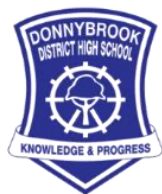


DONNYBROOK DISTRICT HIGH SCHOOL



ANNUAL REPORT 2020



Donnybrook District High School

Annual School Report 2020

2020 Staff

Principal

Mr James Milne

Associate Principal

Mrs Renee Reid

Deputy Principals

Ms Lauren Jones

Mrs Amanda
Biddlestone

Manager Corporate Services

Mrs Sarah Bible

School Officers

Mrs Delveen Cross

Mrs Jane Lockhart

Ms Janice Tyler

Mrs Sue Williams

Teachers: 31

Non Teaching Staff: 14

School Chaplain

School Psychologist

Gardeners/Handy Person

Principal's Message

I am very proud to be the Principal of Donnybrook District High School. Our school is not only highly regarded by the local community but it is a focal point of our Donnybrook community. The school community recognises that we have an unrelenting emphasis to improve student outcomes which focus on academic, sporting and cultural achievement, as well as a high-care service to students, as distinguishing features of Donnybrook District High School.

This school is a learning and connected community, where student needs are placed at the forefront of every decision made. Our commitment to this includes implementing evidence based programs, that pursue excellence, to ensure that all students achieve and strive for greatness at the level of which they are capable. At Donnybrook District High School, we are inspiring our students towards limitless possibilities for progress and achievement through Our Agreed Approach. We ensure each PLC recognises that all students achieve their best when they are engaged in learning and nurtured to grow and develop.

2020 has been a year with many changes, as change was the new norm. As your Principal, I take pride in leading an exceptional school community where we have all shown flexibility and resilience in the face of change. In 2020, the leaders and staff at DDHS, through their current unity of focus, and commitment to improved teaching and learning, focused on accelerating learning using evidenced-based practices. This resulted in the development of a common efficacy where the opportunities being afforded to our learners is of the highest quality and meets the diverse range of interests and learning needs.

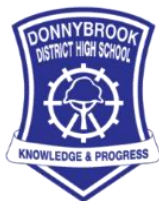
I look forward to continuing our DDHS narrative, of improving student outcomes, as we continue our trajectory of whole school excellence through our commitment to our students, caring and inclusive learning environments and, ultimately, being a school of innovation that others aspire to. As Principal, I give you my commitment that I will endeavour to embed a sense of lifelong learning with the staff, so that they can maintain their 21st century educational currency. I will ensure that we will prioritise our students to be problem solvers, collaborators, higher order thinkers and positive citizens who believe in inclusivity and are technologically aware, to become 21st century digital natives who will be able to confidently contribute to our global society.

The 2020 Annual Report provides a summary of our school's performance over the past year. The report is an overview of our performance data, as well as a celebration of the fantastic year that was 2020. Whilst we have analysed performance targets outlined in the 2020-2022 Business Plan, due to the cessation of NAPLAN for 2020, we have been unable to report against these targets. However, we are happy to share other amazing results with you. This year our school participated in an excellent school self-assessment validation where it was determined, "High levels of staff engagement and collaboration in the school assessment process is evidence of an embedded culture of reflection and improvement". All this, through our flexibility and resilience in a year where change was the new norm. It is a very exciting time and I encourage everyone to read the Business Plan 2020-2022.

Finally, I would like to express my deepest and sincere gratitude to: members of the School Board for their strong governance; Parents' and Citizens' Association for their continued support of the school; the Executive Team; and the dedicated staff and students - their loyalty, energy and achievements are seriously appreciated by all. It is with great pleasure and pride that I present to you the Donnybrook District High School Annual Report for 2020.

LOUISE DAVIDSON

PRINCIPAL



Donnybrook District High School

Annual School Report 2020

Your Child; Our Focus

Our Vision

Our school community vision is to provide a quality education that empowers all members to **Consider** others, **Aspire** to fulfil their potential, build wellbeing and **Respectful** relationships and **Engage** positively with their world.

At Donnybrook District High School, we know that the success of our students relies on using evidence based practises, explicit teaching and consistency in approach.

All students have the right to the best education we can provide and, as educators, we need to continue to reflect and grow to better our approach.

Positive Behaviour Support

Our Behaviour Matrix was implemented to maintain a positive and engaging learning environment. Our PBS Matrix highlights our behaviours of Consider, Aspire, Respect and Engage.



DONNYBROOK DISTRICT HIGH SCHOOL - BEHAVIOUR MATRIX

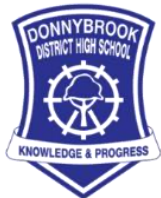
WE CARE BY:



VALUES	SHOWING CARE WE...	SEEKING TO ASPIRE WE...	DEMONSTRATING RESPECT WE...	DOING OUR BEST TO ENGAGE WE...
ALL SETTINGS	<ul style="list-style-type: none"> Are kind and considerate of others Use appropriate language Make wise choices Think about others when using social media Encourage others Help others Let others learn Let others speak 	<ul style="list-style-type: none"> Strive to do our best Aim to improve in all areas Build on our strengths Work on areas of need Set goals and work towards them 	<ul style="list-style-type: none"> Use technology appropriately Care for our buildings, grounds and property Use good manners Are honest and truthful Talk respectfully to others Accept differences Treat others how we would like to be treated Allow people to express and to be themselves Leave others' possessions alone Show pride in our school 	<ul style="list-style-type: none"> Are responsible for our own behaviour Are active listeners Are punctual Are prepared for lessons Follow class procedures Follow the school dress code Take a stand against bullying Show patience Know that it is safe to ask for help
CLASSROOM	<ul style="list-style-type: none"> Keep ourselves and others safe Work as part of a team 	<ul style="list-style-type: none"> Work to the best of our ability Aim to improve our Grades 	<ul style="list-style-type: none"> Respond and interact positively with everyone in the school community Are polite and courteous 	<ul style="list-style-type: none"> Listen to and follow instructions Demonstrate a positive attitude Persevere Work cooperatively in groups, pairs and alone Actively participate
SCHOOL GROUNDS	<ul style="list-style-type: none"> Play fairly and within the rules Include others where it is safe to do so Demonstrate sportsmanship Move quietly between lessons 	<ul style="list-style-type: none"> Are good role models for other students. Remove ourselves from conflict and seek help 	<ul style="list-style-type: none"> Share play areas and equipment Use equipment safely and return it to its correct place. Put litter in the bin. Report unsafe behaviour 	<ul style="list-style-type: none"> Use break times to prepare for next class Participate in break time activities
USE OF TECHNOLOGY	<ul style="list-style-type: none"> Respect the privacy of others and ourselves Use technology and mobile phones as the teacher instructs Assist others 	<ul style="list-style-type: none"> Understand the impact of technology on others Use technology for its intended purpose Use social media appropriately 	<ul style="list-style-type: none"> Seek online resources as instructed Are a good digital citizen Acknowledge the work of others Use websites matching the relevant learning activity 	<ul style="list-style-type: none"> Use our time effectively Produce our own work
REPRESENTING THE SCHOOL	<ul style="list-style-type: none"> Celebrate success with the community Support each other and our teams Care for others in the community 	<ul style="list-style-type: none"> Demonstrate positive citizenship Value community members 	<ul style="list-style-type: none"> Act responsibly Thank community members Promote a good school image Display good sportsmanship 	<ul style="list-style-type: none"> Make the most of learning experiences Actively listen to presenters Represent the school with pride

Our Agreed Approach

To support the strategies within our business plan, we have developed an agreed approach. The key aspects of Our Agreed Approach are: intervention and differentiation, collaboration and explicit teaching. As a whole staff, we agree that evidence based practice will support the progress of our students and our teaching practice must reflect that of our colleagues throughout the school.



When students feel connectedness with their school, they develop an understanding that the school cares about them as individuals, as well as their learning.

2020 has been a year of change, resilience and flexibility. Whilst under Department of Education Guidelines for WA public schools, we have limited our incursions and excursions. However, during the course of the year we celebrated many exciting results and events, whilst adhering to the advice and guidelines presented to us. The following are the highlights from the year:

- Class parent meetings
- On Entry testing
- School photos
- Bunbury Classic Tennis Tournament
- Senior Campus Swimming Carnival
- Primary Synergy Solar Car Challenge
- Fluoro Dance Off
- Assemblies
- Harmony Day Cup Cake Fundraiser – SC
- Whole school Footy Colours Day
- Junior Campus Cross Country
- Senior Campus Faction Cross Country
- Interschool Cross Country
- DDHS/Collie Band Workshop
- Pre-Primary Restaurant Night
- Parent Forum Year 3-7 Senior Campus
- Junior Campus Open Night Celebration of our Learning
- DDHS Concert Band Primary Concert
- Winter Carnivals
- Senior Campus Talent Quest
- Celebration of learning
- Pre Primary Restaurant Night
- Concert band performance at Junior Campus
- Transition days
- Kindy and Pre-Primary Concerts
- Year 6 Graduation Luncheon
- Year 6 excursion – Xcape at the Cape
- Electric Vehicle Challenge – 2/3rd in the state
- Book Week
- Road Trauma Day
- Year 6 /Kindy/PP transition days
- Simply Mad Music Concert
- Junior Campus Bingo Night and Dance off
- Swimming Lessons
- Book Fair
- Interschool Lightning Carnivals
- Spare Parts Puppet Theatre Visit
- Primary Basketball Carnival
- Parent Morning Tea
- Swimming Lessons
- Graduation – Year 10 and Year 6
- School and community movie night
- Public School Review



Donnybrook District High School

Annual School Report 2020

The School Board works with the school community to achieve the best outcomes for students.

School Board

In 2020, Our School Board consisted of ten members drawn from the school executive, staff, parents and representatives from the community. Co-opted Members were utilised for projects and finance reports. Meetings were held across the academic year, including our annual open meeting and some of our meetings were cancelled due to the pandemic. The primary aim of the Board is to provide governance, strategic guidance and monitoring of the school's performance.

The Board, led by the Board Chair, David Watson, played an important role in contributing to good school governance so that DDHS's resources are used efficiently and community expectations and the school's priorities reflect the needs of students.

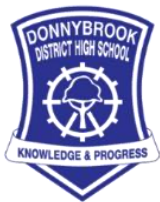
Message from David Watson, Chair

Being a member of the Donnybrook District High School Board is an important and rewarding role that contributes greatly to the success of a school. Members include the Board Chair, the Principal, parents, community and staff. In 2020, elections were held and we welcomed a new Board Member – Jesse Richards. We also said goodbye to Kirrylie Bacci and acknowledged and thanked her for her support and commitment to the Board.

The role of the Donnybrook District High School Board is one of governance, to set the long-term future of the school and maintaining oversight, not management, of the school's operations. The Board supports the Principal by providing additional expertise and advice to help the school to achieve the best possible outcomes for the students.

Its key functions include:

- Setting the long-term future for the school and maintaining oversight of the implementation of the school Business Plan by providing additional expertise to help the school achieve the best outcomes for students;
- Interrogation of school performance data including student performance, attendance rates, survey results etc.
- Annual budget;
- Assist with the formulation of school Codes of Conduct;
- Participate in a review of the performance of the school;
- Create interest, within and across the community, about the school;
- Fees and Charges and the Annual Voluntary Contributions;
- Liaise with other committees within the school e.g. the P&C.



Donnybrook District High School

Annual School Report 2020

The School Board works with the school community to achieve the best outcomes for students.

