



KOJONUP DISTRICT HIGH SCHOOL INFORMATION HANDBOOK



ACKNOWLEDGEMENT OF COUNTRY

We respectfully acknowledge the traditional owners of the land upon which we meet today - the Kaneang people of the Noongar nation and pay our respects to their elders past, present and emerging. It is a privilege to be standing on Noongar boodja.



PRINCIPAL'S WELCOME

Growth through Learning is our vision at Kojonup District High School and it is embedded in everything that we do. At our school, we ensure that every student's academic, social and emotional growth is our priority. Students from Kindergarten to Year 10 work in an environment that nurtures them to achieve their personal best.

Based on our priority of Culture and Care, students are taught the value of a growth mindset in building our learning culture and exposed to explicit teaching of positive behaviours through the PBS program and their participation in the Smiling Minds program.

Our teachers are engaged educators whose programs include Sounds Write, Heggerty Phonics, KOLP, iMaths, Maths Pathway, KiteHawk learning spelling and literacy programme, Education perfect and specialist Art, Health & Physical Education, ICT, Digital Technologies and STEM programs. The formative and summative assessment processes, from which our Primary and Secondary teaching staff make regular and consistent judgements, are based on a range of data sources.

We run a community-based Year 9 & 10 Work Experience program that prepares our students for post school options and host an interschool cross country each year at our purpose made course at the school farm.

Our school is supported by a dedicated School Council and an active P&C Association. Passionate staff with close ties to our local community, ensure we provide pathway and personal programs that play to student strengths and give them the support they need to develop their talents and abilities. For some students, it's about helping to create ambitions and goals. For others, it's about realising them.

A positive sense of self is so important, which is why students' wellbeing always comes first. If students are happy, feel safe and know they are valued members of their school, they enjoy coming to school - leading to positive results in the classroom.

Every staff member at our school takes on this responsibility by building relationships with both children and parent/carers from their very first visit to the school.

Sharon Poett
Principal



OUR SCHOOL

Our History

As the third oldest state school in WA, the first Kojonup school to be established was the Barracks School, situated in the building that is now the Kojonup Military Barracks Museum. The first student, the daughter of a Pensioner Guard, was admitted to the school on the 1st of March 1863 and the teacher was the wife of the barracks' sergeant, a Mrs Ann Loton. When elementary schooling became compulsory in 1872, the government organised School Inspectors to ensure that all children attending government schools were being adequately educated and 'disciplined'.

In 1894, the school at the Barracks was no longer deemed adequate and an official schoolroom was built at the corner of Pensioner Road and Spring Street. A 'state of the art' building of its time, the very high windows were allegedly positioned to prevent students from gazing out of them!

By 1912 the enrolment of forty six students led to an additional classroom being built. As numbers increased throughout the early part of the 20th century, the school was amalgamated with around twenty three outlying schools with declining enrolments.

In 1954, the current KDHS began as a five room school with a library, a Head Teacher's office and one shelter shed. The school was first used on the 8th February 1954 and has the honour of being opened by the then Minister for Education, John Tonkin, who would later become the Premier of WA.

We are very proud that the school celebrated its 160th anniversary in 2023!
(*Give Them Wings*, The Kojonup Historical Society, 2010)



Contact Information

T: 08 9831 3300

E: Kojonup.DHS@education.wa.edu.au

W: kojonupdhs.wa.edu.au



Term Dates – 2026

Semester 1		Semester 2	
Term 1	Mon 2 February - Thur 2 April	Term 3	Mon 20 July - Fri 25 September
Break	Fri 3 April - Sun 19 April	Break	Sat 27 September - Sun 11 October
Term 2	Mon 20 April - Fri 3 July	Term 4	Mon 12 October - Thu 17 December
Break	Sat 4 July - Sun 19 July	Break	Friday 18 December

School Hours: Monday – Friday

Doors Open	8:30am - 8:50am	Period 4	11:55am - 12:45pm
Period 1	8:50am - 9:50am	Lunch	12:45pm - 1:20pm
Period 2	9:50am - 10:45am	Period 5	1:20pm - 2:10pm
Recess	10:45am - 11:05am	Period 6	2:10pm - 3:00pm
Period 3	11:05am - 11:55am		

School Bus Service

Many students access the bus service in Kojonup. Applications for bus services are to be completed at www.schoolbuses.wa.gov.au.

Factions

Students are placed in a faction at the time of their enrolment at school. Siblings are placed in the same faction. Others are placed according to the balance of numbers. Children should always be appropriately dressed for sporting activities and are welcome to wear their faction shirt.

We have three factions;

Aquila (Green)

Hercules (Red)

Phoenix (Yellow)

Uniforms

Dress codes for students in public schools are determined by the School Council and in consultation with students, their parents/Carers and staff of the school. Our dress code helps to create a sense of pride, and a school culture in which every student experiences a sense of belonging. The KDHS Dress Code complies with the DoE Policy: Dress Codes for Students in Public Schools, (January 2018) and is compulsory for Kindy-Year 10 students.

Exemptions to the Dress Code can be obtained through the School due to unavailability of an item, medical grounds, or another reason that in the Principal's opinion is sufficient to warrant an exemption. Exemption requests should be made in writing to the Principal. Non-compliance of the Dress Code may result in sanctions as covered in the 'Good Standing' Policy.

Uniforms can be purchased from
BMC Embroidery, Kojonup
T: 0417 981 455
kojibmcemboidery@bigpond.com



Enrolments

Age and Immunisation Confirmation

A birth certificate or extract of birth or passport and a copy of each student's Australian Childhood Immunisation Register (ACIR) must accompany the Application for Enrolment. Students will be placed in the year of study corresponding to their age group. From 2019, all Kindergarten enrolments MUST have an up to date immunisation record.

