

DERBY DISTRICT HIGH SCHOOL



Annual Report 2020

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About this Annual Report

This school report provides parents/caregivers and the wider Derby community with information about our school, including events of the year, progress of students and general information on the operations of Derby District High School. It also highlights our school successes and recommendations for improvement in the 2021 school year.

Vision for Derby District High School

“Derby District High School’s vision is to work together with our community in building a positive school culture; A culture offering opportunities for lifelong growth and fulfilment in each student’s educational, vocational and personal lives”.

As a part of ongoing school improvement, all staff students and parents have been asked to contribute to the review of this vision for 2021.

School Overview

Derby District High School is located in town site of Derby in the Kimberley region of Western Australia. It is situated at the southern end of the King Sound near the mouth of the Fitzroy River. Derby is 220km north east of Broome by road and is 2463km north of Perth. The town is set on a peninsula of slightly elevated land above the surrounding flat tidal marshland. Derby has the highest tides in Australia, with the peak differential between low and high tide reaching 11.8 metres.

Derby was the first town settled in the Kimberley, developing slowly as a small town serving local pastoralists. Derby is now well supported with a range of government and private service agencies and businesses. Its location near the King Sound and several rivers provides for many boating and camping opportunities. The 660 km scenic Gibb River Road from Derby to Kununurra begins 6 km from town. Visitors taking this journey can take in the spectacular landscape of intensely coloured ranges, dramatic gorges and lush rock pools and waterfalls - everything the Kimberley is famous for.

Derby District High School is a well-established school located in attractive and well-maintained grounds. The school is over 110 years old and although it is no longer located on its original site, it has a strong and proud history. In 2014, Royalties for Region Funding of \$15 000 000.00 enabled the school to complete new additions to our campus which included a Performing Arts centre, Music room, Early Years centre, Home Economics rooms and Science room. These facilities have been a wonderful addition to the school and have ensured Derby DHS can offer a greater range of learning opportunities for our students. The school oval was recently upgraded and the basketball courts were re-laid in 2017. In December 2020, State Treasurer, Ben Wyatt, announced the amount of \$20.9M would be made available to the school to rebuild the Secondary buildings, Canteen, Administration, Academy and student hygiene facilities. Consultation and planning is anticipated during 2021 and the building works should commence in 2022.

Other school facilities include air-conditioned classrooms, four Computer Laboratories, another Science Laboratory, Design and Technology centre, Kindergarten and Pre-Primary centres, Library, Canteen, large undercover assembly and activity areas. All classrooms contain computers which are networked throughout the school and have broadband access to the internet. Smartboards are installed in all classrooms in the Primary and Middle School classrooms and six mobile laptop trolleys purchased are used in Early Years, Block One, Block Two, Middle School and Senior Secondary School. These, due to their age are slowly being replaced with interactive projectors.

Derby District High school has an enrolment approximately 630 students with the Aboriginal student enrolment being approximately 85 percent. Derby DHS provides an education program for students from Kindergarten to Year 12. Students attend the school from the town of Derby and outlying areas including the Aboriginal Communities of Mowanjum and Pandanus as well as up and down the Gibb River Road. Students in Years 11 and 12 have access to a range of senior school courses that enable them to achieve WACE. Vocational Education Training courses are offered in the school in partnership with the local Kimberley Training Institute (NRTAFE) campus. Specific subjects for students that are talented and gifted or seeking to complete ATAR for university entry are delivered by school staff or through the School of Isolated and Distance Education (SIDE). The school has a well-supported “Follow the Dream” and after hours tutoring program available for all students. This provides the extra support some of our students need to reach their maximum potential.

With the school motto ‘Diligence, Courage and Strength’ and the whole school embracing the ‘Stronger Smarter’ philosophy, students work towards high standards of academic and social achievement through participation and engagement in the school’s inclusive, safe and caring learning environment. The school has a balance of experienced staff as well as passionate graduate teachers. Some of the School’s AIEO staff are currently completing their teacher qualifications through an onsite supported online Bachelor degree. This blend of staff knowledge and energy creates a strong and enthusiastic school culture where all staff ensure that the ongoing needs and interests of the students can be addressed through the curriculum and in the variety of learning opportunities and school programs the school has on offer.



Pursue Teaching and Learning Excellence by:

- Maintaining high expectations for our students' abilities
- Implementing evidence-based teaching and learning programs
- Supporting staff with professional learning and growth opportunities

Pursue Attendance Improvements by:

- Creating a school environment which fosters and encourages attendance
- Providing engaging learning programs suited to student interest and needs
- Working with students and families of students at educational risk

Maintain a Positive School Culture by:

- Student Services Team providing support and pastoral care to students and staff
- Embedding Stronger Smarter and Positive Behaviour Support practices
- Developing solid relationships with parents, carers and the community



Stronger Smarter School

At Derby DHS this means *“We are school of high standards and expectations of our students and staff; we want our students to be successful learners for life and achieve that through the Strong & Smart approach; “Strong in our own sense of self-worth, and being proud of who we are and our own identity; smart in the ways we do things, which focuses on high achievement and the guiding belief that all students can succeed.”*

Main Student Programs

- Further strengthening of KindiLink program at School Community House and at the Mowanjum kindergarten centre - a play-and-learn initiative for Aboriginal three-year-old children who attend with a parent or caregiver.
- Pre-Kindy transition program introduced in semester two at Mowanjum Early Learning Centre.
- Continuation of Kindy Ready transition program in term 4 for Pre-Kindy aged students.
- Continued support of Early Years Network and strong relationship and collaboration with Ngunga Women's Resource Centre Bubaniil playgroup at School Community House and Mowanjum Kindy.
- Balance of explicit teaching/play-based learning in K-P classrooms and outdoor learning areas.
- Continued implementation of “Let's Decode” in all classes from K – 2.
- Continued implementation of daily reviews in K – 6 in Mathematics and Numeracy.
- Trialling of Spelling Mastery in Years 5 & 6 and trialling daily reviews some secondary classes.
- Continuation of structured two-hour literacy block with a focus on synthetic phonics program, decodable readers and “Talk for Writing” in Years 1 – 6. Appointment of Numeracy Coordinator.

- Continuation of a structured one-hour daily numeracy block - with a focus on Paul Swan resources to improve basic facts and daily reviews for students in Years 1 – 6.
- Investigation into PRIME maths and developed strategy of implementation from K-7.
- Specialist teachers appointed in HASS, physical education, music and health in Years 1 – 6.
- Continuation of extension classes for students in Years 3 – 6.
- Continuation of middle school model for Years 7 - 9.
- Continued implementation of Year 10 - 12 senior school courses and training pathways.
- Implementation of Derby Employment Pathways (DEPP) to foster work and trade ready students into traineeships and employment.
- Continuation of student service portfolios across the whole school.
- Continuation of Academies – Shooting Stars, Clontarf, Girls Academy.
- Continuation and expansion of the Polly Farmer Foundation “Follow The Dream” program.

