DONNY BROOK DISTRICT HIGH SCHOOL

Business Plan

2011 - 2016

AS AMENDED 2013
EXECUTIVE SUMMARY

THE BUSINESS PLAN
IS: Our major strategic planning document. It sets Improvement Targets ‘T’, which are linked to improvements in student learning. It identifies Milestones ‘M’, which are indicators of progress towards the achievement of the improvement targets.

IS: Linked to past School Plans and Department of Education strategic planning documents including: Plan for Public Schools 2008-11; Progressing Classrooms First and Focus 2010-2013

IS: Future oriented, respectful of trends, is improvement focussed and data driven.

IS: Linked to an extensive suite of other school based planning documents including:- Operational Plans, Workforce Plan, Financial Plan and Delivery and Performance Agreement.

IS: “Organic” in the sense it is current (as amended and Board endorsed April-July 2013).

Our Ethos

_The purpose of Donnybrook District High is to develop our students, over time, as creative, independent learners, who are co-operative and expressive individuals with a positive self image, who strive to maximize their full potential through the challenges of the curriculum and interaction with their peers._

_The school will do this by providing a challenging curriculum and an orderly, supportive environment, so that the students become sufficiently skilled in making decisions that lead to them becoming productive and contributing members of society._

Our Values

Expressed in the following mantra:
At Donnybrook District High School we are:

* Committed to learning AND achieving our potential.
* Accepting of our unique self AND will strive to care for and develop self.
* Respectful and caring for others AND their rights and their property.
* Committed to developing social and civic responsibility through involvement in school and community activities.
* Committed to developing a responsible and responsive attitude to the natural, social and cultural environment.
* Our Values are a strong feature evidenced in the daily life of our school.
* Our Values are translated and expressed in the language of our students.
Our Guiding Principles

Since the mid 90’s, as a result of a whole school community review, our whole school operation has been based on the following five guiding principles:-

1. That the education we provide to all students in the school needs to be balanced between academic learning, skilling for life’s challenges and becoming lifelong learners.
2. The curriculum needs structuring with a set of relevant, developmental and integrated learning experiences.
3. In delivering our curriculum we need to focus upon student centered learning strategies and to be organizationally flexible.
4. We need to engage parents and the wider community as partners in our programs and our decision making.
5. We need to constantly evaluate with a view to improvement.

Our Programs and Partnerships include:

- A strong focus on creating a caring and supportive environment. This translates in teachers knowing the needs of each child and programming to address them.
- A strong partnership with our parents and community members who actively contribute to our school formally through P & C, Aboriginal Groups, School Volunteer Group and Canteen, Kindergarten and Pre-Primary committees and informally through participation in most activities in which we engage.
- A strong focus on creating and maintaining an Information, Communications and Technology rich Learning Environment.
- A Performing Arts focus, where student performances have been outstanding in recent years. The range of experiences in the performing arts area extends in music through instrumental programs in brass, woodwind and percussion, choral activity, the dramatic arts and dance.
- A strong Physical Education program with specialists across both sites supporting objectives in participation and talent development.
- Recognition and support in providing enrichment and extended learning experiences for those who display talent across the curriculum.
- A strong Behaviour Management Plan for our students that is designed to support the positive learning environment and provide fair, consistent and reasonable consequences for those who display undesirable behaviour.
- Numerous in-school activities, camps, excursions designed to enhance and support the curriculum.

The school also looks for opportunities to participate in community activities, to give our students relevant and local opportunities to show-case their talents. Similar commitment is applied in regard to accessing regional, State or National opportunities.

Beyond our major programs the school pursues a philosophy that clearly supports a wide range of additional programs that are important for various, often smaller, groups of students. The philosophy simply expressed is that “our curriculum should give all students the opportunity to have success”.

3
Our Community

Our community in demographic terms is a mixture of those traditionally connected to the farming industries and the more recent trend has been to welcome new 'life-stylers' who choose to live in the 'rural village' or semi rural environment and actually work elsewhere. These recent arrivals include 'fly-in, fly-out' workers from the North West, and others connected to Bunbury, Collie, Worsley, Greenbushes and Capel. This mixture has created a real community vigour, which has rejuvenated the region.

The District High School serves this changing and growing community well. There is a strong focus in the school on learning, on achievement and the creation of real opportunities for all our students to have success across our broad curriculum. Some significant measures of our success are seen in the success of our students in academic performance in schools in Bunbury. Our ex-students are more than proportionally represented in awards and prizes in both government and private schools on an annual basis.

Our Facilities

In physical terms our school is very distinctive, having historically evolved as a “split-site” school. This involves a Junior Campus at Mead Street comprising of Kindergarten to Year 5 students, separated by 1.5kms to the Senior Campus at Bentley Street accommodating the Years 6 to 10 students. Mead Street sits in the natural environment of a Jarrah forest, while Bentley Street has more of an “English” country garden setting.

Recently we have had a major facilities ‘make-over’ with a new administration block and 6 new permanent classrooms at the Mead Street campus. The Bentley Street campus has a new “state of the art” Design and Technology Centre, with major upgrades to Science, Home Economics and Visual Arts facilities.

Overlaying both the continuing and new facilities is a complete ICT infrastructure backbone make over. This will enable all learning areas to be networked to the world with modern digital devices to support twenty first century learning needs.

Our school is well positioned from Kindergarten to Year 10 to meet the wide variety of needs of our growing and vibrant community.

Our Priorities

1. Curriculum Improvement
2. Building our Learning Environment
3. Futuring Our Service
Priority 1 – Curriculum Improvement

OVERVIEW

Our Curriculum Improvement Priority is premised on the following axioms.

- Our local curriculum is aligned with the agreed national Curriculum.
- We will continue to deliver a curriculum aimed at engaging all students.
- We will maintain a focus upon:
  - Literacy and Numeracy – all learning contexts.
  - The notion of delivering learning against a (national standard)
  - “Personal Best” by learners all contexts.
  - Celebrating success, individual and groups.
  - Being flexible and innovative in curriculum delivery.
- Our local curriculum will promote inclusivity i.e., cater for diversity.
  - All operational planning will address all SAER learner categories.
  - The unsuccessful learner, the disabled learner, the unwilling learner, the most successful learner.
- All learning contexts resourced to meet operational planning outcomes.
- Operational decision making devolved with accountability.
- We are committed to use a range of strategies designed to engage parents in our learning program and provide timely performance information.
### FOCUS 1 – ENGLISH

**Improvement Target T1** “The average growth rate of the stable cohort meets or exceeds the average national growth rate by cohort across Naplan tests 2011 – 2013 in all literacy tests across years 3, 5, 7 and 9.”

