



2020 Annual Report



A beacon of learning, an ocean of opportunities

Highlights of 2020

Academic Achievement

- University of WA-Student & Parent Presentation Night
- Continued student involvement in BHP CSIRO's Ningaloo Outlook Research Program
- Year 10 Work Experience Program involving local businesses
- SciTech GWN7 Weather Wall Program

Camps, Sporting & Community events

- Year 6 Student Leadership Camp to Yardie creek
- Secondary Visual Art Exhibition
- Athletics carnival for Primary and Secondary Schools
- In-term Swimming Lessons (P-6)
- North-West Maths Camp in Karratha
- Aspire Camps to the University of Western Australia
- Karratha Army Camp
- Outdoor Education Kayak Expedition
- Our school drama production 'Sydney Simpson Saves the Day'
- Ningaloo Coast World Heritage Reusable Bag Initiative

Incursions and Excursions

- Fisheries Western Australia Incursion.
- R U OK Day
- Year 9 Science Turtle Tagging Excursion
- Trevor Gleeson Perth Wildcats Visit
- Bush Ranger Cadets – Ningaloo Marine Interactive Tour
- Cyber Safety 'Think You Know'
- Senior School Ball
- Harold Holt Communications Visit
- Good Standing Incursion
- DBCA Loggerhead Turtle Program



Highlights of 2020

School Production



Outdoor Activities



School Assemblies



Sports Carnival

School Ball



R U OK Day



Book Week Parade



Art Exhibition



Basketball visit



Home Economics



Community

A beacon of learning, an ocean of opportunities

Our Vision



Our Values



Understanding the Annual Report

The Annual Report provides parents, caregivers and members of the community with an overview of Exmouth District High School's performance over the past year. It provides information about progress on school priorities from our business plan, student achievement, budget information and satisfaction survey results. This report is a small component of the total reporting process that our school undertakes. As an Independent Public School (IPS), Exmouth District High School has developed a Business Plan. This Plan has been endorsed by the School Board. The 2020 Annual Report reflects the school's Priorities and Targets, as outlined in the 2018-2020 Business Plan.

These documents should be read in conjunction with student reports, newsletters and other school publications to gain a clear understanding of the school operations and performance.

SCHOOL INFORMATION

School Code: 4077

Principal: Mr Marcus Gianatti

Board Chair: Mr David Dowding

School ICSEA (Decile): 1016 (4)





Principal's Report

It is with pleasure that I introduce the 2020 Exmouth District High School Annual Report to the school and the wider community. As an Independent Public School we are driven in the belief of success for all students, providing them with the skills to achieve their potential to become independent life-long learners. Within this Annual Report we acknowledge students' achievements and those of our staff. I would like to formally acknowledge the achievements and contributions of Raymond Denholm (outgoing Principal) who has led the school community for the past 5 years as well as Gary Stenhouse who was acting in the position of Principal from Terms 2-4 in 2020.

The year 2020 was like no other! The Covid-19 global pandemic challenged schools in every way whether it was not having students on site, remote learning, cancellation or reduced numbers at celebration events, parents and guardians unable to attend school site, the increased hygiene requirements or the challenges of technology I can honestly say I believe we have learnt so much from the experience and has only made us stronger. I would like to thank all of our staff, parents and community members for the sacrifices and extra efforts they made to ensure our students had minimal impact and I know it was very rewarding to see students return to classrooms early term three.

This is the final report for the business plan (2018-2020). I am very pleased to show the progress we have made against our outgoing plan and looking forward to presenting our new business plan to our school community during 2021. With the Covid -19 impact unfortunately NAPLAN testing did not occur and the impact of students working from home during 2020 for an extended period of time both NAPLAN and attendance data will not be presented in the 2020 annual report.

The Business Plan and the Annual Report are joint efforts by the staff and board. Their support, guidance and considered opinions and ideas, have been invaluable to the school. I wish to thank the School Board, chaired by David Dowding. We thank the members whose terms have been completed in 2020 and welcome our new board members in 2021. I wish also to acknowledge the work and support of the P&C. The efforts of the P&C, led by Kristy Devereux (President), in raising funds to support the programs implemented at the school, have also supported the Business Plan priorities. Under very difficult circumstances they were able to remain active and fundraise. We are very grateful for their vital and enthusiastic support.

