



Donnybrook District
High School



ANNUAL SCHOOL **REPORT**

2024





INTRODUCTION

“You aspire to support each student to achieve to their highest potential through providing a consistent environment where they have agency in their learning. You are passionate about supporting students to become who they want to be through quality teaching, positive behaviour support, intervention, differentiation, unique educational experiences and care for each individual.” Lisa Rodgers, Director General, Western Australian Department of Education

K-10 schools are unique learning environments that differ significantly from traditional Primary or Secondary schools. The points of difference provide an array of opportunities to create a set of conditions where students thrive. The challenge will always be, to overcome the complexities of a District High School and use the uniqueness to your advantage. If schools can do this, then they will provide the space where students accelerate their development and importantly gain Social and Emotional Learning in all aspects of their life. Implementing and sustaining strong SEL is pivotal to supporting the holistic development of young people.





Donnybrook District High School

At Donnybrook District High School, we acknowledge that students require a sense of self and purpose and the right supports to ensure they are prepared for wherever they go in life. In preparing students to be successful, the curriculum is important, however what makes the curriculum work for our students, is everything that sits around it. Donnybrook District High School is an exciting place to learn as we know what our students need to be successful. Not just a successful student, but a successful person as well.

Social and Emotional Learning has been and always will be a key priority. We recognise that we have a collective responsibility to ensure it isn't an add on, rather part of the fabric of school life. Throughout 2024, our practice has been authentic and importantly embedded throughout all learning and play experiences. Through our approach, we provided a genuine opportunity for our young people to learn who they are, where they fit and what their purpose in life is. By educating their hearts and their minds, we are inspiring and facilitating the achievement of dreams.

In 2024, we were particularly proud of our work in this crucial space. Highlights included;

- AdventureWorks Camps and Workshops for Years 6-10 that focused on developing our students' Self Awareness, Self-management, Responsible Decision making, Relationship Skills and Social Awareness
- A series of 'On Country' workshops for our Aboriginal students to develop their sense of belonging and bring learning into the school.
- The development of 'Yarning' circles on each campus, providing the school and community with a space to connect with local Aboriginal elders and families
- Student Leadership Programs that challenged our leaders as individuals and promoted leadership skill building amongst the group
- Strong student agency and voice assisting to shape our programs, courses and offerings
- Targeted Social and Emotional Learning throughout all classroom and specialist academic programs
- Positive Behaviour Support and a restorative approach to behaviour management that is underpinned by our overarching school values of Consider, Aspire, Respect and Engage.

As educators we wear many hats, but we never forget that every day we are presented with an opportunity to educate and support the whole child. Through our approach, we seek to reveal and nurture the interests and assets of all our young people. They are valued, they do belong and they can be successful.

My sincere thanks to the staff at Donnybrook District High School for everything they do for our students and school community. The CARE they display is ensuring we are making a positive difference.

James Milne
Principal





STAFF

Principal

Mr James Milne

Associate Principal

Mrs Fiona Hunter

Deputy Principals

Miss Alexandra Gibson

Ms Megan Kremer

Mrs Rebecca Smedley

Mrs Lauren Brown

Manager of Corporate Services

Mrs Sarah Bible

School Officers

Mrs Belinda Watson

Mrs Delveen Cross

Mrs Jane Lockhart

Mrs Sue Williams

Mrs Amanda Anderson

Mrs Casey Payne

Teachers: 35

Support Staff: 29

School Chaplain

Mrs Sarah Sydney-Smith

School Psychologist

Mrs Ali Flemming



2023-2027 BUSINESS PLAN

YOUR CHILD; OUR FOCUS

Throughout 2024, Donnybrook District High School continued implementing the strategies outlined in the 2023-2027 Business Plan, Your Child; Our Focus. The focus areas outlined within the Business Plan are:

- High Performance in Literacy and Numeracy
- Targeted Intervention to Support All Students
- Supportive and Inclusive Environment in Which Students Thrive
- One School Working in Partnership With its Community.

Donnybrook District High School completed the School Review Process in 2024. This enabled staff to complete a thorough reflection process, identifying areas where the school was excelling and areas of the Business Plan that needed additional focus. This was an overwhelmingly positive process with the school reviewers agreeing on the strengths and areas of future development that had been identified by the staff.

The key focus areas and strategies implemented throughout 2024 are outlined below.

High Performance in Literacy and Numeracy:

- Staff engaged in targeted professional learning in Literacy and Numeracy during School Development Days and staff meetings, addressing areas identified through classroom and whole school data.
- An evidence-based consistent, whole school approach to Literacy and Numeracy were developed through scope and sequence documents and our Agreed Approach.
- Teacher capacity was built through Professional Learning Communities with staff engaging in ongoing goal setting, data reflection, and observation and feedback.



Targeted Intervention to Support All Students:

- Students engaged in evidence-based intervention programs, including MiniLit, MacqLit, Cars and Stars and Bond Blocks.
- Professional Learning Communities drove the implementation of whole school operational plans.
- Conditions to support student achievement and progress were developed and implemented by Professional Learning Communities and committees.
- Cultural responsiveness strategies, supported by The Aboriginal Cultural Standards Framework were implemented throughout the school, including the development of yarning circles and the incorporation of Noongar language.



2023-2027 BUSINESS PLAN

YOUR CHILD; OUR FOCUS

Supportive and Inclusive Environment in Which Students Thrive:

- A case management model was developed to identify and support the health and wellbeing needs of vulnerable students.
- The Social and Emotional Learning Plan was utilised to support the holistic development of our students.
- Evidence to support student engagement was collected and analysed using Elastik.
- Professional Learning Communities utilised data when implementing effective strategies to support student achievement and progress.
- Secondary students' connectedness to the school, staff and each other was enhanced through the continuation and refinement of Mindful Education.
- Implemented workplace health and wellbeing initiatives for all staff including measures to reduce workload and initiatives to increase staff connectedness such as shared morning teas.



One School Working in Partnership with Its Community:

- Partnerships with families and the wider community were developed to promote student success, such as the Young Innovators Program and the Careers Expo.
- Culturally responsive approaches, including NAIDOC, the yarning circles and caring for country, utilised the diversity and strength of our community.
- With the support of the Aboriginal Education Advisor and the AIEO, strong connections were built and maintained with our Aboriginal families to enhance our culturally responsive approach.
- The Young Innovators program elevated student agency and voice within the local and broader community.
- Parent meetings were conducted to involve Secondary parents and carers in goal setting and individual pathway planning.
- The achievements of our students, staff and school community were celebrated and promoted through formal and informal avenues including the school Facebook page, newsletter and the local radio station.





