



Turner School P&C Meeting – February 2019

Date: 19 February 2019

Venue: Turner School Library

Welcome	By Helen Bell (Chairperson/President)
Attendance	Allison Edmonds Helen Bell Robyn Watson Heather Kettle Bernadette McDonald Annie O'Connor Nathan Richards Therese Chapman Mike Hettinger Di Jones Clem Jones Aarthi Ayyar-Biddle Dale Todling Greta Doherty James Turvey Jacqueline Javier Oyundalai Byambasuren
Apologies	Derek Archer, Steve Paton, Adrian Makeham-Kirchner, Jono Gouy
Receipt & Adoption	The Committee accepted the Minutes of the previous meeting held on in November 2018 – moved by Helen Bell, seconded by Heather Kettle.
Previous meeting's action items	There were no action items from the November 2018 meeting.
President's Report	Helen Bell noted her thanks to the incoming Committee and her thanks for everyone attending the meeting tonight.
Treasurer's Report	The outgoing Treasurer, Heather Kettle, presented the Treasurer's Report (Attachment A) and noted as at 19 February 2019, the P&C's account balances were: Internet savings account - \$8,436.78 Operating cheque account - \$30,438.13

	<p>Total \$38,874.91</p>
<p>Principal's Report</p>	<p>Allison Edmonds presented her report (Attachment B). Allison highlighted the Professional Development activities that took place in the week before school, led by Kath Murdoch and Sam Hardwicke. Staff also looked at the School's Vision and Purpose and agreed a focus for the year would be continuing to fulfill the Strategic Plan.</p> <p>Allison noted there were be an enhanced leadership role for the School Captain and Vice-Captains, including participating in Board and P&C meetings and starting a school newspaper.</p> <p>There was a lot of maintenance work over the school holidays, including installation of air conditioning on the David St side of the school, and the unfortunate removal of a tree outside the library. Members asked what would happen to replace the tree and Allison advised they were looking into options for replacement, including by asking the students what they would like.</p> <p>Allison noted the re-purposing of last year's Kindergarten classrooms had led to After School Care losing places as demand has exceeded supply. Most people on the waiting list are generally placed within two weeks, but as that didn't happen this year, Allison is working with Afters to resolve. The School is hoping to ensure available places at the extra-curricular activities offered at the school are all filled to ensure viability. The Directorate is not predicting growth for the School over the next 10 years so there should not be additional pressure on infrastructure in future years. Allison also noted the significant benefits gained from moving the classrooms around, including better flow and better connections between classes.</p>
<p>Board Report</p>	<p>Aarthi Ayyar-Biddle reported that the first Board meeting of the year focussed on planning for the year, welcomed new staff members, and discussed continued school improvement including upgraded musical equipment. Aarthi reported it has been difficult to park on Hartley Street due to construction and the School has followed up with Access Canberra. Aarthi has put a notice on facebook to let parents know that there will be parking officers on duty.</p> <p>Board elections for 2019 are coming up, with two positions up for election. Voting will open 22 March to elect Board members for two year terms – there will be notices in the newsletter.</p> <p>The Committee discussed the role and importance of the crossing supervisor on David Street, given recent reports of abuse by cyclists and motorists. Allison noted how important it is to have a supervisor on such a busy crossing and will provide contact details for parents to contact Transport ACT if they have any questions.</p>

Class Parent Contact update	<p>Dale Todling advised the 2019 Big Afternoon Tea will be on Friday 22 February and called for volunteers to help set up and pack up.</p> <p>Dale also noted there are a number of vacancies in the Class Parent Contact network and sought volunteers to take on these roles.</p>
Other Business	<ol style="list-style-type: none"> 1. Helen Bell raised the issue of lunch orders, noting the burden it places on one or two parents every week and that despite frequent calls, there were no other volunteers. The Committee agreed ongoing lunch orders would not be viable if there were not other volunteers. The Committee agreed additional advertising would be required, and Helen volunteered to draft a job description for use in advertisement. 2. Dale and Aarthi noted they are happy to continue to moderate comments on the Turner facebook page and the Committee noted its thanks. 3. Heather noted advice from the ACT P&C Association about key dates and resources – Helen will cover these in her President’s report for March. 4. Committee members asked about what extra-curricular activities are available at the School – these include Mandarin, chess, Free Rangers, Turner Trebles and Drama, as well as tennis and karate clubs that collect children after school. Allison advised that once a term, the School will put out a full list of opportunities available in the newsletter.
Meeting Closed	8.40pm
Next Meeting	7:30pm Tuesday 19 March
Action Items	<ol style="list-style-type: none"> 1. Helen to draft a job description/trouble shooting guide for the lunch order duties, to be advertised in the newsletter, facebook page, P&C mailing list and via the CPC network. 2. Helen to include advice from the P&C Association in her next President’s report.

