



ANNUAL REPORT **2021**

THORN LIE SENIOR HIGH SCHOOL



We commend the 2021 Annual Report to the Thornlie Senior High School Education Community

Thornlie Senior High School acknowledges 2021 as a rewarding year of celebrating our school's five decades of history serving students from Thornlie local area.

After a delayed start to the new school year we moved to successfully implement the 2021 – 2023 School Business Plan and completed the major building refresh with \$1.5 million of state government Stimulus Maintenance Funding.

The school community engaged in the school self-assessment process, critically evaluating and reporting on each of the required six domains. The Public School Review was validated by the Review Panel and endorsed by the Deputy Director General, Schools.

Thornlie SHS is well established as an effective Independent Public School for our 1138 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.

Thornlie SHS commenced 2021 having successfully completed a three-year School Improvement Program with the Fogarty Foundation EDvance Program. As an active alumni member this highly respected and rigorous program continues to unpin the school's planning and decision making processes. Significant gains have been consolidated by 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 the Thornlie SHS school community continues to value the flexibilities that provide:

- 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 2021 school year came to a close Thornlie SHS concluded its celebrations of 50 years of successfully educating our past and current Year 7-12 students to identify their aspirations and achieve their personal goals. We continue to 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 another 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 into 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 P&C Association along with close ties to local industry, universities and the community ensures also the school provides 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.

2022 is a year for continued improvement as we navigate our way through the COVID pandemic. Thornlie SHS a cohesive school community that will embed our values of excellence and equity across all facets of school life.

Donna McDonald *Principal*

Mayor Teresa Lynes *School Board Chair*

STUDENT NUMBERS

Student Numbers and Characteristics

(source: Schools Online)

STUDENT NUMBERS (AS AT 2021 SEMESTER 2) FULL TIME							
Secondary	Y07	Y08	Y09	Y10	Y11	Y12	TOTAL
	197	207	204	184	170	176	1138

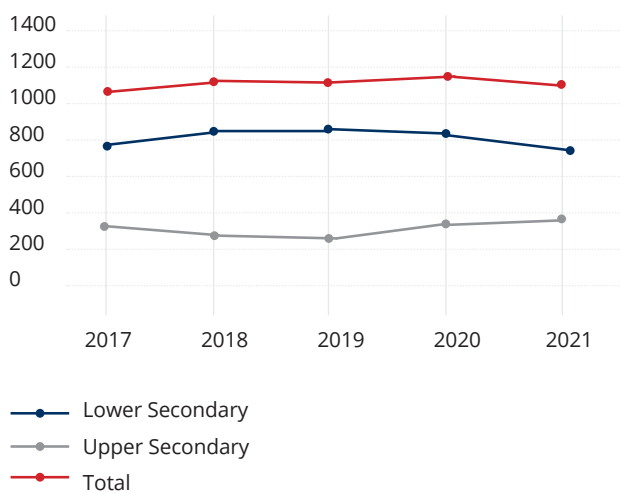
Male	570
Female	568
Total	1138

Aboriginal	70
Non-Aboriginal	1068
Total	1138

School context

Classification	SHS Class 6
ICSEA	972
Student Transiency	9.9%
Independent Public School	Yes

Student Numbers – Trends



Student Profile - Semester 1

Semester 1	2018	2019	2020	2021
Lower Secondary	795	835	806	792
Upper Secondary	328	301	358	364
Total	1123	1136	1164	1156

COMMENTS

- Student numbers at Thornlie SHS have remained stable since 2017.
- The school has accommodation for 1200 students and continues to attract enrolments from local, out of area and international fee paying students.
- Aboriginal student enrolments have been trending up and the school celebrates a diverse and inclusive student population.
- The impact of COVID on families and international students not being able to enter WA over 2020/2021 will see a trending down of enrolments in the coming year.
- It is expected that as state and international borders reopen in 2022 student numbers will return enrolments to capacity in 2023.
- A building business case is being prepared to both upgrade administration areas and increase the number of teaching areas in the future. This would provide an opportunity for an increase in student numbers and course offerings by 2030.

STAFF NUMBERS

All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Teacher Registration Board of Western Australia.

STAFF NUMBERS			
	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	3	3.0	0
Heads of Departments and Learning	6	6.0	0
Program Coordinators	5	5.0	0
Total Administration Staff	15	15.0	0
Teaching Staff			
Level 3 Teachers	2	1.8	0
Other Teaching Staff	70	64.1	0
Total Teaching Staff	72	65.9	0
School Support Staff			
Clerical / Administrative	11	9.8	0
Gardening / Maintenance	5	3.4	0
Instructional	1	0.8	1
Other Non-Teaching Staff	12	10.5	0
Total School Support Staff	29	24.5	1
Total	116	105.4	1



SCHOOL BUSINESS PLAN

The 2021-2023 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 senior high 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:

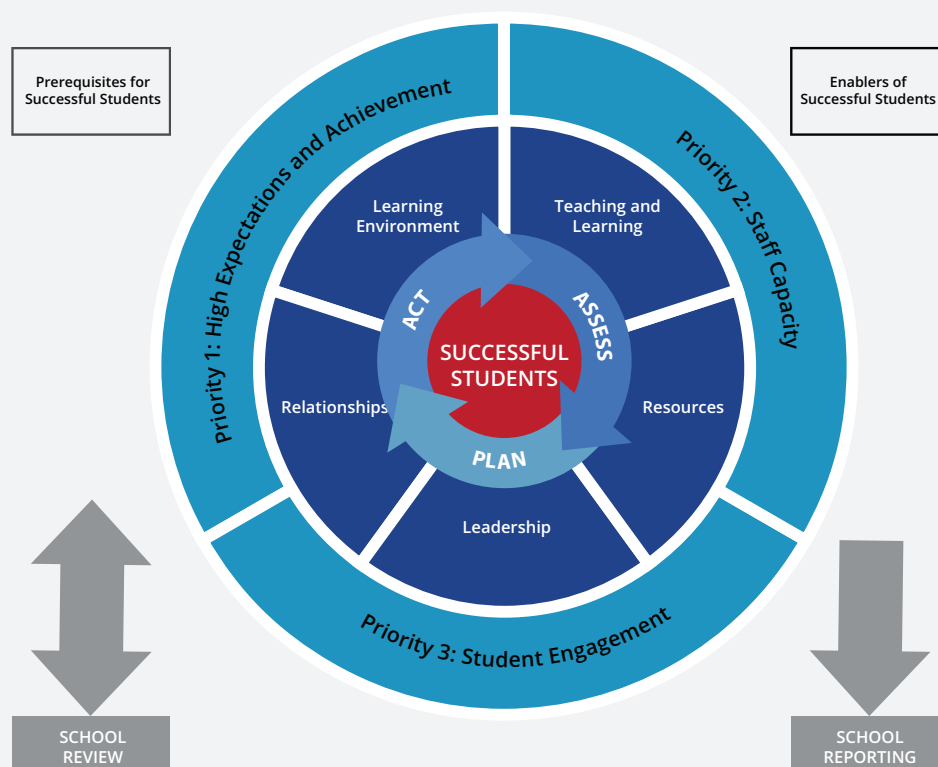
Excellence through Equity

Our Aspirations for 2021 to 2023

Improve student academic outcomes 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:**
Embed a culture of challenge, high expectations and academic performance
- **Staff Capacity:**
Build staff capacity in teaching and learning for high performance-high care
- **Student Engagement:**
Increase student engagement in learning

