DONNYBROOK
DISTRICT HIGH
SCHOOL
ANNUAL REPORT 2011

Administration Staff

PRINCIPAL
Peter Fitzgerald

PRIMARY ASSOCIATE PRINCIPAL
Jeff Brown

SECONDARY DEPUTY PRINCIPALS
Liz Burkett and Garry Davis

BUSINESS MANAGER
Lee Fitzgerald

SCHOOL COUNCIL

CHAIR
Belinda Walker

SCHOOL REPRESENTATIVES
Peter Fitzgerald
Jeff Brown
Michael Armstrong

COMMUNITY REPRESENTATIVE
Gwendoline Nidd retired
Mike King

PARENT REPRESENTATIVES
Philippa Murdock
Janine Morgan
Nigel Tuia

P&C REPRESENTATIVE
Siobhan Baxter
Annual Report 2011

In the past the construction of our annual School Report, was to present mandatory information with a school commentary around what made our school distinctive.

As an Independent Public School (IPS), we have determined to use the School Report as a necessary annual part of the process of School Review. What this means is that the central focus of the School Report constitutes an ‘audit’ of the School Priorities as expressed in the Business Plan 2011-2014. This means that we meet the DOE system requirements of a School Report AND we prepare for our IPS School Review in 2013.

Link to Business Plan

<table>
<thead>
<tr>
<th>2011 School Report – Table of Contents</th>
</tr>
</thead>
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<tr>
<td>Section 1: Overview</td>
</tr>
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<td>Section 2: Our Uniqueness – the ‘context’ and the ‘facts’</td>
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<td>Section 3: Business Plan Priorities:</td>
</tr>
<tr>
<td>1 Curriculum Improvement</td>
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<td>Section 5: Workforce</td>
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<td>Section 6: Resourcing</td>
</tr>
</tbody>
</table>

Alongside each of these headers, will be a summary of 2011 Operational Information which recognizes, Our People, Our Events, Our Awards.

Embedded within the commentary will be some short elaborations about programs and initiatives.

While the School Report exists as a stand alone document, we also include links where appropriate to other school or system documentation, which amplifies or explains.

Staff Profile 2011

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<td>Lab. Assistant</td>
</tr>
<tr>
<td>Instructional</td>
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<table>
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<table>
<thead>
<tr>
<th><strong>TOTALS:</strong></th>
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<tr>
<td>78</td>
</tr>
<tr>
<td>55.72</td>
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</table>

Profile Commentary:

- Stable staff and very experienced.
- Age profile indicates this will change over the next 5 years for all categories.
- Succession Planning is an issue.
- Teaching Staff will grow particularly in Secondary to 2014.
- All teaching staff meet the professional requirements to teach in WA public schools and can be found on the public register of teachers of the Western Australian College of Teaching (WACOT)
Annual Report 2011

This year has been one of significant change for Donnybrook District High School, and while the fundamentals around our work with students has not changed, our physical environment has changed massively. Having had this facilities makeover across both sites, we are now best set to work 21st Century students in vibrant and exciting learning environments.

Around this physical change driver, we are repositioning ourselves as an Independent Public School, which is really about taking advantage of business flexibilities, and being very affirmative about how we run our school to advantage our students’ learning.

The significant other change agent is the nationally mandated agenda expressed in the evolving Australian Curriculum. This learning journey will progressively engage all staff and all learning areas over the next few years. It is about nationally mandated curriculum content, about national standards of student performance, measured through a national testing regime (NAPLAN), and while this regime only currently measures literacy and numeracy it will inevitably measure more.

While these change forces have reinforced the dynamic that is our school we continue to be focussed on what we see as the fundamentals:

- Giving all our students the opportunity to be successful as learners.
- Building a learning culture that is about positive relationships between all the partners.
- Preparing our students to be able to make informed life choices.

We have retained our stable and experienced staffing profile with little change in 2011 or expected change for 2012. We exit 2011 with much to improve and much to look forward to on our continuing learning journey.

Our reality is dealing with what is, and that is what we will continue to do.

<table>
<thead>
<tr>
<th>Student Demography</th>
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<tbody>
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<td></td>
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<tr>
<td>K</td>
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<td>3</td>
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<td>4</td>
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<td>5</td>
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<td>TOTAL MEAD STREET</td>
</tr>
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<td>6</td>
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<td>7</td>
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<tr>
<td>TOTAL PRIMARY</td>
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<td>10</td>
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<td>TOTAL SECONDARY</td>
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<td>TOTAL BENTLEY STREET</td>
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<tr>
<td>TOTAL WHOLE SCHOOL</td>
</tr>
<tr>
<td>GENDER</td>
</tr>
<tr>
<td>MALE</td>
</tr>
<tr>
<td>FEMALE</td>
</tr>
<tr>
<td>ABORIGINAL CHILDREN</td>
</tr>
<tr>
<td>TRENDS: Primary enrolments K – 7 are stable and will grow only slowly as the community trends upward. Expect significant growth in the Secondary as:</td>
</tr>
<tr>
<td>- The half cohort exits 2012</td>
</tr>
<tr>
<td>- We maintain current retention rates primary to secondary.</td>
</tr>
<tr>
<td>PREDICTIONS:</td>
</tr>
<tr>
<td>2013</td>
</tr>
<tr>
<td>2014</td>
</tr>
<tr>
<td>Post 2014 the secondary growth will slow.</td>
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</table>
DDHS as a UNIQUE School
Understanding our Context

Our school’s UNIQUENESS derives from the fact that while we exist as a single entity with a singular identity, our reality is that on the ground, we have the operational duality of a school split over two campuses, 1.5kms apart.

