

School Board Report Term 2 25 June 2021

Principal's Introduction: Our new Principal, Mike Black, shared his impressions of the school and was grateful for the warm welcome he had received. In outlining his vision, Mike touched on developing a School Improvement Plan based on;

- Whole school processes and shared understandings,
- Data/research driven processes
- Accountable/Distributed leadership
- Strong review processes
- Whole child focus –academic, social, emotional, physical, creative
- Structured, targeted intervention and extension
- Strong relationships and transparency
- Building the school community- marketing/branding
- Clear communication

Parent Opinion Survey: A Parent Opinion Survey will be conducted in Term 3. The 2018 results were discussed and a focus for 2021 will be to increase the number of parents who respond. We need to show the community that the school values their opinion and that completing the survey can help to improve our school.

Sharing: Initiatives in Encouraging Creative Thinking: The Board was pleased to see impressions from Year Two and Three students, created during a Responding to Music lesson. Students were inspired by a song from Aboriginal musician Stanley Gawurra about the coming together of people and breaking down barriers. Students were very successful in capturing the mood and message in their insightful paintings.

Open School Board Meeting: The perspective from parent Board members was that the school community was not aware of the function or processes of the Board and this needed to be addressed. A decision about how best to promote the Board will be made at the next meeting in Term 3.

Finance Report: The Voluntary Contribution rate was currently at 62% with Pre-Primary at 80%. Reminders will be sent out in Term 3. The school is to receive a State Government grant for reverse cycle air conditioning throughout the school. A donation has been received from the P&C to fund Reading Eggs, Reflex Maths and Dandelion Readers. The Board thanked our MCS for her contribution.

Staff Professional Development: This term staff have participated in a range of Professional Learning including; **Growth Coaching:** Teachers attended workshops on this model, for the purpose of identifying areas of professional strength and improvement, which impact on student learning. **Minilit:** Staff members learnt how the Minilit program benefits students in the early years. The aim is to implement this program into our school as a strategy to improve literacy in our Junior classes. **Classroom Management Strategies:** In Term 3, staff will be upskilled in effective classroom behaviour management strategies to maintain student engagement and maximise learning time. **Developmental Language Disorder (DLD):** A Consultant from the Language Development Centre conducted a whole staff workshop on how DLD affects literacy. Developmental Language Disorder is identified when a child has problems with language development that continue into school age and beyond. The language problems have a significant impact on everyday social interactions or educational progress. The most obvious problems are difficulties in using words and sentences to express meanings, but for many children, understanding of language is also a challenge. Teachers were able to follow up on an individual basis to discuss particular students in their class and how best to support their language development.