



# Exmouth

DISTRICT HIGH SCHOOL

A beacon of learning, an ocean of opportunities



2023  
ANNUAL Report



## Our 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.

## Our 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.

## ... 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.



The header features a blue banner with the text "Principal's Report" in white. To the left is a circular logo with blue, orange, and red swirls. To the right is a blue graduation cap icon. A horizontal line with yellow dots runs through the center.

## Principal's Report

It's my pleasure to present the 2023 Annual report for Exmouth District High School. As always, I recognise the ongoing commitment of the staff, students, parents, and our community to developing the priorities of our Business Plan. In 2024, a new plan will be developed to meet further priorities and improve educational outcomes for our students.

At the commencement of the year, we explored school culture. School culture encompasses beliefs, perceptions, relationships, attitudes, written and unwritten rules, as well as norms and shared values that ensure the safety and belonging of students. Our work focussed on the physical and emotional safety of students, the orderliness of classrooms and public spaces, patterns and behaviours, and tangible artifacts such as policies, practices, and the physical environment. Our work-recognised culture develops through primary mechanisms, including what leaders systematically and consistently paid attention to, measured, and controlled, how leaders responded to critical incidents and crises, deliberate role modelling, teaching, and coaching, the allocation of rewards, status, and acknowledgment of staff, and recruitment, selection, and promotion. Secondary mechanisms include the structure and design of the school, organisational systems and procedures, the design of physical spaces, facades, and buildings, stories, legends, myths about people and events, and formal statements, creeds, and philosophies. I congratulate our staff on continuing to build a strong culture at EDHS throughout the year.





Title: A Place of Learning "kubujarri nhugura-rri-nma maya'

EDHS worked with Traditional Owner Racheal Cooyou and our students in 2022 to tell a story about the journey of learning at EDHS from K-12 and beyond.

Story: This piece represents a place where all children can sit and learn together.

2023 saw the successful expansion of our Student Support Team. The team was established to support the health and well-being of our students, aiding students, staff, and families from K-12. The team relocated into a bigger space with exciting new infrastructure introduced throughout 2023. The team structure provided a comprehensive support system for students to meet their academic, social-emotional, and behavioural needs. Jane Ayres served as the Program Coordinator Student Support, with Cathy Giliam as the Student Support Officer, Rose Tassone as the School Psychologist, Rhiannon Radcliffe as the Aboriginal Islander Education Officer (AIEO), Danielle Faithfull as the Chaplain, Jude Hasset as the Youth Worker, Jess Dixon as the Student Voice Leader, John Coulthard as the Anti-bullying Coordinator, Michelle Seaton as the Learning Support Coordinator (LSC), and Sarah Simmons as the Attendance Officer.





We were excited to welcome our Director General, Lisa Rodgers, to our school. Her visit was coordinated with the Central Office, and we notified all board members of her visit. She was able to interact with many teachers, parents, and students within our school community—even finding time to run a few laps of the school with our Primary students! Lisa was thoroughly impressed by all aspects of our school and educational programs. The feedback was overwhelmingly positive, highlighting the incredible things happening at our school.



The journey of our distributed leadership structure, developed throughout 2023, has empowered new leaders within the school. Distributed leadership meant mobilising leadership expertise at all levels in the school to generate more opportunities for change and to build the capacity for improvement. The emphasis was on interdependent interaction and practice rather than individual and independent actions associated with those with formal leadership roles or responsibilities. Over the past two years, our school identified and developed future leaders, continuing to grow our leaders in the school, which remained a key priority as we continued our journey of school improvement.





A series of exciting major works were conducted during July and August. We installed new playground equipment and CCTV across the school, and 13 fully interactive touch screens were installed in our primary and secondary classrooms. Additionally, we significantly upgraded our ICT infrastructure to improve our school's technology capabilities.

There were many highlights in 2023. Kamiah Bannon achieved 2nd place in the Children's Book Council WA 2023 Make Your Own Story Book Competition for the 5/6's. Bodie Howland published his own book, *The Love Hearts Explore Exmouth*. We had a visit from Karratha Clontarf and celebrated our WA Student Council nominees, Miila Lee and Matilda Forsyth, who went on to interview. We achieved 2nd place in the Minister's Challenge. Our STEAMLab academic extension program was a great success.

