



# SOUTHERN CROSS DISTRICT HIGH SCHOOL

## Annual Report 2018



*Our vision is to provide a supportive and engaging environment enabling students to become successful individuals in a changing society*



## TABLE OF CONTENTS

### Principal's Report

#### Overview

- Our Vision
- Context

#### Focus Areas

#### Business Plan summary

- Targets overview - progress against our identified priorities
- Business plan review - strengths, weaknesses and priorities for 2018 tracked against our strategies for each focus area:
  1. Quality staff, successful learners
  2. Positive school culture and environment
  3. Connected community

#### Financial Summary



## PRINCIPAL REPORT

2018 was another year of change for Southern Cross District High School as the school community farewelled two long term staff members at the conclusion of Term 2, Mrs Sally Panizza, Principal, and Mrs Angela Panizza, our secondary Maths teacher. Both departing staff members had a profound impact on our school over the years, and their long term experience and dedication to students was well known and much appreciated.

When I arrived in Term 3, I was impressed with the support of our community and the dedication and enthusiasm demonstrated by our staff, parents, School Board, P&C and most importantly, our students. I would like to take this opportunity to thank everyone for the warm welcome I received, I appreciated the way in which I was so readily accepted into the school community.

The 2018 Annual Report provides a summary of our school's performance over the past year. It enables comparisons to be made between the performance of our students and those in statistically similar, 'like' schools and against the state and national averages. It provides details of student performance in academic and non-academic areas, outlines the progress made in implementing key strategies and the extent to which we achieved the performance targets outlined in the 2017-2019 Business Plan.

As always, our success is underpinned by our school motto: **Strive** -

Success for all students through partnerships with home, school, our local community and the Eastern Wheatbelt Education Network.

Teachers and leaders are accountable for a continued focus on best teaching practices, using evidence based assessment processes to set achievable targets for improvement.

Respect for our STARS Positive Behaviour expectations is shown by all members of the school community.

Individual students will be provided with opportunities to achieve their full potential through a culture of "high performance, high care."

Values are embedded in all aspects of school to build public confidence in SCDHS as a school of choice for our region.

Encouragement of our "best" standard, with each member of the school community taking positive experiences away from SCDHS.

As we look back on the year, it really is an opportunity to reflect on our many successes, and celebrate the fantastic school Southern Cross DHS is.

I look forward to working with you all again next year.

Karen Tabner



## OUR VISION

To provide a supportive and engaging environment enabling students to become successful individuals in a changing society.

## CONTEXT

Southern Cross District High School is an Independent Public School catering for the needs of approximately **85** Kindergarten to Year 10 students in the Eastern Wheatbelt Education Region. The school is small enough to allow for a personalised approach to teaching and learning while maintaining a breadth of curriculum and resourcing. Community support is valued and we aim for a partnership in education between students, teachers, parents and the broader community.

Teaching skills and expertise are shared across our primary and secondary contexts to enrich the learning of our students. Early Childhood, Middle and Upper Primary Teachers together with support staff, provide innovative and engaging classes. Our specialist teachers in secondary school deliver a diverse curriculum, enabling students to successfully proceed to Senior Schooling.

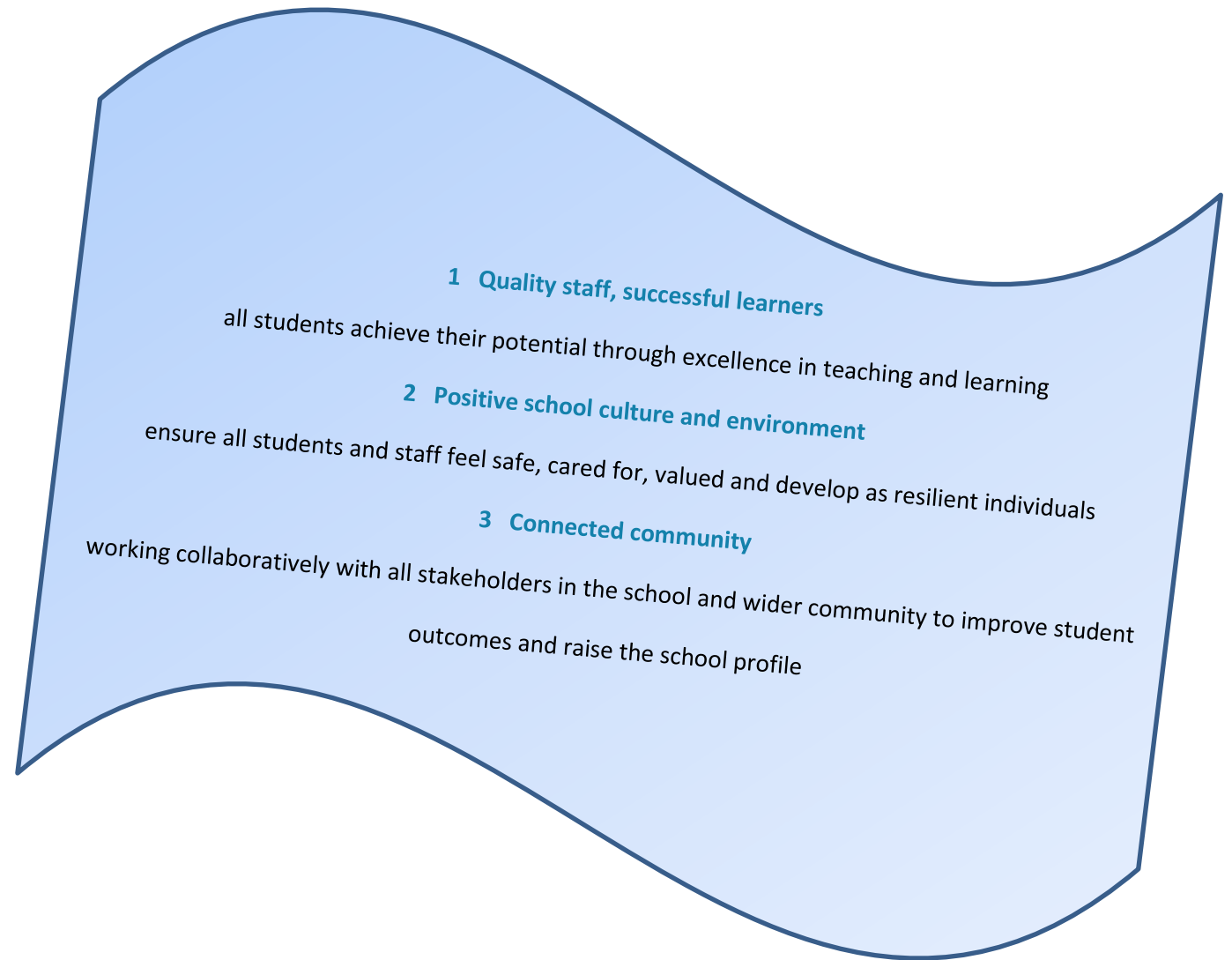
Learning technologies play a big part in our teaching and learning programs with all students having access to high quality wireless technology throughout the school, Interactive White Boards and banks of laptops and i-Pads to facilitate learning in each subject area.

