



Minutes for School Board Meeting
Thursday 26 June 2025



TIME	Junior Campus Staff Room 4:30pm SHARP		WHOM
4:30pm	1.0	Welcome and apologies	
	1.1	Opening and welcome: David Watson, Amanda McNab, James Milne, Jesse Richards, Suzie Delaporte, Fiona Hunter, Brett Marshall, Erin Cartledge, Fiona Hunter, Alex Gibson, Adam Sydney-Smith and Sarah Bible	Chair
	1.2	<u>Apologies:</u>	
	1.4	Confirmation of agenda	
4:35pm	2.0	Disclosure of interests	
	2.1	Identify real, perceived or potential conflicts of interest	Chair
4:36pm	3.0	Minutes of previous meeting and ENDORSE	
	3.1	Review of previous meeting minutes – Attached MOVED: David Watson 2 ND : Erin Cartledge	Board
4:40pm	4.0	Reports	
	4.1	FINANCE REPORT – Attached Jamie read through the figures. Forecast up approximately \$74,000.00 from March forecast. Reflection of: • Lauren largely not replaced in Term 1 • Other staff not replaced, largely due to lack of relief available. Money unspent will help set class structures for next year, keeping class sizes small on both sites. Forecast variance up \$6,000.00 from March forecast. • Increase in Administration budget. • Increased in Curriculum Student Services Budgets. Reflection of: New Camp pathway for 2026 - Years 6 to 10 students – Deposits to be paid. Infrastructure for Junior Campus. Collection rate for Contributions and Charges - 51% - positive outcome for this time of year.	James Milne
	4.2	P & C REPORT Reading Eggs and Mathletics Statistical data regarding these two platforms to make sure these are the best use of the P&C's resources. Letter from President – read to the board. • The usage is mixed. • Both are reviewed regularly by the Numeracy & Literacy Committees. • Hard to find another platform that does the same and suits an educational environment. • Number of subscribers for the reading eggs has been reduced.	Amanda McNab & Jess Richards

		• Solid uptake of Reading Eggs and Mathletics since the end of Term 1 Rollover. P&C would like to have a “Wish List” meeting where the Teachers can meet and workshop their wants/needs to the P&C. Fiona/Jamie happy to take to staff and report back to the P&C.	
	5.0	Business Arising	
	5.1	School Culture. Clarity sought around why School Culture was raised/questioned. Staff turnover: • Personal reasons for leaving. • Most likely a generation “thing” and the most we can do is appreciate the teachers that we do have. • Teachers and School Leaders are leaving the profession due to the complexity of the role.	James Milne
	5.2	Business Plan – (attachments) High Performance in Literacy & Numeracy Mindful Education Journals: Snr Campus has been working on these since 2023 - working on template the trying to make this a document that student can add to year on year. - Janine has been trialling this on TEAMS this year. This could be a green tick as it is progressing but not achieved.	
	5.3	Targeted Intervention Review	
	5.4	One School Working In Partnership with its Community • We have turned our attention to what is more achievable. • Water/Energy conservation – Not having lights and heaters on before the school day starts. • Valuing/protecting and replenishing native flora. Boodja Rangers, Green Team, Aboriginal History and Culture in classrooms. Board endorses the changes.	
	5.5	Supportive and Inclusive Environments	
	6.0	New business	
	6.1	Configuration of School Day – Senior Campus (attachment) Fiona read through the attachment. Best uses of our resources and the best interest of the students. Integrating Form into the first period makes for less student movement. The middle school model will still fit into this structure. Options – trying to keep them for after lunch and not load the students with the major 4 (Math, Science, English & HASS) Year 6 students would fit in with Option 1 (transition on Wednesdays). Options should not impact the “trades” pathways – there will be breadth of options for those young people with an interest. Option 1 endorsed by Board.	Fiona Hunter
	6.2	Student Leadership – Payton Errey addressed the board with her proposal.	

