

Donnybrook District High School

Annual School Report 2021

2021 Staff

Principal

Ms Louise Davidson

Associate Principal

Dr Iain Browning

Deputy Principals

Mrs Lauren Brown

Mrs Amanda Biddlestone

Manager Corporate

Services

Mrs Sarah Bible

School Officers

Mrs Delveen Cross

Mrs Jane Lockhart

Ms Tara Collard

Mrs Sue Williams

Teachers: 33

Support Staff: 26

School Chaplain

School Psychologist

Gardeners/Maintenance

Introduction

The 2021 Annual Report provides a summary of our school's performance over the previous twelve months. It provides details of student performance in academic and non-academic areas and outlines the progress we have made in implementing key strategies outlined in our 2020-2022 Business Plan, **Your Child; Our Focus**. Importantly, it also describes the extent to which we have achieved the targets and milestones we set in our plan.

Within this report is a snapshot of the school wide data we utilise as a crucial element of our self-assessment and cycle of planning and reporting. This data is used to identify how our students and staff are progressing, and from an analysis of that data we reflect upon areas of strength and areas of need. If intervention is identified, we direct both human and financial resources in that direction.

Importantly this report provides an overview of our financial operations, which are critical for addressing the focus areas outlined within our Business Plan. These 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

As an Independent Public School, Donnybrook District High School is committed to implementing and achieving all the Statement of Expectation. This document is a signed agreement between the School Board, the School and the Department of Education. This Annual Report presents a summary of the extent to which we have achieved this.

2021 was a challenging year for students, staff and our school community. It was a year that tested their resilience and resolve on far too many occasions. What was evident was the way they came together to get through these events and experiences, bringing them closer to one another, displaying the genuine **CARE** that makes our school and community so magnificent.

A significant highlight of 2021 was Miss Belle Hancock's WA Education Award nomination. Belle's outstanding start to her career, saw her worthy of a nomination for Beginning Teacher of the Year. Although she wasn't a finalist, she was very deserving of this nomination and is certainly a 'winner' in our eyes.

After a year in Perth, I'm definitely thrilled to step back into the school. I'm looking forward to a renewed focus on our Business Plan, **Your Child; Our Focus** and working with staff, the School Board and the P&C for the betterment of our students.

James Milne

Principal



NAPLAN - Numeracy

School Performance in comparison with all WA Public Schools

NAPLAN	NAPLAN - Numeracy											
	2018				2019				2021			
	Year 3	Year 5	Year 7	Year 9	Year 3	Year 5	Year 7	Year 9	Year 3	Year 5	Year 7	Year 9
Comparative Performance												

Percentages of students Above, At, and Below National Minimum Standard Levels

NAPLAN National Minimum Standard (NMS)	NAPLAN - Numeracy											
	2018				2019				2021			
	Year 3	Year 5	Year 7	Year 9	Year 3	Year 5	Year 7	Year 9	Year 3	Year 5	Year 7	Year 9
Above NMS	86%	79%	82%	88%	82%	76%	82%	86%	80%	92%	60%	87%
At NMS	12%	19%	15%	9%	15%	21%	13%	11%	17%	4%	32%	6%
Below NMS	2%	2%	3%	3%	3%	3%	5%	3%	3%	4%	8%	6%

Percentages may not add up to 100% due to rounding.

To support high performance in Numeracy:

- Whole School data will be used to drive classroom and whole school planning. The Numeracy Committee, comprised of teachers from both the Junior and Senior Campuses, will lead the school in developing a mental maths focus and support teachers with the implementation of this within their classrooms.
- Carefully established Professional Learning Communities will be used to support the communication and implementation of focuses that are led by the Numeracy Committee. A member of the Numeracy Committee will lead discussions at Professional Learning Community meetings to provide a high level of support and collaboration regarding whole school focuses. The Primary and Secondary Action Learning Models will reflect the Numeracy focus.
- Explicit teaching will continue to be embedded within all classrooms during a Numeracy Block. Teachers will use the learning intentions (WALT) and success criteria (WILF) to give students explicit feedback on their learning.
- RIC Mathematics resources have been implemented into classrooms across the Junior Campus. These resources provide a platform for the continuity of strategies and language across classrooms. Ongoing assessments using these resources allows for moderation between classrooms and consistent expectations.
- On the Senior Campus, Mathematics programs are aligned with Bunbury Senior High School. This allows for moderation across schools and networks and is an area that will continue to be a focus.



