

Pemberton District High School



PEMBERTON
DISTRICT HIGH SCHOOL

Annual Report 2024



2024 STAFF

Principal: Lee Illingworth

Deputy Principals:
Andrew Hughes, Suzi Franken

Leadership Team:

Vicki Barnsby
Mel Brooks (S2)
Dale Foord (S1)
Michele Schmidt

Teachers and EAs:

Narelle Allen, Vicki Barnsby,
Gail Barringham, Mel Brooks,
Rhys Brooks, Alexia Cernotta,
Rahim Cervoj, Natasha Cockram
Amy Dowson, Dale Foord,
Sue Fuller, Jamie-Louise Guery,
Nick Harger, Justine Little,
Michele Schmidt, Josie Thompson,
Cassie Thoo, Monique Tysoe,
Suzy Walker

Manager Corporate Services:
Leanne Clarke, Leanne Roche

School Officers:
Carri-Ann Ditri, Leanne Roche

Library Officer: Sandra Ashworth

Gardener: Dan Lister

Cleaners:
Jane Bradley, Karena Wilson

Chaplain: Meryl Giumelli

Psychologist: James Dewing

FROM THE PRINCIPAL

It is with great pleasure that I present to the community of Pemberton District High School the 2024 Annual Report.

2024 continued to see an increase in our student population, with slightly falling Primary numbers outweighed by growing Secondary numbers.

Targeted Initiative funding for District High Schools was used to recruit a second Deputy Principal, Suzi Franken. Part-time staff were engaged to deliver specialist curriculum including Health, Physical Education, Indonesian and Home Economics. PDHS farewelled Dale Foord who retired after more than 40 years of teaching. In her place, we welcomed Nick Harger as Secondary Science and Agriculture teacher.

Highly focused work was continued by all staff on developing the school's Instructional Framework in alignment with the DoE's 'Quality Teaching Strategy' and 'Teaching for Impact' tool. In 2024, PDHS was selected to represent the Warren-Blackwood Network as a pilot school in the DoE's Complex Behaviour Support Project which saw significant expansion of the school's Case Management processes and Learning Support Programs to promote improved student engagement and attendance.

2024's outstanding achievement data reflected our committed focus on student progress, with PDHS's mean NAPLAN scores close to or greater than Like Schools across all year groups and tests.

Strategic planning for expansion of PDHS's infrastructure and processes in line with school growth continued to be a major focus in 2024. A multi-stage Playground Redevelopment Plan was developed, with Stage 1 planned for installation prior to the commencement of the 2025 school year. ICT infrastructure continued to be expanded to support student population growth.

I am so proud to be Principal of PDHS and I encourage you to examine the results presented in this report as they truly paint an excellent picture of the achievements of our school.

Lee Illingworth
Principal





SCHOOL OVERVIEW

At Pemberton District High School (PDHS) we are driven by our firm belief in the capacity for all students to achieve success. We treat each student as an individual and tailor educational programs to celebrate their strengths and extend their potential.

Our students are enthusiastic learners with inquisitive minds and caring natures. They are recognised for their responsible and respectful approach, seeking out and successfully facing challenges with positivity and self-belief, embodying our values of Choose Respect, Be Resilient and Challenge Yourself.

PDHS's priorities focus on student progress and achievement, teaching quality, learning environments, and partnerships and relationships. While we provide all the academic opportunities and standards of a large school, it is our small size that so successfully promotes the development of well-rounded young people.

Students engage in a broad range of subjects from across the full WA Curriculum. Primary students learn from specialist teachers in design and technologies, digital technologies, visual arts and performing arts. Secondary students are provided extensive subject choice including criminal investigations, media, photography, woodwork, drama, outdoor pursuits, visual arts, journalism and food technology.

Students also enjoy specialty programs with a focus on agriculture and sustainability. The Stephanie Alexander Kitchen Garden program for children from Kindergarten to Year 6 incorporates sustainable agricultural practices with understandings of a paddock-to-plate ethos and nutrition, as well as food production, preparation and presentation. Across Years 8 to 10, the Agriculture program covers all aspects of growing quality produce, agricultural skills and marketing with a focus on sustainable practices.

