



Kalbarri Youth Spaces



Science Week



Swimming Carnival

KALBARRI DISTRICT HIGH SCHOOL

ANNUAL REPORT 2025



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Breakfast Club

MESSAGE FROM THE PRINCIPAL

The 2025 school year has been another productive and positive year for Kalbarri District High School. Our focus has remained firmly on strengthening student outcomes, building strong relationships within our community, and ensuring that every student feels supported to achieve success.

Throughout the year, staff have worked collaboratively to implement the priorities outlined in our School Business Plan 2024–2026. A continued focus on explicit instruction, data-informed teaching practices and targeted intervention programs has supported improved student engagement and learning outcomes across the school.

Student well-being has remained a key priority. The Student Services team has continued to play an important role in supporting students through proactive wellbeing initiatives, individual support programs and strong partnerships with families.

Kalbarri DHS continues to benefit from a dedicated and passionate staff who are committed to providing a high-quality education for students from Kindergarten through to Year 12. Staff collaboration and professional learning have remained central to our improvement agenda.

Our school community continues to be a strength of Kalbarri DHS. We value the ongoing support of families, local organisations, and the School Council who work alongside the school to provide opportunities and experiences that enrich student learning.

As we move into 2026, we remain committed to strengthening student outcomes, fostering a strong culture of belonging and continuing to build a school community where every student is known, supported and encouraged to succeed.

Tyler Caddy
Principal

SCHOOL COUNCIL

The Kalbarri District High School Council continues to play an important role in supporting the governance and strategic direction of the school.

Throughout 2025 the Council met regularly to review school progress, provide feedback on key initiatives and support the implementation of the School Business Plan. Council membership continues to reflect a broad range of community perspectives including parents, staff, students and local community representatives.

The School Council has continued to support the school through:

- Providing oversight of school priorities and planning
- Supporting community engagement initiatives
- Reviewing school policies and strategic direction
- Contributing to discussions regarding student wellbeing and learning outcomes

The Council's ongoing commitment to the school ensures that decisions reflect the needs and aspirations of the Kalbarri community.

We thank all members of the School Council for their continued support and dedication.



Harmony Week

OUR SCHOOL

ABOUT OUR SCHOOL

Kalbarri District High School is located in the coastal town of Kalbarri, approximately 600 kilometres north of Perth. As a District High School catering for students from Kindergarten to Year 12, the school plays an important role in the local community and provides a supportive and inclusive learning environment for students of all ages.

The school makes the most of its unique location by incorporating the surrounding natural environment and community into learning opportunities. Kalbarri DHS values its connection with the local Nhandra community and works with local organisations to provide authentic learning experiences for students.

Students in the Primary School are taught MESH subjects by their classroom teacher, while also having access to specialist teachers who deliver programs in Science, Technologies, Physical Education, Visual Arts, Music and Indonesian (LOTE). These programs complement classroom learning and allow students to develop a wide range of skills and interests. Year 6 students also participate in transition activities designed to support their move into secondary schooling.

In the Secondary School, students follow a comprehensive curriculum including English, Mathematics, Science and Humanities and Social Sciences, alongside a range of elective subjects. These electives provide opportunities for students to explore practical and creative areas such as Outdoor Education, Design and Technologies, Bushrangers, Visual Arts, Jewellery, Creative Cooking and Home Economics.

Senior students are supported through a variety of pathways including General courses, ATAR courses through the School of Isolated and Distance Education (SIDE), and Vocational Education and Training programs delivered in partnership with Central Regional TAFE in Geraldton. These pathways allow students to pursue university, training or employment opportunities after leaving school.

Kalbarri District High School places a strong emphasis on student wellbeing and creating a positive school culture. The Positive Behaviour Support program, based on the values of Respect, Responsibility, Caring and Aspire, helps create a safe and supportive learning environment where students feel connected and supported.

Through strong relationships between staff, students and families, Kalbarri District High School continues to provide a well-rounded education and a range of opportunities that support students to achieve success both at school and beyond.

