



School Board Meeting Minutes

DATE:	Tuesday 8 June	FACILITATOR:	Anni Thompson		
TIME:	7:00 – 8:45pm	RECORD KEEPER:	Chelsea Regan		
AREA:	Office Boardroom				
ATTENDEES:	Rebecca Burns, Catherine Powell, Sue Garland, Anni Thompson, Janelle Campbell-Cooke, Rizza Camprag, Aaron Berghuber, Matt Smith, Beau Jose, Nahin				
APOLOGIES:	Belinda Pang, Karen Glassby, Emma Wolfe				
TIME	ITEM	LINKS TO BUSINESS PLAN	DISCUSSION	LED BY	ACTION
7:00pm	Welcome: Chelsea Regan Attendances and Apologies		Anni Thompson welcomed Chelsea Regan to the meetings and read the apologies	Anni	
	Confirmation of Previous Minutes		Beau Jose accepted Minutes from 4 May 2021	Anni	
	Business Arising from Previous Minutes Board name badges Homework Policy and Information Voluntary Contribution requests to families		<p>The board training date is confirmed on 28 July 2021 at 6pm – 8pm at Aspiri Primary.</p> <p>A Survey was sent to all parents regarding ideas for the diversity mural. Only 5 people responded. From these responses suggestions were to include were different languages and aboriginality.</p> <p>Communication to parents was discussed. It was confirmed that all emails go out to PG1 and PG2. These emails are sent as two emails as the Education email system does not allow more than 100 recipients at a time.</p> <p>Terry Healy advised today that \$25,000 will be received for bollards in the carpark. Our quote was for \$34,000 so Kelly Gray to follow up to see if he can finance the short fall.</p>	Anni	Kelly Gray

	Reports: 1. Chair 2. Principal		<p>The Chair report is attached.</p> <p>Key areas mentioned in the Chair report:</p> <ul style="list-style-type: none"> • Welcome to Chelsea Regan • Summary of events Southern Grove have had this term • Effectiveness and transparency of the board. • Positive changes to be put in place and board training. • Members encouraged to input regardless. <p>Enrolment numbers discussed. Kindy enrolments are currently at 32 in boundary and 10 out of boundary. Kindy enrolments are higher than at the same time this year. We have recently put up an enrolment banner to drive more enrolments.</p> <p>Teaching and improving student outcomes is the main focus of Southern Grove, and the Business Plan should be at the forefront of everyone’s mind and everything discussed at the Board Meeting should relate back to this.</p> <p>Staff Development Day today was themed around disability and learning difficulties. This was to ensure we have thriving students and flourishing staff in relation to meeting the needs of these students and supporting staff.</p> <p>Naplan ran smoothly and was managed in a calm manner. Results are anticipated.</p> <p>Kelly Gray has been appointed as substantive MCS of Southern Grove.</p> <p>Reporting to Parents day was positive. We will bring results from the parent and teacher surveys to the next meeting.</p> <p>There will be a marketing professional starting in two weeks. They will be working 1 day per week to carry out Facebook marketing, website updates and implementation of various other marketing tasks as needed. Aaron is happy to help with marketing strategy.</p> <p>3 x trampolines have now been installed. Rules and a roster for supervision have been implemented. Each year level will have a different day to use the upper school trampoline. Student leaders have requested swings and monkey bars. Quotes for this are being collated. Handball has been given an additional day and can be played on Monday, Wednesday and Friday.</p>	Anni Bec	
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			<p>Ride on lawnmower was purchased and presented to Brian the gardener.</p> <p>Reading is always a main focus at Southern Grove. A parent session was run last week by Jennifer Forster. Only 3 parents attended. Possibly a later session would be more beneficial as a lot of parents work during school hours. Home reading is vital so a new incentive will be introduced next term called the Principals Reading Challenge. This will hopefully encourage parents to get involved in their children’s reading. The way we teach reading has changed so it is important that parents are educated on how to help their children read. Aaron suggested online videos for parents so they don’t have to come to the school. Are we able to film an information session and have it available to view at a later date? If so, this link could be included at the bottom of each In the loop newsletter. Swivel may be a way we can record the sessions. Bec will look into this.</p> <p>We are looking to implement a new communication system called Compass. This will replace the various forms of communication we currently use. The view is to have one system that parents, teachers and administration staff use to communicate. Up until this year we have not had the funding to be able to pay for a system that is a one stop shop. Currently we have Connect, Email, Facebook and our website and important information is either overlooked or not seen. Kelly and Chelsea have met and spoken with other schools that currently use this system to ensure it is the best fit for Southern Grove. This system will take one term to set up and will be rolled out from Term 4, 2021 onwards. Hopefully full implementation will be ready by Term 1, 2022.</p>		Bec
	<p>Correspondence Parent Concern</p>		<p>An email was received from a parent and valuable feedback was discussed. Some of the matters are not Board matters, they are operational matters. Questions have been addressed below:</p> <p>Who is responsible students when leaving and entering the school? (Operational) Parents are responsible for their children before and after school. This does include in the carparks and the kiss and drive zone. Our exec team choose to be at the gates in the mornings and afternoons to welcome and farewell students and families, however this is not a requirement. There are only 3 exec team members and if there are meetings or a pressing incident in the school they are unable to be at the gates. The kiss and drive zone is monitored in the afternoon by a staff member, there is no disruption to traffic flow in the morning and therefore it is not necessary to be staffed. This is also monitored by the council on a rolling schedule. When the council have been at the school they do not see Southern Grove as a high risk school for safety, traffic or parking issues.</p>	Anni Bec	