This geography was system imposed in the 1980’s, when decisions were made to address growth by building what was then viewed as a Junior Primary Annexe, at Mead Street, some 1.5kms away from the main historical site at Bentley Street. Over the 1990’s and 2000’s, the sites have changed and evolved to the extent that the “Annexe”, as a Junior Campus catering from K to Year 5, now has more students than the Senior Campus which caters for Years 6 – 10. Mead Street is clearly no longer an annexe.

Our uniqueness as a split site is one element of our reality, and we approach school operations quite differently to a single site school.

The advantage of “split sites”, is that it enables us to plan and provide purposeful and contextual educational settings aligned to the needs of the early and middle years of Primary at Mead Street, and the early adolescent at Bentley Street. It also, in our view, enables us to focus on a transition at age 11, i.e., Year 5 transiting to Year 6, which more realistically meets changing student needs, than the more standard primary to secondary transition Year 7 to 8 now at age 13. Our transition 5 – 6, involves site movement but it also involves changed pedagogy, a focus on creating a more independent learner, and while this is a managed change, it is a required change.

The disadvantage of split sites lies in the fact that it creates a different economic and social model of a school. Considerable energy needs to be put into ensuring that the “difference is resourced”. Our reality is that in most operational areas it simply costs more to run a single School entity over two sites than it would if it were on one site. School leadership accepts the responsibility to pursue this argument with the central resource provider to ensure our students are resourced at the same level as students in single site schools.

Dual sites impacts on the social model in that it creates issues about how participants perceive or identify and relate to the different parts of the school. School Leadership recognizes this reality and deals with it.
**Reporting on Business Plan Priority 1**  
**Curriculum Improvement**

**Focus 1:** **LITERACY** *(English Australian Curriculum)*  

**Intent 1 and 2:**  
Quality Planning linked to Professional Learning.  
The school has a templated and embedded operational planning process.  

**Reporting:**  
Monitoring is linked to the annual Performance Management Cycle.  
Professional Learning advanced in 2011 using our own staff collaborative planning process and by investing and supporting our teachers to be curriculum leaders.  

**Intent 3 and 4:**  
Implementation of the Australian Curriculum (AC) linked to training.  

**Reporting:**  

**Note:** In 2011 as we became familiar with the Australian Curriculum – ENGLISH we conceptually changed our thinking from the previous WA strands of Literacy to the AC construct of Language, Literacy and Literature. Out future training in 2012 and beyond, linked through our own Teacher leaders and locally accessible Professional Learning (PL), through Teacher Development Schools (TDS).  

**Recommendation:**  
Focus 1 Literacy becomes Focus 1 English.  

**Focus 2:** **NUMERACY** *(Mathematics Australian Curriculum)*  

**Intent 1 and 2:**  
Quality Planning linked to Professional Learning.  

**Reporting:**  
As for Literacy above.  

**Intent 3 and 4:**  
Implementation of the Australian Curriculum (AC) linked to training.  

**Reporting:**  
Fundamentally the same approach as Literacy with enhancement.  

- 2011 Planned TDS activities for 2012 & 13. Approach is to trial the training in our school.  
- Model of engagement is linked to continuation of the GiRN coaching model and strong collaborative planning.

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**Student Representative Council 2011**

**HEAD BOY AND HEAD GIRL**  
Mark Atherton  
Sarah Tassone  
Sarah Beck-Busetti  
Katelyn Hunt  
Bradley Dawson  
Brodie Williams  
Kyarna Trigwell  
Joshua Menegola  
Victoria Bucknall  
Shaun Towers  
Abbey Dale  
Jacob McGruddy  
Emily Graham  
Jai Khan  

Our Student Representative Council is comprised of 6 Year 10 students (two of whom are elected Head boy and Head girl) and then 2 students from each of Years 9, 8, 7 and 6.  

All year representative groups have an equal gender balance.  

The Year 9 – 6 councillors serve their term for Semester 1 and new representatives will be elected for Semester 2.  

The Year 10 students are elected to serve the whole year.  

We focus on developing our Student Representative Council members as Student Leaders.
Student Achievement

Achievement data for 2011 Naplan is available on the schools online page of the WA Department of Education website (http://www.det.wa.edu.au/schoolsonline/home.do) and on the ACARA MySchool website (http://www.myschool.edu.au/). A summary is provided on Table 1, below:

<table>
<thead>
<tr>
<th>Year</th>
<th>National</th>
<th>WA Schools</th>
<th>DDHS</th>
<th>DDHS Stable cohort</th>
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<td>Writing</td>
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<td>404</td>
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<td>454</td>
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<td>396</td>
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<td>Grammar and Punctuation</td>
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<td>415</td>
<td>499</td>
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<tr>
<td>Numeracy</td>
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<td></td>
</tr>
<tr>
<td>2011</td>
<td></td>
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</table>

Data indicates that we scored below national like-schools in 2 tests (Year 9 Writing and Year 9 Grammar and Punctuation), equal to like schools in 16 tests and above like schools in 2 tests (Yr 7 Numeracy, Yr 5 Grammar and Punctuation).

Teachers used a variety of monitoring and assessment tools alongside the NAPLAN data to provide a focus for teaching. In addition, in 2011 we contracted a private company, Best Performance, to assist with analysis, which led to timely adjustment of teaching programmes to benefit individual and cohort learning.

We also maintain our areas of strength as well as strategies that ensure breadth and depth of curriculum delivery.

2011 Data indicates we have above average achievement in Year 5 Science and S&E and Year 7 Science

Student Progress

Longitudinal data allows us to also assess how we are progressing against the targets we set in the School Business Plan (2011-2013), which are, for English, Mathematics and Science; “The average growth rate of the stable cohort meets or exceeds the average national growth rate.” Table 2. on next page) provides a visual guide to how we have performed against our targets.

