



**Kellerberrin**  
**District High School**  
Sow knowledge, harvest success

# 2020 ANNUAL REPORT



# Principal

## EVERY STUDENT, EVERY CLASSROOM, EVERY DAY

I am very proud to have been the Principal of Kellerberrin District High School for 2020. Our school is not only highly regarded by the local community but it is a focal point of our Kellerberrin community. The school community recognises that we have an unrelenting emphasis to improve student outcomes which focuses on academic, sporting and cultural achievement, as well as a high-care service to students as distinguishing features of Kellerberrin District High School. 2020 has seen us present a new Business Plan for 2021-2024, we have been excited to share this with our school community.

This school is a learning and connected community, where student needs are placed at the forefront of every decision made. Our commitment to this includes implementing evidence based programs that pursue excellence to ensure that all students achieve and strive for greatness at the level of which they are capable. At Kellerberrin District High School, we are inspiring our students towards limitless possibilities for progress and achievement through Visible Learning. We ensure each phase of learning recognises that all students achieve their best when they are engaged in learning and nurtured to grow and develop.

2020 has been a year with many changes, as change was the new norm. As your Principal, I took pride in leading an exceptional school community where we have all shown flexibility and resilience in the face of change. In 2020, the leaders and staff at KDHS, through their current unity of focus and commitment to improved teaching and learning, focused on accelerating learning using evidenced based practises. This resulted in the development of a common efficacy where opportunities being afforded to our learners is of the highest quality and meets the diverse range of interests and learning needs.

I look forward to the continuing narrative at KDHS, of improving student outcomes, as you continue your trajectory of whole school excellence through a commitment to the students, caring and inclusive learning environments and ultimately, being a school of innovation that others aspire to. As Principal during 2020, I gave you my commitment that I endeavoured to embed a sense of lifelong learning with the staff so that they can maintain their 21<sup>st</sup> century educational currency. I have ensured that we prioritised our students to be problem solvers, collaborators, higher order thinkers, positive citizens who believe in inclusivity and are technologically aware to become 21<sup>st</sup> century digital natives who will be able to confidently contribute to our global society. All this, through our flexibility and resilience in a year where change was the new norm.



# Principal

The 2020 Annual Report provides a summary of our school's performance over the past year. The 2020 Annual Report is an overview of our performance data, as well as a celebration of the fantastic year that was 2020. Whilst we have analysed performance targets outlined in the 2018-2020 Business Plan, due to cessation of NAPLAN for 2020, we have been unable to report against these targets. However, we are happy to share other amazing results with you. In 2020 our school community have developed a new Business Plan for 2021-2024 and this provides our school with a strategic direction for future success for all our students.

Finally, I would like to express my deepest and sincere 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, their loyalty, energy and achievements are seriously appreciated by all. It is with great pleasure and pride that I present to you the Kellerberrin District High School Annual Report for 2020.

LOUISE DAVIDSON  
**PRINCIPAL**



# School Board

In 2020, we had a full School Board which consisted of 10 members drawn from the school executive, staff, parents and representatives from the community. Meetings were held across the academic year, including our annual open meeting in August 2020. The primary aim of the Board is to provide governance, strategic guidance and monitoring of the school's performance.

Staff	Community	Parents
Louise Davidson Emma Crofts Tanya Cox	Herma Inverarity Julie Doncon Judi Forsyth	Callie Forsyth (Chair) Ebony Syred Simon Hunter Simon Tighe

2020 saw the Board open up nominations and we were delighted to welcome Tanya Cox, Callie Forsyth, Judi Forsyth and Simon Tighe to the Board, with Callie Forsyth voted in as Board Chair. Long standing Board Chair, Paul Brown, stood down and we send him our gratitude for his wonderful service to our school. The Board endorsed a number of policies and guidelines, they participated in professional learning and communicated with members of Parliament, as well as participating in analysis of school data. The Board played an important role in contributing to good school governance so that the resources of KDHS are used efficiently; and community expectations and the school's priorities reflect the needs of students.



