



2022 Annual Report

Cunderdin District High School

'Strive to be your best'

Like for most of Western Australia, 2022 brought a number of challenges to Cunderdin District High School (CDHS). The opening of the doors to COVID-19 meant we experienced forced isolation, school from home, waves, masks, vaccines, and many, many changes. It therefore makes us immensely proud to be part of such a supportive community as students, families, staff and community members guided each other through the difficulties and towards a successful school year.

Through the challenges, we discovered a depth of resilience, compassion and togetherness that has shone through. We may have missed some things this year, but we still managed to pull off some wonderful events and celebrations including our swimming carnival, athletics carnival and cross country, students represented our school at interschool events, various fundraisers were hosted, we held a number of celebrations, participated in both incursions and excursions, celebrated book week and had our book fair, hosted our Learning Journey and finished the year with our Presentation Night and pool party. We also successfully changed our school uniform following feedback from our school community.

The flexibility of our staff in difficult times was another shining light. The hours of work, and deep level of care and commitment to supporting students, whether face to face or remotely, was well appreciated. Staff did this all with an unwavering dedication to continuing improving learning and wellbeing outcomes for all of our students. For what has been an exceptional year, I want to thank all of our staff for all they have done and continue to do, to ensure every student is known, valued and cared for.

To our school board, thank you for all your excellent work in providing the direction of growth for our school. I have thoroughly enjoyed working with you all this year. You have both challenged me and supported me in order to see our school continue to go from strength-to-strength. Your leadership, dedication and support to our school is greatly appreciated.

While acknowledging the work of our community, I can not go past the excellent support and commitment demonstrated by our P&C. They continue to advocate for our students and find ways to creatively engage and raise funds for our school. The organisation to complete the groundwork for our Nature Play area is a testament to the strength of our P&C and their impressive commitment to Cunderdin. To Sandy, Jaimee, Karina and the whole P&C team, a big thank you for all your support.

The following report is an analysis of the 2022 school year, filled with highlights, enrolment and attendance data, our achievements against our School Business Plan, and our financial summary. What it does not show is the growth and improvements we have all made as human beings – we have demonstrated flexible and creative thinking skills, developed new levels of resilience and determination, and discovered further gratitude for teamwork.

Jonathon Arnott
PRINCIPAL
April 2023





- Introduced new school uniform
- Commenced Follow the Dream program
- Had 3 representatives as Rural Youth Ambassadors, one of which represented WA in Canberra
- Interm Swimming Lessons
- Cunderdin Youth Council Young Community Citizen of the Year
- Faction Swimming Carnival
- Teach Well Professional Learning
- Amy Coombe resilience Incursion
- Commencement of Nature Play Area
- Combined University Online presentation
- Maddington Golf Incursion
- Successfully held the CDHS Presentation Night at the WA College of Agriculture – Cunderdin
- Hosted our Community Learning Journey
- Science Week activities across the school
- Follow the Dream Careers Expo
- Commenced Certificate II courses with Year 9 and 10
- Hosted Daniel Morcombe Day
- Faction Athletics Carnival
- Participated in Project Empower
- Secondary Quantum Physics Incursion
- Conducted the Ninja Warrior Course and R U OK? Day
- Good Standing Reward Activities
- Faction Cross-Country race
- Participated in the Primary and Secondary West Coast Fever Netball Cup
- National Simultaneous Story Time
- Interschool Athletics Carnival at Merredin
- Attended the WACOA – Cunderdin Try-a-Trade Day
- Interschool Cross-Country at Meckering
- Book Week dress ups
- Raised money for Fight Cancer Foundation with Footy Colours Day
- Family Slime Run
- Loose Parts Play Incursion
- Follow the Dream university visit
- Secondary Formal hosted at school
- Board Games with Senior Citizens
- Year 2/3 Excursions to Dowerin Field Day
- T20 Blast Cricket Tournament in Tammin
- Year 6 Dinner
- Year 10 Dinner
- Hosted Commissioner for Children and Young People
- Participated in Secondary Greg Hire Wellness Day

Our Motto

'Strive to be your best'

Our Vision

We aim to assist and encourage students to develop to their full potential and strive for excellence whilst preparing them for a challenging world.

