



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

*Annual Report 2023*

## FROM THE PRINCIPAL

"Together, we create pathways to success"



*Kaya, wanjoo. Nan kwer!* Tish Clarke. I am honoured to present the 2023 Annual Report for Kellerberrin District High School.

As I reflect on the year past, I find myself drawn to one simple yet profound word 'why'. The job that I do, relies greatly on a why. I am the Principal of our school but I hold a profound role that extends beyond my official title. Beyond the confines of my name badge, I am a mother deeply connected to the educational journey of my own children. Their experience in primary school left me with mixed feelings – a sense of missed opportunities and a longing for something more. My own kids attended the school I now lead, and while I reflect on those times with some regret, this is overshadowed by hope for the future.

I now find myself in a privileged position, entrusted with the task of guiding both a school and a community on a transformative journey. Our mission is encapsulated in the moral purpose of 'Together, we create pathways to success', and I am immensely proud to declare our school's commitment to improvement. We acknowledge that we must continue to improve to ensure that no other family wistfully longs for what could have been for their young person at our school.

Our *why* is simple yet great: to ensure that every child who steps over the threshold of our school leaves with doors open. It is a commitment to working hand in hand with our valued partners to strategically pave pathways to success for each and every learner.

In this mission we aspire to lean in, not just to the collective, but to the individual. We aim to wrap our arms around each learner, embracing their unique strengths. It's about more than academic progress; it's about fostering an environment where every child can flourish, feel supported, and achieve their highest potential.

We understand that success takes many forms, and we are dedicated to identifying and nurturing the unique talents and passions of each learner. Our goal is not just to impart knowledge but to instil a love for learning and a confidence that opens doors to a myriad of opportunities.

As we stand on the brink of a writing a new chapter here at Kellerberrin DHS, I am filled with genuine excitement and gratitude. The journey ahead is not just ours as educators, but it is one we walk hand in hand with our esteemed partners in the education of our students. I am excited to share this journey, to connect with our community and walk together to ensure the success of our students.

Tish Clarke  
Principal

## FROM THE BOARD CHAIR

*“Our school thrives when our community is connected and engaged”*



2023 was a year packed full with learning opportunities, personal growth and school achievement!

We began the year donning our brand new school shirts. They look amazing and I would like to acknowledge the tireless work of Chondelle Hunter and the P&C as well as the support of our broader school community in enabling such a cohesive rollout of the new uniform.

We also celebrated our positive 2023 NAPLAN results, with our year 3 and 5 classes achieving some of our strongest results. Reinforcing that the strategies our school is employing are directly and positively impacting our students.

Whilst the school calendar has been action packed, it has also been a year of stability and consolidation as we draw to the conclusion of our current business plan. In 2024 we will look to further define and streamline our strategic direction, ensuring we create pathways to success for all of our learners.

I would like to thank the members of the School Board for their commitment and dedication this year. I am proud of the cohesive and supportive group that we are and the partnership we have with the KDHS Leadership Group.

Thank you to our Parent Representatives: Simon, Simon and Dezre; as well as our Community Members Julie, Judi and Cath who have each committed to an additional term on our School Board. Thanks also to Emma, Tanya and Tish who each represent the KDHS staff body. Your transparency, professionalism and commitment to our school community is most appreciated.

I encourage each of you to continue to lean into Kellerberrin District High School. To be active participants in the education of our learners. Our school thrives when our community is connected and engaged. We each have a role to play in helping drive the best outcomes for our students.

Clare Leake

School Board Chair

## 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 and 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 the individuals ability to engage in the learning process.

### Enrolments

Student enrolments, inclusive of Kindergarten, were 114 at the beginning of 2023. There were 5 primary classes and 25 students across two secondary classes. At semester one census 2023, 20% of our enrolments identified as Aboriginal and/or Torres Strait Islander and across the year we recorded a transiency rate of 16.3%.

Semester 1 Census Numbers	2019	2020	2021	2022	2023
Primary	102	85	72	81	89
Lower Secondary	20	22	21	22	25
Total	122	107	93	103	114



ICSEA provides an indication of the social-educational back-grounds of students.



In 2023 our school had an ICSEA of 918; this is an increase from 2022. 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	51%	29%	16%	4%
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.

### How is **ICSEA** calculated

**ICSEA VALUE** – level of the school's educational advantage

### 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](http://www.myschool.edu.au).

AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY

## CONNECTED COMMUNITY

'There is no better place to create a caring community  
than in our schools—the heart of our future'

Patricia Gandara



The school is committed to receiving the feedback of families in variety of ways. Annually we survey Parent/Family satisfaction in Term Four using the National School Opinion Survey. In 2023, we received thirty seven responses to this anonymous survey.