Southern Cross DHS is a Positive Behaviour Support (PBS) school, with our five behaviour expectations known by the STARS acronym -

Safety, Take Responsibility, Achieve, Respect, Support.



## FOCUS AREAS



Throughout our annual report a traffic light system is used to show our school self-assessment:

	Target or strategy achieved
	Target or strategy in working progress
	Target or strategy in planning stages

## ACHIEVEMENT TARGETS – NAPLAN RESULTS SUMMARY

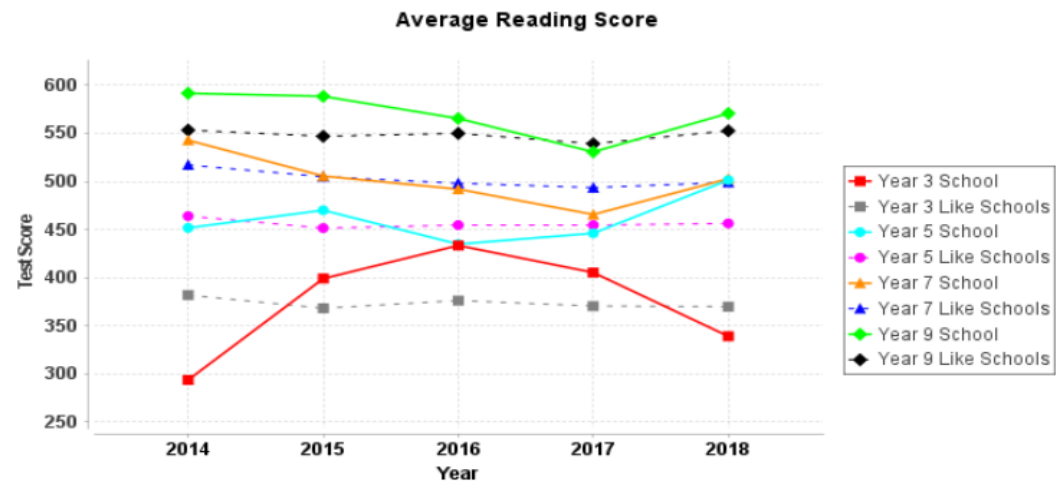
In our context we have small numbers completing the NAPLAN testing, so reporting can be difficult as it can identify students. A longitudinal summary of the tested areas is therefore presented below for our public report. Ongoing assessment methods are also in use by classroom teachers in order to inform their teaching practice.

All NAPLAN data has demonstrated a positive trend across the board with the exception of year 3 Reading and Writing. Our year 3 students are a small cohort and as such, their results can be significantly influenced by one or two students, not necessarily providing an accurate assessment.

In order to reach, and maintain in most cases, our Achievement Targets, we will continue to use evidence based intervention strategies such as Multi-Lit.

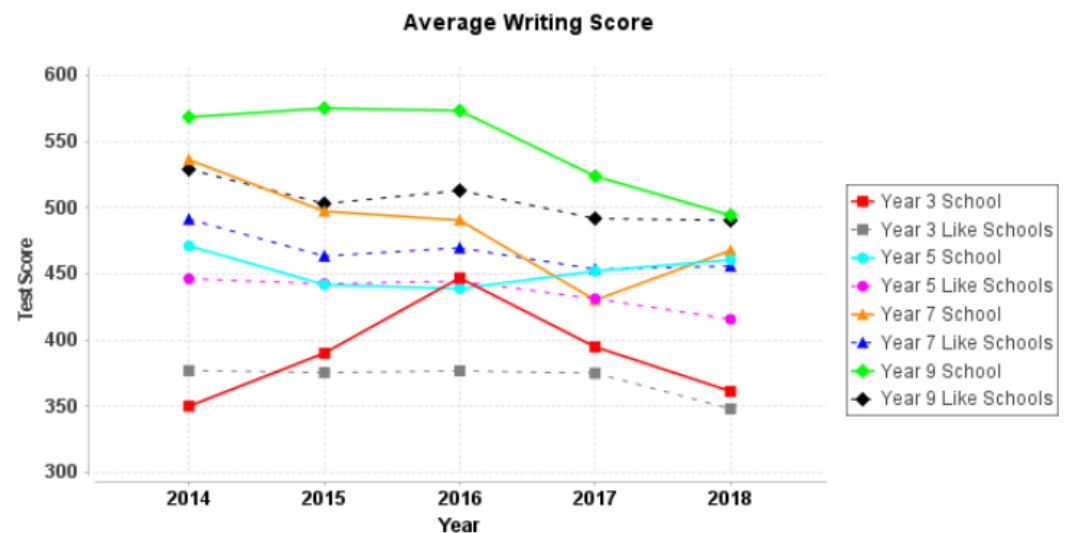
1. By 2020 the achievement of the stable cohort of students in NAPLAN Reading will be equal to or higher than like schools:

In 2018 the year 3 students have tested slightly below 'like schools' in NAPLAN, however their small cohort has influenced their results. Pleasingly, the year 5, 7 and 9 students have all shown an increase in results for 2018 and are already presenting as equal to or higher than like schools. Our target will be to continue increasing the results of these cohorts.