OUR COMMUNITY

STUDENT ENROLMENTS

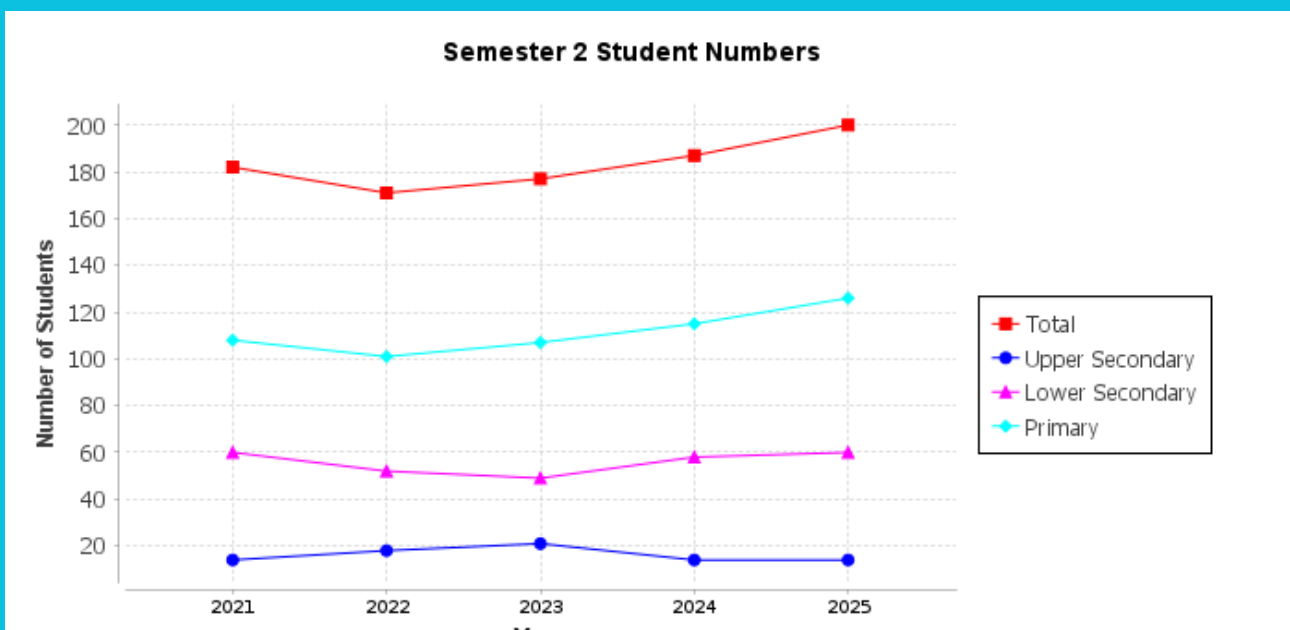
Kalbarri District High School has experienced steady enrolment growth over recent years, with student numbers increasing to 200 students in Semester 2, 2025, the highest enrolment recorded for the school in recent years. *DATA EXCLUDES KINDY

Primary enrolments continue to make up the largest portion of the school population, increasing from 108 students in 2021 to 126 students in 2025. Lower Secondary enrolments have also grown, rising from 49 students in 2023 to 60 students in 2025, reflecting stronger retention into the secondary years. Upper Secondary enrolments have remained relatively stable, with 14 students enrolled in Years 11 and 12 in 2025.

As a district high school located in a regional coastal community, Kalbarri DHS continues to experience a degree of student mobility, with families often relocating to and from the area for employment or lifestyle changes. Despite this, the school has seen overall growth in enrolments and continues to adapt its programs and resource allocation to meet the diverse needs of students across all year levels.

Maintaining strong engagement and retention of students through the secondary years remains a key priority for the school, ensuring that students have access to meaningful learning pathways and opportunities that prepare them for further education, training and employment.

Semester 2	2021	2022	2023	2024	2025
Primary (Excluding Kin)	108	101	107	115	126
Lower Secondary	60	52	49	58	60
Upper Secondary	14	18	21	14	14
Total	182	171	177	187	200



OUR COMMUNITY

PARENT SATISFACTION

Positive relationships with families remain a priority for Kalbarri DHS.

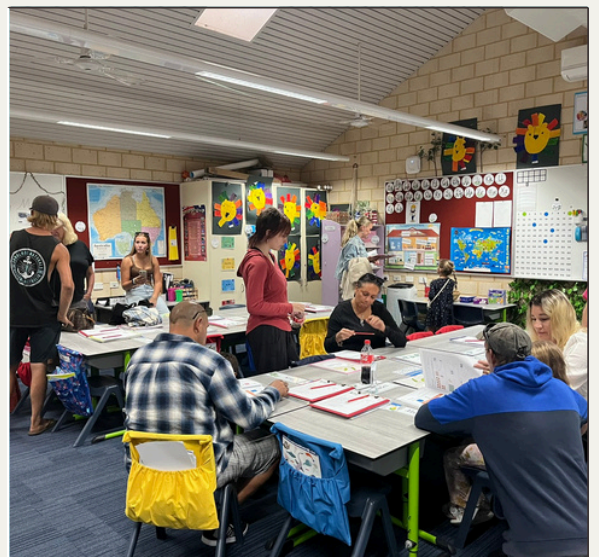
Parents are encouraged to be actively involved in the school through assemblies, sporting events, classroom activities, and community events. Open communication between staff and families continues to strengthen trust and collaboration.

Feedback from parents indicates that the school maintains strong relationships with families and that staff are approachable and supportive of student learning.

Parent satisfaction surveys were not conducted during 2025. The school continues to maintain regular communication with families through newsletters, community events, meetings and direct engagement with staff.



Rainbow Fest



Open Night

OUR COMMUNITY

STAFF WELLBEING AND WORKPLACE CULTURE

In 2025, Kalbarri District High School participated in the People at Work survey, a national workplace wellbeing tool used to assess psychosocial risk factors, workplace culture and staff wellbeing.

