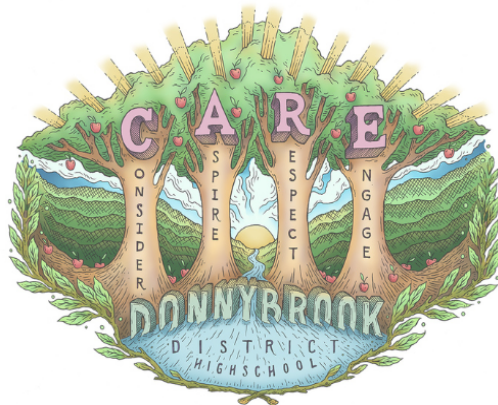


# PARENT HANDBOOK

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2024



Donnybrook District High School





## WELCOME FROM THE PRINCIPAL

Donnybrook District High School is a combined rural school (Kindergarten-Year 10), situated on two sites that lie 1.5kms apart. Donnybrook District High School services the communities of Donnybrook, Kirup and Balingup. The Junior Campus at Mead Street caters for Kindergarten to Year 6, while the Senior Campus at Bentley Street caters for Year 7 to Year 10.

A key objective of our school is to take advantage of the very fact that the school isn't a traditional Primary or Secondary school, rather a combined Kindergarten-Year 10 school. Through careful planning and innovative thinking, we are able to capitalise on points of difference and offer our students a truly unique educational experience.

Donnybrook District High School recognises a need to support the social and emotional learning of our students. There is an increasing need to assist them to acquire and apply the knowledge, skills and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships and make responsible and caring decisions. A strong focus on Social and Emotional Learning throughout Kindergarten to Year 10, provides overall support for our students, families and school community.

Supporting our work in this crucial space is a carefully crafted Social and Emotional Learning Plan that links to the school's academic programs and school-wide practices and policies. The partnership the school has formed with the team from AdventureWorks, will foster youth voice, agency and engagement. Through our collective approach, we will reveal and nurture the interests and assets of all our students. They are valued, they do belong and they can be successful.

Understanding of, and developing relationships with, students and parents and carers is our core business. Our student numbers allow us to ensure individualised pathways and learning for each and every student are developed and actioned. We have a deep understanding of where students are at and where they need to go.

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. We invest significant measures in academic support programs with Literacy and Numeracy intervention provided to both Primary and Secondary students.

We aim to provide opportunities for every child to excel at their personal best. These opportunities provide students with choices of courses so that they can build their pathway to the future on both their interests and ability.

I encourage each family to read and engage with the 2024 Handbook carefully as there are many answers to your questions here. The school's website is also an important tool that complements this Handbook and together they aim to ensure you understand all you need to, in order to support your child's educational journey.

Donnybrook District High School has its own Facebook Group. This initiative supports the school to provide timely and accurate information, whilst also promoting the magnificent achievements of our students. Search "Donnybrook District High School" on Facebook and you will locate our official page.

The teachers will be doing all they can to make certain the learning experiences at Donnybrook District High School are milestones and moments for your child and are looking forward to working with you to achieve this.

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 focuses on academic, sporting, and cultural achievement, as well as a high-care service to students as distinguishing features of Donnybrook District High School.

We look forward to supporting you and your child throughout 2024 and trust this handbook is the start of a mutually beneficial partnership.

Regards

James Milne  
PRINCIPAL

## CONTACT LIST

<b>PRINCIPAL:</b>	<b>Mr James Milne</b>
<b>ASSOCIATE PRINCIPAL - SENIOR CAMPUS:</b>	Mrs Fiona Hunter
<b>DEPUTY PRINCIPAL:</b>	Mrs Holly Carter
<b>MANAGER CORPORATE SERVICES:</b>	Mrs Sarah Bible

### **JUNIOR CAMPUS (KINDERGARTEN TO YEAR 6):**

Postal Address:	58 Mead Street, Donnybrook WA 6239
Administration:	9732 4400
Kindergarten:	9732 4420
Pre-Primary:	9732 4415/9732 4404
Canteen:	0466 873 758

### **SENIOR CAMPUS (YEARS 7 TO 10):**

Postal Address:	10 Bentley Street, Donnybrook WA 6239
Administration:	9732 4300
Canteen:	0481 789 068

### **DONNYBROOK COMMUNITY LIBRARY:**

Postal Address:	Emerald Street, Donnybrook WA 6239
Phone:	9732 4307
Email:	<a href="mailto:donnybrookrc@education.wa.edu.au">donnybrookrc@education.wa.edu.au</a>

**WEBSITE:** [www.donnybrook.wa.edu.au](http://www.donnybrook.wa.edu.au)

**EMAIL:** [donnybrook.dhs@education.wa.edu.au](mailto:donnybrook.dhs@education.wa.edu.au)

**FACEBOOK:** [Donnybrook District High School](#)

## SCHOOL PRIORITIES

As an Independent Public School (IPS), Donnybrook District High School operates by taking direction from a Business Plan approved by the School Board. This plan sets out the focus areas and directions the school will concentrate on throughout the coming years.

“Your Child, Our Focus” is a student focused plan that all parents and carers are encouraged to engage with. A copy of this plan may be found on our website.

## SCHOOL YEAR

Term 1 – Wednesday 31 January 2024

Thursday 28 March 2024

Term 2 – Tuesday 16 April 2024

Friday 28 June 2024

Term 3 – Tuesday 16 July 2024

Friday 20 September 2024

Term 4 – Tuesday 8 October 2024

Thursday 12 December 2024

## SCHOOL DEVELOPMENT DAYS

Your child does not attend school on these days; however, staff will be involved in school planning and professional learning. These days are endorsed by the School Board.

Term 1 – Monday 29 January 2024 and Tuesday 30 January 2024

Term 2 – Monday 15 April 2024

Term 3 – Monday 15 July 2024

Term 4 – Monday 7 October 2024 and Friday 13 December 2024

## BEHAVIOUR MANAGEMENT

The school has established a Positive Behaviour Support (PBS) program in conjunction with the school community. PBS establishes a climate in which appropriate behaviour is the norm for all students. It provides school communities with an effective, evidence-based approach to creating positive and engaging school environments.

PBS views inappropriate behaviour in the same manner that problems in reading or maths are viewed, as a skill deficit. When a skill deficit exists, we must teach the appropriate skills, which allow a unified and positive school climate to develop. This informs everyone that appropriate behaviour is a priority in the school.

