

# LEONGATHA SECONDARY COLLEGE

## SCHOOL COUNCIL MEETING MINUTES

### 24 MAY 2023

**SCHOOL COUNCIL MEMBERS:** DET Representatives: Brad Hutchinson, Warwick Ford, Lynn Grabham, Kate Kuhne, Ray Young Parent Representatives: Marsha Livingstone, Sarah Kerwick, Joel Langstaff, Tracy Vanderzalm, Amber Bell, Natalie Meadows Community Co-Opt Members: Caitlin Cooper, students: Chloe Goff, Lily Hume Student Representatives: Chloe Stoops, Georgia Bell In attendance: BM Gabe Windsor, and AP Tanya Chalmers

Time: Meeting commenced 5.35pm

Venue: Leongatha Secondary College, 115 Nerrena Rd. Leongatha Vic 3953

Chair: Amber Bell – Vice President

Attendees: Brad Hutchinson, Kate Kuhne, Ray Young, Marsha Livingstone, Joel Langstaff, Amber Bell, Natalie Meadows, Caitlin Cooper, Chloe Goff, Lily Hume, Gabe Windsor, and AP Tanya Chalmers

Minute taker: Business Manager – Gabe Windsor

Apologies: Tracy Vanderzalm, Chloe Stoops, Lynn Grabham, Warwick Ford, Sarah Kerwick

Visitor: None

Conflict of Interest: None outlined

#### Quorum requirements:

A school council meeting must operate with a quorum. A quorum requires not less than one half of school council members currently holding office to be present at the meeting and the majority of members present must not be Department employees. Any parent members on school council who also work for the Department are counted as Department employees for the purpose of a quorum.

#### Conflict of interest:

If a member of the council or their immediate family has a direct conflict of interest (including a pecuniary interest) in with a matter under discussion at a school council meeting that member:

- must not be present:
  - during the discussion unless invited to do so by the person presiding at the meeting
  - when a vote is taken on the matter
- may be included in the quorum for that meeting



## MINUTES

Item	Details	Actions/ Recommendations
1. Welcome	<ul style="list-style-type: none"> <li>The Chair welcomed all members &amp; undertook an Acknowledgement of Country</li> </ul>	Chaired by Vice President Amber Bell
2. Apologies	<ul style="list-style-type: none"> <li>Tracy Vanderzalm, Chloe Stoops, Lynn Grabham, Warwick Ford, Sarah Kerwick,</li> </ul>	Advice only
3. Quorum	<ul style="list-style-type: none"> <li>The chairperson noted that a quorum was present.</li> </ul>	Advice only
4. Conflict of interest	<ul style="list-style-type: none"> <li>None reported</li> </ul>	Advice Only
5. Minutes of the previous meeting	<ul style="list-style-type: none"> <li>Minutes of the meeting held on MARCH 29, 2023 were previously distributed.</li> </ul>	<p><b>Motion:</b></p> <p>"That the Minutes of the meeting held on MARCH 29, 2023 be accepted as a true and correct record".</p> <p><b>Moved:</b> Amber Bell</p> <p><b>Seconded:</b> Kate Kuhne</p> <p><b>Carried</b></p>
SPECIAL ANNOUNCEMENT	<ul style="list-style-type: none"> <li>Brad informed members present we received news today from the Hon. Natalie Hutchins MP and happy to confirm that Leongatha Secondary College will be provided funding to begin planning and design work for the election commitment project of \$11.7 million to upgrade and modernise our school.</li> </ul>	Advice Only – will share with school community
6. Business arising from the minutes 6.1	<ul style="list-style-type: none"> <li><b>Uniform items:</b> Buxwear have produced samples that included alterations recommended by school council. These will be signed off and returned in order to commence production.</li> </ul>	<b>Uniform Items – Advice:</b> To await commencement of production from Buxwear who will advise timeline for families being able to place orders.
7. Priority Items 7.1	<p><b>College Walk Through:</b> Brad took all members present on a walk through the B,C,D buildings showcasing updates to design and furniture for the benefit of students.</p>	Advice only

