

Principal Report

P&C Meeting

26 July 2023

1. Stage II Update

We are currently waiting for Practical Completion (PC) to be achieved. General classrooms on Levels 1 & 2 are nearly finished, and works on the roof-top garden, the Performing Arts Centre, and the landscaping adjacent to the Performing Arts Centre continue. Photos Attached.

2. Period Product Distribution

Our College now provides access to free period products for all secondary students, as part of the Western Australian Government rollout across all public secondary schools.

Period products are a fundamental health necessity and having a period should not be a barrier to participating in school. Providing access to free products at school is designed to enable students to stay engaged in their studies and ease some cost-of-living pressure for families.

Dispensers have been installed in 9 female toilets and in the all-gender toilets where students will be able to take what they need, when they need. Both single-pack Libra-branded pads and multipack tampons are available. Libra products are Australian manufactured and made to Australian Standards.

Our College is committed to providing period health education to all students. This will include discussing the purpose of the dispenser and the safe and hygienic use of period products.

Information available from the following websites may assist you to have conversations about menstrual health and hygiene at home:

- <https://www.getthefacts.health.wa.gov.au/our-bodies/periods>
- <https://www.healthdirect.gov.au/menstruation>

3. Minister's Announcement Re Safe Schools

Standing Together Against Violence: A guide has been created to make it clear about what is expected when parents and school staff engage, and how issues of violence should be managed in schools.

Connect and Respect Expectations: A guide to outline what parents and carers can expect from schools, and an overview of what parents and carers should not expect from schools.

4. Student Parent Teacher Conferences

A survey will be issued directly to assess parent engagement and the utility of the Reporting to Parents process and the Student Parent Teacher Conferences.

5. Business Planning Process

We commenced the 2024-26 Business Planning process on 17 July. As part of the process, we want to get feedback from the community about priorities and direction going forward. Creating Communities will assist in the facilitation of this process. A conversation Café' will be held on 15 August for parents and community members to have their say.

Date: 15 August 2023

Time: 4:00-5:30 pm

Venue: College Library

6. Recruitment

The process for the appointment of Associate Principal Health & Wellbeing has been completed.

An additional Associate Principal and a Program Coordinator Students role for Year 7 will also be advertised.

Processes for HASS, Mathematics, English, Humanities, T&E, the Arts, and Health & Physical Education teachers will be conducted this term.

Education Assistants, Hygiene Services Staff, School Officers, Home Ec Assistants, Library Technician, and Student Central Support staff will also be recruited as part of these processes.

7. Parent Cloud – Interdisciplinary Learning

At Bob Hawke College we see IDL taking place when we collaborate and purposely teach broad concepts and skills across Learning Areas. Projects undertaken by students include "What Makes a Successful Community (Year 7)" "What Does it Mean to be Human" Year 8, What is Wellness in the West" (Year 9), and "How do we Safeguard our Future" (Year 10). *"IDL in its most advanced state becomes a form of action-research, with students collaborating with a range of stakeholders both inside and outside the school on problems that matter and connect them to their peers, the local community, and/or the wider community."* (Brennan et al 2021)

The Year 10 IDL experience begins in week three with all students attending the lecture theatre and the staff room for BHC TedEd to hear from experts across our community about "How do we safeguard our future". These speakers include parents from the Bob Hawke College "Parent Cloud".

