



Department of  
Education

**Shaping the future**

# Donnybrook District High School

## Public School Review

# Public School Review

## Purpose

All Western Australian public schools are reviewed by the Department of Education's Public School Accountability directorate. A review gives assurance to the local community, the Minister for Education and Training and the Director General about the performance of public schools in delivering high quality education to students. The review acknowledges the achievements of the school and gives feedback to support the Principal and staff with their improvement planning.

Initially conducted on a 3 year cycle, subsequent reviews are determined to occur on a one, 3 or 5 year timeframe.

The Principal provides the review team with a self-assessment of the school's performance based on evidence from the school. Information to be validated by the review team is considered before and during the school visit. This forms the basis for the Public School Review report and determines when the next review will occur. The report is provided to the Principal and the regional Director of Education.

## Expectations of schools

The Statement of Expectation (the Statement) makes clear and public the expectations and responsibilities of schools and the Department of Education (the Department) in student achievement and progress.

The Statement is between; the Department, represented by the Director General; the school, represented by the Principal; and is noted by the school council/board, represented by the Chair.

The Statement sets out the expectations of Principals in relation to the delivery of the 2020-2024 strategic directions *Every student, every classroom, every day*, and *Building on Strength*.

The Statement will underpin each school's strategic planning and self-assessment and will form part of the school's Public School Review. It will also support the Principal Professional Review.

## Public School Review – The Standard

A Standard has been developed across the domains of the School Improvement and Accountability Framework to describe essential indicators of performance. The selection of the indicators is based on literature research and historical reviews of school performance in Western Australian public schools.

The purpose is to better ensure that judgements about student performance are standardised and objective. Indicators describe what is evident in schools functioning 'as expected' within each domain.

The Standard defines the expected level of school performance. Judgements are made in relation to the Standard. External validation is also based on evidence presented relating to the Standard.

For further information or resources in alternative formats for people with accessibility needs, please contact [PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au](mailto:PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au)



## Context

Donnybrook District High School is located in the South West Education Region approximately 200 kilometres south of Perth.

Currently there are 457 students enrolled from Kindergarten to Year 10. The school is situated over 2 sites with a Junior Campus (K-6) and Senior Campus (7-10). The school has an Index of Community Socio-Educational Advantage of 956 (decile 7).

Established in 1886, Donnybrook District High School became an Independent Public School in 2011.

The school has community support through the work of the School Board and Parents and Citizens' Association (P&C).

The first Public School Review of Donnybrook District High School was conducted in Term 4, 2020. This 2024 Public School Review report provides a current point of reference for the next cycle of school improvement.

## School self-assessment validation

The Principal submitted a comprehensive and rigorous school self-assessment.

The following aspects of the school's self-assessment process are confirmed:

- The school's self-assessment submission provided a clear account of the current context and an outline of its operations in achieving its strategic agenda.
- Leaders valued the opportunity to undertake a comprehensive self-reflection against the domains of the School Improvement and Accountability Framework. A deputy principal undertook the role of collating information and evidence of the school's performance against the Standard, liaising with groups and individuals throughout the process.
- Planned actions were succinct and aligned to evidence and analysis.
- Both leaders and staff embodied a strong sense of collective accountability for student success.
- A broad range of staff, students, parents, and community members together with leaders contributed openly and enthusiastically to discussions, demonstrating strong support for the school.

The following recommendations are made:

- In future Electronic School Assessment Tool submissions, continue to strengthen analysis of student outcomes data including strengths, improvement areas and associated actions within strategic planning.
- When selecting evidence sources and preparing analysis, strengthen the emphasis on demonstrating the impact on student outcomes.

## Relationships and partnerships

Strong community links and a welcoming school environment have been established through positive staff, student and family relationships underpinned by the values, Consider, Aspire, Respect and Engage (CARE).

