

# **JURIEN BAY**

## **DISTRICT HIGH SCHOOL**



# **ANNUAL REPORT**

## **2020**

# PRINCIPAL'S REPORT

## Principal's Report

Welcome to the 2020 Annual Report for Jurien Bay District High School.

We had many plans to further embed and develop the learning and personal development of our students. A new school bus to travel, strong learning programs and further grounds development were all in our sights. Unfortunately the COVID 19 outbreak and subsequent measures to ensure our health and safety changed the plans for all West Australians.

The support we received from the Department of Education Western Australia, our community, staff and students ensured that our school was able to be open for most of the year. Parents and visitors were restricted onsite. Semester 1 Student Reports were heavily modified with some normality returning in Semester 2.

All national NAPLAN testing was cancelled so we cannot report any results for 2020.

Kagan Cooperative Learning and Istar continue to be school wide initiatives giving consistency from Kindy to Year 10. The Primary classes use common approaches to Reading, Writing, Spelling and Mathematics ensuring students do not need to learn a new system each year.

Sport is a popular aspect of all schools and again in 2020 our students participated in a well-structured PE program across the school. The focus of skill development leads to improved student confidence and greater participation.

I thank the staff, students, P&C, School Board and the wider Jurien Bay, Cervantes, Leeman, Badgingarra and Green Head communities for their support throughout 2020 and look forward to all aspects of school hopefully returning to normal in 2021.

Dave Thomas  
Principal

# OUR SCHOOL

Jurien Bay District High School is a Western Australian Public School and part of the Mid-West Education District. Jurien Bay District High School is located in the beautiful town of Jurien Bay and provides a quality education for all students from Kindy to Year 12.

The school is committed to providing a quality education for every student. We strive for continuous improvement through the review of student performance information and reflection on our teaching practice. It is our belief that it is the quality of the teaching and learning programs, relationships and learning environment that maximise student learning.

The School's programs focus on the achievement of the Learning Outcomes as described in the Western Australian Curriculum. These are the outcomes which all students need to attain in order to become lifelong learners and achieve their potential. Student progress is monitored against the established standards of the School Curriculum and Standards Authority.

In 2020 the school provided a range of educational opportunities and experiences for approximately 315 students from Kindergarten to Year 12. The primary years had specialist staff for PE, Art, Music, Science and Languages. The secondary included a full curriculum including on site ATAR classes, Emergency Service Cadets and Structured Workplace Learning.

# OUR VISION

Jurien Bay District High School embraces diversity, and provides quality teaching and learning programs to provide opportunities for students to develop the necessary skills for their future learning and life.

# OUR VALUES

Our shared values are:

- Respect: we use our manners; we are considerate of others; we respect opinions and encourage others.
- Responsibility: we are responsible for our learning; we care for the school environment; we act safely.
- Commitment: we do our best; we participate in our education; we attend school.







# 2020 HIGHLIGHTS

The school year is full of learning, supported by many special events. These have included;

- NAIDOC Celebrations
- Beach Carnival
- Athletics Carnival
- The installation of school wide solar energy
- Cadets hosting the town ANZAC, Vietnam Veterans and Remembrance Day Services
- Students nominated for the Shire of Dandaragan Young Person of the Year.
- Secondary and Primary Presentation nights.



## SCHOOL PERFORMANCE 2020

The information in the Annual Report aims to provide the school community with information on the school's performance. While it can place a context for your child's performance, it is your child's school reports, personal results and discussion with the teacher that provides you with individual information on your child's achievements and progress.

### MATHEMATICS LEARNING AREA

The staff at JBDHS are dedicated to providing our students with a high quality Numeracy Program, which enables them to progress their mathematical skills and knowledge. We deliver the Western Australian Curriculum and report against the Judging Standards. This year staff completed their training in iSTAR, an explicit teaching format that is used for programming. We have attended professional learning by Dr Paul Swan and use his Curriculum Threads. A cooperative and collaborative approach to student learning is also supported through our Kagan Cooperative Learning strategies. The provision of iPads, through to Year 9 has facilitated ICT in our numeracy lessons.

