2022

ANNUAL REPORT

YANCHEP
SECONDARY COLLEGE
Inspire. Achieve. Succeed

CONTENTS

Wangi Mia Meeting Place
Yanchep National Park

MISSION

Prepare young people to be active and productive adults

ETHOS

Inspire, Achieve, Succeed

VALUES

Our work will be guided and informed by our beliefs and commitments to:
Inclusivity, Integrity, Personal Best, Creativity

VISION

Yanchep Secondary College is committed to providing an inclusive learning environment that maximises:

- *Student engagement and achievement*
- *Encourages a sense of community*
- *Prepares students to enter the community who are socially aware and are productive members of society*

PRINCIPAL'S REPORT
Anthony Johnson

Story Title: *Preparing young people to be active, productive adults*

1. What was your school's case for change? (Include sources of data or evidence)

- Attendance - below like schools
- ATAR Results – below like schools
- WACE - well below like schools at 69%
- OLNA – underperforming in regards to prequalification
- NAPLAN – Below like schools Reading = low achievement, low progress + larger than desired percentage of students in the lower bands
- High Variability in teaching
- OHI – Staff Dissatisfied overall score of 52 which was the bottom quartile
- TTFM – Parents & Students Unhappy
- A sense of academic apathy amongst students
- Data points to being below like schools

2. What was your school's aspiration, and what goals or targets did you hope to achieve?

- To be at Like schools in our key indicators of attendance, WACE attainment, and Year 9 Reading
- Improve OHI
- To have an agreed moral purpose

3. What strategies did you pursue to address the issue(s)? (Succinct 2-5 major strategies, including programs and initiatives).

We developed and presented the case for change
- Targeted professional reading
- Made staff aware of school data in comparison to like schools

We addressed the areas staff highlighted in the OHI as needing improvement
- Alignment and focus on our Moral Purpose
- Concentrated on top part of placemat
- Concentrated on the accountability chain
- Restructured Leadership structure (flow chart) with an emphasis on Role Clarity
- Choose 3 high impact levers
  - Leadership management
  - Conditions for learning and student voice
  - Curriculum clarity and high-quality teaching

We concentrated on getting a calm learning environment
- School and classroom ready strategies
- Increasing expectations of students
- Reduce variability (teaching and classroom management)

4   What progress have you seen towards your goals? (Include a chart, graphic or data to show progress e.g. NAPLAN (achievement, progress, bands analysis), PAT, WACE achievement, ATAR (median and tricile data), OLNA, Brightpath, OHI/TTFM, attendance data)

- OLNA
- WACE
- TTFM
- An external tool used to measure Organisational Health

Secondary Attendance Rates

	Attendance Rate	
	School	WA Public Schools
2019	78.8%	86.8%
2020	81.8%	87.3%
2021	79.9%	84.4%

WACE Achievement

	Eligible Year 12 Students	Percentage achieving WACE
2019	52	69%
2020	45	69%
2021	57	86%

STUDENT TELL THEM FROM ME SURVEY

- Students planning to go to university
- Students who value their school outcomes
- Students who feel intellectually engaged

ALL INCREASED BY ...

11%

Percentage of Students Acquiring an ATAR Achieving One or More Scaled Scores of 75 or More

	Number acquiring an ATAR	Number achieving one or more scaled scores of 75+	Percentage achieving one or more scaled scores of 75+
2019	8	1	13%
2020	5	0	0%
2021	11	2	18%

As a part of our transformation program with Fogarty EDvance, we measure the culture/organisational health of our schools through an external proprietary diagnostic tool and in one year time frame we have shown significant progress from bottom quartile to second quartile of the average global benchmark.

5   What have you learnt from this experience?

- Base everything on research/data
- Measure progress using quantifiable data after establishing a baseline
- Base everything back to Moral Purpose
- Focus on addressing issues identified in the OHI and TTFM
- Consistent messaging at all leadership levels
- Clarify roles of leaders and all staff
- The importance of accountability and monitoring implementation milestones twice per term
- Being strategic about how to roll it out. Realistic timelines and goals
- Support staff through professional learning

6   How will you build upon your journey and results in the next 3 years to further improve student outcomes?

- Better teams – develop high performing teams and strong distributed leadership
- Change to happen in a sustainable way; build capacity of staff and realistic timelines
- Lead by example – role model
- Concentrate on reducing variability in teaching and classroom management
- OHI – Concentrate on teaching staff as school support staff data has improved markedly
- Develop the capacity of coaches
- Concentrate on having a high standard of communication
- Improve regular attendance
- Improve leaders and staff expectation in student academic achievement behaviour and attendance.

BOARD CHAIR REPORT
Rob Berryman

Message from the Chair

On behalf of the Yanchep Secondary College Board (the Board), I am pleased to present the *Annual Report for 2022.*

The Board is the governing body of the college and was established in 2018 and provides guidance on the strategic direction of the college and operational matters aligned to the Department of Education policy and guidelines.

The past year has had its challenges with COVID 19 impacting on the health and wellbeing of students, teachers, and staff. With that in mind, I acknowledge the principal of the college Anthony Johnston and the college team for their agility and dedication by providing alternative arrangements to ensure that students continued their studies.

Some of the college highlights for 2022 demonstrate continuous improvement for Yanchep Secondary College (YSC).

- WACE attainment (graduation) rate is 86% and remains stable compared to the previous year.
- YSC Indigenous attendance is above state average of 67% and the Aboriginal Yarning Circle in Kalbarri Park provides an excellent community meeting place encouraging diversity within the local community.
- The introduction of Direct Instruction initiative where teachers support Year 7 students' development in reading has produced positive results.
- YSC professional development sessions with surrounding primary schools' principals and staff is important collaboration to assist with students transition into high school.

