



MARGARET RIVER SENIOR HIGH SCHOOL  
**ANNUAL REPORT 2025**

# School Overview

Margaret River Senior High School is an Independent Public School located in the Augusta-Margaret River community in the Southwest Education Region of Western Australia. Established in 1955, the school has a strong tradition of excellence and continues to be recognised as a high-performing secondary school, with sustained success across both tertiary and non-tertiary pathways. The school caters for students in Years 7 to 12 and is supported by an active School Board and Parents and Citizens' Association.

Margaret River Senior High School is committed to empowering every student to reach their achievement potential by fostering respect, responsibility and resilience, nurturing the whole person, and preparing young people to contribute positively to society beyond school. These values underpin the school's culture and strategic priorities, and are reflected in its commitment to student achievement, inclusive practice, wellbeing, and strong community connection.

The school provides a diverse, challenging and responsive curriculum designed to meet the needs, interests and aspirations of all students. This includes a comprehensive lower school program and a broad range of senior secondary pathways across ATAR, General and Vocational Education and Training, supported by personalised pathway planning and a strong focus on post-school readiness. The school also offers distinctive learning opportunities

that reflect both local context and student interest, including its Department-endorsed Surf Academy and its long-established agricultural program, delivered through the school's onsite farm.

A central strength of Margaret River Senior High School is its sustained focus on creating a positive learning environment in which students are known, supported and challenged to achieve their personal best. Proactive pastoral care, structured student services, attendance monitoring, tiered intervention, and a strong commitment to social and emotional wellbeing are key features of the school's approach. The 2024 Public School Review affirmed the school's strong relational culture, its commitment to student wellbeing, and its deliberate partnerships with families, agencies and community organisations to extend opportunities for students.

The school's 2025-2028 Strategic Plan is centred on three priorities: Student Achievement, High Quality Teaching, and Positive Learning Environment. Through these priorities, Margaret River Senior High School is strengthening evidence-informed teaching practice, developing staff expertise and leadership capacity, and maintaining a disciplined focus on continuous improvement. Together, these strategic directions position the school to build on its strong history while continuing to respond to the evolving needs of its students and community.





## Principal's Report

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In 2025, Margaret River Senior High School has experienced a moderation in enrolment growth, with total enrolments sitting at 1,221 students. Notably, this year has also seen the largest Year 12 cohort in the school's history. This is considered a temporary lull in growth, with future years expected to see enrolments increase at a stronger rate once again. Following the 2025 election, it became clear that no Stage 2 build would be funded. In response, the school has prioritised the upgrading of key facilities to support larger student cohorts, including the addition of two new demountables and the refresh of the Technologies area, Student Services and Education Support spaces.

This year has also marked the introduction of a new Business Plan, centred on embedding and extending the school's established priorities of student achievement, high quality

teaching and a positive learning environment. Across this work, a continued focus has remained on wellbeing as a central pillar of school improvement.

As Principal, I am proud of the achievements of our students and the way they continue to represent Margaret River Senior High School with determination, resilience and aspiration. Their success is supported by the dedication and professionalism of our staff, whose commitment to high quality teaching, care and continuous improvement makes a significant difference each day. I also extend my sincere thanks to our parents, carers, School Board, P&C and wider community for their ongoing support and partnership. Together, these strong relationships continue to strengthen our school and provide the foundation for student success.

# Highlights & Achievements

ATAR 99+

*Sequoia Hately*

ATAR 90+

**24**

STUDENTS

AMONG THE HIGHEST PERFORMING IN THE STATE IN

**4** ATAR SUBJECTS

Biology  
Human Biology  
English  
Literature

LARGEST EVER MRSHS YEAR 12 COHORT

**174**

STUDENTS  
SEMESTER 1 CENSUS

**MERV M'KILLOP  
MEDAL WINNER  
ATAR DUX 2025**

*Sequoia Hately*

**GENERAL/VET  
DUX 2025**

*Mia Brown*

*Subject Certificates of  
Excellence (Top 0.5%)  
Awarded to:*

*Sequoia Hately*

Literature, Math Applications

*Mali Rosman*

English

**8** *Certificates of  
Distinction*

**14** *Certificates of  
Merit*

**3925**

HOURS OF WORK PLACEMENT  
BY YEAR 12s

**55%**

OF STUDENTS RECEIVED  
DIRECT ENTRY TO UNIVERSITY

70 ATAR | 19 UNIREADY | 7 CERT IV

**81**

VET CERTIFICATES  
COMPLETED

7 CERT IV | 29 CERT III | 45 CERT II

## HEAD STUDENTS

Head Students in 2025 were Will Still & Eleanor Taylor.

## TAIWAN EXCHANGE

18 students from Years 9-11 participated in an exchange to Taiwan, staying with host families and participating in cultural immersion activities. Margaret River High School now has eight Taiwanese sister schools in New Taipei City providing future opportunities for students and teachers.

## EDUCATION PERFECT LANGUAGES COMPETITION

Highest performing public school in Australia for completion of Languages questions.

## STATE-LEVEL REPRESENTATION

Kiara Lee-Pullen completed two years on the Western Australian Student Council (2024-2025) representing the South West region and serving as Wellbeing Officer, contributing to statewide student consultation with the Department of Education.

## HUMANITIES & SOCIAL SCIENCES SYDNEY/CANBERRA CAMP

74 students from Years 10 and 11 spent a week in Sydney and Canberra engaging with national political and legal institutions to support classroom learning.

## AUSTRALIAN GEOGRAPHY COMPETITION

Six students across Years 7-10 achieved a high distinction placing them in the top 10% of their cohort.

# School Priorities



# 1

## Priority 1: Student Achievement

Student achievement at our school is built on strong foundations in the lower school, with a clear focus on literacy, numeracy, critical thinking and evidence-based teaching that supports every student to make progress. In the senior school, students are supported through a range of pathways to achieve WACE and pursue university, training or employment, while regular monitoring, targeted intervention and a strong emphasis on attendance help ensure all students are well placed to succeed.

Focus Area 1 - Lower School Achievement	Progressing
Focus Area 2 - Senior School Pathways and WACE Achievement	Achieving
Focus Area 3 - Student Attendance	Achieving

# 2

## Priority 2: High Quality Teaching

High-quality teaching is central to improving student outcomes, with our Instructional Framework guiding consistent, evidence-based practice across the school. Through ongoing professional learning, reflective performance development and the deliberate building of staff expertise and leadership, we strengthen collective efficacy and ensure every student is supported to succeed.

Focus Area 1 - Pedagogical Improvement	Progressing
Focus Area 2 - Developing Expertise	Progressing

# 3

## Priority 3: Positive Learning Environment

A positive learning environment is built through a strong focus on wellbeing, engagement and student voice, ensuring students feel safe, connected and supported to succeed. By fostering respectful relationships, promoting positive behaviour, creating engaging learning experiences and valuing student perspectives, we strengthen belonging, responsibility and pride across the school community.