Major Highlights

- Continued implementation of STEM from K - 12.
- Increased number of iPads across the school for both students and staff (60 units).
- Replacement of school Laptops (120).
- 7 students completed their Year 12 schooling.
- School camps - Years 4, 6 and 7.
- Kimberley Tour camp from Derby to Wyndham that replaced the experience of Kimberley Cup and Country Week that were both cancelled due to COVID 19.
- End of year concert.
- Secondary student council and leadership camp for secondary students.
- Employment of additional Aboriginal staff across the school.
- Inclusive schooling practices implemented through special needs programs.
- Continuation of Academies
- Special Days including NAIDOC Day, Reconciliation Day, Book Week, Harmony Day, Sorry Day RUOK? Day, White Ribbon Day and National Day Against Bullying
- Graduation nights for Year 6 and 12 student and Senior School Ball.
- Continuation of Stronger Smarter Positive Behaviour School (SSPBS) across the whole school.
- Continuation and expansion of KIndiLink program.
- Continuation of Primary Literacy Specialist position.
- Formation and selection of Numeracy Specialist to implement PRIME maths across the school.
- Continuation of ‘Talk for Writing’ and decodable readers across the whole primary school.
- Inter-school spelling bee and poetry slam for primary and middle school students.
- Focus on Arts – YOH festival finalist for short film “ISOLATION”, Art room external wall murals completed.
- Hunting trips and On Country learning experiences to reinforce the sharing of cultural knowledge.
- Continuation of Kimberley Schools Project (KSP) – Let’s Decode and Daily Reviews.
- Implementation and trial of Derby Employment Pathway Program (DEPP).
- Improvement of Kindy Playground area including new grass, playground surrounds, purchase of playground play equipment and shade structure.
- Installation of 2 large interactive TV in Primary shared learning areas.
- Supporting 4 staff in completion of On Country Teacher Training Program (CURTIN)
- Review and update of school Mathematics, English and STEM operational plans.
- Coo-ee Yearbook distributed free to all families

Teaching Staff Retention

The proportion of teaching staff retained from the previous year is shown in the following table:

Starting year	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Total Teaching Staff	52	52	53	53	57	48	43	58	66	58	53	51	52
Teaching Staff Retained from Previous Year	42	38	48	45	46	33	32	43	53	48	42	31	39
New Teaching Staff	10	14	5	8	11	16	11	15	13	10	12	20	13
Staff Retention Rate	81%	73%	90%	84%	81%	69%	74%	75%	80%	83%	83%	61%	75%

Staff Qualifications

All teaching staff at Derby District High School meet the requirements to teach in Western Australian schools and are registered with the Teacher Registration Board WA.

Professional Learning

The outbreak and subsequent border and shire border closures impacted greatly on the school's ability to move forward on planned Professional Learning that was put in place at the start of the year. The school staff spent time as a group to evaluate current programs and develop the internal expertise to build capacity of its own staff to present to staff clusters and to whole school staff.

AIEO and Aboriginal staff began a critical evaluation and upgrade of the cultural induction modules usually delivered to new staff to the school. This built the capacity and professional profile of our community leaders in the school and wider community. A trial of these modules was delivered every Thursday after school in 60 minute sessions for the first 6 weeks of Term 1. As a review of this process it was decided that day two of the School Development Day, Term 1 2021 would be a better day to deliver the modules in collaboration with community agencies and their respective leaders.

Online learning modules in the Writing Revolution was conducted by one staff member who then presented a number of workshops available to all staff to share this knowledge during DOTT times, cluster meetings, before and after school hours.

Staff conducted online CONNECT CLASSROOMS training during term one, in preparation for online delivery and support as a pre- planned expected lockdown during term two.

Mathematics was identified as an area of improvement and a small committee researched a number of programs, testing them in classes and finally settling on PRIME maths due to the transferrable nature of the programs. Three staff conducted the online modules and one was employed as a coordinator to build capacity of the staff in years K-9 in programming and delivery using this program during term 4.

Graduate modules were primarily conducted online until the travel restrictions eased mid-term three. Term four saw a flurry of "catch-up" delivery and requests to participate in DoEWA corporate professional development as the State-wide services busied themselves to reach their targeted agendas for the year.



