

ANNUAL REPORT

2025



KULIN DISTRICT HIGH SCHOOL

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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



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 Semester 2 census, 2025, 115 students were enrolled at Kulin DHS. This was very similar when compared with 2024. Seventy-Three students (63%) were in Kindergarten – Year 6 and Forty-Two (37%) in Years 7-10. Aboriginal students comprised 10.4% of the population (twelve students).

Our Community

The School's ICSEA (Index of Community Socio-Educational Advantage) is 1014 (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.

PUBLIC SCHOOL REVIEW

Our Public-School Review was held in August of 2025. An external review team attended the school, after receiving self-reflection and self-assessment documents submitted a week before the review team's arrival at school. These documents were completed by admin and had input and were worked on by all staff.

The school was assessed in six domains;

- Relationships & Partnerships
- Learning Environment
- Leadership
- Use of Resources
- Teaching Quality
- Student Achievement and Progress.

Panels made up of staff, students, school board members, P&C members and parents met the review team during their visit. Feedback from the review team was very positive, which is available in our review document on our school website and schools online.

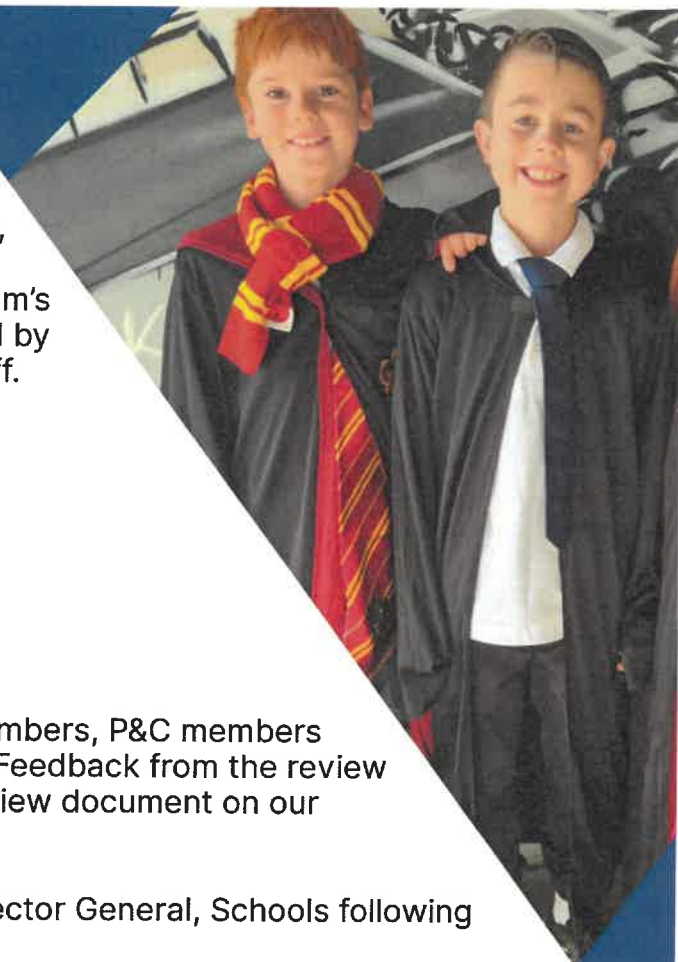
A letter received by the school from the Deputy Director General, Schools following the review included the following:

The review team acknowledged the school's dedicated efforts to refine and implement whole-school teaching and learning approaches that have driven improvement and foster a strong sense of pride in the school community. The provision of a safe, caring, and engaging environment for students, staff, and the wider community was also recognised as a significant strength.

This PSR was a positive and validating moment for all involved at our school. Our next PSR is scheduled for 2028.

SCHOOL ATTENDANCE

Census Term 1	2017	2018	2019	2020	2021	2022	2023	2024	2025
Kindergarten	13	15	9	7	11	10	5	8	10
Primary	77	82	84	82	85	78	75	73	68
Secondary	30	34	34	38	40	40	35	36	40
Total	120	131	127	127	136	128	115	117	118



YEAR 7 INTAKE

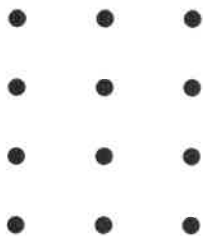
At the beginning of the 2025 school year, sixteen Year 7 students were enrolled, with nine students coming from Kulin DHS, six from Hyden PS and one from Kondinin PS.

Of the sixteen Year 6 students enrolled at Kulin in 2025, twelve will continue at Kulin DHS in 2026. Four are attending private schools in Perth.

