



Kellerberrin District High School ANNUAL REPORT 2016

Successful Students

Quality Staff

A Connected Community



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REFLECTIONS FROM THE ADMINISTRATORS

Message from the Principal

During the 2016 School year, Kellerberrin District High School welcomed the opportunity for a review of our practices. Our school was visited in October by the Expert Review Group from the Department of Education. The Expert Review Group's aim is to improve Kellerberrin District High School by helping to set up a better learning environment for your children.

The Group spoke to a range of teachers, parents and students to get a broad understanding of our school.

They spent three days with us looking at our strengths and our weaknesses and to develop strategies for school improvement.

As the 2017 school year has commenced we have been supported to develop an action plan to implement these strategies.

I believe that Kellerberrin District High School will benefit from the Expert Review Group's visit. I look forward to working with all of you as we put into place the changes that will take our school on an improvement process.

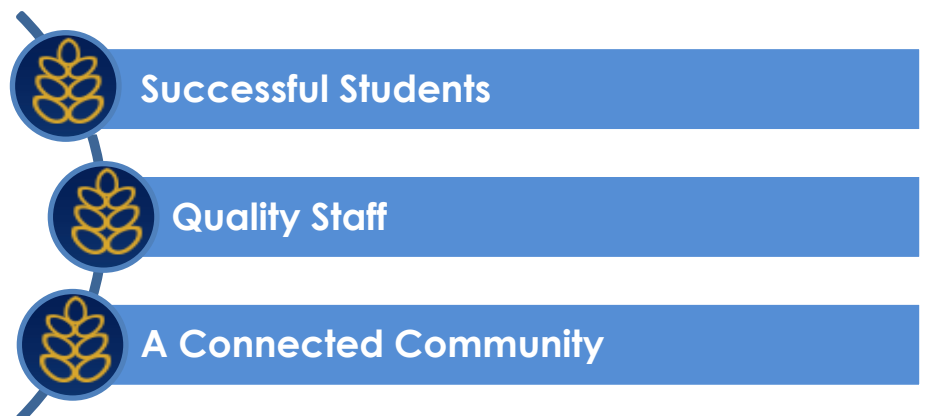
SCHOOL SELF ASSESSMENT

At Kellerberrin District High School rigorous self-assessment processes are a key component of our planning and improvement cycle. Informed judgements about the standards of student achievement and the effectiveness of school processes in maximising student achievement are regularly and consistently made. Teachers and other staff are active participants in the collection, analysis and ongoing review of school data and contribute to planning for improvement, both academic and non-academic. A wide range of data is critically assessed.

OUR VISION

Our staff aim to inspire student growth in academic, physical, artistic and social domains. We have a strong focus on providing students with the knowledge, skills and values to create sustainable living. We foster an extended family environment where emphasis is placed upon critical thinking skills, a respectful attitude and success for everyone. Our school is a focal point for action and opportunity and acts as the heartbeat of the wider community.

OUR FOCUS AREAS



Greg Hunt
Principal

BACKGROUND INFORMATION TO KELLERBERRIN DHS

Kellerberrin District High School is located in the Wheatbelt town of Kellerberrin, 200 kilometres east of Perth in the Wheatbelt Education Region.

The school has an enrolment of approximately 150 students of which 19% are identified as Aboriginal.

Currently the school is staffed by a Principal, Deputy Principal, 12 teaching staff and 10 non-teaching staff.

Kellerberrin District High School provides a quality education for students ranging from 0 - 15 years.

The 'Little Learners' program caters for 0-4 year olds on Tuesdays. This occurs in the Kindergarten building.

There is a strong and supportive P&C, as well as a committed School Board, who work collaboratively with the school to support quality teaching and learning programs that are being offered to the students at Kellerberrin District High School.

At the commencement of 2015 Kellerberrin DHS became an Independent Public School. The significance of becoming an Independent Public School (IPS), created many opportunities for our school while at the same increasing our accountability for these.

In recent times there has been a decline in enrolments across the school. Whilst our Secondary student numbers remain relatively small the decrease has occurred in Primary. This is due to large families moving away and parents not having as many children as in previous times.

Our school has an Index of Community Socio-Educational Advantage (ICSEA) of 858 and is in the 10th percentile across the state. The ICSEA and student population help us to compare ourselves against 'like schools'. As an example some like schools for Kellerberrin DHS include: Midvale PS, Quairading DHS, Trayning PS, Pingelly PS and Tambellup PS. This may come as a surprise to some of you but it is gained from evidence based data.



KELLERBERRIN DHS – SPECIAL PROGRAMS & INITIATIVES

Pillars of Strength (POS) – Distributed leadership across the school with POS Leaders and Teams. These are in Numeracy, Literacy, ICT and Engagement & Wellbeing. The POS teams feedback to Administration in regards to strategic and operational matters in the four areas

Little Learners- This is a 0-4 years program held weekly on the school site. Through this initiative we aim to–

- improve early learning and support the development of children
- increase readiness for school
- support families to develop their capacity to provide positive early development experiences for their children

Classroom Parent Representatives- This initiative was introduced in 2015 as a way of ensuring a more connected community. The Classroom Representatives liaise closely with the class teacher to assist with the sourcing of specific resources and parent volunteer rosters.

Helping Hands- This was introduced in 2015. The program encourages parents who volunteer their time at school, to receive 'credit' towards voluntary contributions and charges, excursion costs and school uniforms

Breakfast Club- Breakfast Club operates every morning at the school and is supported by school staff. Food is sourced from Foodbank WA and donations as well as being supported through school resources.

Specialist Arts Program- Students from K-10 access a specialist program in all aspects of The Arts

Specialist Physical Education Program- Students from K-10 access a specialist program in all aspects of Physical Education

Specialist Science Program- Students from K-10 access a specialist program in all aspects of Science



Numeracy

2016 On-Entry Assessment Program

Student	Numeracy	
	M1 - PP	
	T1	T4
1	1.1	
2	0.7	
3	0.8	
4	1.2	
5	0.4	0.6
6	1.3	
7	0.4	1.1
8	0.5	
9	0.6	
10	0.6	
11	0.9	

When children start Pre-primary, the teacher will assess their skills in oral language, reading, writing, counting and numbers.

This helps teachers plan lessons and tailor learning for each child to extend children who perform well and support those who may need more assistance in some learning areas. Some children who do not initially perform well are perfectly capable and quickly progress when provided with the right support.

As children progress, their needs may change. Teachers continually monitor their progress to ensure they are succeeding.

Key

	Improvement by 0.5 progression points or more from T1-T4 overall
	Improvement by 0.3 or 0.4 progression points from T1-T4 overall
	Less than 0.3 progression points T1-T4 overall
	Already at expected level
	Student with „special educational need“

A case management approach means that not all students are tested at the end of the year. Teachers identify students at risk following start of year testing and these students are tested at the end of the year.

