

## SCHOOL BOARD MEETING MINUTES

### MEETING NORMS:

During our meetings we:

- are on time, present and stay on task
- are committed to the agenda
- are clear, honest, open and receptive when communicating
- are respectful of the presenter/speaker
- suspend judgement
- acknowledge all ideas
- provide positive and constructive feedback
- are accountable for our actions
- meet deadlines and come prepared
- agree to speak as one voice
- consider the range of stakeholders in decisions
- are a respectful voice for the community

<b>DATE:</b>	Tuesday 7 June 2022	<b>FACILITATOR:</b>	Anni Thompson	
<b>TIME:</b>	6.45pm	<b>RECORD KEEPER:</b>	Chelsea Regan	
<b>AREA:</b>	Library			
<b>ATTENDEES:</b>	Rebecca Burns, Anni Thompson, Sue Garland, Nadine Scott, Karen Glassby, Rizza Camprag, Brett Kristiansen, Aaron Berghuber, Dhara Thakkar, Kerry Mazzotti, Krystal Coldham, Sam Eather, Catherine Powell, Evan Willey			
<b>VIA WEBEX:</b>	Belinda Pang			
<b>APOLOGIES:</b>	Matt Smith			
<b>TIME</b>	<b>ITEM</b>	<b>DISCUSSION</b>	<b>LED BY</b>	<b>ACTION</b>
7:00pm	Welcome: Attendances and Apologies	Noted.	Anni Thompson	



		<p><b>Circle of Hope</b> Completed. Students love it.</p> <p><b>National Walk to School Day</b> Over 100 people walked from the organised location. We would love to do this more regularly. Maybe the P &amp; C could organise this.</p> <p><b>Maths is Magic</b> The day began with a magic show and then there were various maths games throughout the day. A big thankyou to Karen Glassby and Krystal Coldham for organising this event.</p> <p><b>Walker Tour</b> Karen came to work with the staff. Leila Earl and Terrie Don were awarded their Walker Learning accreditation.</p> <p><b>2023 Enrolments</b> Only 25 kindy enrolments so far for 2023. We have done a letterbox drop and day-care centre drop. We need 38 students to break-even but ideally 60.</p> <p><b>Deputy Position</b> Leanne Santaromita has formally relinquished her position at Southern Grove. Leanne was here from the start and her hard work over the years here was invaluable. Evan Willey will continue acting in the Deputy position until it is advertised in Term 3.</p> <p><b>Swimming Lessons</b> These are not optional as learning to swim is vital for all students' safety. We are only charging the cost of the bus so if we allow students to opt out, the bus cost becomes too high for families. Not going to swimming also has a big impact on staff because school supervision is required for the students not attending. We can talk, as a Board, about whether we go forward with this next year.</p>		
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		<p><b>Public School Review</b> Postponed indefinitely. It was meant to be this week, but this will not be the case. Bec will advise as soon as a date is confirmed. Happy to give members a copy of our documents which were prepared by the staff. These will be sent through as a PDF. Thank you to the team that worked on this review.</p> <p><b>Student RAT's</b> - Rizza asked how many families had not collected their tests. Bec advised only around 1/4 of the school had not picked them up.</p>		Bec Burns
	Correspondence	Email sent to Dhara to ask her to join the Board.	Anni Thompson	
	<p>Learning Area's Updates</p> <p>1. Walker Learning</p>	<p>2022 Progress –Sam will be running the Walker Learning Committee until she goes on maternity leave next term. After this Bec will take over this role.</p> <p>Walker Learning action plan (2022-2023) as discussed. This is a working document detailing where we would like to go with Walker.</p> <p>Main focus for the action plan:</p> <ul style="list-style-type: none"> <li>• Consistency with the learning areas – Meetings are organised with the teachers at the start of the term to go through this with them. As time goes on the bank of photos for ideas is growing and this helps teachers.</li> <li>• New staff – Assistance with ideas and setting up their learning environments.</li> <li>• Observations – Going into classrooms and mentoring staff based on these observations.</li> <li>• Class sets – Resources all in the one spot. This is an ongoing task to ensure all classrooms have the same resources. Teachers are required to check this class set each term. These class resources</li> </ul>	Sam Eather	

