

WARWICK
SENIOR HIGH SCHOOL



Annual Report 2022



Warwick Senior High School
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SCHOOL CONTEXT

Warwick Senior High School is a modern and progressive secondary school in the northern suburbs of Perth. It is a school with a strong tradition of academic and social excellence.

A comprehensive curriculum includes a range of ATAR, General and VET courses for senior students wishing to progress to higher education, trades or the workforce.

Set in a delightful native bushland setting, Warwick is quiet and secluded from traffic noise. Teachers and students enjoy a close 'family-like' environment, focussed on our school values of respect, caring, responsibility and environmental sustainability.

Warwick is committed to providing a high standard of education for its students, to facilitate and create positive futures and 'work and life readiness' on leaving school.

Our school motto: "Aspire, Learn, Grow" encourages students to believe in themselves, develop the skills needed to create possibilities for their future, and cultivate the character traits necessary to be a successful member and contributor to the society in which they live.

Our School Priorities align with those of the Department of Education, focussed on improving teacher quality, ensuring success and enhancing well-being for all students, while promoting educational and community partnerships to better improve the outcomes for our students.

Our teaching practices centre around preparing students for 21st century workplaces by building students' skills. Problem solving, critical thinking, digital technologies and social competencies are all the essential skills they will need to have as members of the 21st century workforce.

VISION:
CREATING
POSITIVE
FUTURES



Business Plan Priorities

1. Teaching Excellence

- Performance and management
- Data analysis
- Professional development
- Workforce planning

2. Learning for Success

- Successful learning
- Pathway success
- Engagement and retention

Our Values

Our core values underpin all aspects of our school:

- Respect
- Caring
- Responsibility
- Environmental Sustainability

3. Enhancing Wellbeing

- Positive and safe learning environment
- School pride and a sense of belonging
- Positive health and wellbeing

4. Strengthening Partnerships

- PR and Marketing
- Collaboration and partnerships
- West Coast SESC partnership

Learning Opportunities at Warwick SHS

A comprehensive curriculum is offered at Warwick Senior High School and includes a range of Western Australia Certificate of Education (WACE) courses and programs endorsed by the School Curriculum and Standards Authority (SCSA). Students work towards achieving their WACE. In addition, Vocational Education and Training (VET) courses are available for senior students. Currently, approximately one third of Year 11 and 12 students study ATAR courses and two thirds study General and VET courses

Warwick Senior High School offers a wide range of programs aimed at extending learning opportunities for specific groups of students. These include:

- Academic Extension Program (AEP): a school based program in Mathematics, English, Science and Humanities and Social Sciences (HASS) for Years 7 to 10
- DOE approved Specialist Programs in Australian Rules Football and Netball and school based Elite Dance and Elite Music programs.
- Vocation Education and Training (VET) programs providing individualised vocational and workplace learning opportunities for students
- Enrichment initiatives to support the educational, artistic and sporting aspirations of specific groups of students include after school clubs, conferences and seminars, competitions and many additional opportunities to extend their thinking, skills and abilities.



PRINCIPAL'S REPORT

2022 has been and gone! During a time of COVID impacting normal life, this school has been able to achieve most of its goals and planned outcomes.

As we finish the year, our Year 12 students have been farewelled and left the school on their post school journeys into work, training, or university. In this era of “early offers” from universities, many students already have their desired courses tied down for 2023. We wish all Year 12 students every success in their future endeavours.

During Term 3 2022, this school was severely impacted by the pandemic, with mass absences of staff and students infected and having to isolate. For about 6 weeks, teaching staff absences were very high and peaked at 15 and 16 staff in a day. The school maintained its educational programs by: combining small classes, putting lessons and programs online, making hard copy packages for students at home and having our part time staff take classes and work a full load, when required. The school had the foresight earlier in the year, to put on contract two outstanding relief teachers for the term, to be ready daily to fill the gaps. Also, our support staff (school officers, Education Assistants, Manager Corporate Services etc) did recess and lunch duties to allow teachers to have a break and then teach throughout the whole day. The Associate Principals and I also took classes and completed extra duties as a part of our daily work too. Due to this huge effort by everyone, the school managed to function and keep students being educated!

So I say “THANK YOU” to all Warwick staff for going above and beyond the call of duty in Term 3.

The Warwick School Board is going from strength to strength with a focus on gaining members from people outside of the school community but still connected to it. The Board now contains members including state and federal parliamentarians, Warwick Centro Manager, Warwick Stadium CEO, Karrinyup Rotary member and parents and staff. I look forward to working with this group in 2023.

Warwick's Parents and Citizens (P&C) Association has re-energised and is now a vital part of the landscape of our school. Members can contribute to discussions about school matters that may be raised. Through cake stalls, they have fund raised and are now gifting this money back for school items and projects. The second hand uniform shop which they operate has saved some families many hundreds of dollars in uniform costs. Thank you to the President Mrs Lisa Walser and the Warwick P&C for a great year.

Finally thank you to the parents/carers of all our students who support the school in every way they can. By paying the costs levied, supporting the uniform code, attending school functions and events, giving feedback when it is requested and generally supporting the school when discipline matters must be addressed. The Warwick school community are a delight to work with.

2022 has been another fantastic and eventful year at Warwick SHS. As its principal for 20 years, I am very fortunate to have won this role in 2002 and been able to work with this community over this period of time.

Lesley Wintle
Principal

SCHOOL BOARD REPORT

As an Independent Public School, the Warwick Senior High School Board attracts a cross section of people with a range of experience and expertise, to inform the direction of the school.

The Board comprises parent representatives, staff representatives and community members, enabling the school to have strong community and industry representation and ensuring the Board can make a significant contribution to the development of the school.

During this year, the School Board has met and reviewed school data, approved contributions and charges for 2023 and been involved in wide ranging discussions about the future development and direction of the school. We have worked closely with the Board of West Coast SESC on share issues and continued to develop our engagement with the local community, a key focus for 2023.

If you are interested in the work of the School Board, or joining the Board, please contact the chairperson at the school. The Board plays a significant role in the school and we are always looking for passionate and enthusiastic members to support the Executive Leadership team and make Warwick Senior High School a better place for our students.

We look forward to another great year in 2023.

Mr Christopher Chatterton
School Board Chairperson

P&C REPORT

The Warwick SHS P&C raises funds to provide additional resources for the benefit of students. For example, this year we purchased a Canon camera, speakers, and a Podcast Production Studio for the Media and Music departments, the Netball Specialist Program received new balls, bibs and a large range of fitness equipment, and the Year 12 Graduation Breakfast benefited with a subsidy for their event.

In addition, our popular second hand uniform service has provided enormous savings to Warwick SHS families. We rely on the generosity of students and their families donating their unwanted uniforms.

The P&C is also the link between the community and the school. One function of the P&C is to be the voice of the people and raise issues and work with the school



Board Members

Parent members

Joseph Jasas: Parent

Claire Pring: Parent

Bronwyn Sinclair: Parent

Lisa Walser: Parent and P&C President

Community members

Anne Aly: MP, Member for Cowan

Patricia Lynch: Rotary Club of Karrinyup

Tim Rankin: Centre Manager of Warwick Grove Shopping Centre

Jessica Stojkovski: MLA, Member for Kingsley

David Wilson: Board Chair of WCSESC

Staff members

Lesley Wintle: Principal, Warwick Senior High School

Christopher Chatterton: Board Chairperson and Head of HASS Warwick SHS

Lisa Griffin: Head of Mathematics, Warwick SHS

Nyree McDonald: Mathematics teacher, Warwick SHS

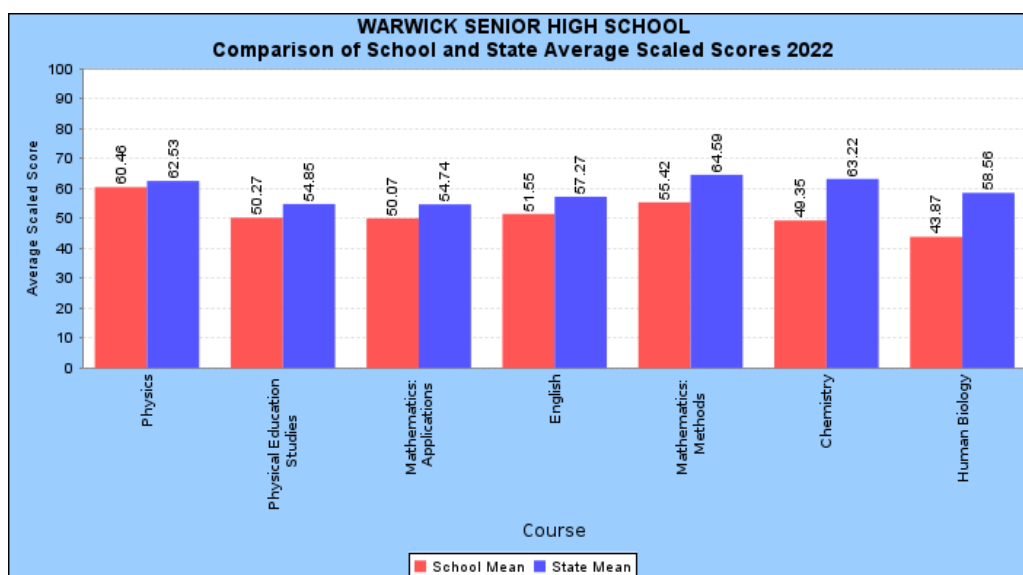
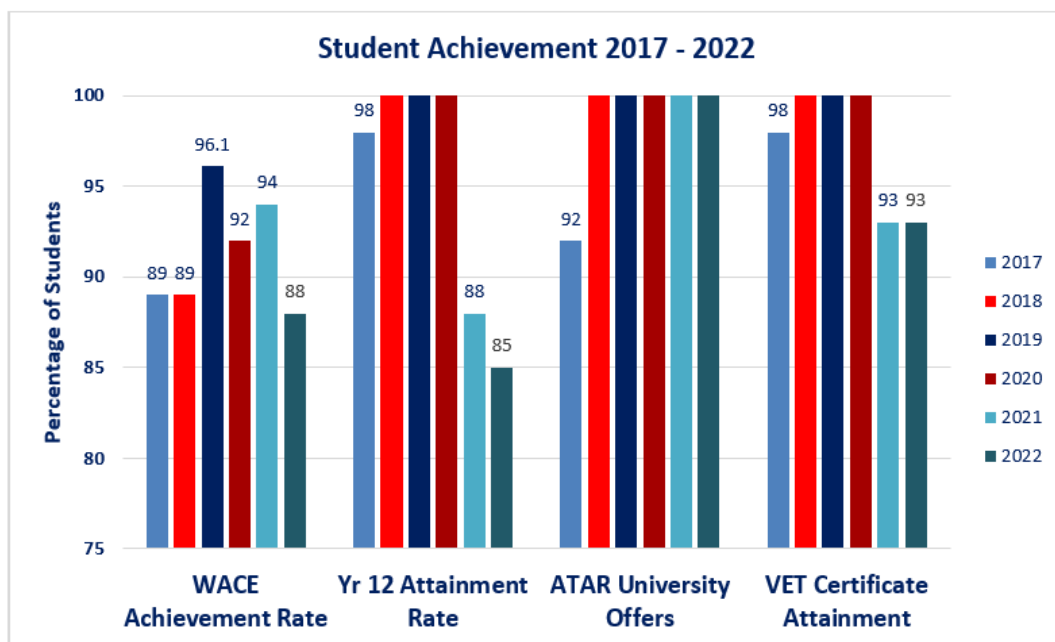
for the best outcomes. In 2022 we continued to pursue the issue of student safety on Lloyd Drive including raising awareness that speed humps are not crosswalks, reminding drivers of over flow parking behind the main carpark, and instigated the introduction of the Kiss n Drive section on Lloyd Drive. We suggested the introduction of a bucket hat option for students, that will be available for 2023.