As a Positive Behaviour Support school, our friendly and respectful culture is reflected within all classrooms, where eager and focused students are well supported by passionate and dedicated teachers. Behavioural issues are minimal, allowing students and teachers to focus on the core business of learning.

Educational success is measured by more than just academic results and we aim to meet the emotional, social and physical needs of all students. At PDHS we believe this is best achieved through positive partnerships between school and home. Teachers know each family individually and maintain consistent and regular communication within this vital relationship.



VISION

To provide a caring, positive and creative learning environment that treats each student as an individual, providing tailored educational programs to celebrate their strengths, extend their potential and inspire life-long learning.

VALUES

Choose Respect

Be Resilient

Challenge Yourself

PRIORITIES

- 1. Student Progress and Achievement**
- 2. Teaching Quality**
- 3. Learning Environment**
- 4. Relationships and Partnerships**

STUDENT PROFILE 2024

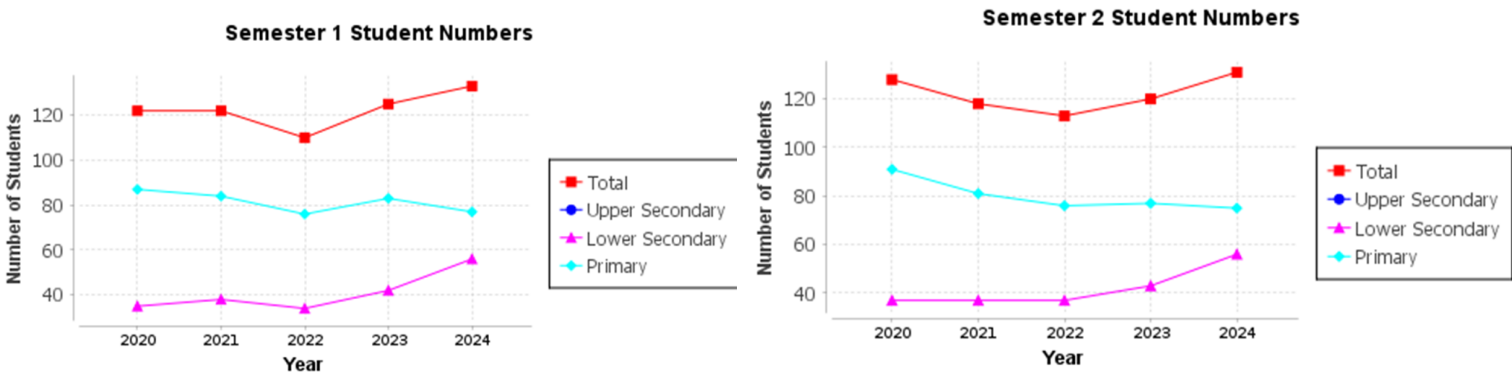
STUDENT NUMBERS:

	K	PP	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	
S1	9	8	13	6	10	11	13	16	21	14	11	10	142
S2	8	9	14	5	10	10	13	14	20	13	12	11	139

As at Census (Semester One and Semester Two, 2024)

	Primary		Secondary		Total	
	M	F	M	F	M	F
S1	38	48	30	26	68	74
S2	38	45	30	26	68	71

TRENDS:



Sustainability of student enrolment remains a major focus at PDHS, with school budgets determined by the Student Centred Funding Model, which is linked to student numbers. Total enrolment from 2023 to 2024 experienced a solid increase. However, this overall trend has been driven by growing Secondary enrolments and improved retention from Year 6 to Year 7. Primary enrolments have fallen and census figures suggest this may be a longer term trend given the town's aging population. Growth in Secondary student numbers is particularly pleasing in light of the school's strategic approach to Secondary resourcing, as well as the emphasis on transition support, individual pathway planning and differentiated learning. These approaches will be maintained in 2025, along with reinvigoration of a marketing strategy promoting to the community the academic offerings and holistic pastoral care available for students from K-10.



STAFF PROFILE 2024

Leadership	Primary Teaching	Secondary Teaching	EA	Clerical	Maintenance
	Kindergarten				
	Pre-Primary	English			
	Year 1	Mathematics			
Principal	Year 2/3	Science			
Deputy	Year 4/5	HASS	K/PP	MCSs	
Principals	Year 5/6	H&PE	Year 2/3	Ministerial	Gardener
Early Childhood	H&PE	Performing Arts	Year 5/6	Officers	Cleaners
Primary	Performing Arts	Visual Arts	Years 7-10	Library Officer	
Secondary	Visual Arts	D&T			
	D&T	Digital Tech			
	Digital Tech	Languages			
	Languages				
S1 - 2.9 FTE	S1 - 6.55 FTE	S1 - 3.5 FTE	S1 - 3.8 FTE	S1 - 2.79 FTE	S1 - 2.88 FTE
S2 - 2.85 FTE	S2 - 6.10 FTE	S2 - 4.05 FTE	S2 - 3.8 FTE	S2 - 2.79 FTE	S2 - 2.88 FTE

The leadership profile at PDHS grew in 2024 with the addition of a second Deputy Principal using the newly established Targeted Initiative - District High Schools Funding. Additional time continued to be strategically allocated to facilitate leadership roles in Early Childhood, Primary and Secondary phases of learning. The Leadership Team welcomed Melissa Brooks as Secondary Leader in Semester Two.

PDHS welcomed a new Early Childhood Specialist in 2024, Cassie Thoo, who took on the position of Kindergarten and Pre-Primary teacher on a fixed-term, full-time basis. PDHS's D&T/Visual Arts teacher, Lisa Radomiljac, continued her parental leave in 2024. Part-time staff were effectively utilised to deliver a variety of specialist subjects across the school: Gail Barringham (Secondary Home Economics), Natasha Cockram (Secondary Health), Rhys Brooks (Primary Health and Physical Education), Alexia Cernotta (Primary Indonesian) and Sue Fuller (Early Childhood Literacy).

Retirement transition planning continued in 2024 for three staff. PDHS's Secondary Science teacher, Dale Foord, maintained her reduced workload of four days per week in Semester One before taking Long Service Leave in Semester Two, wherein Nick Harger was recruited to teach Secondary Science and Agriculture. The school's Manager of Corporate Services (MCS), Leanne Clarke, also maintained her reduced workload of three days per week and Leanne Roche continued in her role as MCS with oversight of the human resources portfolio over the remaining two days per week. Finally, Sue Fuller commenced her part-time role as an Early Childhood Literacy Specialist over three days per week.

NAPLAN 2024

TARGET: By 2024, the school mean in NAPLAN will be greater than that of Like Schools.

	NAPLAN 2023				
	Reading	Writing	Spelling	G&P	Numeracy
Year 3	416 > 377 (+39)	418 > 398 (+20)	417 > 387 (+30)	429 > 383 (+46)	434 > 388 (+46)
Year 5	508 > 464 (+44)	473 > 467 (+6)	489 > 475 (+14)	543 > 476 (+67)	528 > 467 (+61)
Year 7	568 > 508 (+60)	542 > 518 (+24)	526 < 528 (-2)	552 > 509 (+43)	553 > 511 (+42)
Year 9	555 < 556 (-1)	572 > 560 (+12)	555 < 558 (-3)	545 > 540 (+5)	571 > 551 (+20)

Note: The above data refers to PDHS Mean > or < Like Schools Mean (difference)

PDHS aims for higher student achievement in NAPLAN, as measured by mean scores, when compared to Like Schools. This was achieved in 2024 across most year groups and areas:

- Year 3: Reading, Writing, Spelling, Grammar and Punctuation, Numeracy
- Year 5: Reading, Writing, Spelling, Grammar and Punctuation, Numeracy
- Year 7: Reading, Writing, Grammar and Punctuation, Numeracy
- Year 9: Writing, Grammar and Punctuation, Numeracy

PDHS also aims to achieve higher student progress across the tracked phases of NAPLAN when compared to Like Schools. However, 2023 saw achievement in NAPLAN reporting changed to being against four proficiency standards rather than ten bands, meaning results from 2024 cannot be compared to results from 2008-2022. Therefore progress measures cannot yet be provided.

