

Katanning Senior High School



Annual Report 2023

Principal's Report



I am pleased to share our 2023 Annual School Report with students, staff, families, and the school-wide community. This annual report reflects on the progress made during the first year of the new School Business Plan 2023-2025. The School Leadership Team developed the Business Plan in consultation with all staff and the School Board to create successful student pathways. This report will give a more detailed look at how we work towards our vision and the three focus areas outlined in our School Business Plan.

2023 was an exciting year as we commenced a three year school improvement change agenda using the Fogarty EDvance program. Using contemporary research and evidence-based practice, the school identified three new focus areas for improvement.

1. Curriculum and Teaching: High-quality teaching is evident in all classrooms.
2. Conditions for Learning: a positive culture that promotes engagement and well-being is evident in all areas of the school.
3. Staff Capability: A highly capable and well-led staff bring about the best outcomes for students.

As a school community, including staff, students, and the School Board, we deliberated and collectively developed our school Moral Purpose statement, which is now embedded in our processes. At Katanning Senior High School, we work together to enable success for all students.

We have continued to implement and embed the Positive Behaviour Support (PBS) program, enhancing the positive school culture and improving the teaching and learning environment. The Student Services Area was restructured by appointing two Program Coordinators to provide multi-tiered systems support for students' well-being, engagement, attendance, and achievement. The use of the PBIS Reward point system complimented the efforts of the Student Services Team in encouraging students to maintain Good Standing. It rewarded students for supporting the school's Positive Behaviour Support values of Respect, Achievement, Perseverance and Tolerance (RAPT). Two new Heads of Learning Areas were appointed to oversee the quality control of teaching and learning programs in Maths/Science and English/HASS. We continued to build and develop community partnerships through the work of our new career practitioner.

The school had a successful Public-School Review in the one-year return for Quality Teaching and the Learning Environment. Our school was commended for its professional commitment, noting the areas for improvement and implementing strategies that resulted in the desired improvements. The school demonstrated sufficient and sustainable progress towards meeting the standard in relation to the recommendations in each domain.

I want to thank the School Board, P&C, staff, and students for a wonderful year. I am very proud of what we achieved individually at Katanning Senior High School and what we strive to achieve collectively as we breathe and live our school's Moral Purpose: At Katanning Senior High School, **we work together to enable success for all students.**

Innocent Chikwama
Principal

School Board Report

Throughout 2023, the membership of the Katanning Senior High School Board was as follows: Parent members, Lisa Forman (Chair), Louise Stade (Secretary), Davina Davies, Kelly Holzknicht and Tania Edwards, Staff members, Innocent Chikwama (Principal), Calvin D'Sylva, Sarah Watson and Evans Okan and Community members, Ian Hanna, Alex Bray and Luke Chantler. The board met twice a term, and during the year, the Board endorsed the Behaviour Management Plan and the Senior School Assessment Policy. As with every year, the Board also approved the Fees and Charges and booklists. Thank you to all the members for their attendance at meetings and ongoing support of the school.

The Board was pleased that our P and C remained active and well supported in 2023. All positions were filled at the AGM, resulting in an executive committee of eight parents. Many thanks to the ongoing leadership of Megan Lydeamore, who returned as President for another year. The P & C supported the school during the year with donations towards the school fee incentive prizes, Country Week Scholarship, Year 12 Valediction and the end of year Good Standing Trip to Adventure World. Their contributions have significantly enhanced the school experience for our students. Thank you to the P & C ball committee, who organised an evening "Dripping in Luxury" for the Senior School Ball. The Ball is a highlight of the school year for our Senior Students. This year, without Covid restrictions, many families came to watch the red-carpet arrival of our glamorous students and their guests.

In Term 3, the Board were given a preview and an opportunity to give feedback on the new school website, which went live in November. The website has been given a complete renovation with a more modern and user-friendly design. The new format will allow the staff to update the site regularly, ensuring that our school community is constantly updated with the latest news and events. This new website and messaging via Connect and the school's Facebook page have seen an improvement in the way the school communicates with our families and the wider community. People want to know what the students are doing at our school; these mediums allow us to share the great things happening. The website also provides a platform for parents to access important school documents and resources, enhancing their involvement in their child's education.

Members of the Board, P & C, school staff, and students worked together again to create one of the best displays at the Katanning Agricultural Show. This year, staff from the School of Distance Education (SIDE) joined the school. This partnership is very valuable in enabling our students to learn subjects online that might otherwise not be available on site. This is the future of learning, and fostering this partnership will assist our senior students in living, studying, and being part of the community of Katanning. UniReady has been an exciting addition to the curriculum, giving our Year 12 students an alternative pathway to university in addition to the traditional ATAR entry.

On behalf of the Board, we wish the Class of 2023 all the best in their future endeavours and hope they look back at their time at KSHS with fond memories. Our School community look forward to hearing about your life after high school.

In Closing, I wanted to share a message I sent to our Teaching Staff on World Teacher's Day, celebrated on October 27th. "I would like to take this opportunity to say thank you on World Teachers Day. Thank you to all who have chosen to teach and guide our students here in Katanning. Working in a country town has its benefits and challenges. Your efforts, both in and outside of the classroom, are appreciated by the families of KSHS. Our school and local community value your contribution to our children's lives. We thank you for all you do to assist them along the pathway to the young adults they will become."

Lisa Forman
Katanning Senior High School Board Chair



Our School

Katanning Senior High School is a unique secondary school in the heart of the Great Southern region of WA. At our school, students can engage in a challenging and comprehensive educational program within a caring and nurturing environment. Students' academic and social needs will be met within a school that values respect, achievement, perseverance, and tolerance.

Katanning Senior High School's community is culturally diverse. We celebrate and respect individual differences and work in harmony to ensure success for all students.

We offer the Follow the Dream tertiary aspirant program to improve Aboriginal learning outcomes. Aboriginal boys may join the Clontarf Football Academy Program to improve their educational outcomes, life skills, and employment prospects. The Waalitj Foundation Deadly Sista Girlz program supports Aboriginal girls in forming positive connections, identities, and relationships.

Student health and well-being is a priority. Our experienced Student Services Team provides additional support to meet each child's social and emotional needs. The team includes the school Psychologist, Chaplain, Nurse, Aboriginal and Islander Education Officers (AIEO), and Student Support Officers who work with two Program Coordinators. Students can participate in extracurricular activities such as Bush Rangers, cultural activities, and various sporting opportunities, including Country Week and regional competitions. We value student leadership and provide many opportunities for students to develop these skills.

All students complete a comprehensive curriculum. After-school homework classes and individual tutoring are also available to support academic excellence for all students.

Senior School students may select from a range of face-to-face and online ATAR courses through the School of Isolated and Distance Education (SIDE) or UniReady program delivered in partnership with Curtin University.




Our Vision

At Katanning Senior High School, our students are encouraged to be socially responsible citizens who respect themselves and others and actively and positively contribute to our community. We challenge students to excel in academic, social and civic interactions in a diverse and multi-cultural school.





Moral Purpose

At Katanning Senior High School, we work together to enable success for all students

Positive Behaviour Support Values



PBS Matrix

	 <h4 style="text-align: center;">Respect</h4> <p style="text-align: center;">Treating people, places and property with courtesy and care</p>	<h4 style="text-align: center;">Achievement</h4> <p style="text-align: center;">Striving to always do your best</p>	 <h4 style="text-align: center;">Perseverance</h4> <p style="text-align: center;">Continuing to try when faced with challenges</p>	<h4 style="text-align: center;">Tolerance</h4> <p style="text-align: center;">Being kind and inclusive to yourself and others</p>
All the time	<ul style="list-style-type: none"> Wear school uniform Use polite, positive language Be considerate of other's personal space and property Care for our environment Use equipment and facilities appropriately 	<ul style="list-style-type: none"> Strive to excel Follow staff instructions Speak and act with integrity Follow safety instructions 	<ul style="list-style-type: none"> Attend school every day Ask for help when you need it Follow the rules 	<ul style="list-style-type: none"> Be kind to others and mindful of their feelings Accept and understand differences Treat others how you would like to be treated Offer assistance to others
Class time	<ul style="list-style-type: none"> Be on time to class Allow others the opportunity to learn Ask permission before moving seats in class 	<ul style="list-style-type: none"> Be organised and ready for learning Complete all tasks to the best of your ability Be responsible for your learning 	<ul style="list-style-type: none"> Have a go at all set tasks Collaborate in activities and group work Reflect and accept feedback to improve 	<ul style="list-style-type: none"> Show patience to all Include and support one another Be open to new experiences 
Breaks	<ul style="list-style-type: none"> Stay in designated areas 	<ul style="list-style-type: none"> Eat and play in designated areas Play fairly, safely and sensibly 	<ul style="list-style-type: none"> Ask to join in activities 	<ul style="list-style-type: none"> Include others and allow them to join in Resolve conflicts positively

Whole School Instructional Model

In 2023, as part of our School Improvement Plan, a focus group was formed to research and develop a Whole School Instructional Model (WSIM) to guide high-quality teaching and learning. The group considered works on cognitive science, the science of reading, the practice of master teachers, case studies of highly effective schools, Barak Rosenshine's Principles of Instruction and research by John Sweller, Lorraine Hammond and others. The research concludes that learning is highly effective when the content is delivered in small portions with high levels of student engagement and when a gradual release model is used to move from teacher modelling to guided practice and then independent practice. This is collectively referred to as an explicit instruction model.

