



WAROONA
DISTRICT HIGH SCHOOL

www.waroonadhs.wa.edu.au

ANNUAL REPORT

2025



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School Overview

Waroona District High School is a small yet distinctive Independent Public School that places the needs of our students at the centre of all that we do.

Our vision is for Waroona District High School to be the school of choice in the local community.

Our vision will be realised through:

- Leading an improvement focussed culture; delivery of high quality, evidence based instruction and a curriculum that engages all students;
- provision of a high care environment that develops individual students' social and emotional wellbeing, within a framework of positive behaviour support;
- development of mutually supportive and valued relationships between students, staff, parents and the wider community

At Waroona District High School, we pride ourselves on our unique and supportive learning environment. Being a District High School, we are in the unique position of being able to offer students an educational journey that commences in Kindergarten and continues in the same school until the end of Year 10. Consequently, our school is highly supportive and safe for students who are able to form quality relationships with staff and their peers over their K-10 educational journey.

The size and nature of Waroona District High School provides the ideal environment for students to learn in a caring environment. We are fortunate to be able to offer small class sizes, experienced and dedicated teachers, Education Assistants and support staff that cater to individual academic and pastoral care needs. As students reach secondary school, our curriculum is designed to prepare students for upper secondary schooling pathways. We are committed to achieving the best possible outcomes for all students at Waroona District High School and beyond.

We strive to not only achieve optimum academic results for every student, but also instil in them the necessary values,

beliefs and skills to contribute effectively within the community. Our comprehensive educational program is supported by our School values that encourage students to be Considerate, Aspiring, Responsible, Engaged and Safe. These values set the expectations for our Behaviour System from K-10. Our three-weekly focus on one aspect of these values aims to encourage our students to incorporate these into the context of their daily practise. Our expected behaviour matrix is based directly on Positive Behaviour Support (PBS) principles.

Our school is situated in a beautiful garden setting close to the town centre and adjacent to a modern recreation and aquatic centre. Although classified as a South Metropolitan School, Waroona District High School still has a wonderful country feel. Our wider community shares the school's high expectations for our students' education and for our school as a whole. We are supported by an active P & C, an elected School Board and value our long standing relationships with local business and industry.

Waroona District High School is proud to have run the Bush Ranger Cadets program since 2005. Bush Rangers is a nature conservation program for young Western Australians where students have the opportunity to take part in personal development training and actively participate in nature conservation projects specific to our local area. We are actively expanding our programs in STEM (Science, Technology, Engineering and Mathematics), Specialist Sports and the Arts. We offer an academic focus for those students that wish to pursue an ATAR and Tertiary pathway post Year 10 via a partnership with the University of Western Australia (UWA) ASPIRE Program.

Waroona DHS is on a continuous journey of improvement as we strive to be the quality school that the community both wants and deserves.

