3.0
2023 WACSSO
Agenda Items

Representing
Meadow Springs PS
P&C Association

2022 WACSSO CONFERENCE SPONSORS

For Rules of Debate, Standing Orders, How to
Amend Motions and the Motion Flowchart,
please see the The Effective Meeting Guidelines.
Copies have been distributed amongst the
tables and electronic copies are available on the
2023 WACSSO Conference app.

Agenda Item 1

Subject: President's Report | Proposer: WACSSO State Council

Motion:

That the President's Report to the 2023 WACSSO Conference (including the Annual Report and audited financial statement for 2022/2023) be adopted.

Carried	Carried as Amended	Lost

Agenda Item 2

Subject: Appointment of Auditor | Proposer: WACSSO State Council

Motion:

That Armada Auditing be appointed as the WACSSO Auditor for the 2023/2024 financial year.

Carried	Carried as Amended	Lost

Policy Agenda Items

Agenda Item 3

Subject: WACSSO Policy 2.2.1
Proposer: WACSSO State Council

Preamble:

Environmental sustainability is becoming increasingly important as governments, businesses, and communities look for new ways to improve our environment and reduce consumption and waste. Currently, the WACSSO Policy does not include any environmentally sustainable considerations concerning the planning of new schools. The following motion will amend the WACSSO Policy to reflect the minimum expectations for sustainability when building new schools.

Motion:

That the WACSSO Policy, Section 2.2.1 New Schools, be amended to include a new section 'd' asking that a minimum standard for environmental sustainability to be considered in the planning for new schools to read:

2.2.1 d. New schools should include environmentally sustainable measures such as:

> **i. Water saving**
>
> **ii. Electric generation**
>
> **iii. Energy efficiency**
>
> **iv. Reducing pollution/greenhouse gas emissions.**
>
> **v. Valuing and protecting native flora and fauna.**
>
> **vi. Reducing consumption.**
>
> **vii. Managing waste**
>
> **viii. Continuous resources for ongoing maintenance**

Carried	Carried as Amended	Lost

Policy Agenda Items

Agenda Item 4

Subject: WACSSO Policy 3 At the School
State Council

Preamble:

Over 800 government schools currently accommodate over 300,000 students throughout WA. With a significant infrastructure, staff, and student needs, the education system has the potential to make substantial positive concessions, with a view to minimising impact on the environment. Programs that reduce water and electricity usage and generate renewable energy can bring significant savings to schools and provide students with opportunities for active learning about practical ways to reduce the carbon footprint of schools and how that has a positive impact on the whole community.

Motion:

That the WACSSO Policy, Section 3 At the School, be amended to include a new point 3.10 Environmental Sustainability to read:

3.10   Environmental Sustainability

WACSSO recognises the ecological footprint that schools have and encourages all schools to have programs that recognise their energy consumption and related emissions by:

a.   i. reducing waste;

ii. recycling and reusing;

iii. protecting and replenishing native flora and fauna; and

b. Implementing student-led sustainability projects.

Carried	Carried as Amended	Lost

Agenda Item 5

Subject: WACSSO Policy 5 Curriculum

Proposer: WACSSO State Council

Preamble:

Over the last ten years, there has been a growth in the number of jobs in sustainability-focused industries (Annandale, D., Morrison saunders, A., & Duxbury, L. (2004). Regional sustainability initiatives: the growth of green jobs in Australia. Local Environment, 9(1), 81-87). Continuing the trend of creating a sustainable future will rely on research, design, and the application of innovative solutions. Incorporating learning areas that match these areas in the curriculum will deliver hands-on practical sustainability projects for Western Australian students, equipping them with essential skills, and investing in their future. The following proposed addition to the WACSSO policy encourages the inclusion of an engaging curriculum, with accompanying resources for schools to deliver a high-quality learning experience and provide specialist training when required.

Motion:

That the WACSSO Policy, Section 5 Curriculum, be amended to include a new point 5.11 concerning the importance of incorporating environmental sustainability issues within the curriculum to read:

5.11   Environmental Sustainability

WACSSO recognises the importance of climate change, and the effect it has on children, and supports a whole school planning framework for sustainability education.

As a standard, the curriculum should:

    a. i. increase the knowledge, skills, and understanding of sustainability;

        ii. focus on critical and innovative thinking and real-world problem-solving;

        iii. engage with local conservation and sustainability projects; and

        iv. use sustainability concepts and principles across the whole school community;

   b. provide resources for schools to deliver high-quality and engaging curriculum content; and

   c. provide specialist training and peer support networks for teaching in schools.

Carried	Carried as Amended	Lost

Action Agenda Items

Agenda Item 6

Subject: Assessment Equality for Students

Submitted by: Albany Senior High School Parents and Citizens' Incorporated (ASHS P&C)

Preamble:

Equitable Access to Assessment Policy (Department of Education)

"The School Curriculum and Standards Authority (the Authority) is committed to all students having access to curriculum and assessment that is appropriate to their needs. The Authority recognises and supports individual students who may need assessment adjustments to allow them to demonstrate their knowledge, understandings, and skills."

