



JERRAMUNGUP DISTRICT HIGH SCHOOL SCHOOL REPORT 2020

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From the Principal

Welcome to the 2020 Annual Report for Jerramungup District High School. As we reflect on 2020 as a school year I am grateful that the impact to our teaching and learning in Western Australia was minimal in comparison to what was happening both in other states and the rest of the world. Whilst the majority of our students missed the last 2 weeks of Term 1 due to COVID 19 we were fortunate enough that the restrictions and processes put in place allowed our parents the confidence to send their children to our school knowing they would be safe and allow our teachers to get back to what they know how to do best.

We were fortunate enough that by the time lockdowns eventuated in Western Australia we had run some of our Term 1 activities such as swimming lessons and swimming carnivals. As we moved into the online learning platform at the end of Term 1 the teachers embraced the change and fluidly moved into providing their students with the relevant curriculum, just looking a little bit different.

The last week in Term 1, with students not required at school, we had a wonderful opportunity to work together as a staff to begin work on our new school plan. Together we were able to work on a new school vision and build upon our school values already firmly in place to create some beliefs around the culture of Jerramungup District High School.

As WA appeared tentatively safe from COVID 19 community spread, due to lockdowns put across the state, classes resumed at the beginning of Term 2 with just over 90% of our student returning to school by the end of Week 1. Parents remained outside the gates and many of our younger students developed some strong independence skills as a result. National Assessment Program Literacy and Numeracy (NAPLAN) testing, usually conducted early in Term 2, was cancelled for the first time ever. We were lucky enough that restrictions had begun to ease slightly by the end of Term 2 and we were able to welcome a small group of parents at a time into the school to watch their children take part in our annual Speech and Writing Competition.

In Term 3, we were thankfully able to send an excited group of Year 5/6 students off to camp at Karem Adventure Camp. We were also excited to welcome back Debbie-Anne from Humphrey's Dance to conduct dance lessons for a week across the whole school. Fortunately, we were able to also hold our Interhouse Athletics carnival and play host to our Fitzgerald School Network Interschool Athletics Carnival. Term 3 also saw us welcome our parents back into school for our Learning Journey. It is always wonderful to see the excitement on the children's faces as they show their mums and dad the things they have been learning at school.

Term 4 saw our Book Week Parade happen with great effort put into planning for costumes and both staff and students looked fabulous. We were also involved in a Kanga cricket carnival and hosted some belated NAIDOC Celebrations. The culmination of Term 4 saw us once again host a wonderful presentation evening where fittingly we properly farewelled Jill Lane, who had been a long standing staff member at JDHS for over 30 years.

Another big achievement for 2020 was our continuing involvement in the Fitzgerald Network. Early Years and Senior Years teacher networks continue to be a great way to support our

teachers and the Administration network also allows for great conversations around system alliance and how to best support our teachers to allow them to support our students and families.

Our P & C had a quieter year, although they finished off with a bang hosting a very successful Market Under the Stars at the end of the year. This was a great community event that brought a range of people together which was truly needed after the upheaval of COVID 19. 2020 also saw a new uniform initiative brought into the school uniform shop by the P&C with the school council passing the motion of an introduction of a new black shirt for all years across the school due to inability to access the material that had donned our uniform for many years. We also saw a soft shell jacket make an appearance. These new uniform changes have been widely positively commented on both within the community and wider.

I would like to take this opportunity to thank our wonderful community for the support they provided the school in 2020. The community were 100% behind all school decisions and we thank you for your continued support and confidence in us.

Thank you,

Haidee Robb

Principal



Context

At Jerramungup District High School, we strive to achieve lifelong learning that inspires confidence, commitment and compassion. Our team works side by side to build genuine relationships that create a sense of belonging within our community. We believe all of our students are independent, curious and inclusive. JDHS staff are adaptable and approachable and work hard to cater for diversity by creating safe, supportive and engaging learning environments. We have a commitment to a whole school approach with learning that delivers best practice with continuity and common language. We value community involvement and welcome parents as partners in education to show that together we are able to care and take pride in our unique environment.

Celebrating 2020

Fortunately, although COVID 19 hit Western Australia and we experienced lockdowns across the state, we were lucky enough that we did not have to cancel too many of our school events and students were still able to take part in a range of experiences across the school year.

