



Agenda for School Board Meeting
Thursday 6 March 2025



TIME	Senior Campus Meeting Room 4:30pm SHARP		WHOM														
4:30pm	1.0	Welcome and apologies	Chair														
	1.1	Opening and welcome: David Watson, Amanda McNab, James Milne, Jesse Richards, Jannine Wells, Brett Marshall, Adam Sydney-Smith, Erin Cartledge, Lauren Brown, Suzie Delaporte, Fiona Hunter and Sarah Bible.															
	1.2	Apologies: Jannine Wells, Lauren Brown															
	1.4	Confirmation of agenda															
4:35pm	2.0	Disclosure of interests	Chair														
	2.1	Identify real, perceived or potential conflicts of interest															
4:36pm	3.0	Minutes of previous meeting and ENDORSE	Board														
	3.1	Review of previous meeting minutes - none															
4:40pm	4.0	Reports															
	4.1	FINANCE REPORT – Ratified by Board Total for the year is \$6,762,391 Student Centred Funding Sarah outlined each one of these characteristics and how this information is collected and where the funding is utilised. Salaries Plan Total funds \$6,072,392 Primary Cash Budget Sarah outlined all the income and expenditure.	Sarah Bible														
	4.2	P & C REPORT <table><tr><td>Jacinta Goodchild</td><td>President</td></tr><tr><td>Mike Edwards</td><td>Vice President</td></tr><tr><td>Sheree Green</td><td>Secretary</td></tr><tr><td>Meta Hazeline</td><td>Treasurer</td></tr><tr><td>Kristie Smith & Loren Fleay</td><td>Canteen Coordinator</td></tr><tr><td>Ebony Pitman & Ashlee Booth</td><td>Uniforms Coordinators</td></tr><tr><td>TBA</td><td>Fundraising Coordinator</td></tr></table>	Jacinta Goodchild	President	Mike Edwards	Vice President	Sheree Green	Secretary	Meta Hazeline	Treasurer	Kristie Smith & Loren Fleay	Canteen Coordinator	Ebony Pitman & Ashlee Booth	Uniforms Coordinators	TBA	Fundraising Coordinator	Jesse Richards
Jacinta Goodchild	President																
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TBA	Fundraising Coordinator																

		P&C has twenty-two financial members. Easter raffle will go ahead. Snr Campus appreciates the P&C involvement with the breakfast club.	
	5.0	Business Arising	
	6.0	New business	
	6.1	DRAFT Annual Report Jamie outlined this report and for Board to provide any feedback. This must be uploaded to the Department by the end of this Term.	
	6.2	Business Plan Review – Attachment Sustainability – changed focus and working on implementation. Literacy & Numeracy – this is our focus and we are working on it but it will take a lot of work. Recommendations from the review have become a focus and they are running side by side with the Business Plan and updates will be given to the Board. SEL data can be added in from the Be You survey. School culture as a workplace was discussed.	
	6.3	Workforce Planning – next meeting	
	6.4	Wellbeing Project – Attachment A report will come out with a series of recommendations regarding wellbeing. Spotlighting everything we do. Will be spending a week with students, teachers, parents and carers, school board, support staff. This is a department funded project. Copies of book \$130 each – copies will be available but unsure of how many and if not enough – ask P&C if they can contribute. All participants are voluntary.	James Milne
	6.5	WRAP (Well Rounded Athlete Program) Shirt – Attachment Year 7/8 athletics program that includes health and nutrition, goal setting and personal development. They must nominate and interview for this program and they have to reapply for the next year. Students must meet the policy criteria to retain their eligibility for the program. There are nineteen students in the program and the shirt will be worn for two hours twice a week. Board endorses the WRAP shirt. Students in the program can decide what design they would like.	
	7.0	Other Business	
	7.1	Tahnee Ellefsen – resigned Advertise for parent members.	
	7.2	Quiet Places Students to retreat to and have a safe and quiet place to inhabit. Erin happy Tues/Wed/Fri to open Jnr Campus library at recess as an option. Community member and parents happy to help. Hands Up for Kids may be another option. Jamie will investigate this further.	Jesse Richards
	7.3	Device time in classrooms Are devices open and can they access anything? Jamie acknowledges that we could tighten up on what students can access.	

		Brett Marshall can monitor what students are doing, in class, on each device by having them streamed to his front board. The Department have controls, we rely on and work with the Department to block sites that we find inappropriate. Jamie will talk to the staff regarding monitoring students on devices in the classroom and time students spend on devices must be educational. Students cannot download apps on devices and if they do a Deputy is flagged when inappropriate sites are used and they are then blocked.	Adam Sydney Smith
	7.3	AdventureWorks Survey 40 responses from Parents/Carers. 75% Yes and 25% No. Jamie will ask again for responses from Parents/Carers. Parents/Carers are getting feedback from their children, going by the comments. The camps are phenomenal and the feedback from the students are positive. Many changes have been made, to the program, through our feedback to AdventureWorks.	
	8.0	Next meeting	
		Thursday – 15 May 2025	Chair
	9.0	Meeting close	
			Chair

CHAIRPERSON:	David Watson		SIGNATURE:		DATE:	15-5-25
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Department of
Education

Preliminary 2025

Preliminary Cash Plan

Issued on 4 March 2025

School:	Donnybrook District High School	School Year:	2025
Region:	Southwest Region	Aria:	0.88
		Distance to Perth (km)	179.92

Forecast One Line Budget – Cash Component 2025

Carry Forward (Cash):	\$	84,042
Transfer from Student-Centred Funding:	\$	590,000
Locally Raised Funds:	\$	192,585
Total Forecast Cash Budget:	\$	966,627

EXPENDITURE

Transfer to Salaries:	\$	0
Goods and Services:	\$	963,867
Total Forecast Cash Expenditure:	\$	963,867
Variance:	\$	2,760

Locally Raised Funds (Revenue)

Locally Raised Funds	Sum
Voluntary Contributions	\$21,285.00
Charges and Fees	\$34,000.00
Fees from Facilities Hire	\$7,500.00
Fundraising/Donations/Sponsorships	\$16,800.00
Commonwealth Govt Revenues	\$0.00
Other State Govt/Local Govt Revenues	\$25,000.00
Revenue from CO, Regional Office and Other schools	\$0.00
Other Revenues	\$16,000.00
Transfer from Reserve or DGR	\$70,000.00
Residential Accommodation	\$0.00
Farm Revenue (Ag and Farm Schools only)	\$0.00
Camp School Fees (Camp Schools only)	\$0.00
Total	\$192,585.00