		The Year 7 election process can be difficult as newer students to the school would not necessarily have a friendship group or realise what is expected of the role. Board supportive of proposed changes. Thank you, Payton, for your persistence and patience.	
	6.3	Staff/Parent Communication Expectations and Protocols (attached document) Our Work hours are not defined but we have a right to disconnect. Staff/Parents are expected to use appropriate channels. Board feedback on attached document was sought and was supported. Alex will look at the SeeSaw settings. How does a parent get the information from/to a teacher, if they do not already have it – call the front office and they will help.	James Milne
	7.0	Other Business	
	8.0	Next meeting	
		Week 8 – 11 September August 2025	Chair
	9.0	Roundtable evaluation	
		It may be helpful to finish with the chair requesting a Council member to reflect briefly on how the meeting went or to summarise the decisions and actions resulting from the meeting.	Chair
	10.0	Meeting close	
		6:00pm	Chair

CHAIRPERSON:	David Watson	SIGNATURE:		DATE:	11-9-25
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Donnybrook District High School

ONE LINE BUDGET REPORT AS AT MAY 2025

\$7,331,235		+	\$288,101		=	\$7,619,336		\$7,410,141		\$209,195		\$111,476	
Operating Allocation			Locally Raised Funds			TOTAL FUNDS		Personnel Total Expenditure		Personnel Total Variance		Personnel Cash Variance	
		Library, Dep't work, Grants, Fees and charges, SAS, Printing, P & C											
Salary		Verified May		Cash		Verified May							
Carry Forward		\$192,576		Carry Forward		\$84,042		Collection Rate 2025					
Student-Centred Funding		\$7,005,043		Student-Centred Funding		\$54,316		Month - May (cumulative)					
School Transfers		-\$580,625		School Transfers		\$575,884		Yr 7 - Yr 10 (including SAS)				57%	
Total Funds		\$6,616,993		Locally Raised Funds		\$288,101		K - Yr 6				43%	
Forecast Expenditure (HRMIS)		\$6,519,274		Total Funds		\$1,002,343		Whole School				51%	
				Forecast Expenditure		\$890,867							
Forecast Variance		\$97,719		Forecast Variance		\$111,476							

Expenditure - Cash and Salary	Budget	Actual	Percentage Spent	
Administration	\$47,116	\$27,119	58%	office stationery, printer toners, bank fees, couriers, postage etc
Lease Payments	\$5,500	\$1,362	25%	Regular and ongoing (photocopiers, computers) etc
Utilities, Facilities and Maintenance	\$254,012	\$81,671	32%	EG. gas, water, electricity, gardening budgets, photocopier usage, minor works etc
Buildings, Property and Equipment	\$119,046	\$105,373	89%	Purchased new desktops x 46, iPads x 32 SC & JC
Curriculum and Student Services	\$286,131	\$154,890	54%	Learning area budgets, library budgets, whole school curriculum
Professional Development	\$15,000	\$5,472	37%	Professional Development for all staff
Transfer to Reserve	\$150,000	\$150,000	100%	Planned Transfer for our reserves for
Other Expenditure	\$14,000	\$187	1%	End of year activities, graduation, Gilliana etc
Total Goods and Services Expenditure	\$890,867	\$526,080	59%	

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
Continue to build a culture of teaching excellence where staff analyse and use student data to: - 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.	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.	PLC Action Learning Models Performance Development Anecdotal Notes Assessment Schedule Student Profiling Whole School Data Analysis Classroom and Learning Area Data	Term 1 2024 Term 1 2025 Term 4 2024 Term 4 2023 Term 1 2024 Term 1 2024		✓ ✓ ✓ ✓ ✓ ✓
Staff are engaged in targeted professional learning in Literacy and Numeracy, addressing areas identified through classroom and whole school data.	PLC Action Learning Models provide evidence of teachers sharing their professional learning to build capacity of all staff.	PLC Action Learning Models Professional Learning	Term 1 2024 Term 1 2024		✓ ✓
Continue to develop and implement an evidence-based, consistent, whole school approach to Literacy and Numeracy.	Operational planning demonstrates clear direction to improve Literacy and Numeracy. Our Agreed Approach is increasingly embedded school wide as evident through classroom and peer observations. Literacy and Numeracy committees analysing data and providing feedback to PLCs on implementation of programs, interventions and student progress every semester.	Literacy and Numeracy Operational Planning Literacy and Numeracy Targets Scope and Sequence Documents Anecdotal Notes and Formal Feedback Whole School Data Analysis	Term 2 2023 Term 2 2023 Term 1 2025 Term 3 2024 Term 1 2024	✓	✓ ✓ ✓ ✓

