



ANNUAL REPORT 2020

CONSIDERATE

ASPIRING

RESPONSIBLE

ENGAGED

SAFE



WAROONA
DISTRICT HIGH SCHOOL

www.waroonadhs.wa.edu.au



INTRODUCTION

It is with a great sense of achievement that we present to the community, the Waroona District High School Annual Report for 2020.

2020 was an immensely busy and productive year, a year which concentrated on bringing our staff and community together to re-vision and refocus our school and develop a very targeted whole school improvement agenda. Together we rewrote our strategic plan and whole school operational plans based on priority areas and targets that will enable us to achieve our vision as the school of choice in the local community. Together we are co-writing a new narrative for Waroona District High School, a narrative built around a clear vision for our school, that takes us all on a journey of improvement and change. We were successful in our application to achieve Independent Public School status which gives us greater autonomy to self-manage our school and collaborate with our school board and wider community to ensure our improvement agenda benefits the unique needs of students in our context. We have already implemented many exciting new initiatives and started to revitalise areas of the physical environment to improve outcomes and engagement for students.

The school entry, front fascia and administration area was completely refreshed with new signage to the exterior and a modernised refurbishment to the reception area. The secondary class rooms also had whiteboard upgrades and new furnishings to refresh the learning environment. The secondary toilets were completely renovated from the original 1958 facilities to provide brand new wet areas with shower facilities and new water closets. The library has been completely transformed into a modern STEM/ICT/Resource Hub. These physical upgrades are an important aspect of providing an engaging learning environment for our students. New programs and initiatives such as Let's Decode literacy program, the Basketball Academy, Workplace Learning Program, STEM elective program, Certificate II in Skills for Work, Aboriginal Cultural Camp, OLNA preparation program, implementation of Connect, accreditation of the Bushranger Cadets program as an endorsed program for WACE and Year 7 orientation camp also proved to be highly successful in improving outcomes for our students. It is with great pride that we note that 20 of our Year 10 students achieved their Certificate II qualification. Completing this qualification before they have even commenced senior school enables them to bank significant credits toward their WACE. Almost half of the Year 10 cohort passed all three OLNA tests to meet the Literacy and Numeracy requirements of the WACE. This is double the achievement of our Like Schools. Year 10s also achieved endorsed program credit for the Bushranger Cadets program and Keys For Life program as well as gaining valuable experience in the workplace. These students leave Waroona District High School with a fantastic head start toward their WACE, well ahead of the cohorts they are joining. One of our Year 10 students successfully gained entry to a highly competitive Certificate III course at TAFE, competing against Year 12 school leavers and TAFE students. Setting our students up for success in their WACE pathways in senior school has required enormous dedication on the part of our secondary staff and they are to be commended for their efforts.

This year's Annual Report is different to other years, in that we usually present at length the school's NAPLAN results for Year 3,5,7,9 in the areas of Reading, Writing, Spelling, Grammar & Punctuation and Numeracy. Due to COVID-19, NAPLAN testing was cancelled Australia wide, and as such we don't have this systemic data to present to the community which compares the performance of students at Waroona District High School to the performance of students in schools "Like" Waroona (Like Schools) as well as the National performance means. It is with disappointment that we advise the community of the lack of data in this non testing /pandemic year as we believe we would have been able to share significant gains in student performance in 2020. As mentioned above, our OLNA data for Year 10 provides evidence of significant gains in student performance for this cohort.

Despite the disruption of COVID-19, we continued to provide our students with varied and vast opportunities in academic, social/emotional, arts, sporting and cultural domains, rescheduling and postponing events so that students were as minimally impacted as possible. We have tried to capture as many of these as possible in the "Highlights" and photographic snapshots of the year. Our staff responded to the changes that were thrust upon them by the pandemic in the most professional manner, embracing online and remote learning via Connect, Dojo, Webex and packaged programs to provide an almost seamless and continuous learning program. As a staff we co developed a Teaching and Learning Framework in 2020 based on our shared view of effective teaching, as a way of providing consistent best practice and holding each other to account for providing the highest quality learning experiences for our students. A whole school Positive Student Behaviour Support Policy was developed and complemented by whole school training in Classroom Management Strategies to ensure consistent positive and restorative practice amongst staff, and in keeping with our PBS values of consideration, aspiration, responsibility, engagement and safety.