During NAIDOC Week 7 Assembly, we showcased drone footage and established a yarning circle. Our students attended the Aspire camp, and we had memorable last-day celebrations. Facilities saw significant upgrades, including the D&T room, CommBox installations, and new playground equipment. Thirteen staff members completed the Teach Well program, and we established partnerships with Santos and Woodside. We earned Waste Sorted School accreditation and successfully rolled out the Spelling Mastery and Initial Lit programs.

We observed a total solar eclipse and introduced initiatives for staff health and well-being. Our school participated in Art Quest, which resulted in a travelling gallery. Hellen Kneale was awarded the Toyota Community Trust STEM Teacher Scholarship. The Student Support Team saw new staff and a reprofile/expansion with enhanced Case Management. We provided comprehensive Disability and learning Support and implemented the BEACON instructional model. Our students competed in the First Lego League Nationals, featured on Channel 9.



Introducing the 3x3 timetable structure and pastoral care period contributed positively to our school environment. The Breakfast Club and PBS Live Draws were well-received. We were honoured by a visit from the Director General and participated in RU OK Day activities. The Junkadelic incursion was a hit, and attendance rewards were distributed and linked to Student Support. Finally, we hosted a visit from Lifeline's Brad Hogg.



Please enjoy our 2023 Annual report and celebrate our achievements from another successful year at Exmouth District High School. We are proud to share the quality educational journey that EDHS offers our community.

Marcus Gianatti

Principal



# Staff Information

	No	FTE	AB'L
<i>Administration Staff</i>			
Principals	1	1.0	0
Associate / Deputy / Vice	3	3.0	0
Program Coordinators	1	1.0	0
<b>Total Administration Staff</b>	<b>5</b>	<b>5.0</b>	<b>0</b>
<i>Teaching Staff</i>			
Level 3 Teachers	2	1.6	0
Other Teaching Staff	36	31.5	0
<b>Total Teaching Staff</b>	<b>38</b>	<b>33.1</b>	<b>0</b>
<i>School Support Staff</i>			
Clerical / Administrative	6	5.4	0
Gardening / Maintenance	2	1.4	0
Instructional	3	1.6	2
Other Allied Professionals	19	13.4	1
<b>Total School Support Staff</b>	<b>30</b>	<b>21.9</b>	<b>3</b>
<b>Total</b>	<b>73</b>	<b>60.0</b>	<b>3</b>

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





# Student Numbers

## Student Numbers (As at 2023 Semester 2)

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(17)	43	44	55	48	51	43	46	347
Part Time	34								

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	40	32	23	27	20	14		156



School	Total
Full Time	486
Part Time	34 (17)
Total	520 (503)

	Kin	PPR	Pri	Sec	Total
Male	14	23	138	83	258
Female	20	20	149	73	262
Total	34	43	287	156	520

	Kin	PPR	Pri	Sec	Total
Aboriginal		4	29	19	52
Non-Aboriginal	34	39	258	137	468
Total	34	43	287	156	520

# Student Attendance

## Attendance Overall Primary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
<b>2021</b>	90.5%	92.2%	92.4%	75.3%	84.6%	76.8%	88.9%	91.8%	91%
<b>2022</b>	90.6%	88%	88.3%	73.3%	80.4%	69.5%	88.7%	87.5%	86.6%
<b>2023</b>	87.4%	89.6%	90.3%	71.1%	81.2%	74.3%	85.9%	89%	88.9%

## Attendance Overall Primary

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
<b>2021</b>	55.8%	30.1%	11.0%	3.1%
<b>2022</b>	61.1%	23.5%	11.3%	4.1%
<b>2023</b>	45.6%	32.8%	16.6%	4.9%
<b>Like Schools 2023</b>	58.7%	27.1%	11.7%	2.5%
<b>WA Public Schools</b>	61.0%	25.0%	10.0%	4.0%



