



Kellerberrin
District High School
Sow knowledge, harvest success

KELLERBERRIN DISTRICT HIGH SCHOOL

ANNUAL REPORT 2021



Successful Students, Quality Staff and a Connected Community.

FROM THE PRINCIPAL

“...while we are committed to walking together, we will continue to pave a path of success.”



Kaya wanjoo.

Hello and welcome to the 2021 Annual Report for Kellerberrin District High School.

Our Annual Report provides an opportunity to reflect, acknowledge and celebrate the achievements of our school over the past year.

At Kellerberrin District High School, we continue to work towards the attainment of a highly effective school growing out of a committed, united, positive, dedicated community. A school that allows our learners to flourish; to thrive. As the adults who support our learners, we work to consciously develop the *growing conditions*. The learning environment, the nutrients, the attributes of a quality education for life. A partnership between the school and families gives our young people the very best opportunity to flourish.

At the start of the year, when I thought about how I would have liked this year to be for our learners, I came to the understanding that I would like our students to come to school and leave each day with their eyes shining bright. With a curiosity and willingness to embark on challenges and to ensure they are all demonstrating progress and achieving both academic and social goals. I thought carefully about how we would measure this goal, how we would know that we'd been successful. As the year progressed, I began to understand that this isn't something can be measured on paper, it's something that we all need to experience, to feel and to see.

As we reflect on the 2021 school year, I feel a warmth in our school community. A commitment and a willingness to share and trust. These nutrients are key in enabling our young people to flourish and giving them opportunity to come to school each day with eyes shining bright. I look forward to continuing to work on this with you all in 2022.

We are early in our school improvement journey and still have a way to go; but I know that while we are committed to walking together, we will continue to pave a path of success. A path that affords opportunity for our school to further advance our vision of *Successful Students, Quality Staff and a Connected Community*.

Tish Clarke
Principal

FROM THE BOARD CHAIR

"...positive actions of our Community are integral to the achievement of best outcomes for our students."



2021 was a positive year for the Kellerberrin District High School Community. There was a greater sense of engagement within our community and our learners flourished; demonstrating their growing independence, confidence and sense of belonging

The Board continued to meet twice each term to support the achievements of the school. At the beginning of 2021 the Board comprised of three parent representatives; Callie Forsyth (Chair), Simon Tighe and Simon Hunter, Community Representatives; Judi Forsyth, Julie Doncon and Herma Inverarity, and Staff Representatives; Tish Clarke, Tanya Cox and Emma Crofts. At the Public Meeting held in term 2, I was elected to the Board as a fourth parent representative and was subsequently elected to Chair, following Callie Forsyth's resignation. Throughout 2021 the Board has focused its attention on internal training and data analysis. This included a comprehensive training session with the Leadership Institute of the Department of Education as well as in-depth discussion around all school results including the Business Plan, NAPLAN Results and the Public School Review.

Kellerberrin District High School's Public Review, was held in August and reflected many of the positive changes implemented throughout the year.

I would like to acknowledge the Board members for their valuable service and contribution to KDHS. I am grateful to our Principal, Tish Clarke and outgoing Board Chair, Callie Forsyth, who worked tirelessly to make sure the Board functioned effectively. I would like to congratulate all the KDHS staff for their energy, dedication and professionalism throughout 2021. Likewise, thank you to all our volunteers who commit their precious time to help run the P&C and its various activities. Thank you to all contributors of the KDHS Community for their support in nurturing our children and supporting the Business Plan to maximise academic and non-academic learning outcomes.

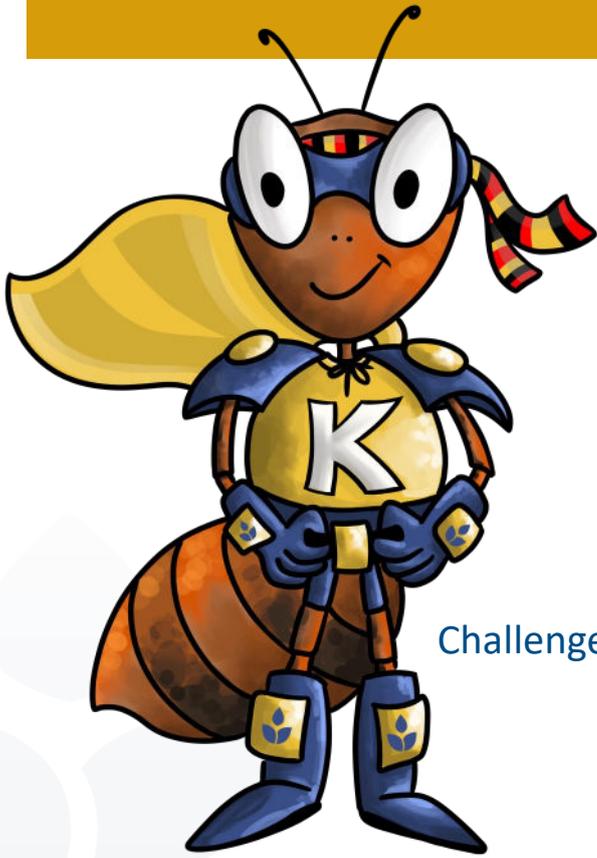
Furthermore, I would like to take this opportunity to sincerely thank the school leadership and the whole community for implementing and adhering to the significant and ever changing safety protocols.

