



, Tarnya Eggleton, Halena Frick, Peter Lange, Karen Underwood, Sonya Carmody, Belinda Haeft, Priscilla Heidenreich, John Martens, Bernadette Patterson, Luke Rothe, Sharyne Young.

TREASURER





- Subcommittees:

Meet week 5 on a Tuesday Priscilla Heidenreich	Have not met
Anne Barclay, Ann-Marie Ward, Belinda Haeft, Keely Lydeamore, Lucy Dickinson	Have not met this year
Meet on the afternoon before Governing Council meeting – Peter Lange & Tarnya Eggleton	As per Finance Report Finance Committee recommend to Governing Council: that the Governing Council approve the upgrade to Home Ec kitchens and to be funded by TTC funds. Moved: John Martens Seconded: Belinda Haeft



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Balance Sheet Period 13

Profit & Loss Period 13

Period 13 shows a Deficit \$47,494.15 YTD Surplus \$520,730.55

Balance Sheet Period 13

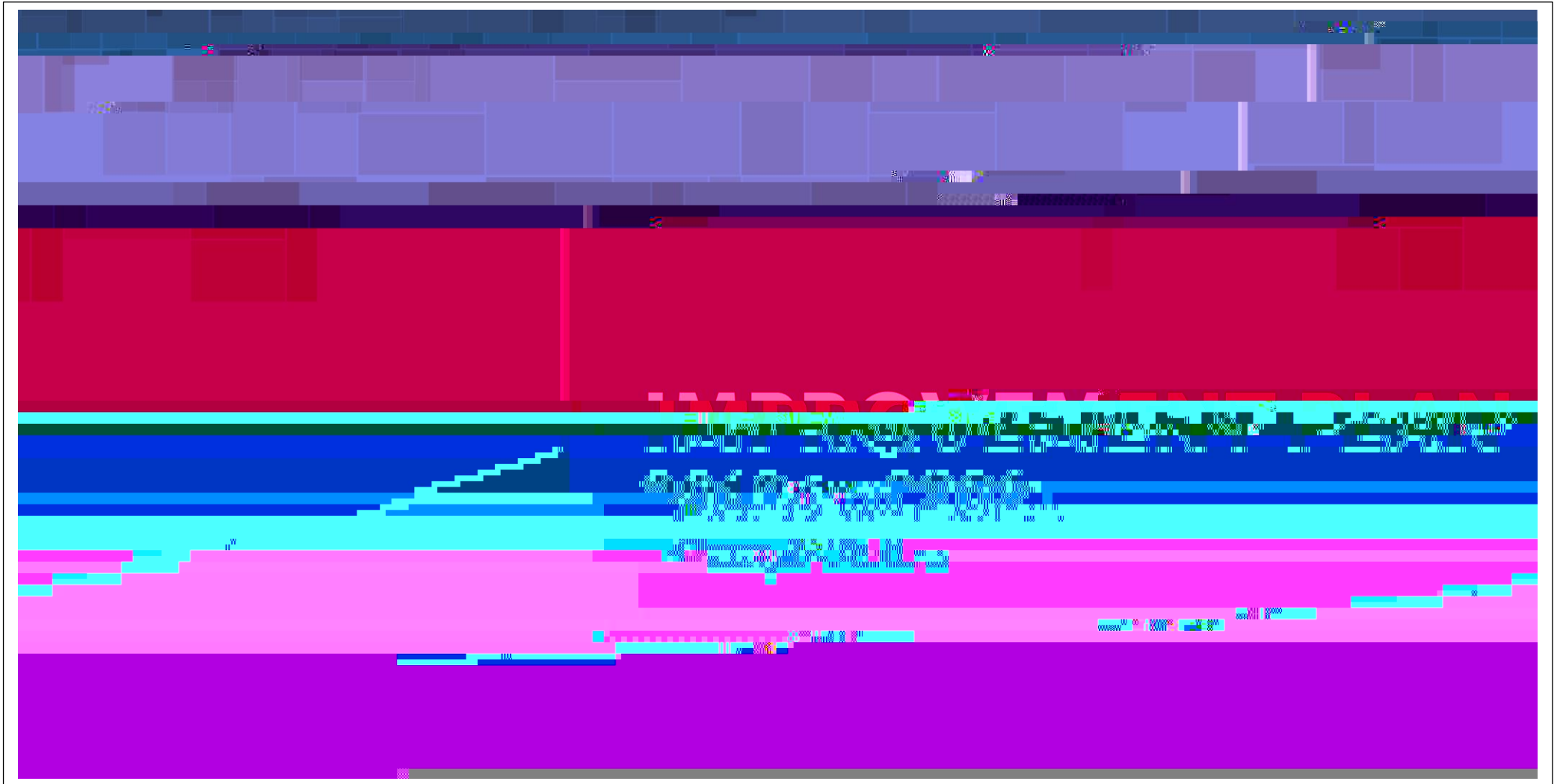
Profit & Loss Period 13






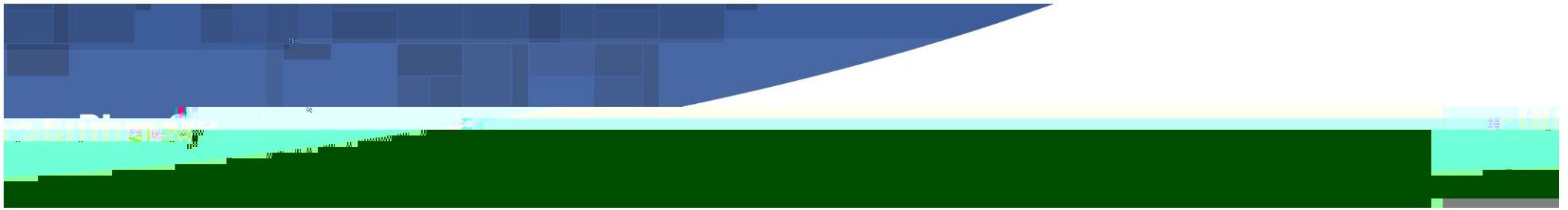
and looking at potential vacancies for 2021. Staff will be surveyed re their teaching preferences in the future.

the leaders have begun reading a document about Teaching and Learning for Year 7s. We have started the conversation about consistency of documentation of our curriculum across the school. This was a great conv





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.
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Improve practice and monitor impact

Step 4

Implement the planned actions for improvement and meet regularly to monitor your impact by answering the question, 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.

	(Are we doing what we said we would do?)	(Are we improving student learning?)	
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.

Improve practice and monitor impact



Step 4



	<p>(Are we doing what we said we would do?)</p>	
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Step 4: Improve practice and monitor impact