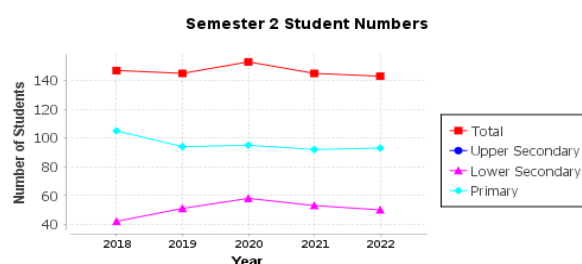
Our Values

- Be Responsible
- Be Respectful
- Be Safe and Caring
- Be Your Best

Our Enrolment Profile

	Kin	PPR	Pri	Sec	Total
Male	6	3	45	19	73
Female	5	9	36	31	81
Total	11	12	81	50	154

Student Numbers as at Semester 2, 2022



Enrolment Trends for Semester 2 from 2018 – 2022

Analysis of 2022

- Enrolments were slightly down in 2021, and equal with our 2019 enrolment numbers.
- Our student transiency was considerably reduced compared with the previous 5 years. 9.7% of our student cohort changed throughout the year, down from 15.5% last year and the 24.2% high of 2018, placing CDHS in the 3rd decile (the highest is 8).
- Our primary enrolments were maintained from the previous year, whilst secondary enrolments slightly declined.
- Enrolments in 2023 are expected to increase.

Our Attendance Profile

Analysis of 2022

- The impact of COVID-19 meant that attendance was drastically reduced across our school
- Our Primary attendance did still remain above the WA Public Schools average and Like Schools average
- Our Secondary attendance, whilst similar to Like Schools, was slightly less than the WA Public Schools average
- Our Regular attendance across our school was much higher than Like Schools and similar to the WA Public Schools average
- The Student Attendance Policy and Procedures was created and implemented, and evidence would suggest that this meant CDHS was able to maintain reasonable attendance levels whilst handling COVID-19.

Focus for 2023

- The continued implementation of the Student Attendance Policy and Procedures
- Returning attendance rates to 'pre-COVID', using 2019 data as the benchmark
- Decrease the number of unexplained absences
- Reduce the number of students in the 'indicated at risk' category by improving their attendance
- Increase Aboriginal student attendance rates

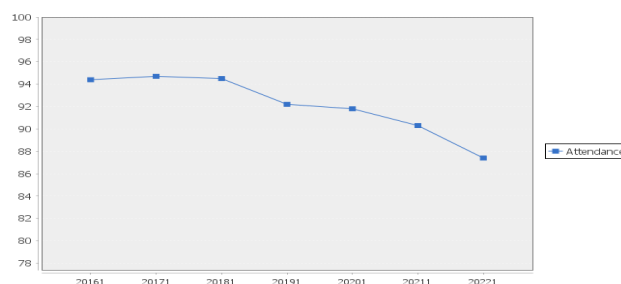


Our Attendance Profile

Primary Attendance Rates

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2020	73.7%	15.2%	7.1%	4.0%
2021	72.8%	14.1%	7.6%	5.4%
2022	50.5%	36.1%	9.3%	4.1%
Like Schools 2022	39.8%	32.4%	18.7%	9.1%
WA Public Schools	51.0%	32.0%	13.0%	5.0%

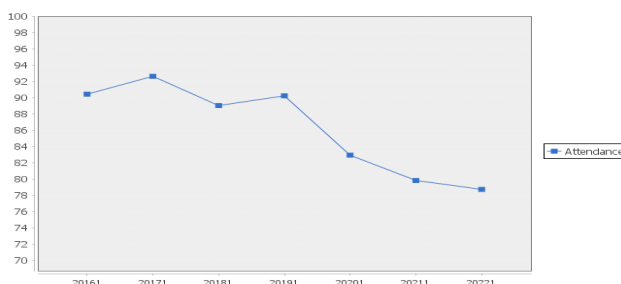
	Total		
	School	Like Schools	WA Public Schools
2020	91.6%	90.0%	91.9%
2021	90.2%	89.5%	91.0%
2022	87.5%	82.9%	86.6%



