



Thornlie Senior High School

# Annual Report 2020

*Engage, Inspire, Achieve*



We commend the  
2020 Annual Report to the  
Thornlie Senior High School  
Education Community.

## *Engage Inspire Achieve*

Thornlie Senior High School acknowledges 2020 as an unprecedented and challenging year of implementation and ongoing improvement. In spite of the challenges faced in responding to COVID -19 the school community successfully implemented the final year of the 2018 - 2020 School Business Plan and actioned a major building refresh with \$1.5 million of state government Stimulus Maintenance Funding. The school community continued to successfully build on the review and renewal work initiated in 2017 and made significant progress by building staff capacity to increase student achievement.

Thornlie SHS is now well established as an effective Independent Public School for our 1164 Year 7-12 secondary students.

Under the guidance of our School Board the school has 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.

As an Independent Public School Thornlie SHS 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.

As the 2020 school year came to a close Thornlie SHS has now begun preparing to enter its 50th year of successfully educating our past and 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.

In a year of global uncertainty, Thornlie Senior High School continued to recognise that the world around us is changing and we are changing with it. We welcome students from many different backgrounds, and 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. Teachers continue to hone their skills in face to face and remote learning to ensure access to learning for all students at all times.

On entry in Year 7-10 students select from a diverse and inclusive range of outstanding programs that included 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 Year 10 -12 Big Picture Academy 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 and is valid until 2024).

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.

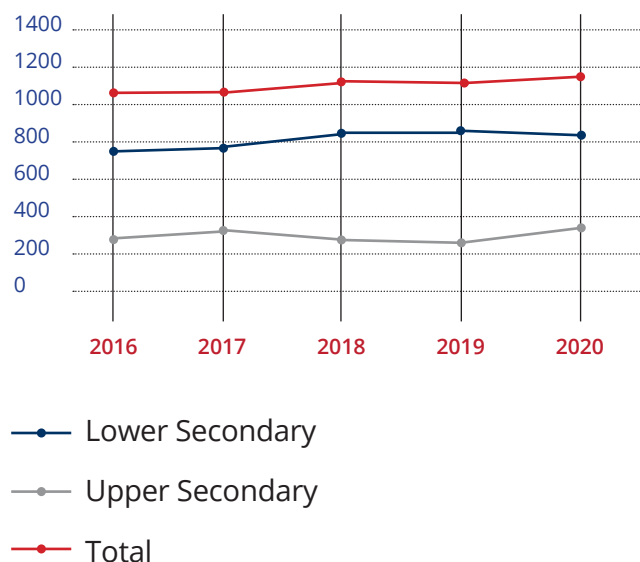
We see 2021 as a year for review, celebration and significant growth as we embed our values of excellence and equity across all facets of school life. We look forward to celebrating our past as we prepare for the future, in this our upcoming 50th year.

**Donna McDonald – Principal**  
**Terresa Lynes – School Board Chair**

### School context

Classification	SHS Class 6C
ICSEA	976 (7)
Student Transiency	9.9% (4)
Independent Public School	Yes

### Student Numbers – Trends



### Student Profile - Semester 1

Semester 1	2017	2018	2019	2020
Lower Secondary	787	795	835	806
Upper Secondary	336	328	301	358
Total	1123	1123	1136	1164

# *School Business Plan*

The 2018-2020 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.

## *Our Vision*

### *Engage, Inspire, Achieve*

Thornlie Senior High School is a comprehensive secondary school. It offers its community a broad range of educational opportunities which reflect the social, academic and vocational needs and aspirations of each student.

Our students fulfil their aspirations working in an environment which emphasises the importance of respectful relationships and the achievement of personal best.

## *Our Values*

As an Independent Public School we value:

### **Excellence through Equity**

## *Our Aspirations for 2018 to 2020*

Improve student academic outcomes from below like-school performance to matching or exceeding like schools in NAPLAN, OLNA, WACE and Attendance data.

At Thornlie Senior High School we have three key focus areas:

- **Challenge, High Expectations and Achievement:**

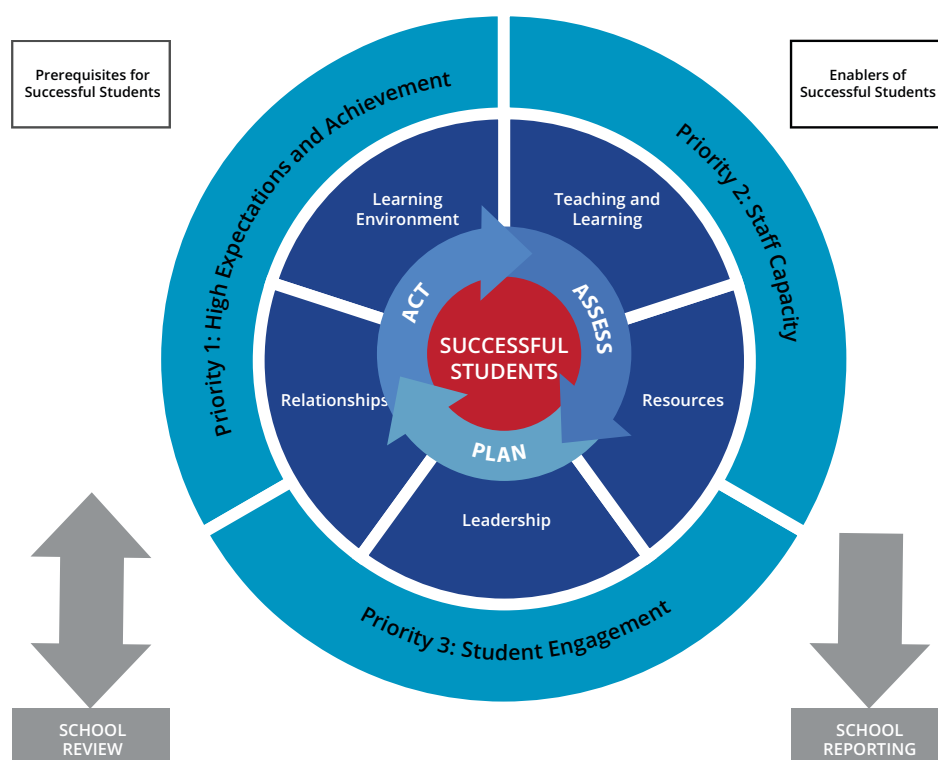
Develop a culture of challenge, high expectations and academic performance