### Commendations

The review team validate the following:

- As part of the 'One School Working in Partnership with its Community' business plan priority area, parent feedback is sought to shape school decision making, including input into secondary school curriculum, transition, and wellbeing offerings. This has resulted in parents feeling heard and increased retention of students.
- A split of junior and secondary school sites is viewed as an opportunity to share staff expertise across campuses, expand learning opportunities and build relationships through an extended transition program.
- Proactively engaged, the School Board has input into policy review and the monitoring of the business plan and school performance. Further support for the school is provided by the dedicated P&C who engage in fundraising to enhance school initiatives and projects.
- Community partnerships are contributing to student outcomes including Talison Lithium, Hands Up 4 Kids, supporting student reading and the Young Innovators Program through Manea Senior College, providing an opportunity for students to work with the Shire of Donnybrook Balingup to develop a community Youth Hub.

### Recommendation

The review team support the following:

- Continue to embed strategies and procedures to support communication with families across the senior campus including support for the use of an electronic communication platform.

## Learning environment

A safe, welcoming, and physically appealing learning environment is underpinned by a clear focus on student voice, wrap around support and clearly aligned strategies and interventions to enhance student wellbeing. Additionally, a senior campus middle school model is focused on optimising relationships and best shaping the learning environment to maximise learning.

### Commendations

The review team validate the following:

- Building Aboriginal cultural responsiveness is a key focus established through the Cultural Responsiveness Committee and the work of the Aboriginal and Islander education officer (AIEO) and Aboriginal education advisor in supporting student learning and engagement. Additionally, Aboriginal language and artwork is actively promoted, yarning circles developed, with an Aboriginal Hub and Follow the Dream program established.
- The Positive Behaviour Support (PBS) framework has been implemented and CARE values form the basis of the behaviour matrix across campuses. Restorative conversations have also been established as part of a 'circuit breaker' approach to supporting positive student behaviour.
- Extensive planning has been undertaken to develop students' social and emotional wellbeing, including a Mindful Education plan and Positive Education Enrichment Curriculum aligned to a program of student camps and workshops.
- To support student attendance and engagement, the school has prioritised individual pathway planning and partnerships with TAFE<sup>1</sup>, senior high schools, and workplaces, as well as Follow the Dream.
- Informed by a social and emotional learning plan, a collaborative case management approach and effective processes to identify, support and monitor students at educational risk are evident. Literacy intervention and processes for developing individual education plans for students with special educational needs have been established, with high levels of monitoring by education assistants evident.

### Recommendations

The review team support the following:

- Continue intentions to develop the Aboriginal Parent Advisory Committee.
- Continue to develop PBS in the senior campus including tier 2 supports for identified students.



## Leadership

Underpinned by the shared vision, 'Making a difference through quality education and supporting students' wellbeing', a strong distributed leadership model has been embedded across the school facilitated by skilled teacher leaders working collaboratively with the leadership team to drive school improvement.

### Commendations

The review team validate the following:

- Effective professional learning communities (PLCs) have adopted a sophisticated and focused structure that maximises the use of data to identify improvement areas and collaborative engagement with staff to progress pedagogy and practice to improve student achievement.
- A clearly defined business plan sets out the school's improvement agenda with aligned planning documents developed by the PLCs in collaboration with leaders and subject specialists.
- Staff report feeling valued and empowered by leaders to undertake leadership roles, including contributing to the Literacy, Numeracy Wellbeing and Cultural Responsiveness Committees.
- Instructional support is provided to teachers through in-class coaching and cross-campus observation. This is viewed as important in aligning agreed explicit teaching practices and pedagogy across the senior and junior campuses.
- Staff engagement in a performance management and development process is viewed as supporting their ongoing professional development.

### Recommendations

The review team support the following:

- Continue plans to support cross-campus collaboration focused on ensuring consistency of pedagogy, routines and expectations, and curriculum.
- Progress plans to further embed observation across both campuses to support fidelity and consistency in the use of agreed explicit teaching practices aligned to student needs.

## Use of resources

Prudent budget management and planning for the allocation of resources has ensured effective oversight of school finances aligned to strategic priorities.