Members of the WSIM Focus Group began the Teach Well Masterclass Series in High-Impact Instruction in 2023, with more staff planned for the 2024 cohort. This professional learning includes deliverables around putting theory into practice. To support this, KSHS invested in purchasing sets of whiteboards, markers, and cloths for every classroom to aid with engagement techniques and wireless presenters to use with presentations. Posters of the key elements of lesson design and engagement norms were also printed for each learning space. Members of the Focus Group began preparing materials to share with the wider staff to model the explicit instruction strategies and engagement norms, which will be introduced across the school in 2024, ensuring you have all the resources and support you need.



LESSON DESIGN

Learning Objective **LO** Focused Statement describing the skill and concept of the lesson.

Activate Prior Knowledge **APK** Quick review of skill or experience with a statement about how it is relevant to the learning objective

Concept Development **CD** Concept definitions and big ideas supported by **labelled examples**. Precise academic language establishes. Questions to Check for Understanding.

Skill Development **SD** Concept-based steps with precise language. **Matching problems**, one for teachers to **Model** and one for teachers to **Guide** students. Questions to Check for Understanding.

Modeling \Rightarrow Guiding

Relevance **REL** Personal, academic, and real-life reasons why the lesson is **important** to learn.

Closure **CL** A skill-based problem, concept-based problem, and a writing summary to provide evidence of learning.

dataworks
Educational Research



STUDENT ENGAGEMENT

- Pronounce With Me**
- Track With Me**
- Read With Me**
- Gesture With Me**
- Pair-Share**
A \rightarrow B, B \rightarrow A
- Attention Signal**
Eyes Front, Back Straight
- Whiteboards**
Chin-it
- Complete sentences**
Public Voice, Academic Vocabulary

dataworks
Educational Research

Staff Information



2023 STAFF

In 2023, we made several new appointments to our staff to fill vacancies. This trend was similar to the previous years, where staff gained opportunities and moved to other schools.

In 2023, Katanning Senior High School appointed key personnel in Senior Leadership positions. Two Program Coordinators were appointed in Student Services to support students with positive behaviour and create an orderly teaching and learning environment. In the second semester, two Heads of Learning Areas were appointed to oversee the English/HASS and Mathematics/Science departments.

In 2023, Katanning Senior High School had 22 teaching staff, 10 administrative staff, and 24 support staff, totalling 55, using an FTE of 49.7 (Not all staff are full-time, and two Program Coordinators transferred).

All our staff meet the professional requirements to work in Western Australian Schools, and all teaching staff are registered with the Teacher Registration Board of Western Australia.

Administration Staff	No	FTE	AB'L
Principals	1	1.0	0
Associate / Deputy / Vice Principals	2	2.0	0
Heads of Departments and Learning Areas	2	2.0	0
Program Coordinators	4	4.0	0
Total Administration Staff	9	9.0	0

Allied Professionals	No	FTE	AB'L
Clerical / Administrative	10	7.4	0
Gardening / Maintenance	2	1.8	0
Instructional	2	1.7	2
Other Allied Professionals	10	8.6	0
Total Allied Professionals	24	19.5	2

Teaching Staff	No	FTE	AB'L
Other Teaching Staff	22	21.2	0
Total Teaching Staff	22	21.2	0

Total	No	FTE	AB'L
Total	55	49.7	2

Student numbers and characteristics

Student Numbers (Semester 1 2023)

Secondary	Y07	Y08	Y09	Y10	Y11	Y12	USE	Total
Full Time	66	67	63	42	38	30		306

	Kin	PPR	Pri	Sec	Total
Male				160	160
Female				146	146
Total				306	306

Student Numbers (Semester 2 2023)

Secondary	Y07	Y08	Y09	Y10	Y11	Y12	USE	Total
Full Time	67	61	58	38	34	31		289

	Kin	PPR	Pri	Sec	Total
Male				152	152
Female				137	137
Total				289	289

The graphs above depict the demographics of Katanning Senior High School's population in 2023. Student numbers at Katanning Senior High School continue to trend downwards in 2023, from 324 in 2022 to 306 in 2023, and we expect this trend to change in 2024. Student turnover continues to be a concern for the school and community.

Our Semester 2 student population was very similar to the same time in 2022 (277). There was a decline from Semester 1 into Semester 2, which can be attributed to the predicted movement of Senior students into alternative pathways such as TAFE/apprenticeships/employment and a significant number of students moving to be supported by the Wheatbelt Participation Team.

Student Attendance

Secondary Attendance Rates

Katanning Senior High School has followed the WA Public Schools trend with increased attendance compared to 2022 figures. The gap in attendance rates between Katanning Senior High School and WA Public Schools has narrowed from 9.3% in 2022 to 6.8% in 2023. (See Secondary Attendance Rates chart from Schools Online)

	School	WA Public Schools
2021	80.2%	84.4%
2022	71.1%	80.4%
2023	75.7%	82.5%

Attendance % - Secondary Year Levels

	Y07	Y08	Y09	Y10	Y11	Y12
2021	82%	82%	78%	68%	85%	87%
2022	77%	69%	68%	66%	73%	74%
2023	84%	70%	75%	72%	72%	81%
WA Public Schools 2023	87%	83%	81%	80%	82%	83%

Katanning Senior High School has seen an increase in attendance across all year groups, excluding Year 11 in 2023. The most significant increase in attendance between 2022 and 2023 is seen in the Year 8 Cohort, climbing by 13%. All year groups are below the WA Public Schools attendance rate. (See Attendance % - Secondary Year Levels chart)

Table 1: Attendance and Absence Type by Collection Period for KATANNING SENIOR HIGH SCHOOL

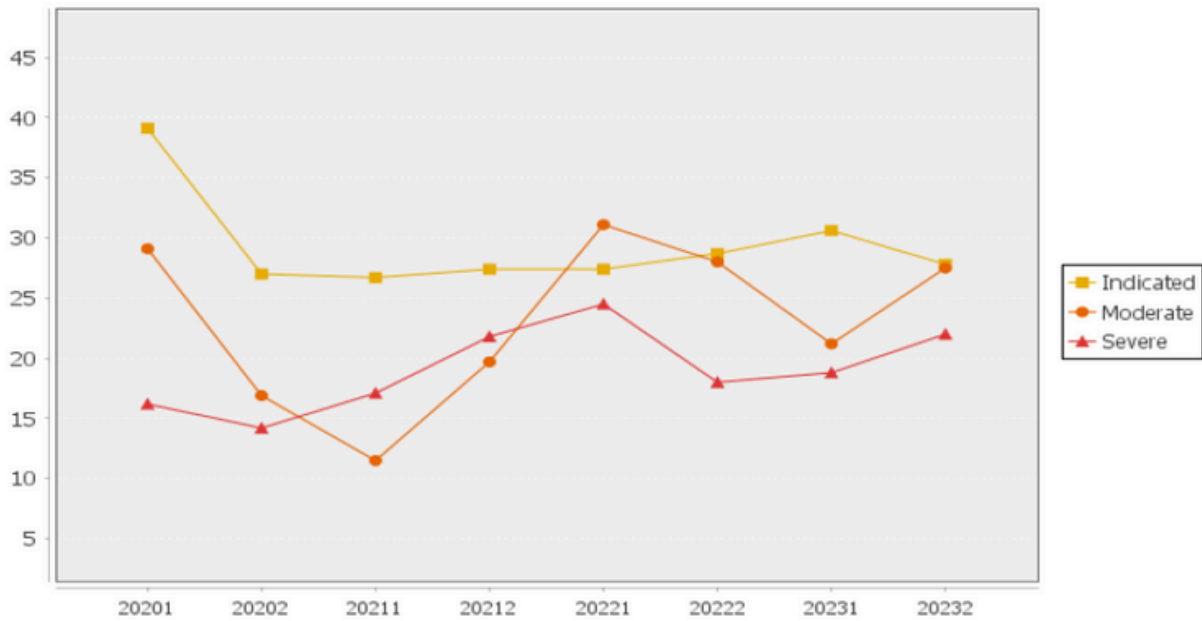
Collection Period	2020 Sem 1	2020 Sem 2	2021 Sem 1	2021 Sem 2	2022 Sem 1	2022 Sem 2	2023 Sem 1	2023 Sem 2
Attendance Rate	75.5%	80.7%	80.2%	73.8%	71.1%	75.6%	75.7%	72.3%
Regular Attendance	15.6%	41.8%	44.7%	31.1%	17.0%	25.3%	29.4%	22.7%
Authorised Absence	54.6%	47.5%	48.5%	34.5%	45.2%	38.8%	40.8%	40.3%
Unauthorised Absence	45.4%	52.5%	51.5%	65.5%	54.8%	61.2%	59.2%	59.7%

* indicates that the data is not final. Note that the Absences are proportions of half-days in each category.

