

Pemberton District High School



PEMBERTON
DISTRICT HIGH SCHOOL

Annual Report 2025

FROM THE PRINCIPAL

It is with great pleasure that I present to the community of Pemberton District High School the 2025 Annual Report.

2025 was a significant and affirming year for PDHS, highlighted by our Public School Review in Term Three.

The review affirmed what we know to be a defining strength of our school: PDHS is a connected, inclusive and high-functioning learning community where relationships matter. Strong and lasting partnerships between staff, students, families and the community underpin a genuine sense of pride in our school. The review also recognised the family-like culture of PDHS, where students are known, supported and valued, and where older students actively support younger peers.

Our Positive Behaviour Support framework continues to contribute to a safe and supportive learning environment, with consistent high expectations and a strong focus on student wellbeing and engagement. The review also acknowledged the strength of our leadership and teaching practices, with staff demonstrating a high level of commitment to differentiated teaching and meeting the needs of individual students. This is reflected in our sustained student achievement, with NAPLAN results consistently at or above Like Schools over time.

Importantly, the review recognised the strength of our self-assessment processes and the collective ownership of school improvement across our staff. The contributions of our students, School Board, P&C and community partners were instrumental in ensuring a rigorous and authentic review process.

As with any high-performing school, the review also identified areas for continued growth. These include strengthening whole-school approaches to numeracy, further enhancing instructional consistency through coaching and professional learning, and continuing to build strategies to improve student attendance, particularly for those at risk of disengagement. These priorities are well aligned with our existing improvement agenda and will guide our work moving forward.

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 outstanding picture of the achievements of our school.



Lee Illingworth
Principal



2025 STAFF

Principal: Lee Illingworth

Deputy Principals:

Andrew Hughes, Suzi Franken

Leadership Team:

Vicki Barnsby

Mel Brooks

Michele Schmidt

Teachers and EAs:

Vicki Barnsby, Mel Brooks,
Rhys Brooks, Alexia Cernotta,
Rahim Cervoj, Natasha Cockram
Amy Dowson, Sue Fuller,
Nick Harger, Justine Little,
Michele Schmidt, Rikki Shepherd,
Josie Thompson, Cassie Thoo,
Monique Tysoe, Suzy Walker

Manager Corporate Services:

Leanne Roche

School Officers:

Carri-Ann Ditri, Tracey Kimpton

Library Officer: Sandra Ashworth

Gardener: Dan Lister

Cleaners:

Jane Bradley, Karena Wilson

Chaplain: Meryl Giumelli

Psychologist: Bree Shaw



SCHOOL OVERVIEW

At Pemberton District High School 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 specialist sport, jewellery, photography, woodwork, drama, independent living, outdoor education, visual arts 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 2025

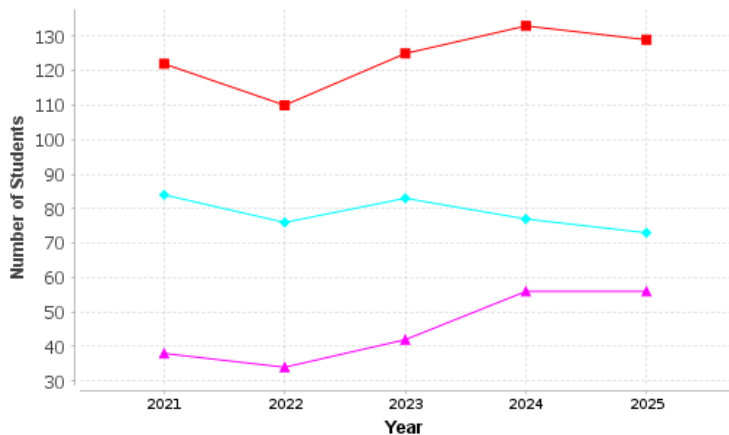
STUDENT NUMBERS:

	K	PP	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	
S1	8	9	9	14	6	10	13	12	16	19	10	11	137
S2	7	9	8	13	6	10	12	12	15	19	10	11	132