			<p>Can we get more car parking? The idea of using the vacant land on the other side of the road is not an option. The Education Department have advised the developer will not give up land for car bays that will only be used for a maximum of 15 minutes per day, 40 weeks per year. We have more parking than most schools and unfortunately this is a situation that all schools face. A discussion was raised about removing one of the trees along the edge of the school to allow for a larger kiss and drive zone (2 extra bays). The cost of this is approximately \$20 000 and is not viable. The Board decided that given the costing and that the disruption is for 15 minutes per day the focus should be on changing the behaviour of our community.</p>	Board Members	
			<p>Could we do a staggered start for students to help with car parking? (Operational) Bec has looked into this previously. This has been trialled at many schools and it does not help the situation. Parents have students in various year groups so they end up staying in the car bays longer than if all students started or finished at the same time.</p>	Bec	
			<p>Can we get a pedestrian crossing at Holmes Road? Holmes Road is not an area the school would get a cross road assistant for. This is something that could be taken to the local member. We will consider a pedestrian crossing at the school when traffic increases. The back carpark is considered a more pressing, dangerous issue at this point in time. We are currently working with the Council to get a one way, in and out, system in place. Nahin explained that the council needs to look at the entry and exit points before deciding whether the direction of traffic can be changed. Janelle suggested we could educate parents about the options such as early morning clubs, library opening time etc. so this could almost cause a staggered start but allows parents to drop and go. Nahin suggested we could do an information flyer to educate parents on what causes the parking issues and ways we could work together to solve this problem.</p>	Board Members	
			<p>What can the students ride to school? Is there an option to have electric scooters, hover boards etc. and have somewhere to store them? (Operational) Students can ride bikes, and scooters to school or walk to school. Electric skateboards and hover boards are not an option as we do not have an undercover area to store them and the cost of enclosing the bike rack is not viable for our school.</p>	Bec	
			<p>Appropriate transition year 6 students for high school. They don't know how to manage their time for homework. (Operational) We will be setting year 5 and 6's homework projects to do in terms 3 and 4 so they can learn to manage their time and to do 30 minutes of homework each night. Students should be reading for a minimum of 20 minutes every night and conversations with many students and parents indicate that this is not happening across the school. Unfortunately we can never fully prepare our students for high school</p>	Bec	