Focus Area 1 - Wellbeing	Progressing
Focus Area 2 - Student Engagement	Requiring Attention
Focus Area 3 - Student Voice	Requiring Attention

# Progress Towards Targets

<p><b>Target 1 - NAPLAN High Band Achievement</b></p> <p>Over the life of the business plan, a positive trend appears in the percentage of Year 9 students achieving in the top two bands of NAPLAN Reading and Numeracy. (Data Source: SAIS Dashboard)</p>	Achieving
<p><b>Target 2 - NAPLAN Growth</b></p> <p>By 2028, ensure a positive upward trend in the number of students demonstrating medium to high progress in NAPLAN Reading and Numeracy between Year 7 and Year 9. (Data Source: SAIS Dashboard)</p>	Achieving
<p><b>Target 3 - Distribution of Grades</b></p> <p>By Year 10, the percentage of students to meet or exceed the performance of like schools achieving a grade C or above in English, Mathematics, Science, and Humanities. (Data Source: SAIS - Learning Area Grade Distribution)</p>	Achieving
<p><b>Target 4 - Whole-School Attendance</b></p> <p>Overall student attendance rate to reach 90%. Reduce the proportion of students in the “at-risk” (&lt;90%) and “severe” (&lt;80%) attendance categories across all year groups. (Data Source: SAR)</p>	Requiring Attention
<p><b>Target 5 - WACE Completion</b></p> <p>WACE completion rates for students who commence Year 11 exceeds that of like schools. (Data Source: SAIS WACE Report)</p>	Progressing
<p><b>Target 6 - ATAR</b></p> <p>50% of students who complete university pathway achieve an ATAR of 88 or above. (Data Source: SAIS WACE Report)</p>	Progressing
<p><b>Target 7 - University Entrance</b></p> <p>By the end of the business plan over 50% of students achieving direct entry into university (ATAR / Uniready / Portfolio / Cert IV). (Data Source: SAIS WACE Report)</p>	Progressing
<p><b>Target 8 - Achievement</b></p> <p>Increasing percentage of students completing Year 12 achieving a Cert II+, School Based Traineeship, and/or Uniready Enabling program or an ATAR (70+). (Data Source: SAIS WACE Report)</p>	Progressing

<p><b>Target 9 - OLNA</b></p> <p>For the life of the Business Plan, 95% of all WACE students to achieve OLNA, striving to 100%. (Data Source: SAIS WACE Report)</p>	<p>Progressing</p>
<p><b>Target 10 - Performance Development</b></p> <p>By the end of the Business Plan cycle 100% of teaching staff will have participated in at least one targeted professional learning activity aligned to school priorities and/or their performance development goals each year. (Data Source: PD application forms, staff attendance at whole school PD)</p>	<p>Progressing</p>
<p><b>Target 11 - Leadership</b></p> <p>Identify and support a cohort of staff across the cycle who are ready for higher leadership roles through personalised development plans and mentoring. (Data Source: Staff intentions survey, Performance Development processes)</p>	<p>Progressing</p>
<p><b>Target 12 - Wellbeing and Engagement</b></p> <p>Increased percentage of students reporting positive emotional engagement and feeling connected to adults at school. Increased percentage of students reporting high overall emotional wellbeing (including life satisfaction, optimism, and happiness). Decreased percentage of students reporting low levels of resilience or high emotional distress. (Data Source: WEC survey and report)</p>	<p>Progressing</p>
<p><b>Target 13 - School Climate</b></p> <p>Staff, student, and parent feedback demonstrates strong satisfaction in school culture, leadership and organisation. (Data Source: Biennial survey)</p>	<p>Progressing</p>



# Careers and Vocational Education

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2025 has seen growth again in the Careers and Vocational Education sector. Our Careers and Enterprise course is transitioning to the new Careers and Employability. During this time teachers are increasing their connection with industry and bringing greater practical learning to the classroom.

Through the Workplace Learning Program students have applied their skills and knowledge with 217 placements this year. The WPL team has been proactive in connection with local and emerging industry, creating traineeship with the Wine Industry Association and work experience with Ovis Creative for the Hometown Creative Project.

We celebrated the support from this community with an even bigger “Industry and Employer Awards Night” and some 60 of the 144 individual employers were represented and celebrated for their ongoing commitments to our students.

## **Industry Excellence Award**

Margaret River Cowaramup  
Electrical Services

## **Employer of the Year**

Bunnings Margaret River

## **Training & Mentorship Award**

Margaret River Wine Association

## **Community Spirit Award**

Ovis Creative

## **Rising Star Award**

Down South Mini Earthmovers

## **Community Service Industry Partner**

Rotary Club Margaret River



Student exposure and completion of certificates continue to be broad as we engage pathways based on student strength and interests. Over 20 different certificates were undertaken by students in a combination of face to face on campus, off campus, online and in the workplace learning environments. In 2025 we have increased our SBT's from 9 to 20, with some of these students completing, and new students being signed up each term.

## ON CAMPUS

CODE	VET QUALIFICATION	ACHIEVED
CUA31120	CIII in Visual Arts	12
AHC20122	CII in Agriculture	18
SIS20321	CII in Sport Coaching	21
SIS20122	CII in Sport and Recreation	20
BSB30120	CIII in Business	12
MEM20422	CII in Engineering Pathways	7
SIT30522	CIII in Events	7

We had two students compete in TEAM WA in the National Level of the "World Skills" Competition in Brisbane in June (Lottie Wood in Hairdressing and Shiloh Berriman in Hospitality). This was a life changing experience for both students who had commenced their training in year 10.

## OFF CAMPUS

CODE	VET QUALIFICATION	ACHIEVED
52895WA	CIV in Preparation for Health and Nursing Studies	7
SIT20322	CII in Hospitality	7
SIT20421	CII in Cookery	3
CUA20620	CII in Music	3
SHB20121	CII in Retail Cosmetics	1
AHC20416	CII in Horticulture	2
AHC20422	CII in Horticulture	1
SIS30321	CIII in Fitness	1
AUR20520	CII in Automotive Servicing Technology	1
CUA30720	CIII in Design Fundamentals	1
ACM20221	CII in Horse Care	1
CHC22015	CII in Community Services	1
22473VIC	CII in General Education for Adults	1
SIT30622	CIII in Hospitality	1

The CAVE Team continues to seek our new relationships with industry and connection with employers providing and ever-increasing selection of opportunities for our students. Every student engages with multiple pathway planning meetings as part of our current processes, promoting their confidence building and self-advocacy.





## English



In 2025, the English Department at Margaret River Senior High School continued to demonstrate outstanding academic achievement. The department maintained its reputation as one of the strongest English faculties in Western Australia, with results placing the school among the top ten schools in the state for English and Literature.

A number of students achieved outstanding results in ATAR English and ATAR Literature, with several achieving scores placing them among the top performers within the cohort. Two students received Distinctions for their performance in ATAR English and Literature in the WACE examinations. These results reflect the department's focus on explicit instruction in essay writing, analytical frameworks, and targeted examination preparation.

The success of the senior school programs was supported by structured reading, writing, and discussion activities designed to strengthen comprehension, vocabulary development, and critical thinking skills. Regular formative assessment and feedback, supported through the use of journalled workbooks, ensured students were able to refine their writing and progressively improve their academic

performance throughout the year. This model has supported the development of sustained writing practice and reflective learning in senior school and has contributed to the continued success of our students.