2021 was a year that saw the KDHS Community demonstrate a cohesive spirit; our ability to come together to ensure our learners have the opportunity to thrive in a vibrant and engaged school community. The positive actions of our Community are integral to the achievement of best outcomes for our students.

Special congratulations to all the students who successfully made it through 2021. You have risen to the challenge and the KDHS will always hold a special place for you.

Clare Leake
School Board Chair

At Kellerberrin DTS, we are....



Challenge Seekers



Adaptable



Curious



Mindful

QUOTES FROM FAMILIES

"The best thing about our school is being made to feel welcome when I come on school grounds."



"The best thing about our school is the encouragement the children are given to better themselves and help those around them strive to do their best."



"The entire staff of 2021 have been motivating, buoyant and committed to student outcomes."

"The best thing about our school is the warm and welcoming environment; and the staff."

"There seems to be a sense of community amongst the students - particularly the older students including and welcoming the younger. I love that about our school."



"Parents have been welcomed and encouraged back on school grounds to be active participants in their children's learning. Our children are wanting to share their many successes with us and we are being encouraged to support them. The staff are friendly and communicate with parents well and are expertly led by the current leadership team. Our children enjoy coming to school and never want to have a day off so we feel you are obviously doing a lot of things right this year."



"The best thing about our school is having staff who build great relationships with the children and understand their needs."

"KDHS always looks for ways to improve the education of our students."

"I like the relationships between the teachers and students, they genuinely care."



ABOUT OUR SCHOOL

Successful Students,
Quality Staff
and a Connected Community.



Located in a Wheatbelt agricultural community, 200 kilometres east of Perth, Kellerberrin District High School is a unique, diverse school servicing the needs of students from Kindergarten to Year 10. Steeped in history, the school opened in 1905 and became an Independent Public School in 2015.

Our school vision of *Successful Students, Quality Staff and a Connected Community* underpins all that we do and there is a shared commitment to high expectations of ourselves, our learners and our community.

At Kellerberrin District High School, we believe every child matters every day. We provide a curriculum that allows students to develop their talents. Students and teachers work collaboratively to set challenging, achievable, differentiated goals and students know what they are learning and what success looks like.

We strive to provide opportunity for every child to demonstrate their personal best. We also believe that a quality education involves far more than simply academic development. We understand the important link between student wellbeing and their ability to engage in the learning process.

Enrolments

Student enrolments, inclusive of Kindergarten, were 93 at the beginning of 2021. There were 4 primary classes and 21 students across two secondary classes. In 2021, 10.4% of our enrolments identified as Aboriginal and/or Torres Strait Islander and across the year we recorded a transiency rate of 30.6%.

Semester 1 Census Numbers	2017	2018	2019	2020	2021
Primary (excluding kindergarten)	116	106	96	74	66
Lower Secondary	21	16	20	22	21
Total	137	122	116	98	87



ICSEA provides an indication of the social- educational backgrounds of students.



Our school currently has an ICSEA of 904; this is an increase on previous years. The average ICSEA value for schools is 1000.

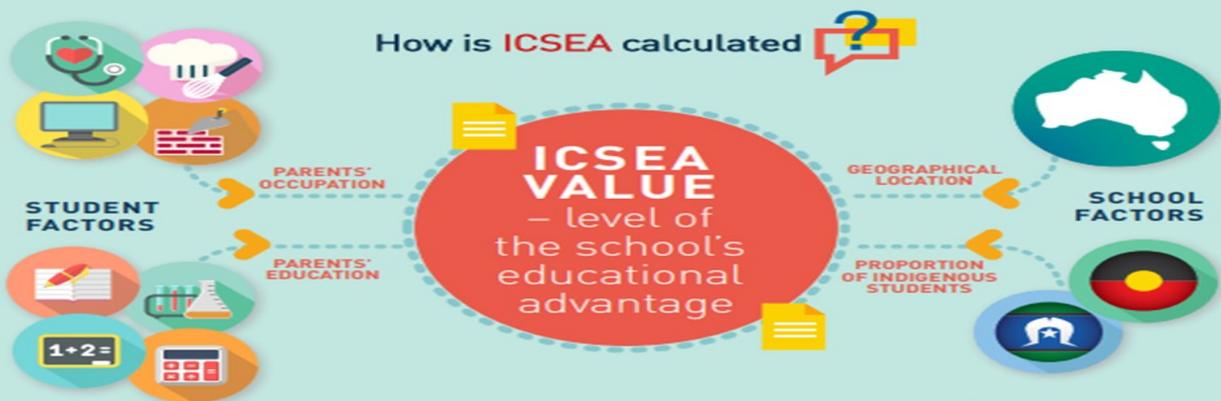
The following table shows our distribution compared to the Australian distribution.

