

KALBARRI DISTRICT HIGH SCHOOL 2022



Annual School Report

Knowledge & Friendship

Contents

School Overview.....	Pg 3
Student Numbers and Characteristics.....	Pg 4
Workforce Composition.....	Pg 5
Student Attendance.....	Pg 6
Student Achievement and Progress.....	Pg 7
Year 12 Outcomes	Pg 9
Post School Destinations.....	Pg 11
Parent/student/teacher satisfaction with the school.....	Pg 12
School Income by Funding Source.....	Pg 16
School Priorities.....	Pg 18



FROM THE PRINCIPAL

It gives me great pleasure to present the 2022 Annual School Report. As we reflect on the year that was 2022, I am thankful that our school returned to some normality in Semester Two with minimal interruptions and disturbances from COVID 19. Whilst students did miss out on some school in Semester One, the experience brought the staff and community together in a supportive manner, echoing our PBS expectations of Respect, Responsibility and Caring.

Thankyou to our Staff for their flexibility in difficult times. They have been exceptional in delivering meaningful learning programs to students, communicating with families while fulfilling roles within the school due to staff shortages in our school and across the regions.

Mr Ostaszewskyj departed at the start of Semester Two back to his old school, Wandina PS, and to his family in Geraldton. He is currently Acting Principal for the remainder of 2023.

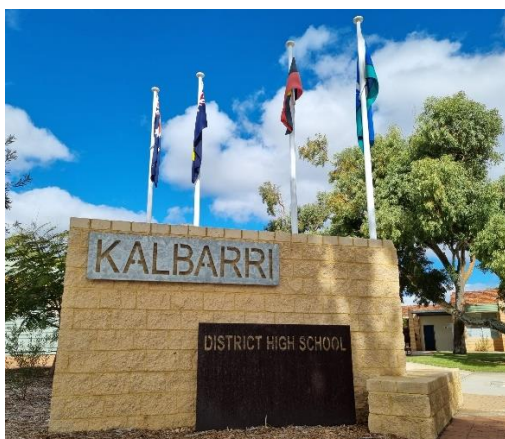
Our P&C have once again worked exceptionally hard to continue the great service they provide to our school. The canteen, uniform shop and fund raising are just some of the things these volunteers bring to our school. Mrs Hailey Ralph and the executive team do a fabulous job.

Thanks to our wonderful school community for being supportive of all that we do in providing a positive, safe school environment for learning and enrichment.

Stuart Teasdale

Principal





School Context

Situated at the mouth of the Murchison River and surrounded by National Park, Kalbarri is a popular tourist and holiday town. Our community is reliant on tourism, its service industries and more recently the local Garnet Mine. Many residents work away from the town in the mining sector and related industries. Kalbarri District High School is ideally situated to take advantage of the natural surroundings and use them in our programs of teaching and learning.

Kalbarri District High School provides a quality learning program for students from Kindergarten to Year 12. Our motto Knowledge and Friendship summarises what our school is about. We strive to achieve excellent academic results for every student and instil in them the necessary values, beliefs, and skills to become good citizens. Our school is safe and supportive, fostering a love of learning and excellence.

Students progressing through secondary schooling towards achieving their WACE can study Upper School ATAR subjects along with some TAFE courses, Workplace Learning and Traineeship opportunities. We offer students the resources to study through SIDE in Year 11 and 12. Students who take this option become very independent learners and well equipped for future higher studies.

Kalbarri District High School is a significant member of the community of approximately 1500 people. We currently have 185 students, and this has been the trend for the last 4 years. We have developed strong partnerships with families and town community members. We have a shared goal of endeavouring to develop young people who can make positive contributions to Kalbarri in employment, recreation, and volunteer services.

As a District High School, each year we have several activities, sporting, cultural and social, that have a distinct family feel with the whole school involved. The Positive Behaviour Support program with the expectations of Respect, Responsibility, Aspire and Caring is being implemented across the school and is developing positive self-regulation in the children.

Our friendly and caring atmosphere, our well-stocked Library and high ratio of technology devices per child, and our enthusiastic P&C and School Council all contribute to a comprehensive and individual education for children.

School Characteristics

Student Numbers

All our students at Kalbarri DHS live in the Kalbarri township. Our student body is changing with 10% of our student population identifying as Aboriginal or have a main language other than English which is spoken at home. Our student population has settled in recent times; however, it does fluctuate during the year.

Student Numbers (as at 2022 Semester 2)

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(8)	10	22	16	9	13	15	16	109
Part Time	14								

Note: The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students

Secondary	Y07	Y08	Y09	Y10	Y11	Y12	USE	Total
Full Time	13	12	10	17	10	8		70

School	Total	
Full Time	171	
Part Time	14	(8)
Total	185	(179)

	Kin	PPR	Pri	Sec	Total
Male	7	7	47	39	100
Female	7	3	44	31	85
Total	14	10	91	70	185

	Kin	PPR	Pri	Sec	Total
Aboriginal	1	2	10	6	19
Non-Aboriginal	13	8	81	64	166
Total	14	10	91	70	185

Staff Numbers

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	2	2.0	0
Total Administration Staff	3	3.0	0
Teaching Staff			
Level 3 Teachers	2	2.0	0
Other Teaching Staff	13	11.3	0
Total Teaching Staff	15	13.3	0
School Support Staff			
Clerical / Administrative	4	2.7	0
Gardening / Maintenance	1	0.9	0
Other Allied Professionals	14	6.1	3
Total School Support Staff	19	9.7	3
Total	37	26.0	3

All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the register of teachers of the Teacher Registration Board of Western Australia. We had some difficulty in 2022 recruiting staff due to COVID absence. In Semester Two we began the recruitment process early and we were successful in being fully staffed at the completion of the school year.



