

Annual Report 2019/2020



CHAMPION BAY
SENIOR HIGH SCHOOL



ENLIGHTEN

Champion Bay Senior High School

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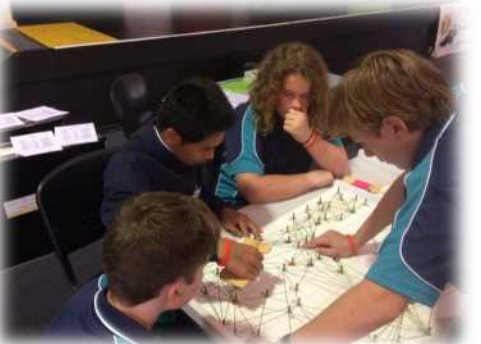
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In my speech to the Year Eleven students in 2020, I remarked that 2020 has been the strangest year that any of us have experienced. Who, in February, when we commenced school, could ever have anticipated the events of the year. In 1859, Charles Dickens wrote *A Tale of Two Cities* with the opening words, 'It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness...'

Dickens, of course, set his tale during the French Revolution, but perhaps no lines better sum up 2020.

When it first became evident that 2020 was going to be like no other, staff at Champion Bay Senior High School worked to ensure that families of essential workers who were still attending school were learning and that online platforms and work packages were available as required. This included staff working over the April holidays to ensure that the school was ready to operate as required and directed. Innovative online practice was developed and students are still able to 'stream' some lessons as required.

As we move into 2021, our school planning will be without the overlay of the NAPLAN data, as this system testing was cancelled in 2020 due to restrictions in place. What we have, however, is OLNA data for the Year 9 students, as the school made the decision to complete this online assessment.

I would like to take this opportunity to thank both the members of the School Board and the P&C for their continued support of the school during this year. While face to face meetings were certainly fewer, the levels of technology used to maintain communication grew as the first semester drew on.

At the conclusion of 2020, Champion Bay Senior High School was ready to embark on the final phase of the journey to a comprehensive Years 7-12 school. This annual report provides families and community members with an overview of the school and the areas of performance in 2020. The report also outlines the outcomes of the school's first (as Champion Bay Senior High School) strategic plan, the 2018-2020 Business Plan.

As you read this report, you will be aware that it does contain elements of 2019 reporting. No annual report was published in 2019 as a result of the directive that 2019 Annual Reports were not mandated. As 2019 was the first year of operation as Champion Bay Senior High School, I felt that it was important to recognise this. It is with pleasure that I present the 2020 School report for Champion Bay Senior High School.

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Champion Bay Senior High School empowers students to choose positive pathways.

EY

Realising our vision requires the engagement and involvement of all key stakeholders in our learning community: our students, our staff—both teaching and non teaching, our families and our wider community. Each group has an important role in our journey and we will continue to work together to further the sense of belonging and connection that strong relationships bring. Our place in the town, region and the networks that we build nationally and internationally provides our learners with opportunities to develop to their full potential.

W A W E A L E A S A C Y

Our school community is committed to:

- es ect:** Self, Others, Environment, Manners and Courtesy
- As e:** Set Goals, Be Your Best, Strive and Achieve
- es e ce:** Perseverance, Coping, Bounce Back and Self Worth

ES

When we plan, it is with the Department of Education's goals for all public schools as the base. These goals assist us to achieve our vision and guide our journey.

Our priorities are:

Success for all students: Attendance, Student Engagement, Academic

High quality teaching: Teacher Development

Effective leadership



AB C A BAY

Champion Bay Senior High School was officially opened on 26 February 2019 as an Independent Public School. We are committed to providing an environment dedicated to student learning and improved outcomes for our students. We are one of two comprehensive Government senior high schools in Geraldton providing strong public education opportunities in the town.

In 2019, the school provided outstanding learning opportunities for the first cohort of Year 10 students, who became the first Year 11 students in 2020. As I write, these students, are nearly two thirds of the way through Year 12.



The first steps along the pathway to become Champion Bay Senior High School involved a reflective process to articulate our considerable successes as John Willcock College. It would be difficult to find a public school more impacted by system change during the previous decade than the former John Willcock College, but our enormous strength and diversity as a community developed from this change.

Very early on during our road to Champion Bay Senior High School, the staff were clear that they wanted to retain the motto 'Enlighten'. This is almost a word perfect motto for a community that prides itself on being adaptive. Given that the word has three key meanings in the English language : *to instruct and inform; to be free from prejudice and bias; and to shed light on*, this word describes what we do at Champion Bay and is a roadmap for our daily conduct.

When creating a visual image for the school, we looked to the physical environment of the Midwest. The Champion Bay crest and uniform revealed to our community in 2018 after much community input have been influenced by the colours of the Midwest. We took the dark blue of the Indian Ocean beyond the Continental Shelf, added the teal of the shallower waters from the coast to the Abrolhos, the pristine white of the sands along the beaches and the pindan red from the Murchison.

At the same time, the elements of our crest include the Aboriginal symbol for star—those same lights that have lit the way for travellers since time began. The sails represent the historical element of visitors to this land—whether thousands of years past or since non Aboriginal travellers arrived. The sails also recognise contemporary Geraldton, known across the world as the home of some of the finest kite and wind surfing conditions.

The narrative here is the notion that a journey by sail—lit by the stars is undertaken by a sailor who is in control of their journey. Optimism, perseverance and confidence are characteristics of this person. These are strengths that we are building in our students on their learning journey.



A Welcome to Country is given by Ms Donna Ronan



*A Smoking Ceremony is undertaken by Mr Clint Hansen
(with kind permission from traditional owners)*

CA S

The Champion Bay Senior High School building project, commenced in 2017, was officially completed in 2020. After what seemed to be an eternity of living on a building site, soon revealed an amazing campus with an impressive road frontage, something that had not been in existence previously.

The new facilities at Champion Bay were designed to give students at the school an inspiring, inviting and aesthetically pleasing physical environment.

While Champion Bay Senior High School is so much more than its built environment, the functionality and design of the spaces are crucial to our operations. In particular, the public face that the school now presents along Highbury Street states our place in the educational history of Geraldton and celebrates our 'coming of age'.



Artists Penny Bovell, Simon Gauntlett and Margaret Dillon drew inspiration from Geraldton's weather—in keeping with the narrative of our name and crest, for a suite of artworks based on cloud types and meteorological elements. Entitled *"Beyond the Horizon"*, the artworks illustrate how weather affects us physically and emotionally.



Champion Bay Senior High School is officially opened by the Hon. Sue Ellery MLC Minister for Education and Training 26 February 2019

Celebration

Due to the processes and advice around COVID 19, many events were cancelled across 2020, but as a community, we did not let this impact on our commitment to teaching and learning and achieving the best outcomes for our students every day that they were at Champion Bay.

- Program Coordinator Literacy, Nat Worthington was recognised for her outstanding work in the Literacy area as a Mid West Education Champion.
- Formed the Geraldton Lighthouse Partnership with Wandina PS, Waggrakine PS, Geraldton PS to focus on leading the education of students on the Autism Spectrum.
- Champion Bay SHS Swimming Carnival went ahead as the last whole of school event for nearly two terms. Champions were Midalya House.