	Bottom Quarter	Middle Quarters	Top Quarter	
School Distribution	65%	22%	11%	2%
Australian Distribution	25%	25%	25%	25%

WHAT DOES THE ICSEA VALUE MEAN?

ICSEA is a scale which allows for fair and reasonable comparisons among schools with similar students. ICSEA stands for the Index of Community Socio-Educational Advantage.

ICSEA provides an indication of the socio-educational backgrounds of students; it has nothing to do with the staff, school facilities or teaching programs at the school. ICSEA isn't a school rating.



What does the ICSEA value mean for you

The lower the ICSEA value, the lower the level of educational advantage of students who go to this school.

ICSEA is set at an average of 1000. You can use this value as an ICSEA benchmark.

The higher the ICSEA value, the higher the level of educational advantage of students who go to this school.



For more information, see our comprehensive guide to understanding ICSEA on our website www.myschool.edu.au.

CONNECTED COMMUNITY

*'Alone we can do so little.
Together we can do so much.'*
- Helen Keller



Recognising that significant work was required to reconnect with our community, there was a renewed focus on building connections and partnerships with our families and the wider school community. The school was seeking genuine connection and the creation of transparent partnerships. As the year progressed these strengthened partnerships became more evident.



Parent/Family satisfaction was surveyed in Term Four of 2021 using the National School Opinion Survey. Each item is ranked out of five. A significant improvement in all aspects of this survey was evidenced in 2021.

Teachers at this school expect my child to do their best.	4.4
Teachers at this school provide my child with useful feedback about their schoolwork.	4.3
Teachers at this school treat students fairly	4.5
This school is well maintained.	4.6
My child feels safe at this school.	4.4
I can talk to my child's teachers about my concerns.	4.5
Student behaviour is well managed at this school.	4.2
My child likes being at this school.	4.5
This school looks for ways to improve.	4.4
This school takes parents' opinions seriously.	4.3
Teachers at this school motivate my child to learn.	4.4
My child is making good progress at this school.	4.4
My child's learning needs are being met at this school.	4.3
This school works with me to support my child's learning.	4.3
This school has a strong relationship with the local community.	4.4
This school is well led.	4.7
I am satisfied with the overall standard of education achieved at this school.	4.3
I would recommend this school to others.	4.2
My child's teachers are good teachers.	4.6
Teachers at this school care about my child.	4.5

CONNECTED COMMUNITY

The following events and activities were held across 2021 to promote a sense of connection with our school community:

- Back to School Breakfast
- Dude's Day
- MAGS Mother's Day celebrations
- School and Interschool Carnivals
- Coffee Connection mornings
- Incursions
- Reporting to Parents Information Sessions
- Mental Health Workshop and information session for families
- Parent Help programs
- ANZAC Day Service
- Class Assemblies
- Celebration Night
- P&C and School Board Meetings.

Our School Board and P&C Committee continue to advocate strongly for our school.

The School Board is a proactive group who engages in robust discussion which reflects their role and responsibilities. They seek community opinion and use this to help direct strategic direction and school priorities including the review and endorsement of school policy.

The P&C is a group of parents who actively support the school through fundraising and in-kind support.

Both bodies act as a conduit between the school and the parent body, and we are extremely grateful for their contributions and ongoing commitment to our school.

Local Community Partnerships

Our thanks are extended to the **Shire of Kellerberrin** who permit the complementary use of many of its facilities including the Swimming Pool, Recreation Centre and Ovals. We are able to access these facilities for sports carnivals, swimming lessons and a range of other activities to complement the curriculum.

The **Kellerberrin Pie Shop and Bakery** provide a weekly lunch order service to our students.

Kellerberrin Community Resource Centre allow access to food from their Food Pantry program. This provides additional supplies for our Breakfast Club program.

Kellerberrin Police continue to maintain regular communication with the school and support with a range of wellbeing initiatives.



SUCCESSFUL STUDENTS

*"The best way to predict your future
is to create it."
- Abraham Lincoln*



The feedback we receive from our student body is important to us. We seek student feedback in a variety of ways. Formally this is done by surveying the Year 5-10 students using the National School Opinion Survey. This survey was conducted in Term Four 2021. Each item is ranked out of five.