	<p><b>Child Safety Standards Presentation:</b> Discussed this mandatory online training for school council members. Principal went through the Child safety presentation slide show with members – outlined all Child Safety Standards and advised policies on LSC website. Responded to questions, and advised this will be a standing priority on each meeting agenda</p> <p><b>2023 Student Free Days:</b> Based on DET policy, schools can have up to 5 student free days during each school year. Feedback requested from members, is the College clear enough in providing detail to school community advising of each of these? Feedback included it may be beneficial to advise/prompt these reminders more often and was it possible to have these included on the websites calendar. If the calendar was utilised more, parents would prefer this. All these options to be considered.</p>	<p>Advice only</p> <p>Advice only – Principal appreciated the feedback received, and will take this on board.</p>
<p><b>8. Reports</b></p> <p>In writing and sent with Agenda</p> <p><b>8.1</b></p>	<p>The following reports were emailed to members prior to meeting.</p> <ul style="list-style-type: none"> <li>• Principals Report</li> <li>• Teaching &amp; Learning</li> <li>• Student Voice &amp; Agency: Respectful Relationships / SPARK</li> <li>• Student Wellbeing</li> <li>• Child Safety</li> <li>• Buildings &amp; Grounds</li> </ul>	<p><b>Motion:</b></p> <p>"That the reports as tabled are accepted and recommendations endorsed".</p> <p><b>Moved:</b> Amber Bell</p> <p><b>Seconded:</b> Caitlin Cooper</p> <p><b>Carried</b></p>
<p><b>8.2 Finance Reports</b></p> <p>Finance subcommittee: If a school has a Finance subcommittee, the school council need only receive the Balance Sheet and the Operating Statement.</p>	<ul style="list-style-type: none"> <li>• Finance sub-committee meeting minutes, verbal report and slide show forwarded to members, prior to SC meeting</li> <li>• School Council Members were forwarded copy of Operating Statement, Balance Sheet, SRP Budget Management Report for each end of month</li> <li>• The following reports were tabled at the Finance Sub Committee meeting: <ul style="list-style-type: none"> <li>• Balance Sheet</li> <li>• Operating Statement</li> <li>• Cash Receipts</li> <li>• Cash Payments</li> <li>• Cancelled Receipts Report</li> <li>• Cancelled Payments Report</li> <li>• Journal Report</li> <li>• Cash Flow Statement</li> </ul> </li> </ul>	<p><b>End of Month FEBRUARY 2023</b></p> <p><b>Motion:</b> "That School Council move \$352,120 payments &amp; \$360,000 transfer be endorsed, and all presented reports accepted as a true and correct depiction of the Leongatha Secondary College finances for the month of February 2023"</p> <p><b>Moved:</b> Joel Langstaff</p> <p><b>Seconded:</b> Marsha Livingstone</p> <p><b>Carried</b></p> <p><b>End of Month MARCH 2023</b></p> <p><b>Motion:</b> "That School Council move \$164,524 payments &amp; \$100,000 transfer be endorsed, and all presented reports accepted as a true and correct depiction of the Leongatha</p>

<p><b>2023 CONFIRMED BUDGET UPDATE</b></p>	<ul style="list-style-type: none"> <li>• Bank Account Movement</li> <li>• Annual Sub Program Budget Report</li> <li>• Invoices Awaiting Payment</li> <li>• Family Credit Notes Report</li> <li>• Sundry Debtors Credit Notes Report</li> <li>• Bank Reconciliations for all bank accounts (copies) Explain the difference if there is one</li> <li>• SRP Budget Management Report</li> </ul> <p>DET have released our 2023 SRP confirmed budget. We are now funded for 645.8 students (an increase of 24.8 students on the indicative budget).</p> <p>The overview looks like this:</p> <p><u>Overall Budget Increase: \$360,700</u></p> <p>Cash Budget - increased by \$36,653</p> <p>Credit Budget - increased by \$324,046</p> <p>Outline of the full breakdown of increases provided with finance meeting minutes. Final cash budget alterations for Cases21 sub-programs (budgets) will be brought to future School Council meeting for approval.</p>	<p>Secondary College finances for the month of March 2023"</p> <p><b>Moved:</b> Joel Langstaff</p> <p><b>Seconded:</b> Amber Bell</p> <p><b>Carried</b></p> <p><b>End of Month APRIL 2023</b></p> <p><b>Motion:</b> "That School Council move \$96,383 payments &amp; \$75,000 transfer be endorsed, and all presented reports accepted as a true and correct depiction of the Leongatha Secondary College finances for the month of April 2023"</p> <p><b>Moved:</b> Joel Langstaff</p> <p><b>Seconded:</b> Brad Hutchinson</p> <p><b>Carried</b></p> <p>Advice Only</p>
<p><b>8.3 SRC / Enrichment</b></p>	<p>Student leaders present discussed topics from recent SRC meeting.</p> <p>All SRC members granted time at meeting to convey any issues arising from the students. Discussed the success of IDAHOBIT day and the Do it for Dolly Day. Provided some feedback around the proposed home room concept. Some senior student felt this wouldn't be valuable. SRC sub committees formed for Uniform Review and Building Student/Teacher relationships.</p>	<p>Advice only</p>
<p><b>8.4 Excursions / Events</b></p>	<p><b>9OED Mountain Bike Excursion:</b> Camp post visit 02/06/2023. Cost \$10</p> <p><b>Yr11 10/11 OES Wilsons Prom Hike:</b> 07/06/2023 – 09/06/2023. Cost \$40.</p>	<p>Approved via email prior to meeting date. Advice Only</p>
<p><b>9. General business</b></p> <p><b>9.1</b></p>	<p><b>Assessment &amp; reporting:</b> Obligations outlined. Investigating what the value of reports are, given only 35% of families open these when published. Summative assessment = Report. Formative assessment = work on an ongoing basis to inform and improve student learning. Feedback included; as a parent, the formative assessment work has</p>	<p><b>Action:</b> Appreciate input from members and will continue to investigate best offerings for school community</p>

