

**TOM PRICE
SENIOR HIGH SCHOOL**



Respect Integrity Personal Best

***Annual Report
2020***

A School of Excellence and Opportunity

Contents

School Vision, Context and Profile	2
Values and Address from Principal	3
Address from Board Chair	4
Behaviour and Attendance	5
Student Services	8
Lower School Achievement	9
Senior School Achievement	12
Fogarty EDvance ~ OHI	13
Vocational Education and Training	14
Enrichment Centre	15
Emergency Services Cadet Unit	16
School Financial Summary	17
Aspects of Tom Price SHS	18
Valedictory	19
Glossary	20

Our Vision

To inspire students to embrace their diversity and be passionate about their learning in order to achieve their personal best.

School Context

ICSEA (<i>Index of Community Socio-Educational Advantage</i>)	928.00	(9th Percentile)
Student Transiency	35.30%	(9th Percentile)

Student Profile

FT Student Numbers	280	
Students with a disability ~ identified by SCF(M)	6	(2.1%)
ATSI Students	86	(28.9%)
Repeating Year 11 Students	0	

Above figures are based upon Semester 2, 2020 information.

Our Values

Respect

Having regard for yourself and others, lawful and just authority and diversity within the school and wider community and accepting the right of others to different or opposing views.

Integrity

Being consistently honest and trustworthy.

Personal Best

Striving for the highest personal achievement in all aspects of schooling and individual and community action.

Message from the Principal: Andrew Jack

Welcome to our school's 2020 Annual Report. I use this opportunity to thank all members of the Tom Price, Paraburdoo and Wakathuni communities for their support to Tom Price SHS throughout 2020. In particular, I thank those community members who gave of their time to serve on one of two important community groups that serve a vital role in the ongoing functioning and operations of the school. The School Board has a governance role with the school and the dedicated members of the Board work together with the school to ensure that our school provides the best educational opportunities for our students. The school's P&C has a different but important role through its support and assistance in resource provision to value add to those that the school provides for the students.

Unfortunately, with the impact of the COVID19 virus, Year 7 and Year 9 NAPLAN testing did not take place across Australia. However, the Year 12, 2020 results were certainly the best results for a number of years and a reason to celebrate. There was a marked increase in the WACE achievement rate, improving from 63% in 2019 to 90% in 2020 – resulting in Tom Price SHS being judged the most Improved Public School for WACE Achievement. Our Attainment Rate also jumped from 70% in 2019 to 90% in 2020, in part due to the marked increase in students achieving a VET Certificate II or higher – again resulting in Tom Price SHS being judged the most Improved Public School in VET achievement. Our median ATAR score also increased from below 50 in 2019 to above 63 in 2020. The school will continue to offer a number of ATAR and General courses to meet the needs of student aspirations and acknowledge the additional support now available to students studying School of Isolated and Distance Education (SIDE) ATAR courses.



Throughout 2020 the school participated in a range valued partnerships to enhance student learning. The school is very grateful for the support it received from many organisations both within and outside the local community. The school's highly successful VET program is ably supported by Registered Training Organisations (RTO's) and a range of local businesses who willingly support our students as host employers. The school's partnership with the University of Western Australia through its Aspire UWA program has been invaluable in its support for students to aim for university studies. In 2020, the school's Follow the Dream program, in partnership with the Polly Farmer Foundation in Perth, was instrumental in improving academic outcomes for Aboriginal students, as well as positively impacting on Aboriginal student school attendance. Hayley Hood, our school Dux for 2020 was a hard working Indigenous student who thoroughly deserves her success and we wish them all the best at University in 2021. The school's Cadet Unit completed another successful year with the support of Cadets WA and the local emergency service organisations. The Cadet Unit was again still active despite COVID 19; Finalists in both the Woolworths Youth Group Achievement Award as well as the Awards Australia Regional Service Awards – consistent amazing results for the unit. We look forward to 2021, knowing the unit is an integral part of the Paraburdoo and Tom Price communities.

Tom Price SHS also held a Careers Expo in August with many local businesses and organisations having stands and representatives, to discuss opportunities and pathways with students and parents.

It is with great pleasure that I present to you the 2020 Annual Report. Due to the hard work and dedication by the school's staff, all students were presented with a range of academic and non-academic experiences with outcomes that have been presented to you in both tabular form and photos. I hope that you enjoy reading our 2020 Annual Report.

Message from School the Board Chair: Peter Foster

Congratulations to Tom Price Senior High School on another successful year in 2020, despite all the challenges of COVID-19. Whilst class activities and meetings looked a little different in 2020, the School Board continued to be closely involved in responding to the needs of students and continuing to build on our strong involvement with the community and building strong relationships with school partners, such as Rio Tinto, Shire of Ashburton, CoRE Learning Foundation and our local Emergency Services who inspire our community with their many hours of community service.

I am pleased to take this opportunity to report on the activities of the Board over the past twelve months in its support of the school. Staff, support staff and students have had a very busy year working hard to achieve goals set in our 2018-2021 Business Plan. The School Board has also been meeting regularly to discuss relevant issues within the broader school and wider community.



During the year, the School Board:

- Monitored the progress of the school's Business Plan.
- Endorsed and regularly reviewed the annual budget.
- Endorsed the Annual Report.
- Approved fees, charges, contributions and items of personal use.
- Regularly reviewed student performance data including NAPLAN and OLNA.
- Endorsed school planning documents and participated in reviews of school self-assessment.
- Regularly discussed issues including attendance, student behaviours, overall school performance, retaining students to complete Year 12, retention and attraction of qualified school staff, with some Board members participating in Attendance Advisory Panels.
- Regularly encourage other members of the community to become involved in the governance of the school.
- Participated in end of year presentations and graduation ceremonies.

On behalf of the School Board, I would like to congratulate the graduating Year 12 students of 2020 on their solid results across many learning areas. You should be very proud of your efforts. It is great to see so many students finding work after completing High School or being accepted into TAFE, apprenticeships/traineeships or University to continue their studies for future careers.

Congratulations as well to all students across Year 7 to Year 11 who continue to achieve across all learning areas as well as celebrating many sporting achievements. The CoRE Learning Foundation program continues to be rolled out across the school, expanding even further this year and has been engaging students across all year levels with integrated STEM.

Special mention to our award-winning Tom Price Senior High School Emergency Service Cadet Unit, who have had another amazing year being active and volunteering across our communities. It was a pleasure to attend your 2020 graduation ceremony and share in your many successes.

I would like to acknowledge the hard work and dedication of our Principal, Andrew Jack, our Deputies Ray McMillan and Nicole Kelly, Heads of Learning Areas, all teaching and non-teaching staff including our administrative support team led by Manager Corporate Services, Barb O'Neill.

Thank you to the parents, guardians and carers for their patience and understanding in 2020 as school was conducted differently due to social distancing and other COVID-19 requirements.

