



**Kellerberrin**  
**District High School**

Sow knowledge, harvest success

# 2018 ANNUAL REPORT



# From the Principal

I am very proud to present the 2018 Kellerberrin District High School Annual Report.

The 2018 Annual Report provides a summary of our school's performance over the past year. The 2018 Annual Report is an overview of our performance data. This enables comparisons to be made between the performance of our students and those in statistically similar, 'like' schools and against the state and national averages. It provides details of student performance in academic and non-academic areas, outlines the progress made in implementing key strategies and the extent to which we achieved the performance targets outlined in the 2018-2020 Business Plan.

As an Independent Public School, Kellerberrin District High School is committed to implementing and achieving all the recommendations of the Expert Review Group. This document is a signed agreement between the School Board, the school and the Department of Education.

2018 was another highly successful and rewarding year for all students, staff and families of Kellerberrin District High School. As a school, we are constantly striving to improve all aspects of our performance. Throughout the year the staff, Board and members of the parent community worked in partnership to review the Business Plan targets and strategies. From this review process new priority areas, targets and strategies were identified and included in the 2018-2020 Business Plan, to clearly articulate how we strive to operate:

 <b>Vision</b>	<i>Sow Knowledge, Harvest Success</i>
 <b>School Values</b>	<i>Successful Students, Quality Staff, Connected Community</i>

Throughout the year we have accomplished many positive achievements. Many of the successes highlighted in the Annual Report are only possible because of the tremendous commitment and professionalism of the school community at Kellerberrin District High School, some of these being: sporting carnivals, academic excursions and incursions, celebration events, such as NAIDOC and Harmony Day.

Finally, at the conclusion of my first year at our wonderful school, I would like to express my gratitude to members of the School Board for their strong governance and Parents' and Citizens' Association for their continued support of the school, the Executive Team, the dedicated staff and students. Your loyalty, energy and achievements are greatly appreciated by all.

It is with great pleasure and pride that I present to you the Kellerberrin District High School Annual Report for 2018.

**LOUISE DAVIDSON  
PRINCIPAL**



# School Board

Staff	Community	Parents
Louise Davidson Tish Clarke Emma Crofts Emily Talbot	Paul Brown (Chair) Herma Inverarity Julie Doncon Dennis Reid (Resigned Term 4)	Jane Ryan Ebony Syred Vacant Seat

2018 saw the Board attend the Department of Education's two-day intensive On-Board workshop. This valuable training provided focus and inspiration as well as a wealth of materials utilised by the Chair throughout the year for the Board's in-house training and professional growth.

In 2018, the Board consisted of 10 members drawn from the school executive, staff, parents and representatives from the community. Eight meetings were held across the academic year, including our annual open meeting in June 2018. The primary aim of the Board is to provide strategic guidance and monitoring of the school's performance.

## ***Message from Paul Brown, Chair***

The KDHS Board consists of 10 voluntary members, 6 parent or public members and 4 members from staff. We meet twice a term throughout the year including our annual open public meeting, which this year was held on the 20<sup>th</sup> of June. The primary aim of the School Board is to provide financial governance and strategic guidance by monitoring the school's performance.

2018 has been a very busy year for the Board with the implementation of the 2018-2020 Business Plan, which we attacked with relish after completing a workshop with staff in January on the development of an effective business plan. This was a long and arduous process as we worked very hard to make sure we were setting the school on the right path for the next three years. Along the way the school has also been actively working towards meeting the expectations from the ERG review and has consistently ticked all the boxes.

Midway through the year we were in a situation where we were looking for a new Principal. As the chair of the Board I was included on a selection panel for the process of finding a suitable candidate to lead our school. I am very happy to say we are pleased with the selection of Ms. Louise Davidson to the position of Principal; there have already been many positive changes since she started in October. I would like to thank and acknowledge my fellow Board members for their support throughout this process.

I would like to take the opportunity to also thank Mrs Latisha Clarke who stepped into the role of acting Principal for Term Three. Mrs Clarke did an outstanding job in a difficult situation.

# School Board

## *Strategic overview and planning*

Board members attended a School Development Day in January to undertake training for the development of our new Business Plan. We also took part in a School Board workshop in Merredin in September that was attended by a number of schools from the Wheatbelt area.

## *Review and reporting*

The Board contributes to the presentation of the Annual Report of the school's performance, which we review and endorse.

## *Policy reviews and endorsements*

We most recently revised and endorsed the following policies and guidelines

- Breakfast Club guidelines
- School Excursion policy
- Reporting to Parents guidelines
- SAER policy
- Attendance policy
- Good Standing policy
- Student Leadership Team guidelines
- Student Dress Code policy
- Homework policy
- Delivery and Performance Agreement

## *Financial*

The Board endorses the annual school funding agreement and reviews the school's financial performance against budget at every meeting, we also review and endorse the school's voluntary contributions and charges.

## *Governance*

The Board is responsible for updating its Terms of Reference. This year we have also seen a few faces change on the Board and we have been responsible for conducting an election for new representatives.

## *Acknowledgments*

I would like to thank the following people for their contributions to the KDHS School Board: Mrs Sandra Doncon our Manager of Corporate services who earlier this year, after many years serving our school on the P & C, the School Council and more recently the School Board, finished her term on the Board, Mrs Michelle McDonnell who has represented many facets of our school over a long period of time also finished her term, Mr Dennis Reid who was a parent and then community representative for a number of years for his contributions and Mr Mitchell Berliner who sat as an observer on our Board to garner information about school governance.

# Parents' and Citizens' Association



## *From the President*

It is my great honour to present our Annual Report for 2018. We have held a few successful events throughout the year and wish to thank all involved as we continually strive to be a connected community.

## *Events for 2018*

- To begin the year, the P&C provided a sausage sizzle at the school's Meet and Greet in February with all members of the school community invited. This was followed by the P&C's Annual General Meeting.
- We organised WACSSO to come to our school and invited neighbouring towns to attend professional development on running an effective P&C presented by Richard Brand.
- The absolute highlight of the year was the Twilight Markets held in March. It was a fantastic community event and supported by many. It was a lot of work for those involved but seeing the delight on everyone's face as they enjoyed the magical evening made it all worthwhile! This was our biggest fundraising event for the year. Thank you greatly to everyone involved in this event.
- We held a Christmas in July stocking raffle which raised significant funds – thank you to Lauren Starling and Jayne Saunders for organising this, to the many businesses and individuals who donated towards it, and to those who sold/bought tickets.
- In conjunction with the school cross country, the P&C held a Colour Explosion for the second year and had a sausage sizzle lunch. We also had Tammin Primary School join us which increased our fundraising profit from this event. The event was enjoyed by all and demonstrated great community spirit as all became involved. Thank you to our wonderful students for raising so much money through sponsorship.
- We were successful in receiving a \$5,000 grant from CBH, to go towards completing the fort in the Years 1-4 area. Thank you to Gemma Moylan for the successful application and to CBH for their generosity.
- We again participated in the Kellerberrin Co-Op shopper docket program this year and we kindly thank the Co-Op for their generosity and both Chondelle Hunter and Callie Forsyth for collating and counting the dockets

# Parents' and Citizens' Association

## **Contributions to the school for 2018**

- We have donated \$9,999 towards the Kindergarten/Pre-Primary permanent shade structure
- We have moved a motion to pay for the Eco wood flooring and completion of the fort area
- We have moved a motion to contribute \$2,000 annually towards a literacy incursion

## **Thank you**

A heartfelt thank you extends to everyone who has, in one way or the other, contributed to the success of our P&C this year. To the businesses and individuals who have donated items, time, monetary contributions, muscles, been happy consumers, everyone who was either directly or indirectly involved in our Twilight Markets, Christmas stocking, Colour Explosion or shopper docket program. To the wonderful P&C committee for their time, efforts and contributions to all aspects of running the P&C. To the amazing Kellerberrin DHS staff whose support, enthusiasm and desire to provide a quality education for our children, make our time and effort worthwhile.

**EBONY SYRED  
PRESIDENT**



# 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 caters for a range of students from Kindergarten to Year 10. Kellerberrin District High School has an enrolment of 118 students, of which 27% are identified as Aboriginal and 0.07% of students identified as having special needs. In recent times there has been a decline in enrolments across the school, with some students choosing to engage with the bus to attend a senior high school in a neighbouring town. Four bus routes service primary and secondary students living on farms in the catchment area. Currently the school is staffed by a Principal, Deputy Principal, one Level 3 teacher, 10 members of the teaching staff and 18 non-teaching support staff.

