engagement and applied learning.

Survey feedback from students, parents and staff reflected strong confidence in teacher clarity, collaboration and support, highlighting the positive impact of this priority on student learning and engagement.

Use a Common Instructional Language in all Classrooms

Morley SHS continued to strengthen whole-school consistency in teaching practice through the ongoing implementation of Instructional Rounds aligned to the Morley Common Instructional Language (MCIL). This approach provided consistent, classroom-level evidence of instructional practice across learning areas and informed targeted professional learning and reflective discussion.

The Teacher Development Working Party supported the embedding of MCIL through professional learning, shared resources and strengthened alignment with the Department of Education's *Teaching for Impact* framework. This work contributed to a shared understanding of high-impact teaching strategies and increased instructional consistency across classrooms.



Staff Professional Learning

Staff survey data indicates sustained and widespread use of MCIL strategies. By the end of the reporting period, **96% of teaching staff** reported using three or more MCIL strategies in over half of their lessons, with **82%** reporting the use of four or more strategies. Teaching Sprints supported continued refinement of practice, with cross-learning area teams focusing on strategies such as Daily Review and Vocabulary to trial small, measurable improvements to practice.

Student and staff survey feedback reinforced the impact of consistent instructional practice. **73% of students** agreed that teachers help them learn effectively and provide clear feedback, while **78% of staff** reported active engagement in collaboration and moderation across learning areas.

“Teachers explain things in different ways so we can understand.” – Student

Utilise Data and Evidence to Identify Targeted Support for Every Student

Data-informed practice underpins teaching and learning decision-making across the school. Learning Area teams draw on classroom assessment data, attendance trends, OLN and NAPLAN results, and student voice to identify strengths, monitor progress and target support for individuals and cohorts.

Structured data review cycles were embedded within Learning Area meetings, enabling teachers to analyse achievement and engagement data collaboratively and respond with timely instructional adjustments. This evidence informed differentiated teaching approaches, including scaffolded tasks, small-group support and extension opportunities.

Literacy and numeracy data supported targeted referrals to intervention programs such as **Stars for Cars, Spelling Mastery, and STAMS/CAMS**, while **Individual Education Plans (IEPs)** and SEN documentation guided consistent classroom adjustments for students with additional needs. Professional learning in differentiation and inclusive practice strengthened staff capability to interpret data and translate insights into responsive classroom practice.

Data was also strategically leveraged to identify and nurture high-performing and high-potential students through the **Performance Plus** program. Designed as a structured pathway for excellence, Performance Plus provides targeted academic mentoring, goal setting, progress tracking and enrichment opportunities aligned to aspirational post-school pathways. The program reinforces a culture of high expectations, ensuring that students demonstrating strong achievement or growth are systematically supported to extend their performance and maximise their academic outcomes.

Survey data reflects confidence in the school's use of evidence to support learning. **74.6% of parents** agreed they receive useful feedback about their child's progress, and **over half of students** reported that their learning needs are supported. Staff feedback highlighted the value of shared data conversations in strengthening consistency and identifying learners requiring additional support or extension.

"We use data in team meetings to identify students needing support." – Staff

Intensive Language Centre (ILC)

Morley Senior High School operates an Intensive Language Centre to support students who are newly arrived in Australia and developing English proficiency. The ILC provides a highly structured and differentiated program that responds to the diverse needs of EALD learners, including students who may enter the school at various points throughout the year.

Teaching within the ILC is informed by evidence-based practice, with a strong focus on explicit instruction, scaffolding, visual supports, language modelling and targeted vocabulary development. These approaches support students to accelerate their acquisition of English while building confidence, engagement and readiness to transition into mainstream classes.

In addition to classroom learning, students participate in cultural and community-based experiences that support a sense of belonging and connection to their new environment. Student progress and achievement are formally recognised through end-of-term graduation ceremonies attended by members of the Executive Team, celebrating both academic growth and personal development.

The high-quality work undertaken within the ILC has been formally recognised at a state level, with Morley Senior High School receiving the **2025 WA International Education Initiative of the Year (Schools)** award. This recognition reflects the strength of the program, the expertise of staff, and the positive outcomes achieved by our students.



ILC -Differentiated instruction

Foster Technology Integration to Enrich Teaching and Learning

The school continued to strengthen the purposeful use of digital technologies to enhance teaching and learning. Professional learning supported staff to align technology use with the Morley Common Instructional Language (MCIL), particularly strategies such as Explicit Instruction, Checking for Understanding and Feedback, ensuring technology reinforced clarity and engagement rather than distraction.

Survey data indicates strong student access to and engagement with digital tools, with **nearly 80% of students** reporting they use a device for learning at least *sometimes or more often*.