Student Attendance

2022 attendance % decreased slightly to 80.6%. The trend since 2020 has seen an increase in the Attendance Rate from 78% in 2020 to 83.2% in 2021 and then a decrease to 80.6% in 2022. Regular Attendance has increased from 18.1% in 2020 to 28.8% in 2022. In the same period the Indicated Attendance has increased, and the Moderate Attendance has decreased while those at the Severe Level have decreased.

Much of the attendance data disparity is the result of firstly Covid-19 and secondly Cyclone Seroja which have impacted the community severely. Attendance is a priority area within the school with an Engagement Team meeting regularly to analyse data and monitoring the implementation of the Attendance Action Plan.

Our targets for improved attendance are:

- Increase the percentage of students who attend regularly to 70% from 28.8% in Semester 1 2023 (90% attendance)
- Aim to decrease 15% of students from the Indicated At Risk Zone (80-90% attendance)
- Decrease unauthorised absences from 52% in 2021 to below 30% in 2022

Attendance Overall Secondary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2020	83%	87.4%	89.2%	77.3%	73.5%	65.9%	82.6%	86.6%	87.3%
2021	81.6%	85.5%	86.5%	74.4%	72.7%	62.6%	80.7%	84.7%	84.4%
2022	76.6%	80.7%	83%	66.3%	64%	55.2%	75.5%	79.5%	80.4%

Attendance Overall Primary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2020	86.8%	92.4%	93.2%	87.7%	84.6%	77.6%	86.9%	91.8%	91.9%
2021	85%	91.2%	92.4%	85.4%	84.2%	76.8%	85.1%	90.7%	91%
2022	83.8%	86.9%	88.3%	84%	78.2%	69.5%	83.9%	86.3%	86.6%

We have an Engagement Team consisting of staff members and they review attendance twice a term in collaborative meetings. We have two Badged Attendance Officers who collaborate with the Regional Attendance Team and conduct home visits. We liaise with families to create attendance plans for students at risk. There is an attendance incentive scheme to reward those students with high attendance. Attendance Data is regularly supplied to teaching staff to monitor students at risk and individual attendance plans are designed to meet the needs of individual students.

Students Achievement and Progress

Staff have used a Disciplined Dialogue approach to interrogate the NAPLAN data. This data interrogation has then been used to set targets and priorities within our School Business Plan and Learning Area plans. Whole school strategies and approaches are based on our data analysis, linked to evidence-based practices. We have implemented an explicit instruction pedagogical journey with all staff, exploring practices that explicitly target student learning and improving teacher practice. Any programs used within the school are backed by research to demonstrate their efficacy and effectiveness on student achievement.

Zero values are shown for 2022 as no comparative performance calculations have been made.

NAPLAN Comparative Performance for Numeracy

Numeracy	Performance					Students				
	2017	2018	2019	2021	2022	2017	2018	2019	2021	2022
Year 3	0.6	4.3	0.8	-1.2	0.0	13	12	20	12	11
Year 5	1.2	1.8	1.5	0.3	0.0	22	11	15	17	13
Year 7	0.9	-1.6	-0.3	-1.5	0.0	14	13	26	9	11
Year 9	0.5	0.3	-3.3	-1.0	0.0	18	10	12	18	8

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

NAPLAN Comparative Performance for Reading

Reading	Performance					Students				
	2017	2018	2019	2021	2022	2017	2018	2019	2021	2022
Year 3	0.5	1.3	-1.2	-1.0	0.0	13	12	20	12	11
Year 5	1.3	0.1	0.1	1.9	0.0	22	11	15	17	14
Year 7	-1.1	-0.1	-0.9	0.8	0.0	14	13	27	10	12
Year 9	-0.8	1.0	1.2	1.6	0.0	18	10	12	19	8

NAPLAN Comparative Performance for Writing

Writing	Performance					Students				
	2017	2018	2019	2021	2022	2017	2018	2019	2021	2022
Year 3	-0.6	0.6	0.3	-0.7	0.0	13	12	20	11	11
Year 5	0.3	1.9	0.2	1.3	0.0	22	11	12	15	14
Year 7	-1.6	-1.1	-0.0	0.2	0.0	14	14	27	9	12
Year 9	1.0	0.2	0.7	1.4	0.0	19	10	12	18	8

NAPLAN Comparative Performance for Spelling

Spelling	Performance					Students				
	2017	2018	2019	2021	2022	2017	2018	2019	2021	2022
Year 3	-0.3	0.5	-0.3	-2.6	0.0	13	12	19	12	11
Year 5	0.7	0.3	1.0	0.2	0.0	22	11	15	17	13
Year 7	1.0	-1.8	0.3	0.3	0.0	14	14	27	10	11
Year 9	1.0	1.0	0.7	-1.5	0.0	19	10	12	18	8