I finally would like to acknowledge the hard work, professionalism and commitment of all our wonderful staff. Their teamwork and collaboration is key to our work as at our amazing school. Our aim is to provide excellence in teaching and learning and their enthusiasm and commitment to this should be commended. The student achievement, highlighted in this report, is a testament to their efforts.



Marcus Gianatti
Principal

School Business Plan Targets

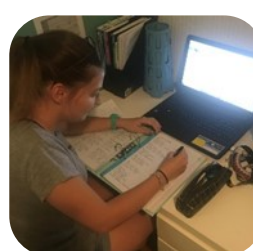
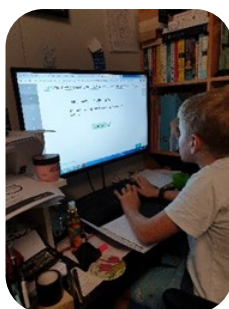
1.1 Success for all Students – Academic

Key  Target Achieved  Good Progress  Insufficient Progress

Targets By the end of 2020	Analysis	Response
Senior Secondary (Years 10-12)		
1.1.1 All Year 9 students who pre-qualified for OLN, who elected an ATAR Pathway and completed Year 12 at Exmouth DHS, will attain an ATAR of 55+.	1.1.1 4 students pre-qualified for OLN with only 1 student studying an ATAR pathway	Review counselling and support of ATAR students to further improve results and identify ATAR potential students
1.1.2 Eligible Year 12 students' WACE attainment rate will be maintained at or above 90%.	1.1.2 Eligible Year 12 students' WACE attainment rate 85% 100% of attending students achieved WACE	Small cohort with 4 students successfully transition into a pathway not achieving WACE.
1.1.3 Eligible Year 12 students' completion of Certificate Courses will be maintained at or above 90%.	1.1.3 17 out of 24 Year 12 - 70% completed a Cert II.	A refined case management approach to identify students and develop intervention plans to greater support their progress
Lower Secondary (Years 7 & 9)		
1.1.4 The percentage of Year 9 students in bands 9 & 10 for Numeracy and Writing will improve to at or above state results. 1.1.5 Year 9 Reading achievement will be maintained at or above the state average. 1.1.6 The percentage of Year 7 students in bands 8-10 for Numeracy and Writing will improve to at or above state results. 1.1.7 Year 7 Reading achievement will be maintained at or above the state average. Academic A Grade	Due to Covid-19 we were unable to report progress due to NAPLAN not conducted in 2020. Mapping A Grade achievement indicates that we are tracking well in these areas with Year 9 performing highest.	Continue to provide differentiation to challenge and extend our high performing students. Continue to promote the GATE program

YEAR GROUP	Percentage	
	Mathematics	English
Year 7	11%	21%
Year 8	17%	9%
Year 9	22%	22%

Primary (Years 3 & 5) 1.1.8 The percentage of Year 5 students in bands 7-10 for Numeracy and Reading will improve to at or above state results. 1.1.9 Year 5 achievement in Writing will be at or above the state average. 1.1.10 The percentage of Year 3 students in bands 5 or above for Spelling will improve to at or above state results. 1.1.11 The percentage of Year 3 students achieving at or below band 3 in Reading will decrease to the state average or below.	Due to Covid-19 we were unable to report progress due to NAPLAN not conducted in 2020.	N/A
Early Childhood (K-2) 1.1.11 The percentage of students commencing Year 2 at or above scaled score of 560 in Writing will increase to 70% or above (in line with the state On-entry guidelines). 1.1.12 The percentage of students commencing Year 2 at or above scaled score of 602 in Numeracy will increase to 70% or above (in line with the state On-entry guidelines)	1.1.11 66% of students were above 560 which is equal to last year School average score – 613, above last year's average Average score for like schools– 556 1.1.12 60% of student were above 602, a decrease of 10% on last year however our school average score has increased School Average score – 619 Average score for like schools – 598	These targets were set against the On-Entry scales and unchanged from 2018. Teachers will continue to use the information gained from On-Entry to assessment address student learning needs.