We would like to thank and acknowledge our staff for the professionalism with which they have approached this most challenging and demanding year. The commitment of our teaching and non-teaching staff and their relationships with students, parents and the wider community of Waroona stand us in good stead to grow our reputation as the school of choice in our local area.

We look forward to 2021 being a highly successful year in which we consolidate and build upon the foundations we have laid in 2020.

Jacquie Abbiss Principal
Bradley Vitale School Board Chair

Highlights 2020

Academic

- Connect implementation
- Elevate Education workshops for Year 8, 9 and 10 students
- Aspire program in conjunction with the University of Western Australia including the UWA Race Around Campus
- Have Sum Fun Online Mathematics test
- STEM elective and inaugural STEM Camp
- OLNA testing in Year 9 & 10 achieving well above Like School performance
- Year 10 students complete Certificate II in Skills For Work & Vocational Pathways
- Secondary Mathematics homework classes
- Secondary English homework classes
- First Aid training for Year 10 students
- Let's Decode Literacy intervention program in K-3
- National Simultaneous Storytime participation
- Online and remote learning during COVID

Sporting

- WDHS Athletics Carnival – Red Faction 2020 house champions (for 7th year in a row!)
- Interschool Athletics Carnival
- Year 8 lawn bowling at the Waroona Bowling Club

Cultural, Social & Emotional Health

- Additional funding to support a full time chaplain
- RUOK Day mental health and wellbeing activities such as Freestyle Now BMX stunt show and yellow smiley face muffins for everyone
- NAIDOC Day activities such as the Noongar book creation, story reading, six season art banner, traditional food
- Vivo Rewards to support our PBS values
- Breakfast Club
- Lunch Club
- Harmony Day Activities such as room 24, 25 and 27 mural creation
- Vision impaired visitor for Lily
- Tandem bike for Lily
- Smartrider cards for secondary students

Camps, Excursions, Incursions & Fundraisers

- Bushrangers kayaking at Drakesbrook Weir
- Bushranger camp to Rottneet for Year 10s
- Bushranger camp to Albany for Year 7-9
- Bushranger overnight camp to Pinjarra
- Bushranger excursion wading in the Harvey River
- Bushranger excursion to Kaarakin Black Cockatoo Sanctuary

School Community

- Independent Public School whole school and School Board lunch celebration
- Secondary School Dance at the Town Hall
- Combined Graduation Ceremony for Year 6 & Year 10
- Thank you morning tea for our amazing volunteers, mentors, P&C, School Council
- Student Council lunch with Robyn Clarke at her offices in Pinjarra
- First Aid Focus with our local St John's Ambulance volunteers
- Combined Schools & Community Remembrance Day ceremony
- ALCOA grant for ICT/STEM Learning Hub
- Story Dogs for our young reluctant readers once a week
- Basket weaving with our volunteers
- Plastics recycling project with Precious Plastics in Margaret River
- Year 1 class prize winners in the Bunnings Make Spring Sing competition
- Fudge Night for Father's Day
- Visiting Artist
- Primary School Meet & Greet afternoon
- Mother's Day Afternoon Tea
- School Christmas Concert and sausage sizzle
- Book Week reading by secondary students and staff to primary students
- Teacher Aide Appreciation Week
- World Teachers' Day
- Parent Teacher Reporting
- Long jump pit makeover by CV Civil & Drainage
- Year 10 Senior Schooling Parent Information session
- Workplace Learning for Year 10 students
- School Culture Survey



Spotlight on our New Initiatives in 2020

Year 10 Certificate II Skills for Work and Vocational Pathways

The Certificate II – Skills for Work and Vocational Pathways program was introduced in 2020 to support Year 10 students on their WACE pathway in Senior School. 20 students (95%) achieved the qualification by the end of the year, gaining significant credit toward their Western Australian Certificate of Education (WACE) Catherine Righton used the qualification to successfully gain entry to a highly competitive Certificate III course at TAFE in 2021, competing against Year 12 school leavers and TAFE students. We are very excited to continue this program in 2021 and provide our students with a head start to their WACE achievement.



