Atwell College Board Meeting Minutes
18:00 pm Monday 21st October 2024

1.0 Open and Welcome

Attendance:

Present: Nicole Boak, Ken Bohan, Samantha Brown, Michael Ciccotosto, Cameron Henderson, Samantha Higgins, Berry Johnston, Kate Linton, Natalie Machin (Chair), Koukla McCutcheon, Jennifer Parker, Darren Payton (Minutes), Edward Proudler, Kye Slawinski.

Apologies: Berry Johnston

Absent: Cindy van der Wal (declared vacant position as no correspondence)

2.0 Acknowledgement of country

We respectfully acknowledge the past and present Elders and traditional custodians of this land, the land of the spiritual rainbow serpant, the Waakal. It is a prvilege for the Atwell College community to be standing on Whadjuk Noongar country.

3.0 Declaration of conflicts of interest

Any conflicts of interest with any agenda items identified by individual board members?

4.0 Minutes of Previous Meeting

Review minutes of previous meeting. Acceptance of minutes.　　Accepted:　Nat Machin　　Seconded:　Kate Linton

ITEM	ITEM TYPE	LED BY	TIME (min)	DISCUSSION/PROGRESS REPORT	ACTION/TIMELINE
5.0 Business Arising					
5.1 New parent representative	Information	Nat	2	Communication will be distributed to parents calling for nominations for a parent representative.	Information to be distributed to parents with ten days for nominations. (Darren)
5.2 New student representative	Welcome	Nat	2	Welcome to newly elected student representatives Koukla McCutcheon, Student President and Cameron Henderson, Student Vice President.	Welcome to new student representatives and thanks to Kye for his representation.

5.3	Current student numbers.	Information	Darren	2	Current enrolments 974, less not counted (participation and engagement) 27 and full fee-paying visas 6 = 941. Projected enrolments for 2025 (submitted on 16.10.24). Year 7 = 120 (82 currently = 2 IMMS, 14 Netball, 56 General, 24 Ed Support, 4 Rugby), 8 = 126, 9 = 133, 10 = 144, 11 = 182, 12 = 111. Total predicted enrolments for 2025 = 842.	Enrolments are higher than this time last year for Year 7. Only 4 for Rugby Program resulting in Darren to inform staff and parent the Year 7 program will not run.

6.0 Agenda

6.1	Finance (Appendix 1)	Information	Darren	10	Reference to agenda attachments. 1. Student-Centred Funding Statement, 2. One-Line Budget Statement, 3. Cash Report, 4. Minimum Expenditure Requirement Report. Following expenditure savings and approval by Finance Committee (15.10.24) $500K transferred back into reserve to repay part of the $700K withdrawn at the start of 2024 to cover deficit.	Finances almost back to good position with current budget moving into positive position.
6.2	Excursion Policy (Appendix 2)	Discussion	Darren	20	Amended Excursion Policy for consideration.	Feedback before next meeting.
6.3	SAER Policy (Appendix 3)	Discussion	Darren	10	Amended Draft SAER Policy presented to the Board for consideration after feedback from Board and P&C was incorporated into policy.	Questions raised regarding plagiarism using Artificial Intelligence.

7.0 General Business

7.1	Invitation for School Board member to be on Finance Committee	Discussion	Darren	2	A Board member may be invited to be on the Finance Committee at the discretion of the Principal. This can be included in our School's term of reference if a Board member would like to take up the opportunity.	Any Board member wishing to be on the Finance Committee can contact Darren for meeting schedule.

8.0 Next Meeting:

Week 38, 2024 (Monday 25.11.24) 18:00 Meeting time.

9.0 Meeting Close: 18:45

Chair: Samantha Brown   Signature: *Samantha Brown*   Date: 25/11/24.

Appendix 1:

Department of Education
GOVERNMENT OF WESTERN AUSTRALIA

Operational- Oct 2024

Student-Centred Funding Statement

Issued on 16 October 2024

School:	Atwell College	School Year:	Oct 2024
Region:	South Metropolitan Region	Aria:	0
		Distance to Perth (km):	21.2

Student-Centred Funding - Oct 2024

Per Student Funding:	$10,328,929.00
Student and School Characteristics:	$5,748,640.14
Disability Adjustments:	$279,147.90
Targeted Initiatives:	$609,613.57
Operational Response Allocation:	$547,679.40
Regional Allocation:	$740.00
Total Oct 2024:	**$17,514,750.01**