Goods and Services

Expenditure	Sum
Administration	\$37,700.00
Lease Payments	\$5,500.00
Utilities, Facilities and Maintenance	\$251,300.00
Buildings, Property and Equipment	\$218,000.00
Curriculum and Student Services	\$282,367.00
Professional Development	\$15,000.00
Transfer to Reserve	\$140,000.00
Other Expenditure	\$14,000.00
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	\$963,867.00

Preliminary Student-Centred Funding Statement

School Revised

Issued on 4 March 2025

School:	Donnybrook District High School	School Year:	2025
Region:	Southwest Region	Aria:	0.86
		Distance to Perth (km):	179.92

Forecast Student-Centred Funding 2025

Per Student Funding:	\$	4,348,471.00
Student and School Characteristics:	\$	1,810,764.79
Targeted Initiatives:	\$	287,049.36
Operational Response Allocation:	\$	316,106.69
Regional Allocation:	\$	0.00
School Entered Targeted Initiatives:	\$	0.00
School Entered Operational Response Allocation:	\$	0.00
School Entered Regional Allocation:	\$	0.00
Total 2025:	\$	6,762,391.84

Per Student Funding

Student and School Characteristics Funding

Per Student	Student Entered State		Amount
	Below threshold	Above threshold	
Kindergarten	37.00	0.00	\$208,014.00
Pre-Primary	37.00	0.00	\$361,379.00
Year 1	45.00	0.00	\$439,516.00
Year 2	50.00	0.00	\$488,350.00
Year 3	31.00	0.00	\$302,777.00
Year 4	49.00	0.00	\$399,690.00
Year 5	34.00	0.00	\$277,474.00
Year 6	50.00	0.00	\$406,050.00
Year 7	34.00	0.00	\$363,086.00
Year 8	52.00	0.00	\$555,308.00
Year 9	29.00	0.00	\$309,681.00
Year 10	22.00	0.00	\$234,836.00
Total	470.00	0.00	\$4,348,471.00

Student Characteristics		Amount
Aboriginality	35.00	\$80,459.93
Disability	81.90	\$809,524.06
English as an Additional Language or Dialect	10.00	\$28,392.00
Social Disadvantage	226.74	\$233,221.41
Sub Total		\$1,148,607.40
School Characteristics		Amount
Enrolment-Linked Base		\$661,157.39
Locality		\$3.00
Sub Total		\$661,157.39
Total		\$1,810,764.79



Preliminary Salaries Plan

Issued on 4 March 2025

School:	Donnybrook District High School	School Year:	2025
Region:	Southwest Region	Aria:	0.86
		Distance to Perth (km)	179.92

Forecast One Line Budget –Salaries Component (Workforce Plan) 2025

Carry Forward:	\$	192,500
Student-Centred Funding:	\$	6,072,392
School Transfers	\$	0
Total Funds:	\$	6,264,892

	Actual YTD	Future	Forecast
EXPENDITURE			
Appointed Staff:	\$ 618,077	5,501,394	6,119,471
New Appointments:		(8,867)	(8,867)
Casual Payments - General:	\$ 16,692	124,712	141,404
Casual Payments – Leave Relief:	\$ 9,577	0	9,577
Other Salary Expenditure:	\$ 276	0	276
Total Salary Expenditure:	\$ 644,622	5,617,239	6,261,860
Unallocated / Over Allocated (-):	\$		3,032



Student Characteristics Funding (Detailed)

	FUNDING (FTE)	AMOUNT
Aboriginality	35.00	\$80,469.93
Disability		
Disability	26.00	\$742,328.00
Educational Adjustment	55.90	\$67,195.06
Disability - Total	81.90	\$809,524.06
English as an Additional Language or Dialect		
English as an Additional Language or Dialect	10.00	\$26,392.00
English as an Additional Language or Dialect Intensive English Centre	0.00	\$0.00
English as an Additional Language or Dialect - Total	10.00	\$26,392.00
Social Disadvantage		
Social Disadvantage Decile 1	64.08	\$100,357.27
Social Disadvantage Decile 2	83.20	\$68,775.76
Social Disadvantage Decile 3	79.46	\$44,086.38
Social Disadvantage - Total	226.74	\$233,221.41
Total Student Characteristics		\$1,149,607.40

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	\$79,756.81
Preliminary Targeted Initiative: Additional support for delivery of mental health programs	\$13,131.02
Preliminary Targeted Initiative: District High Schools Funding	\$108,707.00
Preliminary Targeted Initiative: Level 3 Classroom Teachers Additional Teacher Time	\$13,131.02
Preliminary Targeted Initiative: Schools With Low Proportion of Level 3 Classroom Teachers	\$13,131.02
Total	\$227,856.87

Targeted Initiatives (Projected Enrolments)

	FUNDING (FTE)	AMOUNT
Preliminary Targeted Initiative: Preschool Reform Agreement	37.00	\$41,636.00
Preliminary Targeted Initiative: Additional Educational Adjustment	30.10	\$17,604.49
Total		\$59,192.49

Operational Response Allocation (Detail)

	AMOUNT
Preliminary Operational Response: Community Librarian	\$136,906.20
Preliminary Operational Response: Split Site Cash Allocation	\$14,946.00



Preliminary Operational Response: Split Site Salary Allocation	\$164,252.43
Total	\$316,106.63

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 Schedule Student Profiling Whole School Data Analysis Classroom and Learning Area Data	Term 1 2024 Term 1 2025 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.	Literacy and Numeracy Operational Planning Literacy and Numeracy Targets Scope and Sequence Documents	Term 2 2023 Term 2 2023 Term 1 2025	✓	✓ ✓
	Our Agreed Approach is increasingly embedded school wide as evident through classroom and peer observations.	Anecdotal Notes and Formal Feedback	Term 3 2024	✓	
	Literacy and Numeracy committees analysing data and providing feedback to PLCs on implementation of programs, interventions and student progress every semester.	Whole School Data Analysis	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 collaborating, 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 2025	✓ ✓	
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 2025 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.	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	✓	
		Observation Feedback	Term 1 2025	✓	
	Student feedback indicates that students see the relevance of Literacy and Numeracy across all learning areas.	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 Year 5/6 Parent Meeting Year 6-7 Transition	Ongoing Term 2 2023 and annually 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 2024 Term 1 2025 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	Ongoing	✓	
		Parent Opinions Gathered	Ongoing		✓
	Achievements and successes regularly publicised and celebrated across our school and in the local community	Newsletter Articles	Ongoing		✓
		Facebook Posts	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	SRC at Assemblies and Events	Ongoing		✓
		Junior Campus 'Green Team'	Ongoing	✗	
		Junior Campus Chickens	Ongoing Term 3 2025	✗	
		Junior Campus and Senior Campus Garden Groups	Term 2 and 4 2023 and biannually	✓	
	Sustainability integrated into teaching and learning	School-wide waste, water and power audits			
		Sustainability incorporated into classroom programs	Ongoing	✓	
		Local Farmers and Orchardists supporting Secondary Agricultural Program	Ongoing	✗	
	Partnerships with community members and groups	Community Presentations	Ongoing	✗	
			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
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
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 Finalise SEL Plan with Shared Vision Establish an SEL/Wellbeing Committee	Term 1 2024 Term 1 2024 Term 1 2023		✓ ✓ ✓
	Adult SEL competencies and capacities strengthened	Engage staff in foundation learning SEL Professional Learning	Term 1 and 2 2023 Ongoing	✓	✓
	Evidence-based programs and practices promoting SEL for students	Review needs, resources and current implementation	Term 4 2023		✓
	Data supporting reflection and refinement of the school's approach	Schoolwide SEL Implementation Rubric SEL Data Review SEL Plan Review	Term 4 2023 and annually Term 4 2023 and annually 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 Schedule PLC Action Learning Models Assessment Tasks	Term 4 2024 Term 1 2024 Term 4 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
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, 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 Decline in the number of students who have moderate to severe attendance concerns	Attendance Plan	Term 4 2023 Ongoing	✓	✓
		Individual Attendance Plans	Ongoing	✓	
		Attendance Data			

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 2025	✓	✓
	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 2025	✓	
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		✓

The WA Department of Education

Whole-School Wellbeing Project – 2025

Facilitated by Dr Helen Street, Positive Schools

You are invited to engage in the Whole- School Wellbeing Project. Findings from the project will be used to develop and implement a comprehensive wellbeing framework tailored specifically to support your wellbeing growth within the school. The framework will offer recommendations to enhance student wellbeing and learning engagement through meaningful systemic growth within your unique school context.

Dr Helen Street will facilitate the project using an appreciative process. An appreciative process is a solution focused process that aims to broaden and build on all that works well within your school community, as well as addressing challenges and concerns.

This appreciative process will begin with a half day workshop for your whole staff. This half day of two ninety minute sessions will guide staff to the development of a shared understanding of contextual wellbeing (wellbeing that stems from the experience of being part of an equitable and inclusive school community); the realization of the school staff's shared values (stemming from an organic process of discovery) and the creation of a shared vision (developing shared ideals to continually work towards).

Helen will then work to discover current experiences of school life and understanding about wellbeing and pastoral care through in-depth focus group discussions with students, staff and parents over the course of two to three days. These focus group discussions will lead to the development of recommendations for incorporation into a tailored, unique wellbeing framework for your school. We ask that you invite staff, parents and a diverse range of students to participate in the groups. We also require that you provide an appropriate private, quiet space for the groups to take place, complete with light refreshments for participants.

Helen will supply your school leadership with a comprehensive report of the focus group findings, along with detailed recommendations for developing the school context, and overall school wellbeing.

Following dissemination of the wellbeing report and recommendations, Helen will talk to leadership about the report and next steps for systemic development. Helen will also provide an opportunity to discuss meaningful evaluation of the progress and impact of adopted recommendations at a later date.



Wellbeing Exploration and Development of Recommendations

STEP ONCE - Staff Workshop

Undertake a comprehensive wellbeing review to help school leaders and staff understand and develop core values, vision and a shared understanding of a systems-based approach to wellbeing. This will include development of a comprehensive health and wellbeing plan providing skills and strategies for teaching and non-teaching staff to support students holistically in their day to day life.

Staff will participate in a three-step three-hour workshop with Helen (divided into two halves)

1. Explore and understand a values-led, systems-based approach to understanding student and staff wellbeing within the school (as per overview in the following text box)

Contextual Wellbeing

Schools and colleges have never done so much to 'teach' whole school wellbeing and engage their students in learning. Yet, students have never been so disengaged, demotivated or distressed in our schools. Dr. Helen Street believes that we need to fundamentally change our approach to wellbeing if we want to effectively help young people to flourish at school and in life; and that means changing our focus from individual wellbeing to contextual wellbeing.

We can't help young people to flourish by simply telling them 'how to be happy', 'how to succeed', or even, 'how to fail'. Rather, young people need to experience a sense of belonging as members of a healthy school context. A context that considers the people in the school community, the physical space, the policies and practices, and the social norms embedded in the school culture. A healthy school context is equitable and cohesive. It enables students to feel connected to their world, to the things they do, and to the people who value them.

2. Identify shared driving values for the college – which will drive wellbeing policy and practice
3. Identify shared vision for the college which will inform the wellbeing review and recommendations established.

Please note that **The Positive Schools BIG WELLBEING HANDBOOK** offers interested staff a 155- page comprehensive A4-size handbook to accompany ongoing development and implementation of contextual wellbeing within the school. This can be purchased by the school if of interest.

STEP TWO – In-School Focus Groups

Helen will conduct in-depth focus groups with staff, students and parents at your school.

The focus groups provide an opportunity to explore the current understanding of wellbeing within your school, with a focus on perceived supports and challenges and ideas for sustainable, realistic continued



growth. The focus groups will gather data from a variety of key stakeholders, namely students, parents/guardians, teachers, and other staff members.