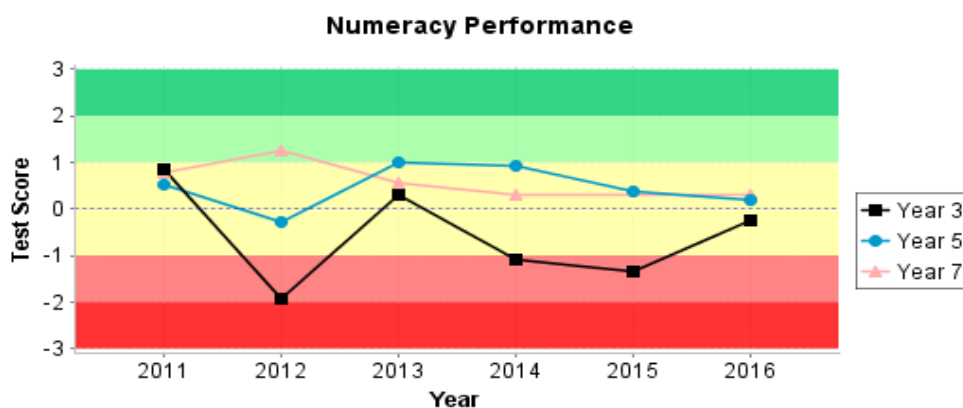


NAPLAN

The **National Assessment Program – Literacy and Numeracy (NAPLAN)** is an annual series of assessments for students in Years 3, 5, 7 and 9. It has been undertaken since 2008 and tests are completed in the following areas: Reading, Writing, Language Conventions (Spelling, Punctuation and Grammar) and Numeracy. The tables below show how Kellerberrin DHS students are performing in NAPLAN testing as compared to students in other WA public schools: **NAPLAN Relative Assessment Graphs 2016**

	Year 3	Year 3	Year 5	Year 5	Year 7	Year 7
	2015	2016	2015	2016	2015	2016
Numeracy	-1.3	-0.2	0.4	0.2		0.3

	Above expected
	Expected
	Below expected
	If blank, no data available or less than 6 students



Staff have analysed our Numeracy data and have made the following observations

Year 3- Numeracy results have improved during 2016 arresting a downward trend in recent years.

Year 5- Although within the range of what is expected there is a slight downward trend

Year 7- Within the range of what is expected, considering low student numbers

The Numeracy team under the direction of Miss Talbot have provided professional learning opportunities for staff in a range of mathematical teaching strategies. This included the utilisation of Progressive Achievement Tests in Mathematics, which provides information about the level of achievement of students from Year 1 to Year 10. This will allow teachers to more accurately track student progress and plan more effective Numeracy lessons. A focus for 2017 will be the implementation of a Whole School Literacy Plan and the introduction of the 'Go Maths' program for consistency of mathematical teaching across the school.

Literacy

2016 On-Entry Assessment Program

Student	All Literacy		Speaking and Listening		Reading		Writing	
	M1 - PP		M1 - PP		M1 - PP		M1 - PP	
	T1	T4	T1	T4	T1	T4	T1	T4
1	0.6	3.0	0.4	1.8	0.8	3.3	0.2	1.3
2	0.2	0.4	0.2	0.4	0.3	0.5	0.1	0.2
3	0.3	0.5	0.4	0.6	0.2	0.5	0.2	0.4
4	0.4	0.8	0.5	1.1	0.4	0.7	0.1	0.7
5	0.2	0.6	0.4	0.7	0.1	0.6	0.2	0.2
6	0.7	1.7	0.6	1.8	0.8	1.6	0.2	1.3
7	0.2	0.6	0.3	0.9	0.2	0.5	0.1	0.2
8	0.1	0.7	0.5	1.1	0.0	0.6	0.1	0.2
9	0.0	0.6	0.0	0.6	0.0	0.6	0.1	0.4
10	0.3	0.5	0.4	0.6	0.3	0.4	0.1	0.4
11	0.4	0.9	0.4	0.6	0.4	1.1	0.1	0.7

	Improvement by 0.5 progression points or more from T1-T4 overall
	Improvement by 0.3 or 0.4 progression points from T1-T4 overall
	Less than 0.3 progression points T1-T4 overall
	Already at expected level
	Student with "special educational need"

The data indicates that

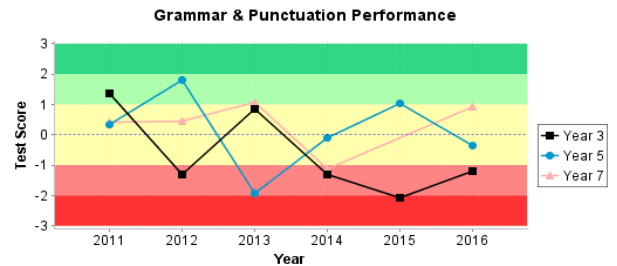
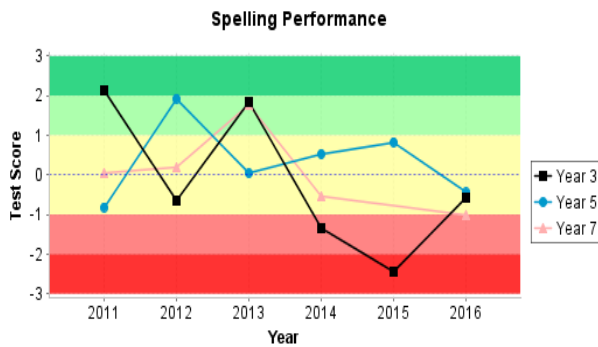
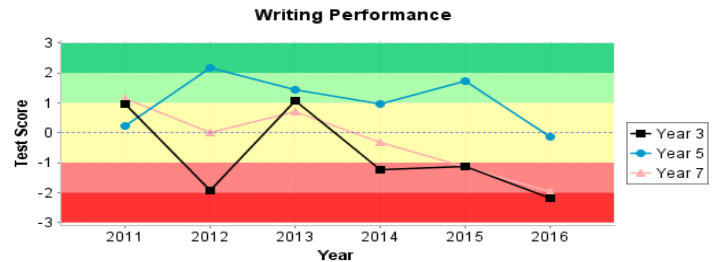
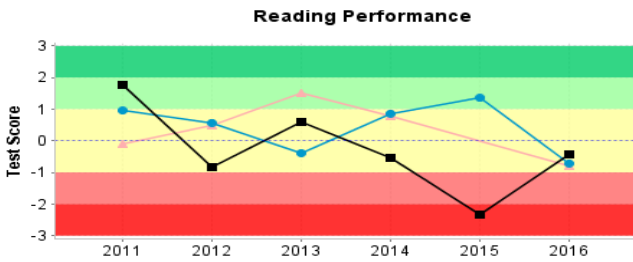
- 3 students did not progress overall
- 5 students progressed by above 0.5 (which is the expected progression)
- 3 students progressed by 0.3 or 0.4

These results indicate that the majority of the 2016 Pre Primary students are on track to achieve sound progression. This was due to specific targeted intervention by Mrs Cox for all of her students

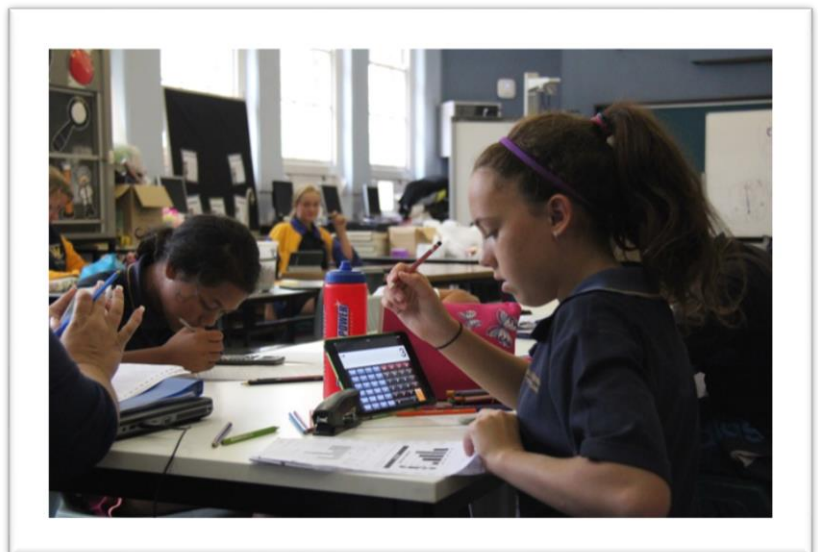


NAPLAN

	Year 3	Year 3	Year 5	Year 5	Year 7	Year 7
	2015	2016	2015	2016	2015	2016
Reading	-2.3	-0.4	1.7	-0.7		-0.8
Writing	-1.1	-2.2	1.7	-0.1		-2.0
Spelling	-2.4	-0.6	0.8	-0.4		-1.0
Grammar & Punctuation	-2.1	-1.2	1.0	-0.4		0.9