1.2 Success for all Students - Non Academic

Targets By the end of 2020	Analysis	Response
Whole School Attendance & Behaviour	Due to Covid-19 we were unable to report on 2020 school attendance.	N/A
Attendance 1.2.1 Secondary & primary school attendance rates will be at or above state averages. 1.2.2 Secondary & primary school regular attendance (>90%) will be at or above state averages.		
Behaviour 1.2.3 The percentage agreeing 'Student behaviour is well managed at this school' will improve, parent (66% to 75%), teacher (73% to 80%) and student (41% to 65%) (National School Survey).	1.2.3 Survey Results Parent – 69% agreed Teacher- 65% agreed Student- 46% agreed	Review of the Positive Behaviour plan and procedures. Alignment of plan to embed CMS & PBS strategies. Introduction of a Student and Engagement team led by the Executive team to meet student health and wellbeing requirements. Review and adopt a whole school case management model. Review of whole school SEL pro-
Positive School Community	Survey results	Establishment of a student engagement team
Secondary (Years 7 to 12) 1.2.4 The percentage of Year 7-12 students with a sense of belonging and inclusion (quite a bit or completely) will increase from 54% to 70% (Mind Matters Year 7-12 survey). I like being at my school My teachers are good teachers My school takes students' opinions seriously Primary (Years 3 to 6) 1.2.5 The percentage of Year 3-6 students with a sense of belonging (I feel I belong very true) will increase from 56% to 70% (Kids Matter Year 3-6 survey). Early Childhood (K-2) -National Quality Standard 1.2.6 All early childhood teachers will meet the standard 5.1: Respectful and equitable relationships are developed and maintained with each child.		
	1.2.4 The National Student Survey indicates a slight decline in positive responses to the three indicators	Review student leadership across the school Continue to grow and develop a culture of student voice and agency Continue with the implementation Challenge and Choices (SDERA) & Resourceful Adolescent Program (RAP). This will continue to be supported by schooltv.me Our school's ECE Philosophy, the NQS and EYLF continues to inform the teaching practices to ensure high quality programs that meet the needs of individu-
	1.2.6 All teachers met this standard	

Targets By the end of 2020	Analysis	Response
All teachers	1.3.1 A second teacher has successfully attained Level 3 Classroom Teacher status.	Continue to support and provide opportunities for Level 3 Aspirants to develop their portfolios. Continue to induct new staff into EDHS Instructional Model. Review HPT structures.
Teacher Standards 1.3.1 All teachers will meet the Australian Professional Standards for Teachers at their career stage - Graduate, Proficient, Highly Accomplished and Lead.		
Differentiation 1.3.2 The school's self-rating for differentiating the curriculum will increase from medium to high on the National Schools' Improvement Tool.	1.3.2 Teacher reflections on NSIT levels indicate we now rated as high with some indicators at outstanding.	Continue to provide PL in differentiation Continue to identify students needing support. Triangulate data through Ed companion to identify student gaps ASD professional learning
Report Moderation 1.3.3 Teachers will maintain all grade allocations within the expected distribution, within 0.5 of a standard deviation.	1.3.3 All grade allocations within the expected distribution.	Continue teacher moderation in HPT and the implementation of 'Brightpath'. Expand external moderation using other school and initiatives such as the Year 7 Science and HASS Year 7 Moderation
Early Childhood Teachers	1.3.4 All teachers met the NQS Standards.	Continue to promote the use of intentional play programs to support student learning. The opening of the school's Nature Playground has enhanced intentional play programs for the students.
National Quality Standards 1.3.4 All Early Childhood teachers will meet the requirement of Quality Area 1 – Educational program and practice standards for the NQS.		