Thank you also to my fellow Board members for their support, enthusiasm, and contribution throughout 2020. We all share a passion for our High School and as part of the school community, we will continue work together to further the growth and development of the school and its students. Please share in the successes outlined in the Annual Report 2020.



Behaviour and Attendance

Semester One 2020:

Overview

Students Suspended	Unique Enrolments	% Students Susp	Total Number of Suspensions	Total Days Suspended	Average Days Suspended
18	324	5.6	20	54.0	2.7

Number and percentage of suspensions by suspension category

Code	Suspension Category	Number	%
N1	Physical aggression toward staff	1	5.0%
N2	Abuse, threats, harassment or intimidation of staff	4	20.0%
N3	Physical aggression toward students	6	30.0%
N4	Abuse, threats, harassment or intimidation of students	0	0.0%
N5	Damage to or theft of property	0	0.0%
N6	Violation of Code of Conduct or school/classroom rules	5	25.0%
N7	Possession, use or supply of substances with restricted sale	3	15.0%
N8	Possession, use or supply of illegal substance(s) or objects	0	0.0%
N9	Negative behaviour - other	1	5.0%
N0	E-breaches	0	0.0%

The new code N0 E-breaches was introduced into Department systems during Term 4 2018. □

Semester Two 2020

Overview

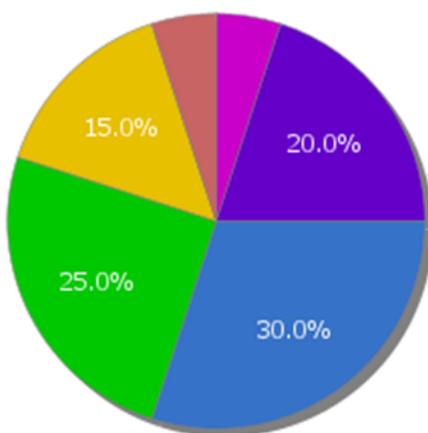
Students Suspended	Unique Enrolments	% Students Susp	Total Number of Suspensions	Total Days Suspended	Average Days Suspended
18	315	5.7	21	42.5	2.0

Number and percentage of suspensions by suspension category

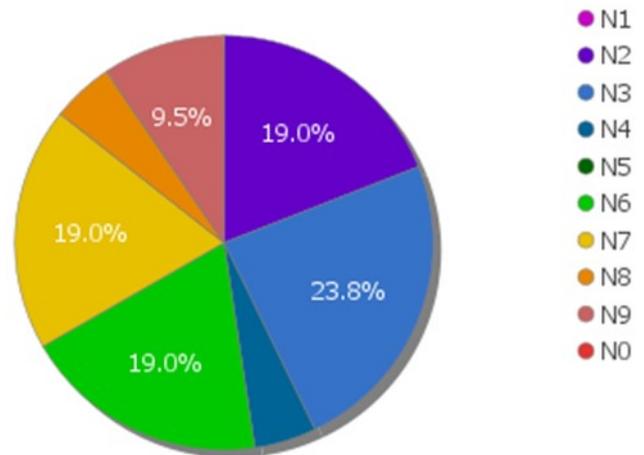
Code	Suspension Category	Number	%
N1	Physical aggression toward staff	0	0.0%
N2	Abuse, threats, harassment or intimidation of staff	4	19.0%
N3	Physical aggression toward students	5	23.8%
N4	Abuse, threats, harassment or intimidation of students	1	4.8%
N5	Damage to or theft of property	0	0.0%
N6	Violation of Code of Conduct or school/classroom rules	4	19.0%
N7	Possession, use or supply of substances with restricted sale	4	19.0%
N8	Possession, use or supply of illegal substance(s) or objects	1	4.8%
N9	Negative behaviour - other	2	9.5%
N0	E-breaches	0	0.0%

The new code N0 E-breaches was introduced into Department systems during Term 4 2018.

Semester One



Semester Two



Behaviour and Attendance

Behaviour Summary Semester

- 18 students suspended for the semester
- Highest form of suspension is physical aggression towards students with 23.8%
- Three other categories the same with 19%-Violation of code of conduct, Possession, use or supply of substances with restricted sale, Abuse, threats and intimidation of staff .
- Total number of suspensions is 21

Behaviour Summary ~ Overall:

- 36 students suspended out of school for the year as opposed to 47 in 2019. Overall decrease in the number of students.
- Decrease in category physical aggression towards students in 2020 as opposed to 2019.
- Decrease in % of students suspended from 13.9% in 2019 to 11.3% in 2020.
- Longitudinal analysis of individual suspensions indicates that a significant proportion of students suspended are for physical aggression towards students. This is the fourth consecutive year that N3 has been significantly higher than other causes of suspension.

