



School Profile

Kwinana Senior High School is in a state of transition and from 2008 will be moving into new facilities consisting of a year 7-9 middle school and a year 10-12 senior school. The new school will form part of an integrated learning environment known as the Kwinana Education and Training Precinct. It will combine with Orelia Primary School and Challenger TAFE to provide an exciting new era for education in the Kwinana Community. To this end our **vision for the future** is to create a **Learning Community** where there is a strong commitment to bringing together individual, institutional and community stakeholders to provide the resources (economic, social and political) to enhance the life opportunities of all young people in a process of lifelong learning.

All of our teaching staff meet the professional requirements to teach in Western Australian schools and are registered with the Western Australian College of Teaching.

Our Guiding Principles

The vision is underpinned by the following **principles**:

*Building school and community linkages;
Developing engaging pedagogies;
Fostering teacher reflection and learning; and
Building student relationships*

Our Values & Beliefs

Our values influence our behaviour and give purpose to our lives. We seek to ensure that all students are able to develop the following core-shared values:

*A pursuit of knowledge and a commitment to the achievement of potential;
Self-acceptance and respect of self;
Respect and concern for others and their rights;
Social and civic responsibility; and
Environmental responsibility.*

2006 Top Students

Premier Students for 2006

General Studies - Michelle Jacobsen
Vocational Course - Emma Dunham
TEE Course - Daniel Thompson

2006 Graduation Rate 94%

8th Top Vocational Education and Training School in the State

Our Ethos

We have an ethos built on the 3 R's of Rigour, Relevance and Relationships.

RELATIONSHIPS

Our relationships are based on trust, mutual respect and the acceptance of rights and responsibilities within the school community. We recognise the value of actively working in a positive partnership with parents and carers, students, staff and the wider community in providing a quality education.

RIGOUR

We have high expectations of ourselves that challenge us to strive for excellence. We have a positive approach to learning and foster the development of life long learning.

RELEVANCE

We recognise the need to cater for individual differences in our students in order to achieve the best possible outcomes.

2006 Our Priorities

Curriculum Improvement: To provide students with the opportunity to experience a curriculum that is flexible and relevant to their individual needs by focusing on:

*Improving standards of literacy and numeracy.
Improving teaching and learning.
Using evidence based decision making*

Values Education: To provide an inclusive, safe and stimulating learning environment that will enable students to develop as self managing learners with the skills to act in a socially responsible manner and make a contribution to their community. Our focus areas are:

*The pursuit of personal excellence.
Ethical behaviour and responsibility.
Cooperation/conflict resolution.
Developing a sense community.
Conservation of the environment*