School Board

In 2020 the Board oversaw the implementation of the following decisions that made a significant positive impact to the school. These were:

- Endorsed the 2019 Annual Report
- Endorsed the Contributions and Charges for 2021
- Endorsed the Booklist for 2021
- Endorsed the School Development Days for 2021
- Noted the 2020 Annual Budget
- Participated with School Review that resulted with positive results
- Commenced new business plan 2020 - 2022
- Endorsed school development days

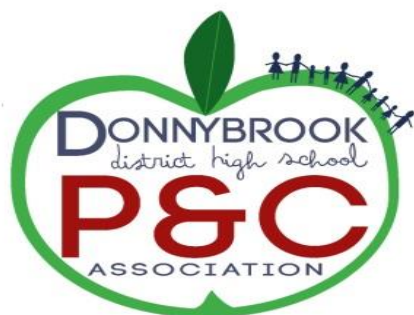
These achievements are testimony to Donnybrook District High School's narrative to an unrelenting focus to improve student outcomes, whilst working with the Board to support this with academic success, strong relationships within our local community, our ability to manage our resources well and the capacity building of the school board with strong governance.

Board Chair





The P and C works in a productive partnership with their school Principal and the community to promote the interests of the school and facilitate its development and further improvement to achieve the best possible outcomes for students.



P and C

Our Parent and Citizens Association rallied around to raise funds for our students in what was a challenging year. We thank them for their ongoing and relentless fundraising to improve the resources of our students.

P&C Report for DDHS Annual Report 2020

2020 was an interesting year for all organisations and the DDHS P&C was no exception. We had to be adaptable and flexible in order to survive the year that looked like none we had seen previously. I'm happy to say that we came through the process more resilient and stronger. This is a testament to the wonderful group of volunteers who work so hard and so passionately to help grow our school.

Canteen

The canteen continued to run while the school was open to the majority of students and offered their service three days of the week. Meal deals were offered each term to fundraise and add a bit of fun to the menu. I greatly appreciate the dedicated staff who are employed to run both the senior and junior campus canteens, and to all the volunteers who make it possible for the canteen to run at a profit which feeds funding back into the school. Your time is a wonderful contribution to the school. Many thanks to our Canteen Manager, Joelle Harcourt.

Uniform

The P&C continues to operate the uniform shop and offer items as close as possible to cost. This is enabled by the volunteer time contributed by our Uniform Coordinator, Belinda Watson, and has been greatly challenged by the loss of suppliers for certain items of the uniform affected by Covid-19. Despite the year that was, we increased uniform sales from the previous year.

Fundraising

Sadly the popular Easter Bonnet Parade, Easter Raffle and Colour Fun Run were cancelled in 2020 but our incredible and dedicated Fundraising Coordinator, Kiri Errey, managed to hold several events for the students when it was possible. These events are aimed as much at providing a fun social opportunity for the students as they are as a fundraiser.

We also hosted a sausage sizzle for 300 at the Celebration of Learning and gained some grant funding through Bendigo Community Bank and the Donnybrook-Balingup Shire. The Donnybrook Newsagency continues to support the P&C by donating a portion of school stationery list sales. All of these avenues of fundraising helped us to support projects for the school to benefit the students learning and growth.

Projects Funded in 2020

Contributions to the School in 2020 totalled just over \$13,000 and included the following projects:

- donation of hats to incoming Kindy students
- Senior Campus garden and fence project
- Electric Vehicle Challenge sponsorship
- sandpit for Year 1-2
- Year 1-2 Osmo classroom kits
- assembly stage for the junior campus
- annual subscriptions for Mathletics, Reading Eggs and Prodigy for all students
-

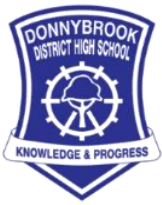
To all of our committee members of 2020, I sincerely thank you for your efforts in making the year a great one. Special thanks also to our Secretary Jess Mongan, Vice President Gwendoline Nidd and Treasurer Michaela Raccanello.

I would encourage any parents interested in joining the efforts of the P&C to come along to a meeting. We are only able to achieve so much with the generous contribution of our committee. It is a great way to meet people and have some fun too!

Karen Martella

P&C President





Leaders and staff recognise the importance of rigorous data analysis to guide classroom planning and teaching practice. Performance against school targets and longitudinal data are shared and analysed by all staff to inform this work.

Donnybrook District High School Context

Donnybrook District High School is a combined school (Kindergarten - Year 10) situated on two sites that lie 1.5 kilometres apart. Donnybrook District High School services the communities of Donnybrook, Kirup and Balingup. There are currently 422 students across both campuses of which 6.3 % of these are Aboriginal Students.

Donnybrook District High School has an index of Community Socio-Educational Advantage (ICSEA) of 963, whereas the average Australian school has an ICSEA OF 1000.

The Junior Campus at Mead Street caters for Kindergarten to Year 6, while the Senior Campus at Bentley Street has a country garden feel and caters for Year 7 to Year 10. In recent years there has been a concerted effort, to strengthen the links between both campuses by an increasing focus on sharing staff and facilities and combining for whole school events. This has been particularly successful and well received by the Donnybrook school community.

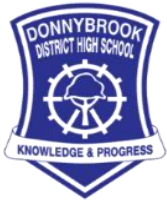
All Primary students (Yr 1-6) currently have access to Computing, Physical Education and Music teachers, which complement the teaching and learning delivered by their classroom teachers. The Year 5/6 students also attend an Options Program at the Senior Campus that provides them with access to Art, Physical Education, Design and Technology and Technology and Enterprise specialists and facilities.

The Year 7/8 students have access to specialist teachers in the core and non-core learning areas. For a small Secondary school, Donnybrook District High School is proud to offer these students Physical Education, Woodwork, Metalwork, Art, Food, Textiles, Information Communication Technologies and Library. The Year 9/10 students also have access to specialist teachers in the core and non-core learning areas, with the further option to undertake a Certificate 1 Course in Business, Hospitality, Metals and Engineering, Sport and Recreation or Horticulture.