My teachers expect me to do my best.	4.5
My teachers provide me with useful feedback about my school work.	4.0
Teachers at my school treat students fairly.	3.8
My school is well maintained.	4.4
I feel safe at my school.	4.0
I can talk to my teachers about my concerns.	3.7
Student behaviour is well managed at my school.	3.7
I like being at my school.	3.7
My school looks for ways to improve.	4.3
My school takes students' opinions seriously.	3.6
My teachers motivate me to learn.	3.8
My school gives me opportunities to do interesting things.	4.3
My teachers are good teachers.	4.1
My teachers care about me.	3.8



SUCCESSFUL STUDENTS

The following events and extracurricular activities were held across 2021 to provide additional opportunities for our learners:

- Faction and Interschool Swimming Carnival
- March Munch
- Notre Dame and Curtin University Medical Students visit, including the Teddy Bear Hospital incursion
- Harmony Day
- RAC Incursions
- ANZAC Day Service
- Touch Footy Clinic
- Pete The Sheep Excursion and live performance
- National Simultaneous Story Time
- SIDE Visit
- Primary and Secondary Winter Carnival
- Wadumbah Dance Performance
- Breakfast Club
- Student Leadership Team
- Transition Programs
- Teach Learn Grow
- Rewards Days
- Bilya Kaatijin Incursion
- Musica Viva
- Studium Visit
- Book Week
- Olympian Visit
- Student Leadership Excursions
- Tyres Up Tuesday
- Interm Swimming Lessons
- Faction and Interschool Athletics Carnivals
- Cunderdin Ag College Open Day
- Great Vege Crunch
- Footy Colours Day
- NAIDOC Week
- Learning Journey
- Silent Disco
- SciTech Incursion
- Pink Up Kellerberrin
- Book Fair
- Tammin Cricket Carnival
- Constable Care
- Year 6 and Middle School Dinners
- Middle School Camp
- Visiting Author
- Culture Classes
- Charlie and The Chocolate Factory Excursion
- Hockey WA Incursion
- School and Interschool Cross Country



QUALITY STAFF

“Success is best when it is shared.”

- Howard Schultz



Kellerberrin District High School maintains a mostly permanent workforce. Our staff are committed, passionate and work daily to progress the school’s vision of *Successful Students, Quality Staff and a Connected Community*.

The following table show the total employment full time equivalents (FTE) and headcounts 2018-2021:

Time	Headcount	Full Time Equivalent (FTE)
March 2018	35	25.3
March 2019	30	21.9
March 2020	29	21.5
March 2021	32	23.4

In 2021 staff engaged in professional learning that has clear links to the school’s Business and yearly Improvement Plans; together with the priorities of the Department of Education as set out in its Strategic Plan for WA Public Schools and Focus 2021.

Key professional learning for 2021 included:

- Visible Learning
- Network Meetings
- EWENCon (Shared Eastern Wheatbelt Education Network professional learning day)
- National Quality Standards
- Graduate Teacher Modules
- PreLit, Initialit and MiniLit literacy programs
- Future Leaders Program
- Classroom Management Strategies
- Aboriginal Education and Culturally Responsive Education
- Student Centred Funding
- Wraparound Mental Health
- Gatekeeper Suicide Prevention Training
- Early Childhood Team School visit to Beeliar PS



OUR SELF ASSESSMENT



All West Australian public schools are reviewed by the Department of Education's Public School Accountability directorate. A review gives assurance to the local community, the Minister for Education and the Director General about the performance of public schools in delivering high quality education to its students. The review acknowledges the achievements of the school and gives feedback to support the Principal and staff with planning for improvement.

The Principal provides the review team with a self-assessment of the school's performance based on evidence from the school. Information to be validated by the review team is considered before and during the school visit. This forms the basis for the Public School Review report and determines when the next review will occur. The report is provided to the Principal and the regional Director of Education.

School Self-Assessment Validation: The Principal submitted a comprehensive and rigorous school self-assessment. The following aspects of the school's self-assessment process are **confirmed**:

- Leaders and staff demonstrated considerable knowledge of self-assessment processes and a commitment to ongoing school improvement.
- The school used the Standard domain foci and elaborations to guide the evidence selected for the Electronic School Assessment Tool (ESAT) submission.
- A broad range of staff participated in the review process through a consultative and collaborative approach, which was reflected in the knowledgeable responses during meetings with the review team.
- Staff, students, families and community members participated enthusiastically in discussions with the reviewers, demonstrating a genuine understanding of, and commitment to, their school.
- Staff indicated that the Public School Review process was a positive experience that supported their focus on improved student outcomes.