- **Staff Capacity:**

Increase staff capacity in teaching and learning for high performance-high care

- **Student Engagement:**

Increase student engagement in learning







## ► **Targets To Date:**

WACE Graduation - **83% (2020)** up from **82% (2019)** – ‘At Like Schools’ at **87%** **Progressing Target**

OLNA Qualified – **88%** achieved OLN up from **86% (2019)** up from **77% (2018)** achieved OLN  
**Achieved Target**

Median ATAR - **65.3** in 2018 up from **67.3** in 2017 up from **65.6** in 2018. ‘Like Schools’ at **69.1**  
**Progressing**

Attainment Rate (ATAR >55 and/or a Cert II) – **97%** down from **98%** in 2019 up from **90 %** in 2018 Above  
Like schools at **95%**  
**Achieved Target**

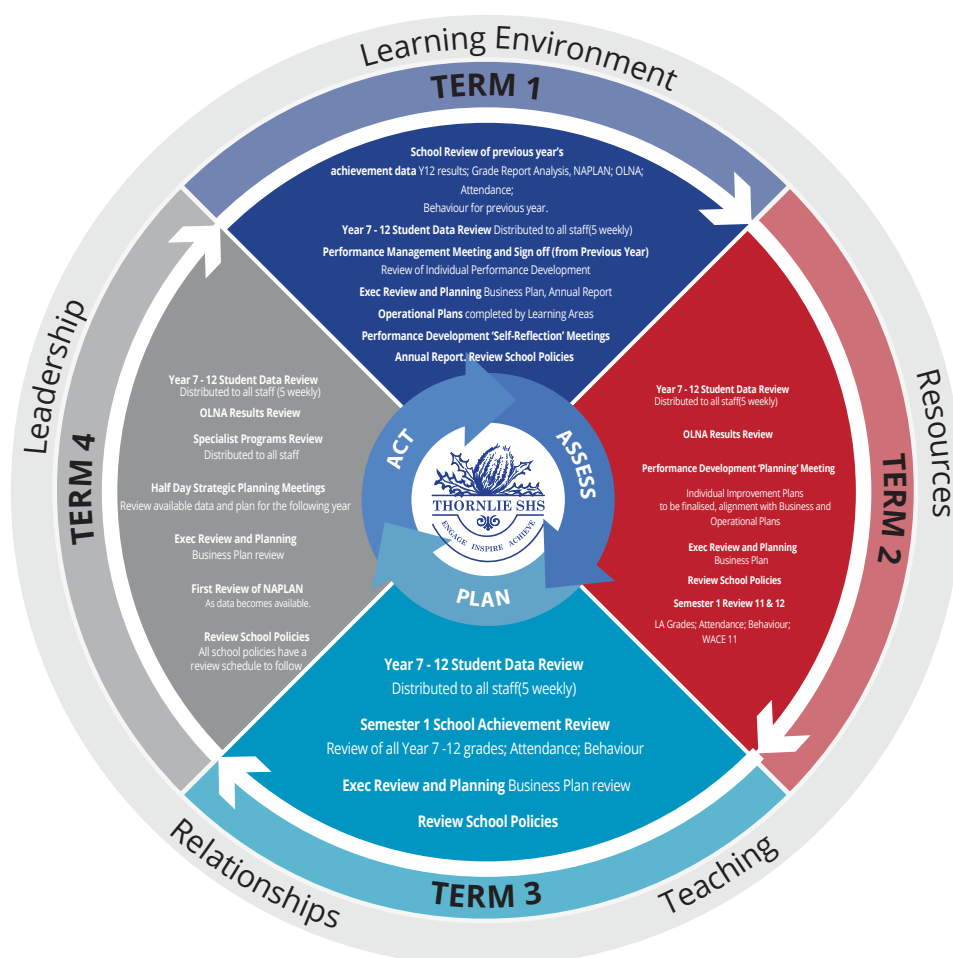
Attendance Rate - **No report in 2020 due to COVID 19**

# Achievements 2020

<b>WACE Graduation</b>	83% (2020) up from 82% (2019). Like Schools 2020 – 87%
<b>'C grade' requirement</b>	94% (2020) down from 96% (2019)
<b>OLNA Qualified</b>	88% (2020) up from 86% (2019)
<b>Median ATAR</b>	65.35 in 2020 down from 67.3 in 2019. Like Schools at 70

<b>University English Competency</b>	42% in 2020 down from 57% in 2019
<b>Top Students – TER</b>	94.00 (Hongyuan Chen) 93.7 (Dev Patel) 2 students received a Certificate of Distinction
<b>VET Achievement</b>	2020 - 78% (136 students) up from 2019 - 77% (127 students) up from 76% in 2018 (140 students). In 2020 – 2% (3 students) up from 2 students (1%) down from 6% - 11 students in 2019 achieved a Cert III.
<b>Attainment Rate</b> (ATAR >55 and/or a Cert II)	95% (2020) down from 97% (2019). Like schools at 95%

# School Review Cycle



# **School Community**

Throughout 2020 the Thornlie SHS School Board continued to make a significant contribution to the school decision-making and school improvement processes. In addition, the COVID-19 Response Plan was high on the Board's agenda.

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 2019 the third comprehensive, 'Tell Them From Me' Survey along with the National Schools Opinion 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 and 10 girls.
- Student perception of safety at school and low numbers 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, for the second year the 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 increasing for a healthy organisational score of 65 to 76 placing the school in the top percentile of all organisations surveyed. Considerable gains were made in the identified areas for improvement including Coordination and Control – People Performance Management, Accountability – Performance Contacts and Consequence Management and External Orientation – Student Focus and Competitive Insights.

