
**TOM PRICE
SENIOR HIGH SCHOOL**



Respect Integrity Personal Best

**Annual Report
2018**

A School of Excellence and Opportunity

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Our Vision

Our vision is to inspire students to embrace their diversity and be passionate about their learning in order to achieve their personal best.

School Context

ICSEA (<i>Index of Community Socio-Educational Advantage</i>)	916.00	(9th Percentile)
Student Transiency	29.70%	(8th Percentile)

Student Profile

FT Student Numbers	307	
Students with a disability ~ identified by SCF(M)	7	(2.3%)
ATSI Students	76	(24.8%)
Repeating Year 11 Students	0	

Above figures are based upon Semester 1, 2018 information.

Our Values

Respect

Having regard for yourself and others, lawful and just authority and diversity within the school and wider community and accepting the right of others to different or opposing views.

Integrity

Being consistently honest and trustworthy.

Personal Best

Striving for the highest personal achievement in all aspects of schooling and individual and community action.

Message from the Principal: Andrew Jack

Welcome to our school's 2018 Annual Report. I use this opportunity to thank all members of the Tom Price, Paraburdoo and Wakathuni communities for their support to Tom Price SHS throughout 2018. In particular, I thank those community members who gave of their time to serve on one of two important community groups that serve a vital role in the ongoing functioning and operations of the school. The School Board has a governance role with the school and the dedicated members of the Board work together with the school to ensure that our school provides the best educational opportunities for our students. The school's P&C has a different but important role through its support and assistance in resource provision to value add to those that the school provides for the students.

Student and school improvement occurred in both Year 7 and Year 9 NAPLAN with many Year 9 students achieving literacy and numeracy levels to be exempt from sitting the Online Literacy and Numeracy Assessments (OLNA). The school's Year 12 results were solid with an increase to 90% WACE achievement rate, however a drop in our Attainment rate to 76%. The school will continue to offer a number of ATAR and General courses to meet the needs of student aspirations and acknowledge the additional support now available to students studying SIDE courses.

Throughout 2018 the school participated in a range valued partnerships to enhance student learning. The school is very grateful for the support it received from many organisations both within and outside the local community. The school's highly successful VET program is ably supported by Registered Training Organisations (RTO's) and a range of local businesses who willingly support our students as host employers. The school's partnership with the University of Western Australia through its Aspire UWA program has been invaluable in its support for students to aspire to university studies. In 2018 the school's Follow the Dream program, in partnership with the Polly Farmer Foundation in Perth was instrumental in improving academic outcomes for Aboriginal students as well as positively impacting on Aboriginal student school attendance which was again higher than the WA public school attendance rate for Aboriginal students. The school's Cadet Unit completed another successful year with the support of Cadets WA and the local emergency service organisations. The Cadet Unit has again won state awards; winning the DFES 'Host School of the Year Award', Year 12 Callum O'Connell winning the DFES Cadet of the Year Award and Jack Dawson the St John Youth Volunteer Award – fabulous recognition of this outstanding Cadet Unit.

Tom Price SHS students and staff had two fabulous performances of 'Charlie and the Chocolate Factory' in Tom Price and for the first time a performance in Paraburdoo that was also very well attended. The student actors were absolutely amazing - tremendous congratulations to Georgie Perrott, Andrea Tapera, Caitlin Brotchie and Michelle Simpson for their roles as Director, Stage Manager and Catering. The students both acting, stage and lighting were all fabulous and to be commended.

Tom Price SHS also held an Open Afternoon to highlight the many and varied components of the school. Thank you to the students, parents, both current and prospective who took the opportunity to meet staff, participate in activities and view student work and school facilities.

It is with great pleasure that I present to you the 2018 Annual Report. Due to the hard work and dedication by the school's staff, all students were presented with a range of academic and nonacademic experiences with outcomes that have been presented to you in both tabular form and photos. I hope that you enjoy reading our 2018 Annual Report.



Message from School the Board Chair: Peter Foster

Tom Price Senior High School (SHS) has had another successful year as an Independent Public School. During this very busy year the School Board has been closely involved in responding to the needs of students and continuing to build on our strong involvement with the community and building strong relationships with school partners such as Rio Tinto and local Emergency Services.

I am pleased to take this opportunity to report on the activities of the Board over the past twelve months in its support of the school. Staff and students have had a very busy year working hard to achieve goals set in our 2018-2021 Business Plan. The School Board has also been busy, meeting regularly to discuss relevant issues within the broader school community.

During the year, the School Board:

- Monitored the progress of the school's Business Plan.
- Endorsed and regularly reviewed the annual budget.
- Endorsed the Annual Report.
- Approved fees, charges, contributions and items of personal use.
- Regularly reviewed student performance data including NAPLAN and OLNA.
- Endorsed school planning documents and participated in reviews of school self-assessment.
- Regularly discussed issues including attendance, student behaviours, overall school performance, retaining students to complete Year 12, retention and attraction of qualified school staff, with some Board members participating in Attendance Advisory Panels.
- Regularly encourage other members of the community to become involved in the governance of the school.
- Participated in end of year presentations and graduation ceremonies.



The School Board is very excited about the new program being launched for students in 2019, the Pilbara "Centre of Resources Excellence" (CoRE) program, a specialist STEM course which will equip students with a range of skills including leadership, teamwork, innovative thinking and relevant workplace skills with links to Curtin University and WA School of Mines and Industry.

On behalf of the School Board, I would like to congratulate the graduating Year 12 students of 2018 on their solid results across many learning areas. You should be very proud of your efforts.

Special mention to our award-winning Tom Price Senior High School Emergency Service Cadet Unit, who have had another amazing year being active and volunteering across our communities. It was a pleasure to attend your 2018 graduation ceremony and share in the many successes.

I would like to acknowledge the hard work and dedication of our Principal, Andrew Jack, our Deputies Ray McMillan and Nicole Kelly, Heads of Learning Areas, all teaching and non-teaching staff including our administrative support team led by Manager, Corporate Services, Barb O'Neill.

Thank you also to my fellow Board members for their support, enthusiasm and contribution throughout 2018. We all share a passion for our High School and as part of the school community, we will continue work together to further the growth and development of the school and its students.

I hope that you share and enjoy the school successes shared in our Annual Report for 2018.



Behaviour and Attendance

Behaviour Summary ~ Overall:

- 79 days decrease in number of days suspended from 2017.
- 3% decrease in number of individual students suspended from 2017.

