		Minutes for School Board Meeting *Thursday 20 July 2023*	
TIME		Junior Campus Staff Room 4:30pm **SHARP**	**WHOM**
4:30pm	**1.0**	**Welcome and apologies**	
	1.1	Opening and welcome: David Watson, Amanda McNab, James Milne, Holly Carter, Fiona Hunter, Chris Smith, Jesse Richards, Isabella Hancock, Cassandra Gibson, Tahnee Ellefsen and Tara Carroll.	Chair
	1.2	*Apologies:* Suzie Delaporte, Karen Martella, Jonelle McLoughlin and Sarah Bible	
	1.4	Confirmation of agenda	
4.35pm	**2.0**	**Disclosure of interests**	
	2.1	Identify real, perceived or potential conflicts of interest	Chair
4:36pm	**3.0**	**Minutes of previous meeting and ENDORSE**	
	3.1	Review of previous meeting minutes – Attached MOVED: David Watson 2ND: Jesse Richards	Board
4:40pm	**4.0**	**Reports**	
	4.1	**FINANCE REPORT –** Attached Our report shows a variance of $36,943 in salaries and $56,299 cash as at the end of May. As at today it has a combined variation of $180k. It's a significant increase due to a couple of things. Iain Browning securing a position in Perth as well as due to the shortages of teachers, the long service leave for Jen Townsend in Term 3 has had to be covered internally with both Holly and Fiona teaching this Term. We are using $70k of the variation for needed upgrades. We have spent allot this year on furniture to enhance our learning areas and also the new classrooms at the Senior Campus. The Reserves cash hasn't been transferred, this happens towards the end of Term 3. Our Voluntary Contribution's across the school is 47%, this is still surprising considering the cost of living at the moment. We are in a strong good financial position at the moment, predominately due to being smart in our replacing of staff. For 2024 I have managed to keep the same number of classes and keeping the students' numbers low without a restructure. We had some enrolments at the end of last Term for the Senior Campus keeping the numbers as anticipated. There are approx. 45 Year 7 students for 2024, so we will have 2 straight Year 7's and an extension Year 7/8. I have been out to visit Kirup and Boyanup Primary School to discuss the students coming over for next year. There's a couple of students coming from Kirup, we remain in contact with those families to make sure their transition goes well. We will have more planning in the next Board meeting.	Jamie Milne
	4.2	**P & C REPORT** Liz and Christina proposed if we can streamline some of the uniform, we are carrying a lot of stock on hand that is just not moving, and the stock that we have has to be insured and our insurance premiums have gone up quite significantly. We would like to look at streamlining it down so that we have only got one type of skirt, one type of pants, rather than having two different types of each. They have just looked at the numbers over the last three years: • what is selling?	Karen Martella

- what is not selling?
- are they reasonably priced?

Proposal.
- We want to get rid of the skirt.
- Keep the skorts.
- Get rid of the girl's pants.
- Keep the tracksuits.

The existing stock we will hang on to for a bit. We will try and get rid of it at the price we have currently got it and then we will look at discounting it because we do not make much of a profit, we might make a little on each item, but if we have to discount slightly to get through the stock, we will do that.

BOARD AGREED TO PROPOSAL

We have got WACCSO coming up later in the year. Tahnee is going to go along with Liz, which is exciting.
The disco went brilliantly. After costs were sitting just over $2,000 profit for the disco. We are aiming for a total of $10,000 per year, so that is really awesome to get that in one event.
I have a meeting with Jonelle tomorrow about trying to get more stuff happening at Senior Campus again and with the SRC tomorrow as well. The Makers Market, is next weekend and a donation to the P&C will come from that.
Walk to School Safely was fantastic.

Quiz Night coming up September 5 on a Friday afternoon or evening after school. We are having a preliminary meeting tomorrow.
I would like to hold another disco again and we are really trying to focus on bringing the campuses together a bit more. I have been talking to Jonelle about how we can integrate the Year 6's coming out and doing an event with 7's and 8's. Start doing a little bit with the Year 5's too. My focus with the Senior Campus is just bringing more to them. I put up a survey for them last term and the information back to me was what they would like to see happening.
- A Colour Run.
- Movie Nights.
- A Disco. (Which we did not think that that would go that way)

The Junior Campus is keen as beans for another one too. A lot more volunteers are required, it is quite vital that we put together a roster for the teachers to come as the students do not want to listen to us at all, as soon as Melinda got up they were fantastic. Letting it be more of a Disco and not a structured event and letting them be. They are on such a short time frame, just let them come in and dance. It was so beneficial having the parents coming in to eat as well. We have a few little kinks that we learned along the way, but overall, I think it will be a real success.

| | 5.0 | **Business Arising** | |

Senior Campus upgrade
Seven classes that are currently being upgraded. The first three are predominantly done. We are just waiting for the concertina doors to be installed between classrooms one and two. The openings there, the tracks there. The doors just need to be made to size.

I am hoping that the School Board may support the situation that we find ourselves in and write a letter to Jody Hanns requesting some support for additional furniture to go into those classrooms. Because the project was for $1,000,000 to upgrade the classrooms into contemporary learning spaces. That was an election commitment by Mick Murray and then the Labour government also made an election commitment to provide STEM (Science, technology, engineering, and

		maths) upgrades to secondary schools as well. The Department thought, okay, this is an opportunity to do a combined thing for $1,000,000 and give us a STEM upgrade and I said no, that is not what our election commitment was for - Our election commitment was for the contemporary learning spaces, we should still be entitled to that STEM (Science, Technology, Engineering and Mathematics) upgrade that every other High School are getting and they just said there is not enough funding to go around, which one do you want? I said, we have to hold true to our need for contemporary learning spaces. But I still don't think we should miss out on the STEM funding. One problem with that though is that we will write a letter to them and they will go, yes, no worries. Since it is an election year and everything, we will get it. They make the promise and then it will be another four years until we get it at the end of the next governmental term. Jody came for a walk around the school last term, presented a couple of things, and I spoke to her about that, I also spoke to her about that they have provided these awesome classrooms and learning spaces, but now they are saying there is not the funding to fully furnish them. We are about $70,000 short on the furniture that we really need in those classrooms and Jody said to me, can you let me know how you go, and I let her know, but I have not heard back. The School Board writing to Jodie, it does requires a response, and she has to get that information from The Department as to why we are not granted a STEM upgrade and why we cannot get some additional funding to furnish these rooms? The STEM issue is a separate complete classroom and there is the shortfall in the furniture because when we said what furniture we can have, they just said just give us your wish list, so we did and they said no. This is an opportunity to pursue and I am happy to draft the letter Dave. The other one was around the parking side of things, when I was on the phone with infrastructure about the upgrades, they were clarifying a couple of things about some of the work going on there. They said, "oh, by the way, Jamie, Is the Junior Campus still needing an increase in parking?" I said yes and she said, "OK, that is good. We just need to know that there is still the need there." Not that we are on the radar for this year or next year, or anything like that but they are aware. It is timely to somehow follow that up as well, with increased enrolments and more traffic. It is tricky though because when they park at the Kindergarten it blocks your view, right near that corner. Parents are parking right near the curb and you cannot see that intersection. I have pulled up so many times and there's is people in the bus lane because there is nowhere to park. The bus that comes to pick up the Kindergarten students to take them around the block and pull up at the other bus lane to drop them onto their respective buses. It is safer than trying to get them to cross the road and walk them to the bus stop.	
	6.0	**New business**	
	6.1	**Targeted Interventions Review Semester 1** The way we have reflected against our progress in relation to our Business Plan and what we have set out to achieve. There is obviously a timeline of when we would like this achieved. If we are progressing and working in relation to working on it, then we have given it a green tick even though you know the timeline is pushed out for next year or the year after, but if we just have not got to it at this stage, then we have given ourselves a cross. It is identifying that we really need to put some focus in that from a school perspective and I really want to open it up to you to seek clarity around anything. You are obviously going to be drawn to the crosses and potentially asking why or what is going on. That is OK. There is a lot in our Business Plan, what we are setting out to achieve and we have not been able to get to everything.	James Milne
	6.2	One School Working in Partnership with its Community Review Semester 1	
	6.3	**High Performance in Literacy and Numeracy Review Semester 1** The Literacy and Numeracy has the most crosses and the plan for the whole school is the most important thing to get right. It requires an awful lot of work; we would usually allow two to three years to start planning.	

- What the plan going to look like?
- What is the implementation?
- Making sure that it works.

We do lots of trials and errors. It starts off with the assessment plans. We need to decide if we are going to assess our Children
what assessment will be the best one to assess them right the way through?
If you are going to assess the student on how they are progressing across 10 years, you need to choose the right assessment. The same type of assessments in Primary Schools work well up to Year 6 and then they all go we are done now. We are trying to bridge that gap to find a suitable assessment for Years 1 to 10. When we have gathered all this information, that is individually testing each child, we must then find something useful to do with it.

- For what are we gathering this information? (There is usually a lot of discussion beforehand)
- What do we want to know?
- What is going to be helpful for the children,
- What type of data do we need to collect?

And the answer to that is usually multifaceted, we will need some data that is going to be just numbers across years. For example, in Year 1 they were doing this, in Year 5 they were doing this. They have improved this much. There is a lot of anecdotal data in there as well. How do we record the information that Primary School teachers have about the children, because they know everything about their students. How do we record that effectively so it can be passed to the next teacher in a way that is not going to take a long time, but also going to get the right information across. It is quite a complicated process, and it usually takes about a year of umming and erring and trial and error before you start locking down the plan. You have got three very different phases of learning in there as well, you have got early childhood, where the focus is are very different to when you start looking from Year 1 to Year 4, especially in literacy where that is teaching how to read, then they move in Year 4 from learning to read, to reading to learn, which is a very different style of assessment because you are not testing how quickly they can read letters and put them together in phonics, you are testing what does that sentence tell you. It is very different, and we must find an assessment that grabs all that information. This is the reason for all the crosses.

It is quite a complex thing to do. Holly and I have had a couple of meetings and we are looking at models that are already out there rather than "reinvent the wheel". Is there a way that we can adapt some of the programmes that we have worked before? Holly and I have both worked with the Kimberly Schools Project, which is an intensive literacy programme run usually run in the Kimberley. Associate Professor Lorraine Hammond run it, and it is an excellent programme. Catholic Education is all over it, and it works in explicit direct instruction targeted high impact teaching. It has got very explicit in what it wants every student to be able to achieve in each year, and there is a huge number of resources available to people who have been trained. There is a lot of positives, but it takes a bit of a shift because with this we have to have all teachers agreeing to do the same thing or similar things across lots and lots of classrooms, it is all about teaching style. It is all about how the instructions are given, what assessment we are going to gather, how we are going to then get that through to teachers, parents and families, so that it is understood and valid and then how we then use that to plan for our targets, for our data. Which will be our NAPLAN, OLNA, whole school, classroom and report data. There is an awful lot in it and all these x's require just a lot of time. Holly and I have put term 1, 2024 for quite a few of these targets because we are working on them in the next six months to be prepared to start looking at having some targets met at that point. Once we have decided upon the assessments we are going to do and how we are going to communicate that through individual student profiles then we can go through the whole school, and we will have to create and gather that information. We are working on that now, what it is going to look like, and Janelle has created an interesting one that we are trialling at the Senior Campus. These things are time consuming for teachers, it needs to be something that they are going to see the use for, and they are going to get as much as they give, if that makes sense.