- After COVID 19 restrictions, our first whole of school event was the Inter House Athletics Carnival. Midalya House was the winning house.
- Inaugural Year 11 Harbour Cruise Spring Dance held on the



- Abrolhos Adventures charter boat.
- Visit to school by Hon. Ken Wyatt AM
- CBSHS hosts First Lego League Geraldton Regional Championships—Winners Break-through Award and Robot Design Award
- Selected Premier's ANZAC Student Tour



2020—Alyeesia Amirizal Year 10.

- National History Challenge—Young Historian Platinum –Mim Grice Year 9



- Cacha Westwood Year 11 Winner Certificate II Vocational Student of the Year Midwest and Gascoyne 2020 VETDSS Awards,

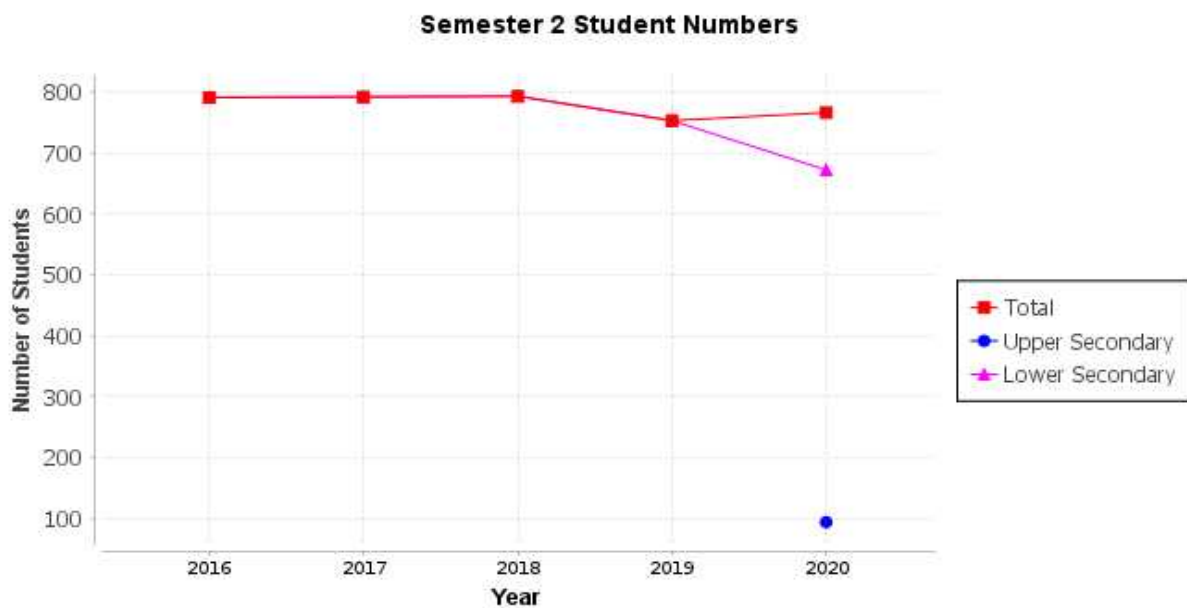
Student Numbers

As at Semester 2, 2020

Secondary	Y07	Y08	Y09	Y10	Y11	Y12	USE	Total
Full Time	135	119	290	128	94			766

	Kin	PPR	Pri	Sec	Total
Male				418	418
Female				348	348
Total				766	766

As can be seen by the figure below, lower secondary are decreasing as expected with the implementation of the local intake areas in place between the two Government senior high schools in Geraldton and as both schools prepared for the comprehensive Years 7-12 cohort from 2021.



Semester 2	2016	2017	2018	2019	2020
Lower Secondary	791	792	793	753	672
Upper Secondary					94
Total	791	792	793	753	766



Sta Data

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Vice / Deputy / Associate Principals	3	3.0	0
Heads of Departments and Learning Areas	7	7.0	0
Program Coordinators	5	5.0	1
Total Administration Staff	16	16.0	1
Teaching Staff			
Other Teaching Staff	51	47.1	2
Total Teaching Staff	51	47.1	2
School Support Staff			
Clerical / Administrative	14	8.4	0
Gardening / Maintenance	2	2.0	0
Instructional	6	5.7	6
Other Non-Teaching Staff	26	19.3	2
Total School Support Staff	48	35.4	8
Total	115	98.5	11

All teaching staff meet the professional requirements to teach in Western Australian Public schools and can be found on the Teacher Registration Board of Western Australia’s Public Register of Teachers.

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Student Centred

The February census provides the basis for all student centred funding. This census was conducted on Friday 21 February 2020 and the numbers of students attending provide the per student funding resourcing available to the school in 2020. During the year, other sources of funding may become available in the form of Targeted Initiatives and Operational Responses.

During the school year, the school works to distribute this funding to either salaries or cash to enable the current School Plan to be put in place. Salaries form the largest expenditure in the budget as this allows the employment of required staff to support students.

As at December 2020

Student Centred	\$7 262 991.00
Student and School Characteristics	\$2 630 503.40
Disability Adjustments	\$134 927.54
Adjusted Assets	\$717 640.17
Employee Expenses	\$ 318 450.99
Employee Allowance	\$24 200.00
Census and Budget Adjustments	-\$72 726.63
Balance at Dec 2020:	

Student Centred

taken from Semester One census 2020

Student Centred	Amount
Year 1	
Year 2	
Year 3	
Year 4	
Year 5	
Year 6	
Year 7	
Year 8	
Year 9	
Year 10	
Year 11	
Year 12	
Total	



2021 ATAR Information Evening

Student Services

At February 2020 census

Student Services	Enrollment	Amount
Ability	243	\$532,917.07
Disability	193.84	\$898,071.29
Essential Additional Allowance	9	\$25,605.00
Scholarship Allowance	430.9	\$421,278.87
Subtotal		

Scholarship Services	Amount
Enrollment-Based	\$486,452.42
Locality	\$266,178.75
Subtotal	

Targeted Initiatives Details

Targeted Initiative	Amount
Student Allowances: Secondary Assistance Scheme - ABSTUDY Supplement Allowance	\$2,285.00
Student Allowances: Secondary Assistance Scheme - Clothing Allowance	\$3,335.00
Student Allowances: Secondary Assistance Scheme - Education Program Allowance	\$42,535.00
Targeted Initiative: Additional Aboriginal and Islander Education Officer (AIEO) FTE	\$52,469.70
Targeted Initiative: Additional support for delivery of mental health programs	\$11,330.32
Targeted Initiative: Alternative Program for students with Autism Spectrum Disorder - Geraldton Lighthouse Model	\$71,920.34
Targeted Initiative: Follow the Dream	\$230,830.00
Targeted Initiative: Graduate Teacher Induction Program and Graduate Curriculum Materials	\$7,785.94
Targeted Initiative: In School State Funded Chaplaincy Program	\$1,489.00
Targeted Initiative: NAIDOC Grants to Schools	\$1,000.00
Targeted Initiative: National School Chaplaincy Programme	\$20,280.00
Targeted Initiative: Program Coordinator - Academic Extension Program	\$150,000.00
Targeted Initiative: Teacher Support and Policy Development	\$2,500.00
Targeted Initiative: STEM Enterprise Schools	\$7,000.00
Subtotal	\$603,660.31

