



## Atwell College Board Meeting Minutes

6:00 pm Monday 24<sup>th</sup> March 2025

### 1.0 Open and Welcome

**Present:** Nicole Boak, Ken Bohan, Samantha Brown, Cameron Henderson, Berry Johnston, Kate Linton, Scott Linton, Koukla McCutcheon, Letitia Michael, Jennifer Parker, Darren Payton (Minutes), Kunal Verma.

**Apologies:** Samantha Higgins, Natalie Machin (Chair), Garth Paparone, Fiona Williams.

**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

### 5.0 Business Arising

5.1	Welcome new parent representatives	Information	Darren	2	Three new parent representatives on the College Board. Garth Paparone, Kunal Verma, Scott Linton. All submitted their experience and contributions they could make to the Board.	Scott Linton and Kunal Verma were welcomed to the College Board.
5.2	Staff representative	Information	Darren	2	Fiona Williams has won the position of Programme Coordinator – Student Wellbeing and Engagement at Ridge View Secondary College and finish on 28 <sup>th</sup> March 2025.	Elections for a new staff member representative will be conducted.

5.3	Leadership Staffing Changes	Information	Darren	2	The position vacated by Fiona Williams has been advertised and will be filled as soon as the process is completed. We are extremely grateful for the work Fiona has completed and her leadership in her time at Atwell College and wish her all the best in her new role.	Applications for the position closed today at 16:30 and will be shortlisted this week.
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## 6.0 Agenda

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6.1	Finance <i>(Appendix 1)</i>	Information	Darren	5	1. Student-Centred Funding Statement, 2. One-Line Budget Statement, 3. Cash Report and 4. Minimum Expenditure Requirement Report. Balances will be adjusted after Census funding is confirmed and will be presented to the next Board meeting.	Financial Reports presented.
6.2	NAPLAN <i>(Appendix 2)</i>	Information	Kate	4	The process by which Atwell College conducted NAPLAN testing was changed this year. The NAPLAN testing was allocated more time so students could settle without the pressure to complete the testing before lunch. Students had time to reach their classroom and receive clear instructions before commencing the test. Priority was also given to appropriate staffing with teaching and support staff to ensure all technical issues were dealt with promptly.	NAPLAN data and procedures were presented.
6.3	2025 Public School Review	Information	Darren	1	The Public School review is confirmed for 2 <sup>nd</sup> July 2025 from 09:00 to 12:00. The review will only assess three Domains from the 2024 Review, Community Relations, Leadership and resources. The review will have three sessions of 45 minutes. The Community relations and Leadership would be best served with Board and P&C members happy to take part in the review panel process. The Leadership and Resources domains will mainly be the Executive members, Finance staff and the leaders in the College.	Reminder of the Public School Review and request for College Board members to attend on the day.
6.4	Atwell College Website	Information	Darren	3	Atwell College website is live and is constantly being improved.	Board members can email Darren with suggestions or content to be added or updated.

6.5	Café Menu <i>(Appendix 3)</i>	Information	Darren	5	Discussion on proposal for healthy school menu meeting health guidelines similar to Byford Secondary College.	Support from Board members to adopt healthy menu.
6.6	Terms of Reference <i>(Appendix 4)</i>	Discussion	Darren	5	Atwell College Term of Reference presented for discussion.	Board members to review document and advise any proposed amendments for the next Board meeting.
6.7	Bullying Prevention Policy <i>(Appendix 5)</i>	Discussion	Fiona	5	Atwell College Bullying Prevention Policy was presented.	Board members to review document and advise any proposed amendments for the next Board meeting.

## 7.0 General Business

7.1	Deputy Chair	Discussion	Darren	5	Proposal for a Deputy Chair of the College Board. Sam Brown was the only nominee.	Sam Brown elected as Deputy Chair.
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## 8.0 Next Meeting:

12<sup>th</sup> May 2025

## 9.0 Meeting Close: 18:36

**Chair:** Samantha Brown .....

**Signature:**  .....

**Date:** 03/04/2025 .....

Appendix 1:



Operational- Mar 2025

Student-Centred Funding Statement

Issued on 18 March 2025

School:	Atwell College	School Year:	Mar 2025
Region:	South Metropolitan Region	Aria:	0
		Distance to Perth (km):	21.2

Student-Centred Funding - Mar 2025

Per Student Funding:	\$0.00
Student and School Characteristics:	\$0.00
Disability Adjustments:	\$0.00
Targeted Initiatives:	\$0.00
Operational Response Allocation:	\$0.00
Regional Allocation:	\$0.00
Total Mar 2025:	\$0.00

Per Student Funding - At Census

Student and School Characteristics Funding – At Census

Funded Student FTE			Amount
Per Student	Below Threshold	Above Threshold	

Funded Student FTE			Amount
Student Characteristics			



Operational-Mar 2025

Operational One Line Budget Statement

Issued on 18 March 2025

School:	Atwell College	School Year:	Mar 2025 ( Verified Feb Cash)
Region:	South Metropolitan Region	Aria:	0
		Distance to Perth (km):	21.2

One Line Budget – Mar 2025

	Current Budget	Actual YTD	Variance
Carry Forward (Cash):	\$ 473,365	473,365	0
Carry Forward (Salary):	\$ 859,595	859,595	0
INCOME			
Student-Centred Funding (including School Transfers & Department Adjustments):	\$ 0	-553,066	553,066
Locally Raised Funds:	\$ 1,152,000	268,545	883,455
Total Funds:	\$ 2,484,960	1,048,438	1,436,521
EXPENDITURE			
Salaries:	\$ 16,239,218	2,549,692	13,689,527
Goods and Services (Cash):	\$ 2,204,998	522,222	1,682,776
Total Expenditure:	\$ 18,444,216	3,071,914	15,372,302
Variance:	\$ -15,959,256	-2,023,476	-13,935,781