Attendance

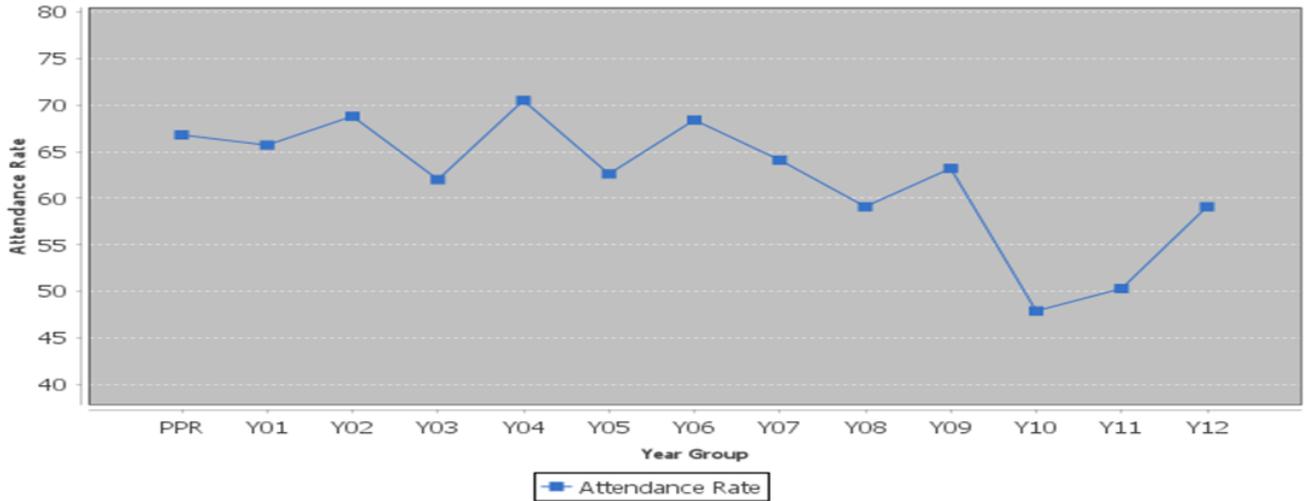
Overall Attendance

Semester	Attendance Rate			Regular ≥90%	Indicated 80% - <90%	Moderate 60% - <80%	Severe <60%	Total Students
	Attendance	Authorised	Unauthorised	%	%	%	%	
2017 Sem 1	68.2%	24.3%	75.7%	28.1%	19.0%	18.7%	34.2%	701
2017 Sem 2	64.5%	21.8%	78.2%	22.4%	20.8%	19.4%	37.4%	674
2018 Sem 1	66.7%	24.4%	75.6%	27.9%	15.7%	19.9%	36.5%	709
2018 Sem 2	64.5%	22.1%	77.9%	24.1%	16.8%	20.3%	38.8%	698
2019 Sem 1	66.3%	20.7%	79.3%	26.0%	19.5%	18.5%	35.9%	697
2019 Sem 2	60.3%	22.8%	77.2%	23.0%	13.0%	19.8%	44.3%	662
2020 Sem 1	63.1%	30.6%	69.4%	24.7%	15.2%	19.2%	40.9%	653
2020 Sem 2	57.3%	17.7%	82.3%	16.9%	14.8%	19.9%	48.4%	622

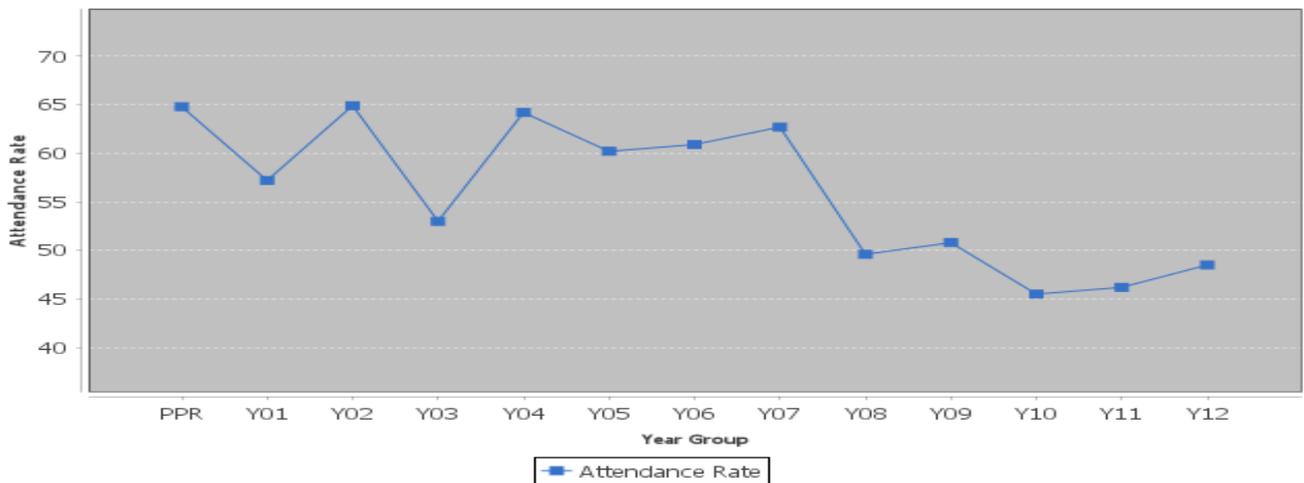
The Semester 1 2020 attendance data were adversely impacted by the COVID-19 pandemic and the attendance rates are not comparable to previous years. In order to validly compare Semester 1 2020 attendance with previous years, the data is based on Semester 1 2020 attendance excluding Term 1 Weeks 7-10.'

Semester 1 Attendance by Year Group

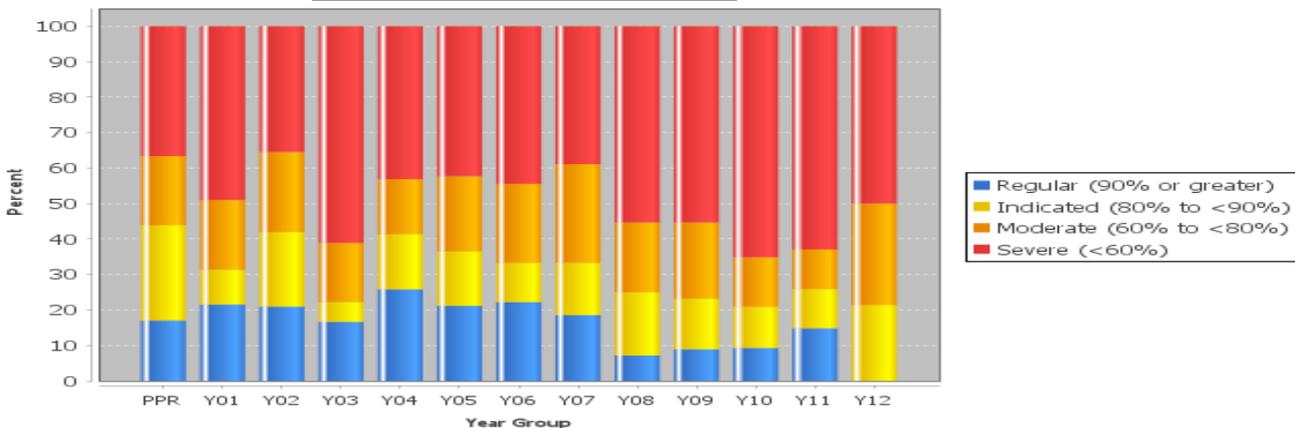
Attendance Rate by Year Group



Semester 2 Attendance by Year Group



Semester 2 Year Group Breakdown



Attendance Recommendations 2021

During the COVID travel restrictions the school was able to deeply evaluate key hurdles to student attendance gains and participation. It is clear from an Early Years Learning perspective, families struggle with the routine of school preparation and allowing their children to be children (0-3 years). This is most prevalent in the more traditionally cultural families within the community. The expansion of the Kindilink program in partnership with NGUNGA Women's Resources will help shift the mindset of parents of Early Years children to engage in preparatory structured school activities and better prepare their children for formal education.

Secondly, parents of children aged 5-12 expressed confusion about how to discipline and set boundaries for their children in our current "reportable" parent environment. Fear of interference from Department of Communities, accusations of child battery and child violence charges are a real concern and fear for our parents. This confusion in setting boundaries at home for some parents has resulted in our students being not school ready and clash with the compliancy that formal schooling demands. The school has committed in 2021 to support the training of the school based Psychologists and in partnership with local health provider, DAHS, to run a series of parenting workshops tailored through the Positive Parenting Program, and "Strong Families" initiatives. The school Student Services will also work with parents in Positive Behaviour In Schools (PBIS) that should support parents to teach explicitly and reinforce the behaviours they want to see in their children.