The YSC graduation ceremony continues to promote the college ethos in striving for excellence and I'm amazed at the various achievements of students under the guidance of YSC teachers and staff.

Finally, I would like to thank Principal Anthony Johnson, YSC board members and look forward to their ongoing support for YSC in 2023.

ABORIGINAL CULTURAL SPACE
Boordiya – Victor Woodley Jnr

Kaya Moort – Hello Family

Yanchep Secondary College Aboriginal Education Plan 2020 to 2023 – Including Cultural Standards Framework as at June 2023

Vision Statement: *Build a culturally responsive school with a strong ethos based on respecting and valuing diversity*

Aspirations: *To build a Culturally proficient school where Aboriginal students achieve at like schools or above in regular attendance, WACE attainment, VET qualification attainment and progress in NAPLAN Year 9 Reading*

	Metric used to measure progress	Baseline 2020	2021 Interim Target	2022 Interim Target	2023 Final Target
KPIs for Overall Aspiration	Regular Attendance	15%	15%	20%	30%
	WACE Attainment	0% (69%)	2 students 50% (86%)	4 students 0% (90%)	6 students 16% (95%)
	Vet Qualifications (cert 2 or above)	3 (30%)	12 (50%)	(75%)	(90%)
	OLNA Reading – Pre-Qualified Year 9	1	0	0	TBA
	OLNA Reading – Qualified by end of Year 12	N/A	1	0	2
	Follow the Dream – Enrolled	N/A	25 (43%)	25 (43%)	18
	Follow the Dream - Participation	N/A	5	5	7
	Standard 1: *Relationships*	Emerging	Developing	Capable	Proficient
	Standard 2: *Leadership*	Developing	Developing	Capable	Proficient
	Standard 3: *Teaching*	Emerging	Developing	Capable	Capable
	Standard 4: *Learning Environment*	Developing	Developing	Capable	Proficient
	Standard 5: *Resources*	Developing	Capable	Capable	Proficient

Cultural Standard	Description	Objectives			
1. Relationships	Culturally responsive schools foster positive participation, communication and interaction between staff, Aboriginal students, their parents and families and the local Aboriginal Community	1.1 Staff establish and maintain positive relationships with Aboriginal students, their parents and families.	1.2 Staff engage professionally with local Aboriginal community members and organisations.	1.3 Staff provide Aboriginal students, their parents and families, and local Aboriginal community members with leadership opportunities.	1.4 Staff broaden their knowledge and improve practices in Aboriginal education.
2. Leadership	Culturally responsive schools have leaders who develop and sustain an individual and school-wide focus on improving education outcomes for Aboriginal students.	2.1 School leaders develop a clear vision for the teaching and learning of Aboriginal students	2.2 School leaders build staff capability for effective teaching of Aboriginal students.	2.3 School leaders support innovation and change in Aboriginal education	2.4 School leaders demonstrate transparency and accountability to Aboriginal students, their parents and families
3. Teaching	Culturally responsive schools have high expectations for Aboriginal students and teach in ways that enable them to better reach their full education potential.	3.1 Teachers know how culture and experiences shape the learning of each Aboriginal student.	3.2 Teachers know the curriculum content and how best to teach it to Aboriginal students	3.3 Teachers plan for and implement effective teaching practices for Aboriginal students.	3.4 Teachers assess, provide feedback and report on the progress of Aboriginal students.
4. Learning Environment	Culturally responsive schools build an environment that is welcoming for Aboriginal students and reflects community aspirations for their children.	4.1 Staff support Aboriginal students to feel a sense of belonging and connection to the school.	4.2 Staff involve Aboriginal students, their parents and families to establish a physical environment that is welcoming for Aboriginal students.	4.3 Staff work with Aboriginal students, their parents and families to establish shared expectations and responsibility for attendance and behaviour.	4.4 Staff establish a supportive and safe learning environment for Aboriginal students.
5. Resources	Culturally responsive schools target resourcing to optimise the education outcomes for Aboriginal students.	5.1 Staff acknowledge and value the expertise of Aboriginal staff.	5.2 School leaders allocate staff to support the learning needs of individual Aboriginal students.	5.3 School leaders target the learning needs of individual Aboriginal students when allocating financial resources.	5.4 Staff use culturally appropriate education resources to strengthen Aboriginal student engagement and learning.

Initiatives (major work streams)	
1. **Relationships**	
Owner: Sharon Taylor	
R1: Yanchep National Park	Owner: Sharon Taylor
R2: City of Wanneroo	Owner: Sharon Taylor
R3: Aboriginal Dance Program	Owner: Victor Woodley
R4: Bushrangers	Owner: BJ

KPI Table

Relationships					
Objectives	Metric to measure progress	Baseline Performance	2021 Interim target	2022 Interim Target	2023 Final Target
1.1	Continuum judgement	Developing	Capable	Proficient	Proficient
1.2	Continuum judgement	Emerging	Developing	Capable	Proficient
1.3	Continuum judgement	Emerging	Developing	Capable	Proficient
1.4	Continuum judgement	Developing	Capable	Proficient	Proficient

