



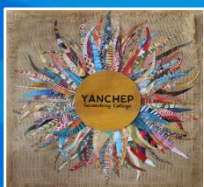
YANCHEP SECONDARY COLLEGE

Inspire. Achieve. Succeed

Preparing young people to be active and productive adults



Annual Report 2023



Inclusivity, Integrity, Personal Best, Creativity

Acknowledgement of Country

Yanchep Secondary College respectfully acknowledges the Whadjuk and Yued Noongar People, and the Traditional Owners of the land on which we work and learn and pay our respect to the First Nations Peoples and their elders, past present and future.



This artwork was proudly produced by Helen Latham (AIEO) in collaboration with our Indigenous students during our NAIDOC Week celebrations in 2023.

Each separate panel has been designed to reflect the college ethos of 'Inspire, Achieve, Believe', and link together to create our story.



INSPIRE



ACHIEVE



BELIEVE



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**Yarning Circle
Yanchep Secondary College**





MISSION

Preparing 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*



Inclusivity, Integrity, Personal Best, Creativity

PRINCIPAL'S REPORT

Anthony Johnson



Story Of Impact

We are living one of the great stories in secondary education in Yanchep. All staff have faith in our planning which is now focused and observable. We hope from the green shoots of improvement we are seeing in our student attendance and wellbeing that our story continues to grow. The academic results are developing as we continue to implement strong instruction and a guaranteed, viable curriculum. We are excited about our future achievements.

We have seen a large turnover in teaching staff in recent years and on reflection, a deeper understanding of the robust nature of the environment we work in was noted. The direction the College was taking did not agree with some staff, and team this with the complex working environment teaching staff chose to leave. As each year passes our focus of safety, belonging and a calm learning environment is now teamed with a targeted instruction for students that will support progress and achievement. We strive to provide the best outcomes for our students, whilst taking into consideration our own wellbeing and those in our teams.

Our school is noticeably calmer, and our student's attendance has increased. We can focus on more productive classroom environments and better relationships with our students. The most vulnerable students now have specific programs and highly skilled staff to look after them and nurture their academic ability. Creating and adopting an instructional model has reduced the variation between classes and supports teachers and students alike. We are one staff with regular all staff meetings and processes to support our collective efficacy. We commit to mentoring each other through observation, feedback and sharing knowledge. We want to learn from each other.

Our focus on leadership remains. The accountability chain gives a simple rubric to chase improvements in how we work and the joy we derive from working with students. Our learning areas are moving forward with a large body of preparation to identify a viable and guaranteed curriculum across all classes and tiers. This will take time and will need clear oversight to avoid burnout. With the shortage of teaching staff, we are being creative and proactive in employing a variety of support staff to carry out work that ultimately supports the teacher in the classroom. Our allied professionals are an integral part to the college improving and meeting our aspirations and initiatives.

As Principal my focus is to continue to build trust with staff, students, and the community. I need to remain accessible and visible in the community, classrooms, and around the school grounds. Student performance creates our data and research guides our best practice. My role is to ensure that we keep abreast of current thinking and access mentors that I can draw on to drive better practices. I am passionate about providing a safe school environment and protecting our most vulnerable students. I will keep extending this to include our academic performance and initiating conversations with our teams to support improvement.

The staff at Yanchep Secondary College undoubtedly work hard. I can't emphasise this belief enough. Senior High Schools are a complex space and some of our students are very challenging. However, they do respond well to routine. Previously we battled to get students to wear a uniform. Now most will conform. I believe strongly in old school teaching and the Yanchep Approach is the distillation of teacher wisdom from our earliest days and before. We need to agree once and for all to follow this framework with an unerring consistency. We need to make our students believe that it is the same set of rules for every student in every classroom. This will take a massive effort on everyone's part along with the courage to commit. Consistency is key. It is time to work as a team, both in and out of the classroom. We need to support each other's practice and appreciate the journey we are all on regardless of the stage we are at to create a productive working and learning environment. Henry Ford was quoted for saying "If everyone is moving forward, then success will take care of itself".



