



# Principal Selection and Placement Pilot

## Harrisdale Senior High School

- Schools online report
- School workforce profile report
- Outgoing principal survey report

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- School's online report

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- Outgoing principal survey report

# Principal Selection and Placement Pilot

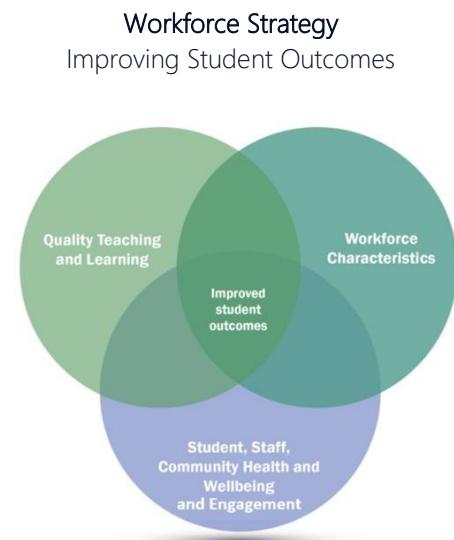
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## Introduction

Workforce Policy and Coordination vision is to work together to design, attract and shape our workforce. The Conceptual Model for our ongoing Workforce Planning and Development focuses on three distinct and independent domains:

- Quality Teaching and Learning
- Workforce Characteristics
- Student, Staff, Community Health and Wellbeing and Engagement

### Conceptual Model for Workforce Planning and Development



## School Profile

Welcome to the Principal Selection and Placement Pilot. This school profile has been prepared to assist applicants gain a greater understanding of the context of the advertised school. The school profile covers the three domains of the Workforce Planning Conceptual Model.

- Quality Teaching and Learning
- Workforce Characteristics
- Student, Staff, Community Health and Wellbeing and Engagement

Applicants are expected to familiarise themselves with this information before commencing the multi-phase selection process.



# Quality Teaching and Learning

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This section of the school report includes details from the Department's schools online website, prepared by System and School Performance.

[Schools Online Department of Education Western Australia \(det.wa.edu.au\)](http://det.wa.edu.au)

# Schools Online - School Report

## Contact Information

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Code 4198

Name Harrisdale Senior High School

Physical Address 1 Laverton Crescent  
Harrisdale  
6112

Postal Address (Same as above)

Phone 08 9397 8000

Fax

## School Management

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### Principal

Angie Thomas

### Vice / Deputy Principal

Alanna Sherwood  
Jeremy Bruse  
Matthew Collier  
Michael Curtis  
Rosemary Paterson  
Matthew Adams

### Manager Corporate Services

Danae Jolley



## Region Management

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### Director of Education

Cheryl Townsend  
South Metropolitan Education Regional Office

#### Note:

Care needs to be taken in the interpretation of the performance related data being presented in this report, particularly where the data are based on small student numbers. Judgements should only be made with an understanding of the particular school context. Please refer to the footnotes provided within Schools Online for advice on each of the tables and graphs.

# School Overview

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Harrisdale Senior High School (SHS) provides local students with access to a high-quality secondary education close to home. Serving an aspirational community, Harrisdale SHS will also deliver a Department of Education GATE Academic Program from 2021 that is open to all eligible students in WA.

Our vision is to be a school of excellence in learning and teaching. Harrisdale's curriculum, pastoral care and co-curricular programs are developed in the belief that every student can enjoy success at school and deserve the best possible opportunity to do so.

We believe a quality, rounded education provides students with the stepping-stone to higher education, training and employment, and to a bright future. Our emphases are on academic excellence and developing caring, capable and confident young adults who are keen to make positive contributions to their local and global community.

As an Independent Public School which opened with a Year 7 cohort in 2017, we are expanding with a new year group each year until 2022, when the 'Year 7 Class of 2017' graduate as Year 12 students.

Harrisdale is a growing suburb located approximately 24 kilometres south of the Perth. The school, located on Laverton Crescent, is next to Harrisdale Primary School. The City of Armadale's new playing fields and sports pavilion are close by.

To learn more, please phone us on 9397 8000 or check our website at [www.harrisdaleshs.wa.edu.au](http://www.harrisdaleshs.wa.edu.au).

Angie Thomas Principal

# Programs

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## Department Endorsed Programs

Gifted and Talented - Selective Academic School/Program

## Student Numbers (as at 2022 Semester 1)

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### Secondary

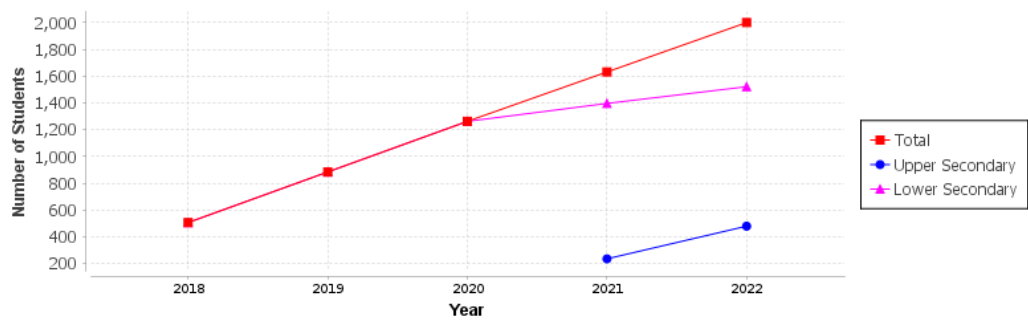
	Y07	Y08	Y09	Y10	Y11	Y12	USE	Total
Full Time	425	395	368	333	288	191		2000

### Sex

	Kin	PPR	Pri	Sec	Total
Male				1013	1013
Female				986	986
<b>Total</b>				<b>2000</b>	<b>2000</b>