Secondary Graduation / Destinations

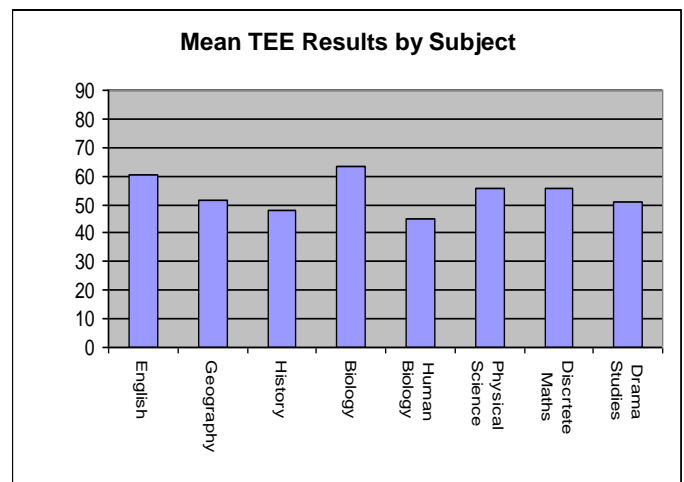
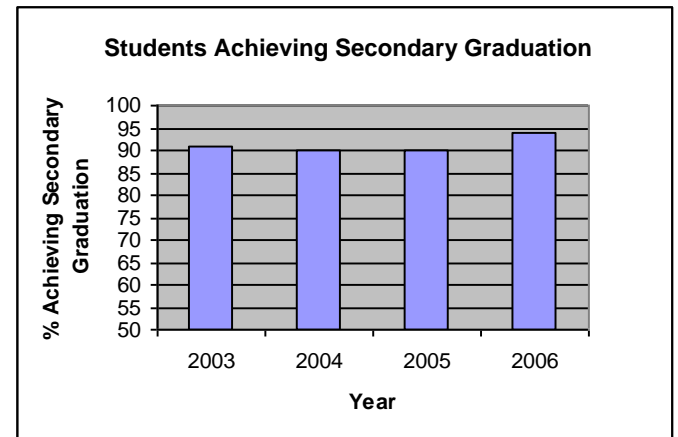
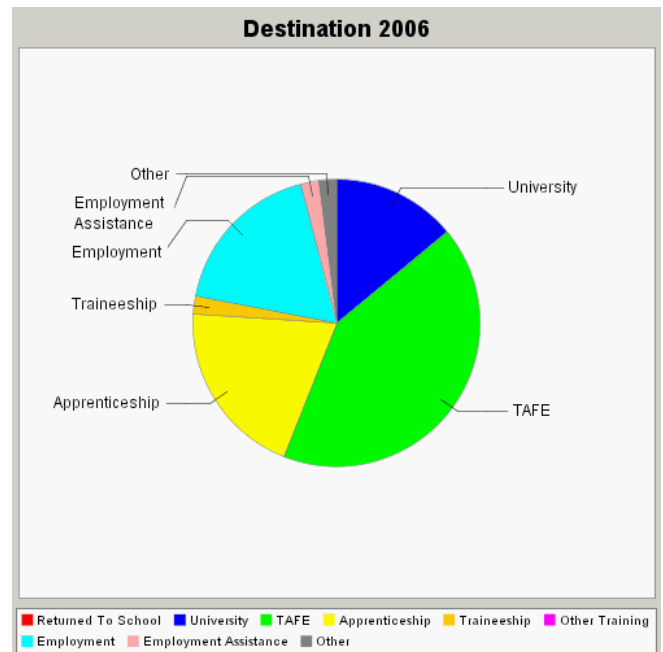
In 2006 we had a small cohort of year 12 students. All but two students received their WA Certificate of Education (WACE) giving us a graduation rate of 94%.

The vast majority of students are finding opportunities after exiting school: University 14%, TAFE 42 %, Apprenticeships 22% or Employment 18%. These figures compare favourably with like schools across the state. We have reviewed our Good Standing Policy and have implemented an Advocacy program to monitor student progress more closely. This will allow us to strategically intervene to support and improve student performance.

There were only 11 Tertiary Entrance students who sat their TEE. All students were accepted into a university course of their choice.

VET Success

- 20 Year 12's successfully complete School Based Traineeships in areas of: Metals & Fabrication, Racing-Stable hand, Information Technology, Hospitality, Community Service, Business and Automotive.
- 5 Aboriginal students complete traineeships.
- 4 of the possible 9 students representing WA in the National World Skills Competition came from KSHS.
- Kwinana brings home the Gold at National World Skills in Horticulture - a first for WA and first female.
- Metals & Fabrication student, Cameron Dolan, presented with tools with value over \$1000 from local industry for World Skills Competition
- World Skills Regional Competition - clean sweep in Metals- Gold, Silver and Bronze.
- Year 11 students picked up apprenticeships in Term 2 - Hospitality, Carpentry and Automotive.
- The new Automotive Traineeship provided an opportunity for three students to gain an apprenticeship in their first year.
- \$2000 Australian Vocational Prize through DEST was won by Emma Dunham - Horticulture
- VET courses offered at KSHS in partnership with Challenger TAFE and SMYL - Full Certificates: Automotive, Metals Fab, Hospitality, Information Tech, Horticulture, Visage, Building & Construction.
- SAL student receives apprenticeship after first year in Hospitality.
- KIC Engineering program highlighted by Curriculum Council as best practice for COS - Engineering Studies.
- 100% of KIC students into Apprenticeships.
- Curriculum Council Certificate of Excellence awarded to KIC Engineering Student, Cameron Dolan
- ALCOA Future Woman in Industry Scholarship recipient successful in gaining Electrical Instrument Apprenticeship at ALCOA
- Overall increase in VET numbers, School ranked 8th in State.



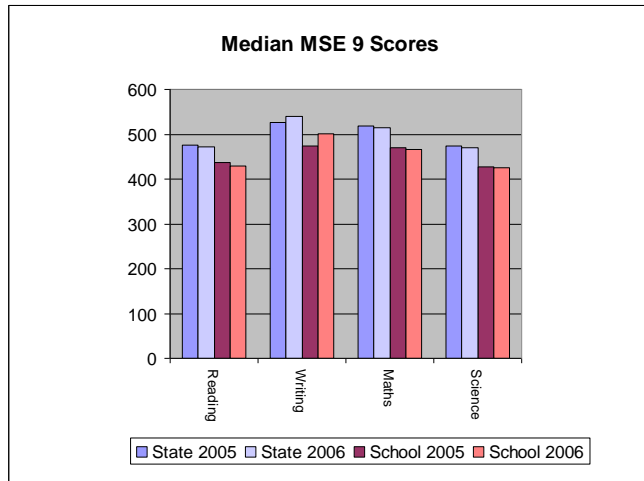
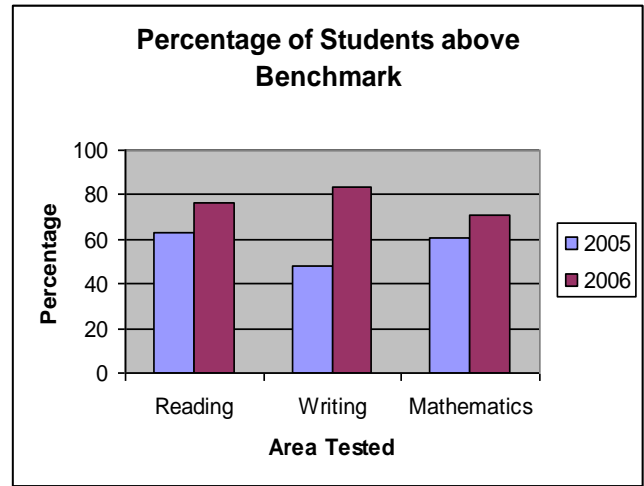
Literacy & Numeracy

Our data indicates that at the beginning of 2005, 37% of the year 8 cohort achieved below an acceptable minimal standard for reading (benchmark) in their previous year's WALNA tests. After two years at Kwinana SHS the MSE 9 tests indicate that only 23.5% of students remained below the benchmark. This indicates a movement of 13.5% of students from below to above benchmark.

In writing, at the beginning of 2005, 52% of students performed below the benchmark and at the end of 2006 the MSE 9 tests indicate that 16.5% of students remained below the benchmark. This is a movement of 35.5% of students from below to above benchmark.

In mathematics, at the beginning of 2005, 39% of students performed below the benchmark and at the end of 2006 MSE 9 tests indicate that 29% of students remained below the benchmark. This is a movement of 10% of students from below to above benchmark.

In general terms the data clearly indicates that Kwinana SHS significantly adds value to students' literacy and numeracy levels, with the majority of students arriving with limited or some achievement but demonstrating good to excellent progress by the end of year nine. There still remains a gap in student performance against the median state scores.



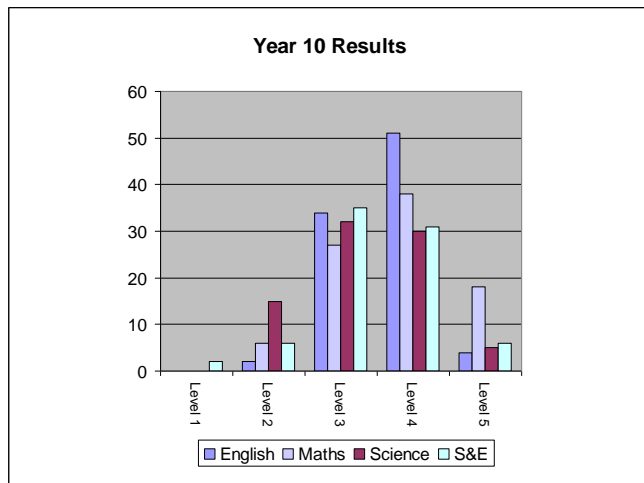
Learning Area Outcomes

As a guide to performance a prerequisite for most year 11 courses of study is level 4. At the end of year 10, 4% of students achieved level 5 in English and over 51% achieved at level 4 in all strands.

In mathematics an average of 18% of students achieved level 5 with over 56% of students achieving level 4 or better. Students performed best in the measurement strand with Working Mathematically being an area for improvement.

Students performed well in Life and Living and Investigating Scientifically in the science learning area and over 31% of students achieved at level 4.

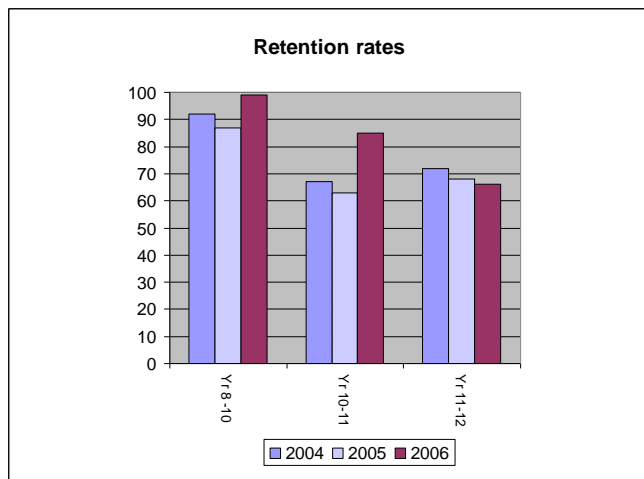
There was a consistent performance across all strands in Society and Environment with over 40% of students achieving level 4 or better.



Retention Rates

Retention rates have improved particularly in the year 8 to 10 range although transiency of students remains an issue. Enrolments fluctuate as students leave for various reasons throughout a term with new students enrolling at the beginning of a term or semester.

The increase in retention from year 10-11 is a direct result of the Government's policy to raise the school leaving age. The flow on of students from year 11 to 12 is not expected to improve as many of our VET students are picking up apprenticeships or other employment opportunities. The buoyant economy has had an effect on our year 12 participation rates and those students studying for tertiary entrance.



Attendance Data

Regular attendance is critical for the development of students. Our attendance data at Kwinana Senior High School demonstrates that an average of 88% taking this responsibility seriously. In 2006 Attendance Officers have been employed and new process have been put in place to improve the rates of attendance over the 2006 school year. When KSHS data is compared to like schools Kwinana Senior High School is above average for attendance rates. Teaching staff have an attendance rate of 96% with a retention rate of 70%.

Attendance targets have been set for 2007 which will see a 5% increase in the number of students in the 90-100% band and the 80-90% attendance band.

Values Education

In 2004 all year 8 students were tested on core values to establish baseline data for us to measure and plan for improvement. This provided a focus on the values of Pursuit of Personal Excellence, Ethical Behaviour and Responsibility, Compassion and Care, Community and Conservation of the Environment. A number of strategies were put into place to enhance these values. Students were tested again as year 10s in 2006 and a significant improvement was noted in a number of areas – Knowledge, Values systems, World Views, Respect, Diversity, Contribution, Reconciliation, Social Justice. Students will continue to be tested in year 8 and 10 to give us longitudinal data that we can use to help gauge the success of intervention programs.