With a small student population, we provide a learning environment where all students are known individually by staff. The school aims to re-focus on this distinctive feature of our school and plans to meet the needs of individual students whilst ensuring all students are actively engaged in the learning process. Our school has an Index of Community Socio-Educational Advantage (ICSEA) of 877 which ranks the school in the 10th percentile as compared to other schools throughout Australia. As an Independent Public School, Kellerberrin District High School is committed to implementing and achieving all the requirements of our Independent and Public Schools Delivery and Performance Agreement. The school undertook analysis through the Expert Review Group in 2016, which highlighted the strong self-assessment processes which are a fundamental part of Kellerberrin District High School's planning and improvement cycle. These processes allow the school to make judgements about its performance in both academic and non-academic domains and act accordingly. Student success is at the centre of everything we do. Our practice is improvement focused and follows the Plan, Act, and Assess Model from the School Improvement and Accountability Framework.

The school provides quality teaching and learning programs to students from Kindergarten to Year 10. The school has a bright and brilliant physical environment that is complimented by regular upgrades to the grounds, with improvements to the undercover area, nature play area, a fort and solid shade structure in the early childhood area. These regular upgrades cater for the breadth of students enrolled, with specific purpose buildings, including: Early Learning Centres, Science Laboratory, Visual Arts, a computer laboratory and a Library/Resource Centre, providing learning environments to support the delivery of specialised programs to meet the Curriculum. To cater for the curriculum needs of each student, specialised teachers deliver the learning programs in these areas.

Students at Educational Risk (SAER) are catered to through both remedial and academic extension program opportunities and our Education Assistants provide continued and targeted support for students who have particular learning needs. We have a strong alliance with para-professionals, such as the school psychologist, counselling services and Primary Health, to assist us with the health and well-being of all our students.

Our school enjoys wonderful community support and involvement, with many parents and community volunteers actively involved in taking on supporting roles in the education of their children. This is highlighted by the upgrades to the play areas and physical environment around the school.



# Background Information to Kellerberrin DHS

## Our Beliefs

We believe in a school community in which high expectations are set for all members and everyone can strive to be:

- Engaged - We value learning and actively participate.
- Respectful - We respect ourselves, others and property.
- Safe - We all have the right to feel safe at all times.
- Resilient - We have the ability to persevere with challenge and change.

## Our Intentions

The Kellerberrin District High School community is committed to advancing:

Academic and non-academic excellence	Successful Students	All students, all classes, every opportunity
High quality teaching	Quality Staff	All staff, all curriculum areas, every potential
Strong, sustainable partnerships	A Connected Community	All committed, all together, every possibility

## Kellerberrin DHS – Special Programs & Initiatives

<b>Headspace</b> Supports our school to provide each and every student with the strongest foundation possible for them to reach their aspirations in learning and in life. This is based on evidence that demonstrates the strong association between safety, wellbeing and learning.
<b>Targeted Initiative: EA and AIEO</b> support literacy of students, support the curriculum, develop Aboriginal Parent Meetings, initiate NAIDOC Day activities.
<b>Kitchen Garden</b> Students in Kindergarten to Year 2 take part in the Kitchen Garden, understanding cause and effect (water and plants grow, ignore and plants die), developing self-confidence and a sense of achievement that stems from growing their own garden. They prepare and cook their wares in the schools Home Economics room.
<b>School Chaplaincy</b> Chaplains make a valuable contribution to the social, emotional and spiritual wellbeing of our school community. This might include support and guidance about ethics, values, relationships and spiritual issues, and helping students engage with the broader community.
<b>Breakfast Club</b> 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. The school has sound partnerships with the Kellerberrin Police, Community Resource Centre and Food Pantry.
<b>Specialist Arts Program</b> Students from K-10 access a specialist program in all aspects of The Arts
<b>Specialist Physical Education Program</b> Students from K-10 access a specialist program in all aspects of Physical Education
<b>Specialist Science Program</b> Students from K-10 access a specialist program in all aspects of Science
<b>Specialist Digital Technology</b> A digital technology program has been written to allow students to access the future of education, whilst supporting teachers to implement technology into their programs.

# 2018 School Highlights

2018 has been a year of new initiatives, directions and successes for our school and in particular for our students. During the course of the year we celebrated many exciting results and events. The following are the highlights from the year:

- Jeans for Genes Day
- Book Week assembly and whole school activity morning
- Learning Journey
- Footy Colours Day
- Aladdin excursion
- Year 1-2 Eastern Wheatbelt Maths Day
- Kellerberrin Show
- Aboriginal Parent Meeting
- Bookfair
- In term swimming lessons
- Faction and interschool swimming carnivals
- Student leadership camp
- Harmony Week
- ANZAC Day service
- Mother's Day morning and Dude's Day
- Primary and Secondary Winter Carnivals
- Triple P parenting seminars
- NAIDOC Week
- School and inter-school cross country
- Musica Viva
- Faction and inter-school athletics carnivals
- Scorchers cricket visit
- Numero excursion
- Scitech incursion
- Tammin T20 cricket
- Celebration Night
- Excursion to the Perth Zoo
- Numero competition
- Gymbus incursion
- Teach Learn Grow
- Partnerships with ECU (practicum students)
- Middle School Camp
- Year 3 / 4 excursion to Kalamunda History Museum
- Cunderdin Agricultural College Open Day Years 7-10
- Visit from Notre Dame Medical students
- Cummins Theatre excursion Pre-primary/Year 1
- Luke Kennedy motivational speaker visit
- Celebration Night with a school community video that has been viewed more than 6000 times on social media



# Business Plan – Student Improvement Targets

The refinement of the Business Plan 2018-2020 resulted in a School Improvement Action Plan for 2017-2018 to identify priorities and targets that were in line with the Prescribed Improvement Strategies from the Expert Review Group. These targets were put in place for 2018 to assist all teachers in being able to track student achievement and progress, identify the students who are not achieving their potential and target students needing intervention strategies as a part of a case management approach, empowering teachers with data that can make a difference and confirm that students are on track for improved NAPLAN results.

## School Performance 2018

In 2018 the staff undertook a review of student achievement data where a School Assessment Plan allowed for comprehensive analysis of student achievement data in the National Assessment Program – Literacy and Numeracy (NAPLAN). NAPLAN is conducted in May each year for all students across Australia in Years 3, 5, 7 and 9. NAPLAN provides a breadth of information to make measured, professional and realistic judgements about school performance, where achievement is expressed by student performance and progress is expressed by the growth that a student achieves between Years 3-5, 5-7 and 7-9. Kellerberrin District High School has an index of Community Socio-Educational Advantage (ICSEA) of 877, whereas the average Australian school has an ICSEA OF 1000.



# Business Plan – Student Improvement Targets

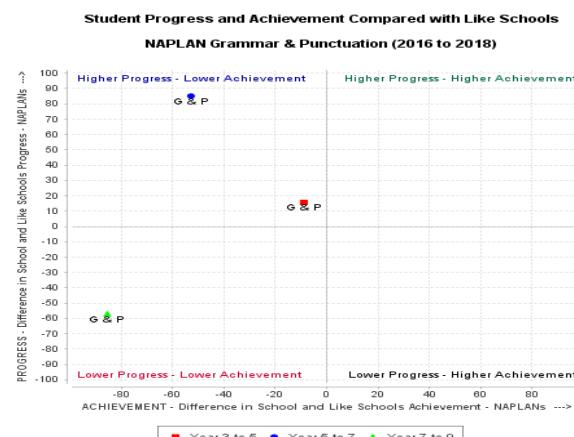
## Student Improvement Target 1: LITERACY (Language Conventions)

The progress of the stable cohort of students in NAPLAN (Language Conventions) will be high for:

- Year 3 to Year 5
- Year 5 to Year 7

The graph to the right represents Kellerberrin District High School's performance and progress, highlighting that this target has been met, as students in Year 3 to 5 and Year 5 to 7 have made high progress when compared to like schools.