RELATIONSHIPS	CONTINUUM			
Performance Descriptors	Cultural Awareness (Emerging)	Cultural Understanding (Developing)	Cultural Competence (Capable)	Cultural Responsiveness (Proficient)
Staff establish and maintain positive relationships with Aboriginal students, their parents and families.	Staff are aware of the value of developing effective working relationships with Aboriginal students and their parents and families.	Staff understand the importance of establishing positive working relationships with Aboriginal students and their parents and families.	Staff have developed respectful working relationships with Aboriginal students and their parents and families.	Staff, Aboriginal students and their parents and families have established collaborative, trusting and respectful working relationships.
		Staff seek information from parents and families to support Aboriginal students' learning.	Staff communicate regularly with parents and families of Aboriginal students about their children's learning.	Staff involve the parents and families of Aboriginal students in their children's education.
Staff engage professionally with local Aboriginal community members and organisations.	Staff are aware of the value of engaging local Aboriginal community members and organisations.	Staff understand the importance of positive interaction with local Aboriginal community members.	Staff use local cultural protocols for interacting with local Aboriginal community members.	Staff have clearly established shared understandings, processes and protocols for respectful interaction with local Aboriginal community members.
		Staff have identified or have liaised with Government agencies and Aboriginal staff to identify, key local Aboriginal community members and organisations.	Staff routinely invite local Aboriginal community members and organisations to school meetings, activities and events.	Staff and local Aboriginal community members and organisations work together in planning meetings, activities and events.
Staff provide Aboriginal students, their parents and families, and local Aboriginal community members with leadership opportunities.	Staff are aware of the value of engaging Aboriginal students, their parents and families, and the local community in school decision making.	Staff provide information to Aboriginal students, their parents and families, and the local Aboriginal community about the schools' education programs.	Staff seek feedback from Aboriginal students, their parents and families, and local Aboriginal community members about the school's delivery of education to inform decision making.	Staff, Aboriginal students, their parents and families, and local Aboriginal community members are all actively involved in decision making.
Staff broaden their knowledge and improve practices in Aboriginal education.	Staff are aware that participation in Aboriginal community networks can support the education of their Aboriginal students.	Staff have identified or have liaised with Aboriginal staff to identify ways of engaging with local Aboriginal community networks.	Staff have developed reliable connections with local Aboriginal community networks to deepen understandings about the community's perspectives.	Staff routinely participate in local Aboriginal community networks and draw on the cultural knowledge and expertise of the community.

Initiatives (major work streams)	
1. Leadership	
Owner: Anthony Johnson	
R1: Relationship with Local Custodians (Derek Nannup)	Owner: Anthony Johnson
R2: Djiraly-ak Cluster	Owner: Robyn De Fraine
R3: Primary Schools	Owner: Robyn De Fraine

KPI Table

Leadership					
Objectives	**Metric to measure progress**	**Baseline Performance**	**2021 Interim target**	**2022 Interim Target**	**2023 Final Target**
2.1	Continuum judgement	Developing	Capable	Capable	Proficient
2.2	Continuum judgement	Developing	Developing	Capable	Capable
2.3	Continuum judgement	Emerging	Developing	Capable	Proficient
2.4	Continuum judgement	Developing	Capable	Proficient	Proficient

LEADERSHIP	CONTINUUM			
Performance Descriptors	**Cultural Awareness (Emerging)**	**Cultural Understanding (Developing)**	**Cultural Competence (Capable)**	**Cultural Responsiveness (Proficient)**
School leaders develop a clear vision for the teaching and learning of Aboriginal students.	School leaders are aware of the importance of developing a school vision and ethos that is inclusive of Aboriginal students.	School leaders align the school's vision and ethos with the needs and expectations of the local Aboriginal community.	School leaders work with students, staff, parents and families, and local Aboriginal community members on the development of a school vision and ethos.	School leaders, in collaboration with local Aboriginal community members, have developed a strong, sustainable education partnership that reflects the expectations and aspirations of Aboriginal students.
		School leaders and staff understand the school's commitment to all students, including Aboriginal students.	School leaders and staff demonstrate a commitment to high expectations for Aboriginal students.	School leaders and staff demonstrate a commitment to high expectations for Aboriginal students in a culture of continuous improvement.
School leaders build staff capability for effective teaching of Aboriginal students.	School leaders and staff begin to reflect on their own knowledge and beliefs about Aboriginal histories and peoples.	School leaders know about Aboriginal histories and have participated in local cultural awareness raising.	School leaders and staff have deepened their understandings about Aboriginal histories, peoples, cultures and languages, including the local and national contexts.	School leaders and staff respect and are responsive to local historical and contemporary cultural contexts.
				School leaders and staff demonstrate respect for the diversity and differences of the school community and provide opportunities for all staff and students to develop understanding and respect for Aboriginal histories, peoples, cultures and languages.
		School leaders and staff understand that their own beliefs and preconceptions have an impact on the way they engage with Aboriginal students.	School leaders and staff demonstrate respect for, and awareness of, the cultural diversity of the school community.	School leaders engage staff in school-wide approaches to teaching Aboriginal students.
		School leaders commit to the need to build the capability of staff to teach Aboriginal students effectively.	School leaders ensure effective curriculum pathways are implemented for Aboriginal students.	School leaders monitor and provide specific feedback to all staff about the extent to which teaching practices are responsive to the needs of individual Aboriginal students.
School leaders support innovation and change in Aboriginal education.	School leaders research innovative approaches to Aboriginal education.	School leaders discuss with staff ideas and innovative approaches to improve the outcomes of Aboriginal students.	School leaders create and support opportunities for staff to develop innovative teaching practices for Aboriginal students.	School leaders and staff, in partnership with local Aboriginal community members, develop and implement flexible, adaptive and innovative approaches to improve the outcomes of Aboriginal students.
School leaders demonstrate transparency and accountability to Aboriginal students, their parents and families.	School leaders are aware of the importance of reporting to the school community about the school's performance.	School leaders report to local Aboriginal community members about the school's performance.	School leaders engage with local Aboriginal community members about the outcomes and the performance of the school in relation to Aboriginal education outcomes.	School leaders report to the school council/board on the achievements and progress of Aboriginal students and engage local Aboriginal community members in discussions about the value and success of targeted Aboriginal programs and initiatives.