A wellbeing review supporting focus groups as a research methodology, involves a process of discovery and examination. At face value, it might appear to be an easier option to use an established wellbeing survey or check-in-app. This is, however, not necessarily helpful, clear or even relevant to your journey. Surveys and check-ins generally come with a pre-determined set of questions and little room to espouse answers and unpack their meaning. This is especially true for surveys asking about general feelings and thoughts, rather than aspects of day-to-day life. It is hard to know if one person's understanding of being happy is the same as another's, or what this means for their experience of school life. Unless we have a deep contextually based understanding of what supports a positive school experience, and what hinders it, it is hard to know what to change and develop.

Helen believes a wellbeing review is an opportunity to have meaningful conversations with representatives of your context, to find out what life is like at its best and its worst for each person. By doing this, you are discovering the aspects of school life that either enhance or challenge members of the community, rather than simply assessing individual emotional states or reactions to predetermined questions. You are also providing an opportunity for participants to develop their own specific ideas for change and improvement. These can provide a powerful foundation for your overall health and wellbeing plan.

Depending on the size of your school Helen will facilitate two parent focus groups, three to four staff groups and three to six student groups (one group per participating year).

Each group will ideally consist of between eight and ten participants and be between 45 and 60 minutes long. There is a need to allow 30 – 45 minutes between groups for notes. As such, Helen will need to spend one day at the school per four groups.

STEP THREE – Development of A Comprehensive Report and Recommendations.

Specifically, the report will evaluate the school's overall understanding of 'what works well', 'What challenges' and 'What needs to be developed' to support ongoing wellbeing and learning engagement within the school community.

The report, with reference to the four key domains of context (relationships, policy and practice, social norms and physical spaces).

The review will identify areas of strength and areas for improvement in the school's wellbeing and pastoral care provision with a firm focus on understanding the psychological highs and lows of everyday school life.

Two weeks need to be allowed for the analyses of data and creation of the written report.

After college staff have had time to read the report and accompanying recommendations, they will be invited to an in-person or online discussion of the report, with preliminary discussions about next steps.



STEP FOUR – Ongoing implementation, evaluation and guidance

Step Four of the project will focus on the delivery of recommendations developed in steps one to three, with ongoing additional support to deepen and broaden school staff and parent understanding of wellbeing, and wellbeing support.

An additional consultancy session with Helen will provide opportunity for further staff development - to inform and support staff with a comprehensive overview of recommendations; and to support skills and strategies for ongoing successful implementation, in addition to providing support for peers, students and parents.

In addition, staff are welcome to ask brief questions by telephone, or email as required.

Overall Time and Resource Estimates

EVENT	When and Where	School stakeholder involvement
WHOLE- STAFF WORKSHOP (suggest using an established <u>PD day</u> in early 2025)	In-school – Half day PD – January 2025 (or soon after).*	Identified staff
FOCUS GROUPS with an expected <u>time-frame</u> of two to three days of IN_SCHOOL work	In-School in a designated quiet and private room around a single table (eg school board room) Two – three consecutive days between March and May 2025	Student, staff and parent volunteers.
Analyses of all data and creation of report Including raw data summary, methodology, qualitative findings, detailed discussion, short- and long-term recommendations, executive summary	Helen to produce over two to three week period following focus groups	Final report sent to school leadership.
A summary of the findings and recommendations to be presented	Post report (two hours)	Presentation to school leadership
FOLLOW-ON CONSULTATION	Either online or in-person in school for one to two hours.**	School leadership

* it is recommended that staff purchase copies of Contextual Wellbeing and/or The Positive Schools BIG WELLBEING HANDBOOK to accompany the workshop and support staff understanding and engagement.



**Helen will also be available for an ongoing consultation once the project is complete to support continued development and evaluation (this will require additional funding).

About Helen

Dr Helen Street is an internationally acclaimed educational consultant with an extensive background in applied social psychology and mental health. She is the founder of Positive Schools and Contextual Wellbeing, a consultant to schools worldwide, a successful author and an honorary fellow in the graduate school of education at The University of Western Australia.



Helen was awarded the Howard Morton Trust scholarship to undertake a PhD at the University of Sheffield in the UK from 1993-1998. Her PhD explored motivational determinants of depression with the use of multi-dimensional scaling analyses.

After a year spent as an academic and registered psychologist in Queensland, Helen moved to Western Australia in 1999. She worked as a senior lecturer and then as an associate professor in the school of medicine at UWA from 1999 to 2011. During this time, she developed and ran the pre-clinical behavioural science program for medicine; and developed and ran communication skills courses for medical, dental and pharmacy students, in addition to developing research exploring facets of wellbeing and motivation in young people, in schools.

Helen is known as a pioneer in the development and support of long-term learning engagement and wellbeing through the development of whole school systemic change and development. Her first book 'Standing Without Shoes' includes a foreword by His Holiness the Dalai Lama. Her fourth book, 'Contextual Wellbeing' has become an international best-seller in education.

Helen co-founded Positive Schools with Neil Porter in 2007, including the highly respected Positive Schools conference series from 2009 and Positive Schools Online in 2019. Over the past ten years Helen has developed her consultancy services supporting Contextual Wellbeing, in line with Positive Schools values and aims. Helen has helped schools develop Contextual Wellbeing across Australia, SE Asia, Canada and the UK. In so doing she has helped educators to embed wellbeing development in the development of their unique contexts, with the aim to support self-determination, belonging and engagement in all members of the school community.

Helen's fifth book 'The Impossible Question of Living Well' was launched in May 2024. In this new and innovative work, Helen explores the concept of resilience as an ability to navigate change. Helen's sixth book is also out in 2024. As the definitive guide to building contextual wellbeing, The Positive Schools Big Wellbeing Handbook will provide educators with a meaningful resource in their schools.

Helen lives in Perth with her partner Neil, their three daughters and their very spoilt cavoodle, Barney.



WRAP Shirts

Attached is the mock-up of a shirt. It is a lightweight breathable fabric. The print will be vinyl. With this simple design we can order 1 shirt of as many as we like. Jamie likes the idea of nothing on the back so put forward...

Option 1: as in the picture

Option 2: front as in the picture, with the back blank

Option 3: the full wording "Well Rounded Athlete Program" either under WRAP on the front in small font

Option 4: the full wording "Well Rounded Athlete Program" either under WRAP on the back
Or suggestions from the board.