NAPLAN - Reading

School Performance in comparison with all WA Public Schools

NAPLAN	NAPLAN - Reading											
	2018				2019				2021			
	Year 3	Year 5	Year 7	Year 9	Year 3	Year 5	Year 7	Year 9	Year 3	Year 5	Year 7	Year 9
Comparative Performance												

Percentages of students Above, At, and Below National Minimum Standard Levels

NAPLAN National Minimum Standard (NMS)	NAPLAN - Reading											
	2018				2019				2021			
	Year 3	Year 5	Year 7	Year 9	Year 3	Year 5	Year 7	Year 9	Year 3	Year 5	Year 7	Year 9
Above NMS	93%	74%	77%	69%	79%	69%	73%	77%	83%	78%	69%	69%
At NMS	2%	19%	20%	29%	12%	24%	22%	20%	14%	11%	23%	28%
Below NMS	5%	6%	3%	3%	9%	7%	5%	3%	3%	11%	8%	3%

Percentages may not add up to 100% due to rounding.

To support high performance in Reading:

- Collaboration will be led by the Literacy Committee through the Professional Learning Communities. Members of the Literacy Committee will review whole school data to develop a focused plan on Reading.
- Whole school data and classroom data will drive the focus of explicit teaching in Reading. On the Junior Campus, teachers will implement a specific reading focus and students will practise the focus throughout their guided reading sessions.
- Identified students will continue to be supported through the implementation of the reading intervention programs MiniLit and MacqLit, on both the Junior Campus and Senior Campus.
- InitialLit has been implemented in 2022 to support the early intervention of Literacy for Pre Primary students.
- Peer and classroom observations will be conducted within all classrooms to provide a supportive and accountable environment for all.



NAPLAN - Writing

School Performance in comparison with all WA Public Schools

NAPLAN	NAPLAN - Writing											
	2018				2019				2021			
	Year 3	Year 5	Year 7	Year 9	Year 3	Year 5	Year 7	Year 9	Year 3	Year 5	Year 7	Year 9
Comparative Performance												

Percentages of students Above, At, and Below National Minimum Standard Levels

NAPLAN National Minimum Standard (NMS)	NAPLAN - Writing											
	2018				2019				2021			
	Year 3	Year 5	Year 7	Year 9	Year 3	Year 5	Year 7	Year 9	Year 3	Year 5	Year 7	Year 9
Above NMS	93%	70%	54%	47%	91%	72%	61%	77%	94%	89%	77%	62%
At NMS	2%	21%	23%	19%	9%	14%	20%	9%	6%	7%	12%	22%
Below NMS	5%	9%	23%	33%	0%	14%	20%	14%	0%	4%	12%	16%

Percentages may not add up to 100% due to rounding.

To support high performance in Writing:

- On the Junior Campus, moderation processes will continue with teachers utilising Professional Learning Community meetings to assess common writing tasks.
- Teachers will use Brightpath to moderate student's writing samples. This data from cold tasks will be used by teacher to hold conversations with students regarding their individual writing goals, differentiation and use the teaching points to explicit teach aspects of writing. Data from the hot tasks will be used by teachers to provide explicit feedback to students.
- On the Senior Campus, teachers will be upskilled in the use of Brightpath, allowing for across campus Moderation. Teachers use the English programs from Bunbury Senior High School, providing further opportunities for moderation and collaboration.



NAPLAN - Spelling

School Performance in comparison with all WA Public Schools

NAPLAN	NAPLAN - Spelling											
	2018				2019				2021			
	Year 3	Year 5	Year 7	Year 9	Year 3	Year 5	Year 7	Year 9	Year 3	Year 5	Year 7	Year 9
Comparative Performance												

Percentages of students Above, At, and Below National Minimum Standard Levels

NAPLAN National Minimum Standard (NMS)	NAPLAN - Spelling											
	2018				2019				2021			
	Year 3	Year 5	Year 7	Year 9	Year 3	Year 5	Year 7	Year 9	Year 3	Year 5	Year 7	Year 9
Above NMS	83%	79%	63%	83%	82%	76%	66%	80%	78%	89%	76%	62%
At NMS	7%	21%	29%	8%	9%	7%	27%	11%	19%	4%	16%	31%
Below NMS	10%	0%	9%	8%	9%	17%	7%	9%	3%	7%	8%	6%

Percentages may not add up to 100% due to rounding.