- Book Week Parade, NAIDOC and Swimming and Athletics Carnivals continued to be a great success
- Year 5/6 attended camp with Gairdner Primary School to Karem Adventure Camp
- Our annual Speech and Poetry Writing Competition once again produces some very pleasing renditions of both researched and originally written poetry.
- Our teachers were once again able to take part in the successful and highly supportive Early Years and Senior networks.
- Parent participation at our Learning Journey night
- 2020 also saw us welcome Humphries Dance into the school. Not only does Humphries dance provide the students with the opportunity to be exposed to the performing arts, but it also covers many opportunities to show students how to interact in socially appropriate ways such as asking people to dance and dancing with a partner. Humphries Dance is valued and enjoyed by parents as well, enjoying the final concert presentation.
- JDHS again teamed up with the local Lions Club and the Jerramungup Shire to offer a scholarship on the Leeuwin at the end of 2020. This was won by a very worthy recipient and it is great to see the school maintain these connections within the Shire of Jerramungup.



Student Numbers

Student Numbers (as at 2020 Semester 2)

| Primary | Kin | PPR | Y01 | Y02 | Y03 | Y04 | Y05 | Y06 | Total |
|-----------|-----|-----|-----|-----|-----|-----|-----|-----|-------|
| Full Time | (6) | 9 | 10 | 10 | 10 | 10 | 13 | 12 | 80 |
| Part Time | 11 | | | | | | | | |

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 | 11 | 12 | 4 | 1 | | | 41 |

| School | Total | |
|-----------|-------|-------|
| Full Time | 115 | |
| Part Time | 11 | (6) |
| Total | 126 | (121) |

| | Kin | PPR | Pri | Sec | Total |
|--------|-----|-----|-----|-----|-------|
| Male | 9 | 5 | 33 | 20 | 67 |
| Female | 2 | 4 | 32 | 21 | 59 |
| Total | 11 | 9 | 65 | 41 | 126 |

| | Kin | PPR | Pri | Sec | Total |
|----------------|-----|-----|-----|-----|-------|
| Aboriginal | 2 | | 8 | 3 | 13 |
| Non-Aboriginal | 9 | 9 | 57 | 38 | 113 |
| Total | 11 | 9 | 65 | 41 | 126 |



Staff Data 2020

| | No | FTE | AB'L |
|-----------------------------|-----------|-------------|----------|
| Administration Staff | | | |
| Principals | 1 | 1.0 | 0 |
| Deputy Principals | 1 | 1.0 | 0 |
| Total Administration Staff | 2 | 2.0 | 0 |
| Teaching Staff | | | |
| Other Teaching Staff | 12 | 9.4 | 0 |
| Total Teaching Staff | 12 | 9.4 | 0 |
| School Support Staff | | | |
| Clerical / Administrative | 4 | 2.0 | 0 |
| Gardening / Maintenance | 1 | 0.9 | 0 |
| Other Non-Teaching Staff | 11 | 5.2 | 0 |
| Total School Support Staff | 16 | 8.1 | 0 |
| Total | 30 | 19.5 | 0 |

All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Teacher Registration Board of Western Australia.



Funding

Student Centred Funding

| 2020 | |
|------------------------------------|------------------------|
| Per Student Funding | \$1,052,102.00 |
| Student And School Characteristics | \$1,098,976.58 |
| Disability Adjustments | \$ - 30,914.23 |
| Targeted Initiatives | \$ 20,971.49 |
| Operational Response Allocation | \$ 0.00 |
| Regional Allocations | \$0.00 |
| Total 2020 | \$ 2,141,135.84 |

Per Student Funding

At census February 2020

| | Student FTE | Amount |
|--------------|-------------|-----------------------|
| Kindergarten | 11 | \$53,339.00 |
| Pre-Primary | 8 | \$66,488.00 |
| Year 1 | 10 | \$83,110.00 |
| Year 2 | 10 | \$83,110.00 |
| Year 3 | 10 | \$83,110.00 |
| Year 4 | 9 | \$62,334.00 |
| Year 5 | 14 | \$96,964.00 |
| Year 6 | 13 | \$90,038.00 |
| Year 7 | 16 | \$147,376.00 |
| Year 8 | 10 | \$92,110.00 |
| Year 9 | 12 | \$110,532.00 |
| Year 10 | 8 | \$73,688.00 |
| Year 11 | 1 | \$9,903.00 |
| Total | 132 | \$1,052,102.00 |

