



**2025**  
**ANNUAL REPORT**  
Exmouth District High School



**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

2025 has been a year of consolidation, growth and continued momentum for Exmouth District High School as we progressed into the second year of our Business Plan 2024–2027. Building on the strong foundations established in 2024, we have sharpened our focus on high expectations, consistent practice and collective responsibility for student success across our K–12 setting.

As a unified district high school, we continue to embrace both the opportunities and responsibilities that come with growth. Increasing enrolments, evolving student needs and expanding programs have required clarity of direction and disciplined implementation. Our strategic intent remains clear: every student known, every pathway valued, and every learner supported to achieve their personal best.

Throughout 2025, we have strengthened the consistency of our instructional model across Primary and Secondary. Literacy and numeracy improvement has remained a central priority, supported by ongoing staff professional learning. Staff engagement in coaching, peer observations and collaborative planning has further embedded alignment across learning areas. This growing coherence is reflected in improved NAPLAN outcomes, strong WACE and OLNA achievement, and the positive affirmation received through our Public-School Review process.

A defining feature of 2025 has been the strengthening of our 'One School' culture. Our shared moral purpose We Stand Together to Create 'One School, "One Community" continues to guide our work. Cross-school planning, whole-school events and aligned wellbeing structures have deepened connection across year levels and strengthened continuity of learning from Kindergarten through to Year 12. Feedback from staff and families consistently highlights a strong sense of agreement and shared direction.

Student engagement and enrichment opportunities have continued to expand. Our Surfing Program, Country Week participation, whole-school sporting carnivals, Drama Production, NAIDOC celebrations, Colour Run and graduation ceremonies have provided meaningful experiences that promote belonging, pride and resilience. Our ongoing commitment to STEAM education has seen further integration of Robotics, hands-on inquiry projects and problem-solving challenges across year levels, preparing students with the creativity and critical thinking skills required for a rapidly evolving world.



Equally important has been our continued investment in student wellbeing and behaviour support. We have refined our Positive Behaviour structures and strengthened attendance monitoring processes. Social and emotional learning remains an essential component of our approach, ensuring students are supported academically, socially and emotionally. These systems are increasingly consistent and responsive, enabling staff to intervene early and provide targeted support where needed.

2025 has also seen a significant enhancement of our learning environments. New classroom spaces, playground upgrades, Nature Play developments and improvements to specialist facilities, including Home Economics and Science areas, reflect both our growing student population and our commitment to contemporary, engaging spaces that support diverse learning pathways. These developments position the school strongly for continued growth.

Like many regional schools, we have navigated staffing and the complexities associated with our expansion. Through strong teamwork, flexible leadership structures and close collaboration with families and community partners, we have maintained stability and continuity of learning. The professionalism and adaptability of our staff have been instrumental in sustaining momentum throughout the year.

Importantly, while data and infrastructure matter, the true measure of our progress lies in student growth in the quiet moments when a learner builds confidence, achieves a personal milestone, reconnects with learning or discovers a new passion. These moments capture the heart of our work and reaffirm our purpose.

As we look toward 2026, our focus remains on sustaining high-impact teaching, strengthening wellbeing systems, deepening partnerships with families and ensuring strategic responses to continued growth. The foundations laid across 2024 and strengthened in 2025 position Exmouth District High School as a confident, connected and forward-looking K–12 community.

I extend my sincere appreciation to our dedicated staff, our supportive families and our valued community partners. Together, we continue to aim high and ensure every student at Exmouth District High School thrives now and into the future.