1.4 Effective Leadership

Targets By the end of 2020	Analysis	Response
Principal & Deputies		
1.4.1 The executive team will improve its self-rating of its instructional leadership from a 6 to an 8.	1.4.1 Quality PL in Leadership has been undertaken to ensure we have a consistent understanding of quality instructional leadership and the strategies to lead improved instruction. We did undertake PL in 2020 – Fierce Conversations	This was not formally undertaken
Level 3 Classroom Teachers		
1.4.2 We will have developed two new Level 3 classroom teachers.	1.4.2 Our second L3CT aspirant successfully attained L3CT status.	Support further aspirants to submit their Stage 1 application.
Students Councillors and Faction Captains		
1.4.3 All student leaders will improve their leadership skills as assessed against the Halogen Leadership Development Framework.	1.4.3 The Halogen Leadership framework was implemented with primary leaders and introduced to secondary leaders.	An operational plan for Student Voice and Agency will be formulated. Further professional learning provided for staff. Review of student leadership with support from the Stephen Michael foundation.



1.5 Strong Governance

Targets By the end of 2020	Analysis	Response
Business Plan	1.5.1 School board review of the school plan compliance and effectiveness indicated.	formal review indicates a marked improvement in the business plan's compliance and effectiveness.
Business plan compliance and effectiveness 1.5.1 The school business plan compliance with the DPA and its effectiveness will improve from a school board rating of a 4 to an 8.		
School Board	1.5.2 In November the school board self-rating had improved from 7.14 to 8.62. Improvements noted – Leadership of the executive team, Presentations by staff, students and improved communication at the board level	The board will focus on improving -visibility and communication of the board to the school community. Updated business plan that outcome driven, realistic, easy and inviting to read and understand.
School board compliance and effectiveness 1.5.2 The school board's compliance with the DPA and its effectiveness will improve from a school board rating of a 4 to an 8.		

1.6A A Distinctive School - *with strong partnerships*

Targets By the end of 2020	Analysis	Response
Distinctive Learning Programs	1.6.1 55% percent of students agreed 'Teachers utilise the local environment in our learning programs'.	Continue to promote the HASS & Science scope & sequence that utilises the local environment. Greater use of student voice in planning
1.6.1 The percentage of students who agree 'Teachers utilise the local environment in our learning programs' to improve to 75%.		
Distinctive Community Partnerships	1.6.2 79% of parents agreed that the school has a strong relationship with the local community.	Continue to foster strong and productive partnerships. Greater communication to our school community promoting and celebrating our school partnerships.
1.6.2 The percentage of parents who agree 'This school has a strong relationship with the local community' will improve from 73% to 80%.		
Distinctive Parent Involvement	1.6.3 64 % of parents agreed that 'Parents are engaged and involved in our school community'.	Implement Connect Communities as a communication tool with parents. Invite parents into our school more regularly and celebrate student achievements. Introduce 100 club and award achievements with families.
1.6.3 The percentage of parents who agree 'Parents are engaged and involved in our school community' to improve to 80%.		

2.0 Student Achievement

Including those student groups experiencing potential educational disadvantage

2.1 Early Childhood –On Entry Data

The percentage of beginning Year 2 students achieving the recommended scale score of the On-entry Assessment - Module 3

Year Two	2017	2019	2020	Response
Reading	74%	73%		Due to the change of On-Entry scaling prior to the beginning of the 2019 assessment period, analysis and the comparison of data over time is challenging. Although there was an intention to reset targets for the 2020 cycle, they were maintained for the lifespan of this Business Plan
Writing	59%	65%		
Numeracy	38%	71%		

2.2 Secondary Senior School

2020 ATAR Participation	Year 11	Year 12	The COVID-19 pandemic had a significant effect on some students' motivation and focus. Early offers for some Year 12 students from Universities had an impact on ongoing effort. Other students continued to work at a high standard and lifted their effort and achievement. In 2020 2 students received either a certificate of distinction or merit
School	45% (2019)	25%	
State		48.4%	

Retention	Years 8-10	Years 10-11	Despite significant decline in the local economy we are maintaining solid retention rates. Student census numbers have been stable over the past 3 years however 2020 showed student growth due to COVID-19 pandemic however with an increased housing shortage in town retention of students may be effected.
2018	86%	75%	
2019	77%	79%	
2020	80%	71%	

2020 WACE Achievement	Percentage achieving WACE	The difference between 100% was 2 students. Ongoing support for students is provided to students to help pass OLNA, including working one on one with a staff member, practicing the online testing environment, and to manage the anxiety which some students struggle with in test situations.
School	85%	
State	89%	



2.4 English as an Additional Language/Dialect (EALD)

Exmouth District High School continues to provide support in learning English for students from diverse language and cultural backgrounds. In 2020, the EALD students comprised 2.20% of the total school population or 10 students (includes Pre-Primary). EALD support focuses on Stage 1 and Stage 2 students. Stage 1 students are those in their first year of compulsory schooling in Australia and Stage 2 students are those in their second year of schooling in Australia. Students in Stage 3 have received support for three or more years.

An EALD program operates within classrooms. The aim of the EALD program is to provide support, resources and information for teachers, parents and students in a team teaching manner. We have a teacher qualified to teach EALD students who provides support to other teachers in this area. The Primary Deputy Principal has a rich background as a consultant in EALD and is also qualified to teach EALD. Education assistant support is provided to students during stage 1. The EALD Progress Map is used to track the progress and achievement of EALD students. All students in the program are monitored on this Progress Map in the modes of Listening, Speaking, Reading and Viewing and Writing. Reports are provided in Semesters One and Two.

2.5 Disability and Learning Difficulties

Exmouth District High School is an inclusive school from K-12 and identified by the School of Special Educational Needs-Disabilities (SEND) as an Exemplary School in Catering for Students with Special Needs. We provide support for students with identified disabilities (funded) as well as students with imputed (unfunded) learning disabilities and or difficulties. In 2020 the school population consisted of approximately 14.6% (2.4% funded) of students (including PP) with an identified disability or difficulty. A growing number of students are being identified with learning difficulties each year and our school community works together to ensure all individual students needs are met.

To support students with a disability or learning difficulty a case meeting is held with all key stakeholders to determine the level of support they may require ensuring their educational needs are met. Possible supports for students can include the development an Individual Education Plan (IEP), allocation of Education Assistant time, assisted technology, specific resources as part of the IEP. Teachers and Education Assistants receive support from the Deputy Principals and Student engagement team which may include School Psychological Service, Allied Health Agencies, professional learning and specialised teaching resources. Support of parents includes regular case conferences or parent meetings to monitor students' progress on their IEPs and access to the School of Special Educational Needs: Disability. Formal SEN reports are provided each semester to provide feedback on the progress of their IEP.

2.6 Aboriginality

Exmouth District High School provides support for Aboriginal students. Currently, the Aboriginal students comprise 9.6 % of the total school population (includes PP). Support includes the assistance of an Aboriginal Education Officer, Deputy Principal, Attendance Officer as well as support in the classroom for teachers as required. All staff have completed online professional learning in Aboriginal Cultural Awareness and in 2021 will complete a self-assessment against the aboriginal cultural standards framework and see the introduce of Follow the dream for identified secondary students.

WA Curriculum

The cross-curriculum priority of Aboriginal and Torres Strait Islander Histories and Cultures is promoted and embedded across the curriculum, in the Arts, Humanities and Social Sciences and English.

NAIDOC

The 2020 NAIDOC theme of 'Always Was Always Will Be' which recognizes that First nations peoples have occupied and cared for this land for more than 65,000 years. Due to COVID, NAIDOC was celebrated differently. A series of activities which highlighted knowledge of land, culture and stories were placed around the primary school playground. Classes visited many of these activities, beginning with an Acknowledgement of Country. The area was decorated with the figurines from 2019, creating a visible, engaging and respectful environment. The Always Was, Always Will be themes had been explored in the primary classrooms to develop further intercultural understandings. The celebratory day was a huge success, with students engaging with many activities in a Covid safe environment.