Student and School Characteristics

At census February 2020

| | Funded Student FTE | Amount |
|----------------------------------|--------------------|-----------------------|
| Student Characteristics | | |
| Aboriginality | 13.00 | \$24,656.42 |
| Disability | 14.54 | \$114,331.17 |
| English as an additional dialect | 0.00 | \$0.00 |
| Social Disadvantage | 31.15 | \$25,841.76 |
| Sub Total | | \$164,829.35 |
| School Characteristics | | |
| Enrolment-Linked Based | | \$710,544.38 |
| Locality | | \$223,602.85 |
| Sub Total | | \$934,147.23 |
| Total | | \$1,098,976.58 |

Targeted Initiatives

| | Amount |
|---|--------------------|
| Graduate Teacher Induction Program and Graduate Curriculum Materials | \$8,923.49 |
| National Partnership on Universal Access to Early Childhood Education | \$10,670.00 |
| VET Delivered to secondary students | \$1,378.00 |
| Total | \$20,971.49 |

Revenue – Cash and Salary Allocation

| | Actual |
|--|----------------------|
| Voluntary Contributions | \$ 7,083.00 |
| Charges and Fees | \$ 13,015.48 |
| Fees from Facilities Hire | \$ 827.99 |
| Fundraising/Donations/Sponsorships | \$ 11,958.05 |
| Other State/Govt/ Local Govt Revenues | \$ 1,100.00 |
| Revenue from Co, Regional Office and Other Schools | \$ 4,555.77 |
| Other Revenues | \$ 1,006.15 |
| Transfer from Reserve or DGR | \$ 11,480.00 |
| Locally Raised Funds | \$ 51,026.44 |
| Opening Balance | \$ 80,456.84 |
| Student Centred Funding | \$ 211,306.37 |
| Total Cash Funds | \$ 342,789.65 |

Cash Position as at 31 December 2020

| | Amount |
|----------------------------|--------------------|
| General Fund Balance | \$41,552.02 |
| Asset Replacement Reserves | \$52,085.66 |
| Suspense Accounts | \$ (3,221.83) |
| Tax position | \$ (1,038.00) |
| Total Bank Balance | \$89,377.85 |

Attendance

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 |
| 2017 | 92.5% | 93.3% | 93.8% | 96.5% | 87.3% | 81.2% | 93% | 92.9% | 92.7% |
| 2018 | 91.9% | 93.5% | 93.7% | 94.9% | 86.5% | 80.8% | 92.3% | 93.2% | 92.6% |
| 2019 | 92.8% | 92.4% | 92.7% | 97.3% | 86.9% | 79.5% | 93.4% | 92.1% | 91.6% |

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 |
| 2017 | 92.7% | 88.7% | 89.7% | 76.6% | 77.1% | 66.6% | 92.2% | 88.2% | 87.8% |
| 2018 | 91.7% | 88.9% | 89.6% | 88.2% | 79.2% | 66% | 91.7% | 88.6% | 87.6% |
| 2019 | 91.1% | 88.5% | 88.8% | 92.9% | 76.6% | 65.8% | 91.2% | 88% | 86.8% |

Attendance positively remains above that of like schools in both Primary and Secondary. It is important to note that this data reflects 2019 attendance rates due to 2020 attendance being adversely affected by COVID 19.

Comparative NAPLAN Data

Data reflects 2019 Data as National Testing was cancelled in 2020 due to COVID 19.

Targets for National Testing Data continue to remain at or above like schools in all areas

| Year 3 | Performance | | | | | | Students | | | | | |
|-----------------------|-------------|------|------|------|------|------|----------|------|------|------|------|------|
| | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 |
| Numeracy | -2.1 | 2.1 | 2.9 | 3.1 | 2.0 | 1.2 | 7 | 9 | 10 | 12 | 12 | 7 |
| Reading | -1.8 | 1.0 | 1.7 | 0.4 | 2.4 | 0.6 | 7 | 9 | 10 | 12 | 11 | 7 |
| Writing | 0.2 | 1.8 | 0.7 | 1.1 | -0.0 | 1.3 | 7 | 9 | 10 | 12 | 11 | 7 |
| Spelling | -0.6 | 0.8 | 1.4 | 1.5 | 2.7 | 1.5 | 7 | 9 | 10 | 12 | 11 | 7 |
| Grammar & Punctuation | -0.8 | 1.5 | 1.5 | 1.0 | 1.3 | 1.3 | 7 | 9 | 10 | 12 | 11 | 7 |

| Year 5 | Performance | | | | | | Students | | | | | |
|-----------------------|-------------|------|------|------|------|------|----------|------|------|------|------|------|
| | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 |
| Numeracy | -1.8 | 2.2 | 0.2 | 1.2 | 0.6 | 0.0 | 6 | 8 | 11 | 12 | 9 | 12 |
| Reading | 0.9 | 1.5 | -0.2 | 0.7 | 2.3 | 1.8 | 6 | 8 | 11 | 11 | 9 | 12 |
| Writing | 0.1 | 1.3 | -0.9 | 1.0 | 1.1 | 0.7 | 6 | 7 | 11 | 11 | 9 | 12 |
| Spelling | -0.2 | 1.8 | 2.0 | 0.9 | 0.3 | -0.2 | 6 | 7 | 11 | 11 | 9 | 12 |
| Grammar & Punctuation | -1.8 | 0.4 | 4.0 | 0.5 | 0.6 | 1.9 | 6 | 7 | 11 | 11 | 9 | 12 |

| Year 7 | Performance | | | | | | Students | | | | | |
|-----------------------|-------------|------|------|------|------|------|----------|------|------|------|------|------|
| | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 |
| Numeracy | 0.4 | 0.7 | 0.5 | -0.1 | 1.4 | -1.9 | 8 | 9 | 16 | 13 | 18 | 16 |
| Reading | -2.2 | 2.5 | -0.0 | 0.3 | 0.0 | 0.2 | 8 | 9 | 17 | 12 | 18 | 15 |
| Writing | -0.9 | 0.0 | 0.8 | 1.1 | 0.7 | -0.9 | 8 | 9 | 17 | 12 | 18 | 15 |
| Spelling | -0.5 | 0.5 | 0.3 | 0.3 | 1.6 | 0.7 | 8 | 9 | 17 | 12 | 18 | 14 |
| Grammar & Punctuation | -0.5 | 0.9 | -0.1 | 1.1 | -0.3 | -0.6 | 8 | 9 | 17 | 12 | 18 | 14 |

| Year 9 | Performance | | | Students | | |
|-----------------------|-------------|------|------|----------|------|------|
| | 2016 | 2018 | 2019 | 2016 | 2018 | 2019 |
| Numeracy | -2.1 | 2.1 | -0.4 | 8 | 8 | 7 |
| Reading | -1.1 | -0.8 | -1.3 | 8 | 8 | 7 |
| Writing | -0.2 | -1.3 | -3.5 | 8 | 8 | 7 |
| Spelling | 1.0 | -1.5 | -3.3 | 8 | 8 | 7 |
| Grammar & Punctuation | -1.1 | -0.5 | -0.0 | 8 | 8 | 7 |

On Entry Testing

Each year Jerramungup District High School conducts On-Entry testing with Pre-Primary, Year 1 and Year 2 students. Writing continued to be an area that the students showed above average progress across all 3 modules. Significant gains were also made in Speaking and Listening by the students completing Module 3. Reading showed some progress and new programs have been put in place in 2021 to help support the students understanding of words and sounds. Numeracy was an area that was below the average progress of median achievement and with the school focus being Numeracy in the school plan, gains should be made in this area beyond 2021.

PAT (Progressive Achievement Test) Results

Each year Jerramungup District High School conducts PAT testing amongst students from Year 1-10 in Maths and Reading and Vocab, Grammar and Science for Year 3-10. The purpose of this testing is to see end of year improvement in students' results. Students should be increasing scaled scores by the end of the next year's testing. The scaled scores place the students on an achievement scale according to bands in both reading and maths. This testing is also used to inform classroom planning at the beginning of the following year as teachers are able to see common areas that are weak across cohorts of students. In 2020 this testing was extremely important due to not having national data available to show a judgement of student progress.

Reading

When looking at the Reading scores 70% of our students showed an increase in their scaled score and were also able to move up a band. Students were able to achieve some strong results across the Reading area with many students producing results that put them into the top 2 bands of the PAT achievement scale. A target for 2021 will be to see 80% of our student increasing their scaled scores in the reading assessment.

Maths

Math is an area that the school will need to continue to work on as only 60% of our students who were tested were able to increase their score on their PAT. These results above in both PAT and the 2019 NAPLAN data support the judgement by the staff that Numeracy is an area that will become a priority in our school plan. With lesson design and delivery being the focus for the beginning of the year moving towards using more consistent math language throughout the school to maintain consistency from Pre-Primary upwards. 2021 target will be to see the number of students' increase their scaled score increase to 80%.