IMPROVEMENT PROGRAM DIAGRAM



TARGETS TO DATE

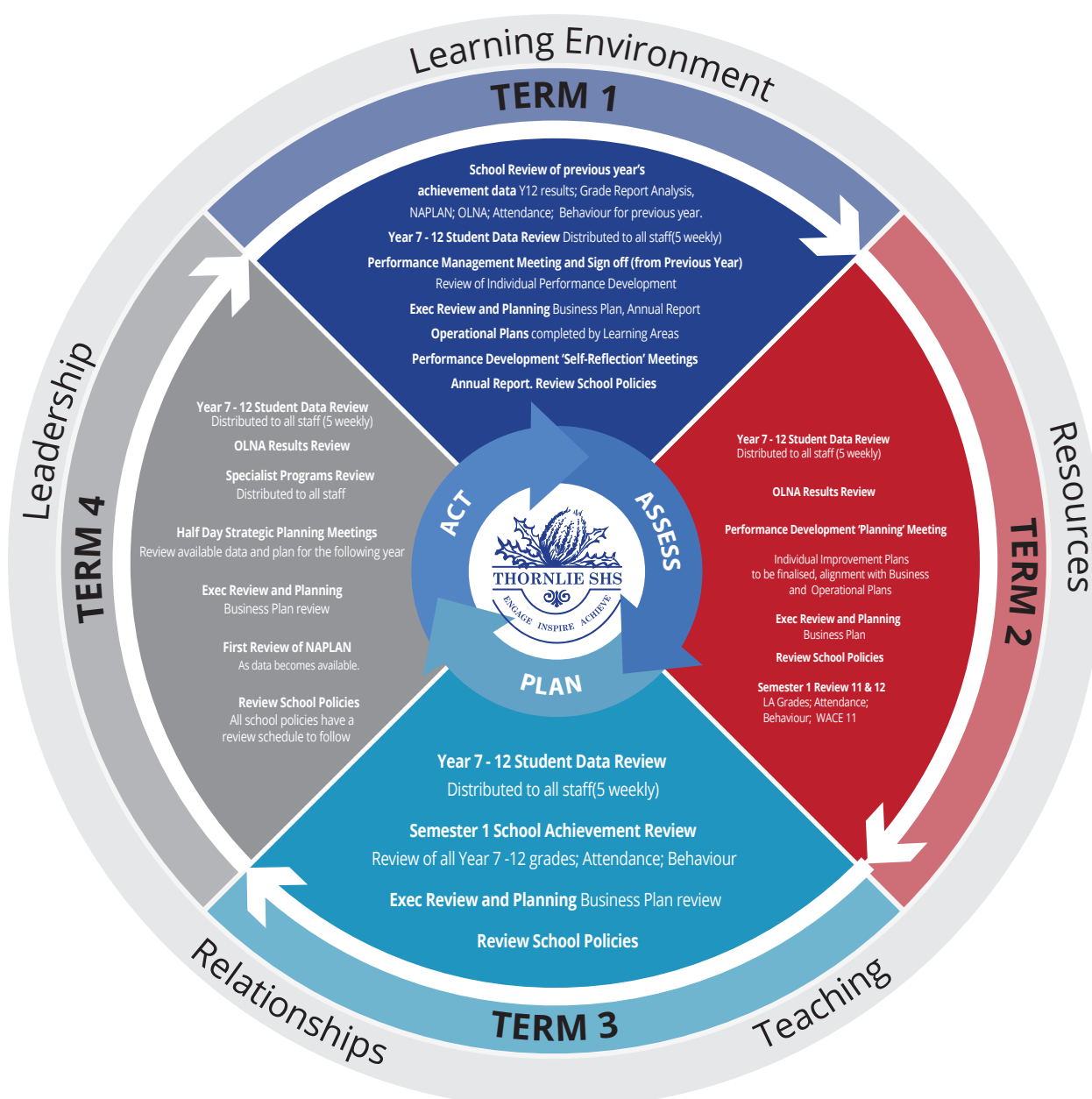
WACE GRADUATION 78% (2021)
PROGRESSING
Down from 83% (2020)
Up from 82% (2019)
'At Like Schools' at 87%

ONLA QUALIFIED 86%
ACHIEVED TARGET

MEDIAN ATAR 67.1 (2021)
PROGRESSING
Up from 65.3 (2020)
Down from 67.3 (2019)
'At Like Schools' at 69.1

ATTAINMENT RATE ATAR >55 and/or a Cert II 85% (2021)
ACHIEVED TARGET
Down from 94% (2020)
Down from 98% (2017)
Down from 90% (2016)
'At Like Schools' at 79%

SCHOOL REVIEW CYCLE



STUDENT ATTENDANCE



Student Attendance (Data)

(source: Schools Online)

ATTENDANCE OVERALL SECONDARY									
	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2019	84.7%	88.2%	88.8%	61.2%	76.8%	65.8%	83.6%	87.5%	86.8%
2020	87.6%	87.6%	89.2%	69.1%	73.4%	65.9%	86.7%	86.5%	87.3%
2021	84.6%	85.6%	86.5%	61.8%	68.4%	62.6%	83.1%	84.0%	84.4%

In addition to Year Coordinators, the Chaplain and AIEO providing pastoral care and counselling, a fulltime Student Support Officer is funded to track and support Year 7-12 students who fall into the at risk category of attendance. Home visits and attendance plans are implemented for students in the 'severe' attendance category.

Year 9 students identified as disengaged are supported to re-engage in school or undertake training opportunities through the South Metro Engagement & Engagement Service in Year 10 before moving to Track and Participation at Year 11/12 level.

