

Southern Cross District High School Annual Report 2023



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School Overview

Southern Cross District High School, located in the Eastern Wheatbelt, provides contemporary education for around 66 students from Kindergarten to Year 10. Our small student population enables us to offer a personalised learning environment, whilst also providing a breadth of curriculum, teacher expertise and resourcing. Foremost, our school aims to empower students with the values, skills and knowledge essential in becoming valued members of their local community and beyond.

Staff and students strive to achieve their personal best, though we understand success comes in different forms for each individual. We implement the Positive Behaviour Support Program and its central philosophy, that promoting positive behaviour and expectation creates the best learning environment and expect staff and students alike to reach for our Positive Behaviour Support 'Stars'.

Our highly motivated and caring staff provide quality learning opportunities for our students in a safe and supportive manner, with a strong emphasis on strengthening relationships. Specialised early childhood and primary teachers, together with support staff, deliver individualised, innovative and engaging programs. Our specialist secondary teachers provide a diverse curriculum so students positively transition to senior schooling and beyond.

Recognising that parents and the broader community play a vital role in supporting our initiatives, we have forged strong links with our local community. This includes the local mining and agriculture industry. We have formed partnerships with several families who have been in the district for generations, through partnerships with the local Shire, businesses, mining companies, sporting organisations and neighbouring schools. These partnerships are strengthened through our staff, many of whom play an active role in the broader community.

Southern Cross District High School provides a safe, happy and supportive learning environment.





Principal's Message

I am very proud to be the Principal of Southern Cross District High School. Our school is not only highly regarded by the local community, but it is a focal point of our Southern Cross community. The school community recognises that we have an unrelenting emphasis to improve student outcomes which focuses on academic, sporting and cultural achievement, as well as a high-care service to students as distinguishing features of Southern Cross District High School.

This school is a learning and connected community, where student needs are placed at the forefront of every decision made. Our commitment to this includes implementing evidence-based programs that pursue excellence to ensure that all students achieve and strive for greatness at the level of which they are capable.

As your Principal, I take pride in leading an exceptional school community. In 2023, the leaders and staff at SCHS, through their current unity of focus and commitment to improved teaching and learning, focused on accelerating learning using evidenced based practises. This resulted in the development of a common efficacy where opportunities being afforded to our learners is of the highest quality and meets the diverse range of interests and learning needs.

I look forward to continuing our SCDHS narrative, of improving student outcomes, as we continue our trajectory of whole school excellence through our commitment to our students, caring and inclusive learning environments and ultimately, being a school of innovation that others aspire to. As Principal, I give you my commitment that I will endeavour to embed a sense of lifelong learning with the staff so that they can maintain their 21st century educational currency. I will ensure that we will prioritise our students to be problem solvers, collaborators, higher order thinkers, positive citizens who believe in inclusivity and are technologically aware to become 21st century digital natives who will be able to confidently contribute to our global society. I have ensured that all our Middle School students now have face to face teachers, and for 2024, we have a full contingency of permanent staff.

The 2023 Annual Report provides a summary of our school's performance over the past year. The 2023 Annual Report is an overview of our performance data, as well as a celebration of the fantastic year that was 2023. Whilst we have analysed performance targets outlined in the 2020-2023 Business Plan, due to the changes in staffing and interruptions from COVID, the School Board Agreed that we needed to extend the life of our Business Plan to 2023. We have commenced the development of a new Business Plan and we will share this with our school community in 2024.

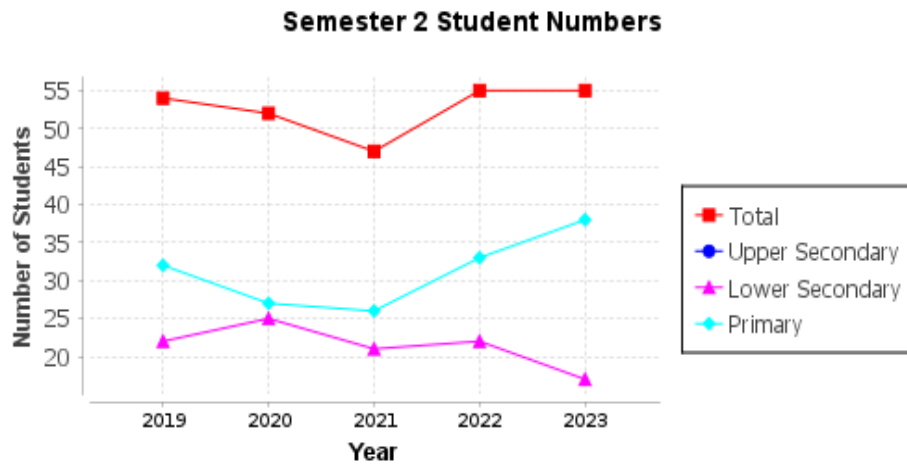
Southern Cross District High School is proud to announce that we undertook a Public School Review in Term 4, which looked at:

1. Relationships and Partnerships
2. Learning Environment
3. Leadership
4. Resources
5. Teacher Quality
6. Student Achievement and Progress

Our results of this review were fantastic. We received a three year return, which meant that the Southern Cross District High School presented evidenced based on the above and external providers validated all our findings to a high degree.

Finally, I would like to express my deepest and sincere gratitude to members of the School Board for their strong governance and Parents' and Citizens' Association for their continued support of the school, the Executive Team, the dedicated staff and students, their loyalty, energy and achievements are seriously appreciated by all, our wonderful volunteers who tirelessly give their time to us and of course, to our students, who are the reason we are here. It is with great pleasure and pride that I present to you the Southern Cross District High School Annual Report for 2023.

LOUISE DAVIDSON
PRINCIPAL



Comments:

Student numbers have fluctuated over previous years as we have a transient population. With some mining companies in the region moving to a drive-in drive-out workforce, and a number of local farms being bought up by larger farming ventures the number of families in town has declined over the past few years.

Families with younger students often choose to enrol their children at the local private school as they operate a 3-year-old program, which affects our Kindy and early childhood enrolments.

We are excited to show that our numbers are improving. This graph has not captured all our students and our trends are on the incline.



Workforce composition

Staff Numbers

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	1	1.0	0
Total Administration Staff	2	2.0	0
Teaching Staff			
Other Teaching Staff	7	6.2	0
Total Teaching Staff	7	6.2	0
School Support Staff			
Clerical / Administrative	3	1.7	0
Other Allied Professionals	7	2.2	0
Total School Support Staff	10	3.9	0
Total	19	12.1	0

Comments:

Southern Cross DHS's workforce is based on a blend of community people, and those who apply to work with us from a variety of other locations. The school has experienced teachers who drive the teaching and learning schedule of the school. Administration had been stable for 2023 and this will continue into 2024, retaining the same Principal, Deputy Principal, and same Manager of Student Services.

In 2023, like most schools in the Wheatbelt we struggled to find staff and sought the services of several flying squad teachers, who all brought their different skill sets to engage and continue the education of our students.

Attracting and retaining teachers has historically been a challenge, largely due to our location and housing accessibility.

However, 2024, sees us with a full contingency of permanent staff, continuing in their teaching roles.



Student Attendance

Attendance Overall Primary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2021	93.9%	91%	92.4%	90.2%	80.8%	76.8%	93.4%	89.4%	91%
2022	87.1%	85.5%	88.3%	87.8%	69.3%	69.5%	87.2%	83.1%	86.6%
2023	76.2%	88.2%	90.3%	78%	75%	74.3%	76.5%	86%	88.9%

Attendance Overall Secondary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2021	87.9%	84.2%	86.5%	83.8%	65.2%	62.6%	87.5%	80.8%	84.4%
2022	84.6%	79%	83%	74%	58.5%	55.2%	84%	75.8%	80.4%
2023	79.7%	81.4%	84.9%	null%	null%	null%	79.7%	78.2%	82.5%

Analysis and impact of evidence

The Overall Primary attendance in 2023 was 78.10% which is below that of like or WA Public schools. Overall Secondary attendance was 80% which was above like schools but below WA Schools.

Attendance at Southern Cross DHS is often subjective to requirements for students or family members to attend appointments in Perth or other regional centres. Illness travels quickly in a small community, so it is also a significant factor in attendance at various times throughout the year, particularly in 2023 with Influenza A and another bout of COVID.

How non-attendance is managed by the school

ATTENDANCE PLAN

The school's Attendance Plan supports improvement in this key area. It is acknowledged that severe attendance issues remain a concern, especially at the middle school. These issues are complex and difficult to resolve.

