



Department of
Education

Shaping the future

Principal Selection and Placement

Durham Road School

- Schools Online report
- School Workforce profile report
- Principal survey report

Contents

Introduction

Section 1: Quality Teaching and Learning

- Schools Online report

Section 2: Workforce Characteristics

- School workforce profile

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

- Principal survey report

Principal Selection and Placement

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 and Community Health, Wellbeing and Engagement

Conceptual Model for Workforce Planning and Development

Workforce Strategy
Improving Student Outcomes



School Profile

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 and Community Health, Wellbeing and Engagement

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



Department of
Education

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)

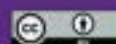


Department of
Education

Shaping the future

Schools Online

School Report



Contact Information

Code	6029
Name	Durham Road School
Physical Address	37 Durham Road Bayswater 6053
Postal Address	(Same as above)
Phone	08 9238 0900
Fax	

School Details

School Code	6029
Commencement Date	01/07/1985
Education Region	NORTH METRO
Local Government Area	BAYSWATER (C)
State Electorate	MAYLANDS
Commonwealth Electorate	PERTH
Independent Public School	2010
School year from	Kindergarten
School year to	Year 12
Principal Level	ESS CLASS 5
Classification Group	EDUCATION SUPPORT
Broad Classification	EDUCATION SUPPORT SCHOOLS

School Management

Principal

Linda Lane

Vice / Deputy Principal

Ellen Mcallister

Heath Bradley

Simon Hume

Susan Moran

Sharon Peach



Region Management

Director of Education

Cheryl Townsend

North 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

Durham Road School is the largest Education Support School in Western Australia, catering for approximately 200 students with disability from Kindy through to Year 13. Each teacher's focus is on delivering high quality teaching and learning experiences using the latest innovation alongside current best practice techniques. Our geographical intake area is large, with families residing in an area roughly between the four corners of Bullsbrook, Ellenbrook, Chidlow and Maylands. Our class sizes are small, with specialist teachers and education assistants across all phases of the school. We provide a targeted, differentiated curriculum based on the Western Australian Curriculum and Abilities Based Learning Education, Western Australia (ABLEWA), combined with a rich social environment designed to meet the individual learning needs of each child. Learning goals are collaboratively established for each student based on individual needs and parent priorities at Individual Education Plan (IEP) meetings. Durham Road School is committed to ensuring every student has a robust communication system. Our fulltime Communication Coordinator works with classroom staff to meet the communication needs of every student. Teachers model communication strategies with students using PODD and students use a variety of high and low tech devices. The school is well resourced with three Eye gaze technology systems where students learn to use their eyes to activate the computer and engage with exploration, choice making and communication programs. Each of our three playgrounds is safe and secure: equipped with trampolines, bikes, swings, sensory areas and play equipment that is accessible for all of our students and supports the development of play and fundamental movement skills. Secondary students also access fitness based programs in the gymnasium. Physical activity is promoted for all of our students with a heated swimming and hydrotherapy pool. Our qualified swimming teacher and dedicated pool assistants provide hydro sessions for students with high physical needs and swimming lessons for Early Years and Primary students. Our Satellite program provides an inclusive environment for 40 students based at Embleton Primary School. These students are taught by our specialist staff and have the additional benefit of sharing playgrounds, library and other facilities with the mainstream school. Secondary students prepare for life after school by engaging in a motivating, personalised curriculum as well as endorsed programs such as ASDAN and Workplace Learning. This enables our students to experience a variety of settings over the year in which to generalise the social and academic skills taught in classrooms. We look forward to welcoming you to our vibrant school community; please contact Principal Linda Lane to discuss the benefits of a Durham Road education for your child.

Student Numbers (as at 2023 Semester 2)

Primary

	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(6)	20	33	21	17	26	12	15	150
Part Time	12								

Note:

The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students

Secondary

	Y07	Y08	Y09	Y10	Y11	Y12	USE	Total
Full Time	19	11	16	18	15	5		84

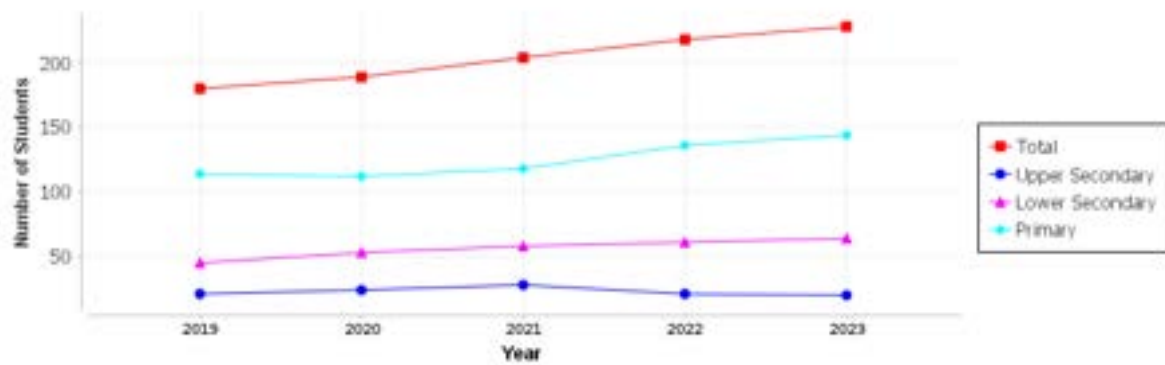
School

	Total	
Full Time	228	
Part Time	12	(6)
Total	240	(234)