Income

	Current Budget	Actual YTD	Variance
Carry Forward (Cash)	\$473,365.00	\$473,365.00	\$0.00
Carry Forward (Salary)	\$859,594.82	\$859,594.82	\$0.00
Student-Centred Funding (including School Transfers & Department Adjustments)	\$0.00	\$-553,066.00	\$553,066.00
Per Student	\$0.00	\$0.00	\$0.00
School and Student Characteristics	\$0.00	\$0.00	\$0.00
Disability Adjustments	\$0.00	\$0.00	\$0.00
Targeted Initiatives	\$0.00	\$0.00	\$0.00
Operational Response Allocation	\$0.00	\$0.00	\$0.00
Regional Allocation	\$0.00	\$0.00	\$0.00
School Transfers – Salary	\$-737,421.64	\$-737,421.64	\$0.00

School Transfers - Cash	\$737,421.64	\$184,355.64	\$553,066.00
Department Adjustments	\$ .00	\$ .00	\$ .00
<b>Locally Raised Funds (Revenue)</b>	<b>\$1,152,000.00</b>	<b>\$268,544.65</b>	<b>\$883,455.35</b>
Voluntary Contributions	\$40,000.00	\$39,372.29	\$627.71
Charges and Fees	\$230,000.00	\$176,181.02	\$53,818.98
Fees from Facilities Hire	\$70,000.00	\$1,363.64	\$68,636.36
Fundraising/Donations/Sponsorships	\$23,500.00	\$18,496.00	\$5,004.00
Commonwealth Govt Revenues	\$ .00	\$ .00	\$ .00
Other State Govt/Local Govt Revenues	\$1,000.00	\$ .00	\$1,000.00
Revenue from CO, Regional Office and Other schools	\$ .00	\$ .00	\$ .00
Other Revenues	\$87,500.00	\$33,131.70	\$54,368.30
Transfer from Reserve or DGR	\$700,000.00	\$ .00	\$700,000.00
Residential Accommodation	\$ .00	\$ .00	\$ .00
Farm Revenue (Ag and Farm Schools only)	\$ .00	\$ .00	\$ .00
Camp School Fees (Camp Schools only)	\$ .00	\$ .00	\$ .00
<b>Total</b>	<b>\$2,484,959.82</b>	<b>\$1,048,438.47</b>	<b>\$1,436,521.35</b>

#### Expenditure

	Current Budget	Actual YTD	Variance
<b>Salaries</b>	<b>\$16,239,218.21</b>	<b>\$2,549,691.69</b>	<b>\$13,689,526.52</b>
Appointed Staff	\$16,085,486.54	\$2,395,960.02	\$13,689,526.52
New Appointments	\$ .00	\$ .00	\$ .00
Casual Payments	\$144,786.36	\$144,786.36	\$ .00
Other Salary Expenditure	\$8,945.31	\$8,945.31	\$ .00
<b>Goods and Services (Cash Expenditure)</b>	<b>\$2,204,998.00</b>	<b>\$522,222.46</b>	<b>\$1,682,775.54</b>
Administration	\$118,500.00	\$7,623.63	\$110,876.37
Lease Payments	\$ .00	\$ .00	\$ .00
Utilities, Facilities and Maintenance	\$719,792.00	\$156,178.73	\$563,613.27
Buildings, Property and Equipment	\$675,000.00	\$262,255.00	\$412,745.00
Curriculum and Student Services	\$601,706.00	\$81,982.19	\$519,723.81
Professional Development	\$90,000.00	\$2,906.36	\$87,093.64
Transfer to Reserve	\$ .00	\$ .00	\$ .00
Other Expenditure	\$ .00	\$11,276.55	\$-11,276.55
Payment to CO, Regional Office and Other schools	\$ .00	\$ .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
<b>Total</b>	<b>\$18,444,216.21</b>	<b>\$3,071,914.15</b>	<b>\$15,372,302.06</b>

## Cash Report

Issued on 18 March 2025

<b>School:</b>	Atwell College	<b>School Year:</b>	Mar 2025 ( Verified Feb Cash)
<b>Region:</b>	South Metropolitan Region	<b>Aria:</b>	0
		<b>Distance to Perth (km):</b>	21.2

#### One Line Budget – Cash Component – Mar 2025

	Current Budget	Actual YTD	Variance	%Budget
Carry Forward:	\$ 473,365	473,365	0	100.00%
Student-Centred Funding (Including School Transfers and Department Adjustments):	\$ 737,422	184,356	553,066	25.00%
Locally Raised Funds:	\$ 1,152,000	268,545	883,455	23.31%
<b>Total Cash Budget:</b>	<b>\$ 2,362,787</b>	<b>926,265</b>	<b>1,436,521</b>	<b>39.20%</b>

#### EXPENDITURE

Goods and Services:	\$ 2,204,998	522,222	1,682,776	23.68%
<b>Total Cash Expenditure:</b>	<b>\$ 2,204,998</b>	<b>522,222</b>	<b>1,682,776</b>	<b>23.68%</b>
<b>Variance:</b>	<b>\$ 157,789</b>	<b>404,043</b>	<b>-246,254</b>	

#### Locally Raised Funds (Revenue)

Locally Raised Funds	Current Budget	Actual YTD	Variance	%Budget
Voluntary Contributions	\$40,000.00	\$39,372.29	\$627.71	98.43%
Charges and Fees	\$230,000.00	\$176,181.02	\$53,818.98	76.60%
Fees from Facilities Hire	\$70,000.00	\$1,363.64	\$68,636.36	1.95%
Fundraising/Donations/Sponsorships	\$23,500.00	\$18,496.00	\$5,004.00	78.71%
Commonwealth Govt Revenues	\$ .00	\$ .00	\$ .00	%
Other State Govt/Local Govt Revenues	\$1,000.00	\$ .00	\$1,000.00	.00%
Revenue from CO, Regional Office and Other schools	\$ .00	\$ .00	\$ .00	%
Other Revenues	\$87,500.00	\$33,131.70	\$54,368.30	37.86%
Transfer from Reserve or DGR	\$700,000.00	\$ .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	%
<b>Total</b>	<b>\$1,152,000.00</b>	<b>\$268,544.65</b>	<b>\$883,455.35</b>	<b>23.31%</b>

