



DERBY DISTRICT HIGH SCHOOL 2021 Annual School Report



Vision

“Sharing Knowledge”

This requires us as a school community to build relationships and work together with Diligence, Courage and Strength.

Our school understands that our success comes from the empowerment of each other’s stories when they are shared, valued and celebrated together.



Our Staff

Staff at Derby District High School are encouraged to be consistent and reflective practitioners.

It is vital that staff have a connected workplace with multiple tiers of support to continue to grow and evolve. To live and work in Derby, it is vital that there is a balance between the serious nature of school and enjoying the work that we are expected to do, with the people we are with, on the country we live. Our staff have a strong professional and social connections. With collaborative cluster models at the business front and an active social club that organises events that encourages us all to work together.

These events create lasting friendships and help unite us in a sometimes challenging environment.

Derby District High School Teaching Staff Retention 2009 - 2022

Starting year	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Total Teaching Staff	52	52	53	53	57	48	43	58	66	58	53	51	52	51
Teaching Staff Retained from Previous Year	42	38	48	45	46	33	32	43	53	48	42	31	39	39
New Teaching Staff	10	14	5	8	11	16	11	15	13	10	12	20	13	12
Staff Retention Rate	81%	73%	90%	84%	81%	69%	74%	75%	80%	83%	83%	61%	75%	76%



The *2018-2021 Business Plan* is now in a stage of review and refiguration.

Staff reviewed this document and set new targets that have a school improvement purpose and are achievable in the current climate of COVID-19 and our community environment.

Student Council provided input to the expectations around student achievement. A new plan with an operational placemat has been drafted through whole staff consultation in preparation of the next three year cycle. This sets our staff up for success when planning their classes to improve student outcomes.



The Student Achievement targets were the focus of the last few years and relied on standardised testing of NAPLAN and OLNA as indicators of success.

The review in September 2021 saw a slight change in what is deemed important in relation to school achievement to our students from our Student Council input and parent representatives on School Council.

These consultations have shaped the next 3 year plan.



STUDENT IMPROVEMENT TARGETS

The school strives to achieve the following targets by 2021

83%
82%

TARGET 1

85% of students in Years 3 and 5 will achieve at or above national minimum standard in Reading and 70% of students will achieve at or above national minimum standard in Writing in NAPLAN by 2021

77%
63%

64%
65%

TARGET 2

75% of students in Years 3 and 5 achieve at or above national minimum standard in Mathematics in NAPLAN by 2021

78.3%

TARGET 3

Student NAPLAN achievement for Years 7 and 9 to be equal to or greater than 'like' schools on average (Reading, Writing and Numeracy)

A formal yearly review is conducted to measure our progress against the Student Improvement Targets

TARGET 4

The percentage of students who have regular attendance (i.e. rate 90%) to be more than 35% by 2021

21%

TARGET 5

Student sense of safety, belonging, personal achievement and school pride to increase by 0.5 (on a 5 point scale) from 2018 -2021 in the biennial Student Satisfaction and Welfare Survey

??%
%

TARGET 6

The number of students completing Year 12 to increase (on average) 20% from 2018-2021 and an average of 25% of Year 12 leavers attaining WACE

220%
63%

Ongoing reviews and reflection also occur and inform our practice to enable success for all students

Achievement Targets Reviewed

Target 1- The implementation and consistent approach to the delivery of Let's Decode and Explicit Direct Instruction coached through the Kimberley Schools Project has had a positive effect in our Year 3 and 5 students who are now in their 3rd year of the project. Reading skills are explicitly taught. Writing is a slow second on the improvement scale. The change to NAPLAN Online has revealed a deficit of typing skills which will be a focus for 2022. Good progress and very close to the target stated in 2018. The school will continue to implement EDI and KSP strategies over 2022.

Target 2- Mathematics in the Primary has been hit and miss with the transiency of staff and reliance on individual teacher skillsets. Some staff were highly confident at delivering Mathematics, others not so due to experience and exposure. In 2020 the school began to explore a program that would suit Derby District High School with whole school implementation. PRIME Mathematics was selected from a shortlisted three. In semester 2 2020 this program was trialled across three classes in the primary school and was met with positive feedback. In 2021 the school employed a curriculum mathematics co-ordinator to develop an implementation plan (K-10), upskill staff and provide in class coaching and modelling of the PRIME program. In 2021, we had relative improvement in the mathematics area, but did not meet the targets stipulated in 2018. There is evidence that 2022 will display the effect of a whole school approach and investment into the mathematics program.

Target 3- Similar structure in place described in Target 2 were implemented in the secondary sector of the school. A focus on high quality classroom practice and explicit direct instruction saw an increase in students participating in NAPLAN. Although the 2018 target was relatively aspirational, over 70% of our students in 7 and 9 were at or above the "like" schools average. Which we can see a forward trajectory of improvement.



Target 4- Regular attendance was kicked quite badly by the COVID-19 pandemic. The school has allocated significant resourcing to remote learning training, work package development and timetabling to enable regular, formal educational contact. Some of our families withdrew into remote communities and refused to return into town. Some families have indicated that they feel their safety is more important than their children going to school. It has taken some time to regain this lost confidence. Again, with a 40% transient student population, this target was always going to be aspirational. High 25-30% would have been more realistic and achievable. Reducing the severely at risk would have been more appropriate. Getting classes working to a consistent high standard has maintained good attendance. The golden rule “make the classes so good, they won’t want to be anywhere else”. In 2022 the school plans to implement strategies that will enable the rebuilding of educational confidence. Short courses for senior school, readiness classes (multi-age, single gender), small group learning and agency partnership education will help rebuild regular attendance.

Target 5- Student well-being data was broken, inconsistent and there was limited information to make judgements about what point scales were being identified in this target from previous years. In 2021 the school looked to the School Psychologist and Student Service team to initiate a SEWB survey that would be able to provide snapshots of student well being and resiliency over time. The first of these surveys were conducted by the team in semester 1 over a four week period, capturing a wide demographic of our school students. The SEWB data was used to identify four SEL programs to trial over the next few years to assist our staff in supporting some of the challenges our students face.

Target 6- 2021 graduated 14 year 12’s with 8 achieving WACE and all 14 achieving at least 1 Certificate 2 or 3. This was a much bigger cohort than previous years. The improvement rests on the schools case management of student pathways and stabilisation of Year 11/12 coursework. Unique Derby District High School processes provides motivation and purpose to studying. We begin the journey in semester 2 of year 10. All 14 have successfully transitioned into full time work, apprenticeships and 3 students will enter university through an alternative pathway developed in collaboration with the universities, the school and our partners. We are exceptionally proud of our senior school success in 2021.

2021 Specialist Programs:

Kindilink- Run out of two centres (townsite- School Community House/Bubanil and Mowanjum community Kindy) this program partners with parents and their children 0-3 years to engage in school ready behaviours. Organised play, group sessions, healthy babies and positive parenting are just some of the activities conducted during this program. The school partners with Ngunga Women's Resource Centre to reinforce the program with community playgroup. Kindilink families have shown a significant positive change in the readiness for school in the children after a year or two of exposure to the program. It is also great to see so much fun the parents and kids have in the centres.

Multilit (Minilit and Maqlit) - Seven specialist staff including Education Assistants and Aboriginal Island Education Officers have been trained to deliver this literacy program as a second intervention for students struggling with the challenges of literacy. There are individual lessons and small group lessons conducted daily from Year PP- 10. We have seen significant improvement in the early years and our standard testing participants. Implemented in the secondary school, this program has provided a needed intervention for those students still struggling with literacy. NAPLAN and OLNA participation was exceptional in 2021 due to the increase in student confidence.

Digital Media (Primary) - this has exploded in positive outcomes. Students experience basic coding, robotics, innovation and design and explicit ICT skills practice like typing, editing and communication.

