



Minutes of meeting Wednesday 6 April 2022

ATTENDEES: Chairperson: Darren Roberts

Staff Representatives: Sharon Marchenko (Principal), Tracey Owen (Associate Principal), Julie McCarthy (Associate Principal), Amanda Allier (Teacher) & Natasha Francis (Teacher).

Parent Representatives: Paige Goodsell, Hari Kirupanather, Hana McDonald & Scott Payne

Community Representatives: Rasa Subramaniam & Sara Di Candilo

1.0	Welcome and apologies	ACTIONS
1.1	Opening and welcome. The meeting was opened by Darren at 4.33pm	
1.2	Apologies: Tracey Owen (LSL), Amanda Allier, Natasha Francis	
1.3	Confirmation of Agenda. The Board confirmed the agenda for the meeting of Wednesday 6 April 2022. Agenda Items: <ol style="list-style-type: none"> 1. Welcome – Conflicts of Interest – Darren 2. Previous Minutes – Darren 3. Induction – Sharon 4. Code of Conduct - Sharon 5. Roles of Board – Sharon 6. Criminal Screening Check – Julie 7. Business Plan – Sharon 8. Annual Report – Julie 9. Financial Report - Sharon 10. Focus 2022 – Sharon 11. Policy - Anti-Bullying - Julie 12. Scheduled Annual Meetings - Sharon 13. General Business - Darren 	
2.0	Disclosure of interest	
2.1	The Board noted that there were no real, perceived or potential conflicts of interest experienced by any member in relation to the items on the April 6 Meeting agenda. An example of a conflict of interest would be if the school was purchasing new school uniforms and you were a uniform supplier, it would be a conflict of interest. This would need to be disclosed.	
3.0	Minutes of previous meeting	
3.1	Review minutes of previous meeting. Minutes from 1 December 2021 meeting will be signed by Board Chair, Darren Roberts. Paige motioned that the previous minutes were correct Sara seconded the motion. All members agreed that the Minutes were correct.	Minutes to be forwarded to all Board members in a timely manner. On receiving the Minutes, members have one week in which to reply to Darren or Sharon with feedback.
3.2	Actions arising from the previous meeting. -Nil	
4.0	Priority item A	
	Board Member Introductions Welcome to our new Board Members. Hari, Hana & Scott introduced themselves.	

	<p>Induction – Sharon There are 5 Modules which can be completed online by accessing the following website: https://www.education.wa.edu.au/online-resources-for-school-councils-boards Sharon will have a meeting next term with new Board Members as part of the induction. She will discuss the Code of Conduct and Roles and Responsibilities at this meeting.</p> <p>Code of Conduct – Sharon Code of Conduct – members to read this information and sign the corresponding form when they meet with Sharon for the induction.</p> <p>Role of Board – Sharon ROLES AND RESPONSIBILITIES OF SCHOOL COUNCILS/BOARDS The functions of councils/boards are prescribed by the <i>School Education Act 1999</i> and the <i>School Education Regulations 2000</i> as follows: Take part in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> establishing and reviewing from time to time, the school's objectives, priorities and general policy directions; <input type="checkbox"/> planning financial arrangements necessary to fund those objectives, priorities and directions; <input type="checkbox"/> evaluating the school's performance in achieving those objectives, priorities and directions; <input type="checkbox"/> formulating codes of conduct for students at the school; and <input type="checkbox"/> take part in the selection of, but not the appointment of, the school principal or any other member of the teaching staff if prior approval is given by the Regional Executive Director. <p>Approve:</p> <ul style="list-style-type: none"> <input type="checkbox"/> a charge or contribution determined <input type="checkbox"/> the costs determined by the principal to be paid for participation in an extra cost optional component of the school's educational program; <input type="checkbox"/> the items determined by the principal to be supplied by a student for the student's personal use in the school's educational program; and <input type="checkbox"/> an agreement or arrangement for advertising or sponsorship in relation to a government school. <p>Determine:</p> <ul style="list-style-type: none"> <input type="checkbox"/> in consultation with students, their parents and staff of the school, a dress code for students when they are attending or representing the school. <p>Provide advice to the principal of the school:</p> <ul style="list-style-type: none"> <input type="checkbox"/> on a general policy concerning the use in school activities of prayers, songs and material based on religious, spiritual or moral values being used in a school activity as part of religious education; and <input type="checkbox"/> on allowing time for the special religious education of students in the school, up to a total of 40 hours in a year. <p>Promote:</p> <ul style="list-style-type: none"> <input type="checkbox"/> the school in the community. <p>A school's Funding Agreement (with Schedules) is noted by the school council/board chair.</p> <p>The responsibilities of a council/board are to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> comply with the council/board's terms of reference (constitution for incorporated bodies), the Department of Education's <i>Councils and Boards in Public Schools policy and procedures</i>, the <i>School Education Act 1999</i> and the <i>School Education Regulations 2000</i>; <input type="checkbox"/> liaise with other groups/committees associated with the school e.g. the Parents and Citizens' Association; <input type="checkbox"/> hold an annual public meeting at least once in every calendar year that is open to the public. An annual report will be presented at the meeting to 	<p>Sharon to conduct meetings with the new members in Term 2.</p>
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advise the school community of the performance of the council/board in the last year;