### Goods and Services (Expenditure)

Goods and Services	Current Budget	Actual YTD	Variance	%Budget
Administration	\$118,500.00	\$7,623.63	\$110,876.37	6.43%
Lease Payments	\$0.00	\$0.00	\$0.00	%
Utilities, Facilities and Maintenance	\$719,792.00	\$156,178.73	\$563,613.27	21.70%
Buildings, Property and Equipment	\$675,000.00	\$262,255.00	\$412,745.00	38.85%
Curriculum and Student Services	\$601,706.00	\$81,982.19	\$519,723.81	13.62%
Professional Development	\$90,000.00	\$2,906.36	\$87,093.64	3.23%
Transfer to Reserve	\$0.00	\$0.00	\$0.00	%
Other Expenditure	\$0.00	\$11,276.55	\$-11,276.55	%
Payment to CO, Regional Office and Other schools	\$0.00	\$0.00	\$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>\$2,204,998.00</b>	<b>\$522,222.46</b>	<b>\$1,682,775.54</b>	<b>23.68%</b>

### Atwell College (4184)

#### 2025 Minimum Expenditure Requirement

Issued on 18 March 2025

**Region:** South Metropolitan Region

**Aria:** 0

**Distance to Perth (km):** 21.2

**2025 Budget** = Student-centred Funding + School Transfers + Department Adjustments + Locally Raised Funds (excluding Reserve Transfers)

**2025 Carry Forward** = Salary Carry Forward + Cash at Bank (excluding Suspense, Tax and Deductible Gift Recipient funds)

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

#### 2025 Budget

2025 Budget (SCFM and Locally Raised Funds)		
Current Budget	\$	452,000
Minimum Expenditure of 96%	\$	433,920

2025 Carry Forward (Salary and Cash at Bank)		
Carry Forward	\$	3,028,986
2024 Budget	\$	18,305,575
% of 2024 budget	%	17
Minimum Expenditure of 10%	\$	302,899

#### 2025 Minimum Expenditure Requirement

96% of Current Budget	\$	433,920
10% of Carry Forward	\$	302,899
<b>Total 2025 Minimum Expenditure Requirement</b>	<b>\$</b>	<b>736,819</b>

#### 2025 Current Forecast Expenditure

<b>Salaries</b>	<b>\$</b>	<b>16,239,218</b>
Appointed Staff	\$	16,085,487
New Appointments	\$	0
Casual Payments (General)	\$	60,895
Casual Payments – Leave Relief	\$	83,891
Other Salary Expenditure	\$	8,945
<b>Goods and Services (Cash Expenditure)</b>	<b>\$</b>	<b>2,204,998</b>
<b>Total Expenditure 2025</b>	<b>\$</b>	<b>18,444,216</b>

#### Information Used

2025 Budget	<b>Mar 2025</b>
Verified Cash	Feb 2025

## Appendix 2:

# NAPLAN 20025

Total Students

NAPLAN	Writing			
	2023		2024	
	Year 7	Year 9	Year 7	Year 9
Number of Students	126	166	100	116

Average Test Score

NAPLAN	Writing			
	2023		2024	
	Year 7	Year 9	Year 7	Year 9
School Average Score	512	559	516	556
WA Public School Average Score	521	562	527	569

Percentages of Students - Proficiency Levels (School)

NAPLAN	Writing			
	2023		2024	
	Year 7	Year 9	Year 7	Year 9
Exceeding	6	8	7	13
Strong	49	45	43	45
Developing	34	42	38	33
Needs Additional Support	11	5	12	9

Total Students

NAPLAN	Reading			
	2023		2024	
	Year 7	Year 9	Year 7	Year 9
Number of Students	125	164	96	114

Average Test Score

NAPLAN	Reading			
	2023		2024	
	Year 7	Year 9	Year 7	Year 9
School Average Score	490	560	502	550
WA Public School Average Score	522	566	517	566

Percentages of Students - Proficiency Levels (School)

NAPLAN	Reading			
	2023		2024	
	Year 7	Year 9	Year 7	Year 9
Exceeding	6	9	9	13
Strong	47	52	43	39
Developing	25	32	28	36
Needs Additional Support	22	7	20	11

Total Students

NAPLAN	Grammar & Punctuation			
	2023		2024	
	Year 7	Year 9	Year 7	Year 9
Number of Students	124	156	91	116

Average Test Score

NAPLAN	Grammar & Punctuation			
	2023		2024	
	Year 7	Year 9	Year 7	Year 9
School Average Score	512	540	512	519
WA Public School Average Score	526	553	524	550

Percentages of Students - Proficiency Levels (School)

NAPLAN	Grammar & Punctuation			
	2023		2024	
	Year 7	Year 9	Year 7	Year 9
Exceeding	6	6	12	9
Strong	44	42	43	27
Developing	33	39	22	40
Needs Additional Support	16	12	22	25

Average Test Score

NAPLAN	Spelling			
	2023		2024	
	Year 7	Year 9	Year 7	Year 9
School Average Score	521	563	533	557
WA Public School Average Score	536	566	535	565

Percentages of Students - Proficiency Levels (School)

NAPLAN	Spelling			
	2023		2024	
	Year 7	Year 9	Year 7	Year 9
Exceeding	12	13	19	13
Strong	56	58	53	54
Developing	19	26	18	24
Needs Additional Support	12	4	11	9

Total Students

NAPLAN	Numeracy			
	2023		2024	
	Year 7	Year 9	Year 7	Year 9
Number of Students	119	167	95	116

Average Test Score

NAPLAN	Numeracy			
	2023		2024	
	Year 7	Year 9	Year 7	Year 9
School Average Score	506	559	516	540
WA Public School Average Score	529	571	526	565

Percentages of Students - Proficiency Levels (School)

NAPLAN	Numeracy			
	2023		2024	
	Year 7	Year 9	Year 7	Year 9
Exceeding	4	3	6	3
Strong	52	63	53	50
Developing	26	25	28	29
Needs Additional Support	18	10	13	18





## Improvements to the Preparation and Delivery of NAPLAN

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- Whole school Numeracy and Literacy focus.
- Scheduled over 2 periods to enable students to be settled and ready to commence the test with enough time to complete it before a break.
- Keeping students in class sets as much as possible to reduce student anxiety.
- Ensuring plenty of supervision for the smooth running of tests.
- Daily reminder to staff regarding tests being run and details regarding teacher instructions for set up.