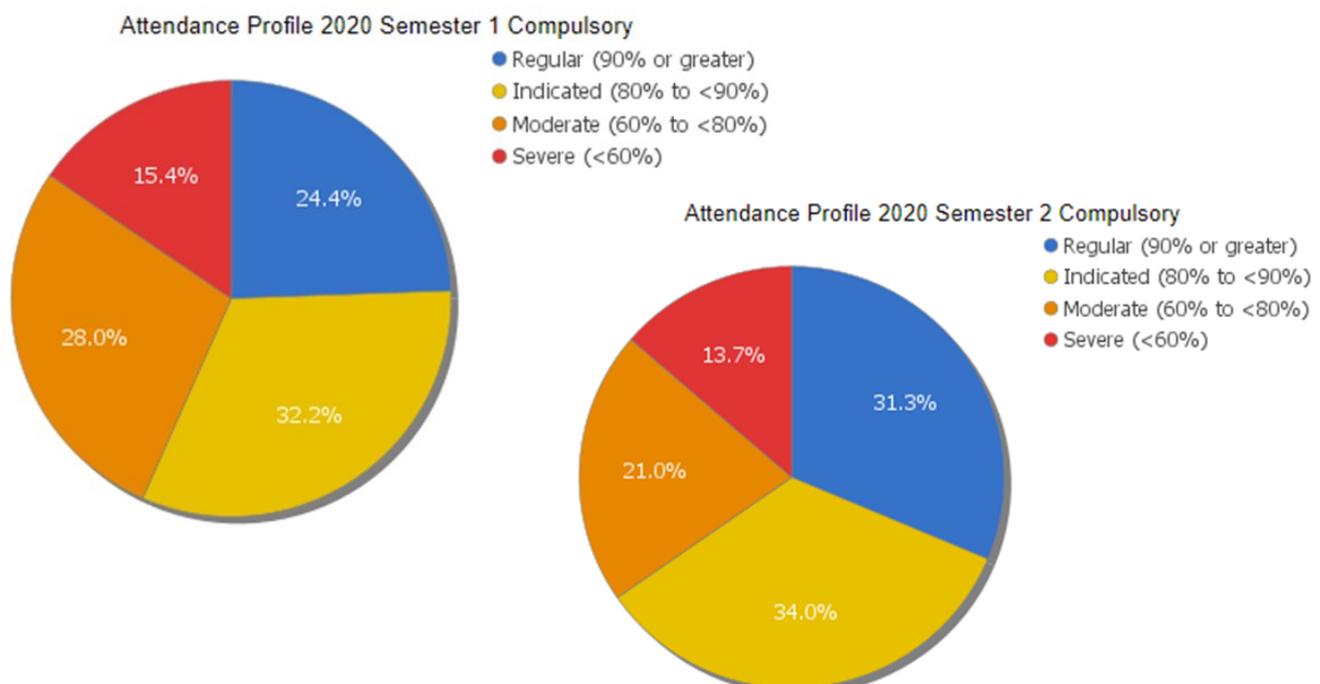
Behaviour Focus for 2021

- The continual introduction of Positive Behaviour Support (PBS) for students will further impact on the improved behaviour of students.
- PL for staff on PBS.
- Continual use of house points to award those doing positive behaviours.
- Staff trained in CMS.
- HoLA's to support with BMP and whole school processes to be followed.
- Behaviour management and escalation profile developed and being used for students.

Attendance Summary

- The proportion of students with regular attendance is lower in Semester 1 2020 compared to the same period in 2019, from 24.4 in 2019 to 38.1% in 2020. NB: *Semester 1 2020 attendance were severely impacted by the COVID-19 pandemic. In order to validly compare Semester 1 2020 attendance, the data excludes Term 1 Weeks 7-10.*
- The proportion of students with regular attendance is higher in Semester 2 2020 compared to the same period in 2019, from 27.7% in 2019 to 31.3% in 2020.
- There was an overall decrease in the number of severe students from 23.5% in Semester 2 2019 to 13.7% in Semester 2 2020

Figures: Attendance and Absence Types 2020 for each semester



Attendance Summary

Analysis

- Longitudinal analysis indicates a continual decline in overall attendance rate for the fourth consecutive year.
- Regular attendance was the second lowest it has been since 2013, but slightly more than 2019.
- Unauthorised absences, particularly unexplained absences, continued to increase especially in semester 2 2020 from 54% unauthorised 2019 semester 2 to 44% Semester 2 2020.
- Unauthorised absences semester 1 was higher in 2020 than 2019 with 75% authorised and 25% unauthorised compared to 46% authorised and 54% unauthorised 2019 semester 1.
- Number of unauthorised across the school went from 6230 Semester 1 2019 to 6427 Semester 2 2019.
- Number of unauthorised across the school went from 2980 Semester 1 2020 to 5636 Semester 2 2020.
- Year 12 regular attendance is of concern with the lowest break down of year groups with 78.9% Semester Two 2021.

2020 - Semester 1 Collection (Finished for this Year/Semester)

Term View (Optional): ▾

Breakdown	Attendance Rate %	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe	Auth. %	Unauth. %
Y07	76.4%	17	20	14	11	78%	22%
Y08	78.4%	19	18	25	8	82%	18%
Y09	77.8%	13	19	13	8	85%	15%
Y10	75.3%	14	13	11	10	74%	26%
Y11	76.1%	5	22	9	6	62%	38%
Y12	74.1%	8	8	15	5	65%	35%
Compulsory	76.6%	76	100	87	48	75%	25%

2020 - Semester 2 Collection (Finished for this Year/Semester)

Term View (Optional): ▾

Breakdown	Attendance Rate %	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe	Auth. %	Unauth. %
Y07	83.3%	22	23	13	4	41%	59%
Y08	80.2%	16	25	14	10	54%	46%
Y09	81.9%	17	14	12	7	46%	54%
Y10	75.1%	11	19	9	12	41%	59%
Y11	83.2%	17	10	9	3	36%	64%
Y12	78.9%	11	11	6	5	45%	55%
Compulsory	80.6%	94	102	63	41	44%	56%

Attendance Focus for 2021:

- Follow-up from an Attendance Action Learning Program which commenced late 2019—sharing strategies with other schools in the Karijini Network.
- Improve Regular Attendance for Semester One to 50% or higher.
- Consistently remind parents to explain absences through letters, phone calls, newsletter articles and Facebook posts.
- Regularly meet with Pilbara Attendance Coordinator – Karijini Network to discuss / review strategies to improve attendance.
- Improve the role of Participation and networking with the Pilbara
- Continue to acknowledge good attendance rates, individually and by Form.
- Increase the number of incentives for attendance including most improved Attendance, attendance cup for least unexplained absences as well as the form with the highest attendance per term.
- Increased home visits
- Increased number of students on NOA, SWU and Attendance Plans in consultation with families.
- All Student Services and Administrative staff trained as badged attendance officers.
- Continue the refined Attendance Policy and flow chart so that it is easily understood by staff, parents and students.
- More awareness on social media and perception of parents regarding missing school.
- Increase Police involvement in home visits and support of the school with Attendance.

Student Services

In 2020 the House Point System was a focus point for Student Services, having re-structured it the two years before. Students at Tom Price Senior High School are acknowledged every time they display one of the school values of *Personal Best, Integrity and Respect* with House Points. The points then go into multiple draws from which the students can win a host of prizes, both individually and for their House.

There are three levels of prizes drawn regularly throughout the year, the last of which is the Mega Draw which is drawn at the end of the school year. The Mega Draw have included prizes such as an Apple iPad, Mountain Bike and Apple Watch. COVID did make 2020 a challenging year, but once students were settled back at school year group meetings occurred to promote and advocate positive behaviour.

The school is also continuing its successful attendance reward program, acknowledging students for either their high attendance or improved attendance, with the major prize being an Apple iPad at the end of the year.

The Student Council attended the White Ribbon march, read poems and were advocates against domestic violence.

Finally, Student Services continue to work with individual students and small groups to support their emotional and social wellbeing. We had Youth Focus visit from Perth to run workshops with our Year 9 students and a parent night. We had Think You Know Cyber talks by the Tom Price and Karratha Police for all year groups.

Focus for 2021

- To further implement the Positive Behaviour Support in the school. Staff to be provided with ongoing professional learning.
- Form activities to be held once a month focusing on mental health and wellbeing
- Continue to incorporate guest speakers on health issues such as Youth Focus, Head Space, Nintirri, local police
- Continue to deliver Teen Mental Health First Aid to Year 10's and then also Year 8'
- Possibly look at delivering Teen Mental Health First Aid to Year 11 students
- Create specific roles for teaching staff to support the Student Council and House Captains
- Organise a parent and staff BBQ for our new Year 6 Parents and students starting at high school
- Organise student visits to the primary schools to discuss about transition and being in high school
- Continue the number of school visits by Year 7's to Primary Schools as part of Year 6 Transition to Secondary school
- Organising a Cross School's Anzac Day Service
- Events within the school promoting positive health including Harmony Day, R U OK Day, White Ribbon, Bullying No Way Day.



Lower School Achievement

We compare our results with Like Schools across WA tested in the areas of Literacy and Numeracy. Staff analysed data to highlight key areas of need within cohorts, classes and for individual students.