In Years 7-10, assessment data indicated continued growth in key literacy skills, particularly in reading comprehension and structured writing. This was reflected in improved results in NAPLAN Reading and Conventions of Language. Teachers implemented targeted differentiation



strategies to support students across a wide range of ability levels, ensuring all learners were able to make meaningful progress. This work was further supported through the introduction of the digital platform Smartlab, which was used to strengthen literacy and reading comprehension skills. In addition, the department implemented a 'chilli' system to model transparent pathways for students to extend and improve their work while supporting teacher differentiation. These initiatives contributed to measurable improvements in overall student achievement.

Students were also provided with authentic learning experiences through participation in regional academic and arts programs. Year 11 General students took part in Heywire competition through Australian Broadcasting Corporation, with one student shortlisted as a finalist. For the fourth consecutive year, Year 12 General students submitted short films to CinefestOZ Film Festival. Emerging writers in Year 10 submitted flash fiction to competitions such as Luxe Short Story Competition and received acknowledgement and shortlisting. Year 9 students attended the annual English and Literature Conference hosted by Dymocks, while Year 12 students participated in the WACE preparation seminar day at Edith Cowan University. A team of senior



students also competed in the 2025 Country Week Debating team mentored by one of our English team.

The continued success of the English Department is underpinned by a highly collaborative teaching team that works closely to plan curriculum, moderate student work, and share effective teaching strategies. This supportive and academically focused learning environment has been a key factor in the department's sustained success and strong outcomes for students.



## Health & Physical Education

We have had many highlights in the Health & Physical Education Learning Area in 2025 due to such a wide range of offering for students both on and off school site. Our comprehensive programs cover many specialised sports, recreational pursuits, sports carnival and competitions along with camps. Here are just a few special mentions from our 2025 school year.

### ATAR PHYSICAL EDUCATION STUDIES

In 2025, we welcomed the return of ATAR Physical Education Studies to the offering in Health & Physical Education for senior school students. This course provides valuable opportunities for student to prepare themselves for future university studies in the areas of Human Movement, Sports Science, Physical Education Teaching and Coaching. This course has continued to strengthen with 13 students commence the Year 11 course in 2025 to 21 students commencing the Year 11 course in 2026.

### OUTDOOR EDUCATION STUDIES

Outdoor Education in 2025 was both a busy and highly rewarding year. We successfully reintroduced the Upper School General Outdoor Education program after a two-year hiatus, commencing the course at full capacity with 22 students enrolled.

Throughout the year, students participated in a diverse range of challenging and enriching experiences. Highlights included completing 56 kilometres of the Cape to Cape Track over three days, paddling along the Blackwood River, undertaking cliff-based rope activities at Wilyabrup, and developing mountain biking skills on the Wooditjup Trails. Looking ahead to 2026, we are pleased to be running both a Year 11 and a Year 12 class. The future

of Outdoor Education is very promising, with strong student interest and a growing culture of adventure, resilience, and skill development.



### 20TH STATE TITLE SURFING MARGARET RIVER DOMINATES AGAIN!

The Margaret River Senior High School proved unstoppable again in 2025, taking out five of the eight divisions on offer and finishing well clear in the overall standings. Their dominance stretched from surfing to bodyboarding, with both seasoned competitors and rising stars stepping up when it mattered.





## COUNTRY WEEK COMPETITION

The 2025 Country Week was a very successful experience for Margaret River Senior High School where we finished 5th in the Tier 1 competition. We had a range of fantastic

performances from a broad range of teams, demonstrating the breadth of talent our students possess. Team finishing positions were as follows:



GRADE	SPORT	ACHIEVED
A	Girls Volleyball	1st
A	Indoor Cricket	2nd
A	Dance	3rd
A	Boys Volleyball	3rd
A	Hockey	6th
A	Speech & Debate	9th
B	Girls AFL	1st
B	Netball	1st
B	Girls Basketball	5th
C	Boys AFL	1st





## Humanities and Social Sciences

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This year in Humanities and Social Sciences has been an exciting and successful one. Students have benefited from a diverse and rigorous senior school program that includes UniReady, Economics, Geography, Modern History, and the introduction of our new course, Humanities and Social Sciences in Action.

In ATAR Economics, students have engaged deeply with contemporary economic issues, applying theory to real-world contexts and showing increasing confidence in data interpretation and extended response writing. Economics is vital, as it equips students with the tools to understand how resources are allocated, how markets and governments make decisions, and how economic forces shape the opportunities and challenges facing societies today.

ATAR Geography students have continued to perform strongly, particularly in spatial analysis, fieldwork interpretation and the application of geographical concepts to environmental and global challenges. The classroom learning is supplemented by the opportunity to engage in fieldwork covering

topics such as natural hazards and tourism in Year 11 and biodiversity loss in Year 12.

In ATAR Modern History, students have refined their source analysis and essay-writing skills, constructing sophisticated arguments supported by evidence. Their ability to evaluate perspectives has been a highlight. History is vital in the modern world because it enables us to understand the origins of contemporary political, social and economic systems, evaluate differing perspectives, and make informed decisions about the future.

Our UniReady students have demonstrated strong academic growth, developing the independent research, academic writing and critical thinking skills required for success in tertiary study. In 2025, the program recorded its largest cohort to date, with 32 students completing UniReady. This reflects both the growing strength of the pathway and the confidence that students and families place in it as a meaningful preparation for university. Student results indicate strong commitment to the program and clear readiness for university pathways.

This year also saw the successful launch of a new General course, Humanities and Social Sciences in Action, which has provided students with a practical, inquiry-based approach to contemporary issues. Students in Year 11 had the opportunity to visit the Holocaust Institute as part of their studies of human rights and participate in an Elders in the Community project in conjunction with the HEART.

Students in lower school have engaged in a range of learning opportunities across the year to show the importance and relevance of Humanities and Social Sciences. These have included voting for their favourite chocolate bar, using their historical inquiry skills to examine Mr Temby's mobile phone collection, entering the Australian Geography Competition and creating Medieval museum displays. Throughout the year students have heard from a range of guest speakers including

local MP Ben Small, John Button and Friends of Gnarabup to provide a real world perspective to the content being taught in class.

The year ended with the Humanities and Social Sciences interstate trip to Sydney and Canberra. Due to unprecedented demand, this trip will now run annually for the Year 10 cohort. Mrs Joyce and her team took 74 Year 10 and 11 students, the biggest group to make this trip from Margaret River Senior High School. Highlights of the trip included climbing the Sydney Harbour Bridge, visiting Parliament House and Taronga Zoo.

Across all subjects and year groups, students have shown intellectual curiosity and a willingness to engage with complex ideas. Collectively, the results and student feedback indicate a strong and thriving Humanities learning area within our lower and senior schools.



## Languages

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This year in Languages, students have embraced valuable opportunities to extend their learning beyond the classroom and engage with language in authentic, real-world contexts. A highlight of the year was the Taiwan Exchange, which provided students with a rich cultural immersion experience. Throughout their time with their host families, students strengthened their communication skills, built international friendships, and developed a deeper appreciation of cultural perspectives. This opportunity will continue to be provided to students in Year 9 and above that are learning Asian Languages, with the next trip scheduled for 2027.

Students also represented the school with enthusiasm in the Education Perfect World Championships, demonstrating commitment to vocabulary development and consistent language practice. Their participation reflected a strong work ethic with Margaret River Senior

High School being the top performing public school in the state. In addition, students competed in the Side by Side Languages Competition, where they showcased their communication skills in a conversation in the chosen language.