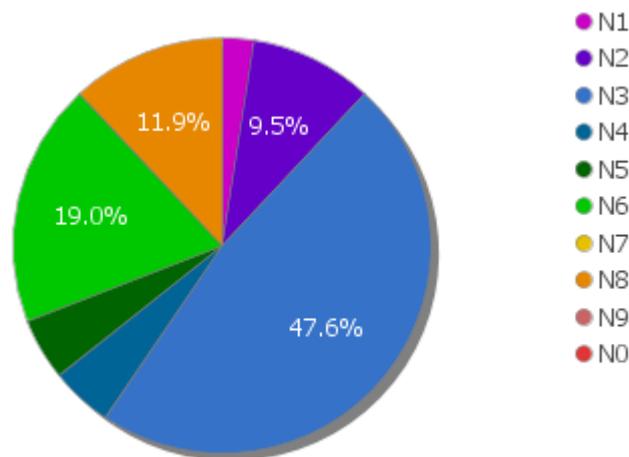
Overview

Students Suspended	Unique Enrolments	% Students Suspended	Total Number of Suspensions	Total Days Suspended	Average Days Suspended
33	353	9.3	42	123.0	2.9

Number and percentage of suspensions by suspension category

Code	Suspension Category	Number	%
N1	Physical aggression toward staff	1	2.4%
N2	Abuse, threats, harassment or intimidation of staff	4	9.5%
N3	Physical aggression toward students	20	47.6%
N4	Abuse, threats, harassment or intimidation of students	2	4.8%
N5	Damage to or theft of property	2	4.8%
N6	Violation of Code of Conduct or school/classroom rules	8	19.0%
N7	Possession, use or supply of substances with restricted sale	0	0.0%
N8	Possession, use or supply of illegal substance(s) or objects	5	11.9%
N9	Negative behaviour - other	0	0.0%
N0	<i>E-breaches</i>	0	0.0%

The new code *N0 E-breaches* was introduced into Department of Education systems during Term 4 2018.



Analysis

- Longitudinal analysis of individual suspensions indicates that a significant proportion of students suspended are for physical aggression towards students. This is the second consecutive year that N3 has been significantly higher than other causes of suspension.
- Total number of students suspended, percentage of students suspended, and total number of suspensions were the lowest they have been since 2015.

Behaviour Focus for 2019

- The continual introduction of Positive Behaviour Support (PBS) for students will further impact on the improved behaviour of students.
- Introducing a Social and Emotional Wellbeing course into the school, with a focus on aggression and how to manage it, will have an impact on the physical aggression towards students.

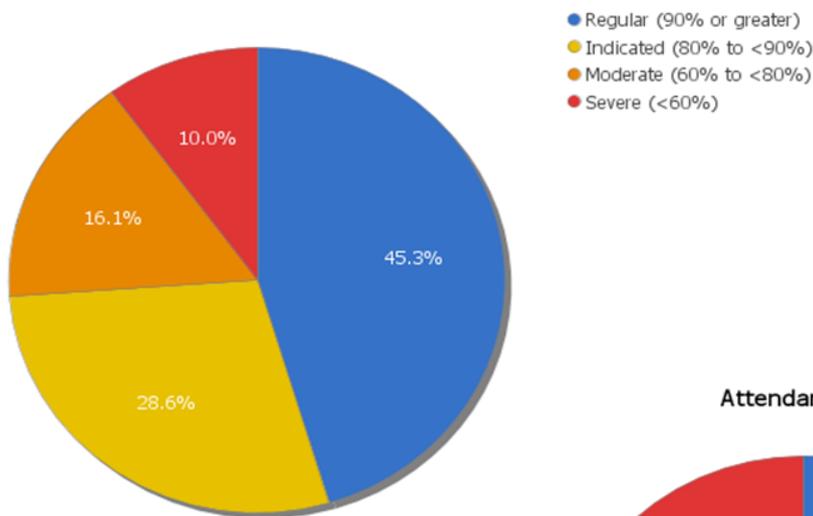
Attendance Summary

- 1.6% decrease in attendance from 2017.
- 4.5% decrease in Regular Attendance (90% or more) from 2017.
- 4.6% increase in Unauthorised Absences

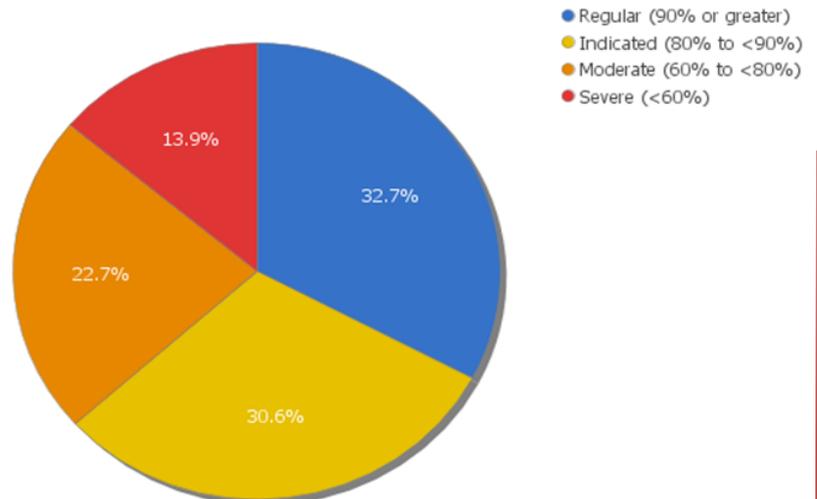
Table 1: Attendance and Absence Type by Collection Period for TOM PRICE SENIOR HIGH SCHOOL

Collection Period	2014 Semester 1	2015 Semester 1	2016 Semester 1	2017 Semester 1	2018 Semester 1
Attendance Rate	85.7%	86.9%	87.5%	84.8%	83.2%
Regular Attendance	48.0%	49.5%	52.6%	49.8%	45.3%
Authorised Absence	75.3%	90.6%	62.3%	53.2%	48.6%
Unauthorised Absence	24.7%	9.4%	37.7%	46.8%	51.4%

Attendance Profile 2018 Semester 1



Attendance Profile 2018 Semester 2



Analysis

- Longitudinal analysis indicates a continual decline in overall attendance rate for the second consecutive year.
- Regular attendance was the lowest it has been since 2013.
- Unauthorised absences, particularly unexplained absences, continues to increase.

Attendance Focus for 2019:

- Improve Regular Attendance for Semester One to 50% or higher.
- Consistently remind parents to explain absences.
- Regularly meet with Pilbara Attendance Coordinator – Karijini Network to develop strategies to improve attendance.

Student Services

In 2018 the House Point System was a focus point for Student Services, having re-structured it the year before. Students at the school are acknowledged every time they display one of the school values of Personal Best, Integrity and Respect with a House Point. The points then go into multiple draws from which the students can win a host of prizes, both individually and for their House.