# Student Number Trends (based on 2022 Semester 1 Census Data)



## 2022 Semester 1

	2018	2019	2020	2021	2022
Lower Secondary	506	884	1262	1396	1521
Upper Secondary	0	0	0	235	479
Total	506	884	1262	1631	2000

**Note:**  
The graph and table include only full-time students

## Staff Numbers

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No	FTE	AB'L
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Principals	1	1.0	0
Associate / Deputy / Vice Principals	6	6.0	0
Heads of Departments and Learning Areas	10	10.0	0
Program Coordinators	4	4.0	0
Total Administration Staff	21	21.0	0

Other Teaching Staff	110	104.8	1
Total Teaching Staff	110	104.8	1

Clerical / Administrative	19	18.3	0
Gardening / Maintenance	1	1.0	0
Instructional	1	1.0	0
Other Non-Teaching Staff	19	17.6	0
Total School Support Staff	40	37.9	0

<b>Total</b>	<b>171</b>	<b>163.7</b>	<b>1</b>
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**Note:**

All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Teacher Registration Board of Western Australia.

# Percentages of students Above, At, and Below National Minimum Standard (NMS) Levels

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	NAPLAN Numeracy					
	2018		2019		2021	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Above NMS	91%		91%	89%	88%	92%
At NMS	8%		8%	11%	7%	7%
Below NMS	1%		1%	0%	4%	1%

	NAPLAN Reading					
	2018		2019		2021	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Above NMS	90%		89%	88%	87%	88%
At NMS	6%		9%	9%	10%	8%
Below NMS	4%		3%	3%	3%	5%

	NAPLAN Writing					
	2018		2019		2021	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Above NMS	81%		86%	71%	86%	83%
At NMS	14%		11%	20%	8%	12%
Below NMS	5%		3%	8%	5%	5%

# Student-Centred Funding

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## Student-Centred Funding 2022

Per Student Funding	\$18,343,848.00
Student and School Characteristics	\$1,045,466.04
Disability Adjustments	\$0.00
Targeted Initiatives	\$811,243.78
Operational Response Allocation	\$9,227.87
Regional Allocation	\$0.00
<b>Total 2022</b>	<b>\$20,209,785.69</b>
Transition Adjustment	\$0.00
<b>Total After Transition Adjustment</b>	<b>\$20,209,785.69</b>

## Per Student Funding - At Census

	Funded Student FTE		Amount
	Below Threshold	Above Threshold	
Year 7	254	171	\$3,824,391.00
Year 8	237	158	\$3,555,553.00
Year 9	221	147	\$3,312,756.00
Year 10	200	133	\$2,997,707.00
Year 11	173	115	\$2,797,700.00
Year 12	115	76	\$1,855,741.00
<b>Total</b>	<b>1,200</b>	<b>800</b>	<b>\$18,343,848.00</b>

## Student and School Characteristics Funding - At Census

	Funded Student FTE	Amount
<b>Student Characteristics</b>		
Aboriginality	25	\$52,125.00
Disability	133	\$724,521.17
English as an Additional Language or Dialect	14	\$40,992.00
Social Disadvantage	308	\$227,827.87
<b>Sub Total</b>		<b>\$1,045,466.04</b>
<b>School Characteristics</b>		
Enrolment-Linked Base		\$0.00
Locality		\$0.00
<b>Sub Total</b>		<b>\$0.00</b>
<b>Total</b>		<b>\$1,045,466.04</b>

## Targeted Initiatives (Detail)

	Amount
Targeted Initiative: Gifted and Talented Education Program	\$228,959.00
Targeted Initiative: Graduate Teacher Induction Program and Graduate Curriculum Materials	\$47,605.46
Targeted Initiative: In School State Funded Chaplaincy Program	\$10,344.92
Targeted Initiative: School Psychologists - Manage own school psychologist FTE	\$134,872.68
Targeted Initiative: Specialist Career Practitioners	\$59,547.73
Targeted Initiative: Sporting Schools Programme	\$2,500.00
Targeted Initiative: VET delivered to secondary students	\$327,413.99
<b>Total</b>	<b>\$811,243.78</b>

## Operational Response Allocation (Detail)

	Amount
Operational Response: Attraction and Retention	\$6,853.44
Operational Response: Covid-19 Support to Schools	\$2,374.43
<b>Total</b>	<b>\$9,227.87</b>



# Workforce Characteristics

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This section of the school report includes details about the school's workforce characteristics prepared by Workforce Planning, from the Department's corporate reporting system.



Department of **Education**

## Harrisdale Senior High School

Five Year Profile: 2018 – 2022

Extracted as at **PAYDAY: 12/05/2022**

The purpose of this document is to aid workforce planning of schools by providing employment data over a five year period. If more information is required, please contact the Workforce Planning Branch.



## Harrisdale Senior High School Profile 2018 – 2022

The workforce profile data in this report was extracted as at the Payday shown. FTE is listed as the work fraction on the position that the person is occupying. Note that the headcount of staff may vary throughout the report depending on whether staffs are employed in more than one position across occupational groups.

### 1. Current Employment

Table 1 outlines the current FTE and headcount of the total number of staff at Harrisdale Senior High School as of the Payday shown. The numbers showing as Active Headcount and FTE are those employees who are active in HRMIS and have not been on leave for more than 20 days as at the Payday shown. Inactive are those employees on long leave.

Below is an outline of the staff classified into each occupation group:

Leadership: principal, deputy principal

HOLA/Coordinators;

Teachers: classroom teachers;

Education Assistants: education assistants (mainstream, education support), AIEOs;

Admin: school officers, manager corporate services, business managers and school corporate staff;

Cleaners;

Gardeners; and

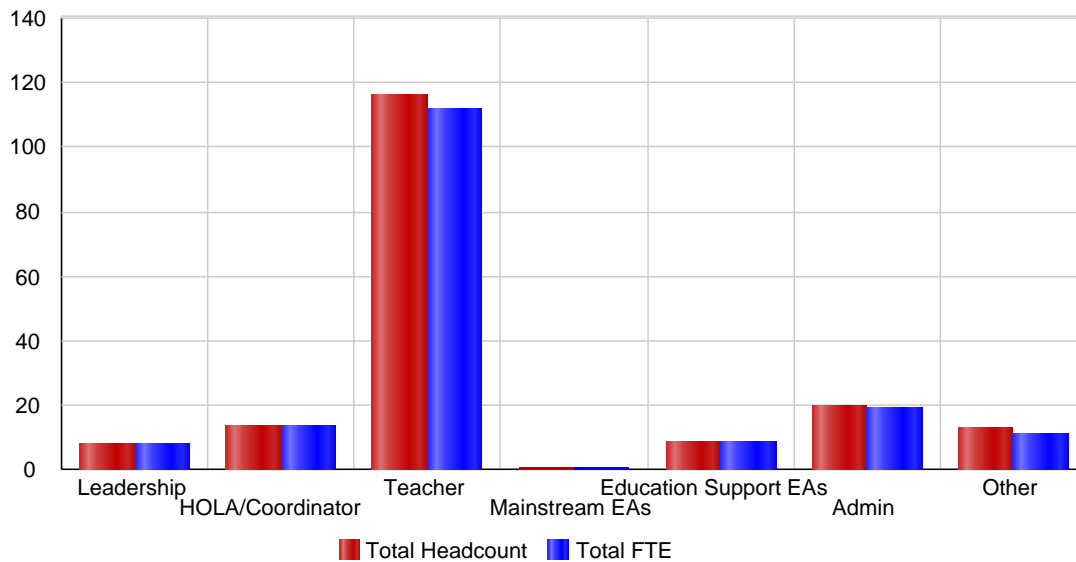
Other: library officers, network support officers, technical officers, school psychologists and other staff not included above.

**Table 1 FTE and headcount of staff for occupation groups**

Occupation Group	Active Headcount	Active FTE	Inactive Headcount	Inactive FTE	Total Headcount	Total FTE
Leadership	7	7.0	1	1.0	8	8.0
HOLA/Coordinator	14	14.0	0	0.0	14	14.0
Teacher	109	104.4	7	7.0	116	111.4
Mainstream EAs	1	1.0	0	0.0	1	1.0
Education Support EAs	9	9.0	0	0.0	9	9.0
Admin	19	18.3	1	1.0	20	19.3
Other	12	10.0	1	1.0	13	11.0
<b>Total</b>	<b>171</b>	<b>163.7</b>	<b>10</b>	<b>10.0</b>	<b>181</b>	<b>173.7</b>

Figure 1 presents the FTE and headcount data from Table 1.

**Figure 1 FTE and headcount of staff for occupation groups**



## 2. Total Employment

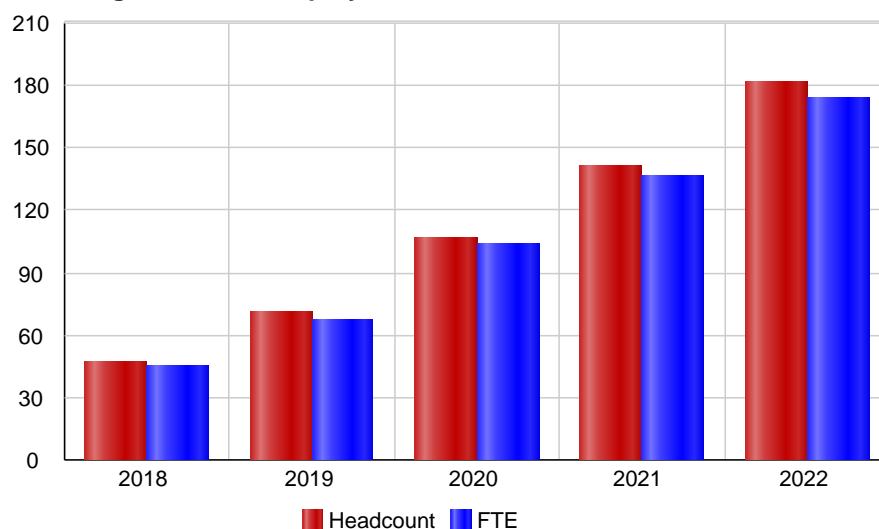
Table 2 identifies trends in total employment figures and shows the headcount and FTE for each year (2018-2022).

**Table 2 Total employment FTE and headcount 2018-2022**

Year	Headcount	FTE
2018	47	45.5
2019	71	67.6
2020	107	103.4
2021	141	136.1
2022	181	173.7

Figure 2 illustrates the above data.

**Figure 2 Total employment FTE and headcount 2018-2022**



**Table 3 Total employment headcount with proportion of full time employees**

Occupational Groups	Total Headcount	% Full Time	% Part Time
Leadership	8	100%	0%
HOLA/Coordinator	14	100%	0%
Teacher	116	91%	9%

Occupational Groups	Total Headcount	% Full Time	% Part Time
Mainstream EAs	1	100%	0%
Education Support EAs	9	89%	11%
Admin	20	85%	15%
Other	13	62%	38%
<b>Total</b>	<b>181</b>		

Table 3 identifies the current proportion of full time employees for each occupational group.

**Figure 3 Categories of staff employment**

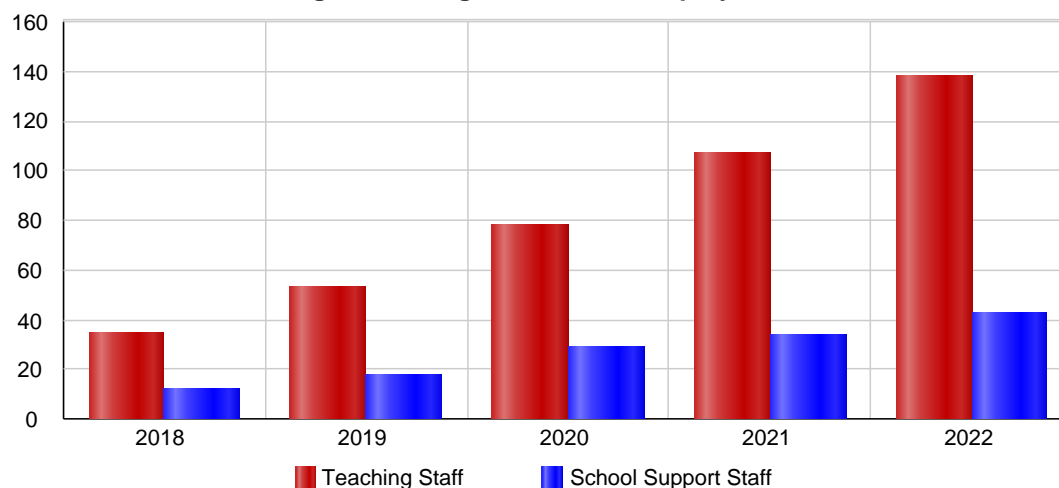


Figure 3 demonstrates the spread of teaching and school support staff over the last five years. For the purpose of this profile, 'Teaching Staff' includes teachers, heads of department and teaching leadership staff.

## 2.1 Students and Staff Trend

Table 4 presents the student and staff numbers (teaching and support) for each year since 2018.

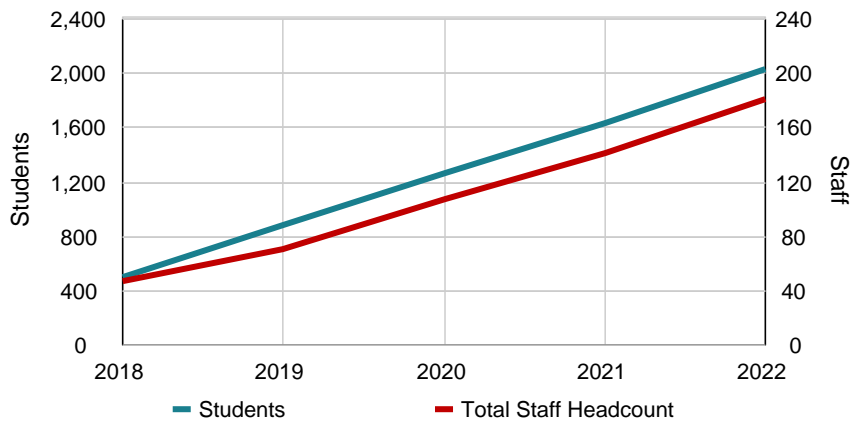
**Table 4 Students and staff trend**

Year	Total Staff Headcount	Teaching Staff Headcount	School Support Staff Headcount	Students
2018	47	35	12	506
2019	71	53	18	884
2020	107	78	29	1262
2021	141	107	34	1631
2022	181	138	43	2000

\* Note: student numbers are taken from Semester 1 schools online figures each year

As indicated in Figure 4 below, student numbers have followed a similar trend to total staff headcount.

**Figure 4 Students and Staff Trend**



### 3. Gender Profile

The gender profile below relates to all staff members as well as teaching and school support staff specifically. It details how many male and female staff members are employed at Harrisdale Senior High School using both headcount and FTE.

**Table 5 Gender profile**

Year	All Staff (Headcount)		Teaching Staff (Headcount)		School Support Staff (Headcount)	
	Male	Female	Male	Female	Male	Female
2018	13	34	11	24	2	10
2019	20	51	19	34	1	17
2020	32	75	31	47	1	28
2021	48	93	45	62	3	31
2022	58	123	54	84	4	39
Year	All Staff (FTE)		Teaching Staff (FTE)		School Support Staff (FTE)	
	Male	Female	Male	Female	Male	Female
2018	12.4	33.1	11.0	23.5	1.4	9.6
2019	20.0	47.6	19.0	32.1	1.0	15.5
2020	32.0	71.4	31.0	45.8	1.0	25.6
2021	46.8	89.3	43.8	60.4	3.0	28.9
2022	56.8	116.9	53.0	80.4	3.8	36.5

### 4. Women in Leadership

Table 6 shows how many women held Teaching leadership (Principal/Deputy Principal) positions in 2018 and currently in 2022.

**Table 6 Women in Teaching Leadership roles**

Year	Leadership + HOD
2018	6
2019	6
2020	9
2021	11
2022	15

Table 6a shows how many women held School support leadership (Manager Corporate Services) positions in 2018 and currently in 2022.

**Table 6a Women in School Support Leadership roles**

Year	Manager Corporate Services
2018	1
2019	1
2020	1
2021	1
2022	1

## 5. Age Profile

Table 7 compares the age profile of staff in the categories of all staff, teaching and school support staff in 2018 with the current 2022 data.

**Table 7 Comparison of age profile data**

	2018			2022		
	All Staff	Teaching Staff	School Support Staff	All Staff	Teaching Staff	School Support Staff
Under 25	3	2	1	14	9	5
25 to 34	22	21	1	77	65	12
35 to 44	7	4	3	47	33	14
45 to 54	9	5	4	26	19	7
55 to 59	4	2	2	8	4	4
60 to 64	2	1	1	6	5	1
65 to 69	0	0	0	3	3	0

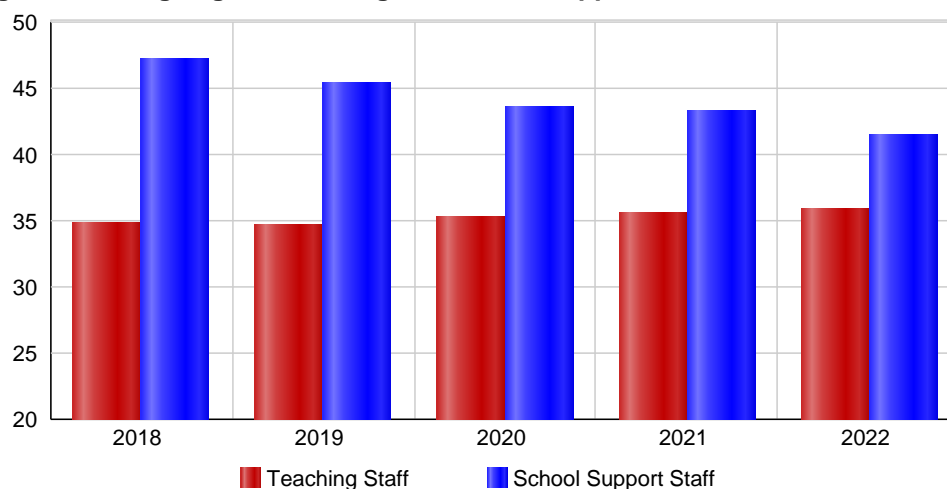
### 5.1 Average Age

Table 8 provides the average age of all staff members, teaching staff and school support staff as well as the average age of males and females.

**Table 8 Average age of all staff members 2018 to 2022**

Year	All Staff	Teaching Staff	School Support Staff	Males	Females
2018	38.7	34.8	47.1	35.9	39.8
2019	38	34.6	45.4	35.7	38.9
2020	38	35.2	43.5	35.6	39
2021	38.1	35.6	43.3	35.1	39.7
2022	37.6	35.8	41.4	35.7	38.4

**Figure 5 Average age of teaching and school support staff members 2018 to 2022**



## 6. Diversity Profile

This Section examines the number of Aboriginal and Torres Strait Islander (ATSI) staff, Culturally and Linguistically Diverse (CALD) staff and people with disabilities. The data is presented in both headcount and FTE.

**Table 9 Diversity of staff members 2018 to 2022**

Year	Aboriginal and Torres Strait Islander		Culturally and Linguistically Diverse (CALD) staff		People with Disabilities	
	Headcount	FTE	Headcount	FTE	Headcount	FTE
2018	0	0.0	5	5.0	0	0.0
2019	0	0.0	10	9.4	0	0.0
2020	0	0.0	16	15.0	1	1.0
2021	1	1.0	26	24.8	1	1.0
2022	1	1.0	35	34.2	1	0.8

Note that employee disclosure of this data is optional and diversity information should only be used for reporting purposes and to develop and inform employees of professional learning programs relating to employment.

## 7. Leave

This section is divided into teaching staff and school support staff and examines the number of sick and personal carers leave days taken at Harrisdale Senior High School. Average leave taken per staff member is calculated by the sum of leave with evidence, leave without evidence and unpaid leave, divided by staff FTE.

### 7.1 Sick and Personal Carers leave of teaching staff

**Table 10 Sick leave for teaching staff**

Sick/Personal Carers Leave	Leave with evidence (days)	Leave without evidence (days)	Unpaid (days)	Average Sick/Carers leave per Teaching Staff FTE
2018	140.6	98	2	7.0
2019	218.6	161.6	20.5	7.8
2020	353.5	270	4.6	8.3
2021	575.1	391.3	39	9.5

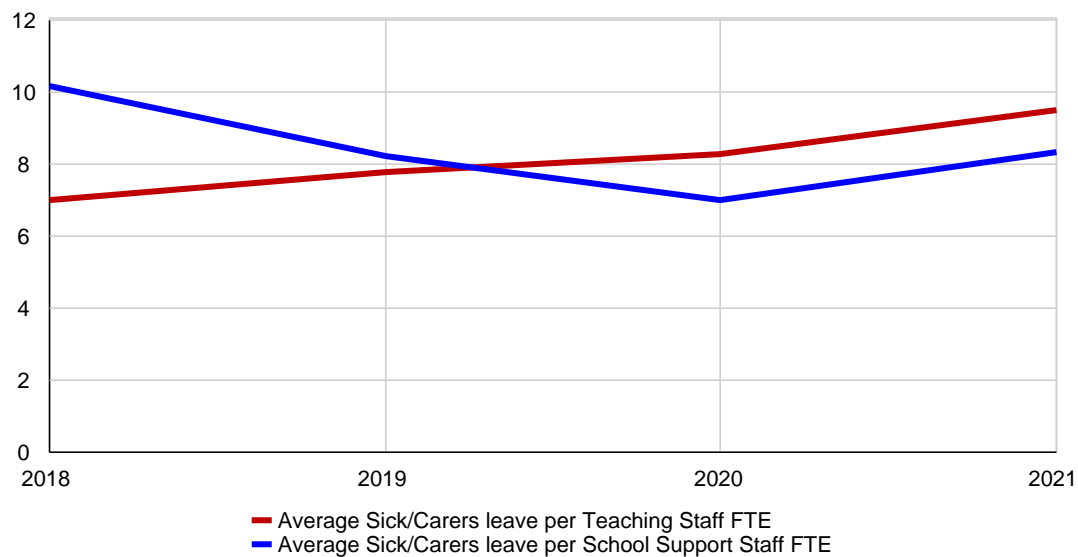
### 7.2 Sick and Personal Carers leave of school support staff

**Table 11 Sick leave for school support staff**

Sick/Personal Carers Leave	Leave with evidence (days)	Leave without evidence (days)	Unpaid (days)	Average Sick/Carers leave per School Support Staff FTE
2018	39.5	28.2	54	10.1
2019	65.3	53.6	20.5	8.2
2020	87.6	89.9	0	7.0
2021	120.5	132.2	10	8.3

Figure 6 Illustrates the sick and personal carers leave trends for teaching and school support staff between 2018 and 2022.