The Year 10 -12 Big Picture Academy also provides a portfolio pathway to work, training or university for senior students who learn best by pursuing their passions and working independently using the Big Picture Design framework.

STUDENT ACHIEVEMENT AND PROGRESS

Student attendance has been a key focus area in the school with significant improvements achieved in 2020.

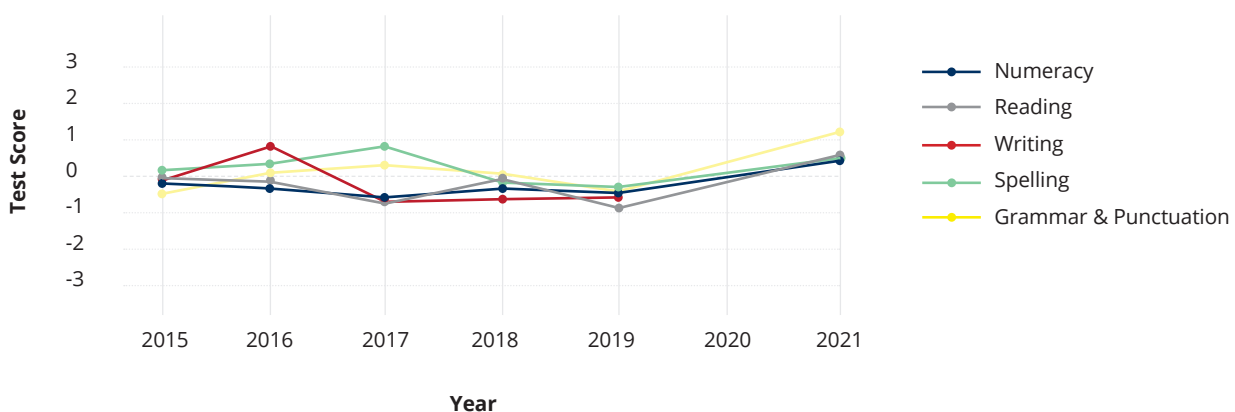
The impact of COVID in Term 1, 2021 saw a return to 2019 attendance rates that was also evident in Like School and WA Public Schools data.

Under the school priority of 'increasing student engagement', Thornlie SHS is committed to consistently recognising and formally acknowledging students who demonstrate high attendance and 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. All students are tracked at 5 weekly intervals and data sheets provided to teachers.

Attendance Champions are acknowledged each month. Attendance Legends are celebrated each year with graduating students receiving honourable mention at 99%. 100% Attendance Legend over their final two senior years at school. These were awarded to 7 students.

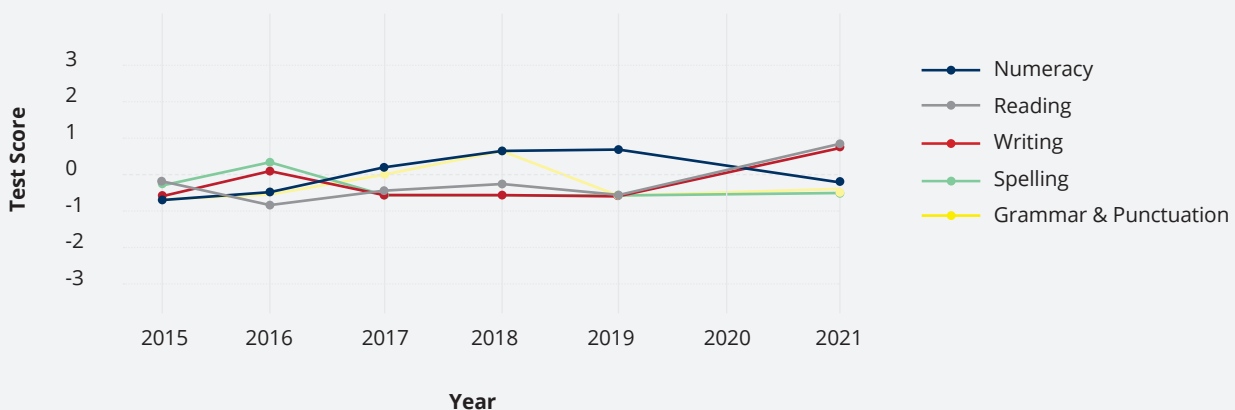
NAPLAN (Data) - Year 7 Performance

(source: Schools Online, SAIS)



NAPLAN (Data) - Year 9 Performance

(source: Schools Online, SAIS)



STUDENT ACHIEVEMENT AND PROGRESS

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).

Sound progress has been made in Year 7 Numeracy and Reading over time. Writing has been a focus area across all student cohorts and seen significant gains.

Overall our NAPLAN results are moving toward the top of the as “expected” range. We continue to invest human and physical resources to gain further improvement as the school raises academic standards and develops more rigorous practices.

Resources allocated since 2018 include a 0.2 FTE Literacy and a 0.2 FTE Numeracy Coordinator who support the 0.6 FTE Learning Support Coordinator in

continuing to provide literacy and numeracy support for students identified as ‘at risk’ and introduced a whole school approach in Literacy and Numeracy that is implemented in classrooms.

Teachers continued to focus on increasing the percentage of students in Band 8-10 across all test areas in support of our aim to improve overall Year 10-12 performance in OLNA and Year 12 Graduation rates. Additional tutoring time was also provided to senior students required to undertake the OLNA in Years 10-12.

A whole school Literacy and Numeracy Plan is being implemented. The focus on 5 weekly monitoring of student progress and intensive targeted literacy and numeracy intervention to maintain improvements in Writing and support improvement in Numeracy and Reading into 2022/2023.

Year 12 outcomes (DATA) including VET

(source: SAIS WACE Report)

SENIOR SECONDARY - Y12 PATHWAYS						
	Y12 Students	ATAR Only	ATAR & Cert II or Higher	VET Cert II or Higher	Other Verified	Other Unverified
2019	144	0 (0.0%)	39 (27.1%)	94 (65.3%)	11 (7.6%)	0 (0.0%)
2020	178	5 (2.8%)	21 (11.8%)	117 (65.7%)	34 (19.1%)	1 (0.6%)
2021	195	5 (2.6%)	37 (19.0%)	121 (62.1%)	32 (16.4%)	0 (0.0%)

YEAR 12 STUDENTS COMPLETING A VET CERTIFICATE (DURING YEARS 10 TO 12)						
	Certificate I		Certificate II		Certificate III or higher	
	Number	Percentage	Number	Percentage	Number	Percentage
2019	0	0 (0.0%)	130	97.7%	3	2.3%
2020	0	0.0%	135	97.8%	3	2.2%
2021	0	0.0%	152	96.2%	6	3.8%

STUDENT ACHIEVEMENT AND PROGRESS

WACE ACHIEVEMENT

	Eligible Year 12 Students	Percentage achieving WACE
2019	127	82%
2020	145	83%
2021	160	78%

PERCENTAGE OF STUDENTS ACQUIRING AN ATAR ACHIEVING ONE OR MORE SCALED SCORES OF 75 OR MORE

	Number acquiring an ATAR	Number achieving one or more scaled scores of 75+	Percentage achieving one or more scaled scores of 75+
2019	39	2	5%
2020	26	1	4%
2021	42	4	10%

WACE Examinations – Overall

WACE EXAMINATION PARTICIPATION

	Eligible Year 12 Students	ATAR Students	% ATAR Students
2019	127	39	31%
2020	145	26	18%
2021	160	42	26%

NOTES

- 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

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.