Parent feedback similarly reflected confidence that learning is engaging and relevant, while also identifying opportunities to further strengthen communication as digital platforms continue to evolve.

Technology Integration and Digital Capability Building

Targeted professional learning supported staff to build confidence and consistency in the effective use of digital platforms and tools. Learning Areas worked towards improved platform alignment to enhance clarity and consistency for students, while the ongoing BYOD program supported collaboration, research and formative assessment across learning contexts.

Developing and emerging technologies, including generative AI tools, were introduced through structured professional learning, with clear expectations around ethical and responsible use. These tools supported planning, differentiation and feedback practices, while reinforcing professional judgement and curriculum intent.

Staff feedback highlighted areas for continued growth. Only **26% of staff** indicated that students consistently use devices effectively for learning, identifying a clear focus for the next phase of work in strengthening student digital capability, digital literacy and consistency of classroom practice.

One student reflected on the impact of effective technology use:

“Technology helps me learn better when teachers use it consistently.” – Student

These insights will inform ongoing professional learning and refinement of digital practices to ensure technology continues to support high-quality teaching and learning across the school.



Digital Literacy

STEM Facilities Upgrade

In April, Morley Senior High School completed a **\$1 million State Government-funded STEM facilities upgrade**, delivering a contemporary, purpose-built learning environment that supports high-quality teaching and applied learning. The facility includes flexible teaching spaces and specialised digital fabrication equipment that enable hands-on, project-based learning.

The STEM facility was utilised across multiple learning areas and programs, including Mechatronics, Performance Plus (Years 7–9), Senior School Mathematics projects and Certificate courses. Students engaged in authentic learning experiences involving problem solving, design, prototyping and production, strengthening engagement and conceptual understanding.

Targeted professional learning supported staff to build capability in STEM pedagogies and the effective use of digital technologies, enabling teachers to enrich curriculum delivery and align applied learning opportunities with whole-school instructional priorities.

Overall, the STEM upgrade has expanded curriculum opportunities, strengthened instructional practice and enhanced pathways aligned to future-focused skills.

Strengthening Specialist Learning Environments

In addition to the STEM facility completion, further improvements were made to specialist learning spaces to enhance teaching and vocational learning opportunities.

Home Economics facilities were upgraded through the installation of air conditioning, improvements to plumbing and water systems, and the development of a purpose-built barista station. These upgrades improved hygiene, safety and the authenticity of vocational learning experiences aligned to Certificate courses.

These enhancements reflect the school's ongoing commitment to maintaining contemporary, well-equipped learning environments that support high-quality curriculum delivery.



Trade Training Centre - Automotive

Professional Learning and Capability Building

Professional learning was highly aligned to Priority 1 and focused on strengthening instructional leadership, collective efficacy and consistency of practice. Heads of Learning Area and 2ICs participated in *Leading School Improvement* training, building capacity to analyse instructional data, facilitate reflective conversations and align learning area planning with whole-school priorities.

Ongoing MCIL-focused professional learning, including Teaching Sprints, supported teachers to engage with research-informed strategies and trial small, measurable improvements to classroom practice. Staff also engaged in professional learning on restorative justice approaches, strengthening relational practices that support positive classroom culture and connection. This learning focused on modelling empathy and respectful communication, using restorative conversations, embedding inclusive decision-making, and fostering safe and trusting learning environments.

Staff survey data reflects the impact of this focus, with **81% of staff** expressing confidence in the professionalism and capability of colleagues, reinforcing a shared responsibility for continuous improvement.



Teacher Sprints Professional Learning

“Collaborative planning helps ensure consistency across classrooms.” – Staff

Cross-Cohort Reflection

Feedback from students, parents and staff indicates strong confidence in the quality of teaching and relational practice at Morley Senior High School. Across the surveys, **over 70% of parents** agreed their child’s learning needs are being met, and **73% of students** reported that teachers help them learn effectively and provide clear feedback. Students consistently recognised teachers’ ability to explain concepts in multiple ways and provide encouragement, reflected in comments such as *“Teachers explain things in different ways so we can understand”* and *“Most teachers make learning interesting and want us to do our best.”*

Parents also valued the school’s communication and accessibility, with **74.6%** agreeing they receive useful feedback about their child’s progress and noting teachers’ availability when concerns arise. Staff reinforced these perceptions, highlighting strong collaboration across Learning Areas and a shared commitment to consistent, high-quality practice. **More than 78% of staff** reported regular engagement in moderation, shared planning and reflective discussion, supporting alignment of instructional expectations across the school.