Extension Classes (Primary) - Extension is a program offered by the school for eligible Year 3-6 students. Students are nominated for the program by their classroom teachers based on their behaviour, attitude, to learning, attendance and work ethic. Students participate in project-based learning activities incorporating extended literacy, vocab, spelling, maths, problem solving, science, investigative research, portfolio building and digital literacy. The students are currently undertaking research into permaculture with a focus on sustainability and have established a school permaculture garden that they maintain.





2021 Specialist Programs:

► **Digital Media (Secondary)** - students explore graphic design and publications. This subject has developed short movies and entered a number of competitions exploring social media messaging. Students develop explicit ICT skills and experience different forms of communication.

► **Art (Secondary)** - Students explored screen printing and mural design with a specialist mural artist. The Art building was painted over the second semester as a formative assessment alongside a professional artist.

► **Endorsed Community Project-** This course revolved around the presentation of a local elder's dreaming story, accompanied by a Marquette puppet show. Built and performed by students across year groups with the Kimberley Theatre visiting specialist. Three groups of students in Art, Technology and Enterprise and Media combined to present three performances to Students, and the wider community.

► **Follow The Dream-** The school's relationship with the Polly Farmer Foundation has increased the ability for Aboriginal students to access extra tutorial hours after school from Years 4- 12.

► **Clontarf Academy-** Aboriginal male students in Years 5 - 12 are provided with support and incentives to improve retention and participation in school.

► **Shooting Stars Academy-** This program provides support to all female students from Years 3-12 to improve attendance, participation and retention.



2021 Specialist Programs:



► **School Readiness Program**- A program still in trial with a specialist multi-ages teacher (secondary currently) that provides structure to the schools most free-range students. This program has started to include inter-agency support and an increase in social capital from our partners in the community. It is a bridging point back to mainstream using individual education plans and a flexible approach into formal school.



► **Kimberley School's Project**- This specialist program is supported at a regional level with coaches and principal advisors to explicitly improve literacy. The purpose of this program is to support the development of the best practice teaching skills in all classrooms across the region. Derby DHS has had significant improvement in student outcomes due to the investment in time and resourcing for staff development. The school employed a full time Coordinator to provide ongoing, daily staff support for quality teaching in 2021.

► **STEAM** - An after-hours program designed to extend the critical thinking and problem-solving skills of secondary students. Co-ordinated and run by a specialist science staff and environmental studies teacher, students have built rockets, bridges, explored solar systems, planted vegetable gardens from grafted and budded plants and many more exciting things.

► **Aviation Certificate 3**- This course is for senior school students wishing to access the first stage of an aviation or drone qualification. The second aspect to the short course conducted over a block of 3 weeks results in students achieving a certificate 3, and a commercial licence to fly a drone for commercial gain. The school has a partnership with Rio Tinto and with RAAF base -CURTIN to supply and deliver the course once a year.



2021 Specialist Programs:

► **Derby Employment Pathways Program (DEPP)** - Provides flexible work place learning opportunities through a bespoke arrangement between employers, parents, students and the school. It has resulted in 9 transitions into full time work and apprenticeships in 2021.

► **Year 10 Endorsed program** - This is a school developed solution to enable students to accrue WACE points in year 10 for the purpose of achieving WACE and to build confidence. This includes currently; Keys for life, Drone pilot introduction, Community production, Hospitality-food for the homeless, Design and Technology public works. Year 10 students can nominate to participate, or can use this program as a point of engagement (for those returning to school after a long absence). Still in trial, the school has built a suite of “short courses” that excite students in preparation for 2022.

► **Pastoral Operations** - Offered to Year 9-10 students as an elective subject. The curriculum is around equine (horse) management, handling, employment opportunities and confidence. The program looks to expand into the whole secondary context with a massive interest from students. This is run in partnership with local horse owners and the Derby Rodeo Club.

► **On country learning experience-** This has been a school tradition for a number of years and provides an opportunity for every class from year 4 onwards to practice local skills, and experience the stories and history of our local country. It also provides a significant opportunity for new staff to build working relationships with students and see some of our students shine as leaders in a different learning environment. The school is assisted by Derby Aboriginal Health (DAHS) and Remote School Attendance strategy (RSAS) team and on occasions the shire’s youth network team. The continuation of this program will depend on the availability of suitable 4X4 people carrier vehicles in 2022.





OUR STUDENTS

- ▶ **Leadership-** Student Councillors and Faction House Captains assist in running activities that our students find enjoyment and excitement in.
- ▶ In 2021 our Year 12 cohort were an active part of making school base decisions whilst planning school events.
- ▶ Our Student Council assisted in running and presenting the whole school assemblies, discos, school balls and some engaged with the School Council to provide input into the school's \$20.9 M secondary build upgrade due to start in 2022.
- ▶ Building our Students Social and Emotional Well-Being
- ▶ Our Students conducted a Social and Emotional Well Being Survey (SEWB) conducted over a series of days with a variety of year groups assisted by our School Psychologist team. . The data was then compared to other schools that conducted the same SEWB Survey.
- ▶ Results and reflections on the data has informed our planning for 2022.
- ▶ Some of the data and reflections are following.



Learning Skills

Question:	Identified Strengths	Identified Weaknesses	Needs/recommendations for our SEL program
I am confident with doing difficult school work	Girls more confident and higher than all schools average Year 10-12 girls 71.4% (significantly higher than all schools average)	Boys are lower than all schools average.	- Learning - School
I am persistent and try very hard to complete all my school work	Most boys similar to all schools average Year 10-12 boys - 73.9% All girls seem to be higher or on par to all schools average	% of students agreeing/strongly agreeing with this Year 7 boys - 56.3% Year 8 boys - 33.3% Year 9 boys - 60%	Why is this occurring in the Year 7/8 boys cohort? What can we do to help re-engage them? Boys Readiness program
I am disorganised (forget material I need for class, have messy papers, do not write down homework clearly)		Year 9 cohorts appear to more disorganised	All materials are already supplied for students
When I don't understand something I'm learning, I think that "I really don't have what it takes to be successful."	% of students agreeing/strongly agreeing with this Year 7 boys - 18.8% Year 9 boys - 20% Significantly lower than all schools average	% of students agreeing/strongly agreeing with this Year 7/8 girls- 55.6% Year 8 boys - 60% (more than double all schools average) Year 9 girls - 54.5%	What is happening with our Year 8 boys? Why is there such a difference there? -school - community - family - values -emotional skills - social skills
I think about planning my time so that I get all my work and jobs done on time	% of students agreeing/strongly agreeing with this Year 10-12 boys - 78.3%	Majority of boys and all girls significantly lower than all schools average Year 9 girls 36.4%	Links back to organisation. - School - learning
I am good at working cooperatively with others on projects	% of students agreeing/strongly agreeing with this Year 7/8 girls 83.3% Year 9 boys - 80% Year 10-12 girls - 85.7%	% of students agreeing/strongly agreeing with this Year 7 boys - 43.8% Year 8 boys - 66.7% Year 9 girls- 45.5% Well below all schools average	- values -emotional skills - social skills - learning - school
I want to do my very best in my schoolwork	Most cohorts want to achieve this	Year 7 boys - 68.8% Year 8 boys - 66.7% Well below all schools average	Why has this trend occurred? How can we address? - Values - Learning - School
When I do badly in my schoolwork, I think, "I'm a failure"	Most cohorts are below all schools average	Year 9 girls -72.7% (Significantly higher than all schools average)	Year 9 girls - values -emotional skills - social skills - learning - school

Learning Skills

LEARNING SKILLS



Low: When doing challenging and difficult schoolwork, young person almost never demonstrates learning skills and positive attitudes towards themselves and school that are needed for them to achieve to their potential. Young person almost never wants to do his/her best at schoolwork and is almost never confident, persistent, organized nor works well with others.

Emerging: Most learning skills and positive attitudes towards learning of a young person have not emerged as yet including wanting to his/her best in school and being confident when doing difficult schoolwork. Others are consolidating at upper Level 2 including persistence and working cooperatively. A young person is rarely confident when doing schoolwork that is difficult and under-achieves. At upper Level 2, a lessening of self-depreciation for poor schoolwork emerges.

Developed: A young person has now developed many more learning skills and positive attitudes towards learning than a young person at a lower level. At this level, a young person almost always wants to do his/her best in schoolwork, thinks he/she has what it takes to be successful, is confident when doing difficult schoolwork, plans time and avoids self-depreciation when doing badly in schoolwork.

Highly Developed: When doing challenging and difficult schoolwork, young person displays more highly developed learning skills and attitudes (confidence, organization, goal orientation) including compared to Level 3 greater persistence, work cooperation time planning and less frequent self-depreciation for learning mistakes and failures.

Very Highly Developed: When doing challenging and difficult schoolwork, young person applies a wide range of exceptional learning skills and positive attitudes towards themselves and school. The two signature strengths that distinguish a young person are more advanced skills in working cooperatively with others as well as in planning time.

ASSESSMENT: Roughly 20% more students in emerging than other schools. Meaning our students are rarely confident when doing content which is difficult. Most positive attitudes toward learning including wanting to do their best have not been developed.

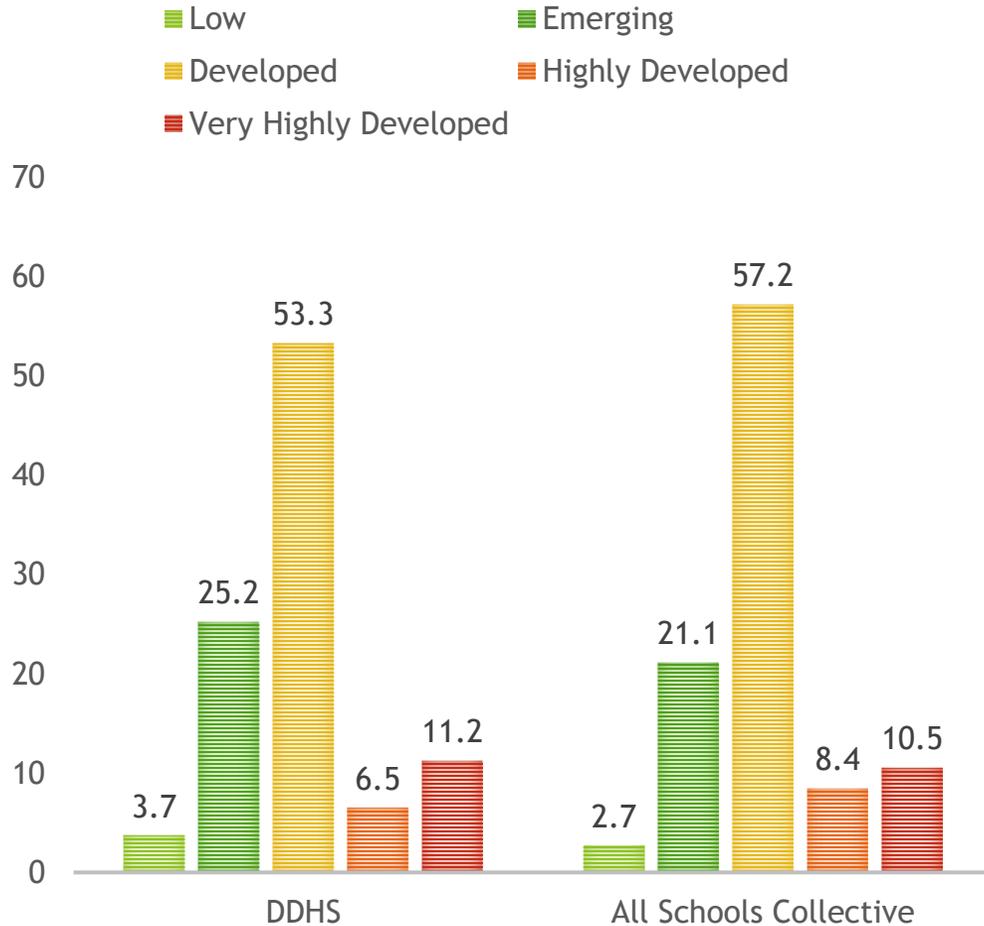
3x less Highly Developed Learners, meaning other schools see on average, 3x more students showing organisation, goal orientation and confidence.

Community

Question:	Identified Strengths	Identified Weaknesses	Recommendations of what
Where I live, adults make opportunities available for young people to do things that makes their community a better place to live	All cohorts strongly agree with this with some significantly higher than all schools average	% of students agreeing/strongly agreeing with this Year 9 girls -54.5%	Derby has a strong culture for this. Year 9 girls are a concern. Need to nurture this.
There are lots of activities I can do after school and on weekends	% of students agreeing/strongly agreeing with this Year 8 girls 77.8%	Majority below all schools average % of students agreeing/strongly agreeing with this Year 9 girls - 45.5%	Students have identified good role models in the community, however the activities may not be appealing to all students. What is missing in our community? Where do we head from here?
Outside of my school and family, there is an adult who show s/he cares a lot about me	% of students agreeing/strongly agreeing with this Year 7 boys 75% Year 9 boys - 90% Year 10-12 boys - 82.6% Year 7/8 girls - 94.4%	% of students agreeing/strongly agreeing with this Year 8 boys - 60% Year 9 girls -54.5% Year 10-12 girls - 64.3%	Most boys seem supported except Year 8 boys, which may link back to behavioural conflicts. There is a trend with older female students not feeling supported. What can we do here? - Female role models Shooting stars, Student Services, Youth Centre, community
When I have worked hard and acted responsibly there is an adult outside of my school and family who praises me	All cohorts strongly agree with this with some significantly higher than all schools average Year 7 boys - 87% Year 8 boys - 73.3% Year 9 boys - 80% Year 7/8 girls - 77.8% Year 10-12 girls - 78.6%	% of students agreeing/strongly agreeing with this Year 9 girls - 54.5%	Year 9 girls have popped up again. Is this because they are not engaged in the community?
My friends work hard and behave well	% of students agreeing/strongly agreeing with this Year 7 boys - 81.3% Year 10-12 girls - 92.9% Above like school average	% of students agreeing/strongly agreeing with this Year 8 boys - 60% Year 10-12 boys - 52.2% Year 9 girls - 45.5% All significantly lower than all schools average	Recurring trend with Year 8 boys and Year 9 girls

Community

COMMUNITY



Low: Young person perceives that s/he lives in a community where s/he is very infrequently engaged with positive people (peers, adults), opportunities, programs and experiences.

Emerging: Young person perceives that that his/her engagement with positive people (adults, peers) and youth oriented programs (sport, music, arts, hobbies) is more frequent than young people report at Level 1, but it is, nonetheless, occasional.

Developed: In comparison with those at lower levels of SEWB, young person now experiences community support including connectedness to positive peers as well adults who communicate high expectations for behaviour and provide acknowledgement when the young person does the right thing and accomplishes something. A young person now has lots of activities to do after school and on weekends including volunteering to help others.

Highly Developed: A young person now experiences greater frequency and quality of positive engagement with peers, adults, and after-school activities than a young person who is at Level 3. What is noticeable stronger are the presence of one or more adults outside of school and family who offer praise for positive behaviour.

Very Highly Developed: Young person experiences people in his/her community as being exceptionally supportive, caring and reinforcing. Explicit boundaries, shared values and high expectations are exceptionally strong. The signature strength of community experience for these young people is the extent to which their peers work hard and behave well.

What does this mean for us?

Relative strength. An element for the school to harness when creating opportunities for student success.