BUSINESS PLAN REVIEW

High Performance In Literacy and Numeracy

Literacy and Numeracy performance is strengthened by data-informed teaching.

Strategies	What will you see	Evidence	Timeline	Progressing	Achieved
<p>Continue to build a culture of teaching excellence where staff analyse and use student data to:</p> <ul style="list-style-type: none"> inform and improve teaching and learning; measure impact and engagement in teaching and learning; and ensure targeted intervention and extension opportunities are identified and implemented. 	<p>Performance Management plans and PLC Action Learning Models reflect that staff are participating in scheduled data analysis and differentiating the curriculum in response to meet student needs and support student progress.</p>	<p>PLC Action Learning Models Performance Development Anecdotal Notes Assessment Schedule Student Profiling Whole School Data Analysis Classroom and Learning Area Data</p>	<p>Term 1 2024 Term 1 2025 Term 4 2024 Term 4 2023 Term 1 2024 Term 1 2024</p>	<p>✓ ✓ ✓ ✓</p>	<p>✓ ✓ ✓</p>
<p>Staff are engaged in targeted professional learning in Literacy and Numeracy, addressing areas identified through classroom and whole school data.</p>	<p>PLC Action Learning Models provide evidence of teachers sharing their professional learning to build capacity of all staff.</p>	<p>PLC Action Learning Models Professional Learning</p>	<p>Term 1 2024 Term 1 2024</p>	<p>✓</p>	<p>✓</p>
<p>Continue to develop and implement an evidence-based, consistent, whole school approach to Literacy and Numeracy.</p>	<p>Operational planning demonstrates clear direction to improve Literacy and Numeracy.</p>	<p>Literacy and Numeracy Operational Planning Literacy and Numeracy Targets Scope and Sequence Documents</p>	<p>Term 2 2023 Term 2 2023 Term 1 2025</p>	<p>✓ ✓</p>	<p>✓ ✓</p>
	<p>Our Agreed Approach is increasingly embedded school wide as evident through classroom and peer observations.</p>	<p>Anecdotal Notes and Formal Feedback</p>	<p>Term 3 2024</p>	<p>✓</p>	
	<p>Literacy and Numeracy committees analysing data and providing feedback to PLCs on implementation of programs, interventions and student progress every semester.</p>	<p>Whole School Data Analysis</p>	<p>Term 1 2024</p>	<p>✓</p>	
<p>Continue to build teacher capacity through Professional Learning Communities (PLCs) with staff engaging in an ongoing goal setting, data reflection, and observation and feedback.</p>	<p>PLC Action Learning Models demonstrate clear evidence of collaboration, peer observation and coaching in line with the Operational Plans and Agreed Approach.</p>	<p>PLC Action Learning Models</p>	<p>Term 1 2024</p>		<p>✓</p>
<p>Improve the use of student goal setting and reflective processes throughout the learning and assessment cycle.</p>	<p>Student voice is evident in classrooms and student work samples through goal setting, feedback and reflection opportunities.</p>	<p>Student engagement in their learning journey Individual Pathway Planning Mindful Education Journals Student Leadership Meetings and Workshops</p>	<p>Term 4 2023 Term 1 2024 Term 1 2024 Term 1 2023</p>	<p>✓ ✓ ✓</p>	<p>✓ ✓</p>
<p>Strengthen the use of explicit feedback to students regarding their goals and learning progress within all classrooms.</p>	<p>Evidence that feedback is providing students with opportunities to progress their learning.</p>	<p>Assessment for Learning Tasks</p>	<p>Term 1 2024</p>	<p>✓</p>	
	<p>Explicit teacher feedback is used by students within the goal setting process.</p>	<p>Reflective Goal Setting by Students</p>	<p>Term 1 2025</p>	<p>✓</p>	
<p>Embed a whole school moderation cycle where staff use internal and external networks to:</p> <ul style="list-style-type: none"> develop fair, educative and purposeful assessments; and ensure accurate reporting of student progress. 	<p>Performance Management plans and PLC Action Learning Models are evidencing internal and external networks to inform planning and assessment.</p>	<p>Performance Development Anecdotal Notes PLC Action Learning Models</p>	<p>Term 1 2025 Term 1 2024</p>	<p>✓</p>	<p>✓</p>
<p>Literacy and Numeracy skills are emphasised and embedded across all learning areas.</p>	<p>The use of Literacy and Numeracy strategies are evident across all classrooms.</p>	<p>Specialist Teachers engagement and awareness of Literacy and Numeracy Planning and the school's Agreed Approach Performance Development Anecdotal Notes Observation Feedback</p>	<p>Term 1 2025 Term 1 2025 Term 1 2025</p>	<p>✗ ✓ ✓</p>	
	<p>Student feedback indicates that students see the relevance of Literacy and Numeracy across all learning areas.</p>	<p>Formal Student Feedback through Surveys</p>	<p>Term 1 2025</p>	<p>✗</p>	