School community partnerships are integral to the success of the school and are therefore a central focus of the school. Donnybrook District High School has established strong links with businesses within the local and broader communities that are enhancing the schools' programs and creating opportunities that are available to the students. The P&C has been reinvigorated through the commitment of new parents and carers. These parents and carers have vested significantly in supporting the school, its programs and the direction it is heading.

As a combined school we have a great deal to offer.





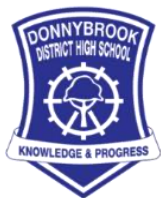
Strategic and operational resourcing aligned to the student-centred funding model is appropriate to address the priority needs of current students and future directions. Judicious oversight ensures financial management practices are effective.

Donnybrook District High School Special Programs and Initiatives

Targeted Initiatives (Detail):

- Student Allowances: Secondary Assistance Scheme - Education Program Allowance
- Additional Education Assistant
- Additional support for delivery of mental health programs
- Aspirant Principal Preparation Program (APPP)
- Graduate Teacher Induction Program and Graduate Curriculum Materials
- In School State and Federal Funded Chaplaincy Program
- Level 3 Classroom Teachers Additional Teacher Time
- National School Chaplaincy Programme
- Newly Appointed Principal Induction Program
- Road Safety Professional Learning
- Schools with Low Proportion of Level 3 Classroom Teachers
- Sporting Schools Programme





School Performance 2020

In 2020 the staff undertook a review of student achievement data where a School Assessment Plan allowed for comprehensive analysis of student achievement data. In 2020 NAPLAN was not carried out, however, DDHS was able to provide other in-depth analysis to promote the Targets of the 2017-2020 Business Plan. These targets provide a breadth of information to make measured, professional and realistic judgements about school performance, where achievement is expressed by student performance and progress is expressed by the growth that a student achieves.

Donnybrook District High School has an index of Community Socio-Educational Advantage (ICSEA) of 963, whereas the average Australian school has an ICSEA OF 1000.

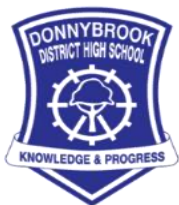
Our Business Plan Targets are based on measuring progress and achievement over the two-year period of the Business Plan 2020-2022. The data that we have gathered over the two years will enable us to measure the extent to which we are making progress in the achievement of the targets.

TARGET 1: HIGH PERFORMANCE IN LITERACY AND NUMERACY

High Performance in Literacy and Numeracy is a priority in the 2020-2022 Business Plan. To support addressing this priority area, the school has put in place milestones and strategies that are designed to collectively support student achievement and progress.



Shared understandings regarding best practice in delivering high quality teaching and learning, have been developed collaboratively by staff. Leaders' high expectations are articulated clearly and accepted uniformly to align with staff beliefs and drive classroom practice..



Donnybrook District High School

Annual School Report 2020

Analysis of systemic and school-based student achievement data informs planning and pedagogical practice.

PLD Spelling

Literacy is a key focus of primary school. PLD's evidence-based program focuses on teaching Structured Synthetic Phonics (SSP), in conjunction with motor and movement and oral language skills, to help children achieve broad level literacy skills.

Brightpath

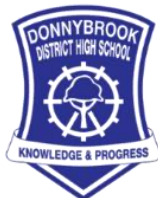
The Brightpath assessments have been designed to provide teachers with detailed information about their students' progression in learning and what their students need to learn next.

WARP MultiLit

The Wheldall Assessment of Reading Passages (or WARP) has been designed to identify low-progress readers, and to monitor their reading performance over time, using a quick, simple, reliable and valid test of oral reading fluency.

YEAR 6 2020 PROGRESS DATA

PLD SPELLING LEVEL AND %	SA SPELLING		PM BENCH MARK	WARP	BRIGHT PATH NARRATIVE	BRIGHT PATH PERSUASIVE
Sem 2 2020	Sem 2 2020		Sem 2 2020	Sem 2 2020	2020	2020
	CA	SA				
3 - 60%	11y 10m	10y 10m	30	17	240	-
3 - 31%	11y 7m	8y 4m	22	84	180	-
5 - 50%	13y	9y 11m	*	153	340	-
4 - 62%	11y 11m	10y 8m	*	135	300	-
3 - 19%	11y 10m	10y 8m	24	99	180	-
5-31%	11y 10m	11y 2m	*	171	380	360
6-31%	11y 6m	16+	*	167	370	400
6 - 65%	12y 1m	16+	*	200	320	450
5-6%	12y 4m	13y 5m	*	128	350	-
6 - 73%	11y 11m	16+	*	200	380	-
5 - 13%	11y 11m	16+	*	155	380	-
5-62%	12y 4m	16+	*	200	450	500
5-46%	11y 7m	16+	*	199	380	-
4-62%	12y	10y 5m	*	126	280	-
6-62%	11y 11m	16+	*	178	420	-
4 - 31%	11y 11m	10y 8m	*	161	350	-
4 - 6%	11y 11m	10y 8m	*	173	370	390
5 - 19%	12y 1m	10y 11m	*	147	360	350
4-50%	11y 6m	10y 11m	30	106	220	-
4-68%	12y 4m	9y 11m	*	146	360	-
3 - 50%	11y 10m	9y 11m	24	137	300	-
6-93%	12y	16+	*	190	380	445
2 - 25%	11y 8m	7y 2m	17	42	180	-
6-37%	11y 6m	16+	*	200	360	380
3 - 31%	12y 1m	8y 7m	25	88	200	-
4 - 19%	11y 10m	10y 5m	*	109	220	-



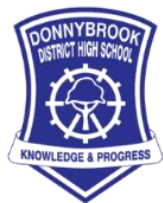
PAT Testing

Measuring a student's knowledge, skills and understanding in a subject helps pinpoint where they are in their learning journey – and what they need to progress.

