

Ningaloo

Annual School Report 2022

Exmouth District High
School



Exmouth District High School

Exmouth is a small coastal community situated in the remote North West of Western Australia approximately 1250km north of the capital city, Perth. The population of approximately 3000 can more than double during the tourist season. The town is surrounded by a national park and pastoral regions and is the gateway to the spectacular World Heritage Listed Ningaloo Marine Park. At Exmouth District High School we want the very best for our students. We want them to find purpose, meaning, and happiness in life. We want to nurture them and teach them to ensure every student is successful in their chosen pathway. We believe strongly in belonging to a community and valuing every individual and committed to ensuring our students are at the centre of every decision we make. Through our journey of explicit teaching and high-impact instruction, we will ensure every student achieves the highest academic success possible while always committing to our student's health and well-being, as well as engaging our families and the wider community in our journey. Our Professional Learning Community is based on the commitment that every child matters and is dedicated to the principle that every child deserves to succeed. The school places a high value on the power of professional collaboration with teachers creating a dynamic culture of continuous improvement with a focus on results. Exmouth District High School is an Independent Public School that proudly enacts our motto 'A Beacon of Learning, an Ocean of Opportunities

Vision:

Our vision is to develop well-adjusted, creative and resilient students through high-quality teaching and learning in a collaborative, safe environment. We aim to nurture and grow lifelong learners enriched by the surrounding world heritage listed Ningaloo Coast.

Values:

Our values influence our behaviour and give purpose to our daily work and lives. We aim to fulfill the academic potential of our students, ensuring high performance and doing so in an environment of high care and concern based on core values.

Our core values are based on the principles of:

Aim High – We value the ability to achieve and set goals with pathways to success.

Responsible – We value the responsibility of our outcomes and experiences.

Respectful - We value every individual's right to be treated with respect.

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, and budget information. 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 2022 Annual Report reflects the school's Priorities and Targets, as outlined in the 2021-2023 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's operations and performance.

SCHOOL INFORMATION

School Code: 4077

Principal: Mr Marcus Gianatti

Board Chair: Mr David Dowding

School ICSEA (Decile): 990



Student Numbers & Characteristics

Student Numbers (as at 2022 Semester 2)

[<< Current Data](#) [<< 2023 Semester 1 Data](#)

Student Number	(FTE)
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Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(19)	29	44	43	43	34	48	33	293
Part Time	38								

Note: The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students

Secondary	Y07	Y08	Y09	Y10	Y11	Y12	USE	Total
Full Time	36	25	24	29	16	16		146

School	Total	
Full Time	420	
Part Time	38	(19)
Total	458	(439)

	Kin	PPR	Pri	Sec	Total
Male	20	9	130	80	239
Female	18	20	115	66	219
Total	38	29	245	146	458



Workforce Composition

Administration Staff	No	FTE
Principal	1	1.0
Manager of Corporate Services (MCS)	1	1.0
Deputy Principals	3	3.0
Total Administration Staff	5	5.0
Teaching Staff	No	FTE
Level 3 Teachers	1	1.0
Other Teaching Staff	32	26.7
Total Teaching Staff	33	27.7
Allied Professional	No	FTE
Clerical Admin	6	5.8
Gardner's	2	1.4
Instructional	3	2.0
Other Allied Health Professionals	17	11.1
Total Allied Health Staff	28	20.3
Total	70	58

All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Teacher Registration Board of Western Australia.

Student Attendance

Primary Attendance Rates

	School	WA Public Schools
2021	88.9%	91.0%
2022	88.7%	86.6%

Attendance % - Primary Year Levels

	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2021	85%	90%	88%	92%	91%	87%	89%
2022	88%	86%	89%	89%	91%	89%	88%
WA Public Schools 2023	88%	89%	89%	89%	89%	89%	89%

Secondary Attendance Rates

	School	WA Public Schools
2021	83.4%	84.4%
2022	83.4%	80.4%

Attendance % - Secondary Year Levels

	Y07	Y08	Y09	Y10	Y11	Y12
2021	85%	89%	82%	84%	75%	84%
2022	88%	86%	85%	80%	81%	74%
WA Public Schools 2023	87%	83%	81%	80%	82%	83%

Highlights of 2022

- Governor General Kim Beazley visit
- Clean Up Exmouth Day
- Messy Play Day
- Aspire UWA Workshops.
- NAIDOC Celebrations
- R U OK Day
- High Impact Teaching Team completed the Teach Well Masterclass
- Establishment of Student Support Hub
- Secondary Rewards - Live Draws
- Student Voice Leadership Workshops
- Year 6 Camp
- Visual Arts Exhibition
- Athletics Carnivals for Primary and Secondary
- Swimming carnivals
- School drama production – ‘When in Rome’
- Fisheries Incursion
- Senior School Ball
- Turtle Tagging Research Excursion
- Lifeline – Brad Sheppard school visit
- Teacher vs Student lunchtime competitions
- Year 5/6 Economics Primary Mini Fete
- Year 5/6 Local Government and ‘elections’ Unit
- Bush Ranger Cadets – Ningaloo Marine Interactive Tour
- Student involvement in BHP CSIRO’s Ningaloo Outlook Research Program
- Year 10 Work Experience Program involving local businesses.
- Raytheon School Based Traineeships & Partnership.
- Shoreline / Minderoo Traineeships & Partnerships
- ‘Fight Club’ Engagement Program
- Design and Technology Enterprise Program





EXMOUTH DISTRICT HIGH SCHOOL PRESENTS...

WHEN IN ROME...


MANDU MANDU FUNCTION ROOM, NINGALOO CENTRE

Doors open 30 mins before show.

Friday 2nd December - 7 pm
Saturday 3rd December - 2pm Matinee
Saturday 3rd December - 7pm

Adult: \$20 Child: \$15 Family (2 Adults + 3 Children): \$60

Tickets on sale from: <https://www.trybooking.com/CEEGX>







Explicit Teaching Approach

Exmouth District High School is actively working on establishing a consistent whole-school approach to quality instruction, aiming to ensure all students are exposed to the highest quality teaching. The research recognises that the quality of teaching has the most significant impact on student engagement and achievement. In classrooms led by high-performing teachers, students can learn four times as much in a year compared to those with low-performing teachers. The goal is to create a consistent approach to learning where students experience the same engagement norms, receive consistent communication about expectations, and are provided with equal support through highly structured lessons. This way of teaching will improve learning outcomes for all students at Exmouth.

In 2022, six staff members from both the Primary and Secondary participated in professional learning as part of the Teach Well Masterclass Series, focusing on High Impact Instruction. The professional learning included five practical sessions designed to support the implementation and embedding of evidence-based teaching strategies. The sessions also aimed to provide feedback on student learning, enhance student participation and engagement, and improve teachers' ability to help students transfer knowledge and skills to long-term memory.

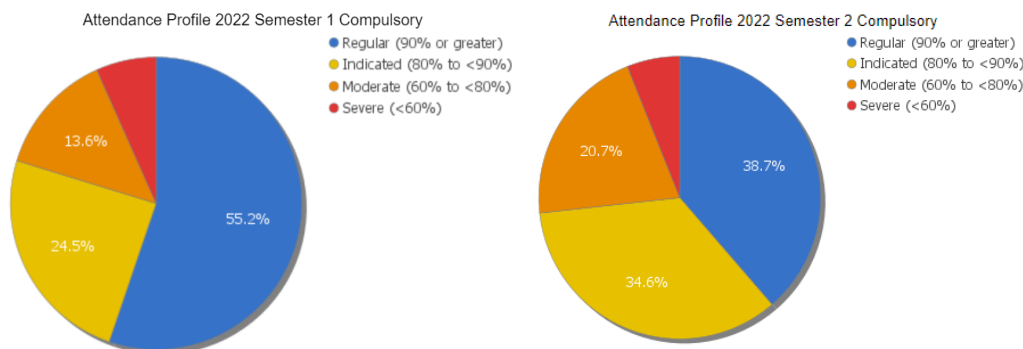
To support the implementation of this whole school approach, the school has explored the inclusion of Instructional Coaches. These coaches will undergo professional learning on the 'Impact Cycle' and will support all staff members in designing effective lessons, providing individual feedback, and setting clear development goals. This also aligns with the school's distributed leadership model and its vision for effective teaching and learning.

