



# Principal Selection and Placement Pilot

## Kalgoorlie Boulder Community High School

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

# Contents

---

## Introduction

## Section 1: Quality Teaching and Learning

- School's online report

## Section 2: Workforce Characteristics

- School workforce profile

## Section 3: Student, Staff, Community Health and Wellbeing and Engagement

- Outgoing principal survey report

# Principal Selection and Placement Pilot

---

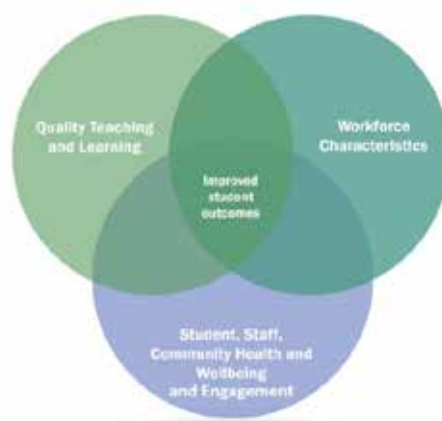
## Introduction

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

---

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

---

Code 4185  
Name Kalgoorlie-Boulder Com Hs  
Physical Address Boomerang Crescent  
Kalgoorlie  
6430  
Postal Address  
  
Phone 08 9092 0300  
Fax

## School Management

---

### Principal

Jonathan Attwell

### Vice / Deputy Principal

Deb Lamont  
Kirstin Lahaye  
Katrina Tedge

### Manager Corporate Services

Serena Grace



## Region Management

---

### Director of Education

Leila Bothams  
Goldfields 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

---

Kalgoorlie-Boulder Community High School was opened in 2006 and proudly offers secondary courses from Years 7 to 10. The school prides itself on an enrolment of over 800 students from a diverse range of socio-economic and cultural backgrounds, who all contribute to a vibrant and collaborative school culture.

Located 600km east of Perth, Kalgoorlie-Boulder Community High School is committed to working collaboratively with the community to create an innovative environment that motivates and engages students. Being a major regional centre and mining town, Kalgoorlie-Boulder provides comprehensive facilities, services and infrastructure, making it a comfortable location in which to live and work. Kalgoorlie-Boulder is proud of its history and heritage, including rich Aboriginal histories and cultures.

Specialist programs are offered through the school, which celebrates diversity and innovation. These range from the Clontarf and Kalgoorlie Girls' Academies, to STEM groups such as robotics, to the football and netball programs. In the spirit of innovation, Kalgoorlie-Boulder Community High School has been selected as the first WA school to be part of the State Government's Virtual Power Plant pilot, which will not only help to teach students about the benefits of renewable energy and new technologies, but also reduce the environmental impact of power consumption within the Goldfields region.

Thanks to a \$45 million investment in 2016, the school boasts state-of-the-art English, Mathematics HASS buildings with adaptable classrooms and community learning spaces, in addition to a modern Arts building with purpose-built studio areas.

The school's committed student services team ensure excellent pastoral care and monitoring of students, with a dedicated student services coordinator and officer working closely with each year group. Dynamic teaching staff offer engaging delivery of both main curriculum areas and a diverse range of subjects and programs catering for students with a variety of interests and needs.

# Programs

---

## Department Endorsed Programs

Aboriginal Tutorial Assistance Scheme

## Student Numbers (as at 2022 Semester 1)

---

### Secondary

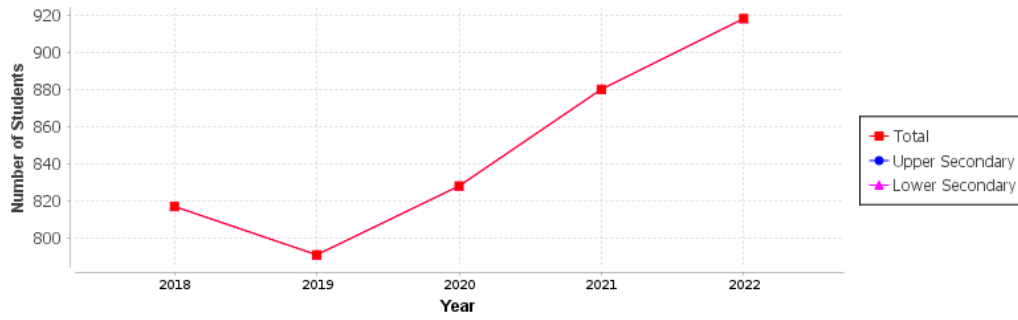
	Y07	Y08	Y09	Y10	Y11	Y12	USE	Total
Full Time	234	222	269	193				918