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
Continue to build teacher capacity through Professional Learning Communities (PLCs) with staff engaging in an ongoing goal setting, data reflection, and observation and feedback.	PLC Action Learning Models demonstrate clear evidence of collaboration, peer observation and coaching in line with the Operational Plans and Agreed Approach.	PLC Action Learning Models	Term 1 2024		✓
Improve the use of student goal setting and reflective processes throughout the learning and assessment cycle.	Student voice is evident in classrooms and student work samples through goal setting, feedback and reflection opportunities.	Student engagement in their learning journey Individual Pathway Planning Mindful Education Journals Student Leadership Meetings and Workshops	Term 4 2023 Term 1 2024 Term 1 2024 Term 1 2023	X	✓ ✓ ✓
Strengthen the use of explicit feedback to students regarding their goals and learning progress within all classrooms.	Evidence that feedback is providing students with opportunities to progress their learning.	Assessment for Learning Tasks	Term 1 2024		✓
	Explicit teacher feedback is used by students within the goal setting process.	Reflective Goal Setting by Students	Term 1 2025		✓
Embed a whole school moderation cycle where staff use internal and external networks to: - develop fair, educative and purposeful assessments; and - ensure accurate reporting of student progress.	Performance Management plans and PLC Action Learning Models are evidencing internal and external networks to inform planning and assessment.	Performance Development Anecdotal Notes PLC Action Learning Models	Term 1 2025 Term 1 2024		✓ ✓

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
Literacy and Numeracy skills are emphasised and embedded across all learning areas.	The use of Literacy and Numeracy strategies are evident across all classrooms.	Specialist Teachers engagement and awareness of Literacy and Numeracy Planning and the school's Agreed Approach Performance Development Anecdotal Notes Observation Feedback	Term 1 2025		✓
			Term 1 2025		✓
	Term 1 2025		✓		
	Student feedback indicates that students see the relevance of Literacy and Numeracy across all learning areas.	Formal Student Feedback through Surveys	Term 1 2025	✗	

School Review Recommendations

Continue plans to support cross-campus collaboration focused on ensuring consistency of pedagogy, routines and expectations and curriculum. ✓

Progress plans to further develop staff data literacy and use the electronic data platform to identify improvement areas in student learning and develop strategies to optimise student progress. ✓ (progressing)

Further develop learning area plans and scope and sequence documentation to support consistency in teaching and assessment across classrooms on both campuses. ✓ (progressing)

Continue to embed a whole school approach to mathematics with a focus on consistent practices and monitor the impact on student progress and achievement. ✓ (progressing)

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	Ongoing	✓	
		Year 5/6 Parent Meeting	Term 2 2023 and annually		✓
		Year 6-7 Transition	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	Term 1 2024		✓
		Follow The Dream Murals	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	Term 2 2024		✓
		Parent and Carer engagement	Ongoing		✓
		AIEO facilitated meetings	Ongoing		✓

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
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 Increased connections and partnerships supporting students on their individual pathways	Community Support around the school's programs and offerings e.g. P&C, Workplace Learning, YES Program Individual Pathway Planning	Ongoing 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		✓

One School Working In Partnership With Its Community

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Strategies	What will you see	Evidence	Timeline	Progressing	Achieved
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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	✓	
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		✓ ✓ ✓
Reduce our ecological footprint and increase our social handprint as part of our ongoing commitment to creating a more sustainable future	Water conservation initiatives	Junior Campus 'Green Team' focused on waste reduction and recycling	Ongoing		✓
	Energy conservation initiatives	Boodja Rangers focused on environmental restoration and care	Ongoing	✓	
	Valuing, protecting and replenishing native flora	School-wide waste, water and power audits, leading to conservation initiatives	Term 3 2025	✗	
	Purchasing and waste reduction initiatives				
	Building knowledge and understanding of the histories and cultures of 'First Australians'	Classroom programs	Ongoing	✓	
	Partner with community groups to achieve shared goals	Talison Lithium Rehabilitation program	Ongoing		✓
	Save and re-direct funds through effective utilities management	Re-distribution of funds to support sustainability initiatives	Term 1 2026	✗	
	Enhance our ecologically sound learning environments.	Explore opportunities to minimise environmental impact		✓	

2024 School Review Recommendations

Continue to embed strategies and procedures to support communication with families across the Senior Campus including support for the use of an electronic platform. ✓ (progressing)

Continue intentions to develop the Aboriginal Parent Advisory Committee. ✓ (achieved)

