NURIOOTPA HIGH SCHOOL GOVERNING COUNCIL MEETING Agenda

Tuesday October 27 2020 - 7:00pm

Languages Building

Members: Tarnya Eggleton, Halena Frick, Peter Lange, Karen Underwood, Sonya Carmody, Belinda Haeft, Pricilla Heidenreich, John Martens, Bernadette Patterson, Luke Rothe, Sharyne Young, Kelly Neldner, Donna Baumann, Jodie Marshall and Paula Brennand (non-voting member) Staff: Gerri Walker, Andrew Dickinson, Sarah Afshin-Pour, Ann-Marie Ward.

SRC: Lucy Dickinson, Keely Lydeamore

Governing Council Statement of Acknowledgement

We acknowledge the Traditional Owners of country throughout Australia and recognise their continuing connection to land, waters and culture. We pay our respects to their Elders past, present and emerging.

Chair: Tarnya Eggleton

Secretary: Halena Frick

Members present: Tarnya Eggleton, Halena Frick, Peter Lange, Sonya Carmody, Luke Rothe, Sharyne Young, Kelly Neldner, Donna Baumann, Belinda Haeft, Karen Underwood, , Paula Brennand (non-voting member), John Martens

Staff: Sarah Afshin-Pour, Andrew Dickinson, Ann-Marie Ward, Brooke Klose

SRC: Lucy Dickinson, Keely Lydeamore, Elli Nottle, Cody Parham

Other: John Alexander (FLC)

Welcome

- 1. Apologies: Jodie Marshall, Pricilla Heidenreich, Bernadette Patterson,
- 2. Minutes from previous meeting:

Accepted -

	(Ann-Marie to provide previous communication on this subject and Anne-Marie to set meeting)
Mobile Phone Policy Review	A working party of 2 GC parents, 2 staff and 2 students met with Andrew Dickinson on 22/10/20. A suggested way forward was agreed to. Next steps: Proposed policy written up and goes to working party Proposal then goes to Executive Leadership and then Whole School Leadership 3rd & 4 th November Then to staff the week after. Given approval from all groups the new policy is heavily promoted and put in place asap. Please note: The department is currently revisiting work on student use of mobile phones in schools, including considering if it would be beneficial to have a system-wide policy approach. Under the current policy schools decide on their approach to student mobile phone use at the local level. The department is now undertaking fu st is now undreWmBTE 11.04 Tf1

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- Chairperson Report: Principal report refer to Appendix 3 Moved: Karen Underwood Seconded: Sharyne Young -
- Subcommittees:

Committee	Report
Canteen Committee	No Meeting next Meeting Week 7
Meet week 5 on a Tuesday	
Pricilla Heidenreich	
Uniform Committee	No Meeting next Meeting 4/11
Anne Barday, Ann-Marie Ward, Belinda Haeft, Keely	
Lydeamore, Lucy Dickinson	
Finance Committee	Refer to Appendix 2
Meet on the afternoon before Governing Council	
meeting Peter Lange & Tarnya Eggleton	
Wine Committee	Vines were planted in week 10, term 3
Peter Lange & Gerri Walker	Installation of water meter at
	Hickinbotham block to proceed
	All wine has been moved to the winery
	except the ports for blending
	Received one silver, one bronze and a
	commendation at the National Schools
	Wine Show
	Vinpac unable to provide all free services
	now will donate \$1200 each year for
	storage etc but school will need to pay
	remainder. Wine Committee to seek
	funding support from other sources.
	Prices of wine from 2019 to increase
	Richard Mattner and partner; blending of
	port and will give up their volunteer day
	to do this.
Building and Grounds Committee	No Meeting
Luke Rothe	Follow up from last meeting:
	Suggestion from Ela Rothe that wire baskets bref5

Discussion about gender based awards	Discussion about whether Dux should be gender identified.
	Motion proposed: Only 1 Dux awarded to the school. More discussion is needed also with students and parents.
	11. 2 girls have been nominated for 2020 but need to check with Angus whether there is also a male winner.
	FLC/DU governing awards to be instigated Moved: Kelly Neldner Seconded: Donna Baumann

11. Correspondence

12. Any Other Business

Task	Person Responsible/ Result
Year 12 graduation feedback	Great night but Governing Council members were not invited this year. Usually GC members are invited each year.
New members of Governing Council	Please ensure the code of conduct is read as it provides you with the commitment as a governing council member. Code of conduct will be attached to the minutes. Each new member should receive a folder for