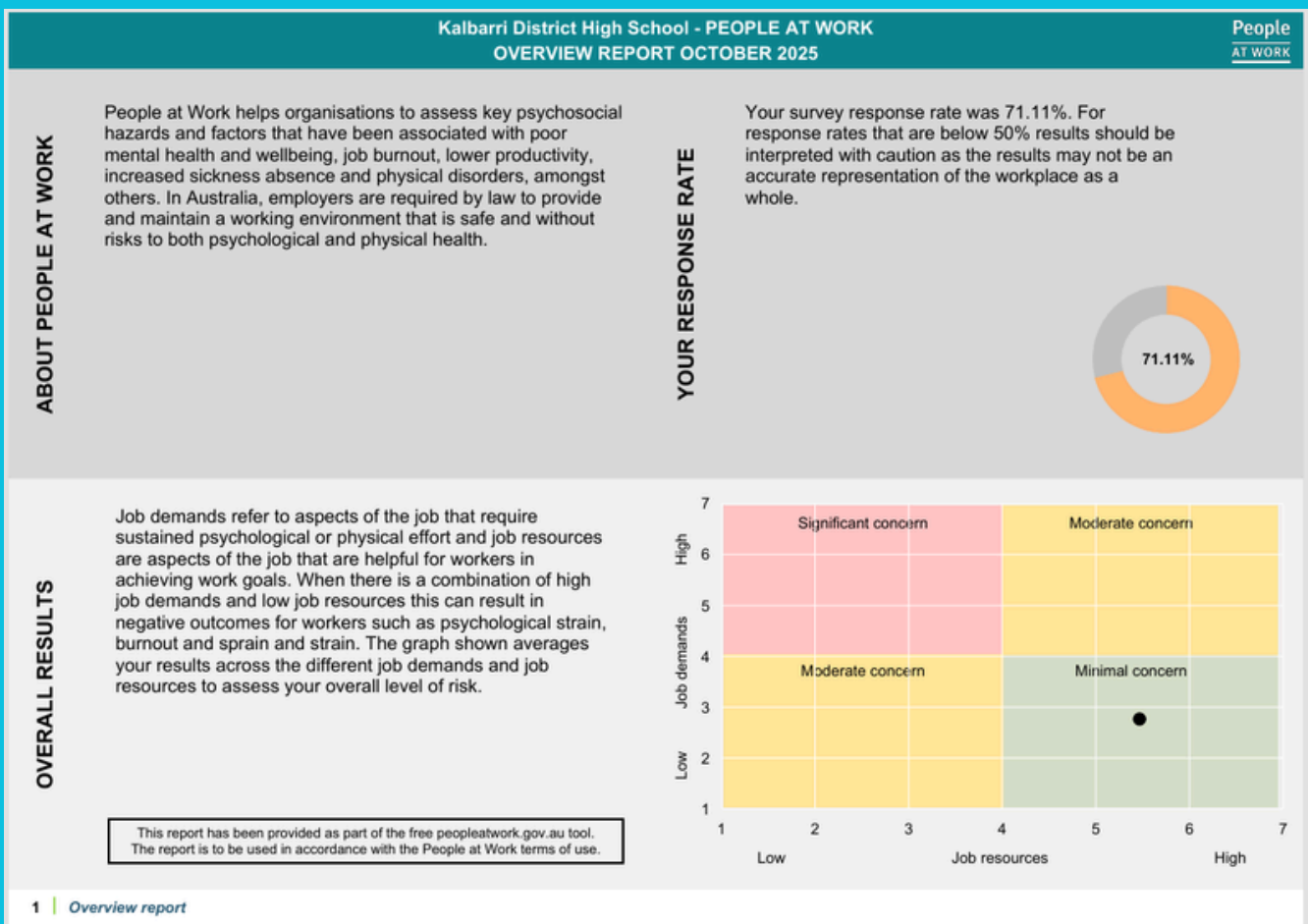
The survey achieved a response rate of 71.11%, providing a strong representation of staff perspectives across the school.

Overall results indicated that job resources at the school are generally strong, particularly in areas such as supervisor support, co-worker support, and praise and recognition. These areas scored within the high range, indicating that staff feel supported by colleagues and leadership and that positive workplace relationships are a strength of the school.

Job demands were generally within the low to moderate range, although emotional demands were identified as an area that may require ongoing monitoring. These findings are consistent with the complex nature of working in a school environment and highlight the importance of maintaining strong well-being supports for staff.

The survey also identified areas where the school can continue to improve, including maintaining clear communication and ensuring staff are consulted effectively during periods of change.

The results of the survey will be used to guide future wellbeing initiatives and workplace improvement strategies. The school is committed to fostering a positive workplace culture where staff feel supported, valued and able to perform their roles effectively.



OUR COMMUNITY

STUDENT VOICE

Using the Safe and Friendly Schools for Students Framework, success is created through student engagement, belonging, connection and safety, with student voice being a key element. At KDHS we strongly believe that students need to have an active role in decision making, innovation and advocacy to achieve this success.

Student Voice guides decision making at KDHS, and we have students represented on the School Council, the Green Team that runs sustainability practices and we use Student Surveys to evaluate teaching and learning, behaviour and engagement, health and wellbeing.

Our Student Councillors are leaders in the school and are chosen both by their peers and staff to advocate for student rights, to represent the school at functions/events and to present new ideas to the school for the betterment of students. We have Student Councillors from each year group, Year 4 - Year 12. The position of Student Councillor is coveted and esteemed due to a culture where leadership is encouraged and valued.

We also encourage and guide our students to have an active voice in the community.



Naidoc Week



Two Way Science



Nhanda Cooking



Message Sticks



Sand Mural



Wheelchair Basketball



Dolly Day



Art Enrichment

SCHOOL PERFORMANCE

BUSINESS PLAN TARGETS

There is a shared vision amongst staff that all students can learn successfully and a commitment to being creative in planning to meet the needs of all students. The Business Plan was reflected upon and analysed by staff over the last 12 months in staff meetings and School Development Days with new targets being set and new strategies to achieve these. As indicated, staff have reflected on the Domains individually, and in group situations, and then identified focus areas for improvement. Department strategic direction documents have been used to ensure that the school's direction is aligned with the vision of the Department.

