Donnybrook is the ‘capital’ of the beautiful Preston Valley, and is located 215kms south of Perth. The school services the Shire of Donnybrook/Balingup and is a District High School, catering for students in Kindergarten to Year 10. The primary population is drawn from the community of Donnybrook and the Year 8 - 10 students from Donnybrook, the satellite communities of Kirup and Balingup and the areas in between.

In physical terms, our school is very distinctive, having a Junior Campus at Mead Street comprising Kindergarten to Year 5 students, separated by 1.5kms to the Senior Campus at Bentley Street, accommodating the Years 6 to 10 students.

Currently we are enjoying a major facilities improvement with a new administration block and six new permanent classrooms at the Mead Street campus. The Bentley Street campus has a new “state of the art” Design and Technology Centre, with major upgrades to Science, Home Economics and Visual Arts facilities.

In demographic terms, our community is a mixture of those traditionally connected to the farming industries and those who choose to live here for life-style reasons and may even work elsewhere. These members of the community include ‘fly-in, fly-out’ workers from the North West, and others connected to Bunbury, Collie, Worsley, Greenbushes and Capel. Our Index of Community Socio-Educational Advantage (ICSEA) is 971. The Australian average is 1000.

The destination of most of our students beyond Year 10 is to Bunbury, some 35kms away and easily accessible by bus. Our past students are more than proportionately represented in awards and prizes in both government and private schools on an annual basis.

In 2010 the school successfully applied for status as an Independent Public School and will operate as such from 2011.
HIGHLIGHTS: BENTLEY STREET CAMPUS YEAR 6 TO 10

CHOOSE RESPECT
A feature of the Bentley Street site campus is the strong proactive programme of “Choose Respect” which underpins and guides the day to day functions of the school. The programme provides a “Code of Conduct” which outlines seven values and a set of fundamental principals that work together to provide a blueprint for fostering a “Culture of Respect”. The commitment towards a whole school programme is strongly supported by the Shire of Donnybrook – Balingup and local businesses. The values of Choose Respect can be seen on display not only around the school and embedded into the school Code Of Conduct but can also be seen on display at nearly all local businesses whose staff have agreed to the same set of values. The overall success of the programme can be seen in the classroom and is evident in the low number of major student behaviour referrals. The school consistently and actively builds on positive feedback to students in the form of Choose Respect Acknowledgements given out at Assemblies as well as Colour Points and P&C Merit Awards.

PATHWAYS TO THE FUTURE
The school has a policy of providing support for the traditional aspects of the curriculum such as literacy and numeracy as well as providing a number of extension programmes for the students to acquire extra skills and achievements for their future.

Specialist Programmes for Year 6-7
The Senior Primary curriculum offers a wide range of subjects with four core-subjects being taught in the home room environment with their home-room teacher. Additional to this is a unique “Challenge and Extension” programme which brings access to specialist programmes that Upper Primary students would not normally have. Specialist teachers deliver Science, Art, Home Economics, Design and Technology and Information and Technology in specialist facilities. Feedback from the students indicates that their learning and enjoyment of these programmes is very positive.

Student Leadership
Twenty-four Year 10 students participated in a Leadership camp in Term 1 and continued to build on the skills they acquired through structured programmes throughout the year. The 8 Prefects provided leadership at the Bentley Street Campus while the 16 Peer Support students mentored the Year 6 students. The mentoring was held weekly for 50 mins and consisted of activities that built on the students self confidence and well being. Based on feedback from the Year 10 and Year 6’s that this programme has been such a success, that it will continuing into 2011.
FURTHER CHALLENGE AND EXTENSION PROGRAMMES

**GROW Programme**
Every Friday afternoon students at Bentley Street are involved in the GROW programme (Getting Ready for the Outside World). This provides opportunities for special interest and enrichment. Among the classes operated in 2010 were: Robotics, Circus, Automotive, Art, Cricket, Performing Arts, Soccer, Football, Basketball, Netball, Craft and Singing.

**Art**
The annual “Kids on Canvas” exhibition was held in November of 2010 while Art continued to flourish with the specialist teacher. About 100 people attended the opening night of the exhibition which ran for a week and featured the artwork of many DDHS students. The range of media on display included acrylics on canvas and card, metalwork, sculpture, charcoal drawings, photography and woodwork.

**STRUCTURED WORK PLACE LEARNING.**
All students in Year 10 were involved in Structured Work Place Learning for one or two weeks. All received more than satisfactory reports from their host employers and a number did additional weeks by negotiation. Apart from learning the experience of the “world of work”, 3 students were offered either an apprenticeship or traineeship for the future. In addition all students successfully completed the St. John’s First Aid Course.