There are three levels of prizes drawn regularly throughout the year, the last of which is the Mega Draw which is drawn at the end of the school year. Lucas Air won an Apple Watch whilst Alisha Church won accommodation at the Karijini Eco Retreat after their tickets were drawn out of over 4000 entries in the draw.

The school is also continuing its successful attendance reward program, acknowledging students for either their high attendance or improved attendance, with the major prize being an Apple iPad at the end of the year. Local businesses and community organisations donated over \$2000 in prizes in an effort to support the education of positive behaviour.

The annual combined schools ANZAC Day service was again hosted by Tom Price SHS in 2018. It was held at the Tom Price War Memorial and had students from Tom Price PS, North Tom Price PS and Nintirri Day Care Centre attend. The service was attended by over 500 community members, including Federal Member for Durack Melissa Price MP, students, members of local volunteer services, Rio Tinto and the Shire of Ashburton. Student representatives from each school spoke at the ceremony and laid wreaths.

On Friday 16 March, Tom Price Senior High School participated in the National Day of Action against Bullying and Violence along with more than 4000 schools nationwide. The students received a pocket card that provided them with apps, websites and phone numbers that they could use to support them when they are feeling bullied. The reverse side of the card listed a number of strategies that the students could use to counter bullying. Throughout the day the Student Council asked all students to sign a Pledge where they acknowledged that they would not participate in bullying or violence in order to create a safe environment for everyone. This Pledge is now displayed in the library as a reminder that Tom Price SHS is a bully-free zone. The school also committed to support the Tom Price Youth Centre's "Stand Up Against Bullying." The signs for this are now displayed in the school and around the community with a hotline that students can ring if they feel they are being bullied.

Finally, Student Services continue to work with individual students and small groups to support their emotional and social wellbeing. Teen Mental Health First Aid was delivered to the Year 12's in Term Four.

Focus for 2019

- Advance the implementation of Positive Behaviour Support to include the explicit teaching of positive behaviours.
- Continue to deliver Teen Mental Health First Aid to Year 12's and then also Year 8's.
- Introduce a whole-school Social and Emotional Wellbeing program.
- Create specific roles for teaching staff to support the Student Council and House Captains.
- Increase number of school visits by Year 7's to Primary Schools as part of Year 6 Transition to Secondary school



Lower School Achievement

We compare our results with Like Schools across WA tested in the areas of Literacy and Numeracy. Staff analysed data to highlight key areas of need within cohorts, classes and for individual students.

Year 7 and 9 NAPLAN Overview (Literacy)

Year 7 showed a decrease in the number of students in the 'Bottom 20%' of achievement in all areas excluding Writing. We also saw a significant decrease in the number of students in the top 20% in all areas other than Reading.

Year 9, where we saw slight changes in the number of students in the top 20%, except for Writing where we saw a 7% increase. All areas saw an increase in the number of students in the bottom 20%, except for Reading which saw a 7% decrease.

WA Public Schools	Year 7 Grammar & Punctuation					
	Tom Price SHS			Like Schools		
	2016	2017	2018	2016	2017	2018
Top 20%	8%	20%	12%	8%	12%	10%
Middle 60%	69%	57%	70%	62%	61%	59%
Bottom 20%	23%	22%	18%	30%	27%	31%

WA Public Schools	Year 7 Reading					
	Tom Price SHS			Like Schools		
	2016	2017	2018	2016	2017	2018
Top 20%	16%	9%	10%	9%	12%	9%
Middle 60%	61%	60%	61%	56%	61%	60%
Bottom 20%	23%	32%	29%	35%	26%	31%

WA Public Schools	Year 7 Spelling					
	Tom Price SHS			Like Schools		
	2016	2017	2018	2016	2017	2018
Top 20%	9%	12%	5%	11%	12%	9%
Middle 60%	75%	24%	74%	61%	64%	61%
Bottom 20%	16%	24%	21%	27%	24%	30%

WA Public Schools	Year 7 Writing					
	Tom Price SHS			Like Schools		
	2016	2017	2018	2016	2017	2018
Top 20%	20%	27%	13%	11%	12%	11%
Middle 60%	64%	54%	66%	60%	62%	56%
Bottom 20%	16%	19%	21%	29%	26%	33%

WA Public Schools	Year 9 Grammar & Punctuation					
	Tom Price SHS			Like Schools		
	2016	2017	2018	2016	2017	2018
Top 20%	12%	7%	6%	12%	15%	10%
Middle 60%	62%	67%	61%	58%	57%	57%
Bottom 20%	26%	26%	33%	30%	28%	33%

WA Public Schools	Year 9 Reading					
	Tom Price SHS			Like Schools		
	2016	2017	2018	2016	2017	2018
Top 20%	2%	9%	7%	10%	13%	9%
Middle 60%	65%	57%	65%	60%	57%	60%
Bottom 20%	33%	34%	27%	30%	30%	30%

WA Public Schools	Year 9 Spelling					
	Tom Price SHS			Like Schools		
	2016	2017	2018	2016	2017	2018
Top 20%	14%	4%	4%	11%	14%	12%
Middle 60%	60%	67%	66%	57%	60%	58%
Bottom 20%	26%	28%	30%	32%	26%	30%

WA Public Schools	Year 9 Writing					
	Tom Price SHS			Like Schools		
	2016	2017	2018	2016	2017	2018
Top 20%	14%	2%	9%	12%	12%	12%
Middle 60%	76%	67%	60%	57%	60%	51%
Bottom 20%	10%	30%	31%	31%	29%	37%

WA Public Schools	Year 7 Numeracy					
	Tom Price SHS			Like Schools		
	2016	2017	2018	2016	2017	2018
Top 20%	7%	8%	7%	6%	10%	9%
Middle 60%	74%	58%	71%	60%	60%	58%
Bottom 20%	20%	33%	22%	34%	30%	33%

WA Public Schools	Year 9 Numeracy					
	Tom Price SHS			Like Schools		
	2016	2017	2018	2016	2017	2018
Top 20%	6%	4%	2%	7%	8%	8%
Middle 60%	69%	62%	57%	59%	62%	56%
Bottom 20%	25%	32%	42%	34%	29%	36%

Lower School Achievement

Year 7 and 9 NAPLAN Overview (Numeracy)

Year 7 showed little change in the number of students in the top 20%, but a significant decrease in the number of student in the bottom 20%.

Year 9 showed a small decrease in the number of students in the top 20%, but a 10% increase in the number of students in the bottom 20% of achievement.