Additional Cleaning Time Coronavirus (COVID-19)

To December 2020

Additional Cleaning Time Coronavirus (COVID-19)	\$152 755.97
Attraction and Retention	\$8 497.65
Bus Duties	\$12 081.69
Faults Management Program	\$139 709.00
Host School Psychologists	\$1 000.00
Reimbursement for Third Party Rental Waivers (COVID-19)	\$1 363.64
Servicing of Sanitary and Nappy Bins in non-metro schools	\$777.00
Western Australian Curriculum: Languages Professional Learning	\$2 266.04

ta **\$318,450.99**

Midwest Hosting Regional Teams in Schools

To December 2020

	A t
Midwest Hosting Regional Teams in Schools	\$1000.00
Midwest Regional Operational Response Allocation	\$23 200.00

ta

Student Centred Funding

(based on adjusted student numbers i.e. students who are not eligible to be counted as funded students)

	E e ts	A t
Student Centred Funding	-7.00	-\$72 726.63

ta **-\$72 726.63**

To December 2020

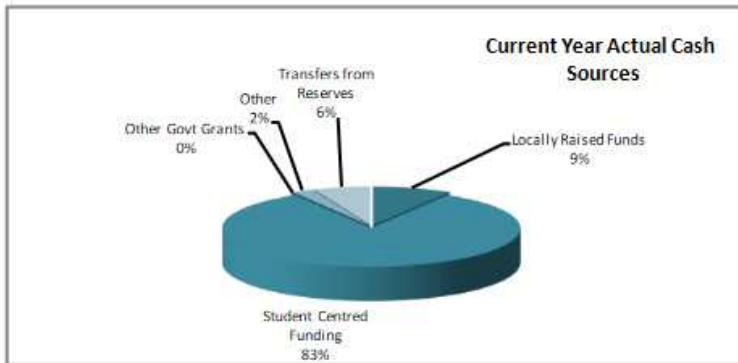
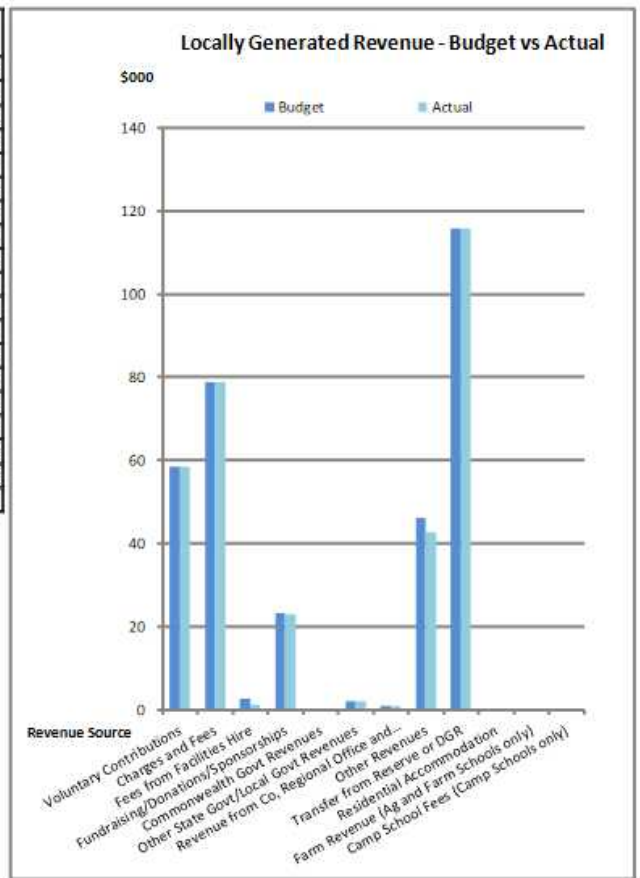


Student of the Week Reward Carnival Term 1 2020

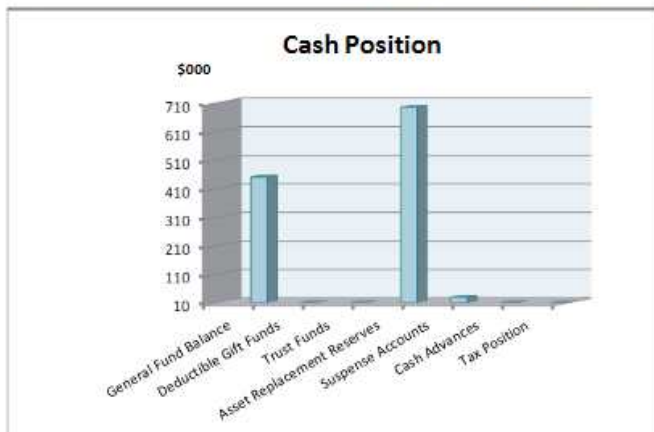
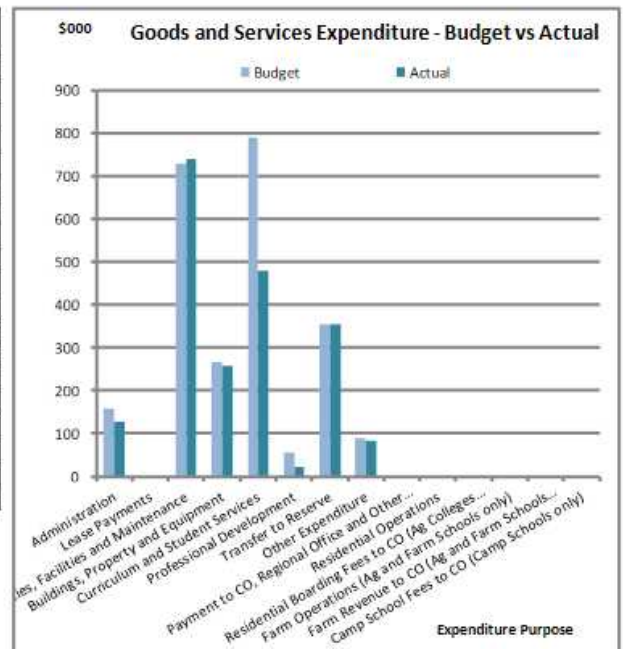
Champion Bay Senior High School

Financial Summary as at
31 December 2020

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 58,370.00	\$ 58,369.61
2	Charges and Fees	\$ 78,956.00	\$ 78,956.70
3	Fees from Facilities Hire	\$ 2,727.00	\$ 1,240.91
4	Fundraising/Donations/Sponsorships	\$ 23,256.00	\$ 23,065.82
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 2,000.00	\$ 2,000.00
7	Revenue from Co, Regional Office and Other Schools	\$ 1,032.00	\$ 1,031.82
8	Other Revenues	\$ 46,080.00	\$ 42,665.35
9	Transfer from Reserve or DGR	\$ 115,911.00	\$ 115,911.35
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds		\$ 328,332.00	\$ 323,231.56
Opening Balance		\$ 635,229.00	\$ 635,229.35
Student Centred Funding		\$ 1,560,190.00	\$ 1,557,474.91
Total Cash Funds Available		\$ 2,523,751.00	\$ 2,515,935.82
Total Salary Allocation		\$ 9,912,074.00	\$ 9,912,074.00
Total Funds Available		\$ 12,435,825.00	\$ 12,428,009.82



