Agenda for School Board Meeting

Thursday 14 March 2024

TIME		Junior Campus Staff Room 4:30pm **SHARP**	WHOM
4:30pm	**1.0**	**Welcome and apologies**	
	1.1	Opening and welcome: David Watson, James Milne, Jesse Richards, Casandra Gibson, Suzie Delaporte, Fiona Hunter, Lauren Brown, Brett Marshall, Erin Cartledge, Fiona Hunter, Megan Kremer, Rebecca Smedley, Tahnee Ellefsen and Sarah Bible.	Chair
	1.2	*Apologies: Amanda McNab*	
	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 – No minutes were recorded at last meeting.	Board
4:40pm	**4.0**	**Reports**	
	4.1	**FINANCE REPORT to be ratified by Board – Moved: 2nd:** Student Centred Funding	Sarah Bible
	4.2	Salaries	
	4.3	Cash Budget	
	4.4	**P & C REPORT**	Karen Martella
	5.0	**Business Arising**	
	6.0	**New business**	
	6.1	Re-instate to Board: David Watson **Moved: 2nd:** Amanda McNab **Moved: 2nd:**	
	6.2	Vote for Board Chair – Name: **Moved: 2nd:** Vote for Vice Chair – Name: **Moved: 2nd:**	
	6.3	Annual Report	James Milne
	6.4	Reporting to Parents	
	6.5	SSTUWA Directives	
	6.6	2023-2027 Workforce Planning	
	7.0	**Other Business**	
	7.1	Tara Carroll – resigned from School Board	Chair
	8.0	**Next Meeting**	
		Term 2 – Week 4 - 9 May 2024	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

Minutes for School Board Meeting

Thursday, 14 March 2024

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, Jesse Richards, Casandra Gibson, Suzie Delaporte, Tahnee Ellefsen, Fiona Hunter, Brett Marshall, Erin Cartledge, Fiona Hunter, Megan Kremer, Alex Gibson, Rebecca Smedley and Sarah Bible.	Chair
	1.2	*Apologies: Amanda McNab, Karen Martella and Suzie Delaporte.*	
	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 – No minutes were recorded at the last meeting.	Board
4:40pm	**4.0**	**Reports**	
	4.1	**FINANCE REPORT –** to be ratified by Board. **Forecast Student-Centred Funding** • Operating Budget is just over $6,000,000,000. Funding for 39 Aboriginal students is just over $86,000. Employment of AEIO as well as Wendy Mountford who is in charge of our Cultural Responsiveness. • Disability funding for 86.26 students being over $600,000. • Bulk of this is made up of funding per student, based on the end of week three Census totalling $4,000,000,000. **Student Characteristics Funding** – enrolment link based **–** $657,913.67. All K-12 Schools start with a base allocation of $733,000, this is based on every school having 350 students, every student you have above the 350, that base allocation drops by $700 per student. Our school has 457 students, so our base allocation is $657,000. This is so that the right teachers, resources etc can be put in place for those students and schools that have lower student numbers can run. • Disability – 20 students eligible for funding – $568,589. We utilise a formula so we can ensure that each student receives 80-85% of funding with 15% of that directed to additional funding for students later on e.g., purchase resources, professional learning for staff and deputies to support students and staff in this area. • Educational Adjustment - $78,638.11 is based on the bottom 15% of NAPLAN reading results and to support students that do not have a recognised disability. • Students that have English or Aboriginal as their second language - EA employed to support students with speech and language.	Sarah Bible & James Milne

- Socially Disadvantaged – information collected from enrolment forms e.g., parent occupations, education, Healthcare/Centrelink. Half of our students are in this demographic. Funding is spent on MiniLit, MacLit and Bond Blocks, programs that support our students through our EA's.

Targeted Initiatives - $115,811.28

- Additional EA time to provide support and Mental Health Program.

Projected Enrolments $58,233.30

- Fifteen hours of kindergarten and we have thirty-seven students enrolled.
  State Government fund $12,500 and the Federal Government fund $2,500 .
- Additional $100,000.00 for secondary students so we can offer more courses (breadth and depth).

Operational Response

- Community Librarian and other costs that are required to operate.

Preliminary Salaries Plan

- $224,000 carried from last year due to not being able to replace staff or make alternative arrangements.
- Expenditure $6,221,000 minus ($312,063) when staff on LSL and Parental Leave etc.
- 165 allocated (normally 200 days) for relief staff for camps, professional development etc.
- $82 does look concerning but we should see that grow throughout the year as we do not replace non-teaching staff (cleaners, gardeners, office staff etc.).