<table>
<thead>
<tr>
<th>INTENTS</th>
<th>STRATEGIES</th>
<th>IMPROVEMENT TARGETS (T) AND MILESTONES (M)</th>
<th>ANNOTATIONS</th>
<th>AMENDMENTS</th>
</tr>
</thead>
</table>
| 1. **FOCUS on Planning.** | ▪ Improve all planning monitoring. | **EM1** All operational plans are clearly evidenced based with sound monitoring of learning, realistic and achievable operational targets, cycled annually. | EM1 Managed through operational Planning as part of ongoing self assessments/performance management. | Amendment effective 2013 to English Strategies EM2
Consolidate understanding of the Australian Curriculum (AC) Content Strands of LANGUAGE, LITERACY AND LITERATURE. |
| 2. **FOCUS on Planning and Professional Growth.** | ▪ Entry area to Literacy Improvement is through WRITING and LANGUAGE CONVENTIONS ▪ We then intend to move into the other Literacy Planks. Viz Reading, Speaking and Listening and Viewing. | **EM2** Completion of whole of school Writing Plan. **EM3** Completion of whole of school plans on each of these strands. | EM2 Completed 2011 and Implementing 2012 onwards | Amendment effective 2013 to EM3
Knowledge of the AC Scope and Sequence in English K-10 is accepted as the Whole of School English Plan for the implementation of the AC in English. |
| 3. **FOCUS on Implementation.** | ▪ Progressive alignment in Scope and Sequence using the language of the National Curriculum. | **EM4** Full alignment with National Curriculum by 2013. | Aligned effective 2013 | |

**NOTE:** Acknowledgement needs to be made that we are starting with a WA understanding of what a Literacy Plan might look like. In the life of the Business Plan expect the plan to be in alignment with the National Curriculum in English (Redundant – see annotations above)
FOCUS 1 – ENGLISH

Improvement Target T1 “The average growth rate of the stable cohort meets or exceeds the average national growth rate by cohort across Naplan tests 2011 – 2013 in all literacy tests across years 3, 5, 7 and 9.”

4. FOCUS on Training and School Development.
   - All of the above will be supported with School Development scheduled collaborative planning, meetings and training to support steps in the process.

   EM5 All staff will engage in planning for literacy improvement and attend scheduled training.

Amendment to Training and School Development Strategies EM5.
- School invests in Teacher leadership in English (2 Primary staff, one on each site).
- Teacher leaders’ workshop in our network.
- Teacher leaders lead staff through collaborative planning (SD days and Early Dismissal) dealing with all content strands linked to contexts. All activity scheduled and published.

Note: Business Planning Issues 2013 and beyond, impacting all aspects of Curriculum Improvement.
1. Staff Profiling decisions around the change of Year 7 from a Primary cohort to secondary effective 2013.
2. Issue is about taking opportunities, should they arise, in selecting new staff to support a 25% increase in secondary specialist time across English, Maths, Science and S&E. Additionally to position continuing primary staff to access training in specialist secondary expertise, as it is available (expect to commence Semester 2, 2013).
# FOCUS 2 – MATHEMATICS

**Improvement Target T2** “The average growth rate of the stable cohort meets or exceeds the average national growth rate by cohort across Naplan tests 2011 – 2013 in all numeracy tests across years 3, 5, 7 and 9.”

<table>
<thead>
<tr>
<th>INTENTS</th>
<th>STRATEGIES</th>
<th>IMPROVEMENT TARGETS (T) AND MILESTONES (M)</th>
<th>ANNOTATIONS</th>
<th>AMENDMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. FOCUS on Planning.</td>
<td>▪ Improve all planning monitoring.</td>
<td><strong>MM1</strong> All operational plans are clearly evidenced based with sound monitoring of learning, realistic and achievable operational targets, cycled annually.</td>
<td>MM1 Managed routinely through Operational Planning as part of ongoing self assessment/performance management.</td>
<td></td>
</tr>
<tr>
<td>2. FOCUS on Planning and Professional Growth.</td>
<td>▪ Consolidate understandings in content strands of Number, Algebra and Measurement through collaborative teaching and planning. ▪ Move to Geometry, Statistics and Probability content strands.</td>
<td><strong>MM2</strong> Completion of Scope and Sequence to align with National Curriculum. <strong>MM3</strong> Completion of whole of school Numeracy plan.</td>
<td>Amendment affective 2013 MM2 and MM3 Consolidated knowledge of the AC Scope and Sequence foundation to Year 10 is accepted as the “whole School” Mathematics Plan for AC implementation.</td>
<td></td>
</tr>
</tbody>
</table>

**NOTE:** Acknowledgement needs to be made that we are starting with a WA understanding of what a Numeracy Plan might look like. In the life of the Business Plan expect the plan to be in alignment with the National Curriculum in Numeracy. *(Redundant effective 2013 – see amendments).*
FOCUS 2 – MATHEMATICS

Improvement Target T2 “The average growth rate of the stable cohort meets or exceeds the average national growth rate by cohort across Naplan tests 2011 – 2013 in all numeracy tests across years 3, 5, 7 and 9.”

3. FOCUS on Implementation.
   - Progressive alignment with the National Curriculum incorporating the interaction of the three content strands and four proficiency strands.

   **MM4** Full alignment with National Curriculum by 2013. MM4 aligned effective 2013.

4. FOCUS on Training and School Development.
   - All of the above will be supported with School Development scheduled collaborative planning, meetings and training to support steps in the process.

   **MM5** All staff will engage in planning for numeracy improvement and attend scheduled training.

Amendment 2013 MM5 Strategies re Training and SD.
- Consolidate understandings of 3 Australian Curriculum Content Strands and the 4 Proficiency Strands.
- School becomes a Teacher Development School in Mathematics Primary.
- TDA and GiRN strategy continue with Teacher leader role as coach for all staff.
- PD on early dismissals and SD days. All activity scheduled and published/

**Note:** Business Planning Issues 2013 and beyond, impacting all aspects of Curriculum Improvement.

3. Staff Profiling decisions around the change of Year 7 from a Primary cohort to secondary effective 2013.

4. Issue is about taking opportunities, should they arise, in selecting new staff to support a 25% increase in secondary specialist time across English, Maths, Science and S&E. Additionally to position continuing primary staff to access training in specialist secondary expertise, as it is available (expect to commence Semester 2, 2013).
FOCUS 3 – SCIENCE

Improvement Target T3 Years 7 and 9 – Link to State MSE. “The average growth rate of the stable cohort matches or exceeds the average (state) MSE growth rate by cohort 2011 – 2013”.

