

LEONGATHA SECONDARY COLLEGE

SCHOOL COUNCIL MEETING MINUTES

JULY 19, 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, Caitlin Cooper, Chloe Goff, Gabe Windsor, and AP Tanya Chalmers, Chloe Stoops, Natalie Meadows, Lynn Grabham, Warwick Ford,
Minute taker:	Business Manager – Gabe Windsor
Apologies:	Tracy Vanderzalm, Lily Hume, Sarah Kerwick, Georgia Bell
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"> The Chair welcomed all members & undertook an Acknowledgement of Country 	Chaired by Vice President Amber Bell
2. Apologies	<ul style="list-style-type: none"> Tracy Vanderzalm, Lily Hume, Sarah Kerwick, Georgia Bell 	Advice only
3. Quorum	<ul style="list-style-type: none"> The chairperson noted that a quorum was present. 	Advice only
4. Conflict of interest	<ul style="list-style-type: none"> None reported 	Advice Only
5. Minutes of the previous meeting	<ul style="list-style-type: none"> Minutes of the meeting held on JUNE 21, 2023 were previously distributed. 	<p>Motion: "That the Minutes of the meeting held on JUNE 21, 2023 be accepted as a true and correct record".</p> <p>Moved: Warwick Ford</p> <p>Seconded: Lynn Grabham Carried</p>
6. Business arising from the minutes 6.1	<ul style="list-style-type: none"> Uniform – House Sports Polo: Now available to purchase online with Buxwear, school community has been advised. Will be compulsory for incoming Yr7's in 2024, yet to determine timeline making this mandatory for all students when undertaking sport classes/events 	Action: Gabe Windsor will investigate mandatory timeline options with Buxwear and report back at next meeting.
7. Priority Items 7.1	<p>Uniform Options: Held further discussions regarding current uniform options and preferences for uniform options moving forward. SRC will be distributing a survey (copy of this was shared with members during meeting), consulting with all students next week seeking further feedback around these. Further thoughts around uniform options included:</p> <ul style="list-style-type: none"> Happy to phase out current jacket/woollen jumper and introduce puffer jacket and/or soft shell jacket Long sleeve tops in navy be introduced for warmth under uniform Should we introduce elastic waisted navy pants/shorts on top of the current flat front versions Some interest in introducing a polar fleece half zip jumper Remove tie from uniform options. Keep the scarf in. Introduce an on trend track pant and an activewear legging (navy) for sport options Can the summer skirt be longer, lined (or a thicker fabric) Suggested that all black shoes be listed as required for uniform (not only leather), specify no boots (Docs) 	Action: SRC to survey students, with results to be discussed at future SC meeting. Will need to finalise and ratify school dress code also.

7.2	
<p>8. Reports</p> <p>In writing and sent with Agenda</p> <p>8.1</p>	<p>The following reports were emailed to members prior to meeting.</p> <ul style="list-style-type: none"> • Principals Report • Teaching & Learning • Student Voice & Agency: Respectful Relationships / SPARK • Student Wellbeing • Child Safety • Buildings & Grounds <p>Motion:</p> <p>"That the reports as tabled are accepted and recommendations endorsed".</p> <p>Moved: Amber Bell</p> <p>Seconded: Lynn Grabham</p> <p>Carried</p>
<p>8.2 Finance Reports</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"> • Finance sub-committee meeting minutes, verbal report and slide show forwarded to members, prior to SC meeting. During meeting discussions held on content and encouraged questions from members • School Council Members were forwarded copy of Operating Statement, Balance Sheet, SRP Budget Management Report for each end of month • June 2023 End of Month: Full details and reports provided to members prior to meeting • 2023 Revised Budget Alterations: Copy of all updates/alterations to the cash budget were forwarded to members prior to meeting with full outline of <p>End of Month JUNE 2023</p> <p>Motion: "That School Council move \$152,049 payments & \$125,000 transfer be endorsed, and all presented reports accepted as a true and correct depiction of the Leongatha Secondary College finances for the month of June 2023"</p> <p>Moved: Joel Langstaff</p> <p>Seconded: Ray Young. Carried</p> <p>2023 Revised SRP Budget</p> <p>Motion: "That School Council move to accept and approve all alterations for the 2023 Revised Budget as presented.</p> <p>Moved: Joel Langstaff</p> <p>Seconded: Amber Bell Carried</p>

8.3 SRC / Enrichment	<p>Student leaders present discussed SRC update:</p> <ul style="list-style-type: none"> • Next meeting scheduled for this Friday morning. • Requesting 6square court for lunch activities, plus an external bin added near D09. This will be investigated. • Would like to see the beach volleyball court updated, this option will be investigated • SRC have ordered a banner to promote their inclusion at events and activities around the college 	Advice only
8.4 Excursions / Events	<p>Each event information, itinerary and risk assessment provided by organizing staff member. Whilst Principal approves details of event, staffing required and all risk assessments, School Council must approve any overnight event that incurs a cost past onto students:</p> <ul style="list-style-type: none"> • Yr9 Mountain Bike Camp. Aug 23-25, 2023 • Duke of Ed Camp. Sep 4-7, 2023 • U1+2 Snow Camp. Aug 2-4, 2023 	<p>Action: All events approved.</p> <p>To be published via Compass following day</p>
9. General business	Nothing further to report currently	Advice Only
9.1		
10. Correspondence	Schools Certification Checklist: DET have forwarded the 2023 Schools Certification Checklist. This has been developed so schools can undertake a self-assessment of key internal controls, which must be present in each area of Governance, Finance and Assets, for financial year period 1 July to 30 June. Business manager to submit responses (via online DET portal) to checklist. To be signed off by Principal and submitted by August 4, 2023.	Advice Only
10.1 Incoming		
10.2 Out-going	AMP1 Final Submission: Brad thanked all who contributed feedback regarding our AMP1 submission commencing planning for the College upgrade and modernization. This has now been submitted, awaiting approval by VSBA. Prin and BM meeting with DET reps next week investigating our advised level of excess teaching & learning space, which could impact on the project scope.	Advice only
11. Policies	Mobile Phone Policy: Copy of policy provided to members prior to meeting. Brad opened this	Action: To review and finalise policy by mid-August and communicate these changes with staff and students.

	<p>updated policy for discussion, seeking feedback. Several points raised:</p> <ul style="list-style-type: none"> - There have been concerns over the use of ear pods in class, if students have them in there is an assumption that student has their phone and is utilizing it. Only to be worn if teacher directed for whole class - Wellbeing pass will be required for students needing to wear noise cancelling headphones. - Wearable cellular devices (ie: apple watch) will not be allowed to be worn in exams. 	
11. Next Meeting:	<ul style="list-style-type: none"> • Onsite SC meeting Wednesday August 16th at 5.30pm 	Advice only
12. Closure of meeting	The chairperson declared the meeting closed.	Meeting Closed: 6.53pm

Open discussion:

- Nothing further to add

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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Secondary College

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2023 Principal's Report

Welcome to our July Meeting,

Thank you for your feedback and support into our AMP1 submission. Following our receipt of feedback from the VSBA, we will then move forward with: **AMP2: Design of facilities that best support the desired outcomes.**

This will encompass:

- Design facilities that will support the vision and direction of the school regarding learning needs and aspirations.
- Estimate initial costs to ensure the design can be delivered within the allocated budget.
 - Develop a high level masterplan (map or spatial map).
 - Identify projects and scope (budget).
 - Prioritise projects based on scope.
 - Design facilities and estimate initial costings.

Given the time since our last meeting, we have had a two week holiday break, so there is a little less to report for this meeting.

Our inaugural Campfire Conversation took place on Thursday 22nd June with students from LPS and LSC both attending, including some parents and carers. Already from these initial conversations we have learned and actioned there being a stronger visual presence of Indigenous Artworks being displayed around the college. It was so inspiring to see the students connecting with their culture and feeling free and safe to do so. We're really looking forward to seeing what further outcomes result from the conversations moving forward.

As another positive from last semester, this year, we've been embarking on trying to develop some sustainable long-term student community service projects around the college. The first initial effort by a group of VCE VM students combining with the Year 7 cohort has commenced quite successfully and is creating some stronger connections between students in these different year levels. They have worked hard to develop an Environment Duty roster and process that Year 7 are really developing a great sense of pride in enacting and our yard is looking much better at the end of every day. It's a real credit to this group and why we are looking at possibly expanding other ideas into Year 8 and 9 in the future.

The return to Semester 2 (Term 3) has seemingly gone well for all students and staff. A lot of hard work was put into setting up the timetable in light of our shortage of teaching staff, but really pleasingly all classes are fully covered as we embark forward on the next 20 weeks of teaching and learning. There remains the concern that we have access to limited numbers of Casual Relief Teachers if the cold and flu season takes full effect, but we will cross that bridge if it occurs.

Our Year 10's head out / have headed out into their second week of Work Experience during Week 2 of this term and our Senior School Information Evening takes place next Tuesday 25th July. Three days of Course Counselling follow in the days after, with this always being an important time for students and their families to make decisions about their senior school pathways. We certainly aim to provide all the information and recommendations that we can to students

and their families to support them in their decision making process. If you are a part of this process, this year we would certainly welcome your feedback regarding what works well and what could be improved in the future.

Our Year 9 School for Student Leadership Students have headed off to Gnurad Gundidj for the term and we wish them all the best.