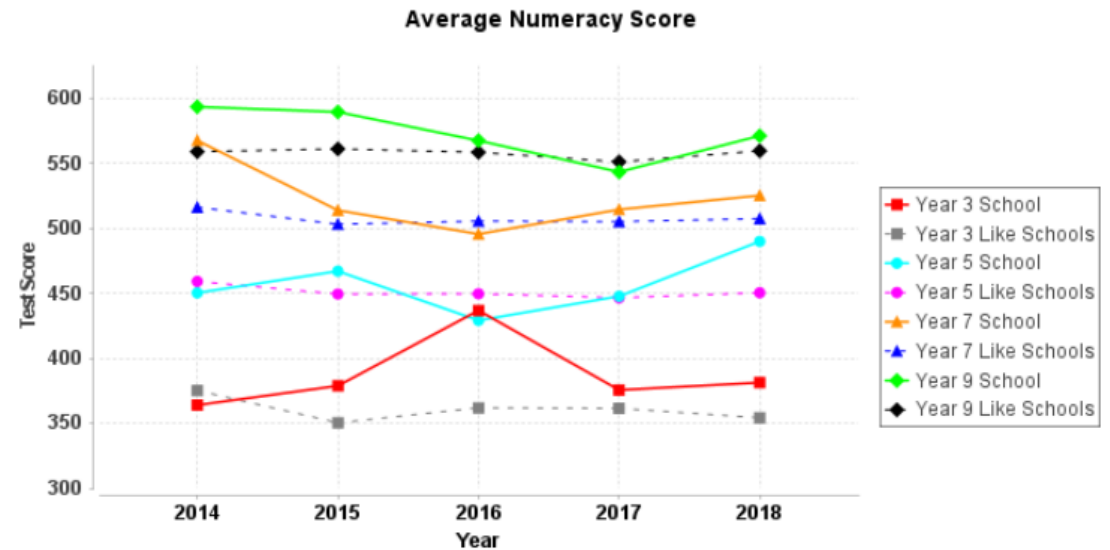
2. By 2020 the achievement of the stable cohort of students in NAPLAN Writing will be equal to or higher than like schools:

In 2018 the year 3 students have again tested slightly below 'like schools' as did our year 9 students in NAPLAN, with the small year 3 cohort influencing their results. Pleasingly, the year 5 and 7 students have shown an increase in results for 2018, and are already presenting as higher than like schools. Our target will be to continue increasing the results of these cohorts while focussing on the year 3 and 9 students in order to improve their results.

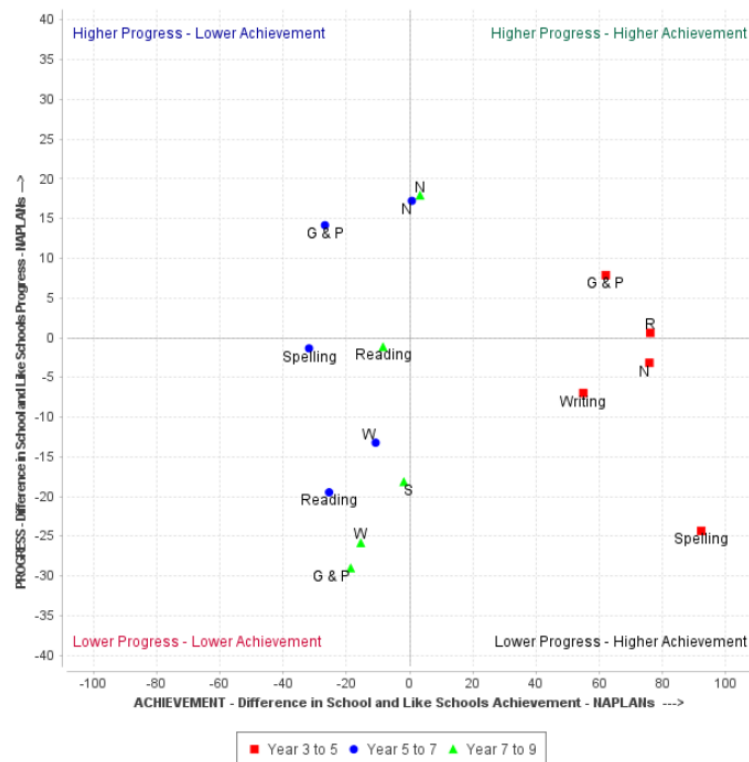


3. By 2020 the achievement of the stable cohort of students in NAPLAN Numeracy will be equal to or higher than like schools:

In 2018 we were very pleased to see that our year 3, 5, 7 and 9 students tested above 'Like' schools. Our target will be to continue increasing the results of these cohorts and continue to improve their results.



**Student Progress and Achievement Compared with Like Schools**  
NAPLAN (2016 to 2018)



The school measurements are based on students tested at our school in both years. Comparative measurements are based on all students tested in the comparative cohorts.

Care must be taken when interpreting data for schools with small student numbers as results can be significantly influenced by one or two students.

4. By 2020, each class average percentile will increase by 5% in ACER Progressive Achievement Test (PAT) Science from the 2017 baseline.

CLASS GROUP	2017 BASELINE	2018	2019	2020
Year 3	56%	15%		
Year 4	53%	35%		
Year 5	33%	30%		
Year 6	39%	32%		
Year 7	40%	46%		
Year 8	27%	25%		
Year 9	28%	8%		
Year 10	17%	18%		

5. By the end of 2019 raise the percentage of students achieving “Consistently” across the Attitude Behaviour Effort (ABE) report indicator ‘works to the best of his/her ability’ for:

TARGET	2017		2018	
	Sem1	Sem2	Sem1	Sem2
Lower primary: student av from 41% - 55%	31%	43%	47%	43%
Primary: student av from 42% - 55%	45%	41%	32%	42%
Secondary: student av from 38% - 50%	44%	38%	58%	59%

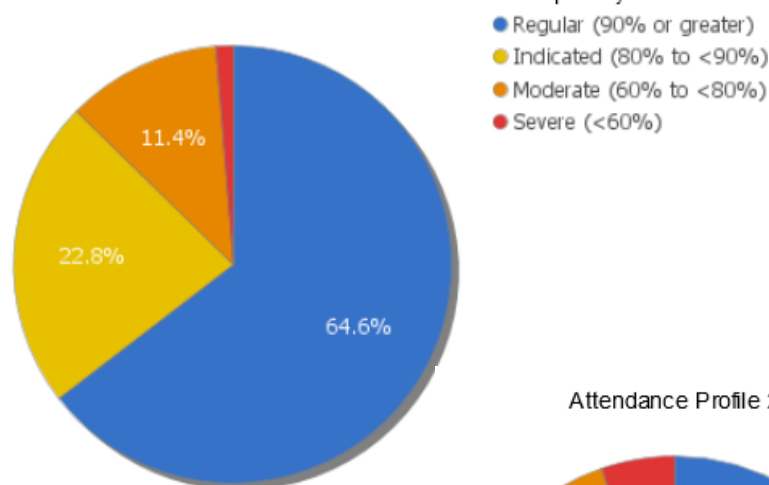
6. By 2019, raise the percentage of students achieving regular attendance (90% or above).