The attendance rate trended slightly upwards in 2023, averaging 74% over Semesters 1 and 2. Students in regular attendance (90% and above) increased by 4.9% during 2023; however, the rate of authorised and unauthorised absences remains within 2% of 2022 figures (See Table 1: Attendance and Attendance Type).

Student Attendance

Chart 3: Attendance Risk Category Analysis by Collection Period for KATANNING SENIOR HIGH SCHOOL

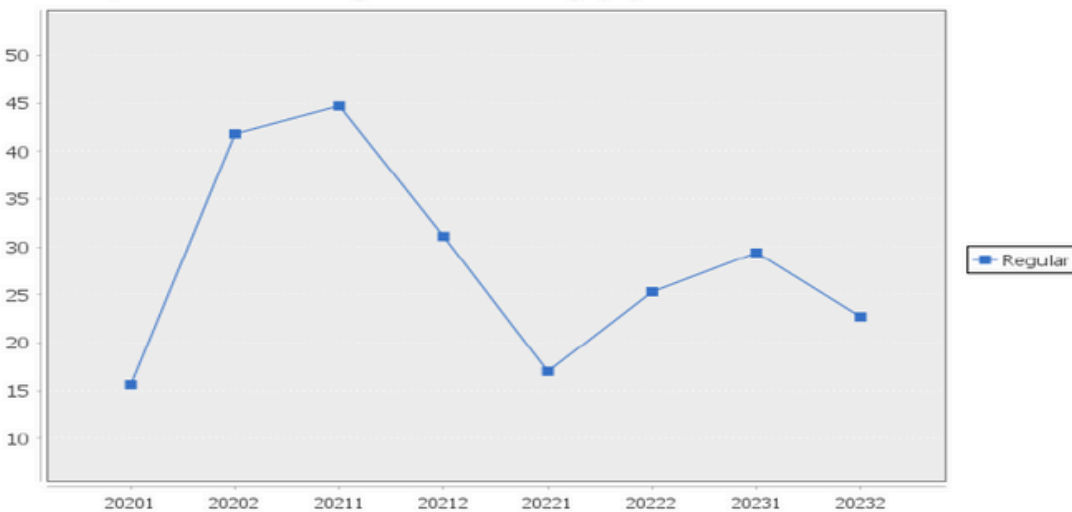


* indicates that data is not final.

Note that this chart shows the proportion of students in each category, not their attendance rates.

The percentage of students in the Indicated At-Risk category remained statistically steady in 2023, with a slight rise in Semester 1 falling to levels in line with previous years during Semester 2. The Severe At-Risk category steadily rose across Semester 1 and Semester 2, finishing 2023 with a 4% overall increase from 2022. The most significant statistical change was for students in the Moderate At-Risk category, falling to 21.2% (down 6.8%) in Semester 1 before ascending to 27.5% (up 6.3%) in Semester 2. (See Chart 3: Attendance Risk Category Analysis)

Chart 4: Proportion of Students in Regular Attendance Category by Collection Period for KATANNING SENIOR HIGH SCHOOL



* indicates that data is not final.

Note that this chart shows the proportion of students in each category, not their attendance rates.

Following an increasing trend in Regular Attendance during 2022, Semester 1 2023 figures indicated an increase of 12.4% (29.4%). Semester 2 Regular Attendance dropped 6.7% from Semester 1 to 22.7%. (See Chart 4: Proportion of Students in Regular Attendance by Category).

Student Achievement and Progress



2023 YEAR 12 LEAVERS

NAPLAN PROGRESS

A few factors need to be considered when looking at 2023 NAPLAN data. A new NAPLAN Scale was introduced in 2023, and the testing window moved forward into March. (2 months earlier). New proficiency levels have been introduced, replacing the bands system – The new levels are: Exceeding, Strong, Developing and Needs Extra Support. OLN Pre-qualification now falls somewhere in Strong – (WA is the only state that does ONLA). The consequence of this change is that we cannot present progress data until 2025.

Our results continue to show our performance against 'like schools' in the Numeracy, Reading, Writing, Spelling, and Grammar and Punctuation for both the Year 7 and 9 cohorts in 2023. The tables below show that KSHS is generally above like schools in the percentage in the top 20% and significantly above in the middle 60%. In the bottom 20% we have significantly lower percentages in the bottom 20% than like schools – this being a positive outcome.

Year 9 results in particular, show that although the top 20% results are a bit lower than like schools, when combined with the middle 60% score, KSHS is well above like schools. In turn the bottom 20% is significantly less than like schools.

Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 7 Numeracy					
	School			Like Schools		
	2021	2022	2023	2021	2022	2023
Top 20%	9%	5%	5%	8%	3%	5%
Middle 60%	56%	70%	63%	52%	54%	46%
Bottom 20%	35%	25%	33%	41%	44%	49%

Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 7 Reading					
	School			Like Schools		
	2021	2022	2023	2021	2022	2023
Top 20%	7%	7%	11%	8%	6%	7%
Middle 60%	59%	67%	56%	54%	53%	47%
Bottom 20%	33%	27%	33%	38%	41%	46%

Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 7 Writing					
	School			Like Schools		
	2021	2022	2023	2021	2022	2023
Top 20%	11%	10%	8%	10%	7%	9%
Middle 60%	65%	69%	59%	57%	55%	51%
Bottom 20%	24%	21%	33%	32%	38%	40%

Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 9 Numeracy					
	School			Like Schools		
	2021	2022	2023	2021	2022	2023
Top 20%	13%	10%	3%	6%	3%	6%
Middle 60%	56%	44%	72%	56%	53%	49%
Bottom 20%	31%	46%	24%	38%	44%	46%

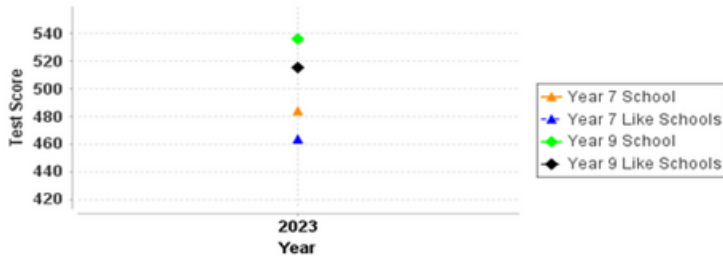
Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 9 Reading					
	School			Like Schools		
	2021	2022	2023	2021	2022	2023
Top 20%	13%	8%	12%	8%	6%	6%
Middle 60%	62%	56%	61%	57%	53%	54%
Bottom 20%	26%	36%	27%	35%	41%	39%

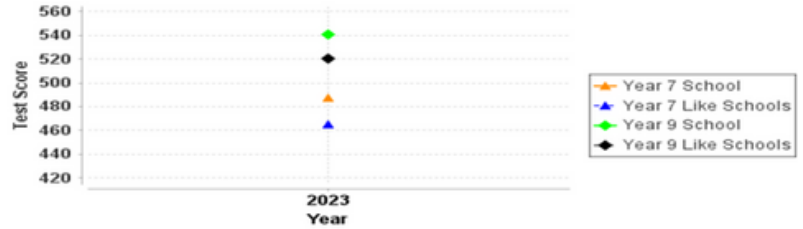
Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 9 Writing					
	School			Like Schools		
	2021	2022	2023	2021	2022	2023
Top 20%	5%	5%	7%	9%	8%	8%
Middle 60%	60%	59%	63%	49%	53%	51%
Bottom 20%	36%	35%	31%	42%	39%	42%

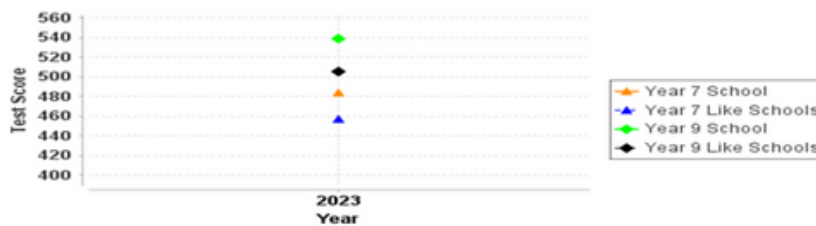
Average Numeracy Score



Average Reading Score



Average Writing Score



When using average scores for 2023 results KSHS is consistently above 'like schools' in all areas.