NAPLAN Comparative Performance for Grammar & Punctuation

Grammar & Punctuation	Performance					Students				
	2017	2018	2019	2021	2022	2017	2018	2019	2021	2022
Year 3	-0.4	0.4	-0.1	-1.4	0.0	13	12	19	12	11
Year 5	1.1	0.2	-1.4	-0.3	0.0	22	11	15	17	13
Year 7	-0.4	-0.7	-1.3	0.3	0.0	14	14	27	10	11
Year 9	0.8	0.8	-1.5	0.2	0.0	19	10	12	18	8

Year 12 Achievement

The small cohorts of Year 12 students at Kalbarri often make it difficult to collect valid data on the outcomes in comparison to Like Schools and the State. In 2022 we had nine students of which four achieved the WACE and five completed a VET Certificate course. One of the students started a full-time apprenticeship at the start of Year 12 and the other completed school in Geraldton. Though we have many students who start apprenticeships or traineeships, they also enter the workforce and some fulltime TAFE. This cohort of students were interrupted by Cyclone Seroja at the start of Year 11 and have demonstrated a high level of resilience. At all times the requirements for WACE Achievement are monitored and students/parents are made aware of their progress.

6 YEAR SUMMARY TABLE School: KALBARRI DISTRICT HIGH SCHOOL (4173)

STUDENT NUMBERS						
Number of students						
	2022	2021	2020	2019	2018	2017
School Semester 2 Census	8	2	8	8	11	7
School Semester 1 Census	9	2	9	11	14	8
Students reported to SCSA	9	3	11	12	15	8
Students in the cohort	12	6	12	15	11	10
Alternative pathways (Students in the cohort)						
Year 11 repeat						
Left school – NOA	3	3	3	2	2	1
Left school – <u>other verified</u>	1			1	1	1
Left school – unverified				1		
Total (%)	4 (33%)	3 (50%)	3 (25%)	4 (27%)	3 (27%)	4 (33%)

WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION (WACE)						
Number of Students Eligible for WACE: count (%) Source: SCSA data files						
	2022	2021	2020	2019	2018	2017
School	7 (58%)	1 (17%)	7 (58%)	8 (53%)	4 (36%)	6 (60%)
Like Schools	61%	64%	67%	61%	68%	61%
State	64%	70%	70%	65%	63%	61%

WACE Achievement Rate: count (% of eligible students) Source: SCSA data files						
School (WACE eligible)	4 (57%)		7 (100%)	5 (63%)	4 (100%)	4 (67%)

Like Schools (%)	84%	86%	86%	88%	88%	91%
Public Schools (%)	89%	89%	89%	89%	89%	88%
School (Semester 2 Census)	4 (50%)		7 (88%)	5 (63%)	4 (67%)	4 (57%)
School (Cohort)	4 (33%)		7 (58%)	5 (33%)	4 (36%)	4 (40%)

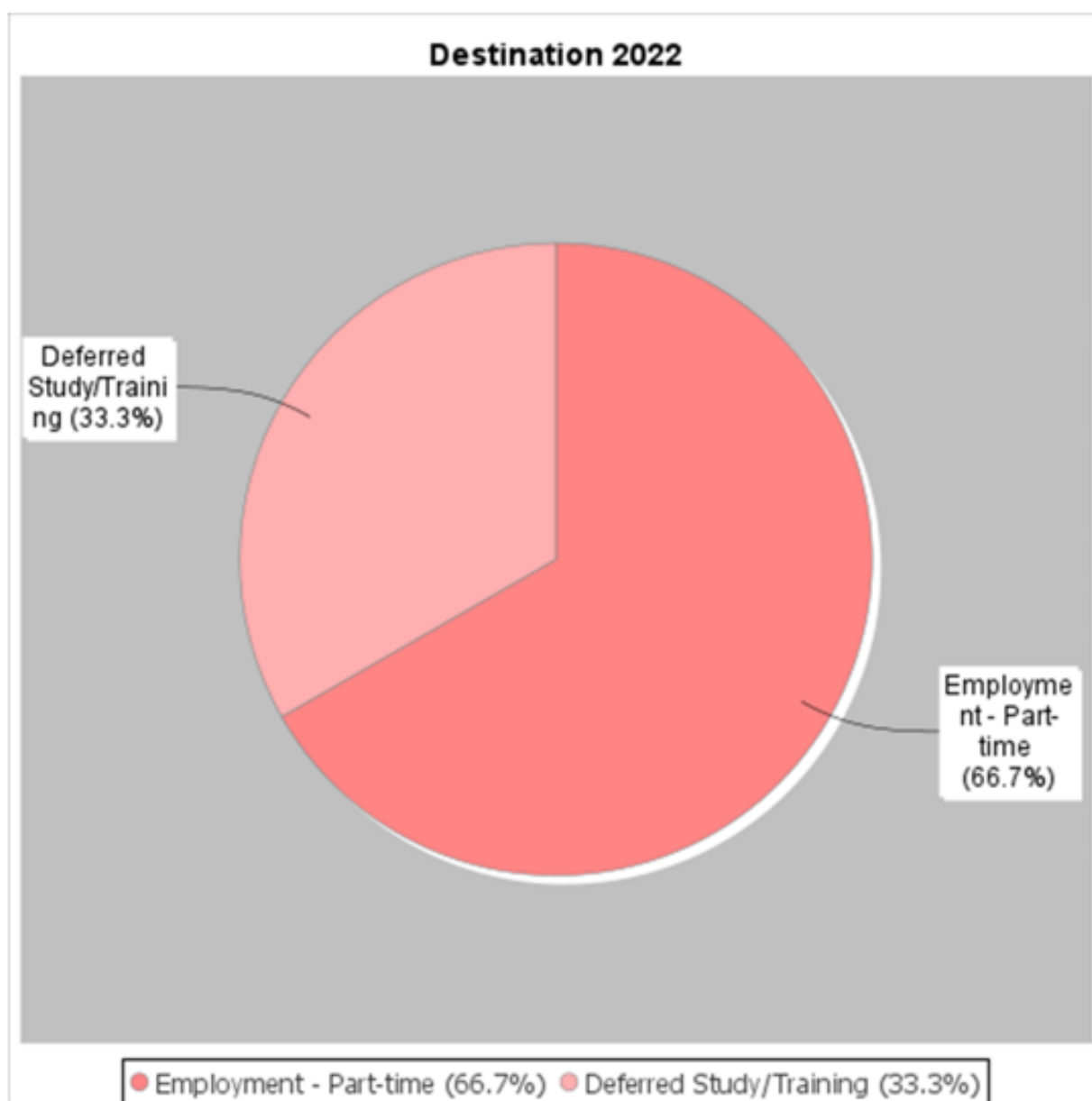
WACE: Breadth and depth - units include equivalents: count (%) Source: SCSA data files						
Breadth and Depth requirement met WACE Eligible	4 (57%)		7 (100%)	8 (100%)	4 (100%)	5 (83%)