TARGETS

Early Childhood:

1. 80% of students completing On-Entry in Pre-Primary achieve expected median score in all areas

Primary School:

1. The percentage of all primary students in exceeding and strong for NAPLAN will improve to be above Like Schools
2. Progress between On-entry and Year 3 NAPLAN in English and Numeracy will be at or above like schools
3. Progress between Year 3 and 5 NAPLAN in English and Numeracy will be at or above like schools

Lower Secondary (Year 7-9):

1. The percentage of all secondary students in exceeding and strong for NAPLAN will improve to be above Like Schools
2. Progress between Year 5 and Year 7 NAPLAN in English and Numeracy will be at or above like schools
3. Progress between Year 7 and 9 NAPLAN in English and Numeracy will be at or above like schools

Senior Secondary (Year 10-12):

1. Eligible Year 12 students will complete an ATAR or VET Pathway with a post school destination.
2. Eligible Year 12 students' completion of Certificate Courses will be maintained at or above 90%

SUCCESS FOR ALL STUDENTS



HIGH QUALITY TEACHING AND LEADERSHIP

TARGETS

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 High Impact Instruction Professional Learning

TARGETS

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
3. Increase engagement and response to the voice of Aboriginal families and communities.

CULTURE, COMMUNITY AND CARE



SCHOOL PERFORMANCE

STUDENT ACHIEVEMENT

Student achievement data is regularly analysed at Kalbarri District High School to inform teaching practices and identify areas for improvement. Staff review NAPLAN and internal assessment data to guide targeted teaching strategies and support student learning across all year levels.

The 2025 NAPLAN comparative performance summary indicates a mixed pattern of results across year levels and learning areas. While some cohorts performed within the expected range relative to predicted school means, other areas were identified as below expected performance, particularly in aspects of literacy, including spelling, writing and reading in several year groups.

Encouragingly, some areas of strength were also evident within the data. Writing results for Year 7 students showed strong performance above the predicted school mean, and previous cohorts demonstrated above-expected achievement in several areas across earlier testing cycles.


As a small regional district high school, variations between cohorts can have a significant impact on overall results due to small student numbers. For this reason, the school continues to focus on long-term improvement strategies rather than relying solely on year-to-year comparisons.

Throughout 2025, staff continued to strengthen whole-school approaches to literacy and numeracy through explicit instruction, consistent teaching practices and targeted support for students requiring additional assistance. Professional learning and collaborative planning within learning areas have supported staff to analyse student data and implement strategies aimed at improving student outcomes.

Improving literacy and numeracy outcomes remains a key focus within the school's Business Plan, with staff continuing to monitor progress and refine teaching strategies to support all students in achieving their potential.

Comparative Performance Summary

	Year 3			Year 5			Year 7			Year 9		
	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025
Numeracy	-0.5	-1.0	-1.2	0.8	0.0	0.2	2.0	-0.3	-2.3	0.4	0.5	-0.6
Reading	-0.1	-0.6	-1.1	1.3	0.9	-0.4	1.8	1.5	-1.4	0.3	0.5	-1.0
Writing	0.3	0.2	-1.7	-0.8	-0.9	-2.3	1.4	-0.2	1.7	1.8	-0.9	-0.3
Spelling	-0.1	-1.1	-1.5	-0.7	-0.5	-1.2	0.6	1.1	-0.2	0.5	-1.8	-2.7
Grammar & Punctuation	-0.2	-1.7	-0.8	-0.3	-0.3	-0.1	1.4	1.1	-0.5	-0.2	-1.5	-1.7

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SCHOOL PERFORMANCE

STUDENT ACHIEVEMENT

Comparative Performance for Year 3

Year 3	Performance			Students		
	2023	2024	2025	2023	2024	2025
Numeracy	-0.5	-1.0	-1.2	18	17	13
Reading	-0.1	-0.6	-1.1	18	18	12
Writing	0.3	0.2	-1.7	18	17	12
Spelling	-0.1	-1.1	-1.5	18	18	13
Grammar & Punctuation	-0.2	-1.7	-0.8	18	18	13

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Year 3	Performance		Students	
	2019	2021	2019	2021
Numeracy	0.8	-1.2	20	12
Reading	-1.2	-1.0	20	12
Writing	0.3	-0.7	20	11
Spelling	-0.3	-2.6	19	12
Grammar & Punctuation	-0.1	-1.4	19	12

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The Year cohorts have shown varying results across the testing cycles. As a small school, cohort size can have a significant impact on comparative data from year to year. The current cohort has been supported through targeted literacy and numeracy intervention programs, including small group support and explicit teaching strategies delivered by experienced staff. These programs focus on strengthening foundational skills in reading, writing and numeracy, with an emphasis on high-impact instructional practices. Staff continue to monitor student progress closely and adjust teaching strategies to support ongoing improvement in student achievement.

Comparative Performance for Year 5

Year 5	Performance			Students		
	2023	2024	2025	2023	2024	2025
Numeracy	0.8	0.0	0.2	11	15	15
Reading	1.3	0.9	-0.4	12	15	18
Writing	-0.8	-0.9	-2.3	12	14	19
Spelling	-0.7	-0.5	-1.2	12	15	18
Grammar & Punctuation	-0.3	-0.3	-0.1	12	15	18

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Year 5	Performance		Students	
	2019	2021	2019	2021
Numeracy	1.5	0.3	15	17
Reading	0.1	1.9	15	17
Writing	0.2	1.3	12	15
Spelling	1.0	0.2	15	17
Grammar & Punctuation	-1.4	-0.3	15	17

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SCHOOL PERFORMANCE

STUDENT ACHIEVEMENT

Comparative Performance for Year 7

Year 7	Performance			Students		
	2023	2024	2025	2023	2024	2025
Numeracy	2.0	-0.3	-2.3	15	13	16
Reading	1.8	1.5	-1.4	16	13	14
Writing	1.4	-0.2	1.7	15	12	14
Spelling	0.6	1.1	-0.2	15	13	14
Grammar & Punctuation	1.4	1.1	-0.5	15	13	14

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Year 7	Performance		Students	
	2019	2021	2019	2021
Numeracy	-0.3	-1.5	26	9
Reading	-0.9	0.8	27	10
Writing	0.0	0.2	27	9
Spelling	0.3	0.3	27	10
Grammar & Punctuation	-1.3	0.3	27	10

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The Year 7 and Year 9 achievement data reflects the variability that can occur within small cohorts in a district high school setting. While some areas show results within or above the expected range, other areas have been identified as requiring further focus. Staff continue to analyse this data closely and use it to inform teaching practice and targeted intervention programs. A strong emphasis remains on strengthening literacy and numeracy skills through explicit instruction, differentiated learning programs and additional support where required. Ongoing monitoring of student progress allows staff to respond to individual learning needs and support continued improvement across cohorts.

Comparative Performance for Year 9

Year 9	Performance			Students		
	2023	2024	2025	2023	2024	2025
Numeracy	0.4	0.5	-0.6	9	11	22
Reading	0.3	0.5	-1.0	10	12	22
Writing	1.8	-0.9	-0.3	10	11	21
Spelling	0.5	-1.8	-2.7	8	11	19
Grammar & Punctuation	-0.2	-1.5	-1.7	8	11	19

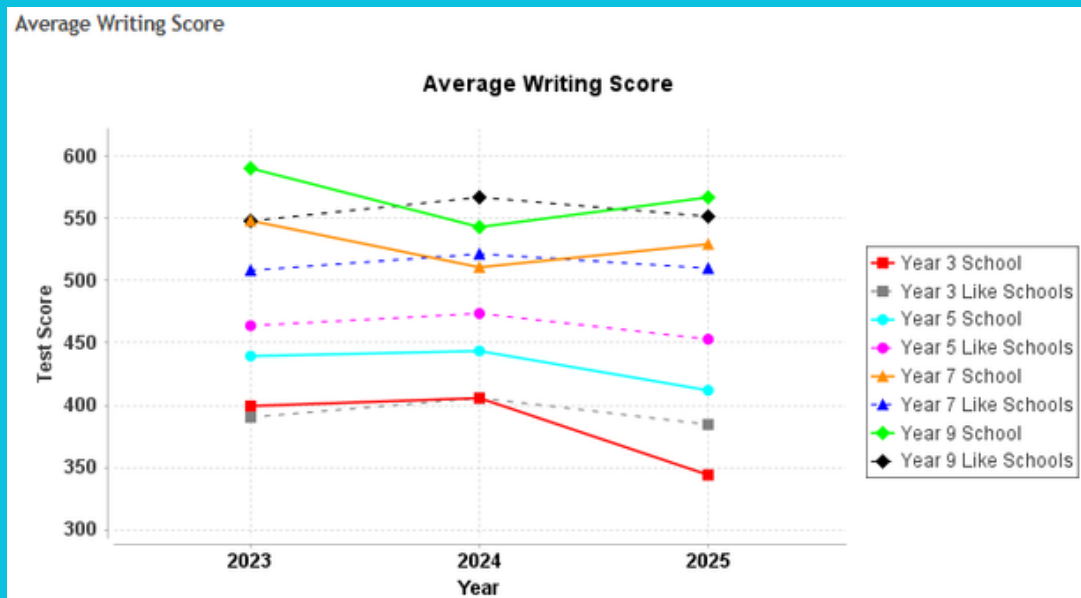
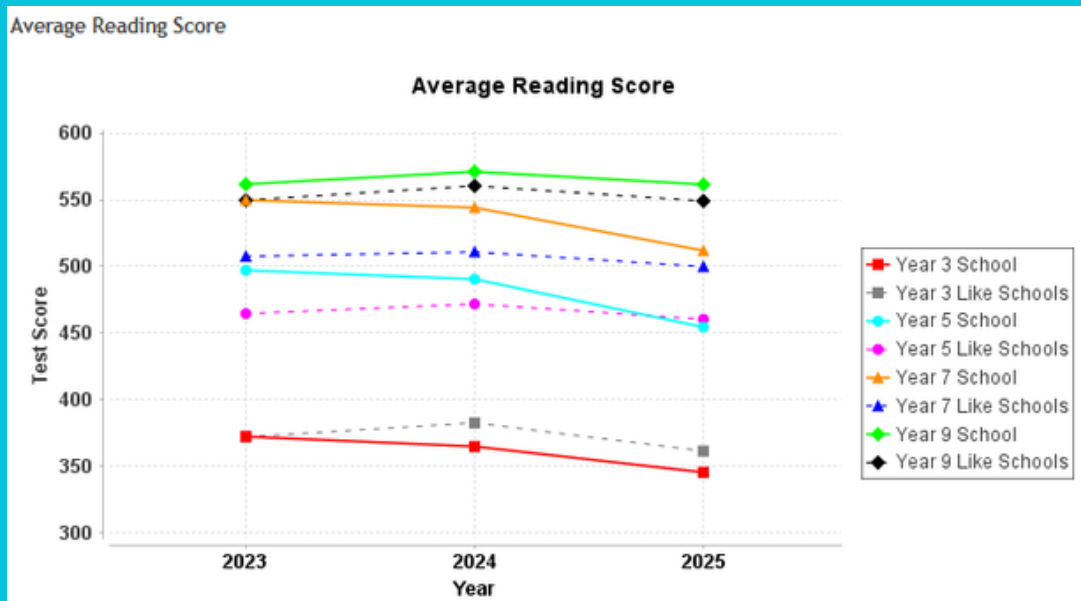
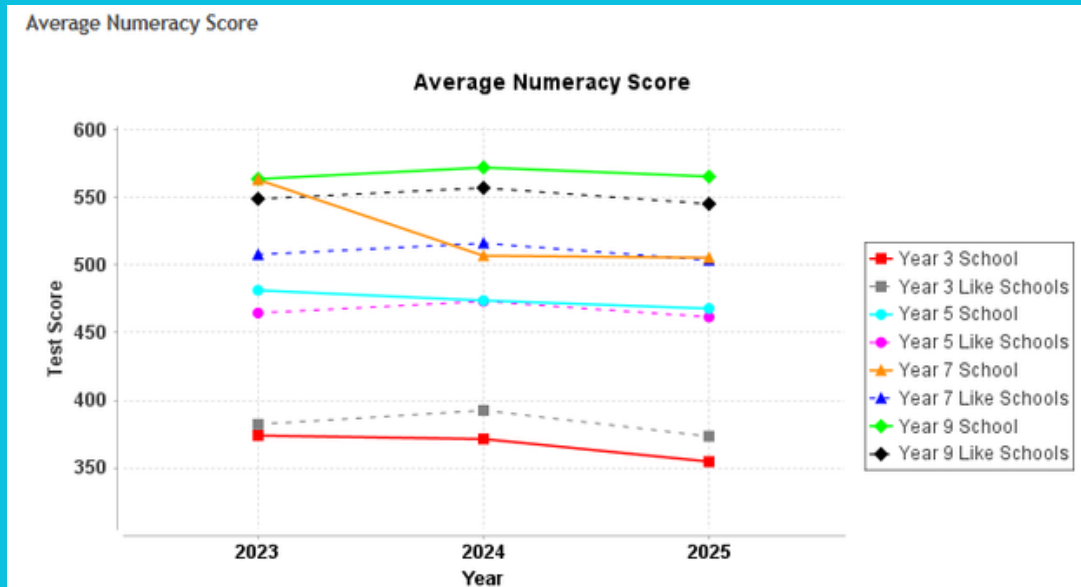
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Year 9	Performance		Students	
	2019	2021	2019	2021
Numeracy	-3.3	-1.0	12	18
Reading	1.2	1.6	12	19
Writing	0.7	1.4	12	18
Spelling	0.7	-1.5	12	18
Grammar & Punctuation	-1.5	0.2	12	18

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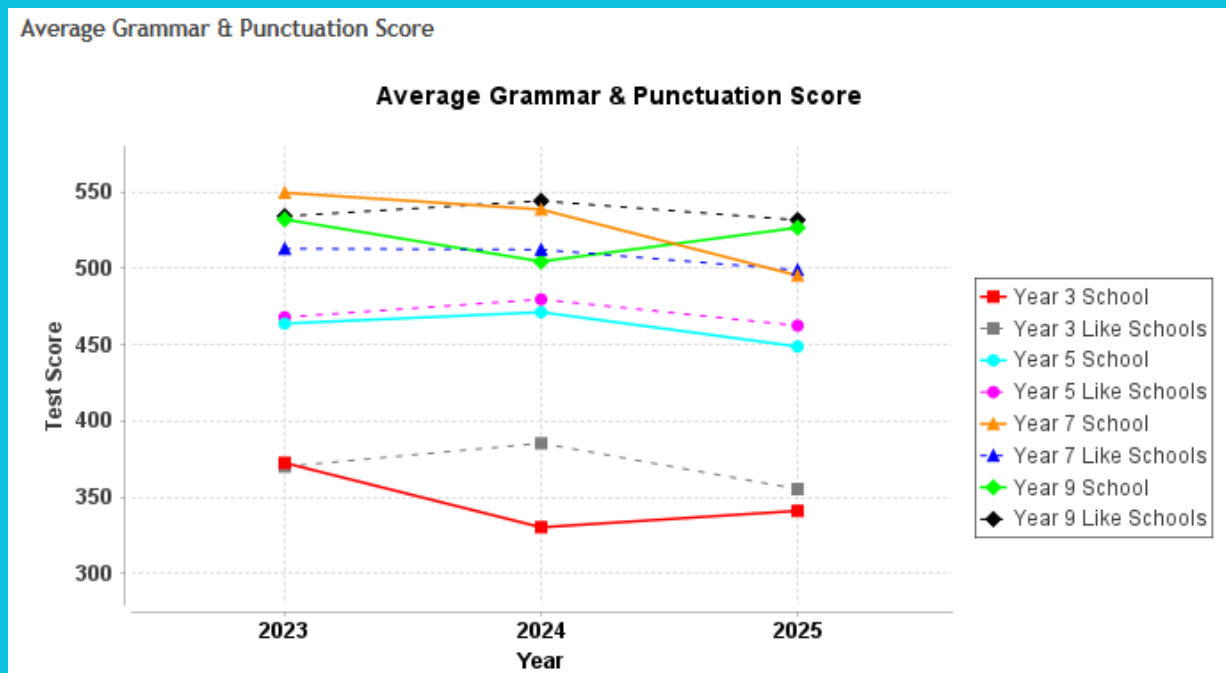
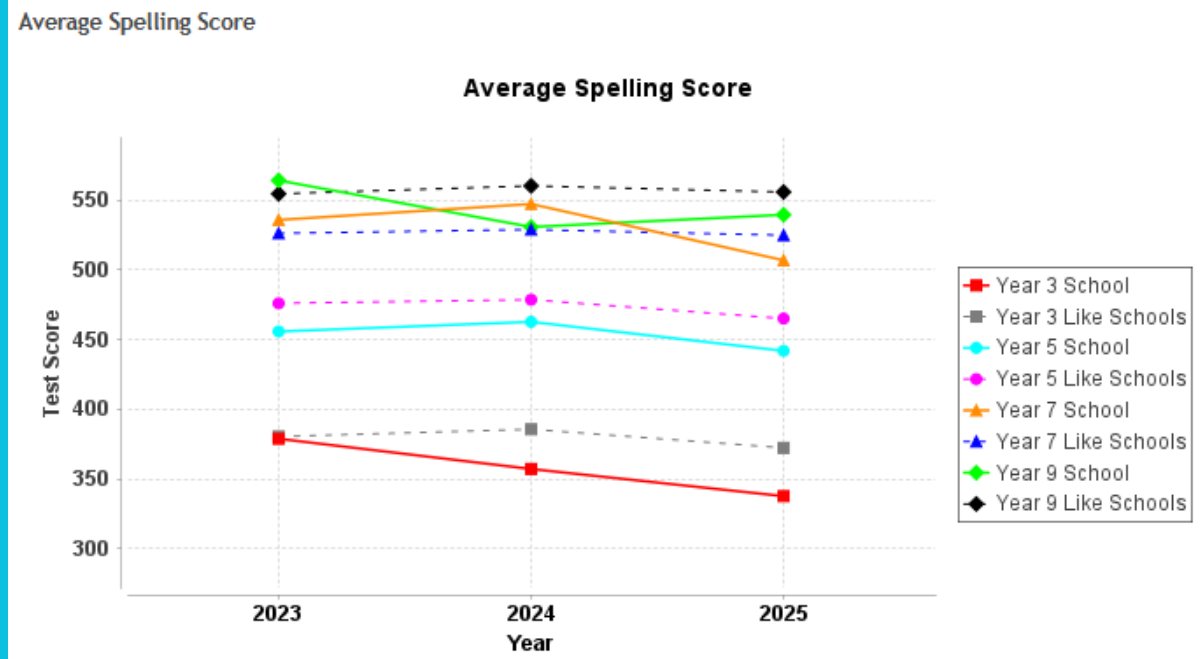
SCHOOL PERFORMANCE

STUDENT ACHIEVEMENT



SCHOOL PERFORMANCE

STUDENT ACHIEVEMENT



SCHOOL PERFORMANCE

STUDENT ACHIEVEMENT

The Attendance Team review attendance regularly. A Badged Attendance Officer collaborates with the Regional Attendance Team and conducts home visits. 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.

Primary Attendance Rates

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2023	87.2%	89.5%	90.3%	84.1%	76.9%	74.3%	86.9%	88.4%	88.9%
2024	87.9%	90.9%	91.0%	79.4%	83.7%	74.3%	86.7%	90.4%	89.4%
2025	84.5%	89.5%	90.7%	79.1%	79.6%	73.2%	83.7%	88.7%	89.1%

Secondary Attendance Rates

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2023	84.4%	82.8%	84.9%	77.4%	67.7%	59.2%	83.8%	81.6%	82.5%
2024	80.5%	82.9%	84.7%	71.9%	62.7%	57.6%	79.8%	81.8%	82.2%
2025	83.2%	81.3%	84.5%	77.6%	66.2%	55.6%	82.5%	80.1%	81.7%

- The current OLN data show how we compare to like schools. Beside those students with learning disabilities, all students generally achieve OLN by Year 12 and qualify for WACE. Year 11/12 students are placed in Foundation Courses until they achieve OLN. Students in Year 9/10 work in small groups with differentiated learning programs to develop the skills to achieve OLN.