The following **recommendations** are made:

Domain	Comment	Recommendations
Relationships & Partnerships	The Principal and staff have been unrelenting since the commencement of 2021 in creating an environment that is welcoming, culturally inclusive and highly personable. The school's commitment to a 'listening' ethos has led to adjustments in communication with parents by engaging them through a variety of communication options.	• Build on the positive impact of the School Board's role in advocating for the school by continuing to advance its understanding of, and commitment to, its governance responsibilities.

OUR SELF ASSESSMENT—Recommendations continued

Domain	Comment	Recommendations
Learning Environment	<p>The values of 'Be Engaged, Be Respectful, Be Safe and Build Resilience' at Kellerberrin District High School directly align with the Director General's mantra; every student, every classroom, every day</p>	<ul style="list-style-type: none"> • Initiate professional learning to implement MiniLit for Pre-primary to Year 2. Monitor the impact on subsequent year groups. • Continue to progress the development of a Reconciliation Action Plan.
Leadership	<p>The leadership team has delivered a highly structured and collaborative instructional leadership approach. This has resulted in whole-of-staff buy-in and a sense of staff empowerment. Staff embrace their responsibility and accountability to contribute meaningfully to the school's improvement strategy</p>	<ul style="list-style-type: none"> • Consolidate existing performance management processes for teachers, encompassing peer and administration observations. Align teaching and support staff performance management methodologies.
Use of Resources	<p>Guided by the school business plan, the Principal and manager corporate services deliver open and transparent management and decision making processes. Through their engagement, the School Board, Finance Committee and staff more broadly, are developing a shared understanding of the complex nature of budget management and resource allocations.</p>	<ul style="list-style-type: none"> • Continue to provide the School Board with information relating to budget management to consolidate their understanding of how the school is meeting its planning priorities.
Teaching Quality	<p>High levels of teacher efficacy are reflected through a shared commitment to accountability and responsibility for every child's success. This has created a strong, collaborative and reflective culture delivering an impactful, low variation, connected practice across all phases of learning.</p>	<ul style="list-style-type: none"> • Continue to explore opportunities for academic extension and enrichment for identified students
Student Achievement & Progress	<p>Driven by the underlying belief that student success is everyone's responsibility, rigorous attention is given to maintaining a shared belief in the value of assessing, monitoring and reviewing student performance.</p>	<ul style="list-style-type: none"> • Review the school assessment policy through the lens of Year 7 to Year 10, ensuring it meets their needs and reflects high expectations. • Establish effective, consistent tracking tools and databases that ensure student performance and students at educational risk data is available to all staff and used in handover



OUR FUNDING

The Western Australian Government's priority is to ensure that all students participate in an educational program that satisfies the requirements of the *Western Australian Curriculum and Assessment Outline*. Kellerberrin District High Schools Voluntary Contributions and Charges financial procedure guides parents and carers to understand the flexibilities of the school fee structures and to determine the estimated total cost of their child's education. It is a requirement of the *School Education Act 1999* that all possible contributions and charges are identified and communicated prior to the commencement of the new school year. Our School Board endorsed the schedule of Contributions and Charges for 2021 in term four of 2020.

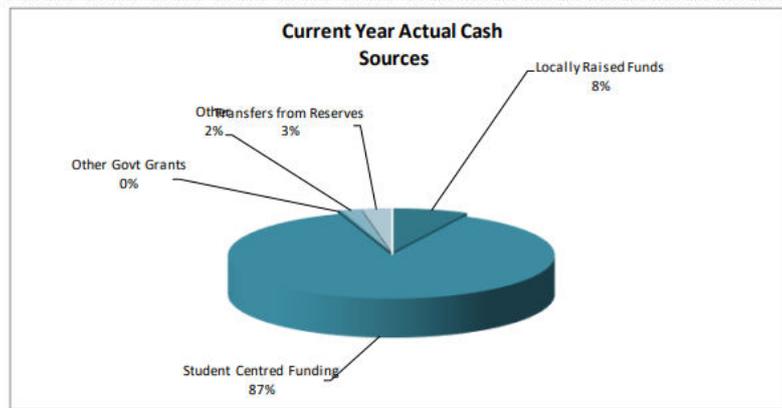
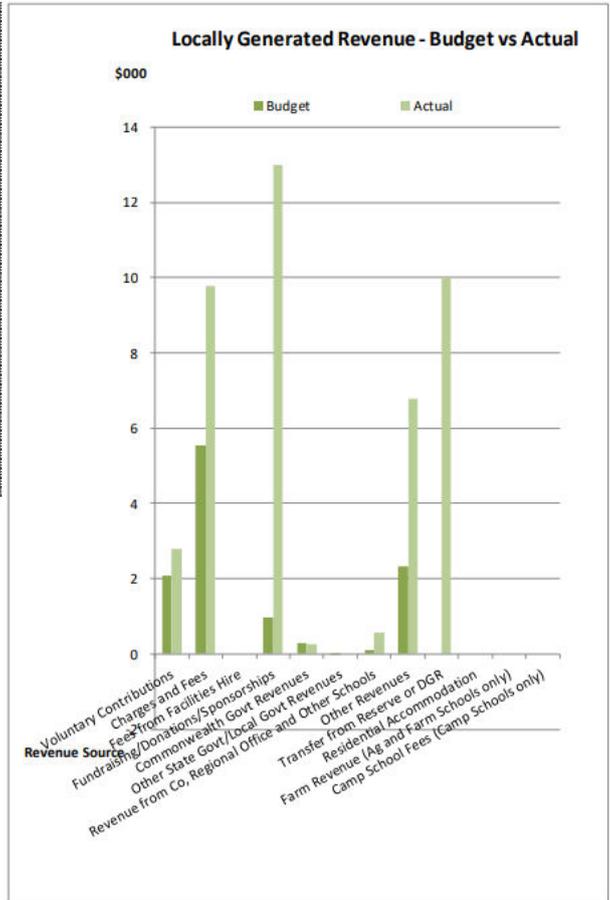
The term contributions relates to the monies requested from families towards the cost of materials, services and facilities used by the students in the standard educational program which the school provides. The total amount of contributions parents were asked to pay for Kindergarten to Year Six was \$60.00 and for Years 7-10 \$235.00. Money collected was used to supplement school expenditure in various areas of the curriculum. Whilst contributions are voluntary, the quality of the teaching and learning program is enhanced when each family contributes.

