



Department of
Education

D18/0515652

Public education
A world of opportunities

Derby District High School

Public School Review

November 2018

PUBLIC SCHOOL REVIEW

Purpose

All Western Australian public schools are reviewed every three years by the Department of Education's Public School Accountability directorate. A review gives assurance to the local community, the Minister for Education and Training and the Director General that a school is operating effectively and delivering high quality education to its students. The review acknowledges the achievements of the school and gives feedback to support the principal and staff with their improvement planning.

The principal provides the review team with a self-assessment of the school's performance based on evidence gathered by the principal and staff. Information validated by the review team is considered before and during the school visit. This forms the basis for the school review report. The report is provided to the principal, the chair of the school board/council and the Regional Executive Director.


Expectations of schools

For all Western Australian public schools, expectations are set out in either: the Delivery and Performance Agreement, which is an agreement between the Department (represented by the Director General), school (represented by the principal) and school board (represented by the school board chair); or, the Principals' Statement of Expectations and the Funding Agreement for Schools.

School performance rating

This performance rating is based on information gained from the self-assessment submission and the validation process. It is focussed on a review of the following areas of school performance: relationships and partnerships; learning environment; leadership; use of resources; teaching quality; and student achievement and progress.

The school's performance rating is:

	Effective The school demonstrates effective practice in creating the conditions required for student success.
	Needs Improvement The school has aspects of its practice below expectations and needs supported action to improve student success.

Context

Derby District High School is located 220 kilometres east of Broome and 2463 kilometres north of Perth in the Kimberley Education Region. Situated at the southern end of King Sound at the mouth of the Fitzroy River, the school has been in operation for over 110 years, although not always on the same site.

With an Index of Community and Socio-Educational Advantage rating of 752, the school currently enrolls 622 students from Kindergarten to Year 12 of whom approximately 85 per cent are Aboriginal. Students attend from the town of Derby and from outer areas including the Mowanjum and Pandanus Aboriginal communities.

School self-assessment validation

The Principal submitted a comprehensive and rigorous school self-assessment.

The following aspects are confirmed:

- Appropriate actions for improvement, as described in the school's self-assessment, resulted from a thorough analysis of evidence provided.
- A detailed self-assessment framework supported staff to reflect on the progress of the school against each of the domains.
- Staff engagement in, and endorsement of, the school's self-assessment was strongly evident.
- A wide range of credible evidence was selected for analysis.
- There was clear alignment between the performance evidence, judgements made about priorities for improvement and strategies to be followed to bring about change.

The following recommendation is made:

- Embed the self-assessment practices already developed to support ongoing school improvement.

Public School Review

Relationships and partnerships	
A school culture based on a high level of relational trust is evident. Respectful and cohesive staff relationships are founded on consistent collaborative practices and strong levels of professional obligation and support.	
Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • Members of the School Council work in partnership and are committed to fostering connections between the school and the local communities. • The school has developed credible partnerships with both community and government agencies to support student wellbeing. • Relationships between staff and between staff and students are positive and enhance the school's demonstrated commitment to improvement. • The school has made a genuine attempt to engage with their local communities with a strong commitment from staff to work in partnership with parents and carers to deliver a quality education to every student.
Improvements	<p>The review team validates the following action:</p> <ul style="list-style-type: none"> • Continue the development of the KindiLink program to support the transition to formal schooling. <p>The review team identifies the following action:</p> <ul style="list-style-type: none"> • Provide School Council training to build the capacity of members to continue their strategic support of the school.

Learning environment	
A high priority is given to ensuring that all students feel safe, well supported and cared for. An orderly environment is evident and is supported through whole-school programs and structures.	
Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • The visible and profound impact of the Stronger Smarter – Positive Behaviour Support program underpins an effective whole-school approach that promotes clear expectations aligned to incentive programs. These impact positively on attendance, behaviour and student achievement. • Engagement programs: Derby Clontarf Academy, Derby Girls Academy, Shooting Stars and 'Deadly Mungas' are embedded, providing a platform for student success. • Highly effective student services support structures are evident and epitomise a unified and professional commitment to maintaining a safe, inclusive and caring learning environment. • SEN¹ planning and delivery is well resourced and used effectively. • Tracking and monitoring of attendance is comprehensive and robust. • The Enterprise Program meets the needs of SAER² students.
Improvements	<p>The review team validates the following action:</p> <ul style="list-style-type: none"> • Continue to formalise strategies to address the needs of Tier two students.