OLNA - Current Student Standing

Student Type :

	Year 10 Students - Qualified In		
	Year 9	Year 10	Not Qualified
2025	2	2	6
	20.0%	20.0%	60.0%
Like Schools	14.1%	31.8%	54.1%

	Year 11 Students - Qualified In			
	Year 9	Year 10	Year 11	Not Qualified
2025	1	6	0	3
	10.0%	60.0%	0.0%	30.0%
Like Schools	12.7%	27.0%	22.5%	37.8%

	Year 12 Students - Qualified In				
	Year 9	Year 10	Year 11	Year 12	Not Qualified
2025	0	1	2	0	1
	0.0%	25.0%	50.0%	0.0%	25.0%
Like Schools	18.7%	33.7%	19.4%	11.1%	17.0%

ANNUAL BUDGET



Department of
Education

Operational-Dec 2025

Operational One Line Budget Statement

Issued on 4 March 2026

School: Kalbarri District High School School Year: Dec 2025 (Verified Dec Cash)

Region: Midwest Region Aria: 6.6
Distance to Perth (km): 497.76

One Line Budget - Dec 2025

	Current Budget	Actual YTD	Variance
Carry Forward (Cash):	\$ 120,540	120,540	-0
Carry Forward (Salary):	\$ 90,168	90,168	0
INCOME			
Student-Centred Funding (including School Transfers & Department Adjustments):	\$ 4,257,575	4,257,575	0
Locally Raised Funds:	\$ 115,115	113,358	1,758
Total Funds:	\$ 4,583,398	4,581,641	1,757
EXPENDITURE			
Salaries:	\$ 3,732,755	3,732,755	0
Goods and Services (Cash):	\$ 715,734	614,849	100,885
Total Expenditure:	\$ 4,448,488	4,347,604	100,885
Variance:	\$ 134,910	234,038	-99,128

Income

	Current Budget	Actual YTD	Variance
Carry Forward (Cash)	\$120,539.59	\$120,540.00	\$-.41
Carry Forward (Salary)	\$90,167.71	\$90,167.71	\$0.00
Student-Centred Funding (including School Transfers & Department Adjustments)	\$4,257,575.48	\$4,257,575.48	\$0.00
Per Student	\$1,996,773.00	\$1,996,773.00	\$0.00
School and Student Characteristics	\$1,774,976.60	\$1,774,976.60	\$0.00
Disability Adjustments	\$48,991.24	\$48,991.24	\$0.00
Targeted Initiatives	\$428,336.94	\$428,336.94	\$-.00
Operational Response Allocation	\$8,497.70	\$8,497.70	\$0.00
Regional Allocation	\$0.00	\$0.00	\$0.00
School Transfers - Salary	\$-410,000.00	\$-410,000.00	\$0.00

ANNUAL BUDGET



Department of
Education

Operational-Dec 2025

School Transfers - Cash	\$410,000.00	\$410,000.00	\$0.00
Department Adjustments	\$0.00	\$0.00	\$0.00
Locally Raised Funds (Revenue)	\$115,115.44	\$113,357.92	\$1,757.52
Voluntary Contributions	\$14,917.50	\$13,159.75	\$1,757.75
Charges and Fees	\$45,572.00	\$45,572.00	\$0.00
Fees from Facilities Hire	\$227.27	\$227.27	\$0.00
Fundraising/Donations/Sponsorships	\$7,233.65	\$7,233.65	\$0.00
Commonwealth Govt Revenues	\$539.00	\$539.00	\$0.00
Other State Govt/Local Govt Revenues	\$7,351.00	\$7,351.00	\$0.00
Revenue from CO, Regional Office and Other schools	\$6,500.00	\$6,500.00	\$0.00
Other Revenues	\$32,775.02	\$32,775.25	\$-23
Transfer from Reserve or DGR	\$0.00	\$0.00	\$0.00
Residential Accommodation	\$0.00	\$0.00	\$0.00
Farm Revenue (Ag and Farm Schools only)	\$0.00	\$0.00	\$0.00
Camp School Fees (Camp Schools only)	\$0.00	\$0.00	\$0.00
Total	\$4,583,398.22	\$4,581,641.11	\$1,757.11

Expenditure

	Current Budget	Actual YTD	Variance
Salaries	\$3,732,754.58	\$3,732,754.58	\$0.00
Appointed Staff	\$3,418,614.08	\$3,418,614.08	\$0.00
New Appointments	\$0.00	\$0.00	\$0.00
Casual Payments	\$299,991.36	\$299,991.36	\$0.00
Other Salary Expenditure	\$14,149.14	\$14,149.14	\$0.00
Goods and Services (Cash Expenditure)	\$715,733.87	\$614,848.94	\$100,884.93
Administration	\$55,647.48	\$50,043.27	\$5,604.21
Lease Payments	\$0.00	\$0.00	\$0.00
Utilities, Facilities and Maintenance	\$164,377.36	\$135,781.93	\$28,595.43
Buildings, Property and Equipment	\$147,687.05	\$135,962.70	\$11,724.35
Curriculum and Student Services	\$222,694.87	\$192,947.84	\$29,747.03
Professional Development	\$47,933.12	\$22,774.75	\$25,158.37
Transfer to Reserve	\$62,604.00	\$62,604.00	\$0.00
Other Expenditure	\$14,035.99	\$13,980.45	\$55.54
Payment to CO, Regional Office and Other schools	\$754.00	\$754.00	\$0.00
Residential Operations	\$0.00	\$0.00	\$0.00
Residential Boarding Fees to CO (Ag Colleges only)	\$0.00	\$0.00	\$0.00
Farm Operations (Ag and Farm Schools only)	\$0.00	\$0.00	\$0.00
Farm Revenue to CO (Ag and Farm Schools only)	\$0.00	\$0.00	\$0.00
Camp School Fees to CO (Camp Schools only)	\$0.00	\$0.00	\$0.00
Total	\$4,448,488.45	\$4,347,603.52	\$100,884.93