



**SOUTH PADBURY PRIMARY SCHOOL
P & C ASSOCIATION (INC.)**

**Minutes of the Annual General Meeting of 26th February 2020
Opened at 7:05pm in the staff room**

ITEMS	ACTION (NAMES)
1. Welcome In attendance: Amanda Duckworth, Sharon Lake, Leona Liddelow, Tia Tutti, Tasha Donnelly, Hollie Cates, Sam Kendell, Cara Scudder, Natalie Munn, Rozlyn Ezzy, Donna McGarry, Kirstie Leigh, Ange Dalla Rosa, Glen Dziuba, Melanie Frost, Skye Walsh Apologies: Nic Errington, Mel Moffet	
2. Confirmation of Minutes of Previous Meeting 2.1. Resolution: That the minutes of the previous General Meeting of South Padbury Primary School P&C Association on <i>11th December 2019</i> be taken as read and confirmed as a true and accurate record. As well as one Executive Meeting 14 th February 2020 Moved: Tia Tutti Second: Sharon Lake	
3. Business Arising from Previous Minutes – None	
4. Correspondence: 4.1. Correspondence In: Westpac Bank Statement, P&C Voice Magazine, Uniform Catalogues, Fundraising Catalogues 4.2. Correspondence Out: None	
5. President's Report 5.1. Welcome to Deputy Principal Tasha Donnelly who is the school's rep for the P&C. Tasha will present a Deputy Report rather than the Principal's Report. Hope to streamline decisions and requests through Tasha, who will liaise with David. 5.2. All Class Reps positions are filled. Just following up with email addresses for a few. 5.3. P&C Meetings are twice per term, a voice for the school community, consists of four office bearers, Executive Committee members, general members and sub-committees.	
6. Treasurer's Report – attached 6.1. End of year – \$6400 in P&C contributions from families for 2019 6.2. \$42,852.77 as at 31st December 2019. 6.3. Closed the Westpac account, opened new account at Commonwealth Bank. 6.4. Qkr for the uniform shop coming. 6.5. Eftpos machine started use 5 th September – will decide whether to continue with current company or break contract and pay fee of \$80. Eventually will use a machine through Commonwealth Bank.	
7. Deputy Principal's Report – attached	

<p>8. Canteen Report –</p> <p>8.1. \$200 made this term so far.</p> <p>8.2. Some discussion around price increase for ice-creams. Our school is selling them very cheaply. Option for wholesale purchase is not viable.</p> <p>8.3. Group decision to keep ice-cream prices at the current prices. \$1.00 for ice-creams and 50c for icy poles.</p>	
<p>9. Uniform Committee</p> <p>9.1. Sales 11/12/19 – 20/2/20 \$7411.</p> <p>9.2. Round neck t-shirts – polycotton fabric sample presented along with information regarding pricing, ordering and company (West Wear). 6-8 weeks for ordering/manufacturing. Fabric dyed in Melbourne. Can get logo embroidered or screen printed for the same price. Faction t-shirts can also be done.</p> <p>9.3. Bucket Hats – reversible in faction colours.</p> <p>9.4. Review of the school’s sun smart policy may be needed – Deputy to follow up with school.</p> <p>9.5. Storage of uniforms can be done through West Wear (uniform supplier). This would include online purchasing through their website. Current suppliers (Permapleat) can also offer online purchasing through school’s website, but with a higher cost of postage/delivery. If storage goes offsite, secondhand sales should stay as they’re very popular.</p> <p>9.6. Hollie will type up a uniform proposal for new items so information can be distributed to members and the school community for review.</p>	
<p>10. Fundraising Committee Report</p> <p>10.1 Heads up for a school fete later in the year, around October. Get your thinking caps on!</p>	
<p>11. WACSSO Report – Nothing to report</p>	
<p>12. School Board Report</p> <p>12.1 Next Meeting 11th March</p> <p>12.2 Two new parent reps are required for the board. P&C members should consider joining.</p>	
<p>13. Book Club Report</p> <p>13.1. Mel Moffit will co - ordinate</p> <p>13.2. Book Fair will run in the library this year, in term 3.</p>	
<p>14. Entertainment Book Report – Nothing to report</p> <p>14.1 Marisha is keen to take on again for 2020</p>	
<p>15. General Business</p> <p>15.1 P&C Office Bearers -see attached</p> <p>15.2 Request for \$100 per year six student for school camp. Up to \$5200.</p> <p>15.3 Request for \$130 to buy wristbands for school discos.</p> <p>15.4 Disco format to be reviewed with David Knox.</p> <p>15.5 Incursion funds request – swap ‘Cyber Wise’ to ‘Stamp Out Bullying’. P&C to fund all incursions for 2020 up to \$12,000.</p> <p>15.6 Add Tasha Donnelly to be admin on P&C Facebook page.</p> <p>15.7 School Reps Roles – organise canteen helpers for each week and share roster with school office staff in case of reminder phone calls are required. To promote assembly morning teas amongst parent year groups. Assist in Fete preparations.</p>	<p>Voted and approved</p> <p>Voted and approved</p> <p>Voted and approved</p> <p>Voted and approved</p> <p>Voted and approved</p>