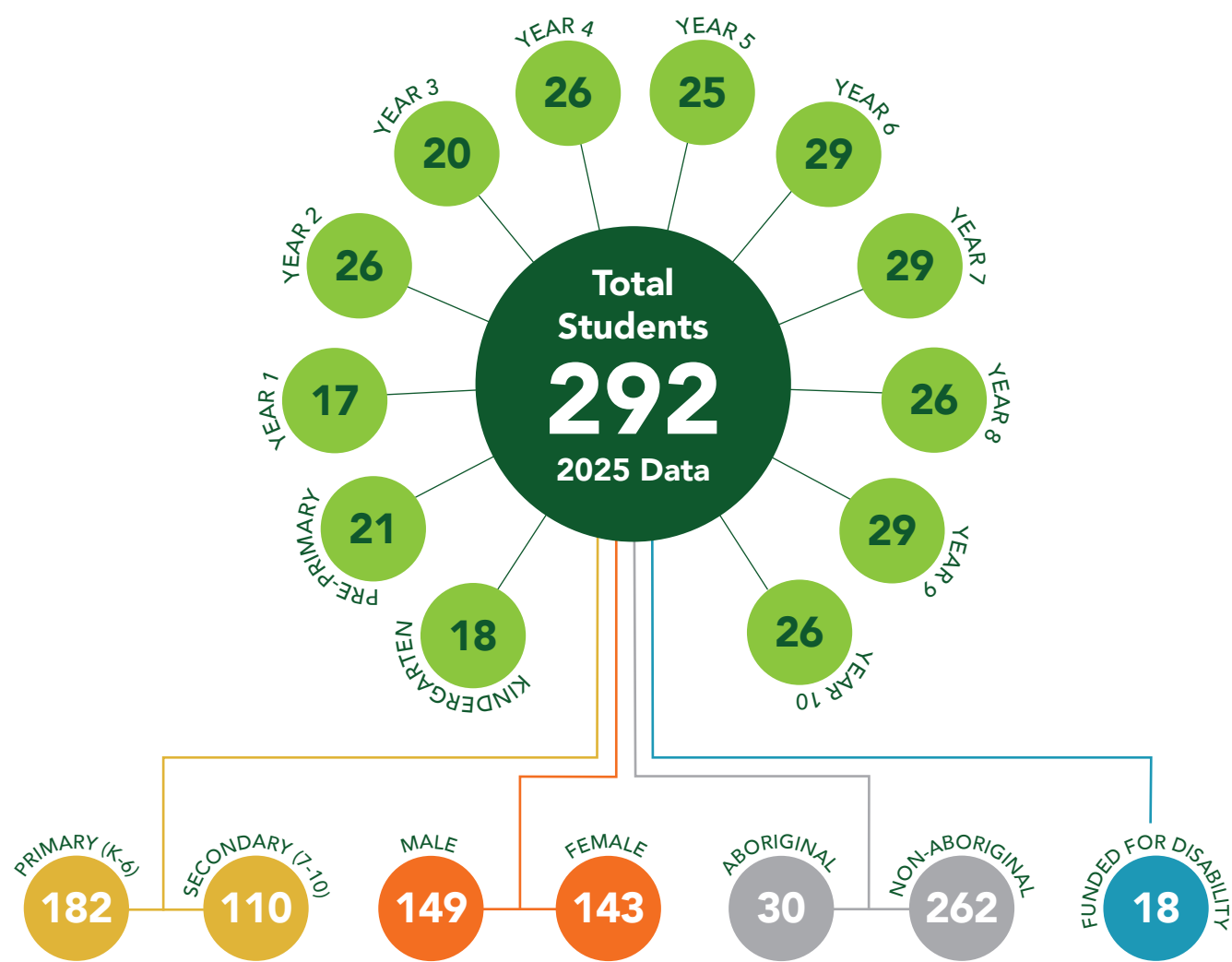


Student Numbers and Characteristics

Waroona District High School continues to experience a positive upward trend in student enrolments. Fluctuations occur throughout the year, with enrolments reaching a peak of 306 in late 2024. Overall, enrolments have been progressively trending up over recent years.

Based on Semester 1 data (source: Schools Online)