School behaviour expectations and agreements are based on everyone's right to feel safe at school, the need to be considerate of others, and our social responsibilities. The following expectations are observed at our school:

Consider

Aspire

Respect

Engage

A copy of the PBS Matrix (**CARE**) can be found at the back of this booklet.

# SCHOOL PROGRAMS

We have a strong focus on creating a caring and supportive learning environment. This means that all students are given the opportunity to achieve success through our education programs. Our teachers spend time getting to know each student to create teaching and learning programs that meet their individual needs. The curriculum we offer is developmental in the sense that it acknowledges that individuals learn at different rates and in different ways.

Our school programs include (but are not limited to):

- Whole School English and Mathematic programs that are designed to prepare students for each Phase of Schooling.
- A whole School Science program that is designed to stimulate students' interests in the area of Science.
- A whole school Humanities and Social Sciences program that develops the student's ability to question, think critically, make decisions, and communicate effectively.
- A Physical Education Program with specialists across both sites supporting objectives in participation and talent development.
- An increasing focus on critical and creative thinking to develop students ability to think broadly and deeply using skills, behaviours and dispositions such as reason, logic, resourcefulness, imagination and innovation in all learning areas at school and in their lives beyond school.
- Integration of Information, Communications and Technology (ICT) throughout all learning areas.
- A sub-school program which is designed to focus on the creation of appropriate learning environments:
  - Early Childhood - Kindergarten to Year 2;
  - Primary - Years 3 to 6; and
  - Senior Years 7 to 10 (preparation for post compulsory schooling).
- Enrichment and extension class experiences for those who display talent across the curriculum.
- Numerous in-school activities, camps, excursions that enhance and support the curriculum.
- Structured Work-Place Learning Opportunities for secondary students as appropriate to need.
- Nationally accredited Certificate course for Year 9 and 10 students.
- Youth Emergency Services Cadet program to foster belonging and commitment to our broader community.
- A strong focus on social and emotional learning to support the holistic development of our young people.

# WHOLE SCHOOL INFORMATION

## **Attendance and Punctuality**

Once enrolled, the School Education Act 1999 and Regulations stipulate that student must attend school daily until the end of the year they turn seventeen.

The school is required to maintain accurate attendance records and to support this; parents and carers must inform the school about their child's absences. A telephone call, email, or a text message via SMS to the Administration Office will satisfy this requirement. Alternatively, parents and carers may elect to place this in writing directly to their child's classroom teacher. Parents and carers are also required to provide a specific reason for their child's absence. In addition, a medical certificate must be produced, if requested.

Students should be punctual to class to prevent disruption to teachers, students and other classes. Late students must report to the Administration Office prior to attending their classroom, so that their attendance is recorded correctly and a late note issued.

The Department of Education discourages parents and carers from taking children out of school during the term for family holidays, however we understand that sometimes this is unavoidable. We appreciate advance notice of planned absences and require you to hold a discussion with the Principal or Associate Principal, together with the classroom teachers, to allow us to plan together to minimise the effect of the absence on your child.

Please remember that every day away from learning programs can impact on your child's achievement.

## **Parents, Carers and Student Emergency Contact Details**

Contact details must be kept current. The school needs to be informed of any changes to contact details for parents and carers, students and/or the nominated emergency contacts. This allows the school to contact the parents and carers easily if required. In the case of an emergency, this can save precious time. Please provide any changes to contact details to either of the Campus Administration Offices as soon as possible by telephone, email or in writing.

## **Communication**

Communication is widely recognised as an important feature in the successful operation of our school. Positive and considered communication between parents and carers and the school will always result in issues being addressed professionally and constructively. We anticipate that parents, carers and staff recognise that we all have a responsibility to be courteous, listen actively and seek to close any interaction with a mutually agreed conclusion or series of actions to be undertaken. Teaching staff will communicate with parents and carers via email, letters, Seesaw (Kindergarten to Year 2), Connect (Year 3 to Year 10) and telephone regarding students and class events throughout the school year.

A school calendar is produced each term outlining future events. This includes key dates for assemblies, carnivals, P&C meetings, incursions, early closure, etc... Newsletter publication dates are noted on the calendar. The newsletter contains current information about what is happening at both Campuses including upcoming events to celebrate student's learning and successes.

Donnybrook District High School's website is <http://www.donnybrook.wa.edu.au> and provides general information about the school such as student learning, events, archived newsletters, School Board, and a photo gallery. The school's Facebook Group also serves as a valuable tool in communicating to parents.

Our school magazine, the "Gilliana" is published annually during Term 4 and is predominantly written by our students. It gives a pictorial account of the school year. The Gilliana can be purchased from the school. Please refer to the school's Voluntary Contributions and Charges - A Guide for Parents and Carers information booklet.

## **See Saw**

Seesaw is an online learning platform Donnybrook DHS primary teachers use to communicate with students and families. Students can complete class work and homework using the app, posting to their personal journal where connected family members can view, like and comment on their work. Families are encouraged to sign up to Seesaw to stay informed with what is happening in each student's classroom.

## **Connect**

Teachers from Year 7 to Year 10 use Connect for our students and parents. Connect is an integrated online environment developed by the Department of Education WA for staff, students, and parents in public schools. Connect is totally free and, because it is provided by the Department of Education, very safe. Each parent will be given their own secure login to Connect. As well as being able to login on to Connect on any internet-enabled device, you may also receive notices from Connect that will be sent to you as either an email or a notification on your phone. A free app called Connect Now can be downloaded from Google Play or the Apple App Store and will let you receive Connect notices as push notifications. If you have multiple children, you only need one login – even if your children attend different public schools. Students also have their own login which can be used for students to access Connect while in class or at home. Teachers are encouraged to place student notes and work on Connect to allow students to catch up on missed work or complete study at home.

When you login to Connect, you will be able to see information specific to your own child/children.

- The School Space where you can be notified about school information and events
- The classes in which your children are engaged
- Class calendars
- Week-by-week attendance information
- Unit Outlines detailing the content that will be covered (Secondary only)
- Assessment Outlines information drawn from Reporting to Parents (Secondary only)
- Notices from your child's classes that automatically generate an email or phone notification to you
- School reports (from Semester 1 2023)

## **Visitors to the School**

All visitors to the school are required to report to the Administration Office at either Campus. This is a requirement stipulated by the Department of Education for the safety and wellbeing of the children. Even parents and carers who are just dropping something off for their child need to enter the school through the Administration Office.