Basketball Academy

The Basketball Academy was introduced in 2020 to capture those students who are interested in advancing their knowledge and understanding in basketball. The program is aimed to develop the student’s overall knowledge as a player, umpire, and coach. The Basketball Academy acquired the services of ex-Olympian, Mark Worthington. Mark provided the students with his own personal experiences and the journey to become an elite athlete, putting an emphasis on the fact that hard work pays off. Waroona District High School was lucky enough to receive a Sporting Schools Grant that helped promote the program and also secure support from Mandurah Magic Basketball Association. The highly accomplished and talented coaches shared their knowledge, skills, and experience with the students. They focused on breaking down the individual skill and teaching the correct technique; this developed their ability to perform on the court. The students found the activities to be short, sharp, and fun; not realising that their skill level was improving without a doubt. Waroona District High School is excited to continue the Basketball Academy in 2021 and looks forward to the enthusiasm and energy that our students show.



Let’s Decode

In 2020, in line with best educational practice and research, Waroona District High School bolstered the early years’ synthetic phonics program by adding the delivery of ‘Let’s Decode’. Let’s Decode is a direct instruction program where staff follow structured scripts and include appropriate hand gestures to teach phonics. This structure, and the repetitive nature of the delivery, is where the program gains its strength, allowing learners to predict and retain learning. Staff have implemented 10-15 minute explicit teaching sessions into their daily Literacy learning sessions. Let’s Decode now sits alongside our other synthetic phonics programs; Heggerty, Dianna Rigg and Words Their Way ensuring our students receive best practice teaching and learning in Literacy. Let’s Decode is already showing significant student learning gains and in 2021 we aim to build on the successful implementation of this evidenced based program.



STEM (Science - Technology - Engineering - Mathematics)

In 2020, Waroona DHS began a project-based learning program called STEM. In 2020, STEM students explored, investigated, and built autonomous robots using simple artificial intelligence. The program also enabled students to use their critical thinking and creativity skills to design futuristic sporting equipment that encourages people to exercise more in outdoor activities. Exploration, critical thinking, design, creativity, and perseverance all underpin the Waroona DHS STEM process. It is this process that will aid our students in becoming autonomous learners in the future.



Spotlight on our New Initiatives in 2020

Year 10 Workplace Learning

In 2020, Year 10 students were also provided the opportunity to participate in a Work Place Learning (WPL) Program to complement their learnings in the Certificate II course. Students completed personal profiling and identified potential career paths before completing WPL placements for 1 day per week. Students gained meaningful experience in the workplace. This program will be continued in a modified 'block' placement structure in 2021 for those students who have demonstrated an appropriate level of work readiness.

Aboriginal Cultural Camp

Our 2020 inaugural Aboriginal Cultural Camp took our Aboriginal students, along with staff and community elder Rob Jetta and GP Down South's Rodger Pickett and Ashley Dadliffe on a cultural tour of the south west. Students enjoyed a range of a range of immersive cultural activities including guided bushwalks, didgeridoo, cave and dreaming story experience, tool and artefact displays, traditional fire lighting demonstrations, foraging for native foods, ancient fish traps. As a culturally responsive school we aim to draw on the diversity and strengths of our local community and work collaboratively with them to set directions for our Aboriginal students. The Aboriginal Cultural Camp initiative was generously supported by the Shire of Waroona and WA Primary Health Alliance.