Whole School Results - Data Trends/Snap Shots

NAPLAN (Years 3-9)

Behaviour (number of suspensions and days suspended)

Attendance (K-12)

School Academic Achievement and Progress Data

2020 data and teacher transiency identified that the school should focus on stabilizing secondary pathways and supporting quality whole school approach to teaching and learning.

2021 was a year of concentrating on supporting highly functional classrooms. This foci determined the amount of resourcing to support teacher practice and routine to continue a story of student success.

Classroom staff had opportunities to be coached through Kimberley Schools Project (KSP) coaches and continued modelling and guidance from expert staff employed as Curriculum coordinators of English and Mathematics. The use of school wide routines, K-10 scope and sequencing, explicit and direct instructional techniques and ongoing in class coaching enabled 2021's growth in academic progress.

Secondary school pathway planning escalated into a bespoke implementation for individualised student programs. The introduction of a number of Department endorsed short courses kept students achieving and engaged. Our students have responded positively with a new, invigorated purpose for school. The secondary school has developed a partnership with Universities to begin the alternative entry bridging courses to enable Tertiary bound students an opportunity to be accepted without the pressure of the school having to provide 4-5 ATAR subjects or ATAR through SIDE (which has been difficult for many of our students).

In 2021 many of our secondary students engaged in after school employment. The result has been a greater acceptance of what work looks like which has provided the students consensus that school has a part to play in their ability to get part time employment.

19 students engaged in the Derby Employment Pathways Program (DEPP) That has run over two years in which 11 were successful in securing full time employment/apprenticeships into their chosen vocation. Three students trialled a number of potential careers and four made the decision to return to school full time, and (1) continued to explore career options through the program into 2022. Historically these students would have been lost in the system.



Comparative Data

Comparative Performance for Numeracy

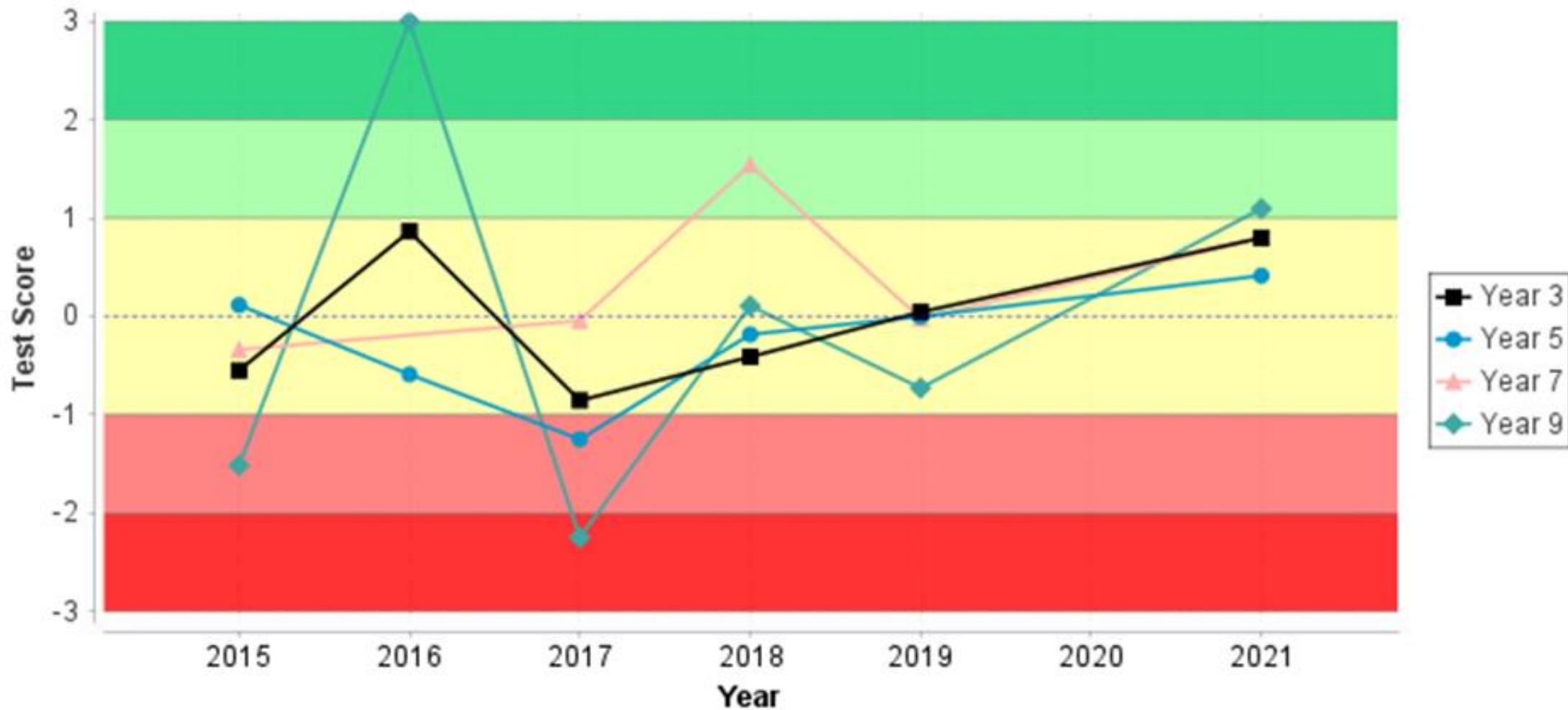
Numeracy	Performance						Students					
	2015	2016	2017	2018	2019	2021	2015	2016	2017	2018	2019	2021
Year 3	-0.5	0.9	-0.9	-0.4	0.0	0.8	43	39	37	35	42	34
Year 5	0.1	-0.6	-1.2	-0.2	0.0	0.4	43	40	44	36	37	36
Year 7	-0.3		0.0	1.5	0.0	0.8	40		44	43	46	29
Year 9	-1.5	4.3	-2.2	0.1	-0.7	1.1	13	21	20	22	21	22

Copy Options

- Above Expected - more than one standard deviation above the predicted school mean
- Expected - within one standard deviation of the predicted school mean
- Below Expected - more than one standard deviation below the predicted school mean
- If blank, then no data available or number of students is less than 6



Numeracy Performance





Comparative Performance for Reading

Reading	Performance						Students					
	2015	2016	2017	2018	2019	2021	2015	2016	2017	2018	2019	2021
Year 3	0.5	1.0	0.5	-0.4	-0.4	0.5	49	39	36	36	49	38
Year 5	-1.3	-0.5	-0.9	-0.7		1.4	50	39	47	37		38
Year 7	-1.2		0.4	0.7	-0.2	-0.7	40		47	41	53	36
Year 9		3.9	1.8	1.1	-2.2	-0.3		22	21	19	22	27

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Above Expected - more than one standard deviation above the predicted school mean

