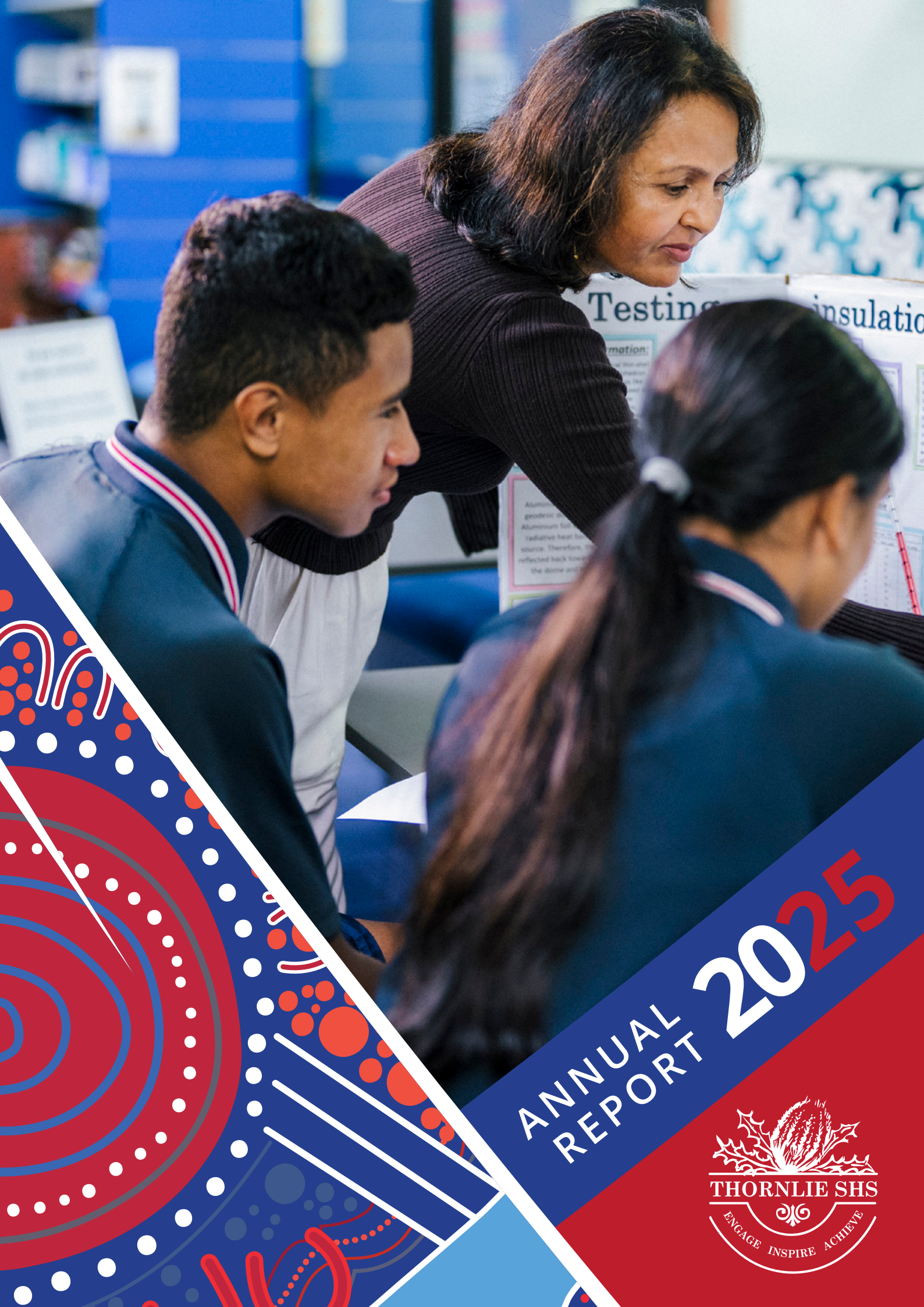




ANNUAL REPORT 2025





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Dear Thornlie Senior High School Community,

I am so proud to share our 2025 celebrations with you.

Our 2025 graduates have made Thornlie Senior High School immensely proud, exemplifying our high standards of teaching and learning through some of the strongest results in the school's history. One student achieved an ATAR of 99.15, while five students attained ATAR scores above 90. In addition, 93% of our Year 12 students successfully completed their WACE, with the same percentage meeting OLN requirements. These are some of the highest results in the history of our school. Our alumni now step confidently into the wider community, well prepared for life beyond school. Over their six years at Thornlie Senior High School, they have developed the skills and resilience to pursue university, further training, or meaningful employment, and to thrive as valued members of the wider community.

Our school values of Respect, Responsibility, Pride, and Perseverance are reflected daily in both our classrooms and our extensive co-curricular offerings. Thornlie provides 15 clubs and three specialist sports programs, as well as a National Champion Cheer and Dance program, creating rich opportunities for success beyond academic achievement. We proudly support our First Nations students through the Deadly Sista Girlz and

Follow the Dream programs, alongside a wide range of camps, career taster days, interschool carnivals, and reward activities that contribute to a well-rounded and inclusive educational experience.

The growing number of families recognising the outstanding opportunities available at the school led to the addition of three new classrooms in 2025, as well as a purpose-built STEM (Science, Technologies, Engineering, and Mathematics) facility, which now houses our LEGO and Robotics programs.