Connect

In 2020 we launched Connect, an online learning management system provided by the Department of Education. Via Connect we were able to provide parents with access to virtual classrooms for their children with notices from the classroom teacher as well as whole school notices, access to libraries of resources and activities, homework, student marks, emails from teachers, and digital student reports. A major advantage of our implementation of Connect at the start of 2020 was that it enabled staff to provide continuity of learning during the learning from home period of the pandemic.



Strategic Plan 2019 - 2021

Target Achievement Summary

At or Above Target	
Near target; On Track; and/or Implementation Plan Commenced	
Below Target	
Data Not Yet Available; Implementation Plan Not Yet Commenced	

Strategic Plan Targets 2019 - 2021

	Priority 1: High Quality Teaching & Learning							
1	Implement an evidence based approach to teaching reading in K-2					Let' Decode by Dr Lorraine Hammond implemented K-2 Heggarty Phonemic Awareness Program K-2		
2	Develop a whole school Teaching & Learning Framework					WDHS Teaching & Learning Framework developed 2020 for implementation 2021		
3	Implement a whole school pedagogical model					WDHS Teaching & Learning Framework and whole school pedagogical model developed 2020 for implementation 2021		
4	Curriculum, assessment and reporting requirements are in accordance with SCSA and Department of Education directives and guidelines					WDHS Curriculum, Assessment & Reporting Policy developed and implemented		
5	Using NAPLAN data as the moderator, the proportion of students achieving A-C grades will equal or exceed like schools	E	M	S	H	A-E Grades for PPR to Year 9 English, Maths, Science and HASS averaged and standardized against the school's ICSEA, expressed as a standard deviation from the expected grade allocation based on ICSEA. Overall relative judgement is 1.03 above expected.		
		1.53	0.71	0.89	1.01			
6	In NAPLAN 3,5,7,9 comparative performance will equal or exceed Like Schools in Reading, Writing, Spelling, Grammar & Punctuation and Numeracy		R	W	S	G&P	N	**No NAPLAN DATA due to NAPLAN 2020 cancellation
		3						
		5						
		7						
7	In NAPLAN 3,5,7,9 the percentage of stable cohort students at or above National Minimum standards (NMS) will be equal to or exceed Like School averages		R	W	S	G&P	N	**No NAPLAN DATA due to NAPLAN 2020 cancellation
		3						
		5						
		7						
8	School will implement strategies to increase the percentage of students achieving Band 8 in Reading, Writing and Numeracy in NAPLAN 9							Best Performance NAPLAN testing Year 7 2020 NAPLAN preparation program Year 9
		3						
		5						
		7						
9	Percentage of students satisfying Online Literacy and Numeracy (OLNA) requirements in Year 10 will equal or exceed Like Schools							WDHS 44% Like Schools 22%
		3						
		5						
		7						

10	School will monitor performance of ATSI students and implement improvement strategies as required		Increase AIEO time in 2020 Aboriginal Cultural Camp ACE Program
11	Literacy, Numeracy and ICT committees will implement whole school and phase specific improvement initiatives		Whole school committee structure implemented 2020
12	Staff, students and parents will effectively and responsibly use ICT to improve learning and communication		Implementation of Connect
13	Develop and implement initiatives that increase opportunities for students to participate in Science, Technology & Engineering (STEM) related courses, programs or activities		STEM elective program STEM camp D&T program 7-10 Aspire UWA Program 9-10
14	Develop the capacity of all staff through performance development processes, observation and feedback processes and targeted professional learning		WDHS Teaching & Learning Framework (incorporating classroom observations) developed 2020 for implementation 2021. WDHS Performance Management processes developed 2020 for implementation 2021
15	Develop an aspirant leaders program and opportunities for aspirants across the school		WDHS Aspirant Program developed 2020 for implementation 2021
16	Refine strategic planning and review processes through redevelopment of Strategic Plan, Whole School Operational Plan, annual self-assessment and review processes and mid cycle review processes		WDHS 2019-2021 Strategic Plan (Version 2) developed, WDHS 2019-2021 Whole School Operational Plan developed, self-assessment and review processes embedded
17	Embed data review and improvement planning processes on a biannual cycle for all teaching staff		Data review processes implemented 2020