**LITERACY/NUMERACY SUPPORT.**
Literacy and Numeracy support was provided for students at risk in Year 6 – 10 with the assistance of the school’s AIEO and experienced Education Assistants. This resulted in positive improvements for the students involved as evident from individual NAPLAN achievement.

**ELECTRIC VEHICLE CHALLENGE**
The challenge involves students building their own electric vehicles, which are pitted against others from around the state to find the vehicle that can travel the greatest distance in a set time. Donnybrook took out three of the four awards on offer in 2010, winning the prestigious “Best Engineered Car”, for the third year in a row.

**PREFECTS 2010**
Billy McLaren (Head Boy)  
Mariah Carroll (Head Girl)  
Cody Hunt  
Clare McFarlane  
Oy Srinaknawa  
Samantha O’Reilly  
Koby Nabein  
Emma Twining

**STUDENT REPRESENTATIVE COUNCIL 2011**  
**Semester 1**
Mark Atherton (Head Boy)  
Sarah Tassone (Head Girl)  
Sarah Beck-Busetti  
Katelyn Hunt  
Bradley Dawson  
Brodie Williams  
Kyarna Trigwell – Y9  
Joshua Menegola – Y9  
Victoria Bucknell – Y8  
Shaun Towers – Y8  
Abby Dale – Y7  
Jacob McGruddy – Y7  
Emily Graham - Y6  
Jai Khan – Y6

Student council is comprised of six Year 10 students (two of whom will be later elected as Head Boy and Girl); two Year 9 students; two Year 8 students; two Year 7 students and two Year 6 students. All year groups have an equal gender balance. The year 6 to 9 councillors serve a term for Semester 1 and new representatives will be elected for Semester 2. The year 10 students are elected for the whole year.
SOCIAL AND EMOTIONAL WELL BEING
A feature of the Mead Street campus is its proactive approach towards the social and emotional well being of students. A comprehensive range of programs collectively aims to develop personal development through increased self awareness, self discipline, personal responsibility, inclusivity and acceptance and support of others.

The commitment towards a whole school approach is evident in every classroom and is supported through the school’s Health and Well Being program coordinated by the Health Education specialist who supports both students and teachers with whole school strategies.

The overall success of the program is evident in the low number of student behaviour referrals. The school consistently receives positive feedback in relation to high level of positive student behaviour from parents, visitors to the school and relief teaching staff.

STUDENTS AT EDUCATIONAL RISK (SAER)
Early identification and intervention is a key to the school’s SAER initiative. The program is coordinated by the Learning Support Coordinator who works collaboratively with staff to identify and link appropriate short and long term strategies to identified needs. The program is supported by specifically trained Education Assistants who assist teachers with the delivery of the SAER program. Students are assessed using the ISALD (Isolating Specific Areas of Literacy Difficulty) Test in June and December. Our GiRN teacher ensures that students at risk in Numeracy are picked up through our rigorous assessment schedule. All new students get assessed on entry. Individual assessment data indicates great success with the SAER program, with some students able to move back into mainstream groups after targeted teaching.

PERFORMING ARTS
The program supported by the school’s Music and Performing Arts specialists enables our students to participate in a range of Art initiatives including instrumental music, school choir, circus performance, whole school dance and drama and at least four cultural incursion/excursions per year.

ACADEMIC ENRICHMENT AND EXTENSION
Have Sum Fun Maths
Some of our best mathematicians, supported by our GiRN specialist, again spent many weeks honing their collaborative mathematical problem solving skills before entering the competition against schools from around the south west.
Science Enrichment and Extension
All primary students participated in a series of enrichment science activities specifically designed to stimulate their interest in science. A number of high achievers were identified to take part in an ongoing science extension programs conducted for students in junior, middle and upper primary levels.

Thinking Skills
The development of thinking skills continues to be a focus in all classes with teachers integrating a range of different strategies within their classroom learning programs.

TAGS Students
We are fortunate to have on staff a teacher trained and experienced in extension pedagogy. This teacher works with other classroom teachers and specialists to develop programmes and activities for selected groups and individuals.

Other Enrichment
Mead Street offers its students access to a range of valuable programs including participation in the Bunbury District Primary Extension and Challenge program (PEAC) and the Bunbury District Creative Artistic and Talented Students program (CATS). Ongoing in-school initiatives include School Volunteer and Mentoring programs, school, interschool and State Chess Tournaments together with a range of special events throughout the school year.

