Sunshine Harvester Primary School
No.5526
SCHOOL COUNCIL MEETING – 11/5/15

Chairperson: Scott Hammond
Minute Taker: Chris Welsh

WELCOME AND OPENING OF MEETING: - 7.05pm

1. PRESENT:

<table>
<thead>
<tr>
<th>Paul Griffin</th>
<th>Scott Hammond</th>
<th>Siobhan O’Brien</th>
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<td>Emma Ryan</td>
<td>Don Higginbotham</td>
<td>Carolyn Kustura</td>
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<td>Chris Durbridge</td>
<td>Peter Mooney-Smith</td>
<td>Imelda Romera</td>
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<td>Chris Welsh</td>
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2. APOLOGIES:

<table>
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<tr>
<th>Rocky Fitzpatrick</th>
<th>Terry Cuddy</th>
<th>Daniel Zaathang</th>
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<td>Fadwa Abdelhai</td>
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3. MINUTES OF THE PREVIOUS MEETING:

Moved that the minutes as circulated are an accurate record of the meeting held on…23/3/15

Moved: Don Higginbotham Seconded: Peter Mooney-Smith

4. BUSINESS ARISING FROM THE MINUTES :-

Nil

5. CORRESPONDENCE: Paul Griffin

DET – notification of portable inspection
R Fitzpatrick – email – apology for inability to attend meeting

Moved: Carolyn Kustura Seconded: Siobhan O’Brien

6. PRINCIPAL REPORT: Paul Griffin

Community involvement continues to be a strong focus of our school with teachers meeting and greeting parents before and after school. This has proved to be a very effective method to invite parents to school activities as well as getting to know our community on a more personal level.

I visited Manor lakes PS with Martine Wakeham (Teacher) and Laura Marks (Parent) to look at their sensory room and positive behaviour work. It was an interesting visit and has elicited some discussion on the most appropriate place for a space within our school. A sensory room is a tier 3 strategy so is part of our whole plan to implement our positive behaviour program.

Glenn Lilley is working hard to implement our new reporting package called Sentral these reports will go out to parents/guardians at the end of term 2. The package is new to all of us and is web based so all staff have easy access to it.

Once again under the guidance of Chris Durbridge our homework club offering support to refugee and refugee like children is fully subscribed for the 2 days that it is offered. The community partnerships that this program has created with local schools and volunteers is fantastic.
Grade 5 and grade 3 are currently working hard on teaching our students the genre of the test. Many of our students just do not understand the language and format used. We are currently looking at introducing more objective testing so we can triangulate data instead of relying on Naplan as our major assessment tool.

It was great to see our students involved in the Sunshine 100 year ANZAC celebration. This event was organised by our former Principal Mr Alan Dash. Our students were very respectful during the whole ceremony and presented a poem to the audience. Their behaviour was exemplary. In fact many people commented as our students were able to sign (AUSLAN) the national anthem.

During the last couple of weeks our students have been on excursions to the Zoo, Farm and Aquarium. Nearly all our students attended these wonderful learning opportunities which show our parents are committed to extra school activities. These activities reinforce concepts learnt in the classroom.

After joining the education Department in 1981, Maureen Crowley has decided to start a new career. In her 34 years in the education Department Maureen has made a huge contribution to the education of young students. In recent times her work in the field of student welfare has been exemplary which has been recognised by organisations beyond the school. Maureen will be a hard member of staff to replace.

School Enrolment: As of Friday 11 May 2015 our school enrolment is 452 students with 20 grades. We have 2 international students from India.

Moved: Chris Durbridge Seconded: Emma Ryan

7. CURRICULUM REPORT: Siobhan O'Brien

Sentral reporting PD
Glenn has supported the new reporting process for all staff by organizing the Sentral project team to run a webinar and face to face professional learning session. The teachers have benefited from these sessions and are feeling confident with the new reporting system. The capabilities of the system are endless and fully integrate into our school assessment and student progress schedules.

Pod – Team reports
Focus term 2 - teaching and learning
The Prep Pod

This term in the Prep POD we are looking at from 'Land to Hand'. This is an extremely exciting topic for Prep children as they receive a lot of hands on experiences. We started our topic by visiting the Farm (Animal Land) on the second day back this term. Students were given the hands on experience of feeding sheep, goats, cows, chickens and ducks. They got to have a ride on a tractor and a Pony and milk the cow. A fun filled and exhausted day for all.

As part of our farm topic we have been delivered 12 eggs for hatching. Using the fantastic technology in the room, students were able to sit in front of the TV today and watch live an egg hatching and a chick emerging. The excitement of cheers and thrills from the students was a great experience to watch as a teacher.

During language experience time students have been able to taste, describe, write and talk about a particular animal and experience each week. This week being chicken week we looked at what they produced and how we use their products. We even made scrambled eggs. An experience a lot of students have never had.