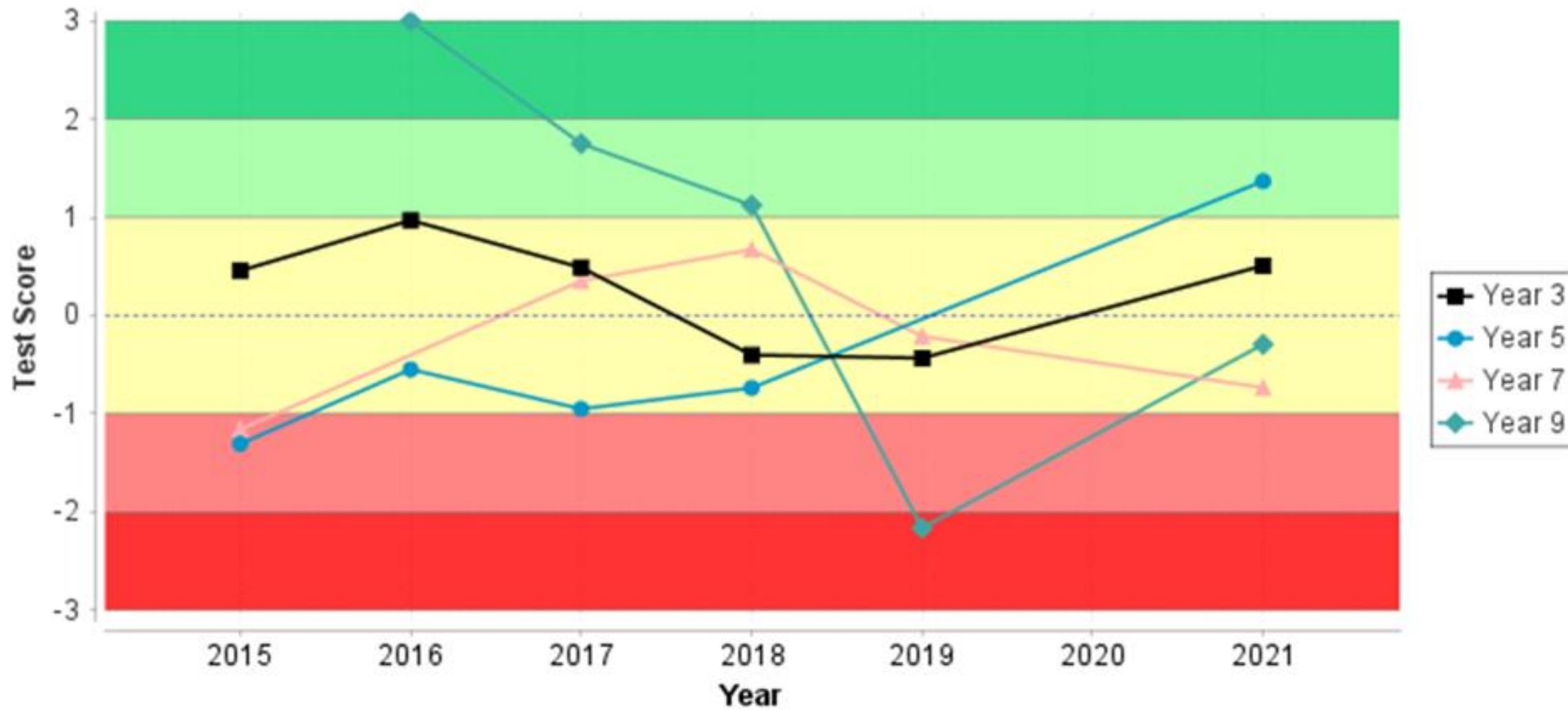
Expected - within one standard deviation of the predicted school mean

Below Expected - more than one standard deviation below the predicted school mean

If blank, then no data available or number of students is less than 6



Reading Performance



Comparative Performance for Writing

Writing	Performance						Students					
	2015	2016	2017	2018	2019	2021	2015	2016	2017	2018	2019	2021
Year 3	-0.1	-2.1	-0.9	-0.6	-1.2	0.1	49	38	35	37	50	40
Year 5	-1.6	0.4	-2.8	-1.1	1.3	0.5	45	38	52	36	42	41
Year 7	-0.4		-3.7	0.8	1.0	-0.3	35		48	42	50	30
Year 9	-1.5	0.5	-0.3	-2.4	1.7	1.0	13	23	18	21	21	29

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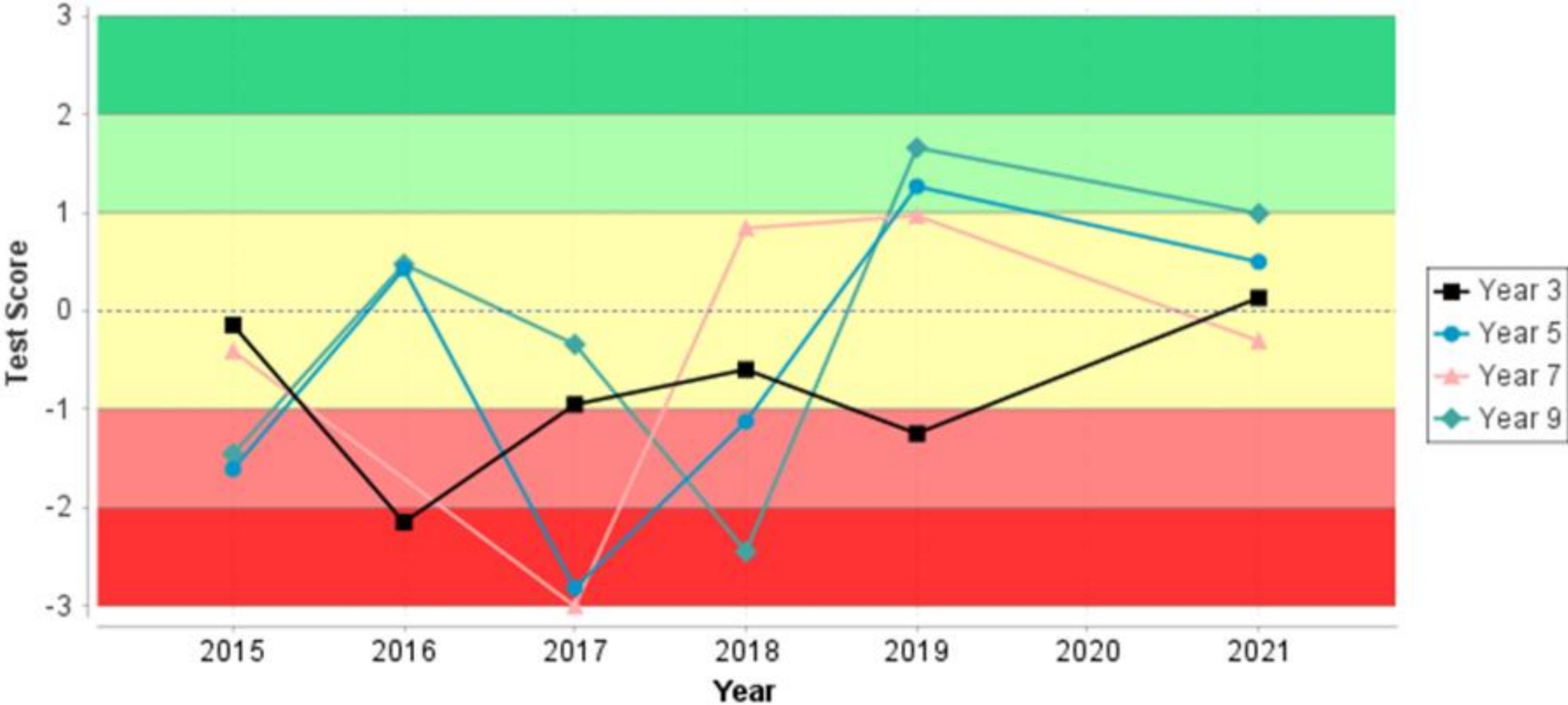
 Above Expected - more than one standard deviation above the predicted school mean

 Expected - within one standard deviation of the predicted school mean

 Below Expected - more than one standard deviation below the predicted school mean

 If blank, then no data available or number of students is less than 6

Writing Performance



Comparative Performance for Spelling

Spelling	Performance						Students					
	2015	2016	2017	2018	2019	2021	2015	2016	2017	2018	2019	2021
Year 3	-0.3	-1.5	-1.2	-0.8	-0.4	0.6	49	39	35	40	38	35
Year 5	-0.7	-0.1	-2.0	1.2	-1.0	0.9	48	41	52	36	38	37
Year 7	-0.9		-0.3	2.6	-1.0	3.1	40		49	43	47	32
Year 9	-2.2	1.5	-2.1	-1.2	0.9	2.8	16	23	19	20	19	26

