

Members present: Ken Molyneux (BNPS Principal), *Staff Representatives:* Kristen Wilson, Diana Kevan.

Chair: Kylie Brockenshire, *Parent Reps:* Elkje Perry, Paula Sibosado. *Community Rep:* Keith Williams

Apologies: Beth Embleton, Belinda Mitchell

Invited Guests: (P&C) Emily Little, Cheryl Parkinson-Varga (MCS), Anne Harris-Walker (Deputy Principal)

Also attended: P. Kelly, M. Olejnik, C. Goodey, R. Grace, A. Sinclair, C. Harris, J. Malone, SY. Park, S. Birchall, K. Woodward

Item #	Time	Agenda Items	Who	Attach	Outcome/Action/Who
		Opening and Welcome @ 5:08pm - Chair			
1		Confirmation of agenda / Conflicts of interest			None
2		Disclosure			None
3		Communications			
		Ins & outs	Ange	<input type="checkbox"/>	Nil
		Previous Minutes	Chair	<input checked="" type="checkbox"/>	Passed and copy on Website - no conflict or issues arising.
4		Items for information			
4.1	7 mins	Chair report	Kylie	<input checked="" type="checkbox"/>	Curfew for heavy haulage trucks on Gubinge Road during school hours (½ hour before and ½ hour after school finishes). Air quality in Marndan and Linygurra, air purifying air conditioning air happening during school holidays. Air condensers trial, pilot program. This has been rectified, and confirmed by Finance that the project is now on hold. (KM) Shade for Basketball courts
		a. Difference between P&C and Board	Elkje		
		b. Board roles and responsibilities	Diana		
		c. Introduce members and Terms of reference.	Ken		
		d. Projects update	Kylie		
4.2	3 mins	P&C, Annual Report		<input checked="" type="checkbox"/>	Presented by Emily Little. Events this year: meals for learning journey, colour Fun Run, End of Year concert, second hand clothing stall. Canteen – Food Safety Standards Course now required

Signed:



Principal, Ken Molyneux

Date



Chairperson, Kylie Brockenshire

Date 26/10/23

4.3	10 mins	Principal's Report	Ken	<input checked="" type="checkbox"/>	Department's Initiative for Quality Teaching NAPLAN, brought forward from Term 2 to Term 1 and formats changed so cannot really compare to previous. ICSEA explanation How NAPLAN results affect future planning
4.4	5 mins	Finance - Budget	Cheryl	<input checked="" type="checkbox"/>	70% contributions received Utilities use up most of remaining budget after salaries Cheryl and Ken elaborated and explain the bucket income and expenditure – and the school's current position.
5	Information and Discussion				
5.1	🎵 🎵 🎵 🎵 Choir performance with Miss T. 🎵 🎵 🎵 🎵				
5.2		Curriculum	Kristen		Cognitive Load, Lesson Design, Teaching Impact Statement, KSP involvement, Whole School Programs and Approaches, Intervention,
5.3		SAER -Attendance	Anne		Students at Educational Risk
5.4		PBiS information	Anne		PBS Behaviour Framework, Whole School rewards
5.5		Business Plan	Ken		Business Plan – Review/Survey
6	Decisions Required				
6.1		2024 Staff Development Days	Ken	<input checked="" type="checkbox"/>	Board to approve 2024 proposed Staff Development Days
6.2		2024 Booklists	Ken	<input type="checkbox"/>	Board to approve 2024 proposed Book lists and voluntary contributions
7	Open questions				
7.1			Kylie		0-3 vs KindiLink
7.2		Yawuru block name change	Ken		Showed the committee the draft name changes for J block – to match the school original design and artwork in the concrete – Jangabarri (Oyster back stingray) approved to go ahead in 2024.
					Meeting Closed: 6:50pm Next Meeting: Monday, 23 October (T4, Wk3)

Signed:



Principal, Ken Molyneux

Date



Chairperson, Kylie Brockenshire

Date 26/10/23

Broome North
PRIMARY SCHOOL

School Board – Principal's Report

SCHOOL PROFILE

FTE Staff to student ratio is 14.1, 24.4 teaching contact staff. – 40 total

- 3 Admin staff
- 3 School Admin support 1 x L2
- 2 Cleaners
- 2.76 AIEO
- 0.6 chaplain)
- Mainstream & Special Needs EA
- 0.75 Curriculum
- 17 classroom teachers
- 0.8 Science,
- 0.8 Physical Ed
- 0.9 Music & IMSS
- 0.7 LOTE-Yawuru
- 0.8 Technology
- 0.4 KindLink, ECE

WORKFORCE PLAN

- New staff - 5 fixed-term staff members, Kirby Betts (Year 1), Sam Barrett (Year 2), Lamia Cooper (Year 2), Britt Hambrecht (Year 3), Ellie Blackmore (Year 3), Sara Madani (Year 4), Aiden Elliot (Year 5).
- Returning Staff - Jess Marwick returns in Sem 2 .6 FTE, 3 days. (intervention).
- Staff out - Ash Burn - Mat leave, Annette McClean - retired, Jess Richardson
- New staff Sem 2 - George Lukic - ECE and (intervention), Tahila & Wenonah - SNEA

OPERATIONS

- Demountable - M6-0-3 Mon & Tues and intervention on Wed-Fri. The other is Jarlangardi 5 – Yr 6.
- KindLink - will only be funded 75 % by KSP with no funding by 2025. However, watch this space...
- The school's Business plan expires this year, and the school has started a review and refine process - ready for publication 2024-26 - 3-year cycle.
- Shade sails - We would like shade for the school - 1. Junior playground, 2. Cultural area (admin to look into costing)
- Minor works - area behind the admin (school pays) Major works - Swell damage between Linyurra & Nimanburra blocks (Dept pays), communicating with Dept of Finance for the area in front of Linyurra block.
- Front 'kiss and drive' continue to be an issue - need to brainstorm a solution, still working on a draft policy.
- The school's website has been updated with additional information - a community calendar has been added.

PROJECTS

- Solar community battery - is installed. Need to investigate covering them with a wrap.
- Solar panels - we haven't seen the benefit yet
- Air conditioner - this will go ahead and should start by the end of the year.
- Naming Project - AET (Kristen) successfully applied to water Corp for plaques, signs, etc.
- 3 block signage - approval for change, this will happen end of year.

COVID-19 update

- Hygiene - continue with hand sanitiser and hand washing message, especially in the junior year.
- Ventilation - usage of the air purifiers is still encouraged.
- Cleaning - main areas will still have attention and priority cleaning.

Ken Molyneux - Principal

Signed:

Principal, Ken Molyneux

Date

Broome North
PRIMARY SCHOOL

School Board – Principal's Report

Term 3, Week 8 - 04/09/2023

Curriculum
Workforce and infrastructure
Operations
Projects
COVID

ACADEMIC

- NAPLAN data - Considering the cohort, look good but not outstanding! Some areas that need attention are maths and School will be looking at the data in the coming weeks to work on a plan for ongoing improvement.
- Snapshot and analysis report - As a cluster we have done well, compared to like schools we are performing above and compared to National mean we are at or above in most areas - we do need to put more attention towards maths.
- Assessments Schedule - This will impact and change, what we collect, when we collect and how we store and use it.
- Data Storage and analysis - use KSIP. Need to get better at using data and looking at a better way to store and retrieve and use data.
- Curriculum and Pedagogy Team to support overall school approach to EDI teaching. (What we do)
- Mentoring - Started, this is improvement and impact cycle that looks at supporting professional growth in the school by mentoring and coaching staff internally.

BEHAVIOUR

- PBIS team - have been looking at the school's good standing policy - Its linked to loss of privilege and thus participation in extracurricular activities, in line with the departments expectations. A letter and info were sent out with via SMS.
- Training - team leader and one staff accessed Rypple PL, and the whole team to do refresher training - need to focus on non-teaching staff/AIEO.
- Reward - This is on Friday last day of term, after lunch.

ATTENDANCE

- Increase from Sem 1, 2022 - This is the **Regular - up by 6%**. This has reduced our indicated by 10.8% this is the is due to the unauthorised absences.
- Sever - have individualised plans - with 11 students below 60% (less than 3 days per wk.)

HEALTH & WELLBEING

- The health and well-being of staff and students continue to be a focus area. We are committed to creating a supportive and positive learning environment.
- Smiling minds, these 15-20 min mindfulness lessons and meditations, once a week, have been proven to reduce stress and anxiety and enhance overall well-being week.

