



# Principal Selection and Placement Pilot

## Tom Price 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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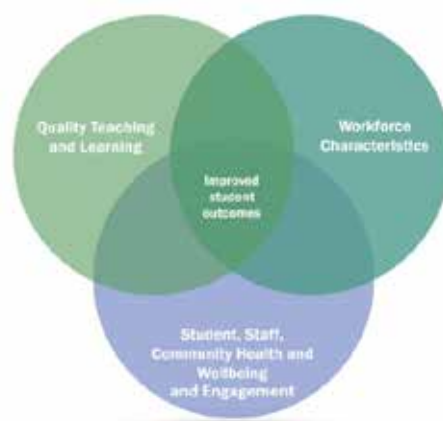
## Introduction

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

**Workforce Strategy**  
Improving Student Outcomes



## 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 4100

Name Tom Price Senior High School

Physical Address Milpera Street  
Tom Price  
6751

Postal Address (Same as above)

Phone 08 9188 3650

Fax

## School Management

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### Principal

Andrew Jack

### Vice / Deputy Principal

Nicole Kelly

Raymond Mcmillan

### Manager Corporate Services

Barbara O'Neill



## Region Management

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### Director of Education

Cheryl Parkin

Pilbara 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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At Tom Price Senior High School, your child will be provided with a quality education through an extensive Year 7 to Year 12 program. This includes the opportunity to be a part of the Pilbara CoRE program (Centre of Resource Excellence) - a secondary school specialist STEM course which focuses on the Pilbara's leading role in the mining and resources industry.

Your child will be asked to pursue excellence and opportunity through a range of education programs - ATAR, VET, social and sporting. Our academic program is reinforced by the school's strong partnership with the University of WA (ASPIRE) which has successfully supported and enabled our Year 12 Tertiary bound students to be accepted into university. Our VET program, supported by local businesses and industry, enables your child to participate in meaningful and authentic learning experiences that provide students with the opportunity to achieve Certificate II (or above) level nationally accredited vocational qualifications. In partnership with the Graham (Polly) Farmer Foundation, and hosted by the Follow the Dream program, our Indigenous students are supported to achieve success at Tom Price Senior High School.

We are also successful in gaining a place in the Fogarty EDvance cohort 6. This School Improvement Program's focus is excellent teaching for all students: Inspiring excellence and high quality instruction in schools by investing in teachers, school leaders and school principals to ensure that all students receive a high quality education. The program runs for three years, commencing in 2019.

You can discover more about our school through Schools Online, our website, Facebook page, an email or phone call to the school. Your visit to our school is most welcome when you visit Tom Price.

T: 9143 8100 E: [TomPrice.SHS@education.wa.edu.au](mailto:TomPrice.SHS@education.wa.edu.au)

# Programs

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## Department Endorsed Programs

## Student Numbers (as at 2022 Semester 1)

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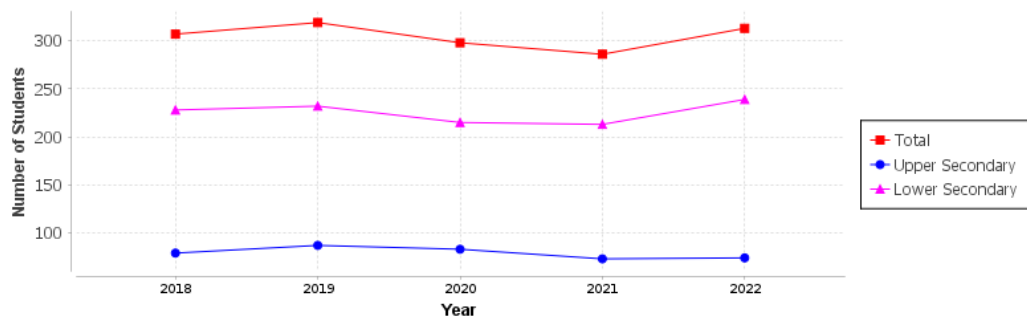
### Secondary

	Y07	Y08	Y09	Y10	Y11	Y12	USE	Total
Full Time	68	72	54	45	39	35		313

### Sex

	Kin	PPR	Pri	Sec	Total
Male				151	151
Female				161	161
<b>Total</b>				<b>313</b>	<b>313</b>

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



## 2022 Semester 1

	2018	2019	2020	2021	2022
Lower Secondary	228	232	215	213	239
Upper Secondary	79	87	83	73	74
Total	307	319	298	286	313

### 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	2	2.0	0
Heads of Departments and Learning Areas	3	3.0	0
Program Coordinators	3	2.6	0
Total Administration Staff	9	8.6	0

Other Teaching Staff	23	22.8	1
Total Teaching Staff	23	22.8	1

Clerical / Administrative	9	5.5	0
Gardening / Maintenance	2	2.0	1
Instructional	1	0.4	1
Other Allied Professionals	11	6.6	2
Total Allied Professionals	23	14.5	4

<b>Total</b>	<b>55</b>	<b>45.9</b>	<b>5</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	80%	60%	68%	80%	65%	76%
At NMS	20%	34%	19%	15%	25%	24%
Below NMS	0%	6%	13%	4%	11%	0%

	NAPLAN Reading					
	2018		2019		2021	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Above NMS	63%	71%	69%	75%	70%	72%
At NMS	27%	20%	21%	19%	16%	21%
Below NMS	10%	9%	10%	6%	13%	6%

	NAPLAN Writing					
	2018		2019		2021	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Above NMS	62%	42%	46%	67%	59%	51%
At NMS	23%	27%	34%	12%	25%	24%
Below NMS	15%	31%	21%	20%	16%	24%

# Student-Centred Funding

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## Student-Centred Funding 2022

Per Student Funding	\$3,011,384.00
Student and School Characteristics	\$2,246,956.35
Disability Adjustments	\$0.00
Targeted Initiatives	\$744,115.84
Operational Response Allocation	\$14,297.38
Regional Allocation	\$5,176.62
<b>Total 2022</b>	<b>\$6,021,930.19</b>
Transition Adjustment	\$0.00
<b>Total After Transition Adjustment</b>	<b>\$6,021,930.19</b>

## Per Student Funding - At Census

	Funded Student FTE		Amount
	Below Threshold	Above Threshold	
Year 7	67	0	\$635,361.00
Year 8	72	0	\$682,776.00
Year 9	54	0	\$512,082.00
Year 10	45	0	\$426,735.00
Year 11	39	0	\$397,605.00
Year 12	35	0	\$356,825.00
<b>Total</b>	<b>312</b>	<b>0</b>	<b>\$3,011,384.00</b>

## Student and School Characteristics Funding - At Census

	Funded Student FTE	Amount
<b>Student Characteristics</b>		
Aboriginality	109	\$248,749.36
Disability	59	\$344,757.40
English as an Additional Language or Dialect	3	\$8,784.00
Social Disadvantage	117	\$98,964.27
<b>Sub Total</b>		<b>\$701,255.03</b>
<b>School Characteristics</b>		
Enrolment-Linked Base		\$836,675.00
Locality		\$709,026.32
<b>Sub Total</b>		<b>\$1,545,701.32</b>
<b>Total</b>		<b>\$2,246,956.35</b>

## Targeted Initiatives (Detail)

	Amount
Targeted Initiative: Additional Aboriginal and Islander Education Officer (AIEO) FTE	\$32,263.87
Targeted Initiative: Additional support for delivery of mental health programs	\$11,479.50
Targeted Initiative: Follow the Dream	\$167,303.00
Targeted Initiative: Graduate Teacher Induction Program and Graduate Curriculum Materials	\$29,049.22
Targeted Initiative: In School State Funded Chaplaincy Program	\$2,688.00
Targeted Initiative: Independent Learning Co-Ordinators	\$70,893.73
Targeted Initiative: National School Chaplaincy Programme	\$24,336.00
Targeted Initiative: Small Senior High Schools	\$303,436.00
Targeted Initiative: VET delivered to secondary students	\$102,666.52
<b>Total</b>	<b>\$744,115.84</b>

### Operational Response Allocation (Detail)

	Amount
Operational Response: Additional Cleaning Time Coronavirus (COVID-19)	\$14,297.38
<b>Total</b>	<b>\$14,297.38</b>

### Regional Allocation (Detail)

	Amount
Regional Allocation: Pilbara Water Bottle Refill Stations	\$5,176.62
<b>Total</b>	<b>\$5,176.62</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**

## Tom Price Senior High School

Five Year Profile: 2018 – 2022

Extracted as at **PAYDAY: 04/08/2022**

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.

## Tom Price 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 Tom Price 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

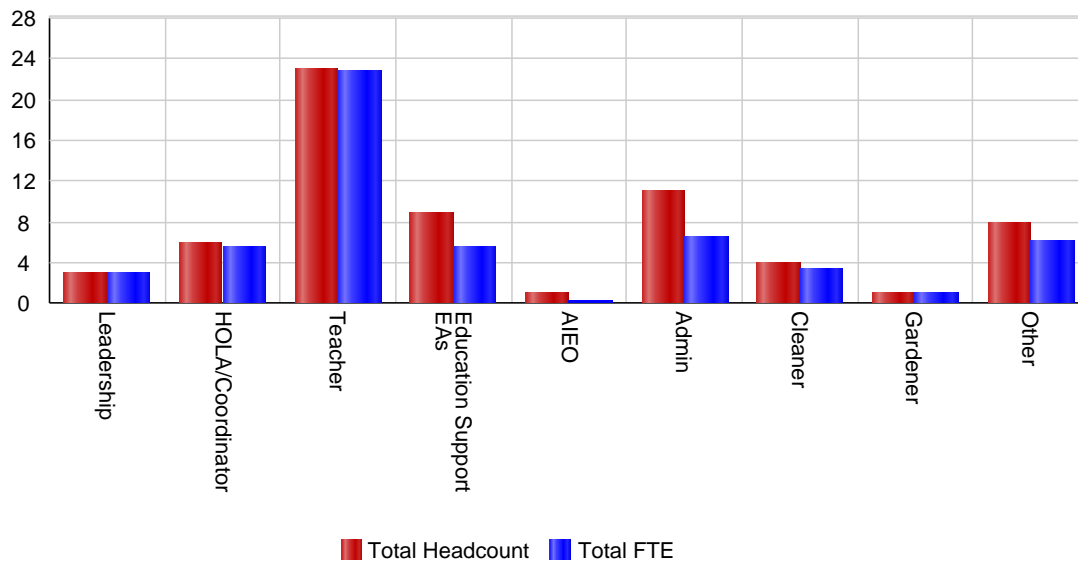
Other: library officers, network support officers, technical officers, school psychologists and other staff not included above.

**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	3	3.0	0	0.0	3	3.0
HOLA/Coordinator	6	5.6	0	0.0	6	5.6
Teacher	21	20.8	2	2.0	23	22.8
Education Support EAs	7	4.4	2	1.2	9	5.6
AIEO	1	0.3	0	0.0	1	0.3
Admin	9	5.5	2	0.9	11	6.5
Cleaner	4	3.4	0	0.0	4	3.4
Gardener	1	1.0	0	0.0	1	1.0
Other	8	6.2	0	0.0	8	6.2
<b>Total</b>	<b>60</b>	<b>50.2</b>	<b>6</b>	<b>4.1</b>	<b>66</b>	<b>54.4</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

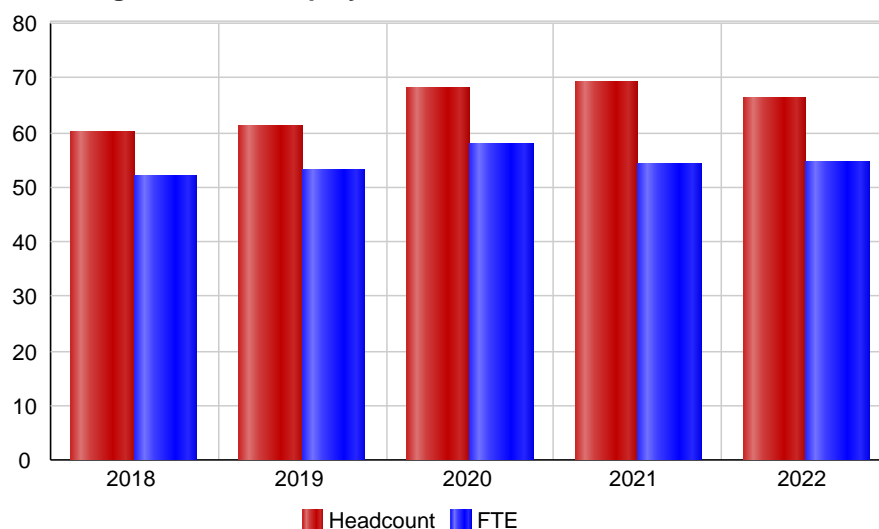
Table 2 identifies trends in total employment figures and shows the headcount and FTE for each year (2018-2022).

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

Year	Headcount	FTE
2018	60	52.0
2019	61	52.9
2020	68	57.7
2021	69	54.0
2022	66	54.4

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	3	100%	0%
HOLA/Coordinator	6	83%	17%
Teacher	23	96%	4%

Occupational Groups	Total Headcount	% Full Time	% Part Time
Education Support EAs	9	0%	100%
AIEO	1	0%	100%
Admin	11	9%	91%
Cleaner	4	75%	25%
Gardener	1	100%	0%
Other	8	63%	38%
<b>Total</b>	<b>66</b>		

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

**Figure 3 Categories of staff employment**

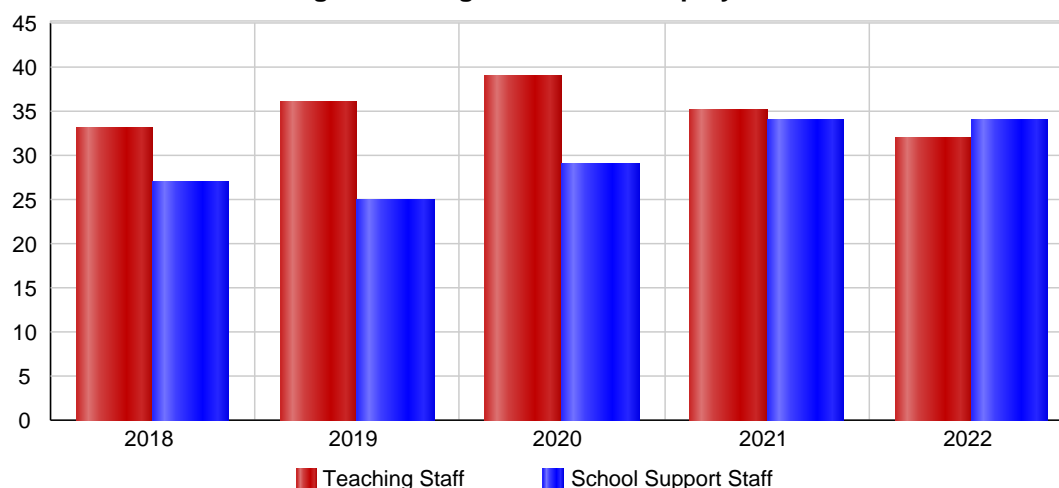


Figure 3 demonstrates the spread of teaching and school support staff over the last five years. For the purpose of this profile, 'Teaching Staff' includes teachers, heads of department and teaching leadership staff.

## 2.1 Students and Staff Trend

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

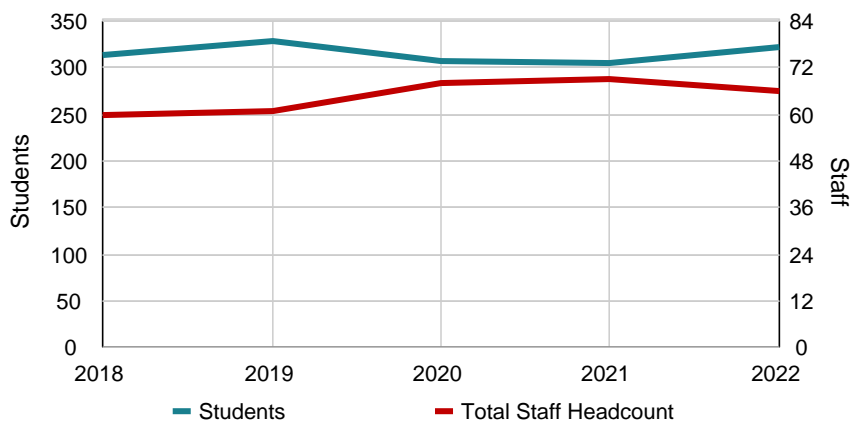
**Table 4 Students and staff trend**

Year	Total Staff Headcount	Teaching Staff Headcount	School Support Staff Headcount	Students
2018	60	33	27	307
2019	61	36	25	319
2020	68	39	29	298
2021	69	35	34	286
2022	66	32	34	312

\* 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 Tom Price 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	16	44	15	18	1	26
2019	17	44	16	20	1	24
2020	14	54	13	26	1	28
2021	12	57	10	25	2	32
2022	13	53	9	23	4	30
Year	All Staff (FTE)		Teaching Staff (FTE)		School Support Staff (FTE)	
	Male	Female	Male	Female	Male	Female
2018	16.0	36.0	15.0	17.0	1.0	19.0
2019	16.7	36.2	16.0	19.0	0.7	17.3
2020	13.7	44.0	13.0	24.8	0.7	19.1
2021	11.8	42.2	9.8	24.6	2.0	17.6
2022	12.9	41.5	9.0	22.4	3.9	19.1

### 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	4
2019	6
2020	6
2021	7
2022	7

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	4	1	3	5	3	2
25 to 34	20	15	5	23	14	9
35 to 44	15	8	7	19	3	16
45 to 54	14	4	10	8	6	2
55 to 59	4	3	1	4	1	3
60 to 64	1	1	0	3	2	1
65 to 69	0	0	0	3	2	1
70 and over	2	1	1	1	1	0

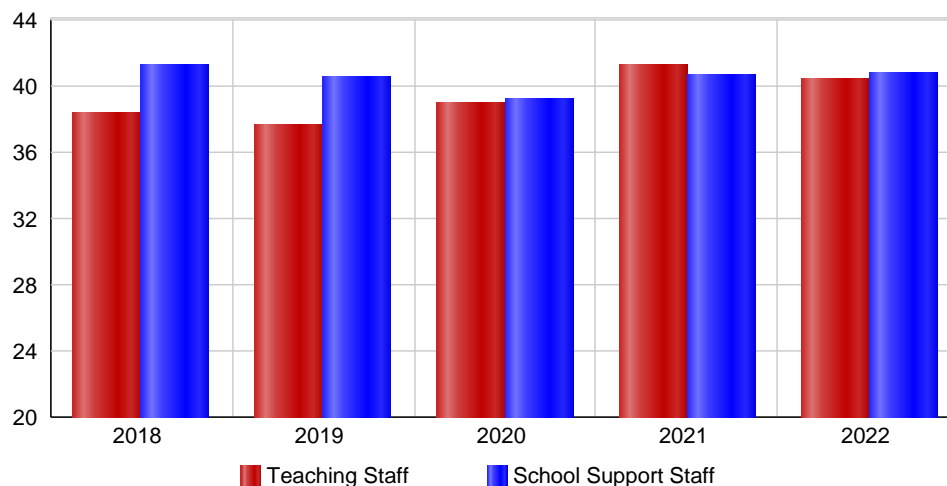
### 5.1 Average Age

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	39.9	38.4	41.2	41.1	39.5
2019	39.1	37.6	40.5	43.8	37.3
2020	39	38.9	39.2	46.2	37.2
2021	40.9	41.2	40.6	45.8	39.8
2022	40.7	40.4	40.8	43.3	40

**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	2	1.4	6	5.2	0	0.0
2019	2	1.6	4	3.5	0	0.0
2020	4	2.5	6	5.0	0	0.0
2021	4	2.0	9	7.1	0	0.0
2022	5	3.6	7	5.9	0	0.0

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 Tom Price 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	59	107.4	6.4	5.5
2019	94.1	90.2	3.5	5.4
2020	47.7	108.6	61.7	5.7
2021	93	98.1	23.8	6.3

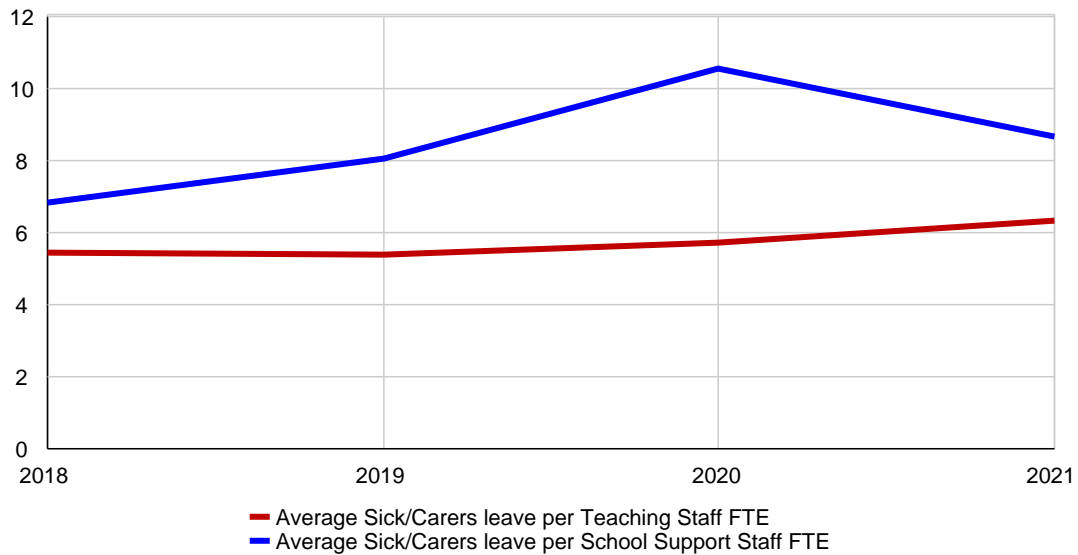
### 7.2 Sick and Personal Carers leave of school support staff

**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	51.9	74.8	0.8	6.9
2019	75	65.4	14	8.0
2020	88.4	67	46.9	10.6
2021	70.8	63.6	40.8	8.7

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	3	1	2	37.4	5.2%
2019	10	1	9	41.2	16.0%
2020	7	1	6	42.4	10.4%
2021	14	5	9	37.7	20.7%
<b>Total</b>	<b>34</b>	<b>8</b>	<b>26</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.

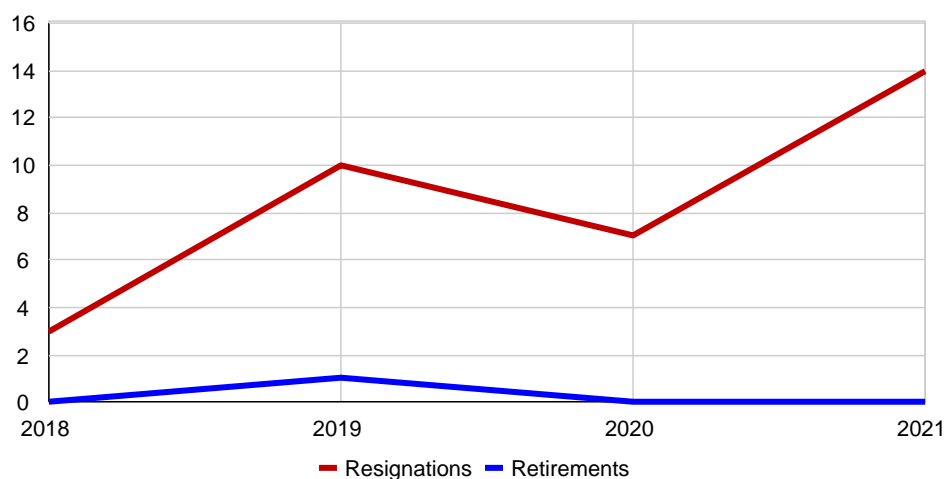
Reasons for resignation included: other work, location, family responsibility, job dissatisfaction and full-time study.

### 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	72.5	1.6%
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	1	1.0	1	1.0	0	0.0	0	0.0
HOLA/Coordinator	0	0.0	1	1.0	0	0.0	0	0.0
Teacher	0	0.0	0	0.0	2	2.0	1	1.0
Education Support EAs	0	0.0	1	0.9	0	0.0	0	0.0
Admin	1	1.0	0	0.0	0	0.0	0	0.0
Cleaner	1	1.0	0	0.0	0	0.0	0	0.0
Gardener	0	0.0	0	0.0	1	1.0	0	0.0
Other	1	0.5	0	0.0	0	0.0	0	0.0
<b>Total</b>	<b>4</b>	<b>3.5</b>	<b>3</b>	<b>2.9</b>	<b>3</b>	<b>3.0</b>	<b>1</b>	<b>1.0</b>

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

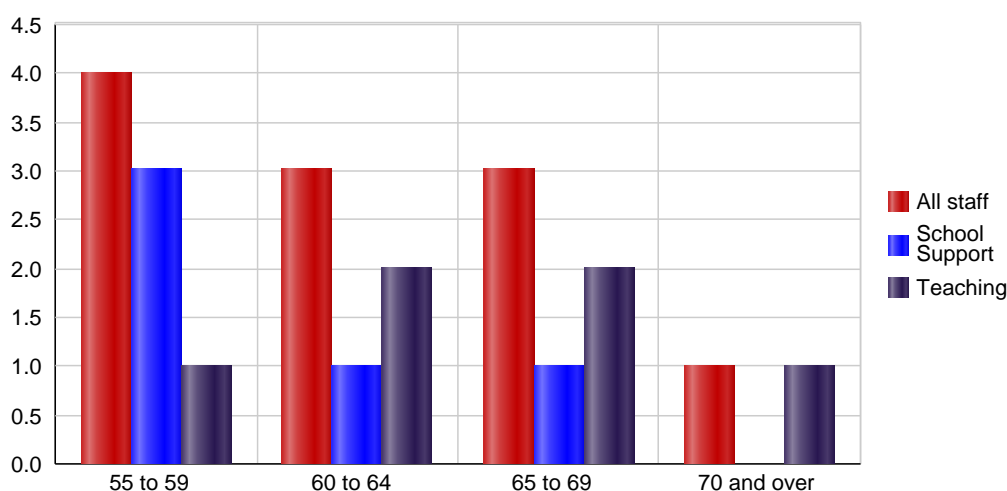


Figure 8 identifies the number of staff in each occupational group who could retire in the next ten years.

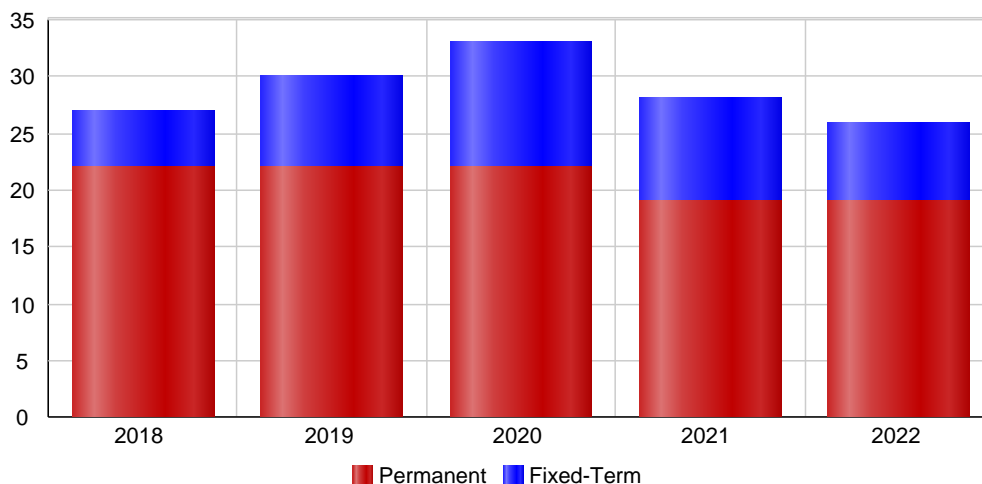
## 9. Teacher Data (Non-leadership staff under teachers agreement)

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	22	5	81%	19%
2019	22	8	73%	27%
2020	22	11	67%	33%
2021	19	9	68%	32%
2022	19	7	73%	27%

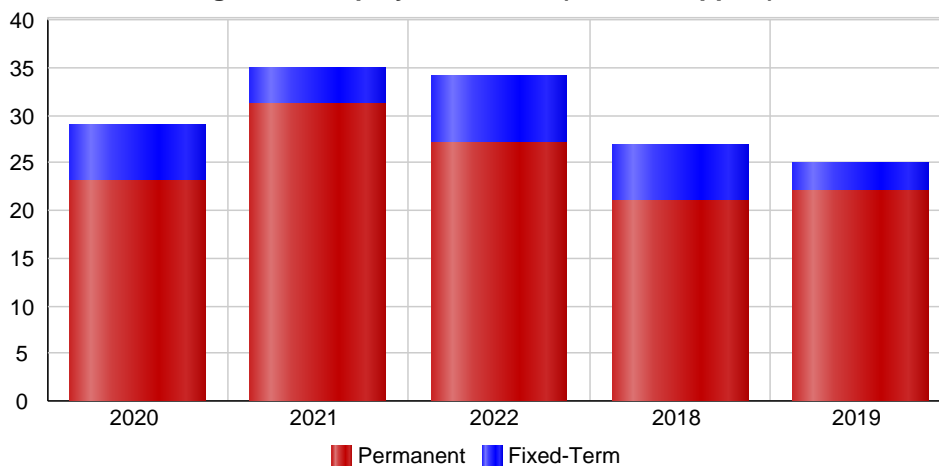
**Figure 9 Employment Class (Teachers)**



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

Year	Headcount		Percentage	
	Permanent	Fixed-Term	Permanent	Fixed-Term
2020	23	6	79%	21%
2021	31	4	91%	12%
2022	27	7	79%	21%
2018	21	6	78%	22%
2019	22	3	88%	12%

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



## 9.1 Pay Grade

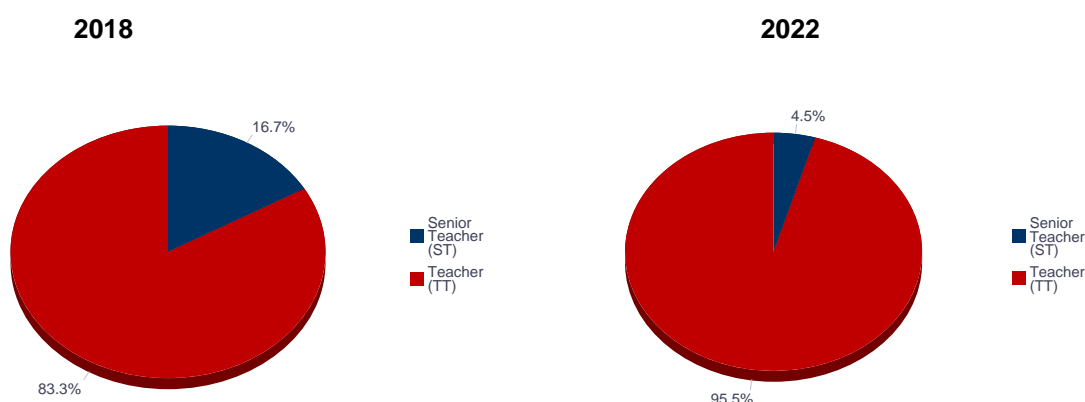
Table 16 provides the pay grade of teachers at Tom Price Senior High School and categorises them from Level 3 Classroom Teachers (L3CT) to regular classroom teachers.

**Table 16 Pay grade**

Year	Senior Teacher (ST)		Teacher (TT)	
	Headcount	FTE	Headcount	FTE
2018	4	3.8	20	19.2
2019	4	4.0	23	22.0
2020	3	2.6	27	26.2
2021	1	0.8	23	22.6
2022	1	1.0	21	20.8

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 **04/08/2022**

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	8	1	9
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 2023	1	0	1

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

Annual Leave Days	Employee Group		
	Teach	School Support	Total
Less than 20	0	3	3

**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	0	0	0

# 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:

## Tom Price SHS

### Whole school approaches/programs

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

- 1) Tactical Teaching - Literacy Program
- 2) Explicit Direct Instruction
- 3) Positive Behaviour Support - in our first year of being developed/implemented with support from SSEN:BE
- 4) CMS

### Targeted programs

School-based programs that target specific groups of students

- 1) Centre of Resource Excellence CoRE - Science/ STEM
- 2) Macqlit/ASDAN
- 3) Youth Mental Health First Aid
- 4) Emergency Services Cadet program
- 5) Shooting Stars

### Professional learning

Most recent whole-school professional learning activities

- 1) Tactical Teaching - Reading and Writing,
- 2) Explicit Direct Instruction - Teach Well Masterclass series
- 3) Aboriginal Cultural Standards Framework
- 4) Scope and Sequence workshops
- 5) Fogarty Edvance workshop on school Placemat - targets/data collection/timelines

Student welfare	Yes	No	Details/Provider
After school care provision		1	
Pre-kindergarten program or partnership		1	

Canteen	Yes	No	Provider P and C	Provider Local business	Provider Other	Comments
Canteen		1				
School breakfast club	1		N/A	N/A	N/A	N/A

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

#### Parent education

Positive Parenting Program - Term 3 2022 - School Psychologist  
 Yr 10 to Yr 11 careers information evening, including Careers Expo - Term 3, 2021 & 2022, Senior School Manager, Principal, DPs and HoLAs  
 Year 6 to Year 7 information evening Term 4 2021, DPs, Principal, Lower School

School council/board Membership	Number of members
Principal	1
Staff	3
Parent representatives	2
Community representatives	3
Other	

Voluntary contributions In 2021	% received
\$200-235	48%

Capital works projects	
Are there any capital works projects in progress?	No
Are there any capital works projects pending in the next 18 months?	Home Economics, Library, Rooms 12 & 14 refurbishments through STEM election funding. \$600 000.
Have any capital works applications been submitted and awaiting a decision?	No

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

Parents & Citizens Association - outdoor seating and tables for students  
Have not been able to have a committee formed to date in 2022.

#### Deed of Licence Agreements

Karley Gibbons, Home Child Care, expiry date 03/05/2023

#### Sponsorship arrangements

Rio Tinto, Emergency Services Cadets, current agreement expires 2022. New agreement almost completed - to commence in 2023 and expire in 2026

## 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

- 1) The implementation of a Whole School Approach to Literacy (Tactical Teaching) has seen improved literacy results (NAPLAN, ATAR front door entry with scaled score above 50)
- 2) A more consistent approach, with less variance across teaching staff with the introduction of EDI.
- 3) A comprehensive approach to case management supports all students requiring intervention. All school personnel are highly collaborative and responsive to the changing needs of students.
- 4) A safe and orderly learning environment across the school.

### Recommendations:

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

- 1) Continue to build the capacity of staff to school and system data planning, target setting in Learning Areas and classrooms.
- 2) Continue to use the ACSF to continue to build towards a culturally responsive school.
- 3) Continue the systematic implementation of PBS2 strategies to support a school-wide approach to behavioural expectations and the explicit teaching of responsibilities and values
- 4) Ensure the continued commitment of staff to the school improvement agenda through a targeted approach to change management. Build acceptance and commitment through support for the strategic implementation of whole-school initiatives and programs, including a more targeted and continuous Induction Program.