### Commendations

The review team validate the following:

- Workforce planning is well considered, including extensive staff professional learning, the development of leadership roles across both campuses and the allocation of resources for the AIEO and Aboriginal advisor roles.
- Intervention programs are well resourced to maximise student progress in literacy and numeracy.
- Based on parental feedback, resources have been deployed for a Year 7 specialised sports program and Year 6 options program as part of an extended transition program to the senior campus.
- Investment in wellbeing programs, including camps, has been prioritised by the school and there is clear intent to monitor program efficacy to inform future fiscal decisions.
- The Finance Committee monitor the school's expenditure aligned to business plan priorities.
- Following a review, the school has engaged in an agreement with School of Isolated and Distance Education to deliver identified VET<sup>2</sup> certificate courses leading staff to report increased levels of student engagement.

### Recommendation

The review team support the following:

- Continue plans to review investment in social and emotional learning.



## Teaching quality

Staff know their students well; they exhibit high expectations for themselves and their students and work collaboratively to deliver evidence-based programs and explicit teaching, based on agreed pedagogical practices.

### Commendations

The review team validate the following:

- The school's instructional framework, referred to as Our Agreed Approach, has been enhanced by the collaborative development of beliefs about quality teaching aligned to the Teaching for Impact statement.
- Whole-school evidence-based programs have been implemented for literacy and numeracy. Following a review of data, the school selected Shaping Minds Scope and Sequence and Ochre Education with a view to maximising student learning.
- Systemic and school-based data has been implemented to support staff to identify gaps in student learning in order to identify students' learning gaps and inform classroom planning and delivery.
- Differentiation is a key priority across classrooms, informed by assessment and evidence of students' learning needs. Additionally, targeted intervention for literacy and numeracy delivered through MultiLit, MacqLit and Bond Blocks has led to positive progress for identified students.
- Staff access an extensive range of professional learning to support their implementation of whole-school programs and agreed pedagogical practices.

### Recommendations

The review team support the following:

- Progress plans to further develop staff data literacy and use of the electronic data platform to identify improvement areas in student learning and develop strategies to optimise student progress.
- Further develop learning area plans and scope, and sequence documentation to support consistency in teaching and assessment across classrooms on both campuses.
- Continue to embed the new action learning model for PLCs.

## Student achievement and progress

The school is committed to developing a culture of evidence-based decision making and has collected a range of assessment data to inform both classroom and school planning.

### Commendations

The review team validate the following:

- Individual pathway planning for secondary students across ATAR<sup>3</sup>, VET, TAFE, and apprenticeships are undertaken collaboratively with students and families. Additionally, students are provided targeted support to achieve OLNA<sup>4</sup> and have opportunities to engage in VET or endorsed programs.
- The school has developed an assessment schedule outlining expectations for assessment administration and analysis.
- DIBELS<sup>5</sup> has been implemented in the secondary campus to analyse students' reading ability and to identify students for intervention programs.
- Year 3 NAPLAN<sup>6</sup> achievement in 2024 was above like schools for numeracy, reading, writing, and spelling and significantly above like schools in grammar and punctuation.
- Year 5 NAPLAN achievement in 2024 was similar to like schools for numeracy and reading and above like schools for grammar and punctuation while Year 9 data was above like schools for reading, spelling, grammar and punctuation, and significantly above like schools for writing.

### Recommendations

The review team support the following:

- Continue to embed a whole-school approach to mathematics with a focus on consistent practices and monitor the impact on student progress and achievement.
- Progress plans to track and review the middle school model to determine efficacy and impact on student achievement.

## Reviewers

Kim McCollum  
**Director, Public School Review**

Danielle Roache  
**Principal, Boddington District High School**  
**Peer Reviewer**

## Endorsement

Based on this report, I endorse the commendations and recommendations made by the review team regarding your school's performance.

You will receive formal notification in the 2 terms leading up to your school's next scheduled review. This notification will be provided in 2027.



Steven Watson  
**Deputy Director General, Schools**

---

## References

- 1 Technical and Further Education
- 2 Vocational Education and Training
- 3 Australian Tertiary Admission Rank
- 4 Online Literacy and Numeracy Assessment
- 5 Dynamic Indicators of Basic Early Literacy Skills
- 6 National Assessment Program – Literacy and Numeracy

