



32 Hardy Street

Bull Creek Western Australia 6149

Tel: 08 6216 4400

*Minutes of Board Meeting Wednesday 4 September 2024*

**ATTENDEES:** Chairperson: Hana McDonald  
 Staff Representatives: Sharon Marchenko (Principal), Louise Twist (Teacher), Steve Pascoe (Teacher)  
 Parent Representatives: Hana McDonald, Hari Kirupanather & Pav Pillai  
 Community Representatives: Rasa Subramaniam, Jennifer Spanbroek  
 Apologies: Scott Payne & Matt Woodall  
 Minutes: Steve Pascoe

1.0	<b>Welcome and apologies</b>	<b>ACTIONS</b>
1.1	Opening and welcome. The meeting was opened by Hana at 4.32pm. She welcomed members of the Board to the Meeting.	
1.2	Apologies: Scott Payne & Matt Woodall	
1.3	<b>Agenda</b> <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. Finances</li> <li>5. Financial Contributions &amp; Charges</li> <li>6. NAPLAN Data</li> <li>7. Sunsmart Policy</li> <li>8. Evaluation Measures of Business Plan Targets 2022-2024</li> <li>9. Early Childhood Funding PL</li> <li>10. Funding Agreement</li> <li>11. ABE &amp; P&amp;SL Data</li> <li>12. Statement of Expectations</li> <li>13. Summary of meeting</li> <li>14. General Business</li> </ol>	
2.0	<b>Disclosure of interest</b>	
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 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	<b>Previous Minutes</b>	
3.1	Members reviewed previous minutes.  Hana motioned the minutes approval and Pav seconded.	
4.0	<b>Finances</b>	
	<ul style="list-style-type: none"> <li>• Sharon attached the finance statement for August. With a focus on the voluntary contributions. There has been a recent increase of payments due to the bills being sent home and reminders.</li> <li>• Sharon presented the voluntary contributions and charges costs for 2025 to the board members and mentioned there are a several changes due to cost-of-living expenses.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Frau Colgan will no longer use the Language Perfect app as she has found a better app that is less expensive that will help with her German teaching. Going forward the cost will be covered by her German budget; therefore, parents will no longer pay.</li> <li>• Mr Marshall has had an increase in events and performances this year and we would like to increase the costs for next year to allow for extra special events where the students can showcase their musical talents. This would involve a slight increase to \$70 for the years 4 to 6 students for 2025.</li> <li>• There is an increase for faction, swimming trials and carnival fees to \$40 because the bus fares and pool entry prices have increased.</li> <li>• Reading Eggs is a program that parents were paying for in 2024. The Finance Committee voted to delete Reading Eggs from the Contribution and Charges for 2025. However, today we found out we still have one year on the contract. Louise has been in contact with 3PLearning to look at other options. One idea is to shift the money to our Mathletics or something else such as Maths Seeds.</li> <li>• The company has been inflexible in the past, so if we could make a note on the minutes that we endorse it as it is, that is to remove Reading Eggs.</li> </ul> <p>If we could endorse everything as is including the removal of Reading Eggs and make a note that Sharon will inform the board of the changes via email and the board can endorse the changes via email.</p> <p>Hana queried if Reading Eggs came under the \$60 budget, Sharon informed it was placed under other optional costs.</p> <p><u>Personal Items Lists</u></p> <ul style="list-style-type: none"> <li>• Board members were provided with a draft copy of the personal items list to discuss and endorse. Hari and Rasa were online Julie emailed the personal items later with all board members for endorsing via email if they were not in attendance.</li> <li>• Once endorsed Julie will finalise the draft versions of the personal items list and email back to Campion. It was noted that staff had reduced costs again for parents on the list, especially for the fours to sixes, taking off the Sound Waves Spelling book. The school is moving away from textbooks, and this is probably the most notable change over the past few years. Every year staff try to cut costs.</li> <li>• The school encourages families to be sustainable and try to use items from the previous year. With the BYOD program (iPads) the students save their work to the cloud, therefore we don't need USB sticks anymore. Question about spell check on iPads. Board members raised discussion around iPads. Louise explained how you can also configure the iPads to turn off auto correct and things like that to get a true indication of student work. Board members were happy satisfied.</li> <li>• P&amp;C Contributions will not be listed on the booklists next year. They will be put onto the Spriggy App so parents can pay directly to the P&amp;C.</li> <li>• Hari moved and Jennifer seconded the 2025 Voluntary Contributions and Charges. Hana confirmed the charges were endorsed and changes would be communicated via email.</li> </ul>	
4.0	<b>NAPLAN Data</b>	
	<p>This is the second year of the new adaptive format. Students start on test booklet A and move to different pathways (BD, B, C) based on their answers, with pathways ranked by complexity.</p> <p>Pathway Outcomes:  ADF Pathway: Exceeding category.  ADE Pathway: Strong category.  ABE Pathway: Strong or Developing category.  ABC Pathway: Likely for students with complex needs or those rushing through the test.</p> <p>Student Performance:  Bull Creek typically has a high percentage of students in the Exceeding category.  Strong category is now larger.</p>	