DESTINATION SCHOOLS

There were six Year 10 students enrolled in Semester 2, 2025. In 2026, five will continue to Year 11 studies, whilst 1 seeks an apprenticeship

- 1- Merredin College
- 1 – Armadale SHS
- 1 – Narrogin SHS
- 1 – Esperance SHS
- 1 – Mount Barker Community College



LINKING WITH 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 and the Kulin Bush Races supported improved infrastructure. 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, Task Reports in High School, and as well as the Kulin District High School website.

THE SCHOOL BOARD

An eleven-member Board comprised of the principal plus parent, community, and staff representatives. Meetings were held a minimum of once per term and twice when needed.

The focus being on contributing to good school governance, 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 2025 School Board included;

Fiona Murphy (Chair)
Tessa Silver (Secretary)
Barry Gangell, (community member)
Ben Whisson, Jayde Hobson, Tanja Spurr,
Veronica Stacey, Grantly Mullan (Parent
Members)
Laura Browning and Deirdre Carroll (Staff
Members)
Garry Walker (Principal).

P&C

The Parents and Citizens Association met once each term. The 2025 P&C Executive team comprised of;

Steph Bradford (President)
Alison Lucchesi (Vice President)
Carly Williams (Secretary) and
Danielle Barndon (Treasurer).

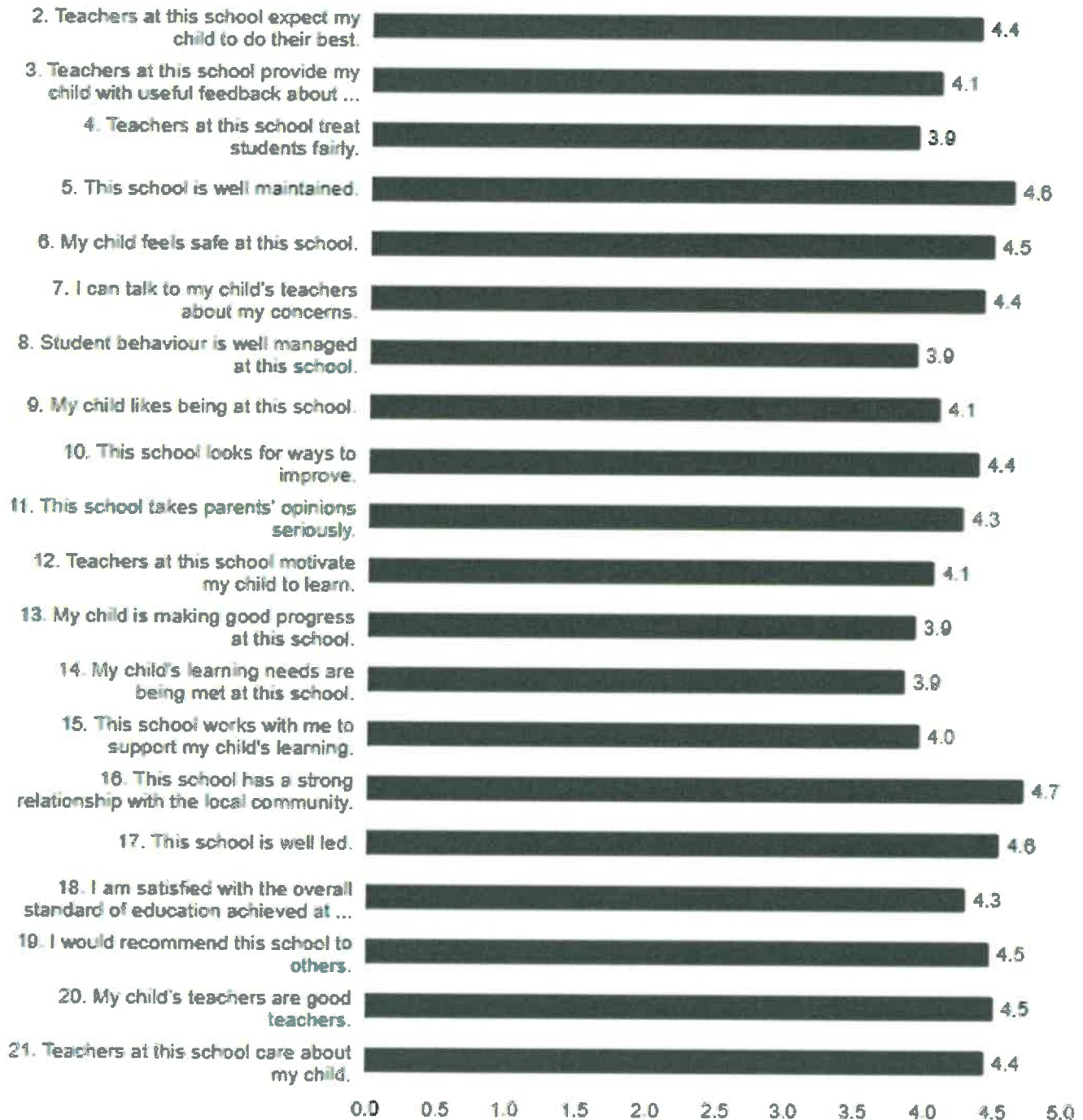
Fundraising activities were held. Funds raised continue to be utilised for the improved outlook of the school. The P&C lead the drive for updated play equipment which was installed during the year. They were also instrumental in the refitting of the school sick bay.