Eligibility for Enrolment - Kindergarten and Pre-Primary.

1. Children living in the intake area of the school and have a sibling enrolled at the school for the following year.
2. Children who live in the intake area of the school but will not have a sibling enrolled at the school for the following year.
3. Children who live outside the intake area of the school and have a sibling enrolled at the school for the following year.
4. Children who live outside the intake area of the school but will not have a sibling enrolled at the school for the following year.

Medical Enrolment

It is a policy at our school that on enrolment all parents complete medical information on the Enrolment Form for their child/ren and that this information is kept up to date.

We need to know of any allergies your child may have so that we can give the appropriate First Aid in an emergency and know when to seek medical assistance.

The Department of Education has a strict policy on the administering of medication in schools. No staff member is permitted to give a child medication unless the correct forms have been completed by parents/Carers and the prescribing doctor.



Overseas Students

Students who were born overseas must hold the appropriate visa before applying at the school. For overseas students who are in Australia using an entry visa it is necessary that the office sight the passport and visa of the parent (primary visa holder) and student at the time of Application for Enrolment. The dependants of and holders of some specific visa categories require a tuition payment to be made.

FACILITIES

Library

At KDHS, we have a well resourced library open Tuesday to Friday

Children wishing to borrow a book must provide a suitable library bag. Books and resources are borrowed for up to seven days and may be renewed after that time. Parent/Carers are asked to pay the replacement cost for any damaged or lost items.

School Farm

At Kojonup District High School, we have a fully-functioning 480-acre farm which is used as a uniquely valuable learning space across the K - 10 curriculum. All students have access to learning around fibre and food production through their Fam classes in primary school and through SCSA supported Agriculture programs from Years 7-10.

Our students in the Secondary school list 'Farm' (D&T: Agriculture) as their favourite option subject and many of our ex-students have based their further studies in the agricultural industry utilising the skills and knowledge, they have learnt at the Kojonup DHS School Farm.

The school farm is supported by the Farm Advisory Committee made up of members of the local farming community, the agriculture teacher and Farm Manager, parent/Carers and members of the school's Executive team.

Facilities:

- A fully functioning classroom with internet and interactive technology
- Shearing shed, crutching cradle, a weighing scale and undercover yards
- An orchard and large irrigated vegetable garden
- Raised garden beds next to the classroom
- We crop approximately 20 to 40 hectares a year for sheep feed, oats and hay
- Approximately 600 merino breeding ewes producing approximately 500 merino lambs a year and 100 crossbreds (Poll Dorset cross). We sell wethers and crossbred lambs and keep ewe lambs
- Chickens - students raise day olds to 16 weeks and keep six chickens for school eggs/incubator eggs
- A workshop with tools and equipment for servicing and fabrication
- New cattle yards in future preparation for a small beef herd.
- Indigenous gardens which are maintained by the students
- Year 10 students study Cert II in Conservation and Ecosystem Management through SIDE, based at the farm
- Year 9 students study Cert I in Agriculture



ATTENDANCE

Attendance of students in Pre-Primary – Year 10 is compulsory.

If a child is enrolled in Kindergarten, while not compulsory to attend, it is recommended they do. Regular attendance helps your child to feel comfortable in their surroundings, develop friendships with other children, and relationships with school staff.

The early years of school gives your child new experiences and sets the foundation for their future learning. At Kindergarten, your child is supported to develop and learn new ideas and skills in a setting of acceptance, and one that inspires and challenges them. Going to school every session allows your child to build on what they know and what they have learnt.

The skills learnt in Kindergarten set the foundation for Pre-Primary. In Kindergarten your child will build important social and emotional skills that help them throughout their school life. They also develop literacy and numeracy skills.

Pre-Primary is the first compulsory year of schooling in Western Australia. Pre-Primary provides your child with a broad range of skills to help them understand the world. Your child learns more about literacy and numeracy, and further develops their personal and social skills, critical and creative thinking, and physical wellbeing.

Going to school every day is vitally important so your child does not miss out on important ideas, concepts, knowledge and skills for future learning. At our school, we want your children to do their very best. To get the best education, they need to go to school every day. By working together, our school community can support your child's attendance.

If your child misses...	From Kindy to year 12 that adds up to...	Which is the equivalent of attending until:	Attendance rate
1 day per fortnight	nearly 1 ½ years	part-way through year 11	90%
1 day per week	over 2 ½ years	part-way through year 10	80%
2 days per week	over 5 years	the end of year 7	60%
3 days per week	nearly 8 years	the end of year 4	40%

Absences and Late to School

Punctuality and regular attendance are essential to a student's progress. However, if your child is sick it is best to keep them at home. A child who is not feeling well cannot learn properly and may infect other children.

Ways to notify the school are:

- Via Compass
- Notify the office - 9831 3300

If your child will be away for an extended period due to illness or holiday, please inform the school as soon as possible. If it is necessary for a child to be late or absent, a brief written explanation is required containing the following information:

- Date of absence
- Child's name
- Child's class
- Reason for absence
- Signature of parent/carer

The school will generate reminder notes to parent/carer when a reasonable explanation for absence is not received. All attendance data is recorded and reported in each semester report. The school is required to have attendance data targets and report to the School Council and the Department of Education on an annual basis.

Students arriving at school after 8:50am must collect a late pass from the front office.