A massive thank you to Principal, Lesley Wintle, and Associate Principal, Jason Tomlinson for their support, even when it meant more work for them.

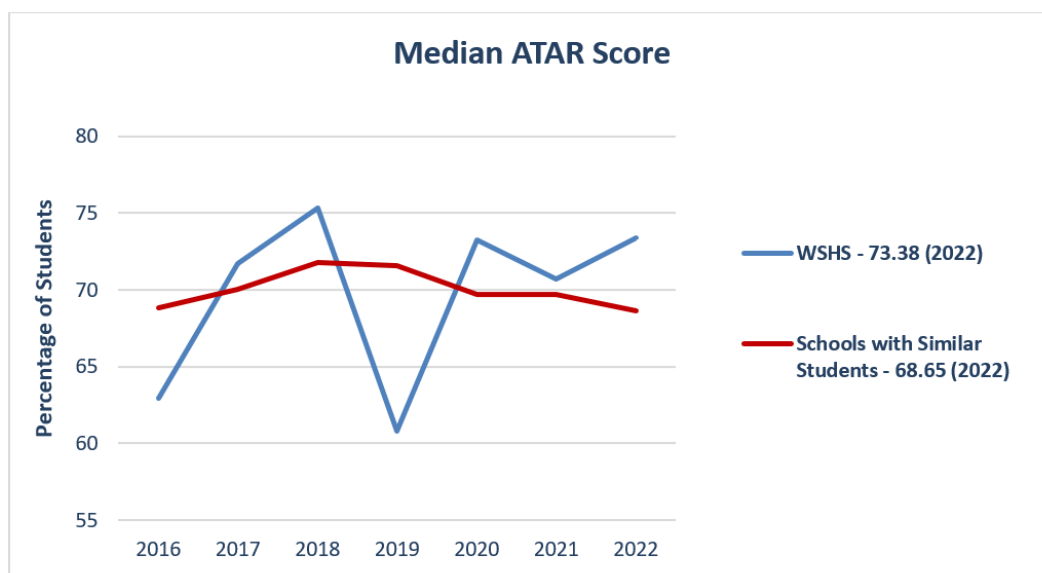
Mrs Lisa Walser
P&C President

SENIOR SECONDARY ACHIEVEMENTS

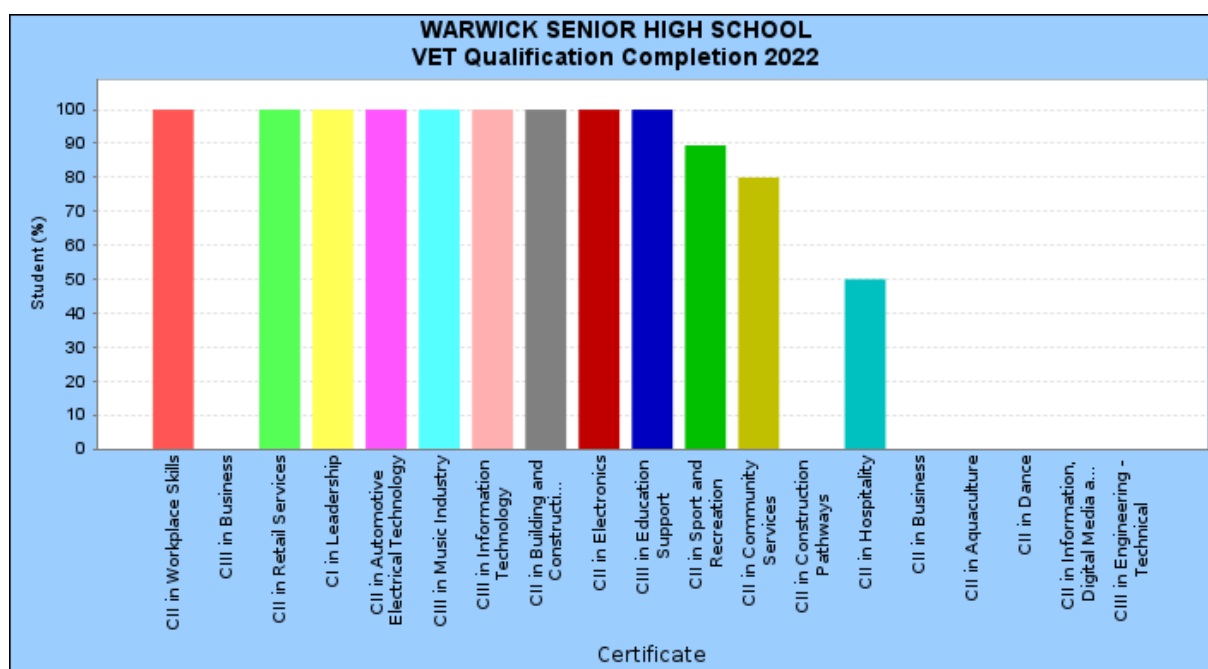
Year 12 Achievement	Value
WACE Achievement	88%
VET Certificate Attainment	93%
Median ATAR	73.38



Warwick SHS has performed well compared to schools with similar students (Like Schools) and to State Schools.



In 2022 Warwick Senior High School students' median ATAR score of 73.38 was deemed "above expectations".



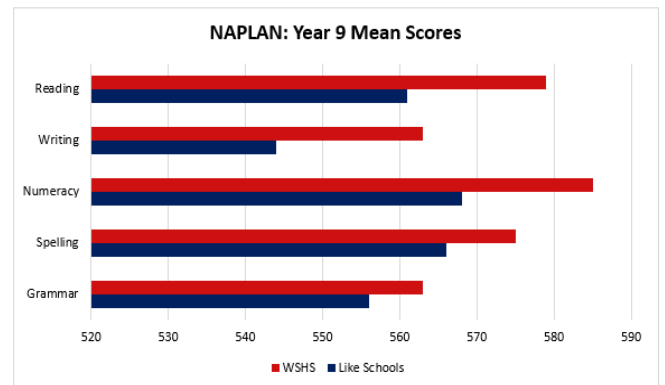
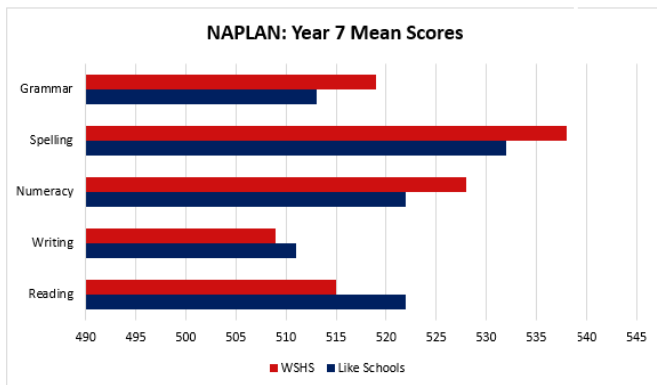
OLNA

WACE Literacy and Numeracy (OLNA) - students are required to meet a minimum competency standard in literacy and numeracy to achieve the WACE. Again in 2022 the majority of students met the standard, reflecting a whole school focus on meeting improvement targets outlined in the School Business Plan.

	School 2019	School 2020	School 2021	School 2022	State 2022
Reading	98%	94%	99%	98%	97.6%
Writing	98%	94%	98%	99%	97.1%
Numeracy	97%	94%	99%	96%	96.5%

NAPLAN ACHIEVEMENTS

Comparative Performance Summary



Warwick Senior High School Year 7 and 9 school means exceeded that of Like School means in the majority of NAPLAN tests.