BUSINESS PLAN REVIEW

Targeted Intervention To Support All Students					
Targeted teaching and learning practices that support all students.					
Strategies	What will you see	Evidence	Timeline	Progressing	Achieved
Employ our Agreed Approach across the school, with a particular focus in Literacy and Numeracy	Dedicated Literacy and Numeracy time scheduled in every Primary classroom	Primary Classroom Timetables	Term 1 2023 and annually		✓
Implement evidence-based intervention programs	Evidence-based programs linked to our Literacy, Numeracy, Health and Social and Emotional Learning Operational Plans	Literacy Intervention through InitialLit, MiniLit and MacqLit.	Term 1 2023 and annually		✓
		Numeracy Intervention through BondBlocks	Term 1 2023 and annually		✓
		Data Analysis on Intervention Programs	Terms 2 and 4 2023 and annually		✓
Continue to seek opportunities with outside agencies to enhance support for students with learning difficulties and disabilities	Students on Targeted Intervention Plans supported through a collaborative approach	Targeted Intervention Plans	Ongoing	✓	
Identify and rigorously case manage students who are at risk due to compromised attendance	Improved attendance planning to support at risk students	Attendance Plan Individual Attendance Plans	Term 4 2023 Ongoing	✓	✓
	Decline in the number of students who have moderate to severe attendance concerns	Attendance Data	Ongoing	✓	
Utilise the Plan/Teach/Assess cycle across all learning areas Review current assessment policy and practices and provide professional learning opportunities for all staff concerning assessment	Refinement of the school's Assessment Policy and Schedule, outlining expectations and support for when and what to assess and how to make fair and valid judgements	Assessment Schedule	Term 4 2023		✓
	Regular, disciplined dialogue around student progress and achievement data within PLCs and Performance Development meetings	PLC Action Learning Models Performance Development	Term 1 2024 Term 1 2025	✓	✓
	Increased networking, supporting the Plan/Teach/Assess cycle	Network Connections and Networking Meetings	Term 1 2025	✓	
	Performance Development meetings focusing on planning, teaching and assessment	Performance Development Anecdotal Notes	Term 1 2025	✓	
Refine and implement our response and planning through a case management approach for students with suicidal behaviour and non-suicidal self-injury	Evidence that the responses and planning is effectively supporting identified students	Risk Management Planning	Ongoing	✓	
Continue to drive whole-school operational plans through Professional Learning Communities	Professional Learning Community Action Learning Models reflecting the strategies within our Operational Plans	PLC Action Learning Models	Term 1 2024		✓
Create conditions to support student achievement and progress	Staff experience and expertise developed and utilised to best support students	Timetabling	Ongoing	✓	
	Learning environments increasingly catering for the needs of all students	Development of Flexible Learning Spaces	Ongoing	✓	
	Curriculum differentiation targeting the needs of all students	Classroom Planning, Individual Education Plans and Individual Pathway Plans	Ongoing	✓	
Continue to use the Aboriginal Cultural Standards Framework as a planning guide to support cultural responsiveness	Teachers regularly engaging with the Aboriginal Cultural Standards Framework	Performance Development Anecdotal Notes	Ongoing	✓	
	Cultural responsiveness increasingly evident in all classrooms and throughout the school	Classroom Planning and Learning Environment	Ongoing	✓	
	Aboriginal perspectives increasingly embedded and integrated within teaching and learning	Classroom Planning	Ongoing	✓	
Continue to monitor academic programs and interventions to ensure student improvement and sound resource allocation	Evidence-based intervention programs targeting the needs of identified students	Literacy Intervention through InitialLit, MiniLit and MacqLit.	Ongoing		✓
		Numeracy Intervention through BondBlocks	Ongoing		✓
		Data Analysis on Intervention Programs	Terms 2 and 4 2023 and biannually		✓
Progress Social and Emotional Learning competencies through a school-wide approach	Opportunities for students to acquire and apply the knowledge, skills and attitudes reflected within the Social and Emotional Learning competencies	Schoolwide SEL Implementation Rubric	Term 4 2023		✓
		SEL Data Review	Term 4 2023		✓
		SEL Plan Review	Term 4 2023 and annually		✓
		SEL Professional Learning Program and Practices Review	Ongoing Ongoing	✓	✓
		AdventureWorks Review	Term 4 2023 and annually		✓
Implement an enquiry based learning approach throughout Primary and Secondary	Critical and Creative Thinking increasingly focused upon from Years 1-10	Primary Program	Term 1 2023		✓
		Secondary Program	Term 1 2023		✓



BUSINESS PLAN REVIEW

Supportive And Inclusive Environment In Which Students Thrive						
Students are valued, supported and empowered to succeed. They are actively connected to their learning, have respectful and inclusive relationships and experience a sense of belonging.						
Strategies	What will you see	Evidence	Timeline	Progressing	Achieved	
Develop and implement a clearly articulated case management approach for students with learning difficulties and disabilities	Development of a school-wide case management model	Case Management Model	Term 3 2024		✓	
	Evidence that the case management model is effectively supporting identified students	Documented Plans Case management Meeting Anecdotal Notes	Term 1 2025	✓		
Enhance the capability of our Student Services Team to support our students, staff and families	Targeted Professional Learning, structured meetings and networking strengthening the capacity of the Student Services Team	Attendance at Student Services related Professional Learning	Ongoing	✓		
Develop a case management model to identify and support the health and wellbeing needs of vulnerable students	Development of a school-wide case management model	Case Management Model	Term 3 2024		✓	
	Evidence that the case management model is effectively supporting identified students	Case Management Meeting Anecdotal Notes	Term 4 2024		✓	
Collect, analyse and utilise an increasing level and spread of evidence to support student engagement	Through Student Voice and School Surveys, baseline data established	Student and Parent Surveys	Term 1 2024 and annually		✓	
	Improvement trends recognised and issues identified and responded to	Engagement (Attendance and Behaviour) Data	Term 1 2024 and annually	✓		
Implement workplace health and wellbeing initiatives for all staff	Improved working conditions for staff, resulting in improved learning conditions for students	Development of Flexible Learning Spaces	Term 1 2025	✓		
		SEL Professional Learning	Ongoing	✓		
Commence implementation of the school's Social and Emotional Learning Plan to support the holistic development of our students	Foundational support for school-wide SEL established	Staff commitment reflected in classroom practice	Term 1 2024		✓	
		Finalise SEL Plan with Shared Vision	Term 1 2024		✓	
		Establish an SEL/Wellbeing Committee	Term 1 2023		✓	
	Adult SEL competencies and capacities strengthened	Engage staff in foundation learning	Term 1 and 2 2023		✓	
		SEL Professional Learning	Ongoing	✓		
	Evidence-based programs and practices promoting SEL for students	Review needs, resources and current implementation	Term 4 2023		✓	
Schoolwide SEL Implementation Rubric		Term 4 2023 and annually		✓		
Data supporting reflection and refinement of the school's approach	SEL Data Review	SEL Data Review	Term 4 2023 and annually		✓	
		SEL Plan Review	Term 4 2023 and annually		✓	
Ensure that assessment practices provide the best possible opportunity for all students to demonstrate their knowledge, skills and understanding.	Our agreed school wide assessment schedule is supported by PLCs and adhered to by all staff.	Assessment Schedule	Term 4 2024		✓	
		PLC Action Learning Models	Term 1 2024		✓	
		Assessment Tasks	Term 4 2024		✓	
Implement (PBS) Tier 2 practices and systems with increasing fidelity to provide targeted support for students who are not successful with Tier 1 supports	Consistent PBS practices promoting positive student engagement	PBS Acknowledgement Totals	Ongoing	✓	✓	
		PBS Lesson Plans PBS Behaviour Data	Ongoing		✓	
Tier 2 students supported through appropriate interventions	Tier 2 Interventions Reflected Within Individual Behaviour Plans		Ongoing	✓		
Develop a comprehensive framework for student leadership that incorporates CASEL's 5 broad interrelated areas of competency	Student leadership opportunities supporting the development of; <ul style="list-style-type: none"> Self Management Responsible Decision Making Relationship Skills Social awareness Self Awareness 	Student Leadership Policy and Plan	Term 3 2025		✓	
		Student leadership opportunities monitored and measured for effectiveness	Semester 1 and 2 Student Reports AdventureWorks Surveys	Term 4 2024 and annually		✓
		Student Leaders positively influencing school culture	Staff and parent Observations and Feedback	Ongoing	✓	
Enhance our Secondary students' connectedness to the school, staff and each other through Mindful Education	Individual Student Profiles are supporting the pathways of our Secondary students	Individual Student Profiles	Ongoing	✓		
		Post School Data				
		Participation in Curiosity Based Learning	Critical and Creative Thinking feedback	Term 4 2023		✓
Greater sense of purpose, supporting where our students are 'going'	Pathway Planning supporting proactive enrolments		Ongoing	✓		



BUSINESS PLAN REVIEW

One School Working In Partnership With Its Community

Build on our one school approach with parents and carers and the broader school community.

Strategies	What will you see	Evidence	Timeline	Progressing	Achieved
Engage, communicate and collaborate to build respectful partnerships with families and the wider community to promote student success	Evidence that partnerships with families and the broader community are improving student outcomes	Parent and Carer engagement with Documented Planning	Terms 1 and 3 annually		✓
		Parent and Carer engagement with Individual Pathway Planning	Terms 2 and 4 annually		✓
		Parent and Carer attendance at Meetings	Ongoing		✓
		Parent and Carer engagement through Seesaw and Connect	Ongoing	✓	
Continue to strengthen the relationship between staff and parents and carers to create a shared understanding of individual achievement and progress	Survey evidence indicating that staff and parents and carers are increasingly working in partnership to support students	Compass Entries, Phone Contact and Parent Meetings Year 5/6 Parent Meeting Year 6-7 Transition	Ongoing Term 2 2023 and annually Ongoing	✓ ✓	✓ ✓
Promote culturally responsive approaches that utilise the diversity and strength of our community	Visible links between the school and our First Nations Peoples	Connections created by AIEO NAIDOC Celebrations Follow The Dream Murals	Term 1 2024 Term 2 2023 and annually Ongoing Term 1 2025	✓	✓ ✓ ✓
Build and maintain a strong connection with our Aboriginal families to enhance our culturally responsive approach	Aboriginal students well supported through a strong partnership between school and home	Cultural Responsiveness Plan Aboriginal Parent Advisory Group Parent and Carer engagement AIEO facilitated meetings	Term 2 2024 Term 1 2025 Ongoing Ongoing	✓ ✓ ✓	✓
Elevate student agency and voice within the local and broader community	Evidence that student agency and voice is influencing programs, initiatives and opportunities	Formal and Informal Student Feedback	Ongoing	✓	
Promote community partnerships with a focus on Social and Emotional Learning	Evidence that relationships between community groups and agencies are supporting Social and Emotional Learning	Case Conference Anecdotal Notes Allied Health Support Student Services Meetings Partnership with AdventureWorks	Ongoing Ongoing Ongoing Ongoing	✓ ✓ ✓	✓
Local and broader community enhance the curriculum offerings throughout the school.	Evidence of increasing community engagement with the schools priorities and direction	Community Support around the school's programs and offerings e.g. P&C, Volunteers and Donnybrook/Balingup Shire	Ongoing		✓
Build community support around the engagement of our Secondary students	Evidence of an increase in partnerships with the broader community	Community Support around the school's programs and offerings e.g. P&C, Workplace Learning, YES Program	Ongoing		✓
	Increased connections and partnerships supporting students on their individual pathways	Individual Pathway Planning	Ongoing	✓	
Establish connections with early years' students and families prior to them starting school	Orientation is strengthened through increased parent and carer communication and meetings	Playgroup Meetings Parent Enrolment Meetings	Terms 3 and 4 annually		✓
Involve Secondary parents and carers in goal setting and individual pathway planning	Evidence that parents and carers are increasingly engaged in supporting students	Parent and Carer engagement with Individual Pathway Planning Parent Opinions Gathered	Ongoing Ongoing	✓	✓
Actively celebrate and promote the achievement of our students, staff and school community through formal and informal avenues	Achievements and successes regularly publicised and celebrated across our school and in the local community	Newsletter Articles Facebook Posts SRC at Assemblies and Events	Ongoing Ongoing Ongoing		✓ ✓ ✓
Engage with colleagues, parents and carers and the local and broader community to increase sustainability initiatives and practices across the school	Implementation of school wide sustainability programs and projects	Junior Campus 'Green Team' Junior Campus Chickens Junior Campus and Senior Campus Garden Groups School-wide waste, water and power audits	Ongoing Ongoing Term 3 2025 Term 2 and 4 2023 and biannually	X X ✓	✓
	Sustainability integrated into teaching and learning	Sustainability incorporated into classroom programs	Ongoing	✓	
	Partnerships with community members and groups	Local Farmers and Orchardists supporting Secondary Agricultural Program Community Presentations	Ongoing Ongoing	X X	✓



NAPLAN

NUMERACY

	Yr 3		Yr 5		Yr 7		Yr 9	
	School	Like Schools	School	Like Schools	School	Like Schools	School	Like Schools
2022	364	368	465	464	509	512	565	568
2023	393	365	435	454	530	499	542	545
2024	390	375	453	451	497	502	527	539

The 2024 NAPLAN Numeracy data demonstrates a solid performance in Years 3 and 5 compared to Like Schools. The introduction of a Pre-Primary to Year 6 Mathematics Scope and Sequence will further support this performance in 2025 and beyond.

While Year 7 and 9 students performed slightly below like schools in the 2024 NAPLAN Numeracy assessment, structures have been put in place to support these students. These supports include the continuation of the Mathematics Scope and Sequence to Year 8, the implementation of a middle school model and additional timetabled study skills sessions in 2025 to address gaps in student's understanding.

The following strategies are identified within the Numeracy Operational Plan to address the needs and support the progress of students from Kindergarten to Year 10.

Consistency of Approach:

- Explicit teaching model is implemented in all Primary and Secondary Numeracy classrooms including visible learning intentions and success criteria, warm-ups, gradual release model and reviews after lessons.
- Differentiated learning opportunities are aligned with student academic progress and social and emotional needs.
- Donnybrook District High School Numeracy Scope and Sequence documents are used to guide planning.
- Common language is visible in all classrooms.
- Explicit feedback is used to support student achievement and progress.