The below comparative tables shows that in all areas KSHS was above expected school mean by more than one standard deviation for all Year 9 tests. Year 7 was above by more than one standard deviation in writing, and above expected by within one standard deviation for all other tests. This is a result to celebrate.

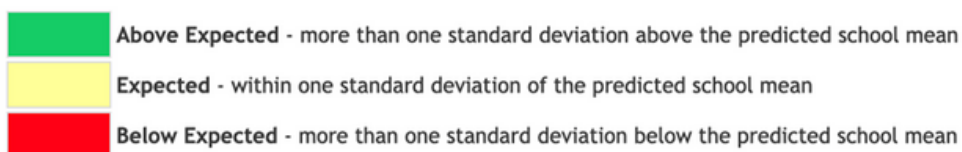
Due to the new scale, comparisons between 2023 and previous years should not be made.

Year 7 Comparative Performance

Year 7	Performance	Students
	2023	2023
Numeracy	0.7	64
Reading	1.0	64
Writing	1.1	63
Spelling	1.0	65
Grammar & Punctuation	0.7	65

Year 9 Comparative Performance

Year 9	Performance	Students
	2023	2023
Numeracy	1.7	58
Reading	1.5	59
Writing	1.8	59
Spelling	1.3	56
Grammar & Punctuation	1.1	56



YEAR 12 WACE ACHIEVEMENT

WACE Achievement

	Eligible Year 12 Students	Percentage achieving WACE
2021	41	68%
2022	40	60%
2023	29	83%

Our West Australian Certificate of Education achievement rate in 2023 was 83%. This was a fantastic result for the school, evidencing a better result than our like schools for the first time in three years, tracking closer to the state rate of 80% and our business plan target of 95%. The active tracking and communication of students progress and engaging parents as active participants in their child's education have contributed to this excellent result. These measures also contributed to 100% of the students meeting the requirements of the Achievement Standard. Our Attainment Rate (76%) also climbed above like schools for the first time in three years, marginally above our like schools (72%) and closer to the state rate of 80%.

WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION (WACE)						
Number of Students Eligible for WACE: count (%) Source: SCSA data files						
	2023	2022	2021	2020	2019	2018
School	29 (45%)	39 (51%)	41 (75%)	37 (53%)	29 (49%)	34 (55%)
Like Schools	45%	47%	55%	53%	51%	47%
State	68%	64%	70%	70%	65%	63%
WACE Achievement Rate: count (% of eligible students) Source: SCSA data files						
School (WACE eligible)	24 (83%)	24 (62%)	28 (68%)	27 (73%)	26 (90%)	24 (71%)
Like Schools (%)	73%	71%	70%	73%	70%	74%
Public Schools (%)	90%	89%	89%	89%	89%	89%
School (Semester 2 Census)	24 (77%)	24 (56%)	28 (64%)	27 (71%)	26 (84%)	24 (65%)
School (Cohort)	24 (38%)	24 (32%)	28 (51%)	27 (39%)	26 (44%)	24 (39%)
WACE: Breadth and depth - units include equivalents: count (%) Source: SCSA data files						
Breadth and Depth requirement met WACE Eligible	28 (97%)	39 (100%)	38 (93%)	37 (100%)	29 (100%)	30 (88%)
WACE: Achievement Standard - units include equivalents: count (%) Source: SCSA data files						
C Grade requirement met WACE Eligible	29 (100%)	33 (85%)	36 (88%)	36 (97%)	29 (100%)	28 (82%)
English requirement met WACE Eligible	29 (100%)	39 (100%)	41 (100%)	37 (100%)	29 (100%)	34 (100%)
ATAR Or Cert II requirement met WACE Eligible	28 (97%)	28 (72%)	25 (61%)	36 (97%)	29 (100%)	30 (88%)
ATTAINMENT						
Attainment Rate – ATAR >= 55 and/or Cert II or higher: count (%)						
	2023	2022	2021	2020	2019	2018
School (WACE eligible)	22 (76%)	25 (64%)	19 (46%)	36 (97%)	29 (100%)	30 (88%)
Like schools	72%	73%	72%	91%	90%	88%
Public schools	80%	80%	82%	96%	96%	96%
School (Semester 2 census)	22 (71%)	25 (58%)	19 (43%)	36 (95%)	31 (100%)	31 (84%)
School (cohort)	22 (34%)	27 (36%)	19 (35%)	36 (51%)	32 (54%)	31 (50%)

STEM ACHIEVEMENT

SCIENCE TECHNOLOGY ENGINEERING AND MATHEMATICS (STEM) PARTICIPATION						
Students enrolled in STEM courses. Count (%) of WACE Eligible students. (Source: SCSA data files)						
	2023	2022	2021	2020	2019	2018
>2 STEM courses	9 (31%)	20 (51%)	22 (54%)	14 (38%)	10 (34%)	
2 STEM courses	16 (55%)	19 (49%)	13 (32%)	21 (57%)	19 (66%)	
1 STEM course	4 (14%)		6 (15%)	2 (5%)		
Students enrolled in STEM VET qualifications. Count (%) of WACE Eligible students. (Source: SCSA data files)						
>1 STEM qualification	2 (7%)					
1 STEM qualification	11 (38%)	6 (15%)	10 (24%)	8 (22%)	3 (10%)	
OUR PRIORITIES – Proportion of students enrolled in 2 or more STEM courses and/or STEM related VET qualifications. State Target of 85%. Count of students (% of cohort / WACE eligible / Semester 2 census). (Source: SCSA data files)						
School (% WACE eligible)	27 (93%)	39 (100%)	35 (85%)	35 (95%)	29 (100%)	
School (% Semester 2 census)	29 (94%)	41 (95%)	38 (86%)	35 (92%)	30 (97%)	
School count (% Cohort)	29 (45%)	41 (54%)	38 (69%)	35 (50%)	30 (51%)	

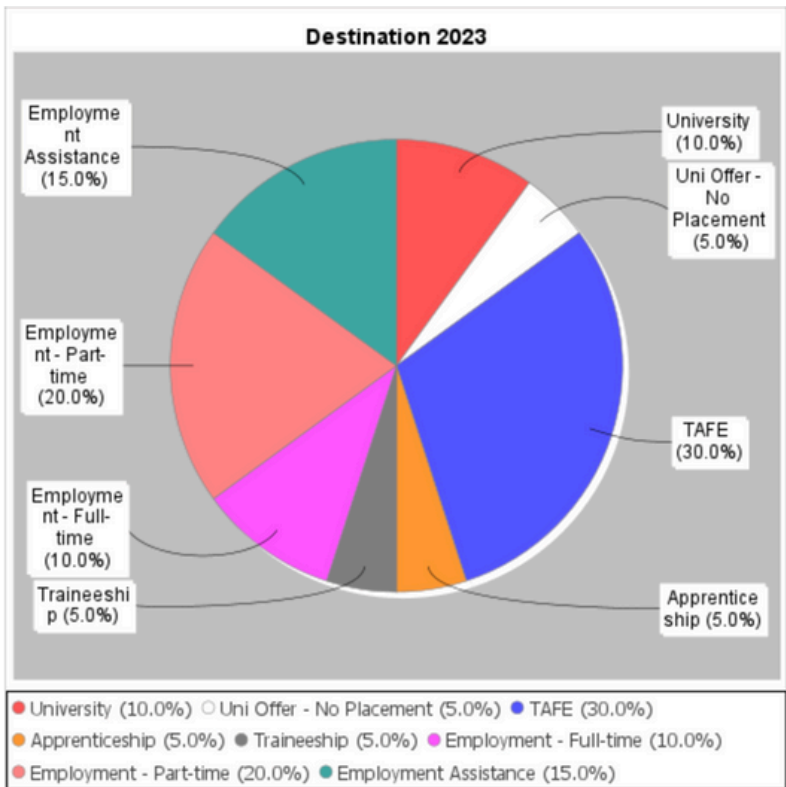
Our students participation in STEM courses and qualifications continue to track positively. Whilst the number of students participating in more than two STEM courses has declined due to the review and rationalisation of our senior secondary courses, the number of students meeting the enrolment benchmark in two STEM courses continues to track positively. There has been a significant increase in the number of students completing one or more STEM qualifications (45%), which is the best result the school has seen in the last five years.