Once we have got all of that in place, at the Senior Campus, we are doing an audit of the learning that is being completed in the classrooms, making sure that we are hitting all our targets for sustainability, and we are hitting our targets for what we need to achieve. Once the main curriculum has been created in the scope and sequence, we then have to look at the next level, which is all the differentiation - that is all the students who are not learning at the same level as everyone else;

- How are we catering?
- What programmes are we using?
- How are we supporting them in them in their learning?

This will go for Literacy and Numeracy; with literacy it is way more complicated, but it is a bit easier in that we have lots of assessments we can use and ones that we can use across, ages 6 to 16, which is great. But in Maths the assessment is way more challenging. They assess very differently, and the programmes are very different. We tend to find that they stop clearly at Year 6 level and then there is not much that is going across. We are doing a lot of work with that. We have had some excellent work in the Junior Campus using bond blocks, which is an assessment approach, but that is our biggest headache. We are trying to find that right solution to that assessment data.

- We are looking at getting feedback about.
- The way that we are assessing.
- What we need to assess.
- What we want.
- What the teachers want.
- What the parents will be looking for to make sure we are gathering the right information.

We want to make sure our learning programmes are valid and that they are up to date, and they are using our resources in the best ways. We also want to talk to the students about what it is they need to learn; I am doing lots of case conferencing with the year 10s, but I will be doing it with the year 9s as well to see that at the end of their educational journey with us have we met their needs and where can we improve along that? If we put any change in education, it will take two to three years to show up, our focus will be looking at feedback from the Year 9's and 10's and then implementing that with Year 7 group coming through. We can start changing things in Year 7 and measure that growth and change across NAPLAN from Year 7 to Year 9. It takes that long to for the results to come through, it is a big, big job. We will progress through these targets. There is a lot of work to do, but it is exciting to see what can be done in the future.

We want to promote consistency across all the year levels. This term I am going to get the PLC's to map out what they have taught so far or what they teach in a year, and then get our curriculum leaders to start putting that in for a rough scope and sequence. A low variance curriculum for example is everyone in year one teaching the same thing at the same time and ideally using similar resources for the students. That is the consistent approach, and the students are getting the same content. That is what we are working on this term and there will be a lot of teachers involved getting feedback, trialling from the Year 4's and 5's with stuff that I have given them, and they are doing exactly the same thing. All the all the 5 and 6 classes. You can walk in and say Maths this week, this is what they are doing.

The Kimberley Schools project focusing on the explicit direct instruction strategies, there are a bank of high impact teaching strategies that teachers can use across any learning area. We have focused on the engagement norms, mostly in Maths, but it is transferable. Engaging the students and promoting that high participation where they are all calling out an answer, telling their partner, or writing something down, they showing you on their whiteboard so you can see and you can check understanding for the whole class quickly and correct them and give them feedback at their point of need. All those strategies are part of a focus when I go in and observe.

If when these engagement norms are consistent across all years, the new ones do not have to relearn something in Year 2, they do not have to take a whole term to relearn the expectations that I expect, it is consistent across. With the scope

and sequence, it is great for straight and split classes as well because you cannot teach in a split Year 5/6 class all of the content so you know if the classes are doing the same thing the 5's are going to get what they need in one year and then exactly the opposite in their Year 6 class. They are not going to miss out if they are in a split class if we have the scope and sequence because all teachers and all classes are going to hit all the content across the two years. This also helps them when a relief teacher is in.

Belle Hancock has done up some symbols to put on all the lessons and the students will start to see that and there is a little white board, they know, we need to get out whatever is required for that lesson. In my last school we did it for so long that the students, they knew all these inbuilt routines because it is a whole school culture. You are still reinforcing it but it does not take as long and it will be a lot easier. There is a lot of transitions in a day and helps you get through a lot more, a lot faster.

You find you do not have to have as many instructions, it is a lot more low key and it is more ownership for the students to realise what it is expected of them. Seeing good stuff so far, obviously this is very early on, but staff are running with it and the students enjoy it.

For non-teachers it sounds like, well, why do not you just do this from the start? It just makes sense. Our curriculum, our scoping sequence is very broad. We are not required or mandated to teach everything in it. There is a lot of movement in there, so teachers can go to their documents and go I am going to teach this and then not cover something else, so that is the reason schools have to write their own scoping sequence. Some countries will give you a scope and sequence and say this is what you teach, but in Australia they will allow you movement. What it means is that children coming in miss certain things and that is where the gaps in learning can start. It is not a fault of anyone, it is just that the documents allow you to do that. Even in High School we do not teach everything on a document because we could not. That is where the scoping sequence is important, because we identify the school priority. This is what is important for us, our students, and our context. This is what we feel they need, and we get that information from the teachers, the parents, and their families and then we create that scope and sequence from there and say this is the Donnybrook way. This is what we need. There are lots of trials, adapting and evolving each year. As the students' skills get better we change our expectations as they develop, we can change some of those targets. It is tricky for teachers because you very much develop your own style of teaching as you go, and then we will say, we really want to do it this way. They have to adjust to that, does take a little bit of time. You see the student's response and the way they respond is positive.

