SCHOOL SELF-ASSESSMENT FRAMEWORK

It is vital that school decision-making is based on quality evidence. Actions in classrooms and schools must be based on sound information. It is necessary for schools to establish a rigorous and sustainable process to determine whether the standards being achieved are acceptable or not. Self-assessment involving collaboration between staff and the community in the analysis of qualitative and quantitative data is vital to school improvement. Through engagement in effective school self-assessment practices, Mount Pleasant Primary School is able to address the three fundamental accountability questions:

- What are we seeking to achieve?
- How well are we doing?
- How can we improve?

The Mount Pleasant Primary School Self-Assessment Framework describes a process to inform school improvement planning. The Mount Pleasant Primary School Plan is a strategic plan aligned to systemic policy and directions i.e. Classroom First and the Plan for Public Schools. It describes the key change strategies that we expect to drive improvement in our overall goal of high standards of student achievement, academic and non-academic. Each year the school completes a cycle of self-assessment, review, annual reporting and planning. Quality performance information assists the setting of priorities and decisions related to targets, strategies, resourcing and monitoring and evaluation measures within school planning.

The Department of Education’s School Improvement and Accountability policy (2008) articulates the need for schools to seek continual improvement through engagement in self-assessment, planning, reporting on performance and progress, and participating in, and acting on, review processes.

The School Improvement and Accountability Framework supports the implementation of the School Improvement and Accountability policy by describing the underpinning conceptual model. The Mount Pleasant Primary School Self-Assessment Framework considers the components of the conceptual model with processes in place to allow judgements to be made about standards of student achievement and the effectiveness of school processes and operations.

The standards of student achievement, both academic and non-academic, are the central focus of school improvement and accountability. School operations are those processes and procedures that enable the standards of student achievement to improve. There are five areas of focus for effective school operations:

- **Prerequisites**: teaching, learning environment
- **Enablers**: leadership, resources, relationships

Mount Pleasant Primary School will monitor the effectiveness of the above areas in relation to student achievement.

The conceptual model that underpins the School Improvement and Accountability Framework has five components. Successful students are at the core of school improvement and accountability with all other components connected to and focused on the standards of student achievement.

The school improvement cycle, where schools assess their performance, plan for improvement and act on their plans, is a continuous process that is central to effective school improvement and accountability.

School operations include both pre-requisites for successful students – teaching and learning environment; and enablers of successful students – resources, leadership and relationships.

Arising from these components, schools report at particular points in time about their performance.

Schools also participate in school review processes that evaluate school effectiveness.
The school's framework contains key elements to ensure the success of the process. Key elements assist to clearly articulate the school’s self-assessment plan. Key elements include:

- Content – domains for collecting information
- Timelines – effective review cycles
- Scheduling – timing of review cycles
- Tools – instruments used as part of the process
- Analysis/Reporting – who collects data and how it is reported
- Review – how and when the data is reviewed
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<th><strong>DOMAIN</strong></th>
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<td><strong>SUCCESSFUL STUDENTS: ACADEMIC AND NON-ACADEMIC</strong></td>
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<td>Year 3, 5 and 7 NAPLAN</td>
<td>A</td>
<td>May</td>
<td>Teachers</td>
<td>School team to be engaged in a range of contexts:</td>
<td>Leadership Team/Curriculum Leaders</td>
<td>School Report to the community at the end of March. Report to include relevant information:</td>
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<td>Year 5 and 7 WAMSE – Science and Society and Environment</td>
<td>A</td>
<td>August</td>
<td>Teachers</td>
<td>All teachers to be involved in the testing and assessment process.</td>
<td>Leadership Team/Curriculum Leaders</td>
<td>Description of data collection tools</td>
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<td>Student Achievement Information System data in the eight learning areas - evidence of moderation processes across like year levels to ensure consistency of teacher judgements</td>
<td>B</td>
<td>July/December</td>
<td>Teachers</td>
<td>Teachers of like year levels to moderate to ensure consistency of judgements in relation to achievement standards.</td>
<td>Leadership Team/Curriculum Leaders</td>
<td>Information collected including graphs and tables</td>
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<td>PP On-entry Assessment – Literacy and Numeracy</td>
<td>A</td>
<td>Term 1</td>
<td>Teachers</td>
<td>All staff to engage in quality discussions related to the school’s student achievement data. Improvement targets to be set. Actions to improve results to be developed as part of the school planning process.</td>
<td>Leadership Team</td>
<td>Summative analyses Recommendations</td>
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<tr>
<td>South Australian Spelling Test</td>
<td>A</td>
<td>November</td>
<td>Teachers</td>
<td>Curriculum Leaders, Curriculum Committees and Leadership Team to analyse data including sub-group and longitudinal information.</td>
<td>Leadership Team</td>
<td>School-based improvement targets</td>
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<td>Literacy Net K – 7 Individual Profiles for students not meeting expected level of achievement</td>
<td>B</td>
<td>April/October</td>
<td>Teachers</td>
<td>Curriculum Leaders, Curriculum Committees and Leadership Team to present analysis of data to school staff.</td>
<td>Leadership Team</td>
<td>Summative analyses to staff</td>
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<td>Numeracy Net K – 7 Individual Profiles for students not meeting expected level of achievement</td>
<td>A</td>
<td>April/October</td>
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<td>Curriculum Leaders, Curriculum Committees and Leadership Team to analyse data including sub-group and longitudinal information.</td>
<td>Leadership Team</td>
<td>Summative analyses to staff</td>
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<td>ESL/ESD Progress Map for Stage 1 and 2 ESL learners</td>
<td>Ongoing</td>
<td>April/July/September/December</td>
<td>Teachers/ESL teacher</td>
<td>Leadership Team/ESL teacher</td>
<td>Leadership Team/Curriculum Leaders</td>
<td>Summative analyses to School Council</td>
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<td>SAER Profiles K-7</td>
<td>Ongoing</td>
<td>April/July/September/December</td>
<td>Teachers/Learning Support Coordinator</td>
<td>Leadership Team/Learning Support Coordinator</td>
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<td>School Psychologist – record of interventions</td>
<td>A</td>
<td>December</td>
<td>School Psychologist</td>
<td>Leadership Team</td>
<td>Leadership Team/Curriculum Leaders</td>
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<td>Individual Education Plans for students with special education needs and students requiring significant teaching adjustments</td>
<td>Ongoing</td>
<td>April/July/September/December</td>
<td>Teachers/Learning Support Coordinator</td>
<td>Leadership Team/Learning Support Coordinator</td>
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<td>Year 4 PEAC testing</td>
<td>A</td>
<td>August</td>
<td>PEAC Coordinator</td>
<td>Leadership Team/PEAC Coordinator</td>
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<td>Year 6 GATE testing</td>
<td>A</td>
<td>Term 1</td>
<td>Secondary schools</td>
<td>Leadership Team</td>
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<td>Student Achievement Information System - aggregated Attitude, Behaviour and Effort data</td>
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<td>July/December</td>
<td>Teachers</td>
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<td>TEACHING</td>
<td>Curriculum Audit linked to: the Curriculum Framework, including the Principles of Learning, Teaching and Assessment; the K-10 Syllabus scope and sequence statements; the implementation of the Australian Curriculum; and agreed whole-school approaches</td>
<td>A - ANNUALLY</td>
<td>August</td>
<td>Teachers</td>
<td>School team to be engaged in a range of contexts: All staff to be involved in the review of teaching and learning. Principal to regularly visit classrooms to monitor pedagogical practices. Curriculum Leaders and Leadership Team to analyse data.</td>
<td>Leadership Team</td>
<td>School Report to the community at the end of March. Report to include relevant information: Description of data collection tools Information collected Summative analyses Recommendations</td>
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<td>Performance Management process</td>
<td>Three times per year</td>
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<td>Summative analyses to staff</td>
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<td>Professional learning records</td>
<td>A</td>
<td>December</td>
<td>Teachers/Leadership Team</td>
<td>Curriculum Leaders and Leadership Team to present analysis of data to school staff.</td>
<td>Leadership Team</td>
<td>Summative analyses of relevant data to the School Council</td>
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<td>Career achievement/ acknowledgement records e.g. Senior Teacher status, Level 3 status, best practice awards</td>
<td>A</td>
<td>December</td>