Each item is ranked out of five.

Teachers at this school expect my child to do their best.	4.3
Teachers at this school provide my child with useful feedback about their schoolwork.	4.0
Teachers at this school treat students fairly	4.1
This school is well maintained.	4.3
My child feels safe at this school.	4.4
I can talk to my child's teachers about my concerns.	4.3
Student behaviour is well managed at this school.	3.6
My child likes being at this school.	4.1
This school looks for ways to improve.	4.3
This school takes parents' opinions seriously.	4.0
Teachers at this school motivate my child to learn.	4.1
My child is making good progress at this school.	4.3
My child's learning needs are being met at this school.	4.0
This school works with me to support my child's learning.	4.0
This school has a strong relationship with the local community.	4.2
This school is well led.	4.3
I am satisfied with the overall standard of education achieved at this school.	4.1
I would recommend this school to others.	4.1
My child's teachers are good teachers.	4.4
Teachers at this school care about my child.	4.4

QUOTES FROM FAMILIES - Our school continues to work towards its vision of Successful Students, Quality Staff and a Connected Community. With this in mind, what do we do well?

"I feel the school is constantly looking for ways to enhance the learning experience and improve"

"Strong sense of community for the students"



"Students feel safe and valued"

"Communication between home and school has improved"

"I am happy with my children's progress"



"The school works well with the community to provide experiences for the students"

"I am happy with the learning environment. Incursions and excursions are a highlight for the children"



"Staff are used according to their areas of strength"

"The school is always well presented; the grounds are neat and tidy"

"I can not fault this beautiful school"

## CONNECTED COMMUNITY

Cognizant of the importance of strong connections with our families and the wider community, the following events and activities were held across 2023 to promote a sense of connection with our school community:

- P&C Sundowner
- Dude's Day event
- MAGS Mother's Day event
- School and Interschool Carnivals
- School ANZAC Service
- Vocational experiences and excursions
- Coffee Connection mornings
- Incursions and excursions
- Parent Help programs
- Class Assemblies
- NAIDOC events
- Celebration Night
- Learning Journey
- P&C and School Board Meetings
- Shire of Kellerberrin partnerships—Evie the Elf
- Blue Light Disco mural project

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.

### 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** provided 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.

**Wheatbelt Native Gardens** have commenced work on the redevelopment of our front garden. This project has included learning around cultural diversity in plant species and adaptations with our Year 5-10 students.

Across 2023, the following businesses supported our **Workplace Learning Program**—Roshana, Kellerberrin Community Resource Centre Wheatbelt Plumbing and Gas.





## SUCCESSFUL STUDENTS

*"In all of my work in education, there has never been a more motivating or driving force than student voice"*

*-Andrew Marcinek*



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 2023. Each item is ranked out of five.

My teachers expect me to do my best.	4.4
My teachers provide me with useful feedback about my school work.	3.7
Teachers at my school treat students fairly.	2.8
My school is well maintained.	3.5
I feel safe at my school.	3.6
I can talk to my teachers about my concerns.	3.0
Student behaviour is well managed at my school.	2.7
I like being at my school.	3.2
My school looks for ways to improve.	3.8
My school takes students' opinions seriously.	3.0
My teachers motivate me to learn.	3.2
My school gives me opportunities to do interesting things.	3.6
My teachers are good teachers.	3.3
My teachers care about me.	3.2



QUOTES FROM OUR LEARNERS - What do the adults at Kellerberrin District High School do to ensure you have opportunity for success?

“Our school is good at motivating people to do things they wouldn’t normally do”



“They make my learning fun”



“The teachers look after the students”

“Our school is constantly accepting no matter the situation. If there’s a problem or something wrong they always find a way to help us.”



“The school recognises the students needs well”

“I feel our school does well in making sure we get the assigned curriculum”



“They try to make things fair for everyone”

“Something I believe the school does well is trying to help students achieve their goals”

## SUCCESSFUL STUDENTS

The following events and extracurricular activities were held across 2023 to complement the curriculum and provide additional opportunities for our learners:

