



32 Hardy Street

Bull Creek Western Australia 6149

Tel: 08 6216 4400

*Minutes of Board Meeting Wednesday 19<sup>th</sup> June 2024*

**ATTENDEES:** Chairperson: Hana McDonald

Staff Representatives: Sharon Marchenko (Principal), Louise Twist (Teacher) Brandon Ellis (Teacher), Steve Pascoe (Teacher)

Parent Representatives: Hana McDonald, Scott Payne & Pav Pillai

Community Representatives: Rasa Subramaniam

Apologies: Hari Kirupanather, Jennifer Spanbroek & Matt Woodall

Minutes: Brandon Ellis

1.0	<b>Welcome and apologies</b>	<b>ACTIONS</b>
1.1	Opening and welcome. The meeting was opened by Hana at 4.35pm. She welcomed members of the Board to the Meeting.	
1.2	Apologies: Hari Kirupanather & Jennifer Spanbroek	
1.3	<p><b>Agenda</b></p> <ol style="list-style-type: none"> <li>1. Welcome, Introductions, Apologies</li> <li>2. Conflicts of Interest</li> <li>3. Previous Minutes</li> <li>4. National Quality Standard Update</li> <li>5. Healthy Food Policy, Crunch n Move, Healthways</li> <li>6. Financial Report</li> <li>7. Shaping Minds</li> <li>8. Annual Report</li> <li>9. On-entry Data 2024</li> <li>10. Business Plan</li> <li>11. General Business</li> </ol>	
<b>2.0</b>	<b>Disclosure of interest</b>	
2.1	<p>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 agenda.</p> <p>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.</p>	
<b>3.0</b>	<b>Previous Minutes</b>	
	<p>Members analysed previous minutes.</p> <p>Rasa motioned the minutes approval and Pav seconded.</p>	
	<b>Priority item A</b>	
<b>4.0</b>	<b>National Quality Standard Update</b>	
	<p><b>National Quality Centre Update</b></p> <ul style="list-style-type: none"> <li>• Sharon provided a detailed update on the recent National Quality Standard (NQS) review of our school that occurred earlier in the term.</li> </ul>	

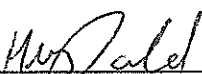
	<ul style="list-style-type: none"> <li>• The review was conducted in accordance with all seven standards mandated by the Department, which encompassed educational program and practice, safety, governance, and other critical areas.</li> <li>• Comprehensive inspections were carried out across classrooms, with observations of teachers and interactions with students to assess learning environments.</li> <li>• Specific attention was given to playgrounds, storerooms, and the adherence to evacuation plans during the inspection process.</li> <li>• Sharon highlighted significant improvements achieved, particularly in reducing reliance on traditional textbooks and emphasising educational methodologies such as intentional play and balanced explicit instruction.</li> <li>• Recommendations were made to further enhance our approach by focusing on a more child-centred curriculum that integrates student interests and feedback into instructional planning.</li> <li>• The feedback received from the review team was predominantly positive, recognising substantial progress made since the previous assessment conducted in 2021, despite the shorter notice period due to COVID-19.</li> <li>• Sharon informed the board that future review timelines will be contingent upon ongoing performance metrics and the school's proactive initiatives.</li> </ul>	
5.0	<p><b>Healthy Food Policy, Crunch n Move, Healthways Grant</b></p> <ul style="list-style-type: none"> <li>• The agenda item was presented by Steve regarding the Healthy Food Policy and the Crunch &amp; Move guidelines.</li> <li>• Steve acknowledged the recent busyness of the school year, including organising carnivals, which has impacted the depth of policy review.</li> <li>• He highlighted that every class allocates time daily for students to have a healthy snack, although specifics vary across classes.</li> <li>• The current policy emphasises promoting healthy eating and lifestyles but lacks sufficient focus on physical activity ("move").</li> <li>• Due to the absence of a dedicated PE specialist this year, accurately measuring and implementing fitness levels across classes has been challenging.</li> <li>• Steve suggested a cautious approach, waiting to assess the PE specialist situation for the upcoming year before committing to significant changes in the move component of the policy.</li> <li>• He mentioned upcoming data presentation by Gary Tester on nutrition and fitness at the next staff meeting, indicating staff awareness and involvement in the upcoming discussions.</li> <li>• Discussion emphasised the need for integrating structured movement into daily routines without imposing excessive compliance burdens on staff.</li> <li>• Concerns were raised about varying levels of experience among teachers regarding physical education and fitness instruction.</li> <li>• Reference was made to recent fitness assessments indicating areas for improvement, particularly focusing on flexibility and structured PE programs.</li> <li>• The board acknowledged the need for balanced implementation, recognizing current efforts such as informal movement activities like YouTube fitness sessions.</li> <li>• Future planning and implementation were considered, with a tentative review scheduled for 2025 pending further developments.</li> <li>• The meeting concluded with positive feedback on engaging parents and volunteers in supporting fitness initiatives like the Fit Club.</li> </ul>	
6.0	<p><b>Financial Report</b></p> <ul style="list-style-type: none"> <li>• Sharon provided an update on the financial report, noting that voluntary contributions are down compared to last year.</li> <li>• The issue was raised during discussions with the P&amp;C, who suggested that including contributions on the book list proved more effective in previous years.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Concerns were raised about the report's heavy reliance on tables and lack of a concise executive summary for quick readability.</li> <li>• Suggestions included adding the school's vision and values upfront and condensing key statistics into an executive summary.</li> <li>• The board supported the idea of a brief executive summary to capture essential insights for stakeholders, followed by detailed data in subsequent sections.</li> <li>• Previous reports included excessive non-essential content, prompting a shift towards data-focused reporting without losing key insights.</li> <li>• Board members expressed agreement that most stakeholders prioritise the executive summary over detailed sections.</li> <li>• Future revisions will focus on integrating a succinct executive summary and ensuring compliance with template guidelines while highlighting key achievements and metrics.</li> <li>• It was noted that the report's final version would benefit from graphical representations of key data points for clarity and visual appeal.</li> <li>• The board emphasised the importance of presenting a concise, impactful report that aligns with departmental requirements while effectively communicating the school's achievements and direction.</li> <li>• Action items included refining the draft based on board feedback and preparing a revised version for final approval.</li> </ul>	
9.0	<p><b>On-entry data 2024</b></p> <ul style="list-style-type: none"> <li>• Brandon began the session with an overview of the On-entry data assessment conducted for the 2024 academic year at Bull Creek Primary School.</li> <li>• On-entry assessments for Pre-Primary students (Module 1) and Year One students (Module 2) were discussed. Module 1 is mandated, focusing on oral language, reading, writing, and numeracy skills.</li> <li>• Module 2, while not mandated, also assesses these skills and provides valuable insights for forward planning at both school-wide and classroom levels.</li> <li>• The assessment format involves one-on-one interviews between teachers and students to gather comprehensive data.</li> <li>• The concept of ICSEA (Index of Community Socio-Educational Advantage) was explained as a metric used to contextualise school performance relative to schools with similar socioeconomic profiles.</li> <li>• Bull Creek Primary School's performance in Module 1 showed strong results above the public-school median in numeracy and reading, and in line with similar schools for writing.</li> <li>• Notably, comparisons for speaking and listening were contextualised within the school due to assessment specifics.</li> <li>• Progression metrics from Pre-Primary to Year One were highlighted, showing positive growth trends across reading, numeracy, and writing skills.</li> <li>• The board noted that while overall results were positive, there is a focus on improving writing outcomes, particularly given the school's heavy EAL/D (English as an Additional Language) demographic.</li> <li>• Discussions included the impact of students categorised under SAER (Students at Educational Risk) on overall cohort performance, emphasising the complexity of data interpretation in such cases.</li> <li>• Visual representations such as graphs and tables were utilised to illustrate comparative performance and progression metrics, providing a clear snapshot of student achievement and areas for improvement.</li> <li>• Recommendations included continued emphasis on literacy programs, leveraging successful phonics initiatives, and refining strategies to support EAL/D and SAER students.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Factors contributing to the reduction were speculated to include economic conditions affecting families' capacity to contribute.</li> <li>• Sharon reported an expected \$20,000 in contributions but only received \$15,000, representing a 20-25% reduction from the previous year.</li> <li>• Efforts by the P&amp;C to increase contributions through improved messaging were acknowledged and deemed positive.</li> <li>• Board members suggested exploring more convenient payment options, akin to typical billing systems, to simplify the contribution process and potentially increase compliance.</li> <li>• Sharon highlighted the logistical challenges with current payment reminders and proposed exploring automated reminders with direct payment links to facilitate easier payments.</li> <li>• The decision to trial a different approach this year was explained, aiming to avoid delays in fund transfer from book list arrangements.</li> <li>• The board agreed to monitor the effectiveness of the current approach and revisit the issue during term three discussions.</li> </ul>	
7.0	<p><b>Shaping Minds</b></p> <ul style="list-style-type: none"> <li>• Brandon provided an update on the school's engagement with Shaping Minds as part of their professional development agenda, aligning with the department's Quality Teaching Strategy (QTS).</li> <li>• The program aligns with the teaching for impact framework, particularly emphasising explicit teaching strategies aligned with evidence-based practices.</li> <li>• The Shaping Minds program consists of four workshops interspersed with observation, reflection, and coaching sessions.</li> <li>• Workshop one centred on the research and evidence behind their approach.</li> <li>• Workshop two focused on implementing daily review as an instructional strategy, based on principles from Barack Rosenstein's instruction methods.</li> <li>• Staff participated in these workshops, which included observations of their practice by Shaping Minds representatives followed by constructive feedback sessions.</li> <li>• Term 2 observations, feedback and reflection focused more on the daily review instructional strategy.</li> <li>• The feedback was described as non-judgmental and aimed at fostering reflection and improvement rather than evaluation.</li> <li>• Progress indicates the school is halfway through the program, with workshops three and four scheduled for the second semester.</li> <li>• Workshop three will concentrate on effective instructional techniques, specifically the "I do, we do, you do" model.</li> <li>• The program also integrates into staff performance development processes, encouraging self-reflection and alignment with best practices.</li> <li>• Brandon noted positive staff feedback and validation of existing practices, highlighting the program's motivational impact.</li> <li>• The board discussed the practical implementation of daily review across different subjects and class contexts, emphasising its brief and effective nature to maintain student engagement.</li> </ul>	
8.0	<p><b>Annual Report</b></p> <ul style="list-style-type: none"> <li>• The annual report draft was presented for board review, highlighting changes to align with departmental guidelines.</li> <li>• Historically, schools had autonomy in report format, but now a standardised template is encouraged by the Department of Education.</li> <li>• The draft includes sections on workforce attendance, student numbers, and a revised NAPLAN presentation, showcasing department-generated data.</li> <li>• Feedback emphasized the report's current "draft" status, acknowledging ongoing refinements needed, especially with financial data presentation.</li> </ul>	<p>Leadership team to prepare a revised version for final approval.</p>

	<ul style="list-style-type: none"> <li>The board expressed satisfaction with the thoroughness of the data presented, acknowledging its utility in guiding educational strategies and school improvement initiatives.</li> </ul>	
10.0	<p><b>Business Plan</b></p> <ul style="list-style-type: none"> <li>Louise and Brandon discussed refining targets in Literacy and Numeracy, noting the complexity of the current draft compared to other plans. They proposed categorising focus areas as Reading, Writing, and Mathematics to align with observed cut-off scores, aiming for clarity and measurability across contexts.</li> <li>On-entry was discussed with proposed goals from P to 1 using Module 2 as a pivotal metric. The need for clear, specific goals to eliminate ambiguity and enable statewide comparisons was highlighted.</li> <li>NAPLAN goals were adjusted to achieve 50% exceeding proficiency in reading for Year 5, 35% for Year 3, and similar targets in mathematics. Writing goals aimed for 25% exceeding proficiency in both Year 3 and Year 5, reflecting ongoing challenges and adjustments.</li> <li>The approach integrates historical data pending this year's release, allowing flexibility for updates based on new information. This provides a robust foundation for future adjustments while maintaining simplicity and clarity.</li> <li>Support for students needing additional assistance was raised, focusing on lifting students from lower to middle brackets and beyond. Scott raised the point of also including measures for the lower 20% bracket of students.</li> <li>Mathematics entry targets remain steady at 60% for Year 1 and 450 or above for Pre-Primary students in Module 1. Reading and writing benchmarks for Year 1 and pre-primary align with historical data, balancing aspirational goals with achievable outcomes.</li> <li>PAT assessment targets were revised for adaptive testing, targeting a 90% increase in scaled scores. This adjustment considers the test's adaptive nature and historical trends, addressing systemic challenges affecting student outcomes.</li> <li>The discussion concluded by acknowledging external factors affecting student well-being and engagement. Targets are grounded in data analysis to balance ambition with realism in the current educational landscape, ensuring continuous review and adjustment to achieve strategic objectives effectively.</li> </ul>	
11.0	<p><b>General Business</b></p> <ul style="list-style-type: none"> <li>Hana opened the floor for any general business.</li> </ul> <p><u>Staffing Changes at Bull Creek Primary</u></p> <ul style="list-style-type: none"> <li>Sharon informed the board that there are many staffing changes occurring at Bull Creek Primary.</li> <li>This led to Brandon sharing news of his recent appointment as Deputy Principal at Riverton Primary School, effective next term. He expressed gratitude for his time at our school and acknowledged the impact his decision will have on staff, students, and the community.</li> <li>Brandon informed the board of his intention to submit his resignation, thanking the board for their support of his position on the board over a period of time.</li> <li>Sharon explained that Brandon's move would trigger several staffing changes within the school. She noted the need for a Digital Technology teacher as Louise will be replacing him as the Acting Deputy and the recent departure and</li> </ul>	

	<p>replacement of other staff members due to various reasons, including extended leave and maternity means movement in teaching staff.</p> <ul style="list-style-type: none"> <li>• New Allied Professional appointments were also explained.</li> <li>• The board acknowledged the significant staff movements and discussed plans for communication with the school community, agreeing to maintain confidentiality until official announcements are made.</li> <li>• Brandon confirmed he would prepare personalised and general communication regarding his departure.</li> <li>• The discussion concluded with congratulations to Brandon on his new role and appreciation for his contributions to the board. Sharon thanked Brandon and expressed support for his decision.</li> </ul> <p><u>New Board Meeting Agenda Template</u></p> <ul style="list-style-type: none"> <li>• Hana acknowledged the new agenda template which she believed enhanced meeting organisation.</li> <li>• Sharon acknowledged the positive feedback and noted the template's implementation following Hari's board training, emphasising the importance in providing comprehensive meeting information.</li> </ul>	
<b>12.0</b>	<b>Reports and operational matters</b>	
	Nil	
<b>13.0</b>	<b>Other business</b>	
	Nil	
<b>14.0</b>	<b>Next meeting</b>	
	4 September 2024	
<b>15.0</b>	<b>Attachments</b>	
<b>16.0</b>	<b>Meeting close/adjournment/next meeting</b>	
<b>16.1</b>	Hana closed the meeting at 6.05pm	Information is to be sent to members 1 week prior to meeting.

  
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 Signed (Chair)

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 Date: 4/9/2024