NAPLAN achievement in 2024 was very strong across PDHS. A continued focus on Literacy skills across the Primary years was maintained in 2024, with consolidation of the MultiLit suite of programs for whole-class (PreLit, InitialLit and SpellEx) and small-group targeted support (MiniLit Sage and MacqLit). Delivery of the Talk for Writing program continued, as did the use of the Brightpath Writing tool to moderate and confirm teacher judgements at and across year levels.

iMaths and Mathletics programs were embedded to support Numeracy development across the Primary school, while use of MathsOnline software was refined to support differentiation within Secondary Maths classes. A structured Transition Program was delivered by our Secondary Mathematics and English teachers for Year 6 students in Semester Two also promoted successful student outcomes.

NAPLAN achievement in Year 7 and Year 9 was stronger than in previous years which can be credited to explicit teaching approaches and cohort characteristics. A focus on individual student progress and achievement, as well as targeted, evidence-based support, will be sustained in 2025 to ensure each student is provided with appropriately differentiated learning opportunities, including remediation and extension, as required. This includes the provision of in-class and small-group learning support in the areas of Literacy and Numeracy, as well as the ASDAN suite of programs to promote engagement.

OLNA 2024

TARGET: By 2024, the proportion of Year 10 students qualified in OLNA will be greater than that of Like Schools.

		YEAR 10 STUDENTS QUALIFIED IN:		
		Year 9	Year 10	Not Qualified
2024	PDHS	1	3	7
		9.1%	45.5%	45.5%
	Like Schools	14.8%	32.8%	52.4%

As at the October round of testing in 2024

PDHS's aim to achieve higher Online Literacy and Numeracy Assessment (OLNA) attainment rates in Year 10 when compared to Like Schools was achieved in 2024. This shows the effectiveness of PDHS's Senior School Transition Program that includes achieving the Literacy and Numeracy requirement for WACE. OLNA data will continue to be regularly reviewed by teachers in 2025, guiding individual and small-group intervention programs to support student achievement and progress.

ATTENDANCE 2024

TARGET: By 2024, 85% of Primary students and 70% of Secondary students will attend school regularly.

	REGULAR ATTENDANCE		TOTAL ATTENDANCE	
	PDHS	Like Schools	PDHS	Like Schools
Primary	62.2%	62.2%	90.0%	89.4%
Secondary	54.2%	44.5%	87.0%	81.8%

PDHS aims for 85% of Primary students and 70% of Secondary students to attend school regularly, which is defined as attending 90% or more of the time. While this target was not achieved in 2024, PDHS's regular and total attendance rates were equal to or higher than those of Like Schools. Improving attendance will continue to be a major focus in 2025 with expansion of the school's attendance and engagement review, case management and learning support processes, as well as continued participation in the Complex Behaviour Coordinators Project.



POSITIVE BEHAVIOURS 2024

TARGET: By 2024, 100% of students will achieve a PBS Award each year.

	PERCENTAGE 2024
Bronze	97.1%
Silver	86.1%
Gold	44.5%
Platinum	8.0%

PDHS aims for all students to achieve a PBS Award each year. Each level of award is achieved when students earn a certain number of 'Goldies', which are explicitly linked to the school's values. While the target of 100% was not attained, the proportion of students achieving Silver and Gold level awards increased from the previous year. A focus in 2025 will be to promote the achievement of PBS Awards by those students with irregular attendance and modified learning programs.

TEACHER JUDGEMENTS 2024

TARGET: By 2024, teacher judgements in English, Maths, Science and HASS will be half a standard deviation or above the expected grade allocation based on ICSEA.

