



ANNUAL REPORT 2022





ACKNOWLEDGEMENT OF COUNTRY

We acknowledge the traditional owners of this land which is home to the Noongar people both past and present. We are standing on Pindjarup Country, and we acknowledge the Pindjarup people as the traditional custodians of this land. We offer our respect to Elders past and present and emerging. We thank them for accepting us. Through mutual respect and understanding we acknowledge the past and look ahead to work together to build a stronger and more resilient and inclusive community.

PINDJARUP PEOPLE AND COUNTRY

Our school community exists on Pindjarup Country which is Noongar Boodja. Noongar country covers the entire south-western portion of Western Australia. The Pindjarup people have gathered in this area for at least 45,000 years. For them, the area was a seasonal gathering place, with important sites of ceremonial significance. Pindjarup were “people of the wetlands”, coastal estuaries and the wetlands.

Pindjarup tribal estates extended over an estimated 4,700 km² taking in Pinjarra, Harvey and Leschenault Estuary. They were also present on the Murray River’s lower reaches in Pinjarra and the Peel-Harvey Estuary.

As a people of the wetlands, the Pindjarup were famed for their fish-traps, and used their knowledge of the six seasons in the southwest to hunt, fish and gather, making full use of the environmental resources from the coastal estuaries and sand-dunes, through the interior lakes and wetlands to the more fertile soils of the Darling Scarp foothills and ridgelines in sustainable ways with their lands. Western long-necked tortoises, black swans, ducks, and migratory birds formed an important part of their diet.

Their knowledge and understanding of country reflect a deep spiritual and physical connection to Country that we hope to better understand.





CONTENTS PAGE

School Overview	7
Student Enrolment and Participation	8
Student Attendance Overall	9
Staff Profile	11
Naplan Relative Performance	12
Senior School Data	14
Recognising Student Performance & Awards	16
ATAR Course Performance	18
Vocational Education Qualifications	20
Endorsed Programs and Olna Achievement	22
2022 School Financial Summary	24
Progress Against Priorities	26



SCHOOL OVERVIEW

Australind Senior High School is located in the Shire of Harvey and is also part of the Greater Bunbury Region which has an approximate population of 67,090 including 14,539 in Australind. Australind Senior High School opened in 1987 and is the largest regional Senior High School in Western Australia.

The school commenced the 2022 school year with an enrolment of 1,187 students. The school was identified independently as one of the top 10 performing school in Western Australia when compared to all schools across every sector for success of student progress and achievement.

In 2022 the school continued with a focus on the evolution of Positive Behaviour Support, individual and collective approaches to understanding and supporting Student Wellbeing, student leadership, and Quality Teaching supporting Learning (QTL).

Australind SHS is a comprehensive school that offers structured programs with very clear pathways from Year 7 through to year 12. The school offers student access to a broad range of opportunities through approved specialist programs as well as other engagement programs that support the development of student interests.

Some of our targeted programs include;

- Jazz Approved Specialist Program
- Mathematics and Philosophy Specialist Program (MaP)
- EXCEL Sports Program
- Emergency Services Cadet Unit
- Curtin UniReady Enabling Program
- Aspire Program Year 10
- Languages: Japanese and French
- School Bands: Concert Band, Junior Jazz band, Senior Jazz Band
- State Emergency Services Cadets
- Drumbeat
- Sensibility

The school is a Registered Training Organisation which allows it to deliver, assess and issue their own certificates across a variety of onsite Certificates. The courses are supported by qualified trainers based on our site. Through our school, students can access all courses on offer at the South Regional TAFE and the Bunbury Regional Trade Training Centre.

Australind Senior High School continues to be one of the most consistently performing senior high schools with another excellent ATAR cohort performance in 2022 supporting regional students to achieve their university aspirations. Australind SHS congratulates students and staff on the 2021 ATAR and Vocational Education achievement that is reflected in this report.



**THROUGH
ENDEAVOUR,
SUCCESS.**

OUR SCHOOL MOTTO



**GROWING
REMARKABLE
PEOPLE**

OUR POSITION STATEMENT



**RESPECT,
KINDNESS,
RESPONSIBILITY**

WHAT WE VALUE

Our school profile: **The Index of Community Socio-Educational Advantage (ICSEA)** is calculated with a median of 1000 and a standard deviation of 100

Why ICSEA: To be able to make fair and reasonable comparisons in context

How is the ICSEA Calculated:

- Parental occupation
- Parental school education level
- Parental non-school education level

In 2022 Australind Senior High School had an ICSEAS of 973 which is down from 977 in 2021.

The school ICSEA percentile is 34.

The distribution of Socio-Economic Advantage:

	Bottom Quarter	Middle Quarters Lower	Middle Quarters Upper	Top Quarter
Our School distribution 2022	45%	32%	17%	6%
Australian distribution	25%	25%	25%	25%

STUDENT ENROLMENT AND PARTICIPATION

STUDENT ENROLMENT 2022

Secondary Year Group	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	TOTAL
Full Time Students	201	196	204	239	206	141	1187

ABORIGINAL STUDENT ENROLMENT 2022

	Secondary
Aboriginal	83
Non-Aboriginal	1104
Total	1187

The student enrolment available in the Local area has declined during the COVID period but we do expect a future increase. Housing is one of the biggest barriers with fewer rental properties available. Increased local industry developments has taken up some of the available accommodation. In these more complex financial times, we have seen a move for students to leave school sooner to take up employment opportunities.