# Student Attendance



## Attendance Overall Secondary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
<b>2021</b>	84.8%	86.1%	86.5%	64.5%	74.1%	62.6%	83.4%	85.6%	84.4%
<b>2022</b>	84.1%	81.7%	83%	76.6%	67.7%	55.2%	83.4%	81.1%	80.4%
<b>2023</b>	83.8%	84.2%	84.9%	55.6%	67.4%	59.2%	80.3%	83.4%	82.5%

## Attendance Overall Secondary



	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
<b>2021</b>	39.6%	31.2%	19.5%	9.7%
<b>2022</b>	44.2%	26.3%	17.9%	11.5%
<b>2023</b>	37.4%	28.1%	21.1%	13.5%
<b>Like Schools 2023</b>	43.6%	28.8%	18.5%	9.1%
<b>WA Public Schools</b>	47.0%	26.0%	16.0%	11.0%



## School Priorities

### Focus Areas

*High Academic Achievement*

*High Quality Teaching & Learning*

*Student Health & Wellbeing*


*Engaged Families and Communities*



Our key priorities for 2021-2023 align with the Department of Education's *Building on Strength—Future Directions for the Western Australian Public School System*, Strategic Directions for Public Schools 2020-2024, annual Focus documents, and Teaching for Impact.

According to our strategic planning, each priority area has several targets and milestones for improvement, which have been set, along with strategies to achieve them.

We are moving closer to the end of our current Business Plan window and continue to make progress towards our goals.



# High Academic Achievement



We believe that all students learn in different ways. With a focus on high expectations and year-on-year progress, we will guarantee student success in their chosen pathway.

- Provide all students with the best educational opportunities to achieve high levels of progress and achievement.
- Use whole school data to measure the impact of teaching in our classrooms to support student achievement.
- Embed the General Capabilities from the Western Australian Curriculum to ensure that we are developing future-ready students.
- Case manage identified students at risk of not achieving their individual potential.
- Deliver effective and evidence-based teaching practices in our school.
- Provide engaging programs to challenge and extend students across all learning areas.
- Use formative assessment to validate our teaching practices.

This will be evident when:

- The school enhances its data-driven approach to student monitoring and feedback.
- Students are engaged, challenged, and extended to realise their individual needs, aspirations, motivations and leadership opportunities.
- Whole school interventions in literacy and numeracy are in place to monitor and support students in their learning.
- Identified formative assessment practices are embedded across the school.



# WACE

Exmouth District High School (4077)	2023	2022	2021
Student in cohort	19	19	26
Students reported to SCSA	14	16	19
Alternative Pathway (NOA)	5	3	3
Left school verified	-	-	3
Left school unverified	2	1	1
<b>WACE</b>			
Eligible for WACE - EDHS	12 (63%)	15 (79%)	18 (69%)
Eligible for WACE - State	68%	64%	70%
WACE Achievement	10 (83%)	15 (100%)	16 (89%)
Public Schools	90%	89%	89%
WACE Breadth and Depth	12 (100%)	15 (100%)	18 (100%)
C Grade requirement (WACE eligible)	12 (100%)	15 (100%)	17 (94%)
English requirement met	12 (100%)	15 (100%)	18 (100%)
ATAR or Cert II requirement	12 (100%)	15 (100%)	17 (94%)

## 2023 WACE Summary

- 19 students in cohort
- 5 NOA, 2 unverified
- 12 WACE eligible
- 10 achieved WACE.
- 2 students didn't achieve WACE due to OLN



2023 student achievement is based on a small cohort of 12 WACE-eligible students. Two students not achieving CAT 3 on the Online Literacy and Numeracy Assessment (OLNA) impacted the WACE achievement rate of 83%, slightly below the public schools. All other WACE requirements were met by 100% of students.

**Trends:** Students consistently meet the requirements of WACE.

2023 WACE achievement was impacted by two students not achieving OLNA.

**Opportunities:** EDHS will “bump up” OLNA intervention strategies while also seeking to expand Secondary Pathways incorporating defined face-to-face delivery of ‘Lighthouse Programs’ to meet student interests/aspirations and local business/industry skill needs.

**Targeted Strategies:**

- Review all face-to-face WACE courses aligned to SCSA Curriculum Documentation audits, including ensuring all Assessment Outlines provide necessary opportunities for students to demonstrate required achievement levels. All teachers to utilise the task report function in RTP to ensure students and parents remain informed of progress.
- Utilising SAIS lines of inquiry, secondary leaders work with staff to review individual WACE course achievements to identify trends and ensure a lens of ongoing reflection and improvement, including course documentation review, course delivery, assessment processes, and timely feedback.
- In 2024, align to the development of a schoolwide literacy and numeracy operational plan, identify and implement targeted OLNA intervention strategies at a classroom, small group, and online level. Explore the effectiveness of the current online licence for *OLNA Support* relative to other platforms, e.g., *OLNAWA* and *Education Perfect*.





### **Targeted Strategies continued:**

- Continue to develop innovative and engaging secondary pathways, exploring resourcing needs to develop 'Lighthouse Programs' aligned to local employment needs (developed in consultation with Exmouth Chamber of Commerce), e.g., maritime, Hospitality, and Engineering.
- Implement a tiered approach to student achievement, attendance, and pathway tracking with targeted intervention for students who do not meet WACE requirements.
- Review and continue to develop innovative timetabling models to maximise face-to-face delivery in Years 11 and 12 whilst building upon the strong partnership with SIDE and other external support.
- Review and continue to develop a robust Year 10 course counselling process that targets explicit individual student needs, interests, and abilities to ensure all students access a pathway to success and entry into further training and/or employment post-school.
- The introduction of the Year 5 – 12 Individual Pathway Planning Career Exploration program ensures that all students have a documented and evolving pathway plan linked to their aspirations, interests, and plans post-school.







OLNA			
Reading (WACE Eligible)	10 (83%) *2	15 (100%)	17 (94%)
Writing (WACE Eligible)	10 (83%) *2	15 (100%)	17 (94%)
Numeracy (WACE Eligible)	11 (92%) *1	15 (100%)	17 (94%)
Met OLNA requirement	10 (83%) *2	15 (100%)	17 (94%)

## 2023 OLNA Summary (Year 12)

Two students didn't meet OLNA requirements (one across all three CATs, the other across two CATs), which resulted in them not meeting WACE requirements.

**Trends:** Given the current trend of small cohorts in Years 11 and 12, multiple students not meeting OLNA requirements impact Year 12 Achievement rates. Current trends indicate that OLNA achievement is the one requirement affecting WACE achievement. All other requirements have trends of 100% achievement.



**Opportunities:** Review and improve a multi-tiered approach to OLN intervention.

**Targeted Strategies:** As indicated under targeted strategies WACE Achievement:

- Align OLN intervention into schoolwide Literacy and Numeracy Plan.
- Review and improve OLN intervention strategies at the classroom, small group, and online levels.
- Explore the effectiveness of online platforms – review current and explore other platforms.
- Implement a tiered approach to student tracking and associated intervention levels.
- Review course counselling processes to ensure all students access a pathway that prepares them for success in Years 11 and 12.



Vocational Education and Training			
School VET enrolments	9 (47%)	10 (53%)	22 (88%)
Certificate III	3 (33%)	3 (30%)	1(4%)
Certificate II	3 (33%)	6 (60%)	9 (39%)
No certificate completed	3 (33%)	1 (10%)	13 (57%)
Endorsed unit equivalents achieved	3	10	12

### VET Summary



- 2 completed Cert III Tourism
- 1 completed Cert II Conservation
- 1 completed Cert II Sampling
- 1 of 2 completed Cert II Tourism
- 1 of 2 completed Cert III Early Child
- 1 didn't complete Cert II Visual Arts

In 2023, 47% of students accessed training opportunities. In 2022 and 2023, there was an identified reduction in training enrolments. EDHS is committed to reviewing training opportunities in partnership with local employers, Exmouth Central Regional TAFE, SIDE RTO, and other RTOs to ensure all students are provided the opportunity to engage in pathways that set them up for success in the post-school destination pathway.

**Trends:** Over the last few years, there has been an evident decline in VET enrolments. EDHS is committed to addressing this trend by engaging all students in successful pathways linked to WACE achievement and attainment, with an overarching intent to set students up for success post-school.

**Opportunities:** Review current training opportunities in consultation with key stakeholders with a commitment to support the growth and development of delivery through our local provider, Exmouth Central Regional TAFE. In consultation with local employers, explore local employment needs and align pathways to expose students to training opportunities that enable them to access further training or employment post-school.



## Targeted Strategies:

- Explore opportunities and initiatives to work with local business, industry and training providers to provide work awareness and exposure opportunities in years 5 – 10, including, but not limited to, Career Expo, Try a Trade, guest speaker programs, on-site work exposure visits ... linking with TAFE, local industry/business and travelling groups (e.g. SALT).
- In consultation with business, industry and training providers, identify and promote successful pathways for students to engage in training opportunities throughout Years 10 to 12, inclusive of short courses and Certificate Training opportunities, with the intention that all students have an opportunity to enrol in and complete a Certificate II and above, linked to work experience (Year 10) and workplace learning and school-based traineeships (Year 11 and 12).
- Consider resourcing and innovative timetabling to enable all students to access training opportunities across Years 10 – 12.
- Develop a tracking intervention process in partnership with RTOs to aim and ensure that all students successfully complete training opportunities.





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

WA Public Schools	Year 3 Numeracy					
	School			Like Schools		
	2021	2022	2023	2021	2022	2023
<b>Top 20%</b>	14%	15%	14%	13%	16%	10%
<b>Middle 60%</b>	58%	68%	69%	64%	65%	66%
<b>Bottom 20%</b>	28%	18%	17%	23%	19%	24%

WA Public Schools	Year 5 Numeracy					
	School			Like Schools		
	2021	2022	2023	2021	2022	2023
<b>Top 20%</b>	13%	13%	17%	12%	11%	11%
<b>Middle 60%</b>	63%	71%	57%	67%	67%	64%
<b>Bottom 20%</b>	23%	16%	26%	21%	22%	25%

WA Public Schools	Year 7 Numeracy					
	School			Like Schools		
	2021	2022	2023	2021	2022	2023
<b>Top 20%</b>	22%	8%	21%	12%	12%	12%
<b>Middle 60%</b>	74%	84%	62%	67%	67%	66%
<b>Bottom 20%</b>	4%	8%	18%	22%	21%	22%

WA Public Schools	Year 9 Numeracy					
	School			Like Schools		
	2021	2022	2023	2021	2022	2023
<b>Top 20%</b>	11%	12%	13%	10%	10%	12%
<b>Middle 60%</b>	81%	71%	63%	69%	69%	66%
<b>Bottom 20%</b>	7%	18%	25%	21%	21%	22%

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

WA Public Schools	Year 3 Reading					
	School			Like Schools		
	2021	2022	2023	2021	2022	2023
<b>Top 20%</b>	19%	10%	6%	17%	17%	12%
<b>Middle 60%</b>	58%	75%	58%	62%	65%	64%
<b>Bottom 20%</b>	22%	15%	36%	21%	18%	24%

WA Public Schools	Year 5 Reading					
	School			Like Schools		
	2021	2022	2023	2021	2022	2023
<b>Top 20%</b>	10%	22%	19%	14%	14%	11%
<b>Middle 60%</b>	65%	62%	71%	66%	63%	65%
<b>Bottom 20%</b>	26%	16%	10%	20%	22%	23%

WA Public Schools	Year 7 Reading					
	School			Like Schools		
	2021	2022	2023	2021	2022	2023
<b>Top 20%</b>	29%	5%	21%	13%	13%	13%
<b>Middle 60%</b>	54%	73%	74%	68%	67%	65%
<b>Bottom 20%</b>	17%	22%	6%	19%	20%	22%

WA Public Schools	Year 9 Reading					
	School			Like Schools		
	2021	2022	2023	2021	2022	2023
<b>Top 20%</b>	4%	5%	11%	14%	13%	13%
<b>Middle 60%</b>	82%	68%	42%	64%	67%	64%
<b>Bottom 20%</b>	14%	26%	47%	22%	20%	22%

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

WA Public Schools	Year 3 Writing					
	School			Like Schools		
	2021	2022	2023	2021	2022	2023
<b>Top 20%</b>	11%	26%	21%	16%	21%	13%
<b>Middle 60%</b>	77%	62%	55%	67%	65%	62%
<b>Bottom 20%</b>	11%	12%	24%	17%	14%	25%

WA Public Schools	Year 5 Writing					
	School			Like Schools		
	2021	2022	2023	2021	2022	2023
<b>Top 20%</b>	17%	13%	15%	17%	15%	18%
<b>Middle 60%</b>	43%	72%	64%	57%	67%	64%
<b>Bottom 20%</b>	40%	15%	21%	26%	18%	18%

WA Public Schools	Year 7 Writing					
	School			Like Schools		
	2021	2022	2023	2021	2022	2023
<b>Top 20%</b>	28%	22%	35%	17%	16%	17%
<b>Middle 60%</b>	60%	70%	49%	66%	68%	65%
<b>Bottom 20%</b>	12%	8%	16%	17%	17%	19%

WA Public Schools	Year 9 Writing					
	School			Like Schools		
	2021	2022	2023	2021	2022	2023
<b>Top 20%</b>	14%	0%	5%	14%	17%	14%
<b>Middle 60%</b>	71%	79%	58%	63%	65%	66%
<b>Bottom 20%</b>	14%	21%	37%	23%	18%	20%

# Quality Teaching & Learning

At Exmouth District High School, we provide a high-quality teaching and learning experience that prepares our students to achieve in their chosen pathways. We have embarked on a journey towards a consistent, explicit approach to teaching, ensuring that our students receive the best possible education driven by our own BEACON Instructional Model and aligned with the Western Australian curriculum.

At Exmouth District High School, we believe in engaging lessons that utilise an explicit approach to teaching. By focusing on critical content and reducing the cognitive load on students, we ensure that learning is effective and meaningful. Our teachers carefully design lessons that are clear, structured, and focused on key concepts, allowing students to grasp complex ideas. Through this approach, we aim to enhance student understanding and retention, leading to deeper learning experiences.

The BEACON Instructional Model ensures lessons are well structured and focussed on key concepts. The key elements motivate students to participate and achieve success.



- B** **Begin with a signal**  
Consistent routine
- E** **Explicit Learning Intentions and Success Criteria**
- A** **Activate prior learning**  
Reteach, retrieve and apply
- C** **Construct learning**  
"I do, We do, You do"
- O** **Ongoing effective feedback**  
Check for understanding
- N** **Nurture student engagement**  
Full participation

Teaching for Impact

Believe Know Plan Teach Assess

A beacon of learning, an ocean of opportunities



**Beginning with a signal** and maintaining a consistent routine in lessons is an effective way to establish structure and expectations in the classroom. This practice involves using a specific signal, such as a chime or a phrase, to indicate the start of a lesson and gather students' attention. Once the signal is given, students know to focus their attention on the teacher and prepare for the lesson ahead.




Using **Explicit Learning Intentions and Success Criteria** ensures teachers and students understand the purpose of the lesson and what is expected, providing a clear focus for learning. They also provide a framework for effective feedback, as students can compare their work against the success criteria to identify areas for improvement.



**Activating prior learning** in a lesson involves revisiting and building upon students' existing knowledge, skills, and experiences related to the topic being taught. This process helps to make new information more meaningful and easier to understand.





**Constructing learning** through an 'I do, we do, you do' approach is a method of instruction that gradually transitions the responsibility of learning from the teacher to the students.

I do - In this phase, the teacher models the concept or skill being taught.

We do - In this phase, the learning becomes collaborative. Students work together with the teacher or in groups to solve more complex problems or complete more challenging tasks.

You do - In this phase, students practice the concept or skill independently.

**Providing ongoing feedback** occurs throughout Exmouth District High School lessons and is a crucial part of effective teaching. It involves giving students timely and specific information about their progress, understanding, and performance to help them improve their learning.

**Student engagement** during lessons using full participation strategies ensures students are actively involved in their learning. These strategies encourage students to contribute, discuss, and interact with the lesson content, fostering a deeper understanding of the material and creating opportunities for success.

Aligned with the Department of Education's strategic direction and 'Teaching for Impact' tool, we strive to equip our students with the skills, capabilities, and understandings that are essential for success in today's world. We prioritise development through whole-school programs such as Talk4Writing, Seven Steps to Writing Success, Initialit Early Years Literacy and Spelling Mastery. Our Academic extension and enrichment STEAM program integrates Science, Technology, Engineering, Arts, and Mathematics, challenging students to think critically, solve problems creatively, and collaborate effectively. In mathematics, we use the Paul Swan Maths resources to deliver a solid foundation in mathematical concepts and skills.



# Student Health and Wellbeing



The Student Support Team was strengthened in 2023. Our Student Support Team provides support for the social, emotional, and educational well-being of all students. The ultimate goal is to help students reach their full potential.

<b>Student Support Team</b>	<b>Role</b>
Jane Ayres	Program Coordinator Student Support
Cathy Giliam	Student Engagement Teacher
Kerry Pennington	Student Support Teacher (Year 11 and 12)
Nurse Julie	School Nurse
TBA	School Psychologist
Rhiannon Radcliffe	Aboriginal Islander Education Officer (AIEO)
Danielle Faithfull	Chaplain
Jude Hassett	Youth Worker
Sarah Simmons	Attendance Officer
Hellen Kneale	Academic Extension & Enrichment Coordinator
Michelle Seaton	Learning Support Coordinator K-12 (LSC)



In 2023, the Student Support Team worked extremely hard to improve the educational outcomes of Exmouth students through pastoral care and proactive positive interventions. The managers' role was to promote positive behaviour school-wide by building staff capacity through staff CMS support, implementing PBS strategies, and general communication to staff about students at risk.



Student Support empowered staff through:

- Advice and information about individual students.
- Helping with low-level intervention strategies to avoid negative behaviour.
- Assisting in de-escalating behaviour.
- Developing positive behaviour management plans.
- Conducting restorative justice meetings for students and staff and promoting restorative justice as a positive behavioural strategy.
- Gathering information across subjects to assist in consistent approaches to support positive behaviour.
- Provide mental health support plans for students with anxiety and other issues that may impact their learning.
- Running reward programmes and excursions which recognise positive behaviour.





Student Support also ran a school-wide proactive, positive pastoral care programme of activities for every year group. This programme assisted in supporting students and staff by addressing issues like social media use, respectful relationships, positive self-esteem, resilience, bullying, and social skill education. Student Support also offered support to staff and students in social-emotional well-being.

Student Support strongly supported the department's focus on high performance and high care by implementing strong pastoral care for at-risk students and scaffolded support of all students' needs to support their academic achievement throughout 2023.

### Student Support Lead Programmes in 2023

- Dismantle Bike Program
- PBS Rewards
- NAIDOC Week
- Student Behaviour Agreements
- Breakfast Club
- Attendance Rewards
- Care Management of Students at Educational Risk
- Agreements for Student Behaviour and Support

# Learning Support



In 2023, Exmouth District High School continued to build on the strengths of its SST with a whole-school wrap-around approach to Learning support and case management.

## Diversity and Inclusivity

Exmouth District High School takes pride in fostering an inclusive learning environment for all students. We offer a range of evidence-based strategies and programs to support each individual while ensuring that our classroom remains inclusive and promotes equality among peers.

## Support at EDHS

At Exmouth District High School, we recognise that students have varying abilities, and some may need different levels of support across various subjects. Our comprehensive school assessment processes allow us to identify students who require additional assistance.

## School Specialist Support Team in 2023 consists of:

Deputy of Teaching and Learning

Program Coordinator Student Services

Learning Support Coordinator

Lead EA

School Psychologist

MacqLit and Language Lift trained Education Assistants

Special Needs Education Assistants



## Programs and initiatives

The transitional classroom, introduced in 2023, serves as an extension of the support team, specifically addressing the areas of need that often hinder full engagement in the classroom for students with high needs or challenging behaviours. In the transitional classroom, support staff focus on explicitly teaching essential classroom engagement skills while providing a space for students to achieve emotional regulation. The consistent routine ensures effective skill integration, empowering students to navigate the school day successfully and actively participate in class.

ASDAN (Award Scheme Development and Accreditation Network) is a program that provides a range of accredited qualifications for learners of all ages. These qualifications are designed to develop practical skills, personal development, and employability. ASDAN's programs cover various areas such as life skills, work-related learning, and personal and social development. They offer flexible and inclusive learning experiences, allowing students to gain recognition for their achievements beyond traditional academic subjects. At EDHS, students access ASDAN courses through the School of Isolated and Distance Education and are supported by a Special Needs EA to complete the tasks.

Our MacqLit program, an explicit and systematic reading intervention designed for small groups of older low-progress readers, continued its success throughout 2023. It focuses on phonics, fluency, vocabulary, and comprehension, with scripted lessons delivered by trained educators. The program builds confidence and reading skills in struggling readers.



# Engaged Families and Communities

Throughout 2023, our strong partnerships with our staff, students, families, and communities continued to improve educational outcomes for all students. To achieve this, we engaged, communicated, and collaborated to build respectful partnerships with families and the wider community, promoting student success. We maintained and strengthened relationships with local community links, industry, and agencies. Additionally, we became a culturally responsive school, using the diversity and strength of our community to collaborate for future planning.

This was evident when parent and community involvement in school decision-making encouraged greater ownership and ensured local needs were reflected. Regular communication between our school board and the school community was enhanced, and strong positive relationships between staff, students, and parents were visibly strengthened.







# Annual Budgets + Accounts



## Student-Centred Funding

### Student-Centred Funding - 2023

Per Student Funding	\$	4,314,321.00
Student and School Characteristics	\$	2,582,374.60
Disability Adjustments	\$	12,268.18
Targeted Initiatives	\$	383,832.76
Operational Response Allocation	\$	0.00
Regional Allocation	\$	41,000.00
<b>Total 2023</b>	\$	<b>7,333,796.54</b>
Transition Adjustment	\$	0.00
<b>Total After Transition Adjustment</b>	\$	<b>7,333,796.54</b>

### Per Student Funding - At Census

Per Student	Funded Student FTE		Amount
	Below Threshold	Above Threshold	
Kindergarten	29	0	\$153,207.00
Pre-primary	38	0	\$348,764.00
Year 1	42	0	\$385,476.00
Year 2	44	0	\$403,832.00
Year 3	42	0	\$385,476.00
Year 4	45	0	\$345,105.00
Year 5	37	0	\$283,753.00
Year 6	45	0	\$345,105.00
Year 7	40	0	\$401,400.00
Year 8	33	0	\$331,155.00
Year 9	24	0	\$240,840.00
Year 10	29	0	\$291,015.00
Year 11	22	0	\$237,358.00
Year 12	15	0	\$161,835.00
<b>Total</b>	<b>485</b>	<b>0</b>	<b>\$4,314,321.00</b>

Student and School Characteristics Funding - At Census

	Funded Student FTE	Amount
<b>Student Characteristics</b>		
Aboriginality	48.00	\$107,627.43
Disability	67.12	\$540,626.64
English as an Additional Language or Dialect	0.00	\$0.00
Social Disadvantage	101.98	\$87,748.86
<b>Sub Total</b>		<b>\$736,002.93</b>
<b>School Characteristics</b>		
Enrolment-Linked Base		\$885,369.00
Locality		\$961,002.67
<b>Sub Total</b>		<b>\$1,846,371.67</b>
<b>Total</b>		<b>\$2,582,374.60</b>



# Exmouth District High School

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