Kellerberrin District High School Annual Report 2017

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.

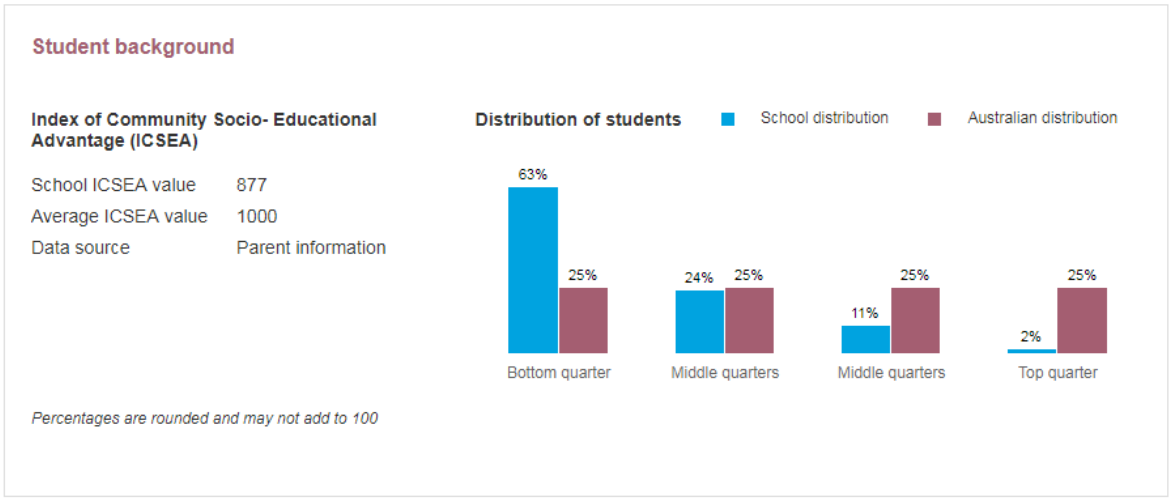
The school has an enrolment of approximately 140 students, of which 25% are identified as Aboriginal.

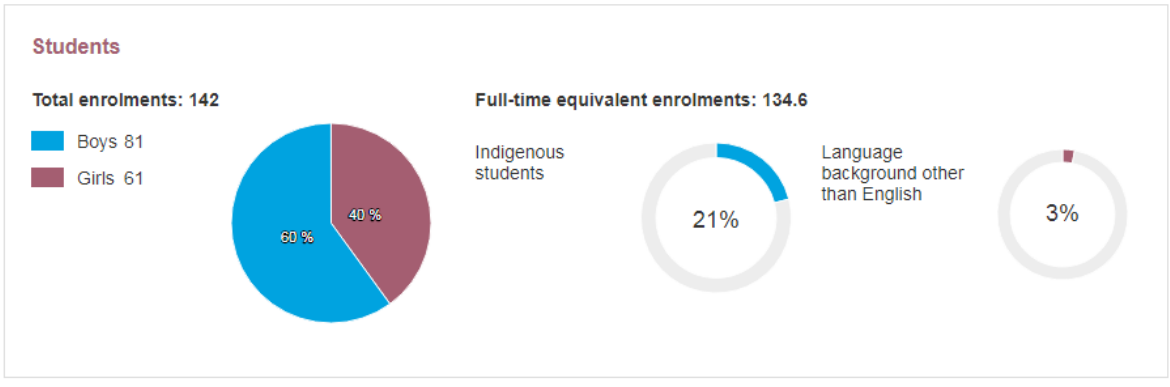
Kellerberrin District High School provides a quality education for students from 0 - 15 years.

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.

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 877 and is in the 10th percentile across the state. The ICSEA and student population help us to compare ourselves against 'like schools'.





STUDENT IMPROVEMENT TARGETS (from 2015-2017 Business Plan)

Student Achievement	NAPLAN achievement will be at or above 'like schools' in all test areas At or above expected stable cohort progress Years 3 - 5 in all test areas Decrease the percentage of students in Years 3, 5 ,7 and 9 below the national minimum standard in all test areas. 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.

