

Wongan Hills DHS

2025 Annual Report



Message from the School Board Chair

I am pleased to present the 2025 Annual Chairperson's Report

The Board contributed to the review, approval and refinement of key policies throughout the year and also had discussions on attendance, non-compulsory fees and charges, language teaching, work experience placements and staff recruitment and retention just to name a few. Members also provided guidance across a range of school activities such as swimming and cross-country carnivals, fundraising initiatives and camp planning. These discussions ensured that operational decisions remained aligned with the school's values and the broader strategic direction.

The Board also reviewed the annual budget and fee structure, monitoring expenditure across programs and activities, and considered long-term financial sustainability. This steady and considered approach reflects our commitment to responsible governance and the ongoing wellbeing of the school community.

The rollout of the Compass communication platform has been a notable achievement this year. From both a Board and parent perspective, the transition has been smooth, with minimal disruption and a clear improvement in the consistency and accessibility of school communication. We look forward to seeing its continued development as additional features - such as online payments and expanded parent-facing tools - are introduced. Its early success reflects thoughtful implementation and a community willing to embrace systems that enhance engagement.

The Board also continually discussed ways to improve strengthening engagement with priority families -those who may benefit from additional support to access communication channels, participate in school activities or fully engage with the school-home partnership. Conversations centred on improving communication pathways, reducing barriers to involvement and fostering a more inclusive environment where every family feels connected, informed and supported in their child's educational journey.

A core responsibility of the Board is to reflect the views of parents and carers in shaping school priorities and guiding strategic decisions. We value open communication and invite families to remain engaged - raising questions, offering feedback and sharing their experiences - so that our work continues to be grounded in the needs and aspirations of the community we represent.

We extend our sincere appreciation to our dedicated staff representatives, whose willingness to contribute their time, knowledge and professional insight greatly enhances the quality of our discussions. Their perspective ensures that Board deliberations remain grounded in the day-to-day realities of school life and the needs of students and staff.

We also acknowledge our valued community representatives, whose local knowledge and strong community ties continue to strengthen the relationship between the school and the wider Wongan Hills community.

A warm and heartfelt thank you is extended to the P&C for their unwavering support, enthusiasm and countless hours devoted to fundraising and school initiatives. Their commitment plays a vital role in enriching the educational experiences available to our students, and their efforts are deeply appreciated.

Looking forward to 2026 being a year of continued growth, connection and improvement.

Thank you

School Board Chair Renae Milstead

PRIORITIES

LEARNING ENVIRONMENT



QUALITY TEACHING



RELATIONSHIPS AND PARTNERSHIPS

Business Plan Targets

Relationships and Partnerships



Target 1: Ratings of 4 or higher on National School Opinion or School Culture surveys on questions relating to relationships and partnerships.

Learning Environment



Target 2a: A 10% reduction in high end behaviour consequences (suspensions, withdrawal, buddy class) from 2023 to 2025, then another 10% reduction from 2025 to 2027.



Target 2b: A 10% reduction in high end behaviour consequences (suspensions, withdrawal, buddy class) from 2025 to 2027.



Target 3a: 65% of students attending regularly (90%+) by the end of 2024.



Target 3b: 75% of students attending regularly (90%+) by the end of 2027.



Target 4: By the end of 2025, and then again by the end of 2027, a 10% reduction in the number of students in the severe attendance category for attendance.

Teaching Quality



Target 5a: By the end of 2025 50% of students in each class from Koolbardi to Yongka 8 achieving the nights of reading standard of 50 nights per term.



Target 5b: By the end of 2027 75% of students in each class from Koolbardi to Yongka 8 achieving the nights of reading standard of 50 nights per term.



Target 6: 70% of students, with regular attendance, achieving their expected level for Fast Facts Mastery by the end of each year.

Student Achievement



Target 7: 90% of students, with regular attendance, in each of Years 3, 5, 7 and 9 to achieve moderate or better progress in NAPLAN Reading.



Target 8: 90% of students, with regular attendance, in each of Years 3, 5, 7 and 9 to achieve moderate or better progress in NAPLAN Writing.