## **Early Dismissal on Wednesday Afternoons**

To allow staff the opportunity to meet regularly to review, plan and undertake professional learning, all classes are dismissed early each Wednesday afternoon. Each Wednesday, students at the Junior Campus are dismissed from their class at 2:35pm and Senior Campus classes conclude at 2:45pm. Timetables are adjusted to ensure there is no reduction to the total hours of student's class instruction time.

## **Travelling to and from School**

Walking and Riding Bikes - Both the Junior and Senior Campuses have footpaths leading to them on most adjoining roads. The school recommends that younger students are accompanied by an older student or parent to avoid potential accidents. Both Campuses have bike racks for safe storage of bikes during the day. Students riding to school should ensure their bicycle and helmet are secured with a padlock and chain. Students are required to walk their bikes whilst on the school grounds. Skateboards and scooters are locked away during school hours.

Bus Travel - Information regarding bus services can be obtained from the Administration Office of either Campus. Different bus services run from Brookhampton, Kirup/Mullalyup, Beelerup, Brazier, Argyle/Irishtown, Goodwood, Balingup, and Lowden.

Students travelling by bus must be punctual and well behaved at all times. Behaviour on school buses that distracts the bus driver and endangers the lives of passengers will result in suspension from the bus service.



Students who are not travelling home by bus, must inform the bus driver to avoid delays. Where seat belts are provided, students are required to wear them.

Any student travelling on the bus service, either regularly or once off, must be registered with School Bus Services. This can be done through their website: [schoolbuses.wa.gov.au](http://schoolbuses.wa.gov.au).

**Vehicles** - Please refrain from parking vehicles in the designated bus pick up/drop off zones along Bentley Street (Senior Campus) and Marmion Street (Junior Campus). Be advised that a 40km/h speed limit is enforced around the school. Please be aware that due to student safety there is no parking for student pick up and drop off along Marmion Street (Junior Campus), near the bush area outside the Pre Primary.

## Classroom Requirements

The Department of Education provides funds for resources and school needs. These needs cover many things such as paper, exercise books, art/craft stocks, teaching resources, reading books, power, water, postage, rubbish removal and furniture to name just a few.

A Personal Items List, showing the requirements for each year level is distributed to each family at the end of the school year (for the commencement of the new school year). Many of these Personal Items are consumable and will require replacement during the school year.

## School Uniform

Students from Pre-Primary to Year 10 are expected to wear full school uniform. This is also encouraged in Kindergarten. The Donnybrook District High School uniform is predominately navy blue with white accents and differs slightly for each Campus. It includes a polo shirt, shorts/skirt, tracksuit pants, tracksuit jacket and fleecy zip jackets.

Students may need to modify the school uniform for religious or health reasons. Should this be the case, please make an appointment with the Principal to discuss this. School staff will be notified of any student/s granted a modification to the uniform by the Principal.

Please be aware that Department of Education policy does not allow denim to be worn to school.

### Boys

Pants	Shorts	Polo Shirts	Jumpers	Jackets
Plain, navy blue, without brand logos.	Plain, navy blue, without brand logos. No shorter than mid-thigh length.	Collared plain, navy blue, without brand logos.	Plain, navy blue without brand logos.	Plain, navy blue without brand logos.

### Girls

Skirts	Pants	Shorts	Polo Shirts	Jumpers	Jackets
Plain, navy blue, without brand logos. No shorter than mid-thigh length.	Plain, navy blue, without brand logos.	Plain, navy blue, without brand logos. No shorter than mid-thigh length.	Collared, plain, navy blue, without brand logos.	Plain, navy blue, without brand logos.	Plain, navy blue or navy blue and white, without brand logos.

## Students with Allergies

Parents and carers are responsible for advising the school of any allergies their child may have. Food allergies are becoming increasingly common and allergies to peanuts and other varieties of nuts result in alarming and dangerous reactions. Students with allergies are discouraged from sharing lunch at school and we aim to work with parents and carers to ensure a safe as environment is provided.

## **Student Health and Wellbeing**

In a world where mental illness, anxiety and stress are continually on the rise, and increasing among Primary and Secondary students, we provide a whole school Multi-layered approach to Student Mental Health to meet the varying needs of individuals and cohorts. Our approach ensures that students develop self-awareness, self-management skills, social awareness, relationship skills and responsible decision-making.

## **Medication and medical conditions**

It is the responsibility of parents and carers to inform the school immediately of any medical condition pertaining to their child/children. In accordance with Department of Education policy, parents and carers with children who are suffering a medical condition are required to complete the appropriate medical forms. These forms can be obtained from the Administration Office of either Campus and must be completed, signed and returned to the school. The medical forms must be updated annually or when a change of medical condition occurs.

## **Reporting Student Progress to Parents**

Parents and carers are always welcome to make an appointment at any time to discuss their child's achievement and progress. Formal written school reports are issued at the end of each semester. Non-formal school reporting may include student portfolios, shared learning journeys, Connect or three-way interviews (student/parent/teacher).

## **Students at Educational Risk (SAER)**

Students who are identified as requiring remediation, extension, support with school attendance or positive behaviour support are considered 'at risk' and therefore require the development and implementation of Individual and/or Group Education Plans, Attendance Plan or Positive Behaviour Support Plan to ensure students reach their full potential.

Students who are at risk of not reaching their full potential as learners are identified using a range of strategies. Students may be identified by their classroom teachers or through testing by an external agency such as a Speech Therapist, Occupational Therapist or School Psychologist.

## **Faction Organisation**

The Administration Office, in consultation with the Physical Education teachers will assign students to a faction (Red, Green, Blue or Gold). For all new students to the school, this occurs upon their enrolment. Siblings will be placed in the same faction; however, this is not the case for extended family (i.e. cousins).

## **School of Instrumental Music (SIM) Program**

We offer musical instrumental instruction from Years 5 to 10 in Brass, Woodwind and Percussion. Specialist Music Teachers deliver these programs and, when student numbers are permitting, we support a School Band. Sometimes, the band will combine with other local school bands for performances.

## **Presentation Assembly**

Year 4 to 9 students are involved in a whole school Presentation Assembly at the end of the year. This recognises the achievements of the students throughout Terms 1 to 4.