- Faction and Interschool Swimming Carnival
- Interm Swimming Lessons
- Clean Up Kellerberrin Day
- Harmony Day
- PBIS Shop
- National Tree Day
- National Simultaneous Storytime
- Keys For Life
- Year 10 Pathways Planning
- Harmony Day
- ANZAC Day Service
- Teddy Bear Hospital
- SIDE Visits
- Primary and Secondary Winter Carnival
- Breakfast Club
- Student Leadership Team Dare To Lead excursion
- Jeans for Genes
- Mini Industry Roadshows
- Science Week incursions
- Author Talks—Norman Jorgenson, Nadia Wheatley and Jackie French
- Pop-Up Parliament
- Youth Policing—ThinkUKnow program
- Cunderdin Ag College Open Day
- C03 Dance Incursion
- Boorloo
- RSL Trailer incursion
- Battalion Park visit
- Bike Rescue
- Footy Colours Day
- AFL Clinics
- Man Up Incursion
- CoRE Excursion
- Guy Ghouse and Gina Williams incursion
- Foodbank Incursion
- Drumbeat
- Suitcase Circus Incursion
- Snowy and The Seven Dwarfs excursion
- Dress Like A pirate Day
- Transition Programs
- Running Club
- Rewards Days
- Musica Viva
- Foodbank Incursion
- Netball Clinics
- Book Week
- Student Leadership Excursions
- Wheelie Wednesday
- Faction and Interschool Athletics Carnivals
- Vocational Education experience—Try A Trade
- Footy Colours Day
- NAIDOC Week
- Learning Journey
- Book Fair
- Tammin Cricket Carnival
- Birds of Prey incursion
- Constable Care
- Year 6 and Middle School Dinners
- Middle School Camp
- Culture Classes
- Mary Poppins Excursion
- Hockey WA Incursion
- School and Interschool Cross Country
- Wheatbelt Native Gardener incursion and garden project



## QUALITY STAFF

"If we don't change, we don't grow.  
If we don't grow, we aren't really living".

-Gail Sheehy



Kellerberrin District High School maintains a mostly permanent workforce. Our staff are committed, passionate and work daily to align their practice to further 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 2019-2023:

Time	Headcount	Full Time Equivalent (FTE)
March 2019	30	21.9
March 2020	29	21.5
March 2021	32	23.4
March 2022	33	21.7
March 2023	34	23.8

In 2023 staff engaged in professional learning that has clear links to the school's Business and annual Improvement Plans; together with the priorities of the Department of Education as set out in its Strategic Plan for WA Public Schools and Focus 2023.

Key professional learning for 2023 included:

- Network Meetings
- TeachWell—Instructional Masterclass
- Seven Steps To Writing Success
- Youth Mental Health First Aid
- Act Belong Commit
- Graduate Teacher Modules
- Keys For Life—Early Driver Education
- Wraparound
- MultiLit Suite—SpellEx, Language Lift, InitialLit and PreLit
- Aboriginal Education Conversations
- Elastiks data repository
- SEN Planning
- National Quality Standard—K-2
- Drug and Alcohol Training—SDERA
- Emerging Team Leaders
- Fogarty
- Regional Advisory Council
- Classroom Management Strategies
- Circle of Courage
- Life Space Interview



## 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 2023 in term four of 2022.

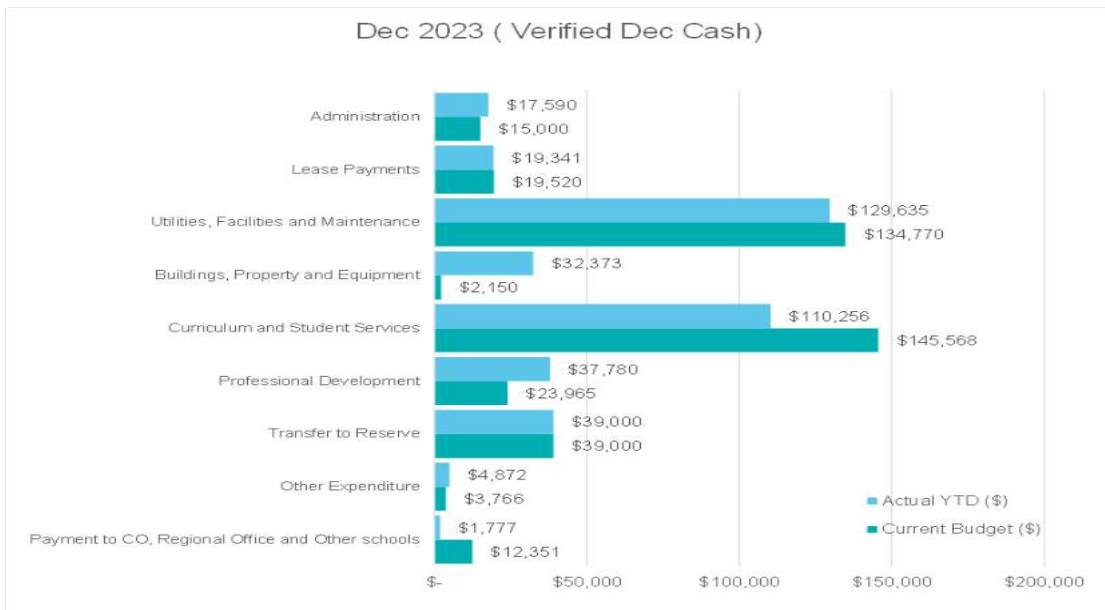
The term contributions relates to the monies requested from families towards the cost of materials, services and facilities used by the students in the standard educational program which the school provides. The total amount of contributions parents were asked to pay for Kindergarten to Year Six was \$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 2023, we had a collection rate of 66.29% of Voluntary Contributions for Kindergarten to Year Six students and a collection rate of 60.00% for Years 7-10 students (inclusive of Secondary Assistance Scheme funds).