### Sex

	Kin	PPR	Pri	Sec	Total
Male				472	472
Female				446	446
<b>Total</b>				<b>918</b>	<b>918</b>



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



## 2022 Semester 1

	2018	2019	2020	2021	2022
Lower Secondary	817	791	828	880	918
Upper Secondary	0	0	0	0	0
Total	817	791	828	880	918

**Note:**

The graph and table include only full-time students

## Staff Numbers

---

No	FTE	AB'L
----	-----	------

Principals	1	1.0	0
Associate / Deputy / Vice Principals	3	3.0	0
Heads of Departments and Learning Areas	7	7.0	0
Program Coordinators	1	1.0	0
Total Administration Staff	12	12.0	0

Other Teaching Staff	57	55.8	2
Total Teaching Staff	57	55.8	2

Clerical / Administrative	14	13.8	1
Gardening / Maintenance	2	2.0	1
Instructional	1	0.9	1
Other Allied Professionals	12	10.7	0
Total Allied Professionals	29	27.4	3

<b>Total</b>	<b>98</b>	<b>95.2</b>	<b>5</b>
--------------	-----------	-------------	----------

**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

---

NAPLAN Numeracy						
	2018		2019		2021	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Above NMS	58%	67%	55%	70%	57%	64%
At NMS	33%	29%	24%	29%	25%	23%
Below NMS	8%	4%	21%	1%	18%	13%

NAPLAN Reading						
	2018		2019		2021	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Above NMS	58%	58%	56%	70%	56%	65%
At NMS	25%	23%	17%	18%	22%	16%
Below NMS	17%	18%	26%	13%	22%	19%

NAPLAN Writing						
	2018		2019		2021	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Above NMS	33%	29%	44%	54%	54%	40%
At NMS	34%	23%	22%	27%	29%	23%
Below NMS	33%	48%	34%	18%	17%	37%

# Student-Centred Funding

---

## Student-Centred Funding 2022

Per Student Funding	\$8,695,911.00
Student and School Characteristics	\$2,423,271.74
Disability Adjustments	\$32,950.75
Targeted Initiatives	\$170,940.92
Operational Response Allocation	\$53,891.03
Regional Allocation	\$5,200.00
<b>Total 2022</b>	<b>\$11,382,165.44</b>
Transition Adjustment	\$0.00
<b>Total After Transition Adjustment</b>	<b>\$11,382,165.44</b>

## Per Student Funding - At Census

	Funded Student FTE		Amount
	Below Threshold	Above Threshold	
Year 7	234	0	\$2,219,022.00
Year 8	222	0	\$2,105,226.00
Year 9	269	0	\$2,550,927.00
Year 10	192	0	\$1,820,736.00
<b>Total</b>	<b>917</b>	<b>0</b>	<b>\$8,695,911.00</b>

## Student and School Characteristics Funding - At Census

	Funded Student FTE	Amount
<b>Student Characteristics</b>		
Aboriginality	245	\$545,858.28
Disability	217	\$524,894.09
English as an Additional Language or Dialect	1	\$2,928.00
Social Disadvantage	527	\$532,925.89
<b>Sub Total</b>		<b>\$1,606,606.26</b>
<b>School Characteristics</b>		
Enrolment-Linked Base		\$338,255.75
Locality		\$478,409.73
<b>Sub Total</b>		<b>\$816,665.48</b>
<b>Total</b>		<b>\$2,423,271.74</b>

## Targeted Initiatives (Detail)

	Amount
Targeted Initiative: Additional Aboriginal and Islander Education Officer (AIEO) FTE	\$47,051.49
Targeted Initiative: Additional support for delivery of mental health programs	\$11,479.50
Targeted Initiative: Graduate Teacher Induction Program and Graduate Curriculum Materials	\$31,645.15
Targeted Initiative: In School State Funded Chaplaincy Program	\$22,519.99
Targeted Initiative: Specialist Career Practitioners	\$58,244.79
<b>Total</b>	<b>\$170,940.92</b>

## Operational Response Allocation (Detail)

	Amount
Operational Response: Additional Cleaning Time Coronavirus (COVID-19)	\$30,456.75
Operational Response: Attraction and Retention	\$2,855.60
Operational Response: Transportable Relocations	\$20,578.68
<b>Total</b>	<b>\$53,891.03</b>

## Regional Allocation (Detail)

	Amount
Regional Allocation: Goldfields PEAC Regional Allocation	\$5,200.00
Total	\$5,200.00



# Workforce Characteristics

---

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**

# Kalgoorlie-Boulder Community High School

Five Year Profile: 2018 – 2022

Extracted as at **PAYDAY: 21/07/2022**

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.