## **Mobile Phones**

Primary students cannot have a mobile phone in their possession. If your child is in Kindergarten to Year 6 and they bring a mobile phone to school, it will be stored until the end of school. If your child is in Years 7 to 10, they are allowed to have their phone in their possession, but must turn it off and keep it out of sight for the entirety of the school day.

Exceptions are allowed for students who have approval from the Administration Office to use a phone to monitor health conditions, or where teachers give students permission to use mobile phones for a specific purpose. (Refer to school policy for more information).

# CAMPUS SPECIFIC INFORMATION

## **KINDERGARTEN / PRE-PRIMARY**

### **Parents/Carers and Teachers as Partners in Student's Learning**

The early years of a child's life are the most important. It is a time of rapid development physically, intellectually, socially, and emotionally. By the time children come to school they are already successful learners. They have learnt many things - to laugh, to cry, to walk, to feed themselves, and most importantly of all, to talk and converse with others.

Early Childhood Education is concerned with continuing the balanced overall development of the individual child through learning experiences in both the school and the community. During these learning experiences the child should observe positive relationships between home and school, parent and teacher. It is through the combined efforts of all those adults that children will be given the maximum opportunity to develop and learn. Parents/carers and teachers working together can make sure that this occurs.

### **The Teacher's Role**

The teacher's role is to:

1. Determine the needs of the child.
2. To plan a program that covers the emotional, social, physical, and cognitive areas of learning.
3. To provide a safe, healthy, and attractive learning environment.
4. To offer a liaison between home and school; and
5. To promote parent/school co-operation in helping the child adjust to the school situation.

### **Aims of Early Childhood Education**

1. To help each child adapt to a social situation where others must be considered as well as themselves.
2. To assist the child to accept and follow basic rules and limits set.
3. To assist the child to participate, communicate and express ideas in an individual or group situation. To give the child the experience of being with a group of peers in group activities, mat sessions, meal times etc...
4. To encourage responsibility in the child by looking after and sharing equipment.
5. To develop and extend the child's concentration span by progressively providing more complex and longer activities, stories, and tasks.

### **Kindergarten and Pre-primary Attendance**

Kindergarten is a 15 hours per week program, that involves a five-day fortnight. Pre-primary is a five day a week program.

When your child is enrolled the *School Education Act 1999* requires that they attend full-time. A note, phone call or verbal contact is expected on the day or when your child returns to school following any absence.

### **Your Child's Development and Accessing School Support Services**

A profile of your child's development is maintained throughout the year, including observations, checklists, and work samples. Early identification of a student's strengths and weaknesses in learning and areas of need allow us to put into place any services your child may require to reach their full potential at school. Children who appear to be having developmental or health problems which are causing concern to both parents and the teacher can, with the consent of parents, be referred to appropriate support services within the Department of Education or the Health Department.

## JUNIOR CAMPUS



### Arrival and Departure Times

Parents/carers are advised that students must not be on the school grounds before 8:20am in the mornings. When the first siren of the school day sounds at **8.50am**, students need to move to their classrooms, if they are not already inside. Students are to be picked up at **3:05pm** following dismissal from class and on early close Wednesdays at 2:35pm.

PRIMARY Mon, Tues, Thurs and Fri	
Period 1	8.50 – 9.40
Period 2	9.40 – 10.30
<b>Recess</b>	<b>10.30 – 10.49</b>
Period 3	10.49 – 11.43
Period 4	11.43 – 12.37
<b>Lunch</b>	<b>12.37 – 1.17</b>
Period 5	1.17 – 2.11
Period 6	2.11 – 3.05

PRIMARY Wed	
Period 1	8.50 – 9.40
Period 2	9.40 – 10.30
<b>Recess</b>	<b>10.30 – 10.50</b>
Period 3	10.50 – 11.40
Period 4	11.40 – 12.30
<b>Lunch</b>	<b>12.30 – 1.09</b>
Period 5	1.09 – 1.52
Period 6	1.52 – 2.35

### Bus Travel

Buses to the Junior Campus will pick up and drop off on Marmion Street, Donnybrook. A teacher will be on duty in the afternoon to ensure students are catching buses in a safe and timely manner. Information regarding the bus service in your area can be obtained from the Administration Offices. All students using the service must be registered.

*Kindergarten students attending the offsite Kindergarten on Mead Street will be dropped outside their Kindergarten in the mornings. These students will then be escorted to their bus on Marmion Street in the afternoons.*

### Sun Safe

Donnybrook District High School, in association with the Cancer Council WA, is a 'SunSmart' school and adopts a SunSmart Policy. All students at the Junior Campus are required to wear a broadbrimmed, bucket or legionnaire hat when they are outside and the UV Index is above 3. Students without a broadbrimmed, bucket, or legionnaire, hat are directed to play in an area that is protected from the sun.

### Bicycles at School

Students who ride to school should ensure their bicycle and helmet are secured with a padlock and chain. Bike racks are situated down the hill from the library on the school grounds. Students are required to walk their bikes, scooters, and skateboards whilst on the school grounds.

## **Assemblies**

Junior Campus assemblies are held three times a term and usually take place on a Wednesday morning commencing at 9.00am. Students from Year 1 to Year 6 facilitate assemblies and this is an opportunity for the students to highlight their learning to a wider audience. Parents/carers and the wider community are most welcome to attend assemblies and are encouraged to see and hear what is happening in and around the school.

## **Homework**

Classroom teachers outline their students' homework requirements to parents/carers at the beginning of the school year as per the school's Homework and Study Policy. Parents are encouraged to be partners in their children's education and are always welcome to discuss homework requirements with their child's teacher. The Homework and Study Policy can be located on the school's website [www.donnybrook.wa.edu.au](http://www.donnybrook.wa.edu.au)

## **Incursions/Excursions**

Students are given the opportunity to see visiting performers throughout the school year. Details and costs of performances will be communicated prior to any event. To support classroom teaching and learning programs, teachers may organise an excursion to an off-site venue. Parents/carers will be provided with details and associated costs of an incursion/excursion prior to the event. Written permission is required before a student attends an excursion.

## **Student Leaders**

Student Leaders are elected from Year 6 during Semester 1 and again in Semester 2. This allows a number of students to take on a leadership role. Faction Captains are elected to represent their factions.

## **Play**

Play is integral to every child's development, health, and enjoyment of life. Play improves social skills, brain development and creativity whilst also supporting emotional resilience, physical development, confidence, and learning. It is the school's aim to offer an open ended and creative play environment that encourages students to experiment, problem solve, construct, and engage in interesting and cognitively high levels of play. We provide opportunities for students to play freely in the school grounds opening bush/native areas for free creative 'Nature Play' and providing a collection of recycled materials for 'Loose Parts Play.'