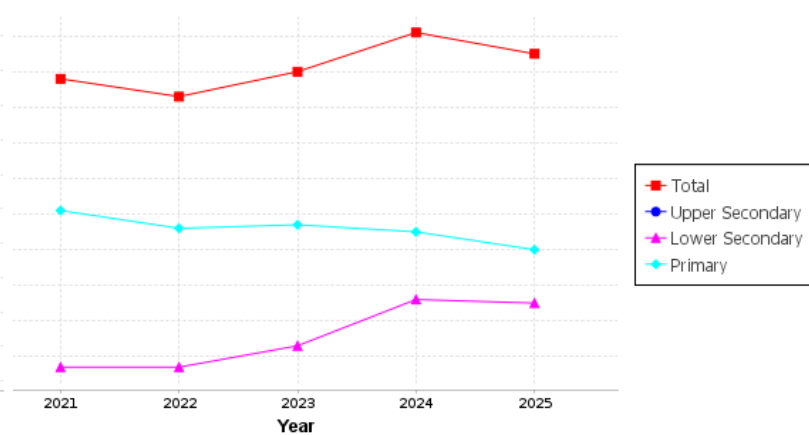
As at Census (Semester One and Semester Two, 2025)

	Primary		Secondary		Total	
	M	F	M	F	M	F
S1	39	42	25	31	64	73
S2	37	40	25	30	62	70

Semester 1 Student Numbers



Semester 2 Student Numbers



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. Student enrolment in 2025 remained relatively stable, with a total of 137 students in Semester One and 132 students in Semester Two, representing a slight decline from the peak enrolment of 142 students in 2024.

This modest decrease in overall enrolment is primarily attributable to a slight decline in Primary numbers, which reduced to 73 students in Semester One and 70 students in Semester Two. This reflects an ongoing trend observed over recent years and is consistent with broader demographic patterns impacting regional communities.

In contrast, Secondary enrolments have remained strong, with 56 students in Semester One and Semester Two, maintaining the growth trend since 2022. This stability reflects improved retention and the successful transition of students from Primary into Secondary schooling within the school.

Future work will include continuing to strengthen transition processes, developing streamed pathways in Years 9 and 10, enhancing early childhood engagement and continuing to promote the school's programs and successes within the community to support enrolment growth across all year levels.

STAFF PROFILE 2025

Leadership	Primary Teaching	Secondary Teaching	EA	Clerical	Maintenance
	Kindergarten				
	Pre-Primary	English			
	Year 1/2	Mathematics			
Principal	Year 2/3	Science			
Deputy Principals	Year 4/5	HASS		MCS	
	Year 5/6	H&PE	ECE		Gardener
Early Childhood	H&PE	Performing Arts	Primary	Ministerial Officers	Cleaners
Primary	Performing Arts	Visual Arts	Secondary	Library Officer	
Secondary	Visual Arts	D&T			
	D&T	Digital Tech			
	Digital Tech	Languages			
	Languages				
S1 - 3.20 FTE	S1 - 5.50 FTE	S1 - 4.10 FTE	S1 - 3.0 FTE	S1 - 2.79 FTE	S1 - 2.88 FTE
S2 - 3.00 FTE	S2 - 5.55 FTE	S2 - 4.65 FTE	S2 - 3.0 FTE	S2 - 2.79 FTE	S2 - 2.88 FTE

The leadership profile at PDHS remained stable in 2025, with the Executive Team comprising the Principal, two Deputy Principals and the MCS. Additional time continued to be strategically allocated to facilitate leadership roles in Early Childhood, Primary and Secondary phases of learning to form the Leadership Team.

Leanne Roche assumed the Manager Corporate Services (MCS) position following the departure of Leanne Clarke, and PDHS welcomed Carri-Ann Ditri as a permanent member of the School Officer team. Cassie Thoo also accepted a permanent position as Early Childhood Specialist.

PDHS's D&T/Visual Arts teacher, Lisa Radomiljac, returned from parental leave in the second half of 2025 and supported the training of Nick Harger (Science/Agriculture) as he completed a LEAP Qualification to become an accredited Design and Technology teacher. Part-time staff were effectively utilised to deliver a variety of specialist subjects across the school: Natasha Cockram (Secondary Health and Specialist Sport), Rhys Brooks (Primary Health and Physical Education), Alexia Cernotta (Primary Indonesian), Lisa Radomiljac (Secondary D&T and Visual Art) and Sue Fuller (Early Childhood Literacy).

Staff contributed to a variety of school teams and working groups including the School Board, Phase of Learning Teams, Finance Committee, Student Services Team and PBS Committee.

NAPLAN 2025

TARGET: By 2027, the school mean in NAPLAN will be greater than that of Like Schools.