YEAR 12 ATAR OUTCOMES

AUSTRALIAN TERTIARY ADMISSIONS RANK (ATAR)						
ATAR Participation Rate: count (%) Source: SCSA data files and Department calculations						
	2023	2022	2021	2020	2019	2018
School count (% Cohort)	2 (3%)	6 (8%)	8 (15%)	7 (10%)	3 (5%)	3 (5%)
Difference From Expected		+2%	+11%	+3%	-0%	+2%
School (% WACE eligible)	3%	13%	20%	19%	10%	9%
School (% Semester 2 census)	6%	14%	18%	18%	10%	8%
ATAR COURSE ENROLMENTS						
Year 12 Course enrolments count of students						
6+ ATAR courses						
4-5 ATAR courses	2 (3%)	6 (8%)	8 (15%)	7 (10%)	3 (5%)	3 (5%)
ATAR Triciles - High/Mid/Low: Count (%) Source: TISC for ATARs and cut-offs and Department calculations						
High				1 (14%)		
Mid					2 (67%)	
Low	1 (50%)	5 (83%)	8 (100%)	6 (86%)	1 (33%)	3 (100%)
Median ATAR (no. of students) Source: SCSA data files and Department calculations						
School	40.1	36.4	36.3	53.45	74.0	34.25
Expected performance						
Like Schools	56.45	50.9	60.5	56.75	62.35	57.6
Public schools	82.8	81.9	80.25	79.25	78.25	79.5
School median ATAR TISC applicants		30.1	46.95	53.8	74.0	
ATAR performance – count of students (% of ATAR students)						
99+						
90-98.95						
80-89.95				1 (14%)		
70-79.95		2 (33%)			2 (67%)	
55-69.95			1 (13%)			1 (33%)
<55	1 (50%)	3 (50%)	7 (88%)	6 (86%)	1 (33%)	2 (67%)
University English Language Competency (FSS 50+)		2 (33%)	2 (25%)	1 (14%)	1 (33%)	

Our ATAR participation rate (3%) has been the lowest in six years. The Median ATAR of 40.1 improved marginally from 2022 and 2021 continues to be well below our like schools 56.45 and the state 82.8. We will continue to monitor and improve our counselling, tracking processes to ensure adequate support is provided to our top tier students to ensure they achieve success in their pathway.

POST SCHOOL DESTINATION



Our student's post-school destinations are consistent with the review and rationalisation of ATAR, senior school courses, increased investment in alternative university entry pathways, and expanding our VET options for students to ensure that 70% of students seeking to transition to employment achieve that success.

One student successfully transitioned into university by completing the in-school UniReady program, and two students successfully gained apprenticeships. The vast majority of leavers choosing to be actively engaged in further education or employment in Katanning is evidence of the school's ability to respond to the community's needs.

YEAR 12 VET OUTCOMES

VOCATIONAL EDUCATION AND TRAINING (VET)						
VET Participation Rate (count; enrolled in VET as % of Cohort) Source: Department data						
	2023	2022	2021	2020	2019	2018
School VET enrolments	25 (39%)	40 (53%)	27 (49%)	57 (81%)	47 (80%)	48 (77%)
Funded VET students	92%	92%	92%	88%	84%	94%
Level of highest qualification achieved (of VET enrolled students)						
Diploma						
Certificate IV						
Certificate III	6 (24%)			2 (4%)	1 (2%)	
Certificate II	16 (64%)	25 (63%)	18 (67%)	33 (58%)	31 (66%)	30 (63%)
Certificate I						2 (4%)
No certificate completed	3 (12%)	15 (38%)	9 (33%)	22 (39%)	15 (32%)	16 (33%)
Students with more than one qualification (% of VET enrolments)						
3+ qualifications				1 (2%)	20 (43%)	19 (40%)
2 qualifications	5 (20%)	1 (3%)		6 (11%)	6 (13%)	9 (19%)
Endorsed programs unit equivalents achieved						
Number	44	77	47	30		

Our VET achievement rate recorded significant gains in comparison to previous years. Whilst the percentage of students competing a Certificate II (64%) has remained stable there has been significant increase to the percentage of students completing a Certificate III (24%). This is a landmark shift for the school with the focus on students completing higher level qualifications, which will continue in future years, to better prepare our students to transition successfully to further education or employment. The percentage of students not completing a certificate (12%) is also the lowest in 6 years, which evidences the school providing pathways for students aligned to their version of success.

Business Plan Targets

Key Performance Indicators (KPIs)

Our school aspires to improve student outcomes in NAPLAN, OLNA, and WACE from below or at like schools to at or above like schools and increase regular student attendance. The following KPIs are used to measure our progress.



	Metric used to measure progress	2023 Target
KPIs for Overall Aspiration	Year 9 NAPLAN average scores in Reading	Achieved
	Year 9 Below National Minimum Standard Reading	Achieved
	Year 9 NAPLAN average scores in Writing	Achieved
	Year 9 Below National Minimum Standard Writing	Achieved
	Year 9 NAPLAN average scores in Numeracy	Achieved
	Year 9 Below National Minimum Standard Numeracy	Achieved
	Prequalification Year 9 OLNA	Achieved
	Qualification Year 10 OLNA (all three categories)	Achieved
	Qualification Year 11 (all three categories)	Not Achieved
	Qualification Year 12 (all three categories)	Achieved
	WACE Achievement	Achieved
	Regular Attendance	Not Achieved
	Unauthorised Absences	Progressing

Surveys

In 2023, Katanning Senior High School issued several surveys, starting with the Organizational Health Index(OHI) to all staff, the Tell Them From Me (TTFM) Survey to Students, Parents and Teaching Staff and Pivot to inform the subsequent planning for the new Business plan and continuous school improvement.

TTFM Survey Reflection:

Strengths

Student Survey:

1. Students have identified advocates at school: Students feel they have someone at school who consistently provides encouragement and can be turned to for advice.
2. Students with Positive Relationships: Students have friends at school they can trust and who encourage them to make positive choices. This is particularly evident in Years 7 -9.
3. Student's Participation in School Sports: Many students have a high participation rate in sports with an instructor at school other than in physical education classes.


Parent Survey:

1. Parent support learning at home scored higher than the region mean and consistently high across all domains.
2. Although the overall score for school supports positive behaviour (5.7) is lower than the region mean (7.2), it is encouraging to note that in two domains of Teachers expect my child to pay attention in class (7.1) and My child is clear about the rules of school behaviour (7.8) are higher than the region mean.
3. 84% of parents did not feel that their child was treated unfairly.

Teachers Survey:

1. The effective use of technology as a driver of student learning and about the region mean.
2. Teachers rated collaboration with other teachers to improve students' engagement behaviour and achievement higher than the region mean.
3. Whilst the overall score for challenging and visible goals was below the region mean, it is encouraging to note the high score for the two domains of setting clear expectations for classroom behaviour (8.6) and high expectations for student learning (8.2).





List 3 of the most important improvement areas highlighted in the reports.





1. Students regularly truant; 20% skip classes, miss days at school without reason, or arrive late for school or classes. Students reported that the yearly Sense of Belonging across the group is much lower than the region's mean.
 2. A shared understanding of great teaching: School teachers must share a common understanding of excellent teaching.
 3. Communication with parents about the student's progress and future needs to be improved.
- 

Surveys




Student feedback in the domains of Classroom Environment, Instruction, Relationships, and Student Voice is captured biannually through Pivot surveys. Both cycles in 2023 revealed promising results in comparison to the previous cycle in 2022, with significant increases in classroom environment and instruction, validating the school's considerable investment in both domains. We will continue to use the feedback to support teachers in addressing student feedback to connect learning to real life, higher-order thinking, and pastoral care to ensure our students are provided with rigorous and supportive learning environments.