2.8 School-Based Positive Behaviour Data (PBS)

In 2020, there was a 36% decrease in total student days suspended including 2:1 positive / negative behaviour entry. Exmouth is a Positive behaviour school aiming to reach a 5:1 positive negative ratio in the coming business plan cycle. Additional supports in place during 2020 to support both staff and students with celebrating positive behaviour and supporting students who make behaviour errors included.

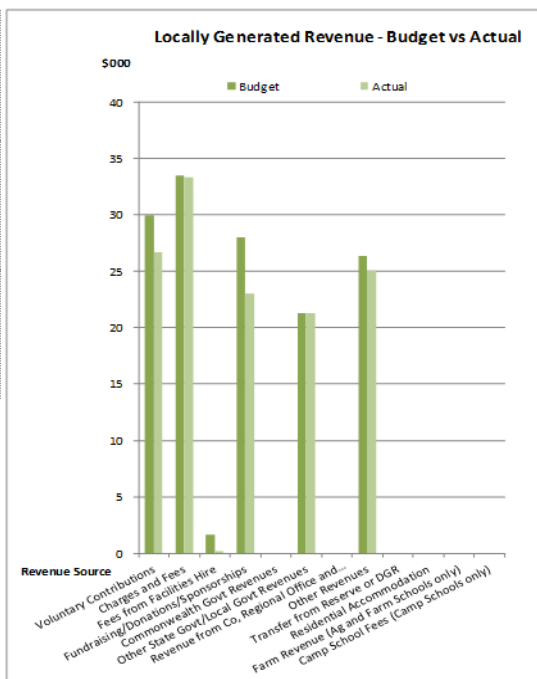
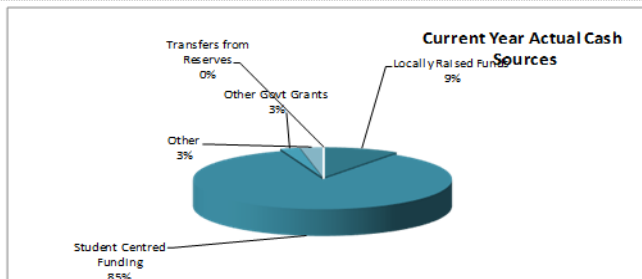
- Positive Behaviour Support team held regular meeting to analyse student behaviour data and develop incentives and reward programs for students who display positive behaviour in the classroom, yard and school community.
- Regular award assemblies to promote, teach and reward positive behaviours.
- Development of positive support plans to support students who require intervention in teaching and modifying behaviour.
- Peer observation to assist staff in self-reflection when using Classroom Management Strategies (CMS) and PBS and implementation of our instructional model to increase student engagement in the classroom.



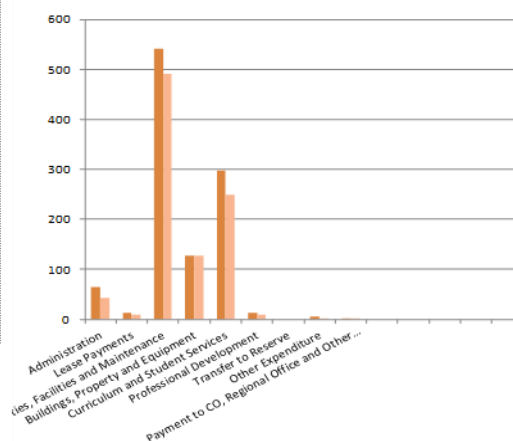
3.0 Annual Budget and Accounts

Exmouth District High School
Financial Summary as at
7 April 2021

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 29,944.50	\$ 26,698.25
2 Charges and Fees	\$ 33,482.00	\$ 33,292.56
3 Fees from Facilities Hire	\$ 1,691.00	\$ 190.82
4 Fundraising/Donations/Sponsorships	\$ 27,988.00	\$ 22,988.00
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ 21,337.00	\$ 21,337.55
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8 Other Revenues	\$ 26,369.00	\$ 25,028.31
9 Transfer from Reserve or DGR	\$ -	\$ -
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 140,811.50	\$ 129,535.49
Opening Balance	\$ 214,318.20	\$ 214,318.20
Student Centred Funding	\$ 757,496.00	\$ 757,496.14
Total Cash Funds Available	\$ 1,112,625.70	\$ 1,101,349.83
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 1,112,625.70	\$ 1,101,349.83