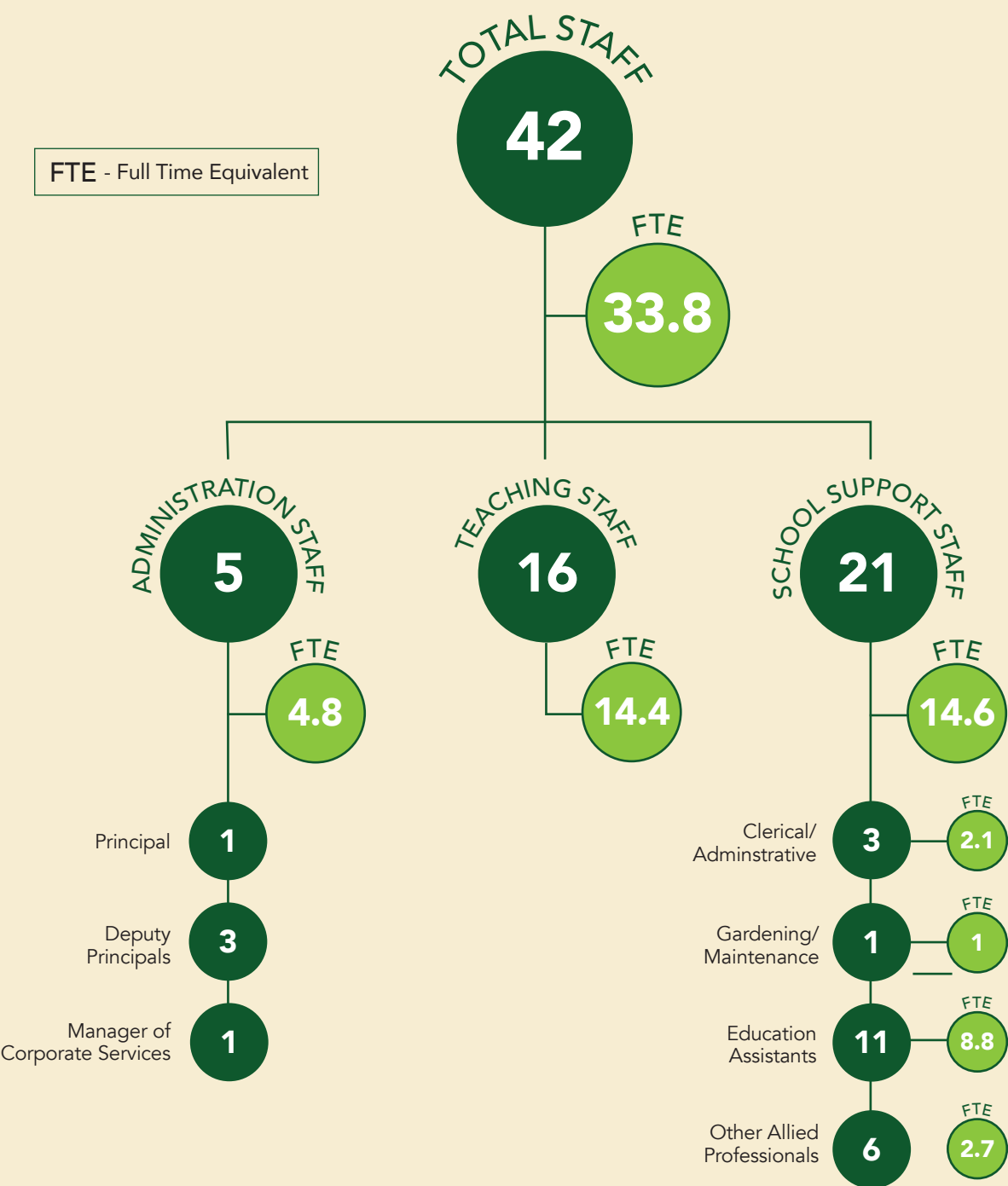
	2022	2023	2024	2025
Primary (K-6)	164	170	180	182
Secondary (7-10)	95	94	105	110
TOTAL	259	264	285	292



Workforce Composition

All appointments were the outcome of comprehensive workforce planning. The school’s salary expenditure remained within the total student funding allocation. Despite a teacher shortages, Waroona District High School successfully attracted and appointed the necessary staff throughout 2025.

Based on Semester 1 data (Source: Schools Online and Schools Resourcing System – Workforce Profile)







Student Attendance Data 2025

Above Like School	
Below Like School	

TARGET: Increase rate of regular attendance and aspire to equal or exceed Like School regular attendance rate

Primary Regular Attendance	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2025 PRIMARY	56.6%	26.9%	13.7%	2.9%
Like Schools 2025	54.4%	24.0%	13.3%	8.3%
WA Public Schools	64.0%	23.0%	9.0%	4.0%

Secondary Regular Attendance	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2025 SECONDARY	49.6%	27.8%	10.4%	12.2%
Like Schools 2025	33.2%	24.5%	19.1%	23.2%
WA Public Schools	48.0%	24.0%	15.0%	13.0%

TARGET: Primary and Secondary attendance rate to be equal to or above Like Schools

TARGET: Attendance rate of Aboriginal students to equal or exceed Like Schools

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2025 PRIMARY	88.9%	88.8%	90.7%	82.6%	73.5%	73.2%	88.3%	85.9%	89.1%
2025 SECONDARY	84.1%	78.8%	84.5%	59.8%	56.4%	55.6%	83.1%	74.1%	81.7%

Overall student attendance at Waroona District High School shows the school outperforming Like Schools across all categories. In several areas the school's attendance rates were near or above the average of all Western Australian public schools.