Stable cohort refers to those students who sat the test at our school and sit the test again at our school two years later. These are the students who we have educated over two years (or more in most cases) and who we can claim to have influenced educationally. Achievement growth of our stable cohort is a reliable indicator of our success as an educational provider. Dark Green, Green and Pale Green boxes indicate where we have achieved within or above our target. Pink is where we are below and Red, well below. A key is provided.
Mean growth scores for NAPLAN 2009 to 2011 and WAMSE 09 to 11 (Science) DONNYBROOK DISTRICT HIGH SCHOOL AND NATIONAL RESULTS

TARGET

"The average growth rate of the stable cohort meets or exceeds the average national growth rate."

Difference between Mean NAPLAN points Year 3 2009 and Year 5 2011

GROWTH 3 TO 5

<table>
<thead>
<tr>
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<th>Writing</th>
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<td>97</td>
<td>55</td>
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<td>94</td>
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Key

Well above target
PLUS 10 or MORE

Within target
0 to PLUS 10

Below target
MINUS 5 to MINUS 15

Well below target
MINUS 15 or MORE

Difference between Mean NAPLAN points Year 5 2009 and Year 7 2011

GROWTH 5 TO 7

<table>
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<tr>
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<th>Writing</th>
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<th>Gram/ Punct</th>
<th>Numeracy</th>
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WAMSE

State

DDHS

Stable

Difference between Mean NAPLAN points Year 7 2009 and Year 9 2011

GROWTH 7 TO 9

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<td>49</td>
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<td>72</td>
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WAMSE

State

DDHS

Stable

Table 2 Mean Growth Scores from 2009 to 2011

"It is recognized that the low numbers in the Year 9 cohort (2011) is likely to distort the statistical means."

Figures refer to NAPLAN points and show the growth from 2009 to 2011 for Year 3 to Year 5; Year 5 to Year 7 and Year 7 to Year 9.

Growth figures are shown for all Australian Schools (National), Our school (DDHS) and our Stable Cohort (DDHS Stable cohort) for Reading, Writing, Spelling, Punctuation and Numeracy. We have also shown student growth against WA schools for Western Australian Monitoring Standards in Education (WAMSE) testing in Science, which is tested in Years 5, 7 and 9.

Student gain comparison graphs against national growth and like-school growth are available on the ACARA MySchool website;(http://www.myschool.edu.au/).

Summary of progress

As of 2011 we are meeting our targets in 13 out of 15 events.

There is clear indication that we need to focus on Writing and Spelling from Years 2 to 5 and in Science from Years 7 to 9. These are targeted in 2012 operational planning.
Reporting on Business Plan Priority 1
Curriculum Improvement

2011 Familiarization Issues:
The two main issues that emerged in 2011 related to:

- The continuing high energy level to embed modern Maths pedagogy in classrooms – ongoing Professional Learning issue addressed through GiRN.
- Issues emerging from the ‘content shift’ in Maths i.e., the push down of content into earlier years.

This has planning implications for Primary staff and Secondary Maths specialist.

Professional Learning has these 2 focus areas and we manage through the collaborative approach to Professional Learning led by out GiRN and TDS leaders.

Recommendation:
Focus 2 Numeracy becomes Focus 2 Mathematics.

Focus 3: SCIENCE

Intent 1 and 2 and 3:
Support Teacher Professional Learning (Focus P – 5).
Scope and Sequence Whole School linked to Australian Curriculum.
Link to Australian Curriculum, Cross Curriculum Priority “Sustainability” – Link Carbon Kids.

Reporting:
In 2011 – We continued a GiR coaching strategy for the second Year, to assist primary generalists with Science pedagogy and content to an agreed Australian Curriculum Scope and Sequence.
In 2011 – We continued a “targeted challenge program” for our best Science learners in Early, Middle and Senior Primary.
Total additional Science resourcing to these 2 programs is 0.4 of a teacher AND a planned increase to Senior Campus resourcing to meet Australian Curriculum reshaping will occur over 2012 and 2013

Focus 4: INFORMATION, COMMUNICATION AND TECHNOLOGY.

Intent:

- Clear focus in Teaching and Learning on digital literacy.
- Competence for both students and staff.
- Clear focus on Teaching and Learning and management about the ethical responsibilities of being a 21st Century digital citizen.

End of Year Awards for Bentley Street 2011

MASONIC LODGE DUX
Brodie Williams
Sarah Beck-Busetti

ENGLISH
Sarah Beck-Busetti TEE
Zac McLaren VET

MATHEMATICS
Brodie Williams TEE
Kyle Fogliani VET

SOCIETY AND ENVIRONMENT
Sarah Beck-Busetti TEE
Zac McLaren VET

SCIENCE
Brodie Williams TEE
Kyle Marriott VET

ART
Sarah Beck Buseti

DESIGN AND TECHNOLOGY
Kyle Marriott

PHYSICAL EDUCATION
Bradley Dawson
Taylor Brennan

RECREATIONAL PHYS. ED.
Bryce Murray

PHOTOGRAPHY
Sarah Tassone

ICT
Susannah Farley

HOME ECONOMICS
Sarah Tassone
Reporting on Business Plan Priority 1
Curriculum Improvement

Focus 4: INFORMATION, COMMUNICATION AND TECHNOLOGY.  
Comment:
Clearly the late 20th and current century saw a technology driven “digital revolution”, this impacts on all schools in:
- The learning environment becomes populated with more digital devices – impact on Teaching and Learning.
- Information richer environments impact on Teaching and Learning.
- Skilling requirements at the level of familiarization and applications, with the additional societal requirements for schools to deal with a new set of risks.

Reporting:
Stage 1 2011:
Embedded whole school programs in digital literacy. Management strategies dealing with device management and behaviour management in place. Monitoring of cyber behaviours commenced. Training focus on Interactive Whiteboards (IWB’S) in place. Stage 1 is about “How to use the device” – External Training Program.