<table>
<thead>
<tr>
<th>INTENTS</th>
<th>STRATEGIES</th>
<th>IMPROVEMENT TARGETS (T) AND MILESTONES (M)</th>
<th>ANNOTATIONS</th>
<th>AMENDMENTS</th>
</tr>
</thead>
</table>
| 1. Science assumes its place and space across Primary to Year 7. | ▪ To resource a “Getting it Right” approach to Science learning 1 – 7.  
▪ To support primary staff to adopt a uniform sequenced approach 1 – 6 linked to Primary Connections (but not exclusively tied to).  
▪ To support a “Challenge offering” for our students in science linked to early, middle and senior primary contexts. | SM1 That the GiR approach demonstrably supports training needs of Primary staff in Science. | SM1 GiR approach operated 2010-11. Discontinued 2012 due to resourcing constraints and teacher leader leaving. Program achieved aims.  
Note: Ongoing investment in developing primary teacher leadership continues with access to training through our Network. | |
FOCUS 3 – SCIENCE

Improvement Target **T3** Years 7 and 9 – Link to State MSE. “The average growth rate of the stable cohort matches or exceeds the average (state) MSE growth rate by cohort 2011 – 2013”.

3. To have a whole school Science plan by 2013.
   - Year 7 Science Curriculum becomes the bridge connecting Primary Science Learning to Secondary Science approach (use DHS specialist advantage).
   - Professional Support to teachers and cross site collaboration lead to the Whole of School Science Plan.

   **SM3** “CarbonKids” becomes a cross curricular vehicle enhancing our student learning and engaging our students in their future.

   **SM4** A Challenge program becomes a cause for celebration of great Science learning.

   **SM5** Year 7 Science learning becomes recognised as a distinctive feature of learning at Donnybrook DHS.

   **SM6** And ..... We have a whole school Science plan aligned with National Curriculum. We are fully aligned and implementing National Curriculum by 2013.

   **SM3** ‘Carbonkids’ is used as an enrichment strategy linked particularly to our Primary Challenge Program.

   **SM4** A viable Science Challenge Program works with targeted students across early, middle and senior primary groups. Resource 0.2FTE.

   **SM5** Due to demands on Science Specialist time, Year 6/7 Science is now delivered by class teachers, with facility access to the Lab and with training from Deputy.

   **SM6** Full alignment 2012 with AC Scope and Sequence, Foundation to Year 10 accepted as our ‘whole of school’ Science Plan.

Note: Business Planning Issues 2013 and beyond, impacting all aspects of Curriculum Improvement.

5. Staff Profiling decisions around the change of Year 7 from a Primary cohort to secondary effective 2013.

6. Issue is about taking opportunities, should they arise, in selecting new staff to support a 25% increase in secondary specialist time across English, Maths, Science and S&E. Additionally to position continuing primary staff to access training in specialist secondary expertise, as it is available (expect to commence Semester 2, 2013).

7. In workforce planning, consideration needs to be given to future fitting the profile to meet changing needs, e.g., Primary Science and Secondary SAER Support.
FOCUS 4 – INFORMATION, COMMUNICATION and TECHNOLOGY

Aim – To develop in our students a digital literacy competence and an understanding of the ethical responsibilities associated with being a 21st century digital citizen.

<table>
<thead>
<tr>
<th>INTENTS</th>
<th>STRATEGIES</th>
<th>IMPROVEMENT TARGETS (T) AND MILESTONES (M)</th>
<th>ANNOTATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To embed an ICT skills syllabus K – 10, designed to equip all our students with a 21st Century ICT skills set.</td>
<td>Explicit teaching and learning program P – 8 all students, with elective add-ons in Years 9 – 10.</td>
<td>IM1 80% of staff consistently use ICT applications in Teaching and 80% of students demonstrate contextual competence.</td>
<td>Since 2011, when our Business Plan was constructed, the shape and structure of the ‘General Capability ICT, has consolidated into “The ICT capability Learning Continuum”. In terms of our first intent, this translates into 2013 activity that is about reconstructing our learning program whole school to align with the ICT capability Learning Continuum. This Work (May 2013) is complete for our primary and due to the specialist nature of secondary, the work is in progress, and involves managing where the responsibility for delivering against the 5 elements of the continuum takes place. Our school has for the past ten years resourced both primary and secondary specialists in ICT where their role in Teaching and Learning has been at developing student ICT skill sets. Other classroom and specialist teachers deal with ICT applications related to classwork or a particular specialization.</td>
</tr>
<tr>
<td>2. Alongside the skills program to address the requirement for our students to use the new digital technologies in an ethical and responsible manner.</td>
<td>Manage our operating environment with appropriate controls.</td>
<td>IM2 Cybersafety practice in place, in policy and practice, by students clearly reflects ethical and socially responsible use of technology.</td>
<td>Re-IM1 All staff consistently use ICT in Teaching and Learning. Primary staff are using programs on a daily basis with their Interactive devices and classroom computers. Secondary teachers use the interactive technologies more to project and download materials to form the support material for learning. All students demonstrate contextual competence in learning, investigating, creating, communicating and operating ICT. Re-IM2 Cybersafety is a major contextual focus across the whole school. School policy and teaching practice around the safe and ethical use of digital devices, and particularly about cyberbullying, has been restated in clear policy reviewed in 2012. Our programs are quite explicit around appropriate and ethical behaviours using ICT, and our continuing issue about ‘transferability’ of this learning particularly into the social media behaviour of young adolescents. We can state that across our jurisdictional network we have high compliance with our protocols and are pushing partnerships with parents to cover the wider world of the adolescent.</td>
</tr>
</tbody>
</table>

Since 2011, when our Business Plan was constructed, the shape and structure of the ‘General Capability ICT, has consolidated into “The ICT capability Learning Continuum”.

In terms of our first intent, this translates into 2013 activity that is about reconstructing our learning program whole school to align with the ICT capability Learning Continuum. This Work (May 2013) is complete for our primary and due to the specialist nature of secondary, the work is in progress, and involves managing where the responsibility for delivering against the 5 elements of the continuum takes place. Our school has for the past ten years resourced both primary and secondary specialists in ICT where their role in Teaching and Learning has been at developing student ICT skill sets. Other classroom and specialist teachers deal with ICT applications related to classwork or a particular specialization.