As can be seen by comparing the graphs, attendance is of serious concern. Unfortunately, when living in a remote area there will always be a need for students and parents to attend appointments during school time, be they locally or in Perth, and it is appreciated when these arrangements are made to allow for as little disruption as possible. However, although we show an increase in overall attendance from 2017, we still show a high number of students in the 'Indicated' and 'Moderate' At Risk attendance categories, and a slight increase in the 'Severe' category.

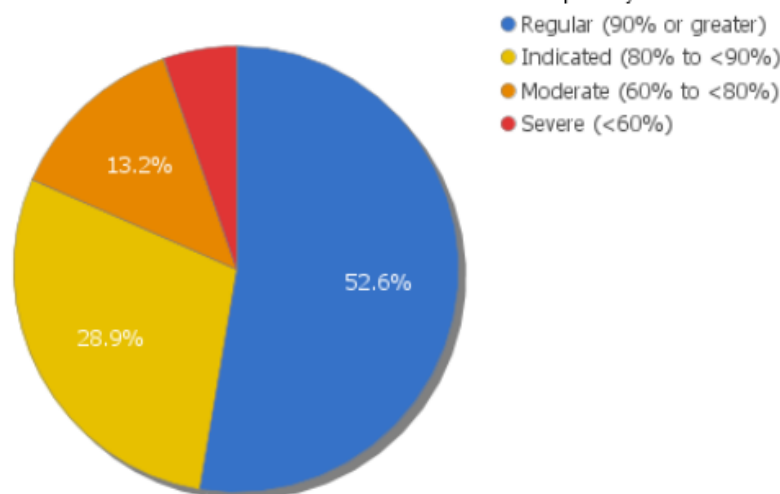
The impact of student absences is therefore reflected in our assessment data for some students.

Strategies such as continued monitoring of student absence by SMS and telephone, the sending of Individual formal letters, home visits and scheduling of meetings with parents of children who are in the 'At Risk' categories (less than 89% attendance) will need to be continued in 2019, in order to ensure sustained improvement.

Attendance Profile 2018 Semester 1 Compulsory



Attendance Profile 2018 Semester 2 Compulsory



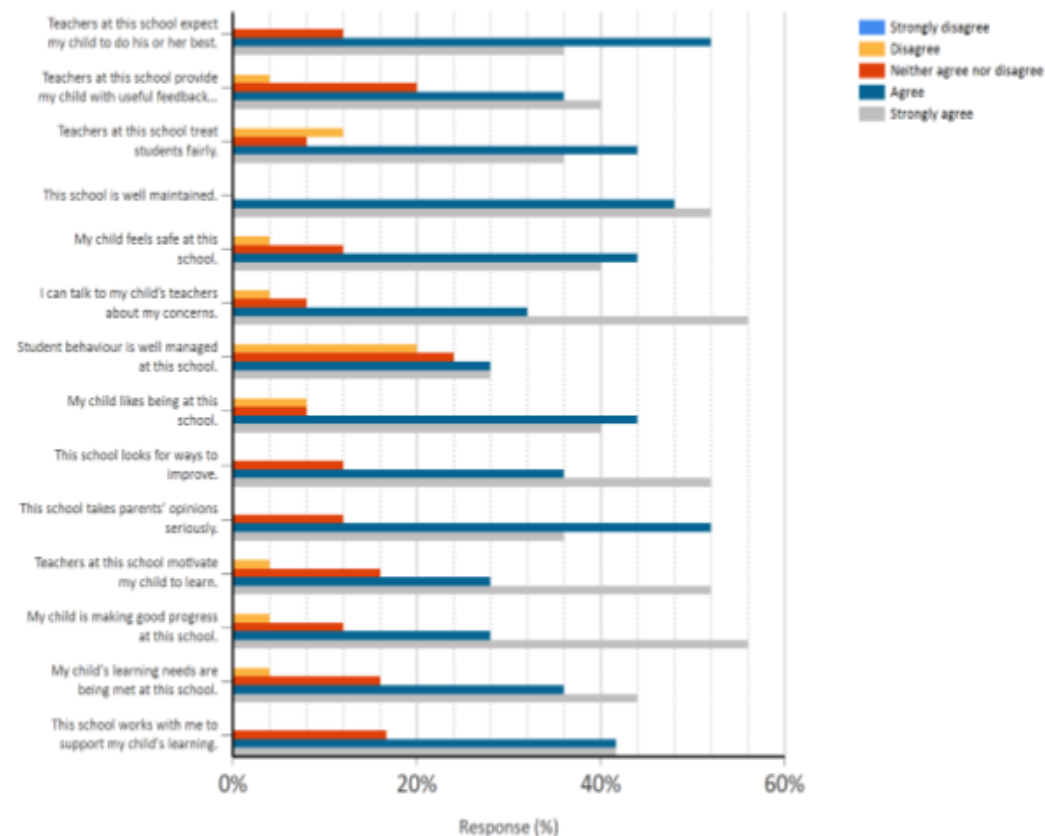
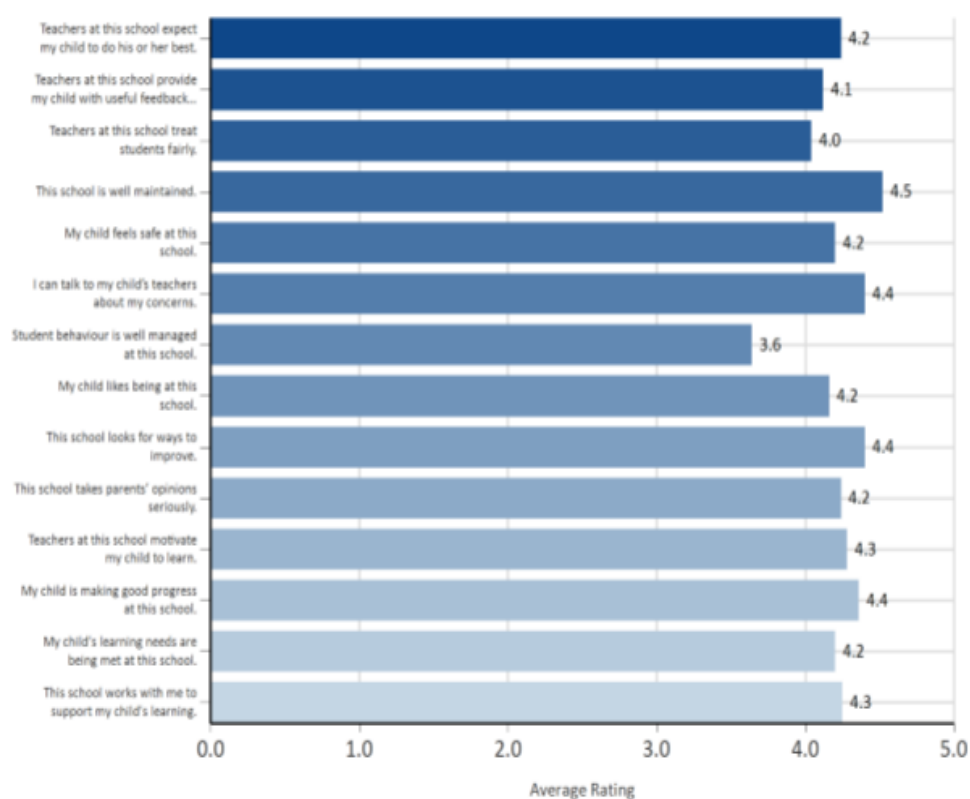
Attendance