	2024 (S1)
Overall Relative Judgement	1.34
English	0.87
Mathematics	0.59
Science	1.51
Humanities and Social Sciences	2.41

PDHS's aims to achieve green flags in the 'Student Academic Achievement - Teacher Judgement' and the 'Student Non-Academic Achievement - Teacher Judgement' measures of the School Performance Monitoring tool. Both of these targets were achieved in 2024. Work will continue in this area throughout 2025, with moderation processes formalised to strengthen teacher judgements, as well as continued development of the Instructional Framework and PBS Program, including implementation of the 'You Can Do It!' social and emotional learning program across K-10.

TARGET: By 2024, teacher judgements in Attitude, Behaviour and Effort will be half a standard deviation or above the expected ABE allocation based on ICSEA.

	2024
Overall Relative Judgement	
Primary	
Secondary	
English	3%
Mathematics	15%
Science	12%
Humanities and Social Sciences	4%



STUDENT SURVEY ON TEACHING 2024

TARGET: By 2024, responses on the National Schools Opinion Survey and PDHS Feedback Surveys will produce an average score of 4.0 or higher.

STATEMENT		PRIMARY (YEARS 3-6)		SECONDARY (YEARS 7-10)	
		2024 S1	2024 S2	2024 S1	2024 S2
LEARNING	This teacher's use of technology helps me learn		4.92	4.66	4.93
	This teacher gives me choices about the work I do		4.41	4.08	4.54
	This teacher helps me focus on learning		5.29	4.72	4.99
	I know how I am supposed to behave in class		5.50	5.14	5.20
	This teacher explains things in a way I can understand		5.20	4.54	4.84
	This teacher gives clear instructions		5.25	4.68	4.94
	In this class, I often work with other students		4.88	4.60	4.63
	This teacher makes learning interesting		4.93	4.47	4.67
TEACHING QUALITY	This teacher makes connections to what we have already learned		5.22	4.84	4.91
	This teacher knows a lot about the topics in this class		5.56	5.26	5.34
	This teacher asks questions that make me think deeply		4.76	4.63	4.80
	This teacher helps me to set goals for my learning		4.88	4.55	4.73
	This teacher gives me time to think when I need it		5.11	4.45	4.88
	I know how well I am doing in this class		4.84	4.55	4.76
	This teacher encourages me to think instead of just telling me the answers		5.36	4.84	4.95
	This teacher's feedback helps me improve		5.15	4.62	4.89
RELATIONSHIPS	This teacher respects me for who I am		5.50	4.92	5.12
	This teacher connects their teaching to my life		4.77	4.35	4.75
	This teacher believes I can succeed in school		5.37	4.85	5.03
	I feel comfortable asking this teacher for help		5.39	4.88	5.06
	This teacher cares about my wellbeing		5.41	4.84	5.15
	This teacher helps me when I am upset		5.25	4.69	5.04
	This teacher asks me to share my ideas about what we are learning		5.06	4.87	5.03
	This teacher supports me if I am confused		5.25	4.89	5.00
	This teacher makes changes in response to my feedback		4.97	4.48	4.84

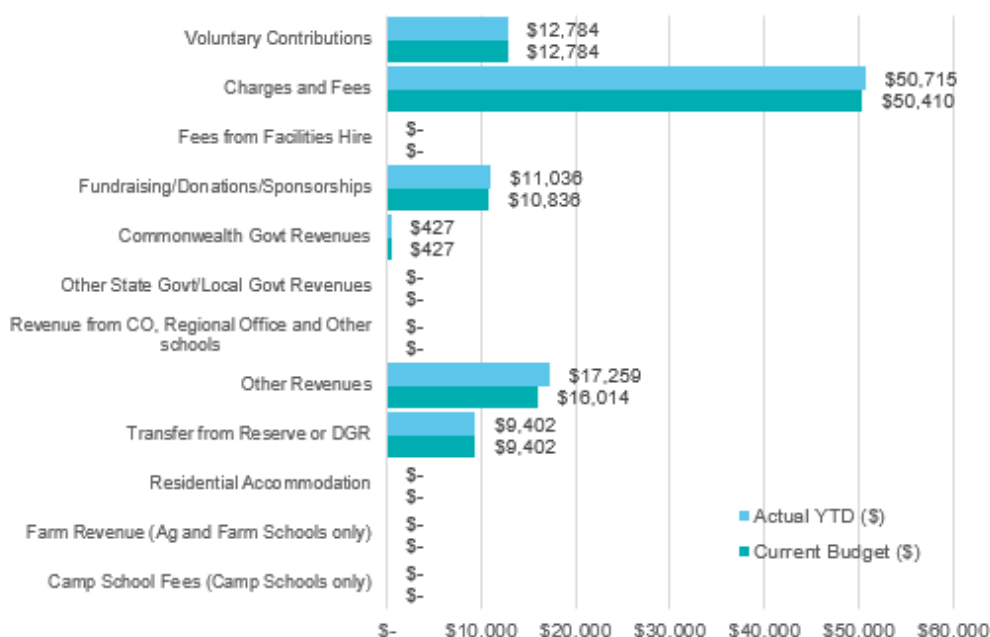
The 'Student Survey on Teaching' is completed twice a year to provide feedback in the areas of learning environment, teaching quality and relationships. In 2024 all survey statements produced an average score of 4.0 or higher, demonstrating consistently positive reflections from students across all measures. Areas for celebration included teacher curriculum knowledge, behaviour expectations and teacher's respect for students. Improvement was also seen in terms of explicit teaching, instructions, connections to previous learning and feedback, all areas that have been the topic of Professional Development in 2024. In 2025, survey implementation will be refined to ensure rigorous data analysis can occur across Early Childhood, Primary and Secondary phases of learning.

FINANCIAL SUMMARY: REVENUE 2024

INCOME - Dec 2024 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	15,373	15,373
Carry Forward (Salary)	137,828	137,828
STUDENT-CENTRED FUNDING		
Per Student	1,299,904	1,299,904
School and Student Characteristics	1,129,484	1,129,484
Disability Adjustments	11,738	11,738
Targeted Initiatives	238,986	238,986
Operational Response Allocation	2,652	2,652
Total Funds:	2,682,764	2,682,764
TRANSFERS AND ADJUSTMENTS		
Regional Allocation	0	0
School Transfers – Salary	(187,779)	(187,779)
School Transfers - Cash	167,885	167,885
Department Adjustments	(5,378)	(5,378)
Total Funds:	(25,272)	(25,272)
LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	12,784	12,784
Charges and Fees	50,410	50,715
Fees from Facilities Hire	0	0
Fundraising/Donations/Sponsorships	10,836	11,036
Commonwealth Govt Revenues	427	427
Other State Govt/Local Govt Revenues	0	0
Revenue from CO, Regional Office and Other school	0	0
Other Revenues	16,014	17,259
Transfer from Reserve or DGR	9,402	9,402
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	99,873	101,623
TOTAL	2,910,566	2,912,316

In 2024, PDHS received \$2,682,764 in Student-Centred Funding. Of this amount, \$1,299,904 was allocated based on enrolment figures at census of 142 students. \$1,129,484 was allocated to PDHS based on student and school characteristics. \$238,986 was received as targeted initiatives funding for Level 3 Classroom Teachers, Mental Health programs, the Chaplaincy program, Early Childhood Education, the Year 9 Career Taster Program, the Complex Behaviour Support Project and for District High School staffing. Voluntary contributions raised \$12,784 and \$50,410 was raised from charges and fees at PDHS in 2024, with a collection rate of 91.14% in the Primary school and 100% in the Secondary school. While PDHS school facilities were made available for community use, minimal revenue was raised from these endeavours due to an emphasis on community engagement over profit.