Cycle 1

Areas for celebration	 Next steps
4.86 I know how I am supposed to behave in class	Download resource 
4.71 This teacher knows a lot about the topics in this class	Download resource 
4.55 In this class, I often work with other students	Download resource 

Areas for conversation	 Next steps
4.05 This teacher connects their teaching to my life	Download resource 
4.09 This teacher asks questions that make me think deeply	Download resource 
4.14 This teacher helps me when I am upset	Download resource 

Cycle 2

Areas for celebration	 Next steps
4.78 I know how I am supposed to behave in class	Download resource 
4.68 This teacher knows a lot about the topics in this class	Download resource 
4.52 This teacher's lessons build on what we already know	

Areas for conversation	 Next steps
4.12 This teacher connects their teaching to my life	Download resource 
4.15 This teacher asks questions that make me think deeply	Download resource 
4.16 This teacher helps me when I am upset	Download resource 

Positive Behaviour Support

2023 saw the continued integration of the Positive Behaviour Support (PBS) Matrix and approach into school policies and a significant increase in using the PBS Rewards system. Total points awarded through PBS Rewards increased from 36,000 in 2022 to 117,000 in 2023. In line with the school rebranding initiatives, the PBS Matrix was updated with new colours and the mascots designed by a Year 12 student in 2022.

It was great to see so many of our students showing our school values of Respect, Achievement, Perseverance and Tolerance (RAPT) at school every day. The PBS Matrix helps clarify how we can display our values and reward students for demonstrating positive behaviour through the online PBS Rewards systems. We had whole school rewards when we reached particular targets, and students could choose individual rewards from the PBS RAPT shop. The PBS RAPT shop was open twice each term, and on average, we had 100 students visit each time to redeem a wide range of prizes.



Breakfast Club



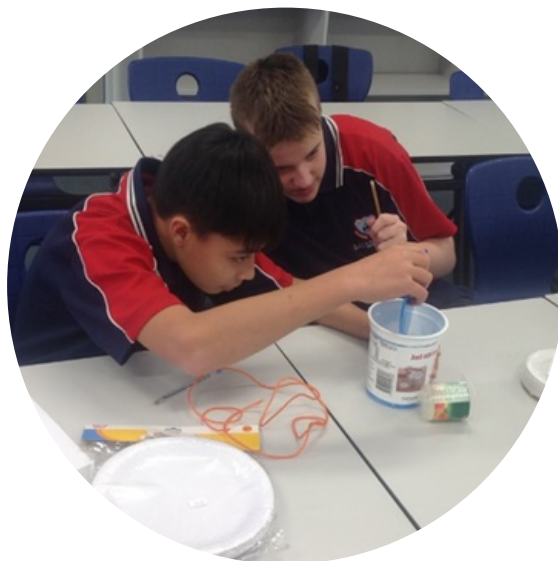
The Breakfast Club at our school has had an incredibly successful year, thanks to the dedication of our Youth Care Chaplain, staff volunteers and the growing number of students attending. In addition to the Breakfast Club, we introduced the Wednesday Winter Warmers and Summer Subs programs, which have been a hit among students. Year 11 students took charge of the Wednesday Winter Warmers and Summer Subs, showcasing their culinary skills by preparing delicious soups, toasties, and main meals.

We are grateful for the support we received from local businesses and clubs such as Rotary, Apex, Lions and Katanning Mens Shed, which have been instrumental in the success of these programs. Their generosity and involvement have not only enriched our students' experience but also strengthened our community ties. As we look ahead to the next year, we are excited to continue expanding these initiatives and providing valuable opportunities for our students to learn, grow, and connect.

Mathematics

In 2023, the Mathematics team focussed on increasing the use of evidence-based mathematics instruction strategies to improve student engagement and learning outcomes. This included mental math activities, investigating the relationships between measurements (such as radius, diameter, circumference, and area), using manipulatives to explore 3D shapes and trigonometry, applying statistical analysis to real-world data, and completing projects that linked mathematical skills and processes to student's lives.

In addition to engaging with their curriculum work, students were also supported in developing their understanding of concepts covered in NAPLAN, OLNA, EST, and ATAR assessments. It was satisfying to see students continue to develop their mathematical understanding and confidence in using problem-solving skills to approach new tasks.



Science



Science was a dynamic space in 2023, from excursions to Piesse Lake to incursions from Ausgold and Einstein First. We had a jam-packed year of Critical Thinking and Creative problem-solving, and our first year of an integrated STEM program in Years 7 and 8 taught us many new skills. In Science Week, we explored new food – cricket muffins and seaweed jelly - and hosted a Technology Innovation Day where Year 7 and 8 students presented workshops in the morning for over 200 visiting Year 5 and 6 students, followed by two presentations from the Einstein First Project from UWA. The presentations from the Year 7s and 8s included creating a bag tag using AutoCAD, 3D drawing using the Splat tool, coding Lego cars and coding BBC MicroBits. Our student presenters did a fantastic job guiding the Year 5 and 6 students through the new technology and projects.

All lower school students developed their understanding of Biological, Chemical, Earth and Space, and Physical Sciences as they spent one term on each topic and complimented their theoretical knowledge with experiments, assignments, and investigations. Senior school students could study Chemistry, Human Biology or Integrated Science through face-to-face classes.

English

In English, students immersed themselves in the world of literature. They developed their understanding of the conventions of English and applied this in various contexts, from short stories, narratives, novels, and film studies to persuasive texts. They learnt about advertising and biographies, practised their paragraph and essay writing, and prepared for NAPLAN and OLNA.

This was celebrated by Book Week in Semester 2, during which many staff and students dressed up for the theme “Read Grow Inspire” and paraded their costumes in the upper school quad.



Humanities and Social Sciences

Students were transported around the world and through time with their learning in Humanities and Social Sciences. In Geography, they immersed themselves in the culture of those around the world, investigated natural hazards and how to reduce their impact, and learnt map reading skills so they could always find their way. Students travelled back in time in their study of History; in Civics, they learnt about the Australian Government and society; in Economics, they learnt about the world of money. Through this study, they researched, debated, participated in archaeological digs, made dioramas, and worked together to improve their understanding of the concepts covered.

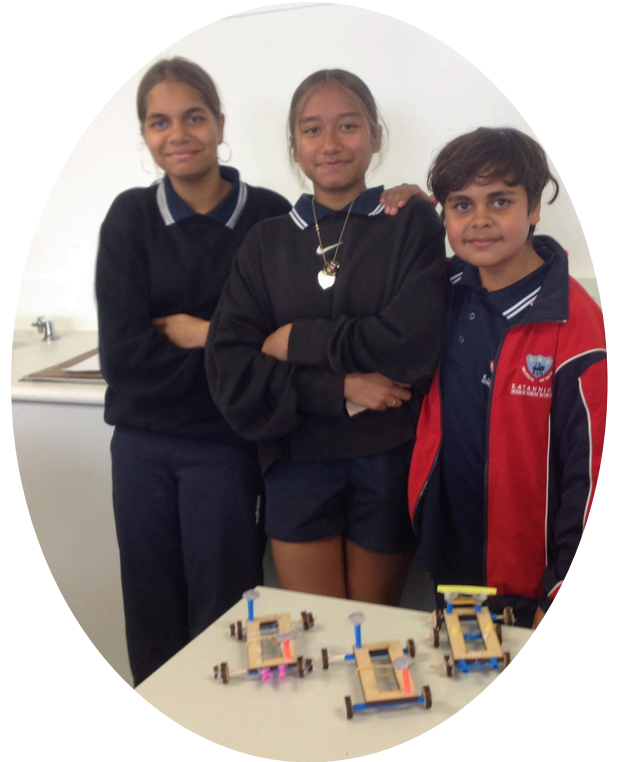
This broad understanding prepared students to study courses in Years 11 and 12, and in 2023, we delivered Year 11 and 12 ATAR History.



STEM - Science, Technology, Engineering and Mathematics

After much research, planning, and experimenting, STEM officially launched at Katanning Senior High School this year in Years 7 and 8. This coincided with repurposing one of the Science rooms into a dedicated STEM space, with works and equipment supplied by a state government grant.

Year 7 students explored the concept of STEM learning with projects for each term linked to one of the topic areas. Term 1 explicitly taught the engineering process to be used in designing solutions as students created various transport prototypes. This was developed in Term 2, with students exploring how technology can be used to create solutions using computer-aided drawing (AutoCAD) and coding using BBC MicroBits. Term 3 looked at how these technologies can be used in creating science solutions to solve problems as we combined the use of BBC MicroBits and Lego. In Term 4, these skills all came together as students functionally applied their Mathematics skills of geometry and measurement to specialised projects around the use of simple machines.



