

NURIOOTPA HIGH SCHOOL GOVERNING COUNCIL MEETING

Agenda

Tuesday October 27 2020 - 7:00pm

Languages Building

Members: Tarnya Eggleton, Halena Frick, Peter Lange, Karen Underwood, Sonya Carmody, Belinda Haeft, Pricilla Heidenreich, John Martens, Bernadette Patterson, Luke Rothe, Sharyne Young, Kelly Neldner, Donna Baumann, Jodie Marshall and Paula Brennand (non-voting member)

Staff: Gerri Walker, Andrew Dickinson, Sarah Afshin-Pour, Ann-Marie Ward.

SRC: Lucy Dickinson, Keely Lydeamore

Governing Council Statement of Acknowledgement

We acknowledge the Traditional Owners of country throughout Australia and recognise their continuing connection to land, waters and culture. We pay our respects to their Elders past, present and emerging.

Chair: Tarnya Eggleton

Secretary: Halena Frick

Members present: Tarnya Eggleton, Halena Frick, Peter Lange, Sonya Carmody, Luke Rothe, Sharyne Young, Kelly Neldner, Donna Baumann, Belinda Haeft, Karen Underwood, , Paula Brennand (non-voting member), John Martens

Staff: Sarah Afshin-Pour, Andrew Dickinson, Ann-Marie Ward, Brooke Klose

SRC: Lucy Dickinson, Keely Lydeamore, Elli Nottle , Cody Parham

Other: John Alexander (FLC)

Welcome

- 1. Apologies:** Jodie Marshall, Pricilla Heidenreich, Bernadette Patterson,
- 2. Minutes from previous meeting:**
Accepted - Moved: Kelly Neldner **Seconded:** Peter Lange
- 3. SRC Report:** Only query – What bird is on the woodland sign?
- 4. Learning Session:** – Sarah and John Alexander about FLC or Andrew Dickinson
- 5. Business Arising from Minutes**

Item	Response
Languages Review	Next year we are proposing that German continues as it currently runs, but that one of the Indonesian classes is a combined Indonesian/Geography/Business Enterprise. We have responded to the feedback from experts both within and beyond the department. This means that the students will study Indonesian across the whole year. Giles Bartram and Marilyn Homes will now meet with a representative from the Languages team in head office and continue the mapping of the 2 different learning areas.
Traffic on roads adjacent to school	No update – monitoring Year 7 will impact traffic flow around NHS. <i>Does Governing Council want to take up with road usage with the council/state?</i> With the year 7 students transitioning to secondary school the increase of students will impact the traffic around the school. Should we be looking at a wombat crossing? Should we have a traffic committee to address this? Nomination for Karen Underwood/Kelly Neldner/ Donna Baumann /Paula Brennand / Ann-Marie Ward to set up sub committee to address this.

	(Ann-Marie to provide previous communication on this subject and Anne-Marie to set meeting)
Mobile Phone Policy Review	<p>A working party of 2 GC parents, 2 staff and 2 students met with Andrew Dickinson on 22/10/20. A suggested way forward was agreed to. Next steps:</p> <p>Proposed policy written up and goes to working party</p> <p>Proposal then goes to Executive Leadership and then Whole School Leadership 3rd & 4th November</p> <p>Then to staff the week after.</p> <p>Given approval from all groups the new policy is heavily promoted and put in place asap.</p> <p>Please note:</p> <p><i>The department is currently revisiting work on student use of mobile phones in schools, including considering if it would be beneficial to have a system-wide policy approach. Under the current policy schools decide on their approach to student mobile phone use at the local level. The department is now undertaking further consultation to see if more explicit guidance would be helpful.</i></p> <p><i>The survey has been sent to Principals and Governing Council Chairpersons. This survey will gather information about how students use mobile phones at school, whether their school has any restrictions on student mobile phone use, how staff manage this and any concerns they might have.</i></p>
Constitution Change – if vote at Extraordinary Meeting is positive	<p>Tarnya and Gerri has sent the letter of request to change the constitution to Kathryn Bruggemann (Education Director) which is now at central office for approval.</p> <p>Once it is approved, we will need to consider Community Members.</p>
Change to Materials and Services charge	<p>Online poll is in progress – closes Friday October 30th.</p> <p>We were the first school in the state to do this – Ann-Marie did much work with central office personnel to get it functioning.</p>
FLC sign	<p>Feedback – Andrew Dickinson followed up with FLC and provided the following information:</p> <ul style="list-style-type: none"> • Logo with FLC could match colours with NHS logo • Change font to create balance • Drop ‘s after NHS • Feedback given to the FLC and advice taken on board

6. Finance Report –See Appendix 2 **Budget**

7. WH&S

Item	Response

8. General Business

Item	Response
SIP Update	<p>Refer to Appendix 4</p> <p>Please read the Sections that has been written about progress since September this year – they have been written by each faculty and talking about where they need to go to next</p>
Data for 2020 <ul style="list-style-type: none"> • Bullying and Harassment • Suspension and Exclusion • Complaints 	End of year

9. Reports/Committees

- *Chairperson Report:*
- *Principal report – refer to Appendix 3* Moved: Karen Underwood Seconded: Sharyne Young
- Subcommittees:

Committee	Report
Canteen Committee Meet week 5 on a Tuesday Pricilla Heidenreich	No Meeting – next Meeting Week 7
Uniform Committee Anne Barclay, Ann-Marie Ward, Belinda Haeft, Keely Lydeamore, Lucy Dickinson	No Meeting – next Meeting 4/11
Finance Committee Meet on the afternoon before Governing Council meeting – Peter Lange & Tarnya Eggleton	Refer to Appendix 2
Wine Committee Peter Lange & Gerri Walker	<ul style="list-style-type: none"> • Vines were planted in week 10, term 3 • Installation of water meter at Hickinbotham block to proceed • All wine has been moved to the winery except the ports for blending • Received one silver, one bronze and a commendation at the National Schools Wine Show • Vinpac unable to provide all free services now – will donate \$1200 each year for storage etc but school will need to pay remainder. Wine Committee to seek funding support from other sources. • Prices of wine from 2019 to increase • Richard Mattner and partner; blending of port and will give up their volunteer day to do this.
Building and Grounds Committee Luke Rothe	No Meeting Follow up from last meeting: Suggestion from Ella Rothe that wire baskets be used for recycling to aid compliance. Please note that this suggestion was tried before and resulted in increased litter in the school.
Fundraising Committee Karen Underwood	Suggestion from Motorcycle club on March 13 & 14 th Saturday and Sunday morning breakfast – bacon & egg roll / bbq style breakfast. Karen willing if we can get 6 member 7/or SRC to provide support. Ann-Marie to put it forward to Arlon/Emma to bring back to GC next meeting. Another option is Lions/Rotary to help. Governing Council agree to go ahead. Halena, Kelly, Belinda, Ann-Marie, Peter, Andrew, Gerri, Peter

10. New Business

Task	Person Responsible/Result
Change of Registration – refer to Appendix 4	
Governing Council Awards	A list of Governing Council award winners to be provided to Governing Council meeting.