Thornlie Senior High School is flourishing.

As our numbers continue to grow, our unwavering commitment to academic and personal growth is reflected in our improved attendance and achievement data, new connections with universities, sporting programs, and local businesses, creating direct pipelines to future success for each student.

We hope you'll take pride in the achievements made possible by our shared efforts, as highlighted throughout our 2025 report.

Dee Kennedy Principal



School Context

*Our school is built on the land and waterways of the **Whadjuk Noongar** people who we acknowledge as the traditional **owners on the land** on which we work and learn together.*

*We pay our respects to Elders past, present and emerging and walk alongside our **First Nations families** to build a culturally safe and responsive school.*

Aboriginal Education Highlight - Cultural Dance group



OUR VISION

Thornlie Senior High School is a vibrant and inclusive community where excellence in learning, respect for diversity, and strong relationships come together to inspire students to reach their full potential and engage confidently with the world.

ENGAGE

Students are encouraged at all levels of their schooling at TSHS to participate in the vast array of academic and co-curricular opportunities available to them to build a rich and purposeful school experience.

INSPIRE

We strive to motivate students to believe in their potential and to approach learning with curiosity, confidence, and ambition. Through supportive relationships, engaging teaching, and a strong culture of high expectations, we inspire students to challenge themselves, celebrate success, and strive for personal excellence – in turn, inspiring others to do the same.

ACHIEVE

Our aim continues to be for Thornlie Senior High School students to achieve their very best, working in an environment that emphasise the importance of respectful relationships and the achievement of personal success.

OUR VALUES

Respect, Responsibility, Pride and Perseverance

With close to over fifty years of experience as an Independent Public Secondary School, we provide a high-quality education for almost 1,200 students across Years 7 to 12. We inspire young people to identify their ambitions and support them to realise their goals. While honouring the proud traditions built by our community over time, we embrace evidence-based practice and innovative approaches to learning that prepare students for the future.

Growing demand from families outside our local intake area reflects the school's strong reputation. Continued improvements in pastoral care and teaching and learning, along with active participation in local, national and international co-curricular opportunities, have made Thornlie a preferred choice for many.

With the support of a highly engaged School Board and P&C, we believe success comes from individuals working in partnership with the school and the wider

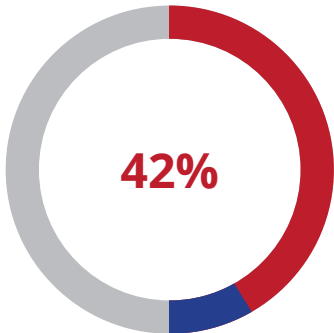
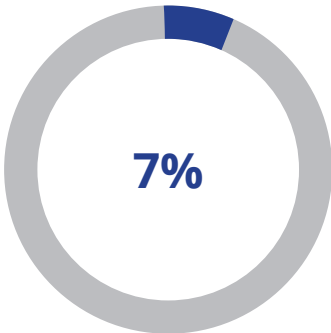
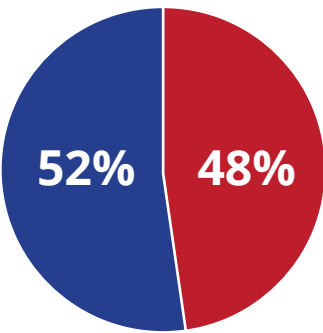
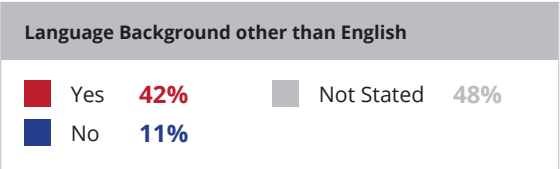
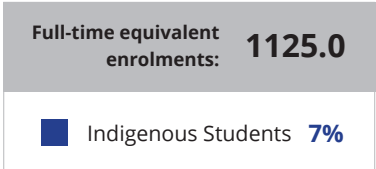
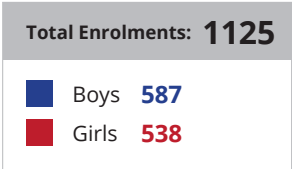
community. Building connection with our families and our community continues to be a priority for our school. Our dedicated staff, together with strong links to local industry and community groups, enable us to offer personalised programs that nurture each student's interests and potential. We support students to dream, grow, and find their own pathways to success.

In a world that is constantly changing, we continue to grow and adapt alongside it. Our students arrive from diverse backgrounds and leave with a shared strength: a high-quality education and a strong foundation for life. They are equipped with the skills, confidence, and resilience to navigate a future full of challenge, possibility, and opportunity.

We strive to create a place and space for every student to belong. As a result, Thornlie Senior High School graduates are confident, compassionate and focused young people, ready to shape a bold and exciting future.

