

Donnybrook District High School

Annual School Report 2019

2019 Staff

Principal

James Milne

Associate Principal

Renee Reid

Deputy Principals

Garry Davis (Sem 1)

Onagh Smith (Sem 1)

Lauren Jones (Sem 2)

Amanda Biddlestone
(Sem 2)

Jonelle McLoughlin
(Sem 2)

Manager Corporate Services

Sarah Bible

School Officers

Jane Lockhart

Janice Tyler

Delveen Cross

Sue Williams

Teachers: 32

**Teaching Assistants:
12**

School Chaplain

Len Van Aarde

School Psychologist

Imogen Kerruish

WHERE WE'RE AT TODAY

2017-2019 was a period of significant change for Donnybrook District High School. Change should always be viewed positively as it is an essential part of education that is required to shift and broaden the scope of what a school already does to meet the needs of its school community. During these three years, the school underwent a deep self-reflection of where it was at and where it needed to go, to ensure our students were supported and able to progress on their individual learning journeys.

During the implementation of our previous Business Plan, we started to lay a solid foundation that will play a key role in supporting our quest to address our identified priority areas. This foundation centres around a distributed leadership model. A model that utilises the system, curriculum and teaching knowledge, along with the skills of the Administration team, as pivotal to improvement. It also relies heavily on building the capacity of our classroom teachers, specialist educators and support staff who are integral to our success.

The foundation also focuses on establishing and maintaining a positive and engaging learning environment through the implementation of Positive Behaviour Support (PBS). This program is based on strong research and seeks to raise both academic and behavioural expectations of our students. PBS is an educative approach, that encourages school communities to view inappropriate behavior as an opportunity to teach acceptable and expected behaviour.

Donnybrook District High School is confident that with this foundation, and the other structures and programs that have been put in place, the impact on student achievement and progress will be highly visible in the years to come.

WHERE WE'RE GOING

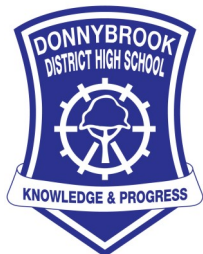
Our new Business Plan 'Your Child; Our Focus' emphasises the need to put our students at the forefront of all our decision making. With this in mind, Donnybrook District High School needs to shift its focus to five priority areas. Our priorities are:

- **High performance in Literacy and Numeracy**
- **Targeted intervention to support all students**
- **Strong staff performance and development**
- **Supportive and inclusive environment in which students thrive**
- **One school working in partnership with its community**

Much of the change will centre on shifting whole school practices to ensure they are aligned from K-10 across all learning areas and importantly student focused. This is exciting and empowering as the school will embed 'Best Practice' and look to develop, and implement innovative techniques that take the school to a new level.

Personalised learning, where curriculum, assessment and instruction is tailored to each students' unique needs and preferences, making certain their learning is purposeful, and highly relevant, to supporting their individual progress. Underpinning this is the belief that learning is possible for all students given the right conditions. We are seeking to create the optimal conditions for our students to succeed and creating a learning environment where each child is well supported and included, allowing them to connect with their teachers and flourish in the opportunities provided to them.

Success in this area will also hinge on student motivation and engagement, with staff thinking outside the box to capture their learning interests, whilst encouraging them to take more responsibility for their ongoing learning. The foundation for Donnybrook District High School to achieve at a higher level has been laid; it is now time to capitalise on this and set about supporting each and every student on their



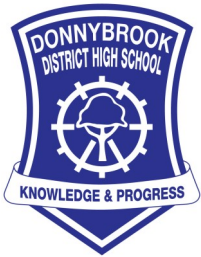
Financing our School

Financial Income and Expenditure Summary

The Donnybrook District High School Annual Budget is reviewed and endorsed by both the Finance Committee and the School Board. The Principal and Manager Corporate Services monitor the relationship between the one line budget and actual expenditure to ensure that Donnybrook District High School's expenditure does not exceed budget allocations. Below is the Finance Summary as at 31 December 2019.

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$20,704.00	\$20,275.75
2	Charges and Fees	\$39,100.31	\$41,136.19
3	Fees from Facilities Hire	\$7,493.00	\$3,055.23
4	Fundraising/Donations/Sponsorships	\$11,397.00	\$11,497.00
5	Commonwealth Govt Revenues		
6	Other State Govt/Local Govt Revenues	\$30,000.00	\$25,398.66
7	Revenue from Co, Regional Office and Other Schools	\$435.00	\$435.00
8	Other Revenues	\$39,815.49	\$109,522.84
9	Transfer from Reserve or DGR		
10	Residential Accommodation	-	-
11	Farm Revenue (Ag and Farm Schools only)	-	-
12	Camp School Fees (Camp Schools only)	-	-
	Total Locally Raised Funds	\$ 148,944.80	\$211,320.67
	Opening Balance	\$56,436.00	\$56,436.00
	Student Centred Funding	\$748,925.00	\$748,925.00
	Total Cash Funds Available	\$954,306.00	\$1,016,681
	Total Salary Allocation	\$4,529,016.00	\$4,529,016.00
	Total Funds Available	\$5,523,240.00	\$5,389,694.00