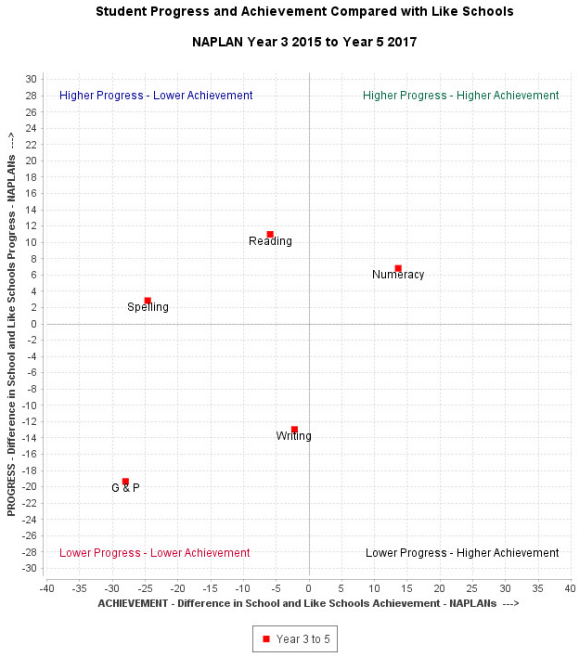
NAPLAN Achievement: 'At or above like schools'

	Year 3	Year 5	Year 7	Year 9
Numeracy	Y	Y	Y	Y
Reading	Y	Y	Y	N
Writing	Y	Y	N	N
Spelling	Y	N	N	N
Grammar	Y	N	N	N

The 2017 NAPLAN results demonstrate that great progress is being made in the Early Childhood area of our school. Trends over time have shown poor performance by our Year 3 students. This has been a focus for the school with early identification and monitoring programs put in place, as well as developing a consistent approach to the teaching of Literacy and Numeracy.

Spelling and Grammar results are of concern for students in Years 5, 7 and 9. This will be a focus for 2018 and beyond. Our Secondary student data is problematical due to the low number of students sitting the test and the overall academic ability of the group.

At or above expected stable cohort progress Year 3 - 5 in all test areas



The progress data is summarised below.

	2015 Year 3	2017 Year 5	Gain
Numeracy	-1.3	+1.0	+2.3
Reading	-2.3	+0.8	+3.1
Writing	-1.1	+0.3	+1.4
Spelling	-2.4	-0.4	+2
Grammar	-1.3	-0.6	+0.7

Key:

	More than 1standard deviation above the expected school mean
	Within 1 standard deviation of the expected school mean
	More than 1 standard deviation below expected school mean

The progress data indicates that there has been considerable improvement in all areas from Year 3 to 5. While some students progressed satisfactorily, their achievement level remained limited. While it is desirable to have high progress and high achievement, considering the low levels of achievement in Year 3 these results are very encouraging for staff and students.

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

Year 3	Numeracy	Reading	Writing	Spelling	Grammar
2017	18%	0%	17%	25%	33%

Year 3-5	Numeracy	Reading	Writing	Spelling	Grammar
2015	30%	33%	5%	40%	42%
2017	12%	12%	12%	19%	43%

The data above indicates a significant reduction in students below benchmarks in Numeracy and Reading. The data indicates a concern in Writing, Spelling and Grammar & Punctuation.

Due to low numbers in these cohorts, a percentage representation is not used. The number of students is in brackets

Year 5-7(4)	Numeracy	Reading	Writing	Spelling	Grammar
2015	1	0	2	2	1
2017	1	1	2	2	1

Year 7-9 (4)	Numeracy	Reading	Writing	Spelling	Grammar
2015	0	0	2	2	0
2017	0	1	3	1	2

Decrease the percentage of students receiving D and E grades in all learning areas (Semester 1)

Increase the percentage of students achieving B grades in all learning areas (Semester 1)

	A	B	C	D	E
2016	0	8.3	64.9	22.5	4.4
2017	1.3	6.8	60.6	25.4	5.9

While the target was not met, the change between 2016 and 2017 was minimal. As teachers become increasingly confident and skilled in using the Judging Standards materials, these targets will require modification.