# School Board

## ***A message from the Board Chair.***

This year has been an extraordinary year with many challenges and opportunities for development and growth. The School Board in 2020 oversaw the implementation of the following decisions-

- Endorsed the 2019 Annual Report
- Endorsed the Contributions and Charges for 2021
- Endorsed the Booklist for 2021
- Endorsed and developed the 2021-2024 School Business Plan
- Endorsed the School Development Days for 2021
- Noted the 2020 Annual Budget
- Communicated with the Hon Mia Davies to question the removal of a portion of funding for upgrades to the school.

The School Board has welcomed an exciting milestone this year with the attainment of a full board membership. The School Board welcomes Simon Tighe, Tanya Cox and Judi Forsyth to their new appointments. Thank you to the outgoing Chairperson, Paul Brown, for your contributions and leadership during your term. Thank you also to the outgoing member, Jane Ryan, for your enthusiasm and dedication to the education of our students.

It is with much gratitude that I acknowledge and thank the following people for their contribution to Kellerberrin District High School in a year that has been uniquely challenging- all the staff for their resilience and support of the school and students, Louise Davidson and Tish Clarke for their robust, responsive and passionate leadership that has provided a supportive and caring environment for the staff, students and school community during these uncertain times.

Callie Forsyth | Board Chair



**A message from the P&C President.**

It is with pleasure that I present our annual report for 2020. Like the rest of the world, 2020 was a challenging year and it was difficult to carry out our usual P&C activities. We thank the parents for their understanding and for closely following advice and guidelines given.

**Events for 2020**

- We catered for the Medical Students thankyou dinner raising a profit of \$1,380, thank you to those who donated goods or money and helped prepare the dinner
- In conjunction with the School Cross Country, the P&C held a Colour Explosion for our fourth year and had a sausage sizzle lunch. Thanks to our wonderful students for raising so much money through sponsorship with a fantastic profit of \$2,940!
- We organised Clark Wight, a highly experienced educator and leadership consultant as well as parenting advocate and presenter, come to present a seminar to the staff: Engaging students in your classroom. Clark then presented to a large group of parents in the evening: Future proofing relationships between parent and child. Due to Clark's generosity, we were able to offer this amazing seminar for free
- We sold lunch at the faction carnival, thank you to Jane for organising this
- We catered for a local wedding, which was well out of our comfort zone but well worth the hard work, raising nearly \$3,000 for the P&C. Thank you to the main organisers Jane and Callie and to the helpers Sonya, Jayne, Kerry, Chondelle, Lauren, Erin, Gemma, Louise, Mark and Col. It would not have been so amazing or even possible, without the help of each and every one of you
- We again participated in the Kellerberrin Co-Op shopper docket program and we kindly thank the Co-Op for their generosity of \$1,800, which is \$1,000 more than last year! Thank you to Julie Innes, Chondelle Hunter and Erin Tiller who had the big job of collating and counting the \$91,177.76 worth of receipts!!



**Contributions to the school for 2020**

- We were successful in obtaining a \$1,985 grant from Unicef. With the grant money, we purchased large outdoor games for the students: Dominoes, Noughts and Crosses, Yahtzee, Snakes and Ladders (which doubles as Twister), Connect 4 and Jenga. We purchased the following circus equipment: diabolos, pois, flowersticks, spinning plates, scarves, beanbags and a carry bag and we provided lunch for each student
- We donated \$2,000 towards having James Foley, an author and illustrator from Perth, visit our school in July and complete writing workshops with the students. Thank you to Mel White for organising the author visit
- We have moved a motion to contribute \$2,000 annually towards a literacy incursion

# P & C

As always, a heartfelt thank you extends to everyone who has in one way or another, contributed to the success of our P&C this year. To the businesses and individuals who have donated items, money or their time. To everyone who was either directly or indirectly involved in the Colour Explosion, catering events or shopper docket program. To the wonderful P&C committee of 2020 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.

## Thank you

**Ebony Syred | President 2020**



# Our School

Kellerberrin District High School is located in the Wheatbelt town of Kellerberrin, 200 kilometers 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 102 students, of which 20% are identified as Aboriginal and 0.98% of students identified as having special needs. In recent times there has been a decline in enrolments across the school. Three buses service primary and secondary students living on farms in the catchment area. Currently the school is staffed by a Principal, Deputy Principal, two Level 3 teachers, 9 members of the teaching staff and 16 non-teaching support staff.