Per Student Funding - At Census

Per Student	Funded Student FTE Below Threshold	Above Threshold	Amount
Year 7	124.00		$1,287,988.00
Year 8	134.00		$1,391,858.00
Year 9	143.00		$1,485,341.00
Year 10	201.00		$2,087,787.00
Year 11	175.00		$1,954,225.00
Year 12	190.00		$2,121,730.00
Total	**967.00**		**$10,328,929.00**

Student and School Characteristics Funding – At Census

Student Characteristics	Funded Student FTE	Amount
Aboriginality	32.00	$73,088.00
Disability	245.37	$5,048,922.92
English as an Additional Language or Dialect	16.00	$51,344.00
Social Disadvantage	289.17	$270,269.25
Sub Total		$5,443,624.17
School Characteristics		
Enrolment-Linked Base		$305,015.97
Locality		$0.00
Sub Total		$305,015.97
Total		**$5,748,640.14**

Department of Education
GOVERNMENT OF WESTERN AUSTRALIA

Student Characteristics Funding (Detailed) – At Census

	Funded Student FTE	Amount
Aboriginality	32.00	$73,088.00
Disability		
Disability	115.00	$4,895,570.00
Educational Adjustment	130.37	$153,352.92
Disability - Total	245.37	$5,048,922.92
English as an Additional Language or Dialect		
English as an Additional Language or Dialect	16.00	$51,344.00
English as an Additional Language or Dialect Intensive English Centre	0.00	$0.00
English as an Additional Language or Dialect - Total	16.00	$51,344.00
Social Disadvantage		
Social Disadvantage Decile 1	67.89	$102,198.21
Social Disadvantage Decile 2	104.88	$106,859.83
Social Disadvantage Decile 3	116.40	$61,211.21
Social Disadvantage - Total	289.17	$270,269.25
Total Student Characteristics		**$5,443,624.17**

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

Targeted Initiatives (Detail)

	Amount
Student Allowances: Secondary Assistance Scheme - Clothing Allowance	$5,675.00
Student Allowances: Secondary Assistance Scheme - Education Program Allowance	$32,900.00
Targeted Initiative: Additional support for delivery of mental health programs	$12,753.51
Targeted Initiative: Career Taster Program DTWD	$3,000.00
Targeted Initiative: Chaplaincy and Student Wellbeing Program	$24,817.23
Targeted Initiative: Graduate Teacher Induction Program and Graduate Curriculum Materials	$31,596.78
Targeted Initiative: Level 3 Classroom Teachers Additional Teacher Time	$12,753.51
Targeted Initiative: Schools With Low Proportion of Level 3 Classroom Teachers	$12,753.51
Targeted Initiative: Specialist Career Practitioners	$127,535.12
Total	**$263,784.66**

Targeted Initiatives – At Census

	Funded Student FTE	Amount
Targeted Initiative: VET delivered to secondary students	287.04	$320,360.26
Targeted Initiative: Additional Educational Adjustment	45.17	$25,468.65
Total		**$345,828.91**

Operational Response Allocation (Detail)

	Amount
Operational Response: Base for schools with department endorsed education support program	$488,727.00
Operational Response: Host School Psychologists	$1,060.00

Department of Education
GOVERNMENT OF WESTERN AUSTRALIA

Operational One Line Budget Statement

Issued on 16 October 2024

School:	Atwell College	School Year:	Oct 2024 (Verified Sep Cash)
Region:	South Metropolitan Region	Aria:	0
		Distance to Perth (km):	21.2

One Line Budget – Oct 2024

		Current Budget	Actual YTD	Variance
Carry Forward (Cash):	$	809,622	809,622	0
Carry Forward (Salary):	$	163,828	163,828	0
INCOME				
Student-Centred Funding (including School Transfers & Department Adjustments):	$	17,359,178	17,359,178	0
Locally Raised Funds:	$	1,279,162	1,213,869	65,293
Total Funds:	$	19,611,790	19,546,497	65,293
EXPENDITURE				
Salaries:	$	16,481,369	12,636,883	3,844,485
Goods and Services (Cash):	$	2,147,661	1,463,110	684,551
Total Expenditure:	$	18,629,030	14,099,993	4,529,037
Variance:	$	982,760	5,446,504	-4,463,744

Income

	Current Budget	Actual YTD	Variance
Carry Forward (Cash)	$809,622.00	$809,622.00	$.00
Carry Forward (Salary)	$163,827.64	$163,827.64	$.00
Student-Centred Funding (including School Transfers & Department Adjustments)	$17,359,177.94	$17,359,177.94	$.00
Per Student	$10,328,929.00	$10,328,929.00	$.00
School and Student Characteristics	$5,748,640.14	$5,748,640.14	$.00
Disability Adjustments	$279,147.90	$279,147.90	$.00
Targeted Initiatives	$609,613.57	$609,613.57	$-.00
Operational Response Allocation	$547,679.40	$547,679.40	$.00
Regional Allocation	$740.00	$740.00	$.00
School Transfers – Salary	$-737,776.92	$-737,776.92	$.00

Department of Education
GOVERNMENT OF WESTERN AUSTRALIA

	Current Budget	Actual YTD	Variance
School Transfers - Cash	$620,000.00	$620,000.00	$.00
Department Adjustments	$-37,795.15	$-37,795.15	$.00
Locally Raised Funds (Revenue)	$1,279,162.20	$1,213,869.32	$65,292.88
Voluntary Contributions	$50,492.00	$50,884.84	$-392.84
Charges and Fees	$332,243.00	$289,620.37	$42,622.63
Fees from Facilities Hire	$60,000.00	$48,172.74	$11,827.26
Fundraising/Donations/Sponsorships	$37,595.45	$34,489.16	$3,106.29
Commonwealth Govt Revenues	$.00	$.00	$.00
Other State Govt/Local Govt Revenues	$.00	$1,000.00	$-1,000.00
Revenue from CO, Regional Office and Other schools	$.00	$.00	$.00
Other Revenues	$98,831.75	$89,702.21	$9,129.54
Transfer from Reserve or DGR	$700,000.00	$700,000.00	$.00
Residential Accommodation	$.00	$.00	$.00
Farm Revenue (Ag and Farm Schools only)	$.00	$.00	$.00
Camp School Fees (Camp Schools only)	$.00	$.00	$.00
Total	**$19,611,789.78**	**$19,546,496.90**	**$65,292.88**

Expenditure

	Current Budget	Actual YTD	Variance
Salaries	$16,481,368.84	$12,636,883.38	$3,844,485.46
Appointed Staff	$14,813,484.03	$11,305,546.24	$3,507,937.79
New Appointments	$99,815.02	$.00	$99,815.02
Casual Payments	$1,498,623.35	$1,261,890.70	$236,732.65
Other Salary Expenditure	$69,446.44	$69,446.44	$.00
Goods and Services (Cash Expenditure)	$2,147,661.15	$1,463,109.96	$684,551.19
Administration	$122,036.45	$40,642.71	$81,393.74
Lease Payments	$.00	$.00	$.00
Utilities, Facilities and Maintenance	$760,609.00	$530,745.75	$229,863.25
Buildings, Property and Equipment	$344,509.00	$330,815.18	$13,693.82
Curriculum and Student Services	$800,571.70	$509,230.25	$291,341.45
Professional Development	$90,000.00	$26,865.38	$63,134.62
Transfer to Reserve	$.00	$.00	$.00
Other Expenditure	$29,810.00	$24,685.69	$5,124.31
Payment to CO, Regional Office and Other schools	$125.00	$125.00	$.00
Residential Operations	$.00	$.00	$.00
Residential Boarding Fees to CO (Ag Colleges only)	$.00	$.00	$.00
Farm Operations (Ag and Farm Schools only)	$.00	$.00	$.00
Farm Revenue to CO (Ag and Farm Schools only)	$.00	$.00	$.00
Camp School Fees to CO (Camp Schools only)	$.00	$.00	$.00
Total	**$18,629,029.99**	**$14,099,993.34**	**$4,529,036.65**

Department of **Education**
GOVERNMENT OF WESTERN AUSTRALIA

Cash Report

Issued on 16 October 2024

School:	Atwell College	School Year:	Oct 2024 (Verified Sep Cash)
Region:	South Metropolitan Region	Aria:	0
		Distance to Perth (km):	21.2

One Line Budget – Cash Component – Oct 2024

		Current Budget	Actual YTD	Variance	%Budget
Carry Forward:	$	809,622	809,622	0	100.00%
Student-Centred Funding (Including School Transfers and Department Adjustments):	$	703,732	203,027	500,705	28.85%
Locally Raised Funds:	$	1,279,162	1,213,869	65,293	94.90%
Total Cash Budget:	$	**2,792,516**	**2,226,518**	**565,998**	**79.73%**

EXPENDITURE

Goods and Services:	$	2,147,661	1,463,110	684,551	68.13%
Total Cash Expenditure:	$	**2,147,661**	**1,463,110**	**684,551**	**68.13%**
Variance:	$	**644,855**	**763,408**	**-118,553**	

Locally Raised Funds (Revenue)

Locally Raised Funds	Current Budget	Actual YTD	Variance	%Budget
Voluntary Contributions	$50,492.00	$50,884.84	$-392.84	100.78%
Charges and Fees	$332,243.00	$289,620.37	$42,622.63	87.17%
Fees from Facilities Hire	$60,000.00	$48,172.74	$11,827.26	80.29%
Fundraising/Donations/Sponsorships	$37,595.45	$34,489.16	$3,106.29	91.74%
Commonwealth Govt Revenues	$.00	$.00	$.00	%
Other State Govt/Local Govt Revenues	$.00	$1,000.00	$-1,000.00	%
Revenue from CO, Regional Office and Other schools	$.00	$.00	$.00	%
Other Revenues	$98,831.75	$89,702.21	$9,129.54	90.76%
Transfer from Reserve or DGR	$700,000.00	$700,000.00	$.00	100.00%
Residential Accommodation	$.00	$.00	$.00	%
Farm Revenue (Ag and Farm Schools only)	$.00	$.00	$.00	%
Camp School Fees (Camp Schools only)	$.00	$.00	$.00	%
Total	**$1,279,162.20**	**$1,213,869.32**	**$65,292.88**	**94.90%**

Department of **Education**
GOVERNMENT OF WESTERN AUSTRALIA

Goods and Services (Expenditure)

Goods and Services	Current Budget	Actual YTD	Variance	%Budget
Administration	$122,036.45	$40,642.71	$81,393.74	33.30%
Lease Payments	$.00	$.00	$.00	%
Utilities, Facilities and Maintenance	$760,609.00	$530,745.75	$229,863.25	69.78%
Buildings, Property and Equipment	$344,509.00	$330,815.18	$13,693.82	96.03%
Curriculum and Student Services	$800,571.70	$509,230.25	$291,341.45	63.61%
Professional Development	$90,000.00	$26,865.38	$63,134.62	29.85%
Transfer to Reserve	$.00	$.00	$.00	%
Other Expenditure	$29,810.00	$24,685.69	$5,124.31	82.81%
Payment to CO, Regional Office and Other schools	$125.00	$125.00	$.00	100.00%
Residential Operations	$.00	$.00	$.00	%
Residential Boarding Fees to CO (Ag Colleges only)	$.00	$.00	$.00	%
Farm Operations (Ag and Farm Schools only)	$.00	$.00	$.00	%
Farm Revenue to CO (Ag and Farm Schools only)	$.00	$.00	$.00	%
Camp School Fees to CO (Camp Schools only)	$.00	$.00	$.00	%
Total	**$2,147,661.15**	**$1,463,109.96**	**$684,551.19**	**68.13%**

Department of **Education**

GOVERNMENT OF WESTERN AUSTRALIA

Atwell College (4184)

2024 Minimum Expenditure Requirement

Issued on 16 October 2024

Region:	South Metropolitan Region
Aria:	0
Distance to Perth (km):	21.2

2024 Budget = Student-centred Funding + School Transfers + Department Adjustments + Locally Raised Funds (excluding Reserve Transfers)

2024 Carry Forward = Salary Carry Forward + Cash at Bank (excluding Suspense, Tax and Deductible Gift Recipient funds)

2023 Budget = Student-centred Funding + School Transfers + Department Adjustments + Locally Raised Funds (excluding Reserve Transfers)

2024 Budget

2024 Budget (SCFM and Locally Raised Funds)		
Current Budget	$	17,938,340
Minimum Expenditure of 96%	$	17,220,807

2024 Carry Forward (Salary and Cash at Bank)		
Carry Forward	$	2,999,119
2023 Budget	$	18,308,809
% of 2023 budget	%	16
Minimum Expenditure of 10%	$	299,912

2024 Minimum Expenditure Requirement

96% of Current Budget	$	17,220,807
10% of Carry Forward	$	299,912
Total 2024 Minimum Expenditure Requirement	**$**	17,520,718

2024 Current Forecast Expenditure

Salaries	**$**	**16,481,369**
Appointed Staff	$	14,813,484
New Appointments	$	99,815
Casual Payments (General)	$	719,649
Casual Payments – Leave Relief	$	778,975
Other Salary Expenditure	$	69,446
Goods and Services (Cash Expenditure)	**$**	**2,147,661**
Total Expenditure 2024	**$**	**18,629,030**

Information Used

2024 Budget	**Oct 2024**
Verified Cash	Sep 2024

Excursion/Incursion/Event Procedure at Atwell College

Timelines:

Year prior to excursion/event:	
August	Costs and budgeting for excursions are to be entered into the Learning Area budget spreadsheet. Proposal to be constructed by HoLA and Excursion Organiser. HoLA to adjust Charges and Contribution sheet in line with proposals.
September	All excursion proposals must be submitted for approval by Executive team using the Atwell College Excursion Proposal document. Executive Meetings – approval of proposed Excursion /Event dates.
October	ACLM - Confirmation of approved Excursions/Events. Events and Excursions to go onto School Calendar.

Year of excursion/event:	
Eight Weeks before	Organiser completes Planning Process on Compass Events for approval.
Four Weeks before	Organiser forwards information to parents via Compass Events advising details of the event and any associated costs.
Four Weeks before	Billing is ready for collection of funds
One Week before	Event closed; no more funds accepted. Confirm with Attendance Officer those who will be attending.

Approval for the Compass Event Planning Process is:
- Line Manager
- Deputy Principal- Operations
- Deputy Principal- Education Support
- BSO-Finance
- Relief Coordinator
- Attendance Officer

Excursion Procedures
1. All excursions including costs **must** be listed in the Contributions and Charges information given to parents on the 1 December each year (relevant to the following school year), otherwise we are in breach of the Act. **If it is not listed and you still want to go then no cost can be charged to the parents.**
2. Complete your proposal using the Atwell College Excursion Proposal document so that approval can be given at the Executive meeting.
3. Approved events and excursions will be presented at ACLM.
4. The Organiser then completes the planning in Compass Events eight weeks prior to the event date which is then approved by the required people. (This timeframe, prior to invites being sent, particularly where the excursion costs are high or there is a large number of students attending, allows parents time to pay and for accurate processing).
5. Once approval has been obtained the excursion 'Invitations' can be forwarded via Compass Events.

6. Advise students participating that the excursion is scheduled and the excursion deadlines.
7. Excursions payments must be closed off on Thursday, one week prior to the event.
8. There are no collections of funds after this date and no late payments will be accepted unless under exceptional circumstances. Approval of late payment must be in collaboration with the Billing Officer through relevant line managers.
9. After the deadline for payments, the Organiser can obtain a list of paid participants from Compass Events.

Please note:
- Do not offer payment plans for excursions, any payment queries must be directed to Administration.
- Payment can be made through Compass Events once consent has been given by the parent / guardian.
- No payment = no excursion.
- Reward Excursion – you must not invite students who have lost their Good Standing status. This can be checked on Compass or with Student Services.
- Refunds are **not** given for excursions or events – although credit may be offered depending on the circumstances and timing. Please confirm with Billing Officer prior to advising student.

Appendix 3:

Students At Educational Risk Policy

Purpose
To ensure the early identification of Students At Educational Risk (SAER) of not achieving their potential, through a range of evidence-based procedures. Atwell College identifies, responds to, and supports the diverse needs of all students so they are able to engage with the content and standards defined in the Western Australian Curriculum and in accordance with the Western Australian Department of Education 'Students at Educational Risk Policy and Procedures'.

Our Values
At Atwell College, we:
Show Respect
- respect and value the strengths that all students possess.
- are dedicated to supporting every student, by fostering a respectful and inclusive environment.

Strive to Achieve
- believe all students can actively engage in their learning given appropriate support and teaching and learning experiences.
- are committed to providing targeted support to help students achieve their full potential.

Be Responsible
- believe a shared responsibility and collaborative approach will support students at educational risk.
- are responsible for ensuring reliable research and evidence-based programs underpin any intervention strategy.

Definitions
SAER is the acronym for 'Students at Educational Risk'. It refers to students whose academic, social and or emotional attributes are a barrier to engagement with the Western Australian Curriculum.

PBS is the acronym for 'Positive Behaviour Support'. It is a whole-school framework that focusses on teaching students how to behave appropriately and rewarding them when they do so.

Gatekeeper is the term given to staff who are trained to discuss suicide risk with students.

Risk Factors are those that may impact a student's ability to achieve their potential. These include, but are not limited to:
- Irregular school attendance
- Social/emotional issues
- Medical conditions
- Diagnosis (disability, specific learning impairments, physical challenges and mental health conditions)
- Imputed disability or diagnosis
- Environmental factors (school, family, community), including Child Protection and Family Support matters.
- English as an Additional Language or Dialect (EAL/D)

Roles and Responsibilities
In providing for students at educational risk each level of the school must take responsibility for its contribution to improving outcomes for all students.

The Principal, Deputy Principals, Program Co-Ordinators, Head of Learning Areas, Teachers, Education Assistants and the Student Services team will work together to:
- Develop and implement plans, processes and strategies that enable the delivery of a curriculum that maximises opportunities for all students at risk.
- Employ a combination of promotion and prevention approaches to increase protective factors and reduce risk factors influencing the educational, social and/or emotional development of students at risk,
- Allocate available resources and engage appropriate agencies to support individuals and groups of students at risk,
- Ensure that teaching staff provide the necessary teaching and learning adjustments and manage allocated resources to address the diverse needs of all students at risk,
- Ensure that teaching and relevant support staff engage in professional learning so that they can identify and address the specific needs of their students.
- Encourage teachers to consult with relevant school-based and external stakeholders when planning for students at risk.

Student Services Team
- Deputy Principal – Student Services
- Student Services Coordinator 7-9
- Student Services Coordinator 10-12
- Year Coordinators for all year groups 7-12
- Lead Education Assistant supporting SEN and SAER students.
- Student Services School Officer
- Attendance Officer
- School Psychologists
- Chaplain
- Community Health Nurses
- First Aid Officer

SAER Team
- Deputy Principal Student Services
- Student Services Coordinators
- Education Support Program Coordinator
- Lead Education Assistant – Supporting student with Special Educational Needs
- School Psychologists
- School Community Health Nurses
- School Chaplain

Teachers are responsible for:
- Developing and delivering high quality curriculum, responsive to the individual needs of students at educational risk.
- Using performance data and intended educational outcomes as key elements of planning for students at educational risk.
- Maintaining ongoing communication with parents for students at educational risk.
- Implementing individualised plans i.e. Risk Management Plans, Individual Support Plans, Positive Behaviour Support Plans, SEN Plans.
- Reporting on the educational progress of students.
- Implementing Atwell College's Positive Behaviour Support Policy and;
- Referring any academic concerns to Head of Learning Area.

Heads of Learning Areas (HoLAS) are responsible for:

- Supporting teachers to implement all individualised plans.
- Analysing data to identify students at academic risk to differentiate the curriculum.
- Supporting teachers to improve their knowledge of catering for students at risk through performance management process, such as professional reading or professional learning opportunities.
- Supporting teachers with classroom behaviour in line with *Atwell College Behaviour Management flowchart*.
- Working collaboratively with the SAER team to achieve best outcomes for students.

SAER Coordinators/Team are responsible for:

- Facilitating SAER processes by working collaboratively with all stakeholders.
- Consulting with teachers in relation to teaching and learning to support students' needs.
- Addressing SAER by triaging access to appropriate supports.
- Developing, distributing and monitoring the implementation of plans i.e. Risk Management Plans and Support Plans and monitoring their use and effectiveness by regularly reviewing these.
- Providing teachers or parents/caregivers with information on support that may be available from external service providers.
- Maintaining a whole school SAER database of all students at educational risk in the school, including up to date records of individualised planning.

## School Psychologists are responsible for:

- Ensuring the SAER process is followed whenever there is a concern for a particular student.
- Consulting with staff on behavioural, emotional, and educational matters, including Gatekeeper assessment.
- Participating in case management processes and attending case conferences.
- Gaining informed consent from the parent/caregiver before engaging in any formal observations, consultations, and assessments.
- Keeping a record of all contact that involves an individual student.
- Providing timely and accurate feedback to parents and teachers.
- Liaising with outside agencies to gather further information to support teachers in their planning for individual students.
- Planning preventative whole-school, group, and individual interventions.
- Sharing knowledge and current research with teaching staff.

Gatekeeper trained staff are responsible for:

- Timely completion of a standardised risk assessment for students of concern.
- Consulting following completing a risk assessment with other Gatekeeper trained staff.
- Completing the standardised Suicide Risk Assessment form and storing them appropriately.
- Informing parents, where appropriate when a Risk Assessment has taken place.
- Consulting with Student Services Coordinator around developing a Risk Management Plan, including a review date.
- Updating professional learning around Risk Assessment processes as required.

Multi-Tiered Systems of Support

The Multi-Tiered Systems of Support (MTSS) framework is a three-tier approach to the identification and support of students at risk. The MTSS framework takes a proactive and positive approach by providing graduated interventions in increasing levels to help promote academic, social, and emotional, and behaviour skills.
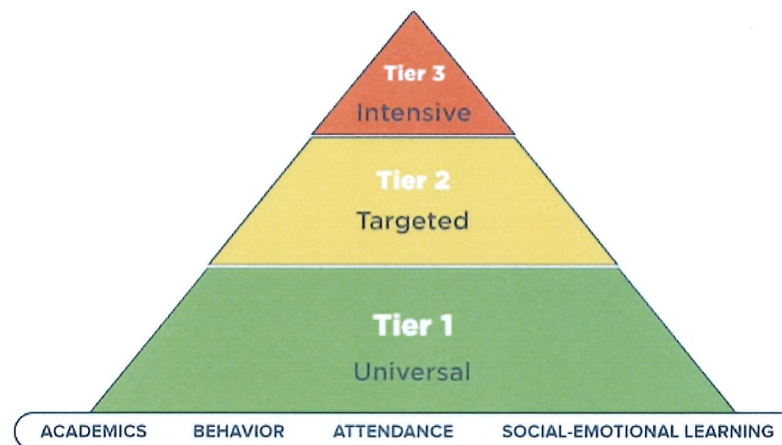
Tier 1 Prevention: Core College Instruction for ALL
This encompasses the entire college with core instructions and evidence-based strategies that target **ALL** students to build student capacity. This structure helps to build positive relationships between staff and students. It includes proactive classroom management strategies aimed at creating a supportive atmosphere. Students are monitored to see who is and isn't responding to these strategies to prevent Tier 2 intervention.

Tier 2 Intervention: Strategic Instruction
Some students need a little extra assistance in meeting academic, social, emotional and behavioural goals. It is in Tier 2 that these individuals receive that help. At a classroom level, adjustment to teaching and learning programs are required to meet student's needs. Interventions supplement classroom instruction, but do not replace it. Analysis of whole school data and SAER procedures guide the development of short term, targeted intervention programs delivered in small group settings.

Tier 3 Case Management: Intensive Intervention
Specific and intensive support is offered to students in Tier 3. Strategies are designed to address limited progress in areas of targeted intervention. Programs may replace and are additional to class instruction. In Tier 3 students are case managed at an individual level and are provided with supports requiring collaboration with external agencies such as psychologists and therapists.

MTSS Academics

Tier I (Classroom Level)	All students receive high quality curriculum and instruction supported by *High Quality Teaching at Atwell College Policy* in the general education classroom. Teacher uses whole school approaches to literacy and numeracy and assist all students through differentiated instruction. They implement assessment adjustments for students who qualify.
Tier 2 (SAER Coordinator)	Students are identified through PAT, literacy and numeracy testing, NAPLAN and OLNA data and the WACE tracker. Atwell College provides guidance around supplemental instructional support, usually in small groups, to students who need additional support to what they are receiving from the general curriculum. These small groups may include Literacy and Numeracy Intervention, OLNA/ ATAR Workshops, Follow the Dream and Career Education Workshops. The relevant team will collect data and monitor progress.
Tier 3 (Intensive Intervention)	Students who are not making noticeable progress at Tier 2 action will proceed to Tier 3 at the discretion of the SAER team. Students will continue to be monitored through the SAER Team, providing intense support to the students with the greatest needs, with frequent data collection and progress monitoring. Intensive supports may include, IEP's, SEN planning or alternative pathway counselling. At this level there may be the need to recommend a referral to external services such as Literacy tutors, Dyslexia Spelt Foundation etc.

MTSS Attendance

Tier I (Classroom Level)	All classrooms promote a positive learning environment and staff maintain accurate attendance records. Teachers monitor attendance of each class and where there are unexplained absences that may impact on the student's capacity to complete the educational program this is followed up as per *Atwell College Attendance Policy*.
Tier 2 (SAER Coordinator)	Students are identified through attendance data and targeted attendance intervention is aimed at students within the moderate attendance category (69% - 79%). Student Services staff develop attendance plans to engage and motivate students to achieve their attendance targets. Other targeted attendance procedures may include course counselling, pathway planning to explore alternatives for disengaged students and engagement programs to encourage attendance.
Tier 3 (Intensive Intervention)	Students whose attendance meets the severe attendance category (below 60%) are referred to Student Service Coordinators who will continue to monitor attendance and provide individual interventions through case management processes. Student Services Coordinators will work with the student and their family to investigate barriers to attending school. They may link them in with external programs and services such as Participation, Engage Program, Alta 1, SMYL and Fast Track Fremantle.

MTSS Behaviour

Tier I (Classroom Level)	Atwell College is a Positive Behaviour School (PBS), all students are explicitly taught positive behavioural expectations that are defined in our Behaviour Matrix. All teachers use a consistent approach aligned to the *Atwell College Procedures to Support Positive Student Behaviours* document.
Tier 2 (SAER Coordinator)	Students are referred to the relevant Student Services staff who provide supplemental targeted behavioural or relationship building interventions usually in small groups with data collection and progress monitoring.eg Positive Behaviour Support Plans; transition timetables, referrals to supports e.g. Chaplain/School Psychologists/ Community Health Nurse; referral to targeted intervention programs, such as GRIT. At this level there may also be the need to recommend a referral to external services such as psychology, counselling and allied health therapies etc.
Tier 3 (Intensive Intervention)	Students continue to be monitored providing student centred planning to develop customised, individual interventions with frequent data collection and progress monitoring. These interventions are built on the data from Tier 2 interventions. Student Services staff will work with external agencies such as SSEN:BE and FAIRE or work with alternate care schools such as PORT School, Alta 1, SMYL or other appropriate schools to provide supports. At this level there may also be the need to recommend a referral to external services such as psychology, counselling and allied health therapies etc.

MTSS Social and Emotional

Tier I (Classroom Level)	All teachers create a safe and welcoming classroom that reinforces the college values. Year Coordinators engage with their year groups as a first point of contact for pastoral care. Whole school programs are run to support the general health and wellbeing of all students, these include Social and Emotional lessons for Year 7 students, the Health curriculum and faction initiatives that encourage a sense of belonging and connectedness. These programs assist students in developing skills in resilience, leadership, conflict resolution, help seeking behaviours and other areas that contribute to the overall mental wellbeing of the student.
Tier 2 (SAER Coordinator)	Where necessary groups of identified students are referred for a more targeted approach to address their wellbeing needs. Student Services staff review Compass data around behaviour, wellbeing and attendance to determine areas of need and implement year group appropriate programs, such as Social and Emotional Learning Program, GRIT and mindfulness activities. Atwell College liaises with external agencies to deliver mental health education such as Teen Mental Health First Aid, Exam stress sessions, Red Frogs and Dr Yes as a proactive measure to support students' wellbeing.
Tier 3 (Intensive Intervention)	Students with more complex needs or mental health diagnosis may be referred to the SAER team with consultation from external agencies such as SENN:MMH, CAMHS or Headspace. Students at this level may be referred to alternative programs or care schools. The SAER team case manages and actively track student progress and may refer out to external supports.

Risk Management – Suicidal Ideation and Non-Suicidal Self Injury

All Risk Assessment documents have been produced in accordance with the *School response and planning guidelines for students with suicidal behaviour and non-suicidal self-injury (NSSI)* document produced by the Department of Education (linked in the appendices). All cases of suicidal ideation and NSSI are triaged immediately.

Once a risk is determined, either by direct or indirect disclosure, the student must be risk assessed by a staff member trained in the Gatekeeper Suicide Prevention training or another allied health professional. Staff must consult with another Gatekeeper-trained member of Student Services on both the risk assessment and whether risk is deemed imminent. Parent/guardian must be informed of any Gatekeeper assessment.

If emergency situations deem risk of NSSI and/or suicidal behaviour as imminent:
- First, make sure the student is safe not left unattended.
- Call 000 if necessary.
- Apply first aid, call an ambulance if required and attend hospital if required.
- Once student is safe, monitor and inform Executive staff immediately if there are concerns.
- Contact parent/guardian.

Once student is calm, a nominated Gatekeeper-trained staff member is to:
- Discuss with student the need to run a Risk Assessment and conduct this as soon as possible.
- Contact parent/guardian, where able, to gain permission to complete a Risk Assessment, or contact parent/guardian after the assessment has been completed.
- If student is unwilling to engage with staff, offer that they can do a phone assessment with CAMHS Crisis Connect or otherwise the need for them to attend the Emergency Department at the hospital
- If self-injury has occurred or there is an intent to self-injure, the school must inform the parent/guardian that the child should be taken to a GP or Emergency Department for assessment.
- Staff member to provide hospital with as much relevant information as possible and ensure that the hospital is aware of Duty of Care until parent arrives.
- Send parent/guardian crisis numbers and supports.

CAMHS Crisis Care (24/7 for under 18 years)	1800 048 636
Kids Help Line	1800 55 1800
Lifeline	13 11 14
Rural Link	1800 552 002
Men's Line Australia	130078 99 78
Suicide Call Back Service (24HRS)	1300 659 467
The Samaritans Crisis Line (8am-8pm)	6383 9850
Counselling Service	9425 2900 / 1800 671 994
E-Headspace Online support for 12 to 25 yr olds	W: www.eheadspace.org.au

Case Management

Not all students who are triaged by Student Services are directly case managed. Students who meet the criteria for case management are students involved in high level incidents, or those who form an ongoing concern in the areas of Behaviour, Attendance, Social and Emotional and Mental Health. These students are assigned a Case Manager. This staff member will oversee strategies to support the student and communicate information from around the college. They will be the main point of contact for parents and the student concerned.