**Turner School P&C - Treasurer's Report
P&C Meeting – Tuesday 19 February 2019**

Account Balances

Our account balances at 19 February 2019 were:

• Internet savings account	\$8,436.78
• Operating cheque account	\$30,438.13
Total	\$38,874.91

2019 P&C funding commitments

P&C budget priorities	Amount
P&C Operating expenses includes Pegasus, fete expenses, PSSA and TOMS (to be agreed)	\$10,000

Heather Kettle
2018 Treasurer

19 February 2019

Report to P&C

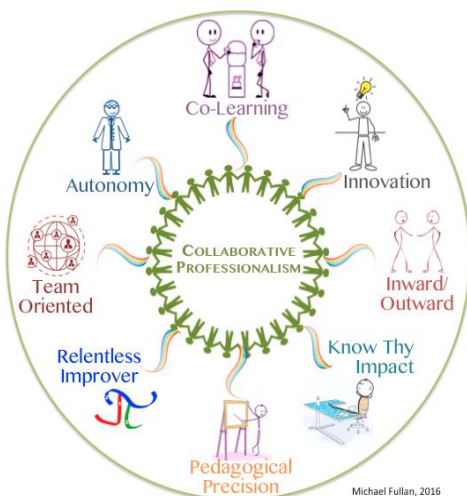
Date: 19 February 2019

Allison Edmonds

The following are highlights of school activity in each area since last meeting, any current challenges and upcoming activities of note.

Learning and Teaching

Current learning and teaching focus areas



All staff came together before school started back to refine our focus for the coming year. We shared stories about our journey into equipping students with the skills and dispositions to learn, live and contribute successfully in the 21st Century (this is related to one of our Strategic Priorities as a school) and we refined our collective targets and actions regarding how we aim to maximise growth in learning for every student (this is our second Strategic Priority). Together we explored and offered our expertise to the research related to *Collaborative Professionalism*. This is about educators working together to impact student achievement in way that is focused on meaning (know why, how and what we teach), purpose (developing understandings and skills for

life- not just for now) and success (high expectations for all students- we believe in them). Teachers collaborating together using their professional expertise is considered the number 1 impact on learning (Hattie- 10 Mindframes, 2017). It is an affirmation for us to keep up the good work! Our staff come together in small groups on a weekly basis to analyse individual student assessment and observations, look for impact (how much a student has progressed), and to plan for the most effective next steps- we have been able to build this time in again in 2019. As I listened to our teachers talk about how they are collaborating it was an opportunity for me to reflect on the amazing expertise in our school and the important professional judgements our teachers bring to our discussion about our children- I am always impressed! One of the key stand outs for me in our learning was that just as collaboration is important between teachers- it is important that there is collaboration amongst students and between students and teachers too! We look forward to deepening our learning about this in the coming year.

- The preschool and kindergarten teams will be starting several of their threads of inquiry over the term. The initial focus for both teams will be 'My history' to build help children learn about each other and make connections within the class.
- 1/2: Our Place in the World: Throughout this inquiry, students will have the opportunity to explore the world around them and look at how we connect to people and places around us. Students will investigate their local and broader community, the geographical divisions that represent the land,

and how places mean different things to different people and the ways people connect with them. This inquiry links with our term 1 Learner Assets focus of being 'responsible self-managers', as students look to ask and answer questions like "how and why should we look after our special places?"

- 3/4: For term 1, all classes are investigating different self-management skills to prepare them for the big year of learning ahead. Students will research learning dispositions and understand how knowing and using these learning dispositions can enhance their learning, whilst teachers will foster environments and put systems in place to guide students into confident 21st Century learners. Additionally, teachers along with the students begin establishing class meeting structures and protocols that allow further opportunities for students to negotiate and problem solve different class situations and to contribute to the Turner School Community. During transitions each morning, and after lunch and recess break, each class has a variety of dedicated weekly transition activities for children to complete when entering or re-entering the classroom to maximise learning time.
- 5/6: This term all classes have a renewed focus on developing each child's learning assets and dispositions. We have started the year by inquiring into the concept of 'leadership'. Students are exploring the qualities and attributes of leaders, how we can foster these within ourselves and how they can be leaders in their own learning journeys. Teachers create and foster environments that support children to build their independence and confidence in their learning.

Staff professional learning

For the week leading up to the school start our staff engaged in professional learning to influence our perspectives and build on our research around current learning practices. As our teachers dug deep into Inquiry Learning with leading expert Kath Murdoch, I noticed some great conversations about the importance of highly inspiring and intellectually engaging learning projects when building students skills and dispositions for learning. I look forward to how our students will be stretched this year. We had Sam Hardwicke return to expand our mathematical thinking and it was inspiring to hear how the staff pulled together their expertise and *inquiry mindsets* to design some great seeds for learning in 2019. Our learning assistants updated their first aid and we can feel reassured that our student and staff safety is in good hands!

School Works and Maintenance Projects

- Air-conditioning and fans installed along David St
- Refurbishing of the new kindergarten classrooms and one additional 5/6 classroom
- Movement of classroom set ups to strengthen our collaborative approach to learning and teaching (for example the 3/4 classrooms relocated to David Street and the combined kindergarten learning space in the David street multi-purpose room.
- Tree removal of the large tree near the chicken cubby. It was unhealthy and had dropped large branches
- Big work to happen this year in Condamine street with windows being replaced.

Staffing:

- We welcome Darcy McMahon, Sofia Ritman and Tianna Park to our year 5/6 team; Grace Cornejo as our music specialist; Laura Langston and Kristina Charman (returning from maternity leave) in our 3/4 team; Effie Logan in Kindergarten; and Lu Weckert as team leader for year 3/4. We are so very pleased to have them in our team!
- Leonie Stratton is backfilling Norma's library position as she transferred late last year. We will advertise a teacher-librarian role in week 4 this term with an aim to fill the position by the end of the term.
- Susie Cooke took up an acting promotion until the end of the year at Margaret Hendry School. We have employed Katherine Morgens for the term to fill the front office role.

School Improvement

Our focus on school improvement this year continues to strengthen our progress toward our two priority goals in the context of collaboration between teachers with key elements including:

- A collective belief that our school can gain more than a year's growth for a year's input for every child results in higher achievement for our students.
- Having a mindset where we are evidence informed- analysing student achievement as we collaborate to design learning impacts growth.
- In schools where teachers work together to find ways to address the learning, motivation and behaviours of students- students are the beneficiaries of expertise.
- Collective intelligence benefits the teacher- we learn from our experts which in turn benefits our students.

As this is our third year of our strategic plan our work is in embedding the strategies and actions that have positive impact, aligning our focus to ensure we stay the course and centring on every child.

School Coherence

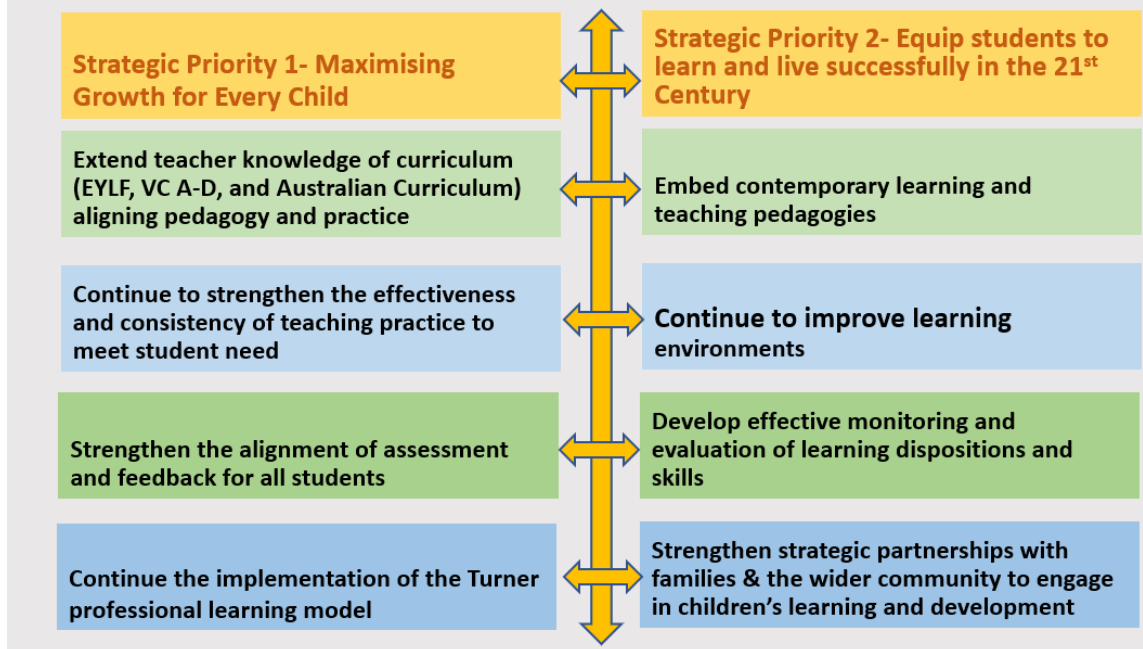
We wonder about 'The Passing of Wisdom'

Australian Indigenous culture does not have a hierarchy like western civilisation. They have a symbol of community represented in a circle. As a community of students, staff, families and friends, each and every one of us can hold expert knowledge and can pass our knowledge onto others. We can enter the circle to share our knowledge and step out to listen to what others can teach us.

Indigenous Culture Hierarchy

Everyone has something to share!

Annual Action Plan 2019



Community Engagement

The term has got off to a brilliant and fast paced start! Our students have settled well into their learning and are already building their class identity. In week 1 we experienced a swimming carnival, said goodbye to the large tree near the chicken shed and welcomed some new teachers to our team. There were many people to thank for supporting the swimming carnival in our first week back, parents volunteering on the day, the front office staff for sorting through notes and payments to the staff for ensuring the organisation ran smoothly. We had a number of families supporting the maintenance of the school grounds over the holidays including those who kept the gardens watered and looked after the chickens in the very hot weather.

We have parent information sessions coming up this week and next. We have changed the format a little so that families are not needing to come on so many nights.

Allison Edmonds