Throughout 2020 this data, along with focus group conversations and planning workshops, was used to inform the school self-assessment processes and drive improvement strategies.

Throughout 2020 the school finalised the current Business Plan and developed the new School Business Plan 2021 – 2023. In 2021 planning and implementation will focus on embedding improved practice by continuing 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 of our 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 6 ATAR Courses or in a Certificate II or higher course. The success of this strategy has resulted in the school's Attainment Rate for 2020 remaining above like schools.

COVID-19 had a significant impact in 2020 with Year 11 and 12 students unable to enter workplaces for block release.

Staff completed an annual rigorous in house Self-Assessment Audit to ensure we were working at a level commensurate to our accreditation as a Registered Training Organisation.

## COMMUNITY, BUSINESS AND TERTIARY PARTNERSHIPS

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 work closely with community



agencies, local government, the RSL, the Rotary Club of Southern Districts and a range of other organisations over the course of the school year. The School Board has consolidated with a diverse membership and continues to work towards attracting and retaining new parent representatives each year.

Over 2020 the school moved to remote delivery to continue its partnerships with local universities and industry demonstrating 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.

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. No new students joined the school in 2020 due to COVID -19 travel restrictions. Continuing students were provided with additional guidance through their appointed International Student Coordinator who worked to enhance each student's academic performance and achievement over the school year.



## 2020 Highlights

### A Culture of Challenge, High Expectations and Achievement

#### Year 7 Transition Success

The sixth cohort of Thornlie SHS Year 7 students were successfully welcomed into Thornlie SHS and **the Year 7 2020 Learning Community**.

The Year 7 Team is led by a Level 3 Program Coordinator who oversees both the strategic and operational direction of curriculum and pastoral care for the Year 7s. Year 7 teachers work with a maximum of 2 classes across two Learning Areas English/HASS or Maths/ Science. The focus is on building strong secondary academic skills and a positive values system.

Continued implementation of Explicit Instruction across all Year 7 Maths, English, Science and HASS classes has greatly improved student engagement and understanding of key concepts. All Year 7 Teachers have worked directly with Professor Lorraine Hammond (Edith Cowan University) and our Teacher Leader Explicit Instruction Coordinator to develop and hone their teaching skills. This work will continue for the Year 7 Team into 2021 and Year 8-10 Teachers will also commence delivering lessons utilising Explicit Instruction.

In Term 1 Year 7 students benefited from a 3-day Induction Program that assisted them to settle quickly into their secondary schooling. Over the year they consistently demonstrated great enthusiasm and passion for their learning



and have embraced the academic and social challenges of high school.

Every 5 weeks the staff 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.

# 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. Attendance Legends are celebrated each year with 7 graduating students receiving honourable mention at 99%. 100% Attendance Legends over their final two senior years at school were 2020 graduates.

Attendance Champions – 99% and 100%	2016	2017	2018	2019	2020
	99% and 100%	99% and 100%	99% and 100%	99% and 100%	99% and 100% 0,1,2, or 3 half days absence
Term 1	446	407	439	446	215
Term 2	367	330	383	213	364*
Term 3	307	287	258	311	338
Term 4	269	250	257	345	358
Semester 1	209	213	178	123	76
Full Year	85	87	91	96	50
Full Year 100%	29	31	31	28	24
<b>Total Certificates Sent Home</b>	<b>1683</b>	<b>1574</b>	<b>1606</b>	<b>1534</b>	<b>1401*</b>

The 'Marc Smith Triumphant Spirit' award recognises 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 2020 we recognised Year 12 students who represent the struggles that exist in all of your lives, and have triumphed over their adversity to finish their schooling at Thornlie.

Nominated Year 12s were acknowledged for their Triumphant Spirits at the final Assembly at school, with Sam Sutton being presented the 'Marc Smith Triumphant Spirit' Award at Graduation.

In addition, teachers nominate individuals who are showing high achievement for 'Student of the Month' recognition. The Student of the Month (STOM) is presented with a \$20.00 voucher, a laminated certificate and a framed copy is placed on the Honour Board in the Library.

# 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 are presented at regular year group and whole school assemblies to students successfully meeting the high expectations set by the school community.

The House accruing the highest number of points over 2020 was O'Connor with 24,329 points. All Year 7 – 12 students in O'Connor will be invited to attend an excursion in the new school year.

## House Awards 2020

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

YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12
Jaylah Paddon 375	Kiara Calwell 432	Nina Tindale 335	Li Yen Loke 250	Ezekiel Paton 240	Natalie Foo 270
Corban Thiel 355	Klynne Catulpos 364	Emily Boyland 275	Sofiya Klyuchko 250	Julio Win 240	Shahni Papaphotis 250

### Champion House

1st	O'Connor	24329
2nd	Curtin	23826
3rd	Forrest	23619
4th	Hannan	21722

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

1st	O'Connor - 5	3959
2nd	Forrest - 7	2381
3rd	Curtin - 5	2440
4th	Hannan - 2	2177

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

1st	Kiara Calwell Year 8 - 432
2nd	Jaylah Paddon Year 7 - 375
3rd	Klynne Catulpos Year 8 - 364





# **Academic Excellence** *Program*

The 2020 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, Society and Environment and

Science. 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**

2020 saw a further growth and increasing engagement in our instrumental music program. 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.

While with reduced audience numbers concerts were staged at the school and for the first time shared online as virtual concerts. The Concert Band and Senior Guitar Ensemble also competed in the Festivals for their groups in Term 3 with the Concert Band receiving an 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. Individuals excelled outside of the school with Year 12s Liam Burke gaining entry into WAPPA and Marc Scarmozzi selected for the state-wide SSTUWA IMSS Combined Music Award.

### **STEM Innovation Partnership**

Science Technology, Engineering and Maths (STEM) has continued to flourish with the schools continued engagement in the STEM Innovation Partnership. The STEM Coordinator with the support of the STEM Working Party has successfully established a STEM Pathway and Cross Curricular Projects across all Learning Areas. Extension and extra-curricular activities have seen students successfully participate in First Lego League, Art in Science and the SciTech Science Awards. The generous support of the Thornlie SHS P&C Association has provided highly valued robotics equipment.