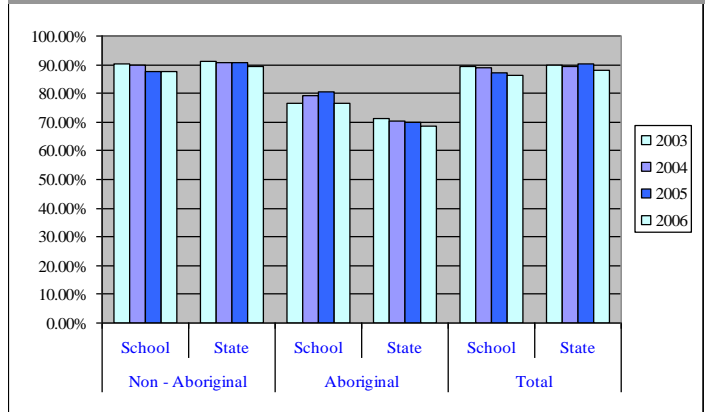
Our suspension data reinforces a need to continue to address the way in which students resolve conflict and how they interact with one another. Programs and Initiatives in place include: the move to a middle schooling environment; professional development for staff in Classroom Management and Instructional Strategies; working in collaboration with Primary schools and additional School Psychology services to develop and implement anti bullying and cooperative learning strategies.

Budget 2006

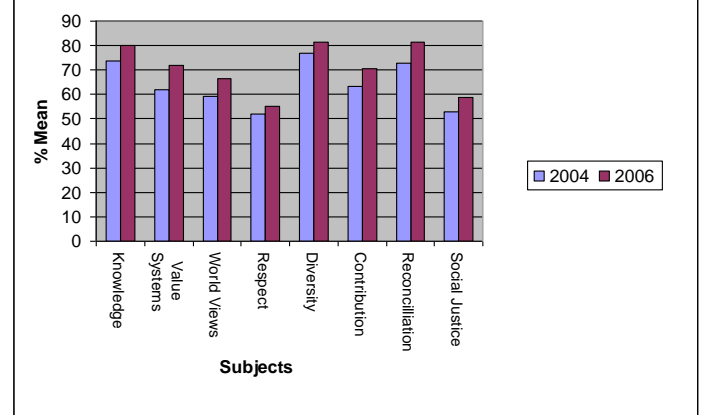
The 2006 operation budget for the school was \$690,994 (excluding salaries). \$213,199 of the budget was used to support teaching and learning programs in the school. The school focus on Curriculum Improvement and Values Education was reflected in the Professional Development Budget of \$16,773. All teaching staff (56) have engaged in minimum of 9 days of professional learning equating to \$138,600.

Of significance is the salary component used to address literacy and numeracy in the school. These figures do not appear in the operational budget but include: Getting It Right Literacy; Getting it Right Numeracy; Education Assist in Literacy; ITAS tutoring; Follow the Dream Coord; CMS coordinator; and teacher relief cost for staff to attend appropriate professional learning opportunities.

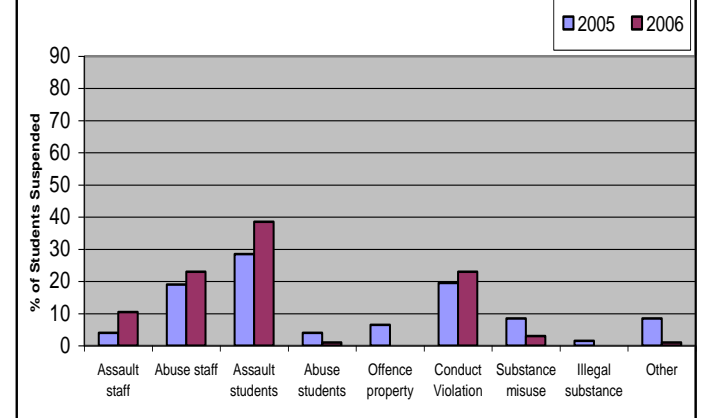
Attendance Data 2006



Values Testing



Student Suspensions



Budget 2006