Curriculum and Knowledge:

- Consistent vocabulary is utilised and definitions are explicitly taught.
- Concrete manipulatives are used to connect and consolidate learning concepts.
- Bond Blocks intervention program supports at risk students.
- Numeracy approaches are integrated across all learning areas to develop and apply problem-solving skills.



NAPLAN

Planning and Assessment:

- Handover documents, including numeracy data, are completed and used to inform classroom planning.
- Student feedback is utilised to drive future planning.
- Challenging learning goals, which are supported by student agency and voice, are developed.
- Moderation occurs within Professional Learning Communities to form fair, valid and reliable judgments.
- Whole school common assessments are used by teaching staff to inform planning.

Scaffolding and Resourcing:

- A range of resources are utilised to respond to the needs of culturally and linguistically diverse learners.
- Learning environments include print-rich displays and reflect student agency.
- Targeted peer observations support teacher's professional development.
- Staff capacity is built through sharing professional knowledge at Professional Learning Communities and staff meetings.

LITERACY

Reading	Yr 3		Yr 5		Yr 7		Yr 9	
	School	Like Schools	School	Like Schools	School	Like Schools	School	Like Schools
2022	386	395	485	477	522	509	553	554
2023	373	354	441	459	516	493	551	540
2024	369	358	455	449	479	493	547	537

Writing	Yr 3		Yr 5		Yr 7		Yr 9	
	School	Like Schools	School	Like Schools	School	Like Schools	School	Like Schools
2022	405	389	451	451	505	495	527	528
2023	391	373	426	452	510	491	525	531
2024	391	387	437	447	486	507	577	541



NAPLAN

Spelling	Yr 3		Yr 5		Yr 7		Yr 9	
	School	Like Schools	School	Like Schools	School	Like Schools	School	Like Schools
2022	382	389	470	486	520	521	563	567
2023	393	358	448	461	427	413	545	548
2024	391	377	449	462	492	516	552	544

G&P	Yr 3		Yr 5		Yr 7		Yr 9	
	School	Like Schools	School	Like Schools	School	Like Schools	School	Like Schools
2022	397	393	469	473	518	504	539	551
2023	377	354	438	459	517	497	547	527
2024	392	362	470	460	486	495	527	518

The 2024 NAPLAN Literacy data demonstrates a sound performance in Year 3 and 9, with students performing above Like Schools across the four testing areas. Year 5 students performed above Like Schools in Reading and Grammar and Punctuation, supporting the implementation of the MiniLit and MacqLit reading intervention programs across the Junior Campus.

The analysis of the 2024 NAPLAN data has enabled the Literacy Committee to identify areas of focus for 2024 and 2025. These focus areas include

- a whole school Writing focus
- the need to provide additional support to Year 5 students, specifically in Writing and Spelling
- the need to continue the additional support for the Year 7 cohort, such as additional study skills lessons and the refinement of the Senior Campus literacy intervention program.





NAPLAN

The following strategies are identified within the Literacy Operational Plan to address the needs and support the progress of students from Kindergarten to Year 10.

Consistency of Approach

- Literacy blocks are timetabled in all primary classrooms.
- Explicit teaching is linked to Learning Intentions and Success Criteria.
- The plan, teach, assess cycle is embedded in all classrooms.
- School-based common assessments are used to inform planning and interventions.
- Explicit feedback is used to improve student outcomes.
- Differentiation based on student's academic progress and social-emotional needs supports student engagement.
- Literacy is integrated across learning areas.

Curriculum and Knowledge

- Daily phonemic and phonological awareness is evident in all K-3 classrooms.
- Systematic Synthetic Phonics is taught with fidelity using InitialLit and PLD Literacy.
- Non-decodable High Frequency Words are explicitly taught.
- Tier 2 and Tier 3 Vocabulary is explicitly taught.
- Reading instruction and assessment are aligned to best practices, and teachers are beginning to implement the Science of Reading.
- Writing is explicitly modelled and taught.
- Grammar is explicitly taught, and students are provided with ongoing opportunities to apply concepts.
- Ongoing implementation of MiniLit Sage and MacqLit for students requiring reading intervention.

Planning and Assessment

- Challenging learning goals are established and student success is celebrated.
- Students are provided with engaging and relevant learning opportunities.
- School-based common assessments are completed and used to inform classroom and whole school planning.
- Professional Learning Communities use moderation and assessment data to inform planning.
- Student voice is used to drive future planning, self-efficacy and autonomy.

Scaffolding and Resourcing

- Staff access Professional Learning opportunities and help build the capacity of other staff through sharing in Professional Learning Communities and staff meetings.
- Handover of student data informs teacher planning.
- Learning environments have print-rich displays and reflect student agency.
- Targeted peer observations support teacher development.
- Frameworks and procedures are developed to support teachers and students.





ATTENDANCE

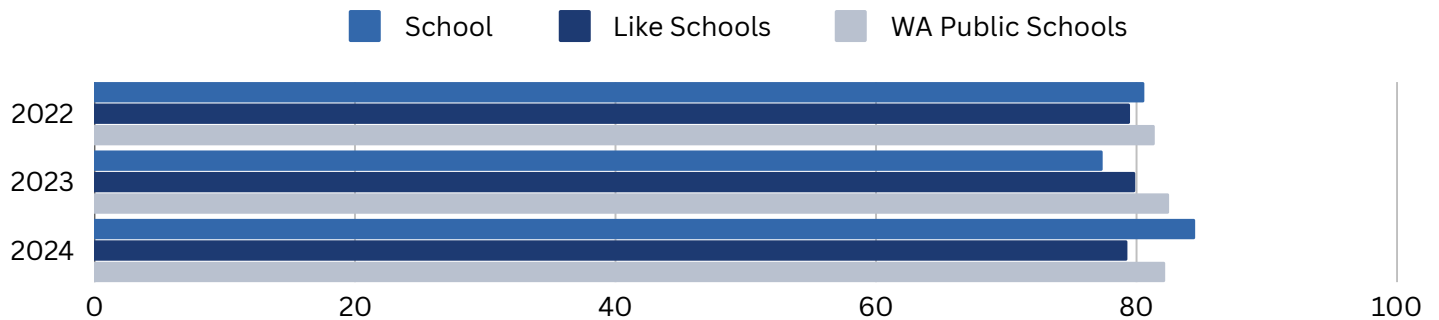
Primary Attendance Rates	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2022	43.6%	38%	14.7%	3.8%
2023	53.2%	36.9%	7.3%	2.5%
2024	53.7%	35.0%	10.0%	1.3%
Like Schools 2024	58.7%	24.0%	12.2%	5.1%
WA Public Schools 2024	65.0%	23.0%	9.0%	4.0%