		Performance							
		Year 7				Year 9			
		2015	2016	2017	2018	2015	2016	2017	2018
Numeracy	Score	0.6	0.5	-1.4	0.6	0.6	1.4	0.1	0.0
	Students	(58)	(61)	(48)	(55)	(49)	(48)	(47)	(53)
Grammar & Punctuation	Score	-0.3	0.5	1.1	0.0	0.3	1.0	0	0.5
	Students	(59)	(64)	(49)	(59)	(48)	(50)	(46)	(55)
Reading	Score	0.3	1.2	0.1	1.3	-0.6	0.6	-0.2	0.7
	Students	(59)	(62)	(47)	(61)	(49)	(49)	(47)	(55)
Spelling	Score	-1.7	0.2	-0.5	-0.3	1.0	0.8	1.4	0.2
	Students	(59)	(64)	(49)	(57)	(47)	(50)	(46)	(54)
Writing	Score	0.5	1.4	1.6	1.1	0.4	0.8	0.2	0.4
	Students	(59)	(64)	(48)	(57)	(47)	(50)	(46)	(54)

1	Above Expected: More than one standard deviation above the predicted school mean.
2	Expected: Within one standard deviation or the predicted school mean.
3	Below Expected: More than one standard deviation below the predicted school mean.
	If blank, then no data available or number of students is less than six.

(...) Number of students who sat each test in both cohorts is bracketed and in italics.

Comment / Observation

- Year 7 cohort showed above predicted mean performance in Reading and Writing, with Grammar & Punctuation slipping to be at predicted mean.
- Numeracy showed good improvement in 2018 to return to the predicted mean.
- Year 9 cohort showed positive results with all areas at the expected performance.
- Whole school professional learning in 'Tactical Teaching' in 2018 has resulted in improvement for Reading and Writing.
- A number of students who achieved below the predicted mean came from schools outside the Ashburton Schools Alliance (ASA), where the intervention strategies were unknown.
- Student performance data is collected across all learning areas and is used to analyse programs and plan intervention strategies at three levels: Student / Class, Year Level, Whole School.

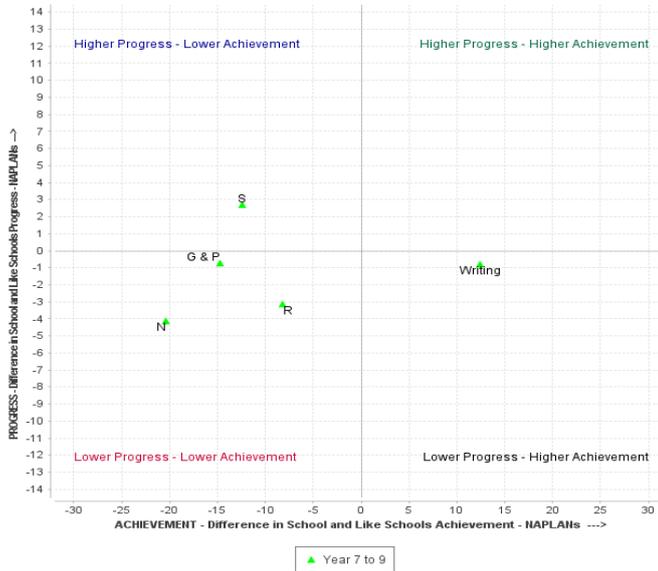
Focus

- Focus on maintaining the positive trend for Year 9 students.
- Increase the proportion of students showing an improvement in both Progress and Achievement across all five areas of testing.
- Through case management and targeted intervention strategies, focus on improving the results of both the Year 7 and Year 9 students.
- Continue to build skills in the use of the devices, which students will be using when they complete their NAPLAN testing online for the first time in 2019 (different cohorts from 2018).
- Whole school Literacy strategies to be further developed and continued in 2019, with new staff being trained. A whole school Numeracy plan to be further developed and adopted by all Learning Areas.
- All staff within the school to analyse individual data more closely for the students in their classes to best support student development and optimise achievement.

Lower School Achievement

The graphs show achievement and progress for Year 9 students between Year 7 results and Year 9 results across the two year period. The graphs below shows the comparison of Tom Price SHS with Like Schools and Australian schools. Left of the chart is low achievement and right of the chart is high achievement; below the line is low progress and above the line is high progress.

Student Progress and Achievement Compared with Like Schools
NAPLAN Year 7 2016 to Year 9 2018



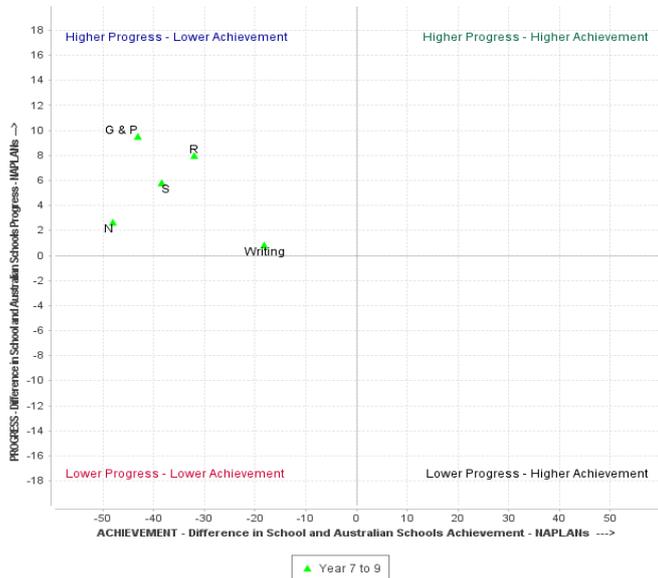
Our school aims to have all results in the top right quadrant showing high achievement and high progress for each cohort.

- The comparison of Tom Price SHS result against Australian school results in Grammar and Punctuation, Spelling and Reading indicates some good progress has been made over the two-year period, however achievement has been limited.
- Our comparative performance was below standard compared to the previous two year cycle.

Focus for 2019

- Case Management of the Year 7 and 8 students.
- Focus on differentiation of lessons / curriculum to meet specific student needs.
- Case Management of students of Year 8 and Year 9 in Year 7 NAPLAN who were at Band 6/7 and / or with a B grade.
- Implementation of Whole School Numeracy Plan which includes the adopted explicit teaching model.
- Review and utilisation of Whole School Literacy Plan which includes the adopted explicit teaching model and use of reading & comprehension strategies.
- Maintain Literacy Committee – update Literacy Booklet, provide and receive feedback to staff at Learning Area Meeting's and staff meetings.
- Strengthen data analysis skill and knowledge levels for all teaching staff.
- Strengthening of Individual and Group Education Plans to assist at-risk students.