ENROLMENTS

- Current - 385 students, not including kindy.
- 2024 Kindy - 2 classes with a waitlist - likely to have a 3rd.
- Overcapacity in Year 3 - by about 2 in each class. This requires additional support for those teachers.
- Transience - Caravan enrolments and travellers enrolling after the census.
- Testing academically below, a lot of the new enrolments are not at the level and will require additional support. Therefore, we will use incoming staff as Student at Educational Risk (SAER) teachers 3-4 days a week.
- Process and KERO support - ask for residential evidence, receipt or stat dec, this is a school and department requirement.

Chairperson, Kylie Brockenshire

Date 26/10/23

Items for Information Curriculum – Quality Teaching

4.3, a Teaching for impact

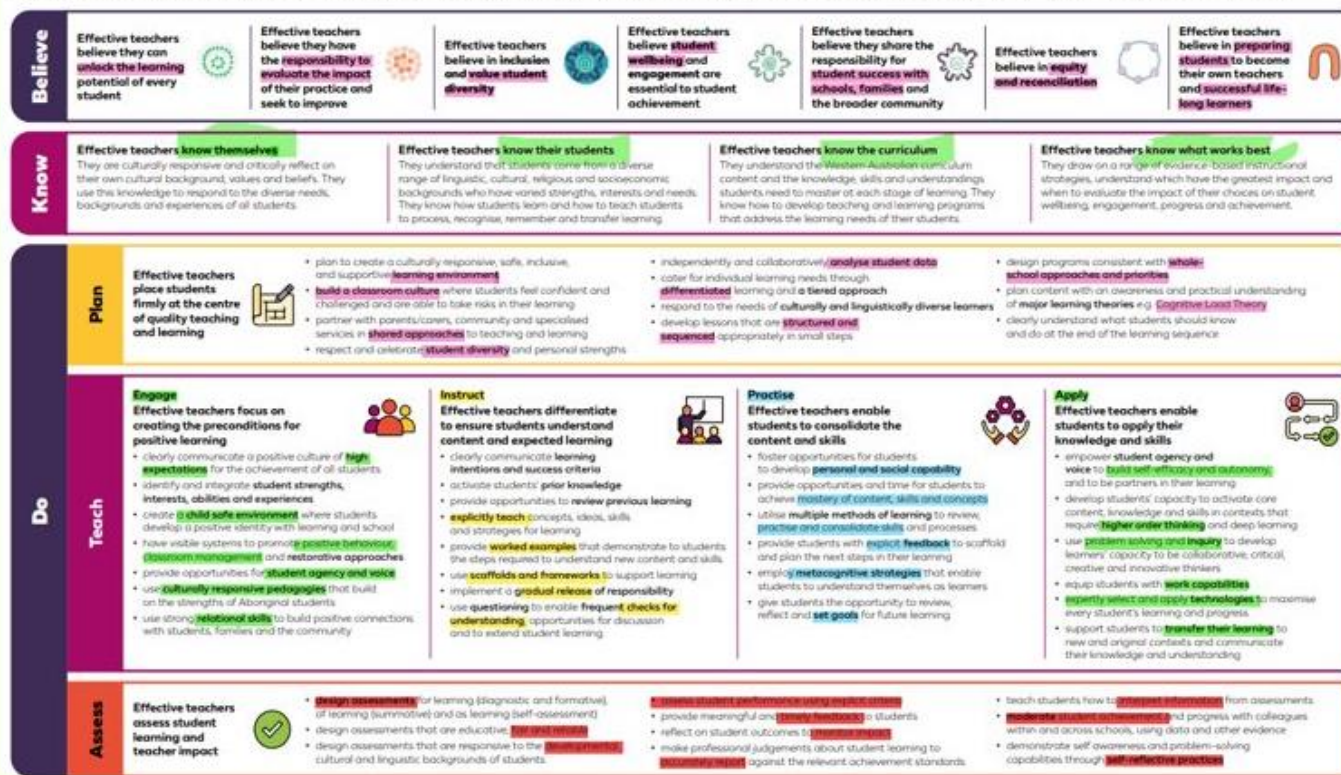


Key messages

- Improving the quality of teaching across all of our schools is a major focus.
- Our teachers do a really good job, and are always aiming for improvement.
- The responsibility for improving teaching practice is a shared responsibility. Teachers, principals and the system all need to play their part.
- To improve teaching practice within a school and across schools there needs to be a shared understanding of what constitutes highly effective practice.
- Teaching for Impact is not a recipe for teaching.
- We expect that Teaching for Impact will be used differently in different schools.
- Sustained improvement in teaching practice will need a whole school approach.
- We acknowledge that no document, such as Teaching for Impact, no matter how good it is, will on its own produce a change in people's behaviour.
- Our strategy to improve the quality of teaching is based on support for individual teachers and also for principals.
- New capability building opportunities will be offered to school leaders and teachers.

Overview

What effective teachers believe, what they know, and what they do to have high impact on student outcomes.



Signed:

Principal, Ken Molyneux

Date

Chairperson, Kylie Brockenshire

Date 26/10/23



Vision: To provide a supportive and inspiring learning environment where students are empowered to achieve their personal best and become respectful, responsible, and resilient members of their community.

Board Meeting:

Monday, 4 September 2023

Venue: School Library

Time: 5.00pm



Items for Information Curriculum – NAPLAN

4.3, b Changes

Government of Western Australia
School Curriculum and Standards Authority

NAPLAN WILL MOVE TO TERM 1 FROM 2023

NAPLAN will be held from Wednesday 15 March to Monday 27 March
Test dates for NAPLAN Online 2023

Commencing Week 7 of Term 1, nine-day testing period
Wednesday, 15 March – Monday, 27 March
Week 7 – Wednesday, Thursday, Friday
Week 8 – Monday to Friday
Week 9 – Monday

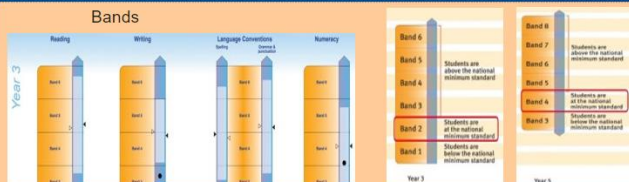
WHAT DOES THIS MEAN FOR SCHOOLS

PRINCIPALS AND NAPLAN CONTACT details in SRS

By Wednesday 1 February 2023 all schools must have updated the names of the Principals and NAPLAN Contacts in the Providers' Provider Search/Provider Members tab (see screenshot below) of SRS (see Section 2 of the Data Procedures Manual for assistance with this) or phone Robyn Wilson, SRS Coordinator on 9273 6367.

Providers: Provider Details

PLEASE NOTE: The names of the Principal and NAPLAN contacts together with their email addresses are required for registration within the NAPLAN platform. The wrong details here will delay access to the platform.



Exceeding - the student's result exceeds expectations at the time of testing.

Strong - the student's result meets challenging but reasonable expectations at the time of testing.

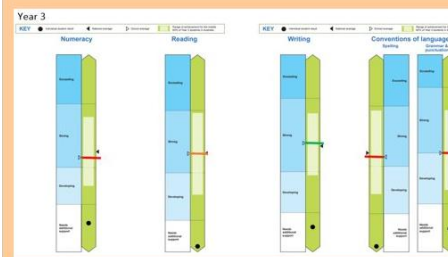
Developing - the student's result indicates that they are working towards expectations at the time of testing.

Needs additional support - the student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.



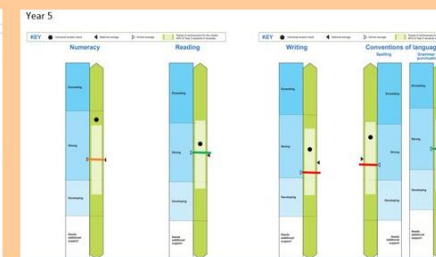
Curriculum – NAPLAN

4.3, b 2023 School results



Year 3:

- Number - **Below National Average**
- Reading - **At National Average**
- Writing - **Just above National Average**
- Spelling - **Just below National Average**
- Grammar & P - **Just below National Average**



Year 5:

- Number - **Just above National Average**
- Reading - **Just above National Average**
- Writing - **Below National Average**
- Spelling - **Just below National Average**
- Grammar & P - **Above National Average**

National Average

School Average

Student score

Range for middle 60% of students



Items for discussion - Reports Curriculum – NAPLAN

4.3, b 2023 School results

Year 3	Performance				
	2017	2018	2019	2020	2021
Numeracy	-0.3	0.0	-1.6	0.9	
Reading	0.1	-0.1	0.8	0.9	
Writing	0.8	0.0	0.7	0.6	
Spelling	0.8	0.1	-0.1	0.7	
Grammar & Punctuation	-0.2	-0.3	0.7	1.1	

