# Kulin District High School

## Annual Report 2024

SUCCESS ◊ THANKFUL ◊ RESPECT ◊ INSPIRE ◊ VISION ◊ ENDEAVOUR

## SCHOOL VISION

At Kulin District High School, we;

- Strive with confidence,
- Strive with Respect, and;
- Strive to succeed.

## SCHOOL PURPOSE

Students are engaged in purposeful learning where they feel safe, valued and confident to tackle academic and personal challenges and grow into optimistic, informed global citizens.

## STRIVE VALUES

As outlined in the School Business Plan (STRIVE Plan), the STRIVE values of the Kulin DHS community are:

- **S**UCCESS
- **T**HANKFUL
- **R**ESPECT
- **I**NSPIRE
- **V**ISION
- **E**NDEAVOUR

# CONTEXTUAL INFORMATION

Kulin DHS is a K-10 school, which began as Kulin Primary School on the 15th May 1916 and was upgraded to a District High School in 1966. Students reside in the Kulin town site or travel to school by bus. We are proud to provide a quality education to students within the local area, east to Hyden, north to Kondinin, west to Yealering and south to Dudinin.

At the 2024 Semester 1 census, 117 students were enrolled at Kulin DHS. This was up slightly when compared with 2023. Eighty-one students (69.2%) were in Kindergarten – Year 6 and thirty-six (30.8%) in Years 7-10. Aboriginal students comprised 1.7% of the population (two students).

# OUR COMMUNITY

The School's ICSEA (Index of Community Socio-Educational Advantage) is 1015 (Decile 4). ICSEA is a measure of the educational advantage students have, as measured by the parents' occupation and level of education completed, and their educational achievement. ICSEA values range from around 800 (extremely educationally disadvantaged) to about 1300 (educationally advantaged).

The Shire of Kulin is a local government area in the Eastern Wheatbelt Region of Western Australia, about 280 kilometres ESE of Perth. The Shire's land area of 4,714 square kilometres forms a narrow east-west band, located between the Shire of Kondinin to the north and the Shire of Lake Grace to the south. The local economy is based on agriculture- predominantly cereal grains and sheep.

The Shire encompasses the towns of Kulin, Pingaring, Dudinin, Jitarning, and Holt Rock. Only 283kms southeast of Perth, the town of Kulin is the main service centre for the surrounding Shire. Kulin residents have easy access to a broad range of top-quality services, infrastructure, community groups and events.

The Kulin community prides itself on being progressive, proactive, safe, and friendly and has achieved such things as the famous award-winning Kulin Bush Races. A 100% voluntarily coordinated event. Kulin also boasts the popular Tin Horse Highway tourist drive as well as having the biggest waterslide in Regional WA. Kulin also saw the very first Bendigo Community Bank Branch in WA.

Kulin District High School enjoys ongoing support from The Shire of Kulin, the Kulin Bush Races, The Community Bank Kulin, and the wider business community.

| Census Term 1 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 |
|---|---|---|---|---|---|---|---|---|---|
| Kindergarten | 12 | 13 | 15 | 9 | 7 | 11 | 10 | 5 | 8 |
| Primary | 71 | 77 | 82 | 84 | 82 | 85 | 78 | 75 | 73 |
| Secondary | 24 | 30 | 34 | 34 | 38 | 40 | 40 | 35 | 36 |
| Total | 107 | 120 | 131 | 127 | 127 | 136 | 128 | 115 | 117 |

## YEAR 7 INTAKE

At the beginning of the 2024 school year, ten Year 7 students were enrolled, with seven students coming from Kulin DHS and three from Hyden PS.

Of the twelve, 2024 Year 6 students, nine will continue at Kulin DHS in 2025. Three are attending private schools in Perth.

## DESTINATION SCHOOLS

There were six Year 10 students enrolled in Semester 2, 2024. In 2025, all will continue to Year 11 studies:

2- Merredin College

1- Kent Street Senior High School

1- Narrogin Agricultural College

1- Aranmore Catholic College, Leederville

1- St Hilda's College Perth

## LINKING WITH THE COMMUNITY

## P&C

The Parents and Citizens Association met once each term. The 2024 P&C Executive team comprised of – Alison Lucchesi (President), Cindy Mullan (Vice President), Carly Williams (Secretary) and Danielle Barndon (Treasurer). Fundraising activities were held. Funds raised continue to be utilised for the improved outlook of the school. The P&C lead the drive for updated play equipment which was installed during the year. They were also instrumental in driving the change of school faction colours. These will be visible in the school in 2025.

## SCHOOL BOARD

An eleven-member Board comprised the principal plus parent, community, and staff representatives. Meetings were held twice per term. The focus being on contributing to good school governance and supporting and endorsing use of school resources, and community expectations in consideration to the school's priorities, whilst reflecting the needs of students in relation to the school business plan (Strive Plan). The 2024 School Board included – Fiona Murphy (Chair), Tessa Silver (Secretary), Barry Gangell, (community member), Yvonne Bowey, Ben Whisson, Jayde Hobson, Veronica Stacey and Grantly Mullan (parent members), Deirdre Carroll and Laura Browning (staff members) and Garry Walker (Principal).

# OTHER LINKS TO THE COMMUNITY

The Kulin community continued to be very supportive of the school and strong links were maintained throughout the year. For example, the Kulin Community Bank provided funds for the Secondary Specialist Program. The Kulin Bush Races supported improved infrastructure and ICT needs with funding. A strong partnership also exists between our school and the Shire of Kulin, especially in respect to maintaining the school oval, surface and reticulation, providing sand for athletics carnivals and the use of the recreation centre as a venue for numerous school events. In Semester Two, local businesses hosted our Year 10 students with their workplace learning endorsed program. These students completed work experience in the community once a week.

Likewise, Kulin DHS students and staff were actively involved in sporting and service clubs – Hockey, Netball, Football, Swimming, Basketball, Athletics, Tennis, Dance and Gymnastics.

School newsletters (every 3 weeks), updates and consent forms sent via Audiri and our Kulin DHS website kept the parent body informed about current events. Parents were kept informed of student progress and special events through Audiri, Class Dojo in the Primary School and, as well as the Kulin District High School website.

# ON-ENTRY 2024 (PRE-PRIMARY)

### Term 1 On-Entry 2024 (Pre-Primary)

2024 saw a small cohort of students (4) in our Pre-primary class. These students completed On-Entry testing in Term One. They were tested in Speaking and Listening, Reading, Writing and Numeracy.

| Speaking and Listening | Reading | Writing | Numeracy |
|---|---|---|---|
| 406 | 456 | 242 | 435 |
| 518 | 490 | 293 | 456 |
| 424 | 473 | 242 | 486 |
| 330 | 403 | 176 | 379 |

To dig a little deeper into this data we can compare our students to state results. The median score which has 50% of the tested students in the State below the score and 50% above.

Speaking and listening – 450

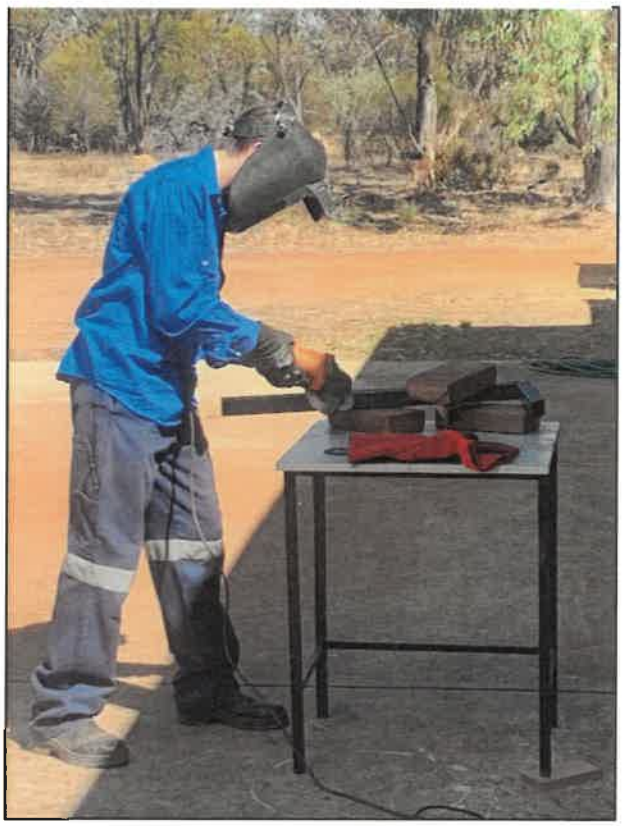
Reading – 449

Writing – 200

Numeracy – 425

This data shows our cohort of students close to or just above state average in all four tested areas. Testing was completed early in the year (Weeks 3-6). This year, students have been engaged in the InitiaLit program in Literacy, taught by trained staff and 'Stepping Stones' and Paul Swan Bond Blocks in Numeracy.

Tracking of student data has seen all students making pleasing progress.



# NAPLAN 2024

NAPLAN testing for Year 3, 5, 7 and 9 students took place in Weeks 7 and 8 of Term One. To generate the system graphs/tables below there must be a minimum cohort number of 6 students. With small cohorts of students there is greater weight on individual results to find an average. High results as well as low results can significantly skew averages.

The tables below show how our year cohorts did compared to expected outcomes. Expected outcomes take into consideration results of students from like schools.

Our Year 3 cohort only had five students tested, therefore no results show on the tables below.

# NAPLAN 2024

## Comparative Performance for Numeracy

| Numeracy | Performance | | Students | |
|---|---|---|---|---|
| | 2023 | 2024 | 2023 | 2024 |
| Year 3 | 0.5 | | 6 | |
| Year 5 | -0.1 | 0.0 | 12 | 15 |
| Year 7 | 1.3 | -1.2 | 13 | 9 |
| Year 9 | 1.7 | -2.1 | 8 | 6 |

Numeracy results show that our Year 7 and 9 cohorts are below expected outcomes. These results highlight the need for numeracy intervention in the High School. A program has been trialled in 2024 across upper primary, so we will look at extending the program at point of need into the High School.

| | | |
|---|---|---|
| | 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 <6 | |

## Comparative Performance for Reading

| Reading | Performance | | Students | |
|---|---|---|---|---|
| | 2023 | 2024 | 2023 | 2024 |
| Year 3 | 0.5 | | 6 | |
| Year 5 | -2.2 | 0.6 | 12 | 15 |
| Year 7 | 0.0 | -0.8 | 13 | 9 |
| Year 9 | 2.0 | -3.0 | 8 | 6 |

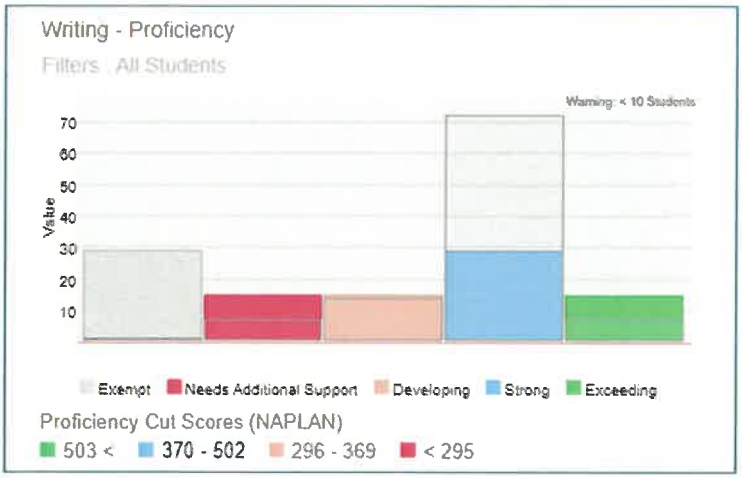
Reading results were in line with expected outcomes in Years 5 and 7. Year 9 results were low, but with our low cohort of students, this data was affected by below expected results from a couple of students.

## Comparative Performance for Writing

| Writing | Performance | | Students | |
|---|---|---|---|---|
| | 2023 | 2024 | 2023 | 2024 |
| Year 3 | -0.5 | | 6 | |
| Year 5 | 0.1 | 0.6 | 12 | 15 |
| Year 7 | 0.8 | -0.7 | 13 | 9 |
| Year 9 | 0.2 | -1.6 | 8 | 6 |

This was very similar in Writing. Experienced and stable staff in our High School has seen students make consistent and strong progress throughout 2024 and with effective teaching, resources and single streaming in Year 7 and 8 we anticipate individual student growth continuing in 2025.

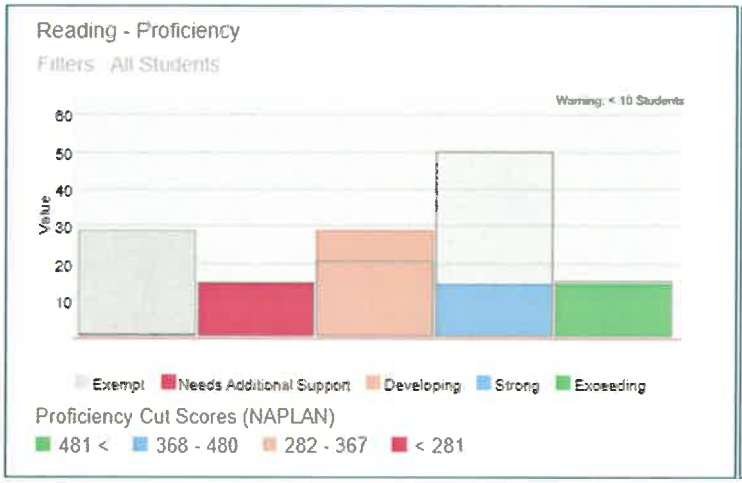
# YEAR 3 NAPLAN

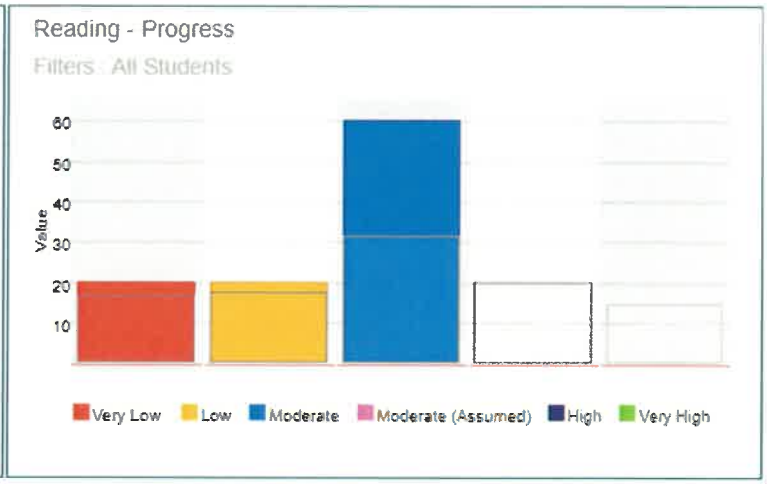


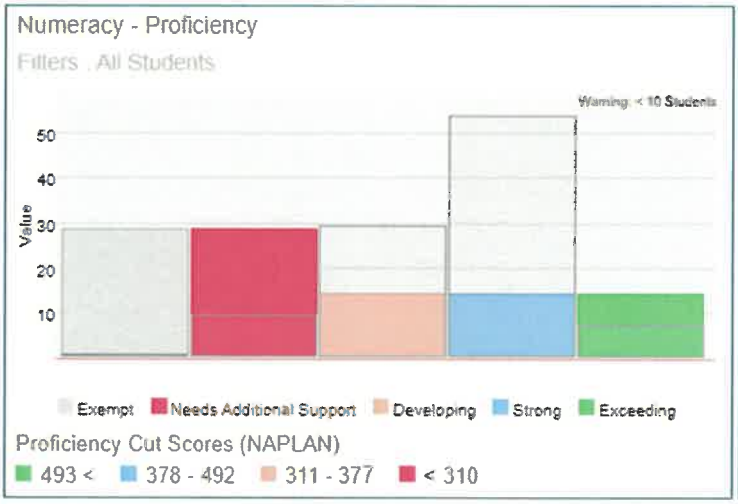

The below graphs show our Year 3 NAPLAN data in Writing, Reading and Numeracy. With only 5 students testing in NAPLAN in 2024 there is no comparison cohort data comparing our results to like schools.

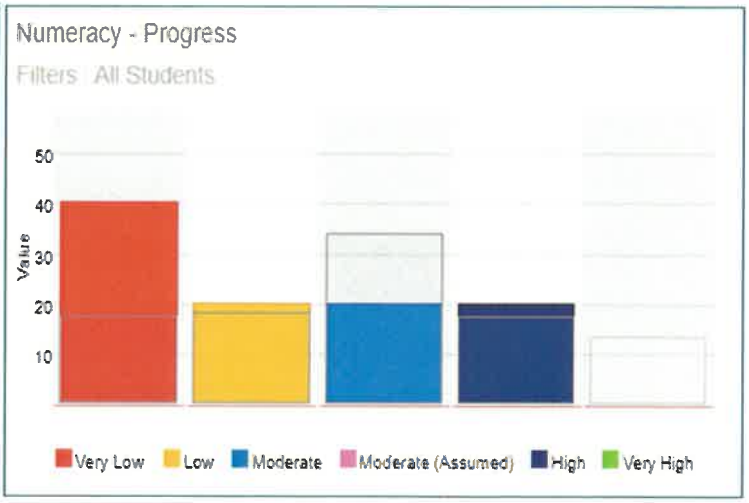
This data shows we have students achieving well 'Exceeding' and 'Strong', but also students who 'Need Additional Support'. Students at this level are part of our MultiLit targeted intervention and are making pleasing progress.

2025 will see the introduction of a Maths Intervention program in the primary school, to target those students who have not made the expected progress.



# MULTILIT & TARGETED INTERVENTION

This year saw further entrenchment of MiniLit, MacqLit and InitiaLit (P- 2) across our Primary School, along with targeted intervention, all of which, were facilitated by trained staff. Years 1 – 6 students were screened at the beginning and end of each semester, with students testing in the bottom 25% identified for intervention.

Below is a snapshot of data collected throughout the year from students who were part of our MultiLit intervention program. Positive growth was consistently seen across all students engaged in the targeted intervention program.

TABLE 1

WARP DATA ENTRY SHEET

Saved to this PC

| Year/ Grade | | Pre-test | Passage 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Post test | % Improvement pre-test to post test |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 3 | Score | 47 | 46 | 48 | 67 | 72 | | | 67 | 65 | 68 | 71 | 83 | |
| | Average | | 47 | | 70 | | | | 66 | | 70 | | | 77% |
| | Date | 25 Jun | 5 Aug | 5 Aug | 10 Sep | 10 Sep | | | 28 Oct | 28 Oct | ##### | ##### | 27 Nov | |
| 3 | Score | 69 | 57 | 70 | 67 | 71 | 82 | 80 | | | 89 | 80 | 92 | |
| | Average | | 64 | | 69 | | 81 | | | | 85 | | | 33% |
| | Date | 25 Jun | 5 Aug | 5 Aug | 2 Sep | 2 Sep | 10 Oct | 10 Oct | | | 19 Nov | 19 Nov | 27 Nov | |
| 3 | Score | 76 | 57 | 56 | | | 57 | 79 | 66 | 71 | 71 | 82 | | |
| | Average | | 57 | | | | 68 | | 69 | | 77 | | | |
| | Date | 25 Jun | 5 Aug | 5 Aug | | | 14 Oct | 14 Oct | 29 Oct | 29 Oct | ##### | ##### | | |
| 4 | Score | 71 | 68 | 89 | 68 | 82 | 69 | 97 | 94 | 96 | 87 | 81 | 103 | |
| | Average | | 79 | | 75 | | 83 | | 95 | | 84 | | | 45% |
| | Date | 25 Jun | 5 Aug | 5 Aug | 10 Sep | 10 Sep | 14 Oct | 14 Oct | 28 Oct | 28 Oct | 18 Nov | 18 Nov | 28 Nov | |
| 5 | Score | 113 | 113 | 120 | 125 | 136 | 129 | 112 | 124 | 122 | 117 | 115 | 136 | |
| | Average | | 117 | | 131 | | 121 | | 123 | | 116 | | | 20% |
| | Date | 26 Jun | 5 Aug | 5 Aug | 18 Sep | 18 Sep | 10 Oct | 10 Oct | 29 Oct | 29 Oct | 13 Nov | 13 Nov | 28 Nov | |
| 5 | Score | 103 | 85 | 87 | 97 | 112 | 107 | 102 | 93 | 115 | 100 | 113 | 119 | |
| | Average | | 86 | | 105 | | 105 | | 104 | | 107 | | | 16% |
| | Date | 26 Jun | 5 Aug | 5 Aug | 10 Sep | 10 Sep | 10 Oct | 10 Oct | 29 Oct | 29 Oct | 13 Nov | 13 Nov | 28 Nov | |
| 5 | Score | 26 | 17 | 33 | 47 | 51 | 22 | 32 | 32 | 48 | 37 | 38 | | |
| | Average | | 25 | | 49 | | 27 | | 40 | | 38 | | | |
| | Date | 26 Jun | 5 Aug | 5 Aug | 18 Sep | 18 Sep | 14 Oct | 14 Oct | 28 Oct | 28 Oct | 13 Nov | 13 Nov | | |
| 6 | Score | 90 | 86 | 83 | 105 | 119 | 88 | 98 | 85 | 100 | 105 | 106 | 96 | |
| | Average | | 85 | | 112 | | 93 | | 93 | | 106 | | | 7% |
| | Date | 26 Jun | 5 Aug | 5 Aug | 18 Sep | 18 Sep | 16 Oct | 16 Oct | 29 Oct | 29 Oct | 12 Nov | 12 Nov | 28 Nov | |
| 6 | Score | 98 | 88 | 76 | 116 | 113 | 92 | 99 | 94 | 96 | 104 | 109 | 109 | |
| | Average | | 82 | | 115 | | 96 | | 95 | | 107 | | | 11% |
| | Date | 26 Jun | 5 Aug | 5 Aug | 10 Sep | 10 Sep | 16 Oct | 16 Oct | 29 Oct | 29 Oct | 12 Nov | 12 Nov | 28 Nov | |
| | Score | 100 | | | 103 | 111 | 127 | 104 | 115 | 102 | 113 | 113 | 128 | |
| | Average | | | | 107 | | 116 | | 109 | | 113 | | | 16% |
| | Date | 26 Jun | | | 2 Sep | 2 Sep | 10 Oct | 10 Oct | 31 Oct | 31 Oct | 19 Nov | 19 Nov | 27 Nov | |

*Table 1 shows data from a group of Year 3-6 students involved in the intervention program and the progress made throughout Semester 2, 2024 WARP (Wheldell Assessment of Reading Passages) assessment.*

*The table below (Table 2) shows the growth of a group of Year One students involved in the program, between June and November 2024 for the WARL (Wheldell Assessment of Reading Lists) assessment. It shows all students involved making considerable progress.*

TABLE 2

WARL DATA ENTRY SHEET

| Year/ Grade | | Pre-test | List 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Post test | % Improvement pre-test to post test |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | Score | 23 | 42 | 42 | 35 | 49 | 58 | 61 | | | 64 | 60 | | |
| | Average | | 42 | | 42 | | 60 | | | | 62 | | | |
| | Date | 12 Jun | 19 Aug | 19 Aug | 9 Sep | 9 Sep | 13 Nov | 13 Nov | | | 28 Nov | 28 Nov | | |
| 1 | Score | 43 | 49 | 55 | 49 | 50 | 54 | 50 | | | 57 | 58 | 62 | |
| | Average | | 52 | | 50 | | 52 | | | | 58 | | | 44% |
| | Date | 17 Jun | 19 Aug | 19 Aug | 9 Sep | 9 Sep | 24 Oct | 24 Oct | | | 12 Nov | 12 Nov | 28 Nov | |
| 1 | Score | 10 | 10 | 12 | 13 | 21 | 15 | 16 | 22 | 22 | | | 23 | |
| | Average | | 11 | | 17 | | 16 | | 22 | | | | | 130% |
| | Date | 28 Jul | 1 Aug | 1 Aug | 28 Aug | 28 Aug | 16 Sep | 16 Sep | 14 Nov | 14 Nov | | | 28 Nov | |
| 1 | Score | 29 | 35 | 33 | 33 | 40 | 39 | 46 | | | 46 | 45 | | |
| | Average | | 34 | | 37 | | 43 | | | | 46 | | | |
| | Date | 12 Jun | 19 Aug | 19 Aug | 9 Sep | 9 Sep | 24 Oct | 24 Oct | | | 19 Nov | 19 Nov | | |
| 1 | Score | 12 | 12 | 16 | 15 | 22 | 28 | 27 | 35 | 35 | 36 | 39 | 41 | |
| | Average | | 14 | | 19 | | 28 | | 35 | | 38 | | | 242% |
| | Date | 17 Jun | 1 Aug | 1 Aug | 19 Aug | 19 Aug | 2 Oct | 2 Oct | 14 Nov | 14 Nov | 25 Nov | 25 Nov | 26 Nov | |
| 1 | Score | 28 | 33 | 33 | 42 | 49 | 49 | 58 | | | 51 | 49 | 49 | |
| | Average | | 33 | | 46 | | 54 | | | | 50 | | | 75% |
| | Date | 17 Jun | 21 Jun | 21 Jun | 10 Sep | 10 Sep | 12 Nov | 12 Nov | | | 19 Nov | 19 Nov | 28 Nov | |
| 1 | Score | 22 | 35 | 39 | 38 | 32 | 36 | 42 | 47 | 52 | | | 45 | |
| | Average | 22 | 37 | | 35 | | 40 | | 50 | | | | | 105% |
| | Date | 17 Jun | 22 Aug | 22 Aug | 11 Sep | 11 Sep | 24 Oct | 24 Oct | 13 Nov | 13 Nov | | | 28 Nov | |

## OLNA

Of our six Year 10 students, only one has not achieved their OLNA.

We had a cohort of six Year 9 students sit NAPLAN in 2024. Of these students three demonstrated the standard to achieve OLNA in Numeracy. Two achieved the standard in Reading with none achieving the standard in Writing.

These students will have six more opportunities throughout Year 10 – 12 to achieve their OLNA.

## PEAC

In 2024 Kulin DHS was the venue for PEAC (Primary Extension And Challenge) Classes. Three of our students qualified for PEAC via Year 4 testing in 2023.

These three Year 5 students had a great year participating in extension work and challenges as well as attending excursions to Sci-tech and the Perth Scribblers Convention.

## REPORTING TO PARENTS

The school had a thorough Reporting to Parents schedule. In 2024:

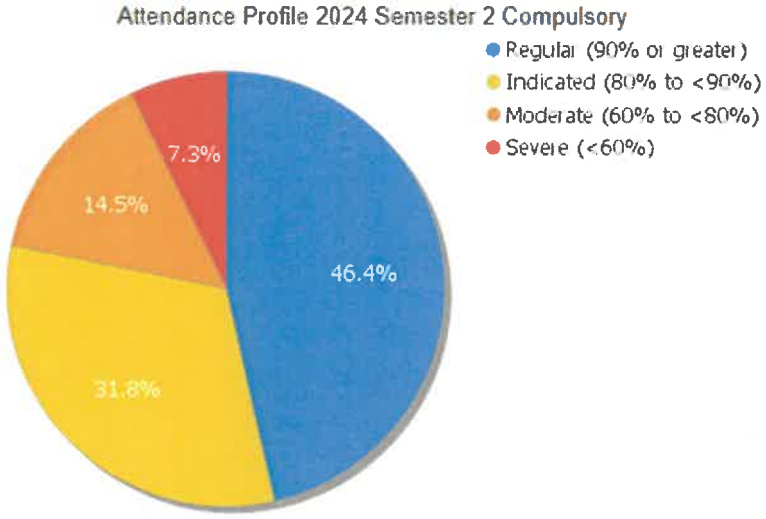
- Term 1 – Meet and Greet Event + Interim Reports in the MESH subjects Yr 7 – 10.
- Term 2 – Formal Reports
- Term 3 – Open Night + Interim Reports in the MESH subjects Yr 7- 10
- Term 4 – Formal Reports

Kulin DHS continues to recognise the importance of exposing our students to a range of experiences across all learning areas, providing students with multiple ways of learning and experiencing successes. The Sciences, HASS, Health and Phys Ed, D&T, ICT, Languages and The Arts are all prioritised.

A few examples of what was on offer for Kulin students in 2024 include Visual Arts, Performing Arts, Design and Technology, ICT, Music, Home Economics, Dance, Sewing, Physical Education, specialised sports, Japanese and many more opportunities through timetabled classes and the Secondary Specialist Program.

Kulin DHS prides itself on strong community partnerships. These partnerships support staff in providing a quality and innovative education for our students. Such partnerships are imperative in ensuring that we continue to be able to provide our students with a range of opportunities to enhance learning and personal growth. Local businesses, the Shire of Kulin, The Community Bank Kulin, Kulin Bush Races and non-for profits are wonderful partners for our school.

# STUDENT NON-ACADEMIC ACHIEVEMENT 2024




## ATTENDANCE

Semester Two attendance rates show an increase in the number of unauthorised absences (23%) from the previous year. This will be a focus area for the upcoming school year where we will continue to reach out to these families through phone calls and the use of the SMS Outreach system.

We continue to see an improvement in attendance rates across the primary school, compared to previous years. However, there was a slight decline in the secondary rates compared to 2023.

This is largely due to a small cohort of students who have disengaged from school. Administration staff have been working with these families to try and reengage with them and have enlisted the support of the Engagement and Transitions Manager and Regional Office to support these families.

