

Kojonup District High School
Blackwood Road, KOJONUP WA 6395

ANNUAL REPORT



2021





FROM THE PRINCIPAL

It is with great pleasure that I present to you Kojonup District High School's Annual Report for 2021. This report provides parents and members of the wider community with information relating to our school's performance. It highlights our strengths and successes and identifies areas targeted for improvement.

All staff at KDHS are focused on providing the best possible learning experience for every child in our care and to this end we began the year by learning more about the science of the brain –neuroscience and it's implications for educating our students. The value of a growth mindset became very apparent and led to our new vision for the school – **Growth through Learning**.

At Kojonup DHS we are committed to the belief that every child has the capability to learn and to grow. It is our collective responsibility to ensure they are given the opportunity whilst at our school.

2021 saw new leadership in the school in the Executive roles, myself as Principal, Mrs Heather Stephens joined us for two and a half terms as Deputy Principal and we then welcomed Mrs Danielle Brooks in Term 4 to the Level 4 Deputy role after a brief stint by Mrs Jo Tester in the second half of Term 3.

We had a number of people in the Manager Corporate Services role over the year, Mrs Sherryl Altus in Term 1, Ms Kylie Webb in Terms 2 and 3 and Mr Dale Sutton for the last 7 weeks of Term 4.

We started the year right with a family open night and sausage sizzle in the undercover area which saw really pleasing numbers attending and meeting new staff. Parents were able to mingle and reacquaint themselves with the school and their children's teachers in a relaxed and friendly atmosphere.

During the first two terms, a focus on uniform and behaviour across the school showed pleasing results and an amendment to our Positive Behaviour in Schools expectations. Following Instructions was replaced with Show Resilience. Students were rewarded at the conclusion of each term with a Good Standing reward activity if they had been following the expectations and kept their Good Standing.

We also started the Sounds Write program in the junior school with great success and the learning that was occurring down there was a delight to see.

Assemblies were conducted all year and some special moments were witnessed by parents and students as each class performed an item.

The Faction Swimming Carnival was held with Aquila being victorious.

During Term 2 it became apparent that the number of students in the Pre-Primary class was no longer sustainable, meaning a PP/1 split class needed to be created. Students showed resilience and soon adapted to their new surroundings.

Also in Term 2 we purchased new laptops and ipads for students to use and employed the school's first Technical Support Officer to support teachers with ICT issues and infrastructure. The state of the existing infrastructure was cause for concern and a plan was made to remedy the situation.

Term 3 saw the Year 5/6's off to Denmark to watch Grease – the Denmark SHS production. This was enjoyed by all the students, even if the weather made lunch in the park interesting! The annual dance concert was held and students took part in a walk and talk activity for R U OK? Day. Several students represented the school in the regional Spelling Competition at Mt Barker Community College and conducted themselves very well.

The Spare Parts Puppet Theatre entertained the junior classes and the Kindy students had their Rainbow Day.

The P&C staged the Art Show which was an absolutely amazing success, with over \$40 000 being raised. Several school staff were instrumental in ensuring the evening was a resounding success and every child had a piece of art in the show.

Our school won a WADHSAA (Western Australian District High School Administrators Association) award for our work with the STEM project in which the high school students participated.

Term 4 brought with it the usual sprint to the finish, with students participating in the Faction and Interschool Athletics Carnival. Aquila won the faction carnival. The Warwick SHS netball team visited our school and stayed the night in our common room, hosting a clinic for our students. Our teachers were recognised on World Teachers Day and rewarded with special cupcakes.

Our Year 8/9 students went off to camp as did our Year 4 class and Year 6 class.

Swimming lessons were held in a shorter time frame due to lack of teachers and the usual graduation events were held for the Year 6 and Year 10 students.

Presentation Night was a jungle themed event and was held outside, at the town sporting complex. It was a wonderful night and showcased all that is great about our school.

In closing I would like to thank the school community for their welcome to me in my first year as Principal and say that I am very proud of the high standard of work and quality education we provide at Kojonup DHS. Our supportive community, who work alongside staff, to develop and guide our students, is greatly valued

Sharon Peet

PRINCIPAL



SCHOOL CONTEXT

Kojonup is located approximately 265km from Perth on Albany Hwy. The school was established in 1863 and now caters for students K-10. We are unique in the District High School family as we operate a 180-hectare mixed farming enterprise a short 1 km from the school.

The school motto is “Fiat Lux”, let the light shine forth, which is reflected in our open learning environment through growth and understanding and the school vision is “Growth through Learning”

Kojonup District High School provides a caring and values driven approach to the education of all students and this rich and quality educational experience works towards empowering and developing our students to achieve their potential.

SCHOOL PROFILE

In 2021 our school consisted of:

245 students, <2% disability, 15% Aboriginality, 2 ECE classes, 7 Primary classes, 3 Secondary groups catering for Year 7-10. Specialist Design and Technology, Visual Arts, Home Economics, ICT, STEM, Science Laboratory and a 480-acre Farming Enterprise.

Student numbers as of Semester 2 2021

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(12)	28	21	26	29	16	39	14	185
Part Time	23								

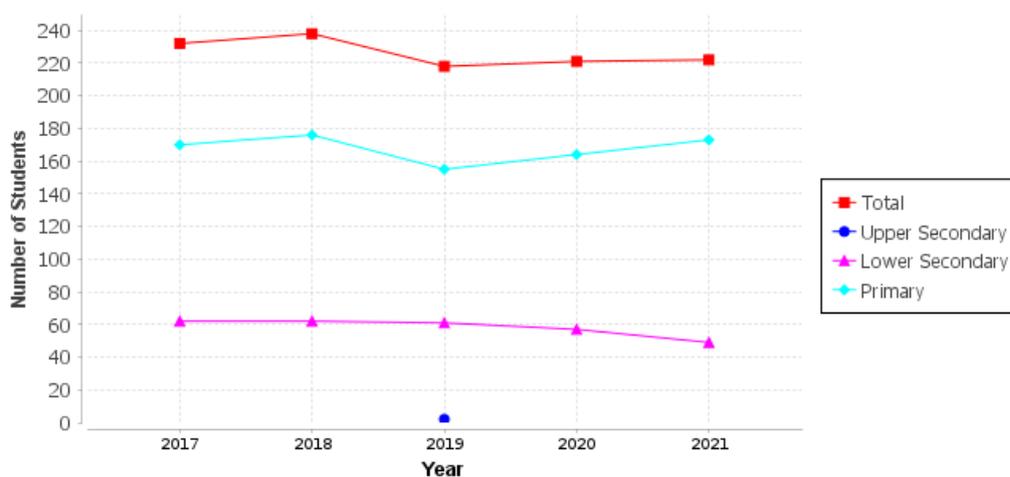
Note: The Kindy Full Time student figure represents the Full Time Equivalent of the Part Time students

Secondary	Y07	Y08	Y09	Y10	Y11	Y12	USE	Total
Full Time	24	10	12	3				49

School	Total	
Full Time	222	
Part Time	23	(12)
Total	245	(234)

	Kin	PPR	Pri	Sec	Total	
Male	16	18	81	22	137	137
Female	7	10	64	27	108	108

Semester 2 Student Numbers



Semester 2	2017	2018	2019	2020	2021
Primary (Excluding Kin)	170	176	155	164	173
Lower Secondary	62	62	61	57	49
Upper Secondary			2		
Total	232	238	218	221	222

STAFF PROFILE

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	3	3.0	0
Total Administration Staff	4	4.0	0
Teaching Staff			
Other Teaching Staff	18	13.6	0
Total Teaching Staff	18	13.6	0
School Support Staff			
Clerical / Administrative	5	3.6	0
Gardening / Maintenance	2	1.4	0
Other Non-Teaching Staff	8	5.0	0
Total School Support Staff	15	10.0	0
Total	37	27.6	0

PROFESSIONAL LEARNING

During 2020, staff engaged in a wide range of professional learning activities. The Professional Learning focused on continuing to build the staff's capacity and to provide the best possible learning opportunities for our children. These are outlined below.

At KDHS Professional Learning occurs in a variety of ways including:

- School Development Days
- Professional Learning Communities meetings
- School Leadership Team meetings
- Collaborative DOTT time
- Network Meetings (Admin and specialist teaching staff)
- External providers
- On-Line workshops and courses
- Induction sessions for newly appointed staff

POSITIVE BEHAVIOUR IN SCHOOLS (PBS)

At Kojonup DHS we have **4 core expectations** as part of our Positive Behaviour in Schools program.

HAVE PRIDE – Always work to your full potential.

SHOW RESILIENCE – Persevere when things get hard.

SHOW RESPECT – Treat everyone with care and consideration.

BE SAFE – Learn in a safe and clean environment.

In 2021, Kojonup DHS continued PBS within our school as a Behaviour Management Program that can be implemented with fidelity. With that in mind, the 2021 year became a year of adjusting our approach. The PBS committee spoke in consultation with the whole school staff in 2020 about the possibility of changing the 'Follow Instructions' Expectation to a different expectation that reflected our school's values and was more in line with what an expectation is, rather than an action. This was then agreed upon during 2021 and it was decided that Show Resilience suited our purpose better and we adopted that expectation across the school.

Our PBS Team Purpose Statement is: **to create and promote a transparent, consistent, and fair environment, where staff and students demonstrate positive behaviour.**

Our whole school expectations are to: Show Respect, Be Safe, Show Resilience and Have Pride. We instil these values in each student to inspire them to become a valued member of the community, to be inclusive and create opportunities for all students to succeed.



2021 Improvements:

- Expectations changed to be more in line with school values.
- New behaviour flowchart developed.
- New Behaviour Management Policy with Good Standing written and enacted.
- Students now have an embedded understanding of our Behaviour Management processes, consequences and rewards.

CHAPLAINCY

Through our ongoing partnership with Youth Care, we are able to access Chaplaincy support, 2 days per week. Mrs Webb, our Chaplain, is funded under a Commonwealth initiative, this program has enhanced the school's pastoral care focus. In 2021 the focus of our Chaplain's work involved supporting disengaged students, supporting families through Boniface Care funding and career counselling with the Year 7 students. She has assisted the Rotary Club during Breakfast Club sessions and supported families in times of crisis. We were successful in our grant application to continue with this valuable program in 2022.

FROM THE FARM

In 2021, the students at Kojonup District High School Farm participated in sheep husbandry skills such as crutching and lamb marking as well as other systems which contribute to food and fibre production. With the assistance of funding from the Agricultural Colleges Trust, students were part of the installation of a new dam and the watering network to the orchard and vegetable gardens. Students assisted in the placement of feeder tanks and solar powered pump. This will be a sustainable water source for many years to come.

Students were part of each of the operations within the cropping season. Students prepared the paddock, conducted seed germination tests and assisted in preparing the seeding equipment for use. During the cropping season, students identified weeds and investigated which products and processes could be utilised to manage these. Haymaking and harvest were later than usual, and students could test the hay for readiness and the grains moisture.

With an excellent rainfall season and above average rain, the school farm dams are full and the vegetable patches ready for production in 2022.



PROGRESS AGAINST STRATEGIC PLAN TARGETS

Priority	Target	Achieved	Not ach	In progress	Progress/Comment	
Successful students	NAPLAN data will be equal to or above 'like schools' in all areas.		X			
	Decrease the % of students in the lowest tricile in Numeracy.					
	Increase the % of students who demonstrate the standard for Literacy and Numeracy (OLNA) at the completion of Year 10.				Only 2 students in Yr 10 in 2021.	
	The focus area for NQS will be met.	X				
	All students assessed in Term 1, PP and again in Term 1, Year 1 will have made gains, relative to their start point.	X				
	All Year 10 students to complete a workplace learning program	X				
	Increase the % of students receiving Consistently and Often in:					
	<ul style="list-style-type: none"> • Sets goals and works towards them • Makes positive choices with confidence • Shows confidence in making positive choices and decisions • Displays perseverance • Works to the best of his/her ability 	X		X	Explicit teaching of goal setting skills through PBS lessons and focusing teachers on using 'free and frequent' reinforcers, on a daily basis.	
		X			X	Zones of Regulation to be a focus for managing emotional regulation, as part of the Health curriculum.
	Increase the number of students in the regular (90% and above) category for attendance	X				2021 saw badged attendance officers and a case management approach to address attendance. A new attendance plan was developed with new targets set. Attendance increased.

Excellence in teaching	All teachers have implemented the KDHS pedagogical framework			X	
	All teachers engage in peer observations	X			
	All staff engage in performance development	X			
Strong Structures	There is a sustainable balance of expertise and experience in staff	X			Good mix of graduate and experienced teaching staff at the school

NAPLAN DATA

	Year 3			Year 5			Year 7			Year 9		
	2018	2019	2021	2018	2019	2021	2018	2019	2021	2018	2019	2021
Numeracy	-0.5	-0.0	0.3	-2.2	0.3	0.6	1.2	0.3	-0.7	-2.3	-1.0	-0.1
Reading	0.5	-0.4	-0.1	0.1	0.3	-0.3	0.6	-0.4	-0.5	-0.3	-1.0	-0.1
Writing	1.1	0.4	1.3	0.7	1.8	0.5	-0.1	-1.2	-0.7	-0.2	-0.6	0.4
Spelling	0.4	-0.4	-1.0	0.6	2.2	0.5	0.9	-0.7	-1.5	-0.3	-0.6	-0.1
Grammar & Punctuation	-0.2	-0.5	-0.6	-1.1	1.7	0.2	0.9	-0.5	-1.3	-0.6	1.0	-0.7

	Above Expected - more than one standard deviation above the predicted school mean
	Expected - within one standard deviation of the predicted school mean
	Below Expected - more than one standard deviation below the predicted school mean
	If blank, then no data available or number of students is less than 6

- ▶ We arrested downward trends in Year 9 Numeracy - steadily building in Years 3&5.
- ▶ Writing in Year 3 showing great upward movement better than like schools and state
- ▶ Year 5 above like schools in all areas
- ▶ Year 7 Spelling equal to state and above like schools
- ▶ All areas in Year 9 show improvement from 2019.
- ▶ Year 3 Spelling is a concern

NATIONAL QUALITY STANDARD

Overall Quality Area recording		Working Towards	Meeting
Quality Area 1	Educational program and practice		
Quality Area 2	Children's health and safety		
Quality Area 3	Physical Environment		
Quality Area 4	Staffing arrangements		
Quality Area 5	Relationships with children		
Quality Area 6	Collaborative partnerships with families and communities		
Quality Area 7	Governance and Leadership		

How do we know?

- NQS K-2 reflection tool completed

How can we find out more?

- NQS Verification process
- Discussions with staff during Professional Learning
- Discussions with staff and leaders' schools within NQS network on Connect

Strengths:

- Professional discussions of Early Years Learning Framework and NQS
- Embedding Early Years Learning Framework and NQS in daily practice
- An active approach to fundraise for money to buy new equipment
- Shared responsibility of all students across year groups

What are the areas we can improve?

- Aim to be meeting all areas by the end of 2022.
- Scheduled meetings to address the yearly focus area.



ATTENDANCE

Attendance Target 2021

Increase the number of students in the regular (90% and above) category.

Table 1: Attendance and Absence Type by Collection Period for KOJONUP DISTRICT HIGH SCHOOL

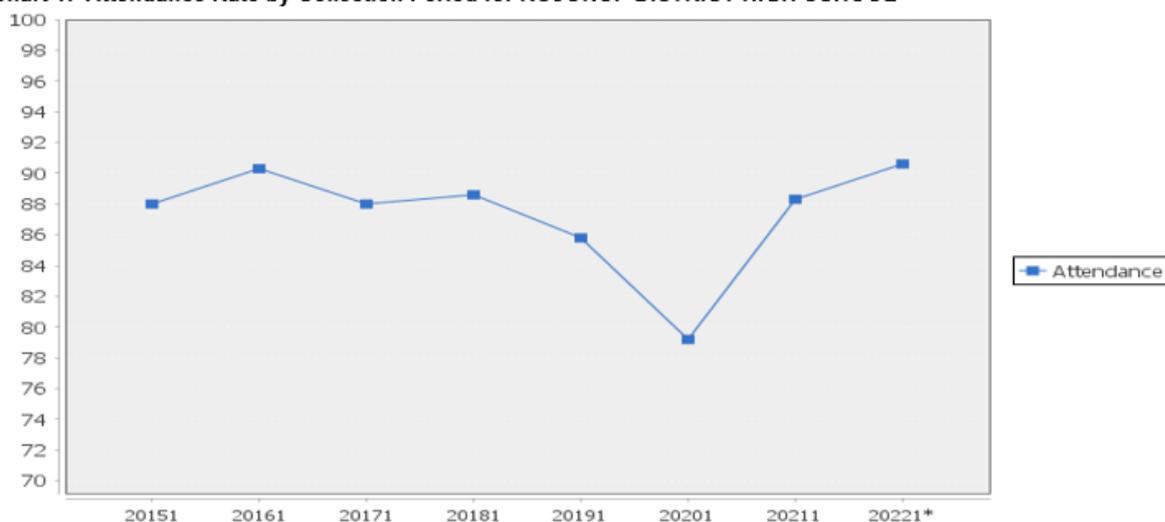
Collection Period	2015 Sem 1	2016 Sem 1	2017 Sem 1	2018 Sem 1	2019 Sem 1	2020 Sem 1	2021 Sem 1
Attendance Rate	88.0%	90.3%	88.0%	88.6%	85.8%	79.2%	88.3%
Regular Attendance	58.6%	67.7%	62.7%	62.7%	60.1%	25.1%	65.2%
Authorised Absence	95.4%	90.6%	78.0%	83.7%	83.1%	85.1%	87.5%
Unauthorised Absence	4.6%	9.4%	22.0%	16.3%	16.9%	14.9%	12.5%

* indicates that data is not final.

Note that the Absences are proportions of half days in each category.

LONGITUDINAL STUDENT ATTENDANCE DATA FOR KOJONUP DISTRICT HIGH SCHOOL

Chart 1: Attendance Rate by Collection Period for KOJONUP DISTRICT HIGH SCHOOL



* indicates that data is not final.

In 2021 we developed an Attendance plan for the school and set specific targets for each year level. We had badged attendance officers, which the school had not previously and this gave us the ability to make home visits. We worked closely with the Regional Attendance Coordinator (RAC) to encourage parents to send their children to school and as another liaison officer who could also make home visits. As a result we were one of very few schools to increase overall attendance in the region as per regional data presented at the Albany SWER Conference.

Moving forward

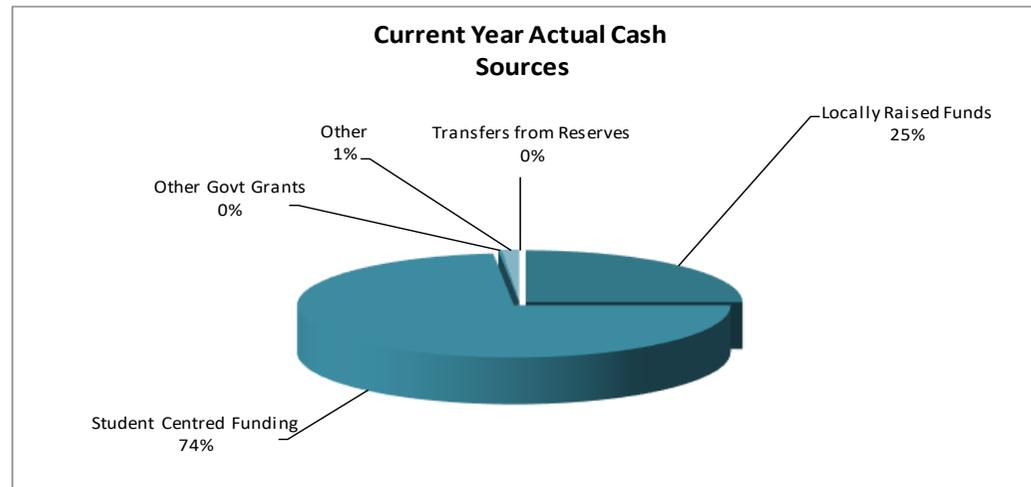
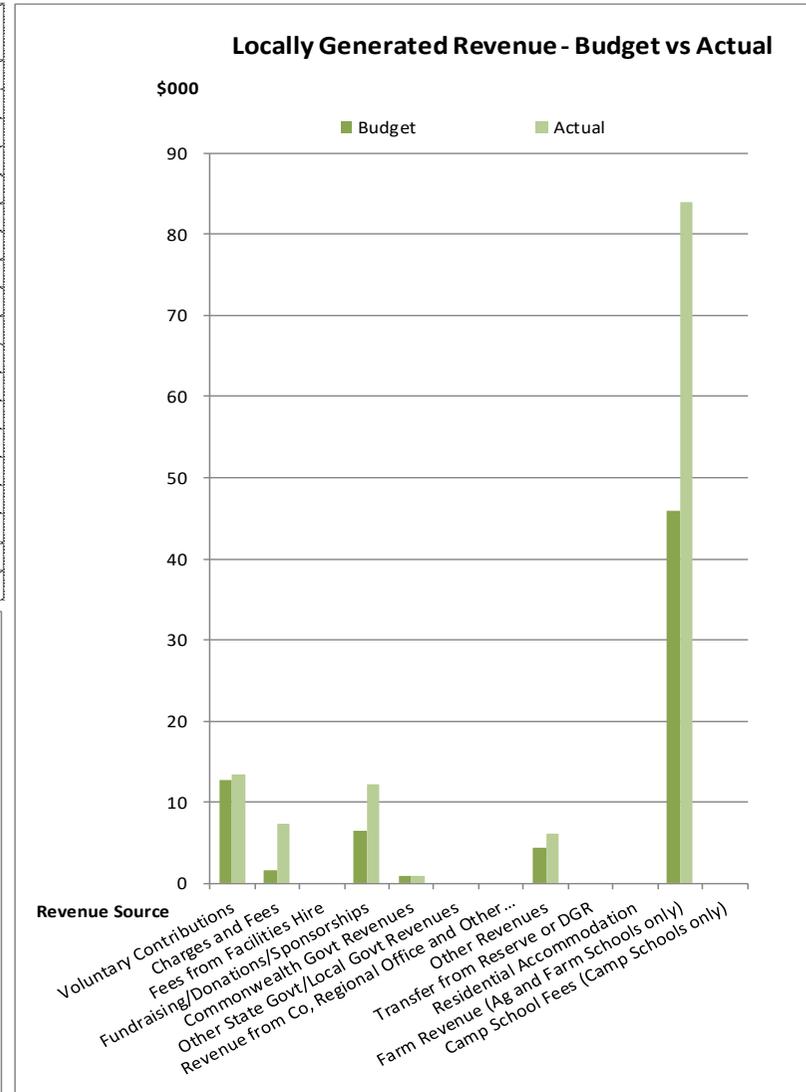
The focus for 2022 will be to develop a whole school attendance policy to ensure strong proactive case management of students with attendance issues, concentrating on developing a stronger engagement strategy for ATSI students and to target all students falling in the 'Indicated' attendance category, to move them to the 'Regular' category. Unexplained absences will be a focus, with parent education of Every Day Counts and the need to explain each absence. Unauthorised absences will be a focus.



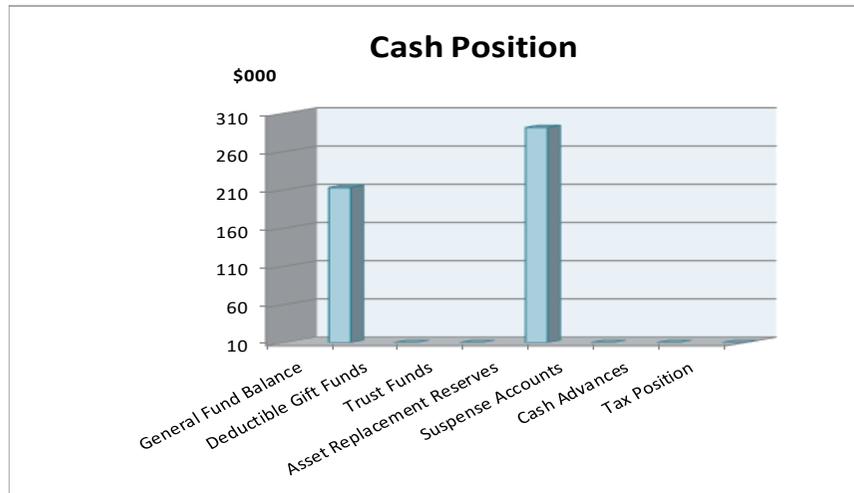
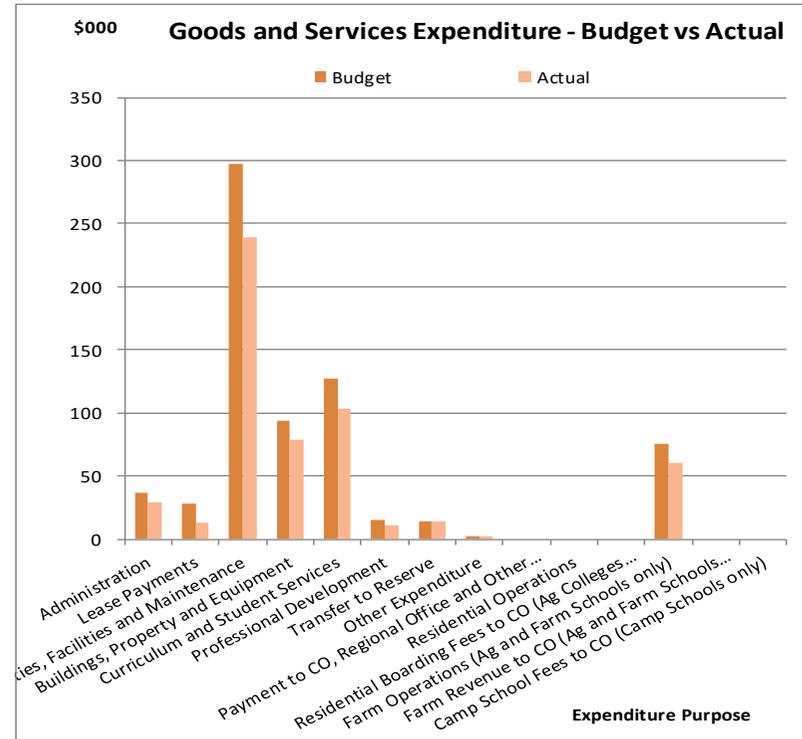


Kojonup District High School Financial Summary as at 31.12.2021

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 12,705.00	\$ 13,458.00
2	Charges and Fees	\$ 1,568.70	\$ 7,289.00
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 6,490.20	\$ 12,141.10
5	Commonwealth Govt Revenues	\$ 952.00	\$ 951.90
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 4,333.59	\$ 6,136.05
9	Transfer from Reserve or DGR	\$ -	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ 45,845.00	\$ 83,936.48
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds		\$ 71,894.49	\$ 123,912.53
Opening Balance		\$ 296,456.00	\$ 296,455.50
Student Centred Funding		\$ 332,523.50	\$ 343,382.76
Total Cash Funds Available		\$ 700,873.99	\$ 763,750.79
Total Salary Allocation		\$ 3,344,437.00	\$ 3,344,437.00
Total Funds Available		\$ 4,045,310.99	\$ 4,108,187.79



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 36,331.09	\$ 29,015.37
2	Lease Payments	\$ 28,400.00	\$ 13,395.49
3	Utilities, Facilities and Maintenance	\$ 297,767.00	\$ 239,133.32
4	Buildings, Property and Equipment	\$ 93,222.00	\$ 78,941.10
5	Curriculum and Student Services	\$ 126,875.40	\$ 103,735.19
6	Professional Development	\$ 15,556.80	\$ 11,104.05
7	Transfer to Reserve	\$ 13,915.00	\$ 13,915.00
8	Other Expenditure	\$ 1,628.70	\$ 1,712.34
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)	\$ 75,650.00	\$ 60,078.92
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
Total Goods and Services Expenditure		\$ 689,345.99	\$ 551,030.78
Total Forecast Salary Expenditure		\$ 2,914,933.00	\$ 2,914,933.00
Total Expenditure		\$ 3,604,278.99	\$ 3,465,963.78
Cash Budget Variance		\$ 11,528.00	



Cash Position as at:	
Bank Balance	\$ 494,539.79
Made up of:	
1 General Fund Balance	\$ 212,720.01
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 291,364.10
5 Suspense Accounts	\$ (5,695.32)
6 Cash Advances	\$ -
7 Tax Position	\$ (3,849.00)
Total Bank Balance	\$ 494,539.79