Stage 2 2012
Apply a GiR coaching model to assist teachers in pedagogical mastery of delivery using IWB’S. Approximately 50% of all teaching spaces have full internet and IWB interactivity. Rest will be complete by March 2012. Planning survey of student and teacher digital competency in 2012.

Focus 5: CROSS CURRICULUM PERSPECTIVES
Intent:
To be fully implementing the 3 Australian Curriculum Cross Curriculum perspectives by 2013. That we develop whole school scope and sequence by integrating the perspective across the learning areas, i.e., NOT extra subjects.

Reporting:
The Cultural Immersion i.e., Indigenous and Asian perspectives have been reasonably scoped in 2011 and will be refined over 2012/13. The Sustainable Futures vehicle Carbon Kids has had a limited take up in 2011. More focus in 2012.

End Of Year Awards For Bentley Street 2011

MOST VALUED BAND MEMBER
Cody Denholm

CALTEX ALL ROUNDER
Mark Atherton

CITIZENSHIP AWARD
Georgina Bucknall

PRINCIPAL’S LEADERSHIP AND TEAMWORK AWARD
Sarah Tassone

MAX WALKER AWARD
Sarah Ryan

CHAMBER OF COMMERCE
Taylor Brennan
Cody Denholm

SPORTS STAR OF THE YEAR
Connor Scott
Sarah Tassone

PUGSLEY AWARD
Larissa Fiori

MICK MURRAY MOST IMPROVED
Bradley Dawson

FIRST NATIONAL ENCOURAGEMENT AWARD
Kyle Foan

COMMUNITY SERVICE AWARD
Sarah Ryan

ADF LONG TAN LEADERSHIP AND TEAMWORK AWARD
Perrianne Hernan
**Reporting on Business Plan Priority 2**  
**Learning Environment**

**Intent:**  
To develop an inclusive curriculum, resilient and socially competent students and a relationship based, values driven environment promoting high standards of engagement in the learning program.

**Reporting:**  
In 2011 we simply built on our long association of proactive strategies underneath this intent. In 2011 in all classrooms and the yard we have expectations about high standards of social interaction related to interpersonal behaviours. Teachers in all settings reinforce expectations in affirmative and positive ways AND model the behaviours as well as explicit instruction where there is deficit.

All teachers are supported by Health Education specialists who address all aspects of health. It is of significance that we range far beyond physical health, with much more explication in middle childhood and early adolescence on social, emotional and mental health issues.

Teachers draw eclectically from a wide range of programs to suit contexts e.g., Bounceback, Virtues, Kids Matter, Mind Matters and Choose Respect. In 2011 our students led our community to adopt ‘Choose Respect’ as a vehicle to promote a better community.

We provide ongoing sponsorship for Professional Learning to our Health Professionals. We also use our visiting health professionals in our School Nurse, School Psychologist and Chaplain to support the programs.

In 2011 we ran a targeted Speech Therapy Support program in Pre Primary and Kindergarten, to support parents and school needs in allowing students to engage in learning by improving oral language expectations.

**Continuing Issues:**  
To attempt, from existing data sources, i.e., attendance, behaviour, SAIS personal competencies, to develop baselines and a matrix against which we can move to judgement on the issue of engagement.

- Yet to enter into tertiary partnerships to assist.
Reporting on Business Plan Priority 2
Learning Environment
Sub focus - Student and Staff Leadership

Reporting, Student Leadership:
In 2011 we continued to invest in Student Leadership. At the Senior Campus we have moved into a Student Representative Council with students representing across Year 6 – 10, led by the Year 10 Head Boy and Head Girl. Peer Support – Students from Year 9 and 10 induct and mentor Year 6. Both these programs are staff led and supported by a training camp held at Pemberton in February. The third leadership focus on the Senior Campus offers leadership opportunities as faction leaders.

At the Junior Campus Year 5 students have opportunities to lead in the middle primary. Serious investment in developing young leaders is a major focus in our school and many of our young leaders go on to be leaders in Senior Schooling and the community.

Reporting, Staff Leadership:
In 2011 we have 21 staff across the school as either Level 3 Teachers or Senior Teachers. The roles range across:
- Learning area Leaders in context.
- Sports Leadership.
- Program Leadership, e.g., Students at Educational Risk.
- Liaison with Teacher Training Institutions.
- Student Representative Council.
- Year Leaders and so on.

Sub focus – Personal Best
Reporting:
This is a Senior Campus strategy started in Physical Education but gradually widening where it is applicable.

It is about self monitoring for improvement and striving to establish a “better performance”. Successful in Physical Education. While Personal Best may be most applicable in Physical Education we have a Senior Campus wide focus on the generic “meeting or exceeding the standard” in all areas of performance.

End of Year Bentley Street 2011 Awards

YEAR 6 OVERALL ACADEMIC AWARD
Jade Smith
Mitchell Dhu

YEAR 6 MERITORIOUS AWARD
Liam Gray
Kasey-Rae Hunt
James Forster
Emily Graham

YEAR 7 OVERALL ACADEMIC AWARD
Jacob McGruddy
Louis Hernan

YEAR 7 OVERALL MERITORIOUS AWARD
Abbey Dale
Ivarne Bowman
Katelyn Barker
Tyrone O’Doherty

YEAR 8 OVERALL ACADEMIC AWARD
Elisha Gray
Saya Newman

YEAR 8 OVERALL MERITORIOUS AWARD
Victoria Bucknall
Shania Gray
Hayley Cook
Laura Ryan

YEAR 9 OVERALL ACADEMIC AWARD
Kyarna Trigwell
Shenae Tucker

YEAR 9 OVERALL MERITORIOUS AWARD
Darcy Baines
Troy Barker
Lachlan Pomery
Reporting on Business Plan Priority 2
Learning Environment

Focus 6: Attendance

Intent:
To maximize attendance and manage attendance to support intent.