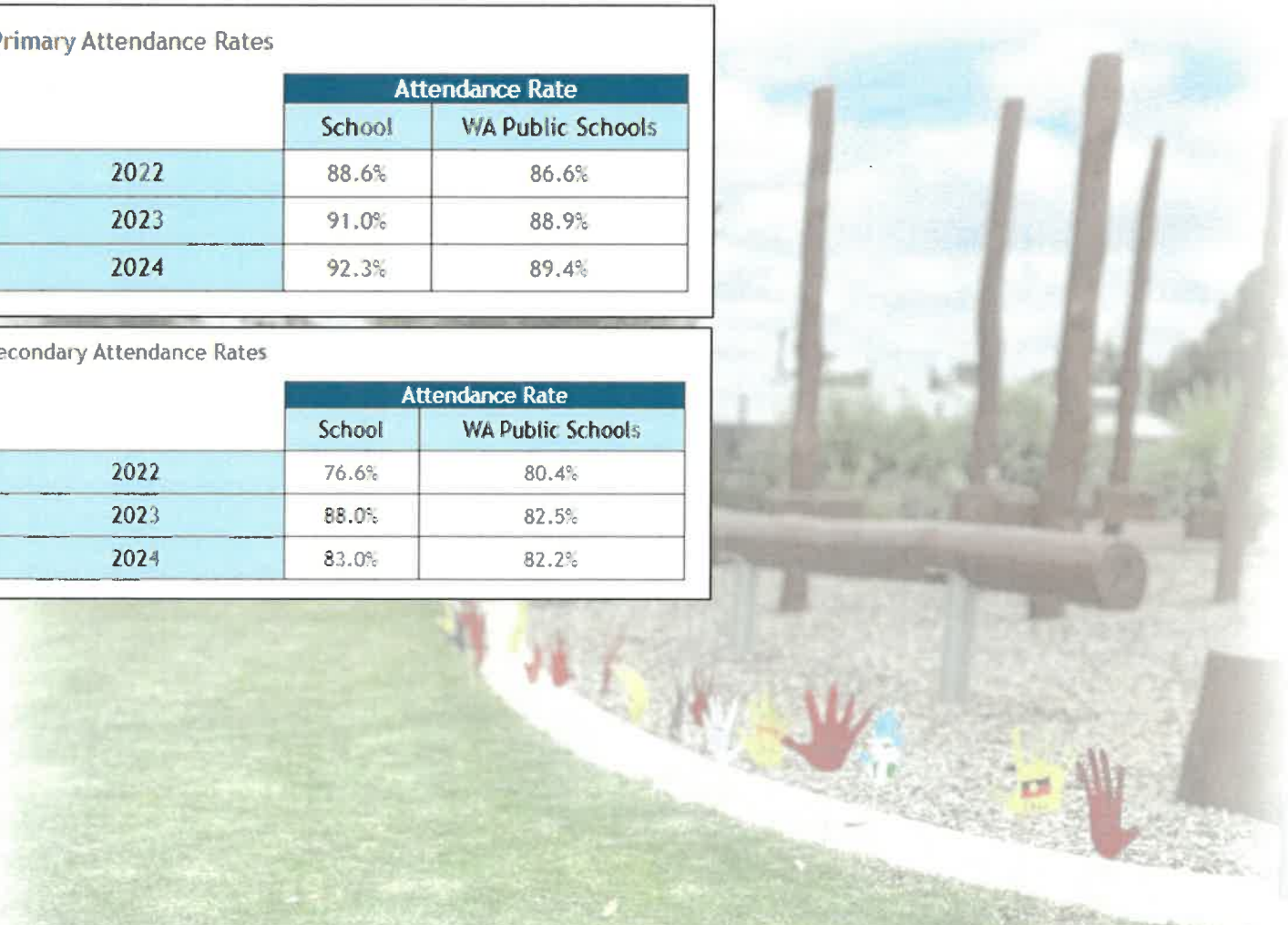
An overall attendance rate of 84.1% is below the school target and will remain a focus for our administration staff. This can largely be attributed to a small group of students who are classified as severe non-attendance (<60%). Communication to parents about the importance of regular school attendance will continue, with the aim to move those students at Indicative Risk (80% to <90%) into the regular category.

Primary Attendance Rates

| | Attendance Rate | |
|---|---|---|
| | School | WA Public Schools |
| 2022 | 88.6% | 86.6% |
| 2023 | 91.0% | 88.9% |
| 2024 | 92.3% | 89.4% |

Secondary Attendance Rates

| | Attendance Rate | |
|---|---|---|
| | School | WA Public Schools |
| 2022 | 76.6% | 80.4% |
| 2023 | 88.0% | 82.5% |
| 2024 | 83.0% | 82.2% |



## BEHAVIOUR

In 2024, Kulin District High School remained committed to embedding our STRIVE values—Success, Thankful, Respect, Inspire, Vision, and Endeavour—across all areas of the school. We continued to recognise the importance of celebrating the success stories of both students and staff, fostering an inclusive environment that highlighted the diverse talents and contributions within our community. This approach helped create a sense of belonging and unity for everyone at the school.

Throughout the year, we worked hard to ensure that every member of the Kulin DHS community, including students, staff, and parents/guardians, understood their rights and responsibilities in creating a safe and supportive school environment. The revised version of our school's Positive Behaviour Plan provided an opportunity for staff to reflect on these rights and responsibilities, reinforcing the importance of maintaining a positive and inclusive school culture.

In 2024, we continued to embed our STRIVE values in every aspect of schooling. Staff were dedicated to creating a supportive environment where students were encouraged to demonstrate these values. Through consistent recognition and rewards for acts of kindness, academic achievement, teamwork, and respectful behaviour, we nurtured a culture of positivity and mutual respect. Students' success, both in and out of the classroom, was celebrated throughout the year, reinforcing the importance of personal growth and community contribution.

Through participation in excursions, camps and other extracurricular activities, students at Kulin District High School showcased our positive school culture and STRIVE values by working together in team-building activities, demonstrating respect for their peers and the environment, and displaying responsibility during group activities.

## SUSPENSION DATA- longitudinal

| Year | # of student suspensions | # of suspensions | Days lost to suspension |
|---|---|---|---|
| 2021 | 15 | 33 | 68 |
| 2022 | 4 | 6 | 16.5 |
| 2023 | 2 | 2 | 4 |
| 2024 | 0 | 0 | 0 |

Improved suspension data in 2024 indicates the effectiveness of the school's values and expectations by demonstrating a decrease in negative behaviours and a greater alignment with the STRIVE values.

As students became more engaged in the school's positive behaviour initiatives, there was a noticeable reduction in the need for disciplinary actions, such as suspensions. This suggests that the clear expectations set for respectful and responsible behaviour, combined with consistent recognition of positive actions, helped students better understand and meet behavioural expectations. The data reflects the growing success of fostering a positive school culture where students are motivated to make better choices, contributing to a safer and more supportive environment.

## RECOMMENDATIONS

Going forward, it is important that we continue to explore new ways to further embed the STRIVE values into daily school life, ensuring they remain relevant and engaging for all students. This could include introducing new initiatives, with more community involvement, to actively promote the values of Success, Thankful, Respect, Inspire, Vision, and Endeavour.

Additionally, ongoing professional development for staff and open dialogue with the school community will be key in adapting and enhancing strategies for fostering a positive, inclusive school culture. By constantly evolving and innovating, the school can maintain a dynamic and supportive environment that continues to encourage positive behaviour and personal growth.

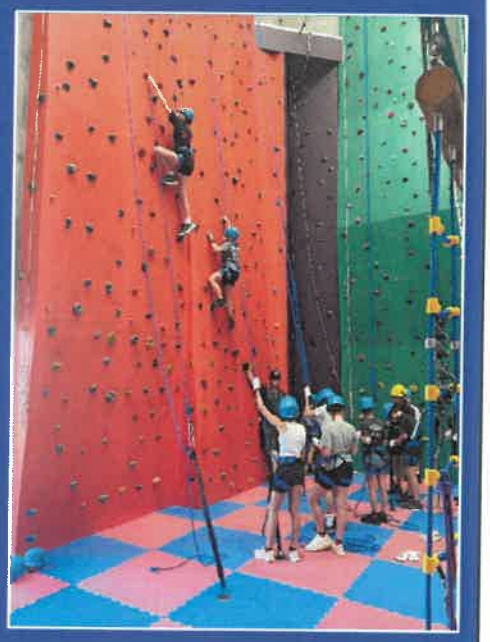
# INCURSIONS, EXCURSIONS & OTHER HIGHLIGHTS

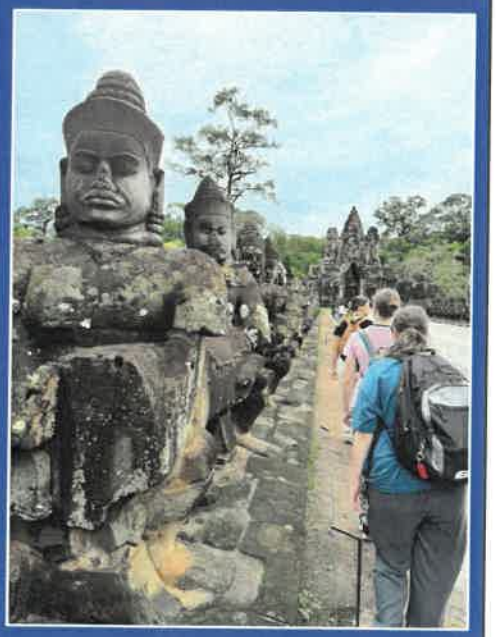
The 2024 school year included many highlights, ensuring students had the opportunity to participate in a wide range of extracurricular activities, both locally and further afield. Students were exposed to a range of experiences, which challenged them physically, enhanced their social and emotional intelligence and developed their cultural awareness.