Attendance	Percentage of students in 'regular' attendance category increases Overall percentage attendance rate shows an increase each year Attendance improves for Aboriginal students

Attendance Rates 2016-2017

	Regular	Indicated	Moderate	Severe	Rate
2016-S1	68	13	9	10	88.4
2016-S2	55	22	10	14	85.5
2017-S1	61	21	12	6	91.2
2017-S2	73	15	7	5	88.4

Primary and Secondary Attendance Data Comparison

Pre Primary - Year 6

	Regular	Indicated	Moderate	Severe	Rate
2016-S1	74	12	6	9	89.5
2016-S2	62	20	7	12	86.6
2017-S1	78	15	5	2	92.9
2017-S2	68	22	8	2	91.3

Year 7-10

	Regular	Indicated	Moderate	Severe	Rate
2016-S1	39	21	25	14	82.4
2016-S2	15	35	27	23	78.9
2017-S1	50	14	18	18	80.7
2017-S2	27	14	36	23	71

Aboriginal Student Attendance

	Regular	Indicated	Moderate	Severe	Rate
2016-S1	36	14	18	32	76.4
2016-S2	23	19	15	43	70.2
2017-S1	50	13	18	18	82
2017-S2	46	16	19	19	80.3

The improvement in attendance across the school has been a success for all involved. A specific attendance strategy was put in place that celebrated successes and a targeted approach to poor attendance was enacted. The data reflects a general decrease in attendance from Semester 1 to 2 each year. This will be examined more closely in 2018 to ascertain the reasons for this difference.

Wellbeing	Reduction in reported behaviour incidences

Reportable Behaviours 2016-2017

Categories of Suspension Behaviours	**2016**	**2017**
Physical aggression towards staff	0	3
Abuse, threats, harassment or intimidation of staff	2	8
Physical aggression towards students	21	13
Abuse, threats, harassment or intimidation of students	1	5
Damage to, or theft of property	0	1
Violation of code of conduct, school/classroom rules	1	12
Possession use or supply of substances with restricted sales	0	0
Possession use or supply of illegal substances	0	1
Negative behaviour- other	0	1
Totals	25	44

The above data indicates that the targets were not met in 2017. The factors that contributed to this were a specific cohort of students whose anti- social behaviour escalated. It is also important to note that there was an increase in physical and verbal intimidation of staff. A focus for 2018 will be assisting staff to deal with such situations and providing alternative strategies for students exhibiting these behaviours.

School Image	Improve on perceptions of parents, students, and staff about the quality of teaching and learning at Kellerberrin DHS

The National School Opinion Survey was not utilised in 2017. It will be a yearly survey for our school from 2018 onwards and will include questions specific to Kellerberrin DHS.

Student	ABE data of Years 5-10 students to show an increased percentage of students who

Wellbeing	consistently demonstrate cooperation, responsible participation, perseverance and positive choices

An analysis of student Attitude, Behaviour and Effort (ABE) data from students' formal reports was conducted.

Year 5-6 Consistently	%	%
	2016	***2017***
Co-operates Productively	14.38	50.27
Participates Responsibly	12.96	47.71
Making positive choices & decisions	27.75	41.52
Sets goals and works with perseverance	35.44	23.29

Year 7-10 Consistently	%	%
	2016	***2017***
Co-operates Productively	43	21.94
Participates Responsibly	43.84	22.21
Making positive choices & decisions	41.01	19.19
Sets goals and works with perseverance	32.29	16.8

The data above indicates an improvement for our Year 5 & 6 students. The Year 7-10 data demonstrates the ongoing need for further investigation and application of engagement and participation strategies. From 2018 the school has engaged the School of Special Educational Needs to assist with this.