Initiatives (major work streams)	
1. Teaching	
Owner: Sharon Taylor	
R1: Follow the Dream	Owner: Robyn De Fraine
R2: Academic Performance Monitoring	Owner: Heads of Year
R3: Yandjip Program	Owner: Robyn De Fraine
R4: Senior School Pathway Planning	Owner: Robyn De Fraine

KPI Table

Teaching					
Objectives	Metric to measure progress	Baseline Performance	2021 Interim target	2022 Interim Target	2023 Final Target
3.1	Continuum judgement	Developing	Capable	Capable	Proficient
3.2	Continuum judgement	Emerging	Emerging	Developing	Capable
3.3	Continuum judgement	Emerging	Developing	Developing	Capable
3.4	Continuum judgement	Emerging	Developing	Developing	Developing

TEACHING	CONTINUUM			
Performance Descriptors	Cultural Awareness (Emerging)	Cultural Understanding (Developing)	Cultural Competence (Capable)	Cultural Responsiveness (Proficient)
Teachers know how culture and experiences shape the learning of each Aboriginal student.	Teachers gather background information about their students.	Teachers know which students are Aboriginal and understand their family connections.	Teachers know and understand the influence of culture and language backgrounds and family relationships on the engagement and learning of Aboriginal students.	Teachers use their knowledge of Aboriginal student's culture and language background, family relationships and experiences to focus on their individual learning needs.
Teachers know the curriculum content and how best to teach it to Aboriginal students.	Teachers reflect on their understandings about how to teach Aboriginal students.	Teachers understand that Aboriginal students bring diverse perspectives to the content being taught.	Teachers apply Aboriginal perspectives to the content being taught.	Teachers apply their knowledge of the histories, cultures and languages of Aboriginal students, and design or adapt resources to support the individual learning needs of Aboriginal students.
		Teachers have identified resources and materials to support the learning needs of Aboriginal students.	Teachers select and use a range of resources to support the learning needs of Aboriginal students.	
Teachers plan for and implement effective teaching practices for Aboriginal students.	Teachers investigate strategies for teaching Aboriginal students.	Teachers make learning adjustments to maximise the potential of Aboriginal students.	Teachers set challenging and achievable learning goals for Aboriginal students.	Teachers have high expectations and differentiate their teaching strategies to respond to the specific learning needs of Aboriginal students.
Teachers assess, provide feedback and report on the progress of Aboriginal students.	Teachers are aware of the importance of using reliable monitoring, assessment, feedback and reporting practices for Aboriginal students.	Teachers understand the cultural and linguistic backgrounds and proficiency of Aboriginal students when monitoring, assessing and providing feedback.	Teachers customise formative and summative assessments to take account of the language proficiency and individual needs of Aboriginal students.	Teachers tailor learning programs based on their knowledge of the cultural and linguistic backgrounds and proficiency of individual Aboriginal students and use assessment data to inform their teaching practices and school-wide planning.
			Teachers provide feedback and report progress to Aboriginal students and their parents in a format suitable for the local contact.	Teachers ensure Aboriginal students and their parents understand student progress and what is required for students to achieve their personal best.

Initiatives (major work streams)	
1. Learning Environment	
Owner: Sharon Taylor	
R1: Attendance Monitoring	Owner: Heads of Year
R2: Aboriginal Student Transition	Owner: Victor Woodley
R3: Wellbeing Program	Owner: Victor Woodley

KPI Table

Learning Environment					
Objectives	Metric to measure progress	Baseline Performance	2021 Interim target	2022 Interim Target	2023 Final Target
4.1	Continuum judgement	Developing	Developing	Capable	Proficient
4.2	Continuum judgement	Developing	Developing	Capable	Proficient
4.3	Continuum judgement	Developing	Capable	Proficient	Proficient
4.4	Continuum judgement	Developing	Capable	Capable	Proficient