	<p>been more valued. Some of the formative assessments have not been accurate or up to date. End of term report not as valuable. The term work outline (scope and sequence reports) have been very helpful, although some inconsistencies.</p> <p><b>Snr School Information Evening:</b> Principal is seeking feedback from members regarding this. There's been a variety of offering styles for this session in the past. Input received included; Agreed previous timing is positive (mid July). Prefer an evening time rather than straight after school, to benefit working families. 6pm start to be more valuable. Subject selections portion of evening very valuable, important this continues. Creation of video links on all subject selection sheets a great addition.</p>	<p><b>Action:</b> Appreciate input from members and will continue to investigate best offerings for school community</p>
9.2		
<b>10. Correspondence</b>  <b>10.1 Incoming</b>	<ul style="list-style-type: none"> <li><b>Email request from Pete McCaughan:</b> Pete is currently on long term leave and retiring at completion of this. Has requested he continues having access to site, and volunteer to clean the LSC archives room, ensuring all historical documentation is stored correctly. Brad has approved this request, and grateful for the offer from Pete.</li> </ul>	<p>Advice only</p>
<b>10.2 Out-going</b>	<ul style="list-style-type: none"> <li><b>None to date</b></li> </ul>	<p>Advice only</p>
<b>11. Policies</b>	<p><b>None currently</b></p>	<p>N/A</p>
<b>11. Next Meeting:</b>	<ul style="list-style-type: none"> <li>Next Council Meeting Wednesday June 14th, 2023 (Meeting brought forward to include School Council approval of the Asset Management Plan - Stage 1 developed for School Upgrade/modernisation).</li> </ul>	
<b>12. Closure of meeting</b>	<p>The chairperson declared the meeting closed.</p>	<p>Time: 7.05pm</p>

**Open discussion:**

None currently

Signed by the Chairperson: \_\_\_\_\_

Date: \_\_\_\_\_

President or person who presided at the previous meeting to sign once minutes have been approved by school council



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### **2023 Principal's Report**

Welcome to our May Meeting,

At the end of last term I needed to communicate to our wider college community regarding the impact that several (unexpected) staff departures and the wider educational recruitment landscape would be having on our classes for Term 2.

There has been a necessity to draw back on areas aligned with our longer-term strategic focus of implementing coaching for our staff, as we prioritise having teachers in front of students in the classroom. The work has not stopped completely and the staff in these dual middle leadership and teaching roles are doing an excellent job; aiming to lead coaching conversations, observations and planning sessions where possible within their increased teaching loads.

At a minimum, we would like to have another 1 x Maths and 1 x English teacher employed at this time, ideally two of each and this would then enable us to re-start this strategically aligned work, once again. We will be using our Staff Professional Learning Day on Thursday May 18th to focus on some of this work, along with undertaking some learning with respect to Disability Inclusion and more specifically within this, staff capacity to differentiate student learning.