		<p>stay in the class, not with the teacher. It is not economical to replace the whole set every year (\$1500).</p> <p><b>Outdoor Learning Areas</b> – Allied Professional’s set up these areas. Teachers add provocations. Allied Professional’s receive a timetable of which team and what area they will be responsible for. They get time to set these areas up on the Staff Development Day. Allows teachers to focus on the indoor areas. These are also photographed and shared for ideas.</p> <p><b>Professional Development</b> - Each week an element is added to the Forward Focus. This upskills the teachers slowly so it is not too much information all at once. Staff are required to read the Walker Learning book throughout the year. These chapters are reviewed at SDD.</p> <p><b>Study tour and mentoring</b> – This was conducted last week. This is very beneficial to teachers. 26 teachers came into 3 classrooms to oversee how we implement Walker Learning. Great feedback from this day. Hopefully there will be more staff members accredited at our next mentoring day. Terrie and Leila have received this. All staff are required to pick a goal to work on. Karen can then review and help with specifics.</p> <p><b>ERP</b> – This process is constantly evolving. The next Expo will be held during the last hour of the day so more parents can attend. Goal is to establish an ERP Committee of students to run and organise this event.</p> <p><b>What is next?</b></p> <ul style="list-style-type: none"> <li>• Peer observations – This is a big focus. Allied Professionals can learn from each other.</li> <li>• Community donations – allowing parents to drop off easily. Donation bins are being developed and will be available</li> </ul>		
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	<p>2. Maths</p>	<p>outside of the admin office next term. Also contacting community businesses.</p> <ul style="list-style-type: none"> <li>• Staff to look through more of the learning environment's at this school. Sometimes we don't look within the school for ideas.</li> <li>• Parent education – K-2 Facebook video is coming but there will be a 3-6 coming soon. Karen will do a parent education session when she comes over to mentor again.</li> <li>• Staff surveys – increasing staff support</li> </ul> <p><b>Walker Resources</b> - Resource hubs are being developed by Bec. Tracey would like to build on library resources in line with the ERP focus of the term.</p> <p><b>Discussion:</b></p> <ul style="list-style-type: none"> <li>• Bec added that teachers need to be on their own journey. It takes time and there will always be things to learn.</li> <li>• How many accredited- 4 staff in total at this stage. Not all staff want to be accredited and it is not necessary for everyone.</li> <li>• Resource bins - Anni asked if there will be a list of items that are required. It was confirmed that we will label and focus on certain items at a time.</li> <li>• Study tour reception on the school – WOW was the word! This is good validation for our teachers. To be chosen to be a study tour school is massive.</li> </ul> <p>Krystal – Years 3-6. - Stepping Stones is used for PP-6. All the Stepping Stones books follow the iStar pedagogy. Extension and intervention activities are provided in this book. Karen also purchased Think Tank boxes and these contain tasks for enrichment students.</p> <p>Karen – Years K-2 - Stepping Stones has check-ups at the end of each module. This allows tracking to see if students are on track. The data from Stepping Stones is put into a spreadsheet so that reflection can be assessed. At the end of each term there are goals and planning</p>	<p>Karen Glassby Krystal Coldham</p>	
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	<p>3. Science</p>	<p>discussed. Best Performance analyses the data and shows bubbles detailing gaps and shows focus children.</p> <p>PAT testing is sent to Best Performance so there are various forms of data to analyse how the students are tracking.</p> <p>Early Years Learning framework – These year groups use Origo resources. They use links to Stepping Stones.</p> <p>Main focus this year:</p> <ul style="list-style-type: none"> <li>• Supporting teachers on how to use Stepping Stones for split level classes.</li> <li>• How to differentiate between your year leaves.</li> <li>• Additional professional learning to all teachers at the start of this term.</li> <li>• Numero Club has been implemented this term.</li> <li>• Maths is Magic Day</li> <li>• More observations</li> </ul> <p><b>Discussion:</b></p> <ul style="list-style-type: none"> <li>• Anni commended Maths is Magic Day.</li> <li>• Janelle commended the way we analyse data. There are so many ways to extend students and the best way to do this is via data analysis.</li> <li>• Bec commended Krystal and Karen on their hard work so far this year, especially Maths is Magic Day.</li> </ul> <p><b>Walker Concepts in Science</b> – Knowledge is growing in this area. As part of Walker there are focus students so Kerrie has implemented a ‘Focus Scientist’. This person becomes a doctor of science in some respect.</p> <p>Instead of students arriving in class and sitting straight down on the mat, they are now given two minutes to wander around the room and have</p>	<p>Kerry Mazzotti</p>	
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		<p>"2 minutes of Science investigation". This is building the connection that the Science room is their environment and not just a classroom.</p> <p><b>Eco Warriors</b> – This is an opportunity for years 3-6 to work on science ideas. Transport has been a big focus.</p> <p><b>Assessment</b> - Science enquire skills are assessed as per the SCASA judging standards. Student's grades are assessed on each of their skills. A tracker is broken down into 10 different skills so it allows data to be analysed, sometimes students don't improve in all areas of Science.</p> <p><b>Discussion:</b></p> <ul style="list-style-type: none"> <li>• Bec commended Kerrie on the student's assessment.</li> <li>• Kerrie gave feedback to Belinda on how our programs integrated into high school programs.</li> <li>• It was mentioned that Kerrie also runs the network science group.</li> </ul>		
	<p>Finance Update</p>	<p>Finance Report was presented.</p> <p>This is the first time presenting finance this year because this is only accurate after Student Census which happens at the end of March.</p> <p>A detailed report was prepared to give a breakdown of all figures.</p> <p><b>Cash report</b> The Goods and Services table was explained. This shows a percentage of how much of the budget we have spent this year. A more detailed analysis of this is available if any Board members would like to know a further breakdown.</p> <p><b>Salary Report –</b> This details Student Centred Funding, school transfers and total funds.</p>	<p>Nadine Scott</p>	



