



Atwell College Board Meeting Minutes

18:00 pm Monday 2nd September 2024

1.0 Open and Welcome

Attendance:

Present: Nicole Boak, Ken Bohan, Samantha Brown, Michael Ciccotosto, Samantha Higgins, Berry Johnston, Kate Linton, Natalie Machin, Koukla McCutcheon, Darren Payton, Edward Proudler, Nicole Richardson, Kye Slawinski.

Apologies: Jennifer Parker

Absent: Cindy van der Wal

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: N. Boak Seconded: S. Higgins

	ITEM	ITEM TYPE	LED BY	TIME (min)	DISCUSSION/PROGRESS REPORT	ACTION/TIMELINE
5.0	Business Arising					
5.1	New staff representative	Welcome	Nat	2	Nicholas Alexeeff was elected as the staff representative on the School Board replacing Ed Proudler.	
5.2	Census and projected numbers for 2025	Information	Darren	3	2024 August Census submitted on 05.08.24. Current enrolments 974, less Census not counted (participation) 27 and less fee-paying visas 6 = 941. Projected enrolments for 2025 submitted on 12.08.24. Year 7	

= 120, 8 = 126, 9 = 133, 10 = 144, 11 = 182, 12 = 111. Total predicted enrolments for 2025 = 842.

6.0 Agenda

6.1	Finance (<i>Appendix 1</i>)	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	Following expenditure savings we will move \$500K back into reserve to pay back some of the \$700K withdrawn at the start of 2024 to cover deficit.
6.2	Staff Survey on Strategic Improvement Plan and School Business Plan (<i>Appendix 2</i>)	Discussion	Darren	20	Survey conducted on staff input and understanding of the Strategic Improvement Plan (SIP) and the School Business Plan following recommendations from the Public School Review.	Staff survey was in line with Public School review recommendations regarding the SIP. Principal, Deputy and Heads of LA responsibilities and operational planning will cover all aspects of the SIP.
6.3	SAER Policy (<i>Appendix 3</i>)	Discussion	Nicole	10	Amended Draft SAER Policy presented to the Board for consideration.	Amendments from Board and P&C feedback incorporated into policy.

7.0 General Business

7.1	Invitation for School Board member to be on Finance Committee	Discussion	Darren	10	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.
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8.0 Next Meeting:

Week 33, 2024 (Monday 21.10.24) 18:00 Meeting time.

9.0 Meeting Close: 19:26

Chair: ...Natalie Machin.....

Signature:*N. Machin*.....

Date: *21-10-2024*

Appendix 1:



Student-Centred Funding Statement

Issued on 26 August 2024

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

Student-Centred Funding - Aug 2024

Per Student Funding:	\$10,328,929.00
Student and School Characteristics:	\$5,748,640.14
Disability Adjustments:	\$312,098.48
Targeted Initiatives:	\$593,949.55
Operational Response Allocation:	\$546,724.40
Regional Allocation:	\$740.00
Total Aug 2024:	\$17,531,081.57

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
Total	967.00	\$10,328,929.00

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
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



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	\$2,530.00
Student Allowances: Secondary Assistance Scheme - Education Program Allowance	\$32,195.00
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	\$19,782.76
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	\$248,120.64

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	\$525.00

Operational One Line Budget Statement

Issued on 26 August 2024

School:	Atwell College	School Year:	Aug 2024 (Verified Jul Cash)
Region:	South Metropolitan Region	Aria:	0
		Distance to Perth (km):	21.2
One Line Budget – Aug 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):	\$ 17,375,510	17,375,510	0
Locally Raised Funds:	\$ 1,238,800	1,142,692	96,108
Total Funds:	\$ 19,587,759	19,491,651	96,108
EXPENDITURE			
Salaries:	\$ 16,857,566	10,218,639	6,638,927
Goods and Services (Cash):	\$ 2,113,985	1,145,666	968,319
Total Expenditure:	\$ 18,971,551	11,364,305	7,607,246
Variance:	\$ 616,208	8,127,346	-7,511,138