	SCHOOL MEAN 2025				
	Reading	Writing	Spelling	G&P	Numeracy
Year 3	392 > 368 (+24)	398 > 389 (+9)	374 < 378 (-4)	413 > 368 (+45)	381 < 382 (-1)
Year 5	501 > 469 (+32)	482 > 460 (+22)	504 > 476 (+28)	491 > 475 (+16)	487 > 471 (+16)
Year 7	543 > 508 (+35)	565 > 519 (+46)	540 > 534 (+6)	553 > 509 (+44)	544 > 513 (+31)
Year 9	559 > 555 (+4)	566 > 563 (+3)	543 < 560 (-17)	514 < 540 (-26)	580 > 554 (+26)

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 2025 across most year groups and areas:

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

PDHS achieved strong NAPLAN results in 2025, with the school mean above Like Schools across the majority of year groups and assessment domains. Reading and Writing were particular strengths, with all year groups performing above Like Schools and Primary cohorts achieving results significantly above Like Schools. These outcomes continue a strong historical trend of achievement in literacy.

Numeracy results were also positive, with performance at or above Like Schools across all year groups. Notably, Year 7 and Year 9 cohorts achieved results above Like Schools, reflecting improved outcomes in the secondary years. Cohort tracking data further highlights strong value-adding, with the current Year 5 and Year 7 cohorts demonstrating consistent performance above Like Schools over time, and the Year 9 cohort showing improvement in Reading and Writing.

While overall achievement remains strong, some variability persists across domains. Spelling continues to be comparatively weaker than Reading and Writing, with less consistent performance across cohorts. Grammar and Punctuation also remains an area for development, particularly in Year 9 where results declined relative to Like Schools.

PDHS will continue to focus on strengthening consistency in literacy outcomes, particularly in Spelling and Grammar and Punctuation, alongside the development of more consistent whole-school numeracy approaches. This work will be supported through ongoing development of the instructional framework, strengthened instructional consistency through coaching, and expanded moderation practices, aligning with recommendations from the Public School Review.

NAPLAN 2025

TARGET: By 2027, student progress in NAPLAN will be greater than that of Like Schools.

	STUDENT PROGRESS 2025				
	Reading	Writing	Spelling	G&P	Numeracy
Year 3 to Year 5	86.3 < 93.7 (-7.4)	36.3 < 70.7 (34.1)	80.2 < 95.7 (-15.5)	74.2 < 93.5 (-19.3)	81.5 < 85.6 (-4.5)
Year 5 to Year 7	57.9 > 33.5 (+24.4)	116.6 > 58.9 (+57.7)	70.1 > 51.2 (+18.9)	70.8 > 30.3 (+40.5)	84.3 > 29.6 (+54.7)
Year 7 to Year 9	45.9 < 48.3 (-2.4)	54.5 > 51.3 (+3.2)	52.0 > 31.0 (+21.0)	-19.7 < 25.7 (-45.4)	30.3 < 43.5 (-13.2)

In 2025, NAPLAN progress data indicates a mixed pattern of growth across the school, with clear areas of strength alongside identified priorities for improvement. Progress between Year 5 and Year 7 remains a significant strength, with students demonstrating higher progress and higher achievement than Like Schools across all domains, reflecting the impact of strong differentiation and targeted teaching practices in the upper primary years.

Cohort analysis further highlights this strength, with progress from Year 5 to Year 7 exceeding Like Schools across Literacy and Numeracy, particularly in Writing and Numeracy. This aligns with internal evidence of effective small-group intervention programs and responsive teaching practices in Year 6.

In contrast, progress between Year 3 and Year 5 is consistently below Like Schools across literacy domains, despite overall achievement remaining comparatively high. This indicates limited value-adding in the middle primary years and highlights the need to strengthen instructional consistency and replicate effective practices evident in Year 6 across earlier year levels.

Progress from Year 7 to Year 9 presents a more variable picture. While progress in Reading and Writing is generally at or above Like Schools, Numeracy progress has declined in the most recent cycle and is now below Like Schools. Grammar and Punctuation is also identified as an area of concern, with significantly lower progress relative to Like Schools.

Overall, the 2025 data demonstrates that while the school continues to achieve strong outcomes in terms of achievement, progress is not yet consistently exceeding that of Like Schools across all phases of learning.

The school will continue to focus on strengthening value-adding across all year levels, particularly in the middle primary years, alongside improving consistency in Numeracy and Grammar and Punctuation in the secondary years. This work will be supported through the continued development of whole-school approaches to numeracy, strengthened instructional consistency through the PDHS Instructional Framework, the development of streamed pathways in Years 9 and 10, and expanded moderation practices, aligning with recommendations from the Public School Review.