## Student Data 2025

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	Year 7	Year 9	Yr7 2024	Yr9 2024
Writing	93 (100%)	106 (92%)	100	100 (86%)
Reading	91 (98%)	109 (96%)	100	99 (85%)
Conventions of Language	92 (99%)	110 (96%)	95	101 (87%)
Numeracy	90 (97%)	109 (95%)	100	100 (86%)
Total Student Population	93	114	100	116



## Appendix 3:

### Healthy Food & Drink Choices

This policy was introduced in 2006 by the West Australian Government. This is the 'Traffic Light System' as foods are Categorised as Green, Amber and Red!

- **GREEN** - This colour indicates it is low in fat, sugar or salt and can be eaten or consumed regularly. It is the healthiest of choices.
- **AMBER** - Indicates that content of fat, sugar or salt is medium in these foods and can be eaten occasionally though not on a regular basis.
- **RED** - Indicates that the food is high in fat, sugar or salt. It is best to avoid these kinds of food and can be eaten only rarely.



### BREAKFAST 7.30AM - 8.45AM

- Selection of Whole Fruit ..... \$1.50
- Cheesie (Vegemite) ..... \$2.50
- Breaky Burger (Vegie Patty, Egg, Beef Patty, Tomato Relish)..... \$6.00
- Fresh Fruit Salad 500ml ..... \$4.50
- Up and Go (chocolate, strawberry, bannana & vanilla) ..... \$2.50
- Yoghurt Cup with Granola & Berries..... \$4.00

### ALL DAY

- Mini Pizza (Tomato, cheese, capsicum & chicken) ..... \$4.00
- Chicken Fried Rice ..... \$6.00
- Wedges (oven baked)..... \$4.00

### DRINKS

- 250 Breaka Milk (Chocolate, strawberry) ..... \$3.00
- Bluey Milk Drinks - Pop Top ..... \$3.50
- Bubly 375ml Can (Berry, Lime)..... \$3.00
- 600ml Water..... \$2.50

# CANTEEN SUMMER MENU 2025

## MORNING RECESS AND LUNCH

### TOASTIES

(Made With White, Wholemeal or Gluten Free Bread)

- Premium Roast Beef, Cheese, Tomato and Red Onion ..... {NF} \$5.50
- Chicken, Cheese, Avocado, Capsicum & Sweet Chilli..... {H, NF} \$5.50

*Gluten free bread \$1.00 extra*

### SANDWICHES

(Made With White, Wholemeal or Gluten Free Bread)

- Egg, Mayo and Lettuce.....{H-LF-NF-V} \$4.50
- Premium Roast Beef & Salad .....{LF-NF} \$5.50
- Chicken & Salad.....{H-LF-NF} \$5.50
- Veggie (Lettuce, tomato, cucumber, red onion, carrot, capsicum & pickle relish) ..... {H-LF-NF-V} \$4.50

(Salad Includes - lettuce, tomato, cucumber, spanish onion and carrot)

*Gluten free bread \$1.00 extra*

### BURGERS

- Hamburger (Meat Pattie, Lettuce, Tomato, Onion, pickles & Tomato Relish) ..... {H, LF, NF} \$6.50
- Chicken 'n' Slaw Burger (Oven baked chicken schnitzel and coleslaw salad) ..... {H, LF, NF} \$6.00
- Veggie Burger (bubble & squeek, lettuce, tomato, cucumber, carrot, tomato relish) ..... {H, LF, NF, V} \$5.50

*Gluten free roll \$1.00 extra*

### SALADS

- Salad Bowl (half spinach, roast pumpkin, feta & balsamic and half coleslaw cabbage, onion, Carrot and mayo) ..... {H, LF, NF, V} small \$4.50 large \$7.50
- SQUEEZE ON SAUCE; tomato, BBQ & Sweet Chilli .....\$0.50

## DAILY SPECIALS

### Monday

- Oven Baked Hash Brown..... \$1.50
- Liten Up Sausage Roll ..... {NF} \$4.00
- Oven Baked Chicken Nuggets & Coleslaw  
(6 nuggets and a cup of coleslaw) ..... {H, LF, NF} \$4.50
- Pasta Bolognaise - Homemade (Meat, tomato, carrot, onion, garlic & basil) ..... {H, LF, NF} small \$4.00 large \$6.50

### Tuesday

- Teriyaki Chicken Bowl (Rice, Cabbage, Onion, Ginger, Soy, Japanese Mayo & Chicken Breast) ..... {H, LF, NF} large \$7.00
- Butter Chicken (Chicken, rice, tomato, coriander, onion, chilli, ginger, cumin, garlic, coconut milk) ..... {H, LF, GF, NF} small \$4.50 large \$7.00

### Wednesday

- Homemade Lasagna (Meat, tomato, onion, garlic, basil and pasta) ..... {H, LF, NF} small \$4.00 large \$6.50
- Red Thai Chicken Curry (Chicken, rice, onion, capsicum, coriander, coconut milk, chilli, ginger) ..... {H, GF, LF, H, NF} small \$4.50 large \$7.00

### Thursday

- Homemade Sushi Rolls (Tuna & Teriyaki Chicken) ..... {H, GF, LF, NF} \$6.00

### Friday

- Liten Up Beef Pie .....\$4.50
- Caesar Salad (Cos lettuce, chicken, croutons, egg, cheese and ceasar dressing) ..... {LF, NF} small \$4.50 large \$7.50
- Harvey Juice Box ..... \$1.50
- Ice Cream Tub..... \$2.00

## Appendix 4:

# Atwell College Independent Public School School Board Terms of Reference



## LEGAL FRAMEWORK OF A SCHOOL BOARD

All public school boards in Western Australia are regulated by the [School Education Act 1999](#), [School Education Regulations 2000](#) and the individual board's terms of reference (constitution for incorporated bodies).

