



YANCHEP
SECONDARY COLLEGE

Inspire. Achieve. Succeed

ANNUAL REPORT 2019



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FOREWORD FROM THE PRINCIPAL

2019 was another busy and successful year for Yanchep Secondary College. We had our first group of Year 12 students and it was the first year that we offered the full six (6) years of schooling. This also led to our first school ball held at the Mindarie Marina and our first graduation ceremony held at the Joondalup Civic Centre.

I would like to highlight several areas for special acknowledgement.

Public School Review

The school was reviewed in November 2019, as part of the quality assurance processes of the Department of Education. The school was judged as effective in demonstrating adequate practice in creating the conditions required for student success. I have included a section in the report with further information on the outcomes of the review.

Vocational Education and Training (VET)

We continued the good work of our first year and added to our VET offerings. We added a Certificate II in Construction Pathways through the North Metropolitan TAFE which proved to be very successful for our students as well as a Certificate II in Furniture Making. The VET results were very strong and prepared our students to move into TAFE courses, apprenticeships and employment.

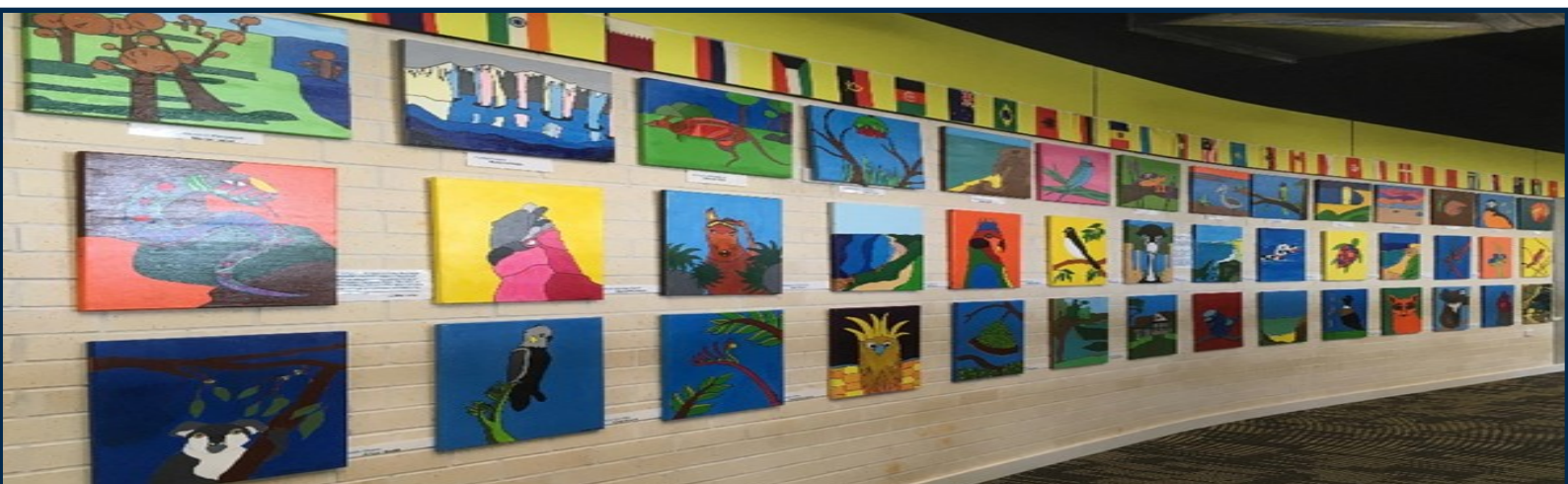
Implementation of Year 12 Courses

We have continued working closely with the School Curriculum and Standards Authority (SCSA) to offer our students effective pathways to achieving the WA Certificate of Education (WACE). This resulted in the successful delivery of Year 12 ATAR and General courses as well as hosting ATAR examinations on campus during Term 4, 2019.

Student Services

We have continued with the development of the Yanchep Approach to Classroom Practice and our GEM (Gratitude, Empathy and Mindfulness) values. The student services philosophy has been developed with a strong emphasis on implementing the best practice from other schools and is responsive to the current research in this area which has seen the development of a range of student resources for each year group.

The school has had a very successful year which will be highlighted in this report. Our NAPLAN and OLNA results have continued to improve and we have made significant progress towards the targets of the Business Plan 2018 - 2020. The achievements of the school can be attributed to the hard work of staff and the support of our parents and community to ensure a successful learning environment for our students.



College Context

2019 was the first year of full operation for Yanchep Secondary College as a Senior High School with six years of schooling. Stage 2 of our building program commenced. This is our Arts building and will cater for Music, Dance, Drama, Visual Arts and Media. It includes a performing arts venue that holds 250 people and a lecture theatre that holds 125. The college operated with the following staff in promotional positions:

Principal: Dr James Kent

Deputy Principals: Ms Sharon Taylor and Mr Anthony Johnson

Manager of Corporate Services: Mrs Carolyn Butler

Heads of Learning Areas:

Mrs Lee Gibson	English
Mr Craig Ventham	Mathematics
Mr Adam Gatti	Science
Ms Amanda Fleming	Humanities and Social Sciences and The Arts
Mr Joel Agland	Health and Physical Education
Mr Leigh Hoey	Technologies

Program Coordinators:

Mrs Robyn DeFraine	Upper School
Ms Brooke McFarlane	Lower School
Mrs Julie Clarke	Lower School

Vocational Education and Training Coordinator (VET): Mr Jason Lawniczak

Learning Support Coordinator (LSC): Ms Bev Heesters/Ms Mauveen Titlestad

The school offered a full range of WA curriculum offerings in all years including having ATAR and General/VET programs in Years 11 and 12.

Community

The school serves the communities of Yanchep, Two Rocks and the communities as far North as Lancelin. Over 100 of our students attend the college via the school bus service (Orange buses) and a similar number catch the Transperth buses 490 and 491 to get to the college.

The school was allocated an ICSEA value of 961 which is slightly below the state average.

The communities that the school services have very strong ties to the ocean environment and parents are employed in the local fishing industries along with a large proportion of parents employed in the trades.