## OUR FUNDING

INCOME - Dec 2023 ( Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	88,382	88,382
Carry Forward (Salary)	406,643	406,643
<b>STUDENT-CENTRED FUNDING</b>		
Per Student	967,530	967,530
School and Student Characteristics	1,156,906	1,156,906
Disability Adjustments	(30,065)	(30,065)
Targeted Initiatives	226,773	226,773
Operational Response Allocation	614	614
<b>Total Funds:</b>	<b>2,321,758</b>	<b>2,321,758</b>
<b>TRANSFERS AND ADJUSTMENTS</b>		
Regional Allocation	0	0
Transition Adjustment	0	0
School Transfers – Salary	(365,904)	(365,904)
School Transfers - Cash	286,689	286,689
Department Adjustments	0	0
<b>Total Funds:</b>	<b>(79,215)</b>	<b>(79,215)</b>
<b>LOCALLY RAISED FUNDS (REVENUE)</b>		
Voluntary Contributions	5,262	5,262
Charges and Fees	9,120	9,767
Fees from Facilities Hire	0	0
Fundraising/Donations/Sponsorships	15,435	15,589
Commonwealth Govt Revenues	0	0
Other State Govt/Local Govt Revenues	0	0
Revenue from CO, Regional Office and Other scho	10,617	10,617
Other Revenues	11,747	12,025
Transfer from Reserve or DGR	0	0
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
<b>Total Funds:</b>	<b>52,181</b>	<b>53,260</b>
<b>TOTAL</b>	<b>2,789,749</b>	<b>2,790,828</b>



## CELEBRATING OUR PERFORMANCE

Kellerberrin District High School have received a certificate of commendation from the Director General, Lisa Rodgers and Minister for Education, Tony Buti, for our primary school performance in the 2023 NAPLAN reading, writing and numeracy assessments.

In determining the schools that performed particularly well in 2023 consideration was given to our school's absolute performance, including mean scores and the percentages of students achieving the Exceeding or Strong proficiency levels, and relative achievement taking into account our index of community socio-educational advantage (ICSEA).

This commendation reinforces to us that the improvement initiatives we have commenced within the school are directly impacting the progress and achievement of our students. Change in schools is complex and takes time but I hope that all members of our school community recognise and celebrate this achievement. In receiving this letter of commendation, I acknowledge the tremendous team effort of our staff who are committed to every student achieving growth in their learning.



Department of  
Education

**Shaping the future**

# Certificate of Commendation

Presented to

## **Kellerberrin District High School**

In acknowledgment of the performance of your primary students in 2023  
NAPLAN reading, writing and numeracy.

Handwritten signature of Hon Dr Tony Buti in black ink.

Hon Dr Tony Buti MLA  
Minister for Education

Handwritten signature of Lisa Rodgers in black ink.