Secondary Attendance Rates	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2022	32.3%	36.6%	19.4%	12.0%
2023	30.9%	22.8%	30.1%	16.3%
2024	41.9%	30.1%	19.9%	8.1%
Like Schools 2024	38.2%	27.6%	18.1%	16.0%
WA Public Schools 2024	48.0%	25.0%	15.0%	12.0%

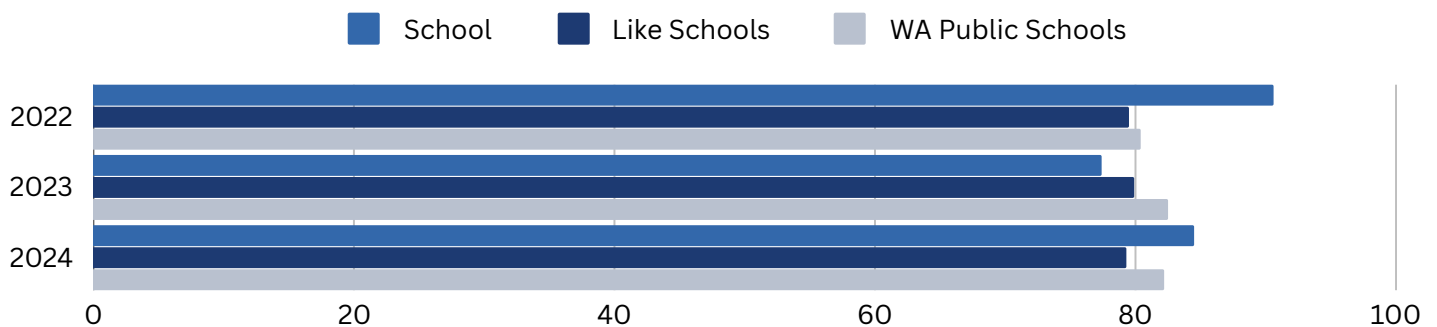


ATTENDANCE

PRIMARY OVERALL ATTENANCE RATES



SECONDARY OVERALL ATTENANCE RATES



In 2024, Donnybrook District High School reviewed their comprehensive Attendance Plan to ensure it aligned with the Social and Emotional Operational Plan and newly developed Case Management Model. The reviewed plan focuses on promoting a positive school culture in relation to attendance and monitoring student attendance to prevent 'at risk' attendance. While there are a small percentage of student who may fall into the 'at risk' attendance category these students are provided with support to assist them in engaging with school.

The overall 2024 Primary data indicates that Donnybrook District High School attendance rates were higher than Like Schools and WA Public Schools in 2024. While the percentage of students in the Moderate and Severe attendance categories are lower than in Like Schools, there is room for consideration to support students in the Indicated attendance category.

The overall 2024 Secondary data indicates that Donnybrook District High School attendance rates were higher than Like Schools and WA Public Schools in 2024. While the percentage of students in the Severe attendance category is lower than Like Schools, there is room for consideration to support students in the Moderate and Indicated attendance categories.

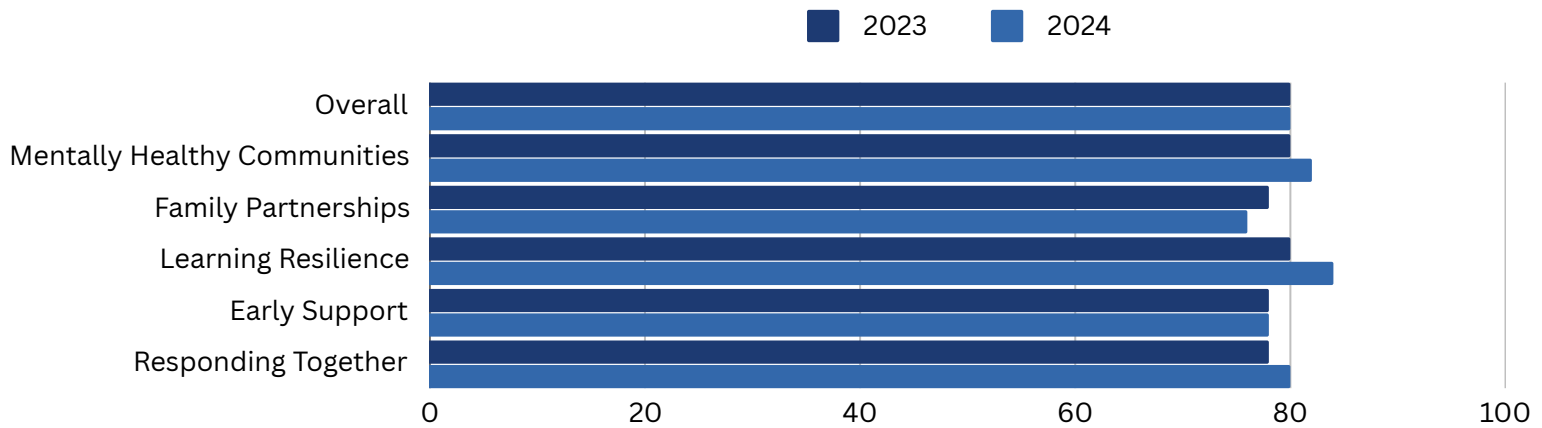
Donnybrook District High School's focus on Social and Emotional Learning has positively impacted student's engagement with the school. This is evidenced by the increase across the Primary and Secondary attendance data from 2023 to 2024.





STUDENT WELLBEING

JUNIOR CAMPUS



Students from Years 4 to 6 were surveyed in 2023 and 2024 using the Be You Children's Survey to evaluate the effectiveness of the strategies outlined in the Social and Emotional Learning Operational Plan. The 2024 data indicates an increase in the following domains:

- Mentally Healthy Communities
- Learning Resilience
- Responding Together

The survey asks students whether they disagree, somewhat agree or agree to a range of statements within the five domains. When comparing the 2023 and 2024 data, the percentage of students that agreed with each statement was equal or greater in 16 out of 22 of statements.

When looking at the individual statements the following improvements were significant:

- 56% of students in 2024, compared with 41% in 2023, agree that the school makes everyone feel included.
- 78% of students in 2024, compared with 73% in 2023, agree that they know how to be a helpful and positive friend.
- 74% of students in 2024, compared with 58% in 2023, agree that the school teaches students about positive and healthy relationships.