NSOS PARENT SURVEY

Week 2, Term 4 parents were surveyed using the NSOS (National School Opinion Survey) Survey. 37 responses were submitted which is an over 60% response rate. The average score over the 20 questions is 4.275 (where 1 is strongly disagree and 5 is strongly agree). These results show we have strong support from our families, but that there are also areas we can continue to grow and develop.

Mean - Strongly Disagree=1, Disagree=2, Unsure=3, Agree=4, Strongly Agree=5



STUDENT ACHIEVEMENT DATA 2025

ON ENTRY ASSESSMENT - PRE-PRIMARY

Speaking and Listening	Reading	Writing	Numeracy
502	503	210	429
472	361	176	372
441	467	176	456
592	496	391	449
592	509	N/A	510
171	355	176	290

Seven Pre-primary students completed On-Entry testing in the first half of Term 1, 2025. Results show we have a range of abilities, which allows and supports us to plan appropriately for each student.

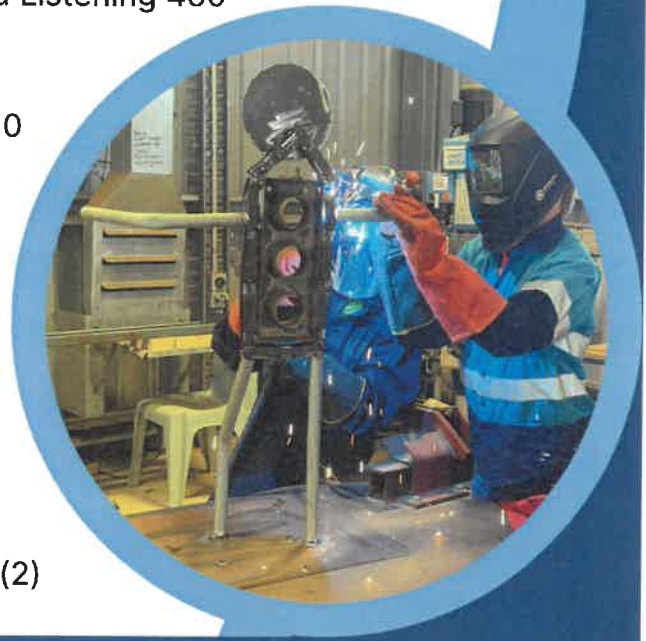
State average scores in these tested areas are as follows:

Speaking and Listening 460
 Reading 430
 Writing 200
 Numeracy 410

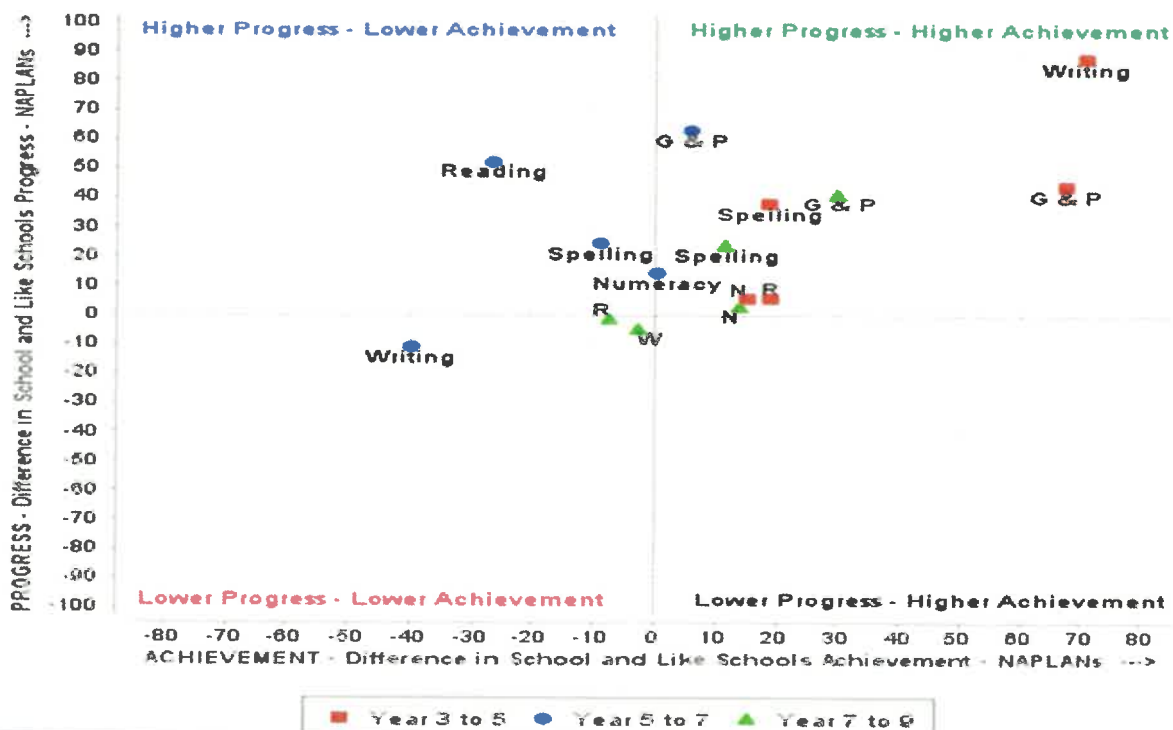
NAPLAN - YEARS 3, 5, 7 & 9

This progress and achievement graph shows in 10 of the 15 tested areas in 2025 our students were displaying Higher Progress and Higher Achievement (top right quadrant) than students from like schools. In 13 of the 15 tested areas Kulin students are making like (2) or higher (11) progress than those from like schools.

In 11 of the tested areas Kulin students are achieving like (2) or higher (9) achievement than like schools.



**Student Progress and Achievement Compared with Like Schools
 NAPLAN (2023 to 2025)**



NAPLAN 2025

This relative assessment data shows our students results over a period of 5 years. What is pleasing to note are the number of tested areas in 2025 that display as green. In these areas our students achieved above expected results. Only one area in 2025 tested below expected, Year 7 writing.

Of particular note is in 4 out of 5 areas our Year 3 cohort achieved above expected. These were in the Literacy Area and validate the significant work we have done at school in Literacy with the introduction of Initialit, MiniLit and Multilit programs and the screening and targeted intervention program we have put in place over the past few years.

We believe this will become a continuing trend over the coming years and successfully set our students up for future success. With targeted intervention in Mathematics ramping up in 2026, we are hoping to see this work translate into pleasing NAPLAN results.

NAPLAN Relative Assessment

		Perform.				Students			
		Year 3	Year 5	Year 7	Year 9	Year 3	Year 5	Year 7	Year 9
Numeracy	2021	3	1	2	3	13	17	10	8
	2022					13	11	12	8
	2023	2	2	1	1	6	12	13	8
	2024		2	3	3		15		6
	2025	2	2	2	2	12	8	16	7
Reading	2021	3	2	2	3	13	17	10	9
	2022					13	11	12	8
	2023	2	3	2	1	6	12	13	8
	2024		2	2	3		15		6
	2025	1	2	2	2	12	8	16	7
Writing	2021	2	2	2	3	13	17	10	8
	2022					13	11	12	8
	2023	2	2	2	2	6	12	13	8
	2024		2	2	3		15		6
	2025	1	1	3	2	12	8	16	7
Spelling	2021	3	2	3	3	13	17	10	9
	2022					13	11	12	8
	2023	2	2	2	2	6	12	13	8
	2024		2	3	3		15		6
	2025	1	1	2	1	12	8	16	7
Grammar & Punctuation	2021	3	2	2	3	13	17	10	9
	2022					13	11	12	8
	2023	2	2	2	2	6	12	13	8
	2024		1	2	3		15		6
	2025	1	1	1	1	12	8	16	7

1	Above Expected - more than one standard deviation above the predicted school mean
2	Expected - within one standard deviation of the predicted school mean
3	Below Expected - more than one standard deviation below the predicted school mean
	No data available or number of students is less than 6

TARGETED INTERVENTION

This year saw further entrenchment of MiniLit, MacqLit and InitialLit (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.

Score:	80	86	86	85	114	80	99	89	93	75	75	102	
Average:	91		100		90		91		75				15%
Date:	6 Feb	27 Feb	27 Feb	13 Mar	13 Mar	31 Mar	31 Mar	19 May	19 May	21 Jun	21 Jun	26 Jun	
Score:	61	73	75	56	68	78	88	83	90	95	99	99	
Average:	74		62		84		87		97				62%
Date:	6 Feb	27 Feb	27 Feb	13 Mar	13 Mar	9 Apr	9 Apr	22 May	22 May	23 Jun	23 Jun	26 Jun	
Score:	93	84	123	95	115	101	130	113	103	110	106	124	
Average:	104		105		106		108		108				33%
Date:	17 Feb	27 Feb	27 Feb	13 Mar	13 Mar	31 Mar	31 Mar	19 May	19 May	23 Jun	23 Jun	26 Jun	
Score:	80	71	67	73	91								
Average:	69		82										
Date:	6 Feb	27 Feb	27 Feb	31 Mar	31 Mar								
Score:	56	53	46	53	72	36	70	72	71	72	79	97	
Average:	50		63		54		76		76				73%
Date:	6 Feb	27 Feb	27 Feb	13 Mar	13 Mar	31 Mar	31 Mar	19 May	19 May	23 Jun	23 Jun	26 Jun	
Score:													