Donnybrook District High School

Kylie Sheedy



Price: \$25.00 + GST per shirt

Donnybrook District High School
Kylie Sheedy



Price: \$25.00 + GST per shirt

Donnybrook District High School
Kylie Sheedy



Price: \$25.00 + GST per shirt



Agenda for School Board Meeting
Thursday 6 March 2025



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, James Milne, Jesse Richards, Jannine Wells, Brett Marshall, Adam Sydney-Smith, Erin Cartledge, Lauren Brown, Suzie Delaporte, Fiona Hunter and Sarah Bible.	Chair														
	1.2	Apologies: Jannine Wells, Lauren Brown															
	1.4	Confirmation of agenda															
4:35pm	2.0	Disclosure of interests															
	2.1	Identify real, perceived or potential conflicts of interest															
4:36pm	3.0	Minutes of previous meeting and ENDORSE	Chair														
	3.1	Review of previous meeting minutes - none															
4:40pm	4.0	Reports	Board														
	4.1	FINANCE REPORT – Ratified by Board Total for the year is \$6,762,391 Student Centred Funding Sarah outlined each one of these characteristics and how this information is collected and where the funding is utilised. Salaries Plan Total funds \$6,072,392 Primary Cash Budget Sarah outlined all the income and expenditure.	Sarah Bible														
	4.2	P & C REPORT <table><tr><td>Jacinta Goodchild</td><td>President</td></tr><tr><td>Mike Edwards</td><td>Vice President</td></tr><tr><td>Sheree Green</td><td>Secretary</td></tr><tr><td>Meta Hazeline</td><td>Treasurer</td></tr><tr><td>Kristie Smith & Loren Fleay</td><td>Canteen Coordinator</td></tr><tr><td>Ebony Pitman & Ashlee Booth</td><td>Uniforms Coordinators</td></tr><tr><td>TBA</td><td>Fundraising Coordinator</td></tr></table>	Jacinta Goodchild	President	Mike Edwards	Vice President	Sheree Green	Secretary	Meta Hazeline	Treasurer	Kristie Smith & Loren Fleay	Canteen Coordinator	Ebony Pitman & Ashlee Booth	Uniforms Coordinators	TBA	Fundraising Coordinator	Jesse Richards
Jacinta Goodchild	President																
Mike Edwards	Vice President																
Sheree Green	Secretary																
Meta Hazeline	Treasurer																
Kristie Smith & Loren Fleay	Canteen Coordinator																
Ebony Pitman & Ashlee Booth	Uniforms Coordinators																
TBA	Fundraising Coordinator																

P&C has twenty-two financial members.

P&C has twenty-two financial members.

		Brett Marshall can monitor what students are doing, in class, on each device by having them streamed to his front board. The Department have controls, we rely on and work with the Department to block sites that we find inappropriate. Jamie will talk to the staff regarding monitoring students on devices in the classroom and time students spend on devices must be educational. Students cannot download apps on devices and if they do a Deputy is flagged when inappropriate sites are used and they are then blocked.	Adam Sydney Smith
	7.3	AdventureWorks Survey 40 responses from Parents/Carers. 75% Yes and 25% No. Jamie will ask again for responses from Parents/Carers. Parents/Carers are getting feedback from their children, going by the comments. The camps are phenomenal and the feedback from the students are positive. Many changes have been made, to the program, through our feedback to AdventureWorks.	
	8.0	Next meeting	
		Thursday – 15 May 2025	Chair
	9.0	Meeting close	
			Chair

CHAIRPERSON:	David Watson	SIGNATURE:		DATE:	
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		Easter raffle will go ahead. Snr Campus appreciates the P&C involvement with the breakfast club.	
	5.0	Business Arising	
	6.0	New business	
	6.1	DRAFT Annual Report Jamie outlined this report and for Board to provide any feedback. This must be uploaded to the Department by the end of this Term.	
	6.2	Business Plan Review – Attachment Sustainability – changed focus and working on implementation. Literacy & Numeracy – this is our focus and we are working on it but it will take a lot of work. Recommendations from the review have become a focus and they are running side by side with the Business Plan and updates will be given to the Board. SEL data can be added in from the Be You survey. Staff turnover and school culture as a workplace was discussed. Any feedback please get back to Jamie asap.	
	6.3	Workforce Planning - next meeting	
	6.4	Wellbeing Project – Attachment A report will come out with a series of recommendations regarding wellbeing. Spotlighting everything we do. Will be spending a week with students, teachers, parents and carers, school board, support staff. This is a department funded project. Copies of book \$130 each – copies will be available but unsure of how many and if not enough – ask P&C if they can contribute. All participants are voluntary.	James Milne
	6.5	WRAP (Well Rounded Athlete Program) Shirt – Attachment Year 7/8 athletics program that includes health and nutrition, goal setting and personal development. They must nominate and interview for this program and they have to reapply for the next year. Students must meet the policy criteria to retain their eligibility for the program. There are nineteen students in the program and the shirt will be worn for two hours twice a week. Board endorses the WRAP shirt. Students in the program can decide what design they would like.	
	7.0	Other Business	
	7.1	Tahnee Ellefsen – resigned Advertise for parent members.	
	7.2	Quiet Places Students to retreat to and have a safe and quiet place to inhabit. Erin happy Tues/Wed/Fri to open Jnr Campus library at recess as an option. Community member and parents happy to help. Hands Up for Kids may be another option. Jamie will investigate this further.	Jesse Richards
	7.3	Device time in classrooms Are devices open and can they access anything? Jamie acknowledges that we could tighten up on what students can access.	