With a smaller 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 within Individual Pathway Planning, whilst ensuring all students are actively engaged in the learning process. Our school has an Index of Community Socio-Educational Advantage (ICSEA) of 894 which ranks the school in the 10th percentile as compared to other schools throughout Australia.

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: an Early Childhood Centres, Science Laboratory, Visual Arts room, a computer laboratory, a technologies room 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. Our school also boasts extensive grassed play areas, hard courts for basketball, netball, as well as a large playground that provides challenging and enjoyable recreation activities for all students.

Students at Educational Risk (SAER) are catered to through both remedial and academic extension program opportunities. 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.

At Kellerberrin District High School, every child is important to us. We place our learners first and foremost in all our planning and decision making, ensuring that every child receives the very best educational experience possible. We have high expectations of ourselves and the responsibility that our school community places upon us for the educational welfare of their children.



# Our School

## Our Vision and Values

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

## 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	<i>Successful Students</i>	All students, all classes, every opportunity
High quality teaching	<i>Quality Staff</i>	All staff, all curriculum areas, every potential
Strong, sustainable partnerships	<i>A Connected Community</i>	All committed, all together, every possibility



# Our Programs

**Secondary Assistance Scheme:** Supports our students in need of clothing allowance and Education Program Allowance.

**Additional Education Assistant FTE:** Supports our students by ensuring smaller groups for remediation in literacy and numeracy.

**Additional support for delivery of mental health programs:** 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.

**Chaplaincy Program:** Whilst we are part of the Chaplaincy Program, we have so far been unable to secure the services of a Chaplain.

**Level 3 Classroom Teachers and Additional Team Time:** Supporting KDHS as we have a lower ratio of Level 3 teachers in a regional location.

**Sporting Schools Program:** Supporting our students to develop skills in a number of different sporting events.

**National Partnership on Universal Access to ECE:** Supporting our early childhood students.

**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. The school has sound partnerships with the Kellerberrin Police, Community Resource Centre and Food Pantry.

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

**Specialist Science Program:** Students from 1-10 access a specialist program in all aspects of Science.

**Specialist Digital Technology:** Students from PP-10 access a specialist program in Digital Technologies.

**Specialist Technologies Program:** Students from Years 7-10 participate in a Specialised Woodwork and Technologies Engineering Program in partnership with the School of Isolated Distance Education.

**Languages - Indonesian:** All students from Years 3-6 are taught Indonesian using the KETAWA program.

# Events

2020 has been a year of change, resilience and flexibility. Whilst under Department of Education Operating Guidelines for WA public schools, we have limited our incursions and excursions. However, during the course of the year we celebrated many exciting results and events, whilst adhering to the advice and guidelines presented to us. The following are the highlights from the year:

- Dude's Day
- Parent Interviews
- Kindergarten Transition
- Book Week
- Interm swimming lessons
- Faction and Interschool Swimming
- Faction and Interschool Cross Country
- Cross Country Colour Run
- Faction and Interschool Athletics
- Primary and Secondary Winter Carnivals
- Footy Colours Day
- Free Dress Days
- Gymbus incursion
- Urban Indigenous incursion
- Year 6 Dinner
- Middle School Dinner
- Assemblies
- Middle School Camp
- Bookfair
- National Simultaneous Story time
- Breakfast Club
- Celebration Night
- Inflatable Sports Incursion
- Medical Students
- Visiting Author
- Visits by SIDE teachers
- Dragster Race SIDE
- Harmony Day
- Oddball and Crazy Hair Day
- Pi Day
- Celebration with the Police for 100% attendance
- Constable Care
- Circus in a Suitcase
- Hockey WA Incursion

We have also thought about Maslow's Hierarchy of needs and provided our students with breakfasts when they come to school. We have had fruit picnics, whole school story-telling, dress up days, reward days, sausage sizzles and made lunches for our students – just because we care. This has been especially so in light of such a year, and when we undertook distance learning, students were contacted twice a day and were provided not just with work packages, but with games that they could play with their family.

This care has transferred to our staff as well and we have enjoyed many days during the year where we have looked after each other. We have held fun days where all teachers wore something in common, such as red, or blue, scarfs and Christmas attire. It just brings us together. We have had a refueling station, that was full of healthy snack options for teachers to access during the day, staff received cards and notes throughout the year thanking them for their dedication. Our wonderful P and C and Board provided us with morning teas to thank us for our dedication to our learners.