Priority 2: A High Care Environment			
18	Train all staff in Classroom Management Strategies (CMS) and develop a sustainable approach to observation and conferencing		100% of staff trained in CMS in 2020. Conference Accredited Trainer (CAT) training required following Instructional Strategies for Engagement (ISE) Program rollout to all staff in 2021. CAT trainer required in order to develop school based sustainable approach.
19	Reduce the percentage of students suspended through implementation of case management processes		Case management processes evolving Suspension rate as expected for ICSEA
20	Deliberately teach and promote Positive Behaviour Support (PBS) values to all students		PBS Committee reformed 2020 PBS Matrix reviewed 2020
21	Increase rate of regular attendance and aspire to equal or exceed Like School regular attendance rate		2020 Attendance data unreliable/unavailable due to COVID-19

Target 5: Using NAPLAN data as the moderator, the proportion of students achieving A-C grades will equal or exceed like schools

YEAR 1									
Grade Distributions (%)	English		Mathematics		Science		HASS		
ABC	W	L	W	L	W	L	W	L	
	74	62	78	70	87	80	83	74	

YEAR 2									
Grade Distributions (%)	English		Mathematics		Science		HASS		
ABC	W	L	W	L	W	L	W	L	
	95	63	95	69	95	76	95	77	

YEAR 3									
Grade Distributions (%)	English		Mathematics		Science		HASS		
ABC	W	L	W	L	W	L	W	L	
	74	61	84	65	90	83	84	76	

YEAR 4									
Grade Distributions (%)	English		Mathematics		Science		HASS		
ABC	W	L	W	L	W	L	W	L	
	75	59	81	59	88	73	81	74	

YEAR 5									
Grade Distributions (%)	English		Mathematics		Science		HASS		
ABC	W	L	W	L	W	L	W	L	
	60	60	65	59	85	76	70	72	

YEAR 6									
Grade Distributions (%)	English		Mathematics		Science		HASS		
ABC	W	L	W	L	W	L	W	L	
	70	65	70	59	75	75	75	75	

YEAR 7									
Grade Distributions (%)	English		Mathematics		Science		HASS		
ABC	W	L	W	L	W	L	W	L	
	60	55	60	51	56	58	60	56	

YEAR 8									
Grade Distributions (%)	English		Mathematics		Science		HASS		
ABC	W	L	W	L	W	L	W	L	
	93	55	64	49	86	54	86	51	

YEAR 9									
Grade Distributions (%)	English		Mathematics		HASS		Science		
ABC	W	L	W	L	W	L	W	L	
	53	47	42	43	63	50	74	45	

YEAR 10									
Grade Distributions (%)	English		Mathematics		Science		HASS		
ABC	W	L	W	L	W	L	W	L	
	60	46	60	41	50	46	75	45	

School Culture Survey

TARGET: Maintain or increase stakeholder satisfaction in areas related to school improvement in the National School Opinion Survey (School Culture Survey used in 2020 due to being required for Independent Public School Status application)

	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
	%	%	%	%	%
I believe our school is well led	-	4%	13%	43%	39%
If the school makes big decisions, they ask parents what they think	-	9%	33%	33%	26%
I have had opportunities to participate in school planning	2%	7%	27%	41%	23%
The school communicates how decisions will support my children's learning	5%	5%	14%	50%	27%
I see the link between the school's planning and the way it allocates resources	-	11%	39%	30%	20%

TARGET: Maintain or increase parent satisfaction in areas related to parent and community engagement and parent satisfaction with the school in the National School Opinion Survey (School Culture Survey used in 2020 due to being required for Independent Public School Status application)