The NAPLAN Literacy data reflects a cause for concern across the whole school. While the Year 3 students improved in Reading and Spelling in 2016, across the school there is downward trend in achievement in Writing. This was identified early in the year and the Literacy Team under the direction of Mr Hoskins supported by a Professional Learning Program, distributed leadership opportunities and collaborative teams helped to implement the key strategies in Literacy. This will be complimented by the development of a strong case management process for individual student achievement and directed resourcing to targeted areas.



Literacy & Numeracy Milestones / Achievement Targets

NAPLAN achievement will be at or above 'like schools' in all test areas

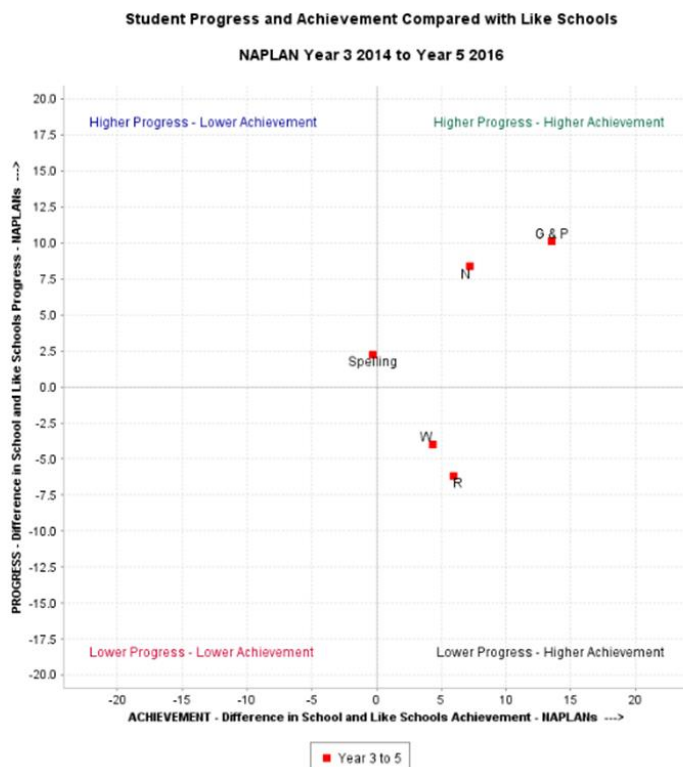
NAPLAN Comparative Performance - 2016

Explanatory Notes << 2014 Results << 2015 Results

Code	Name	ICSEA	Decile	Year 3					Year 5					Year 7					Year 9				
				N	R	W	S	P&G	N	R	W	S	P&G	N	R	W	S	P&G	N	R	W	S	P&G
5055	Boulder Primary School	842.00	10	0.0	0.4	-0.1	-0.7	0.8	0.1	1.5	1.4	1.6	0.9										
4063	Brookton District High School	864.00	10	2.7	1.0	1.9	2.4	3.5	1.9	0.2	1.2	0.0	1.1										
5705	Cable Beach Primary School	807.00	10	0.3	-0.2	-1.4	-0.9	0.1	-0.1	-1.1	0.6	-0.3	-0.2										
5615	Gwynne Park Primary School	848.00	10	-0.7	-0.4	0.1	0.5	0.4	0.2	0.4	-0.8	0.4	-1.0										
5241	Katanning Primary School	840.00	10	0.0	0.6	-0.8	0.2	0.9	-0.1	-0.4	0.4	0.3	0.6										
4081	Kellerberrin District High School	858.00	10	-0.2	-0.4	-2.2	-0.6	-1.2	0.2	-0.7	-0.1	-0.4	-0.4	0.3	-0.8	-2.0	-1.0	0.9					
4123	Kununurra District High School	867.00	10	-0.1	-0.4	-0.7	-0.4	-0.1	-0.3	-0.8	-0.5	-1.3	-0.7	0.0	-0.3	-0.8	-1.9	-2.0	-0.3	-1.4	-2.4	-2.9	-2.3
5536	Lockridge Primary School	875.00	10	-0.3	-0.6	1.0	0.3	0.3	1.6	0.5	1.0	0.4	0.2										
5601	Maidens Park Primary School	831.00	10	0.5	0.0	-0.4	-1.0	0.7	-0.9	0.6	0.5	-1.6	0.3										
5303	Midvale Primary School	863.00	10	-0.8	-0.9	-0.6	0.2	-0.6	-0.3	-0.1	0.5	0.9	1.0										
4086	Morawa District High School			0.2	0.0	0.0	0.2	0.1	1.2	0.6	0.8	0.0	-0.9	0.0	1.5	2.4	1.5	0.3	-0.6	0.9	3.7	0.5	2.3
4093	Northampton District High School	861.00	10	0.3	1.3	0.2	0.9	0.1	1.4	2.2	1.4	1.4	2.1						0.3	1.8	-1.6	2.2	2.8
5552	Nulsen Primary School	808.00	10	-0.3	-0.8	1.0	-1.0	-2.9	-0.2	-0.3	0.3	-1.6	0.0										
5357	Nungarin Primary School																						
5363	Onslow Primary School			-0.7	1.2	1.7	1.7	0.5		-1.4	-0.5	0.0	-2.4	-1.2	0.3	-0.5	-2.2	0.0					
5803	Pingelly Primary School	877.00	10	4.5	2.3	2.6	1.9	3.6	0.9	0.2	0.2	0.6	1.0										
4097	Quairading District High School	861.00	10	3.0	2.2	2.2	1.9	2.1	1.3	0.7	0.6	1.0	1.5	1.3	-0.2	2.1	0.0	1.0					
5439	Rivervale Primary School	865.00	10	-1.0	-1.5	-0.1	-1.2	0.3	-0.5	-0.1	0.5	-0.2	-1.8										
5430	Tambellup Primary School	842.00	10	2.3	2.2	2.4	1.2	3.2	-0.8	-0.5	0.1	0.8	-0.8										
5440	Trayning Primary School	862.00	10																				
5477	Wilson Park Primary School	837.00	10	1.7	0.3	1.0	0.7	1.4	1.4	1.1	-1.0	0.8	1.6										

Performance > 1 standard deviation above expected
 Performance within 1 standard deviation of expected
 Performance > 1 standard deviation below expected

At or above expected stable cohort progress Yearr3-5 in all test areas



With the exception of Writing and Reading there was expected and higher levels of progress and achievement in the other areas

Decrease the percentage of students in Years 3,5,7 and 9 below the national minimum standard in all test areas.