# Visible Learning

I am excited to inform you of the agreed learning dispositions which are the behaviours and habits needed for successful learning at Kellerberrin DHS:



We have purchased individual art magnets to enable staff to use them in their Learning Intentions and Success Criteria, all classes all have a large learning pit so that students have a common language to enable them support a culture of challenge which encourages and structures, reflection and metacognition and all staff now have stickers of our ants.

We have also purchased giant ants which are presented on the walls around the schools.

Our assemblies support the correlation between PBS and which learning disposition we are working on for the term and all merit certificates reflect this. Students are then able to have photographs next to the relevant ant, to celebrate their ownership over their own learning.

In 2020 the staff continued their focus on Visible Learning, explicit instruction and delivered programs that were supported by evidenced based research.

# School Performance 2020

2020 resulted in many changes around the measurement and monitoring of school performance. Attendance was a focus as was student performance, however; due to the cancellation of NAPLAN, many of our targets could not be reported upon.

## Student Improvement Target 1: 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.

Given the COVID pandemic and the government closure of schools in Term One, the attendance data from 2020 is unable to be compared with that of previous years. The school has instead analysed the longitudinal attendance data from across Semester Two.

### Attendance Semester Two - Primary

	ATTENDANCE RATE	ATTENDANCE CATEGORY			
		Regular	At Risk		
			Indicated	Moderate	Severe
2017 Semester 2	91.30%	67.80	22.00%	7.6%	2.5%
2018 Semester 2	90.20%	68.50%	17.1%	9.9%	4.5%
2019 Semester 2	88.00%	59.60%	23.20%	4.0%	13.10%
2020 Semester 2	89.10%	73.70%	14.50%	6.6%	5.3%

### Attendance Semester Two - Secondary

	ATTENDANCE RATE	ATTENDANCE CATEGORY			
		Regular	At Risk		
			Indicated	Moderate	Severe
2017 Semester 2	71.00%	27.30%	13.60%	36.40%	27.0%
2018 Semester 2	80.70%	42.10%	26.30%	21.10%	10.50%
2019 Semester 2	81.00%	27.30%	36.40%	27.30%	9.10%
2020 Semester 2	76.70%	34.80%	17.40%	21.70%	26.10%

### Attendance Rates

	SEMESTER ONE	SEMESTER TWO
Attendance Rate	88.5%	86.30%
Regular Attendance (>90%)	67%	64.60%
Indicated Risk (80-90%)	15.5%	15.2
Moderate Risk (60-80%)	9.7%	10.1%
Severe Risk (<60%)	7.8%	10.1%
Authorised Absence	66.9%	66.2%
Unauthorised Absence	33.1%	33.8%

*Please note: The data included in this table from Semester One is exclusive of Weeks 7 to 10 of Term One. During this time the school was closed due to COVID, except for students of essential workers.*

# School Performance 2020

## Findings

The Semester Two attendance data for both Primary and Secondary students has remained reasonably stable across the Business Plan cycle.

The percentage of students in the regular attendance category has increased for both Primary and Secondary students since the beginning of the Business Plan cycle.

There is an increasing number of students in the 'severe risk' category in Secondary.

## Recommendations

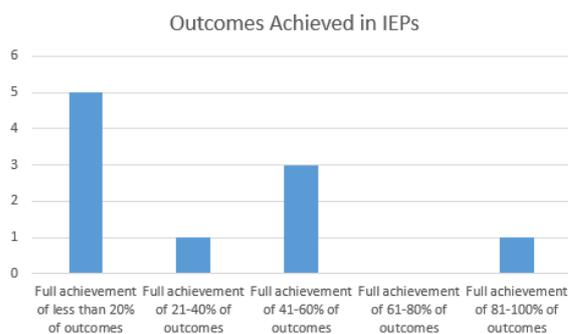
- Continue to use and further promote attendance and automated requests for an explanation to a nominated parent's phone when a child is absent.
- Following policy procedures for students who have moved on without a forwarding address or re-enrolment in another school
- Teacher vigilance in following up with parents when a student is absent
- Formal recognition of an end of year, Celebration Night Award for those students with 100% attendance
- Adherence to the KDHS Attendance Policy

# Student Improvement Target - Middle School

## Student Improvement Target 2: MIDDLE SCHOOL

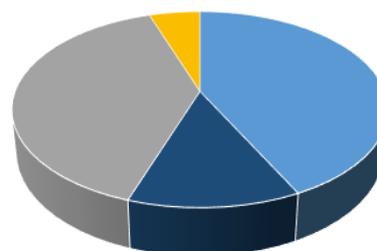
### Identified students in Years 7-10 will achieve at least 80% of all outcomes in Individual Learning Plans

Individual Learning Plans are developed for students at educational risk. In 2020, there were 13 Middle School students on individual learning plans for one or more areas of the curriculum.