Re-IM1 All staff consistently use ICT in Teaching and Learning. Primary staff are using programs on a daily basis with their Interactive devices and classroom computers. Secondary teachers use the interactive technologies more to project and download materials to form the support material for learning. All students demonstrate contextual competence in learning, investigating, creating, communicating and operating ICT.

Re-IM2 Cybersafety is a major contextual focus across the whole school. School policy and teaching practice around the safe and ethical use of digital devices, and particularly about cyberbullying, has been restated in clear policy reviewed in 2012. Our programs are quite explicit around appropriate and ethical behaviours using ICT, and our continuing issue about ‘transferability’ of this learning particularly into the social media behaviour of young adolescents. We can state that across our jurisdictional network we have high compliance with our protocols and are pushing partnerships with parents to cover the wider world of the adolescent.
3. To provide a staff training and development package to enable all staff to function effectively in a “digital rich” teaching and learning environment.

- Provide familiarization training with classroom digital and interactive tools.
- Monitor changing staff competence in use of technology in learning.

**IM3** Appropriate staff training is developed, delivered and reviewed to meet continuing needs.

4. To resource all classrooms to an ICT standard that supports the requirements for 21st Century learning.

- Provide classrooms with appropriate digital/interactive devices.
- Survey 2011 classroom digital tools and monitor annually.

**IM4** All classrooms fully digitally operational.

---

Re-IM3 Given all our Teaching and Learning spaces are fully equipped with the modern digital tools we ran staff training, and staff tutoring programs (1 on 1) in 2012. This concluded when the demand stopped. We continue to use collaborative opportunities to meet evolving needs.

Re-IM4 All classrooms are fully digitally operational.

Note: Business Planning Issues 2013 and beyond re ICT.

- Conjecturally, but to be affirmed in 2013, both Federal and State budgets are contracting. This has potential knock on effects to future funding of our secondary 1 on 1 program (Year 9 onwards) and even the other ratios.
- We have innovative classroom practice happening in ICT. E.g., Ipods in Early and Middle years, classroom Blogs, and Your Tutor at Bentley Street. Through contextual collaboration we wish to promote and support widening the practice and assess the impact on engagement with learning. Further we need to wrap this into our school promotion activity.
### FOCUS 5 – CROSS CURRICULUM PERSPECTIVES

<table>
<thead>
<tr>
<th>INTENTS</th>
<th>STRATEGIES</th>
<th>IMPROVEMENT TARGETS (T) AND MILESTONES (M)</th>
<th>ANNOTATIONS</th>
</tr>
</thead>
</table>
| 1. Align our programs with National Cross Curriculum Perspectives.  
NCCP1 – Indigenous Perspectives  
NCCP2 – Asian Perspectives  
**OUR PROGRAM:**  
Cultural Immersion | ▪ Develop Scope and Sequence Across whole school by June 2011.  
▪ Implement T & L program by Semester 2, 2011 across whole school.  
Curriculum Focus Areas  
Primary and Secondary S & E  
- National Curriculum History  
- Geography  
- Languages  
- English |  
**CCM1** That we have agreed upon scope and sequence and commenced Implementation of both programs by Semester 2, 2011. |  
CCM1 Clear consensus and alignment by end of 2011 on Indigenous and Asian Perspectives. Now part of operational planning and self assessment. 2013 a focussed review of agreed implementation plan. |
| 2. **NCCP2 - Sustainable Futures**  
Curriculum Vehicle – “CARBONKIDS” | ▪ Develop Scope and Sequence by June 2011 whole school.  
▪ Implement T & L whole school by Semester 2, 2011.  
Curriculum Focus Areas  
Primary and Secondary Science  
- National Curriculum Science;  
English and Maths | | |
3. To provide professional development and support through CarbonKids for Sustainable Futures.

- Provide professional development and support through collaborative practice to embed Cultural Immersion as whole school practice.

CCM2 We are in alignment with National Curriculum requirements by 2013.

CCM2 We are moving into alignment on sustainable futures across the Curriculum. Carbonkids is offered as an optional strategy and as part of our Science Enrichment program in 6/7.

CCM3 (Proposed amendment May 2013). As a school we are also embedding across the curriculum by context the Australian Curriculum “General Capabilities”.

BUSINESS PLAN AMENDMENT MAY 2013 – FOCUS 6 AUSTRALIAN CURRICULUM EXPANDED

Phase 1. Australian Curriculum subjects English, Maths, Science and History to be fully implemented by beginning of 2015.

- Invest in Teacher leadership.
- Training, Coaching and Collaborative Planning.
- Additional Professional Learning as required.
- As a school our specialists engage in following the shaping and draft papers.
- Preposition our learning programs to align as far as possible.
- Invest in Teacher Leadership and work the wider staff Professional Learning in the collaborative contexts.

ACT1 to be progressively implementing agreed new content as per AC agreed Scope and Sequence as soon as is practicable.

ACT1 Phase 1, subjects are now aligned with the AC Scope and Sequence. The journey to full implementation is now characterized by refining planning and engaging with necessary learning.


ACT2 To report as per the agreed schedules. Phase 1 report to Parents by Mid 2015.

ACT2 The school continues to report semestery to parents using existing templates. Templates will progressively be changed across 2014 and 2015 as we reach agreement as a system on the form of the changes.

ACM1 To revise our School Reporting Policy by the end of 2013.
## Priority 2 – Building Our Learning Environment

### FOCUS – PERSONAL AND SOCIAL DEVELOPMENT

**Aim** – To develop an inclusive curriculum, resilient and socially competent students and a relationship based, values driven environment promoting high standards of engagement in the learning program.