But it is important to note that I know for both Holly and Fiona that they needed time to settle into the school and assess the current situation and where we need to go. We are ready now.

We have a position, if that is going to alleviate any concerns regarding Fiona position. We currently have Jonelle sitting in a temporary position and we also have Fiona sitting in a temporary position. Fiona is contracted until the end of term one next year in relation to Lauren's leave. But with Iain departing, I have to now advertise the vacant Associate Principal position, which will be done not until Term 1 next year and is a merit select process. If Fiona is successful, when Lauren returns, she holds that position basically that Jonelle was sitting in. Lauren's position is hers to return to, Jonelle with then go to a classroom position. But if you know I cannot stop anybody applying to other schools or anything along those lines. I do like to share with the Board a lot of operational stuff that is not shared with in other Schools and other Boards, but it is just part of our relationship that I like to have with this School Board. Yes, there is nothing really to hide. It does not hurt you to know what is going on and what we are working through

I know there is some movement going on in the garden aspect of things. Megan Kremer sent something out on the seesaw asking for donations and bits and pieces for the garden and the chickens are happy. I am glad that sustainability is worth going into the Business Plan.

		When the Year 6's go down to the Senior Campus, we run a STARS programme in the Senior Cluster for the Year 5's and this semester we have worked on teams and one of them is a gardening sustainability team along with a sewing, photography and a journalism team and the students could pick where they wanted to go. It will run for a five-week programme, then they will switch to another team. We do year 9 and 10 agriculture as well at the Senior Campus. Roscoe has contacted Narrogin Ag, and we are trying to organise the time for him to go out there to just have a look at our programme and get their feedback. We have also been discussing with SIDE (School of Isolated and Distance Education) who also have an Agricultural programme which is an interesting option for the students. They offer lots of different programmes. They do not always really enjoy learning practical subjects online. We are trialling it now with the Year 10's, who have finished their Certificate Course. We are looking at beginning a Certificate 2 in Sport and Recreation for the next six months, because they have already finished their other course. There was no opportunity for them to finish that course, but they can bank modules. SIDE will give us the programme and then Denise will deliver the programme and SIDE can come down and assess the programme jointly with Denise. They have not done this this way before, so we are doing a bit of a trial with SIDE and **the** VET Coordinator there, to see if we can make this type of model work. They students will still get to go to the Rec Centre and do all the practical stuff and then SIDE will come from Perth, and they will assess along with Denise. There will be two moderators there, and then they will determine if the students are competent in these three units. We can bank those onto their WACE, so they do take up that course in Year 11 and 12, they have a couple of units already done. Lots of options are there and lots of sustainability we are looking across through cooking. We are meeting with Talisha about putting an Aboriginal garden in and I spoke to her about an endorsed programme that I have found recently called Kimberly Cooking, where they use local produce to create and cook and cater. But it is all based around Aboriginal foodstuffs in the area. We are looking at different ways to incorporate it into our curriculum because when we in High School trying to do anything extra, it is difficult. But we can weave it into the curriculum and that is where our scoping sequence again comes in, this is what we do and that is where we have that movement. I would still really love to see Green Team at the Senior Campus. It is a big part of the culture at the Junior Campus. I just feel like we can make it a part of the Senior Campus culture as well. The way that I think that we can do that better is to bring the Senior Campus students to the Junior Campus as role models and as people who are watching what the students are doing and how that is working, there is lots of opportunities for them to do that in their curriculum and make that part of a programme. We just need to get organised with that.	
	6.4	**Supportive and Inclusive Environment in Which Students Thrive** The last area that I would like to mention we are struggling a little bit in the attendance. We have got a number of students who are in a severe attendance category that we are struggling to get to school for various reasons, they might have mental health reasons that are just keeping them away. That is an area we must tighten up on and from a school's perspective, we must get tougher with our parents. COVID has affected that across the state, that and home schooling. I am conscious of that, that is an area that we have to do better at. Monitoring our attendance and addressing our attendance issues. We are not talking about a significant number of students, we are talking about 10 to 12 students, but it is 10 to 12 students, effectively not learning. Seeing the attendance issues, it is just a horrible process for parents, for schools. We use a lot of strategies and support for these	

students e.g. modified timetables, coming in to school up until recess. A lot of parents do not want the confrontation with the child. It is easier just to keep them at home.

I am not focused on what the attendance data tells us at the end of the year, but these dozen students have a significant impact when they do not attend school at all on your attendance figure for that year group. But that is not the priority. The priority is trying to get these students back in, engaged in their schooling. I want to do better in that area. Students getting behind through non-attendance does depends on who the child is, and who the family is. Yes, it takes a little bit of time to contact and support the parents and try and get them into meetings but yes, it is all worth it when the child comes.

From a High School perspective, it has a huge impact, you only have the students for 4 hours a week. You do not have that time you do in primary to go "here's what you missed yesterday. Just do that cause you finished todays work early." You do not have that flexibility at all. If they miss two days, they might miss half of the English curriculum for that week. And then it becomes exponentially more difficult to catch up when it goes quite quickly. It is harder for students to feel comfortable coming back in not knowing what is happening in the room. It does build on the anxiety and that is part of the discussion I have had with the team this week is we are putting all our task sheets, our assessment outlines, everything is going on connect. We spent some time doing that yesterday, so that if we have students who are away for blocks of time, they can start that learning. We can gather those marks for them. They will be uploaded by Friday.

Follow The Dream tutoring is starting at the Senior Campus in Week 3. I had a meeting with the Follow The Dream Coordinator today and she is quite happy for us to run it not just for indigenous students but also for non-indigenous students. Usually there are some restrictions in place. We can employ tutors who are our teachers so our teachers can work in that one hour after school and be paid separately. We do have a good uptake on this program. We have only got room for two now. I have run and Follow The Dream before and if you can get a student's Maths teacher sitting with them for an hour after school, they will get so much more work and understanding done in that hour than they would in weeks in the classroom. It is a valuable programme to catch students up and fix gaps. I am really pleased that that started in week three. We will be focused towards indigenous students to start with, but having done it before, it can be a bit confronting for four or five students to sit in the room with the teacher after school. It usually takes a little while to get going.

We are getting the Year 10's to sign up because there is a fantastic camp on next week which we have just found out about. Follow The Dream students can go to Perth, they are going to go to Rio Tinto, the control centre, the Career Expo, Fremantle Prison, UWA and Murdoch. Those opportunities, for Polly Farmer Foundation to work with those students to get them contacts for employment and training are just phenomenal. It is a great opportunity for all those students. I am hoping that we can get four to go, that would be fantastic.

Adding in that tutoring time if we can encourage the students in there and I think that would be a positive thing to get them in Tuesdays and Thursdays for 1 hour, it makes such a difference.

The other thing I was going to say about attendance is when the student drops below 90% attendance, they are at risk and that is only 5 days a term. A lot of students are missing 5 days with all the illness going around. We are conscious of attendance as a definite area of focus for this semester.

There is a red cross for Seesaw and Connect but it is just for Connect, Seesaw is good. Staff are engaged with it, the parents, are engaged with it. Connect in the Secondary School is not as effective as we would like it to be. We have started the process this week of getting all our outlines, everything onto Connect. So, our meeting yesterday was

		physically doing that and then we will start loading resources on there. Eventually we can have all the unit outlines, all the resources, everything just backed up. It is much easier to do it after you have taught it, because you can go through and edit and then put it up and then we can move those year to year. Once that unit of learning is locked in and we are happy with it, then we can use that again and again if we need to. We tried Connect in the upper primary in last few years and when COVID hit we all signed up for Connect. It did not work very well. We were hoping it would be a good transition tool into High School as well and getting students, parents, and staff, aware of it but it did not work that well. Staff just want to go back to Seesaw at the Junior Campus.	
7.0	**Other Business**		
	We have to advertise an open meeting to the community, and this will be the next meeting.	
8.0	**Next meeting**		
	August 31.	Chair
9.0	**Roundtable evaluation**		
	It may be helpful to finish with the chair requesting a Council member to reflect briefly on how the meeting went or to summarise the decisions and actions resulting from the meeting.	Chair
10.0	**Meeting close**		
		Chair

Donnybrook District High School

$6,460,621	+	$121,397	=	$6,582,018	$6,488,776	$93,242	$36,943
Operating Allocation		**Locally Raised Funds**		**TOTAL FUNDS**	**Forecast Total Expenditure**	**Forecast Total Variance**	**Forecast Salary Variance**
		Library, Dept cash, Grants, fees and charges, SAS, Printing, P & C					

Salary	Verified May		Cash	Verified May
Carry Forward	$246,780		Carry Forward	$105,637
Student-Centred Funding	$6,067,672		Student-Centred Funding	$43,886
School Transfers	$693,391		School Transfers	$690,037
Department Adjustments	$0		Department Adjustments	$0
Total Funds	$5,621,061		Locally Raised Funds	$121,397
Period Spend	$0		Total Funds	$960,957
YTD Spend	$2,008,561		YTD Spend (Goods and Services)	$300,439
YTD Balance	$3,612,500		YTD Balance	$660,518
Projected Expenditure (HRMIS)	$5,384,382		Forecast Expenditure	$904,658
Future Planned Expenditure (Planning)	$199,736		Forecast Variance	$56,299
Forecast Expenditure	$5,584,118			
Forecast Variance	$36,943			

			2023				Voluntary Contributions	2023
Expenditure - Cash and Salary		**Budget**	**Actual**	**Percentage Spent**			**Voluntary Contributions**	**2023**
Administration		$43,263	$19,380	45%	office stationary, printer toners, bank fees, couriers, postage etc		Yr 7 - Yr 10 (incl SAS)	45%
Lease Payments		$16,500	$3,156	20%	Regular and ongoing (photocopiers, computers) etc		Primary	34%
Utilities, Facilities and Maintenance		$232,309	$93,880	41%	EG. gas, water, electricity, gardening budgets, photocopier usage, minor works etc		Pre-Primary	49%
Buildings, Property and Equipment		$112,622	$41,126	37%	Purchased new iPads for SC and Senior Cluster and furniture etc		Kindy	46%
Curriculum and Student Services		$304,463	$135,885	45%	Learning area budgets, library budgets, whole school curriculum (Cert courses)		**Whole School**	**47%**
Professional Development		$10,000	$4,568	46%	Professional Development for all staff			
Transfer to Reserve		$168,000	$168,000	0%	Planned Transfer for our reserves for 2022			
Other Expenditure		$18,000	$2,443	14%	End of year activities, graduation, Gilliana etc			
Total Goods and Services Expenditure		**$904,658**	**$300,439**	**33%**				

Targeted Intervention To Support All Students

Targeted teaching and learning practices that support all students.