Capturing our Schools Progress Story

Our mission during 2023 has been to capitalise on the improvements we have seen in our key aspirations, based on matching or exceeding the benchmarks created by our "like Schools". These schools include Butler College, Warwick SHS, Hampton SHS and Baldivis Secondary College.

Our case for change was based on the following evidence:

- Regular Attendance and overall Attendance - below like schools
- ATAR Results – below like schools
- WACE - well below like schools at 69%
- OLNAs – underperforming in regard 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 (Stage 1 Transformational Framework)

Our key aspirations and goals were:

- To be at Like schools in our key indicators of attendance, WACE attainment, and Year 9 reading
- Improve OHI
- To have an agreed and lived moral purpose
- To reduce variability in teaching (teaching practice to be based on evidence)

We have implemented the following strategies:

- 1. We developed and presented the case for change.**
 - Targeted professional reading.
 - Made staff aware of school data in comparison to like schools.
- 2. We addressed the areas staff highlighted in the OHI as needing improvement.**
 - Alignment and focus on our Moral Purpose
 - Concentrated on priority practices.
 - Concentrated on the accountability chain.
 - Restructured Leadership structure (flow chart) with an emphasis on Role Clarity
 - Choose 3 high impact levers.
 1. Leadership management
 2. Conditions for learning and student voice
 3. Curriculum clarity and high-quality teaching
- 3. We concentrated on getting a calm learning environment.**
 - School and classroom ready strategies
 - Increasing expectations of students
 - Reduce variability (teaching and classroom management)

We have seen progress towards our goals:

Attendance – overall improvement in regular attendance to 38% (like schools 40%)
WACE achievement has shown excellent gains from 86% to 95% (like schools 86%)

With the development of our next three-year plan for 2024 to 2026 we are focusing on the following:

- 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.
- Refine strategies to further improve regular attendance.
- Improve leaders and staff expectation and collective self-efficacy in student academic achievement, behaviour, and attendance.

We have learnt a lot in the last year:

- Base everything on research and data.
- Measure progress using quantifiable data after establishing a baseline.
- Link 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.



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 2023*.

The Board is the governing body of the college and was established in 2018 and continues to guide the college's strategic direction and operational matters following the Department of Education policy and guidelines.

Post COVID 19 has allowed the college to return to some form of normality and allowed the college to continue to focus on the student learning experience, health and wellbeing of the YSC students guided by the experienced teachers, and staff.

During September 2023 the college completed the Public School Review of YSC and received a three year determination which is a fantastic result. The review outcomes highlighted strong leadership, relationships, and teaching practices to improve student achievement.

The preparation for the review entailed feedback from staff, students, parents, partner primary schools and the Board. The enormous amount of work in preparing for the review paid dividends under the leadership of Anthony Johnson. The next review is due in 2026.

Some of the college highlights for 2023 demonstrate continuous improvement for Yanchep Secondary College (YSC).

- WACE attainment (graduation) rate is 95% and remains stable. NAPLAN results are comparable to like schools.
- Attendance figures for YSC indigenous student continues to improve at a rate of 68.2%.
- The continuation of the Aboriginal Yarning Circle in Kalbarri Park is acknowledged by the Indigenous community and provides an excellent community meeting place.
- The Direct Instruction initiative is now embedded in the college where teachers support Year 7 students' development in reading to improve their literacy skills.
- In 2023 YSC continued with professional development sessions with surrounding primary schools' principals to assist with students transition into high school.
- YSC marketing and promotion to parents as a college of choice continues to improve via digital media, career expos, NADOC week, wellness, and new sporting programs such as rugby and surfing.

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.

YSC School Board – Members

Rob Berryman – Chair
Anthony Johnson – YSC Principal
Sharon Taylor – YSC Deputy Principal Senior School
Brett Lewis – Staff
Sally Mathews – Staff
Kristin Wareing – Community
Mayor Linda Aitken – Community
Vanessa Wraight - Community
Jemma Temby – Parent
Elizabeth Mills - Parent



Inclusivity, Integrity, Personal Best, Creativity

Senior School Results

Congratulations to our highest achieving Year 12 students who were the recipients of the ATAR Dux, General Dux, and VET Dux. These awards were presented at our Year 12 Graduation Ceremony on Thursday 26th October.