Percentage of Students at or Below National Minimum Standard

	Year 3					Year 5					Year 7					Year 9				
	N	R	W	S	G	N	R	W	S	G	N	R	W	S	G	N	R	W	S	G
2015	63	48	38	57	48	24	18	17	22	22	40	60	80	60	40	20	40	80	60	60
2016	45	40	42	45	20	59	50	55	45	59	56	56	67	67	67	100	100	100	80	60
Diff	18	8	6	12	28	35	32	38	23	37	16	4	13	7	27	80	60	20	20	0

Decrease the percentage of students receiving D and E grades in all learning areas.

Increase the percentage of students achieving B grades in all learning areas.

Percentage of Students at Grade Level

	English					Maths				
	A	B	C	D	E	A	B	C	D	E
2015	15.2	45.5	30.3	9	0	0.7	17.7	53.1	22.4	0
2016	7	46.5	35.2	11.3	0	12.9	54	25.9	7.2	0
Difference	-8.2	1.5	4.9	-2.3	0	12.2	-36.3	-27.2	15	0

Summary

As a school we are required to measure our progress against the targets in our Business Plan.

STUDENT ACHIEVEMENT	Target Met	Progressing towards target	Target not met Requires review
<ul style="list-style-type: none"> NAPLAN achievement will be at or above 'like schools' in all test areas 			
<ul style="list-style-type: none"> At or above expected stable cohort progress Year 3-5 in all test areas 		In 3 out 5 areas	
<ul style="list-style-type: none"> Decrease the percentage of students in Years 3,5,7 and 9 below the national minimum standard in all test areas. 		Year 3	Year 5,7 & 9
<ul style="list-style-type: none"> Decrease the percentage of students receiving D and E grades in all learning areas 			
<ul style="list-style-type: none"> Increase the percentage of students achieving B grades in all learning areas. 			

Information, Communication and Technology

Milestones / Achievement Targets

	Target	Status
Students	<p>Kellerberrin District High School students become competent users of ICT through:</p> <ul style="list-style-type: none"> • Investigating with ICT • Communicating with ICT • Managing and Operating ICT <p>All staff and students will be implementing ICT and iPad Scope and Sequence in 2016</p> <p>Individual learners utilise technology (laptops/iPads) to engage with differentiated learning opportunities</p>	The majority of students are utilising a range of ICT in specialist and cross curricular areas.
Staff	<p>All staff to become competent and confident users of ICT and incorporate the ICT capabilities into their teaching, learning, and assessment through use of:</p> <ul style="list-style-type: none"> ▪ Interactive Whiteboards (IWB) ▪ Laptops ▪ iPads ▪ SIS – entry of daily attendance ▪ other technologies <p>ICT Curriculum Leader to be provided with opportunities to attend professional development, including training offered and visits to schools exhibiting exemplary practice, new ICT</p>	<p>Through Performance Development Meetings, all staff demonstrated ICT incorporation into their teaching</p> <p>Curriculum Leader and Principal attended STEaM PL and implemented into Science & Technology Classes</p>
Community	<p>Each student will have work from every Learning Area to showcase to their parents regularly throughout the year.</p> <p>Communicate and interact with parents using technology including appropriate social media, Kellerberrin School app, School website, Seesaw</p>	<p>See Saw App utilised in all classes</p> <p>New school website launched</p>

Humanities and Social Sciences

Class teachers engaged their students in HASS throughout the school year in a variety of contexts. These included Geography, Civics and Citizenship and History.

Grade Allocations Semester 2 2016

A	B	C	D	E	No grade
0	17	74	39	6	16

The number of 'no grade' allocated is high due to including students whose poor attendance did not allow an accurate judgement of their achievement and also identified Students at educational Risk on Individual Education Programs



Science

Science from Year 1-10 was led by Mrs Wilkins. Students accessed a specialist laboratory and the Primary Students utilised the 'Primary Connections' program. In 2017 Science will be relocated to a more suitable room, which will incorporate ICT.

Grade Allocations Semester 2 2016

A	B	C	D	E	No grade
0	0	80	37	12	22

This data is a cause for concern as nearly 50% of students achieved a D grade or lower. Further analysis of the data indicates that students in this category also have limited a Literacy and Numeracy capacity which affects their ability to accurately follow procedures and record their results of tasks undertaken. This will be a focus for the Science program in 2017

Health & Physical Education

Health & Physical Education from P-10 was led by Mrs Nicholls and Mrs Innes. A structured daily fitness program was held 4 mornings per week incorporating all year levels. Students accessed a wide range of sports and specialist training during the year. Our school was once again very successful in Athletics and Swimming Carnivals

The Health program was delivered utilising the Western Australian Curriculum. Visiting experts from various Health Professions provided support to teachers in implementing the Health program



Grade Allocations Semester 2 2016

A	B	C	D	E	No grade
0	56	190	49	4	17

These are combined Health and Physical Education grades. The data indicates that the majority of the students at our school enjoy and participate keenly in this Learning Area.

The Arts

Mrs Innes led our Year1-10 students in an engaging and varied Arts program in 2016. This incorporated Dance, Drama, Music and Visual Arts. Students utilised ICT to record and edit movie clips involving Dance and Drama. Class teachers used the above aspects when preparing their students for class assemblies and the end of year Celebration Night



FOCUS AREAS

Engagement and Well Being

Primary Attendance

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2014	92.8%	92.0%	93.2%	76.8%	83.9%	80.4%	89.6%	90.8%	92.1%
2015	90.8%	92.3%	93.8%	70.8%	78.9%	81.2%	87.1%	89.2%	92.7%
2016	93.2%	91.8%	93.7%	76.8%	79.6%	80.7%	89.4%	87.1%	92.6%