The success of the STEM initiative has seen Thornlie SHS continuing to work in the STEM Innovation Partnership Program with Hampton and Australind SHSs and also as a STEM Enterprise: Pioneer School with our partner primary schools.

The successful application to the federal government Local Community Fund provided \$15,000 to refurbish an existing Computer Lab into a state of the art STEM Maker Space: Engage, Inspire, Achieve. Supported by school Minor Works funding Year 7 – 12 students now have a flexible learning space in which to collaborate and prototype their innovative STEM ideas.



## 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 studied by Year 11 and 12 students. Extensive careers advice and help with TISC and TAFE applications,

and subject selections is provided to students. Due to COVID restrictions in 2020, the Workplace Learning Program was significantly reduced for all students.

### Careers Centre Services included:

- 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 for Workplace Learning
- Careers Counselling

## Thunder Ohana Cheer and Dance Performance Excellence

2020 was an interesting and unique year for our Cheer and Dance Program with the Ohana expanding in size and the undertaking of a range of local projects. COVID-19 saw the last minute cancelling of the planned tour to Canada and Hawaii in April.

Year 11 and 12 Certificate II Dance students changed to a focus on performances for our local community rather than showcasing their outstanding skills in state and interstate

competitions. The Team's outstanding sportsmanship and teamwork is to be applauded.

The annual Dance Showcase outgrew our school Performing Art Centre seeing a move to Lumen Christi College for 3 nights of sold out performances.

## ► Approved Specialist Sports Program

### *Rugby Thrives*

2020 proved to be a productive year in spite of the impact of COVID-19 in our nineteen-year history as a Specialist Rugby Academy. Students engaged at every opportunity with success in Rugby Union, Rugby League and Touch coming to our teams.

The Academy continues with our philosophy of playing any team, in any format and at any time possible.



## ► Japanese Exchange Program

The Thornlie SHS Japanese Exchange Program has flourished for 30 years and continues to be a highly valued program in our school community.

In 1990 Thornlie SHS formed a sister school relationship 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 formalised in 1991.

More recently, in 2013 a second school, Nishinomiya SHS joined the Thornlie SHS Sister School and Exchange Program

Throughout this period students and teachers have travelled to Fukuoka, Miyajima, Hiroshima and Osaka to experience school and life as a member of a Japanese family. Many personal long lasting friendships have been born out of the sister school visits.

Up until the recent international border closures in 2020 due to COVID -19, Thornlie has welcomed our annual visitors from Osaka, Japan. Thornlie students and their families host students and staff members from Amagasaki-

Inazono SHS and Nishinomiya SHS for ten days. Our visitors take part in activities such as dance, cooking, rock climbing, sport, and computing. The Japanese students also participate in Japanese Language classes where they have helped Thornlie students to practise their Japanese language skills. Students over many years have enjoyed discovering the highlights of Perth with visits to Rottnest Island, the Swan Valley and meeting koalas and kangaroos at Caversham Wildlife Park.

This ongoing cultural exchange continues to increase cultural understanding and establish positive international relationships. A highlight has been the marriage of two past students from Thornlie SHS and Amagasaki-Inazono SHS.

We look forward to the re-opening of international borders and the opportunity to belatedly celebrate our three decade long sister school relationship.



## Senior School 2020 Student Data

5 YEAR SUMMARY TABLE		School: THORNIE SENIOR HIGH SCHOOL (4055)			
Number of students	2020	2019	2018	2017	2016
School Sem 2 Census	156	137	158	146	139
School Sem 1 Census	157	136	160	154	146
Students reported to SCSA	176	146	173	163	156
Students in the cohort	192	184	214	211	

Alternative pathways (Students in the cohort)						
Alternative pathways (Students in the cohort)	2	11	5	3	8	
Left school – NOA	6	14	22	24	17	
Left school – other verified	7	14	9	15		
Left school – unverified	4	5	8	15		
Total (%)	19 (10%)	44 (24%)	44 (21%)	57 (27%)	25	19 (10%)

WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION (WACE)						
Number of Students Eligible for WACE: count (%) Source: SCSA data files						
	2020	2019	2018	2017	2016	2015
School	145 (76%)	127 (69%)	151 (71%)	141 (67%)	127	133
Like Schools	66%	61%	70%	67%		
State	70%	65%	63%	61%		
Students reported to SCSA	176	146	173	163	156	
Students in the cohort	192	184	214	211		

WACE ACHIEVEMENT RATE:						
Count (% of eligible students) Source: SCSA data files						
	2020	2019	2018	2017	2016	2015
School (WACE eligible)	120 (83%)	104 (82%)	129 (85%)	115 (82%)	94 (74%)	120 (90%)
Like Schools (%)	87%	85%	85%	85%	87%	96%
Public Schools (%)	89%	89%	89%	88%	90%	96%
School (Semester 2 Census)	120 (77%)	104 (76%)	129 (82%)	115 (79%)		
School (Cohort)	120 (63%)	104 (57%)	129 (60%)	115 (55%)		

# Senior School 2020 Student Data

## WACE: Breadth and depth:

Units include equivalents: count (%) (Source: SCSA data files)

	2020	2019	2018	2017	2016	2015
Breadth and Depth requirement met WACE Eligible	143 (99%)	126 (99%)	151 (100%)	139 (99%)	126 (99%)	120 (90%)

## WACE: Achievement Standard:

Units include equivalents: count (%) (Source: SCSA data files)

	2020	2019	2018	2017	2016
C Grade requirement met WACE Eligible	137 (94%)	122 (96%)	144 (95%)	137 (97%)	114 (90%)
English requirement met WACE Eligible	145 (100%)	127 (100%)	151 (100%)	140 (99%)	127 (100%)
ATAR Or Cert II requirement met WACE Eligible	138 (95%)	124 (98%)	146 (97%)	138 (98%)	124 (98%)