Lisa Rodgers  
Director General

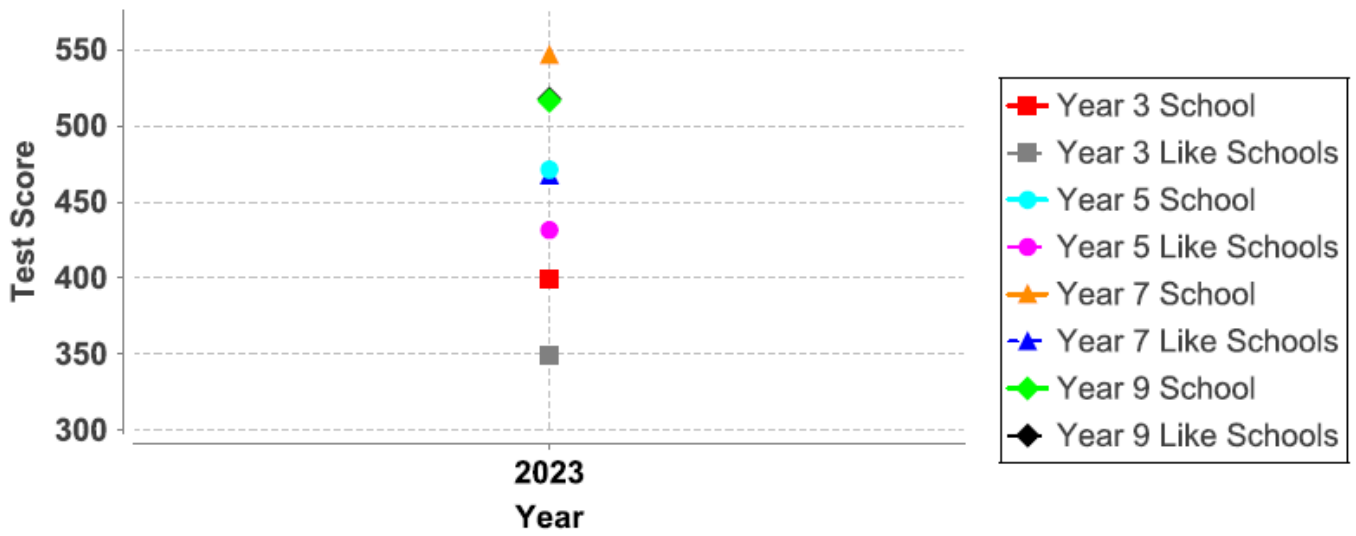
15 December 2023

# OUR PERFORMANCE

Where are we now?  
Our performance in NAPLAN.



### Average Numeracy Score



Year 3			Year 5			Year 7			Year 9		
KDHS	Like Schools	State	KDHS	Like Schools	State	KDHS	Like Schools	State	KDHS	Like Schools	State
399	350	398	471	432	480	547	467	529	516	518	571

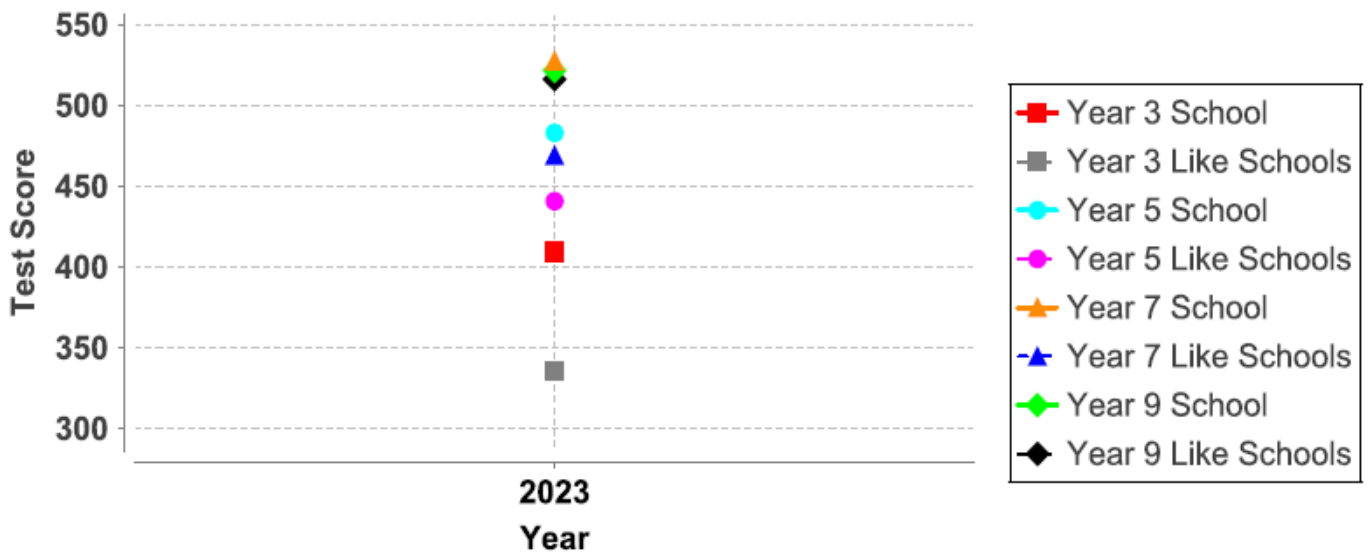


# OUR PERFORMANCE

Where are we now?  
Our performance in NAPLAN.