	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$44,873.67	\$41,258.31
2	Lease Payments	\$23,082.75	\$13,440.92
3	Utilities, Facilities and Maintenance	\$360,748.00	\$231,333.99
4	Buildings, Property and Equipment	\$82,002.00	\$94,952.04
5	Curriculum and Student Services	\$252,038.75	\$197,577.88
6	Professional Development	\$17,223.68	\$15,161.81
7	Transfer to Reserve	\$67,132.50	\$67,132.50
8	Other Expenditure	\$13,576.00	\$13,132.37
9	Payment to CO, Regional Office and Other Schools	-	-
10	Residential Operations	-	-
11	Residential Boarding Fees to CO (Ag Colleges only)	-	-
12	Farm Operations (Ag and Farm Schools only)	-	-
13	Farm Revenue to CO (Ag and Farm Schools only)	-	-
14	Camp School Fees to CO (Camp Schools only)	-	-
	Total Goods and Services Expenditure	\$860,677.35	\$673,989.82
	Total Forecast Salary Expenditure	\$4,529,016.32	\$4,529,016.32
	Total Expenditure	\$5,389,694.00	\$5,203,006.14



Memories of 2019



Certificate / Business



Yr 7/8 Food



Primary Solar Car
Challenge



Primary Quadrangle
Upgrade

Financing our School

Voluntary Contributions and Charges 2019

The Western Australian Government's priority is to ensure that all students participate in an educational program that satisfies the requirements of the *Western Australian Curriculum and Assessment Outline*. Donnybrook District High School's Voluntary Contributions and Charges financial procedure guides parents and carers to understand the flexibilities of the school fee structures and to determine the estimated total cost of their child's education. It is a requirement of the *School Education Act 1999* that all possible contributions and charges are identified two months prior to the beginning of the school year. The School Board endorsed the schedule of contributions and charges for 2019.

1. Contributions

This term relates to the monies requested from parents towards the cost of materials, services and facilities used by Kindergarten to Year 10 students in the standard educational program which the school is required to provide. The total amount of contributions parents and carers were asked to pay for Kindergarten to Year 6 was \$60.00 and for Year 7-10 was \$235.00. Money collected was used to supplement school expenditure in various areas such as materials for the Arts, Technologies and Science, photocopying materials, classroom materials, web-based curriculum materials and general resources. While contributions are voluntary, the quality of the teaching and learning program is enhanced when each family makes its contribution.

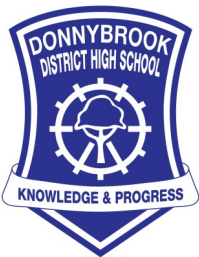
2. Charges

These are amounts paid for participation in separate events such as sporting activities, incursions, excursions and in term swimming. The school hoped that all students would attend these activities, but due to the personal financial situations of families within our community, some students were unable to participate in all events offered. The amounts reflected similar charges that have been made over previous years and are consistent with other Independent Public Schools.

Donnybrook District High School also supports learning opportunities that are made available to select students with specific interests and abilities. These include the School of Instrumental Music program and involvement is conditional on payment.

Students in Years 9 and 10 incurred additional charges for large projects undertaken in Elective subjects. These were typically in the Design and Technology learning area.

Item	Year	Collection Rates 2019
Voluntary Contributions	Kindergarten Pre-Primary Years 1-6 Years 7-10	63.71% 52.78% 59.27% 53.95%
Course Charges	7-10	95.80%
Extra Cost Optional Charges	K-6	94.50%
Combined Total Charges (Course Charges + Extra Cost Optional Charge)	7-10	96.58%



Professional Engagement Expenditure in Professional Learning

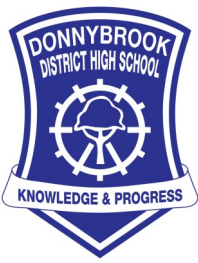
All teaching staff engaged in Professional Learning that had clear links to the school's 2017-2019 Business Plan and Operational Planning, Action Learning Models, together with the priorities of the Department of Education as set out in its Strategic Plan for WA Public Schools 2016-2019 High Performance-High Care.