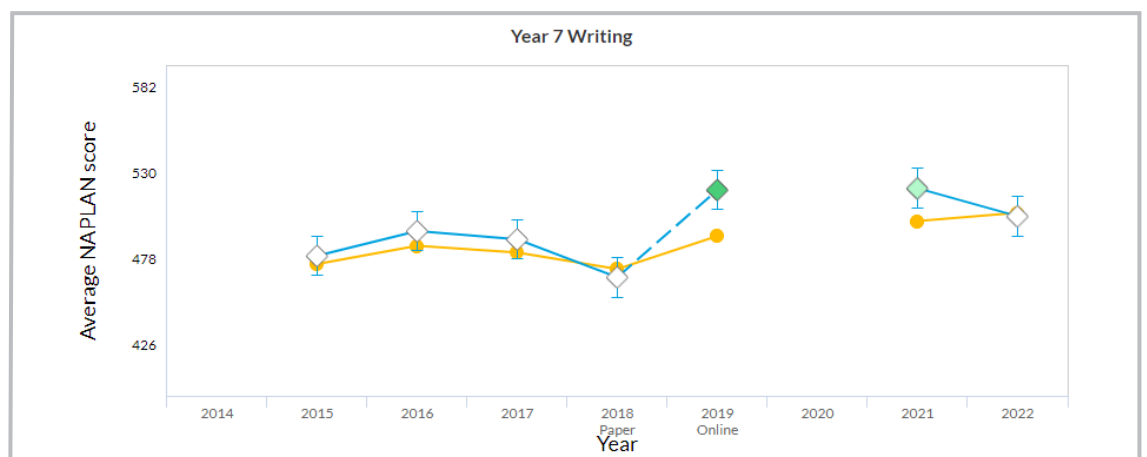
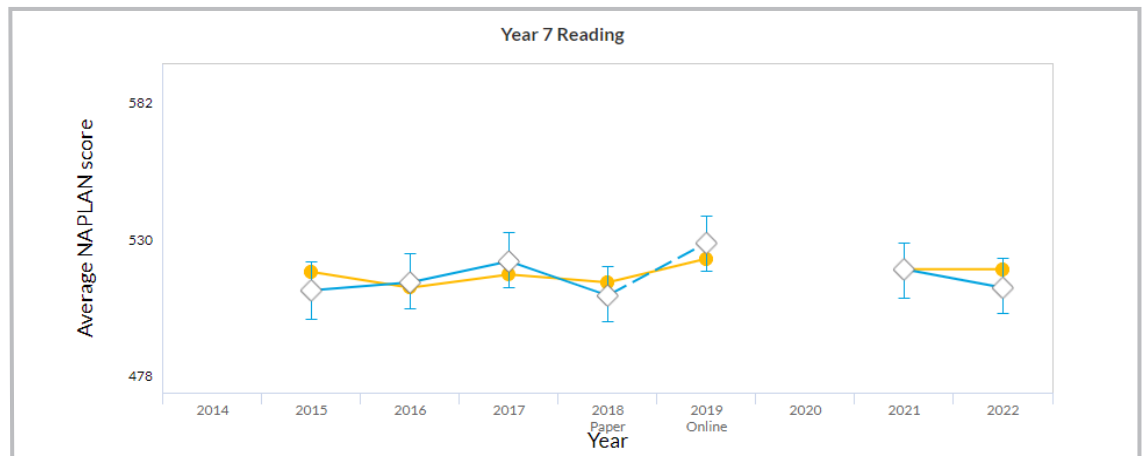
Student Progress 2014-2022 - Taken from *My Schools Website* (ACARA)

The following graphs show progress of students in the three tested areas of Reading, Writing and Numeracy. The graphs demonstrate progress better than students in Like schools. This attests to the hard work and commitment of teachers **towards adding value to our students achievements at Warwick SHS.**

- Warwick SHS
- Students with similar background
- All Australian students

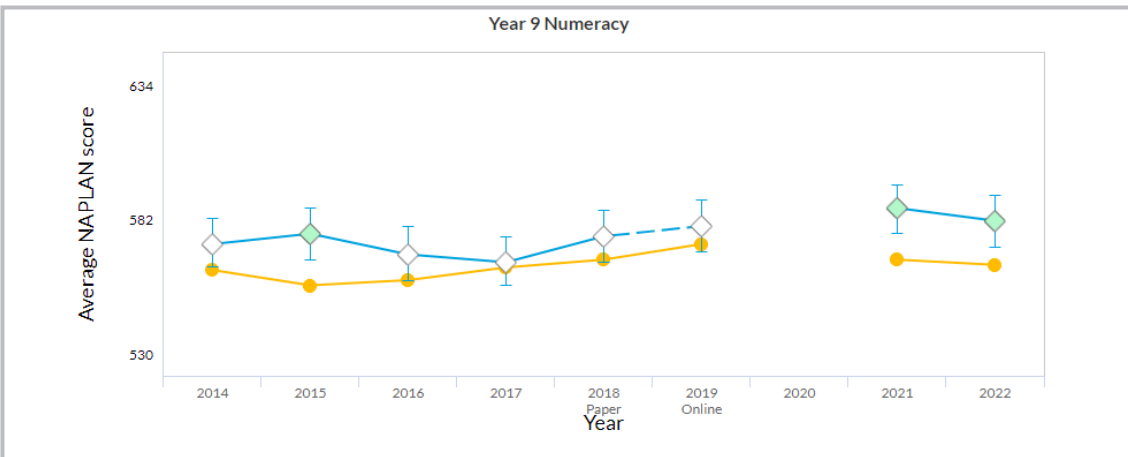
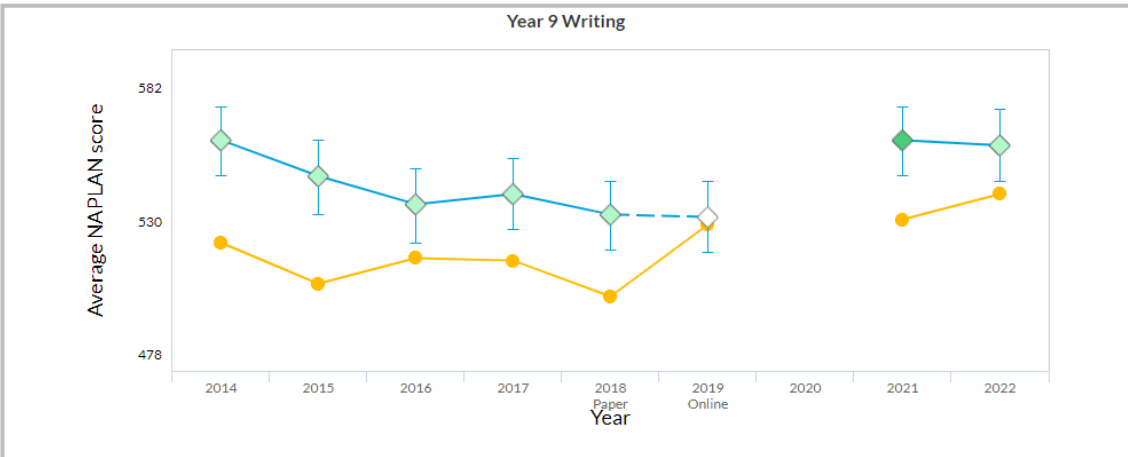
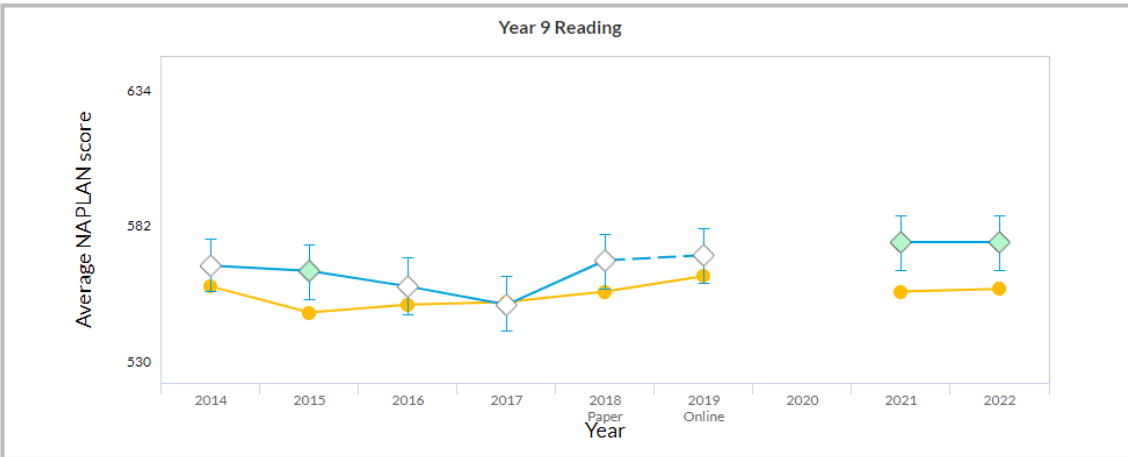
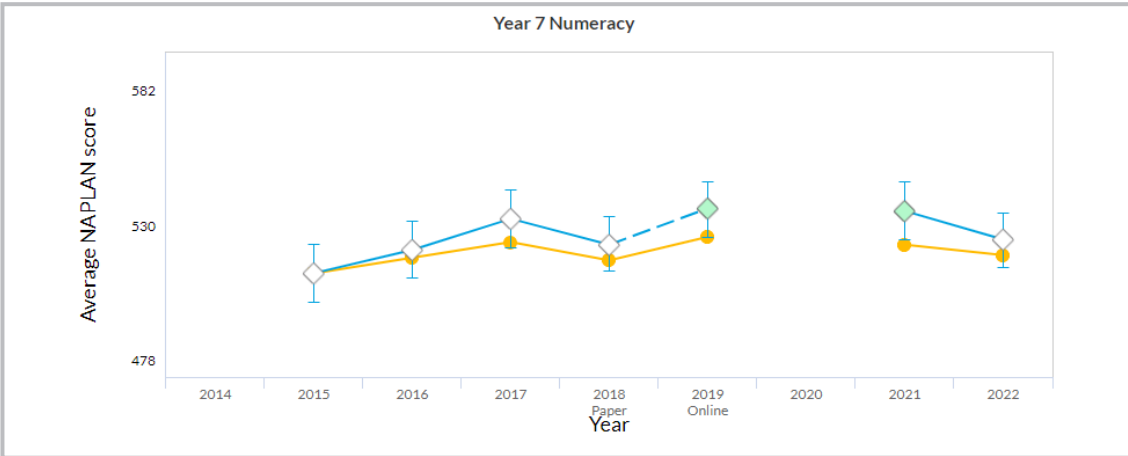
Warwick SHS's average compared to students with a similar background.

- ◆ Well above
- ◆ Above
- ◆ Close to
- ◆ Below
- ◆ Well below
- ◆ No comparison available
- ◆ 90% level of confidence



^{NB} In 2020 education ministers decided that NAPLAN testing would not proceed that year due to the COVID-19 pandemic.