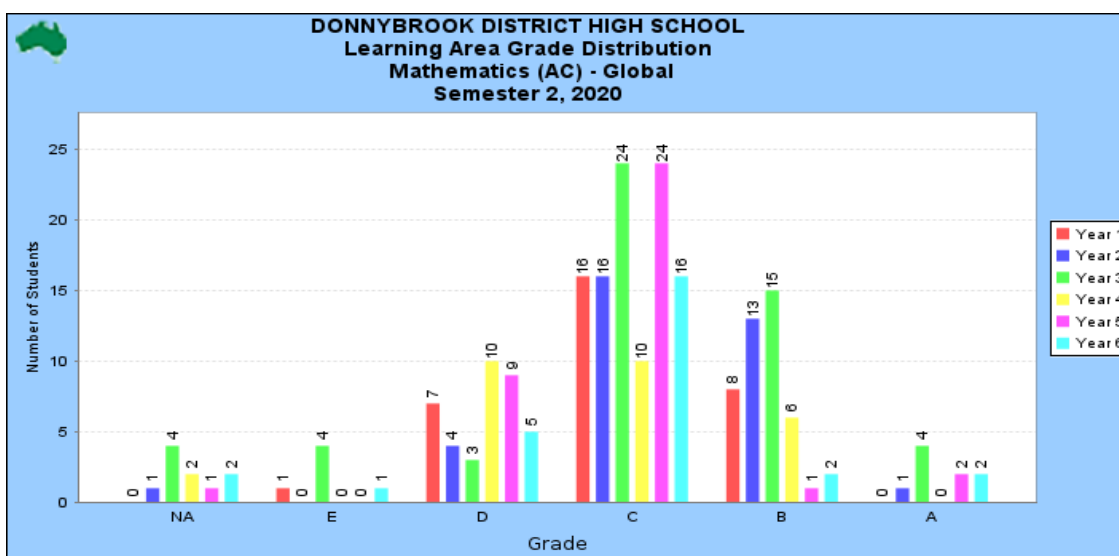
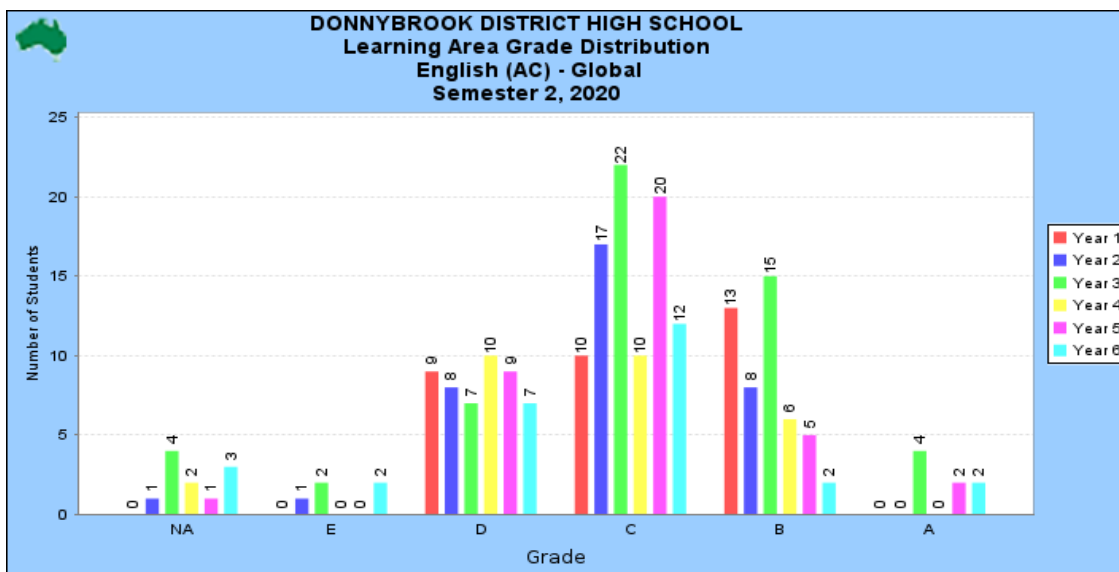
Year 7/8 LITERACY AND NUMERACY SUPPORT CLASS 2020 PROGRESS DATA

SPELLING			PAT MATHS				PAT READING			
Sem 1 2020	Re-test	Sem 2 2020	Sem 1 2020		Sem 2 2020		Sem 1 2020		Sem 2 2020	
			RAW	%	RAW	%	RAW	%	RAW	%
Stage 3	67%	Stage 4	9	25%	10	29%	14	38%	16	45%
	95%	Stage 6	NA		**15	44%	**17	50%	17	50%
Stage 2	60%	Stage 3	NA		9	25%	12	35%	15	42%
Stage 1	15%	Stage 2	6	17%	10	29%	6	17%	9	25%
Stage 3	65%	Stage 4	17	48%	23	67%	17	50%	19	54%
Stage 3	70%	Stage 5	13	37%	13	38%	17	50%	13	37%
Stage 5	100%	Stage 6	16	45%			16	47%	NA	
Stage 5	72%	Stage 5	11	31%	16	47%	NA		19	54%
	92%	Stage 6	NA		18	52%	NA		*15	42%
Stage 1	25%	Stage 2	22	62%	21	61%	12	35%	14	40%
Stage 1	32%	Stage 3	4	11%	11	32%	7	20%	4	11%
Stage 5	84%	Stage 5	5	14%	5	14%	11	32%	9	25%
	47%	Stage 2	NA		9	26%	NA		8 (DNF)	22%
Stage 2	55%	Stage 3	6	17%	8	23%	12	35%	5	14%
Stage 5	85%	Stage 5	10	28%	21	61%	13	38%	17	50%
Stage 6	100%	Stage 6	19	54%	24	70%	25	73%	NA	
Stage 5	90%	Stage 6	7	20%	10	29	11	32%	16	45%
Stage 2	75%	Stage 5	12	34%	21	61%	14	41%	14	41%
	100%	Stage 6	NA		**24	68%	**20	58%	18	51%

Targeted strategies including: Promoting Literacy Development; PM Benchmark; MiniLit; MacqLit and numeracy support, enhance curriculum differentiation and assessment.