Year 8 students used their STEM skills in broader applications of solution creation. They worked in groups to design solutions for out-of-school problems. In Term 1, they explored solar energy through Synergy's Solar Car Challenge and its application in energy-efficient house designs. In Term 2, students built prototypes to navigate the complications of bulk haulage. In Terms 3 and 4, students separated into interest groups and designed solutions around nuclear submarines (Navy), marketing interests (First Lego League), space solutions (Australian Virtual Astronaut), sheep management and fish depredation (Department Primary Industries). Two teams competed at the First Lego League regional championships in Albany and learnt a lot about coding and sharing their ideas.

Workplace Learning

The Authority Developed Workplace Learning (ADWPL) Program has continued to provide students with the opportunity to develop their core skills for work. These transferrable skills can be taken into any workplace and play a key role in enabling our student's success in the workplace and the wider community. In addition to the skills our students gain while undertaking ADWPL, they can achieve course equivalents to contribute towards their WACE requirements. This year, many of our Year 12 leavers have had offers of employment, apprenticeships and traineeships as a result of their work placement.

A total of 43 students undertook 52 placements with 34 employers, and without their continued support, we could not offer this program.



Careers

Year 9 Career Taster Program (CTP)

During their Advocacy classes, all Year 9's studied ECDUCD001 Undertake Early Career Discovery to develop their career self-awareness. They explored career pathways and resources to support early career decision-making. Students were also offered assistance writing their resumes and cover letters to help them apply for work opportunities.



SkillsWest Career and Employment Expo

Senior school students attended the year's big career event, the SkillsWest Career and Employment Expo 2023, held at the Perth Convention and Exhibition Centre. It was a significant event, with all the Universities, Training Centres, Defence Recruitment, Police Academy, and many more vendors offering a huge array of pathways for our students to consider. Supervising teachers were highly impressed with our student's professional conduct at this event.

Get Into Resources Mining Expo

Get Into Resources was held at North Metropolitan TAFE. Students were exposed to a range of different jobs in the mining industry. Organisers, with the help of industry volunteers, progressed students through a series of activities covering a range of different resource-related disciplines to help students fully comprehend the opportunities the resources sector offers. Students gained hands-on experience operating autonomous dump trucks remotely and learning about the increasing use of technology in roles, for example, the use of drones for surveying roles.

Careers

Yalagan Group Training

Year 9 students at Katanning Senior High School welcomed Paul Bennett from Yalagan Group Training to the school. Paul presented potential employment pathways in the mining, trades, construction and rail sectors. Paul took students through writing a Job Hazard Analysis before commencing work to ensure any hazards were identified and risks mitigated. Students then built an exclusion zone around the job site and were harnessed up to complete a confined space and work at heights, simulated activity on the Yalagan Group Training trailer. The program aimed to give students a taste of what working in these industries would be like.

Try Beauty Therapy Career Taster

Ten students attended South Regional TAFE Albany's Try Beauty Therapy Career Taster Program. Students had the opportunity to hear from Emma, a qualified beauty therapist, about her career journey in the beauty industry and what a typical day entails. The girls were shown the extensive salon training rooms and were very impressed with the range of treatment options and makeup available at the training salon. Students were led on a tour around the TAFE campus. They then learnt how the skin is one of the body's largest organs (weighing a whopping 3.6kg) and participated in a practical activity whereby they made body scrubs using all-natural ingredients. This career taster enabled the students to understand better what jobs are available in this industry and course options should they wish to transition into this industry.

Wool Handling Incursion

Our final Career taster of the year, Rob Carter from South Regional TAFE in Albany, attended the school to introduce students to the wool handling industry. Rob provided an overview of this industry and gave students a demonstration in shearing, classing, and handling wool. This was a great opportunity for students to learn about one of the largest industries operating in our area.



Clontarf

In 2023 we had a lot of great activities happen at the Katanning Clontarf Academy.

The following camps and excursions were held throughout 2023:

Term 1

- Year 8-9 Fremantle Camp with Clontarf Head Office Work Site Visit
- Year 10-12 Clontarf Cup Perth Camp
- Year 12 Busselton Leadership Camp
- Year 7 Induction Day

Term 2

- Year 11-12 Employment Forum Camp Bunbury
- Year 7-9 Bunbury Basketball Camp
- Woolworths work site visit

Term 3

- Year 10-12 Albany Basketball Camp
- Year 7 Narrogin Camp
- Year 8-9 Baldivis Football Camp

Term 4

- Year 12 Major Trip to Gold Coast and Cairns
- Year 7-10 Esperance Camp
- Katanning Academy Awards Night

We had two Year 12s graduate from the academy in 2023. We also continued to build on our great relationships with Clontarf partners CBH, Western Power, and Woolworths.



Follow the Dream

The Katanning Senior High School Follow the Dream (FTD) program, a joint initiative of the Department of Education of Western Australia and the Graham (Polly) Farmer Foundation, is an innovative education project that began operation in Katanning in 2004. This program is designed to provide educational support to aspirational Aboriginal and Torres Strait Islander students, paving the way for their future success in education and employment. With the support of a dedicated program coordinator and specialist tutors, these students are selected based on high attendance, school results and attitude. They are given the tools to shape their futures.

The program offers:

- After-school tutoring Tuesday – Thursday
- In-class and private study support
- Monitor student progress and provide intensive assistance when required
- Cultural enrichment activities
- Career investigation and development
- Development of Leadership skills
- Camps and excursions

In 2023, over 50 selected students participated in the program, which included the Narrogin SHS outreach program.

This year, Follow the Dream expanded its reach by offering in-school and after-school tutoring. This was introduced to accommodate students living outside the Katanning area and ensure all students have equal access to the support they need. The in-school tutoring program employed a tutor for two and a half days a week, focusing on senior year studies and career planning. It also assisted lower school students with their classwork. This inclusive approach has produced positive outcomes for all our students in the program.

This year, we also saw the reintroduction of a camp to Perth, where students got to go to Murdoch University, Woodside Robotics, the WA museum Boola Bardip, and Teamworks, among many other fun and entertaining activities.

Students this year were also rewarded for their hard work and commitment to the program in several ways. Some were given vouchers based on their attendance and achievement at school and Follow the Dream. Year 12 students, upon graduation, were also gifted a voucher for completing their high school studies. Two year 11 students, one from Katanning and one from Narrogin, were gifted a laptop from Bankwest and Poly Farmer Foundation to help with their 2024 studies. These students were chosen based on their work ethic and attitude towards their schooling.

The Follow the Dream program continues to evolve, demonstrating its adaptability to our students' changing needs. In 2024, we will continue the activities that have proven successful and introduce extra camps and cultural experiences. This commitment to adaptability and growth reassures our stakeholders that we are dedicated to providing the best possible support for our students.



Deadly Sista Girlz

CULTURE

- Deadly Sista Girlz (DSG) students visited the Tambellup Reserve and had local Elders share their stories.
- Catered and Waitressed for NAIDOC in Katanning and Tambellup for our Elders.
- Celebrated Reconciliation Day
- NAIDOC week

SELF-ESTEEM – PHYSICAL & MENTAL HEALTH

Our collaboration with Palmerston was a powerful testament to our community's commitment to our students. Together, we worked to empower DSG students, helping them overcome low self-esteem and physical and mental health challenges through the transformative power of drumbeat.

Term 4, Southern Aboriginal Corporation helped students engage in a 4-week program based on culture, respect, self-esteem, empowering women, everyday living, life experiences, targeting youth issues and safe conversations around the table.

DSG attended a workshop called Beautiful Bumps, which promoted healthy pregnancies and babies. The girls helped the expecting mothers with belly casting, belly painting, and photo shoots. They were also involved in a yarning circle, where they learned about the importance of eating healthy and how what we put in our bodies can affect our unborn child.

Deadly Sista Girlz works with local Service Providers. Aboriginal Health Service has been an ongoing support, providing health information, immunisation, hygiene packs, health checks, and support for the girls.

SPORT

Term 1 - Annual DSG Basketball Carnival in Perth

Term 2 - Annual Ken Wyatt Football Carnival.

Term 3 - Year 7-10 students participated in our DSG Annual Great Southern Showcase against Albany.

ACHIEVEMENTS

DSG Awards Night

3 DSG students Graduated

3 DSG participants went into Employment.



Bush Ranger Cadets

In 2023, the Bush Ranger Cadets engaged in various activities focused on getting outdoors, learning new skills, and contributing to environmental conservation work. This included: planting trees and reeds at Piesse Lake, doing creek and reserve clean ups, monitoring water quality, kayaking, bike riding, walking, cooking, orienteering, and sorting recycling.

We visited the Kulin water slide and camped at Walpole (climbing Mt Frankland, exploring the Tree Top Walk, and snorkelling at Green's Pool), Collie (competing in the State Rogaining Championships) and Hamelin Bay (visiting Jewel Cave, Eagle's Heritage, and Cape Leeuwin lighthouse).