School Ethos / Values / Beliefs

The mission statement for the school is:

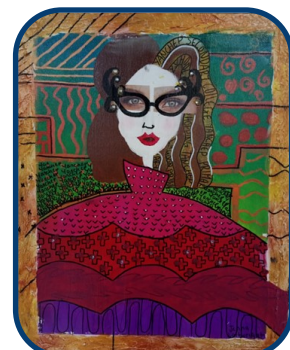
Preparing young people to be active and productive adults.



Elisha Jones-Barnes



Ailish Jackson



Jenna Cartwright

2019 Enrolments	Number of students	Year Leaders
Year 7s	144	Mrs Bev Heesters / Mr Mohammad Badal
Year 8s	155	Mr Will Allan
Year 9s	145	Mrs Bec Genner
Year 10s	116	Mr Adam Lewis
Year 11s	77	Ms Janelle Slattery / Mrs Lauren Morrell
Year 12s	58	Mr Jason Lawniczak
Total	695	

Yanchep Secondary College is committed to providing an inclusive learning environment that maximises student engagement and achievement, encourages and develops a sense of community and prepares students to enter the world socially aware and ready to make their mark on the world.

Values

Our work will be guided and informed by our beliefs and commitments to developing in our students:

- ◆ Gratitude
- ◆ Empathy
- ◆ Mindfulness
- ◆ GEM

Teaching and Learning Philosophy

Our teaching and learning are guided by the following statements:

- Teachers know their students and students know their teachers.
- An effective Teacher / Student relationship is vital to maximise learning.
- Teachers know how their students learn and students know and understand how they learn.
- Teachers and students actively engage in the learning process.
- Teachers use a wide range of modern teaching pedagogies to engage students and maximise their learning.
- Teachers actively reflect upon their teaching, student engagement levels and student data to identify what is working well and what needs to change / be modified.
- Teachers work collaboratively to share practice, discuss their students and promote reflective practice.
- Teachers actively engage with innovation in their profession such as integrating ICT and new approaches in teaching and learning.
- Teachers engage in professional development in line with their practice and personal needs.



Public School Review

The school was reviewed by the Public School Review Team on November 27, 2019. The reviewers were:

- Ms Kathy Ward - Lead Reviewer and Principal Kent Street SHS
- Mr Laurie Longworth - Peer Principal, Principal of Rangeview Secondary College

The outcome was a rating of effective, the school demonstrates effective practice in creating the conditions required for student success.

School self-assessment validation

The principal submitted a limited but authentic school self-assessment that was reflective of the short time that the school has been open. The following aspects are confirmed:

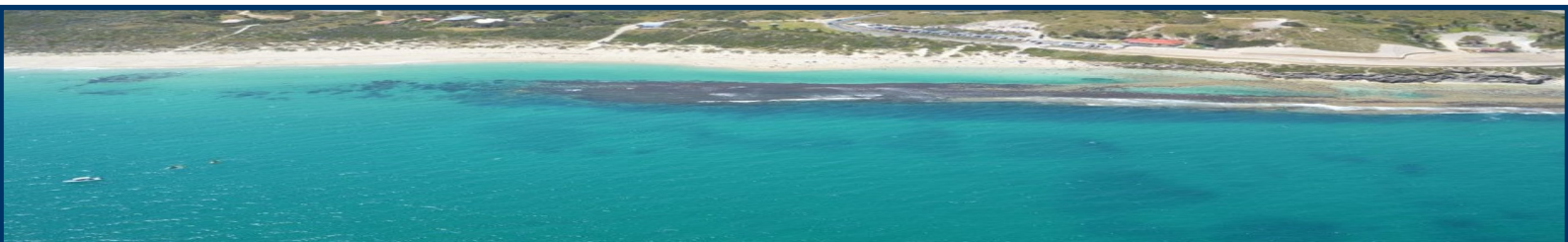
- The executive team sought collegiate support in determining a strategy to engage in the school review process.
- Senior leaders identified key evidence sets to be included against designated domains of the School Improvement and Accountability Framework (SIAF) and Student Achievement and Progress.
- The Planning Committee comprised of representatives from each learning area and had oversight of what was uploaded to the Electronic School Assessment Tool (ESAT).
- The Planning Committee determined the concluding judgements in concert with the Principal, often suggesting planned intentions for improvement.
- Planning intentions described in the school's submission were elaborated on during the validation phase.
- A shared understanding of current levels of achievement and progress is apparent.
- Staff and the community engaged positively in the validation visit.
- Despite expressing a desire for more time to establish themselves as a school prior to their first review, staff reported benefits from being involved in the school review process.

The following recommendations are made:

- Given the interdependent nature of the domains in the SIAF, assume that evidence submitted will be viewed globally thereby removing the need to upload the same evidence multiple times.
- Annotate evidence sets or align them directly to planned actions so that the reason for their inclusion in the ESAT is transparent to the reviewers.
- Apply future-focused thinking when completing the planned actions component of the ESAT.

The school is now finalising the Business Plan 2020 - 2022 which will align with the next school review in 2022. The recommendations of the reviewers will be addressed in the new Business Plan.

The school review process was a positive one for the college as we were required to reflect on our practices and results to assess our effectiveness as a new senior high school.





COLLEGE PRIORITIES

Priority Area 1: Success for All Students

Target - NAPLAN

The progress achieved by the stable cohort from Year 7 to Year 9 will equal like schools in each test area. In Year 9, the percentage of students who are above the National Minimum Standard will equal like schools in each test area.

The grade correlation between NAPLAN and school courses will be within the DoE acceptable limits.

NAPLAN Performance:

Percentage of students in the top 20%, middle 60% and bottom 20% of the state and 'like schools'

Percentage of students at or above National Minimum Standard (NMS)

		Year 7		Year 9	
		YSC	Like Schools	YSC	Like Schools
Numeracy	Top 20%	10	11	5	12
	Middle 60%	62	65	70	65
	Bottom 20%	28	24	25	23
	At or above NMS	74	77	78	79
	Below NMS	26	23	22	21
Reading	Top 20%	10	12	12	12
	Middle 60%	61	63	69	62
	Bottom 20%	30	25	20	26
	At or above NMS	70	74	80	74
	Below NMS	30	26	20	26
Writing	Top 20%	6	14	8	11
	Middle 60%	66	64	63	63
	Bottom 20%	28	22	29	25
	At or above NMS	56	63	46	53
	Below NMS	44	37	54	47

Numeracy: The NAPLAN numeracy data shows very good alignment to our 'like schools'. This is a significant improvement for the school and shows that our students are performing at the expected level in the numeracy assessments.