**Marcus Gianatti**  
**Principal**



# STAFF INFORMATION

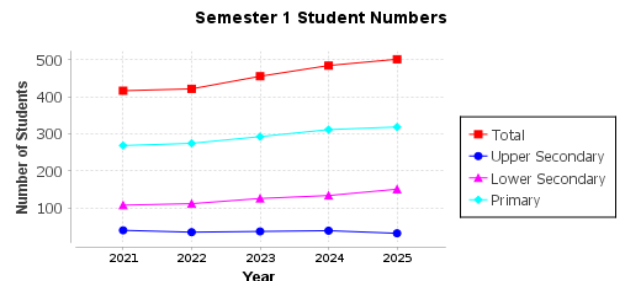
	No	FTE	AB'L
<b>Administration Staff</b>			
Principals	1	1.0	0
Deputy Principals	3	3.0	0
Program Coordinators	1	1.0	0
<b>Total Administration Staff</b>	<b>5</b>	<b>5.0</b>	<b>0</b>
<b>Teaching Staff</b>			
Level 3 Teachers	3	2.6	0
Other Teaching Staff	40	34.4	0
<b>Total Teaching Staff</b>	<b>43</b>	<b>37</b>	<b>0</b>
<b>School Support Staff</b>			
Clerical / Administrative	5	4.6	0
Gardening / Maintenance	1	1.0	0
Instructional	2	1.3	
Other Allied Professionals	21	15.9	1
<b>Total School Support Staff</b>	<b>29</b>	<b>22.8</b>	<b>1</b>
<b>Total</b>	<b>77</b>	<b>64.8</b>	<b>1</b>

# STUDENT NUMBERS

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(16)	46	41	35	49	53	48	47	335
Part Time	31								

Secondary	Y07	Y08	Y09	Y10	Y11	Y12	USE	Total
Full Time	42	41	40	28	20	12		183

	Kin	PPR	Pri	Sec	Total
Male	17	16	138	91	262
Female	14	30	135	92	271
<b>Total</b>	<b>31</b>	<b>46</b>	<b>273</b>	<b>183</b>	<b>533</b>



# 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.**

1. Working Towards

2. Meeting

3. Exceeding

LEARNING ENVIRONMENT - Community	Community 2024	Community 2025
Student wellbeing and care is a priority at our school	3.87	4.11
My children's teachers provide a stimulating learning environment and make learning opportunities interesting and enjoyable	3.83	4.00
I understand how my children's classrooms operates	3.49	3.74
Our school creates and sustains a culturally responsive and culturally safe learning environment	3.63	3.79
Our school is a safe place to be	3.72	4.13
My children have a strong sense of belonging and pride in our school	3.91	4.09
My children are well known by school leaders and staff	3.93	4.21
Our school has a culture where mutually respectful relationships are promoted and valued	3.83	4.00
Our school is responsive to the voice of Aboriginal students, staff and communities	3.64	3.53
There are effective pastoral care processes in our school	3.46	3.56
Our school facilitates contemporary learning environments through the use of learning technologies	3.58	3.69
<b>Overall Rating</b>	<b>3.72</b>	<b>3.90</b>

In 2025, Exmouth District High School continued to build on the strong foundations established in 2024 as we refine our journey towards delivering a consistent and high-quality teaching and learning experience across our K–12 school. Central to this work is our commitment to an explicit approach to instruction, guided by our BEACON Instructional Model and aligned with the Western Australian Curriculum. This model supports well-



structured lessons that focus on key concepts, reduce cognitive load and ensure students can successfully engage with important learning.

Daily literacy reviews have continued to strengthen reading and writing foundations across the school, while school interns provided additional classroom support to help teachers respond to student learning needs. Our Small Group Tuition program also supported students requiring targeted literacy and numeracy assistance while ensuring they remained connected to classroom learning.

Our Transition Classroom continues to play an important role in supporting students who require additional support to regulate, re-engage and return successfully to class. This approach allows students to remain connected to their learning while receiving the support they need. Education Assistants also continue to play a vital role in our classrooms, working closely with teachers to support students and strengthen inclusive learning environments.

Staff continued to strengthen their professional practice through collaboration, coaching and shared planning. Building teacher expertise remains a key focus, with professional learning opportunities such as the Teach Well Masterclass supporting staff to refine high-impact teaching strategies. Our Primary and Secondary teams have also worked closely together to ensure stronger continuity of learning as students move through the school.

Students continue to benefit from a range of engaging learning opportunities. Writers Toolbox was trialled in Years 7 and 8 to support writing development, while our STEAM initiatives continued to grow through robotics, innovation challenges and hands-on problem solving. Our students also achieved success at the Western Australian Robotics Competition, supported by the generosity of local businesses and community groups.

Our younger students also benefited from improvements to their learning environment, with the development of a Nature Play area for K–2 students, including a playground funded through a Chevron grant and a mud kitchen built by the Exmouth Men's Shed. This space provides valuable opportunities for creativity, exploration and social play.

Importantly, feedback from our community and staff shows the positive impact of this collective work. In the 2025 Public School Review survey, the community rating for our



learning environment increased from 3.72 in 2024 to 3.90 in 2025, with families highlighting improvements in student wellbeing, school safety, students being well known by staff and a strong sense of belonging.

Staff and leadership feedback also reflected growing confidence in the school's learning environment. The overall leadership rating increased from 4.12 in 2024 to 4.35 in 2025, while the staff rating improved from 3.61 to 3.91. Staff identified stronger wellbeing support for students, improved engagement strategies and clearer whole-school systems that ensure students are well known by staff. There was also growth in culturally responsive practices and the consistent use of positive behaviour and engagement strategies across the school.

These results reflect the collective work of staff, students and families and reinforce the strong culture of "We Stand Together – One School, One Community" at Exmouth District High School. As we move into 2026, we will continue to strengthen what is working well, ensuring every student feels safe, supported and inspired to learn.



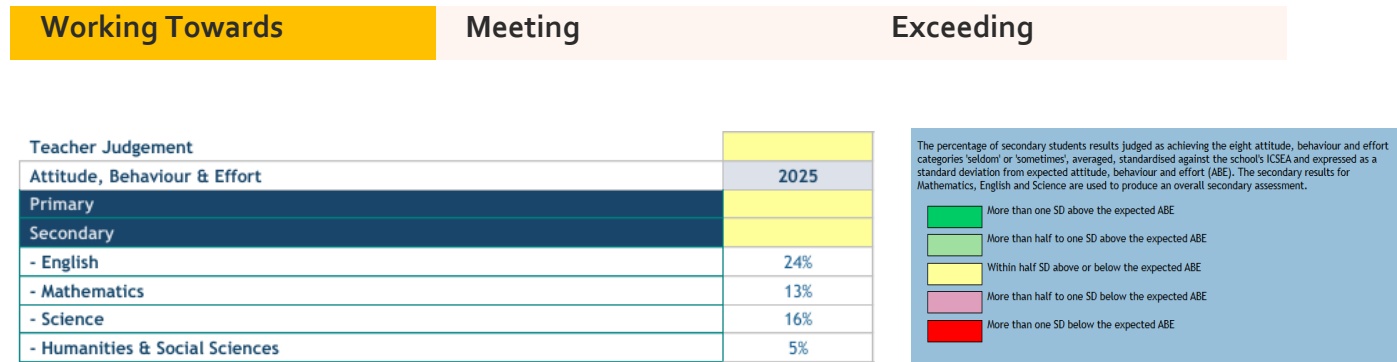
<b>LEARNING ENVIRONMENT - Leadership &amp; Staff</b>	<b>Leadership 2024</b>	<b>Leadership 2025</b>	<b>Staff 2024</b>	<b>Staff 2025</b>
Our staff authentically/I have the opportunity to participate in creating an environment that maximises student learning and engagement	4.4	4.30	3.59	3.67
We/I acknowledge and value the strengths and perspectives of Aboriginal staff, students and families	4	4.30	4.08	4.29
Student wellbeing and care is a priority at our school	4.8	4.80	3.08	4.29
Our school provides a safe, orderly and inclusive learning environment	4.8	4.60	3.76	3.90
We/I create and sustain a culturally responsive and culturally safe learning environment	3.8	4.30	4.16	4.27
There is a strong culture of belonging and pride in our school	4.4	4.00	3.27	3.58
Our Staff/I consistently apply differentiated teaching as a strategy to ensure that every student is engaged and learning successfully	4	4.30	4.38	4.24
Positive behaviour approaches are applied consistently across our school	4	4.30	3.49	3.74
Student engagement at our school is managed through explicit whole school strategies	4.2	4.40	3.57	4.27
Our school has embedded structures that ensure students are well known by the staff	4	4.20	3.62	3.90
Our school has a culture where mutually respectful relationships are promoted and valued	4.4	4.40	3.7	3.74
Our school has whole school pastoral care processes that are consistently implemented	3.8	4.40	3.35	3.74
We facilitate/ I have access to contemporary learning environments through the use of learning technologies	3.6	4.20	2.92	3.21
<b>Overall Rating</b>	<b>4.12</b>	<b>4.35</b>	<b>3.61</b>	<b>3.91</b>



## 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.**



In 2025, Exmouth District High School continued to strengthen a culture where wellbeing and inclusion are recognised as essential foundations for student success, aligned with our commitment to the Leading Cultures of Teaching Excellence initiative. As part of addressing the challenge of Aiming High, our focus has remained on lifting expectations and creating a learning environment where every student is known, supported and challenged to achieve their personal best.

Our Attitude, Behaviour and Effort (ABE) data currently sits within half a standard deviation above or below the average of like schools. While this reflects a positive foundation, our benchmark target is to achieve results more than half to one standard deviation above like schools. In response, we have continued to strengthen consistent high-quality teaching aligned with the BEACON Instructional Model, improve the use of student data to inform personalised support, and provide targeted professional learning for staff. Alongside this, we have increased recognition of student effort and strengthened collaboration across teams. These strategies are supporting a culture of high expectations and aspiration, contributing to improved student engagement, learning and wellbeing across the school.

A key initiative introduced in 2025 to further support student wellbeing was the Year 6 Transition Camp. Designed to strengthen the transition into secondary schooling, the camp



was held later in the year to align with the transition period and provide students with opportunities to build independence, resilience and confidence in a supportive environment. Importantly, the Secondary Deputy Principal and Student Support Coordinator attended the camp, enabling students to begin developing positive relationships with key staff before commencing high school. This early connection helps reduce uncertainty and strengthens students' sense of belonging ahead of the new school year.

The introduction of the Transition Camp reflects our proactive and whole-school approach to supporting students academically, socially and emotionally as they move into the next phase of their education.

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

Breakdown	Attendance Rate %	Meeting				Exceeding	
		Regular	At Risk Indicated	At Risk Moderate	At Risk Severe	Auth. %	Unauth. %
PPR	85.2%	22	18	4	4	84%	16%
Y01	84.3%	16	16	11	2	94%	6%
Y02	86.7%	21	8	8	1	90%	10%
Y03	86.1%	30	14	7	4	88%	12%
Y04	84.8%	24	18	9	4	75%	25%
Y05	86.6%	30	9	6	5	83%	17%
Y06	86.1%	26	12	7	4	79%	21%
Y07	87.2%	26	7	6	3	88%	12%
Y08	81.1%	15	13	8	6	70%	30%
Y09	83.7%	19	11	5	5	71%	29%
Y10	79.3%	9	9	9	3	70%	30%
Y11	72.4%	4	4	7	4	63%	37%
Y12	67.4%	2	2	4	3	47%	53%



## Semester 2 2025

Breakdown	Attendance Rate %	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe	Auth. %	Unauth. %
PPR	84.9%	20	20	7	3	82%	18%
Y01	84.8%	20	11	12	3	91%	9%
Y02	87.3%	17	16	5	1	85%	15%
Y03	85.8%	28	14	7	6	84%	16%
Y04	84.7%	24	21	8	3	75%	25%
Y05	87.2%	28	15	5	2	84%	16%
Y06	87.0%	24	14	11	1	73%	27%
Y07	84.1%	20	13	7	3	69%	31%
Y08	78.4%	8	14	14	4	62%	38%
Y09	80.0%	9	13	13	3	62%	38%
Y10	78.0%	4	10	9	3	52%	48%
Y11	69.7%	1	3	8	4	54%	46%
Y12	56.9%		2	4	5	63%	37%

In 2025, Exmouth DHS maintained its focus on achieving authorised absences of 80% or greater across all year levels. While in 2024 only one year group met this target, 2025 saw notable progress, with six year groups in Semester 1 and five in Semester 2 showing clear improvement. Early years consistently met or exceeded the target, while middle and senior years, particularly Year 12, remain areas for ongoing focus.

A key factor in this progress has been strengthened communication and relationships with families. Staff engaged proactively with parents and carers, providing regular updates, celebrating explained absences, and involving families in supporting student attendance. These improved connections have built trust, ensured shared understanding, and allowed more timely, tailored support for students through the transitional classroom, phased re-engagement programs, and culturally responsive initiatives.

Whole-school and community ownership continues to underpin our approach. Students are recognised for high attendance, families are acknowledged for their involvement, and leadership and the Student Support Team regularly review data to guide interventions. These efforts are fostering a culture of collaboration, shared responsibility, and meaningful progress toward the 80% attendance target.



## 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	59%	58%	71%	65%	84%	61%	67%	63%
Reading	45%	58%	66%	67%	83%	60%	63%	64%
Writing	69%	72%	37%	60%	60%	56%	62%	57%
Spelling	40%	56%	61%	67%	75%	69%	50%	70%
Grammar & Punctuation	40%	47%	69%	59%	62%	54%	47%	53%

At Exmouth District High School, we know that every student learns differently, and we are committed to providing high-quality teaching that supports each child's growth. In 2025, our focus on clear, intentional teaching and school-wide consistency continued to help students achieve strong results across Years 3, 5, 7, and 9 in NAPLAN.

We are particularly proud of our Year 7 students, with outstanding results in Numeracy, Reading, Spelling, and Grammar & Punctuation, with scores well above the state average. Across the school, we have maintained high standards and seen growth in Numeracy and Reading, demonstrating the benefits of consistent teaching routines, explicit instruction, and low variability across classrooms.

While some areas, such as Year 3 Reading and Spelling, Year 5 Writing, and Year 9 Spelling, still require targeted focus, these results show the value of a deliberate, whole-school approach. By



establishing clear routines, procedures, and expectations, and ensuring that teaching is explicit and consistent across all classrooms, we are steadily raising achievement for every student.

Our school-wide programs continue to support learning at every year level. The BEACON Instructional Model, Spelling Mastery, and MultiLit programs provide targeted support for early literacy and spelling. Maths Trek is helping students in the primary years build strong numeracy foundations, while Brightpath and structured writing programs ensure deliberate teaching and feedback in writing. Grammar and Punctuation remain an ongoing focus across all subjects, supported by the EDHS Playbook, which guides teachers in delivering high-quality, evidence-based lessons.

These results reflect the dedication of our staff, the commitment of our students, and the strong partnerships we maintain with families. By continuing to focus on consistency, explicit teaching, and careful tracking of progress, we are creating a learning environment where every student can reach their potential.

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

	Working Towards	Meeting	Exceeding		
	<b>Year 12 Students – Qualified in</b>				
	Year 9	Year 10	Year 11	Year 12	Not Qualified
<b>2025</b>	2	2	3	0	8
	14.3%	14.3%	14.3%	0.0%	57.1%
<b>Like Schools</b>	16.8%	32.2%	5.6%	9.3%	25.7%

In 2025, only one of our Year 12 students was unsuccessful in achieving OLNA. We continue to use data analysis and backwards mapping in order to plan intervention and support programs for students. Early intervention, targeted teaching and the use of online tools, combined with collaborative planning in lower years, will give more of our students a strong base with which to be successful in NAPLAN and meet OLNA requirements prior to entering Senior 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

**2025 data not available on completion of the annual report**

	Intention 2023 School	Intentions 2023 State	Destination 2024 State	Destination 2024 School	Destination 2025 State	Destination 2025 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 their chosen pathways at the end of 2025. There were numerous pathways including University, TAFE, apprenticeships and direct to employment. We will continue to develop our varying pathways in 2026, with a focus on producing graduates who are academically capable, qualified, work experienced and ready. We will continue to work with SIDE, TAFE and the local community to develop learning and work place opportunities for our students. In 2025, we had students complete a number of qualifications, ranging from Certificate II Sampling and Community Pharmacy in Year 10, Certificate III in Marine Operations and Certificate III in Media Production in Year 11, through to Certificate III in Tourism and Certificate IV in Nursing in Year 12. Our students have all had access to Work Place Learning, including Year 10 and a number also completed Work



Experience. We had a number of students enter in School Based Traineeships in 2025, with the support of the TAFE and community. Once again, our partnership with SIDE has allowed us to access a number of courses and provide support to our ATAR pathway students, where they continue to achieve excellent results and gain entry into University.

To enhance our approach to providing timely and constructive feedback on student development, we have reviewed and refined our end-of-semester reporting processes. In addition to the end of semester report, EDHS introduced progress and task mark reports to offer actionable insights into student progress, helping families stay informed and engaged in their child's learning journey and reinforcing our commitment to student growth and strong partnerships.



**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
<b>RELATIONSHIPS – Community</b>		
	2024	2025
I feel well informed about the activities of this school	3.85	4.13
I am provided with opportunities to actively engage in my children's education	3.68	3.77
I am comfortable to approach the school to discuss my children's needs and progress	3.97	4.18
The staff care about my children	4.08	4.27
Teachers at our school are professional and committed and enthusiastic	4.03	4.15
Staff and students at this school respect each other	3.54	3.81
Staff have positive relationships with Aboriginal students, their families and the local Aboriginal Community	3.54	3.65
I feel like the staff are working with me in preparing my children for the next stage of their education	3.60	3.83
I feel welcome in my children's classrooms	4.00	4.09
The school recognises students for their progress and achievements	4.02	4.19
The school values the role of parents as partners in education	3.70	3.95
I feel welcome when I am in the school	4.17	4.35
I am made to feel welcome when I am in the front office	4.28	4.40
Our school council/board operates effectively	3.37	3.53
Our school council/board is representative of our school community	3.41	3.47
Our school council/board values the opinion of the community when big decisions need to be made	3.26	3.52
<b>Overall Rating</b>	<b>3.8</b>	<b>3.96</b>



<b>RELATIONSHIPS - Staff</b>	<b>2024</b>	<b>2025</b>
Our Staff Model exemplary professional behaviours	3.81	3.88
Our/My opinions are treated as valuable and worthwhile	3.76	4.12
We/ School Leaders convey the expectation that staff will treat one another with respect	4.3	4.36
We support staff to / Staff to are supported to practice self-care	3.62	4.02
Our Staff are actively engaged in school improvement	3.81	3.95
Our Staff/student relationships re respectful and positive	3.65	3.64
Our staff/ I establish and maintain positive relationships with Aboriginal students, their families and the local Aboriginal community	3.73	4.21
Our Staff morale reflects quality professional relationships	3.54	3.86
We create opportunities to include student voice in school improvement planning. Staff use student voice to examine the impact of their teaching	3.19	3.36
We Value parents and families as partners in student learning. Parents and families are valued as partners in student learning	3.76	3.93
We/ I provide opportunities for parents to actively engage in their child's education	4	4.12
We build effective partnerships/Effective partnerships are built with local community and external stakeholders to support teaching and learning	3.65	4.02
We seek and respond to /School community views are sought in reviewing school performance and effectiveness	3.49	3.57
Our school council/board operates effectively	3.35	3.43
Our school council/board is representative of our school community	3.43	3.48
Our school council/board values the opinion of the community when big decisions need to be made	3.51	3.52
<b>Overall Rating</b>	<b>3.7</b>	<b>3.85</b>

In 2025, Exmouth District High School continued to strengthen the positive culture that sits at the heart of our school community. Guided by our commitment to “We Stand Together as One – One School, One Community,” staff, students and families have continued to work collectively to advance respectful relationships and a welcoming environment.

