



WEST COAST SECONDARY EDUCATION SUPPORT CENTRE

PROUD TO BE AN INDEPENDENT PUBLIC SCHOOL

ANNUAL REPORT 2023





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INTRODUCTION

West Coast Secondary Education Support Centre (SESC) is an Independent Public School co-located with Warwick Senior High School on a shared site. We provide a safe and connected learning environment where our students can grow and develop. Our aim is to create a high-quality learning experience for students with disabilities, who have a diverse and complex range of educational needs.

At West Coast SESC students are supported to develop the knowledge and skills that will help them to achieve their personal, social and learning goals and promote participation in all aspects of their lives. This holistic approach to education is delivered through the programs we offer and the teaching practices we use, in the focus we give to student well-being, and in the strong relationships we build with the community.

To ensure our students reach their academic, social, and emotional goals, our staff are trained to develop and deliver unique and individualised learning programs. Individual Education Plans (IEPs) for students in Years 7-10 and Individual Transition Plans (ITPs) for students in Years 11, 12 and 13 are developed with a student-centred focus. These plans also form the basis for reporting to parents on student progress.

We encourage students to achieve their highest potential and aim to prepare them for life and work in a rapidly changing and diverse society. We acknowledge that each student has different interests, preferences and goals that will shape the future they wish to build for themselves. In 2023, West Coast SESC introduced a more comprehensive Careers and Pathway Planning program. This program helps students and their families to build an individualised pathway for a successful life post-school. We deliver a range of future planning and career education programs, workplace and enterprising opportunities, SCSA endorsed programs, and access to industry specific training and higher education.

West Coast SESC has developed a new Business Plan for the period of 2023-2025, which links directly to the objectives and strategies of the Department of Education WA Strategic Plan for Public Schools 2020-2024. It is organised around three focus areas, or priorities, that have been identified as important areas for development and growth relevant to the school setting. In each focus area, broad strategic goals are set to drive operational planning and change for the period of the Business Plan.

Our Values

Be Helpful.

Be Kind.

Be Safe.

Be Brave.

Our Vision

Within a safe and supportive environment, we commit to providing each of our students with the educational and social opportunities they need to succeed, so that they can confidently grow and develop towards a meaningful future.

Our Priorities

Focus Area 1

Strengthen Excellence in Teaching and Learning

Focus Area 2

Develop a Progressive and Shared Leadership

Focus Area 3

Develop Strong Partnerships and Sustainable Future Pathways

2023 STAFF SNAPSHOT

In 2023, West Coast SESC continued to prioritise the employment and development of high-quality staff, who offer a high level of expertise and a comprehensive set of skills. Our staff work collaboratively to provide high-quality teaching, support and guidance to our students.

The staff profile was made up of 20 Teachers, with an allocated 15.2 FTE in total, 4 Administrations staff - including the Principal and 3 Deputy Principals, and 5 Clerical staff. In 2023, a Level 3 Teacher was employed to establish a Career Practitioner role. This 0.8 FTE role has facilitated the development of a Careers and Pathway Planning Program, which has improved the future planning resources and opportunities for our students, in line with the DoE WA initiative.

West Coast SESC also employs an Allied Professional staff, which consists of Special Needs Education Assistants (SNEA), a School Chaplain and a School Psychologist. In 2023, 56.4 FTE was allocated to Allied Professional staff, with 93% of this covering SNEA and the remaining 7% representing the Clerical and Student Services staff.

When planning to deliver a diversified curriculum, it is crucial that resources are available for the provision of these programs, including staff time. A proportion of FTE employed under the Allied Professionals domain is used for specialist and complementary programs to ensure these are delivered effectively by highly trained staff. The specific domains and projects supported by this FTE include:

- 0.8 FTE is used to support transition to work projects including Work Placed Learning, transition to employment and alternatives to employment.
- 0.6 FTE is used to support whole school projects and community liaison roles.
- Specialist areas of Enterprise, Photography, Technologies, Literacy interventions, the TEACCH program and Microbusiness Development receive 4.3 FTE to support the planning and delivery of a high quality, student-centred curriculum.

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	3	2.0	0
Total Administration Staff	4	3.0	0
Teaching Staff			
Level 3 Teachers	1	0.8	0
Other Teaching Staff	19	14.4	0
Total Teaching Staff	20	15.2	0
Allied Professionals			
Clerical / Administrative	5	4.6	0
Other Allied Professionals	66	51.8	0
Total Allied Professionals	71	56.4	0
Total	95	74.6	0

2023 STUDENT SNAPSHOT

Student Numbers

In 2023, West Coast SESC had a total of 18 students who transitioned from a Primary School setting and three students who enrolled from a Secondary School setting, bringing the total number of students to 106 as of Semester 2, 2023.

The Lower Secondary group, representing students in Years 7, 8 and 9, increased by 46% during the period. This was driven by strong growth in student enrolments across the lower school cohort, with a high number of Year 7 students wishing to transition into West Coast SESC from Primary School settings.