<td>Leadership Team</td>
<td>All staff to engage in quality discussions related to the school’s teaching and learning data. Actions to improve effectiveness to be developed as part of the school planning process.</td>
<td>Leadership team</td>
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<td>Learning Area Annual Reviews</td>
<td>A</td>
<td>November</td>
<td>Curriculum Leaders/ Curriculum Committees</td>
<td>School Council members to engage in discussions related to data.</td>
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<td>LEARNING ENVIRONMENT</td>
<td>Attendance data</td>
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<td>August</td>
<td>Leadership Team</td>
<td>School team to be engaged in a range of contexts:</td>
<td>Leadership Team</td>
<td>School Report to the community at the end of March. Report to include relevant information:</td>
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<td>BMIS data</td>
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<td>Teachers/Leadership Team</td>
<td>All staff to be involved in the learning environment review process.</td>
<td>Leadership Team</td>
<td>Description of data collection tools</td>
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<td>BMIS Policy - review</td>
<td>A</td>
<td>November</td>
<td>Leadership Team</td>
<td>Leadership Team to analyse data.</td>
<td>Leadership Team</td>
<td>Information collected</td>
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<td>Health Care Plans</td>
<td>A and as required</td>
<td>February and as required</td>
<td>Leadership Team</td>
<td>Leadership Team to present relevant data to school staff.</td>
<td>Leadership Team</td>
<td>Summative analyses</td>
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<td>Accident/Incident Reports</td>
<td>A</td>
<td>December</td>
<td>Leadership Team</td>
<td>All staff to engage in quality discussions related to the school’s learning environment data. Actions to improve effectiveness to be developed as part of the school planning process.</td>
<td>Leadership Team</td>
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<td>Occupational Safety and Health Checklists</td>
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<td>OSH Representative</td>
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<td>Risk Management Assessment</td>
<td>A</td>
<td>July</td>
<td>Leadership team</td>
<td>All staff to be involved in the implementation and review of the BMIS policy.</td>
<td>Leadership Team</td>
<td>Summative analyses of relevant data to the School Council</td>
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<td>Crisis Management Plan - review</td>
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<td>December</td>
<td>Leadership Team</td>
<td>School Council members to engage in discussions related to data.</td>
<td>Leadership Team</td>
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<td>Critical Incident Reports</td>
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<td>Leadership Team</td>
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<td>School Chaplain – record of interventions</td>
<td>A</td>
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<td>School Chaplain</td>
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<td>School Chaplain/Leadership Team</td>
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<td>Record of engagement with government and non-government agencies supporting student health and well being e.g. School Volunteer Program, Regional Student Services personnel</td>
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<td>Leadership Team</td>
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<td><strong>LEADERSHIP</strong></td>
<td>Parent satisfaction survey - Surveying the School Community</td>
<td>A - ANNUALLY</td>
<td>August</td>
<td>Leadership Team</td>
<td>School team to be engaged in a range of contexts:</td>
<td>Leadership Team</td>
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<td>Staff satisfaction survey - Surveying the School Community</td>
<td>B - BIENNIAL</td>
<td>August</td>
<td>Leadership Team</td>
<td>All staff and parents to be involved in the leadership review process.</td>
<td>School Report to the community at the end of March. Report to include relevant information:</td>
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<td>Performance Management process</td>
<td>B - BIENNIAL</td>
<td>March/August/December</td>
<td>Regional Executive Director</td>
<td>Leadership Team to analyse data.</td>
<td>Description of data collection tools</td>
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<td>Distributed leadership structure - review</td>
<td>A - ANNUALLY</td>
<td>November</td>
<td>Leadership Team</td>
<td>Leadership Team to present relevant data to school staff.</td>
<td>Information collected</td>
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<td>Principal – self-reflection aligned to school data</td>
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<td>All staff to engage in quality discussions related to the school’s leadership data.</td>
<td>Summative analyses</td>
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<td>Deputy Principals - three times per year</td>
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<td>Actions to improve leadership effectiveness to be developed as part of the school planning process.</td>
<td>Recommendations</td>
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<td>Principal</td>
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<td>Principal to be involved in a Performance Management process with the Regional Executive Director.</td>
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<td>Deputy Principals to be involved in a Performance Management process with the Principal.</td>
<td>Summative report of relevant information to staff</td>
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<td>School Council members</td>
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<td>School Council members to engage in discussions related to information presented.</td>
<td>Summative report of relevant information to the School Council</td>
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<td><strong>DOMAIN</strong></td>
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<td>RELATIONSHIPS</td>
<td>Staff satisfaction survey - Surveying the School Community</td>
<td>Biennially</td>
<td>August</td>
<td>Leadership Team</td>
<td>School team to be engaged in a range of contexts:</td>
<td>Leadership Team</td>
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<td>Parent satisfaction survey - Surveying the School Community</td>