OLNA 2025

TARGET: By 2027, the percentage of Year 9 and 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
2025	PDHS	0	6	5
	Like Schools	0.0%	55.0%	45.0%
	Like Schools	16.2%	32.4%	51.4%

OLNA attainment at PDHS continues to be well above Like Schools. Analysis of 2025 data indicates a strong relationship between OLNA attainment, attendance and engagement. The majority of students who did not achieve OLNA had attendance rates below 40%, significantly limiting their access to teaching and intervention programs. PDHS will continue to prioritise early identification and targeted support for students at risk, alongside a focus on improving attendance and engagement.

ATTENDANCE 2025

TARGET: By 2027, regular and total attendance of Primary and Secondary students will be greater than that of Like Schools.

	REGULAR ATTENDANCE		TOTAL ATTENDANCE	
	PDHS	Like Schools	PDHS	Like Schools
Primary	55.4%	60.9%	89.0%	89.1%
Secondary	40.7%	45.5%	80.5%	81.6%

While student attendance at PDHS remains broadly consistent with Like Schools, 2025's attendance levels were lower than previous years. Improving attendance for students within the indicated and at risk categories remains an ongoing focus. Attendance data is monitored closely through Student Services processes, with strategies including case management, individual attendance plans and engagement with families and external agencies. These are complemented by the school's PBS framework and wellbeing initiatives, which aim to strengthen student engagement and support improved attendance over time.



POSITIVE BEHAVIOURS 2025

TARGET: By 2027, the percentage of students achieving each PBS Award category annually will be maintained or increased.

	PERCENTAGE 2025
Bronze	95.2%
Silver	71.4%
Gold	55.3%
Platinum	12.8%

Each level of PBS award is achieved when students earn a certain number of 'Goldies', explicitly linked to PDHS's values. In 2025, there was improved higher-level award attainment compared to previous years, with an increase in the gold and platinum attainment levels. While Bronze attainment remains consistently high, 2025 data reflects progress in supporting students to move beyond baseline expectations and sustain positive behaviour over time. Ongoing focus will be placed on increasing the proportion of students achieving Silver, Gold and Platinum awards to strengthen engagement and reinforce school values.

TEACHER JUDGEMENTS 2025

TARGET: By 2027, teacher judgements on grades will be greater than the expected performance range based on the school's ICSEA.

	2025 (S1)
Overall Relative Judgement	1.53
English	1.26
Mathematics	1.35
Science	1.38
Humanities and Social Sciences	2.13

PDHS aims to achieve green flags in the 'Student Academic Achievement' and the 'Student Non-Academic Achievement' teacher judgement' measures of the School Performance Monitoring tool. Both of these targets were achieved in 2025, reflecting that teacher judgements of student achievement are greater than the expected performance range based on the school's ICSEA. Work will continue in this area throughout 2026, with moderation processes formalised to strengthen teacher judgements, as well as continued development of the Instructional Framework and Coaching, PBS Program and Learning Support Programs.

TARGET: By 2027, teacher judgements on Attitude, Behaviour and Effort will be greater than the expected performance range based on the school's ICSEA.

	2025
Overall Relative Judgement	
Primary	
Secondary	
English	7%
Mathematics	16%
Science	8%
Humanities and Social Sciences	19%



STUDENT SURVEY ON TEACHING 2025

TARGET: By 2027, average scores for questions related to Teaching Quality, Learning Environment and Relationships and Partnerships in feedback tools will be maintained or increased.