<table>
<thead>
<tr>
<th>INTENTS</th>
<th>STRATEGIES</th>
<th>IMPROVEMENT TARGETS (T) AND MILESTONES (M)</th>
<th>ANNOTATIONS</th>
</tr>
</thead>
</table>
| 1. To recognise, respond to and accommodate academic social and cultural diversity within our school. | ▪ To have an INCLUSIVE CURRICULUM. This means having curriculum breadth and depth that enables all students to ENGAGE in learning and to have SUCCESS.  
▪ It also means that our learning program caters for diversity, embracing the full spectrum of learners (least successful to most successful).  
▪ Promotion and modelling of SCHOOL VALUES by Staff and Students.  
▪ Partnership creation particularly with parents and also the wider community. | **LEM1** That indicators of engagement show evidence of improvement. | Staff in our school across both campuses see that this Priority area and our whole school approach to Personal and Social Development as a major element of our “distinctiveness” as a school. There is a strong staff belief that our Values driven approach, the building of a strong positive culture of care around quality relationships as the basis of good learning, defines our Learning Environment. The school has chosen 2013 to test this belief by reviewing all elements of our practice associated with ‘Personal and Social Development’! The outcomes anticipated by this scrutiny include revising and if necessary changing some practice, recommitting to our approach and making agreed continuing practice very ‘OVERT’. |
| 2. To foster quality relationships between all staff and students as the basis of good learning, and to engage parents as partners in this process. | | **LEM2** That aggregated school SAIS data in the ‘affective domain’ shows that the teaching and learning is effectively skilling students. | Re- LEM1 and LEM2 Data sources related to those milestone include:-  
▪ Survey data from parent and student surveys across 2012 -13.  
▪ SAIS data particularly those addressing personal competencies.  
▪ Teacher comments on student reports  
▪ SIS data around behaviour, Letter of Concern, Commendation, Recognition Certificates etc. AND direct anecdotal feedback. |

Our continuing focus here is to make this data work to evidence where we are at in regard to practice.
3. To deliver explicit teaching and learning designed to develop social competence, ethical behaviour and develop resilient students.

- Explicit teaching and learning related to values, about ‘how to behave’ as a young person, about ethics, about being resilient and about growing in social competence linked to learning context.
- Provide PD and Training in support of agreed programs.

**LEM3** That programs are in place and training meets needs.

Re – LEM3 That all programs that we use as part of explicit Teaching and Learning are designed to develop social competence, ethical behaviour and resilience are reviewed in 2013, as to their effectiveness. This to be done in each phase context and led by our Health professionals. Any revisions or recommitments are to be workshopped with the staff in the relevant context.

Note: We will test our own data sources before looking for ‘external evaluation instruments of quality’ simply because we don’t know how well they will provide evidence until reviewed.

4. To maximize student attendance.

- Monitor individual students not achieving attendance rates above 80%.
- Engage parents and assist them to improve the students’ attendance.
- Implement SMS attendance notification system.

**LET1** To maintain our average attendance rates at above 92%.

**LET2** To maintain attendance rates above regional and like school averages.

Re – LET1 and LET2 Amended as agreed by the School Board in 2012 the targets are combined and the new target reads: “To maintain our average attendance rates at or above state and like school average attendance rates for both primary and secondary”.

Note - In regard to the above intents we understand the need to establish baselines, and to have a coherent monitoring strategy that enables us to make decisions, that will lead to the desired improvements.

To progress this we intend to enter into partnerships to source evaluation instruments of quality, that enable us to establish baselines to monitor. In addition we seek tertiary partners for research opportunities and their expertise.
5. To make the school a safe place, we:-

<table>
<thead>
<tr>
<th>INTENTS</th>
<th>STRATEGIES</th>
<th>IMPROVEMENT TARGETS (T) AND MILESTONES (M)</th>
<th>ANNOTATIONS</th>
</tr>
</thead>
</table>
| 5. To make the school a safe place, we: | Monitor closely all important behaviour related information. | **LET3** To have our behaviour evidence indicate that our positive Letters of Commendations exceed Letters of Concern. | Re – LET3 This target was drafted in early 2011, to enable us to use the SIS specific evidence to make meaningful judgements and improve our approach to Behaviour Management. What we have found is that:
- Focussing only on the letters of Concern and Commendation, does NOT give much guidance for improvement. We made the judgement that we needed to look at all aspects of the Behaviour Management Information System (BMIS), to enable analysis to inform improvement.
- We also needed to get more detailed evidence from Mead Street our Junior Campus, where behaviour typically has been managed on a ‘case’ basis and not linked to systemic data tools. 2013 we are implementing a SIS based data collection. |
| ▪ Plan and implement a “positive culture framework”, values driven, that manages behaviours. | Persistent behavioural offenders to be placed on Individual Plans supported by parental engagement. | |
| ▪ Are compliant with DOE Child Protection Policy, OHS Policy and our Risk Management Plan is in place and monitored. | Promote positive commendations and engage parents in all issues. | **LET4** That survey information from staff, students and parents provides evidences of the school being “a safe place”. | In March 2013 our Board agreed to amend LET3 to now read: “To use the BMIS data by cohorts, to track positive and negative patterns emerging from the evidence and use the analysis as a vehicle for improving behaviour management.” Further in relation to LET3 and LET4 which looks at Survey data from students, staff and parents about the school being a safe place, the school has responded to issues raised in the surveys by:-- Reviewing and publishing policy around Bullying, and Use of Mobile devices (both linked to Behaviour standards) and Homework Policy clearly linked to standards of student performance (2012). As part of the 2013 review of Personal and Social Development we will revisit and review other policy around Communication, School Promotion and Recognition of students meeting or exceeding standards. |
| ▪ Provide PD and Training to support the “positive culture framework”. | | | |
6. To acknowledge and invest in student and staff leadership.

- Strong programs to train and support student leaders.
  - Mead Street – Year 5’s and House leaders
  - Bentley Street – 6 – 10 in: Student Representative Council
    Peer Support
    House Leadership

- Staff leadership expanded in the promotion of Senior Teacher and Level 3 roles.

7. To acknowledge, and celebrate individual and group achievement linked to our curriculum and our community.

- Promotion of the individual performance mantra of “PB” or Personal Best in age appropriate ways.

- To put in place and resource age appropriate reward systems that acknowledge those who consistently meet and exceed standards related to performance, behaviour, attendance and dress.

**LEM4** That we successfully make the transition from a Year 10 prefect system to our more inclusive Student Representative Council.

**LEM5** All dimensions of staff leadership are acknowledged and published.

**LEM6** That Personal Best becomes part of the learning culture in age appropriate ways.

**LEM7** Evidence from all reward systems indicates high attainment in relation to all standards.

Re – LEM4 and LEM5 Over 2010 to 2012 we restructured our model of Student Leadership across the Senior Campus to a more ‘inclusive and representative’ Student Council led by our senior students. This is seen as working well and we will monitor as part of our review activity. In 2013 as part of our review of staff leadership agreed roles will be revisited and renegotiated as necessary. This will also enable greater recognition of our Senior Teachers and L3 Teachers as part of our devolved leadership model.

Re – LEM6 In whole school terms, and in particular at Bentley Street, the notion of Personal Best is valued. In restating this as part of a wider expectation set, the form of the expression will change to be more generic and less sport oriented.

