




*Minutes for School Board Meeting*  
*Thursday 11 May 2023*



| TIME          | Senior Campus Meeting Room 4:30pm <b>SHARP</b> |  | WHOM        |
|---------------|--|--|-------------|
| <b>4:30pm</b> | <b>1.0</b>                                     | <b>Welcome and apologies</b>   |             |
|               | 1.1  | Opening and welcome: David Watson, Amanda McNab, James Milne, Iain Browning, Chris Smith, Jesse Richards, Jonelle McLoughlin, Isabella Hancock and Suzie Delaporte.  | Chair       |
|               | 1.2  | <i>Apologies:</i> Karen Martella, Holly Carter and Sarah Bible   |             |
|               | 1.4  | Confirmation of agenda   |             |
| <b>4:35pm</b> | <b>2.0</b>                                     | <b>Disclosure of interests</b>   |             |
|               | 2.1  | Identify real, perceived or potential conflicts of interest  | Chair       |
| <b>4:36pm</b> | <b>3.0</b>                                     | <b>Minutes of previous meeting and ENDORSE</b>   |             |
|               | 3.1  | Review of previous meeting minutes – Attached.<br>MOVED: David Watson <span style="float: right;">2<sup>ND</sup>: Amanda McNab</span>  | Board       |
| <b>4:40pm</b> | <b>4.0</b>                                     | <b>Reports</b>   |             |
|               | 4.1  | <p><b>Finance Reports</b></p> <p> Board Doc April 2023.pdf</p> <p>Currently our salary variance is \$12,972. Since the appointment of the new Year 5/6 teacher our variance is significantly reduced. While there is not a great deal of variance, we still have casual days available for any PD or extra support needed throughout the year.</p> <p>Our cash variance is quite healthy being \$68,411, this will go up and down depending on funding requests staff put forward to the finance committee. For example, the Literacy committee requesting \$10k for new class sets of novels for the Junior Campus. We also direct money to other cost centres who need additional funding throughout the year and towards the end of the year. The voluntary contributions are 43%, this is completely normal for us at this time. We expect to finish the year in a similar position to last year.</p> <p>The AdventureWorks programme, which was planned for in our budget this year and the 2024 cost has been set aside in our reserves. We have been able to do that based on the funding that District High Schools attracted through the enterprise bargaining agreement with the State School Teachers Union landed with the Department of Education and State Government, where District Highs of our size got an extra. \$100,000 to provide some, greater breadth and depth in this in the secondary context in particular. We received that funding last year and for this year. It is not guaranteed beyond the end of this year, we are hoping that it does continue. It comes down to District High School Principals spending that money appropriately and being accountable for it - where it was spent and if it is beneficial to their school and their school context.</p> <p><b>AdventureWorks Financial Discussion</b></p> <p>We recognise the significant investment we are putting in AdventureWorks, therefore need to continually assess the benefits of the program. At this point we are unclear as to how we will measure its success, other than the anecdotal feedback we are gathering.</p> <p>We can do PAT testing, so there is a social and emotional assessment, like a quiz, that the kids can do. We can get them to do that this year and that data is quite comprehensive and it is done online.</p> <p>We can track behaviour on Compass and measure incidents through PBS (Positive Behaviour in Schools). This can be done for Year 5's up.</p> <p>There are a couple of students who said, "I don't like talking about feelings," but they are the ones who need to. They are getting better than at the beginning of the year.</p> <p>Our SEL (Social Emotional Learning) Plan is based on Casel's 5 competencies which AdventureWorks also base their programs around.</p> | James Milne |