The Attendance Plan contains Targets and importantly focuses on Monitoring and Follow Up Procedures, Intervention Strategies, Recognition Strategies and Data Collection. Notably, the plan includes the strategy of building a range of options to re-engage students especially those with anxiety as anecdotally this is becoming more frequent with the non-attending students.

We have a current attendance rate of 78% and this is impacted by a family with three children who are weak attenders.

Attendance – Primary (Years 1-6)

Primary student attendance in 2023 was 77.%, not as high as like or even DoE public schools.

The 2023 attendance rates in the primary and middle school campus, especially Semester 2, have been impacted by COVID-19.

Parents are called regularly when a student is absent without a reason, in aim of reducing any unnecessary absences. Parents of students in the 'indicated', 'moderate' and 'severe' categories are contacted to discuss the impact that the student's attendance is having on their education. If an improvement is not noted, parent meetings are conducted to put a plan in place.

Attendance – Secondary (Years 7-10)

Secondary student attendance in 2023 was only just below that of and DoE Public Schools.

Covid-19 has impacted upon our attendance, but it remains a concern on our Middle Campus. We have refined our processes to ensure more accurate record keeping.

Our follow up with parents is now a daily occurrence for any absence. Letters from the Principal are sent to follow up with parents for students in the moderate and severe categories, but an increasing trend of mental health related issues noted, particularly anxiety, as the reason for absences is of concern. Additionally, a changing demographic of students enrolling whose poor attendance is already a concern, often with parent consent, upon enrolment is a contributing factor.

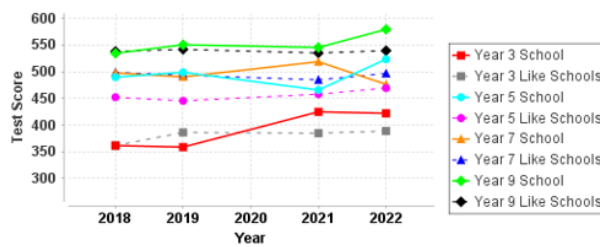
We have been actively involved with Attendance and Participation officers in the Region. As attendance is often an indicator of engagement, staff meeting discussions are held on engagement in classes with our staff.

We have also instigated a vulnerable families meeting, in which small children attend and the Shire, WAPOL, the men's shed and the nurse practitioner, to discuss how to best support student attendance.



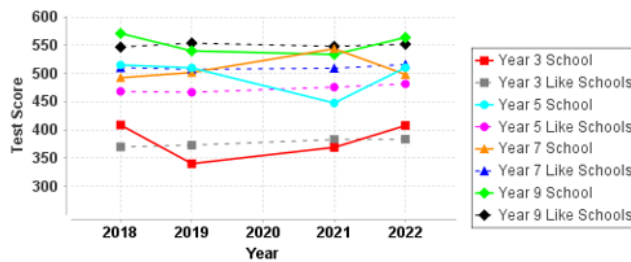
Student Achievement and Progress

Average Grammar & Punctuation Score



This graph indicates the performance of our students in the NAPLAN Grammar and Punctuation assessment, compared to Like Schools. Our students are above like schools for all year levels except for Year 7, which is only slightly below that of Like Schools. These are great results; however, we would like them to be even better.

Average Spelling Score



This graph indicates the performance of our Yr 3, Yr 5, Yr 7 and Yr 9 students in the NAPLAN Spelling assessment, compared to Like Schools. Our students are above like schools for all year levels except for Year 7, which is only slightly below that of Like Schools. These are great results; however, we would like them to be even better.

Average Writing Score

Year	Y03		Y05		Y07		Y09	
	School	Like Schools	School	Like Schools	School	Like Schools	School	Like Schools
2023	319	388	391	442	490	484	513	524

This table indicates the performance of our Yr 3, Yr 5, Yr 7 and Yr 9 students in the NAPLAN Writing assessment, compared to Like Schools. We are below that of like schools in every year level, except Year 7.

Average Reading Score

Year	Y03		Y05		Y07		Y09	
	School	Like Schools	School	Like Schools	School	Like Schools	School	Like Schools
2023	299	358	445	449	480	487	530	533

This table indicates the performance of our Yr 3, Yr 5, Yr 7 and Yr 9 students in the NAPLAN Reading assessment, compared to Like Schools. We are below that of like schools in every year level. Our future plans for 2024 include the implementation of PreLit and Initialit in the primary school to improve these results.