Discussion about gender based awards	<p>Discussion about whether Dux should be gender identified.</p> <p><i>Motion proposed: Only 1 Dux awarded to the school.</i></p> <p><i>More discussion is needed also with students and parents.</i></p> <p>This year's governing council awards for year 11. 2 girls have been nominated for 2020 but need to check with Angus whether there is also a male winner.</p> <p>FLC/DU governing awards to be instigated Moved: Kelly Neldner Seconded: Donna Baumann</p>
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11. Correspondence

12. Any Other Business

Task	Person Responsible/Result
Year 12 graduation feedback	Great night but Governing Council members were not invited this year. Usually GC members are invited each year.
New members of Governing Council	<p>Please ensure the code of conduct is read as it provides you with the commitment as a governing council member.</p> <p>Code of conduct will be attached to the minutes. Each new member should receive a folder for storing minutes/ agendas & information. Previous years members have received badges.</p>
Day 1 2021	Karen suggested that the mobile phone policy is relaunched and reiterated on this day.
Next Governing Council Meeting	Meal at the Vine Inn 6:00pm 1 st December
Meeting Dates for 2021 Propose weeks 3 and 8 of each term <ul style="list-style-type: none"> • 9th February • 16th March AGM • 11th May • 15th June • 2nd August • 7th September • 25th October • 30th November 	

13. Meeting Closed at 9:24pm

APPENDIX 2: FINANCE REPORT

1.AUGUST/SEPTEMBER FINANCIAL REPORTS

The following reports were tabled and discussed at Finance Committee Meeting 13/10/20:

- Profit and Loss statement Periods 8 & 9
- Balance Sheet Periods 8 & 9
- Governing Council reports Periods 8 & 9

CANTEEN: PERIODS 8 & 9:

ACCOUNT	AUG AMOUNT \$	SEPT AMOUNT \$
SASIF	\$ 94,916.96	\$ 94,948.71
Cash at Bank (Cheque Account)	\$ 18,622.20	\$ 27,286.52

SUMMARY OF FINANCIAL PERFORMANCE

Period 8 shows a Surplus \$3,721.79 and a YTD Surplus \$13,480.16

The school received Jobkeeper payments of \$3,000 for this period. Cool Room was installed in Sept/Oct Holidays.

Period 9 shows a Surplus \$9,462.72 and a YTD Surplus \$22,942.88

The school received Jobkeeper payments of \$4,500 for this period – school is no longer eligible for JK.

The Principal and Business Manager will continue to monitor the Canteen's viability and will report again to next GC meeting.

SCHOOL: PERIOD 8

GRANTS

AMOUNT \$

VET Innovations (N Campbell from Murray B HS)	\$ 14,597.41
Special Class Leadership Admin	\$ 5,612.95
Global Budget	\$ 879,449.47
Complexity Funding	\$ 40,741.00
Tchr Supplementation – Beginning Teacher	\$ 2,169.28
Tchr Supplementation – TRT Supplementation	\$ 6,228.00
Early Career Teacher Development	\$ 731.00

ACCOUNT AS AT END AUG

AMOUNT \$

SASIF NHS	\$ 1,694,990.38
SASIF TTC	\$ 240,678.78
Cash at Bank (cheque Account)	\$ 45,575.24
Accrued recurrent funding: DfE owed NHS	\$ 104,474.67

SUMMARY OF PERIOD 8 FINANCIAL PERFORMANCE

Period 8 shows a Deficit \$34,219.12 and a YTD Surplus \$671,614.96

Other Revenue in Period 8 (items over \$1,000 listed):

Other revenue:

• International Students	\$ 3,550.00
• Bultawilta Scholarship Wyatt Trust	\$ 3,000.00
• Wine Sales	\$ 5,193.44

Notable spending (over \$1,000) includes:

• IT Submission – CAD	\$	1,707.16	
• Resource Centre resources	\$	2,803.77	
• Text Books		\$	3,408.59
• Home Ec consumables	\$	1,132.63	
• PE consumables	\$	3,634.38	
• Special Ed consumables	\$	3,368.31	
• VET		\$	1,627.10
• FLC – case management	\$	77,700.00	
• FLO – program		\$	2,877.91
• Ag – livestock & show club	\$	1,129.05	
• Auto		\$	1,184.16
• Metal – consumables	\$	4,313.55	
• Electronics – consumables	\$	3,695.21	
• Wood – consumables	\$	1,810.72	
• Bus management		\$	1,953.36
• Info systems –resources	\$	4,781.42	
• Printing – copy costs	\$	1,083.86	
• Printing – Admin/YLM	\$	2,161.45	
• Freight		\$	1,181.91
• Cleaning/toiletries		\$	1,561.50
• Camp Contingencies (Yr 8 Day)	\$	1,213.64	
• Sport		\$	1,350.07

GC Report:**** Variances to budget for Aug:***Under Budget*

- RES: Global Budget – received \$50,813 less than cash flowed
- Parent Contributions: received \$2,080 less than cash flowed
- Salaries: TRTs over \$24,111 (*Will receive Additional TRT Supplementations T3 & T4 2019 & 2020 in Oct RES*)
- Curriculum Maintenance: general savings
- Administration: general savings
- Facilities: general savings
- Utilities & Maintenance: general savings
- Other Expenditure: general savings

Over Budget

- Other Income sources: received \$4,322 more than cashflowed (Invoices raised to Primary schools for their contribution to Bus operation costs, wine sales \$5,193)
- Site Funded works: Ramps Bldg 1 \$12,000 New ceiling staff toilets \$6,490

Non Budget revenue: no budget – offset by Non Budget Expenses

Non Budget Expenses: no budget – offset by Non Budget revenue

Summary of areas over budget:

- Site Funded works: Ramps Bldg 1 \$12,000 New ceiling staff toilets \$6,490

Overall received more income than what was cashflowed and spent less than what was cashflowed

Materials and Services Charges Budget**\$ 456,292****M&S Revenue****Aug****Year to Date**

• M&S	\$	21,291	\$	369,953
• School Card	\$		\$	40,129
• M&S previous years	\$	275	\$	7,193
• Waive M&S Gap (school card)	\$	- 2,671	\$	- 30,853
• Refunds	\$	- 975	\$	- 2,695
Total	\$	17,920	\$	383,727

Uniform Shop - Ann-Marie Ward - Budget Manager's Report for Current Year

Account Details		Budget	PTD	Committed	YTD	Balance	% Bal
<u>Expenses</u>							
E-ZUU-7199-0002	UNIFORM SHOP- COST OF GOODS	\$0.00	\$0.00	\$47,100.70	\$48,671.60	(\$95,772.30)	Budget?
	<u>Sub-Totals</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$47,100.70</u>	<u>\$48,671.60</u>	<u>(\$95,772.30)</u>	<u>Budget?</u>
<u>Revenue</u>							
R-ZUU-8870-09	UNIFORM SALES	\$0.00	(\$3,090.90)	\$0.00	(\$73,441.25)	\$73,441.25	Budget?
	<u>Sub-Totals</u>	<u>\$0.00</u>	<u>(\$3,090.90)</u>	<u>\$0.00</u>	<u>(\$73,441.25)</u>	<u>\$73,441.25</u>	<u>Budget?</u>
	<u>Totals</u>	<u>\$0.00</u>	<u>(\$3,090.90)</u>	<u>\$47,100.70</u>	<u>(\$24,769.65)</u>	<u>(\$22,331.05)</u>	

MURDOOTPA HIGH SCHOOL - Company 1 (Current Year - 2020)

