

INDEPENDENT PUBLIC SCHOOL

		Meeting Minutes No: 4 Harmony Primary School Date: 6 August 2025 Time: 17:00		
1.0	Welcome and apologies	Board to: • Note • Confirm • Decide	Who: (person to lead discussion on the item)	Time
1.1	Opening: 5:02pm • Welcome (including Acknowledgement of Country) • Reflection / purpose	N	Craig	5 mins
1.2	Apologies/Absentees – Carly Hartshorn, Hayley Heron, Stella McQuade			
1.3	Call for any business without notice – NIL			
1.4	Confirmation of agenda			
2.0	Disclosure of Interests & Agenda Additions			
	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.	C	Craig	1 min
3.0	Minutes of Previous Meeting			
	• Business Arising from the Minutes of Tuesday 14 May; ◦ Information regarding changes to the 1 to 1 iPad Program has been distributed to all current Year 3 and 4 families. While we have had a few queries from parents, the change has been relatively well received. • Berry to sign copy for school file and school to upload to website now confirmed.	Confirmed by: 1. Kirsty de Blanken 2. Carly Hartshorn	Craig	1 min
4.0	Standing Items			
4.3	P&C • All proceeding smoothly. Canteen is operating closer to the line (budget) and this is being investigated however there is expected level of change seasonally and with other school pressures. Financial Update • No questions or queries were submitted in relation to the Financial Summary or One Line Budget Statement provided to Board Members with the Agenda for tonight.	N	Craig	5 mins

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	- The school is well placed financially at the end of July with a small Cash Variance (\$13 515) and a Salary Variance of \$151 894 - The school will be funding 2 x major projects at the end of this term. Removing 'the hill' outside the UCA and building a new 'nature based' playground outside LA 23. We will utilise the pre-election commitment from Stephen Pratt, as well as transferring funds from our current salary surplus to complete these projects. - Contractors have been appointed and anticipated removal of hill is in week 10. During the holidays works are planned for the laying of turf and retic. The land is owned by Department of Education with a shared used agreement between Department and City of Cockburn. Timing has been agreed with the City. 2 weeks into second semester, overall spending is down (47.81%) compared to our budget. Ideally, we would like to see 60% - 70% of our Curriculum and Professional Learning budgets spent by the end of first semester – we currently sit at 42% & 48% respectively. - This said, we are still on track to exceed our Minimum Expenditure Requirement (96% of 2025 Budget and 10% of Carry Forward Funds) by \$380 393 - The school has recently invested a significant amount of its Professional Learning budget in a program designed to develop both individual and organisational resilience, through the consideration of psychosocial hazards, alongside legislation and policies in this space. We will commence this journey with a Resilience First Aid session at our School Development Day on Friday 29 August. - As at 25 July we have received 78.83% of Voluntary Contributions from families, down from 85.22% at the same time last year. This equates to approximately 110 students with unpaid contributions.			
5.0	General Business			
5.1	Numeracy Update - Introduce Lloyd Professional Learning (PL): - Last year faced challenges in achieving sufficient PL time. - In 2025, additional time has been allocated for staff professional learning. - Early-year PL focused on <i>Effective Teachers</i> and <i>High Impact Teaching Strategies</i> — identifying current strengths and areas for improvement. STEM Committee:	N	Lloyd	15 mins

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	- The former <i>Numeracy Committee</i> has transitioned to a <i>STEM Committee</i>. - This change allows for greater reach and consistency across the school. - Enables more efficient sharing of feedback and practices. Curriculum and Planning: - Aim to finalise the draft plan in time for the new Business Plan next year. - Review of each year level section underway, including time allocation for guided activities (I do, we do, you do). - Emphasis on providing support at the “we do” stage to prevent misconceptions before independent practice. - Allocating dedicated time for reflection and problem-solving strategies. - Promoting consistency through the “Know, Select, Apply, Review” model across the school. Teacher Support and Evaluation: - Reviewing school processes to identify what is working well and where additional teacher support is needed. - Consultation with Craig to identify high-performing schools and examine their numeracy programs — comparing similarities and differences. - Using NAPLAN data to guide improvement and goal setting. Data and Planning: - Focus on building teacher capacity to analyse mathematics data from online testing to inform forward planning. - Developing a whole-school <i>Scope and Sequence</i> outlining when each concept is taught, incorporating problem-solving strategies and fluency. Curriculum Review: - With the introduction of the new curriculum next year, the scope and sequence will be reviewed. - Some topics have shifted year levels; mapping will ensure alignment with the updated curriculum. - Draft to be completed by end of year — allowing staff confidence and preparation before the new school year begins.			
5.2	NAPLAN Data - We have received individual student achievement data and reports have been distributed to parents for all students who participated. Comparative data to show how our students performed against other WA schools in both achievement and progress has just become available this week. - While I have compared our 2025 results to those of our 2024 student cohort (below), the value in this is limited as it compares different students. When I use	N	Craig	20 mins