Student Progress and Achievement Compared with Australian Schools
NAPLAN Year 7 2016 to Year 9 2018



Senior School Achievement

Year 12

	Eligible Year 12 Students	Number acquiring an ATAR	VET – Number of Students	VET – Number of students completing a Cert II or higher
2016	29	11 ~ 38%	18 ~ 62%	16 ~ 55%
2017	25	7 ~ 20%	27 ~ 77%	20 ~ 74%
2018	34	8 ~ 24%	24 ~ 71%	25 ~ 86%

WACE

	Eligible Year 12 Students	Percentage achieving WACE ~ <i>Tom Price SHS</i>	Percentage achieving WACE ~ <i>Like Schools</i>	Percentage achieving WACE ~ <i>State</i>
2016	29	90%	79%	91%
2017	25	84%	84%	88%
2018	29	90%	76%	89%

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+
2016	11	2	18%
2017	7	0	0%
2018	9	0	0%

RESULTS ~ Year 12

The percentage of students achieving WACE was very pleasing and is within with the state average and predictions in regards to WACE achievement due to OLNA requirements.

90% of students achieved attainment (ATAR of 55+ or Certificate II) and school destination data indicates students were accepted in to University courses or are engaged in further training and/or work opportunities.

Partnerships with Universities, Registered Training Organisations and employers continue to be developed and this has resulted in a number of successful outcomes for students. Course selection processes continued to be monitored following the analysis of Senior School results. This will form the basis for more accurate recommendations for student pathways as well as the development of programs which encourage personal best.

A growing use of Connect by parents/guardians, also keeps parents better informed about their child's progress and achievement, separate to formal reporting periods.



Vocational Education and Training (VET)

Workplace Learning

Tom Price Senior High School (SHS) offers a range of opportunities for work experience in both Tom Price and Paraburdoo. The school has a large number of businesses participating in the Tom Price SHS Authority Developed Workplace Learning (ADWPL) program. This wide industry support gives students an excellent opportunity to develop their on-the-job skills and career options. Thank you to all the local businesses that accommodated students in 2018 for your continued support of the Tom Price SHS Workplace Learning program.



General VET

The school had a very successful year in 2018 with a total of 21 students achieved a minimum of one, and in some cases two, full Certificate II qualifications. These students were from both Vocational and ATAR pathways.

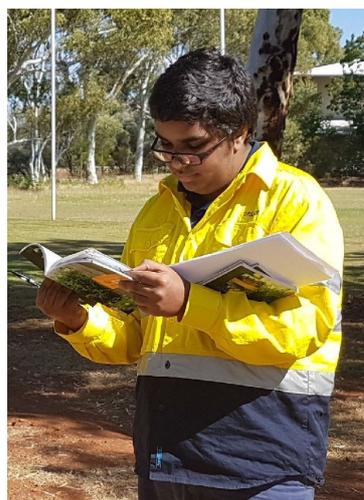
Tom Price SHS formed partnerships in both a profile and auspice arrangement with a number of nationally recognised registered training organisations including YMCA, Tubal, One Tree and North Regional TAFE.

Combining school work and on the job training 12 students commenced their school based traineeship in Hospitality, Construction and Business with Sodexo, Tom Price and Paraburdoo, and Early Childhood Education and Care at Little Gecko's Childcare in Tom Price, One Tree Childcare in Paraburdoo as well as Paraburdoo Primary School, and Customer Service at Nintirri. This is the highest number of School Based Traineeships for many years at TPSHS.

In 2018 Tom Price SHS students were successful in completing the following Certificate courses:

- Certificate II in Skills for Work and Vocational Pathways
- Certificate II in Engineering Pathways
- Certificate II in Sports and Recreation
- Certificate II in Sports Coaching
- Certificate II in Horticulture
- Certificate II in Hospitality

Supported by the school's workplace learning program, all Year 11 students enrolled in a Certificate II qualification, had the opportunity to complete a block of workplace learning in a field related to their Certificate studies.



Tom Price Enrichment Centre

(Garnjurri Mirnumurri Ngurr-unga – Children’s Learning Place)

The Tom Price Enrichment Centre is the home of the Follow the Dream Partnerships for Success (FTDPFS) program, which is an innovative education project that began operation in Tom Price in 2002. This project is a joint initiative of the Department of Education of Western Australia, the Graham (Polly) Farmer Foundation, Tom Price SHS, Rio Tinto, Gumala Aboriginal Corporation and the Aboriginal communities of Tom Price. The project is designed to provide educational support to aspiring Aboriginal and Torres Strait Islander students so they can succeed in their education, with the aim of progressing to further education or gaining employment.

In 2018, four Year 12 students in the Follow the Dream Partnerships for Success program provided powerful role models to their fellow Aboriginal and Torres Strait Islander students at Tom Price SHS. All four students met full WACE requirements, completed a full Certificate II or III course, and achieved an array of awards and recognition throughout 2018. Andrea Tapera was one of these Year 12 students, and was the Head Girl of Tom Price Senior High School in 2018 and a member of the student council.

Students involved in the program must show a positive approach to their education, have regular attendance at school, and be a positive role model to their peers and their wider community. In 2018, a total of 38 students were involved in the Enrichment Centre program with 66% of the students having an attendance rate of over 80% at Tom Price Senior High School. For comparison, the Western Australian state secondary school attendance rate of over 80% for Indigenous students was 48% in 2018. Average attendance of Tom Price Enrichment Centre students at Tom Price SHS was 81.1% in 2018. For comparison, the Western Australian state average secondary school attendance for Indigenous students was 66.0% in 2018, and Indigenous students from ‘like schools’ was 66.9% in 2018



Highlights

Compact Signing Event and Welcome BBQ – The Tom Price Enrichment Centre Compact Signing Event held in February 2018 was attended by over 45 students, family members, and program partners. It is an important event in solidifying students, parents, and program partner’s commitment to the Follow the Dream Partnerships for Success program, and an event which is well supported by all stakeholders.

TPEC Year 7 Karijini Camp – Year 7 students from the TPEC program took part in an amazing cultural, educational, and team building camp. The group stayed at the Karijini Eco Retreat and took part in a number of great activities, including bush walks, gorge walks, astronomy activities, and team building games. We were guided around the greater Tom Price area and Karijini National Park by Eastern Guruma Elder Wayne Stevens. We all appreciated Wayne sharing his knowledge of the land, plants, animals, night sky, and his culture as we travelled around.

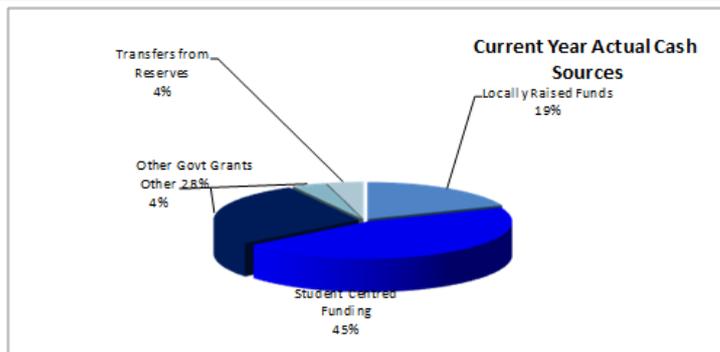
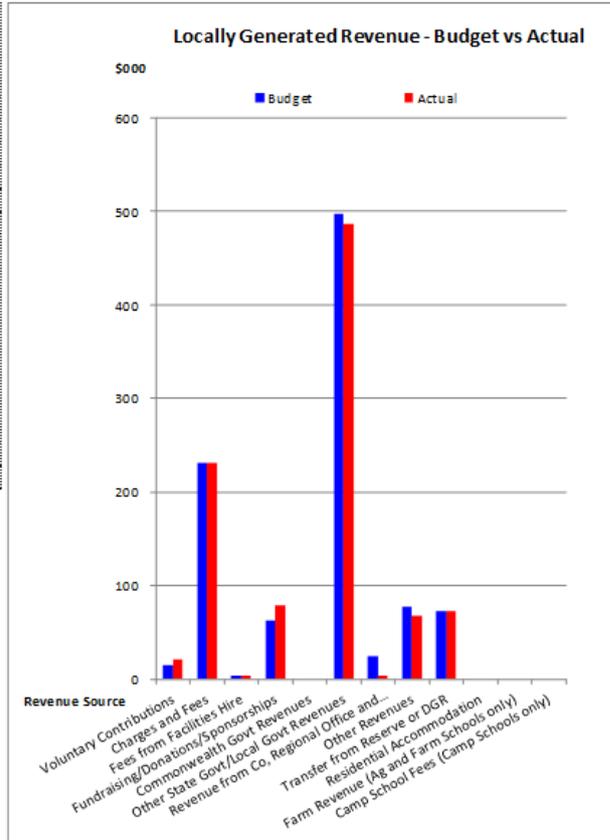
TPEC Ningaloo Adventure Camp – Students had the opportunity to experience something completely different, travelling to the Ningaloo Coast for an educational, cultural, and recreational camp. Students took part in a week long camp exploring Carnarvon, Exmouth, and the Cape Range National Park. One of the great parts of the camp was the work the students did with Rio Tinto Dampier Salt operations at Lake MacLeod. Students from Tom Price and Carnarvon Follow the Dream programs combined and were taken on a tour of the operation, learning about the various stages of the salt production process, as well as the many other job roles that they have on site. Other activities on the camp included a visit and cook-up with Carnarvon Follow the Dream program, Carnarvon Space & Technology Museum, and snorkeling in Exmouth.



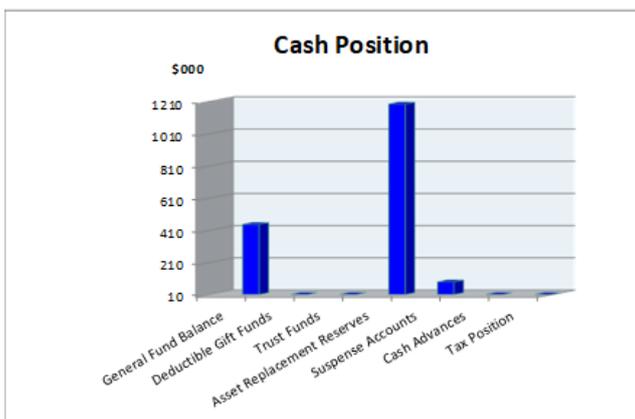
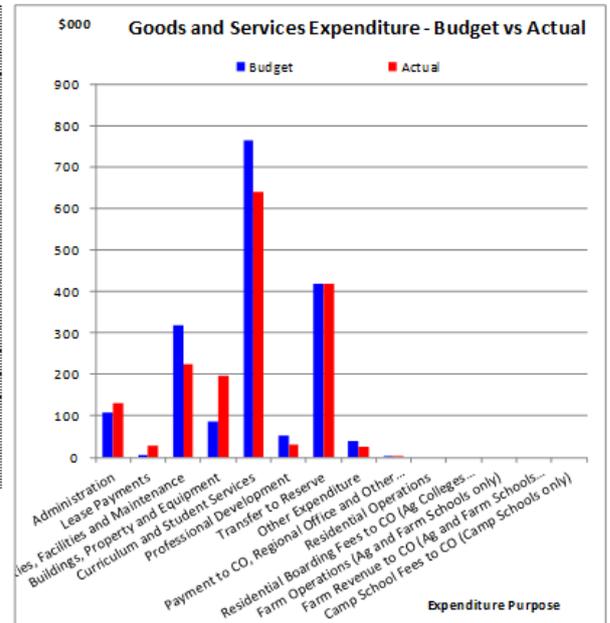


Tom Price Senior High School Financial Summary as at 25 January 2019

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 15,000.00	\$ 20,774.88
2 Charges and Fees	\$ 231,604.34	\$ 231,498.63
3 Fees from Facilities Hire	\$ 4,000.00	\$ 3,410.46
4 Fundraising/Donations/Sponsorships	\$ 62,868.36	\$ 79,198.28
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ 497,027.50	\$ 486,793.05
7 Revenue from Co, Regional Office and Other Schools	\$ 25,000.00	\$ 3,747.79
8 Other Revenues	\$ 77,607.70	\$ 67,267.61
9 Transfer from Reserve or DGR	\$ 72,999.00	\$ 72,999.00
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 986,106.90	\$ 965,689.70
Opening Balance	\$ 371,150.80	\$ 371,150.80
Student Centred Funding	\$ 730,113.62	\$ 800,754.03
Total Cash Funds Available	\$ 2,087,371.32	\$ 2,137,594.53
Total Salary Allocation	\$ 5,073,411.00	\$ 5,073,411.00
Total Funds Available	\$ 7,160,782.32	\$ 7,211,005.53



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 107,703.39	\$ 130,813.59
2 Lease Payments	\$ 6,500.00	\$ 27,855.96
3 Utilities, Facilities and Maintenance	\$ 319,020.00	\$ 225,606.81
4 Buildings, Property and Equipment	\$ 86,749.00	\$ 197,427.70
5 Curriculum and Student Services	\$ 764,676.91	\$ 638,520.32
6 Professional Development	\$ 52,000.00	\$ 29,557.67
7 Transfer to Reserve	\$ 418,195.00	\$ 418,195.00
8 Other Expenditure	\$ 39,163.54	\$ 24,317.65
9 Payment to CO, Regional Office and Other Schools	\$ 42.00	\$ 151.25
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	\$ 1,794,049.84	\$ 1,692,445.95
Total Forecast Salary Expenditure	\$ 4,552,816.00	\$ 4,552,816.00
Total Expenditure	\$ 6,346,865.84	\$ 6,245,261.95
Cash Budget Variance	\$ 293,321.48	



Cash Position as at:	
Bank Balance	\$ 1,687,910.38
Made up of:	\$ -
1 General Fund Balance	\$ 445,148.58
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 1,193,216.66
5 Suspense Accounts	\$ 87,824.64
6 Cash Advances	\$ 100.00
7 Tax Position	\$ 38,179.50
Total Bank Balance	\$ 1,687,910.38

Highlights

Try-A-Trade

Eleven students from Year 9 and 10 recently participated in a three-day Construction 'Try a Trade' facilitated by North Regional TAFE. Students had to prepare the project, a raised vegetable bed for the school's garden. It was a packed three days for the participants with three trades introduced - Carpentry, Painting and Plastering. Students were split into two groups and a new team leader appointed at every break to simulate an order of responsibility and the challenges in not only following certain "styles" of leadership but also overseeing others in order to keep the job "ticking" along to complete it on time.

National Day of Action Against Bullying and Violence

On Friday March 16th Tom Price Senior High School participated in the National Day of Action against Bullying and Violence along with more than 4000 schools nationwide all standing united and calling for a future where bullying has no place.

Students received a pocket card that provided them with apps, websites and phone numbers that they could use to support them when they are feeling bullied. The reverse side of the card listed a number of strategies that the students could use to counter bullying. Throughout the day students signed a Pledge where they acknowledged that they would not participate in bullying or violence in order to create a safe environment for everyone. This Pledge is hung up in the school library as a reminder that Tom Price SHS is a bully-free zone.

Year 7 Camp

The Year 7's started the year off in the best way possible - by going to Coral Bay for Year 7 camp. It was jam packed with fun adventures and everyone had an opportunity to snorkel at the cleaning station and to see reef sharks, turtles and a variety of colourful fish. Other experiences included glass bottom boats, shopping at the local shops, eating delicious treats from the bakery, fun night games, drift snorkelling and a marine interaction tour. Fraser, the local marine biologist visited to talk about the AMAZING Ningaloo Reef and the wide variety of fish and how important they are to the reef.



School Ball

The 2018 Tom Price Senior High School Hollywood Ball was a great night for all in attendance. The Clem Thompson Sports Pavilion looked amazing, decorated with black and gold and Hollywood table settings. Everyone looked elegant in their gowns and dapper in their suits walking down the red carpet to the entrance of the Ball with many spectators there to wish them a great night. Thank you to the P&C and Tom Price SHS staff for making the night both fabulous and unforgettable!



Highlights

Drama Camp

18 of our Year 10, 11 and 12 Drama students combined with Rossmoyne Senior High School students visited local theatres, universities and to learn from Theatre practitioners in a variety of workshops. The students visited Crown Theatre to see 'Mamma Mia', and the State Theatre Centre to see 'The Events'. Before camp, each student from both schools was given a character, a backstory and a relationship with someone else, in preparation for a role-play. They then organised costumes and took part in a character 'speed-dating' exercise to allow them to meet the other characters before the night of the role-play. The roleplay was set in New Orleans during the Fort Lauderdale hurricane. Role-plays were very realistic and got quite heated at times, with much being learnt about improvisation and characterisation skills.



NAIDOC Week

On Wednesday the 18 July, Tom Price SHS celebrated NAIDOC Week. This year's theme was 'Because of Her We Can' and TPSHS students were very fortunate to have local community members visit and speak about the strong women who played influential roles in their lives and the importance of acknowledging and honouring the sacrifices and contributions women have made for their families and the wider community. The day officially began with a Welcome to Country and Smoking Ceremony performed by Eastern Guruma Elder Wayne Stevens. Students then participated in a variety of activities



where they had the opportunity to further touch on Aboriginal culture, including making and cooking damper over hot coals. On behalf of Tom Price Senior High School, we would like to extend our appreciation and gratitude to all the members of the community who attended on the day and supported us leading up to the event.



Centre of Resources Excellence (CoRE)

Tom Price Senior High School is introducing an exciting program in 2019 – the Pilbara "Centre of Resources Excellence" (CoRE) commencing with Year 7 and 8 students. It is a program aligned to our Science curriculum and adapted from a program developed by Suzy Urbaniak, Level 3 Classroom teacher at Kent Street SHS, who won the 2016 Prime Ministers Prize for Secondary Science. It is very much a STEAM – Science, Technology, Engineering, Arts and Mathematics – based program that is student-centred and fosters critical and creative thinking, collaboration and capacity building. The very successful launch of our CORE program was held in November and followed by an information/workshop meeting.

Interest from students, staff and parents was very high with both cohorts having strong numbers to commence in 2019.

Highlights

Cadet Camp ~ Tasmania

Ten Cadets ranging from Years 8 to 12, and two instructors set out for Tasmania. After three planes flights over 13 hours of travelling, the cadets participated in many activities. This included mountain bike riding on Mount Wellington, walking and ghost tours through Port Arthur, canoeing, checking out wine glass bay from above, penguin tours, Tassie-Devil tours, zip lining, trekking through Cataract Gorge, indoor rock climbing, walking through dove lake, abseiling, and bungee jumping. The camp was an amazing experience for all involved, leaning about the history of Tasmania and participating in new and exciting experiences.



School Production

Once again, Tom Price SHS has put on an amazing school production. This year's production was "Charlie and the Chocolate Factory", showcasing our schools fabulous acting talents and set design. This year, there were two performances in Tom Price and the 'show went on the road' to Paraburadoo for a performance. All three nights of performances sold out, even in Paraburadoo. Each night brought its own challenges, like a wardrobe malfunction on the very first night. But despite these distractions, the team powered through and delivered a performance that will not be forgotten.



Year 11 Aspire Camp

10 Year 11 students attended the annual Year 11 Aspire UWA camp in Perth. Students were able to participate in a range of activities organised by current UWA students and staff that exposed the participants to the variety of courses on offer at university. They were also able to visit Woodside, BHP, Jackson McDonald and Draw History to speak with recent university graduates about their pathways, as well as exploring the types of work and opportunities in each industry. Tom Price SHS was joined on the camp by students from Karratha SHS, St Luke's College, Hedland SHS, Newman SHS and Roebourne DHS, providing a valuable networking opportunity for students to meet other university aspirants.

The Aspire UWA program is designed to encourage regionally based students to consider the opportunities that university education can provide.



Valedictory

The class of 2018 celebrated their Valedictory Ceremony on Friday 19 October, marking the end of their time at Tom Price Senior High School.

The ceremony was attended by fellow students, family members, local businesses and community representatives. The Award for Excellence in Vocational Education and Training, supported by Melissa Price MP, David Wirrpanda Foundation & Sodexo was presented to Jack Dawson. Donated by the Rio Tinto & Water2water, the award for Excellence in ATAR Studies was won by Teisha Walker.

Maxine O'Connell, Chair of the Parents and Citizens' Association said: "Our Valedictorians are a credit to not only Tom Price Senior High School, but also to their parents and the wider Tom Price and Paraburdoo communities. Our Valedictorians are a mature and caring group who extend those characteristics to all facets of their lives and into their communities. The businesses of Tom Price and Paraburdoo were extremely generous with their donations this year and we were delighted with the support from the community and parents."

Awards for achievement during the year were issued in both ATAR and Vocational areas. Congratulations to the following recipients of the 2018 Special Awards:

- Citizenship Award: *James Ferreira*
- Sportsmanship Award: *Ben Hamilton*
- Ashburton Aboriginal Corporation Most Improved Indigenous Student: *Tiarna Hansen*
- Gumala Aboriginal Corporation Most Outstanding Indigenous Student Award: *Andrea Tapera*
- ADF Long Tan Leadership & Teamwork Award: *Jack Dawson*
- Caltex Best All Rounder: *Teisha Walker*
- Excellence in ATAR Studies: *Teisha Walker*
- Excellence in Vocational Education & Training: *Jack Dawson*



Focus Areas ~ 2019

Areas for greater focus identified after the analysis of data from the 2018 school year are listed below.

Attendance

- Further refine communication to parents and staff.
- Greater communication and use of a reward system.
- Continued liaison with the PERO funded Network Attendance Coordinator (NAC).
- Increased use of the Attendance Advisory Panel (AAP).

Literacy

- Continuation of Whole School Literacy Plan and use of Literacy Strategies across all Learning Areas.
- Case management of identified students at risk of not achieving prescribed levels in NAPLAN or OLNA.
- Continued use of DoE NAPLAN Literacy Planner as a tool to improve student performance.
- Continue teacher moderation activities to improve understanding of the standards and accuracy of judgements ~ within and across year groups and with other schools.

Numeracy

- Processes to be initiated to establish a Whole School Numeracy Plan.
- Continued case management of students at risk of not achieving prescribed levels in NAPLAN or OLNA.
- All staff, other than those teachers of Mathematics, are to place an emphasis on the application of numeracy skills in the context of their learning area and to reinforce the application of the required numeracy skills.

WACE Achievement and Pathways

- Close liaison with parents to ensure students embark on a program of study which they have the proven capacity to succeed.
- Continue building and strengthening relationships with RTO's.

High Quality Teaching

- Line managers to more closely support, monitor and develop the capacity of each of their staff to improve the quality of their staff to improve the quality of their teaching.
- Increased number of staff to actively engage in peer classroom observation and feedback using agreed protocols.
- Focussed PL regarding case management to be conducted with teachers to improve their capacity to differentiate their lessons and the curriculum.
- With the refinement of the 'Whole School Literacy Plan', there will be a coordinated approach Tactical Teaching strategies to increase the quality of literacy practises by all teachers in their classrooms.
- Investigation of Explicit Instruction model as part of Fogarty Edvance program.

Effective Leadership

- School leaders to actively seek to engage and participate in school related PL.
- School leaders are to participate in coaching training opportunities either in Perth or the Pilbara.
- HoLA's to access PL in Classroom Observation and Feedback to lead a focus on high quality teaching.
- Commence Fogarty Edvance program, with the view to improve student outcomes.

Aboriginal Education

- Additional AIEO staffing allowing increased communication and engagement with parents / Aboriginal Corporations.
- Build upon the culture of continuous improvement and academic optimism for Aboriginal students.
- Refine the mechanism for a school-wide focus is established to monitor the progress of Aboriginal students.
- The GPFF / Follow the Dream program to continue.
- Continue current and create new partnerships that lead to Aboriginal School Based Trainee (ASBT) opportunities.
- The Aboriginal Biodiversity Conservation (ABC) initiative to be formally conducted in 2018

Glossary

An explanation of terms and acronyms used throughout the 2018 Annual Report

AAP	Attendance Advisory Panel
ABC	Aboriginal Biodiversity Conservation
ADWPL	Authority Designed Workplace Learning
AIEO	Aboriginal Islander Education Officer
AITSL	Australian Institute for Teaching and School Leadership
APST	Australian Professional Standards for Teachers
ASA	Ashburton Schools Alliance
ASBT	Aboriginal School Based Trainee
ATAR	Australian Tertiary Achievement Ranking
CMS	Classroom Management Strategies
Cohort	Reference to a specific group of students ~ Year Group
CoRE	Centre of Resource Excellence
DFES	Department of Fire and Emergency Services
DoE	Department of Education WA
ECU	Edith Cowan University
GPFF / FTD / PFS	Graham 'Polly' Farmer Foundation / Follow the Dream / Partnerships for Success
HASS	Humanities and Social Sciences
HoLA	Head of Learning Area
ICSEA	Index of Community Socio-Educational Advantage
ICT	Information Communications Technology
IEP	Individual Education Plan
IPL	Institute for Professional Learning
'Like Schools'	Schools grouped together for comparison nationally by ICSEA
NAC	Network Attendance Coordinator
NAPLAN	National Assessment Program, Literacy and Numeracy ~ ' <i>Band</i> ' Describes student achievement ~ Year 3 to 9 along a ten <i>band</i> scale
NMS	National Minimum Standard
NSOS	National School Opinion Survey
OLNA	Online Numeracy and Literacy Assessment
P&C	Parents and Citizens
PACE	Pilbara Alliance Collaboration in Education
PERO	Pilbara Education Regional Office
PL	Professional Learning
PLC	Professional Learning Community
RTO	Registered Training Organisation
SACP	School - Aboriginal Corporations Partnership
SBT	School Based Trainee
SCF(M)	Student Centred Funding (Model)
SCSA	Schools Curriculum and Standards Authority
SSEN-D	School of Special Educational Needs ~ Disability
SLT	School Leadership Team
SPICE	Science Teachers Enrichment Program through UWA
SSEP	Senior School Engagement Program
TAFE	Technical and Further Education
T&E	Technology and Enterprise
TPAL	Tom Price Active Learners
UWA	University of Western Australia
VET	Vocational Education and Training
WACE	Western Australian Certificate for Education

Valedictorians of 2018



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Respect Integrity Personal Best

A School of Excellence and Opportunity