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.

Grade Allocations 2017

A	*B*	*C*	*D*	*E*	*No grade*
0	10	150	54	29	0
0%	4%	62%	22%	12%	0%

This data is demonstrates that over 30% of students achieved a D grade or lower. Further analysis of the data indicates that students in this category also have limited Literacy and Numeracy capacity, which affects their ability to accurately follow procedures and record their results of tasks undertaken. The school will be implementing a standardised testing approach for diagnostic purposes in Science from 2018 onwards.

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 2017

A	*B*	*C*	*D*	*E*	*No grade*
0	18	148	63	14	19
	6%	57%	24%	6%	7%

The data indicates that 37% of the students received a grade lower than a C. The number of 'no grade' allocations 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 who follow Individual Education Programs.

Health & Physical Education

Health & Physical Education from Pre-Primary to Year10 was led by Mrs Nicholls and Miss McTaggart. 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.

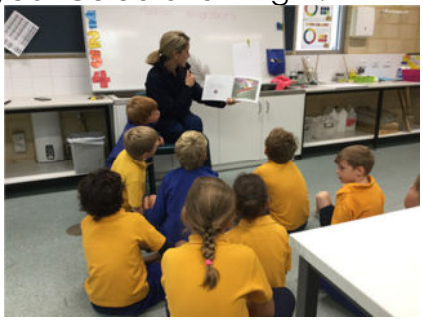
Grade Allocations 2017

	A	*B*	*C*	*D*	*E*	*No grade*
Health	5	22	118	73	8	23
	2%	9%	48%	29%	3%	9%
PE	4	38	152	48	0	7
	2%	15%	61%	19%	0%	3%

The data indicates that the majority of the students at our school enjoy and participate keenly in Physical Education. Health Education data suggests that there is more reluctance to engage in the Health curriculum.

The Arts

Mrs Innes and Miss McTaggart led our Year1-10 students in an engaging and varied Arts program in 2017. This incorporated Dance, Drama, Music and Visual Arts. Students utilised ICT to record and edit movie clips involving Dance and Drama. Class teachers embedded The Arts when preparing their students for class assemblies and the end of year Celebration Night.



Grade Allocations 2017

	A	*B*	*C*	*D*	*E*	*No grade*
Visual Arts	8	23	94	10	0	9
	6%	16%	65%	7%	0%	6%

Design & Technology

All Primary classes participated in Technology & Enterprise programs during 2017. Middle School students were involved in Home Economics, Woodwork and Design & Technology projects. These were short units and as a result no grade was allocated.

Grade Allocations 2017

	A	*B*	*C*	*D*	*E*	*No grade*
Design& Technology	0	13	117	27	0	7
	0%	8%	72%	16%	0%	4%

P & C ASSOCIATION

A small but enthusiastic P&C Association supports our school in so many ways. Under the leadership of new President Mrs Ebony Syred they have generously supported the school in funding:

- School incursions- visiting authors
- Fixed shade structure in ECE playground
- Various school based activities throughout the year for the students

SCHOOL BOARD

Staff	Community	Parents	P&C
Greg Hunt Tish Clarke Sandra Doncon Emily Talbot Emma Crofts Mitch Berliner	Michelle McDonnell Herma Inverarity Julie Doncon	Jane Ryan Paul Brown (Chair) Dennis Reid	Ebony Syred

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

A key focus for the Board in 2018 will be developing and implementing the 2018-2020 Business Plan and monitoring the School Improvement Plans.