Key professional learning for 2019 included:

- Western Australian Curriculum - English, Mathematics, Science and History.
- School Planning (Operational and Classroom) - Western Australian Curriculum
- ABLEWA Curriculum
- Our Shared Why—vision creation and building a culture of success
- Data informed practice—NAPLAN analysis for our classrooms
- Writing - In School and Cross School Moderation
- Positive Behaviour Support (PBS)
- Creative Schools
- In School Collaboration - Professional Learning Community Action Learning Models
- Leading School Improvement/Instructional Leadership and
- Network and District High Executive Meetings

The table below outlines the expenditure breakdown relating to professional learning for all staff during 2019.

EXPENDITURE TYPE	AMOUNT (rounded)
Teacher/Support Staff Relief	\$71,182.00
Course Registration	\$15,161.81
Travel and Kilometrage	\$4,901.40
Accommodation	\$1,250.00
Meals / Catering	\$892.85
TOTAL	\$ 93,388.06



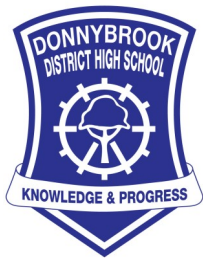
Donnybrook District High School

2017-19 Business Plan

Key Performance Indicators

■ Above Expected Performance
 ■ Expected Performance
 ■ Below Expected Performance
 ■ Well Below Expected Performance

Priority	Target	2017	2018	2019	Comment
Student Focussed Learning	Perform at or above like schools in NAPLAN Numeracy.				A pleasing performance across 2017-19. Year 9s consistently performed above Like Schools. Additional focus required in Years 4-8, particularly in Year 7 where a downward trend is evident.
	Perform at or above like schools in NAPLAN Reading.				A solid performance across 2017-19. Year 3s consistently performed above Like Schools. Although above Like Schools in Year 5, a downward trend is starting to emerge. Additional focus required in Years 3-5.
	Perform at or above like schools in NAPLAN Writing.				A very pleasing performance across 2017-19. Years 3s and 5s performed consistently performed above Like Schools. Additional focus required in Years 5-7 to support further improvement.
	Perform at or above like schools in NAPLAN Spelling				A fluctuating performance across 2017-19, however Year 3s, 5s and 9s performed either above or close to Like Schools. Year 7s were significantly below Like Schools. Approach to Spelling under review, particularly relevant to look at approach after the Early Years.
	Perform at or above like schools in NAPLAN Punctuation and Grammar				A pleasing performance across 2017-19 compared to Like Schools. Year 5s and 9s consistently performed well above Like Schools. A declining trend in Year 7 achievement. An in context approach (teaching within Writing) to be implemented in 2020.
	The progress of our stable cohort Yr 3-5, 5-7 and 7-9 is equal to or above the stable cohort of like schools in all NAPLAN areas.				2017 Overall performance within expectations. Worth celebrating! 2018 Overall performance Below expectations. 2019 Year 3-5s Below in all areas except Writing, 5-7s Above in all except Spelling and Reading, 7-9s above or near in all except Grammar and Punctuation Progress of Year 9s in Writing solid.
	The percentage of students achieving in the Top 20% is equal to or above like schools in all NAPLAN areas.				2017 Achieved in 15 of 20 Assessments. 2018 Achieved in 8 of 20 Assessments. 2019 Achieved in 14 of 20 Assessments. Year 3 results were steady. Year 5 results were steady and consistent. Year 7 results were a concern in all areas. Year 9 results show pleasing improvement.
	The percentage of students achieving in the Bottom 20% is equal to or below like schools in all NAPLAN areas.				2017 Achieved in 17 of 20 Assessments. 2018 Achieved in 13 of 20 Assessments. 2019 Achieved in 13 of 20 Assessments. Year 3 results were steady. Year 5 results were a concern. Year 7 results were a concern in Writing and Spelling. Year 9 results were steady.
	The percentage of Year 3 students achieving between Proficiency Bands 5-6 is equal to or above like schools in all NAPLAN areas.				A very pleasing performance across 2017-19. An increasing number of top performers in all areas except Grammar and Punctuation.
	The percentage of Year 5 students achieving between Proficiency Bands 7-8 is equal to or above like schools in all NAPLAN areas.				A pleasing performance across 2017-19, but with areas that require staff to sharpen their focus on. Only a small percentage of our Year 5s achieving at the top level in Writing and below Like Schools in Spelling and Grammar and Punctuation in 2019.
	The percentage of Year 7 students achieving between Proficiency Bands 8-9 is equal to or above like schools in all NAPLAN areas.				2017 Overall performance within expectations. 2018 Overall performance Below expectations. 2019 Overall performance Below Like Schools but increasing percentage of students performing at a high level overall.
	The percentage of Year 9 students achieving between Proficiency Bands 9-10 is equal to or above like schools in all NAPLAN areas.				A pleasing performance across 2017-19. Four domains above in 2018 and three above in 2019.