Cultural engagement remained a key focus, with visits to El Toro offering students the opportunity to experience language through food and conversation in an authentic setting. These experiences reinforce that language learning is not just about grammar and vocabulary, but about connection, confidence and cultural understanding.

In an increasingly interconnected world, language learning is essential as it fosters intercultural competence, adaptability and global awareness—skills that are critical for both personal growth and future pathways.



## Mathematics

This year, the Margaret River Senior High School Mathematics Faculty continued to focus on building strong mathematical understanding and problem-solving skills across all year levels. Students engaged with a range of mathematical concepts and applications, developing confidence and the ability to think critically and logically.

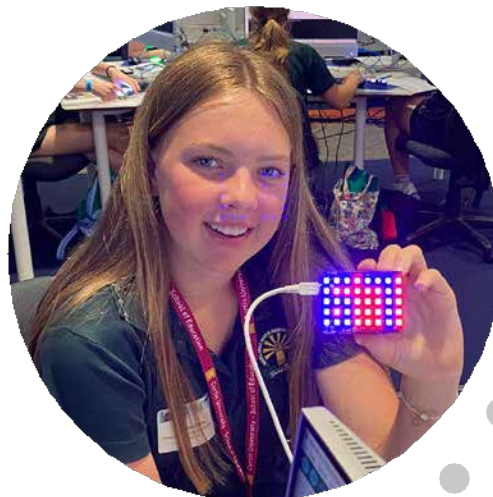
In Years 7 to 9, students were taught in mixed-ability classes, with a strong emphasis on explicit instruction, worked examples, and regular feedback to support student progress. Year 7 students also participated in the Have Sum Fun Online competition, providing an opportunity to apply their skills in a structured problem-solving context.

A highlight of the year was the participation of ten Year 9 girls in the Empowering Girls in Mathematics excursion to Curtin University and the University of Western Australia. This experience provided students with exposure to real-world applications of mathematics and encouraged them to consider future pathways involving mathematics.

The faculty was also very pleased with the strong Year 9 NAPLAN numeracy results,

which reflected consistent effort from students and staff. In addition, Sequoia Hately received a Certificate of Excellence from the School Curriculum and Standards Authority for Mathematics Applications, recognising her high level of achievement.

As we reflect on the year, we acknowledge the commitment of both students and staff in maintaining high expectations and positive learning environments. Looking ahead to 2026, the Mathematics Faculty remains focused on continuing to support student growth and achievement.





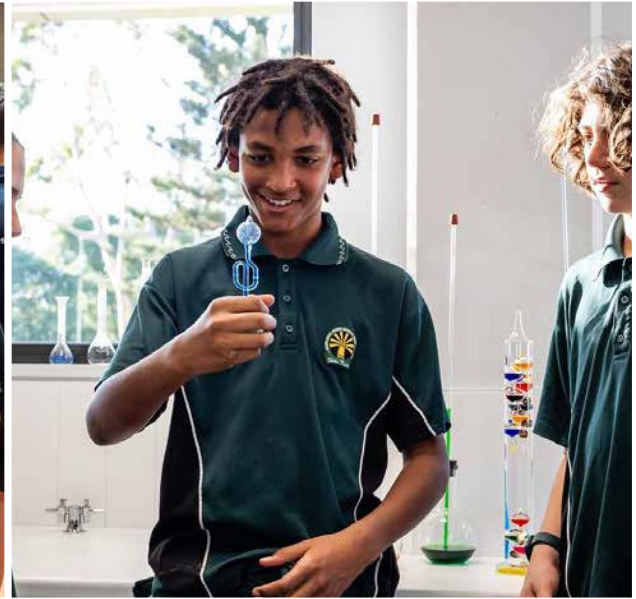
# Science

In 2025, the Science Department continued to demonstrate strong achievement and a clear commitment to both excellence and continuous improvement. A major highlight was the department's recognition on the ATAR Top Schools list for both Human Biology and Biology, with Margaret River Senior High School the only rural school to be recognised on either list. This outstanding result reflects the quality of teaching, the high expectations maintained across upper school courses, and the strong achievement of our students in senior Science. The department also celebrated exceptional success in the Science and Engineering Challenge, being named top school in Western Australia for the second time in three years and going on to represent the state at the national competition in Newcastle.

These achievements sit alongside a deliberate focus on strengthening teaching practice, student organisation and wellbeing in line with the school's strategic priorities. Throughout 2025, the department continued its work to align with the new WA Curriculum

ahead of 2026, embed the MRSHS Learning and Teaching Framework, and strengthen the consistent use of high-impact strategies such as feedback, work checks, review sessions and refinement of experiments and quizzes. At the same time, the Science team maintained a strong focus on student wellbeing through the use of Compass for pastoral care, de-escalation strategies, positive classroom behaviours, relationship-building and the Resilience Project. Together, these priorities reflect a department that is achieving excellent outcomes while continuing to build a positive, supportive and high-performing learning environment for all students.







## Technologies

The Technologies Department at MRSHS encompasses a wide range of contexts, including Digital Technology, Woodwork, Engineering, Home Economics, Building and Construction, Agriculture and Photography. Students in Years 7 and 8 rotate through each subject to get a taster of the different courses before choosing their options in Year 9 and 10 through to upper school. In 2025 we were able to offer a new Year 9 General Workshop course, with a focus on different welding processes. Overall, the course was a success, and it will lead well into our Upper School Certificate II Engineering Pathways and the Building and Construction courses.

There are currently upgrades being done to the Technologies facilities, in particular the Wood, Metal, and Engineering spaces. We also purchased a new set of sewing machines and over lockers for the textile courses. Mrs Garstone and the Upper School Textile students wasted no time in making some fresh bright covers to ensure that the machines are well looked after for years to come. Having these improvements will be a real boost for the department going forward as our programs grow and gain momentum.

In Term 4 we combined with the Arts Department to form the Creating Identity exhibition at the HEART Gallery. This was a fantastic opportunity for our Upper School students to showcase their work, with a number of items sold on the night. The items from Technologies included pieces of furniture, sculptures, fashion pieces and photography.





The opening night was well catered for with loads of tasty platters, and of course the range of Greenheart Ridge Estate wines which are produced from the school's vineyard.

Down at the farm, students had the opportunity to immerse themselves in all things agriculture. Tending to chickens, pruning the orchard, managing vegetable patches, and keeping an eye on the livestock were all just a part of



the many day-to-day activities. As part of the Certificate II in Agriculture, the Year 11 and 12 students went on a camp to Muresk – one of the key training and research institutions for agriculture in Western Australia. This was a great industry link for these students, and we look forward to continuing this partnership into the future.





## The Arts

In 2025, The Arts at Margaret River Senior High School reached an exciting milestone with a spectacular whole-school Arts Festival themed “Rewind.”

Across two unforgettable evenings, more than 200 students collaborated to present a large-scale production celebrating creativity, courage and collaboration. An original drama script, written by the HOLA of The Arts, cleverly worked to weave the showcase

together. Beginning in a watch shop in 1985 and culminating in the creation of a time machine, the story seamlessly connected each performance as the audience journeyed through time.