Year 7 and 9 NAPLAN Overview (Literacy) *NB: NAPLAN testing was not conducted in 2020*

Year 7 showed an increase in the number of students in the 'Bottom 20%' of achievement in all areas excluding Writing. We also saw a decrease in the number of students in the top 20% in areas other than Spelling.

Year 9, where we saw significant increases in the number of students in the top 20%. All areas also showed a decrease in the number of students in the bottom 20%,.

WA Public Schools	Year 7 Grammar & Punctuation					
	Tom Price SHS			Like Schools		
	2017	2018	2019	2017	2018	2019
Top 20%	20%	12%	9%	12%	10%	7%
Middle 60%	57%	70%	63%	61%	59%	59%
Bottom 20%	22%	18%	28%	27%	31%	33%

WA Public Schools	Year 7 Reading					
	Tom Price SHS			Like Schools		
	2017	2018	2019	2017	2018	2019
Top 20%	9%	10%	9%	12%	9%	9%
Middle 60%	60%	61%	61%	61%	60%	56%
Bottom 20%	32%	29%	30%	26%	31%	35%

WA Public Schools	Year 7 Spelling					
	Tom Price SHS			Like Schools		
	2017	2018	2019	2017	2018	2019
Top 20%	12%	5%	6%	12%	9%	9%
Middle 60%	24%	74%	59%	64%	61%	58%
Bottom 20%	24%	21%	34%	24%	30%	33%

WA Public Schools	Year 7 Writing					
	Tom Price SHS			Like Schools		
	2017	2018	2019	2017	2018	2019
Top 20%	27%	13%	6%	12%	11%	10%
Middle 60%	54%	66%	69%	62%	56%	55%
Bottom 20%	19%	21%	25%	26%	33%	25%

WA Public Schools	Year 9 Grammar & Punctuation					
	Tom Price SHS			Like Schools		
	2017	2018	2019	2017	2018	2019
Top 20%	7%	6%	15%	15%	10%	8%
Middle 60%	67%	61%	63%	57%	57%	59%
Bottom 20%	26%	33%	23%	28%	33%	34%

WA Public Schools	Year 9 Reading					
	Tom Price SHS			Like Schools		
	2017	2018	2019	2017	2018	2019
Top 20%	9%	7%	13%	13%	9%	9%
Middle 60%	57%	65%	63%	57%	60%	58%
Bottom 20%	34%	27%	25%	30%	30%	33%

WA Public Schools	Year 9 Spelling					
	Tom Price SHS			Like Schools		
	2017	2018	2019	2017	2018	2019
Top 20%	4%	4%	15%	14%	12%	11%
Middle 60%	67%	66%	65%	60%	58%	57%
Bottom 20%	28%	30%	21%	26%	30%	32%

WA Public Schools	Year 9 Writing					
	Tom Price SHS			Like Schools		
	2017	2018	2019	2017	2018	2019
Top 20%	2%	9%	14%	12%	12%	8%
Middle 60%	67%	60%	63%	60%	51%	58%
Bottom 20%	30%	31%	22%	29%	37%	34%

WA Public Schools	Year 7 Numeracy					
	Tom Price SHS			Like Schools		
	2017	2018	2019	2017	2018	2019
Top 20%	8%	7%	10%	10%	9%	7%
Middle 60%	58%	71%	57%	60%	58%	58%
Bottom 20%	33%	22%	33%	30%	33%	35%

WA Public Schools	Year 9 Numeracy					
	Tom Price SHS			Like Schools		
	2017	2018	2019	2017	2018	2019
Top 20%	4%	2%	9%	8%	8%	8%
Middle 60%	62%	57%	65%	62%	56%	58%
Bottom 20%	32%	42%	26%	29%	36%	34%

Lower School Achievement (continued)

Year 7 and 9 NAPLAN Overview (Numeracy) *NB: NAPLAN testing was not conducted in 2020*

Year 7 showed an increase in the number of students in the top 20%, also an increase in the number of student in the bottom 20%.

Year 9 showed a significant increase in the number of students in the top 20% and a significant decrease in the number of students in the bottom 20% of achievement.

		Performance							
		Year 7				Year 9			
		2016	2017	2018	2019	2016	2017	2018	2019
Numeracy	Score	0.5	-1.4	0.6	0.4	1.4	0.1	0.0	0.8
	Students	(61)	(48)	(55)	(63)	(48)	(47)	(53)	(46)
Grammar & Punctuation	Score	0.5	1.1	0.0	-0.9	1.0	0	0.5	0.0
	Students	(64)	(49)	(59)	(64)	(50)	(46)	(55)	(48)
Reading	Score	1.2	0.1	1.3	-0.6	-0.6	-0.2	0.7	1.4
	Students	(62)	(47)	(61)	(67)	(49)	(47)	(55)	(48)
Spelling	Score	0.2	-0.5	-0.3	-0.5	0.8	1.4	0.2	0.9
	Students	(64)	(49)	(57)	(64)	(50)	(46)	(54)	(48)
Writing	Score	1.4	1.6	1.3	-1.0	0.8	0.2	0.7	1.5
	Students	(64)	(48)	(61)	(68)	(50)	(46)	(55)	(49)
1	Above Expected: More than one standard deviation above the predicted school mean.								
2	Expected: Within one standard deviation or the predicted school mean.								
3	Below Expected: More than one standard deviation below the predicted school mean.								
	If blank, then no data available or number of students is less than six.								

(...) Number of students who sat each test in both cohorts is bracketed and in italics.

Comment / Observation

- Year 7 cohort performance slipped across all areas to be at to be at the lower end of the predicted mean other than Numeracy.
- Year 9 Numeracy showed good improvement in 2019.
- Year 9 cohort showed improved results with Numeracy and Spelling at the expected performance. Reading and Writing were above the expected standard.
- Continued whole school professional learning in 'Tactical Teaching', which in 2019 has resulted in improvement for Reading and Writing.
- A number of students who achieved below the predicted mean came from schools outside the Ashburton Schools Alliance (ASA), where the intervention strategies were unknown.
- Student performance data which is collected across all learning areas and is used to analyse programs and plan intervention strategies at three levels: Student / Class, Year Level, Whole School.