Secondary Attendance

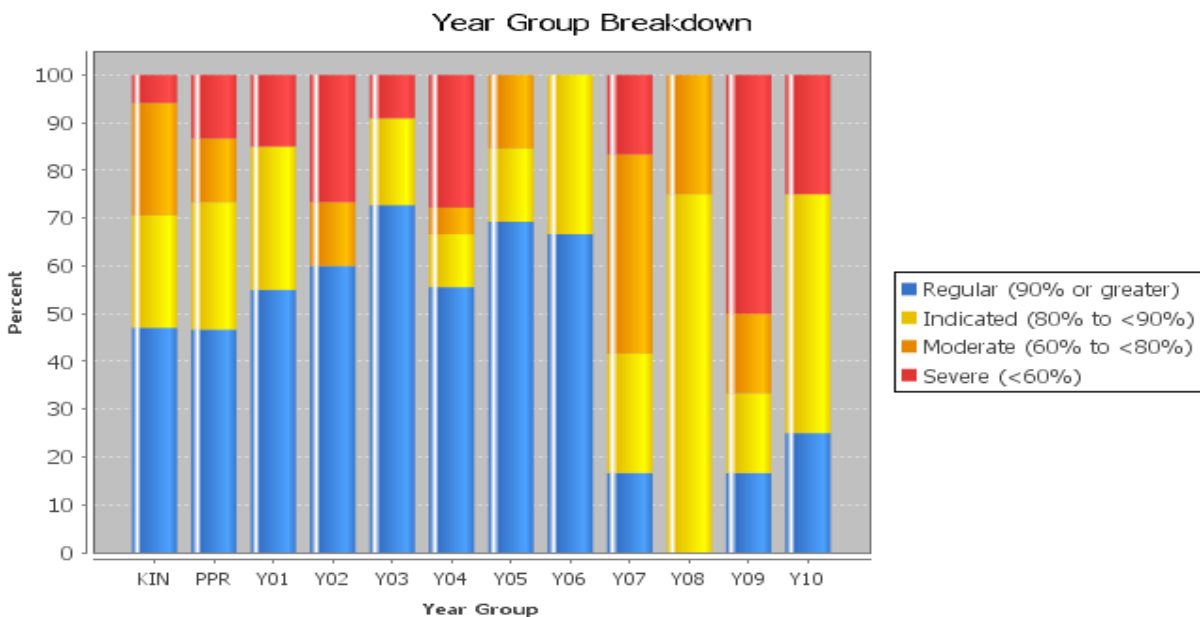
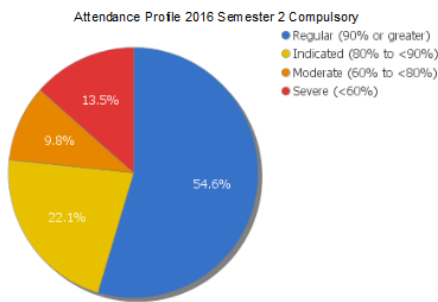
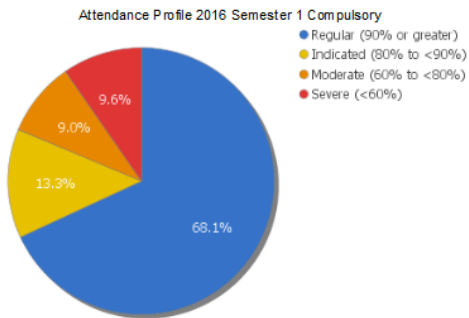
	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2014	83.4%	85.2%	88.6%	56.9%	66.8%	66.3%	74.0%	81.9%	86.9%
2015	89.1%	85.6%	89.7%	68.1%	64.8%	68.0%	80.7%	80.2%	87.9%
2016	87.1%	85.8%	89.5%	74.8%	59.8%	67.4%	82.4%	76.4%	87.7%

Overall

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2014	62.6%	19.5%	13.7%	4.0%
2015	55.5%	22.8%	14.3%	7.1%
2016	73.9%	11.5%	5.7%	8.6%
Like Schools 2016	58.7%	20.6%	11.8%	8.7%
WA Public Schools 2016	77.0%	15.0%	6.0%	2.0%

	Target met and capable of being sustained into the future.
	Progress made towards Target
	Target unlikely to be met and requires review.

ATTENDANCE	Target Met	Progressing towards target	Target not met Requires review
<ul style="list-style-type: none"> Percentage of students in 'regular' attendance category increases 	+15%		
<ul style="list-style-type: none"> Overall percentage attendance rate shows an increase each year 		+2%	
<ul style="list-style-type: none"> Attendance improves for Aboriginal students 		+6.5%	



Milestones / Achievement Targets

The above data reflects the following:

Percentage of students in 'regular' attendance category increases	<ul style="list-style-type: none"> • Increased from 2015 by 18.4% • 15.2% above like schools
Overall percentage attendance rate shows an increase each year	<ul style="list-style-type: none"> • Both Primary and Secondary student attendance improved by approximately 2% from 2015
Attendance improves for Aboriginal students	<ul style="list-style-type: none"> • Primary Aboriginal student attendance increased by 6% • Secondary Aboriginal student attendance increased by 6.7%

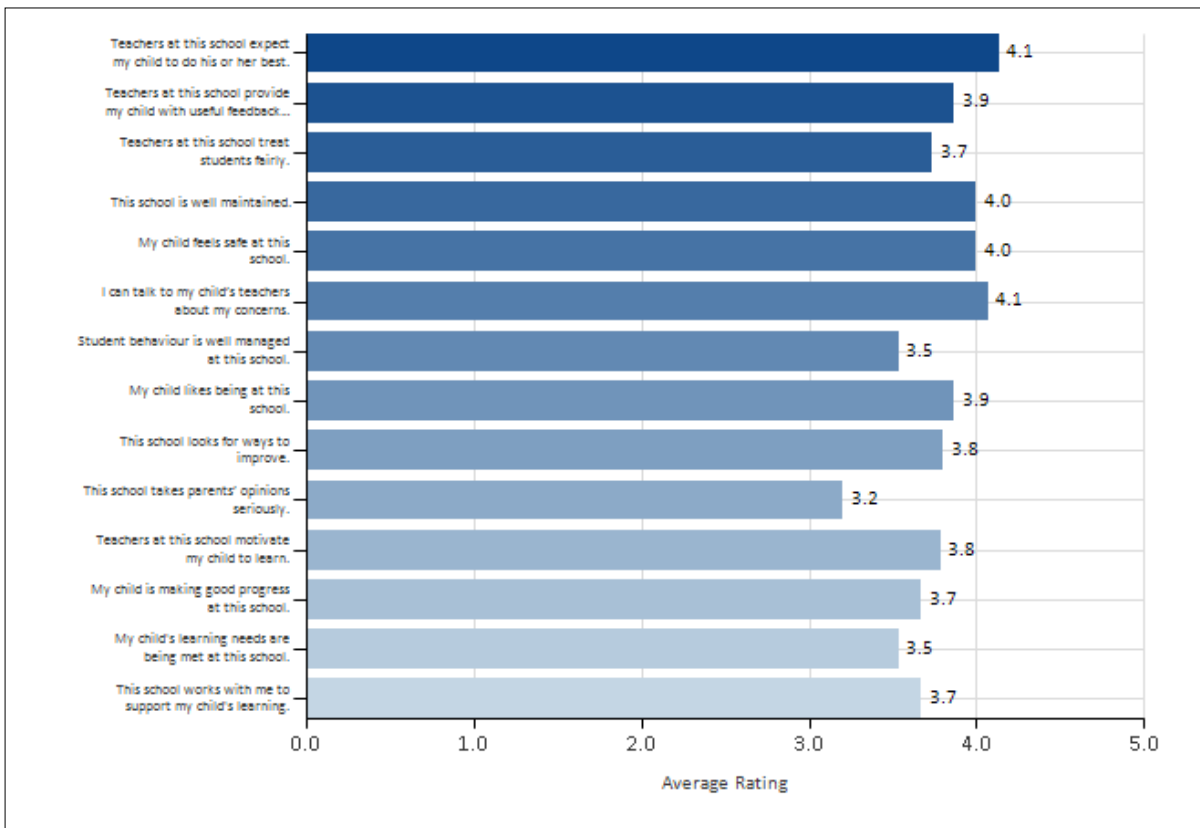
A whole school strategic approach to improving attendance will be incorporated in 2017. This includes more specific case management of severely at risk students and a positive incentive process at a classroom and school level.