The breadth of talent on display was extraordinary. Audiences experienced powerful large-scale dance works, concert band and choir performances, junior and senior guitar ensembles, duos and soloists,



energetic rock bands, dynamic percussion items, and a memorable brass quartet dressed as the Village People. The finale saw senior music students bring the house down with a rousing performance of Cher's "Turn Back Time." Across two nights, approximately 800 audience members left inspired and immensely proud of the talents of both students and staff.

Behind the scenes, Events students played a vital role in the festival's success, working professionally as stage managers and front-of-house managers to ensure each performance ran seamlessly. Photography staff and students also supported every major event throughout the year, capturing the vibrant images showcased in this report and preserving the memories of these special moments.

Beyond the Arts Festival, 2025 was a year of outstanding achievement and meaningful artistic expression. Dance students excelled as finalists in the 2025 Youth on Health Festival, demonstrating both technical skill and powerful storytelling. Year 11 Drama students staged a moving performance of Moments from The Laramie Project, delivering a thoughtful and impactful theatrical experience.

Visual Art staff and students extended the momentum of their wearable art creations from the Arts Festival into a highly successful Creating Identity exhibition at Margaret River



HEART, strengthening connections with the wider community. Year 9 and 10 classroom plays delighted audiences with creativity and confidence, reflecting the depth of emerging talent within the school.

Early in Term 4, the Arts faculty also staged a beautiful outdoor memorial concert, Big Band Picnic, honouring a beloved Year 8 student who will be forever remembered by Arts students and staff. The event was a heartfelt celebration of music, community and remembrance.

Together, these events reflect a year of artistic excellence, collaboration and community spirit – a testament to the vibrant, inclusive and thriving Arts culture at Margaret River Senior High School.



# Positive Learning Environment

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## POSITIVE EDUCATION: SWITCH 4 SCHOOLS AND RESILIENCE PROJECT



In 2025, Margaret River Senior High School strengthened its commitment to Positive Education through the introduction of two key programs, Switch4Schools and The Resilience Project. These programs brought a fresh and engaging focus to the explicit teaching of social-emotional skills, helping students build greater emotional awareness, resilience, positive relationships and confidence in managing challenges. Supported by regular check-ins and follow-up, this approach is upskilling students to respond proactively to challenges, manage their emotions effectively and draw on practical strategies before issues escalate, while helping to build a stronger sense of belonging, wellbeing and readiness to learn across the school.

## BREAKFAST CLUB

The MRSHS Breakfast Club remained an important part of school life in 2025, providing students with a positive and supportive start to the day each Wednesday morning at the School Farm. Led by Student Services staff, Lesley How (SSO) and Kathryn Seisun (Chaplain), the program offered a nutritious breakfast and a welcoming environment that promoted wellbeing, connection and readiness to learn. Approximately 130 students accessed the Breakfast Club each week.

This valued program was made possible through the generous support of Foodbank WA, the MRSHS P&C, Woolworths Margaret River and dedicated community volunteers. Their contribution helped strengthen student engagement and ensured many students began the day settled, supported and ready for learning.





## ROCK & WATER

In 2025, students participated in the Rock and Water program, delivered through Student Services by Wendy Coffey, with the Switch4Schools framework intentionally incorporated to strengthen wellbeing, emotional awareness and self-regulation. This combined approach supported students to build resilience, deepen self-awareness and strengthen positive social skills.

## SISTERHOOD

In 2025, Sisterhood continued to provide a welcoming and supportive space for girls to connect, build friendships and strengthen their confidence and wellbeing. Running weekly on Tuesdays, the program engaged an average of 15 lower school students, supported by two upper school “Big Sisters” who provided peer mentoring, encouragement and positive role modelling. Through activities such as healthy breakfasts, gratitude journalling, mindfulness and self-care, games, crafts, guest speakers and volunteering at school events, Sisterhood fostered a strong sense of community, belonging and positive relationships across year groups.

## CADETS

In 2025, junior cadets participated in a hands-on training session focused on generator use and maintenance, led by a Year 12 Senior Cadet Corps group. The session provided each junior cadet with the opportunity to individually start the generator and demonstrate their understanding of its functions, creating a highly engaging and practical learning experience.

For the senior cadets, this formed part of their endorsed community service program (ADCS - Authority Developed Endorsed Program), providing an authentic opportunity to demonstrate leadership while building the skills and confidence of younger cadets.

## ABORIGINAL EDUCATION

Throughout 2025, Margaret River Senior High School continued to strengthen Aboriginal Education through targeted opportunities that supported cultural identity, leadership, engagement and connection to community. A key priority has been creating meaningful experiences that affirm culture, build pride and belonging, and support Aboriginal students to engage positively in school life.

### 2025 HIGHLIGHTS

#### South West Basketball Carnival

Students participated in the regional carnival at Busselton Senior High School, connecting with Aboriginal peers from across the South West while building teamwork, confidence and cultural pride.

#### NAIDOC Week Land Art Mural

In collaboration with Elders and members of the local Aboriginal community, students contributed to the design and creation of a whole-school mural that celebrated culture, connection to Country and community, while strengthening understanding of Aboriginal perspectives across the school.

## ED-CONNECT MENTORING

In 2025, Margaret River Senior High School proudly marked its 16th year of involvement in the Ed-Connect Mentoring Program, continuing a valued partnership that strengthens connections between students and the wider community. The program linked students with nine caring and committed mentors who provided encouragement, guidance and positive role modelling across a range of settings. This included one mentor supporting whole-class activities in SSEP, two mentors volunteering in the School Breakfast Club, and six mentors working one-to-one with students across Years 7, 9, 10 and 12. Through these relationships, students built confidence, resilience and a stronger sense of belonging, while benefiting from the positive impact of trusted community members investing in their growth and success.

#### Stephen Michael Leadership Program

Aboriginal students participated in this pilot program at Margaret River Senior High School, building leadership skills, confidence and aspiration for future pathways beyond school.

#### Wadandi Surf Program

Delivered in partnership with Undalup Corporation, this six-week Term 4 program combined surfing and cultural learning on Country, strengthening cultural identity and connections with Aboriginal students from other South West secondary schools.

#### Cowaramup Primary School NAIDOC Support

Students supported cultural activities with younger students during NAIDOC Week, providing positive role modelling while strengthening leadership and cross-school connections.

These initiatives contributed to stronger student engagement, increased participation and enhanced cultural pride. This work will continue to be strengthened in 2026 through a sustained focus on leadership development, cultural connection and community partnership.



CULTURE

NAIDOC FUN

connection

NAIDOC  
2025  
LAND-ART MURAL  
WITH ELDERS

relationships



# Student Council

Margaret River Senior High School strengthened student leadership, voice and civic participation through a highly active Student Council program in 2025. Led by Head Students Will Still and Eleanor Taylor, the school's distributed leadership model empowered senior councillors to take responsibility for the day-to-day running of meetings and initiatives, building student capacity, accountability and confidence.

Throughout the year, students engaged in a wide range of leadership, academic extension and community-based opportunities, including the GRIP Leadership Conference, Illuminate Education programs, OzCLO, Councillor-for-a-Day, the Visiting Scholar Program with Professor A. C. Grayling, and Radio Margaret River's Young Minds - Facts Unplugged. Students also strengthened school culture by leading a Harmony Day



inclusivity survey and demonstrated maturity and civic responsibility through the student-run ANZAC Service.