Speaker list:

- Mark Nold: IBM Executive who is keen to talk about future workforce consideration and AI
- Grant Landers: Uni Lecturer in Sports Science and Health who will have a unique take on it in terms of personal body health and self-sustainability.
- Greg Ruthven: Energy Consultant
- Dr Tobias Ide: Climate Change and Political Conflict
- Tony Shaw: A Child of the Stolen Generation
- Belinda Nye-Chart: Suburban Gardening and Sustainability
- Amy Usher: Research Country and Cultural Services manager YMAC (Anthropologist
- Anas Kalappurayil Abdulrahiman: User Design Experience (Accessible App & Web design)

8. NAPLAN

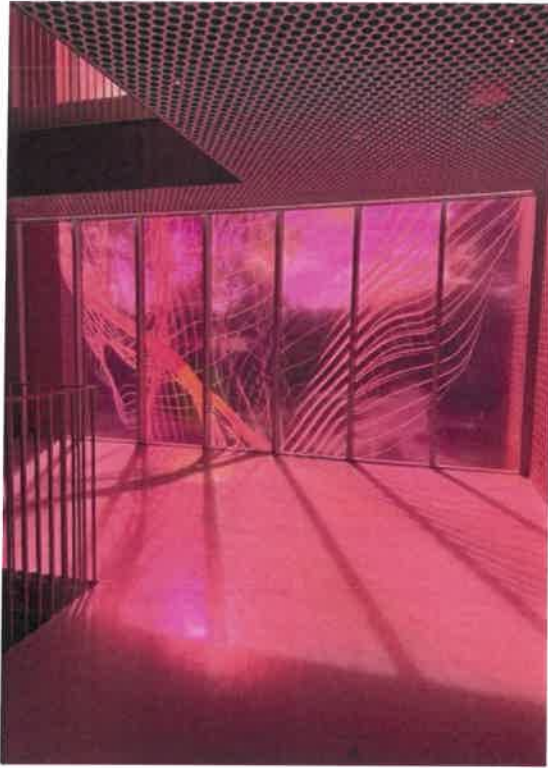
NAPLAN individual student reports are available this week. There are some changes, including new proficiency standards. More information will be in the Update on 28 July.