Target 1:
To maintain an average attendance rate above 92%.

Data Issues:
Our own attendance data (sourced from Schools Online) is compared to whole of state data for 2011.

<table>
<thead>
<tr>
<th>PRIMARY ATTENDANCE RATES</th>
<th>Non - Aboriginal</th>
<th>Aboriginal</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>State</td>
<td>School</td>
<td>State</td>
</tr>
<tr>
<td>2009</td>
<td>93.7%</td>
<td>93.9%</td>
<td>91.7%</td>
</tr>
<tr>
<td>2010</td>
<td>93.9%</td>
<td>93.9%</td>
<td>90.6%</td>
</tr>
<tr>
<td>2011</td>
<td>92.3%</td>
<td>93.7%</td>
<td>87.6%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SECONDARY ATTENDANCE RATES</th>
<th>Non - Aboriginal</th>
<th>Aboriginal</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>State</td>
<td>School</td>
<td>State</td>
</tr>
<tr>
<td>2009</td>
<td>90.0%</td>
<td>89.3%</td>
<td>89.7%</td>
</tr>
<tr>
<td>2010</td>
<td>89.0%</td>
<td>89.2%</td>
<td>81.6%</td>
</tr>
<tr>
<td>2011</td>
<td>89.4%</td>
<td>89.0%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Judgement on Target 1:
In regard to Primary the target is met.
In regard to Secondary the Target is not met.

Actions:
Clearly, as the historical data indicates, we set a target for Secondary which is never likely to be achieved.

Recommend:
Reset the Secondary attendance target to:
- We maintain our secondary attendance above state averages.
- Reword the Primary attendance target to: We maintain an attendance rate for primary above the state average.
Reporting on Business Plan Priority 2
Learning Environment

Focus 6: Attendance

Target 2:
To maintain attendance rates above regional and like school averages.

Data Issues:
We source data through the State Attendance Audit information to report against this target. This data gives us more meaningful information and we manage risk associated with each attendance category on a case by case basis.

Note: Like schools are schools with similar socio-economic profiles.
The data in the following table is K – 10 data.

Criteria:
Attendance, Regular 90% to 100%
At Risk, Indicated 80% to 89%
At Risk, Moderate 60% to 79%
At Risk, Severe 0% to 59%

STUDENT ATTENDANCE SUMMARY

<table>
<thead>
<tr>
<th>2011 Semester</th>
<th>Regular</th>
<th>At Risk Indicated</th>
<th>At Risk Moderate</th>
<th>At Risk Severe</th>
</tr>
</thead>
<tbody>
<tr>
<td>DDHS</td>
<td>72%</td>
<td>19%</td>
<td>7%</td>
<td>1%</td>
</tr>
<tr>
<td>SW Region</td>
<td>73%</td>
<td>19%</td>
<td>6%</td>
<td>2%</td>
</tr>
<tr>
<td>Like Schools</td>
<td>61%</td>
<td>25%</td>
<td>11%</td>
<td>4%</td>
</tr>
</tbody>
</table>

Judgement:
Target is met in regard to SW Schools and our attendance pattern is considerably better than like schools.

Actions:
What is important here is that the data underneath this second table identifies each child at risk in the 3 categories, and we follow up with parents on a case by case basis.

Recommendation:
We maintain this target and use the data generated by the attendance audit to evidence our core focus.
**Reporting on Business Plan Priority 2**

**Personal and Social Development**

**Focus 7: Making the School a Safe Place for Students**
In Learning Environment terms we have and promote in each site context a “positive culture” framework. We deal with Values and Behaviour Standards in a positive way, and while it finds expression differently on both sites, the intent is the same, i.e., to have a values driven set of behavioural expectations that meets societal standards.

At Mead Street, all classroom teachers address behaviour as part of the learning programs. There are ‘occasional’ instances of poor behaviour, and these are referred to the Associate Principal. We manage these instances on a case by case basis, involving parents and setting reasonable consequences.

At Bentley Street, the nature of the child changes as they enter early adolescence. We again have individual classroom teachers who manage behaviour as part of the learning program and we have a broad, values driven umbrella program “Choose Respect” as well as a mandated “Code of Conduct”.

**Target 3:**
To have our behaviour evidence indicate that our positive Letters of Commendations exceed Letters of Concern.

Positive letters home versus Negative letters home 2010 - 2011

![Pie Chart](image)

N.B. This data applies to Bentley Street only.

**Reporting:**
Clearly the data trends establish that where we keep data for evidential purposes, that we meet the target.

---

**Our Parents & Citizens Association 2011**

**CANTEEN SUB-COMMITTEE**

Treasurer
Melinda Gardiner
Beverely Jones

Committee Members
Michelle Sutton
Kassy Langdon
Georgia Hetherington
Janine Morgan

School Council Representative
Siobahn Baxter

P & C Voice Coordinator
Chrissie Allen

MUSIC PARENT SUPPORT GROUP – SUB COMMITTEE

MPSG Representative
Wendy Cain

SWAPP Representative
Janine Morgan
Reporting on Business Plan Priority 2
Personal and Social Development

It is interesting that both the positive and negative increased in 2011. The increase in “Letters of Concern” was mainly driven by concern about students completing homework and assigned tasks. This came about because meeting a work completion standard was a strong focus in 2011.

In behavioural terms we do have a small number of students who attract internal suspensions and also suspensions from school. The number of students in this category actually declined in 2011. When we apply serious sanctions of this kind we always involve the parents.

Target 4:
That survey information from staff, students and parents provides evidence of the school being “a safe place”.