Leadership

The leadership team have clearly defined roles and responsibilities within a culture where teachers feel empowered and supported. The leaders build trust through authentic behaviours, a strong work ethic and a sincere and compassionate approach.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • Leaders have built high levels of trust and commitment to a common direction through genuine consultation and engagement with stakeholders. • Leaders promote and model high expectations and conduct for all staff. • A clear strategic direction is underpinned by a culture of collaboration and evidence-based decision making. • A distributed leadership model is evident to support school improvement through committees that clearly espouse consistency of expectations, support and accountability. • The unified moral purpose and the complementary skill sets of leaders at all levels is invaluable. • Use of the <i>Aboriginal Cultural Standards Framework</i> fosters country cultural awareness and best practice in Aboriginal education.
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> • Continue to build the capacity of aspirant leaders, including Aboriginal and non-Aboriginal staff, through identification, support and professional learning. • Re-establish the secondary student council.

Use of resources

Financial resource management is well managed and closely aligned to the school's context. The school is well resourced and demonstrates a high level of awareness of the need to ensure their current resource allocations support the needs of their students.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • There is a clear link between school budgeting and plans for raising standards and attainment for all students. • Student characteristic funding is employed strategically through a range of initiatives, including funding for education assistants, a learning support coordinator, school engagement coordinator, chaplain and school psychologist. • Financial planning is targeted, effective and transparent. • The manager corporate services is a key member of the school's leadership team and plays an active role in the resourcing decisions made.
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> • Resource effective resource planning to ensure the sustainability of current practices and structures. • Explore ways to sustain the 'Baroola Rangers' program. <p>The review team identifies the following action:</p> <ul style="list-style-type: none"> • Develop a formal workforce plan to align with school priorities and future school direction.

Teaching quality	
There is strong support for building the capacity of staff. High expectations underpin a culture of professional obligation and personal responsibility.	
Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • A strong coaching and mentoring model supports school improvement. • Professional learning linked to point of need is targeted to staff expertise and strategic direction. • Professional growth plans are valued and reflect the AITSL³ Standards and the school's strategic direction. • The Kimberley Schools Project reinforces an existing classroom observation culture. Further development incorporates a focus on improving targeted feedback. • There has been a strong shift in pedagogy in English within the primary school and lower secondary school. • Staff use a range of data to plan for teaching and learning practices. • Extensive collaborative opportunities for staff are evident.
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> • Continue to focus on the development of a whole-school approach to numeracy. • Provide further support to staff to ensure that operational plans are reflected in all classrooms.

Student achievement and progress	
The school context is reflected in the student progress and achievement data. The school's focus is on creating an environment that engages students in a range of appropriate pathways.	
Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • Explicit achievement targets are reviewed and planned for annually. • Student academic progress is tracked using a variety of tools. • A credible range of VET⁴ pathways exist given the limited senior secondary numbers. • Dedicated systems to address the needs of SAER are being implemented, with documented plans playing a key role. • Enquiry based extension classes are in place for Year 7 students. • ATAR⁵ students are supported through SIDE⁶. • STEM⁷ is integrated into the primary curriculum, with ongoing development in the secondary context.
Improvements	<p>The review team validates the following action:</p> <ul style="list-style-type: none"> • Follow the action plan to embed Explicit Direct Instruction (EDI) planning strategies for 2019.

Reviewers

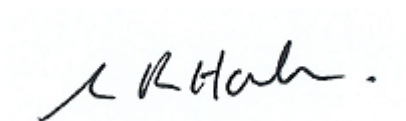
JOANNE HARRIS
Director, Public School Review

JAMES MILNE
Principal, Donnybrook District High School
Peer Reviewer

Endorsement

Based on this report, I endorse your school performance rating of 'effective'

Your next school review is scheduled for 2021.



LINDSAY HALE
EXECUTIVE DIRECTOR, PUBLIC SCHOOLS

References

- 1 Special education need
- 2 Students at educational risk
- 3 Australian Institute for Teaching and School Leadership
- 4 Vocational education and training
- 5 Australian Tertiary Admission Rank
- 6 School of Isolated and Distance Education
- 7 Science, technology, engineering and mathematics