Department of
Education

Preliminary 2025

Preliminary Cash Plan

Issued on 4 March 2025

School:	Donnybrook District High School	School Year:	2025
Region:	Southwest Region	Aria:	0.86
		Distance to Perth (km)	179.92

Forecast One Line Budget – Cash Component 2025

Carry Forward (Cash):	\$	84,042
Transfer from Student-Centred Funding:	\$	690,000
Locally Raised Funds:	\$	192,585
Total Forecast Cash Budget:	\$	966,627

EXPENDITURE

Transfer to Salaries:	\$	0
Goods and Services:	\$	963,867
Total Forecast Cash Expenditure:	\$	963,867
Variance:	\$	2,760

Locally Raised Funds (Revenue)

Locally Raised Funds	Sum
Voluntary Contributions	\$21,285.00
Charges and Fees	\$34,000.00
Fees from Facilities Hire	\$7,500.00
Fundraising/Donations/Sponsorships	\$18,800.00
Commonwealth Govt Revenues	\$0.00
Other State Govt/Local Govt Revenues	\$25,000.00
Revenue from CO, Regional Office and Other schools	\$0.00
Other Revenues:	\$16,000.00
Transfer from Reserve or DGR	\$70,000.00
Residential Accommodation	\$0.00
Farm Revenue (Ag and Farm Schools only)	\$0.00
Camp School Fees (Camp Schools only)	\$0.00
Total	\$192,585.00



Goods and Services

Expenditure	Sum
Administration	\$37,700.00
Lease Payments	\$5,500.00
Utilities, Facilities and Maintenance	\$251,300.00
Buildings, Property and Equipment	\$218,000.00
Curriculum and Student Services	\$282,367.00
Professional Development	\$15,000.00
Transfer to Reserve	\$140,000.00
Other Expenditure	\$14,000.00
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	\$963,867.00



Preliminary Student-Centred Funding Statement School Revised

Issued on 4 March 2025

School:	Donnybrook District High School	School Year:	2025
Region:	Southwest Region	Area:	0.86
		Distance to Perth (km):	179.92

Forecast Student-Centred Funding 2025

Per Student Funding:	\$	4,348,471.00
Student and School Characteristics:	\$	1,810,764.78
Targeted Initiatives:	\$	287,049.36
Operational Response Allocation:	\$	316,106.89
Regional Allocation:	\$	0.00
School Entered Targeted Initiatives:	\$	0.00
School Entered Operational Response Allocation:	\$	0.00
School Entered Regional Allocation:	\$	0.00
Total 2025:	\$	6,762,391.84

Per Student Funding

Student and School Characteristics Funding

Funding Student FTE			Amount
Per Student	Below threshold	Above threshold	
Kindergarten	37.00	0.00	\$203,014.00
Pre-Primary	37.00	0.00	\$361,379.00
Year 1	45.00	0.00	\$429,516.00
Year 2	50.00	0.00	\$488,350.00
Year 3	31.00	0.00	\$302,777.00
Year 4	49.00	0.00	\$369,680.00
Year 5	34.00	0.00	\$277,474.00
Year 6	50.00	0.00	\$408,050.00
Year 7	34.00	0.00	\$363,096.00
Year 8	52.00	0.00	\$555,308.00
Year 9	29.00	0.00	\$309,691.00
Year 10	22.00	0.00	\$234,938.00
Total	470.00	0.00	\$4,348,471.00

Funding Student FTE		Amount
Student Characteristics		
Aboriginality	35.00	\$60,469.93
Disability	81.90	\$806,624.06
English as an Additional Language or Dialect	10.00	\$28,392.00
Social Disadvantage	226.74	\$233,221.41
Sub Total:		\$1,148,607.40
School Characteristics		
Enrolment-Linked Base		\$661,157.38
Locality		\$0.00
Sub Total:		\$661,157.38
Total		\$1,810,764.78



Preliminary Salaries Plan

Issued on 4 March 2025

School:	Donnybrook District High School	School Year:	2025
Region:	Southwest Region	Area:	0.86
		Distance to Perth (km)	179.92

Forecast One Line Budget –Salaries Component (Workforce Plan) 2025

Carry Forward:	\$	192,500
Student-Centred Funding:	\$	6,072,392
School Transfers	\$	0
Total Funds:	\$	6,264,892

	Actual YTD	Future	Forecast
EXPENDITURE			
Appointed Staff:	\$ 618,077	5,501,394	6,119,471
New Appointments:		(8,867)	(8,867)
Casual Payments - General:	\$ 16,682	124,712	141,404
Casual Payments - Leave Relief:	\$ 9,577	0	9,577
Other Salary Expenditure:	\$ 276	0	276
Total Salary Expenditure:	\$ 644,622	5,617,239	6,261,660
Unallocated / Over Allocated (-):	\$		3,032



Student Characteristics Funding (Detailed)

	Estimated Student FTE	Amount
Aboriginality	35.00	\$80,469.93
Disability		
Disability	26.00	\$742,328.00
Educational Adjustment	55.90	\$67,195.06
Disability - Total	81.90	\$809,524.06
English as an Additional Language or Dialect		
English as an Additional Language or Dialect	10.00	\$26,392.00
English as an Additional Language or Dialect Intensive English Centre	0.00	\$0.00
English as an Additional Language or Dialect - Total	10.00	\$26,392.00
Social Disadvantage		
Social Disadvantage Decile 1	64.08	\$100,357.27
Social Disadvantage Decile 2	83.20	\$86,775.76
Social Disadvantage Decile 3	79.46	\$44,066.36
Social Disadvantage - Total	226.74	\$233,221.41
Total Student Characteristics		\$1,149,607.40

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	\$79,756.81
Preliminary Targeted Initiative: Additional support for delivery of mental health programs	\$13,131.02
Preliminary Targeted Initiative: District High Schools Funding	\$106,707.00
Preliminary Targeted Initiative: Level 3 Classroom Teachers Additional Teacher Time	\$13,131.02
Preliminary Targeted Initiative: Schools With Low Proportion of Level 3 Classroom Teachers	\$13,131.02
Total	\$227,856.87

Targeted Initiatives (Projected Enrolments)

	Estimated Student FTE	Amount
Preliminary Targeted Initiative: Preschool Reform Agreement	37.00	\$41,586.00
Preliminary Targeted Initiative: Additional Educational Adjustment	30.10	\$17,604.49
Total		\$59,192.49

Operational Response Allocation (Detail)

	Amount
Preliminary Operational Response: Community Librarian	\$136,906.20
Preliminary Operational Response: Split Site Cash Allocation	\$14,946.00



Preliminary Operational Response: Split Site Salary Allocation	\$164,252.49
Total	\$316,106.69