STUDENT PARTICIPATION - APPARENT RETENTION AND PROGRESSION

	Years 8-10	Years 10-11	Years 11-12
2020	89%	85%	86%
2021	94%	80%	76%
2022	87%	72%	76%

STUDENT ATTENDANCE OVERALL

ATTENDANCE OVERALL

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2020	88.4%	87.6%	89.2%	79.9%	74.3%	65.9%	87.9%	86.7%	87.3%
2021	85.9%	84.2%	86.5%	79.6%	68.2%	62.6%	85.6%	82.9%	84.4%
2022	80.6%	81.2%	83%	68.9%	67.5%	55.2%	79.9%	80.2%	80.4%

ATTENDANCE OVERALL – BY CATEGORY

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2020	58.2%	24.6%	12.1%	5.0%
2021	51.3%	26.1%	15.0%	7.5%
2022	34.2%	32.5%	20.2%	13.1%
Like Schools 2022	37.4%	28.2%	20.4%	14.0%
WA Public Schools	40.0%	29.0%	19.0%	12.0%



ATTENDANCE % - SECONDARY YEAR LEVEL

	Y07	Y08	Y09	Y10	Y11	Y12
2020	90%	87%	86%	87%	89%	88%
2021	88%	87%	84%	84%	86%	85%
2022	83%	79%	78%	79%	81%	81%
WA Public Schools in 2022	85%	81%	79%	79%	81%	81%

ATTENDANCE PROCESSES

Absences are notified to parents twice daily via SMS.

Absences of more than 3 consecutive days without notification will flag a message or phone call depending on the student absence history.

A 5 day absence will prompt a well-being check for the student.

Absences beyond 5 days without notification or communication will prompt an attendance officer contact and a Deputy Principal involvement.

Regular absences will trigger progressive absence letters to be sent to the parent.

Home visits will be actioned in most instances unless deemed to be a risk or not appropriate.

The AIEO will work with staff to conduct home visits when reasonable to do so.

STAFFING PROFILE

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Deputy Principals	3	3.0	0
Heads of Departments and Learning	6	6.0	0
Program Coordinators	2	2.0	0
Total Administration Staff	12	12.0	0
Teaching Staff			
Level 3 Teachers	6	4.5	0
Other Teaching Staff	75	65.8	0
Total Teaching Staff	81	70.3	0
School Support Staff			
Clerical / Administrative	18	16.4	0
Gardening / Maintenance	5	3.3	0
Instructional	3	2.1	2
Other Allied Professionals	24	19.7	0
Total School Support Staff	50	41.6	2
Total	143	123.9	2

NAPLAN RELATIVE PERFORMANCE

NAPLAN RELATIVE PERFORMANCE YEAR 9

NAPLAN performance is as expected and sits in the middle of the standard deviation range. The value adding continues to be positive with progress and achievement being strong.

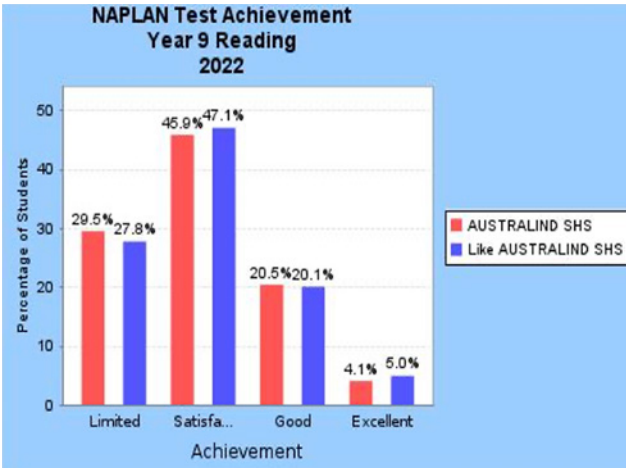
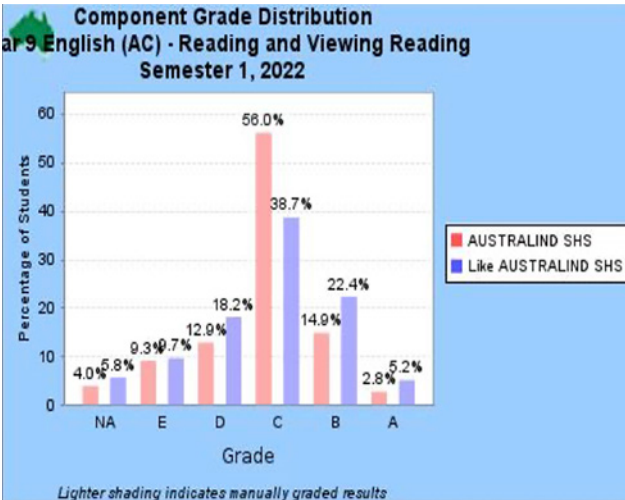
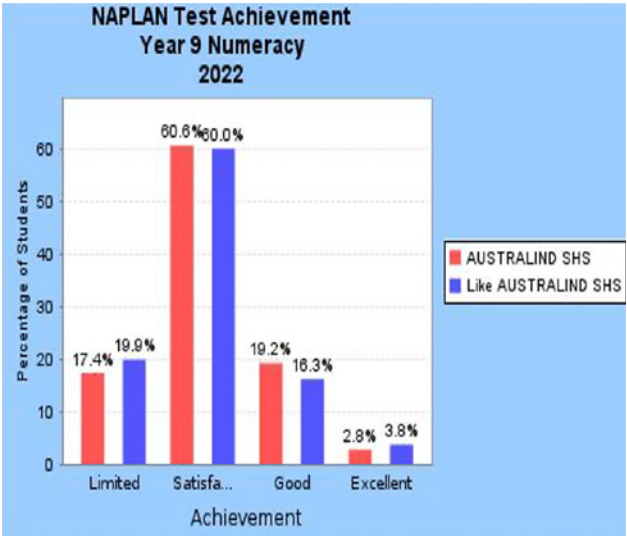
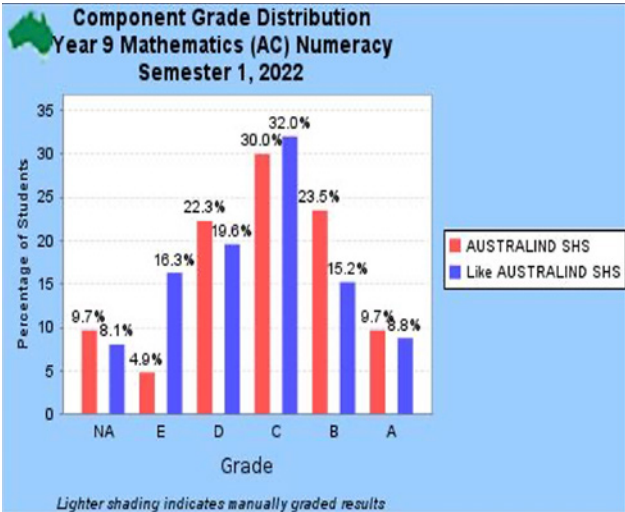
- Above Expected** - more than one standard deviation above the predicted school mean
- Expected** - within one standard deviation of the predicted school mean
- Below Expected** - more than one standard deviation below the predicted school mean

