



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

# ANNUAL REPORT 2025

## ABOUT OUR SCHOOL

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 individual's ability to engage in the learning process.

## OUR MORAL PURPOSE

*Together*, we create pathways to success.

## OUR VISION

Successful Students, Quality Staff and a Connected Community.

## OUR PILLARS OF IMPROVEMENT

### TEACHING AND LEARNING

*Low variation, high impact teaching in every classroom.*

### LEARNING ENVIRONMENT

*Enhance the quality of the learning environment to support wellbeing, behaviour and engagement.*

### PARTNERSHIPS AND PATHWAYS

*Cultivate relationships with key stakeholders to positively impact outcomes for all.*

# ENROLMENTS

Student enrolments, inclusive of kindergarten, were 110 at the beginning of 2025. There were 5 primary classes and 20 students across two secondary classes. At semester one census 2025, 22.7% of our enrolments identified as Aboriginal and/or Torres Strait Islander and across the year we recorded a transiency rate of 20.9%.

Semester One Census Numbers	2021	2022	2023	2024	2025
Primary	72	81	89	95	90
Lower Secondary	21	22	25	14	20
<b>Total</b>	<b>93</b>	<b>103</b>	<b>114</b>	<b>109</b>	<b>110</b>

# ICSEA

ICSEA provides an indication of the social-educational backgrounds of our students. In 2025, our school had an ICSEA of 918, which is a slight increase from 2024. The following table displays our distribution of Socio-Educational Advantage (SEA) compared to the Australian distribution.

	Bottom Quarter	Middle Quarters	Top Quarter
School Distribution	50%	32%	13%
Australian Distribution	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.

800

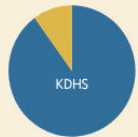
1000

1200

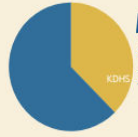
For more information, see our comprehensive guide to understanding ICSEA on our website [www.myschool.edu.au](http://www.myschool.edu.au).



## Teaching and Learning



**Outperformed**  
'like' schools in 18 of 20 NAPLAN tests in 2025.



**Met or exceeded**  
all 'WA Public Schools' in 12 of 20 NAPLAN tests in 2025.



2021 vs 2025 - NAPLAN tests **above/below** measured against like schools.

2021 vs 2025 - NAPLAN tests **above/below** measured against all WA Public Schools

## Parent and Family Satisfaction

Average parent satisfaction score of  
**4.1 out of 5**

## Department of Education Accountability

Validation of the school's improvement agenda with strong 3-year return on our [2025 Public School Review](#).

## Partnerships

- **OnPsych** - appointment of a Wellbeing Officer
- **MultLit** - selected as a trial school for MultLit Writing program.
- **Foodbank and the School Breakfast Program** - providing an average of 30 breakfasts
- **Kellerberrin businesses** - supporting our Workplace Learning Programs
- **Fogarty EDvance School Improvement Program**

## Pathways

**100%**

of Year 10 students have an approved pathway plan for 2026.

**75%**

of Year 10 students have achieved a Certificate I in Vocational Training.

**25%**

of Year 10 students have achieved a Certificate II in Vocational Training.

**60%**

of the 2025 Year 6 cohort are choosing to stay at Kellerberrin DHS for Year 7.

## Wellbeing

↓ 20% reduction in reported behaviour incidences compared to 2024.

↑ Increased percentage of students who report that they feel **safe** at school and **like** school.

## Djinda - Early Years

Djinda is one of only 2 Ministerial approved 0-4 Early Learning Programs in the Wheatbelt education region and 13 statewide.

## Attendance

↑ Secondary attendance rate above the WA Public School average.

*Based on verified Semester 1 attendance data.*

↑ Percentage of students in **regular** attendance category is above **like** schools.