## SCIENCE TECHNOLOGY ENGINEERING AND MATHEMATICS (STEM) PARTICIPATION

Students enrolled in STEM courses. Count (%) of WACE Eligible students.  
(Source: SCSA data files)

	2020	2019	2018	2017	2016	2015
2 STEM courses	38 (26%)	45 (35%)				
2 STEM courses	70 (48%)	61 (48%)				
1 STEM course	36 (25%)	21 (17%)				

## Students enrolled in STEM VET qualifications. Count (%) of WACE Eligible students. (Source: SCSA data files)

	2020	2019	2018	2017	2016	2015
>1 STEM qualification						
1 STEM qualification	26 (18%)	16 (13%)				

**OUR PRIORITIES – Proportion of students enrolled in 2 or more STEM courses and/or STEM related VET qualifications. State Target of 85%. Count of students (% of cohort / WACE eligible / Semester 2 census). (Source: SCSA data file)**

	2020	2019	2018	2017	2016
School (% WACE eligible)	113 (78%)	108 (85%)			
School (% Semester 2 census)	113 (72%)	108 (79%)			
School count (% Cohort)	113 (59%)	108 (59%)			

**VOCATIONAL EDUCATION AND TRAINING (VET)  
VET Participation Rate (count; enrolled in VET as % of Cohort)  
(Source: Department data)**

	2020	2019	2018	2017	2016
School VET enrolments	174 (91%)	164 (89%)	184 (86%)	172 (82%)	162
Funded VET students	81%	83%	82%	83%	85%

**Level of highest qualification achieved (of VET enrolled students)**

Diploma	3 (2%)	2 (1%)	11 (6%)	17 (10%)	6 (4%)
Certificate IV	136 (78%)	127 (77%)	140 (76%)	120 (70%)	101 (62%)
Certificate III				2 (1%)	3 (2%)
Certificate II	35 (20%)	35 (21%)	33 (18%)	33 (19%)	52 (32%)
Certificate I					
No certificate completed					



### Students with more than one qualification (% of VET enrolments)

3+ qualifications		2 (1%)		9 (5%)	
2 qualifications	7 (4%)	11 (7%)	16 (9%)	85 (49%)	9 (6%)

### Endorsed programs unit equivalents achieved

Number	30	134	195	177	137

### AUSTRALIAN TERTIARY ADMISSIONS RANK (ATAR)

ATAR Participation Rate: count (%) (Source: SCSA data files and Department calculations)

	2020	2019	2018	2017	2016
School count (% Cohort)	26 (14%)	40 (22%)	40 (19%)	38 (18%)	39
Difference From Expected	-1%	+6%	+3%	+3%	+3%
School (% WACE eligible)	18%	31%	26%	26%	
School (% Semester 2 census)	17%	29%	25%	26%	

### ATAR COURSE ENROLMENTS Year 12 Course enrolments count of students

6+ ATAR courses	1 (1%)		1 (<1%)	1 (<1%)	1
4-5 ATAR courses	25 (13%)	40 (22%)	39 (18%)	37 (18%)	38

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

High	3 (12%)	6 (15%)	4 (10%)	4 (11%)	2 (5%)
Mid	5 (19%)	9 (23%)	7 (18%)	6 (16%)	9 (23%)
Low	18 (69%)	24 (60%)	29 (73%)	28 (74%)	26 (67%)

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

School	65.35	67.3	65.6	59.68	57.6
Expected performance	-0.39	-0.31	-0.51	-1.09	-1.37
Like Schools	70	70.15	71.22	69.35	72.25
Public schools	79.25	78.25	79.5	78.55	78.2
School median ATAR	70.6	69.98	64.68	63.73	60.2
TISC applicants					

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

99+					
90-98.95	2 (8%)	4 (10%)	4 (10%)	2 (5%)	2 (5%)
80-89.95	5 (19%)	8 (20%)	3 (8%)	7 (18%)	4 (10%)
70-79.95	3 (12%)	5 (13%)	7 (18%)	3 (8%)	6 (15%)
55-69.95	10 (38%)	13 (33%)	11 (28%)	12 (32%)	7 (18%)
<55	6 (23%)	9 (23%)	15 (38%)	14 (37%)	18 (46%)
University English Language Competency (FSS 50+)	11 (42%)	23 (57%)	19 (48%)	15 (39%)	16 (41%)

**SCHOOL CURRICULUM AND STANDARDS AUTHORITY (SCSA)**  
School Curriculum and Standards Authority School Performance Tables:  
(Green flag = Top 50 School)

	2020	2019	2018	2017	2016
WACE Achievement	120 (83%)	104 (82%)	129 (85%)	115 (82%)	94 (74%)
Median ATAR*	65.35	67.3	65.6	59.7	58.45

\*Note: TISC median ATAR only includes students eligible for an ATAR

**ONLINE LITERACY AND NUMERACY ASSESSMENTS (OLNA)**  
Number of students who met the standard: count (%) Source: SCSA data files

	2020	2019	2018	2017	2016
<b>Reading</b>					
School (WACE eligible)	135 (93%)	117 (92%)	143 (95%)	131 (93%)	+3%
School (Semester 2 census)	145 (93%)	126 (92%)	149 (94%)	135 (92%)	
School (Cohort)	159 (83%)	137 (74%)	159 (74%)	151 (72%)	

<b>Writing</b>					
School (WACE eligible)	137 (94%)	118 (93%)	140 (93%)	131 (93%)	+3%
School (Semester 2 census)	144 (92%)	127 (93%)	146 (92%)	135 (92%)	
School (Cohort)	154 (80%)	136 (74%)	155 (72%)	146 (69%)	

<b>Numeracy</b>					
School (WACE eligible)	134 (92%)	116 (91%)	146 (97%)	131 (93%)	+3%
School (Semester 2 census)	140 (90%)	125 (91%)	151 (96%)	135 (92%)	
School (Cohort)	158 (82%)	135 (73%)	162 (76%)	155 (73%)	