Thirdly, in the higher age bracket of students (14-18) there has been a sense that school has little purpose other than the social aspect. The school has actively sought to change this mindset and will continue the public and school messaging that school is about pathways. With an increase in exposure to local successful previous students, increased access and participation in work place learning, flexible and workable solutions to other agency participation, we endeavour to improve the student's mindset in the possibilities that school can help reach a destination. Partnerships with agencies, industry and commerce in the local area will be a pivotal element in this change of mindset. Opportunities in the Rural and Pastoral industry has been re-ignited with the employment of a Pastoral Industry Program Co-Ordinator, the move to deliver Cert III Aviation in commercial drone pilots licences and a uniquely flexible school based traineeship program structure.

Finally, there are families who are now regularly travelling between communities and Derby along the Gibb River Road. This was evident particularly during the COVID19 pandemic. Families who would have normally returned to Derby, have continued to stay out on country in fear of another breakout. The school in partnership with the Shire of Derby West Kimberley, West Kimberley Schools Network and Winun Ngari will continue to investigate a cyclic travelling learning program that incorporates a community solution to this challenge. There are roughly 60 students away on country at any one time. This represents approximately 9% of our student cohort. Enabling these students to engage and succeed in a formal learning opportunity will demonstrate a positive shift in attendance and educational outcomes for these children.





Stars of the week celebrates the students that demonstrate the school values of Diligence, Courage and Strength in their classes. These students receive public acknowledgement at the weekly primary assembly.



Derby DHS has a positive competitive culture and the Interschool Athletics carnival in Broome demonstrates our tenacity in the sporting area.



Our NAIDOC celebration was late in the year but a huge success nonetheless. High School students were encouraged to assist in the running of the day, and it was a terrific event.



The development and practice of traditional sports like spear and boomerang throwing help maintain cultural identity and exchange during celebrations like NAIDOC and Sports carnivals.



Year 4 Camp and a visit to the Crocodile Park continues to be a highlight and provide a reinforcement to learning not available anywhere else.



COVID19 made us all think about space creatively. The Year 3 students designed and made "Personal Space Hats" to encourage social distancing.



COVID 19 restrictions made it difficult to have parent introduction nights. The school scheduled evenings for year groups to minimise the movement and meet social distancing requirements.



Students Working Scientifically conducting an explicit, guided dissection of a sheep eyeball.



A sausage sizzle is a great way to end the annual whole school RUOK? Day.



Football at recess is a great way to build fitness and encourage teamwork.



The Arts – (Visual and Music) and Design and Technology (Home Economics - cooking and sewing D&T - Woodwork and Metal work) are where our students can showcase their talents and creativity.





Year 2s on the playground.



The school increased the number of support staff in classes to work with students.



Play based learning in the Early Years continues to be an important part of the day.



Monitoring Student Achievement – KSP improvement data 2020

Data presented in this report provides an overview of Derby District High longitudinal data. The Classroom Teacher - DIBELS scores (FSF, PSF, NWR) for each student in Term 2 Wk 3 of each year and the Program Coordinator Assessments (Fry, LeST and Yopp Singer) in Term 1 by Wk 5 of each year have been used to create the charts.

	FSF		PSF		NWF CLS		NWF WWR		Yopp Singer		LeST		Fry	
	2019	2020	2019	2020	2019	2020	2019	2020	2019	2020	2019	2020	2019	2020
Kindy	↓	↑							→	→				
Pre Primary			↓	→					↑	↑	→	→		
Year 1					↑	↓	↓	↓	↑	↑	↑	→	↑	↓
Year 2					↑	↑	↑	↑	↑	↑	↑	↑	↓	↑

Table1: Overall scores compared to previous year

↑	Improved
→	Unchanged
↓	Decreased

The table above provides a snapshot of the data represented in the charts below. The arrows indicate overall results compared to data from the previous year. As can be seen the Year 1 students were not progressing as much in the first semester as in the previous year. COVID and the high turnover of teachers all needing specific training in De-coding skills represented this variation.

Monitoring Student Achievement - 2020 Westwood Assessment - Numeracy

School Yr. 1-6	On Track	Add	Sub			At Risk	Add	Sub		
142	70%	108 76%	82 58%				34 24%	60 42%		
27	60%+	13 48%	10 37%				16 59%	27 78%		
116	<59%	15 13%	7 6%				88 84%	97 84%		
School Yr. 1-2	On Track	Add	Sub			At Risk	Add	Sub		
46	70%	38 83%	29 63%				8 17%	17 37%		
6	60%+	4 67%	2 33%				2 33%	4 67%		
20	<59%	4 20%	4 20%				16 80%	16 80%		
School Yr. 3-6	On Track	Add	Sub	Mult	Div	At Risk	Add	Sub	Mult	Div
96	70%	70 73%	53 55%	49 51%	37 49%		26 27%	43 45%	47 49%	5 61%
14	60%+	4 29%	2 14%	3 21%	1 7%		10 71%	12 84%	11 79%	13 93%
82	<59%	11 13%	3 4%	0 0%	2 2%		71 87%	79 96%	82 100%	80 98%

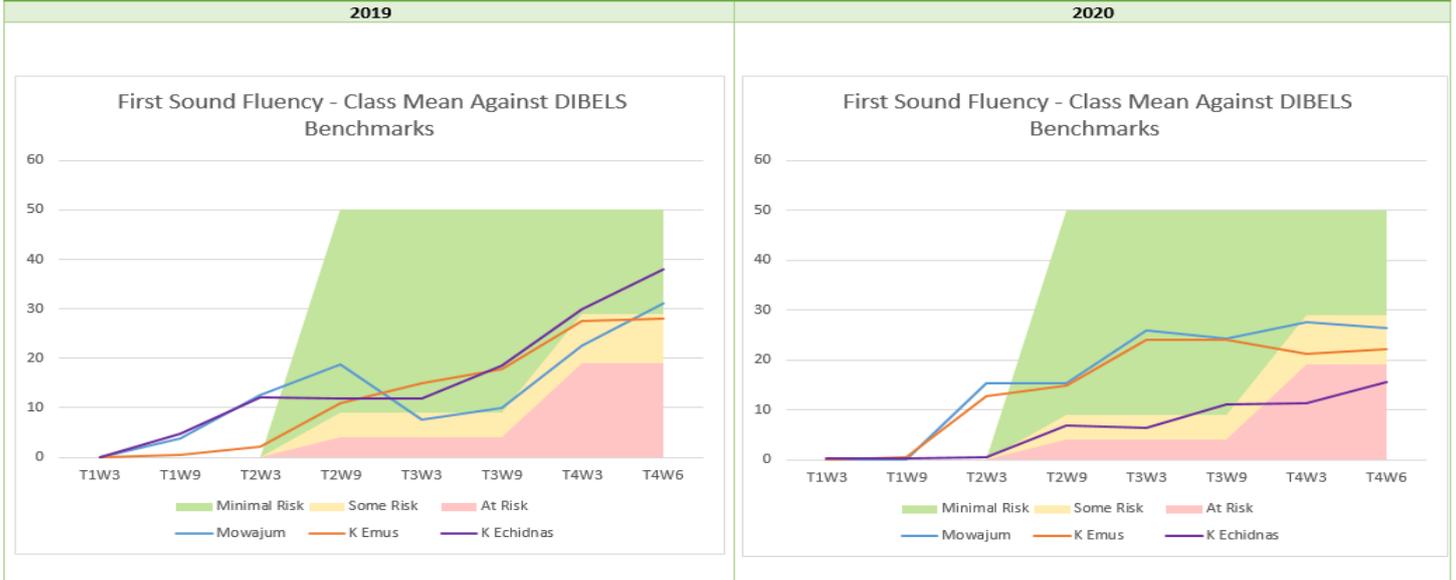
Westwood Maths assessments provide a snapshot of achievement and progress for school cohorts. This data indicates clearly that the regular attending students are being value added in regards to their numeracy ability and are on track for further progress in basic mathematical skillsets delineated to individual phases of development. It is interesting to note the results of Division in the 3-6 cohort was low and indicative of the staff confidence to deliver this aspect of learning in classes at a frequency that confirms understanding.