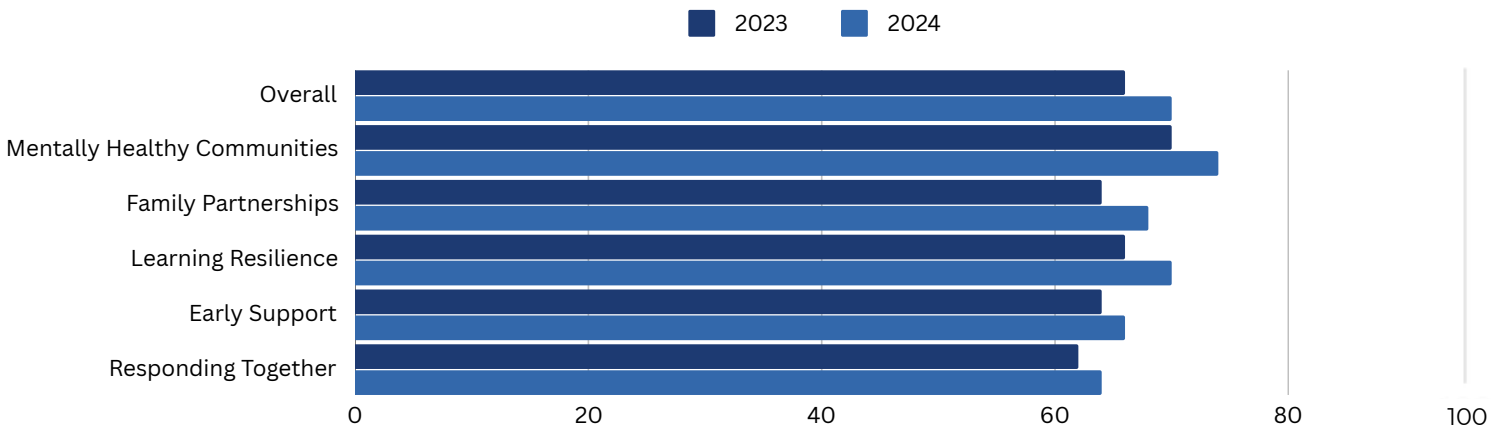
A focus for 2025 will continue to be developing and maintaining family partnerships. Strategies such as communication via Seesaw, email and Facebook, as well as parent teacher meetings and the Celebration of Learning will be utilised to support this focus.





STUDENT WELLBEING

SENIOR CAMPUS



All students on the Senior Campus were surveyed in 2023 and 2024 using the Be You Young People Survey to evaluate the effectiveness of the strategies outlined in the Social and Emotional Learning Operational Plan and Mindful Education Plan. The 2024 data demonstrates an increase in all domain areas. This is evidence that the Mindful Education Plan and Social Emotional Learning Plan are supporting the young people within our school community.

The survey asks students whether they strongly disagree, disagree, are neutral, agree or strongly agree to a range of statements within the five domains. When comparing the 2023 and 2024 data, the percentage of students who strongly agree were equal to or greater in 21 out of 24 of statements.

Students were asked about the importance of mental health compared to physical health. The data indicates a 2% increase in the percentage of students who think that mental health is equally as important as physical health. In 2024, students rated connecting with family and friends as the best support to look after your mental health, compared to playing sport or regular exercise in 2023.

When looking at the individual domains the following improvements were significant:

- 50% of students in 2024, compared with 34% in 2023, agree and strongly agree that the school celebrates differences.
- 79% of students in 2024, compared with 74% in 2023, agree and strongly agree that good mental health and wellbeing is important for their learning.
- 66% of students in 2024, compared with 52% in 2023, agree and strongly agree that they know how to build and maintain positive relationships.

The 2024 data indicates very positive results across all domain areas. Mindful Education lessons will support the further development of early support and responding together strategies in 2025.





FINANCIAL SUMMARY

Verified Dec Cash

One Line Budget

	Current Budget	Actual YTD	Variance
Carry Forward (Cash):	\$ 102,000	102,196	-196
Carry Forward (Salary):	\$ 198,986	198,986	
INCOME			
Student-Centred Funding (including School Transfers & Department Adjustments):	\$ 6,534,619	6,534,619	
Locally Raised Funds:	\$ 424,388	408,821	15,567
Total Funds:	\$ 7,259,993	7,244,622	15,371
EXPENDITURE			
Salaries:	\$ 5,935,004	5,935,004	
Goods and Services (Cash):	\$ 1,061,985	1,032,999	28,986
Total Expenditure:	\$ 6,996,989	6,968,004	28,986
Variance:	\$ 263,003	276,618	-13,615

Student-Centred Funding

Per Student	\$ 4,115,518.00
School and Student Characteristics	\$ 1,653,043.24
Disability Adjustments	\$ 126,617.47
Targeted Initiatives	\$ 329,519.67
Operational Response Allocation	\$ 314,928.48
Regional Allocation	\$ 0.00
Total	\$ 6,539,626.86

Minimum Expenditure Requirement Summary

Current Budget - SCFM and Locally Raised Funds	\$ 6,683,440
Minimum Expenditure Requirement	
96% of current budget	\$ 6,416,102
10% of carry forward	\$ 64,859
Total Minimum Expenditure	\$ 6,480,962
Current Forecast Expenditure	
Salaries	\$ 5,935,004
Goods and Services (Cash Expenditure)	\$ 882,999
Total Forecast Expenditure (cash and salaries)	\$ 6,818,004

Bank Account Balances (Cash)

Bank Account	\$ 316,695.00
Investment Account(s)	\$ 0.00
Building and Other Funds Account	\$ 0.00
Total for all Bank Accounts*	\$ 316,695.00

*Reserve balances are included in the total

Reserve Account Balances

Tech & Ent Equip Asset R/R	\$ 14,100.00
Computer Equip/Resources R/R	\$ 16,627.92
Music Resources R/R	\$ 3,000.00
Furniture Resources R/R	\$ -0.32
Technologies Resources R/R	\$ 17,937.61
Design & Tech Resources R/R	\$ 18,000.00
Cleaning Resources R/R	\$ 10,932.58
Gardening Resources R/R	\$ 15,270.05
Salaries Reserve	\$ 141,545.14
Total for all Reserve Accounts	\$ 237,412.98