Re – LEM7 In whole school terms the 2013 review will address issues around “how” we recognize student attainments in regard to standards.
Priority 3 – Futuring Our Service

This school, like all others, operates to provide a relevant and engaging service against a background of rapid change. These changes include those in societal values, in the education market place i.e. less children, more competition; government policy imperatives, expectations of schooling; changing interface of schooling / training / work, etc. This priority is aimed at bringing into closer focus issues which impact on our future service and to position the school strategically to best take advantages of opportunities which will benefit our students.

FOCUS AREA 1 - Mead Street – Early and Middle Years

<table>
<thead>
<tr>
<th>INTENTS</th>
<th>STRATEGIES</th>
<th>MILESTONES</th>
<th>ANNOTATIONS</th>
<th>AMENDMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. We market and promote the Mead St learning experience as “distinctive” i.e. “we do what all good schools do, .... only better”.</td>
<td>We analyse the Teaching and Learning experience at Mead Street and select key distinctive features to market and promote.</td>
<td>FM1 Survey information indicates community and parents having high satisfaction rates with Mead St service.</td>
<td>Re - FM1 Clearly the survey data from parents across 2011/12 indicated high satisfaction rates with our Junior Campus service. (Achieved 2012)</td>
<td>Note: Recommended changes to this priority, applying to all 3 contexts and applicable to Focus 1,2 and 3 were foreshadowed in the 2012 School Report.</td>
</tr>
<tr>
<td></td>
<td>We connect this marketing into whole of school and make site transition as seamless as possible.</td>
<td>FM2 Focussed surveys on Transition effectiveness in place showing evidence of success.</td>
<td>Re - FM2 Since 2011 we have run surveys of students and their parents as they exit Mead Street to transit into Year 6 on the Senior Campus. Survey data clearly evidenced a successful transition. Additional data evidenced the need to address playground and recreational equipment for year 6 &amp; 7 students. This need induced a response and the school has purchased and installed a comprehensive set of playground equipment. (Achieved 2012)</td>
<td></td>
</tr>
</tbody>
</table>

20
### Focus Area 2 - Upper Primary Enhancement

<table>
<thead>
<tr>
<th>INTENTS</th>
<th>STRATEGIES</th>
<th>MILESTONES</th>
<th>ANNOTATIONS</th>
<th>AMENDMENTS</th>
</tr>
</thead>
</table>
| 1. To make the Year 6/7 learning experience at Donnybrook “distinctive” i.e. standard upper primary experience enhanced by our District High School circumstances. | Enhance the 6/7 Learning by the use of secondary specialist teachers and facilities to advantage. | FM3 Higher levels of student engagement as year 6/7 students is being achieved. Re – FM3 Our Year 6/7 students demonstrate both the readiness and capacity to engage with all the challenges within the learning program. | Re – FM4 While the intent was to allocate some rotating additional resources into core classroom learning programs, for economic reasons this has not eventuated. We have however, invested in building capacity in senior primary staff to build appropriate cross curriculum challenges into the learning program. (Continues to be a work in progress) | Recommendation 1
That the school • Describe “what all good schools do”. • Withdraw the phrase “only better” and replace it with “and we do it in a distinctively Donnybrook DHS way” • We clearly define what we see as the elements which constitute our distinctiveness. |
| 2. To reduce the drift of senior primary students to alternative providers in the Greater Bunbury Area. | Introduce a challenge program strand in most learning areas across the upper primary. | FM5 That we retain a higher percentage of cohort into year 8. Re – FM5 Our retention rates, in the face of growing private and public school competition, remains very high. (Achieving) | | |

### Focus Area 3 - Lower Secondary Enhancement

<table>
<thead>
<tr>
<th>INTENTS</th>
<th>STRATEGIES</th>
<th>MILESTONES</th>
<th>ANNOTATIONS</th>
<th>AMENDMENTS</th>
</tr>
</thead>
</table>
| 1. To MARKET our Year 8-10 program and the opportunities it provides for our students. | We analyse our programs and outcomes and select key distinctive features to market and promote. | FM6 Survey evidence indicates high confidence in secondary programs. Re – FM6 Clearly our most recent survey evidence indicates high satisfaction rates with our secondary programs. We clearly acknowledge both the fact that our staff constantly work to improve the service AND adapt to the changing face of curriculum. (Achieving with significant work in progress). | | Recommendation 2
New milestone FM -A applies to all contexts. |
## FOCUS AREA 4 - Project - Advancing in Service as an Independent Public School

<table>
<thead>
<tr>
<th>INTENTS</th>
<th>STRATEGIES</th>
<th>MILESTONES</th>
<th>ANNOTATIONS</th>
<th>AMENDMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To improve our Business Model.</td>
<td>Review current Administration structure. Implement and resource necessary changes. Implement necessary training.</td>
<td>FM7 That we have a management structure that effectively meets our identified needs.</td>
<td>Re – FM7 Management structure change had 2 main drivers – 1. Need to provide additional clerical support at Mead Street due to facilities and workload changes. (0.6 FTE). 2. Once this was in place the focus shifted to re-alignment of clerical whole of school roles. Strong 2013 focus on communication strategies and website development. (Changes are in place and remain supported).</td>
<td>“The school report annually, clearly identifying and focussing upon the elements we consider distinctive about our practice, and promote them within our community.</td>
</tr>
<tr>
<td>2. To plan and allocate resources in shorter term more flexible ways to meet previously unmet needs, to the extent the budget allows.</td>
<td>Full analysis to prioritize needs. Engage in reducing resource planning to semester or term decisions rather than annual, where there are potential flexibilities.</td>
<td>FM8 Previously un-met needs are being met.</td>
<td>Re – FM8 Across 2011 and 2012 the school positioned to meet unmet needs. The approach was project oriented with the expectation that there would be close monitoring of program outcomes, such that assessments would be made re: continuing resourcing or moving them to meet the next set of needs.  - Projects supported included Additional SAER EA time 0.4 Early years EA allocation to support Speech 0.4 Teacher FTE - High achievers Primary - ICT Coaching linked to Whiteboards Flexible 2013 due to budget constraints all of these flexibilities ceased. Our reality is that synchronous with our becoming an IPS in 2011, our budget (the teachers resourcing element) has been reduced by $100,000. This matter is still being appealed. The grounds are: - recognition of the real costs of our split sites - the original IPS understanding re-budget. not being reduced when we became an IPS. (Remains a work in progress)</td>
<td></td>
</tr>
</tbody>
</table>
FOCUS AREA 5 - Partnerships

<table>
<thead>
<tr>
<th>INTENTS</th>
<th>STRATEGIES</th>
<th>MILESTONES</th>
<th>ANNOTATIONS</th>
<th>AMENDMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Within the government school community.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• To work within DOE compliance and policy requirements.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• To work to establish our local Collie Preston network as mechanism for enabling Resourcing and professional development of staff.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• To work in other networks to advantage our community e.g. SW Secondary Alliance.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• To manage site building projects to completion.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• To fully implement our ICT “make-over”.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mandated activity.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meet with local principals and others to advance. Foster the notion that the network needs to be layered to incorporate other school leadership.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To engage as necessary leadership and staff with others in activities of mutual benefit.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work with builders and architects to achieve best outcomes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work BER/Capital Works/DOE contributions to single workable system.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

FM9 ALL departmental policy and compliance protocols are met.  
Re – FM9 We are fully compliant with DOE policy and all compliance protocols are met.  
(Achieved)

FM10 That the engagement “OUT” brings demonstrable benefits to our school community.  
Re – FM10 Our school is a strong advocate of networking within both the Collie Preston Network and other networks viz:- SW Secondary Principals, TDS network, plus our Shire plus VET industry providers. Our engagement with and advocacy in these networks is about building our own capacity in service AND making the networks work, particularly in the central support withdrawal environment we find ourselves. This engagement ‘OUT’ needs to be fostered.  
(Achieving)

FM11 Successful transition to new spaces.  
Re – FM11 Our transition into all new spaces in now fully effected and it has really impacted positively on our capacity to best service our community.  
(Achieved)

FM12 Standard Operating Environment in place with full digital service to all classrooms.  
Re – FM12 - SOE in place – full digital service in place.  
New challenges from 2013 include:-  
Serious deficit in bandwidth at Mead Street.  
The training of new I-Pad and tablet technologies for great flexibility in pedagogy is not happening on both sites.  
(Achieved)
### FOCUS AREA 6 - Marketing and Promotion

<table>
<thead>
<tr>
<th>INTENTS</th>
<th>STRATEGIES</th>
<th>MILESTONES</th>
<th>ANNOTATIONS</th>
<th>AMENDMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. We consolidate our “brand” as the local school that provides normal services AND then does better.</td>
<td>We promote the best practice Teaching and Learning in our Classrooms. We actively engage parents as partners in their children’s learning. We acknowledge and celebrate individual and group success. We clearly acknowledge areas where improvement is needed. We examine and improve the ways we communicate with all stakeholders.</td>
<td>FM13 That survey information indicates community and parents have high satisfaction rates with our service.</td>
<td>Re – FM13, FM14 and FM15 - We can say that the survey data affirmed that our community was satisfied with our service and our communication. -Our new logo and communication protocols have been modernized and are in place.</td>
<td></td>
</tr>
<tr>
<td>2. We develop marketing techniques to promote the “brand”. Clear marketing focus on signature programs and engaging curriculum.</td>
<td>We revisit and re-brand all communications protocols- as deemed necessary. We incorporate a Professional Development focus on Marketing that starts in the classroom.</td>
<td>FM14 That survey information indicates stakeholders have high satisfaction rates with our communication.</td>
<td>FM14 That survey information indicates community and parents have high satisfaction rates with our service.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>FM15 School logo has been modernised and all communication protocols standardized.</td>
<td>2013 – Marketing and Promotion is a major improvement focus.</td>
<td></td>
</tr>
</tbody>
</table>

### Strategies:
1. Focus on website development. **INTENT:** The website is current and populated with information and stories that are kept current! Our website becomes the standard “go to place” for our community.
   - Training of two clerical staff around editorial work.
   - Staff training and use of Wordpress to build the classroom presence on the web.
   - The face of the website will assume more of the “current go to look”.
3. Consultation about “brand” with professional marketing source Term 3, 2013.
4. Sourcing input from past student “notables” as part of our learning and as a marketing strategy. **Survey early 2014**, given we are marketing, as to community perceptions as impacted by our marketing.

**Recommended Amendment.**
We replace FM13, FM14 and FM15 with :- FM13 ‘That the school reports annually clearly demonstrating and assessing its communication and marketing strategies and their effectiveness.'
**APPENDIX 1 - PRIORITY 3**

**DONNYBROOK DHS A “GOOD SCHOOL”**

We acknowledge that contemporary research suggests parents have a shared interest in seeing their children attend schools that are safe and supportive and in which their children are happy and learning. They also look to schools to promote values such as respect for others, honesty, tolerance, fairness and the pursuit of excellence. To this end we do what all good school do and pride ourselves in doing many of these things better than many, in a way that suits the Donnybrook District High School context.

As for all good schools:

- We have students at the front and centre in the way we operate.
- We provide a friendly and welcoming social and physical environment.
- We have clear and high expectations of the students in terms of values, social behaviours and engagement with learning.
- We deliver an inclusive learning environment, covering the key learning areas following the Australian Curriculum and catering for a diversity of needs.

Donnybrook District High School “OUR DISTINCTIVENESS”

While we have, for pragmatic reasons, adopted a whole school approach to defining the elements of our distinctiveness, we acknowledge that how these elements play out, has different contextual application.

Elements we consider distinctive in our practice:-

1. A respectful, relationship centred pedagogy.
2. A consistent focus on VALUES and personal development.
3. A clear focus on acknowledgement and celebration of ALL achievement across all learning.
4. We take advantage of our own uniqueness,
   - our physical and social environment,
   - our relatively small size,
   to enhance our student’s opportunities as learners.
5. We accommodate and assimilate CHANGE.

As a result our students display:

- A strong school ethos and caring, thoughtful values set,
- A sense of belonging and pride and are:
- Engaged and challenged.
Our People - Our Workforce

Our staff are devoted to developing their skills to meet the needs of the twenty first century learner. Our current focus is working modern pedagogy, in a really rich Information Communication Technology (ICT) environment. A similar staff development focus is on dealing with mandated curriculum change as we adopt the National Curriculum. This change includes a move from an outcomes based syllabus to one requiring significantly more explicit instruction and a changing scope and sequence in the four nationally agreed areas: Numeracy, Literacy, Science and History. Other learning areas are in various stages of design and we will align these with requirements as the national curriculum implementation schedule is negotiated at State and Federal level.

Our staff are professional and responsive to the challenges associated with significant curriculum change.