Parents articulate strong satisfaction with the level of student progress resulting from curriculum intervention strategies.



Results of the Public School review have highlighted that leaders and staff recognise the importance of rigorous data analysis to guide classroom planning and teaching practice. Performance against school targets and longitudinal data are shared and analysed by all staff to inform this work. This has been achieved with data analysis through:

- Whole-school strategies for intervention and support have ensured improved alignment between grading and systemic achievement data.
- Staff commitment to improved student achievement and progress is demonstrated through rigorous planning and the achievement of targets.
- Student achievement data in NAPLAN (Year 3, Year 5 and Year 9) has been above like schools consistently since 2015.
- Student progress and achievement (Years 3-5, 5-7 and 7-9) was higher than like schools in writing in 2019.
- Parents articulate strong satisfaction with the level of student progress resulting from curriculum intervention strategies.



Staff commitment to improved student achievement and progress is demonstrated through rigorous planning and the achievement of targets.

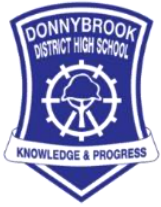
Findings

This target was met showing that our students are all achieving.

Recommendations

To further improve our performance in Literacy and Numeracy, the Literacy and Numeracy Committees continue work towards developing a whole school focus towards Literacy and Numeracy. Peel Language Development School have been contacted to discuss ways they can support our teachers, focusing on Early Childhood teachers. This relationship and support will further develop throughout 2021. Business Plan and Operational Plan strategies will be a focus in PLCs. This will assist with driving change and put a focus on improving Literacy and Numeracy. We will continue to improve the data literacy of staff to enhance analysis of student performance at the classroom, phase and whole-school levels.





All teaching staff meet the professional requirements to teach in Western Australian public schools and are registered with the Western Australian College of Teaching.

School Performance 2020

TARGET 3: STRONG STAFF PERFORMANCE AND DEVELOPMENT

All Teachers at Donnybrook District High School are driven to grow and are looking for ways to improve their practice so as to provide the best possible outcomes for the students. In 2020 the staff undertook a comprehensive review of student achievement data in the National Assessment Program – Literacy and Numeracy (NAPLAN). Our school uses this information to:

- Assist in moderation of our professional judgements on student performance
- Identify areas of success and challenge to inform strategic planning, as well as curriculum and staffing decisions
- Identify specific student groups that require case management
- Celebrate the achievement made by students
- Celebrate the progress made by students

Other areas of professional Learning that the teachers undertook were:

Aboriginal Cultural Appreciation -2020

- Accountable and Ethical Decision Making
- Anaphylaxis Prevention and Management
- Asbestos Awareness Training
- Be You: Caught in the Crossfire – Employee Relations 2020
- Child Protection and Abuse Prevention - 2020
- CMS
- Excursions Policy
- Explicit Teaching and Differentiation
- Focus 2020/Your Child; Our Care/Our Agreed Approach
- Functional Behaviour Analysis and
- Introduction to Student-Centred Funding 2020
- Introduction to the School Resourcing System 2020
- Ketawa Indonesian
- Newly Appointed Principals Induction program – 2020
- Occupational Safety and Health
- Online Student Census System Training (PLIS) 2020
- PBS – responding to unproductive behaviours
- Peer observation – Growth Coaching Focus PLD (Diana Rigg)
- PLD Spelling/Reading Training
- Principal Briefing South West 2020 PRINCIPAL ELIGIBILITY MODULES 2020
- Recordkeeping Awareness Training -2020 Synthetics Zones of Regulation
- Be You Mental Health
- Bar Model Webinar
- English K-6 developing a whole school approach to reading, The Magic of Observational and Playful Writing Getting started with Digital Learning Platforms,
- TDS Mathematics K-6 Effective Lesson Design, calculate: Understanding and teaching the strategies,
- Literature and The Arts: Using text to engage across The Arts
- Early Years K-6 Systematic Phonics and Decodable Reading '101' vocabulary
- Maximising learning in mathematics: Teaching content through the proficiencies, Developing Quality Assessment,
- Numeracy Problem Solving using Different Strategies,
- STEM K-6 Planning for the M in STEM
- SSSEN Disability Introduction to Self-Awareness and Regulation



Teachers have noted the positive impact of targeted programs for participating students through greater levels of progress than previously made.

Findings

This target was met showing that our staff are actively engaged in improvement.

Recommendations

To further improve our performance staff will continue with professional learning that assist to embed 'Our Agreed Approach'.

School Performance 2020

TARGET 4: SUPPORTIVE AND INCLUSIVE ENVIRONMENT IN WHICH STUDENTS THRIVE

Leaders, staff and students are dedicated to the values of: 'Consider others; Aspire to fulfil their potential; build wellbeing and Respectful relationships; and Engage positively with their world'. There is a genuine commitment to these traits underpinning the actions of all staff and students.

The Public School Review found that:

- Parameters for student attendance have been articulated clearly and supported diligently to enhance student engagement.
- Leaders and staff have identified and provided quality intervention programs and support strategies for students at educational risk.
- The 'student voice' is acknowledged, leading to engaging and respectful relationships between staff and students.
- The Health and Wellbeing Operational Plan articulates the school's approach to successfully addressing mental health through initiatives including Be You and Zones of Regulation.
- Underpinned by the PBS1 framework, the school provides a supportive and inclusive environment in which students thrive.
- Enhancements to the indoor and outdoor physical environment have added value to the aesthetics and the student learning experience.

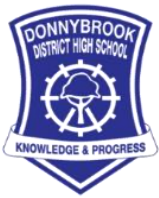
Findings

This target was met showing that our staff are ensuring a supportive and inclusive environment in which students thrive.

