



Glengarry Primary School

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~ School Board ~

School Board Meeting – Monday 20th November 2017

Present: Peter Meston, Simon Korzec, Teri Lane, Troy Visser, Carol Larkin, Kerryn Ellis, Megan Northover, Leeann Reid-Munce, Emily Taylor

Meeting opened at 7:03pm

Apologies

none

Minutes of Previous Meeting

Minutes were endorsed without amendment
(endorsed: Teri, seconded: Kerryn)

Business Arising from Previous Minutes

- In response to query from Kerryn at previous meeting regarding past school-performance related surveys, Simon noted the following surveys had been conducted: Glengarry Community Survey (Aug 2012), Religious Education (June 2013), National School Opinion (June 2014), Investing in Parents (Dec 2014), National School Opinion (June 2016), National School Opinion (TBC – June 2018)
ACTION: Simon to report on response rates at next meeting

Business Plan 2018-2020 (Draft)

- New plan focuses on continuing to build strengths and overcome concerns identified in previous plan
- Peter noted that in surveying 2nd plans from other schools that they often build upon the reviews of the outcomes of the 1st plan and make minimal changes when reviews are positive
- In the draft plan, minor changes to targets and milestones headings
- Peter noted that plans to monitor student success will have greater emphasis on achievement on the PAT test with comparisons to norms computed across all schools; in 2017, Year 1s performed below these norms using a mixture of online and paper-based assessments; Megan queried whether the questions could be read to younger children; Peter indicated that he would have to query this further; case management approach in maths will try to get students scoring 75-80% in PAT to improve scores into extension range and thus hopefully pull up the rest of the cohort
- Details of literacy strategy can be found in Operational Plan

- Early Childhood Education (Kindergarten to year 2) strategies have different outcome targets than later years with focus on maintaining activities that led to exemplary achievement rating from this year's National Quality Audit
 - High Quality Teaching and Leadership targets will be aided by new Associate Principal who has strengths in areas of ICT and STEM; Leann queried whether the school had specific targets for arts and asked whether STEM should be amended to STEAM to reflect focus on arts; Peter responded by suggesting that focus on STEM in the business plan reflected the needs of the school, pointed to the strength and desirability of our music program and noted that arts are highly valued
 - Simon queried whether the Pastoral Care section could use fewer acronyms
 - It was suggested that the School Board also be added to the preamble of the document
 - Peter noted that the revised Business Plan would be tabled along with the draft annual report at a subsequent Board meeting
- (endorsed: Emily; seconded: Troy)

Operational Plans 2018 (Draft)

- Plans for ECE address aspects of National Quality Standard and Early Years Plan with focus on quality learning spaces and increased ICT (Ipads in Literacy and Numeracy); RAT testing will focus on increasing phonemic awareness which will be aided by easier access to an onsite speech pathologist
 - Teri noted that it was important to ensure the costs in the Operational Plan aligned with the School Budget
 - Plans for Math were still being developed (phase of learning targets to be set) but foci would be on measurement and geometry, the iSTAR process of problem solving, developing skills to do online testing, and applying math lessons to real-life problems; case management techniques to be applied to increase performance of students in 75-80% range; maths practice and interest to be increased by including maths games in the newsletter and creating outdoors maths games for class use and during recess; maths support teacher will initially focus on case management with the role becoming more fluid as the year progresses
 - Plans for Reading are still being developed (phase of learning targets to be set); explicit teaching will focus on weaknesses in high-level comprehension identified by NAPLAN; Springboard assessments boxes are new tool to monitor reading progress; new emphasis on comprehension of different text types and alternative formats (e.g., posters)
 - Plans for Writing are still being developed (phase of learning targets to be set); teachers will participate in Talk for Writing Action Research; teaching focus on paragraph structure, grammar and vocabulary; Brightpath system will continue to be used; parent information sessions will be held on Talk for Writing and VCOP Pyramid programs
- (endorsed: Emily; seconded: Megan)

Monitoring Success

- Peter noted there were small changes to reflect changes in the data being collected, particularly on the table on the final page of the document

- Additional changes were made to this table to: a) clarify that the survey mentioned under point 1 of the Leadership focus area occurs on even years; b) correct the document to indicate that the School Board survey mentioned in item 3 of the Relationships focus area occurs annually; c) indicate that the When column for the Community Survey mentioned in item 4 of the Relationships focus area is intentionally left blank pending discussion of timing at the first School Board meeting of 2018
 - Simon queried whether the arrow marked “School Reporting” on page 2 of the document could be amended to be bi-directional; Peter indicated this diagram was provided to the school and thus could not be amended
 - Simon queried about the role of tracking sheets in creating prerequisites for a successful learning environment (pg. 3); Emily noted that the tracking sheet is used across all classes as a means of recording inappropriate behavior and that the sheet informs class-based action plans for students
- (endorsed: Simon; seconded: Teri)

Workforce Plan (2018-2020)

- Peter noted that the actions highlighted on page 10 are the major issues highlighted in the document; also suggested that the IPS system is being changed and that workforce management plans are getting less relevant as independent schools are having less control over workforce choices
 - Leeann asked whether changes to IPS workforce management should be communicated more clearly to the school community; Peter noted that parent letters would be redirected to the principal and there is some potential risk of creating animosity towards some new staff members
 - Peter noted two new staff members have been hired for 2018; FTEs (fulltime equivalent) in 2018 look to be equivalent to 2017, but that there may be fewer students in 2019 which may mean one less class across the school, ie with 1-2 less FTEs
- (endorsed: Kerryyn; seconded: Leeann)

Budget 2018 (Draft)

- Peter noted that lease payments in budget are primarily for ICT laptops and the need to retain funds for future years to replace equipment already at or past depreciation life
 - Peter also noted computer IT support does not extend past five years, typically making buying computers an unattractive option compared to leasing
 - Chaplaincy funds for next year come from a \$21,000 grant with the remainder from voluntary contributions
- (endorsed: Teri; seconded: Megan)

General Business

- Thank you to Troy, Megan and Teri for serving on the Board for the past three years
- Kerryyn indicated that parents had approached her with concerns about the construction of classes for 2018 – younger years parents concerned about effect of split classes on social groups and play areas while older years parents concerned about content being repeated or missed across split and single year classes

- Peter noted that queries of this type should be directed to the School Administration rather than Board members and that curriculum is a skill-based program set by year level and the same whether the year is taught in the context of a split-class or not
- Thank you to teachers for their contribution to the Kaleidoscope festival

Meeting closed: 8:56 pm

Next meeting: 1st Term, 2018