	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
	%	%	%	%	%
I feel well informed about the activities of this school	2%	15%	2%	43%	37%
I am provided with opportunities to actively engage in my children's education	5%	7%	16%	48%	25%
I am comfortable to approach the school to discuss my children's progress	2%	5%	-	45%	48%
I feel like the staff are working with me in preparing my children for the next stage of their education	2%	7%	14%	39%	39%
I feel welcome in my children's classrooms	2%	5%	12%	26%	56%
The school recognises students for their progress and achievements	2%	4%	4%	48%	41%
The school values the role of parents as partners in education	2%	4%	11%	46%	37%
I feel welcome when I am in the school	-	2%	7%	24%	67%
I am made to feel welcome when I attend the front office	-	2%	4%	13%	80%
Our school council values the opinion of the community when big decisions need to be made	-	4%	24%	36%	36%
Our school council is representative of our school community	-	2%	20%	40%	38%

TARGET: Maintain or increase staff satisfaction in areas related to job satisfaction and wellbeing in the National School Opinion Survey (School Culture Survey used in 2020 due to being required for Independent Public School Status application)

	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
	%	%	%	%	%
Staff model exemplary professional behaviours	4%	4%	-	75%	17%
My opinions are treated as valuable and worthwhile	4%	-	29%	54%	13%
School leaders convey the expectation that staff will treat one another with respect	-	4%	4%	58%	33%
Staff are supported to achieve optimal health and well-being	13%	17%	21%	42%	8%
Staff/student relationships are respectful and positive	4%	4%	8%	63%	21%
Staff morale reflects quality professional relationships	4%	4%	25%	50%	17%

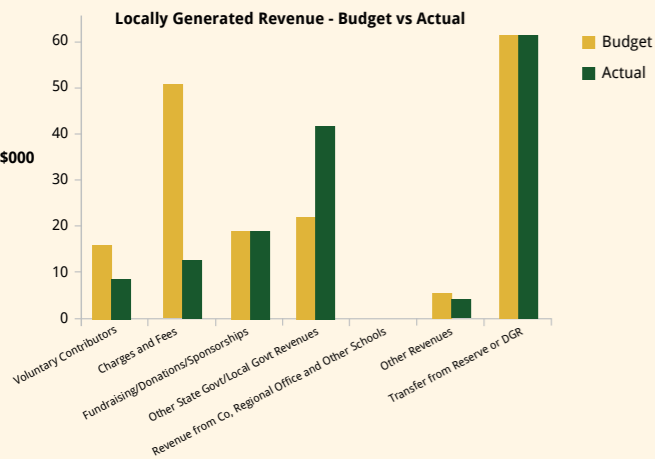
Although there was no baseline data to compare, as these are new targets and the National School Opinion Survey had not been completed since 2016, over 80% of responses are neutral or positive with the one exception of Staff are supported to achieve optimal health and well-being. Staff wellbeing initiatives have been identified as an area of focus for 2021.



Financial Summary 2020 Revenue

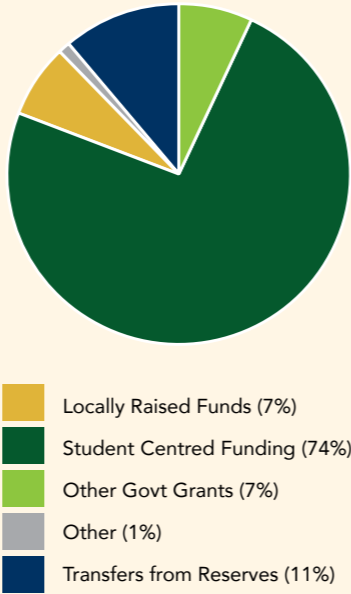
- Revenue raised at Waroona District High School is predominantly linked to student enrolment figures and our focus remains on student retention and school development with our vision to be the school of choice in our local community.
- In 2020 Waroona District High School received \$3,604,768 in Student Centred Funding.
- \$2,056,895 was allocated to the school based on our enrolment figures at the time of census of 254 students. A further \$133,452.45 was received as Targeted Initiatives including funding for Chaplaincy, Education Assistants, the Graduate Teacher Induction Program and Early Childhood Education.
- The overall collection rate for voluntary contributions in 2020 was 26% with 22% in Primary and 30% in our Secondary School. Collections were affected by the decision not to actively seek payment for voluntary contributions during term 2 & 3 due to the impact of COVID-19 on our families and community. 100% of billed charges were collected, with actual charges being