STATEMENT		PRIMARY (YEARS 3-6)		SECONDARY (YEARS 7-10)	
		2025 S1	2025 S2	2025 S1	2025 S2
LEARNING ENVIRONMENT	This teacher's use of technology helps me learn	4.90	5.12	4.81	4.98
	This teacher gives me choices about the work I do	4.26	4.43	4.39	4.54
	This teacher helps me focus on learning	5.24	5.23	4.84	4.87
	I know how I am supposed to behave in class	5.34	5.47	5.21	5.13
	This teacher explains things in a way I can understand	5.10	5.15	4.73	4.79
	This teacher gives clear instructions	5.10	5.24	4.83	4.99
	In this class, I often work with other students	4.50	4.88	4.41	4.64
	This teacher makes learning interesting	4.86	4.97	4.58	4.75
TEACHING QUALITY	This teacher makes connections to what we have already learned	5.07	5.19	4.93	5.01
	This teacher knows a lot about the topics in this class	5.52	5.56	5.29	5.30
	This teacher asks questions that make me think deeply	4.50	4.78	4.84	4.84
	This teacher helps me to set goals for my learning	4.65	4.96	4.58	4.71
	This teacher gives me time to think when I need it	4.95	5.05	4.75	4.84
	I know how well I am doing in this class	4.59	4.57	4.58	4.75
	This teacher encourages me to think instead of just telling me the answers	5.33	5.33	4.98	4.92
	This teacher's feedback helps me improve	4.96	5.12	4.84	4.89
RELATIONSHIPS	This teacher respects me for who I am	5.38	5.49	5.11	5.09
	This teacher connects their teaching to my life	4.55	4.87	4.75	4.80
	This teacher believes I can succeed in school	5.32	5.43	5.07	5.08
	I feel comfortable asking this teacher for help	5.23	5.33	4.97	4.96
	This teacher cares about my wellbeing	5.24	5.41	5.07	5.17
	This teacher helps me when I am upset	5.03	5.29	4.92	5.04
	This teacher asks me to share my ideas about what we are learning	4.90	5.23	4.95	5.03
	This teacher supports me if I am confused	5.18	5.18	5.00	5.00
	This teacher makes changes in response to my feedback	4.77	4.70	4.75	4.82

The Student Survey on Teaching is completed by students from PP-Year 10 twice a year as a mechanism for providing student feedback to teachers in the areas of learning environment, teaching quality and relationships. At the completion of a survey cycle, staff receive an individualised report detailing student feedback, areas of celebration and areas of conversation. In 2025 all survey statements produced an average score of 4.0 or higher, demonstrating consistently positive reflections from students across all measures. Particularly strong results were recorded in areas such as teacher knowledge of subject content, clear behaviour expectations and respectful relationships between teachers and students. Students also reported improvements in areas linked to the school's Instructional Framework, including explicit teaching, clear instructions, connections to prior learning and the provision of constructive feedback.

FINANCIAL SUMMARY: REVENUE 2025

INCOME - Dec 2025 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	38,627	38,627
Carry Forward (Salary)	130,062	130,062
STUDENT-CENTRED FUNDING		
Per Student	1,299,781	1,299,781
School and Student Characteristics	1,152,191	1,152,191
Disability Adjustments	22,612	22,612
Targeted Initiatives	253,583	253,583
Operational Response Allocation	10,287	10,287
Total Funds:	2,738,454	2,738,454
TRANSFERS AND ADJUSTMENTS		
Regional Allocation	0	0
School Transfers – Salary	(144,713)	(144,713)
School Transfers - Cash	120,637	120,637
Department Adjustments	(2,769)	(2,769)
Total Funds:	(26,845)	(26,845)
LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	18,970	11,065
Charges and Fees	19,121	22,565
Fees from Facilities Hire	0	0
Fundraising/Donations/Sponsorships	9,099	22,207
Commonwealth Govt Revenues	0	0
Other State Govt/Local Govt Revenues	0	0
Revenue from CO, Regional Office and Other schools	0	0
Other Revenues	10,980	23,232
Transfer from Reserve or DGR	55,225	55,225
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	113,395	134,294
TOTAL	2,993,693	3,014,592

In 2025, PDHS received \$2,738,454 in Student-Centred Funding. Of this amount, \$1,299,781 was allocated based on enrolment figures at census of 137 students. \$1,152,191 was allocated to PDHS based on student and school characteristics. \$253,583 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 \$11,065 and \$22,565 was raised from charges and fees at PDHS in 2025, with a collection rate of 89.65% in the Primary school and 79.38% in the Secondary school. In 2026, PDHS will explore innovative and alternative funding opportunities to supplement revenue beyond the P&C and student-centred funding model, ensuring sustainability and growth of programs across the school., with development of a strategic plan involving various stakeholders.

FINANCIAL SUMMARY: EXPENDITURE 2025

EXPENDITURE - Dec 2025 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
SALARIES		
Appointed Staff	2,318,344	2,318,344
New Appointments	0	0
Casual Payments	234,548	234,548
Other Salary Expenditure	2,109	2,109
Total Funds:	2,555,001	2,555,001
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	15,736	14,336
Lease Payments	56,300	52,025
Utilities, Facilities and Maintenance	67,632	65,293
Buildings, Property and Equipment	53,737	58,883
Curriculum and Student Services	95,457	96,981
Professional Development	11,443	10,237
Transfer to Reserve	0	0
Other Expenditure	8,894	12,520
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:	309,199	310,275
TOTAL	2,864,200	2,865,276

In 2025, 89% of PDHS's revenue was allocated to expenditure on salaries for school staff. Actual spending in 2025 largely matched that budgeted for the year and a healthy surplus was sustained to roll over into the 2026 budget. Around 31% 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's investment in ICT infrastructure has stabilised, with the budget for lease payments remaining consistent with 2024 spending. Stage 1 of the Playground Redevelopment Plan was installed at the start of the 2025 school year, reflected in the increased expenditure on buildings, property and equipment, drawing significantly upon Reserve Account funds for playground infrastructure.