NAPLAN ACHIEVEMENTS



IMPROVEMENT TARGETS

In 2022 seven targets for student improvement were set around the areas of NAPLAN student progress, NAPLAN performance (Year 9), OLN, Year 12 attainment and achievement, attendance and Year 7 intake:

	Target	Achievements		
NAPLAN:	Increase the percentage of Year 9 students in Bands 8 or higher		School	State
	Decrease the percentage of Year 9 students at or below the NAPLAN National Minimum Standard.	<ul style="list-style-type: none">ReadingWritingNumeracy	47% 43% 51%	(54%) (42.2%) (56.1%)
OLNA Attainment:	Maintain OLN achievement to 95% for Reading, Writing and Numeracy.	<ul style="list-style-type: none">ReadingWritingNumeracy	School 97.6% 98.8% 96.4%	State (97.6%) (97.1%) (96.5%)
Attendance:	The overall attendance for students to be maintained as better than WA and LIKE schools.	<ul style="list-style-type: none">School:LIKE:State:	87.3% 79.6% 80.4%	
	The overall attendance for Aboriginal students to be maintained as better than WA and LIKE schools.	<ul style="list-style-type: none">School:LIKE:State:	80.7% 65.0% 55.2%	
Year 12 ATAR:	All Warwick ATAR course means to increase, to be better than LIKE schools, and working towards equaling the State mean.	2022 Moderated ATAR course means were: Above Like Schools: (2) Mathematics Applicable, Physics Equal: (2) English, Physical Education Studies Lower than Like Schools: (3) Chemistry, Human Biology, Mathematics Methods		
Year 12 General:	Incremental increase of the percentage of Year 12 students in General and Foundation subjects achieving A or B grades, to improve students’ post school options.	2022: 38.17% (A/Bs) *Note: This cohort was impacted by three years of COVID-19. 2021: 44.25% (A/Bs) 2020: 38.80% (A/Bs) and a reduction in D/E grades by 4.78%		
Year 7 Intake:	Increase the total number of in-boundary student enrolments for Year 7 in 2023.	2023: 61 students (41%) 2022: 52 students (34.00%) 2021: 39 students (26.00%) 2020: 47 students (32.00%)		
	Maintain the overall Year 7 enrolment between 150 to 160 students.	Total: 143 (2020); 151 (2021); 153 (2022); 150 (2023)		

ACHIEVEMENTS

Student and Staff Achievements



Pia Faletti
English

Appointed as the AFLW
Forwards Coach for the
West Coast Eagles



Duane Smith
AIEO

Acknowledged by the Minister of
Education for having a positive
impact on the school and
community through the
Follow the Dream Program.



Hai Anh Ha
Year 12

Lions Club Youth of the Year
Public Speaking
Category Winner



Angela Pham
Year 12

The Young Women in
Public Affairs Award:
Top 3 Finalist



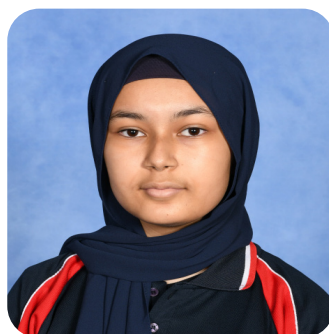
Hayden Lawrence
Year 11

Follow The Dream
Year 11 Endeavour Award



Jake Crowe
Year 10

Australian Defence
Force Youth Leadership
and Teamwork Award



Bahara Mohammadi
Year 10

Australian Defence Force
Future Innovators Award



Jannika Zimmermann
Year 9

Follow The Dream
Year 9 Endeavour Award

YEAR 12 ACHIEVEMENTS



Year 12 ATAR Dux - Ethan Campbell

During Year 12, Ethan studied a challenging 6 subject ATAR program towards the Western Australian Certificate of Education (WACE):

- Chemistry ATAR 12
- Engineering Studies General 12
- English ATAR 12
- Human Biology ATAR 12
- Mathematics: Methods ATAR 12
- Physics ATAR 12

As well as receiving the ATAR Dux, Ethan won the subject prize for Physics ATAR.

An industrious and perceptive student, Ethan was motivated and always gave his best in all situations. Ethan's diligence and competent, confident approach to set tasks, has impressed his teachers.

Ethan has a keen intelligence and wit. He accepts and enjoys new challenges and brings a positive approach and lively enthusiasm to all coursework. He has set definite goals in life.

In 2023 Ethan will study Chemical Engineering at the University of Western Australia.



Year 12 GENERAL Dux - Tanakorn Thongfuang

During Year 12, Tanakorn studied the following subjects towards the Western Australian Certificate of Education (WACE):

- Engineering Studies General 12
- English General 12
- Materials, Design and Technology: Wood General 12
- Mathematics: Essentials General 12
- Physical Education Studies General 12
- Workplace Learning

As well as receiving the General Studies Dux, Tanakorn was awarded subject prizes in: Engineering Studies General, Materials, Design and Technology: Wood General and Mathematics: Essentials.

The teaching staff have been impressed by Tanakorn's diligence and competent, confident approach to set tasks. He made many mature contributions to classroom activities. An industrious and perceptive student, Tanakorn is motivated and always gives their best in all situations. In dealings with both staff and peers, Tanakorn has displayed self-control, courtesy and a well-developed sense of fair play.

In 2023 Tanakorn will study Metal Fabrication at TAFE.

VOCATIONAL EDUCATION AND TRAINING (VET)

Vocational Education and Training (VET) programs provide opportunities for students to engage in personalised vocational training both at the school and off campus. Once again the VET results at Warwick SHS show outstanding results with all courses having 100% completion rates. Many of these courses are offered at Warwick SHS, while some students select courses offered through an external provider, based on their identified career pathway.

2022 Results:

- Year 12 students achieved **88** qualifications
- Year 11 students completed **6** certificates
- Year 10 students completed **5** certificates
- **11** Traineeships
- **7** Aboriginal students successfully completed their Aboriginal School Based Traineeship (ASBT)
- **100%** of Year 12 Aboriginal School Based Trainees achieved their qualification.

VET Qualifications

100%
VET Certificate
attainment

26
Certificate III

49
Certificate II

Qualifications Completed

Certificate II

- Automotive Electrical
- Workplace Skills (Business)
- Community Services
- Retail Services
- Sport and Recreation
- Construction Pathways
- Building and Construction (Painting)
- Electronics
- Hospitality

Certificate III

- Information Technology
- Business
- Education Support
- Music



Workplace Learning (WPL)

70

students involved

91

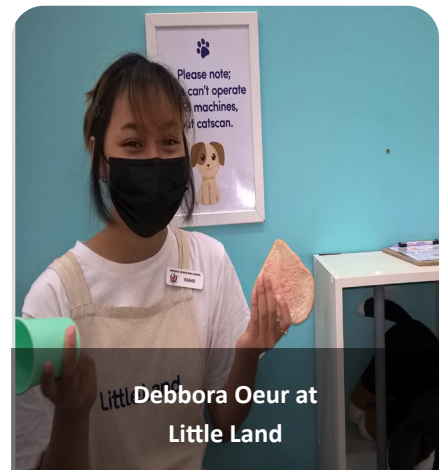
employers utilised

113

placements made

5021

hours completed



SPECIALIST PROGRAMS

Australian Rules Football

The Australian Rules Specialist Football program continues to go from strength to strength with over 100 boys and girls from Years 7 to 12 enrolled in 2022. Students participate in numerous regional and local carnivals and many progress to higher levels in the sport steadily rising through the ranks in local competitions and even to AFL level.

Some of this year's team success stories include:

- 34x 14 to 16s Development Squad Players
- 3x Rodgers Cup
- 1x WAFL Colts Debut
- 3x WAFL League Debut
- 1x 12s State Schoolboys Representative
- 1x 15s State Schoolboys (Train-on) Representative
- Participation in Year 7 to 10 Lightning Carnivals
- Participation in the Eagles Cup; Years 8/9 Grand Finalist in the Waalitj Division
- Participation in the Simply Energy Cup (Cable Division); Schoolgirls Dockers Cup; Victory Athletic Cup.

Individual success stories include:

Noah Ash, Galen Savigni, Lachie Vanirsen (Previous WSHS students): WAFL League Debut

Charly Bruinsma (Year 12): WAFL Colts Debut

Olivia Ferguson (Year 8), Grace Filardi (Year 9): Under 15s WA Schoolgirls State Team

Riley Groves (Year 9): Under 15s WA Schoolboys (Train-on) State Team

Kani Kean (Year 11), Luke Wills (Year 11), Thomas Bloxsome (Year 7): Competition Fairest and Best winners

Izabella Mircevska (Year 10), Abbey Partridge (Year 10), Grace Filardi (Year 9): Rodgers Cup

Levi Ord (Year 7): Under 12s WA Schoolboys State Team

Brody Pickett (Year 12): Rio Tinto Indigenous Youth Football Scholarship

Jasper Scaife (Year 12): Current West Perth Football Club Colts player invited to the State Combine competition

The Specialist Football program is one of only 6 in Western Australia endorsed by the Department of Education and the WA Football Commission.





Netball

The Department of Education and WA Netball endorsed Specialist Netball Program continues to be popular, attracting many students from across the metropolitan area. Students are provided with high level coaching and participate in a variety of camps, tours (regional, interstate and international), interschool carnivals and specialist training opportunities throughout the year.

In 2022, almost 100 students were involved in the Specialist Netball program. Key events included:

- Netball Challenge Cup
- High School Cup
- Year 9 Southwest Tour
- Netball Awards Evening

Individual success stories include:

All Australian Indoor Netball Representative	Harmony Johnstone (Year 9)
Association Representative Team	Jack Bertram (Year 7) Carson Cowley (Year 7) Peach Brinkworth (Year 8) Macy Jauncey (Year 8) Mia Bertram (Year 9) Kaydn Semler (Year 8) Halle Richards (Year 9) Hayleigh Heather (Year 9) Harmony Johnstone (Year 9) Tayla Deering (Year 10) Mya Walker (Year 10) Myllie Semler (Year 11)

Fever Academy	Kaydn Semler (Year 8) Mia Bertram (Year 9) Halle Richards (Year 9) Honey Harrington (Year 10) Myllie Semler (Year 11) Scarlet Jauncey (Year 11)
Fever Futures	Halle Richards (Year 9) Honey Harrington (Year 10) Scarlet Jauncey (Year 11)
Indoor State Netball Representative	Jack Bertram (Year 7) Kiah Daley (Year 8) Mia Bertram (Year 9) Harmony Johnstone (Year 9) Tayla Deering (Year 10)
Metro League	Peach Brinkworth (Year 8) Macy Jauncey (Year 8) Hayleigh Heather (Year 9) Tayla Deering (Year 10) Mya Walker (Year 10)
15/U SSWA State School and All Australian School Girls Representative	Halle Richards (Year 9)
School Sport All Stars Team	Halle Richards (Year 9) Honey Harrington (Year 10) Scarlet Jauncey (Year 11)
Specialist School State Cup	Hayleigh Heather (Year 9) Harmony Johnstone (Year 9) Tayla Deering (Year 10) Mya Walker (Year 10) Taya Herangi (Year 11)
State League 20/U Team	Honey Harrington (Year 10) Scarlet Jauncey (Year 11)
Umpire Accreditation C Badge	Eva Baric (Year 8) Peach Brinkworth (Year 8) Jorja Stanbury (Year 8) Kaydn Semler (Year 8)



Dance Elite

Through this highly regarded program, students receive tuition from experienced and passionate dance instructors and teachers. The program includes instruction in contemporary, classical, jazz, hip hop, folk, cheerleading, tap and interpretive styles of dance. The Elite program offers pathways to university and vocational education and training (VET).