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$16,836.70	\$8,794.77
2	Charges and Fees	\$50,501.18	\$12,392.69
3	Fees from Facilities Hire	\$	\$
4	Fundraising/Donations/Sponsorships	\$17,098.80	\$17,800.80
5	Commonwealth Govt Resources	\$	\$
6	Other State Govt/Local Govt Revenues	\$23,862.73	\$42,952.73
7	Revenue from Co, Regional Office and Other Schools	\$	\$
8	Other Revenues	\$5,907.97	\$4,479.97
9	Transfer from Reserve or DGR	\$61,324.5	\$61,324.55
10	Residential Accommodation	\$	\$
11	Farm Revenue (Ag and Farm Schools only)	\$	\$
12	Camp School Fees (Camp Schools only)	\$	\$
Total Locally Raised Funds		\$175,531.93	\$147,745.51
Opening Balance		\$168,435.28	\$168,435.28
Student Centered Funding		\$418,725.21	\$418,956.21
Total Cash Funds Available		\$762,692.42	\$735,137.00
Total Salary Allocation		\$3,998,346.00	\$3,998,346.00
Total Funds Available		\$4,761,038.42	\$4,733,483.00



- much lower than budgeted due to the cancellation of some of our annual larger activities like Country Week.
- We received \$107,530.15 for Operation responses during the year with \$92,984.07 directly linked to additional cleaning to combat Coronavirus and \$11,900 in special project funding provided to re-engage students in term 3 & 4.
 - The Department of Finance managed funding of almost \$250,000 which provided High Priority Maintenance and Works around the school including new flooring in the canteen, resurfacing some of our car parks and driveways, the complete refurbishment of our secondary toilet blocks and transforming our library into a vibrant STEM, ICT and Resources hub.
 - Donations of almost \$6000 were received by local business and organisations and a Community Partnership was entered into with Alcoa for \$10,000, allowing for us to furnish our brand new STEM space. This was an extraordinary effort from our community in what was a tough year fiscally.

