



# 2023 Annual Report Cunderdin District High School

*'Strive to be your best'*

2023 was another successful academic year, with some remarkable achievements, we have accomplished amazing things together as a school community. 2023 was nothing short of extraordinary, marked by the successful completion of our 2021 – 2023 School Business Plan, the fostering of a positive and collaborative school community, and a commitment to developing our students to their full potential.

Our Strategic Business Plan served as a roadmap guiding us toward excellence in education and community engagement whilst staying true to our rich history and local context. As a school we are delighted to report that we have not only met but exceeded many of our targets. Through diligent planning and dedicated efforts from all stakeholders, we have witnessed remarkable growth and progress across various facets of our school's operations.

One of the cornerstones of our success lies in the strong sense of community that thrives within our school. We are immensely proud of the spirit of collaboration and support demonstrated by parents, teachers, staff, and students alike. Together, we have created an environment where everyone feels safe, valued, respected and encouraged to reach their full potential.

Undoubtedly, the highlight of the year was the celebration of our school's 75th anniversary. This momentous occasion brought together generations of students, parents, staff, friends, and alumni to commemorate our rich history and legacy of excellence in education. It was a joyous celebration of our past achievements and a reaffirmation of our commitment to shaping the future together.

Throughout the year, our school has played host to a series of successful carnivals, incursions, excursions, and camps. These events have provided students with invaluable opportunities for growth, learning, and exploration beyond the classroom walls. Our dedicated staff should be congratulated for their efforts in organising these enriching experiences and creating lasting memories for our students.

Together, we have achieved remarkable success. As we look ahead to the future and a new Business Plan, let us continue to strive for excellence, foster a culture of collaboration and build upon the strong foundation we have laid together. We look forward to another year of growth, learning and endless possibilities.

Paul Jasper  
PRINCIPAL  
MARCH 2024







- WA District High School Administrators Association – 2023 Commendation School as a finalist for Best Practice Award
- Hosted our 75 Year CDHS Celebrations
- Successfully ran breakfast club twice a week
- Hosted numerous incursions and excursions
- Attended WA DHS Country Week
- Attended Year 6 camp
- Hosted Triple P Program
- P.A.R.T.Y program for Year 10 students
- Running club commenced for fitness and wellbeing
- Joined Cunderdin Community Breast Cancer Awareness month celebrations
- Completion of Nature Playground
- Enhanced Follow the Dream program
- Country to Canberra student representative
- Student as a finalist for The Commissioner for Children and Young People Participate Award
- FameLab Academy finalist
- State representative at WA AFL Girls team
- Starlight Foundation superhero day
- Intern Swimming Lessons
- Cunderdin Youth Council Young Community Citizen of the Year
- Faction Swimming Carnival
- Interschool Swimming Carnival – champions
- Teach Well Professional Learning
- Combined University Online presentation
- Maddington Golf incursion
- Science Week activities across the school
- Follow the Dream Careers Expo
- Further developed Certificate II courses with Year 9 and 10's
- Hosted Harmony week celebrations
- Faction Athletics Carnival
- Participated in Project Empower
- Participated in West Coast Fever Netball Cup
- Good Standing Reward activities
- Faction Cross-Country race
- National Simultaneous Story Time
- Hosted Interschool Athletics Carnival at Cunderdin
- Attended the WACOA – Cunderdin Try-a-Trade Day
- Interschool Cross-Country at Meckering
- Book Week dress ups
- Family Slime Run
- Follow the Dream university visit
- Secondary Formal hosted at school
- Board Games with Senior Citizens
- T20 Blast Cricket Tournament in Tammin
- Hosted Year 10 Dinner
- Participated in Secondary Wellness Day

### Our Motto

*'Strive to be your best'*

### Our Vision

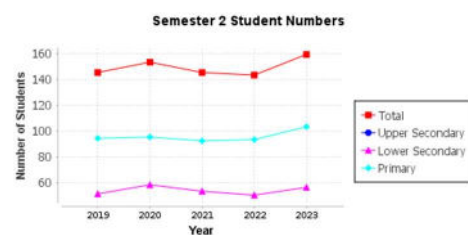
We aim to assist and encourage students to develop to their full potential and strive for excellence whilst preparing them for a challenging world.

### Our Values

- Be Responsible
- Be Respectful
- Be Safe and Caring
- Be Your Best

## Our Enrolment Profile

	2019	2020	2021	2022	2023
Primary (Excluding Kin)	94	95	92	93	103
Lower Secondary	51	58	53	50	56
Total	145	153	145	143	159



Student Numbers as at Semester 2, 2023  
– 2023

Enrolment Trends for Semester 2 from 2019

### Analysis of 2023

- Enrolments were slightly up in 2023 and as high as they have been for over 5 years
- Our student transiency was considerably increased from the previous year. 21.9% of our student cohort changed throughout the year, up from 9.7% last year and the 24.2% high of 2018, placing CDHS in the 8<sup>th</sup> decile (the highest is 8).
- Our primary and secondary enrolments have increased from the previous year
- Enrolments in 2024 are expected to return to the average 5 year trend.

