

20
23

Annual Report

DENMARK SENIOR HIGH SCHOOL



erenakirbywa



DENMARK
SENIOR HIGH
SCHOOL

Strive to Achieve

School Mission

Our mission is to encourage the development of a confident sense of self through belonging to a community which values excellence, creativity, and responsible citizenship.

We seek to engage students in learning that is challenging, rewarding and lifelong. We strive to develop their critical thinking, a sense of justice, resiliency, and generosity of spirit to support making a positive difference in their future endeavours.

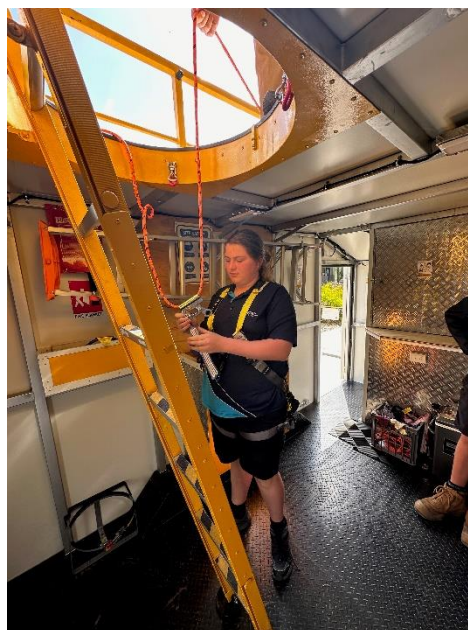
School Values

Our core values embody the beliefs of our school community.

Our students were actively involved in determining what each value means in action.

- Respect – acknowledging and celebrating individual difference; showing care and compassion; and doing the right thing – even when no one is looking.
- Resilience – bringing a ‘have a go’ attitude to life; learning from mistakes and bouncing back; staying calm and determined to succeed.
- Aspiration – feeling motivated and optimistic, bringing a ‘can do attitude’ based on self-belief; challenging yourself to do your personal best.

Year 9 Students participating in Yalagan Registered Training, gaining understanding in careers in the Building and Construction Industry and experience the purpose-built training trailer.



Principal's Report



It is my pleasure to present to you the 2023 Annual Report for Denmark Senior High School. This year marked the final year of our triennial business plan, and ever focused on continual improvement, we are already working towards new aspirational targets aligned to the three pillars of Student Success, Teaching Excellence, and Health and Wellbeing. On the recommendation of our School Board, we are adding a fourth pillar in 2024 – Relationships and Partnerships – to better showcase existing community partnerships while working to forge new positive connections to the ultimate benefit of our students.

Our Year 12 achievements are worthy of particular mention as we were acknowledged statewide for ranking in the top 75 schools across WA by median ATAR scores. Two of our Year 12 graduates gained entry to our 90+ Club – Adam Turner and Mei Jones, with Adam also being awarded a Certificate of Distinction. The school received a subject certificate in ATAR Outdoor Education, placing our school in the top 0.5% of WA for that course last year. Our VET achievements were equally impressive, with 100% course completion across nine different certificates.

I would like to formally acknowledge the recipients of the special Year 12 awards where we recognise our leaving class for their impressive work ethic, leadership, citizenship, and teamwork. Congratulations are extended to Saffron Truong, recipient of the Jane Kelsbie Diligence Award; Jayde McHenry, the recipient of the Denmark Shire Meritorious Service Award; Phoebe Friar, the recipient of the John Sharpham Drama shield; Reef White, recipient of the Denmark Chamber of Commerce Young Entrepreneur Award; Lilla Brampton, the recipient of the Australian Defence Forces Long Tan Youth Leadership and Teamwork Award; Justin Otway, the recipient of the Australian Defence Forces Future Innovators Award; Jayde Vermeulen, the recipient of the Shire of Manjimup Youth Scholarship Award; Oceanne Chambost, recipient of the Windrose Foundation Award for Critical, Political and Social Awareness; Amber Vermeulen, recipient of the Arts in Action Award sponsored by our P&C Association; Tayah

Mastalerz, the recipient of the State School Teachers' Union of WA Award; Jed Schwarzbach, recipient of the AMPOL Best All Rounder; and to Justin Otway, recipient of the Principal's Award. 2023 saw us forge a partnership with Trinity College and the inaugural Trinity Residential Thrive Scholarship was awarded to Phoebe Friar.

Special recognition is also extended to the subject specific prize winners and our Dux – Adam Turner (ATAR), Abi Matthews (VET), and to Valli Milne and Misthi Atkins who tied for General Dux.



Adam Turner
2023 ATAR DUX



Abi Matthews
2023 VET DUX



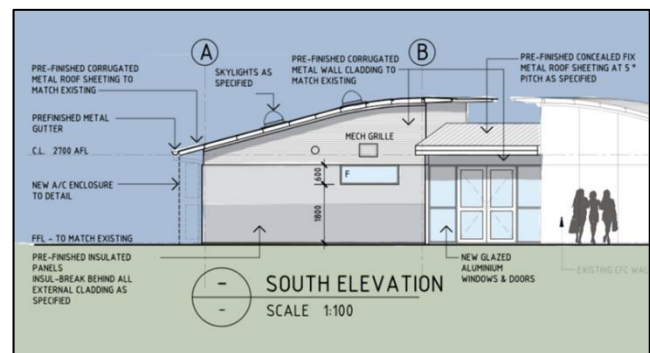
Valli Milne
2023 GENERAL DUX



Misthi Atkins
2023 GENERAL DUX

Principal's Report cont.

We were fortunate to be granted a \$1.5 million federally funded STEAM facility in 2023 with work commencing in 2024. STEAM is the acronym for Science, Technology, Engineering, Arts, and Mathematics. This building will be located adjacent to our Information Technology classroom and boasts 3D printers, a Cricut, computer stations and open plan workspaces so that it can truly be a shared facility across the school community. Already, teachers and allied professionals have formed a working party to establish the Denmark SHS approach to STEAM. Our buildings and grounds committee are also making great plans to ensure that the area surrounding the new build is aesthetically pleasing with seating and shade. It is expected that the building will be completed by term three.



As I reflect on the 2023 school year, I remain impressed at the many opportunities afforded to our students that enabled them to shine. We were placed 2nd in WA in the Minister's Innovation Challenge; had an exceptionally successful basketball season and Country Week; celebrated the John Clark Memorial Senior Band's win in their division of the Albany Eisteddfod; performed in the Denmark Festival of Voice; put on an extravaganza of 'The Man of Steel' school production; had success with gaining three student artworks in the Young Originals Exhibition; toured Canberra; celebrated NAIDOC; took out second place in the Busselton Pedal Prix; won a Robot Performance award at the First Lego League; attended a multitude of excursion and incursions, all of which value added to the educational journey of our young people.

I acknowledge the ongoing work of the staff, students, and our school community in embracing our Business Plan for 2021 – 2023, bringing key targets and milestones to fruition.

Kath Ward
Principal



School Board Information



The year of 2023 was a period of consolidation and growth for the school with positive achievements made across all three pillars of our business plan, being “Student Success”, “Teaching Excellence” and “Health and Wellbeing”.

You would be aware through school communications of the many and varied achievements and successes that our children have enjoyed in 2023 so I take a moment to recognise the incredible support that is provided to them by the school’s leadership team, our hard working and talented teachers and exceptional support staff. We are truly fortunate to have a cohort of committed people that go the extra mile every week for our children.

Last year I outlined some of the School Board’s activities with respect to our school’s infrastructure shortcomings and in 2023, further efforts were made to advocate for action in this regard. The Minister for Education, Dr Tony Buti, visited the school in July accompanied by Jane Kelsbie MLA to familiarise himself with our needs and the school has recently submitted to the Federal Government under an infrastructure grant application process to request funding for a new Arts Learning Area. In addition, as many of you would be aware, work has begun on our new STEAM facility that will enhance our education capability in these areas and we have added a 32-seater bus with wheelchair access to assist with the school’s transport needs.

The school has begun work on our next Business Plan (to cover years 2024 - 2028) and in addition to retaining the three pillars above, we have added a fourth, being “Relationships and Partnerships”. This pillar will allow us to be more focussed on building upon our positive reputation as a school of choice and to foster a pro-active approach to community engagement. Activities under this pillar are being developed at the time of writing this report, with the purpose of improving student performance, including by embedding community engagement value adding opportunities across all Learning Areas. I see this pillar as leading to a change in how the school builds partnerships with employers, community groups, community members and agencies for the betterment of student outcomes.

I take this opportunity to recognise and thank two retiring members from the School Board who have made significant contributions during their tenure, being Jo Svagelli and Sumer Addy.

Trevor Hunt
School Board Chair



Staff Information

	No	FTE	AB'L
Administration Staff			
Principal	1	1.0	0
Deputy Principals	2	2.0	0
Heads of Learning Areas	4	4.0	0
Program Coordinators	1	1.0	0
Total Administration Staff	8	8.0	0
Teaching Staff			
Level 3 Teachers	3	2.7	0
Other Teaching Staff	27	24.96	0
Total Teaching Staff	30	27.66	0
School Support Staff			
MCS and Administrative Support	8	6.74	0
Gardening / Maintenance / Cleaning	11	5.18	0
Instructional (AIEO)	1	0.6	1
Other Allied Professionals	11	8.05	0
Total School Support Staff	31	20.57	1
Total	69	56.23	1

Note - All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Teacher Registration Board of Western Australia.



Student Information

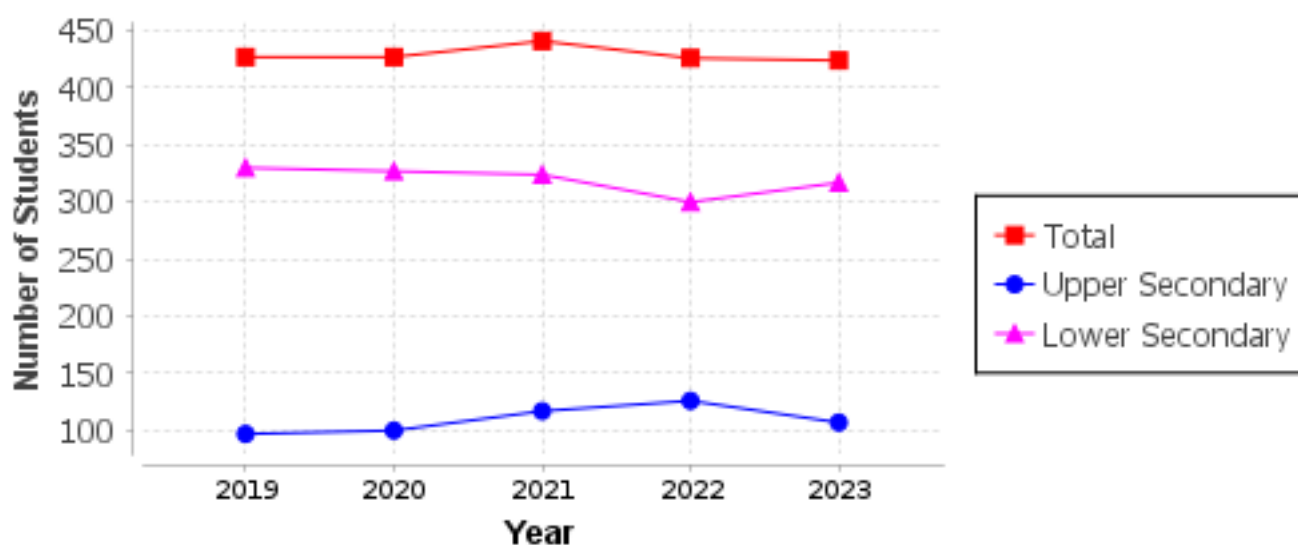
Student Numbers (as at Semester 2, 2023)

Secondary	Y07	Y08	Y09	Y10	Y11	Y12	USE	Total
Full Time	92	83	70	72	50	57		424

	Kin	PPR	Pri	Sec	Total
Male				218	218
Female				203	08
Total				424	424

	Kin	PPR	Pri	Sec	Total
Aboriginal				16	16
Non-Aboriginal				408	408
Total				424	424

Semester 2 Student Numbers



Student Numbers – Trends

	2019	2020	2021	2022	2023
Lower Secondary	330	327	324	300	319
Upper Secondary	97	100	117	126	107
Total	427	427	441	426	424

Our total enrolments remain stable. We acknowledge the reduced number of senior schooling students. For the most part, this is owing to alternative pathways being sought with support from the school. We pride ourselves on tracking the progress of students who transition prior to completing Year 12 and this data demonstrates that the young people are actively engaged in worthwhile pathways.

FOCUS AREAS



**Successful
Students**



**Teaching
Excellence**



**Health &
Wellbeing**

Our key priorities for 2021 – 2023 aligned to the Department of Education’s Building on strength – future directions for the Western Australian public school system; Strategic directions for public schools 2020 – 2024 and the annual Focus documents.

For each Priority Area, several targets and milestones for improvement were set along with strategies to achieve them.

Noting that we have now finalised this business plan, we are reviewing our data and determining new aspirational targets. As noted earlier, in 2024, we are also introducing a fourth pillar focused on relationships and partnerships.



Priority Area 1 – Student Success

Target 1:

Every student to demonstrate contextually appropriate progress in Writing as evident in school and system-wide data by 2023.

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

WA Public Schools	Year 7 Writing					
	School			Like Schools		
	2021	2022	2023	2021	2022	2023
Top 20%	30%	19%	19%	28%	29%	30%
Middle 60%	61%	71%	65%	65%	62%	62%
Bottom 20%	9%	10%	16%	7%	9%	8%

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

WA Public Schools	Year 9 Writing					
	School			Like Schools		
	2021	2022	2023	2021	2022	2023
Top 20%	26%	30%	22%	23%	30%	25%
Middle 60%	65%	62%	66%	65%	60%	65%
Bottom 20%	9%	8%	12%	12%	10%	10%

Commentary

The data indicates that most of our students are achieving comparable results to like schools. Literacy remains a focus area for our 2024 - 2028 Business Plan. The ongoing appointment of a Literacy Coordinator serves to support staff to embed evidence-based strategies into their curriculum across all learning areas.

Priority Areas 1 – Student Success cont.

Proficiency Levels (2023) Summary

Proficiency Level	NAPLAN Score Range	Writing	
		Year 7	
		2023	
		School	Like Sch
Exceeding	614 and above	10%	13%
Strong	511 - 613	38%	57%
Developing	439 - 510	38%	24%
NAS	438 and below	13%	6%

Proficiency Level	NAPLAN Score Range	Writing	
		Year 9	
		2023	
		School	Like Sch
Exceeding	647 and above	18%	19%
Strong	553 - 646	51%	50%
Developing	469 - 552	22%	27%
NAS	468 and below	9%	5%

Note: NAS refers to 'not at standard' – at DSHS this equates to six students.

Commentary

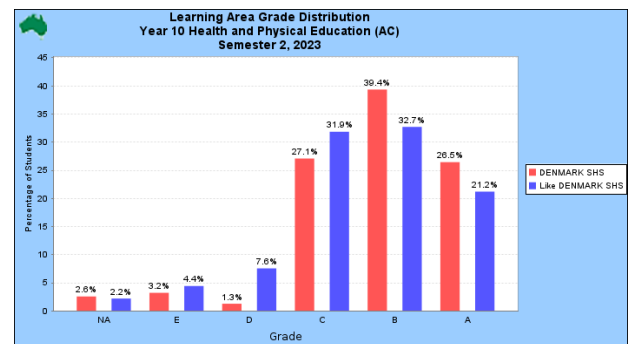
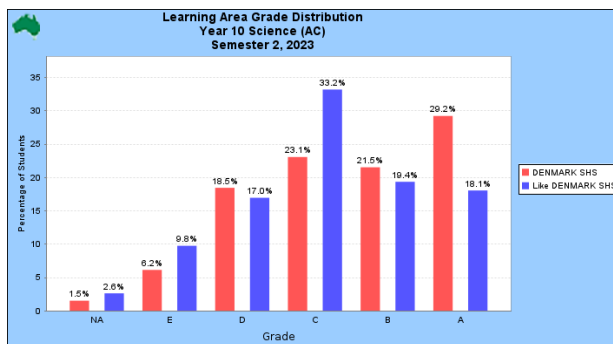
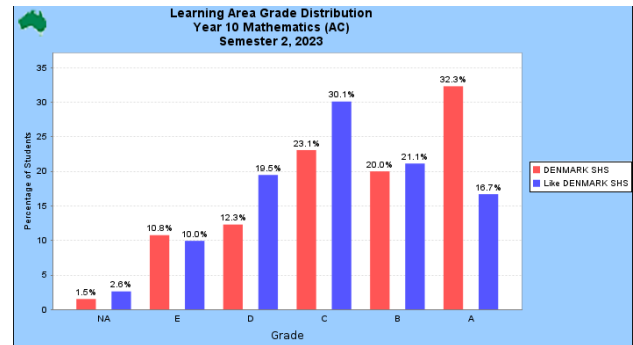
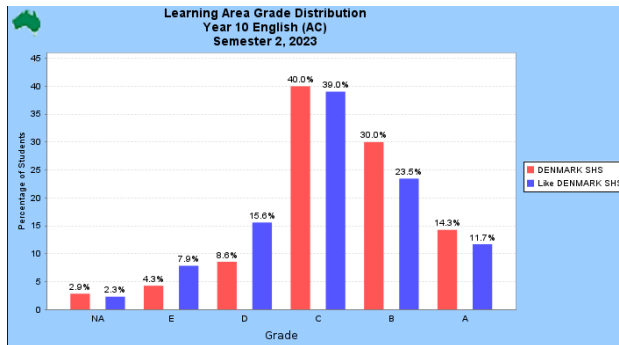
The transition to proficiency levels by NAPLAN in 2023 has resulted in the comparative band summary data over consecutive years not being currently available.

School data indicates that the majority of students have demonstrated contextually appropriate progress. We acknowledge that there remains a small percentage of students who continue to demonstrate achievement below the national minimum standard in lower school. Additional support in the form of MacqLit and in-class support continues to be in place to address this as students transition to secondary school. OLN support is also provided to students from Years 10 to 12 as required. We have a sound record of OLN completion by Year 12. 100% literacy and numeracy achievement with all students demonstrating proficiency in reading, writing and numeracy by the end of Year 12 in 2023 is one such indicator of success.

Priority Area 1 – Student Success cont.

Target 2:

The percentage of high achieving lower school students (A/B grades) will be equal to like schools by 2023.



Commentary

This was identified as a priority area owing to a noted trend of fewer A/B grades being achieved by our students at the start of our three year Business Plan. Staff identified a range of reasons as to why this was occurring. These ranged from attendance issues and non-completion of work on some students' part through to a need for teachers to revisit the judging standards, engage in moderation, and review assessment items to ensure that they provided the opportunity to achieve at the higher levels.

A focus on students attending every day when they are well enough to do so and overtly rewarding good attendance rates is making a positive impact.

Each semester for the life of this Business Plan, the Learning Areas reflect upon their data and identify focus areas for improvement. A review of Year 10 data (as a sample group) demonstrates a trend of increased percentages of A/B grades when compared to 2020 data. The percentage of students achieving A/B grades is now equal to or better than like schools across a majority of learning areas.

It should be noted that a decision to reduce the number of assessment items across all courses of study as of 2022 coupled with the 'no zero hero' philosophy – whereby every student is actively encouraged to submit work for every assessment item and therefore achieve to a standard more commensurate with their actual level of ability - are two strategies also impacting positively upon student achievement.

Priority Area 1 – Student Success cont.

Target 3:

The school's median ATAR will be equal to or better than like schools by 2023.

Achievement from 2020 to 2023

	School	Like-Schools	WA Public Schools
2020	78.8	78.3	79.3
2021	84.8	80.0	80.3
2022	85.2	80.2	81.9
2023	74.98	81.3	82.8

Commentary

Longitudinal data shows that our median ATAR was higher than both like schools and all WA public schools for two of the three years of this Business Plan. While we did not achieve this target in 2023, the reality is that when the number of participants is fewer – there were 26 ATAR students in 2023 - any anomalous performance impacts. Some sickness/misadventure circumstances in 2023 accounts for the reduced median in that year.

Target 4:

The percentage of Year 12 students who achieved their WACE will be equal to like schools by 2023.

Commentary

The school's WACE achievement rate for 2023 was 96%. This was slightly higher than like schools at 94% and higher than all public schools by 6%. All students met the breadth and depth requirement - completing a minimum of 20 units or unit equivalents as well as the literacy and numeracy standard. A small percentage did not meet the achievement standard where they must achieve at least 14 C grades or higher (at least 6 in Year 12). Our 'no zero hero' strategy continues to work to combat this.

Target 5:

At least 94% of senior schooling students who transition prior to the end of their formal secondary schooling will transition productively to other educational institutions and/or work for each year of the Business Plan.

Commentary

In 2023, a total of sixteen potential Year 12 students transitioned early from Denmark Senior High School (DSHS). These included four who gained apprenticeships, one transitioned to another government school, one who undertook an early entry UniReady pathway, five gained full-time employment, three enrolled full time at TAFE and two were referred to Participation for further support.

100% students who departed DSHS could be accounted for and a majority of them engaged in valid alternative pathways.

Priority Area 2 – Teaching Excellence

In embracing a whole school culture of excellence in teaching we will:

- actively reflect on our practice to maximise learning outcomes.
- build the capacity of our staff with a focus on collaborative practice to embed evidenced-based high-impact teaching strategies into all classrooms.
- create a learning environment that promotes high engagement and accountability.

A series of milestones have been set to support teaching excellence throughout the duration of this Business Plan, each aligned to a key intervention as shown below.

MILESTONES	NOT YET COMMENCED	WORK IN PROGRESS	ACHIEVED
Commencing in Semester 2 of 2021 all staff will actively participate in peer observation and feedback cycles at least once per term.		✓	
The Denmark SHS learning framework is to be embedded in all classes by the end of 2021.			✓
Staff actively seek and respond to student feedback to adjust teaching and learning programs at least once per semester.		✓	
In 2021, the school will review assessment and grading practices, especially for senior schooling general courses, to consider strategies that will support comparable attainment of A grades to be in alignment with like schools.			✓
Implementation of a range of evidenced-based high impact teaching strategies in all classrooms is commenced in 2021 and embedded by 2023.		✓	
All Learning Areas have embedded in their programs differentiated learning opportunities to meet individual student needs to achieve year on year growth.		✓	
Establish a strategic plan to offer Academic Extension program to be in place for commencement in 2022 with a plan to deliver across Years 7-10 in the future.	✓		

Commentary

At the end of 2023, staff were surveyed in light of the key milestones listed. A majority of teachers reported that they actively participated in peer observation and feedback cycles and that they have embedded the DSHS learning framework into their lessons. 74% of teachers reported that they actively seek and respond to student feedback, adjusting their teaching and learning accordingly. 78% reported that they have successfully embedded high impact teaching strategies into their programs and that they have differentiated learning opportunities embedded to support year on year growth. A change in staffing with new appointments commencing later in the year while substantive teachers are on leave meant that not all staff had engaged in Unleash Learning – our whole school approach to pedagogy. Induction processes are in place to support new staff to engage in the DSHS methodology as we continue to strive towards 100% of teaching staff meeting the set milestones.

Note that the school’s leadership team decided to not offer academic extension, choosing instead to focus on quality differentiation to accommodate all abilities in the mainstream setting. This change will be reflected in all future documentation.

Priority Area 3 – Health and Wellbeing

MILESTONES	NOT YET COMMENCED	WORK IN PROGRESS	ACHIEVED
Our regular attendance data will improve by 5%.			✓
All Learning Areas will have clear links to the Aboriginal Cultural Standards Framework in their courses.			✓
There will be clear documentation processes supporting the educational and transitional needs of students at educational risk.			✓
A new revised transition plan will be in place with a specific focus on Year 7 and Year 10.			✓
Whole school wellbeing staff and student activities will be embedded in the school calendar.			✓

Commentary

Our overall attendance rate of 87% is comparable to like schools and considerably higher than all WA public schools. Regular attendance (attending greater than or equal to 90% of the time) in 2021 was 55.2% and it dipped in 2022 to 49.3%, partly owing to the impact of COVID-19. In 2023, there was some improvement, rising to 52.1%. Note that the regular attendance rate for all WA public schools is 47%. A review of Semester 2, 2023 saw our regular attendance reach 67%, which suggests that the interventions and strategies being applied are having a positive impact. This remains a focus for future planning.

Consultation with our Aboriginal parent community commenced in 2021 and led to the establishment of an Inclusivity Working Party. In 2022, teaching staff engaged in professional learning with local elders to improve their appreciation of the significance of local sites. Teaching staff have subsequently audited their practice against the Aboriginal Cultural Standards Framework and have identified a range of opportunities where authentic student experiences are embedded. Additional opportunities have been incorporated in some Learning Areas because of support and advice from our Aboriginal & Islander Education Officer. In 2023, the working party commenced the process of establishing a Reconciliation Action Plan in consultation with the community. It is expected that this will reach fruition in 2024/25.

Processes to support effective transition of identified students at educational risk are now embedded. The Year 7 - 8 Coordinator/Literacy Coordinator and Learning Support Coordinator work in concert with primary schools to identify those students requiring adjustments or further intervention and support. Student profiles are produced in a timely fashion to support teaching staff and additional support with SEN planning and reporting is provided on a needs basis.

A review of transition planning and the creation of a stand-alone Year 7 Coordinator for 2023 ensured improved transition for Year 7 students. The school's leadership team commenced a 'Start Right – Finish Strong' initiative with the Year 10 students with a view to this being embedded in the curriculum for Year 11 students as of 2023.

Wellbeing data continues to be reviewed to ensure that support and interventions are targeted to student needs, focusing on building skills and knowledge to promote positive wellbeing, and learning success. The Happy Schools program has been chosen to support and promote positive staff wellbeing, with implementation having commenced in 2023.

Parent and Caregiver Satisfaction

The National School Opinion Survey was last administered in 2022 and is due to occur again in 2024. In 2023, the school focused on addressing the actions based on feedback from the most recent survey.

Actions based on feedback:

1. A review of reporting processes and how feedback is provided regarding student work: In consultation with the P&C, the School Board, and the wider community, we introduced a reflective practice protocol at the completion of every assessment piece in place of semesterly report comments. This is resulting in timely feedback, provides students with an opportunity to set a personal growth goal and many staff have included an opportunity for students to identify ways in which the teacher can modify their practice to better support quality learning.
2. Continued focus on health and wellbeing as a priority area – for students and staff – and embracing ways to improve student and staff voice in decision making: The reduction in the number of assessments, allowing for more teaching and learning time is reducing the burden on students and staff alike. As of 2024, the school is embedding Open Parachute across all year groups. This is a preventative mental health initiative focused on increasing student resilience and included pre and post testing for review purposes. Staff are engaged in a Happy Schools wellbeing program which commenced in 2023 and is ongoing.
3. Continuing to actively embrace the school’s values and the good standing policy to encourage positive student behaviour: Respectful Relationships – The Denmark SHS Way is a platform established in 2023 in partnership with students, parents, the School Board, and staff. It articulates what staff and students commit to and how parents can commit to being partners in their child’s education. This embeds our school values – Respect, Resilience and Aspiration – and is used as a tool to help set the tone of acceptable conduct.
4. Seeking to engage with the school community when devising the 2024 - 2026 Business Plan to overtly address areas for improvement: The School Board has endorsed that our next Business Plan cycle be five years in duration and is supportive of the three initial pillars – Student Success, Teaching Excellence, and Health and Wellbeing – being maintained. At the suggestion of the Board, the school is adding a fourth pillar – Relationships and Partnerships. The school is working in partnership with the community to determine the key indicators of success for each of the four pillars, commencing with ‘think tank’ meetings with parents/community members in small groups. We expect that the 2024 – 2028 Business Plan will be finalised in first semester of 2024.
5. The School Board is prioritising actively campaigning for a building program to better meet the school community needs: This remains an ongoing priority of the School Board with a focus on seeking funding to establish a purpose-built Arts Learning Area.

Financial Summary 2023

INCOME - Dec 2023 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	139,305	139,305
Carry Forward (Salary)	476,032	476,032
STUDENT-CENTRED FUNDING		
Per Student	4,593,933	4,593,933
School and Student Characteristics	1,663,386	1,663,386
Disability Adjustments	2,917	2,917
Targeted Initiatives	554,493	554,493
Operational Response Allocation	19,340	19,340
Total Funds:	6,834,069	6,834,069
TRANSFERS AND ADJUSTMENTS		
Regional Allocation	31,528	31,528
Transition Adjustment	0	0
School Transfers – Salary	(594,531)	(594,531)
School Transfers - Cash	601,985	601,985
Department Adjustments	(10,411)	(10,411)
Total Funds:	28,571	28,571
LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	35,682	35,682
Charges and Fees	247,310	247,309
Fees from Facilities Hire	5,962	5,961
Fundraising/Donations/Sponsorships	18,486	18,486
Commonwealth Govt Revenues	0	0
Other State Govt/Local Govt Revenues	14,913	14,913
Revenue from CO, Regional Office and Other scho	10,548	10,548
Other Revenues	53,675	56,739
Transfer from Reserve or DGR	87,678	87,678
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	474,254	477,316
TOTAL	7,952,231	7,955,293

Financial Summary 2023 cont.

EXPENDITURE - Dec 2023 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
SALARIES		
Appointed Staff	5,909,174	5,909,174
New Appointments	0	0
Casual Payments	469,850	469,850
Other Salary Expenditure	10,728	10,728
Total Funds:	6,389,752	6,389,752
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	31,372	31,373
Lease Payments	44,389	44,389
Utilities, Facilities and Maintenance	258,222	258,223
Buildings, Property and Equipment	95,206	95,207
Curriculum and Student Services	632,697	511,046
Professional Development	44,468	44,468
Transfer to Reserve	50,000	50,000
Other Expenditure	11,349	11,350
Payment to CO, Regional Office and Other schools	0	0
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:	1,167,703	1,046,056
TOTAL	7,557,455	7,435,808