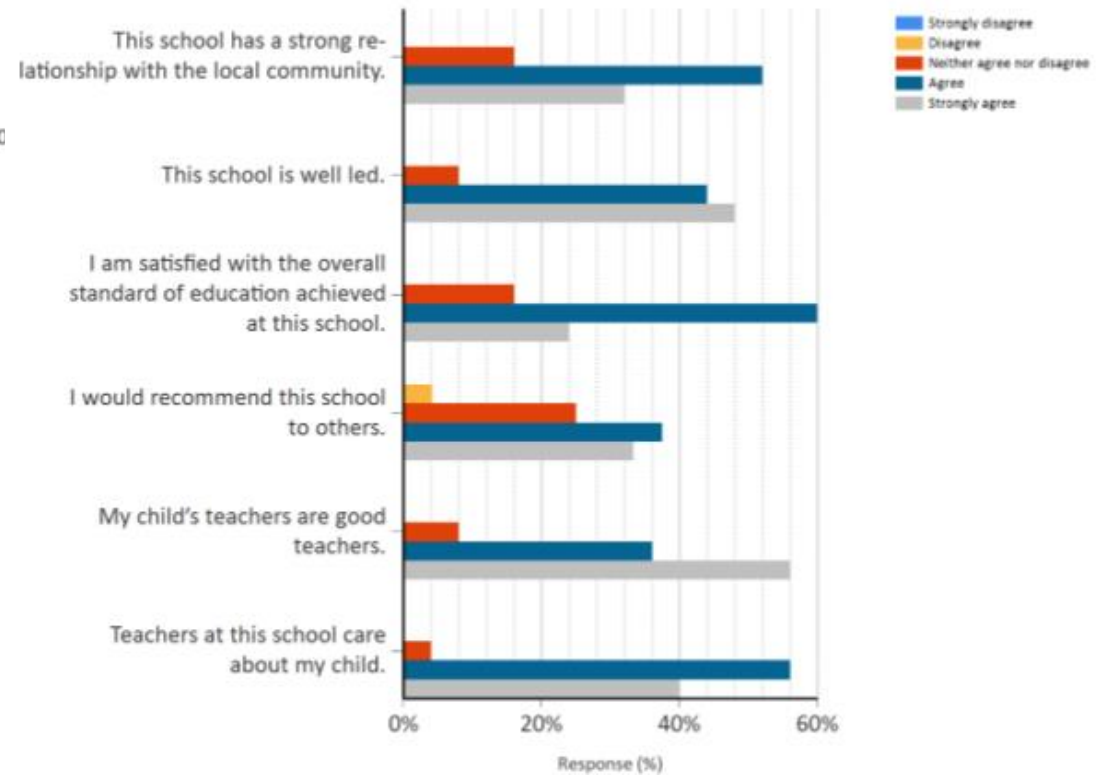
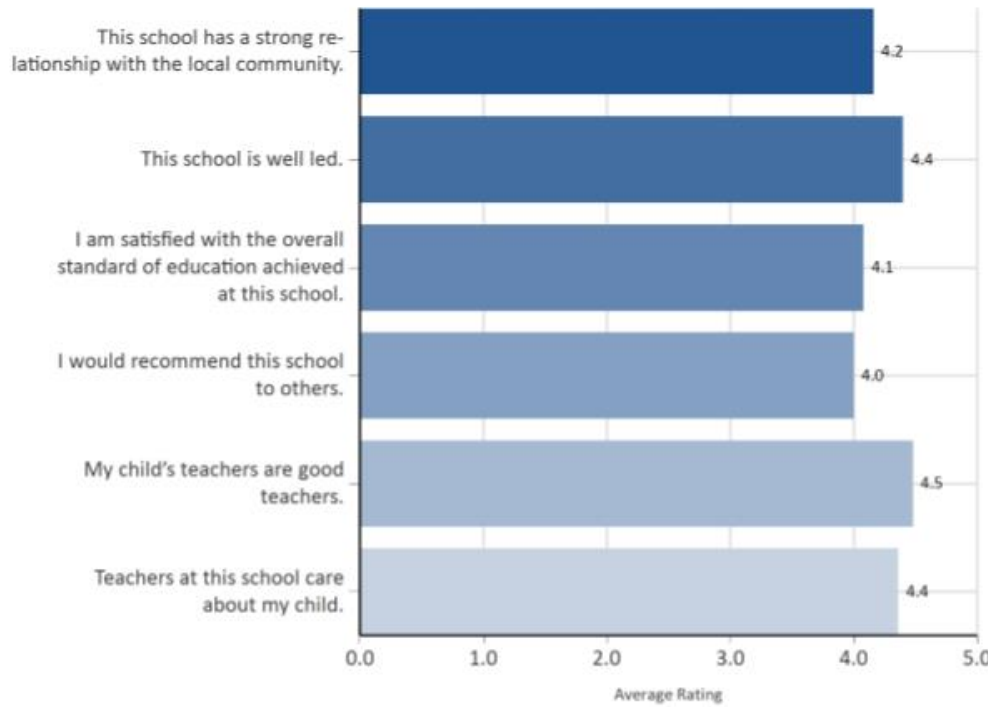
Primary	0.02
- Attendance Rate 2018	90%
- % Regularly Attending (90% +) 2018	65%
Secondary	1.14
- Attendance Rate 2018	92%
- % Regularly Attending (90% +) 2018	63%