## Our Attendance Profile

### Analysis of 2023

- Our Primary attendance remained above the WA Public Schools average and slightly below Like Schools average
- Our Secondary attendance, was stronger than Like Schools, but was slightly less than the WA Public Schools average
- Our Regular attendance across our school was much higher than Like Schools and similar to the WA Public Schools average
- The Student Attendance Policy and Procedures were refined, and this indicated that we were having an impact on secondary student attendance for Like Schools but needed to improve primary attendance strategies

### Focus for 2024

- The continued implementation and improvement of the Student Attendance Policy and Procedures
- Returning attendance rates to 'pre-COVID', using 2019 data as the benchmark
- Decrease the number of unexplained absences
- Reduce the number of students in the 'indicated at risk' category by improving their attendance
- Continue to increase Aboriginal student attendance rates



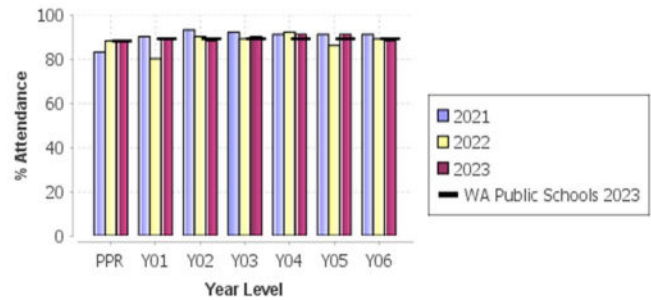
## Primary Attendance Rates

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2021	72.8%	14.1%	7.6%	5.4%
2022	50.5%	36.1%	9.3%	4.1%
2023	67.0%	20.2%	8.3%	4.6%
Like Schools 2023	59.2%	27.5%	10.8%	2.5%
WA Public Schools	61.0%	25.0%	10.0%	4.0%

	Total		
	School	Like Schools	WA Public Schools
2021	90.2%	89.5%	91.0%
2022	87.5%	82.9%	86.6%
2023	89.1%	89.2%	88.9%



Attendance % - Primary Year Levels



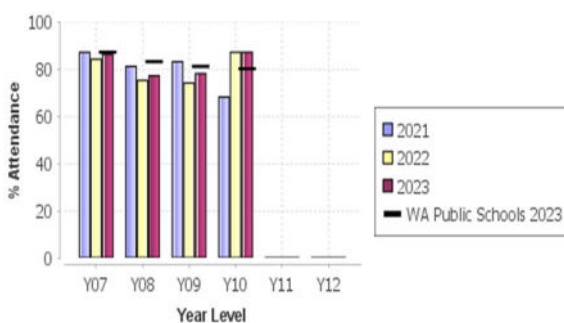
## Secondary Attendance Rates

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2021	58.3%	15.0%	5.0%	21.7%
2022	40.7%	31.5%	11.1%	16.7%
2023	46.7%	21.7%	18.3%	13.3%
Like Schools 2023	37.5%	28.2%	20.1%	14.3%
WA Public Schools	47.0%	26.0%	16.0%	11.0%

	Total		
	School	Like Schools	WA Public Schools
2021	79.8%	81.0%	84.4%
2022	78.7%	78.0%	80.4%
2023	82.1%	79.6%	82.5%



Attendance % - Secondary Year Levels



## Self-Assessment of the Progress towards Targets Featured in the Business Plan 2021-2023



At the beginning of 2021, Cunderdin DHS finalised and approved the 2021-2023 Business Plan. All of the school targets were aligned to four focus areas – Success for All Students (Academic), Success for All Students (Social and Emotional Wellbeing), Excellence in Teaching and Leadership, and Positive Partnerships. What follows is an analysis and planned response for each target following the third year of this 3-year cycle.

Cunderdin District High School

### School Review - Reflections and Directions 2021-2023

#### PRIORITY 1: SUCCESS FOR ALL STUDENTS - ACADEMIC

##### Early Years

- 1.1.1 Reading
- 1.1.2 Writing
- 1.1.3 Speaking
- 1.1.4 Numeracy

**Reading** - By 2023, the NAPLAN Reading mean will be equal to or above all WA public schools mean, for:

- 1.2.1 Identified Year 3 students
- 1.2.2 Identified Year 5 students
- 1.2.3 Identified Year 7 students
- 1.2.4 Identified Year 9 students

- 1.2.5 Annually, at least 80% of regularly attending students will achieve 12 months or more progress in PAT Reading
- 1.2.6 Annually, at least 80% of regularly attending students will achieve 12 months or more progress in Burt Reading Test assessments

**Numeracy** - By 2023, the NAPLAN Numeracy mean will be equal to or above the all WA public schools mean, for:

- 1.3.1 Identified Year 3 students
- 1.3.2 Identified Year 5 students
- 1.3.3 Identified Year 7 students
- 1.3.4 Identified Year 9 students

- 1.3.5 Annually, at least 80% of regularly attending students will achieve 12 months or more progress in PAT Numeracy

##### SAER

- 1.4.1 By 2023, identified SAER students will have achieved at least 80% of their individual learning goals during each reporting period

- 1.4.2 By Term 4 of 2021, a definition of Academically Able will be formed in the context of CDHS

- 1.4.3 By 2023, all identified Academically Able students will have an IEP with identified learning goals

2021 Reflections	2022 Directions	2022 Reflections	2023 Directions	2023 Reflections
<b>Early Years</b> <ul style="list-style-type: none"> <li>• Sounds Write implementation continues to drive student improvement</li> <li>• Analysis of data needs to be more explicit</li> <li>• Only doing compulsory test at start of year. Some conversations have been had about potentially doing</li> </ul>	<b>Early Years</b> <ul style="list-style-type: none"> <li>• K-2 staff to participate in Talk for Writing Professional Learning</li> <li>• Consistent phase of learning meetings to discuss data</li> <li>• Principal to complete either NQS or EYLF training</li> </ul> <b>Reading</b>	<b>Early Years</b> <ul style="list-style-type: none"> <li>• All K-2 staff have participated in Talk for Writing Professional Learning and is implemented across K-2. Year 1-3 Assembly showcased Talk for Writing</li> <li>• Staff meetings were adjusted to include phase of learning time</li> <li>• Principal commenced NQS</li> </ul>	<b>Early Years</b> <ul style="list-style-type: none"> <li>• Continue implementation of Talk for Writing</li> <li>• All Education Assistants to participate in training for Sounds Write</li> <li>• Principal to complete NQS online training</li> <li>• Analyse On-Entry data to assess success against</li> </ul>	<b>Early Years</b> <ul style="list-style-type: none"> <li>• All K-2 staff have participated in Talk for Writing Professional Learning and is beginning to be implemented across K-2. Working on delivering the program with fidelity and rigour from K-6</li> <li>• Year K/PP&amp;10 Final Assembly</li> </ul>