**Figure 6 Sick and Personal Carers leave trends 2018 to 2022**



## 8. Resignations and Retirements

### 8.1 Estimated Resignation Rate

Table 12 Resignation rate

Year	Resignations	Male	Female	Ave. Age	Rate of Resignation
2018	4	0	4	34.5	8.2%
2019	5	1	4	34.6	7.0%
2020	8	2	6	32.0	7.6%
2021	15	5	10	36.1	10.5%
<b>Total</b>	<b>32</b>	<b>8</b>	<b>24</b>		

Table 12 tallies the number of staff members who resigned over the past four years. The rate of resignation is a headcount of resignations divided by total staff headcount.

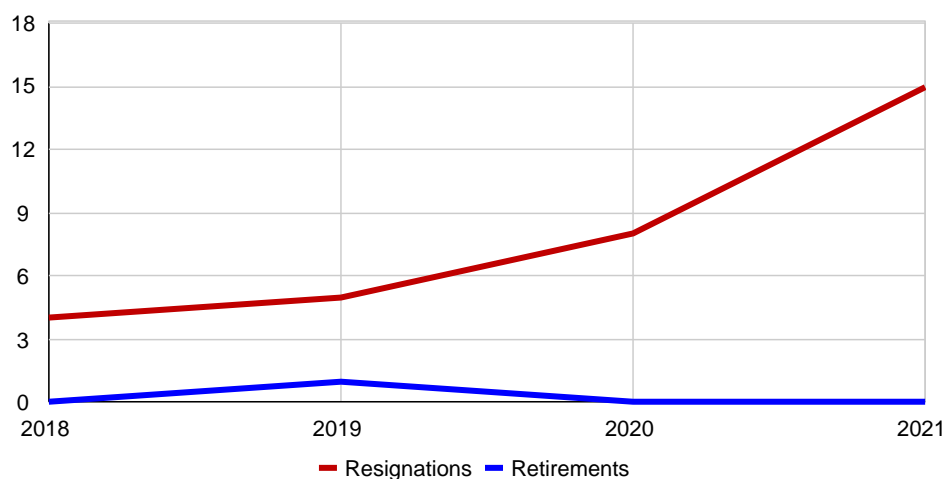
Reasons for resignation included: other work, location, family responsibility, job dissatisfaction and full-time study.

### 8.2 Retirement Rate

Table 13 Retirement rate

Year	Retirements	Male	Female	Ave. Age	Rate of Retirement
2018	0	0	0		0.0%
2019	1	0	1	64.7	1.4%
2020	0	0	0		0.0%
2021	0	0	0		0.0%
<b>Total</b>	<b>1</b>	<b>0</b>	<b>1</b>		

Figure 7 Comparison resignation and retirement numbers



### 8.3 Potential Retirements

For the purposes of predicting retirement, staff aged 65 and over are considered ready to retire in the short term, staff aged between 60 and 65 are considered to be at retirement age in the medium term and staff aged between 55 and 60 are considered to be at retirement age in the longer term.

**Table 14 Possible Retirements as per age group**

Occupation Group	55 to 59		60 to 64		65 to 69		70 and over	
	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE
Leadership	0	0.0	1	1.0	1	1.0	0	0.0
HOLA/Coordinator	1	1.0	2	2.0	1	1.0	0	0.0
Teacher	3	3.0	2	2.0	1	1.0	0	0.0
Admin	2	2.0	1	1.0	0	0.0	0	0.0
Other	2	1.4	0	0.0	0	0.0	0	0.0
<b>Total</b>	<b>8</b>	<b>7.4</b>	<b>6</b>	<b>6.0</b>	<b>3</b>	<b>3.0</b>	<b>0</b>	<b>0.0</b>

**Figure 8 Potential retirements as per age group**

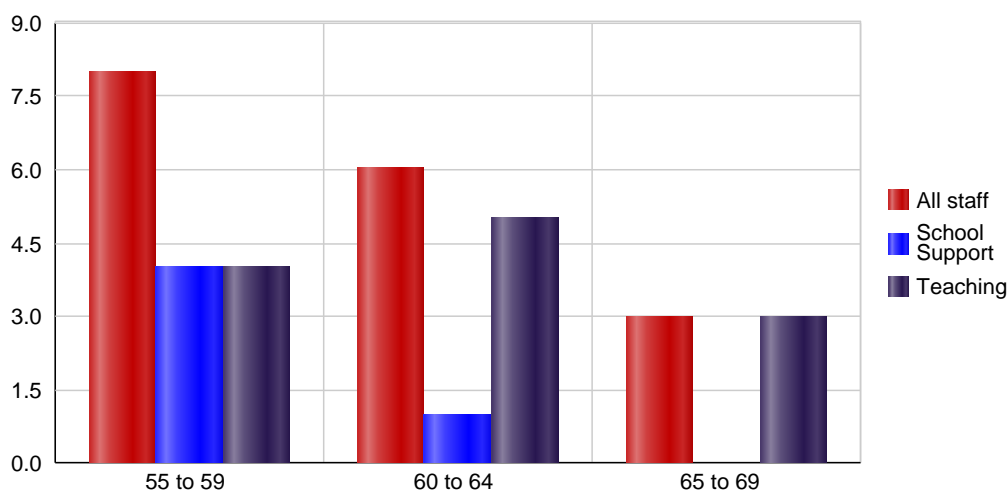


Figure 8 identifies the number of staff in each occupational group who could retire in the next ten years.