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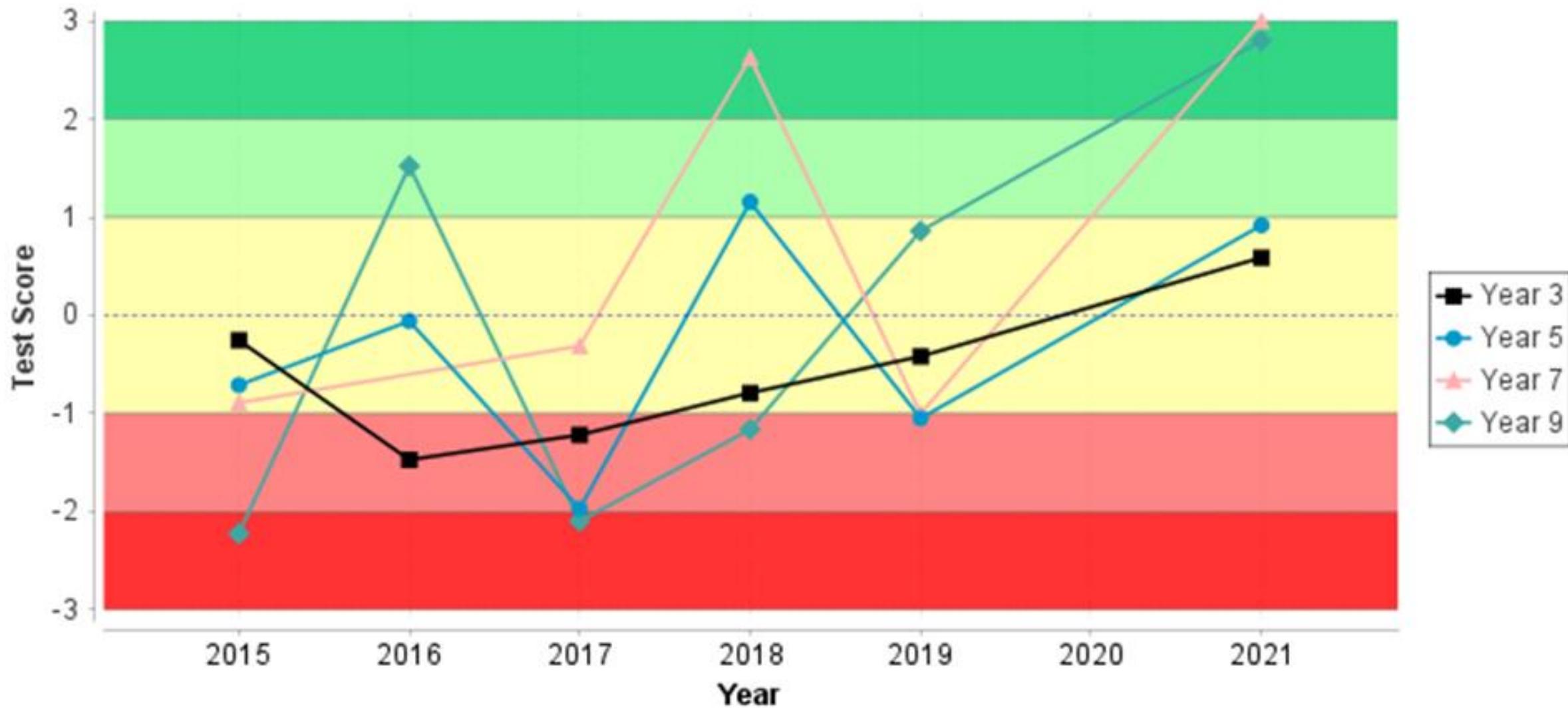
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 Expected - within one standard deviation of the predicted school mean

 Below Expected - more than one standard deviation below the predicted school mean

 If blank, then no data available or number of students is less than 6

Spelling Performance



NAPLAN

The pattern of annual data shows us that we have been hit and miss in regards to skill development across year levels. The progress graph is staggered. This infers that there is not enough time to practice and master the skills to ensure there is efficacy in particular skillsets. The fine grain data has been explored and sentence structure was indicated as an area of significant work in 2022.

Our students can spell to a reasonable standard but they have difficulty to put them into a written format for a specified purpose.

This guides our school to look at the explicit delivery of sentence structure and written communication. Some strategies have been suggested include: home reader program, more guided reading and an increase in the delivery of explicit written frameworks.

Feedback from NAPLAN supervisors has resulted in a school-wide focus on typing skills. With Writing now being conducted online, it was reported by supervisors that in all year groups, simple typing pace and accuracy were factors affecting success for our students. There were reports of students deleting whole paragraphs to correct a mistake rather than click to the error.

Behaviour - Number of Suspensions and Days of Suspensions

Suspension data tells us about the quality of our relationships and our learning environments. Derby District High School has a strong history of reflective practices and restorative processes. The ongoing change in staff has a significant flow on effect in building high expectations relationships. This can result in conflict. Understanding the background of a majority of our students, and forming strong relationships with them and their families aids the reduction in conflict significantly.

This does not mean that we are free of it and the dysfunction in the community is often reflected in the behaviour of our students which can make Derby a challenging place to live and work. Our students though, on the whole, are happy and love school. They are quick to bond with their staff and love to say hello and interact positively in the community.

Conflict is caused by a perceived imbalance of power. Some of our students make decisions of adults in their young lives, so school rules and school culture can be confusing. We have explicit lessons on how we behave at school presented during class times (primary) and in Form (secondary). These are driven by a dedicated team that deliver Stronger Smarter Positive Behaviour in Schools(SSPBS). Lessons are delivered every week with a focus behaviour determined by the SSPBS team each term. These behaviours are identified from data collected each term.

Consequences result from students struggling with the loss of this power and control. Consequences need to be communicated explicitly, applied consistently, relevant and fair in their application to be effective. The employment of Student Services Officers and Deputies in both Primary and Secondary school, enable these to be conveyed to students, staff and the wider community.

We can see trends of behaviour and this guides our Student Services teams in responding with Individual Education Plans (IEP) Behaviour Management Plans (BMP) and case management.

We have demonstrated great improvement in 2021 and have identified some strategies that have only just started to show patterns of ongoing improvement.

2018 Semester 1	Students Suspended	Unique Enrolments	% Students Susp	Total Number of Suspensions	Total Days Suspended	Average Days Suspended
	99	762	13.0	203	402.0	2.0
2019 Semester 1	Students Suspended	Unique Enrolments	% Students Susp	Total Number of Suspensions	Total Days Suspended	Average Days Suspended
	109	745	14.6	243	764.0	3.1
2020 Semester 1 <small>(based on 18 weeks only Due to COVID 19 closures)</small>	Students Suspended	Unique Enrolments	% Students Susp	Total Number of Suspensions	Total Days Suspended	Average Days Suspended
	78	706	11.0	120	238.5	2.0
2021 Semester 1	Students Suspended	Unique Enrolments	% Students Susp	Total Number of Suspensions	Total Days Suspended	Average Days Suspended
	108	708	15.3	187	331.5	1.8



2018 Semester 1

Code	Suspension Category	Number	%
N1	Physical aggression toward staff	13	6.4%
N2	Abuse, threats, harassment or intimidation of staff	25	12.3%
N3	Physical aggression toward students	43	21.2%
N4	Abuse, threats, harassment or intimidation of students	26	12.8%
N5	Damage to or theft of property	7	3.4%
N6	Violation of Code of Conduct or school/classroom rules	49	24.1%
N7	Possession, use or supply of substances with restricted sale	16	7.9%
N8	Possession, use or supply of illegal substance(s) or objects	6	3.0%
N9	Negative behaviour - other	18	8.9%
N0	E-breaches	0	0.0%