<p>end of year test as well</p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• NAPLAN results were very impressive, with students in Years 3, 5 and 9 above WA Public Schools Mean</li> </ul> <p><b>Numeracy</b></p> <ul style="list-style-type: none"> <li>• NAPLAN results were above expected in Year 3 and 9, and within expected in Years 5 and 7</li> <li>• All year groups were below WA Public Schools Mean</li> </ul> <p><b>SAER</b></p> <ul style="list-style-type: none"> <li>• All staff upskilled in SEN RTP as new method of creating IEPs</li> <li>• 75% of students achieving IEP goals</li> <li>• FTE created in Term 2 for SAER Coach</li> <li>• Staff attended Academically Able Conference</li> <li>• 3 students identified as Academically Able accepted into Early Years Gifted Program in Northam</li> </ul>	<ul style="list-style-type: none"> <li>• Continue EI Coaching</li> <li>• Consistent literacy committee meetings</li> <li>• Develop Operational Plan</li> </ul> <p><b>Numeracy</b></p> <ul style="list-style-type: none"> <li>• Consistent numeracy committee meetings</li> <li>• Investigate numeracy program or establish common approach to teaching</li> <li>• Develop Operation Plan</li> </ul> <p><b>SAER</b></p> <ul style="list-style-type: none"> <li>• Identify Academically Able students</li> <li>• Create IEPs for Academically Able students</li> <li>• Review Academically Able definition</li> </ul>	<p>online training with 40% completed</p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• EI Reading component targeted in Yr1/2 for Sem 2, and Yr. 4/5 completed Comprehension Project through Teach Well</li> <li>• Literacy committee meetings were held more than once a term</li> <li>• Operational Plan was developed and utilised to guide literacy planning for 2022</li> </ul> <p><b>Numeracy</b></p> <ul style="list-style-type: none"> <li>• Numeracy committee meetings were held more than once a term</li> <li>• GoMaths textbooks purchased and beginning to use in each classroom</li> <li>• Operational Plan was developed and utilised to guide numeracy planning for 2022</li> </ul> <p><b>SAER</b></p> <ul style="list-style-type: none"> <li>• Academically Able student definition reviewed. Yet to be clarified.</li> </ul>	<p>Business Plan and create new targets</p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• EI focus on decoding vocabulary – literal (direct questions), retrieve, summarise, inference, skim and scan, predicting</li> <li>• EI focus on explaining language and choices of author – intent, compare/contrast, analyse/evaluate</li> <li>• Analyse NAPLAN Reading data to assess success against Business Plan and create new targets</li> </ul> <p><b>Numeracy</b></p> <ul style="list-style-type: none"> <li>• GoMaths implemented in every primary classroom</li> <li>• Professional Learning is sought for numeracy committee members and teachers of mathematics</li> <li>• Analyse NAPLAN Numeracy data to assess success against Business Plan and create new targets</li> </ul> <p><b>SAER</b></p> <ul style="list-style-type: none"> <li>• Create and implement a Response to Intervention model to support and track students.</li> </ul>	<p>showcased Talk for Writing</p> <ul style="list-style-type: none"> <li>• Staff meetings continue to be adjusted to include phase of learning time.</li> <li>• Principal commenced NQS online training, new leadership team+ needs to complete.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Analysis of NAPLAN data targets is hard to establish due to new 2023 NAPLAN targets</li> <li>• Continued EI focus, further investigation/ PL on the Science of Learning and use of whole class instruction in coming Business Plan</li> </ul> <p><b>Numeracy</b></p> <ul style="list-style-type: none"> <li>• Analysis of NAPLAN data targets is hard to establish due to new 2023 NAPLAN targets</li> <li>• Go Maths has gone out of print. Stepping Stones to be implemented across the span of the new business plan (created by the same company)</li> <li>• Professional Learning being investigated.</li> <li>• Many students testing low in Basic Number Facts assessment – this to be a focus in new business plan.</li> </ul> <p><b>SAER</b></p> <ul style="list-style-type: none"> <li>• All identified students on IEP with 80% achieving goals established in this process</li> <li>• Sounds Write utilised as intervention tool for identified students</li> </ul>
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## PRIORITY 2: SUCCESS FOR ALL STUDENTS – SOCIAL AND EMOTIONAL WELLBEING

### Social and Emotional Wellbeing Programs

2.1.1 For 2021-2023, student wellbeing will be maintained or improved from initial foundation survey results as measured at start of 2021 through Be You.

#### Attendance

2.2.1 By 2023 the whole school Semester 1 attendance rate will be 92% or greater

2.2.2 By 2023, primary school student regular attendance will improve from 75% to 84%

2.2.3 By 2023, secondary student regular attendance will improve from 62% to 71%

2.2.4 By 2023, whole school Aboriginal attendance will be 85% or greater

#### Positive Behaviour Support – In the 2022 National School Opinion Surveys:

2.3.1 The percentage agreeing ‘Student behaviour is well managed at this school’ will improve, parents (74% to 83%), and students (58% to 73%).

2.3.2 The percentage of staff agreeing ‘Student behaviour is well managed at this school’ will be maintained at 90% or higher

#### Student Voice

2.4.1 By 2023, the percentage of students nominating for the student council will increase by 30%

2.4.2 By 2023, the percentage of students nominating for the faction captains will increase by 30%

2.4.3 By 2023, the percentage of students nominating for the Wheatbelt Youth Council will increase by 20%

2021 Reflections	2022 Directions	2022 Reflections	2023 Directions	2023 Reflections
<p><b>Social and Emotional Wellbeing Programs</b></p> <ul style="list-style-type: none"> <li>Multiple programs investigated for surveys. ACER explored the most, but not enough students to participate.</li> <li>Students Services met and discussed Play is the Way as a program to investigate</li> </ul> <p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>Sem 1 attendance 86.2%, but whole year was 89.49%</li> <li>Attendance for both primary and secondary decreased 2%</li> <li>Aboriginal attendance 40%</li> </ul> <p><b>Positive Behaviour Support</b></p> <ul style="list-style-type: none"> <li>Suspensions decreased to 0%</li> <li>Change in approach to different positive behaviours explored (e.g. Cheers for Peers)</li> <li>Reduced explicit lessons on expected behaviours</li> </ul>	<p><b>Social and Emotional Wellbeing Programs</b></p> <ul style="list-style-type: none"> <li>Play is the Way training books purchased, and PL for staff booked</li> <li>Implementation of Play is the Way to be conducted throughout 2022</li> <li>Student Health and Wellbeing Operational Plan to be created</li> </ul> <p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>Create and implement Attendance Improvement Plan</li> </ul> <p><b>Positive Behaviour Support</b></p> <ul style="list-style-type: none"> <li>Re-establish PBS Committee</li> <li>Create Operational Plan detailing explicit teaching of PBS</li> </ul> <p><b>Student Voice</b></p> <ul style="list-style-type: none"> <li>Utilise Faction Captains more and give them more visibility across the school</li> <li>Student Council to be face of more school events</li> <li>Include students in 75<sup>th</sup> Anniversary planning</li> </ul>	<p><b>Social and Emotional Wellbeing Programs</b></p> <ul style="list-style-type: none"> <li>Chaplain completed Play is the Way training</li> <li>Play is the Way was implemented by school Chaplain and Yr. 5/6 teacher across 1-10</li> <li>Student Health and Wellbeing Operational Plan created and implemented</li> </ul> <p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>Attendance Improvement Plan implemented, however COVID-related absences impacted overall results</li> </ul> <p><b>Positive Behaviour Support</b></p> <ul style="list-style-type: none"> <li>PBS Committee re-established</li> <li>PBS Committee reviewed behaviour matrix</li> <li>Operational Plan detailing explicit teaching of PBS created</li> </ul> <p><b>Student Voice</b></p> <ul style="list-style-type: none"> <li>Faction Captains spoke at Monday assemblies, counted great expectation tickets</li> </ul>	<p><b>Social and Emotional Wellbeing Programs</b></p> <ul style="list-style-type: none"> <li>All staff complete Play is the Way training and commence implementation</li> <li>Circle of Courage philosophy is adopted across the school</li> </ul> <p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>Attendance Improvement Plan continues to be revised and utilised as required</li> </ul> <p><b>Positive Behaviour Support</b></p> <ul style="list-style-type: none"> <li>Updated Behaviour Matrix implemented</li> <li>Professional Learning sought and attended</li> <li>Staff upskilling to ensure consistent delivery</li> </ul> <p><b>Student Voice</b></p> <ul style="list-style-type: none"> <li>Analyse National School Opinion Surveys to determine if student’s still feel they have a strong voice</li> </ul>	<p><b>Social and Emotional Wellbeing Programs</b></p> <ul style="list-style-type: none"> <li>Almost all 2023 staff completed PD in PITW</li> <li>Circle of courage discussed but not adopted yet.</li> <li>PITW adopted across Primary. Secondary experimenting with implementation</li> <li>Collaboration between teachers in delivering PITW and Teachers collaborating across student cohorts.</li> </ul> <p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>Attendance Improvement Plan continues to be utilised as required,</li> <li>Attendance tracking in a positive direction post COVID</li> <li>Unexplained absences tracking in a positive direction also</li> </ul> <p><b>Positive Behaviour Support</b></p> <ul style="list-style-type: none"> <li>PBS committee re-established-committee procedures put in place.</li> </ul>



<p><b>Student Voice</b></p> <ul style="list-style-type: none"> <li>• The Student Council were more visible, being the face behind more school and community activities</li> <li>• Student Council attended training with other schools' leadership teams</li> <li>• Wheatbelt Youth Council won Tidy Towns Young Legends award – very visible presence in community</li> <li>• During PSR, students reported having a strong voice within school</li> </ul>		<ul style="list-style-type: none"> <li>• Student Council had events impacted by COVID-19, but addressed all students weekly</li> <li>• 75<sup>th</sup> Anniversary has activities for students planned by the students</li> </ul>		<ul style="list-style-type: none"> <li>• Using the behaviour matrix and teaching expected behaviours PD completed-revisit in 2024.</li> <li>• Revised good standing Policy-raised Good Standing to 80%. 90% for student leaders.</li> <li>• PBS tier 1 training completed by team leader, communication manager and secretary. Feedback to PBS committee and all staff.</li> <li>• Team Leader/Internal coach completed WAPBS Coach and Team Leader Phase 1 PD online-phase 2 and 3 to be completed in 2024</li> <li>• Investigated PBS shop-initiative for secondary students-focus for 2024</li> </ul> <p><b>Student Voice</b></p> <ul style="list-style-type: none"> <li>• Faction Captains speak at Monday assemblies, counted great expectation tickets</li> <li>• Student Council addressed all students weekly</li> <li>• 75<sup>th</sup> Anniversary had activities for students planned by the students</li> <li>• Youth Council students and events supported by CDHS</li> </ul>
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**PRIORITY 3: EXCELLENCE IN TEACHING AND LEADERSHIP**

