



2024 ANNUAL REPORT

Exmouth District High School



A beacon of learning, an ocean of opportunities



VISION

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.

MORAL PURPOSE

'We stand together to create One School, One Community'

OUR VALUES

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.

MOTTO

'A beacon of learning, an ocean of opportunities'



PRINCIPAL REPORT

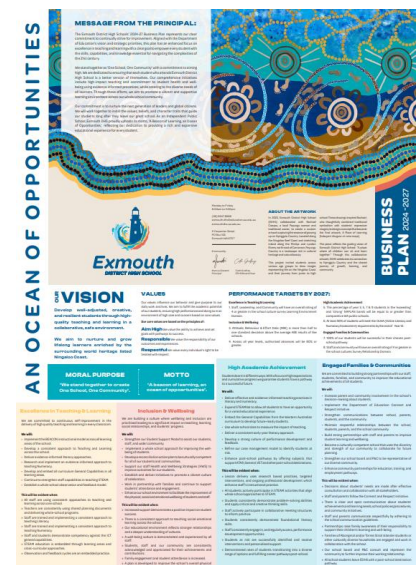
2024 has been a significant and rewarding year for Exmouth District High School, marked by strong student achievement, deepened community partnerships, and the exciting launch of our new Business Plan 2024–2027. This plan sets a clear strategic direction for the next 4 years, grounded in high expectations, evidence-based practice, and our unwavering commitment to ensuring every student is known, valued, and successful.

Throughout the year, we have continued to refine our instructional approaches, strengthen student support structures, and embed consistent whole-school practices across all learning areas. Our staff have remained focused on improving outcomes in literacy and numeracy, while also championing innovative programs that engage and extend students across all year levels.

A core focus this year has also been on strengthening our school culture, promoting an environment where students and staff feel safe, connected, and empowered. Through our Positive Behaviour approach, student leadership initiatives, and targeted wellbeing supports, we are building a school community that thrives on mutual respect, collaboration, and aspiration. At the heart of our work is a shared moral purpose of We Are standing Together to Create “One School, One Community.” This commitment reminds us that our strength lies in collaboration where staff, students, families, and the broader community work together to ensure every child feels a sense of belonging and purpose.

We have also taken significant steps forward in embedding STEAM (Science, Technology, Engineering, Arts, and Mathematics) education across our school. From hands-on classroom projects and extension opportunities to community partnerships and industry engagement, our STEAM focus is preparing students with the critical thinking, creativity, and problem-solving skills they need to thrive in a rapidly changing world. This future-focused learning empowers our students to become curious, capable, and confident contributors both within and beyond the school.

Importantly, we continue to celebrate and nurture the diverse talents of our students, not only in the classroom but across the sporting field, through vibrant arts showcases and productions, creative technological pursuits, and in the learning and appreciation of languages and culture.



These opportunities allow students to shine in areas they are passionate about, build confidence, and develop a sense of pride in their achievements.

I extend my appreciation to our dedicated staff, supportive families, and community partners whose contributions make our success possible. Together, we continue to build a school community where every student can thrive now and into the future.

Marcus GIANATTI

Principal



STAFF INFORMATION

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice	3	3.0	0
Program Coordinators	1	1.0	0
Total Administration Staff	5	5.0	0
Teaching Staff			
Level 3 Teachers	3	2.6	0
Other Teaching Staff	39	32	0
Total Teaching Staff	42	34.6	0
School Support Staff			
Clerical / Administrative	6	5.6	0
Gardening / Maintenance	2	1.4	0
Instructional	3	1.6	2
Other Allied Professionals	21	16.4	1
Total School Support Staff	32	25.0	3
Total	79	64.6	3

