
Derby District High School



School Report 2025



2025 has proven to be a year of growth and improvement at Derby District High School with significant achievements and student success indicators being achieved.

With the Early Years introduction of Walker learning , the Primary addition of Talk for Writing and secondary adoption of corrective reading and increase in the number of Certificate 2 and 3 course completions, short courses, traineeships and a new push into SIDE ATAR studies, our students are making significant headway into successful adult pathways.



It is a constant privilege to be able to present some of the exciting stories of achievement that has occurred at Derby DHS in 2025. Fantastic staff and learning opportunities happening everyday for students and staff. Please enjoy the read, photos and data.

Eliot Money
Principal Derby DHS 2025



VALUES

Courage, Diligence and Strength

- Our Vision “ Sharing Knowledge”
- We understand that all members of our school community come to this school with a rich history and knowledge that will help make us Strong and Smart. As a school we embrace the stories of our backgrounds to help build the stories of our future. We are stronger together when we are open to others and build authentic relationships to share our knowledge with each other.





Attendance

Attendance continues to be a focus with significant transiency (40%) 2025 started with a student census of 626 and by the end of Term 1 over 715 unique enrolments.

Tracking families, and student movement meant that our SBAO spent more time calling and driving around looking for students, than they could building programs for in town SAER.

The school employed 4 more AIEO staff, and continued to employ 2.0FTE of School Based Attendance officers to assist with attendance.

The school used in school events, Attendance celebrations, rewards, camps and specialist visits to encourage students to attend regularly.

Collection Period

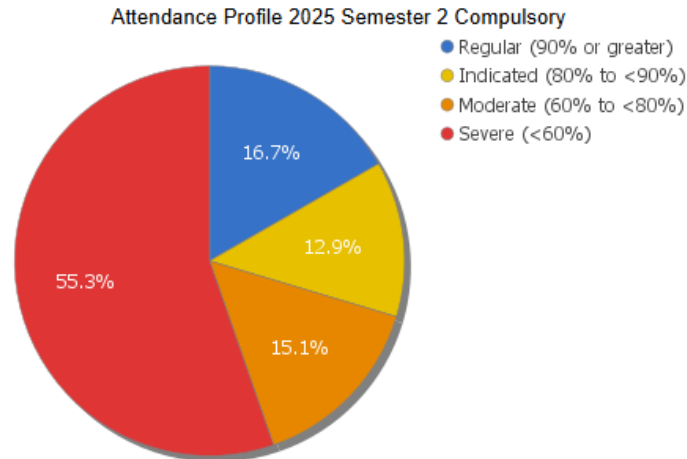
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2025 - Semester 2 Collection (Finished for this Year/Semester)

Term View (Optional):

Breakdown	Attendance Rate %	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe	Auth. %	Unauth. %
K/IN	51.1%	2	11	4	22	55%	45%
PPR	43.2%	7	5	9	32	41%	59%
Y01	48.6%	9	6	8	27	45%	55%
Y02	61.5%	9	6	6	16	40%	60%
Y03	52.0%	9	9	5	34	53%	47%
Y04	57.4%	10	4	8	23	58%	42%
Y05	57.2%	8	6	2	24	52%	48%
Y06	61.8%	11	7	8	22	47%	54%
Y07	49.3%	4	11	8	29	35%	65%
Y08	43.1%	8	5	7	33	37%	63%
Y09	41.9%	6	8	5	35	34%	66%
Y10	36.9%	7	2	6	25	41%	59%
Y11	43.9%	8	5	11	27	45%	55%
Y12	59.8%	6	5	9	11	44%	56%
Compulsory	49.8%	102	79	92	338	43%	57%



Year 11 and 12 students accessing NOA's for work, parenting and simply no longer living in Derby, however they have not enrolled anywhere else resulted in a large deficit in attendance rates.

Early Years

NQS Quality Area Summary	School Audit	Verification
Quality Area 1: Educational program and practice	WT	WT
Quality Area 2: Children's health and safety	WT	WT
Quality Area 3: Physical environment	WT	WT
Quality Area 4: Staffing arrangements	M	M
Quality Area 5: Relationships with children	M	WT
Quality Area 6: Collaborative partnerships with families and communities	M	M
Quality Area 7: Governance and leadership	M	M

M: Meeting, WT: Working Towards

The Early Years Team have worked tirelessly to improve learning experiences and opportunities for families to connect. This has been a highlight that was confirmed by the verification team.

Quality Area 6: Collaborative partnerships with families and communities	Meeting
Endorsement/s	
<ul style="list-style-type: none"> This is a strength across the school. There is authentic family engagement which aims to promote children's school engagement, inclusion, learning and wellbeing throughout the early years. The expertise, culture, values and beliefs of families are respected, and families are encouraged to share in decision-making about their children's learning and wellbeing (Elements 6.1.1, 6.1.2 & 6.1.3). The school has a range of inclusive practices that support the identification and removal of barriers so that children can engage in learning. There are many agencies and networks that the school has formed collaborative partnerships with to support children and their families to engage in quality culturally responsive practices in addition to teaching and learning, some of which include The Early Years Partnership, KindiLink, Shooting Stars, Polly Farmer Foundation and Connected Beginnings, Emama Nguda Aboriginal Corporation, Winun Ngari Aboriginal Corporation, Walalakoo Aboriginal Corporation, Derby Aboriginal Health Service, Mining Corporations and local community businesses and the Ngnuga Womens Aboriginal Corporation (Elements 6.2.1, 6.2.2 & 6.2.3). The school has increased parent and carer events which has successfully resulted in increased community engagement with the school (Element 6.1.2). 	
Recommendation/s	
N/A	



Early Years



Early Years



NAPLAN

Comparative Performance Summary

	Year 3			Year 5			Year 7			Year 9		
	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025
Numeracy	0.1	-1.2	0.4	0.9	0.1	0.3	0.8	0.5	-1.2	1.9	0.6	2.4
Reading	0.9	-0.9	0.6	0.3	-0.7	-0.2	-0.2	0.5		1.3	0.6	1.1
Writing	-0.5	-1.2	-1.4	-0.2	-0.1	-0.1	-0.4	-0.2	-1.0	0.3	0.2	0.6
Spelling	-0.4	-0.9	-0.9	0.4	-0.3	-0.5	0.4	2.0	-3.6	0.0	0.3	3.0
Grammar & Punctuation	-0.9	-0.8	0.4	0.6	-1.7	1.0	0.7	0.8	-2.0	1.1	1.2	3.0

NAPLAN was a mixed bag this year with our Year 7 staff new to the school and the shorter window to prepare Year 7's who were also new to the secondary program. We had many year 7's returning to school from long absences and a successful engagement and transition program in 2024, that increased participation in NAPLAN which is also reflected in the results. Talk 4 Writing was implemented after term 2 2025 in the Primary school and Corrective Reading in the Secondary school which should result in writing and reading improvements in 2026.



Design and Technologies, explored new projects and innovative ideas. Students achieved success through creativity and perseverance. Every leather item—whether a torch holder, key ring, or belt—was meticulously hand-stitched using traditional saddle stitch techniques.

Years 7–9, students combined modern technology with craftsmanship, creating projects that feature laser cutting alongside handcrafted dovetail-jointed boxes. The introduction of metalworking skills, with many brazed fishing tools leaving the workshop as part of their first steps into brazing was a huge success.

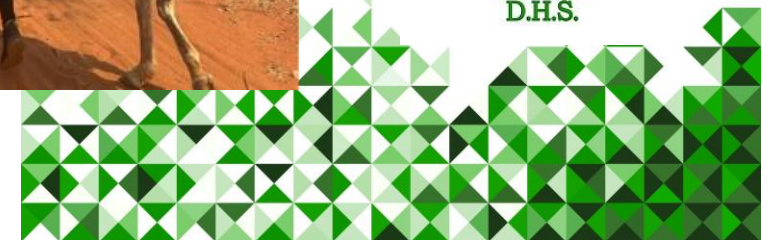
The success of the programs comes from building practical skills, encouraging problem-solving, and fostering pride in quality workmanship. With theory lessons now available online at www.oncountrycreations.com, students were enjoying the theory component, which helps them read words in context and develop greater proficiency in reading for understanding.



Pastoral Operations

Pastoral Operations has seen some great wins in 2025. Many students gained confidence and overcame their initial fears around working with horses. The program provided opportunities for hands-on learning, helping students build new skills and develop a deeper understanding of horse care and handling. Even students who often struggle to engage or complete written work demonstrated noticeable improvement in planned outcomes, enthusiasm and persistence.

Overall, the experience has supported personal growth, teamwork, and resilience among the students involved.



Aboriginal Educators Conference 2025

Derby District High School successfully hosted the Aboriginal Educators Conference this year. Thirteen schools from across the Kimberley attended with schools from outside the West Kimberley School Network joining this year. School based solutions to local challenges were addressed over the week. The topic for this year was **“What strategies or initiatives does your school implement to improve student educational outcomes, including support for their future pathways and overall well – being”**.



On Country Teacher Training Project- OCTTP CURTIN UNIVERSITY and DOEWA

This partnership between regional and remote schools, DOEWA and Curtin University stretched over a 6-year period and supported 11 local remote school staff in gaining their Bachelor of Education. As a founding principal of the initiative in 2017, it was an extremely fulfilling moment to be at the graduation of Samatha Little and Brianna Taylor- Ellison who not only achieved outstanding results but completed the course within the planned 4.5-year period. A huge achievement for Sam and Brianna and an incredible success story for Derby DHS who supported the program since 2018. Sam is teaching 2/3 at Derby DHS and Brianna has taken a lead AIEO role while she recuperates from the study!



From the left: Ms Samantha Little, Principal Eliot Money, Miss Brianna Taylor-Ellison.





School Food garden



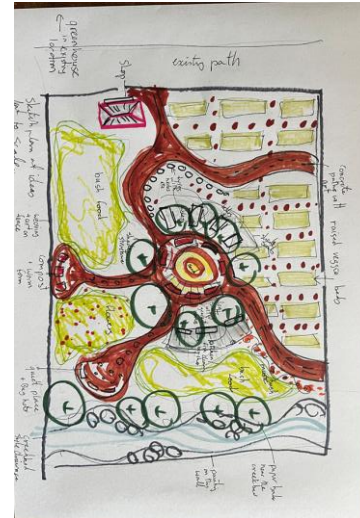
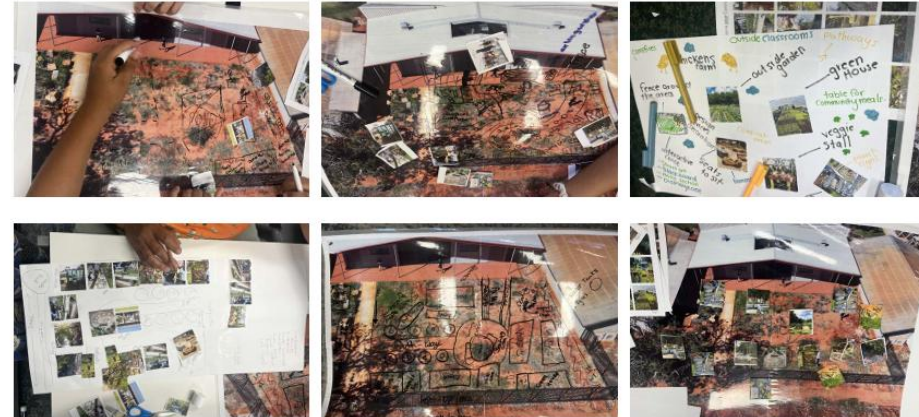
Derby DHS has partnered with the Liyan Foundation. Some initial planning work has taken place with students designing what they would want to have in the garden including a yarning circle, a shade area and different types of food plants including native plants for bush tucker and bush medicine.



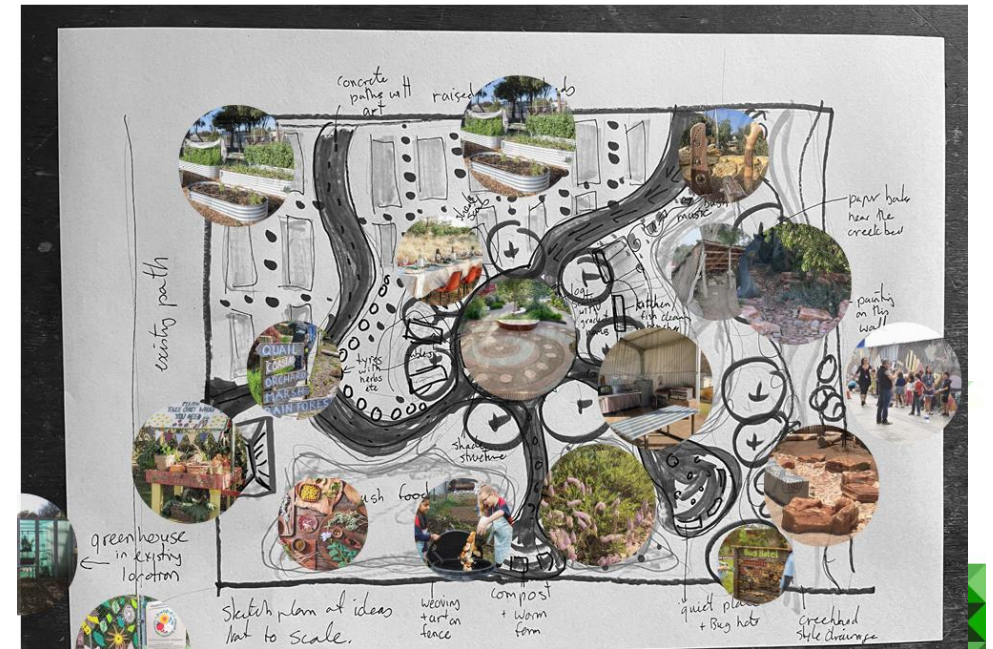
This food garden will be used to compliment our canteen healthy eating menu and surplus foods will be a source of community food stock.

Student workshop outcomes Years 3 - 12

Students were shown a short slide show then invited to collage, drawing what they would like the space to look and feel like.



A gathering of joint ideas...
"a very sketchy layout of the site based on the schools ideas"



National Recycling Week

Each year Derby DHS volunteers with the National Recycling week E-Waste program. Last year the school collected about 0.5 tonne of recyclable electrical equipment and contributed to reducing Australia's carbon load by about 1 tonne.

In 2025, Derby DHS improved advertising and used a co-ordinated approach with community partners to recycle an enormous 1.5 tonnes of electronic waste within the town having contributors from Main Roads, Winun Ngari Aboriginal Corporation, the Derby Regional hospital, Emama Nguda Aboriginal corporation, Mowanjum Community and Pandanus Park community. This electrical equipment is returned to a specialised recycling centre where metals and precious material is retrieved for future use.



FINANCE

ONE LINE BUDGET - Dec 2025 (Verified Dec Cash)

	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	566,260	566,260
Carry Forward (Salary):	1,444,287	1,444,287
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	13,198,625	13,198,625
Locally Raised Funds:	817,797	815,085
Total Funds:	16,026,970	16,024,258
EXPENDITURE		
Salaries:	11,373,432	11,373,432
Goods and Services (Cash):	2,893,963	2,672,296
Total Expenditure:	14,267,395	14,045,728
VARIANCE:	1,759,575	1,978,530

FINANCE

INCOME - Dec 2025 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	566,260	566,260
Carry Forward (Salary)	1,444,287	1,444,287
STUDENT-CENTRED FUNDING		
Per Student	6,093,034	6,093,034
School and Student Characteristics	5,663,594	5,663,594
Disability Adjustments	29,626	29,626
Targeted Initiatives	1,222,446	1,222,446
Operational Response Allocation	176,550	176,550
Total Funds:	13,185,250	13,185,250
TRANSFERS AND ADJUSTMENTS		
Regional Allocation	13,375	13,375
School Transfers – Salary	(1,306,306)	(1,306,306)
School Transfers - Cash	1,306,306	1,306,306
Department Adjustments	0	0
Total Funds:	13,375	13,375
LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	5,849	5,850
Charges and Fees	31,321	30,521
Fees from Facilities Hire	409	409
Fundraising/Donations/Sponsorships	93,433	93,432
Commonwealth Govt Revenues	1,500	0
Other State Govt/Local Govt Revenues	482	50
Revenue from CO, Regional Office and Other scho	905	905
Other Revenues	253,966	253,986
Transfer from Reserve or DGR	429,933	429,933
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	817,798	815,086
TOTAL	16,026,970	16,024,258

EXPENDITURE - Dec 2025 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
SALARIES		
Appointed Staff	11,089,895	11,089,895
New Appointments	0	0
Casual Payments	231,147	231,147
Other Salary Expenditure	52,389	52,389
Total Funds:	11,373,431	11,373,431
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	205,014	211,208
Lease Payments	231,905	228,634
Utilities, Facilities and Maintenance	904,662	870,412
Buildings, Property and Equipment	515,089	578,842
Curriculum and Student Services	713,359	462,506
Professional Development	113,098	97,695
Transfer to Reserve	6,450	6,450
Other Expenditure	191,855	204,224
Payment to CO, Regional Office and Other schools	12,531	12,325
Residential Operations	0	0
Residential Boarding Fees to CO (Ag Colleges only)	0	0
Farm Operations (Ag and Farm Schools only)	0	0
Farm Revenue to CO (Ag and Farm Schools only)	0	0
Camp School Fees to CO (Camp Schools only)	0	0
Total Funds:	2,893,963	2,672,296
TOTAL	14,267,394	14,045,727