Recommendations

To further improve our performance staff will continue with Individual Pathway Plans, and improve student engagement through a focus on instructional programs and practise.





Processes to engage parents and community members in partnerships are considered, strategic and effective. Respectful and trusting relationships are founded on a genuine interest in the school and what it offers the students of the community.

School Performance 2020

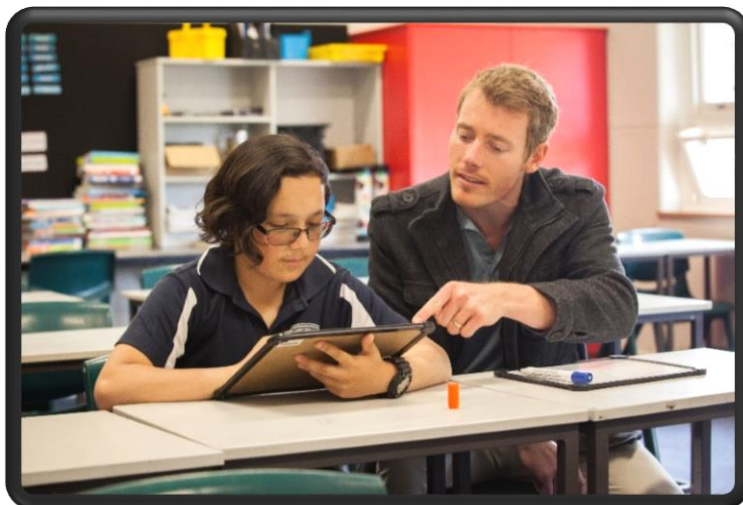
TARGET 5: ONE SCHOOL WORKING IN PARTNERSHIP WITH ITS COMMUNITY

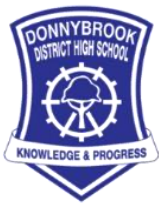
Our school recognises that parents and the broader community play a vital role in supporting successful learning outcomes for our students. We aim to foster and enhance strong partnerships between parents and the school through a connected community, hence promoting the importance of enhancing inter-agency partnerships to support families and early intervention. The National School Opinion Survey is conducted over two years. The purpose of the survey is to measure the extent of satisfaction among families, students and teachers on a range of key aspects of our school's performance and operations. 84% of our parents and family members surveyed believe that, 'This school has a strong relationship with the local community.'

Underpinning our goals to build a stronger connected community are key areas of teaching, learning environment, relationships, leadership and resources. Our National School Opinion Surveys highlighted the results of parents and staff, showing an overwhelming majority felt that the school had a strong relationship with the local community.

The Donnybrook District High School's Parents' and Citizens Association's main purpose is to support the school for the benefit of all students. Our P&C consists of enthusiastic parents and other interested community members who contribute their ideas and skills to the school in a variety of ways. All parents, family members and carers are encouraged to become members of the P&C as it offers them the opportunity to be aware of what is happening in the school and how they can contribute if they wish. The more opinions we have, the more rounded and helpful our combined suggestions, ideas and visions will be to the school community.

Our community involvement in our events continues to grow each year. The whole school Graduation evening was extremely well attended, the family members love to see the students receive accolades for academic and non-academic success. We share our events on our Donnybrook District High School Facebook Page.





The school prides itself on the strong and supportive relationships it has developed with parents and carers.

School Performance 2020

TARGET 5: ONE SCHOOL WORKING IN PARTNERSHIP WITH ITS COMMUNITY

Aboriginal Community

We are working with our Aboriginal community to promote awareness and belonging in our school community. Unfortunately, many of the activities we had planned could not be carried out due to the extraordinary circumstances of COVID-19.

The community involvement in our events continues to grow each year.

The whole school celebration of learning was extremely well attended, with parents and community members enjoying a sausage sizzle and sharing quality time with their child, looking at their work samples and seeing the progress each child makes.

In 2020, we were delivering Certificate I in Business, Certificate I in Sport and Recreation, and Certificate I in Hospitality auspiced through South Regional TAFE. We also ran a STEM workshop program in D&T. Unfortunately, due to Covid restrictions, our students were unable to do their work placements as they had done previously however, we did have 8 students complete work experience in community businesses in Term 4, three for an extended period of time. This led to three of our Year 10's securing apprenticeships. Two at local company ANR Engineering and one at a cabinet maker/furniture designer in Vasse.

Additionally, the students through their HASS classes were engaging with local businesses as part of Creative Schools projects and our partnership with artist, Andrew Fraser. The students joined members of the community to look at future local projects at the re-developed Goods Shed.

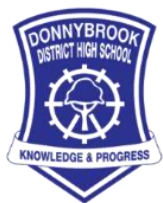
Our Year 10 students attend a day each year, Road Trauma Prevention Day, where the local emergency services community spend an entire day, with demonstrations from ambulance, police, fire, RAC Rescue helicopter and the TWUWA truck drivers, discussing and demonstrating to the students about making good choices.

Findings

This target was met showing that Donnybrook District High School is actively engaged with the local community.

Recommendations

To continue to support Individual Pathway Plans to support students to access various pathways within the community.



Donnybrook District High School

Annual School Report 2020

Attendance

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2017	93.5%	92.9%	93.8%	91.8%	82.3%	81.2%	93.4%	92%	92.7%
2018	93.2%	93.1%	93.7%	90.1%	87.2%	80.8%	93%	92.8%	92.6%
2019	92.9%	91.9%	92.7%	89.5%	82.5%	79.5%	92.7%	91.3%	91.6%

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2017	88.8%	87.9%	89.7%	79.5%	71.7%	66.6%	88.3%	86.8%	87.8%
2018	87.6%	88.9%	89.6%	82.7%	76.6%	66%	87.3%	88.3%	87.6%
2019	86%	87.7%	88.8%	82.7%	71.2%	65.8%	85.8%	86.5%	86.8%

The 2020 attendance rates are not available for publication as they were adversely affected by the COVID-19 pandemic and are not comparable to previous years.

Recommendations

Continue to use and further promote attendance and automated requests for an explanation to a nominated parent's phone when a child is absent.

Following policy procedures for students who have moved on without a forwarding address or re-enrolment in another school.

Teacher vigilance in following up with parents when a student is absent.

Formal recognition of an end of year, Celebration Night Award for those students with 100% attendance.

Following the policy to gain recognition for attendance.

Adherence to the DDHS Attendance Policy.



Parameters for student attendance have been articulated clearly and supported diligently to enhance student engagement.

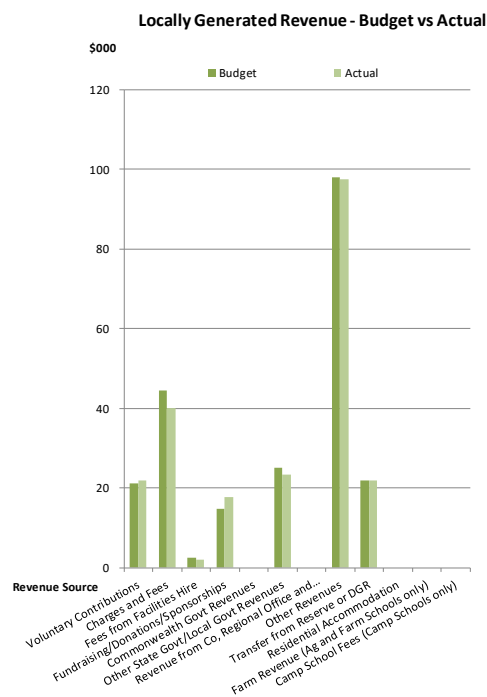
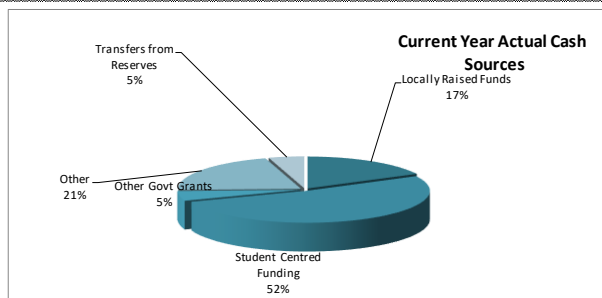


Donnybrook District High School

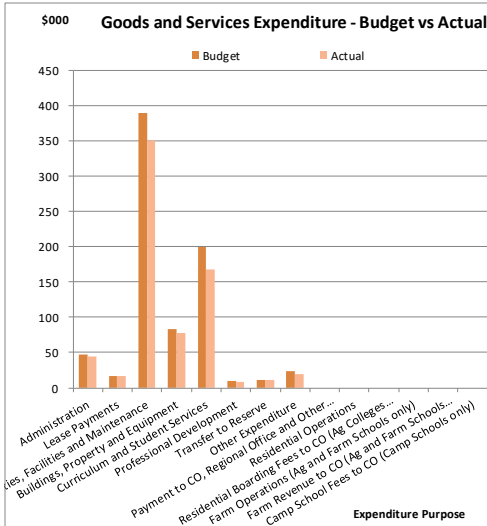
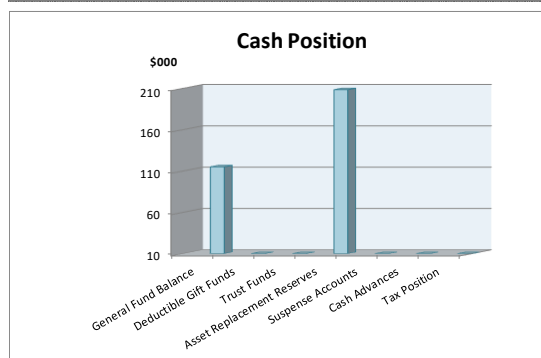
Annual School Report 2020

FINANCIAL SUMMARY at 31st DECEMBER 2020

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 21,113.00	\$ 21,838.06
2 Charges and Fees	\$ 44,400.20	\$ 39,971.22
3 Fees from Facilities Hire	\$ 2,409.00	\$ 1,903.64
4 Fundraising/Donations/Sponsorships	\$ 14,816.00	\$ 17,816.84
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ 25,000.00	\$ 23,432.25
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8 Other Revenues	\$ 97,913.80	\$ 97,523.00
9 Transfer from Reserve or DGR	\$ 21,958.00	\$ 21,958.00
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 227,610.00	\$ 224,443.01
Opening Balance	\$ 342,691.00	\$ 342,692.01
Student Centred Funding	\$ 242,741.49	\$ 242,741.49
Total Cash Funds Available	\$ 813,042.49	\$ 809,876.51
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 813,042.49	\$ 809,876.51



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 47,654.24	\$ 44,287.56
2 Lease Payments	\$ 16,500.00	\$ 16,313.92
3 Utilities, Facilities and Maintenance	\$ 388,843.64	\$ 350,179.45
4 Buildings, Property and Equipment	\$ 83,225.00	\$ 77,358.27
5 Curriculum and Student Services	\$ 199,364.39	\$ 167,422.54
6 Professional Development	\$ 10,000.00	\$ 8,715.87
7 Transfer to Reserve	\$ 11,500.00	\$ 11,500.00
8 Other Expenditure	\$ 22,901.12	\$ 19,074.99
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	\$ 779,988.39	\$ 694,852.60
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 779,988.39	\$ 694,852.60
Cash Budget Variance	\$ 33,054.10	\$ -



Cash Position as at:	
Bank Balance	\$ 318,434.62
Made up of:	
1 General Fund Balance	\$ 115,023.91
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 208,382.98
5 Suspense Accounts	\$ (7,019.27)
6 Cash Advances	\$ (45.00)
7 Tax Position	\$ 2,092.00
Total Bank Balance	\$ 318,434.62

Evidence-based decision making underpins high-quality resource management and deployment.