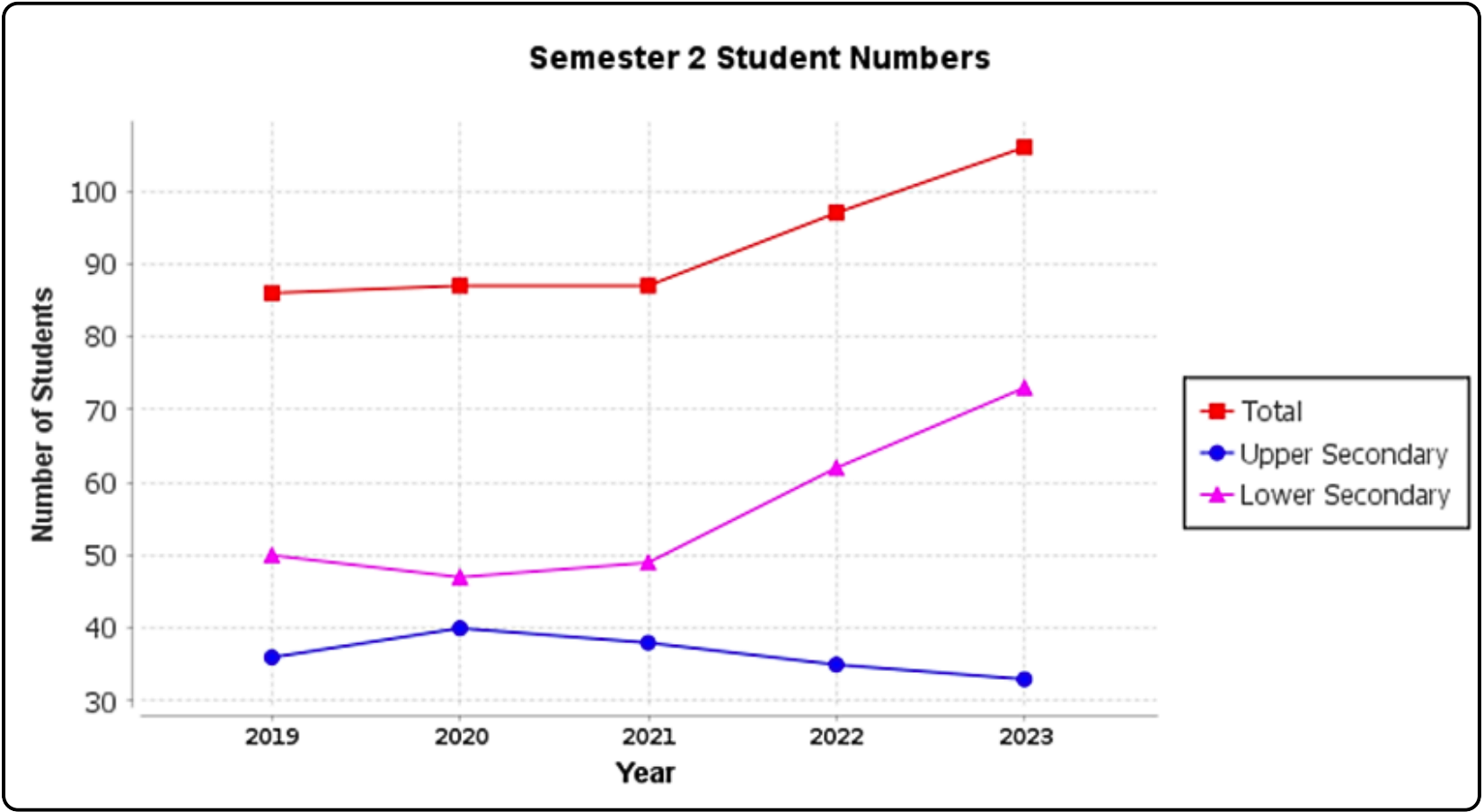
The enrolment data shows a growth in overall student numbers of over 23% in the five-year period from 2019-2023. When considering future student enrolments, West Coast SESC recognises a limited capacity to expand student numbers without first gaining access to additional classrooms and facilities.

Student Demographics

The student population at West Coast SESC continues to reflect a significantly higher number of male students in comparison to female students, as per previous years. The demographics show that 26% of students identified as female and over 73% identified as male.

At the time of data collection, three students identified as Aboriginal and/or Torres Strait Islander peoples, which currently represents approximately 3% of the total student population. West Coast SESC recognises a growing need to gain access to the expertise of an Aboriginal Islander Education Officer (AIEO), while continuing to build a culturally responsive school environment.

Secondary	Y07	Y08	Y09	Y10	Y11	Y12	USE	Total
Full Time	19	20	16	18	14	19		106



STUDENT ATTENDANCE

2023 Attendance Rates

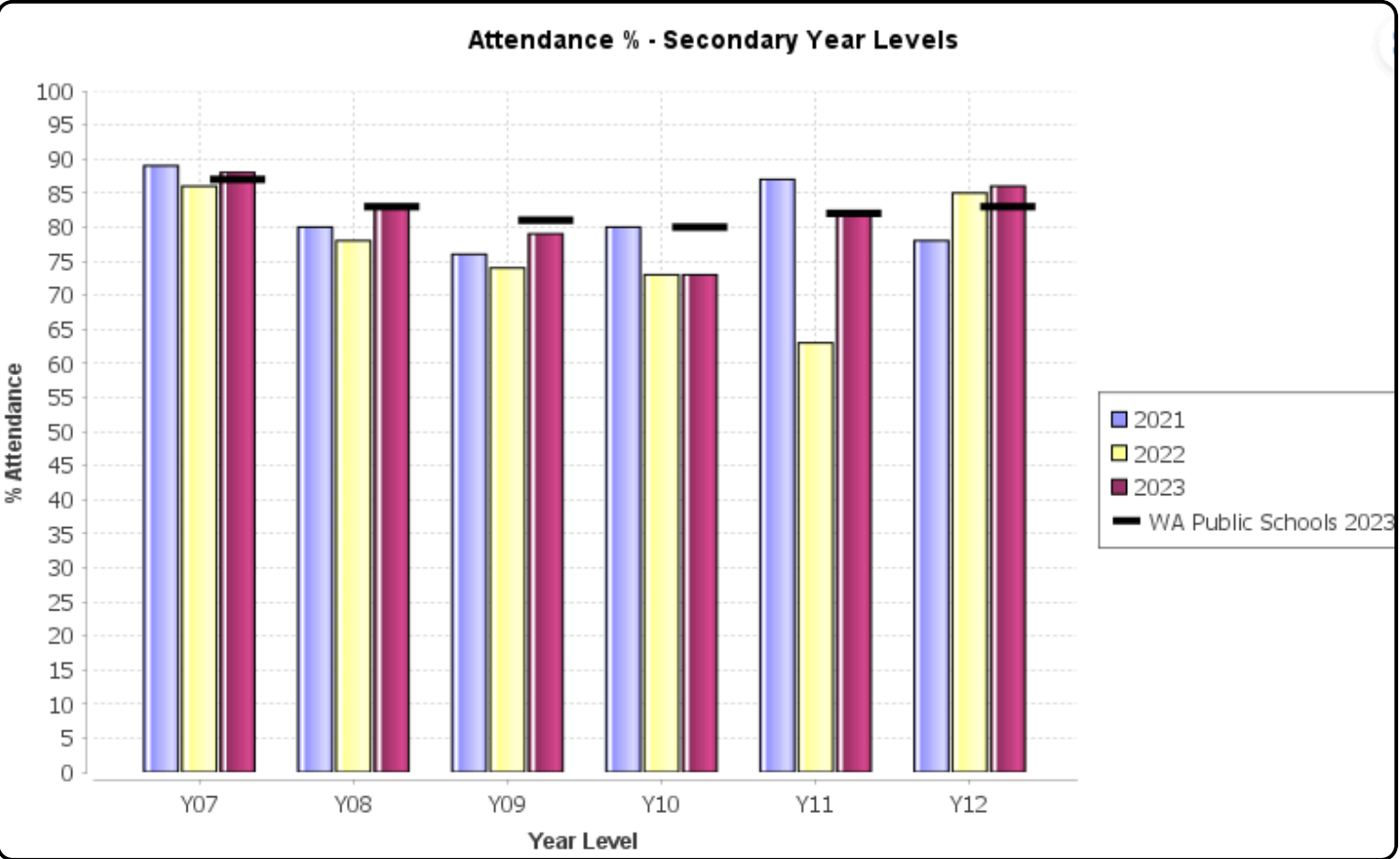
As reported by the Schools Online platform, data for West Coast SESC showed an overall student attendance rate of 81.6% for the year of 2023. When compared with the attendance rate for 2022, this demonstrated an increase in overall student attendance of 3.5%. For comparison, WA Public Schools reported an average overall student attendance rate in 2022 of 80.4% and in 2023 of 82.5%.

West Coast SESC has seen a trend of increasing student attendance year on year in the period from 2021 to 2023 when compared to the average state-wide rates. In 2023, the relative difference was the lowest recorded over the three-year period, at only 0.9% below the WA Public Schools figure. Currently, the Schools Online platform does not publish attendance data for the category of Like Schools, which would represent a more accurate data set for comparison with West Coast SESC.

When interpreting the attendance data, it is important to keep in mind that it can be impacted by the attendance profile of students who have had acute or chronic medical conditions, and those who have undergone medical procedures requiring prolonged hospital admissions and recovery times. Periodically, students travel for family reasons, and this is another situation which can result in an extended period away from school.

West Coast SESC has a comparatively small student population when compared to larger mainstream schools which contribute a high proportion of the data to the WA Public Schools attendance figures. Due to the smaller cohort of students at West Coast SESC, periods of extended absence for individual students have a more significant impact on overall school attendance rates. Due to these factors, care should be taken when comparing attendance rates and risk categories to previous years and to wider data from WA Public Schools.