ATAR DUX

Warrick Armstrong
Presented by:
Ms Melesha Sands
Deputy Director General, Schools



General DUX

Madison Moltzan
Presented by:
Dr James Kent
Principal
Ocean Reef Senior High School



VET DUX

Elarni Bonser
Presented by:
Mr Anthony Johnson
Principal
Yanchep Secondary College

Senior Secondary

Year 12 Pathways

	Y12 Students	ATAR Only	ATAR & Cert II or Higher	VET Cert II or Higher	Other Verified	Other Unverified
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%)
2023	89	10 (11.2%)	8 (9.0%)	55 (61.8%)	16 (18.0%)	0 (0.0%)

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

	Certificate I		Certificate II		Certificate III or higher	
	Number	Percentage	Number	Percentage	Number	Percentage
2021	0	0.0%	7	63.6%	4	36.4%
2022	3	12.5%	14	58.3%	7	29.2%
2023	1	1.6%	59	92.2%	4	6.3%

WACE Achievement

	Eligible Year 12 Students	Percentage achieving WACE
2021	57	86%
2022	59	86%
2023	80	95%

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+
2021	11	2	18%
2022	17	0	0%
2023	18	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.

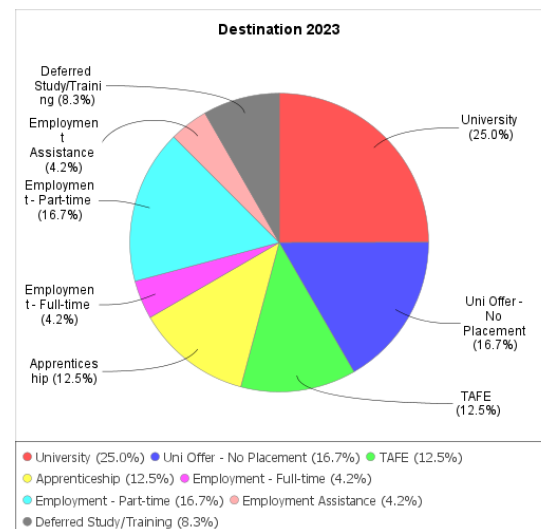
Year 12 Pathways
Year 12 students are those full time students enrolled at the school
Other - Verified: Either didn't achieve an ATAR or VET Certificate pathway but completed Year 12 or left school early for legitimate reasons - notice of arrangement, post compulsory age of 18, private schooling, moved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

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

Year 12 Destinations

Post-School Destinations - 2022 Year 12 cohort



These students (24) represent 29% of the second semester cohort.



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: <i>Build a culturally responsive school with a strong ethos based on respecting and valuing diversity</i>					
Aspirations: <i>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</i>					
KPIs for Overall Aspiration	Metric used to measure progress	Baseline 2020	2021 Interim Target	2022 Interim Target	2023 Final Target
	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: <i>Relationships</i>	Emerging	Developing	Capable	Proficient
	Standard 2: <i>Leadership</i>	Developing	Developing	Capable	Proficient
	Standard 3: <i>Teaching</i>	Emerging	Developing	Capable	Capable
Standard 4: <i>Learning Environment</i>	Developing	Developing	Capable	Proficient	
Standard 5: <i>Resources</i>	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)
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 Aboriginal 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 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 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 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 engage staff in school-wide approaches to teaching 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 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 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 Performance Descriptors	CONTINUUM			
	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 context.	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 Performance Descriptors	CONTINUUM			
	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.
		The school has plans and procedures in place to monitor Aboriginal students at educational risk.	Staff take appropriate steps to maintain continuity of learning for students.	
			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)
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 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 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 involve local Aboriginal community members, where possible, in processes for the selection and recruitment of staff.
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



Updated school staff induction to ensure all information is relevant

Regular Work Health and Safety Committee Meetings each term

Aligning meeting agendas across the school

Implemented Cultural Activities Committee

Regular whole school inspections by the WHS Representatives each term

“Tell Them From Me survey” completed by Teaching staff, students and parents

Five Middle Leaders Program

Four teaching staff attended the 4 day Teaching Intensive course during the summer break