In the weeks ahead, as part of our continued support of engaging in supporting student health, wellbeing and inclusion we have:

- Year 7 students engaging with the [Courage to Care Program](#)
- Year 9 - 11 students participating in [Dolly's Dream Workshops](#)
- Year 11 & 12 students engaging in [GCASA Sex, Consent & Respectful Relationship Workshops](#)
- Year 10 & 11 students engaging in [Tomorrow Man](#) & [Tomorrow Woman](#) Workshops

If you have any questions about any of these programs, please don't hesitate to ask.

Thank you for your continued support of our college. 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 or via phone.

Kind Regards,

Brad Hutchinson
Principal

SCHOOL STRATEGIC PLAN (2021-24)

GOAL 1
Improve learning growth for our students.
RATIONALE
<ul style="list-style-type: none">• 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.• Improved VCE mean study scores for 15 out of 20 studies by 2020.• There are few processes to promote and monitor teaching consistency, use of an instructional model, feedback and differentiation.• Formative assessment and student learning data is not consistently used to improve teaching practice.
KEY IMPROVEMENT STRATEGIES (KIS)
<ol style="list-style-type: none">1. Research, implement and embed an agreed instructional model.2. Build staff capability to use formative assessment to improve teaching practice and differentiate learning for students.3. Improve teaching through inquiry based collaboration and feedback practices.
GOAL 2
Improve engagement for our students.
RATIONALE
<ul style="list-style-type: none">• Decreased perception of student motivation and interest (year 7, 8 and 12).• Decreased student and parent perception of stimulating learning environment.• Student voice and agency practices mostly do not exist except for the SPARK program.
KEY IMPROVEMENT STRATEGIES (KIS)
<ul style="list-style-type: none">• Build staff capability to ensure there is improved student voice and agency in all areas of learning.• Embedding the use of the school developed Effective Learner Traits and Effective Teacher Traits to improve student engagement.

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

Annual Implementation Plan (2023)

SSP Goals	2023 AIP KIS	AIP 12 month targets
Improve learning growth 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"> Advocate at school from 69% in 2022 to 72% Respect for diversity from 43% in 2022 to 48% Sense of connectedness from 47% in 2022 to 55% Teacher Concern from 35% in 2022 to 40%
Improve wellbeing for our students	Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable.	
Improve engagement 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	Increase the student positive response rate for: <ul style="list-style-type: none"> Self-regulation and goal setting, from 57% in 2022 to 62% Stimulated learning, from 56% in 2022 to 61% Student voice and agency from 42% in 2022 to 47% Increase the positive response rate of staff for: <ul style="list-style-type: none"> Focus learning on real life problems, from 43% in 2022 to 48% Promote student ownership of goals, from 59% in 2022 to 64% Believe student engagement is key to learning from 82% in 2022 to 84% Decrease student absent rates: <ul style="list-style-type: none"> For 20+ days from 48% in 2022 to be < 30% All absences from 29.9 days in 2022 to be < 20 days per student. Unapproved absences from 11.1 days in 2022 to be < 7 days per student.

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 everyone and seeks opportunities to engage positively with others about learning.	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 are at the stage of sharing their second inquiry-based learning cycle findings (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.

- **COACHING**

- 2023 has seen 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 capacity. Staffing shortages continue to be a concern moving into Term 3 and while we have been able to re-allocate some of the time for coaching, we are not operating at full capacity.*

- **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	

- **LITERACY**

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

- 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.
- In Term 3, we have
 - 2 x Literacy Students enrolled and are embarking on nominating more

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, Bullying - No Way! Day
- **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% **[Interim 2023 Achievement: 7-9: 26% / 10-12: 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% **[Interim 2023 Achievement: 7-9: 44% / 10-12: 57%]**

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% **[Interim 2023 Achievement: 7-9: 62% / 10-12: 66%]**

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:



A photograph of a 'WELLBEING TEAM' availability chart for Leongatha Secondary College 2023. The chart is a table with columns for COUNSELLING, MENTAL HEALTH PRACTITIONER, and NURSE, and rows for the days of the week. 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

Minutes from Finance committee meeting held July 14, 2023, forwarded with this document. Includes:

- End of Month Report - June 2023
- 2023 Revised Cash Budget
- Copy of slide show presented at Finance meeting

BUILDINGS & GROUNDS REPORT

- LSC Upgrade and modernisation: Special school council meeting held online 11/07/2023 to advise of AMP1 submission due to VSBA 13/07/2023

STAFFING

Departures

- LSL - 1 x PD&T

Arrivals

- 1 x PD&T Teacher (0.8EFT)
- 0.6 EFT Pre-Service Master of Ed

Advertised

- 1 x Maths Teacher
- 1 x Japanese / English
- 1x Student Support position
- 1x Music Teacher for 2024 (covering staff Long term leave)

Change

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

EXCURSIONS / CAMPS

Year 9 Mountain Bike Camp: 23-25 August 2023. Cost \$165. 21 Students, 3 staff