With respect to the above mentioned, staffing situation, we currently we have several positions advertised and so, if you know anyone out there in the community who has teaching qualifications and might be interested in looking for a role, please point them in the direction of any of the Principal-class staff and we would be more than happy to have a chat.

As our students have returned to their learning this term, there has additionally been a range of other extra-curricular opportunities available to them; We've recognised ANZAC Day, run the College Cross Country and the District-level Cross Country has also taken place. On the sporting front, there were also several students who competed extremely well at the SSV State Swimming Championships (some who medalled), of whom we are all extremely proud of. There has also been several Inter School Team Sports Days undertaken and two Outdoor Education Camps, one focussed on Mountain Biking and then the other, Rock Climbing.

In other ways we are fostering connections between students and staff, several lunchtime clubs are once again up and running and being made available weekly for any student in the college. This week, we extend the 2022 Active Schools Cardio & Boxing Session Pilot, to all students throughout the college. Every Wednesday and Friday morning from 8.15am students will have the opportunity to engage in some structured morning activity to help steer them toward a positive start for the day. These morning's

complement our already running once per week Breakfast Club that see's any student have the opportunity to have breakfast prepared by our wonderful staff volunteers.

Term 2 has already also seen the opportunity for our Year 10's to organise (and now be attending) their Work Experience placements, and within the Senior School this future pathways focus also has extended to our VCE VM students who have attended some industry visits, female students in the Senior School with interest in Trade and Tech were able to attend an expo in Melbourne, VCE Art students attended a VCE Art Making & Exhibiting Excursion and for our Junior School students, those interested in extending their learning in Maths were able to attend the Melbourne University - Micromaths Works Excursion.

On the wellbeing front, the start of this term has also seen the Live4Life Teen Mental Health First Aid sessions beginning to be delivered to our Year 8 cohort of students. Our SWB Team are involved heavily in organising these sessions and also the before school boxing and cardio sessions. Day-to-day they continue to support individuals and identified small groups of students and a really positive group that they are working with our Koorie Education Support Officer (KESO) to initiate is the Campfire Conversations. The purpose of this group is to enable storytelling and deep listening, to:

- build and strengthen partnerships between Koorie communities and schools.
- provide schools with an opportunity to better understand how they can strengthen self-determination in everyday practice.
- improve attendance, engagement and achievement for Koorie learners.
- develop a range of changes to improve agency and success for Koorie people in schools

Last of all, I would like to acknowledge everyone who was involved in organising and facilitating our Year 7 Information and Open Morning, particularly our Year 10 and Year 7 students who conducted tours of the college on Monday 8th May. There was also a huge effort right across the entire college in the lead up to this morning, to clean up and also improve our learning spaces.

For this meeting, I would be keen to start our session by taking a walk around the college to see the wonderful celebration of student artwork and quotes that have been placed up around the school and which complement the new furniture located in the Senior Study space, in which we trust is providing a positive, welcoming and creative learning environment for our students=.

We had a very positive turn out in the morning and we continue to welcome feedback from anyone who was in attendance. Grade 6 students and their families, will by now have had to have placed their preferences for Secondary School positions and our college will receive this information soon. From there, we will commence some of our first steps for organising the transition for these students for 2024!

If you have any questions about any of the above information or anything else about our start to the term, please feel free to contact at [bhutchinson@leonsec.vic.edu.au](mailto:bhutchinson@leonsec.vic.edu.au) or via phone.

Kind Regards,

Brad Hutchinson  
Principal

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## SCHOOL STRATEGIC PLAN (2021-24)

<b>GOAL 1</b>
<b>Improve learning growth for our students.</b>
<b>RATIONALE</b>
<ul style="list-style-type: none"><li>● Benchmark growth in Reading was static over the last SSP and high benchmark growth was the same as similar schools and below the state mean.</li><li>● Improved VCE mean study scores for 15 out of 20 studies by 2020.</li><li>● There are few processes to promote and monitor teaching consistency, use of an instructional model, feedback and differentiation.</li><li>● Formative assessment and student learning data is not consistently used to improve teaching practice.</li></ul>
<b>KEY IMPROVEMENT STRATEGIES (KIS)</b>
<ol style="list-style-type: none"><li>1. Research, implement and embed an agreed instructional model.</li><li>2. Build staff capability to use formative assessment to improve teaching practice and differentiate learning for students.</li><li>3. Improve teaching through inquiry based collaboration and feedback practices.</li></ol>