		<p><b>Minimum Expenditure Requirement</b>  Details that we are on track to spend 96% of this years' funding which is what the Department advise.</p> <p><b>Key points:</b></p> <ul style="list-style-type: none"> <li>• Unpaid billing item statements will be sent to parents this week.</li> <li>• \$25,000 still available for Kiss and Drive area. Project is to increase the bays to 5 bays.</li> <li>• Circle of Hope - Camp Australia invested another \$10,000 on top of their initial donation. This allowed us to finish this project within budget.</li> <li>• Carry over surplus was discussed. We try to roll over with salary to allow for our Numeracy Coach, Literacy Coach and Walker Learning Coach.</li> <li>• We need to make sure we have enough funds to budget for our future plans.</li> <li>• COVID leave has not been taken into account. There is \$40,000 that the Department has yet to filter through to us.</li> </ul> <p><b>Discussion</b></p> <ul style="list-style-type: none"> <li>• Rizza questioned where these figures go at the end of the year. Nadine response was all figures are fed into the Department every month and this feeds through to Treasury. Every month bank reconciliations are done. There are also audits are done few years. We look at our budget every fortnight as a school.</li> <li>• Janelle discussed that schools can look at the Dashboard. This helps keep a check on accurate figures and with issues going forward.</li> <li>• Brett asked about collection rates - Are these the same as previous years? Bec responded that they are down by about 20%. This is up to us to educate parents on where this money goes and why it helps the school directly.</li> </ul>		
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	Public School Review	<p>As discussed earlier these documents will be shared with the Board.</p> <p>One-Drive was discussed.</p>	Bec Burns	
	Camp Australia Contract – Renew or go out to tender?	<p>Camp Australia contract is up at the end of the year. We can either re-sign them or go to Tender.</p> <p>Camp Australia currently pay \$65,000 a year. Their first offer for next year was \$70,000 per year which was up \$5,000.</p> <p>Bec emailed them explaining she was disappointed about only a \$5,000 increase. Next offer was \$80,000 plus incursions 2-3 times per term. There is a planned soccer incursion next week.</p> <p>Incursion allowance is \$7,000 as opposed to \$6,000.</p> <p>If we do go to Tender we have to prepare to have some backlash from parents that are happy with this current provider. There have not been any complaints. Janelle asked about whether food could be offered during school holidays. Nadine mentioned the food preparation issues may be due to only having a single sink. We are providing them with a double sink in the next few weeks. Bec will check with Camp Australia that this is the only reason food is not provided.</p> <p>Excursion price can go up to \$100 per day. This could be considered a negative.</p> <p>It was put to the Board if they are happy to continue with Camp Australia and it was voted yes.</p>	Bec Burns	Bec Burns
	Aboriginal Cultural Standards Framework Plan	<p>This document is is mandated by the Department.</p> <p>Key points:</p> <ul style="list-style-type: none"> <li>• It is important for our students to learn about the culture of our first Australians.</li> <li>• SGPS has 9 Aboriginal students.</li> </ul>	Bec Burns	