# OUR PERFORMANCE

## TEACHING AND LEARNING : LOW VARIATION, HIGH IMPACT TEACHING IN EVERY CLASSROOM.

**Target 1:** Year 3 and 5 cohort performance in all NAPLAN areas are aligned to, or above like schools.

Year 3 and 5 Numeracy					
Year 3			Year 5		
KDHS	Like Schools	State	KDHS	Like Schools	State
414	359	392	483	440	482

Year 3 and 5 Reading					
Year 3			Year 5		
KDHS	Like Schools	State	KDHS	Like Schools	State
378	345	384	485	444	478

Year 3 and 5 Writing					
Year 3			Year 5		
KDHS	Like Schools	State	KDHS	Like Schools	State
385	372	402	411	427	467


Year 3 and 5 Spelling					
Year 3			Year 5		
KDHS	Like Schools	State	KDHS	Like Schools	State
429	358	391	491	446	482

Year 3 and 5 Grammar and Punctuation					
Year 3			Year 5		
KDHS	Like Schools	State	KDHS	Like Schools	State
397	334	389	484	438	485

### **Summary of findings:**

- The Year Three cohort exceed *like schools* in all domains.
- The Year Three cohort exceed all *WA Public Schools* in three of five domains.
- The Year Five cohort exceed *like schools* in four of five domains.
- The Year Five cohort exceed all *WA Public Schools* in three of five domains.
- Year Three and Five students who performed in the Needs Additional Support and Developing bands had previously been identified by the school and were engaging in Tier Two Intervention programs.

### **Recommendations for 2026:**

- Continue to implement the school's improvement agenda as outlined in Improvement Plans, with attention given to low variance, high impact instruction in each class from Kindergarten to Year Ten.
  - Continue to Case Manage students at risk and provide Tier Two intervention at point of need.
- 

**Target 2:** The performance of identified Year 7 and 9 students will align to, or exceed, like school averages in all NAPLAN areas.

Year 7 and 9 Numeracy					
Year 7			Year 9		
KDHS	Like Schools	State	KDHS	Like Schools	State
495	489	529	585	527	569

Year 7 and 9 Reading					
Year 7			Year 9		
KDHS	Like Schools	State	KDHS	Like Schools	State
487	480	519	585	530	565

Year 7 and 9 Writing					
Year 7			Year 9		
KDHS	Like Schools	State	KDHS	Like Schools	State
526	486	523	538	526	568


Year 7 and 9 Spelling					
Year 7			Year 9		
KDHS	Like Schools	State	KDHS	Like Schools	State
507	508	536	588	538	566

Year 7 and 9 Grammar and Punctuation					
Year 7			Year 9		
KDHS	Like Schools	State	KDHS	Like Schools	State
504	478	521	596	505	551

### Summary of findings:

- Tested Year Seven students exceeded *like schools* in four of the five test domains. In the remaining domain, the school was comparable to *like school* scores.
- In one of the tested domains, the tested Year Seven students exceeded *WA Public School* scores.
- Tested Year Nine students outperformed *like schools* in all the five test domains.
- In four domains, the tested Year Nine students met or exceeded WA public school scores.

### Recommendations for 2026:


- Continue to implement the school's improvement agenda as outlined in Improvement Plans, with attention given to low variance, high impact instruction in each class from Kindergarten to Year Ten.
  - Continue to Case Manage students at risk and provide Tier Two intervention at point of need.
- 

**Target 3:** Identified Year 7 and 9 students will achieve targets as outlined in their Individual Education Plans.

**Summary of Findings:**

- We develop an Individual Education Plan for identified students in English and Mathematics to support their progress and achievement.
- In 2025, all students who were on an IEP achieved, or made strong progress towards, the targets outlined in their Individual Education Plans.

**Recommendations for 2026:**

- Continue to provide a tailored secondary program that provides a high level of support and differentiation.
  - Embed a pedagogy aligning to whole school agreed practices.
  - Continue to case manage individual students across Years 7-10.
- 

**Target 4:** Improve teacher *Tell Them From Me* survey results aligned with Fogarty Plan.

The *Tell Them From Me* survey is administered with staff in Term One of each year as a part of our involvement in the Fogarty EDvance program. The survey is a self-evaluation tool for schools and measures the school’s performance against factors that strongly correlate to student achievement. 2025 marks the final year of the administration of this survey.