## PARENT SATISFACTION

The National School Survey is conducted every second year. This survey was distributed in Term 2, 2018 and a total of 25 Parents responded. Our next National School Survey is due to be held in Term 2, 2020 and our target is to improve the number of respondents.

Our school employs a variety of feedback tools including Open Days, parent meetings, social media and assemblies.







**Quality staff, successful learners** - all students achieve their potential through excellence in teaching and learning

## TEACHING

	Teachers plan, teach and assess according to the WA Curriculum and Judging Standards Schools Curriculum and Standards Authority (SCSA) documents.
	Through a disciplined dialogue process, teachers will analyse and use student performance data to: - inform teaching and learning -differentiate curriculum -identify trends at the whole school, classroom and individual level – allocate resources in a targeted manner
	Staff use whole school approaches as per operational plans and contribute to the annual review of operational plans, setting future direction.
	All students on documented plans are monitored and progress is measured through the collection and Analysis of ongoing individual assessment and whole school Students At Educational Risk (SAER) tracking.

## LEARNING ENVIRONMENT

	Collaborative planning and moderation will occur through phase of development teams
	Collegiate support through peer observation to provide feedback on performance and development goals
	Student feedback will be sought and valued

## RELATIONSHIPS

	Provide targeted professional learning to build capacity of all staff
	Use staff expertise for instructional and behaviour management coaching
	Align performance management and professional development goals to the Australian Institute for Teaching and School Leadership (AITSL) standards or competency frameworks

## LEADERSHIP

	Provide targeted professional learning to build capacity of all staff
	Use staff expertise for instructional and behaviour management coaching
	Align performance management and professional development goals to the Australian Institute for Teaching and School Leadership (AITSL) standards or competency frameworks

## CELEBRATIONS

- Ongoing 'working towards' remaining areas of the National Quality Standards for Early Childhood with view to Verification.
- Continued using phase of development teams for collaborative planning and moderation.
- Staff continued using skills introducing Digital technology across the school.

## RECOMMENDATIONS

- All staff continue using the disciplined dialogue process and participate in the review of academic and non-academic data.
- Continue to refine a whole school Students At Educational Risk (SAER) database for use as a whole school document.
- Review whole school Science, Literacy and Numeracy Plans, to be embedded in future planning.
- Increase the amount of targeted student feedback to inform programs at the school.
- Continue to refine performance management to reflect whole school foci.



## RESOURCES

	Human resources are deployed in order to achieve the best possible student outcomes
	School self-assessment indicators guide resource planning and allocations are made to address identified needs



*Positive school culture and environment - ensure all students and staff feel safe, cared for, valued and develop as resilient individuals*

## TEACHING

	All staff, students and parents will actively be part of our school Positive Behaviour Support (PBS) program
	All teaching staff to be trained in Classroom Management Strategies (CMS) within first 2 years of contract
	Cooperative learning strategies will be integrated across all year levels and learning areas
	You Can Do It (YCDI) values and our PBS behaviour expectations are explicitly taught and promoted across the school

## LEARNING ENVIRONMENT

	Students' work will be prominently displayed in the classroom, building a sense of ownership and belonging
	All learning environments will display and refer to our STARS behaviour expectations
	Will meet the Learning Environment standard from the Aboriginal Cultural Standards Framework at the Culturally Competent level

## RELATIONSHIPS

	Maintain staff cohesiveness and professionalism through our agreed code of conduct
	Engage students, families, community partners and other agencies to address attendance issues for at risk students
	Relationships between all stakeholders will reflect our PBS STARS behaviour expectations
	Responsibility for staff and student wellbeing is shared by all stakeholders

## CELEBRATIONS

- Behaviour Management Plan updated with all staff and communicated to parents.
- PBS and You Can Do It programs continue to be explicitly taught across the school.
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## RECOMMENDATIONS

- Continue projects undertaken to ensure our learning environment meets the culturally 'competent' level of the Aboriginal Cultural Standards Framework.
- Send letters home to parents of students whose attendance is 'At Risk'.
- Provide opportunities for staff to visit other schools and develop collegiate relationships outside the Wheatbelt region.
- Revise and update Induction documents reflecting current practice at the school.



## LEADERSHIP

	Provide opportunities for career development through the use of the AITSL standards
	Provide support and opportunities for staff to strengthen their professional expertise
	Develop and implement induction processes for new administration and staff
	Acknowledge and celebrate the successes of students and staff

## RESOURCES

	Resources will be used to address current and future needs to optimise high care for students
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*Connected community - working collaboratively with all stakeholders in the school and wider community to improve student outcomes and raise the school profile*

## TEACHING

	Strengthen and support the current Professional Learning Communities within our school
	Create and resource opportunities for whole school staff collaboration within the Eastern Wheatbelt Education Network (EWEN) schools
	Explore options to develop partnerships with schools within the wider Wheatbelt Education Region

## LEARNING ENVIRONMENT

	Ensure Aboriginal culture and local history is reflected throughout the school environment
	Sustainability will be reflected in the learning environment including the choices of playground equipment and gardens
	Students will be involved in the design and upkeep of the school environment

## CELEBRATIONS

- Strengthened expected practices of sharing and upskilling other staff on the return from PL.
- Ideas board provided in staff room for anyone to add suggestions or areas of need for future professional learning communities.
- Opportunities provided for whole school, cluster group and individual sessions depending on need.
- Guest presenters and consultants scheduled during the early close sessions when available.