The above table is a snapshot of 4 Year 3 students who took part in targeted intervention across Semester 1 of the 2025 school year. All made progress with 2 of the 4 students making 62% and 73% improvement.

As this program is becoming embedded it is encouraging to see through the screening process at the beginning of each year that the number/percentage of our students performing in the bottom 25% of the State decreasing.



PEAC

Kulin District High School once again provided the venue for PEAC students from a number of schools in our region. Twelve students formed this class with 4 of the students attending from Kulin. Five times a term this group (Primary Extension and Challenge) got together, providing opportunities for academic extension. Having 4 students from Year 5/6 attend PEAC in 2025 was very positive for our school. The highest number for many years.

REPORTING TO PARENTS

The school had a thorough Reporting to Parents schedule. In 2025:

- Ø Term 1 – Meet and Greet Event
- Ø Term 2 – Formal Reports (Semester 1 Report)
- Ø Term 4 – Formal Reports (Semester 2 Report)

2025 saw the introduction of task reports. These reports for our High School cohort were made available for parents after each individual assessment was completed by students. These assessments were made clear to students and parents via year level assessment schedules made available each term. This supported the 'no surprises' expectations with the distribution of the formal Semester Reports.

Parents/Carers of students across the school on individualised programs (eg IEP's, GEPs, Targeted Intervention, PEAC, etc.) were kept informed in a timely manner. Teachers used parent interviews at point of need.



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2025



MORE OPPORTUNITIES

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 else was on offer for Kulin students in 2025 include Visual Arts, Performing Arts, Design and Technology, ICT, Music, Home Economics, Dance, Sewing, Physical Education, D & T, Specialised Sports, Japanese, Woodwork, Manual Arts and many more opportunities through timetabled classes and the Secondary Specialist Program.

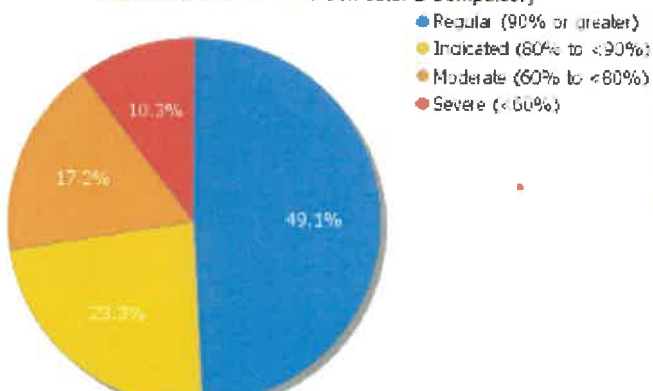
Kulin DHS prides itself on strong community partnerships. These partnerships support staff in providing a quality and innovative education for our students. Such partnerships are imperative in ensuring that we continue to be able to provide our students with a range of opportunities to enhance learning 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.

ATTENDANCE

Attendance remains an ongoing focus at our school. The benefits of regular attendance (above 90%) is shared with our community through the school newsletter, phone calls and individual attendance letters for student below 90% each term.

Our school target of an attendance rate of above 88% was not achieved in 2025. An overall attendance rate of 83.6% is an area of concern. These figures are skewed by students in Year 9 and 10. A number of students in these cohorts left our school and area and did not enrol in other schools meaning they stayed on our attendance records. These students made up the majority of the 10.3% of students in the Severe Attendance category (below 60%). When looking at the two sections of our school Primary attendance rates were 90.2%, whilst High School was at 77.2%.

Attendance Profile 2025 Semester 2 Compulsory





PRIMARY ATTENDANCE

	Total		
	School	Like Schools	WA Public Schools
2023	91%	89.80%	88.90%
2024	92.30%	90.60%	89.40%
2025	90.20%	90.50%	89.10%

SECONDARY ATTENDANCE

	Total		
	School	Like Schools	WA Public Schools
2023	88%	85.40%	82.50%
2024	83%	83.60%	82.20%
2025	77.20%	83.30%	81.70%

