



Minutes for School Board Meeting
Thursday 9 May 2024



TIME	Senior Campus Meeting Room 4:30pm SHARP		WHOM
4:30pm	1.0	Welcome and apologies	
	1.1	Opening and welcome: David Watson, Amanda McNab, Jesse Richards, Casandra Gibson, Suzie Delaporte, Fiona Hunter, Lauren Brown, Brett Marshall, Erin Cartledge, Fiona Hunter, Megan Kremer, Alex Gibson, Rebecca Smedley and Sarah Bible. Welcome to a new member Adam Sydney-Smith <i>Apologies:</i> Tahnee Ellefsen and James Milne,	Chair
	1.2		
	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 MOVED: David Watson 2 ND : Erin Cartledge	Board
4:40pm	4.0	Reports	
	4.1	FINANCE REPORT – Attached We have bought this year's laptops class set for the replacement set at the library (Senior Campus). The projectors at the Junior Campus that needed to be replaced have now been replaced. - Received 50% of student-centred funding from the Department and the next instalment comes in July. - we received \$6,135 from Secondary Assistance Scheme (SAS) payment. - Statements will be going out in the next couple of days. \$64,000.00 variance in Cash outside of what we have budgeted for. \$82 was left in salaries at last meeting and due to non-teaching leave, we now have \$9,000 in salaries. - Salaries into cash - \$300,000 less than we normally would need. - Dept requires us to spend 96% of our budget, including the money left over from last year. - Salary reserve – when Jamie was being paid to work for the Department for two days and this has amounted over a period of time. We now have two Deputies, and an Associate Principal and Lauren has returned for two days a week. - Secondary School Program – AdventureWorks – money in and money out.	Sarah Bible
	4.2	Reserve Account Plan - Currently in our reserves we have -\$350,000. We must plan for this money, this includes, - Kiln replacement - ICT Plan – servers, switches etc. - Music resources – for school owned instruments - STEM equipment \$11,280 and \$6,658 for Robotics and 3D printers. - D&T - \$18,000 replace expensive machinery when required. - Cleaning - \$10,000 for vacuum cleaner backpacks, floor scrubbers and polishers. - Gardeners – mowers and blower replacement.	

4.3	P & C REPORT Uniforms – Polo's shirts have gone up – we will not have to raise the price, but we do not make any money from them, the price just covers our cost. Canteen – It is currently running at a loss, and this is being investigated and prices will most likely have to rise. Canteen has taken on breakfast club, and they should be keeping a total of what they are handing out so this then can be compensated. P&C are supporting Dolliers Dream Day and Walk to School Day – we will be supplying bacon and egg sandwiches for both campus' for all the students. Mother's Day stall we have made approx. \$600. Can the school let the staff know that P&C can help any family that may be struggling – if they can identify those families and let the P&C know – uniforms, canteen – they can help. School would be able to cater muffins if we are given enough notice – we are keen to be involved. Trying to get Senior Campus parents/carers on to the P&C. Carnival store was a great success as it added to the atmosphere.	Karen Martella
7.0		
7.1	Year 7 Student Feedback - attachment Survey was given to the Year 7 that cam in from the Junior Campus and surrounding schools. Fiona and Rebecca spoke about the attached the results. We have spoken to AdventureWorks about these results and have looked at new strategies that we can put in place and the next week, the next round of AdventureWorks we are going to split into two half days. After the Year 7 camp the round circle conversation had changed from the Workshops with students being positive towards each other and sharing in the circle. 45 students out of 54 participated.	Fiona Hunter & Rebecca Smedley
7.2	AdventureWorks – Student Expectations and Parent Engagement We are aligning the AdventureWorks expectations with the schools. Some of the Year 9 students are finding it awkward and not wanting to engage with their feeling and emotions, particularly with their friends. They were stepping back and not participating. We took feed back from the students and the AdventureWorks facilitators and we have been encouraging them to participate. After camp last year this was not an issue. Students will need to agree to respect participation and have fun and they will need to sign the agreement. If student will not sign this agreement, they may not participate in the workshop and/or camp as we do not want them to spoil it for other students. Discussion was had with the Year 9's and it was explained to them and if we were not meeting their needs, what do you need? What would you like? Negotiations are still ongoing.	
8.0		
8.1	Other Business Cancellation of Choir and Ukulele at the Jnr Campus? Cancelling these two groups? Is it a funding issue? This it is a big miss for the Junior Campus as Sue Turnbull ran it in her own lunch time for one year and another year paid, but now it does not run at all. This will be table for the next meeting and a response.	Karen Martella
8.2	Transition – Year 6 to 7 2025 Fiona has already been out to Kirup to invite them to our parent meeting on May 22. I have also contact St Mary's. The process will be: • Contact the school. • Visit the principal.	Fiona Hunter

		• Take some students to the school (perhaps someone they already know) and they can present their camp video. • Enrolment packages to the school. • Second semester they are welcome to attend options. • We will be running parent meetings. • Parent tour – 3 or 4 times over Term 3 and a parent meeting in Term 4. • Transition Day This is the process that I will run each year. We make the parents/students feel as welcomed as possible and introduce them to as many teachers and the facilities. Timetable for 2024 – The middle school model that we have put in place this year has worked well, reducing the number of student movements and reducing the number of teachers they have to engage with. We will be able to speak to the 2025 timetable once we have more idea of our numbers for next year and our staffing.	
	8.3	Parking Do not park in the bus bay, but where do the parents park. Year 1 & 2, cohort is very large. It is getting very difficult to park to pickup children. Put on the agenda for next meeting.	
	8.4	State School Teacher Union Directives An agreement has been reached in principle. The executive is encouraging members to accept. We have not seen the full details of that agreement. When the agreement is sent out to members they will vote, if yes then we will have a new EBA, if a no we will go back again to the negotiation table.	
	8.0	Next meeting Term 2 – Week 9 – 13 June 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 5:37pm	Chair

CHAIRPERSON:	David Watson	SIGNATURE:		DATE:	13-6-24
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Donnybrook District High School

ONE LINE BUDGET REPORT AS AT MAY 2024

\$6,757,916 Operating Allocation	+	\$275,866 Locally Initiated Funds Library, Dept cash, Grants, Fees and charges, SAS, Printing, P & C	=	\$7,033,782 TOTAL FUNDS	\$6,951,454 Forecast Total Expenditure	\$82,327 Forecast Total Variance	\$64,930 Forecast Cash Variance
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Salary	Verified May	Cash	Verified May
Carry Forward	\$198,986	Carry Forward	\$102,000
Student-Centred Funding	\$6,413,767	Student-Centred Funding	\$46,521
School Transfers	\$549,183	School Transfers	\$545,202
Department Adjustments	\$0	Department Adjustments	\$0
Total Funds	\$6,064,192	Locally Raised Funds	\$275,866
Period Spend	\$574,259	Total Funds	\$969,589
YTD Spend	\$2,195,978	YTD Spend (Goods and Services)	\$307,606
YTD Balance	\$3,868,214	YTD Balance	\$661,983
Projected Expenditure (HRMIS)	\$5,901,592	Forecast Expenditure	\$904,659
Future Planned Expenditure (Planning)	\$144,603	Forecast Variance	\$64,930
Forecast Expenditure	\$6,046,195		
Forecast Variance	\$17,997		

Expenditure - Cash and Salary	Budget	Actual	Percentage Spent	
Administration	\$42,298	\$25,875	61%	office stationary, printer toners, bank fees, couriers, postage etc
Lease Payments	\$13,136	\$8,814	67%	Regular and ongoing (photocopiers, computers) etc
Utilities, Facilities and Maintenance	\$231,957	\$102,274	44%	EG. gas, water, electricity, gardening budgets, photocopier usage, minor works etc
Buildings, Property and Equipment	\$86,978	\$85,106	96%	Purchased new laptops for SC and JC staff Room furniture etc
Curriculum and Student Services	\$350,357	\$163,440	47%	Learning area budgets, library budgets, whole school curriculum (Cert courses)
Professional Development	\$15,000	\$10,287	69%	Professional Development for all staff
Transfer to Reserve	\$150,000	\$0	0%	Planned Transfer for our reserves for 2024
Other Expenditure	\$15,532	\$1,971	13%	End of year activities, graduation, Gilliana etc
Total Goods and Services Expenditure	\$905,259	\$402,994	45%	

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 3 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 3 2024	✓	
	Evidence that the case management model is effectively supporting identified students	Case management Meeting Anecdotal Notes	Term 4 2024	✓	
Collect, analyse and utilise an increasing level and spread of evidence to support student engagement	Through Student Voice and 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	✗	
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
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 Greater sense of purpose, supporting where our students are 'going'	Individual Student Profiles Post School Data Critical and Creative Thinking feedback Pathway Planning supporting proactive enrolments	Ongoing Term 4 2023 Ongoing	✓ ✓ ✓	 ✓

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 InitialLit, MinilLit 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	✓	✓
	Decline in the number of students who have moderate to severe attendance concerns	Attendance Data 2023 and biannually	Ongoing	✓	

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	Assessment Schedule	Term 4 2023	✓	
	Regular, disciplined dialogue around student progress and achievement data within PLCs and Performance Development meetings	PLC Action Learning Models Performance Development	Term 1 2024 Term 1 2024	✓ ✗	
	Increased networking, supporting the Plan/Teach/Assess cycle	Network Connections and Networking Meetings	Term 1 2025	✓	
	Performance Development meetings focusing on planning, teaching and assessment	Performance Development Anecdotal Notes	Term 1 2024	✗	
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		✓

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 InitialLit, Minilit and MacqLit.	Ongoing	✓	
		Numeracy Intervention through BondBlocks	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	Term 4 2023		✓
		SEL Data Review	Term 4 2023		✓
		SEL Plan Review	Term 4 2023 and annually		✓
		SEL Professional Learning SEL Program and Practices Review AdventureWorks Review	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	Term 1 2023		✓
		Secondary Program	Term 1 2023		✓

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 interventions 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 Schedule Student Profiling Whole School Data Analysis Classroom and Learning Area Data	Term 1 2024 Term 1 2024 Term 4 2024 Term 4 2023 Term 1 2024 Term 1 2024	✓ ✗ ✓ ✓ ✓	 ✓
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	✓ ✓	
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	 ✓ ✓ ✗	✓ ✓

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	✓	
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.	Student engagement in their learning journey Individual Pathway Planning Mindful Education Journals Student Leadership Meetings and Workshops	Term 4 2023 Term 1 2024 Term 1 2024 Term 1 2023	✓ ✓	✓ ✓
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	✗ ✓	
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	Term 1 2025	X	
		Performance Development Anecdotal Notes	Term 1 2025	X	
		Observation Feedback	Term 1 2025	X	
		Formal Student Feedback through Surveys	Term 1 2025	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
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	✓	
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	Ongoing	✓	
		Year 5/6 Parent Meeting	Term 2 2023 and annually	✓	
		Year 6-7 Transition	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	Term 1 2024 Term 2 2023 and annually		✓
		Follow The Dream Murals	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	Term 2 2023		✓
		Aboriginal Parent Advisory Group	Term 2 2023		✓
		Parent and Carer engagement AIEO facilitated meetings	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		✓

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	Newsletter Articles Facebook Posts SRC at Assemblies and Events	Ongoing Ongoing Ongoing	✓ ✓ ✓	
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	✓ ✗ ✗ ✓ ✓ ✗ ✗	