	<p>Developing and Needs Additional Support categories include students already receiving intervention.</p> <p>Impact of Demographics: A large number of late new enrolments and demographic shifts have impacted results. Stable cohort data (students since Pre-primary) shows progress and achievement in line with similar schools.</p> <p>Comparative Data: Next year will provide the first comparative cohort data. Current year data shows higher scores than the national mean and above like schools, though some gaps are closing.</p> <p>Spelling Results: Correlation found between students' NAPLAN results and classroom assessments, particularly for those not part of the stable cohort.</p> <p>Grammar &amp; Punctuation: we score consistently well in this area and is a positive note for celebration.</p> <p>Overall, the school is performing well, with no surprises.</p> <p>Hari queried whether comparisons could be drawn from data each year if the tests are different each year.</p> <p>It was explained long-term data is useful for monitoring the effectiveness of school programs and setting targets. Although the test questions vary each year, the level of complexity remains consistent, allowing for meaningful comparisons. The tests are standardized to capture the curriculum and knowledge base, like other standardized tests. Schools analyse data to identify trends and gaps in learning, which helps in addressing misconceptions and improving education strategies.</p>	
5.0	<p><b>National Quality Standard Update</b></p> <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> <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>	
6.0	<p><b>SunSmart Policy</b></p> <ul style="list-style-type: none"> <li>• Sunscreen Inclusion: The updated Sun Smart policy includes providing sunscreen for all staff and students, with the school budgeting for sunscreen in every class.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Parental Supply: Parents are requested to supply roll-on sunscreen for their children each year starting in 2024.</li> <li>• Sunscreen Use: SPF 30 or higher, broad-spectrum, water-resistant sunscreen is required before outdoor activities, with reapplication encouraged after two hours.</li> <li>• Application Time: Time is allocated for students to apply sunscreen before outdoor activities, especially during summer and spring.</li> <li>• Broad-Brimmed Hats: Continued encouragement for students to wear broad-brimmed hats.</li> <li>• Responsibility: Emphasis on upper school students taking responsibility for their sun protection.</li> <li>• Board moved to approve and endorse changes to the policy, Jennifer seconded the motion.</li> </ul>	
7.0	<p><b>Evaluation Measures of The Business Plan Targets 2022-2024</b></p> <ul style="list-style-type: none"> <li>• Some targets couldn't be evaluated due to changes in the NAPLAN format and the cancellation of the National Schools Opinion Surveys. These areas are marked in grey in the document.</li> <li>• Pre-Primary Targets: Decided not to measure pre-primary on-entry targets going forward as they reflect what children bring to school, not the school's impact.</li> <li>• Year 1 Assessments: Pre-primary assessments are mandatory, but Year 1 assessments are optional and costly. With the introduction of mandatory Year 1 phonics and numeracy checks, the school will cancel Year 1 on-entry assessments next year.</li> <li>• Bright Path Implementation: Staff are working on Bright Path, initially focusing on writing. The maths component has been released and is in early implementation, with increased teacher involvement this year.</li> <li>• Budget Spending: The school is mandated to spend 96% of its budget each year. The current year's target hasn't been highlighted yet as spending is ongoing.</li> <li>• BYOD Program: The Bring Your Own Device (BYOD) program's participation rates have increased. It will expand to Year 5 students next year and Year 6 students in 2026.</li> <li>• National School Opinion Survey: This survey, which gathers feedback from parents and students, was mandated every two years but has been discontinued by the department. The school recently conducted the BU survey, with results to be analyzed and presented to the board.</li> <li>• Fathering Project: This initiative is progressing well, with upcoming events planned.</li> <li>• Triple P Programs: These programs are now available on the school's website, having transitioned from face-to-face sessions.</li> <li>• Attendance Issues: While overall attendance is good, regular attendance is affected by high absenteeism. The school is addressing this by communicating with parents and encouraging them to keep sick children at home.</li> </ul>	
8.0	<p><b>Early Childhood Professional Learning</b></p> <ul style="list-style-type: none"> <li>• Kindergarten guidelines and the Early Years Learning Framework have been updated and revised.</li> </ul>	