## **Primary**

The Primary Numeracy approach is through a dedicated numeracy block, which incorporates a consistent approach to the teaching of numeracy. All students from Pre Primary to Year Two were On Entry tested at the start of the school year. Teachers used this data to guide their numeracy planning, as a cohort and for specific individual needs.

Dr Paul Swan electronic and concrete resources were purchased and are beginning to be embedded in our teaching of numeracy.

Every Primary class is equipped with a numeracy tub, complete with these relevant and diverse resources to complement and enhance our teaching and assessment.

## **Secondary**

Standardised testing is conducted twice yearly using the Progressive Mathematics Assessment Tests to measure longitudinal growth of students from Years 7 – 10. Peter Westwood Basic Fact Fluency Test is completed each term to monitor student progress.

## **ENGLISH LEARNING AREA**

### **Secondary**

In 2020, the Secondary English Learning Area has placed emphasis on further improving student literacy outcomes. A key focus in English for this year has been to develop student reading, writing and speaking and listening skills, so that all students are able to succeed in these domains. Students have engaged in studies of an array of texts and genres, including documentaries, poetry and song, short films and stories, Current Affairs, feature films, graphic novels, persuasive speeches and theatrical performances and plays. The iStar Visible Learning Model continues to play an important role in the English Learning Area, so that students are clear on the learning intent and success criteria of each lesson.

Secondary English teachers have been trained in the Seven Steps to Writing Success, to enhance their teaching of the Narrative and Persuasive writing genres. Additionally, the framework has also been beneficial to other students as a 'toolbox' for approaching new and challenging writing tasks.

iPads still provide innovative and experimental learning opportunities for students in lower secondary English.

## Primary

Year K-6 teachers have continued to refine their implementation of Guided Reading, further developing their expertise and confidence in administering and analysing running records; implementing engaging reading centre activities to support and extend students with their fluency and comprehension; and implementing more structured and highly engaging Literature Circles to foster a passion for reading as well as develop reading skills. This year we have expanded the Literature Circle titles, and have added titles that students have requested.

Teachers have continued to refine the implementation of Word Study, with an explicit focus on phonics, spelling rules, grammar and punctuation. As a school we have also introduced a focus on the reading and spelling of high frequency words. There are a thousand words students need to learn. These are broken down into sets of 100 then further broken down in lots of 10. Students learn the words in class but they are also sent home for students to practise for homework. There has been great enthusiasm towards the learning of the words, with students eager to work their way through the levels.



## SCIENCE LEARNING AREA REPORT PRIMARY AND SECONDARY

The key focus for Science in Primary is the progression of Science inquiry skills and Science as an understanding. The students participated in hands-on learning through experiments and investigations which was moderated using the judging standards as per the school business plan. Kagan Cooperative Learning was implemented throughout the whole school to engage students with the concepts within the Science curriculum to enhance the delivery of content and student interaction with it. During Term 1 students explored Earth and Space Sciences through the use of experiments and research projects. In Term 2 students investigated the Physical Sciences by building different ramps and objects to test the forces being applied. Chemical Science in Term 3 was the height of experiments; the students discovered the change of states in matter. Students explored the Biological Sciences in Term 4 and discovered different features of living and non-living things. National Science Week during Term 3 was a great success; with the whole Primary school creating rockets and their own moon rocks from outer space.

Science Inquiry Skills has been a major focus for improvement throughout the Primary and Secondary schools.



## EARLY CHILDHOOD EDUCATION

All full time classroom teachers have early childhood qualifications and have common collaborative time for planning, sharing and moderating. Teachers work closely with families for the benefit of every student's emotional and academic wellbeing. Staff endorse NQS to ensure that quality early childhood education is provided and continuity and cohesion is maintained across the early years of schooling.

In 2019 there was a pre - kindergarten program for those entering school in 2020. The focus was on familiarisation of the classroom, learning routines, listening to stories and participating in table activities. The school's Speech Therapist, Occupational Therapist and School Health Nurse addressed parents at a session.

At Jurien Bay District High School, we have a comprehensive speech and oral language assessment called the Phonological Assessment Screening Test (PAST) which is undertaken from Kindergarten to Year 2. On Entry Testing is administered in Term 1 for Pre-primary to Year 2 students to inform the teaching and learning program. This testing data assists with early intervention by identifying student's educational needs, which then enables staff to link parents and appropriate Community services and/or develop individual or group programs to address any areas of need. The Early Childhood Classes (K-2) run the same English and Mathematics programs as the rest of the school, therefore continuing the consistency of school initiatives. Kagan Cooperative Learning Strategies are used across the early childhood classrooms to maximise participation and engagement of all students with a major focus on developing social skills.

Our school has undertaken the Talk 4 Writing program which focuses specifically on oral language development in Kindergarten and Pre-primary and progresses to the written from Year 1 onwards. Early childhood teachers have been trained, and explicitly teach, the Margaret Menner format for Shared and Guided Reading and the Chris Lilley format for Spelling adapted from the Words Their Way program. The teachers use the iStar planning process alongside Paul Swan's Mathematics Curriculum Threads and are extending this way of planning into all curriculum areas.





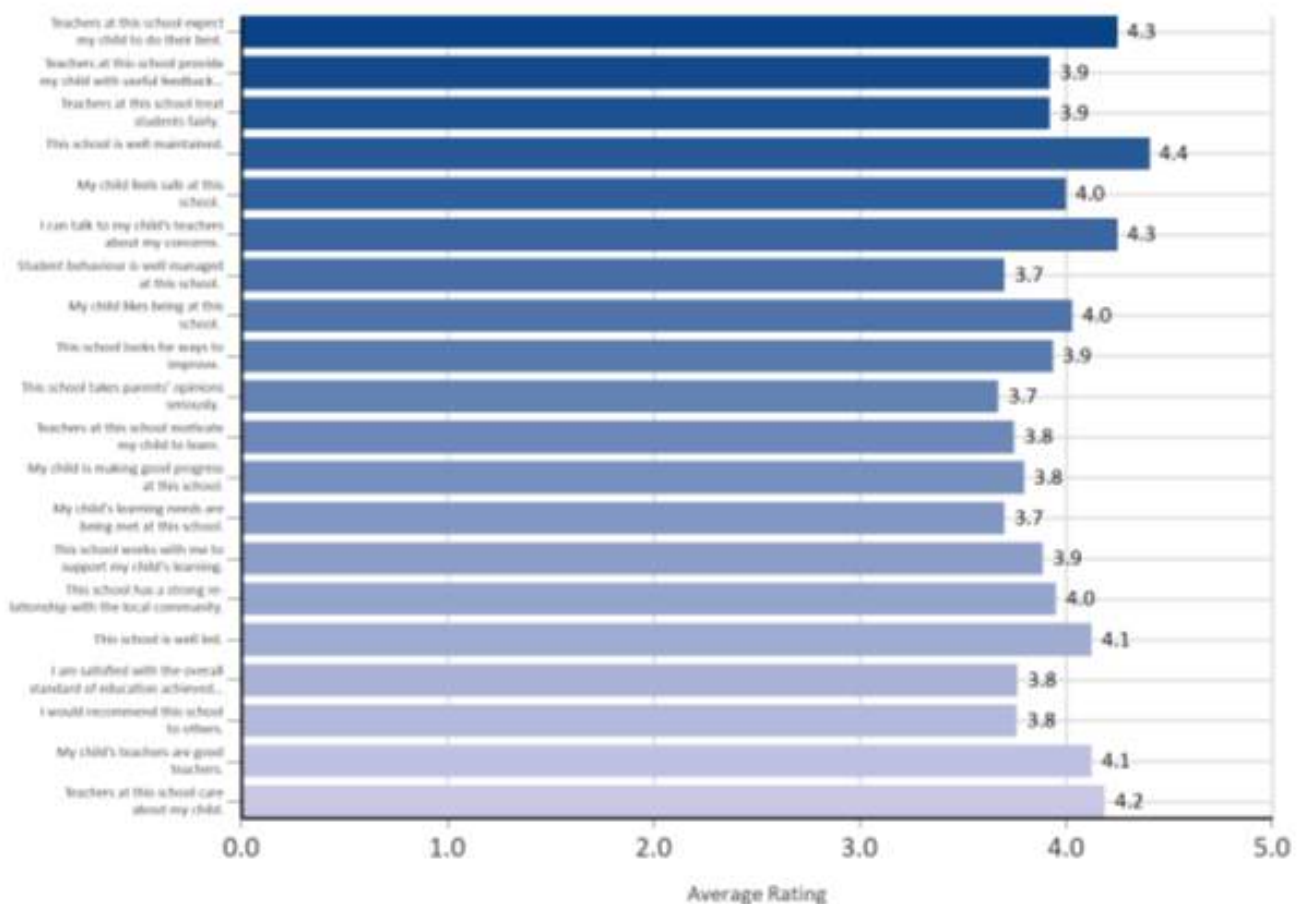
## NATIONAL SCHOOL OPINION SURVEYS

In 2020 School Surveys were completed by Parents, Students (Years 7-10) and Staff in September. The next survey will be in 2022.

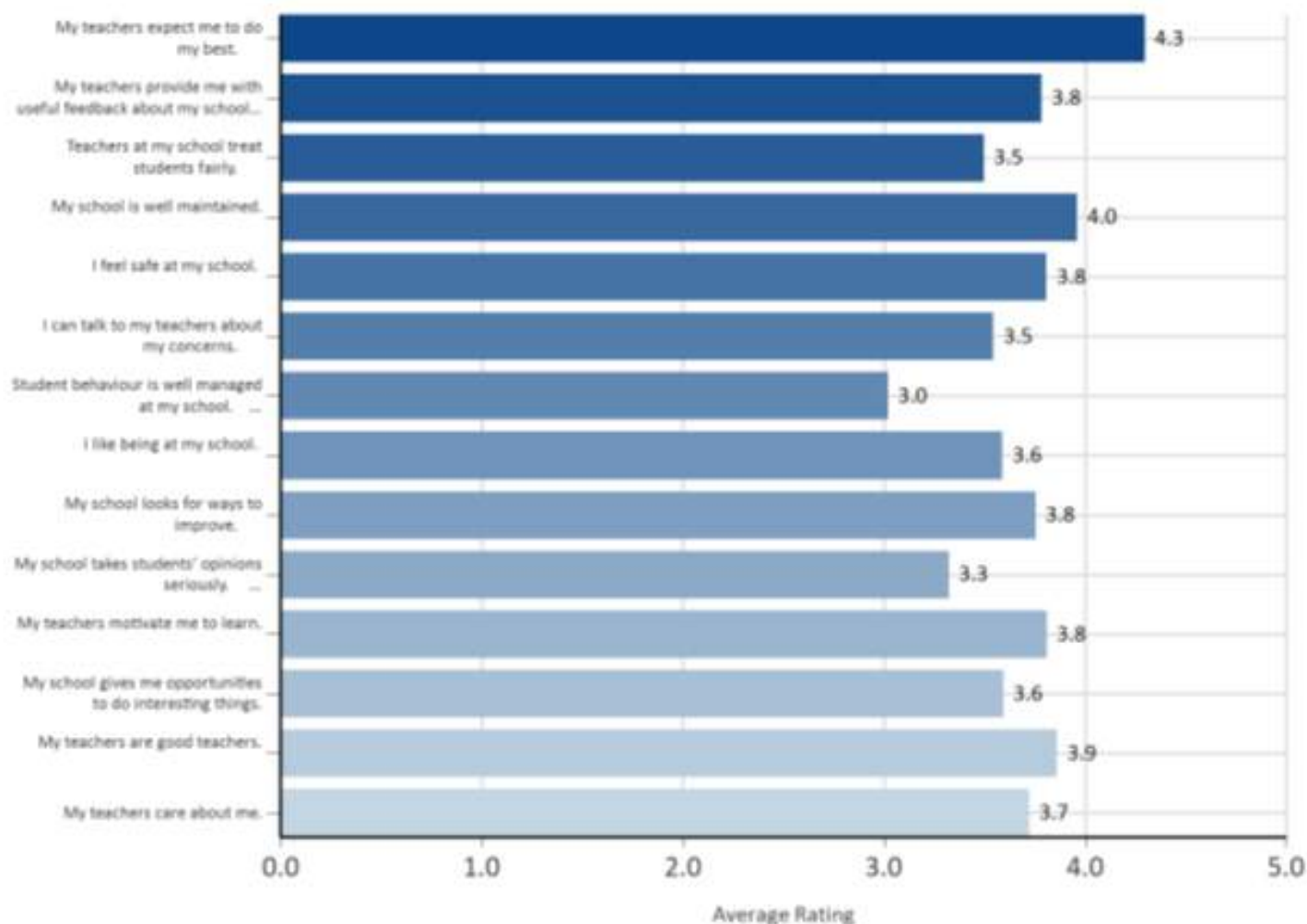
### Parent Survey 2020

The participation in the National School Opinion Survey by parents was very high. In 2018 only 12 responses were received compared to 64 in 2020. This alone indicates improved participation and communication between the school and the community.

The results of the survey are below and compared to 2018 show an increase in satisfaction across all areas.



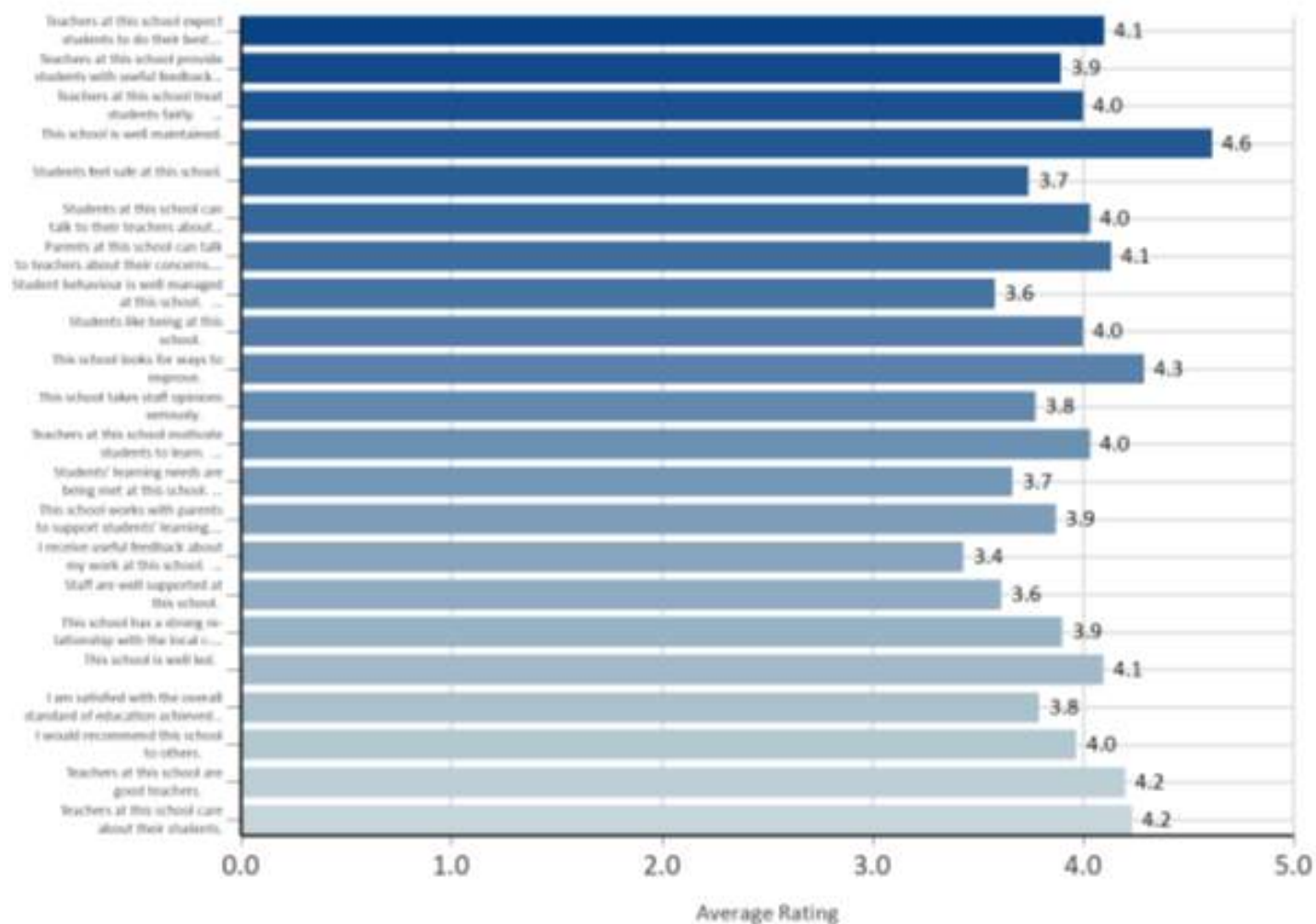
## STUDENT SURVEY



As with the Parent Survey there was an improvement in all areas compared to 2018. To address further improvement we have expanded the range of secondary courses and electives for 2021. The level of Pastoral care will also be addressed with the appointment of Year Coordinators to assist all students and make best use of our external support such as Mental Health, School Chaplain and School Psychologist.



## STAFF SURVEY



As with the other two surveys there was an improvement in all areas compared to 2018. The staff at our school do strive to provide the best possible education and will continue to work with parents and students to best provide for our community.

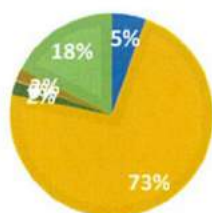
The results of all three surveys were analysed by the staff and presented to the School Board. Behaviour Management is an area that is often discussed in all schools. With so many staff and each with an opinion, views on what is acceptable will vary. Our values of Respect, Responsibility and Commitment are embedded at the school. In 2021 we will begin the Positive Behaviour in Schools WA program. This will aim to specifically teach desired behaviours to all students and staff. The aim of this is to ensure everyone knows what is expected, how to best display the behaviour and most importantly provide consistency across the school.

## Financial Summary 2020

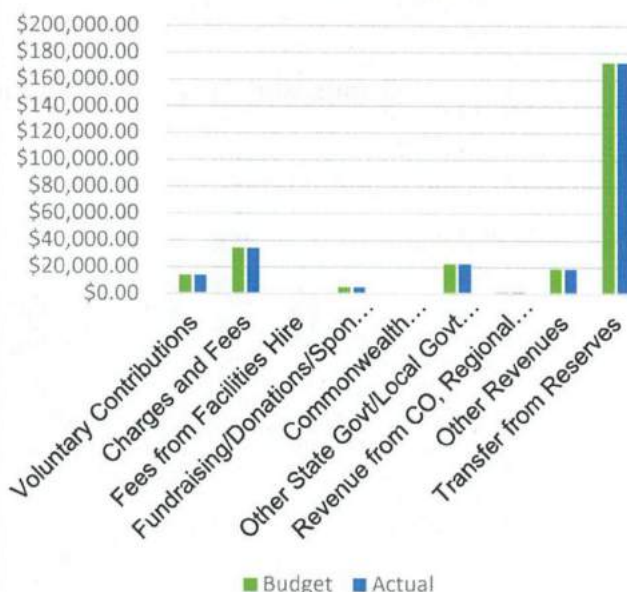
- In 2020 Jurien Bay District High School received \$4,686,252.68 in Student Centred Funding.
- \$4,252,051.28 was allocated to the school based on student enrolment of 310 at the February Census. This includes funding for Disability, Aboriginality and other student characteristics. A further \$339,037.58 was received as Targeted Initiatives such as additional EA and AIEO FTE, School Chaplaincy Program, Local Access, Graduate Teacher Induction Program, VET for secondary students.
- Operational Response funding of \$93,163.82 was received for Covid-19 cleaning and Hosting School Psychologists.
- The collection rate for voluntary contributions in 2020 was 60% for Primary, 63.5% for Years 7 – 10, 50.2% for Years 11-12. Secondary collections include Education Program Allowances. 100% of charges were collected.
- Donations of \$4,927 were received from the P & C and local organisations and businesses for Sporting Carnival trophies and student awards.
- A review of Reserve budgets at the end of 2019 identified \$47,748 as surplus and transferred to general funds in the 2020 cash budget. During 2020 \$124,378.54 was transferred from Reserves for replacement of photocopiers, desktop computers, iPads, laptops, Network switches and other equipment.
- Student Centred Funding for 2020 was higher than anticipated due to an enrolment increase of 44 students, spread across all years.
- Covid-19 placed restrictions or cancellation of many student activities, such as camps and incursions/excursions as well as restricting staff travelling for professional learning.
- Upgrades were made to the staff room, Sick Bay, Primary basketball courts, network fibre cable upgrade, class room furniture and additional computer equipment.
- An 85kW Solar system was installed and operational in late 2020. \$185,352 was budgeted for this project and the bulk of the cost was not invoiced until February 2021. \$150,000 was transferred to cash from Salary surplus in November 2020 to ensure sufficient cash funds were available in early 2020.

### CURRENT YEAR ACTUAL CASH SOURCES

- Current Year Actual Cash Sources
- Locally Raised Funds 5%
- Student Centred Funding 73%
- Other Govt. Grants 2.2%
- Revenue from CO, Regional Office & Other Schools 0.1%
- Other 1.8%
- Transfer from Reserves 17.9%



### Locally Generated Revenue - Budget vs Actual





## Financial Summary 2020

Revenue - Cash & Salary Allocation	Budget	Actual
Voluntary Contributions	\$13,783.00	\$13,783.25
Charges and Fees	\$34,194.00	\$34,193.70
Fees from Facilities Hire	\$0.00	\$0.00
Fundraising/Donations/Sponsorships	\$4,928.00	\$4,927.26
Commonwealth Government Revenues	\$0.00	\$0.00
Other State Govt/Local Govt Revenues	\$22,180.00	\$22,180.00
Revenue from CO, Regional Office & Other Schools	\$1,089.00	\$1,089.00
Other Revenues	\$18,593.00	\$18,594.35
Transfer from Reserves	\$172,127.00	\$172,126.54
<b>Total Locally Raised Funds</b>	<b>\$266,894.00</b>	<b>\$266,894.10</b>
<b>Opening Balance</b>	<b>\$381,739.00</b>	<b>\$381,739.10</b>
<b>Student Centred Funding</b>	<b>\$711,872.00</b>	<b>\$711,872.12</b>
<b>Total Cash Funds Available</b>	<b>\$1,360,505.00</b>	<b>\$1,360,505.32</b>
<b>Total Salary Allocation</b>	<b>\$0.00</b>	<b>\$0.00</b>
<b>Total Funds Available</b>	<b>\$1,360,505.00</b>	<b>\$1,360,505.32</b>

### Expenditure - Cash and Salary

Expenditure Purpose	Budget	Actual
Administration 3.5%	\$ 44,812.00	\$ 27,579.40
Utilities, Facilities & Maintenance 17.6%	\$ 164,515.00	\$138,190.66
Buildings, Property & Equipment 38.8%	\$ 504,824.00	\$304,717.49
Curriculum & Student Services 19.2%	\$ 197,652.00	\$150,689.80
Professional Development 1.7%	\$ 15,113.00	\$ 13,648.62
Transfer to Reserve 18.6%	\$ 146,534.00	\$146,534.00
Other Expenditure 0.02%	\$ 1,824.00	\$ 1,966.76
Payment to CO, Regional Office, Other Schools 0.02%	\$ 1,589.00	\$ 1,589.36
Residential Operations	\$ -	\$ -
<b>Total Goods and Services Expenditure</b>	<b>\$ 1,076,863.00</b>	<b>\$784,916.09</b>
<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Total Expenditure</b>	<b>\$ 1,076,863.00</b>	<b>\$784,916.09</b>
<b>Cash Budget Variance</b>	<b>\$ 283,642.00</b>	