WHOLE SCHOOL - SEMESTER 2 ATTENDANCE 2025

Breakdown	Attendance Rate %	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe	Auth. %	Unauth. %
K1N	79.8%	4	2	3	1	83%	17%
PPR	86.4%	4	2	1		95%	5%
Y01	92.6%	3	1			100%	0%
Y02	88.1%	7	4	2		80%	21%
Y03	89.8%	5	7			96%	4%
Y04	93.4%	5	2			96%	4%
Y05	87.2%	5		4		70%	30%
Y06	89.0%	10	4	1	1	89%	11%
Y07	79.7%	6	3	6	3	47%	53%
Y08	86.9%	6	2	2	1	91%	9%
Y09	70.2%	5	2	2	3	26%	74%
Y10	50.4%	1		1	4	44%	56%
Y12	65.2%			1		87%	13%
Compulsory	83.6%	57	27	20	12	63%	37%

BEHAVIOUR

In 2025, 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.

Our students in particular our student councillors drove our STRIVE values, helping to support our positive school culture, through their STRIVE Assemblies, highlighting our values and acknowledging students who role modelled and displayed these values.

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.





SUSPENSIONS

Suspension data indicates the effectiveness of the school values and expectations by maintaining our low levels of significant negative behaviours.

As students have become more engaged, and now taking ownership and driving, 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.

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
2025	1	1	2



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.

From our 2025 Public School Review (PSR) came a recommendation to 'Reflect the school's embedded STRIVE values and clear focus on restorative practice in the Positive Behaviour Plan'. To support this the school has committed to investigate PBS (Positive Behaviour in Schools) and PBIS (Positive Behaviour Intervention Strategies). An in-school leadership team will be created to attend PL and training in this area to drive this focus, commencing in 2026.

SOCIAL AND EMOTIONAL WELLBEING

Prioritising the Health and Wellbeing of all at Kulin District High School is very much a goal we set for ourselves. Our school STRIVE values are used to drive school culture, where all stakeholders feel valued and heard.

Students are encouraged to celebrate diversity and successes and are provided with SEL (Social and Emotional Learning) practices and programs to create a safe and supportive culture. Essential life skills to protect themselves are specifically taught in classrooms (protective behaviours). Students are also provided with opportunities to develop life skills, collaborative skills along with opportunities to develop and grow leadership skills.

Staff are supported through opportunities to upskill to build on personal knowledge and strengths. Strong collegiality is valued and a staff social committee established to promote camaraderie and chances to relax and socialise.



STUDENT SOCIAL AND EMOTIONAL WELLBEING WHEATBELT SURVEY

In 2025 all students from K- 10 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 very similar in most categories across the Year 3 – 6 cohort and higher in all areas of the 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. The results below are of our K-2 and 7-10 cohorts and the questions they were asked.

PRIMARY SEW SURVEY

K-2 Term 2 - 2025		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 schools %	KDHS %	90.85	97	96.96	94	91.92	94	80.81	85	92.93	91
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			
95.96	97	88.38	91	85.35	91	95.96	97	96.97	100		



SECONDARY SEW SURVEY

Yr 7 – 10 Term 2 - 2025 Scale 1-5 1 = Strongly Disagree 5 = Strongly Agree		Every student has an equal opportunity to learn and succeed at my school		Teachers at my school show respect towards students		Students at my school show respect towards each other		Teachers at my school care about me		Teachers at my school help me to do my best	
All Schools	KDHS	3.88	4.3	3.79	4.4	3.04	3.6	3.68	4.3	3.8	4.37
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.		I can do some things really well	
3.82	4.3	3.43	4.07	3.56	3.93	4.32	4.57	3.43	3.93	3.85	4.23
I am happy with who I am		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	
3.67	3.93	2.85	2.93	3.49	3.93	3.5	4.03	3.55	4.1	3.05	3.33
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 could 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		I feel positive about my future	
3.62	3.77	3.29	3.7	3.63	4.2	3.28	3.77	3.04	3.2	3.59	4.23

2025 INCURSIONS, EXCURSIONS, CAMPS & OTHER HIGHLIGHTS

The 2025 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.