*This graph highlights the percentage of outcomes fully achieved on Individual Education Plans for students from Years 7-10.*

Achievement Levels of Outcomes in IEPs



*This graph highlights the degree of achievement of all outcomes included in Years 7-10 Individual Education Plans.*

• Substantially achieved • Fully achieved • Partially achieved • Not yet achieved

## Findings

Whilst this target was not met, the students are shown to have made good progress with 12% of all targets fully achieved and 43% of all targets substantially achieved.

## Recommendations

- Continued implementation of Kellerberrin DHS SAER Policy and Procedures.
- Continued use of SEN Reporting for Students at Educational Risk.
- Continued partnerships with support agencies.
- Continued partnership with SIDE to provide individual pathways in Years 9 and 10.

# Student Improvement Target – Behaviour & Engagement

## Student Improvement Target 3: BEHAVIOUR AND ENGAGEMENT

Increase the percentage of Pre-Primary to Year Two students achieving ‘consistently’ in the Attitude Behaviour and Effort report indicator for ‘*Participates responsibly*’ in Pre Primary to Year 2 from 45% to 75%

	2017	2018	2019	2020
<b>Consistently</b>	45%	70%	58%	63%
<b>Often</b>	35%	23%	39%	29%

### Findings

Whilst this target was not met, 63% of Pre-Primary to Year Two students achieved ‘consistently’ in the Attitude Behaviour and Effort report indicator for *participates responsibly*. Pleasingly, 29% of students achieved ‘often’; meaning that 92% of our Pre-Primary to Year Two cohort are in the top two brackets in this indicator.

Increase the percentage of students achieving ‘consistently’ in the Attitude Behaviour and Effort report indicator for ‘*Cooperates productively and builds positive relationships with others*’ in Years 3-6 from 65% to 85%

	2017	2018	2019	2020
<b>Consistently</b>	65%	47%	83%	83%
<b>Often</b>	39%	38%	8.5%	13%

### Findings

Whilst this target was not met, 83% of Year 3 to 6 students achieved ‘consistently’ in the Attitude Behaviour and Effort report indicator for *cooperates productively and builds positive relationships with others*. Pleasingly, 13% of students achieved ‘often’; meaning that 96% of our Year Three to Six cohort are in the top two brackets in this indicator.

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

	2017	2018	2019	2020
<b>Consistently</b>	25%	28%	30%	28%
<b>Often</b>	32%	35%	25%	32%

### Findings

This target was not met. 28% of Years 7-10 students achieved ‘consistently’ in the Attitude Behaviour and Effort report indicator for *cooperates productively and builds positive relationships with others*. Another 32% of students achieved ‘often’; meaning that 60% of our Year Seven to Ten cohort are in the top two brackets in this indicator.

# Student Improvement Target - Behaviour & Engagement

## Recommendations

- Investigate programs to support the well being of Year Seven to Ten students.
- Continue to promote use of Vivo to reward behaviour, engagement, strong values and excellence.
- Review and implementation of Good Standing Policy and Positive Behaviour Policy and Procedures.
- Continued development of strong relationships with the school community.
- Make connections between learning dispositions and PBS during assemblies and in classes.