Gender

	Kin	PPR	Pri	Sec	Total
Male	11	15	93	64	183
Female	1	5	31	20	57
Total	12	20	124	84	240

Student Number Trends (based on 2023 Semester 2 Census Data)



2023 Semester 2

	2019	2020	2021	2022	2023
Primary (Excluding Kin)	114	112	118	136	144
Lower Secondary	45	53	58	61	64
Upper Secondary	21	24	28	21	20
Total	180	189	204	218	228

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	5	5.0	0
Program Coordinators	3	1.8	0
Total Administration Staff	9	7.8	0
Level 3 Teachers	1	1.0	0
Other Teaching Staff	45	36.4	0
Total Teaching Staff	46	37.4	0
Clerical / Administrative	7	6.0	0
Gardening / Maintenance	4	2.8	0
Instructional	2	1.6	1
Other Allied Professionals	126	97.7	0
Total Allied Professionals	139	108.1	1
Total	194	153.3	1

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.

Attendance

Primary Attendance Rates

	School	WA Public Schools
2021	82.3%	91.0%
2022	76.9%	86.6%
2023	83.0%	88.9%

Attendance % - Primary Year Levels

	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2021	79%	85%	82%	88%	84%	78%	82%
2022	76%	80%	78%	75%	82%	80%	68%
2023	84%	83%	79%	86%	81%	85%	85%
WA Public Schools 2023	88%	89%	89%	89%	89%	89%	89%

Secondary Attendance Rates

	School	WA Public Schools
2021	82.7%	84.4%
2022	76.3%	80.4%
2023	78.4%	82.5%

Attendance % - Secondary Year Levels

	Y07	Y08	Y09	Y10	Y11	Y12
2021	83%	82%	84%	N/A	82%	89%
2022	70%	82%	76%	78%	N/A	74%
2023	77%	64%	86%	78%	80%	N/A
WA Public Schools 2023	87%	83%	81%	80%	82%	83%

Note

Non-attendance is subject to a departmental policy which states:

The Principal is responsible for the accurate recording and rigorous monitoring of the attendance of all students and for implementing appropriate strategies to restore attendance if there are attendance issues.

This policy requires schools to follow procedures related to recording attendance, monitoring attendance, referrals to School Attendance Officer, Children Whose Whereabouts are Unknown, referrals to School Attendance Panel and data collections.

Caution:

Care must be exercised when interpreting the data as it may refer to small student numbers and therefore the attendance rates may be volatile.

Cells in the table containing N/A refer to schools or year levels with less than 10 students enrolled.

Student-Centred Funding

Student-Centred Funding 2024

Per Student Funding	\$2,274,987.00
Student and School Characteristics	\$12,977,740.59
Disability Adjustments	\$179,771.98
Targeted Initiatives	\$174,011.01
Operational Response Allocation	\$86,495.49
Regional Allocation	\$0.00
Total 2024	\$15,693,006.07

Per Student Funding – At Census

	Funded Student FTE		Amount
	Below Threshold	Above Threshold	
Kindergarten	12	0	\$65,616.00
Pre-primary	14	0	\$133,000.00
Year 1	22	0	\$209,000.00
Year 2	31	0	\$294,500.00
Year 3	19	0	\$180,500.00
Year 4	17	0	\$134,946.00
Year 5	27	0	\$214,326.00
Year 6	12	0	\$95,256.00
Year 7	13	0	\$135,031.00
Year 8	19	0	\$197,353.00
Year 9	11	0	\$114,257.00
Year 10	16	0	\$166,192.00
Year 11	15	0	\$167,505.00
Year 12	15	0	\$167,505.00
Total	243	0	\$2,274,987.00

Student and School Characteristics Funding – At Census

	Funded Student FTE	Amount
Student Characteristics		
Aboriginality	31	\$71,393.11
Disability	232	\$12,009,499.45
English as an Additional Language or Dialect	2	\$6,418.00
Social Disadvantage	85	\$88,517.93
Sub Total		\$12,175,828.49
School Characteristics		
Enrolment-Linked Base		\$801,912.10
Locality		\$0.00
Sub Total		\$801,912.10
	Total	\$12,977,740.59

Targeted Initiatives (Detail)

	Amount
Targeted Initiative: Level 3 Classroom Teachers Additional Teacher Time	\$12,753.51
Targeted Initiative: Preschool Reform Agreement	\$13,116.00
Targeted Initiative: School Psychologists - Manage own school psychologist FTE	\$88,737.99
Targeted Initiative: Schools With Low Proportion of Level 3 Classroom Teachers	\$12,753.51
Targeted Initiative: VET delivered to secondary students	\$46,650.00
Total	\$174,011.01

Operational Response Allocation (Detail)

	Amount
Operational Response: Hydrotherapy Pool Chemicals (Education Support)	\$2,894.00
Operational Response: Hydrotherapy Pools Technical Officers (Education Support)	\$42,767.40
Operational Response: Personal Care in Schools Payments	\$563.75
Operational Response: Support for Rehabilitation (Graduated Return to Work)	\$40,270.34

Total	\$86,495.49
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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.