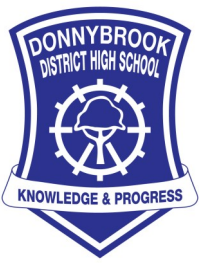
2017-19 Business Plan

Key Performance Indicators

Priority	Target	2017	2018	2019	Comment
Student Focussed Learning cont...	At least 60% of our Year 9/10 students meet all OLNA expectations.				A solid performance across 2017-19 where our target was met each year, but declined in 2019, compared to 2018.
Behaviour and Well Being.	80%+ Primary and Secondary students demonstrate consistently or often on all Attitude, Behaviour and Effort indicators.				86.7% (2017), 77% (2018) and 81.4% (2019) PP-3 students demonstrated the Attributes. 92.5% (2017), 92.4% (2018) and 84.6% (2019) 4-6 students demonstrated the Attributes. Yr 7-10 below in 2 Attributes (2017), 1 Attribute (2018) and 0 Attributes in (2019).
	Maintain Primary and Secondary Attendance above like schools.				2017 Primary and Secondary Attendance Above Like Schools. 2018 Primary Above Like Schools and Secondary Below Like Schools 2019 Primary Above Like Schools and Secondary Below.. Attendance decreasing on both campuses over three year period. * See Page 13
School Community Collaboration	The National School Opinion Survey (NSOS) results are positive for parents, Staff and Students (ie each item has a ranking of at least 3.8.	NA		NA	A target of 3.8 for each of the questions on the NSOS was set and whilst this was quite aspirational, we only missed out on achieving this on four of the questions. A full copy of the survey results was included in the 2018 Annual Report



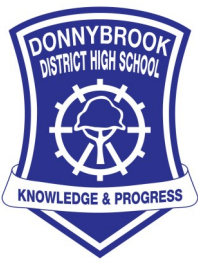
2019 Queens Cup



2017-19 Business Plan

Priority: Student Focused Learning

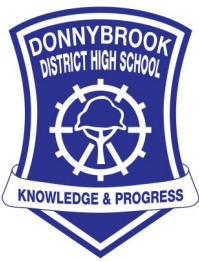
Strategic Focus	Strategy	Milestone	Timing	2017	2018	2019
Use high quality instructional skills in curriculum delivery.	* Embed and consolidate whole school (K-10) approaches to the assessment and teaching of English and Mathematics	* Phase of schooling appropriate approaches are used consistently to assess and teach Reading, Writing, Spelling and Mathematics.	2019 →	NA	NA	
	* Refine whole school English, Mathematics and Science plans to ensure greater alignment to the school's Business Plan and Targets.	* Professional Learning displays a direct link to the school's Business Plan	2017 →			
	* Develop a whole school Humanities and Social Sciences plan.	* Evidence based teaching driving learning programs in all classrooms and learning areas.	2018 →	NA		
	* Provide targeted professional learning focused on enhancing whole school pedagogical approaches.	* All teachers and school leaders use the AITSL Standards	2017 →			
	* Build the capacity of staff to support embedding evidence based instructional strategies.					
	* Use the AITSL's Australian Professional Standards for teachers and school leaders to support self-reflection and continuous self improvement.					
Differentiate teaching and learning	* Collect, collate, analyse and use individual student, class and school data to inform learning programs.	* All students on an Individual Education Plan or Group Education Plan are monitored and supported in their learning.	2017 →			
	* Differentiate teaching to cater for the learning needs and abilities of all students.	* An Academic Extension Program is implemented by teachers to provide challenging learning opportunities for identified students.	2018 →	NA		
	* Develop and implement a whole school approach to supporting High Achieving students.					
	* Students and teachers collaboratively negotiate student learning goals, based on the student's performance data and aspirations.	* Key Visible Learning features including; feedback, negotiated goal setting and making learning intentions explicitly known to students - We Are Learning To (WALT), What I'm Looking for (WILF) are used throughout the school.	2018 →	NA		
Build Staff Capacity	* Embed a team-orientated environment in which staff collaborate effectively to support student learning.	* Early Close, together with the Action Learning Models, support collaboration within and between Professional Learning Communities and Networks.	2017 →			
	* Implement classroom observation and feedback practices to assist in targeting specific instructional strategies and driving school improvement.	* All teachers take part in classroom observation as part of their Professional Learning Community and Performance Management process.	2018 →	NA		
	* Provide opportunities for staff to share their Professional Learning.	* Targeted Peer Observation and Support enhancing student learning.	2018 →	NA		
Use Information Communication Technologies (ICT) to enhance learning.	* Provide professional learning and support for staff to utilise ICT and deliver against the Digital Technologies Curriculum.	* Staff are engaged in professional learning appropriate to their level of need.	2017 →			
	* Allocate resources strategically to ensure that our use of ICT's is sustainable and meets future needs.	* A detailed ICT plan that outlines what is required to meet current and future needs.	2018 →	NA		
Embed the WA Curriculum in planning, teaching and assessment.	* Implement the PP-10 Western Australian Curriculum in accordance with SCASA's timeline.	* Implementation of Phase 2 & 3 learning areas in line with SCASA timelines.	2017 →			
	* Engage classroom and specialist teachers in in-school and between-school moderation in line with appropriate timelines.	* Staff moderate within and between Professional Learning Communities and Networks.	2017 →			
Making the most of a District High School context and market its uniqueness and value.	* Continually look for avenues to make certain the school's split site context doesn't impact on opportunities students would normally be afforded in a traditional District High School.	* Expansion of the current programs and initiatives implemented in 2015/16.	2017 →			
	* Promote the school and its associated programs and achievements.	* Student numbers reflect a growing trust and satisfaction in the educational programs offered at the school.	2019 →	NA	NA	



2017-19 Business Plan

Priorities: Behaviour and Well Being and School Community Collaboration

Strategic Focus	Strategy	Milestone	Timing	2017	2018	2019
Provide a safe, caring and inclusive environment.	* Create a student Health and Well Being Operational Plan to describe and monitor planned strategies and practices.	* Development of a whole school Health and Well Being Operational Plan.	2018 →	NA		
	* Develop and embed a sustainable approach to managing and supporting Students at Educational Risk (High and Low Achieving).	* Students at Educational Risk are benefitting from a well-structured and collaborative approach between all stakeholders.	2017 →			
Student behaviour	* Continue with the implementation of Positive Behaviour Support.	* Positive Behaviour Support implemented	2019 →	NA	NA	
Student attendance and engagement.	* Refine the school's Attendance and Engagement plan.	* An Attendance and Engagement Plan operating to the advantage of all stakeholders.	2017 →			
	* Monitor attendance as per Department of Education guidelines and expectations.					
Staff health and well being.	* Survey staff to assess and monitor their health and well-being.	* Encouraging survey data.	2019 →	NA	NA	
	* Collectively monitor staff health and well-being.	* Staff feedback highlights work in this area is having a positive impact throughout the school.	2019 →	NA	NA	
	* Ensure staff are pro-active in supporting health and well-being.					
Strategic Focus	Strategy	Milestone	Timing	2017	2018	2019
School Community play an authentic and valued role in school decision-making.	* Provide formal and informal opportunities for all stakeholders to have input into the future directions of the school.	* Parent National School Opinion Survey (NSOS) results are positive.	2019 →	NA	NA	
	* Survey the school community at least once every two years using the National School Opinion Survey.	* Evidence parents are becoming increasingly engaged in the school.	2019 →	NA	NA	
Build and maintain positive school-community relationships.	* Work in partnership with the Board and the P&C to value add to the school's programs.	* School Board and P&C feedback regarding their involvement and input into the school's priorities and initiatives are positive.	2017 →			
	* Form School Board and P&C working parties to lead and/or actively participate in key school initiatives.	* Increase in the number of partnerships and initiatives that are in place at the beginning of 2017.	2018 →	NA		
	* Expand our current partnerships and initiatives throughout the local and wider community.					
Grow the school's Professional Learning Communities and Networks.	* Develop and utilise Action Learning Models that support staff working in partnerships to enrich student outcomes.	* Action Learning Models reflect the needs of the school and the Professional Learning Communities.	2017 →			
	* Provide opportunities for Professional Learning Communities to work as combined groups.	* Ongoing and regular collaboration amongst Professional Learning Communities.	2018 →	NA		
	* Develop and maintain networks that support Secondary and Specialist teachers.	* All Secondary and Specialist staff are part of a network of support outside Donnybrook District High School.	2018 →	NA		
	* Continue to foster professional partnerships with local schools and associations.					
Communication	* Provide accurate, timely and purposeful communication to all stakeholders.	* Parent survey of the effectiveness of the school's communication strategies is positive.	2019 →	NA	NA	
	* Apply a range of effective means of communication with families that are appropriate to the contemporary world in which we live.					