Looking into 2023, the school has also committed to providing opportunities for student academic extension across a range of learning areas. A pilot academic extension and enrichment program, with a focus on Science, Technology, Engineering, Arts and Mathematics (STEAM), is in the planning stages. The school is currently determining the structure of the extension program, including communication strategies and the application process for students selected to participate in the pilot program.



Performance Targets - Attendance

Target 1 - The schools Semester 1 regular attendance rate will be 70% or greater.



Monitoring and improving student attendance is a key focus at Exmouth District High School (EDHS) to enhance the educational opportunities for all students. Addressing absences involves targeted interventions, whole school strategies, and the implementation of the 'Compass' school management and attendance system. The four categories of student attendance include Regular (above 90%), Indicated (80-90%), Moderate (60-80%), and Severe (below 60%).

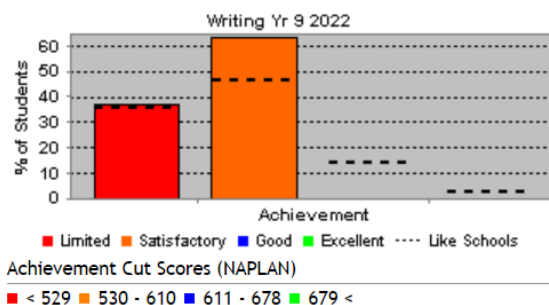
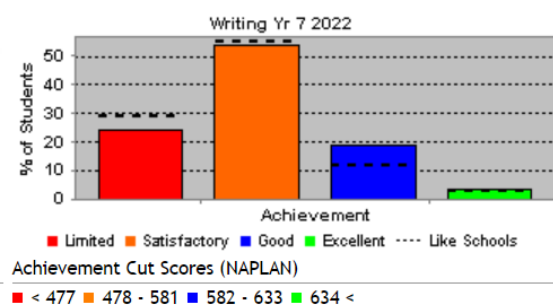
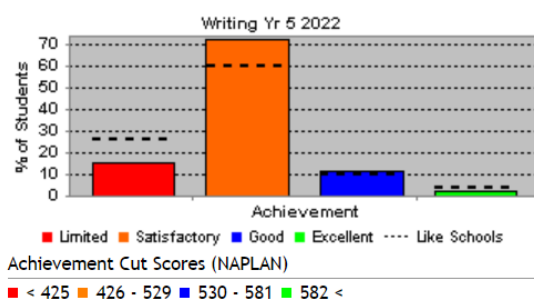
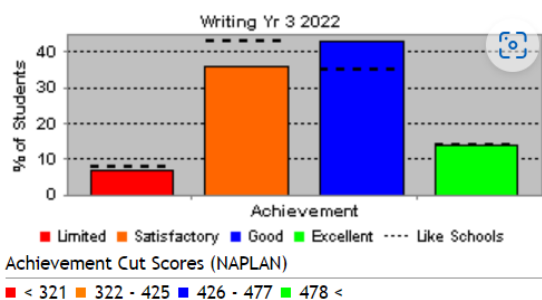
Analysis of attendance data reveals a notable gap between Semester 1 and Semester 2. Despite setting a target of achieving a 70% regular attendance rate in Semester 1, the school fell significantly short of this goal. In Semester 2, the percentage of students classified as 'regular' dropped to 38.7%. This decline is attributed to a shift in family factors, prioritising family time, particularly influenced by the ongoing impact of the COVID-19 pandemic. Additionally, the presence of more traveling families.

EDHS is committed to addressing attendance challenges through a proactive approach to student engagement. The school is moving towards a consistent whole-school approach, emphasising engagement tactics, and learning practices. This strategic shift aims to encourage increased attendance rates among students. To further support this initiative, our students will be provided a greater variety of subject choices and pastoral opportunities in 2023.

With targeted interventions, the Student Support Team will play a vital role in providing support and assistance to students deemed at risk, with the ultimate goal of improving attendance. By implementing these comprehensive strategies, Exmouth District High School endeavours to create an environment that fosters higher attendance rates and ensures the success of its students.