<b>Met literacy and numeracy requirement</b>					
School (WACE eligible)	127 (88%)	109 (86%)	136 (90%)	121 (86%)	
School (Semester 2 census)	132 (85%)	118 (86%)	141 (89%)	125 (86%)	
School (Cohort)	142 (74%)	127 (69%)	147 (69%)	135 (64%)	



<b>ATTAINMENT</b> <b>Attainment Rate – ATAR &gt;= 55 and/or Cert II or higher: Count (%)</b>					
	2020	2019	2018	2017	2016
Reading					
School (WACE eligible)	138 (95%)	124 (98%)	146 (97%)	138 (98%)	114 (90%)
Like schools	95%	95%	95%	95%	98%
Public schools	96%	96%	96%	96%	98%
School (Semester 2 census)	144 (92%)	126 (92%)	152 (96%)	142 (97%)	
School (cohort)	144 (75%)	129 (70%)	152 (71%)	143 (68%)	

The majority of senior secondary students enrol in VET and General Studies Courses (75%) 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 seized the opportunity to engage in the Big Picture Academy and accessed 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. After extensive work to enhance student counselling and ongoing academic support the school is now seeing the trending up, of the Year 12 ATAR median score

towards like schools. In 2020, the median ATAR was 65.3. This data is below expectations for 'like schools'. This continues to be an identified area for improvement in 2019.

Overall the 2020, cohort achieved a highly credible Attainment Rate of 95% (at like schools) and a Graduation Rate of 83% (at Like schools). The Graduation Rate continues to trend 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 88% of Year 12 student demonstrating OLN achievement, up from 86% in 2019. While Thornlie SHS OLN performance was in line with 'Like Schools' this will remain an area for continued improvement in 2020, 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 - 2019.

Thornlie aims to create a Culture of Challenge, High Expectations and Achievement.

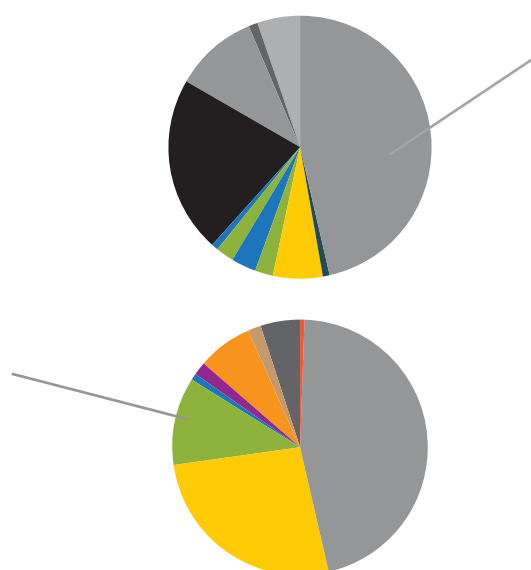
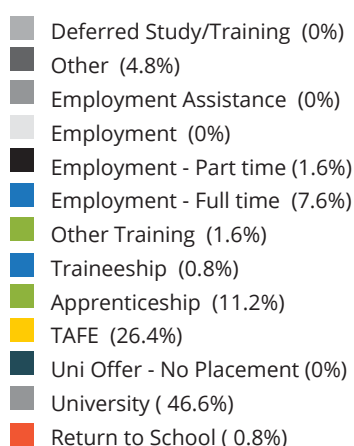
## **The strategies to be continued and implemented in 2021 include:-**

- Increasing parental involvement in student learning via Social Media, Connect, Information Sessions
- Staff engagement in school improvement planning
- 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
- Scope and Sequence ongoing review 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 to use diagnostic data 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

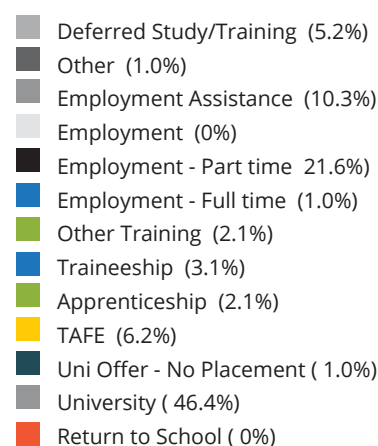


## ► Year 12 Intentions and Destinations (2019 Cohort)

**Intention 2019**



**Destination 2019**



	Intention 2019 School	Intention 2019 State	Destination 2020 School	Destination 2020 State	Variation School	Variation State
Return To School	0.8%	0.5%		0.2%		-0.4%
University	45.6%	48.5%	46.4%	41.7%	0.8%	-6.8%
Uni Offer - No Placement		0.0%	1.0%	2.8%		2.8%
TAFE	26.4%	17.9%	6.2%	10.1%	-20.2%	-7.8%
Apprenticeship	11.2%	11.2%	2.1%	2.1%	-9.1%	-9.1%
Traineeship	0.8%	2.1%	3.1%	1.0%	2.3%	-1.0%
Other Training	1.6%	2.7%	2.1%	1.4%	0.5%	-1.3%
Employment - Full-time	7.2%	10.6%	1.0%	3.8%	-6.2%	-6.7%
Employment - Part-time	1.6%	1.7%	21.6%	13.9%	20.0%	12.3%
Employment						
Employment Assistance		0.0%	10.3%	9.2%		9.2%
Other	4.8%	4.8%	1.0%	2.7%	-3.8%	-2.1%
Deferred Study/Training		0.0%	5.2%	11.1%		11.1%
Total	100%	100%	100%	100%	-	-
% of students responding	80%	0.0%	62%	0.0%	-	-

## ► **NAPLAN Performance**

### *Teacher Judgments*

Whilst NAPLAN was not conducted in 2020, previous NAPLAN data indicates that Year 7 and 9 students at Thornlie SHS are performing similarly to 'like schools'. Reading and Numeracy are trending up and '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.

Teachers have worked with HOLAs to complete a review of the Scope and Sequence for each Learning Area and are implementing the WA Curriculum, focusing on its assessment standards and grade descriptions. The data indicates that this work will need 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 monitored 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. Year 10 – 12 students achieving OLNA are closely monitored and individual targeted support provided based on diagnostic data. A whole school Literacy and Numeracy Plan was implemented in 2018, reviewed in 2020 and will continue to drive improvement in this area over 2021-2023.