	<ul style="list-style-type: none"> <li>Teachers and allied professionals have undergone professional learning to align with these updates.</li> <li>Schools must follow multiple frameworks: Early Years Learning Framework, National Quality Standards, and the Western Australian curriculum.</li> <li>The early years of schooling (kindergarten to Year 2) require alignment with these various standards.</li> <li>Emphasis on holistic teaching methods, moving away from isolated tasks like worksheets. Incorporating children's voices, interests, and ideas into the learning process is crucial.</li> <li>Department of Education provided extra funding for Early Childhood Initiatives.</li> <li>Last year, the school used the funds to purchase new home corner furniture and blocks to encourage conversation and oral language development.</li> </ul> <p>Current Initiatives:</p> <ul style="list-style-type: none"> <li>Conducted assessments on speech and language development for students in kindergarten, pre-primary, and Year 1.</li> <li>Engaged Fremantle Speech to provide targeted intervention twice a week for students needing support.</li> <li>Organized a Professional Learning Community (PLC) session to upskill teachers and allied professionals with strategies to enhance oral language and speech in the classroom.</li> <li>Planned parent workshops to build capacity among parents, staff, and students.</li> </ul>	
9.0	<p><b>Funding Agreement</b></p> <p>Given to Hana prior to meeting, to be signed and endorsed.</p>	
10.0	<p><b>ABE &amp; P&amp;SL DATA</b></p> <p>Steve provided a summary of the data and insights from reporting software:  Grades Distribution (2023 School Year):  A Grades: 13% of students  B Grades: 33% of students  C Grades: 41% of students  D Grades: 8% of students  Lower or Not Assessed: Remaining percentage</p> <p>Effort Grades:</p> <ul style="list-style-type: none"> <li>Consistently: 75% of students</li> <li>Often: 20% of students</li> <li>Sometimes: 4% of students</li> <li>Seldom: Negligible percentage</li> </ul> <p>Key Points:</p> <ul style="list-style-type: none"> <li>The data helps teachers moderate and ensure consistency in grading across different classes and year groups.</li> <li>The school maintains high standards and achieves better results compared to other schools in the state.</li> <li>Effort grades also reflect students' social aspects of learning, such as goal-setting and participation.</li> <li>The data is useful for staff to see trends and make adjustments if necessary, especially when there are outliers in grade distributions.</li> <li>This summary provides a clear overview of the performance and effort levels of students, helping staff to maintain consistency and high standards across the school.</li> </ul>	

11.0	<p><b>Statement of Expectations</b></p> <ul style="list-style-type: none"> <li>• Each school must have a statement of expectations, mandated by the department, which needs board endorsement.</li> <li>• The current statement, signed by the previous school board chair, expires in 2024.</li> <li>• The new director general may change this requirement, and updates are expected in 2025, need to wait and see what changes are mandated.</li> </ul> <ul style="list-style-type: none"> <li>• Sharon raised changes to Reporting as the Department is aiming to reduce teacher workload and red tape.</li> <li>• Proposed changes to school reports include removing detailed learning area comments and sub-strand grades.</li> <li>• These changes will be reviewed in Semester 1 2025 and require consultation with teachers, community and school board.</li> <li>• There is a need for careful implementation of changes to avoid discrepancies between schools.</li> <li>• Our parent community is highly attentive to reporting practices, so change needs to be managed carefully and well-communicated.</li> </ul>	
12.0	<p><b>Board Reflection</b></p> <ul style="list-style-type: none"> <li>• Due to a new business plan being required, Hana suggested holding an extra board meeting as a 30 minutes Teams meeting in the first half of the term.</li> <li>• The draft business plan to be circulated to board members a week prior to the meeting to review and then provide feedback.</li> <li>• Needs to be held as a formal meeting as opposed to circulated out of session, as it is core to the Board's role.</li> </ul>	Sharon to confirm a date.
13.0	<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>2024 Open Annual Board Meeting</u></p> <ul style="list-style-type: none"> <li>• Four possible options for the Open Annual Board Meeting.</li> <li>• First option to open up the next board meeting and extend the invitation to the community.</li> <li>• Second option, which was trialed previously was to host it after an assembly in the Library. Whilst we didn't have any members of the community attend, it did provide parents who were already at the school with the option to attend.</li> <li>• Third option, to attach it to the volunteers morning tea held in term four. The prospect of food may help attract parents or community members to attend.</li> <li>• Provide a teams link to a meeting to capture parents who may be at work.</li> </ul> <p><u>Board Succession Planning</u></p> <ul style="list-style-type: none"> <li>• Hana suggested the need for a transition plan for the Board Chair as it is a three year term, whilst she is happy to extend also checking to see if anyone else would like to assume the role or job share or deputy board share.</li> </ul>	

	<p><u>Children's Crossing on Benningfield Road</u></p> <ul style="list-style-type: none"> <li>• Hana had applied for a children's crossing on Benningfield Road.</li> <li>• Application was rejected due to not having enough student's crossing.</li> <li>• Asked Jennifer if she would be able to assist further in the matter. Jennifer suggested Hana email her so she can help.</li> </ul> <p><u>Kiss and Drive Traffic Issues</u></p> <ul style="list-style-type: none"> <li>• Sharon discussed the flow of traffic is difficult on Francisco Street as there are four car bays owned by the City of Melville, and then the kiss and drive section. Parents often double park and its dangerous, as they can't drive in a continuous loop.</li> <li>• Jennifer asked if Sharon had been to the City of Melville regarding the issue.</li> <li>• Sharon will resend the photos to Jenifer as she was successful in helping Oberthur Primary School with a similar issue.</li> </ul> <p><u>Issue of Unsafe Trees in Staff Carpark</u></p> <ul style="list-style-type: none"> <li>• Sharon explained several branches have fallen in the staff carpark.</li> <li>• 8 parking bays have already been deemed unusable due to tree roots.</li> <li>• Ongoing issue the school has been fighting the Department of Education for eight years on the matter and wanted to clarify whether we require the Council's approval as well as the the Department's approval, as she had been informed there is a new rule.</li> <li>• Jennifer explained it is a difficult process to have a tree removed and an arborist would come and complete a report.</li> <li>• Jennifer suggested escalating the matter further with the education department and would seek clarification on whether council approval was required for trees on land owned by the Department of Education.</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>	
	30 minute Teams meeting to discuss Business Plan Draft - 27 November 2024	
<b>15.0</b>	<b>Attachments</b>	
	Previous Minutes, Finances, Financial Contributions & Charges and SunSmart Policy.	
<b>16.0</b>	<b>Meeting close/adjournment/next meeting</b>	
<b>16.1</b>	Hana closed the meeting at 6.09pm	Information is to be sent to members 1 week prior to meeting.

  
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Signed (Chair)

27 November 2024  
Date: