



Item	Documents	Recommendations
<p>Welcome</p> <p>Acknowledgement of Country</p> <p>Reminder of meeting protocols</p> <p>Apologies</p> <p>Conflicts of interest</p> <p>Correspondence</p>		<p>The Chair opened the meeting at 7:05pm with the Acknowledgement of Country and welcomed all attendees.</p> <p>Chair outlined meeting protocols for an open meeting</p> <p>Present: Candice Patterson, Caitlin Merritt, Vanessa Furlong, Rebecca Tinley, Kelly Egan, Chris Quelch, Sean Browne (online)</p> <p>Apologies: Paul Fuller</p> <p>Conflicts of interest: nil</p> <p>Correspondence: nil</p>
<p><u>2. Minutes of previous meeting</u></p>	<p>Minutes of Meeting held on 29 April 2024</p>	<p>The minutes of the previous meeting were endorsed by Caitlin Merritt and seconded by Candice Patterson</p> <p>The minutes were signed by the acting Principal and Board Chair.</p>
<p><u>3. Quality Teaching Team & implementation of whole school routines</u></p>		<p>The acting Principal clarified the purpose of the Quality Teaching Team, outlining how whole school routines are important for consistency of expectations and the reduction of cognitive load for students.</p> <p>The focus so far this year has been on lunch/recess routines and procedures. Next is more of a teaching and learning focus, with the process of Daily Reviews being refined. This was discussed at our last staff meeting.</p> <p>The goal is to eventually create the 'Goollelal Playbook' which clearly explains how things are done at Goollelal, making it easy for new staff and relief to follow established routines.</p> <p>A question was asked about whether relief would have time to read the playbook. It was noted that we often have regular relief staff who become familiar with our routines,</p>



		<p>and that once children know the routines they are usually pretty quick to inform relief teachers of how things are done.</p> <p>Lunch procedures were discussed. Staff observations included that there are fewer accidents now that children are not running off straight from class, and that students are much calmer.</p>
<p><u>4. Strategies to support student behaviour & respectful relationships</u></p>		<p>The acting Principal noted the increased emphasis on this topic in the Health curriculum, explained that additional support was provided for specific children/families as necessary, and noted the school's Positive Behaviour Plan.</p> <p>It was also noted that there is a problem in broader society regarding abuse and violence towards women, and that national data showed a decline in interpersonal skills.</p> <p>The board acknowledged the work that the school is doing, and also noted that the letter from the Principal to Year 5/6 parents regarding these issues was appreciated.</p> <p>The board raised the idea of a mentorship program being delivered by an external provider to support the school in teaching relationship skills. It was expressed that having a different face deliver the message could be beneficial, as well as reducing the workload for school staff.</p> <p>The board suggested that supporting student behaviour should be built into the strategic plan. The acting Principal noted that trauma-informed strategies are a focus of the Education Department, and agreed that student behaviour/relationships should be part of the strategic plan to ensure an ongoing focus.</p> <p>The question was asked if the school had a buddy program. How can we fit important things like this into our week?</p> <p>It was expressed by the board that we don't want to lose the 'heart' of the school while there is the necessary focus on literacy and numeracy learning.</p>



<p><u>5. Australian Early Development Census</u></p>	<p>AEDC School Profile</p>	<p>Rebecca Tinley (AEDC Coordinator) briefly summarised what the AEDC is, how data is collected and the five domains of data.</p> <p>Several areas of concern were noted, specifically the decline in the social competence and emotional maturity of students entering Pre-Primary and also the steep decline in the number of students who are on track in all five domains.</p> <p>To fully understand the trends we need to wait for the full data summary at the local community, state and national level.</p> <p>Some concerns were expressed by the board as to the reliability of the data, given that it is based on teacher judgement and different teachers have completed the census for each collection period.</p> <p>It was noted, however, that the trends do highlight the need for an holistic approach to student learning and development in our strategic plan.</p>
<p><u>6. Review of staff and Board input into 2025-2027 strategic plan</u></p>	<p>Summary of staff and board workshops with Joel Birch, Firebird Learning</p>	<p>Mirroring what staff did previously at the Staff Development Day, the acting Principal asked each board member to write 3-4 words on sticky notes to encapsulate the most important aspects of the summaries from the workshops with Joel Birch. * see word cloud at end of minutes</p> <p>The acting Principal noted from what has been discussed in this meeting and our key points from the summaries that there is a lot of commonality.</p> <p>The board noted that keeping the 'culture' of the school has been highlighted and this should be expressed in the strategic plan.</p> <p>The board raised the need to effectively communicate the strategic plan to the community to get buy-in.</p>
<p><u>7. General Business</u></p>		<p><u>Coding Club</u></p> <p>The rocky start was noted. Acting Principal is in communication with the company to ensure a smooth delivery of the program.</p> <p><u>Nature Playground</u></p>



GOOLLELAL PRIMARY SCHOOL BOARD

MINUTES

Tuesday 30 July 2024

7 pm Goollelal Primary School Board Room



		The board formally acknowledged the work of Caitlin Merritt and the P&C to get our school the Nature Playground, from concept, fundraising through to the end product.
8. Close		Next meeting: Tuesday, September 10 at 7pm Meeting closed at 8:43pm

support success
wellbeing resilience **holistic** community
psychological-safety accepting partnership
acceptance positive-interactions skills **growth**
student-agency evidence-based effective-communication
striving development