CONDITIONS FOR LEARNING

Sharon Taylor



Attendance Overall

Secondary Attendance Rates

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2021	80.9%	85.0%	86.5%	66.8%	72.7%	62.6%	79.9%	84.3%	84.4%
2022	77.5%	80.6%	83.0%	67.2%	64.9%	55.2%	76.7%	79.5%	80.4%
2023	79.6%	81.7%	84.9%	68.2%	65.2%	59.2%	78.8%	80.5%	82.5%

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2021	36.4%	28.9%	19.9%	14.9%
2022	24.4%	31.5%	26.7%	17.4%
2023	38.0%	25.2%	19.6%	17.3%
Like Schools 2023	40.6%	26.7%	18.9%	13.8%
WA Public Schools 2023	47.0%	26.0%	16.0%	11.0%

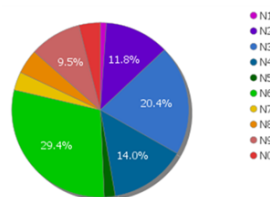
	Attendance Category Aboriginal			
	Regular	At Risk		
		Indicated	Moderate	Severe
2021	15.5%	17.2%	34.5%	32.8%
2022	12.7%	15.9%	36.5%	34.9%
2023	12.9%	27.4%	25.8%	33.9%
Like Schools 2023	19.4%	21.2%	25.0%	34.4%
WA Public Schools 2023	17.0%	18.0%	22.0%	43.0%

Overview 2022

Students Suspended	Unique Enrolments	% Students Susp	Total Number of Suspensions	Total Days Suspended	Average Days Suspended
155	833	18.6	357	1783.0	5.0

Number and percentage of suspensions by suspension category

Code	Suspension Category	Number	%
N1	Physical aggression toward staff	4	1.1%
N2	Abuse, threats, harassment or intimidation of staff	42	11.8%
N3	Physical aggression toward students	73	20.4%
N4	Abuse, threats, harassment or intimidation of students	50	14.0%
N5	Damage to or theft of property	7	2.0%
N6	Violation of Code of Conduct or school/classroom rules	105	29.4%
N7	Possession, use or supply of substances with restricted sale	12	3.4%
N8	Possession, use or supply of illegal substance(s) or objects	16	4.5%
N9	Negative behaviour - other	34	9.5%
N0	E-breaches	14	3.9%

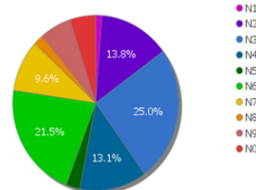


Overview 2023

Students Suspended	Unique Enrolments	% Students Susp	Total Number of Suspensions	Total Days Suspended	Average Days Suspended
140	851	16.5	260	1300.0	5.0

Number and percentage of suspensions by suspension category

Code	Suspension Category	Number	%
N1	Physical aggression toward staff	3	1.2%
N2	Abuse, threats, harassment or intimidation of staff	36	13.8%
N3	Physical aggression toward students	65	25.0%
N4	Abuse, threats, harassment or intimidation of students	34	13.1%
N5	Damage to or theft of property	7	2.7%
N6	Violation of Code of Conduct or school/classroom rules	56	21.5%
N7	Possession, use or supply of substances with restricted sale	25	9.6%
N8	Possession, use or supply of illegal substance(s) or objects	5	1.9%
N9	Negative behaviour - other	16	6.2%
N0	E-breaches	13	5.0%



Student Voice

Students have the opportunity to acknowledge staff for outstanding work across the college. These staff members are presented with a certificate from the School Captains and then their photo is displayed proudly in the front office.