Over the past few weeks we have seen these quiet timid students grow and mature. They have settled well back into school and are thirsty for knowledge.

In numeracy our focus is number, addition and measurement. In Reading, groups are working extremely well and the P-2 reading model has been invaluable. Even at this stage students are starting to understand the concepts of prediction, visualising, retell, sequencing and asking questions using the same text for the week.

Preps and Grade 6 students have worked hard together developing strong buddy relationships, every Monday afternoon. The grade 6 students have been modelling writing strategies to the preps, conducting their own math lessons and building relationships both inside the class and out in the yard.

We have also been lucky and now have consistent Parent/community helpers in the POD where they have participated in excursions, language experience, specialist activities, Numeracy and Literacy activities.
It is always a delight to see a child experience something new. As a prep teacher we are very lucky to share these experiences with our students. The Farm is a great topic to do this.

Thank you
Prep Team

**Grade 1**
This term in grade one our Integrated topic is 'Pest or Pals' - Our Australian Native Animals, so our literacy content is related to this theme. Our reading genre for this topic is mainly non fiction but we have found many wonderful fiction stories as well.

*In Reading* and *Viewing* we have a weeks sequence that we work through, using the theme as our content.

The sequence: Monday - prediction/prior knowledge  
Tuesday - questioning  
Wednesday - clarifying  
Thursday - visualising  
Friday - making connections

Guided reading in small groups focus is comprehension strategies.

*In Writing*, our objective is to have students be confident with the format of an information report by the end of term 2 to write and present an information report on an Australian animal themselves. To achieve this we work through the following format each week with a different animal:

Monday - labelled diagrams  
Tuesday - habitat  
Wednesday - appearance  
Thursday - diet  
Friday - an interesting fact

Within our ability groups we also do a program called 'sound check', which uses cued articulation to support the learning of spelling. This has been introduced by our speech therapist, Kylie, who gives ongoing support in the way we teach this program.

The language conventions that we are focusing on in *writing* are spaces, capital letters and full stops.

*In Maths*, the students are split into 3 ability groups for numeracy for Monday, Tuesday and Wednesday.

On Thursday and Friday: We have been looking at time in terms to the hour and half past on both analogue and digital forms. Have had sessions to develop skills in following directions. This week we begin gathering and representing data.

**Grade 2 Pod**
In week 3 the Grade 2 children visited the Melbourne Aquarium for our immersing. They had a guided tour and had a look at 8 different stations. The children had a fantastic time and learnt plenty of facts.

Our *Integrated* topic for this term is 'Under the Sea' which is looked at in both *Reading* and *Writing*. Each week we focus on a different under the sea animal.

*In Writing* we have been learning about the different features of an information report. Children have written some parts of an Information Report during guided writing and are further developing their skills in this area.

Each day we focus on a different feature of an Information Report: Monday - labelling, Tuesday - using adjectives to describe the animals appearance, Wednesday - Habitat, Thursday - Diet and Friday - interesting facts. Children will be writing an information report on an under the sea animal in the term.

This term in *Reading* we focus on 1 non-fiction book each week on the animal the children are learning about.

Each day we focus on a different reading strategy: Monday - predicting/prior knowledge, Tuesday - questioning, Wednesday - unknown words, Thursday - Visualising and Friday - interesting facts.

*In Maths* children have been focusing on data/graphing in Measurement. Students are split into 3 different number group’s focusing on different areas in number.

**Grade 3 Pod**
This term in *Reading* we are focusing on the structure of an information text and how to better use it to help us with our learning. We are continuing to also work on our comprehension skills by locating right there answers, making inferences and making connections.
In **Writing** we have been learning about the structure and the purpose of a persuasive text. Children have written a persuasive text and are further developing their skills in this area. We will also be exploring how to write an information report.

In **Maths** children have been working on problem solving strategies in Number, Shape and Measurement. They are exploring different ways they can solve problems.

Our **Integrated** topic for this term is 'Wildlife in Danger.' Children are becoming aware that animals belong to different classes, reasons why animals are becoming endangered and how they can play a part in saving animal species. Children will be writing an information report on an endangered animal later on in the term.

Many opportunities are always given to children in all curriculum areas, where they are able to discuss their views on certain topics which allows them to develop their **listening and speaking skills** and clarify their ideas.

All children in Year 3 have also been doing NAPLAN practice questions in Literacy and Numeracy in preparation for the test.