			<p>because high school is a different environment and this comes with other challenges not just homework. We do work with our feeder high school on transition to try and make it as smooth as possible for the students.</p> <p>Why do you not teach touch typing? This skill needs be taught to complete NAPLAN and is vital. Can you look at teaching it before year 5? (Operational) This is not in the curriculum. Our students in years 2-6 do use laptops for typing and we are assessing their words per minute on a yearly basis but it is not the main priority. Janelle pointed out that touch typing was previously taught in high school and has now been taken out of the curriculum. The Board discussed that students type their NAPLAN writing in year 5 yet are expected to handwrite their year 12 exams. The school is purchasing another 28 laptops to increase the numbers across the school and will reinforce to teachers that typing must be included in their weekly teaching programs.</p> <p>Errors and presentation in things that are coming home. (Operational) It was acknowledged that there have been errors at times and there was a breach of privacy. The breach was communicated to the Board, parents and the Department of Education immediately and changes to how confidential information is sent out has been made. The school has a second person proof reading everything that comes out and double checking all links, dates etc. that are on documents to prevent this happening. There are times when changes need to be made and these will be communicated to parents as soon as possible.</p> <p>The minutes of the Board are too brief. Notes need to be included on why decisions are made. This has been noted and Chelsea Regan has now been appointed as secretary to take the minutes and include all discussions. It was decided the Agenda for each meeting will be on the website prior to the meeting so parents can decide if they would like to attend.</p> <p>Governance appears to be coming from Bec Burns not the Board. The Board agreed that through reading the minutes it would appear this way, however it is not an accurate representation. When the agenda is developed for the meetings Bec emails Anni with a draft agenda for Anni to add to or amend as required. The agenda is emailed back to Bec and is then sent out by Chelsea or Bec. At Board meetings many topics are discussed and other staff members are often invited to present to the Board and to answer questions. Moving forward Anni will be sending out the agenda to Board members and once this is sent out Chelsea will add the agenda to the website.</p> <p>What is the purpose of the Board? Not many people in the community know what the Board do. There are strict guidelines for the role of the Board and these will be added to the website for parents to read. This information has been sent out to parents every time</p>	<p>Bec</p> <p>Anni</p> <p>Anni</p> <p>Anni</p> <p>Anni</p>	
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			<p>nominations for positions are required. The Code of Conduct and School Board Terms of Reference have been added to the website.</p> <p>Is there a performance evaluation for current members? When this question was raised Aaron mentioned it is hard to know as a Board Member if we are doing a good job. The best way to assess this is to make sure we are looking at the Business Plan and ensure we are adhering to what our focus should be. This is also a subject we will be looking at when doing the training. Bec is working on a subset of guidelines of what the Business Plan needs to entail.</p> <p>Anni explained the effectiveness and working of the Board is a constant work in progress and will be constantly evolving. The Board is currently looking at what effective Boards do and what that will look like at Southern Grove. This will be added to the website when complete.</p> <p>It is important to note that the Board does not have any say in the operational running of the school.</p> <p>Does the liberal representative have much to do with the Board? We have not had any contact from the liberal member. He has been invited to Southern Grove events but has not attended.</p> <p>Do we evaluate Walker learning against traditional learning methods? Walker Learning is an evidence-based practice that has been in Australian schools for over 20 years. The Board are not experts on Education matters, however Anni found some research on Walker Learning being compared to other learning styles and has shared this with the Board. Before implementing the approach Bec and Leanne researched the program, went to Melbourne to see it in practice across different school settings and to engage in professional learning before making the decision to implement the approach. It should be noted Walker Learning is a type of pedagogy, we are not a Walker Learning school. Our curriculum is in line with the Department of Education guidelines, we do not stray from that and explicit teaching of all learning areas is implemented at Southern Grove. Walker Learning allows the staff at Southern Grove to focus on the social and emotional needs of our students and research tells us that if these needs are not met for all students they cannot learn. Janelle mentioned this is something that Southern Grove does exceptionally well and much better than many schools. The Board focus is to bring the community together and keep the school in check, it is not to make changes in education. When education based questions are raised they need to be answered by Bec Burns or someone with education experience. These cannot be led by the Board. Bec mentioned communication about the program has been hindered by Covid-19 guidelines and travel restraints as we have been unable to hold the parent's sessions that were planned last year. If all goes well and our mentor can travel to Perth we will be holding parent session next term. Bec acknowledged that communication could be</p>	<p>Bec</p> <p>Bec / Anni</p> <p>Bec / Anni</p>	
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			<p>improved to parents about what Walker Learning is and how it benefits the students and will look at including this information in publications to parents. Aaron suggested using LOOM to produce videos to share with the community. Bec will look into this.</p> <p>The Board noted that it was good to receive this feedback from the parent as it has led to some good changes and some clarification.</p>		Bec
	<p>Learning Support Coordinator The role and responsibilities at SGPS</p>	<p>Thriving Students Outcome 2 - Differentiate and personalise learning to maximise educational achievements and opportunities for all students</p>	<p>Catherine Powell introduced herself to the Board and detailed her role at Southern Grove. She works four days a week supporting the students with additional needs, their teacher, education assistants and their families.</p> <p>The main focus for Catherine is to support students with special needs or learning concerns, their teachers and families.</p> <p>She does observations and training of SNAP's (Special Needs Allied Professionals) to ensure they have the knowledge and skills to support the children's needs.</p> <p>Catherine is responsible for maintaining SNAP's timetables and running various programs to improve student's social and emotional skills. Circle of friends is an example of a new initiative Catherine is working on for these children. The focus is to support children that struggle to make friends. These children will be introduced to a peer mentor to help them interact and make them feel included in a social setting.</p> <p>Catherine is passionate about ensuring families feel really supported on their parenting journey. Building a relationship with these families is essential to support the child's needs and discuss areas of concern. These concerns are addressed in case conferences which are meetings with parents and therapists to discuss what therapy is happening with their child and what needs to be implemented.</p> <p>Curriculum Cafés are run by Catherine which providing PL for teachers to learn more about certain topics. The SAER (students at educational risk) team also meet once every two weeks to discuss how to meet the needs of SAER students. SAER students are students at educational risk and this can be due to learning difficulties, not being extended if they are gifted, EALD, dyslexia, coming from a trauma background, anxiety etc.</p> <p>Some exciting things Catherine has in the pipeline for Southern Grove are: Coffee catch ups – These could be held on a regular basis with a relaxed feel to allow parents and carers to have an outlet to liaise with other parents that are going through the same feelings and issues. Young carers – This program would be for siblings of children with additional needs to be taken from class and participate in something fun. Being a sibling of a special needs child has challenges that many people do not realise. Fundraising will need to be done for this.</p>	Catherine	