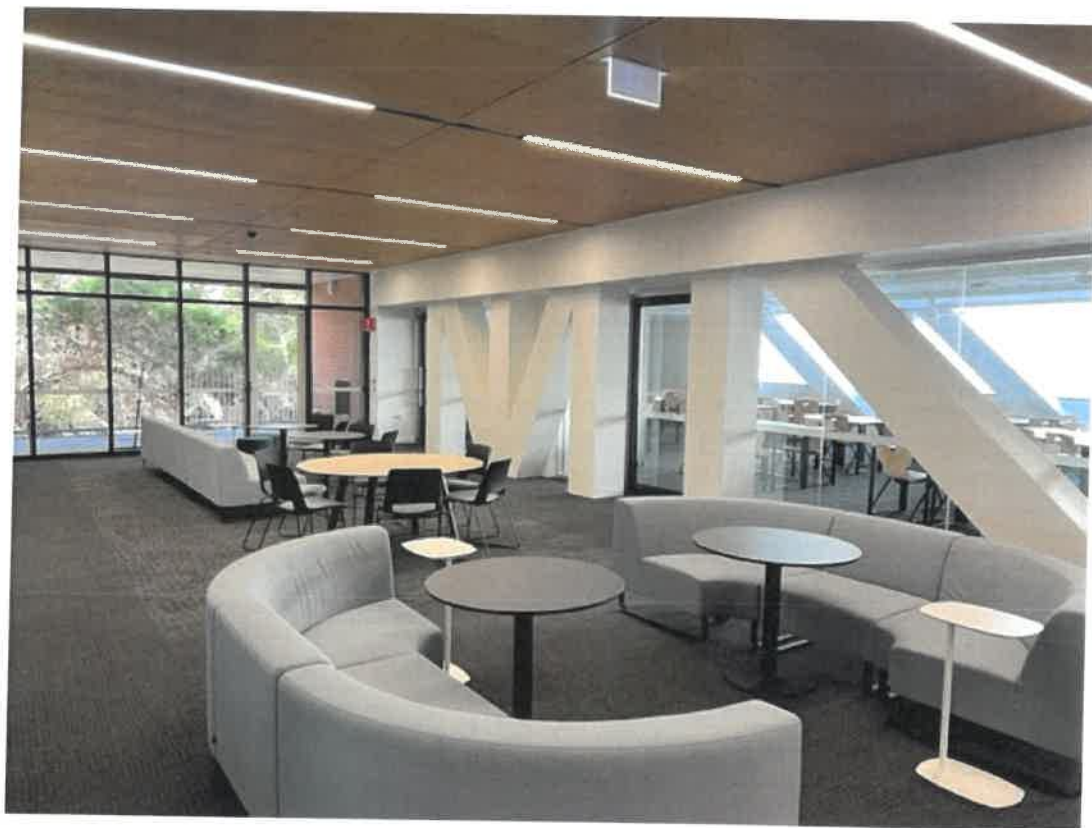
Upcoming Events

28 July	National Tree Day
1-2 August	Languages Week
2 August	Board Meeting
3 August	Australian Mathematics Competition
4 August	Interschool Basketball
4 August	Year 10 Selective Art Richardson Aged Care
7 August	WA Schools Senior Orchestra Festival
21– 25 August	Book Week
23 August	Pre-carnival Jumps & Throws

Stage II Build Images 18 July 2023









Department of
Education

Shaping the future

Standing together against violence

**Minister's statement on how
families can help keep schools safe**



From the Minister

Students, teachers and staff members have a right to feel safe at school. We need to ensure our schools are a safe learning environment – free from the threat of violence.

Violence is a complicated issue and there are many factors involved – but bringing this into our public schools is unacceptable. The overwhelming majority of students and families show care and respect for peers and school staff, however, we are serious about protecting the needs of our school communities from any form of violence from both students and family members.

In the same way parents are our children's most influential role models at home, so too are they seminal role models when it comes to showing kids how they should behave at school. The behaviour of students is strongly influenced by the way adults conduct themselves.

This is why we are asking school communities to lead by example and focus on building respectful relationships with staff, to demonstrate to their own children the type of positive engagement they expect them to have with their teachers.

Parents and staff working hand in hand is the most effective way of preventing bullying, harassment, discrimination and violence in our schools. To keep our public schools safe, parents and staff are encouraged to connect and respect the vital part each play in ensuring our places of learning are supportive and empowering.

To assist, a guide has been created to make it clear about what is expected when parents and school staff engage. It provides practical ways in which parents, carers and visitors to schools can contribute to creating a better culture, improved communication and greater collaboration. It's about strengthening these important partnerships and sharing the responsibility of caring for our children.

In response to emerging social issues, this updated action plan builds on previous State Government initiatives. It outlines procedures if schools need to escalate matters, with targeted use of suspensions and exclusions to support students to make good choices.

A new initiative to broaden this approach is the launch of a Connect and Respect support team available to principals and school managers offering advice and wraparound services. It will explore strategies and provide resources to address and resolve concerns.

Trusting and transparent relationships between schools and families is key to preventing school violence. These strengthen student foundations – at home and at school – increasing overall wellbeing, resilience and positive behaviour.

Fundamentally, our schools are a reflection of our local communities. We all share a personal responsibility of how to behave in the community and we equally need to demonstrate the same level of respect and caring in our schools.

Our Government is committed to providing quality education to all students – help us work together, in the best interest of our kids, to keep our schools safe places for learning.



Hon Dr Tony Buti MLA
Minister for Education



Actions

Our implementation of these updated actions will demonstrate the principles of fairness, inclusion and respect.

Action 1

Principals to suspend students who attack other students, start fights or share and promote violence

- Automatic suspension for students who attack other students or instigate fights.
- Automatic suspension for students who choose to film or share fight content or promote violence.
- Principals to develop a behaviour plan with families for the student's return to school.

Action 2

Principals to automatically move to exclude any student who physically attacks school staff

- After a physical attack, principals will immediately start an exclusion process.
- 'Exclusion' means the student is removed from a particular school permanently or for a specified period of time.
- Exclusion orders can only be made by the Director General.
- An exclusion order can be made to direct the student to attend an alternative school or education program.

Action 3

Alternative learning settings for the most violent students

- Every student has the right to an education – however some need intensive behaviour support.
- Alternative learning settings provide programs for students to continue their learning.
- These programs have been expanded to all education regions and support positive behaviour change in violent students.

Action 4

Clear advice for principals, teachers and education assistants on authority and responsibility to take action

- New protocols and guidelines to help support safer schools.
- Clear expectations to ensure respectful engagement with schools.
- This includes protocols to help build respectful school cultures, and productive collaboration and communication.

Action 5

Provide training and support for school staff

- Provide a range of training options to support schools to increase pro-social behaviour and reduce coercive behaviours.
- Support schools to implement the Quality Teaching Strategy.
- Targeted support for schools with high incidence of violence and aggression.

Action 6

Enhance 'good standing' requirements

- Expand loss of 'good standing' to include students who share or promote violence.
- Every public school to review its 'good standing' requirements.
- Students who lose 'good standing' for violent behaviour will have privileges removed – such as being banned from school social activities.
- 'Good standing' can be re-instated after the student has demonstrated positive behavioural change, as decided by the principal.

Action 7

Support programs for parents with clear expectations

- Internationally-recognised Triple P – Positive Parenting Program offered free to all Western Australian parents.
- Clear expectations for parents to engage respectfully with schools.

Action 8

Ensure schools are ready to respond to incidents of intruders or external risk

- Provide advice through the Incident Support Unit to support schools to prevent, prepare for, respond to, and recover from a range of incidents.
- Establish protocols with police to deal with incidents of extreme violence.
- Provide training and targeted support for principals.

Action 9

Continue a community conversation about violence in schools and online

- A consistent message for parents to set clear expectations of behaviour.
- Delivery and implementation of 'Connect and Respect' resources.
- Clear approach to manage adult behaviour that impacts learning.

Action 10

Give young people a voice and let them identify actions they believe could address violence in the community

- Harness the views and ideas of the WA Student Council.
- Continue focus groups with students to share their views on violence.
- Support young people to recommend solutions.



Connect and Respect Expectations

Our schools are committed to providing quality education to all students in a safe, inclusive and caring learning environment. We value working together with parents and families as critical partners in student learning outcomes.

Schools draw on the diversity and strengths of local communities to create opportunities to work collaboratively and set directions for students. Building mutually respectful relationships with each local community is fundamental to this.

A school community contains a wide variety of individuals and groups who strive to work together to educate students to become confident, well-educated young people; prepared to lead happy, successful lives and make contributions to local and global communities.

School staff will engage with families to understand the interests, personalities and needs of their children. All students need access to a quality education within safe and secure learning environments, and with the right supports to progress and achieve.

There may be times during your child's schooling when additional support is needed, or issues arise. Your school will support you and your child to productively resolve these issues and we encourage you to raise concerns as early as possible.

Shared and respectful expectations and values will enable us to work together in the best interests of our children.

All students need access to a quality education within safe and secure learning environments.

What parents and carers can expect from our schools

Communication between you and your school is an important part of your child's education. School communities thrive on open communication wherein staff, students, parents and carers have opportunities to share good news, discuss issues and maintain an open dialogue.

Schools are made up of hard-working and dedicated professionals who will listen, care and respond to your concerns and work with you to resolve complaints. We have found over time even the most challenging of circumstances can be worked through. You can expect some of the following from your school:

- regular communication through school approved channels
- reports on your child's progress and achievement
- celebration of your child's achievements
- notification of any serious single issue or ongoing issues concerning your child
- scheduled opportunities to meet with the classroom teacher
- other opportunities to meet with the teacher, by appointment
- updates about important developments in your child's class
- notifications or invitations to school events
- opportunities to provide respectful and productive feedback.

What parents and carers should not expect from our schools

Our staff have families and personal lives too, and like all professionals, work at their best when they have a quality work-life balance. Parents and carers should not expect:

- school staff to return calls after work hours
- emails to be answered in the evenings or weekends
- access to teachers' private phone numbers or emails
- staff to meet with parents and carers, without an appointment, during a school day
- to be allowed on a school site if you have harassed or been aggressive towards school staff.

You should contact your child's school if:

- you have concerns about your child's academic or social progress
- medical issues arise or diagnosis changes
- there are changes in family circumstances
- there are safety issues or changes in behaviour at home
- social issues arise that could impact the safety and welfare of students at the school
- you want to make or reschedule an appointment.

Communication that interferes with teaching and learning

- speaking to staff disrespectfully or aggressively, especially in front of your child or other students
- expecting to meet with staff during the school day without an appointment
- visiting the classroom during the teacher's preparation time before school
- using social media platforms inappropriately and disrespectfully
- malicious or judgmental gossip
- By everyone playing a part in providing safe, positive learning environments and opportunities for our students, we enable them to be the best they can be.

Communication methods

Electronic communication, such as email, is appropriate for short, non-urgent and positive forms of communication. It is not appropriate for more complex or emotional situations. In these cases, parents should request a face-to-face meeting so that issues can be given the time and attention they deserve. If in doubt, speak to your school.

Concerns and complaints

Contact your school as early as possible if you have concerns. If you are not sure who to speak to, you can start with your child's teacher. For some matters, it may be appropriate to talk directly to your child's year coordinator, school administration staff or principal.

If you have approached your child's school but haven't been able to resolve the issue, refer to our complaints process to explore your options education.wa.edu.au/complaints.

Shared and respectful expectations and values will enable us to work together in the best interests of our children.

NAPLAN

Information for parents and carers

2023

Why do students do NAPLAN?

NAPLAN is a national literacy and numeracy assessment that students in Years 3, 5, 7 and 9 sit each year. It is the only national assessment all Australian students have the opportunity to undertake.

As students progress through their school years, it's important to check how well they are learning the essential skills of reading, writing and numeracy.

NAPLAN assesses the literacy and numeracy skills that students are learning through the school curriculum and allows parents/carers to see how their child is progressing against national standards and over time.

NAPLAN is just one aspect of a school's assessment and reporting process. It doesn't replace ongoing assessments made by teachers about student performance, but it can provide teachers with additional information about students' educational progress.

NAPLAN also provides schools, education authorities and governments with information about how education programs are working and whether young Australians are achieving important educational outcomes in literacy and numeracy.

Your child will do the NAPLAN tests online

Schools have transitioned from paper-based to computer-based assessments. All Year 3 students will continue to complete the writing assessment on paper.

Online NAPLAN tests provide more precise results and are more engaging for students. One of the main benefits is tailored (or adaptive) testing, where the test presents questions which may be more or less difficult depending on a student's responses.

Tailored testing allows a wider range of student abilities to be assessed and measures student achievement more precisely. A student's overall NAPLAN result is based on both the number and complexity of questions they answer correctly. Your child should not be concerned if they find questions challenging; they may be taking a more complex test pathway.

What does NAPLAN assess?

NAPLAN assesses literacy and numeracy skills that students are learning through their regular school curriculum.

Students sit assessments in writing, reading, conventions of language (spelling, grammar and punctuation) and numeracy. The questions assess content linked to the Australian Curriculum: English and Mathematics.

All government and non-government education authorities contribute to the development of NAPLAN test materials.

To find out more about NAPLAN, visit nap.edu.au.

Participation in NAPLAN

NAPLAN is for everyone. ACARA supports inclusive testing so all students have the opportunity to participate in the national assessment program.

Adjustments are available for students with disability who have diverse functional abilities and needs.

Schools should work with parents/carers and students to identify, on a case-by-case basis, reasonable adjustments required for individual students with disability to access NAPLAN. Adjustments should reflect the support normally provided for classroom assessments.

To help inform these decisions, you may consult the [NAPLAN public demonstration site](#), the [Guide for schools to assist students with disability to access NAPLAN](#), or our [series of videos](#) where parents/carers, teachers and students share their experiences in using NAPLAN adjustments.

In exceptional circumstances, a student with a disability that severely limits their capacity to participate in the assessment, or a student who has recently arrived in Australia and has a non-English speaking background, may be granted a formal exemption.

Your school principal and your local test administration authority can give you more information on adjustments for students with disability or the process required to gain a formal exemption.

What if my child is absent from school on NAPLAN days?

Where possible, schools may arrange for individual students who are absent at the time of testing to complete missed tests at another time during the school's test schedule.

What if my school is closed on NAPLAN days?

Schools with compelling reasons may be given permission to schedule tests after the 9-day test window.

What can I do to support my child?

Students are not expected to study for NAPLAN. You can support your child by reassuring them that NAPLAN is a part of their school program and reminding them to simply do their best. Some familiarisation and explanation of NAPLAN is useful to help students understand and be comfortable with the format of the tests. Teachers will ensure students are familiar with the types of questions in the tests and will provide appropriate support and guidance.

ACARA does not recommend excessive preparation for NAPLAN or the use of services by coaching providers.

See the types of questions and tools available in the online NAPLAN assessments at nap.edu.au/online-assessment/public-demonstration-site.

NAPLAN timetable

The NAPLAN test window is 9 days. This is to accommodate schools that may have fewer devices.

The NAPLAN test window starts on Wednesday 15 March and finishes on Monday 27 March 2023. Schools are advised to schedule the tests as soon as possible within the testing window, prioritising the first week.

How is my child's performance reported?

Individual student performance is shown on a national achievement scale for each assessment. This scale indicates whether the student is meeting expectations for the literacy and numeracy skills needed to participate fully in that year level.

A NAPLAN individual student report will be provided by your child's school later in the year. If you do not receive a report, you should contact your child's school.

How are NAPLAN results used?

- Students and parents/carers may use individual results to discuss progress with teachers.
- Teachers use results to help identify students who need greater challenges or extra support.
- Schools use results to identify strengths and areas of need to improve teaching programs, and to set goals in literacy and numeracy.
- School systems use results to review the effectiveness of programs and support offered to schools.
- The community can see information about the performance of schools over time at myschool.edu.au.

Where can I get more information?

For more information about NAPLAN:

- contact your child's school
- contact your local test administration authority at nap.edu.au/TAA
- visit nap.edu.au

To learn how ACARA handles personal information for NAPLAN, visit nap.edu.au/naplan/privacy.

Test	Scheduling requirements	Duration	Test description
Writing	• Year 3 students do the writing test on paper (on day 1 only) • Years 5, 7 and 9 writing must start on day 1 (schools must prioritise completion of writing across days 1 and 2 only, with day 2 only used where there are technical/logistical limitations)	Year 3: 40 min Year 5: 42 min Year 7: 42 min Year 9: 42 min	Students are provided with a 'writing stimulus' (sometimes called a 'prompt' – an idea or topic) and asked to write a response in a particular genre (narrative or persuasive writing)
Reading	• To be completed after the writing test • To be completed before the conventions of language test	Year 3: 45 min Year 5: 50 min Year 7: 65 min Year 9: 65 min	Students read a range of informative, imaginative and persuasive texts and then answer related questions
Conventions of language	• To be completed after the reading test	Year 3: 45 min Year 5: 45 min Year 7: 45 min Year 9: 45 min	Assesses spelling, grammar and punctuation
Numeracy	• To be completed after the conventions of language test	Year 3: 45 min Year 5: 50 min Year 7: 65 min Year 9: 65 min	Assesses number and algebra, measurement and geometry, and statistics and probability