Year 9	Performance					Students				
	2017	2018	2019	2021	2022	2017	2018	2019	2021	2022
Numeracy	1.3	-0.4	0.7	0.5	0	208	225	231	239	212
Reading	0.8	0.5	-0.3	0	0	207	231	243	246	219
Writing	0.5	-0.1	0.2	-0.1	0	210	232	244	244	216
Spelling	0.2	0.3	-0.5	-0.7	0	209	231	212	237	209
Grammar & Punctuation	0.3	-0.2	-1	-0.3	0	209	231	212	237	209



NAPLAN RELATIVE PERFORMANCE

NAPLAN PERFORMANCE AND TEACHER JUDGEMENTS



SENIOR SCHOOL DATA

WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION (WACE) ACHIEVEMENT RATE

	2022	2021	2020
School	81%	87%	89%
Like Schools	84%	84%	85%
Public Schools	89%	89%	89%

WACE ATTAINMENT RATE

	2021	2020	2019
School	90%	95%	92%
Like Schools	75%	95%	95%
Public Schools	82%	96%	96%

MEDIAN ATAR SCORE

	2022	2021	2020
School Score	77.9	75.35	78.4
TISC applicants school score	79.43	80.23	79.25
Like Schools	67.22	67.95	69.2
Public Schools	81.9	80.23	79.25



ATAR PERFORMANCE – NUMBER OF STUDENTS

Score	2022	2021	2020
99+	1 (3%)	1 (2%)	-
90-98.95	5 (13%)	7 (15%)	8 (23%)
80-89.95	10 (26%)	13 (27%)	9 (26%)
70-79.95	7 (18%)	8 (17%)	9 (26%)
55-69.95	12 (32%)	15 (31%)	7 (20%)
<55	3 (8%)	4 (8%)	2 (6%)

RECOGNISING STUDENT PERFORMANCE & AWARDS

CELEBRATION AND CONGRATULATIONS TO:

99+ ATAR	95+ ATAR	90+ ATAR	85+ ATAR
Cameron Kelly (The Top ATAR student in the Southwest)	Austin Ballantyne Lilly Tindale	Trinity Best Beth Gallagher Madison Shanhun	Claire Brown Kendal Edwards Tyler Eaton Megan Roxburgh Kirsten Read Adam Bovell

SCSA SUBJECT AWARDS

Subject Certificate of Excellence	Certificate of Distinction	Certificate of Merit
Cameron Kelly – Physics & Mathematics Methods	Cam Kelly	Lilly Tindale Austin Ballantyne Bree Trimmings Claire Brown

RECOGNISING STUDENT PERFORMANCE & AWARDS

UNIVERSITY OFFERS TO STUDENTS BY FIELD - WHERE OUR STUDENTS HAVE ENROLLED

 Curtin University	 Edith Cowan	 Murdoch University	 The University of Western Australia
<ul style="list-style-type: none"> Biological Sciences Architecture Interior Design Medical Studies General Nursing Physiotherapy Education Students Business and Management Studies in Human Society Law Communication and Media Studies Society and Culture 	<ul style="list-style-type: none"> Civil Engineering Nursing General Nursing Human Movement Teacher Education: Primary Teacher Education: Secondary Human Welfare Studies and Services Learning Skills Program Midwifery Management and Commerce 	<ul style="list-style-type: none"> Chiropractic and Osteopathy Human Movement Psychology 	<ul style="list-style-type: none"> Natural and Physical Sciences Medical Science Computer Science Engineering and Related Technologies Creative Arts

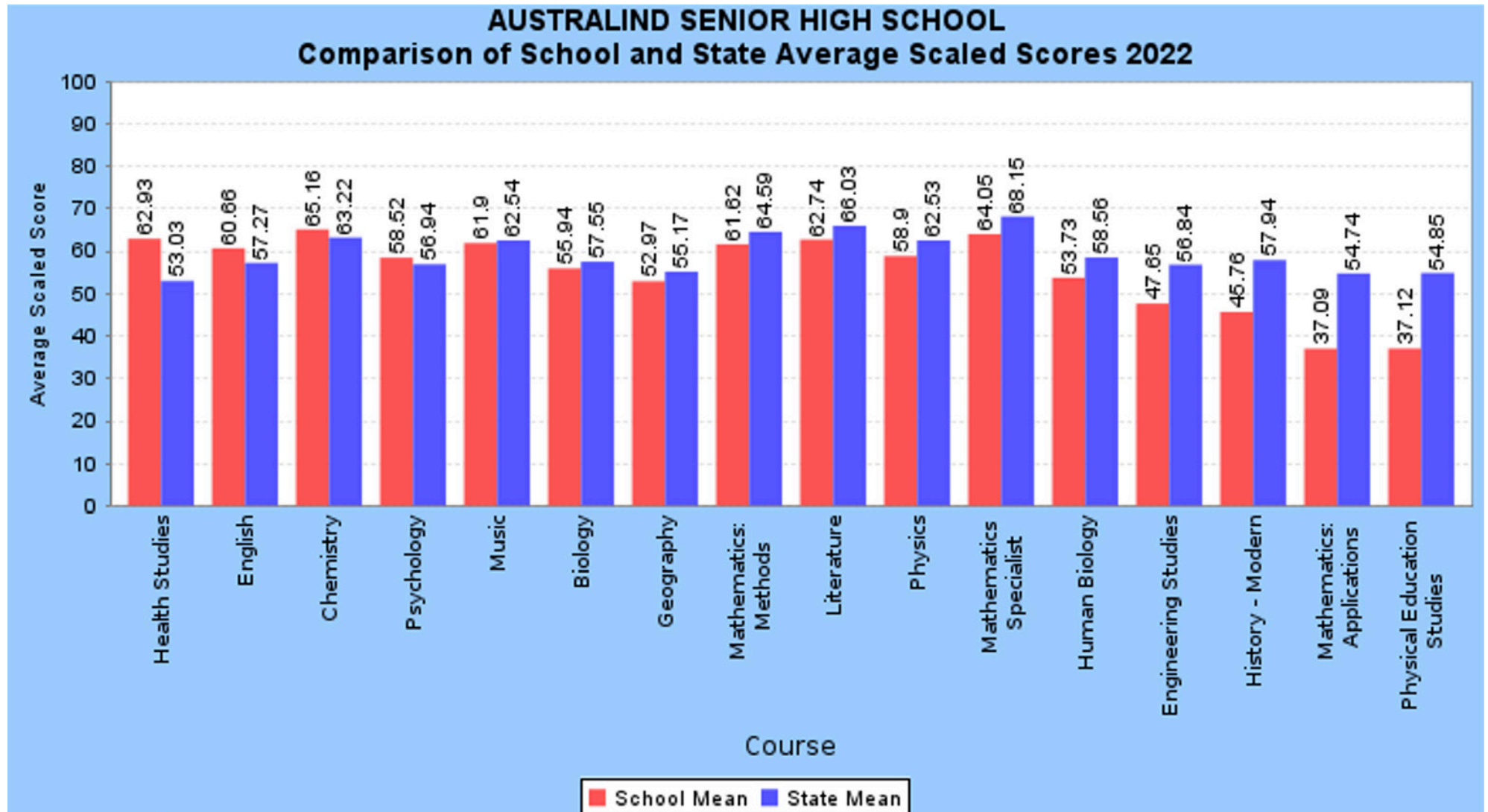
ATAR COURSE PERFORMANCE

ATAR COURSE AVERAGE SCALED SCORES

	Above Expected Performance
	Performance as expected
	Lower than expected performance
	* Number of students less than 6

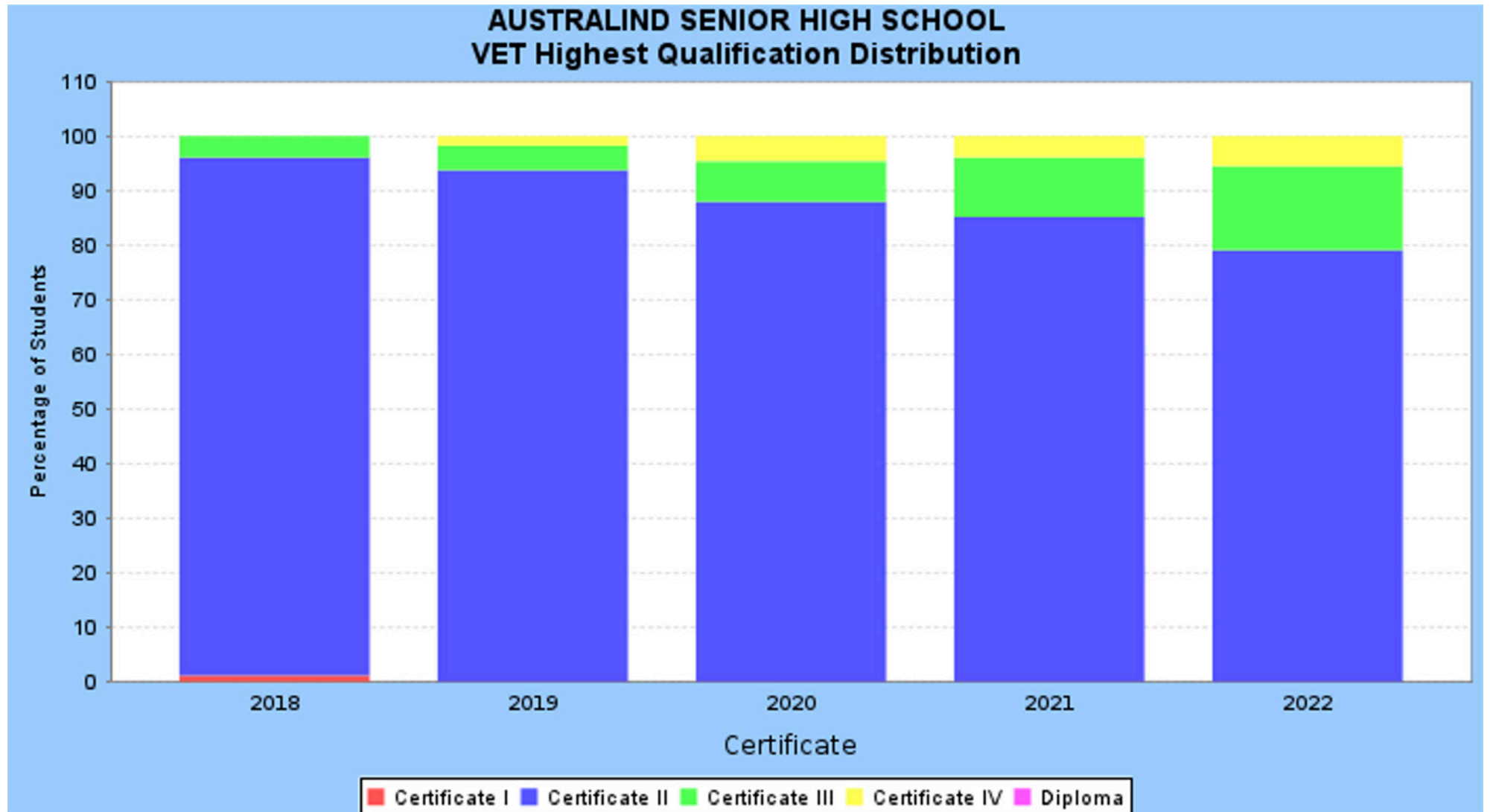
Course	Average Scaled Score	
	2022	2021
Biology	55.94	59.67
Chemistry	65.16	63.77
Engineering Studies	47.65*	57.53
English	60.66	56.96
Geography	52.97	60.66
Health Studies	62.93	-
History - Modern	45.76	49.47
Human Biology	53.73	58.68
Literature	62.74	57.36
Mathematics Specialist	64.05	59.97
Mathematics: Applications	37.09	46.30
Mathematics: Methods	61.62	59.25
Music	61.90*	61.54
Physical Education Studies	37.12*	48.52
Physics	58.90	63.01
Psychology	58.52	57.56

ATAR COURSE RESULTS COMPARISON



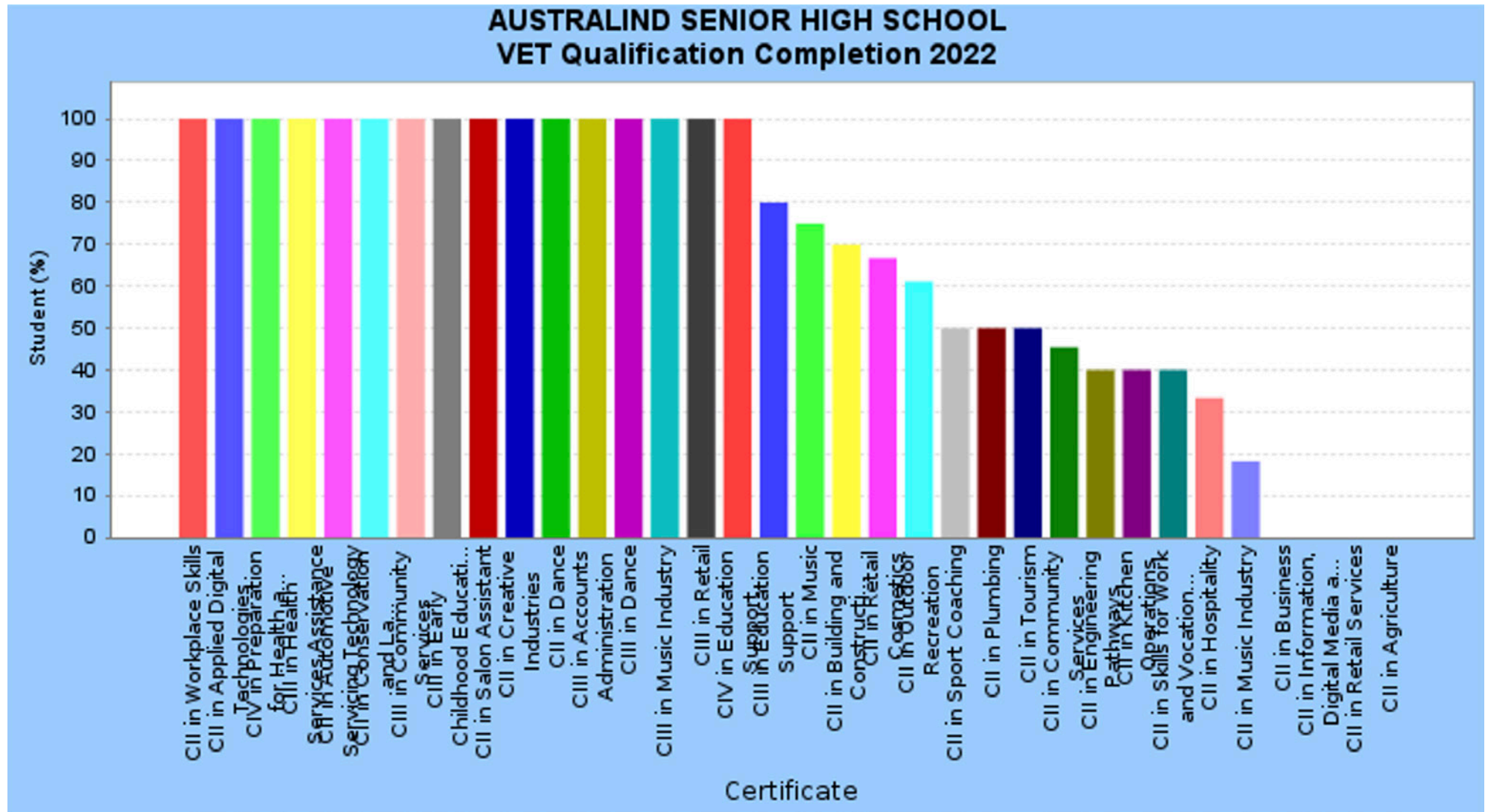
VOCATIONAL EDUCATION QUALIFICATIONS

VOCATIONAL EDUCATION AND TRAINING (VET) DATA ACHIEVEMENT



VOCATIONAL EDUCATION QUALIFICATIONS

VET QUALIFICATION COMPLETION



ENDORSED PROGRAMS AND OLNA ACHIEVEMENT

ENDORSED PROGRAM ACHIEVEMENT

	2022	2021	2020
Number of students	130	115	132

YEAR 12 OLNA

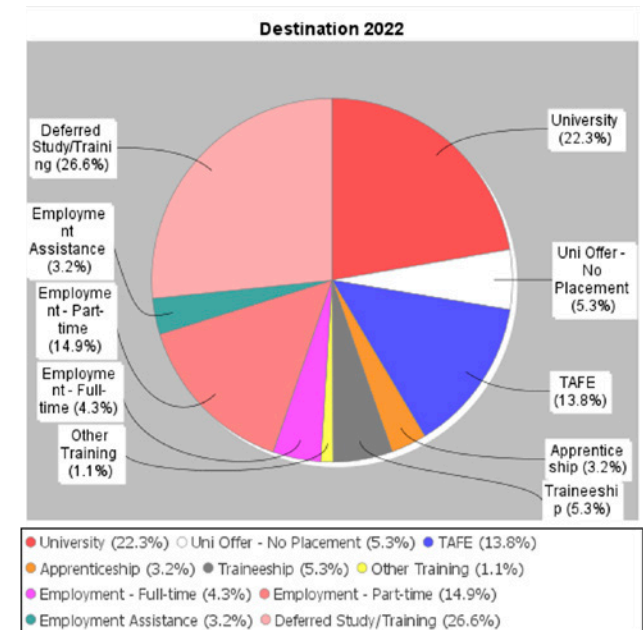
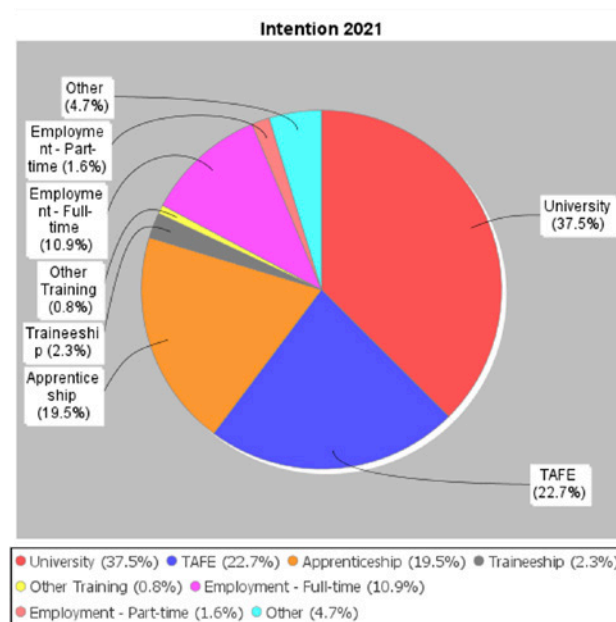
	2022	2021	2020
Reading			
School	138 (95%)	145 (95%)	138 (95%)
Writing			
School	141 (97%)	145 (95%)	141 (97%)
Numeracy			
School	136 (93%)	142 (93%)	137 (94%)
Literacy and Numeracy requirement achieved			
School	132 (90%)	136 (89%)	135 (92%)



POST SCHOOL INTENTIONS AND DESTINATIONS

There is a reduction in student responses from Intentions to Destinations given that some students do transition between Year 11 to year 12. There has been a significant change in the employment and training market. Students intending to access university have not done so due to the costs associated with moving to the Perth Metropolitan area. Access to high quality training and work opportunities in local emerging industries has become an attractive outcome for our youth as they attempt to establish themselves locally. Many of these industries have emerged because of State Government investment, Federal Government strategies to meet shortage area industry needs that continue to be more difficult due to labour shortages and limited immigration.

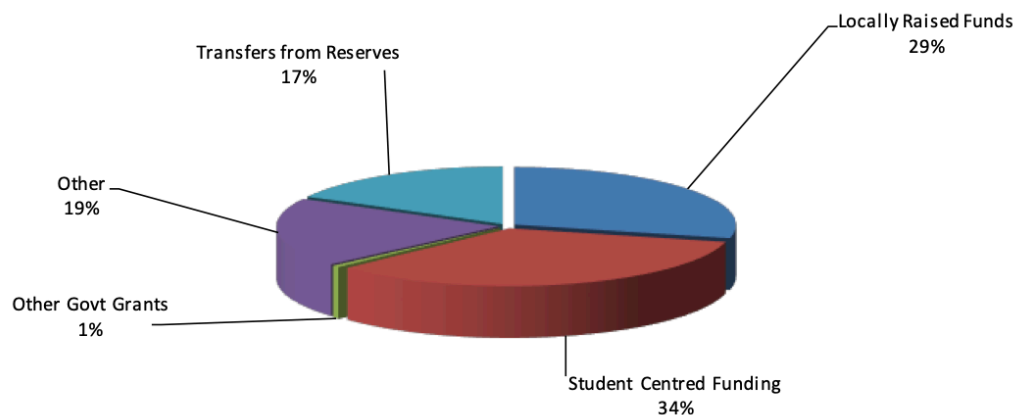
The school continues to assist students to map their journey supporting the completion of year 12.



2022 SCHOOL FINANCIAL SUMMARY

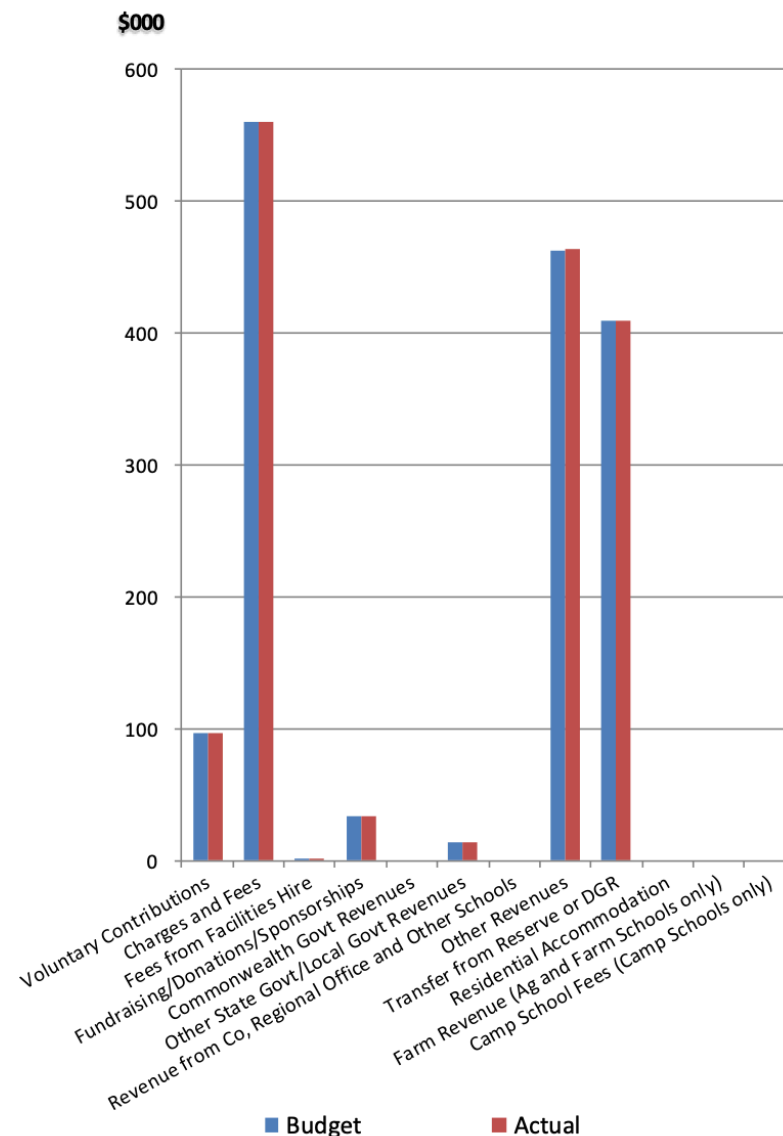
FINANCIAL SUMMARY AS AT 31/12/2022

Actual Year to Date by funding sources



	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 96,240.00	\$ 96,239.78
2	Charges and Fees	\$ 559,949.00	\$ 559,949.71
3	Fees from Facilities Hire	\$ 1.00	\$ 0.91
4	Fundraising/Donations/Sponsorships	\$ 33,240.00	\$ 33,239.37
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 13,399.00	\$ 13,535.00
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 463,132.00	\$ 463,193.71
9	Transfer from Reserve or DGR	\$ 409,810.00	\$ 409,810.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 1,575,771.00	\$ 1,575,968.48
	Opening Balance	\$ 404,954.73	\$ 404,954.73
	Student Centred Funding	\$ 819,557.00	\$ 819,557.47
	Total Cash Funds Available	\$ 2,800,282.73	\$ 2,800,480.68
	Total Salary Allocation	\$ 14,564,246.00	\$ 14,564,246.00
	Total Funds Available	\$ 17,364,528.73	\$ 17,364,726.68

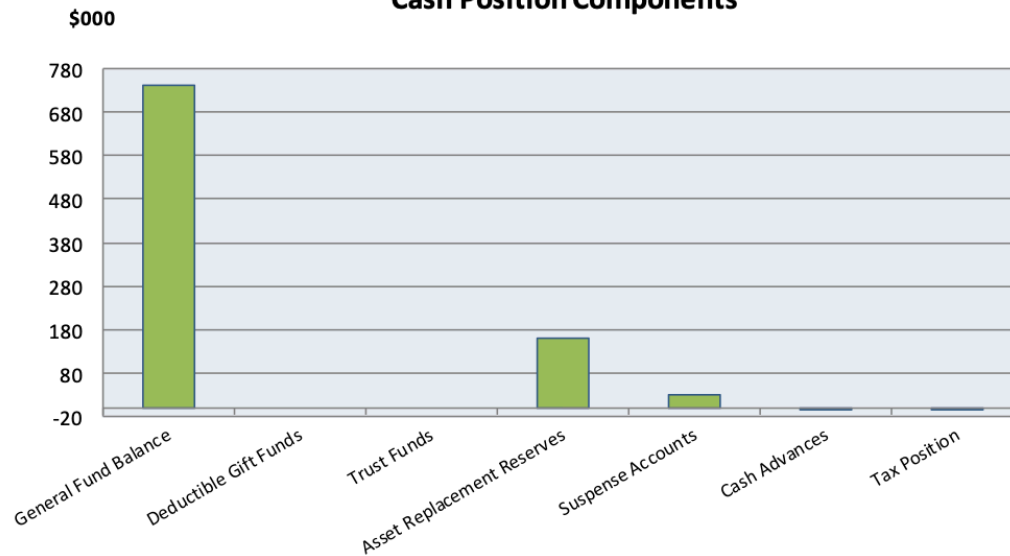
Locally Raised Revenue - Budget vs Actual



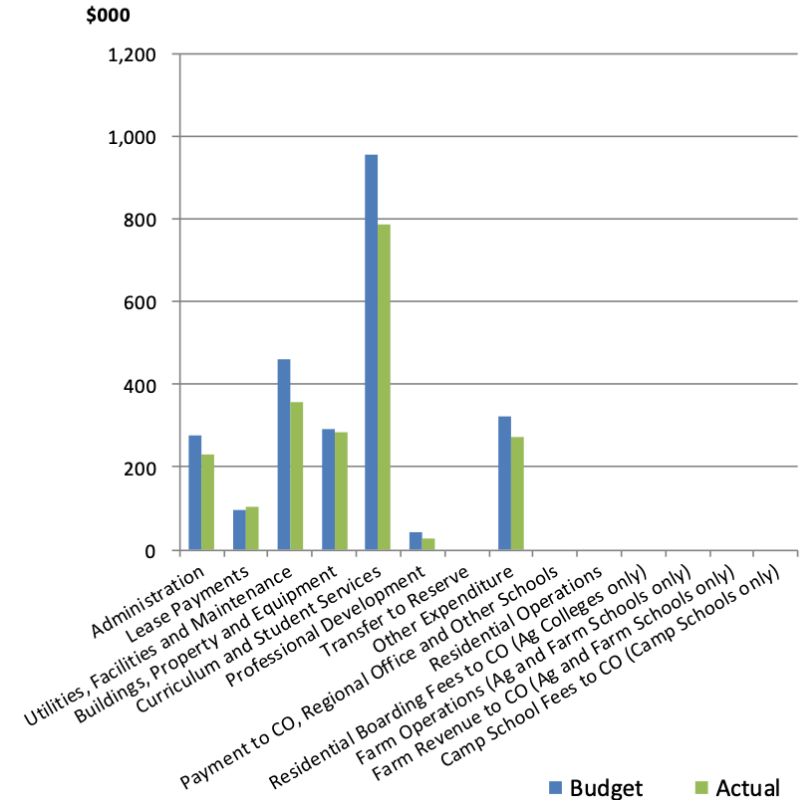
2022 SCHOOL FINANCIAL SUMMARY

FINANCIAL SUMMARY AS AT 31/12/2022

Cash Position Components



Goods and Services Expenditure - Budget vs Actual



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 277,935.43	\$ 230,167.11
2	Lease Payments	\$ 95,000.00	\$ 102,506.42
3	Utilities, Facilities and Maintenance	\$ 462,091.65	\$ 357,378.68
4	Buildings, Property and Equipment	\$ 290,908.02	\$ 285,308.68
5	Curriculum and Student Services	\$ 953,817.37	\$ 787,190.90
6	Professional Development	\$ 41,107.00	\$ 25,458.33
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 321,694.94	\$ 271,251.55
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ -
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	\$ 2,442,554.41	\$ 2,059,261.67
	Total Forecast Salary Expenditure	\$ 14,115,296.00	\$ 14,115,296.00
	Total Expenditure	\$ 16,557,850.41	\$ 16,174,557.67
	Cash Budget Variance	\$ 357,728.32	

Cash Position Components	
Bank Balance	\$ 926,857.68
Made up of:	
1 General Fund Balance	\$ 741,219.01
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 162,448.58
5 Suspense Accounts	\$ 29,310.09
6 Cash Advances	\$ (490.00)
7 Tax Position	\$ (5,630.00)
Total Bank Balance	\$ 926,857.68

PROGRESS AGAINST PRIORITIES

PROGRESS ON SCHOOL PRIORITIES

Identified school priority	Progress against priority	Planned actions
Positive Behaviour Support (PBS)	<p>PBS Values including Respect, Kindness and Responsibility are the corner stone of our language and expectations.</p> <p>These values have informed the expected behaviours matrix.</p> <p>Expected behaviours have been promoted and lessons developed and presented.</p> <p>A reward structure has been established.</p>	<p>Further promotion to engage staff and students in the routines of PBS.</p> <p>Promote the expected behaviours matrix for varied settings.</p> <p>Continue to develop the reward structure for students representing the PBS values.</p> <p>Develop award levels.</p> <p>Move training to engage with unproductive behaviours</p> <p>Formally solidify Tier 1 before moving to Tier 2</p>
Student wellbeing and Inclusive learning	<p>Continue to refine school procedures supporting student wellbeing support.</p> <p>Strengthened Complex Case Management and clearly state the role of all stakeholders both internal and external.</p> <p>Moved to provide broader specific training for all staff related to Calmer Classroom strategies, Quality Teaching alignment across the school.</p> <p>Continue to provide direction and training for students with specific barriers both diagnosed and imputed.</p>	<p>Continue to target specific barriers that are increasing as a barrier for our students.</p> <p>Continue to promote appropriate teaching and learning adjustments.</p> <p>Further support the understanding of student wellbeing and staff responsibility around the risk management.</p>
Quality Teaching supporting Learning	<p>Teachers leading teachers, sharing good practice with all staff, classroom observation and feedback, along with the use of data to make informed decisions both on-entry and in formative settings.</p> <p>Continue to engage staff CMS and other aligned whole of school classroom expectations and procedures supporting Calmer Classrooms for all staff , in every classroom, all of the time.</p> <p>Established protocols related to classroom starter activities and expectations and closing activities.</p>	<p>Continue to develop a targeted approach that will look at <i>Whole school V's Individual needs = Essential practice V's Extended/ advanced practice</i> through positive classroom observation and feedback.</p> <p>Staff continue to will share best practice to assist others to develop a toolkit of strategies through the evolution of professional learning communities.</p>



PROGRESS ON SCHOOL PRIORITIES - CONT

Identified school priority	Progress against priority	Planned actions
<p>Aboriginal Education</p>	<p>Continue in establishing the importance of reflection, understanding and progress on the place of the Cultural Standards Framework in our school.</p> <p>Continue to develop an appreciation of culture.</p> <p>Classroom sensitivity and appropriate supports developed to ensure that staff are more confident in their approach to curriculum, text use and language.</p> <p>Greater access to AIEO staff in establishing appropriate and safe conversations.</p>	<p>Continue the journey to understanding our work linked to the Aboriginal Cultural Standards Framework and reflecting on what we as a school are doing well, and what improvements we do need to make.</p> <p>Survey staff to establish our progress and engagement as a school.</p>



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