Average Numeracy Score

Year	Y03		Y05		Y07		Y09	
	School	Like Schools	School	Like Schools	School	Like Schools	School	Like Schools
2023	329	388	433	448	500	490	524	530

This table indicates the performance of our Yr 3, Yr 5, Yr 7 and Yr 9 students in the NAPLAN Numeracy assessment, compared to Like Schools. We are below that of like schools in every year level, except for Year 7, where we are above like schools. The results do show however, that we are quite close and can improve for 2024.

Analysis and impact of evidence

During analysis of our 2023 NAPLAN Data, the staff reflected and discussed individual and whole school results. The Comparative performance data was a good summary document to start with as it gave us a good overall snapshot of how well we've gone in comparison to the previous years and against like schools. The data highlights that our students are progressing above that of like schools or only just slightly below. This is a fantastic result and highlights the dedication of our learners and staff to improve their results.

Staffing changes also had an impact in 2023. We had several flying squad teachers to support our staff. Attracting staff to our school, due to its location, and housing, is a situation that we deal with each year.

Why are we seeing these results and what are we going to do about it?

Year 3 – Staff felt our Year 3 results were pleasing. This could be attributed to our all-encompassing Early Childhood program which, with our small numbers, provides an individualised program in the early learning years. A consistent explicit instruction approach was also recognised. Considerations moving forward are to continue these programs but to also have an emphasis on Daily Writing to keep improving sentence writing skills.

Year 5 – Staff recognised that this cohort of students have improved performance and whilst still a small cohort, they continue to be competitive in 2023.

Year 7 – Staff analysed the data and felt that our Year student results highlighted the fact that these students are improving overall.

Year 9 – Assessment of the Year 9 data highlighted that our students are close to like school results, and we hope to build on these for 2024.



Parent/student/teacher satisfaction with the school**2023 School Opinion Survey, mandated as a whole system for 2023, due for Southern Cross in 2023.**

In 2023 the school conducted the biannual community survey. The survey is given to staff, students and parents.

QUESTION	STAFF	STUDENTS	PARENTS	MEAN	%	IMPROVEMENTS
Teachers at this school expect students to do their best	4.6	4.0	4.3	4.3	86%	High expectations for differentiated pathways is important for all students to succeed at their best.
Teachers at this school provide students with useful feedback	4.4	3.7	3.8	3.97	79%	We provide 2 formal reports per year and two informal reporting meetings, more communication is required.
Teachers at this school treat students fairly	4.4	3.3	3.7	3.94	79%	We need to follow our PBS Matrix explicitly to ensure that all parties feel students are treated fairly.
The school is well maintained	4.1	3.7	4.3	3.7	80%	We have wonderful gardens and great cleaners.
Students feel safe at this school	4.1	3.4	4.0	3.84	77%	Continue to provide students with an opportunity to voice their opinions and allow students the opportunity to take risks.
Students at this school can talk to their teachers	4.3	3.6		3.95	79%	Continue to listen to students to ensure that they feel 'heard' both educationally and social emotionally.
Parents at this school can talk to teachers about their concerns	4.4		4.3	4.35	87%	Continue to listen to parents to ensure that they feel 'heard' and that any concerns are acted upon.
Student behaviour is well managed at this school	3.6	3.0	3.6	3.4	68%	Continue sharing of PBX Matrix and Behaviour Management Policy.
Students like being at this school	3.9	3.8	3.6	3.77	74%	We also like our students being at this school.
The school looks for ways to improve	4.4	3.7	4.1	4.07	81%	We constantly reassess resources, the way we teach, the way we assess
The school takes staff (students/parents) opinions seriously	4.2	3.4	3.9	3.84	77%	Continue to provide a safe space for all to have their voice heard and respected.
Teachers at this school motivate students to learn	4.1	3.9	4.0	4.0	80%	Continue to adapt to evidence based practices and assessments, aligned to the recently developed DoE Teaching for Impact. Continue to invest in our staff with PL and resources. Continue to focus on PBS to engage students.