**Stable cohort students in Years 3, 5, 7 and 9 will demonstrate a minimum of satisfactory achievement in the NAPLAN Language Conventions Assessment.**



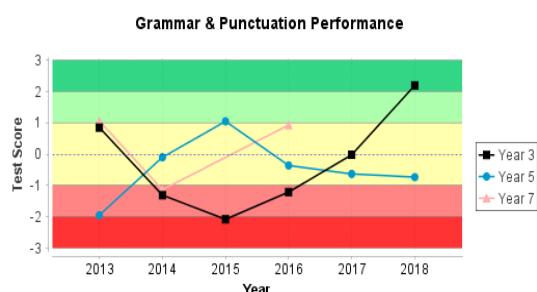
### NAPLAN Comparative Performance for Grammar & Punctuation

Grammar & Punctuation	Performance					
	2013	2014	2015	2016	2017	2018
Year 3	0.8	-1.3	-2.1	-1.2	-0.0	2.2
Year 5	-2.0	-0.1	1.0	-0.4	-0.6	-0.7
Year 7	1.1	-1.1		0.9		

1
2
3

Above Expected -  
Expected -  
Below Expected -

more than one standard deviation above the predicted school mean  
within one standard deviation of the predicted school mean  
more than one standard deviation below the predicted school mean  
If blank, then no data available or number of students is less than 6



The tables above represent Kellerberrin District High School's performance in progress in Language Conventions, highlighting that this target has been met, as students in Year 3 to 5 and Year 5 to 7 have made high progress when compared to like schools. Students in Year 3 have improved and this is primarily due to explicit instruction of language conventions, with an increased focus on grammar in the early childhood classrooms.

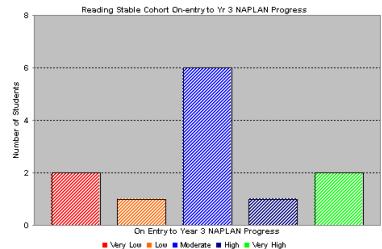
# Business Plan – Student Improvement Targets

## *Student Improvement Target 2: LITERACY - Reading*

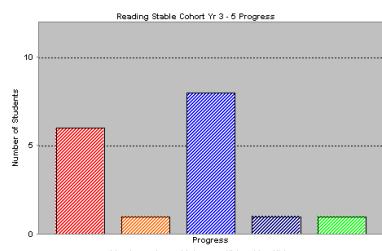
The progress of the stable cohort of students in NAPLAN Reading will be high for:

- On Entry to Year 3
- Year 3 to Year 5
- Year 5 to Year 7

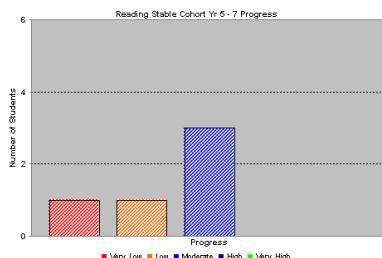
This graph represents Kellerberrin District High School's performance in progress for Reading from On Entry to Year 3. Only 25% of the stable cohort made high or very high progress from On Entry to Year 3 with the majority of students having made moderate progress, highlighting that this target was not met.



This graph represents Kellerberrin District High School's performance in progress for Reading from Year 3 to Year 5. Only 12% of students made high or very high progress from Year 3 to Year 5. The majority of students made moderate and very low progress, highlighting that this target was not met.

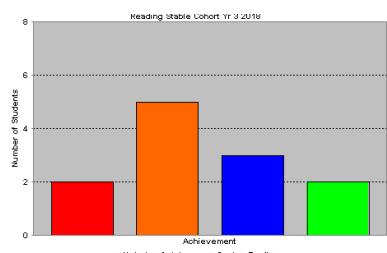


This graph represents Kellerberrin District High School's performance in progress for Reading from Year 5 to Year 7. No students made high or very high progress from Year 5 to Year 7. The majority of students made moderate progress, highlighting that this target was not met. Students in Year 5 have been red flagged as performing Below Expected Level in Reading.



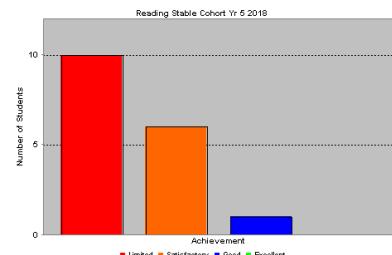
**Stable cohort students in Years 3, 5, 7 and 9 will demonstrate a minimum of satisfactory achievement in the NAPLAN Reading Assessment.**

This graph represents Kellerberrin District High School's Year 3 stable cohort's achievement in Reading. It indicates that 83% of the cohort demonstrated a minimum of satisfactory achievement in the NAPLAN Reading assessment.

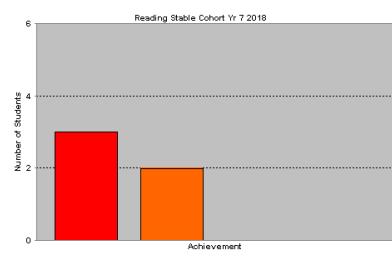


# Business Plan – Student Improvement Targets

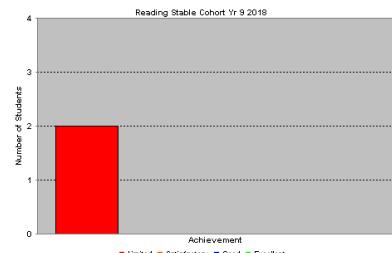
This graph represents Kellerberrin District High School's Year 5 stable cohort's achievement in Reading. It indicates that only 58% of the cohort demonstrated a minimum of satisfactory achievement in the NAPLAN Reading assessment.



This graph represents Kellerberrin District High School's Year 7 stable cohort's achievement in Reading. It indicates that only 40% of the cohort demonstrated a minimum of satisfactory achievement in the NAPLAN Reading assessment.



This graph represents Kellerberrin District High School's Year 9 stable cohort's achievement in Reading. It indicates that no students demonstrated a minimum of satisfactory achievement in the NAPLAN Reading assessment.



Please find following longitudinal and comparative data in reading.



Reading	Performance					
	2013	2014	2015	2016	2017	2018
<b>Year 3</b>	0.6	-0.5	-2.3	-0.4	2.2	2.0
<b>Year 5</b>	-0.4	0.9	1.3	-0.7	0.8	-1.3
<b>Year 7</b>	1.5	0.8		-0.8		

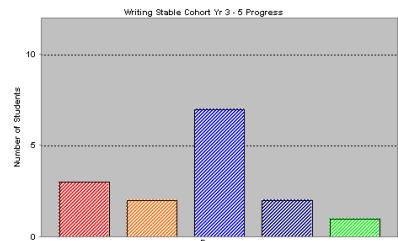
# Business Plan – Student Improvement Targets

## *Student Improvement Target 3: LITERACY - Writing*

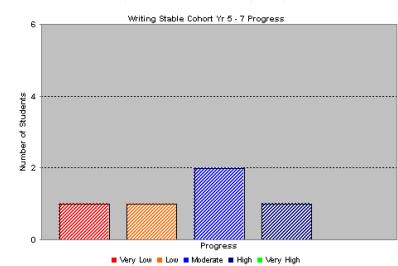
The progress of the stable cohort of students in NAPLAN Writing will be high for:

- Year 3 to Year 5
- Year 5 to Year 7

This graph represents Kellerberrin District High School's performance in progress for Writing from Year 3 to Year 5. Only 33% of the stable cohort made high or very high progress from Year 3 to Year 5, indicating that the target has not been met.

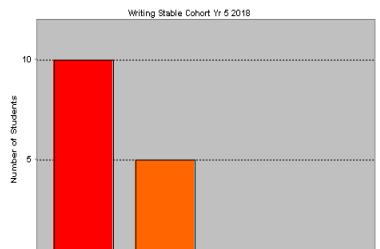


This graph represents Kellerberrin District High School's performance in progress for Writing from Year 5 to Year 7. Only 20% of the stable cohort made high or very high progress from Year 5 to Year 7, indicating that the target has not been met.

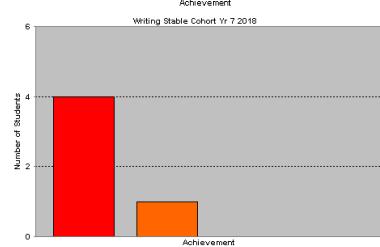


Stable cohort students in Years 5, 7 and 9 will demonstrate a minimum of satisfactory achievement in the NAPLAN Writing Assessment.