The strength of the school's leadership pathway was further reflected in Kiara Lee-Pullen's second consecutive year representing the South West on the Western Australian Student Council, where she also served as WA Student Council Wellbeing Officer. Combined with strong participation in Evatt Trophy debating, these achievements reflect the school's commitment to developing capable, informed and community-minded young leaders.



## KEY HIGHLIGHTS

Head Students:

Will Still and Eleanor Taylor

Kiara Lee-Pullen represented the South West on the Western Australian Student Council and served as WA Student Council

Wellbeing Officer

Students participated in GRIP Leadership, Illuminate Education, OzCLO, Councillor-for-a-Day and the Visiting Scholar Program

Students led a Harmony Day inclusivity survey and a successful student-run ANZAC Service

Five teams progressed to the regional semi-finals of the Evatt Trophy

# Workforce Composition

In 2025, Margaret River Senior High School continued to benefit from a stable and experienced workforce, providing strong continuity in teaching, leadership and support for students. Our staffing profile includes a well-established administrative and teaching team, complemented by a substantial allied professional workforce that strengthens student support, day-to-day operations and the overall functioning of the school. This

breadth of expertise enables us to respond effectively to the needs of a growing and increasingly diverse student cohort, while maintaining consistency in practice and support. The stability of our workforce also reflects the strength of our strategic planning, with staffing structures and resources carefully aligned to student need, school priorities and the long-term sustainability of the school.

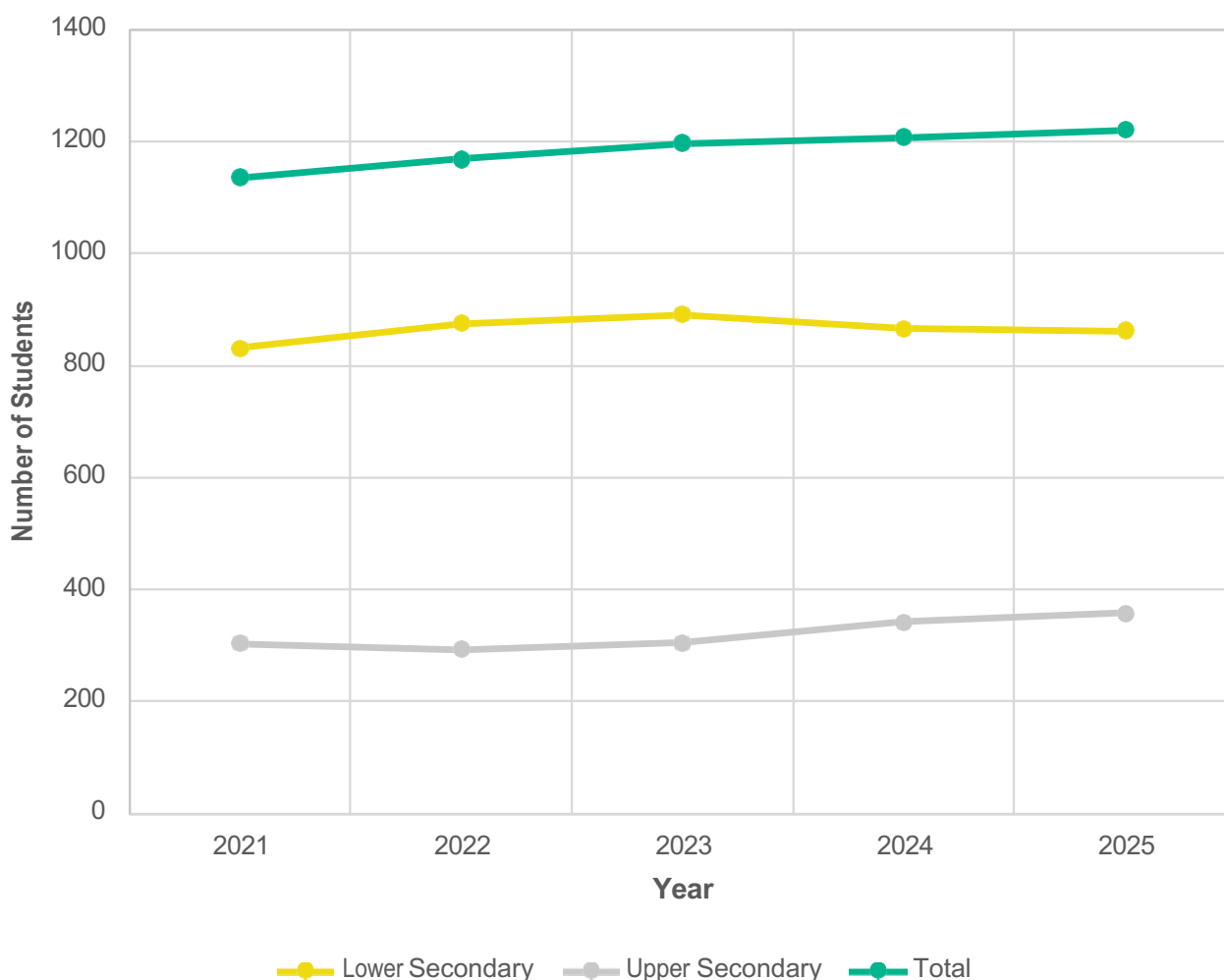
	NO,	FTE	AB'L
<b>ADMINISTRATION STAFF</b>			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	3	2.4	0
Heads of Departments and Learning Areas	8	7.9	0
Program Coordinators	6	5.0	1
<b>Total Administration Staff</b>	<b>18</b>	<b>16.3</b>	<b>1</b>
<b>TEACHING STAFF</b>			
Level 3 Teachers	15	13.2	1
Other Teaching Staff	60	51.2	1
<b>Total Teaching Staff</b>	<b>75</b>	<b>64.3</b>	<b>2</b>
<b>ALLIED PROFESSIONALS</b>			
Clerical / Administrative	15	11.2	0
Gardening / Maintenance	2	2.0	0
Instructional	1	0.7	1
Other Allied Professionals	23	18.1	1
<b>Total Allied Professionals</b>	<b>41</b>	<b>32.0</b>	<b>2</b>
<b>TOTAL</b>	<b>134</b>	<b>112.6</b>	<b>5</b>

# Student Numbers

Margaret River Senior High School's continued growth, particularly in upper secondary, reinforces the importance of sustained strategic resourcing and long-term planning to ensure the school remains well placed to meet future demand. With ongoing population growth across the broader catchment, from Cowaramup in the north through to Witchcliffe and Karridale in the south, the school will need to continue aligning workforce planning,

facilities development, pathway provision and student support structures to the changing needs and size of its community. This growth, together with the diverse characteristics of the student cohort, highlights the importance of maintaining a deliberate and forward-focused approach to resourcing so that all students can continue to access high quality learning, support and pathway opportunities.