## ► **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 2020 well established pastoral care structures, along with flexible programs and processes that are responsive to the student population enabled the school to respond appropriately to the needs of individual students. Over 2020 the Learning Support Coordinator further refined the development of Education Plans and worked to build teacher capacity to more effectively differentiate the curriculum as required.

In response to 2018 Behaviour Management data that showed an increase in the number

of suspensions and days of absence due to suspension the school has successfully embarked on initiating and launching the Positive Behaviour Supports Program in 2019. Led by a representative group in the PBS Committee this approach along with Individual and Group Behaviour Intervention Plans has seen staff and students embrace shared values and understandings of appropriate behaviours on the school site and in the community. Explicit teaching and free and frequent acknowledgement of positive behaviours is the ongoing focus for the Positive Behaviour Supports Program. An independent survey in 2020 on the uptake of PBS showed outstanding improvement.

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)

**1.8 FTE** Nurse

**0.9 FTE** Aboriginal Islander Education Officer

**0.2 FTE** Student Council Coordinator

**1.0 FTE** Student Support Officer

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. The target of 4:1 Positive to Negative Citations has been maintained. As a result, the school has a positive learning environment and the overall suspension rate is as expected.



## Positive Versus Negative Citations – 2017-2020

Formal Positive Citations					Formal Negative Citations				
	Number of Citations					Number of Citations			
Citation Name	2017	2018	2019	2020	Citation	2017	2018	2019	2020
Students of The Month	2532	4827	5318	4661	Smoking Letter	3	3	15	18
Attendance Champions	1732	1729	1537	966	Letter breach of Mobile Phone Policy	305*	191	212	509
SIS Positives	155	140	129	64	SIS Negative BMIS	3089	3348	2892	3398
Operation Icy Pole	1146	1154	1126	1155	Detention	1100*	1168	1038	1925
B'Day Cards	1146	1154	1126	347					
Pride plus 90	-	-	-	2358				1190	1100*
Pride Plus Gold Squad				357					
House Points Year 7-12	6472	6601	11820	7649	Letters of Concern				1547
<b>Total Positive Citations</b>				357	<b>Total Positive Citations</b>	4079	~5619	4739	4497

## Suspensions

	Suspensions	Students	Total Days
2018	370	141	724
2019	296	141	586
2020	332	161	693

In response to School Survey Responses and School Review recommendations the school utilised the Positive Behaviour School Framework to review and further improve school policies, systems and teacher practices to increase student engagement and reduce negative behaviours. A full time Student Support Officer was appointed to successfully implement the Attendance Toolkit to re-engage students in the 'severe risk' attendance category and encourage positive behaviours.

Under the guidance of the 2018 – 2020 Positive Behaviour Supports Committee a comprehensive consultation process was completed with staff, students, School Board and the wider school community. Using the Positive Behaviour Support Framework an extensive review has enhanced the delivery of services to students across Years 7 – 12. Since 2019 the Positive Behaviour Supports Program has grown and is now well embedded into the school culture.

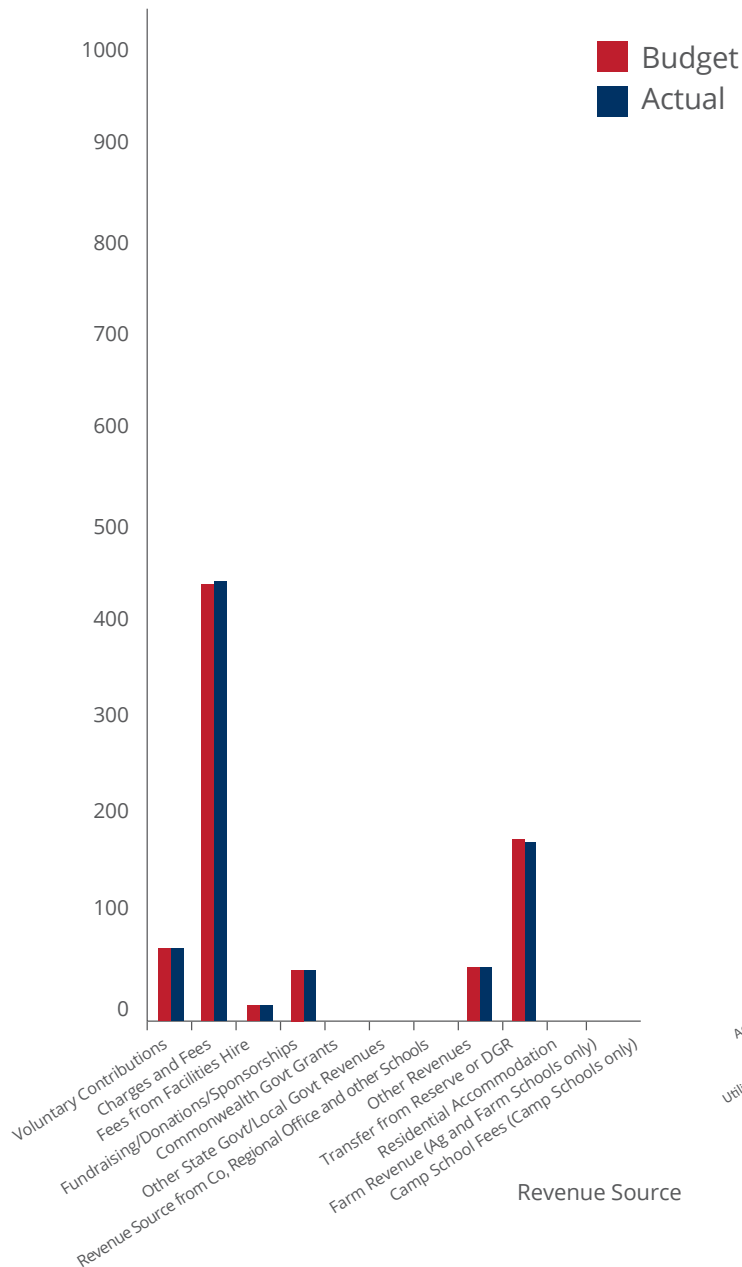
# Financial Summary

ONE LINE BUDGET - CASH COMPONENT - DEC 2020				
Revenue - Cash	Current Budget	Actual YTD	Variance	Budget (%)
Carry Forward	\$98,000	\$98,000	0	100.00%
Student Centred Funding (including School Transfers and Department Adjustments)	\$880,214	\$880,214	0	100.00%
Locally Raised Funds	\$741,527	\$741, 295	19	100.00%
<b>Total Cash Budget</b>	<b>\$1,719,527</b>	<b>\$1,719,509</b>	<b>18</b>	<b>100.00%</b>