Durham Road School Profile 2020 – 2024

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 Durham Road 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

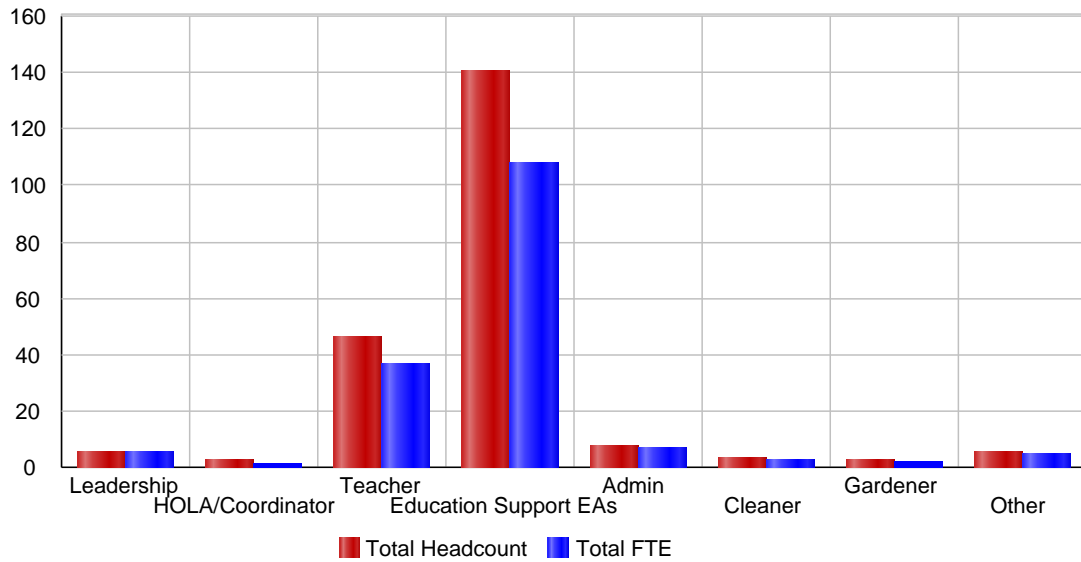
and other staff not included above.

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	6	6.0	0	0.0	6	6.0
HOLA/Coordinator	3	1.8	0	0.0	3	1.8
Teacher	44	35.8	2	1.4	46	37.2
Education Support EAs	125	97.2	15	10.7	140	107.9
Admin	7	6.0	1	1.0	8	7.0
Cleaner	4	3.1	0	0.0	4	3.1
Gardener	3	2.0	0	0.0	3	2.0
Other	6	5.0	0	0.0	6	5.0
Total	198	156.9	18	13.1	216	170.0

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 (2020-2024).

Table 2 Total employment FTE and headcount 2020-2024

Year	Headcount	FTE
2020	184	151.6
2021	216	174.3
2022	223	180.8
2023	235	191.2
2024	214	170.0

Figure 2 illustrates the above data.

Figure 2 Total employment FTE and headcount 2020-2024

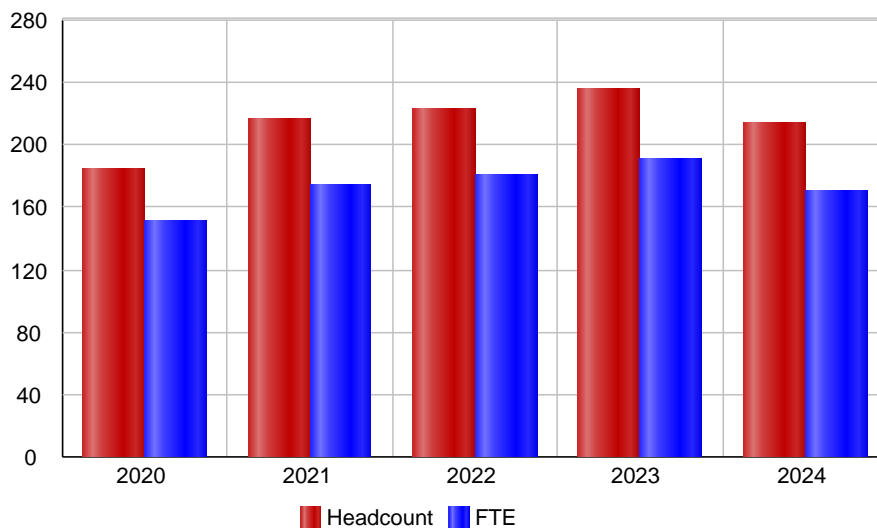


Table 3 Total employment headcount with proportion of full time employees

Occupational Groups	Total Headcount	% Full Time	% Part Time
Leadership	6	100%	0%
HOLA/Coordinator	3	0%	100%
Teacher	46	52%	48%