To support high performance in Spelling:

- Students on the Junior Campus and Senior Campus will continue to engage in the PLD spelling program. To ensure the content and assigned tasks are differentiated, students complete a placement test at the beginning of each term. Moderation across campuses will become a focus and be supported by the Literacy Committee, as there are members from both campuses.
- English programs on the Senior Campus will reflect those of Bunbury Senior High School. This will allow for moderation of common assessments and supporting students in their progression to BSHS beyond Year 10.
- A focus on spelling will be evident across all learning areas, including strategies of context specific word walls and vocabulary lists.



NAPLAN – Grammar and Punctuation

School Performance in comparison with all WA Public Schools

NAPLAN	NAPLAN - Grammar & Punctuation											
	2018				2019				2021			
	Year 3	Year 5	Year 7	Year 9	Year 3	Year 5	Year 7	Year 9	Year 3	Year 5	Year 7	Year 9
Comparative Performance												

Percentages of students Above, At, and Below National Minimum Standard Levels

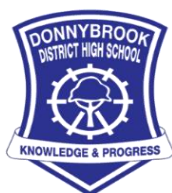
NAPLAN National Minimum Standard (NMS)	NAPLAN - Grammar & Punctuation											
	2018				2019				2021			
	Year 3	Year 5	Year 7	Year 9	Year 3	Year 5	Year 7	Year 9	Year 3	Year 5	Year 7	Year 9
Above NMS	79%	79%	74%	75%	82%	69%	68%	71%	81%	78%	72%	59%
At NMS	14%	13%	20%	22%	12%	7%	24%	17%	14%	15%	16%	25%
Below NMS	7%	9%	6%	3%	6%	24%	7%	11%	6%	7%	12%	16%

Percentages may not add up to 100% due to rounding.

To support high performance in Grammar and Punctuation:

- The Literacy Committee will continue to lead a focus on the explicit teaching of Grammar and Punctuation.
- Grammar and punctuation will be a focus throughout all writing activities across both the Junior and Senior Campuses.
- Professional Learning Committees will be used as a conduit for collaboration regarding strategies to explicitly teach grammar and punctuation.
- Students will collaboratively develop learning goals related to grammar and punctuation within their writing. Teachers will use these goals to provide students with explicit feedback.

	Below Expected performance in comparison to the results of all other WA public schools
	Expected performance in comparison to the results of all other WA public schools
	Above Expected performance in comparison to the results of all other WA public schools
	No data available or number of students is less than 6 or the Socio-Economic Index is under review



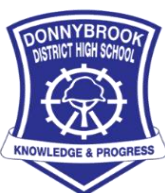
Donnybrook District High School

Annual School Report 2021

Business Plan Review - Term 1 2022

High Performance in Literacy and Numeracy	
Build the capacity of our teaching staff through carefully established Professional Learning Communities (PLC's) that support high level of collaboration, peer observation and coaching.	
Analyse and use student data to: <ul style="list-style-type: none">- inform and improve teaching and learning;- differentiate curriculum;- identify trends at the whole school, classroom and individual level;- implement improvement strategies; and- improve progress in Literacy and Numeracy.	
Embed the use of explicit teaching in all curriculum areas including the use of learning intentions (WALT), success criteria (WILF), goal setting and the provision of explicit feedback to students.	
Improve whole school moderation, assessment and use of networks to ensure accurate reporting of student progress.	
Develop a whole school Numeracy plan that can be implemented by specific learning areas in their learning contexts, focusing on progress in Numeracy.	
Develop a whole school Literacy plan that can be implemented by specific learning areas in their learning contexts, focusing on progress in Reading, Spelling and Grammar and Punctuation.	

Targeted Intervention to Support all Students	
Develop a Professional Learning plan to upskill educators to develop individualised educational programs addressing specific learning difficulties.	
Adapt programs to suit to the needs of vulnerable students in Years 6 - 10.	
Develop targeted intervention plan and process to meet the needs of SAER and other vulnerable students in partnership with parents and other stakeholders: <ul style="list-style-type: none">- provide appropriate intervention in the Early Years to support the development of fundamental Literacy and Numeracy skills; and- provide a targeted intervention and remediation program in Year 7 and 8 through the Literacy and Numeracy support program.	
Specific enrichment extension program implemented in Year 6 and Year 9/10 extends students who are achieving beyond their year level.	