Literacy: Our reading data is again well aligned to our 'like schools'. For Year 7, we are just under the target performance whilst in Year 9 we are performing above expectation. This improvement is attributed to the 'reading plus' program used in our English program.

For the writing test, we performed below our 'like schools' in both year groups. This will be a focus area for the English department in 2020.

Percentage of student's C grade or higher against NAPLAN performance

2018

Year	Math	English	Science	HASS	NAPLAN			No of sts
					Numeracy	Writing	Reading	
7	70	54	49	62	64	45	65	150
8	62	63	60	53	72	56	63	143
9	34	36	25	48	66	40	60	113

2019

Year	Math	English	Science	HASS	NAPLAN			No of sts
					Numeracy	Writing	Reading	
7	53	58	57	53	57	47	58	143
8	63	57	48	62	56	38	55.5	153
9	54.4	59	42	55	64	42	66	132

Mathematics: 2019 data shows an improvement in the Year 9 data as well as consistent achievement rates as compared to the numeracy performance.

English: Again the 2019 data shows an improvement in the Year 9 data which is pleasing. The reading data is well aligned with student success rates and although the writing success rate is low, this is not effecting the

grading at school.

Science: Overall the data shows an improvement in the success rate in Science. This is an area of ongoing focus for the school.

HASS: The achievement rates are consistent with 2018 and align well with NAPLAN success rates.

Percentage of students that achieved at least one (1) A grade

2018

Year	Number of sts	Total number sts	Percentage
7	77	151	51
8	60	144	42
9	29	118	25
10	32	99	32
Overall	198	512	39

2019

Year	Number of sts	Total number sts	Percentage
7	62	143	43
8	63	153	41
9	43	132	33
10	34	100	34
Overall	202	528	38

The percentage of students achieving at least one A grade has remained at the same rate for 2019. It is pleasing to see that over 200 of our students achieved at least one A grade in their program. An improvement

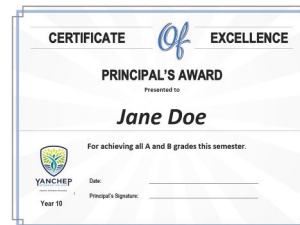
has been seen in the Year 9 and 10 data which is pleasing. The school has worked to ensure that the grading of the school is in line with other government schools through moderation processes. This ensures that our A grades are consistent with other schools in the state.

Principal's Award

2018	2019
1 Year 7, 1 Year 9 and 1 Year 11	2 Year 7, 3 Year 8, 1 Year 9 and 1 Year 10

Deputy Principal's Award

2018	2019
9 Year 7's	4 Year 7's
8 Year 8's	10 Year 8's
4 Year 9's	4 Year 9's
4 Year 10's	7 Year 10's



It is a significant achievement to receive a Principal's Award (of only A and B grades with more A than B grades) and a Deputy Principal's Award (A and B grades with only one C grade). 2019 saw an increase in the number of students receiving a Principal's award from 3 in 2018 to 7 in 2019.



Target - OLNA

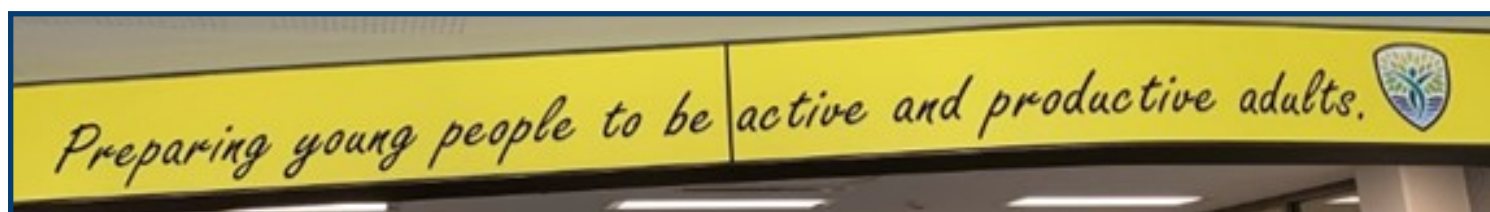
By the end of Year 12, the percentage of students who have achieved the Literacy and Numeracy standard through pre-qualification or Category 3 in the OLNA will equal or exceed like schools.

Increase the percentage of students that pre-qualify for the WACE standards before the end of Year 10.

Percentage of students achieving OLNA by graduating class:

Class of 2019 - Will be in Year 12 in 2019

74 students	Pre-qualified (Yr 9 NAPLAN)	Year 10	Year 11	Year 12
Numeracy	21.6%	59.4%	76.9%	78%
Writing	17.5%	63.4%	70.1%	84%
Reading	25.6%	76.6%	83.3%	91%
All 3	5.4%	47.2%	56.7%	69%



Class of 2020 - Will be in Year 12 in 2020

	Pre-qualified (Yr 9 NAPLAN)	Year 10	Year 11	Year 12
Numeracy	21.5%	56%	68%	
Writing	19.6%	58.6%	66%	
Reading	28%	68%	77%	
All 3	10%	27%	57%	

Class of 2021 - Will be in Year 12 in 2021

	Pre-qualified (Yr 9 NAPLAN)	Year 10	Year 11	Year 12
Numeracy	22.4%	54%		
Writing	24%	65%		
Reading	23.2%	68%		
All 3	6.9%	41.5%		

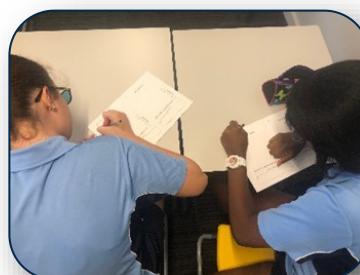
Class of 2022 - Will be in Year 12 in 2022

	Pre-qualified (Yr 9 NAPLAN)	Year 10	Year 11	Year 12
Numeracy	35%			
Writing	19%			
Reading	32%			
All 3	15%			

The three tables help us track the students as they progress through Years 10, 11 and 12.