Focus

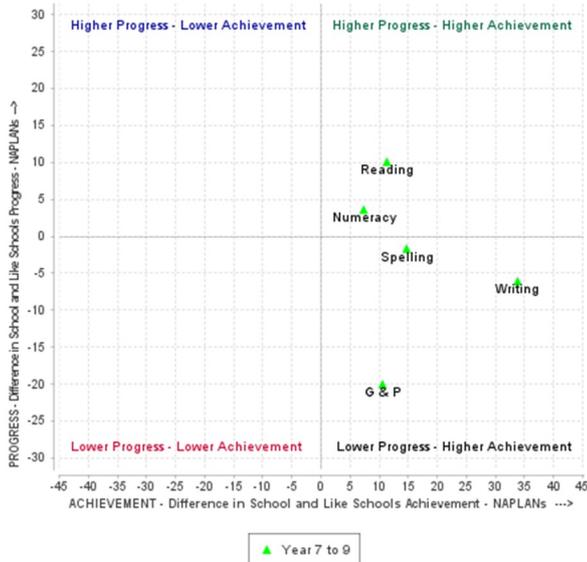
- Focus on maintaining the positive trend for Year 9 students.
- Through case management and targeted intervention strategies, focus on improving the results of both the Year 7 and Year 9 students.
- Continue to build skills in the use of the devices, which students will be using when they complete their NAPLAN testing online.
- Whole school Literacy strategies to be further developed and continued in 2020, with new staff being trained. A whole school Numeracy plan to be further developed and adopted by all Learning Areas.
- All staff within the school to analyse individual data more closely for the students in their classes to best support student development and optimise achievement.

Lower School Achievement

The graphs show achievement and progress for Year 9 students between Year 7 results and Year 9 results across the two year period. The graphs below shows the comparison of Tom Price SHS with Like Schools and Australian schools. Left of the chart is low achievement and right of the chart is high achievement; below the line is low progress and above the line is high progress. **NB: NAPLAN testing was not conducted in 2020**

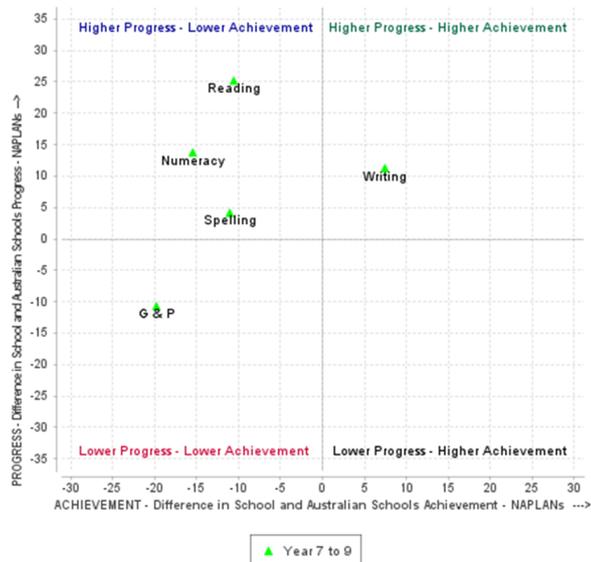
Student Progress and Achievement Compared with Like Schools

NAPLAN Year 7 2017 to Year 9 2019



Student Progress and Achievement Compared with Australian Schools

NAPLAN Year 7 2017 to Year 9 2019



Our school continues to aim to have all results in the top right quadrant showing high achievement and high progress for each cohort.

- The comparison of Tom Price SHS result against Australian school results in Numeracy and Reading indicating some improved Progress. Grammar and Punctuation continues to be of concern. In both progress and achievement.
- Our comparative performance was improved compared to the previous two year cycle.

Focus for 2021

- Case Management of the Year 7 and 8 students.
- Continued focus on differentiation of lessons / curriculum to meet specific student needs.
- Continued Case Management of students of Year 8 and Year 9 in Year 7 NAPLAN who were at Band 6/7 and / or with a B grade.
- Further development of Whole School Numeracy Plan which includes the adopted explicit teaching model, EDI.
- Review and utilisation of Whole School Literacy Plan which includes the adopted explicit teaching model (EDI) and use of reading & comprehension strategies.
- Maintain Literacy Committee – update Literacy Booklet, provide and receive feedback to staff at Learning Area Meeting's and staff meetings.
- Investigate and implement strategies to improve Grammar and Punctuation.
- Through staff professional learning, strengthen data analysis skill and knowledge levels for all teaching staff.
- Refining of Individual and Group Education Plans to assist at-risk students.

Senior School Achievement

Year 12

	Eligible Year 12 Students	Number acquiring an ATAR	VET – Number of Students	VET – Number of students completing a Cert II or higher
2018	29	9 ~ 20%	24 ~ 71%	25 ~ 86%
2019	33	7 ~ 13%	40 ~ 77%	24 ~ 61%
2020	29	2 ~ 5%	41 ~ 93%	28 ~ 68%

WACE

	Eligible Year 12 Students	Percentage achieving WACE ~ Tom Price SHS	Percentage achieving WACE ~ Like Schools	Percentage achieving WACE ~ State
2018	29	90%	76%	89%
2019	33	73%	77%	89%
2020	29	90%	78%	89%

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

	Number acquiring an ATAR	Number achieving one or more scaled scores of 75+	Percentage achieving one or more scaled scores of 75+
2018	9	0	0%
2019	7	0	0%
2020	2	0	0%

RESULTS ~ Year 12

The percentage of students achieving WACE was very pleasing this year and was well above the Like Schools data. Tom Price Senior High School was also recognised as the Most Improved Public School in WACE Achievement with an increase of 17%.

90% of students achieved attainment (ATAR of 55+ or Certificate II) and school destination data indicates students were accepted in to University courses or are engaged in further training and/or work opportunities.

Partnerships with Universities, Registered Training Organisations and employers continue to be developed and this has resulted in a number of successful outcomes for students. Course selection processes continued to be monitored following the analysis of Senior School results. This will form the basis for more accurate recommendations for student pathways as well as the development of programs

which encourage Personal Best.

A growing use of Connect by parents/guardians, also keeps parents better informed about their child's progress and achievement, separate to formal reporting periods.



Fogarty EDvance

Our Fogarty EDvance journey began in 2019 following our acceptance into this integrated leadership, management and support program is tailored to the needs of individual schools. The Fogarty Foundation believe supporting school leaders is one of the most effective ways to improve educational outcomes for students. This School Improvement Program is a whole school improvement program for schools, providing school executive teams with leadership and management skills. Schools design a pathway for improvement (both as individual leaders and for their school), based on their context and current level of achievement and implement this during their three-years in the program. Each school is supported one-on-one by a mentor for the full three-years.

Occupational Health Index (OHI)

The Operational Health Index (OHI) uses scores (ratings) from staff (teaching and non-teaching) surveys scores the perception of school operation. These scores are made up with the average of nine individual outcomes. The Tom Price SHS profile indicated the percentage of staff who selected 'agree' or 'strongly agree' to questions posed in the OHI Surveys in 2019, 2020 and 2021. 2019 data showed that we began our Fogarty journey in the third quartile and have improved to be in the first quartile in 2021. We now have a *'top decile health rating'* with our overall score increasing by 18 points over the three years.

In 2021, we showed a strong outcome profile with seven of the nine outcomes being rated in the top quartile: This was in comparison to our starting ratings in 2019 where we only had one outcome rated in the top quartile. In 2021 we showed a significantly strong growth in terms of five different outcomes with the highest level of improvement being in *Leadership* and *Innovation and Learning*.