<p>15.8 Parent Morning Teas -there has been disappointing attendance from parents to these morning teas after assemblies. It was decided that we will try again to promote them. It's a lovely way to meet with teacher and other parents. Classes will be hosting joint year group assemblies this year (2 classes together) so more parents can get together for a cuppa.</p> <p>15.9 Request to have the use of a school laptop or iPad to use for school banking. To be reviewed by school admin.</p>	Tasha Donnelly
<p>16. Next Meeting The next General Meeting will be: Wednesday 1st April 2020 (week9) 7pm in the staffroom</p>	
<p>Meeting Closed: 8:22pm</p>	

Deputy's Report

P&C AGM, 26 February 2020

We've had a great start to the 2020 school year.

We have welcomed new staff members and said goodbye to others South Padbury including;

Ashlee Booker – at City Beach PS for a 1 year appointment

Verne Jones – Acting Principal at Padbury PS for Term 1

We have welcomed;

Paul Haley Deputy Term 1. Specialises in early literacy and literacy intervention.

Mrs Christina De Luca Librarian. Transforming the library including layout and accessibility. Running clubs at lunch. More flexibility with borrowing books.

Sarah Peters – Year 1 teacher. Has come from Halls Creek and is loving South Padbury!

Zoe Williamson – Year 4 teacher job sharing with Kayla Butterly.

Vanessa Hodge – working in Kindy B. Worked at South Padbury previously.

Keeley Brown – special needs EA working out of Year 3.

Les Smith – we welcome back Les to South Padbury. He will be working on a Monday in TA8 (Year 4) with Sumaya Race working Tuesday – Friday.

Jill Ridout – now has South Padbury as her full-time home base. Apart from teaching Indonesian, she has picked up the Protective Behaviours and Health program for Years 3-6.

Administration

Due to student numbers increasing it was decided to move myself into a 12 month Deputy position. An extra staff member in administration will relieve teachers from some workload responsibilities and enable them to work full time in classrooms providing greater consistency for students. It is also anticipated that having an extra admin member will improve our behaviour management approach.

BYOD

Our BYOD program has completed its staggering in of devices and all classes Yr 3 to 6 are now BYOD. This year's Year 3 classes had a record number of families coming on board with the program.

Classes

We have continued to be double stream through all year levels. This often means turning away some Kindy students and some out of bounds enrolments. David continues to have a wait list of students wishing to enter our school if spaces become available.

The move of Wayne Simmonds to TA13 and the relocation of the Music Room has meant all Year level classes and teachers are now working together side by side. Verne Jones has timetabled class teachers have non-contact time for planning purposes. We are in the best position we've ever been in, in regards to teachers and students working cohesively.

School direction, vision, objectives and priorities

David, in the first school newsletter, outlined our school direction, vision, objectives and priorities. These will be added below.