OVERALL ATAR PERFORMANCE

	Relative Performance
2019	-0.3
2020	-0.4
2021	-0.2

-  **Above Expected** - more than one standard deviation above the predicted school median
-  **Expected** - within one standard deviation of the predicted school median
-  **Below Expected** - more than one standard deviation below the predicted school median
-  **No data available** or number of students is less than 10

The relative performance is based on the median ATAR and ICSEA of the school.

There must be at least 10 Year 12 students acquiring an ATAR.

WACE EXAMINATIONS - OVERALL

MEDIAN AUSTRALIAN TERTIARY ADMISSIONS RANK

	School	Like-Schools	WA Public Schools
2019	67.3	68.7	78.3
2020	65.3	69.1	79.3
2021	67.0	67.2	80.3

ATAR STUDENTS

	School			Like-Schools		
State	2019	2020	2021	2019	2020	2021
Top 33%	15%	12%	18%	14%	13%	10%
Middle 33%	23%	19%	79.3	25%	29%	24%
Bottom 33%	62%	69%	57%	57%	59%	67%

MEDIAN AUSTRALIAN TERTIARY ADMISSIONS RANK

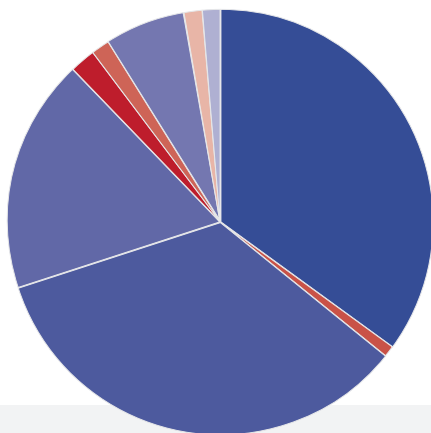
- Like-Schools calculations are the average median ATAR for all schools in each school's 'like schools' grouping.
- WA Public Schools calculations are the median ATAR for all public school students.
- There must be at least 10 Year 12 students acquiring an ATAR.

ATAR STUDENTS

- 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.

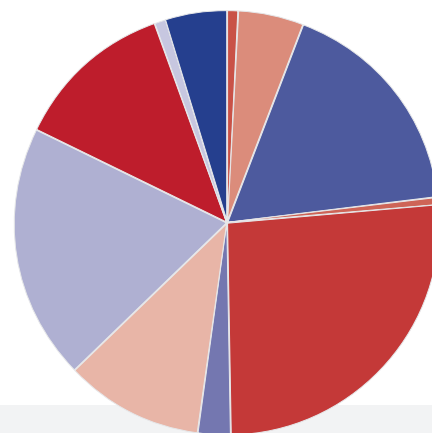
YEAR 12 INTENTIONS AND DESTINATIONS

Intention 2020



- Other 1.4%)
- Employment - Part time (1.4%)
- Employment - Full time (6.2%)
- Other Training (1.4%)
- Traineeship (2.1%)
- Apprenticeship (17.8%)
- Return to School (0.7%)
- University (34.9%)
- TAFE (34.2%)

Destination 2021



- Deferred Study/Training (4.9%)
- Other (0.8%)
- Employment Assistance (12.2%)
- Employment - Part time (19.5%)
- Employment - Full time (10.6%)
- Other Training (2.4%)
- Traineeship (0.8%)
- Apprenticeship (4.9%)
- TAFE (17.1%)
- Uni Offer - No Placement (0.8%)
- University (26.0%)



YEAR 12 INTENTIONS AND DESTINATIONS

Post School Destination (DATA)

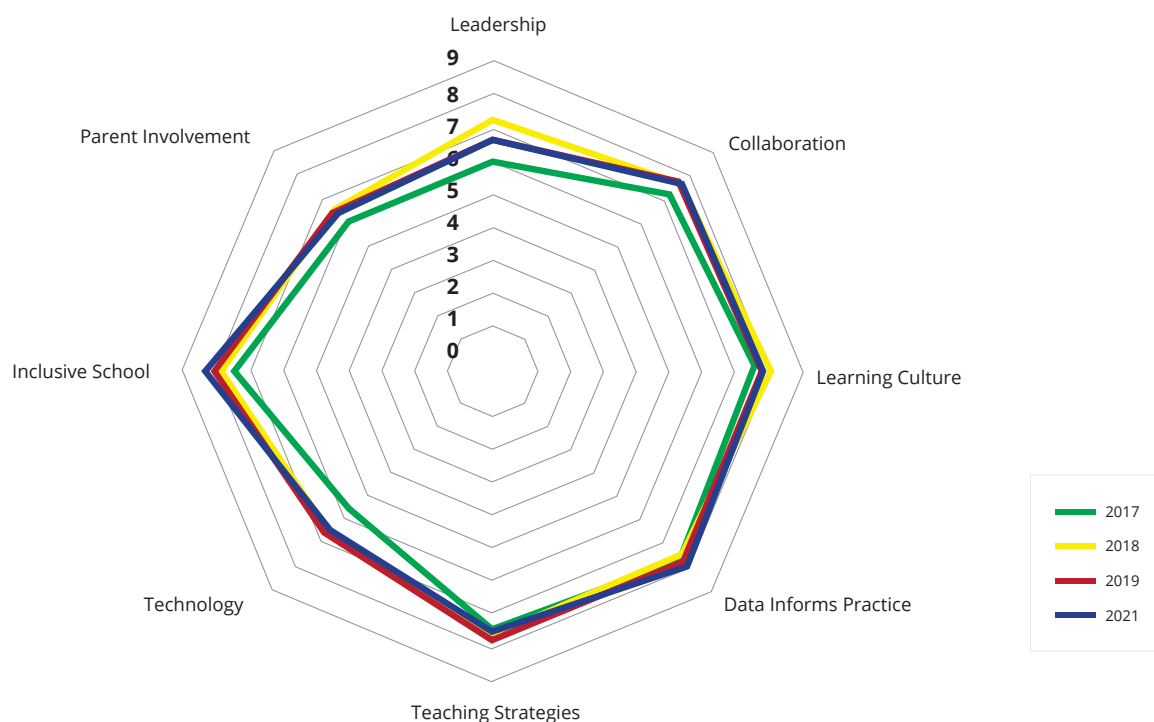
(source: Schools Online)