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 Schedule Student Profiling Whole School Data Analysis Classroom and Learning Area Data	Term 1 2024 Term 1 2025 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.	Literacy and Numeracy Operational Planning Literacy and Numeracy Targets Scope and Sequence Documents	Term 2 2023 Term 2 2023 Term 1 2025	✓	✓ ✓
	Our Agreed Approach is increasingly embedded school wide as evident through classroom and peer observations.	Anecdotal Notes and Formal Feedback	Term 3 2024	✓	
	Literacy and Numeracy committees analysing data and providing feedback to PLCs on implementation of programs, interventions and student progress every semester.	Whole School Data Analysis	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 2025	✓ ✓	
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 2025 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.	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	✓	
		Observation Feedback	Term 1 2025	✓	
	Student feedback indicates that students see the relevance of Literacy and Numeracy across all learning areas.	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	Term 1 2024		✓
		NAIDOC Celebrations	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			
		Aboriginal Parent Advisory Group	Term 2 2024 Term 1 2025	✓	✓
		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	✓	
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	Junior Campus 'Green Team' Junior Campus Chickens Junior Campus and Senior Campus Garden Groups School-wide waste, water and power audits	Ongoing Ongoing Term 3 2025 Term 2 and 4 2023 and biannually	✗ ✗ ✓	✓
	Sustainability integrated into teaching and learning	Sustainability incorporated into classroom programs	Ongoing	✓	
	Partnerships with community members and groups	Local Farmers and Orchardists supporting Secondary Agricultural Program Community Presentations	Ongoing Ongoing 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
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
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 Finalise SEL Plan with Shared Vision Establish an SEL/Wellbeing Committee	Term 1 2024 Term 1 2024 Term 1 2023		✓ ✓ ✓
	Adult SEL competencies and capacities strengthened	Engage staff in foundation learning SEL Professional Learning	Term 1 and 2 2023 Ongoing	✓	✓
	Evidence-based programs and practices promoting SEL for students	Review needs, resources and current implementation	Term 4 2023		✓
	Data supporting reflection and refinement of the school's approach	Schoolwide SEL Implementation Rubric SEL Data Review SEL Plan Review	Term 4 2023 and annually Term 4 2023 and annually 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 Schedule PLC Action Learning Models Assessment Tasks	Term 4 2024 Term 1 2024 Term 4 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
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, 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 Decline in the number of students who have moderate to severe attendance concerns		Term 4 2023 Ongoing	✓	✓
		Attendance Plan Individual Attendance Plans	Ongoing	✓	
		Attendance Data			

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 2025	✓	✓
	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 2025	✓	
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		✓

The WA Department of Education

Whole-School Wellbeing Project – 2025

Facilitated by Dr Helen Street, Positive Schools

You are invited to engage in the Whole- School Wellbeing Project. Findings from the project will be used to develop and implement a comprehensive wellbeing framework tailored specifically to support your wellbeing growth within the school. The framework will offer recommendations to enhance student wellbeing and learning engagement through meaningful systemic growth within your unique school context.

Dr Helen Street will facilitate the project using an appreciative process. An appreciative process is a solution focused process that aims to broaden and build on all that works well within your school community, as well as addressing challenges and concerns.

This appreciative process will begin with a half day workshop for your whole staff. This half day of two ninety minute sessions will guide staff to the development of a shared understanding of contextual wellbeing (wellbeing that stems from the experience of being part of an equitable and inclusive school community); the realization of the school staff's shared values (stemming from an organic process of discovery) and the creation of a shared vision (developing shared ideals to continually work towards).

Helen will then work to discover current experiences of school life and understanding about wellbeing and pastoral care through in-depth focus group discussions with students, staff and parents over the course of two to three days. These focus group discussions will lead to the development of recommendations for incorporation into a tailored, unique wellbeing framework for your school. We ask that you invite staff, parents and a diverse range of students to participate in the groups. We also require that you provide an appropriate private, quiet space for the groups to take place, complete with light refreshments for participants.

Helen will supply your school leadership with a comprehensive report of the focus group findings, along with detailed recommendations for developing the school context, and overall school wellbeing.

Following dissemination of the wellbeing report and recommendations, Helen will talk to leadership about the report and next steps for systemic development. Helen will also provide an opportunity to discuss meaningful evaluation of the progress and impact of adopted recommendations at a later date.



Wellbeing Exploration and Development of Recommendations

STEP ONE - Staff Workshop

Undertake a comprehensive wellbeing review to help school leaders and staff understand and develop core values, vision and a shared understanding of a systems-based approach to wellbeing. This will include development of a comprehensive health and wellbeing plan providing skills and strategies for teaching and non-teaching staff to support students holistically in their day to day life.

Staff will participate in a three-step three-hour workshop with Helen (divided into two halves)

1. Explore and understand a values-led, systems-based approach to understanding student and staff wellbeing within the school (as per overview in the following text box)

Contextual Wellbeing

Schools and colleges have never done so much to 'teach' whole school wellbeing and engage their students in learning. Yet, students have never been so disengaged, demotivated or distressed in our schools. Dr. Helen Street believes that we need to fundamentally change our approach to wellbeing if we want to effectively help young people to flourish at school and in life; and that means changing our focus from individual wellbeing to contextual wellbeing.

We can't help young people to flourish by simply telling them 'how to be happy', 'how to succeed', or even, 'how to fail'. Rather, young people need to experience a sense of belonging as members of a healthy school context. A context that considers the people in the school community, the physical space, the policies and practices, and the social norms embedded in the school culture. A healthy school context is equitable and cohesive. It enables students to feel connected to their world, to the things they do, and to the people who value them.

2. Identify shared driving values for the college – which will drive wellbeing policy and practice
3. Identify shared vision for the college which will inform the wellbeing review and recommendations established.

Please note that **The Positive Schools BIG WELLBEING HANDBOOK** offers interested staff a 155- page comprehensive A4-size handbook to accompany ongoing development and implementation of contextual wellbeing within the school. This can be purchased by the school if of interest.

STEP TWO – In-School Focus Groups

Helen will conduct in-depth focus groups with staff, students and parents at your school.

The focus groups provide an opportunity to explore the current understanding of wellbeing within your school, with a focus on perceived supports and challenges and ideas for sustainable, realistic continued



growth. The focus groups will gather data from a variety of key stakeholders, namely students, parents/guardians, teachers, and other staff members.