Report on Priorities

Priority: Student Focused Learning

What was intended (Milestones)?	What was achieved?
<i>Use high quality instructional skills in curriculum delivery</i>	
<ul style="list-style-type: none"> Phase of schooling appropriate approaches are used consistently to assess and teach Reading, Writing, Spelling and Mathematics. Professional Learning displays a direct link to the school's Business Plan. Evidence based teaching driving learning programs in all classrooms and learning areas. All teachers and school leaders use the AITSL Standards in their Performance Management process. 	<ul style="list-style-type: none"> The school's English, Maths, Science and Humanities and Social Sciences plans outlined our agreed whole school approaches in English and Maths, however there were some inconsistencies occurring in classrooms from K-10. Professional Learning clearly supported the school's priorities over the 2017-19 period. Examples of Professional Learning are highlighted on Page 4. Evidence based teaching strategies to be utilised in every classroom and learning area, were identified and agreed upon, however there were once again inconsistencies occurring in throughout K-10. The AITSL Standards formed the basis of teachers and school leaders Performance Management documents, encouraging staff to reflect and identify their individual strengths and areas of need.
<i>Differentiate teaching and learning</i>	
<ul style="list-style-type: none"> All students on an Individual Education Plan or Group Education Plan are monitored and supported in their learning. An Academic Extension Program is implemented by teachers to provide challenging learning opportunities to identified students. Key Visible Learning features including feedback, negotiated goal setting and making learning intentions explicitly know to students—We are Learning To (WALT), What I'm Looking For (WILF) are used throughout the school. 	<ul style="list-style-type: none"> Individual Education Plans that were developed and implemented as intended, had a positive impact on student progress and achievement. Workload around the development and implementation of these plans, together with resourcing issues, meant supporting these students through this avenue wasn't as effective as we would have liked. Teachers made a conscious effort to address the needs of high achieving students in 2017-19 and the programs that were put in place had a positive impact. As a school we would have liked to have further addressed this key area. Key Visible Learning features became increasingly evident throughout the school, with a positive impact on student learning observed.
<i>Build staff capacity</i>	
<ul style="list-style-type: none"> Early Close, together with the Action Learning Models, support collaboration within and between Professional Learning Communities and Networks. All teachers take part in classroom observation as part of their Professional Learning Community and Performance Management process. Targeted Peer Observation and Support enhancing learning. 	<ul style="list-style-type: none"> Early Close on a Wednesday afternoon, together with the Action Learning Models that were developed within each Phase of Schooling, enhanced collaboration within the school and our network/s. Formal peer observation grew momentum throughout the 2017-19 period, with the Secondary staff leading the way in this crucial area of reflection and improvement. Teachers who actively engaged in classroom observation benefited from the opportunity to engage with and work with a colleague.
<i>Use Information Communication Technologies (ICT) to enhance learning</i>	
<ul style="list-style-type: none"> Staff are engaged in Professional Learning appropriate to their level of need. A detailed ICT plan that outlines what is required to meet current and future needs. 	<ul style="list-style-type: none"> Throughout 2017-19, staff continually had access to Professional Learning that was directly related to their needs, together with the school's priority areas. A detailed ICT plan is in place to support the Administration team meet the school's needs.



Report on Priorities

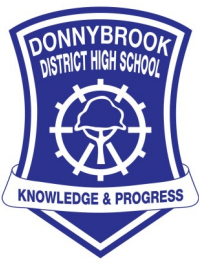
Priority: Student Focused Learning

What was intended (Milestones)?	What was achieved?
<i>Embed the Western Australian Curriculum in planning</i>	
<ul style="list-style-type: none"> Implementation of Phase 2 and 3 learning areas in line with SCASA timelines. Staff moderate within and between Professional Learning Communities and Networks 	<ul style="list-style-type: none"> Phase 2 and 3 of the Western Australian Curriculum was implemented as required. Moderation within and between Professional Learning Communities and Networks gained momentum over 2017-19 with the support of targeted Action Learning Model agenda items.
<i>Making the most of a District High School context and market its uniqueness and value</i>	
<ul style="list-style-type: none"> Expansion of the current programs and initiatives implemented in 2015/16. Student numbers reflect a growing trust and satisfaction in the educational programs offered at the school. 	<ul style="list-style-type: none"> Programs and initiatives developed in 2015/16 are now embedded into the schools offerings, with a number of additional opportunities adding further value to what the school can provide to its students and school community. Student numbers have declined over the 2017/19 period, with a percentage of students exiting the school each year for the same reasons. Perceptions around the school's academic rigor and student behaviour, together with the notion of seamless schooling, continue to impact on cohort sizes.

Report on Priorities

Priority: Behaviour and Well Being

What was intended?	What was achieved?
<i>Provide a safe, caring and inclusive environment</i>	
<ul style="list-style-type: none"> Development of a whole school Health and Well Being Operational Plan Students at Educational Risk are benefiting from a well structured and collaborative approach between all stakeholders. 	<ul style="list-style-type: none"> A draft whole school 'Be You' Health Plan is in place with a focus on Early Intervention and Support. The Primary and Secondary Deputy Principals were responsible for coordinating the school's approach to students at educational risk, which proved beneficial for students, staff and parents. A strong collaborative partnerships between the school and families, together with outside agencies enhanced the learning and schooling of our students at educational risk. Our Be You Coordinator is now working with small groups to help them to self-monitor their emotions and behaviour and develop coping mechanisms and systems of support.. Our Chaplain is also working with small groups of Year 7/8 students for a similar purpose.
<i>Student behaviour</i>	
<ul style="list-style-type: none"> Positive Behaviour Support implemented 	<ul style="list-style-type: none"> We continue to maintain PBS as a focus in our school and have worked hard to try an achieve TIER 2 status. We are currently still in TIER 1.



