



## Atwell College Board Meeting Minutes

6:00 pm Monday 25<sup>th</sup> November 2024

### 1.0 Open and Welcome

**Present:** Nicole Boak, Ken Bohan, Samantha Brown, Michael Ciccotosto, Cameron Henderson, Samantha Higgins, Berry Johnston, Kate Linton, Koukla McCutcheon, Jennifer Parker, Darren Payton (Minutes), Fiona Williams.

**Apologies:** Michael Ciccotosto, Sam Higgins, Natalie Machin (Chair)

**Absent:**

### 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 serpent, the Waakal. It is a privilege 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:

Kate Linton

Seconded:

Nicole Boak

ITEM		ITEM TYPE	LED BY	TIME (min)	DISCUSSION/PROGRESS REPORT	ACTION/TIMELINE
5.0	Business Arising					
5.1	New parent representatives	Information	Darren	2	Three parents nominated as parent representatives on the College Board. Garth Paparone, Kunal Verma, Scott Linton. All submitted their experience and contributions they could make to the Board. All agreed to the DoE security checks.	All agreed to invite all three nominees to join.
5.2	New staff representative	Information	Darren	2	Congratulations to Mike on winning the position of Acting Principal at Hedland Senior High School for 2025. The next staff representative is Fiona Williams.	Fiona Williams will take up the vacant staff representative position.

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. Year 7 = 120 (82 currently = 2 IMMS, 14 Netball, 56 General, 24 Ed Support, 4 Rugby), 8 = 117, 9 = 131, 10 = 145, 11 = 189, 12 = 148.  Total predicted enrolments for 2025 = 842.
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## 6.0 Agenda

6.1	Finance <i>(Appendix 1)</i>	Information	Darren	5	Reference to agenda attachments. 1. Student-Centred Funding Statement, 2. One-Line Budget Statement, 3. Cash Report, 4. Minimum Expenditure Requirement Report.	Finances in good position with current budget in positive position.
6.2	Good Standing Policy <i>(Appendix 2)</i>	Discussion	Fiona	5	Amended Good Standing Policy for consideration.	Feedback to Fiona Williams before 10 <sup>th</sup> December 2024.
6.3	Whole School Honours Program <i>(Appendix 3)</i>	Discussion	Darren	5	Amended school honors program outlined.	Feedback to Fiona Williams before 10 <sup>th</sup> December 2024.
6.4	ABE Reporting Policy <i>(Appendix 4)</i>	Discussion	Fiona	5	Amended Attitude, Behaviour and Expectations for consideration.	Feedback to Fiona Williams before 10 <sup>th</sup> December 2024.

## 7.0 General Business

7.1	Contributions and charges	Information	Darren	10	Contributions and charges presented to be passed.	Feedback to Daren Payton before 10 <sup>th</sup> December 2024.
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## 8.0 Next Meeting:

Term 1, Week 3, 2025

## 9.0 Meeting Close: 19:18

Chair: Samantha Brown

Signature: 

Date: 25/11/24



## Appendix 1:



Operational- Nov 2024

### Student-Centred Funding Statement

Issued on 25 November 2024

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

#### Student-Centred Funding - Nov 2024

Per Student Funding:	\$10,328,929.00
Student and School Characteristics:	\$5,748,640.14
Disability Adjustments:	\$285,203.15
Targeted Initiatives:	\$612,177.09
Operational Response Allocation:	\$547,679.40
Regional Allocation:	\$169,895.71
<b>Total Nov 2024:</b>	<b>\$17,692,524.49</b>

#### Per Student Funding - At Census

	Funded Student FTE	Amount
Per Student	Below Threshold	Above Threshold
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
<b>Total</b>	<b>967.00</b>	<b>\$10,328,929.00</b>

#### Student and School Characteristics Funding – At Census

	Funded Student FTE	Amount
Student Characteristics		
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
<b>Sub Total</b>		<b>\$5,443,624.17</b>
School Characteristics		
Enrolment-Linked Base		\$305,015.97
Locality		\$0.00
<b>Sub Total</b>		<b>\$305,015.97</b>
<b>Total</b>		<b>\$5,748,640.14</b>

#### 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
<b>Disability - Total</b>	<b>245.37</b>	<b>\$5,048,922.92</b>
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
<b>English as an Additional Language or Dialect - Total</b>	<b>16.00</b>	<b>\$51,344.00</b>
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
<b>Social Disadvantage - Total</b>	<b>289.17</b>	<b>\$270,269.25</b>
<b>Total Student Characteristics</b>		<b>\$5,443,624.17</b>