## SEMESTER 1 STUDENT NUMBERS



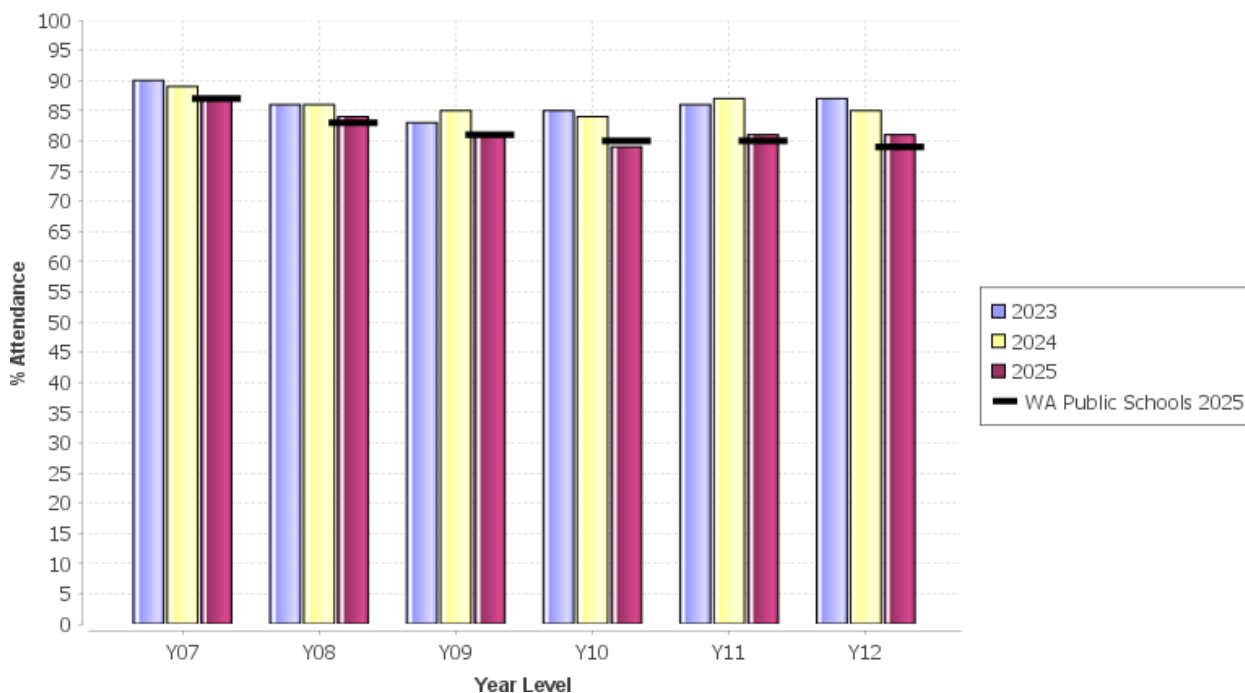
SEMESTER 1	2021	2022	2023	2024	2025
Lower Secondary	832	876	891	866	862
Upper Secondary	304	294	306	342	359
<b>Total</b>	<b>1136</b>	<b>1170</b>	<b>1197</b>	<b>1208</b>	<b>1221</b>

# Student Attendance

In 2025, attendance remained an important priority for Margaret River Senior High School. Across all year levels, the school maintained attendance at or above the WA Public Schools average, reflecting the impact of our deliberate and sustained strategies to support student engagement and attendance. Attendance was strongest in Year 7, while the pattern across Years 10 to 12 highlighted the increasing complexity of wellbeing, engagement and pathway needs in the senior years. This occurred alongside continued steady growth in student numbers, particularly in upper secondary, which further strengthened the importance of targeted and responsive support. Our structured, proactive and student-centred approach to attendance

includes close monitoring, early identification of concerns, consistent family communication and coordinated intervention. Student Services, pastoral care staff and school leaders work collaboratively to understand barriers to attendance and implement strategies that re-engage students in learning, including case management, wellbeing support, pathway counselling and, where required, collaboration with external agencies. This work continues to reinforce our business plan priorities by strengthening student engagement, supporting achievement and maintaining a positive learning environment in which students are known, supported and connected to school.

## ATTENDANCE BY YEAR LEVEL



# Student Achievement & Progress

## NAPLAN YEAR 7

Test	Year 9 2025 Result	Australian Average	+/- Difference 2025	State Average 2025	+/- Difference 2025
Numeracy	547	545	+2	529	+18
Writing	528	538	-10	523	+5
Spelling	526	542	-16	536	-10
Grammar and Punctuation	525	539	-14	521	+4
Reading	534	538	-4	519	+15

Our 2025 Year 7 NAPLAN comparative performance presents a mixed picture, with Numeracy performing slightly above the Australian average and well above the state average, indicating a sound foundation in this area. Writing, Grammar and Punctuation, and Reading all sat below the Australian average, although each remained above the state average, suggesting that students are performing competitively within the

WA context while still highlighting areas for further growth against national benchmarks. Spelling was the weakest relative area, sitting below both the Australian and state averages, and will remain an important focus within our literacy improvement work. Overall, these results reinforce the need for continued targeted support in literacy, while also reflecting encouraging strengths in numeracy and a solid base from which to build.

## NAPLAN YEAR 9

Test	Year 9 2025 Result	Australian Average	+/- Difference 2025	State Average 2025	+/- Difference 2025
Numeracy	592	573	+19	594	+23
Writing	574	575	-1	568	+6
Spelling	566	569	-3	566	0
Grammar and Punctuation	576	559	+17	551	+25
Reading	589	568	+21	565	+24

Our 2025 Year 9 NAPLAN comparative performance shows encouraging improvement, particularly in Reading, Spelling, and Grammar and Punctuation, where results moved into the above expected range. Numeracy also remained within the expected range, indicating steady performance in this area. Writing continues to be an area of ongoing

focus within our improvement agenda, with the data reinforcing the importance of our sustained whole-school work in literacy development. Overall, these results reflect the positive impact of our targeted teaching strategies and our commitment to continuous improvement in student achievement.

## YEAR 12 OUTCOMES

Year 12 Student Numbers	2020	2021	2022	2023	2024	2025
Semester 1 Census	127	147	132	137	146	174
Semester 2 Census	118	145	124	132	141	167
Students reported to the Authority	125	158	139	145	149	176
Students in the cohort	155	182	183	171	181	206
<b>Alternative pathways: count (% of students in the cohort)</b>						
Year 11 repeat				1		
Left school - NOA	18	26	29	20	26	22
Left school - other verified	7	1		1		4
Left school - unverified	9	2	10	4	9	8
Total (%)	34 (22%)	29 (16%)	39 (21%)	26 (15%)	35 (19%)	34 (17%)

## SECONDARY METRICS - PROGRESS AND ACHIEVEMENT

NAPLAN BAND	WACE ACHIEVED								NO WACE						TOTAL	MET HRESHOLD	DENOMINATOR	% MET THRESHOLD	MET PRE-THRESHOLD	DENOMINATOR	% IN PRE-THRESHOLD
	1	2	3	4	5	6	7	8	9	10	11	12	13	14							
10	19	4						1		1				1	26	19	26	73.1	4	26	15.4
9	13	15		4	2	1	5	1	1	2	1	5		2	52	26	52	53.8	4	52	7.7
HIGH BAND 8	2	1		6		5	6	3				1			24	9	24	37.5	5	24	20.8
8		4			1	7	5	6		2	3	4		2	34	12	34	35.3	5	34	14.7
7		1		1	3	8	7			3	2	7		3	35	20	35	57.1	0	35	0.0
6						1	1			6	1	4		1	14	8	13	57.1			
BAND 5 OR EXEMPT													2		2						
INCOMPLETE/NO NAPLAN	1	1			1		1		1	1	3	3		1	13						
<b>TOTAL</b>	<b>35</b>	<b>26</b>	<b>0</b>	<b>11</b>	<b>7</b>	<b>22</b>	<b>25</b>	<b>11</b>	<b>2</b>	<b>15</b>	<b>10</b>	<b>24</b>	<b>2</b>	<b>10</b>	<b>200</b>	<b>96</b>	<b>185</b>	<b>51.9</b>	<b>18</b>	<b>171</b>	<b>10.5</b>