## RELATIONSHIPS

	Recognise and strengthen professional relationships with local businesses and community groups
	Work with other professionals and outside agencies to maximise potential for success for all students
	Use a range of strategies to communicate, connect and inform parents and carers
	Active involvement of the P&C to support the school's strategic direction

## LEADERSHIP

	Contribute to the development and direction of Professional Learning Communities
	Be ambassadors for SCDHS and actively seek public relations opportunities to lift the school profile within the wider community
	Board members will be inducted and trained to ensure strong governance
	Student council will attend shire council meetings to provide a voice for local youth

## RESOURCES

	Open and transparent communication processes between the Board and the school underpin budget management
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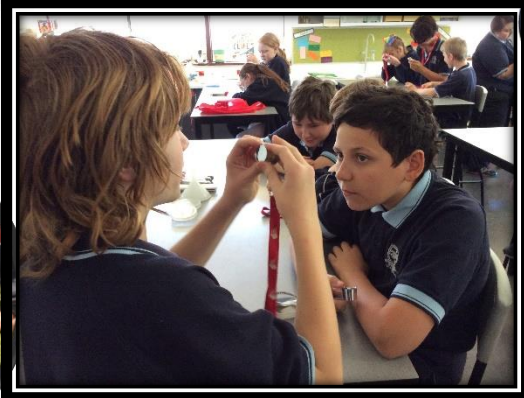
### RECOMMENDATIONS

- Weekly recommended professional reading and quote added to the weekly memo.
- Continue to participate in the EWEN SDD.
- Work with other EWEN principals to create opportunities for staff and students to come together throughout the year.
- Work with EWEN schools on Digital Technologies project.



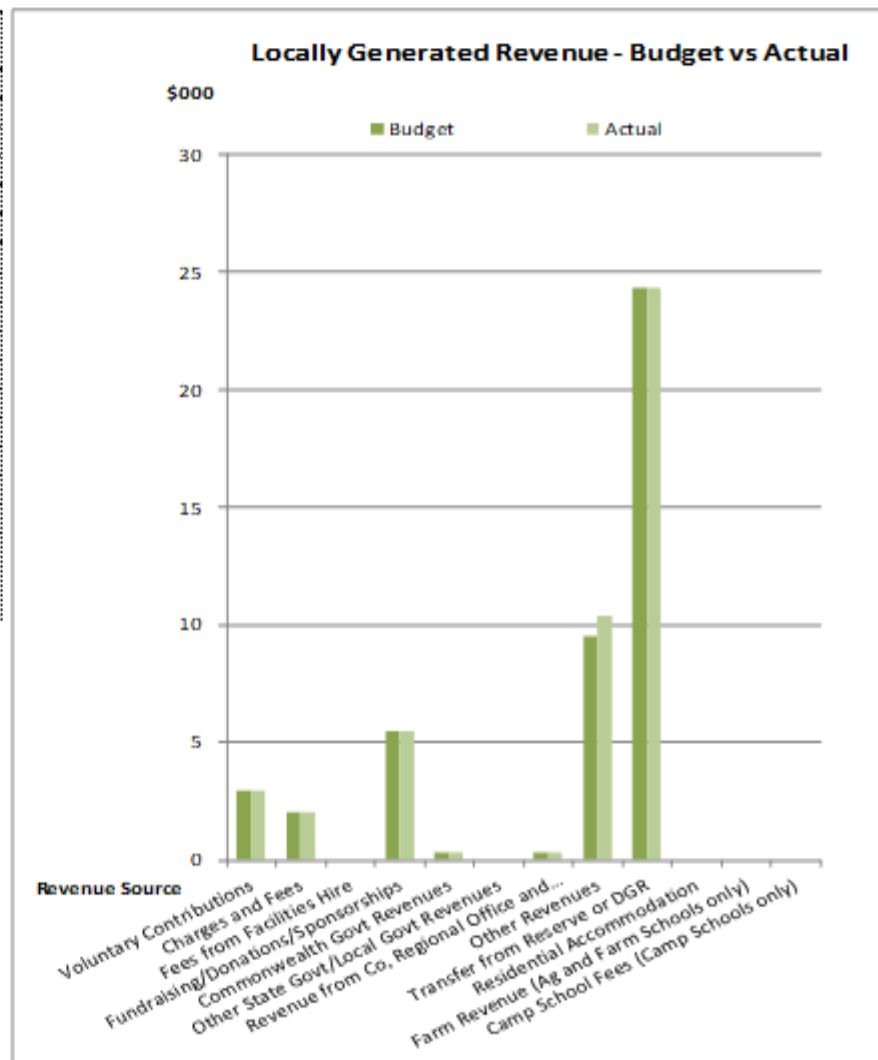
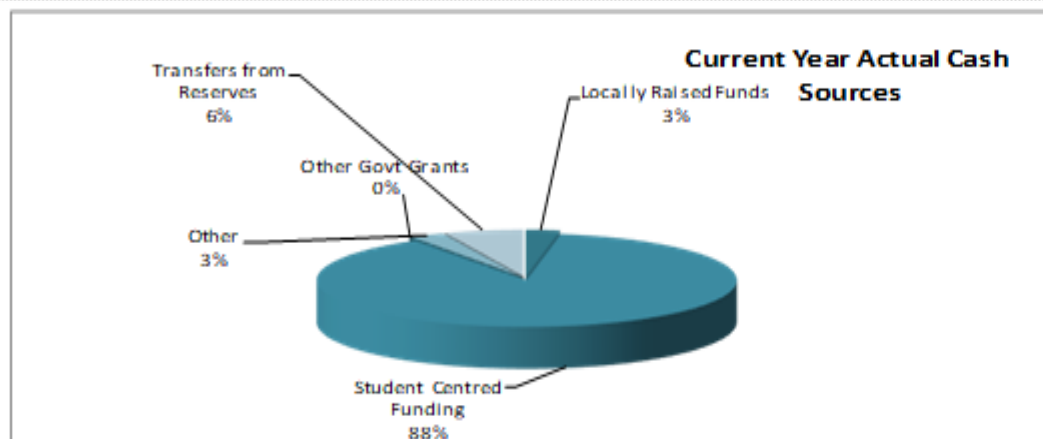
# *'Snapshots' of 2018...*