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	Ongoing	✓	
		Year 5/6 Parent Meeting	Term 2 2023 and annually		✓
		Year 6-7 Transition	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	Term 1 2024 Term 2 2023 and annually		✓ ✓
		Follow The Dream Murals	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	Term 2 2024 Term 1 2025		✓ ✓
		Parent and Carer engagement	Ongoing		✓
		AIEO facilitated meetings	Ongoing		✓

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
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 Increased connections and partnerships supporting students on their individual pathways	Community Support around the school's programs and offerings e.g. P&C, Workplace Learning, YES Program Individual Pathway Planning	Ongoing 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		✓

One School Working In Partnership With Its Community

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Strategies	What will you see	Evidence	Timeline	Progressing	Achieved
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	 	✓ ✓ ✓
Reduce our ecological footprint and increase our social handprint as part of our ongoing commitment to creating a more sustainable future	Water conservation initiatives	Junior Campus 'Green Team' focused on waste reduction and recycling	Ongoing		✓
	Energy conservation initiatives	Boodja Rangers focused on environmental restoration and care	Ongoing	✓	
	Valuing, protecting and replenishing native flora	School-wide waste, water and power audits, leading to conservation initiatives	Term 3 2025	✗	
	Purchasing and waste reduction initiatives				
	Building knowledge and understanding of the histories and cultures of 'First Australians'	Classroom programs	Ongoing	✓	
	Partner with community groups to achieve shared goals	Talison Lithium Rehabilitation program	Ongoing		✓
	Save and re-direct funds through effective utilities management	Re-distribution of funds to support sustainability initiatives	Term 1 2026	✗	
	Enhance our ecologically sound learning environments.	Explore opportunities to minimise environmental impact		✓	

2024 School Review Recommendations

Continue to embed strategies and procedures to support communication with families across the Senior Campus including support for the use of an electronic platform. ✓ (progressing)

Continue intentions to develop the Aboriginal Parent Advisory Committee. ✓ (achieved)

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 SEL Professional Learning	Term 1 2025		✓
			Ongoing		✓

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
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		✓
Ensure that assessment practices provide the best possible opportunity for all students to demonstrate their knowledge, skills and understanding.	Data supporting reflection and refinement of the school's approach	Schoolwide SEL Implementation Rubric SEL Data Review SEL Plan Review	Term 4 2023 and annually		✓
			Term 4 2023 and annually		✓
			Term 4 2023 and annually		✓
					✓
	Our agreed school wide assessment schedule is supported by PLCs and adhered to by all staff.	Assessment Schedule PLC Action Learning Models Assessment Tasks	Term 4 2024		✓
			Term 1 2024		✓
			Term 4 2024		✓

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
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 PBS Lesson Plans PBS Behaviour Data	Ongoing Ongoing 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; - 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 Post School Data	Ongoing	✓	
	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		✓

School Review Recommendations

Continue to develop PBS in the Senior Campus including Tier 2 supports for identified students. ✓ (progressing)

Continue plans to review investment in social and emotional learning. ✓ (progressing)

Progress plans to track and review the middle school model to determine efficacy and impact on student achievement. ✓ (progressing)

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 InitiaLit, 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		Term 4 2023 Ongoing		✓ ✓
	Decline in the number of students who have moderate to severe attendance concerns	Attendance Plan Individual Attendance Plans	Ongoing		✓
		Attendance Data			

Targeted Intervention To Support All Students

Targeted teaching and learning practices that support all students.

Strategies	What will you see	Evidence	Timeline	Progressing	Achieved
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		✓

Targeted Intervention To Support All Students

Targeted teaching and learning practices that support all students.

Strategies	What will you see	Evidence	Timeline	Progressing	Achieved
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		Ongoing		
		InitialLit, MiniLit and MacqLit. BondBlocks	Ongoing		✓
		Data Analysis on Intervention Programs	Terms 2 and 4 2023 and biannually		✓

Targeted Intervention To Support All Students

Targeted teaching and learning practices that support all students.