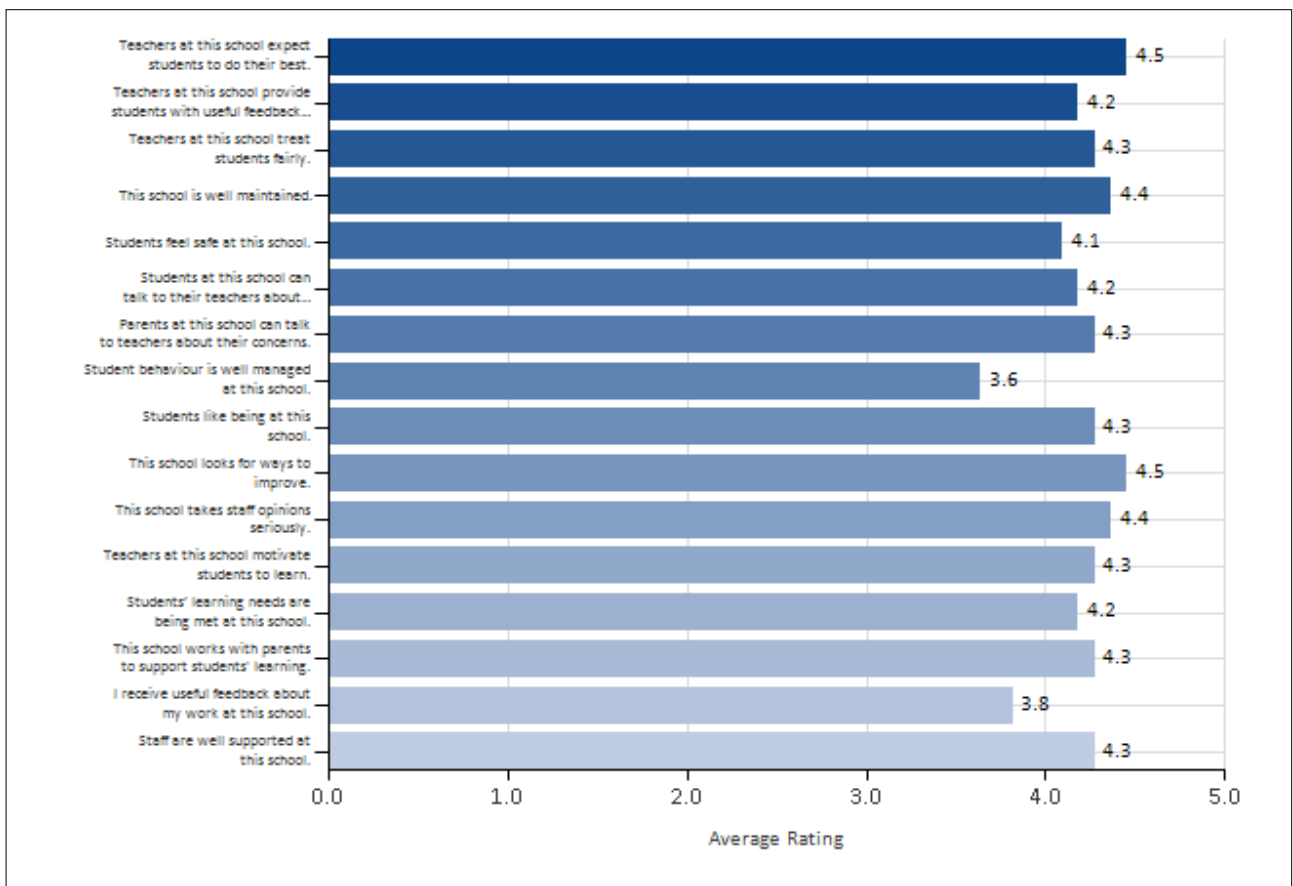
SATISFACTION SURVEYS

During 2016 our school offered parents, staff and community the opportunity to participate in the National School Opinion Survey. Schools are now mandated by the Department of Education to administer this survey every two years. The 2016 Survey Data is summarised below:

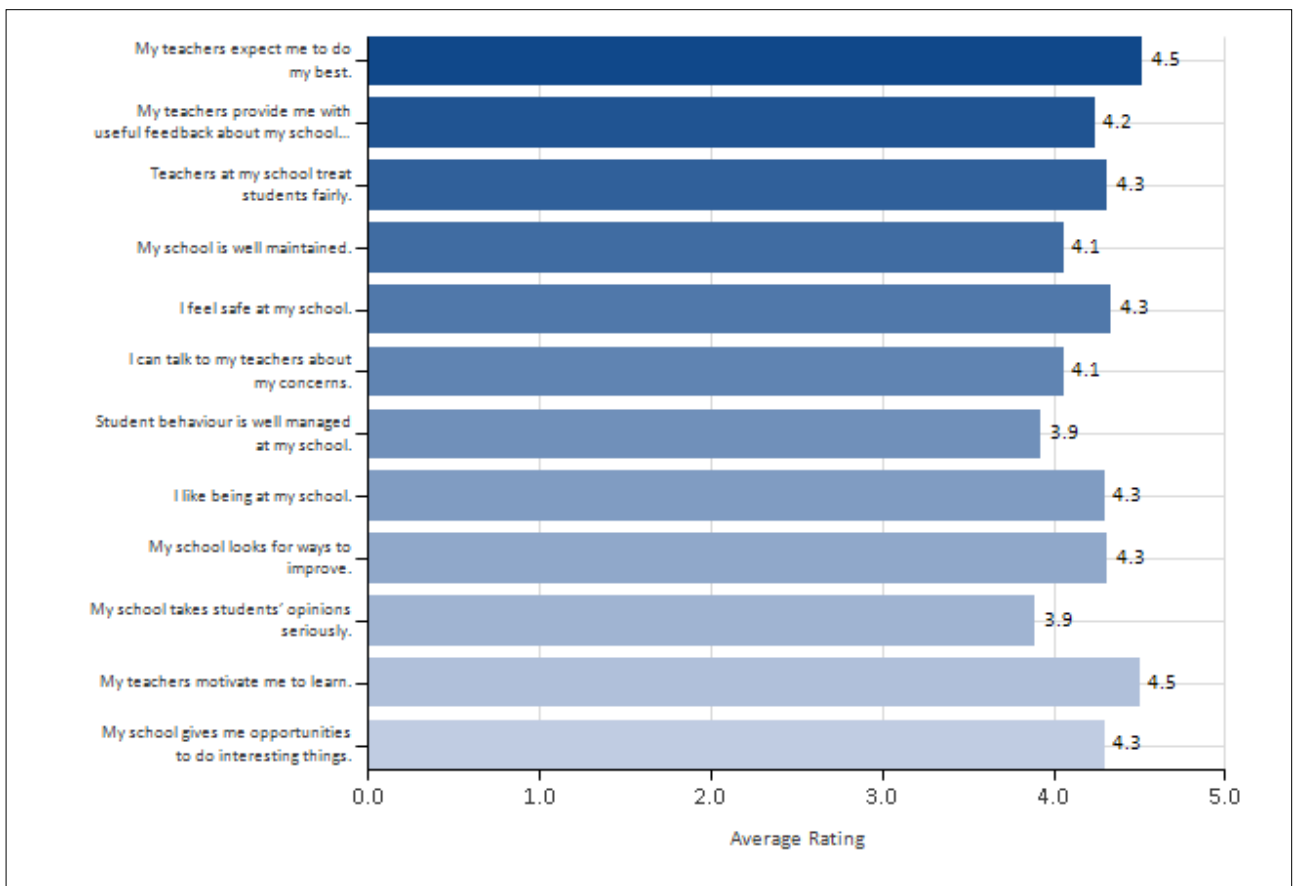
Parent Survey



Staff Survey



Student Survey



Summary of the data from the three surveys:

	Positive	Negative
Parent	<p>Teachers expect my child to do their best</p> <p>I can talk to teachers about my concerns</p> <p>My child feels safe</p> <p>The school is well maintained</p>	<p>Student behaviour is well managed</p> <p>The school takes parents' opinions seriously</p> <p>My child's learning needs are being met at this school</p>
Staff	<p>Teachers expect students to do their best</p> <p>The school looks for ways to improve</p> <p>School takes staff opinions seriously</p> <p>The school is well maintained</p>	<p>Student behaviour is well managed</p> <p>I receive useful feedback</p>
Students	<p>My teachers motivate me to learn</p> <p>Teachers expect me to do my best</p> <p>I feel safe at school</p>	<p>Student behaviour is well managed</p> <p>School takes students' opinions seriously</p>

The overwhelming response from all three groups is that they believe the management of poor behaviour is not effective. The Engagement and Wellbeing Team investigated alternative options for a whole school approach. As a result the BUZ (Build Up Zone) program and practices were introduced late last year to assist in conflict resolution and improving resilience amongst the students. Our Chaplain Mrs Diver has been of great value in assisting staff and students to



enhance their skills in this area. We are fortunate that we will receive funding for Mrs Diver to increase her time to two days per week in 2017.