### The Act provides for membership:

1. Mandated parent representation (except where the majority of students are 18 years of age or over);
2. Staff representation (the principal is automatically included); general community representation; optional co-opted community and industry representation; student representation (15+ years for an unincorporated board);
3. Where the school has a Parents and Citizens' Association (P&C), the association may
  - a. nominate a representative to be considered for the parent or general community category of membership (subject to the conditions of the applicable membership category);
4. allocation of a member of another association in relation to the school or group of schools to which the school belongs.

The Act provides the means by which a board is established and operates, including how members are elected or appointed and outlines the structure of a board.

1. Students, parents and members of the community must make up the majority of a board's membership.
2. A person who is a staff member of the school, and a parent or community member, may only be a member of the board in his or her capacity as a staff member.

Each school board must have their Terms of Reference acknowledged by the Department of Education.

## DEFINITIONS

**Board** - Means "Council" as defined in the [School Education Act 1999](#).

**Director General** - Means the Chief Executive Officer of the Department of Education as defined in section 229 of the [School Education Act 1999](#).

**Educational Program** - Means an organised set of learning activities designed to enable a student to develop knowledge, understanding, skills and attitudes relevant to the student's individual needs as defined in section 4 of the [School Education Act 1999](#).

**Minister** - Means the Minister responsible for administering the *School Education Act*.

**Parent** - As defined in section 4 of the [School Education Act 1999](#) is the person who is named in the school register as a parent of a student.

**School** - Means (Atwell College).

**Staff** - Means any person employed by Atwell College. (*Staff who are parents of students who attend the College will only serve on the Board in their capacity as a Department of Education employee. IE: in the category, staff member*)

**School Education Act** - Means the [School Education Act 1999](#).

**School Fund** - Means the General Purposes Fund and a fund referred to in section 110 of the *School Education Act*, as defined in section 4 of the [School Education Act 1999](#).

**Student** - Means student enrolled at the school.

## FUNCTIONS OF THE BOARD

Note: All matters discussed and documentation presented to members of the board must remain strictly confidential. Breaches of this confidentiality requirement could result in termination of membership.

The Board has the powers and duties to make recommendations in the following:

1. Establishing and reviewing from time to time, the school's objectives, priorities and general policy directions;
2. The planning of financial arrangements necessary to fund those objectives, priorities and directions;
3. Evaluating the school's performance in achieving them; and formulating codes of conduct for students at the school.
4. To make recommendations in consultation with students, their parents and staff on an appropriate dress code for students when they are attending or representing the school;
5. To promote the school in the community
6. to approve:
  - a. charges and contributions for the provision of certain materials, services and facilities under section 99(4) of the [School Education Act 1999](#);
  - b. extra cost optional components of educational programs under section 100(3) of the School Education Act;
  - c. Items to be supplied by a student for use in an educational program under section 108(2) of the School Education Act; and
  - d. Any agreements or arrangements for advertising or sponsorship in relation to the school under section 216(5) of the School Education Act.
7. To note the schools funding agreement (with schedules).
8. With the approval of the Minister or Director General, as the Minister's delegate, to: Take part in the selection of, but not the appointment of, the school principal or any other member of the teaching staff under section 129(2) of the School Education Act.

## THE BOARD CANNOT

1. Intervene in the control or management of the school
2. Intervene in the educational instruction of students
3. Exercise authority over teaching staff or other persons employed at the school
4. Performance manage the Principal or any other Department of Education employee
5. Intervene in the management or operation of a school fund
6. Purchase property
7. Borrow money or obtain credit

## MEMBERSHIP OF THE BOARD

The College Board will consist of up to twelve members:

### Ex-Officio Positions; (No voting rights)

Principal  
Manager Corporate Services (Can be an elected staff member)

### Two Elected Staff Representatives;

### Three Elected Parent Members;

Parent members of boards bring their experience as parents at the College, and the views and context of the wider school community. (Suitability for Board membership as a parent will be based on the nominee having a student enrolled at the College, or residing within the College Intake area. The Nominee must commit to regular attendance to Board meetings, and possible time outside Board meetings to deliberate on disseminated information.)

### Up to Two Co-opted Community Representatives;

Any member of the community considered to have suitable qualifications or experience is eligible to be placed on the list of nominees for the community category of membership. Community members have contemporary expertise required by the board. Examples of contemporary expertise include current employment with an employer working in partnership with the school, or business skills that are required at the time.

### One Parents and Citizens Representative appointed from the P&C for a One-year term.

A school's Parents and Citizens' Association (P&C) is a valuable but separate entity to the board. Members of the board and the Parents and Citizens' Association often work together on different projects.

A P&C can nominate one of their members for either;

- a. a parent or
- b. a community member position depending on the individual circumstances of the nominee.

If the P&C nominates a parent member, that nomination is treated the same as any other parent nomination and is required to face an election (with all parents voting and all parent candidates considered, not just P&C members) if there are more nominations than positions.

### Two Student Representatives;

Students must be over 15 years of age elected from the student body.

## TENURE, APPOINTMENT AND ELECTION OF MEMBERS

A member of the Board (other than the principal) shall hold office for a term not exceeding three years and may re-nominate at the end of their tenure.

*A person can become ineligible to hold office as a member before the end of their term. For example, a parent member becomes ineligible when they no longer have children enrolled at the school; and a community member becomes ineligible when they no longer have the contemporary expertise required.*

1. The principal of the school will invite nominations from suitably qualified persons to fill vacancies occurring and, except in the case of the general community membership category, will conduct elections where the number of nominees is greater than the vacancies available.



2. Eligible to vote in the category of parent membership positions is each parent whose name and address has been provided to the school under section 16(1)(b)(ii)(l) of the [School Education Act](#), or if neither parent's name and address has been so provided, each person who is responsible for the student.
3. Eligible to vote in the category of staff membership positions is each person to whom section 235(1) of the [School Education Act](#) applies and whose usual place of work is at the school.
4. Eligible to vote in the category of student membership is each student enrolled at the school at the date of the notice of the election, who is 15 years old or more or who will reach 15 years old during the calendar year.
5. A person may not vote in respect of more than one category referred to in rules (2), (3), (4) (above).
6. In the category of general community membership positions, the Board may appoint suitably qualified members of the general community from the list of nominees.
7. The Director General may, from time to time, specify standards or requirements in relation to the conduct of elections.
8. The Director General may inquire into any matter affecting an election or appointment of a member of the Board and, if any irregularity has occurred, may declare the results of an election or appointment invalid or order an election or appointment or a new election or appointment to be conducted.
9. Any member appointed or elected to a casual vacancy in the Board, shall hold office for the balance of the term of the member of the Board, whose seat has become vacant.
10. Parents, students, and staff may be appointed to the appropriate category of membership of the board if there is only one nominee for each position.
11. Where it is applicable to the membership category, a Screening Clearance Number must be issued by the Department of Education's Screening Unit before an appointment is made.

## CESSATION OR TERMINATION OF MEMBERSHIP

The office of a member of the Board becomes vacant if the member:

1. Reaches the end of their three-year term;
2. Becomes ineligible to hold office as a member;
3. Resigns by written notice delivered to the Board; or
4. Is removed from office by the Director General or delegate.

The Director General, or Executive Directors as delegates of the Director General, may remove a person as a member of the Board on the grounds that the continuation of the person as a member would be detrimental to the interests of the Board. The Board may remove a person as a member of the Board on the grounds that the person;

1. Has neglected his or her duty as a member;
2. Has misbehaved or is incompetent;
3. Is suffering from mental or physical incapacity, other than temporary illness, impairing the performance of his or her function as a member; or
4. Has been absent, without leave or reasonable excuse, from three consecutive meetings of which the member has had notice.

The Board must not remove a person as a member unless the person has been given a reasonable opportunity to show that he or she should not be removed from office.

A decision of the Board to remove a person from office is to be made by resolution of a majority comprising enough of the members for their number to be at least two thirds of the number of offices, whether vacant or not.

## MEETINGS AND PROCEEDINGS OF THE BOARD

1. The Board will determine the number of meetings for each year.
2. The chair of the Board is to convene Board meetings in accordance with the directions of the Board in relation to the venue and time of meeting and giving notice of the meeting.
3. Meetings of the Board are generally to be open to the public.
4. The Board is to hold each calendar year at least one meeting that is open to the public, 14 days' notice of which has been given to parents and in which a report is presented on the performance of the Board's functions.
5. The Board may decide to close to members of the public a meeting or part of the meeting on the grounds set out in rule 8.6 unless the meeting is the annual public meeting or a special meeting called under regulation 118 of the [School Education Regulations 2000](#).
6. The Board may decide to close to members of the public a meeting or part of the meeting if it deals with any of the following:
  - a. A matter affecting a person who is employed at the school;
  - b. The personal affairs of any person;
  - c. contract entered into, or which may be entered into, by the school and which relates to a matter to be discussed at the meeting;
  - d. All advice obtained, or which may be obtained, by the Board and which relates to A matter to be discussed at the meeting;
  - e. A Legal Matter that, if disclosed, would reveal: Information that has a commercial value to a person and that is held by, or is about, a person other than the Board; or information about the business, professional, commercial or financial affairs of a person and that is held by, or is about, a person other than the Board; information which is the subject of a direction given under section 23(1a) of the [Parliamentary Commissioner Act 1971](#).
7. A decision to close a meeting or part of the meeting and the reason for the decision are to be recorded in the minutes of the meeting.
8. The chair is to convene a special meeting of the Board if the meeting is called for in a notice to the chairperson setting out the purposes of the proposed meeting, that is provided by at least 20 families of students at the school or at least half the number of families of students at the school, whichever is the lesser number of families.
9. The chair is not to convene a meeting if the purposes of the proposed meeting are not relevant to the Board's functions.
10. A meeting convened is to deal only with matters relevant to the purposes set out in the notice received by the chair.
11. Each Board member, including the chairperson, is entitled to one vote only.
12. A decision of the Board does not have effect unless it has been made by an absolute majority.
13. An absolute majority means a majority comprising enough of the members of the Board for their number to be more than 60 per cent of the number of offices whether vacant or not.
14. Subject to these rules, the procedure and order of business to be followed at a meeting shall be determined by the Board.

## FAILURE TO ACT PROPERLY

In the event that the Board breaches the [School Education Act 1999](#), or the conduct of the Board is incompetent, inadequate or improper, the Minister may give written notice to the Board requiring that the situation be remedied. If the Minister is of the opinion that a Board has not complied with such a notice, the Minister may dismiss the Board.

## COMMITTEES OF THE BOARD

1. The Board is empowered to appoint such committees as it deems necessary.
2. Membership of committees is not confined to members of the Board but at least one Board member is required to serve on each Committee.
3. The duties of any committee shall be clearly defined by the Board and, where appropriate, a specific date shall be set for the completion of the tasks assigned to the committee.
4. In all cases a committee makes its recommendations to the Board.

## ROLE OF THE CHAIRPERSON OF A SCHOOL BOARD

The chairperson leads the board and the role of the chairperson is to:

1. Work in partnership with the principal;
2. Ensure a wide variety of people are considered for membership and that members are representative of the school community, for example gender, social, cultural, lingual, economic or geographic factors relevant to the school;
3. Chair and convene board meetings;
4. Ensure minutes of meetings are taken and reviewed;
5. Provide leadership to the board;
6. Manage the business of the board;
7. Declare the result of decisions and motions;
8. Uphold board decisions;
9. Work with the principal to induct members;
10. Ensure the board stays focused on supporting the school to achieve the best outcomes for students;
11. Prepare and present an annual report to members and the school community at annual public meetings;
12. Comply with any directions of the board in relation to the venue and time of meeting and giving notice of the meeting;
13. Resolve disputes as required;
14. Facilitate mediation meetings as required; and
15. Represent the school in the community and at formal functions

## CHAIRING MEETINGS

The board chairperson effectively leads meetings. This entails:

1. Preparing the agenda and relevant papers with the principal;
2. Ensuring that meeting processes comply with the board's terms of reference;
3. Ensuring meetings are run efficiently and achieve their purpose;
4. Ensuring all members have the opportunity to be heard;
5. Ensuring the meeting focuses on whole of school outcomes rather than personal affairs;
6. Ensuring the minutes from the previous meeting are confirmed as accurate and signing and dating those minutes;
7. Starting and finishing meetings on time;
8. Notifying the board of any apologies received;
9. Tabling all correspondence, in and out.

## ROLE OF THE PRINCIPAL OF A SCHOOL BOARD

The Principal is automatically a member of the board. The principal's role as school leader is to manage the administration of the school, the staff of the school and the educational instruction of students.

The role of the principal on the board is to:

1. Form a council unless a school has been exempted from this requirement
2. Provide advice and guidance to the board in relation to legislative requirements and school policy; establish a plan for the school in consultation with the board and the school's teaching staff setting out its objectives and how the objectives and priorities will be achieved;
3. In consultation with the board and the school's teaching staff to monitor and report on the school's performance in relation to the plan referred to above;
4. Submit the school's annual budget to the board for noting
5. submit proposed major revisions to the budget, which have an impact on the original programs and priorities, to the board for noting;
6. Submit proposed contributions, charges and contributions and personal items list to the board for approval;
7. Invite nominations to fill vacancies in the board membership;
8. Conduct elections (where elections are applicable to the membership category);
9. Assist in identifying appropriate general community representatives to be placed on the list of nominees;
10. Provide the board with support services;
11. Work with Department of Education business units on issues such as funding to the school, school maintenance and capital works and provide the information board members require on these processes;
12. Support members to understand the scope of the functions of a board, which does not include intervening in the control or management of the school, including the issues referred to above, either directly or indirectly; and represent the Department of Education.

### Guideline

*Principals have the legislated responsibility for the control and management of the school (SEA s.63(1)(b)). The Department of Education has established processes to enable Principals to undertake these functions, including for the distribution of funding to the school, school maintenance and capital works. Principals work with Department business units and provide the information council/board members require on these processes. Principals support members to understand the scope of the functions of a council/board, which does not include intervening in the control or management of the school - either directly or indirectly.*

## ROLE OF THE EXECUTIVE OFFICER OF A SCHOOL BOARD

1. Co-ordinate the correspondence of the board;
2. Ensure that full and correct minutes of the meetings and proceedings of the board are kept in a minute book and are signed by the chairperson after every meeting;
3. Serve formal notice to board members and the community, at the direction of the chairperson, in advance of: ordinary, special and annual public meetings; and motions;
4. Keep and maintain in an up to date condition a register of the members of the board and their postal and residential addresses;
5. Keep a list of nominees of members of the general community that may be appointed to the board in the category of general community membership;
6. Keep and maintain the terms of reference (if applicable), and have copies of the terms of reference available to all members;



7. Ensure every member has access to inspect the records and documents of the board;
8. Have custody of all books, documents, records and registers of the board; and have custody of all other records held by the board.

## ROLE OF PARENT/STUDENT/COMMUNITY BOARD MEMBERS

1. **Parent members** of boards bring their experience as parents at the school, and the views and context of the wider school community.
2. **Student members** of boards bring their experience as students at the school.
3. **Community member's** may have contemporary expertise required by the board. Examples of contemporary expertise include current employment with an employer working in partnership with the school, or business skills that are required at the time.

## QUORUM

A quorum will be more than 60 per cent of the members of the Board but decisions must still be made with an absolute majority. If within 30 minutes after the time specified for the holding of a meeting of which formal notice has been given;

1. A quorum is not present, the meeting lapses and will be rescheduled; or otherwise than as a result of a request, notice or action, the meeting stands adjourned until such time as the Board agrees to reconvene the meeting
2. If within 30 minutes of the time for the resumption of adjourned meeting a quorum is not present, the members who are present in person may nevertheless proceed with the business of the meeting as if a quorum were present.

### Guideline

*At a meeting 60 per cent of members present in person, or by electronic means, could constitute a quorum. The number should be determined taking into consideration the requirement for an absolute majority of all members for a motion to be passed.  
Electronic means may include via telephone, web/video conference. Members cannot send a proxy.*

## MEETING SCHEDULE

At the first meeting of each year the Board shall decide the dates and purpose of meetings for the remainder of the year. They shall also confirm member's tenure, chair position and ratify the Terms of Reference.

## Appendix 5:

Conditions for Learning & Student Voice  
Behaviour Management



ATWELL COLLEGE  
Embracing the Future

### Bullying Prevention Policy

#### Purpose

To ensure the provision of a safe and respectful learning environment for Atwell College students, where bullying is not accepted, and clearly explain the school's response if bullying does occur. The Atwell College school community believes that a safe and respectful school community, where students have the opportunity to learn to their potential, is founded on positive relationships.

#### Our Values

At Atwell College, we:

##### Show Respect

- promote a zero-tolerance approach to bullying.
- treat others with kindness and care.

##### Strive to Achieve

- believe all students can actively engage positively in peer relationships.
- are committed to building awareness in our students and the wider school community about bullying and the signs and evidence of bullying.

##### Be Responsible

- empower victims and bystanders to speak up and report bullying behaviour.
- are responsible for providing clear processes for reporting and responding to incidents of bullying.

#### Definitions

**Bullying** is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. For bullying to occur there must be a relationship or ongoing contact between the people involved.