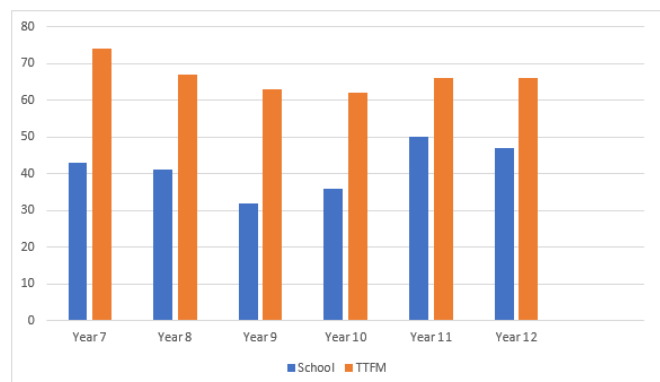
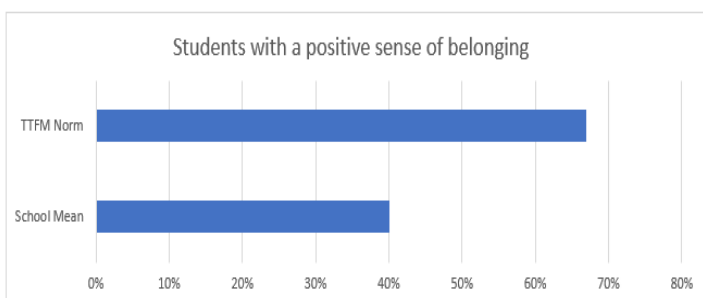
Staff have been acknowledged for a variety of significant contributions to positive college experiences including recognition and appreciation on the organisation of the School Based Apprenticeship Training Expo, for stepping into multiple roles across the college in support of students, for teaching across multiple learning areas, and for bringing their own experiences into their class teaching to enhance the student learning experiences.



Our Tell Them From Me Survey data in 2023 identified key aspects of college experiences which students want addressed to improve their school day.

Students with a positive sense of belonging

Students feel accepted and valued by their peers and by others at the school.



CURRICULUM CLARITY

High-Quality Teaching

Julie Clarke



NAPLAN	NAPLAN - Numeracy					
	2021		2022		2023	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Number of Students	114	108	123	131	130	133

NAPLAN	NAPLAN - Numeracy					
	2021		2022		2023	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Average Score	512	568	503	566	507	539

NAPLAN	NAPLAN - Reading					
	2021		2022		2023	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Number of Students	120	116	123	131	135	135

NAPLAN	NAPLAN - Reading					
	2021		2022		2023	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Average Score	515	555	503	558	500	539

NAPLAN	NAPLAN - Writing					
	2021		2022		2023	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Number of Students	122	125	131	136	132	134

NAPLAN	NAPLAN - Writing					
	2021		2022		2023	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Average Score	500	528	495	510	486	531

NAPLAN	NAPLAN - Spelling					
	2021		2022		2023	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Number of Students	111	123	129	127	126	125

NAPLAN	NAPLAN - Spelling					
	2021		2022		2023	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Average Score	523	552	523	565	523	550

Proficiency Levels (schools)	NUMERACY	
	2023	
	Year 7	Year 9
Exceeding	5%	4%
Strong	50%	49%
Developing	31%	35%
Needs Additional Support	15%	13%

Proficiency Levels (schools)	READING	
	2023	
	Year 7	Year 9
Exceeding	8%	5%
Strong	45%	45%
Developing	26%	35%
Needs Additional Support	21%	15%

Proficiency Levels (schools)	WRITING	
	2023	
	Year 7	Year 9
Exceeding	2%	4%
Strong	42%	35%
Developing	37%	47%
Needs Additional Support	20%	13%

Proficiency Levels (schools)	SPELLING	
	2023	
	Year 7	Year 9
Exceeding	16%	6%
Strong	52%	58%
Developing	23%	29%
Needs Additional Support	10%	7%

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NAPLAN continued

NAPLAN	NAPLAN – Grammar & Punctuation					
	2021		2022		2023	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Number of Students	111	123	129	127	126	125

NAPLAN	NAPLAN – Grammar & Punctuation					
	2021		2022		2023	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Average Score	497	5636	496	547	504	520

Proficiency Levels (schools)	GRAMMAR & PUNCTUATION	
	2023	
	Year 7	Year 9
Exceeding	5%	4%
Strong	40%	34%
Developing	38%	43%
Needs Additional Support	17%	19%