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	\$34,160.30
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
<b>Total</b>	<b>\$266,348.18</b>

#### 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
<b>Total</b>		<b>\$345,828.91</b>

#### Operational Response Allocation (Detail)

	Amount
Operational Response: Base for schools with department endorsed education support program	\$468,727.00
Operational Response: Host School Psychologists	\$1,060.00

## Operational One Line Budget Statement

Issued on 25 November 2024

School: Atwell College School Year: Nov 2024 ( Verified Oct Cash)

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

## One Line Budget – Nov 2024

	Current Budget	Actual YTD	Variance
Carry Forward (Cash):	\$ 809,622	809,622	0
Carry Forward (Salary):	\$ 163,828	163,828	0
<b>INCOME</b>			
Student-Centred Funding (including School Transfers & Department Adjustments):	\$ 17,536,952	17,536,952	0
Locally Raised Funds:	\$ 1,382,744	1,365,909	16,835
<b>Total Funds:</b>	<b>\$ 19,893,146</b>	<b>19,876,311</b>	<b>16,835</b>
<b>EXPENDITURE</b>			
Salaries:	\$ 16,242,969	14,980,629	1,262,341
Goods and Services (Cash):	\$ 2,704,211	1,770,710	933,501
<b>Total Expenditure:</b>	<b>\$ 18,947,181</b>	<b>16,751,339</b>	<b>2,195,842</b>
<b>Variance:</b>	<b>\$ 945,966</b>	<b>3,124,973</b>	<b>-2,179,007</b>

## Income

	Current Budget	Actual YTD	Variance
Carry Forward (Cash)	\$809,622.00	\$809,622.00	\$0.00
Carry Forward (Salary)	\$163,827.64	\$163,827.64	\$0.00
Student-Centred Funding (including School Transfers & Department Adjustments)	\$17,536,952.42	\$17,536,952.42	\$0.00
Per Student	\$10,328,929.00	\$10,328,929.00	\$0.00
School and Student Characteristics	\$5,748,640.14	\$5,748,640.14	\$0.00
Disability Adjustments	\$285,203.15	\$285,203.15	\$0.00
Targeted Initiatives	\$612,177.09	\$612,177.09	\$0.00
Operational Response Allocation	\$547,679.40	\$547,679.40	\$0.00
Regional Allocation	\$169,895.71	\$169,895.71	\$0.00
School Transfers – Salary	\$-737,776.92	\$-737,776.92	\$0.00

School Transfers - Cash	\$620,000.00	\$620,000.00	\$0.00
Department Adjustments	\$-37,795.15	\$-37,795.15	\$0.00
<b>Locally Raised Funds (Revenue)</b>	<b>\$1,382,744.20</b>	<b>\$1,365,909.20</b>	<b>\$16,835.00</b>
Voluntary Contributions	\$55,558.00	\$55,558.44	\$-.44
Charges and Fees	\$384,795.00	\$372,262.39	\$12,532.61
Fees from Facilities Hire	\$65,027.00	\$65,027.29	\$-.29
Fundraising/Donations/Sponsorships	\$70,838.45	\$67,721.58	\$3,116.87
Commonwealth Govt Revenues	\$0.00	\$0.00	\$0.00
Other State Govt/Local Govt Revenues	\$1,000.00	\$1,000.00	\$0.00
Revenue from CO, Regional Office and Other schools	\$0.00	\$0.00	\$0.00
Other Revenues	\$105,525.75	\$104,339.50	\$1,186.25
Transfer from Reserve or DGR	\$700,000.00	\$700,000.00	\$0.00
Residential Accommodation	\$0.00	\$0.00	\$0.00
Farm Revenue (Ag and Farm Schools only)	\$0.00	\$0.00	\$0.00
Camp School Fees (Camp Schools only)	\$0.00	\$0.00	\$0.00
<b>Total</b>	<b>\$19,893,146.26</b>	<b>\$19,876,311.26</b>	<b>\$16,835.00</b>

## Expenditure

	Current Budget	Actual YTD	Variance
<b>Salaries</b>	<b>\$16,242,969.47</b>	<b>\$14,980,628.90</b>	<b>\$1,262,340.57</b>
Appointed Staff	\$14,685,726.11	\$13,459,143.13	\$1,226,582.97
New Appointments	\$10,122.40	\$0.00	\$10,122.40
Casual Payments	\$1,470,873.98	\$1,445,238.78	\$25,635.20
Other Salary Expenditure	\$76,246.98	\$76,246.98	\$0.00
<b>Goods and Services (Cash Expenditure)</b>	<b>\$2,704,211.15</b>	<b>\$1,770,709.72</b>	<b>\$933,501.43</b>
Administration	\$122,187.45	\$43,400.93	\$78,786.52
Lease Payments	\$0.00	\$0.00	\$0.00
Utilities, Facilities and Maintenance	\$760,609.00	\$626,341.94	\$134,267.06
Buildings, Property and Equipment	\$392,909.00	\$437,032.47	\$-44,123.47
Curriculum and Student Services	\$807,202.70	\$609,779.99	\$197,422.71
Professional Development	\$90,000.00	\$28,283.56	\$61,716.44
Transfer to Reserve	\$500,000.00	\$0.00	\$500,000.00
Other Expenditure	\$31,178.00	\$25,745.83	\$5,432.17
Payment to CO, Regional Office and Other schools	\$125.00	\$125.00	\$0.00
Residential Operations	\$0.00	\$0.00	\$0.00
Residential Boarding Fees to CO (Ag Colleges only)	\$0.00	\$0.00	\$0.00
Farm Operations (Ag and Farm Schools only)	\$0.00	\$0.00	\$0.00
Farm Revenue to CO (Ag and Farm Schools only)	\$0.00	\$0.00	\$0.00
Camp School Fees to CO (Camp Schools only)	\$0.00	\$0.00	\$0.00
<b>Total</b>	<b>\$18,947,180.62</b>	<b>\$16,751,338.62</b>	<b>\$2,195,842.00</b>



## Cash Report

Issued on 25 November 2024

<b>School:</b>	Atwell College	<b>School Year:</b>	Nov 2024 ( Verified Oct Cash)
<b>Region:</b>	South Metropolitan Region	<b>Aria:</b>	0
		<b>Distance to Perth (km):</b>	21.2

### One Line Budget – Cash Component – Nov 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	703,732	0	100.00%
Locally Raised Funds:	\$	1,382,744	1,365,909	16,835	98.78%
<b>Total Cash Budget:</b>	<b>\$</b>	<b>2,896,098</b>	<b>2,879,263</b>	<b>16,835</b>	<b>99.42%</b>

### EXPENDITURE

Goods and Services:	\$	2,704,211	1,770,710	933,501	65.48%
<b>Total Cash Expenditure:</b>	<b>\$</b>	<b>2,704,211</b>	<b>1,770,710</b>	<b>933,501</b>	<b>65.48%</b>
<b>Variance:</b>	<b>\$</b>	<b>191,887</b>	<b>1,108,553</b>	<b>-916,666</b>	

### Locally Raised Funds (Revenue)

Locally Raised Funds	Current Budget	Actual YTD	Variance	%Budget
Voluntary Contributions	\$55,558.00	\$55,558.44	\$-.44	100.00%
Charges and Fees	\$384,795.00	\$372,262.39	\$12,532.61	96.74%
Fees from Facilities Hire	\$65,027.00	\$65,027.29	\$-.29	100.00%
Fundraising/Donations/Sponsorships	\$70,838.45	\$67,721.58	\$3,116.87	95.60%
Commonwealth Govt Revenues	\$0.00	\$0.00	\$0.00	%
Other State Govt/Local Govt Revenues	\$1,000.00	\$1,000.00	\$0.00	100.00%
Revenue from CO, Regional Office and Other schools	\$0.00	\$0.00	\$0.00	%
Other Revenues	\$105,525.75	\$104,339.50	\$1,186.25	98.88%
Transfer from Reserve or DGR	\$700,000.00	\$700,000.00	\$0.00	100.00%
Residential Accommodation	\$0.00	\$0.00	\$0.00	%
Farm Revenue (Ag and Farm Schools only)	\$0.00	\$0.00	\$0.00	%
Camp School Fees (Camp Schools only)	\$0.00	\$0.00	\$0.00	%
<b>Total</b>	<b>\$1,382,744.20</b>	<b>\$1,365,909.20</b>	<b>\$16,835.00</b>	<b>98.78%</b>

