



Governing Council Leadership Report – 6 September 2021

Review Principal

On Monday the 6th and Tuesday the 7th of September Jodie will be participating in Hahndorf Primary School's External Review as Review Principal. Jodie is looking forward to participating in this to assist Hahndorf Primary to improve.

School Governance Administrative Instruction

The school governance administrative instructions, including model constitutions and the code of practice, have now been updated. These instructions provide principals, governing councils and affiliated committees with operational guidance to facilitate good governance and local decision-making, and ensures schools comply with their legislative and departmental obligations. A copy of the document is included in the email. Governing Council members are encouraged to read the document. We have been advised that more information is soon to come from The Department to support reviewing this document/changes, this has yet to be received. Therefore, there is plenty of time to read the very comprehensive document. Once the further info from The Department (DfE) is received it will be added to the Governing Council agenda. Please note that we have read the updated document and it reflects how we implement our Governing Council. There is some very helpful clarifying information eg insurance for volunteers, which previously was unclear. We have also amended our school's Terms of Reference to include role of Chairperson, Vice-Chair, Secretary, and Treasurer. This is in draft format and will be tabled when added to the agenda with other info from DfE.

Facilities Info

As you are aware we have many funded projects currently in progress for Clapham ie disability access pathways, bitumen repair and air-conditioner upgrade, to name some. Over the past 18 to 24 months we have been extremely frustrated with the traction we have had with these projects. Over time we have kept detailed minutes of each of our meetings with our Facilities Manager. Recently Jodie met with the Facilities Manager to review the progress (actually lack thereof)! Jodie clearly documented the concerns from this recent meeting (logged with the previous meetings over

the past 18-24 months) and provided this documentation via email to the Metropolitan Operations Manager from DPTI (our Facilities Manager's line manager), and relevant personnel (managers) in DfE Asset Support Services. This has led to some very positive action. On the 31st of August Jodie was contacted by the Metropolitan Operations Manager from DPTI to offer starting 3 weekly meetings to focus on accelerating progress with the above mentioned projects and any other concerns that have been raised previously (there a few ie submitting an Asset Performance Assessments for our East Top Playground and bell system). The first of the 3 weekly meetings will be on the 9th of September. The Metropolitan Operations Manager will facilitate the meeting, take minutes and set an action list (who is responsible), our Facilities Manager and Jodie will also be present. We would also like to share that the reason these projects have not progressed is due to lack of 'facilities management' from our Facilities Manager. Thankfully, our school documentation clearly shows this. It is a shame it has taken this long for personnel in The Department and DPTI to act on our concerns, however we are now on the right track!

RRHAN Training – Responding to Risk of Harm, Abuse and Neglect update

There has been an update to this training. Governing Council members who have completed the previous training are required to do the updated training before the end of the year.

Pupil Free Day and School Closure Day for 2021 approval at Governing Council

We are seeking approval for our School Closure for next year. *School Closure 30th of Sept* – Friday Term 3 Week 10: Day of local significance after our school production. We have also been very fortunate to be able to book further professional development with Ann Baker and Trauma Training for next year. We are also seeking approval for: Term 1- Pupil Free Day 15/3/22 – Trauma Training and Term 2 – Pupil Free Day 2/05/22 – Maths Pedagogy. Proposals below.

Proposal: The Governing Council approves Clapham Primary School Closure for the 30th of September 2022. Day of local significance after school production.

Proposal: The Governing Council approves Clapham Primary School Pupil Free Day for the 2nd of May 2022 for Maths Pedagogy (Ann Baker).

Proposal: The Governing Council approves Clapham Primary School Pupil Free Day for the 15th of March 2022 for Trauma Training (Berry Street).

Book Week

Book Week again was a fun-filled week with many activities for students to participate in. We also had St James Park Kindy visit to view our library, read a story and look at the Book Fair! A huge thank you to the Book Week Committee and Helen Krinas for her coordination of this committee.