LEARNING	CONTINUUM			
Performance Descriptors	Cultural Awareness (Emerging)	Cultural Understanding (Developing)	Cultural Competence (Capable)	Cultural Responsiveness (Proficient)
Staff support Aboriginal students to feel a sense of belonging and connection to the school.	Staff are aware of the importance of having an inclusive learning environment for Aboriginal students.	Staff understand the importance of creating an inclusive and welcoming environment for all students, including Aboriginal students.	Staff engage with local Aboriginal community members about how they prefer to see their culture represented in the school.	Staff and local Aboriginal community members have established an enduring and effective partnership. Cultural values and traditions have been incorporated into the school's learning environment.
		The school notes publicly the importance of cultural diversity and the need to support Aboriginal students to feel connected to the school.	Staff use Aboriginal students' connection to their community to build the capacity of the school to connect with Aboriginal culture.	Staff have supported Aboriginal students to build confidence, showcase and share their culture, and participate in events of cultural significance.
Staff involve Aboriginal students, their parents and families to establish a physical environment that is welcoming for Aboriginal students.	Staff are aware that the physical learning environment can influence the culture and ethos of the school.	Staff understand the value of creating a physical environment that displays and respects the cultural and linguistic heritage of Aboriginal students.	Staff consult with Aboriginal students, their parents and families, and the local Aboriginal community to develop an environment which displays and respects their cultural and linguistic heritage.	Staff – in partnership with Aboriginal students, their parents and families, and the school community – have worked together to establish a sustainable physical environment which reflects the cultural and linguistic heritage of Aboriginal students.
Staff work with Aboriginal students, their parents and families to establish shared expectations and responsibility for attendance and behaviour.	Staff are aware of the need for having clear expectations for the attendance and behaviour of all students, including Aboriginal students.	Staff provide information to Aboriginal students and their parents and families about expectations for student attendance and behaviour.	Staff work with Aboriginal students, their parents and families to monitor student attendance, behaviour and engagement.	Staff – in partnership with Aboriginal students, their parents and families, and the local Aboriginal community – develop and implement strategies for Aboriginal student attendance, behaviour and engagement in learning.
Staff establish a supportive and safe learning environment for Aboriginal students.	The school has policies and processes related to the health and wellbeing of all students, including Aboriginal students.	Staff understand that factors in the local community may have an impact on Aboriginal student engagement.	Staff monitor events in the local community that may have an impact on Aboriginal student engagement.	Staff and local Aboriginal community members meet routinely to identify factors that have an impact on Aboriginal student engagement and develop agreed plans for addressing concerns.
			Staff take appropriate steps to maintain continuity of learning for students.	
		The school has plans and procedures in place to monitor Aboriginal students at educational risk.	Staff make appropriate education adjustments for Aboriginal students at educational risk.	Staff use effective case management procedures to monitor the needs of Aboriginal students at educational risk.

Initiatives (major work streams)	
1. Resources	
Owner: Carolyn Butler	
R1: AIEOs	Owner: Carolyn Butler
R2: NAIDOC	Owner: Robyn De Fraine
R3: Ceremonies	Owner: Robyn De Fraine

KPI Table

Resources					
Objectives	Metric to measure progress	Baseline Performance	2021 Interim target	2022 Interim Target	2023 Final Target
5.1	Continuum judgement	Proficient	Proficient	Proficient	Proficient
5.2	Continuum judgement	Capable	Capable	Proficient	Proficient
5.3	Continuum judgement	Developing	Developing	Capable	Proficient
5.4	Continuum judgement	Emerging	Developing	Capable	Capable

RESOURCES	CONTINUUM			
Performance Descriptors	Cultural Awareness (Emerging)	Cultural Understanding (Developing)	Cultural Competence (Capable)	Cultural Responsiveness (Proficient)
Staff acknowledge and value the expertise of Aboriginal staff.	The school workforce plan identifies Aboriginal staff and describes their roles.	Staff understand the roles and responsibilities of all staff, including Aboriginal staff.	Staff respect the knowledge and expertise that Aboriginal staff bring to the school.	Staff draw on the expertise of Aboriginal staff and work with them to develop their own skills and knowledge to support all students, including Aboriginal students.
				School leaders use professional learning opportunities to build Aboriginal staff capability and create career pathways, including leadership roles.
School leaders allocate staff to support the learning needs of individual Aboriginal students.	School leaders are aware of the value of a diverse staffing profile at the school.	School leaders understand that student demographics are an important factor when considering the staffing profile.	School leaders demonstrate understanding of the need for experience and expertise of staff working with Aboriginal students.	School leaders match the learning needs of Aboriginal students with staff skills and experience.
				School leaders involve local Aboriginal community members, where possible, in processes for the selection and recruitment of staff.
		School leaders recognise the value that local Aboriginal people bring to the school and employ local Aboriginal people where possible.	School leaders create opportunities for local Aboriginal people to consider roles at the school.	School leaders seek input from Aboriginal community members, in relation to school planning and budgeting to ensure Aboriginal specific funding is allocated to meet the needs of Aboriginal students.
School leaders target the learning needs of individual Aboriginal students when allocating financial resources.	School leaders allocate financial resources in accordance with the student-centred funding model and targeted initiatives funding guidelines.	School leaders use evidence to inform the distribution of funding received through the student-centred funding model and targeted initiatives for Aboriginal students.	School leaders incorporate funding allocated to the school for Aboriginal students into targeted plans for Aboriginal student improvement.	School leaders seek input from Aboriginal community members, in relation to school planning and budgeting to ensure Aboriginal specific funding is allocated to meet the needs of Aboriginal students.
Staff use culturally appropriate education resources to strengthen Aboriginal student engagement and learning.	Staff are aware that there are Aboriginal cultural resources for students.	Teachers understand the value of using resources related to local culture to support Aboriginal student learning.	Teachers include cultural content in classroom activities to augment Aboriginal student learning.	Teachers, in collaboration with the community, source or design appropriate resources linked to local Aboriginal cultures for inclusion in teaching and learning programs.
		Staff understand the importance of following protocols and intellectual property rights when using Aboriginal cultural resources.	Staff know the protocols to be observed when using Aboriginal cultural resources.	Staff partner with the community to establish shared understandings and expectations about the use of Aboriginal cultural learning resources.

LEADERSHIP MANAGEMENT
Carolyn Butler

Inducted all staff
Aspirant staff have been identified across corporate and teaching staff
Two new Work Health and Safety Representatives appointed
Business Support Officer assisting with the development of the timetable
Introduced 'Tech Tips' to support ICT across the school
Implemented Flexipurchase to manage purchase cards
Completed new Risk Assessments on machinery in Technologies
All school staff completed the online Work Health and Safety Module
Regular whole school inspections by the WHS Representatives each term
'Tell Them From Me survey' completed by Teaching staff, students and parents
Organisational Health Index survey completed with all staff showing an increase of 20 to 72 putting the school's health score as significantly stronger than previously.
Seven staff completed the Secondary Education Leaders Program
Six teaching staff attended the 4 day Teaching Intensive course during the summer break

Number of students across the school who completed the TTFM Survey, representing 59% of the school cohort.

The OHI survey showed an significantly stronger health result across all nine areas of Accountability, External Orientation, Capabilities, Direction, Leadership, Work Environmnet, Coordination & Control, Innovation & learning and Motoivation.

CONDITIONS FOR LEARNING
Sharon Taylor

Attendance

Secondary Attendance Rates

	Attendance Rate	
	School	WA Public Schools
2020	81.8%	87.3%
2021	79.9%	84.4%
2022	76.7%	80.4%

Attendance % - Secondary Year Levels

	Attendance Rate					
	Y07	Y08	Y09	Y10	Y11	Y12
2020	87%	83%	79%	78%	80%	83%
2021	83%	81%	78%	80%	77%	81%
2022	78%	73%	71%	77%	84%	85%
WA Public Schools 2022	85%	81%	79%	79%	81%	81%

Senior Secondary

Year 12 Pathways

	Y12 Students	ATAR Only	ATAR & Cert II or Higher	VET Cert II or Higher	Other Verified	Other Unverified
2020	60	0 (0.0%)	5 (8.3%)	36 (60.0%)	19 (31.7%)	0 (0.0%)
2021	81	11 (13.6%)	0 (0.0%)	11 (13.6%)	59 (72.8%)	0 (0.0%)
2022	71	14 (19.7%)	3 (4.2%)	18 (25.4%)	36 (50.7%)	0 (0.0%)

Year 12 Students Completing a VET Certificate (during Years 10 to 12)

	Certificate I Number	Certificate I Percentage	Certificate II Number	Certificate II Percentage	Certificate III or higher Number	Certificate III or higher Percentage
2020	0	0.0%	41	100.0%	0	0.0%
2021	0	0.0%	7	63.6%	4	36.4%
2022	3	12.5%	14	58.3%	7	29.2%

WACE Achievement

	Eligible Year 12 Students	Percentage achieving WACE
2020	45	69%
2021	57	86%
2022	59	86%

Percentage of Students Acquiring an ATAR Achieving One or More Scaled Scores of 75 or More

	Number acquiring an ATAR	Number achieving one or more scaled scores of 75+	Percentage achieving one or more scaled scores of 75+
2020	5	0	0%
2021	11	2	18%
2022	17	0	0%

Note

ATAR: Australian Tertiary Admissions Rank
VET: Vocational Education and Training
Information is only available for schools with 20 or more full time eligible students in Year 12 in the year.

Year 12 Pathways
Year 12 students are those full time students enrolled at the school
Other - Verified: Either didn't achieve an ATAR or VET Certificate pathway but completed Year 12 or left school early for legitimate reasons - notice of arrangement, post compulsory age of 18, private schooling, moved interstate or overseas etc
Other - Unverified: Unverified reason for leaving school earl

Year 12 Students Completing a VET Certificate (during Years 10 to 12)
Students may not have completed Year 12

WACE Achievement
Eligible Year 12 students are those full time students eligible to graduate at the end of the year

Suspensions

Year	Suspensions	Students	Total Number of Days
2020	314	133	1318.5
2021	393	173	1733
2022	357	155	1783

Suspensions by Year Group and Gender

2022				
Year Group	Gender	Suspensions	Students	Days Suspended
Y07	F	21	13	102.5
Y07	M	83	24	403.5
Y08	F	29	12	101.5
Y08	M	62	25	323.5
Y09	F	35	17	170
Y09	M	65	28	336
Y10	F	5	4	23
Y10	M	37	17	209
Y11	F	1	1	3
Y11	M	8	6	40
Y12	F	5	5	29
Y12	M	6	3	42

Year 12 Destinations

Post-School Destinations - 2021 Year 12 cohort

Destination 2022

- University (18.8%)
- Uni Offer - No Placement (6.3%)
- TAFE (31.3%)
- Employment - Part-time (12.5%)
- Employment Assistance (12.5%)
- Deferred Study/Training (18.8%)
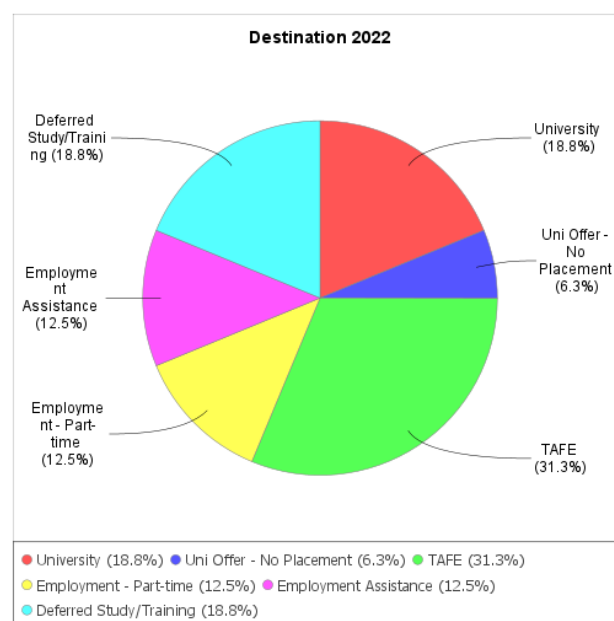
These students (16) represent 25% of the second semester cohort.