### Average Reading Score



Year 3			Year 5			Year 7			Year 9		
KDHS	Like Schools	State	KDHS	Like Schools	State	KDHS	Like Schools	State	KDHS	Like Schools	State
410	336	390	483	441	484	528	469	522	522	516	566

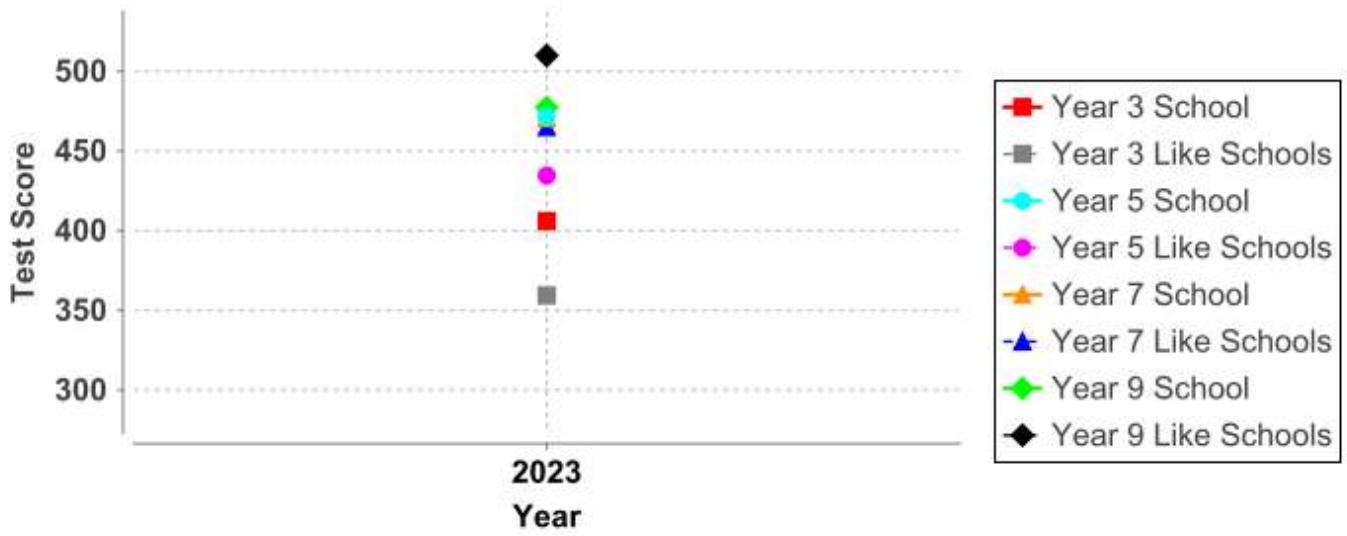
# OUR PERFORMANCE

Where are we now?

Our performance in NAPLAN.



### Average Writing Score



Year 3			Year 5			Year 7			Year 9		
KDHS	Like Schools	State	KDHS	Like Schools	State	KDHS	Like Schools	State	KDHS	Like Schools	State
406	359	408	472	435	474	471	465	521	477	510	562

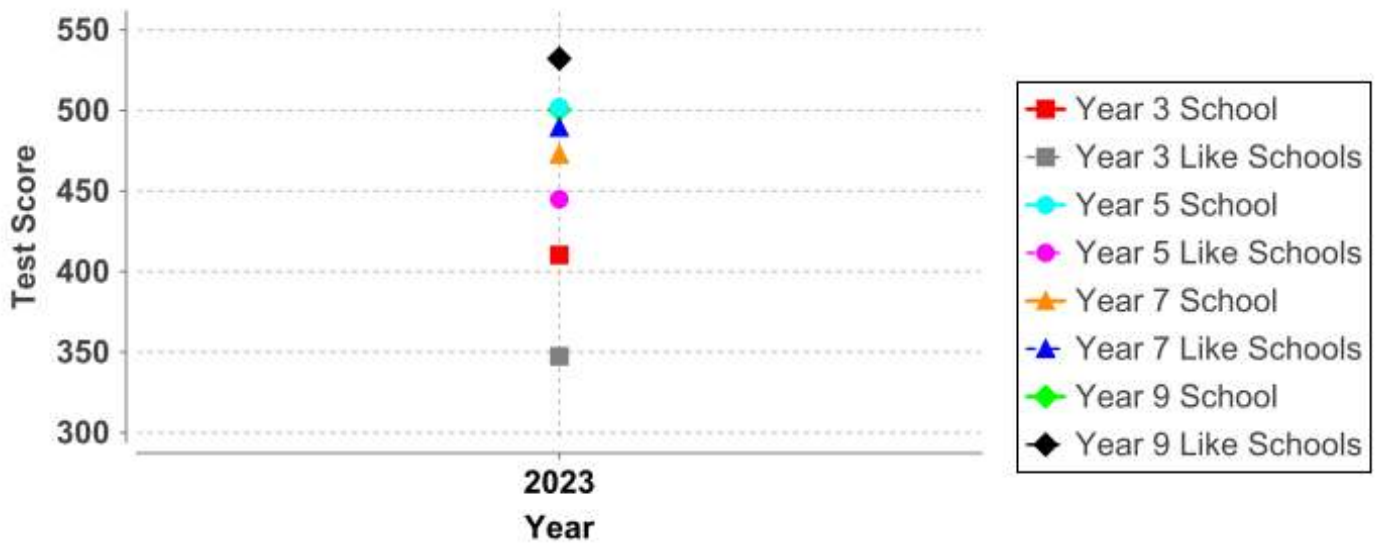
# OUR PERFORMANCE

Where are we now?