Report on Priorities

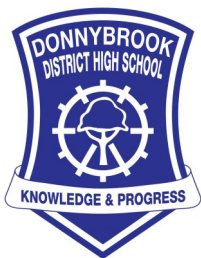
Priority: Behaviour and Well Being

What was intended?	What was achieved?
Student attendance and engagement	
<ul style="list-style-type: none"> An Attendance and Engagement Plan operating to the advantage of all stakeholders 	<ul style="list-style-type: none"> The school's Attendance and Engagement plan was refined in 2019, providing further direction and support to the Deputy Principals in managing attendance. Donnybrook District High School is now better positioned to address emerging attendance and engagement issues.
Staff health and well being	
<ul style="list-style-type: none"> Encouraging survey data. 	<ul style="list-style-type: none"> There was no official surveys undertaken in the 2017-19 period, however formal and informal meetings and observations confirmed that staff health and well being fluctuates at periods throughout the year.
<ul style="list-style-type: none"> Staff feedback highlights work in this area is having a positive impact throughout the school. 	<ul style="list-style-type: none"> Staff health and well being is a significant issue within the Department of Education. Work in this area is underway, with a comprehensive plan due for release in 2020. It is important to note that all staff have a responsibility to manage their own well being and importantly access the support that is available to them.

Report on Priorities

Priority: School Community Collaboration

What was intended?	What was achieved?
School Community play an authentic and valued role in school decision-making	
<ul style="list-style-type: none"> Parent National School Opinion Survey (NSOS) results are positive. Evidence parents are becoming increasingly engaged in the school. 	<ul style="list-style-type: none"> As part of our analysis, results from the NSOS, together with the 2016 survey were compared in detail. It was really pleasing to report that there was a significant shift in the percentage of parents and carers rating the questions as 'Strongly Agree' as opposed to 'Agree'. This confirmed that we are making pleasing progress and addressing areas of need. Parent and carer support around the school's programs and initiatives have remained steady over the 2017-19 period. We do have a concerning percentage of parents who don't take an active interest in their child's schooling and therefore need to look at avenues of engaging this group.



Report on Priorities

Priority: School Community Collaboration

What was intended?	What was achieved?
<i>Build and maintain positive school-community partnerships</i>	
<ul style="list-style-type: none"> School Board and P&C feedback regarding their involvement and input into the school's priorities and initiatives are positive. Increase the number of partnerships and initiatives that are in place at the beginning of 2017. 	<ul style="list-style-type: none"> Donnybrook District High School has a strong and well represented School Board that has both Primary and Secondary parents and carers contributing to the school's quest to further improve. Attendance at P&C Meetings fluctuated throughout the 2017-19 period, however there was always a core group who volunteered their time to ensure the partnership was maintained. The link between the School Board and the P&C was strengthened immensely. Partnership growth continued in 2019, with a number of significant relationships being created to support the students of Donnybrook District High School., This included work with Curtin University as well as the highly acclaimed Creative Schools initiative.
<i>Grow the school's Professional Learning Communities and Networks</i>	
<ul style="list-style-type: none"> Action Learning Models reflect the needs of the school and the Professional Learning Communities. Ongoing and regular collaboration amongst Professional Learning Communities All Secondary and Specialist staff are part of a network of support outside Donnybrook District High School. 	<ul style="list-style-type: none"> Primary and Secondary Action Learning Models were successfully developed and implemented throughout the 2017-19 period, driving the school's improvement agenda. Ongoing and regular collaboration was enhanced through the structures that are now fully embedded across K-10. Professional Learning Communities, lead by key staff, devote time each fortnight to supporting each other around the needs of our students and school community. The Leadership Team invested significantly in the key staff to build their capacity to ensure our distributed leadership model has the impact it needs to have in moving forward. The majority of Secondary teachers developed a solid connection with a colleague at a Senior High School and utilised this to support their own Professional Learning and the delivery of meaningful and engaging programs.
<i>Communication</i>	
<ul style="list-style-type: none"> Parent survey of the effectiveness of the school's communication strategies is positive. 	<ul style="list-style-type: none"> Formal and informal feedback from parents and carers indicated that the schools communication improved significantly throughout the 2017-19 period. The school's Facebook Group contributed immensely to the positive feedback.



Attendance

The tables below display the overall Primary and Secondary attendance percentages for Donnybrook District High School over a three year period.

