

2017

Welcome to
Donnybrook District
High School
an Independent Public School

HANDBOOK 2017



WELCOME FROM THE PRINCIPAL

Thank you for entrusting the responsibility for your child's education to the staff of Donnybrook District High School. It is vital to understand that it is a partnership between the school, the home and your child that will determine the success of your decision. We must work together to ensure the 'right' messages are being given to your child as he/she embarks on the wonderful journey of discovery that is learning.

Donnybrook District High School is a special place. We know that we are preparing children to embrace and contribute to the future. We are learning in a time of change, and *for* change, and are committed to managing the responsibility that comes with preparing the young people of today for the challenges and joys of tomorrow.

Our vision is to provide opportunities for every child to excel, with special attention to delivering on 'moments of truth', highly personal events that shape a child's experience. Be it the first day of school, an occasion when your child encounters an academic or personal challenge and is helped in a manner that builds self-esteem and character, or a child's realisation that he/she has achieved their personal best in an area, or areas of endeavour, these moments of truth will live with your child as he/she moves to the next stage of their life.

I hope each family will read the 2017 Handbook carefully as there are answers to many questions here. The school's website is also an important tool that complements this Handbook and together they aim to ensure you understand all you need to, in order to support your child's educational journey.

The teachers will be doing all they can to make certain the learning experiences at Donnybrook District High School are milestones and moments for your child and are looking forward to working with you to achieve this. I too am looking forward to supporting you and your child throughout 2017 and trust this handbook is the start of a mutually beneficial partnership.

With best wishes,

A handwritten signature in black ink, appearing to read 'James Milne', written in a cursive style.

James Milne
Principal

CONTACT LIST

PRINCIPAL: Mr James Milne

ASSOCIATE PRINCIPAL (SENIOR CAMPUS): Mr Jeff Brown

DEPUTY PRINCIPAL (JUNIOR CAMPUS): Mr Garry Davis

MANAGER CORPORATE SERVICES: Mrs Sarah Bible

JUNIOR CAMPUS (KINDERGARTEN TO YEAR 6):

Postal Address: 58 Mead Street, Donnybrook WA 6239

Administration: 9731 1557

Fax: 9731 2108

Kindergarten: 9731 1281

Pre-Primary: 9731 1557

Canteen: 9731 0025 and 1300 116 637 (for online orders)

SENIOR CAMPUS (YEARS 7 TO 10):

Postal Address: 10 Bentley Street, Donnybrook WA 6239

Administration: 9731 1060

Fax: 9731 1919

Canteen: 9731 1457

DONNYBROOK COMMUNITY LIBRARY:

Postal Address: Emerald Street, Donnybrook WA 6239

Phone: 9731 0432

Fax: 9731 0451

Email: donnybrookrc@education.wa.edu.au

WEBSITE: www.donnybrook.wa.edu.au

EMAIL: donnybrook.dhs@education.wa.edu.au

SKOOLBAG APP: <http://www.skoolbag.com.au/forparents.php>

DONNYBROOK DISTRICT HIGH SCHOOL

Donnybrook District High School is a Combined School (Kindergarten – Year 10) situated on two sites that lie 1.5 kilometres apart, servicing the communities of Donnybrook, Kirup and Balingup. These communities are a mixture of traditional farming families, and ‘life stylers’ who live locally and work elsewhere. The Shire of Donnybrook-Balingup Chief Executive Officer, Mr Ben Rose, recently highlighted an increasing move toward tourism within the local and broader communities.

Tucked into a natural bushland setting, the Junior Campus at Mead Street caters for Kindergarten to Year 6. The Senior Campus at Bentley Street has a country garden feel and caters for Year 7 to Year 10. Importantly, during the past two years, there has been a concerted effort, to strengthen the links between both campuses by an increasing focus on sharing staff and facilities and combining for whole school events. This has been particularly successful and well received by the Donnybrook School Community.

Our school has been recognised systemically for its excellence in Mathematics teaching and learning by winning a Numeracy School of the Year Award as well as being selected as a Teacher Development School for Mathematics, where we were entrusted to provide professional learning and support to schools throughout Western Australia in this fundamental area over a four year period.

We continually provide high quality learning by focussing heavily on the core areas of English Mathematics, Science and Humanities and Social Sciences. Full engagement with the Western Australian Curriculum and an investment in professional learning and development for all staff is a focus in our school.

Underpinning an emphasis on teaching and learning to meet the needs of our students is a contextual focus on personal and social development. The teachers at Donnybrook District High School invest significantly in the wellbeing of each student, recognising that this is a key to supporting them to reach their individual potential. A fair and safe learning environment is also paramount and our developing Positive Behaviour Support program is strengthening this critical component of a successful school.

Donnybrook District High School has experienced a major facilities renovation. This was made possible through \$2.5 million Building the Education Revolution (BER) federal funding initiative and \$5 million State capital works funding. This has allowed us to create modern digital learning areas, with all staff connected to and adapting to the current ICT environment. The total upgrade has created 'state of the art' specialist facilities on the Senior Campus particularly in Design and Technology, Art, Science and Home Economics along with purpose built classrooms for Pre-Primary, Year 1 and 2 students at the Junior Campus.

Donnybrook District High School became an Independent Public School (IPS) in 2011 and has the freedom and flexibility to provide students with a more relevant and supportive learning environment. Whilst we are bound by the *Education Act 1999* to follow the Western Australian Curriculum, as an IPS we are able to tailor our programs to suit the needs of the school community. We are able to select our own staff, employing people that meet the specific learning requirements of our students and our school. We can offer student support programs that are relevant and take in to consideration physical and human resources available. We can target our financial management to meet the needs of the programs that we feel best suit our students and not face the constraints that are often placed on schools. We are still held accountable for the funds that we are given, but have more flexibility in how we manage and distribute the funds. As an IPS, our School Board has a strong community representation and takes an active role in the development and future of the school.

SCHOOL PRIORITIES

As an Independent Public School (IPS), Donnybrook District High School operates by taking direction from a Business Plan approved by the School Board. This plan sets out the focus areas and directions the school will concentrate on for the three years of the Business Plan's cycle.

Donnybrook District High School was externally reviewed towards the end of 2016, and the new Business Plan is currently being developed. Once finalised this will be placed on the school's website.

SCHOOL YEAR

Term 1 – Wednesday February 1 – Friday April 7

Term 2 – Wednesday April 26 – Friday June 30

Term 3 – Tuesday July 18 – Friday September 22

Term 4 – Monday October 9 – Thursday December 14

SCHOOL DEVELOPMENT DAYS

Your child does not attend school on these days, however staff will be involved in school planning and professional learning. These days are endorsed by the School Board.

Monday January 30 and Tuesday January 31

Monday April 24

Monday July 17

Term 4 Friday November 3

Friday December 15

BEHAVIOUR MANAGEMENT

The school has established a Positive Behaviour Support (PBS) program in conjunction with the school community. PBS establishes a climate in which appropriate behaviour is the norm for all students. It provides school communities with an effective, evidence-based approach to creating positive and engaging school environments and focuses on three levels of intervention.

PBS views inappropriate behaviour in the same manner that problems in reading or maths are viewed, as a skill deficit. When a skill deficit exists, we must teach the appropriate skills, which allow a unified and positive school climate to develop. This informs everyone that appropriate behaviour is a priority in the school.

School behaviour expectations and agreements are based on everyone's right to feel safe at school, the need to be considerate of others, and our social responsibilities. The following expectations are observed at our school:

1. Be Responsible
2. Be Engaged
3. Be Empathetic

SCHOOL PROGRAMS

We have a strong focus on creating a caring and supportive learning environment. This means that all students are given the opportunity to achieve success through our education programs. Our teachers spend time getting to know each student to create a teaching and learning program that meets their individual needs. The curriculum we offer is developmental in the sense that it acknowledges that individuals learn at different rates and in different ways.

In today's fast paced, frequently changing world we believe it is imperative for children to develop resilience. Our students are encouraged to be active participants in their learning and to develop strategies throughout their schooling that will enable them to develop resilience to change. That is, students are given the opportunity to explore and develop strategies, including being prepared to take measured risk and to learn from failures, that will enable them to be socially competent, ethically aware and active citizens in the wider community. Our whole school programs include (but are not limited to):

- A strong focus on creating and maintaining an Information, Communications and Technology (ICT) rich learning environment.
- A developing Kitchen Garden program that extends across the Junior and Senior Campus.
- Whole School English and Mathematic programs that are designed to prepare students for each Phase of Schooling.
- A Whole School Science program that is designed to stimulate students' interests in the area of Science.
- An Arts focus, beginning at the Junior Campus and developing with improved facilities at the Senior Campus.
- A strong Physical Education Program with specialists across both sites supporting objectives in participation and talent development.
- A sub-school program which is designed to focus on the creation of appropriate learning environments:
 - Early Childhood - Kindergarten to Year 2;
 - Primary - Years 3 to 6; and
 - Senior Years 7 to 10 (preparation for post compulsory schooling).
- The need to recognise and support the notion of providing enrichment and extended learning experiences for those who display talent across the curriculum.
- Numerous in-school activities, camps, excursions that exist to enhance and support the curriculum.
- Structured Work-based Learning Opportunities for Year 10 students.
- Nationally accredited Certificate courses in Horticulture, Engineering, Sport and Recreation, Business and Hospitality for Year 9 and 10 students.

WHOLE SCHOOL INFORMATION

Attendance and Punctuality

Once enrolled, the School Education Act 1999 and Regulations stipulate that students must attend school daily until the end of the year they turn seventeen.

Any absences must be justified by a letter signed and dated by a parent/carer, a telephone call or a text message via SMS or the Skoolbag App to the Administration Office. *There must be a specific reason given for the absence.* In addition, a medical certificate must be produced if requested. If your child is going to be absent, please telephone the school in the morning. No follow up note is required.

Students should be punctual to class to prevent disruption to teachers, students and other classes. Late students must report to the office so that their attendance is recorded correctly and a late note issued.

The Department of Education discourages parents/carers from taking children out of school during the term for family holidays, however we understand that sometimes this is unavoidable. We appreciate advance notice of planned absences and require you to hold a discussion with the Principal or Associate Principal, together with the classroom teachers to allow us to plan together to minimise the effect of the absence on your child.

Please remember that every day away from learning programs can impact on your child's achievement.

Parents/Carers and Student Emergency Contact Details

Contact details must be kept current. The school needs to be informed of any changes to contact details for parents/carers, students and/or the nominated emergency contacts. This allows the school to contact the parents/carers easily if required. In the case of an emergency, this can save precious time. Please provide any changes to contact details to either of the Campus Administration Offices as soon as possible by telephone, email or in writing.

Communication

Communication is widely recognised as an important feature in the successful operation of our school. Positive and considered communication between parents and carers and the school will always result in issues being addressed professionally and constructively. We anticipate that parents, carers and staff recognise that each has a responsibility to be courteous, listen actively and seek to close any interaction with a mutually agreed conclusion or series of actions to be undertaken. Teaching staff will communicate with parents and carers via email, letters and telephone regarding students and class events throughout the school year.

A school term planner is produced each term outlining future events. This includes key dates for assemblies, carnivals, P&C meetings, incursions, early closure, etc... Newsletter publication dates are noted on the Term Planner. The Newsletter contains current information about what is happening at both Campuses including upcoming events to celebrate student's learning and successes.

Donnybrook District High School's website is <http://www.donnybrook.wa.edu.au/> and provides general information about the school such as student learning, events, archived newsletters, School Board, a photo gallery and includes a link to our key communication device "SKOOLBAG". The SKOOLBAG App is free. It is available to download onto a smart phone from either the Apple iTunes Store or Google Play.

Our school magazine, the 'Gilliana', is published annually during Term 4 and is predominantly written by our students. It gives a pictorial account of the school year. The Gilliana can be purchased from the school. Please refer to the school's Voluntary Contributions and Charges "A Guide for Parents and Carers".

Visitors to the School

All visitors to the school are required to report to the Administration Office at either Campus. This is a requirement stipulated by the Department of Education for the safety and wellbeing of the children. Even parents/carers who are just dropping something off for their child need to enter the school through the Front Office.

Early Dismissal on Wednesday Afternoons

To allow staff the opportunity to meet regularly to review, plan and undertake professional learning, all classes are dismissed early each Wednesday afternoon. Each Wednesday, students at the Junior Campus are dismissed from their class at 2:35pm and Senior Campus classes conclude at 2:45pm. Timetables are adjusted to ensure there is no reduction to the total hours of student's class instruction time.

Travelling to and from School

Walking and Riding Bikes - Both the Junior and Senior Campuses have footpaths leading to them on most adjoining roads. The school recommends that younger students are accompanied by an older student or parent to avoid potential accidents. Both Campuses have bike racks for safe storage of bikes during the day. Students riding to school should ensure their bicycle and helmet are secured with a padlock and chain. Students are required to walk their bikes whilst on the school grounds. Skateboards and scooters are locked away during school hours.

Vehicles - Please refrain from parking vehicles in the designated bus pickup/drop off zones along Bentley Street (Senior Campus) and Marmion Street (Junior Campus). Be advised that a 40km/h speed limit is enforced around the school. New parking facilities have improved safety, but please exercise patience and be attentive when dropping off students by motor vehicle.

Bus Travel - Information regarding bus services can be obtained from the Senior Campus Administration Office. Different bus services run from Brookhampton, Kirup / Mullalyup, Beelerup, Brazier, Argyle/Irishtown, Goodwood, Balingup and Lowden.

Students travelling by bus must be punctual and well behaved at all times. Behaviour on school buses that distracts the bus driver and endangers the lives of passengers will result in suspension from the bus service.

Students who aren't travelling home by bus, must inform the bus driver to avoid delays. Where seat belts are provided, students are required to wear them.

Classroom Requirements

The Department of Education provides funds for resources and school needs. These needs cover many things such as paper, exercise books, art/craft stocks, teaching resources, reading books, power, water, postage, rubbish removal and furniture to name just a few.

A Personal Items List, showing the requirements for each year level is distributed to each family at the end of the school year (for the commencement of the new school year). Many of these Personal Items are consumable and will require replacement during the school year.

School Uniform

Students from Pre-Primary to Year 10 are expected to wear full school uniform. This is also encouraged in Kindergarten. The Donnybrook District High School uniform is predominately navy blue and white. It includes a polo shirt, shorts/skorts/skirt, tracksuit pants, a rugby jumper and a tracksuit jacket.

The school has a Dress Code, with each Campus uniform slightly differing in design. This is currently under review and may potentially be modified during 2017. Any modifications will be posted on the school's website.

Students may need to modify the school uniform for religious or health reasons. Should this be the case, please make an appointment with the Principal to discuss this. School staff will be notified of any student/s granted a modification to the uniform by the Principal.

Please be aware that Department of Education policy does not allow denim to be worn to school.

Boys

Boys may wear any male items available from the DDHS uniform shop or items of the following nature:

Pants	Shorts	Polo Shirts	Jumpers	Jackets
Plain, Navy Blue, without brand logos.	Plain, Navy Blue, Without brand logos no shorter than $\frac{3}{4}$ thigh length.	Collard, Plain, Navy Blue or White, without brand logos.	Plain, Navy Blue without brand logos.	Plain, Navy Blue without brand logos.

Girls

Girls may wear any female items available from the DDHS uniform shop or items of the following nature:

Skirts	Pants	Shorts	Polo Shirts	Jumpers	Jackets
Plain, Navy Blue, without brand logos, no shorter than $\frac{3}{4}$ thigh length.	Plain, Navy Blue, without brand logos.	Plain, Navy Blue, without brand logos, no shorter than $\frac{3}{4}$ thigh length.	Collared, Plain, Navy Blue or White, without brand logos.	Plain, Navy Blue without brand logos.	Plain, Navy Blue or Navy Blue and White, without brand logos.

Students with Allergies

Parents/carers are responsible for advising the school of any allergies their child may have. Food allergies are becoming more and more common and allergies to peanuts and other varieties of nuts result in alarming and dangerous reactions. Students with allergies are discouraged from sharing lunch at school and we aim to work with parents/carers to ensure a safe as possible environment is provided.

Student Health and Wellbeing

In a world where mental illness, anxiety and stress are continually on the rise, and increasing among Primary and Secondary students, we provide a whole school eclectic approach to Student Mental Health to meet the varying needs of individuals and cohorts. Our approach ensures that students develop self-awareness, self-management skills, social awareness and social management skills.

Medication and medical conditions: It is the responsibility of parents/carers to inform the school immediately of any medical condition pertaining to their child/children. In accordance with Department of Education policy, parents and carers with children who are suffering a medical condition are required to complete the appropriate medical forms. These forms can be obtained from the school and must be completed, signed and returned to the school. The medical forms must be updated annually or when a change of medical condition occurs.

Reporting Student Progress to Parents

Parents/carers are always welcome to make an appointment at any time to discuss their child's achievement and progress. Formal written school reports are issued at the end of each semester. Non-formal school reporting may include student portfolios, shared learning journeys or three way interviews (student/parent/teacher).

Students at Educational Risk (SAER)

Students who are identified as requiring remediation or extension are considered 'at risk' and therefore require support through the development and implementation of Individual and/or Group Education Plans.

Students who are at risk of not reaching their full potential as learners are identified using a range of strategies. Students may be identified by their classroom teachers or through testing by an external agency such as a Speech Therapist, Occupational Therapist or School Psychologist.

Faction Organisation

Students are assigned a faction of Red, Green, Blue or Gold based on age, gender and previous family members. Siblings will be placed in the same faction, however, this is not the case for extended family (i.e. cousins).

School of Instrumental Music (SIM) Program

We offer musical instrumental instruction from Years 5 to 10 in brass, woodwind and percussion. Specialist Music Teachers deliver these programs and when able, with student numbers permitting, we support a School Band. Sometimes the band will combine with another local school band for performances.

Presentation Assembly

Year 1 to 9 students are involved in a whole school Presentation Assembly at the end of the year. This recognises the achievements of the students throughout Terms 1 to 4. A Whole School Family Picnic will follow the Presentation Assembly.



CAMPUS SPECIFIC INFORMATION

KINDERGARTEN / PRE-PRIMARY

Parents/Carers and Teachers as Partners in Student's Learning

The early years of a child's life are the most important. It is a time of rapid development physically, intellectually, socially and emotionally. By the time children come to school they are already successful learners. They have learnt many things - to laugh, to cry, to walk, to feed themselves, and most importantly of all, to talk and converse with others.

Early Childhood Education is concerned with continuing the balanced overall development of the individual child through learning experiences in both the school and the community. During these learning experiences the child should observe positive relationships between home and school, parent and teacher. It is through the combined efforts of all those adults that children will be given the maximum opportunity to develop and learn. Parents/carers and teachers working together can make sure that this occurs.

The Teacher's Role

The teachers' role is to:

1. Determine the needs of the child.
2. To plan a program that covers the emotional, social, physical and cognitive areas of learning.
3. To provide a safe, healthy and attractive learning environment.
4. To offer a liaison between home and school.
5. To promote parent/school co-operation in helping the child adjust to the school situation.

Aims of Early Childhood Education

1. To help each child adapt to a social situation where others must be considered as well as themselves.
2. To assist the child to accept and follow basic rules and limits set.
3. To assist the child to participate, communicate and express ideas in an individual or group situation. To give the child the experience of being with a group of peers in group activities, mat sessions, meal times etc. . .
4. To encourage responsibility in the child by looking after and sharing equipment.
5. To develop and extend the child's concentration span by progressively providing more complex and longer activities, stories and tasks.

Kindergarten and Pre-primary Attendance

Kindergarten is a 15 hour program that involves a five day fortnight. Pre-primary is a five day a week program. Kindergarten has a transition during the first two weeks and parents and carers will be notified of times once groups are established and finalised.

When your child is enrolled in the program the *School Education Act 1999* requires that they attend full-time. A note, phone call or verbal contact is expected on the day or when your child returns to school following any absence.

Your Child's Development and Accessing School Support Services

A profile of your child's development is maintained throughout the year, including observations, checklists and work samples. Early identification of a student's strengths and weaknesses in learning and areas of need allow us to put into place any services your child may require to reach their full potential at school. Children who appear to be having developmental or health problems which are causing concern to both parents and the teacher can, with the consent of parents, be referred to appropriate support services within the Department of Education or the Health Department.

JUNIOR CAMPUS

Arrival and Departure Times

Parents/carers are advised that students must not be on the school grounds before 8:20am in the mornings. When the first siren of the school day sounds, students should line up in front of their classroom. Students are to be picked up at 3:05pm following dismissal from class and on early dismissal Wednesdays at 2:35pm.

Bus Travel

Buses to the Junior Campus will pick up and drop off on Marmion Street, Donnybrook. A teacher will be on duty in the afternoon to ensure students are catching buses in a safe and timely manner. Information regarding the bus service in your area can be obtained from the Senior Campus Administration Office.

Sun Safe

Donnybrook District High School, in association with the Cancer Council WA, is a 'Sunsmart' school and adopts a Sunsmart Policy. All students at the Junior Campus are required to wear a broad-brimmed, bucket or legionnaire hat when they are outside. Students without a broad-brimmed, bucket or legionnaire hat are directed to play in an area that is protected from the sun.

Bicycles at School

Students who ride to school should ensure their bicycle and helmet are secured with a padlock and chain. Bike racks are situated down the hill from the Library on the school grounds. Students are required to walk their bikes, scooters and skateboards whilst on the school grounds.

Assemblies

Junior Campus assemblies are held three times a term and usually take place on a Wednesday morning commencing at 9.00am. Students from Pre-primary to Year 6 facilitate assemblies and this is an opportunity for the students to show case their learning to a wider audience. Parents/carers and the wider community are most welcome to attend assemblies and are encouraged to see and hear what is happening in and around the school.

Homework

Classroom teachers outline their students' homework requirements to parents/carers at the beginning of the school year as per the school's Homework and Study Policy. Parents are encouraged to be partners in their children's education and are always welcome to discuss homework requirements with their child's teacher. The Homework and Study Policy can be located on the school's website www.donnybrook.wa.edu.au

Incursions/Excursions

Students are given the opportunity to see visiting performers throughout the school year. Details and costs of performances will be communicated prior to any event. To support classroom teaching and learning programs, teachers may organise an excursion to an off-site venue. Parents/carers will be provided with details and associated costs of an incursion/excursion prior to the event. Written permission is required before a student attends an incursion/excursion.

Student Leaders

Student Leaders are elected from Year 6 during Semester 1 and again in Semester 2. This allows a number of students to take on a leadership role. Faction Captains are elected to represent their factions in Swimming or Athletics and new elections are held for each discipline.

Gardens and Sustainability

The Primary Campus has classroom gardens in each teaching area which includes a large garden for the whole school. This resource provides food for students and opportunities to build biological science and environmental understandings. This knowledge flows into a broader understanding of sustainability developed at our Senior Campus Design and Technology programs in solar design, solar models and Electric Vehicle (EV) Challenges. The school gardens have been greatly supported by the P&C Association, the Donnybrook-Balingup Shire and Local Businesses.

Play

Play is integral to every child's development, health and enjoyment of life. Play improves social skills, brain development and creativity whilst also supporting emotional resilience, physical development, confidence and learning. It is the school's aim to offer an open ended and creative play environment that encourages students to experiment, problem solve, construct, and engage in interesting and cognitively high levels of play. We provide opportunities for students to play freely in the school grounds through the provision of sports and circus equipment. In addition, there are actively managed bush/native areas for free creative 'Nature Play' and a collection of recycled materials for 'Loose Parts Play.'

SPECIALIST PROGRAMS

Physical Education (Phys Ed)

With a dedicated Phys Ed teacher, all students from Years 1 to 6 participate in Physical Education. Many classroom teachers run a daily fitness program each morning. Each week students in Years 4 to 6 enjoy a variety of sports on a Friday afternoon as the year groups come together for combined sport. This may take the form of training for upcoming carnivals or various team sports with the focus changing on a term basis.

Throughout the year, students in Pre-primary to Year 6 have the opportunity to be involved in In-term Swimming, Faction Athletics and Cross Country Carnivals. Students who excel at Physical Education represent the school at Interschool Carnivals. Donnybrook is a part of the "Forrest Division" within the Bunbury Public Schools Sports Association. This means that during Interschool Carnivals, Donnybrook District high School competes against other schools that have a similar student population.

Information and Communication Technology (ICT)

The school is fortunate to have a Computer Lab located in the school Library and networked computers within each classroom. An ICT Specialist teaches technology skills and students can apply their skills in classroom learning. ICT is embedded in every classroom curriculum and students have access to class sets of laptops and iPads.

PEAC

A Primary Academic and Extension Challenge program operates for students in Years 5 and 6 and is coordinated by the South West Regional Education Office in Bunbury. Students are selected for this program through standardised testing that occurs in Year 4.



SENIOR CAMPUS

Arrival and Departure Times

Students should not arrive at school before 8:20am and should leave promptly after the dismissal siren at 3:15pm or on early dismissal Wednesdays at 2:45pm unless engaged in an approved organised activity.

Lunch

Parents who require their child to go home for lunch need to provide the school with a note to this effect. The note should be handed to the Associate Principal who will organise a formal "Leave Pass". This can be arranged on an annual basis where necessary. Students will not be permitted to leave the school grounds without a "Leave Pass". Failure to comply with this constitutes truancy.

Bus Travel

Buses will pick up and drop off students on Bentley Street. Information regarding the bus service in your area can be obtained from the Senior Campus Administration office.

Sun Safe

All children are encouraged to wear a hat for all outside activities. Staff do not enforce a 'NO HAT, NO PLAY' policy, but will rather encourage students to take responsibility for their own health.

Student Representative Council

The Student Representative Council consists of a Head Boy, Head Girl, four Year 10 students, together with students from Years 7 to 9. These students are nominated and elected by their peers.

The Student Councillors are responsible for organising and conducting school assemblies and assisting at other school ceremonies. They plan and conduct socials, fundraising activities and attend leadership workshops. They are expected to follow the school's Code of Conduct and act as a positive role model within the school and community. Student Councillors attend regular meetings and represent the school student body at community functions.

Assemblies

Senior Campus assemblies are held twice a term and usually take place on a Tuesday morning commencing at 9.00am. Student Representatives from Years 7 to 10 facilitate the assemblies. They regularly feature a performance by the school's Concert Band.

Homework / Study / Assignments for Years 7 to 10

Homework is school work that is set to be completed. Study is time spent at home revising, summarising or extending the learning that has taken place at school. Both are essential parts of a students' learning process.

The aim is for the student to develop consistent work habits and routines and importantly, develop the ability to manage their time effectively, which will become critical in Senior School (Years 11 and 12).

Almost all units studied in Years 7 to 10 involve the completion of assignments as an integral part of the program. Marks earned for assignments count toward the overall grade. Students are advised of the value of each assignment at the beginning of each unit of study. Diaries are a tool used every week by teachers and students. We ask parents/carers to sign the diaries once per week. Please refer to the school's website which outlines the Homework Policy www.donnybrook.wa.edu.au

Secondary Curriculum

Students in Years 7 and 8 engage in core curriculum subjects, Maths, English, Science, Humanities and Social Science (History, Geography and Economics), Physical Education and Health. They also participate in learning The Arts, Technology and Enterprise in contexts known as Design and Technology, Information Communication and Technology (ICT). As students' progress into Year 9 and 10, there is greater choice in the form of Certificate Courses and Extension Programs that are designed to support their future aspirations.

In Year 9 the compulsory requirement continues in Maths, English, Science, Humanities and Social Sciences, Physical Education and Health. Students can make choices in the Technology and Enterprise area and The Arts.

Year 10 builds on the same structure as Year 9, but with a real focus on pathways connecting to Senior Schooling or Training, in Years 11 and 12. Our approach is designed to support students to enter a pathway of their choice at the end of Year 10. Typically the students and parents are consulted and counselled into pathways described loosely as “towards tertiary” or “towards vocational”.

Students are taught by specialist teachers in the core subject and elective areas. With the learning program being delivered and adapted by a teacher who is talented and specialises in a particular subject area, students are able to experience learning opportunities that are provided by someone who is motivated and enthusiastic about what they are teaching. This enthusiasm for the subject area translates into motivated students who are engaged in their learning process.

Year 7 to 10 Elective Subjects

Below is a summary of the optional subjects that *may* be offered in any given school year. Not all of these options will be available every semester or year and are subject to variation. Importantly the school has the capacity to deliver these:

Design and Technology:

- Design and Technical Drawing
- Woodwork/Model Making
- Metalwork
- Jewellery

Home Economics:

- Food Technology
- Textiles/Craft
- Child Care

The Arts:

- 2D/3D Art
- Digital Photography

Physical Education:

- Recreational Physical Education

Information Technology:

- Multimedia
- Science, Technology, Engineering and Mathematics (STEM)
- Gilliana Magazine

Year 9 and 10 Opportunities

The school currently delivers vocational courses to our Year 9 and 10 students. These are:

- Horticulture – Certificate 1
- Engineering (Metals) – Certificate 1 and Pathway to Certificate 2
- Hospitality (Food and Barista) – Certificate 1
- Business – Certificate 1
- Sport and Recreation – Certificate 1

This approach is designed to support the Year 9 and 10 students to enter an appropriate and meaningful pathway beyond Donnybrook District High School. It has the potential to engage students in work that is of interest and relevance to them and importantly it dovetails superbly with the courses on offer at Manea Senior College, Bunbury Senior High School, Bunbury Catholic College and Harvey Agricultural College.

Further information on Donnybrook District High School's programs and courses for students in Years 7 and 8 and Year 9 to 10 are available in the Course Information/Selection Handbooks.

Structured Workplace Learning (SWL)

Structured Workplace Learning (SWL) is a Secondary Education Authority subject that involves learning in the workplace via work experience. It is structured, monitored, and regulated by the school employers. All Year 10 students are given the opportunity to participate in SWL during the school year. Year 9 students may also be offered work experience to support tailoring schooling to their specific needs.

Engineering Challenges

Engineering Challenges give the students an opportunity to further develop their skills in Design, Technology and Engineering whilst supporting the key curriculum areas of Science and Mathematics. Over the past five to six years, the students have grown with the success of previous year groups. These programs strongly challenge the student's problem solving skills and their creative design skills. It also gives them excellent learning which is transferable to industry and the workplace. It also gives them the opportunity to network with other 'like-minded' young people. The following are examples that have been incorporated into various learning areas and programs:

Solar Boats: Our school has competed in this event in previous years. During this time they have consistently been in the top 10 performing schools. In 2014 one of our Solar Boats was placed 4th overall.

Solar Cars: The school has also participated in this event in previous years and in 2014, one of our all girl teams won the State Championship Final in Karratha with their Solar Car named 'Biffany'. This provided the students with an opportunity to travel to Sydney to compete in the National Solar Car Finals.

Electric Vehicle (EV) Challenge: The school has participated in the event for around 10 years and over the past few years have competed with huge success. The vehicles developed have won a host of awards against University and Corporate backed organisations.

Year 10 Graduation

At the end of the school year we focus on saying 'farewell' to our graduating class of Year 10 students and recognise excellence across the curriculum. A Graduation Ceremony is held for these graduating students.



PARENTS/CARERS AS PARTNERS

Parents/carers are an important part of every child's learning journey. They assist and support their child in being a successful learner by taking an interest in their education and being actively involved in their schooling. Opportunities to be involved in your child's learning vary as they progress from Kindergarten to Year 10.

In Early Childhood (Kindergarten and Pre-primary) through to the Primary Years, teachers often invite parents/carers into the classroom as volunteers to assist with the learning activities. Individual teachers will advise parents of their classroom volunteer requirements as the year progresses. This may be a weekly commitment or single activity.

The need for parent/carer volunteers in the classroom as students get older reduces considerably. Teachers requiring parents for classroom activities at the Senior Campus will advise parents as the need arises through a note home or through the school Newsletter, however, there are many other ways the school community can be involved in the school such as:

- Volunteering in the canteen;
- Assisting with school events - sports days, socials and excursions;
- Becoming involved in the P&C Association;
- Participating in festivals, sports days, assemblies and special occasions;
- Keeping informal contact with your child's classroom teacher (Kindergarten to Year 6) or form teacher (Years 7 to 10);
- Ensure your child is attending school every day;
- Contact the school if you have any concerns about your child or their learning program. Issues dealt with in the early stages can prevent problems arising later on;
- Keep up to date with school activities through the Newsletter; and
- Ensure that you keep the school up to date with personal and emergency contact information.

Concerns

As a parent/carer, you may have a concern about your child or their learning program. It is important that you discuss the issue initially with your child's classroom or form teacher. Issues that are brought to the attention of the teachers can often be dealt with quickly and in a manner that is satisfactory to all parties.

If you feel that your concern has not been dealt with effectively please contact the Junior or Senior Campus to arrange an appointment or to speak with the school's Principal, Associate Principal or Deputy Principal.



SCHOOL COMMUNITY

School Partnerships with the Wider Community

School Community Partnerships are integral to the success of the school and have therefore been a central focus throughout the past few years. The school has established strong links with businesses within the local and broader communities that are enhancing the schools' programs and creating opportunities that are available to the students. The P&C has been reinvigorated through the commitment of a number of new parents and the Music Support Group is also made up of parents and staff who have a vested interest and energy in this area.

Overall there is a genuine feeling of support for the school and the direction in which it is heading; it is now the school's turn to offer even more to our community. In 2017, staff from both the Junior and Senior Campuses, will introduce numerous new initiatives that will be mutually beneficial for the school and the community.

School Board

As specified in the School Education Act 1999 and Regulations our School Board takes part in:

- establishing and reviewing (from time to time), the school's objectives, priorities and general policy directions;
- the planning of financial arrangements necessary to fund those objectives, priorities and directions; and
- evaluating the school's performance in achieving them.

The School Board also determines, in consultation with students, their parents/carers and staff, a dress code for students when they are attending or representing the school. It is the role of the School Board to promote the school in the community. They review and endorse:

- charges and contributions for the provision of certain materials, services and facilities;
- extra cost optional components of educational programs;
- items to be supplied by a student for personal use at school; and
- agreements or arrangements for advertising or sponsorship in relation to the school.

The composition of the School Board is the Principal, staff, parent/carers and community representatives. Nominations for membership to the School Board are advertised in the school Newsletter. Our current School Board members are:

Board Chair - Mr Neil Pemberton-Ovens

Board Vice Chair – Mr Daniel Wiseman

Principal – Mr James Milne

Teacher – Mr Mike Armstrong

Teacher – TBC

Parent – TBC

Parent – Mr David Watson

P&C – Mrs Kate Scott

Community – Councillor Mike King

Co-opted Member – Mr Jeff Brown

Co-opted Member – Ms Gwendoline Nidd

Ex-Officio (Record Keeping) – Sue Williams

PARENTS AND CITIZENS ASSOCIATION

Parent and Citizen's Association (P&C)

The 3 objectives of the P&C are to:

1. Generate cooperation between parents, teachers, students and community;
2. Assist with providing resources, facilities and amenities; and
3. Foster community interest in educational matters.

The P&C is responsible for the purchase and sale of school uniforms, the operation of the canteen and fundraising as well as representation on the School Board.

All parents/carers and members of the wider community are welcome and encouraged to join the P&C for \$1. Meetings are generally held twice a term, on a Monday, after school and in the Year 1/2 common area. Children are welcome, but remain your responsibility whether they are inside or outside. Specific dates are noted on the school's calendar.

For general enquiries please contact Katya on 0439 923 214. Please send all correspondence to donnybrookdhs.p.c@gmail.com.

School Uniform

A bulk order for school uniforms is placed twice per year and a form for uniform orders is sent home. Alternatively, the P&C Uniform Shop is open at the Donnybrook Community Library every Wednesday morning before school starts. Uniforms for Junior Campus students are also available from the Junior Campus Administration Office. For questions regarding uniforms, please contact Vanessa on 0438 163 184.

Canteen

The Junior Campus Canteen is open from Wednesday to Friday for recess and lunch.

The Senior Campus Canteen is open at recess and lunch on Thursdays and Fridays however is only open at recess on Tuesday and Wednesday. Please note that lunch orders can be made online for Tuesday and Wednesday and collected at recess.

A set Canteen Menu is distributed to all students each term. From time to time a special 'meal deal' can be purchased. A letter and order form is provided for this. Parents and carers are encouraged to use the online ordering system at www.ouronlinecanteen.com.au

Two canteen staff, Sonya and Marcia, are employed by the P&C for the daily management of the Canteens. Other School Canteens rely heavily on parent/carer volunteers, however due to low volunteer numbers we must employ staff which results in a reduced number of opening days. All parents/carers and community members are encouraged to assist and volunteer their time in the canteen so that opening days can be maintained and possibly increased. All volunteers receive a free meal for their child or themselves. If you are able to volunteer a couple of hours a term, please contact Sonya or Marcia on 9731 0025 or 9731 1457.

Fundraising

The P&C conducts fundraising activities throughout the year to enable the purchase of additional items for the school and to enhance student learning. The major fundraisers each year are the Footy Tipping Competition, Dance Offs and Raffles. The P&C are also responsible for organising the end of year Family Picnic. Volunteers are sought to assist with fundraising events and if you are able to help by donating a couple of hours of your time, please contact Melinda on 0447 064 198.