WACE: Achievement Standard - units include equivalents: count (%) Source: SCSA data files						
C Grade requirement met WACE Eligible	6 (86%)	1 (100%)	7 (100%)	7 (88%)	4 (100%)	5 (83%)
English requirement met WACE Eligible	7 (100%)	1 (100%)	7 (100%)	8 (100%)	4 (100%)	6 (100%)
ATAR Or Cert II requirement met WACE Eligible	4 (57%)		7 (100%)	8 (100%)	4 (100%)	5 (83%)

Post School Destinations

Of this cohort there were no students completing their ATAR and no applications for university entrance. Five students completed TAFE Courses and one of these students entered an apprenticeship. 84% of the students are now engaged in employment both part-time and full-time. One of these students has continued at TAFE while another has had ongoing medical issues. The evidence supports what we are always attempting to achieve, and that is students having a destination at the completion of Year 12. It would be preferable that students completing TAFE courses in senior school continue in this field, however some students often will go straight into employment positions from ADWPL. Students are given a high standard of career advice in Year 10 when selecting senior school pathways, as this is essential for transition from school. This Career Support continues through Senior School with many opportunities for students to learn about future options.

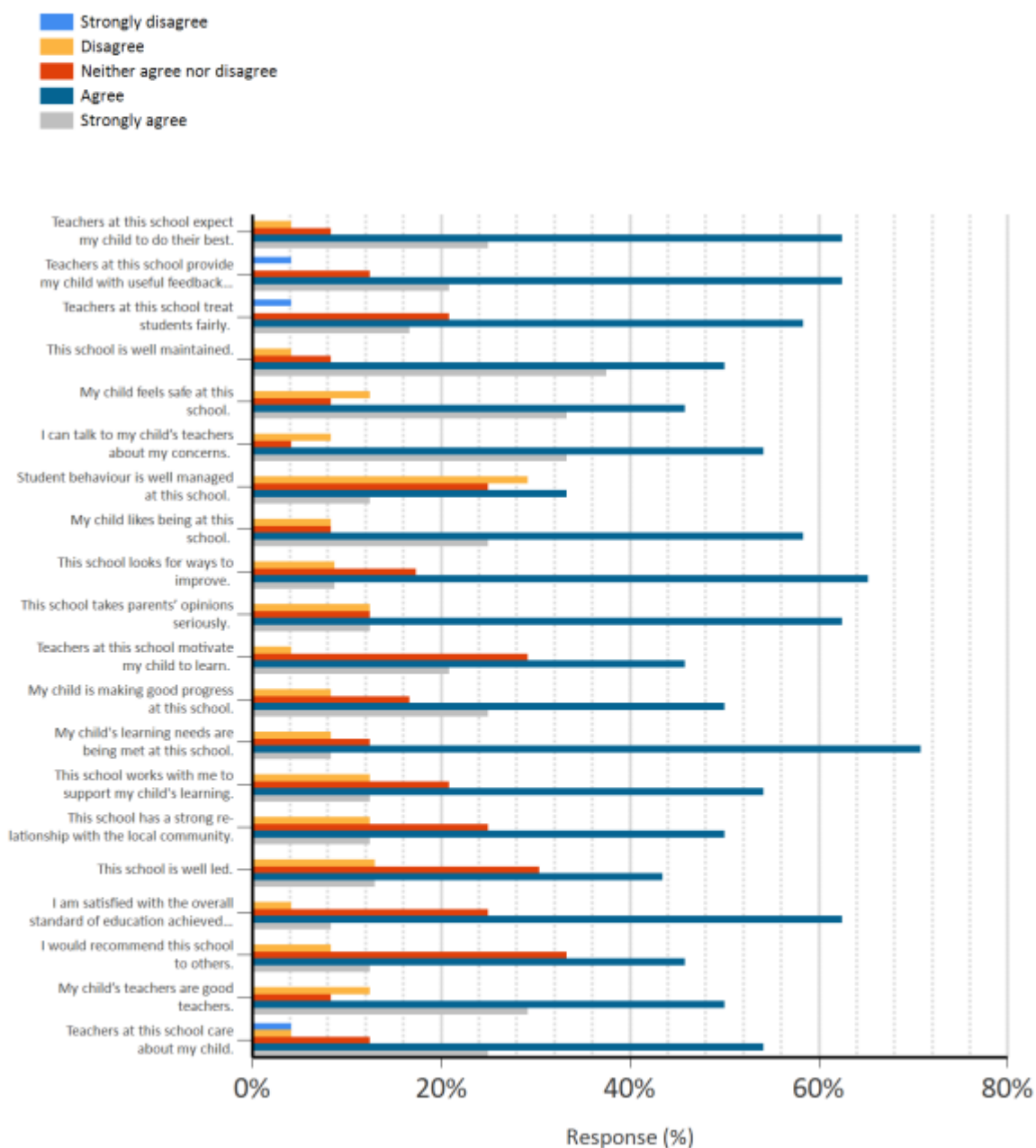
Year 12 Intentions and Destinations (2021 Cohort)