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 157,910.00	\$ 127,696.39
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 727,158.00	\$ 739,104.20
4	Buildings, Property and Equipment	\$ 264,854.00	\$ 258,544.68
5	Curriculum and Student Services	\$ 789,891.00	\$ 479,922.22
6	Professional Development	\$ 55,124.00	\$ 21,694.65
7	Transfer to Reserve	\$ 355,636.00	\$ 355,636.00
8	Other Expenditure	\$ 87,452.00	\$ 83,172.95
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		\$ 2,438,025.00	\$ 2,065,771.09
Total Forecast Salary Expenditure		\$ 9,291,391.00	\$ 9,291,391.00
Total Expenditure		\$ 11,729,416.00	\$ 11,357,162.09
Cash Budget Variance		\$ 85,726.00	



Cash Position as at:	
Bank Balance	\$ 1,152,134.58
Made up of:	\$ -
1 General Fund Balance	\$ 450,164.73
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 694,531.47
5 Suspense Accounts	\$ 28,922.38
6 Cash Advances	\$ 200.00
7 Tax Position	\$ 21,284.00
Total Bank Balance	\$ 1,152,134.58

Sch es

ty S ccess A St de ts

The following targets were in place during 2018-2020:

A e da ce

a et :

Percentage of regular attenders across whole of school will increase by target set annually by staff
This target was affected in 2020 by the COVID 19 outbreak.

A e da ce a ets set:

A e da ce ate	a et	a et	ta	ta	ta	ta	ta	ta
A	73.9%	78%	79%	79.7%	81.1%	81%	81.5%	79.9%

a et :

Percentage of regular attenders in each year cohort will increase annually by target set by staff
This target was affected in 2020 by the COVID 19 outbreak.

e a A e da ce ate	a et	a et	ta	ta	ta	ta
Yea	44%	48%	51%	42%	49%	49%
Yea	35%	44%	48%	47%	43%	39%
Yea	37.4%	34%	40%	36%	36%	39%
Yea	23%	45%				
Yea	48.4%					

a et :

Percentage of unexplained absences across whole of school will decrease annually by target set by staff
This target was affected in 2020 by the COVID 19 outbreak.

e a ed Abses ces	a et	a et	ta	ta	ta	ta	ta	ta
	38%	36%	38%	38%	42%	43%	44%	



Attendance Statistics

To reach these targets we:

- Rewarded high attendance (90% or better) with Reward carnivals at the end of each term, with students having regular attendance from all year groups invited to join the event
- Recognised 100% attendance with a certificate for each semester* at the end of semester Celebration Assemblies

100% Attendance	Year Level	Number of Students
Semester 1	Year 7	19
	Year 8	18
	Year 9	15
Semester 2	Year 7	6
	Year 8	9
	Year 9	15
Semester 3	Year 7	18
	Year 8	12
	Year 9	20
	Year 10	13
	Year 11	19

- Awards not made in Semester One 2020 due to COVID conditions
- Case management of students in Severe attendance category: undertaken by Year Coordinators and Student Team Leaders and including ongoing contacts made by Attendance Officer
- Whole of school Triage process for students at risk conducted at Associate Principal/Student Services /Year Coordinator/Student Team Leader level
- Ambition in Mind (AIM) program for Year 7,8 Aboriginal male students with severe attendance rates
- Documented planning for all students in Severe category: attendance plans undertaken including target setting and working towards decided rewards
- Continued development of use of 'attendance' language across all year levels: includes weekly Form updates of attendance percentages for week/term/year—all students graph in diaries weekly
- Continued communications between parents/carers and staff: including the reduction of unexplained absences across school
- All students graph attendance—weekly, term and year in diary each week and speak in terms of 'percentage attendance' to describe their attendance

Data used to inform work in this area included:

- Weekly triage matrices
- Weekly Form attendance data
- Student Services attendance matrices



Year 9 and 10 Attendance Reward end Term 3 2019

Sch es ty S ccess A St de ts

The following targets were in place during 2018-2020:

St de t E a e e t

a et :

Increase the attendance of Aboriginal students to 80% across all year level cohorts

Yea		
Yea	64%	71%
Yea	52%	64%
Yea	64%	61%
Yea	69%	60%
Yea	64%	

* Semester 2 2020 only due to COVID

a et :

85%* of identified Year 10 students will complete their Aboriginal school Based Traineeship (ASBT)

100% of students (Year 10) completed Cert I CALM

76 % of students completed their ASBT

Cert I in Leadership 8 students

Cert I in Automotive Vocational Preparation 5 students

*Average over two years 88%

St de t E a e e t St ate es

To reach these targets we:

- Raised profile and understanding of VET during School Development Days
- Raised profile of VET in schools with creation of Careers Central@ Champion as an information hub for the school community
- Enabled identified staff to qualify with Cert IV in Training and Assessment
- Used expertise of AIEOs and community members to create a 2019Day 1 learning day for all staff



2019 NAIDOC Football match



- NAIDOC recognised:

2020 NAIDOC sand mandala 'Always Was, Always Will Be'

- AIEOs continue to support attendance through home visits
- Deadly Sista Girlz commences at CBSHS in 2019
- Creation of Future Pathways Program engagement program for students at risk in Years 11 and 12 begins in 2020 to commence in 2021
- SHINE program extended to Year 10 in 2020 for identified students at educational risk

ty S ccess A St de ts

The following targets were in place during 2018-2020:

Acade c

a et :

Increase the number of Year 9 students achieving a Band 8 in NAPLAN Writing

NAPLAN Relative Assessment

		Perform.		Students	
		Year 7	Year 9	Year 7	Year 9
Numeracy	2015	2	2	240	242
	2016	2	2	236	242
	2017	2	2	234	224
	2018	2	2	249	226
	2019	2	2	108	212
Reading	2015	2	2	240	243
	2016	2	2	231	240
	2017	2	2	238	221
	2018	2	1	261	234
	2019	2	2	106	217
Writing	2015	2	2	240	242
	2016	2	2	236	244
	2017	2	2	237	228
	2018	2	2	258	231
	2019	2	2	111	223
Spelling	2015	2	2	241	243
	2016	2	2	241	243
	2017	2	2	238	226
	2018	2	2	255	235
	2019	1	2	110	215
Grammar & Punctuation	2015	2	2	241	243
	2016	2	2	241	243
	2017	2	2	238	226
	2018	2	2	255	235
	2019	2	1	110	215

Year 9 students at Band 8 or better

2018	2019
14%	18%

*no NAPLAN data for 2020 as national testing cancelled due to COVID

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

Academic

Target:

Increase the percentage of students achieving a Level 3 OLNA Writing to 15% by end of Year 10 (not including pre qualifications)

Online Literacy and Numeracy Assessment Level 3 Writing achievement by end Year 10

2019	2020
36%	28%

Target:

All students in Year 9 Extension Program will pre qualify for OLNA across Reading, Writing and Numeracy

Percentage of Extension Program students who pre qualify for OLNA based on NAPLAN results (2019) or OLNA results (2020). In 2020, CBSHS made the decision to have Year 9 students sit OLNA. The figure in the table indicates Percentage of students with a Pass.