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2021	81.0%		86.5%	100.0%		62.6%	81.3%		84.4%
2022	78.0%		83.0%	84.3%		55.2%	78.1%		80.4%
2023	81.9%		84.9%	76.2%		59.2%	81.6%		82.5%



STUDENT ATTENDANCE

Student Engagement

West Coast SESC considers student attendance a foundational priority, which is promoted through student-centred initiatives and strategies that are embedded in the school's practice. In 2023, attendance data showed a 13% increase in the number of students categorised as achieving Regular Attendance, and a decrease across all At Risk categories. The reduction in students presenting with low attendance rates follows an existing trend, whereby West Coast SESC has seen consistent improvements in student attendance year-on-year since 2021.

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2021	40.7%	25.6%	18.6%	15.1%
2022	30.4%	31.4%	24.5%	13.7%
2023	43.0%	22.4%	24.3%	10.3%
Like Schools 2023				
WA Public Schools 2023	47.0%	26.0%	16.0%	11.0%

The engagement strategies and initiatives at West Coast SESC build a learning environment that offers physical and emotional safety, a diverse and innovative curriculum, and that allows students to foster positive relationships. In 2023, student engagement was supported by:

- Student IEPs or ITPs that ensure a student centred approach to learning.
- Positive Behavioural Support Plans (PBSP).
- Delivery of support based on the Ziggurat Model.
- Pathway Planning Program offering both an Engagement Pathway and a Vocational Pathway.
- Delivery of COMPASS (Collaborative Model for Promoting Competence and Success for Students) initiative to empower student participation.
- Modifications to an individual student's learning environment.
- Modified timetabling with a differentiated curriculum and teaching strategies.
- Special interest programs as part of a complementary curriculum:
 - Bike Rescue
 - Photography
 - Music Rocks
 - Firetech Coding

The Student Engagement team maintains regular contact with families and their support services via phone calls and email, family meetings, and case conferences to provide support and open communication. In some cases, an attendance plan may be established for a student and the school will work closely with all stakeholders to re-engage the student with the aim of achieving re-entry. If this fails, then Regional Office or CPFS may be contacted for advice and support.

2023 STUDENT ACHIEVEMENT AND PROGRESS

Endorsed Programs

An endorsed program is a learning program that has been developed for senior school students by the School Curriculum and Standards Authority (SCSA), or by a private provider or school and subsequently endorsed by the SCSA. All endorsed programs successfully completed by a student and reported to the SCSA are listed on student's Western Australian Statement of Student Achievement. The endorsed programs delivered at West Coast SESC are Authority Developed Workplace Learning (ADWPL) and the Award Scheme Development and Accreditation Network (ASDAN).

Authority Developed Workplace Learning (ADWPL)

The work placements enabled students to included build employability skills while working in supported employment, volunteer roles and unsupported workplaces to. Students also used time at the workplace to attain ADWPL units which reflected on their certificate of attainment. While they are on work placement, when they complete 55 hours, they complete a logbook detailing the hours worked and skills demonstrated and complete a skills journal as evidence of learning. This logbook reflects one ADWPL unit, 24 of our students in 2023 participated in this program.

ASDAN

ASDAN Award Programs blend activity-based curriculum enrichment with a framework for the development, assessment and accreditation of applicable key skills and other personal and social skills, with emphasis on rewarding achievement. Student portfolios show a personal learning journey over time and allow a demonstration of understanding to be provided in numerous ways.

ASDAN Portfolios are submitted for evaluation each year, with 31 Transition Challenge and 9 Towards Independence modules submitted in 2023. A sample from each module was randomly selected by ASDAN Western Australia to be

presented for external moderation, with a rigorous moderation process being followed, as set out by SCSA. All modules received positive feedback from external moderators and were successfully achieved.

OLNA (Online Literacy and Numeracy Assessment)

The OLNA is an online literacy and numeracy assessment designed for secondary students and implemented by the WA State Government and School Curriculum and Standards Authority. The OLNA is designed to enable students to successfully meet the minimum standard of literacy and numeracy required for WACE eligibility.

Once students have achieved the minimum standard, they are not required to sit the assessment again, with the opportunity available for each student to attempt the OLNA up to six times whilst at school. OLNA attempts can then be continued indefinitely in a post-school setting.

Since 2020, the number of students at West Coast SESC participating in OLNA testing has increased on an annual basis (see Figure 5). In 2023, West Coast SESC had ten students sit a total of 23 tests across the assessment domains of Numeracy, Reading and Writing. This is a 30% increase in candidate numbers from the previous year. Students were identified in 2022 as potential OLNA candidates for 2023, with the aim of providing targeted programming to prepare these students for the assessment.

In 2023, the participants successfully passed a combined total of 12 OLNA tests. Support and resources were provided to the classroom teachers working with these students, to enable the required content to be delivered and give participants the greatest chance of success.