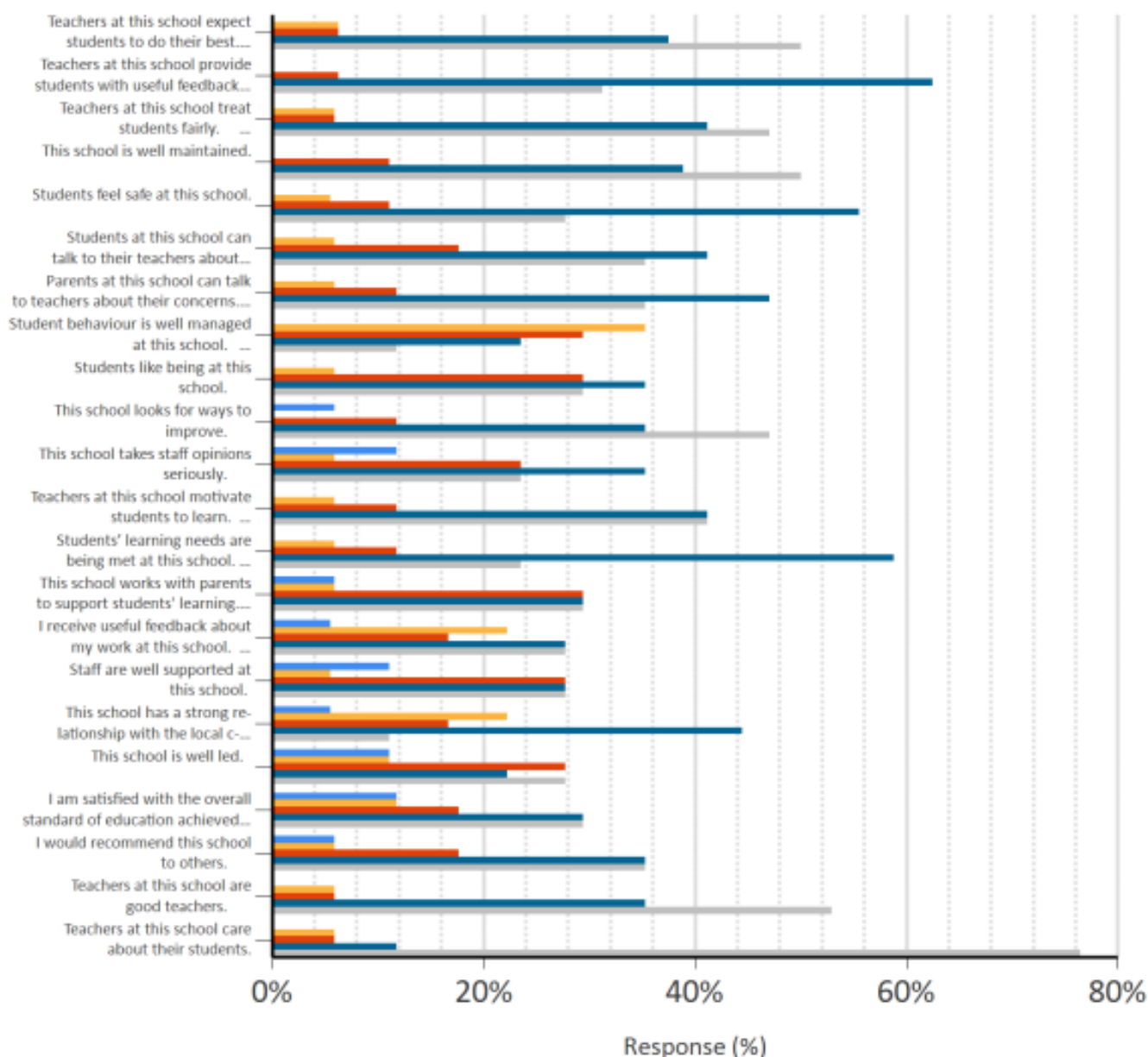
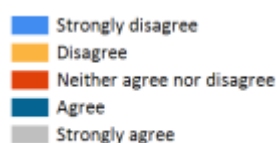
Parent/Teacher/Student Satisfaction with the School.