Our performance in NAPLAN.



### Average Spelling Score



Year 3			Year 5			Year 7			Year 9		
KDHS	Like Schools	State	KDHS	Like Schools	State	KDHS	Like Schools	State	KDHS	Like Schools	State
410	347	396	502	445	485	473	490	536	501	532	566

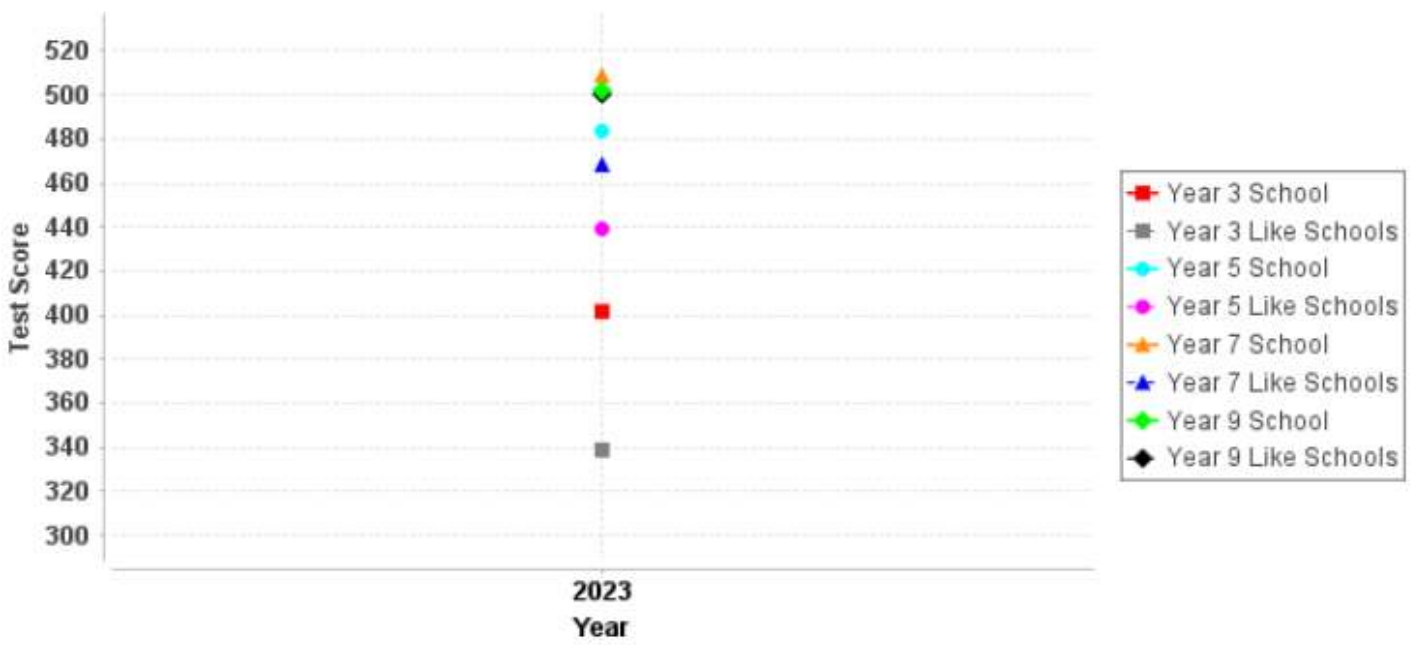
# OUR PERFORMANCE

Where are we now?

Our performance in NAPLAN.



Average Grammar & Punctuation Score



Year 3			Year 5			Year 7			Year 9		
KDHS	Like Schools	State	KDHS	Like Schools	State	KDHS	Like Schools	State	KDHS	Like Schools	State
402	339	397	484	439	487	509	468	526	502	500	553

## OUR PERFORMANCE

Where are we now?

Reflection against our Business Plan Targets.