Year 5	Performance				
	2017	2018	2019	2020	2021
Numeracy	0.6	-0.3	1.2	-0.9	
Reading	0.3	0.1	1.2	1.3	
Writing	1.2	-0.4	-0.9	0.8	
Spelling	0.8	-0.9	1.3	1.8	
Grammar & Punctuation	0.5	0.1	0.9	0.8	

2021	Code	Name	ICSEA	Decile	N	R	W	S	P&G	N	R	W	S	P&G
5839	Broome North Primary School	1007	4	0.9	0.9	0.6	0.7	1.1	-0.9	1.5	0.8	1.6	0.8	0.8

2022	Code	Name	ICSEA	Decile	N	R	W	S	P&G	N	R	W	S	P&G
5839	Broome North Primary School	1007	4	0	0	0	0	0	0	0	0	0	0	0

2023	Code	Name	ICSEA	Decile	N	R	W	S	P&G	N	R	W	S	P&G
5839	Broome North Primary School	1007	4	0.1	0.7	0.8	0.3	0.5	0.7	1.1	-0.1	0	1	1

Signed:

Principal, Ken Molyneux

Date



Budget

Student-Centred Funding - 2023

Per Student Funding:	\$3,337,958.00
Student and School Characteristics:	\$1,445,661.22
Disability Adjustments:	\$9,762.24
Targeted Initiatives:	\$103,669.91
Operational Response Allocation:	\$6,708.00
Regional Allocation:	\$0.00
Total 2023:	\$4,903,819.37
Transition Adjustment:	\$0.00
Total After Transition Adjustment:	\$4,903,819.37

Per Student Funding - At Census

Per Student	Funded Student FTE	Amount
Kindergarten	40.00	\$211,320.00
Pre-Primary	44.00	\$403,832.00
Year 1	60.00	\$550,680.00
Year 2	54.00	\$495,612.00
Year 3	59.00	\$541,502.00
Year 4	53.00	\$496,457.00
Year 5	44.00	\$337,436.00
Year 6	51.00	\$391,119.00
Total	406.00	\$3,337,958.00

Student and School Characteristics Funding - At Census

Student Characteristics	Funded Student FTE	Amount
Aboriginality	81.00	\$177,908.00
Disability	39.11	\$366,712.64
English as an Additional Language or Dialect	35.00	\$43,769.72
Social Disadvantage	62.49	\$54,238.22
Sub Total		\$682,628.67
School Characteristics	Funded Student FTE	Amount
Enrolment-Linked Base		\$253,807.50
Locality		\$509,225.05
Sub Total		\$763,032.55
Total		\$1,445,661.22

Student Characteristics Funding (Detailed) - At Census

Student Characteristics	Funded Student FTE	Amount
Aboriginality	81.00	\$177,908.00
Disability	39.11	\$366,712.64
English as an Additional Language or Dialect	35.00	\$43,769.72
Social Disadvantage	62.49	\$54,238.22
Total		\$682,628.67

Note: Please refer to the appropriate support sheet for further details on the calculations in the table above.

Targeted Initiatives (Detail)

Targeted Initiatives	Funded Student FTE	Amount
Targeted Initiative: In-School Data Funded Chaplaincy Program		\$27,254.21
Targeted Initiative: Level 3 Classroom Teachers Additional Teacher Time		\$12,369.24
Targeted Initiative: Schools With Low Proportion of Level 3 Classroom Teachers		\$12,369.24
Total		\$52,000.00

Targeted Initiatives - At Census

Targeted Initiatives	Funded Student FTE	Amount
Targeted Initiative: Precinct Return Agreement	40.00	\$42,240.00
Targeted Initiative: Additional Educational Adjustment	10.17	\$8,837.21
Total		\$51,077.21

Operational Response Allocation (Detail)

Operational Response	Funded Student FTE	Amount
Operational Response: Dental Therapy Clinic		\$6,708.00
Operational Response: School Health Psychologists		\$0.00
Total		\$6,708.00

Chairperson, Kylie Brockenshire

Date 26/10/23

[illegible]

Attendance, recognition process

- Final state of attendance recognition process to be enacted (mild to moderate ongoing)
- Final state of attendance recognition process of informing the school in absence of school members

Data entry

- Business plan target 1: Absentee students must attendance rate is higher than that of both the school and the public schools
- Business plan target 2: The proportion of students attending at least 90% of available student days is at or above the expected range to meet CLEA
- Each week one of the (METS) will monitor attendance of individual students at public
- Each semester data collected and published: Overall attendance, Proportion of regular attendees, attendance in unexcused absence, Proportion of absentees

Daily Attendance Communication & Report

- School office to email all staff each morning with the following information: List of staff absent, name and address, school, whole school attendance rate for the day, list of unexcused absence for the day, proportion of regular attendees, number of absentees
- Students in three or more consecutive days of unexcused absence are listed in the daily email from the school and are sent to the principal for review or to be met when the student will return to school. Teachers to review daily (METS) of absence list
- METS activities are generated at 9:00am for all parents/teachers of students recorded as an unexcused absence that morning. Responses are typed as N/A as they are required
- For eligible, absence entry will be facilitated and entered in cooperation with parent/teacher
- Absence entry process (METS) will allow enter absence for parent/teacher and school if requested (e.g., CPSN, School, Not return)

Attendance Profile 2023 Semester 1 Compulsory

Regular (90% or greater)
Excused (80% to <90%)
Moderate (50% to <80%)
Severe (<50%)

Attendance Profile 2023 Semester 2 Compulsory

Regular (90% or greater)
Excused (80% to <90%)
Moderate (50% to <80%)
Severe (<50%)

2023 - Semester 2 Collection

Students	Attendance Rate %	Regular	At Risk	At Risk	At Risk	Absent	Unexcused
KY1	89.0%	27	9	0	3	47%	29%
PF1	92.0%	29	5	3	3	52%	47%
VY1	89.0%	48	10	6	3	47%	29%
YV1	92.0%	36	12	6	4	52%	47%
VY2	90.0%	41	10	8	2	60%	31%
YV2	88.0%	30	11	6	2	60%	47%
VY3	88.0%	27	12	8	6	60%	36%
YV3	86.0%	23	11	14	1	50%	20%
Compulsory	88.0%	295	92	88	15	50%	45%

[illegible]

What is EDI?

What is Student Direct Instruction?
 Student Direct Instruction is a strategic collection of instructional practices that are designed to challenge and collect evidence that students receive content, understand concepts, and demonstrate growth over time. At its core, EDI is a collection of design, design components and design delivery that are designed to ensure that all students are challenged, engaged, and learning. The design components are designed to ensure that all students are challenged, engaged, and learning. The design delivery is designed to ensure that all students are challenged, engaged, and learning.

Design
 The design is a graphical representation of EDI. It can use the design components and design delivery to ensure that all students are challenged, engaged, and learning. The design is designed to ensure that all students are challenged, engaged, and learning.

Design Components
 The design components are the building blocks of the design. They are designed to ensure that all students are challenged, engaged, and learning. The design components are designed to ensure that all students are challenged, engaged, and learning.

Design Delivery
 The design delivery is the way that the design is implemented. It is designed to ensure that all students are challenged, engaged, and learning. The design delivery is designed to ensure that all students are challenged, engaged, and learning.

Effective Feedback
 Effective feedback is a key component of EDI. It is designed to ensure that all students are challenged, engaged, and learning. The effective feedback is designed to ensure that all students are challenged, engaged, and learning.

Engagement Norms
 Engagement norms are the standards that guide the design. They are designed to ensure that all students are challenged, engaged, and learning. The engagement norms are designed to ensure that all students are challenged, engaged, and learning.

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What is Explicit Direct Instruction?

STUDENT ENGAGEMENT

- Pronounce With Me
- Track With Me
- Read With Me
- Gesture With Me
- Pair-Share
- Attention Signal
- Whiteboards
- Complete Sentences

These are the key components of the design. They are designed to ensure that all students are challenged, engaged, and learning. The design components are designed to ensure that all students are challenged, engaged, and learning.

Lesson Design

LESSON DESIGN

Learning Objective
 Active Prior Knowledge
 Concept Development
 Skill Development
 Relevance
 Closure

Effective Feedback
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Check for Understanding using TAPPLE

LESSON DESIGN

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Programs

- Let's Decode
- Spelling Mastery
- MiniLit & MacqLit - intervention
- Bond Blocks
- Peggy Lego

Assessment

Assessment

Assessment is a key component of EDI. It is designed to ensure that all students are challenged, engaged, and learning. The assessment is designed to ensure that all students are challenged, engaged, and learning.

Principal, Ken Molyneux

Date

Chairperson, Kylie Brockenshire

Date _____

26/10/23