Secondary Attendance Rates

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2020	58.1%	16.1%	9.7%	16.1%
2021	58.3%	15.0%	5.0%	21.7%
2022	40.7%	31.5%	11.1%	16.7%
Like Schools 2022	30.9%	30.8%	22.5%	15.9%
WA Public Schools	40.0%	29.0%	19.0%	12.0%

	Total		
	School	Like Schools	WA Public Schools
2020	82.9%	84.9%	87.3%
2021	79.8%	81.0%	84.4%
2022	78.7%	78.0%	80.4%



A Self-Assessment of the Progress towards Targets Featured in the Business Plan 2021-2023

At the beginning of 2021, Cunderdin DHS finalised and approved the 2021-2023 Business Plan. All of the school targets were aligned to four focus areas – Success for All Students (Academic), Success for All Students (Social and Emotional Wellbeing), Excellence in Teaching and Leadership, and Positive Partnerships. What follows is an analysis and planned response for each target following the second year of this 3-year cycle.

PRIORITY 1: SUCCESS FOR ALL STUDENTS - ACADEMIC		
<p>Early Years</p> <p>1.1.1 Reading 1.1.2 Writing 1.1.3 Speaking 1.1.4 Numeracy</p> <p>Reading - By 2023, the NAPLAN Reading mean will be equal to or above the all WA public schools mean, for:</p> <p>1.2.1 Identified Year 3 students 1.2.2 Identified Year 5 students 1.2.3 Identified Year 7 students 1.2.4 Identified Year 9 students 1.2.5 Annually, at least 80% of regularly attending students will achieve 12 months or more progress in PAT Reading 1.2.6 Annually, at least 80% of regularly attending students will achieve 12 months or more progress in Burt Reading Test assessments</p> <p>Numeracy - By 2023, the NAPLAN Numeracy mean will be equal to or above the all WA public schools mean, for:</p> <p>1.3.1 Identified Year 3 students 1.3.2 Identified Year 5 students 1.3.3 Identified Year 7 students 1.3.4 Identified Year 9 students 1.3.5 Annually, at least 80% of regularly attending students will achieve 12 months or more progress in PAT Numeracy</p> <p>SAER</p> <p>1.4.1 By 2023, identified SAER students will have achieved at least 80% of their individual learning goals during each reporting period 1.4.2 By Term 4 of 2021, a definition of Academically Able will be formed in the context of CDHS 1.4.3 By 2023, all identified Academically Able students will have an IEP with identified learning goals</p>		
2021 Reflections	2022 Directions	2022 Reflections
<p>Early Years</p> <ul style="list-style-type: none"> • Sounds Write implementation continues to drive student improvement • Analysis of data needs to be more explicit • Only doing compulsory test at start of year. Some conversations have been had about potentially doing end of year test as well. <p>Reading</p> <ul style="list-style-type: none"> • NAPLAN results were very impressive, with students in Years 3, 5 and 9 above WA Public Schools Mean 	<p>Early Years</p> <ul style="list-style-type: none"> • K-2 staff to participate in Talk for Writing Professional Learning • Consistent phase of learning meetings to discuss data • Principal to complete either NQS or EYLF training <p>Reading</p> <ul style="list-style-type: none"> • Continue EI Coaching • Consistent literacy committee meetings • Develop Operational Plan 	<p>Early Years</p> <ul style="list-style-type: none"> • All K-2 staff have participated in Talk for Writing Professional Learning and is implemented across K-2. Year 1-3 Assembly showcased Talk for Writing • Staff meetings were adjusted to include phase of learning time • Principal commenced NQS online training with 40% completed <p>Reading</p> <ul style="list-style-type: none"> • EI Reading component targeted in Yr1/2 for Sem 2, and Yr 4/5 completed Comprehension Project through Teach Well • Literacy committee meetings were held more than once a term • Operational Plan was developed and utilised to guide literacy planning for 2022

<p>Numeracy</p> <ul style="list-style-type: none"> • NAPLAN results were above expected in Year 3 and 9, and within expected in Years 5 and 7 • All year groups were below WA Public Schools Mean <p>SAER</p> <ul style="list-style-type: none"> • All staff upskilled in SEN RTP as new method of creating IEPs • 75% of students achieving IEP goals • FTE created in Term 2 for SAER Coach • Staff attended Academically Able Conference • 3 students identified as Academically Able accepted into Early Years Gifted Program in Northam 	<p>Numeracy</p> <ul style="list-style-type: none"> • Consistent numeracy committee meetings • Investigate numeracy program or establish common approach to teaching • Develop Operation Plan <p>SAER</p> <ul style="list-style-type: none"> • Identify Academically Able students • Create IEPs for Academically Able students • Review Academically Able definition 	<p>Numeracy</p> <ul style="list-style-type: none"> • Numeracy committee meetings were held more than once a term • GoMaths textbooks purchased and beginning to use in each classroom • Operational Plan was developed and utilised to guide numeracy planning for 2022 <p>SAER</p> <p>Academically Able student definition reviewed. Yet to be clarified.</p>
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PRIORITY 2: SUCCESS FOR ALL STUDENTS – SOCIAL AND EMOTIONAL WELLBEING

Social and Emotional Wellbeing Programs

2.1.1 For 2021-2023, student wellbeing will be maintained or improved from initial foundation survey results as measured at start of 2021 through Be You.

Attendance

2.2.1 By 2023 the whole school Semester 1 attendance rate will be 92% or greater

2.2.2 By 2023, primary school student regular attendance will improve from 75% to 84%

2.2.3 By 2023, secondary student regular attendance will improve from 62% to 71%

2.2.4 By 2023, whole school Aboriginal attendance will be 85% or greater

Positive Behaviour Support – In the 2022 National School Opinion Surveys:

2.3.1 The percentage agreeing 'Student behaviour is well managed at this school' will improve, parents (74% to 83%), and students (58% to 73%).

2.3.2 The percentage of staff agreeing 'Student behaviour is well managed at this school' will be maintained at 90% or higher

Student Voice

2.4.1 By 2023, the percentage of students nominating for the student council will increase by 30%

2.4.2 By 2023, the percentage of students nominating for the faction captains will increase by 30%

2.4.3 By 2023, the percentage of students nominating for the Wheatbelt Youth Council will increase by 20%

2021 Reflections	2022 Directions	2022 Reflections
<p>Social and Emotional Wellbeing Programs</p> <ul style="list-style-type: none"> • Multiple programs investigated for surveys. ACER explored the most, but not enough students to participate. • Students Services met and discussed Play is the Way as a program to investigate 	<p>Social and Emotional Wellbeing Programs</p> <ul style="list-style-type: none"> • Play is the Way training books purchased, and PL for staff booked • Implementation of Play is the Way to be conducted throughout 2022 • Student Health and Wellbeing Operational Plan to be created 	<p>Social and Emotional Wellbeing Programs</p> <ul style="list-style-type: none"> • Chaplain completed Play is the Way training • Play is the Way was implemented by school Chaplain and Yr5/6 teacher across 1-10 • Student Health and Wellbeing Operational Plan created and implemented

<p>Attendance</p> <ul style="list-style-type: none"> • Sem 1 attendance 86.2%, but whole year was 89.49% • Attendance for both primary and secondary decreased 2% • Aboriginal attendance 40% <p>Positive Behaviour Support</p> <ul style="list-style-type: none"> • Suspensions decreased to 0% • Change in approach to different positive behaviours explored (eg Cheers for Peers) • Reduced explicit lessons on expected behaviours <p>Student Voice</p> <ul style="list-style-type: none"> • The Student Council were more visible, being the face behind more school and community activities • Student Council attended training with other schools' leadership teams • Wheatbelt Youth Council won Tidy Towns Young Legends award – very visible presence in community • During PSR, students reported having a strong voice within school 	<p>Attendance</p> <ul style="list-style-type: none"> • Create and implement Attendance Improvement Plan <p>Positive Behaviour Support</p> <ul style="list-style-type: none"> • Re-establish PBS Committee • Create Operational Plan detailing explicit teaching of PBS <p>Student Voice</p> <ul style="list-style-type: none"> • Utilise Faction Captains more and give them more visibility across the school • Student Council to be face of more school events • Include students in 75th Anniversary planning 	<p>Attendance</p> <ul style="list-style-type: none"> • Attendance Improvement Plan implemented, however COVID-related absences impacted overall results <p>Positive Behaviour Support</p> <ul style="list-style-type: none"> • PBS Committee re-established • PBS Committee reviewed behaviour matrix • Operational Plan detailing explicit teaching of PBS created <p>Student Voice</p> <ul style="list-style-type: none"> • Faction Captains spoke at Monday assemblies, counted great expectation tickets • Student Council had events impacted by COVID-19, but addressed all students weekly • 75th Anniversary has activities for students planned by the students
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PRIORITY 3: EXCELLENCE IN TEACHING AND LEADERSHIP

Explicit Instruction

3.1.1 Throughout 2021-2023, all new staff are inducted in Explicit Teaching and the Cunderdin DHS Common Lesson Paradigm

3.1.2 By 2023, the Cunderdin DHS framework for explicit teaching is embedded and implementation is monitored through student survey data.

3.1.3 By 2023, formal classroom observations and Peer-to-Peer Classroom Observations is implemented.

STEM

3.2.1 By 2023, authentic cross-curricular STEM learning integration will be developed and implemented for P-10

3.2.2 Staff will effectively use identified ICT strategies and tools to improve learning, communication and reporting

Staff Wellbeing and Professional Growth

3.3.1 In the 2022 National School Opinion Survey, staff indicate “strong support” for 80% or more of identified positive statements related to job satisfaction and well-being

3.3.2 All staff will be provided with professional learning opportunities to develop their professional leadership skills, knowledge and understandings (as typified in the AITSL standards for teachers and principals) relevant to their role and aspirations within the school

3.3.3 Enable teachers to collaborate with other teachers in Professional Learning Communities and Curriculum Committees

3.3.4 The school will develop a comprehensive framework for planning and implementing a range of initiatives to support the health and well-being of all staff

Leadership Opportunities

3.4.1 By 2023, all established staff are engaged in a coaching culture and new staff are mentored

3.4.2 By 2023, clear structures are established for Distributed Leadership and full staff decision-making processes

3.4.3 Between 2021 and 2023, appointed school leaders will make progress against the AITSL principal standards

2021 Reflections	2022 Directions	2022 Reflections
<p>Explicit Instruction</p> <ul style="list-style-type: none"> FTE created for EI Coach. Coaching accessed by 4 staff across 25 weeks Some staff resistance to common lesson paradigm. Performance Management implemented for these staff Some formal observations and informal observations took place. <p>STEM</p> <ul style="list-style-type: none"> Digital Technology introduced in secondary school Specialist Primary STEM teacher employed Computers becoming outdated Bandwidth increased <p>Staff Wellbeing and Professional Growth</p> <ul style="list-style-type: none"> Increase use of WebEx PL 1 staff member completed Future Leaders Framework PL All staff participated in combined ASN PL Day Graduate Modules encouraged and completed <p>Leadership Opportunities</p> <ul style="list-style-type: none"> EI Coach and SAER Coach implemented 1 staff member gained Senior Teacher status Permanent Principal and Associate Principal appointed 	<p>Explicit Instruction</p> <ul style="list-style-type: none"> FTE for EI Coach continued for entire year 4 staff participating in Teach Well Masterclass Formal observations to take place <p>STEM</p> <ul style="list-style-type: none"> Specialist Primary STEM teacher and secondary Digital Technology teacher continued New computers and iPads ordered Technologies and Science Operational Plan to be created Year 9/10 Cert II in FSK <p>Staff Wellbeing and Professional Growth</p> <ul style="list-style-type: none"> All staff participating in formal PL throughout year (Teach Well, T4W, Play is the Way, or other) PLCs and Curriculum Committees to be formalised Health and Well-being plan to form part of OSH <p>Leadership Opportunities</p> <ul style="list-style-type: none"> Each PLC/CC to have a different leader Exec staff to complete Leading School Improvement course 	<p>Explicit Instruction</p> <ul style="list-style-type: none"> EI Coach worked in all primary classrooms throughout 2022, focusing on NAPLAN outcomes in Term 1 and Term 4 All 4 staff completed their Teach Well Masterclass Some formal observations took place. Principal and Associate Principal completed PL around creating culture of classroom observations <p>STEM</p> <ul style="list-style-type: none"> Specialist Primary STEM teacher completed PL around integrating STEM into all curricula. Presentation was conducted to all staff. New computers and iPads utilised across school. Online booking system established. Technologies and Science Operational Plans created and implemented. Year 9/10 Cert II in FSK delivered via SIDE. Year 9s will continue their studies in 2023. <p>Staff Wellbeing and Professional Growth</p> <ul style="list-style-type: none"> Staff participated in Teach Well, Play is the Way, Talk for Writing, Tracks to 2 Way Learning, Sounds Write, STEM Best Practice professional learning Organisation Structure formalised curriculum committees Staff Wellbeing PL conducted Term3. <p>Leadership Opportunities</p> <ul style="list-style-type: none"> Every Committee had a different leader Exec staff completed Leading School Improvement course in Term 4 Two staff completed Emerging Leaders PL

PRIORITY 4: POSITIVE PARTNERSHIPS

Avon Schools Network and wider Wheatbelt Network

- 4.1.1 Collaboration opportunities exist between schools in the ASN as well as schools in other Wheatbelt networks and Perth networks
- 4.1.2 By 2023, two moderation tasks within the ASN has happened
- 4.1.3 Common Assessment Tasks exist for different year levels within the ASN
- 4.1.4 Opportunities exist for students to compete against each other in both academic and non-academic fields

Parent Engagement

- 4.2.1 The School P&C is supported and has a strong presence across the school and community
- 4.2.2 The P&C is supported to increase parent volunteering within the school, particularly secondary
- 4.2.3 A parent skills register is developed
- 4.2.4 A communication strategy is established

Enhance School Profile

- 4.3.1 The Student Council is known and recognised by all staff, students, parents and community members
- 4.3.2 The Wheatbelt Youth Council continues to build prominence and plan and coordinate community events
- 4.3.3 Continue to build the profile of the School Board and communicate its role and decisions effectively in the school community
- 4.3.4 The school remains engaged with the ASN
- 4.3.5 Recognition in the community is embraced and encouraged

Aboriginal Partnerships

- 4.4.1 Positive relationships with Aboriginal students, their parents and families are established and maintained
- 4.4.2 Local Aboriginal community members and organisations are engaged professionally

2021 Reflections

Avon Schools Network and wider Wheatbelt Network

- All staff participated in combined ASN PL Day
- EASA growing and CDHS involvement still high
- Students participated in Wheatbelt Early Years STEM Program
- Associate Principal involved in Wheatbelt Deputy Network
- Student Leaders participated in combined leadership development in Beverley

Parent Engagement

- P&C partnership still strong, with a number of fundraisers to support school
- School canteen struggled with volunteers throughout year
- Learning Journey was very well attended and school was showcased well

Enhance School Profile

- Student Council profile built up within school, but not necessarily community
- Wheatbelt Youth Council's profile very strong across community
- School Board attended training, and attempts made to boost profile

2022 Directions

Avon Schools Network and wider Wheatbelt Network

- Combined secondary MAG PL at start of year
- Common Assessment Tasks within ASN for English and Maths to be completed

Parent Engagement

- Develop and implement communication strategy
- Partner with Lions Institute and other organisations for school projects

Enhance School Profile

- Consider personnel for school brand
- 75th Anniversary planning to commence
- Consider DHS Country Week

2022 Reflections

Avon Schools Network and wider Wheatbelt Network

- A further discussion was held between ASN schools and resources were shared
- The Common Assessment Task was conducted but not moderated. More sessions are planned.

Parent Engagement

- Professional Learning on Communication conducted Term 3. Draft created Term 4.
- Lions and P&C both contributed towards school nature playground. Many organisations involved in planning for 75th Anniversary.

Enhance School Profile

- Company approached for creating new website – to commence 2023
- 75th Anniversary committee created and regularly met. Back 2 Cunderdin Steering Committee met regularly with school representatives.
- DHS Country Week planned for 2023

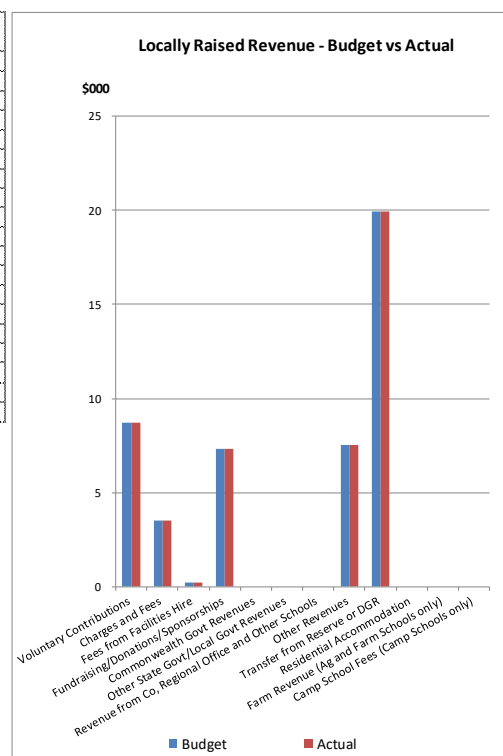
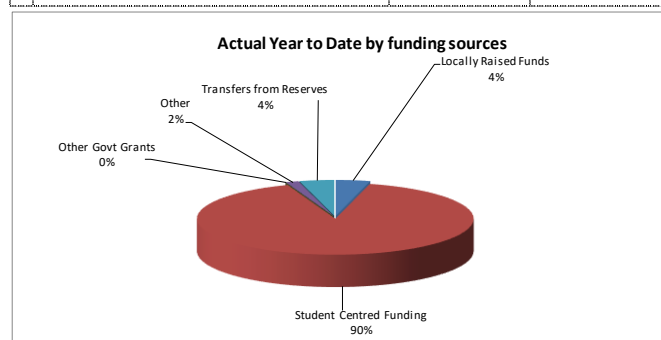
<p>(newsletter article, assemblies, Presentation Night)</p> <ul style="list-style-type: none"> • Hosted DHS SCFM Principal Review • Hosted Deputy Network Meeting • Facebook statistics indicate profile growth • Capital works to continually improve school appearance such as secondary quadrangle <p>Aboriginal Partnerships</p> <ul style="list-style-type: none"> • Aboriginal enrolments decreased throughout year • 2 applicants for AIEO but both withdrew 	<ul style="list-style-type: none"> • Further promote success of school through Bandicoot, Facebook and beyond <p>Aboriginal Partnerships</p> <ul style="list-style-type: none"> • Establish partnership with Polly Farmer Follow the Dream program as an Outreach school • Indigenous flag to be displayed • Indigenous artwork to be incorporated into staff shirts 	<ul style="list-style-type: none"> • Bandicoot articles regularly written. Facebook interactions continue to grow, with other organisations and schools now following school page. <p>Aboriginal Partnerships</p> <ul style="list-style-type: none"> • Polly Farmer Follow the Dream program implemented throughout 2022. Excursions to career expos and universities were attended as part of program • AIEO employed for 2023 • Student Council purchased new flag poles and indigenous flag requested <p>Both staff shirts and Student Leavers shirts had indigenous artwork incorporated into the designs.</p>
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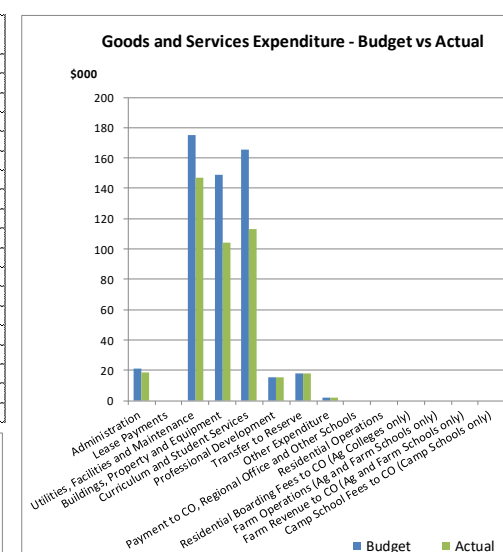
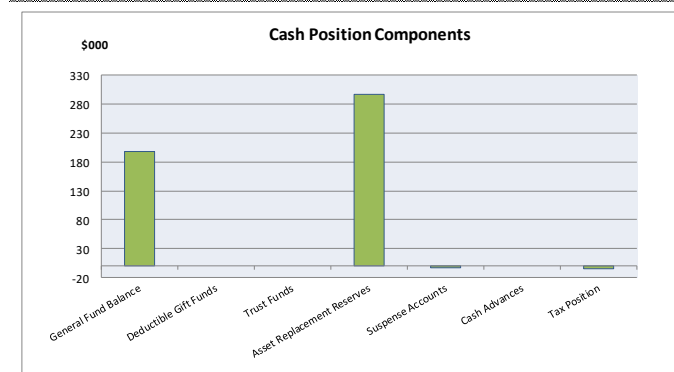