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 64,252.20	\$ 43,288.98
2 Lease Payments	\$ 12,355.84	\$ 9,060.57
3 Utilities, Facilities and Maintenance	\$ 541,719.36	\$ 490,935.53
4 Buildings, Property and Equipment	\$ 128,253.00	\$ 127,233.66
5 Curriculum and Student Services	\$ 297,494.76	\$ 250,014.18
6 Professional Development	\$ 13,740.00	\$ 9,418.11
7 Transfer to Reserve	\$ -	\$ -
8 Other Expenditure	\$ 5,461.50	\$ 2,766.27
9 Payment to CO, Regional Office and Other Schools	\$ 2,509.00	\$ 2,509.00
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	\$ 1,065,785.66	\$ 935,226.30
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 1,065,785.66	\$ 935,226.30
Cash Budget Variance	\$ 46,840.04	



Cash Position as at:	
Bank Balance	\$ 196,238.53
Made up of:	
1 General Fund Balance	\$ 166,123.53
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 33,870.00
5 Suspense Accounts	\$ 25.00
6 Cash Advances	\$ -
7 Tax Position	\$ (3,780.00)
Total Bank Balance	\$ 196,238.53

4.0 National Schools Opinion Survey

Parent, Student and Staff Satisfaction Surveys

Parent Survey				
Questions	2018	2020	Difference	Comment
Teachers expect my child to do his or her best	4.4	4.3	-0.1	Strengths Increased number of parent respondents by 50% since 2018. Most improved areas were Student Behaviour is well managed My child is making good progress at the school Highest Scoring Areas My child feels safe at this school Teachers at the school care about my child Areas for improvement Parents engaged and involved in our school Strong relationship with the community School is well led I can talk to my child's teacher about my concerns I am satisfied with the overall standards of education Response Develop greater opportunities to engage parents and have involved in the school – introduce parent teacher information evenings – Review case management process's to greater involve parents and their child's learning – introduce a distributed leadership model across the school. – Introduction of Facebook and Connect P.
Teachers provide my child with useful feedback	4.1	4.0	-0.1	
Teachers at this school treat students fairly	4.2	4.1	-0.1	
The school is well maintained	4.6	4.3	-0.3	
My child feels safe at this school	4.5	4.4	-0.1	
I can talk to my child's teachers about my concerns	4.7	4.4	-0.3	
Student behaviour is well managed	3.9	3.8	+0.1	
My child likes being at this school	4.3	4.3	0	
This school looks for ways to improve	4.3	4.0	-0.3	
This school takes parents' opinions seriously	4.0	3.8	-0.2	
Teachers at this school motivate my child to learn	4.2	4.1	-0.1	
My child is making good progress at this school	3.9	4.0	+0.1	
My child's learning needs are being met	3.9	3.9	0	
Strong relationship with the local community.	4.2	3.9	-0.3	
The School works with me to support my child's learning	4.1	4.0	-0.1	
This school is well led	4.1	3.8	-0.3	
I am satisfied -overall standard of education	4.0	3.9	-0.3	
I would recommend this school to others	4.2	4.1	-0.1	
My child's teachers are good teachers	4.5	4.3	-0.2	
Teachers at this school care about my child	4.4	4.4	0	
Parents engaged and involved in our school	2019 3.8	3.5	-0.3	