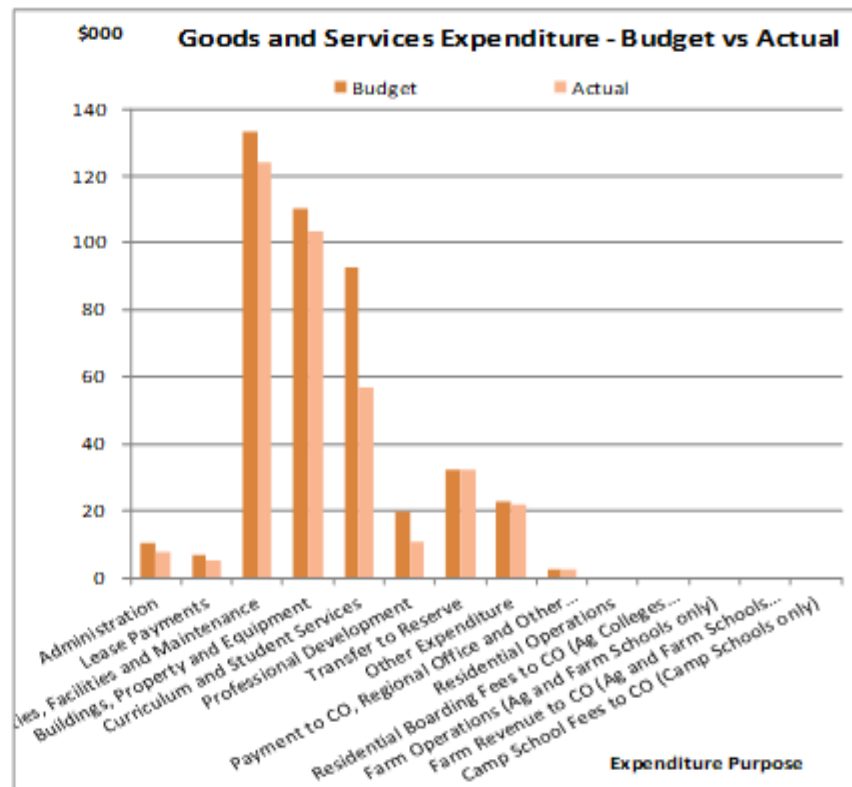
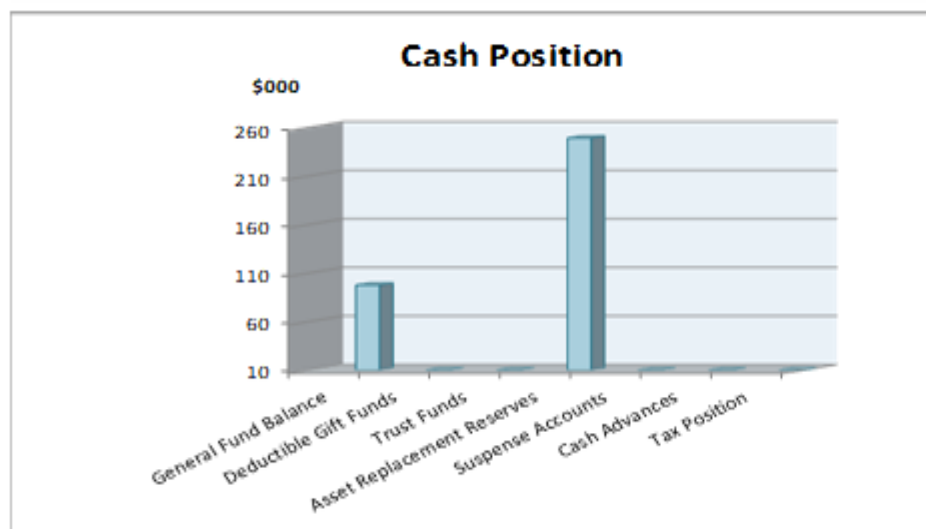


	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 2,950.00	\$ 2,950.00
2	Charges and Fees	\$ 2,029.00	\$ 2,028.66
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 5,467.00	\$ 5,466.86
5	Commonwealth Govt Revenues	\$ 338.00	\$ 338.44
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ 315.00	\$ 315.00
8	Other Revenues	\$ 9,528.00	\$ 10,397.80
9	Transfer from Reserve or DGR	\$ 24,310.00	\$ 24,310.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	<b>Total Locally Raised Funds</b>	<b>\$ 44,937.00</b>	<b>\$ 45,806.76</b>
	<b>Opening Balance</b>	<b>\$ 64,336.00</b>	<b>\$ 64,335.62</b>
	<b>Student Centred Funding</b>	<b>\$ 352,155.00</b>	<b>\$ 352,240.41</b>
	<b>Total Cash Funds Available</b>	<b>\$ 461,428.00</b>	<b>\$ 462,382.79</b>
	<b>Total Salary Allocation</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Funds Available</b>	<b>\$ 461,428.00</b>	<b>\$ 462,382.79</b>





	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 10,380.00	\$ 7,892.65
2	Lease Payments	\$ 6,885.00	\$ 5,271.22
3	Utilities, Facilities and Maintenance	\$ 133,008.00	\$ 124,031.65
4	Buildings, Property and Equipment	\$ 110,385.00	\$ 103,200.75
5	Curriculum and Student Services	\$ 92,621.00	\$ 56,750.01
6	Professional Development	\$ 20,000.00	\$ 10,632.59
7	Transfer to Reserve	\$ 32,333.00	\$ 32,333.00
8	Other Expenditure	\$ 22,703.00	\$ 22,075.48
9	Payment to CO, Regional Office and Other Schools	\$ 2,526.00	\$ 2,526.35
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)	\$ -	\$ -
	<b>Total Goods and Services Expenditure</b>	<b>\$ 430,841.00</b>	<b>\$ 364,713.70</b>
	<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Expenditure</b>	<b>\$ 430,841.00</b>	<b>\$ 364,713.70</b>
	<b>Cash Budget Variance</b>	<b>\$ 30,587.00</b>	



<b>Cash Position as at:</b>		
<b>Bank Balance</b>	<b>\$</b>	<b>346,787.29</b>
Made up of:	\$	-
1 General Fund Balance	\$	97,669.09
2 Deductible Gift Funds	\$	-
3 Trust Funds	\$	-
4 Asset Replacement Reserves	\$	249,166.84
5 Suspense Accounts	\$	2,394.36
6 Cash Advances	\$	-
7 Tax Position	-\$	2,443.00
<b>Total Bank Balance</b>	<b>\$</b>	<b>346,787.29</b>