Budgetary Position - Budget Area Details

Aug - 2020

		CURRENT MONTH - Aug			YEAR TO DATE - 2020			END OF YEAR FORECAST		
		Budget	Actuals	Variance	Budget	Actuals	Variance	Budget for Year	Estimated	Variance
INCOME										
(Variance = Actuals - Budget)										
received less than anticipated										
RESOURCE ENTITLEMENT STA		1,007,689	1,046,876	(50,813)	8,781,509	8,765,944	(15,566)	13,172,264	13,150,898	(15,566)
PARENT CONTRIBUTIONS received less than anticipated		20,000	17,920	(2,080)	393,000	363,727	(8,273)	456,292	447,019	(9,273)
OTHER INCOME SOURCES (wine & 5.193 Bus food \$2.516)		3,250	7,572	4,322	39,750	46,872	7,222	49,000	56,222	7,222
NON BUDGET - REVENUE offset by non budget expenses		0	74,975	74,975	0	491,577	491,577	0	491,577	491,577
ACCURED RECURRENT FUNDIN		0	(1,449)	(1,449)	0	(14,999)	(14,999)	0	(14,999)	(14,999)
TOTAL INCOME		1,120,939	1,145,895	24,956	9,214,259	9,673,219	458,960	13,677,556	14,136,516	458,960
EXPENDITURE										
(Variance = Budget - Actuals)										
SALARIES TRS over		935,474	959,585	(24,111)	7,870,457	7,955,226	15,231	11,968,544	11,953,313	15,231
CURRICULUM MAINTENANCE general savings		62,105	32,930	29,175	562,931	428,452	134,479	665,593	532,114	134,479
ADMINISTRATION		27,824	20,250	7,574	88,342	60,933	27,409	115,700	88,291	27,409
SITE FUNDED WORKS Ramps, Sidings, 1st 2nd		11,224	18,532	(7,308)	60,103	41,021	19,082	78,000	56,918	19,082
Facilities staff tickets \$6,490		7,838	2,308	5,530	43,774	24,369	19,405	51,500	32,095	19,405
UTILITIES & MAINTENANCE		44,529	28,272	16,256	343,537	293,641	49,896	512,541	462,645	49,896
OTHER EXPENDITURE		274,988	87,156	187,832	726,987	307,940	419,046	919,621	500,574	419,046
NON BUDGET - EXPENSES offset by non budget revenue		0	23,015	(23,015)	0	79,759	(79,759)	0	79,759	(79,759)
TOTAL EXPENDITURE		1,363,983	1,172,048	191,934	9,696,130	9,091,341	604,789	14,312,499	13,707,710	604,789
NET TOTAL		(243,044)	(26,154)	216,890	(481,870)	581,878	1,063,749	(634,943)	428,806	1,063,749

non Budget Revenue 74,975
 " " Expenses 23,015
 Bal. \$51,960

Cancelled Cheque Adjustment: 10

Closing Balance YTD: 2,001,046

Closing Balance Forecast: 1,847,963

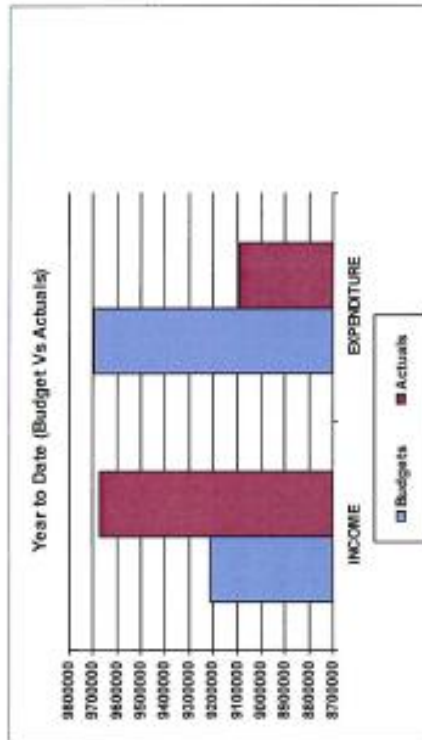
* (Denotes Forecast Actuals have been edited, See Variance notes for explanation)

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Budgetary Position - Budget Area Details

FUNDS AVAILABLE RECONCILIATION		\$
Cash at Bank	46,275	
Add: All Investments	1,954,771	2,001,046
Add: P21 Accrued	104,475	
Add: Prepayments	0	
Add: Receivables	91,332	
Less: Payables	50,892	
Less: Liabilities - ShortTerm	(27,349)	
Less: Liabilities - GST	(17,310)	
Less: Committed Investments	13,570	
Closing Balance:	2,177,049	
Purchase Order Commitments	65,516	
Liabilities - Long Term	0	
Reserves	0	



Received more income than budgeted.
Spent considerably less than

SCHOOL: PERIOD 9

GRANTS	AMOUNT \$
FLO	\$ 156,344.25
Operation Flinders Support Plan	\$ 900.00
SSO Supplementation	\$ 245.40
School Card	\$ 20,064.63
APAS	\$ 2,800.00
Surplus Teacher	-\$ 500.30
Beginning Teacher Supplementation	\$ 3,199.69

ACCOUNT AS AT END SEPT	AMOUNT \$
SASIF NHS	\$ 1,746,768.64
SASIF TTC	\$ 240,760.54
Cash at Bank (cheque Account)	\$ 39,546.97
Accrued recurrent funding: NHS owe DfE	-\$ 3,906.48

SUMMARY OF PERIOD 8 FINANCIAL PERFORMANCE

Period 9 shows a Deficit \$85,950.51 and a YTD Surplus \$585,664.45

Other Revenue in Period 9 (items over \$1,000 listed):

Other revenue:

• Prizegiving	\$ 3,700.00
• Camp – Unit	\$ 3,181.75
• M&S Charges	\$ 1,080.00
• Yearbook	\$ 1,120.00
• Susanne Colling Angas Memorial	\$ 5,000.00
• COVID Cleaning	\$ 7,973.75
• T&D revenue	\$ 2,184.77
• Yellow Bus	\$ 1,031.58
• Wine sales	\$ 2,995.00

Notable spending (over \$1,000) includes:

• Art consumables	\$ 1,960.47
• Grant: Special Schools initiative	\$ 3,120.60
• Grant: VET innovations	\$ 1,321.82
• Resource centre	\$ 1,146.91
• Year 12 Presentation Night & BBQ	\$ 1,308.00
• Home Ec consumables	\$ 1,995.16
• Sport consumables	\$ 1,360.35
• FLO	\$ 1,126.69
• Ag Poultry	\$ 1,220.58
• Woodwork consumables	\$ 3,983.97
• Flexible learning centre	\$ 1,007.58
• School publicity	\$ 2,338.18
• Schools Plus – FLC Crisis	\$ 8,000.00
• Info Systems – computer replacement	\$ 4,078.36
• Info systems – resources	\$ 1,371.72
• Info systems – licences	\$ 2,779.48
• Clickview	\$ 8,366.00
• Print – paper	\$ 1,384.00
• Printing – Admin	\$ 3,261.50
• T&D	\$ 8,137.85

GC Report:

**** Variances to budget for Sept:**

Under Budget

- RES: Global Budget – received \$161,822 less than cash flowed (still awaiting FLO funds)
- Administration: general savings
- Site Funded works: general savings
- Facilities: general savings
- Utilities & Maintenance: general savings
- Other Expenditure: general savings

Over Budget

- Parent Contributions: received \$8,866 more than cash flowed
- Other Income sources: received \$777 more than cashflowed (Invoices raised to Primary schools for their contribution to Bus operation costs \$1,032, wine sales \$2,955)
- Salaries: TRTs over \$38,863 (*Will receive Additional TRT Supplementations T3 & T4 2019 & 2020 in Oct RES*). Savings in teachers & SSOs
- Curriculum Maintenance: final faculty spending

Non Budget revenue: no budget – offset by Non Budget Expenses

Non Budget Expenses: no budget – offset by Non Budget revenue

Summary of areas over budget:

- Salaries: TRTs over \$38,863 (*Will receive Additional TRT Supplementations T3 & T4 2019 & 2020 in Oct RES*). Savings in teachers & SSOs
- Curriculum Maintenance: final faculty spending

Overall received more income than what was cashflowed and spent less than what was cashflowed

Materials and Services Charges Budget		\$ 456,292	
M&S Revenue		Sept	Year to Date
• M&S		\$ 8,131	\$ 378,084
• School Card		\$ 20,065	\$ 60,194
• M&S previous years		\$ 1,461	\$ 8,654
• Waive M&S Gap (school card)		\$ - 790	\$ - 31,643
• Refunds		\$ 0	\$ - 2,695
Total		\$ 28,867	\$ 412,594

Uniform Shop - Ann-Marie Ward - Budget Manager's Report for Current Year							
Account Details		Budget	PTD	Committed	YTD	Balance	% Bal
<u>Expenses</u>							
E-ZUU-7199-0002	UNIFORM SHOP- COST OF GOODS	\$0.00	\$0.00	\$47,100.70	\$48,671.60	(\$95,772.30)	Budget?
	<u>Sub-Totals</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$47,100.70</u>	<u>\$48,671.60</u>	<u>(\$95,772.30)</u>	<u>Budget?</u>
<u>Revenue</u>							
R-ZUU-8870-09	UNIFORM SALES	\$0.00	(\$3,272.71)	\$0.00	(\$76,713.96)	\$76,713.96	Budget?
	<u>Sub-Totals</u>	<u>\$0.00</u>	<u>(\$3,272.71)</u>	<u>\$0.00</u>	<u>(\$76,713.96)</u>	<u>\$76,713.96</u>	<u>Budget?</u>
	<u>Totals</u>	<u>\$0.00</u>	<u>(\$3,272.71)</u>	<u>\$47,100.70</u>	<u>(\$28,042.36)</u>	<u>(\$19,058.34)</u>	

Budgetary Position - Budget Area Details

		Opening Balance: 1,419,157			Opening Balance: 1,419,157		
		YEAR TO DATE - 2020			END OF YEAR FORECAST		
INCOME (Variance = Actuals - Budget)	Budget	CURRENT MONTH - Sep		Actuals	Budget	Variance	Variance
		Budget	Actuals				
RECEIVED LESS THAN ANTICIPATED							
RESOURCE ENTITLEMENT STA #154K	1,097,889	935,887		9,701,811	13,172,264	(177,387)	(177,387)
PARENT CONTRIBUTIONS RECEIVED MORE THAN ANTICIPATED	20,000	28,856		412,593	456,292	(407)	(407)
OTHER INCOME SOURCES	3,250	4,027		50,998	49,000	7,998	7,998
NON BUDGET - REVENUE	0	47,550		539,127	0	539,127	539,127
ACCURED RECURRENT FUNDIN	0	108,381		93,382	0	93,382	93,382
TOTAL INCOME	1,120,939	1,124,691		10,797,910	13,677,556	462,712	462,712
EXPENDITURE (Variance = Budget - Actuals)	Budget	CURRENT MONTH - Sep		Actuals	Budget	Variance	Variance
		Budget	Actuals				
SALARIES TET'S OVER \$38,863	941,842	948,794		8,804,020	11,968,544	8,279	8,279
Savings Transfers	41,339	54,311		482,763	686,593	121,507	121,507
CURRICULUM MAINTENANCE	11,337	10,449		71,382	115,700	28,297	28,297
ADMINISTRATION	1,891	0		41,021	78,000	57,027	57,027
GENERAL SAVING'S	2,538	1,534		25,903	51,500	31,091	31,091
SITE FUNDED WORKS	44,529	37,545		331,185	512,541	455,881	455,881
UTILITIES & MAINTENANCE	97,271	7,074		315,014	919,621	410,377	410,377
OTHER EXPENDITURE	0	19,146		98,905	0	98,905	98,905
NON BUDGET - EXPENSES	0	1,078,853		10,170,194	14,312,499	666,584	666,584
offset by non budget Rev.	1,140,748						
TOTAL EXPENDITURE	1,140,748	1,078,853		10,170,194	14,312,499	666,584	666,584
NET TOTAL	(19,809)	45,838		627,717	(634,943)	494,454	1,129,397

Cancelled Cheque Adjustment:

10

Non Budget Revenue 47,550.
" " Expenses 19,146.
Bal. \$28,404

Closing Balance Forecast: 1,913,611

Closing Balance YTD: 2,046,884

* (Denotes Forecast Actuals have been edited, See Variance notes for explanation)

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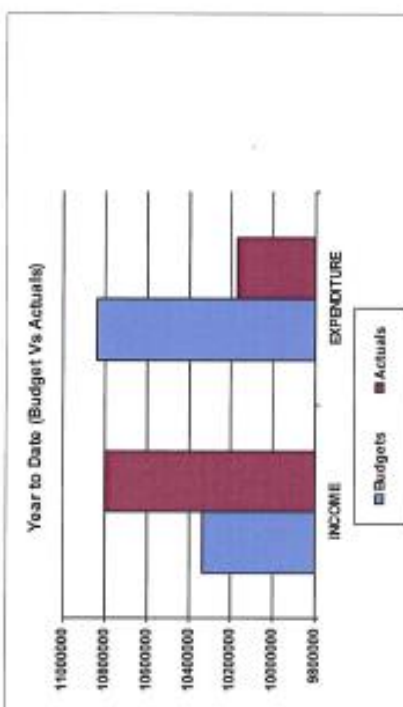
Budgetary Position - Budget Area Details

FUNDS AVAILABLE RECONCILIATION

	\$
Cash at Bank	40,247
Add: All Investments	2,006,637
Add: P21 Accrued	(3,906)
Add: Prepayments	0
Add: Receivables	77,825
Less: Payables	29,571
Less: Liabilities - Short Term	(6,178)
Less: Liabilities - GST	(7,258)
Less: Committed Investments	13,575
	2,046,884

Closing Balance:	2,091,094
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Purchase Order Commitments	91,824
Liabilities - Long Term	0
Reserves	0



Received more income than budgeted.
Spent considerably less "

* (Denotes Forecast Actuals have been edited, See Variance notes for explanation)

Version 3.01 [21/10/2020 8:22:02 AM]

Motion: that the above reports for Aug & Sept are accepted: Moved: Belinda Haeft Seconded: Luke Rothe

2. DRAFT 2021 BUDGET

3. BAD DEBTS

The Governing Council approves the write off of 6 Bad Debts totalling \$2,556 in accordance with the recommendation of the Principal.

Moved: Peter Lange

Seconded: Sharyne Young

4. CURRICULUM/ICT SUBMISSIONS

APPENDIX 3: PRINCIPAL'S REPORT

Year 12 students

Our Year 12 Class of 2020 finished their formal education at the end of this week (week 2). To celebrate this, we held our first whole school assembly since the COVID outbreak. Graduation night is on Friday night at Tanunda.

Staffing Update Term 4 2020

- Blake King has increased to 0.8 behind Jess Schwarz who is on leave in term 4. Steve Radke has picked up Jess' other 0.2.

Staffing Update 2021

A huge congratulations to the following staff who will be in leadership and teaching positions from 2021 onwards:

- Giles Bartram will continue in the HASS/Languages Leader role.
- Erin Dayman has won the Disability Unit/Special Class coordinator role.
- Daniel Gibbs will join us as a Senior School Maths (1.0FTE) teacher. Daniel is currently teaching at Port Augusta Secondary School and will bring with him some great work that he has been undertaking at this school.
- Narelle Hancock has won the Chemistry and Science (0.6FTE) permanent position.
- Vanessa Higgs has won the Psychology and Science (0.6 FTE) permanent position.

Staffing Update 2022

David Vaughan and I have begun the panel process for the permanent primary teachers to be appointed to NHS in 2022.

Year 7 to High School Update

The Executive Team are working on an implementation tool to undertake this work, in collaboration with the Leadership Team. The topics we are addressing via this implementation tool are:

- Curriculum Planning and Student Learning – within our SIP for 2021 we are proposing that we include work on the year 7 curriculum through the writing and numeracy lens
- Staff Planning – we are currently in panel process for 2 teachers from the primary schools. We have also begun looking at non-curriculum SSO hours and how they are deployed. What areas will be most impacted by another 200 plus students?
- Facilities Planning – new buildings (multi-purpose, technical studies and hospitality), Disability Unit and Buildings 15 and 34 (what can be done about these?)
- Budget Planning – we will commence work on this once we have the 2021 budget approved. We need to look at possible student numbers and then implications for staffing in particular.
- School Community – some work on Continuity of Learning has begun with our ATSI students through a Barossa Partnership approach.
- Professional Learning – curriculum leaders are already planning for what needs to be done in this area. At last week's staff meeting, they began/continued some work on the Year 7 curriculum.
- Required Transition – we are already thinking about how we double the current transition process that we have for our Year 7s. Potentially we will have at least 450 new students on day one, 2022!!
- Required Orientation
- Required Engagement

Year 7 Facilities Update

- The preferred tenderers have visited the school.
- Ann-Marie has finalised with faculty leaders the Furniture, Fittings and Equipment (FFE) requests – she is now getting some quotes. There are still some issues to be addressed due to gas capacity etc.
- I have a verbal agreement with the owner of the block diagonally opposite our school to use this as a temporary carpark. I am working with the department re who pays for this temporary car park.

The current start date for the build is December 14th with a predicted finish date in late October, 2021.

New Special Class in 2022

Next Monday, the DU/Special Class staff will finalise their feedback re the plan for the new double classroom building.

Facilities

- There was a capacity audit undertaken of our school by central office. They are currently meeting about the outcomes of this, especially with respect to Buildings 15 and 34. We need additional teaching space and are concerned about the need to re-stump Building 15 given its current state.
- Home Ec kitchens – awaiting quote
- Windows in Admin Building – close to being finished.
- The Asset Assurance Inspection Unit (part of the Department for Infrastructure and Transport) undertook their inspections, testing and audit of our school last Wednesday. They prepare a report for their department which then comes to our department. This also included a conversation about future needs of the school.

FLO /FLC Students for 2021

We are currently finalising who will be FLO (Flexible Learning Options) students in 2021. These students can either be at the Flexible Learning Centre or onsite at the mainstream campus. All of these students have a case manager from an external agency, currently Employment Directions.

2021 Update from the department

- The department has developed resources for curriculum. All schools and pre-schools will continue to have 4 Pupil Free Days in 2021 – it was going to be reduced to 2 days.
- Starting date for 2021 – students return to school on Wednesday January 27th. Schools can have an alternative start date should they choose for staff to attend on Wednesday 20 January, so they do not have to attend on Monday 25 January. The pupil free day can then be held on Wednesday 20 January instead of Monday 25 January. We are currently surveying our staff.
- From the beginning of next year, schools can dismiss 1 hour early at the end of each term, but parents need to give permission for their child/ren. Staff must stay on site until the normal finishing time and supervise any students who need to remain supervised until the normal dismissal time.

Week 9, Term 4

Years 8 and 9 students will have activities throughout the week, culminating in a Splash morning on the Friday. On the Thursday, there will be a Year 9 final assembly with awards and the same for the Year 8s in the afternoon.

Day One, 2021

Students will have a full day in their year levels and commence lessons on the Thursday.



IMPROVEMENT PLAN

2019 to 2021

Steps 4 and 5

Plan Summary

Nuriootpa High School

Goals	Target	Challenges of Practice	Success Criteria
Increase the Writing achievement of our Year 8 and 9 students	All Year 9 students have progressed in Writing as evidenced through NAPLAN All students who were at Band 5 in Year 7 NAPLAN Writing achieve SEA in NAPLAN Writing in Year 9 All students who were close to or in Higher Bands in NAPLAN in Year 7 Writing are in Higher Bands in NAPLAN Writing in Year 9	If all teachers teach the technical vocabulary and specific features of different text types relevant to each learning area, then all students will develop a broader and deeper understanding of writing.	1. Year 8 and 9 students will demonstrate improved writing skills in all subject areas. 2. Year 8 and 9 students will demonstrate greater technical language and more sophisticated vocabulary choices in their writing. 3. Year 8 and 9 students will demonstrate improved sentence fluency, use of correct structure and stylistic techniques. 4. All Year 8 and 9 students have grown in their Writing skills and maintained Higher Bands, where relevant.
Increase the Numeracy achievement of Year 8 and 9 students	All Year 9 students will progress in Numeracy as evidenced through NAPLAN All students who were at Band 5 in Year 7 NAPLAN Numeracy achieve SEA in NAPLAN Numeracy in Year 9 All students who were close to or in Higher Bands in NAPLAN in Year 7 Numeracy are in Higher Bands in NAPLAN Writing in Year 9	If all teachers teach the mathematical understanding and skills in context within their learning areas, then all students will develop a broader and deeper understanding of numeracy. If Maths teachers use a common evidence based approach (Back to Front Maths/Big Ideas in Number), Year 8 and 9 students will gain mastery of numeracy concepts appropriate to their year level.	1. Year 8 and 9 students will demonstrate improved numeracy skills in all subject areas. 2. Year 8 and 9 students will demonstrate that misconceptions have been addressed in Place Value, Multiplication and Division, Decimals and Percentages and Fractions 3. All Year 8 and 9 students have grown in their Numeracy skills and maintained Higher Bands, where relevant.

Step 4

Improve practice and monitor impact



Implement the planned actions for improvement and meet regularly to monitor your impact by answering the question, *'Are we making progress towards our improvement goals?'*. Adjust your actions as required to maximize the impact on student learning.

In the tables below, enter the dates of your monitoring meetings, your assessment of progress towards implementing the actions for improvement, evidence of impact on student learning against success criteria, and next steps. The Quality School Improvement Planning Handbook 2.0 explains how to do this.

Goal 1			
Meeting date	Implementation (Are we doing what we said we would do?) 	Impact (Are we improving student learning?)	Next steps
Enter meeting date	Enter your overall assessment of progress towards implementing actions for improvement. Green is 'on track', orange is 'needs attention' and red is 'not on track'.	Enter the evidence of impact of your actions on student learning against success criteria.	Enter your next steps.
5 th March 2020		<ol style="list-style-type: none"> 1. Begun staff learning on LDAM with a focus on learning intentions. Linked to Writing. 2. All faculties developing at least one written task to be undertaken by each student in term 1 3. ASETO has developed a list of all Aboriginal students and circulated to leaders so that student progress can be monitored at 5 week intervals at Leaders Meetings 4. All staff have developed a PDP and had meetings with their line manager. Within each teacher's PDP there is the commitment to tracking 3 	<ol style="list-style-type: none"> 1. Continue to the focus on LDAM and writing – track teacher commitment to action to determine impact of their pedagogy 2. Run a session for new teachers to the school on the 7 Step Tier 3 Vocabulary process 3. Get Aboriginal Achievement Action Plan endorsed by leaders 4. Leaders looking at curriculum documentation across the school

Step 4

Improve practice and monitor impact



Goal 1

Meeting date	Implementation (Are we doing what we said we would do?) 	Impact (Are we improving student learning?)	Next steps
		students in writing. Within the curriculum SSOs PDP there is tracking of one student's writing.	
3 rd July 2020		<p>Due to COVID there was a focus on re-engaging students during term 2.</p> <ol style="list-style-type: none"> 1. Collaborative moderation of writing tasks was undertaken by each faculty. This identified that some writing tasks needed to be revised. It also provided critical collaborative conversations between staff. Each faculty used the written tasks developed for this process. 2. Progress of Aboriginal students agenda item on Leaders Meeting at the end of term 2. 3. All staff have developed a PDP and had meetings with their line manager. Within each teacher's PDP there is the commitment to tracking 3 students in writing. Within the curriculum SSOs PDP there is tracking of one student's writing. Meetings were held on the last few weeks of term 2. 	<ol style="list-style-type: none"> 1. Follow up from staff commitment to action in term 1 on LDAM with a focus on learning intentions, linked to Writing. Unable to do in term 2 due to COVID19. 2. Identified that faculties are using variations of the Seven Step Tier 3 Process. Faculties to document agreed expectations of teacher sin each faculty and publish. 3. Collaborative moderation session identified the need to review some of the written tasks. Focus of Pupil Free Day in week 2, term 3. 4. What did the leaders notice as part of the PDP meetings about tracking of students? 5. What are faculties doing to support students to remain in Higher Bands? Piece of work to begin with leaders and then with all staff. 6. Principal rescheduling meetings with AET and ASETO re Aboriginal students. At these meetings discuss any students identified at Leaders Meetings. 7. Impact – How do teachers know the impact of their work? Where is it? How do teachers look for this? How do you support students to move from a 'C' to a 'B' or 'B' to an 'A'? What data do teachers need to give this evidence? 8. Differentiation – where is this working? Leaders to unpack this work.

Step 4

Improve practice and monitor impact



Goal 1

Meeting date	Implementation (Are we doing what we said we would do?) 	Impact (Are we improving student learning?)	Next steps
			<p>9. How are you setting your faculty up for success – timetable, curriculum and succession planning?</p> <p>10. Gerri to lead a piece of work in week 1, term 3 with leaders re vision/SIP for their faculty/team as part of building leadership capacity. Ask the leaders to show their thinking and share ready for week 3 discussion. Re-introduce the leadership reflection/development section of Leaders Meetings.</p>
7 th September 2020		<p>Agriculture</p> <p>Faculty staff feel as though they are covering technical vocab well now. Keen to work on more in class and interactive activities to reinforce this. This will be done while teaching the topics throughout the rest of the year.</p> <p>Writing skills are slowly improving in Ag. Consistent focus on this required to enable long term improvements. Tasks are set up to use more technical vocab now- so student expectations are that these words are used.</p> <p>Faculty not convinced we are yet seeing Year 8 and 9 students demonstrating improved sentence fluency, use of correct structure and stylistic techniques. More effort/time required on this.</p> <p>All Year 8 and 9 students have grown in their Writing skills – yes, slowly but surely. Needs long term focus.</p>	

Step 4

Improve practice and monitor impact



Goal 1

Meeting date	Implementation (Are we doing what we said we would do?) 	Impact (Are we improving student learning?)	Next steps
		Maintained Higher Bands, where relevant- need to test student cohort to see maintained higher bands?? Staff mention that the students they track through PDP's are.	
		<p>The Arts</p> <p>Main types of writing at Yr 8 and 9 – evaluation, analysis. Students are using technical terms in context during class discussions and peer to peer feedback and then are able to evaluate their own work in writing using the correct terminology.</p> <p>Use of scaffolding, word lists and HOT questions on task sheets is improving student responses in writing tasks, making their answers more in depth with subject specific language used in context showing a deeper and richer evaluation of their work (rather than saying "It was good")</p> <p>The organization of their thoughts is more logical when students use the scaffolding.</p> <p>Improvement in fluency, expression and vocabulary using the correct conventions of the writing style.</p> <p>Often students are moving up a grade band from Writing piece 1 to writing piece 2 (eg from a C to a B etc)</p>	<ol style="list-style-type: none"> 1. Finish scaffolding of tasks (working towards) 2. Hinge questions, All class responses, Misconceptions <p>How to raise the question at the right time? Phrasing and framing the question in the best way. There are lots of resources, but we need some more PD around what it looks like in a classroom, how to practically apply these ideas and what follows after these strategies are used.</p> <p>Finding the meaning and deeper understanding of how to progress the learning.</p> <p>How to get the best effect and result when using these strategies.</p> <p>Needs to be an expert in the field...a guest speaker...need this for T&D</p> <ol style="list-style-type: none"> 3. Systems for teaching tech vocab. Develop examples how to approach writing about a particular piece (vis art), NEP students resources (key words laminated) making sure that vocab is accessible to all students. Refining technical vocab lists progressing them logically from yr 8 to yr 9 to yr 10. 4. So important to have time to do this collaboratively.
		Design and Technology	Embedding Tier 3 Technologies words in all theory tasks and focusing on these for student understanding and application as

Step 4

Improve practice and monitor impact



Goal 1

Meeting date	Implementation (Are we doing what we said we would do?) 	Impact (Are we improving student learning?)	Next steps
		<p>Writing tasks- directing students to include as many why's and how's of their responses as possible. This has given them far more depth in their responses and has increased detail in their work. Through thinking about why they were making the statement they are then able to more effectively evaluate the processes and better describe them.</p> <p>CAD - Missing word sentences – with key technical vocab lists for year 8s.</p> <p>CAD – year 9s – increase their terminology skills during skill tasks, to describe 'techniques learnt using technical vocab' instead of just saying what they found hard and easy.</p> <p>Automotive – Acronym Task, students learning and implementing correct terminology through group whiteboard task. Continue to use 'Probing questions' when students are unsure usually results in correct response.</p> <p>Electronics – A more focused approach with listing Tier 3 words applicable to the weekly assignment has given students opportunities to engage with the words and link these to writing responses. Improvements in questioning and seeking "reasoning" has been a focal point</p> <p>Automotive – Maintenance task list for students. Probe to establish practical understanding.</p> <p>Woodwork – Creating 3D engraved word walls has in</p>	part of student assessment evidence; Developing creative 'word walls' to enhance understanding and application of key Tier 3 Technological terms used daily in workshop spaces.

Step 4

Improve practice and monitor impact



Goal 1

Meeting date	Implementation (Are we doing what we said we would do?) 	Impact (Are we improving student learning?)	Next steps
		<p>Itself created interest in the Technical terminology. When students are working on a written task they immediately recognize the words etc and comment on it. They then use more of the other terms on the wall as well. Conversely because we have integrated a lot of Technical terminology into our tasks, students who have multiple tech subjects are starting to comment about “not another one of these...”</p> <p>SSO support in Yr8 metalwork when writing a Product Procedure explaining to them to write it like a recipe so someone else can make the task not that “the teacher knows how to make it, so I don’t need to put every step” as the students say.</p>	
		<p>English: We believe the writing is generally on track – although there are some exceptions. We are using systems for tech/tier 3 vocab COVID has had significant impact on tracking in junior classes. Losing the class in semester 2 does not help in terms of tracking or consistency. Unable to determine progress through NAPLAN results due to COVID The fact we have more students taking English subjects at Y12 reflects the success that students are feeling.</p>	Continue refining rubrics so that they are more closely aligned with NAPLAN to ensure that the students are explicitly taught writing skills – conventions, techniques, vocabulary, structure, authorial choice. The rubrics will guide the explicit teaching of skills.
		Flexible Learning Centre	<ol style="list-style-type: none"> 1. Use data more to inform our practice 2. Provide more opportunities for team to discuss

Step 4

Improve practice and monitor impact



Goal 1

Meeting date	Implementation (Are we doing what we said we would do?) 	Impact (Are we improving student learning?)	Next steps
		<p>An integral part of our journey at the FLC in terms of improving student learning has been the development and implementation of the FLC vision, which is 'to empower and inspire our young people to choose their starting directions in life'.</p> <p>In particular our team has developed a broad range of subjects across year levels that provide our students with different opportunities to achieve success and gain accredited learning.</p> <p>A key priority for the FLC is to ensure that our students' wellbeing needs are considered and supported.</p> <p>The work that we have started that links to the NHS SIP links to our vision and has meant that we have identified key areas to further develop within subjects and tasks that we offer our students. This is done by differentiating tasks and developing skills such as writing and vocabulary development. We have started mapping out specific genres across subjects and year levels and are aiming for a more consistent approach with our students.</p> <p>We have also spent time as a team (including case managers) about the work that is important to support our young people to transition or choose their starting directions in life.</p>	<p>individual students' progress</p> <ol style="list-style-type: none"> Further work about the specific genres that students are learning across year levels and subjects Further work about teaching tech specific vocabulary. Further work with ensuring appropriate and meaningful scaffolding is in place for all tasks in each subject. Finding ways to include and link the work that case managers do with students that helps to reinforce key concepts, skills and knowledge. Finding even more opportunities for self and peer feedback or assessment to occur in different subjects Continue to create resources that are specific to supporting students' needs. This also includes the use of assistive technologies. More opportunities for cross-curricular work to occur with students to reinforce key concepts and knowledge. More work on preparing students in understanding performance standards and ACARA achievement standards. Continue to work together collectively to ensure each of the above is considered.
		<u>HASS and Languages</u>	In Languages the chief challenge is the lack of teaching time and continuity from year to year. Developing

Step 4

Improve practice and monitor impact



Goal 1

Meeting date	Implementation (Are we doing what we said we would do?) 	Impact (Are we improving student learning?)	Next steps
		<p>8-10 History and Geography – We have agreed on common technical vocabulary for core compulsory courses at 8-10. Student engagement with and use of technical terms in common assessment tasks has improved and been verified by internal cross moderation. Explicit teaching of terms has improved. Technical vocab is taught in context and a variety of approaches are used depending upon the concept being taught. This will also vary within Depth Studies but key terms have recently been clearly identified within each course outline and teacher feedback on the effectiveness of this approach has been positive.</p> <p>We have shared glossaries for our compulsory History and Geography subjects and specific vocabularies for specialist subjects.</p> <p>Common approaches to the teaching of skills, writing tasks and scaffolds are all shared in a common staff folder. Staff have continued to add to this resource and use the tools widely.</p> <p>In <u>Languages</u> the meta language of language is critical and a central part of assessment, so teaching vocabulary is built into the curriculum and pedagogy. Reinforcing these concepts regularly has an ongoing and increasingly effective impact on student writing. Improvement in student writing has been consistently demonstrated by regular reinforcement of grammatical skills but suffers from a lack of continuity between year levels.</p>	<p>resources to support shared understanding of technical terms and common approaches to writing is therefore the main focus of our ongoing work, particularly because staffing will change with the introduction of Year 7s in 2022. Developing high order thinking and world's best practice is going to require resources, time and future planning so that students grow up in an Australia that is not monosyllabic and monolingual.</p> <p>In HASS subjects, the ongoing development of shared Tier 3 vocabulary lists for all elective subjects and continual development of resources to support literacy rich tasks.</p>

Step 4

Improve practice and monitor impact



Goal 1



Meeting date	Implementation (Are we doing what we said we would do?) 	Impact (Are we improving student learning?)	Next steps
		<p>Health and Physical Education</p> <p>Vocab list resources available and used for major topics across all offered courses.</p> <p>All courses have at least one literacy focus task per term written into the teaching and learning plan, with text types explicitly identified.</p> <p>Literacy scaffolds have been developed for all text types used within the learning area.</p> <p>Technical vocab is mostly taught through the 7-step process, however there are some subject specific variations to contextually apply and engage students in their learning (Gymnastics stations where students do their vocab in a practical context)</p> <p>Students are able to connect their learning from other subjects or tasks. This is evident by their knowledge of the process for learning vocab and knowing how to structure written tasks.</p> <p>12 students (out of 19) received 'A' grades in a task that had a literacy scaffold and vocab focus in Stage 1 PE!</p>	<ul style="list-style-type: none"> • Development and implementation of word walls • Continued embedding of explicit technical vocab processes across whole learning area • Using literacy scaffolds currently in place for each text type to further individualize the scaffolds for each task <p>Resource development and embedding of student response systems, hinge questions and common misconceptions across the board.</p>

Step 4

Improve practice and monitor impact



Goal 1

Meeting date	Implementation (Are we doing what we said we would do?) 	Impact (Are we improving student learning?)	Next steps
		<p>Evidence of improved evaluations in Home Ec since introduction of new scaffold. Structure of writing and quality of responses both showing significant improvement.</p> <p>Students use a variety of mediums to complete their work, as evidenced by the year 8 PE skill procedure task.</p> <p>Noticeable difference in student assessment task achievement between students fully engaging in the explicit vocab teaching and those who do not. Much higher achievement noticed in students fully invested vocab tasks</p> <p>In Food Tech, students have shown huge growth in spelling and understanding, shown by difference in results from pre-tests and end of topic 'tests'.</p>	
		<p>Maths Technical Vocabulary words included in course outlines for all year 8 – 10 courses.</p> <p>Faculty agreement on how Technical Vocabulary is taught across all courses.</p> <p>All courses have at least one literacy based assessment task (Mathematical Report on an investigation). Technical</p>	<p>Ensure that all written tasks clearly identify all technical words required.</p> <p>Development and implementation of word walls.</p> <p>Re-developing the common rubric being used for years 8 – 10 to be more specific to each assessment task. Clearly aligning rubrics with assessment tasks.</p>

Step 4

Improve practice and monitor impact



Goal 1

Meeting date	Implementation (Are we doing what we said we would do?) 	Impact (Are we improving student learning?)	Next steps
		<p>Vocabulary required is clearly identified in tasks in most tasks.</p> <p>Scaffolded writing template included with all mathematical investigations. Faculty has a common understanding of the expectations of how templates are used.</p> <p>Common agreement that writing templates have clearly improved the writing of students in all courses. There are still a number of students who have not engaged in completing written reports, despite the scaffolded templates being provided.</p>	
	/	<p>Science: Applying the literacy steps to teach the technical vocab has seem some improvement. Evidence for this has come from the positive improvement shown between the Pre and Post Technical Vocab tests and the greater use of these terms when explaining the science concepts in practical reports, research tasks and end of topic tests. Some stretch questions are embedded in each of the summative tasks to challenge many of the students, especially those above SEA. These same tasks have been adjusted to other versions that contain more scaffolding, less writing and a narrower range of choice in some cases to avoid the more difficult topics. Some students above</p>	<p>Our next steps ae to form a bank of questions to use in a number of the formative 'all student response' techniques to help with the LDAM strategy.</p> <p>A lot of the rubrics and scaffolds require a fair bit of reading so we are going to make posters about specific skills, such as how to draw a table, a graph, the meaning of variables, errors, etc. We are also preparing some lower end vocab definitions to use as flash cards for the technical vocab.</p> <p>We also looked at some online platforms to help with the formative all student response techniques. Eg: Kahoot</p>