Based on Semester 1 data (Source: Schools Online)

National School Opinion Survey

RATING SCORE	
Strongly agree	5
Agree	4
Neither agree nor disagree	3
Disagree	2
Strongly disagree	1

TARGET: Maintain or increase **stakeholder satisfaction** in areas related to **school improvement** in the National School Opinion Survey

	2023/2024 Rating	2025/2026 Rating
This school looks for ways to improve	3.9	4.1
This school is well led	4.2	4.1

TARGET: Maintain or increase **parent satisfaction** in areas related to **parent and community engagement** and **parent satisfaction** with the school in the National School Opinion Survey

	2023/2024 Rating	2025/2026 Rating
I can talk to my child’s teachers about my concerns	4.3	4.3
This school takes parent opinions seriously	3.7	3.8
This school works with me to support my child’s learning	3.9	3.9
This school has a strong relationship with the local community	4.1	3.8
I am satisfied with the overall standard of education achieved at this school	4.0	3.9
I would recommend this school to others	4.1	4.0

TARGET: Maintain or increase **staff satisfaction** in areas related to **job satisfaction and wellbeing** in the National School Opinion Survey

	2023/2024 Rating	2025/2026 Rating
This school takes staff opinions seriously	4.1	3.8
I receive useful feedback about my work at this school	4.2	4.0
Staff are well supported at this school	4.1	4.0

TARGET: Maintain or increase **student satisfaction** in areas related to **behaviour management, belonging and safety** in the National School Opinion Survey

	2023/2024 Rating	2025/2026 Rating
I feel safe at my school	3.5	3.5
I can talk to my teachers about my concerns	3.4	3.3
Student behaviour is well managed at my school	2.8	3.0
I like being at my school	3.4	3.4
My school takes students’ opinions seriously	3.1	3.3
My teachers care about me	3.6	3.8

The responses to the National School Opinion Survey were collected in December 2023 & March 2026. They indicate that overall perceptions of the school have been maintained or improved compared with previous years. Results remain broadly positive across all stakeholder groups. However, there was a slight decline in parent agreement with (“This school has a strong relationship with the local community”) and in staff agreement with (“This school takes staff opinions seriously”), which will be areas for ongoing attention. While the student rating for (“Student behaviour is well managed at this school”) remained the lowest across the survey items, it is encouraging that this measure increased slightly to a neutral rating of 3, the first time it has reached this level since survey implementation.

Business Plan 2022 - 2025

Target Achievement 2025

At or Above Target	
Near target; On Track; and/or Implementation Plan Commenced	
Below Target	
Data Not Yet Available; Implementation Plan Not Yet Commenced	

Areas marked as yellow/red will be priority areas for the next business plan cycle.

	Priority 1: High Quality Teaching & Learning	
1.1	Implement an evidence-based approach to teaching reading in years K-2	
1.2	Implement our whole school Teaching & Learning Framework and gradual release pedagogical mode	
1.3	Implement curriculum, assessment and reporting requirements in accordance with SCSA and Department of Education directives and guidelines	
1.4	The proportion of students achieving A-C grades will equal or exceed Like Schools	E M S H
1.5	In NAPLAN 3,5,7,9 comparative performance will equal or exceed Like Schools in Reading, Writing, Spelling, Grammar & Punctuation and Numeracy	2025 N R W S G&P 3 5 7 9
1.6	In NAPLAN 3,5,7,9 the percentage of stable cohort students at or above National Minimum standards (NMS) will be equal to or exceed Like School averages (N.B. National Minimum Standards were removed in 2023 when 4 new NAPLAN proficiency levels were developed. This data is based on % of students at or above the new "developing level" compared to Like Schools. Stable cohort data is not available for Year 3 writing, or for spelling, grammar, and punctuation across all year levels)	2025 N R W S G&P 3 5 7 9
1.7	Implement strategies to increase the percentage of students prequalifying for OLNA in Reading, Writing and Numeracy through NAPLAN results in Year 9	
1.8	Percentage of students satisfying Online Literacy and Numeracy (OLNA) requirements in Year 10 will equal or exceed Like Schools	
1.9	Create culturally responsive classrooms with specific monitoring of the engagement and performance of our Aboriginal students	
1.10	Literacy, Numeracy and ICT committees will implement whole school and phase specific improvement initiatives	
1.11	Staff, students and parents will effectively and responsibly use ICT to improve learning and communication	
1.12	Implement initiatives that increase opportunities for students to participate in Science, Technology & Engineering (STEM) related courses, programs or activities	

1.13	Implement initiatives that increase opportunities for students to develop new work capabilities: teamwork, critical and creative thinking, innovation and entrepreneurship	
1.14	Develop the capacity of all staff through performance development processes, observation and feedback processes, and targeted professional learning	
1.15	Refine strategic planning and review processes through whole school operational planning, annual self-assessment and review processes, and mid cycle review processes	
1.16	Embed data review and improvement planning processes on a biannual cycle for all teaching staff	

Priority 2: A High Care Environment			
2.1	Train all staff in Classroom Management Strategies (CMS) and develop a sustainable approach to observation and conferencing		
2.2	Reduce the percentage of students suspended through implementation of case management processes		
2.3	Deliberately teach and promote Positive Behaviour Support (PBS) values to all students		
2.4	Increase rate of regular attendance and aspire to equal or exceed Like School regular attendance rate	Primary	Secondary
2.5	Primary and Secondary attendance rate to be equal to or above Like Schools	Primary	Secondary
2.6	Attendance rate of Aboriginal students to equal or exceed Like Schools	Primary	Secondary
2.7	School will monitor the health and wellbeing of students and implement a range of preventative and responsive programs to address health and wellbeing issues		
2.8	Maintain or increase student satisfaction in areas related to behaviour management, belonging and safety in the National School Opinion Survey (NSOS)		
2.9	Maintain or increase staff satisfaction in areas related to job satisfaction and wellbeing in the National School Opinion Survey (NSOS)		
2.10	Move from Cultural Understanding to Cultural Competence in all domains of the Aboriginal Cultural Standards Framework (ACSF)		

Priority 3: Effective Relationships and Partnerships			
3.1	Increase student population to between 250- 300 students		
3.2	Maintain or increase parent satisfaction in areas related to parent and community engagement and parent satisfaction with the school in the National School Opinion Survey (NSOS)		
3.3	Maintain or increase stakeholder satisfaction in areas related to school improvement in the National School Opinion Survey (NSOS)		
3.4	Parent engagement in extra-curricular events indicates increasing participation		
3.5	Increase positive publicity via newsletter, website, social media and local media		

*(The 2022-2024 Business Plan was extended for one more year to include 2025 for various operational reasons)

Student Achievement 2025

AREAS OF STRENGTH:

Year 9 Reading and Grammer & Punctuation comparative performance.

LINES OF INQUIRY:

Year 3 Reading comparative performance and the reduction of % of overall students in several areas achieving the developing proficiency level or above compared to like schools.

Equal to Like School	
Above Like School	
Below Like School	

NAPLAN

TARGET: In NAPLAN 3,5,7,9 comparative performance will equal or exceed Like Schools in Reading, Writing, Spelling, Grammar & Punctuation and Numeracy.

Overall Comparative Performance to Like Schools:

	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Year 3					
Year 5					
Year 7					
Year 9					

* Data taken from Schools Online NAPLAN comparative performance.

TARGET: Percentage of overall students at the “developing” proficiency level or above compared to Like Schools.

Proficiency Levels Summary:

		Numeracy	Writing	Reading	Spelling	Grammar & Punctuation
Year 3	School	70	80	75	65	55
	Like School	79	82	71	75	65
Year 5	School	76	62	68	68	64
	Like School	79	74	75	80	70
Year 7	School	79	76	83	79	83
	Like School	75	75	73	82	67
Year 9	School	66	83	84	78	83
	Like School	77	76	78	85	70

* Data taken from Schools Online NAPLAN proficiency levels.

OLNA (Online Literacy & Numeracy Assessment)

TARGET: Percentage of students satisfying Online Literacy and Numeracy (OLNA) requirements in Year 10 will equal or exceed Like School averages.

Year 10 students qualified in Numeracy, Reading & Writing

	Year 10
2025 Waroona DHS	34.6%
Like Schools	26.2%

Financial Summary 2025

as at 31 December 2025

ONE LINE BUDGET - DEC 2025 (Verified Dec Cash)	Current Budget \$	Actual YTD \$
Carry Forward (Cash)	47,913	47,913
Carry Forward (Salary)	223,867	223,867
INCOME		
Student-Centred Funding (incl Transfers & Adjustments)	4,826,985	4,826,985
Locally Raised Funds	406,637	339,533
Total Funds	5,505,402	5,438,298
EXPENDITURE		
Salaries	3,926,513	3,926,513
Goods and Services (Cash)	1,118,386	947,402
Total Expenditure	5,044,899	4,873,914
VARIANCE	460,503	564,384

