

# DONNYBROOK DHS

We CARE

Kaya everyone



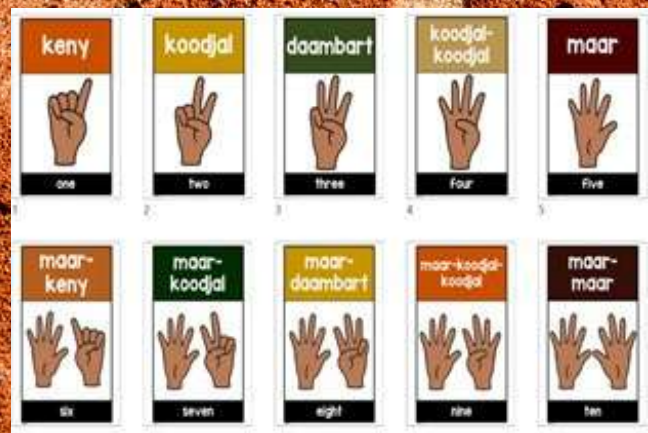
It has been wonderful to return to the school in my new role as Aboriginal Education Advisor.

This role will enable me to work in collaboration with our Aboriginal Islander Education Officer (AIEO), school leaders, teaching staff, support staff, students, parent/carers and community to build and embed cultural responsiveness within Donnybrook District High School.

A culturally responsive school is one which creates a welcoming and supportive learning environment that respects the cultures, languages, experiences and world views of our Aboriginal students.

As I have visited classrooms, teachers and students have been keen to share how they have been building their knowledge of Aboriginal Culture through their teaching and learning programs. Some of our Junior Campus students are learning how to count in Noongar and both campuses will be introducing a Noongar word every week. The 'Follow the Dream' program has resumed at the Senior Campus every Thursday where students undertake tutoring and mentoring with pathway planning. It is also exciting to be involved in discussions with Telicia O'Dine, our AIEO, for planning future culturally responsive programs and projects across both campuses.

## Cultural Responsiveness





# PRINCIPAL'S REPORT

## James Milne



Term 2 ended with student attendance below 50% across both campuses. This was largely due to the severe influenza virus that spread through all year groups and classrooms. Attendance this term is slowly returning to normal levels, however we must be mindful that this flu strain is still throughout our community, together with common colds and Covid19. Parents and carers are urged to please keep your child/ren home if they are displaying flu or cold like symptoms.

### **School Assemblies**

Donnybrook District High School takes immense pride in putting together Primary and Secondary Assemblies that showcase the outstanding work of our students and staff. They play an integral role in strengthening the partnership between school and home and we are genuinely pleased that they are embraced by our school community. The first assembly for Term 3, which was coordinated by Miss Crute and the Year 1/2 class, was a great example of this in action and the value that is placed upon these events by students, staff, parents and carers and community members. My sincere thanks to everyone involved as I know they take a great deal to put together.

I would like to acknowledge the exceptional work of Khloe Watson. As School Captain, Khloe confidently and competently steps into any role asked of her, thriving on the opportunities presented to her. Khloe once again, took on the Principal's address in my absence, demonstrating her high-level leadership skills.

A big shout out to our hardworking P&C, who have supported the school to commence upgrading our Senior Campus Assembly equipment. The newly installed projector has really enhanced these assemblies, making the whole experience a lot more enjoyable and interactive for students, staff and guests. We can't wait for the sound upgrade!

### **Update to Working With Children Check When Volunteering at School**

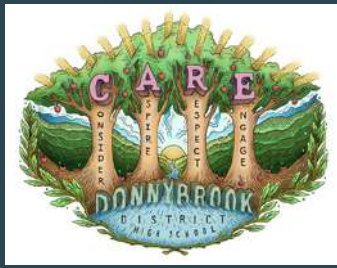
The Government's Working With Children Check (WWCC) policy has recently undergone minor changes that will impact on our school processes for parents/carers and other volunteers who come into our school.

Parents/Carers volunteering day to day at our school are now exempt from applying for a WWCC for most situations, including volunteering in the canteen or uniform shop. Replacing the requirement to have a WWCC is a new Parent/Carer Volunteer Declaration Form that must be completed annually for parents/carers to be able to volunteer in any school. These are available through the Front Office at either campus.

There are still situations where a parent/carer volunteering at the school requires a WWCC. For example, a parent/carer conducting one on one reading with the same student over a period would be classed as a mentor or coach, and therefore would be required to apply for a WWCC under 'category 4 - a coaching or private tuition service of any kind'. Parents/Carers volunteering on overnight school camps still require a WWCC.