Step 4



Improve practice and monitor impact





Goal 1

Meeting date	Implementation (Are we doing what we said we would do?) 	Impact (Are we improving student learning?)	Next steps
		SEA have used SACE level answers in discussing errors at year 10 this year. There has been a focus on students improving their graphing skills and ability to interpret graphs. Many students in second semester have been more capable in this area, having carried their learning from semester 1 compared to previous years. A few more tasks were developed with heavy scaffolding this year, based on the Stephen Graham technique resulting in some higher quality work. It should be noted that some students are still not engaging or submitting work, despite this spoon-feeding approach. This also needs to be reduced in later years until they can do it themselves.	can be adjusted so that the students can wait for 5 seconds before answering without any effect on the score-this will give some of the critical pause that we need. We are also looking at the Kahoot tools for analysing the student answers to help with planning the next lesson. We also discussed going through the rubric in sections at a time spread over a few lessons.
		Special Education Technical vocab is introduced with new topics and displayed and referred to around the rooms or in glossaries. Terminology is written into tasks with the expectation that students refer to it. Past and present tense understanding has been demonstrated both orally and in written text. Wushka training showcased the comprehension capabilities and has been a focus mainly in Peter Shute's class. A class novel has been purchased for the Senior Class "Soon" written by Morris Gleitzman	Continue to build technical vocab and display word walls Investigate a whole Unit & Special Class literacy program and tracking system.... <ul style="list-style-type: none"> Running records Big Ideas in writing Erin and Tara to design a scope and sequence to include the English Strand. Create a coherent task design template to include learning intention, success criteria and assessment outcomes which can be uploaded to daymap.


Goal 2

Meeting date	Implementation (Are we doing what we said we would do?) 	Impact (Are we improving student learning?)	Next steps
5 th March 2020		<ol style="list-style-type: none"> 1. All Year 8 classes have undertaken diagnostic test to identify Misconceptions 2. All Year 8 Maths teachers teaching one lesson per week to address the Misconceptions 3. Two teachers to attend training in Back to Front Maths 4. Two Year 8 Maths classes focusing on Misconceptions 2 lessons per week with students identified as having high needs 5. One new teacher team teaching with experienced teacher to model using Back to Front Maths 6. Assistant Principal Learning Needs and Principal visited Tanunda Disability Unit to look at ABLES and Big Ideas in Number as a foundation for working with DU and Special class teachers and SSOs 	<ol style="list-style-type: none"> 1. Ongoing professional development of Maths faculty teachers and SSOs in Back to Front Maths – sharing of expertise and resources 2. Close monitoring of students in Misconceptions classes re their progress 3. Begin work with the DU and Special Class teachers on ABLES and the Australian Curriculum
3 rd July 2020		<ol style="list-style-type: none"> 1. Ongoing professional development of Maths faculty teachers and SSOs in Back to Front Maths – sharing of expertise and resources 2. Close monitoring of students in Misconceptions classes re their progress 3. AP Inclusive Education and Principal met with DU leader at Tanunda PS to gain information about ABLES 4. Principal has begun 2 lessons per week with AP: Inclusive Education and SSO in Big Ideas in Number starting with Trust the Count with one class. Students have had a diagnostic test. Beginning to develop resources for teachers to use in this area. 	<ol style="list-style-type: none"> 12. Maths faculty continue to explore the Misconceptions work and how to have the highest impact. 13. Begin work with the DU and Special Class teachers on ABLES and the Australian Curriculum with the starting focus being Big Ideas in Number and Back to Front Maths. Focus on listening to students and understanding their thinking as part of the learning sequence in Number.
		Maths	Training for all year 8 staff in addressing misconceptions

Goal 2

Meeting date	Implementation (Are we doing what we said we would do?) 	Impact (Are we improving student learning?)	Next steps
7 th September 2020		<p>Some students in year 8 are being tested for misconceptions using Back to Front mathematics. Misconceptions for these students are then identified and addressed before students continue with the Australian Curriculum. This work is being continually done throughout the year, focusing on the numeracy needs of the topics being covered.</p> <p>Students in year 8 Numeracy classes are doing 2 lessons per week on addressing misconceptions. With the other 3 lessons on Australian Curriculum.</p> <p>Focus in year 8 classes has been on “Place Value” and Multiplicative Thinking”.</p>	<p>needs to be provided. Only two staff have had formal training in diagnosing and addressing misconceptions using Back to Front Maths.</p> <p>More focus needed on ensuring that ALL staff teaching year 8 students are addressing misconceptions throughout the year. Training will allow staff to feel more comfortable in doing this in their classes.</p>
		<p>Special Education</p> <p>Big Ideas in Number Program has been started in the Special Class with student’s progressing from “Trust the Count” to Place Value and Multiplicative Thinking. Students are engaged, challenged and problem-solving way beyond our expectations.</p> <p>Differentiated teaching has supported each student's progression to understand Regrouping, Place Value and operational problem solving.</p> <p>Technical vocab is introduced and checked for practical understanding. A word wall is on display.</p> <p>We are working towards giving each student the confidence and knowledge to have a solid foundation and understating of mathematical concepts and progress through the ‘Big Six’ ideas in number.</p>	<ol style="list-style-type: none"> Teachers to use the diagnostic results to differentiate the learning tasks and “group for purpose” to teach the required learning and provide practice time for students to demonstrate their consolidated understanding before progressing them to the next stage of learning. Scope and Sequence – Stephen and Jenelle will undertake a scope and sequence design to cover the Australian Curriculum mathematical strands so all areas of math will be covered across year levels within a continuous cycle. Gerri to continue our Faculty training sessions to monitor staff and student progression and promote a united approach to improve numeracy skills across the Special Education faculty. Track student leaning through “Big ideas In Number” data collection.

Goal 2

Meeting date	Implementation (Are we doing what we said we would do?) 	Impact (Are we improving student learning?)	Next steps
		Training of all Special Education Staff led by Gerri, has commenced with three sessions so far. All staff have actively engaged, and three out of four classes have completed the “Trust The Count” diagnostic testing to differentiate the learning that each student requires to move them to the next level of understanding.	



**Education
Standards
Board**

early childhood to
senior schooling

29 September 2020

Ms Gerri Walker
Principal
Nuriootpa High School
Penrice Road
NURIOOTPA SA 5355

Dear Ms Walker

The Department for Education submitted an application on your behalf in September 2020 to extend the year levels of education services to include Year 7 at Nuriootpa High School. This forms part of the commitment to move Year 7 into secondary school settings in line with other states and territories in Australia.

The Education Standards Board has approved the application to extend the education services provided to include year 7 for Nuriootpa High School. Your school's registration details have been updated on the South Australian schools register.

Attached is a certificate of registration for Nuriootpa High School which must be displayed in a conspicuous place within the school at all times pursuant to Part 5, S 45 (2) of the Act.

Registration on the schools register is ongoing and subject to the continued obligation to meet the *Standards for Registration and Review of Registration of Schools in South Australia*. According to the Regulations, all schools must undergo a review of registration once in a five year cycle of registration however a review of registration can occur at any time. Schools will be notified at least 21 days prior to a review of registration.

Should you require further information, please do not hesitate to contact the office on 8226 1215 or email ESB.Schools@sa.gov.au.

Yours sincerely

Christine Chatburn
Registrar
Education Standards Board