# Student Improvement Target – Numeracy

## Student Improvement Target 4: NUMERACY

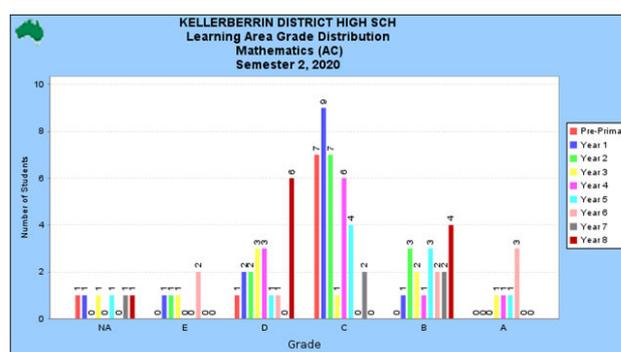
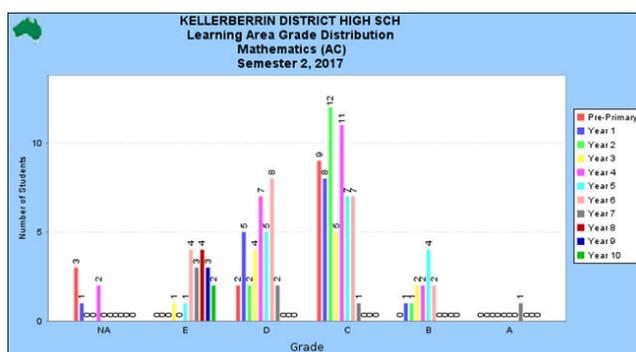
a) The progress of the stable cohort of students in NAPLAN Numeracy will be high for:

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

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



In 2020, NAPLAN was not carried out due to COVID, meaning that this target is unable to be measured. The school can comment on the positive shift in grade distribution in the mathematics learning area when comparing semester two 2017 to semester two 2020.



Year 9 and 10 grades are not included in this graph as their mathematics program is delivered by SIDE.

### Findings

When analyzing grades, we have a strong bell curve in grade distribution in the school and an increasingly positive shift in grade distribution when compared to the beginning of this Business Planning cycle.

### Recommendations

- Implementation of Mathematics Improvement Plan in 2021.
- Continuation of the whole school approach to teaching Mathematics using resources such as Go Maths and Mathletics from Pre-Primary to Year 6.
- Strategically timetable Education Assistants in classrooms to assist with small group intervention programs for Numeracy
- Continue with SIDE Mathematics to provide individual pathways in mathematics for Years 9/10

# Student Improvement Target – Literacy

## Student Improvement Target 5: 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

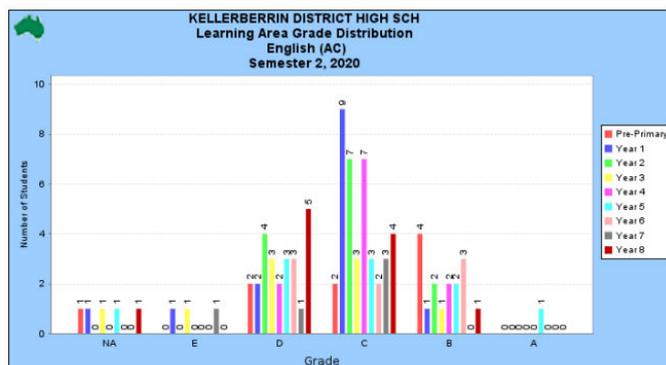
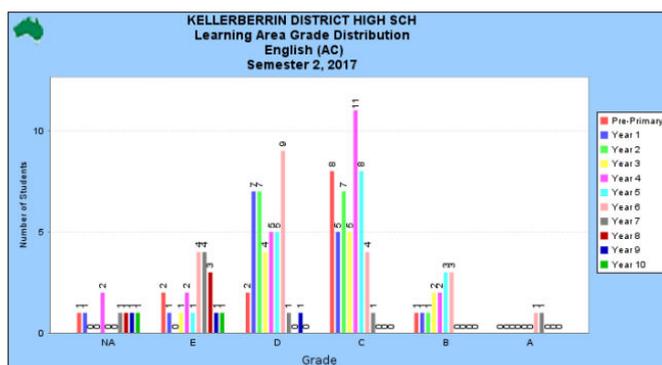
## Student Improvement Target 6: LITERACY - Reading

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

## Student Improvement Target 7: 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
- Stable cohort students in Years 5, 7 and 9 will demonstrate a minimum of satisfactory achievement in the NAPLAN Writing Assessment.

In 2020, NAPLAN was not carried out due to COVID, meaning that targets 5, 6 and 7 are unable to be measured. The school can comment on the positive shift in grade distribution in the English learning area when comparing semester two 2017 to semester two 2020.