HIGHLIGHTS OF 2025



- Ø Parent 'Meet and Greet' evening early in Term 1
- Ø Faction Swimming Carnival
- Ø Interschool Swimming – Overall 2nd Place
- Ø Pink Stumps Day
- Ø Super 6's
- Ø D&T Weeks (BLUE SHED) - Terms 1, 2, 3 and 4
- Ø Student Leadership Camp Yr 6 – 10: Busselton – 3-day camp
- Ø Yr 1/2 excursion to Wagin Historical Village
- Ø Book Fairs
- Ø Yr 3/4 excursion to Scitech Perth
- Ø National Simultaneous Story Time
- Ø Cross Country
- Ø Interschool Cross Country – Overall 2nd Place
- Ø Kulin Arts Festival Day
- Ø Dockers Shield Yr 5/6
- Ø High School Specialist Program Semester 1 & 2 (Sponsored by The Community Bank Kulin)
- Ø Science Day – whole school activity
- Ø Cambodian Housebuilding and Humanitarian Tour (3 students & 2 staff)
- Ø 'School Grounds' Community Cuppa Mornings
- Ø Book Week Parade
- Ø TOMS (Tournament of the Mind) Competition Yr 5/6
- Ø Faction Athletics – Freebairn Champions
- Ø Interschool Athletics – Overall 2nd Place
- Ø Country Week in Perth – Yr 7 – 10 six-day camp
- Ø Yr 6 Camp – Woodman Point Perth – 4 day camp
- Ø NAIDOC Cultural Day – Olman Walley visit from Boorloo Foundation Perth.
- Ø Teddy Bear's Hospital (K- 2)
- Ø In-term Swimming Lessons PP – Yr 6
- Ø Year 10 Graduation
- Ø End of Year Presentation Evening

2025 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 2025 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.



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 provided in 2025 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

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.

KULIN COMMUNITY BANK HIGH SCHOOL 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 2025 students had the opportunity to choose from the following specialist programs: Metal Work, Clay making, Outdoor Education, Japanese Cooking, Sports science, Warped Metal Work and Movie Making.



On the Kulin to Cambodia initiative, we had many experiences, but my personal favourite was meeting the people off Cambodia like the family we built the house for. They had a 6 year boy that I would talk to on the breaks .I also got to meet his friends, and then on the last day we had races up and down the road.

I enjoyed getting to know the builders and on the last day we sat down with them and ate a meal. In all, the people of Cambodia didn't have much but were very thankful and welcoming.

I recommend all people that are able to, apply to go and experience the culture, people and country of Cambodia.

Tadhg

This trip to Cambodia was an eye-opening experience that has changed all of our perspectives on life. Going to Cambodia showed us how different people live and the way they make things work. The building of the house was a physical challenge as our bodies adjusted to the humidity and the muddy surroundings.

Meeting people in the bigger group and working with the builders from VBC were some of the many great experiences. Throughout the week, we did many activities that assisted other families and villages. One that stood out to me was when we went to the markets to buy housewarming gifts for our family.

Seeing how little this family needed to set themselves up for a better life made me understand the difference between Australia and Cambodia and how lucky we are to have anything we need. Simple things like medical supplies and education are something we get so easily over here, but it is a challenge for them. Handing over the house was an emotional morning as we saw how grateful the families were. Listening to the adults tell us how much it meant to them and how it will set them up for their families to live well was heart warming and had most people in tears.

That morning was also was amazing to see the blessing of the house and the cultural aspect of signing the house over. This experience was life changing and I am grateful to Gen and Ben Whisson for making this happen and for allowing us to go with them.

Cassie

CAMBODIA HUMANITARIAN TOUR

2025 saw our third group from Kulin DHS join forces with ConsultAg and The Helping Foundation Australia and take part in an annual Humanitarian House Building Tour to Cambodia.

In 2025 three students and two staff spent Week 1 of Term 4 in Cambodia.

One of the days that we were in Cambodia we went to a different village to deliver 4 pregnant cows to 4 different families. The people in the village all gathered around the main house in the village to find out who got the new cows. When we were there, we could also see how they were living in their village compared to the other village.

In this village there were a lot more younger people there with babies. The families that got the cows had to sign an agreement to keep the cow healthy and make sure it did not pass away.

The families were very grateful and thanked us for their cows from Cows for Cambodia.

Jenny

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 2025 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	<p>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.</p> <p>As part of reporting requirements, Kulin DHS was required to:</p> <ul style="list-style-type: none"> · Complete the August Kindergarten Provision Survey (to confirm the hours of Kindergarten provision and the qualifications of staff) · Record the attendance of Kindergarten students; and · 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.

FINANCIAL INFORMATION - DECEMBER 2025

One Line Budget				
		Current Budget	Actual YTD	Variance
Carry Forward (Cash):	\$	304,505	304,505	-0
Carry Forward (Salary):	\$	294,839	294,839	0
INCOME				
Student-Centred Funding (including School Transfers & Department Adjustments):	\$	2,730,021	2,730,021	0
Locally Raised Funds:	\$	171,818	175,823	-4,004
Total Funds:	\$	3,501,184	3,505,188	-4,004
EXPENDITURE				
Salaries:	\$	2,289,551	2,289,551	0
Goods and Services (Cash):	\$	789,044	770,798	18,246
Total Expenditure:	\$	3,078,595	3,060,348	18,246
Variance:	\$	422,589	444,840	-22,251

P&C REPORT 2025

2025 was another busy year for the P&C. We catered for Mr Ray Baldock and Mrs Joan Ryans funerals throughout the year. Thank you to all those that donated food, money, eggs and those that helped out during the day. We would like to thank the Baldock and Ryan families for both giving us this opportunity.