The students, staff and community continue to be very proud of the wonderful environment that is our school. Lovely green grass, natural plants and trees, dedicated play areas for K – Yr 10 students and a beautifully coloured basketball court with a compass and game areas included, is the envy of all visitors to the school. These wonderful surrounds create a sense of pride in us all.

This pleasing environment would certainly have not been possible without the support of our community. Huge thanks must go to The Community Bank Kulin, The Kulin Bush Races, our school P&C and The Shire of Kulin.

The community is proud of our school.





## EVENTS AND OPPORTUNITIES 2024

- Parent 'Meet and Greet' evening early in Term 1
- Faction Swimming Carnival – Jilakin Rockets Champions
- Interschool Swimming – Overall 2nd Place
- Pink Stumps Day
- Super 6's
- D&T Weeks (BLUE SHED)- Terms 1, 2, 3 and 4
- Student Leadership Camp Yr 6 – 10: Busselton – 3-day camp
- ANZAC Assembly
- Book Fairs
- Year 10 Careers Expo in Perth – Overnight camp
- National Simultaneous Story Time
- Cross Country – Jilakin Rockets Champions
- Interschool Cross Country – Overall 2nd Place
- Dumbleyung speech and drama competition Yr 5/6
- Dockers Shield Yr 5/6
- High School Specialist Program Semester 1 & 2 (Sponsored by The Community Bank Kulin)
- Science Day – whole school activity
- Road Safety Workshops – Yr 7 – 10 Semester 1 & 2
- Cambodian Housebuilding and Humanitarian Tour (3 students & 2 staff)
- Questacon visit – Yr 7 – 10
- 'School Grounds' Community Cuppa Mornings
- Safe on Social Sessions – students, staff and parents
- Book Week Parade
- K/P Wave Rock Excursion
- TOMS (Tournament of the Mind) Competition Yr 5/6
- Faction Athletics – Freebairn Champions
- Interschool Athletics – Overall 2nd Place
- Country Week in Perth – Yr 7 – 10 six-day camp
- Yr 6 Camp – Woodman Point Perth – 4 day camp
- NAIDOC Cultural Day – Olman Walley visit from Boorloo Foundation Perth.
- Teddy Bear's Hospital (K- 2)
- In-term Swimming Lessons PP – Yr 6
- Year 10 Graduation
- End of Year Presentation Evening

# 2024 STUDENT LEADERSHIP

## STUDENT COUNCIL

The councillors were worthy ambassadors at special functions and school assemblies. In addition, they ran various activities including free dress days and theme days raising funds for a variety of charities. As well they organised lunchtime activities which were enthusiastically attended by our students. The councillors also ran whole school STRIVE assemblies every 3 weeks, where they drove our Kulin DHS STRIVE values.

## FACTION CAPTAINS

In 2024 the Faction Captains began Faction Friday. Each Friday they coordinated and facilitated lunchtime games and encouraged students to wear their faction shirts on these days. Our Faction Captains also took on leadership and extra responsibilities at our swimming and athletics carnivals throughout the year.

2024 saw the launch of our new faction shirts with Freebairn Flyers in green and Jilakin Rockets in purple. These shirts looked great every Friday and were also showcased at our interhouse carnivals.

Both our Student Councillors and Faction Captains were supported with a three-day leadership camp to Busselton/Dunsborough. At this camp they were provided with opportunities to develop leadership, teamwork and public speaking skills as well as brainstorming positive ideas and changes they could introduce back at school.

## OTHER LEADERSHIP

Further Leadership opportunities were developed in 2024 for our Year 5/6 students. Four further leadership teams were created to support the growth of students' skills and to heighten student voice in the school. The jobs were Eco Warriors, Bus Buddies, Library Monitors and Techsperts.

# SPECIAL PROGRAMS

## 'SCHOOL GROUNDS' COFFEE VAN

The school coffee van 'School Grounds' is an innovative initiative designed to upskill our secondary students in both barista and public relation skills. This program provided students with hands-on experience in coffee preparation, customer service, and managing the daily operations of a small business.

Through this program, students not only developed practical barista skills but also gained valuable interpersonal and communication skills as they interacted with customers, handled transactions, and promoted the business. This initiative empowered students with the tools and confidence to pursue careers in hospitality or entrepreneurship while contributing to the school community.

Throughout the year, students were given opportunities to attend community events including the Newdegate Machinery Field Days and Community Cuppa Mornings.

## SECONDARY SPECIALIST PROGRAM

Twice a year we stop normal High School classes to run a three-day specialist program. Expertise is sought from within our community and from further afield to facilitate workshops and provide a variety of different opportunities for our students.

This program was only possible through the generous financial contribution of the Community Bank Kulin and is a partnership which the school hopes to continue in future years. Through external providers, students are engaged in three consecutive days each semester of learning and applying new skills. We attempt at all times, when choosing activities, to listen to the student voice.

In 2024 students had the opportunity to choose from the following specialist programs: Woodwork, Circus Skills, Jewellery Making, Specialised Squash, Pots 'n Tangles, Metalwork and Leadership Skills.

## SUPER SIXES

These days were run in Terms 1-3. Year 6 students from feeder primary schools were invited to take part in a day of activities and teamwork with Kulin DHS Year 6's. In Term 4 we offered a transition day for those Year 6 students, planning to attend Kulin in 2025.

## KINDERGARTEN TRANSITION

Students who were beginning Kindergarten for the first time in 2025 engaged in a Kindy Transition Program in Term 4. Over three weeks they became familiar with their classroom and staff by joining us one morning from 9.00am-10.30am. Parents attended the first two days and were happy to leave their children on Day 3 and go and enjoy a coffee at the local café.

# STRATEGIC DIRECTIONS – SCHOOL BUSINESS PLAN 'STRIVE PLAN'

Our School STRIVE plan (Business Plan) 2022-2024 was in its final year. This plan was developed with all staff having input, also with direction and support from our school board. Over the 2024 year, staff and board members spent time reflecting on the current plan and working on developing our 2025 – 2027 plan. The plan drives school direction and sets out long term priorities, focus areas, targets and informs purchase of resources and learning programs. There are also four focus areas of our plan which strongly align with Department of Education strategic direction.

These focus areas clearly outline school direction and vision. The Strive Plan drives governance and school vision and direction for the school. It aligns closely with Department of Education WA strategic directions and supports school operational and classroom planning.

## *1. Success for all students (every student, every classroom, every day)*

We believe that all children can achieve success when provided with learning programs appropriate to their needs and abilities. A small part of what we a are committed, but not limited, to do:

- *Build upon current school practices to refine and implement the KDHS Instructional Framework with minimal variance across classrooms.*
- *Effective implementation of the WA Curriculum in all classrooms.*
- *Targeted intervention and learning and teaching structured to suit all students.*
- *Accountability and academic rigour is evident through whole school assessment schedule, moderation processes and meetings.*
- *Highlight and acknowledge student successes in relationship to positive health and wellbeing.*

## *2.High Quality teaching and leadership*

Students are entitled to receive a quality education, delivered by professional and passionate educators, which will equip them with the necessary skills to become successful and global citizens.

- *Develop a strong culture of support for all teaching and non-teaching staff where staff feel valued, treated with respect, trusted and have opportunities to collaborate and grow their professional knowledge.*
- *A culture of reflective practice, self-assessment, school self-assessment is the foundation for effective planning and continuous improvement at strategic, operational and classroom level.*
- *Cultural knowledge embedded into our learning programs.*
- *Learning becomes visible and there is a culture that expects and supports improved teaching practices.*

## *3. Safe, healthy and positive well-being for all*

We believe all students have the right to a quality education in a safe and nurturing environment where they can take risks. We believe staff have the right to work in a safe environment where there is collegiate support enabling growth and development.

- *Ensure that student wellbeing is an ongoing focus and the responsibility of all.*
- *Ensure that staff wellbeing is an ongoing focus.*
- *Develop school wide consistent approaches to teaching positive behaviours.*
- *Students' opinions and ideas are valued and impact whole school decisions and culture.*

## *4. Partnerships*

Students, staff, parents and other stakeholders work in partnership to provide the best learning environment and opportunities for students and the best outcomes for the community, through fostering a sense of belongingness.

- *Work closely with our school board.*
- *Move towards culturally responsiveness as guided by the Aboriginal Cultural Standards framework (ACSF) and build strong connections with the traditional owners of the land.*
- *Maintain positive and open communication links with parents/carers.*
- *Work in support with other Government Agencies and Allied Services to meet the needs of our students.*
- *Maintain and build strong relationships between the school and community groups, business, support services and agencies.*

# STRATEGIC DIRECTIONS – 'STRIVE BUSINESS PLAN'

## OUTCOMES ATTACHED TO TARGETED INITIATIVES

WA Public Schools receive some funding for targeted initiatives. This is for strategic programs and services, Commonwealth funded programs, operational responses and reimbursements, and for resources provided to schools through education regions. The table below shows a list of the 2024 Kulin DHS Targeted Initiatives, and the outcomes achieved with the funds.

| Targeted Initiative | How the Funds Were Used |
|---|---|
| Level 3 Classroom Teacher Additional Teacher Time | Schools were provided with 0.1 FTE of time for Level 3 classroom teachers to assist with improvements in classroom learning at the school. This can be by mentoring, teaching and sharing their knowledge about classroom teaching practice with other teachers. |
| Schools with Low Proportion of Level 3 Classroom Teachers. | Schools with not many Level 3 Classroom teachers received an additional 0.1 FTE for the purpose described above. |
| National Partnership on Universal Access to Early Childhood Education | These funds were provided to enable the school to provide 15 hours per week of education to Kindergarten children. Public schools are only funded for 11 hours per week and so these funds are effectively a 'top up.' This outcome was achieved for all Kulin DHS kindergarten students who were able to access 15 hours per week in 2024.<br><br>As part of reporting requirements, Kulin DHS was required to:<br>• Complete the August Kindergarten Provision Survey (to confirm the hours of Kindergarten provision and the qualifications of staff)<br>• Record the attendance of Kindergarten students; and<br>• Conduct the NQS internal audit and record the audit on the National Quality Standard System. |
| District High School targeted funding to support High School students | These funds used to single stream Year 7 and Year 8 in the MESH (Mathematics, English, Science and Humanities and Social Sciences) subjects. |

# SOCIAL & EMOTIONAL WELL-BEING SURVEY

Prioritising the Health and Wellbeing of all at Kulin District High School is very much a goal we set for ourselves. In 2024 all students from K- 12 took part in a 'Social and Emotional Wellbeing' survey which was conducted across the whole Wheatbelt. The results of this survey were pleasing with students in our school rating higher in most categories across the Year 3 – 6 and year 7 – 10 surveys and all bar two of the questions in the K- 2 survey.

Whilst this is good news, driven by our positive school culture and values, we still have work to do. Results below show how our students rated against their like cohorts at other Wheatbelt schools.

The rating scale in Year 3 – 10 surveys was 1 through to 5 (1 – strongly disagree to 5 strongly agree). The K – 2 survey was made up of yes or no questions with the total percentage reflecting the yes answers.

## KDHS Years 7 – 10

| | Every student has an equal opportunity to learn & succeed at my school. | Teachers at my school show respect towards students. | Students at my school show respect toward each other. | Teachers at my school care about me. | Teachers at my school help me to do my best. |
|---|---|---|---|---|---|
| Years 7-10 | 3.74 | 3.71 | 2.92 | 3.61 | 3.72 |
| Kulin | 4.2 | 4.17 | 3.73 | 4.13 | 4.13 |
| | I am able to explain to others how I feel. | If I find work hard, I keep trying until I get it finished. | I know what to do to calm myself down when I get upset. | I can understand how other people feel. | I feel comfortable talking with students who are not my closest friends. |
| Years 7-10 | 2.8 | 3.4 | 3.45 | 3.58 | 2.89 |
| Kulin | 3 | 3.9 | 3.63 | 4.13 | 3.27 |
| | Teachers at my school believe I can succeed. | I feel safe at school. | If I have a problem, I can solve it or find someone who can help me solve it. | I have friends at school. | I feel I belong at my school. |
| Years 7-10 | 3.79 | 3.46 | 3.51 | 4.19 | 3.34 |
| Kulin | 4.4 | 4.23 | 4 | 4.6 | 3.77 |
| | I work well with others in small group activities. | I think about the consequences of my actions before deciding what to do. | There is at least one trusted adult at my school that I coud talk to about things that are concerning me. | I know how to handle a conflict with other students without fighting. | What I am learning at school is relevant to my future. |
| Years 7-10 | 3.49 | 3.29 | 3.59 | 3.3 | 3.1 |
| Kulin | 4.03 | 3.37 | 3.77 | 3.87 | 3.4 |
| | I can do some things really well. | I am happy with who I am. | | | |
| Years 7-10 | 3.83 | 3.65 | | | |
| Kulin | 4.33 | 3.87 | | | |
| | I feel positive about my future. | | | | |
| Years 7-10 | 3.58 | | | | |
| Kulin | 3.9 | | | | |

## KDHS Years 3-6

| | I like coming to school. | I feel safe at school. | I have friends at school. | People care about each other in my class. | My teacher cares about me. |
|---|---|---|---|---|---|
| Years 3-6 | 3.65 | 4.09 | 4.62 | 3.92 | 4.46 |
| Kulin | 3.87 | 4.2 | 4.69 | 4.16 | 4.64 |
| | If I have a problem, I can solve it or find someone who can help me solve it. | I feel okay when I make mistakes, because I learn from them. | I can finish work even when it is tough. | I can tell when someone is upset. | I work well with others in my class. |
| Years 3-6 | 4 | 3.89 | 3.87 | 4.12 | 3.93 |
| Kulin | 4.29 | 4.36 | 3.96 | 4.2 | 4.04 |
| | Adults treat students kindly and fairly at this school. | I am interested in what I am learning in class. | I am a good learner. | I know how to be a good classmate and friend. | |
| Years 3-6 | 4.2 | 3.75 | 3.96 | 4.48 | |
| Kulin | 4.64 | 3.82 | 3.89 | 4.53 | |
| | I know what to do to calm myself down when I get upset. | I can so some things really well. | I like the way I am. | I feel like I belong at my school. | |
| Years 3-6 | 3.87 | 4.17 | 4.31 | 4 | |
| Kulin | 4.22 | 4.09 | 4.56 | 4.47 | |

