WEMBLEY PRIMARY SCHOOL
SCHOOL BOARD MINUTES

*Wembley School Board meeting at **5:45 pm on Tuesday 3 September 2024** to be held in the Library*

	Meeting No. 6 Open Meeting		ACTIONS
1.0	**WELCOME AND APOLOGIES**		
1.1	Open and welcome: "Kaya. I respectfully acknowledge the Whadjuk people of the Noongar nation as the traditional owners and custodians of the lands upon which we work and live (Boorloo) and pay my respects to the Elders, past, present and emerging. Sovereignty was never ceded."		
1.2	**In attendance** - **Staff Members:** Donna Snow (DS), Jemma Bryan (JB), Milani Grace (MG), Leila Sugden (LS), Shona Gilfillan (SG), Natalie Mueller (NM) and Lisa Evans (LE) - **Parent Members:** Tama Leaver (TL), Dan Madden (DM), Leon Kroep (LK), Beth Catalano (BC), Kellie Pearcey (KP), Vim Siva (VS), Sara Tuohy (ST), Lissette Salazar Rodriguez (LSR) - **Community Representative:** Scott Crawley (SC) - **Parent Guests:** Lila Salman and Alicia McDowell **Apologies/absentees** - Debbie Humphrys (DH) - Jeff Gidman (JG)		
1.3	**Confirmation of agenda** - Removal of Financial Statements- One Line Budget/Annual Budget and Funding Agreement (DH) as DS will share this during the meeting. - Introduction of all members and parent guests	[Confirm]	
2.0	**DISCLOSURE OF INTEREST** (Real, perceived or potential conflicts of interest experienced by any member in relation to the items on the agenda)		
2.1		[Note/Decide]	
3.0	**BUSINESS ARISING FROM PREVIOUS MINUTES**		
3.1	**Review of previous meeting minutes.**	[Confirm]	
3.2	**ACTION/S:**	[Note]	
4.0	**PRINCIPALS REPORT**		
	- Principal's Report (DS): Domains as per the Public School Review **1. Quality Teaching**: o Following the system strategy focusing on instructional model, literacy (phonics and reading) and beginning with writing o identification and support for English as an Additional Language or Dialect o refining systems for supporting students not making year on year progress o Using the Teaching for Impact strategy o CARES Values Matrix for inclusive environment o access to student services o Staff wellbeing (cutting red tape and letting teachers teach), reflecting on the additive model and what we can reduce, ways for staff to connect, social committee o Minister has announced an Artificial Intelligence pilot for accessing curriculum support. o Kaartdijin will be launched across the Department using the Compass platform.	[Note]	

2. **Student Achievement and Progress**
    - Collect data and make judgements at a whole school, cohort and classroom level for planning and resourcing.
    - MG and LE to expand on further.
3. **Use of Resources:**
    - Declining number of enrolments due to aging population leads to reduced funding.
    - Projected numbers are 764, therefore we are overstaffed with permanent staff as we are staffed for 820. This will result in movement in staffing (Teachers, Education Assistants and School Officers)
    - Funding will impact students as the school will no longer have the extra money to fund projects etc, smaller cohorts will lead to composite classes, school is able to track the students leaving and these reasons are rental contracts expiring or moving for work, our current Year 6 students are 108 leaving at end of 2024, with only 80 students entering Kindergarten in 2025. Numbers will be determined by Census date in March. This will lead to a future reclassification of school level.
4. **Partnerships:**
    - new partnership with Outside of School Hours care ($135000 contract and $5000 gift to P&C)
    - P&C partnership for leasing technologies, Rotary Club for our Year 6 Leaders
    - Christine Tonkin MLA and the grounds master plan
5. **Leadership:**
    - there have been some unstable years with senior leadership in past years, however this is calming down and strengthening as we work as a team.
    - We are focusing on the middle leaders (School Improvement Team). The middle leaders are participating in planning and training for future years and projects.
    - Student leadership positions are being reviewed for 2025. Science Leaders have been added in 2024, with Cultural Ambassadors to be added in 2025. Cultural Ambassadors will provide a voice with a cultural lens and support initiatives with a cultural background and promote multicultural events.
6. **Learning Environment:**
    - Grounds Master plan: the trees have been planted on the oval and the quadrangle
    - Play-based activities: set up on mats in the quad during recess and lunchtime for quieter games and social skills development
    - Maths resources have been purchased
    - Big fan is being purchased for under covered area
    - Replacement of whiteboards and new carpets has occurred
7. **2025 and beyond:** School Cultural Parent Survey has been received and most are feeling connected, however there are a number of responses indicated areas for improvement. The Board will plan to address these strategies.