Strategies	What will you see	Evidence	Timeline	Progressing	Achieved
Employ our Agreed Approach across the school, with a particular focus in Literacy and Numeracy	Dedicated Literacy and Numeracy time scheduled in every Primary classroom	Primary Classroom Timetables	Term 1 2023 and annually	√	
Implement evidence-based intervention programs	Evidence-based programs linked to our Literacy, Numeracy, Health and Social and Emotional Learning Operational Plans	Literacy Intervention through InitiaLit, MiniLit and MacqLit.	Term 1 2023 and annually	√	
		Numeracy Intervention through BondBlocks	Term 1 2023 and annually	√	
		Data Analysis on Intervention Programs	Terms 2 and 4 2023 and annually	√	
Continue to seek opportunities with outside agencies to enhance support for students with learning difficulties and disabilities	Students on Targeted Intervention Plans supported through a collaborative approach	Targeted Intervention Plans	Ongoing	√	
Identify and rigorously case manage students who are at risk due to compromised attendance	Improved attendance planning to support at risk students	Attendance Plan Individual Attendance Plans	Term 4 2023 Ongoing	X X	
	Decline in the number of students who have moderate to severe attendance concerns	Attendance Data 2023 and biannually	Ongoing	X	

Targeted Intervention To Support All Students

Targeted teaching and learning practices that support all students.

Strategies	What will you see	Evidence	Timeline	Progressing	Achieved
Utilise the Plan/Teach/Assess cycle across all learning areas Review current assessment policy and practices and provide professional learning opportunities for all staff concerning assessment	Refinement of the school's Assessment Policy and Schedule, outlining expectations and support for when and what to assess and how to make fair and valid judgements Regular, disciplined dialogue around student progress and achievement data within PLCs and Performance Development meetings Increased networking, supporting the Plan/Teach/Assess cycle Performance Development meetings focusing on planning, teaching and assessment	Assessment Plan PLC Action Learning Models Performance Development Network Connections and Networking Meetings Performance Development Anecdotal Notes	Term 4 2023 Term 1 2024 Term 1 2024 Term 1 2025 Term 1 2024	√ X X X X	
Refine and implement our response and planning through a case management approach for students with suicidal behaviour and non-suicidal self-injury	Evidence that the responses and planning is effectively supporting identified students	Risk Management Planning	Ongoing	√	
Continue to drive whole-school operational plans through Professional Learning Communities	Professional Learning Community Action Learning Models reflecting the strategies within our Operational Plans	PLC Action Learning Models	Term 1 2024	X	

Targeted Intervention To Support All Students

Targeted teaching and learning practices that support all students.

Strategies	What will you see	Evidence	Timeline	Progressing	Achieved
Create conditions to support student achievement and progress	Staff experience and expertise developed and utilised to best support students	Timetabling	Ongoing	√	
	Learning environments increasingly catering for the needs of all students	Development of Flexible Learning Spaces	Ongoing	√	
	Curriculum differentiation targeting the needs of all students	Classroom Planning, Individual Education Plans and Individual Pathway Plans	Ongoing	√	
Continue to use the Aboriginal Cultural Standards Framework as a planning guide to support cultural responsiveness	Teachers regularly engaging with the Aboriginal Cultural Standards Framework	Performance Development Anecdotal Notes	Ongoing	√	
	Cultural responsiveness increasingly evident in all classrooms and throughout the school	Classroom Planning and Learning Environment	Ongoing	√	
	Aboriginal perspectives increasingly embedded and integrated within teaching and learning	Classroom Planning	Ongoing	√	
Continue to monitor academic programs and interventions to ensure student improvement and sound resource allocation	Evidence-based intervention programs targeting the needs of identified students	Literacy Intervention through InitiaLit, MiniLit and MacqLit. Numeracy Intervention through BondBlocks	Ongoing Ongoing	√ √	
		Data Analysis on Intervention Programs	Terms 2 and 4 2023 and biannually	√	

Targeted Intervention To Support All Students
Targeted teaching and learning practices that support all students.

Strategies	What will you see	Evidence	Timeline	Progressing	Achieved
Progress Social and Emotional Learning competencies through a school-wide approach	Opportunities for students to acquire and apply the knowledge, skills and attitudes reflected within the Social and Emotional Learning competencies	Schoolwide SEL Implementation Rubric SEL Data Review SEL Plan Review SEL Professional Learning SEL Program and Practices Review AdventureWorks Review	Term 4 2023 Term 4 2023 Term 4 2023 and annually Ongoing Ongoing Term 4 2023 and annually	√ √ √ √ √ √	
Implement an enquiry based learning approach throughout Primary and Secondary	Critical and Creative Thinking increasingly focused upon from Years 1-10	Primary Program Secondary Program	Term 1 2023 Term 1 2023		√ √

One School Working In Partnership With Its Community

Build on our one school approach with parents and carers and the broader school community.