<td>Biennially</td>
<td>August</td>
<td>Leadership Team</td>
<td>All students, staff and parents to be involved in the review of school satisfaction.</td>
<td>Leadership Team</td>
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<td></td>
<td>Student satisfaction survey - Surveying the School Community</td>
<td>Biennially</td>
<td>August</td>
<td>Teachers</td>
<td>All parents to be invited to provide feedback in a variety of forums e.g. P&amp;C meetings, School Council, surveys</td>
<td>Leadership Team</td>
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<td>P&amp;C meetings - minutes indicating issues and responses</td>
<td>Twice each term</td>
<td>Wednesdays</td>
<td>Principal</td>
<td>Leadership Team to analyse data.</td>
<td>Recommendations</td>
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<td>School Council - minutes indicating issues and responses</td>
<td>Twice each term</td>
<td>Tuesdays - scheduled between P&amp;C Meetings</td>
<td>Principal</td>
<td>Leadership Team to present relevant data to school staff.</td>
<td>Summative report of relevant information to staff</td>
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<td>Communication records i.e. school newsletters, staff meeting minutes, communication meeting minutes</td>
<td>A</td>
<td>December</td>
<td>Principal</td>
<td>All staff to engage in quality discussions related to the school’s relationships data. Actions to improve relationships to be developed as part of the school planning process.</td>
<td>Principal</td>
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<td>Media records i.e. local newspaper, West Australian, School Matters</td>
<td>A</td>
<td>December</td>
<td>Principal</td>
<td>All staff involved in discussions related to the Code of Conduct and Code of Ethics.</td>
<td>Principal</td>
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<td>Record of external relationships e.g. local government, universities, other educational institutions, businesses</td>
<td>A</td>
<td>December</td>
<td>Principal</td>
<td>School Council members to engage in discussions related to information presented.</td>
<td>Principal</td>
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<td>Department of Education Code of Conduct – record of breaches or complaints</td>
<td>A</td>
<td>December</td>
<td>Principal</td>
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<td>Public Sector Standards Code of Ethics – record of breaches or complaints</td>
<td>A</td>
<td>December</td>
<td>Principal</td>
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<td>Resources</td>
<td>School Improvement Plan – review of Strategic and Operational Plans</td>
<td>A</td>
<td>October/November</td>
<td>Curriculum Leaders/ Curriculum Committees/Leadership Team</td>
<td>All staff and members of the School Council engage in discussions related to the targeting of resources to maximise student achievement</td>
<td>Principal/Registrar</td>
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<td>Self-Assessment Audit (the following will assist to demonstrate compliance)</td>
<td>A</td>
<td>September</td>
<td>Principal/Registrar</td>
<td>Audit presented to Finance Committee, School Council and all staff</td>
<td></td>
<td>Principal/Registrar Report to Central Office, Finance Committee, School Council and all staff</td>
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<td>FMIS (FAAA)</td>
<td>As required</td>
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<td>Principal/Registrar</td>
<td>Access for all staff online, staff aware of policy</td>
<td>Principal/Registrar to inform staff re compliance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BAS (ATO)</td>
<td>Monthly</td>
<td></td>
<td>By 22nd of each month</td>
<td>Registrar</td>
<td>Principal and Registrar check and validate the correctness of the value</td>
<td>Reports to ATO, Central Office and District Office</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Grant</td>
<td>Quarterly</td>
<td></td>
<td>Feb/Apr/Jul/Oct</td>
<td>Principal/Registrar</td>
<td>Principal and Registrar inform Finance Committee</td>
<td>Reports to Finance Committee and School Council</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chart of Accounts</td>
<td>A</td>
<td>February</td>
<td>Principal/Registrar</td>
<td>Involve Finance Committee and Cost Centre Managers to reflect school needs</td>
<td>All staff informed with regular updates</td>
<td>Registrar Report to all staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cost Centre management</td>
<td>Monthly</td>
<td>Nov - Feb</td>
<td>Principal/Registrar/ Cost Centre Managers</td>
<td>Inform all staff and School Council</td>
<td>Registrar</td>
<td>Reports to Finance Committee, School Council, school community and all staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Budget</td>
<td>Monthly</td>
<td></td>
<td>Nov - Feb</td>
<td>Principal/Registrar /Finance Committee</td>
<td>Inform all staff and School Council</td>
<td>Registrar</td>
<td>Reports to Finance Committee, School Council, school community and all staff</td>
<td></td>
</tr>
<tr>
<td>Asset replacement plan for all reserve funds</td>
<td>A</td>
<td>November</td>
<td>Principal/Registrar /Finance Committee</td>
<td>Involve Finance Committee in planning for future direction of school equipment/maintenance</td>
<td></td>
<td>Principal/Registrar Plan presented to Finance Committee, School Council and all staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FREDA Reports</td>
<td>Monthly</td>
<td></td>
<td>Registrar</td>
<td>Registrar informs Principal when completed to comply with timeline</td>
<td>Registrar</td>
<td>Reports to Central Office and District Office</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial Reports</td>
<td>Monthly</td>
<td></td>
<td>Registrar</td>
<td>All staff and School Council able to view finance reports</td>
<td>Registrar</td>
<td>Reports to Finance Committee, School Council and all staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stocktake</td>
<td>BI</td>
<td>November</td>
<td>Cost Centre Managers</td>
<td>Cost Centre Managers conduct stocktake</td>
<td>Principal/Registrar</td>
<td>Reports to Finance Committee and all staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salary Pool 1346</td>
<td>As required</td>
<td>Nov - Feb</td>
<td>Principal/Registrar /Finance Committee</td>
<td>Reports presented to Finance Committee, School Council and all staff</td>
<td></td>
<td>Principal/Registrar reports to Finance Committee, School Council and all staff</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>