Preliminary Cash Plan

- Cash carried forward $102,000 but most of December's bill are paid in January of the following year.
- $498,000 converted from salaries to cash to continue to run – less than normal.

Locally Raised Funds

- Between 50-60% of parents pay their fees. We have lower fees, but we don't pressure people to pay.
- Library hire out rooms and it is the school building, so we made $7500 per year from that.
- $24,200 Fundraising and sponsorships - P&C pay for programs around $10,000 dollars.
- $25,000 from State Government.
- Other revenue – library manager orders goods for library with school credit card and the school then invoices the Shire for reimbursement.
- Transfer from reserves for AdventureWorks for the following year and we will be drawing from this as schools have to be seen to be utilising this money through the reserve account.
- $348,000 in the reserve and we generally move $150,000 annually and this includes AdventureWorks. ICT Switches and WAPS both sites need replacing $80,000.00.

Expenditure - $861,257.00

- Administration – photocopier paper, tea & coffee.
- Lease payments – photocopiers (quarterly) on going.
- Utilities, Facilities and Maintenance – water, electricity and minor works.
- Curriculum – clusters/subjects' budget.
- Professional Development – Teacher learning.
- Transfer to reserves.
- Other Expenditure – bills, office printers, computers, desktops, misc. and damage etc.

	4.2	**P & C REPORT** AGM has been held and there is a new President and Vice President. There are a few new members.	Jesse Richardson
	5.0	**Business Arising**	
	6.0	**New business**	
	6.1	**Re-instated to Board:** David Watson and Amanda McNab Moved: Jamie Milne 2nd: Jesse Richardson	
	6.2	**Vote for Board Chair** – Name: David Watson Moved: James Milne 2nd: Jesse Richardson **Vote for Vice Chair** – Name: Amanda McNab Moved: James Milne 2nd: Brett Marshall	
	6.3	**Annual Report** – Jamie will email board for feedback	
	6.4	**Reporting to Parents -** Letter to Sue Cuneo Thankyou to the Board members who voted in favour of a non-contact day for teacher/parent/carer interviews. Conditions apply – a full day has been granted due to bus schedule and as we are a split site regional school. A program has to be in place for any students that cannot remain home for the day. This addresses the workload issue and should give more meaningful information to parents/carers on the progress of their child/ren. We are trying to engage with some parents, particularly the Senior Campus parents. Last semester 80% of parents opened up their child's reports so that's 20% that didn't. There will have to be some flexibility for some families that will not be able to attend an interview on that day.	
	6.5	**SSTUWA Directives -**These directives are still in place, and they are having an effect. Staff are wanting to collaborate and get together to work through matters. PLC meetings will be implemented once a fortnight from next term. The hours the staff work in those professional learning community meetings, they use that to trade off School Development Days. It is not just about pay but also the conditions, this makes it difficult to be able to attract and retain teachers. Whilst I was told by the Union at the beginning of the year, they did not think it was going to go on for very long, it sounds as though it may start to escalate because the offer that the government came back to pay wise, fell short. Teaching is quite isolated as you do need to collaborate with people and go, I did this, I tried this. It does have an effect on staff morale. Some schools have had to drop subjects, especially in the Secondary context, as they do not have the staff. Retaining teachers in the profession is a problem. Schools are surviving by combing classes. We are managing through emails. Jamie happy to draft a letter for the Board to Jodie Hann.	
	6.6	**2023-2027 Workforce Planning -** This document supports our HR Department and sits along-side our Business Plan. We break it down into the various roles, responsibilities and then identify the workforce issues and their needs. We have some potential strategies and considerations for addressing those areas. The complexity of our work, the	

		changing demographics of our students. How we look to address some of those areas as best we can with what we've got. I identify myself, Fiona, Deputies and MCS – Sarah, and then broken it down into the teaching and the support staff and non-teaching as well. Administrative data related tasks, it's non-core work that they are required to do, the growing complexity of individual students and cohorts reporting to parents. The working out of field or working out of area in particular for our secondary staff and then the burnout of the job satisfaction, which is a real issue. Some of our plans in place is to reposition teachers within the school and to value add to each phase or to support colleagues to build the capacity of our professional learning community leaders, so they are better positioned, and those PLCs are better able to support teachers and the restructure of the professional learning communities. The workload complexities are growing - complexity of the individual students and cohorts, the systems and processes changes are increasing, student numbers and limited preparation time. Reposition our EAs on a regular basis every 12 to 24 months and build the capacity of all our teachers to cater and support disability students.	
	7.0	**Other Business**	
	7.1	**Tara Carroll** – resigned from Board. We will be readvertising for another position.	
	7.2	Do we know how many students are going to our Senior Campus for Year 7 next year? Fiona and Jamie are going to have a meeting regarding this issue. Jamie knows of six or seven going to other school out of a cohort of 35. The bus situation now, the students from Kirup and Balingup and surrounding feeder schools that sit around District High Schools can now bypass them and go straight through to Bunbury.	
	8.0	**Next meeting**	
		Term 2 – Week 4 – 9 May 2024	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**	
		5:36pm	Chair

CHAIRPERSON:	David Watson	**SIGNATURE:**		**DATE:**	9-5-24

Department of **Education**

Preliminary 2024

Current

Preliminary Student-Centred Funding Statement
School Revised

Issued on 5 March 2024

School:	Donnybrook District High School	**School Year:**	2024
Region:	Southwest Region	**Aria:**	0.86
		Distance to Perth (km):	179.92

Forecast Student-Centred Funding 2024

Per Student Funding:	$	4,113,090.00
Student and School Characteristics:	$	1,622,863.18
Targeted Initiatives:	$	174,044.58
Operational Response Allocation:	$	307,300.31
Regional Allocation:	$	0.00
School Entered Targeted Initiatives:	$	100,000.00
School Entered Operational Response Allocation:	$	0.00
School Entered Regional Allocation:	$	0.00
Total 2024:	$	6,317,298.07
Transition Adjustment:	$	0.00
Total Forecast After Transition Adjustment:	$	6,317,298.07

Per Student Funding

	Funded Student FTE		Amount
Per Student	Below threshold	Above threshold	
Kindergarten	37.00	0.00	$202,316.00
Pre-Primary	45.00	0.00	$427,500.00
Year 1	51.00	0.00	$484,500.00
Year 2	31.00	0.00	$294,500.00
Year 3	51.00	0.00	$484,500.00
Year 4	34.00	0.00	$269,892.00
Year 5	51.00	0.00	$404,838.00
Year 6	35.00	0.00	$277,830.00
Year 7	53.00	0.00	$550,511.00
Year 8	31.00	0.00	$321,997.00
Year 9	28.00	0.00	$290,836.00
Year 10	10.00	0.00	$103,870.00
Total	**457.00**	**0.00**	**$4,113,090.00**

Student and School Characteristics Funding

	Funded Student FTE	Amount
Student Characteristics		
Aboriginality	39.00	$86,610.69
Disability	86.26	$647,127.11
English as an Additional Language or Dialect	0.00	$0.00
Social Disadvantage	227.79	$231,211.71
SubTotal		**$964,949.51**
School Characteristics		
Enrolment-Linked Base		$657,913.67
Locality		$0.00
Sub Total		**$657,913.67**
Total		**$1,622,863.18**

Student Characteristics Funding (Detailed)

	Funded Student FTE	Amount
Aboriginality	**39.00**	**$86,610.69**
Disability		
Disability	20.00	$568,589.00
Educational Adjustment	66.26	$78,538.11
Disability - Total	**86.26**	**$647,127.11**
English as an Additional Language or Dialect		
English as an Additional Language or Dialect	0.00	$0.00
English as an Additional Language or Dialect Intensive English Centre	0.00	$0.00
English as an Additional Language or Dialect - Total	**0.00**	**$0.00**
Social Disadvantage		
Social Disadvantage Decile 1	64.42	$98,199.28
Social Disadvantage Decile 2	89.45	$93,255.40
Social Disadvantage Decile 3	73.92	$39,757.03
Social Disadvantage - Total	**227.79**	**$231,211.71**
Total Student Characteristics		**$964,949.51**

Note: Please refer to the appropriate support sheet for further details on the calculations in the table above.