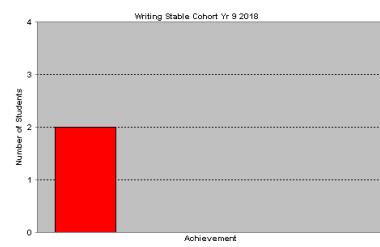
This graph represents Kellerberrin District High School's Year 5 stable cohort's achievement in Writing. It indicates that 33% of the cohort demonstrated a minimum of satisfactory achievement in the NAPLAN Writing assessment.



This graph represents Kellerberrin District High School's Year 7 stable cohort's achievement in Writing. It indicates that 20% of the cohort demonstrated a minimum of satisfactory achievement in the NAPLAN Writing assessment.

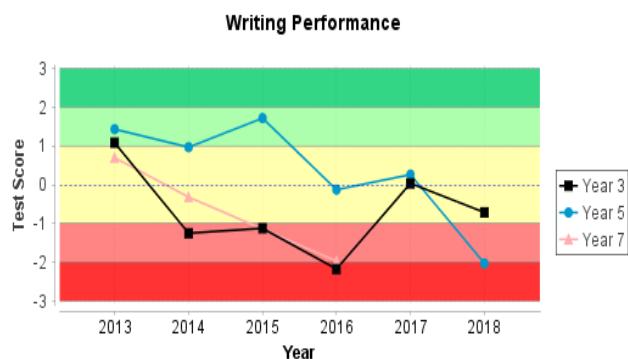


This graph represents Kellerberrin District High School's Year 9 stable cohort's achievement in Writing. It indicates that no students in this cohort demonstrated a minimum of satisfactory achievement in the NAPLAN Writing assessment.

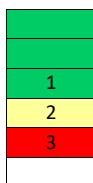


# Business Plan – Student Improvement Targets

Please find following longitudinal and comparative data in reading.



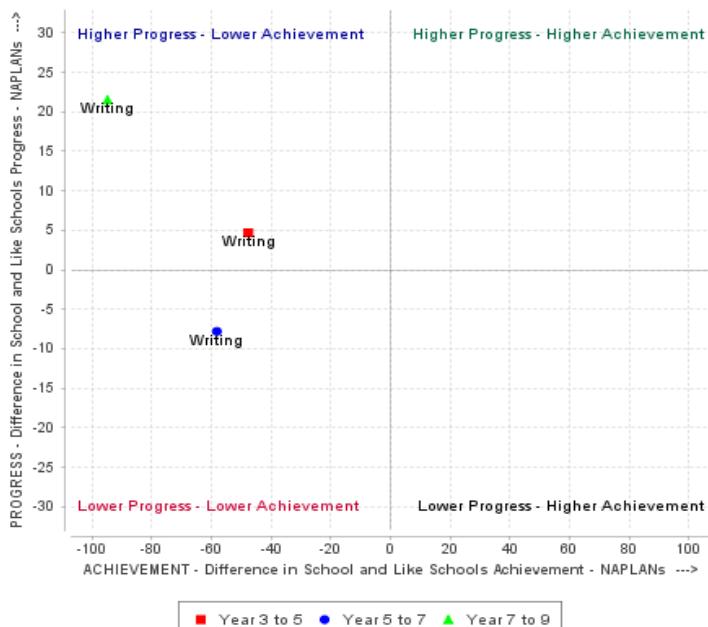
Writing	Performance					
	2013	2014	2015	2016	2017	2018
Year 3	1.1	-1.2	-1.1	-2.2	0.0	-0.7
Year 5	1.4	1.0	1.7	-0.1	0.3	-2.0
Year 7	0.7	-0.3		-2.0		



- Above Expected -**
- Expected** within one standard deviation of the predicted school mean
- Below Expected -**
- If blank, then no data available or number of students is less than 6

## Student Progress and Achievement Compared with Like Schools

NAPLAN Writing (2016 to 2018)



# Business Plan – Student Improvement Targets

## ***Student Improvement Target 4: ATTENDANCE***

The percentage of students who have regular attendance will:

- Increase to 80% for Kindergarten to Year 6.
- Increase to 70% for Year 7 to Year 10.

### Attendance Overall Primary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2016	93.2%	91.8%	93.7%	76.8%	79.6%	80.7%	89.4%	87.1%	92.6%
2017	94.9%	91.7%	93.8%	85.8%	81.9%	81.2%	92.9%	87.6%	92.7%
2018	93.1%	92.5%	93.7%	79.3%	79.4%	80.8%	90.1%	88.5%	92.6%

### Attendance Overall Secondary

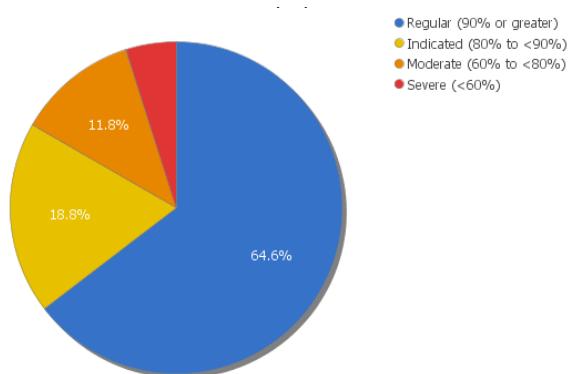
	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2018 SEMESTER 1	29.4%	47.1%	5.9%	17.6%
2018 SEMESTER 2	42%	26%	21%	10%
Like Schools 2018 SEMESTER 1	43.6%	20.5%	17.3%	18.6%
WA Public Schools SEMESTER 1	62.0%	20.0%	11.0%	7.0%

Kellerberrin District High School has achieved a target of maintaining an attendance rate above 90% in the primary school. Our primary school attendance rate of 90.1% is above ‘Like Schools’ and just below DoE schools. Kellerberrin DHS has seen significant improvement in the reduction of unauthorised absences in Semester 2; authorised vs unauthorised absences were 25% versus 75%. The percentage of students who have regular attendance is currently at 68.2%, which highlights that the target has not been met. This is primarily due to unauthorised vacation time during the school term. In secondary school we have not achieved above 70% for regular attendance, we had an increase of students in the Regular attendance category of 12.6% and we improved attendance in the Severe category by 7.6%. The school had set an aspirational target to increase the percentage of students attending school regularly to both 70% and 80% respectively. An Attendance Policy has been reviewed and endorsed in Term 4 by the Staff and School Board for 2018, where attendance plans will be implemented throughout 2019.

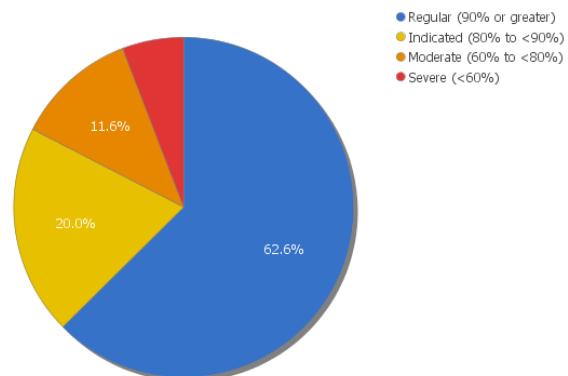
# Business Plan – Student Improvement Targets

	ATTENDANCE % 2017	ATTENDANCE % 2018
Kindergarten	88.9	89.9
Pre-Primary	87.1	93.4
Year 1	92.5	88
Year 2	91.6	90.1
Year 3	92	87.8
Year 4	90.9	93.6
Year 5	92	89.3
Year 6	92.2	90.9
Middle school	65.5	78.9