Occupational Groups	Total Headcount	% Full Time	% Part Time
Education Support EAs	140	3%	97%
Admin	8	63%	38%
Cleaner	4	25%	75%
Gardener	3	33%	67%
Other	6	33%	67%
Total	216		

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

Figure 3 Categories of staff employment

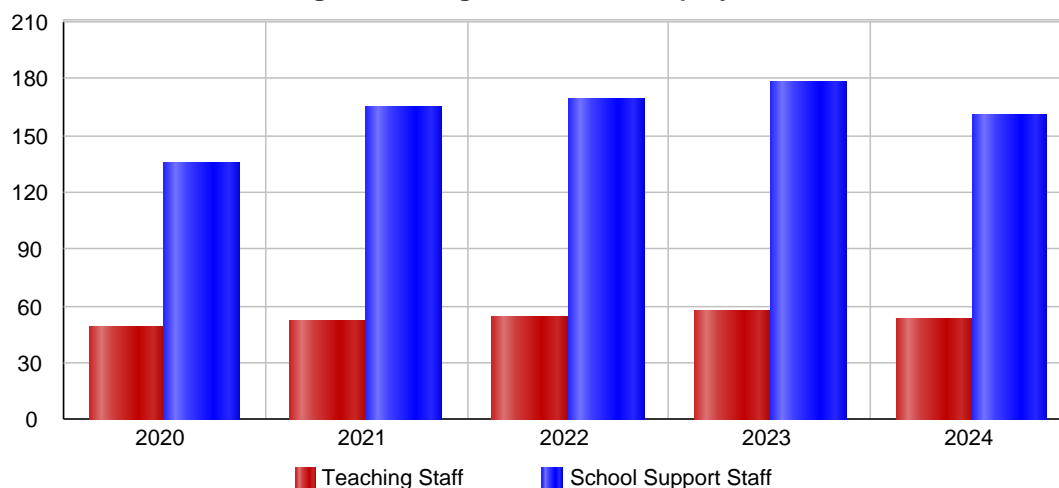


Figure 3 demonstrates the spread of teaching and school support staff over the last five years. For the purpose of this profile, 'Teaching Staff' includes teachers, heads of department and teaching leadership staff.

2.1 Students and Staff Trend

Table 4 presents the student and staff numbers (teaching and support) for each year since 2020.

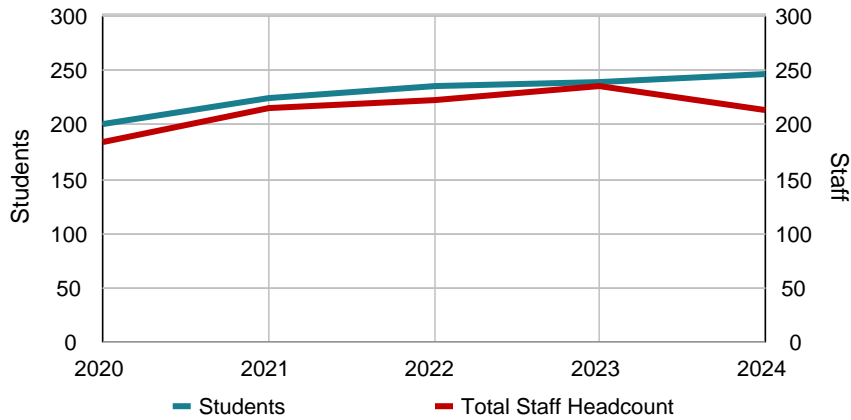
Table 4 Students and staff trend

Year	Total Staff Headcount	Teaching Staff Headcount	School Support Staff Headcount	Students
2020	184	49	135	200
2021	216	52	165	223
2022	223	54	169	232
2023	235	57	178	236
2024	214	53	161	243

* 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 Durham Road 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
2020	26	158	8	41	18	117
2021	32	184	8	44	24	141
2022	36	187	10	44	26	143
2023	42	193	13	44	29	149
2024	43	171	12	41	31	130
Year	All Staff (FTE)		Teaching Staff (FTE)		School Support Staff (FTE)	
	Male	Female	Male	Female	Male	Female
2020	22.1	129.5	7.2	35.9	14.9	93.6
2021	25.2	149.0	7.0	37.8	18.2	111.2
2022	29.4	151.3	9.4	37.8	20.0	113.5
2023	35.0	156.3	12.0	36.4	23.0	119.9
2024	33.1	136.9	10.0	35.0	23.1	101.9

4. Women in Leadership

Table 6 shows how many women held Teaching leadership (Principal/Deputy Principal) positions in 2020 and currently in 2024.