Survey Data
Our most recent Parent Survey indicated that the majority of parent respondents, from K-10, have a positive perception of our school in 38 out of 41 survey questions, showing overall satisfaction with educational standards and student progress. The survey reveals positive perceptions about the professional ability of teachers and that we are meeting the educational needs of the children in our charge. There are a few concerns expressed regarding behaviour and clarity of rules and consequences. The survey questions with less than 80% positive response, relate to bullying, consistency in dealing with behavioural issues, lack of awareness of how we manage any issues of racism, as well as communication to parents and canvassing of parent opinion about educational programmes.

Reporting:
Target 4 is evidenced as being met. The survey data clearly indicated that our parents see the school as a “safe place”.

We are taking measures through webpage improvement and newsletter distribution practice to improve communication. This should result in increased awareness and improved perceptions.

Mead Street Awards
SENIOR PRIMARY
YEARS 4 AND 5

ACADEMIC AWARD
Erin McGruddy

MOST IMPROVED
Louis Newman

ACADEMIC ACHIEVEMENT AWARD
Bonnie Cook

POSITIVE EFFORT AWARD
Trent Stone

CLASS AWARD
Pearl Wilson-Scott

DILIGENCE AND EFFORT AWARD
Courtney Babich

VALUES 2011
Bonnie Cook

CITIZENSHIP
Courtney Babich

SPORTSMANSHIP
Mitchell Brealey
**Reporting on Business Plan Priority 2**

**Personal and Social Development**

**Reporting:**
The focus on communication going forward is to build the website into a real “go to” place for all members of our school community.

We are currently working with teachers to get individual pages crafted reflecting the fine work of our students in all learning spaces across the school.

**Reporting On Business Plan Priority 3**

**Futuring Our Service**

**Reporting:**
In reporting about this priority the INTENT really was to look **firstly** at all the contexts, look at what was distinctive about how the school worked each context, and having done that to market our service to the community.

This priority is about the school being aware of the need to market itself into an increasingly competitive market place in order to retain existing students and in the longer term attract others. It is also about, through the scrutiny of our contextual service i.e., Mead (Early and Middle Childhood) and Bentley (Early Adolescence), an opportunity to “show and tell” the story of our quality service AND to make changes where we need to do so.

So it is about us establishing and defining and refining our BRAND and forming quality partnerships to promote the school.

We chose also to look at ourselves as an Independent Public School, and focussing upon how that business state, may help move the school forward in service. We also chose to seek the views of parents as to how they perceive our service in 2011.

In terms of the whole school and “Futuring Our Service” 2011 was ‘huge’ year in terms of a facilities makeover across both sites. When a $2.5 million Federal (Building the Education Revolution funding) combines with the State $5 million capital works program there is a significant impact on how we function both during and after the building.
Reporting On Business Plan Priority 3  
Futuring Our Service

Reporting:
It is about “enduring” the building process, which disrupts 
the normal function, minimizing this phase impact for the 
delivered outcome of magnificent facilities. 2011 was not 
about us stopping our implementation of change but the 
building backdrop slowed us down somewhat.

As we progressively exited the disruptive phase we have 
had significant realignments to adjust to the new physical 
realities. This is normal and staff and students have 
worked this phase really well.

Reporting – Context 1 – MEAD STREET
“We do what all good schools do and more…….”(on the 
Junior campus, Mead Street)

- We continue to employ a “Getting it Right” (GiRN) 
  Mathematics teacher and coordinator for 4 days* 
  each week.
- We employ a SAER coordinator (Students at 
  Educational risk) and teacher-leader for one day a 
  week to test targeted students, advise teachers on 
  teaching strategies and assist planning for 
  optimum facilitation of Education Assistant 
  resources, monitoring progress of SAER students, 
  coordination of common assessment tasks, 
  researching and acquiring teaching resources, 
  assisting in development of Individual Education 
  Plans (IEP’s)* and processing Schools Plus 
  applications.
- 0.1 FTE for Semester 1 is allocated to a TAGS 
  coordinator/teacher leader who helps facilitate 
  testing for targeted students, advises teachers on 
  testing, assessing, teaching and monitoring 
  strategies, researches and acquires teaching 
  resources and assists in development of individual 
  education plans, where* necessary.
- Science Enrichment programmes are offered to 
  eligible students in Years 2/3, 4/5 and 6/7.*
- We have curriculum leaders in Literacy, 
  Numeracy, Science, History, Sustainability, 
  Indigenous Studies, ICT, Health and Wellbeing, 
  Personal and Social Competence and Ethical 
  Behaviour, Sports and Student Leadership.*
- Children’s play areas include half an acre of 
  natural bushland.
Reporting On Business Plan Priority 3
Futuring Our Service

Reporting – Context 1 – MEAD STREET

- Planned for 2012; A Speech and language programme, targeting Aboriginal and SAER students in Pre Primary during Term 2 and 3 with a 0.2 FTE allocation.*
- Planned for 2012; Employment of a TAGs (Talented and Gifted Student) coordinator for half a day per week to help facilitate testing for targeted students, advise teachers on testing, assessing, teaching and monitoring strategies, researching and acquiring teaching resources and assisting in development of Individual Education Plans, where necessary. *
- Planned for 2012; Every classroom to have an Interactive Whiteboard.

* Where a claim or program has the asterix, it means we are in the process of sourcing data regarding success.