|                             |   |                |
|-----------------------------|---|----------------|
| 4.2                         | <p><b>P &amp; C REPORT</b></p> <p>We had a very short meeting today with just Jamie, myself and two others. We did not have quorum, so we just went through a few things. We've doing Walk Safely to School Day. Looking at donations for the breakfast, Senior Campus students to help wrap breakfast for the Junior Campus students.</p> <p>Looking at a Disco for both Campus'.</p> <p>Jamie - request for relocation of Shade Shelter from the Junior to Senior Campus has gone through. We have the funding for a Shade Patio at the Pre-Primary to go over a swing set. Some Dads are going to erect this for us, this is a day's work.</p> <p>Celebration of Learning in Term 3 is a good fundraiser for P&amp;C.</p>  | Jesse Richards |
| <b>5.0 Business Arising</b> |   |                |
| 5.1                         | <p><b>Student Leaders</b></p> <p>Student Leaders spoke to the Shire and what they would like to remain in the area and what problems they saw. Iain was very proud of the way the students conducted themselves. They talked about the need for a youth centre, afterhours activities, transport to Bunbury, their likes and dislikes. The Shire is looking at work experience for students. They liked being part of a small school and how everyone knows everyone. They discussed Café's and how they are closed after school but like the variety. Somewhere to "chill." Friday afternoons at the Rec Centre is available for kids at the moment – roller skating, badminton etc.</p> <p>Concerns about concreting paths at the back of the river and more walking trails. Geo-caching, TEDX competition. Students require more information monthly from the Shire as what is coming up. Mountain bike program.</p> |                |
| 5.2                         | <p><b>Senior Campus Upgrade</b></p> <p>Seven classrooms are being upgraded next week. Million-dollar upgrade. They cannot do all seven at once and it should be completed over the school holidays. We are looking at the additional spaces and making them different so they can be used for more than one thing, standing desks, lounges etc.</p>   |                |
| <b>6.0 New business</b>     |   |                |
| 6.1                         | <p><b>Tracking of where students go, once they leave year 10 (short term and longer term)</b></p> <p>How far do we track students? No, we don't. They can end up all over the state either in TAFE, Senior High School, working or university.</p>  |                |
| 6.2                         | <p><b>Parking at JNR campus, possible solution (cheaper than previous proposal)</b></p> <p>Jess suggested clearing between 1/2 Cluster and Pre-Primary for extra parking with gravel – making it the same as the Kindy? Parking is an issue at the Junior Campus and will continue to be an issue if we do nothing. Just looking at a cheaper option. Unfortunately we aren't on the Department's radar around parking.</p>   |                |
| 6.3                         | <p><b>Ways to bring campuses together/create better flow from Jnr to Snr (green team continuation, activate school gardens, book week shop at SNR campus, celebration of learning at SNR campus)</b> Teachers would need to be on board to drive these programs and to involve the parents. Discussions are ongoing with students regarding some of these items. Book week – write a book in a day, 5000-word book – Year 9 students. Books are given to Fiona Stanley Cancer Ward.</p> <p>Utilise our Senior Campus vegetable gardens.</p> <p>High School curriculum is time poor – they have very little time to achieve what they need to do but might be incorporated/weaved into other subjects.</p> <p>Week 7, Term 3 Mad Maths week and Literacy and Numeracy week</p>   |                |
| 6.4                         | <p><b>Board to Endorse for three more years:</b></p> <p>Jonelle McLoughlin Moved: David Watson 2<sup>nd</sup>.</p> <p>James Milne</p> <p>Jesse Richards Moved: David Watson 2<sup>nd</sup>.</p> <p>James Milne</p>  |                |
| <b>7.0 Other Business</b>   |   |                |
|                             | <p><b>Statement of Expectation</b></p> <p> Statement of Expectation.pdf This makes expectations clear to all.</p>  |                |
| <b>8.0 Next meeting</b>     |   |                |
|                             | 22 June 2023  | Chair          |

|  |             |   |       |
|--|-------------|---|-------|
|  | <b>9.0</b>  | <b>Roundtable evaluation</b>  |       |
|  |             | It may be helpful to finish with the chair requesting a Council member to reflect briefly on how the meeting went or to summarise the decisions and actions resulting from the meeting. | Chair |
|  | <b>10.0</b> | <b>Meeting close</b>  |       |
|  |             | 5:30pm  | Chair |

|                     |              |                   |   |              |              |
|---------------------|--------------|-------------------|---|--------------|--------------|
| <b>CHAIRPERSON:</b> | David Watson | <b>SIGNATURE:</b> |  | <b>DATE:</b> | 20 July 2023 |
|---------------------|--------------|-------------------|---|--------------|--------------|