There has been an improvement on the average response score between the 2018 and 2021 Parent, Staff and Student School Survey. The average parent score has increased from 3.4 to 3.83. The average Staff score increased from 3.94 to 4.32 and the average Student score increased from 3.49 to 4.01. There has been a renewed focus on re-engaging the community and working on relationships and culture within the community, which is reflected in the improved results.

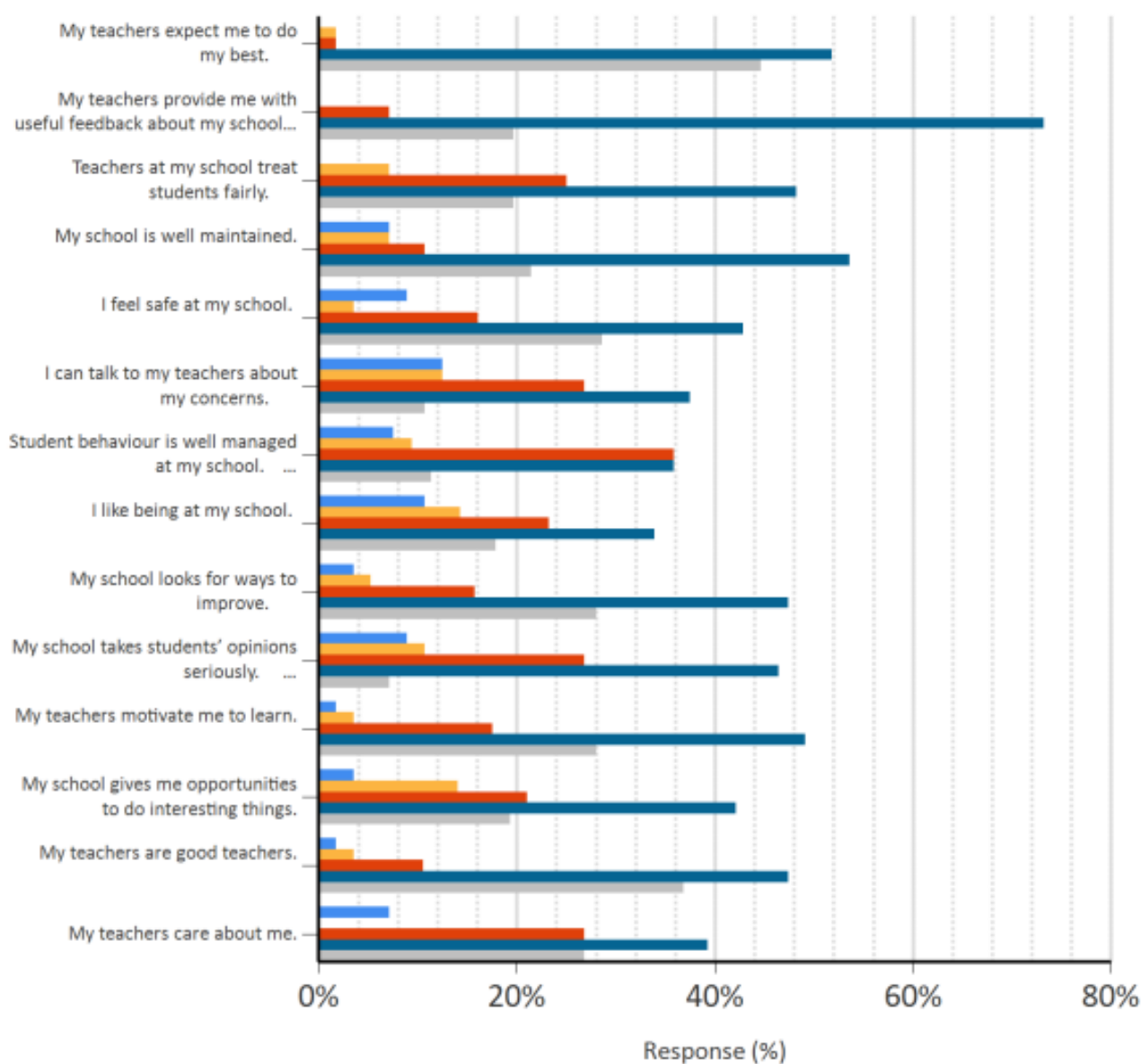
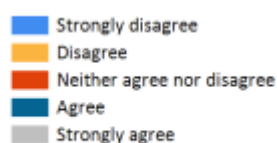
Parent School Opinion Survey 2021



Staff Satisfaction Survey Results 2021



Student Satisfaction Survey Results 2021



Financial Summary

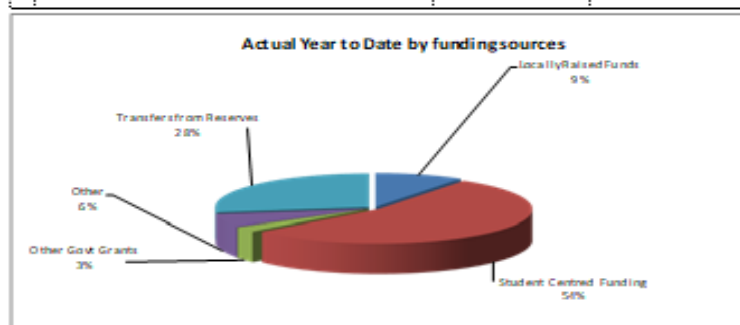
All funds are used and accounted for as per the Funding Agreement document. The School Finance committee meets every term to review spending and budgets. Finance data is presented to the School Council every term.

Kalbarri District High School

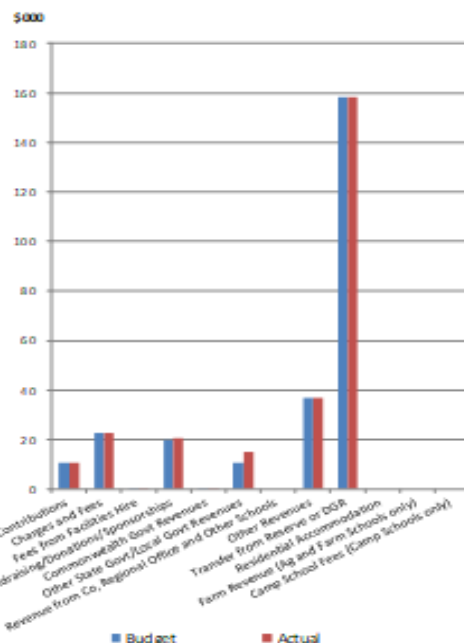
Financial Summary as at

Enter date here i.e. 31/12 /2022

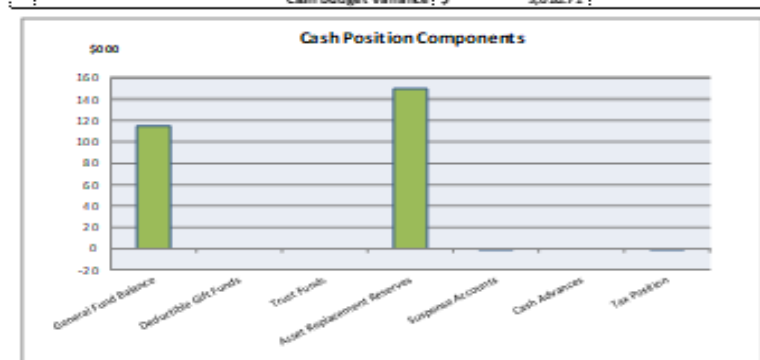
Revenue - Cash & Salary Allocation	Budget	Actual
1. Voluntary Contributions	\$ 10,598.72	\$ 10,598.72
2. Charges and Fees	\$ 22,726.83	\$ 22,726.36
3. Fees from Facilities Hire	\$ 250.00	\$ 250.00
4. Fundraising/Donations/Sponsorships	\$ 19,915.66	\$ 20,415.66
5. Commonwealth Govt Revenues	\$ 34.00	\$ 34.00
6. Other State Govt/Local Govt Revenues	\$ 10,387.50	\$ 14,796.59
7. Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8. Other Revenues	\$ 36,657.97	\$ 36,659.97
9. Transfer from Reserve or DGR	\$ 15,8341.37	\$ 15,8341.37
10. Residential Accommodation	\$ -	\$ -
11. Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12. Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 258,905.05	\$ 263,815.67
Opening Balance	\$ 104,082.00	\$ 104,082.21
Student Centred Funding	\$ 212,695.66	\$ 312,695.66
Total Cash Funds Available	\$ 655,682.71	\$ 680,593.54
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 655,682.71	\$ 680,593.54



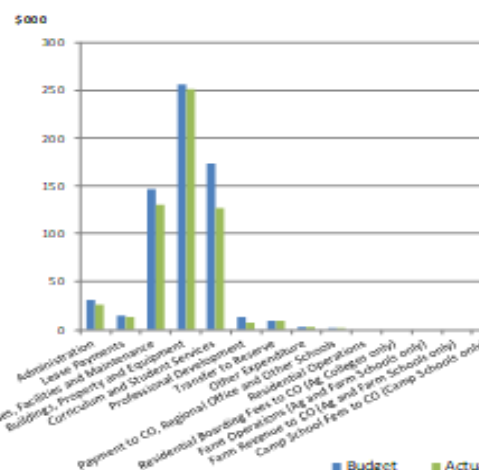
Locally Raised Revenue - Budget vs Actual