Notable spending (over \$1,000) includes: IT Submission CAD \$ 1,707.16 Resource Centre resources \$ 2,803.77 Text Books \$ 3,408.59 Home Ec consumables \$ 1,132.63 PEconsumables \$ 3,634.38 Special Ed consumables \$ 3,368.31 VET \$ 1,627.10 \$ FLC case management 77,700.00 FLO program \$ 2,877.91 Ag livestock & show club \$ 1,129.05 Auto \$ 1,184.16 \$ Metal consumables 4,313.55 **Bectronics** consumables \$ 3,695.21 Wood consumables \$ 1,810.72 Bus management 1,953.36 \$ \$ Info systems resources 4,781.42 Printing copy costs \$ 1,083.86 \$ Printing Admin/YLM 2,161.45 Freight \$ 1,181.91 **Cleaning/toiletries** 1,561.50 \$ Camp Contingencies (Yr 8 Day) \$ 1,213.64 \$ Sport 1,350.07

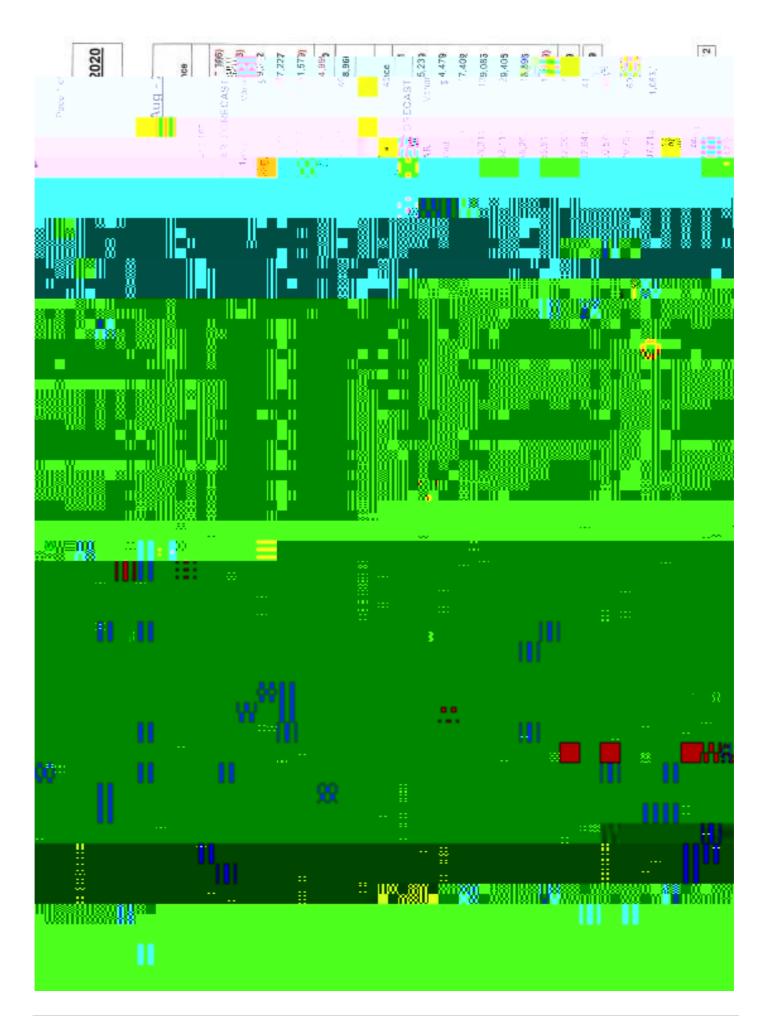
GC Report:

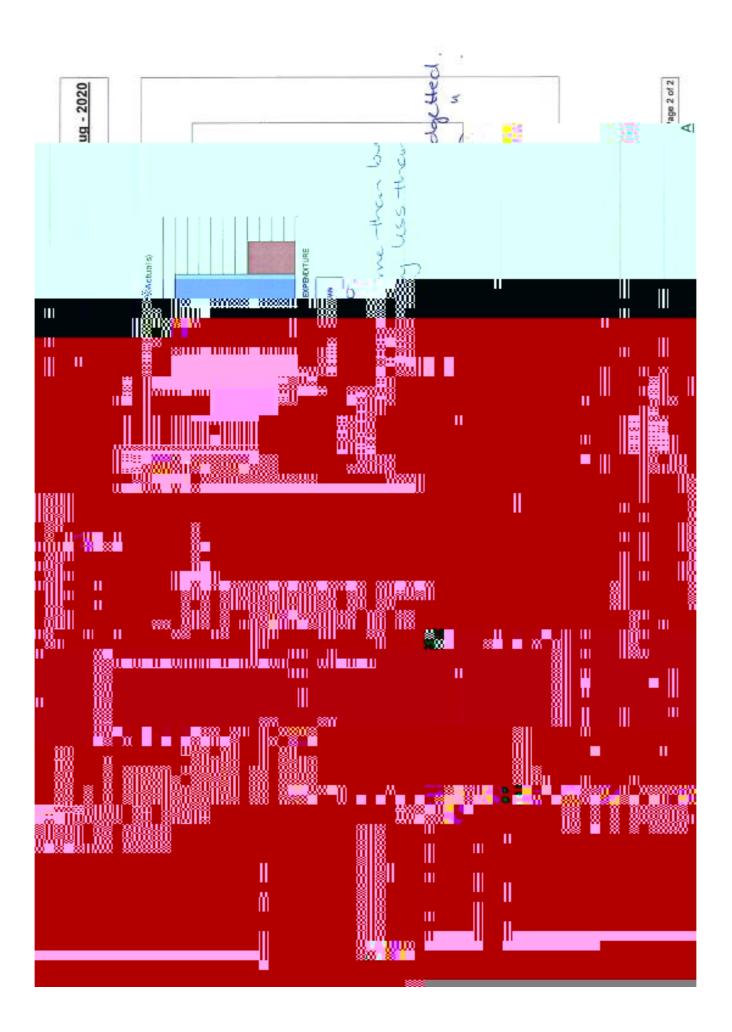
** Variances to budget for Aug:

Under Budget

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SCHOOL: PERIOD 9

GC Report:

** Variances to budget for Sept:

Under Budget

RES Global Budget received \$161,822 less than cash flowed (still awaiting FLO funds) Administration: general savings Ste Funded works: general savings Facilities: general savings Utilities & Maintenance: general savings Other Expenditure: general savings

Over Budget

Parent Contributions: received \$8,866 more than cash flowed Other Income sources: received \$777 more than cashflowed (Invoices raised to Primary schools for their contribution to Bus operation costs \$1,032, wine sales \$2,955) Salaries: TRTs over \$38,863 (Will receive Additional TRT Supplementations T3 & T4 2019 & 2020 in Oct RES). Savings in teachers & SSOs Ourriculum Maintenance: final faculty spending

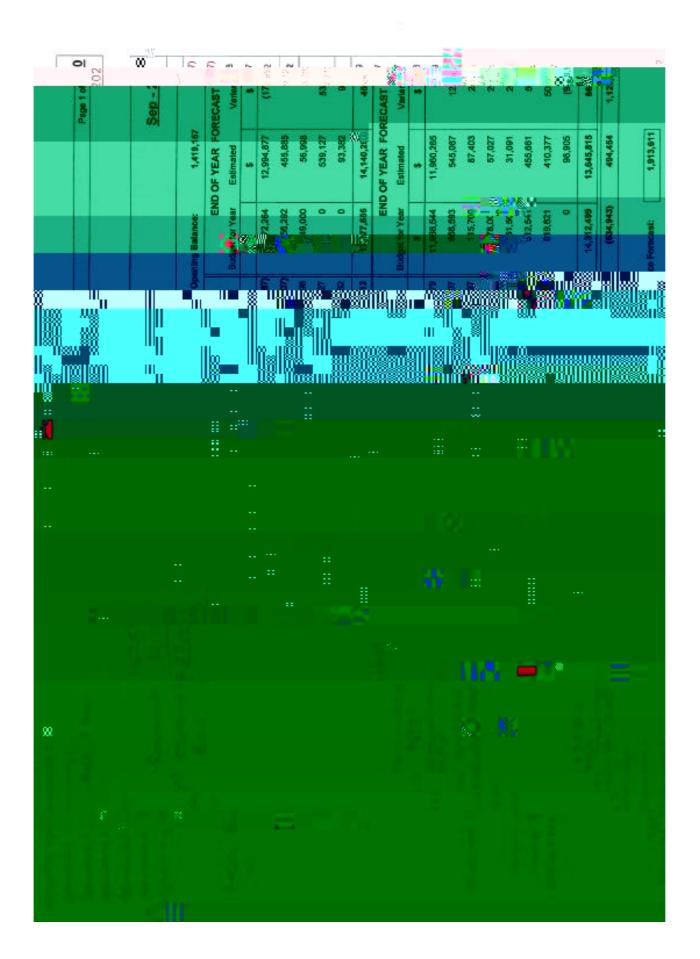
Non Budget revenue: no budget offset by Non Budget Expenses Non Budget Expenses: no budget offset by Non Budget revenue