ASHS P&C acknowledges that the Authority requires a robust procedure to administer special provisions during examinations, but re-evaluation for some diagnoses seems reductive and contraindicated in light of current medical and scientific knowledge.

At a P&C meeting held in June, several factors identified the inequalities faced by students with learning disabilities from a low socio-economic background or a remote or regional area that require more investigation.

- The current process used does not take into account students and families from low socio-economic areas who do not have the capacity to access specialist medical services.

Schools can utilize the department's school psychologists on a case-to-case basis, providing there is an appropriate service agreement in place with the school to assess psychologist services and there is adequate consulting time available in an already overwhelmed service.

- Regional & remote areas are often serviced by a visiting specialist who provides the student's diagnosis/diagnoses review. Students wishing to book in with this person frequently experience extensive waiting times, and the medical reports are routinely not able to be submitted within the timeframes required by the Authority.

Currently, there is an average waiting time to see a public specialist in Albany of approximately 12 - 18 months for non-urgent cases. There are currently varied waitlists for Occupational Therapists, Psychologists, and Speech pathologists in our local area between 4 - 18 months. The average fee structure for a review varies between $300 -$1000+.

The information for the School's Guide to Special Provisions excerpt "Check Currency of Evidence" states: "The definition of 'current' will vary with the type of disability. For example, a hand injury during Year 11 may be recovered by Year 12, so its diagnosis will no longer be current. However, a specific learning disorder diagnosed in Year 8 or autism diagnosed as a child will still be current – but the information related to functional impact will need to be updated. All students applying for an SLD will need a functional literacy/numeracy assessment, relative to their specific SLD, conducted in Year 10 or later. Generally, for students with fine motor disorders, physical disability, health impairments, ADHD, autism spectrum disorders or mental illnesses, functional impact evidence should be collected in the year of application, or late in the previous year. It should be no more than six months old at the time of application. A template is available for health professionals to record relevant information. If the disability results from a degenerative condition, it is in the student's best interest to ensure the medical evidence is as recent as practical, i.e. usually in the year of application.

If the disability is of a variable nature, or was reported to be improving, no arrangements can be made without recent medical evidence of its severity and impact."

https://senior-secondary.scsa.wa.edu.au/__data/assets/pdf_file/0018/1025532/Schools-Guide-to-Special-Provisions-in-ATAR-Course-Examinations-2023-Information-for-Case-Coordinators.pdf

- Considerations by the Authority for adjustments are partially based on standardized test results which students achieved with reasonable adjustments made at a school level.

  For example: Internal assessments may have allowed a student additional time and a C-pen, the Authority may not endorse the same adjustments.

Motion:

The WACSSO President writes to the Minister for Education to request a re-examination of the "Currency of Evidence" for Equitable Access Adjustments for ATAR Course Examinations. The reasons for the re-examination of these Adjustments are threefold:

1. **they lack equality,**
2. **and they do not take into account the challenges experienced by students from regional/remote areas and low socioeconomic backgrounds in accessing the services and funds needed for the review of existing diagnoses.**
3. **Onus is placed on schools to have provided adequate accommodations and documentation of these accommodations when currently there is inadequate resourcing for students with learning disabilities.**

Supporting Material:
Equitable Access to Assessment Policy and Guidelines:
https://senior-secondary.scsa.wa.edu.au/__data/assets/pdf_file/0010/987121/Equitable-Access-to-Assessment-Policy-and-Guidelines.pdf

Schools-Guide-to-Special-Provisions-in-ATAR-Course-Examinations-2023-Information-for-Case-Coordinators
https://senior-secondary.scsa.wa.edu.au/__data/assets/pdf_file/0018/1025532/Schools-Guide-to-Special-Provisions-in-ATAR-Course-Examinations-2023-Information-for-Case-Coordinators.pdf

Equitable-Access-Adjustments-for-ATAR-course-examinations-2023-Information-for-Candidates
https://senior-secondary.scsa.wa.edu.au/__data/assets/pdf_file/0019/1025533/Equitable-Access-Adjustments-for-ATAR-course-examinations-2023-Information-for-Candidates.pdf

Carried	Carried as Amended	Lost

Action Agenda Items

Agenda Item 7

Subject: CCTV in Schools

Submitted by: Norseman District High School P&C Association Incorporated

Preamble:
The provision of Closed-Circuit Television (CCTV) cameras is currently the responsibility of each individual school. The result of individual schools funding their own CCTV devices is an inconsistent approach and, in many cases, no CCTV being installed due to budget constraints.

Where schools have chosen to invest in installing CCTV cameras, they are doing so by using funds that have been diverted away from projects that would otherwise be focused on teaching, learning and the students. Where CCTV cameras are absent or of poor quality, many schools are experiencing illegal behaviour on their grounds (namely breaking and entering and vandalism). This activity is distressing for the school community. In addition, in schools where CCTV cameras are not in place, insurance companies refuse to provide cover when incidents occur.
The ability for schools to be safe spaces in our community would be enhanced by the standard provision of CCTV cameras across public schools in Western Australia.

Motion:
That the WACSSO President writes to the Minister for Education to request funding for CCTV in public schools across Western Australia.

Carried	Carried as Amended	Lost