Donnybrook District High School

Annual School Report 2021

Strong Staff Performance and Development

Provide support and opportunities for staff to strengthen their professional expertise.	Yellow
Utilise student surveys and plenaries for regular students feedback on progress and understanding.	Yellow
Strengthen the effectiveness of PLCs to focus on student progress and achievement.	Green
Ensure the Leadership Team has the capacity to grow and to support the school community.	Green

Supportive and Inclusive Environment in Which Students Thrive

Support staff to balance responsibilities and expectations with regards to student and staff wellbeing.	Green
Build on our whole school Mental Health Action Plan to better support our whole school community.	Yellow
Create opportunities for staff to share engagement strategies and best practice around curiosity.	Yellow
Consolidate Positive Behaviour in Schools (PBS) Tier 1 interventions and processes, and build capacity to move to Tier 2.	Yellow
Continue with the implementation of our school's PBS system and build the capacity of the PBS team to lead and advocate for PBS.	Green

One School Working in Partnership with its Community

Provide a variety of opportunities for the community to engage with the school and for students to engage with the community.	Yellow
Continue to monitor school attendance data to improve attendance.	Green
Streamline and strengthen communication with all stakeholders.	Yellow
Refine handover processes and evidence from year to year to support student transition.	Green

High Performance in Literacy and Numeracy

Strategy	What is Working	Where to now?
Build the capacity of our teaching staff through carefully established Professional Learning Communities (PLC's) that support high level of collaboration, peer observation and coaching.	Staff collaboration	Increased structure and accountability in PLCs
	Regular PLC Meetings	Regularly meetings that are planned for
	High level of support between staff	Ensure PLCs are relevant to all stakeholders
	Discussion of data and moderation (Brighpath)	More focus on Numeracy Scheduled and explicit peer observations with a criteria and process
Analyse and use student data to: - inform and improve teaching and learning; - differentiate curriculum; - identify trends at the whole school, classroom and individual level; - implement improvement strategies; and - improve progress in Literacy and Numeracy.	Good OLNA and Yr 7/9 NAPLAN results	Targeted intervention for identified students
	Differentiation in some classes	small group intervention at SC
	success in student progress with MiniLit and MacqLit	More classroom observations
	Diana Rigg (Phonics Program)	Planned data review
	Cross curricular efforts	Numeracy focus in PLC
	Excellent data handed over to new teachers	Data analysis and it's use in the classroom (both Literacy and Numeracy)
	Brightpath used for differentiation in Writing.	Data analysis and it's use in the classroom (both Literacy and Numeracy) Promoting through staff meetings, peer observations and PLCs
	Whole school assessments and data collection.	
Embed the use of explicit teaching in all curriculum areas including the use of learning intentions (WALT), success criteria (WILF), goal setting and the provision of explicit feedback to students.	WALT and WILF (JC) and learning intentions and success criteria (SC) used by most	
	Gradual Release Model (I do, We do, You do) to outline expectations	Improve students understanding of goal setting towards their future aspirations
	Shared vocabulary to lesson structure	Explicit, individual feedback to be a focus
	Sharing of warm up ideas and peer observations	Shared file of WALT and WILF
	Goal setting as part of lesson	Student voice to contribute to success criteria or WILF
	Moderation across other schools (SC)	Moderation between Yr 6 and MESH teachers at the
Improve whole school moderation, assessment and use of networks to ensure accurate reporting of student progress.	Whole school assessment	Build external networks on
	Brighpath	Purposeful and planned moderation sessions both within the school and externally.
	Use of the judging standards	Purposeful and planned moderation sessions both within the school and externally.
	Use of PLC for moderation	Purposeful and planned moderation sessions both within the school and externally.