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# PRINCIPAL'S REPORT

## James Milne



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### **Connect and Respect**

The Department of Education has recently released Connect and Respect, a suite of resources focussed on Engagement, Expectations and Escalation to assist school communities in setting shared and respectful expectations to enable schools and parents and carers to work together in the best interests of students.

### **Expectations**

Like all schools, Donnybrook District High School is made up of hard-working and dedicated teaching and support staff who will listen, care, and respond to concerns and work with you to resolve complaints.

What parents and carers can expect from our staff:

- regular communication through school approved channels
- reports on their child's progress and achievement
- notification of any serious single issue or ongoing issues concerning your child
- scheduled opportunities to meet with the classroom teacher, by appointment
- updates about important developments in their child's class
- opportunities to provide respectful and productive feedback

What parents and carers should not expect from our staff:

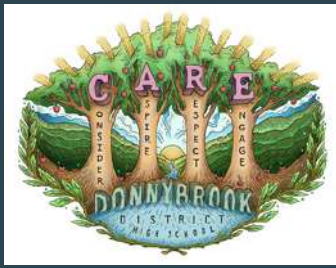
- school staff to return calls after work hours
- emails to be answered in the evenings or weekends
- access to teachers' private phone numbers or emails (DOE Email address only)
- staff to meet with parents and carers, without an appointment, during a school day
- to be allowed on a school site if you have harassed or been aggressive towards school staff

Parents and carers are also asked to be mindful that certain communication can interfere with teaching and learning and have a negative impact on all stakeholders. To support your child/ren, parents and carers are asked to refrain from:

- speaking to staff disrespectfully or aggressively, especially in front of your child or other students
- using social media platforms inappropriately and disrespectfully
- malicious or judgmental gossip

I'm genuinely pleased that our school community operates largely in a very connected and respectful manner, which I believe is a direct result of the level of trust parents and carers have in the school. There has however, been some rare occasions, when the relationship between school and home has been compromised, and the level of care and respect required to resolve the issue hasn't been demonstrated. These situations put immense strain on everyone, so it really is imperative that we work together, to move forward to get the best outcome for your child/ren.

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# PRINCIPAL'S REPORT

## James Milne



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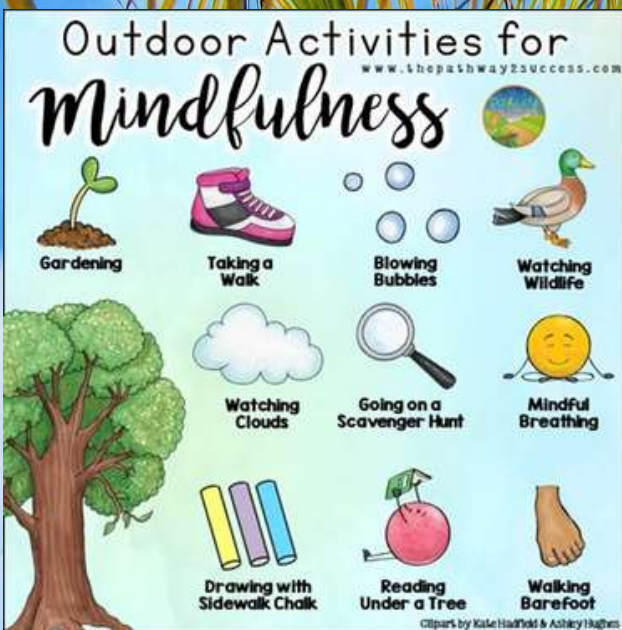
Parents and carers are also reminded that the School Board, led by David Watson, and the P&C, led by Karen Martella, are two important conduits between school and our community. Both David and Karen have a vested interest in the school and will provide support and advice where they are able to.

### Semester 2

Terms 3 and 4 are traditionally busy and exciting, and I have no doubt that this year will be exactly that. Parents and carers are urged to keep monitoring the Term Calendars and Facebook Weekly Reminders for events taking place.

If classroom and specialist teachers requested an interview on your child/ren's report, please contact the school to arrange a mutually convenient time to meet in the next few weeks.

## MINDFUL ACTIVITY FOR AUGUST



### MINDFUL BREATHING

Box breathing is a great technique to use to control your breathing. Box breathing, also known as square breathing, is a technique used when taking slow, deep breaths. It's also called four-square breathing.

This technique can be beneficial to anyone, especially those who want to meditate or reduce stress. It's used by everyone from athletes to U.S. Navy SEALs, police officers, and nurses.