## YEAR 12 PATHWAYS

Year 12 Student Pathways	2020	2021	2022	2023	2024	2025
<b>ATAR</b>						
<b>ATAR participation rate: count (% of cohort)</b>						
School	49 (32%)	70 (38%)	46 (25%)	50 (29%)	46 (25%)	74 (36%)
<b>Year 12 ATAR enrolments: count (% of ATAR students)</b>						
6+ ATAR courses		2 (1%)	1 (1%)			
4-5 ATAR courses	49 (32%)	68 (37%)	45 (25%)	50 (29%)	46 (25%)	74 (36%)
<b>ATAR performance: count (% of ATAR students)</b>						
99+		2 (3%)				1 (1%)
90-98.95	8 (16%)	15 (21%)	22 (48%)	23 (46%)	17 (37%)	24 (32%)
80-89.95	18 (37%)	22 (31%)	15 (33%)	18 (36%)	11 (24%)	19 (26%)
70-79.95	9 (18%)	11 (16%)	4 (9%)	6 (12%)	8 (17%)	18 (24%)
55-69.95	9 (18%)	11 (16%)	4 (9%)	3 (6%)	7 (15%)	9 (12%)
<55	2 (4%)	8 (11%)	1 (2%)		2 (4%)	3 (4%)
English scaled score 50+	42 (86%)	56 (80%)	46 (100%)	51 (102%)	45 (98%)	72 (97%)
<b>ATAR performance (tricles): count (% of ATAR students)</b>						
High	13 (27%)	20 (29%)	22 (48%)	23 (46%)	15 (33%)	24 (32%)
Mid	18 (37%)	24 (34%)	18 (39%)	22 (44%)	21 (46%)	30 (41%)
Low	15 (31%)	25 (36%)	6 (13%)	5 (10%)	9 (20%)	20 (27%)
<b>VET</b>						
<b>VET participation rate: count (% of cohort)</b>						
School VET enrolments	102 (66%)	100 (55%)	102 (56%)	103 (60%)	123 (68%)	114 (55%)
<b>Level of highest qualification achieved: count (% of VET enrolled students)</b>						
Certificate IV	6 (6%)	6 (6%)	10 (10%)	8 (8%)	9 (7%)	7 (6%)
Certificate III	10 (10%)	20 (20%)	20 (20%)	26 (25%)	33 (27%)	29 (25%)
Certificate II	61 (60%)	55 (55%)	40 (39%)	44 (43%)	51 (41%)	45 (39%)
Certificate I		1 (1%)			8 (7%)	
<b>Students with more than one qualification: count (% of VET enrolments)</b>						
3+ qualifications	4 (4%)	9 (9%)	12 (12%)	12 (12%)	24 (20%)	9 (8%)
2 qualifications	16 (16%)	33 (33%)	37 (36%)	28 (27%)	34 (28%)	26 (23%)
<b>ENDORSED PROGRAMS</b>						
<b>Unit achievement: count (% of cohort)</b>						
All endorsed programs	22	69	74	101	113	124
<b>GENERAL</b>						
<b>&lt;4 ATAR and no VET participation rate: count (% of cohort)</b>						
1-3 ATAR and General	1 (1%)	2 (1%)	3 (2%)	4 (2%)	6 (3%)	4 (2%)
General only		4 (2%)	4 (2%)	2 (1%)	4 (2%)	6 (3%)

# School Income by Funding Source

ONE LINE BUDGET	CURRENT BUDGET	ACTUAL YTD	VARIANCE
Carry Forward (Cash)	\$101,749	\$113,748	-\$11,999
Carry Forward (Salary)	\$104,555	\$104,555	0
<b>INCOME</b>			
Student-Centred Funding (including School Transfers & Department Adjustments)	\$16,640,702	\$16,176,921	\$463,781
Locally Raised Funds	\$753,809	\$415,252	\$338,557
<b>Total Funds</b>	<b>\$17,600,815</b>	<b>\$16,810,477</b>	<b>\$790,338</b>
<b>EXPENDITURE</b>			
Salaries	\$15,744,998	\$4,024,897	\$11,720,101
Goods and Services (Cash)	\$1,829,608	\$618,484	\$1,211,124
<b>Total Expenditure</b>	<b>\$17,574,606</b>	<b>\$4,643,381</b>	<b>\$12,931,224</b>
<b>Variance</b>	<b>\$26,209</b>	<b>\$12,167,095</b>	<b>-\$12,140,886</b>

STUDENT-CENTRED FUNDING	
Per Student	\$14,413,362.00
School and Student Characteristics	\$1,680,707.84
Disability Adjustments	-\$8,121.21
Targeted Initiatives	\$443,872.72
Operational Response Allocation	\$110,080.73
Regional Allocation	\$800.00
<b>Total</b>	<b>\$16,640,702.08</b>

MINIMUM EXPENDITURE REQUIREMENT SUMMARY	
Current Budget - SCFM and Locally Raised Funds	\$17,394,511
<b>Minimum Expenditure Requirement</b>	
96% of current budget	\$16,698,731
10% of carry forward	
<b>Total Minimum Expenditure</b>	<b>\$16,698,731</b>
<b>Current Forecast Expenditure</b>	
Salaries	\$15,744,998
Goods and Services (Cash Expenditure)	\$1,765,665
<b>Total Forecast Expenditure (cash and salaries)</b>	<b>\$17,510,663</b>

BANK ACCOUNT BALANCES (CASH)	
Bank Account	\$326,236.95
Investment Account(s)	\$167,902.92
Building and Other Funds Account	\$0.00
<b>Total for all Bank Accounts*</b>	<b>\$494,139.87</b>

\*Reserve balances are included in the total

RESERVE ACCOUNT BALANCES	
S - Library Resources	\$1,687.45
S - Computing Resources	\$200,000.67
S - D & T Resources	\$1,652.72
S - Human & Social Sciences Resources	\$597.82
S - Maths Equip Resources	\$7,759.32
S - Science Equip Resources	\$5,465.64
S - VET Resources	\$0.44
S - Photography Resources	\$15,688.00
S - The Arts Resources	\$3,400.00
S - Performing Arts Resources	\$7,805.40
S - Phys Ed Equipment Resource	\$24,836.58
S - Outdoor Equipment Resource	\$14,944.46
S - Tracksuit Replacement Resource	\$5,429.00
S - Farm Resource Reserve	\$186.08
S - Photocopier Replacement Resource	\$0.78
S - General Resource	\$301,403.56
<b>Total for all Reserve Accounts</b>	<b>\$590,857.92</b>



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