- ☐ hold at least two (2) ordinary meetings per year; and
- ☐ hold meetings that are generally open to the public.

Criminal Screening Check – Julie

Valid for three years

National Coordinated Criminal History Check- is an Education Department requirement of Board Members.

NATIONALLY COORDINATED CRIMINAL HISTORY CHECK

A collation of police and conviction history information about an individual that has been determined releasable by Australia's police agencies and made available to the Department of Education Screening Unit by the Australian Criminal Intelligence Commission (ACIC) in accordance with the contractual Agreement between the ACIC and the Department for the purposes of pre-employment/placement/enrolment probity screening. The check involves processing an individual's biographic details, including name and date of birth, against information held by the ACIC through the National Police Checking Service Support System.

To apply and renew:

education.wa.edu.au/ncchc  school council and board members 
start your National Coordinated Criminal History Check

Business Plan – Sharon

2022-2024 Business Plan has been completed and is almost ready for printing. Staff and the Board contributed to the development of the Business Plan.

The Business Plan has been a work in progress for the last twelve months. The Department asked Sharon to delay the production the Business Plan as we weren't sure who the new principal would be. The new Principal needed to have input into the Business Plan. The Business Plan is almost ready for printing. It is still in draft form.

Rasa -looks like a great document. Well laid out. Captured the school culture very well.

Paige- looks professional and the hard work and combined effort has paid off. It looks great. Photos are very good too- not just children sitting at desks.

Last year we reviewed the vision, values and context. With the involvement of students, the board and staff, we reduced the number of values from 10 to 5. This is manageable, and the students and school community are more likely to learn and recall our school values.

Scott queried how we set the targets.

Julie- We analysed previous NAPLAN, On Entry and PAT data and used this information to inform the setting of goals. By doing this the goals should be measurable and achievable. The targets also focus on student progress from year to year. We also looked at school trends in the various learning areas. We will review our collected data and measure it against our targets to see how we are progressing.

Paige- Targets are not only academic, but also include values and student wellbeing.

Darren- acknowledged that a massive amount of work has gone into the production of this document with multiple stakeholders involved.

New members to send completed documents to the school. Thank you to those who have already done so.

Annual Report – Julie

The 2021 Annual Report has been compiled with input from staff. It includes:

- Overview
- Student and staff numbers
- Student attendance
- NAPLAN results
- Destination schools for our Year 6 leavers
- Survey results
- Financial summary
- School Priorities
- Board Chair Report
- P&C Report

All schools are expected to produce an Annual Report. This year the Bull Creek Annual Report has been completed consistent with the Department template. Following feedback from the Board last year we have endeavoured to produce a more concise and intelligible document.

Paige- succinct this year, it's a reference point for parents, new staff, job applicants and the general community.

Scott -we've done a great job on the Annual Report.

Sharon acknowledged and thanked Tracey and Julie for their time and effort in compiling the Annual Report.

Financial Report – Sharon

Funding Agreement-Sharon has signed and endorsed the Funding Agreement.

Noted: Darren has endorsed and will sign the Funding Agreement. Budget is be noted by the Board.