<b>GOAL 2</b>
<b>Improve engagement for our students.</b>
<b>RATIONALE</b>
<ul style="list-style-type: none"><li>● Decreased perception of student motivation and interest (year 7, 8 and 12).</li><li>● Decreased student and parent perception of stimulating learning environment.</li><li>● Student voice and agency practices mostly do not exist except for the SPARK program.</li></ul>
<b>KEY IMPROVEMENT STRATEGIES (KIS)</b>
<ul style="list-style-type: none"><li>● Build staff capability to ensure there is improved student voice and agency in all areas of learning.</li><li>● Embedding the use of the school developed Effective Learner Traits and Effective Teacher Traits to improve student engagement.</li></ul>

<b>GOAL 3</b>
<b>Improve wellbeing for our students.</b>
<b>RATIONALE</b>
<ul style="list-style-type: none"> <li>Decreased perception of student resilience (year 7, 8 and 12).</li> <li>Decreased perception of student sense of confidence.</li> <li>Teacher concern is perceived as low in the school.</li> </ul>
<b>KEY IMPROVEMENT STRATEGIES (KIS)</b>
<ul style="list-style-type: none"> <li>Create a high functioning Community of Practice with the precinct to enhance student transition and wellbeing.</li> <li>Build high quality positive, professional student-teacher relationships across the college that enable students to build a high sense of connectedness to our school.</li> </ul>

## Annual Implementation Plan (2023)

SSP Goals	2023 AIP KIS	AIP 12 month targets
Improve <b>learning growth</b> for our students	Support both those who need scaffolding and those who have thrived to continue to extend their learning.	Increase the positive response rate for: <ul style="list-style-type: none"> <li>Advocate at school from 69% in 2022 to 72%</li> <li>Respect for diversity from 43% in 2022 to 48%</li> <li>Sense of connectedness from 47% in 2022 to 55%</li> <li>Teacher Concern from 35% in 2022 to 40%</li> </ul>
Improve <b>wellbeing</b> for our students	Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable.	
Improve <b>engagement</b> for our students	Develop a shared understanding of the benefits of implementing an instructional model and work toward developing and implementing one with staff and students	<i>Increase the student positive response rate for:</i> <ul style="list-style-type: none"> <li>Self-regulation and goal setting, from 57% in 2022 to 62%</li> <li>Stimulated learning, from 56% in 2022 to 61%</li> <li>Student voice and agency from 42% in 2022 to 47%</li> </ul> <i>Increase the positive response rate of staff for:</i> <ul style="list-style-type: none"> <li>Focus learning on real life problems, from 43% in 2022 to 48%</li> <li>Promote student ownership of goals, from 59% in 2022 to 64%</li> <li>Believe student engagement is key to learning from 82% in 2022 to 84%</li> </ul> <i>Decrease student absent rates:</i> <ul style="list-style-type: none"> <li>For 20+ days from 48% in 2022 to be &lt; 30%</li> <li>All absences from 29.9 days in 2022 to be &lt; 20 days per student.</li> <li>Unapproved absences from 11.1 days in 2022 to be &lt; 7 days per student.</li> </ul>

## REPORTS:

### TEACHING & LEARNING REPORT

- EFFECTIVE LEARNER FOCUS - TERM 2**
  - RESPECT - Respects peers, staff and the school**

Skill Area	Focus Area	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Respect - Respects peers, teachers and the school.	Individual differences are accepted and respected.	Requires significant assistance from the teacher to collaborate with others. Is resistant to working in a collaborative and respectful manner.	Shows a preference for working with members of their friendship group only. Works collaboratively and respectfully with immediate friendship groups.	Sometimes shows willingness to collaborate and work respectfully with different groups and individuals within the class.	Often shows willingness to collaborate and work respectfully with different groups and individuals within the class.	Shows appreciation for collaborating with different groups and individuals within the class. Understands the value in hearing and acknowledging the opinions and perspectives of	Shows appreciation for collaborating with different groups and individuals within the class. Understands the value in listening to and acknowledging the opinions and perspectives of everyone and seeks opportunities to engage positively with others about learning.
	Displays positive, welcoming and inclusive behaviour.	Works well with students that they already know but still finds purposeful collaboration challenging.	Works well with students that they already know in a purposeful and collaborative manner. Shows some patience towards other peers, but often places self/own opinions first.	Recognises the learning of others by behaving in a respectful manner with peers and staff. Sometimes encourages other students to participate. Becoming more open to the views of others.	Encourages participation of others in learning. Is appreciative of other views and understands that difference can be a positive in a collaborative process.	Usually able to focus and be calm in challenging situations. Includes the ideas of their classmates. Participates in a positive and inclusive manner.	Is able to be calm and focus in challenging situations. Seeks and includes the ideas of their classmates. Leads in a positive and inclusive manner.
	Follows behavioral expectations.	Can identify the behavioural expectations but does not usually follow them. Continually repeats the same behaviour.	Can explain why the expectations exist. Sometimes demonstrates a genuine attempt to reflect and modify behaviour.	Can follow behaviour expectations and can reflect on actions consistently. Student makes some changes accordingly.	Begins to demonstrate characteristics of a role model. Demonstrates responsibility for own actions and begins to hold others to account for theirs.	Consistently follows the expected norms of the school community. Is beginning to demonstrate role model behaviours.	Consistently follows the expected norms of the school community and encourages others to do so as well. Purposeful role modelling to the rest of the school community.
	Supports the learning of others	Seems to be unaware of the impact their behaviour is having on the learning of others.	Beginning to demonstrate an awareness of impacts their behaviour is having on the learning of others when reminded by the teacher.	Demonstrates respect for peers, teachers and the learning environment. Mostly understands the need to support the learning of others, but sometimes needs reminding.	Independently modifies their own behaviour to ensure learning of others is not negatively impacted.	Consistently shows respect for peers, teachers and the learning environment. Understands the need to support the learning of others without the need for reminders.	Always demonstrates respect for peers, teachers and the learning environment. Leads the way for other students to maximise learning and minimise negative impacts.

- **PROFESSIONAL LEARNING COMMUNITIES (PLCs)**

- Staff have started their second inquiry-based learning cycle (Professional Learning Communities - PLCs). These are faculty-based and are collecting student data to organise interventions for key knowledge at present.
- Each group has focused on a student-centred problem and identifies/plans/trials evidence-based teaching approaches to determine the impact it had on improving student learning.
- Presentation will be held at the end of term 2 as a celebration of the learning and improvements in teaching practices achieved by our staff.

- **COACHING**

- 2023 has seen in the introduction of 4 x Learning Coach roles. These roles are focussed on supporting fellow teachers in improving the teaching practices (from planning to delivery).
- During Term 1, 19 staff have engaged in coaching to improve their teaching practice
  - *Note: Due to staffing constraints, during Term 2 the amount of time afforded to coaching has decreased and hence the ability to continue this coaching in a full format.*

- **Middle Years Literacy and Numeracy Support (MYLNS) Initiative**

- **Tutor Learning Initiative (TLI)**

- Identified students are undertaking for:
  - **NUMERACY**

	MYLNS	TLI
8		GRIN (All Yr 8 Teachers)
9		
10	Intervention Class	

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- **LITERACY**

	MYLNS	TLI
7		MacLit
8		MacLit
9		MacLit
10	Reading Tutor Program	Reading Tutor Program

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- Note: We have staffed these programs in such a way to support additional students identified via our own literacy and numeracy testing whom will have demonstrated low growth and/or achievement levels (year on year)

- **Victorian High-Ability Program**

- VHAP consists of ten-week online courses in Mathematics and English. Students engage in synchronous Webex classes with their teachers. The VHAP classroom provides students with the opportunity to:
  - explore and express their ideas freely
  - make their own decisions about their work

- be inspired and challenged by each other
  - gain confidence in their choices and abilities
  - feel excited by their learning.
- For Term 2, we have
    - 13 x Literacy Students enrolled

## **STUDENT VOICE & AGENCY REPORT**

- **Respectful Relationships**
  - Resilience, Rights & Respectful Relationships (RRRR) curriculum is delivered via our SPARK subject
    - Messaging (Assemblies, Compass, Local Newspapers)
    - Awareness Activities: IDAHOBIT Day, Dolly's Dream (Free Dress Day) - subsequent sessions are being organised with Victoria Police
- **SPARK**
  - Student goal-setting sessions and discussions
    - Student Goal Setting
    - Delivery of content related to our Term 2 Effective Learner Focus