Strategies	What will you see	Evidence	Timeline	Progressing	Achieved
Engage, communicate and collaborate to build respectful partnerships with families and the wider community to promote student success	Evidence that partnerships with families and the broader community are improving student outcomes	Parent and Carer engagement with Documented Planning	Terms 1 and 3 annually	√	
		Parent and Carer engagement with Individual Pathway Planning	Terms 2 and 4 annually	√	
		Parent and Carer attendance at Meetings	Ongoing	√	
		Parent and Carer engagement through Seesaw and Connect	Ongoing	X	
Continue to strengthen the relationship between staff and parents and carers to create a shared understanding of individual achievement and progress	Survey evidence indicating that staff and parents and carers are increasingly working in partnership to support students	Compass Entries, Phone Contact and Parent Meetings Year 5/6 Parent Meeting Year 6-7 Transition	Ongoing Term 2 2023 Ongoing	√ √	√
Promote culturally responsive approaches that utilise the diversity and strength of our community	Visible links between the school and our First Nations Peoples	Connections created by AIEO NAIDOC Celebrations Follow The Dream Murals	Term 1 2024 Term 2 2023 and annually Ongoing Term 1 2025	√ √ √ √	
Build and maintain a strong connection with our Aboriginal families to enhance our culturally responsive approach	Aboriginal students well supported through a strong partnership between school and home	Cultural Responsiveness Plan Aboriginal Parent Advisory Group Parent and Carer engagement AIEO facilitated meetings	Term 2 2023 Term 2 2023 Ongoing Ongoing	√ √	√ √

One School Working In Partnership With Its Community

Build on our one school approach with parents and carers and the broader school community.

Strategies	What will you see	Evidence	Timeline	Progressing	Achieved
Elevate student agency and voice within the local and broader community	Evidence that student agency and voice is influencing programs, initiatives and opportunities	Formal and Informal Student Feedback	Ongoing	√	
Promote community partnerships with a focus on Social and Emotional Learning	Evidence that relationships between community groups and agencies are supporting Social and Emotional Learning	Case Conference Anecdotal Notes Allied Health Support Student Services Meetings Partnership with AdventureWorks	Ongoing Ongoing Ongoing Ongoing	√ √ √ √	
Local and broader community enhance the curriculum offerings throughout the school.	Evidence of increasing community engagement with the schools priorities and direction	Community Support around the school's programs and offerings e.g. P&C, Volunteers and Donnybrook/Balingup Shire	Ongoing	√	
Build community support around the engagement of our Secondary students	Evidence of an increase in partnerships with the broader community Increased connections and partnerships supporting students on their individual pathways	Community Support around the school's programs and offerings e.g. P&C, Workplace Learning, YES Program Individual Pathway Planning	Ongoing Ongoing	√ √	
Establish connections with early years' students and families prior to them starting school	Orientation is strengthened through increased parent and carer communication and meetings	Playgroup Meetings Parent Enrolment Meetings	Terms 3 and 4 annually	X	

One School Working In Partnership With Its Community

Build on our one school approach with parents and carers and the broader school community.

Strategies	What will you see	Evidence	Timeline	Progressing	Achieved
Involve Secondary parents and carers in goal setting and individual pathway planning	Evidence that parents and carers are increasingly engaged in supporting students	Parent and Carer engagement with Individual Pathway Planning Parent Opinions Gathered	Ongoing Ongoing	√ √	
Actively celebrate and promote the achievement of our students, staff and school community through formal and informal avenues	Achievements and successes regularly publicised and celebrated across our school and in the local community	Newspaper Article Facebook Posts SRC at Assemblies and Events	Ongoing Ongoing Ongoing	**X** √ √	
Engage with colleagues, parents and carers and the local and broader community to increase sustainability initiatives and practices across the school	Implementation of school wide sustainability programs and projects Sustainability integrated into teaching and learning Partnerships with community members and groups	Junior Campus 'Green Team' Junior Campus Chickens Junior Campus and Senior Campus Garden Groups School-wide waste, water and power audits Sustainability incorporated into classroom programs Local Farmers and Orchardists supporting Secondary Agricultural Program Community Presentations	Ongoing Ongoing Term 1 2024 Term 2 and 4 2023 and biannually Ongoing Ongoing	√ √ **X** **X** **X** √	

High Performance In Literacy and Numeracy

Literacy and Numeracy performance is strengthened by data-informed teaching.

Strategies	What will you see	Evidence	Timeline	Progressing	Achieved
Continue to build a culture of teaching excellence where staff analyse and use student data to: • inform and improve teaching and learning; • measure impact and engagement in teaching and learning; and • ensure targeted intervention and extension opportunities are identified and implemented.	Performance Management plans and PLC Action Learning Models reflect that staff are participating in scheduled data analysis and differentiating the curriculum in response to meet student needs and support student progress.	PLC Action Learning Models Performance Development Anecdotal Notes Assessment Plan Student Profiling Whole School Data Analysis Classroom and Learning Area Data	Term 1 2024 Term 1 2024 Term 4 2023 Term 4 2023 Term 1 2024 Term 1 2024	**X** **X** √ √ √ √	
Staff are engaged in targeted professional learning in Literacy and Numeracy, addressing areas identified through classroom and whole school data.	PLC Action Learning Models provide evidence of teachers sharing their professional learning to build capacity of all staff.	PLC Action Learning Models Professional Learning	Term 1 2024 Term 1 2024	**X** **X**	
Continue to develop and implement an evidence-based, consistent, whole school approach to Literacy and Numeracy.	Operational planning demonstrates clear direction to improve Literacy and Numeracy. Our Agreed Approach is increasingly embedded school wide as evident through classroom and peer observations. Literacy and Numeracy committees analysing data and providing feedback to PLCs on implementation of programs, interventions and student progress every semester.	Literacy and Numeracy Operational Planning Literacy and Numeracy Targets Scope and Sequence Documents Anecdotal Notes and Formal Feedback Whole School Data Analysis	Term 2 2023 Term 2 2023 Term 1 2025 Term 3 2024 Term 1 2024	 **X** **X** **X**	√ √

High Performance In Literacy and Numeracy

Literacy and Numeracy performance is strengthened by data-informed teaching.