In 2021, we had a collection rate of 39% of Voluntary Contributions for Kindergarten to Year Six students and a collection rate of 54% for Years 7-10 students.

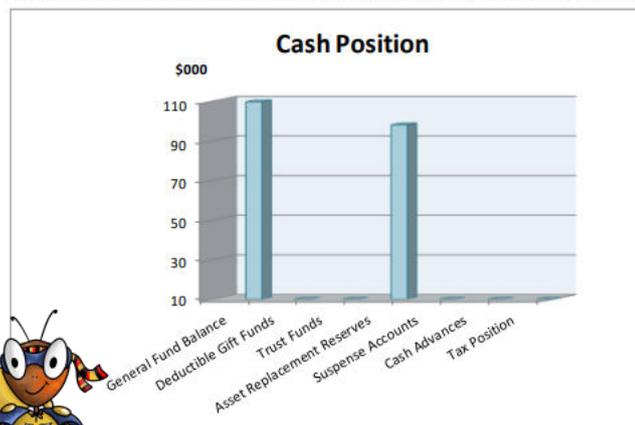
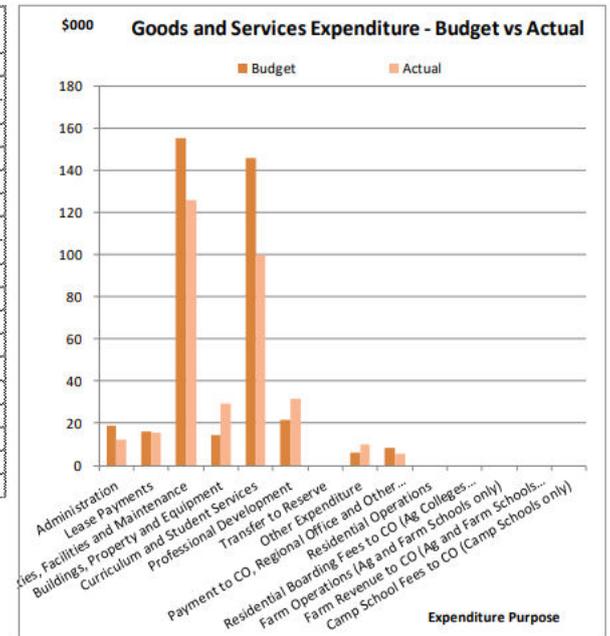


OUR FUNDING

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 2,095.00	\$ 2,796.00
2	Charges and Fees	\$ 5,550.00	\$ 9,774.50
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 978.00	\$ 12,981.97
5	Commonwealth Govt Revenues	\$ 286.00	\$ 259.61
6	Other State Govt/Local Govt Revenues	\$ (26.00)	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ 101.00	\$ 553.00
8	Other Revenues	\$ 2,322.00	\$ 6,767.76
9	Transfer from Reserve or DGR	\$ -	\$ 10,000.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds		\$ 11,306.00	\$ 43,132.84
Opening Balance		\$ 95,932.76	\$ 95,932.76
Student Centred Funding		\$ 285,350.00	\$ 299,895.96
Total Cash Funds Available		\$ 392,588.76	\$ 438,961.56
Total Salary Allocation		\$ -	\$ -
Total Funds Available		\$ 392,588.76	\$ 438,961.56



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 18,770.00	\$ 12,205.83
2	Lease Payments	\$ 16,041.00	\$ 15,361.06
3	Utilities, Facilities and Maintenance	\$ 154,920.00	\$ 125,979.87
4	Buildings, Property and Equipment	\$ 14,650.00	\$ 29,334.36
5	Curriculum and Student Services	\$ 145,669.67	\$ 99,614.85
6	Professional Development	\$ 21,650.00	\$ 31,558.96
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 6,100.00	\$ 9,777.47
9	Payment to CO, Regional Office and Other Schools	\$ 8,375.00	\$ 5,572.86
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
Total Goods and Services Expenditure		\$ 386,175.67	\$ 329,405.26
Total Forecast Salary Expenditure		\$ -	\$ -
Total Expenditure		\$ 386,175.67	\$ 329,405.26
Cash Budget Variance		\$ 6,413.09	



Cash Position as at:	
Bank Balance	\$ 202,722.61
Made up of:	
1 General Fund Balance	\$ 109,556.30
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 97,903.06
5 Suspense Accounts	\$ 754.25
6 Cash Advances	\$ -
7 Tax Position	\$ (5,491.00)
Total Bank Balance	\$ 202,722.61



OUR PERFORMANCE

Where are we now?

Comparative performance in NAPLAN.



Year 3 Performance

	2015	2016	2017	2018	2019	2021
Numeracy	-1.3	-0.2	1.4	0.2	-0.1	1.7
Reading	-2.3	-0.4	2.2	2.0	0.2	1.5
Writing	-1.1	-2.2	0.0	-0.7	0.5	2.1
Spelling	-2.4	-0.6	0.2	0.1	-0.6	1.8
Grammar & Punctuation	-2.1	-1.2	0.0	2.2	-0.3	1.6

Year 5 Performance

	2015	2016	2017	2018	2019	2021
Numeracy	0.4	0.2	1.0	0.2	-0.3	0.1
Reading	1.3	-0.7	0.8	-1.3	-1.8	-0.7
Writing	1.7	-0.1	0.3	-2.0	1.6	0.6
Spelling	0.8	-0.4	-0.4	-0.8	-1.2	0.6
Grammar & Punctuation	1.0	-0.4	-0.6	-0.7	-5.2	-1.0

Year 7 Performance

	2015	2016	2017	2018	2019	2021
Numeracy		0.3			-1.1	
Reading		-0.8			-0.3	
Writing		-2.0			1.3	
Spelling		-1.0			1.5	
Grammar & Punctuation		0.9			0.2	

Year 9 Performance

	2015	2016	2017	2018	2019	2021
Numeracy						2.6
Reading						1.2
Writing						-3.9
Spelling					0.2	-0.2
Grammar & Punctuation					0.4	-1.4

 Below expected – more than one standard deviation below the predicted school mean.

 Expected – within one standard deviation of the predicted school mean.

 Above expected – more than one standard deviation above the predicted school mean.

 No data available, or the number of students in the cohort is below 6.

OUR PERFORMANCE

Where are we now?
Business Plan Targets.



Target One	Achievement	
	Primary	Secondary
The percentage of students with <i>regular</i> attendance, is equivalent to or better than that of Like Schools based on Schools Attendance Reporting data.	School - 92.5%	School – 73.5%
	Like School – 87.5%	Like School – 77.2%
	WA Public Schools -91.0%	WA Public School – 84.4%

Summary of Findings

- The school is consistently demonstrating primary attendance rates higher than *Like Schools*.
- The 2021 attendance rate of primary attendance is higher than that of *All WA Public Schools*.
- The percentage of primary students in the regular attendance category exceeds that of like schools by 14%.
- The percentage of primary students in the regular attendance category is above that of *All WA Public Schools*.
- There has been a decline in the attendance rates of secondary students. Secondary students with attendance concerns are individually Case Managed.

Target Two	Achievement
The number of students qualifying for the end of year citizenship award who consistently demonstrates the Keller Way increases yearly.	Not measured

Summary of Findings

- Staff discussion resulted in the school reviewing this target as it did not meet the context and priorities of the school.



OUR PERFORMANCE

Where are we now?
Business Plan Targets.



Target Three	Achievement
The National School Opinion Survey results are positive for Community, Staff and Students with each item receiving a ranking of 4.0+	Students 3.97 average
	Staff 4.35 average
	Parents 4.41 average

Summary of Findings
<ul style="list-style-type: none"> The number of families completing the survey in 2021 has increased significantly. The averages from Students, Parents and Staff have all increased on the previous data collection cycle. Written feedback comments were strongly in support of the school's direction.

