

**Turrumurra North Public School P&C Association****Meeting Minutes  
24-Feb-2021****1. Summary**

<b>Date</b>	Wed, 24-Feb-2021
<b>Time</b>	7:00 pm
<b>Term</b>	1
<b>Week</b>	5
<b>Location</b>	TNPS 237 Bobbin Head Road, North Turrumurra 2074 Year 6 Classroom
<b>Meeting Type</b>	General Meeting

**2. Welcome & Apologies**

<b>Attending</b>	<ol style="list-style-type: none"> <li>1. Bree Alami</li> <li>2. Lucinda Chapman</li> <li>3. Robina Joselin</li> <li>4. Lirize Loots</li> <li>5. Yolanda Muller</li> <li>6. Saad Saeed</li> <li>7. Sima Salahifar</li> <li>8. Katie Sumpton</li> <li>9. Michelle Verhagen</li> </ol>
<b>Apologies</b>	<ol style="list-style-type: none"> <li>1. David Lally</li> <li>2. Kate Duncan</li> <li>3. Rebecca Fitzmaurice</li> <li>4. Kath Selkirk</li> </ol>

**3. Acceptance of minutes from previous meeting**

Accepted

## 4. Matters outstanding from last meeting

N/A

## 5. Correspondence

- Usual bank statements, marketing materials and fundraising correspondence.

**ACTION:** Set correspondence preferences with bank

## 6. Executive team report

*No report supplied.*

## 7. Principal's report

Date	Term	Week
24/2/21	1	4

### School Start – Term 1

- Thank you – many positive comments for start of year procedures: classes formed for Day 1, Best Start (with very settled Kindy students). Welcomed new and some returning families to TNPS.
- We have had a smooth start to the year. Our students are working collaboratively in their classes and have come back refreshed and enthusiastic, demonstrating good learning intentions and setting goals for the year ahead.
- This term, in an effort to make life a little simpler for everyone, each child received (and will continue to receive each term) a Stage Newsletter and one set of permission notes outlining excursions, incursions and activities requiring approval and payment. Parents and carers need to sign and return the permission slips to authorise all relevant activities for their child. Our first term account also contains some yearly, voluntary levies to assist with grounds maintenance, P&C activities and our school library.
- Meet the Teacher evenings (opportunity for parents and carers to meet teacher/s onsite, access their contact email and be informed about the year ahead, gaining insight into the class program, expectations, goal setting, specialist staff working in our school and more) were very well attended. We really appreciate your positive feedback on the sessions

held as you begin the 2021 partnership in your child's learning. While we know not everyone was able to join us, the emails and very positive responses to the level of detail provided in the class information packs are all appreciated. To our keen volunteers taking on the role of class parents.... thank you.

- P&C – to all our office bearers for 2021 – thank you! Thank you also to the parents/carers working in the Canteen & Uniform Shop (a busy start to 2021!), our parent-run Band program (off and running so well in 2021), School Banking - valuable services, opportunities and terrific support for our school.

**Events (this term) and achievements within our COVID-safe Department of Education and NSW Health guidelines, including:**

- Best Start – Kindy (reports for parents/carers, with suggested support strategies, to come)
- Very successful Swimming Carnival today – thank you to teachers, excellent student participation, organisation & parent understanding regarding the restrictions on spectators. Zone next - 5 March PLC.
- Commencement of band, dance, sport groups for the term. Overview of days/times/contacts to be sent home. Some activities and start dates still being determined (choir).
- Leaders' Induction, SRC elections, Band, Dance and Library Monitor positions to come. Student names to be published in the Turragraph. Information on parent participation opportunities to come.
- SRE (scripture) to commence next Wednesday, 3 March. Ethics & Bahai classes (TBC) at this point pending parent/community volunteers - waitlist developed.
- First of our 2021 school photo days held – class (less formal groups photo), portraits, sibling photos taken  
Information to come on other group photos will be taken later in the year – Term 4.
- Cross Country Carnival (onsite 9 March) Harmony Day (onsite 18 March) planning has commenced.  
Information to come and an outline of COVID-safe guidelines for participation.
- Parent / Teacher Interviews - commencing Monday, 15 March to 26 March providing another opportunity for families to gain feedback about the progress of their children. Online booking details will be distributed to parents next week.
- Life Education – Thursday, 25 March to Tuesday, 30 March.