2021 Semester 1

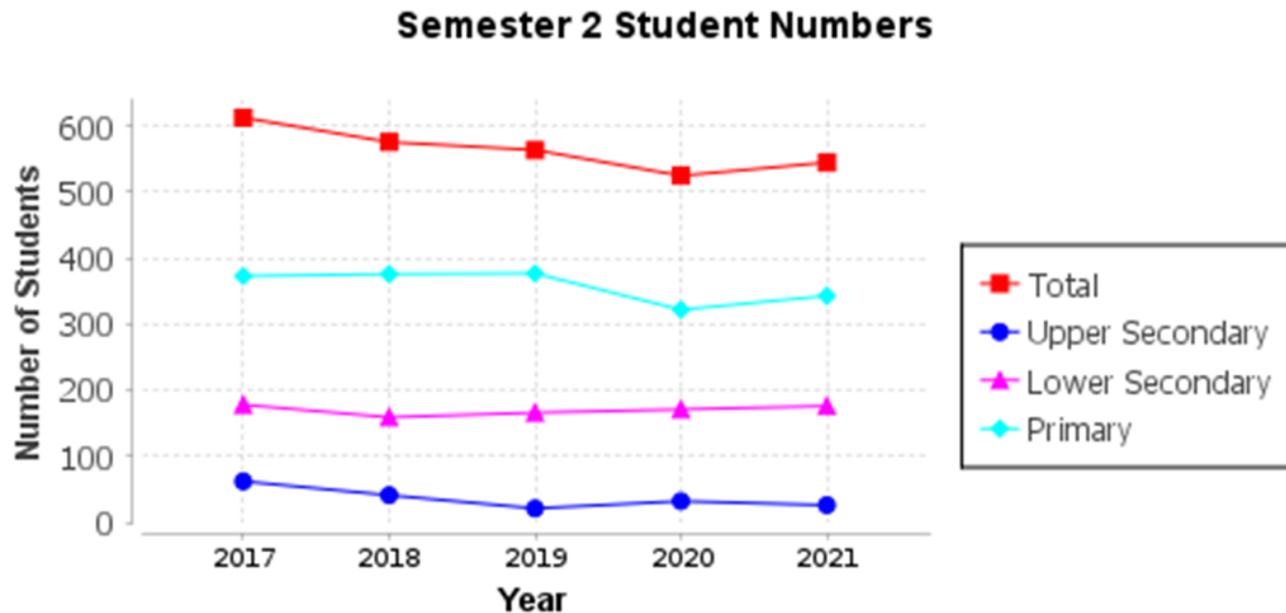
Code	Suspension Category	Number	%
N1	Physical aggression toward staff	10	5.3%
N2	Abuse, threats, harassment or intimidation of staff	29	15.5%
N3	Physical aggression toward students	15	8.0%
N4	Abuse, threats, harassment or intimidation of students	45	24.1%
N5	Damage to or theft of property	8	4.3%
N6	Violation of Code of Conduct or school/classroom rules	29	15.5%
N7	Possession, use or supply of substances with restricted sale	5	2.7%
N8	Possession, use or supply of illegal substance(s) or objects	9	4.8%
N9	Negative behaviour - other	37	19.8%
N0	E-breaches	0	0.0%

Enrolment Trend

The trend of student enrolment continues to slide gradually. Community confidence and Derby townsite stability have both had parts to play. As families move out of town due to work closures and increased social problems the school loses those numbers.

Although the school is unable to have much influence on townsite stability, we have looked deeply at our public perception and made a strategic effort to target areas we can influence. Derby DHS has used strategies including; greater amounts of positive messaging on social media, actively engaging in celebrating small successes with parents and events like open nights, school balls, awards nights and assemblies. Derby District High school continues to look responsively to the community for indicators of success and improvement.

Having greater visibility in the community and participating in community working groups and agency networks have greatly improved the school's public perception in Derby.



ATTENDANCE

Collection Period	2014 Sem 2	2015 Sem 2	2016 Sem 2	2017 Sem 2	2018 Sem 2	2019 Sem 2	2020 Sem 2	2021 Sem 2
Percentage in Category:								
Regular Attendance	20.7%	20.6%	21.2%	22.4%	24.1%	23.0%	16.9%	18.5%
Indicated Risk	17.3%	19.6%	17.4%	20.8%	16.8%	13.0%	14.8%	16.5%
Moderate Risk	20.1%	21.2%	22.1%	19.4%	20.3%	19.8%	19.9%	17.5%
Severe Risk	41.9%	38.7%	39.2%	37.4%	38.8%	44.3%	48.4%	47.5%
Number in Category:								
Regular Attendance	128	126	140	151	168	152	105	112
Indicated Risk	107	120	115	140	117	86	92	100
Moderate Risk	124	130	146	131	142	131	124	106
Severe Risk	259	237	259	252	271	293	301	288

The School has suffered from regular attending students due to the effects of the pandemic. The school is set to make traction to improve the regular and indicated risk students by focusing on building highly functional classrooms. The spin off has been a slight dip in the tail of severely at risk students as the school was able to program better around their needs. The number of students in this category makes it unfeasible to really achieve much as every student would require close to 1:3 staff student ratio to meet their needs. This is not viable with the funding model, staffing processes and current available staff in the western Australian system.

Some of our strategies we used in 2021 to improve attendance are on the next page.

► Attendance Strategies



► **Employed School Based Attendance Officer (SBAO)** - to follow-up absent student, assist staff on home visits and work with Regional office for referred students.

► **Community Engagement Coordinator** - delivers community related events and facilitates on country learning program. Supports families targeted by SBAO to assist their return to school.

► **Greet the Staff Days at the Pool**- enables staff and students to meet, share stories in a non-threatening, neutral power environment.

► **RSAS (Remote School Attendance Strategy)** assist targeted families to build a routine of school preparedness. RSAS also readily assist on school/ community events and were frequent in classes to support targeted students returning to school.

► **Home Visit Time**- This is scheduled DOTT in which teaching staff and AIEO/EA staff work together to support parents with their children.

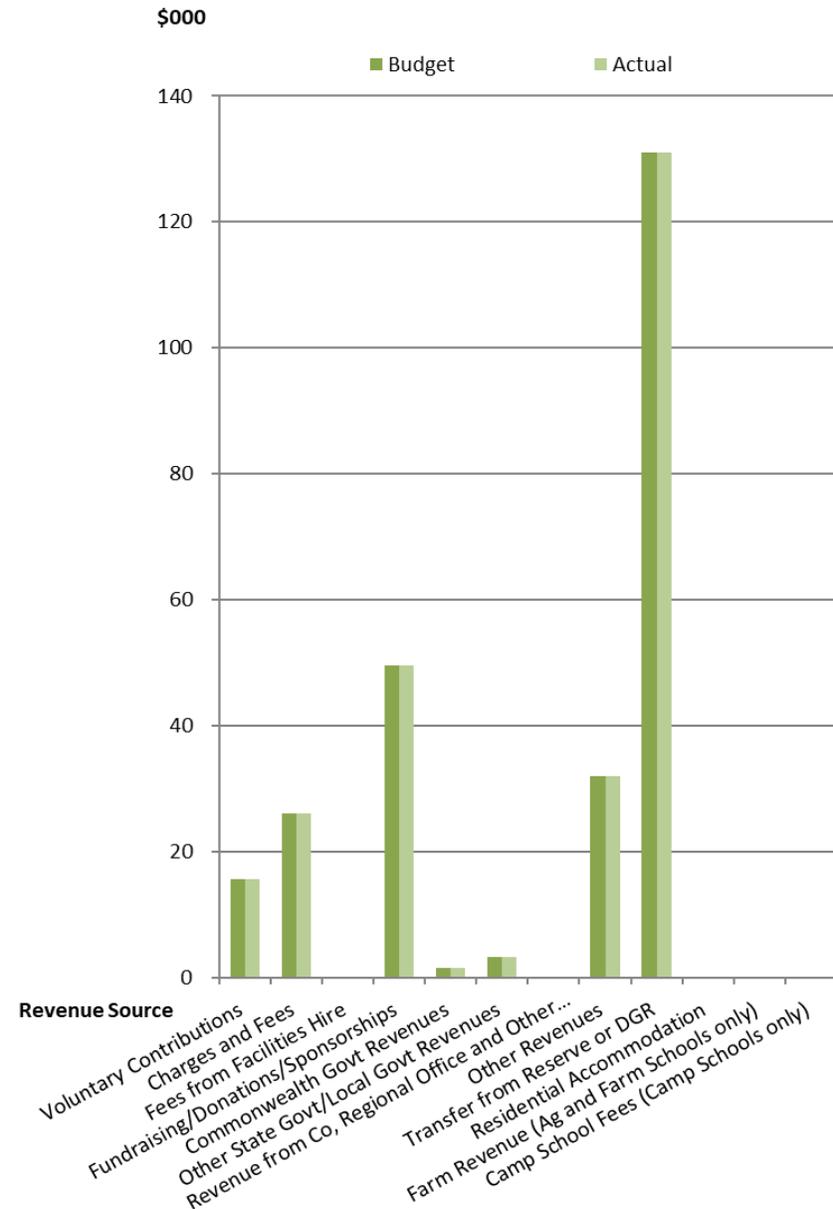
► **Meet and Greet Days**- getting staff into communities (where COVID restrictions allow) to help establish relationships with students and families. These have been successful in their purpose.