			Janelle commented that Southern Grove caters for these students very well, uses data well and is extremely inclusive. Catherine agreed that this school is the most inclusive school she has worked at.		
	<p>On Entry Assessment Data Analysis What are we seeing? Why are we seeing it? What, if anything, do we need to do about it?</p>	<p>Thriving Students Outcome 2 - Differentiate and personalise learning to maximise educational achievements and opportunities for all students</p> <p>Flourishing Staff Outcome 1 - Build teacher capacity to ensure high quality, effective, consistent and connected teaching practice is evident in every classroom for every student, every day</p>	<p>On Entry Assessment Data Analysis is an assessment for learning that is conducted in all schools across Australia. It identifies students in pre-primary that may need intervention or extension in certain areas.</p> <p>These assessments take teachers around 3 days to assess all children 1 on 1. The areas assessed are – reading, writing, numeracy, speaking and listening.</p> <p>Numeracy, reading, writing and speaking and listening are assessed. There is no pass or fail in this assessment as it is assessing where the students are coming in at for their first year of compulsory schooling. It does allow us to reflect on our kindy program and make changes if necessary,</p> <p>The data has been analysed and this assists with planning for the teachers. Outcomes are then listed to see if our students in each section can achieve these outcomes.</p> <p>Certain students are classified as ‘move on’s’. These are students that are close to achieving a higher grade.</p> <p>The data is assessed each year and is compared to the previous year’s data to see if students are continuing to achieve. This will show if the programs we are teaching and implementing are working year to year.</p> <p>Each parent is given a detailed report of where their student is sitting. There is no pass or fail, it just allows data to show growth and development. It will also show weaknesses that can be focused on.</p> <p>Janelle mentioned this data is useful for a school psych as well because it indicates where students started to fall behind or where issues started to arise.</p>	Bec	
	<p>What does an effective School Board look like at Southern Grove Primary School?</p>	<p>Budding Community Outcome 1- Pursue and develop partnerships to engage families and the community in their children’s learning journey</p>	<p>Skills and knowledge as a board is attached. Future actions of our skills that can help in performance management are detailed in this document.</p> <p>School Board to provide a bio to Anni by the next meeting. Information to be included in the bio: Describe yourself, your family, qualifications professionally, roles you have within the community. Anni will provide a sample.</p> <p>Preferred email addresses to be provided to Anni by all board members.</p>	Anni	<p>All Board Members</p> <p>All Board Members</p>

			<p>Nahin brought up the option of the Board being available at a separate time to the Board meeting. It was mentioned that if possible Board representatives should come to assemblies and school events so the community can get to know them. Nahin mentioned that EALD parents may feel more comfortable to talk to a board member in an impromptu situation such as during drop off or pick up. For this to occur it is essential for Board members to wear their badges at all times to be recognised.</p> <p>In relation to getting the school community involved in events, the following options were raised:</p> <p>Asking parents what their skill set is and if they can help. We could send out a list of tasks the school requires such as gardening, carpentry jobs etc. and seeing if any parents are qualified in these skills. Matt mentioned parents may be more inclined to help if there was some sort of recognition or sponsorship option of awards at the assembly.</p> <p>Bec to find out what the Education Departments policy is on advertising businesses at schools</p> <p>Could we have Community Member of the Month award? This will be discussed at the next Board meeting.</p> <p>Play is the Way seminar being held next term to educate parents about social and emotional learning and how they can help their children in partnership with the school. There will only be a limited number of parents that can attend as it is a hands on session. If it is popular the school will look at running a second session. Each session costs \$1100.</p> <p>Aaron suggested a two-minute review after each Board meeting to gauge how successful the meeting has been. The questions could be–</p> <ul style="list-style-type: none"> • Effectiveness of the meeting • Where did the members provide the value • Which areas were the least effective • How would you improve these ideas • What is missing or what else can the board do to improve. 		All Board Members
		Other Business	<p>It was agreed by the Board to focus on one key focus each meeting instead of trying to go through many curriculum items in one meeting. The process of data collection and analysis will be the focus of the next meeting.</p> <p>Rizza asked about the year 6 camp and the reasons for so many students choose not to go? It was discussed that 13 out of 20 students attended. This was mainly due to families not wanting their children to sleep overnight. It was the first camp so did not expect a full uptake. 24 current year 5's have registered their interest for next year so seeing this year's camp has made a lot of students want to go next year and has reassured families that camp</p>	Anni Rizza/Sue	

			<p>is a positive experience. Our year 6 students had a fabulous time and really challenged themselves in many areas.</p> <p>Agenda for next meeting - Matt raised the option of a Men's Health Day to get dads involved in the school. Idea is to have a men's afternoon to get them together at the start of the year, do a bbq so the dads have more of a buy in to the school. The objective of the afternoon would be:</p> <ul style="list-style-type: none"> • Get to know the Board members • A way for new Dad's to feel included as primary school events are mainly dominated by mum's • Break the ice for men to talk about mental health and feel valued. • Clean up the school. Get jobs done that staff don't get the time to get to. <p>This will be discussed at the next Board meeting.</p>	Matt	
9:10pm	Next meeting and close		Tuesday 3 August 2021		



Becoming an Effective School Board - Southern Grove Primary School

	Future Actions
<p>WHAT SKILLS / KNOWLEDGE DO WE BRING TO THE BOARD?</p> <p>Teaching experience Curriculum knowledge National / international teaching experience Risk management Governance experience IT / marketing skills Grant application Data science General business skills DOE system knowledge and policy Running own business Time management Qualifications in Business Leaderships, Management, Libraries and IM Personal experiences Questioning, explorative personality Cultural experience Difference view points Diversity in age, experience, cultural, gender Frameworks and child development Parenting skill and knowledge</p>	<p>Draw on skill set when discussing content at Board meetings Support communication from the Board out to the community Willingness to participate in training Reflective in our decision-making Channel discussion from Board to marketing officer Draw on skill set to present as a group on relevant topics to the community</p>
<p>WHAT DO WE DO / CAN WE DO TO BE THE “VOICE FOR THE COMMUNITY”?</p> <p>Conduit for community concerns to be raised with Executive Teams, Educate and reinforce parents / carers re: values and priorities Webpage profiles Wear name badges so members are easily identified Share school successes and events within our own communities (e.g. social media).</p>	<p>Board members to be visible in the community e.g. at the gate in the morning or afternoon Bio and photo to be added on the website Board morning tea</p>