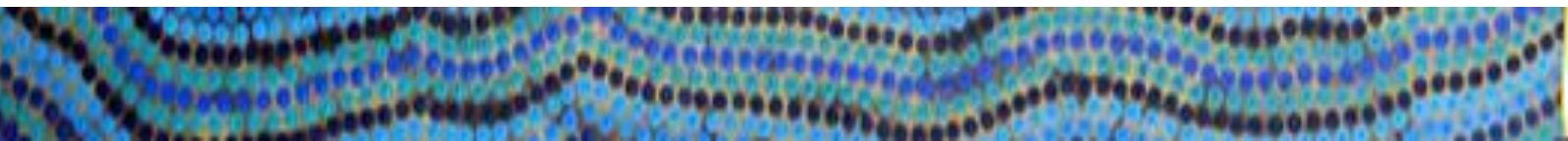
Survey data shows an overall improvement in relationship measures, increasing from 3.70 in 2024 to 3.85 in 2025. Staff reported stronger professional culture and collaboration, with increased agreement that their opinions are valued (3.76 to 4.12) and that expectations for respectful professional behaviour remain clear (4.36). Staff morale and perceptions of support also improved, with staff wellbeing and self-care support increasing from 3.62 to 4.02 and staff morale rising from 3.54 to 3.86.

Engagement in school improvement remains strong, increasing from 3.81 to 3.95, reflecting the collective commitment of staff to continuous improvement and positive outcomes for students. Partnerships with families and the wider community also strengthened, with staff reporting improved opportunities for parent engagement (4.00 to 4.12) and stronger community partnerships supporting teaching and learning (3.65 to 4.02).



A significant improvement was seen in staff confidence in building relationships with Aboriginal students, their families and the local community (3.73 to 4.21), highlighting the school's continued focus on strengthening culturally responsive practice and partnerships. While results remain positive, the data also identifies opportunities for continued growth, including further strengthening student voice in school improvement processes, enhancing community input into school performance, and continuing to build the effectiveness and representation of the School Board.

Overall, the 2025 results reflect a strong and improving school culture built on respect, collaboration and shared responsibility. The continued commitment of staff, students and families ensures Exmouth District High School remains a connected and supportive community where we continue to stand together as one school, one community.



# FINANCIAL SUMMARY

## Student-Centred Funding - 2025

Per Student Funding	\$	5,032,188.00
Student and School Characteristics	\$	2,947,074.68
Disability Adjustments	\$	54,405.12
Targeted Initiatives	\$	524,934.69
Operational Response Allocation	\$	11,667.45
Regional Allocation	\$	1,000.00
<b>Total 2025</b>	\$	<b>8,571,269.94</b>

## Per Student Funding - At Census

Per Student	Funded Student FTE		Amount
	Below Threshold	Above Threshold	
Kindergarten	31	0	\$174,282.00
Pre-primary	46	0	\$449,282.00
Year 1	41	0	\$400,447.00
Year 2	35	0	\$341,845.00
Year 3	49	0	\$478,583.00
Year 4	53	0	\$432,533.00
Year 5	48	0	\$391,728.00
Year 6	47	0	\$383,567.00
Year 7	42	0	\$448,518.00
Year 8	41	0	\$437,839.00
Year 9	40	0	\$427,160.00
Year 10	28	0	\$299,012.00
Year 11	20	0	\$229,620.00
Year 12	12	0	\$137,772.00
<b>Total</b>	<b>533</b>	<b>0</b>	<b>\$5,032,188.00</b>

## Student and School Characteristics Funding - At Census

	Funded Student FTE	Amount
<b>Student Characteristics</b>		
Aboriginality	47.00	\$108,113.40
Disability	74.08	\$718,772.85
English as an Additional Language or Dialect	1.00	\$1,649.50
Social Disadvantage	111.43	\$99,028.11
<b>Sub Total</b>		<b>\$927,563.86</b>
<b>School Characteristics</b>		
Enrolment-Linked Base		\$918,464.63
Locality		\$1,101,046.19
<b>Sub Total</b>		<b>\$2,019,510.82</b>
<b>Total</b>		<b>\$2,947,074.68</b>

In 2025, Exmouth District High School maintained strong financial oversight, ensuring resources were strategically aligned to our Business Plan priorities and directed toward improving student outcomes. Workforce planning remained responsive to enrolment growth and community needs, supporting effective staffing and program delivery.

Targeted funding continued to prioritise key areas such as STEAM and evidence-based professional learning, ensuring high-quality teaching and enriched learning opportunities for students. Positive NAPLAN and WACE outcomes reflect the impact of this focused investment.

We will continue to strengthen financial transparency by clearly linking resource allocation to our strategic priorities, ensuring sustainable and accountable use of public funds.



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