## **Information and Communication Technology (ICT)**

The school is fortunate to have a Science, Technology, Engineering and Mathematics (STEM) Lab located in the school Library and networked computers and iPads. ICT is embedded within classroom programs and students have access to class sets of laptops and iPads.





## **SPECIALIST PROGRAMS**

### **Physical Education (PE)**

With a dedicated PE teacher, all students from Pre Primary to 6 participate in PE. Many classroom teachers run a daily fitness program each morning. Each week classes join together to enjoy a variety of sports. This may take the form of training for upcoming carnivals or various team sports with the focus changing on a term basis.

Throughout the year, students in Pre-primary to Year 6 have the opportunity to be involved in In-term Swimming, Faction Athletics and Cross-Country Carnivals. Students who excel at PE represent the school at Interschool Carnivals. Donnybrook is a part of the "Forrest Division" within the Bunbury Public Schools Sports Association. This means that during Interschool Carnivals, Donnybrook District High School competes against other schools that have a similar student population.

### **Critical and Creative Thinking**

In preparing our Junior Campus students to respond to the challenges of the twenty-first century, they will receive a dedicated Critical and Creative Thinking lesson, learning these vital skills. Students will be encouraged to develop a capability to think broadly and deeply using skills, behaviours and dispositions such as reason, logic, resourcefulness, imagination and innovation, and how to apply these across all learning areas at school and in their lives beyond school.

### **Performing Arts**

The Junior Campus offers an energetic and engaging Performing Arts program that incorporates dance, drama, and music. Through a passionate Performing Arts teacher, students develop self-confidence and a love of "The Arts."

### **Science**

Programming for Specialist Science is aligned to the Western Australian Curriculum with students learning covering the three strands: Science Understanding, Science as a Human Endeavour and Science Inquiry Skills.

Students engage in Science learning through inquiry which includes hands on activities, experiments, investigating, individual/group work, researching and reflecting while giving them opportunities to make connections to real world experiences. We aim to educate our students to develop knowledge and skills to help them contribute to a more sustainable future. For example, the year 6's participate in the Synergy Solar Car Challenge. This is a competition where students build and race a car, powered by solar energy, against students from other schools.

### **PEAC**

A Primary Academic and Extension Challenge program operates for students in Years 5 and 6 and is coordinated by the South West Regional Education Office in Bunbury. Students are selected for this program through standardised testing that occurs in Year 4. Nominated Year 4 students are provided with the opportunity to participate in a Year 4 PEAC Taster Program.



# **SENIOR CAMPUS**

## **Arrival and Departure Times**

Students should not arrive at school before 8:20am but need to ensure they are at school and ready to commence at **8.50am**. Importantly, students should leave promptly after the dismissal siren at **3:15pm** or on early close Wednesdays at **2:45pm**.

<b>SECONDARY Mon, Tues, Thurs, and Fri</b>	
Form	8:50am – 9:00am
Period 1	9:00am – 9:50am
Period 2	9:50am – 10:45am
<b>Recess</b>	<b>10:45am – 11:15am</b>
Period 3	11:15am – 12:05pm
Period 4	12:05pm – 1:00pm
<b>Lunch</b>	<b>1:00pm – 1:30pm</b>
Period 5	1:30pm – 2:25pm
Period 6	2:25pm – 3:15pm

<b>SECONDARY Wednesday</b>	
Form	8:50am – 9:00am
Period 1	9:00am – 9:50am
Period 2	9:50am – 10:35am
<b>Recess</b>	<b>10:35am – 10:55am</b>
Period 3	10:55am – 11:45am
Period 4	11:45am – 12:35pm
<b>Lunch</b>	<b>12:35pm – 1:05pm</b>
Period 5	1:05pm – 1:55pm
Period 6	1:55pm – 2:45pm

## **Collecting your child from school**

Parents who need to collect their child from school are required to present at the front office and sign their child out. If your child has an appointment, please send a note with the child and they will be permitted to present at the front office in readiness for collection. The note should be handed to the Associate Principal who will organise a formal "Leave Pass". Students will not be permitted to leave the school grounds without a "Leave Pass". Leaving the school grounds without permission constitutes truancy.

## **Bus Travel**

Buses will pick up and drop off students on Bentley Street. Information regarding the bus service in your area can be obtained from the Senior Campus Administration office.

## **Sun Safe**

All children are encouraged to wear a hat for all outside activities. Staff do not enforce a 'NO HAT, NO PLAY' policy, but will encourage students to take responsibility for their own health.

## **Student Representative Council**

The Student Representative Council consists of two Student Leaders, four Year 10 students and selected students from Years 7 to 10. These students are nominated and elected by their peers.

The Student Representatives are responsible for organising and conducting school assemblies and assisting at other school ceremonies. They plan and conduct socials, fundraising activities and attend leadership workshops. They are expected to embody and promote the school's WE CARE philosophy and act as a positive role model within the school and community. Student Councillors attend regular meetings and represent the school student body at community functions. Students and parents are expected to commit for the full year.

The Student Representatives are also responsible for making their school a better place for all students. Their role is to advocate for the student boys and initiate improvement to the school experience for all students.

## **Assemblies**

Senior Campus assemblies are held once a term and usually take place on a Friday morning commencing at 9.00am. Student Representatives from Years 7 to 10 facilitate the assemblies.

## Reporting to Parents

Each term, families can expect to receive formal feedback from the teaching staff. In Term 1, a progress report is sent to parents indicating how their child is progressing to date. This is shown in number format. In Term 2, a semester report is emailed home to families and a copy is placed on each student's Connect page. Term 3, provides an opportunity for families to meet with the teaching staff at a Parent Conference. Appointment times can be booked and a booking sheet will be emailed to families in Term 3. The end of year Semester 2 report is the final reporting requirement for the school year. These reports will be emailed home to families in the last week of the school year. If you have any concerns about your child's academic progress, please do not hesitate to contact their teacher. This can be done through the school or via Connect.

## Homework / Study / Assignments for Years 7 to 10

All units studied in Years 7 to 10 involve the completion of assignments as an integral part of the program. Marks earned for assignments count toward the overall grade, but the bulk of this work takes place in class space. Students are advised of the value of each assignment at the beginning of each unit of study. "Connect" will keep parents informed about the schedule of assessments.

Any work that is incomplete during classtime should be completed at home. All assessment outlines and assessment tasks are available to students and families through Connect. Each teacher has loaded the appropriate resources onto Connect to assist student in completing work. Students who are away from school can access this information through any device that has internet access.

## Secondary Curriculum

Students in Years 7 and 8 engage in core curriculum subjects: Maths, English, Science, Humanities and Social Science (HaSS), Physical Education and Health. They also participate in learning The Arts through Visual Art, Digital Media and Performing Arts and the Technologies Learning Area, in contexts of Home Economics, Design and Technology and Digital Technologies. A child's social and emotional development is assisted through the exploration of Critical and Creative Thinking subject to enhance their ability to adapt to a rapidly changing world.

In Year 9, the compulsory requirement continues in Maths, English, Science, Humanities and Social Sciences, Physical Education and Health. Students can make choices in the Technologies and The Arts. Students continue to develop their skills in the core areas of study and have the opportunity to practise their practical skills through their option subjects.

Year 10 builds on the same structure as Year 9, but with a real focus on pathways connecting to Senior School or Training, in Years 11 and 12. Our approach is designed to support each student to enter a pathway of their choice at the end of Year 10. Typically, the students and parents are consulted and counselled into pathways described informally as "towards tertiary" or "towards vocational".

## Year 7 to 10 Option Subjects

Students are taught by specialist teachers in the core subject and option areas. With the learning program being delivered and adapted by a teacher who is talented and specialises in a particular subject area, students are able to experience learning opportunities that are provided by someone who is motivated and enthusiastic about what they are teaching. This enthusiasm for the subject area translates into motivated students who are engaged in their learning process.

Below is a summary of the optional subjects that **may** be offered in any given school year. Not all these options will be available every semester or year and are subject to variation. Importantly the school has the capacity to deliver these:

### Technologies:

#### Design and Technology:

- Woodwork
- Metalwork
- STEM Engineering

### Information Technology:

- Digital Technology
- Science, Technology, Engineering and Mathematics (STEM)
- Digital Media



<b>Technologies:</b> <b>Home Economics:</b> <ul style="list-style-type: none"> <li>• Food Technology</li> <li>• Textiles</li> </ul>	<b>HASS – Sustainability</b> <b>Agriculture</b> <ul style="list-style-type: none"> <li>• Sustainable Agriculture</li> </ul>
<b>Physical Education:</b> <ul style="list-style-type: none"> <li>• Physical Recreation</li> <li>• Outdoor Education</li> <li>• Year 7/8 Specialised Sport Program</li> </ul>	<b>The Arts:</b> <ul style="list-style-type: none"> <li>• Visual Arts</li> <li>• Performing Arts</li> <li>• Digital Media - Photography</li> </ul>

### **Specialist Community Programs:**

Giving back to community is an important skill to learn and practice. Working in service of the community is a part of our teaching and learning programs. We also offer three streams in

Catering a skills course in kitchen operations

STEM Specialist engineering including participation in the Electric Vehicle Challenge

YES Youth Emergency Services-Cadet Program

### **STEM: Engineering Challenges**

Engineering Challenges give the students an opportunity to further develop their skills in Design, Technology and Engineering whilst supporting the key curriculum areas of Science and Mathematics. These programs strongly challenge the students' problem-solving skills and their creative design skills. It also gives them excellent learning which is transferable to industry and the workplace and the opportunity to network with other 'like-minded' young people.

Electric Vehicle (EV) Challenge: The school has participated in the event for around 12 years and over the past few years have competed with huge success. The vehicles developed have won a host of awards against University and Corporate backed organisations. This program is currently incorporated into the Engineering course. In 2020, we achieved 2<sup>nd</sup> and 3<sup>rd</sup> in this challenge.

### **Certificate I Workplace Learning**

Year 10 students have the opportunity to complete their Certificate I in Workplace Skills. The modules completed in this Certificate Course will enable student to complete Work Place Learning in a safe and informed way. These units assist in creating Resume, completing safe work practices. These are essential skills for young people endeavouring on their first paid employment experiences.

### **Workplace Learning (WPL)**

Workplace Learning (WPL) is a School Curriculum and Standards Authority (SCSA) Endorsed Program that involves learning in the workplace via work experience. It is structured, monitored, and regulated by the school and employers. All Year 10 students are given the opportunity to participate in WPL during the school year.

Year 9 students may also be offered work experience to support tailoring schooling to their specific needs. Students must complete a total of 55+ hours of WPL to complete the program and be awarded one WACE point. Placements are organised in collaboration with parents, the employer and the school. Workplace Learning workbooks must be completed as part of their workplace journey and are essential to recording the hours completed at work.

**Further information on Donnybrook DHS's programs and courses for students in the high school are available in the Course Information/Selection Handbooks.**

### **Year 10 Farewell**

At the end of the school year, we focus on saying 'farewell' to our graduating class of Year 10 students and recognise excellence across the curriculum. A Farewell Ceremony is held for these students.

## AdventureWorks & Mindful Education (ME)

Students participate in timetabled lessons once a week called Mindful Education (ME). Mindful Education is intended to link with the AdventureWorks program helping students to develop skills around social and emotional capabilities. The areas that students and staff engage with are:

1. Self -Awareness
2. Self-Management
3. Social Awareness
4. Relationships Skills
5. Responsible Decision-Making



AdventureWorks and Mindful Education are linked together to create a safe and supportive environment for students to experience and share thoughts, ideas, problems and provide the time to discuss topics of importance for teenagers in today's world. Many of the learning experiences involve a strong focus on connection with each other. Students engage in a variety of group activities that promote a deep, meaningful connection with others and it's a vital component in building a strong, cohesive and caring school community.

During Mindful Education sessions teacher and students engage with each other promoting respect, giving everyone the space to have an opinion and share how they are feeling about aspects of everyday life. Self-reflection and student-centred sessions make up the experiences allowing students to be the drivers behind the intent of each lesson guided and facilitated by our caring staff.

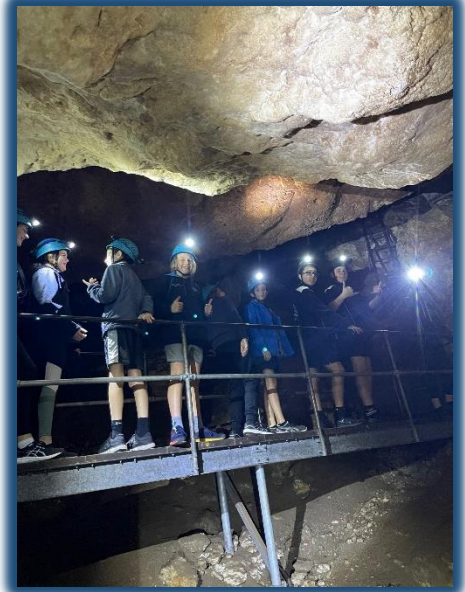
AdventureWorks has a strong focus on enabling our students to learn skills that will help them transition into adulthood. The focus is embedded around the idea that students need to connect to self, nature, and community to enable them to develop skills that will help them deal with life as a young adult. AdventureWorks have tailored a program to suit the needs of students from our school which is also embedded in the Mindful Education sessions run throughout the year.

AdventureWorks involves students engaging in 1 camp and several incursions through the year to enhance learning around the Social and emotional capabilities. Camps support the strong focus on getting into nature and disconnecting from the digital world, for students to have time with each other and themselves to discover WHO they really want to be. Camps become longer and provide more challenges as the students move through the lower secondary years . The journey uses adventure and challenge to find character and strengths to start conversations about the stuff that really matters to young adults. There is special magic that can happen when students are given the space to explore, connect and find out that there is more in them than they think possible.

Our Student Leadership team from Years 6-10 have an opportunity every term to work with AdventureWorks in developing their skills around student leadership and providing opportunities to enhance the school environment for their peers.







# PARENTS/CARERS AS PARTNERS

Parents/carers are an important part of every child's learning journey. They assist and support their child in being a successful learner by taking an interest in their education and being actively involved in their schooling. Opportunities to be involved in your child's learning vary as they progress from Kindergarten to Year 10.

In Early Childhood (Kindergarten and Pre-primary) through to the Primary Years, teachers often invite parents/carers into the classroom as volunteers to assist with the learning activities. Individual teachers will advise parents of their classroom volunteer requirements as the year progresses. This may be a weekly commitment or single activity.

The need for parent/carer volunteers in the classroom as students gets older reduces considerably. Teachers requiring parents for classroom activities at the Senior Campus will advise parents as the need arises through a note home or through the school Newsletter, however, there are many other ways the school community can be involved in the school such as:

- Volunteering in the canteen;
- Assisting with school events - sports days, socials, and excursions;
- Becoming involved in the P&C Association;
- Participating in sports days, assemblies, and special occasions;
- Keeping informal contact with your child's classroom teacher (Kindergarten to Year 6) or form teacher (Years 7 to 10);
- Ensuring your child is attending school every day;
- Contacting the school if you have any concerns about your child or their learning program. Issues dealt with in the initial stages can prevent problems arising later;
- Keeping up to date with school activities through the Newsletter; and
- Ensuring that you keep the school up to date with personal and emergency contact information.

## Concerns

As a parent/carer, you may have a concern about your child or their learning program. It is important that you discuss the issue initially with your child's classroom or form teacher. Issues that are brought to the attention of our teachers can often be dealt with quickly and in a manner that is satisfactory to all parties.

If you feel that your concern has not been dealt with effectively, please contact the Junior or Senior Campus to arrange an appointment or to speak with the school's Principal, Associate Principal or Deputy Principal.

# SCHOOL COMMUNITY

## School Partnerships with the Wider Community

School Community Partnerships are integral to the success of the school and have therefore been a central focus throughout the past few years. The 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.

Overall, there is a genuine feeling of support for the school and the direction in which it is heading. In 2024, staff from both the Junior and Senior Campuses, will be looking to continue to expand our partnerships and implement new initiatives that will be mutually beneficial for the school and the community.

# SCHOOL BOARD

As specified in the School Education Act 1999 and Regulations our School Board takes part in:

- establishing and reviewing (from time to time), the school's objectives, priorities, and general policy directions;
- the planning of financial arrangements necessary to fund those objectives, priorities, and directions; and
- evaluating the school's performance in achieving them.

The School Board also determines, in consultation with students, their parents/carers and staff, a dress code for students when they are attending or representing the school. It is the role of the School Board to promote the school in the community. They review and endorse:

- charges and contributions for the provision of certain materials, services, and facilities;
- extra cost optional components of educational programs;
- items to be supplied by a student for personal use at school; and
- agreements or arrangements for advertising or sponsorship in relation to the school.

The composition of the School Board is the Principal, staff, parent/carers, and community representatives. Nominations for membership to the School Board are advertised in the school Newsletter.

## Our 2024 School Board Members are:

<b>Board Chair</b>	—	Mr David Watson
<b>Board Vice Chair</b>	—	Mrs Amanda McNab
<b>Principal</b>	—	Mr James Milne
<b>Teacher - Primary</b>	—	TBC
<b>Teacher - Secondary</b>	—	Ms Jonelle McLoughlin
<b>Parent</b>	—	Mrs Amanda McNab
<b>Parent</b>	—	Ms Jessie Richards
<b>Parent</b>	—	Mrs Karen Martella
<b>Parent</b>	—	Ms Tara Carroll
<b>Parent</b>	—	Mrs Casandra Gibson
<b>Parent</b>	—	Mrs Tahnee Ellefsen
<b>Community member</b>	—	Ms Suzie Delaporte
<b>Financials</b>	—	Mrs Sarah Bible
<b>Co Opted - Associate Principal</b>	—	Mrs Fiona Hunter
<b>Co Opted – Deputy Principal</b>	—	Mrs Holly Carter



# PARENTS AND CITIZENS ASSOCIATION

## Parent and Citizen's Association (P&C)

The three objectives of the P&C are to:

1. Generate cooperation between parents, teachers, students, and community;
2. Assist with providing resources, facilities, and amenities; and
3. Foster community interest in educational matters.

The P&C is responsible for the purchase and sale of school uniforms, the operation of the canteen and fundraising as well as representation on the School Board.

All parents/carers and members of the wider community are welcome and encouraged to join the P&C for \$1. Meetings are held twice a Term in Weeks 3 and 8 in the Year 1/2 communal area. Children are welcome, but remain your responsibility whether they are inside or outside. Specific dates are noted on the school's calendar.