Students' learning needs are being met at this school	3.9	3.7	3.8	3.8	77%	A variety of pathways have been set up to allow for students to succeed at their own level of ability.
The school works with parents to support student learning	3.9	3.7	4.0	3.87	78%	Teachers communicate regularly with parents and within a conference for more formal meetings
I receive useful feedback about my work at this school	4.1			4.1	82%	Continue to have an 'open door' policy for families and offer support and feedback. Continue with formal letters of recognition, and other forms of recognition.
Staff are well supported at this school. My teachers are good teachers.	4.4	3.7		4.05	81%	Continue respectful relationships. Promote our great teaching practises in the newsletter and on facebook.
The school has a strong relationship with the local community	4.2	3.7 (Me)	4.1	4	80%	Continue to invite community to the school for special days. Student leaders provide leadership and invite community in for special days. Community members volunteer their times at school for reading, breakfast club and library.
This school is well led	4.4		3.9	4.15	83%	Continue to support school community.
I am satisfied with the overall standard of education achievement	3.9		3.8	3.85	78%	Fine tuning of pathways to support learning.
I would recommend this school to others	4.2		4.0	4.1	82%	This is a fantastic shout out for our school
Teachers at this school are good teachers	4.3		4.4	4.35	87%	Teachers are committed to engaging students; however, the use of Teaching for Impact is enabling us to fine tune our skills, along with the SC Teaching Quality and learning way.
Teachers at this school care about their students	4.5		4.0	4.25	85%	We are a small community, and we see students in and out of school, so therefore there is a stronger relationship with students.

These are fantastic results and we are very pleased, however, we will always strive to improve on these.



BUSINESS PLAN REVIEW

Southern Cross District High School Business Plan Review (2020– 2023)

Business Plan Foci		How are we going?	How do we know?	Where to next?
<div>Improvement Areas Identified</div> <div>Successful Learners</div>	The implementation of strategic plans for Literacy and Numeracy.	Creation of Professional Learning Communities in Literacy and Numeracy	Creation Of PLC in Literacy and Numeracy Creation of Operational plans in Literacy and Numeracy Operational Plans Low Variance, connected practise: 2-6, Orego Maths, Mathletics 2-6 Spelling Mastery 7-10 Maths Pearson 7-10 Face to Face Teachers Use of Judging Standards Use of Backward Mapping	Programmed PLC Meetings into Term planner
	The implementation of age appropriate and targeted instruction programs in Literacy and Numeracy.	Staff have agreed to Schedule A and School Self-Assessment Schedule SAER Coordinator in Deputy Elastik testing to address gaps, All staff upskilled on SEN Reporting	Students have face to face teaching and differentiated plans SEN Reports Structured Feedback for all students Data analysis: NAPLAN, OLNA, On-entry, PAT	SAER Coordinator to share SAER flow chart
	Staff continuing to develop collaborative, whole school approaches to teach and promote positive social behaviour for students through PBS.	Staff provide positives for students with blue slips outlining the 5 Southern Cross Stars PBS focus for each term PBS lesson for each term	All staff upskilled on PBS Matrix All staff share information on behaviour both inside the classroom and in the playground PBS Focus areas on Term planner for whole community to see	Value given PBS to high school for end of term incentives This then links automatically to Good Standing Policy
	The review and successful implementation of a whole-school attendance strategy.	Attendance Policy is followed Lessons are engaging for all students	Principal and Deputy regularly send out letters of Attendance Non attenders are contacted by Principal, Deputy and Front office regularly Strong Attendance Policy Student Leaders adhere to strict Attendance in their contract Good Standing Policy highlights on time attendance	Continued focus on engagement and attendance Staff to also contact parents to encourage student attendance
	Implement a whole school, evidenced-based explicit and instructional teaching model.	All staff have developed the Quality Teaching and Learning Southern Cross Way	Classroom Observations carried out Whole school culture carried out Shared with Board and school community	Involve community and students as next level Continue to embed the use of explicit teaching in all curriculum areas, including the use of learning intentions, success criteria goal setting and the provision of explicit feedback to <u>students</u>
	Increased recognition and celebration of academic and non-academic success.	As a school we are support the recognition and celebration of all our students in academic and non-academic success	Merit Awards Excursions Blue card <u>draw</u> Results of top 3 End of year awards Good standing Attendance Awards	Align all certificates to highlight SCDHS
	Staff continuing to support students to improve and maintain their social and emotional well-being through individual case management.	Staff are residents of SC and are in touch with the students and families. They have strong recognition of student's social and emotional well-being All students participated in the SEW Survey	Adopt plans to support vulnerable students Developed targeted intervention plans and processes to meet the needs of vulnerable students, in conjunction with parents and other stakeholders Provide early years intervention Education Assistants are part of case conferences to develop goals and activities and provide individualised support Professional learning is evidenced in PM planning Student identification and referral processes are reviewed regularly PAT social and emotional testing Wheatbelt social and emotional testing	Continue with case conferences PBS Whole school approaches Building on whole school mental health action plan to better support our whole school community
	Early Childhood remaining a priority and staff continuing to use the NQS Framework.	Early childhood education and pathways continue to be a strong focus at SCDHS	PB NQS Meetings Review Annually	Ongoing learning through Review

High Quality Teaching & Leadership	Staff effectively differentiating and catering for the needs of all students.	Differentiation of the curriculum is part of our core business at SCDHS to ensure success for all students	Use of SEN Plans Literacy Invention Individualise programming Use of SCSA to develop MAG Plans	Working with SAER and Literacy and Numeracy PLC to develop targets to support individual students to close the gap
	The implementation of strategic plans for Literacy and Numeracy.	Literacy and Numeracy plans for Intervention and for Quality Teaching have been developed and shared with the School Board	Creation of PLCs in Literacy and Numeracy Creation Of Literacy and Numeracy Operational Plans Low Variance, connected practise: 2-6, Orego Maths, Athletics 2-6 Spelling Mastery InitialLit 7-10 Maths Pearson 7-10 Face to Face Teachers Use of Judging Standards Use of Backward Mapping	Continue with PLC's
	Teachers actively using the AITSL standards.	Teachers actively engaged in using the AITSL standards as do the Executive	Performance Management TRBWA Alignment of PM, Business Plan and PL	Alignment of best practises for quality teaching, developing explicit teaching practises, pedagogical approaches, PM, PL and action research.
	Implement a continuous performance management cycle.	PM is carried out in Term 1 and Term 4	All staff are actively engaged in performance management and develop professional learning plans to upskills themselves to address special goals	Teachers to be given time to observe each other and for members of the Exec to observe classes
	Ensure programming and evaluation processes are in place to allow staff to work collaboratively.	Implementation of Common Assessments, Connected practises and low variance in primary and across high school programs	Agreed school wide assessment schedule is supported by all staff Staff are utilising a variety of different programs and assessments and work collaboratively	Would like to develop greater shared dot, but lack of staff and small school makes this very difficult Would like to develop <u>PLC's</u> to align action research that relates directly to business plan
	Further develop the expertise of Education Assistants.	EA's currently at school are long standing members of the community.	Introduction of SAER Coordinator, has taken on <u>EA's</u> as a form of best practises PM for EA's	<u>EA's</u> to share information and best practises in staff meetings
	Leaders continue to build the curriculum knowledge of all staff.	Leaders continually upskills and build curriculum knowledge of all staff.	School Development Days Early close Meetings Staff meetings PL to allow staff opportunities to strengthen their professional expertise PM Mentor teachers available for graduate teachers	Staff pro-active in their needs for PL Online PL mandated and <u>chosen</u> Support for staff teaching out of learning areas.
	Develop staff who have sufficient capacity, resources and support to deliver effective programs.	Provide leadership opportunities for staff Provide support and opportunities for staff to strengthen their professional expertise	Staff present at early close meetings Staff present at staff meetings Staff present at school development days Staff mentor early teachers or new teachers Utilise student surveys for regular student feedback on progress and understanding Distributed Leadership throughout the school	Staff to share action research Distributed leadership where school leaders are able to develop their leadership skills. Staff given opportunity to attend Emerging Leaders professional learning.
	Increased distributed leadership opportunities for all staff.	Provide leadership opportunities for staff Provide support and opportunities for staff to strengthen their professional expertise	Distributed Leadership throughout the school Staff present at early close meetings Staff present at staff meetings Staff present at school development days Staff mentor early teachers or new teachers Utilise student surveys for regular student feedback on progress and understanding	Staff to share action research Distributed Leadership
	Teachers collecting data that is relevant to their teaching and reflecting on this data using disciplined dialogue and moderation practices.	Visible in planning documents Analyse and use student data to: <ul style="list-style-type: none"> Inform and improve teaching and learning Differentiate curriculum Identify trends on the whole school, classroom and individual level Implement improvement strategies Improve literacy and numeracy 	CAT folders Whole school self-assessment schedule	Whole school self-assessment schedule with timelines for completing the <u>assessments</u> Sharing of data in staff meetings Data wall in staff room

Leadership	The implementation of a clear school assessment policy.	Assessment Policy developed by staff and endorsed by Board	All staff needs to be upskilled with assessment policy	Policy shared with Board, students and school community
	Revitalise our P&C.	Regular P and C meetings require revitalisation	Set regular meetings on school calendar Invite whole community not just parents	P and C Committee needs support to increase parent participation
	Develop a stronger understanding within our community regarding the importance of regular attendance.	Families are kept up to date with Attendance Policy Families understand the importance of Good Standing End of term rewards based on Attendance and Good standing	Executive communicate attendance via letters. Executive contact parents with students who require support via attendance	Regularly advertise importance of attendance in school newsletter
	Implement a strategic plan for the ACSF.	SCDHS is working towards this	Use of Aboriginal Cultural Standards Frameworks Use of Cross Curriculum Use of Priorities Planning in programs NAIDOC Day working with Regional Office3	This definitely needs to be revitalised amongst the staff
	Enhanced interagency partnerships.	School is working with community to ensure that there are strong interagency partnerships	Developing Nurture, the Future Curriculum. Developing Cert 1 courses with SIDE Set up Board calendar in advance School part of YSSA Partnership to support vulnerable students with CAMHS	Development of partnerships with mining companies required Local Gold mines Local Businesses
	Establish connections with early years' students and their families, prior to commencing Kindergarten.	As per DG's focus 2023 we are creating early pathways for our Early Childhood students	First Friends has been established to encourage younger members of the community to visit the school Day Care open to visit the school	Continue with First Friends, Open Days and special day events to encourage families to attend school prior to commencing Kindergarten.
	Ensure clear, available and responsive communication between the school, parents and community on a variety of platforms.	This is a strong example for SCDHS	Newsletters Facebook Notes Messenger Local Newsletter	Parent Communication Guidelines set up by staff, needs to be shared with Board and Community
	Increase the capacity of the School Board to support school self-assessment and planning.	New members of the school board required for 2023	Strong yearly calendar to allow board and school to have clear and transparent communication	Ensure all new members of the board have training.
	Engagement with local, national and global initiatives to build community and citizenship within our students.	A number of initiatives are present within the school	Medical Students and Teddy Bears Hospital Anzac Day Agricultural Show Celebration of special days, e.g.: Harmony Day, International Pi Day	Invite local members into the school to read with the students
	Implement effective strategies to improve and maintain the presence and engagement of parents and families.	This has had a resurgence due to the relaxation of COVID restrictions	Many opportunities for families to engage in the school First friends Meet and Greet BBQ P and C School Board Volunteers for breakfast club, volunteers for reading	Continue to target families that do not attendance, give personal invitations
	Develop the knowledge, skills, values and world views necessary for staff and students to act in ways that contribute to more sustainable patterns of living.	As a whole staff, we are continuing to work with this Through work farms, vegetable gardens and recycling	Recycle bins Worm farms Vegetable gardens	Seek grants for solar systems and water tanks Students recycle scraps



Department of Education

Operational-Dec 2023

Operational One Line Budget Statement

Issued on 29 January 2024

School:	Southern Cross District High School	School Year:	Dec 2023 (Verified Dec Cash)
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Region:	Wheatbelt Region	Aria:	8.99
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Distance to Perth (km):	338.55
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One Line Budget – Dec 2023

		Current	Actual YTD	Variance
Carry Forward (Cash):	\$	92,285	92,285	
Carry Forward (Salary):	\$	745,965	745,965	
INCOME				
Student-Centred Funding (including School	\$	1,613,814	1,613,814	
Locally Raised Funds:	\$	70,383	70,384	-1
Total Funds:	\$	2,522,447	2,522,448	-1
EXPENDITURE				
Salaries:	\$	1,320,432	1,320,432	
Goods and Services (Cash):	\$	388,223	292,765	95,459
Total Expenditure:	\$	1,708,656	1,613,197	95,459
Variance:	\$	813,791	909,251	-95,460

Income

	Current Budget	Actual YTD	Variance
Carry Forward (Cash)	\$92,285.00	\$92,285.00	\$0.00
Carry Forward (Salary)	\$745,965.28	\$745,965.28	\$0.00
Student-Centred Funding (including School Transfers & Per Student	\$1,613,813.60	\$1,613,813.60	\$0.00
School and Student Characteristics	\$485,836.00	\$485,836.00	\$0.00
Disability Adjustments	\$395,047.24	\$395,047.24	\$0.00
Targeted Initiatives	\$13,726.02	\$13,726.02	\$0.00
Operational Response Allocation	\$119,670.46	\$119,670.46	\$0.00
Regional Allocation	\$26,325.32	\$26,325.32	\$0.00
Transition Adjustment	\$0.00	\$0.00	\$0.00
School Transfers - Salary	\$0.00	\$0.00	\$0.00
	\$204,088.61	\$204,088.61	\$0.00

School Transfers - Cash	\$204,088.61	\$204,088.61	\$0.00
Department Adjustments	\$0.00	\$0.00	\$0.00
Locally Raised Funds (Revenue)	\$70,382.78	\$70,383.71	\$-93
Voluntary Contributions	\$1,087.50	\$1,087.50	\$0.00
Charges and Fees	\$1,388.00	\$1,387.86	\$14
Fees from Facilities Hire	\$0.00	\$0.00	\$0.00
Fundraising/Donations/Sponsorships	\$20,527.00	\$20,527.20	\$-20
Commonwealth Govt Revenues	\$0.00	\$0.00	\$0.00
Other State Govt/Local Govt Revenues	\$0.00	\$0.00	\$0.00
Revenue from CO, Regional Office and Other schools	\$334.28	\$334.54	\$-26
Other Revenues	\$3,893.00	\$3,893.61	\$-61
Transfer from Reserve or DGR	\$36,553.00	\$36,553.00	\$0.00
Residential Accommodation	\$0.00	\$0.00	\$0.00
Farm Revenue (Ag and Farm Schools only)	\$0.00	\$0.00	\$0.00
Camp School Fees (Camp Schools only)	\$0.00	\$0.00	\$0.00
Total	\$2,522,446.66	\$2,522,447.59	\$-93

Expenditure

	Current Budget	Actual YTD	Variance
Salaries	\$1,320,432.26	\$1,320,432.26	\$0.00
Appointed Staff	\$1,218,744.88	\$1,218,744.88	\$0.00
New Appointments	\$0.00	\$0.00	\$0.00
Casual Payments	\$101,638.30	\$101,638.30	\$0.00
Other Salary Expenditure	\$49.08	\$49.08	\$0.00
Goods and Services (Cash Expenditure)	\$388,223.49	\$292,764.59	\$95,458.90
Administration	\$16,250.00	\$8,472.19	\$7,777.81
Lease Payments	\$750.00	\$748.06	\$1.94
Utilities, Facilities and Maintenance	\$150,550.00	\$114,303.94	\$36,246.06
Buildings, Property and Equipment	\$42,053.00	\$40,593.16	\$1,459.84
Curriculum and Student Services	\$149,827.43	\$98,517.86	\$51,309.63
Professional Development	\$8,600.00	\$3,928.60	\$4,671.40
Transfer to Reserve	\$20,000.00	\$20,000.00	\$0.00
Other Expenditure	\$0.00	\$6.33	\$-6.33
Payment to CO, Regional Office and Other schools	\$193.00	\$194.45	\$-1.45
Residential Operations	\$0.00	\$0.00	\$0.00
Residential Boarding Fees to CO (Ag Colleges only)	\$0.00	\$0.00	\$0.00
Farm Operations (Ag and Farm Schools only)	\$0.00	\$0.00	\$0.00
Farm Revenue to CO (Ag and Farm Schools only)	\$0.00	\$0.00	\$0.00
Camp School Fees to CO (Camp Schools only)	\$0.00	\$0.00	\$0.00
Total	\$1,708,655.75	\$1,613,196.85	\$95,458.90

ONE LINE BUDGET - Dec 2023 (Verified Dec Cash)

	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	92,285	92,285
Carry Forward (Salary):	745,965	745,965

INCOME

Student-Centred Funding (including Transfers & Adjustments):	1,613,814	1,613,814
Locally Raised Funds:	70,383	70,384
Total Funds:	2,522,447	2,522,448

EXPENDITURE

Salaries:	1,320,432	1,320,432
Goods and Services (Cash):	388,223	292,765
Total Expenditure:	1,708,656	1,613,197

VARIANCE:	813,791	909,251
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