	Year 10 Students - Qualified In		
	Year 9	Year 10	Not Qualified
	2023	10 6.6%	57 37.7%
Like Schools	16.4%	35.1%	48.5%



	Year 10 Aboriginal Students - Qualified In		
	Year 9	Year 10	Not Qualified
	2023	0 0.0%	1 14.3%
Like Schools	4.4%	17.1%	78.5%

	Year 11 Students - Qualified In			
	Year 9	Year 10	Year 11	Not Qualified
	2023	7 6.7%	29 27.6%	23 21.9%
Like Schools	18.2%	30.8%	18.3%	32.6%

	Year 11 Aboriginal Students - Qualified In			
	Year 9	Year 10	Year 11	Not Qualified
	2023	0 0.0%	1 11.1%	1 11.1%
Like Schools	4.5%	18.8%	11.6%	65.2%

	Year 12 Students - Qualified In				
	Year 9	Year 10	Year 11	Year 12	Not Qualified
	2023	25 27.5%	25 27.5%	13 14.3%	17 18.7%
Like Schools	39.4%	22.9%	13.4%	8.7%	15.6%

	Year 12 Aboriginal Students - Qualified In				
	Year 9	Year 10	Year 11	Year 12	Not Qualified
	2023	1 20.0%	0 0.0%	0 0.0%	0 0.0%
Like Schools	17.4%	22.1%	9.4%	13.4%	37.6%



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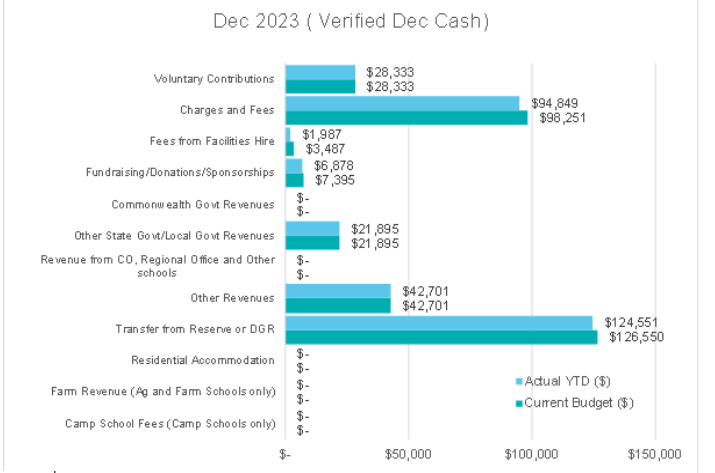
Yanchep Secondary College – Financial Summary as at 31-December-2023

INCOME - Dec 2023 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	242,679	242,679
Carry Forward (Salary)	787,753	787,753
STUDENT-CENTRED FUNDING		
Per Student	7,899,561	7,899,561
School and Student Characteristics	1,769,392	1,769,392
Disability Adjustments	61,968	61,968
Targeted Initiatives	814,791	814,791
Operational Response Allocation	1,522	1,522
Total Funds:	10,547,234	10,547,234
TRANSFERS AND ADJUSTMENTS		
Regional Allocation	4,000	4,000
Transition Adjustment	0	0
School Transfers – Salary	(791,842)	(791,842)
School Transfers - Cash	849,000	849,000
Department Adjustments	(46,113)	(46,113)
Total Funds:	15,045	15,045
LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	28,333	28,333
Charges and Fees	98,251	94,849
Fees from Facilities Hire	3,487	1,987
Fundraising/Donations/Sponsorships	7,395	6,878
Commonwealth Govt Revenues	0	0
Other State Govt/Local Govt Revenues	21,895	21,895
Revenue from CO, Regional Office and Other scho	0	0
Other Revenues	42,701	42,701
Transfer from Reserve or DGR	126,550	124,551
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	328,612	321,194
TOTAL	11,921,323	11,913,905