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

High Performance In Literacy and Numeracy

Literacy and Numeracy performance is strengthened by data-informed teaching.

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

Supportive And Inclusive Environment In Which Students Thrive

Students are valued, supported and empowered to succeed. They are actively connected to their learning, have respectful and inclusive relationships and experience a sense of belonging.

Strategies	What will you see	Evidence	Timeline	Progressing	Achieved
Develop and implement a clearly articulated case management approach for students with learning difficulties and disabilities	Development of a school-wide case management model	Case Management Model	Term 1 2024	√	
	Evidence that the case management model is effectively supporting identified students	Documented Plans Case management Meeting Anecdotal Notes	Term 1 2025	√	
Enhance the capability of our Student Services Team to support our students, staff and families	Targeted Professional Learning, structured meetings and networking strengthening the capacity of the Student Services Team	Attendance at Student Services related Professional Learning	Ongoing	√	
Develop a case management model to identify and support the health and wellbeing needs of vulnerable students	Development of a school-wide case management model	Case Management Model	Term 1 2024	√	
	Evidence that the case management model is effectively supporting identified students	Refined SAER Policy	Term 1 2024	√	
Collect, analyse and utilise an increasing level and spread of evidence to support student engagement	Through Student Voice and National School Surveys, baseline data established	Student and Parent Surveys	Term 1 2024 and annually	√	
	Improvement trends recognised and issues identified and responded to	Engagement (Attendance and Behaviour) Data	Term 1 2024 and annually	X	
Implement workplace health and wellbeing initiatives for all staff	Improved working conditions for staff, resulting in improved learning conditions for students	Development of Flexible Learning Spaces SEL Professional Learning	Term 1 2025 Ongoing	√ √	

Supportive And Inclusive Environment In Which Students Thrive

Students are valued, supported and empowered to succeed. They are actively connected to their learning, have respectful and inclusive relationships and experience a sense of belonging.

Strategies	What will you see	Evidence	Timeline	Progressing	Achieved
Commence implementation of the school's Social and Emotional Learning Plan to support the holistic development of our students	Foundational support for school-wide SEL established	Staff commitment reflected in classroom practice	Term 1 2024	√	
		Finalise SEL Plan with Shared Vision	Term 1 2024	√	
		Establish an SEL/Wellbeing Committee	Term 1 2023	√	
	Adult SEL competencies and capacities strengthened	Engage staff in foundation learning	Term 1 and 2 2023		√
		SEL Professional Learning	Ongoing	√	
	Evidence-based programs and practices promoting SEL for students	Review needs, resources and current implementation	Term 4 2023	√	
		Schoolwide SEL Implementation Rubric	Term 4 2023	√	
	Data supporting reflection and refinement of the school's approach	SEL Data Review	Term 4 2023	√	
		SEL Plan Review	Term 4 2023 and annually	√	
Ensure that assessment practices provide the best possible opportunity for all students to demonstrate their knowledge, skills and understanding	Our agreed school wide assessment schedule is supported by PLCs and adhered to by all staff.	Assessment Plan	Term 4 2023	√	
		PLC Action Learning Models	Term 1 2024	X	
		Assessment Tasks	Term 4 2024	X	

Supportive And Inclusive Environment In Which Students Thrive

Students are valued, supported and empowered to succeed. They are actively connected to their learning, have respectful and inclusive relationships and experience a sense of belonging.

Strategies	What will you see	Evidence	Timeline	Progressing	Achieved
Implement (PBS) Tier 2 practices and systems with increasing fidelity to provide targeted support for students who are not successful with Tier 1 supports	Consistent PBS practices promoting positive student engagement Tier 2 students supported through appropriate interventions	PBS Acknowledgement Totals PBS Lesson Plans PBS Behaviour Data Tier 2 Interventions Reflected Within Individual Behaviour Plans	Ongoing Ongoing Ongoing Ongoing	√ √ √ √	
Develop a comprehensive framework for student leadership that incorporates CASEL's 5 broad interrelated areas of competency	Student leadership opportunities supporting the development of; • Self Management • Responsible Decision Making • Relationship Skills • Social awareness • Self Awareness Student leadership opportunities monitored and measured for effectiveness Student Leaders positively influencing school culture	Student Leadership Policy and Plan Semester 1 and 4 Student Reports AdventureWorks Surveys Staff and parent Observations and Feedback	Term 3 2023 Term 4 2024 and annually Ongoing	√ √ √	
Enhance our Secondary students' connectedness to the school, staff and each other through Mindful Education	Individual Student Profiles are supporting the pathways of our Secondary students Participation in Curiosity Based Learning	Individual Student Profiles Post School Data Critical and Creative Thinking feedback	Ongoing Term 4 2023 Ongoing	√ √ √	

		Greater sense of purpose, supporting where our students are 'going'	Pathway Planning supporting proactive enrolments			