YEAR 12 INTENTIONS AND DESTINATIONS (2020 COHORT)						
	Intention 2020 School	Intention 2020 State	Destination 2020 School	Destination 2020 State	Variation School	Variation State
Return To School	0.7%	0.4%		0.1%		-0.3%
University	34.9%	51.3%	26.0%	35.5%	-8.9%	-15.7%
Uni Offer - No Placement		0.0%	0.8%	5.0%		5.0%
TAFE	34.2%	17.9%	17.1%	13.9%	-17.2%	-4.0%
Apprenticeship	17.8%	11.7%	4.9%	4.2%	-12.9%	-7.5%
Traineeship	2.1%	2.0%	0.8%	2.1%	-1.2%	0.2%
Other Training	1.4%	2.6%	2.4%	1.9%	1.1%	-0.7%
Employment - Full-time	6.2%	9.2%	10.6%	5.6%	4.4%	-3.6%
Employment - Part-time	1.4%	1.3%	19.5%	13.9%	18.2%	12.6%
Employment						
Employment Assistance		0.0%	12.2%	6.7%		6.7%
Other	1.4%	3.7%	0.8%	1.7%	-0.5%	-2.0%
Deferred Study/ Training		0.0%	4.9%	9.4%		9.4%

Total	100%	100%	100%	100%	-	-
% of students responding	83%	0.0%	70%	0.0%	-	-



Teacher Survey Results 2017 - 2021



Thornlie SHS has utilised the Tell Them from Me Survey since 2017 to ascertain comprehensive parent/student/teacher satisfaction.

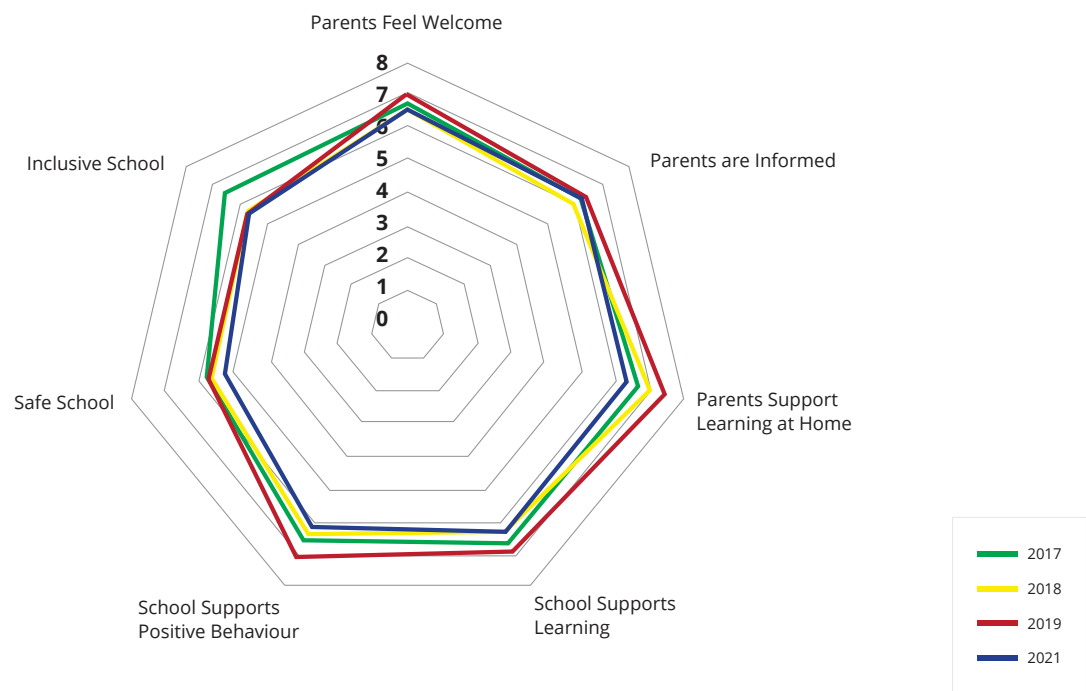
IMPROVEMENT FOCUS AREAS IDENTIFIED:

Student Well Being, Parental Involvement, Learning culture, Data informs practice and Teaching strategies.