**Target One:** Learners identified in Improvement Plans will meet or exceed their academic targets.

### Summary of Findings

- Low enrolment numbers provide opportunity for individual Case Management and performance monitoring.
- In 2023, the school commenced using Progressive Achievement Tests—Adaptive in Mathematics and Reading. These tests create personalised pathways determined by student responses, giving a more precise picture of student achievement and greater diagnostic power.
- Having completed one full cycle of assessment, the PAT Adaptive test provides opportunity to predict a progress score for each student providing for more individualised target setting.
- Staff use this data to inform teaching and learning programs and to develop individualised programs as required.
- The average progress in PAT Reading in 2023 across the school was 10.56 progress points.
- The average progress in PAT Mathematics in 2023 across the school was 6.54 progress points.

### Recommendations for 2024

- Continued implementation of evidence based programs that are showing positive impacts on student performance data.
- Use of School Self Assessment Schedule to outline data collection cycles to support effective teaching and learning programs.
- Implementation of Tier Two Mathematics intervention.
- Continued use of Elastiks as a repository for student performance data, providing staff with increased opportunity for analysis at both an individual and cohort level.



# OUR PERFORMANCE

Where are we now?

Reflection against our Business Plan Targets.



**Target Two** Learners identified in Improvement Plans will meet or exceed their attendance targets.

## Summary of Findings

- Low enrolment numbers provide opportunity for individual Case Management and attendance monitoring.
- Authorised absences increased from 58% in 2022 to 69% in 2023.
- Percentage of students in *regular* attendance category increased from 51.0% in 2022 to 60.4% in 2023.
- There was a reduced number of students requiring individual case management to restore positive attendance patterns when compared to 2022.

### PRIMARY ATTENDANCE 2023

Non—Aboriginal Students			Aboriginal Students			All Students		
School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
90.70%	87.50%	90.30%	83.50%	77.50%	74.30%	89.60%	85.60%	88.90%

### SECONDARY ATTENDANCE 2023

Non—Aboriginal Students			Aboriginal Students			All Students		
School	Like Schools	WA Public	School	Like Schools	WA Public	School	Like Schools	WA Public
87.80%	78.10%	84.90%	77.20%	56.40%	59.20%	84.70%	72.10%	82.50%

## Recommendations for 2024

- Continued emphasis on communicating attendance data to staff.
- Continued Case Management as required.
- Continue to prioritise engaging the community to supporting positive attendance at school through communication and restoration of partnerships.
- Continued review of attendance data allowing for timely interventions for students of concern.

## OUR PERFORMANCE

Where are we now?

Reflection against our Business Plan Targets.



**Target Three:** The school progresses the implementation of the Aboriginal Cultural Standards Framework.

### Summary of Findings

- The school made a permanent appointment of an Aboriginal Islander Education Officer to support in progressing the Aboriginal Cultural Standards Framework and engaging the Aboriginal community.
- The school has established an consultancy parent group consisting of Aboriginal parents.
- The school supported the application of the AIEO in to the Aboriginal Language Teachers course through the Department of Education.
- Noongar Kaartidjin classes ran weekly in all classes from Kindy to Year 10.

### Recommendations for 2024

- Review the Aboriginal Education Plan with the oversight of the Aboriginal Parent group.
- Ongoing self reflection against the Aboriginal Cultural Standard Framework.
- Implementation of Aboriginal Languages program.
- Continued prioritisation of building relationships with our Aboriginal community.



## OUR PERFORMANCE

Where are we now?

Reflection against our Business Plan Targets.



**Target Four:** The school progresses the implementation of Visible Learning as a whole school approach to teaching and learning.

### Summary of Findings

- Learning Intentions, Success Criteria and the language of the Learner Qualities and the Learning Pit are evident in each learning space in our school.
- All teacher planning utilises a shared structure and incorporates SOLO (Structure of Observed Learning Outcomes) Taxonomy.
- In 2023 staff continued to participate in TeachWell Masterclass High Impact Instruction professional learning in partnership with the Eastern Wheatbelt Education Network. The aim of this professional learning is to:
  - Support staff to implement and embed evidence-based teaching strategies
  - Improve student participation and engagement, such that every student achieves at least a year's worth of progress, masters concepts and retains learning in the future.
  - Equip staff to support students to transfer knowledge and skills to long-term memory.

### Recommendations for 2024

- Continued expectation that Learning Intentions, Success Criteria, Learner Qualities and the Learning Pit will be pervasive throughout the school.
- Continued use of agreed planning document across K-10 incorporating the SOLO taxonomy.
- Provide TeachWell professional learning to remaining staff.
- Implement an agreed lesson design model from Kindy to Year Ten.
- Continue our partnership with Fogarty Edvance.



# A SNAPSHOT OF 2023









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*Successful Students, Quality Staff and a Connected Community.*