In 2022, 106 students were enrolled in the program and received opportunities to take part in dance competitions, performances, and dance related events.

The annual Dancefest concert that was held in September, was well attended by family and friends with approximately 450 people in the audience. Performing in front of a large audience in a professional theatre like the Kingsway Auditorium, is very motivating for the students and provides them with a unique opportunity.

At the end of Term 2 in the Artist in Residence Workshop, 60 students were selected based on their attendance, capability, and efforts in class, to work with two specialist choreographers for a full day. Students from all year levels came together to learn advanced

techniques and choreography from professionals, culminating in learning a routine. Students then went on to perform their routines at Dancefest.

The Contemporary Dance Competition held in Week 9 of Term 4 for all ages from Year 7 to Year 10, was comprised of 30 items presented on the day. Strong competition between year groups was evident, making the judges' scores very close and making final choices difficult. This demonstrates the talent the school is attracting into the Dance program and the strength and creativity of the students. In this event, students are exposed to the endless creative ideas of other students, and given the valuable opportunity to practise their performance qualities which are so important when presenting a dance.

General Dance Course (Year 11 & 12)

This was a combined class of two year groups this year, which required a higher level of preparation and organisation. The students' results were rated "as expected" in Year 12 EST (Externally Set Task), with the teacher's assessments confirmed. All the students enjoyed the practical components of the course and their technical and choreographic skills have continue



The Dance Elite Program

Supports and nurtures students in achieving personal and artistic success.

Students in the program also receive instruction in choreography, lighting, music and costume design.

Dance students receive opportunities to build confidence and interpersonal skills, as well as self-management and leadership.



Music Elite

In 2022, Mr Mitchell Martin was an exceptional Music teacher.

Thanks to his background as a performing musician, the Music students showed significant growth in their performance ability and practical music making skills throughout the year.

Two remarkable end of semester Music Concerts were conducted, which sold over 200 tickets each, raising a total of \$2 410 for the Music Department.

The quality of performances was elevated through the acquisition of upgraded equipment, which included a professional grade PA system with a 22 channel mixer, a 20 hannel multicore, 2 top quality front of house speakers, 2 high caliber foldback speakers, and 3 excellent microphones.

Mr Martin assembled a Tech Crew ensemble and instructed these students to become proficient sound engineers and stagehands.

During the Music Concert, this enthusiastic group of students showcased their newly acquired skills by skillfully mixing the bands on stage and expertly moving them on and off, with the assistance of their teacher. The goal is for this Tech Crew to gradually acquire

the necessary experience to perform these duties independently.

In the Pop Band ensemble, the students were taught by their teacher to play contemporary pop songs by popular artists such as Justin Bieber, Dua Lipa, Bruno Mars, and Ariana Grande, with the goal of performing like a professional pop band. Their long term goal is to: have developed a setlist, which could be performed at local festivals, and performances where a 30 minute set is needed.

Activities of the Music students included: performing at school and year group assemblies, and lunchtime concerts in the Music room promoting the growth of the program and encouraging others to enrol.

Warwick music students performed at local primary schools for the Year 5 and 6 students and encouraged them to join the Warwick specialist program in high school.

The school's Pop Band and the student Tech Crew attended Greenwood Primary School and gave a well received performance at their school assembly.

The popularity of the Music program was such that it saw a large growth in numbers, especially in Year 7.



2022 SCHOOL HIGHLIGHTS

English

Fostering a Love of Literature and Learning

The English Department pursued goals of increased literacy and joy in the use of language. Students developed the skills to be successful in other areas; to communicate effectively, to describe powerfully and to persuade those from whom they want something.

Consistent success in NAPLAN and OLNA, in WACE attainment, and in all the classes that lead up to these milestones, are the achievements that make us proud. However, they are not ends in themselves. Rather, they are indicators of the work we do daily, work that will empower students to access opportunities for further study, for training and employment, and for living a fulfilled life.

The Year 11 and 12 Speech competition for ATAR students, saw the following students excel; Claudia Claite (Year 12 Champion), Riley Wills and Erin McCarley (Year 12 Runners Up), Lauren Vanirsen (Year 11 Champion) and Hayden Limos (Year 11 Runner Up). These talented orators were inspiring with their original and captivating ideas and perspectives!

English students from Years 7 to 12, throughout the year, aspired to do their best, immersed themselves in their learning, acquired knowledge and new skills, and experienced growth through their continual efforts and even sometimes struggles.

Health and Physical Education

The HPE staff have continued to work hard to provide students with exceptional learning experiences and sporting opportunities. In 2022 Health and Physical Education subjects from Years 7 to 10 helped prepare students both physically and academically for their chosen pathway in senior school. This may include ATAR Physical Education Studies, General Health Studies, General Physical Education Studies and a Certificate II in Sport and Recreation within the Australian Rules Football and Specialist Netball programs.

Years 7 to 10 Health Education curriculum gives students the opportunity to gain knowledge of important health related issues whilst providing preventative strategies and skills in topics such as bullying, smoking, alcohol, illicit drugs, nutrition, sun and water safety, relationships, mental health, and driver education in the 'Keys for Life' program. In the Physical Education curriculum, students had a range of physical activities to participate in throughout the year, with an holistic approach to being active and healthy. The range of sports covered from Years 7 to 10 included badminton, tee-ball, netball, football, floorball, volleyball, softball, basketball, cricket, touch rugby, fitness, modcrosse and swimming.

Students represented Warwick in lightning carnivals, football, High School Cup netball, senior boys' basketball, senior boys' netball and interschool athletics. All students participated with exceptional sportsmanship and continued to build the school's sporting culture.



Humanities and Social Science

2022 has been a year filled with challenges and opportunities for the Humanities and Social Sciences (HASS) Learning Area. Students worked hard to continue to develop their HASS skills and apply them to the world. Topics students delved into included; the liveability of their suburbs, the Black Death (which allowed for many comparisons to events of the recent pandemic) and political parties, which was highly relevant during the Federal election.

As life returned to normal, HASS was able to reintroduce excursions and guest speakers. Year 11 Geography students visited Kings Park and Elizabeth Quay, Year 8 students visited WA Parliament House and Year 7 students were very excited to be visited by Dr Anne Aly, Federal MP and Mrs Jessica Stojkovski MLA, the local state member. Plans for a return to Canberra and Sydney with Year 9 students in 2023 are well advanced and students are looking forward to this opportunity next year.

Indonesian

A busy year in 2022 in Indonesian! Eating pandan cake and nasi goreng, building models of traditional houses, food tastings, endangered animals, Indonesian board games, culture, and immersion in language. With five classes across the Year 7 cohort and some Year 8 classes, Semester 1 saw students prepare the classroom for the Technologies Open Day in July.

Mathematics

Mathematics Learning Area entered some very brave students into the annual Have Sum Fun face to face problem solving competition. One Year 9/10 team was entered in 2022, taking part in a challenging night. The event consisted of four rounds of eight very challenging questions each, covering a range of Mathematics topics. It was the most successful team Warwick has had since competing in this competition, ranking 5th out of approximately 30 schools. The students are keen to feature in the Top 3 next year. Well done Team Warwick! The Australian Mathematics Competition in August tested some of the Academic Extension students on their problem solving skills. The following students were awarded Certificates of Distinction:

Year 7: Brock Prance, Jaydon Hinman-Hall

Year 9: Nikolas Babic (also Best in School), Isabel Gomez, Toby Iglio

Year 10: Daniel Stayt, Alexander George, Rebecca Cole, Dominik Dzieciol.

Year 7 students participated in a highly engaging session conducted by the World of Maths team. This travelling hands on workshop delivered engaging and educational problem solving activities using giant floor puzzles. Students had a lot of fun and learned mathematics at the same time.





Science

In March, Science celebrated International Girls in Science Day. Warwick hosted an online event with two prominent female scientists, Dr Edith Botchway and Dr Fatematuz Zohora. It really challenged the science stereotype of an old man with glasses, working in a lab with a white coat!

The Year 10 AEP class enjoyed a Physics based excursion to iFly. Students used their mathematical skills to solve physics problems around terminal velocity, and experienced a sky dive as well. Year 12 students attended an evening lecture about the 'Chemistry of COVID' at Edith Cowan University. Lecturers from ECU and UWA spoke about the structure of the COVID-19 virus and the process of vaccine production. This fitted perfectly with their ATAR studies and increased their understanding of prominent Science topics. Year 12 students visited Perth Zoo in Term 3 to complement their Human Evolution studies where they compared the anatomy and skulls of primates with humans.

A group of Year 10 students attended the Science and Engineering Challenge at the Claremont Showgrounds. Eight different challenges were presented during the day, earning points for Warwick. Warwick were not the winners but the students had great fun solving problems and applying their science knowledge in new situations.

Year 9 Science students showcased their achievements at Scitech for the NXplorers program. Working on real life solutions to issues while at school they then had the opportunity to show Shell, Scitech and other schools, their final project.

Technologies

The Technologies Learning Area believe in engaging all students in a learning experience that equips them with 21st century skills, which are required in our ever evolving world. With this goal in mind, students and staff in Home Economics, Digital Technologies, Business, and Design and Technologies, have continued to innovate and work hard to achieve success in many subjects and extra curricula subjects and activities.

Highlights of 2022 included the inaugural Warwick Technologies Expo held in the last week of Term 2. The students' work was displayed across all areas in Technologies, including Indonesian. The Expo opening included the presentation of prizes to the winners of: Year 11 Hallway Table Competition, (Ryan Craig), and the Year 12 Briefcase competition, (Tanakorn Thongfuang). Congratulations to all staff and students. The Expo showcased students' work across all areas and gave an insight into the quality and type of work being undertaken in the Technologies Learning Area.