Recommendation for 2021

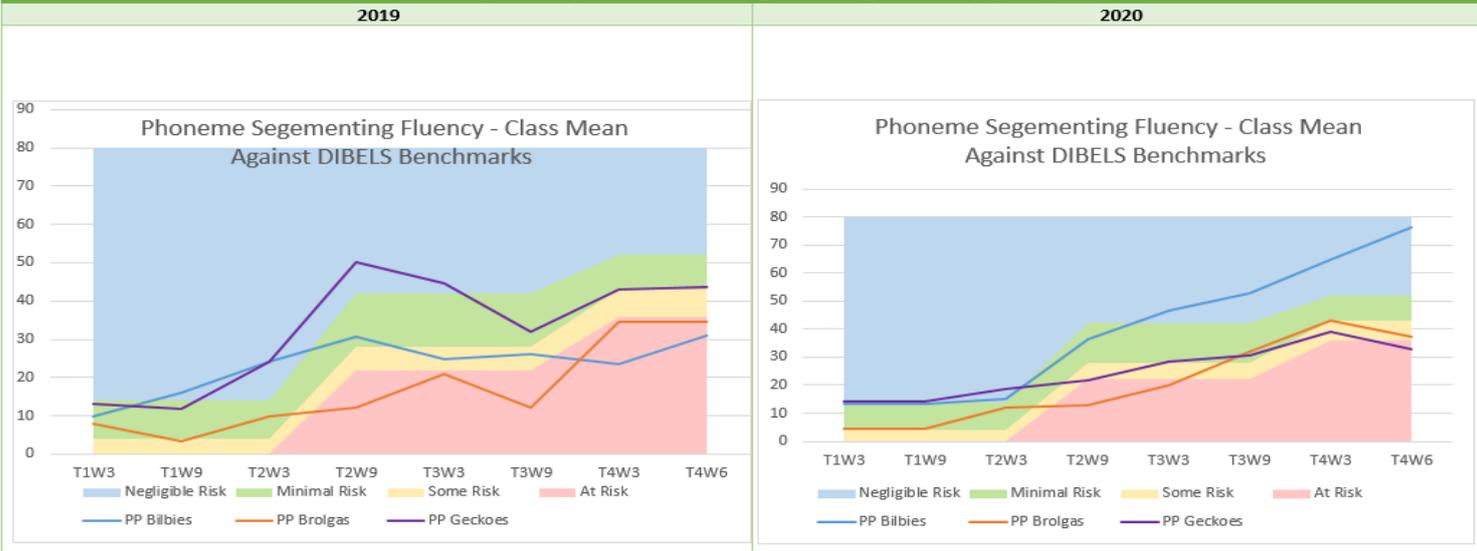
The school numeracy committee has identified that PRIME maths will be used as a school wide approach to delivering mathematics from K-9. The school has invested in a numeracy specialist who will coordinate the implementation of PRIME, model PRIME lessons, assist the delivery to new staff and build staff competence with explicit and direct teaching of mathematical skillsets.

DIBELS Benchmark Mean 2019 V 2020

Kindergarten : First Sound Fluency (FSF)



Preprimary: Phoneme Segmenting Fluency (PSF)



This is an interesting result from DIBELS testing through our KSP program. Indications that training and routine (such as BILBIES class) and stability of teachers throughout the year and at the end of the year has had significant positive effect. The general trend is positive however the transient nature of our staff clearly indicates the effect it has on continued student progress.

Recommendation for 2021

- early training of Let's Decode and KSP teaching strategies and coaching support for teachers.
- A concentrated effort on staff retention by improving social, professional and educational celebration events will be looked into in 2021. It is vital the school looks at ways to increase the retainment of staff in classes to ensure that student outcomes are accelerated and maintained.



Merit awards were continued to be given out even when there were Covid restrictions on large school gatherings. The school ran assemblies through Zoom.

2020 Senior School Overview

The start of 2020 for Senior school was relatively difficult with the outbreak of COVID19. The preparation for self-study and assessment completion without significant classroom guidance was not evident in this cohort who took the school closure periods, periods of self-selecting school and general disruption to routine as an opportunity to do everything else other than study and schoolwork. Both the school and parents struggled to motivate upper school students to finish coursework on time. This led to some students failing to achieve and some failing to complete year 12 satisfactorily.

There were three general pathways available for students during 2020. The flexibility of Workplace Learning, School based Traineeships and supported employment transition was enabled through the Derby Employment Pathways Program designed to assist those students and families who had decided that employment was their priority over ongoing study.

- **ATAR (University) Pathway**
- **Vocational (VOC) Pathway**
- **Individual Transition (Modified) DEPP (Derby Employment Pathways Program) Pathway.**

Both ATAR and VOC pathways contribute towards WACE. The DEPP concept enabled those students to also focus on skills that would enable them to successfully complete their OLNA although the accumulation of points would be difficult but not entirely impossible. DEPP students all completed a Certificate II which would then enable them to meet attainment. All students were encouraged to sit their OLNA. 2020 saw a 15% rise in OLNA completions across the Yr10-12 cohort. There was also an increase in the number of students prepared to sit their OLNA examinations which was a pleasing result.