## Donnybrook District High School

ONE LINE BUDGET REPORT AS AT APRIL 2023

|                                     |   |                                     |   |                            |   |                                       |  |
|-------------------------------------|---|-------------------------------------|---|----------------------------|---|---------------------------------------|--|
| <b>\$6,440,985</b>                  | + | <b>\$121,397</b>                    | = | <b>\$6,562,382</b>         | <b>\$6,481,000</b>                        | <b>\$81,382</b>                       | <b>\$68,411</b>                        |
| <small>Operating Allocation</small> |   | <small>Locally Raised Funds</small> |   | <small>TOTAL FUNDS</small> | <small>Forecast Total Expenditure</small> | <small>Forecast Total Balance</small> | <small>Forecast Salary Balance</small> |

| Salary                                | Verified April     |
|---------------------------------------|--------------------|
| Carry Forward                         | \$246,780          |
| Student-Centred Funding               | \$6,051,237        |
| School Transfers                      | \$708,703          |
| Department Adjustments                | \$0                |
| <b>Total Funds</b>                    | <b>\$5,589,313</b> |
| Period Spend                          | \$0                |
| YTD Spend                             | \$1,465,915        |
| YTD Balance                           | <b>\$4,123,398</b> |
| Projected Expenditure (HRMIS)         | \$5,490,839        |
| Future Planned Expenditure (Planning) | \$85,503           |
| Forecast Expenditure                  | \$5,576,342        |
| Forecast Variance                     | <b>\$12,972</b>    |

| Cash                           | Verified April   |
|--------------------------------|------------------|
| Carry Forward                  | \$105,637        |
| Student-Centred Funding        | \$40,686         |
| School Transfers               | \$705,349        |
| Department Adjustments         | \$0              |
| Locally Raised Funds           | \$121,397        |
| <b>Total Funds</b>             | <b>\$973,069</b> |
| YTD Spend (Goods and Services) | \$300,439        |
| YTD Balance                    | \$672,230        |
| Forecast Expenditure           | \$904,658        |
| Forecast Variance              | <b>\$68,411</b>  |

| Expenditure - Cash and Salary               | Budget           | Actual           | Percentage Spent |  | Voluntary Contributions       | 2023       |
|---|------------------|------------------|------------------|--|-------------------------------|------------|
| Administration                              | \$43,263         | \$19,380         | 48%              | office stationary, printer toners, bank fees, couriers, postage etc                | Yr 7 - Yr 10 (incl SAS)       | 42%        |
| Lease Payments                              | \$16,000         | \$3,156          | 20%              | Regular and ongoing (photocopiers, computers) etc                                  | Primary                       | 29%        |
| Utilities, Facilities and Maintenance       | \$232,310        | \$93,880         | 40%              | EG. gas, water, electricity, gardening budgets, photocopier usage, minor works etc | Pre-Primary                   | 47%        |
| Buildings, Property and Equipment           | \$112,622        | \$41,126         | 37%              | Purchased new iPads for SC and Senior Cluster and furniture etc                    | Kindy                         | 41%        |
| Curriculum and Student Services             | \$304,464        | \$135,884        | 45%              | Learning area budgets, library budgets, whole school curriculum (Cert courses)     | <b>K - 6 Combined</b>         | <b>33%</b> |
| Professional Development                    | \$10,000         | \$4,567          | 46%              | Professional Development for all staff   | <b>Whole School (w/o SAS)</b> | <b>43%</b> |
| Transfer to Reserve                         | \$168,000        | \$0              | 0%               | Planned Transfer for our reserves for 2022   |                               |            |
| Other Expenditure                           | \$18,000         | \$2,443          | 13%              | End of year activities, graduation, Gilliana etc                                   |                               |            |
| <b>Total Goods and Services Expenditure</b> | <b>\$904,658</b> | <b>\$300,439</b> | <b>33%</b>       |  |                               |            |

## Statement of expectation 2021-2024

### Introduction

The Statement of expectation makes clear and public the expectations and responsibilities of school and Department of Education in student achievement and progress.