Target Four			
Increase the percentage of Year 3, 5, 7 and 9 students with <i>good</i> or <i>excellent</i> achievement in writing relative to the 2019 data as compared to <i>Like Schools</i> .			
Relative to the 2019 Data:			
Year 3	Year 5	Year 7	Year 9
Relative to Like Schools:			
Year 3	Year 5	Year 7	Year 9

Summary of Findings
<ul style="list-style-type: none"> Small cohort sizes can make the representation of percentages inaccurate. The target has two reference points - 2019 data and <i>like schools</i>. The Year 3, 5 and 7 cohorts performed better relative to 2019 data and to <i>like schools</i> than the Year 9 cohort.

OUR PERFORMANCE

Where are we now?
Business Plan Targets.



Target Five

Increase the percentage of Year 3, 5, 7 and 9 students with *good* or *excellent* achievement in numeracy relative to the 2019 data as compared to *Like Schools*.

Relative to the 2019 Data:

Year 3	Year 5	Year 7	Year 9
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Relative to Like Schools:

Year 3	Year 5	Year 7	Year 9
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Summary of Findings

- Small cohort sizes make the representation of percentages inaccurate.
- Year 3 and 7 teacher judgements are generally aligned to the NAPLAN achievement of these cohorts.

Target Six

We will align teacher judgements to grade allocation and NAPLAN achievement in Mathematics, Reading and Writing.

Year 3 Mathematics	Year 3 Reading	Year 3 Writing
Year 5 Mathematics	Year 5 Reading	Year 5 Writing
Year 7 Mathematics	Year 7 Reading	Year 7 Writing

Year 9 - No data available – English and Mathematics reported by SIDE not Kellerberrin DHS.

Summary of Findings

- Small cohort sizes can make the representation of percentages inaccurate.
- The target has two reference points - 2019 data and *like schools*.
- Relative to the 2019 data, the Year 3, 7 and 9 cohorts performance was better.
- Relative to the *Like Schools* data, the Year 3, 5 and 7 cohorts performed better.

WHERE ARE WE GOING?

“Education is not the filling of a pail, but the lighting of a fire.”



Following on from the monitoring and review of the Business Plan targets at the end of 2021, the staff and Board recognised that the targets needed to be reviewed to better express the school’s direction and meet the needs of our students and school context.

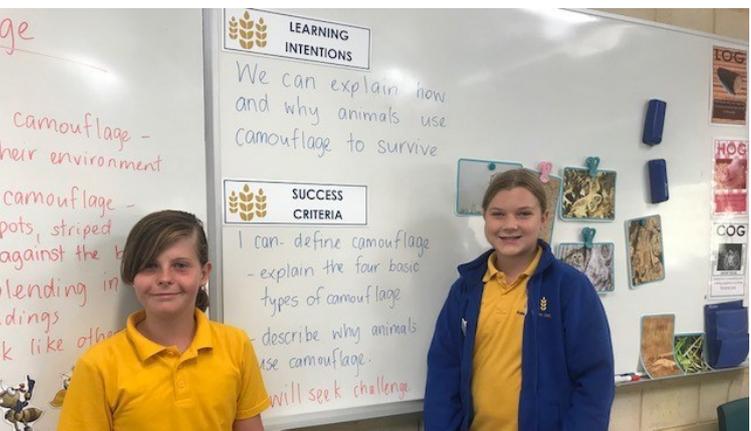
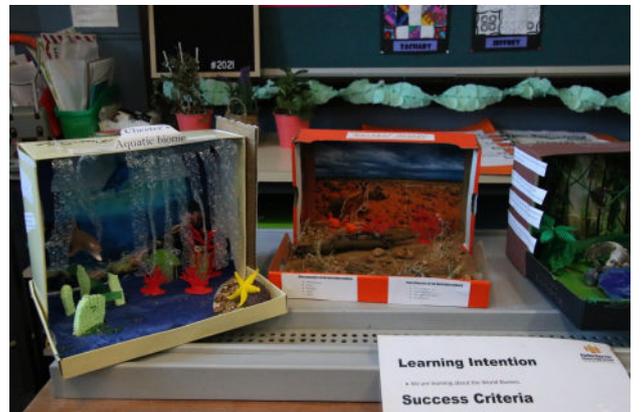
The school aims to be aspirational and given our small student numbers; provide a targeted and fine grain approach to target setting and the measurement of student performance.

Moving in to 2022, the school is measuring its performance against reviewed targets which have been added as a supplement to the Kellerberrin District High School 2021-2023 Business Plan.

The school is confident that the reviewed targets will support in advancing the vision of

Successful Students, Quality Staff and a Connected Community.

A SNAPSHOT OF 2021







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