Thank you to Elise for once again co-ordinating the footy jumper washing roster and to all those that washed jumpers throughout the football season. We received \$1000 from the football club so thank you to all those that spent extra time in their laundries than they would have liked to get the jumpers washed! Thank you also to those that helped out with the P&C Colts Carnival dinner roster in June.

It was with great excitement that the P&C agreed to spend over \$15,000 on new equipment on the school's wish list this year. We purchased some new play equipment for the K/PP area, including a pirate ship, a woodwork station and a water play station. We also purchased a second set of football goals for the oval and some furniture for the sick bay including a new hygienic bed.

We held a very successful busy bee at the school in June. The turn-out from families was amazing and saw us prepare the K/PP area for some new play equipment, install the set of football goals on the oval, clean out some sheds and a general tidy up. While the timing wasn't ideal- at the end of seeding and in the thick of winter sport, it was humbling to see so many families give up their Sunday to support the school.

The most exciting part is seeing our kids utilise this new equipment, whether it be the high school boys being able to play a proper whole game of footy on the oval to the smiles and giggles of our youngest students as they splash around the water play on a hot day. These new purchases would not have been possible without our amazing parents and school community giving up their time and supporting our P&C fundraisers.

We would also like to extend our gratitude to John McCann and his 'Library' crew from the Blazing Swan who generously donated \$500 to the P&C this year.

The P&C along with the school board were asked to sit on a panel as part of the School Review in August. The results from this review were outstanding and outlined the quality relationships between the P&C, school and wider community. A huge congratulations to Gary, Megan and all school staff on such an exceptional outcome.

Finally, we ended the year with a Mango fundraiser. We sold close to 80 trays of mangoes and while they made us wait with a late season we finally received them in December. A huge thanks to Troy Gangell and Tim from Quality Transport who sponsored the freight to get the precious cargo here!

As you can see the P&C certainly relies on families and the wider community to continue to achieve our goals. Thank you to every single person who has helped out in any capacity this year and a special mention to the 2025 committee and classroom reps for all their efforts. Let's keep the ball rolling next year and continue to support the school and our kids.

Steph Bradford
P&C President 2025



SCHOOL BOARD REPORT 2025

I'd like to start by thanking my fellow School Board members — Laura Browning, Dee Carroll, Barry Gangell, Jayde Hobson, Grantly Mullan, Tanja Spurr, Veronica Stacey, and Ben Whisson — for their dedication and support throughout the year. We were pleased to welcome Tanja to the board. As a parent of two high school students from Hyden, Tanja brings valuable insight of students travelling from other towns and a fresh perspective. Our board's mix of parents, teachers, and a community member ensures we consider all students when helping to shape the school's direction.

A big thank you to Megan and Garry for their transparency and strong leadership, and to Tessa Silver for her admin support. Your willingness to share school news and developments with the board, and your focus on continual improvement, are greatly appreciated.

The Public School Review in Term 3 confirmed the school is in excellent hands, commending staff for creating conditions for student success, fostering pride in the school community, and providing a safe, caring, and engaging environment. Congratulations to Garry and the team for building such a positive and forward-looking culture.

This year's High School Belongingness Camp in February was again a highlight. The board was proud to fund every high school student's attendance, supporting team building and positive connections. Huge thanks to the teachers who volunteered their time to make it possible.

At Easter, our Blazing Swan Rubbish Fundraiser raised an amazing \$9,500 in just two days! Thanks to everyone who helped — especially Michael and Minnie Lucchesi, Judd Hobson, the Kulin Shire, and Grant Robins from Kulin Transport for their time and equipment. Funds raised over the last two years will cover at least two more Belongingness Camps.

The outlook for 2026 at Kulin DHS is looking great. Ensuring our high school is a viable option for students in the Kulin and surrounding regions has been a goal of the school board for many years. It is so exciting to hear that our high school numbers will be just under 50 next year. Singular year group classes for core subjects, and programs such as the Secondary Specialist Program and the School Grounds coffee van are some of the positive changes which have been made over recent years. Our strong school culture and beautiful grounds also contribute to these growing numbers.

Merry Christmas everyone – I hope you all get a little rest over the school holidays and I can't wait to see what our school community achieves next year.

Fiona Murphy
School Board Chair



CONCLUSION - 2025 IT'S A WRAP

Reflecting on the past school year, 2025 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 2025, 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.

At this stage I would like to make a special mention and thank Megan who ran the school wonderfully in Semester 1 whilst I was on leave. Her dedication and passion for our students, staff, school and community is acknowledged and appreciated.

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
Principal



Fiona Murphy
School Board Chair