Positive responses were recorded in how our school is maintained, that teachers have high expectations for students and that students feel safe at school. This will be reinforced and followed through upon in 2017.

P & C ASSOCIATION

A small but enthusiastic P&C support our schools in so many ways. Under the Presidency of Mr John Hammond they have generously supported the school in funding:

- School incursions
- Purchase and installation of a swing set in the Middle School
- Funded the redevelopment of the Undercover area

A major fundraising event was conducted by parents of former students, through a very successful garden day. A significant amount of money was raised and assisted with the projects mentioned above



SCHOOL BOARD

Staff	Community	Parents	P&C
Greg Hunt Tish Clarke Sandra Doncon Rochelle Giles Emma Crofts	Paul Brown (Chair) Dennis Reid Michelle McDonnell	Herma Inverarity Sallyann Silver Jane Ryan	John Hammond

Under the chair of Paul Brown the School Board was extremely busy in the latter part of the year. The Board met more than usual to meet with Department Officials to be fully briefed about the outcomes of the Expert Review Group report.

The Board for 2017 will have staff, parent and community member vacancies. A key focus for the Board in 2017 will be completing a Board Training Package and monitoring the School Improvement Plans as a result of the ERG Report.

SECONDARY DESTINATIONS

2015 Year 6 student destinations in 2016

Destination Schools	Male	Female	Total
4081 Kellerberrin District High Sch	5	5	10
4194 Merredin College	3	1	4
4161 Eaton Community College		1	1
1102 Mazenod College	1		1
1125 Perth College		1	1

The data shows that our school retains approximately half of the Year 6 cohort. Data from previous years and predicted enrolments indicate that this trend will continue. Our school will now be focussing on providing a more individualised and a case management approach to Year 6-10 education

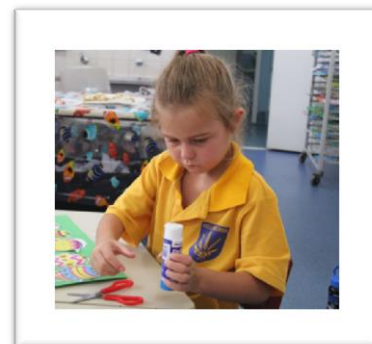


FINANCIAL INFORMATION

Preparation of the 2016 School Budget was completed by the school staff collaboratively through their respective teams. Operational plans were submitted to administration inclusive of detailed funding required for each core focus area for review and approval. The data was then input into the budget for review and approval by the Finance Committee supported by the operational plans and School Board.

The school's Finance Committee is formed inclusively with the following members:

- Principal
- Manager Corporate Services (MCS)
- P & C Representative
- Literacy Team Leader
- Numeracy Team Leader
- Engagement and Well Being Team Leader
- ICT Team Leader
- Library Officer



The School Board are issued with a finance report at each meeting and are issued with all Finance Committee Meeting Minutes and relevant reports presented by the MCS at each Board Meeting.

All new staff members (and existing if requested) receive finance training from the MCS and all cost centre managers receive a 'Finance File' which details financial processes and procedures in our school. At the end of 2016 following feedback from the ERG review a detailed document 'Financial Information for Staff and School Board' was presented to the Board and Finance Committee to ensure that we start to 'Build the capacity of the school leaders and Finance Committee members to understand fully the specific funding allocations through the SCFM'.



Student Centred Funding Allocation 2016

School: Kellerberrin District High School **Region:** Wheatbelt Region **Aria:** 4.82

One Line Budget – Dec 2016

Carry Forward (Cash): \$ 234,150
Carry Forward (Salary): \$ 27,597

INCOME

Student-Centred Funding:	\$ 2,517,861	<i>(funds allocated from</i>
<i>Department</i>		<i>of education &</i>
Transfers and Adjustments:	\$ -13,242	
<i>adjustments)</i>		
Locally Raised Funds:	<u>\$ 56,129</u>	<i>(local & Regional funding)</i>
Total Funds:	<u>\$ 2,822,495</u>	

EXPENDITURE

Salaries:	\$ 2,179,854	<i>(Total staff Salaries)</i>
Goods and Services (Cash):	<u>\$ 499,720</u>	<i>(Total school cash</i>
<i>expenditure)</i>		
Total Expenditure:	<u>\$ 2,679,574</u>	

Variance: \$ 142,921 *(funds to carry over into 2017)*

The above figures show the resource allocation provided to Kellerberrin District High School in the One Line Budget.

The main source of funding is from the Education Department (Student-Centred Funding) where it is based on a 'per student' funding model from the number of students enrolled in the school, the school and student characteristics and targeted initiatives from the Department of Education.

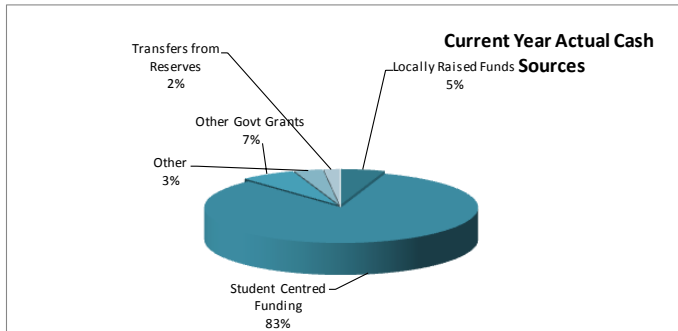
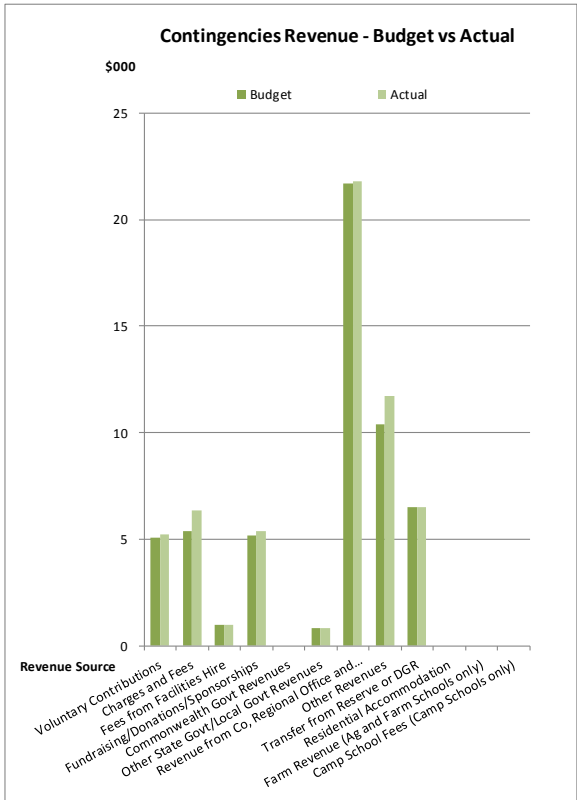
Please refer to the Financial Summary 2016 for further information.