While overall findings are highly positive, survey responses also identified areas for continued refinement. Only **26% of staff** felt students consistently use devices effectively for learning, and some students reported variability in the feedback they receive to support improvement. These insights will inform the next phase of work within Priority 1, particularly in strengthening digital learning consistency and enhancing the clarity and usefulness of feedback across all classrooms.

Summary

Collectively, these actions have strengthened instructional coherence and ensured consistent, inclusive, data-informed practice across the school.



New Families Welcome Event

Priority 2: Relationships & Partnerships

Strategic Context

This priority aligns with the school’s focus on cultivating strong relationships, deepening cultural responsiveness, and strengthening connections with families, community organisations and external providers to support student engagement and wellbeing. Over the reporting period, this work centred on enhancing communication, expanding community connections, and building a cohesive, supportive school culture.

Overview

Morley Senior High School further developed its culture of connection through collaborative partnerships, improved communication and inclusive community engagement. Students reported strong peer relationships and a high sense of belonging, supported by leadership programs, clubs, cultural initiatives and specialist services. Families described the school as welcoming and approachable, with communication becoming increasingly consistent and transparent.

Engagement with external agencies, community organisations, Elders, training providers and universities enriched learning, wellbeing and pathway opportunities. Staff feedback highlighted strengthened internal collaboration, demonstrating the collective effort to foster a connected, supportive and community-oriented environment.

“Teachers are approachable and always willing to listen.” – Parent



Breakfast Club

At Morley We Build Strong Relationships with Families and the Community

Family engagement remained a significant strength with **89% of parents** reported feeling comfortable approaching the school, reflecting high levels of trust, accessibility and effective communication across Learning Areas and Student Services.

The Morley Leos Breakfast Club continued to be a cornerstone of community engagement, providing a welcoming and supportive environment for students before school. Collaborating with the Noranda Lions and the wider community ensured students received practical support while also developing service and leadership skills.

Regular Compass updates and social media communication strengthened transparency and connection with families. Parents consistently acknowledged the value of these updates, noting that, *“the school keeps us well informed and involved.”*

Student leadership programs, including the Student Leadership Team and student-led service initiatives, further strengthened community identity by supporting student voice, confidence and shared responsibility. Collectively, these initiatives contributed to a culture of openness, partnership and belonging.

Strong relationships with families and the community supported early engagement, timely communication and shared problem-solving. Staff reported that these working relationships strengthened trust and reduced barriers to support, particularly for families requiring additional guidance or connection to services. This collaborative approach contributed to a more inclusive and responsive school environment.



Careers Expo

Engaging Effectively with Specialised Services and Educational Partnerships

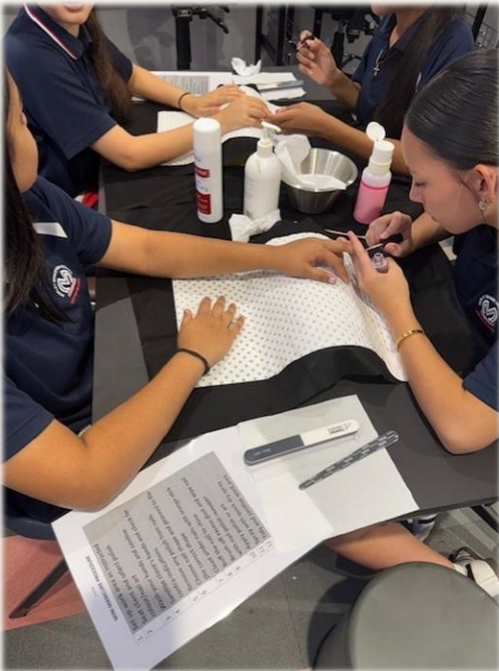
Morley SHS sustained strong engagement with allied services and specialist organisations to support student wellbeing, academic enrichment and pathway development. Access to mentors, youth workers, health services, chaplaincy and wellbeing programs strengthened timely and coordinated support for students requiring additional assistance.

Career and pathway education was enriched with the Career Taster Program, TAFE, universities and industry training providers. These associations supported students to access authentic learning experiences, industry exposure and personalised guidance through workplace learning, excursions, guest speakers and career expos.

The school also maintained close connections with external agencies supporting student engagement, attendance and wellbeing, including the Angkor Project, Noranda Lions, Camp Quality, Child and Adolescent Health Services and local youth organisations.



Morley Students - ECU Midwifery



Morley Students - Beauty Course

These connections enhanced the school’s ability to provide coordinated, wrap-around support for students with diverse academic, wellbeing and pathway needs. Staff highlighted the value of clear referral pathways and shared responsibility with external providers, enabling timely intervention and continuity of support. This approach enhanced the school’s capacity to respond flexibly to emerging needs and support sustained engagement.

“Teachers keep me informed about my child’s progress.”

– Parent

“Teamwork across faculties has improved.” – Staff

Being Culturally Responsive, Safe, Inclusive and Supportive

Cultural partnerships played a central role in strengthening community connection and student identity. The Reconciliation Action Plan (RAP) Working Party worked closely with Elders, Aboriginal families and students to ensure culturally responsive practice remained visible and embedded across the school.

NAIDOC Week celebrations further enriched cultural learning through activities such as arts and crafts, shared meals and cultural storytelling, all of which provided meaningful opportunities for students to engage deeply with Aboriginal histories, perspectives and community voices.

The Follow the Dream program continued to support **nine Aboriginal and Torres Strait Islander students** through tutoring, mentoring, cultural activities, industry visits and leadership opportunities. Students who participated consistently reported increased confidence, connection and cultural pride.

Student survey data reinforced this inclusive environment, with **82.8% of students** reporting positive peer relationships, highlighting the strong sense of belonging fostered through cultural partnerships and inclusive practice.

These culturally responsive practices supported student identity, wellbeing and belonging, while strengthening relationships with families and the broader community. Feedback from students and parents indicates that visible cultural respect and inclusion contribute positively to engagement and peer relationships, reinforcing the school's commitment to a safe and inclusive learning environment.

“The school celebrates and respects diversity.” – Parent

Internal Collaboration and Professional Partnerships

Alongside external partnerships, strong internal collaboration supported consistent, coordinated practice across the school. Learning Areas and Student Services teams continued to work closely together, with staff highlighting effective communication, shared planning and a supportive professional environment.

Cross-team collaboration strengthened consistency in processes and improved the school's capacity to respond to student needs in a timely and coordinated manner. Staff feedback reinforced this strength, emphasising the accessibility and support provided by colleagues and leadership teams.

Strong internal collaboration enhanced consistency in student support and strengthened collective accountability across the school. Staff reported that regular communication between Learning Areas, Student Services and leadership teams improved information sharing

and decision-making, particularly for students requiring coordinated responses. This collaborative culture supports sustainable improvement by ensuring relationships and partnerships are embedded within everyday practice, rather than reliant on individuals.

“Leadership is approachable and communication is consistent.” – Staff

“We feel supported by each other and the Support Hub.” – Staff



School Faction House Bake Sale

Summary

Strong relationships and meaningful community engagement continue to underpin student engagement, wellbeing and learning at Morley Senior High School. By strengthening connections with families, community organisations, cultural partners and external services, while maintaining high levels of internal collaboration, the school has fostered a supportive, inclusive and responsive environment that contributes positively to student outcomes.

Priority 3: Positive Environment and Wellbeing

Strategic Context

This priority aligns with the school’s commitment to creating a safe, inclusive and culturally responsive environment where every student feels supported to learn and thrive. Over the reporting period, Morley SHS focused on strengthening behaviour expectations, enhancing restorative approaches, improving learning environments, and deepening cultural understanding and celebration.

Overview

The year saw continued progress in strengthening a positive environment and wellbeing culture across Morley Senior High School. Cultural responsiveness was enhanced, expectations were refined, learning spaces were improved, and opportunities for connection, pride and belonging were expanded. Survey responses from students, staff and parents consistently described the school as welcoming, supportive and inclusive.

Students reported strong levels of connection with peers and staff, while parents reflected positively on the school’s inclusive culture. One parent captured this sentiment succinctly:

“The school welcomes and celebrates all cultures.”

Student voice reinforced these findings, with many describing strong relationships and a sense of belonging:

“I feel connected to my friends and teachers here.”

Together, these insights highlight the impact of intentional wellbeing, cultural and behavioural initiatives and reflect growing confidence across the school community.



School House Carnival

At Morley We Acknowledge, Respect and Celebrate Diversity and Identity

Morley SHS continued to strengthen cultural inclusion through active engagement with Aboriginal students, families and community networks. Staff sought meaningful input from families to better support the learning and wellbeing of Aboriginal students, ensuring decisions were informed by community voice and aligned with the Aboriginal Cultural Standards Framework.

To support this work, the school refined its governance structures, establishing dedicated committees for the Reconciliation Action Plan (RAP) and cultural engagement. Targeted professional learning supported staff to build cultural capability and confidence.

A key highlight was a cultural learning experience delivered by Jayden Boundry from Ngalak Nidja, supported by his brother Dylan Shillito. Jayden, a Wadjak, Ballardong Noongar and Badimaya Yamatji man and qualified Noongar LOTE teacher, led staff through a deeply engaging session that strengthened understanding of Noongar language, history and cultural protocols. Staff described the experience as inspiring, memorable and immediately applicable to classroom practice.

Celebration Assemblies further strengthened community engagement, with increased parent and carer attendance demonstrating strong support for recognising student achievement, cultural identity and contribution. Departments also shared regular highlights through Compass and the school's social media platforms, supporting connection with families.

A parent reflected:

“The school welcomes and celebrates all cultures — my child feels proud to be themselves here.”

The draft RAP is nearing completion and will be published on Narragunnawali, the national Reconciliation Action Plan platform for schools, reinforcing the school's ongoing commitment to reconciliation, cultural respect and inclusive practice.



At Morley We Foster a Culture of Positive Behaviour and Restorative Practices

Whole-school behaviour expectations were reinforced through a focus on clarity, consistency and restorative conversations. Learning Areas articulated visible expectations aligned with the core values of Care, Collaboration and Commitment, ensuring students received clear and consistent messages about behaviour and engagement.

Survey data reflects positive impact, with 82.8% of students reporting positive peer relationships. Staff feedback highlighted improved consistency in behaviour expectations across classrooms, while students reported greater clarity about expectations and increased support when engaging in restorative reflection.

To support incoming Year 7 students, a clear Classroom Framework was introduced. This established consistent routines, reduced variability across classes and strengthened student confidence during transition.

The physical learning environment was also a focus during 2025. Through a coordinated refurbishment and classroom review process, classrooms and specialist areas were assessed for organisation, functionality and learning impact. These improvements contributed to calmer, safer and more engaging learning spaces.

Enhancing the Physical Learning Environment

Throughout 2025, targeted improvements were made to the school's physical environment to enhance safety, inclusion and student pride.

Refurbishment works in E Block and G Block included repainting and upgrades to internal fixtures, contributing to brighter, more contemporary classrooms that promote engagement and respect for learning spaces.

Library enhancements included repainting, carpet replacement through an election commitment, installation of flexible furniture funded through voluntary parent contributions,



and relocation of the Career Practitioner to improve student accessibility and support pathway planning.

A dedicated Sensory Room was constructed using school resources and staff expertise. This inclusive space provides structured support for students with diverse learning needs and strengthens whole-school wellbeing practices.

Additional safety and facility improvements including CCTV installation, footpath upgrades, lighting enhancements and general maintenance works — further improved the safety and presentation of the school.

Staff feedback reflected this impact, with **over 84% of staff** indicating they work in supportive and positive environments. One staff member noted:

“The classrooms feel more organised and welcoming — students are calmer and more engaged.”

The refinement of the multi-tiered intervention map improved clarity in behaviour, wellbeing and engagement pathways, increasing staff confidence and ensuring support processes were strategic and coordinated.



Morley Mental Health Week - School Band

At Morley We Promote and Support the Social and Emotional Health and Wellbeing of All

Student wellbeing remained a strong focus, with proactive, relational and timely support provided through structured wellbeing programs and tutorial initiatives. Breaktime Social and Emotional Safe Spaces continued to provide calm, supervised environments where students could build friendships, regulate emotions and connect with staff. Student survey data reflects this impact, with **nearly 70% of students** reporting they feel supported by staff.

The Positive Lifestyle Program (PLP) supported the explicit teaching of wellbeing skills, including stress management, resilience, communication strategies and emotional literacy. Zero2Hero workshops complemented this work by reinforcing positive mindset strategies and emotional resilience.

Students frequently commented on the strength of staff–student relationships, noting that support is accessible and meaningful:

“There’s always someone I can talk to if I need help — that makes a huge difference.”

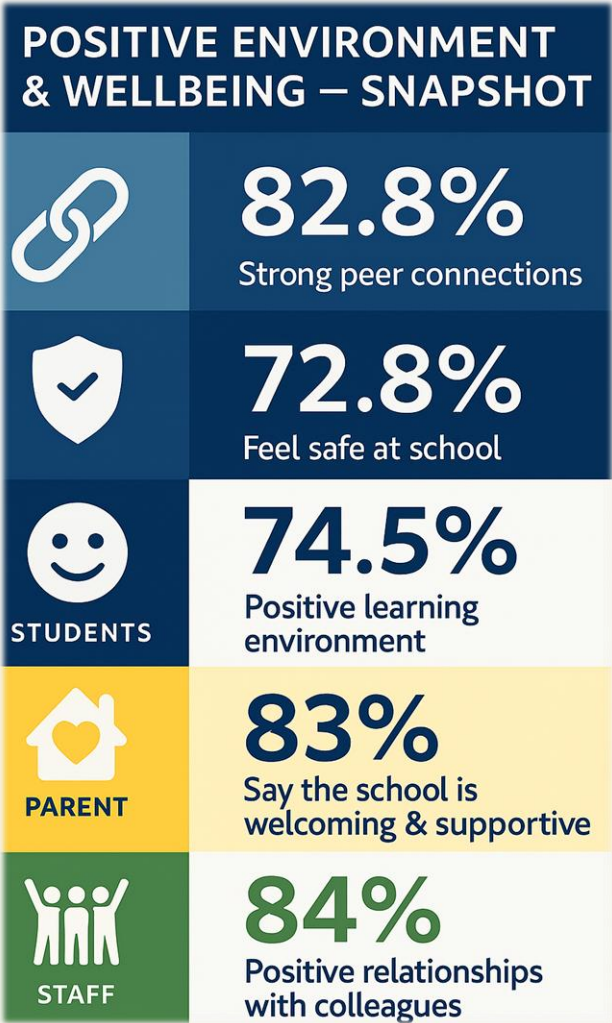
Tutorial time was strengthened through clearer expectations and the introduction of a curated Activity Bank designed to foster connection, belonging and student wellbeing. Whole-school events such as the Year 7 Big Week In, Mental Health Week, the House Athletics Carnival, the School Ball, Year 12 Spirit Week and the Year 11 Dinner Dance further reinforced a strong sense of belonging and student pride across the school.

Students highlighted the importance of these experiences in building connection and community:

“Events like Spirit Week make school feel fun and inclusive — it brings everyone together” – Student

Summary

Together, these initiatives have reinforced a safe, inclusive and supportive school environment, strengthening student wellbeing, relationships and sense of belonging across the Morley SHS community.



Priority 4: Student Achievement & Pathways

Strategic Context

This priority reflects Morley Senior High School's commitment to ensuring every student has a clear and achievable pathway, supported by strong literacy and numeracy foundations, high expectations and access to diverse senior school opportunities.

Throughout 2025, continued emphasis on data-informed monitoring, early intervention and structured pathway planning enhanced support from lower school through to graduation. While aspects of the 2025 Year 12 outcomes indicate areas requiring continued attention, the overall picture demonstrates sustained literacy and numeracy foundations, significant growth in vocational engagement and strong participation in pathway development programs.

Achievement and Progress

NAPLAN

NAPLAN results in 2025 demonstrated consistent performance across Reading, Writing, Spelling, Grammar and Numeracy. Relative performance data indicates that achievement across domains remained within or above the expected range when compared to predicted school means.

Key strengths included:

- Consistent performance across Year 7 and Year 9 cohorts
- Stable participation across all domains
- Consolidated literacy and numeracy foundations across year levels

Importantly, 2025 data also reflected measurable improvement across several domains. Growth data demonstrated gains in both literacy and numeracy, indicating the impact of targeted intervention, consistent instructional practice and systematic data review processes.

Student survey feedback further supports this trend, with learners reporting clarity about how to improve their work and confidence in responding to feedback.

These outcomes were recognised publicly, with results highlighted in *The West Australian* and *WA Today*, identifying Morley Senior High School as one of the two highest achieving public secondary schools within its statistical area.

Strong literacy and numeracy foundations in lower school support student performance in OLN and WACE as they move through the senior secondary years.



OLNA

Strong literacy and numeracy foundations in lower school continue to support student performance in the Online Literacy and Numeracy Assessment (OLNA) as students' progress into senior secondary years.

Supporting students to meet OLNA requirements remains central to successful WACE completion.

2025 data demonstrates:

- Strong early qualification rates in Year 10 compared to Like Schools
- Steady growth in qualification from Year 10 through to Year 12
- A Year 12 non-qualified rate (13.7%) lower than Like Schools (17.1%)

While a higher proportion of students required support into their final year in 2025, structured intervention programs, diagnostic tracking and personalised mentoring enabled the majority of students to successfully meet literacy and numeracy requirements prior to graduation.

Qualification growth across year levels confirms that existing intervention structures remain effective in supporting students towards meeting minimum standards.

The 2025 data also reinforces the importance of:

- Early identification and monitoring in Years 7–9
- Continued targeted numeracy intervention in Years 9–10
- Sustained oversight of students at risk of non-completion

Importantly, qualification growth across year levels confirms that intervention structures remain effective in supporting students towards meeting minimum standards.

WACE Achievement and ATAR Participation

In 2025, 167 students were eligible to graduate, with 56 students undertaking ATAR. This reflects continued access to tertiary pathways alongside a substantial vocational cohort.