Funding- One Line Budget- We receive funding based on Student Enrolments, Disability, Aboriginality, EAL, Social Disadvantage and Targeted Initiatives. It is a Department requirement that we spend 96% of our budget each year.

Student numbers are lower this year as 75 Year 6 students left at the conclusion of 2021 and we have 31 Kindy enrolments. We need to try and build our early year numbers as student enrolments in the past few years have had a downward trend.

Scott- School is at the mercy of real estate. High school zones may determine families moving to the area. Highly recommend taking in children out of area however, these students can cause problems in the classroom.

Darren- trying to get a local real estate person on the Board may help us track trends in the area.

"Scott – school enrolments impacted by suburban real estate trends and high school enrolment zoning. Supported consideration of all out of area enrolment requests, with maintenance of the already established administration assessment of the fit, suitability, and capacity of Bull creek PS to meet the needs of the potential student(s)."

Paige- There are other factors to consider other than just increasing numbers.

Hari- Gifted and talented- PEAC. Maybe the school could offer a Gifted & Talented program other than PEAC to encourage students to enrol at our school.

Julie- A test is administered to students in Year 4 which determines who will be offered a position in PEAC for Years 5 and 6.

Board noted the Financial Agreement and Budget.

Darren to sign the Funding Agreement.

Financial Summary-Julie to clarify "Charges and Fees" graph and email members.

Amendment

We have made significant cuts to the budget. A large amount of the budget has been earmarked for ICT as this was an area of great need. We have had to move funds from other areas.

Photocopy paper for staff has been reduced. Teachers to reassess how they are presenting their lessons and reflect if the lesson could be offered in a different way.

Focus 2022 – Sharon

The Focus document is distributed each year for schools with highlighted areas to emphasize. It is written for primary and high schools therefore some parts don't apply to primary schools. There are 6 Focus Areas.

(Green indicates what our school is doing).

1. Provide every student with a pathway to a successful future

- provide high quality, evidence-based learning opportunities in the early years-

Evidence based practices

Consistent whole school approaches – All staff engage in explicit teaching following the Bull Creek Instructional Framework

All teachers engage in the same Professional Learning to ensure a whole school approach to teaching and learning

- build STEM skills to strengthen post-school opportunities

Dedicated Digital Technology teacher has been employed to upskill staff and students-teachers accompany their class to Digital Technology lessons

Online/remote learning - teach students about logging in, clicking on links etc

- ensure all students are achieving year-on year progress through evidence-based approaches.

Whole school collection of data on the Electronic Monitoring Tool will track student progress from year to year

Staff interrogate NAPLAN, PAT and ON Entry data to identify areas requiring improvement

2. Strengthen support for teaching and learning excellence in every classroom

- embed whole school approaches to teaching, including for online and remote delivery

Online/remote learning - teach students skill such as logging in, clicking on links etc

Explicit teaching following the Bull Creek Instructional Framework

- connect to local Aboriginal histories, cultures and languages, to strengthen student wellbeing, engagement and achievement

Cultural Responsiveness acknowledging Aboriginal history

Aboriginal Cultural Standards Framework

History/ Awareness

Noongar Ode has been included in the ANZAC Service

Inclusivity- building it in to our school culture

- continue to build on the progress and achievement of NAPLAN results

Staff engage in thorough interrogation of data to inform planning

- set clear expectations and embed effective approaches to student wellbeing and care.

Student and staff wellbeing is important. The school has allocated funds for the Chaplain, School Psychologist, (more time), On Psych

Conduct classroom and whole school mindfulness sessions

3. Build the capability of our principals, our teachers, and our allied professionals

- build the capability of our leaders and teachers to deliver effective, evidence-based teaching practices in every classroom
- continue to build our cultural responsiveness, and work in ways that value the knowledge and perspectives of Aboriginal people
- better use the expertise of Managers Corporate Services to support school management
- explore student achievement and progress measures for students with disability and diverse learning needs.

Opportunities for aspirational staff to engage in leadership positions may be made available when Admin are on leave.