A wellbeing review supporting focus groups as a research methodology, involves a process of discovery and examination. At face value, it might appear to be an easier option to use an established wellbeing survey or check in-app. This is, however, not necessarily helpful, clear or even relevant to your journey. Surveys and check-ins generally come with a pre-determined set of questions and little room to espouse answers and unpack their meaning. This is especially true for surveys asking about general feelings and thoughts, rather than aspects of day-to-day life. It is hard to know if one person's understanding of being happy is the same as another's, or what this means for their experience of school life. Unless we have a deep contextually based understanding of what supports a positive school experience, and what hinders it, it is hard to know what to change and develop.

Helen believes a wellbeing review is an opportunity to have meaningful conversations with representatives of your context, to find out what life is like at its best and its worst for each person. By doing this, you are discovering the aspects of school life that either enhance or challenge members of the community, rather than simply assessing individual emotional states or reactions to predetermined questions. You are also providing an opportunity for participants to develop their own specific ideas for change and improvement. These can provide a powerful foundation for your overall health and wellbeing plan.

Depending on the size of your school Helen will facilitate two parent focus groups, three to four staff groups and three to six student groups (one group per participating year).

Each group will ideally consist of between eight and ten participants and be between 45 and 60 minutes long. There is a need to allow 30 – 45 minutes between groups for notes. As such, Helen will need to spend one day at the school per four groups.

STEP THREE – Development of A Comprehensive Report and Recommendations.

Specifically, the report will evaluate the school's overall understanding of 'what works well', 'What challenges' and 'What needs to be developed' to support ongoing wellbeing and learning engagement within the school community.

The report, with reference to the four key domains of context (relationships, policy and practice, social norms and physical spaces).

The review will identify areas of strength and areas for improvement in the school's wellbeing and pastoral care provision with a firm focus on understanding the psychological highs and lows of everyday school life.

Two weeks need to be allowed for the analyses of data and creation of the written report.

After college staff have had time to read the report and accompanying recommendations, they will be invited to an in-person or online discussion of the report, with preliminary discussions about next steps.



STEP FOUR – Ongoing implementation, evaluation and guidance

Step Four of the project will focus on the delivery of recommendations developed in steps one to three, with ongoing additional support to deepen and broaden school staff and parent understanding of wellbeing, and wellbeing support.

An additional consultancy session with Helen will provide opportunity for further staff development - to inform and support staff with a comprehensive overview of recommendations; and to support skills and strategies for ongoing successful implementation, in addition to providing support for peers, students and parents.

In addition, staff are welcome to ask brief questions by telephone, or email as required.

Overall Time and Resource Estimates

EVENT	When and Where	School stakeholder involvement
WHOLE- STAFF WORKSHOP (suggest using an established PD day in early 2025)	In-school – Half day PD – January 2025 (or soon after).*	Identified staff
FOCUS GROUPS with an expected time-frame of two to three days of IN_SCHOOL work	In-School in a designated quiet and private room around a single table (eg school board room) Two – three consecutive days between March and May 2025	Student, staff and parent volunteers.
Analyses of all data and creation of report including raw data summary, methodology, qualitative findings, detailed discussion, short- and long-term recommendations, executive summary	Helen to produce over two to three week period following focus groups	Final report sent to school leadership.
A summary of the findings and recommendations to be presented	Post report (two hours)	Presentation to school leadership
FOLLOW-ON CONSULTATION	Either online or in-person in school for one to two hours.**	School leadership

* it is recommended that staff purchase copies of Contextual Wellbeing and/or The Positive Schools BIG WELLBEING HANDBOOK to accompany the workshop and support staff understanding and engagement.



**Helen will also be available for an ongoing consultation once the project is complete to support continued development and evaluation (this will require additional funding).

About Helen

Dr Helen Street is an internationally acclaimed educational consultant with an extensive background in applied social psychology and mental health. She is the founder of Positive Schools and Contextual Wellbeing, a consultant to schools worldwide, a successful author and an honorary fellow in the graduate school of education at The University of Western Australia.



Helen was awarded the Howard Morton Trust scholarship to undertake a PhD at the University of Sheffield in the UK from 1993-1998. Her PhD explored motivational determinants of depression with the use of multi-dimensional scaling analyses.

After a year spent as an academic and registered psychologist in Queensland, Helen moved to Western Australia in 1999. She worked as a senior lecturer and then as an associate professor in the school of medicine at UWA from 1999 to 2011. During this time, she developed and ran the pre-clinical behavioural science program for medicine; and developed and ran communication skills courses for medical, dental and pharmacy students, in addition to developing research exploring facets of wellbeing and motivation in young people, in schools.

Helen is known as a pioneer in the development and support of long-term learning engagement and wellbeing through the development of whole school systemic change and development. Her first book 'Standing Without Shoes' includes a foreword by His Holiness the Dalai Lama. Her fourth book, 'Contextual Wellbeing' has become an international best-seller in education.

Helen co-founded Positive Schools with Neil Porter in 2007, including the highly respected Positive Schools conference series from 2009 and Positive Schools Online in 2019. Over the past ten years Helen has developed her consultancy services supporting Contextual Wellbeing, in line with Positive Schools values and aims. Helen has helped schools develop Contextual Wellbeing across Australia, SE Asia, Canada and the UK. In so doing she has helped educators to embed wellbeing development in the development of their unique contexts, with the aim to support self-determination, belonging and engagement in all members of the school community.

Helen's fifth book 'The Impossible Question of Living Well' was launched in May 2024. In this new and innovative work, Helen explores the concept of resilience as an ability to navigate change. Helen's sixth book is also out in 2024. As the definitive guide to building contextual wellbeing, The Positive Schools Big Wellbeing Handbook will provide educators with a meaningful resource in their schools.

Helen lives in Perth with her partner Neil, their three daughters and their very spoilt cayoodle, Barney.



WRAP Shirts

Attached is the mock-up of a shirt. It is a lightweight breathable fabric. The print will be vinyl. With this simple design we can order 1 shirt of as many as we like. Jamie likes the idea of nothing on the back so put forward...

Option 1: as in the picture

Option 2: front as in the picture, with the back blank

Option 3: the full wording "Well Rounded Athlete Program" either under WRAP on the front in small font

Option 4: the full wording "Well Rounded Athlete Program" either under WRAP on the back
Or suggestions from the board.

Donnybrook District High School
Kylie Sheedy



Price: \$25.00 + GST per shirt

Donnybrook District High School
Kylie Sheedy



Price: \$25.00 + GST per shirt

Donnybrook District High School
Kylie Sheedy



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