High Performance in Literacy and Numeracy

Strategy	What is Working	Where to now?
Develop a whole school Numeracy plan that can be implemented by specific learning areas in their learning contexts, focusing on progress in Numeracy.	Numeracy plan complete and accessible to staff	Ensure staff know the location of Numeracy shared resources
	Cross curricular efforts	Whole school assessment and analysis of assessment
	Committee developed	Collaboration across learning years/classes with a specific focus (eg. Fractions)
Develop a whole school Literacy plan that can be implemented by specific learning areas in their learning contexts, focusing on progress in Reading, Spelling and Grammar and Punctuation.	MiniLit and MacqLit	Refresher on common writing guides
	Literacy Plan completed	Grammar and punctuation focus
	Whole school programs and assessments (JC)	Consistency in visual supports
	Literacy intentionally included in most lessons	Common reading and comprehension focus

Targeted Intervention to Support all Students

Strategy	What is Working	Where to now?
Develop a Professional Learning plan to upskill educators to develop individualised educational programs addressing specific learning difficulties.	Whole school Autism PD	More social and emotional training for staff
	PM goal setting and review	ABLEWA and SEN Planning PL
	Lead teacher provides PD in PLC time	Further develop this in PLCs
	IEPs and GEPs to cater for individual students	Review of IEPs and Case Conferences at SC
	Support available for SAER students as more process in place for identification of these students	Strategies developed for use across a variety of classrooms
Adapt programs to suit to the needs of vulnerable students in Years 6 - 10.	Cross curricular programs	Staff working together to build individualised programs (SC)
	MacqLit program	Strength based approach
	Individual Education Plans	Collaboration on targeted plans
	Chaplain and school psychologist support	
Develop targeted intervention plan and process to meet the needs of SAER and other vulnerable students in partnership with parents and other stakeholders: - provide appropriate intervention in the Early Years to support the development of fundamental Literacy and Numeracy skills; and -provide a targeted intervention and remediation program in Year 7 and 8 through the Literacy and Numeracy support program.	7/8 Support class	Ways to support low cohort numbers at the senior campus
	Targeted Intervention - MiniLit and MacqLit	Focus on targeted intervention in Numeracy
	Effective IEPs	InitialLit in Pre Primary
	Parent/Carer meetings	More communication regarding what happens in targeted intervention classes to enable the learning to be supported in the classroom
Specific enrichment extension program implemented in Year 6 and Year 9/10 extends students who are achieving beyond their year level.	Students identified for Year 9/10 class with consultation with teaching staff.	Start earlier to prepare students for ATAR
	Extension Reading groups on JC supported by the SC Library	More collaboration with BSHS and Manea
	Critical thinking lessons within selected classes (Yr 7/8 critical and creative thinking classes)	Continue critical and creative thinking classes into Year 9/10

Strong Staff Performance and Development

Strategy	What is Working	Where to now?
Provide support and opportunities for staff to strengthen their professional expertise.	Providing meeting times and PLC's	More guidance and structure to PLC meetings
	PD is aligned to business plan	Opportunities to share ideas from PL
	Performance Management processes leading to PL needs	Opportunities for peer observations both within the school and externally
		Use of data to inform PL
Utilise student surveys and plenaries for regular students feedback on progress and understanding.	Used at the end of term, but could be used more often	Develop a bank for all teachers to access
	End of lessons - kahoot, Exit tickets	More consistent use of plenaries to check for student understanding.
	Reviewing of WALT and WILF	Sharing of ideas of strategies that are used in different classrooms
Strengthen the effectiveness of PLCs to focus on student progress and achievement.	JC PLCs are productive and working well	More structure to PLCs on the SC
	Regular PLC meetings	More consistent PLC meetings
	Having a PLC leader to run the meetings	Improved focus on how to practically and collectively target student needs
	Helps with communication	
Ensure the Leadership Team has the capacity to grow and to support the school community.	Opportunities for staff to support and help the leadership team	Build capacity in others to take on PLC leader roles
	Open and honest communication with all stakeholders	Communication plan to ensure staff are well informed
	Supportive leadership team	Less movement of the leadership team between campuses