We want to thank KROS (Katanning Regional Op Shop) for their generous donation of \$500 to purchase spades, mattocks, and secateurs for our work around Piesse Lake. Thanks to the students for a fun year and our leaders for volunteering their time.



Country Week

23 students across Years 10, 11 and 12 travelled to Perth during Week 10, Term 2, to participate in Country Week 2023. The students all had a wonderful experience, thoroughly enjoying their time competing at some world-class facilities and making many unforgettable memories.



Senior School Ball

On Saturday, 1 April 2023, the Year 10, 11, and 12 Students attended the 'Dripping in Luxury' Senior School Ball. This was a fantastic evening enjoyed by all who attended. Thank you to Miss Murray, The P&C and all parent helpers involved in making the Ball a success for our Students.



VALEDICTION 2023

CLASS OF 2023

Elle-Rae Aldridge
Tiana Arthur-Wright
Lynthia Coyne
Makel Elwin
Mia Hamon
Chantelle King
Dylan Lopez
Jade Martin
Lily O'Neill
Kwe Plar
Caleb Quartermaine
Mischa Rodney
Zolekah Sein
Kanlayanee Suedee
Chad Thornborough
Emilie Willey

Bodhi Anyon
Yasmin Bouquet
Jae Eades
McKenzie French
Madison Human
Caitlyn Logan-Fowler
Paige Marris
Darcy Moran
Kyle Penny
Nadirah Potter
Toby Quartermaine
Gabriel Sanchez
Musahirin Shakirin
William Thaw
Joshua Whitehouse



ATAR DUX

Australian Defence Force Long Tan Youth
Leadership and Teamwork Award
McKenzie French

Vocational Education and Training Dux

Joshua Whitehouse



**Ampol Best All-Rounder
Mia Hamon**



**Australian Defence Force Future Innovators Award
Elle-Rae Aldridge**



**Buddy O'Donnell Committed Cadet
Bodhi Anyon**



**Lions Citizenship Award
Bodhi Anyon**



**Brigadier Arnold Potts DSO OBE MC Endeavour
Award
Caitlyn Logan-Flowler**



**Shire of Katanning Sports Citizen of the Year
Award
Toby Quartermaine**

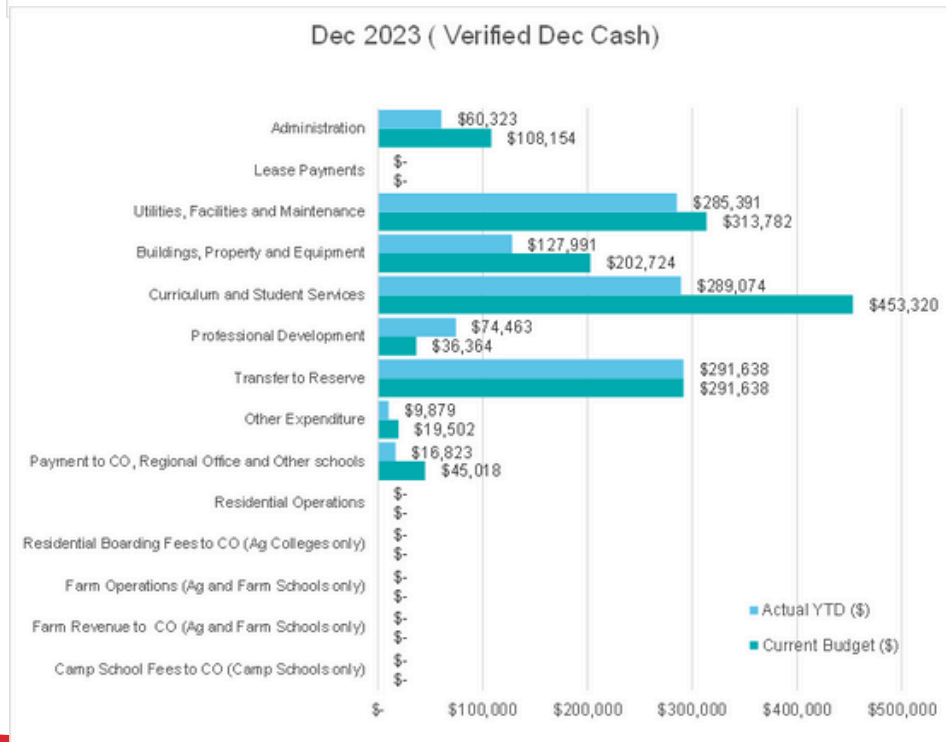
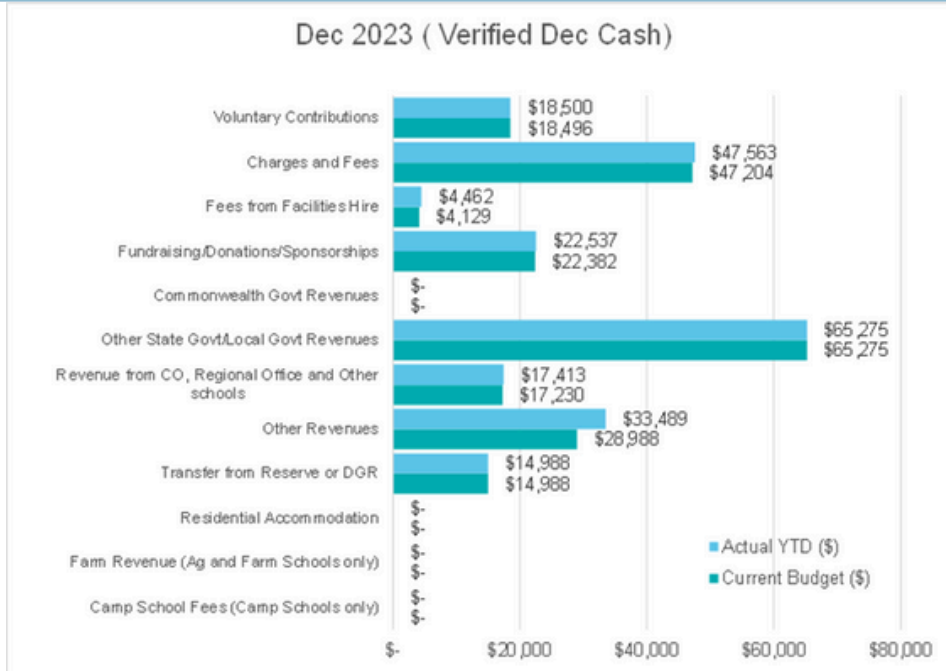
SUBJECT AWARD WINNERS

Subject	Award Recipient
English ATAR	Madison Human
English General	Mia Hamon
Mathematics: Applications ATAR	McKenzie French
Mathematics: Essentials General	Joshua Whitehouse
Human Biology ATAR	McKenzie French
Integrated Science General	Chantelle King
Career and Enterprise General	Caitlyn Logan-Fowler
Physical Education Studies ATAR	McKenzie French
Physical Education Studies General	Bodhi Anyon
Health Studies General	Mia Hamon
Media Production and Analysis General	Mia Hamon
Visual Arts General	Nadirah Potter
Food Science and Technology General	Mia Hamon
Children Family and Community General	Caitlyn Logan-Fowler
Materials Design and Technology: Metals General	Elle-Rae Aldridge
Materials Design and Technology: Wood General	Musahirin Shakirin
UniReady	Chantelle King
Certificate II Automotive Vocational Preparation (VET)	Darcy Moran
Certificate III Business	Lily O'Neill
Certificate III Civil Construction Plant Operations	Joshua Whitehouse
Certificate II in Engineering Pathways (VET)	Dylan Lopez
Workplace Learning (Endorsed Program)	Joshua Whitehouse

Katanning Senior High School Financial Summary as at 31 December 2023

ONE LINE BUDGET - Dec 2023 (Verified Dec Cash)

	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	254,889	254,889
Carry Forward (Salary):	688,426	688,426
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	5,788,287	5,788,287
Locally Raised Funds:	218,692	224,226
Total Funds:	6,950,294	6,955,828
EXPENDITURE		
Salaries:	4,979,844	4,979,844
Goods and Services (Cash):	1,470,502	1,155,581
Total Expenditure:	6,450,346	6,135,426
VARIANCE:	499,948	820,402





KATANNING SENIOR HIGH SCHOOL

'We work together to enable success for all students'

08 9891 1100

2-8 Golf Links Rd Katanning WA 6317

www.katanning.shs.wa.edu.au

 Katanning Senior High School