**Explicit Instruction**

3.1.1 Throughout 2021-2023, all new staff are inducted in Explicit Teaching and the Cunderdin DHS Common Lesson Paradigm

3.1.2 By 2023, the Cunderdin DHS framework for explicit teaching is embedded and implementation is monitored through student survey data.

3.1.3 By 2023, formal classroom observations and Peer-to-Peer Classroom Observations is implemented.

**STEM**

3.2.1 By 2023, authentic cross-curricular STEM learning integration will be developed and implemented for P-10

3.2.2 Staff will effectively use identified ICT strategies and tools to improve learning, communication and reporting

**Staff Wellbeing and Professional Growth**

3.3.1 In the 2022 National School Opinion Survey, staff indicate “strong support” for 80% or more of identified positive statements related to job satisfaction and well-being

3.3.2 All staff will be provided with professional learning opportunities to develop their professional leadership skills, knowledge and understandings (as typified in the AITSL standards for teachers and principals) relevant to their role and aspirations within the school

3.3.3 Enable teachers to collaborate with other teachers in Professional Learning Communities and Curriculum Committees

3.3.4 The school will develop a comprehensive framework for planning and implementing a range of initiatives to support the health and well-being of all staff

**Leadership Opportunities**

3.4.1 By 2023, all established staff are engaged in a coaching culture and new staff are mentored

3.4.2 By 2023, clear structures are established for Distributed Leadership and full staff decision-making processes

3.4.3 Between 2021 and 2023, appointed school leaders will make progress against the AITSL principal standards

2021 Reflections	2022 Directions	2022 Reflections	2023 Directions	2023 Reflections
<p><b>Explicit Instruction</b></p> <ul style="list-style-type: none"> <li>FTE created for EI Coach. Coaching accessed by 4 staff across 25 weeks</li> <li>Some staff resistance to common lesson paradigm. Performance Management implemented for these staff</li> <li>Some formal observations and informal observations took place.</li> </ul> <p><b>STEM</b></p> <ul style="list-style-type: none"> <li>Digital Technology introduced in secondary school</li> <li>Specialist Primary STEM teacher employed</li> <li>Computers becoming outdated</li> <li>Bandwidth increased</li> </ul> <p><b>Staff Wellbeing and Professional Growth</b></p> <ul style="list-style-type: none"> <li>Increase use of WebEx PL</li> <li>1 staff member completed Future</li> </ul>	<p><b>Explicit Instruction</b></p> <ul style="list-style-type: none"> <li>FTE for EI Coach continued for entire year</li> <li>4 staff participating in Teach Well Masterclass</li> <li>Formal observations to take place</li> </ul> <p><b>STEM</b></p> <ul style="list-style-type: none"> <li>Specialist primary STEM teacher and secondary Digital Technology teacher continued</li> <li>New computers and iPads ordered</li> <li>Technologies and Science Operational Plan to be created</li> <li>Year 9/10 Cert II in FSK</li> </ul> <p><b>Staff Wellbeing and Professional Growth</b></p> <ul style="list-style-type: none"> <li>All staff participating in formal PL throughout year (Teach Well, T4W, Play is the Way, or other)</li> <li>PLCs and Curriculum</li> </ul>	<p><b>Explicit Instruction</b></p> <ul style="list-style-type: none"> <li>EI Coach worked in all primary classrooms throughout 2022, focusing on NAPLAN outcomes in Term 1 and Term 4</li> <li>All 4 staff completed their Teach Well Masterclass</li> <li>Some formal observations took place. Principal and Associate Principal completed PL around creating culture of classroom observations</li> </ul> <p><b>STEM</b></p> <ul style="list-style-type: none"> <li>Specialist Primary STEM teacher completed PL around integrating STEM into all curricula. Presentation was conducted to all staff.</li> <li>New computers and iPads utilised across school. Online booking system established.</li> </ul>	<p><b>Explicit Instruction</b></p> <ul style="list-style-type: none"> <li>EI Coach to work with Year 2/3 class in Term 1</li> <li>Classroom Observation Policy and Procedures to be drafted and implemented</li> <li>Review school’s Explicit Instruction manual</li> </ul> <p><b>STEM</b></p> <ul style="list-style-type: none"> <li>STEM classroom to be finalised and booking system created</li> <li>Year 7/8 Digital Technology and Digital Media courses to be implemented via SIDE</li> <li>Year 9/10 Cert II in FSK continued to be delivered via SIDE</li> </ul> <p><b>Staff Wellbeing and Professional Growth</b></p> <ul style="list-style-type: none"> <li>Continue to ensure staff training in Sounds Write is up-to-date.</li> <li>Build staff unity/understanding of each other through DiSC training</li> <li>Explore options for combined network professional learning</li> </ul>	<p><b>Explicit Instruction</b></p> <ul style="list-style-type: none"> <li>Review of EI Manual has begun.</li> <li>EI Coach left the school. New Deputy Principal to take on this role.</li> <li>Classroom Observation Policy and Procedures to be continued into the new business plan.</li> </ul> <p><b>STEM</b></p> <ul style="list-style-type: none"> <li>STEM classroom utilised by Primary science teachers and Digital technology teachers</li> <li>Year 7/8 Digital Technology and Digital Media courses implemented via SIDE</li> <li>Year 9/10 Cert II in FSK to be delivered via SIDE, look into a more suitable course for 2024</li> </ul>

<p>Leaders Framework PL</p> <ul style="list-style-type: none"> <li>• All staff participated in combined ASN PL Day</li> <li>• Graduate Modules encouraged and completed</li> </ul> <p><b>Leadership Opportunities</b></p> <ul style="list-style-type: none"> <li>• EI Coach and SAER Coach implemented</li> <li>• 1 staff member gained Senior Teacher status</li> <li>• Permanent Principal and Associate Principal appointed</li> </ul>	<p>Committees to be formalised</p> <ul style="list-style-type: none"> <li>• Health and Well-being plan to form part of OSH</li> </ul> <p><b>Leadership Opportunities</b></p> <ul style="list-style-type: none"> <li>• Each PLC/CC to have a different leader</li> <li>• Exec staff to complete Leading School Improvement course</li> </ul>	<ul style="list-style-type: none"> <li>• Technologies and Science Operational Plans created and implemented.</li> <li>• Year 9/10 Cert II in FSK delivered via SIDE. Year 9s will continue their studies in 2023.</li> </ul> <p><b>Staff Wellbeing and Professional Growth</b></p> <ul style="list-style-type: none"> <li>• Staff participated in Teach Well, Play is the Way, Talk for Writing, Tracks to 2 Way Learning, STEM Best Practice professional learning</li> <li>• Organisation Structure formalised curriculum committees</li> <li>• Staff Wellbeing PL conducted Term3.</li> </ul> <p><b>Leadership Opportunities</b></p> <ul style="list-style-type: none"> <li>• Every Committee had a different leader</li> <li>• Exec staff completed Leading School Improvement course in Term 4</li> <li>• Two staff completed Emerging Leaders PL</li> </ul>	<p><b>Leadership Opportunities</b></p> <ul style="list-style-type: none"> <li>• Continue to promote each Committee having a different leader</li> <li>• Encourage internal relief of admin</li> <li>• Support staff in exploring leadership opportunities (eg acting positions, mentoring roles, etc)</li> </ul>	<p><b>Staff Wellbeing and Professional Growth</b></p> <ul style="list-style-type: none"> <li>• Staff team building games regularly engaged In throughout the year</li> <li>• Whole school health and wellbeing plan still being developed and a priority in new business plan</li> <li>• Staff participated in Teach Well, Sounds Write, WADHSAA conference, Play is the Way, Talk for Writing, Tracks to 2 Way Learning,</li> </ul> <p><b>Leadership Opportunities</b></p> <ul style="list-style-type: none"> <li>• Every committee has a different leader/chair person</li> <li>• Staff given the opportunity to 'lead' without title when executive are on PL or leave</li> <li>• New Deputy Principal position established due to DHS funding with a focus on improving quality of teaching</li> </ul>
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## PRIORITY 4: POSITIVE PARTNERSHIPS

### Avon Schools Network and wider Wheatbelt Network

4.1.1 Collaboration opportunities exist between schools in the ASN as well as schools in other Wheatbelt networks and Perth networks

4.1.2 By 2023, two moderation tasks within the ASN has happened

4.1.3 Common Assessment Tasks exist for different year levels within the ASN

4.1.4 Opportunities exist for students to compete against each other in both academic and non-academic fields

### Parent Engagement

4.2.1 The School P&C is supported and has a strong presence across the school and community

4.2.2 The P&C is supported to increase parent volunteering within the school, particularly secondary

4.2.3 A parent skills register is developed

4.2.4 A communication strategy is established

### Enhance School Profile

4.3.1 The Student Council is known and recognised by all staff, students, parents and community members

4.3.2 The Wheatbelt Youth Council continues to build prominence and plan and coordinate community events

4.3.3 Continue to build the profile of the School Board and communicate its role and decisions effectively in the school community