Strategies	What will you see	Evidence	Timeline	Progressing	Achieved
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 SEL Data Review SEL Plan Review SEL Professional Learning SEL Program and Practices Review AdventureWorks Review	Term 4 2023 Term 4 2023 Term 4 2023 and annually Ongoing Ongoing Term 2 2025	✓	✓ ✓ ✓ ✓ ✓
Implement an enquiry based learning approach throughout Primary and Secondary	Critical and Creative Thinking increasingly focused upon from Years 1-10	Primary Program Secondary Program	Term 1 2023 Term 1 2023		✓ ✓

School Review Recommendations

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. ✗

Continue to embed the new action learning model for PLCs. ✓ (progressing)

Staff/Parent Communication Expectations and Protocols for Parent Handbook

Donnybrook District High School is committed to providing quality education to all students in a safe, inclusive and caring learning environment. We value working together with parents and carers and view this partnership as critical for supporting student achievement and progress.

Communication between parents and carers and the school is an important part of your child's education and we value the opportunities where we can share good news, discuss issues and maintain an open dialogue. Our school is made up of hard-working and dedicated professionals who will listen, care and respond to your concerns and work with you to address areas of need.

You can expect the following from our staff;

- Regular communication through SeeSaw (Primary) and Connect (Secondary)*
- Notification of any serious single issue or ongoing issues concerning your child*

- *Scheduled opportunities to meet with classroom teachers (Beginning of Term 1 and Term 3)*
- *Other opportunities to meet with the teacher, by appointment*
- *Updates about important developments in your child's class*
- *Notifications and invitations to school events*
- *Opportunities to provide respectful and productive feedback*

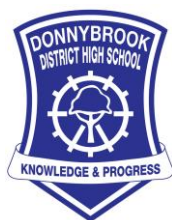
Our staff have families and personal lives too, and like all professionals, work at their best when they have a quality work-life balance.

You should not expect the following from our staff;

- *Phone calls returned after work hours NB Work hours are between 8.00am and 4.00pm*
- *Emails to be answered in the evenings or weekends*
- *Access to private phone numbers or emails*
- *Meetings without an appointment during a school day*

Please note electronic communication such as email, SeeSaw or Connect, is appropriate for short, non-urgent and positive forms of communication. Parents and carers should expect a response from staff within 48 hours. They are not appropriate for more complex or emotional situations. In these cases, parents and carers should request a face to face meeting so that issues can be given the time and attention they deserve.

Please also note for urgent matter such as changes to pick up arrangements, communication needs to go through the Front Office of either the Junior Campus on 97324400 or Senior Campus on 97324300. This will ensure the message is relayed to your child.



DONNYBROOK DISTRICT HIGH SCHOOL

An Independent Public School

Proposed Five period day structure for the Senior Campus

Daily Class times	5 Period day OR	Daily Class times	5 Period day
Period 1	8.50am- 9.55am	Period 1	8.50am- 9.55am
Period 2	9.55-11.00am	Period 2	9.55-11.00am
Recess	11.00am-11.30am	Recess	11.00am-11.30am
Period	11.30am-12.35am	Period	11.30am-12.35am
Lunch	12.35am-1.05pm	Period	12.35am-1.40pm
Period	1.05pm-2.10pm	Lunch	1.40pm-2.10pm
Period	2.10pm-3.15pm	Period	2.10pm-3.15pm
Wednesday P5	2.10pm-2.45pm	Wednesday P5	2.10pm-2.45pm

The proposed change to the structure of the day is to align Donnybrook DHS's Senior Campus to with the practice of senior high schools in the southwest, including our feeder schools.

Eaton Community College, Bunbury Senior High School, Australind Senior High school, Busselton SHS and Cape Naturaliste College all have 64 minute periods timetabled. Manea Senior College offers 80 minute periods.

From a timetabling perspective, running with 64 minute periods would mean the time spent teaching MESH or Mathematics, English, Science and HASS would increase from our current 210 minutes to 260 minutes as I propose 65 minute periods due to the length of our day.

This increases our instruction time in our core subjects and reduces interruptions throughout the day.

Transitions:

Currently student transition nine times a day from class to class. Each transition allows for interruptions to the day and it takes time for teaching staff to resettle students which is non-productive time. Under the five-period day structure this would reduce to seven times a day. This could be reduced further if Period 1 was increased in time to include form which would be completed in period 1.

DOTT provision:

Currently, teacher receive 320 minutes of DOTT as set out in our agreement. This is easily facilitated with the use of 64 minute periods, allowing teachers five DOTT periods a week. Currently, when I structure the timetable, I have teachers who are overload or underload and have to be paid back in time for this time. This can affect the availability of some teachers and provides less flexibility to manoeuvre the teachers through the timetable.



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James Milne

Principal

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

