



Department of
Education

Shaping the future

Derby District High School

Public School Review

Public School Review

Purpose

All Western Australian public schools are reviewed by the Department of Education's Public School Accountability directorate. A review gives assurance to the local community, the Minister for Education and Training and the Director General about the performance of public schools in delivering high quality education to students. The review acknowledges the achievements of the school and gives feedback to support the Principal and staff with their improvement planning.

Initially conducted on a 3 year cycle, subsequent reviews are determined to occur on a one, 3 or 5 year timeframe.

The Principal provides the review team with a self-assessment of the school's performance based on evidence from the school. Information to be validated by the review team is considered before and during the school visit. This forms the basis for the Public School Review report and determines when the next review will occur. The report is provided to the Principal and the regional Director of Education.

Expectations of schools

The Statement of Expectation (the Statement) makes clear and public the expectations and responsibilities of schools and the Department of Education (the Department) in student achievement and progress.

The Statement is between; the Department, represented by the Director General; the school, represented by the Principal; and is noted by the school council/board, represented by the Chair.

The Statement sets out the expectations of Principals in relation to the delivery of the 2020-2024 strategic directions *Every student, every classroom, every day*, and *Building on Strength*.

The Statement will underpin each school's strategic planning and self-assessment and will form part of the school's Public School Review. It will also support the Principal Professional Review.

Public School Review – The Standard

A Standard has been developed across the domains of the School Improvement and Accountability Framework to describe essential indicators of performance. The selection of the indicators is based on literature research and historical reviews of school performance in Western Australian public schools.

The purpose is to better ensure that judgements about student performance are standardised and objective. Indicators describe what is evident in schools functioning 'as expected' within each domain.

The Standard defines the expected level of school performance. Judgements are made in relation to the Standard. External validation is also based on evidence presented relating to the Standard.

For further information or resources in alternative formats for people with accessibility needs, please contact PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au

Context

Derby District High School is approximately 220 kilometres east of Broome and 2460 kilometres north of Perth, in the Kimberley Education Region.

The school has an Index of Community Socio-Educational Advantage of 741 (decile 10) and currently there are 647 students enrolled from Kindergarten to Year 12.

Community support for Derby District High School is demonstrated through the work of the School Council and Parents and Citizens' Association (P&C).

The first Public School Review of Derby District High School was conducted in Term 4, 2018. This 2023 Public School Review report provides a current point of reference for the next cycle of school improvement.

School self-assessment validation

The Principal submitted a comprehensive, transparent school self-assessment, highlighting the school's current operations and forward planning considerations for improvement.

The following aspects of the school's self-assessment process are confirmed:

- The school's Electronic School Assessment Tool (ESAT) submission included a broad range of evidence sources and accompanying analysis outlining the school's improvement agenda, judgements about performance and planned improvements.
- Staff from across the campus, community and School Council members contributed to reviewing the school's performance against the Standard. As a result of their involvement in the selection and analysis of evidence, all were well prepared for the validation day meetings.
- During the validation visit, a broad representation of well-informed, confident staff, students, parents and community representatives provided insights that added considerable value to the process. Discussions were characterised by the enthusiastic engagement of participants, both in form and substance.
- Reflection in preparation for the review afforded insight into what is working well and what requires refining or discontinuing. This has guided school self-assessment processes and provided a positive new starting point on the school's current and future improvement journey.
- Preparation for the Public School Review gave staff an opportunity to consider and celebrate the impact of the highly strategic and determined effort to plot a new direction, garnering the confidence and trust of the Derby community.

The following recommendations are made:

- In preparation for future ESAT submissions, include a final opportunity to refine and distil the school's analysis of evidence entries to be succinct and minimise repetition.
- Explore ways in which the ESAT can be used to facilitate and improve the ongoing collection and analysis of data for information that may be used for handover or ongoing school self-assessment.

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Relationships and partnerships

The school values the strong relationships and partnerships they have established with the Derby community. This authentic collaboration has cemented the community's trust in the school with a united purpose and investment in providing all students with a positive and productive pathway to future success.

Commendations

The review team validate the following:

- Open communication between staff, the school and key stakeholders is evident. This includes parent newsletters relating to student learning, staff Monday Memo and structured meetings with key stakeholders.
- Agreements including those with Emama Nguda Aboriginal Corporation - Family Intensive Support Program (ENAC FISP) offsite classroom, Shooting Stars, Clontarf Foundation (Clontarf), Ngunga Group Womens Aboriginal Corporation, as well as the Parent School Community Agreement, ensure partnerships are invested in supporting students.
- Established collaborative structures between the school and the Derby community are embedded. Notably, the KindiLink team with Babanil and Mowanjum Playgroups for families with children 0-3 years, is successfully bridging the gap between home and school, ensuring children and families are school ready.
- The School Council is highly valued and influential, providing oversight of school governance through review of school performance, input to strategic direction and planning, and supporting the school to secure \$21 million in funds to upgrade the secondary school facilities.

Recommendation

The review team support the following:

- Continue to build partnerships with community businesses, agencies and the corporate sector to provide opportunities for students to participate in workplace learning and access future pathways to employment post school.

Learning environment

The Principal and staff have been deliberate in creating an environment that is welcoming and culturally and linguistically inclusive, providing a place for all that is truly reflective of this diverse community's values.

Commendations

The review team validate the following:

- The School Aboriginal Leadership Team ensure decisions made are through a cultural lens determining school operations are appropriate, safe, and responsive to the local context.
- The student council have extensive opportunities for leadership across the school providing significant input and influence in the learning programs on offer.
- A well-coordinated student services team provides triage for the identification, support and monitoring of students at educational risk. A range of structures support students, notably the ENAC FISP off site classroom, offering alternative learning environments for vulnerable children.
- A broad range of before, during and after school programs provide a sense of wellbeing and belonging including chess club, maths extension, STEM¹ digitech, lunchtime activities, Shooting Stars and Clontarf.
- The school builds real life opportunities that are exciting and innovative to engage and extend student learning. This includes, and is not limited to, pastoral operations, Drone Certificate III in Aviation (Remote Pilot) course, digital technologies, On-Country excursions, outdoor education and bush medicine.

Recommendations

The review team support the following:

- Continue to refine the behaviour management policy and processes and embed the Stronger Smarter Positive Behaviour Support model, monitoring for consistency and fidelity of school-wide implementation.
- Progress the work to date in establishing a secondary school social and emotional learning program that compliments and builds on the existing primary school program, Zones of Regulation.

Leadership

The Principal, together with the leadership team, have established a highly collaborative and democratic approach to leading school improvement. They are committed to providing authentic opportunities for staff to develop their leadership to effectively influence teaching and learning at Derby District High School.

Commendations

The review team validate the following:

- The school vision and direction are outlined in the business plan together with the Strategic Plan and Targets Placemat. To mitigate the risk associated with staff turnover, these documents are regularly reviewed against milestones, ensuring the school's improvement agenda maintains momentum and direction.
- Distributed leadership operates under clearly defined role and responsibility statements. Curriculum coordinators and instructional coaches provide significant support, guidance and feedback for staff in planning for student learning and building consistency in classroom practices. Implementation of the coaching model, and the opportunity for staff to work collaboratively, is building high levels of teacher efficacy.
- The school is committed to recognising and investing in quality teaching staff. Instructional Coaching professional learning (PL) has been completed by 7 staff members, with planning underway to support and embed high quality instructional practises across the school.
- Informed by the Kimberley Schools Project (KSP), strategic and operational plans, scope and sequence documents and Assessment Schedules, provide clarity and guidance for classroom practice and a connection to School Curriculum and Standards Authority documents.

Recommendations

The review team support the following:

- Continue to ensure robust induction processes are in place to ensure sustainability and consistency of whole-school programs, routines and instructional model to withstand the predicted high turnover of staff, including mid-year.
- Enhance instructional support for teachers through the formalisation of the agreed process for observation and feedback. Use this as a driver of quality teaching and the implementation of high impact teaching strategies from Kindergarten to Year 12.

Use of resources

The complex nature of the school is skilfully managed, guaranteeing resourcing and facility management is undertaken with agility to adapt and adjust to the changing needs of the school.

Commendations

The review team validate the following:

- The strategic approach and significant investment in information and communications technology, has greatly assisted staff in planning for teaching, delivering, and assessing the digital technologies curriculum resulting in the implementation of innovative, future focused and engaging learning programs for students.
- The Principal and manager corporate services work collaboratively with the Finance Committee and School Council providing oversight of school finances and resource allocation. The appointment of a facilities manager oversees coordination of the new school building project and all school maintenance.
- Student characteristic and Targeted Initiatives funding is effectively allocated to employ additional staff in the delivery of programs to support student learning. This has led to decreased suspension rates, a greater response to student needs in classrooms and an increase in the offer of specialist subjects.
- Innovative and strategic processes are employed for workforce planning. The distribution of a staff preference form in June provides early alerts to future potential staffing needs. Engaging with the Department's International Recruitment team to find specialist staff for 2024 has assisted the school to overcome staffing difficulties.

Recommendation

The review team support the following:

- Continue to develop the financial literacy of staff in relation to school resourcing.

Teaching quality

Staff at this school strive to be their best and underscoring this is the strong relational context of established teams. This is building high levels of teacher efficacy and a collaborative and reflective teaching culture committed to delivering impactful pedagogy to make a difference for students.

Commendations

The review team validate the following:

- Data analysis is the starting point to plan, teach and assess in ways that improve student learning. This is evident in the focus on data for Follow the Dream students to achieve OLNA² and the use of DIBELS³ data to measure the effectiveness of strategies to improve students' development of English in the early years.
- Access to the latest digital technologies equipment and corporate industry level software and innovative programs including pastoral operations (equine therapy), DigiTech, Drone Certificate III in Aviation (Remote Pilot) and University bridging courses, is successfully connecting learning to real world application and employment pathways.
- Teachers are skilled in differentiating the curriculum for the students in their class. Including Special Education Need planning and reporting, and OLNA intervention plans.
- Supported through KSP, trained internal instructional coaches and a literacy and numeracy curriculum specialist provide teachers with quality feedback, in-class support planning, lesson delivery modelling and PL on data analysis and high impact teaching strategies.

Recommendations

The review team support the following:

- Maintain a focus on, and further develop, teacher capacity in the use of data and feedback from students to measure the impact of their teaching on student learning.
- Increase and formalise opportunities within the secondary school for staff to collaborate in the planning for student learning.

Student achievement and progress

Staff understand the importance of tailoring student learning experiences and offerings to students' interests. This is a school acknowledged collective responsibility resulting in Derby District High School students having a clear pathway to success.

Commendations

The review team validate the following:

- NAPLAN⁴ 2023 comparative data for all assessed areas in Years 3, 5, 7 and 9 is at or above like schools, with Year 9 performance of significance, being above 1 standard deviation for the predicted school mean for numeracy, reading and grammar and punctuation.
- Aligning NAPLAN student achievement and progress to attendance profiles, demonstrates improvements over all year groups, for students with attendance of 60% or more.
- Commencing from Year 9, students have access to endorsed VET⁵ courses that contribute to WACE⁶ achievement for all students engaged in school.
- The Certificate III in Aviation exemplifies the school's commitment to enhancing student achievement and progress. The course cultivates a unique skill set augmenting students' prospects in a competitive industry yielding exceptional outcomes, with 100% success.
- To increase the percentage of students sitting OLNA the school has taken the assessments to the students, termed 'Uber OLNA', increasing OLNA attainment rates.

Recommendations

The review team support the following:

- Support progression of K-10 students through back mapping of scope and sequences, to ensure gaps in learning are identified and addressed, and achievement data is shared and understood between and by staff.
- Progress and continue the work to date in developing an accessible online data hub providing a one-stop-shop for the collection and storage of data, resources and programs.

Reviewers

Maxine Augustson
Director, Public School Review

Louise Hughes
Principal, Waikiki Primary School
Peer Reviewer

Endorsement

Based on this report, I endorse the commendations and recommendations made by the review team regarding your school's performance.

You will receive formal notification in the 2 terms leading up to your school's scheduled review. This notification will be provided in 2026.



Melesha Sands
Deputy Director General, Schools

References

- 1 Science, technology, engineering, mathematics
- 2 Online Literacy and Numeracy Assessment
- 3 Dynamic Indicators of Basic Early Literacy Skills
- 4 National Assessment Program – Literacy and Numeracy
- 5 Vocational Education and Training
- 6 Western Australian Certificate of Education