Key actions actioned to improve these areas during 2020/2021

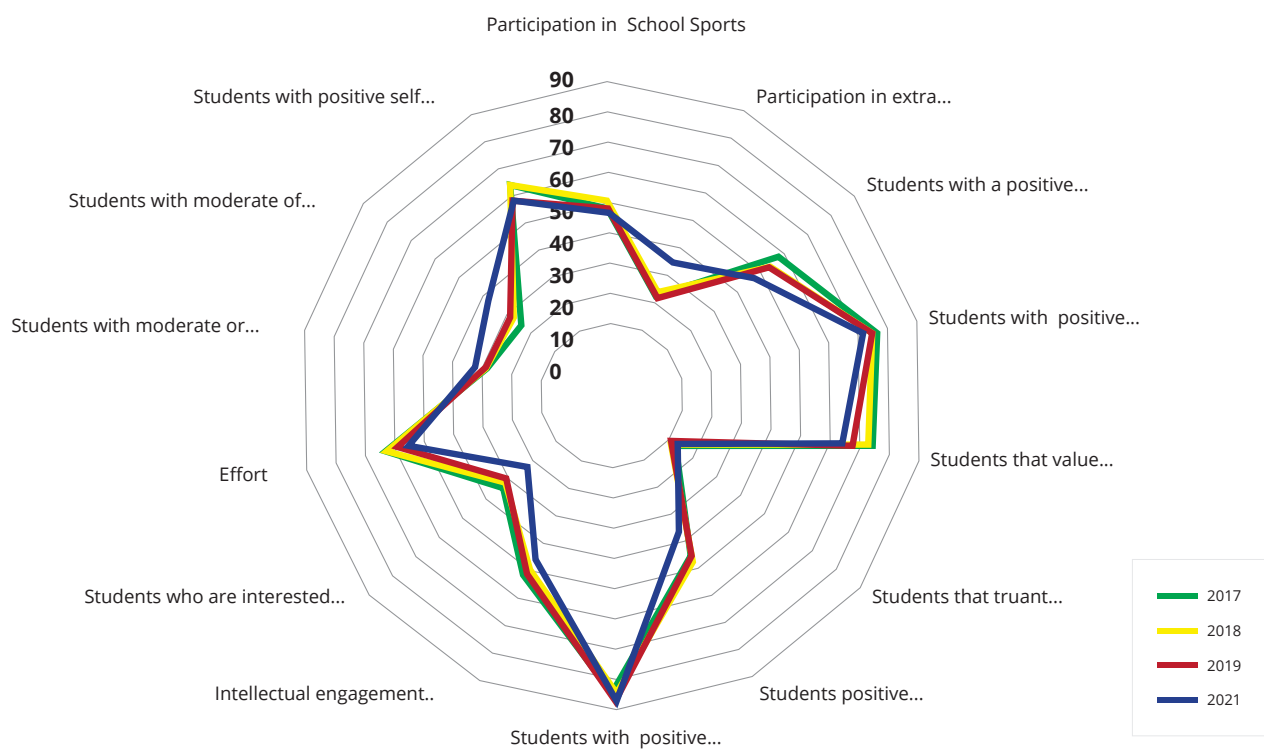
- **Student Wellbeing** - PBS committee developed individual lesson plans on school values for implementation in 2021, SAER committee meet regularly, School Support Officer employed, Student Services/Year Coordinators identify SAER and implement wellbeing plans as required.
- **Parental involvement** – invitations to academic achievement assemblies, student events e.g. sporting carnivals, music and dance performances, Year 7 Roman display, Robotics club, Science Enrichment competitions, Year 7 Meet and Greet nights, Parent-Teacher interviews, invitation to join the P&C and/or School Board, special assemblies e.g. ANZAC Day, NAIDOC Week activities, NSOS and TTFM surveys.
- **Learning culture** – greater recognition of academic achievement e.g. 80+ Club, academic awards assemblies to promote academic excellence in all learning areas, implementation of TALF, Peer Observation a part of Performance Management in 2021.
- **Data informs practice** – 5 weekly data sheets produced for staff (includes NAPLAN and OLNA data), online PL for staff on use of SAIS portal, data analysis of semester results by HOLA's/ TIC's presented to exec members and peers, Best Performance (CNAP) to be used in 2022.
- **Teaching strategies** – Explicit Instruction (EI) implemented by MESH teachers, EI coordinator provides PL for identified staff in MESH learning areas, EI implementation continues in lower school MESH classes, external PL for EI promoted to staff, Curriculum and ICT Committees continue to promote teaching strategies through SDD, GSM and learning areas meetings.

Partners in Learning Parent Survey Report 2017 - 2021

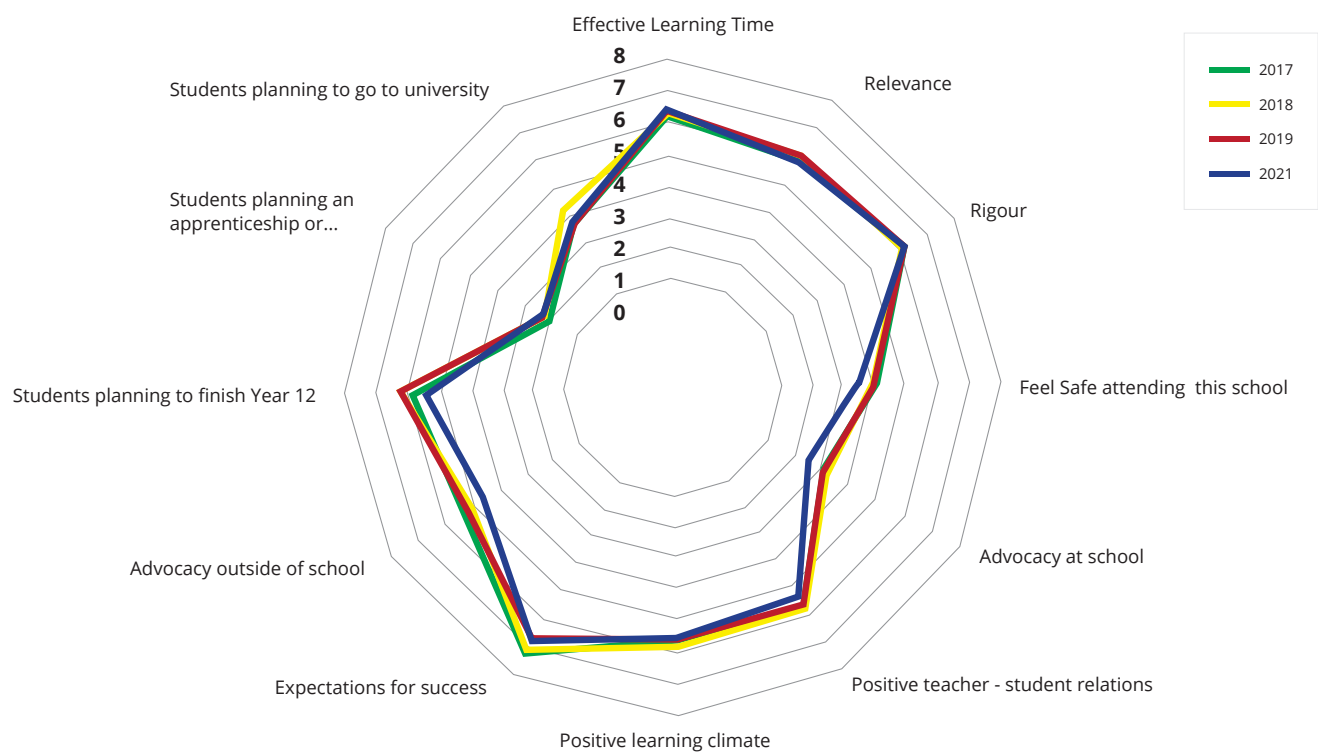




Student Social-Emotional Outcomes Survey 2017 - 2021



Drivers of Student Outcomes 2017 -2021





Reflection

Survey Reports over the last four years indicate that staff see the value in undertaking targeted professional development in order to improve student performance. Staff Professional Learning on effective teaching strategies and providing timely, quality feedback to students and parents/carers aims to assist in raising individual and overall student results.