## **Teacher Concern (School Safety)**

- *My teachers are interested in my wellbeing*
  - *I can talk to my teachers about any of my concerns*
  - *My teacher seems to know if something is bothering me*
- 2019 Starting Point: 30% Positive Endorsement
  - SSP 21-24 Target: 38%
  - Similar Schools: 37%
  - State Average: 38%
  - Current 2022 Achievement: 35%

## **Stimulated Learning (Effective Teaching Practice for Cognitive Engagement)**

- *My teacher makes the work we do in class interesting*
  - *My teachers motivate us to think in our learning*
  - *My teachers are inspiring*
- 2019 Starting Point: 42% Positive Endorsement
  - SSP 21-24 Target: 50%
  - Similar Schools: 50%
  - State Average: 54%
  - Current 2022 Achievement: 56%

## **Advocate at school (School Safety)**

- *At this school there is a teacher or another adult who cares about me*
- *There is a teacher or another adult at this school who believes that I can be successful*
- *At this school, there is a teacher or another adult who listens to me when I have something to say*
- *I have someone at school who I can share my problems with*
- *There is a teacher or another adult at this school who tells me when I do a good job*

- *I can trust my teachers with private or confidential information about me*
- 2019 Starting Point: 56% Positive Endorsement
- SSP 21-24 Target: 65%
- Similar Schools: 64%
- State Average: 65%
- Current 2022 Achievement: 69%

## **STUDENT WELLBEING REPORT**

### 1:1 Student Support

#### Tier 1 Interventions and Supports

- Morning Cardio and Boxing Sessions
- IDAHOBIT Day
- Safe Sex & STIs, Sexting, Safe Partying, Consent Sessions

#### Tier 2 Interventions and Supports

Green Leaves - Therapeutic Conversations

L4L - TMHFA Delivery

Campfire Conversations

#### Team Availability:



The image shows a physical 'WELLBEING TEAM' availability chart for Leongatha Secondary College 2023. The chart is a table with days of the week as rows and roles as columns. The roles are Counselling, Mental Health Practitioner, and Nurse. The chart is pinned to a wall and has a small email icon and address at the bottom.

	COUNSELLING	MENTAL HEALTH PRACTITIONER	NURSE
MONDAY		Sandra Challis	Rebecca Cooke
TUESDAY	Colleen Asling	Sandra Challis	Youth Access Clinic
WEDNESDAY	Colleen Asling	Sandra Challis (Week 8 Only) Gary Bergman Headspace	Rebecca Cooke
THURSDAY	Colleen Asling		Rebecca Cooke
FRIDAY			Rebecca Cooke

wellbeing@leonsec.vic.edu.au

## **CHILD SAFETY**

### Reminders for School council

In performing the functions and powers given to them under the *Education and Training Reform Act 2006*, school council members will:

- champion and promote a child safe culture with the broader school community
- ensure that child safety is a regular agenda item at school council meetings undertake annual training on child safety, approve updates to, and act in accordance with the Child Safety Code of Conduct to the extent that it applies to school council employees and members
- when hiring school council employees, ensure that selection, supervision, and management practices are child safe ("At our school, school council employment duties are delegated to the principal who is bound by this policy")

## **SRC / Student Enrichment**

Student Leaders present at meeting will report

## **FINANCE REPORT**

Documentation prepared for the Finance sub committee meeting to be held May 17th, 2023, shared with this report prior to meeting.

This includes:

- Finance End of Month reports February, March, April 2023
- 2023 Confirmed Budget overview

## **BUILDINGS & GROUNDS REPORT**

- 2023-2026 Cleaning Contract: Tender process finalised. Pristine Cleaning Services Pty Ltd appointed. Have had a really positive start with much deep cleaning undertaken in preparation for the Yr7 information day.

## **STAFFING**

### **Departures**

- LSL - 1 x PD&T

### **Arrivals**

- 

### **Advertised**

- 1 x Maths Teacher
- 1 x Japanese / English

### **Change**

- 1 x 0.6EFT Tutor to re-commence back as 0.6 EFT Classroom Teacher

## **EXCURSIONS / CAMPS**

- 9OED Mountain Bike Excursion: Camp Post Visit: 2/6 Only (Cost: \$10)
- Yr 1011 OES Wilsons Prom Hike: 7/6 - 9/6 (Cost \$40)