## Focus:

"We are kind and considerate of others"

# JUNIOR CAMPUS NEWS

Holly Carter  
Deputy Principal



Semester 2 has gotten off to a fantastic start! Junior Campus students have been working hard and have been displaying our CARE expectations beautifully.

### NAIDOC Week

In Term 2, Week 10, NAIDOC week was celebrated across the Junior and Senior Campuses with students participating in various activities and talks with local Indigenous community members. Some highlights included: the smoking ceremony on day 1, Damper making, morning tea at the Junior Campus where Indigenous parents and community members had the opportunity to meet and connect and various talks held at both campuses about Indigenous culture and the Stolen Generation.

A big thank you to Dr Iain Browning and our AIEO, Telisha O'Dine, for organising so many wonderful activities for our students.



### Assembly- Year 1/2AC

On Wednesday of Week 3, Miss Crute's Year 1/2 class presenting an engaging assembly item on the life cycle of frogs. I really enjoyed learning about the frog life cycle and singing along to the song at the end. It's always great to see what different classes present for their assemblies.



### Book Week

Book Week is fast approaching -

Week 6, Monday 21 August – Friday 26 August.

The week will be filled with engaging activities run in classrooms and by our Student Leaders. The dress up parade will be held on Thursday 24 August in the Undercover Area at 9:00am. I'm excited to see all your costumes!



# Focus:

'We speak respectfully to others.'



## SENIOR CAMPUS NEWS

Fiona Hunter  
Associate Principal

Jonelle McLaughlin  
Deputy Principal



### Welcome back to Term 3.

It is an exciting term full of learning and opportunities to experience new things for all our students. Time to bring in the warm weather and say goodbye to the bitter cold.

**AdventureWorks** is back in Week 5 of this term with the Year 9 & 10's travelling to Wellington Dam abseiling and mountain biking on a brand new set of mountain bikes. Year 7 and 8's will also be using their bikes to explore new activities.

**Drama** has seen a new group of Year 8/9/10's who have had an excellent start to the term. A favourite activity for students was being for or against fairy-tale character's actions. Should the evil stepmother make Cinderella do chores?



It has been great to see so many of our students wearing school uniform and showing pride in our school. Reminder that we should all be wearing navy blue and white.

**The Marker's Market** was a great success in Week 2. Thank you to everyone who supported the market at the Senior Campus.

Thank you to the lovely ladies, from the P&C, who organised the event and we look forward to the Night Market in Term 4.

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Focus:  
'We speak respectfully to others.'



## SENIOR CAMPUS NEWS

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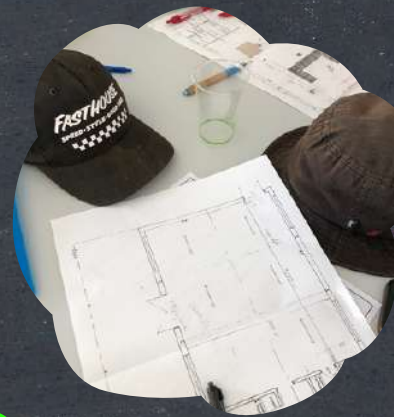


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# FUTURE INNOVATIONS



Year 10 students continued their hard work on 31 July, at the Future Innovators Workshop, getting their pitch ready for the Donnybrook-Balingup Shire.



**future:**  
A period of time following the moment of speaking or writing; time regarded as still to come.

**innovation:**  
The action or process of innovating.

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Focus:  
'We speak respectfully to others.'



# SENIOR CAMPUS NEWS

Fiona Hunter  
Associate Principal

Jonelle McLaughlin  
Deputy Principal



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Students in Home Economics have been busy cooking some delicious dishes. The Catering students made twenty two apple pies which sold out at the recent Maker's Market.



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Focus:  
'We speak respectfully to others.'



# SENIOR CAMPUS NEWS

Fiona Hunter  
Associate Principal

Jonelle McLaughlin  
Deputy Principal



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**Students** represented our school with pride in the recent Interschool Cross Country Carnival. Thank you to everyone who participated and to Mrs Duncan for taking the students to Bunbury.





## Emerging Minds

National Workforce Centre for Child Mental Health

### Child360 app for parents

#### What is this app about?

The Child360 app has been designed as a tool for parents to reflect on how they are going in supporting their children’s social and emotional wellbeing, and identify areas where action can be taken to strengthen resilience. Parents can use the app either on their own or with guidance from a practitioner.