4. Support increased school autonomy within a unified public school system

- sharpen the focus of school networks on student achievement and staff development

Network Schools-Riverton/Rossmoyne Network

Sharing data with like schools. School Development Day on June 3, it is proposed that we will working with other schools in our network

- use student performance data to plan for improvement across schools

Staff engage in thorough interrogation of data to determine areas on which to focus and inform planning

5. Partner with families, communities, and agencies to support the engagement of every student

- enhance engagement practices with parents and families that are responsive to their needs and concerns

Access to the On Psych and Chaplain

Student Inclusivity-Tracey & Sharon visited a child attending a special needs school. He was welcomed into our mainstream classes and is flourishing.

- create opportunities to work collaboratively with local communities, including Aboriginal communities, to determine aspirations and opportunities for students

Inclusivity- building this into our school culture

- take a stand against violence by enabling safe and supportive school environments.

Bull Creek Way and Code of Conduct

Anti-bullying Policy

Positive Behaviour Matrix

Behaviour Management Plan

6. Use evidence to drive decision-making at all levels of the system

- promote and use student voice in school decision-making

Promoting the high profile of the Student Leadership Team

Meet regularly to discuss school topics and their role within the school

Working on student voice this year. We met with individual students and

parents to sign their Leadership Agreement

We will listen to their ideas and encourage students to voice their opinions

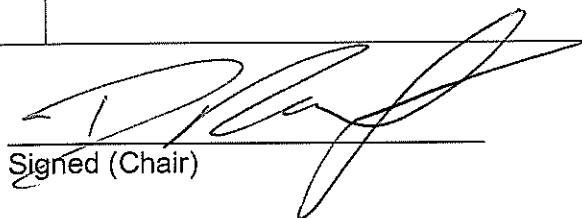
Possible Student Council for Years 3-5 when there are less COVID restrictions

Feedback from students (surveys) based on teaching practices

- use systemic and school-based data to monitor and track student progress and achievement across all year levels

	<p>School Monitoring Tool is a dedicated data collection point which is utilized by all staff. Records of spelling, maths, reading are kept in this document. This enables staff to track student progress from year to year</p> <ul style="list-style-type: none"> make decisions based on evidence and in the best interest of students' educational opportunities <p>Rasa- Teaching students about the First Nation People is vital. Eg the way in which they respect their environment by only taking what is essential for them to survive.</p> <p>Policy - Anti-Bullying – Julie This policy is to be read in conjunction with the Behaviour Management Policy (being reviewed and updated), Good Standing, Positive Behaviour Matrix and Acceptable Use of the Internet Agreement. Bullying is one of the most difficult behaviours in a school to manage and eradicate. The Anti-Bullying Policy contains definitions of bullying, staff, student and parent responsibilities and procedures for dealing with students who are targeted by bullies. The most important role of the child is to tell an adult if they are being bullied. We often have students and parents inform us of bullying incidents that have been occurring for weeks or even months. Unless we are notified of these actions, it is extremely difficult to deal with them promptly and efficiently.</p> <p>Scheduled Annual Meetings School Board Planner 2022 – Sharon See Handout Sharon will inform board members the dates of meetings for the remainder of the year. <u>Term 2</u> 18 May 15 June <u>Term 3</u> 10 August 7 September <u>Term 4</u> 2 November 30 November</p> <p>General Business - Darren Any questions or feedback please email Sharon or Darren. Nearly holidays so will get back to you early next term. New members to check WWCC/Screening etc. is up to date.</p>	<p>Sharon will inform board members the dates of meetings for the remainder of the year.</p>
7.0	Reports and operational matters	
7.1		
8.0	Other business	
9.0	Next meeting	
	The next meeting will be on Wednesday 18 May at 4.30pm in the school board room.	
10.0	Attachments	
	<ul style="list-style-type: none"> Anti-Bullying Policy 2022 Code of Conduct 2022 Business Plan Annual Report 2021 Focus 2022 Roles and Responsibilities of the Board Financial Statement 	

	<ul style="list-style-type: none"> • School Board Planner 2022 • Initial Budget 2022 	
11.0	Meeting close/adjournment/next meeting	
	<p>The meeting was closed by Darren Roberts at 5.47pm. The next meeting will be on Wednesday 18 May at 4.30pm in the school board room.</p>	<p>Information is to be sent to members 1 week prior to meeting.</p>


Signed (Chair)

5/5/22
Date: