**Our Vision**
We strive for excellence in teaching, learning and leadership.

**Our Values**
Respect, Achievement, Perseverance and Tolerance

**School Priorities**
Numeracy
Literacy
Aboriginal Education
Student Health and Well Being

**From the Principal**
In 2014 significant improvement was made in the number of students completing a qualification with 73% achieving an ATAR greater than 55 or Certificate II, III or IV. The increased capacity of teachers to deliver certificate courses within the school timetable enabled a higher level of completion. The School Dux, Charlotte Leach, achieved an ATAR of 96.55, was awarded a Certificate of Commendation for 20 grades of ‘A’ in course units as well as achieving scaled moderated marks greater than 75% in Chemistry, Physics, Human Biology and Maths. Over 45% of our ATAR students achieved an ATAR greater than 70. Shenae Watts received the Excellence in VET Award placing her in the top 100 VET students in the state. I congratulate these students for their commitment to their studies and final results.

Our NAPLAN results for the Year 9 students were very poor despite significant interventions and explicit teaching of literacy and numeracy. Many of these students struggled academically and needed additional support from Education Assistants as well as modification of the curriculum to enable engagement in learning and achievement.

In 2014, overall student attendance was 84.1% which was 3.5% greater than similar schools. The Aboriginal student attendance was 67.2% which was 1% less than similar schools in Western Australia.

In 2014 our capacity as a learning community continued to progress as teachers and Level 3 leaders collaborated within the Professional Learning Groups to identify targets for our four priorities: Numeracy, Literacy, Aboriginal Education and Student Health and Well Being. The work of the Learning Team enabled teachers to further develop their skills in Classroom Management strategies, peer observation and instructional strategies. Our leaders and teachers are committed to improving the educational outcomes for all of our students.

I thank our School Council, P&C and community for supporting our school. Together, with our parents and carers, we will improve both educational and life outcomes for all of our students.

Nicki Polding
Principal
Our Students
Katanning Senior High School, situated within the Wheatbelt Great Southern, caters for a diverse range of educational needs. A transiency rate of 25% contributed to the complexity of a student population comprised of 17% from Aboriginal backgrounds and 23% from Culturally and Linguistically Diverse backgrounds. Many of our students come to Katanning with very little English especially if they have entered Australia on humanitarian grounds and have had disrupted education within refugee camps in Pakistan, Thailand and Tanzania. Some of our Chinese and South African students come to Katanning as part of the skilled migrant worker program. Students at Katanning Senior High School have the opportunity to complete a broad range of ATAR courses including University entrance Chemistry, Physics, Human Biology, Geography, History, Maths and English while others pursued vocational programs incorporating Certificate II, III and IV courses aiming for apprenticeships, employment or TAFE pathways. The senior school vocational students also completed Work Place Learning within the community.

A small group of Senior School students completed the Senior School Engagement Program (SSEP) incorporating Maths and English, Certificate 1 in Horticulture, work placements and community work.

The students who attend our school predominantly reside within Katanning and the surrounding towns of Broomehill, Woodanilling, Tambellup, Gnowangerup and Kojonup or on farms within the region.

The 2014 census recorded 340 students at the school of which 226 were in years 8 to 10 and 114 in the senior school. Lower school students completed a general program which incorporated opportunities to participate in the Department of Education Gifted and Talented Program or school based extension programs in English or Maths.

Educational Needs students were either fully integrated with support or completed a comprehensive program incorporating the ASDAN modules within the high needs class as well as being integrated with their peers in Physical Education, Woodwork, Metalwork and Home Economics.

The school’s Index of Community Social Educational Advantage (ICSEA) was 904 with 57% of our students coming from the bottom quarter of the distribution and only 4% in the top.

School Priorities – Progress in 2014
The Professional Learning Groups analysed performance data to enable achievement targets to be identified for each of our priorities. Throughout the year teachers worked collaboratively within these groups to develop whole school plans to improve student achievement across the four priority areas.

Priority 1: Literacy
Literacy is an ongoing challenge for many of our students who come from a variety of different backgrounds. Whole school strategies to improve literacy skills were not successful in improving the skills of all our Year 9 students who completed NAPLAN in 2014. For some students poor attendance or ongoing behavioural issues contributed to time lost engaged in learning.
**Priority 2: Numeracy**

Numeracy is usually an area where our Year 9 students as a group progress and achieve above what is expected for our school however in 2014 this was not the case.

The Numeracy Professional Learning Group developed a plan to further the understanding of Numeracy concepts throughout the school. Staff from all Learning Areas worked collaboratively to analyse the NAPLAN data to inform teaching and learning. This enabled teachers to link concepts between Learning Areas and develop consistent and explicit teaching methods across a range of real world contexts. This whole school approach supported students in improving numeracy skills.

**Priority 3: Aboriginal Education**

In 2014 the attendance of Aboriginal students decreased to 64.7% with the enrolment of a significant number of chronic non-attenders. If students are to achieve at their best level it is critical that they attend school at least 90% of the time. The school expends significant energy and resources in supporting students to attend school on a regular basis. The challenge becomes even greater when students have not attended regularly prior to coming to high school.

A case management approach to attendance supported 20% of our Aboriginal students attending 90% or more throughout 2014. This was an improvement on the previous year with a median attendance of 74%. The efforts of the Clontarf Academy and the Follow the Dream program were significant in supporting improved attendance. Three students who were in the 60-79% attendance bracket improved their attendance to 80% or more. The school still has a significant number of Aboriginal students not attending regularly. Many factors contribute to this situation with well established poor attendance patterns at primary school being the main challenge.

Many of our Aboriginal students take longer to achieve National Minimum Standard in numeracy and literacy. In numeracy 60% of our students, in reading 40% and in writing 53% needed to complete the Online Numeracy and Literacy Assessment (OLNA) by the end of Year 10. At the beginning of Year 10 all of our Aboriginal students needed to sit the OLNA in numeracy, reading and writing so significant progress was made in achievement.

In 2014 three of our students successfully completed Aboriginal School Based Traineeships in the banking sector with the two Year 12 students progressing to full time employment. Feedback from employers was excellent with our students developing work place skills and understandings, interpersonal skills and confidence.

**Priority 4: Health and Well Being**

The Student Services Team including the School Psychologist, Nurse, Aboriginal Officer, the Senior School Program Coordinator, Middle School Program Coordinator and Chaplain was accessed by 39% of our students for additional support. The majority of the team have now completed Youth Mental Health First Aid and Gatekeeper Suicide courses. Of the students accessing the Student Services 33% were seeking social or emotional support.

In 2014 the percentage of students retaining Good Standing (no bad behaviour or uniform violations) decreased to 65% which was disappointing. There were 46 students suspended for physical or verbal assault in 2013. This number decreased in 2014 to 38 students representing less than 11% of the total student population. In 2014 there was a significant improvement in the behaviour of Year 8, 9 and 10 students through case management and targeted interventions.

The overall attendance rate at Katanning Senior High in 2014 was 84% which was 2.8% lower than all WA schools but better than similar schools. The students in the ‘At Risk’ category for attendance decreased and the number of students in the ‘Regular’ attendance category lifted dramatically. The attendance of non-Aboriginal students was 87.9% which is significantly better than similar
schools by 3.4% and only 0.7% lower than all WA Public Schools.

Get Up ‘N’ Go Day (which focuses on resiliency) in Term 1 proved to a very positive experience for the students. The guest speaker was Michelle Cowan whose determination to succeed in the world of AFL coaching was an inspiration to many students. Michelle is an Assistant Coach at South Fremantle Football Club and her message about using the “4Ps”, Passion, Planning, People (who support you) and Powerful (belief) was really relevant to our students. The engagement of the broader community in presenting workshops, sporting and artistic activities enabled students to experience a range of health and well being activities. Support from Woolworths, Coles, BKW, CBH, Watercorp, the Shire of Katanning and our P&C enabled the day to be a huge success.

Through the work of our Resiliency Day Coordinator, 18 of our students completed the Leeuwin Voyage with the support of the Children’s Trust. In 2014 Year 9 students also benefited from a YouthFocus presentation on Mental Health issues. The subsequent survey indicated that girls all had someone that they could talk to about how they were feeling with friends, parents or teachers receiving the highest rating. Boys mainly went to parents, family friend or teacher however there was a small percentage of boys who felt that there was no one they could talk to.

Senior School Performance
The Year 12 students in 2014 were a diverse group of young people with 33% from Culturally and Linguistically Diverse (CaLD) backgrounds, 13% from Aboriginal backgrounds and 2.5% Educational Needs students. Of these Year 12 students 32% achieved an ATAR, 54% completed a Certificate II or higher and 92% (34 of 37 eligible students) achieved a WACE.

The median ATAR for the 12 students applying for University entrance was 55.7 with the highest rank being 96.55 and the lowest 34.75 Five students were offered a place at Curtin, one at UWA and two at ECU. Offers were in Biological Sciences, Surveying, Business and Management, Society and Culture at Curtin; General Nursing and Learning Skills at ECU; and Natural and Physical Sciences at UWA. Four of these students deferred study until 2016.

Senior School results in Mathematics provided a positive outlook for Katanning Senior High School with ATAR students predominantly using Mathematics as one of their highest scores. The ATAR courses were positively moderated indicating a great consistency between school processes and state wide expectations. Non-ATAR courses were also positive with the trends towards higher grades eclipsing that of the state.

Twenty six Vocational students completed Certificate II in: Business, Horticulture and Digital Media and Information Technology; Certificate III Business, and Community Services; and Certificate IV Preparation into Enrolled Nursing.

The Workplace Learning Program was very successful with 55 students being placed with businesses in and around Katanning. Placements were offered in industry areas such as: Retail, Automotive, Electrical, Hospitality, Aged Care, Child Care, Health and Beauty, Hospital and Allied Health, Building, Veterinary, Agricultural and Accounting in addition to placements within community organisations, government agencies and educational institutions.

In 2014, employers continued to support the Workplace Learning program with 104 businesses and organisations involved with some taking on more than one student from Year 11 and 12. As a direct result of the work placement program, 7.8% of Year 12 students were selected for apprenticeships in Katanning, two students who completed Aboriginal School Based Traineeships in banking were employed in the sector in 2015 while 41.2% progressed to employment or Certificate III and IV courses at TAFE after finishing school.
Lower School Performance
Across the English, Humanities, Maths and Science learning areas, student grades generally displayed a normal distribution.

In English, Year 8 to 10 were taught Australian Curriculum content with the Secondary Curriculum and Standards Authority judging standards used to assess students. Each Semester the teachers reported on outcomes in Reading and Viewing, Writing and Speaking and Listening. Moderation was completed within the Learning Area for each year level. The grades reflected the performance in

NAPLAN with Year 9 students achieving less A and B grades than in previous years.

In Humanities and Social Sciences (HASS) a similar pattern emerged with significantly more D grades for Year 9 than other year groups.

With the implementation of the Australian Curriculum as well as the Judging Standards set by School Curriculum and Standards Authority, the Mathematics Learning Area at Katanning Senior High School has been experiencing a shift in culture and results over the past few years. The Judging Standards were introduced last year and give explicit information as to the requirements for grades in Lower School year groups. Students have been informed that the bar has been raised and that achieving a passing grade will require much diligence and support from the school and at home.
The Science Learning Area moved towards full implementation of Australian Curriculum across all year levels in 2014.

The results show that there are a large number of students in Lower School not achieving an acceptable level in Science, particularly in the more difficult subjects, Chemical and Physical Science. A drop off in results into second semester can be put down to lack of engagement with more difficult content. Poor results overall can be put down to low engagement, poor attendance and low levels of literacy and numeracy. The Year 9 cohort was weak, in terms of Science ability and the Year 8 cohort is not much stronger.

Special Programs

Senior School Engagement Program
The focus of this program is to provide an opportunity for senior school students to engage in a flexible educational program. This program has a practical approach taught by a Level 3 Advanced Skills Teacher. The development of Individual Pathway Plans which build on the students' strengths and post school goals, aims to enable access to employment and training upon leaving school. Students within this program also have the opportunity to complete Workplace Learning within industry and business and a Certificate II in Horticulture at the Great Southern Institute of Technology.

In 2014, four of the six Year 12 students achieved WACE graduation and went on to employment or further study. One of these students entered Notre Dame University to study nursing in 2015.

Inclusive Learning Program
In 2014 all students in the Education Support Unit successful completed modules in the ASDAN program. The Year 13 student completed his Work Right module while the Lower School students all completed the New Horizons Health module. These students confidently integrated into mainstream courses within the school and the Katanning community during weekly excursions including the Katanning Community Garden, Katanning Leisure Centre and various service industries. Three students accessed the local TAFE Art Access program, a course designed for the disabled. This increased involvement in the school and the broader Katanning community has been integral to the students' communication and social skill development.

Follow the Dream Aspirational Program
The Follow the Dream: Partnerships for Success program for Aboriginal students continued to support the educational aspirations for students selected to participate in the program which provides mentoring, after school tutoring and guidance for improvement in grades. In 2014 the average attendance at school was 74% with 13 students achieving an attendance rate above 90%. In 2014 three senior school students were selected for Aboriginal School Based Traineeships which led to full time employment in 2015 for the two Year 12 students. The two ATAR students are currently completing an Aboriginal Bridging program at Curtin University.

In NAPLAN 58% of the Year 9 students made moderate progress in Reading, 30% in Numeracy and 60% in Writing. Although progress was good overall achievement was low. Of these students, 12.5% achieved a B grade in Science and 75% a C grade in English, Science and Humanities. In Mathematics, which had fully implemented Australian Curriculum, 87.5% of students achieved a D grade.

Clontarf Football Academy
In 2014 the program included 28 Aboriginal boys from Year 8 to 12 who were supported by Director Jarrod Chipperfield and Assistant Willy Roe. The boys had to adhere to their contracts and improve their attendance at school. The majority of Academy students improved their school attendance with the average attendance at 70% with 30% of the boys with an attendance rate greater than 90%. The highest attendance in 2014 was 99%.
Students within the Clontarf program completed the standard school curriculum as well as before and after school sporting and football programs. Throughout the year Katanning Senior High School Clontarf Academy competed in football carnivals against other Clontarf Academies around the state. The program also incorporated life skills, cultural experiences, career planning and employment options. Students visited workplaces such as McIntosh and Sons, Katanning Hospital and Water Corporation. There was a strong focus on volunteering and community involvement including delivering Meals on Wheels, planting trees for LandCare and supporting the town NAIDOC Week celebrations. The boys also completed comprehensive health checks at Aboriginal Health.

In Semester 2 the boys visited local Primary Schools delivering mini football clinics to develop their leadership and organisational skills. The Academy’s engagement with these younger students continued to be very well received. In 2014, the boys continued to develop their leadership skills and provided positive role models for the younger students.

Department of Parks and Wildlife (DPaW) Bush Rangers

In 2014 the Bush Rangers Unit Leader, Miss Sarah Watson, was nominated by the Principal for the Instructors Award for Excellence in recognition of her ongoing commitment to the program. Under her leadership the membership has grown, the range and number of excursions increased and work with DPaW continued in a range of environments.

Twenty three students were involved in the Bush Rangers program in 2014 and further developed their leadership and interpersonal skills. The program was mainly conducted outdoors and encouraged students to enjoy and care for their local environment.

The highlights of the year were the overnight camp to Dryandra Forest and visit to Peel Zoo where the Bush Rangers interacted with various native fauna, whale watching at Fitzgerald National Park and canoeing on the Blackwood River. Our students also worked with LandCare planting trees along the Katanning Creek. Throughout the year Bush Rangers completed weekly activities including bush craft, First Aid skills, monitoring wildlife and making solar ovens.

School Community Satisfaction

In 2014 the school completed the National School Opinion Survey for parents, students and staff. The survey link was sent to all parents with 32 parents completing the survey. The results were encouraging with 69% of parents believing that teachers expected their child to do his or her best while 59% believed that teachers provide useful feedback about each child’s school work. The management of behaviour was an area requiring improvement with 31% of parents reporting that behaviour was not well managed and 22% of parents did not think their opinions were taken seriously. Unfortunately the survey was only available in English.

The student survey was completed by 24% of the students in Year 8 to Year 10 as the Year 11 and 12 students had finished for the year. In 2015 the school will ensure that the survey is completed by the end of Term 3. It was pleasing that 95% of students believed that their teachers expected them to do their best and that 68% believed they received useful feedback about their school work. It was of real concern that 36% of students thought behaviour was not well managed however it was encouraging that only 4% did not feel safe at school and 13% did not like being at this school.

The staff survey was completed by 55% of staff with 90% stating that teachers expect students to do their best. 79% of teachers provide useful feedback to students about their school work, 76% of teachers believe students feel safe at the school, and 84% believed that parents can talk to teachers about their concerns. It is of concern that 38% of staff did not think that their opinions were taken seriously and 33% did not feel they were well supported.

The school is currently developing comprehensive improvement plans to address the Prescribed Improvement Strategies identified by the Expert Review Group.
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<th>Statement</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither agree nor disagree</th>
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<td>Parents at this school can talk to teachers about their concerns.</td>
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<td>Student behaviour is well managed at this school.</td>
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<td>This school takes staff opinions seriously.</td>
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<td>Teachers at this school motivate students to learn.</td>
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<td>This school works with parents to support students’ learning.</td>
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<td>I receive useful feedback about my work at this school.</td>
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<td>Staff are well supported at this school.</td>
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Response (%)

Nicki Polding  
Principal  
May 2015

Sharon Poett  
School Council Chair (2014)

Students on the Leeuwin voyage

Year 12 Students 2014

Year 12 Students

Bush Rangers Kayaking at Hamelin Bay