		<ul style="list-style-type: none"> <li>• A committee was developed last year to get a plan together on familiarising the staff with this framework. We have tried to have PL on this but have not been able to find one as yet.</li> <li>• The way we can slowly integrate this framework is to have an aboriginal puzzle or a book displayed in the classroom. We can easily weave it into current resources.</li> <li>• We have NAIDOC week coming up with a Kings Park tour so hopefully our whole school will take part.</li> <li>• We are looking for a local elder to teach us about the land the school is built on. Emma mentioned Daniel Wolfe may have a contact to come out that would be available. Bec to follow up.</li> </ul>		Bec Burns
	Homework Policy	<p>We are looking to propose a few changes to this policy. Currently the only homework SGPS encourages is reading at home with your child. We don't want to set tasks for the kids to do at home with no real purpose.</p> <p>Ideas of what we would like to include.</p> <ul style="list-style-type: none"> <li>• We think it may be time to rote learn basic facts etc. once the concept has been discussed. This takes the mental load off harder maths concepts going forward. Ideally we would like to put together a scope of sequence of what is expected at what age. This will be put together developmentally in maths. Karen's take on this was it is important what concepts you focus on and how it will benefit the students.</li> <li>• Students in years 3-6 have class meetings each week discussing an issue that is relevant to them or their world. Each student has the opportunity to be the Chair person and is given an agenda item to provide information to their class. This could be done at home via chats with their family over dinner, doing a bit of outside research etc. This would only be necessary for each student roughly once a semester.</li> </ul>	Bec Burns	

		<p><b>Discussion</b></p> <ul style="list-style-type: none"> <li>Note in the policy the amount of homework time expected if these changes are implemented that is age appropriate. This may be required for some students but not others. 5-10 minutes may be all that is required.</li> <li>A guide to what is expected by the end of the year may be a good guide also. e.g., by the end of Year 2 students should know their 2, 5 and 10 timetables.</li> <li>Cat added that if the student is engaged in the task, time may not be the guiding post.</li> <li>We will continue to work on this concept this year to implement in 2023.</li> </ul>		
	<p>Other Business: 1. Compass</p>	<p>Families that are not accessing Compass. These are mainly EALD families.</p> <p>Some feedback was encouraged on how we can engage and get these families on board.</p> <ul style="list-style-type: none"> <li>Possibly an interpreter service - Having them in to do a Compass session.</li> <li>Hard lessons – Their child missing out on an event to drive better communication from parents next time. They are aware that events are coming up but choosing not to respond unless paper notes etc come home.</li> <li>Continue with paper forms until we get everyone on Compass</li> <li>Encouraging older siblings to help mum or dad if they don't speak English. So we need to educate the students on how to use the app.</li> </ul> <p>All of these suggestions will be considered.</p>	<p>Bec Burns</p>	

	Board Meeting Effectiveness Survey	Survey was completed.  Main suggestions: <ul style="list-style-type: none"><li>• Timekeeper is needed to keep meeting on track and within time constraints. Response – yes Chelsea will be timekeeper at the next meeting and a 'time allocated' column will be added to the agenda.</li><li>• Principals report – can we get a paper copy. Response – yes a paper copy can be printed to be placed on the table at the meeting but it cannot be distributed earlier via email as it is not written until just before the meeting.</li></ul>		
8.55pm meeting closed. Next meeting : 2 August 2022				