Target 9: 90% of students, with regular attendance, in each of Years 3, 5, 7 and 9 to achieve moderate or better progress in NAPLAN Numeracy



Target 10: The percentage of students achieving Category 3 in OLN by the end of Year 10 and Year 12 matches like schools.



Target 11: In partnership with SIDE, All Year 12 students, who are on a WACE pathway as determined in collaboration with parents and SIDE, achieve their WACE.



Attendance

- 56% of our primary students came to school regularly (state: 65%), a decrease from 2024
- 18% of our secondary students came to school regularly (state: 48.0%), a significant decrease from 2024

Note: these rates are based only on attendance since the introduction of Compass (from 20/8/25)

Behaviour

- The number of suspensions remained stable from 2024 to 2025, however for those students who have been with us for more than 18 months, we have seen a decrease in their occurrence of suspensions and withdrawals

NAPLAN

Of our stable cohort (students with us from 2023 to 2025 NAPLAN) our **progress** exceeded like schools in 13 of the 16 tests

For our average score in Years 3, 5, 7 and 9:

- all 4 year groups exceeded the average of like schools in Reading and G&P
- 2 of the 4 year groups exceeded the average of like schools in Writing
- 3 year groups exceeded the average of like schools in Spelling
- 3 year groups exceeded the average of like schools in Numeracy



2025 Milestones

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- ➔ Whole school approaches for Mathematics have been researched and one selected for implementation in 2026.
- ➔ More staff have completed the 4 day Teachwell Masterclass series to support high impact teaching and learning.
- ➔ More staff have achieved Senior Teacher status or have other leadership roles in our school.
- ➔ A formalized SAER policy has improved clarification about student identification and who receives differentiated curriculum versus individual education plans.
- ➔ Staff have completed 3 sessions in Cultural Awareness Training led by our AIEO Mrs Naomi Booth and Miss Karen Marshall.



2025 Achievements

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We have an increasing number of parents attending school events and helping in classroom activities.

We have increasing engagement with, and support from, local businesses and community groups



Our Behaviour Support Policy is now better understood by parents and students and is being applied more consistently at the school level.



Our senior secondary students performed exceptionally well again this year and the following students achieved Top Student Awards for subjects that they studied: Brandon Smith (2 subject awards, Joey Salcedo (2 subject awards), Enzo Pescante (1 subject award) & Safira Shanks (1 subject award).



Jessica Gibson gained a placed in the Primary Extension and Challenge program



Mr Jason Simpson received a WA Volunteer Lifetime medallion for his Cadets involvement.



Levi Godfrey was a finalist for Emergency Services Cadet of the Year.



Ms Tab Dedman was a finalist for Cadet Unit Leader of the Year.



Our Cadet Unit won the cadet Unit Achievement Award and we would also like to congratulate Wongan Hills VFRS for winning the Emergency Services Cadet Support Unit Award



A number of students who sat ICAS tests received Credits: Aubrey Elliott (Spelling, Writing & English), Cade Jones (English), Jessica Gibson (English), Nylah Jones (English) & Judd Betty (Science).



Our Term 4 Reward activity for good attendance, behaviour and uniform was very well received.



Our school garden continues to be very successful with produce sent home with students and used for cooking with classes



Special Events

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- Fortnightly 'Pancakes with Phil' is loved by students and staff alike
- Student Leadership Camp (February)
- Maali 6 and Yongka 8 went on excursion to the Gingin Discovery Centre
- Cadet camps to Avon Valley National Park and Nanga Bush Camp
- Very successful Try a Trade and Career taster activity days for Yr 9 and 10 students
- Yr 4-6 Winter Carnival (May)
- Year 6 Camp to Dwellingup (August)
- SIDE Camps
- A very successful NAIDOC Day excursion to New Norcia for secondary students and school based activities for primary students (July)
- Countryweek (September)
- Yr 7 and 8 Careers Excursion to the WACOA – Cunderdin Open day
- School Formal (November)
- Student art exhibition at the Ballidu Lodge Art Gallery (November/December)
- Student Council volunteered at the Senior Citizens Xmas lunch (December)
- Numerous Student Council events and competitions