Teacher Observations – Observing practice linked to our SIP

This term our teachers are observing one another's practice and then providing feedback to the teacher they have observed. Effective observations and feedback processes support:

1. The ongoing development of the teacher (being exposed to various teaching styles and participating in professional dialogue)
2. The promotion of high quality learning experiences for students.

Teachers observe a lesson (focussing on learning intentions and teacher practice) of a colleague and will provide feedback to enhance their colleague's teaching pedagogy. This year staff agreed to have a focus on an area that is a challenge of practice for them and aligns with their Performance Development Plan. The goal of the feedback is to encourage self-reflection by the teacher and to collaboratively analyse the observations against the Australian Professional Teaching Standards. It is an encouraging, non-judgemental, learning focussed and promotes reflective dialogue between colleagues. Teacher observations also form an integral part of reviewing our SIP priorities and the impact these are having. At the meeting we will share the proformas we have been using and further information about this process.

Special Options Placement Process

Students identified as having a disability are reviewed at transition points during their schooling: at end of Kindy, at end of Year 2, and at end of Year 7. The Student Support Services team are focussed on placing children in the best learning environment for them with the information that is available for each child. This information includes a psychological assessment / review, classroom observations and recommendation regarding a student's eligibility for placement in either a Special Options Class, Special School, or Disability Unit; Teacher Information Form that identifies the needs of the child, the support required and what the child can achieve independently; parent preferences regarding sites. This year's timelines for packages to be completed and sent to panel were:

- Primary process applications due Friday 31 July (end week 2, term 3)
- Junior primary process applications due Friday 21 August (end week 5, term 3)

InitialLit – Literacy Program extension in 2022

We have recently purchased InitialLit resources for Year 1 and 2 students. Teachers will receive training in this program early 2022. InitialLit is an evidence-based whole-class literacy program providing all children with the essential core knowledge and strong foundations to become successful readers and writers. InitialLit is a three-year program, covering the first three years of school (Foundation to Year 2).

About InitialLit-1 - InitialLit-1 continues on from InitialLit-Foundation in providing an explicit and effective model for teaching reading, spelling and related skills to children in their second year of school. As in InitialLit-F, InitialLit-1 focuses on the two main components of:

1. Phonics, to systematically and explicitly teach the basic and advanced alphabetic code in a set sequence. In addition to learning letter-sound correspondences and how these are applied to reading and spelling, children will be introduced to common morphemes and simple grammatical concepts.
2. Vocabulary, oral language and listening comprehension through quality children's literature. Detailed lessons, including writing tasks, are provided for each of the storybook titles selected for use with the program.

InitialLit-1 program structure - The InitialLit-1 literacy session includes the following:

- 25 minutes of whole-class teaching (ideally four times per week) using a detailed scripted lesson plan
- 10 minutes of spelling as the lesson directs
- 30-40 minutes of small group and independent work (using targeted and differentiated activities to consolidate the teaching that has taken place during the whole-class lesson)
- 15-20 minutes for a Storybook session. One storybook is used as a focus for four sessions, over a two-week period.
- Ongoing progress monitoring using curriculum-based assessments (CBA) to identify and respond to the needs of children.

About InitialLit-2 - By Year 2, most children will be well on their way to reading independence. The program builds on the skills taught in InitialLit-F and InitialLit-1, with the focus shifting now to consolidating children's reading and spelling skills, working specifically on reading comprehension, fluency, spelling and vocabulary.

InitialLit-2 has four main components:

1. Spelling. This component reviews phoneme-grapheme correspondences and spelling concepts taught in InitialLit-1 and teaches the remainder of the advanced alphabetic code systematically and explicitly. Children will also learn new spelling rules and morphological concepts.
2. Reading comprehension and fluency. In this component, children will be taught comprehension strategies explicitly and how to apply them to different types of text. They will also be given regular opportunities to work on reading fluency through echo, choral and paired reading.
3. Grammar. Children will be explicitly taught key grammatical features and how to apply them to a writing task.
4. Vocabulary, oral language and comprehension through children's literature. Detailed lessons are provided for each of the 15 storybook titles selected for use with the program, including detailed writing tasks. Two novel studies are included for use towards the end of the year.

InitialLit-2 program structure - InitialLit-2 includes the following:

- Two comprehension and fluency lessons per week (approx. 40 minutes each)
- Three spelling lessons per week (approx. 20-30 minutes each)
- Two storybook lessons per week (approx. 30 minutes each)
- Grammar lessons to be used flexibly during writing lessons

- Time for reading groups using RAD (Read and Discuss) Reading Books and any other appropriate reading material, and independent work using a variety of resources
- Ongoing curriculum-based assessments

Clapham Project

This term Clapham Primary has been working collaboratively with Springbank Secondary School on the Clapham Project. This project will occur in Term 4 and will involve students from St James Kindergarten, Clapham Primary School Year 6/7 students and Springbank Secondary College. All students will work in multi-aged groups and participate in basketball, drama, music, science, digital technologies and food and hospitality lessons on the Springbank Campus.



Fundraising Kids Works

This term our students have been working on the Kids Art Works Fundraiser. The students' art works will be turned into keepsakes. The Art Works will be available online for parents/carers to view and purchase. A unique code will be sent home with each child to access the relevant site where the artwork will be displayed.

R U OK? Day

9th September is RU OK Day? Our staff and students will be wearing yellow to celebrate this day. There will be no gold coin donation on this day. R U OK? Day is our national day of action dedicated to reminding everyone that every day is the day to ask, "Are you OK?" and support those struggling with life's ups and downs.

Brightpath update

Teachers have completed the second Information Report Writing sample for moderation. Our Centrally moderated Information Report Performance Round 1 -2021 has been received. Teacher scores Vs the Central Moderated Scores are well within range of each other.

Headspace

On 18th August John from Headspace presented 2 sessions to our Upper Primary Students as part of the mental health education program. The first session informed our students about managing change and the transition from primary school to high school. Some of the areas that were covered were:

- Understand how transition and change can impact mental health
- How to manage stress from change

- Build resilience and healthy coping skills
- Strengthen connection and belonging

They also participated in a workshop targeted at bullying and mental health. This workshop covered:

- Identify the ways your body and brain react to stress
- Review bullying's impact on mental health
- Find spaces and activities to help you stand strong
- Explore who you can talk to and seek support

Olympic Visit

On 20th August our students were lucky enough to have a visit from the Olympics Unleashed Program. Our athlete was Claire Arthur. Students and staff loved the presentation. Claire competes in trampolining.

Graduation

This year our Graduation Ceremony will be held on 30th November. The students have asked that they graduate as a Year 6 and Year 7 cohort in two separate ceremonies. The Year 6 ceremony will be held at 5:30pm. The year 7 ceremony will be held at 7:00pm. We have been lucky enough to secure Carolyn Power MP – Member for Elder to present awards at each ceremony. We have also applied to the Mitcham Council to fund awards for students who show exemplary Leadership and Citizenship.

SRC News

This term SRC have decided that they would like to raise money to help protect the Orangutans and to raise awareness about conserving their rainforest. On Friday 17th September we will holding a Jungle Themed Disco. Students will be able to wear casual clothing for a gold coin donation with all money raised going to an Orangutan organisation of the students' choice. Students will discuss their ideas at a class meeting and SRC representatives will bring this information to a SRC meeting for students to discuss.

Year 6 Students for 2022

This term our Year 5 students have already started their designs for the 2022 senior's jumpers. Students will have an opportunity to design their own. Students will then be able to vote on the one they like the best.

Aquatics and Water Safety Program

This year our Year 6/7 students will be attending Port Noarlunga Aquatic Centre in Term 4. They will be attending on Wednesday 24/11/21. Our Reception – Year 5 students will attend the Water Safety program starting the week of Monday 25th October at SA State Aquatic Centre Marion.

Creating Clever Classrooms (Staff Professional Development) – Occupational Therapy

On 10th August Kate Hubl, OT from Student Support Services Noarlunga Office, presented a 2 hour workshop 'Creating Clever Classrooms' to our teachers and SSOs. She provided information on how to identify physical, sensory and organisational aspects of the classroom environment which may impact on student participation, behaviour and learning. Staff discussed a range of practical, trauma informed strategies to set up effective learning environments.

Berry Street Education Model

We have been successful in gaining further funding provided by the Department through their Trauma Aware Schools Initiative. This will allow us to complete the additional two workshops delivered by Berry Street (BSEM) in 2022 and also benefit from two consulting days (one which will be held in Term 4 this year).

Mitcham Plains Partnership Projects:

Occupational Therapy Self-regulation workshop series

On behalf of the Partnership we have engaged Simone Picken, OT from Student Support Services Noarlunga Office, to deliver a workshop series 'Supporting Children's Development of Regulation'. This professional development will be undertaken by representatives from each school site, teacher release being funded by the Partnership, and will focus on a 3-pronged approach for student regulation with each workshop based around a different area; emotional literacy and relationship building, sensory processing, and executive functioning. Practical strategies will be provided for teachers to trial between sessions and follow up support may include classroom observation and coaching for teachers to further embed strategies at their individual site.

Delivering Quality Learning – building consistency through shared practice

The aim of this project is to increase educators' capacity to differentiate learning using high impact teaching strategies. Again representatives from each school site are involved, visiting selected classrooms and observing how the classroom teacher differentiates for enhanced learning. Guided by Sam Leane, Curriculum Lead, and Jenna Campbell, CPS Reception/Year 1 teacher, participants will then work together to develop a teaching sprint, centred around an element of differentiation that they will focus on, implement/explore in their own class, collect evidence about the impact, before sharing and reflecting on change of practice and student learning with the group.

Reception Enrolments and Orientation Visits

Currently we have 37 confirmed enrolments for 2022. All families have been provided a survey to complete to ensure our orientation information session (Thursday 28 October) and visits (Thursday 4 and Thursday 18 November) provide information that will support their child's successful transition to school. Our current reception teachers will discuss individual student needs/learning dispositions with Kindergarten teachers on 2 September at our Early Years Continuity of Learning

meeting. An ongoing topic of discussion and professional learning at Partnership EYC meetings in 2021 has been phonological awareness. Schools have shared current practices and programs. Clapham Primary has shared our implementation of InitialLit and have hosted staff from St James and CLG to watch its delivery in action.

Transition to High School

Planning of meetings and conversations is underway with high schools to ensure our students are supported in their transition to secondary school. ATSI students, those with One Plans, and students who have enrolled in mainstream after exiting Special Class may be supported with extended transition visits. Student Support Services are often engaged to assist with information exchange and funding applications if deemed necessary.

Progressive Achievement Tests (PAT)

Students in Years 3 to 7 will complete the PAT-Reading and PAT-Maths tests in 7 is Weeks 7 and 8 (30 August to 10 September). While testing of students in Years 1 and 2 is optional we have made the decision at Clapham Primary that our students will complete the tests. They will complete the tests in Week 9 or 10 or early in Term 4. PAT results are available upon test completion so teachers can analyse results and use this timely information to design learning that addresses gaps and/or provide stretch in student learning.

A-E Grade Data Collection

At the end of Term 2 we provided the Department Semester 1 student grades as part of the Department's first (A to E) grade data collection. We now have access to the (A to E) Grade Collection Reporting app which displays a 'standalone' view of our school's A to E grade data via Power BI. We recently shared graphs of student achievement in each subject area for staff to reflect on. The next collection will at the end of Term 4.

Jodie, Justine and Cassie