CURRICULUM CLARITY
High-Quality Teaching
Julie Clarke

Number of students with a Test Score

NAPLAN	NAPLAN - Numeracy					
	2019		2021		2022	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Number of Students	125	115	114	108	123	131

Average Test Score

NAPLAN	NAPLAN - Numeracy					
	2019		2021		2022	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Average Score	522	572	512	568	503	566

Percentages of students Above, At, and Below National Minimum Standard Levels

NAPLAN National Minimum Standard (NMS)	NAPLAN - Numeracy					
	2019		2021		2022	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Above NMS	74%	77%	73%	75%	64%	79%
At NMS	23%	22%	15%	23%	20%	19%
Below NMS	3%	1%	12%	2%	15%	2%

Percentages may not add up to 100% due to rounding.

Number of students with a Test Score

NAPLAN	NAPLAN - Reading					
	2019		2021		2022	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Number of Students	132	121	120	116	123	131

Average Test Score

NAPLAN	NAPLAN - Reading					
	2019		2021		2022	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Average Score	513	567	515	555	503	558

Percentages of students Above, At, and Below National Minimum Standard Levels

NAPLAN National Minimum Standard (NMS)	NAPLAN - Reading					
	2019		2021		2022	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Above NMS	70%	78%	71%	62%	70%	71%
At NMS	21%	17%	20%	28%	20%	17%
Below NMS	9%	4%	9%	9%	11%	12%

Percentages may not add up to 100% due to rounding.

Number of students with a Test Score

NAPLAN	NAPLAN - Writing					
	2019		2021		2022	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Number of Students	134	126	122	125	131	136

Average Test Score

NAPLAN	NAPLAN - Writing					
	2019		2021		2022	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Average Score	480	527	500	528	495	510

Percentages of students Above, At, and Below National Minimum Standard Levels

NAPLAN National Minimum Standard (NMS)	NAPLAN - Writing					
	2019		2021		2022	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Above NMS	56%	46%	72%	53%	63%	49%
At NMS	27%	33%	13%	27%	24%	25%
Below NMS	17%	21%	15%	20%	12%	26%

Percentages may not add up to 100% due to rounding.

Number of students with a Test Score

NAPLAN	NAPLAN - Spelling					
	2019		2021		2022	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Number of Students	129	122	111	123	129	127

Average Test Score

NAPLAN	NAPLAN - Spelling					
	2019		2021		2022	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Average Score	518	568	523	552	523	565

Percentages of students Above, At, and Below National Minimum Standard Levels

NAPLAN National Minimum Standard (NMS)	NAPLAN - Spelling					
	2019		2021		2022	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Above NMS	74%	76%	77%	63%	75%	75%
At NMS	18%	15%	14%	24%	17%	18%
Below NMS	8%	9%	9%	13%	8%	7%

Percentages may not add up to 100% due to rounding.

Number of students with a Test Score

NAPLAN	NAPLAN - Grammar & Punctuation					
	2019		2021		2022	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Number of Students	129	122	111	123	129	127

Average Test Score

NAPLAN	NAPLAN - Grammar & Punctuation					
	2019		2021		2022	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Average Score	511	552	497	536	496	547

Percentages of students Above, At, and Below National Minimum Standard Levels

NAPLAN National Minimum Standard (NMS)	NAPLAN - Grammar & Punctuation					
	2019		2021		2022	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Above NMS	66%	63%	66%	56%	57%	62%
At NMS	26%	25%	19%	28%	24%	20%
Below NMS	9%	11%	15%	15%	19%	17%

Percentages may not add up to 100% due to rounding.

OLNA – Current Student Standing

	Year 10 Students – Qualified In		
	Year 9	Year 10	Not Qualified
2022	15	39	82
	11.0%	28.7%	60.3%
Like Schools	17.8%	35.5%	46.7%

	Year 11 Students – Qualified In			
	Year 9	Year 10	Year 11	Not Qualified
2022	26	28	14	39
	24.3%	26.2%	13.1%	36.4%
Like Schools	33.5%	19.6%	11.7%	35.1%

	Year 12 Students – Qualified In				
	Year 9	Year 10	Year 11	Year 12	Not Qualified
2022	19	25	9	4	15
	26.4%	34.7%	12.5%	5.6%	20.8%
Like Schools	20.0%	37.7%	16.6%	7.5%	18.1%

Note:
OLNA qualifications are as at the 2nd round of testing in 2022


YANCHEP SECONDARY COLLEGE ANNUAL REPORT

Yanchep Secondary School
Financial Summary as at
31-December-2022

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	$ 25,444.00	$ 25,444.43
2	Charges and Fees	$ 79,864.00	$ 79,566.59
3	Fees from Facilities Hire	$ 2,715.00	$ 2,715.45
4	Fundraising/Donations/Sponsorships	$ 7,212.00	$ 7,212.08
5	Commonwealth Govt Revenues	$ -	$ -
6	Other State Govt/Local Govt Revenues	$ 24,640.00	$ 24,639.50
7	Revenue from Co, Regional Office and Other Schools	$ -	$ -
8	Other Revenues	$ 23,390.00	$ 23,390.17
9	Transfer from Reserve or DGR	$ -	$ -
10	Residential Accommodation	$ -	$ -
11	Farm Revenue (Ag and Farm Schools only)	$ -	$ -
12	Camp School Fees (Camp Schools only)	$ -	$ -
	Total Locally Raised Funds	$ 163,265.00	$ 162,968.22
	Opening Balance	$ 424,075.14	$ 424,075.14
	Student Centred Funding	$ 874,108.00	$ 873,922.96
	Total Cash Funds Available	$ 1,461,448.14	$ 1,460,966.32
	Total Salary Allocation	$ -	$ -
	Total Funds Available	$ 1,461,448.14	$ 1,460,966.32