Attendance – Primary (Years 1-6)

Primary student attendance was higher than Like Schools

2017		2018		2019	
School	Like Schools	School	Like Schools	School	Like Schools
93.4%	92.0%	93.0%	92.8%	92.7%	91.3%

Attendance – Secondary (Years 7-10)

Secondary student attendance was lower than Like Schools

2017		2018		2018	
School	Like Schools	School	Like Schools	School	Like Schools
88.3%	86.8%	87.3%	88.3%	85.8%	86.5%

At Risk Attendance

It is well documented that regular attendance (90% or above) supports a student reaching their individual potential. A student who isn't attending school regularly is deemed at risk and requires intervention to support gaining or maintaining regular attendance.

72.7% of our Primary students attended school regularly in 2019, compared to 69.6% of students in Like Schools.

50% of our Secondary students attended school regularly in 2019, compared to 56.1% of students in Like Schools.

In 2019, 0.4% of Primary students were within the Severe Risk (60% or less) category, compared to 2.3% of students in Like Schools.

In 2019, 7.7% of Secondary students were within the Severe Risk (60% or less) category, compared to 7.3% of students in Like Schools.

A downward trend in both Primary and Secondary attendance over the 2017-19 period is both disappointing and concerning. Whilst a small group of severe non-attending students have had a big impact on our results, a concerted effort by all staff is required to address this emerging issue. The Attendance and Engagement Plan will provide direction and clarity in this crucial area.

Memories of 2019



Junior Campus Harmony Day



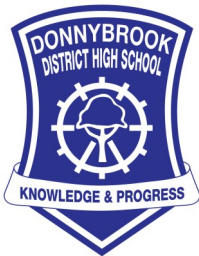
Senior Campus Harmony Day



Cows Create Careers



Certificate I Agriculture



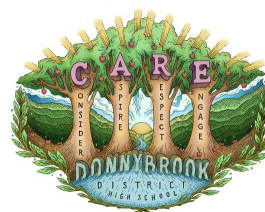
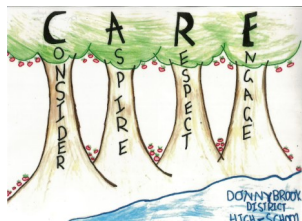
CARE

In 2016, Donnybrook District High School commenced implementation of Positive Behaviour Support (PBS). A program which is based on strong research and designed to support the school in establishing and maintaining a positive and engaging learning environment. The foundation was laid back in 2016 and at the end of 2019, the school is now well and truly into its PBS journey. An individual journey that is now:

- actively teaching students the behaviour expected of them
- acknowledging students who are displaying the expected behaviour
- raising both behavioural and academic expectations
- promoting a learning culture and
- holding students accountable for their actions.

A key part of the program was identifying the expected behaviours and through extensive consultation with students, parent and carer representatives and staff, our PBS Matrix was developed. These expected behaviours fit under the overarching attributes of **C**onsider, **A**spire, **R**espect and **E**ngage.

To promote **CARE** to our school community, it was important for this to be represented visually. Local Bunbury artist, Andrew Frazer, took Year 6 student Khloe Watson's ideas from her winning poster and used these as a stimulus to create an amazing design that represented Donnybrook and, importantly, the core attributes we will be continually seeking. I'm positive you will agree that Khloe provided Andrew with a terrific platform to build our striking logo. Khloe's concept of the apple trees, hills and river symbolise the town of Donnybrook and the colours used by Andrew support the message of **CARE**.



A special thank you to Khloe and Andrew, you created something very unique and extremely special that will be a big part of Donnybrook District High School's future!

In 2019, Donnybrook District High School said farewell to one of our most respected staff members. After 30 years in Public Education and 11 years of service at Donnybrook District High School, Garry Davis decided it was time to enjoy the next period in his life. As Deputy Principal, Garry worked tirelessly to provide a secure, safe and nurturing environment for our students and staff and encouraged parents and carers to be partners in the education of their children. **CARE** was at the forefront of his work and this ensured he had a significant impact on the lives of many students.

Garry is an absolute 'legend' and will always remain in the hearts of the wonderful school community that he helped to establish. He will be well pleased that we successfully appointed two new Deputy Principals, Lauren Jones at the Junior Campus, and Amanda Biddlestone at Senior Campus, who are both committed to continuing to deliver the high level of support he was renowned for.

This year has been no different than any other year, with numerous challenges being encountered and overcome. Importantly, the support of both the P&C and the School Board hasn't gone unnoticed and has been most appreciated. Both these groups **CARE** deeply about the students and the school community, meaning the school is better placed to achieve great things.

As always, we are genuinely excited about what lies ahead and urge you to engage with the school and support the staff and students in 2020.

Positive Behaviour Support



Curtain AHEAD Camp



Pink Stumps Day



Senior Campus Athletics Carnival



Junior Campus STEM Challenge