2020 Senior School Course Structure Review

Year 10 Course Structure

Students in year 10 returned to a WACE program with increased delivery of third party programs like "Keys for Life", Bronze Medallion, Senior First Aid, and all Year 10's participated in 1-week blocks of Workplace learning. The size of the cohort also led to the ability for the school to start a flexible delivery of School Based Traineeships up to three days a week for those students eager to get into industry and trade. This was the tester of the Derby Employment Pathways Program. Six year 10 students participated in the program and by the end of 2020 all six had secured either a traineeship or a full apprenticeship by the end of 2020.

Year 11 & 12 ATAR

Students undertaking an ATAR pathway completed Mathematics Applications and English face-to-face. There were two SIDE students one of whom achieved an ATAR of 718.4 and is now studying at CURTIN completing a Bachelor of Commerce.

Recommendations for the ATAR Course Structure include:

- Thorough course counselling (to ensure all students and families on this pathway are well prepared and aware of the academic rigor associated with ATAR and SIDE courses to increase outcomes and successes.
- Increase the number of face-to-face ATAR subjects on the timetable.
- Have regular updates with students regarding their ATAR progress.
- ATAR students to sign up with Polly Farmer "Follow the Dream" program.
- Small group partnerships with ATAR classes at Broome SHS.

Year 11 & 12 Vocational Education and Training Course Structure

Students undertaking a Vocational pathway participated in various General / Foundation courses Monday to Wednesday and Vocational courses or programs on Thursday and Friday. Each student's pathway was individually created to ensure WACE compliance and that it suited their learning needs and interests to maintain engagement and attendance.

Recommendations for the Vocational Course Structure include:

- Continue to work with NRTAFE to deliver leadership, GATE, Engineering, Business and Visual Arts Certificate II courses.
- Increase WPL & SBT / SBA opportunities for VOC students
- Maintain productive and positive relationships with local workplaces, training providers and community groups.
- Maintain the VET / WPL Coordinator FTE
- Appoint a Pastoral Industry Coordinator to build curriculum and develop a pathway to access the rural and Agribusiness industries in Derby.
- Host the 2021 Transition Pathways Youth Expo.

2020 Vocational Education & Training (VET) Review

Derby DHS has seen a considerable increase in Certificate Qualifications attained from years 2014 – 2020 with a moderate decrease in 2018 and 2019, as seen in the table below. The decrease in 2019 was due to a high number of our students transferring to other schools and others completely disengaged from the school process. 2020 was a year of significant change and ingenuity around re-engagement of youth in to formal training programs.

Recommendations for 2020 include:

- Continue to deliver Certificate II Outdoor Recreation and Certificate II Visual Arts
- Conduct auspiced in school model Cert II option for students who struggle with TAFE environment.

Year	Number of Vocational Students	Traineeships	Fully Achieved Cert Qualifications
2014	45	0	1
2015	69	2	13
2016	81	4	46
2017	79	2	50
2018	70	1	37
2019	45	2	24
2020	47	9	21

Full Certificate Qualifications Achieved and SBT / SBA Yearly Data generated from RTP

Year 12 WACE Attainment

9 students completed Year 12 in 2020 with only 2 attaining their WACE. Those who completed Year 12 attained varying types of achievements, including Foundation, General and ATAR courses, VET Units of Competencies and Qualifications and Endorsed Courses. The Year 12's achievements were celebrated at the Year 12 leavers' ceremony where families were invited to acknowledge each student's persistent efforts over the course of 2019.

2020 OLNA Review

OLNA has continued to be a significant challenge for Derby DHS students with the vast majority of students in Years 10-12 not yet achieving the OLNA benchmarks for WACE attainment. Below is a summary of Year 10-12 OLNA Data for 2018 and 2020. Note that Year 9 students were enrolled in OLNA in 2020 of which there were 52 enrolled but none sat the OLNA examinations. Modified numbers excluding the year 9 cohort are outside the brackets to enable comparison between the years

2020	Achievement Categories		
	Numeracy	Reading	Writing
Category 1	16	26	31
Category 2	27	22	21
Category 3	12	19	10
Category NSA	39 (91)	27 (79)	32 (84)

2019	Achievement Categories		
	Numeracy	Reading	Writing
Category 1	11	7	12
Category 2	10	10	15
Category 3	11	14	6
Category NSA	14	14	15

2018	Achievement Categories		
	Numeracy	Reading	Writing
Category 1	12	10	17
Category 2	17	16	18
Category 3	19	16	12
Category NSA	40	46	41

Achievement Categories

Category 1 – Students who have not demonstrated the standard i.e. proficiency in using a range of ACFS Level 3 skills in a component. These students have been identified as at risk of not demonstrating the standard and require specific learning interventions.

Category 2 - Students who have not demonstrated the standard i.e. proficiency in using a range of ACFS Level 3 skills in a component. These students have been identified as at risk of not demonstrating the standard and require specific learning interventions.

Category 3 – Students who have demonstrated the minimum standard through OLNA or who have demonstrated the minimum standard through achieving Band 8 or higher in Year 9 NAPLAN.

Category NSA – Students who did not sit the assessment or assessment result not available.

The data from the tables (NSA) indicates a substantial increase in students sitting the OLNA with a slight increase in the number achieving Category 3 in all categories. Writing continues to be the most challenging component.

Recommendations to increase OLNA success in 2021 include:

- All students, who need to sit OLNA, do so prior to Year 11 to ensure eligibility to enrol in Foundation courses.
- Timetabling a period for Year 11-12 specifically directed towards OLNA practise.
- Increase allocation of time to OLNA practise prior to OLNA testing.
- Incorporate OLNA practise in Follow the Dream and school-based tutoring sessions.
- Continue to increase proficiency in all areas with a focus on writing in 2021.

Before School Ball photo opportunity near the Derby jetty.



Special Programs

Derby Employment Pathways Program (DEPP)

VET training was incorporated into the DEPP pathway and students had the opportunity to participate in Certificate II Business, Visual Arts, Engineering and Leadership.

Feedback from a potential employer of a DEPP student.

“Since ##### has started working here at Downtown Mechanical Services he has shown a keen interest in mechanical work. He has been punctual and never misses a day unless it has been pre-arranged. He has shown that he is capable of starting and completing certain mechanical jobs that have been given to him with very little supervision. He seems to be quite confident in his abilities and is not afraid to try something new. He will get into any job that is assigned to him, be it sweeping floors, raking leaves, mopping floors or mechanical work with the same enthusiasm for each task. He works well with the other employees and understands the safety side of things. I think he will be an asset to any future employer. “

Regards,

Brinley McGaffin

Owner / Manager

Downtown Mechanical Services



This student gained a full-time traineeship in 2021 as a result of this experience. He is currently still supported by the school and the engagement from the employer in skill building remains positive. This student completed OLNAs in the first round of 2021 at the request of his employer.