STUDENT NUMBERS

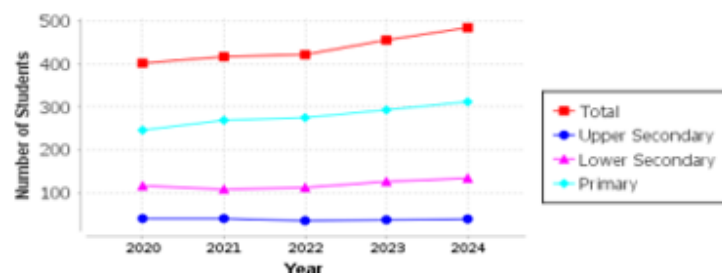
Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(20)	41	39	47	52	46	48	39	332
Part Time	40								

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

Secondary	Y07	Y08	Y09	Y10	Y11	Y12	USE	Total
Full Time	48	36	28	22	20	19		173

	Kin	PPR	Pri	Sec	Total
Male	13	17	135	90	255
Female	27	24	136	83	270
Total	40	41	271	173	525

Semester 1 Student Numbers



SCHOOL PRIORITIES

Excellence in Teaching & Learning

We are committed to continuous self-improvement in the delivery of high-quality teaching and learning in every classroom.

Target 1: Staff, Leadership, and Community will have an overall rating of 4 or greater in the school culture survey Learning Environment Domain.

Working Towards	Meeting	Exceeding
-----------------	---------	-----------

LEARNING ENVIRONMENT - Community	Community
Student wellbeing and care is a priority at our school	3.87
My children's teachers provide a stimulating learning environment and make learning opportunities interesting and enjoyable	3.83
I understand how my children's classrooms operates	3.49
Our school creates and sustains a culturally responsive and culturally safe learning environment	3.63
Our school is a safe place to be	3.72
My children have a strong sense of belonging and pride in our school	3.91
My children are well known by school leaders and staff	3.93
Our school has a culture where mutually respectful relationships are promoted and valued	3.83
Our school is responsive to the voice of Aboriginal students, staff and communities	3.64
There are effective pastoral care processes in our school	3.46
Our school facilitates contemporary learning environments through the use of learning technologies	3.58
Overall Rating	3.72



Exmouth District High School is committed to nurturing a community where every student feels safe, supported and proud to belong. In 2024 we expanded our Student Support Team, strengthened our whole school wellbeing programs, and began implementing the Friendly Schools social-emotional framework.

We believe learning is richest when school, family and community work side-by-side. Regular open-classroom afternoons, showcases, assemblies and community events celebrate success in academics, the arts, sport and leadership reinforcing our high expectations and shared pride. Clear, streamlined pastoral-care pathways ensure wellbeing concerns are met quickly, transparently and with genuine care.

Student voice drives continuous improvement. Our Student Representative Team (SRT) ensures that every student – whether Primary or Secondary, Aboriginal or non-Aboriginal - has a platform to shape their schooling experience. Together, these actions create an inclusive culture where we *stand together as one school and one community*.

LEARNING ENVIRONMENT - Leadership & Staff	Leadership	Staff
Our staff authentically/I have the opportunity to participate in creating an environment that maximises student learning and engagement	4.4	3.59
We/I acknowledge and value the strengths and perspectives of Aboriginal staff, students and families	4	4.08
Student wellbeing and care is a priority at our school	4.8	3.08
Our school provides a safe, orderly and inclusive learning environment	4.8	3.76
We/I create and sustain a culturally responsive and culturally safe learning environment	3.8	4.16
There is a strong culture of belonging and pride in our school	4.4	3.27
Our Staff/I consistently apply differentiated teaching as a strategy to ensure that every student is engaged and learning successfully	4	4.38
Positive behaviour approaches are applied consistently across our school	4	3.49
Student engagement at our school is managed through explicit whole school strategies	4.2	3.57
Our school has embedded structures that ensure students are well known by the staff	4	3.62
Our school has a culture where mutually respectful relationships are promoted and valued	4.4	3.7
Our school has whole school pastoral care processes that are consistently implemented	3.8	3.35
We facilitate/ I have access to contemporary learning environments through the use of learning technologies	3.6	2.92
Overall Rating	4.12	3.61



In 2024, Exmouth District High School continued to refine and implement its journey towards delivering a consistent and high-quality teaching and learning experience. Central to this work is our commitment to an explicit approach to instruction, underpinned by our BEACON Instructional Model and aligned with the Western Australian Curriculum. This model ensures that lessons are well-structured, focused on key concepts, and designed to reduce cognitive load, enabling students to engage meaningfully with critical content and achieve success in their chosen pathways.

