

# INDEPENDENT PUBLIC SCHOOL



Minutes - Meeting No: 3  
 Harmony Primary School  
 Date: 1 May 2024

**PARTICIPANTS:** Principal – Craig Anderson  
 Staff – Jen Batten, Megan Rollins, Stella McQuade, Hayley Whittaker.  
 Parents - Berry Johnston, Jenelle Whitehead, Kirsty de Blanken, Sarah Hintz, Ferg Inglis, Jessica Stockwell.  
 Community – Carol Zhang.  
 Apologies: Carly Hartshorn, Janelle Mudie, Karolyn Ward.

1.0 Welcome and apologies	Actions
1.1 The meeting was opened by Berry Johnston at 5 pm, including Acknowledgment of Country  1.2 Apologies: Janelle Mudie and Karolyn Ward.  1.3 Welcome new member Councillor Carol Zhang as our Community representative.  1.4 Confirmation of agenda	
2.0 Disclosure of Interests & Agenda Additions	
2.1 Identify real, perceived or potential conflicts of interest experienced by any member in relation to the items on the agenda. These should be raised with the chair before the meeting to determine the appropriate way to manage the conflict.	
3.0 Minutes of Previous Meeting	
3.1 <ul style="list-style-type: none"> <li>• Business Arising from the Minutes of Tuesday 12 March                             <ul style="list-style-type: none"> <li>○ Change Kirsty de Blanken and Sarah Hintz from staff to parents.</li> </ul> </li> <li>• Berry to sign copy for school file and school to upload to website now confirmed.</li> </ul> <p>Motion: That the Minutes of the Previous Meeting be accepted as a true and accurate record.                      Moved:                      Seconded:                      Carried: Previous minutes were endorsed by all members present.</p>	
4.0 Standing Items	
4.1 P&C update <ul style="list-style-type: none"> <li>• Meeting to be held directly after this board meeting, no update.</li> </ul> 4.2 Finance update <ul style="list-style-type: none"> <li>• No questions or queries were submitted in relation to the Financial Reports provided to Board Members with the Agenda for tonight.</li> <li>• The school is well placed financially at the end of April with a healthy Cash Variance (\$126 491) and a Salary Variance of \$174 966.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Spending in most areas is on track for this time of the year and will be monitored over the next few months to ensure 70 – 75% of funds allocated to Curriculum and Student Services/Professional Learning is spent by the conclusion of Semester One (Currently 20%).</li> <li>• Overall, we are due to exceed our Minimum Expenditure Requirement (96% of 2024 Budget and 10% of Carry Forward Funds) by \$363 507.</li> <li>• As of 30 April we have received 77.44% (71.03% in 2023) of Voluntary Contributions from families. This equates to 115 students with unpaid contributions.</li> </ul>	
<b>5.0</b>	<b>General Business</b>	
5.1	<p>Annual Funding Agreement</p> <ul style="list-style-type: none"> <li>• The board were provided a copy of the recently released 2024 Funding Agreement outlining the accountability expectations in relation to funding and operation of the one-line budget. It brings together legislative, policy and procedural requirements in the areas of: <ul style="list-style-type: none"> <li>• budget planning to achieve outcomes;</li> <li>• budget administration;</li> <li>• budget monitoring and reporting; and</li> <li>• budget governance.</li> </ul> </li> <li>• As well as Per Student Funding, Student Characteristics Funding is determined at census each year; <ul style="list-style-type: none"> <li>▪ Enrolment Linked Base Funding - \$139 898.10</li> <li>▪ Per Student Funding - \$4 321 100 (509 funded students)</li> <li>▪ Aboriginality - \$21 698 (10 funded students)</li> <li>▪ Disability - \$447 597.68 (16 funded students and 26.24 equivalent for Educational Adjustment)</li> <li>▪ EAL/D - \$97 620.94 (35 funded students)</li> <li>▪ Social Disadvantage - \$ 58 977.31 (70.41 equivalent from the bottom three deciles of disadvantage)</li> </ul> </li> <li>• Our Funding Agreement outlines the Purpose/Background, Outcomes, Timelines, Basis of Allocation, Expectations of Schools, Reporting Requirements, Monitoring and Evaluation and Contacts for 9 individual Targeted Initiatives <ol style="list-style-type: none"> <li>Additional Support for Delivery of Mental Health Programs - \$12 753.51</li> <li>Chaplaincy and Student Well Being Program - \$24 817.23</li> <li>Graduate Teacher Support - \$7 968.74</li> <li>Level 3 Classroom Teachers Additional Teacher Time - \$12 753.51</li> <li>NQS Implementation - \$640.88</li> <li>School Psychologist – IPS Flexibility - \$43 024.48</li> <li>Schools with a Low Proportion of Level 3 Teachers - \$12 753.51</li> <li>Preschool Reform Agreement - \$51 371</li> <li>Additional Education Adjustment - \$14 850.84</li> </ol> </li> <li>• The funding agreement also outlines Operational Response Allocations made to the school for; <ol style="list-style-type: none"> <li>Dental Therapy - \$5 755</li> </ol> </li> <li>• Leaving a total One Line Budget of <b>\$5 287 095.38</b></li> <li>• <b>Craig</b> called for any feedback from members prior to endorsing the signing of this important document. After a short discussion, the school board <b>acknowledged and noted the 2024 Funding Agreement</b></li> </ul>	
5.2	<p>HASS update - Craig presented a Power Point from Peter Bartley, HASS Team Leader</p> <ul style="list-style-type: none"> <li>• Covers people, places, culture and environment.</li> <li>• HASS committee makes decisions for the school Operational Plan for HASS.</li> <li>• Events include NAIDOC Week, Harmony Day, ANZAC Day, HASS week and Remembrance Day.</li> </ul>	

	<ul style="list-style-type: none"> <li>• In process of planning for HASS overviews for the school and agreed levels of assessment.</li> <li>• Integrated across curriculum to ensure content is covered.</li> </ul>	
5.3	<p>Science update - Craig presented a Power Point from Emma Cowling, Science Specialist Teacher</p> <ul style="list-style-type: none"> <li>• In primary school the most important thing to teach in Science is the concepts, processes and inquiry skills.</li> <li>• Ms Cowling teaching Science to Years 1-6 for one hour per week in Terms 1-3, Ms Newman will return from leave in Term 4.</li> <li>• Additional time is delivered by the classroom teacher, including science literacy, concepts.</li> <li>• K-PP are taught by classroom teacher.</li> <li>• Ms Cowling is trailing a STEAM Room before school on Thursdays, 37 students have signed up.</li> </ul>	
5.4	<p>NQS update - Laura Fox-Woodford, NQS Team Leader</p> <ul style="list-style-type: none"> <li>• National Quality Standards cover seven areas in early childhood K-2 and are voluntary in the school setting.</li> <li>• A self-audit is completed annually to assess practices, procedures and programs, to identify areas of need or concern.</li> <li>• Harmony results in 2023 showed the school is working towards the standards in QA1 – Programs and Practices, QA3 – Physical Environment and QA5 – Relationship with children.</li> <li>• An action plan has been developed and is being progressed for these areas, crucial action includes: <ul style="list-style-type: none"> <li>○ More play-based learning in Y1&amp;2, which has led to the provision of more resources and activities outdoors.</li> <li>○ Continue to develop teacher knowledge for teaching explicit literacy.</li> <li>○ A consistent approach for social and emotional strategies and self-regulation of students.</li> <li>○ Further exploration of an integrated approach to learning – inquiry and child agency.</li> <li>○ K-PP playground plans to use outdoor resources.</li> <li>○ Putting a play-based learning statement into practice.</li> </ul> </li> <li>• Continual process, action areas will continue throughout 2024 and beyond.</li> <li>• Parent question: Is there a similar standard or process for the upper years? <ul style="list-style-type: none"> <li>○ Answer: This only covers up to 8 years, there is no formal process for years 3-6. The process could be applied and adapted locally to the older year levels however.</li> </ul> </li> </ul>	
5.5	<p>On Entry Analysis - Amy James, K – 2 Deputy Principal</p> <ul style="list-style-type: none"> <li>• Assessment completed with each PP cohort to assess skills as children enter their first formal year of education.</li> <li>• Covers literacy and numeracy and helps identify areas of concern and strengths.</li> <li>• Results are compared to like schools and kept to show progress with Year 3 NAPLAN for individual students.</li> <li>• Numeracy results <ul style="list-style-type: none"> <li>○ Spread as expected compared to like schools.</li> <li>○ Focus area is number partitioning.</li> <li>○ Those who did well will be provided with extension activities.</li> </ul> </li> <li>• Reading results <ul style="list-style-type: none"> <li>○ Spread as expected compared to like schools.</li> <li>○ Focus areas are letter recognition and inferential comprehension.</li> <li>○ Those who did well will be provided with extension activities.</li> </ul> </li> <li>• Writing results <ul style="list-style-type: none"> <li>○ A higher proportion in the lower 20% compared to like schools.</li> <li>○ Focus areas are punctuation, spelling, sounds – CVC words and vocabulary.</li> <li>○ Fine motor and pencil grip results discussed and addressed.</li> </ul> </li> <li>• Parent comment: highlighting that results are on entry, they don't reflect progress from the school.</li> <li>• Question: What the school and parents think of NAPLAN?</li> </ul>	

	<ul style="list-style-type: none"> <li>○ Answer: One test on one day, emphasised to parents and students. Helpful tool to identify areas of weakness for individual students but is not the only data or information examined.</li> <li>○ Follow up question: do parents understand that? <ul style="list-style-type: none"> <li>▪ Answer: There can be concern that it is the key result but the school does have consistent messaging about it being one test on one day.</li> </ul> </li> </ul>	
5.6	<p><b>Food and Drink Policy</b></p> <ul style="list-style-type: none"> <li>● Craig shared updated Food and Drink Policy, aligned to current DoE Procedural documentation.</li> <li>● It is important to note, the 'Food and Drink Policy' is just one component of a larger 'Student Health at Harmony Primary School Procedures'. Over the coming months (years), the school will look to create and/or revise procedures covering; <ul style="list-style-type: none"> <li>○ Mental Health</li> <li>○ Sun Protection and Heat Management</li> <li>○ First Aid</li> <li>○ Medical Emergencies</li> <li>○ Administration of Medication</li> <li>○ Student Health Care Management</li> <li>○ Specific Health Conditions (Anaphylaxis, Head Lice, Infection, Communicable Diseases)</li> <li>○ Record Keeping (Including Mandatory Reporting)</li> </ul> </li> <li>● Parent and community feedback provided changes made immediately to policy.</li> <li>● Parent representative requested additional wording around consideration of food allergies when cooking in the classroom. Craig and parent will work to finalise this out of session.</li> <li>● Concerns raised around parents bringing treats to give out outside classrooms, particularly around Christmas time. Craig will send a reminder that while distributing Christmas cards is endorsed, food items such as candy canes are not.</li> </ul>	
<b>6.0</b>	<b>Meeting closed/Adjournment/Next meeting</b>	
6.1	<p>Next Meeting – 31 July 2024 Meeting Closed: 6.36pm</p>	