Overall, our pre-qualification rate remains disappointing and improvement in this area will continue to be a focus for 2020. The school has purchased the OLNA WA program to help our students to improve in this area. Although the data shows that students are making steady progress in achieving the standard, the percentage of Year 12's that achieved the standard is below expectation and a significant cause as to why students did not achieve the Western Australian Certificate of Education (WACE).

Our Year 9 pre-qualification rate was at 15% for 2019 which is a significant improvement over the previous years. The school will work to continue this improvement so that the Year 9 pre-qualification rate is better than our 'like schools'.



Target - ATTENDANCE

The whole school attendance average will equal the state school average.

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2018	81.8%	88.4%	89.6%	72.3%	72.9%	66.0%	81.1%	87.4%	87.6%
2019	79.8%	87.3%	88.8%	62.7%	71.5%	65.8%	78.7%	85.7%	86.8%

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2018	39.3%	26.5%	21.8%	12.5%
Like Schools 2018	59.1%	22.1%	11.9%	6.8%
WA Public Schools 2018	62.0%	20.0%	11.0%	7.0%
2019	34.3%	27.6%	21.4%	16.7%
Like Schools 2019	53.8%	24.2%	13.5%	8.5%
WA Public Schools 2019	60.0%	22.0%	11.0%	7.0%

The school attendance data shows that student attendance is below the 'like schools' and the state average. This has a significant impact on student achievement. Similarly, our Aboriginal attendance data is below the 'like schools' and the state average.

The key indicator is that the number of students who are categorised as regular attendees is well below the state average.



	Y7	Y8	Y9	Y10	Y11	Y12
2018	86%	82%	82%	73%	81%	
WA Public Schools 2018	91%	88%	87%	85%	87%	
2019	84%	82%	75%	76%	69%	81%
WA Public Schools 2019	90%	87%	85%	85%	86%	87%

The data on attendance by year group shows that the Year 11 students had the most attendance issues. This group had the same issue in 2018.

The pattern that is emerging is that our Year 7 and 8 data is reasonable then starts to decline for our older students. The Year 12 attendance rate, although below the average, was improved compared to the Year 10 and 11 data.

The school participated in the DoE improving school attendance program and an improvement plan was implemented through the year leaders. Home visits were conducted for students in the Severe category but with very little improvement evident.

Attendance will continue to be a priority at the college with a focus on:

- Engaging teaching
- Engaging extra-curricular activities
- Individual attendance plans

We will focus on ensuring that all absences are accounted for and that we work to improve the rate of regular attendance.

2018

Attendance Category	Y7		Y8		Y9		Y10		Y11		Y12	
	School	WA Public Schools	School	WA Public Schools	School	WA Public Schools	School	WA Public Schools	School	WA Public Schools	School	WA Public Schools
Regular	46%	72%	42%	63%	43%	61%	25%	57%	37%	61%		
At Risk—Indicated	31%	17%	22%	20%	22%	20%	28%	21%	29%	19%		
At Risk—Moderate	18%	8%	27%	10%	23%	10%	21%	12%	20%	11%		
At Risk—Severe	5%	4%	9%	7%	13%	8%	25%	10%	15%	9%		

2019

Attendance Category	Y7		Y8		Y9		Y10		Y11		Y12	
	School	WA Public Schools	School	WA Public Schools	School	WA Public Schools	School	WA Public Schools	School	WA Public Schools	School	WA Public Schools
Regular	45%	68%	40%	63%	26%	56%	25%	57%	28%	59%	39%	57%
At Risk—Indicated	30%	20%	26%	20%	30%	23%	34%	22%	17%	21%	21%	23%
At Risk—Moderate	17%	8%	22%	10%	24%	12%	23%	12%	22%	12%	23%	13%
At Risk—Severe	9%	4%	12%	7%	20%	9%	18%	10%	34%	8%	16%	7%

SUSPENSION DATA**2018**

Total no. of students	Total no. of students suspended	Total no. of suspensions	Total no. of days of suspension	No. of students with 1 suspension	No. of students with more than 1	Avg. no. of suspensions for those suspended
600	136 (22.6%)	291	747.5	81 (13.5%)	55 (9.2%)	2

2019

Total no. of students	Total no. of students suspended	Total no. of suspensions	Total no. of days of suspension	No. of students with 1 suspension	No. of students with more than 1	Avg. no. of suspensions for those suspended
754	119 (15.8%)	267	981	69 (9.2%)	50 (6.6%)	2

Although the total number of suspensions has increased, the percentage of students that were suspended has decreased. The main reasons for suspensions were:

- Violation of classroom rules
- Abuse, threats, harassment or intimidation of staff and
- Physical aggression towards other students

This is a change from 2018 where physical aggression towards other students was the main reason for suspension. Additionally, 2019 saw the implementation of the Minister's statement and 10-step plan to reduce violence in schools. A key part of the plan was 10 day suspensions for acts of violence at school or filming acts of violence at school.

We also took three students to exclusion in 2019 for acts of violence against staff. All three exclusions were successful and alternative arrangements were made for these students.

2018

Number of Aboriginal students suspended	Suspensions involving Aboriginal students	No. of days Aboriginal students were suspended for
8	22	33

2019

Number of Aboriginal students suspended	Suspensions involving Aboriginal students	No. of days Aboriginal students were suspended for
12	30	75

Suspension data by Year Group

2018

Year	Gender	No of students	Total number of days
7	F	8	28
7	M	25	164
8	F	14	47
8	M	17	176
9	F	14	57
9	M	23	129
10	F	5	13
10	M	18	94
11	F	1	1
11	M	11	38.5
Total		136	747.5

2019

Year	Gender	No of students	Total number of days
7	F	0	0
7	M	7	38
8	F	5	13
8	M	35	123
9	F	2	6
9	M	92	291.5
10	F	22	66
10	M	53	199
11	F	8	16.5
11	M	23	104
12	F	0	0
12	M	17	117
Total		267	981



Our Year 9 boys were the group that were suspended the most, followed by the Year 10 boys. There were no suspensions of Year 7 and 12 girls, which was very pleasing. The female suspension data is decreased from 2018. The main reason for Year 10 girls suspensions was for physical aggression towards other students. The main reason for the boys in Years 9 and 10 being suspended was the violation of the code of conduct or school/classroom rules. Addressing this will be through the GEM program and programs to help teenage boys deal with school rules.