Year 10 Software Engineering students visited VR Arrival in Victoria Park, where they experienced and learnt about virtual reality games including how they are developed. Through this experience they were able to transfer new knowledge and skills back to the classroom, while working on the development of their game design.

Eight students from Years 7 to 10 competed in the State RoboCup event. Students were tasked with designing, building, and programming their robots to autonomously complete either the Maze or Line Rescue challenge. Jake Crowe and Daniel Stayt were successful in progressing to the finals in the Line Rescue challenge. The Year 7 team of Hannah Polmear, Jaydon Hinman-Hall and Phoenix Warner, attempted the difficult Maze challenge and performed well.

Year 12 students worked extremely hard achieving success in many areas. Qualifications achieved include Certificate III in Business, Certificate II in Construction Pathways, Certificate II in Work skills and Certificate II in Community Services. All courses are recognised by industry and create a pathway for students to enter further or higher educational pathways through traineeships, apprenticeships or TAFE. Work displayed at the Tech Expo demonstrated students commitment to achieving the best possible outcomes.



Drama

Students enjoyed learning circus techniques in a circus incursion, learning hula hoops, diabolo, ball juggling etc. They also explored verbal techniques through Readers Theatre and non-verbal techniques through their circus acts. At the end of semester, students married these two techniques together and created characters for Harry Potter scripted scenes. Students were able to engage with Constable Care, and WAYTCO Theatre and were introduced to Commedia Dell'Arte, an early form of theatre based on Italian comedy.

Visual Art

Year 7 students produced cubist style portraits inspired by Pablo Picasso, Year 9 students created artworks inspired by Matisse and Aboriginal art. The Year 10 cohort created sculptures influenced by Alberto Giacometti and linocut prints inspired by Gustav Klimt and ancient Egyptian art. Year 11 Visual Arts group created vibrant still life paintings influenced by Pop Art and the work of Roy Lichtenstein and linocut prints inspired by organic forms. Year 12 students created repeat patterns and produced artworks inspired by non-western art. Year 11 and 12 artworks were exhibited at the Warwick Grove Shopping centre, with a positive response. The Visual Art team are extremely proud of the students' achievements.

Media

Year 8 students re-created a short advertisement based on the shoe brand Skechers. Year 9 students worked on original short stories, music videos and documentary techniques. Year 10 explored camera techniques while producing sporting highlight reels and reality TV trailers. Cert II Creative Industries produced 2D animations and were visited by local professionals. As part of AV (Audio Visual) Club, a short film competition was held on the theme of 'Wellness' with Tane and Jasmine Armstrong producing the winning piece. Funding was granted by the P&C for additional equipment with growing numbers in this field.





School Ball

Warwick Senior High School students made the most of their night in Hollywood, dressing in style for the event at the Perth Hyatt Regency on Friday 16 September. Students made good use of the dance floor from the minute they entered the ballroom, until the very last song and enjoyed sharing the evening with students and guests from West Coast Secondary Education Support Centre. It was a memorable night for staff and students.

Ball Award Winners

Year 12 Awards

Hollywood Star - Lachlan Donnelly

Hollywood Star - Jessii Blake-Chitarra

Hollywood Glamour - Jordan Te Maro

Hollywood Glamour -

Tatiana Fernandez Ledo

Hollywood Couple -

Jamahl Martin

Lucia Versace

Year 11 Awards

Hollywood Star - Everett Kickett

Hollywood Star - Tatijana Poposka



NAIDOC Week

NAIDOC Week was celebrated with the students at Glendale Primary School attending their NAIDOC assembly and had the opportunity to exchange a performance and Aboriginal canvas. Follow the Dream students made damper and indulged in kangaroo stew cooked by the Home economics students. Students had the opportunity to have their face painted and to make anklets and bracelets in the flag colours. The week also involved dance performances, a smoking ceremony and a featured book display in the library.



Relay for Life

Warwick SHS was awarded for the second year in a row the “Highest Fundraising School”, topping the previous year total with \$14,000 raised. Two teams were entered, the Warwick Walkers and Warwick Runners. Each team had a baton made by Mr Caspersz, that was kept moving for 24 hours in relay along the 400 metre track at the HBF Arena.



Pedal Prix

A team of 16 students which comprised of riders, pit crew, media, and logistics competed in the Perth and Bunbury events with two trikes. In both races, Warwick’s Years 7/8 and Senior teams finished in the Top 20. The Years 7/8 team consisted of Wyatt Hardingham, Jaydon Hinman-Hall, Samuel Juno, Noah Juno, Samuel Tyson, Phoenix Warner, Madox West and Cash Loto. The Senior team participants were Eric Clarke, Jake Crowe, Georgia Evans, Leila Lawson, Brendan Mann, Fiona Southall, Jascinta Wells and Ethan Khoshkho.



R U OK Day

The Year 11 and 12 General Health Studies students spent a number of weeks preparing interactive stalls for other students to engage in. Topics such as anxiety, self esteem, physical inactivity, cyber safety, bullying and many more were researched. A positive atmosphere surrounded the event, students were engaged in activities and teachers reported positive conversations. Headspace Living Proud also spoke to the students to complement the day.



PRIORITY REPORTS 2022

Priority 1: Teaching and Learning

Teaching and Learning at Warwick SHS seeks to equip teachers with current knowledge and skills to deliver teaching excellence and learning for success.

In 2022, the Teaching Excellence priority focused on developing staff pedagogical knowledge and skills. It aimed to improve the use of explicit teaching strategies through regular communication with teachers, further development of staff skills and capabilities, and the provision of relevant research and resources.

The strategic approach agreed on was continuing with the 'Reflect, Review and Feedback' focus of the Warwick SHS Instructional Model. Due to the impacts and uncertainty of COVID, it was agreed that teachers needed more time to further develop and master their expertise of this aspect of school development. This was a commitment to instructional improvement, using the Warwick Instructional Model to guide schoolwide pedagogical practice.

Term 1: Consolidating and further expanding on teacher's knowledge and implementation of the language and practice of Feedup, Feedback and Feedforward from 2021, **Students as Self-Reflective Learners** ('self-feedback'), was explored (including self-reflection and self-assessment).

Teachers assessed where students were as self-reflective learners and considered what self-reflection and self assessment involved in the classroom. Teachers learnt that students need to be explicitly taught how to be self-reflective learners, the same as any other topic. Research indicated the benefits of students as self-reflective learners because it gave students a sense of ownership and 'demystified' the marking process. Other benefits cited included:

- students as self-reflective learners allowed for increased opportunities for Feedback and Feedforward
- more responsive teaching
- it is what students want and need, and
- it helps the teacher understand where students are in real time.

Resources and strategies shared with staff included ideas of 'what to do right now' and how to easily incorporate self-reflection into assessment processes. Staff were encouraged and expected to incorporate this information and strategies into their classroom pedagogy practices in Terms 1, 2 and 3.

Term 2: Professional learning on **Peer Feedback** was presented to staff. Teachers were given research that recognised 'effective teaching as a complex skill that requires deliberate practice'. Also, when teachers ask students to give each other feedback, this is far more complex than simply swapping work and identifying errors. Research shows that peer feedback can increase student achievement. Peer feedback needs to supplement, rather than substitute for teachers' feedback. Students develop important skills simply by engaging in conversations with their peers about their work. 'The greatest value of peer review/feedback is in providing feedback and engaging in conversations about assessment. When students critically review the work of peers, they make comparisons between their own work, their peers work, and the assessment criteria, to build an understanding of quality.'

Staff were given two strategies to use and implement with their classes:

1. TAG (Tell/Ask/Give) and
2. PQS (Praise/Question/Suggestion).

Staff were encouraged and expected to incorporate this information and strategies into their classroom pedagogy practices in Terms 2, 3 & 4.

Term 3: At a School Development day, staff were demonstrated a 'hands on' strategy/activity to use with students called a 'Zine' to record information, which they practiced on the day. Staff participated in different collaborative learning opportunities, which included:

- Viewing a Dylan Wiliam clip about 'Feedback as Detective Work'
- Looking at teacher reference books, available to borrow from the school library
- Viewing the Ron Berger clip 'Austin's Butterfly' about Feedback
- Engaging with important documents such as Teaching and Learning at WSHS, WSHS Business Plan 2021-2023, Department of Education Strategic Directions 2020-2024, and Building on Strength, and SCSA Guiding Principles Mandated Materials: Principles of Teaching and Learning, and Principles of Assessment
- Collaboratively creating a list of all the different types of Feedback at WSHS.

This exercise gave teachers opportunities to collaborate with staff from different learning areas, increase their knowledge, as well as share information with all staff.

Terms Three and Four allowed staff to consolidate all parts of the Instructional Model: Learning Intentions and Success Criteria; Reflect, Review and Feedback, in readiness for the formal implementation of the final focus of STEAM skills in 2023.

Communication was enhanced by the Teaching and Learning all staff email in 2022, the main purposes being to:

- consolidate information learnt through professional learning and staff meetings
- build a positive culture around teaching and learning and collective efficacy
- acknowledge what teachers do every day, and the positive difference staff make daily
- provide teachers with strategies to use in their classrooms.

Pivot Student Perception Surveys were again utilised schoolwide in Semester 1 and 2. Staff recognised the ongoing, important role that student feedback plays in improving teaching practice. Pivot aims to support learning environments by empowering teachers to make positive and effective change based on student feedback. The Pivot survey empowers students to have a say in their education, providing actionable feedback direct to the teacher. The survey is supported by resources that provide evidence-based recommendations to support and encourage improving teacher practice.

Term Four was used to consolidate knowledge and skills presented and learnt through earlier terms in a Learning Area team quiz format. The quiz aimed to reflect the Instructional Model, and through collaboration between Teaching and Learning, Learning Support, Literacy and Numeracy, and the PBS (Positive Behaviour Support) team, a set of challenging questions was delivered in a fun and interactive format. This gave teachers time to reflect on new knowledge and skills, and to collaborate with colleagues.

On reflection, over the last two years, the teaching and learning focus at Warwick has achieved some of its strategic goals around upskilling staff, and (beginning to) grow a culture of staff who are cognisant of, and engaged with, the Warwick Instructional Model. It is also envisaged that staff will be more willing to adopt new ideas and facilitate new strategies into their classroom practice, thereby being positive, 'lifelong learner' role models to their students.

Priority 2: Learning for Success

Warwick Senior High School is committed to fostering a culture of growth and empowerment among our young individuals. Our aim is to instil students with confidence, nurture their ability to seize opportunities, and equip them with the persistence needed to achieve success. We believe that collaboration between our dedicated staff, students, and parents/carers can truly make a difference and ensure that every student reaches their fullest potential.