Child360 facilitates reflection on five areas demonstrated to strengthen children’s resilience: parent-child relationships, emotions and behaviour, routines, communication, and support networks (PERCS). Parents are presented with questions tapping into each of the areas and asked to evaluate whether they consider the area to be a strength (‘things are okay’) or a vulnerability (‘I’d like some help’).

After completing the PERCS questions, parents select an area to work on and then choose from three levels of action: accessing information through articles/videos; speaking to someone via an online or phone service; and making an appointment to see a GP or child and maternal health nurse.

#### Who is this app for?

The app is designed to be used from pregnancy through to when a child is aged 18 years. After creating a child profile, the app takes the birth date of the child and uses this to provide age-specific information according to five age groups: pregnancy; 0-2 years; 3-4 years; 5-12 years; and 13-18 years.

#### Why was this app developed?

The app was developed to provide parents with a simple tool for strengthening children’s social and emotional wellbeing. It recognises that all families face challenges that can impact children’s wellbeing and provides guidance about actions that parents can take to strengthen their children’s resilience.



#### How was this app developed?

The app was developed as a partnership between parents, health professionals, researchers, and app developers. It draws on knowledge, evidence, and experience about practical strategies parents can use to support their children’s resilience. A focus group of five child and family partners were involved throughout the development of the app, providing input into the structure, content, and purpose. They also tested and provided feedback on early versions of the app.

#### What are the benefits of this app?

Child360 allows parents to be proactive about supporting their children’s social and emotional wellbeing and strengthening resilience. It simplifies what is a large and confusing field of information into five areas and guides parents to high-quality information that can assist them to make positive changes for their child and family.

Delivery partners:



The National Workforce Centre for Child Mental Health is funded by the Australian Government Department of Health under the National Support for Child and Youth Mental Health Program

Visit our web hub today!

**Emerging minds.com.au**





## Emerging Minds

National  
Workforce  
Centre for Child  
Mental Health

### How should parents approach the app?

Parents are encouraged to view the app as a tool to gain information about how their child is going across five areas of social and emotional wellbeing. After completing the check-up, parents are provided with a summary showing areas where things are going well and areas where they can take steps to strengthen their child's resilience. It is recommended that parents choose one area to work on at a time.

### How can practitioners support parents to use the app?

While the app can be used alone, some parents may prefer to work through the app with the support of a practitioner (e.g. GP, social worker, support worker). Practitioners can partner with parents in the process of identifying and implementing changes in one of the areas covered by the app. For example, if a parent identifies that 'routines' is an area that can be strengthened, a practitioner can work with the parent to identify what kind of routine would suit the family and steps the parent can take to implement a new routine.

### How do parents access the app?

Child360 can be downloaded from the Apple App Store or Google Play. You can also find links to download the app on the Emerging Minds website.



### With thanks to ...

The involvement of our Child and Family Partners was an integral part of the development of the Child360 app and their time, energy, and wisdom is greatly appreciated. We are also grateful for the valuable feedback provided by the Emerging Minds' staff who participated in a review of the app.



#### Delivery partners:



The National Workforce Centre for Child Mental Health is funded by the Australian Government Department of Health under the National Support for Child and Youth Mental Health Program

#### Visit our web hub today!

**Emerging  
minds.  
com.au**



Small changes,  
big differences.



## Raising Happy Kids

*Free sessions for parents of children 3 to 12 years*

***Triple P is the parenting program that helps make raising kids easier. It gives parents tips to help raise happy, confident kids, see more of the behaviours you like and less of the ones you don't.***

***When: Thursdays August 2023, 9:30 to 11:30am***

***Seminar 1: Principles of Triple P & tips for managing everyday challenges*** August 10<sup>th</sup>

***Seminar 2: Raising Confident Competent Children*** August 17<sup>th</sup>

***Seminar 3: Raising Resilient Children*** August 24<sup>th</sup>

***Come along to hear about strategies to promote children's development, emotional resilience, create positive family relationships and manage common behavior problems.***

***VENUE: Bunbury Regional Library, 2 Parkfield St, Bunbury WA***

***FACILITATORS: Leah & Suzanne, Community Health Nurses, WA Country Health Service***

***Bookings are Essential. We apologise no creche is available***

**For Bookings or Information: Phone 9795 2888 or visit**

[Positive parenting in Western Australia | Triple P programs near you | Triple P \(triplep-parenting.net.au\)](#)



Government of Western Australia  
WA Country Health Service

[www.triplep.net](http://www.triplep.net)