Reporting – Context 2 – BENTLEY STREET YEARS 6 – 7

Transition Mead Street to Bentley Street is perceived by some parents and some students as an issue, so our focus has been on ‘finding out’, through surveying what the issues are and then designing transition strategies to make the process work for all. The past surveys indicate strong success both for the 2011 and 2012 transitions. We have designed a Donnybrook DHS set of distinctive learning challenges into our Year 6 & 7 programs. Our starting position is “we do what all good Year 6 and 7 programs do........” And then we have built in enhancements. These include:

- Using Secondary Facilities and Specialists to enhance and excite the Year 6/7 programs. The students take up challenges in Home Economics, Design and Technology, Physical Education, Science, Art and Information Technology typically not available in Primary Schools.
- Our approach is not to bring Secondary programs into the Primary, rather it is to create practical and engaging applications that enrich the 11 – 13 year olds learning experiences.
- What we are doing has succeeded in engaging our students and best preparing them for secondary. It is interesting to note that student and parent feedback is universally positive. Additionally this sort of experience will be in place for all Year 7’s post 2014.

Student Destinations

The majority of our 2011 Year 10 graduating students have continued their education locally enrolling at Bunbury Senior High, Manea College, and the WA School of Agriculture Harvey.

Two students have secured Apprenticeships.

Former Students who took out the following End of Year Awards

Bunbury Senior High School

Design: Photography
Bronte Jones

English Stage 3
Bronte Jones

Food Science Technology
Jasmine Mountford

Visual Arts Stage 3
Bronte Jones

Manea College

Highest Academic Achiever
Workplace Learning Award
Cobie Archer

Completion of Senior Schooling with Certificate of Merit
Jade Nicholas

Completion of Senior Schooling with Distinction
Louis Ott
Reporting On Business Plan Priority 3
Futuring Our Service

Reporting – Context 2 – BENTLEY STREET YEARS 6 – 7

- We are there now and report clearly that the approach meets the needs of this age!*

*In 2012 we will look to source data to evidence this claim.

- As for the Junior Campus we continue the GiRN approach in maths, run a support program for students targeted at as risk in literacy, and have a senior primary group involved in a Science Enrichment Program.
- Our Year 6 and 7’s are also involved in Student Leadership in the Student Representative Council and they, as a group, receive a student delivered Peer Support Program supporting them as the younger group on the Senior Campus.
- All Bentley Street classrooms are supported with multiple computers and all have interactive technologies available.
- Our Year 6’s and 7’s also have access to specialist Music, in Brass, Woodwind and Percussion and participate in our School Band.

Reporting – Context 3 – BENTLEY STREET YEARS 8-10

In 2011 we were forced to adapt and modify our learning programs in Art, Science, Home Economics and Design and Technology due to major disturbances related to our building program. Staff and students proved ‘resilient’ and while learning was different it was of the normal quality.

Our staffing profile at Bentley Street remained the same, even with a very small cohort in Year 9. We retained all staff and expertise by supporting the specialists into Year 6 and 7 and by going ‘vertical’ in elective offerings for Years 9 and 10. This pattern will continue through 2012 when the half cohort leaves us.

All our learning areas across Years 8 – 10 are taught by specialists and the approach across academic creative and practical subjects is about challenging and meeting the needs of all learners.
Reporting On Business Plan Priority 3
Futuring Our Service

Reporting – Context 3 – BENTLEY STREET YEARS 8 –10
We provide support for those at risk in literacy and numeracy and build in challenges for our better students. We focus on preparing our students for tertiary admission, vocational education and training or employment, and support them in career counselling beyond our school.

So we do what “all good schools do” and in doing that we see our distinctiveness emerging:
- Through our size which enables us to maintain a strong relationship based learning culture.
- A clear focus on recognizing success of individuals and groups across all year groups.
- A strong investment in giving students opportunities for leadership and personal development.
- A focus on making the curriculum engaging with a performance culture promoting participation, meeting standards and striving for best performance.
- All teachers have the requirement to plan and deliver learning programs aimed at meeting the needs of all. We have then, in all learning area activities, designed to challenge our best and we have support for those who need it.
- As part of the ‘engaging curriculum’ agenda, we have overhauled our elective programs such that by Year 10 our students have training opportunities (Home Ec), applied engineering challenges (Electric Vehicles, Solar Cars), and serious opportunities for creative expression in the Visual Arts. We also have introduced in the G.R.O.W. (Getting Ready for the Outside World) program challenges embedded in vertical structures for all students 6 – 10.
- In the PE, while there is a marriage of participation and competition, our elite sports persons have a wide variety of opportunities.

Reporting – Context 4 – ADVANCING IN SERVICE AS AN INDEPENDENT PUBLIC SCHOOL.
Our approach in 2011 as we ventured into IPS was conservative, as we required to assimilate the new mind and behaviour sets associated with having greater autonomy, additionally, due to central budget issues we lost some resources (about $45,000) which reduced our flexibility. Further we had the disturbances associated with building programs across both campuses.
**Reporting On Business Plan Priority 3**  
**Futuring Our Service**

**Reporting – Context 4 – ADVANCING IN SERVICE AS AN INDEPENDENT PUBLIC SCHOOL.**

The business model was improved and we experimented with changing management structures and varying roles and responsibilities particularly in the clerical area. This also enabled us to increase clerical support at Mead Street.

In terms of programs to meet unmet needs, we affirmed a SAER structure for Bentley Street and introduced a new program across K-P to link speech therapist services better to classrooms and parents. We were able to sustain GiRN at its 0.8 teacher level and maintain a teacher as a Science mentor (GiR) for primary teachers moving into alignment with the Australian Curriculum. We also were able to flexibly fund various parts of the school as we started to occupy our new facilities.

**Reporting – Context 5 – PARTNERSHIPS**

Our partnership with DOE goes beyond what is mandated by policy and protocol in that in 2011 we offered our evidenced best practice in Mathematics learning to become a Teacher Development School in Years 4 – 7 Maths. This means we already partner DOE in the provision of Professional Learning across the state for Upper Primary Maths.

All departmental policy and compliance protocols were met. The Collie Preston network was initiated with our school as a full partner. Most of 2011 was an exploration of how to make it work to benefit our school. 2012 onwards should see ongoing operational benefits.