Performance Targets - Academic Achievement

Target 2 - The percentage of students in the top 20% of our stable cohort in Writing for years 3, 5, 7 & 9 will be at or above WA Public schools.



WA Public Schools	Year 3 Writing			
	School		Like Schools	
	2021	2022	2021	2022
Top 20%	11%	26%	16%	21%
Middle 60%	77%	62%	67%	65%
Bottom 20%	11%	12%	17%	14%

WA Public Schools	Year 5 Writing			
	School		Like Schools	
	2021	2022	2021	2022
Top 20%	17%	13%	17%	15%
Middle 60%	43%	72%	57%	67%
Bottom 20%	40%	15%	26%	18%

WA Public Schools	Year 7 Writing			
	School		Like Schools	
	2021	2022	2021	2022
Top 20%	28%	22%	17%	16%
Middle 60%	60%	70%	66%	68%
Bottom 20%	12%	8%	17%	17%

WA Public Schools	Year 9 Writing			
	School		Like Schools	
	2021	2022	2021	2022
Top 20%	14%	0%	14%	17%
Middle 60%	71%	79%	63%	65%
Bottom 20%	14%	21%	23%	18%

The objective of having students within the top 20% of our stable cohort in Writing for years 3, 5, 7, and 9 at or above WA Public schools was successfully met in all years except for Year 9. The process involved moderation across year levels, and the use of Brightpath (an evident-based formative assessment tool) allowed more accurate assessments of student writing. This approach enabled teachers to pinpoint both individual and collective strengths and weaknesses, allowing for a focused effort on areas that require further teaching.

A review of staff knowledge and professional learning in Talk for Writing and Seven Steps for Writing has been conducted. This review is crucial in ensuring that consistent practices are applied in all classrooms. The school aims to maintain high standards in writing education and a cohesive approach to teaching across all levels. This commitment to continuous improvement and alignment with established writing methods is integral to enhancing the overall quality of teaching writing.

Target 3 - The percentage of students in the bottom 20% of spelling for years 3, 5, 7 & 9 will be at or equal to like schools.

Table below represent Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools.

WA Public Schools	Year 3 Spelling				
	School		Like Schools		
	2021	2022	2021	2022	
Top 20%	11%	5%	19%	17%	
Middle 60%	63%	83%	61%	65%	
Bottom 20%	26%	13%	20%	18%	

WA Public Schools	Year 5 Spelling				
	School		Like Schools		
	2021	2022	2021	2022	
Top 20%	3%	9%	15%	15%	
Middle 60%	71%	74%	67%	62%	
Bottom 20%	26%	17%	18%	24%	

WA Public Schools	Year 7 Spelling				
	School		Like Schools		
	2021	2022	2021	2022	
Top 20%	21%	3%	14%	14%	
Middle 60%	58%	73%	65%	64%	
Bottom 20%	21%	24%	21%	22%	

WA Public Schools	Year 9 Spelling				
	School		Like Schools		
	2021	2022	2021	2022	
Top 20%	7%	0%	13%	13%	
Middle 60%	70%	68%	66%	70%	
Bottom 20%	22%	32%	22%	18%	