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)	\$17,375,509.50	\$17,375,509.50	\$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	\$312,098.48	\$312,098.48	\$0.00
Targeted Initiatives	\$593,949.55	\$593,949.55	\$0.00
Operational Response Allocation	\$546,724.40	\$546,724.40	\$0.00
Regional Allocation	\$740.00	\$740.00	\$0.00
School Transfers – Salary	\$-237,776.92	\$-237,776.92	\$0.00

School Transfers - Cash	\$120,000.00	\$120,000.00	\$0.00
Department Adjustments	\$-37,795.15	\$-37,795.15	\$0.00
Locally Raised Funds (Revenue)	\$1,238,800.00	\$1,142,692.02	\$96,107.98
Voluntary Contributions	\$39,811.00	\$47,792.49	\$-7,981.49
Charges and Fees	\$310,967.00	\$253,617.96	\$57,349.04
Fees from Facilities Hire	\$60,000.00	\$39,309.10	\$20,690.90
Fundraising/Donations/Sponsorships	\$33,563.00	\$29,487.05	\$4,075.95
Commonwealth Govt Revenues	\$0.00	\$0.00	\$0.00
Other State Govt/Local Govt Revenues	\$0.00	\$1,000.00	\$-1,000.00
Revenue from CO, Regional Office and Other schools	\$0.00	\$0.00	\$0.00
Other Revenues	\$94,459.00	\$71,485.42	\$22,973.58
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
Total	\$19,587,759.14	\$19,491,651.16	\$96,107.98

Expenditure

	Current Budget	Actual YTD	Variance
Salaries	\$16,857,565.89	\$10,218,639.24	\$6,638,926.65
Appointed Staff	\$15,213,779.36	\$9,189,052.29	\$6,024,727.07
New Appointments	\$377,466.93	\$0.00	\$377,466.93
Casual Payments	\$1,214,780.75	\$978,048.10	\$236,732.65
Other Salary Expenditure	\$51,538.85	\$51,538.85	\$0.00
Goods and Services (Cash Expenditure)	\$2,113,985.00	\$1,145,665.52	\$968,319.48
Administration	\$121,700.00	\$45,627.61	\$76,072.39
Lease Payments	\$0.00	\$0.00	\$0.00
Utilities, Facilities and Maintenance	\$753,119.00	\$434,682.40	\$318,436.60
Buildings, Property and Equipment	\$344,509.00	\$272,557.66	\$71,951.34
Curriculum and Student Services	\$786,738.00	\$348,208.99	\$438,529.01
Professional Development	\$90,000.00	\$23,779.38	\$66,220.62
Transfer to Reserve	\$0.00	\$0.00	\$0.00
Other Expenditure	\$17,794.00	\$20,684.48	\$-2,890.48
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
Total	\$18,971,550.89	\$11,364,304.76	\$7,607,246.13

Cash Report

Issued on 26 August 2024

School:	Alwell College	School Year:	Aug 2024 (Verified Jul Cash)
Region:	South Metropolitan Region	Aria:	0
		Distance to Perth (km):	21.2

One Line Budget – Cash Component – Aug 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):	\$ 199,069	199,069	0	100.00%
Locally Raised Funds:	\$ 1,238,800	1,142,692	96,108	92.24%
Total Cash Budget:	\$ 2,247,491	2,151,383	96,108	95.72%

EXPENDITURE

Goods and Services:	\$ 2,113,985	1,145,666	968,319	54.19%
Total Cash Expenditure:	\$ 2,113,985	1,145,666	968,319	54.19%

Variance: \$ 133,506 1,005,717 -872,212

Locally Raised Funds (Revenue)

Locally Raised Funds	Current Budget	Actual YTD	Variance	%Budget
Voluntary Contributions	\$39,811.00	\$47,792.49	\$-7,981.49	120.05%
Charges and Fees	\$310,967.00	\$253,617.96	\$57,349.04	81.56%
Fees from Facilities Hire	\$60,000.00	\$39,309.10	\$20,690.90	65.52%
Fundraising/Donations/Sponsorships	\$33,563.00	\$29,487.05	\$4,075.95	87.86%
Commonwealth Govt Revenues	\$0.00	\$0.00	\$0.00	%
Other State Govt/Local Govt Revenues	\$0.00	\$1,000.00	\$-1,000.00	%
Revenue from CO, Regional Office and Other schools	\$0.00	\$0.00	\$0.00	%
Other Revenues	\$94,459.00	\$71,485.42	\$22,973.58	75.68%
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	%
Total	\$1,238,800.00	\$1,142,692.02	\$96,107.98	92.24%

Goods and Services (Expenditure)

Goods and Services	Current Budget	Actual YTD	Variance	%Budget
Administration	\$121,700.00	\$45,627.61	\$76,072.39	37.49%
Lease Payments	\$0.00	\$0.00	\$0.00	%
Utilities, Facilities and Maintenance	\$753,119.00	\$434,682.40	\$318,436.60	57.72%
Buildings, Property and Equipment	\$344,509.00	\$272,557.66	\$71,951.34	79.11%
Curriculum and Student Services	\$786,738.00	\$348,208.99	\$438,529.01	44.26%
Professional Development	\$90,000.00	\$23,779.38	\$66,220.62	26.42%
Transfer to Reserve	\$0.00	\$0.00	\$0.00	%
Other Expenditure	\$17,794.00	\$20,684.48	\$-2,890.48	116.24%
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	%
Total	\$2,113,985.00	\$1,145,665.52	\$968,319.48	54.19%

Atwell College (4184)

2024 Minimum Expenditure Requirement

Issued on 26 August 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	\$	17,914,310
Minimum Expenditure of 96%	\$	17,197,737

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	\$	17,197,737
10% of Carry Forward	\$	299,912
Total 2024 Minimum Expenditure Requirement	\$	17,497,649

2024 Current Forecast Expenditure

Salaries	\$	16,857,566
Appointed Staff	\$	15,213,779
New Appointments	\$	377,467
Casual Payments (General)	\$	617,704
Casual Payments – Leave Relief	\$	597,077
Other Salary Expenditure	\$	51,539
Goods and Services (Cash Expenditure)	\$	2,113,985
Total Expenditure 2024	\$	18,971,551

Information Used

2024 Budget	Aug 2024
Verified Cash	Jul 2024

Appendix 2:

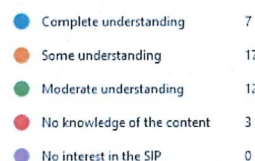
Atwell College Planning What do you think?

39 Responses

07:31 Average time to complete

Active Status

1. How familiar are you with the Strategic Improvement Plan?

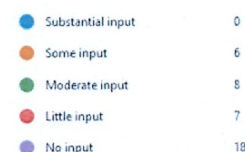


2. Please add any comments you feel would be useful for the review process.

1	anonymous	The size of the SIP and number of goals to work toward is completely overwhelming and not aligned to any department frameworks
2	anonymous	Whole school meeting to give understanding to individuals so they could contribute if they wanted to.
3	anonymous	Far too large with such a wide range in focus. We need a more focused improvement plan with whole school input.
4	anonymous	The current SIP was developed with no real vision that is specific enough to set Atwell apart. Some key aspects of the SIP are based on a misleading interpretation of data.
5	anonymous	As a new staff member for 2024 - it's a pretty huge and unwieldy document
6	anonymous	The SIP is an unwieldy document with too many owners, many of whom have now left the school.
7	anonymous	The SIP was poorly envisioned, disregarded staff vision and feedback, and set initiative owners up to fail. When FTE was removed from supporting SIP initiatives T2 2024, owners were unable to enact their initiatives. Additionally, removal of time from HoLAs led to poor BM across the school.
8	anonymous	Far too many point to address and no particular focus. It reads like 'let's make everything better all at once'
9	anonymous	I couldn't list a lot off it from the top of my head as it is so large.
10	anonymous	Apart from milestone owners, some presentations at SDD and staff meeting, I don't believe a lot of staff took the time and read through the whole SIP documents. Too long and bulky.

11	anonymous	Not at this stage
12	anonymous	There is far too much in the SIP for the College/staff to successfully deliver. When it was initially presented to staff, I actually laughed feeling like we were being set up to fail. I personally never worked on it and no one in my learning area had helped to develop it - it was presented to me as a completed document.
13	anonymous	It looks good but it does not address the stark reality - we have an absent Principal, and the College is rudderless. Experienced, quality staff are leaving and student numbers are dropping. Not every class has a teacher, and yet, administrative roles are given out to the usual suspects (seemingly after a selection process, which is tainted, to say the least).
14	anonymous	It is good that I align my practices with the AITSL standards.
15	anonymous	It helped to set traders in the school
16	anonymous	More time needed during the term/year for teachers to get more familiar with it
17	anonymous	SIP is too long and convoluted
18	anonymous	nil

3. How much input did you have into the development and production of the Strategic Improvement Plan?



4. Please add any comments you feel would be useful for the review process.

1	anonymous	I had to state what my role should be in this process
2	anonymous	IO thought I was giving input but everything I submitted was changed or deleted until my initiative looked like nothing I started with.
3	anonymous	The SIP was one of the most convoluted and inaccessible documents I have ever had to use.
4	anonymous	My input was removed and ignored.
5	anonymous	The SIP is too large to manage and has too many focus areas. Needs to be simplified. Teachers don't have time to be bombarded by emails from people trying to achieve their area. It's too much.

6	anonymous	I wasn't entirely involved in the production of the SIP, however I am one of the owners and have been working towards some goals and milestone in the SIP.
7	anonymous	No comments at the moment
8	anonymous	See previous comment. No input, only presented as a finished plan/document.
9	anonymous	There is little accountability, honest self-reflection on what is or is not working nor transparency demonstrated by the administration. The administration particularly is lacking integrity, and appears to get accolades from the usual suspects, rather than listen to feedback or act on what might actually address their shortcomings. Instead, administration is more interested in coming up with written directives to staff on dress codes, PBS points/shop etc. without analysing whether there is any real impact on improving the College.
10	anonymous	I think that positive reflections to further develop my teaching practices will assist me in improving.
11	anonymous	Staff could supercplwnning bu bring allowed to choose area of interest
12	anonymous	I started at the school after the development phase
13	anonymous	nil

5. How familiar are you with the School Business Plan?

Completely familiar	7
Some familiarity	18
Moderately familiar	9
Minimally familiar	5
No familiarity	0



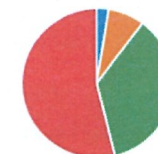
6. Please add any comments you feel would be useful for the review process.

1	anonymous	Whole school meeting to give understanding to individuals so they could contribute if they wanted to.
2	anonymous	Its basedon the SIP so does not provide much useful information regarding what our priorities are and how we plan on achieving our goals.
3	anonymous	Need to establish a clear strategic intent for the school to guide all initiatives.
4	anonymous	Streamline the sources of information in order to produce a clear, concise and coherent message.
5	anonymous	I was unaware we had a business plan for almost 6 months despite being a member of ACLM.

6	anonymous	Found this by accident on the website. I had no idea it was being worked on or that it had been published to the wider community.
7	anonymous	I don't believe staff had an input in the development of the School Business Plan. We were not consulted, and we weren't made aware that it was available when it did.
8	anonymous	NIL
9	anonymous	It is the SIP which, in all honestly, looks ridiculous when compared to smaller manageable goals in other school's business plans. It was also very hard to align a job application to and has few measurable goals.
10	anonymous	The School Business Plan does not address students refusing to attend school nor the huge gaps in the literacy and numeracy attainment amongst students. The literacy and numeracy program is not a whole-school program, as teachers' input is not sought at all. Further, teachers are not even aware of what is being done in the literacy nor numeracy programs for struggling students. Teachers are not even allowed to suggest struggling students to receive literacy and numeracy support, as who gets into the programs is a closely-guarded secret. Indeed, many students have no PAT or NAPLAN data which makes the selection process into these programs questionable.
11	anonymous	Mote time needed during the term/year for teachers to get more familiar with it
12	anonymous	nil

7. How much input did you have into the development of the current School Business Plan?

Considerable input	1
Moderate input	3
Some input	14
No input	21



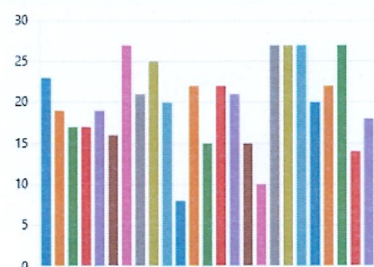
8. Please add any comments you feel would be useful for the review process.

1	anonymous	Whole school meeting to give understanding to individuals so they could contribute if they wanted to.
2	anonymous	Only found out we had one when I came across it on the school web site.
3	anonymous	Select school representatives already familiar with the school contexts and data sets they may be questioned about
4	anonymous	The Business PLaN did not have input from any staff member.
5	anonymous	I wasn't even aware it was ready until I was browsing through the Atwell College website and saw it on the website.

6	anonymous	NIL
7	anonymous	In previous schools all staff had input, usually via work & activities at staff meetings or during Learning Area meetings.
8	anonymous	The administrative must be held responsible and be made accountable for the current state of affairs of the College.
9	anonymous	I started after the development of the SBP.
10	anonymous	nil

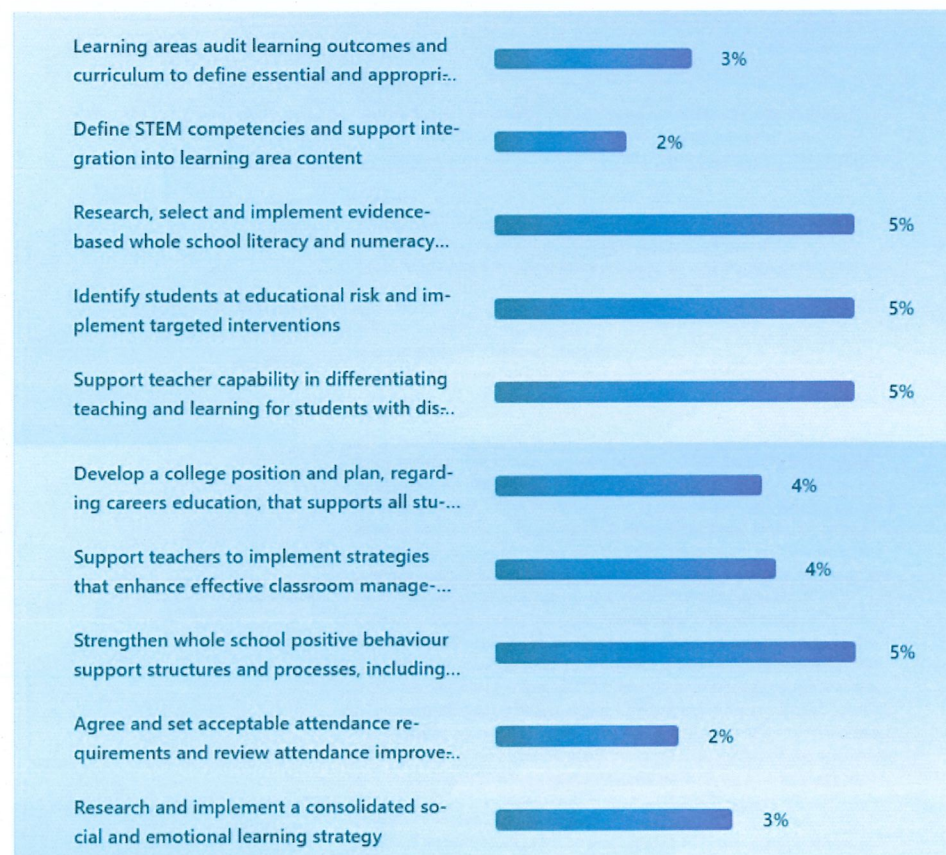
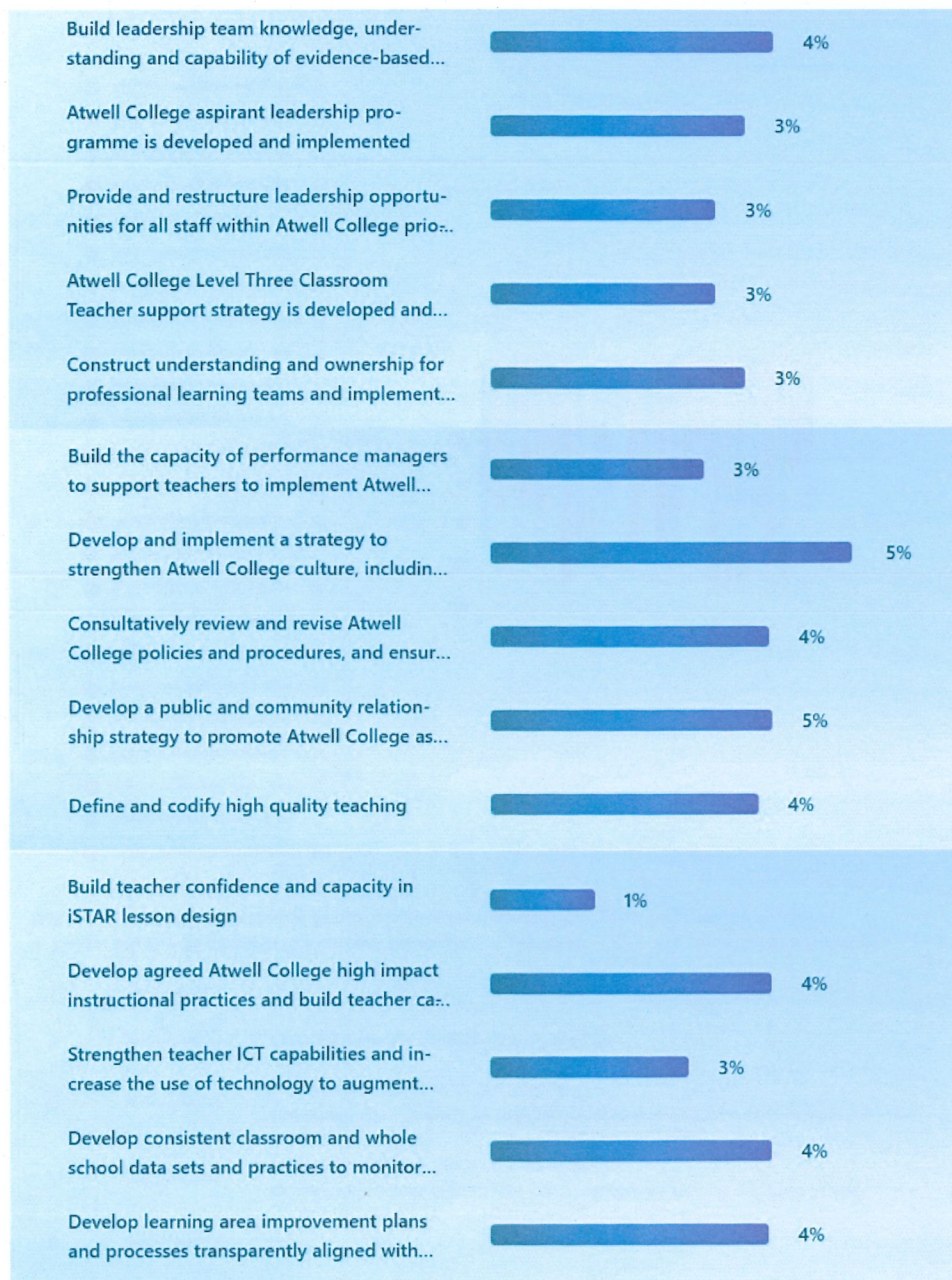
9. Below are the 25 items in the current Strategic Improvement Plan. Please select the items you believe should still be included in our whole school operational planning moving forward.

- Build leadership team knowledge... 23
- Atwell College aspirant leadershi... 19
- Provide and restructure leadersh... 17
- Atwell College Level Three Class... 17
- Construct understanding and o... 19
- Build the capacity of performan... 16
- Develop and implement a strate... 27
- Consultatively review and revise ... 21
- Develop a public and communiti... 25
- Define and codify high quality t... 20
- Build teacher confidence and ca... 8
- Develop agreed Atwell College h... 22
- Strengthen teacher ICT capabili... 15
- Develop consistent classroom a... 22
- Develop learning area improve... 21
- Learning areas audit learning ou... 15
- Define STEM competencies and ... 10
- Research, select and implement ... 27
- Identify students at educational ... 27
- Support teacher capability in dif... 27
- Develop a college position and ... 20
- Support teachers to implement ... 22
- Strengthen whole school positiv... 27
- Agree and set acceptable attend... 14
- Research and implement a cons... 18



10. Please add any comments you feel would be useful for the review process.

1	anonymous	All staff should be aware of the process and why it is so important to have a collaborative team which works for the betterment of our students and local community. This should regularly be part of Executive, ACLM, staff meetings and PL days.
2	anonymous	We need a clear vision and strategic intent to guide our selection of initiatives, i.e. do we seek to attract high-potential stem primary students and develop them in a stuctured way to improve engagement and ATAR results for stem-focused students? OR, do we really just not care enough?
3	anonymous	All of these are useful and desirable, some are not at whole school operational level. Others are simply good accepted practice
4	anonymous	Atwell hasn't had consistent leadership which I think impacts on staff trust that actions will be successful or even followed through. I think we have a lot of great things happening that are overshadowed by the negative feelings that fosters.
5	anonymous	Time and accountability needs to be built in to all above. Meritocracy for any positions awarded - not favoritism.
6	anonymous	The school needs to have a clear vision (are we an ATAR school? A VET school? A sports school? etc.). With so many principals over a short period of time, this has remained somewhat unclear. Staff buy-in is an issue too as nothing seems to last so people don't bother with it. I think learning areas needs to come up with what works well in their learning area because some initiatives just don't work across all learning areas, i.e. roadmaps is good for English (if there was proper training - this is also an example of something that has fallen to the wayside) however, I can't see how it would work in the other areas - maybe HASS? Instead of pouring money into something without properly consulting teachers who are actually in the classroom, it would be better if each learning area worked to their strengths and presented to admin. There needs to be a support program in place for newly qualified teachers i.e. they have access to a mentor. Especially if they aren't teaching in their major area. Also, on the issue of ATAR, we are losing good students to other schools because of our lack of ATAR subjects. There needs to be some more variety (as the choices are very Math and science based) and this would encourage more students to take up ATAR. I have had many conversations with students who complain about this.
7	anonymous	Whatever we decide on, it is important to bear in mind the DOE Focus 2024 and the Teach for Impact document.
8	anonymous	NIL
9	anonymous	Some of the above are great ideas but what do they actually mean? Success indicators ought to be clearer and more specific. The domains in the plan should also match the DoE requirements to ensure ease of input prior to reviews.
10	anonymous	The College must stop favouring staff, as it is having an impact on retaining capable staff, which is then directly impacts student numbers. The College must first and foremost ensure that there is a teacher in front of EVERY classroom.
11	anonymous	nil



Appendix 3:

Conditions for Learning & Student Voice
Behaviour Management



ATWELL COLLEGE
Embracing the Future

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:

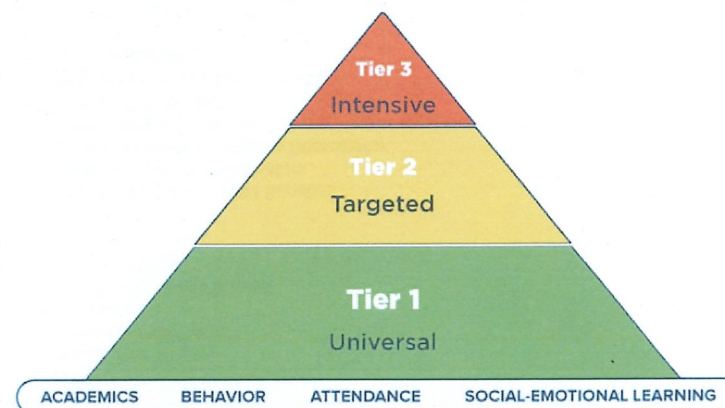
- Ensuring the SAER process is followed whenever there is a concern for a particular student.
- Consulting with staff on behavioural, emotional, and educational matters, including Gatekeeper assessment.
- Participating in case management processes and attending case conferences.
- Gaining informed consent 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 1 (Classroom Level)	All students receive high quality curriculum and instruction supported by <i>High Quality Teaching at Atwell College Policy</i> 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 Behaviour	
Tier 1 (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 <i>Atwell College Procedures to Support Positive Student Behaviours</i> 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 SSSEN: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 Attendance	
Tier 1 (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 <i>Atwell College Attendance Policy</i> .
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 Social and Emotional	
Tier 1 (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.