Expenditure - Cash and Salary	Budget	Actual
1. Administration	\$ 31,196.60	\$ 25,536.33
2. Lease Payments	\$ 14,450.00	\$ 12,981.95
3. Utilities, Facilities and Maintenance	\$ 946,741.85	\$ 930,605.04
4. Buildings, Property and Equipment	\$ 256,382.66	\$ 250,793.35
5. Curriculum and Student Services	\$ 173,182.56	\$ 127,084.37
6. Professional Development	\$ 13,000.00	\$ 6,882.25
7. Transfer to Reserve	\$ 8,677.00	\$ 8,677.00
8. Other Expenditure	\$ 5,913.33	\$ 2,003.08
9. Payment to CO, Regional Office and Other Schools	\$ 519.00	\$ 519.00
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)	\$ -	\$ -
Total Goods and Services Expenditure	\$ 646,072.00	\$ 565,012.37
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 646,072.00	\$ 565,012.37
Cash Budget Variance	\$ 9,610.71	



Goods and Services Expenditure - Budget vs Actual



Cash Position Components	
Bank Balance	\$ 263,624.15
Made up of:	
1. General Fund Balance	\$ 115,588.37
2. Debtivable Gift Funds	\$ -
3. Trust Funds	\$ -
4. Asset Replacement Reserves	\$ 150,007.23
5. Suspense Accounts	\$ (1,027.25)
6. Cash Advances	\$ -
7. Tax Position	\$ (1,027.03)
Total Bank Balance	\$ 263,624.15

Identified school priority	Progress against priority	Planned actions
Success for all Students 1. 80% of students completing ON-Entry in Pre-Primary achieve expected median score in all areas 2. Student achievement in all areas of NAPLAN is at or above like schools 3. The mean progress of our Year 3 to 5 to 7 to 9 stable cohort in all NAPLAN domains is above that of Like Schools 4. The percentage of Year 9 students in bands 9 & 10 for NAPLAN will improve to at or above Like Schools 5. The percentage of Year 7 students in bands 8 to 10 for NAPLAN will improve to at or above Like Schools 6. Eligible Year 12 students' WACE attainment rate will be maintained at 100% 7. Eligible Year 12 students' completion of Certificate Courses will be maintained at or above 90%	<ul style="list-style-type: none"> We have seen an improvement in the percentage of students achieving above the expected median, in all areas of testing, between 2021 and 2022, in On-Entry testing Year 3 students are below Like Schools in all areas except Reading and Year 7 students are below in all areas except Numeracy. All other year levels are above Like Schools in all areas Our stable cohort are equal or better than Like Schools in 7 of the domains from 2019 to 2021. This same stable cohort is behind in 8 of the domains against Like Schools by between 1 and 24 NAPLAN points Our Year 9 students have a greater percentage in the Top 20% compared to Like Schools in 3 of the 5 test areas, only falling behind by 2 and 3 percent in Writing and Spelling respectively Our Year 7 students had no students in the Top 20% compared to Like Schools Our Year 12 WACE attainment rate varies from year to year depending on the number of students that we have complete Year 12. It has averaged out at 48.5% over the last six years Our Year 12 Completion of Certificate course rate varies from year to year depending on the number of students that we have complete Year 12. It has averaged out at 70.33% over the last six years. 	<ul style="list-style-type: none"> Ensure effective delivery of the WA curriculum in all classrooms Implement age appropriate and targeted instruction programs in Literacy Support the academic needs of all students Explicit teaching pedagogy, especially in Literacy and Numeracy Ensure Early Childhood remains a high priority Integrate the use of ICT in all learning areas Incorporate STEAM across the school Provide individual pathways for Secondary Students

High Quality Teaching and Leadership 1. Teachers collaboratively planning, delivering, and assessing curriculum areas 2. Teachers receive regular feedback and opportunities for reflection via classroom coaching and observation 3. All teaching staff will participate in Professional Learning in Explicit Instruction	<ul style="list-style-type: none"> We have made structural changes to the primary school timetable to provide collaborative DOTT time amongst the different phases of school. Collaborative sessions are planned for each fortnight with a focus on data analysis and teaching practice COVID, Cyclone Seroja and Union directives have prevented regular classroom observation. We have timetabled additional DOTT for an internal coach as part of the Teachwell course that KDHS is involved in through the Midwest Network As part of the Teachwell program offered through the Midwest Network, all staff have the opportunity to be involved in PL in Explicit Instruction. Additional PL has been delivered as School Development Days and Trade Off sessions 	<ul style="list-style-type: none"> Staff to set growth targets for PL and development through Performance Development, aligned to AITSL Teacher Standards All staff to participate in continuous Professional Learning cycles that target school priorities Staff to demonstrate an increasing complexity of data literacy to inform planning Clear and visible leadership in every classroom Develop a school-wide Teaching and Learning framework
Culture, Community & Care 1. Increase the percentage of students with Regular Attendance to that of Like Schools 2. Parent, Staff and students will respond with 4 or above in the Satisfaction Survey	<ul style="list-style-type: none"> Cyclone Seroja and COVID have impacted heavily on our regular attendance through 2020 and 2021. We have made great progress on improving that so far and look to return to being above Like Schools in 2022 There has been an improvement on the average response score between the 2018 and 2021 Parent, Staff and Student School Survey. The average parent score has increased from 3.4 to 3.83. The average Staff score increased from 3.94 to 4.32 and the average Student score increased from 3.49 to 4.01 	<ul style="list-style-type: none"> Increase community engagement Increase relationships with agencies and network Supporting students