### Goods and Services (Expenditure)

Goods and Services	Current Budget	Actual YTD	Variance	%Budget
Administration	\$122,187.45	\$43,400.93	\$78,786.52	35.52%
Lease Payments	\$0.00	\$0.00	\$0.00	%
Utilities, Facilities and Maintenance	\$760,609.00	\$626,341.94	\$134,267.06	82.35%
Buildings, Property and Equipment	\$392,909.00	\$437,032.47	\$-44,123.47	111.23%
Curriculum and Student Services	\$807,202.70	\$609,779.99	\$197,422.71	75.54%
Professional Development	\$90,000.00	\$28,283.56	\$61,716.44	31.43%
Transfer to Reserve	\$500,000.00	\$0.00	\$500,000.00	.00%
Other Expenditure	\$31,178.00	\$25,745.83	\$5,432.17	82.58%
Payment to CO, Regional Office and Other schools	\$125.00	\$125.00	\$0.00	100.00%
Residential Operations	\$0.00	\$0.00	\$0.00	%
Residential Boarding Fees to CO (Ag Colleges only)	\$0.00	\$0.00	\$0.00	%
Farm Operations (Ag and Farm Schools only)	\$0.00	\$0.00	\$0.00	%
Farm Revenue to CO (Ag and Farm Schools only)	\$0.00	\$0.00	\$0.00	%
Camp School Fees to CO (Camp Schools only)	\$0.00	\$0.00	\$0.00	%
<b>Total</b>	<b>\$2,704,211.15</b>	<b>\$1,770,709.72</b>	<b>\$933,501.43</b>	<b>65.48%</b>

**Atwell College (4184)****2024 Minimum Expenditure Requirement**

Issued on 25 November 2024

Region: South Metropolitan Region  
 Area: 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	\$	18,219,697
Minimum Expenditure of 96%	\$	17,490,909

**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	\$	17,490,909
10% of Carry Forward	\$	299,912
<b>Total 2024 Minimum Expenditure Requirement</b>	<b>\$</b>	<b>17,790,821</b>

**2024 Current Forecast Expenditure**

<b>Salaries</b>	<b>\$</b>	<b>16,242,969</b>
Appointed Staff	\$	14,685,726
New Appointments	\$	10,122
Casual Payments (General)	\$	571,365
Casual Payments – Leave Relief	\$	899,509
Other Salary Expenditure	\$	76,247
<b>Goods and Services (Cash Expenditure)</b>	<b>\$</b>	<b>2,204,211</b>
<b>Total Expenditure 2024</b>	<b>\$</b>	<b>18,447,181</b>

**Information Used**

2024 Budget	Nov 2024
Verified Cash	Oct 2024

## Appendix 2:

Conditions for Learning & Student Voice  
Behaviour Management



ATWELL COLLEGE  
Embracing the Future

### Good Standing Policy

#### Purpose

Atwell College provides high quality teaching and learning experiences that empower our students to thrive, be successful lifelong learners and resilient, prosocial citizens.

Our Good Standing Policy provides a system to assist students to maintain a satisfactory level of attendance, punctuality, participation, and behaviour. It also aims to help our students take responsibility for their actions and encourages behaviours which will help students succeed in further education, training, or employment. Good Standing is used at Atwell College to recognise the efforts of individual students who consistently behave in a way that embraces our College Values.

#### Our Values

At Atwell College, we:

##### Show Respect

- Work cooperatively with teachers and others.
- Follow instructions given by adults.
- Demonstrate tolerance and mutual respect to all members of our college community; and
- Be polite and well-mannered.

##### Strive to Achieve

- Actively engage and participate.
- Work at a level that reflects personal ability and strive to improve; and
- Be positive role models.

##### Be Responsible

- Complete all requirements of the study program.
- Make positive behaviour choices.
- Attend school regularly (above 90%) and provide explanation for absences; and
- Wear the college uniform appropriately.

#### Policy

All students commence the year with Good Standing. Students retain their Good Standing status by consistently demonstrating the expected values and attributes that contribute to successful learning in our school community. These include, but are not limited to:

- Behaviour – treating people and property with respect and adhering to school policies.
- Participation – participating in course curriculum and assessment requirements.
- Uniform – adhering to all aspects of the school's Uniform Policy.
- Attendance – being punctual to timetabled classes and scheduled activities and maintaining an overall attendance percentage of 90% or above.
- Mobile phone usage – having mobile phone or other electronic devices off and away all day.

A student loses good standing after a breach, or series of breaches, of school discipline. These include, but are not limited to:

- starting a fight
- making physical contact with the intention to harm
- filming a fight
- sharing or promoting violence
- use or possession of e-cigarettes and vapes.

#### Procedures

Students are at risk of losing their Good Standing if they engage in behaviour that is inconsistent with the school values and expectations.

Loss of Good Standing for five (5) weeks will occur in the case of:

##### ATTENDANCE

If students do not clear unexplained absences after they have been reminded or explanations are not satisfactory.

##### COURSE REQUIREMENTS

A Head of Learning Area (HoLA) or Program Coordinator may recommend loss of Good Standing if, after intervention, a student is demonstrating poor application, late/unsatisfactory completion of homework or formal assessment tasks.

##### DRESS CODE

Persistent non-compliance with the School Dress Code after intervention.

##### BEHAVIOUR EXPECTATIONS

Repeated breaches of the school Behaviour Management Policy including truancy and not following teacher instructions, unprepared for lessons, or not respecting the rights of others to learn.

##### SUSPENSION

Any Intent to Suspend or Suspension will result in a Loss of Good Standing for five weeks.

If a breach occurs when a student has Loss of Good Standing status, this will be reset.

#### Consequences for Loss of Good Standing

A student without good standing will not participate in any extra-curricular activities. In exceptional circumstances the Principal may choose to exclude students from participating in co-curricular activities, in which case alternative arrangements will be made to ensure students receive the information required.

Co-curricular activities are learning experiences that take place outside of the classroom but are still tied to the classroom curriculum and may be assessed in some way. These activities are inclusive of all students studying a particular course and their attendance is required.

Extra-curricular activities are learning experiences that enhance learning, but these activities are voluntary and are not required for the completion of a course.

All students do not have the ability to access all extra-curricular activities.



Privileges lost will include:

- social events (e.g., school ball, year group socials).
- excursions and camps.
- afterschool events and or activities (e.g., clubs).
- eligibility for a role of student leadership (appointed student leaders will be stood down for the time they are without good standing).
- school representation at competitions and carnivals (including as an umpire, coach or official).
- tours (intrastate, interstate, and international).
- student reward events.
- alternate uniform approvals (e.g., leavers jacket).
- work experience (except as part of the VET or STEP program).
- use of special purpose areas within the college (e.g., gymnasium for breaktime activities, use of the Year 12 common room); and
- other activities (e.g., presentation events, non-compulsory subject-based events).

### Notification

The student and parents/guardian will be notified in writing via COMPASS at the time of losing Good Standing.

Staff will be able to identify students who have lost Good Standing on the student's COMPASS profile. Teachers in charge of excursions will need to run a report to identify those students who do not have their Good Standing.

Students are given the opportunity to appeal their loss of Good Standing and in exceptional circumstances this will be considered by the Principal.

### Appeal to Loss of Good Standing

An appeal to Loss of Good Standing can be made in writing by the student to the Student Services Coordinator within three school days from the date of notification to parents/guardians. An appeal to Loss of Good Standing can be found on our school website. The appeal may be considered by a review panel. The Student Services Coordinator will notify the parent/guardians of the outcome via email.

On appeal, students may discuss provisions and conditions to have their Good Standing reinstated prior to notified date. Conditions for early reinstatement of Good Standing will be considered on an individual basis.

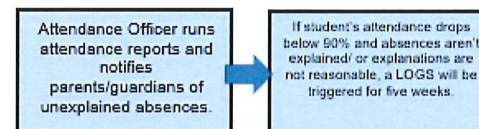
### Reinstatement of Good Standing

Good Standing is reinstated on the first day following the expiration date that was communicated to the student and parent/guardian in the loss of Good Standing notification.

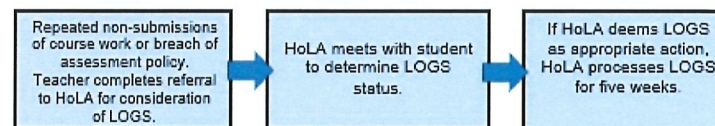
Students with repeated loss of Good Standing will be required to meet with the Student Services Coordinator and their parent/guardian to discuss suitable educational alternatives.

## Loss of Good Standing Procedures for Staff

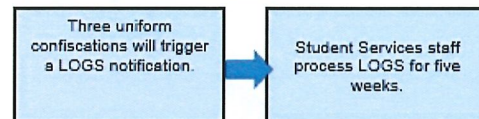
### Attendance – Attendance Officer



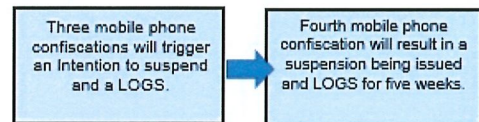
### Course Requirements – Learning Area



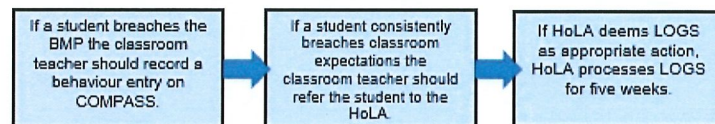
### Dress Code – Student Services



### Mobile Phone Usage – Student Services



### Behaviour Expectations – Learning Area



Continuous breach of behaviour during break times will be at the discretion of Student Services Coordinator to determine whether LOGS will occur.

If there is a breach of school expectations by a student receiving an Individual Disability Allocation (IDA) this should be referred to the Ed Support Program Coordinator or Ed Support Deputy.



## Appendix 3:



### Proposal for whole School Honours Program

#### Honours: Recognising Excellence and Achievement

##### Introduction

We propose the implementation of a whole school Honours Program in 2024, aimed at recognising and celebrating excellence and achievement among our students in all year groups. This system will utilise a points accumulation model and will encompass four distinct areas of excellence: Academics, Culture/Arts, Sports, Stem and Community Engagement. Our primary goal is to motivate and reward students for their outstanding efforts and contributions across these diverse domains, fostering a well-rounded, motivated, and thriving school community.

##### Points Accumulation System

Students will achieve Honours by accumulating points for their exceptional performances and active participation in the designated areas of excellence. These points will be collected and logged by students throughout the academic year. Students will be responsible for recording participation hours or grades and have these verified by the appropriate staff or members of the community. Points can be accumulated from a range of areas, outlined below.

##### Here's how the system will work:

A. Lower School (Year 7-10) Group Points System: Students in Year 7 to 10 will earn points in each of the four excellence areas, as follows:

**Academic Excellence:** Points will be awarded based on students' academic achievements, such as grades, test scores, and class performance.

**Culture/Arts:** Points will be earned through participation in arts-related activities, including music, drama, visual arts, and cultural events.

**Sports:** Points will be awarded for participation in sports activities, achievement in competitions, and teamwork.

**Community Engagement:** Points can be earned through community service, volunteering, student leadership team, and participation in school-led community initiatives.

B. Senior School (Year 11-12) Group Points System: For senior students in Year 11 and 12, the points system will be more tailored to their educational level, with a focus on preparing for the transition to higher education and the workforce. Students will accumulate points over a two-year period (due to senior school timetable constraints)

Points can be earned through:

**Academic Excellence:** Focusing on academic performance, college or career readiness achievements or revision workshops or other academic enhancement program.

**Culture/Arts:** Emphasising leadership roles in arts, cultural activities, or mentorship of younger students in these areas.

**Sports:** Acknowledging participation in sports, leadership in teams, or coaching roles.

**Community Engagement:** Encouraging senior students to engage in meaningful community service and leadership roles that make a difference beyond the school.

##### Essential Criteria for all candidates

1. Students applying must have Good Standing status.
2. The student must have attended class on a regular basis.
3. The student behaviour must be exemplary.

##### Recognition and Rewards

Students who achieve Honours in lower school will receive recognition at the Semester 1, Top Award Assembly the following year and senior school students will be recognised at the Year 12 Presentation Ceremony. Students will receive a certificate and a pin to acknowledge their achievement for the year in which they achieve Honours. Students in Year 12 will wear a special sash at the Presentation Ceremony if they have achieved gold Honours in two or more categories at the college over years 11 and 12.

##### Monitoring and Evaluation

To ensure the fairness and effectiveness of the School Honours Program, a committee consisting of teachers, staff, and student representatives will be formed to oversee the points accumulation process students claims for Honours. This committee will regularly review and update the system to address any potential challenges or inequities.

##### Conclusion

The proposed School Honours Program will provide our students with a motivating framework to excel in various domains, encourage a well-rounded development, and foster a sense of achievement and recognition. By celebrating excellence in Academics, Culture/Arts, Sports, and Community Engagement, we aim to create a thriving, vibrant, and empowered school community that actively contributes to the overall growth and success of our institution. We request your support and approval to implement this program, ensuring that our school continues to be a place where students can excel and make a positive impact in all areas of their lives.

## Appendix 4:



ATWELL COLLEGE

### Student List of ABE's

	Show Respect	Strive to Achieve	Be Responsible
<b>Consistently</b>	<p>I always allow others in my class to learn.</p> <p>I always follow reasonable instructions from all staff.</p> <p>I always demonstrate kindness, care, and acceptance.</p> <p>I always treat all school resources with safety and care.</p> <p>I always use appropriate language and tone.</p>	<p>I always look for ways to improve my work.</p> <p>I actively listen to teacher feedback and apply improvements independently.</p> <p>I always meet deadlines.</p> <p>I am actively participating in all activities.</p> <p>I always demonstrate perseverance in my learning.</p>	<p>I always attend all classes and activities on time.</p> <p>I am always prepared for learning by bringing the right equipment for the right class.</p> <p>I always act safely towards self, others, and the environment.</p> <p>My mobile phone and other device accessories are off and away all day.</p> <p>I am in full correct uniform every day.</p>
<b>Often</b>	<p>I mostly allow others in my class to learn.</p> <p>I mostly follow reasonable instructions from all staff.</p> <p>I usually demonstrate kindness, care, and acceptance.</p> <p>I usually treat all school resources with safety and care.</p> <p>I generally use appropriate language and tone.</p>	<p>I mostly look for ways to improve my work.</p> <p>I listen to teacher feedback and apply improvements when prompted.</p> <p>I usually meet deadlines.</p> <p>I participate in most activities.</p> <p>I mostly persevere with my learning but need some prompting.</p>	<p>I mostly attend all classes and activities on time.</p> <p>I am mostly prepared for learning by bringing the right equipment for the right class.</p> <p>I act safely towards self, others, and the environment most of the time.</p> <p>My mobile phone and other devices are mostly off and away all day.</p> <p>I wear the full correct uniform most days.</p>
<b>Sometimes</b>	<p>I can have a positive influence on the learning of others, but regularly need reminders.</p> <p>I need many reminders to follow reasonable instructions from all staff.</p> <p>I need many reminders about showing kindness, care, and acceptance.</p> <p>I need many reminders about treating school resources with safety and care.</p> <p>I need many reminders about using appropriate language and tone.</p>	<p>I struggle to find ways to improve my work.</p> <p>I will attempt to listen to teacher feedback but will not always follow the teacher's suggestions.</p> <p>I sometimes meet deadlines.</p> <p>I try to participate in some activities.</p> <p>I can show a lack of effort in class especially if the task or work is challenging for me.</p>	<p>I don't always attend all classes and activities on time.</p> <p>I can bring the right equipment for the right class but often forget.</p> <p>I need reminders to act safely towards self, others, and the environment.</p> <p>I have had my mobile phone and/or other device accessories confiscated by the teacher.</p> <p>I don't always wear full correct uniform every day.</p>
<b>Seldom</b>	<p>I negatively impact the learning of others in most lessons by not adhering to the classroom expectations.</p> <p>I don't adhere to reasonable instructions from all staff.</p> <p>I struggle to show kindness, care, and acceptance.</p> <p>I need regular reminders about treating all school resources with safety and care.</p> <p>I don't use appropriate language and tone.</p>	<p>I rarely complete the task or work I'm given.</p> <p>I'm not always receptive to teacher feedback, although occasionally I may accept it.</p> <p>I rarely meet deadlines.</p> <p>I am unproductive in class and rarely participate in set activities.</p> <p>I am not willing to persevere with my learning if I find the task challenging.</p>	<p>I rarely attend all classes and activities on time.</p> <p>I am not prepared with the equipment needed for my class.</p> <p>I need regular reminders to act safely towards self, others, and the environment.</p> <p>I regularly have my mobile phone and/or other device accessories confiscated by the teacher.</p> <p>I rarely wear full correct uniform.</p>



## Atwell College

### What do our ABE's look like in a **classroom**?

SHOW RESPECT	STRIVE TO ACHIEVE	BE RESPONSIBLE
<p><b>CONSIDERATE OF OTHERS AND THE ENVIRONMENT</b></p> <p><i>Consistently</i></p> <ul style="list-style-type: none"> <li>I always allow others in my class to learn.</li> <li>I always follow reasonable instructions from all staff.</li> <li>I always demonstrate kindness, care, and acceptance.</li> <li>I always treat all school resources with safety and care.</li> <li>I always use appropriate language and tone.</li> </ul> <p><i>Often</i></p> <ul style="list-style-type: none"> <li>I mostly allow others in my class to learn.</li> <li>I mostly follow reasonable instructions from all staff.</li> <li>I usually demonstrate kindness, care, and acceptance.</li> <li>I usually treat all school resources with safety and care.</li> <li>I generally use appropriate language and tone.</li> </ul> <p><i>Sometimes</i></p> <ul style="list-style-type: none"> <li>I can have a positive influence on the learning of others, but regularly need reminders.</li> <li>I need many reminders to follow reasonable instructions from all staff.</li> <li>I need many reminders about showing kindness, care, and acceptance.</li> <li>I need many reminders about treating school resources with safety and care.</li> <li>I need many reminders about using appropriate language and tone.</li> </ul> <p><i>Seldom</i></p> <ul style="list-style-type: none"> <li>I negatively impact the learning of others in most lessons by not adhering to the classroom expectations.</li> <li>I don't adhere to reasonable instructions from all staff.</li> <li>I struggle to show kindness, care, and acceptance.</li> <li>I need regular reminders about treating all school resources with safety and care.</li> <li>I don't use appropriate language and tone.</li> </ul>	<p><b>WORKS TO THE BEST OF THEIR ABILITY</b></p> <p><i>Consistently</i></p> <ul style="list-style-type: none"> <li>I always look for ways to improve my work.</li> <li>I actively listen to teacher feedback and apply improvements independently.</li> <li>I always meet deadlines.</li> <li>I am actively participating in all activities.</li> <li>I always demonstrate perseverance in my learning.</li> </ul> <p><i>Often</i></p> <ul style="list-style-type: none"> <li>I mostly look for ways to improve my work.</li> <li>I listen to teacher feedback and apply improvements when prompted.</li> <li>I usually meet deadlines.</li> <li>I participate in most activities.</li> <li>I mostly persevere with my learning but need some prompting.</li> </ul> <p><i>Sometimes</i></p> <ul style="list-style-type: none"> <li>I struggle to find ways to improve my work.</li> <li>I will attempt to listen to teacher feedback but will not always follow the teacher's suggestions.</li> <li>I sometimes meet deadlines.</li> <li>I try to participate in some activities.</li> <li>I can show a lack of effort in class especially if the task or work is challenging for me.</li> </ul> <p><i>Seldom</i></p> <ul style="list-style-type: none"> <li>I rarely complete the task or work I'm given.</li> <li>I'm not always receptive to teacher feedback, although occasionally I may accept it.</li> <li>I rarely meet deadlines.</li> <li>I am unproductive in class and rarely participate in set activities.</li> <li>I am not willing to persevere with my learning if I find the task challenging.</li> </ul>	<p><b>FOLLOWING STAFF INSTRUCTIONS, SCHOOL POLICIES &amp; PROCEDURES</b></p> <p><i>Consistently</i></p> <ul style="list-style-type: none"> <li>I always attend all classes and activities on time.</li> <li>I am always prepared for learning by bringing the right equipment for the right class.</li> <li>I always act safely towards self, others, and the environment.</li> <li>My mobile phone and other device accessories are off and away all day.</li> <li>I am in full correct uniform every day.</li> </ul> <p><i>Often</i></p> <ul style="list-style-type: none"> <li>I mostly attend all classes and activities on time.</li> <li>I am mostly prepared for learning by bringing the right equipment for the right class.</li> <li>I act safely towards self, others, and the environment most of the time.</li> <li>My mobile phone and other devices are mostly off and away all day.</li> <li>I wear the full correct uniform most days.</li> </ul> <p><i>Sometimes</i></p> <ul style="list-style-type: none"> <li>I don't always attend all classes and activities on time.</li> <li>I can bring the right equipment for the right class but often forget.</li> <li>I need reminders to act safely towards self, others, and the environment.</li> <li>I have had my mobile phone and/or other device accessories confiscated by the teacher.</li> <li>I don't always wear full correct uniform every day.</li> </ul> <p><i>Seldom</i></p> <ul style="list-style-type: none"> <li>I rarely attend all classes and activities on time.</li> <li>I am not prepared with the equipment needed for my class.</li> <li>I need regular reminders to act safely towards self, others, and the environment.</li> <li>I regularly have my mobile phone and/or other device accessories confiscated by the teacher.</li> <li>I rarely wear full correct uniform.</li> </ul>