- Last day of Term 1 is Thursday, 9 April. Term 2 commences Tuesday, 20 April.

**Staffing:**

- This year we have welcomed: Miss Madi Hyde - 3H, Mr Oliver Tilling - 5T, Miss Justine Beavis - 6B / Assistant Principal and Miss Shengying Bi - Counsellor (relieving). Together they bring a great depth of experience in their roles, enthusiasm, commitment and knowledge, each having contributed to many schools across the DoE networks.

**Communication reminders: 2 main channels**

- TNPS website – School Website Services platform to allowing DoE information to be drawn directly.
- Schoolzine – Szapp and Turragraph

**Facilities Upgrade & School Resourcing including:**

- NTOOSH – refurbishment continues. NTOOSH children will be accessing our music room, canteen and hall for before and after school care. Thank you to Bree, Kirsty and the NTOOSH team, and Mandy and the Canteen team for your flexibility in ensuring the continuation of this valuable service, while the work occurs, for our students and families.
- Tree safety & playground equipment audits were completed over the break
- ICT – iPads purchased & new laptops to replace failing devices
- Installation of new data projector – school hall (completed T4,2020)
- Plans in place for a new electronic school sign
- Installation of pathway from the oval to Orange Green exit gate
- Hall – lighting upgrade following the 2020 installation of air-conditioning
- Junior toilets upgrade
- School KLA budgets - Term 1 curriculum resourcing is currently being determined by teaching teams, with items purchased linked to school plan initiatives and focus areas. Information will be provided in the Turragraph.

**School Self Evaluation / Feedback & Priority Areas based on the School Excellence Cycle**

The approach to School Excellence is student-centric and built on:

- strong self-assessment and evaluative practices
- a clear focus on student wellbeing, growth and attainment
- an evidence-informed Strategic Improvement Plan (SIP) for every school

- progress monitoring, through regular collection and analysis of evidence, to inform next steps.

*The School Excellence cycle is underpinned by the School Excellence Framework which supports all NSW public schools in their pursuit of excellence.*

The School Excellence Framework (SEF):

- provides a clear description of effective practice across the key educational domains of learning, teaching and leading, and informs and guides decision-making by principals.
- is evidence-based and identifies explicit school practices that are directly related to continuous, school-wide improvement and better student outcomes.

*VIDEO:* A brief overview of the 2021-24 School Excellence Cycle - providing NSW public schools with the tools for continuous school improvement by planning, implementing, monitoring and evaluating strategies to drive improved student outcomes.

Informed by consultation, data and evidence from our community surveys, Tell Them From Me responses, teaching and learning data School Excellence evaluation (SEF), literature and research underpinning what works best and so much more - our school Situational Analysis currently being completed in preparation for our 2021- 2024 School Improvement Planning cycle. More school plan information about each of the initiatives and focus areas will be included in the Turragraph. The school improvement plan will be available for parents/carers via the school website in Term 2.

### **Areas of focus for 2021 to include:**

**Strategic Direction 1:** Student growth and attainment in reading and numeracy (DoE system negotiated targets)

Addressing the following themes:

#### *Curriculum*

- *Curriculum provision*
- *Explicit teaching and learning programs*
- *Collaborative, differentiated and personalised learning approaches*

#### *Learning Culture / Learning Development*

- *High expectations*
- *Continuous improvement*

- *Expertise and innovation*
- *Coaching and mentoring*
- *Community partnerships*

#### *Student Performance Measures*

- *NAPLAN Value-add*
- *Student growth*
- *Internal and external measures against syllabus standards*

**Strategic Direction 2:** Evaluative practice and continuous improvement culture  
Addressing the following themes:

#### *Assessment*

- *Formative and summative assessment*
- *Student engagement*
- *Whole school monitoring of student learning*

#### *Effective Classroom Practice*

- *Explicit teaching*

#### *Learning Culture / Learning Development / Learning Leadership*

- *High expectations and continuous improvement*
- *Collaborative practice and feedback*
- *Instructional leadership*

#### *Data Skills and Use*

- *Data literacy*
- *Data analysis*
- *Data use in teaching and planning*

**Strategic Direction 3:** Wellbeing and engagement – every student known, valued and cared for  
Addressing the following themes:

#### *Wellbeing*

- *A planned approach to wellbeing*
- *Social emotional learning programs*
- *Individual learning needs*

#### *Learning Culture*

- *High expectations*
- *Continuous improvement culture*
- *Attendance*

**Safety Reminder:** *Scooters and Bikes*

Parents and carers, please model and help the teachers to reinforce these important safety messages for all students and pre-schoolers:

- Scooters and bikes must be walked through the playground or across the school oval. Riding is not permitted in the playground or on the oval.
- Wearing a helmet is a must.
- During the school day all scooters and bikes are to be stored in the area opposite the junior girls' toilets.

An additional bike rack will soon be installed.

### **Meet the Teacher Evenings:**

*Some of the key messages:*

Our teachers take the time to get to know your child. The first weeks of school are spent building the relationships between the children and with the teacher. All lessons are curriculum based and designed by the teachers from the data they have gathered about your child. Each teacher is provided with data about their students from the previous teacher/s and time is provided for teachers to share information about the students they know. As teachers begin to teach their lessons they are constantly looking for evidence of learning to indicate where the students are at based on the learning intention. This informs the next lesson plan and any adjustments required.

At TNPS we believe that learning is the responsibility of the student, parent/carer and teacher working in close partnership. Our teachers aim to activate your child's mind to regulate their learning. To do this our students are provided with a supportive framework through which they set their goals. Teachers communicate the learning intentions of their lessons, and students are shown the success criteria at various levels to give an indication of what they are expected to achieve. Students are given many opportunities to discuss and share their understanding of the learning and show their learning through purposefully designed and often, open-ended activities. This caters for a range of learning styles and levels. The teacher and peers provide regular feedback to students to help them move their learning forward. Teachers gather data from students every day and plan and adjust their lessons accordingly.

Each of our classes has a mix of student ability groups. While the key learning of each lesson is the same for all learners in the class, teachers differentiate the learning for individuals and groups of students. They differentiate the content by determining where on the learning trajectory the student is in this area. The level of complexity, challenge, choice and pace of learning are important

considerations for our teachers in individualising the learning opportunities for your children. Careful consideration is given to the learning environment, giving students the opportunity to showcase their strengths in a variety of ways for a diverse audience. Teachers differentiate the process for each group by the supports they offer such as concrete material, scaffolds, learning partners, enrichment and challenges to extend learning, and finally they also differentiate the product. That is how the student is expected to show or represent their learning. Providing real world problems based on contemporary issues and using exemplars to model and guide high expectations supports, challenges and inspires our students.

Our teachers build an environment of trust in their classrooms, where students feel comfortable to take a risk and are not afraid of mistakes. Mistakes are seen as a part of the learning process, and encouraging a resilient, growth mindset is something parents and carers can model at home too. Relationships at TNPS are key. Teachers use a positive, solution focused approach to all challenges and adversities in areas of learning, relationships and wellbeing. Our students are immersed in their learning and are provided with examples of what high quality work and positive social skills look like to demonstrate what they are trying to achieve.

Teachers continually measure success in learning. The curriculum outcomes describe what learning should look like. On a day to day basis, teachers are looking for evidence of learning in every lesson. This is evident by what students say and what they do, how they action the feedback they have received, the questions they ask and the skills they have applied. This evidence is called formative assessment as it accumulates and builds a picture about your child over time. Summative assessment occurs at the end of a series of lessons or at the end of a unit of learning and may include final projects, testing and more. Teachers across grades and stages meet several times each term. They compare student data, reflect and evaluate to ensure consistency in the judgements they make on student learning and plan for further learning and reporting.

## **7. Treasurer's report**

*No report supplied.*

Notes: General committee discussion included,

- All accounts healthy
- No big spend items in a while

## 8. Grounds report

The grounds team got together and had a solid planning/wishing morning a couple of weeks ago which raised a bunch of questions, not yet resolved, but we still came up with some plans, outlined below.

The biggest unresolved question is: what's the current situation for access to school grounds? The Dept of Ed website suggests that we'd be OK to arrange small weekly Tuesday morning working bees 9–11am in areas of the school separate from kids so we can have small groups working COVID-safe to get on top of weeding and maintenance, so that bigger projects can take up working bees? What can Green team do within COVID restrictions?

We'd like to aim for one substantial school-wide working bee per term, get students involved in planning and participating. List on school calendar, in newsletter and on flyers on the noticeboard, etc. Are there any other school wide events or things we need to be aware of, or shall we just go ahead and choose some dates?

### **Grants, grants, grants!**

The Woolworths Junior Landcare Grants 2021 are open -- applications close 19 March 2021 -- and we've got a keen group of Year 3 parents who will meet early next week to come up with a few options for projects for the kids to choose from. It will involve both parental and school involvement, but is designed mostly for kids education. The link to the grants website is [juniorlandcare.org.au/grant/2021-woolworths-junior-landcare-grants/](http://juniorlandcare.org.au/grant/2021-woolworths-junior-landcare-grants/) and I've provided a printed copy in case anyone wants to read it.

### **New ideas for P&C consideration**

#### **New garden space in Normurra Ave**

We discussed the idea of creating a fabulous space between the Normurra Ave footpath gate and the big black fence, to be a pick-up location for kids separate from the car-based kiss-and-drop area at the front gate and provide a pleasant wildlife-friendly place to sit and enjoy. It could become a bit of a community asset with seats and plants and presumably many birds. We'd like to have a space-naming competition and do some arty stuff with the kids down there, too. We certainly plan to weed along there along there with the rest of the wildlife corridor, but don't want to do any further planning until we come up with a plan for the space. If we do plan a garden here, presumably we could work on this space if COVID restrictions exclude us from the inner grounds again?

**Kids Grounds Group**

Various students, notably Anika and Hannah and Jessica Stevens, would like to be organise a kids grounds group, to do some of their own stuff as well as contribute to the bigger projects. Please could we work out how to set it up and have supervision, etc. Designation of a teacher or two, regular class time or lunch time, involvement of kids in designing and planning -- at least some of us are happy to come and help out.

**Edging of wildlife corridor**

Can we access any of the grounds levy to pay for edging of wildlife corridor, and possibly someone to come and assist with weeding, etc.? The grass has really encroached and the weeds are choking a lot of the planting, and I think it will take more hands and energy than we currently have available to get it all back in hand quickly. I can price it if it's a possibility.

**Ongoing projects****Green team -- Catriona**

Cat to continue with this, once we've heard back from Michelle. Investigate return-and-earn system and perhaps organise some fundraising via [returnandearn.org.au/fundraising/](http://returnandearn.org.au/fundraising/)

**Environmental Levy Grant project -- Kath**

\*\* Note that we need to finish off the project from the EL grant from three years ago—bee and bush tucker garden—I will follow this up to finalise the paperwork for Council.

- Weed along top edge and install grass barrier -- ask Sal to make sure grass clippings don't get into planted area! Investigate best type of edging, with cost, and see if school could fund part of this through grounds levy
- Working bee Term 1: continue with weeding and planting and spreading mulch (will need to purchase plant guards, fertiliser tablets,
- Tree Day in July, but possibly also organise a school day as well as a weekend in term 1.
- Set up weather station for students to monitor

**Bee and flower gardens, top quad**

Need weeding and fill-in planting, and check fences are still safe for fiddling kidlets.

**Outdoor learning area, top quad**

Will need to talk again with Michelle to work out what she'd like in this space -- do they need a bench for teaching materials -- and then modify plans. Would like to incorporate some rocks and things for kids to climb/perch on as well as plants and paths to bee garden and seat

- Working bee term 2: Install the pavers, etc. to complete the design. Some have been donated, I just need to collect them from the various places
- Start planting ground covers and using the area as an outdoor teaching space.
- Erect a sign such as below to encourage kids to take care of the plants without fences!

**New projects being planned****Grounds noticeboard**

Come up with a design and helpers and investigate the best position within top quad (bee garden is pretty central?)

**Garden design competition**

To encourage kids' input into grounds, Leo to investigate organising a design competition for stages or year levels. Kids to own or sponsor a plant within the space, and classes or stages to take responsibility for planting and maintaining the garden/space.

**Music in the gardens**

Liase with Band coords and choir teachers to organise some entertainment for working bees and fun

**Quiet space**

Create a quiet, cool, more enclosed space for kids to read or chill in the playground, such as curved seating area partially enclosed by vertical posts with climbers trained up them. This would be relatively easy to do with the only digging needed for the uprights—all other materials would sit on the ground. Some variation on below design.



**ACTION:** COVID safe plan required for potential working bees (prior to required approval).

- Michelle / Bree have samples that can be shared with the P&C

## 9. Uniform shop report

*No report supplied.*

Notes: General committee discussion included,

- Mandy and Jenny - completed stock take
- Inventory - looks good
  - Sports polo - hard to estimate demand/stock level. Longer lead times compared to other items due embroidery requirements
- New kindy cohort all fitted out with uniforms
- All ordering moved online.
- Payment system fully transitioned to Munch Monitor.
- Orders being processed in a timely & efficient manner

**ACTION:** Order expectation message (e.g. processing time, etc) needs to be added to MunchMonitor

Other business -

- Confirmation received for payment of outstanding Midford invoice(s)

## 10. NTOOSH report

*No report supplied.*

Notes: General committee discussion included,

- 'Cottage' renovation continues, following items are still pending,
  - painting

- finalizing roof of deck
- inside patch and paint
- waiting for desk and furniture
- bag hooks have been ordered from school supplier
- AC went in last week
- Not very far off finishing
- Regarding numbers, there has been a substantial down turn in numbers (due to COVID). These have not bounced back yet.
  - 40 - 45 children in afternoons currently
  - Lots of new Kindy enrolments
  - Mornings numbers have significantly dropped off
  - 5 - 6 casual booking each afternoon
- Though the NTOOSH financial account remains strong, the drop in numbers will have an adverse effect on this year's financial results.
  - If required the team will look for a potential government grant
- Expecting assessment and rating notice (i.e. audit notification) in the next few weeks.
  - Aug 2017 was the last audit.
  - Usually an audit takes 1 - 2 days.
  - Significant preparation is required for audit
  - Costing has been forecast

## 11. Canteen report

*No report supplied.*

Notes: General committee discussion included,

- Mandy & Jenny doing great job
- Menu has been limited.
- Change into winter menu shortly
- Canteen is financially breaking even
- Potentially all kids getting new lanyards in future to assist with Canteen identification and purchases (like in the past)

## 12. Fundraising report

The focus of the Fundraising sub-committee for 2021 will be on community building and creating social events in a COVID-safe way. Whilst still raising funds where possible, we will prioritise inclusive events, over set fundraising targets.

As in prior years, the key events will be allocated to year groups, with the calendar of events and year group allocations shown below.

The Fundraising sub-committee will also be directly responsible for additional fundraisers. Including the Cadbury's Easter Egg fundraiser (which will take place during Term 1). We are aiming to move all fundraising fund collection and ticketing to MunchMonitor this year and will trial the process with the Easter Egg fundraiser.

In addition, the Fundraising subcommittee will explore opportunities for a number of additional events (where possible given COVID related restrictions) - also noted on the calendar below.

The Fundraising sub-committee aims to canvas parents and the community during Term 1 and Term 2 through a combination of surveys and focus groups to develop a wish list and to determine whether there are priorities for allocating funds raised. This will be considered in combination with the School plan and the staff wish list.