SCHOOL BOARD

In 2025 the PDHS School Board welcomed Rrahim Cervoj as a staff representative, along with Jason Edwards and Taryn Ryslink as a parent representatives. The School Board voted to appoint Alison Mathews as its Chairperson.

One of the roles of the School Board is to evaluate the PDHS's performance in achieving its objectives, priorities and directions. In 2025 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 2026
- endorsing the 2024 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 2025

A significant focus for the Board in 2025 was its involvement in the Public School Review. Board members participated in the validation phase and engaged closely with the findings. The review affirmed the strong culture of PDHS, recognising the positive relationships, high levels of care and support for students, and the commitment of staff to delivering quality teaching and learning programs. Recommendations provided through the review will continue to inform the work of both the school and the Board moving forward.

Throughout the year, the Board acknowledged the strong performance of students across a range of areas. Students demonstrated the school values of Choose Respect, Be Resilient and Challenge Yourself through their participation in school and community events, including Country Week, Community Week, Emergency Services Week, ANZAC Day commemorations and a range of academic, sporting and extra-curricular activities. Student achievement data, including strong NAPLAN results, reflects the commitment of staff to supporting student learning and growth.

The Board recognises the importance of high-quality learning environments and was pleased to see the completion of Stage 1 of the Playground Redevelopment Plan in 2025. This project reflects effective planning, strong financial management and the invaluable contributions of the P&C and wider community.

The School Board looks forward to continuing its work in 2026, supporting the school to build on its strengths and strategically working to enhance outcomes for all students at PDHS.

Alison Mathews
School Board Chairperson, 2025

2025

School Board Members

Rrahim Cervoj (Staff)

Amy Dowson (Staff)

Jason Edwards (Parent)

Lee Illingworth (Principal)

Jade Lamb (Parent)

Alison Mathews (Parent)

Steve Rollinson (Community)

Taryn Ryslink (Parent)

Wendy Walker (Parent)

Non-Voting:

Leanne Roche (Secretary)

Andrew Hughes (Staff)

Suzi Franken (Staff)



2025 P&C Committee Members

Chelsea Della Gola

Celia Cousin

Sarah Edwards

Jen Hughes

Carrie-Anne Jackson

El Linz

Emma Liebrechts

Lucie Lister

Sarah Kurenda

Taryn Ryslink

Clare Sebire

Mari Sebire

Donna Virgo

Wendy Walker

P&C

In 2025 the Parents and Citizens' Association (P&C) continued to play an important role in supporting PDHS through strong partnerships, community engagement and targeted contributions. Made up of a dedicated group of parents, carers and community members, the P&C works collaboratively with the school to enhance opportunities for students and strengthen connections within the school community.

P&C executive roles were held by the following members in 2025:

- Chelsea Della Gola - President
- Emma Liebrechts - Vice President
- Taryn Ryslink - Treasurer
- Celia Cousin - Secretary

In 2025, the P&C raised over \$15,000 through a variety of events, including raffles, a Colour Run and Containers for Change, allowing for the support of student learning at PDHS through the funding of goods and services including:

- Materials and support for the Breakfast Club
- Y8 YOH Fest Camp subsidy
- 'World of Maths' Incursion
- Free breakfast for 'Walk Safely to School Day'
- PDHS Country Week netball uniforms
- PDHS Country Week subsidy
- Box Trailer
- Jumbuck Club 6 Burner BBQ
- Secondary School Bulletin Board
- 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 focused on fostering community engagement through the organisation of school-based events. Canteen days provided opportunities for students and families to connect, while planning for the end-of-year school disco centred on creating an inclusive and accessible social event for students and the wider community.

The P&C would like to acknowledge and thank all members, volunteers and community supporters for their time, effort and commitment throughout the year. Their contributions play a significant role in enhancing the educational experiences of students and strengthening the sense of community at PDHS.

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

Chelsea Della Gola
P&C President, 2025





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PEMBERTON
DISTRICT HIGH SCHOOL