### 9. Teacher Data (Non-leadership staff under teachers agreement)

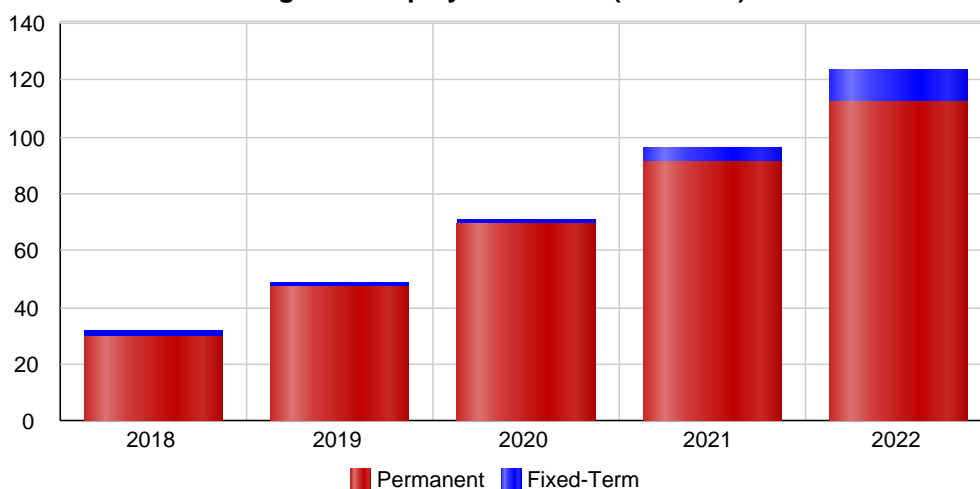


Table 15 identifies the number and percentage of staff employed under permanent and fixed-term contracts

**Table 15 Employment Class (Teachers)**

Year	Headcount		Percentage	
	Permanent	Fixed-Term	Permanent	Fixed-Term
2018	30	2	94%	6%
2019	47	2	96%	4%
2020	69	2	97%	3%
2021	91	5	96%	5%
2022	112	12	90%	10%

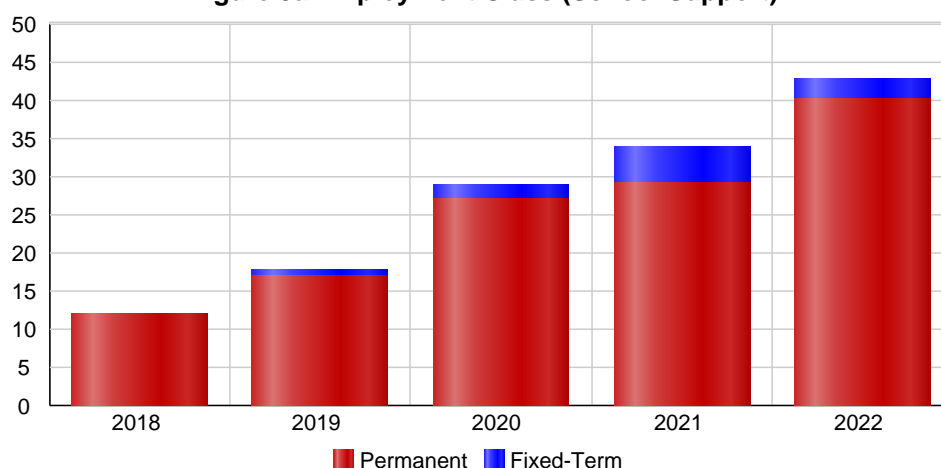
**Figure 9 Employment Class (Teachers)**



**Table 15a Employment Class (School Support)**

Year	Headcount		Percentage	
	Permanent	Fixed-Term	Permanent	Fixed-Term
2018	12	0	100%	0%
2019	17	1	94%	6%
2020	27	2	93%	7%
2021	29	5	85%	15%
2022	40	3	93%	7%

**Figure 9a Employment Class (School Support)**



## 9.1 Pay Grade

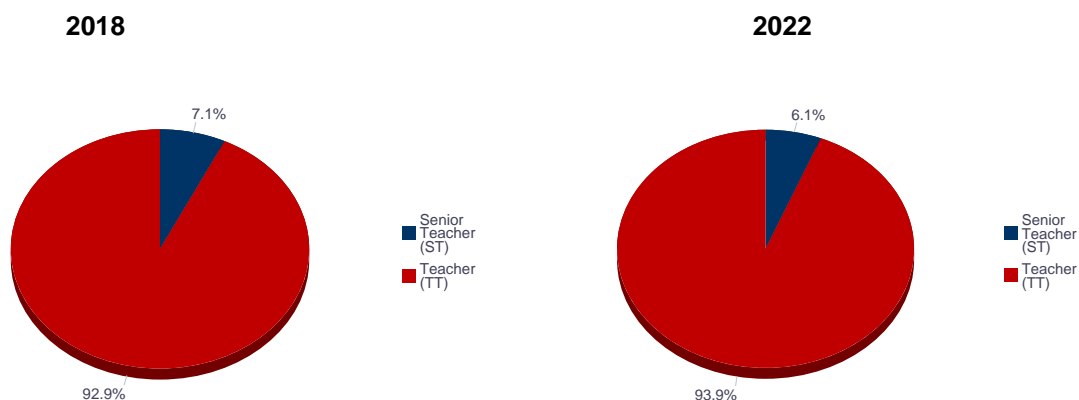
Table 16 provides the pay grade of teachers at Harrisdale Senior High School and categorises them from Level 3 Classroom Teachers (L3CT) to regular classroom teachers.