We will again complete the OHI survey in 2022, following three full years involved in the Fogarty EDvance program, where implemented initiatives will have had a full third year in operation.

Tell Them From Me (TTFM)

The TTFM surveys are completed by three different groups:

- The *'Partners in Learning' Parent* survey is based upon parents' perceptions of their children's experiences at home and school. It also provides feedback to how effectively the school supports learning and positive behaviour, as well as promoting a safe and inclusive environment.
- The **Student** survey is designed to provide the school with and insight to guide school planning and assist in identifying school improvement initiatives. Students were asked to rate statements / questions in regard to:
 - *Social* = Sense of belonging at school. Participation in sport and clubs. Positive friendships at School
 - *Institutional* = Values school outcomes. Attendance. Positive behaviour. Homework and study habits.
 - *Intellectual* = interest and motivation. Effort. Appropriately challenged,
- The **Teacher** survey is a self-evaluation tool for teachers and schools. It is based upon two research paradigms:
 - *'Effective School'* research where questions are grouped to assess eight of the important drivers of Student Learning, which when achieved correlate strongly to improved student achievement.
 - *'Dimensions of Classroom and School Practices'* which allows teachers to be guided to setting achievable and tangible goals for student improvement, with support to achieve them.

Survey results showed improvement across almost all areas for all three groups asked to provide information. In future years, we hope to be able to get a greater proportion of our parent group to complete the survey. We have found the TTFM surveys to students provided us with information which may not have otherwise come to light.

Mental health and anxiety were two areas indicated by students and parents, where we have initiated different programs across specific years and modified roles undertaken by specific staff.



Vocational Education and Training (VET)

Workplace Learning

Tom Price Senior High School (SHS) offers a range of opportunities for work experience in both Tom Price and Paraburadoo. The school has a large number of businesses participating in the Tom Price SHS Authority Developed Workplace Learning (ADWPL) program. This wide industry support gives students an excellent opportunity to develop their on-the-job skills and career options. Thank you to all the local businesses that accommodated students in 2020 and for your continued support of the Tom Price SHS Workplace Learning program.

Vocational Education and Training

The school had a very successful year in 2020 with a total of 30 Certificates completed by our students. These students were from both General and ATAR pathways. Tom Price SHS formed partnerships through auspice arrangements with a number of nationally recognised registered training organisations including AIET, One Tree and North Regional TAFE, and we thank these organisations for their ongoing support of our VET students.

In 2020 Tom Price SHS, the Year 12 students were successful in completing the following Certificate courses over two years:

- Certificate II in Information, Digital Media and Technology – one student.
- Certificate II in Conservation and Land Management – five students.
- Certificate II in Engineering Pathways – nine students.
- Certificate II in Business – four students.
- Certificate II in Sport Coaching – eight students.
- Certificate III in Early Childhood Education and Care – two students.

Tom Price Senior High School was also recognised by the Department of Education as the Most Improved Public School in VET with an increase of 23% in students achieving a VET Certificate II or higher.

School Based Traineeships

Combining school work and on the job training, two Year 12 students completed their School Based Traineeships in Early Childhood Education and Care at One Tree Childcare in Paraburadoo. These students both completed a Certificate III in Early Childhood Education and Care.

In 2020, five Year 11 students were successful in gaining a School Based Traineeship in a range of areas including Construction, Hospitality, Early Childhood Care and Business. These students will complete their Traineeships in 2021.



Tom Price Enrichment Centre ~ (Garnjurri Mirnumurri Ngurr-unga – Children’s Learning Place)

The Follow the Dream program at Tom Price Senior High School (TPSHS) began in 2002 in partnership with the Department of Education of Western Australia, the Polly Farmer Foundation, Rio Tinto and the Gumala Aboriginal Corporation. This program runs out of the Enrichment Centre and supports Aboriginal and Torres Strait Islander students who aspire to successfully complete their secondary schooling, show aptitude for learning, and demonstrate a positive approach towards education.

Academic enrichment lies at the heart of the program, with each student offered literacy & numeracy support, specialist tutoring and personalised learning plans. Students involved in the program must have regular attendance at school and be a positive role model to their peers and their wider community. In 2020, a total of 50 students were involved in the FTD program with 74% of the students having an attendance rate of over 80% at TPSHS, and the overall average attendance of Follow the Dream students was 80%.

In 2020 all three of the Year 12 students involved in the Follow the Dream program met full WACE requirements with two completing a full Certificate II course and the one ATAR. They achieved an array of awards and recognition throughout 2020 and all gained entry into University in 2021. Congratulations to one of our Follow the Dream student Hayley Hood who received the Award for Excellence in ATAR University Pathway (ATAR Dux) TPSHS 2020!

2020 Highlights

After delays with COVID our Compact Signing Ceremony was held in August 2020. This event is where a formal commitment is made by students, families and program partners to the Follow the Dream program. It was well attended by all signatories.

During Term 4 we held transition for the Year 6 students from Tom Price Primary, North Tom Price Primary and Paraburdoo Primary Schools After School Learning Clubs to the Follow the Dream program. This included a tour of the school, team building activities with students at the Enrichment Centre and the opportunity to spend time learning about the different structure and expectations of High School ready for a smooth transition in 2021.



Swim-4-Fruit was an activity our Year 7 students were invited to be involved in in Term 4, attending the pool each Thursday to encourage regular physical activity, and develop their swimming and water safety skills.

In early November we had the privilege of a visit from dance troupe Djuki Mala who stopped on their way through Tom Price to do a workshop with our students. The afternoon was a heap of fun, with many of our students showing their outstanding dancing skills.

The last afternoon of the Enrichment Centre for 2020 we had a combined end of year event with the After School Learning Clubs from Tom Price Primary and North Tom Price Primary Schools.



Our final event for 2020 was our Leadership Trip to Perth. Students who had achieved at least 80% attendance at TPSHS, averaged at least one afternoon a week at the Enrichment Centre and displayed a positive attitude towards learning and respect for others we invited to attend. It was an amazing week away and included a Leadership Challenge with High Ropes, Low Ropes and other activities at Challenge stadium, visits to Curtin University and the Curtin AHEAD team, Perth Zoo ‘Teaming with Wildlife’ and a visit to the Rio Tinto tower on St Georges Tce – getting to go up to one of the top floors for a 360 degree view of Perth City. There were so many highlights, but two of note were attending the ballet at His Majesties Theatre, and scuba diving at AQWA.

Thank you to all of the students, tutors, staff, families and program partners and supporters for their work over 2020 in helping give our Follow the Dream students opportunities to develop and work towards following their dreams.