2023 STUDENT ACHIEVEMENT AND PROGRESS

Senior Student Outcomes

Vocational Education and Training Delivered to Secondary Students (VETDSS)

In 2023, West Coast SESC had 13 students enrolled in Certificate level VET courses, reflecting the increasing number of students accessing further education and training opportunities. West Coast SESC has been expanding the delivery of VET courses over the past two years, under the Vocational Education and Training Delivered to Secondary Students (VETDSS) program and via access to School Based Traineeships (SBT).

VETDSS provides the opportunity for students in Years 10, 11 and 12 to attend a TAFE institute and study a qualification over a period of one to two years. The courses delivered allow students to gain industry-specific skills and knowledge, build an understanding of the workplace and build employability skills and develop insight that can drive future career planning. Completed VETDSS courses can provide units of competency and credits towards nationally recognised qualifications.

School Based Traineeships (SBT)

West Coast SESC had three pathways available in 2023 for students eligible to participate in School Based Traineeships (SBT). These provide an integrated approach, where secondary students work for an employer and complete associated training as part of their school timetable. In 2023, a total of nine students completed a SBT across the pathways of Workplace Skills, Retail Services and Supply Chain Operations. Students achieve a recognised Certificate II qualification upon completion, building a solid foundation for future employment which incorporates practical work-skills, an employment history and relevant qualifications that provide credits towards a Western Australian Certificate of Education (WACE).

Year Level	VET Certificate	Number of Students Enrolled	Course Duration	% Achievement
10	Certificate II: Building and Construction	1	24 months	92%
11	Certificate II: Construction Pathways	1	12 months	Ongoing course
11	Certificate II: Workplace Skills (SBT)	1	18 months	100%
11/12	Certificate II: Retail Services (SBT)	3	18 months	100%
11/12	Certificate II: Supply Chain Operations (SBT)	5	18 months	Ongoing course
12	Certificate II: Hospitality	1	24 months	100%
12	Certificate II: Rail Infrastructure	1	12 months	100%

VET: 2023 Course Enrolment and Achievement Data

2023 STUDENT ACHIEVEMENT AND PROGRESS

Numeracy

West Coast SESC uses IEPs to ensure students are meeting their individual learning goals, with lessons and resources being delivered with a high level of differentiation to achieve this. In 2023, students were allocated to streamed Maths Groups based on the Essential Assessments: Mathematics results, which highlight gaps in student knowledge and provide a more in-depth analysis of student understanding. Each Maths Group consisted of students working at a comparable level and learning Mathematics concepts that reflect their stage of learning.

At the end of 2023, average student data reported through the Essential Assessments platform indicated strong growth and progress. All year groups showed an improvement in assessment results when compared to the initial diagnostic assessment at the start of the year. The average growth was equivalent to approximately six months of academic development.

As a result, the decision has been made to implement the Oxford Maths program in 2024, to ensure that the full WA Mathematics curriculum is delivered to students. Oxford Maths is a program that allows students to access the curriculum at their own level of ability and need. The resources support Teachers to differentiate the content for students, depending on the individual student's IEP and goals. Oxford Maths allows a "gradual release of responsibility" approach to teaching, where initial scaffolding is progressively reduced to encourage a student to gain independence as they master each concept.

Due to the increasing number of students participating in the OLN at West Coast SESC, the Numeracy Committee conducted a review of our programs in 2023. The process assessed the efficacy of current Numeracy programs and teaching strategies in delivering content required to prepare students for a successful OLN outcome. The minimum standard requires students to demonstrate Level 3 skills as outlined by the Australian Core Skills Framework (ACSF). As a result of the review, a more comprehensive program has been endorsed and will be introduced in 2024.



Essential Assessment Mathematics Data: Tracking Academic Development for 2022-2023.

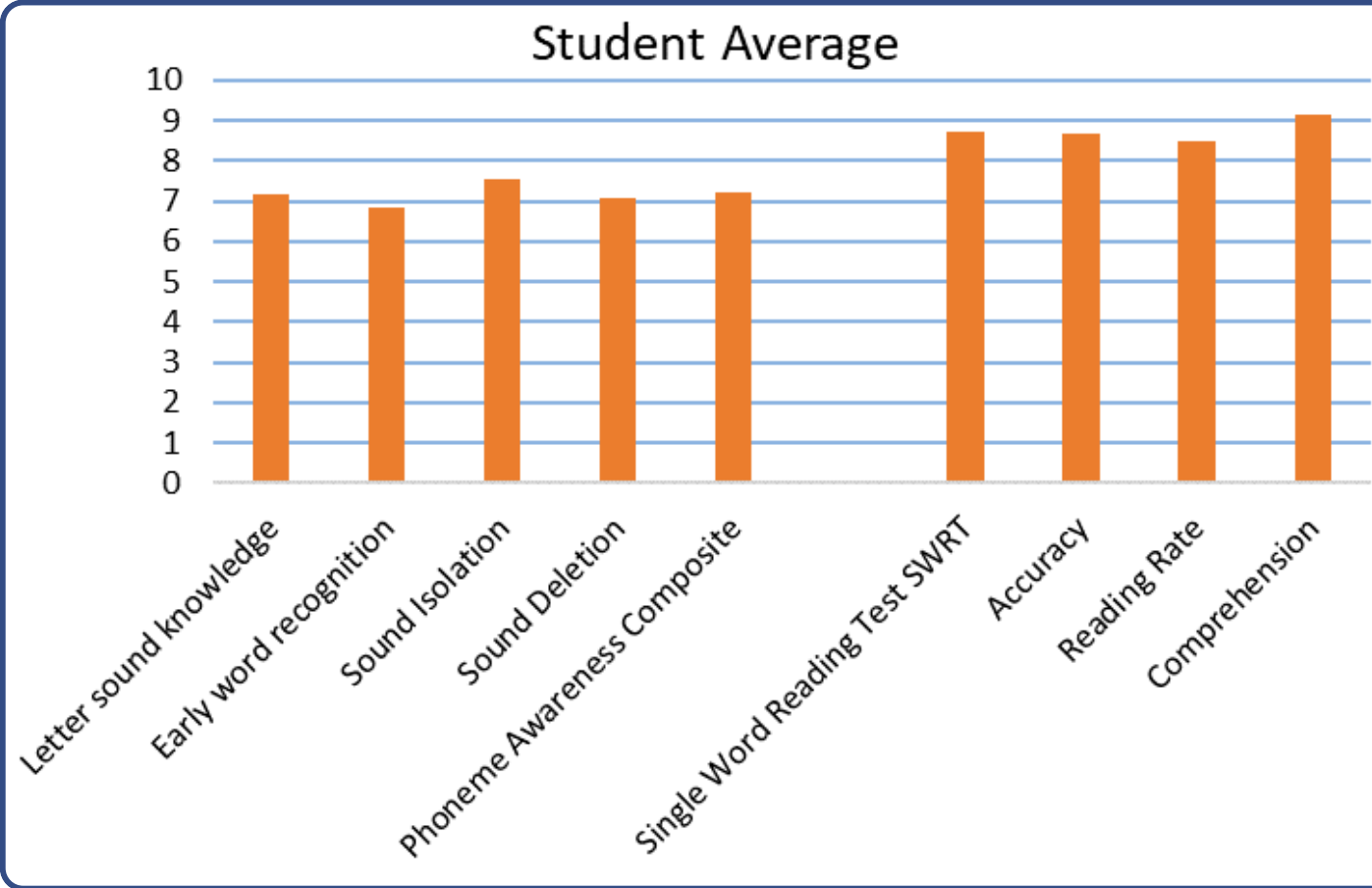
2023 STUDENT ACHIEVEMENT AND PROGRESS

Literacy

In response to recommendation made in the 2021 Public School Review, West Coast SESC began the process of reviewing and refining the Literacy assessment process, with the aim of providing a more in depth understanding of student achievement and progress in this domain. The Literacy Committee held meetings throughout 2023 to evaluate the efficacy of current Literacy assessments and programs and to establish a plan for improvement, in line with the targets set in the Business Plan 2023-2025. Progress towards these targets will be reflected by strengthening the collection of assessment data.

The Promoting Literacy Development (PLD) program was implemented on a trial basis to deliver a Structured Synthetic Phonics (SSP) model, as recommended by the Department of Education WA. The PLD program aligns with the Department of Education WA: Phonics Initiative and provides an evidence-based approach to teaching literacy skills. After a successful trial period, the PLD program was endorsed by the Literacy Committee in 2023 and will be implemented across all classes in 2024.

The York Assessment of Reading and Comprehension (YARC) was used on a trial basis in 2023 to screen students on entry (see Figure 6), and as a follow up assessment to measure student progress in Term 4. The YARC is administered to students individually in a one-on-one assessment format to support the identification of meaningful interventions. It provides Teachers with a detailed profile of a student's reading and comprehension skills, including Standard Age Scores and age equivalent scores.



YARC Screening Assessment: Average Results On-entry for Year 7 Students 2023

2023 PROGRESS TOWARDS TARGETS

FOCUS AREA 1: STRENGTHEN EXCELLENCE IN TEACHING AND LEARNING

TARGETS	EVIDENCE OF PROGRESS	RECOMMENDATIONS
Annual and measured growth for all students towards individualised Numeracy goals.	<ul style="list-style-type: none">In 2023, students were allocated to streamed Maths Groups based on individual data from Essential Assessments testing.The 2023 Whole School Numeracy Assessment outcomes were comparatively higher across all cohorts than in 2022.	<ul style="list-style-type: none">Maths Groups discontinued in 2024 due to feedback from Teachers & changes to classOxford Maths program to be implemented in 2024 to deliver the full WA Mathematics Curriculum to students.
Annual and measured growth for all students towards individualised Literacy goals.	<ul style="list-style-type: none">The Literacy Committee developed the WCSESC WSLP.Waddington Assessments were continued bi-annually in 2023.The PLD program was successful in a trial phase and endorsed for implementation school wide in 2024. This program provides continuous student data tracking via electronic data sheets.	<ul style="list-style-type: none">Introduce the WCSESC Literacy Pathways across all classes in 2024.Scheduled progress reviews during Teacher meetings to support the implementation of the WCSESC WSLP in 2024.
All identified students will have the opportunity to prepare for & participate in the OLNA during the period of 2023-2025.	<ul style="list-style-type: none">Annual increase of 30% in the number of upper school students participating in the OLNA.Review of the OLNA domains & required skills (Australian Core Skills Framework) resulted in an evaluation of the school Literacy & Numeracy curriculum.	<ul style="list-style-type: none">Introduce group format lessons in 2024 to teach OLNA candidates the skills required for each assessment.
Teachers will develop increased autonomy and competency when implementing Literacy & Numeracy assessments.	<ul style="list-style-type: none">Trial period for the York Assessment for Reading and Comprehension.Expert Teacher provided Professional Learning (PL) to Teachers in the delivery of assessments and ongoing support, modelling and training.The Numeracy Co-ordinator delivered comprehensive PL to Teaching staff on the Numeracy Pathways and associated resources, assessments and timelines.	<ul style="list-style-type: none">Use YARC as an on-entry screen only to ensure effective use of resources.In 2024, students will undertake the General Assessments in curriculum strands due to changes to the Essential Assessments Online platform.
Teachers will develop increased competency and autonomy in collecting relevant data for analysis.	<ul style="list-style-type: none">The WCSESC WSLP was created to provide a framework for Literacy assessments, programs and teaching strategies.In 2023, an on-entry screening process was developed for all new students.In 2023, Essential Assessment testing for Mathematics occurred in Semester 1 & Semester 2.Expert Teacher delivered sessions to build Teacher's expertise in assessment data interpretation & analysis.	<ul style="list-style-type: none">The Essential Assessment process for Mathematics will reduce the number of required assessments. Aim to deliver relevant testing & to allow efficient follow-up testing to occur.Establish peer groups for Teachers to support the effective use of student data.
Teachers will collect and use student data to drive evidence-based practice in the classroom.	<ul style="list-style-type: none">Trial phase of the Promoting Literacy Development (PLD) assessments & programs.In Term 4, all staff engaged in a Professional Development course to gain the foundational skills needed for effective delivery of the PLD program.Teachers used Essential Assessment data to guide Maths Group allocation, program planning & use of resources.	<ul style="list-style-type: none">Maintain FTE for Expert Teacher to provide explicit modelling of teaching strategies to staff.Oxford Maths program was endorsed by the Maths Committee for introduction in 2024.

2023 PROGRESS TOWARDS TARGETS

FOCUS AREA 2: DEVELOP A PROGRESSIVE AND SHARED LEADERSHIP

TARGETS	EVIDENCE OF PROGRESS	RECOMMENDATIONS
By the end of 2024, 90% of staff will have engaged in professional development that builds skills & knowledge aligned with the Business Plan priorities for 2023-2025.	<ul style="list-style-type: none">TEAM TEACH training was mandatory for all staff.PL was undertaken to support the adoption of the ABLEWA Personal and Social Capabilities domain curriculum.PL was delivered on the use of the Ziggurat Model.All staff received PL on the new Literacy program (PLD).	<ul style="list-style-type: none">Strengthen the processes surrounding the identification of PL and areas for staff development.
By the end of 2024, clear leadership roles will be outlined for staff that drive planning, assessment & change.	<ul style="list-style-type: none">Expert Teachers provided specialist support and delivered PL sessions to further the skill development of Teaching Staff.Career Practitioner was employed to manage the development and implementation of the Careers and Pathway Planning Program.Leadership roles were formalised for Deputy Principals.	<ul style="list-style-type: none">Documentation outlining leadership roles and responsibilities should be created to support the understanding of staff, students and parents.Further opportunities for support from Expert Teachers to ensure the effective role out of new programs and assessments.
By the end of Term 1 2024, all staff will be assigned to committees for collaborative planning of annual operational plans.	<ul style="list-style-type: none">The staff Operational Planning committees were reviewed and restructured, to create committees that reflected the major curricular areas of the school.Staff were allocated to one of four new committees for planning in that learning area.	<ul style="list-style-type: none">Allocate sufficient time for staff to meet in committees.Establish roles and responsibilities within committees.Allocate an Operational Planning Co-ordinator role to oversee process and documentation.