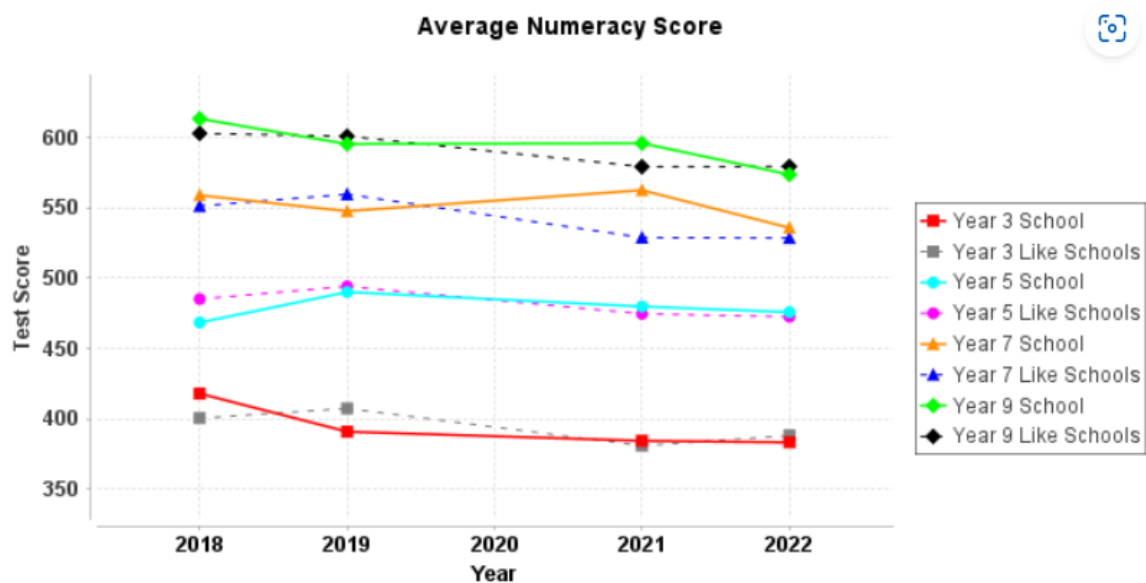
The objective of matching or exceeding within the bottom 20% of spelling with like schools, was successfully reached in Year 3 and Year 5. While the Year 7 results were close (24% compared to 22% in like schools), there's ongoing effort to improve the spelling of our students. To enhance the school's overall approach to spelling, comprehensive research has been conducted to identify the most suitable method that complements the school's commitment to high-quality teaching and an explicit teaching approach.

In preparation for 2023, resources have been allocated to initiate the 'Spelling Mastery' program in Years 3-6. Additionally, the school has begun implementing a consistent approach to the teaching of phonics in the early childhood classrooms including a review of our current teaching method using Letters and Sounds. This review aims to identify the most effective approach to teach foundational skills to our early years students, ensuring they have the

essential knowledge needed for academic success. These initiatives reinforces the school's dedication to refining and optimising its spelling and literacy instruction methods across the school.



Target 4 - In Numeracy our average score in each of years 3, 5, 7 & 9 will match and exceed like schools.



Year	Y03		Y05		Y07		Y09	
	School	Like Schools	School	Like Schools	School	Like Schools	School	Like Schools
2018	418	401	469	485	559	552	614	603
2019	391	408	490	494	548	560	596	601
2021	385	381	480	475	563	529	596	579
2022	383	388	476	473	536	529	574	580

The 2022 Numeracy data demonstrated successfully achieving its targets compared to like schools in Year 5 and Year 7. However, the results for Year 3 and Year 9 fell slightly below, with a margin of 5 and 6 points, respectively. To support teachers in assessing and planning for Numeracy, PAT Maths testing (an integrated approach to improving learning) was employed, offering regular targeted assessments and valuable guidance for instructional planning and student progress. Additionally, the utilisation of Brightpath Numeracy Assessments provided teachers with an alternative means of measuring student performance and an additional dataset to inform future teaching strategies. These comprehensive assessment tools demonstrate the school's commitment to a multifaceted approach in understanding and addressing student needs in Numeracy across different year levels.



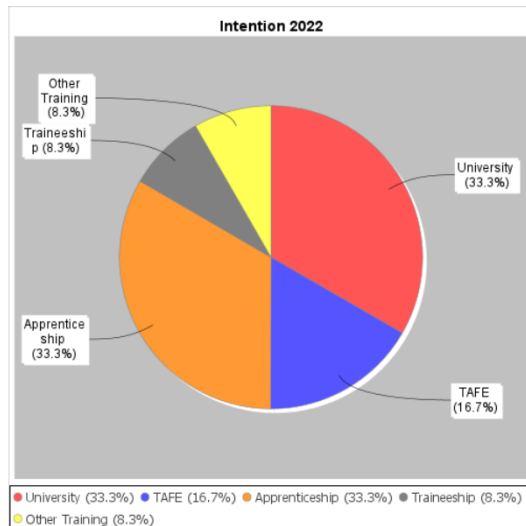
Target 5 - The percentage of year 11 students qualified in OLNAs will be greater than like schools.

	Year 11 Students - Qualified In			
	Year 9	Year 10	Year 11	Not Qualified
2022	6	5	3	4
	33.3%	27.8%	16.7%	22.2%
Like Schools	39.3%	23.4%	12.4%	24.9%

In support of Year 11 students, targeted interventions and one-on-one OLNAs (Online Literacy and Numeracy Assessment) support were provided through the Secondary Learning HUB, along with OLNAs WA intervention. The SIDE room coordinator took on the role of case management, establishing individualised learning plans to facilitate progress in each OLNAs round. The outcome of these efforts was notable, with 16% of Year 11 students qualifying, surpassing the comparison with 12.4% in like schools. This success supports the effectiveness of the school's approach to personalised support and intervention strategies, contributing to improved outcomes for Year 11 students in the OLNAs assessments.

Target 7- 100% of senior secondary students transition into their chosen pathway.

Year 12 Intentions and Destinations (2022 Cohort)



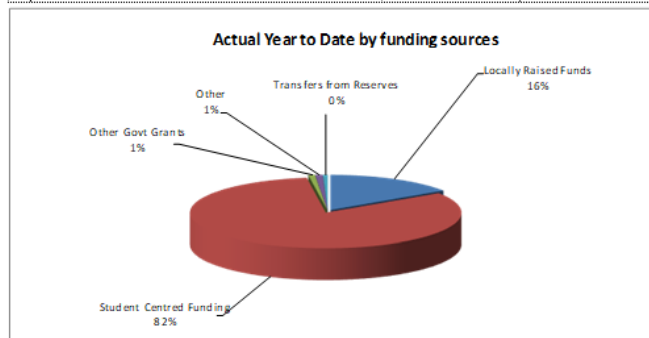
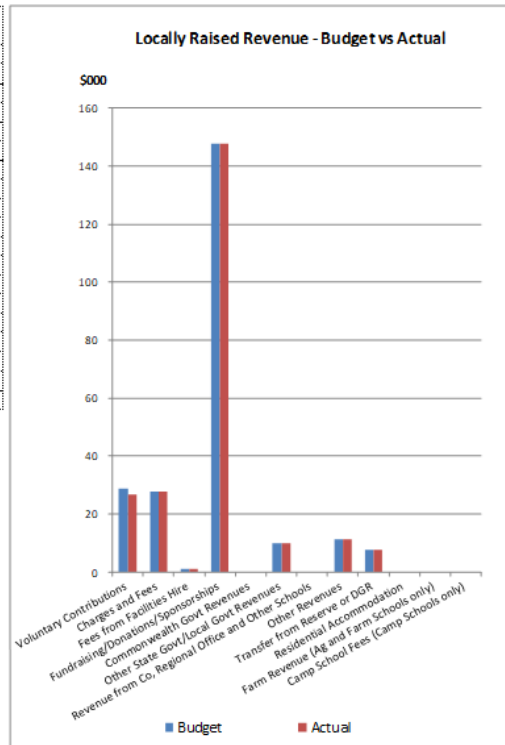
	Intention 2022 School	Intention 2022 State
Return To School		0.4%
University	33.3%	51.0%
Uni Offer - No Placement		0.0%
TAFE	16.7%	16.0%
Apprenticeship	33.3%	11.7%
Traineeship	8.3%	2.5%
Other Training	8.3%	2.9%
Employment - Full-time		9.5%
Employment - Part-time		1.3%
Employment		
Employment Assistance		0.0%
Other		4.7%
Deferred Study/Training		0.0%
Total	100%	100%
% of students responding	86%	0.0%

Exmouth District High School (EDHS) is committed to strengthening options within the community for students pursuing a university-bound path as well as strengthening the options of general pathways. The school aims to enhance opportunities for non-university-bound students through increased exploration of school-based apprenticeships and traineeships. This initiative reflects EDHS's dedication to providing diverse and practical avenues for students, aligning with the broader goal of preparing them for successful futures beyond the traditional university route. By fostering partnerships and expanding community-based options, the school is actively working to meet the varied needs and aspirations of all its students.