Cunderdin District High School Financial Summary as at 31-December-2022

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 8,693.00	\$ 8,693.00
2 Charges and Fees	\$ 3,503.00	\$ 3,502.90
3 Fees from Facilities Hire	\$ 227.00	\$ 227.27
4 Fundraising/Donations/Sponsorships	\$ 7,341.00	\$ 7,339.66
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ -	\$ -
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8 Other Revenues	\$ 7,512.00	\$ 7,513.63
9 Transfer from Reserve or DGR	\$ 19,964.00	\$ 19,964.00
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 47,240.00	\$ 47,240.46
Opening Balance	\$ 125,109.00	\$ 125,109.47
Student Centred Funding	\$ 442,602.00	\$ 442,601.52
Total Cash Funds Available	\$ 614,951.00	\$ 614,951.45
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 614,951.00	\$ 614,951.45



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 21,255.00	\$ 18,513.52
2 Lease Payments	\$ -	\$ -
3 Utilities, Facilities and Maintenance	\$ 175,430.00	\$ 146,982.26
4 Buildings, Property and Equipment	\$ 148,995.00	\$ 103,939.71
5 Curriculum and Student Services	\$ 165,529.00	\$ 113,037.54
6 Professional Development	\$ 15,192.00	\$ 15,189.92
7 Transfer to Reserve	\$ 18,000.00	\$ 18,000.00
8 Other Expenditure	\$ 2,270.00	\$ 1,743.88
9 Payment to CO, Regional Office and Other Schools	\$ -	\$ -
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	\$ 546,671.00	\$ 417,406.83
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 546,671.00	\$ 417,406.83
Cash Budget Variance	\$ 68,280.00	\$ -



Cash Position Components	
Bank Balance	\$ 487,286.14
Made up of:	
1 General Fund Balance	\$ 197,544.62
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 296,933.53
5 Suspense Accounts	\$ (2,640.01)
6 Cash Advances	\$ -
7 Tax Position	\$ (4,552.00)
Total Bank Balance	\$ 487,286.14

AIEO	Aboriginal and Islander Education Officer
AITSL	Australian Institute for Teaching and School Leadership
ASN	Avon Schools Network
BMIS	Behaviour Management In Schools
EASA	East Avon Sports Association
ECE	Early Childhood Education
EI	Explicit Instruction
IEP	Individual Educational Plan
ICT	Information Communication Technology
NAPLAN	National Assessment Program in Literacy and Numeracy
NSOS	National School Opinion Surveys
OSH	Occupational Safety and Health
PAT	Progressive Achievement Tests
PL	Professional Learning
PBS	Positive Behaviour Support
RTP	Reporting to Parents
SAER	Students at Education Risk
SEN	Special Educational Needs
SEW	Social and Emotional Wellbeing
SCFM	Student Centred Funding Model
SCSA	School Curriculum and Standards Authority
STEM	Science, Technology, Engineering and Maths
T4W	Talk For Writing
WAP	Western Australian Public
WYC	Wheatbelt Youth Council



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