**Table 16 Pay grade**

Year	L3CT (TR)		Senior Teacher (ST)		Teacher (TT)	
	Headcount	FTE	Headcount	FTE	Headcount	FTE
2018	0	0.0	2	2.0	26	25.5
2019	0	0.0	2	2.0	43	41.1
2020	0	0.0	4	3.6	61	60.2
2021	1	1.0	6	5.6	83	80.8
2022	0	0.0	7	6.8	108	103.6

Figure 10 provides the proportion of teachers in each teaching category from regular classroom teacher to L3CT.

**Figure 10 Teacher pay grades 2018 and 2022**



## 10.1 Accrued Leave as at **12/05/2022**

Accrued Leave clearance is a priority for all Departmental employees. The tables below indicate the number of staff and their leave balances with emphasis on those in excess of the current standards. The tables also show the number of employees who will gain another long service leave accrual and those who have RTS Leave or are participating in Deferred Salary Arrangements.

**Long service Leave is required to be cleared within 2 years of the leave becoming available.**

For further information regarding the data presented below please contact Workforce Planning Branch.

**Table 17 Accrued Long Service Leave - Days available**

Long Service Leave Days	Employee Group		
	Teach	School Support	Total
Less than 65	19	6	25

Long Service Leave Days	Employee Group		
	Teach	School Support	Total
Between 65 and 130	1	0	1

**Table 18 Long Service Leave - Staff with next accrual in 2022 or 2023**

Long Service Leave Next Accrual	Employee Group		
	Teach	School Support	Total
Next Accrual in 2022	1	0	1
Next Accrual in 2023	8	6	14

**Table 19 Accrued Annual Leave - Days available**

Annual Leave Days	Employee Group		
	Teach	School Support	Total
Less than 20	0	1	1
More than 40	0	1	1

**Table 20 Other Leave Types - Staff with Remote Teaching and Deferred Salary Leave**

Other Leave	Employee Group		
	Teach	School Support	Total
Rural Teaching Leave	1	0	1
Employees on Deferred Salary Scheme Leave	0	0	0
Employees Accruing Deferred Salary Scheme Leave	3	1	4

# Student, Staff and Community Health and Wellbeing and Engagement

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This section of the school report includes details about the school context obtained from the survey of the outgoing principal.

Additional information about the school context can be obtained from:

- the school's website
- the [school's annual report](#)
  - may include community, student, and parents/carers engagement survey results
- Australian Bureau of Statistics [Quick Stats](#), by location
  - search by location to find summary data about families and dwellings in the area
- Australian Early Development [Census](#)
  - Search by location to find summary data about early childhood development outcomes in the area

# Outgoing Principal's handover survey report: **Harrisdale Senior High School**

## Whole school approaches/programs

The top five of the school's key programs or approaches

Explicit, Direct Instruction as a school wide pedagogy

Careers and Pathway Planning Program Year 7 - 12 based on Department of Education course materials

## Targeted programs

School-based programs that target specific groups of students

Department of Education Gifted and Talented Academic Program - commenced Year 7 2021 and comprises Year 7 & 8 2022

Small "focus" classes targeting students with identified literacy and numeracy needs in Years 7 - 9

"Access 10" - an engagement program with early and flexible pathways towards work and training class for students identified as being "at risk"

## Professional learning

Most recent whole-school professional learning activities

Cultural Awareness

Trauma Informed Practice

Data Literacy and Analysis

High Impact Pedagogy (Direct & Explicit Instruction)

School Review - data informed planning

Student welfare	Yes	No	Details/Provider
After school care provision		1	

Pre-kindergarten program or partnership		1	
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Canteen	Yes	No	Provider P and C	Provider Local business	Provider Other	Comments
Canteen	1				1	Private Provider
School breakfast club	1		N/A	N/A	N/A	N/A

Days available	Mon	Tues	Wed	Thurs	Fri
Canteen	1	1	1	1	1
School breakfast club	1	1		1	1

Parent education
<p>PPP - School Psych Semester 1</p> <p>At key curriculum and enrolment dates the following were run by specialist school staff</p> <p>VET</p> <p>WPL</p> <p>WACE</p> <p>ATAR</p> <p>Pathway planning information sessions Years 9 &amp; 10</p> <p>GATE Program - central office and school</p> <p>Year 6 to 7 Information Sessions for parents curriculum and transition</p>

School council/board Membership	Number of members
Principal	1
Staff	2
Parent representatives	1
Community representatives	4

Other	2
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Voluntary contributions In 2021	% received
\$235.00	78%

Capital works projects	
Are there any capital works projects in progress?	No capital works to the permanent build. Ongoing placement of transportable classrooms to meet accommodation of enrolment growth
Are there any capital works projects pending in the next 18 months?	Nil
Have any capital works applications been submitted and awaiting a decision?	Facilities branch is aware of significant need of additional accommodation for Student Services to meet existing high demand of services

#### Community based committees, excluding the Council/Board that this school operates

School operates a P & C association no other community based committees

#### Deed of Licence Agreements

Canteen - Munch Box Canteen Service - 2026

#### Sponsorship arrangements

Nil

## Summary

The two sections below can relate to Quality Teaching and Learning; Workforce Characteristics or Student, Staff and Community Health, Wellbeing and Engagement

### Commendations

#### Four things that the school is doing well

Literacy and Numeracy achievement measured by OLNA and NAPLAN - higher than like schools in 2021

Pathways - Secondary directions ATAR / VET

Co curricula program -An eclectic clubs program out of school hours comprising of 25 clubs and homework support groups

Quality Teaching - as demonstrated in high student achievement data and like school comparison data

Strong school performance in; Athletics Volleyball and Netball programs : STEM disciplines and competitions ; A flourishing Arts program, including classical music,

### Recommendations:

#### Four areas that would benefit from further improvement

The school has a commitment to continuous improvement in all areas of school performance