Finance Review 2021

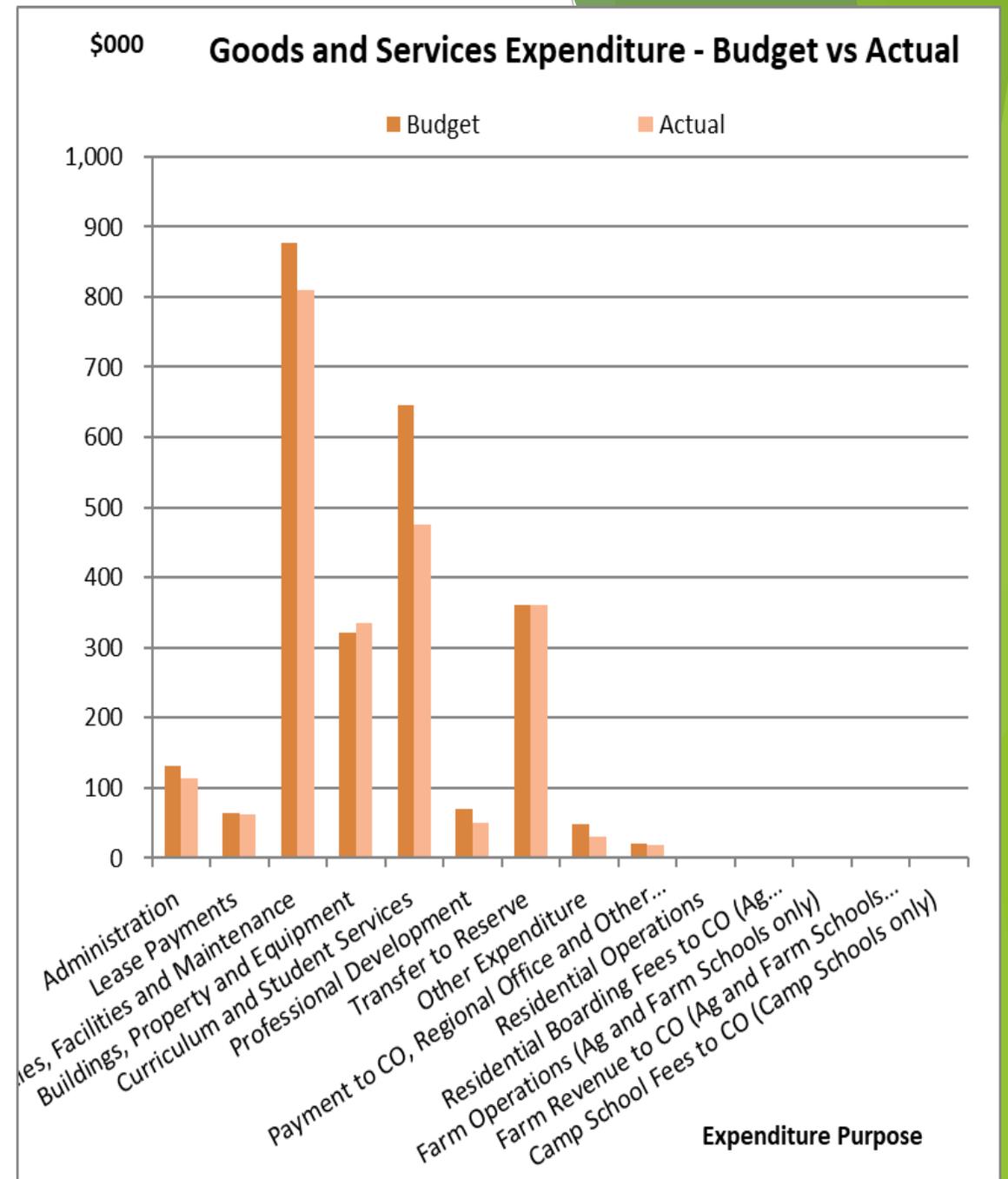
Revenue - Cash & Salary Allocation	Budget	Actual
Voluntary Contributions	\$ 15,584.20	\$ 15,584.20
Charges and Fees	\$ 26,048.00	\$ 26,048.13
Fees from Facilities Hire	\$ -	\$ -
Fundraising/Donations/Sponsorships	\$ 49,514.53	\$ 49,513.94
Commonwealth Govt Revenues	\$ 1,459.58	\$ 1,459.58
Other State Govt/Local Govt Revenues	\$ 3,250.00	\$ 3,250.00
Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
Other Revenues	\$ 31,921.06	\$ 31,922.23
Transfer from Reserve or DGR	\$ 131,068.50	\$ 131,068.50
Residential Accommodation	\$ -	\$ -
Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 258,845.87	\$ 258,846.58
Opening Balance	\$ 461,656.00	\$ 461,656.05
Student Centred Funding	\$ 1,891,043.13	\$ 1,891,043.13
Total Cash Funds Available	\$ 2,611,545.00	\$ 2,611,545.76
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 2,611,545.00	\$ 2,611,545.76

Locally Generated Revenue - Budget vs Actual



Expenditure - Cash and Salary	Budget	Actual
Administration	\$ 131,864.88	\$ 113,277.15
Lease Payments	\$ 64,937.00	\$ 61,197.56
Utilities, Facilities and Maintenance	\$ 876,580.00	\$ 809,680.79
Buildings, Property and Equipment	\$ 321,562.14	\$ 335,753.25
Curriculum and Student Services	\$ 646,168.07	\$ 475,080.23
Professional Development	\$ 70,272.00	\$ 50,194.27
Transfer to Reserve	\$ 360,000.00	\$ 360,000.00
Other Expenditure	\$ 47,440.18	\$ 30,989.29
Payment to CO, Regional Office and Other Schools	\$ 19,860.00	\$ 19,095.68
Residential Operations	\$ -	\$ -
Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
Total Goods and Services Expenditure	\$ 2,538,684.27	\$ 2,255,268.22
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 2,538,684.27	\$ 2,255,268.22
Cash Budget Variance	\$ 72,860.73	

Cash Position as at:	
Bank Balance	\$ 786,674.48
Made up of:	
1 General Fund Balance	\$ 356,277.54
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 440,211.41
5 Suspense Accounts	\$ 3,652.53
6 Cash Advances	\$ -
7 Tax Position	\$ (13,467.00)
Total Bank Balance	\$ 786,674.48





Finish on a high note - Derby District High School success stories 2021

