4.3.4 The school remains engaged with the ASN

4.3.5 Recognition in the community is embraced and encouraged

### Aboriginal Partnerships

4.4.1 Positive relationships with Aboriginal students, their parents and families are established and maintained

4.4.2 Local Aboriginal community members and organisations are engaged professionally

2021 Reflections	2022 Directions	2022 Reflections	2023 Directions	2023 Reflections
<p><b>Avon Schools Network and wider Wheatbelt Network</b></p> <ul style="list-style-type: none"> <li>All staff participated in combined ASN PL Day</li> <li>EASA growing and CDHS involvement still high</li> <li>Students participated in Wheatbelt Early Years STEM Program</li> <li>Associate Principal involved in Wheatbelt Deputy Network</li> <li>Student Leaders participated in combined leadership development in Beverley</li> </ul> <p><b>Parent Engagement</b></p> <ul style="list-style-type: none"> <li>P&amp;C partnership still strong, with a number of fundraisers to support school</li> <li>School canteen struggled with volunteers throughout year</li> <li>Learning Journey was very well attended and</li> </ul>	<p><b>Avon Schools Network and wider Wheatbelt Network</b></p> <ul style="list-style-type: none"> <li>Combined secondary MAG PL at start of year</li> <li>Common Assessment Tasks within ASN for English and Maths to be completed</li> </ul> <p><b>Parent Engagement</b></p> <ul style="list-style-type: none"> <li>Develop and implement communication strategy</li> <li>Partner with Lions Institute and other organisations for school projects</li> </ul> <p><b>Enhance School Profile</b></p> <ul style="list-style-type: none"> <li>Consider personnel for school brand</li> <li>75<sup>th</sup> Anniversary planning to commence</li> <li>Consider DHS Country Week</li> <li>Further promote success of school through Bandicoot, Facebook and beyond</li> </ul>	<p><b>Avon Schools Network and wider Wheatbelt Network</b></p> <ul style="list-style-type: none"> <li>A further discussion was held between ASN schools and resources were shared</li> <li>The Common Assessment Task was conducted but not moderated. More sessions are planned</li> </ul> <p><b>Parent Engagement</b></p> <ul style="list-style-type: none"> <li>Professional Learning on Communication conducted Term 3. Draft created Term 4</li> <li>Lions and P&amp;C both contributed towards school nature playground. Many organisations involved in planning for 75<sup>th</sup> Anniversary</li> </ul> <p><b>Enhance School Profile</b></p> <ul style="list-style-type: none"> <li>Company approached for creating new website – to commence 2023</li> <li>75<sup>th</sup> Anniversary committee created and regularly met.</li> </ul>	<p><b>Avon Schools Network and wider Wheatbelt Network</b></p> <ul style="list-style-type: none"> <li>Combined Professional Learning day planned for Term 2</li> <li>Networks to be explored in determining value and making more context-based</li> </ul> <p><b>Parent Engagement</b></p> <ul style="list-style-type: none"> <li>Communication Policy and Procedures to be released and implemented.</li> <li>Parents to assist with and attend 75<sup>th</sup> Anniversary</li> <li>Parent volunteer register to be created</li> </ul> <p><b>Enhance School Profile</b></p> <ul style="list-style-type: none"> <li>Website to be created and published</li> <li>75<sup>th</sup> Anniversary to be held</li> <li>DHS Country Week to be attended</li> </ul> <p><b>Aboriginal Partnerships</b></p> <ul style="list-style-type: none"> <li>Polly Farmer Follow the Dream program to be continued</li> </ul>	<p><b>Avon Schools Network and wider Wheatbelt Network</b></p> <ul style="list-style-type: none"> <li>PRA funding utilised in Building educator capacity of AIEOs and EAs in early years literacy programs</li> <li>Look into re structure of ASN to Wheatbelt DHS network</li> </ul> <p><b>Parent Engagement</b></p> <ul style="list-style-type: none"> <li>Communication Policy and Procedures released and implemented.</li> <li>Parents to assisted with and attended 75<sup>th</sup> Anniversary</li> <li>Parent help sought for internal and external excursions</li> </ul> <p><b>Enhance School Profile</b></p> <ul style="list-style-type: none"> <li>Website created and published</li> <li>Social Media presence increased</li> <li>75<sup>th</sup> Anniversary to be held</li> <li>DHS Country Week attended-scheduled for 2024</li> <li>Student Leaders (Council and Captains) formally acknowledge at presentation</li> </ul>

<p>school was showcased well</p> <p><b>Enhance School Profile</b></p> <ul style="list-style-type: none"> <li>• Student Council profile built up within school, but not necessarily community</li> <li>• Wheatbelt Youth Council's profile very strong across community</li> <li>• School Board attended training, and attempts made to boost profile (newsletter article, assemblies, Presentation Night)</li> <li>• Hosted DHS SCFM Principal Review</li> <li>• Hosted Deputy Network Meeting</li> <li>• Facebook statistics indicate profile growth</li> <li>• Capital works to continually improve school appearance such as secondary quadrangle</li> </ul> <p><b>Aboriginal Partnerships</b></p> <ul style="list-style-type: none"> <li>• Aboriginal enrolments decreased throughout year</li> <li>• 2 applicants for AIEO but both withdrew</li> </ul>	<p><b>Aboriginal Partnerships</b></p> <ul style="list-style-type: none"> <li>• Establish partnership with Polly Farmer Follow the Dream program as an Outreach school</li> <li>• Indigenous flag to be displayed</li> <li>• Indigenous artwork to be incorporated into staff shirts</li> </ul>	<p>Back 2 Cunderdin Steering Committee met regularly with school representatives.</p> <ul style="list-style-type: none"> <li>• DHS Country Week planned for 2023</li> <li>• Bandicoot articles regularly written. Facebook interactions continue to grow, with other organisations and schools now following school page</li> </ul> <p><b>Aboriginal Partnerships</b></p> <ul style="list-style-type: none"> <li>• Polly Farmer Follow the Dream program implemented throughout 2022. Excursions to career expos and universities were attended as part of program</li> <li>• AIEO employed for 2023</li> <li>• Student Council purchased new flag poles and indigenous flag requested</li> <li>• Both staff shirts and Student Leavers shirts had indigenous artwork incorporated into the designs</li> </ul>	<ul style="list-style-type: none"> <li>• AIEO to be employed</li> <li>• Indigenous flag to be flown daily</li> <li>• Aboriginal parents to be surveyed on cultural responsiveness of school</li> <li>• Greater visual representation of aboriginal student artwork around school</li> </ul>	<p>assembly. New council and Captains presented with badges.</p> <ul style="list-style-type: none"> <li>• Youth Council-organised several community events- Tour De Cunderdin, Walk to School Day, youth Group nights etc.</li> </ul> <p><b>Aboriginal Partnerships</b></p> <ul style="list-style-type: none"> <li>• Acknowledgement of country embedded in all school addresses from staff and students</li> <li>• Polly Farmer Follow the Dream program to be continued</li> <li>• AIEO employed, but resigned, continue to search for new AIEO</li> <li>• Indigenous flag to be flown daily</li> <li>• Aboriginal parents not yet surveyed on cultural responsiveness of school</li> <li>• Increased visual representation of aboriginal student artwork around school</li> </ul>
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**Cunderdin District High School  
Financial Summary as at  
31 December 2023**