# Student Improvement Target – Literacy

## Findings in 2020:

When analyzing grades, we have a strong bell curve in grade distribution in the school and an increasingly positive shift in grade distribution when compared to the beginning of this Business Planning cycle.

## Recommendations for 2021:

- Implement the Literacy Improvement Plan.
- Implement PreLit in Kindergarten
- Continue with InitialLit for students in Pre-Primary to Year 2
- Continue with MacqLit as an intervention program for students from years 3-10
- Continue with SIDE for Years 9 and 10
- Strategically timetable Education Assistants in classrooms to assist with small group literacy intervention
- Show that the school values literacy by providing all workbooks, diaries and reading bags.
- Implement analysis of data to ensure that progress is in line with achievement of this target across the year levels.



# Quality Staff

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 2020 the staff undertook a comprehensive review of student achievement data to use 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

Areas of professional Learning that the teachers undertook are:

- John Hattie: Visible Learning
- Wheatbelt Principals Briefing
- Discussions with the Director General
- Student Census System
- Leading the Management of Critical Incidents
- Excursions in Public Schools Policy and Procedures
- Numerous Webex with Discussions with the DG
- Numerous Webex to deliver Online Home Learning
- SCSA Updates
- LEMAC Meetings
- WEBEX on professional discussion on improving attendance and positive engagement
- Leading a Culture of Positive Student Engagement
- WA Cross Agency School Attendance Strategy
- Bridges to the Future: Moving forward from Crisis
- Dr Adam Fraser: Wellbeing and engagement during times of uncertainty
- Council/Board Training
- Calm in the Chaos
- Planning the 2021 School Budget
- Student Centred Funding
- Application Writing
- OSH Management Systems for Principals
- Clark Wight
- Wheatbelt Teacher's Health and Wellbeing Forum
- AEIO workshops
- WASSEA Leadership Workshops
- RAMS Training
- Boards and Councils Advisory Group
- Leading a culture of self-assessment
- Aspirant Principal Preparation Program



# Connected Community



## **Aboriginal Community**

We are working with our Aboriginal community to promote awareness and belonging in our school community. NAIDOC Day was a quieter event at Kellerberrin District High School in 2020. Urban Indigenous were invited to the school to work with the students to produce a piece of art work that shows the connection between country/home and school. All students and staff participated artistically in this artwork and it is proudly displayed out the front of the school. The school continues to embed the Aboriginal Cultural Standards Framework and cultivate a culturally inclusive environment.

## **Parent Interviews**

This year our school did not participate in a Learning Journey, however parent interviews were undertaken. Teachers were provided with relief and parents booked interviews to speak with teachers around engagement, behaviour and learning, these were extremely well attended, with parents looking at their child's work samples and seeing the progress each child makes.

## **Celebration Night**

Celebration Night was also a huge success, with the understanding that in 2020 'change is the new norm', Celebration Night was held on site and parents and younger siblings were invited. A large screen was borrowed and over two hundred attendees were shown photographs of award winners, end of year dances by both staff and students and presentations by the graduating Year 10 students. At the end of the evening, parents and students were invited to the gazebo area with 'Supper Under the Stars'.



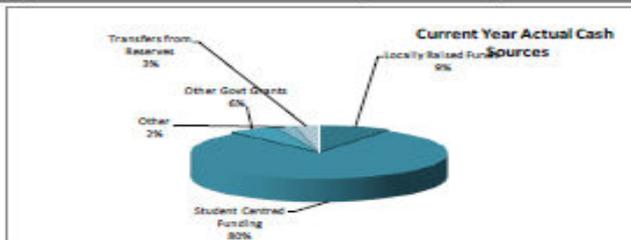
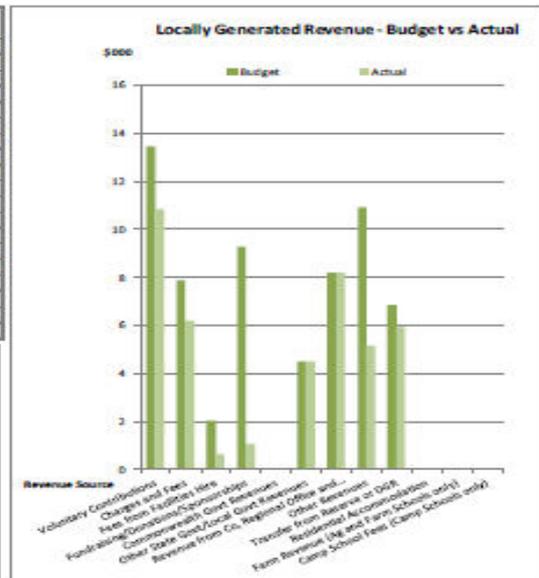
# Financial Summary

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 publically accountable for the budget planning, allocating and use of those funds.

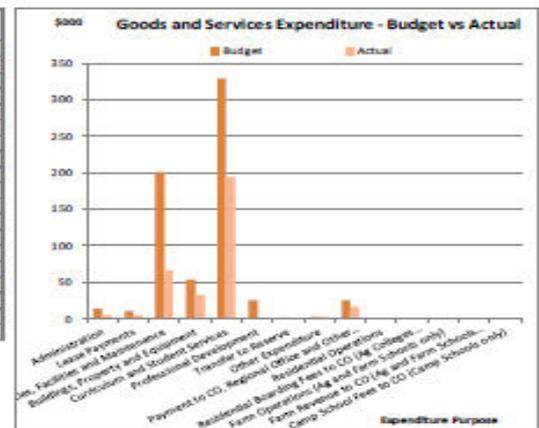


## Kellerberrin DHS Financial Summary as at 31 December 2020

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 13,465.00	\$ 10,640.00
2	Charges and Fees	\$ 7,872.00	\$ 6,199.63
3	Fees from Facilities Hire	\$ 2,040.00	\$ 620.00
4	Fundraising/Donations/Sponsorships	\$ 3,270.00	\$ 1,051.21
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 4,500.00	\$ 4,500.00
7	Revenue from Co, Regional Office and Other Schools	\$ 8,193.00	\$ 8,193.29
8	Other Revenues	\$ 10,904.00	\$ 5,137.62
9	Transfer from Reserve or DGR	\$ 6,850.00	\$ 5,946.18
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	<b>Total Locally Raised Funds</b>	<b>\$ 63,094.00</b>	<b>\$ 42,487.93</b>
	Opening Balance	\$ 323,956.30	\$ 323,956.30
	Student Centred Funding	\$ 283,662.57	\$ 285,473.47
	<b>Total Cash Funds Available</b>	<b>\$ 668,750.87</b>	<b>\$ 632,148.70</b>
	Total Salary Allocation	\$ -	\$ -
	<b>Total Funds Available</b>	<b>\$ 668,750.87</b>	<b>\$ 632,148.70</b>



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 12,930.00	\$ 3,970.37
2	Lease Payments	\$ 30,096.00	\$ 4,661.40
3	Utilities, Facilities and Maintenance	\$ 200,372.00	\$ 65,538.25
4	Buildings, Property and Equipment	\$ 52,860.00	\$ 32,822.32
5	Curriculum and Student Services	\$ 327,969.28	\$ 194,045.26
6	Professional Development	\$ 25,000.00	\$ 675.00
7	Transfer to Reserve	\$ 3,000.00	\$ -
8	Other Expenditure	\$ 3,832.00	\$ 1,979.09
9	Payment to CO, Regional Office and Other Schools	\$ 24,800.00	\$ 36,485.00
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)	\$ -	\$ -
	<b>Total Goods and Services Expenditure</b>	<b>\$ 656,839.28</b>	<b>\$ 320,176.69</b>
	Total Forecast Salary Expenditure	\$ -	\$ -
	<b>Total Expenditure</b>	<b>\$ 656,839.28</b>	<b>\$ 320,176.69</b>
	Cash Budget Variance	\$ 11,911.59	\$ -



Cash Position as at:	
Bank Balance	\$ 3,205,094.66
Made up of:	\$ -
1 General Fund Balance	\$ 211,903.01
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 35,793.77
5 Suspense Accounts	\$ (1,086.74)
6 Cash Advances	\$ (300.00)
7 Tax Position	\$ 2,958,694.62
<b>Total Bank Balance</b>	<b>\$ 3,205,094.66</b>



**Kellerberrin**  
**District High School**  
Sow knowledge, harvest success

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