Further attention to providing visible advocacy of students and changing student's perception of success as well as that of their parents/carers. The impact of COVID on attendance and continuity of learning is a focus for 2022.

FINANCIAL SUMMARY

School Income by Funding Source

(source: Schools Resourcing System)

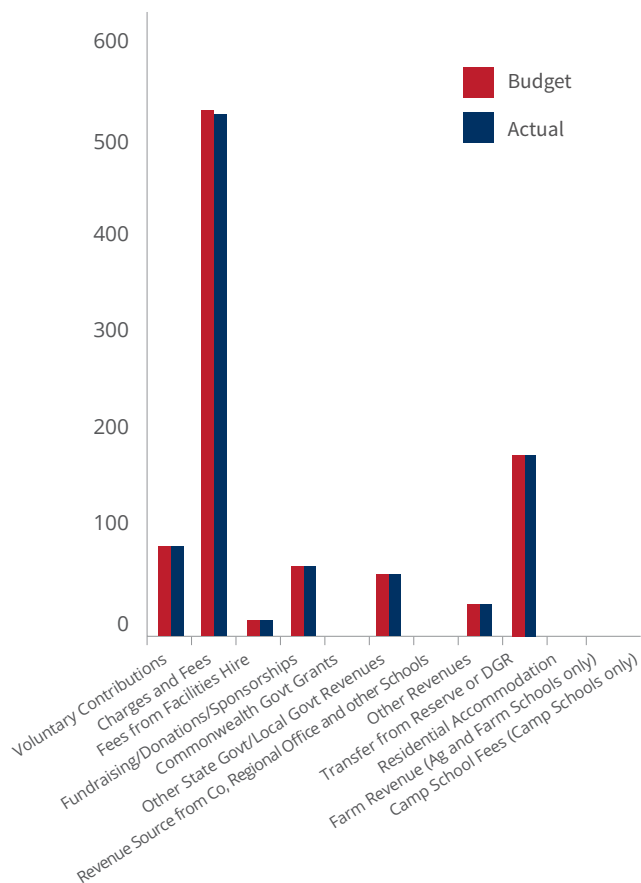
FINANCIAL SUMMARY AS AT:			
	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$81,371.60	\$81,371.35
2	Charges and Fees	\$506,042.66	\$506,033.02
3	Fees from Facilities Hire	\$11,567.00	\$11,566.98
4	Fundraising/Donations/Sponsorships	\$65,163.00	\$65,162.82
5	Commonwealth Govt Resources	-	-
6	Other State Govt/Local Govt Revenues	\$61,100.00	\$61,100.00
7	Revenue from Co, Regional Office and Other Schools	-	-
8	Other Revenues	\$22,532.67	\$22,530.10
9	Transfer from Reserve or DGR	\$167,798.45	\$167,798.79
10	Residential Accommodation	-	-
11	Farm Revenue (Ag and Farm Schools only)	-	-
12	Camp School fees (Camp Schools only)	-	-
	Total Locally Raised Funds	\$915,575.38	\$915,563.06
	Opening Balance	\$4,980.65	\$4,980.65
	Student Centred Funding	\$835,584.96	\$835,585.18
	Total Cash Funds Available	\$1,756,140.99	\$1,756,128.89
	Total Salary Allocation	-	-
	Total Funds Available	\$1,756,140.99	\$1,756,128.89



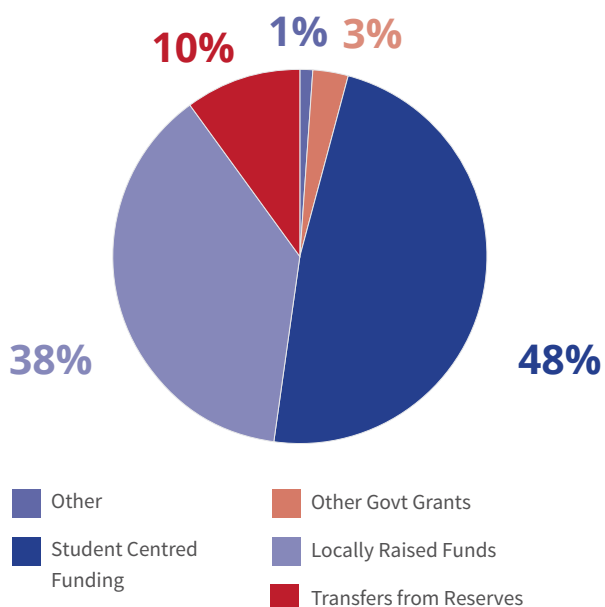
FINANCIAL SUMMARY

Locally Generated Revenue

Budget vs Actual



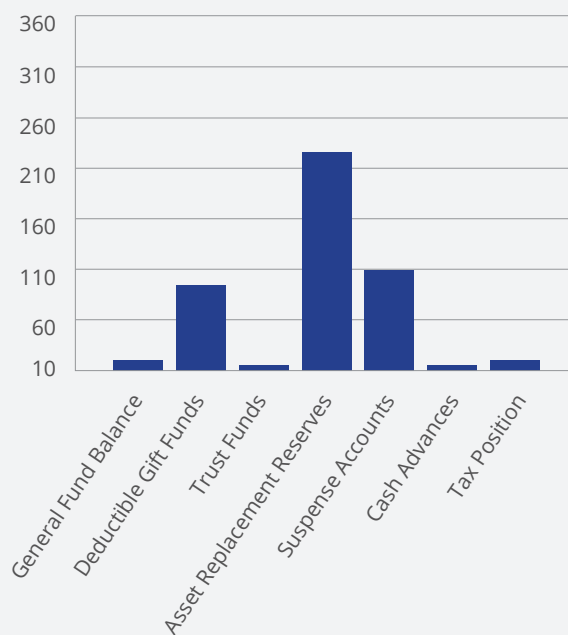
Current Year Actual Cash Sources



Cash Position

CASH POSITION AS AT:		
	Bank Balance	\$442,013.12
	Made up of:	
1	General Fund Balance	\$11,550.40
2	Deductible Gift Funds	\$99,261.62
3	Trust Funds	-
4	Asset Replacement Reserves	\$238,900.74
5	Suspense Accounts	\$101,446.36
6	Cash Advances	(\$100)
7	Tax Position	(\$9,046.00)
	Total Bank Balance	\$442,013.12