Student Survey				
Questions	2018	2020	Difference	Comment
My Teachers expect me to do my best	4.4	4.3	-0.1	Strengths Students view that we expect them to do their best. The most improved areas There were no areas of improvement with all domains requiring intervention Areas for Improvement Teachers at this school treat me fairly I feel safe at this school I like being at my school Teachers utilise the local environment in programs Response Increased students voice and Student Leadership representation in the school. Increase the connection with parents and students to discuss their learning. Students provide more regular feedback to EDHS staff.
My Teachers provide me with useful feedback	3.8	3.7	-0.1	
Teachers at this school treat me fairly	3.6	3.3	-0.3	
My school is well maintained	3.8	3.7	-0.1	
I feel safe at this school	4.1	3.7	-0.3	
I can talk to my teachers about my concerns	3.4	3.1	-0.2	
Student behaviour is well managed at my school	3.4	3.2	-0.2	
I like being at my school	3.7	3.4	-0.3	
My schools looks for ways to improve	3.9	3.8	-0.1	
My school takes students' opinions seriously	3.4	3.3	-0.1	
My teachers motivate me to learn	3.8	3.7	-0.1	
Given opportunities to do interesting things	3.6	3.4	-0.2	
My teachers are good teachers	4.0	3.9	-0.1	
My teachers care about me	3.7	3.7	0	
Teachers utilise the local environment in programs	2019 3.7	3.4	-0.3	

Staff Survey							
Questions		2018	2020	Difference	Comment		
Teachers expect students to do their best		4.6	4.5	-0.1	Strengths. The most improved areas The school is well maintained Student behaviour is well managed Areas for Improvement Teachers provide student with useful feedback Teachers at the school treat student fairly Strong relationships with school community The school is well led I would recommend this school to others Teachers at this school are good teachers Teachers at this school care Response We will seek more staff feedback on where and when they need greater support and how this might be facilitated. Increased collaboration with a focus on student achievement. Review of HPT model and implement with revised distributed leadership model. Take a theory to practice model with embedding PBC, CMS, Team teach & IS professional learning. Review Positive Behaviour Policy to align with PBS/CMS.		
Teachers provide students with useful feedback		4.3	4.0	-0.3			
Teachers at this school treat students fairly		4.4	4.1	-0.3			
The school is well maintained		4.0	4.3	+0.3			
We feel safe at this school		4.3	4.2	-0.1			
We can talk to teachers about their concerns		4.4	4.2	-0.2			
Parents can talk to teachers about their concerns		4.4	4.3	-0.1			
Student behaviour is well managed at this school		3.6	3.7	+0.1			
Students like being at this school		4.3	4.1	-0.2			
This school looks for ways to improve		4.5	4.3	-0.2			
This school takes staff opinions seriously		3.8	3.8	0			
Teachers at this school motivate students to learn		4.4	4.2	-0.2			
Student learning needs are being met by this school		4.1	3.9	-0.2			
School works with parents to support students		4.2	4.0	-0.2			
I receive useful feedback about my work at this school		4.0	3.8	-0.2			
Staff are well supported in this school		3.9	3.8	-0.1			
Strong relationship with the local community		4.2	3.9	-0.3			
This school is well led		4.1	3.8	-0.3			
Satisfied -overall standard - education achievement		4.2	4.0	-0.2			
I would recommend this school to others		4.5	4.2	-0.3			
Teachers at this school are good teachers		4.6	4.3	-0.3			
Teachers at this school care		4.7	4.4	-0.3			
KEY		Very good result or achievement			Good Progress or achievement		
		Monitor			Intervention required		

The School Production- 'Sydney Simpson Saves The Day'



Class of 2020



Glossary

- ATAR – Australian Tertiary Admission Rank
- CMS – Classroom Management Strategies
- CSIRO – Commonwealth Scientific and Industrial Research Organisation
- DHS – District High School
- EYLF – Early Years Learning Framework
- HPT – High Performance Team
- IPS – Independent Public School
- L3CT - Level 3 Classroom Teacher
- NAPLAN – National Assessment Program in Literacy and Numeracy
- NQS - National Quality Standard
- OLNA – Online Literacy and Numeracy Assessment
- PBS – Positive Behaviour Support
- P&C – Parents and Citizens Association
- PP – Pre-Primary
- SAER – Students At Educational Risk
- SEL – Social Emotional Learning
- SCSA – School Curriculum and Standards Authority
- STEM – Science, Technology, Engineering and Mathematics
- VET – Vocational Educational Training
- WACE – Western Australia Certificate of Education