	comparative data to show the 'progress' of this year's Year 5 cohort, it shows the true impact of the 'value added' in this time. In all areas assessed, this year's cohort of Year 5s have gone from slightly below like schools as Year 3s in 2023, to slightly above like schools as Year 5s in 2025. • A quick snapshot of our 2025 NAPLAN data to date shows. ○ Year 3 – 65 out of 65 students participated (100%) ▪ The School Average is below the National Average in all 4 domains assessed (Reading, Writing, Conventions of Language and Numeracy) ▪ Despite being below the national average, our writing results showed 72% (77% in 2024) of students in either the strong or exceeding achievement proficiency and 9 students (4 in 2024) requiring additional support to meet the year level standard ▪ In reading, 49% (73% in 2024) of participating students recorded strong or exceeding achievement proficiency with 15 students (9 in 2024) requiring additional support to meet the year level standard ▪ In numeracy, 45% (62% in 2024) of participating students recorded strong or exceeding achievement proficiency, with 11 students (2 in 2024) requiring additional support to meet the year level standard ○ Year 5 – 70 out of 74 students participated (95%) ▪ School Average is above the National Average in all 4 domains assessed (Reading, Writing, Conventions of Language and Numeracy) ▪ Our writing results showed 73% (78% in 2024) of participants recorded either strong or exceeding achievement proficiency, with 5 students (5 in 2024) requiring additional support to meet the year level standard ▪ In reading, 78% (71% in 2024) of participating students recorded strong or exceeding achievement proficiency with 2 students (4 in 2024) requiring additional support to meet the year level standard ▪ In numeracy, 73% (69% in 2024) of participating students recorded strong			
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	or exceeding achievement proficiency, with 1 student (6 in 2024) requiring additional support to meet the year level standard • What this data shows is ○ Our Year 3 data is not what we expected, nor what we are happy with. A much higher than usual number of students falling into the achievement band indicating additional support required to meet the year level standard across all domains assessed; ○ In complete contrast, we are maintaining a high percentage of students in the top two achievement bands, across the three main learning areas assessed in Year 5; ○ We have very low numbers of Year 5 students requiring additional support to meet the year level standard across all areas assessed; ○ Across their 'full' primary journey, our data suggests students are performing better than those in 'like schools', despite being below expected against our 'like schools' in Year 3. ○ Our Year 5 cohort attained 'high achievement' and 'high progress' on all 5 domains tested through NAPLAN in 2025 ○ Our whole of school approach to teaching writing (Talk 4 Writing) continues to produce good results, with writing being our best performed domain in both Year 3 and year 5. • What the data doesn't show us; ○ All students identified as 'requiring additional support' are already known to us and operating on either an individualised or small group support program. ○ Our Acadience Data, collected in Term One (Week 3/4) and Term Two (Week 7/8) shows 'good' or better growth in student achievement for a significant percentage of our students • Where to next? ○ Our Year 5 data, over a number of years, has shown our students perform better in this form of standardised testing than our Year 3s do. Our leadership team and executive committee are interrogating reasons why this might be the case in order to plan for improvement ▪ Are we preparing our Year 3 students adequately to succeed under the online test conditions? ▪ Do we have too many disruptions to the teaching and learning program in K – 2? ▪ Tandem Teacher Arrangements – Do our children struggle with different teaching styles/personalities?			
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	- Do we need to re-consider our play based v intentional teaching balance? - Key staff have registered to participate in targeted training and support to use the NAPLAN data to better plan/cater for individual and small groups requiring intervention; - Consideration is being given to ways we can strengthen our K-2 staffing profile to provide more stability and consistency in curriculum delivery; - Implement a targeted, planned process to prepare students and expose them to online testing conditions, beginning in Year 2. It was noted that the comparisons of data compares HPS to band two schools. When compared generally to the whole state results are above average.			
5.3	Attendance Data Review - Semester One Attendance Data comparisons are regaining some relevance as we put the disruptions of COVID firmly in the rear view mirror! The lingering impact on student attendance we are still seeing are families 'catching up' overseas trips to visit family. Unfortunately, comparison to other schools is not yet available as schools across DoE are still in the process of verifying their data for this purpose. - Longitudinal Student Attendance Data for HPS showed; - Our overall attendance rate sits at 93.2% - up from 93% in 2024 (Pre COVID high = 94.2% in 2018) 79.2% of students maintained regular (90% or greater attendance) – Up from 77.7% in 2024 (Pre COVID high = 82.8% in 2018) 16.8% of students were in the indicated risk category (80 – 90% attendance) – Down from 18.2% in 2024 3.1% of students were in the moderate risk category (60 – 80% attendance) – Up from 3% in 2024 0.9% of students were in the severe risk category (less than 60% attendance) – Down from 1.1% in 2024	N	Craig	10 mins
5.4	2025/2026 Bushfire Planning - Stand Alone Bushfire Plans are due for submission 31 August each year - Craig will seek School Board endorsement of this document before submission, once it is clear what is required of our 2025/2026 plan.	N	Craig	3 mins
5.5	Contributions and Charges – 2026 2026 Contributions and Charges documentation was provided to the board, inviting discussion before seeking endorsement.	Endorsed with minor amendment	Craig	5 mins

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	- The 2025 contribution of \$60 for all students' K – 6 will remain for 2026. - As in past years, HPS is committed to finalising Personal Item lists that do not exceed \$100. No textbooks and/or subscription charges will be passed on to parents, with all items on these lists, strictly for personal use. - Charges for cost optional activities have been adjusted to accommodate price increases between 2025 and 2026 - The figures listed were upper limits and parents may not be charged more than this although could be charged less. - A discussion was had on Edu-Dance and the pros and cons of including this for p-2.			
5.6	Public School Review Process - Harmony PS has its Public School Review visit scheduled for Wednesday 10 September. - Staff are currently using evidence to present 'our story' against the 6 review domains; - Student Achievement - Teaching Quality - Resources - Learning Environment - Leadership - Relationships and Partnerships - When the external review team visit Harmony, we would like to have representatives from the School Board present to share their experience, with a focus on the Relationships and Partnership domain - At the end of the process, the school will receive a comprehensive report which will be shared with the School Board, before being made public through our schools online portal - The report will validate our self-assessment and plans for improvement, as well as stipulate a timeline for a return visit of either 1, 3 or 5 years. - A request was made that some board members attend- Berry to send email to confirm details prior to Review Day. This would be for a discussion with review team not any involvement in the classroom.	N	Craig and Berry	5 mins
5.7	2026 – 2028 Business Plan – Proposed Process - Our current Business Plan covers 2023 – 2025. This means we will be reviewing and renewing our plan over the coming months, in order to arrive at our next iteration covering 2026 – 2028; - While we will review our Vision, Values and Direction and Priority Areas, it is unlikely we will see a significant shift in any of these; - Where we are likely to see a significant shift will be the focus, targets and key initiatives under each priority (Everyone Learns, Everyone Matters) - Learning from previous Business Plan Cycles, we will be looking to refine our focus areas to ensure our	N	Craig	5 mins

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	efforts can be more concentrated, not diluted across too many well intentioned initiatives; • We need to be clear about our goal, but flexible about the process of achieving it, stubborn on vision, but flexible on details. What we can't do is try to solve problems using the same kind of thinking we used when we created them! • Ideally, we would like to include board members in our visioning/planning workshops, but this has been difficult to achieve in the past – We will share discussion summaries and draft documents with the board for feedback and fine tuning before finalising the plan for implementation early in 2026. • The school is hoping to complete the plan by end of 2026 however not if this requires quality of the plan to be compromised. There is flexibility in schedule to complete in early 2027. • Berry noted that in the previous plan there was a lot of data on behaviour. • Craig made the board aware that with a new behaviour tracking software in the school, some of the targets set will be difficult to assess.			
6.0	Other Items/Comments			
6.1	Business without Notice • There was a further discussion raised from Community member – Carol Zhang regarding the NAPLAN results discussed in the meeting and concerns around the school having areas in red and what the school would be doing to turn this around with a view shared on the need to focus particularly on maths. Craig Anderson reiterated the activities the school has planned to address the results and noted that the data has only very recently been released so teachers had not had opportunity for detailed review. Further actions and investigations would be planned once detailed review was complete.	N	Carol	5 mins
6.2	Next meeting 29 October 2025 – this is to be open meeting and likely held in staff room. Closed: 6:22pm			