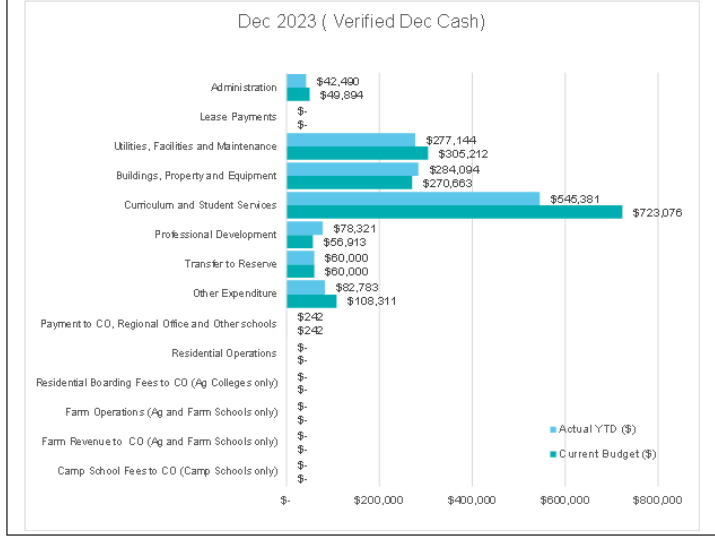
ONE LINE BUDGET - Dec 2023 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	242,679	242,679
Carry Forward (Salary):	787,753	787,753
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	10,562,278	10,562,278
Locally Raised Funds:	328,612	321,193
Total Funds:	11,921,322	11,913,903
EXPENDITURE		
Salaries:	9,627,148	9,627,148
Goods and Services (Cash):	1,574,311	1,370,453
Total Expenditure:	11,201,459	10,997,601
VARIANCE:	719,863	916,302

EXPENDITURE - Dec 2023 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
SALARIES		
Appointed Staff	8,820,190	8,820,190
New Appointments	0	0
Casual Payments	702,343	702,343
Other Salary Expenditure	104,614	104,614
Total Funds:	9,627,147	9,627,147
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	49,894	42,490
Lease Payments	0	0
Utilities, Facilities and Maintenance	305,212	277,144
Buildings, Property and Equipment	270,663	284,094
Curriculum and Student Services	723,076	545,381
Professional Development	56,913	78,321
Transfer to Reserve	60,000	60,000
Other Expenditure	108,311	82,783
Payment to CO, Regional Office and Other schools	242	242
Residential Operations	0	0
Residential Boarding Fees to CO (Ag Colleges only)	0	0
Farm Operations (Ag and Farm Schools only)	0	0
Farm Revenue to CO (Ag and Farm Schools only)	0	0
Camp School Fees to CO (Camp Schools only)	0	0
Total Funds:	1,574,311	1,370,455
TOTAL	11,201,458	10,997,602

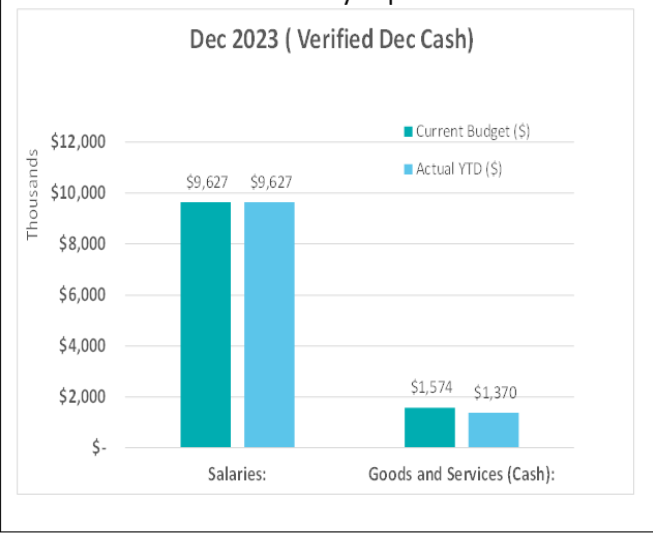
Locally Generated Revenue – Budget vs Actual



Goods and Services Expenditure – Budget vs Actual



Goods and Services vs Salary expenditure





Inclusivity, Integrity, Personal Best, Creativity