**Conflict** is arguments or fights between equals whether in person or online. Conflict may include someone engaging in a disrespectful or aggressive way on a single occasion.

#### Roles and Responsibilities

All members of the school community contribute to the prevention of bullying.

##### Student responsibilities:

- behave appropriately, respecting individual differences and diversity
- behave as responsible digital citizens – this means interacting with others online in a positive and respectful manner, and ensuring that comments, images, videos and other material shared online respects the privacy and reputation of all
- have a clear understanding of the different forms of bullying. i.e. psychological, cyber and physical
- follow the school Bullying Prevention - Student Pathway flowchart. This includes being aware of the consequences associated with bullying
- behave as responsible bystanders and be upstanders. Bystanders becoming upstanders are the most powerful participants in bullying incidents. It is imperative that bystanders make it clear to the bully that his/her behaviour is unacceptable, support the target of bullying, and
- report incidents of bullying according to the school Bullying Prevention – Student Pathway flowchart.

##### Staff responsibilities:

- respect and support students
- model and promote appropriate behaviour
- support students to become resilient
- have knowledge of school and departmental policies relating to bullying behaviour
- communicate the school policy and Bullying Prevention – Student Pathway flowchart to students, including definitions and repercussions of bullying
- respond in a timely manner to incidents of bullying according to the school's Bullying Prevention – Student Pathway flowchart.
- ensure open lines of communication between home and school to respond to bullying situations if they arise
- provide curriculum and pedagogy that supports students to develop an understanding of bullying and its impact on individuals and the broader community, including digital safety.

##### Parent and Caregiver responsibilities:

- support their children to become responsible citizens and to develop responsible online behaviour
- be aware of the school Bullying prevention -Student Pathway and how to access the E-Safety Commissioner to assist their children in understanding bullying behaviour
- support their children in developing positive responses to incidents of bullying
- support their children to become resilient and confident to report bullying and overcome challenges they face
- report incidents of school-related bullying behaviour to the school
- work collaboratively with the school to resolve incidents of bullying when they occur

##### Prevention of Bullying

- Implementation of PBS system and initiatives
- Social and emotional learning programs
- Pastoral care programs for developing resilience and supporting mental health
- Targeted education through Health curriculum across all year groups
- Anti-bullying messages through school platforms, such as assemblies, year group CONNECT pages
- College values visible in all areas of the college
- Promotion of belonging and connectedness through House system
- Awareness days to celebrate inclusivity
- Duty teachers at break times
- Student Services accessible at break times and before school

##### Responding to Bullying

##### Student response

- Mobile phones should be off and away all day at school as per our college policy. Any online incidents of online bullying should be reported immediately to parents/caregivers. Families should report incidents to the E-Safety Commissioner.
- Classroom issues to be reported directly to the classroom teacher or Head of Learning Area for immediate intervention.
- Break time issues should be reported to the nearest duty teacher or students can complete a 'My Side' in the Administration building for the attention of Year Coordinators/Student Services Coordinators.
- It is imperative that students provide a written account of any incident for school records and to determine an appropriate intervention.

##### Staff response

- The classroom teacher will maintain a safe classroom environment, including following the college Behaviour Management processes to address all anti-social behaviour.
- Classroom teachers will raise Wellbeing Concerns at signs of distress, isolation or suspected incidents of bullying.
- Classroom teachers will not tolerate name calling, 'play fighting', or just 'joking around'.
- Classroom teachers will role model respectful behaviour and respectful relationships.

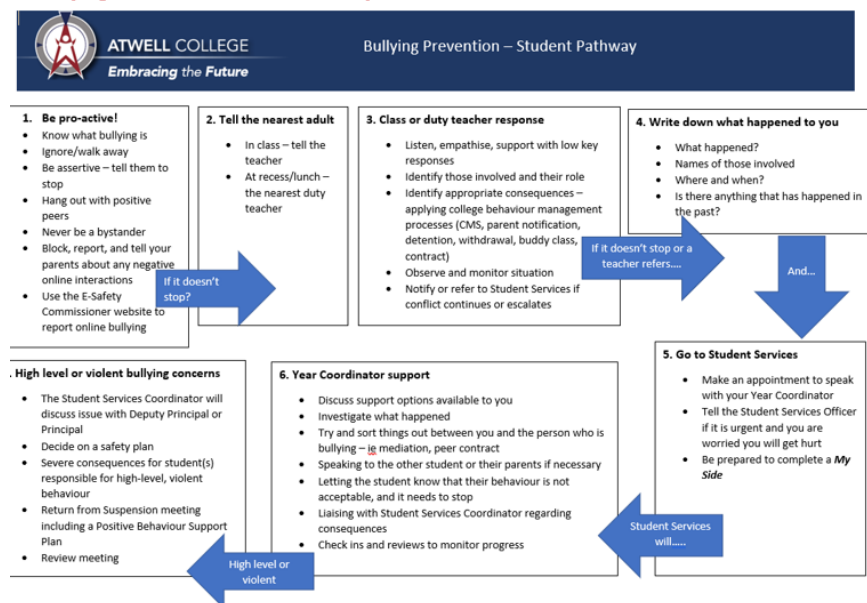
#### Parent/Caregiver response

- Assist their child to be assertive in their requests.
- Encourage child to socialise in positive peer groups.
- Oversee online interactions.
- Use the E-Safety Commissioner website for ongoing education and reporting of incidents.
- Encourage their child to document all incidents of concern and report to school staff.
- Access external support services to build resilience and support positive mental health.

#### Student Services response

- In the case of persistent or extreme bullying, the Student Services team will discuss support options available to students.
- Investigate reported incidents.
- Facilitate restorative conversations.
- Implement peer contracts.
- Create safety plans.
- Liaise with other parents if necessary.
- Referrals to internal and external support services.
- Implement severe consequences for high level, violent behaviour.
- Check in and review to monitor progress.

#### Bullying Prevention – Student Pathway Flowchart



- [Online safety | eSafety Commissioner](#)