Summary of areas over budget:

Salaries: TRTs over \$38,863 (Will receive Additional TRT Supplementations T3 & T4 2019 & 2020 in Oct RES). Savings in teachers & SSOs Ourriculum Maintenance: final faculty spending

Overall received more income than what was cashflowed and spent less than what was cashflowed

Materials and Services Charges Budget	\$ 456,292	
M&SRevenue	Sept	Year to Date
M&S	\$ 8,131	\$ 378,084
School Card	\$ 20,065	\$ 60,194
M&Sprevious years	\$ 1,461	\$ 8,654
Waive M&SGap (school card)	\$ - 790	\$ - 31,643
Refunds	\$0	\$ - 2,695
Total	\$ 28,867	\$ 412,594



Motion: that the above reports for Aug & Sept are accepted: Moved: Belinda Haeft

2. DRAFT 2021 BUDGET

3. BAD DEBTS

The Governing Council approves the write off of 6 Bad Debts totalling \$2,556 in accordance with the recommendation of the Principal.

Moved: Peter Lange

Seconded: Sharyne Young

4. CURRICULUM/ICT SUBMISSIONS

Facilities

There was a capacity audit undertaken of our school by central office. They are currently meeting about the outcomes of this, especially with respect to Buildings 15 and 34. We need additional teaching space and are concerned about the need to re-stump Building 15 given its current state.

Home Eckitchens awaiting quote

Windows in Admin Building close to being finished.

The Asset Assurance Inspection Unit (part of the Department for Infrastructure and Transport) undertook their inspections, testing and audit of our school last Wednesday. They prepare a report for their department which then comes to our department. This also included a conversation about future needs of the school.

2021 Update from the department

The department has developed resources for curriculum. All schools and pre-schools will continue to have 4 Pupil Free Days in 2021 it was going to be reduced to 2 days.

Starting date for 2021 students return to school on Wednesday January 27th. Schools and can have an alternative start date should they choose for staff to attend on Wednesday 20 January, so they do not have to attend on Monday 25 January. The pupil free day can then be held on Wednesday 20 January instead of Monday 25 January. We care currently surveying our staff.

From the beginning of next year, schools can dismiss 1 hour early at the end of each term, but parents need to give permission for their child/ren. Staff must stay on site until the normal finishing time and supervise any students who need to remain supervised until the normal dismissal time.

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APPENDIX 4: Site Improvement Plan Progress





Nuriootpa High School

Goals

Increase the Writing achievement of our Year 8 and 9 students

Target

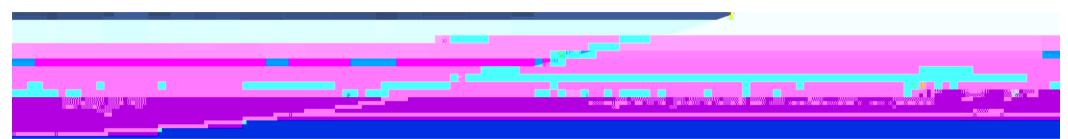
All Year 9 students have progressed in Writing as evidenced through NAPLAN All students who were at Band 5 in Year 7 NAPLAN Writing achieve SEA in NAPLAN Writing in Year 9 All students who were close to or in Higher Bands in NAPLAN in Year 7 Writing are in Higher Bands in NAPLAN Writing in Year 9

Challenges of Practice

If all teachers teach the technical vocabulary and specific features of different text types relevant to each learning area, then all students will develop a broader and deeper understanding of

Success Oriteria

Step 4 and Step 5: Plan Summary

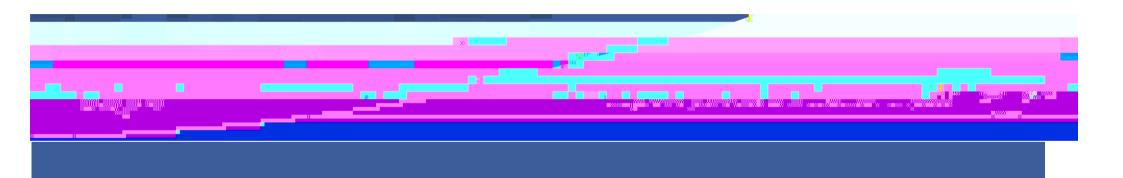


Implement the planned actions for improvement and meet regularly to monitor your impact by answering the question, our improvement goals? Adjust your actions as required to maximize the impact on student learning.

In the tables below, enter the dates of your monitoring meetings, your assessment of progress towards implementing the actions for improvement, evidence of impact on student learning against success criteria, and next steps. The Quality School Improvement Planning Handbook 2.0 explains how to do this.

Goal 1			
Meeting date	Implementation (Are we doing what we said we would do?)	Impact (Are we improving student learning?)	Next steps
Enter meeting date	Enter your overall assessment of progress towards implementing actions for improvement.	Enter the evidence of impact of your actions on student learning against success criteria.	Enter your next steps.

5th March 2020



timetable, curriculum and succession planning 10. Gerri to lead a piece of work in week 1, term 3 leaders re vision/SP for their faculty/team as p building leadership capacity. Ask the leaders to thinking and share ready for week 3 discussion	eeting date Implementation (Are we doing what we said we would do?)	e (Are we improving student learning?)	Next steps
7 th September Agriculture 2020 Faculty staff feel as though they are covering technical vocab well now. Keen to work on more in class and interactive activities to reinforce this. This will be done while teaching the topics throughout the rest of the year. Writing skills are slowly improving in Ag. Consistent focus on this required to enable long term improvements. Tasks are set up to use more technical vocab now- so student			 How are you setting your faculty up for success timetable, curriculum and succession planning? Gerri to lead a piece of work in week 1, term 3 with leaders re vision/SIP for their faculty/team as part of building leadership capacity. Ask the leaders to show the thinking and share ready for week 3 discussion. Re- introduce the leadership reflection/development section of Leaders Meetings
Faculty not convinced we are yet seeing Year 8 and 9 students demonstrating improved sentence fluency, use of correct structure and stylistic techniques. More effort/time required on this.		 Faculty staff feel as though they are covering technical vocab well now. Keen to work on more in class and interactive activities to reinforce this. This will be done while teaching the topics throughout the rest of the year. Writing skills are slowly improving in Ag. Consistent focus of this required to enable long term improvements. Tasks are set up to use more technical vocab now- so student expectations are that these words are used. Faculty not convinced we are yet seeing Year 8 and 9 students demonstrating improved sentence fluency, use of correct structure and stylistic techniques. More effort/time 	n e



Goal 1			
Meeting date	Implementation (Are we doing what we said we would do?)	Impact (Are we improving student learning?)	Next steps
		Maintained Higher Bands, where relevant- need to test student cohort to see maintained higher bands?? Staff	
		The Arts Main types of writing at Yr 8 and 9 evaluation, analysis Students are using technical terms in context during class discussions and peer to peer feedback and then are able to evaluate their own work in writing using the correct terminology. Use of scaffolding, word lists and HOT questions on task sheets is improving student responses in writing tasks, making their answers more in depth with subject specific language used in context showing a deeper and richer evaluation of their work (rather than saying (rather than The organization of their thoughts is more logical when students use the scaffolding. Improvement in fluency, expression and vocabulary using the correct conventions of the writing style. Often students are moving up a grade band from Writing piece 1 to writing piece 2 (eg from a Cto a B etc)	 Finish scaffolding of tasks (working towards) Hinge questions, All dass responses, Misconceptions How to raise the question at the right time? Phrasing and framing the question in the best way. There are lots of resources, but we need some more PD around what it looks like in a classroom, how to practically apply these ideas and what follows after these strategies are used. Finding the meaning and deeper understanding of how to progress the learning. How to get the best effect and result when using these strategies.

Goal 1		
Meeting date	Implementation (Are we doing what we said we would do?)	

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Meeting date	Implementation (Are we doing what we said we would do?)	Impact (Are we improving student learning?)	Next steps
		Itself created interest in the Technical terminology. When students are working on a written task they immediately recognize the words etc and comment on it. They then use more of the other terms on the wall as well. Conversely because we have integrated a lot of Technical terminology into our tasks, students who have multiple other	

Goal 1			
Meeting date	Implementation (Are we doing what we said we would do?)	Impact (Are we improving student learning?)	Next steps
		An integral part of our journey at the FLC in terms of improving student learning has been the development and inspire our young people to choose their starting directions In particular our team has developed a broad range of subjects across year levels that provide our students with different opportunities to achieve success and gain accredited learning. A key priority for the FLC is to ensure wellbeing needs are considered and supported. The work that we have started that links to the NHSSP links to our vision and has meant that we have identified key areas to further develop within subjects and tasks that we offer our students. This is done by differentiating tasks and	

oal 1 Aeeting date	Implementation (Are we doing what we said we would do?)	Impact (Are we improving student learning?)	Next steps
		 Health and Physical Education Vocab list resources available and used for major topics across all offered courses. All courses have at least one literacy focus task per term written into the teaching and learning plan, with text types explicitly identified. Literacy scaffolds have been developed for all text types used within the learning area. Technical vocab is mostly taught through the 7-step process, however there are some subject specific variations to contextually apply and engage students in their learning (Gymnastics stations where students do their vocab in a practical context) Sudents are able to connect their learning from other subjects or tasks. This is evident by their knowledge of the process for learning vocab and knowing how to structure written tasks. 	

Goal 1 Meeting date	Implementation (Are we doing what we said we would do?)	Impact (Are we improving student learning?)	Next steps
		Evidence of improved evaluations in Home Ec since introduction of new scaffold. Structure of writing and quality of responses both showing significant improvement. Students use a variety of mediums to complete their work, as evidenced by the year 8 PE skill procedure task.	
		Noticeable difference in student assessment task achievement between students fully engaging in the explicit vocab teaching and those who do not. Much higher achievement noticed in students fully invested vocab tasks	
		In Food Tech, students have shown huge growth in spelling and understanding, shown by difference in results from pre-	

Goal 1			
Meeting date	Implementation (Are we doing what we said we would do?)	Impact (Are we improving student learning?)	Next steps
		Vocabulary required is clearly identified in tasks in most tasks. Scaffolded writing template included with all mathematical investigations. Faculty has a common understanding of the expectations of how templates are used.	
		Common agreement that writing templates have clearly improved the writing of students in all courses. There are still a nuououououououououo/F2 9.96 Tf.804 0.914 rg23.64 4	

Goal 1				
Meeting date	Implementation (Are we doing what we said we would do?)	Impact (Are we improving student learning?)	Next steps	

Goal 2			
Meeting date	Implementation (Are we doing what we said we would do?)	Impact (Are we improving student learning?)	Next steps
5 th March 2020		 All Year 8 dasses have undertaken diagnostic test to identify Misconceptions All Year 8 Maths teachers teaching one lesson per week to address the Misconceptions Two teachers to attend training in Back to Front Maths Two Year 8 Maths classes focusing on Misconceptions 2 lessons per week with students identified as having high needs One new teacher team teaching with experienced teacher to model using Back to Front Maths Assistant Principal Learning Needs and Principal visited Tanunda Disability Unit to look at ABLES and Big Ideas in Number as a foundation for working with DU and Special class teachers and SSOs 	 Ongoing professional development of Maths faculty teachers and SSOs in Back to Front Maths sharing of expertise and resources Qose monitoring of students in Misconceptions classes re their progress Begin work with the DU and Special Class teachers on ABLES and the Australian Curriculum
3 rd July 2020		 Ongoing professional development of Maths faculty teachers and SSOs in Back to Front Maths sharing of expertise and resources Gose monitoring of students in Misconceptions classes re their progress AP Inclusive Education and Principal met with DU leader at Tanunda PSto gain information about ABLES Principal has begun 2 lessons per week with AP. Inclusive Education and SSO in Big Ideas in Number starting with Trust the Count with one class. Students have had a diagnostic test. Beginning to develop resources for teachers to use in this area. 	 Maths faculty continue to explore the Misconceptions work and how to have the highest impact. Begin work with the DU and Special Class teachers on ABLES and the Australian Ourriculum with the starting focus being Big Ideas in Number and Back to Front Moths. Focus on listening to students and understanding their thinking as part of the learning sequence in Number.
		Maths	Training for all year 8 staff in addressing misconceptions

Goal 2			
Meeting date	Implementation (Are we doing what we said we would do?)	Impact (Are we improving student learning?)	Next steps
		Training of all Special Education Staff led by Gerri, has commenced with three sessions so far. All staff have actively engaged, and three out of four classes have differentiate the learning that each student requires to move them to the next level of understanding.	