Tom Price Emergency Services Cadet Unit (TPESCU)

In 2020 the Tom Price Emergency Services Cadet Unit had a total of 107 cadets. Meeting every Tuesday of each term, cadets were exposed to numerous situations and scenarios with hands-on activities and tasks. Thanks must go to the 25 regular instructors and the other

volunteers who happily gave their time and expertise from the following groups in Tom Price:

- ~ Fire and Rescue (FRS) ~ St. John Ambulance ~ WA Police
- ~ State Emergency Service (SES) ~ Pilbara Regiment ~ Bush Fire Brigade (BFB)
- ~ Tom Price Senior High School

Community Service:

Over the last seven years' community service has increased and cadets are being asked to volunteer for more events. This includes working with Rio Tinto at their major town events, sporting clubs, catering, gardening and cleaning, busy bees and general maintenance:

- ~ 2014: 3000 hours ~ 2015: 3200 hours ~ 2016: 3260 hours
- ~ 2017: 3168 hours ~ 2018: 3520 hours ~ 2019: 3600 hours
- ~ 2020: 2200 hours (due to Covid-19)

Graduated Cadets who have volunteered into other services:

In 2020, three cadets are involved as a junior member of SES. The Country Youth Ambulance Volunteer Program with St John's was introduced in Tom Price in 2016 increased in number, with 2020 having 21 cadets involved in this program.

Significant Achievements:

Once again in 2020, the work and efforts by the Cadet Unit received recognition for their work in the community. The Tom Price Emergency Services Cadet Unit was also recognised and acknowledged with the following achievements:

- Finalist RAC Western Australian Community Volunteer Organisation of the Year Award.
- Finalist for the WA Regional Awards – Primesuper Community Group of the Year.

Initiatives for 2020 (and beyond)

- Continue to increase cadet numbers participating in the Ignite Awards and Duke of Edinburgh Awards (Bronze, Silver, Gold).
- ALERT Food Handling Course for cadets and instructors.
- Continue to develop leadership projects for senior cadets to encompass community safety initiatives.
- More cadet excursions/day activities to focus on general rescue, navigation and communication skills.



Training Courses provided through TPESCC in 2020

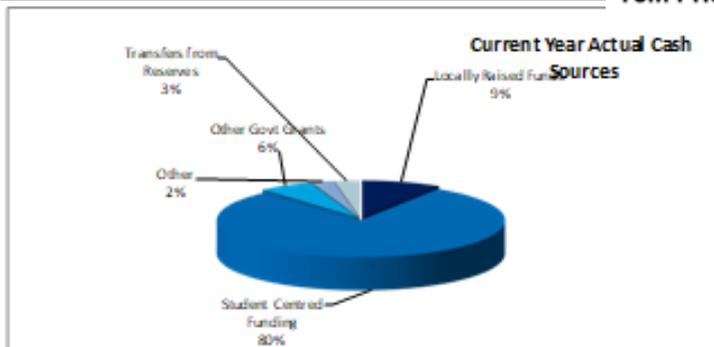
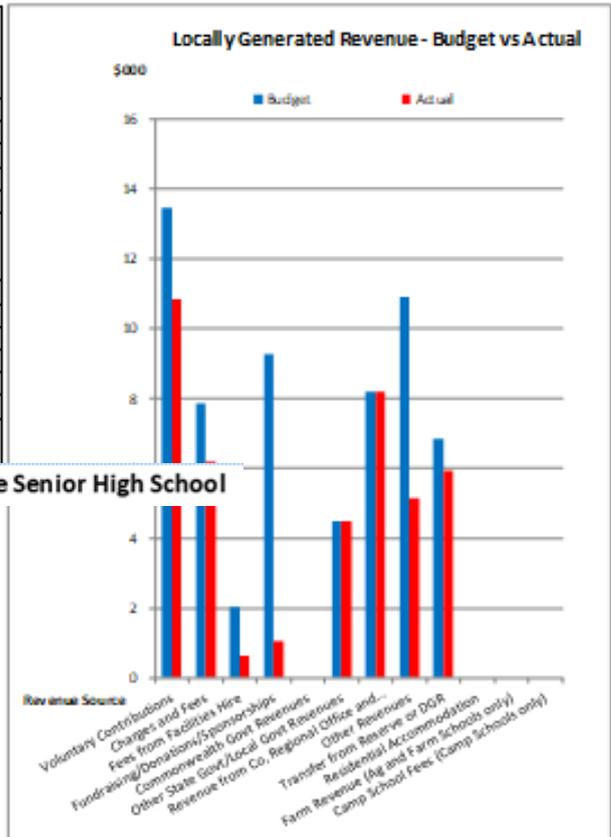
Training Course	Training Date	Total Cadet Participants	Total Cadets Qualified
HLTAID003 Provide First Aid	Year	34	29
HLTAID001 Basic Life Support	Year Long	24	20
Bronze Medallion	Novem-	14	14
Bronze Cross	Novem-	6	6
Bronze Star	Novem-	32	32
Bush Fire Induction	Term 1	24	24
Basic Fire Induction	Term 1	33	33
Basic Fire Induction (2021)	Term 1	27	24



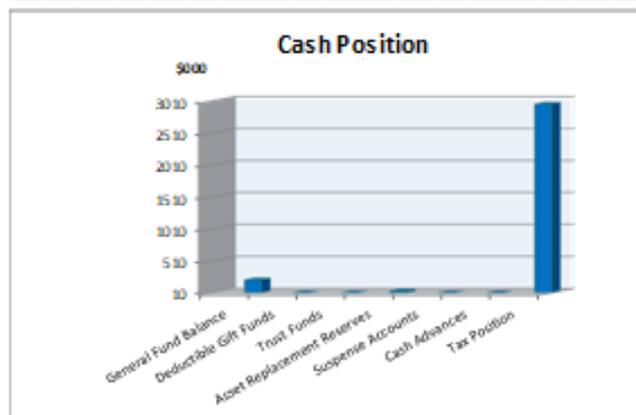
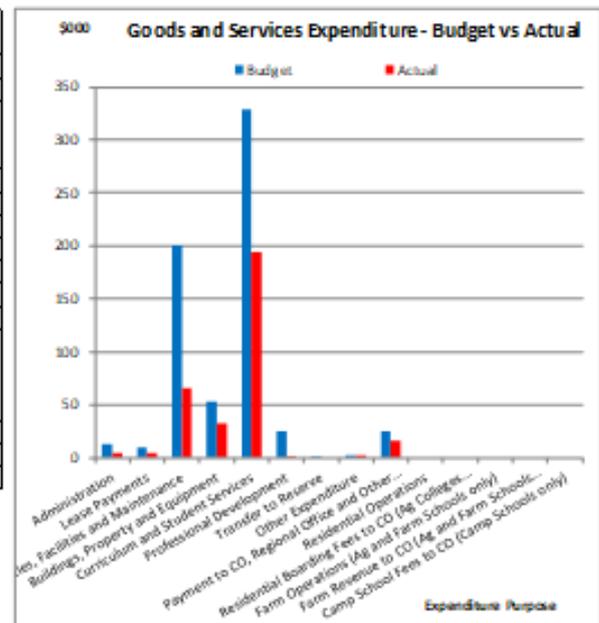