While ATAR participation decreased slightly compared to 2024, this aligns with the deliberate expansion of General, VET and industry-aligned pathways to better reflect student strengths and post-school aspirations.

Senior school achievement continues to be supported by:

- Structured monitoring and mentoring processes
- Targeted OLNA intervention
- Clear pathway counselling
- Strong Careers Practitioner engagement

These structures ensure students are supported to meet WACE requirements while accessing pathways aligned to their individual goals. The school remains committed to maintaining high academic expectations while ensuring students access pathways aligned to their individual goals.

Academic Excellence Recognition

In addition to overall graduation outcomes, individual academic achievement was formally recognised in 2025 through outstanding ATAR performance and awards presented by the School Curriculum and Standards Authority.

Fourteen students achieved an ATAR above 90, representing strong academic aspiration and high-level achievement across the senior cohort.

Students also achieved the following SCSA awards:

- 1 Subject Certificate of Excellence (Human Biology)
- 1 Certificate of Distinction
- 13 Certificates of Merit

These awards recognise sustained excellence across Years 11 and 12 and acknowledge students who have demonstrated consistent high achievement throughout their senior studies.

Collectively, these outcomes highlight the depth of academic capability within the cohort and reinforce a culture in which aspirational goal setting and academic rigour are valued.

VET & Workplace Learning

Vocational pathways continued to expand in 2025, reflecting strong student engagement and responsiveness to industry demand.

- 31 VET qualifications were offered (up from 22 in 2024)
- 466 enrolments across Certificate II–IV courses
- 179 students completed Workplace Learning placements

This growth reflects sustained interest in industry-aligned pathways and the school's commitment to providing diverse post-school options.

Employer feedback consistently noted students' professionalism, reliability and readiness for work, reinforcing the value of structured workplace exposure.

The breadth of vocational provision ensures students graduate with meaningful credentials aligned to apprenticeships, traineeships, employment or further training.



Try a Trade - Tiling

Pathway Planning, Careers & Transitions

Early and sustained pathway planning remained a priority across Years 9–12.

Students accessed:

- Careers expos and university engagement activities
- Try-A-Trade and industry taster programs
- Individual pathway counselling
- Structured subject selection processes
- Workplace Learning placements

These experiences support informed decision-making and strengthen students' confidence in planning for life beyond school.

Co-curricular programs, including Student Leadership initiatives and targeted academic and personal development workshops, further developed employability skills, resilience and aspiration.

School Context Indicators

As at Semester 2 Census 2025, the school maintained 1,013 full-time students, with stable senior enrolments reflecting continued confidence in senior school pathways.

Attendance in 2025 remained above WA Public Schools across the total cohort (85.9% compared to 81.7%), supported by consistent monitoring and follow-up processes.



Try A Trade - Carpentry

Reflection and Forward Focus

The 2025 outcomes provide both affirmation and direction.

The school continues to demonstrate:

- Strong literacy and numeracy foundations
- Effective qualification growth across year levels
- High engagement in vocational pathways
- Stable senior student retention
- Broad post-school transition opportunities

At the same time, the data reinforces the need to strengthen:

- Early literacy and numeracy tracking in Years 7–9
- Numeracy intervention in Years 9–10
- Academic mentoring for ATAR students
- Ongoing monitoring of students at risk of non-completion

Morley Senior High School remains committed to ensuring that every student achieves their personal best — whether through university, vocational training, apprenticeships, employment or further study.

Through sustained, data-informed practice and continued pathway diversification, the school will build on current strengths while addressing areas requiring focused improvement.



Year 7's - Day 1 2025

Strategic Use of Funding to Support School Priorities

Morley Senior High School ensures that all funding is strategically aligned to the Operational Plan – Use of Resources and the Business Plan (2024–2027). Resource decisions are evidence-based, responsive to student need, and governed through robust financial management, Finance Committee oversight, and School Board accountability.

The 2025 financial summary (see Income and Expenditure graphs below) reflects a balanced and responsible allocation of resources across staffing, programs, infrastructure and student support. Through careful governance, transparent financial practices, and targeted investment, the school ensures that all funding contributes directly to high-quality teaching, student wellbeing, strong partnerships, and improved student achievement and pathways. This strategic use of resources supports sustainable improvement and positive outcomes for the entire school community.

Student Centred Funding – 2025

Per Student Funding	\$	10,535,452.00
Student and School Characteristics	\$	1,320,404.59
Disability Adjustments	\$	47,628.66
Targeted Initiatives	\$	621,056.54
Operational Response Allocation	\$	0
Regional Allocation	\$	0
Total 2025	\$	12,524,541.79

Income Summary:

School funding in 2025 reflects the Student-Centered Funding Model allocation, targeted initiative funding, and locally raised funds. Income sources continue to align closely with student enrolment characteristics and priority program delivery.