Dec 2024 (Verified Dec Cash)

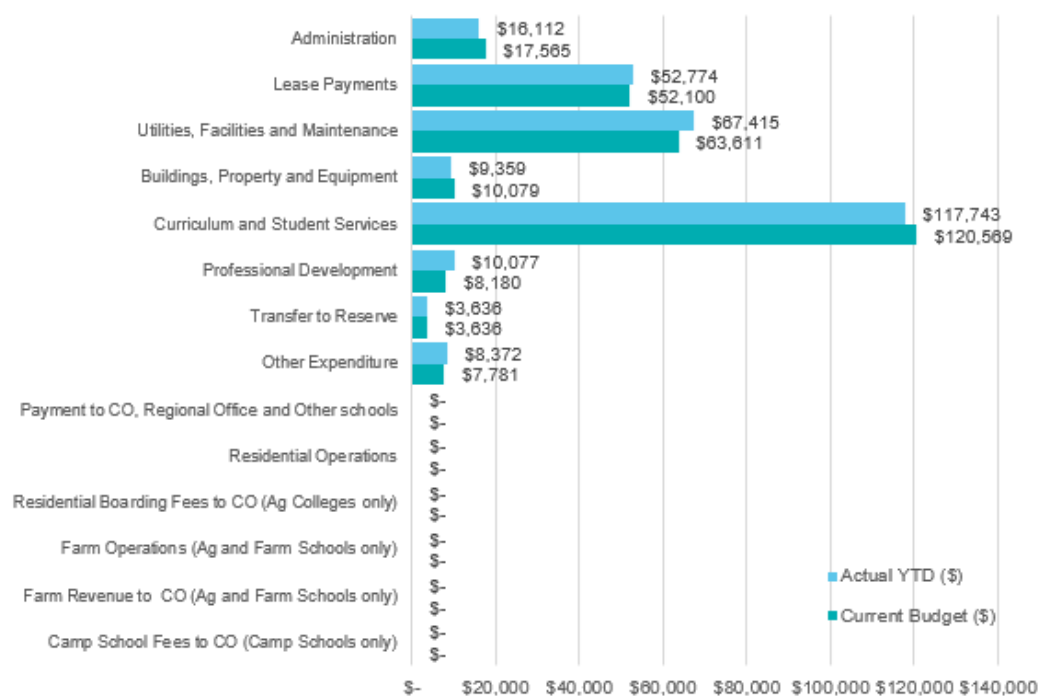


FINANCIAL SUMMARY: EXPENDITURE 2024

EXPENDITURE - Dec 2024 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
SALARIES		
Appointed Staff	2,190,104	2,190,104
New Appointments	0	0
Casual Payments	267,067	267,067
Other Salary Expenditure	967	967
Total Funds:	2,458,138	2,458,138
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	17,565	16,112
Lease Payments	52,100	52,774
Utilities, Facilities and Maintenance	63,611	67,415
Buildings, Property and Equipment	10,079	9,359
Curriculum and Student Services	120,569	117,743
Professional Development	8,180	10,077
Transfer to Reserve	3,636	3,636
Other Expenditure	7,781	8,372
Payment to CO, Regional Office and Other schools	0	0
Residential Operations	0	0
Residential Boarding Fees to CO (Ag Colleges only)	0	0
Farm Operations (Ag and Farm Schools only)	0	0
Farm Revenue to CO (Ag and Farm Schools only)	0	0
Camp School Fees to CO (Camp Schools only)	0	0
Total Funds:	283,521	285,488
TOTAL	2,741,659	2,743,626

In 2024, around 90% of PDHS's revenue was allocated to expenditure on salaries for school staff. Actual spending in 2024 was slightly greater than that budgeted for the year; however, a healthy surplus was sustained to roll over into the 2025 budget. Around 41% of the cash budget was spent in the area of Curriculum and Student Services, reflecting investment in classroom resources, pastoral care, teaching programs, learning support initiatives and enrichment opportunities. PDHS has continued to expand its ICT infrastructure which has seen the budget for lease payments increase significantly. The multi-stage Playground Redevelopment Plan was developed in 2024 and Stage 1 was completed at the start of the 2025 school year, drawing significantly upon Reserve Account funds earmarked for playground infrastructure.

Dec 2024 (Verified Dec Cash)





2024 School Board Members

Amy Dowson (Staff)

Jason Edwards (Parent)

Suzi Franken (Staff—S2)

Sue Fuller (Staff—S1)

Lee Illingworth (Principal)

Jade Lamb (Parent)

Alison Mathews (Parent)

Steve Rollinson (Community)

Donna Virgo (Parent)

Wendy Walker (Parent)

Non-Voting:

Leanne Clarke (Secretary)

Andrew Hughes (Staff)

SCHOOL BOARD

In 2024 the PDHS School Board welcomed Amy Dowson as a staff representative and Jason Edwards as a parent representative. The School Board voted to appoint Wendy Walker as its Chairperson.

One of the roles of the School Board is to evaluate the School's performance in achieving its objectives, priorities and directions. In 2024 the School Board achieved this by:

- reviewing the budget and financial reports
- reviewing school and student performance data relating to attendance, behaviour and academic performance
- reviewing the results of student surveys
- discussing and approving the Contributions and Charges for 2025
- endorsing the 2023 Annual School Report
- holding an Annual Public Meeting which included a report from the Chairperson updating the school community on the activities and achievements of the School Board in 2024

The School Board was pleased to see PDHS's Student Support Program expanded to include MiniLit and MacqLit, ASDAN, NAPLAN Prep, OLNAP Prep, ATAR Club, Numeracy in Action and the Step Up Program. PDHS also became a pilot school for the Complex Behaviour Support Project with a focus on attendance and engagement.

PDHS students achieved very strong NAPLAN results across all tested year groups which was a fantastic achievement. We were delighted to see the Agriculture Program reintroduced for Secondary students. Significant work went into the Playground Redevelopment Plan which will see older equipment replaced and new equipment installed.

Our students continue to demonstrate the school's core values of showing respect, challenging themselves and being resilient, both within the school and when representing PDHS in the community at events such as Emergency Services Week, DHS Country Week and Community Week.

In 2024, the School Board maintained its strategic focus on the ongoing sustainability of PDHS and how we as a school community can ensure the school thrives in the years to come. Some of the points around this matter included the increased visibility and promotion of the school, engaging in social media and direct communication with parents and community. This is an area that the School Board will continue to address.

PDHS board members are looking forward to 2025, continuing to support this fantastic school and building on the positive relationships within the school and community.

Wendy Walker

School Board Chairperson, 2024



2024 P&C Committee Members

Chelsea Della Gola
Erin Henderson Brown
Jen Hughes
Carrie-Anne Jackson
El Linz
Emma Liebrechts
Lucie Lister
Lyn Knight
Tammy Messer
Hayley Ryan
Mari Sebire
Nat Vanderheld
Donna Virgo

P&C

2024 was another highly productive and successful year for the PDHS Parents and Citizens Association (P&C).

The year saw stability in the P&C executive roles:

- Jen Hughes - President
- Chelsea Della Gola - Vice President
- Emma Liebrechts - Treasurer
- El Linz - Secretary

In 2024, the P&C raised over \$5000 through a variety of events.

The P&C eagerly directed these monies to support student learning at PDHS through the funding of goods and services including:

- Materials and support for the Breakfast Club
- 'World of Maths' Incursion
- Free breakfast for 'Walk Safely to School Day'
- PDHS Secondary jackets
- PDHS Country Week uniforms
- PDHS Country Week subsidy
- End-of-year book prizes for all Primary students
- PDHS Student Diaries for Secondary students
- Commemorative graduation gifts for Year 10 students

The P&C also continued its tradition of providing support for the annual Pemberton Seniors' Christmas Luncheon, in partnership with the St Joseph's Primary School P&F.

The P&C looks forward to continuing to support the students, staff, parents, carers and community of PDHS in 2025.

Jen Hughes
P&C President, 2024





Pemberton District High School

Burma Road, Pemberton WA 6260

(08) 9776 5800

Pemberton.DHS@education.wa.edu.au

www.pembertondhs.wa.edu.au



PEMBERTON
DISTRICT HIGH SCHOOL