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**Grade 3/4 Pod**

**Term Topic:** Wild Life in Danger

**Immersion Excursion:** Melbourne Zoo in week 4

Are focusing on an animal a week to coincide with cued articulation and handwriting letter of the week, which can then be incorporated into our reading and writing. For example: Animal of the week: Seals, Cued Artic & handwriting: S

**Reading focus:** 2 guided reading sessions at a time: Gay (Animals in Danger) - Questioning- Right there & think & search questions; Sarah (persuasive text) - Text Structure & Features of persuasive text. Daniella is the rover and organising activities for other groups based on reading focuses, animal of the week etc...

**Writing: Persuasive** - we are currently joint constructing a persuasive text on Disposable Plastic Should be Banned, which began after reading about issues with seals. We have been impressed by the arguments and reasons the kids have come up with for their point of view. More work is needed on sentence structure, revising and editing. Grade 4s have also been writing letters to their Clayton Utz buddies, and grade 3s are doing lots of NAPLAN practice, both in the grade 3 room when time tables allow, and with Sarah.

**Numeracy: 4 operations:** kids have been grouped based on power standards tests - Low (Daniella) will be doing addition, Medium - (Gay) will be doing subtraction and high - (Sarah) will be doing multiplication and division.

**YuMi Maths:** Time - Because Time is such a difficult concept for kids, we are 'slow cooking' it! We focused on o'clock one week, 1/2 past times the next, and will focus in 1/4 to and 1/4 past next week, making the human clock each time to reinforce concepts of time. Each week, we are picking students who are having difficulty to help make the clock. Extension kids are adding in 24 hour time.

**Spelling & Times table Homework:** Kids have also been divided into 3 separate groups for times tables and spelling based on testing, and are given homework each week to practice these.

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**Grade 5 Pod**

**Term Topic:** Our Impact – Sustainability

**Immersion Excursion:** Melbourne Zoo in week 1

The students completed a ‘Save our Spices’ challenge. The students had to visit different zoo keeper’s special talks to enhance their decision on which animal they wanted to save. Students had to persuade the zoo keeper on which animal they were saving and provide reasons for why they were saving that particular animal.

**Reading focus:** Questioning – focusing on ‘right there’ questions and ‘think and search’ questions. There are daily activities focusing on questioning and being able to infer from a picture and text. During guided reading groups, teachers are working through old Naplan booklets and discussing questions and different strategies to answer these questions (elimination and inferring techniques).

**Writing: Persuasive** – We have set up 5 writing groups. These groups are all focusing on persuasive writing, however each group is at different stages due to ability. During team planning we discuss different strategies on how we can to teach persuasive writing and different prompts we can use.

**Numeracy: Number Groups:** Students are split into 4 different number group’s focusing on different areas in number. Fractions have been focused on this term in 3 of the groups, whilst the other group is still working on the four operations.

**YuMi Maths:** Covering most topics – have looked at pervious Naplan tests to see what questions occur the
most. Focusing on one topic each week to get through as many as possible by week 5. Will continue looking at them in the seconds half of the term in more depth. Area and perimeter, angles, shape, graphs, tessellation.  

**Spelling & Times table Homework:** Students have been given spelling words based on persuasive language for preparation of Naplan. Students get numeracy homework based on their maths group which relates to what they have been learning during the week (follow up).  

**PBS - Bug of the week:** We may look at this after Naplan. Thus far we have been working on whole class high five card challenges. Eg: lining up, sitting down during eating time and putting our hand up in class.

**Grade 6 POD**

**Writing focus:** Explanation piece - Immersion phase. Pre test has been completed and we will now immerse students in many different examples of Explanation pieces. Students will focus on language used, plus structure.

**In Numeracy** we have three groups in our Pod. Group 1 is focusing on multiplication of two and three digit numbers by two and three digit numbers. Group 2 is focusing on giving back change from a set amount (money) and group 3 are focusing on Fractions. This number component is covered on 3 days a week. All foci have been planned in accordance with the power standards test. For the other two days, we have designed a YUMI planner on integers, looking at negative and positive numbers, weather around the world and why temperatures vary and what the actual temperatures are in different regions.

Students today read about the analysis of blood at a crime scene and how different blood shapes on a wall can mean different things. This is covered under our theme 'Forensic Science' and is integrated into our reading sessions. We have also looked at Forensic science and the law and fingerprinting. In reading we are also focusing on 'Questioning' and looking for 'Right There' questions and 'Think and Search' questions. Questions that should be asked before, during and after reading a text.

Fundraising is in full swing and we have raised over $650 so far. Our next fundraiser will be coming up soon.

Moved: Carolyn Kustura Seconded: Imelda Romera

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**8. FACILITIES REPORT:** Paul Griffin

The following activities have been completed on the school facilities:

- The portable close to Duke Street now have locks on the concertina doors and office door because the AUSLAN room was being compromised. Hopefully this will protect the room.
- The outdoor passive play area now has a concrete slab, fixed toy box, synthetic grass section and shade. This area is a fantastic place for students to play in a quiet calm environment.
- Due to continual problems with slamming doors we have installed a large hook system to keep the doors open on POD A and POD C.
- Toilet Key tap replaced in boys toilet POD C this will allow access to water to clean floors.
- A synthetic grass around the big playground has been installed in the first term break to make it safer and to reduce trip and fall hazards.
- New plants installed in garden areas facing Duke Street and mulch spread. Dead plants replaced in staff/community garden.
- POD C painting completed showing that our school has a colourful environment.
- There have been some electrical issues to deal with in POD D mainly around the light sensors. In consultation with the electrician as the sensors malfunction we will by pass them and not replace them. The sensors cost $100 each plus installation.
- OH&S compliance with contractors is an ongoing process.
- OH&S procedures with in the school are continually being improved. Out of ours school policy developed for staff attending school grounds on their own.

Moved: Chris Welsh Seconded: Emma Ryan
9. **FINANCE REPORT**: Chris Durbridge

- Financial reports scrutinized for Months of March & April
- Finance Committee recommend school council ratify all receipts and payments through the **High Yield Investment Account** for the month of March 2015.
  - Receipts - $86,593 Payments/Transfers – $101,614
- Finance Committee recommend school council ratify all receipts and payments through the **Official Account** for the month of March 2015.
- Finance Committee recommend school council ratify all receipts and payments through the **High Yield Investment Account** for the month of April 2015.
  - Receipts - $120,150 Payments/Transfers – $90,000
- Finance Committee recommend school council ratify all receipts and payments through the **Official Account** for the month of April 2015.

- Family statement in process of being sent out. – Still $3450 outstanding. (69 students). Most of these are from families with more than 1 child at the school.
- No official letter received from Auditors as yet.
- SRP Surplus @ pay 201422(2/5/15) = $115,152. This is not accounting for Jacqui returning x 3 days a week & Social Worker replacing Sanem x 2 days a week in term 2 ‘til end of year.
- Chris Durbridge to be added to banking signatory.

Moved: Peter Mooney-Smith Seconded: Siobhan O'Brien

10. **PARENT & FRIENDS / FUNDRAISING REPORT**:

**Update 11/5/15**

- No formal meeting has been held yet this term.
- Committee members have been busy getting the prizes ready for the Mother’s day raffle (5 prizes were drawn as well as a gift for the student selling the most tickets) as well as getting orders back to students with their Mother’s day gift.

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<tr>
<th></th>
<th>Profit</th>
<th>Term Total</th>
<th>Total</th>
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<tbody>
<tr>
<td><strong>Term 1</strong></td>
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<tr>
<td>Bank commission</td>
<td>115.87</td>
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<tr>
<td>Extra raffle money from 2014</td>
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<tr>
<td>Donation</td>
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<tr>
<td>End of term raffle</td>
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<tr>
<td>School photos</td>
<td>Not yet received</td>
<td></td>
<td></td>
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<tr>
<td>BBQ</td>
<td>884.05</td>
<td>1843.52</td>
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| **Term 2**     |        |            |        |
| Bank commission|        |            |        |
| Donation       | 100.00 |            |        |
| Mother’s Day jewellery & candles | 886.40 |            |        |
| Mother’s Day raffle | 297.50 | 1283.90    | 3127.42|
| BBQ            |        |            |        |
Term 3
Banking commission
Mattel Toy Club
BBQ
Father's Day Raffle, other

Term 4
Banking Commission
Walkathon
End of year Raffle

Moved: Chris Durbridge   Seconded: Don Higginbotham

11. JUNIOR SCHOOL COUNCIL REPORT – Siobhan O’Brien

Yesterdays meeting was an informal meeting, because the kids started decorating and making a suggestion box as discussed in our previous minutes, chose a topic for our PBS video and worked on writing a scene for this (demonstrating Neal the Seal in the yard when playing with friends) and others started coming up with questions for our JSC organized PBS challenge that we will need to discuss further with Martine.

Partaking in the Mad May Reading Challenge

Moved: Inælda Romera   Seconded: Emma Ryan

12. GENERAL BUSINESS:

- **OH&S Policy**: Staff in school after hours – policy tabled – to be reviewed next meeting.
- **MOTION**: School Council ratify Chris Durbridge as School Council Treasurer be added to the school banking signatory.
  Moved: Carolyn Kustura   Seconded: Chris Welsh   CARRIED
  
- **NO Smoking signs** – 10 signs have been placed around the school. No ramifications from community.
- **Volunteers in classrooms** – fantastic support – positive reaction & vibe from staff, students, parent helpers & other volunteers. All working very well.

Meeting Closed: 7.28pm
Next meeting: 15/6/15 @ 7.00pm

Accurate account of meeting held.
Principal…………………………………………………………………………………..
School Council Representative…………………………………………………………..