	2019	2020
Reading	86%	100%
Writing	62%	75%
Numeracy	90%	96%

Target:

65% of students across each year level will receive a C grade or better across all Learning Areas.

Percentage of students with a C grade or better across each year level (Semester 2 data)

	Semester	Semester
Year 9	65%	64.7%
Year 10	55.8%	65.2%
Year 11	57.1%	50.4%
Year 12	47.4%	58.7%

Academic Strategies

To reach these targets we:

- Implemented and shared age appropriate examples in classroom instruction to strengthen student performance in Writing through role of Program Coordinator Literacy
- Prepared students for NAPLAN testing in English and Mathematics through use of online programs like OLNA-WA, Literacy Planet, education Perfect
- Specific Literacy intervention for identified students—Macqlit ongoing
- PL for staff including Seven Steps for Writing, read theory comprehension
- Creation of specific career literacy skills programs for use with identified students
- Use of Learning Area curriculum days (x 5) to develop key programs

Data used to inform work in this area included:

- National Assessment Program in Literacy and Numeracy (NAPLAN)
- Online Literacy and Numeracy Assessment (OLNA)
- Learning Area teacher judgements
- Formative assessment in Literacy Enrichment and Support classes and usage and results of Literacy Planet
- Monitor the usage and achievement in OLNAWA through Administrator dashboard
- Formative assessment and Macqlit ongoing assessment for reading fluency and spelling

Sch es ty h a ty each

The following targets were in place during 2018-2020:

each De e e t

a et :

100% of classroom teachers complete classroom observations as part of their Performance Development process

We have not achieved this target. We continue to develop our Performance Development template in accordance with DET and SSTUWA expectations.

a et :

Develop a Peer Observations Professional Learning Team

This team was created in 2018 and has continued to develop. Roles and responsibilities including protocols have been developed, including:

- Confidentiality – the teacher owns the practice in the classroom, and therefore the observation and feedback
- Feedback – non-judgemental – sharing data (SSENBE PL to come) – having a pro-forma [agree on
- Agree on what is being observed [i.e. CMS or Content]
- Observer doesn't get involved – not engage with students
- Length / time of observation is prearranged
- Pro-forma for after discussion/review
- Focus on what was achieved – data

In 2020, CBSHS commenced training staff in the Teachwell (evidence based explicit teaching) program. This initiative forms the basis of the Geraldton Network Operational Plan for 2019 onwards and supports teachers to develop high impact instruction techniques and strategies into their teaching.

The following numbers of staff have completed, or are in the process of completing the PL:

Staff completed each e 3 Classroom Teachers
2 Admin

Staff de ta each e 1 Admin
4 Level 3 school Leaders
5 Classroom Teachers

each De e e t State es

To reach these targets we:

- Used learning area time—including dedicated curriculum days and staff meeting time to share good practice
- Enabled staff to use PL opportunities to build teaching strategies, content and technology knowledge
- Participated in feedback and reflection activities to inform future PL needs
- Enabled staff to identify and attend PL and networking opportunities—this was curtailed in 2020 due to COVID
- Staff are provided professional learning linked to school priority areas: Success for all Students— including Students at Education Risk, Special education Needs, Positive Behaviour support, wellbeing, literacy and numeracy

Programs developed in 2020 for 2021 implantation include:

- Future Pathways Program—an engagement opportunity for senior school students at risk of disengaging with education. Program aims to enable students to improve school attendance behaviour and achieve results towards their Western Australian Statement of Student Achievement and/or Western Australian Certificate of Education.

Data used to inform work in this area included:

- National Assessment Program in Literacy and Numeracy (NAPLAN)
- Online Literacy and Numeracy Assessment (OLNA)
- Learning Area teacher judgements
- Student survey data

Schools Executive Leadership

The following targets were in place during 2018-2020:

Schools Executive Leadership

Target 1:

CBSHS Staff Induction Policy is developed, implemented and 100% of new staff appointed during life of Business Plan undertake a formal induction process

All staff appointed during the life of this Business Plan have had an induction process. The development of this process continues. The process commences with an invitation to attend one of the two administration school development days at the start of the academic year. Staff are then linked with key members of staff including Associate Principals and Heads of Learning Areas, before the first of two school development days for all staff.

Target 2:

5% growth of voluntary Peer Observations team each year of Business Plan

Target	2018	2019
Number of staff in Peer Observations team	12	15

Executive Leadership Strategies

To reach these targets we:

- Staff are encouraged to seek leadership opportunities by leading curriculum and committees and delivering professional learning
- Staff in leadership roles across school are mentored by Executive and Leadership Team
- Development of staff with strong leadership potential are supported with opportunities and PL access
- Improved induction processes for new staff and students
- Graduate teachers provided induction, PL and mentoring
- Ongoing professional development opportunities for Level 3 School Leaders to move into senior school roles

Data used to inform work in this area included:

- National Assessment Program in Literacy and Numeracy (NAPLAN)
- Online Literacy and Numeracy Assessment (OLNA)
- Learning Area teacher judgements
- Student survey data
- Peer data



Time capsule 26 February 2019 marking the official opening of Champion Bay Senior High School.

Schools Worth the Cost

The following targets were in place during 2018-2020:

Community Shows

Parent :

Parent engagement targets set for:

- Parent Teacher evenings : 33% of families from across the school will access these opportunities

Parent-Teacher Evening Statistics

The first Parent-Teacher Evening for 2020 was scheduled to be held on Thursday, 24 March 2020. However, the event was postponed due to the COVID-19 restrictions. The rescheduled Parent-Teacher Evening was held on the 29 July 2020, following the end of Semester One Report distributed at the end of Semester One according to the delivery medium (email or postal service) specified by parents.

An online booking system was used to enable parents to make parent-teacher interview bookings. Each interview could be booked for 6 minutes. Each teacher could see a maximum of 20 parents. Alternative booking arrangements were available for parents who did not have computer or Internet access.

The interviews were held in five venues: the Cafeteria, Dance studio, the John Willcock Technologies Centre and the Moresby and Performing Areas Theatre buildings, which showcased the new and refurbished areas of the school.

The Champion Bay Senior High School P&C held a fundraiser during the evening.

The overall number of interviews and parents attending has decreased slightly from the Parent-Teacher Evenings in held in 2019, perhaps because it was rescheduled to later in the year. There was a larger number of interviews than usual with Years 7 and 9 parents. Year 7 Selective program 'Champions Innovation Academy' teachers were generally fully booked. The percentage of parents making appointments with teachers in the Years 8 and 10 cohort decreased from 2019. Mentor meetings had already been held with Year 11 students and parents, which may account for smaller number of Year 11 interviews.