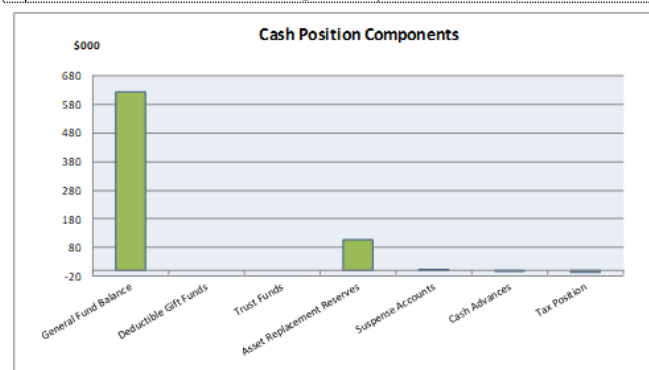
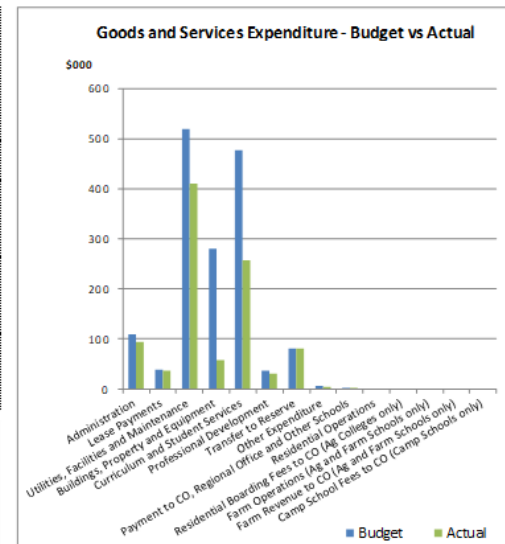
Annual Budget and Accounts

Exmouth District High School Financial Summary as at 31st December 2022

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 28,745.00	\$ 26,828.25
2	Charges and Fees	\$ 27,674.00	\$ 27,673.34
3	Fees from Facilities Hire	\$ 1,080.00	\$ 1,079.55
4	Fundraising/Donations/Sponsorships	\$ 147,696.00	\$ 147,695.60
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 10,119.00	\$ 10,118.41
7	Revenue from Co. Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 11,415.00	\$ 11,416.93
9	Transfer from Reserve or DGR	\$ 7,550.00	\$ 7,550.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds		\$ 234,280.00	\$ 232,362.08
Opening Balance		\$ 299,471.00	\$ 299,471.42
Student Centred Funding		\$ 1,064,558.00	\$ 1,064,557.87
Total Cash Funds Available		\$ 1,598,309.00	\$ 1,596,391.37
Total Salary Allocation		\$ 6,281,607.00	\$ 6,281,607.00
Total Funds Available		\$ 7,879,916.00	\$ 7,877,998.37



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 110,215.00	\$ 93,972.83
2	Lease Payments	\$ 38,797.00	\$ 36,789.04
3	Utilities, Facilities and Maintenance	\$ 519,556.00	\$ 409,784.47
4	Buildings, Property and Equipment	\$ 280,828.00	\$ 58,475.12
5	Curriculum and Student Services	\$ 475,687.00	\$ 256,644.01
6	Professional Development	\$ 36,195.00	\$ 31,841.66
7	Transfer to Reserve	\$ 80,000.00	\$ 80,000.00
8	Other Expenditure	\$ 5,949.00	\$ 4,748.47
9	Payment to CO, Regional Office and Other Schools	\$ 2,394.00	\$ 2,392.00
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		\$ 1,550,621.00	\$ 974,647.60
Total Forecast Salary Expenditure		\$ 5,217,738.00	\$ 5,217,738.00
Total Expenditure		\$ 6,768,359.00	\$ 6,192,385.60
Cash Budget Variance		\$ 47,688.00	



Cash Position Components	
Bank Balance	\$ 725,358.00
Made up of:	
1) General Fund Balance	\$ 621,743.77
2) Deductible Gift Funds	\$ -
3) Trust Funds	\$ -
4) Asset Replacement Reserves	\$ 106,320.00
5) Suspense Accounts	\$ 2,700.23
6) Cash Advances	\$ (100.00)
7) Tax Position	\$ (5,306.00)
Total Bank Balance	\$ 725,358.00

Exmouth District High School

An Independent Public School

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Tel:99478888

www.exmouthdhs.wa.edu.au