Targeted Initiatives (Detail)

	Amount
Preliminary Targeted Initiative: Additional Education Assistant FTE	$77,464.33
Preliminary Targeted Initiative: Additional support for delivery of mental health programs	$12,839.93
Preliminary Targeted Initiative: Level 3 Classroom Teachers Additional Teacher Time	$12,753.51
Preliminary Targeted Initiative: Schools With Low Proportion of Level 3 Classroom Teachers	$12,753.51
Total	**$115,811.28**

Targeted Initiatives (Projected Enrolments)

	Funded Student FTE	Amount
Preliminary Targeted Initiative: Preschool Reform Agreement	37.00	$40,441.00
Preliminary Targeted Initiative: Additional Educational Adjustment	31.18	$17,792.30
Total		**$58,233.30**

Operational Response Allocation (Detail)

	Amount
Preliminary Operational Response: Community Librarian	$132,971.80
Preliminary Operational Response: Split Site Cash Allocation	$14,798.00
Preliminary Operational Response: Split Site Salary Allocation	$159,530.51

Total	**$307,300.31**

Department of **Education**

Preliminary Salaries Plan

Issued on 5 March 2024

School:	Donnybrook District High School	**School Year:**	2024
Region:	Southwest Region	**Aria:**	0.86
		Distance to Perth (km)	179.92

Forecast One Line Budget –Salaries Component (Workforce Plan) 2024

Carry Forward:	$			224,000
Student-Centred Funding:	$			5,819,298
School Transfers	$			0
Total Funds:	**$**			**6,043,298**
		Actual YTD	**Future**	**Forecast**
EXPENDITURE				
Appointed Staff:	$	722,911	5,498,307	6,221,218
New Appointments:			(312,063)	(312,063)
Casual Payments - General:	$	12,741	105,745	118,486
Casual Payments – Leave Relief:	$	15,576	0	15,576
Other Salary Expenditure:	$	0	0	0
Total Salary Expenditure:	**$**	**751,227**	**5,291,989**	**6,043,216**
Unallocated / Over Allocated (-):	$			82

Department of **Education**

Preliminary Cash Plan

Issued on 5 March 2024

School:	Donnybrook District High School	**School Year:**	2024
Region:	Southwest Region	**Aria:** **Distance to Perth (km)**	0.86 179.92

Forecast One Line Budget – Cash Component 2024

Carry Forward (Cash):	$	102,000
Transfer from Student-Centred Funding:	$	498,000
Locally Raised Funds:	$	264,700
Total Forecast Cash Budget:	$	864,700
EXPENDITURE		
Transfer to Salaries:	$	0
Goods and Services:	$	861,257
Total Forecast Cash Expenditure:	$	861,257
Variance:	$	3,443

Locally Raised Funds (Revenue)

Locally Raised Funds	Sum
Voluntary Contributions	$20,500.00
Charges and Fees	$42,500.00
Fees from Facilities Hire	$7,500.00
Fundraising/Donations/Sponsorships	$24,200.00
Commonwealth Govt Revenues	$.00
Other State Govt/Local Govt Revenues	$25,000.00
Revenue from CO, Regional Office and Other schools	$.00
Other Revenues	$25,000.00
Transfer from Reserve or DGR	$120,000.00
Residential Accommodation	$.00
Farm Revenue (Ag and Farm Schools only)	$.00
Camp School Fees (Camp Schools only)	$.00
Total	**$264,700.00**

Goods and Services

Expenditure	Sum
Administration	$39,500.00
Lease Payments	$15,500.00
Utilities, Facilities and Maintenance	$210,000.00
Buildings, Property and Equipment	$66,000.00
Curriculum and Student Services	$349,757.00
Professional Development	$15,000.00
Transfer to Reserve	$150,000.00
Other Expenditure	$15,500.00
Payment to CO, Regional Office and Other schools	$.00
Residential Operations	$.00
Residential Boarding Fees to CO (Ag Colleges only)	$.00
Farm Operations (Ag and Farm Schools only)	$.00
Farm Revenue to CO (Ag and Farm Schools only)	$.00
Camp School Fees to CO (Camp Schools only)	$.00
Total	**$861,257.00**

DONNYBROOK DISTRICT HIGH SCHOOL

KNOWLEDGE & PROGRESS

DONNYBROOK DISTRICT HIGH SCHOOL

An Independent Public School PRINCIPAL – James Milne

Sue Cuneo
Director of Education Southwest
Bunbury Tower 5th Floor
61 Victoria Street
Bunbury 6230

Dear Sue

Donnybrook District High School has been actively looking into alternative methods to provide our parents and carers with more meaningful information around student achievement and progress. In collaboration with our School Board, we are looking to replace the use of extensive comments in Semester 1 and 2 Reports for K-10 students, instead replacing these with a formalised opportunity to meet with parents and carers, and where appropriate, the students as well.

To enact this change, we are seeking your support to close the school for a day midway through the school year. This will provide the leadership team with an opportunity to coordinate meetings between staff and parents and carers.

For this to be successful, we would require the school to close for an entire day. As a K-10 school and split site school, we have numerous obstacles to overcome, in particular parents and carers having students across both campuses and the need to meet with both Primary and Secondary staff. In addition to this we are a regional school, where a large percentage of our students travel to and from school by bus, which are shared with the local Catholic Primary School. Closing the school for half a day simply isn't practical for our context.

Importantly 95% of staff support this initiate and 100% of School Board members endorse these changes and the opportunity it presents.

With your support, I will ensure our school is still able to accommodate Primary and Secondary students across both sites, utilising specialist teachers who may not be involved in the same volume of interviews to coordinate learning opportunities. Bus Contractors will be kept well informed, ensuring they know they will have less students on the bus on the selected day.

To support our school community with these changes, we would be seeking to close the school and hold the interviews on Tuesday 16 July. Monday 15 July is a School Development Day, and backing the day against this has the potential to better support parents and carers. Holding the interviews on that day also support setting a strong foundation to begin Semester 2.

As a school we have significantly increased our data collection, making better use of the Elastic platform. This data will be readily accessible, supporting staff in their conversations with parents and carers and students. We also have a strong focus on social and emotional learning, promoting key competencies that support academic achievement and progress. Our teachers explicitly teach these competencies, and the interviews provide a genuine chance to address Social Awareness and Self Management.

Senior Campus - 10 Bentley Street, Donnybrook WA 6239 Phone: 9732 4300
Junior Campus - 58 Mead Street, Donnybrook WA 6239 Phone: 9732 4400
WEB ADDRESS: www.donnybrook.wa.edu.au

If you have any queries or there are areas I haven't considered, please let me know and I will address these as a matter of urgency.

Yours sincerely

J H Milne

James Milne
Principal

Cc: David Watson, School Board Chair
PO Box 332, Boyanup 6237

Department of
Education

GOVERNMENT OF
WESTERN AUSTRALIA

Our ref: D24/0130426
Enquiries: 9791 0316

Mr James Milne
Principal
Donnybrook District High School

Email: james.milne@education.wa.edu.au

Dear Jamie

Thank you for your email dated 23 February 2024 requesting closure on:

- Tuesday 16 July

for the purpose of parent/teacher meetings.

This practice is one that provides the parent community with an excellent opportunity to engage with staff and discuss first hand their child's progress and needs and an opportunity to celebrate their successes.

As long as your request is in accordance with the prescribed guidelines in the Configuration of the School Day policy and that you have made all the necessary arrangements to ensure the safety of students and the agreement of staff and the School Board, I am pleased to approve this proposal.

Yours sincerely

Sue Cuneo
Director of Education
Southwest Education Region

27 FEB 2024

Underfunded • Overworked

Over it

> …the problem goes to the more fundamental question of whether the job of teaching as currently performed and organised is doable and sustainable.

Department of Education WA (2023)
Understanding and Reducing the Workload of Teachers and Leaders in Western Australian Public Schools, p6

SSTUWA
State School Teachers' Union of WA

Authorised by Mary Franklyn, General Secretary, The State School Teachers' Union of W.A. January 2024.

Act now for better pay and conditions

Executive directives

As no agreement in principle was reached by 25 January 2024, the SSTUWA Executive authorises SSTUWA members to implement the following stage one industrial actions from the commencement of Term 1 (29 January 2024):

1. No member is to participate in any performance management or performance review processes/meetings. This includes the Principal Professional Review process (PPR).

   (This refers to performance management only, it does not include sub-standard performance processes).

2. Members are not to attend any (whole or part of) staff meetings held:
   - In accordance with clause 9.3 of the General Agreement 2021 (i.e. the five hours per term).
   - Outside instructional hours (before/after school; during lunch or recess; for school leaders this includes regional, cluster and network meetings).
   - During DOTT time.

Directive includes:
- Committee meetings
- Learning area meetings
- Planning, assessment and reporting meetings
- Network or cluster meetings
- Communication meetings including those held before school or during recess or lunch

Not included in the directive:
- Critical incident meetings
- Individual parental meetings
- Trade off - professional learning
- Student individual case conference
- Union meetings
- Parent/teacher interviews
- Professional learning
- Public School Review
- School board meetings

More info:
sstuwa.org.au/GA23

Not a member? Join now.

2023-27 Workforce Plan

Donnybrook District High School is a combined rural school (Kindergarten-Year 10), situated on two sites that lie 1.5kms apart. Donnybrook District High School services the communities of Donnybrook, Kirup and Balingup. The Junior Campus at Mead Street caters for Kindergarten to Year 6, while the Senior Campus at Bentley Street caters for Year 7 to Year 10. Commencing this plan, Donnybrook District High School has 452 students, with the potential for this to continue trending upwards in the coming years.

The major change forces impacting our workforce now and into the near future are:

- Attraction and retention of quality staff, particular for our Secondary context
- The demands associated with increased workload complexity
- Increasing number of disability resourced students
- The increasing percentage of socially disadvantaged students

CURRENT WORKFORCE LEADERSHIP GROUP	WORKFORCE ISSUES/NEEDS	WORKFORCE STRATEGIES/CONSIDERATION
Level 6 Principal x 1	• Workload complexity • Administrative and data related tasks as non-core work • Growing complexity of individual students/cohorts • Policy changes • Funding • Effective use of student characteristic funding • Split site resourcing • Human resource management • Recruitment, selection and appointment of teaching and support staff • Retainment of teaching staff • Personal Leave • Long Service Leave (5 weeks remaining) • Deferred Salary 2027	• Refer to Principal's Performance and Development Plan • Ongoing Growth Coaching and Collegiate Support
Level 4 Associate Principal x1	• Leading/Managing Senior Campus • Workload complexity • Curriculum and pedagogical support • Individual pathway planning	• Refer to Associate Principal's Performance and Development Plan • Ongoing targeted Professional Learning • Leadership and support from Principal • Deputy Principal support

	• Case management (academic, behaviour and social and emotional) • Transitions • Attendance and participation • Personal Leave • Long Service Leave (9 weeks remaining)	
Level 3 Deputies x 4	• Workload complexity • Case management (academic, behaviour and social and emotional) • Curriculum and pedagogical support • Personal Leave • Maternity Leave with part time work fraction	• Refer to Deputy Principal's Performance and Development Plans • Ongoing targeted Professional Learning • Leadership and support from Principal/Associate Principal • Distributed leadership model, including Committee and PLC Leaders • Build the capacity of Professional Learning Community Leaders • Restructure Professional Learning Communities • Build the capacity of Committee Leaders
Level 5 Manager Corporate Services x 1	• Funding • Effective use of student characteristic funding • Split site resourcing • ICT Support • Personal • Retirement 2028	• School officer capacity and transition building

CURRENT WORKFORCE	WORKFORCE ISSUES/NEEDS	WORKFORCE STRATEGIES/CONSIDERATION
Teaching *2 Teaching Staff under 25* *6 Teaching Staff aged 25-34* *12 Teaching Staff aged 35-44* *9 Teaching Staff aged 45-54* *4 Teaching Staff aged 55-59* *4 Teaching Staff aged 60-64* *2 Teaching Staff aged 65+* *Average age 45.7* *Average Sick/Carers Leave Days Per Teaching Staff in 2023 was 9.2*	• Workload Complexity • Administrative and data related tasks as non-core work • Growing complexity of individual students/cohorts • Reporting to parents • Working out-of-field • Burnout and job satisfaction	• Reposition teachers within both the Primary and Secondary school to value add to each Phase of School and/or Learning Area • Reposition teachers within both the Primary and Secondary school to support their growth and that of their colleagues • Build the capacity of Professional Learning Community Leaders • Restructure Professional Learning Communities

Non Teaching *3 Non-Teaching Staff under 25* *1 Non-Teaching Staff aged 25-34* *11 Non-Teaching Staff aged 35-44* *6 Non-Teaching Staff aged 45-54* *5 Non-Teaching Staff aged 55-59* *2 Non-Teaching Staff aged 60-64* *8 Non-Teaching Staff aged 65+* *Average age 48.9* *Average Sick/Carers Leave Days Per Non Teaching Staff in 2023 was 15.3*	• Workload Complexity • Growing complexity of individual students/cohorts • System and process changes • Increasing student numbers • Limited preparation time	• Reposition Education Assistants on a regular basis (12-24 months) • Build capacity of all teachers to cater/support Disability Resourced students