	- Board Chair Report (TL) • Number of new members to the Board in 2024, including a community member for the first time in a long time • Significant movement in the leadership team, with several people in acting roles • Change in the Manager of Corporate Services who attends in a volunteer role that is above expectations. • 2023 Board Effectiveness survey: most people felt the board was running smoothly, concerns around late meeting close times, added in the capacity to reflect on the meeting at the end of each meeting, the Board has remained stable when other elements of the school have been changing. • Change the process of the minutes of the meeting so that they can go up on the website as soon as possible for the community. • Highlights: Students at Educational Risk Policy was thoroughly refined and published, Privacy Policy was reviewed, and structures implemented to support clear communication, What's App Communication Guidelines were written in conjunction with the P&C, Grounds Master Plan has been planned and scoped to include all areas into the future, big thanks to Jeff for getting this plan off the ground. • The Open Board Meeting has been a change this year as it is being held later to reflect the triangulation of more current data.		
5.0	**USE OF RESOURCES**		
5.1		[Note/Confirm]	
6.0	**RELATIONSHIPS & PARTNERSHIPS**		
6.1			
7.0	**LEARNING ENVIRONMENT**		
7.1		[Note]	
8.0	**LEADERSHIP**		
8.1		[Note]	
9.0	**STUDENT ACHIEVEMENT & PROGRESS**		
9.1	- On Entry, PAT and NAPLAN Data Presentation (MG and LE) - Overview: o 3 key standardised assessments are On Entry (mandated in PP), Progressive Achievement Targets and NAPLAN o Strategic direction from DG: Number 6 is for students to make year on year growth o Teaching for Impact strategy and document supports teachers in knowing what good quality teaching looks like o Whole School assessment schedule that outlines which week to provide the assessments for all year levels each term. - On Entry o The On-entry assessment is mandatory for all Pre-primary students in public schools. Participation is optional for Year 1 and 2 students. It gives school information about your students' early literacy and numeracy skills. This will help when planning and	[Note]	

	delivering targeted learning programs that address the needs of every child. o We drill down into the data and look at individual students and the reasons for progress (birthdates, COVID, diagnosis etc). o School Improvement Team is Writing (K-6), the progress is based on individual expected progress based on PP score. o Data is similar across the network - PAT o PAT assessments measure what students in Year 1-Year 6 know, understand and are capable of across domains, and help monitor progress against norms. The testing is run in Term 3 and is adaptive so each child can display their understanding regardless of year level. o looking at getting some data from high schools to feed back into Year 6 progress, o school uses Elastik to triangulate assessments o contact will be made with parents when students do not make progress - NAPLAN o Identified Like Schools table o ICSEA 1100 or above is considered as high and Wembley is 1163, o School Improvement Team for Reading are investigating the data and moving forward, progress from On Entry to NAPLAN to be looked into further to determine the trends, Reading is on a downward trend, 2022 Year 3 that are our 2024 Year 5s cannot be compared as the scaling was different, does cohort size impact our Like Schools, DS is running a collaborative problem-solving session to address the data with all staff - Triangulate the data across all sources to determine the accuracy of results. - We also celebrate the big wins and acknowledge those - Big win has been the Phonics Initiative (Sounds Write and Heggerty) with intervention groups as before school groups. - Discussions around the following: o Can we look into an overarching policy or guidelines for teachers to share tests with home (highlight on assessment schedule and Elastik) o How does the testing method impact the assessment outcome? o Intervention is funded through channels separate to teacher funding. o Gender lens was not used this year due to wanting to look at individual students regardless of gender. This can be explored further. o Parents are impressed with the data being displayed. o How can this be further shared with families, as it is extremely clear and demonstrates exactly what is done with the information gathered o Homework is tailored to your child's needs so that is the starting point for helping at home as data sources have been used to determine this level o Putting a data vlog on the school website that can be shared with families about the data used and what we do with it		

	○ Ensuring there is a clear link between data and attending morning groups ○ How do we close the information gap between parents and teachers?		
10.0	**TEACHING QUALITY**		
10.1			
11.0	**GENERAL BUSINESS**		
11.1		[Note/Decide]	
12.0	**MEETING REFLECTION**		
12.1	- Members to share their reflections on the meeting. - Parent guests: very good presentation and really helpful information. It would be good to know how to get more of an audience. - Lissette: video the parent guests to advertise the Open Meeting to other parents. - Thank you to Beth for the chocolates.	[Note]	
13.0	**NEXT MEETING**		
13.1	- **Meeting closed** - Meeting closed by TL at 7:45pm.		