For general enquiries please contact Karen Martella 0437 171 082. Please send all correspondence to [donnybrookdhs.p.c@gmail.com](mailto:donnybrookdhs.p.c@gmail.com).

## School Uniform

Uniforms are available to purchase from the Senior Campus Administration Offices.

Senior Campus      Tuesday Mornings      9am – 10am

Orders can be made by emailing:

[ddhsuniformorders@gmail.com](mailto:ddhsuniformorders@gmail.com) or online here [Donnybrook DHS Uniform Shop \(square.site\)](http://Donnybrook DHS Uniform Shop (square.site)). Cash, credit card or Eftpos facilities available when the shop is open.

## Canteen

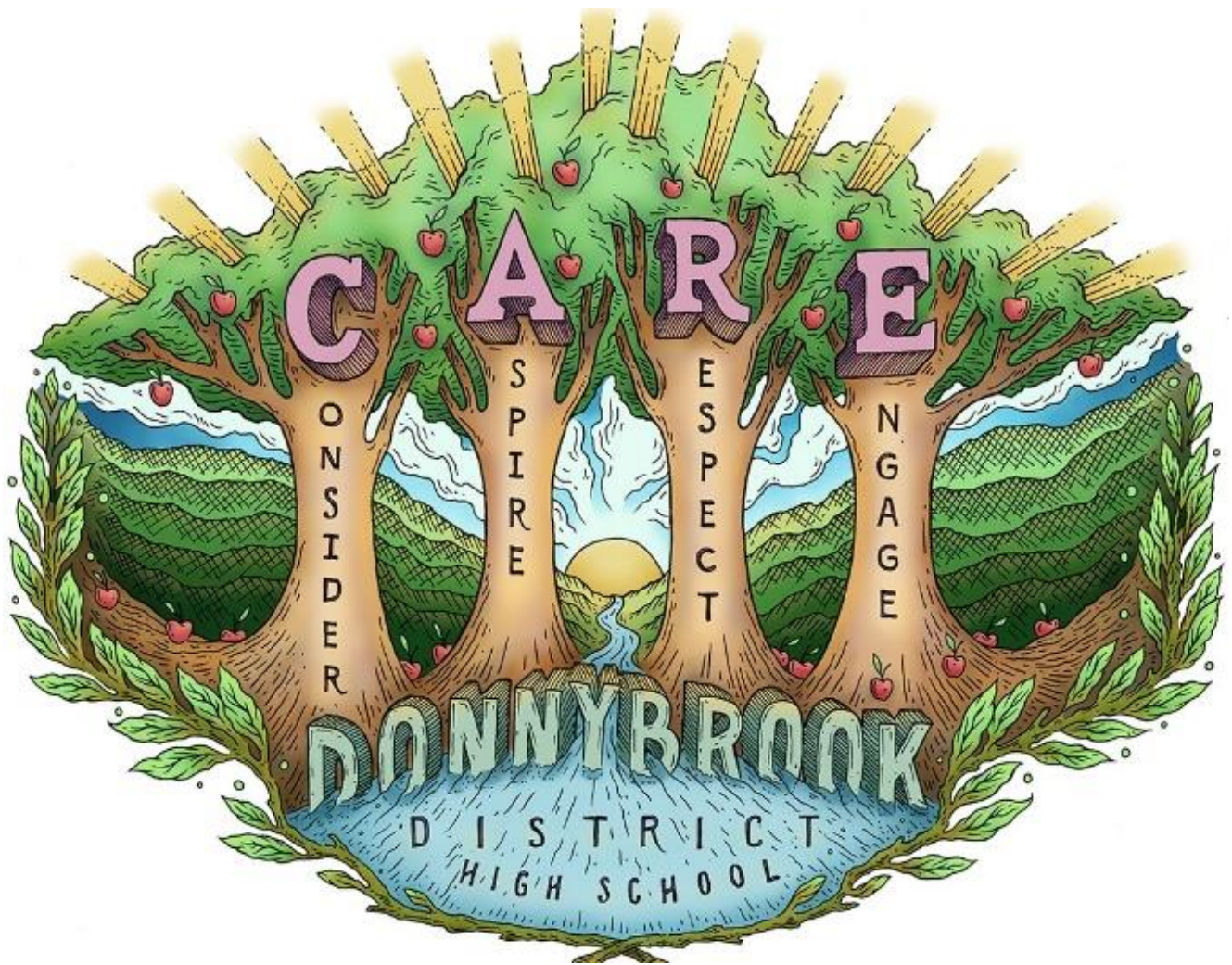
The Senior Campus Canteen is open from Tuesday to Friday for recess and lunch and the Junior Campus Canteen is open Wednesday to Friday for recess and lunch.

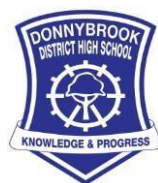
A set Canteen Menu is distributed to all students each term. From time to time a special 'meal deal' can be purchased. A letter and order form is provided for this. Parents and carers are encouraged to use the online ordering system at [www.quickcliq.com.au](http://www.quickcliq.com.au). Or on a lunch bag or envelope write Child's Name/Classroom No./Food/Drink/Total (Enclosed) \$ value.

Our canteen staff, Lisa, Kristy and Joelle are employed by the P&C for the daily management of the canteens. Other school canteens rely heavily on parent/carer volunteers, however due to low volunteer numbers we must employ staff which results in a reduced number of opening days. All parents/carers and community members are encouraged to assist and volunteer their time in the canteen so that opening days can be maintained and possibly increased. All volunteers receive a free meal for their child or themselves. If you can volunteer a couple of hours a term, please contact Lisa, Kristy and Joelle on Senior Campus 0481 789 068 or Junior Campus 0466 873 758.

## Fundraising

The P&C conducts fundraising activities throughout the year to enable the purchase of additional items for the school and to enhance student learning. The major fundraisers each year are the Easter raffle, Quiz Night and BBQs. The P&C also help run the end of year events and cater the Walk to School breakfast and Celebration of Learning night. Volunteers are sought to assist with fundraising events and if you can help by donating a couple of hours of your time, please contact Karen Martella on 0437 171 082.





## Donnybrook District High School

Senior Campus - 10 Bentley Street Donnybrook WA 6239 Phone: 9732 4300

Junior Campus - 58 Mead Street Donnybrook WA 6239 Phone: 9732 4400

**WEB ADDRESS:** [www.donnybrook.wa.edu.au](http://www.donnybrook.wa.edu.au)