Targeted initiatives Details – 2025

	Amount
Additional support for delivery of mental health programs	\$14,153.33
Chaplaincy and Student Wellbeing Program	\$27,561.00
Footwear and School Staff Shirt for Cleaners and Home Economics Assistants	\$270.30
Graduate Teacher Induction Program	\$26,092.32
Level 3 Classroom Teachers Additional Teacher Time	\$14,152.32
Principal Wellbeing Services	\$1,000.00
School Breakfast Program Supervision Funding	\$6,472.62
School Psychologists - Manage Own School Psychologist	\$115,865.22
Schools With Low Proportion of Level 3 Classroom Teachers	\$14,152.32
Specialist Career Practitioners	\$141,523.22
VET delivered to secondary students	\$304,418.60
Vocational Education and Training Teachers Professional Learning	\$14,097.75
Total	\$679,759.00

Expenditure in 2025 demonstrates a strong commitment to staffing, teaching and learning programs, student support services, and maintenance of safe and engaging learning environments. The distribution of expenditure aligns directly to the four Business Plan Priorities.

Priority 1 — High Quality Teaching & Learning (HQTL)

Funding under this priority is directed toward strengthening classroom practice and ensuring consistent, high-quality instruction across the school. Investment in professional learning (including HQTL, Morley Common Instruction Language (MCIL), teaching sprints, moderation, and the use of data, builds staff capability and instructional consistency. Release time and resourcing for collaborative planning support targeted improvement in pedagogy and assessment.

Digital tools and teaching resources are funded to support explicit instruction, formative assessment, and inquiry-based learning. Additional resources are allocated to targeted literacy and numeracy interventions, including small-group programs, OLNA and LAN support, and catch-up initiatives. Staffing and in-class support for intervention blocks ensure students receive timely, needs-based support aligned with student characteristics and achievement data.

Priority 2 — Relationships & Partnerships

Funding under this priority strengthens communication, engagement, and partnerships with families and the wider community. Investment in digital communication platforms, newsletters, and marketing supports transparency and community connection. Parent and community events, assemblies, and cultural celebrations foster strong relationships and shared ownership of student success.

Targeted resourcing supports the Intensive Language Centre (ILC), including specialist EAL/D teaching resources, excursions that promote cultural belonging, and classroom materials that support language acquisition. Interpreter services and inclusive communication practices ensure equitable engagement for all families.

The recently completed STEM Lab upgrade, while externally funded as a capital works project, represents a significant in-kind enhancement to the school's infrastructure. This facility strengthens curriculum delivery, student engagement, and pathway development across multiple learning areas.



Sensory Room

Priority 3 — Positive Relationships & Wellbeing

Wellbeing funding supports the creation of safe, inclusive, and supportive learning environments. Significant allocation to the Student Support Hub underpins student mental health, engagement, and wellbeing initiatives. Programs such as Breakfast Club, student wellbeing workshops, leadership development, and resilience programs support attendance, engagement, and connection to school.

Targeted funding also supports Indigenous student programs, including Follow the Dream, cultural learning opportunities, and Reconciliation Action Plan (RAP) aligned initiatives led by the Aboriginal and Islander Education Officer (AIEO). Resources invested in safety and ground improvements support student and staff wellbeing. Enhancements to gardens, shaded areas, and wellbeing spaces further contribute to a positive school environment.

Priority 4 — Student Achievement & Pathways

Funding allocated to student achievement and pathways supports academic growth, career readiness, and successful post-school transitions. Resources are directed toward NAPLAN and OLNA preparation, careers education programs, and pathway counselling materials. Workplace Learning coordination, compliance processes, and VET enrolments provide students with meaningful vocational and industry-linked opportunities.

Leadership development, specialist programs, and co-curricular activities extend student capability and engagement. Transition programs, including Orientation Day and key transition events, support continuity of learning and positive progression through each phase of schooling.

Whole-School Investment

Whole-school funding supports continuous improvement and informed decision-making. Survey implementation enables the collection of student, staff, and parent voice to guide planning and resource allocation. Investment in technology and software subscriptions supports teaching, operational efficiency, and communication across the school.

Facilities and grounds funding focuses on safety, accessibility, and student engagement, aligning with the Asset Replacement Plan and Work Health and Safety priorities. These improvements ensure that learning environments remain safe, functional, and conducive to student wellbeing and achievement.



Barista Bar - Cert II Hospitality 1



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