In whole of school development, the focus is on Values and Social Learning to assist in developing ethical citizens who are socially competent. This is challenging, engaging and necessary work. It also embraces the emerging challenge for educators in dealing with the ethical and social learning of our students to become responsible digital citizens.

Beyond the national and system mandated change, as a school we have adopted a “design brief” that includes being innovative where we can and a clear focus on constructing engaging learning experiences for all year groups.

<table>
<thead>
<tr>
<th>CURRENT WORKFORCE</th>
<th>FUTURE WORKFORCE ISSUES / NEEDS</th>
<th>WORKFORCE GAPS / STRATEGIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1, LEADERSHIP GROUP</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 x L6 Principal</td>
<td>Likely to retire ~ 2013</td>
<td>Positioning for succession (Principal).</td>
</tr>
<tr>
<td>1 x L4 Associate Principal (Primary)</td>
<td>Will fill when we have a Primary vacancy.</td>
<td>} Need to explore the possibilities here</td>
</tr>
<tr>
<td>2 x L3 Secondary Deputies (Secondary)</td>
<td>Likely to retire ~ 2013</td>
<td>) including restructuring.</td>
</tr>
<tr>
<td>[ 1 x L3 Primary Deputy entitlement – not filled ]</td>
<td></td>
<td>) * Options for L4 Associate Principal at</td>
</tr>
<tr>
<td>1 x L5 Business Manager</td>
<td></td>
<td>} Bentley Street.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>) * Implications for individuals and role changes.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Positioning for succession (Business Manager). This links to potential restructure of our administration office team to better align office services and functions with changing needs.</td>
</tr>
<tr>
<td><strong>2. STAFF TEACHING</strong></td>
<td>Demographic trend is growth. Question is How Much?</td>
<td>All strategies link to Classrooms First.</td>
</tr>
<tr>
<td>32.44 x Teaching staff</td>
<td></td>
<td>▪ We will need to continue to respect industrial agreements.</td>
</tr>
<tr>
<td></td>
<td>Minimal projection sees increase in teaching FTE of 2 by 2013 and likely to be more.</td>
<td>▪ Likely increase of at least 1 primary class in the period to 2013.</td>
</tr>
<tr>
<td></td>
<td>Most growth in Secondary (50%)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assumes success in retention 7 – 8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>More students in intake schools</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Loss of half cohort (end of 2012).</td>
<td></td>
</tr>
</tbody>
</table>
### Our People - Our Workforce

#### Whole Staff Age Demographic

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>24-29</td>
<td>10%</td>
</tr>
<tr>
<td>30-39</td>
<td>20%</td>
</tr>
<tr>
<td>40-44</td>
<td>25%</td>
</tr>
<tr>
<td>45-49</td>
<td>15%</td>
</tr>
<tr>
<td>50-54</td>
<td>10%</td>
</tr>
<tr>
<td>55-59</td>
<td>5%</td>
</tr>
<tr>
<td>60+</td>
<td>5%</td>
</tr>
</tbody>
</table>

- Actual extent of growth is difficult to predict if our marketing with the community leads to us becoming the local "provider of choice" then growth will be ~ 10% by the time the half cohort exits in 2012.
- Growth could well be more, given regional economic.
  - Age profile of staff applies to **ALL** staff.
  - Expect an increasing exit through retirement and/or more requests to reduce fractions.
  - Flexibility in HR decision making is limited due to high incidence of permanent staff in all categories.
- Additional secondary specialists or cross-school specialists to support curriculum improvement needs will be a choice issue.
- Also choice may well extend to employment of teaching specialization on shorter term contracts to support programs.

Age linked to experience loss means more focus on induction and may impact on training needs.

While this may not impact on non-teaching categories as much, to be flexible and innovative in the teaching area, we may need to look at non-permanent and/or shorter contracts.

#### Support Staff - Office

<table>
<thead>
<tr>
<th>Category</th>
<th>Full Time Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.8 x L2 School Officers</td>
<td></td>
</tr>
<tr>
<td>0.4 x L1 School Officers</td>
<td></td>
</tr>
</tbody>
</table>

- May have to deal with one retirement.
- Position for succession.
- Investigate and re-profile clerical staff due to changing IPS requirements.
- Additional support to Principal and Business Manager.
- Service and function audit will mean role changes.
- Explore possibilities of entering partnerships to employ a trainee.
- Support all training under new roles.
- Restructure will also look at site support needs.

#### Support Staff - Library

<table>
<thead>
<tr>
<th>Category</th>
<th>Full Time Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.6 x L2 Library Officer</td>
<td></td>
</tr>
<tr>
<td>0.6 x L1 Library Officer</td>
<td></td>
</tr>
</tbody>
</table>

- No imminent change – monitor.

#### Support Staff

<table>
<thead>
<tr>
<th>Category</th>
<th>Full Time Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>LABORATORY ASSISTANT – HOME ECONOMICS ASSISTANT</td>
<td></td>
</tr>
<tr>
<td>0.62 x L1 Lab Technician</td>
<td></td>
</tr>
<tr>
<td>0.43 x L1 Home Economics Assist</td>
<td></td>
</tr>
</tbody>
</table>

- Monitor each entitlement.
- Secondary growth will impact on FTE allocation.
- If there is an enrolment driven increase, only vary for Fixed Term contracts

#### Cleaners and Gardeners

<table>
<thead>
<tr>
<th>Category</th>
<th>Full Time Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.50 x L3 Head Cleaners</td>
<td></td>
</tr>
<tr>
<td>1.69 x L1 Cleaners</td>
<td></td>
</tr>
</tbody>
</table>

- Completion of BER and CAPITAL WORKS projects and their impact on workforce.
- Request for cleaning re-measurement for both sites has already been lodged with Facilities department, Head Office.
- Likely that additional Cleaning staff will be required for both sites.
<table>
<thead>
<tr>
<th>2.1 x L2 Gardeners/Handyperson</th>
<th>Request for grounds re-measurement, upon completion of works.</th>
<th>Possible increase in Gardening staff may be required at Mead Street.</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. <strong>EDUCATION ASSISTANTS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.2 x Mainstream</td>
<td>Monitor and manage entitlements.</td>
<td>• Consider and implement re-training as necessary to fill changing roles.</td>
</tr>
<tr>
<td>2.9 x Special Needs</td>
<td>Monitor and manage entitlements.</td>
<td>• Explore/create, newer style Job Description Forms relating to work requirements specific to Vocational Education Training support and senior student coaching / mentoring towards transitions to Senior Schooling / Workforce.</td>
</tr>
</tbody>
</table>
THE END!!!!!!