INCOME - DEC 2025 (Verified Dec Cash)	Current Budget \$	Actual YTD \$
Carry Forward (Cash)	47,913	47,913
Carry Forward (Salary)	223,867	223,867
STUDENT-CENTRED FUNDING		
Per Student	2,749,194	2,749,194
School and Student Characteristics	1,571,871	1,571,871
Disability Adjustments	61,264	61,264
Targeted Initiatives	477,357	477,357
Operational Response Allocation	4,493	4,493
Total Funds	4,864,179	4,864,179
TRANSFERS AND ADJUSTMENTS		
Regional Allocation	0	0
School Transfers – Salary	(540,413)	(540,413)
School Transfers - Cash	530,905	530,905
Department Adjustments	(27,686)	(27,686)
Total Funds	(37,194)	(37,194)
LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	7,431	6,921
Charges and Fees	61,024	36,185
Fees from Facilities Hire	0	0
Fundraising/Donations/Sponsorships	15,413	17,417
Commonwealth Govt Revenues	0	0
Other State Govt/Local Govt Revenues	93,144	50,005
Revenue from CO, Regional Office and Other schools	400	400
Other Revenues	21,737	21,116
Transfer from Reserve or DGR	207,489	207,490
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds	406,638	339,534
TOTAL	5,505,403	5,438,299

Financial Summary 2025

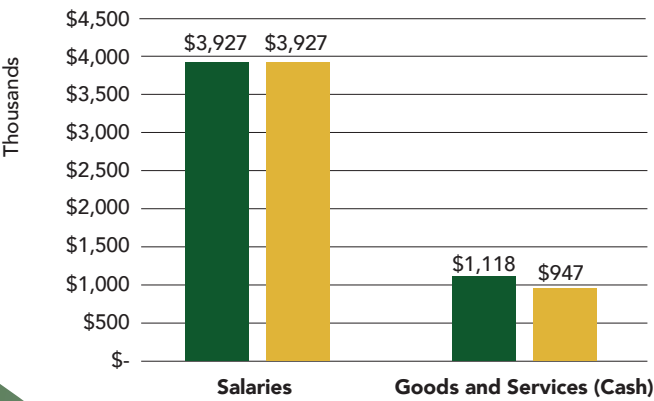
as at 31 December 2025

EXPENDITURE - DEC 2025 (Verified Dec Cash)	Current Budget \$	Actual YTD \$
SALARIES		
Appointed Staff	3,510,168	3,510,168
New Appointments	0	0
Casual Payments	397,903	397,903
Other Salary Expenditure	18,442	18,442
Total Funds	3,926,513	3,926,513
GOODS AND SERVICES (Cash Expenditure)		
Administration	62,910	44,013
Lease Payments	50,000	50,000
Utilities, Facilities and Maintenance	208,416	160,307
Buildings, Property and Equipment	402,118	368,017
Curriculum and Student Services	350,387	277,306
Professional Development	40,000	39,863
Transfer to Reserve	0	0
Other Expenditure	4,555	4,931
Payment to CO, Regional Office and Other Schools	0	2,665
Residential Operations	0	0
Residential Boarding Fees to CO (Ag Colleges only)	0	0
Farm Operations (Ag and Farm Schools only)	0	0
Farm Revenue to CO (Ag and Farm Schools only)	0	0
Camp School Fees to CO (Camp School only)	0	0
Total Funds	1,118,386	947,402
TOTAL	5,044,899	4,873,915

Goods and Services vs Salary Expenditure

Dec 2025 (Verified Dec Cash)

- Actual YTD (\$)
- Current Budget (\$)

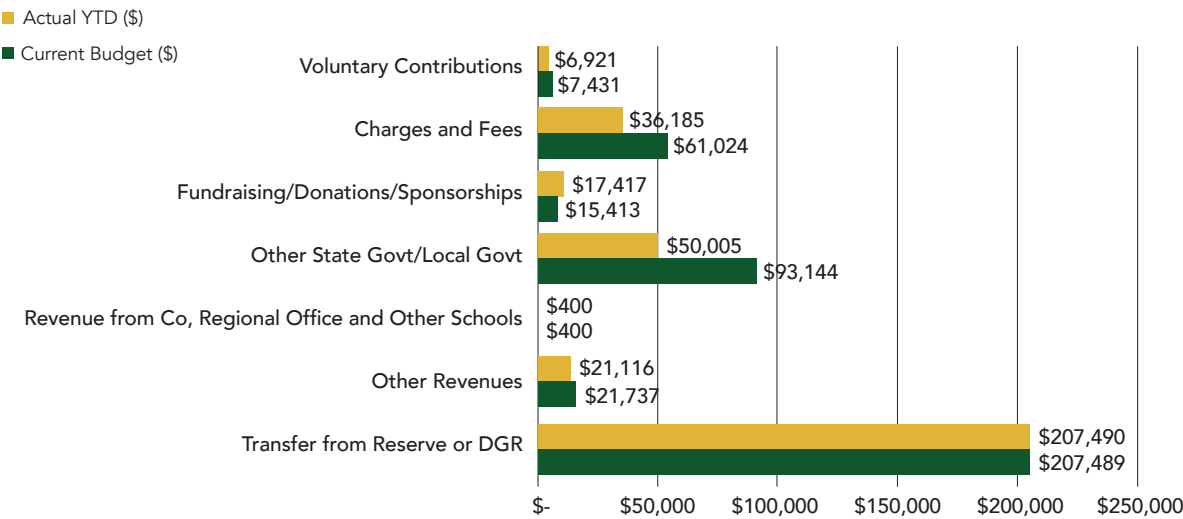


Financial Summary 2025

as at 31 December 2025

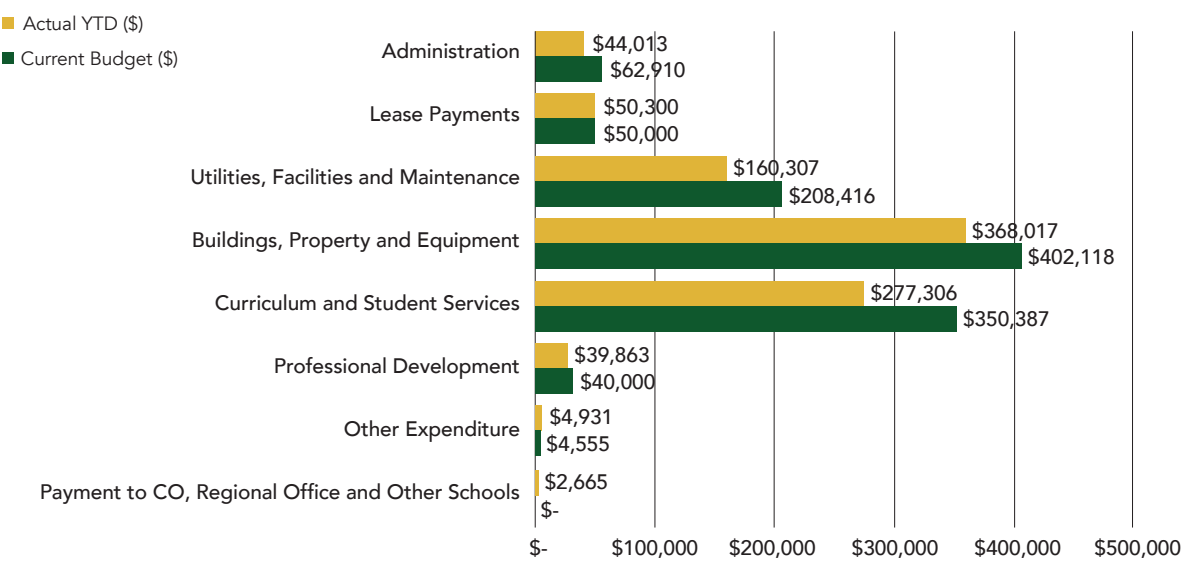
Locally Generated Revenue - Budget vs Actual

Dec 2025 (Verified Dec Cash)



Goods and Services Expenditure - Budget vs Actual

Dec 2025 (Verified Dec Cash)





Waroona District High School respectfully acknowledge the past and present traditional custodians of this land on which we learn, the Bindjareb Noongar people. It is a privilege to be learning on Bindjareb Noongar country. We also acknowledge the contributions of Aboriginal Australians and non-Aboriginal Australians to the education of all children and people in this country we all live in and share together – Australia.



WAROONA DISTRICT HIGH SCHOOL

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