Parent Teacher Interviews by Year

Year Group	2020 (First Evening)		2019 (Second Evening)		2019 (First Evening)		2018 (Second Evening)		2018 (First Evening)	
	Number Interviews	%	Number Interviews	%	Number Interviews	%	Number Interviews	%	Number Interviews	%
7 *	160	31%	118	22%	118	22%	221	47%	196	49%
8 *	84	16%	210	38%	215	40%	127	27%	114	28%
9	146	28%	128	23%	130	24%	125	26%	91	23%
10 *	74	14%	91	17%	77	14%				
11 *	49	10%								
Not specified					2	0.4%				
Total Interviews	513		547		542		473		401	

Local Test Results

- One hundred and eighteen family groups made appointments to see staff.
- The number of interviews per child was most commonly four or five.
- The number of interviews per family ranged from 1 to 12 teacher bookings.
- Seventeen families had two or more children with staff interviews. Families with eight or more bookings generally had two or more students at our school.
- Interviews are generally only made where a teacher has requested an interview.
- Some parents who had not made prior bookings came on the Parent-Teacher Evening and saw where there was available space (this was not formally included in interview numbers).

- Information evenings: 20% of target families to attend

Year 11 Information Session

26 parents attended this information session. This figure represents 21% of 2021 Year 11 families.

Year 7 Information Session

17 parents attended this information session. This figure represents 11% of 2021 Year 7 families.

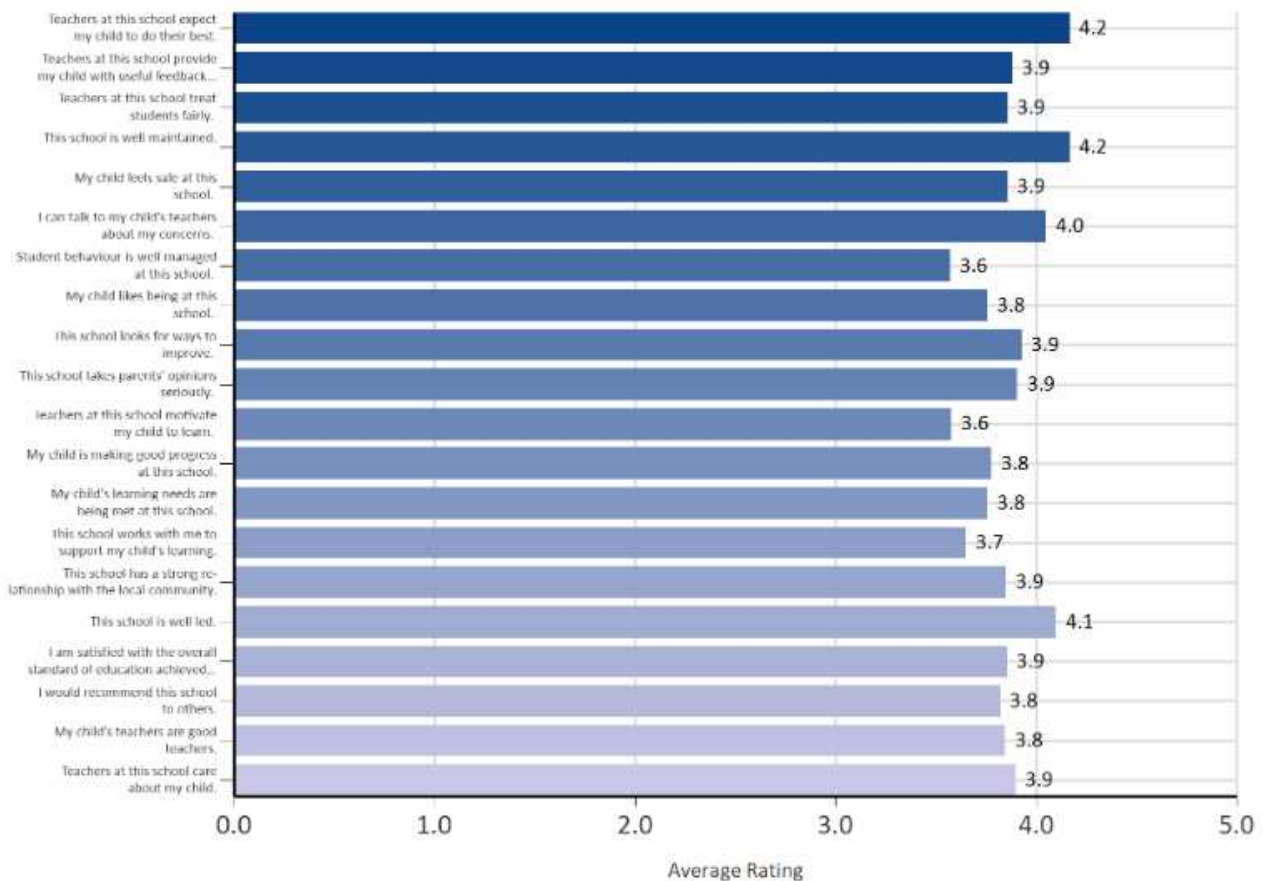
CBSHS also held an ATAR Information workshop, Year 9 into Year 10 Information session—attended by Central Regional TAFE and Geraldton Universities Centre in 2020. Opportunities to hold gatherings were limited by COVID restrictions in 2020.

Parental Engagement:

Participation in school Opinion surveys to increase by 3% each year over the life of the Business Plan