Upcoming Changes

Reporting and communicating with parents – This year the use of the Dept's app Connect will be initiated. Connect is expected to be the program school use to issue online student semester reports and messages to parents and caregivers. We will not rush this process but will begin the transition this year.

Assemblies – With EduDance requiring the undercover area, an increase in student numbers and the inclusion of specialist assemblies, many classes have elected to hold combined assemblies this year.

Extract from David's report in Newsletter #1

Our direction

As we enter the third year of our three-year business plan it's important to re-visit key components of the plan to know where we are, what we're doing and why we're doing it.

Our vision:

The vision for South Padbury Primary School (SPPS) is to build a learning community where students, parents and teachers work together to develop partnerships and foster life-long learning. As a learning community we aim to develop the whole child through the provision of quality learning experiences providing the opportunity for every student to become a positive, contributing member of the community. It is our belief that it is the quality of the teaching and learning programs, relationships and learning environment that maximise student learning. We believe in collaborative teamwork and evidence based planning. The school promotes a learning environment that encourages the development of self-discipline and where all members of the school community are responsible, respectful, safe and strive for excellence. The school values and encourages the positive contribution of parents/caregivers and views parents/caregivers as partners in their child's education and development.

Our objectives:

At South Padbury Primary School we strive to:

1. Establish ambitious targets and set high expectations, academic and non-academic, for our students.
2. Engage all staff in a systematic, continuous and comprehensive self-assessment process related to student achievement and school operations.
3. Deliver high quality learning and teaching programs with pedagogical practices aligned to the Australian Curriculum's learning, teaching and assessment principles.
4. Expand the quality of teaching through utilising expert teachers to operate collaboratively sharing their skills and understandings.
5. Maintain a learning environment that is safe, caring and inclusive.
6. Target resources, through school improvement planning, to maximise student achievement.
7. Continue to build strong internal and external relationships including positive interactions between the school and its immediate and wider community.
8. Our objectives are based on effective and evidence-based teaching of literacy and numeracy; strong school leadership and whole-school engagement with literacy and numeracy; and monitoring of student and school literacy and numeracy performance to identify where support is needed.

Our priorities:

Protective Behaviours 2.Literacy 3.Numeracy 4.21st Century Learning 5.Community Engagement.

Our strategies: Employ a 0.4 Specialist Protective Behaviours (PB) Teacher to teach all Junior Primary classes a dedicated PB program. Utilise information from SAIS and other sources (see Assessment and Reporting Policy) about whole school, sub group and individual student performance to set improvement targets, monitor progress, provide ongoing feedback and inform learning, teaching and leadership strategies. Continue to embed whole-school approaches to literacy and numeracy including the use of the First Steps literacy and numeracy resources. Kindergarten, Pre-Primary, Year 1 and 2 classes to focus on the Diana Rigg phonological awareness program to improve children's literacy development and learning. Utilise the ACARA Australian Curriculum scope and sequence statements and the K-6 Literacy and Numeracy Learning and Teaching Resources, Reading Eggs and Stepping Stones resources to explicitly teach literacy and numeracy skills and knowledge with a focus on the essential skills assessed in NAPLAN. Implement and monitor the effectiveness of First Steps Instructional Procedures to improve literacy and numeracy standards. Establish and maintain school structures and processes including distributed leadership to enable ongoing staff development and team ownership of student achievement. Implement case management plans for students at risk of falling below the national minimum standards and to propel middle tier students into the upper proficiency bands. Refine whole school approaches to behaviour including support for teachers in developing classroom management skills and specific interventions for students at risk. Continue to establish and build productive community relationships and home-school links. Build community confidence in the standards being achieved by providing parents and the broader community with information about school performance measures. Continue to embed Ipad technologies into the curriculum, using these devices as a tool to enhance curriculum delivery and content understanding via improved pedagogy. Develop and implement a curriculum/pedagogical approach to increase the percentage of students in the upper proficiency bands. This will include funding a 0.4 position to ensure that each cohort has a dedicated extension program with the Specialist Extension Teacher taking extension activities from Year 1 to Year 6. Timetable collaborative planning/sharing phase of learning sessions three times a term.