## Kalgoorlie-Boulder Community 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 Kalgoorlie-Boulder Community 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

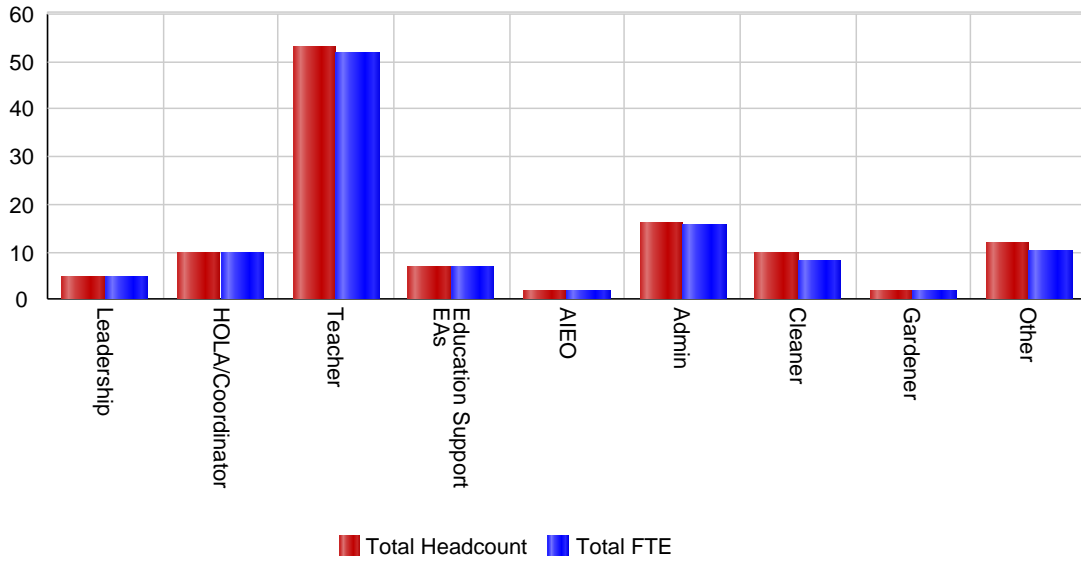
and other staff not included above.

**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	5	5.0	0	0.0	5	5.0
HOLA/Coordinator	8	8.0	2	2.0	10	10.0
Teacher	50	48.8	3	3.0	53	51.8
Education Support EAs	7	7.0	0	0.0	7	7.0
AIEO	1	0.9	1	1.0	2	1.9
Admin	14	13.8	2	1.9	16	15.7
Cleaner	10	8.0	0	0.0	10	8.0
Gardener	2	2.0	0	0.0	2	2.0
Other	12	10.1	0	0.0	12	10.1
<b>Total</b>	<b>109</b>	<b>103.6</b>	<b>8</b>	<b>7.9</b>	<b>117</b>	<b>111.5</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

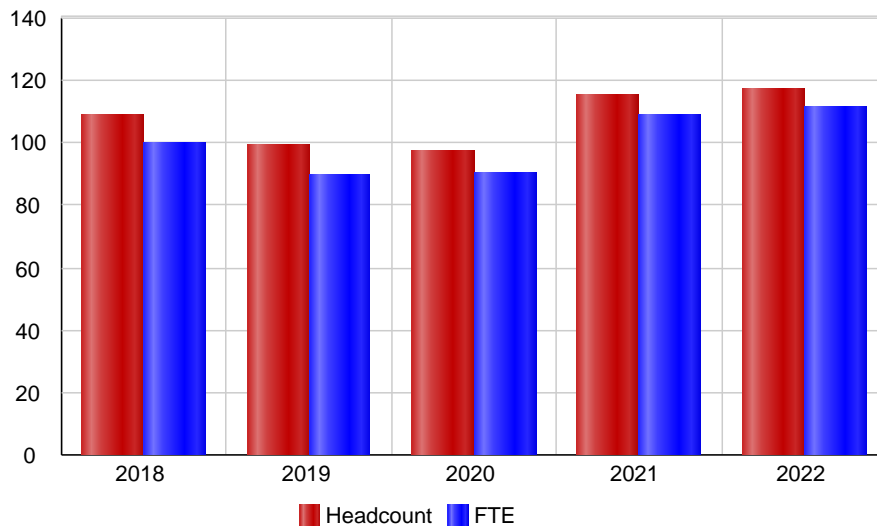
Table 2 identifies trends in total employment figures and shows the headcount and FTE for each year (2018-2022).

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

Year	Headcount	FTE
2018	109	99.6
2019	99	89.7
2020	97	90.2
2021	115	108.8
2022	117	111.6

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	5	100%	0%
HOLA/Coordinator	10	100%	0%
Teacher	53	92%	8%

Occupational Groups	Total Headcount	% Full Time	% Part Time
Education Support EAs	7	100%	0%
AIEO	2	50%	50%
Admin	16	88%	13%
Cleaner	10	20%	80%
Gardener	2	100%	0%
Other	12	75%	25%
<b>Total</b>	<b>117</b>		

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

**Figure 3 Categories of staff employment**

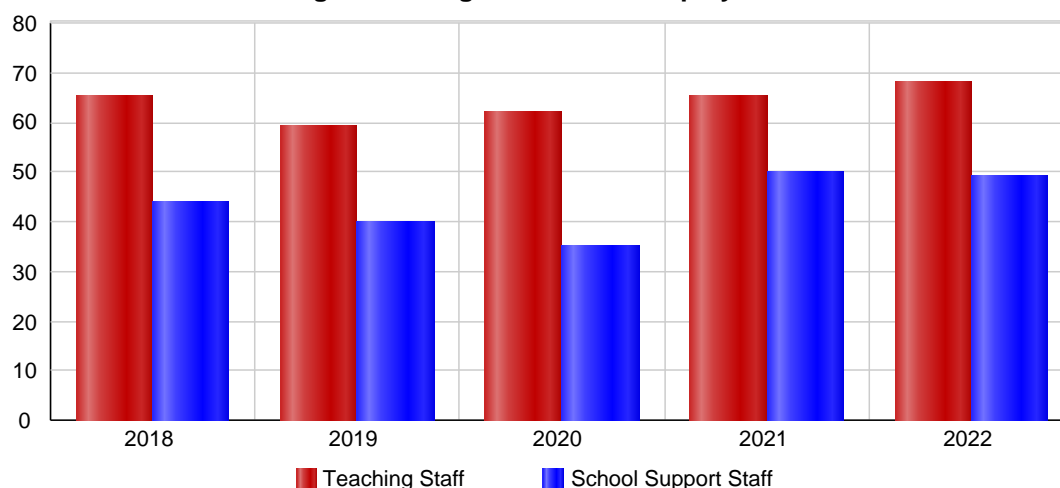


Figure 3 demonstrates the spread of teaching and school support staff over the last five years. For the purpose of this profile, 'Teaching Staff' includes teachers, heads of department and teaching leadership staff.

## 2.1 Students and Staff Trend

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

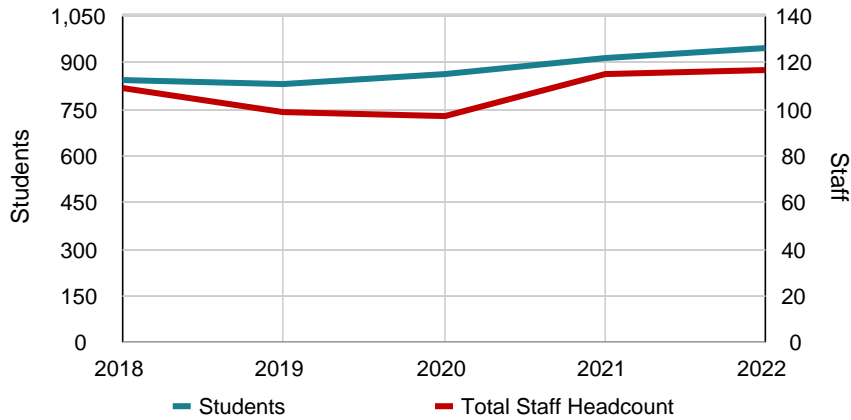
**Table 4 Students and staff trend**

Year	Total Staff Headcount	Teaching Staff Headcount	School Support Staff Headcount	Students
2018	109	65	44	815
2019	99	59	40	790
2020	97	62	35	827
2021	115	65	50	879
2022	117	68	49	917

\* 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 Kalgoorlie-Boulder Community 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	32	77	25	40	7	37
2019	27	72	21	38	6	34
2020	26	71	24	38	2	33
2021	35	80	25	40	10	40
2022	37	80	28	40	9	40
Year	All Staff (FTE)		Teaching Staff (FTE)		School Support Staff (FTE)	
	Male	Female	Male	Female	Male	Female
2018	30.6	69.0	24.2	39.3	6.5	29.7
2019	26.4	63.3	21.0	36.9	5.4	26.4
2020	26.0	64.2	24.0	37.4	2.0	26.8
2021	34.7	74.0	24.8	39.6	9.9	34.4
2022	36.7	74.9	27.8	39.0	8.9	35.9

### 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	12
2019	8
2020	7
2021	10
2022	10

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	2	1	1	4	3	1
25 to 34	31	27	4	27	17	10
35 to 44	22	11	11	21	14	7
45 to 54	30	15	15	37	18	19
55 to 59	9	4	5	14	9	5
60 to 64	10	5	5	8	4	4
65 to 69	5	2	3	5	3	2
70 and over	0	0	0	1	0	1

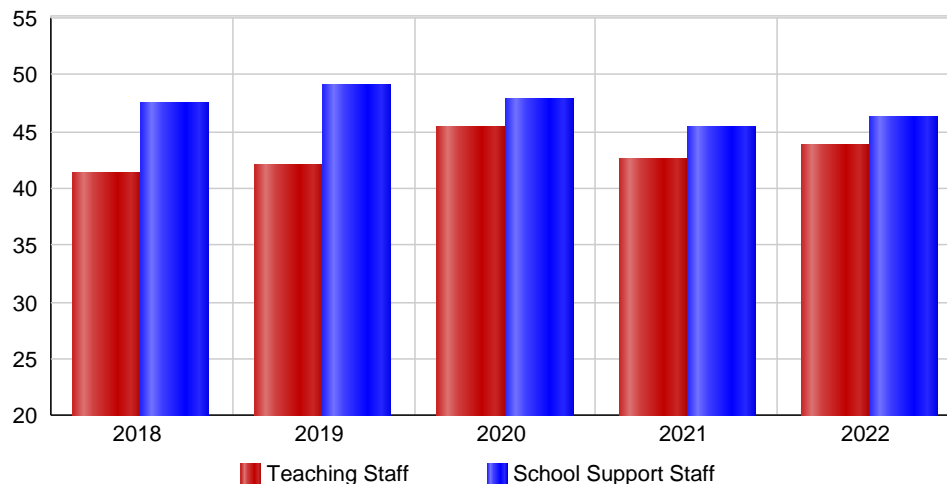
### 5.1 Average Age

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	44.6	41.4	47.4	42.1	45.6
2019	45.8	42	49.1	45.5	45.9
2020	46.5	45.4	47.8	48.4	45.8
2021	44.1	42.5	45.4	44.1	44.1
2022	44.9	43.7	46.2	42.9	45.9

**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	9	7.9	19	17.5	2	1.8
2019	7	5.5	21	19.8	2	1.8
2020	5	4.2	23	21.5	1	1.0
2021	9	8.6	30	28.0	2	1.8
2022	7	6.9	30	28.5	2	1.8

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 Kalgoorlie-Boulder Community 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	206	220.5	4	7.1
2019	288	247.5	29	9.8
2020	439.5	221.5	12	11.3
2021	517.9	281.8	91.8	14.4

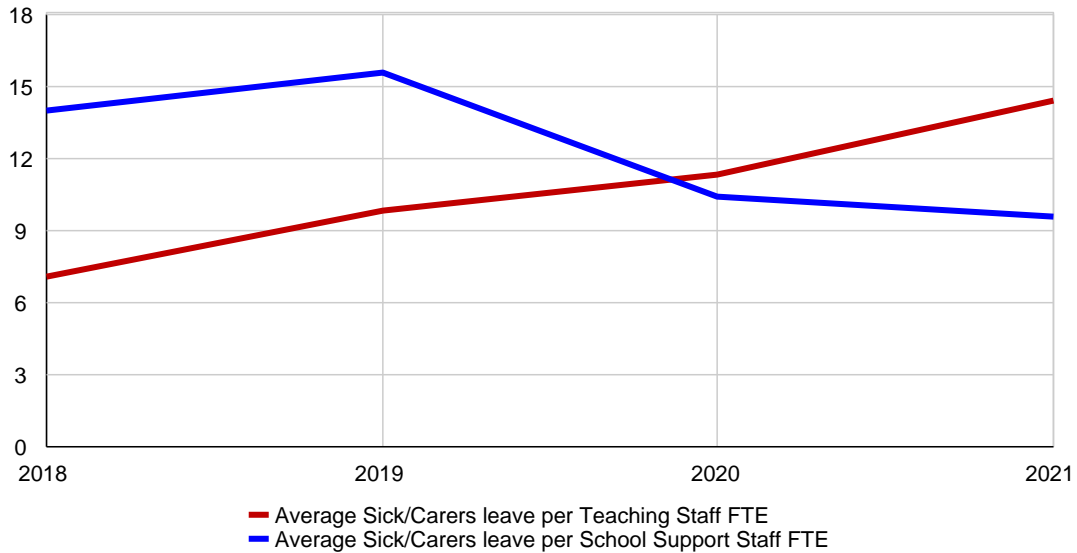
### 7.2 Sick and Personal Carers leave of school support staff

**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	236.1	157.2	120	14.0
2019	314.6	128.8	59.5	15.6
2020	198.5	138.4	7.6	10.4
2021	199.9	221.8	7.8	9.6

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	13	5	8	40.5	12.2%
2019	11	7	4	33.0	11.1%
2020	8	0	8	50.4	8.1%
2021	18	7	11	45.7	15.9%
<b>Total</b>	<b>50</b>	<b>19</b>	<b>31</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.

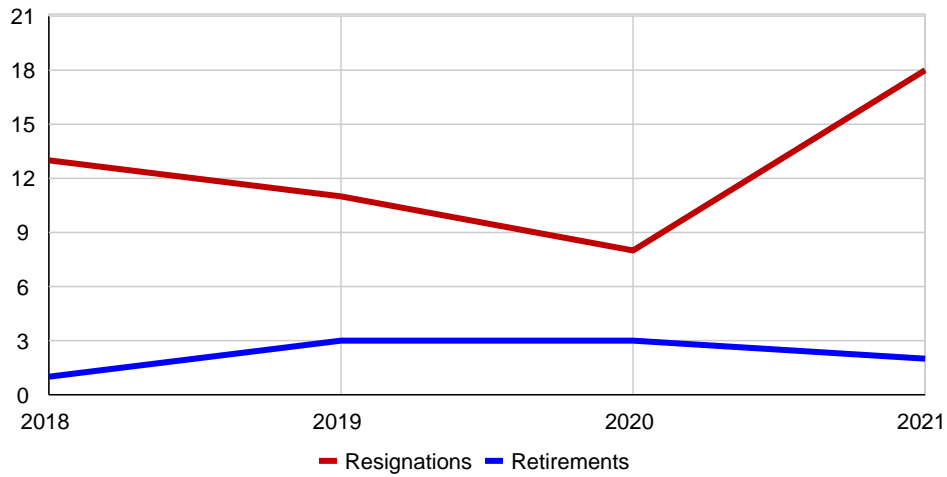
Reasons for resignation included: other work, location, family responsibility, job dissatisfaction and full-time study.

**8.2 Retirement Rate**

**Table 13 Retirement rate**

Year	Retirements	Male	Female	Ave. Age	Rate of Retirement
2018	1	0	1	60.3	0.9%
2019	3	1	2	58.2	3.0%
2020	3	1	2	66.7	3.0%
2021	2	1	1	61.4	1.8%
<b>Total</b>	<b>9</b>	<b>3</b>	<b>6</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
Teacher	8	8.0	3	3.0	3	2.8	0	0.0
Education Support EAs	1	1.0	1	1.0	0	0.0	0	0.0
Admin	1	1.0	0	0.0	2	2.0	0	0.0
Cleaner	0	0.0	2	1.5	0	0.0	0	0.0
Gardener	0	0.0	0	0.0	0	0.0	1	1.0
Other	3	1.7	1	1.0	0	0.0	0	0.0
<b>Total</b>	<b>14</b>	<b>12.7</b>	<b>8</b>	<b>7.5</b>	<b>5</b>	<b>4.8</b>	<b>1</b>	<b>1.0</b>

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

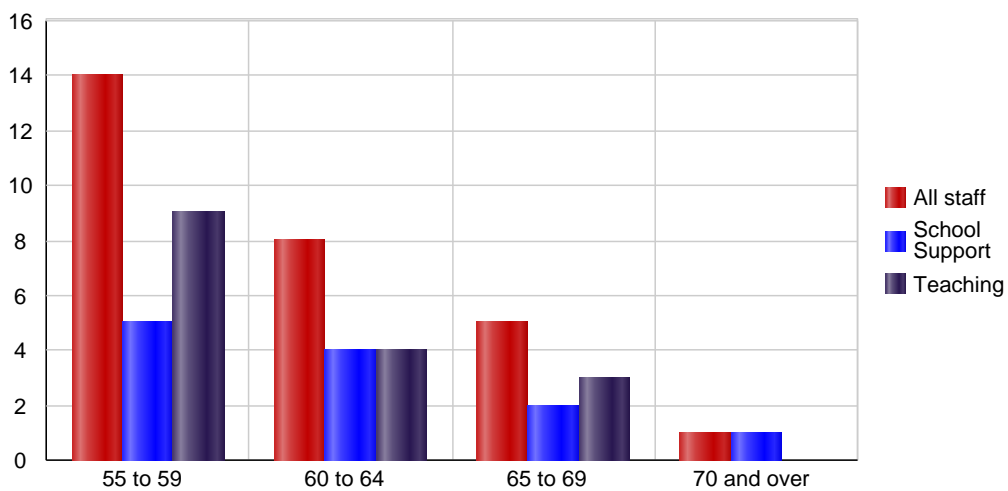


Figure 8 identifies the number of staff in each occupational group who could retire in the next ten years.



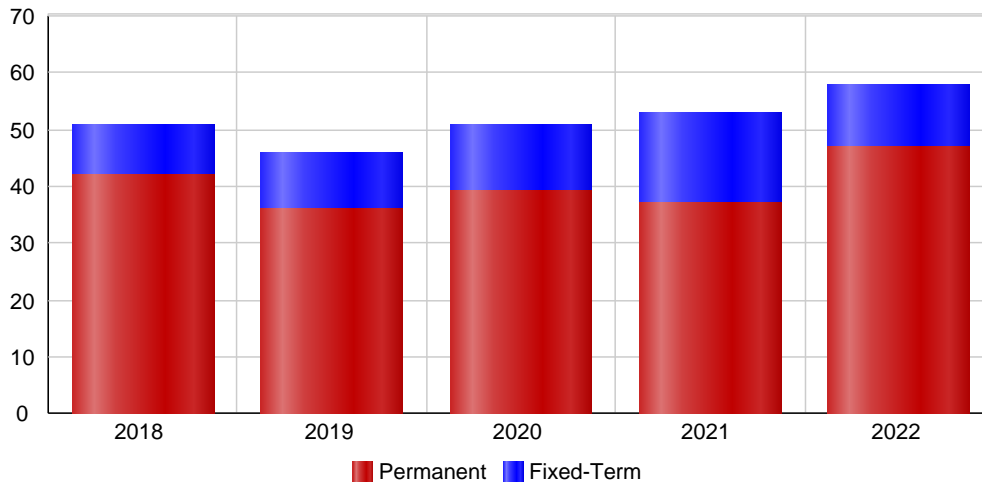
## 9. Teacher Data (Non-leadership staff under teachers agreement)

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	42	9	82%	18%
2019	36	10	78%	22%
2020	39	12	76%	24%
2021	37	16	70%	30%
2022	47	11	81%	19%

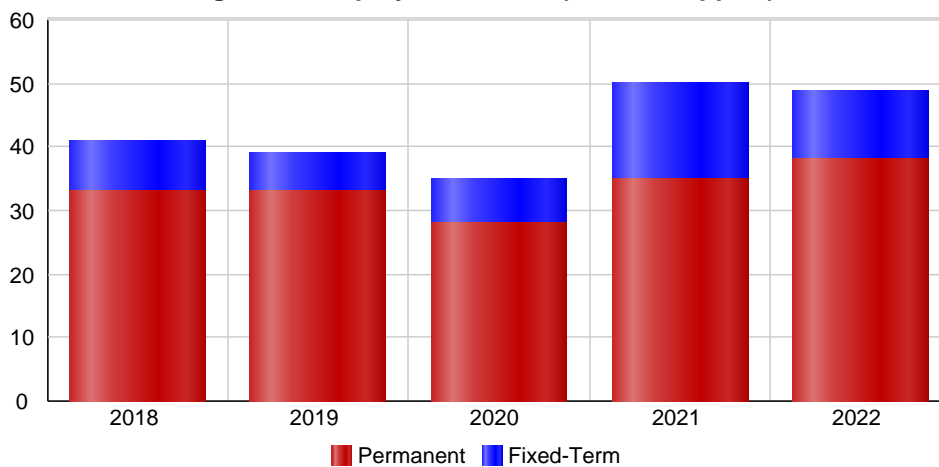
**Figure 9 Employment Class (Teachers)**



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

Year	Headcount		Percentage	
	Permanent	Fixed-Term	Permanent	Fixed-Term
2018	33	8	75%	18%
2019	33	6	82%	15%
2020	28	7	80%	20%
2021	35	15	70%	30%
2022	38	11	78%	22%

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



## 9.1 Pay Grade

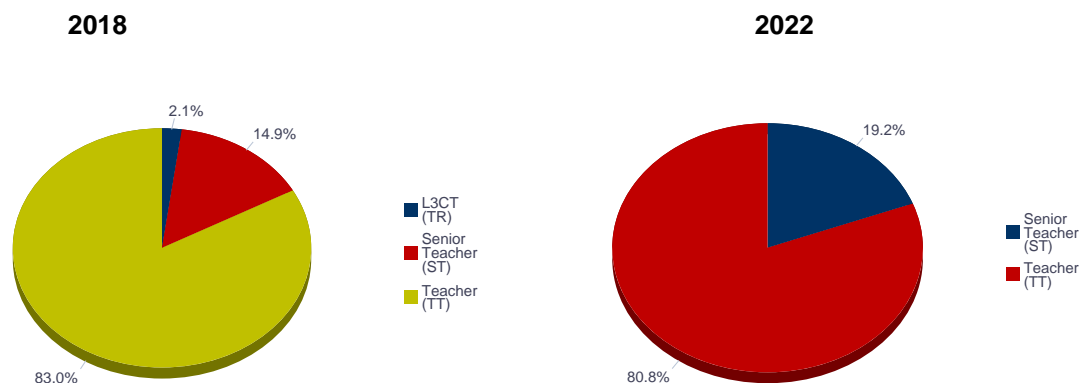
Table 16 provides the pay grade of teachers at Kalgoorlie-Boulder Community High School and categorises them from Level 3 Classroom Teachers (L3CT) to regular classroom teachers.

**Table 16 Pay grade**

Year	L3CT (TR)		Senior Teacher (ST)		Teacher (TT)	
	Headcount	FTE	Headcount	FTE	Headcount	FTE
2018	1	1.0	7	7.0	39	37.5
2019	1	1.0	6	5.6	33	32.3
2020	0	0.0	7	6.8	38	37.6
2021	0	0.0	4	4.0	44	43.4
2022	0	0.0	10	9.8	42	41.0

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 **21/07/2022**

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	17	12	29
Between 65 and 130	1	1	2

**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	5	4	9

**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	2	0	2



# Student, Staff and Community Health and Wellbeing and Engagement

---

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: Kalgoorlie-Boulder CHS

<b>Whole school approaches/programs</b> The top five of the school’s key programs or approaches
PBS Whole School Instructional Model

<b>Targeted programs</b> School-based programs that target specific groups of students
Clontarf Academy STARS Foundation Direct Instruction

<b>Professional learning</b> Most recent whole-school professional learning activities
Trauma Informed Practices SSEN:BE Behaviour Management Team Teach Youth Mental Health First Aid Fogarty EDvance

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

Canteen	Yes	No	Provider	Provider	Provider	Comments
			P and C	Local business	Other	
Canteen	1			1		
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

Parent education

School council/board Membership	Number of members
Principal	1
Staff	3
Parent representatives	4
Community representatives	4
Other	

Voluntary contributions In 2021	% received
Y7 - \$235, Y8/9/10 - \$148	22%

Capital works projects	
Are there any capital works projects in progress?	No
Are there any capital works projects pending in the next 18 months?	Yes
Have any capital works applications been submitted and awaiting a decision?	No

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

N/A

#### Deed of Licence Agreements

Canteen, expires 2024

#### Sponsorship arrangements

N/A

# 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

- Supporting students achieving below expectations
- Learning Area Plans linking to improvement targets and data
- Partnerships with SSEN:BE
- Aboriginal Community partnerships

## Recommendations:

### Four areas that would benefit from further improvement

- Consistent application of Instructional Model across school
- Access to training for Board members
- Enhanced SAER support structure
- Greater primary school links