



# Annual Report

## 2017





*We commend the 2017 Annual Report to the Thornlie Senior High School Education Community*

## Engage Inspire Achieve

Thornlie Senior High School acknowledges 2017 as a challenging and successful year of review and renewal. Over the course of the year the school community actively engaged in four major audit and review processes. The school promptly and effectively responded to the findings of each report, making significant improvements in both services and student outcomes.

Thornlie SHS successfully completed our third full year as an Independent Public School for our 1123 Year 7-12 secondary students.

Under the guidance of our School Board the school worked to achieve its vision of ensuring all members of our school community - Engage, Inspire and Achieve.

Our aim continues to be for Thornlie SHS students to fulfil their aspirations working in an environment that emphasises the importance of respectful relationships and the achievement of personal best.

In 2017 our school successfully commenced a three year School Improvement Program with the Fogarty Foundation Advance Program. This highly respected and rigorous program now drives the school's planning and decision making processes. Significant gains have been made using valid, evidenced-based decision making to develop a culture of challenge, high expectations and achievement for all staff and students.

As an Independent Public School, Thornlie SHS and the school community continues to value the flexibilities that have provided:-

- greater control over the courses we offer, the talent we hire and the way we use our resources.
- the ability to make ordinary learning, extraordinary for the children in our area.
- an active and supportive School Board that worked with the school to enhance opportunities for all students

Thornlie SHS has over four decades of experience in successfully educating our current Year 7-12 students to identify their aspirations and achieve their personal goals. We value well established educational traditions set by past teachers, parents and students and we are passionate in our desire to use the latest research in teaching and learning strategies to prepare our current students for the 21st Century. We know where we are going and how to get there.

Thornlie Senior High School recognises that the world around us is changing and we are changing with it. Our students come to us from many different backgrounds, but they leave with one thing in common – a great education and a significant head start in life. Thornlie SHS students develop the skills they need to thrive in the challenging, interesting and dynamic 21st Century.

On entry in Year 7-10 students have access to a diverse and inclusive range of outstanding programs that included in Specialist Rugby, Information Technology, and Academic Excellence. Students also excel in the extra-curricular opportunities offered in our Cheer and Dance, Netball, Japanese, Music, Art and numerous Sport Programs. As Year 11 and 12 students move into their senior schooling they have a wealth of opportunities to follow their career and study aspirations. The school's Tertiary Entrance (ATAR)



Courses are well supported by local universities and combined with outstanding Vocational Education & Training (VET), General Studies Courses and the Big Picture Program our students are well prepared for life beyond secondary school. Thornlie SHS is a renowned VET School and is a long established Registered Training Organisation. (Successful RTO re-accreditation was achieved in 2017)

We believe success is all about the individual working effectively within the school and wider community. A dedicated staff, an active School Board and close ties with local industry, universities and the community ensures we provide personalised programs that capture different interests and nurture the potential in every student. We play to our students' personal strengths and give them the support to develop their talents and abilities. For some, it's a matter of helping them create ambitions and dreams. For others, it's about realising them.

We see 2018 as a year for further growth and the embedding of excellence and equity across all facets of our school life.

**Donna McDonald – Principal**  
**Craig Ellis – School Board Chair**

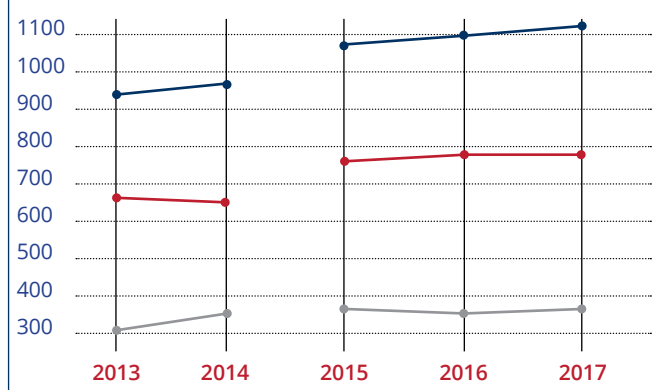
### School context

Classification	SHS Class 6C
ICSEA	980 (6)
Student Transiency	16.8% (5)
Independent Public School	Yes

### Student Profile - Semester 2 2017

Semester 1	2013	2014	2015	2016	2017
Lower Secondary	669	660	767	779	787
Upper Secondary	282	321	317	325	336
Total	951	981	1084	1104	1123

### Semester 2 Student numbers



**Note:** The graph and table include only full-time students. From 2015, Year 7 students are designated as secondary students and Lower Secondary includes Year 7 to Year 10 students.

# School Business Plan

The 2015-2017 Business Plan references and implements the Department of Education Corporate Framework including the Strategic Plan for WA Schools and the Director General's Classroom First Strategy. The plan outlines an overview of the strategic intent of the school towards quality improvement strategies within academic and non-academic areas.



## School Priorities for 2017

- Develop a culture of challenge and high expectations
- Implement with students a shared understanding of what makes a shared and effective learner
- Develop and implement with staff high quality instructional practices

Delivery and Performance Targets are 'In Progress' and were reviewed in 2017 in line with the school's external independent review completed in July 2017. Additional information provided through the Auditor General Audit (March 2017), Registered Training Organisation

Re-accreditation Audit (May 2017) process and the External Review Group (August 2017) process have all guided the schools review and planning processes over the year.

In addition to the External Review School Improvement Plan, the Business Plan for 2018 – 2020 has been developed using the EDvance School Improvement Program and External Review Improvement Findings Report. From 2018, Thornlie SHS will continue to develop a culture of challenge, high expectations and achievement by building staff capacity and increasing student engagement.

## Targets To Date:

### Achieved -

- All Year 11 & 12 students enrolled in one Certificate II by 2016 (Achieved 100%)
- Increased and maintain Attainment at no less than 90% (Achieved 98%)

### In Progress -

- Student Performance in all learning areas as measured by grade distribution is at least comparable to 'like schools'
- Each student achieves at least 0.4 effect size in NAPLAN between Year 7 -9

### Not Achieved -

- Average school attendance is no less than 90% by 2017 (Achieved 86% just below WA Public Schools at 87%)
- Increased ATAR participation to 40% by 2017 (Achieved over 2016 and reduced to 30% in 2017 adjusted based on student performance data)





## 2017 Student Achievements

WACE Graduation **82%** up from **74%** in 2016 – **Like Schools 2017 – 83%**

(2 students didn't sit the WACE Examination for individual courses)

**97%** achieved 'C grade' requirement up from **90% on 2016**

OLNA Achievement **86%** up from **77%** – (14% - 20 students did not achieve OLNA)

**4%** (6 students) **improvement from 7.5% passed** OLNA but did not achieve WACE,

**15%** - 21 students same as 2016 didn't pass OLNA but passed everything else.

Median ATAR - **59.68 up from 57.6 in 2016** up from 47.7 in 2015

Note - 2017 red flagged as below expectations - Like Schools at 70.4

**31%** of ATAR students scored greater than 70 up from 30% in 2016

**37%** of ATAR students scored less than 55 up from 36% in 2016

Uni English Competency **39% down from 41%** in 2016

Top students – TER – 97.90 (Zhe Hong) and 95.35 (Danush Murali)

1 student received a Certificate of Distinction – Zhe Hong

5 students received a Certificate of Merit – Kevin Cruz, Angel Godoy, Ellen Hall, Michael Henley, Danush Murali

VET - **120** students achieved a Cert II and 17 students achieved a Cert III

Attainment Rate (ATAR >55 and/or a Cert II) – **98% up from 90 %** in 2016

## School Community

**Throughout 2017 the Thornlie SHS School Board made a significant contribution to the school decision-making and school improvement processes.**

Work continued utilising survey tools provided by the School Improvement EDvance Program and resulted in a refocusing of the school improvement and operational plans and the embedding of the recently developed school aim – Engage Inspire Achieve.