Tom Price Senior High School Financial Summary as at 4 February 2021

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 13,465.00	\$ 10,840.00
2 Charges and Fees	\$ 7,872.00	\$ 6,199.63
3 Fees from Facilities Hire	\$ 2,040.00	\$ 620.00
4 Fundraising/Donations/Sponsorships	\$ 9,270.00	\$ 1,051.21
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ 4,500.00	\$ 4,500.00
7 Revenue from Co, Regional Office and Other Schools	\$ 8,199.00	\$ 8,199.29
8 Other Revenues	\$ 30,904.00	\$ 5,137.62
9 Transfer from Reserve or DGR	\$ 6,830.00	\$ 5,946.18
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 63,094.00	\$ 42,487.93
Opening Balance	\$ 323,988.30	\$ 323,988.30
Student Centred Funding	\$ 280,668.57	\$ 355,693.47
Total Cash Funds Available	\$ 668,750.87	\$ 683,671.70
Total Salary Allocation	\$ 5,398,796.00	\$ 5,398,796.00
Total Funds Available	\$ 6,067,546.87	\$ 5,990,965.70



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 12,930.00	\$ 3,970.37
2 Lease Payments	\$ 30,096.00	\$ 4,662.40
3 Utilities, Facilities and Maintenance	\$ 200,372.00	\$ 65,538.25
4 Buildings, Property and Equipment	\$ 52,860.00	\$ 32,822.32
5 Curriculum and Student Services	\$ 327,969.28	\$ 294,045.26
6 Professional Development	\$ 25,000.00	\$ 675.00
7 Transfer to Reserve	\$ 1,000.00	\$ -
8 Other Expenditure	\$ 1,832.00	\$ 1,979.09
9 Payment to CO, Regional Office and Other Schools	\$ 34,300.00	\$ 15,485.00
10 Residential Operations	\$ -	\$ -
11 Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12 Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13 Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14 Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
Total Goods and Services Expenditure	\$ 656,859.28	\$ 300,176.69
Total Forecast Salary Expenditure	\$ 4,935,634.00	\$ 4,985,634.00
Total Expenditure	\$ 5,592,493.28	\$ 5,285,790.69
Cash Budget Variance	\$ 11,911.99	



Cash Position as at:	
Bank Balance	\$ 3,205,094.66
Made up of:	
1 General Fund Balance	\$ 21,199.01
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 35,798.77
5 Suspense Accounts	\$ (1,086.74)
6 Cash Advances	\$ (300.00)
7 Tax Position	\$ 2,958,694.62
Total Bank Balance	\$ 3,205,094.66

Aspects of Tom Price Senior High School



Valedictory

The class of 2020 celebrated their Valedictory Ceremony on Friday 23 October, marking the end of their time at Tom Price Senior High School.

The ceremony, which was held in the evening was well attended by fellow students, many family members, as well as representatives from local businesses and wider community. The Award for Excellence in a General Pathway, supported by Mobile Concrete Solutions & Ash & Co Hair Salon was presented to Ella Blackaby. Donated by the Shire of Ashburton, the award for Excellence in ATAR Studies was won by Hayley Hood.

Peter Foster, Chair of the School Board said: "Our Valedictorians are a mature and caring group who demonstrate the characteristics of our school values to all facets of their lives and into their communities. The businesses of Tom Price and Paraburdoo were extremely generous with their donations this year and we were delighted with the support from the community and parents." Tom Price Senior High School is very proud of our Valedictorians, as are their parents and the wider Tom Price and Paraburdoo communities.

Awards for achievement during the year were issued in both ATAR and Vocational areas. Congratulations to the following recipients of the 2020 Special Awards:

- Citizenship Award: Jack Watson
- Sportsmanship Award: Bradley Roberts
- Ashburton Aboriginal Corporation Most Improved Indigenous Student: Sebasio Ahmat
- Gumala Aboriginal Corporation Most Outstanding Indigenous Student Award: Hayley Hood
- ADF Long Tan Leadership & Teamwork Award: Jamie Bravington
- School Values Award: Jacob Nesbit
- Caltex Best All Rounder: Larissa Dawson
- Pilbara Universities Centre Endeavour Award : Ky McInnes
- Excellence in General Pathway: Ella Blackaby
- Excellence in ATAR University Pathway: Hayley Hood



Glossary

An explanation of terms and acronyms used throughout the 2020 Annual Report

AAP	Attendance Advisory Panel
ABC	Aboriginal Biodiversity Conservation
ADWPL	Authority Designed Workplace Learning
AIEO	Aboriginal Islander Education Officer
AITSL	Australian Institute for Teaching and School Leadership
APST	Australian Professional Standards for Teachers
ASA	Ashburton Schools Alliance
SBT	Aboriginal School Based Trainee
ATAR	Australian Tertiary Achievement Ranking
CMS	Classroom Management Strategies
Cohort	Reference to a specific group of students ~ Year Group
CoRE	Centre of Resource Excellence
DFES	Department of Fire and Emergency Services
DoE	Department of Education WA
ECU	Edith Cowan University
GPFF / FTD / PFS	Graham 'Polly' Farmer Foundation / Follow the Dream / Partnerships for Success
HASS	Humanities and Social Sciences
HoLA	Head of Learning Area
ICSEA	Index of Community Socio-Educational Advantage
ICT	Information Communications Technology
IEP	Individual Education Plan
IPL	Institute for Professional Learning
'Like Schools'	Schools grouped together for comparison nationally by ICSEA
NAC	Network Attendance Coordinator
NAPLAN	National Assessment Program, Literacy and Numeracy ~ ' <i>Band</i> ' describes student achievement ~ Year 3 to 9 along a ten <i>band</i> scale
NMS	National Minimum Standard
NSOS	National School Opinion Survey
OHI	Occupational Health Index
OLNA	Online Numeracy and Literacy Assessment
P&C	Parents and Citizens
PACE	Pilbara Alliance Collaboration in Education
PERO	Pilbara Education Regional Office
PL	Professional Learning
PLC	Professional Learning Community
RTO	Registered Training Organisation
SACP	School - Aboriginal Corporations Partnership
SBT	School Based Trainee
SCF(M)	Student Centred Funding (Model)
SCSA	Schools Curriculum and Standards Authority
SIDE	School of Isolated and Distance Education
SSEN-D	School of Special Educational Needs ~ Disability
SLT	School Leadership Team
SPICE	Science Teachers Enrichment Program through UWA
SSEP	Senior School Engagement Program
TAFE	Technical and Further Education
TTFM	Tell Them From Me surveys
TPAL	Tom Price Active Learners
UWA	University of Western Australia
VET	Vocational Education and Training
WACE	Western Australian Certificate for Education

Valedictorians of 2020



Tom Price Senior High School

Milpera Street
Tom Price WA 6751

Tel: (08) 9188 3650

www.tompriceshs.wa.edu.au

Respect Integrity Personal Best

A School of Excellence and Opportunity