|  |
| --- |
| Diagram  Description automatically generated*Meeting Minutes for School Board Meeting**Thursday 15 May 2025* |
| **TIME** | Senior Campus Staffroom 4:30pm **SHARP** | **WHOM** |
| **4:30pm** | **1.0** | **Welcome and apologies** |
|  | 1.1 | Opening and welcome: | Chair |
|  | 1.2 | *Apologies: Brett Marshall* |
|  | 1.4 | Confirmation of agenda |
|  | **2.0** | **Disclosure of interests** |
|  | 2.1 | Identify real, perceived or potential conflicts of interest  | Chair |
|  | **3.0** | **Minutes of previous meeting and ENDORSE** |
|  | 3.1 | Review of previous meeting minutes Moved: David Watson 2nd: Fiona Hunter | Board |
|  |  | **Refer to New Business item 6.1 First** |
|  | **4.0** | **Reports**  |
|  | 4.1 | **FINANCE** – AttachedSalary variance $23,700.Cash variance $105,000.Spent $73,000 iPad and desktops and we will need a server and a UPS.Reserves planning will bring to next meeting to go through.Term 2 - Unpaid billing items are going out as we speak. Secondary Assistance Scheme has been picked up well this year. Years 7-10 - 49% paid and K – 6 is 33%. All past debt has been cleared and we have seen more parents pay this year than past years.Reducing in gas usage due to decommissioned gas heaters. Pre-Primary is the only cluster that requires gas. | Sarah Bible |
|  | 4.2 | **P & C** Point/suggestion about Unpaid Billing Items We have had feedback that you cannot tick what you are paying and how do you know what they are paying.It is too difficult to put envelopes and or other paperwork that parents can tick as the current system will not easily allow for the admin to do this.Sarah knows from what the amount is for 90% of payments by what they have paid in the past and if it is ambiguous, she will call them.The new program “Compass” will be running Finance in phase two – the department are saying it will roll out in 18 months.Gilliana has not gone up since 2009 – because the more we print the cheaper it is.Walk to school day – 480 muffins with a juice box at the Junior Campus and the Senior Campus will have muffins and breakfast club. 5 SRC students will be helping at the Junior Campus. | Jess Richards |
|  | **5.0** | **Business Arising**  |
|  | 5.1 | **School Culture. – move to next meeting.**Clarity sought around why School Culture was raised or questioned at the last meeting. | James Milne and Fiona Hunter |
|  | **6.0** | **New business** |
|  | 6.1 | **Contextual Wellbeing Project**. Dr Helen Street provided an overview and further information in relation to the Contextual Wellbeing Project, Donnybrook District High School is involved in.How can we bring out the best in our school community to ensure that all relationships are strong and meeting the needs of everyone within the community.Donnybrook District High school has been chosen as other District High School can relate to and we are fortunate to be selected. The participation level from parent cohort has been fantastic.  | James Milne and Dr Helen Street |
|  | 6.2 | **Workforce Plan** – refer attachment.Fiona talked the board through the document. | James Milne |
|  | 6.3 | **2024 Year 10 Transitions** (where are they now?).Very small cohort with seventeen students enrolled 13 year 10’s that regularly attended school. Four of these students attended Bunbury Senior High School in a variety of programs that included TAFE. Five students went to Manea one student went ATAR pathway the other four went general VET students. Five students were in registered training.One student went into an apprenticeship. Two entered full time employment. All are doing well. | Fiona Hunter |
|  | **7.0** | **Other Business** |  |
|  |  | David to endorse 2025 SC Funding Agreement – signed. | Chair |
|  | **8.0** | **Next meeting** |  |
|  |  | Thursday – 26 June 2025 | Chair |
|  | **9.0** | **Meeting close**  |  |
|  |  | 5:30PM  | Chair |
|  |  |  |





2023-27 Workforce Plan

Donnybrook District High School is a combined rural school (Kindergarten-Year 10), situated on two sites that lie 1.5kms apart. Donnybrook District High School services the communities of Donnybrook, Kirup and Balingup. The Junior Campus at Mead Street caters for Kindergarten to Year 6, while the Senior Campus at Bentley Street caters for Year 7 to Year 10. Commencing this plan, Donnybrook District High School has 452 students (***as of 2025 it is 470***), with the potential for this to continue trending upwards in the coming years.

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

* Attraction and retention of quality staff
* The demands associated with increased workload complexity
* Increasing number of disability resourced students
* The increasing percentage of socially disadvantaged students

|  |  |  |
| --- | --- | --- |
| **CURRENT WORKFORCE LEADERSHIP GROUP** | **WORKFORCE ISSUES/NEEDS** | **WORKFORCE STRATEGIES/CONSIDERATION** |
| Level 6 Principal x 1 | * Workload complexity
* Administrative and data related tasks as non-core work
* Growing complexity of individual students/cohorts
* Policy changes
* Deputy leave
* Funding
* Effective use of student characteristic funding
* Split site resourcing
* Human resource management
* Recruitment, selection and appointment of teaching and support staff
* Retainment of teaching staff
* Personal Leave
* Long Service Leave (2 weeks remaining)
* Deferred Salary 2027
 | * Refer to Principal’s Performance and Development Plan
* Ongoing Growth Coaching and Collegiate support
* Delegation of tasks where appropriate
* Associate and Deputy Principal support
 |
| Level 4 Associate Principal x1 | * Leading/Managing Senior Campus
* Workload complexity
* Curriculum and pedagogical support
* Individual pathway planning
* Case management (academic, behaviour and social and emotional)
* Transitions
* Attendance and participation
* Personal Leave
* Long Service Leave (9 weeks remaining)
 | * Refer to Associate Principal’s Performance and Development Plan
* Ongoing targeted Professional Learning
* Leadership and support from Principal
* Deputy Principal support
 |
| Level 3 Deputies x 2  | * Workload complexity
* Case management (academic, behaviour and social and emotional)
* Curriculum and pedagogical support
* Personal Leave
* Maternity Leave with part time work fraction
 | * Refer to Deputy Principal’s Performance and Development Plans
* Ongoing targeted Professional Learning
* Leadership and support from Principal/Associate Principal
* Distributed leadership model, including Committee and PLC Leaders
* Build the capacity of Professional Learning Community Leaders
* Build the capacity of Committee Leaders
 |
| Level 5 Manager Corporate Services x 1 | * Funding
* Effective use of student characteristic funding
* Split site resourcing
* ICT Support
* Personal
* Retirement 2028
 | * School officer capacity and transition building
 |

|  |  |  |
| --- | --- | --- |
| **CURRENT WORKFORCE** | **WORKFORCE ISSUES/NEEDS** | **WORKFORCE STRATEGIES/CONSIDERATION** |
| Teaching*0 Teaching Staff under 25**11 Teaching Staff aged 25-34**15 Teaching Staff aged 35-44**8 Teaching Staff aged 45-54**5 Teaching Staff aged 55-59**5 Teaching Staff aged 60-64**0 Teaching Staff aged 65+**Average age 44.2**Average Personal Leave Days Per Teaching Staff in 2024 was 15.8*  | * Workload Complexity
* Administrative and data related tasks as non-core work
* Growing complexity of individual students/cohorts
* Reporting to parents
* Working out-of-field
* Burnout and job satisfaction
* Long Service Leave/Personal Leave and shortage of relief staff
* Leave Without Pay Requests
 | * Level 3 and Senior Teacher support of colleagues
* Build the capacity of Professional Learning Community Leaders
* Staff health and wellbeing
* Relief teaching recruitment
 |
| Non Teaching*1 Non-Teaching Staff under 25**4 Non-Teaching Staff aged 25-34**11 Non-Teaching Staff aged 35-44**6 Non-Teaching Staff aged 45-54**4 Non-Teaching Staff aged 55-59**3 Non-Teaching Staff aged 60-64**6 Non-Teaching Staff aged 65+**Average age 48.6**Average Personal Leave Days Per Non Teaching Staff in 2023 was 14.6* | * Workload Complexity
* Growing complexity of individual students/cohorts
* System and process changes
* Increasing student numbers
* Limited preparation time
* Long Service Leave/Personal Leave and shortage of relief staff
 | * Reposition Education Assistants on a regular basis (12-24 months)
* Leadership and support by Manager Corporate Services
* Build capacity of all teachers to cater/support Disability Resourced students
* Communication and collaboration
* Relief education assistant recruitment
 |