Mowanjum Project- SAER

Students at Mowanjum community struggled to return to school routine after community border restrictions were enacted and then later lifted. The routine of school and work was significantly disrupted and to re-ignite student interest in school participation the school employed a local Mowanjum (AIEO) and provided FTE across the specialist teacher field to run formal learning activities in community on a regular basis.

The staff were able to engage up to 20 students per day for these sessions which included, Outdoor education skills, Art and Culture, Science, Home Economics lessons, Explicit Direct Instruction in reading and application Mathematics. This process will continue in 2021 as long as the school is able to afford the release on FTE.

Recommendations for the Mowanjum Project are as follows.

- Continue with Home Economics and Keys for Life Driver Training.
- Closely track students' attendance patterns and increase communication with families to increase attendance and engagement.
- As often as the timetable will allow, form a subgroup of students that will be allocated the same staff member and room to increase specifically designed attention and courses allowing consistency for these students.



Students worked with specialist teachers at Mowanjum community. They were involved in many activities including Physical Education, Music, Visual Art and Digital Technology.



Special Programs

KindiLink

Our year of play, learning and enjoyment at Derby KindiLink/ Bubaniil Playgroup and Mowanjum KindiLink has been so wonderful. Fun with learning is integral to the KindiLink/ Playgroup program! Highlights include student's gourmet cooking, on Country at Myall's Bore, picnic in the park for our teddies, NAIDOC celebrations and messy play day!

In 2020 we focused on integrating more home language through songs and games lead by the playgroup team. We also encouraged families to use home language through activities such as Conversational Reading, Language games and Enriched Caregiving routines such as hand washing, nappy changing and fruit time.

We also worked hard to engage other community agencies to support families such as WACHS allied health team, Hearing Australia, Community Health, the Australian Music Foundation, the Boab Health Network, and the SDWK library. Our partnerships with Ngunga Women's and Winun Ngari continued to be a great success.

During COVID19 restrictions we were overjoyed with the number of families who joined us on our KindiLink Facebook page. This opened our eyes to families looking for support and encouraged us to venture into the community as often as possible with activities like Teddy Bears picnic.





The Fremantle Dockers visited the school.



By working together, AIEOs, Education Assistants and teachers make a significant difference to the engagement, attendance, achievement and retention of students.



Face painting on NAIDOC day



The Year 4 students get to ride on camels on the annual Year 4 camp trip to Broome.



Traditional cultural events such as the event coordinated by Mowanjum community celebrating the “Junba” is an authentic way we celebrate our place in this country and learn how to be together. The strength of our school community is our relationships.





STEM activities in the Primary School



Students were involved in painting different murals and designs the outside of the Art room.



Recognising Reconciliation week.



The school ran its first Twilight Athletics carnival at the town oval. It was a huge success.



Follow the Dream ran a cultural camp for boys at Gudumul, Dampier Peninsula. The boys were involved in lots of cultural activities and the highlight was making their own spears. They then had a cultural challenge where they all had to catch their own feed for the day.



On Country learning continues to be a very important part of the Year 5 & 6 curriculum.



The Student Services team for 2020 consisted of:

- K-6 Student Services Deputy
- 7-12 Student Services Program Coordinator
- 7-12 Student Support Officers (x2)
- K-6 School Psychologist
- 7-12 School Psychologist
- Learning Support Coordinator
- School Chaplain

Vision

- To cultivate resilient students that can create a future full of opportunities.

Purpose

- Foster positive school culture to enable emotional, academic and personal growth for students and staff.
- Deliver services that support staff to create dynamic educational settings that create an environment which helps students to flourish.
- Work collaboratively with students to help them achieve the best possible outcomes within their own personal context.
- Work with other agencies to assist in the support of students.
- To support student leaders within the Derby DHS community.

Mission

- Provide support to staff to develop Group Behaviour Management and Individual Behaviour Management plans.
- Offering support for students that are having difficulty in school.
- Referring students to appropriate services for additional support (School Counsellor, School Chaplain, Kimberley Mental Health and Drug Service, Child and Adolescent Mental Health Service, Child Protection and Family Services, Derby Aboriginal Health Service, Anglicare, Red Cross).
- Creating clear pathways for teachers to manage student behaviour.
- Facilitate workshops to develop cross cultural understanding on special days including: Bullying No Way, RUOK?, NAIDOC, Drug Awareness, Suicide Week and White Ribbon Day.
- Investigating and supporting EAL partnership with Julie Coffin's Equine Therapy Program.

Values

- Integrity - the quality of being honest and having strong moral principles.
- Empathy - the ability to understand and share the feelings of another.
- Compassion - concern for the sufferings or misfortunes of others.
- Understanding - sympathetic awareness or tolerance.
- Consistency - Achieving a level of performance which does not vary greatly in quality over time.
- Fairness - impartial and just treatment or behaviour without favouritism or discrimination.
- Respect - due regard for the feelings, wishes, or rights of others.

High Aspirations - setting meaningful goals, have high expectations of ourselves and others, make the most of opportunities, are resilient and commit to success for all In 2020 the two major aims for the Student Service Team is to continue to develop relationships with all stakeholders and to develop plans that assist the stakeholders achieve the targets outlined in the School Business Plan. To do so we will work on the following:

- Increase interaction between school and families identifying irregular attenders by assisting staff on home visits.
- Ensuring students recognise that they are in control of their own behaviour and decisions, giving them targets to work towards.
- Engaging more effectively with academies to work with all students.
- Continue Cultural Awareness Days where students, academies and teachers can build positive relationships out of the classroom setting.
- Reward days and SSPBS raffles to encourage students to attend and to display DDHS behaviours.
- Targeted whole school interventions on issues that are relevant to the students (Bullying No Way, Positive Peer Relationships, R U OK Day? NAIDOC, Drug Awareness, Suicide).
- Improved referral process to engage students with appropriate services in a timelier manner.
- Creating simplified IBMP's to improve interactions between student and staff to increase success.
- Improving Interagency communication to help provide support for students in and outside of school (Derby Youth Police, Youth Centre, KMHDS, CAMHS, DAHS, Anglicare, Red Cross).
- Identify staff that have not undertaken Mental Health First Aid training and offer further training.
- Increase communication with staff (within privacy) about students that may be experiencing difficulties so that they can work with them to the best of their ability.

- Refresh staff on the referral process and what steps they need to take to refer a student for attendance, behavioural, academic or mental health/wellbeing concerns.
- Maintaining consistent consequences for students.
- Development of an updated Behaviour Management Plan.
- Communicating with parents about the expectations of the school (Schoolbag App, Facebook).
- Targeted interventions around use of language.
- Utilising external agencies to reinforce the message (Derby Youth Police, Anglicare, DAHS etc.).
- Support students to wear school uniform at school (uniform exchange).
- Create some new artworks around school and look at external presentations of the buildings at school/funding for refurbishment, increase SSPBS environmental print.