FINANCIAL INFORMATION

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

2017 One Line Budget	
Carry Forward (Cash)	$ 110,464
Carry Forward (Salary)	$ 66,630
INCOME	
Student-Centred Funding *(allocated by DOE)*	$ 2,341,134
Transfers and Adjustments	$ -551
Locally Raised Funds *(local & regional funding)*	$ 50,021
Total Funds	**$ 2,567,698**
EXPENDITURE	
Salaries *(total staff salaries)*	$ 2,036,208
Goods and Services *(total school cash)*	$ 438,960
Total Expenditure	$ 2,475,168
Variance *(funds to carry over into 2018)*	$ 92,530

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) 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.

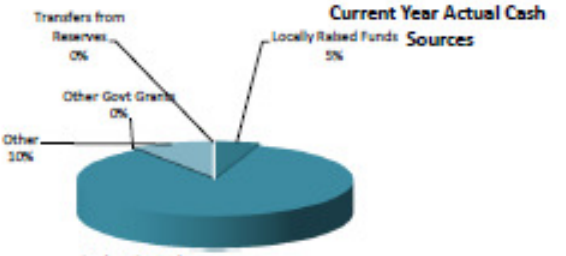
In 2017 Kellerberrin District High School met the agreed minimum expenditure requirement with 98%.

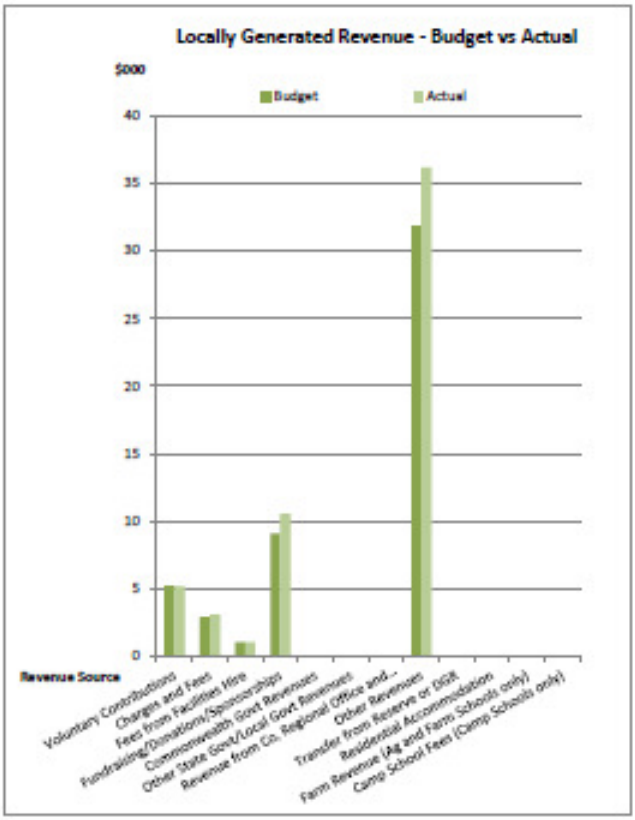
Please refer to the 2017 Financial Summary for further information.

Kellerberrin District High School

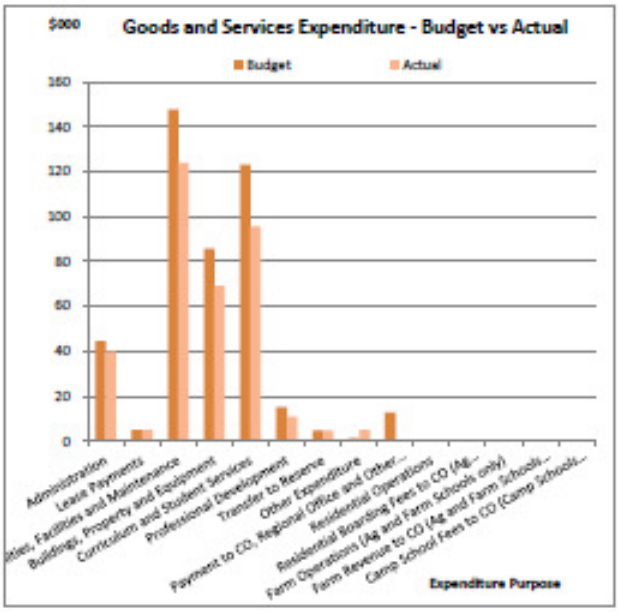
Financial Summary as at
2017 Financial Report

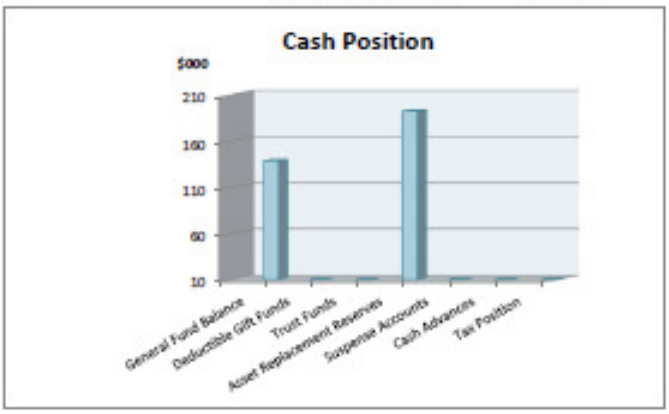
	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	$ 5,178.00	$ 5,162.00
2	Charges and Fees	$ 2,895.00	$ 3,045.00
3	Fees from Facilities Hire	$ 1,000.00	$ 1,000.00
4	Fundraising/Donations/Sponsorships	$ 9,083.00	$ 10,513.45
5	Commonwealth Govt Revenues	$ -	$ -
6	Other State Govt/Local Govt Revenues	$ -	$ -
7	Revenue from Co, Regional Office and Other Schools	$ -	$ -
8	Other Revenues	$ 31,865.00	$ 36,174.68
9	Transfer from Reserve or DGR	$ -	$ -
10	Residential Accommodation	$ -	$ -
11	Farm Revenue (Ag and Farm Schools only)	$ -	$ -
12	Camp School Fees (Camp Schools only)	$ -	$ -
	Total Locally Raised Funds	$ 50,021.00	$ 55,895.13
	Opening Balance	$ 110,464.00	$ 110,463.77
	Student Centred Funding	$ 322,119.00	$ 324,953.75
	Total Cash Funds Available	**$ 482,604.00**	**$ 491,312.65**
	Total Salary Allocation	$ 2,082,260.00	$ 2,082,260.00
	Total Funds Available	**$ 2,564,864.00**	**$ 2,573,572.65**





	Expenditure - Cash and Salary	Budget	Actual
1	Administration	$ 44,414.00	$ 39,647.84
2	Lease Payments	$ 4,803.00	$ 4,823.88
3	Utilities, Facilities and Maintenance	$ 147,614.00	$ 123,976.45
4	Buildings, Property and Equipment	$ 85,500.00	$ 68,972.08
5	Curriculum and Student Services	$ 123,125.70	$ 95,401.86
6	Professional Development	$ 15,103.00	$ 10,795.06
7	Transfer to Reserve	$ 4,500.00	$ 4,500.00
8	Other Expenditure	$ 1,180.00	$ 4,921.41
9	Payment to CO, Regional Office and Other Schools	$ 12,720.00	$ -
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	**$ 438,959.70**	**$ 353,038.58**
	Total Forecast Salary Expenditure	$ 2,036,208.00	$ 2,036,208.00
	Total Expenditure	**$ 2,475,167.70**	**$ 2,389,246.58**
	Cash Budget Variance	**$ 43,644.30**	





	Cash Position as at:	
	Bank Balance	$ 327,699.07
	Made up of:	$ -
1	General Fund Balance	$ 138,274.07
2	Deductible Gift Funds	$ -
3	Trust Funds	$ -
4	Asset Replacement Reserves	$ 191,855.03
5	Suspense Accounts	$ 523.97
6	Cash Advances	$ -
7	Tax Position	-$ 2,954.00
	Total Bank Balance	$ 327,699.07