School Health Nurse

At Kojonup DHS, we have a part-time School Health Nurse on site. In Western Australia, School Health Nurses provide a school health service for primary and secondary students.

School Health Nurses are primarily involved in early detection of health concerns and promotion of health and wellbeing for children and their families.

They may provide services such as;

- information, advocacy and support for children and their parents to make informed decisions and health, wellbeing and development
- school-based immunisation program for Year 7 and Year 10
- health and development assessments
- referral to other health services for further assessments, diagnosis, treatment or therapy
- parenting advice and parenting programs (eg. Triple P)
- support for teachers to provide health education in the classroom
- support for school health promotion initiatives
- facilitation of professional development for teachers to ensure the school can care for children with particular health needs e.g. asthma and anaphylaxis
- assistance for school staff and parents to develop health care plans for students with special needs e.g. chronic disease, physical disability, mental health or other complex health conditions

Chaplaincy

Youth Care chaplains care for the social and emotional wellbeing of students, families and staff. At KDHS the chaplain works two days a week, mostly with small groups of students or individual Pastoral Care appointments. Referrals come from parents, teachers and students themselves. Issues include self-esteem, anxiety, friendships, behaviour, crisis or just a confidential chat. Each child usually has a journal where we record their feelings and activities. We are able to look back at previous entries and recognise how their self-esteem and coping strategies have developed over time.

The Chaplain operates from Room 6 and can refer families in crisis to receive Boniface Care funds for educational needs, such as uniforms and stationery.

School Psychologist

The School Psychology service can provide assistance to the school in the areas of mental health and wellbeing, disability, behaviour, learning and motivation, incident management, change management and organisational development. The School Psychologist visits Kojonup District High School weekly. If you would like to discuss the possibility of a referral for assistance for your child from the School Psychologist please advise either your child's classroom teacher or one of our Deputy Principals. Referrals are managed by a student services team that includes the Principal, Deputy Principals, School Nurse, Student support officer, AIEO and the School Psychologist.

Breakfast Club

Breakfast Club is run by a dedicated group of volunteers and school staff. It is available to all students to enjoy. It operates twice a week - Tuesday and Wednesday mornings from 8:30 - 8:50am from the Canteen.

Lunch Orders

124 Deli, Restaurant & Bakery offer a school lunch order service two days per week on Wednesday and Friday. Orders can only be made from the set menu below.

If you would like your child to order their lunch, orders will need to be phoned through to the deli and payment made over the phone, or through having an account with the business. Orders will not be picked up from the school, so please do not send an order or any money to school with your child to order their lunch. Lunches will be delivered to the school at lunchtime on Wednesday and Friday.

Please call the 124 Deli on 9831 0193 for any queries.

124 Deli, Restaurant & Bakery – School Lunch Order Menu

Phone – 9831 0193

Available Wednesday & Friday Only

Toasted Sandwiches	
White/Wholemeal/Multigrain bread	
Ham & Cheese	\$6.50
Cheese & Tomato	\$5.00
Wraps	\$8.00
White/Wholemeal/Multigrain wrap	
Chicken/Ham/Silverside/Beef/Falafel with salad and cheese	
Sandwiches/Rolls	\$8.00
White/Wholemeal/Multigrain bread/roll	
Ham & Salad	*If vegan – request no cheese
Curried Egg & Salad	
Silverside & Salad	
Beef & Salad	
Chicken & Salad	
Drinks	
Fruit Box – Tropical/Orange/Apple (99% real fruit juice)	\$3.00
Flavoured Milk – Chocolate/Strawberry/Banana - 300ml	\$4.00
Water - 500/600ml	\$3.00
Hot Food	
Homemade Pie	\$5.50
Mrs Mac's Sausage Roll	\$6.00
Cruzer Beef Pie	\$6.00
Sauce	40c
Mini Pizza	\$5.00
Hot Chicken Roll	\$7.00
Kebab – Beef/Chicken or combination of both	\$13.50
Plus – (*cheese), lettuce, tomato, onion, cucumber, capsicum, carrot	

Only foods on the menu are to be ordered for school lunches from this venue.

Parents/carers will need to order directly from 124 Deli and either pay in person or set up an account. **Please no orders to be sent to the school.**

Lunches will be delivered to the school each day at 12:35pm and passed on to students.

0400 607 038 – account queries – Parminder Singh

CURRICULUM

Early Childhood

Our Philosophy

Early Childhood Education at Kojonup District High School fosters a sense of belonging which supports the child's curiosity and wonder while providing a fun, safe and inclusive learning environment. We work as a team to provide evidence-based learning opportunities; incorporating a balance between intentional play based, hands on experiences and explicit teaching both inside and outside the classroom. We collaborate with families and the community to build and maintain respectful partnerships to support the uniqueness of the whole child to encourage growth through learning.

Kindergarten

Kindergarten students attend school for five days per fortnight. Students attend every Tuesday and Thursday and every second Monday (on even weeks).

Drop off and Pick up

It is a requirement of the Department of Education that kindergarten age children are released to an adult caregiver with permission to take them. If you have family or friends that will be picking up your child, please include them on the list of contacts for your child in the school office, or let us know in writing with a parent/legal guardian signature beforehand. Students will wait on the classroom mat until their name is called by a staff member before they can go outside to yourself or a caregiver.

What to bring

- A large bag - big enough for art work and all items. Please make sure your child can fasten and unfasten their bag.
- A school hat or other wide brimmed hat.
- Clothing - school uniform and a spare set in a plastic bag in case of accidents.
- Lunch and a fruit snack for recess. Heating and cooling facilities are not available for children's lunches. We recommend the use of ice blocks in the warmer months.
- Shoes should be easy for children to put on and off by themselves such as Velcro straps.
- Water bottle is to be left in class during the day for easy access.

All personal items including lunch boxes, bags, clothes, bottles and hats should be clearly labelled with your child's name.

Toys / Lollies

Please encourage your child to keep their toys or lollies at home. Children's toys are precious and we would hate for anything to occur. The school cannot assume responsibility for any loss or damage.



PRIMARY SCHOOL

English

At Kojonup we provide every student with a pathway to a successful future in English. Within the West Australian Curriculum, there are four skilled domains that we develop from K to 10, oral language, spelling, reading and writing. As engaged educators we provide pathway planning to support students to transition successfully through their schooling and beyond. We embed whole school approaches to learning through face to face and on-line delivery and engaging, inclusive classroom environments. We are committed to connecting to Aboriginal histories, cultures, and languages to strengthen our student well-being, engagement, and achievement.

At Kojonup we collect and analyse data that provides a platform for individual mapping of achievement from K-10. This data is shared as students transition from one class to the next to inform explicit teaching. The implementation of innovative and accountable programs such as Sounds Write (K-2), Heggarty (K-2), PLD (3-6), Talk 4 Writing (Whole School) and Science of Reading (Whole School) allows students of all abilities to succeed in a cross curricular classroom.

Science

The science curriculum comprises of 4 main sub strands; Chemical, Biological, Earth and Space and Physical.

Pre-Primary – Year 2 students focus on awareness of self and the local world. We help foster a curiosity about the world around them which leads to speculation and the testing of ideas. Exploratory, purposeful play is a central feature of their investigations. They use the senses to observe and gather information, describing, making comparisons, sorting and classifying to create an order that is meaningful. They observe and explore changes that vary in their rate and magnitude and begin to describe relationships in the world around them. All students are encouraged to develop explanatory ideas and test them through further exploration.

In Years 3-6, the curriculum focuses on recognising questions that can be investigated scientifically and investigating them. Students develop ideas about science that relate to their lives, answer questions, and solve mysteries of particular interest. The notion of a 'fair test' and the idea of variables are developed, as well as other forms of science inquiry. Understanding the importance of measurement in quantifying changes in systems is also fostered.



Health and Physical Education

The Health and Physical Education curriculum provides opportunities for students to develop positive attitudes and values about their own health and wellbeing, as well as respect for the rights and values of others. Students examine their own attitudes and values and the level of influence they have on their own and others' health. Students learn to reflect on their own and others' attitudes and values, and consider how they impact on behaviour.

The focus areas are:

- alcohol and other drugs
- food and nutrition
- health benefits of physical activity
- mental health and wellbeing
- relationships and sexuality
- safety
- active and minor games
- challenge and adventure activities
- fundamental movement skills
- games and sports
- lifelong physical activities
- rhythmic and expressive activities



At KDHS, we have a high quality Physical Education program that provides all students from Pre-Primary to Year 6 with a comprehensive program. In line with Federal and State Government policy, all students will receive a minimum of 120 minutes of physical activity per week.

Children are encouraged to be suitably dressed for all Physical Education activities including the wearing of suitable footwear.



Mathematics

By following the Western Australian Curriculum, our objective is to develop numeracy skills so that our students:

- develop an increasing sophisticated understanding of mathematical concepts and fluency with processes which helps to pose and solve problems and reason in Number and Algebra, Measurement, Geometry, Statistics and Probability.

Through these strands, students develop, “the numeracy capabilities that all students need in their personal work and civic life and provide the fundamentals on which mathematical specialities and professional applications at mathematics are built.” (Western Australian Curriculum, SCSA 2014.)

All classes participate in a Daily Numeracy Block. An explicit learning intention and differentiated success criteria are an essential element of the numeracy block and allow students to understand through implementation of the Kojonup District High School’s Learning Framework.



Students are taught in a format that allows students to be explicitly taught and to develop a deeper understanding of mathematical concepts by building upon their prior knowledge and consolidating their thinking, with opportunities to practise new skills.

Programs

The Mathematics implemented at KDHS is IMATHS in the primary school. Paul Swan and First Steps are other Numeracy resources that Teachers are encouraged to use to compliment instruction, as they are hands on and allow for differentiation within a class.

Worded Problem Solving is an integral part of Mathematics and RUCSAC is used throughout the school to teach students about Word Problem Solving. The RUCSAC method involves students Reading and Understanding questions, Choosing how to calculate answers, Solving the problem, getting an Answer and Checking their work. Following the RUCSAC framework gives students a clear method to solve mathematical problems.

Assessment

Assessment is integral to teaching and learning. Data drives improvement and class based assessment and monitoring will form the basis of judgements in relation to the Western Australian Curriculum. We use the Pat Maths Adaptive Test, Westwood Basic Facts Test, NAPLAN and On-Entry data to provide explicit data on strengths and weaknesses for each individual child as well as across cohorts and the whole school.

LOTE

Children in Year 3-4 will be taught Spanish commencing in 2025, adding a year from then on. Year 5-8 will continue with Indonesian in 2025 as our Language Other Than English (LOTE), focusing on the learning of the Indonesian language and an understanding of the culture.

Arts

The Arts comprises five subjects: Dance, Drama, Media Arts, Music and Visual Arts. Together they provide opportunities for students to learn how to create, design, represent, communicate and share their imagined and conceptual ideas, emotions, observations and experiences, as they discover and interpret the world.

The Arts entertain, inform, challenge, and encourage responses, and enrich our knowledge of self, communities, world cultures and histories.

The Arts contribute to the development of confident and creative individuals, nurturing and challenging active and informed citizens.



HASS

Humanities and Social Science is comprised of four subjects: Civics and Citizenship, Economics and Business, Geography and History.

HASS is the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts. Students develop the ability to question; think critically; make decisions based on evidence; devise proposals for actions; and communicate effectively.

Thinking about, reflecting on, and responding to issues requires an understanding of the key historical, geographical, political, legal, economic, business and societal factors involved, and how these different factors interrelate.

The Humanities and Social Sciences subjects provide students with the knowledge and skills they need to develop a broad understanding of the world in which we live and how people can participate as active and informed citizens in the 21st century.

SECONDARY SCHOOL

MESH

All students in Years 7-10 study Mathematics, English, Science and HASS (Humanities and Social Sciences). These are known as the MESH subjects and are endorsed through SCSA (School Curriculum Standards Authority).

Mathematics

Mathematics provides students with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry, and Statistics and Probability. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built. The curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

KDHS utilises the Maths Pathway FLEX program. It is a great resource to support explicit teaching of mathematical topics, track, monitor and improve maths knowledge while differentiating for every student. A range of delivery approaches enables students to develop their critical learning skills, allowing them to learn more effectively. By combining digital tools with hands-on activities, group collaboration, and reflective practices, students can build problem-solving abilities, deepen their understanding, and become more self-directed in their learning. This holistic approach caters to different learning styles and encourages students to take ownership of their progress.

English

English is essential learning. At Kojonup DHS we are committed to providing a curriculum which builds on students' abilities and which gives them the competence, experience and work habits they will need to achieve their goals at school and beyond. Students' learning is based around the three curriculum strands of Language, Literature and Literacy and these are assessed across the skills of Reading, Writing and Speaking and Listening. The range of connected learning experiences which we provide is designed to encourage students to become more confident, thoughtful, discriminating and imaginative communicators and critical thinkers. Following the curriculum, students study a variety of texts, including those from contemporary and historical Australia and more global texts.

Science

The Science curriculum for Years 7 to 10 has three interrelated strands: Science Understanding, Science as Human Endeavour and Science Inquiry Skills, to help students develop a scientific view of the world. Under the Science Understanding strand, students explore a variety of content within the sub-strands of Biological Sciences, Chemical Sciences, Earth and Space Sciences and Physical Sciences. The Science curriculum provides opportunities for students to develop an understanding of relevant concepts and processes, the skills used to develop scientific knowledge, its contribution to our culture and society and its applications in our lives. Our aim is to develop confidence, basic scientific skills and knowledge, ways of learning and an enjoyment of the subject.

HASS (Humanities and Social Sciences)

Humanities and Social Sciences involves the study of how groups and individuals live together and interact with their physical and cultural environment past and present. Humanities and Social Sciences develops students' abilities to:

- analyse and reflect on their place in contemporary society including local Kaneang and wider Noongar knowledge
- actively explore and participate in the world around them
- make reasoned and informed decisions about social, geographical, political, historical and environmental issues

The Humanities and Social Science Learning Area provides frequent opportunities for students to acquire the knowledge, skills and values to become active citizens in a rapidly and fast-paced changing world. Students will be equipped with the necessary skills to self-manage the process of investigation, communication and participation or social inquiry. When studying HASS, students often utilise the farm as a primary learning space.

Health and Physical Education

All students from Years 7 - 10 engage in programs that offer experiential learning, with a curriculum that is relevant, engaging, contemporary, physically active, enjoyable and developmentally appropriate. In Health and Physical Education students develop the knowledge, understanding and skills to support them to be resilient, to develop a strong sense of self, to build and maintain satisfying relationships, to make health-enhancing decisions in relation to their health and physical activity participation, and to develop health literacy competencies in order to enhance their own and others health and wellbeing.

LOTE (Languages Other Than English)

The Federal Government and the Department of Education acknowledge the important role that Languages education plays in preparing students to participate effectively as global citizens in the 21st century. Languages uniquely develop the student's thinking skills within the cognitive domain. The study of other Languages provides a unique window of opportunity for students to gain an insight into another culture. Year 7 and 8 students currently study Indonesian through SIDE (School of Isolated and Distance Education).

The Arts

Visual Arts

Students are provided with practical opportunities to develop and produce artwork, demonstrate personal expression and consider audience interpretation. They explore Visual Arts techniques and the creative processes and identify the characteristics of specific media such as painting, drawing and sculpture.

Drama

Students use the elements of drama to explore narratives and communicate meaning. They recognise appropriate formatting and conventions of scripts. They develop their performance skills through selected forms and styles. Students are given the opportunity to experience drama as a performer and audience member. Students examine the factors that influence drama in different cultures, times and contexts.

Technologies

Prior to starting all SCSA-directed Technologies courses, students complete a rigorous Work Health and Safety course. Parents/Carers are informed of the risk management plans that are in place and sign off on their child's expectations before the courses commence.

Design and Technologies – Materials and Technologies Specialisations.

Woodwork and Metalwork

Students have opportunities to select from a range of technologies, materials, tools and equipment. They consider how the characteristics and properties of technologies can be combined to design and produce solutions. Students also develop strategies which enable them to consider social, ethical and sustainability factors. Their use of creativity, innovation and enterprise is encouraged to increase both independence and collaboration and students are exposed to the increasingly complex sequence and steps involved in design tasks.

Design and Technologies – Food Specialisations

Home Economics

Our students develop the essential skill of food preparation for a variety of situations, as well as gaining a thorough background in nutrition and healthy living. They consider the importance of the Healthy Eating pyramid and enjoy incursions from Food Bank to learn about how to make good food choices. Students prepare morning teas for school events as part of their practical assessments and will often use produce from the school farm in their recipes.

Design and Technologies – Food and Fibre production

Agriculture

In fully utilising the school farm, all students from Years 7 – 10 in seasonal food and fibre production. This includes:

- sheep work: feeding, worm egg counts, crutching, drafting, pregnancy counts, lambing, lamb marking and weighing, marketing lambs
- seeding preparation, machinery maintenance, fertilizer and chemical applications, fire safety, preparation for harvesting (driving: Year 10 students only) orchard reconstruction and tree planting

Digital Technologies

Students have the opportunity in Years 7 – 9 to work with a range of technologies, materials, apps and equipment. They consider the ways characteristics and properties of technologies can be combined to design and produce solutions. They develop strategies which enable them to consider social, ethical and sustainability factors. Students' use of creativity, innovation and enterprise is encouraged to increase both independence and collaboration to ensure that they are future-focused in the digital technologies sphere.

Certificates

KDHS use SIDE (School of Isolated and Distance Education) as our Registered Training Organisation and deliver face-to-face one day per week at the Farm for Year 10's and two periods per week for Year 9's.

Year 9's complete a Certificate I in Agriculture (AHC10222)

This qualification is an entry-level qualification aimed at students entering the agriculture, horticulture and conservation and land management industries. It allows individuals to develop basic skills and knowledge to prepare for work. They may undertake a range of simple tasks under close supervision. The range of technical skills and knowledge is limited.

Year 10's complete a Certificate II in Conservation and Ecosystem Management (AHC21020)

This qualification enables students to select and develop basic factual, technical and procedural knowledge in conservation and ecosystem management for Indigenous land management, lands, parks and wildlife services and the restoration and rehabilitation of ecosystems.



Year 10's complete Short Courses in First Aid

(HLTAID009) Provide cardiopulmonary resuscitation

(HLTAID010) Provide basic emergency life support

(HLTAID011) Provide First Aid



Year 10's complete Keys4Life

Keys4Life is a pre-driver education program which allows students over 15 years of age to learn about safe driving, basic road rules, road safety and they get to sit their Learners Permit Theory Test.

The students' vocational learning in Year 9 & 10 is supported through their attendance at Work Experience and Workplace learning programs in the local community. KDHS appreciate the support from employers in agribusiness, metal fabrication and engineering, local government earth movement, hospitality, childcare and education.

Work Experience Program

Year 9 students have the opportunity to participate in the Work Experience Program, after completing 'work readiness' booklets. These booklets assist them to:

1. Explore career choices via the myfuture website
2. Complete a SmatMove Health and Safety certificate
3. Work through a number of questions about a workplace.

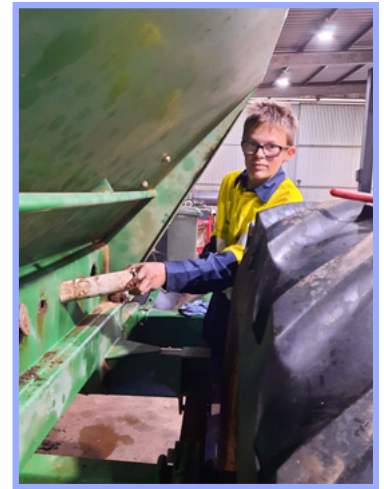
Students then engage in work experience one day per week at a local business.



Workplace Learning (WPL)

Workplace Learning is an Authority-developed endorsed program that Year 10's have the opportunity to participate in one day per week at a local business. Students are required to complete a Skills Journal and a Logbook and, together with 55 hours of work, it contributes one C grade towards their WACE.

Students are expected to meet at least an 85% attendance target each week, be in good standing and respect the rules and regulations of their chosen workplace to attend. We are very proud of our Host Employer connections, and how well-supported we are by our local businesses, services and industries.



School Based Traineeships (SBT)

Year 10 students may also have the opportunity to participate in a School Based Traineeship, strengthening our connections with Apprenticeship Training Providers, e.g. Hairdressing, Childcare.



Secondary Assessment – Reporting to Parents

Formal reporting to parents/carers will occur on the following basis:

Progress Report at the end of Term 1 (7-10) Semester One Report at end of Term 2 (K-10)

Progress Report at the end of Term 3 (7-10) Semester Two Report at end of Term 4 (K-10)

Parents/Carers are encouraged to communicate with class teachers by requesting an interview at any time during the year.

PARENTS/CARERS AS PARTNERS

There are many ways parents and other adults who play an important role in a child's life can be involved with their children's education at home, at school and in the community.

As a parent, or an adult who plays an important role in the life of a child, your involvement in your child's education at school and at home shows your child that you value education.

You can provide teachers with the most reliable source of information about your child. The partnership between you and your child's teacher is a powerful one.

Here are some ways you can be involved in your child's education each year at school:

- **Meet the teacher.** Tell them about your child's interests and hobbies. Let them know how and when it is best to reach you. Ask them how you can support your child's learning at home.
- **Arrange an interview** with your child's teacher through the school office to discuss academic progress, behaviour or any concern you may have. Our teachers are happy to take time to talk with you. It is important to make the effort to get to know your child's teacher early in the year. Let them know how they can contact you if you are working. Making the effort to talk with the teacher shows your child that you value what happens at school.
- **Join the P&C Association.** Attend meetings, go to school events, activities, sports carnivals, assemblies, dance etc. As a group, see how you can help the school reach its goals.
- **Volunteer your time to help at school.** Even working parents are able to spend some time helping at school. If you can spare some time to help at a sports carnival or another event, this shows your child that you think school activities are important.
- **Stay up to date on school policies, schedules and expectations.** Ask about opportunities to participate in the development of school policies. Discuss the policies with your children.
- **Contact your child's teacher** if you have any concerns about your child at school please contact the teacher. if you require further assistance, please contact the school office on 9831 3300.
- **Know your parent representatives** on the School Board and express any positives, ideas or concerns to them for discussion at School Board meetings.



BEHAVIOUR

Positive Behaviour Support (PBS)

WE SHOW RESPECT	Treat everyone with care and consideration
WE ARE RESILIENT	Persevere with all learning activities
WE SHOW PRIDE	Always work to your full potential
WE ARE SAFE	Always work to your full potential

With the school vision 'Growth through Learning', students achieve high standards of academic and social achievement through participation and engagement in the school's inclusive, safe and stimulating learning environments.

Positive Behaviour Support (PBS) expectations heavily underpin the school's behaviour management approach and are explicitly taught and celebrated within Kojonup District High School.

At the heart of our whole school approach to Positive Behaviour Support are our core expectations and values. Kojonup District High School works to maintain a learning environment where students show Respect, build Resilience, show Pride, and are Safe.

Good Standing

At Kojonup District High School, the Good Standing Policy supports our expectations of Show Respect, Show Resilience, Have Pride and Be Safe. We believe that learning is enhanced in a welcoming, inclusive, collaborative and caring environment free from disruption and any form of violence.

The Good Standing Policy emphasises the importance of students taking responsibility for the choices that they make on a daily basis, which impacts academically and socially on themselves and others. It aims to provide regular acknowledgment/recognition for students who consistently behave and act according to KDHS's policies.

All students have good standing from the first day of each school term.



Positive Behaviour Support (PBS) Matrix



Kojonup District High School Positive Behaviour Matrix

	Always	Classroom	Self
We Show <u>Respect</u>	<ul style="list-style-type: none"> Use good manners Show consideration and care Use appropriate language Set a good example for other students 	<ul style="list-style-type: none"> Listen attentively Share equipment and space Return equipment on time and in good condition. Use all online platforms in a positive manner Line up quietly after the bell 	<ul style="list-style-type: none"> Treat ourselves and others with kindness Build positive relationships Accept and support diversity Honour all cultural connections Set boundaries with friends and relationships
We are <u>Resilient</u>	<ul style="list-style-type: none"> Show perseverance Participate in all learning activities Be solutions focused Show flexibility Seek feedback and act upon it 	<ul style="list-style-type: none"> A 'not yet' attitude Use a Growth Mindset Seek alternative solutions Keep trying Ask for and apply feedback 	<ul style="list-style-type: none"> Self-regulation Identify emotions- How am I feeling What are my options? Use my toolbox
We Show <u>Pride</u>	<ul style="list-style-type: none"> Always have a go Wear uniform neatly Look after all aspects of your school Be on time Respond promptly to bells, whistles and sirens Put rubbish in the correct bin 	<ul style="list-style-type: none"> Accept certificates graciously Applaud others success Leave your area neat and clean Appreciate and leave wall displays 	<ul style="list-style-type: none"> Set goals and work toward them Do your best Maintain hygiene Develop healthy habits
We are <u>Safe</u>	<ul style="list-style-type: none"> Use equipment appropriately Keep hands to yourself Be sun smart Wear appropriate footwear Use toilets for purpose only 	<ul style="list-style-type: none"> Be cyber safe Clean up after yourself Carry chairs in front Sit on chairs appropriately Drink sensibly from the fountain Play in allocated areas 	<ul style="list-style-type: none"> Let teachers know where you are Eat your own food Wash your hands before eating Seek help when needed



Classroom Management

We have high expectations of every student's behaviour at KDHS. There are consistent classroom management processes across the primary and secondary school, so students experience a low variation of expectations and consequences. Teachers model these expectations in their own daily practice and use inappropriate behaviours as 'teachable moments' where students are given the chance to reflect and reset their attitudes and behaviours so that they can make positive choices.



Positive Behaviour Rewards

As part of being a PBS School, we celebrate our students when they 'Display Positive Behaviour and represent the values of the school in their everyday lives. Students are allocated ClassDojo's that they can use to purchase items at the PBS shop twice a term. There are also Good Standing reward events at the end of each term for primary and secondary students.



In the secondary school, students can nominate to attend the District High School Country Week and represent the school in their preferred sport.



SCHOOL COMMITTEES

School Board

The School Board includes representatives from interest groups concerned with the school. The Board meets regularly during the year.

The Board is responsible for:

- Determining priorities and objectives for the next school business planning cycle
- Endorsing the school's Strategic Plan
- Endorsing the budget associated with the Strategic Plan to see that it is consistent with the priorities set
- Reviewing the Strategic Plan based on the analysis of student outcomes
- Reviewing the Annual School Report
- Reviewing the Contributions and Charges

P&C

The school has a P&C Association that takes an active interest in the welfare of the school and its students. It raises money to provide resources and learning opportunities for the students and is a forum for discussion about our school. All parent/carers are welcome to bring their ideas, questions and enthusiasm to the meetings. Regular meetings are held in the school library at 3:15pm, usually on the Monday of Week 4.

Please check the school calendar for set dates and refer to the newsletters. If you would like to be added to the mailing list for the P&C please contact Billie Zadow, P&C Secretary, at kojonuppandc@gmail.com

Both the P&C and School Board are vital components of our school, and we strongly encourage you to become involved and play an active role in your school community.



COMMUNICATION

Newsletter

The newsletter is emailed during Weeks 3, 6, and 9 and uploaded to the school website: www.kojonupdhs.wa.edu.au. You will be automatically subscribed to our newsletter at the time of your enrolment.

Website

Our school website is regularly updated with information about upcoming events, photographs, policy updates and the school newsletter. The school website can be found at kojonupdhs.wa.edu.au

Compass

Upon enrolment at KDHS you will be invited to join your child/ren's class Compass. This is an online platform for teacher's, students and parents/carers to stay connected. Your child/ren's teacher may post updates to the class wall, contact you through the messaging application or share learning your child has engaged with during the day.

Facebook

Parents and Carers can also be kept up to date by following the school Facebook page, Kojonup District High School - www.facebook.com/KojonupDistrictHighSchool

School Messaging System

Kojonup utilises an online messaging service through Compass to send bulk messages to parent/carers. If your child is absent from school without explanation you will receive a text message asking for their whereabouts.

Assemblies

These are held on a Friday afternoon, beginning at 2:15pm in the Upper Primary undercover area. Chairs are provided for parents/ carers/family and friends, at the rear of the room. Assembly dates will be advertised in the Newsletter and Term Planner. If your child is receiving a Merit Certificate at an assembly, you will receive a notification via SMS in advance.



POLICIES AND PROCEDURES

Mobile Phones

We accept that there may be some situations where parents/carers require students to have mobile phones on the way to and from school. The Department of Education's policy for mobile devices is they should be **"off and away all day and neither seen nor heard"**. Phones must be kept in students' bags and turned off. All students with phones will sign a contract agreeing to this. Please note this policy also includes smart watches that can send and receive messages.

Lost Property

All articles of clothing should be clearly marked with the child's name.

Marked items of clothing will be returned directly to owners. Other items will be left for collection by owners. Parent/carers are asked to encourage their child to take responsibility for their own belongings.

The lost property box is located in the school office. Items not collected at the end of each term will be used as spare uniforms, or will be donated to the Renew Opshop.

Bushfire

The Department of Education is committed to maximising the safety of its students and staff. Kojonup District High School is currently on the Bushfire Zone Register.

Inclusion on this register means the school may be required to invoke a pre-emptive closure on a day for which a catastrophic Fire Danger Rating (FDR) has been declared, for the Shire of Kojonup. A Catastrophic FDR means that if a fire starts, it is likely to be uncontrollable, unpredictable and fast moving.

When given advance warning by the Department of Fire and Emergency Services (DFES) that a catastrophic FDR has been forecasted for a given day, the Director of Education for the South-West may direct the pre-emptive closure of Kojonup DHS. If the school receives such a directive, you will be informed of the possible planned closure, reversal of closure and date or re-opening via SMS. Please ensure the school has up to date contact details for you.

The detailed Bushfire plan is available on the school website.



HEALTH AND WELFARE

Action Plans

If your child has a medical condition that requires specialised care we require a copy of their Action Plan or Health Care plan.

Examples may include:

- Allergies
- Anaphylaxis
- Asthma

We have blank copies of Action Plans in the School Office. These need to be completed at the start of each year. If your child's needs change, please contact the office immediately.

Infectious Diseases

For your information, the following are the exclusion periods for infectious diseases. In all cases, children can be re-admitted on a Medical Certificate stating that the child is no longer likely to transmit the infection.

Illness	Period of Exclusion
Chicken Pox	at least 5 days after eruption first appears. IF WELL
Conjunctivitis	until discharge from eyes has ceased
Hand, Foot and Mouth	until blisters have crushed
Influenza-like Illness	until child has recovered
Mumps	9 days after onset of symptoms
School Sores (Impetigo)	until treatment has commenced. Sores on exposed surfaces must be covered with a dressing
Pediculus Capitis (Head Lice)	until hair has been treated and free from lice and live eggs. Please check all family members at regular intervals
Ringworm	until the day after medical treatment commenced
Measles	children who contract measles are excluded from school until they can produce a medical certificate of recovery. If an outbreak of measles occurs in the school, children not immunised or who do not have evidence of previous measles infection may be excluded for a period of 13 days.

CONTRIBUTIONS AND CHARGES

While the Department of Education provides the basic school essentials, it is necessary for all schools to ask parents/carers to contribute towards their child's educational costs to assist the school in providing resources. The amount that a school sets for its Voluntary Contribution is decided annually by the School Council and cannot exceed \$60 for primary schools.

Information regarding these charges is communicated to families towards the end of each year, or will be provided to parents/carers at the time of enrolment of their child.

Voluntary contributions are used to purchase vital resources that enhance the quality of educational programs for all children at our school. We encourage you to support your children's education by making this contribution as early in the school year as possible.

Voluntary contributions are \$60.00 per child for 2025.

P&C contributions are \$15 per child.



Some useful links to some external support services:

<https://www.foodbank.org.au/WA>

<https://headspace.org.au/>

<https://www.servicesaustralia.gov.au/abstudy>

www.dsc.wa.edu.au/secondary-assistance-scheme.html

Kids Helpline | Phone Counselling Service | 1800 55 1800

<https://www.palmerston.org.au/contact-us>

https://www.healthywa.wa.gov.au/Articles/N_R/Perth-Aboriginal-services