INFORMATION COMMUNICATION AND TECHNOLOGY
The development of ICT, Computing, as an enhancement to the learning process remains a major focus across all year levels. A whole of school approach to ICT is supported by the site’s ICT specialist and a comprehensive array of hardware and software both in all classrooms and in the Computer Laboratory. Integrated skill development is a major focus of the program. This focus is supported by in-school professional learning for teachers and has led to our inclusion in the Departments On-line Teaching and Learning program (OTLS). We are anticipating further developments in 2011 with the introduction of interactive whiteboards to every classroom, supported with teacher training.

PHYSICAL EDUCATION AND SPORT
A comprehensive whole school approach to PE and Sport is delivered by the PE specialist. The emphasis is on skill development, fitness, participation and leadership potential and provides students with a range of opportunities to both learn and extend these attributes. Participation in school and interschool sporting events including swimming, athletics, cross country and team games provides students with opportunities to not only participate but also to achieve their personal best.
SCHOOL PERFORMANCE INFORMATION

This set of data maps our Years 3, 5, 7 and 9 performance in NAPLAN for each learning area in relation to expected performance as determined by the WA Department of Education. Green highlight indicates cohorts that performed better than expected, while red highlights those that performed below the expected school mean. A standard deviation is a measure of the spread of scores either side of the mean (average). The above data is a snap shot of NAPLAN testing results since introduction in 2008 and more comprehensive analysis will be possible as more cohorts pass through the testing programme.

Some observations regarding the data are:

• The 2010 Year 9 cohort has performed as expected in Numeracy and has improved from -0.5 in 2008 to 0.4 in 2010
• They have also performed well in improving Spelling from -0.6 to 1.3 in 2010. This is testament to our solid drive on vocabulary extension.
• Year 9 writing results are within range but have slipped by -0.4 since 2008. This is now an area of special targeting across the school, with a strong emphasis on lifting Year 7 and 9 Writing performance as well as Grammar and Punctuation.

NAPLAN LONGITUDINAL DATA SETS 2, 3 and 4.
Interpreting longitudinal data sets.
Longitudinal data shows progress of a cohort of students from Year 3 to 5, from 5 to 7 and from 7 to 9.

The ✷ indicates the cohorts’ average result, the “whiskers” above and below the ✷ show the range of student achievement.

DATA SET 2 – Data over time

In Numeracy, our 2008 Year 3 group had a higher average and a wider range of scores than like-schools. By 2010 in Year 5 they had maintained their higher average and still had a wider distribution of scores than 2010 Year 5s in like schools. The top end of the “whisker” indicates some very high achievement for some individuals.
DATA SET 3 – Data over time
Proficiency Band Distribution for Reading 2008 to 2010.
Our 2008 Year 5 group had a higher average and a greater range of achievement than like-schools, by 2010 they had a similar average score and still had a greater range.

DATA SET 4 – Data over time
Proficiency Band Distribution for Writing 2008 to 2010.
Our 2008 Year 7 group again showed a greater range of achievement and slightly lower average score compared to like-schools. By 2010 the same cohort still had a greater range of achievement but had improved to have a similar average to like-schools.

ADDITIONAL DATA
Additional information is available on the ACARA “My School” website; (http://www.myschool.edu.au/) and at the WA Department of Educations “Schools Online” web page; (http://www.det.wa.edu.au/schoolsonline/home.do).
The School welcomes enquiries from parents who wish to discuss aspects of NAPLAN.

We have chosen data sets that clearly invite comparison of our students’ performance against what is expected in “like schools”. The concept of “like” schools relates to schools which have a similar socio-economic composition. This measure, called The Index of Community Socio-Educational Advantage (ICSEA) is a scale that enables meaningful comparisons to be made across schools. It has been developed specifically for the My School website for the purpose of identifying schools serving similar student populations. The variables used in calculating a value on the ICSEA scale include student-level data on the occupation and education level of parents/carers, and/or socio-economic characteristics of the areas where students live, whether a school is in a metropolitan, regional or remote area, proportion of students from a language background other than English, as well as the proportion of Indigenous students enrolled at the school.
ATTENDANCE
Attendance at Donnybrook District High School is above the State Average and has remained stable since 2009 with an improvement in Primary Attendance since 2008. Attendance is monitored daily and we have a strict leave-pass system for casual absences. We recognise the clear links between attendance and student achievement and our attendance strategies target individuals as well as groups when required.

ATTITUDE, BEHAVIOUR, EFFORT AND VALUES.

This data is collected from formal reports and informs how students perform in the following domains:
- Works to the best of their ability
- Shows self respect and care
- Shows courtesy and respect for the rights of others
- Participates responsibly in social and civic activities
- Cooperates productively building positive relationships
- Is enthusiastic about learning
- Sets goals and works towards them with perseverance
- Shows confidence in making positive choices.