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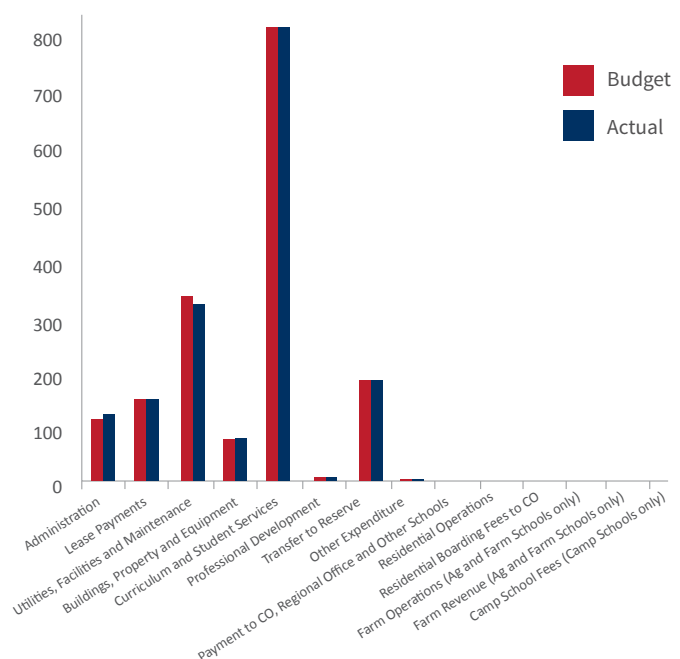
FINANCIAL SUMMARY

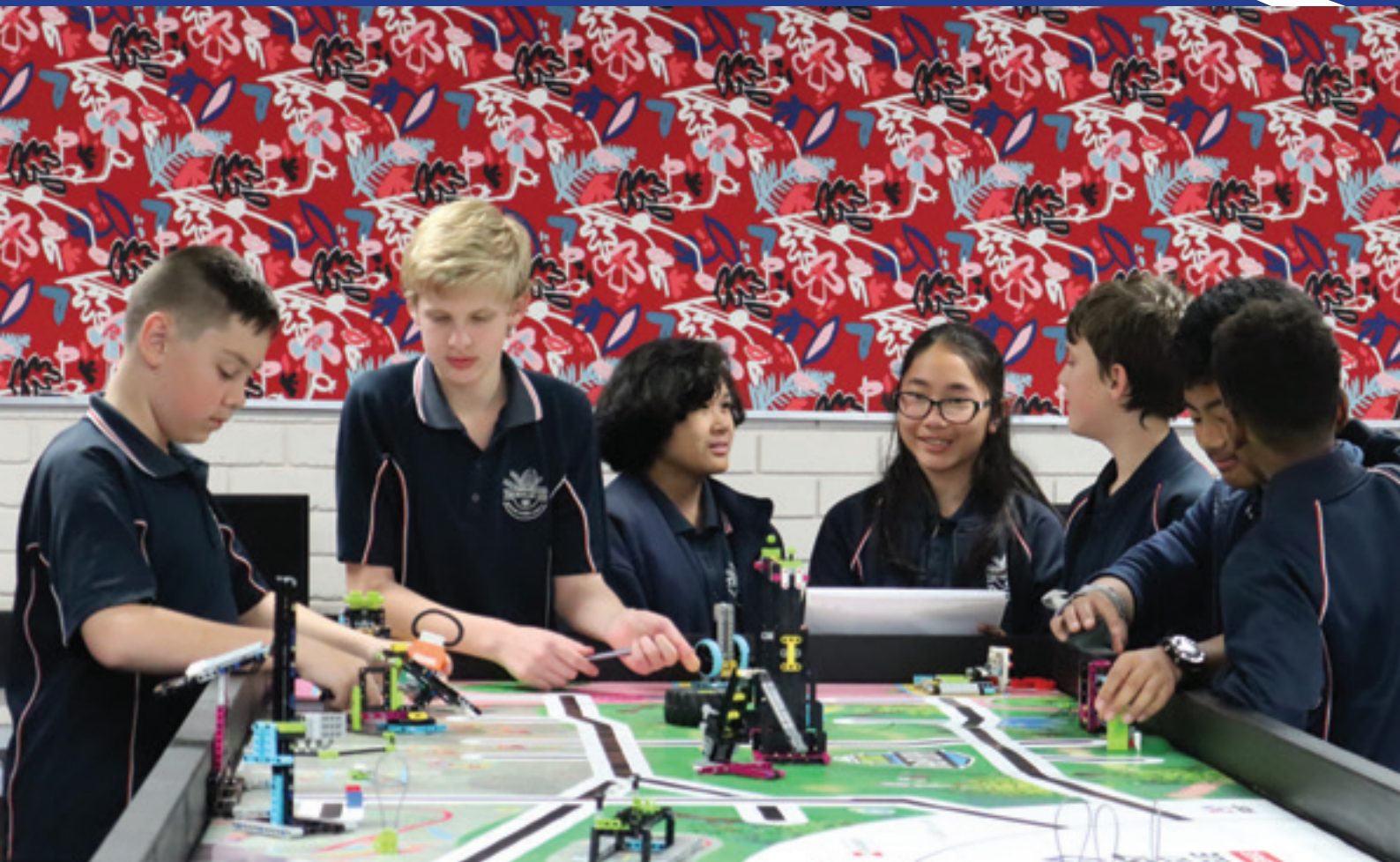
GOODS AND SERVICES EXPENDITURE - BUDGET VS ACTUAL

	Expenditure - Cash & Salary	Budget	Actual
1	Administration	\$123,987.77	\$129,432.16
2	Lease Payments	\$153,310.87	\$153,311.31
3	Utilities, Facilities and Maintenance	\$338,974.17	\$322,335.31
4	Buildings, Property and Equipment	\$82,832.01	\$82,832.72
5	Curriculum and Student Services	\$820,696.14	\$820,332.52
6	Professional Development	\$10,742.00	\$10,741.66
7	Transfer to Reserve	\$217,625.03	\$217,624.65
8	Other Expenditure	\$7,973.00	\$7,968.16
9	Payment to CO, Regional Office and Other Schools	-	-
10	Residential Operations	-	-
11	Residential Boarding Fees to CO (Ag Colleges only)	-	-
12	Farm Operations (Ag and Farm Schools only)	-	-
13	Farm Revenue to CO (Ag and Farm Schools only)	-	-
14	Camp School Fees to CO (Camp Schools only)	-	-
	Total Goods and Services Expenditure	\$1,756,140.99	\$1,744,578.49
	Total Forecast Salary Expenditure	-	-
	Total Expenditure	\$1,756,140.99	\$1,744,578.49
	Total Budget Variance	-	-

Goods and Services Expenditure

Budget vs Actual





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 CORE VALUES

Respect

Responsibility

Pride

Perseverance



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