**Eight Drivers of School Improvement**

	2023 <i>First data collection cycle</i>	2025 <i>Final data collection cycle</i>
Leadership	7.2	7.4
Collaboration	7.1	6.8
Learning Culture	7.3	7.9
Data Informs Practice	7.3	7.4
Teaching Strategies	7.2	7.6
Technology	5.3	6.1
Inclusive School	8.1	8.2
Parent Involvement	6.4	6.5

**Four Dimensions of Classroom and School Practices**

	2023 <i>First data collection cycle</i>	2025 <i>Final data collection cycle</i>
Challenging and visible learning goals	7.0	7.1
Planned Learning Opportunities	7.1	7.5
Quality Feedback	6.5	6.8
Overcoming Obstacles to Learning	7.4	7.6

**Summary of Findings:**

- In the final data collection cycle, the school demonstrated sustained positive results across all but one domain.

**Recommendations for 2026:**

- Continue to implement the school’s improvement agenda.



# OUR PERFORMANCE

## LEARNING ENVIRONMENT : ENHANCE THE QUALITY OF THE LEARNING ENVIRONMENT TO SUPPORT WELLBEING, BEHAVIOUR AND ENGAGEMENT.

**Target 1:** Primary attendance rates will align with, or exceed, attendance rates for WA Public Schools.

Non-Aboriginal			Aboriginal			All Students		
KDHS	Like Schools	WA Public Schools	KDHS	Like Schools	WA Public Schools	KDHS	Like Schools	WA Public Schools
88.6%	87.8%	90.7%	67.7%	71.7%	73.2%	83.7%	84.4%	89.1%

### Summary of Findings:

- In 2025, the attendance percentage of primary school students was less than like schools for both aboriginal and non aboriginal students.
- The total attendance rate of primary school students at Kellerberrin District High School was 5.4% lower than that of WA Public Schools.

### Recommendations for 2026:

- Continue to case manage students at risk.
- Share attendance data with staff.
- Promote regular attendance within the school community.
- Utilise Compass as a platform to communicate with families and encourage attendance reporting.

**Target 2:** Annually increase the percentage of secondary students in the regular attendance category; ensuring that secondary attendance rates exceed those of like schools.

	Non-Aboriginal			Aboriginal			All Students		
	KDHS	Like Schools	WA Public Schools	KDHS	Like Schools	WA Public Schools	KDHS	Like Schools	WA Public Schools
<b>2023</b>	87.8%	78.1%	84.9%	77.2%	56.4%	59.2%	84.7%	72.1%	82.5%
<b>2024</b>	86.5%	79.9%	84.7%	82.9%	59.3%	57.6%	86.1%	75.6%	82.2%
<b>2025</b>	85.1%	80.6%	84.5%	64.5%	56.0%	55.6%	82.2%	74.4%	81.7%

	Non-Aboriginal	Aboriginal	Total
<b>2023</b>	87.8%	77.2%	84.7%
<b>2024</b>	86.5%	82.9%	86.1%
<b>2025</b>	85.1%	64.5%	82.2%


The following table shows the percentage of 7-10 students at Kellerberrin DHS in the regular attendance category.

	All Students	Aboriginal Students
<b>2023</b>	44.0%	14.3%
<b>2024</b>	41.2%	33.3%
<b>2025</b>	40.0%	33.3%

### Summary of Findings:

- In 2025, the secondary student attendance at Kellerberrin DHS has exceeded the attendance percentage of *like* and *WA Public Schools* for both aboriginal and non-aboriginal students.
- The attendance percentage for aboriginal students decreased from 2023-2025.
- The attendance percentage for non-aboriginal students decreased from 2023-2025.
- The percentage of students in the regular attendance category decreased from 2023-2025. Reassuringly, the percentage of aboriginal students in the regular attendance category was maintained.

### Recommendations for 2026:

- Continue to case manage students at risk.
  - Share attendance data with staff.
  - Utilise Compass as a platform to communicate with families and encourage attendance reporting.
- 

### Target 3: Increase student Tell Them From Me survey results aligned with Fogarty Plan.

The *Tell Them From Me* survey is administered with students from Years 5-10 in Term One of each year as part of our engagement in the Fogarty EDvance program. It measures student engagement, as research tells us that engagement and learning are strongly related.

Drivers of Student Outcomes	Primary		Secondary	
	2023	2025	2023	2025
Effective learning time	6.7	6.8	6.5	7.3
Relevance	7.6	6.3	5.9	6.6
Rigour	7.7	6.8	5.9	7.0
Advocacy at school	6.2	5.7	3.3	4.0
Positive teacher student relations	7.0	7.2	6.2	6.5
Positive learning climate	5.8	5.3	5.4	6.3
Expectations for success	7.9	7.0	7.1	7.1

#### Summary of Findings:

- Primary cohort –
  - Of the seven drivers measured, the primary cohort demonstrated improved feedback in two areas.
  - Maintained percentage of primary students who report that they are confident of their abilities in English and Maths. This can be attributed to staff consistency and increasing student accountability through the implementation of participation strategies.
- Secondary cohort –
  - Of the seven drivers measured, the secondary cohort demonstrated improved feedback in six areas and one area remained stable.
  - Maintained increase in students who perceive a positive sense of belonging. This can be attributed to work being done to improve the learning environment – consistent classroom expectations leading to a positive shift in culture.

#### Recommendations for 2026:

- Continue to implement the school's improvement agenda.

# OUR PERFORMANCE

## PARTNERSHIPS AND PATHWAYS: CULTIVATE RELATIONSHIPS WITH KEY STAKEHOLDERS TO POSITIVELY IMPACT OUTCOMES FOR ALL.

**Target 1:** Maintain averages above 4.0 in Parent National School Opinion Survey.

The National School Opinion Survey has been decommissioned, and the school is now utilising the Department of Education's School Culture Survey. This means that a comparison is difficult as some of the domains measured are different.

Domain	Average
Relationships	4.00
Teaching Quality	3.82
Learning Environment	4.00
Leadership	3.92
Use of Resources	3.77
Student Achievement and Progress	3.96

### Summary of Findings:

- There were 49 factors measured in the survey in 2025.
- The school showed a score above 4.0 or above in 29 of these areas.
- The overall average of all forty-nine factors was 3.94.

### Recommendations for 2026:

- Continue to implement strategies as outlined in Kellerberrin District High School Business Plan and School Improvement Plans.

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LINKING WORDS IN ENGLISH

<b>Emphasis</b> Absolutely Indeed Obviously Particularly Especially Especially Especially	<b>Addition</b> As well as In addition Furthermore Moreover Additionally Besides In addition to On top of As well as In addition to On top of	<b>Order</b> First Second Third Fourth Fifth Sixth Seventh Eighth Ninth Tenth	<b>Contrast</b> However Nevertheless Nonetheless Notwithstanding In spite of Despite In contrast Whereas While Although Even though Not only... but also Not just... but also
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FAIR  
NEED.



It's not what happens to you, but how you react to it that counts.

Above the Line Behaviours

Below the Line Behaviours

OWNED, DRIVEN, RESPONSIBLE, ACCOUNTABLE

Successful

Resilient

Confident

Motivated

Organized

Proactive

Collaborative

Adaptable

Resilient

Confident

Motivated

Organized

Proactive

Collaborative

Adaptable

Point - topic sentence  
Evidence - providing some information  
Point - Results, Study  
Summary of notes/issue

Question 1

Question 2

Question 3

Question 4

Question 5

Question 6

Question 7

Question 8

Question 9

<b>LEARNING OBJECTIVES</b>	<b>LEARNING OUTCOMES</b>	<b>LEARNING ACTIVITIES</b>	<b>LEARNING RESOURCES</b>
1. Understand the importance of...	1. Identify the main points of...	1. Read and discuss the text...	1. Textbook, handouts...
2. Analyze the structure of...	2. Evaluate the effectiveness of...	2. Write a short paragraph...	2. Writing paper, pens...
3. Compare different perspectives...	3. Present findings to the class...	3. Group discussion...	3. Group cards, markers...

ipad Recharging station  
Thank you  
For  
Plugging them in!



## 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 2025 in term four of 2024.

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 2025, we had a collection rate of 60% of Voluntary Contributions for Kindergarten to Year Ten.