Data indicates the majority of students either consistently or often display the above attributes, with a small group only sometimes and identified individuals seldom doing so.

PARENT, TEACHER AND STUDENT SATISFACTION

Surveys of parents, teachers and students will be undertaken in 2011 to gather baseline data as a performance measure of our venture into IPS.
A survey of Year 6 students in late 2010 indicated that 20 out of 25 students were happy with the status quo at Bentley Street, with greater availability of sports equipment an improvement target for 8 students. As a result of this survey, a Senior Teacher has taken on the role of addressing the issue of adequate play and recreation facilities for primary students at the Bentley St campus.
These celebrations of our students’ success are a testament to the dedication of all staff and the strong Curriculum and Social Wellbeing programmes that DDHS delivers in various learning environments for all students.
ANNUAL BUDGET AND ACCOUNTS.
Our budget and financial planning underpins the school plan and the school’s priorities. 2011 will provide additional challenges as we move into the one-line budget of an Independent Public School.

DONNYBROOK DISTRICT HIGH SCHOOL BUDGET AND ANNUAL ACCOUNTS FOR 2010

<table>
<thead>
<tr>
<th>Annual Income</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Voluntary Contributions</td>
<td>$29,279</td>
<td>$28,525</td>
</tr>
<tr>
<td>2 Charges and Fees</td>
<td>$52,762</td>
<td>$48,500</td>
</tr>
<tr>
<td>3 P &amp; C Contributions</td>
<td>$5,529</td>
<td>$5,529</td>
</tr>
<tr>
<td>4 Fundraising and Donations</td>
<td>$10,675</td>
<td>$10,675</td>
</tr>
<tr>
<td>5 State Government Grants</td>
<td>$465,695</td>
<td>$465,695</td>
</tr>
<tr>
<td>6 Commonwealth Govt Grants</td>
<td>$5,168</td>
<td>$5,168</td>
</tr>
<tr>
<td>7 Miscellaneous</td>
<td>$51,609</td>
<td>$51,609</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td><strong>$620,717</strong></td>
<td><strong>$615,701</strong></td>
</tr>
</tbody>
</table>

Transfer from Reserves/Gift Funds $66,725
Opening Balance $76,057

Total Funds Available $763,499

<table>
<thead>
<tr>
<th>Annual Income</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Administration</td>
<td>$48,500</td>
<td>$47,059</td>
</tr>
<tr>
<td>2 Utilities</td>
<td>$68,577</td>
<td>$62,364</td>
</tr>
<tr>
<td>3 Repairs and Maintenance</td>
<td>$92,210</td>
<td>$91,210</td>
</tr>
<tr>
<td>4 Capital Works</td>
<td>$14,386</td>
<td>$11,210</td>
</tr>
<tr>
<td>5 Assets and Resources</td>
<td>$95,463</td>
<td>$65,123</td>
</tr>
<tr>
<td>6 Leases</td>
<td>$34,116</td>
<td>$33,849</td>
</tr>
<tr>
<td>7 Professional Development</td>
<td>$21,289</td>
<td>$23,314</td>
</tr>
<tr>
<td>8 Education Programs</td>
<td>$211,012</td>
<td>$193,513</td>
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<tr>
<td>9 Student Services</td>
<td>$10,727</td>
<td>$10,727</td>
</tr>
<tr>
<td>10 Miscellaneous</td>
<td>$1,500</td>
<td>$1,478</td>
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<tr>
<td><strong>Total Expenditure</strong></td>
<td><strong>$597,780</strong></td>
<td><strong>$539,847</strong></td>
</tr>
</tbody>
</table>

Transfer to Asset Reserves $26,224

Total Funds Carry Forward $139,495

<table>
<thead>
<tr>
<th>Cash Position as at: 31 December 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bank Balance</td>
</tr>
</tbody>
</table>

Made up of:
1 Carry Over Grants (committed) $72,770
2 Deductible Gift Funds $0
3 Trust Funds $0
4 Asset Replacement Reserves $158,913
5 Suspense Accounts $657
6 Uncommitted Funds $185
Total Bank Balance $232,525

<table>
<thead>
<tr>
<th>Other financial information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voluntary contributions collection rate</td>
</tr>
<tr>
<td>Total creditors as at: 31 December 2010</td>
</tr>
<tr>
<td>Total bad debts written off for the year</td>
</tr>
<tr>
<td>Total Debtors as at: 31 December 2010</td>
</tr>
<tr>
<td>Total assets/resources written off for the year</td>
</tr>
<tr>
<td>Total value of new leases for the year</td>
</tr>
</tbody>
</table>

DONNYBROOK DISTRICT HIGH SCHOOL ANNUAL REPORT 2010