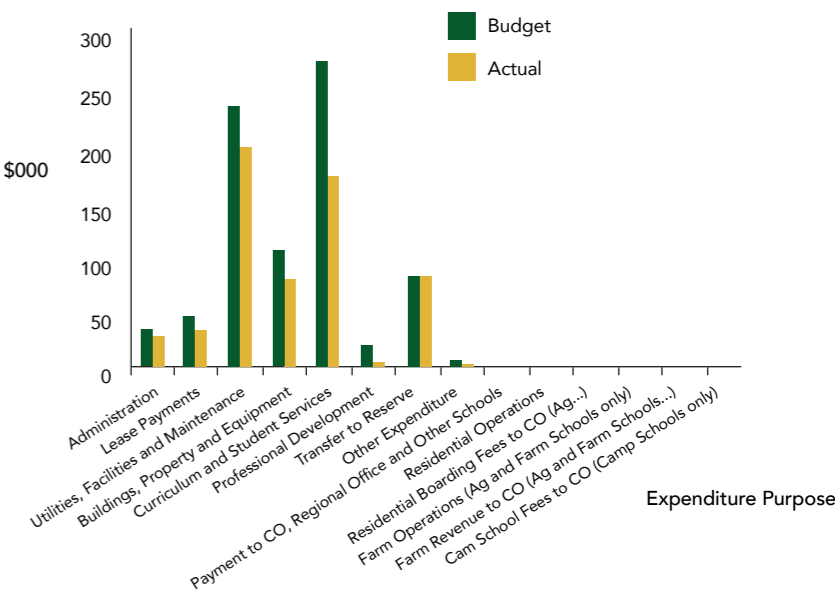
Current Year Actual Cash Sources



Financial Summary 2020 Expenditure

- In 2020, just over 85% of our Student Centred Funding was expended on salaries for school staff at Waroona District High School.
- Student Services remained a big spend from both our salaries and cash budget, with census numbers allowing us to keep the 2019 model in place for the 2020 school year.
- Waroona District High School will continue to maintain our focus on supporting the professional learning of teachers and we will continue to maximise efficiencies by using a whole school approach to focus areas and utilise the school development days to develop all staff in priority areas, reducing course and salary costs.
- A conservative approach to spending will continue in 2021 with the focus on our Quality Teaching priority and our vision of being a school of choice in the local community.

Goods and Services Expenditure



Expenditure - Cash & Salary		Budget	Actual
1	Administration	\$30,498.08	\$25,164.47
2	Lease Payments	\$41,194.00	\$30,521.85
3	Utilities, Facilities and Maintenance	\$211,624.00	\$178,513.32
4	Buildings, Property and Equipment	\$95,205.60	\$72,501.97
5	Curriculum and Student Services	\$248,959.31	\$155,541.32
6	Professional Development	\$17,104.28	\$4,649.77
7	Transfer to Reserve	\$75,000.00	\$75,000.00
8	Other Expenditure	\$6,740.91	\$3,064.16
9	Payment to CO, Regional Office and Other Schools	\$	\$
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 School only)	\$	\$
Total Goods and Services Expenditure		\$726,326.18	\$544,956.86
Total Forecase Salary Expenditure		\$3,088,466.00	\$3,088,446.00
Total Expenditure		\$3,814,772.18	\$3,633,402.86
Cash Budget Variance		\$36,366.24	

Cash Position as at:

	Bank Balance	\$383,523.48
	Made up of:	
1	General Fund Balance	\$190,180.14
2	Deductible Gift Funds	\$
3	Trust Funds	\$
4	Asset Replacement Reserves	\$199,716.32
5	Suspense Accounts	(\$5,952.98)
6	Cash Advances	\$
7	Tax Position	(\$420.00)
	Total Bank Balance	\$383,523.48

Bushranger Cadets Program 2020

2020 proved to be a challenging yet productive year for our Waroona District High School Bushranger Cadet Unit. With the onset of the Coronavirus, external activities were put on hold and online learning became a focus. Students and staff were happy to see that these adjustments were only temporary and most of our planned activities for semester 1 were postponed to semester 2.

Cadet groups participated in several volunteer activities within their individual classes. Mr Chao's Year 9 and 10 students worked with the Harvey River Restoration Taskforce, where they collected data and water samples for testing. Mrs O'Meara's Year 8,9 and 10's travelled to Kaarakin Cockatoo Conservation Centre to observe the work being done to protect our threatened and endangered species of black cockatoo. Afterwards, students made enrichment boxes for the cockatoos that were being looked after on site. On our Albany camp, students worked with the department of Biodiversity, Conservation and Attractions, trimming shrubbery at Little Two Peoples Bay.



There were several camps to complement student learning in Bush Rangers. These included an overnight camping skills activity in Pinjarra, a Year 7-9 camp to Albany and a Year 10 reward camp to Rottnest where students were rewarded for 4 years of service to the Bush Ranger Cadet Unit. The Unit ended the year at Drakesbrook Weir competing in team games and team building exercises in canoes.

In 2020, we ensured that our Bush Rangers program enabled students to gain credit as an Endorsed Program with SCSA. This has meant that students who were eligible received a certificate of completion and credit points towards their WACE. Year 10 students also completed their First Aid certificates as part of their requirement of the Endorsed Program completion, gaining not just credit toward their WACE, but valuable life skills.





WAROONA DISTRICT HIGH SCHOOL

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