<p>Communicating with local members / COG about issues that can't be dealt with by the school e.g. parking</p> <p>Educate / promote role of board members</p> <p>Proactive communication approach with parents</p> <p>Attend and support school functions</p> <p>Drop box for questions, concerns to raise</p> <p>Encourage parents to be involved in the school, P & C, parent help, busy bees</p>	
<p>HOW CAN WE ADVOCATE FOR OUR SCHOOL?</p> <p>Rigorously analyse and discuss school data and operational planning</p> <p>Actively discuss the School Business Plan outcomes</p> <p>Be involved in promotion of the school, talk about it positively – Community events</p> <p>Make nominations for Education Awards</p> <p>Risk management</p> <p>Being approachable</p> <p>Actively engage parents</p> <p>Seeking, writing grant applications</p> <p>Qualifications in Business Leaderships, Management, Libraries and IM</p> <p>Being visible around the school – wear badges when on school grounds, at events, website</p> <p>Proactive within the role</p>	<p>Robust discussion around the strategic direction, data and improving student outcomes</p>
<p>WHAT RELATIONSHIPS WITH OUTSIDE AGENCIES WOULD BE BENEFICIAL TO SGPS?</p> <p>City of Gosnell's</p> <p>Rotary</p> <p>Bunnings</p> <p>Grants (anyone with money)!</p> <p>Local law and emergency services</p> <p>Local skills, qualifications register of parents and community</p> <p>Water Corp etc. Sponsorships</p> <p>Local Member</p>	

<p>Supermarkets (Coles, IGA, Woolworths) Mens Shed Department of Education Local businesses and trades NDIS – service providers</p>	
<p>HOW CAN WE MONITOR THE EFFECTIVENESS OF THE BOARD? Investigate which schools have a highly effective School Board and attend a meeting. Bring back observations and discuss/evaluate how our Board compares</p> <p>Use the pointers in the reading that describe an effective Board and rate our performance</p>	
<p>WHAT ACTIONS DO WE NEED TO TAKE TO IMPROVE OUR EFFECTIVENESS?</p> <p>Board members to bring ideas to be discussed at next meeting.</p>	



School Board Meeting

8 June 2021

Chair's Report

Welcome firstly to Chelsea and thank you for agreeing to take on the (in no means small) task of minuting our board meetings so they can be shared with the school community.

It's clear from all of the updates available that our school is busy as always. Since the last meeting there has been AEDC testing in Pre-Primary, the year 6 camp, Naplan testing, a visit from the Brass Band from the Instrumental music school, parent teacher meetings, Pyjama day, Mother's Day Stall, Reconciliation Week, Eid, the Interschool Carnival, Gardening Club. It is great to see such a broad range of activities and a strong focus on community in all we offer. I'm looking forward to hearing more about today's Staff Development Day, from what I saw on Facebook it looked to be another very important learning opportunity for everyone.

It is timely that we have started to discuss the effectiveness and transparency of the board at our last meeting and that it will pick up again tonight as we have already received some parent feedback and suggestions that I will cover in more detail shortly. Sometimes it is good to step back and look at things from another person's point of view, to see it as someone outside might be; because it gives us the opportunity to see a few positive changes we can put in place very easily.

Thanks to Bec for arranging a follow up date for the Board Training session. It's good we have elected to participate as a team rather than just the new members. Refresher training and a renewed sense of purpose can only help us to focus on what we are here to do.

Such is the nature of our Board (being for a school) that the majority of what we do has an education and learning outcomes focus. Because of this we will often-times defer to the subject matter experts for discussion; but this does not in any way encourage all of our members to just listen or to agree if you have a different idea. Your place on the Board is hard earned and your input vital to our success so if you have anything to say, suggest or add please don't hesitate to speak up.

Anni Thompson

School Board Chair
0428 975 548

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The way to achieve your own success is to be willing to help somebody else get it first.

-Iyaula Vanzant

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