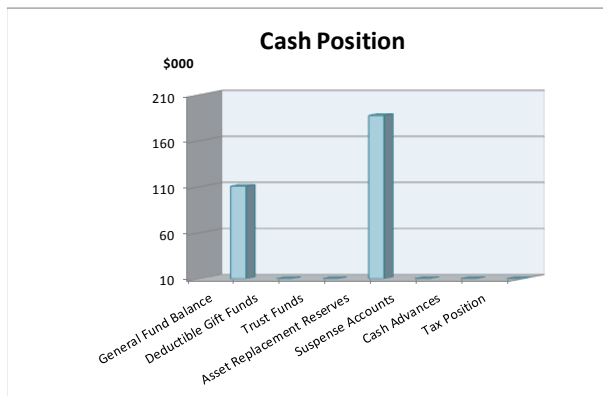
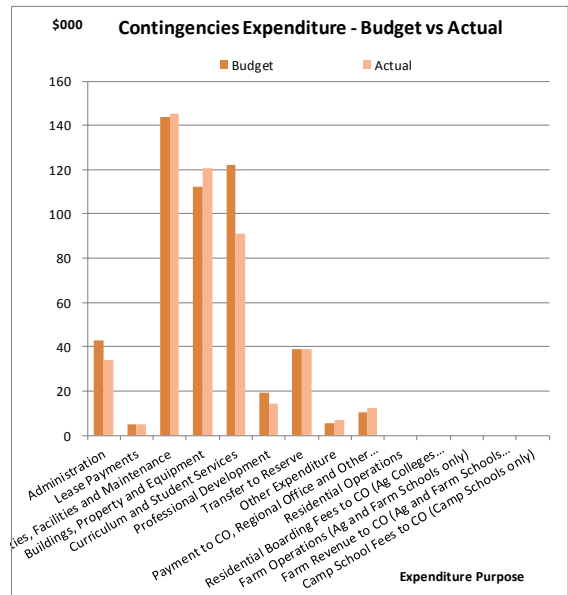


Kellerberrin District High School
Financial Summary as at
31 December 2016

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 5,100.00	\$ 5,240.00
2	Charges and Fees	\$ 5,406.00	\$ 6,330.00
3	Fees from Facilities Hire	\$ 1,000.00	\$ 1,000.00
4	Fundraising/Donations/Sponsorships	\$ 5,174.00	\$ 5,365.45
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 825.00	\$ 825.00
7	Revenue from Co, Regional Office and Other Schools	\$ 21,719.00	\$ 21,808.50
8	Other Revenues	\$ 10,405.00	\$ 11,706.93
9	Transfer from Reserve or DGR	\$ 6,500.00	\$ 6,500.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 56,129.00	\$ 58,775.88
	Opening Balance	\$ 234,150.00	\$ 234,150.96
	Student Centred Funding	\$ 285,354.00	\$ 285,731.50
	Total Cash Funds Available	\$ 575,633.00	\$ 578,658.34
	Total Salary Allocation	\$ 2,246,484.00	\$ 2,246,484.00
	Total Funds Available	\$ 2,822,117.00	\$ 2,825,142.34



	Expenditure	Budget	Actual
1	Administration	\$ 42,891.00	\$ 34,172.86
2	Lease Payments	\$ 4,803.00	\$ 4,802.40
3	Utilities, Facilities and Maintenance	\$ 143,643.00	\$ 145,141.43
4	Buildings, Property and Equipment	\$ 112,109.00	\$ 120,838.28
5	Curriculum and Student Services	\$ 121,988.00	\$ 90,860.38
6	Professional Development	\$ 19,288.00	\$ 14,215.72
7	Transfer to Reserve	\$ 39,000.00	\$ 39,000.00
8	Other Expenditure	\$ 5,418.00	\$ 6,965.32
9	Payment to CO, Regional Office and Other Schools	\$ 10,580.00	\$ 12,198.18
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	\$ 499,720.00	\$ 468,194.57
	Total Forecast Salary Expenditure	\$ 2,179,854.00	\$ 2,179,854.00
	Total Expenditure	\$ 2,679,574.00	\$ 2,648,048.57
	Cash Budget Variance	\$ 75,913.00	



Cash Position as at:	
Bank Balance	\$ 294,368.80
Made up of:	\$ -
1 General Fund Balance	\$ 110,463.77
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 187,355.03
5 Suspense Accounts	\$ 1,358.00
6 Cash Advances	\$ -
7 Tax Position	\$ 4,808.00
Total Bank Balance	\$ 294,368.80

HIGHLIGHTS OF 2016



2016 saw some great highlights for the Staff and Students of Kellerberrin District High School. They were:

- Year 7 - 10 camp at Woodman Point
- Very successful Early Years fun day
- Continued success of Team Leader program
- Well attended Learning Journey evening
- Parent Professional Learning sessions
- Celebration Night - another awesome selection of items
- Best practice 0-4 years program (Little Learners)
- Good Standing Rewards Days
- Our excellent breakfast club
- Athletics and swimming carnivals- very successful again
- Cross Country carnival
- Tammin Cricket Carnival
- Primary & Secondary Winter Carnivals
- Student Council Leadership Camp
- New computer operating system throughout the school
- Kitchen Garden and Waste Wise programs across the school
- Introduction of Ipad into classrooms and for use by staff
- New quadrangle surface after many years of lobbying
- Appointment of School Chaplain Mrs Michelle Diver

FINAL MESSAGE FROM THE PRINCIPAL – GOING FORWARD 2017

The 2016 school year has been one which will provide a launching pad for a whole school improvement agenda. The 'ERG Report' while identifying areas for improvement, has been taken on board by all staff in a positive manner as we all seek to improve outcomes for our students, staff and community. As Principal I take full responsibility for the findings of the report and give my commitment to ensure that the recommendations are fully implemented.

2017 will be one where we work extremely hard to develop and implement improvement plans in the areas identified. The commitment from all staff to ensure this occurs is already evident with a collaborative approach to the improvement focus. I must thank all staff for the professional and diligent approach they have undertaken.

Focus areas for the school in 2017 are:

Literacy	Numeracy	ICT	Engagement & Wellbeing
Whole school mandated Literacy Block time using iSTAR model Spelling - Words their Way Phonics – Letters & Sounds Reading – Magic Words - 18 Reading Strategies - Guided Reading	Teachers will deliver numeracy lessons from the "Go Maths" program and will use the assessment items and assessment trackers to make judgements and to inform future teaching and learning. The four proficiencies of the Mathematics Curriculum (Reasoning, Understanding, Fluency & Problem Solving) should be evident in all mathematical learning activities.	Whole class, small group and individual learning paths are enhanced through differentiating using technology including iPads Greater involvement in student ICT projects Allow students to choose apps/programs to complete work where relevant	All staff will use and display the BUZ Hopscotch method for conflict resolution in their classroom and playground. All classes from K-10 will explicitly teach the BUZ programs in their class for at least one hour per week. The School Chaplain will provide support to staff and students that will target identified behaviour and social and emotional support Admin and staff will develop a School Attendance plan in line with the DoE Attendance Strategy.