The statement is between:

- the Department of Education, represented by the Director General
- the school staff, represented by the principal
- is noted by the school council or board, represented by the chair.

The statement sets out the expectations of principals in relation to the delivery of the [Every student, every classroom, every day: Strategic directions for public schools 2020–2024](#) and [Building on strength](#).

The statement will underpin each school's strategic planning and self-assessment and will form part of the school's [Public School Review](#), as well as the Principal Professional Performance Review of the principal.

The statement also clarifies the important governance role that the school council or board plays in supporting the principal and school staff to implement the system strategic directions in their school and to achieve year-on-year improvement.

The statement does not provide a comprehensive description of all of the expectations of a [public school](#) principal, nor of all the support services provided by Department staff. Its focus is the expectations and responsibilities of the parties in relation to the implementation of the strategic improvement agenda for 2020–2024.

The expectations contained in the statement reflect the obligation of the parties to the following:

- holding high expectations of success for every student
- using evidence to underpin decisions
- strengthening educationally powerful partnerships with families and other service providers to support the engagement of every student
- fostering collaboration among staff within and across schools to build capability
- creating and sustaining the conditions for high-quality teaching in every classroom
- supporting principals to work with their staff and the local community to deliver benefits to students
- ensuring equity, including for:
  - Aboriginal or Torres Strait Islander students
  - students with disability
  - those for whom English is a second language



- o those who experience social or locality disadvantage (or both)
- fulfilling requirements of the funding agreement for schools
- complying with all policy, industrial and legislative requirements.

### **Identify and meet student needs**

Principals are expected to lead their staff to:

- understand the literacy and numeracy needs of every student so that they can be supported to develop foundational competencies
- create a safe and orderly learning environment
- strengthen pathways for individual secondary students into work or further study
- increase the number of students regularly attending school
- use available data and evidence to identify students who are at high risk of not achieving and design strategies to engage them in their education
- equip students with the capabilities required to succeed in the contemporary work environment
- equip students with opportunities to develop skills across the curriculum in science, technology, engineering and mathematics (STEM)
- create an environment that develops student wellbeing including the promotion of optimism, resilience, confidence and self-efficacy
- develop and apply their understanding of Aboriginal histories and experiences, cultures and languages, and family relationships to enable Aboriginal students to thrive academically and socially.

Department of Education will:

- prioritise professional learning resources to those schools with the greatest challenges in meeting the above expectations
- provide schools with easier access to support, for attendance, participation and managing student behaviour including student exclusions
- use the Australian Early Development Census to shape policy and drive interagency collaboration
- support schools with appropriate metrics for assessing student wellbeing and the capabilities demanded by contemporary workplaces
- resource programs and approaches to support improved Aboriginal student outcomes
- provide advice and guidance for schools on embedding contemporary and emerging work capabilities including STEM.

### **Lead school improvement**

Principals are expected to:

- lead the development and implementation of a school plan that contains specific targets related to improvement of student achievement, attendance and retention, along with the priorities and strategies to achieve them
- consult with school staff in the design of school development opportunities that contribute to the targets and aspirations of the school plan
- base the school plan on a thorough self-assessment of current school performance using the Department's Electronic School Assessment Tool
- ensure that the school plan reflects the obligations contained in the statement
- take account of the outcomes of the [Public School](#) Review in the development of their school plan.

The Department of Education will:

- provide collegiate principals as support for the principal, to lead a robust school self-assessment process and develop and implement an effective school plan

- make available data and information to support the principal to develop an effective school plan and implement a self-assessment schedule
- privilege school self-assessment as the basis for improvement recommendations and length of review cycle
- ensure that principals and their staff are provided with the support they need to respond to the findings of their Public School Review
- implement a school improvement professional learning program for school leadership teams.

### **Build the capability of our people**

Principals are expected to:

- establish a school culture that builds the capability of all staff to maximise their impact on student learning and wellbeing
- ensure teachers are monitoring the learning of their students and using evidence to employ teaching strategies to enable every student to progress
- create opportunities for teachers to collaborate on the use of student achievement data to inform and share high impact teaching strategies
- ensure the focus of school networks is on student achievement
- construct systems for all staff to receive feedback and engage in professional learning to improve their contribution to the school's teaching and learning programs
- support their teachers in the use of evidence informed classroom pedagogy
- promote a culture of collective responsibility for occupational health and safety and implement related processes
- implement the actions identified to address violence in schools
- self-reflect on their professional practice using the Principal Performance Improvement Tool (PPIT) and Department personal attributes
- develop workforce practices that support diversity of school staff.

The Department of Education will:

- support school leaders to build cultures of professional growth in their school by instituting a new leadership development program
- provide collegiate principals who will assist principals to reflect, identify and develop opportunities for improvement
- ensure that principals receive feedback about their performance through a revised Principal Professional Review process
- assist principals to develop their Leadership Development Plan by engaging in robust self-reflection using the Department's endorsed leadership attributes and the Principal Performance Improvement Tool.

### **Strengthen educationally powerful connections**

Principals are expected to:

- engage with families, carers and communities to better understand the aspirations, interests and needs of their students
- work in partnership with other government agencies and support services to assist children
- create opportunities to work collaboratively with local communities, including Aboriginal communities, to determine aspirations and set directions for students
- collaborate with other public school principals to ensure that schools do not operate in isolation or in competition with each other
- pursue industry and business partnerships that enhance educational opportunities for students.

The Department of Education will:

- continue to refine multi-agency approaches to respond to student wellbeing and attendance, including mental health, disability and violence in schools
- strengthen involvement in district leadership groups to enhance local integrated approaches to student and family support
- shape locality-based initiatives and collaboration led by directors of education
- provide customised professional learning to support the development of culturally responsive school leaders
- ensure principal involvement in major policies, initiatives and program development.

### **Meet policy, industrial and legislative requirements**

Principals are expected to:

- adhere to all legislation, industrial regulations and policies that apply to their role, unless they have had an alternative policy position formally endorsed through the Department
- when invited, and available to do so, participate in the development of new or revised Department policy.

The Department will:

- provide induction programs and training for new and acting principals
- provide training for principals relating to Department priority risk and compliance areas
- make available access to legislation, regulations, policy and guidelines online
- engage practising principals in the development of changes to policy and guidelines.

### **Embed strong governance through school councils or boards**

Principals are expected to:

- provide the school council or board with information on its functions as prescribed in the *School Education Act 1999*, School Education Regulations 2000 and Department of Education policy
- ensure that the school council or board chair notes the statement and takes part in the functions as prescribed in the *School Education Act 1999*, School Education Regulations 2000, and school council and boards information package
- work with the school council or board chair to promote and advocate for the school in the community
- ensure an induction is provided for new members who join the school council or board.

The Department of Education will:

- make information and training available to support principals, and school council or board members, to be able to understand their roles and responsibilities and operate effectively
- ensure that the school council chair or school board chair, or representative, is invited to participate in the selection of the principal.



## **Signatories to the Statement of expectation**

Signed on behalf of the Department of Education

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**Lisa Rodgers**  
Director General

Signed on behalf of Donnybrook District High School

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**James Milne**  
Principal

03/05/2023

Noted on behalf of Donnybrook District High School Board

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**David Watson**  
School Board Chair

11/05/2023