Semester 2 2017



Semester 2 2018

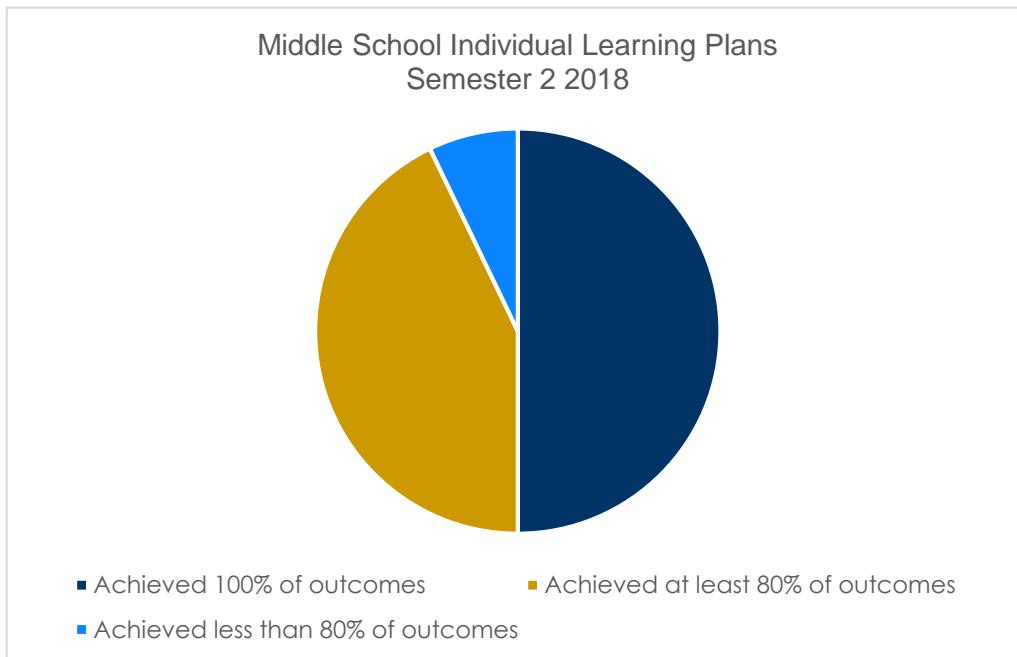


# Business Plan – Student Improvement Targets

## *Student Improvement Target 5: MIDDLE SCHOOL*

Identified students in Years 7-10 will achieve at least 80% of all outcomes in Individual Learning Plans.

This target has been met with the exception of one student who achieved 56% of the outcomes in their Individual Learning Plan. This is largely due to attendance for this particular student (78% - Moderate risk category). Thirteen students achieved at least 80% of the outcomes in the Individual Learning Plans. Of these thirteen students, seven students achieved 100% of the outcomes in their Individual Learning Plans.



# Business Plan – Student Improvement Targets

## **Student Improvement Target 6: BEHAVIOUR AND ENGAGEMENT**

**Increase the percentage of Pre-Primary to Year Two students achieving ‘consistently’ in the Attitude Behaviour and Effort report indicator for the indicator of *participates responsibly* from 45% to 75%.**

This target was not met, however the percentage of students from PP to Year 2 achieving ‘consistently’ in the Attitude Behaviour and Effort report indicator of *participates responsibly* increased to 68%.

**Increase the percentage of Year Three to Six students achieving ‘consistently’ in the Attitude Behaviour and Effort report indicator for the indicator of *cooperates productively and builds positive relationships* from 65% to 85%.**

This target was not met, however the percentage of students from Years 3-6 achieving ‘consistently’ in the Attitude Behaviour and Effort report indicator of *cooperates productively and building positive relationships* increased to 80%.

**Increase the percentage of Middle School students achieving ‘consistently’ in the Attitude Behaviour and Effort report indicator for the indicator of *cooperates productively and builds positive relationships* from 25% to 60%.**

This target was not met, however the percentage of Middle School students achieving ‘consistently’ in the Attitude Behaviour and Effort report indicator of *cooperates productively and building positive relationships* increased to 28.5%.

Effective management of student behaviour is an important factor in assisting Kellerberrin District High School in its endeavours to achieve a happy, safe and harmonious school that all students and the wider community want to contribute to. Kellerberrin District High School is a Positive Behaviour School and is in the process of reviewing our current school policies and processes to improve student behaviour, this includes the development of a whole school Positive Behaviour Management Policy, alongside a new rewards system of Vivo, in line with other schools in the Wheatbelt plus the endorsement of a Good Standing Policy by the School Board in Term 4.



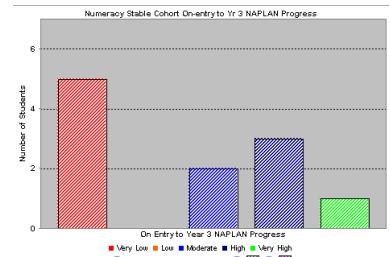
# Business Plan – Student Improvement Targets

## **Student Improvement Target 7: NUMERACY**

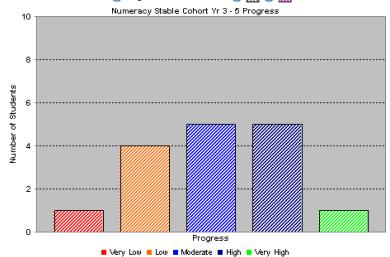
The progress of the stable cohort of students in NAPLAN (Numeracy) will be high for:

- On Entry to Year 3
- Year 3 to Year 5
- Year 5 to Year 7

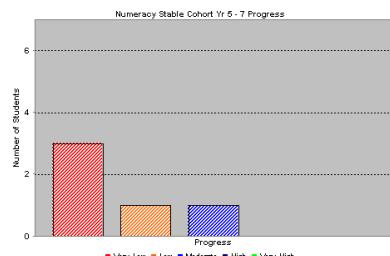
This graph represents Kellerberrin District High School's performance in progress for Numeracy from On Entry to Year 3. 36% of the stable cohort demonstrated high or very high progress from On Entry to Year 3, indicating that the target has not been met.



This graph represents Kellerberrin District High School's performance in progress for Numeracy from Year 3 to Year 5. 37% of the stable cohort demonstrated high or very high progress from Year 3 to Year 5, indicating that the target has not been met.

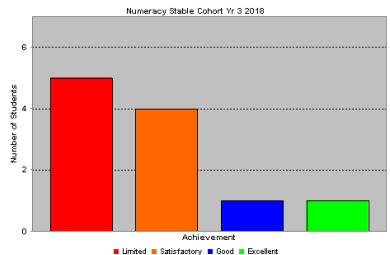


This graph represents Kellerberrin District High School's performance in progress for Numeracy from Year 5 to Year 7. No students in the stable cohort demonstrated high or very high progress from Year 5 to Year 7, indicating that the target has not been met.

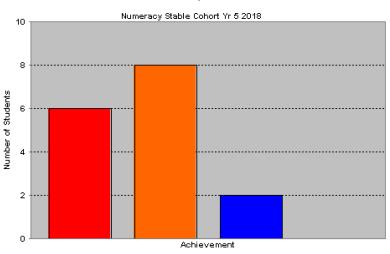


**Stable cohort students in Years 3, 5, 7 and 9 will demonstrate a minimum of satisfactory achievement in the NAPLAN Numeracy Assessment.**

This graph represents Kellerberrin District High School's Year 3 stable cohort's achievement in Numeracy. It indicates that 54% of the cohort demonstrated a minimum of satisfactory achievement in the NAPLAN Numeracy assessment.

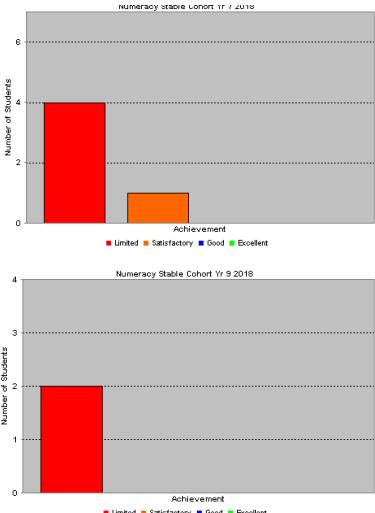


This graph represents Kellerberrin District High School's Year 5 stable cohort's achievement in Numeracy. It indicates that 62% of the cohort demonstrated a minimum of satisfactory achievement in the NAPLAN Numeracy assessment.



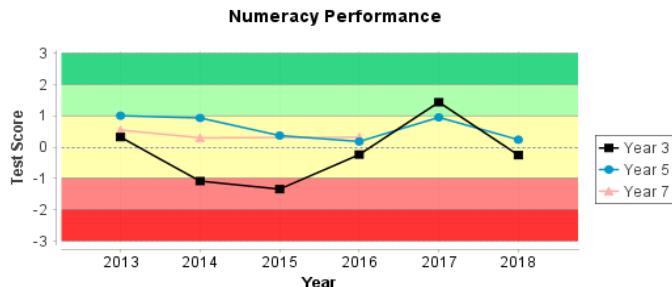
# Business Plan – Student Improvement Targets

This graph represents Kellerberrin District High School's Year 7 stable cohort's achievement in Numeracy. It indicates that no students in the stable cohort demonstrated a minimum of satisfactory achievement in the NAPLAN Numeracy assessment.