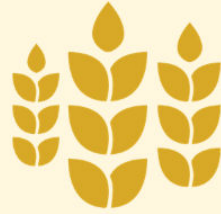
<b>ONE LINE BUDGET - Dec 2025 ( Verified Dec Cash)</b>		
	<b>Current Budget (\$)</b>	<b>Actual YTD (\$)</b>
Carry Forward (Cash):	69,438	69,439
Carry Forward (Salary):	346,565	346,565
<b>INCOME</b>		
Student-Centred Funding (including Transfers & Adjustments):	2,468,962	2,468,962
Locally Raised Funds:	79,468	61,036
<b>Total Funds:</b>	<b>2,964,433</b>	<b>2,946,002</b>
<b>EXPENDITURE</b>		
Salaries:	2,228,140	2,228,140
Goods and Services (Cash):	352,636	334,640
<b>Total Expenditure:</b>	<b>2,580,776</b>	<b>2,562,779</b>
<b>VARIANCE:</b>	<b>383,657</b>	<b>383,223</b>

<b>EXPENDITURE - Dec 2025 ( Verified Dec Cash)</b>		
	<b>Current Budget (\$)</b>	<b>Actual YTD (\$)</b>
<b>SALARIES</b>		
Appointed Staff	2,035,478	2,035,478
New Appointments	0	0
Casual Payments	190,051	190,051
Other Salary Expenditure	2,610	2,610
<b>Total Funds:</b>	<b>2,228,139</b>	<b>2,228,139</b>
<b>GOODS AND SERVICES (CASH EXPENDITURE)</b>		
Administration	15,480	13,029
Lease Payments	19,586	15,841
Utilities, Facilities and Maintenance	128,600	120,853
Buildings, Property and Equipment	18,800	17,457
Curriculum and Student Services	118,441	112,009
Professional Development	39,000	38,409
Transfer to Reserve	7,000	7,000
Other Expenditure	2,729	4,559
Payment to CO, Regional Office and Other schools	3,000	5,482
Residential Operations	0	0
Residential Boarding Fees to CO (Ag Colleges only)	0	0
Farm Operations (Ag and Farm Schools only)	0	0
Farm Revenue to CO (Ag and Farm Schools only)	0	0
Camp School Fees to CO (Camp Schools only)	0	0
<b>Total Funds:</b>	<b>352,636</b>	<b>334,639</b>
<b>TOTAL</b>	<b>2,580,775</b>	<b>2,562,778</b>

<b>INCOME - Dec 2025 ( Verified Dec Cash)</b>		
	<b>Current Budget (\$)</b>	<b>Actual YTD (\$)</b>
Carry Forward (Cash)	69,438	69,439
Carry Forward (Salary)	346,565	346,565
<b>STUDENT-CENTRED FUNDING</b>		
Per Student	1,012,203	1,012,203
School and Student Characteristics	1,176,749	1,176,749
Disability Adjustments	26,411	26,411
Targeted Initiatives	248,684	248,684
Operational Response Allocation	4,254	4,254
<b>Total Funds:</b>	<b>2,468,301</b>	<b>2,468,301</b>
<b>TRANSFERS AND ADJUSTMENTS</b>		
Regional Allocation	0	0
School Transfers – Salary	(304,125)	(304,125)
School Transfers - Cash	304,784	304,784
Department Adjustments	0	0
<b>Total Funds:</b>	<b>659</b>	<b>659</b>

<b>LOCALLY RAISED FUNDS (REVENUE)</b>		
Voluntary Contributions	3,170	4,434
Charges and Fees	6,805	9,018
Fees from Facilities Hire	0	0
Fundraising/Donations/Sponsorships	10,500	10,400
Commonwealth Govt Revenues	0	0
Other State Govt/Local Govt Revenues	680	680
Revenue from CO, Regional Office and Other schoo	2,779	2,779
Other Revenues	5,534	13,726
Transfer from Reserve or DGR	50,000	20,000
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>79,468</b>	<b>61,037</b>

<b>TOTAL</b>	<b>2,964,431</b>	<b>2,946,001</b>
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