Parental Satisfaction

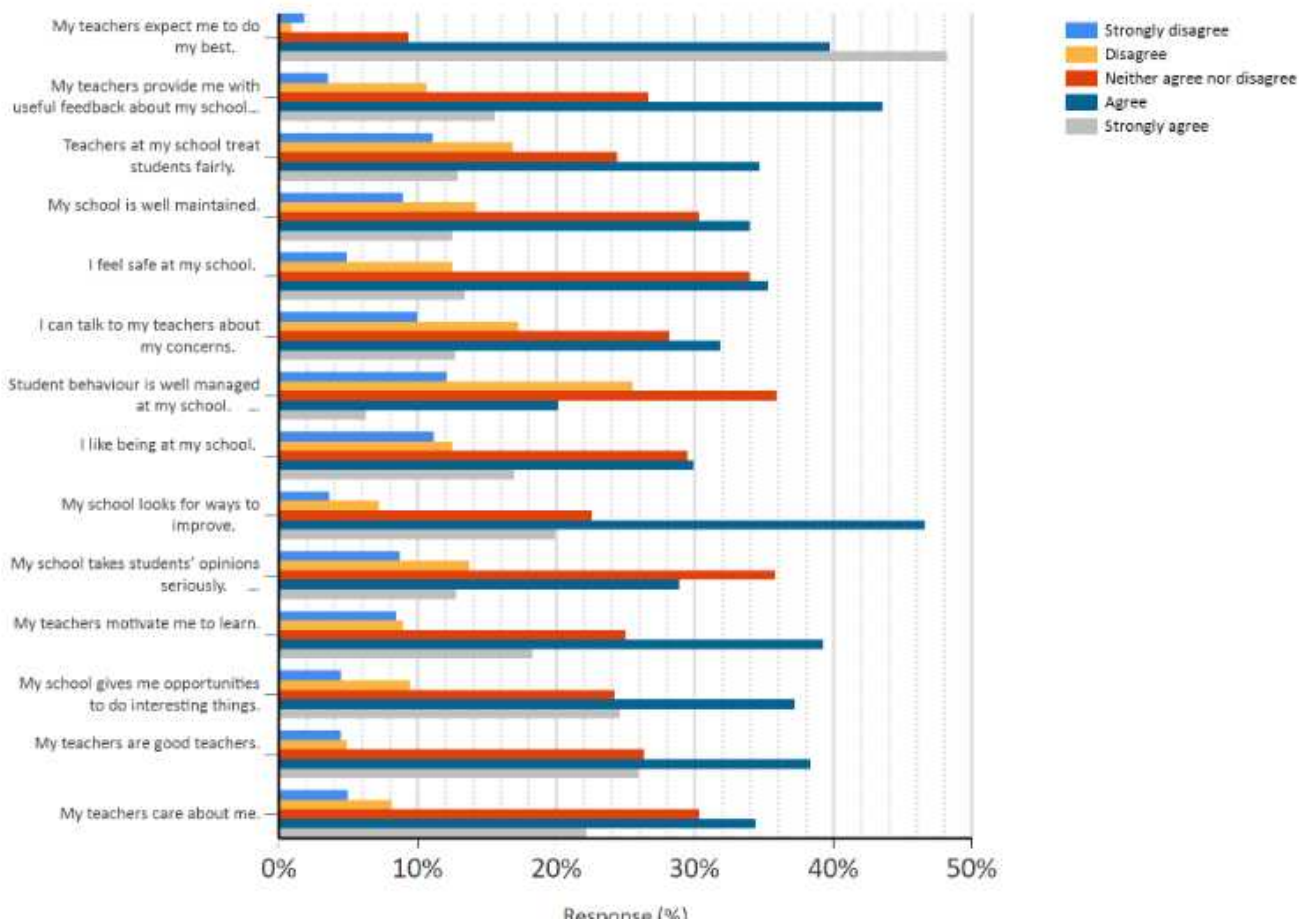
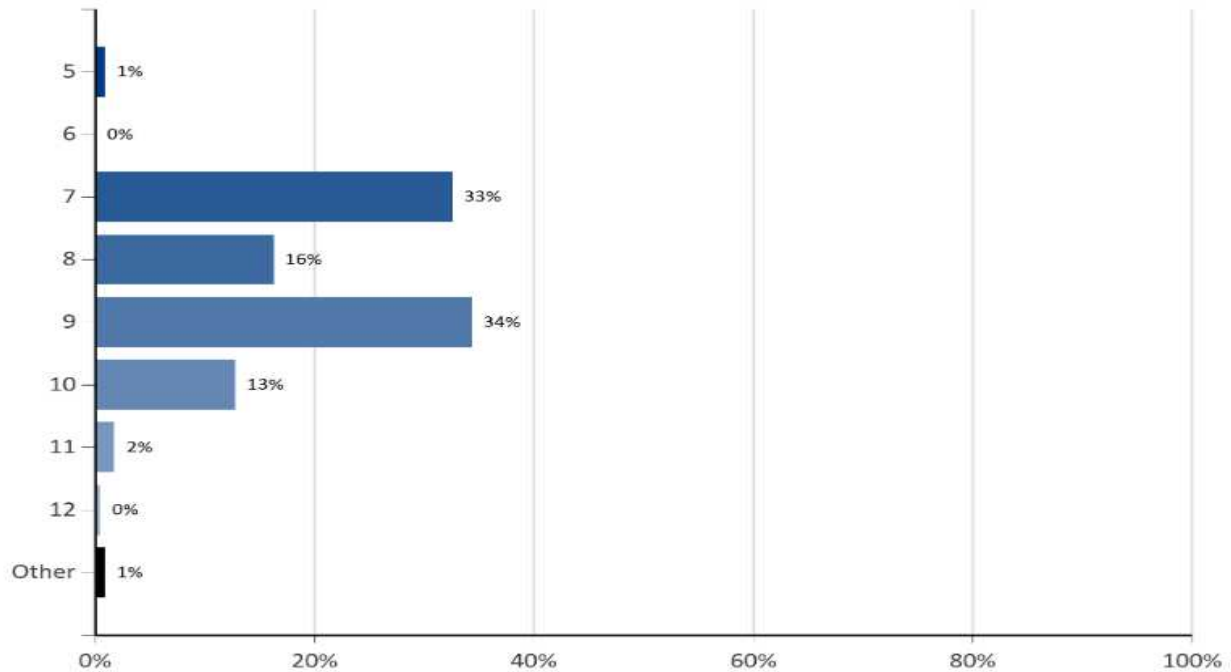
There were 42 online recipients to this survey. In 2018, there were 18 completed responses from 25 responses. The 2019 figure represents an increase of over 100%.



St de t S ey

There were 227 online recipients to this survey. In 2018, there were 242 responses. The 2019 figure represents a reduction of 15 responses—about 6%. This is most likely explained by the timing of the survey which was undertaken immediately before iPad lockdown in December and number of students were undertaking activities away from the school site. The students surveyed were also largely from Years 7-9, representing a majority of lower school view.

2 . What Year level are you?



Staff Survey

There was no staff survey undertaken in 2019-2020—detailed staff opinion data will be available with the 2021 report as the school moves into detailed planning for school improvement with the Fogarty EDvance program.

Community Engagement Strategies

To reach these targets we:

- Explored ways to make school facilities available to the community—which have included hosting Midwest Chamber of Commerce and Industry (MMCCI) Breakfast(2020), hosting Chaplains Breakfast (2020), hosting numerous PL events for Geraldton Network including Teachwell, Science Fair, First Lego League, and Solar Car Challenge
- Build on and increase the connection to the community through regular direct communication and communication through public media outlets—by using social media opportunities including Facebook and Instagram, school newsletters (twice per term)
- Increased advertising of school events—through social media primarily
- Continued use of Connect to link with parents
- Increased opportunities for parents to come to the school—through advertised information sessions and transitional events and Parent Teacher opportunities
- Use of School Board to become involved in marketing the school
- Ongoing active P&C contributions to the school—including fund raising activities
- Partnerships with School of Special Education Needs: Behaviour and Engagement to provide support for whole of school and targeted students, including the ongoing implementation of Positive Behaviour Support
- Maintained active engagement with Geraldton Network— specifically, membership of the Autism Spectrum project—Geraldton Lighthouse Project and involvement with the Teachwell initiative
- Ensuring the school is a welcoming place
- Building strong, ongoing partnerships with Geraldton Universities Centre, University of Western Australia, Teach For Australia, YouthCARE, Fogarty EDvance program, Clontarf, Wirrpanda Foundation (Deadly Sista Girlz), SHINE (inspire, belong, achieve), Headspace, N’Gala, and other agencies that support the care and health of students



MWCCI Breakfast of Champions Year 11 student Lacey Ford and Harry Taylor (double AFL Premiership player with Geelong Football club and former Midwest student and Lacey—winner of Champion Café Award of Excellence)

YEA AWA D W E S
 S A D ACADE C E A CE
 Kiona Fry
 S A D CA ALED CA a d
 Brianna Hansen
 A E A CE
 Chantelle Jonker
 E ALD E S YCE EAWA D
 Chantelle Jonker
 Kiona Fry
CAL E BES ALL DE
A S S E YAWA D
 Sienna Harris and Name withheld
A B B AWA D
 Maude Ryder
A S ALA LY CC A E AKE S
 Nathan Burn and Cacha Westwood

AWA DS E CELLE CE
 A ed a ech y e e a
 Abdul Van Lierop
 Ca ee a d E te se e e a Daniella Faraone
 Kiona Fry
 Che st y A A Chantelle Jonker
 Ec cs A A Kiona Fry
 E sh A A Brooke Martin
 E sh e e a
 d S ce ce a d ech y e e a
 Chloe Duffy
 Kiona Fry
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 Brooke Martin & Daniella Faraone
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 A ca s A A Ben May
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 Cameron Brigatti
 ech y
 Ce cate S t a d ec ea
 Savannah Clarke
 E St des e e a Jake Chapman
 s a A ts e e a Brooke Martin
ES AC E E
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 Charlotte McGowan
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 Jai Thompson
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 Christian Searle
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 W d Mitchell Langham
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 Lyndall Shaddick
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 Jorja Smith-More
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 Kassidy Emery and
 Abbas Zain Asman
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 Tony Taylor
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 Boyden Ryder

YEA AWA D W E S
 S A D ACADE C
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 Jasmin Joyner and Miriam Grice and Vanessa
 Burn
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 Emmanuel Richardson
 ea e Mason Heta
 ea h ee Danita Northrop
 ea James Browne
 &CAS C A SAWA D
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AWA DS E CELLE CE
 E sh Vanessa Burn
 ea th St d es Jasmin Joyner
 C e a Miriam Grice
 a es a d S ca S ce ces Jasmin Joyner
 d es a Nurlaiatul Abdul Arnie
 athe a cs Miriam Grice



Sakinah and Abbas Zain Asman recipients of Community Sportsmanship Award

YEA	AWA D W	E	cont.	YEA	AWA D W	E S
Sc e ce			Jasmin Joyner	S A D	ACADE	C E A CE
W d			Heinrich Baguio	&CAS	C A	SAWA D
WACE a d W	ace L te acy		Kayla Wallace			Name withheld
b cs			Daniel Bowen	AWA DS	E CELLE CE	
S ec a st s c			Miriam Grice	E sh		Ngaire Simmons
e e a s c			Keely Giba	ea th St d es		Lola Wheeldon
Da ce			Rose Blakey	d a d t		Lucy Iaria
C b ed ate a s			Asha Robson	a es a d S c a Sc e ces		Edward Grice
hys ca Ed ca			Asha Robson and	d es a		Edward Grice
			Riley Miccono	athe a cs		Coppyn Reed
a ty ds			Kayla Jonker	Sc e ce		Ngaire Simmons
D ta ech es			Jacob Coffey	W d		Mitchell Langham
D ta a h cs			Isaac Howard	ate a s ech y		Cassandra Wellman
Ch dca e			Chelsea Routledge	D ta ech es		Shona Madrigal
td Ed ca			Ricky Edwards	S ec a st s c		Ngaire Simmons
s a A ts			Jasmin Joyner	D a a		Cameron Greaves
S E			Vilma Hodder	hys ca Ed ca		Joseph Heta and Clover Keatley
C ta da	d est Acade y		Henry Pickett			

s a A ts Hanru Janse van Rensburg

L te acy E ch e t Jordan Bear

C ta da d est Acade y
Zachary Maher

E SE SW CA AL

YEA	AWA D W	E S
S A D	ACADE	C E A CE
&CAS	C A	SAWA D
		Mackenzie Lewis
AWA DS	E CELLE CE	
E sh		Avril O'Brien
ea th St d es		Freya Ward
d a d t		Izabelle Sekuloff
a es a d S c a Sc e ces		
		Aeza Cullalad
d es a		Kyra Robson
athe a cs		Shakaia Cocker
Sc e ce		Freya Ward
W d		Mitchell Langham
ate a s ech y		Kyra Robson
D ta ech es		Freya Ward
hys ca Ed ca		Name withheld
S ec a st s c		Freya Ward and KFurukawa
D a a		Wyatt Healy and Tristan Reyes
s a A ts		Reza Mazlan
L te acy E ch e t		Chloe Sayers-Walker
C ta da	d est Acade y	
		Brenden Thompson
		1 Drummonds 589
		2 Midalia 574
		3 Sunset 531
		4 Coronation 529
Yea	Cha	s
Cha		Clair Lockie and James Horseman
e		Arly Mallard and Jackson Burn
Yea	Cha	s
Cha		Elise Breen and Jayden le Roux
e		Izabelle Sekuloff and Jonathon Black
Yea	Cha	s
Cha		Kalirra Tesling and Ricky Edward
e		Sohie Brennan and Mitchell McLean
Yea	Cha	s
Cha		Lyndall Shaddick and Cael Robson
e		Charlotte McAuliffe and Maureece Moustafa

A LE CS CA AL

Yea Cha s
 Cha e Brooke Martin and Dakota Tesling
 Alysha Weir and Jake Chapman

- 1 Midalia
- 2 Sunset
- 3 Drummond
- 4 Coronation



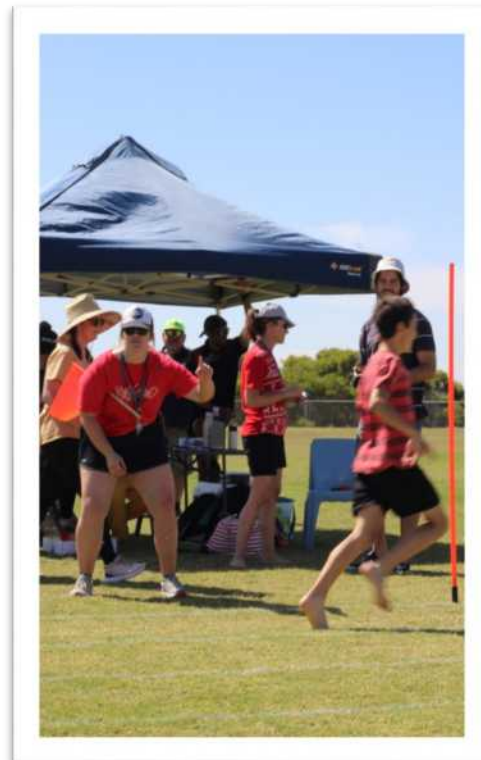
Yea Cha s
 Cha e Lily McMillan and Max Lancaster
 Sophie Healy and Jimmy Horsman

Yea Cha s
 Cha e Averil O'Brien and Cooper Booth
 Bianca Clarke and Mark Antonio

Yea Cha s
 Cha e Asha Robson and Patrick Varney
 Danita Northrop and Riley Miccono



Yea 10 11 Cha s
 Cha e Savannah Clarke and Cale Green
 Carly Roberts and Cael Robson





CHAMPION BAY
SENIOR HIGH SCHOOL



ENLIGHTEN

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