This graph represents Kellerberrin District High School's Year 9 stable cohort's achievement in Numeracy. It indicates that no students in the stable cohort demonstrated a minimum of satisfactory achievement in the NAPLAN Numeracy assessment.

Please find following longitudinal and comparative data in numeracy.



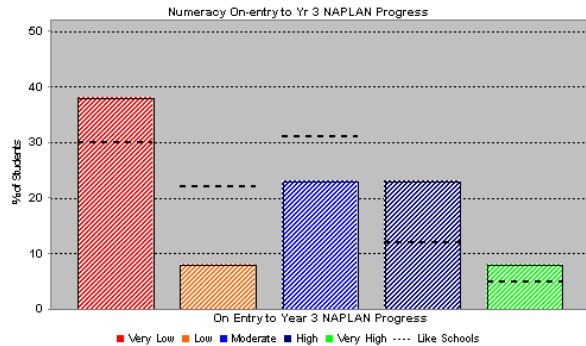
The table above represent Kellerberrin District High School's performance in progress for Numeracy from Year 3 to Year 9. Some students showed improvement in Year 2017 but continued to decline after that, however they are still working at expected level.

Numeracy	Performance						Students					
	2013	2014	2015	2016	2017	2018	2013	2014	2015	2016	2017	2018
Year 3	0.3	-1.1	-1.3	-0.2	1.4	-0.3	23	24	19	20	11	14
Year 5	1.0	0.9	0.4	0.2	1.0	0.2	18	17	17	22	16	20
Year 7	0.5	0.3		0.3			16	14		9		

1	Above Expected -
2	Expected -
3	Below Expected -
If blank, then no data available or number of students is less than 6	

The table above represent Kellerberrin District High School's performance in progress for Numeracy from Year 3 to Year 5, Year 5-7 and Year 7-9. Students in Years 7-10 made high progress, whilst students in Year 3-5 made high achievement and high progress, which highlighted the fact that the Years 5-7 students made little progress or achievement.

# Business Plan – Student Improvement Targets



The table above represent Kellerberrin District High School's performance in progress for Numeracy from On Entry to Year 3. The majority of students made very low progress, highlighting that this target was not met.

# Business Plan – Student Improvement Targets

## *Snapshot – analysis of targets*

TARGET	ACHIEVED	ANALYSIS	ACTION
<b>Student Improvement Target 1: LITERACY (Language Conventions)</b>  The progress of the stable cohort of students in NAPLAN (Language Conventions) will be high for:  • Year 3 to Year 5 • Year 5 to Year 7  Stable cohort students in Years 3, 5, 7 and 9 will demonstrate a minimum of satisfactory achievement in the NAPLAN Language Conventions Assessment.	YES	Students have improved and this is primarily due to explicit instruction of language conventions, with an increased focus on grammar in the early childhood classrooms.	<ul style="list-style-type: none"> <li>• Ensure a pedagogical focus is maintained.</li> <li>• Implement On-Entry process in Year 1 to ensure that progress is in line with achievement of this target in Year 3.</li> <li>• All staff to implement Scope and Sequence with a prescribed literacy block, a consistent guided reading program and the support of improved student readers with a reenergised commitment to First Steps, instructional strategies and visible learning.</li> <li>• Establish methods to identify underperforming students and implement IEPs and suggested programs such as Multi Lit as a case management strategy, in line with the SAER Policy of 2018.</li> </ul>
<b>Student Improvement Target 2: LITERACY (Reading)</b>  The progress of the stable cohort of students in NAPLAN (Reading) will be high for:  • On Entry to Year 3 • Year 3 to Year 5 • Year 5 to Year 7  Stable cohort students in Years 3, 5, 7 and 9 will demonstrate a minimum of satisfactory achievement in the NAPLAN Reading Assessment.	NO	Only 25% of students made high or very high progress from On Entry to Year 3. The majority of students made moderate progress. Only 12% of students made high or very high progress from Year 3 to Year 5. The majority of students made moderate and very low progress. No students made high or very high progress from Year 5 to Year 7. The majority of students made moderate progress. Students in Year 5 have been identified as performing below expected level in Reading.	<ul style="list-style-type: none"> <li>• Professional Learning on persuasive and narrative writing for NAPLAN.</li> <li>• All students provided with a reading diary, reading bag and writing books for the year.</li> </ul>
<b>Student Improvement Target 3: LITERACY (Writing)</b>  The progress of the stable cohort of students in NAPLAN (Writing) will be high for:  • Year 3 to Year 5 • Year 5 to Year 7  Stable cohort students in Years 3, 5, 7 and 9 will demonstrate a minimum of satisfactory achievement in the NAPLAN Writing Assessment.	NO	The Years 3 to 5 students demonstrated moderate progress as a stable cohort, however when compared to like schools they demonstrated high progress. The Years 5 to 7 students also demonstrated moderate progress as a stable cohort; however, when compared to like schools they demonstrated lower progress. All cohorts demonstrated limited achievement in Writing. Students in Year 5 have been identified as performing below expected level in Writing.	

# Business Plan – Student Improvement Targets

TARGET	ACHIEVED	ANALYSIS	ACTION
<b>Student Improvement Target 4: ATTENDANCE</b>  The percentage of students who have regular attendance will: <ul style="list-style-type: none"> <li>• Increase to 80% for Kindergarten to Year 6.</li> <li>• Increase to 70% for Year 7 to Year 10.</li> </ul>	NO	<p>Kellerberrin District High School has achieved a target of maintaining an attendance rate above 90% in the Primary school. Our Primary school Attendance Rate of 90.1% is above 'Like Schools' and just below DoE schools. Kellerberrin DHS has seen significant improvement in the reduction of unauthorised absences in Semester 2, authorised vs unauthorised absences were 25% versus 75%. The percentage of students who have regular attendance is currently at 68.2%. This is primarily due to unauthorised vacation time during the school term.</p> <p>In Secondary school we have not achieved above 70% for regular attendance; we had an increase of students in the Regular attendance category of 12.6% and we improved attendance in the Severe category by 7.6%. The school has set an aspirational target to increase the percentage of students attending school regularly to both 70 and 80% respectively.</p>	<ul style="list-style-type: none"> <li>• An Attendance Policy has been reviewed and endorsed in Term 4 by the staff and School Board for 2018, where attendance plans will be implemented throughout 2019.</li> </ul>
<b>Student Improvement Target 5: MIDDLE SCHOOL</b>  Identified students in Years 7-10 will achieve at least 80% of all outcomes in Individual Learning Plans.	YES	<p>This target has been met with the exception of one student who achieved 56% of the outcomes in their Individual Learning Plan. This is largely due to attendance for this particular student (78% - Moderate risk category). Thirteen students achieved at least 80% of the outcomes in the Individual Learning Plans. Of these thirteen students, seven students achieved 100% of the outcomes in their Individual Learning Plans.</p>	<ul style="list-style-type: none"> <li>• Continuous appraisal of SAER Plans in line with new and updated SAER Policy</li> </ul>

# Business Plan – Student Improvement Targets

TARGET	ACHIEVED	ANALYSIS	ACTION
<p><b>Student Improvement Target 6: BEHAVIOUR AND ENGAGEMENT</b></p> <p>Increase the percentage of students achieving ‘consistently’ in the Attitude Behaviour and Effort report indicator for:</p> <ul style="list-style-type: none"> <li>Participates responsibly           <ul style="list-style-type: none"> <li>PP-Year 2 from 45% to 75%</li> </ul> </li> </ul> <p>Cooperates productively and builds positive relationships with others</p> <ul style="list-style-type: none"> <li>Years 3-6 from 65% to 85%</li> <li>Middle School from 25% to 60%</li> </ul>	NO	<p>This target was not met, students from PP to Year 2 increased the percentage of students achieving ‘consistently’ in the Attitude Behaviour and Effort report indicator to 68%.</p> <p>This target was not met, students from Years 3-6 increased the percentage of students to cooperating productively and building positive relationships with others in the Attitude Behaviour and Effort report indicator to 80%.</p> <p>This target was not met, students from Middle School increased the percentage of students who achieved a consistently mark in cooperating productively and building positive relationships with others in the Attitude Behaviour and Effort report indicator to 28.5%.</p>	
<p><b>Student Improvement Target 7: NUMERACY</b></p> <p>The progress of the stable cohort of students in NAPLAN (Numeracy) will be high for:</p> <ul style="list-style-type: none"> <li>On Entry to Year 3</li> <li>Year 3 to Year 5</li> <li>Year 5 to Year 7</li> </ul> <p>Stable cohort students in Years 3, 5, 7 and 9 will demonstrate a minimum of satisfactory achievement in the NAPLAN Numeracy Assessment.</p>	NO	<p>Only 36% of students made high progress with lower achievement, whilst the or very high progress from On Entry to Year 3. The majority of students made very low progress.</p> <p>Students in Years 7-10 made high progress, whilst students in Year 3-5 made high achievement and high progress, which highlighted the fact that the Years 5-7 made little progress or achievement.</p> <p>Some students showed improvement in Year 2017 but continued to decline after that, however they are still working at expected level.</p>	<ul style="list-style-type: none"> <li>Investigate and implement a whole school mathematics tool to support the improvement of student outcomes.</li> <li>Establish a Kellerberrin DHS Numeracy Scope and sequence in line with the WA Curriculum.</li> <li>A whole school process for preparing students for NAPLAN to be implemented in 2018/2019</li> </ul>

# Business Plan – Quality Staff – High Quality Teaching

Teachers at Kellerberrin District High School are driven to grow and are looking for ways to improve their practice so as to provide the best possible outcomes for the students.

In 2018 the staff undertook a comprehensive review of student achievement data in the National Assessment Program – Literacy and Numeracy (NAPLAN). Our school uses this information to:

- Assist in moderation of our professional judgements on student performance
- Identify areas of success and challenge to inform strategic planning, as well as curriculum and staffing decisions
- Identify specific student groups that require case management
- Celebrate the achievement made by students
- Celebrate the progress made by students

Other areas of professional Learning that the teachers undertook are:

- John Hattie: Visible Learning: How students Learn: Improving Students Approach to Learning
- NEMLDC Language Leadership Series K-2
- National Quality Standard (NQS) K-2
- Aboriginal Cultural Standards Framework
- Students at Educational Risk and SEN Planning
- COSIC Mathematics problem solving framework
- Improving Persuasive Writing for NAPLAN
- Indonesian KETAWA Training



# Business Plan – Connected Community – Strong, sustainable partnerships

Our school recognises that parents and the broader community play a vital role in supporting successful learning outcomes for our students. We aim to foster and enhance strong partnerships between parents and the school through a connected community, hence promoting the importance of enhancing inter-agency partnerships to support families and early intervention.

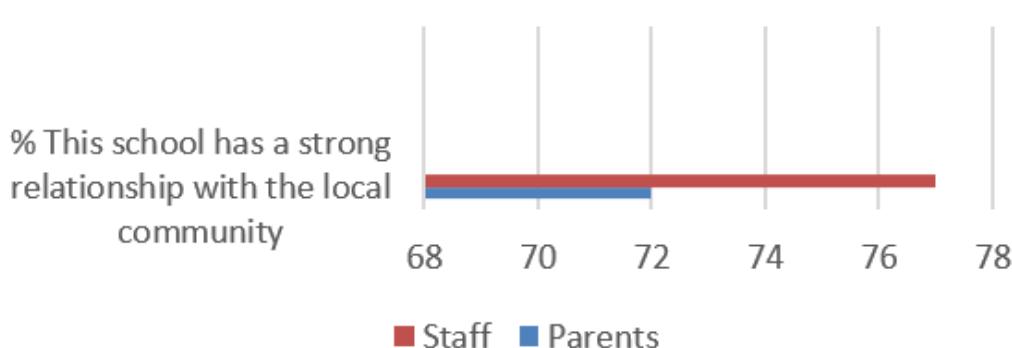
Underpinning our goals to build a stronger connected community are key areas of teaching, learning environment, relationships, leadership and resources. Our National School Opinion Surveys highlighted the results of parents and staff, showing an overwhelming majority felt that the school had a strong relationship with the local community.



		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
		%	%	%	%	%
This school has a strong relationship with the local community.	PARENT SURVEY	4%	11%	14%	61%	11%
This school has a strong relationship with the local community.	STAFF SURVEY		7%	14%	71%	7%

## National School Opinion Surveys,

### Parent and Staff



# Business Plan – Connected Community – Strong, sustainable partnerships

A number of our Middle School students have attended work experience with Livestock and Land, Shire of Kellerberrin, Farmways Kellerberrin and Wheatbelt Plumbing and Gas. This has helped cement our community relationships with local businesses, who work with us to ensure students can develop strong pathways for their future in the workforce.

The Kellerberrin District High School's Parents' and Citizens Association's main purpose is to support the school for the benefit of all students. Our P&C consists of enthusiastic parents and other interested community members who contribute their ideas and skills to the school in a variety of ways. All parents, family members and carers are encouraged to become members of the P&C as it offers them the opportunity to be aware of what is happening in the school and how they can contribute if they wish. The more opinions we have, the more rounded and helpful our combined suggestions, ideas and visions will be to the school community.

We have also developed a Communication Strategy as part of building our school's reputation and image, both within our internal communication and with the public. This has ensured that we positively promote our school vision, values and achievements whilst providing families, staff and the wider community with information about events, results and other happenings in the school.

## Aboriginal Community

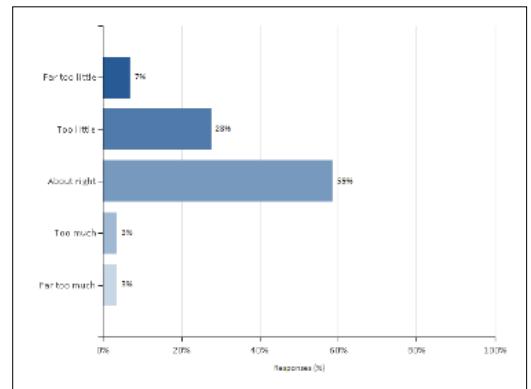
We are working with our Aboriginal community to promote awareness and belonging in our school community. Our Aboriginal Parent Committee meets twice a term, where stories, language and histories are shared. The Committee commenced investigation into creating a plaque to acknowledge the traditional custodians of the land to be displayed at the front of the school and students have been given an opportunity to participate in a competition to design the plaque. The Aboriginal Parent Committee will decide on the winner. NAIDOC Day has been a huge success and this year, visiting Aboriginal Artist, Rebecca Casey, assisted the students to present the story of Kellerberrin in art form. This artwork is now displayed centrally and proudly in the school.



# Business Plan – Connected Community – Strong, sustainable partnerships

## School Board

The School Board has worked with Kellerberrin District High School to achieve the best outcomes for our students. It plays an important role in contributing to good school governance so that school resources are used efficiently and community expectations and the school's priorities reflect the needs of students. This year, our School Board undertook Training for School Boards, to enable the Chair and School Board members to effectively perform their role in supporting the directions of the school. The introductory workshop outlined the roles and responsibilities of Board members, how Boards effectively contribute to the success of schools, and the resources available to them. Board Meetings were held after hours and during work periods at school. The role of the School Board and the functions it carries out has been disseminated to the community, where 65% of the community had an understanding around the role of the School Board, as indicated in the graph below (results drawn from the National Schools Opinion Survey 2018).



Our connected community in 2018 included:

- P & C coordinated many events for the school, with the most successful being the twilight markets held in the community.
- Learning Journeys to meet with parents and display the progress of the individual students, where we had a strong number of parents attending.
- Developed strong relationships with Merredin College, where we accepted Year 11 students for work experience within our school.
- Liaised with inter-agency partnerships to support families with early intervention; para-professionals worked together to support students at educational risk to develop individualised education plans to allow students to work towards success at their individual level of ability.
- Little Learners encouraged younger community members aged 0-4 to attend the school where we develop strong partnerships with our families, creating a smooth and caring transition between home and school.
- Developed a strong partnership with the Kellerberrin Police, who attended our school with ice-creams when we had 100% attendance, brought packages of food for Breakfast Club to the school, played sports with the students and attended home visits to encourage school participation.
- Australian and Aboriginal flags are raised and lowered daily by the leadership students.



# Business Plan – Connected Community – Strong, sustainable partnerships

## *Our very successful Learning Journey*



## *First Aid Focus*

An in school program that allows WA students to learn basic first aid skills through our ambulance volunteers and St Johns.



# Business Plan – Connected Community – Strong, sustainable partnerships

Dude's Day was another successful event and was very well supported.



Annual Mother's Day morning had almost 100% attendance of family representation for our students.



# Business Plan – Connected Community – Strong, sustainable partnerships

## *Kindergarten and Pre-Primary/Year 1 Hospital Incursion*

The Kindergarten class combined with Pre-Primary for the annual Teddy Bear Hospital visit where our students interacted with real life hospital experiences in a developmentally appropriate and supportive environment to lessen the impact of hospitalisation for young children.



## *NAB Incursion*



To develop the awareness of roles in the community the PP-1 class invited a guest speaker – Teresa Brindley-Stevens, the NAB Kellerberrin branch manager, to talk to our class about money and working in a bank. To support this incursion, the students went on an excursion to the bank to learn all about how it works and the changes in the bank over the years.

## *Perth Zoo*

The Year 1/2 class went to the Perth Zoo. This was an amazing day, and it presented a lot of opportunities for cross-curricular learning.



# Business Plan – Connected Community – Strong, sustainable partnerships



## Breakfast Club

Breakfast Club is established and functions well with the support of Food Bank and regular donations facilitated through our local police. Breakfast Club is an open, warm environment where all students are welcome. Between 25 and 30 breakfasts are served daily, with a number of other students coming just to socialise and chat in the morning.

## Kitchen Garden

Our Chaplain facilitates the Kitchen Garden as a lunch time project.

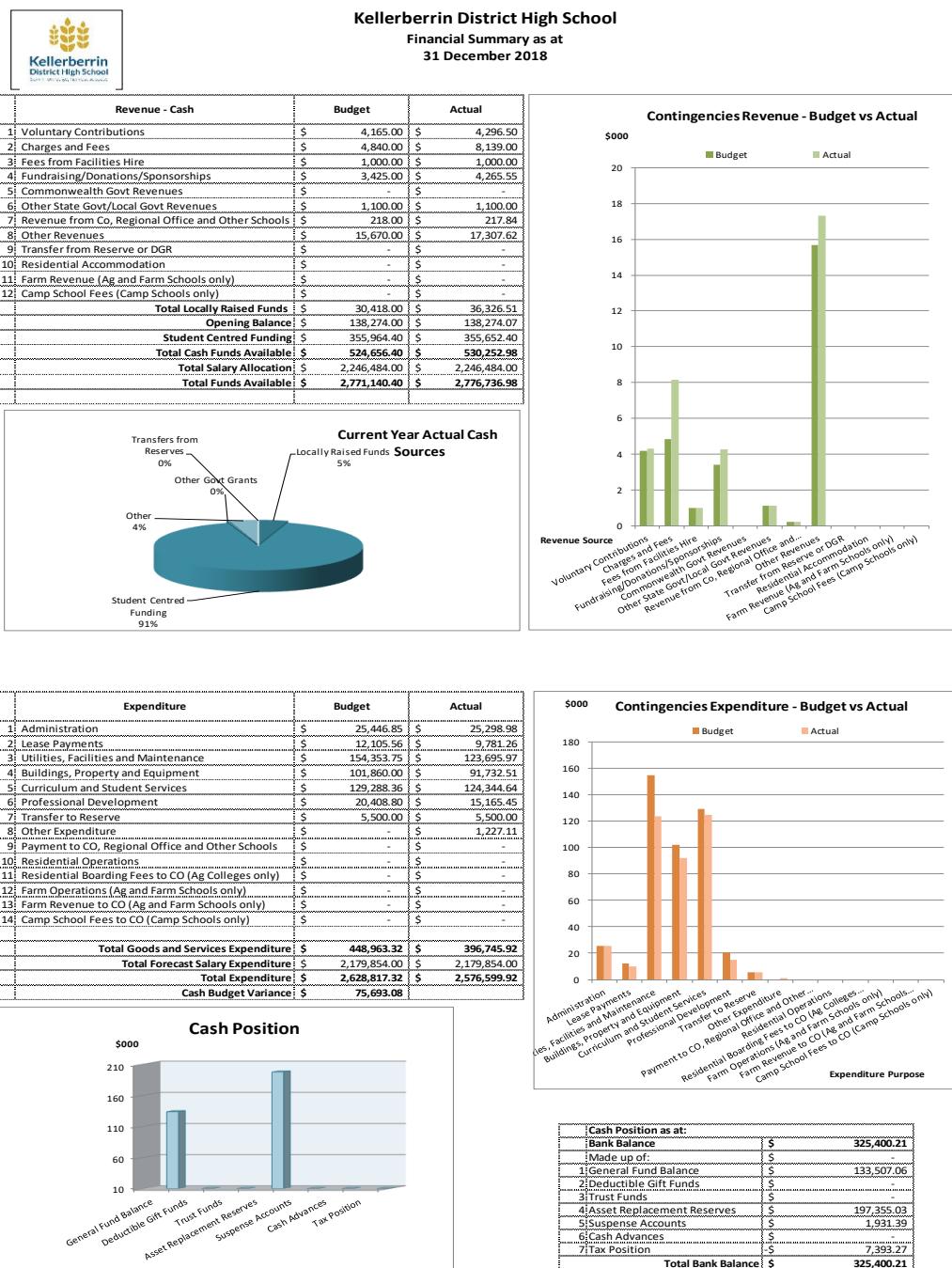


## Middle School Camp and Cunderdin Agricultural College Open Day



# Business Plan – Financial Summary

As school funds are public monies, the management of these funds is subject to the requirements of the Financial Management Act 2006 (WA), which requires Principals to be publicly accountable for the budget planning, allocating and use of those funds.



# Future Focus 2019

<b>1 SUCCESS FOR ALL STUDENTS</b>	
<b>FOCUS AREA</b>	<b>STRATEGY</b>
Ensure all Year 3 and 4 students are learning a language and prepare for Year 5 students in 2020	Continue with KETAWA Online Indonesian Program and upskill additional staff in Indonesian program
Implement shared strategies for upper primary and lower secondary teachers to improve Year 7 writing achievement	Whole school writing program that encompasses silent writing PL for improving writing with NAPLAN, Visible Learning Course and assessment outlines Whole school focus on genre and skills
<b>2 HIGH QUALITY TEACHING</b>	
Increase the capacity of teachers to use their knowledge of the history, culture and experiences of Aboriginal people and explicitly use this in practice.	Embedding of the Aboriginal Cultural Standards Framework Build on the expertise of the Aboriginal Parent Group to support student learning Build the capacity of AIEO Purchase of Aboriginal texts
Focus on growth in student achievement in addition to attainment	Focus on a whole school pedagogy based around the theory of Visible Learning
Consistently embed Performance Management processes to support teachers	Consistent Performance Management across all areas of the school, including plotting against the AITSL Standards
<b>3 EFFECTIVE LEADERSHIP</b>	
Use the Aboriginal Cultural Standards Framework to make improving outcomes for Aboriginal students the role of the entire school community	Embedding cultural awareness in all operational plans and school policies. Principal to continue to build strong relationships with Aboriginal Parent Group and wider Aboriginal community
Identify and support the development of staff with strong leadership potential	Building the aspirant team and developing leadership, especially around Visible Learning Continue to develop the capacity around aspiring Level 3 Classroom Teachers and Senior Teachers
Self-assess development needs using the Principal Performance Improvement Tool.	Leadership to undertake self-assessment using the PPIT Embed reflection against the PP Review with 360 feedback to develop a leadership action plan
<b>4 STRONG GOVERNANCE AND SUPPORT</b>	
Include implementation of the Aboriginal Cultural Standards Framework as part of the school's self-assessment and report this to the school community.	Measure success of actions and strategies against Aboriginal Education plan Develop case management approach to Aboriginal students
Consider how the Chid Safe Standards proposed by the Royal Commission into Institutional Responses to Child Sexual Abuse can be addressed.	Use of evidence based programs such as Friendly Schools across K-10



**Kellerberrin**  
**District High School**

Sow knowledge, harvest success

Kellerberrin District High School

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