In 2017 a comprehensive, 'Tell Them From Me' Survey was conducted across the school community to seek parent, staff and student views on the level of satisfaction with the services provided to meet student needs at Thornlie SHS.

Areas of strength in the school included:-

- Students value their schooling and are engaged. Teachers provide regular written feedback to improve formal assessments
- Students have positive relationships. Behaviour is seen as positive, truancy very low and attendance high
- Explicit teaching is visible and recognised and valued by students, teachers and parents

Areas for improvement that were highlighted in the reports included:-

- Low self-esteem, anxiety and depression in particular Year 9 girls - questioning impact of Year 7 into secondary for this group
- Student perception of safety at school and low number of students indicating that they are planning to finish Year 12



- Parent participation at every level of school operations and student learning. Concerns regarding perceived bullying and racism.

In addition the staff completed and McKinsey, Organisation Health Index Survey and gained useful information on the culture of the school as an organisation.

This data revealed the school's strengths in work environment and staff motivation along with the overall Organisation Health Index Rating at 65 which indicates a healthy score for the organisation and better or on par with other Cohort 4 2017 EDvance Program Schools. Areas for improvement included Coordination and Control – People Performance Management, Accountability – Performance Contacts and Consequence Management and External Orientation – Student Focus and Competitive Insights.

Throughout 2017 this data, along with focus group conversations and planning workshops, was used to inform the school self-assessment processes and drive improvement strategies.

In 2018 the school will move into the second year of a three year School Improvement Program and will continue to gather extensive fine grained staff, parent and student data utilising 'Tell Them from Me', the 'Organisation Health Index' and the 'National Schools Opinion' surveys. Longitudinal data will provide clear indicators of our progress and continue to inform the school's decision making as we move into the next phase School Business Planning.





## Building Partnerships

### Vocational Education & Training

As a Registered Training Organisation, Thornlie SHS continues to work proactively with local industry and businesses to promote its highly successful Vocational Education and Training Programs. The school has achieved its aspirational goal of 100% of all Year 11 and 12 students enrolled in a Certificate II or higher course. In addition the success of this strategy has resulted in the school's Attainment Rate for 2017 increasing to an outstanding 98%.

Staff completed a rigorous Training Accreditation Council Audit in Semester 1 2017 and successfully gained re-accreditation until 2024 as a Registered Training Organisation. As a result of this process the school applied for and was successful in gaining the Director General's approval to auspice a Certificate II Course in Hospitality to be delivered at another local secondary school in 2018.

### Community, Business and Tertiary Partnerships

In addition Thornlie SHS has established and maintained excellent relations with the wider community. Through the School Chaplaincy (in association with Youth CARE), Music, Cheer and Dance, Specialist Rugby, Netball Academy, Big Picture Program and the annual Visual Art and Graphic Design Exhibition, students are active participants in community events. The school also worked closely with community agencies, local government, the Gosnells RSL, the Rotary Club of Southern Districts and a range

of other organisations over the course of the school year. The School Board has also expanded to include an industry representative, Mr John Potter from 2018.

Over 2017 the school consolidated its partnerships with local universities and industry with the success of the ABCN – Goals and Focus Programs, Curtin Ahead Program and UWA STEM Program; all partnerships have raised student's aspirations and engagement in their learning. Thornlie SHS's indigenous students and their families have open communication and the support of the school's highly experienced Aboriginal Islander Education Officer (AIEO). Aspirant students also receive additional mentoring and tutoring opportunities through the Follow the Dream Program and AIME – Notre Dame University. The School Board has also expanded to include an indigenous community representative, Ms Debra Blackwell from 2018.

School-based Homework Clubs and Thornlie's long established Pastoral Care system were again strengthened through the generous and timely support of Youth CARE, Foodbank, and The Smith Family (Learning Club, iTrack, FinLit and Work Inspiration).

Thornlie SHS welcomes International Fee Paying students who report the school is supportive of their aspirations. In 2017 students were provided with additional guidance through the appointment of a Liaison Officer. This support has been expanded to provide a qualified teacher as the International Student Coordinator to develop and implement individualised and group support that will enhance each student's academic performance and achievement from 2018.



## 2017 Highlights

### A Culture of Challenge and High Expectations Year 7 Transition Success

The third cohort of Thornlie SHS Year 7 students were successfully welcomed into Thornlie SHS and the Year 7 2017 Learning Community.

This group of students demonstrated they have great enthusiasm and passion, the ability to make new friends and the capacity to adjust to the academic and social challenges of high school.

The staff regularly monitored the achievements of students in the Learning Team and adjusted their programs to assist each child to work towards achieving a year's progress in a school year.

Each year incoming Year 7 students at Thornlie SHS study in a designated Year 7 Learning Community and are well supported by a small group of teachers who work collaboratively to know and understand each student's learning needs. The curriculum provides a wide range of engaging opportunities across all Learning Areas for the students to extend their knowledge and skills as they transition into secondary school.

In 2017 students also engaged in the very successful Peer Support Program to build their confidence, develop leadership skills and increase their understanding of their new school. Over the course of the school year the Year 7s were inspired to achieve

their best through a range of extension activities including a Motivational Presentations, Class Act Theatre Performances addressing Bullying and Cyber Bullying, The Smith Family weekly Learning Club and a visit to Curtin University for Academic Extension students.

A thorough review of the Year 7 Learning Team progress, student achievement and staffing structure resulted in the decision to strengthen the leadership of the team. This has seen the appointment of a Level 3 Program Coordinator to commence in 2018 to oversee both the strategic and operational direction of curriculum and pastoral care for the Year 7s.

### **Year 7-12 Positive Recognition Program**

Thornlie SHS is committed to consistently recognising and formally acknowledging students who demonstrate positive behaviours that support their efforts to achieve their best. The mantra of Turn Up - Grades Up is heard regularly across the school and has seen a significant improvement in the number of regular attendees. Attendance Champions are acknowledged each month and Year Attendance Legends are celebrated each year. 100% 2017 Attendance Legends over Years 11 and 12 were graduates – Donna Ng, Jasmine MacFarlane, Angel Godoy, Rachel Adegeye, Freena Pepito, Ian Tse, Danush Murali, Michael Henley, Zhe Hong, John Miller, Codey McMillan and Ronan Doherty. In addition teachers nominate individuals who are showing high achievement for 'Student of the Month' recognition. The Student of the Month is presented with a \$20.00 voucher, a laminated certificate and a framed copy placed on the Honour Board in the Library.

The 'Marc Smith Triumphant Spirit' award recognizes the qualities within our students required to prevail

over adversity - to demonstrate a Triumphant Spirit. Marc himself was an ex staff member who battled his health issues whilst working at Thornlie helping students overcome their troubles in life -before passing away at too young an age.

In 2017 we recognised two Year 12s who represent the struggles that exist in all of our lives and have triumphed over their adversity to finish their schooling at Thornlie. A medallion was presented to Year 12 Chantelle Burvill for her Triumphant Spirit at the final Assembly at school and Shani Tepania was presented the 'Marc Smith Triumphant Spirit' award at Graduation.

In 2018 Thornlie SHS will utilise the Positive Behaviour Support Framework to review and enhance the delivery of services to students across Years 7 – 12.



## Positive Versus Negative Citations – 2017

Formal Positive Citations					Formal Negative Citations				
	Number of Citations					Number of Citations			
Citation Name	2014	2015	2016	2017	Citation	2014	2015	2016	2017
Students of The Month	3080	4107	4345	2532	Smoking Offences	14	27	1	3
Attendance Champions	1214	1466	1686	1732	Phone Offences	250	~300	281	305*
SIS Positives	335	281	418	155	SIS Negative BMIS	3815	5292	3267	3089
Operation Icy Pole	1004	1134	1139	1146					
B'Day Cards	1004	1134	1139	1146					
House Points Yr 8-12	5682	7408	8673	6472	Detention count			1190	1100*
<b>Total Positive Citations</b>	<b>12319</b>	<b>15530</b>	<b>17385</b>	<b>13183</b>	<b>Total Negative Citations</b>	<b>4079</b>	<b>5619</b>	<b>4739</b>	<b>4497</b>

## Suspensions

	Suspensions	Students	Total Days
2015	322	144	739
2016	257	134	638
2017	235	121	561

## Attendance Statistics

### Secondary Attendance Rates

	Attendance Rate	
	Thornlie SHS	WA Public Schools
2015	86.4%	87.9%
2016	85.3%	87.7%
2017	86.1%	87.8%

### Attendance % - Secondary Year Levels

	Attendance Rate					
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	91%	90%	87%	82%	84%	86%
2016	91%	86%	85%	81%	84%	86%
2017	89%	88%	84%	82%	85%	88%
WA Public Schools 2017	91%	89%	87%	85%	87%	88%

### Authorised vs Unauthorised Absences

	2013	2014	2015	2016	2017
Attendance Rate	86.4%	84.1%	86.5%	85.4%	86.1%
Regular Attendance	56.4%	49.2%	58.0%	54.3%	55.6%
Authorised Attendance	51.5%	36.8%	43.8%	41.3%	40.6%
Unauthorised Attendance	48.5%	63.2%	56.2%	58.7%	59.4%

### Student Unauthorised Absence by Year Group (Semester One)

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	-	55%	66%	70%	60%	58%
2015	48%	50%	56%	57%	65%	54%
2016	50%	60%	59%	60%	61%	58%
2017	50%	60%	59%	60%	61%	58%



## House and Home Rooms Competition

Thornlie SHS has a Vertical Home Room structure with Year 7 – 12 students meeting four times a week with their Home Room teacher. Students stay in the same Homeroom group and House for their time at Thornlie. The House Competition operates all year with all students earning points for study, Behaviour, manners, achievement, school representation, attendance, certificates and helpfulness. A range of acknowledgements provides students meeting the high expectations set by the school community.

The House accruing the highest number of points is invited to attend an excursion in the new school year.

### House Awards 2017

**Top Students per House** (Winners - \$20 voucher)

	Curtin	Hannan	Forrest	O'Connor
1st	Susanna Che 247	Chloe Uren 349	Tasesa Tiatia 280	Shijin Zhou 349
2nd	Yonglin Chen 240	Paige Harrison 264	Tylah Goodhew 259	Sofia Klyuchko 336
3rd	Kitt Catulpos 217	Brooklyn Atkins 253	Worakan Bunyarussamee 256	Jasmin Otley 268

### Top Three Students overall (\$20 voucher each)

1st	Chloe Uren 349 & Shijin Zhou 349
2nd	Sofia Klyuchko 336
3rd	Tasesa Tiatia 280

### Top Home Rooms per House (Subway Lunch for first)

1st	<b>Hannan - 4</b>	3948
2nd	<b>O'Connor - 5</b>	1891
3rd	<b>Curtin - 6</b>	1543
4th	<b>Hannan - 10</b>	1525

### Champion House

1st	<b>Hannan</b>	17170
2nd	<b>O'Connor</b>	14875
3rd	<b>Curtin</b>	14790
4th	<b>Forrest</b>	14423

## Japanese Exchange Program

The Thornlie SHS Japanese Exchange Program has flourished for 26 years. In 1990 Thornlie SHS formed a sister school relations with Amagasaki-Inazono SHS in Hyogo Prefecture in Japan. This was part of a wider agreement between the Western Australian government and the Hyogo Prefecture. More recently a second school, Nishinomiya SHS joined the Thornlie SHS Exchange Program.

In July 2017 the school welcomed our annual visitors from Osaka, Japan. Thornlie students and their families hosted students and staff members from Amagasaki-Inazono SHS and Nishinomiya SHS for ten days. At school, our Japanese visitors took part in activities such as dance, cooking, rock climbing, sport, and computing. The Japanese students also participated in Japanese



Language classes where they helped Thornlie students to practice their Japanese language skills. Students also enjoyed discovering the highlights of Perth with a visit to Rottnest Island, the Swan Valley and meeting kolas and kangaroos and Caversham Wildlife Park.

**This ongoing exchange continues to increase cultural understanding and establish lasting friendships.**





## Academic Excellence Program

Again in 2017 the Academic Excellence Program catered for academically talented students from Year 7 – 10 and worked to accelerate their progress.

Working as a team, teachers fostered both the academic and personal development of talented students within a caring environment. Students were regularly challenged through a range of extended and enriched learning opportunities in the academic learning areas of Mathematics, English, Science and Humanities and Social Sciences. External testing in State and National Competitions saw 10% of students gaining commendations and distinctions.

Achievement data indicates that the students are continuing to perform above their peers and go on to achieve academic success in predominantly ATAR Courses in their senior schooling.





## Successful Students - Creating Effective Learners

### Music Program Grows

2017 saw a further increase in the number of students welcomed into our instrumental music program, including another significant number of Year 7 Instrumentalists. Students receive free instrumental or vocal tuition from the staff from SIM (School of Instrumental Music) as part of their placement into this specialist program. Tuition is provided in Flute, Clarinet, Saxophone, Trumpet, Guitar, Drums and Voice and students participated in before or after school large ensemble rehearsals to further enhance their learning on their instrument.

Additional resources inspired students to even greater heights in their performances over 2017. The Yamaha Piano and a Marimba along with new banners and music shirts all reflected the excellence the music students aspired to achieve in their concerts and competitions.

Three evening events were staged at the school where music students performed with much success. The Concert Band and Senior Guitar Ensemble also competed in the Festivals for their groups in Term 3 with the Concert Band receiving a Award of EXCELLENT for their three items and positive feedback from the adjudicators. The Senior Guitar Ensemble was awarded the highest possible mark for their performance, an Award of OUTSTANDING.



## STEM Innovation Partnership

2017 saw the growth of Science Technology, Engineering and Maths (STEM) driven by the Science, Maths and Technology Learning Areas as Thornlie SHS staff and students took great advantage of our formal partnership with Comet Bay College via the 2017 STEM Innovation Partnership. In addition the appointment of a STEM Coordinator has worked to facilitate the development of STEM related learning across all Learning Areas and year groups.

The school has maintained our Waste Wise Accreditation and now has well established worm farms and school wide paper recycling. This partnership grew with Thornlie SHS being selected as one of a small number of schools to trial the use of an Industrial Composter for food waste in 2018. A highlight of 2017 was the recognition of Thornlie SHS as a 'Switched on School' by the City of Gosnells for our outstanding work in sustainability.

In 2017 – ATAR Biology was successfully undertaken by students for the first time in about a decade along Year 11 Integrated Science for the first in five years and our exciting new STEM Elective was well received and engaged students in Year 9. All courses will continue in 2018.



## Registered Training Organisation

Thornlie Senior High School is a Registered Training Organisation (RTO). The RTO operates from the Careers Centre and oversees the delivery and assessment of the nationally recognised Certificate II and III Courses studies by Year 11 and 12 students. Extensive careers advice and help with TISC and TAFE applications, and subject selections is provided to students. Again in 2017 the expanded Workplace Learning Program saw all Year 11 and 12 General students completing two, 10 day blocks of Workplace Learning.

### Audit Success

In Term 1 extensive work was undertaken in preparation for the comprehensive Registered Training Organisation Audit. The Training Accreditation Council confirmed full re-accreditation for the next 7 years in Term 3 of 2017.



### Career Centre Services included:

- 2017 Career Expo, with exhibitions by TAFE and the four Universities.
- Year 12 Skills Expo, Perth Convention Centre
- Year 11 and 12 University and TAFE Presentations
- Year 10 – 12 Defence Forces Presentation
- GREaT Nursing Experience, a week-long placement in hospitals for six Year 10s
- Year 10 and Year 12 Try a Trade Construction
- School Based Traineeships.
- Work Readiness Training





## Thunder Ohana Cheer and Dance Excellence

Year 11 and 12 Certificate II in Dance classes performed in the ACHPER Dance Festival showcasing their outstanding skills before the Thornlie's Cheerleading Team travelled to Sydney to compete at the Australian All Star Cheerleading Federation Cheer and Dance Scholastic National Championships – placing 4th and 2nd respectively. The Team's outstanding sportsmanship saw them acknowledged with the competition Spirit Award for the entire event.

Perth competition teams were also highly successful in 2017. Upon completion of the 2017 competition season, Senior Contemporary, Thunder Elegance, and Thunder Explosion were able to take out 5 x first places, 1 x second place and 1 x third place. The 2017 Team won two highly credible overall Grand Champion titles!

**In 2018 the Cheer and Dance Team will travel to the USA to compete and perform for Disney in Orlando, Florida.**



## Approved Specialist Sports Program – Rugby

2017 proved to be a successful year in our fifteen year history as a Specialist Rugby Academy. The changes to the CSC Rugby Union and the WARL competitions in 2016 saw a number of new opportunities for competition introduced for participating schools in both competitions at all age levels. Thornlie Thunder teams achieved success in the Rugby Union competitions, Thornlie finished in a highly credible and competitive second position in all age groups.

In Rugby League, the Year 10 Team reached the top three of their competition. For the second consecutive year the Year 7 team finished on the top of the ladder. Year 8 and 9s finished undefeated and maintained their success into the finals.

Thunder Touch teams also achieved success in making their way through to the finals with the Girls Ruby Squad achieving well above expectations.

In July 2017, Year 9 and 10 players combined with players from Shore School in Sydney to compete in Queensland at the World Gold Coast Rugby Carnival against some of the best Australian and New Zealand schoolboy team. Our players did the school proud, bringing home the 2017 Sportsmanship Award.

Many individual players had wonderful seasons in 2017. Congratulations must go to all 13 students who gained selection into Regional and State representative teams.

2017 also saw Thornlie SHS host two visiting squads. A representative Rugby League team from the North West visited in September for an exhibition match and then St Andrews School from Singapore joined us for a full three days of exchange of activities.

A representative Thornlie SHS Team will travel to Singapore in 2018.



## Netball Academy Success

Thornlie SHS fielded eight Netball Teams in 2017. Over the course of the year they completed in a wide range of carnivals achieving excellent results.

A representative team competed in its sixth Interstate Netball Tour travelling to Surfers Paradise on the Gold Coast to play against schools from across Australia and New Zealand. A high level of Sportsmanship amongst players and between schools was evident. The outstanding team of Year 10 and 11 netballers took on all comers and brought home the Grand Final Trophy.



## Senior Secondary Year 12

Thornlie Senior High School		
Number of students	2017	2016
School Sem 2 Census	146	139
School Sem 1 Census	154	146
Students reported to SCSA	163	156
Students in the cohort	211	

Number of Students Eligible for WACE Source: SCSA data files		
School	141 (67%)	127

WACE Achievement Rate: count (% of eligible students) Source: SCSA data files		
School (WACE eligible)	115 (82%)	94 (74%)
Like Schools (%)	83%	87%
Public Schools (%)	88%	90%
School (Sem 2 Census)	115 (79%)	
School (Cohort)	115 (55%)	

WACE: Breadth and depth - units include equivalents: count (%) Source: SCSA data files		
Breadth and Depth Requirement Met WACE Eligible	139 (99%)	126 (99%)

WACE: Achievement Standard - units include equivalents: count (%) Source: SCSA data files		
C Grade Requirement Met WACE Eligible	137 (97%)	114 (90%)
English Complete WACE Eligible	140 (99%)	127 (100%)
ATAR Or Cert II Requirement Met WACE Eligible	138 (98%)	124 (98%)

Student Pathways		
ATAR Participation Rate: count (%) Source: SCSA data files and Department calculations		
School count (% Cohort)	38 (18%)	39
Difference From Expected	+3%	+3%
School % WACE eligible	26%	
School % Sem 2 census	26%	

### VET Participation Rate (count; enrolled in VET as % of Cohort) Source: Department data

School VET enrolments	172 (82%)	162
Funded VET students	83%	85%

### Year 12 Course enrolments count of students

6+ ATAR courses	1 (0%)	1
4-5 ATAR courses	37 (18%)	38
1-3 ATAR courses	25 (12%)	15
General courses only	68 (32%)	65
Combination	12 (6%)	14
Foundation only		
Preliminary courses		

### Alternative pathways (number of students from Year 10 Sem 2 census plus later enrolments)

Year 11 repeat	3	8
Left school – NOA	24	17
Left school – other verified	15	
Left school – unverified	15	

### Attainment Rate – ATAR >= 55 and/or Cert II or higher: count (%)

School (WACE eligible)	138 (98%)	114 (90%)
Like schools	95%	98%
Public schools	96%	98%
School (Sem 2 census)	142 (97%)	
School (cohort)	143 (68%)	



## Pathway Performance – ATAR

### ATAR Triciles - High/Mid/Low: Count (%) Source: TISC for ATARs and cut-offs and Department calculations

	2017	2016
High	4 (11%)	2 (5%)
Mid	6 (16%)	9 (23%)
Low	28 (74%)	26 (67%)

### Median ATAR (no. of students) Source: SCSA data files and Department calculations

School	59.68	57.6
Expected performance	-1.09	-1.37
Like Schools	70.4	72.25
Public schools	78.55	78.2
School median ATAR TISC applicants	63.73	60.2

### ATAR performance – count of students (% of ATAR students)

99+		
90-98.95	2 (5%)	2 (5%)
80-89.95	7 (18%)	4 (10%)
70-79.95	3 (8%)	6 (15%)
55-69.95	12 (32%)	7 (18%)
<55	14 (37%)	18 (46%)
Uni English Competency (FSS 50+)	15 (39%)	16 (41%)





### WACE Examination Participation

	Eligible Year 12 Students ATAR Students % ATAR Students		
2015	133	42	32%
2016	127	37	29%
2017	141	38	27%

### Overall ATAR Performance

	Relative Performance
2015	1.83
2016	1.36
2017	1.09

### Median Australian Tertiary Admissions Rank

	School Like-Schools WA Public Schools		
2015	47.7	65.1	76
2016	57.5	71.9	78.2
2017	59.6	69.3	78.7

Note: Like-Schools calculations are the average median ATAR for all schools in each school's like schools grouping. There must be at least 10 Year 12 students acquiring an ATAR.

Note: The relative performance is based on the median ATAR and SEI of the school. There must be at least 10 Year 12 students acquiring an ATAR.

- 1 Above Expected - more than one standard deviation above the predicted school
  - 2 Expected - within one standard deviation of the predicted school mean
  - 3 Below Expected - more than one standard deviation below the predicted school mean
- No data available or number of students is less than 6

### Percentages of students in the top, middle and bottom thirds of the State

	Eligible Year 12 Students ATAR Students % ATAR Students		
2015	133	42	32%
2016	127	37	29%
2017	141	38	27%



**Percentages of students in the top, middle and bottom thirds of the State**

State	ATAR Students					
	School			Like-School		
	2015	2016	2017	2015	2016	2017
Top 33%	9.5%	5.4%	10.5%	14.5%	16.7%	15.1%
Middle 33%	14.2%	24.3%	15.7%	29.7%	31.3%	27.1%
Bottom 33%	76.1%	70.2%	73.6%	55.6%	51.8%	57.7%

Note: ATAR: Australian Tertiary Admissions Rank State is based on all students from both public and private schools. Like-Schools percentages are based on students in each school's like schools grouping. Percentages are based on the student's ATAR. Percentages may not add to 100 due to rounding. There must be at least 10 Year 12 students acquiring an ATAR

Note: Year 12 students are those full time students eligible to graduate at the end of the year. There must be at least 20 Year 12 eligible students in the cohort for data to be displayed.

**Year 12 Participation**

	Y12 Students	ATAR Only		ATAR & Cert II or Higher		Other	
						Verified	Unverified
2017	165	6 (3.6%)	32 (19.4%)	108 (65.5%)	18 (10.9%)	1 (0.6%)	
2016	167	18 (10.8%)	19 (11.4%)	88 (52.7%)	41 (24.6%)	1 (0.6%)	

**Year 12 Students Completing a VET Certificate (during Years 10 to 12)**

	Certificate I		Certificate II		Certificate III	
	Number	Percentage	Number	Percentage	Number	Percentage
2017	0	0.0%	119	85.0%	21	15.0%
2016	1	0.9%	101	93.5%	6	5.6%

### Year 12 Students Completing a VET Certificate (during Years 10 to 12)

	Eligible Year 12 Students	Percentage achieving WACE
2017	133	90%
2016	127	74%
2015	141	82%

### Year 12 Students Completing a VET Certificate (during Years 10 to 12)

	Number acquiring an ATAR	Number achieving one or more scaled scores of 75+	Percentage achieving one or more scaled scores of 75+
2015	42	4	10%
2016	37	4	11%
2017	38	4	11%

Note: ATAR: Australian Tertiary Admissions Rank VET: Vocational Education and Training

Eligible Year 12 students are those full time students eligible to graduate at the end of the year. Information is only available for schools with 20 or more full time eligible students in Year 12 in the year.

#### Year 12 Pathways

Year 12 students are those full time students enrolled at the school

Other - Verified: Either didn't achieve an ATAR or VET Certificate pathway but completed Year 12 or left school early for legitimate reasons - notice of arrangement, post compulsory age of 18, private schooling, moved interstate or overseas etc

Other - Unverified: Unverified reason for leaving school early



## Senior Secondary

The majority of senior secondary students enrol in VET and General Studies Courses (71%) as they enter Year 11 and continue into Year 12 achieving sound standards that prepare them well for training, the workforce or alternative entry to University. In addition, students who flourish in a Research Based Learning environment had the opportunity to engage in the Big Picture Academy and access a range of in school and rich external learning opportunities.

Preparation for success in ATAR commences in the Year 7-10 Academic Excellence Program, Thornlie SHS continues to develop a small group of very high achieving ATAR students who perform well and take advantage of our partnerships with UWA, Curtin, Murdoch and Notre Dame Universities. The 25% of students who selected the ATAR Pathway for direct University Entrance were well supported with additional study guidance, tutoring and extension activities offered throughout their senior schooling. However, while slowly trending up, of concern remains the overall Year 12 ATAR median score. In 2017 the median ATAR was 59.6 up from 57.5 in 2016 and 47.5 in 2015 this data is below expectations for 'like schools'. This was an identified area for significant improvement in 2017 and remains so for 2018.

Overall the 2017 cohort achieved a highly credible Attainment Rate of 98% (better than like schools) and a Graduation Rate of 82% (at like schools). The Graduation Rate is again trending up due to considerable effort in the explicit teaching of literacy and numeracy skills based on previous OLN diagnostic data. This strategy significantly increased the overall percentage of Year 12 students achieving success in the Online Literacy and Numeracy Assessment (OLNA) with 86% of Year 12 student demonstrating OLNA achievement, up from 77% in 2016.

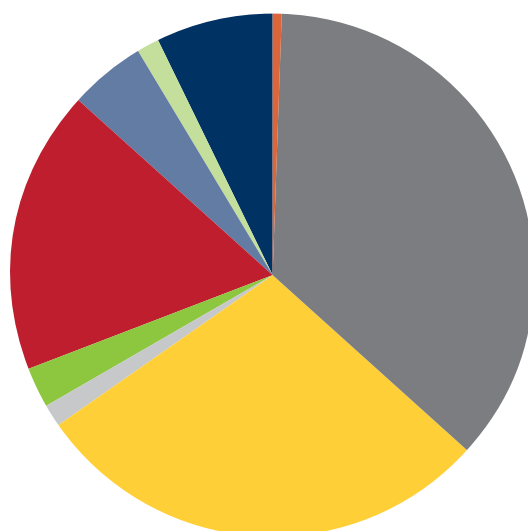
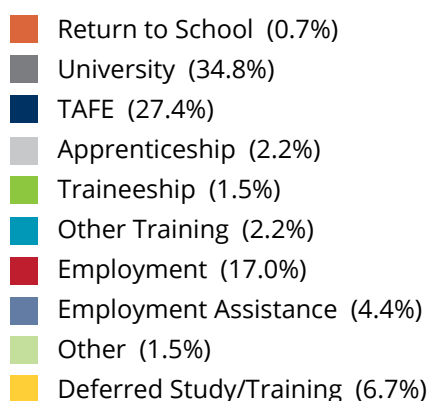
While Thornlie SHS OLNA performance was in line with 'Like Schools' this will remain an area for continued improvement in 2018, along with the improvement of

all course moderation processes and further supporting individual students to achieve a higher ATAR score.

## Improvement Strategies

Improvement Strategies - as identified in the School Self-Assessment, IPS Review and ERG conducted over 2017. Thornlie aims to create a Culture of Challenge, High Expectations and Achievement the strategies to be continued and implemented in 2018 include:-

- Increasing parental involvement in student learning via Social Media, Connect, Information Events, Information Sharing
- Increasing staff engagement in school improvement planning through the implementation of a three year Fogarty Foundation - EDvance Program
- Providing consistent Learning Expectations of students via Lesson Design, Teacher Practice, and effective Assessment and Feedback Strategies as detailed in the Thornlie Teaching and Learning Framework
- Deputy Principal Curriculum to lead improvement with the Curriculum Committee and Thornlie Teacher Leaders
- Action findings of Curriculum Audit for each Learning Area – Scope and Sequence to be reviewed against judging standards
- Increasing Teacher Data Literacy and Improvement Planning by maximising feedback
- Classroom teachers use 5 weekly Student Achievement, Attendance and Behaviour Data Summaries to inform their classroom practice and respond to student needs
- Year 12 and 11 OLNA Coaches continue diagnose and support student achievement
- Literacy and Numeracy Coordinators lead and implement whole school approach to preparing student for NAPLAN with the goal of increasing the percentage of students achieving Band 8 or better by Year 9.





## NAPLAN Performance

Our Year 7 and 9 students sat the National Assessment Program in Literacy and Numeracy (NAPLAN) in the areas of Reading, Writing, Spelling, Punctuation, Grammar and Numeracy (with and without calculators).

Overall our NAPLAN results continue to be maintained as "expected". We are working to improvement as the school raises academic standards and develops more rigorous practices. The tables featured on the next page shows the percentages of our students in the top 20%, middle 60% and bottom 20% in comparison to like schools and WA Public Schools.

Resources have been allocated for the appointment of a 0.2 FTE Literacy and a 0.2 FTE Numeracy Coordinator in 2018 who will support the Learning Support Coordinator in continuing to provide literacy and numeracy support for students identified as 'at risk'. Teachers will continue to focus on increasing the percentage of students in Band 8-10 across all test areas in support of our aim to improve Year 10-12 performance in Year 12 OLNA and Graduation rates. A whole school Literacy and Numeracy Plan will be developed and implemented in 2018 with a particular focus on improving Writing across the school.

### Number of students with a Test Score

NAPLAN	NAPLAN - Numeracy					
	2015		2016		2017	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Number of Students	163	199	206	157	190	170

### Average Test Score

NAPLAN	NAPLAN - Numeracy					
	2015		2016		2017	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Average Score	517	570	528	570	522	573

### Average Test Score

National Minimum Standard (NMS)	NAPLAN - Numeracy					
	2015		2016		2017	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Above NMS	77%	77%	76%	75%	71%	82%
At NMS	21%	21%	21%	22%	24%	18%
Below NMS	2%	2%	2%	4%	5%	0%

Percentages may not add up to 100% due to rounding.

### School Performance in comparison with all WA Public Schools

NAPLAN	NAPLAN - Numeracy					
	2015		2016		2017	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Comparative Performance						



### Number of students with a Test Score

NAPLAN	NAPLAN - Reading					
	2015		2016		2017	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Number of Students	163	202	209	156	185	173

### School Performance in comparison with all WA Public Schools

NAPLAN	NAPLAN - Reading					
	2015		2016		2017	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Comparative Performance						

### Average Test Score

NAPLAN	NAPLAN - Reading					
	2015		2016		2017	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Average Score	520	559	513	556	503	555

Percentages of students Above, At, and Below National Minimum Standard Levels

### Average Test Score

National Minimum Standard (NMS)	NAPLAN - Reading					
	2015		2016		2017	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Above NMS	77%	66%	72%	67%	64%	67%
At NMS	19%	28%	21%	24%	24%	23%
Below NMS	4%	6%	7%	9%	12%	10%

Percentages may not add up to 100% due to rounding.

### Number of students with a Test Score

NAPLAN	NAPLAN - Writing					
	2015		2016		2017	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Number of Students	163	205	209	157	187	176

## Average Test Score

NAPLAN	NAPLAN - Writing					
	2015		2016		2017	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Average Score	489	520	501	535	472	514

Percentages of students Above, At, and Below National Minimum Standard Levels

## Average Test Score

National Minimum Standard (NMS)	NAPLAN - Writing					
	2015		2016		2017	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Above NMS	54%	44%	66%	48%	48%	49%
At NMS	33%	30%	27%	33%	36%	22%
Below NMS	13%	26%	7%	18%	17%	28%

Percentages may not add up to 100% due to rounding.

## School Performance in comparison with all WA Public Schools

NAPLAN	NAPLAN - Writing					
	2015		2016		2017	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Comparative Performance						

Below Expected performance in comparison to the results of all other WA public schools

Expected performance in comparison to the results of all other WA public schools

Above Expected performance in comparison to the results of all other WA public schools

☐ No data available or number of students is less than 6 or the Socio-Economic Index is under review

Note: The national minimum standard is a nationally agreed standard below which a student has not demonstrated the basic skills of literacy and/or numeracy expected of students at that year level.

The data are derived from the National Assessment Program - Literacy and Numeracy (NAPLAN) undertaken by years 3, 5, 7 and 9 students in May.

The WA Public School percentages are based on data for all students from public schools. Calculations for individual schools exclude exempted students and any students identified with an intellectual disability who sat the test.





## Teacher Judgments

NAPLAN data indicates that Year 7 and 9 students at Thornlie SHS are performing similarly to 'like schools'. Reading and Numeracy are 'at like schools' and Writing is 'below'. The correlation between system data and student grade data in the Science Learning Area however there is significant discrepancies in Maths, English and HASS with a significant percentage of students achieving a 'C' Grade.

Within Learning Areas teachers have engaged with and implemented the WA Curriculum, focusing on its assessment standards and grade descriptions. The data indicates that more work is to be sustained, particularly in the area of moderation and accurate grading of student work.

All lower school reporting, within the Reporting to Parents software, is now set to display last NAPLAN results as a mechanism for teachers to evaluate correlation between their grades and system data. Maths, Science, English and HASS subjects, in Years 7 to 10, have been timetabled to allow for significant moderation between classes, year group scope and sequence will be completed and year group assessment outlines have been entered on Reporting to Parents, to enable accurate comparison of class and cohort data.

Achievement targets are specifically aimed at improving progress between Years 7 and 9 as well as targeting Year 7 and 9 students below benchmark in writing and reading. Literacy and Numeracy plans reflect group and individual education planning for students near the benchmark. A whole school Literacy and Numeracy Plan will be implemented in 2018.



## Attendance Matters

Thornlie's overall Attendance Rate is in the "as expected" category. Analysis of this data indicates attendance is an area requiring ongoing improvement for identified of students within the school, particularly for the sub group of indigenous students.

Trends, overtime, indicate a significant percentage of students (8.6%) in the At-Risk Category. Significant effort has been put into promoting the importance of regular attendance and acknowledging students who achieve in the Regular Attendance category. Attention to shifting students in the indicated category into regular attendance was a focus for 2017 and will continue into 2018.

The following improvement strategies have been developed and implemented to improve student

### Attendance:

- Attendance Team – Year Coordinators, Clerical Officers, Student Support Officer and Deputy Principal responsible for implementing Attendance Tool Kit
- Mapped attendance data to analyse trends and support decision making around target setting
- Maintain Attendance Champion and Attendance Legend Awards
- Set targets based on most significant need (regular attendance), most achievable targets by tracking students
- Identify and support students nearest to cut-off points, and by utilising our greatest strength - specifically strong long-term relationships with individual students and families.
- Attendance "AT RISK" letters to parents at cut-offs i.e.: 90% and 80% followed by THIRD LETTER - formal

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2015	57.9%	20.8%	13.2%	7.9%
2016	54.2%	23.1%	13.1%	9.4%
2017	55.6%	23.9%	12.0%	8.6%
Like Schools 2016	60.4%	21.6%	11.4%	6.6%
WA Public Schools 2016	62.0%	20.0%	11.0%	7.0%

### Secondary Attendance Rates

	Non - Aboriginal			Aboriginal			Total		
	School	Like-Schools	WA Public Schools	School	Like-Schools	WA Public Schools	School	Like-Schools	WA Public Schools
2015	87.3%	89.2%	89.7%	68.1%	77.8%	68.0%	86.4%	88.6%	87.9%
2016	86.7%	87.6%	89.5%	59.0%	73.3%	67.4%	85.3%	86.9%	87.7%
2017	87.4%	88.5%	89.7%	61.0%	74.8%	66.6%	86.1%	87.8%	87.8%

## Attendance

### Secondary Attendance Rates

	Attendance Rate	
	School	WA Public Schools
2015	86.4%	87.9%
2016	85.3%	87.7%
2017	86.1%	87.8%

### Secondary Attendance Rates

	Attendance Rate					
	Y07	Y08	Y09	Y10	Y11	Y12
2015	91%	90%	87%	82%	84%	86%
2016	91%	86%	85%	81%	84%	86%
2017	89%	88%	84%	82%	85%	88%
WA Public Schools 2017	91%	89%	87%	85%	87%	88%

conference and warning about legislation.

- Increased support from AIEO, Student Support Officer and external support agencies for home visits and attendance strategies for indigenous students.
- Provide IPADs for staff so that absentee data can be entered on Rollmaker and checked each period.
- Reduce unexplained absences by improving communication with parents
- Improved recording of NOAs, participation list, and census not counted students.

Note: Non-attendance is subject to a departmental policy which states:

The Principal is responsible for the accurate recording and rigorous monitoring of the attendance of all students and for implementing appropriate strategies to restore attendance if there are attendance issues. This policy requires schools to follow procedures related to recording attendance, monitoring attendance, referrals to School Attendance Officer, Children Whose Whereabouts are Unknown, referrals to School Attendance Panel and data collections.

Caution: Care must be exercised when interpreting the data as it may refer to small student numbers and therefore the attendance rates may be volatile.



## Behaviour Management

Thornlie SHS applies its resources in a targeted manner to meet the learning, social and emotional needs of all students. The school-wide policies in place work to identify and address student needs.

Throughout 2017 well established pastoral care structures, along with flexible programs and processes that responsive to the student population enabled the school to respond appropriately to the needs of individual students. With the appointment of a Learning Support Coordinator in July 2017 extensive work was completed in developing Individual Education Plans and increasing teacher capacity to effectively differentiate the curriculum as required. Analysis of Behaviour Management data indicated a decreasing trend in the number of suspensions and days of absence due to suspension.

The Student Services Team consists of dedicated staff members with a diverse range of skills and extensive knowledge in enhancing the social, emotional, physical and moral well-being and behavioural development of adolescents.

- 1.0 FTE Deputy Principal – Welfare
- 1.0 FTE Student Services Manager
- 2.4 FTE Year Coordinators (Year 7 – 12)
- 1.0 FTE Psychologist
- 1.0 FTE Chaplain (supported by the National School Chaplaincy Program and State Funded School Chaplaincy Program)
- 0.8 FTE Nurse

- 0.9 FTE Aboriginal Islander Education Officer
- 0.2 FTE Student Council Coordinator
- 0.2 FTE House Coordinator

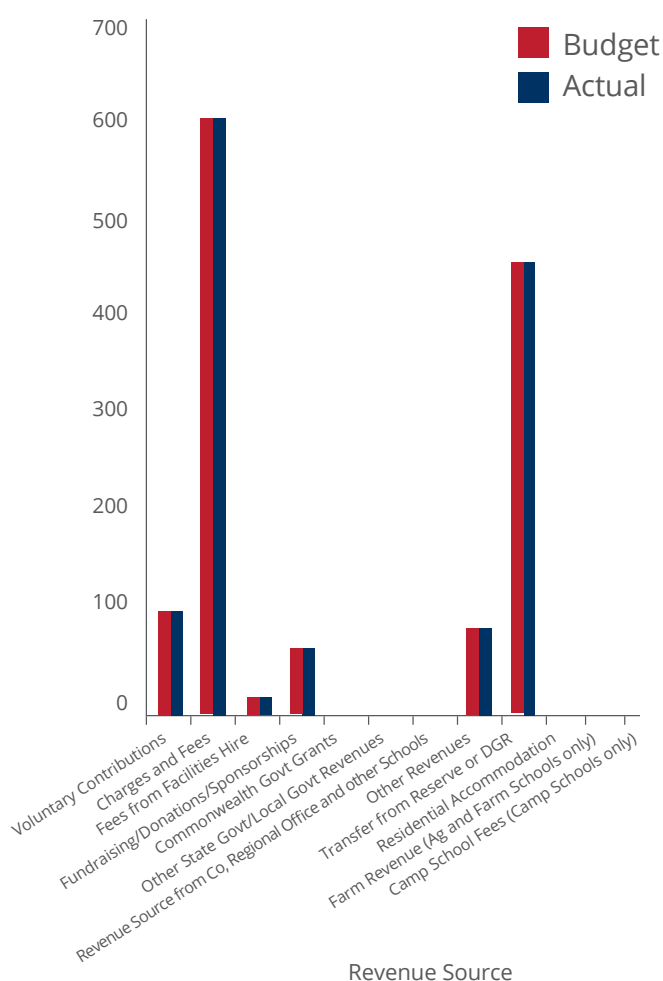
The Student Services Team coordinate and monitor provision of pastoral care for both the whole student population in Year Groups and Vertical Homerooms as well as students identified as 'at risk'. Staff continue to liaise with parents, staff and external agencies to develop and implement management plans as required for students.

The school has a clear focus on citations that frequently acknowledge students who demonstrate achievement balanced against firm, fair and consistent consequences for negative behaviours. As a result the school has a positive learning environment and the overall suspension rate is trending down.

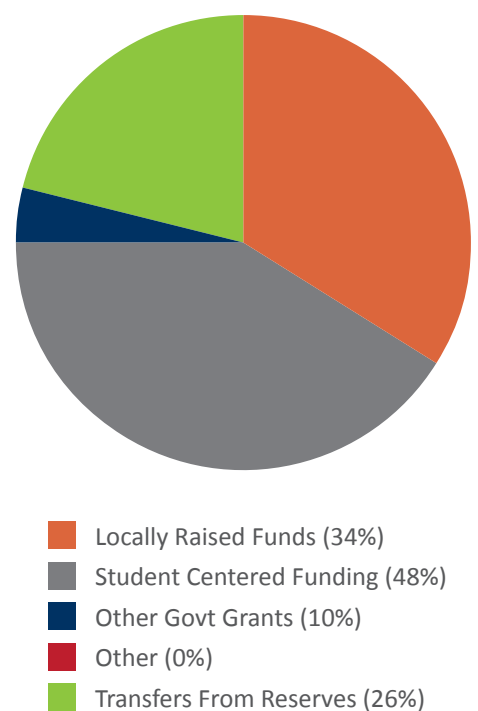
In response to School Survey Responses and the recommendations provided via 2017 School Review processes the school will utilise the Positive Behaviour School Framework to review and further improve school policies, systems and teacher practices to increase student engagement and reduce negative behaviours. In addition a full time Student Support Officer will be appointed to assist in the implementation of the Attendance Toolkit to re-engage students in the 'severe risk' attendance category.

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$67,500.60	\$67,500.25
2	Charges and Fees	\$597,165.90	\$597,156.03
3	Fees from Facilities Hire	\$15,501.00	\$15,500.93
4	Fundraising/Donations/Sponsorships	\$47,432.50	\$47,432.80
5	Commonwealth Govt Resources	-	-
6	Other State Govt/Local Govt Revenues	-	-
7	Revenue from Co, Regional Office and Other Schools	-	-
8	Other Revenues	\$80,128.12	\$80,127.97
9	Transfer from Reserve or DGR	\$464,180.97	\$464,180.84
10	Residential Accommodation	-	-
11	Farm Revenue (Ag and Farm Schools only)	-	-
12	Camp School fees (Camp Schools only)	-	-
	Total Locally Raised Funds	\$1,271,900.09	\$1,271,898.82
	Opening Balance	\$4,567.06	\$4,567.06
	Student Centered Funding	\$898,586.00	\$898,586.03
	Total Cash Funds Available	\$2,175,053.15	\$2,175,051.91
	Total Salary Allocation	\$-	\$-
	Total Funds Available	\$2,175,053.15	\$2,175,051.91

**Locally Generated Revenue - Budget vs Actual**

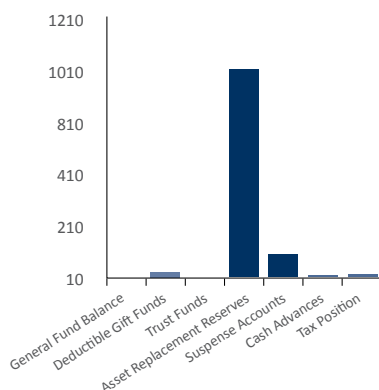


**Current Year Actual Cash Sources**



	Expenditure	Budget	Actual
1	Administration	\$99,741.05	\$100,261.32
2	Lease Payments	\$100,435.81	\$100,392.93
3	Utilities, Facilities and Maintenance	\$337,079.00	\$333,606.68
4	Buildings, Property and Equipment	\$481,673.50	\$479,941.01
5	Curriculum and Student Services	\$617,908.20	\$616,250.11
6	Professional Development	\$14,000.00	\$15,388.64
7	Transfer to Reserve	\$513,155.59	\$513,155.59
8	Other Expenditure	\$11,060.00	\$11,056.63
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 Colleges only)		
13	Farm Revenue to CO (Ag Colleges only)		
14	Camp School Fees to CO (Camp Schools Only)		
	Total Goods and Services Expenditure	\$2,175,053.15	\$2,170,052.91
	Total Forecast Salary Expenditure	\$-	\$-
	Total Expenditure	\$2,175,053.15	\$2,170,052.91
	Cash Budget Variance		

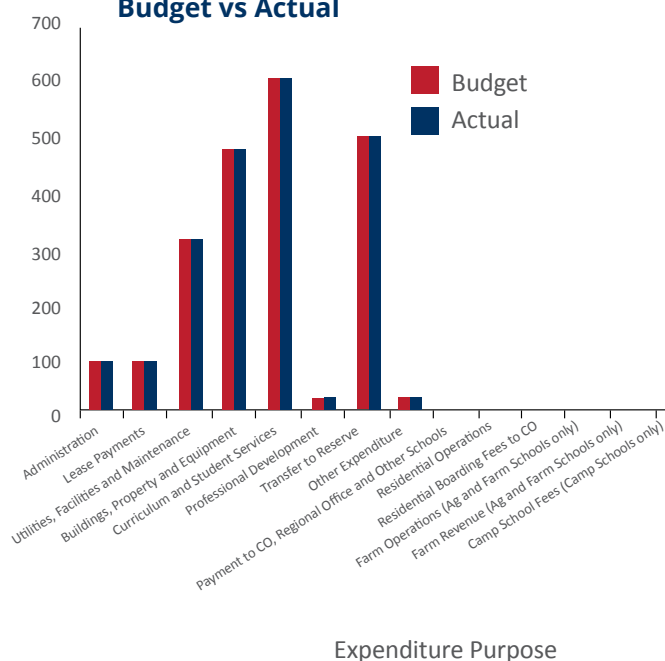
### Cash Position



### Cash Position as at:

	<b>Bank Balance</b>	<b>\$1,244,459.53</b>
	Made up of:	
1	General Fund Balance	\$4,999.00
2	Deductible Gift Funds	\$48,349.08
3	Trust Funds	-
4	Asset Replacement Reserves	\$1,063,682.07
5	Suspense Accounts	\$133,168.38
6	Cash Advances	\$300.00
7	Tax Position	\$5,439.00
	<b>Total Bank Balance</b>	<b>\$1,244,459.53</b>

### Goods and Services Expenditure - Budget vs Actual



Expenditure Purpose

Cash Revenue:	
Previous Year Closing Balance Brought Forward	\$4,567.06
Current Year Budgeted Revenue	\$2,170,486.09
Actual Revenue Received	\$2,170,484.085
Revenue Shortfall/Surplus	\$1.24
Revenue Collected as a % of Current Budget	100%
<b>Total Funds Available</b>	<b>\$2,175,051.91</b>

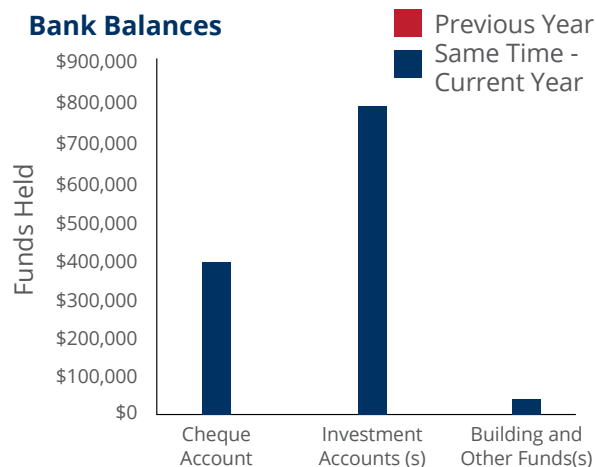
Cash Expenditure:	
Current Year Budgeted Expenditure	\$2,175,053.15
Actual Expenditure	\$2,170,052.91
Expenditure Remaining	\$5,000
Cash Budget Variance	-
Variance as a % of Total Funds Available	0.0%
<b>Actual Expenditure as a % of Budgeted Expenditure</b>	<b>99.8%</b>

Reconciled Bank Balances:	
	Current Year as at: 31/12/2017
Cheque Account	\$411,659.66
Current Year Budgeted Revenue	\$784,450.79
Revenue Collected as a % of Current Budget	\$48,349.08
<b>Total Funds Available</b>	<b>\$1,244,459.53</b>

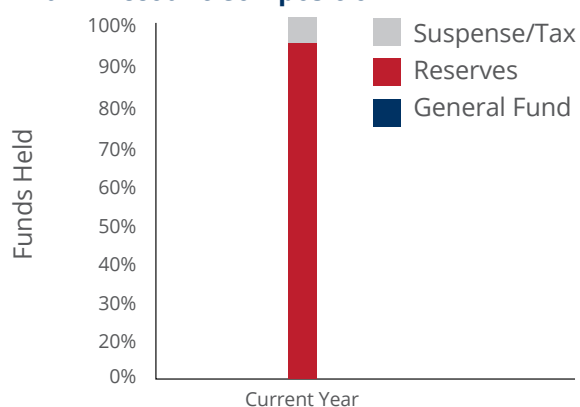
Bank Account Composition	
General Fund	0%
Reserves	85%
Suspense / Tax	10%

Equipment Replacement Reserves:		
	Current Year	Previous Year - 31/12
Total Asset Reserves (Incl General Reserves)	\$32,170.89	
Total Resource Reserves	\$1,031,511.18	
Total Building Fabric & Infrastructure Reserves		
Total All Reserves	\$1,063,682.07	
Current Year Reserve Transfer Funds Included above	\$513,155.59	NA
Budgeted Reserve Transfer Funds not Transferred		NA

## Bank Balances

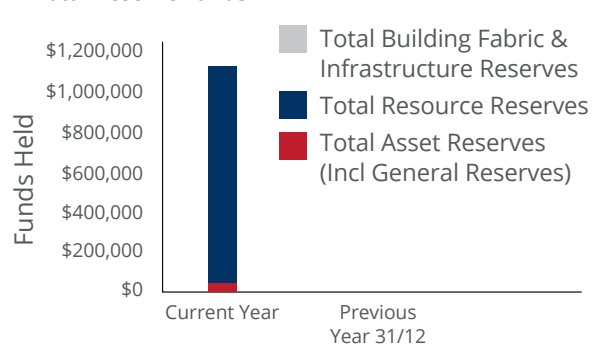


## Bank Account Composition



## Yearly Comparison

### Total Reserve Funds





2 Ovens Road, THORNIE WA 6108  
T 08 9376 2100 E [thornlie.shs@education.wa.edu.au](mailto:thornlie.shs@education.wa.edu.au)

[www.thornlieshs.wa.edu.au](http://www.thornlieshs.wa.edu.au)