Supportive and Inclusive Environment in Which Students Thrive

Strategy	What is Working	Where to now?
Support staff to balance responsibilities and expectations with regards to student and staff wellbeing.	Staff build relationships with students to support them	Upskill staff on strategies to support student wellbeing
	Supportive and caring school community	Initiatives in staff room or fun days to support staff wellbeing
	PBS	
	Good communication	Seek feedback on what is going well and areas of need from staff and students
	Smiling Mind (JC)	
	Collaborative planning	
	Identification and communication of students with mental health concerns	
Build on our whole school Mental Health Action Plan to better support our whole school community.	Uptake of smiling minds by individual teachers	Smiling Minds across all classrooms
	PBS lessons	Review and refine Mental Health Action Plan
Create opportunities for staff to share engagement strategies and best practice around curiosity.	Time in meetings to share strategies	Formalise sharing time in meetings and PLCs
	Free play, nature play and imaginative play	Use of weekly bulletins/PLC/Staff meetings to highlight and share strategies
		Big picture thinking
Consolidate Positive Behaviour in Schools (PBS) Tier 1 interventions and processes, and build capacity to move to Tier 2.	Denise is a great driver for PBS	Review common language and become a focus
	Collaboration and common language	Consistent free and frequent faction points with all teachers
	Acknowledgements	Looking at data and understand how was can support students
	PBS lesson plans on JC are great	Consistency across classrooms
Continue with the implementation of our school's PBS system and build the capacity of the PBS team to lead and advocate for PBS.	Great PBS team lead by Denise and Mandy supporting the JC	School refresher - especially for new staff
	PBS expectations are clearly communicated and reinforces by the PBS team	Collection of data required to reach Tier 2
		PBS focus at the beginning of each staff meeting

Supportive and Inclusive Environment in Which Students Thrive

Strategy	What is Working	Where to now?
Provide a variety of opportunities for the community to engage with the school and for students to engage with the community.	Celebration on Learning	Find more ways to involve the community at the SC
	YES program	More promotion of the school - Preston Press, Community Radio
	Hands up 4 kids	Follow up articles on success stories
	End of year events	
	ANZAC Day	Guest speakers from the community talking to the students about work skills needed for different vocations
	Visiting Authors	
	Carnivals	Inviting special guests to school events (eg. ANZAC service)
Continue to monitor school attendance data to improve attendance.	Attendance Plan has been developed	More information to staff regarding students who are being followed up for attendance
	Making staff, students, parents and carers aware of absences	More regular reviews and updates communicated to staff
	Attendance award at assemblies	More school initiatives (eg. best attendance at the end of the semester)
	Introduction of compass has helped as it is easier to use	
Streamline and strengthen communication with all stakeholders.	Many platforms to communicate with parents and carers	More school promotion needed
	Facebook	SC Parent information nights to become annual and better promoted
	Assemblies	
	Parent information sessions	
	Newsletter	SC expo at the JC Learning Journey
Refine handover processes and evidence from year to year to support student transition.	Handover from primary to secondary is usually done well	More transition for Special Needs students
	Improved handover information	Digital profile sheet for each student with photo and other handover information
	Teachers meeting to discuss handover information	

Attendance

Primary Attendance Rates

	Attendance Rate	
	School	WA Public Schools
2019	92.7%	91.6%
2020	92.0%	91.9%
2021	91.9%	91.0%

Attendance % - Primary Year Levels

	Attendance Rate						
	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2019	91%	91%	93%	94%	94%	94%	93%
2020	91%	92%	94%	94%	91%	93%	89%
2021	92%	90%	92%	91%	92%	95%	92%
WA Public Schools 2021	90%	91%	91%	92%	91%	91%	90%

Secondary Attendance Rates

	Attendance Rate	
	School	WA Public Schools
2019	85.8%	86.8%
2020	88.4%	87.3%
2021	85.3%	84.4%

Attendance % - Secondary Year Levels

	Attendance Rate					
	Y07	Y08	Y09	Y10	Y11	Y12
2019	90%	88%	88%	77%		
2020	90%	87%	88%	88%		
2021	89%	87%	84%	82%		
WA Public Schools 2021	88%	85%	83%	82%		

Donnybrook District High School has a comprehensive Attendance Plan that supports the operational work of the Primary and Secondary Deputy Principals in this key area. This plan articulates the school's approach to promoting positive attendance, preventing poor attendance and intervention for 'at risk' students.

Our Primary and Secondary attendance data highlights that we are performing above WA Public Schools. Whilst this is pleasing, we know that there is still room for improvement through the targeted support of a number of individual students and families.

We recognise that a safe learning environment improves attendance and our renewed focus on Positive Behaviour Support will support the school in this area. We also acknowledge that student engagement is fundamental to improving attendance and our individual pathway planning in Secondary is also designed to support this area.

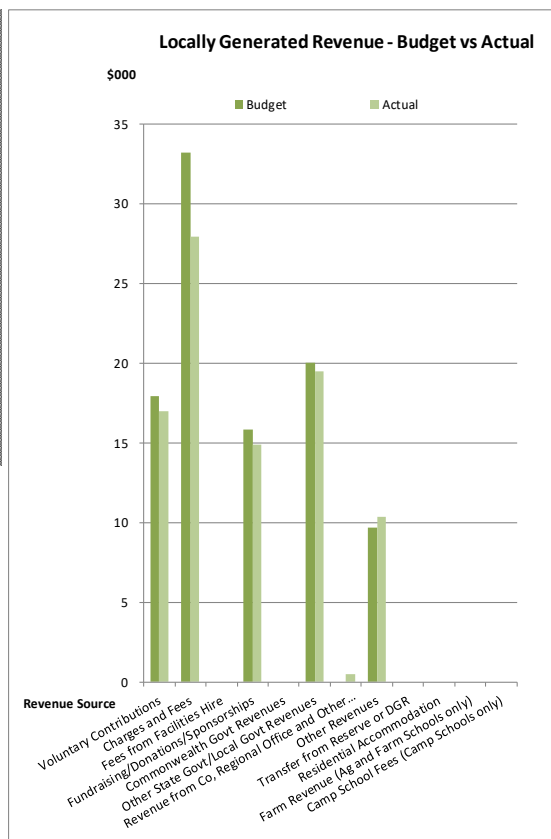
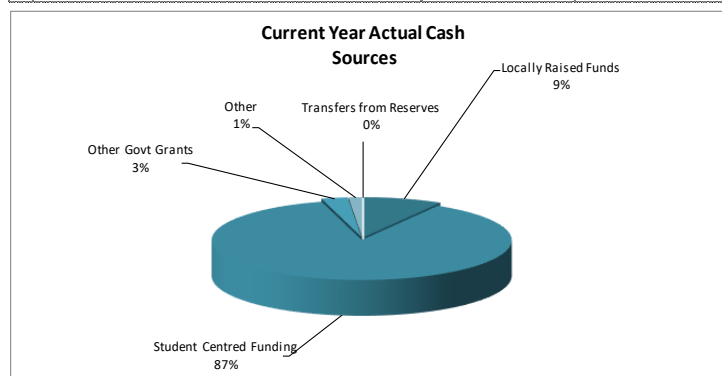


Donnybrook District High School

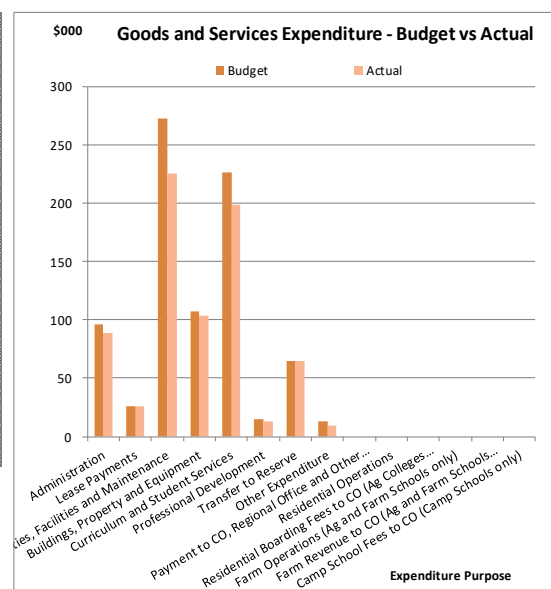
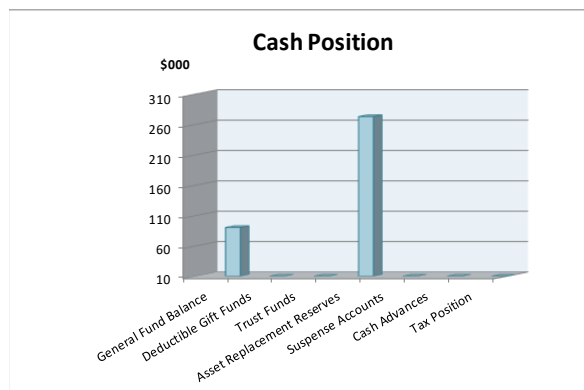
Annual School Report 2021

Financial Summary as at 31 December 2021

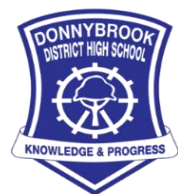
	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 17,944.00	\$ 16,971.50
2	Charges and Fees	\$ 33,191.00	\$ 27,960.86
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 15,836.00	\$ 14,852.97
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 20,000.00	\$ 19,505.20
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ 448.12
8	Other Revenues	\$ 9,692.00	\$ 10,377.29
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	\$ 96,663.00	\$ 90,115.94
	Opening Balance	\$ 115,023.91	\$ 115,023.91
	Student Centred Funding	\$ 613,295.36	\$ 613,295.64
	Total Cash Funds Available	\$ 824,982.27	\$ 818,435.49
	Total Salary Allocation	\$ 4,923,773.00	\$ 4,923,773.00
	Total Funds Available	\$ 5,748,755.27	\$ 5,742,208.49



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 96,000.00	\$ 88,566.83
2	Lease Payments	\$ 25,748.74	\$ 26,192.49
3	Utilities, Facilities and Maintenance	\$ 272,362.79	\$ 225,019.21
4	Buildings, Property and Equipment	\$ 107,380.00	\$ 103,261.89
5	Curriculum and Student Services	\$ 225,988.33	\$ 198,522.52
6	Professional Development	\$ 15,000.00	\$ 13,150.69
7	Transfer to Reserve	\$ 64,500.00	\$ 64,500.00
8	Other Expenditure	\$ 13,024.00	\$ 9,056.03
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	\$ 820,003.86	\$ 728,269.66
	Total Forecast Salary Expenditure	\$ 4,812,151.00	\$ 4,812,151.00
	Total Expenditure	\$ 5,632,154.86	\$ 5,540,420.66
	Cash Budget Variance	\$ 4,978.41	



Cash Position as at:	
Bank Balance	\$ 355,696.67
Made up of:	
1 General Fund Balance	\$ 90,165.83
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 272,882.98
5 Suspense Accounts	\$ (1,765.14)
6 Cash Advances	\$ (45.00)
7 Tax Position	\$ (5,542.00)
Total Bank Balance	\$ 355,696.67



School Board 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. We said goodbye to Leanne Wringe and acknowledged and thanked her for her support and commitment to the Board. We welcomed James Jarvis as a community member 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.
- Note the 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;
- Note fees and charges and the annual voluntary contributions
- Liaise with other committees within the school e.g. the P&C.

In 2021 the Board oversaw the implementation of the following decisions that made a significant positive impact to the school. These were:

- Endorsed the 2020 Annual Report
- Endorsed the Contributions and Charges for 2022
- Endorsed the Booklist for 2022
- Endorsed the School Development Days for 2022
- Noted the 2021 Annual Budget
- 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.

David Watson



P&C Message from Karen Martella, President

Our Parent and Citizens Association volunteered their own time to raise funds for our students. We thank them for their ongoing and relentless fundraising to improve the resources of our students.

Our School P&C continues to thrive thanks to the efforts of many dedicated volunteers. The P&C are responsible for running the canteen and school uniform as well as fundraising and supporting projects that help to enrich the students learning journey.

We really enjoyed our afternoon tea with staff this year that got the ideas flowing and ended with so many brilliant ideas written on the whiteboard. We are working hard to make as many of these projects come to life as we can.

The P&C continues to fund students' access to education programs, put on breakfast for the whole junior campus at Walk to School Day, provide hats to the kindy students and so much more. On top of this we donated another \$17 000 to various school projects.

It was great to get behind the Breakfast Club program at the senior campus this year and provide some financial support to what is an incredible volunteer-run program.

We also had a lot of fun putting on some events for the kids! The end of year school picnic is also something we look forward to on our calendar.

Thanks to the team who work so tirelessly and happily! And to everyone who helps out when we do a call out. We work hard but we sure do have a lot of fun while we're doing it!

President: Karen Martella

Vice President: Jesse Richards

Treasurer: Michaela Racanello

Secretary: Tammy Horlock/Christel Wittber

Uniform Coordinator: Belinda Watson

Canteen Convenor: Joelle Harcourt

Fundraising Coordinator: Kiri Errey

Committee Members: Gwendoline Nidd, Martin Watson, Iswari Rose, Jacinta Sparrow and Marcia Hall

Karen Martella