YEAR 4-9 AWARDS

	Achievement Award	CARE Award
3/4 EC	Indiana Thurkle	Piper Errey
4 AB	Willow Pitman	Kobee Sunderland
5/6 BM	Ivy Lyon	Owen Thompson
5/6 FW	Preston Matthews	Zoe Jones
5/6 SM	Harriet Newman	Declan Pitman
Year 7	Merrick Stevenson	Kadell Atkinson
Year 8	Willow Lyon	Hannah Anderson
Year 9	Sierra Lyon	Jye Stutley





YEAR 4-9 AWARDS

Primary Health and Physical Education Award	Declan Pitman
Primary Technologies Award	Liam Tuia
Primary Arts Award	Ivy Lyon
Primary Dux Award	Hayley Favro
Primary Quiet Achiever Award	Kairi Reynolds
Primary Community Spirit Award	Miah Clifford
Secondary Arts Award	Zoe Watson
Secondary Health and Physical Education Award	Jorja Watson
Secondary Community Spirit Award	Jayden Kirk
Secondary Technologies Award	Hannah Anderson
Secondary Leadership Award	Jorja Watson





YEAR 10 AWARDS

English Award	Lilliana Lyon
Mathematics Award	Lilliana Lyon
HaSS Award	Lilliana Lyon
Science Award	Lilliana Lyon
The Arts Award	Anastasia Daniels-King
Gwendoline Nidd Citizenship Award	Lucas Castellias
Sports Star of the Year	Aiden Pua
Long Tan Youth Leadership and Teamwork Award	Lilliana Lyon
Australian Defence Force Future Innovators Award	Sampson Fleay
AdventureWorks All Rounder Award	Jaxon Ellefsen
Talison Lithium STEM Scholarship	Lilliana Lyon
Runner Up Dux	Jackson Hyland Wood
Masonic Lodge Dux Award	Lilliana Lyon





MESSAGE FROM SCHOOL BOARD CHAIR, DAVID WATSON

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

The School Board's key functions include:

- Setting the long-term future for the school and maintaining oversight of the implementation of the school Business Plan;
- Note the annual budget;
- Assist with the formulation of school Codes of Conduct;
- Participate in a review of the performance of the school;
- Create interest, within and across the community, about the school;
- Note fees and charges and the annual voluntary contributions;
- Liaise with other committees within the school e.g. the P&C.

In 2024 the Board oversaw the implementation of the following decisions that made a significant positive impact to the school. These were:

- Endorsed the 2023 Annual Report
- Endorsed the Contributions and Charges for 2024
- Endorsed the Booklist for 2024
- Endorsed the School Development Days for 2024
- Participated in the School Review



Donnybrook District
High School



MESSAGE FROM P&C PRESIDENT, SARAH SYDNEY-SMITH

What a great year 2024 has been for the P&C!

We've seen a change in executive members with a new President and Vice President as well as new members joining the team, full of fresh ideas, enthusiasm and a solid purpose of why we do what we do.

I think a common misconception in schools of the P&C is that it's 'all about fundraising'. While fundraising is a necessity of what we do, we also exist to **ADVOCATE** on behalf of all parents, citizens, teachers and students.

We hosted a lot of fun events including the Easter Raffle, Mothers Day Stall, Pyjama Day, Faction Carnival Accessories stall, Dolly's Dream Day with the McNab family, Donuts with Dad, Blue Light Disco, a Book Fair, many fantastic meal deals by our Canteen and a Christmas school community event.

Did you know in 2024 the P&C:

- Paid for the whole school to get free membership to Reading Eggs and Mathseeds
- Gave each kindy student a complimentary school hat
- Provided uniforms at cost price to our families
- Bought new self-development books for the school library
- Hosted a free parent workshop on "Building Resiliency in Kids"
- Bought new decodable readers for the Pre-Primary cluster
- Financially subsidised the Year 6 Leavers t-shirts
- Provided a free breakfast to all students for Walk to School Day
- Made a new photo booth stand for our Faction Carnival
- Provided canteen services 4 days a week across both campuses
- Provided canteen services to St Mary's Donnybrook students

This year we are farewelling long-standing members Karen Martella (previous President, Vice President) and Jesse Richards (current Secretary), who have served on the P&C for 8 and 3 years respectively. We appreciate everything you have done over the years and thank you so much for the countless hours you have volunteered for our school community.

All these fantastic initiatives couldn't happen without the wonderful parents who volunteer, so a huge thank you goes to;

Vice President: Amy Hyland

Secretary: Jesse Richards

Treasurer: Meta Hazeldine

Canteen Convenor: Joelle Harcourt

Uniform Coordinator: Elizabeth Martella

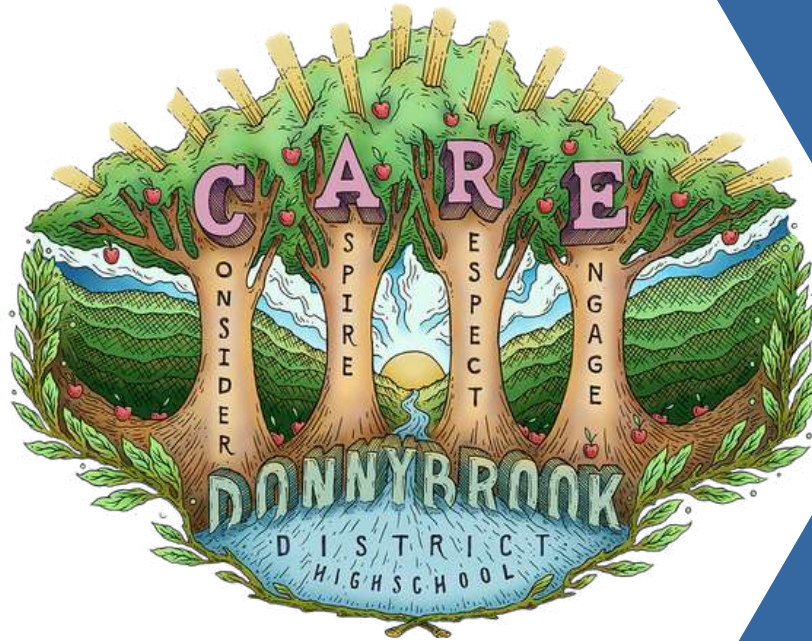
Music Group Coordinator: Belinda Watson

Committee Members: Amanda McNab, Karen Martella, Jeneen Tully, Casandra Gibson, Ebony Pitman, Nikki Davey, Christel Wittber, Martin Watson, Kiri Errey, Michaela Raccanello





Donnybrook District
High School



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