We have partnered other school networks and with other Bunbury based secondary schools (cross sectoral involving the private sector) we are a full partner in the successful Bunbury centred Trade Training proposal which has been approved as the biggest Trade Training venture in WA. This will move from paper to reality by 2014.
Reporting On Business Plan Priority 3
Futuring Our Service

Reporting – Context 4: – ADVANCING IN SERVICE AS AN INDEPENDENT PUBLIC SCHOOL.

Our Federal BER build was completed at Mead Street and we transited smoothly into a magnificent new P-2 set of 6 classrooms, enhanced with a playground and full digital interactivity.

The State Capital Works program proceeded on a different timeline across both sites. We moved into a new Administration at Mead Street and completed a “State of the Art” Design and Technology facility and refurbished Science at Bentley Street. Due for completion by March 2012, were a new Art facility and a Home Economics conversion to a Commercial Kitchen standard as well as a major refurbishment of a General Purpose Learning Area to be used for Health and Physical Education.

Alongside this major infrastructure build has been an evolving rebuild of our ICT backbone and the progressive installation of full digital interactivity in all teaching spaces across both sites. This will be complete by March 2012.

Reporting – Context 6 – MARKETING AND PROMOTION

In this area 2011 was a year in which we engaged with all the strategies in the Business Plan, and involved ourselves in “rebuilds” where necessary particularly with our website which is in the final stages of a makeover. We intend to re-launch our website early in Term 2, 2012.

We surveyed parents using the DOE survey tool with a view to establishing what our community thought of our service and to establish the areas we needed to focus on improved practice. The survey was conducted in a way that enabled us to isolate data from 3 contexts viz Mead Street K-5, Bentley Street 6 and 7, and 8, 9, and 10.
Donnybrook District High School
Financial Summary as at 31 December 2011

### Revenue - Cash

<table>
<thead>
<tr>
<th>Item</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voluntary Contributions</td>
<td>$23,630.00</td>
<td>$22,674.05</td>
</tr>
<tr>
<td>Charges and Fees</td>
<td>$58,959.00</td>
<td>$58,959.32</td>
</tr>
<tr>
<td>Government Allowances</td>
<td>$7,976.00</td>
<td>$7,975.50</td>
</tr>
<tr>
<td>P&amp;R Contributions</td>
<td>$7,910.00</td>
<td>$7,910.30</td>
</tr>
<tr>
<td>Fundraising/Donations/Sponsorships</td>
<td>$6,517.00</td>
<td>$6,516.88</td>
</tr>
<tr>
<td>Obs Grants</td>
<td>$455,657.00</td>
<td>$455,656.38</td>
</tr>
<tr>
<td>Other State Govt Grants</td>
<td>$1,475.00</td>
<td>$1,475.00</td>
</tr>
<tr>
<td>Commonwealth Govt Grants</td>
<td>$7,975.00</td>
<td>$7,975.50</td>
</tr>
<tr>
<td>Trading Activities</td>
<td>$1,489.00</td>
<td>$1,489.00</td>
</tr>
<tr>
<td>Other</td>
<td>$172,879.00</td>
<td>$172,877.63</td>
</tr>
<tr>
<td>Transfers</td>
<td>$19,039.00</td>
<td>$19,039.00</td>
</tr>
</tbody>
</table>

### Current Year Actual Revenue Sources

- Grants: 62%
- Transfers: 3%
- Other: 23%

### Expenditure

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>$25,343.00</td>
<td>$22,350.43</td>
</tr>
<tr>
<td>Leases</td>
<td>$27,686.00</td>
<td>$27,677.64</td>
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<tr>
<td>Utilities</td>
<td>$121,540.00</td>
<td>$130,545.06</td>
</tr>
<tr>
<td>Repairs/Maintenance/Grounds</td>
<td>$121,728.00</td>
<td>$108,986.26</td>
</tr>
<tr>
<td>Capital Works</td>
<td>$400.00</td>
<td>$367.27</td>
</tr>
<tr>
<td>Assets and Resources</td>
<td>$81,294.00</td>
<td>$74,022.84</td>
</tr>
<tr>
<td>Education Services</td>
<td>$186,967.00</td>
<td>$174,271.56</td>
</tr>
<tr>
<td>Other Specific Programs</td>
<td>$24,129.00</td>
<td>$20,027.59</td>
</tr>
<tr>
<td>Trading Activities</td>
<td>$1,769.00</td>
<td>$1,768.93</td>
</tr>
<tr>
<td>Salary Pool Payments to Central Off</td>
<td>$40,000.00</td>
<td>$40,000.00</td>
</tr>
<tr>
<td>Other</td>
<td>$37,185.00</td>
<td>$30,351.89</td>
</tr>
<tr>
<td>Transfers to Reserves</td>
<td>$160,212.00</td>
<td>$160,212.00</td>
</tr>
<tr>
<td>Total</td>
<td>$828,261.00</td>
<td>$791,371.47</td>
</tr>
</tbody>
</table>

### Cash Position

- Bank balance: $330,399.05
- Current Fund Balance: $20,820.48
- Suspended Gift Funds: $-25.00
- Trust Funds: $-25.00
- Asset Replacement Reserves: $300,086.07
- Suspense Accounts: $-421.30
- Cash Advances: $-25.00
- Suspense: $8,019.00

Total Bank Balance: $330,399.05

### Other Financial Information

- Primary Voluntary contributions collection rate: 70%
- Secondary Voluntary contributions collection rate: 54%
- Total Creditors as at 31 December 2011: $2442
- Total Debtors as at 31 December 2011: $6886

2011 was Donnybrook’s first year of operating with a one line budget and the approach towards financial matters was conservative. Our focus was to build our ‘Reserves’ to the extent that funds could be available for future planning and profiling of the school should this be an option pursued.