Student Numbers

Student Numbers and Characteristics



SEMESTER 2	2021	2022	2023	2024	2025
LOWER SECONDARY	792	810	774	776	817
UPPER SECONDARY	364	294	292	319	308
TOTAL	1138	1104	1066	1085	1125

COMMENTS

- Thornlie Senior High School is growing. The school experiences consistent enrolment numbers from the local intake area and is experiencing ongoing enrolment pressure from surrounding communities and internationally. In response to this, 2025 saw the installation of three new transportable classrooms to accommodate increasing student numbers across all year groups.
- We anticipate that new housing developments nearby and housing affordability will continue to result in increased enrolments in coming years.
- The School Board and P&C are highly supportive and continue to advocate for the upgrade of administration areas and an increase in the number of teaching areas in the future. This would provide an opportunity to broaden course offerings in the future.
- Co-curricular programs such as Deadly Sista Girlz, Follow the Dream and Boomerang Club continue to support the engagement of First Nations students, although there is still work to be done in this space.
- More than 42% of students identified as EALD in 2025 which makes Thornlie Senior High School one of the most culturally diverse schools in the state. Specialised EALD classes in years 8 – 10 support the English literacy and numeracy needs of students, while EALD General and ATAR courses in senior school provide greater access to support for years 11 and 12. A strong focus on cultural inclusivity and differentiation supports the engagement of all students.

Workforce

Staff Numbers

TABLE 1 FTE AND HEADCOUNT OF STAFF FOR OCCUPATION GROUPS

Occupation	Active	Active FTE	Inactive Headcount	Inactive FTE	Total Headcount	Total FTE
Leadership	5	5.0	0	0.0	5	5.0
HOLA/Coordinator	11	11.0	0	0.0	11	11.0
Teacher	71	66.7	4	5.0	75	71.7
Education Support EAs	10	8.0	1	1.0	11	9.0
AIEO	1	0.8	0	0.0	1	0.8
Admin	13	11.8	0	0.0	13	11.8
Cleaner	9	5.5	0	0.0	9	5.5
Gardener	2	2.0	0	0.0	2	2.0
Other	10	7.7	0	0.0	10	7.7
Total	132	118.5	5	6.0	137	124.5

COMMENTS

We are fortunate to have a very dedicated, enthusiastic team of teachers and support staff who are committed to the School's vision: Engage, Inspire, Achieve.

In 2025, 124 staff contributed to Thornlie Senior High School, including 70 were teachers (63.3 FTE), 38 support staff (33.8 FTE) and 16 Administrative staff and Heads of Learning Area (16.0 FTE). All teachers at our school have current Working with Children checks and are registered with the Teacher registration board of Western Australia (TRBWA).

Like most secondary schools, Thornlie Senior High School staff are an older population, with more than half of teaching staff being 50 – 69 years old. Succession planning, recruitment, and backfilling staff leave remain a key focus for the school with the aim, always, to create a seamless high-quality educational experience for our students.

Developing our middle leaders continues to be a key focus of the school, with staff being supported to apply for Senior Teacher and Level 3 Classroom Teacher qualifications as well as filling a variety of leadership roles across the school community. The focus on leadership opportunities has facilitated a developing awareness of strategic leadership and impact at whole-school level in a large complex high school.

Competitive, fair and equitable selection processes allow teachers to apply for a wide range of leadership positions:

- Curriculum Coordinator
- AVID
- STEM coordinator
- Cultural Coordinator
- 2iC positions in each learning area
- Student Leadership Coordinator
- Year Coordinators (5)
- Big Picture Design TiC

During 2025, we employed 2 Limited Registration teachers to ensure that all classes were fully staffed with professionals with appropriate curriculum background. Both teachers were retained for the 2025 staffing profile, one of whom has attained Full Authority to Teach with TRBWA.

Throughout the year, all staff engage in professional learning that furthers the goals and aspirations of the school. In 2025, this included:

- Consensus moderation
- SCSA curriculum workshops for new curriculum
- Attendance at Mathematics WA conference
- Classroom Management Strategies (CMS)
- Teach Well
- Avid
- Impact Cycle Coaching
- Teaching for Impact
- Managing Challenging Behaviours
- Gatekeeper training
- First Aid and Surf Lifesaving

Attendance

Secondary Attendance Rates

	ATTENDANCE RATE	
	School	WA Public Schools
2023	82.9%	82.5%
2024	81.3%	82.2%
2025	81.6%	81.7%

Attendance % - Secondary Year Levels

	ATTENDANCE RATE					
	Y07	Y08	Y09	Y10	Y11	Y12
2023	88%	83%	81%	81%	82%	83%
2024	88%	83%	78%	78%	82%	79%
2025	90%	82%	80%	74%	81%	84%
WA Public Schools 2025	87%	83%	81%	80%	80%	79%

COMMENTS

Student attendance continues to echo that of WA Public Schools, with 2025 attendance being slightly higher than the previous year overall, and we continue to reflect upon and modify school processes and learning opportunities to maximise student engagement and attendance. Refined attendance monitoring processes, student supports, and flexible learning pathways mean that student engagement is more supported than ever at Thornlie Senior High School.

All students are tracked at 5 weekly intervals with case management processes in place for persistent non-attendance. Individual attendance plans are co-designed with students and families to understand the needs of each student and implement targeted supports that encourage regular attendance at school.

Year 9 students who are disengaged are identified in Term 4 and supported to either re-engage with school and participate in training opportunities provided by South Metropolitan Engagement and Participation Service in Yr 10. Before moving to Track and participation in yrs 11 and 12. Additionally, staff engaged in significant professional learning in Managing Challenging Behaviours, Curriculum Differentiation, Supporting Students with Extra Needs, and Student Support Plans in 2025, all of which allow them to more ably support students in their classes to engage successfully with school.

The attendance and engagement of our female Aboriginal students continue to be an area of focus, with significant refinement to our Deadly Sista Girlz program and First Nations Conversations aiming to support greater connection between the school and its families.

Our Big Picture Academy continues to thrive, providing students who flourish through independent learning with the opportunity to pursue their passions, achieve recognised certification, and graduate with a strong portfolio pathway to university, employment, or further training.

Thornlie Senior High School is committed to consistently recognising and acknowledging students who demonstrate high attendance and positive behaviours to achieve their best. Additional staffing and improved attendance processes mean that parent communication regarding student attendance is regular and focused, and we remain dedicated to working with our families to ensure that students are supported to maintain regular attendance.

Each term, the school recognises “Attendance Champions” and certificates of recognition are awarded in Year Assemblies. At various times during the year, students maintaining high attendance are rewarded through our PBS processes.

Student Achievement and Progress

NAPLAN Data

NAPLAN Numeracy	2025	
	Year 7	Year 9
Exceeding	8%	3%
Strong	41%	55%
Developing	27%	30%
Needs Additional Support	24%	12%

NAPLAN Reading	2025	
	Year 7	Year 9
Exceeding	5%	5%
Strong	40%	50%
Developing	34%	32%
Needs Additional Support	20%	12%

COMMENTS

2025 NAPLAN results indicate the value added to student education after two years at Thornlie Senior High School.

Year 7 results indicate that a high number of students enter the school requiring significant support in Numeracy, Reading and Writing with almost a quarter of the year 7 population testing in the 'Needs Additional Support' range.

In year 9, the number of students requiring this high level of support has halved due to effective intervention and the high standard of curriculum and teaching students experience at TSHS.

NAPLAN Writing	2025	
	Year 7	Year 9
Exceeding	4%	10%
Strong	39%	46%
Developing	34%	33%
Needs Additional Support	23%	12%

It is also pleasing to see that a higher number of students are placed in the 'Strong' category in year 9.

Looking forward, the school has work to do supporting students to move from the 'Developing' space towards 'Strong' and 'Exceeding'. Further intervention is also required to support student numeracy skills across the School.



Student Achievement and Progress

OLNA Data

	Year 12 OLN Statistics - WACE Eligible				
	Cohort Size	Achieved All 3	Numeracy	Reading	Writing
2023	120	104 (87%)	110 (92%)	114 (95%)	115 (96%)
2024	131	123 (94%)	126 (96%)	127 (97%)	127 (97%)
2025	134	125 (93%)	127 (97%)	131 (98%)	131 (98%)

COMMENTS

The Online Literacy and Numeracy Assessment (OLNA) is a key piece of data for all WA students and plays an integral role in the ability of each student to attain WACE.

In 2024 and 2025, Thornlie SHS maintained consistent high results across the three domains.

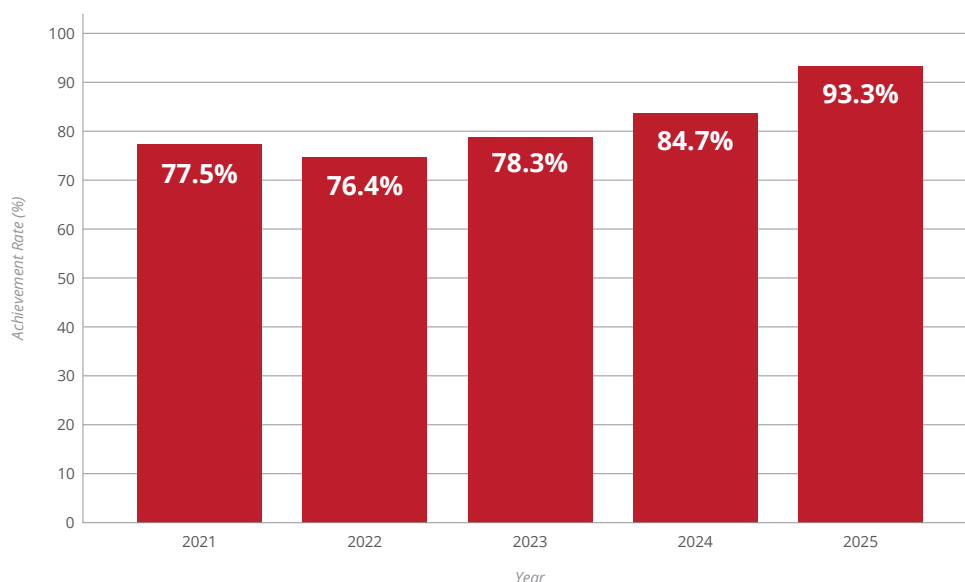
With the support of the Government's Small Group Tuition initiative, the school provided OLNA support to year 11 and 12 students at risk of non-attainment. This has reaped pleasing results, particularly in Reading and Writing, for our Senior School students.

Improvement in the Reading and Writing domains of OLNA are clear, and the school will work to ensure supports are in place to support student numeracy to the same level moving forward.



Class of 2025 Results

5 Year WACE Achievement Rate



Year 12 Students Completing a VET Certificate (during Years 10 to 12)

	Certificate I		Certificate II		Certificate III	
	Number	Percentage	Number	Percentage	Number	Percentage
2023	0	0.0%	95	100.0%	0	0.0%
2024	0	0.0%	102	99.0%	1	1.0%
2025	0	0.0%	125	95.4%	6	4.6%

Percentage of Students Acquiring an ATAR Achieving One or More Scaled Scores of 75 or More

	Number acquiring an ATAR	Number achieving one or more scaled scores of 75+	Percentage achieving one or more scaled scores of 75+
2023	28	3	11%
2024	23	1	4%
2025	30	3	10%

COMMENTS

2025 saw TSHS students achieve the highest year 12 results in the history of the school. Of particular note:

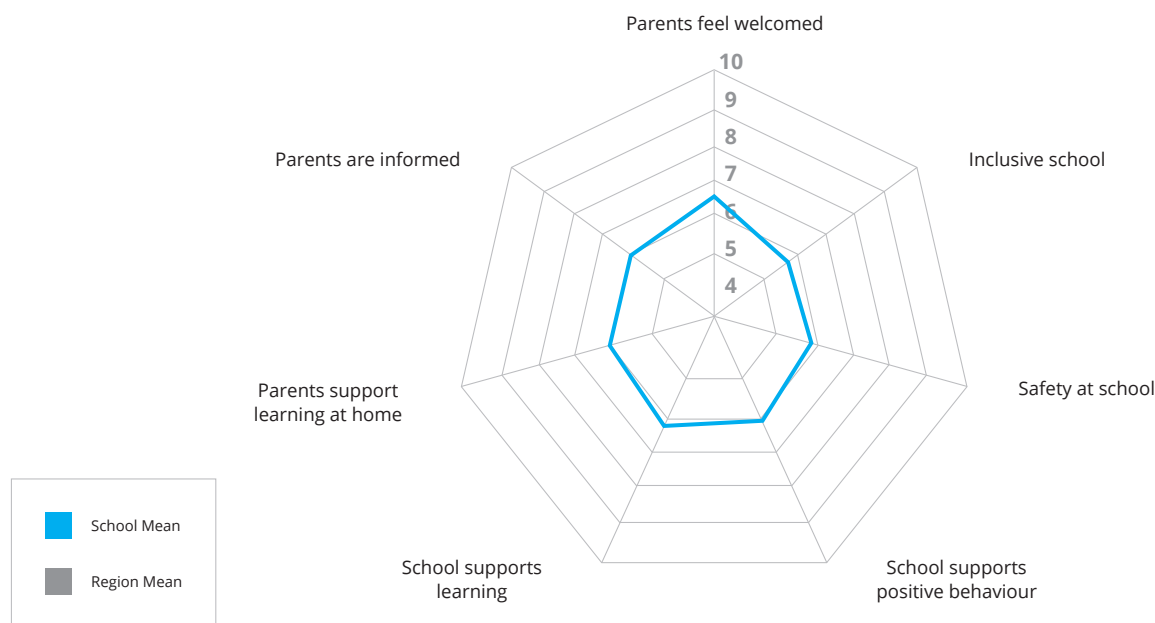
- 93% of student attaining a WACE qualification
- One student attained an ATAR of 99.15
- 5 more students achieved ATAR results over 90,
- 5 students received Certificates of Merit
- Median ATAR was 75, much higher than in previous years.

This vast improvement reflects ongoing refinement in our rigorous counselling processes from year 11 to year 12 working with students and families to ensure each student is on track to achieve their best results.

We are proud of the hard work and achievement of all of our students across all aspects of their education at Thornlie Senior High School.

Tell Them From Me Survey 2025

PARENT SATISFACTION



ANALYSIS AND IMPACT OF EVIDENCE

The Tell Them From Me (TTFM) survey sought feedback from parents on a number of school factors in Term 4 2025. The school consistently rated a score about 6/10 with parents commenting that they feel welcome, can easily speak to staff, and are well informed about school activities. Parents indicated that TSHS is pro-active in ensuring all students are included (6.2), students are encouraged to do their best (6.4), and student progress (6.3).

Areas for improvement, continue to be classroom behaviour management (4.9) and differentiation (5). Improvement focus:

STUDENT WELLBEING

SAER teams meet fortnightly to discuss the case management of individual students with many codesigned documented plans created to support student attendance, social and emotional learning, and learning needs. The Positive Behaviour Support committee developed and implemented a program of learning for Homeroom lessons, highlighting pro-social behaviours and school values. Student Services team expanded in response to the needs of students, increasing psychologist time by 0.6FTE, improving the provision of Social and Emotional Learning (SEL) programs by 300%, and refining the development and implementation of Individual Education plans.

COMMUNITY CONNECTION

TSHS would like to foster even better relationships with families and the wider community, building a culture of connectedness that strives to support each student holistically. In 2025, families were invited to participate in: academic achievement assemblies, planning and wellbeing meetings, athletics carnivals and competitions, Robotics Club competition, Meet and Greet/ Parent-teacher interviews, music and dance performances, Big Picture expos, Special Assemblies and events (NAIDOC, Harmony Day, RUK Day), and invited to join the P&C and School Board.

CULTURE OF LEARNING AND GROWTH

Improvement is shown in this area and it continues to be an area of focus. In 2025, student achievement was supported by initiatives such as 80+ club, Shark Tank, OLN Small group tuition, Follow The Dream, course revision, and obtaining student feedback. Additionally, 2025 saw TSHS sign onto AVID with initial teacher training occurring in term 4. AVID aims to support both teachers and students by explicitly addressing factors supporting the fundamentals of successful student learning.

Student Characteristic Funding

ABORIGINAL EDUCATION HIGHLIGHTS

2025 was the implementation year for the Deadly Sista Girls (DSG) program, aimed at improving educational engagement for our First Nations girls, as well as providing greater connection to each other and to Culture. DSG supports 30 girls and is timetabled into the normal school day. Many of the girls attend DSG Homeroom and co-curricular activities with DSG participants from other schools, including:

- Football and netball competitions
- Adventure World
- Team building and ropes course

In addition to this, First Nations students have access to participate in:

- Follow the Dream
After school education support program
- Boomerang Club
Learning initiatives specific to Culture
- NAIDOC week activities
- Noongar Language Classes
- Leadership roles within the Cultural Committee



East Metro Health Services



Noongar Language Classes

Student Characteristic Funding

ENGLISH AS A LANGUAGE DIALECT

Our incredibly multicultural make-up is something truly valued at Thornlie Senior high School. Just over 40% of students at TSHS classify as English As a Language Dialect (EALD), this means that a great many students do not speak English at home as their first language, or even as a second or third language. At Thornlie, support for EALD students includes:

- Classes in Years 7, 8, 9 and 10 which follow the regular English curriculum but under the guidance of an EALD teacher using specific EALD strategies.
- Specialised year 11 EALD classes in ATAR and General
- Specialised year 12 EALD classes in ATAR and General
- Professional Learning for EALD staff
- Support from the Bachar Houli foundation
- Youth Futures 'Tree of Life' program for New Australians



Culture and Inclusivity at TSHS



Bachar Houli Iftar Foundation Dinner

Student Characteristic Funding

DISABILITY RESOURCE FUNDING

We are proud of the support we offer to students with extra needs of disability at Thornlie Senior High School. A great many of our students benefit from quality differentiated teaching practice in their classes. More than 200 students receive support through documented plans, codesigned between students, families and our Learning Support Coordinator (0.6FTE). A significant number of students receive additional EA support for cognitive, social/emotional, physical, or sensory disability.

Thornlie Senior High School employs 11 Education Assistants (EAs) to support student needs and provide hands-on support in classrooms. Our Level 3 Special Needs EAs help ensure that all students have access to learning opportunities, are supported to engage in social and learning experiences, and are supported when feeling overwhelmed.

To further equip our teachers to support students with additional needs, our Teaching and Learning team is developing a Differentiation Toolkit to inform classroom practise as well as staff undertaking professional learning to better understand ADHD, ASD, and Anxiety.

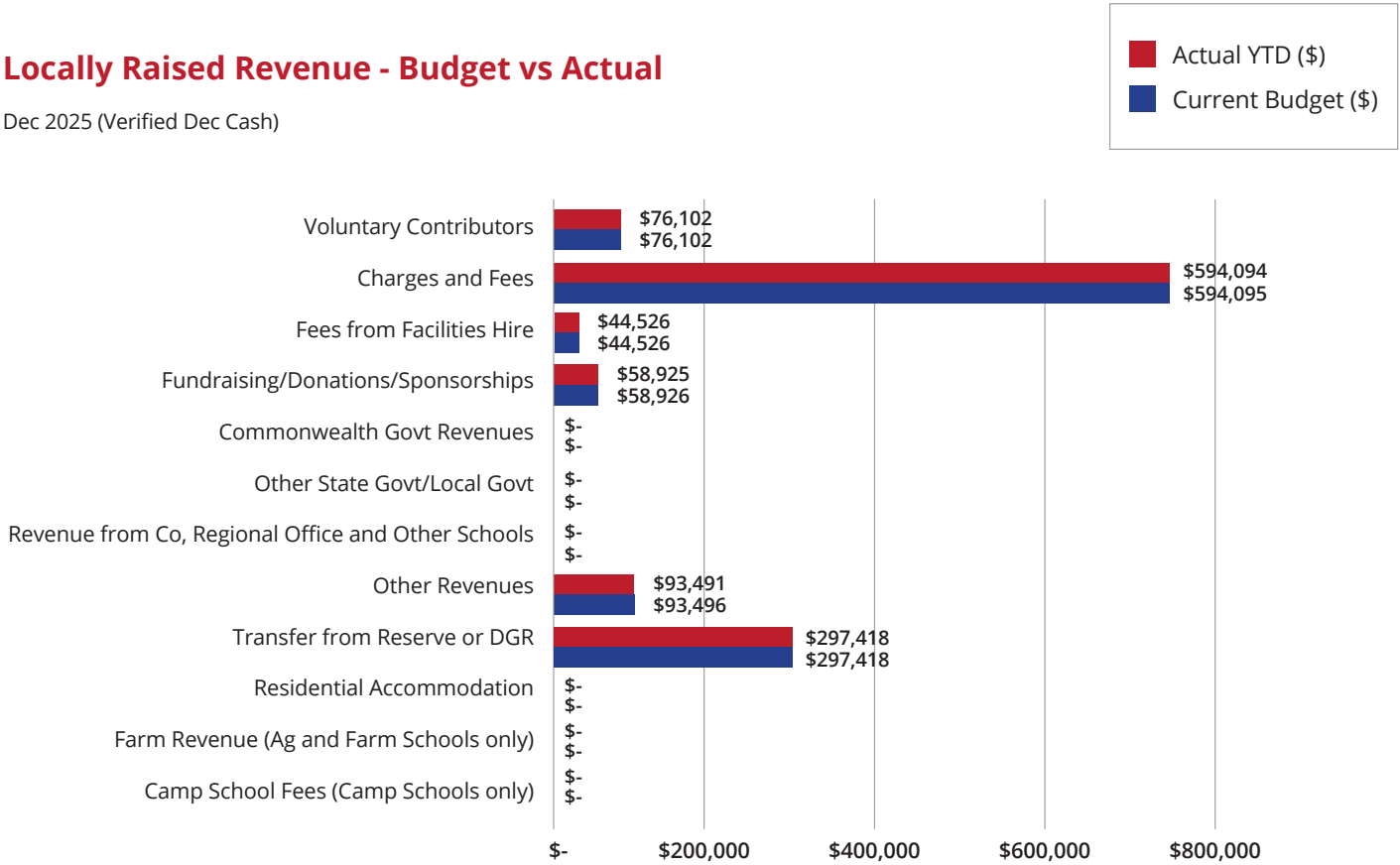


School Income - Financial Summary 2025

As at 31st December 2025

Locally Raised Revenue - Budget vs Actual

Dec 2025 (Verified Dec Cash)

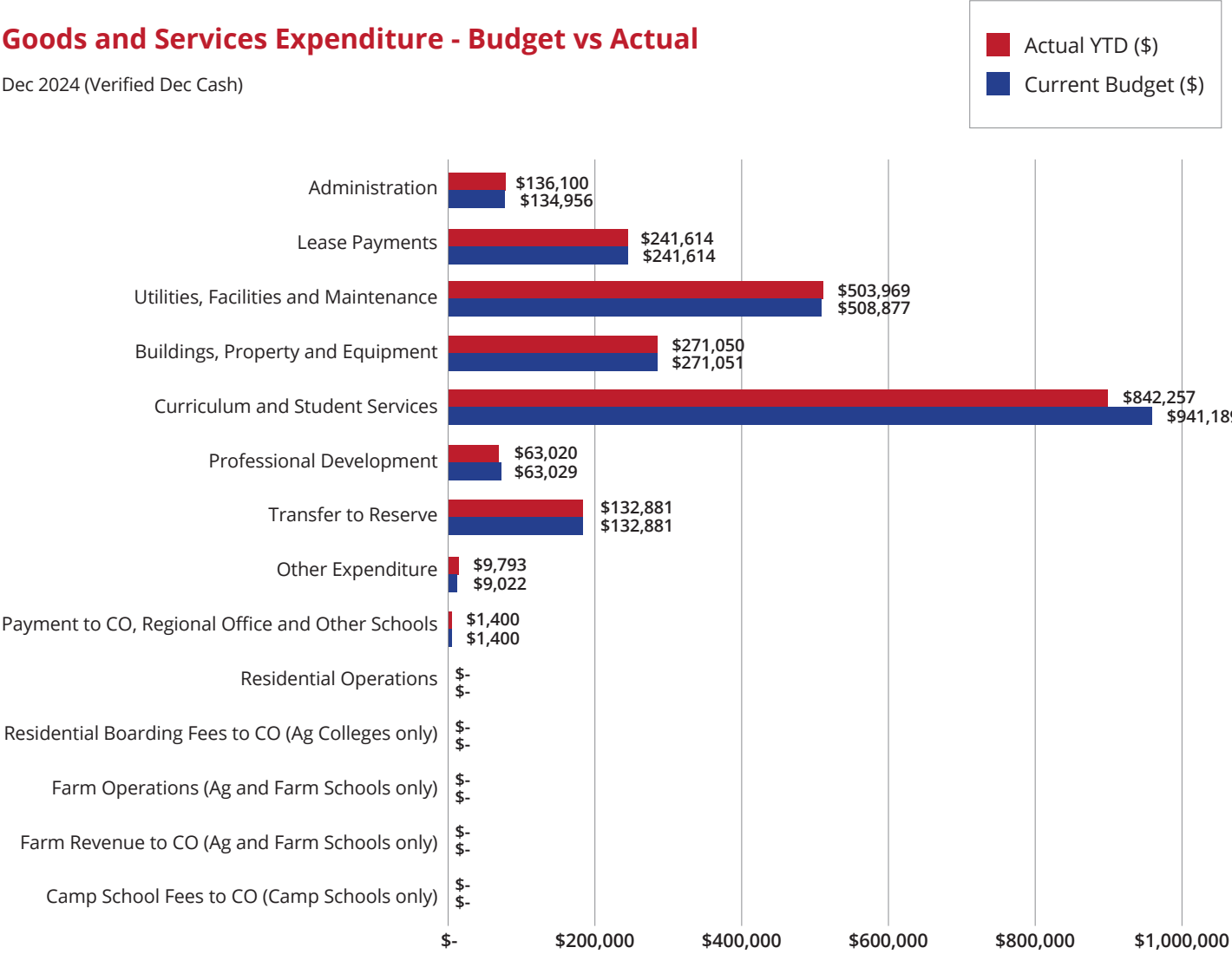


School Income - Financial Summary 2025

As at 31st December 2024

Goods and Services Expenditure - Budget vs Actual

Dec 2024 (Verified Dec Cash)



ANALYSIS AND IMPACT OF EVIDENCE

TSHS works hard to provide a safe and attractive working and learning environment for our school community. Each year, significant improvements are actioned across the school. In 2025, these included the creation of a dedicated DSG space, enlargement of the School Psychology office to house two staff members, coordination of three new transportable classrooms, and the refurbishment of Student Services to provide better support for students.

School Income - Improvements 2025

Updated July 2025

SCHOOL IMPROVEMENTS 2025		
Department	Items	Total
Big Picture 700 Block	Kitchen facility in office	\$10,842.00
100 Block Maths	Carpet replacement	\$10,077.80
100 Block Maths	new doors with viewing windows	\$4,997.00
100 Block Maths Office	Benches over head cupboards, painting	\$35,012.00
201 conversion	Conversion of room 201 to office and foyer	\$22,865.00
700 block	Repairs to dividing concentina doors	\$3,555.00
700 lower office	Removal of fixed furniture & painting	\$13,227.00
Demountable Classroom 2, 3, 4	Blinds for each mom	\$7,950.00
Grounds	Cameras by new demountable classrooms	\$6,310.00
Grounds	Line marking Netball Courts	\$1,550.00
Grounds	Sweeping of netball courts	\$888.60
Grounds	Installation Sea Container	\$4,500.00
Grounds	Camera replacements various locations	\$11,670.00
Gymnasium	Replacement of carpet	\$2,140.00
Gymnasium	Painting of Oval Side exterior walls	\$6,180.00
Room 308	Patching & painting	\$1,700.00
Student Services	Changes in Student Services - new meeting room/doorway	\$35,720.00
Student Services	Reposition air conditioning & painting	\$8,526.00
Student Toilets	Painting walls doors ceilings all toilets and new internal doors to 200 girls	\$14,628.00
Various locations	Replacement of locks	\$3,661.53
Total Spent		\$205,999.93
Furniture replacement/repairs		Total
100 Block Maths	New chairs, pedestal drawers	\$4,687.00
200 Block lower	Pin up boards	\$2,028.00
200 Block Year 7	New student tables	\$6,460.00
600 Science	Pin up and whiteboards	\$2,288.00
Student Services	Furniture for offices	\$13,306.14
Student Services	New Reception desk	\$14,245.00
Various locations	Moving furniture around school SS, Psych, 100 block, 201, career pract Office	\$4,255.00
Wellness Hub	Tables chairs for meeting rooms	\$2,355.00
Total Spent		\$49,624.14
Total expenditure		\$255,624.07

School Priorities

SCHOOL IMPROVEMENTS 2025		
Identified school priority	Progress against priority	Planned actions
Building Teacher Capacity	• Most teachers are CMS trained • CMS CAT conferencing • Teach Well training completed by most staff • Instructional Coaching model implemented • Well established TALF • Instructional Playbook unpacked with staff • Professional learning for new curricula	• Create a shared understanding of teacher standards at TSHS • Develop Differentiation 'Toolkit' • AVID implementation (T2 2026)
Engage Each Student	• MTSS refined and implemented • 300% increase in SEL programs, incl: Rock and Water, Purple Hands, Rhythm to Recovery • Deadly Sista Girls • Whole School Restorative Approaches • Behaviour Flowchart • Refined case management process	• Restorative Approaches Framework • Consolidation of new initiatives in SS • Homeroom Structure change (2026) • Yr 7 program structural change (2026) • Cultivate Interagency In-reach framework • AVID implementation T2 2026 • Increased focus on Disability support and differentiation • Expansion of culturally responsive initiatives
Connect with Community	• Active school board and P&C • WPL small business mentors • Meet and Greet T1 • Parent/ teacher interviews T3 • Parents and families invited to assemblies and school events • In-reach from external agencies • Greater collaboration with other Government agencies to provide wraparound supports • We continue to work with Major Works to improve disability access around the school – disability bathroom installed 2025	• First Nations Conversations • Interagency collaboration • Working with Major Works on the installation of disability access ramps (2026)

Harmony Day







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Designed by Brain Ink.

BUSINESS PLAN 2024-2027 OUR VISION

Engage - Inspire - Achieve

OUR VALUES

Respect - Responsibility - Pride - Perseverance

OUR PRIORITIES

Build Staff Capacity & Wellbeing
Engage Each Student
Connect with Community

OUR MINDSET

We believe that effective teachers:

Can unlock the learning potential of every student
Have the responsibility to evaluate the impact of their practice and seek to improve
Value inclusion and student diversity
Recognise that student wellbeing and engagement are essential to success
Share the responsibility for student success with schools, families and the broader community
Believe in equity and reconciliation
Prepare students to become successful life-long learners