# SOCIAL & EMOTIONAL WELL-BEING SURVEY

## KDHS Years K-2

| | If I wasn't at school, someone would miss me | I have friends at school | When I have a problem I know how to get help | I like coming to school every day | I feel safe at school |
|---|---|---|---|---|---|
| All K-2 | 89.51% | 97.87% | 93.15% | 87.39% | 94.47% |
| Kulin | 100.00% | 100.00% | 89.20% | 86.50% | 97.30% |
| | I believe I can do hard things if I keep trying | I know three things that I do well | I know how to make myself feel better if I get upset | My classmates are kind to me | My teacher likes me |
| All K-2 | 93.39% | 91.40% | 85.78% | 94.95% | 97.17% |
| Kulin | 94.60% | 94.60% | 86.50% | 100.00% | 100.00% |

# FINANCIAL INFORMATION

**One Line Budget – Dec 2024**

| | | Current Budget | Actual YTD |
|---|---|---|---|
| Carry Forward (Cash): | $ | 165,583 | 165,584 |
| Carry Forward (Salary): | $ | 286,644 | 286,644 |
| **INCOME** | | | |
| Student-Centred Funding (including School Transfers & Department Adjustments): | $ | 2,573,579 | 2,573,579 |
| Locally Raised Funds: | $ | 107,100 | 105,470 |
| **Total Funds:** | $ | 3,132,907 | 3,131,277 |
| **EXPENDITURE** | | | |
| Salaries: | $ | 2,098,529 | 2,098,529 |
| Goods and Services (Cash): | $ | 457,999 | 433,403 |
| **Total Expenditure:** | $ | 2,556,528 | 2,531,932 |
| **Variance:** | $ | 576,378 | 599,345 |

# P & C REPORT

P&C 2024 saw Danielle Barndon step in as our new Treasurer along with existing executives of myself, Cindy Mullan and Carly Williams. A huge thank you to the P&C Executives, Classroom Representatives and Committee Members for 2024.

We took on the mammoth task and unpredictable job of the Hodgson clearing sale in February 2024. It was a great cash injection of $5000+, and thank you to everyone who was able to assist to make it such a success.

It was great to collaborate with the School Board on accessing the need for new faction polos. Well done to the Board, kids and staff on a colourful outcome that makes us the envy at many interschools!

Superstar Elise Mullan was our coordinator for the KKFC jumper washing and gate roster. As the season progressed it was tricky to get some rosters filled, but thankyou to everyone who did one or multiple rosters. These efforts don't go un-noticed, and we received $1500 to go towards our school.

Across the year we have assisted with rosters for the Lakes Development Day, Colt's Carnival and supported the Board with the Blazing Swan fundraiser.

In 2025 I will be stepping down as President and I encourage everyone to consider taking on the role.

Wish to be involved?

The P&C is a fantastic way to support our school and become immersed in our school community. It is a great starting point for anyone wishing to be a part of a committee, with generally only four meetings a year being held. We are very welcoming and accommodating, as we all juggle our way through school/work/family life.

Remember this is OUR school so get involved for YOUR kids! Give a little so others don't have to give a lot! It's the perfect space to put forward ideas or options and staff are always on hand at meetings to engage with parents and work with us on ideas.

Thank you to all our families, locals and extended community for your support throughout the year.

Alison Lucchesi

President

# SCHOOL BOARD REPORT

On behalf of the School Board, I commend Garry and his team for another amazing year at Kulin DHS. We have something special at Kulin DHS – a positive culture based around our STRIVE values, beautiful grounds, caring teachers and staff- all of which create a safe and welcoming environment for our students to grow and learn.

Many events at school filled my cup this year, but I'd like to mention two: Firstly, hearing about our Year 10 student Amelia Spurr's speech at Country Week in front of hundreds of attendees. This demonstrates that great opportunities arise even at tiny high schools – doors open if you are willing to grab those opportunities with both hands. Another positive has been the growth in many of our students' literacy resulting from the MiniLit and MacqLit intervention programs.

Other highlights have been seeing our School Grounds coffee van selling student made coffee at many regional events, the Secondary Specialist Program, and three students and two teachers visiting Cambodia with the Helping Foundation.

2025 is looking positive with the school having a full complement of experienced staff already in place. Next year will be the first year of our new Strive Plan – this is a strong plan which builds on the great foundations Garry and his team have implemented over the last three years. I'm excited about some new programs on offer for our primary school students and a commitment to continue improving to make our school a better place.

The School Board is committed to fully funding the Belongingness Camp held biennially in Term One. The camp is designed to build school culture, foster camaraderie among high school students, and enhance their sense of belonging within the school community. This year the Board (together with the P&C) conducted two very successful fundraisers to secure the future of the Belongingness Camp. We raised over $8,000 over the Easter weekend through our Blazing Swan Rubbish Collection Fundraiser. We then embarked on a brazen idea – raffling a car. A huge thank to the Kulin Bush Races Committee who provided short term funding to purchase the car. The raffle was a great success raising over $30,000.

Thanks to my fellow board members for your wonderful contribution during the year – to Laura Browning, Dee Carroll, Barry Gangell, Jayde Hobson, Grantly Mullan, Veronica Stacey and Ben Whisson. We have a great team and your effort in raising the funds above is much appreciated. Thank you to Tessa Silver for your ongoing admin support and to Garry for your dedication to our students and for working so openly with the Board.

Finally, I'd like to make special mention of Yvonne Bowey. Yvonne is stepping down from the Board this year after 9 years of service, including four years as Chair. Yvonne has been a passionate advocate for our school, particularly our high school ensuring we continue to be a viable option for local families. She steadied the ship through some rough waters. Yvonne was a wonderful leader, always coming up with new ideas to make our school a better place for students. This sometimes came at a big sacrifice to her own business and family with a massive time commitment over the journey. Thanks Yvonne.

I wish everyone a very Merry Christmas and safe & relaxing holiday period. I look forward to seeing what our school community can achieve in 2025.

Regards

Fiona Murphy

School Board Chair

# CONCLUSION

Reflecting on the past school year, 2024 has been a year of significant progress at Kulin District High School in fostering a positive school culture. One of the highlights of the year has been the continued success in embedding our STRIVE values—Success, Thankful, Respect, Inspire, Vision, and Endeavour—into every aspect of school life. These values have not only shaped how students interact with one another but have also guided our approach to teaching, learning, and behaviour management. The positive impact of these values is evident in the improved school environment, where students feel supported, respected, and encouraged to strive for their best.

A key factor in the success of this positive school culture has been the collaborative efforts between staff, students, and the wider school community. Throughout the year, we focused on building and maintaining strong partnerships with parents and guardians, as well as with local organisations. These partnerships have been vital in creating a network of support for our students, ensuring that they feel connected to the community and supported in all areas of their lives. Regular communication with families has allowed us to keep them informed and involved in their children's learning and development, fostering a strong sense of unity and shared responsibility.

One of the standout achievements of the past school year has been the cohesiveness of our teaching staff. Throughout 2024, our educators worked collaboratively to create a unified approach, ensuring consistency in the way we uphold the school's values and expectations. The strong teamwork among staff members fostered a supportive environment where ideas were freely exchanged, and best practices were shared, enhancing the overall teaching and learning experience.

By collectively committing to the development and implementation of strategies that align with our STRIVE values, the staff not only promoted a positive school culture but also supported each other in their professional growth. The cohesiveness of our team has laid a strong foundation for continued success, positioning us well to build on this positive momentum and achieve even greater accomplishments in the future.

In closing, I would like to express my sincere gratitude to parents and carers for working alongside our staff to provide the best possible opportunities for our students' success. Your children are the future of this community, and together, we are helping to shape a bright tomorrow.

Garry Walker (2024)

Megan Syred (2025)

Principal

Term 1, 2025

Fiona Murphy

School Board Chair

Term 1, 2025

Kulin District High School

the kulin region

WE STRIVE