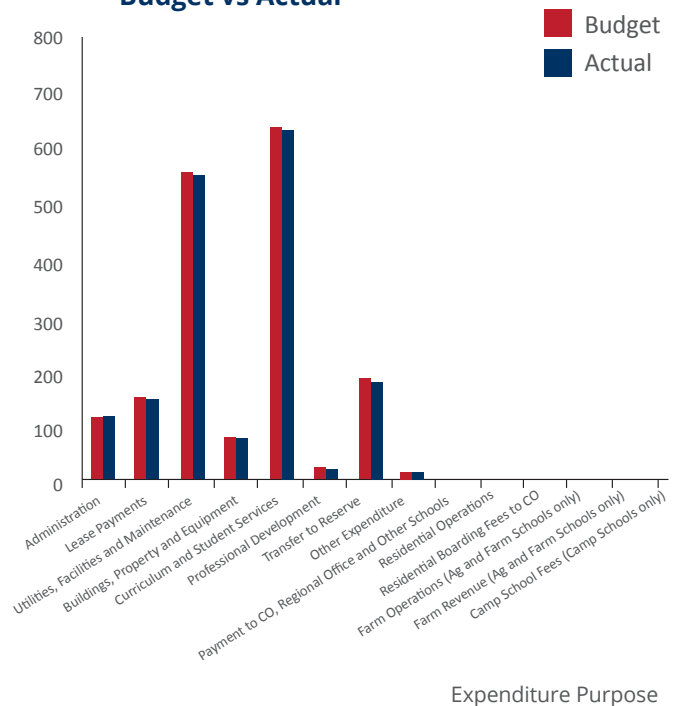
EXPENDITURE				
Goods And Services	\$1,719,527	\$1,714,528	4,999	99.71%
<b>Total Cash Expenditure</b>	<b>\$1,719,527</b>	<b>\$1,714,528</b>	<b>4,999</b>	<b>99.71%</b>
<b>Variance</b>	<b>0</b>	<b>4,981</b>	<b>-4,981</b>	<b>-</b>

	Goods and Services (Expenditure)	Budget	Actual YTD	Variance	Budget (%)
1	Administration	\$105, 300.00	\$109, 623.35	\$-4,323.35	104.11%
2	Lease Payments	\$152, 520.55	\$151,696.62	\$823.93	99.46%
3	Utilities, Facilities and Maintenance	\$556,564.96	\$565,215.09	\$-8,650.13	101.55%
4	Buildings, Property and Equipment	\$86,931.43	\$86,282.83	\$648.60	99.25%
5	Curriculum and Student Services	\$607,611.44	\$597,358.38	\$10,253.06	98.31%
6	Professional Development	\$19,300.00	\$13,959.61	\$5,340.39	72.33%
7	Transfer to Reserve	\$183,625.74	\$183,626.00	\$-.26	100.00%
8	Other Expenditure	\$7,673.00	\$6,765.92	\$907.08	88.18%
9	Payment to Co, Regional Office and Other Schools	\$0.00	\$0.00	\$0.00	%
10	Residential Operations	\$0.00	-\$0.00	-\$0.00	%
11	Residential Boarding Fees to CO (Ag Colleges only)	\$0.00	-\$0.00	-\$0.00	%
12	Farm Operations (Ag Colleges only)	\$0.00	\$0.00	\$0.00	%
13	Farm Revenue to CO (Ag Colleges only)	\$0.00	\$0.00	\$0.00	%
14	Camp School Fees to CO (Camp Schools Only)	\$0.00	\$0.00	\$0.00	%
	<b>Total</b>	<b>\$1,719,527.12</b>	<b>\$1,714,527.80</b>	<b>\$4,999.32</b>	<b>99.71%</b>

## Locally Generated Revenue - Budget vs Actual



## Goods and Services Expenditure - Budget vs Actual



	Locally Raised Funds	Current Budget	Actual YTD	Variance	Budget (%)
1	Voluntary Contributions	\$64,239.20	\$64,239.25	\$-.05	100.00%
2	Charges and Fees	\$416,583.61	\$416,583.86	\$0.75	100.00%
3	Fees from Facilities Hire	\$2,930.00	\$2,929.55	\$0.45	99.98%
4	Fundraising/Donations/Sponsorships	\$56,084.00	\$56,082.85	\$1.15	100.00%
5	Commonwealth Govt Resources	\$0.00	\$0.00	\$0.00	%
6	Other State Govt/Local Govt Revenues	\$0.00	\$0.00	\$0.00	%
7	Revenue from Co, Regional Office and Other Schools	\$0.00	\$0.00	\$0.00	%
8	Other Revenues	\$48,896.18	\$48,880.19	\$15.99	99.97%
9	Transfer from Reserve or DGR	\$152,580.68	\$152,580.30	\$0.38	100.00%
10	Residential Accommodation	-	-	\$0.00	%
11	Farm Revenue (Ag and Farm Schools only)	-	-	\$0.00	%
12	Camp School fees (Camp Schools only)	-	-	\$0.00	%
	<b>Total</b>	<b>\$741, 313.67</b>	<b>\$741, 295.00</b>	<b>\$18.67</b>	<b>100.00%</b>







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