### Proposed calendar of fundraising and social events - 2021

<i>Event</i>	<i>Organising group</i>	<i>Date</i>
<b>TERM 1</b>		
Welcome BBQ - TBC depending on covid restrictions	Yr 6	W8 (TBC) - likely to take place later in the year Dependent on easing of COVID restrictions on outdoor numbers
Easter fundraising	Fundraising	Second half of Term 1 starting w/c 22 February
<b>TERM 2</b>		
Trivia night	Yr 3 & 5	Date: SAT 29 MAY (T3 W5)
Mother's Day stall	Yr 1 / Kindy	Date: WED 5 MAY
<b>TERM 3</b>		
Father's Day stall	Yr 1 / Kindy	Date: WED 1 SEP
Wine bottles (with tasting event?)	Fundraising	Throughout Term 3, with event for parents (held off-site)
<b>TERM 4</b>		
Obstacool	Fundraising / School for Picnic Day TBC	TBC - weekend Dependent on COVID restrictions
Art show	Yr 2 & 4	Date: FRI 13 NOV (T4 W5)
Gingerbread house	Fundraising	Throughout Term 4
End of year celebration / BBQ with parent band	Fundraising	TBC - End November / Early December Dependent on COVID restrictions

Notes: General committee discussion included,

- P&C disco event proposal not approved due to past experience

- Events schedule dependant on COVID restrictions

### 13. Band report

- Current numbers [share only current, detail for reference if needed]
  - Training Band (TB)= 20 (19 from Year 3, one from Year 4)
  - Intermediate Band (IB) = 11
  - Senior Band (SB) = 18 (apart from Yr 6 and those leaving, we've lost 3 this year)
  - Total = 49 from 43 families
    - it was 55 from 50 families at beginning of 2020
- Bands overview
  - Training Band are off to a great start with lots of enthusiasm, practice charts, weekly certificates and an engaged group of parents, Seven of those children have older siblings who have been through band program, but lots of new families.
  - Intermediate is our new band this year - a short term solution to help get last year's Junior Band up to standard to merge with Senior Band later in the year. Tracking well on this objective but we will reassess after Band Camp [ will become extension program later this year]
  - Senior Band is a focused and well-behaved group. Challenge is to keep them interested and excited about band - we need performance opportunities and
- Current priorities
  - Band Camp 1-2 May - planning is kicking off this week and next - we will have two parents co-ordinating under guidance of coordinators
  - Performance opportunities - can we do an outdoor performance on 24th and 25th March in lieu of regular rehearsal? Researching festivals for this year
  - Transitioning to new volunteers e.g. band camp, instruments, band parents
- Admin update
  - Supervision rosters and rolls are working well
  - First fees to issue will be Band Camp (later this term)
  - Finances - Cheryle Symons is helping us track
  - Instrument hire agreements are being returned
  - All documentation is up to date - Master contact list, Instrument Register
- Actions to discuss
  - In-school performances
  - Newsletter and school website

- COVIDsafe plans - is there something we can use?
- Supervision responsibilities e.g. Thursday AM
- NTOOSHC noise on Tuesday afternoons
- Follow up of outstanding band fees from last year
- Remittance advice for conductor fees

**ACTION:** COVID safe plan required for events (prior to required approval).

- Michelle / Bree have samples that can be shared with the P&C

## 14. Other Business

- Discussion of P&C Federation request for 2019 audited financial statements

**ACTION:** Bree to find exemption form and submit to P&C Federation.

- Process for renewal of P&C domain name

**ACTION:** To be clarified with previous secretary

- Status/update of annual schedule of tasks register for 2021
  - Reviewed by P&C exec present
- Update of website P&C page

**ACTION:** Re-request school to update

## 15. Next Meeting(s)

**General Meetings are held on the 3<sup>rd</sup> Wednesday of each month @ 7:00pm in the Year 6 classroom**

- Term 2: Wednesday, 12th May
- Term 3: Wednesday, 4th August
- Term 4: Wednesday, 27th October

### **Annual General Meeting**

- AGM: Wednesday, 1st December