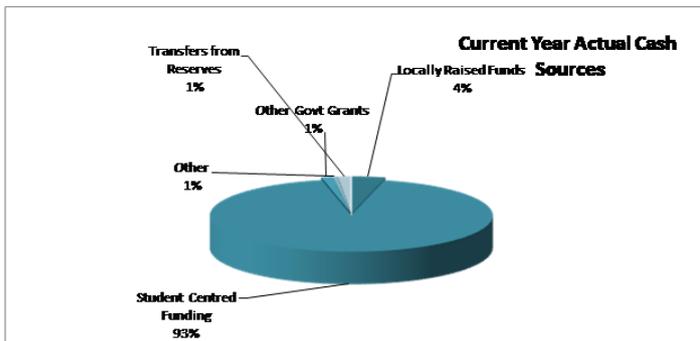
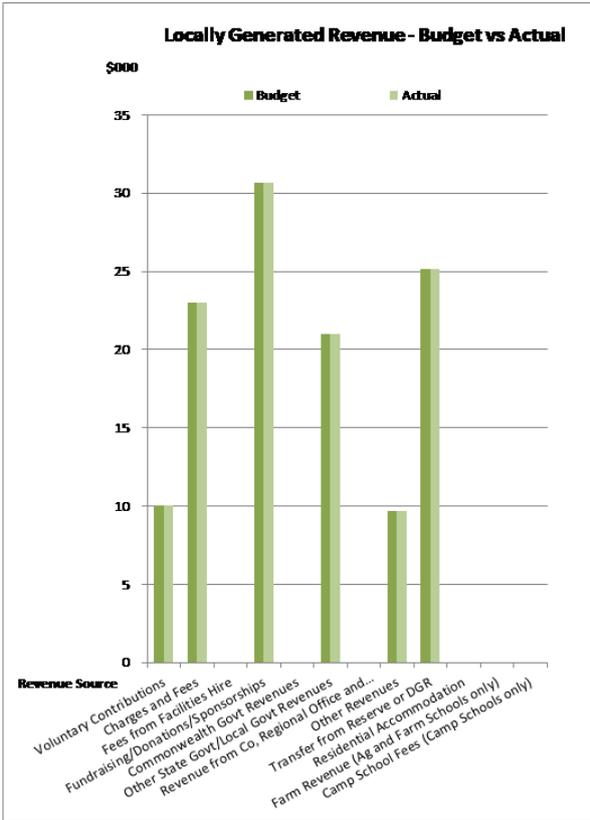


Derby DHS 2020 Budget Summary Report

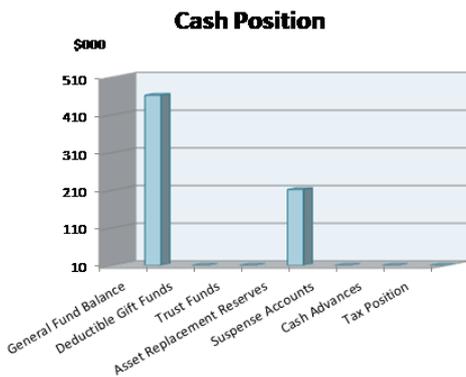
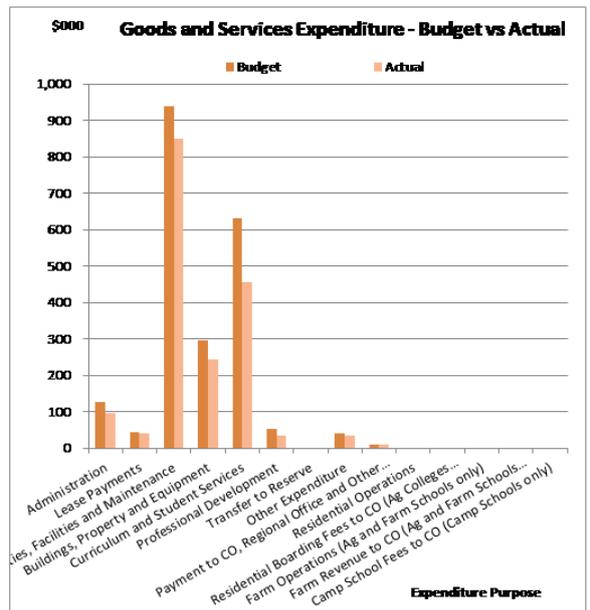


Derby District High School Financial Summary as at 31 December 2020

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 10,052.00	\$ 10,051.92
2	Charges and Fees	\$ 22,986.02	\$ 23,015.57
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 30,700.13	\$ 30,700.42
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 21,016.00	\$ 21,016.00
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 9,675.51	\$ 9,675.87
9	Transfer from Reserve or DGR	\$ 25,148.08	\$ 25,147.69
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds		\$ 119,577.74	\$ 119,607.47
Opening Balance		\$ 543,956.00	\$ 543,956.24
Student Centred Funding		\$ 1,557,456.28	\$ 1,557,456.35
Total Cash Funds Available		\$ 2,220,990.02	\$ 2,221,020.06
Total Salary Allocation		\$ 11,899,148.00	\$ 11,899,148.00
Total Funds Available		\$ 14,120,138.02	\$ 14,120,168.06



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 126,092.00	\$ 93,874.50
2	Lease Payments	\$ 41,735.00	\$ 40,836.45
3	Utilities, Facilities and Maintenance	\$ 937,351.07	\$ 848,711.97
4	Buildings, Property and Equipment	\$ 294,132.57	\$ 243,906.44
5	Curriculum and Student Services	\$ 630,451.39	\$ 455,720.00
6	Professional Development	\$ 53,625.00	\$ 35,293.48
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 39,117.76	\$ 32,889.17
9	Payment to CO, Regional Office and Other Schools	\$ 8,945.00	\$ 8,132.00
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
Total Goods and Services Expenditure		\$ 2,131,449.79	\$ 1,759,364.01
Total Forecast Salary Expenditure		\$ 8,949,045.00	\$ 8,949,045.00
Total Expenditure		\$ 11,080,494.79	\$ 10,708,409.01
Cash Budget Variance		\$ 89,540.23	



Cash Position as at:	
Bank Balance	\$ 664,967.49
Made up of:	
1 General Fund Balance	\$ 461,656.05
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 211,279.91
5 Suspense Accounts	\$ 2,861.53
6 Cash Advances	\$ -
7 Tax Position	\$ (10,830.00)
Total Bank Balance	\$ 664,967.49