Our staff remain dedicated to enhancing their practice, with six teachers participating in the Teach Well Masterclass to deepen their high-impact teaching skills. The Room 8 Transition Classroom continued to grow, supporting students with additional needs and providing families with targeted assistance. Enrichment opportunities also expanded through our STEAMlab and extension programs, with a major highlight being student success at the Western Australian Robotics Competition—made possible through the generous support of local businesses and community groups. Through these initiatives, Exmouth DHS continues to provide a learning environment where all students are engaged, supported, and challenged to excel.



Inclusion & Wellbeing

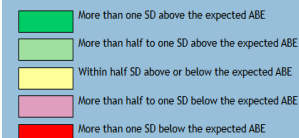
We are building a culture where wellbeing and inclusion are prioritised, leading to a significant impact on teaching, learning, social relationships, and students' progress.

Target 2: Attitude, Behaviour & Effort Data (ABE) is more than half to one standard deviation above the average ABE results of like schools.

Working Towards	Meeting	Exceeding
-----------------	---------	-----------

Teacher Judgement	
Attitude, Behaviour & Effort	2024
Primary	
Secondary	
- English	22%
- Mathematics	22%
- Science	18%
- Humanities & Social Sciences	17%

The percentage of secondary students results judged as achieving the eight attitude, behaviour and effort categories 'seldom' or 'sometimes', averaged, standardised against the school's ICSEA and expressed as a standard deviation from expected attitude, behaviour and effort (ABE). The secondary results for Mathematics, English and Science are used to produce an overall secondary assessment.



In 2024, our school continued to embed a culture where wellbeing and inclusion are central to student success, as part of our commitment to the *Leading Cultures of Teaching Excellence* initiative. In addressing the challenge of "Aiming High," we are focused on lifting expectations and building a learning environment where all students are known, supported, and challenged to achieve their best. Our current Attitude, Behaviour and Effort (ABE) data sits within half a standard deviation above or below the average of like schools. To reach our benchmark target - achieving results more than half to one standard deviation above - we are implementing strategies such as consistent high-quality teaching aligned to the BEACON Instructional Model, improved use of student data for personalised support, targeted staff development, greater recognition of student effort, and stronger team collaboration. These actions are fostering a culture of aspiration and driving ongoing improvement in student engagement, learning, and wellbeing.



Target 3: Across all year levels, authorised absences will be 80% or greater.

Working Towards	Meeting	Exceeding
-----------------	---------	-----------

Semester 1 2024

Breakdown	Attendance Rate %	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe	Auth. %	Unauth. %
PPR	87.7%	17	18	6		73%	27%
Y01	83.0%	18	13	12	2	65%	35%
Y02	85.2%	26	12	7	4	83%	17%
Y03	87.3%	26	22	5	3	74%	26%
Y04	84.4%	22	13	11	3	79%	21%
Y05	83.9%	24	15	6	6	77%	23%
Y06	89.2%	26	8	4	2	57%	43%
Y07	85.9%	18	16	10	4	66%	34%
Y08	81.9%	17	9	7	7	71%	29%
Y09	84.6%	10	9	7	3	66%	34%
Y10	76.4%	5	8	7	4	66%	34%
Y11	70.5%	5	3	6	4	52%	48%
Y12	78.0%	4	5	10	1	54%	46%



Semester 2 2024

Breakdown	Attendance Rate %	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe	Auth. %	Unauth. %
PPR	83.9%	16	16	7	4	78%	22%
Y01	80.4%	15	18	5	6	62%	38%
Y02	84.4%	23	13	7	5	74%	26%
Y03	83.3%	23	19	10	5	69%	31%
Y04	84.4%	25	11	6	5	66%	34%
Y05	79.8%	20	18	8	6	58%	42%
Y06	84.7%	19	16	4	3	63%	37%
Y07	83.7%	18	15	9	5	62%	38%
Y08	77.7%	11	15	7	10	65%	35%
Y09	81.2%	7	9	8	3	59%	41%
Y10	71.4%	2	7	10	5	49%	51%
Y11	71.0%	3	7	2	4	35%	65%
Y12	74.0%	4	2	11	2	48%	52%

The 2024–2027 business plan target is to achieve 80% or greater authorised absences across all year levels, promoting consistent attendance that supports student learning and wellbeing. In 2024, early years showed encouraging progress with authorised absences nearing this target, while senior years continue to require focused attention due to higher unauthorised absence rates.

To better understand and address attendance challenges, we have commenced comprehensive surveys involving students, staff, and parents. This approach helps identify barriers and informs targeted strategies to improve attendance.

Enhanced tracking systems allow staff to identify at-risk students early, with clear expectations for timely follow-up and communication. Additionally, we are developing ways to celebrate improved attendance, reinforcing positive engagement



High Academic Achievement

Students learn in different ways. With a focus on high expectations and cumulative progress we guarantee students have a pathway to a successful future.

Target 4: *The percentage of year 3, 5, 7 & 9 students in the 'exceeding' and 'strong' NAPLAN bands will be equal to or greater than comparative WA public schools.*

Working Towards	Meeting	Exceeding
-----------------	---------	-----------

	Year 3		Year 5		Year 7		Year 9	
	Exmouth DHS	WA Public Schools	Exmouth DHS	WA Public Schools	Exmouth DHS	WA Public Schools	Exmouth DHS	WA Public Schools
Numeracy	62%	58%	56%	64%	61%	60%	54%	64%
Reading	57%	60%	74%	65%	68%	59%	62%	64%
Writing	84%	73%	59%	62%	55%	58%	84%	73%
Spelling	50%	58%	57%	65%	70%	70%	74%	70%
Grammar & Punctuation	58%	49%	63%	60%	64%	56%	52%	52%

At Exmouth District High School, we understand that every student learns differently. With high expectations and a focus on steady progress, we are dedicated to helping every child build a clear path to success. In 2024, we worked hard to have more students in Years 3, 5, 7, and 9 reach the top levels in their NAPLAN tests, compared to other public schools in Western Australia.

We have lots to celebrate in our recent NAPLAN results. For example, 84% of our Year 3 students scored in the highest bands for Writing, and across all year groups, our students did better than the state average in Grammar and Punctuation. Year 5 Reading and Year 7 Reading and Spelling also showed strong improvements, with our students performing better than the state average. While we know some areas, like Year 3 Spelling and Year 9 Numeracy, need



more focus, the overall results show how committed we are to high-quality teaching and helping every student grow.

We are using school-wide programs to support learning and improvement. For example, our BEACON Instructional Model and Spelling Mastery program are helping teachers deliver lessons that meet every child's needs. In maths, we have started trialling *Maths Trek*, which gives teachers fun and effective tools to support students from Pre-primary to Year 6. Early reading skills are boosted through the *MultiLit* program for younger students, providing extra help where needed. Spelling lessons happen four mornings a week with activities tailored to each student's level. In writing, teachers focus on clear lesson plans and use tools like *Brightpath* to track progress and give useful feedback. Grammar and punctuation are taught regularly across all subjects. We also carefully support students who need extra help by working closely with families and teachers. Our new EDHS Playbook guides teachers to use consistent and proven teaching methods, helping all students reach their best.

We're proud of what our students are achieving and will keep working hard to help every child succeed.



Target 5: At least 90% of students will meet the OLN (Online Literacy and Numeracy Assessment) requirements by the end of Year 12.

Working Towards	Meeting	Exceeding
-----------------	---------	-----------

	Year 12 Students – Qualified in				
	Year 9	Year 10	Year 11	Year 12	Not Qualified
2024	5	8	3	3	0
	26.3%	42.1%	15.8%	15.8%	0.0%
Like Schools	17.9%	32.7%	18.7%	9.3%	21.3%

Our target of at least 90% was exceeded in 2024, with 100% of our students achieving OLN. The aim is to continue to work towards 100% achievement every year. By using data analysis tools like Elastik and scheduling regular collaboration between Learning Area, primary, and secondary teachers, we can identify student needs early. This enables timely interventions in lower secondary, such as small group support and targeted online programs. As a result, more students will be set up for success in NAPLAN and meet OLN requirements earlier in high school.



Engaged Families & Communities

We are committed to building strong partnerships with our staff, students, families, and community to improve the educational achievements of all students.

Target 6: 100% of our students will be successful in their chosen post-school pathway.

Working Towards	Meeting	Exceeding
-----------------	---------	-----------

	Intention 2023 School	Intentions 2023 State	Destination 2024 State	Destination 2024 School
Return To School		0.4%	0.4%	
University	22.2%	49.6%	49.6%	11.1%
Uni Offer - No Placement		0.0%	0.0%	
TAFE		15.4%	15.4%	11.1%
Apprenticeship	11.1%	12.1%	12.1%	
Traineeship	11.1%	2.8%	2.8%	
Other Training		3.2%	3.2%	
Employment - Full-time	55.6%	10.2%	10.2%	33.3%
Employment - Part-time		1.7%	1.7%	44.4%
Employment				
Employment Assistance			0.0%	
Other			4.5%	
Deferred Study/Training			0.0%	

All of our graduating students were successful in moving into a chosen pathway at the end of 2024. Our aim is to continue providing high-quality senior secondary education, where students have the opportunity to gain varied experiences, skills, and qualifications — giving them real options as school leavers.

Our partnerships with SIDE, TAFE, and the wider Exmouth community provide us with a unique opportunity to develop pathways that align with the needs, skills, and interests of our students. We have continued to strengthen our career pathway planning, with several career-based incursions scheduled for the year.



In 2024, we introduced a Certificate II in Sampling & Measurement TAFE qualification. We worked closely with local industry to secure work experience placements for a large number of our Year 10 students. Workplace Learning has continued to grow, with our senior school students engaged in a variety of placements. A number of students have also taken up School-Based Traineeships, supported by TAFE and local employers.

Our SIDE ATAR students continue to achieve excellent results and are gaining direct entry into university placements.



Target 7: Staff and community will have an overall rating of 4 or greater in the school culture's Survey Relationship Domain.

Working Towards	Meeting	Exceeding
-----------------	---------	-----------

RELATIONSHIPS - Community	
I feel well informed about the activities of this school	3.85
I am provided with opportunities to actively engage in my children's education	3.68
I am comfortable to approach the school to discuss my children's needs and progress	3.97
The staff care about my children	4.08
Teachers at our school are professional and committed and enthusiastic	4.03
Staff and students at this school respect each other	3.54
Staff have positive relationships with Aboriginal students, their families and the local Aboriginal Community	3.54
I feel like the staff are working with me in preparing my children for the next stage of their education	3.60
I feel welcome in my children's classrooms	4.00
The school recognises students for their progress and achievements	4.02
The school values the role of parents as partners in education	3.70
I feel welcome when I am in the school	4.17
I am made to feel welcome when I am in the front office	4.28
Our school council/board operates effectively	3.37
Our school council/board is representative of our school community	3.41
Our school council/board values the opinion of the community when big decisions need to be made	3.26
Overall Rating	3.8



RELATIONSHIPS - Staff	
Our Staff Model exemplary professional behaviours	3.81
Our/My opinions are treated as valuable and worthwhile	3.76
We/ School Leaders convey the expectation that staff will treat one another with respect	4.3
We support staff to / Staff to are supported to practice self-care	3.62
Our Staff are actively engaged in school improvement	3.81
Our Staff/student relationships re respectful and positive	3.65
Our staff/ I establish and maintain positive relationships with Aboriginal students, their families and the local Aboriginal community	3.73
Our Staff morale reflects quality professional relationships	3.54
We create opportunities to include student voice in school improvement planning. Staff use student voice to examine the impact of their teaching	3.19
We Value parents and families as partners in student learning. Parents and families are valued as partners in student learning	3.76
We/ I provide opportunities for parents to actively engage in their child's education	4
We build effective partnerships/Effective partnerships are built with local community and external stakeholders to support teaching and learning	3.65
We seek and respond to /School community views are sought in reviewing school performance and effectiveness	3.49
Our school council/board operates effectively	3.35
Our school council/board is representative of our school community	3.43
Our school council/board values the opinion of the community when big decisions need to be made	3.51
Overall Rating	3.7

In 2024, Exmouth District High School continued to build strong relationships with students, families, and staff, fostering a welcoming and respectful environment. Parents generally feel informed and comfortable approaching the school, and they appreciate the care and professionalism shown by our staff. Many also feel welcomed when visiting classrooms and the front office, recognising that their children's progress is acknowledged.

Staff report a positive and respectful culture, with strong professional behaviours and a shared commitment to school improvement. Relationships with Aboriginal students and their families remain a key focus and strength. However, areas for development have been identified, including increasing opportunities for student voice in school planning, improving parental involvement in decision-making processes, and enhancing staff wellbeing supports.

While overall feedback is positive, with most responses ranging around the 3.5 to 4.3 out of 5 mark, there is clear room for growth. In 2025, the school will continue to prioritise strengthening community engagement, improving the effectiveness and representativeness of the school board, and ensuring staff and students feel even more supported in their learning and wellbeing.



FINACIAL SUMMARY

Student-Centred Funding

Student-Centred Funding - 2024

Per Student Funding	\$ 4,802,345.00
Student and School Characteristics	\$ 2,849,040.49
Disability Adjustments	\$ 0.00
Targeted Initiatives	\$ 527,194.85
Operational Response Allocation	\$ 1,106.95
Regional Allocation	\$ 45,000.00
Total 2024	\$ 8,224,687.29

Per Student	Funded Student FTE		Amount
	Below Threshold	Above Threshold	
Kindergarten	40	0	\$218,720.00
Pre-primary	41	0	\$389,500.00
Year 1	39	0	\$370,500.00
Year 2	47	0	\$446,500.00
Year 3	52	0	\$494,000.00
Year 4	46	0	\$365,148.00
Year 5	48	0	\$381,024.00
Year 6	39	0	\$309,582.00
Year 7	48	0	\$498,576.00
Year 8	36	0	\$373,932.00
Year 9	28	0	\$290,836.00
Year 10	22	0	\$228,514.00
Year 11	20	0	\$223,340.00
Year 12	19	0	\$212,173.00
Total	525	0	\$4,802,345.00

Funded Student FTE		Amount
Student Characteristics		
Aboriginality	61.00	\$136,392.11
Disability	70.60	\$631,932.29
English as an Additional Language or Dialect	1.00	\$3,209.00
Social Disadvantage	123.44	\$110,778.11
Sub Total		\$882,311.51
School Characteristics		
Enrolment-Linked Base		\$909,811.59
Locality		\$1,056,917.39
Sub Total		\$1,966,728.98
Total		\$2,849,040.49

EDHS has made significant strides in optimising our budget allocation and enhancing staff development programs.

Moving forward, we will focus on further streamlining financial processes and implementing targeted professional development initiatives.

By leveraging data-driven decision-making and fostering a culture of continuous improvement, we aim to achieve our goals and ensure sustainable growth.

To support these efforts, we will utilise resources such as data-driven information for efficient resource allocation.



An Independent Public School

2 Carpenter Street, Exmouth WA 6707

[Tel: 99478888](tel:99478888)

www.exmouthdhs.wa.edu.au