2023 PROGRESS TOWARDS TARGETS

FOCUS AREA 3: DEVELOP STRONG PARTNERSHIPS AND SUSTAINABLE FUTURE PATHWAYS

TARGETS	EVIDENCE OF PROGRESS	RECOMMENDATIONS
By the end of 2024, 90% of students will be engaged in pathway planning programs.	<ul style="list-style-type: none">• In 2023 WCSESC employed a qualified Career Practitioner.• Roles were established for a Vocational Pathway Co-ordinator and an Engagement Pathway Co-ordinator.• Eight students attended a Career Taster Conference.• Try-A-Trade was offered in Bricklaying, Tiling and Ceiling Fixing and attended by 13 students.• The Careers program curriculum was taught across all year groups.	<ul style="list-style-type: none">• The FTE for the Career Practitioner, ADWPL Co-ordinator, Vocational Pathway Co-ordinator and Engagement Co-ordinator should be maintained to ensure the success of the Pathway Planning Program.
90% of senior students will be engaged in WPL, VET or ATE placements.	<ul style="list-style-type: none">• School Based Traineeships (SBT) offered three pathways in 2023 - Workplace skills, Retail services and Supply Chain Operations.• In 2023, West Coast SESC had 13 students enrolled in Certificate level VET courses.• A total of 24 students in Year 11 and 12 participated in the ADWPL program to attain SCSA endorsed units.	<ul style="list-style-type: none">• Increase opportunities for students to access volunteering and ATE roles as part of the Engagement Pathway.
All students will be provided with opportunities to actively participate in planning a future pathway through holistic and person-centred programs.	<ul style="list-style-type: none">• The Career Taster Program was accessed for students in Year 9-11 with 28 students participating in 2023.• Whole School Pathway Planning program was established which offers both a Vocational Pathway & Engagement Pathway.• COMPASS meetings were held with Year 10, 11 and 12 students in 2023.• ASDAN continued to be delivered as an Endorsed Program.	<ul style="list-style-type: none">• ASDAN Workright will not be delivered to senior students in 2024, as time will be used to complete Certificate courses.• Assign a parent liaison officer to assist parents in post-school planning and NDIS access.
Student health & well-being will be supported through school-wide initiatives, and data will be collected at the end of 2024 to measure the success of programs.	<ul style="list-style-type: none">• What's the Buzz program was trialled in 2023 and endorsed for use across the whole school in 2024.• You Can Do It program was continued in 2023 as a whole school program.• PL was delivered to all staff in 2023 to embed a Restorative Practice approach to conflict resolution.• PL was delivered to train staff in Trauma Informed Practice.	<ul style="list-style-type: none">• Further investment in developing a whole school plan for the Health and Protective Behaviours program.• Develop a plan to increase student voice and its role as a source of data for the school improvement cycle.

2023 FINANCIAL REPORT

INCOME - Dec 2023 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	112,572	112,572
Carry Forward (Salary)	462,715	462,715
STUDENT-CENTRED FUNDING		
Per Student	1,046,944	1,046,944
School and Student Characteristics	4,386,739	4,386,739
Disability Adjustments	189,935	189,935
Targeted Initiatives	123,088	123,088
Operational Response Allocation	6,890	6,890
Total Funds:	5,753,596	5,753,596
TRANSFERS AND ADJUSTMENTS		
Regional Allocation	0	0
Transition Adjustment	0	0
School Transfers – Salary	(590,648)	(590,648)
School Transfers - Cash	344,074	344,074
Department Adjustments	(10,432)	(10,432)
Total Funds:	(257,006)	(257,006)
LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	8,844	8,888
Charges and Fees	10,050	12,791
Fees from Facilities Hire	0	0
Fundraising/Donations/Sponsorships	50	26
Commonwealth Govt Revenues	0	0
Other State Govt/Local Govt Revenues	56,000	56,091
Revenue from CO, Regional Office and Other scho	0	0
Other Revenues	21,700	20,999
Transfer from Reserve or DGR	0	0
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	96,644	98,795
TOTAL	6,168,521	6,170,672

EXPENDITURE - Dec 2023 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
SALARIES		
Appointed Staff	4,975,807	4,975,807
New Appointments	0	0
Casual Payments	358,501	358,501
Other Salary Expenditure	14,972	14,972
Total Funds:	5,349,280	5,349,280
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	57,670	50,946
Lease Payments	0	0
Utilities, Facilities and Maintenance	69,680	62,509
Buildings, Property and Equipment	45,250	42,832
Curriculum and Student Services	314,300	238,005
Professional Development	30,000	23,308
Transfer to Reserve	0	0
Other Expenditure	9,900	9,082
Payment to CO, Regional Office and Other schools	65,000	62,651
Residential Operations	0	0
Residential Boarding Fees to CO (Ag Colleges only)	0	0
Farm Operations (Ag and Farm Schools only)	0	0
Farm Revenue to CO (Ag and Farm Schools only)	0	0
Camp School Fees to CO (Camp Schools only)	0	0
Total Funds:	591,800	489,333
TOTAL	5,941,080	5,838,613

ONE LINE BUDGET - Dec 2023 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	112,572	112,572
Carry Forward (Salary):	462,715	462,715
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	5,496,590	5,496,590
Locally Raised Funds:	96,644	98,796
Total Funds:	6,168,520	6,170,672
EXPENDITURE		
Salaries:	5,349,280	5,349,280
Goods and Services (Cash):	591,800	489,333
Total Expenditure:	5,941,080	5,838,613
VARIANCE:	227,440	332,059