



## School Board Meeting Minutes

Thursday 10 September 2020

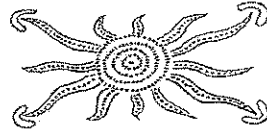
<b>Attendance</b>	Debbie Martens, Nathan Pepper, Jessica Crilly, Alison Yialeloglou, Sue Farrelly & Rose Rodriguez (minutes)		
<b>Apologies</b>	Katya Drake    Danielle Searle		
<b>Minutes of Previous Meeting</b>	16 August 2020		
	<b>Passed</b>	Nathan Pepper	<b>Second</b> Jess Crilly
<b>Business Arising</b>			
<b>Open Action</b>	Grant Application		
<b>Discussion</b>	Road Safety Grant		
<b>Action/Office Update</b>	Aimee Shires, Theodore PS Community Liaison Officer, received notification that the Road Safety Grant application was unsuccessful. Aimee will continue to look at other available grants to fund and support the school's Bike program / safety initiative.		

### Finance

- At the end of August 2020, the school underspent compared to the year to date budget. The assets ledger was overspent due to the purchase of 32 student chrome books and 5 mini iPads. The school underspent on staff professional development due to Covid 19. Utilities underspent but was expected with higher winter heating invoices due to be paid. The school's external income (Afterschool Care) is reduced due to COVID 19. An invoice has been issued to Comms@Work for the period prior to COVID 19, 4 Feb 2020 to 14 March 2020. The Directorate has advised that hirer fees are to be waived for a further period up until 31 March 2021. The school holds a bank balance \$314,190. Of this balance, the accumulated funds are \$182,489.
- The school has a new project opportunity to upgrade the grounds behind the library. This is a combined initiative by the Directorate who will pay for the labour cost and Theodore PS to pay for materials. Approval is required from the School Board to allocate funds of \$12,000 for the upgrade project from reserves 9911-PRE-20. This amount was not required for a previous project and will be used to pay for the materials required for the project.

**Passed**                      Sue Farrelly                      **Second** Alison Yialeloglou





## Principal's report

### Staffing Updates

Over the next two weeks (weeks 9 and 10) Nathan Pepper is out of the school as he has been selected to be a part of the Teacher Transfer Panel. Along with a small group of principals and deputies across the ACT they will be placing teachers who are moving between schools in 2021. Teachers who have been in a school for five years are encouraged to move schools unless a conversation has taken place between the teacher and the principal with a decision that it is in the best interest of the teacher and the school to extend the term of the teacher at their current school. Teachers can also elect to leave before their 5 years are complete after a discussion with the principal.

The mobility/transfer process takes place every year at this time. The panel matches teachers and schools based on applications, phone calls and a bit of juggling. We currently have 2 positions advertised in the transfer round.

Next term I will be taking 4 weeks of LSL from 2 Nov until the 27 Nov (Weeks 4,5,6 & 7). During this time Nathan will be acting principal and Jodie White will be acting Deputy Principal.

### 2020 School Satisfaction and Climate Survey

The survey is now officially closed. We had 84.6% of staff complete the survey, 79.5% of students (Year 4-6) and 18.1% of parents. The rate of response from parents was a bit disappointing as the response last year was much higher. Last year there were more than double the responses. However, hopefully the responses are more positive this year. Results will be out later this year.

### Strategic Priority 1: Provide a positive learning environment for all stakeholders

Jodie White recently shared our PBL major incident data with staff. The data shows that PBL is working well at our school and the decrease in major incidents demonstrates a marked improvement since last year. Our data shows that we have less students in Tier 3 or the students requiring most support due to ongoing major incidents (1% compared to an average 5%), an average number of students in Tier 2 (10%) and more students in tier 1 or the universal tier where students had 1 or less major incidents (89% compared to 85%).

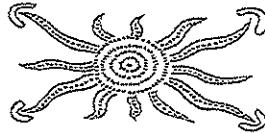
We also had an audit from the ACTED about our Nationally Consistent Collection of Data (NCCD). Annually we are required to identify students who require adjustments based on different levels of disability. The disability can be a diagnosed disability or an imputed disability which may not be formally diagnosed but based on evidence and adjustments made at school and is considered to be a disability for the purposes of NCCD data collection.

The areas of disability are physical, cognitive, social and sensory. The levels of adjustment start at Quality Differentiated Teaching Program; and move to Supplementary; Substantial and Extensive adjustments.

We collected evidence for each of the students to support the levels of adjustment. We have printed the pie charts to show the data.

Having compiled all this data we realise just how hard our teachers and support staff work to provide individual adjustments to ensure all our students are able to learn effectively. No wonder we are all so tired!





**Strategic Priority 2: Improve student learning outcomes in reading and writing**

Each week teaching teams meet during their release time in Professional Learning Teams (PLTs). During this time they analyse data to inform their planning. The sort of data they collect includes reading levels, writing samples, spelling, maths assessments, pre and post assessments and work samples. They use these along with the Australian Curriculum and research-based pedagogical approaches to plan learning for the diverse needs in their classes.

There are a number of interventions that are put into place to support students who need it such as the reading café, a writing intervention program, Learning Support staff, sensory groups, school psychologist, social and emotional programs, behaviour and emotional regulation supports.

This term the Year 1/2 students are accessing the Reading Café intervention program. Eight students attended for 5 weeks and another eight are attending weeks 6-10. The results have been very promising.

Student	Pre PM level	Post PM level	Growth	Pre Oxford words	Post Oxford words	Growth
A	3	8	5	-	47	
B	1	3	2	5	14	9
C	2	6	4	19	65	46
D	3	13	10	58	94	36
E	1	3	2	2	17	15
F	5	7	2	28	71	43
G	3	7	4	38	55	17
H	5	7	2	19	31	12

**Learning Journeys**

Our Learning Journeys will take place this term in an online format due to COVID restrictions. All students will prepare work samples, photos and other learning evidence in a format such as SeeSaw or Google Classrooms. These will be available for families to view on Wednesday in week 10.

**Debbie Martens**  
Principal

General Business

Nil

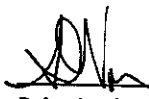
Meeting Closed

4.35pm

Next Meeting

Week 3 Term 4

29 October 2020

  
Principal

Debbie Martens

  
Board Chair

Alison Yialeglou

2 / 12 / 2020

11 / 11 / 2020