Table 6 Women in Teaching Leadership roles

Year	Leadership + HOD
2020	6
2021	5
2022	4
2023	6
2024	7

Table 6a shows how many women held School support leadership (Manager Corporate Services) positions in 2020 and currently in 2024.

Table 6a Women in School Support Leadership roles

Year	Manager Corporate Services
2020	1
2021	1
2022	1
2023	1
2024	1

5. Age Profile

Table 7 compares the age profile of staff in the categories of all staff, teaching and school support staff in 2020 with the current 2024 data.

Table 7 Comparison of age profile data

	2020			2024		
	All Staff	Teaching Staff	School Support Staff	All Staff	Teaching Staff	School Support Staff
Under 25	7	2	5	16	0	16
25 to 34	48	19	29	43	17	26
35 to 44	39	11	28	52	15	37
45 to 54	50	10	40	61	14	47
55 to 59	21	4	17	22	5	17
60 to 64	13	2	11	15	1	14
65 to 69	5	1	4	4	1	3
70 and over	1	0	1	1	0	1

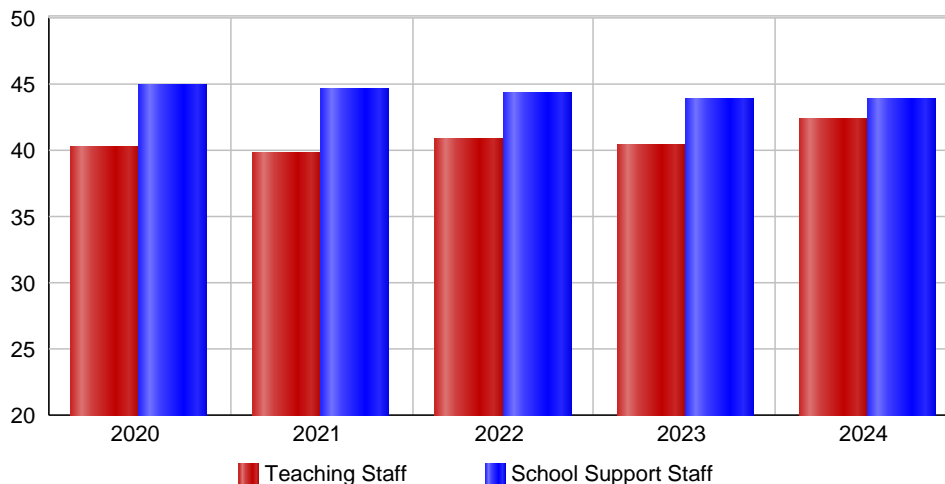
5.1 Average Age

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 2020 to 2024

Year	All Staff	Teaching Staff	School Support Staff	Males	Females
2020	43.7	40.2	44.9	40.2	44.3
2021	43.5	39.8	44.6	40.2	44.1
2022	43.5	40.8	44.3	39.8	44.2
2023	43.1	40.4	43.9	38.8	44
2024	43.5	42.4	43.9	39.6	44.5

Figure 5 Average age of teaching and school support staff members 2020 to 2024



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 2020 to 2024

Year	Aboriginal and Torres Strait Islander		Culturally and Linguistically Diverse (CALD) staff		People with Disabilities	
	Headcount	FTE	Headcount	FTE	Headcount	FTE
2020	2	1.8	26	23.4	5	4.0
2021	2	1.8	36	31.4	5	4.0
2022	1	0.8	45	39.5	5	3.8
2023	1	0.8	50	44.3	3	2.4
2024	1	0.8	46	41.1	2	1.6

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 Durham Road 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
2020	222.5	288.4	40	12.8
2021	306	211	26	12.2
2022	257	251	96.5	13.0
2023	358.5	185.8	249.5	16.1

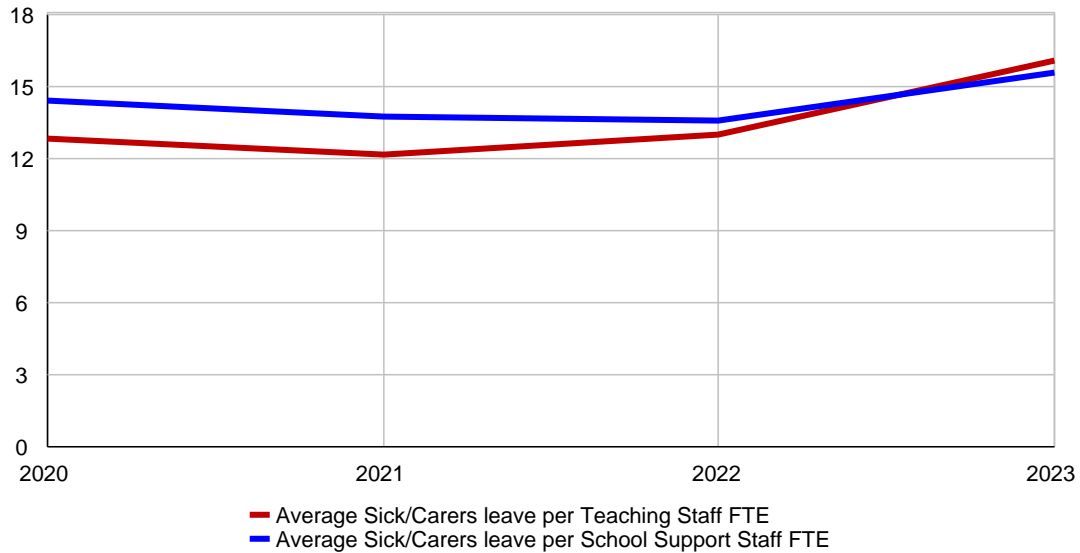
7.2 Sick and Personal Carers leave of school support staff

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
2020	726.8	666.7	241.8	14.4
2021	754.8	759.4	291.4	13.7
2022	673.1	842.8	311	13.6
2023	776	920.3	512.2	15.5

Figure 6 Illustrates the sick and personal carers leave trends for teaching and school support staff between 2020 and 2024.

Figure 6 Sick and Personal Carers leave trends 2020 to 2024



8. Resignations and Retirements

8.1 Estimated Resignation Rate

Table 12 Resignation rate

Year	Resignations	Male	Female	Ave. Age	Rate of Resignation
2020	9	1	8	51.1	4.7%
2021	7	1	6	46.7	3.2%
2022	13	3	10	39.4	5.8%
2023	20	4	16	42.0	8.5%
Total	49	9	40		

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.

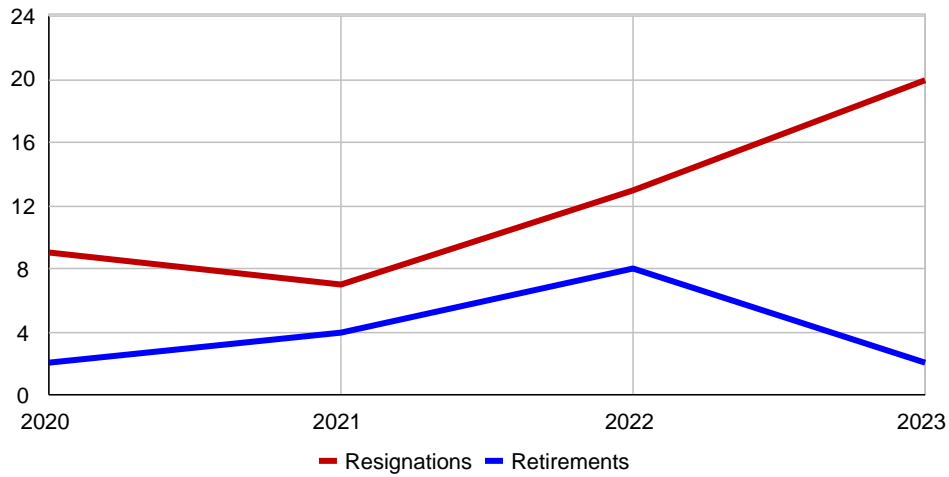
Reasons for resignation included: other work, location, family responsibility, job dissatisfaction and full-time study.

8.2 Retirement Rate

Table 13 Retirement rate

Year	Retirements	Male	Female	Ave. Age	Rate of Retirement
2020	2	0	2	52.4	1.0%
2021	4	1	3	66.4	1.8%
2022	8	2	6	65.1	3.6%
2023	2	0	2	67.1	0.8%
Total	16	3	13		

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	0	0.0	1	1.0	0	0.0
Teacher	5	4.0	1	0.6	0	0.0	0	0.0
Education Support EAs	12	9.6	9	6.9	3	2.1	1	0.4
Admin	1	1.0	1	1.0	0	0.0	0	0.0
Cleaner	2	1.9	1	0.3	0	0.0	0	0.0
Gardener	0	0.0	1	0.6	0	0.0	0	0.0
Other	2	1.8	2	1.6	0	0.0	0	0.0
Total	22	18.3	15	11.0	4	3.1	1	0.4

Figure 8 Potential retirements as per age group

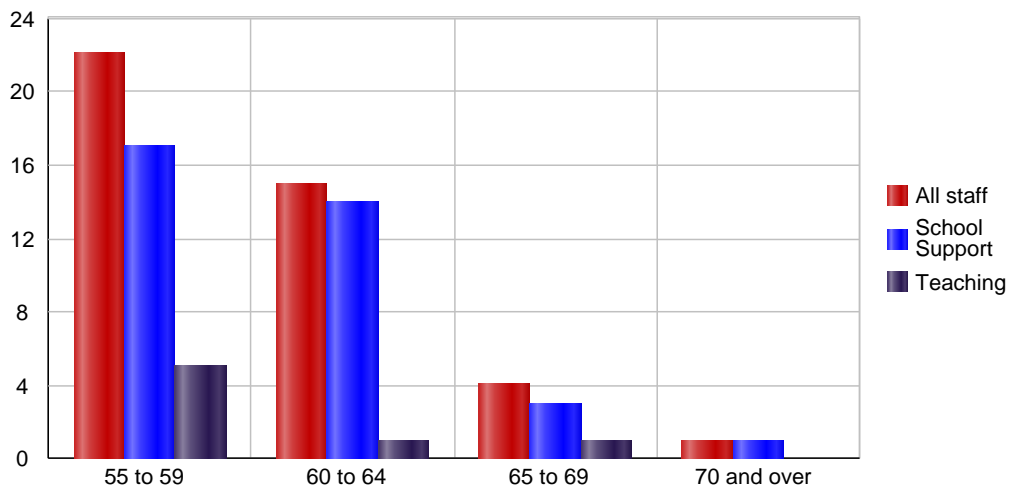


Figure 8 identifies the number of staff in each occupational group who could retire in the next ten years.

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
2020	43	4	91%	9%
2021	42	9	82%	18%
2022	46	7	87%	13%
2023	42	14	75%	25%
2024	46	6	88%	12%

Figure 9 Employment Class (Teachers)

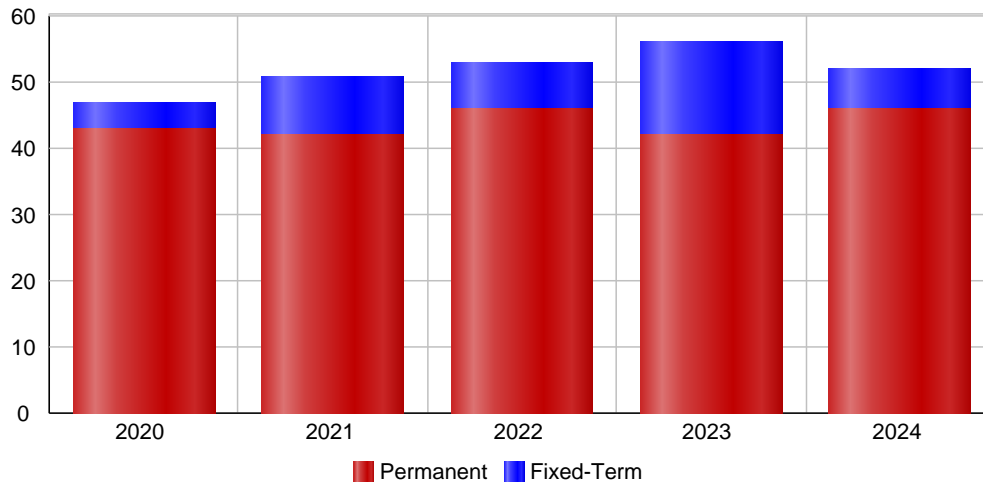
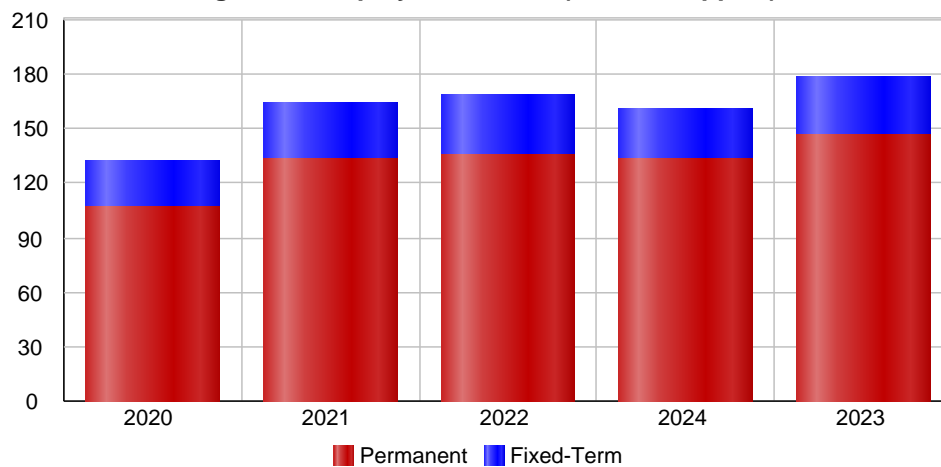


Table 15a Employment Class (School Support)

Year	Headcount		Percentage	
	Permanent	Fixed-Term	Permanent	Fixed-Term
2020	107	26	79%	19%
2021	133	32	81%	19%
2022	135	34	80%	20%
2024	133	28	83%	17%
2023	146	33	82%	19%

Figure 9a Employment Class (School Support)



9.1 Pay Grade

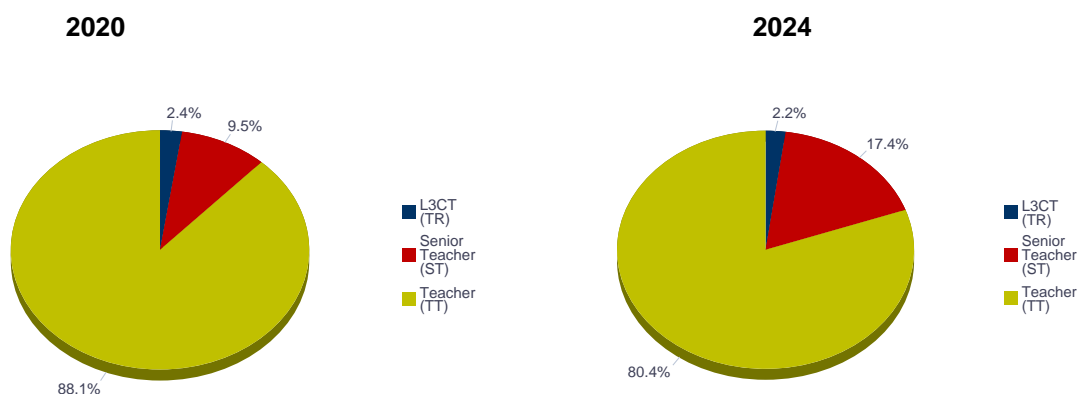
Table 16 provides the pay grade of teachers at Durham Road School and categorises them from Level 3 Classroom Teachers (L3CT) to regular classroom teachers.

Table 16 Pay grade

Year	L3CT (TR)		Senior Teacher (ST)		Teacher (TT)	
	Headcount	FTE	Headcount	FTE	Headcount	FTE
2020	1	1.0	4	3.6	37	32.2
2021	1	1.0	4	3.6	41	34.4
2022	1	1.0	8	6.8	39	33.6
2023	1	1.0	11	9.2	40	31.6
2024	1	1.0	8	6.4	37	29.8

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

Figure 10 Teacher pay grades 2020 and 2024



10.1 Accrued Leave as at **28/03/2024**

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	20	35	55

Table 18 Long Service Leave - Staff with next accrual in 2024 or 2025

Long Service Leave Next Accrual	Employee Group		
	Teach	School Support	Total
Next Accrual in 2024	1	8	9
Next Accrual in 2025	4	15	19

Table 19 Accrued Annual Leave - Days available

Annual Leave Days	Employee Group		
	Teach	School Support	Total
Less than 20	0	2	2
Between 20 and 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	0	0	0
Employees on Deferred Salary Scheme Leave	0	0	0
Employees Accruing Deferred Salary Scheme Leave	0	1	1



Student, Staff and Community Health, Wellbeing and Engagement

This section of the school report includes details about the school context obtained from the school 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

Principal Survey report: Durham Road School

Whole school approaches/programs
The top five of the school's key programs or approaches
<ol style="list-style-type: none"> 1) Comprehensive Literacy Roadmap of Communication 2) CompetenceTrauma Informed Practice 3) The Big Four: Mathematics 4) Teaching students with Autism

Targeted programs
School-based programs that target specific groups of students
<ol style="list-style-type: none"> 1) ASDAN Workplace Learning 2) Certificate 1 Courses (partnerships with ACTIV and CJ ESCSC) 3) Instruction for vision impaired students 4) Essentials For Living

Professional learning
Most recent whole-school professional learning activities
<ol style="list-style-type: none"> 1) Complex Case Management 2) Durham Road School Teaching Guide 2024 3) Performance Development for Teachers and Education Assistants. 4) Teaching for Impact 5) Team Teach & Positive Behaviour Support

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

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

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

Parent education
1) NDIS Information Meeting Term 1, 2024 (Mission Australia) 2) Future Pathways Information Session (Secondary Parents) 3) Kindy Transition meetings annually for all parents of kindergarten students.(Staff) 4) Family Liaison Officer support meetings to help parents

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

Capital works projects	
Are there any capital works projects in progress?	1) Go ahead requested for: Upgrades to Toilets and Basins in room 28 from kindy to adult size 2) Additional doors to outside play areas rooms 12, 14 and 15.
Are there any capital works projects pending in the next	No

18 months?	
Have any capital works applications been submitted and awaiting a decision?	As above

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

- 1) VET North Metro Regional Office Deputy
- 2) Principals North Metro Network
- 3) City of Bayswater Principals Group
- 4) City of Bayswater Inclusion Group

Deed of Licence Agreements

- 1) Factory Unit Built Form: Enterprise and Training Centre for Secondary Students (Dec 2024)
- 2) Gym Equipment Fleet Fitness (ongoing)

Sponsorship arrangements

- 1) Sister School: Mihara Special Needs School, Japan (Ongoing)
- 2) Angkor Project (Sister School: Wat Phnom School, Cambodia) (Ongoing)

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
<ol style="list-style-type: none">1) Enterprise and Training Centre preparing secondary students for adult life.2) Essentials for Learning program enabling our most dysregulated students to engage in learning activities. Intensive communication support for all student with communication deficits.3) Quality Teaching pedagogies for students with cognitive and physical challenges.

Recommendations:

Four areas that would benefit from further improvement
Public School Review Date September 11.