Partnerships

- Student work showcased at the Reynoldson Reserve Festival.
- Peter Box and Cailan Shanks sponsored by Rotary to attend Rotary Youth Program of Enrichment Camps to support student leadership development.
- Our Presentation Assembly Scholarships, to support secondary students, funded by Shire of Wongan-Ballidu, Wongan Hills Rotary Club, Wongan Hills Apex Club, CWA and Kanyanya benefit the students greatly.
- Early Start Australia providing therapy sessions on site for eligible NDIS students to support students learning.
- Youthcare Everyday Matters values program available one lunchtime a week for primary students.
- Wongan Hills Therapy group provides a Music and Movement program for Kindergarten and Pre primary students to help address concerns with AEDC data.
- Our Local Industry Tour was well supported by Wongan Hills businesses.
- Our student art work forms an annual exhibition at the Ballidu Lodge Art Gallery
- There is fantastic parent and community member support for our school garden
- A number of cadets were involved in a mock emergency exercise with the Local Emergency Management Committee.



Support for Students

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Our chaplain service has been highly valued by students and staff.



The library is open 4 lunchtimes a week and allows for additional ICT access for students.



We have a number of student leaders who act as library monitors to provide library activities during lunchtime for students.



Disability Resourcing was used to support students in a combination of ways including provision of education assistant time to classes, purchase of resources, upskilling staff and case conferences.



Our school funds over 4 additional education assistants to support students in classrooms with their learning.



Provision of a Zones room to support students with self- regulation has benefited a number of students in our school.



Our leadership team works closely with external providers who support students in our school with learning difficulties, disabilities and mental health needs to ensure the best support for those eligible students.



Challenges

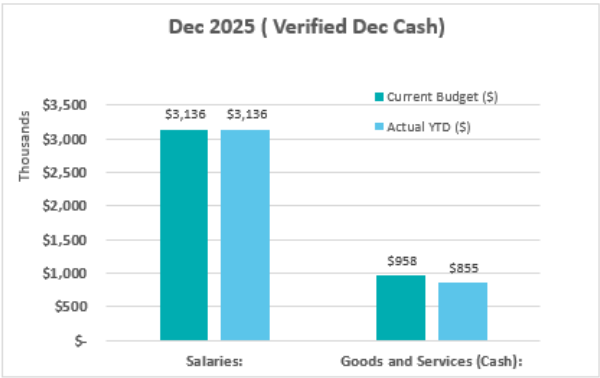
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Our Australian Early Year Developmental Census data confirms that an increasing number of students in our community are commencing school demonstrating vulnerability in one or more domains.

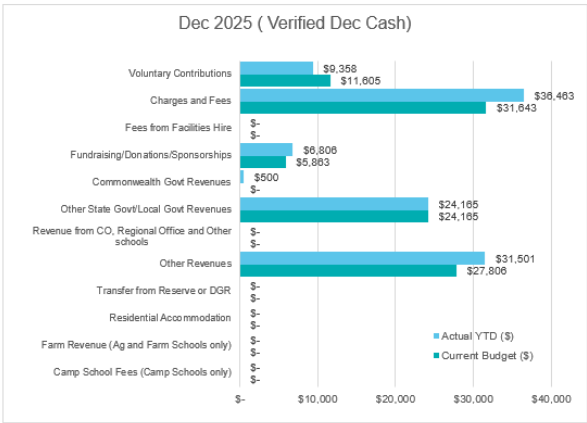
Limited access for families to pediatricians, allied and mental health professionals has meant we have students who have not been able to access the necessary, appropriate, external and targeted support as needed. This has been detrimental to their development and learning.

High rates of absenteeism, coupled with no reason being given for too many absences, means that we have a number of students who will struggle to show moderate or better progress as they have too many gaps in their learning.

Goods and Services vs Salary expenditure



Locally Generated Revenue - Budget vs Actual



Goods and Services Expenditure - Budget vs Actual