## Circle of Security® PARENTING SERIES

The Circle of Security Parenting group program is an 8 week course facilitated by qualified Professionals. This program is offered free to parents/carers of children 6 months to 6 years, who want to:

- Understand their child's emotional world by learning to read the emotional needs
- Support their child's ability to successfully manage emotions
- Enhance the development of their child's self esteem
- Honour your inner wisdom and desire for your child to be secure

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**Where:** Eaton Family Centre, 10 Charterhouse St, Eaton

**Dates:** Fridays x 8 weeks, from 13/10/23 to 1/12/23

**Times:** 9:30 to 11:30am

**Facilitators:** Rosemary Osborne and Cheryl McKenzie, Community Health Nurses/WACHS-SW

**Expressions of Interest:** Please contact your local Child Health Nurse for more information or Ruth on 97952888, Email: [WACHS-SWParenting@health.wa.gov.au](mailto:WACHS-SWParenting@health.wa.gov.au)

**No Creche available:** We apologise a creche facility is not available, however babies up to 6 months are welcome to attend with their parent

### ***Bookings essential***

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*At times all parents feel lost or without a clue about what our child might need from us. Imagine what it might feel like if you were able to make sense of what your child was really asking from you. The Circle of Security® Parenting™ program is based on decades of research about how secure parent-child relationships can be supported and strengthened.*



Government of Western Australia  
WA Country Health Service

# 2023 CALENDAR TERM 3

2023

Term Three

| Wk | Monday   | Tuesday                                    | Wednesday   | Thursday  | Friday   | Sat | Sun   |
|----|--|--|---|---|--|-----|-------|
| 4  | 7 Aug<br>Leadership Team<br>AdventureWorks<br>Workshop   | 8  | 9<br><b>EARLY CLOSE</b>   | 10<br><br>Pizza Meal Deal                  | 11   | 12  | 13    |
| 5  | 14 Aug<br>Year 10<br>AdventureWorks<br>Workshop<br><br>Dolphin Discovery<br>Centre Excursion<br>Yr2MT/ST & 2/3MW | 15<br>Year 9<br>AdventureWorks<br>Workshop | 16<br>Year 7/8 Lightning<br>Carnival<br><br>Year 5<br>AdventureWorks<br>Workshop<br><br><b>EARLY CLOSE</b>                            | 17<br><br>Year 6<br>AdventureWorks<br>Workshop  | 18<br>Year 7/8<br>AdventureWorks<br>Workshop         | 19  | 20    |
| 6  | 21 Aug<br><br>Book Week  | 22   | 23<br>Assembly 4MJ<br><br><b>EARLY CLOSE</b>  | 24<br>Book Week Parade<br>9:00am undercover<br>area   | 25<br>Primary Winter<br>Carnival                     | 26  | 27    |
| 7  | 28 Aug<br>MAD Maths Week   | 29   | 30<br><br><b>EARLY CLOSE</b>  | 31<br><br>Board Meeting<br>4:30pm   | 1 Sept   | 2   | 3     |
| 8  | 4 Sept<br><br>Yr 10 OLNA   | 5<br><br>Yr 10 OLNA                        | 6<br>Yr 10 - Stage 7<br>Future Innovators<br>9.30am – 2.30pm<br><br>Yr 10 OLNA<br><br><b>EARLY CLOSE</b><br>Band Camp –<br>Depart 3pm | 7<br><br><br>Yr 10 OLNA<br><br>Band Camp | 8<br><br>Yr 10 OLNA<br><br>Band Camp –<br>Return 3pm | 9   | 10    |
| 9  | 11 Sept<br><br>Yr 10 OLNA  | 12<br><br>Yr 10 OLNA                       | 13<br>Assembly 5/6 MK<br><br>Yr 10 OLNA<br><br>Celebration of our<br>Learning<br>4pm to 6pm<br><br><b>EARLY CLOSE</b>                 | 14<br><br>Yr 10 OLNA  | 15<br><br>Yr 10 OLNA                                 | 16  | 17    |
| 10 | 18 Sept  | 19   | 20<br><br><b>EARLY CLOSE</b>  | 21<br>Yr 7/8 - Ancient<br>Banquet &<br>Exhibition Evening   | 22<br>Students last day                              | 23  | 24    |
| H  | 25 Sept<br>King's Birthday   | 26   | 27  | 28  | 29   | 30  | 1 Oct |
| H  | 2 Oct  | 3  | 4   | 5   | 6  | 7   | 8     |

Start and End of Term    Public Holidays    School Holidays (students)    School Development Days