**ONE LINE BUDGET - Dec 2023 ( Verified Dec Cash)**

	Current Budget (\$)	Actual YTD (\$)
<b>Carry Forward (Cash):</b>	<b>197,544</b>	<b>197,545</b>
<b>Carry Forward (Salary):</b>	<b>268,289</b>	<b>268,289</b>

**INCOME**

Student-Centred Funding (including Transfers & Adjustments):	2,746,727	2,746,727
Locally Raised Funds:	102,349	102,349
<b>Total Funds:</b>	<b>3,314,909</b>	<b>3,314,910</b>

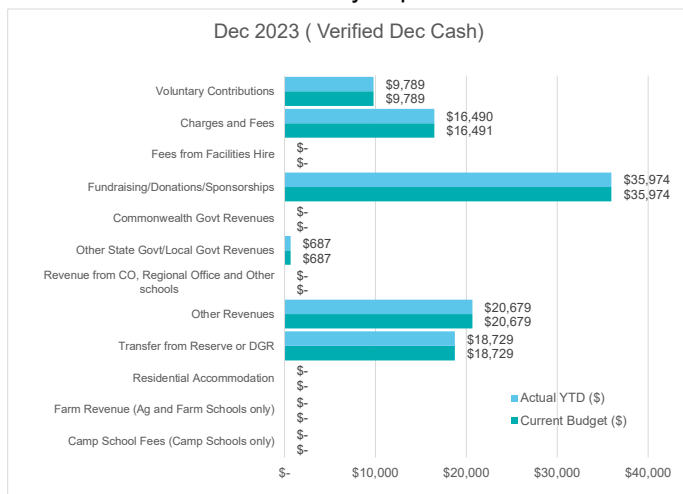
**EXPENDITURE**

Salaries:	2,139,820	2,139,820
Goods and Services (Cash):	795,562	583,721
<b>Total Expenditure:</b>	<b>2,935,382</b>	<b>2,723,541</b>

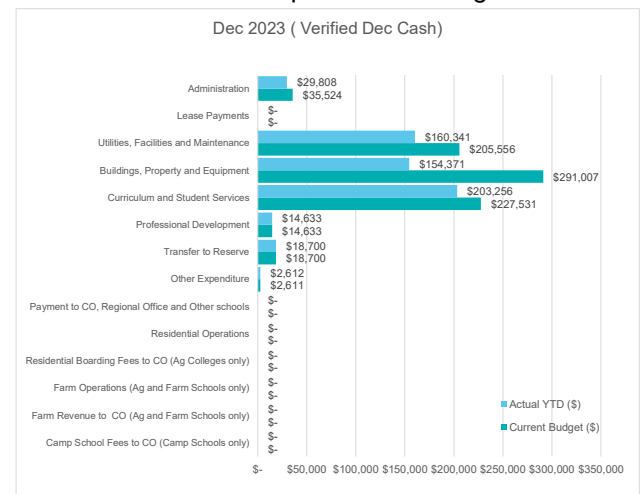
**VARIANCE:**

<b>379,528</b>	<b>591,369</b>
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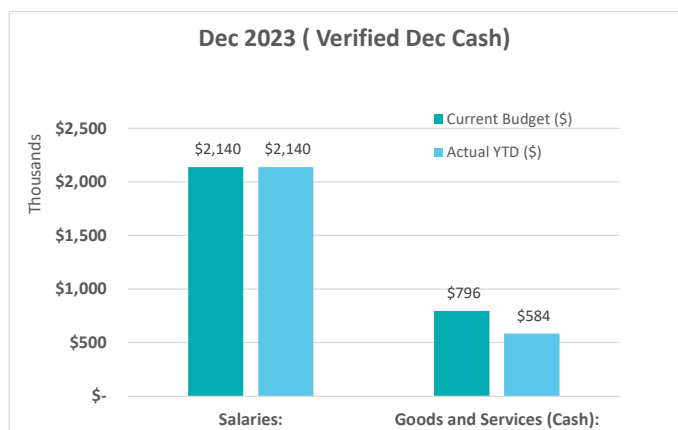
**Goods and Services vs Salary expenditure**



**Goods and Services Expenditure - Budget vs Actual**



**Locally Generated Revenue - Budget vs Actual**





AIEO	Aboriginal and Islander Education Officer
AITSL	Australian Institute for Teaching and School Leadership
ASN	Avon Schools Network
BMIS	Behaviour Management in Schools
CC	Curriculum Communities
EASA	East Avon Sports Association
ECE	Early Childhood Education
EI	Explicit Instruction
FSK	Foundation Skills
FTE	Full Time Equivalent
IEP	Individual Educational Plan
ICT	Information Communication Technology
NAPLAN	National Assessment Program in Literacy and Numeracy
NSOS	National School Opinion Surveys
OSH	Occupational Safety and Health
PAT	Progressive Achievement Tests
PL	Professional Learning
PLC	Professional Learning Communities
PBS	Positive Behaviour Support
RTP	Reporting to Parents
SAER	Students at Education Risk
SEN	Special Educational Needs
SEW	Social and Emotional Wellbeing
SCFM	Student Centred Funding Model
SCSA	School Curriculum and Standards Authority
STEM	Science, Technology, Engineering and Maths
T4W	Talk For Writing
WAP	Western Australian Public
WYC	Wheatbelt Youth Council



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