Actual Year to Date by funding sources
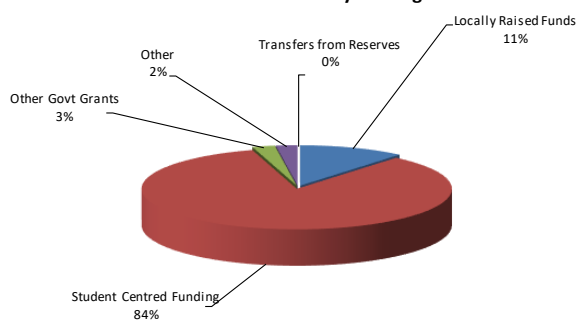

Locally Raised Revenue - Budget vs Actual
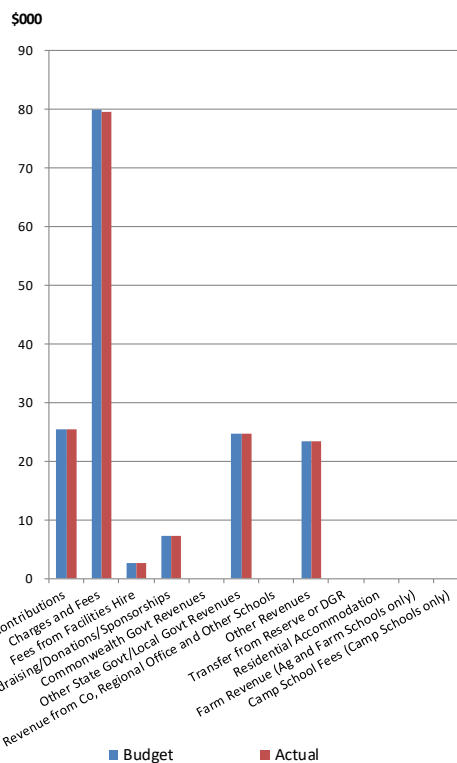
	Expenditure - Cash and Salary	Budget	Actual
1	Administration	$ 57,087.39	$ 54,946.46
2	Lease Payments	$ -	$ -
3	Utilities, Facilities and Maintenance	$ 270,467.25	$ 243,698.20
4	Buildings, Property and Equipment	$ 190,343.00	$ 194,295.13
5	Curriculum and Student Services	$ 570,103.12	$ 501,141.82
6	Professional Development	$ 53,466.55	$ 71,062.12
7	Transfer to Reserve	$ 102,500.00	$ 102,500.00
8	Other Expenditure	$ 61,965.51	$ 49,653.28
9	Payment to CO, Regional Office and Other Schools	$ 990.00	$ 990.00
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	$ 1,306,922.82	$ 1,218,287.01
	Total Forecast Salary Expenditure	$ -	$ -
	Total Expenditure	$ 1,306,922.82	$ 1,218,287.01
	Cash Budget Variance	$ 154,525.32	
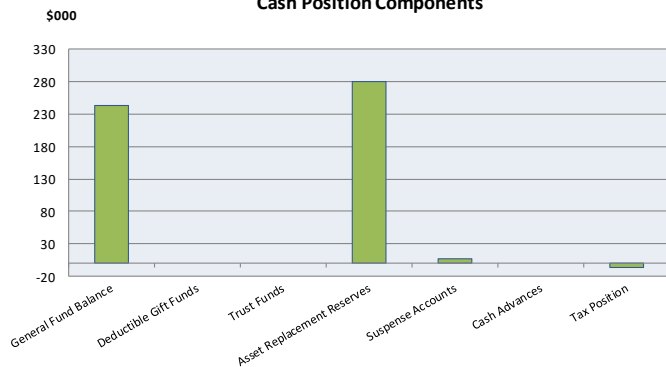
Goods and Services Expenditure - Budget vs Actual

Cash Position Components
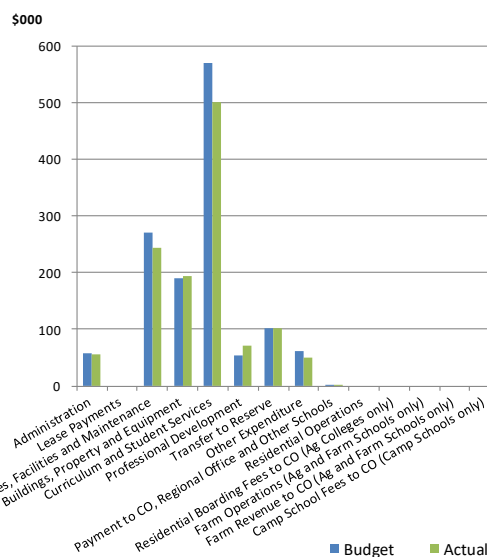
	Cash Position Components	
	Bank Balance	$ 524,483.59
	Made up of:	
1	General Fund Balance	$ 242,679.31
2	Deductible Gift Funds	$ -
3	Trust Funds	$ -
4	Asset Replacement Reserves	$ 280,429.36
5	Suspense Accounts	$ 7,425.92
6	Cash Advances	$ -
7	Tax Position	$ (6,051.00)
	Total Bank Balance	$ 524,483.59

YANCHEP SECONDARY COLLEGE ANNUAL REPORT

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