Learning for Success: The primary goal is to develop our students' academic abilities, enabling them to fully engage in their learning journey and attain success. To achieve this, various initiatives have implemented with a focus on enhancing literacy and numeracy skills through an enrichment program, develop digital literacy skills, and engage students in STEM (Science, Technology, Engineering and Mathematics) education.

Warwick SHS has a 3 Tier intervention model based on best practices and current research. This model concentrates on improving literacy and numeracy skills across the entire school, while providing early intervention for students who require it in Years 7 and 8. These students are identified in Year 6 through a comprehensive transition process with local primary schools and provides extra support for students who face challenges in the mainstream curriculum. The tiers are explained as follows:

Tier 1: This tier encompasses a whole school approach guided by the Warwick Instructional Model. The model outlines the teaching pedagogy employed in every classroom, every day. Tier 1 focuses on differentiated instruction that caters to the needs of high achieving students while providing additional support to those who require more time to grasp the curriculum content.

Tier 2: For students who require further assistance beyond Tier 1, the school provides small group interventions. These students benefit from additional support in Years 7 and Year 8 Literacy and Numeracy classes, as well as Years 11 and Year 12 Foundation English and Mathematics classes. Dedicated Literacy and Numeracy specialists work tirelessly to equip students with the necessary skills. Warwick's recent exceptional performance in Year 7 and 9 NAPLAN assessments compared to similar schools stands as evidence of the effectiveness of our 3 tier enrichment plan. Students receiving Tier 2 support continue to participate in regular lessons alongside their peers who receive Tier 1 support.

Tier 3 interventions may involve small group work with 2 to 4 students or individual lessons. Students receiving Tier 3 support still have access to Tier 1 and Tier 2 resources and additionally, they benefit from an extra hour of one on one support each week.

Pathways for Success: Warwick SHS offers diverse programs and pathways. Through these opportunities, the aim is to develop our students' talents, nurture their aspirations, and promote post-school pathways. Due to increased enrolments, the Music Elite program has been expanded, the Applied Engineering pathway strengthened, and the choice Vocational Education and Training (VET) subjects has been increased.

As a whole-school model, Warwick embraces STEM education, recognising the importance of applying creative thinking to STEM projects and stimulating students' imagination and creativity. The approach revolves around fostering cross-disciplinary critical and creative thinking, problem solving, communication, and digital literacy skills. These abilities are indispensable for success in 21st century occupations.

To facilitate a smooth transition to secondary school, Year 6 Transition and Orientation days are held at Warwick, as well as primary school visits by Warwick staff. To assist students in successful transitions after compulsory schooling ends, students explore post-school options through Years 7 to 10 in Career Development programs via our Career Practitioner and Years 11 and 12 Career and Enterprise courses. Senior school students can take the Workplace Learning subject and be placed in worksites.

Engagement and Retention: Students are encouraged to attend school regularly and to be ready to learn and engage in their school work. The school uses several strategies to achieve this including the Positive Behaviour Support program (PBS) with its "BEES" mantra which outlines expected behaviours of students, a school wide pedagogy, a dedicated pastoral care focus throughout the school and rigorous attendance monitoring systems that are embedded school practice.

Priority 3: Enhancing Wellbeing

Positive and Safe Learning environment

The **Positive Behaviour Support (PBS)** program was consolidated further at Warwick SHS throughout 2022. The behaviour expectations of **Believe, Engage, Equip, and Show Respect (BEES)** were further embedded in many processes across the school that support students with their behaviour. Visual representations to remind students of the school's expectations are evident in all areas of the school and the promotion of BEES continued at year group assemblies. In the 2022 Student Survey, 82% of students indicated that the expectations of students at Warwick were made very clear to them. 77% of students felt that the facilities at Warwick were good for them to learn in. When staff were surveyed, 84% agreed or strongly agreed that staff are well supported by the school and 100% of staff indicated that they have a good understanding of the PBS program. 82% of parents surveyed felt that teachers at Warwick care about their children.

Pastoral Care Program

The Student Services team worked diligently to ensure a high level of pastoral care for all students in the school. The school has a very comprehensive and experienced Student Services team consisting of the following: Head of Student Services (HOSS, full time), Student Support officer (full time), Year Coordinators for Year 7, Years 8 and 9, Years 10 and 11 and Year 12, School Psychologist, School Chaplain, Community Health Nurse, First Aid Officer (full time), Learning Support Coordinator and AIEO (Aboriginal Islander Education Officer). This is a significant financial investment by the school, to facilitate positive health and wellbeing in our students and staff.

The Student Services team facilitate activities and programs such as immunisations, Respectful Relationships, Follow the Dream, guest speakers for 'RU Legal' and 'Red Frogs' and a range of excursions and rewards to promote positive behaviour amongst the students. This is evidenced by 60% of students responding indicating they felt the school is an inclusive environment. 70% of students indicated that the school supports their health and wellbeing and 85% of parents felt their child felt safe at school. 77% of parents indicated that they were satisfied with the level of support of health and wellbeing at Warwick SHS.

School Pride and a Sense of Belonging

The school's House system continued to be embedded in the culture of Warwick SHS in 2022, despite a few COVID-19 related challenges. Students participated in a range of activities including swimming, athletics, e-sports and many others to achieve points for their house. The school again held the annual 'House Festival' to encourage student participating in the lead up to the Athletics Carnival. When students were surveyed, 68% indicated that they felt the whole school events encouraged school pride. When staff were surveyed 100% of respondents indicated that Warwick SHS encourages a sense of pride in achievement, and a sense of self-worth in its students. Students indicated that 83% of those surveyed had received at least one positive communication home in the 2022 school year. Warwick continued its program of clubs in 2022 with Audio Visual and Robotics clubs available to students after school and Chess Club open at lunchtime. The library now opens before school to allow students to study, research or just keep warm in winter!

Positive Health and Wellbeing

The BeYou program was commenced in 2022 as a mental health and wellbeing platform for both staff and students. The associated BeYou Professional Learning Community (of staff) has developed an action plan to achieve its desired outcomes.

By request from students and staff, a form room period was to be reintroduced in 2023 and now titled "Homeroom". This will be to increase student contact with a teacher in a less formal setting. These will be virtual in composition i.e., Years 7 to 12 students.

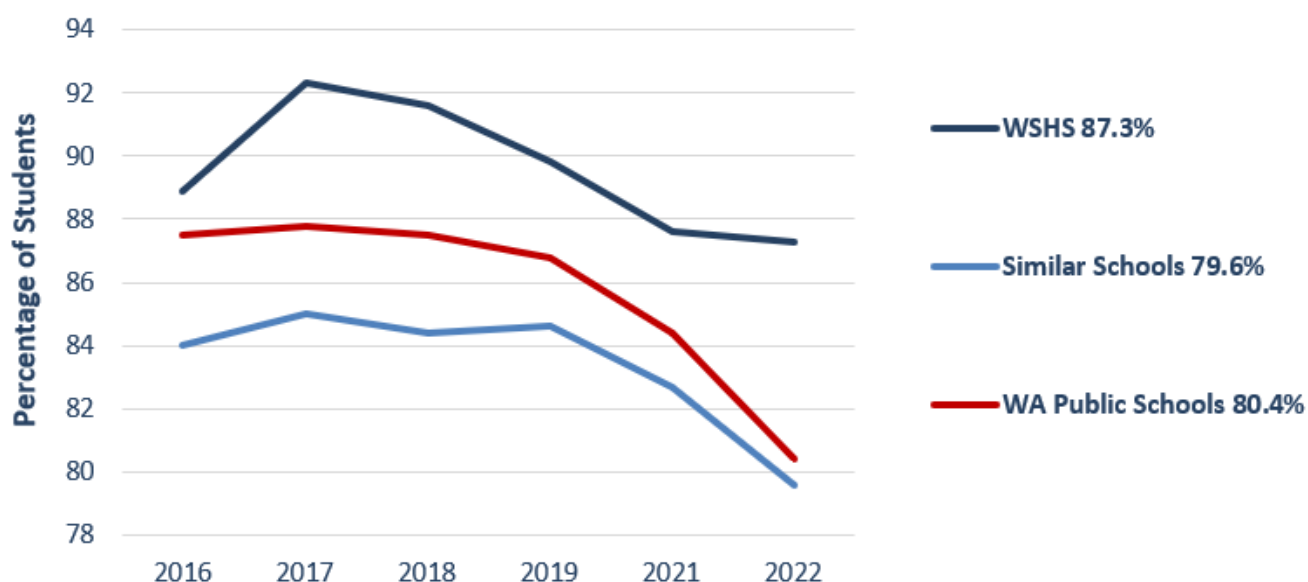
62% of staff surveyed had participated in Health and Wellbeing activities for staff and this was during a reduced program of activities due to COVID. Warwick SHS conducted its annual R U OK Day events with an associated

Health Expo for students. These activities are designed to promote healthy lifestyle choices to the students and to support friends and family in time of difficulty. Students across a range of year groups were able to participate in the vaccination programs as well as staff receiving an influenza vaccine. These programs are designed to help staff and students remain physically healthy. The Student Services team supported students who required their support for either physical/mental health reasons when required. These students were monitored through regular SAER (Students at Education Risk) meetings of the Student Services team.

Attendance

School attendance data for 2020 was not published due to inconsistencies in the data as a result of the varying health advice and schooling arrangements across the country in response to the COVID-19 pandemic. Whilst 2021 data was released it is important to note that some students were in isolation for periods of time. Warwick students attendance continues to be above other WA Public Schools.

Warwick SHS Attendance Rates



The school's Aboriginal and Indigenous Education Officer (AIEO) utilised highly effective liaison skills to work as part of the Student Services team, to improve the attendance of Aboriginal students for extremely positive outcomes.

Year	Aboriginal Attendance - Percentage		
	Warwick SHS	Like Schools	WA Public Schools
2017	87.5	70.4	66.6
2018	86.2	67.6	66.9
2019	83.6	69.7	65.8
2020	-	-	-
2021	81.7	68.1	62.6
2022	80.7	65	55.2

Priority 4: Strengthening Partnerships

PR & Marketing

The school continued to work to improve its digital presence in the local area. Electronic media is the primary mode of communication which includes the school's website, Facebook, the Department of Education (DoE) Connect system, the school based Compass system (which replaced SEQTA in 2021) and DOE Schools On Line. A wide range of school staff contribute to these sites to keep our community advised of school events and successes. As 2022 was another COVID-19 affected year, the Connect system was used very effectively to communicate with the school community on almost a daily basis. With an increased focus on public relations and marketing, this has seen increased activity from parents/carers and the general community on these various platforms. In the annual Parent Survey in 2022, respondents stated they "liked the great communication with parents on child progress and behaviour", "E-mails and Connect notices about child's results", "teachers sending home mini reports after each task" (i.e. task mark reports) and 85% supported the statement "School staff are approachable and are willing to talk to me about my child's progress."

Warwick aims to involve its local partner primary schools into Warwick Senior High School activities. Many events are held to engage the parents of potential students and the students themselves, into seeing Warwick as their "school of choice" for Year 7. In 2022, Year 6 students experienced two days on campus for transition and orientation into high school. These were very well received by the Year 6 students. Parents were invited to attend two Prospective Parent Information Evenings, and school tours were held every Tuesday. Warwick's Music and Choir students attended and performed at some of our primary school's assemblies and were applauded for their efforts.

As extra immersion into Warwick, all the local Year 5 students attended a 'Buzz Day' at Warwick, where they spent an entire day engaged in mini competitions based around the school's STEAM skills (i.e. 21st century learning and employability skills), conducted by the Mathematics, English, Science, HASS and Technologies areas. These are hugely successful days with students gaining a real buzz of excitement and returning to their schools with lots of positive stories about their activities at Warwick. These events all raise the image of Warwick in the local schools and have assisted the increase in demand for places in Year 7 in subsequent years.

Collaboration and Partnerships

Warwick participates in several educational partnerships, and collaborations. These include:

West Coast Curriculum Collaborative (WCCC):

Five local high schools have worked together over a 10 year period, to improve Year 11 and 12 subject choices by combining some specialist classes with very small student enrolments into one class. In 2021 and 2022, Year 11 and 12 Mathematics Specialist was conducted between three schools with students being transported to the most central school, twice per week for 2 hour sessions. Warwick students performed well in this system, experiencing working with other academically talented students. This collaboration ensures Warwick students recognise the expected standards in the most challenging subjects and enjoy healthy competition with another group of their peers.

The principals meet regularly to plan for subject collaboration but also to share strategies and ideas for the betterment of education of all students and staff in this secondary school network.

Warwick Schools' Cluster: The principals of the five local cluster schools (East Hamersley PS, Glendale PS, Greenwood PS, Hawker Park PS, and Warwick SHS) meet as regularly as possible to share knowledge, strategies and ideas and plan for parents selecting Warwick SHS for their child's secondary schooling, to ensure a seamless transition into Year 7. The cluster also has a very big focus on STEM for its students.

Other Partnerships: Warwick maintains long standing partnerships with Karrinyup Rotary Club and Duncraig Lions, who give financial and professional support to our students. Students in Year 9 are sponsored annually by Karrinyup Rotary to attend the National Youth Science Forum each year, and others are sponsored by the Duncraig Lions to enter the Lions Youth of the Year competition. Mutually beneficial links with UWA, Curtin and ECU result in invitations to their outreach programs for Warwick students and enable them to experience life on a university campus, well before

they must enrol to attend. This ensures our students have high aspirations to attend university.

The school's specialist sporting programs are underpinned by unique partnerships with Netball WA and WA Football Development Trust. Warwick is one of only a few schools that have these direct links to the sport's governing bodies.

Partnership with West Coast Secondary Education Support Centre

West Coast ESC moved to the Warwick site in mid 2018, to utilise our specialist infrastructure resources and staff. Warwick staff and students have worked diligently with West Coast staff to provide an inclusive site for all students.

Classes are jointly planned for West Coast SESC students to be taught in their own class groups by Warwick specialist staff e.g., Visual Art, Design and Technology, Home Economics etc, or if able, to be integrated into Warwick mainstream classes. In 2022, a few students from each school were enrolled into the other school as it was deemed more suitable for the student.

This collaboration is achieved through:

- Regular meetings between the West Coast and Warwick Executive teams and other key staff.
- A Memorandum of Understanding (MOU) being developed between the schools and reviewed annually.
- Warwick teaching staff engaging in professional learning around disability and access for all students.
- Warwick students being asked to “embrace student differences” and to welcome our neighbours to our site, which they have done.

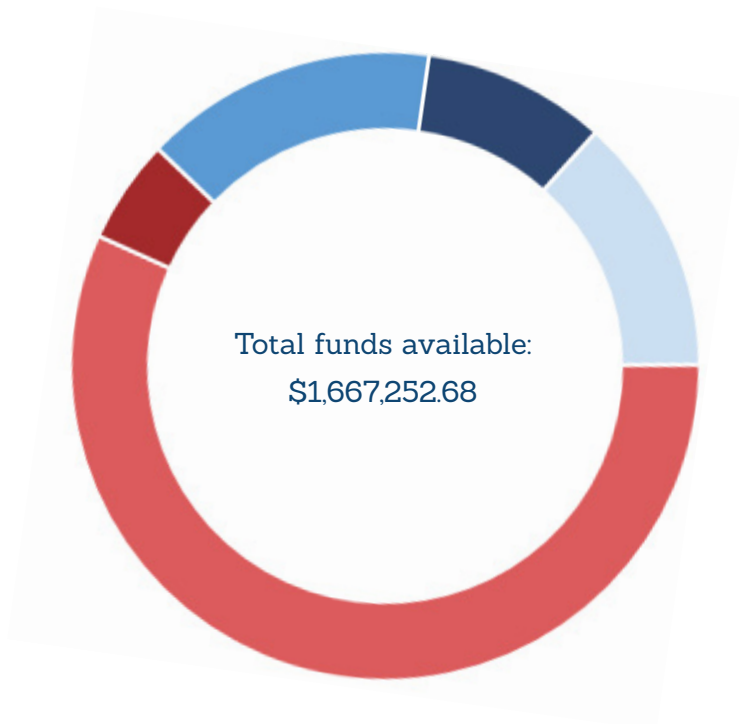
The School Ball is now a joint event between the two schools, where the senior student groups mingle, eat, dance, have photos taken, and enjoy each other's company till late into the evening. It is the highlight of the year for both schools.

In the future, it is planned for the staff of the schools to engage in more shared professional learning that is common and increased social activities. The respective Board Chairpersons are now members of both schools' boards.

The integration of West Coast SESC onto the Warwick site has been successful and the partnership continues to strengthen. This is acknowledged by the Executive teams of both schools. In the 2022 Parent survey, 85% of Warwick parents/carers felt that Warwick has an “inclusive school environment.”

FINANCE

Income

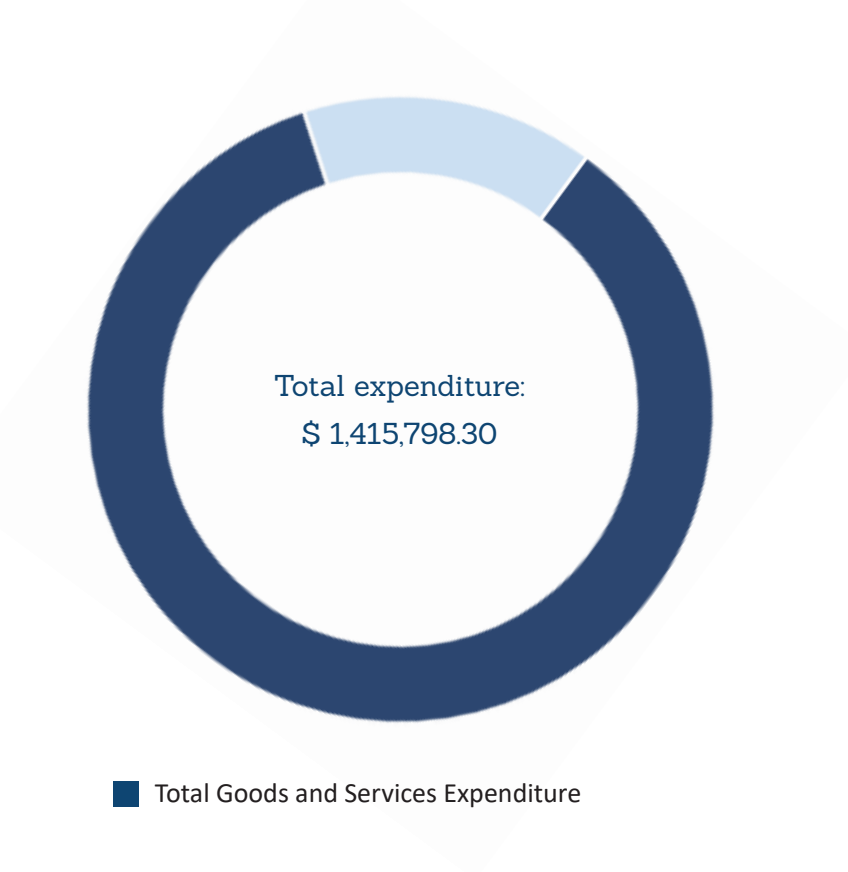


2022 Income

Fundraising/Donations/Sponsorships	\$ 36,046.69
Voluntary Contributions	\$ 50,685.50
Charges and Fees	\$ 217,173.24
Fees from Facilities Hire	\$ 20,492.76
Other Revenues	\$ 57,635.85

- Charges and Fees
- Voluntary Contributions
- Fees from Facilities Hire
- Other Revenues
- Fundraising/Donations

Expenditure



2022 Cash Position

General Fund Balance	\$ 251,454.38
Asset Replacement Reserves	\$ 250,000.00
Suspense Accounts	\$ 103,212.84
Tax Position	\$ 5,781.00
Cash Advances	\$ 200.00
TOTAL BANK BALANCE	\$ 598,686.22

\$ 1,415,798.30

Administration	\$ 35,244.61
Utilities, Facilities and Maintenance	\$ 482,004.42
Buildings, Property and Equipment	\$ 212,873.57
Curriculum and Student Services	\$ 368,287.74
Staff Development	\$ 55,383.32
Other Expenditure	\$ 56,431.45
Payment to DoE, Regional Office and Other Schools	\$ 689.55

- Total Goods and Services Expenditure

A LOOK AT 2022



WARWICK

SENIOR HIGH SCHOOL



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