Strategies

To work towards these targets, we:

- Use explicit instruction programs across both Literacy and Numeracy areas
- Review programs in line with best practice
- Ensure all staff are trained in programs and they are used to their full potential
- High Impact Teaching Strategies are used throughout the school in all learning areas
- Maintain our assessment methods and frequency of whole school assessment to ensure we collect useful and timely data for the teachers to use to inform their teaching and learning programs
- Continue to find time for collaborative planning and discussion in phases of learning
- Differentiation featured regularly at staff meetings as a point of discussion to ensure that it is happening in all classes across all learning areas.
- Support Staff in each classroom at times that allowed the teachers were fully supported in use of explicit instruction programs throughout the school.

Data used to inform planning

Data was obtained from the following sources to help teachers inform their planning for all students:

- National Assessment Program in Literacy and Numeracy
- PAT Maths, Reading, Spelling, Vocab, Grammar and Science
- On-Entry Assessment Program (Pre-Primary, Year 1 and Year 2)
- Waddington Reading Tests
- Waddington Spelling Test
- Kindy Assessment Tool

Students on Documented Plans

Target: *Students on Documented plans are achieving 80% of targets set*

To support students to meet these targets at Jerramungup District High School we:

- Provide school support staff in each of our Primary Classrooms
- Provide Special Education Needs (SEN) plans with individual detailed reports to parents of all identified SEN students
- Supported external agencies to run programs with students at school
- Students on Documented plans are monitored and progress is measured through the collection and analysis of ongoing individual assessments
- Involve parents regularly through meetings with meetings about targets being met in documented plans.

School Chaplaincy

Our school chaplain currently attends Jerramungup District High School one half day per week. Students are able to self-refer or staff are able to refer students for any particular needs they may have. The school chaplain connected with approximately 30% of the school population over the course of the 2020 school year.

Quality Teaching and School Leadership

Target: *All staff to attend at least one professional development opportunity per year.*

To achieve quality teaching and school leadership in 2020:

- Staff participated in ongoing Performance Management aligned to the Australian Teaching and School Leadership (AITSL) Standards.
- Teachers participated in reflective practices around High Impact Teaching Strategies to establish their goals and work towards bettering their practices
- All high school staff both teaching and non-teaching attended Classroom Management Strategies professional learning to establish a more consistent approach to strategies across the high school classrooms
- Graduate teachers were provided with professional learning and mentoring

Developing Community Partnerships

The following partnerships assisted to promote strong community connections

- Partnerships with Parents including a successful Learning Journey and Presentation night
- Partnerships with local businesses to help support students on Work Experience
- Partnerships with School of Special Education Needs: Disability to provide support for whole of school strategies and individual students
- Partnerships with School of Special Education Needs: Behaviour and Engagement to provide support for whole school strategies and individual students
- Maintained an active membership of Fitzgerald Schools Network in both Early Years, Senior and Leadership networks.
- Maintained partnerships with Child and Adolescent Mental Health Services (CAMHS)

Conclusion



In conclusion, Jerramungup District High School had a successful year despite the many challenges to operations in 2020. We have maintained a positive school environment which visitors to the school continue to acknowledge. We continue to maintain strong connections with our local community which has helped to provide our students with a range of wonderful opportunities. We have happy, energetic, well-mannered students at Jerramungup, no

matter their age and we enjoy being able to provide them with wonderful opportunities to help them grow in their learning.

We as a staff continue to review our school data using a variety of sources and work together to set targets for our students, I can say that Jerramungup District High School is a school continuing to move forward which has a positive and bright future. I am grateful to our staff for the commitment they have shown over the last 12 months and their willingness to adapt new programs to their teaching to ensure that Jerramungup students are having a positive and successful learning experience, which we feel rivals' programs that are being offered to students across the state in bigger centres.





Jerramungup District High School is a school full of positive energy. Part of this energy comes from the highly engaging programs that our teachers put together every day which makes it enjoyable for the students to come to school, and the other part is the students. I am also grateful for the support our wonderful parents have shown, and continue to show both staff and students at our happy, vibrant school. I am also grateful for our students as without their energy and enthusiasm the school would be a very boring place. Their bright personalities and

enthusiasm they bring to school every day makes the job of teaching and watching them grow so much easier. Our staff are committed to inspire lifelong learning among our students, staff, parents and the wider community. We have every reason to believe that 2021 will be a year that our school continues to strive to achieve their best.