Target—WACE

The WACE achievement rate for Year 12 will equal or exceed 'like schools'.

ATAR participation rate will match the capability rate from Year 9 NAPLAN achievement data.

Year 12 Median ATAR will equal that of 'like schools'.

Year 11's - 2018

Program	Enrolment		Met OLNA		Achievement Standard		Achievement Rate	
	Number	%	Number	%	Number	%	Number	%
ATAR	12	18	12	100	5	42	12	100
General	55	82	30	55	22	40	49	89
Total	67	100	42	63	27	40	61	91

Year 11's - 2019

Program	Enrolment		Met OLNA		Achievement Standard		Achievement Rate	
	Number	%	Number	%	Number	%	Number	%
ATAR	5	9	5	100	3	60	3	60
General	51	91	28	55	27	52	22	43
Total	56		33	58	30	53	25	45

The median ATAR was less than predicted due to student exam performance being below school performance. School results in Human Biology and Health Studies were very pleasing with one student achieving above 75% in Human Biology. The students with lower ATAR's struggled in all of their examinations. Although the school had a focus on exam performance and engaged in small group moderation, the final exam performance was disappointing. Improvement in sitting the ATAR exams will be a focus for 2020.

Year 12's - 2019

Program	Enrolment		Met OLNA		Achievement Standard		Achievement Rate	
	Number	%	Number	%	Number	%	Number	%
ATAR	8	15	8	100	7	87.5	7	87.5
General	44	85	32	72	43	98	29	66
Total	52	100	40	76.9	50	96	36	69

The WACE achievement rate was a disappointment at 69%. The reason for this was the large number of students that had not met all 3 components of the OLNA. The achievement standard was very pleasing at 96%, which when taken with the Externally Set Task moderation process indicates that our students were able to meet the course achievement standards. An improvement in students achieving the OLNA will see the WACE achievement rate increase significantly.

Median ATAR: As the school has less than 20 ATAR students, our data is considered unreliable but has been included to help the school with its planning.

Year	All Students	TISC Applicants	Like Schools
2019	58.7	56.3	64.1

VET Data:

Name of Certificate	Enrolment number (start)	Enrolment number (end)	Number of students meeting all units of competency	Number of students issued with certificate
BSB20115 Cert II Business Year 12	27	27	24	24
BSB20115 Cert II Business Year 11	23	22	NA	NA
CUA20715 Cert II Visual Art Wood Year 12	12	9	7	7
CUA20715 Cert II Visual Art Year 11 Photography	23	16	NA	NA
MSF20516 Cert II Furniture Making Year 11	17	13	NA	NA
CPC20211 Cert II Construction Pathways Year 11 & 12	14	9	7	7
SIS20115 Cert II Sport & Recreation Year 12	20	19	17	17
SIS20115 Cert II Sport & Recreation Year 11	19	14	12	NA
FSK10213 Cert I Skills for Vocational Pathways	26	17	16	16

Work Placements:

Year Group	Number of placements	Number completing logbook and/or skills journal
9	12	NA
10	13	NA
11	16	NA
12	12	7

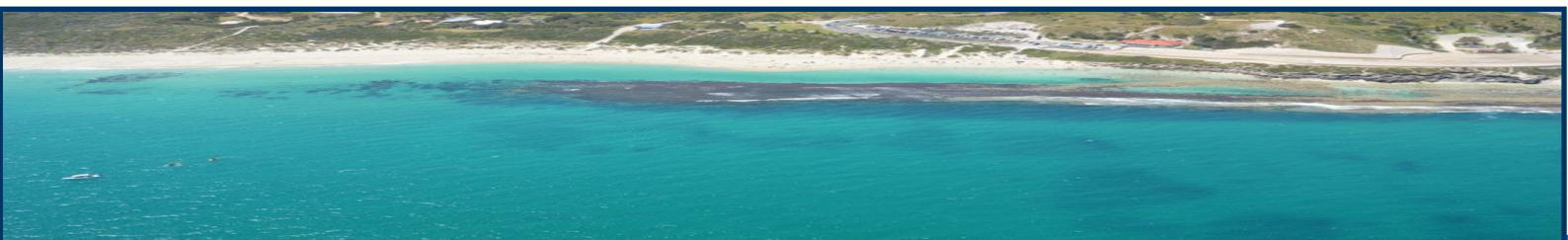
Destination Data – students gone to employment, TAFE

Year Group	TAFE	Employment	SBT/ Apprenticeship
10	6	2	5
11	4	6	2
12	6	3	1



VET Data:

The VET achievement data is very strong with nearly all of our Year 12 general students achieving a Certificate II. The Certificate II course in Construction Pathways was a great success with many students being offered jobs or apprenticeships. The VET offerings provide a valuable pathway for students to access further training and employment and our students are embracing this opportunity in an effective manner.



Priority Area: 2 Effective Teaching and Leadership

Target - The Teaching and Learning Philosophy is implemented in all classes.

The Yanchep Approach to Classroom Practice was developed and implemented in 2018. It is divided into 7 parts to cover the whole time from arriving at class to leaving the class. It describes the observable behaviours expected of the students and the teachers. A copy of the Yanchep Approach is displayed in all teaching rooms and offices and on the college website. Through communication with parents we make them aware of the Yanchep Approach so they understand how our classes work.

We have continued to discuss the Yanchep Approach and have surveyed staff on how the Yanchep Approach is working in their classrooms.

They report that it is well understood with their students and that they are following it.

The Yanchep Approach to Classroom Practice was integrated into classroom observation process at the college. Observation Checklists were created so that staff could receive feedback on how they use the Yanchep Approach as part of their Performance Management process. This has been well received by staff.

All Learning Areas will design and implement appropriate assessment outlines, programs and assessment tasks.

This process was managed by the Heads of Learning Areas and the Deputy Principals. All courses and assessment outlines were checked against the SCSA requirements before being approved. These were then loaded onto Reporting to Parents. All learning areas undertook internal moderation processes to ensure consistency between classes. They also established partnerships with other senior high schools to ensure comparability across schools.

We completed the SCSA Year 12 course validation process and the Externally Set Tasks which ensured that we were following the SCSA requirements for senior school. The report on the Externally Set Tasks indicated that the school was assessing our students in line with the SCSA guidelines and that our grades were comparable with other schools. This was a fantastic result in our first year with Year 12 general classes.

All staff will commit to improving the quality of teaching and learning through the college's reflective practice model in order to achieve consistent improvement within the proficiency stages of the AITSL Australian Professional Standards for Teachers.

The college's model of reflective practice, the Yanchep Approach to Classroom Practice has been strongly embraced by the teaching staff. This model has been embedded into the Performance Management process in the school. It has also been embedded into the learning area plans where each learning area has committed to ensure that it is well understood by teachers, students and parents and is a key tool in determining teaching and learning strategies implemented.

Professional learning was provided to staff to firstly negotiate and build the model for reflective practice and subsequently to support its implementation into the teachers practice in the classroom. Time was spent on each of the school development days as well as regularly reviewed in the Wednesday morning staff meetings. The classroom observations had a focus on the Yanchep Approach (as mentioned previously) where staff received feedback on their performance.

The following teaching staff completed a Certificate IV qualification in 2019.

Name	Course	Qualification
Victor Lawes	Cert IV Training and Assessment	TAE40116
Kristie Wintle	Cert IV Training and Assessment	TAE40116
William Allan	Cert IV Training and Assessment	TAE40116
Michael Clanton	Cert IV Training and Assessment	TAE40116
Aviva Leahy	Cert IV Training and Assessment	TAE40116
Rosalind Harrison	Cert IV Training and Assessment	TAE40116 + TAEASS502
Peter Scrivens	Cert IV Training and Assessment	TAE40116 + TAEASS502
Completed		
In Progress		

The college senior leadership will demonstrate increasing proficiency of the Professional Practices within the AITSL Australian Professional Standards for Principals

The school leadership plan for the college was further developed in 2019. The college started to explore 'coaching' as a tool to develop the leadership of the senior leaders in the school. The school engaged Growth Coaching International to provide the coaching training and enrolled the Deputy Principals in Semester 1 and 3 Level 3 staff and the Manager of Corporate Services in Semester 2. The coaching model and philosophy has been added to the schools' leadership approach as it complements the collaborative, devolved leadership model of the school.

The DiSC Management Program was conducted with the Senior Leadership Team at the start of 2019.

This gave the team a common language about our leadership styles, acknowledged the differences and similarities in our styles and provided ways to work together more effectively.

The Principal engaged in Leadership Development through the Life Styles Inventory (LSI) tool. This provided the Principal with feedback on his performance and management style. The Principal was also invited to present at the Leadership Institute on School Planning.

The leadership strategy of the DoE is embedded into the leadership plan with links to key programs offered through the Leadership Centre.

Consistent and accountable Performance Management processes are embedded in every Learning Area and aligned with the AITSL Standards.

The process has been implemented into the school with the second cycle beginning in Term 2 with staff establishing their 2019 agreement. This included a component of Peer Classroom Observation based on the Yanchep Approach.

A process of information sharing and professional learning was undertaken to ensure that the process was understood by all college staff and adequately resources.

Priority Area 3: Building a unique school

Target - Develop a range of after school activities for students.

A wide range of after school activities were offered to students in 2019. These included:

Dance
Various Homework Clubs

Team Sports: AFL, Basketball, Soccer
Contemporary Band
Elite Sports
Keyboard Class

Yanchep Secondary College Dance Troupe

Students meet once a week to train in flexibility and correct alignment whilst working on safe dance practices and exploring a variety of genres of dance including Contemporary, Jazz, Hip Hop and Story dance. Students develop team collaboration skills and further develop their understanding of performance etiquette. Students are given the opportunity to represent the college in a variety of local and state performances and competitions and are able to extend their dance experiences by performing in professional settings.

Students have participated in the Yanchep Secondary College school fete, Dance United, Wakakirri and YOH Fest. In 2018 the Yanchep Secondary College dance team were the winners of the WA state title and won awards across both YOH Fest and Wakakirri for best teamwork, set and costumes design, and best choreography awards.



Yanchep Secondary College Cheer Team

Students experience a range of teambuilding skills such as tumbling, stunting and dance. Students have the opportunity to perform and compete in community and state events, building confidence, self-esteem, pride in the students and their school.

Students meet once a week for an hour rehearsal and training sessions.

Key Achievements:

- Hit Zero in Starts and Stripes State Cheer Competition
- Dance United Festival
- Yanchep Secondary College Fête Showcase



Yanchep Bush Rangers

A core of approximately 22 rangers meet on a Thursday afternoon under the guidance of Gary Thirlwell with assistance from Dougal Patullo and Libby Brown.

The aim of Bush Rangers is to increase leadership and teamwork skills and build self-esteem and community spirit through environmental education and action.



After School Sports

Students signed up to participate in a planned program of after school activities, with a focus on athletics. Sessions ran on most Thursday afternoons and were run by Mr Walker, Mrs Ward and other Health and Physical Education staff. Special activities were run, such as several lessons in stretching and warm-up activities through better understanding of your body.

The focus of this activity was the Interschool Athletics Carnival held in October. The school was very competitive and showed significant improvement on 2018. This program will run again in 2020.

Develop 'GEM – Gratitude, Empathy, Mindfulness' as a planned time to promote the vision for the school.

The development of our GEM program has continued in 2019. Our year leaders have developed programs for each year group which are targeted to meet the needs of each individual year group. This is managed within our Learning Environment team by our Program Coordinators.

GEM is included in the school report. Most students have responded very positively to the GEM work. In particular, Zones of Regulation and career development were valued by students. The next challenge will be to develop a format so that we can report on student progress and achievement.

Develop the curriculum focus for the College:

- **Marine and Environmental Sciences**

Mr Whitehead was appointed to manage the Marine and Environmental Sciences focus in the school. We offered Marine Studies in Years 9, 10 and 11. The Year 11 courses were ATAR and General.

With the purchase of school buses, Mr Whitehead was able to organise a number of excursions for his students. A key initiative was offering students the Responsible Skippers Ticket through Lancelin Sea Rescue. Student engagement was excellent and this focus area is proving to be very popular with students. For 2020, Marine Studies will be offered in all years (from Year 7 to 12).



- **STEM**

Currently the school has a STEM focus (Science, Technology, Engineering and Mathematics). We were accepted into the Pioneer Schools STEM project where Mr Gatti, Mr Thirlwell, Mrs Gendy and Mrs Broughton developed the STEM approach for Yanchep Secondary College. They developed a school wide STEM approach to project based learning which culminated in all of our Year 7 students working on their projects.

Additionally, STEM is offered to our Year 9 and 10 students as an elective.

For 2020, STEM will be offered to students in Year 7 to 10. The school will continue with the project based learning approach with activities planned throughout the year.



Develop a sporting focus for the College.

2019 saw the school continue to offer a wide range of sports to our students. Popular sports included Volleyball, Netball and Rugby League. The school participated in some carnivals as well as Interschool swimming, cross country and athletics. As no one sport is an obvious focus, the school has taken a broader approach and offered students in Years 9 and 10 a program called Elite Sports.

This is designed to challenge students in a range of sports and to develop individual talents. The school continued to offer a range of after school sports. For 2020, students will be able to choose Sports/Elite Sports in Year 7 to 10. The school will continue to offer a range of sporting opportunities for all students.



Homework Club

All Science staff supervised the Science homework club, particularly Dean Whitehead and Jarnah Hordacre. The homework club ran on Tuesday afternoons from 3-4pm with all year groups welcome to participate. There were an average of 10 students attending regularly.

The Science homework club assisted a number of students improve their grade from a D or E to a C grade. Students were able to receive additional assistance from teachers and complete homework tasks in a quiet space with no distractions.

Establish a strong and effective College Board that contributes positively to the outcomes of the college

The composition of the Board for 2019 was:

Principal	James Kent
Deputy Principal (Executive officer)	Sharon Taylor
YSC staff member	Mauveen Titlestad
YSC staff member	Adam Lewis
Community Rep - YSC P&C	Michelle English
Community Rep - YBPS Board Member	Liam Day (Chair)
Community Rep - Local politician	Sabine Winton
Community Rep - Wanneroo Council	Linda Aitken
Community Rep - City of Wanneroo	Dr Ian Martinus
Edith Cowan University	Assoc. Prof. Andrew Jones
North Metro TAFE	Norman Baker
Student (1)	David Shave
Student (2)	Shavelle Taylor

The board participated in the school review as noted in the report. The college will look to support the board with training in 2020.

Promote opportunities for students through a range of effective corporate, industry and community partnerships.

Through the continued development of the VET programs in the college, the school has been able to establish relationships with a number of corporate and industry organisations. These are summarised in the table below.

Provider	Arrangement (Fee for service, auspice, profile)	Qualification	Delivery arrangements
YMCA	Auspice	SIS20115 Cert II Sport and Recreation	1 / 2 Year
YMCA	Auspice	BSB20115 Cert II Business	1 / 2 Year
SSI	Auspice	CUA20715 Cert II Visual Art Photography	2 Years
VETiS	Auspice	CUA20715 Cert II Visual Art Wood	2 Years
AIET	Auspice	MSF20516 Cert II Furniture Making	2 Years
AIET	Auspice	SIS20115 Cert II Sport and Recreation	Term 4
AIET	Auspice	BSB20115 Cert II Business	Term 4
AIET	Auspice	CUA20715 Cert II Visual Art Wood	1 Year
NMTAFE	Profile	CPC20211 Cert II Construction Pathways	1 Year
Yanchep Institute	Fee for Service	FSK10213 Cert I Skills for Vocation Pathways	1 Year

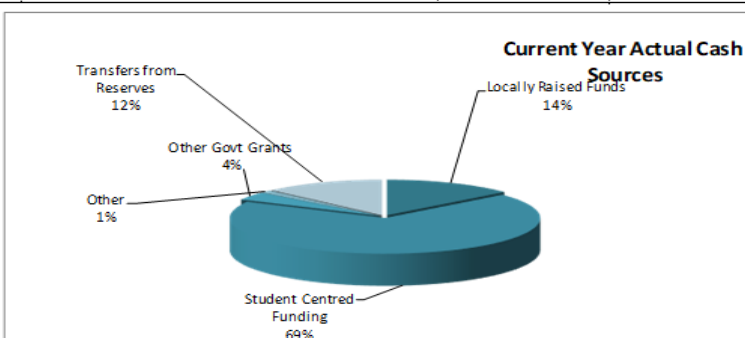


College Finances

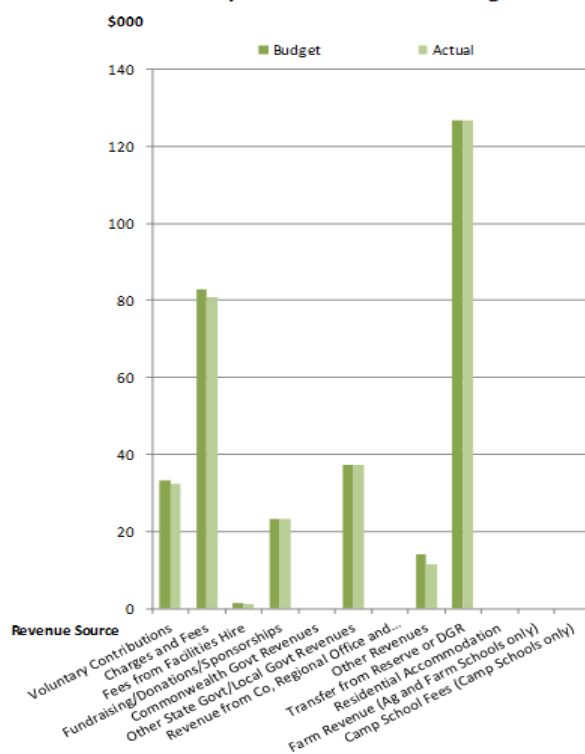
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Yanchep Secondary School Financial Summary as at 31 December 2019

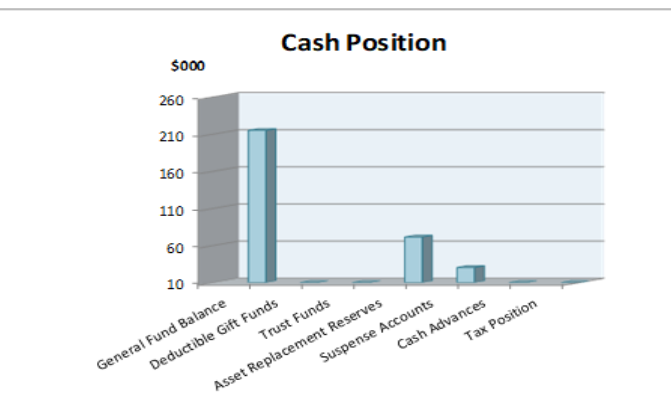
	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 33,325.00	\$ 32,469.17
2	Charges and Fees	\$ 82,832.30	\$ 80,953.79
3	Fees from Facilities Hire	\$ 1,500.00	\$ 1,100.00
4	Fundraising/Donations/Sponsorships	\$ 23,131.20	\$ 23,293.16
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 37,416.75	\$ 37,416.25
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 14,079.29	\$ 11,504.51
9	Transfer from Reserve or DGR	\$ 126,600.00	\$ 126,600.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 318,884.54	\$ 313,336.88
	Opening Balance	\$ 206,814.00	\$ 206,814.28
	Student Centred Funding	\$ 694,588.32	\$ 693,340.32
	Total Cash Funds Available	\$ 1,220,286.86	\$ 1,213,491.48
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 1,220,286.86	\$ 1,213,491.48



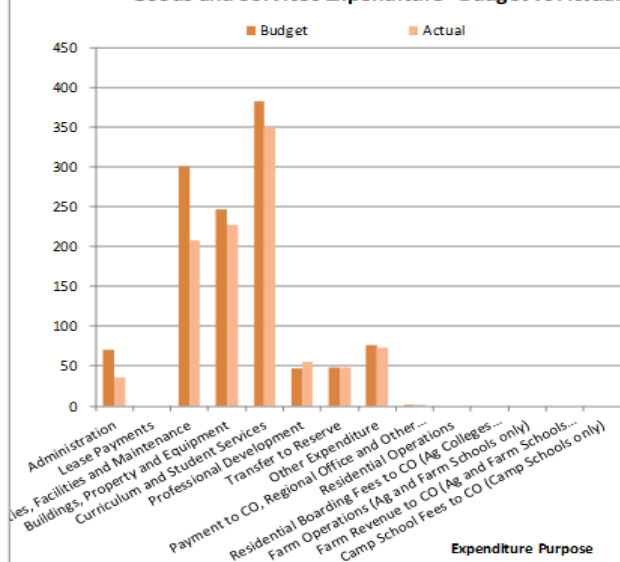
Locally Generated Revenue - Budget vs Actual



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 70,811.87	\$ 35,696.17
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 299,893.37	\$ 207,660.62
4	Buildings, Property and Equipment	\$ 246,080.00	\$ 227,475.00
5	Curriculum and Student Services	\$ 381,946.56	\$ 350,888.60
6	Professional Development	\$ 47,373.51	\$ 55,357.77
7	Transfer to Reserve	\$ 48,000.00	\$ 48,000.00
8	Other Expenditure	\$ 76,371.15	\$ 73,292.28
9	Payment to CO, Regional Office and Other Schools	\$ 250.00	\$ 97.25
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	\$ 1,170,726.46	\$ 998,467.69
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 1,170,726.46	\$ 998,467.69
	Cash Budget Variance	\$ 49,560.40	



Goods and Services Expenditure - Budget vs Actual



Cash Position as at:	
Bank Balance	\$ 304,389.27
Made up of:	
1 General Fund Balance	\$ 215,023.79
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 71,400.00
5 Suspense Accounts	\$ 30,324.48
6 Cash Advances	\$ -
7 Tax Position	\$ (12,359.00)
Total Bank Balance	\$ 304,389.27

Future Directions - Planning for 2020 and beyond

2019 proved to be a significant year in the development of the college. The two key things that occurred were:

- The school review in November and
- Operating with 6 years of schooling (years 7 - 12 inclusive)

The first Business Plan for the college was implemented in 2018 and designed to run for 3 years. The focus of this plan was to establish the school and ensure that all school processes and procedures were enacted. With the review, this was an opportunity to examine the effectiveness of the implementation processes.

The school was found to be effective in creating and maintaining the conditions for student learning. This was an outstanding result for the school, given its 2 years of operation. A number of improvement areas were identified through this process that will be addressed under the guidance of the Planning Committee.

From the review, the school community discussed where this left the school plan (with one year to run). Led by the Planning Committee and the Executive of the school, it was decided to develop a new Business Plan 2020-2022. This would incorporate the improvements identified through the review.

The staff provided feedback that the focus on success for all students was very important and that the school had some great data from which to judge our performance going forward. It was decided to have separate priority areas on teaching and learning and school leadership. Finally, the community felt the need to make wellbeing at the school as a priority. The priorities for the next Business Plan are:

1. Success for all Students
2. Effective Teaching and Learning
3. Effective Leadership
4. Wellbeing

These fit well with the Department of Education's priorities (as listed in the document Focus 2020) which are:

1. Provide every student with a pathway to a successful future
2. Strengthen support for teaching and learning excellence in every classroom
3. Build the capability of our principals, teachers and allied professionals
4. Support increased school autonomy within a unified public school system
5. Partner with families, communities and agencies to support the engagement of every student
6. Use evidence to drive decision making at all levels of the system

With the new Business Plan 2020 - 2022, this will take the school through to the next review which is scheduled for 2022.

Endorsed by the College Board

Chair: _____ Dated: _____

Principal: _____ Dated: _____



YANCHEP
SECONDARY COLLEGE

Inspire. Achieve. Succeed

Yanchep Secondary College

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