



FRESHWATER BAY PRIMARY SCHOOL

FRESHWATER BAY PRIMARY SCHOOL - P&C ASSOCIATION INC.
 ANNUAL GENERAL MEETING
 31 March 2021 7-8.30PM
 Tangney Hall

New members are invited to join the Parents and Citizens Association prior to commencement of the meeting at 7.00pm. Annual financial membership is \$1.00.

Gordon Jeffrey (GJ), Sanjif Ratneser (SVR); Noel McKay (NM), Matt Sikirich (MS); Simon Reid (SR)

| Item | Topic | Who | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|---------------------------------|--|--|-----------------|--|-------------|---|--|------------|-------------------------------|--|------------|---------------------------------|--|-------------|--|--|-------------|--|--|------------|--|--|--------------------|--|--|--|----------------|--|-------------|-------------------|--|------------|-----|
| 1 | Welcome and Introductions Motion 1 - Ratify minutes of previous meeting 24/2/21 | GJ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | President's Report | GJ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | Financial Report <ul style="list-style-type: none"> - Presentation of auditors report. - Presentation of financial position | NM | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | <p>Expenditure Resolutions</p> <p>Current Estimated Cash Position Presented</p> <p>Resolution1: School Expenditure Request</p> <p>It is proposed to provide the school funding for the following items.</p> <table border="1" style="margin-left: 40px;"> <thead> <tr> <th colspan="3">For GM Approval 31 March</th> </tr> </thead> <tbody> <tr> <td>Herbert Hall AV</td> <td></td> <td style="text-align: right;">\$33,663.81</td> </tr> <tr> <td>Herbert Hall AV Security and Electrical</td> <td></td> <td style="text-align: right;">\$5,000.00</td> </tr> <tr> <td>Professional Learning - Maths</td> <td></td> <td style="text-align: right;">\$2,535.36</td> </tr> <tr> <td>Professional Learning - English</td> <td></td> <td style="text-align: right;">\$11,422.40</td> </tr> <tr> <td>In-school Coaching - Setting up for whole school suc</td> <td></td> <td style="text-align: right;">\$11,422.40</td> </tr> <tr> <td>French Teacher Assistant implement Frech Program</td> <td></td> <td style="text-align: right;">\$2,775.50</td> </tr> <tr> <td></td> <td></td> <td style="text-align: right;">\$66,819.47</td> </tr> </tbody> </table> <table border="1" style="margin-left: 40px;"> <thead> <tr> <th colspan="3">Deferred - Fundraising Goals 2021</th> </tr> </thead> <tbody> <tr> <td>Tangney AV 50%</td> <td></td> <td style="text-align: right;">\$15,349.82</td> </tr> <tr> <td>Kindy Shade Sails</td> <td></td> <td style="text-align: right;">\$5,950.00</td> </tr> </tbody> </table> <p>Description and quotes attached.</p> | For GM Approval 31 March | | | Herbert Hall AV | | \$33,663.81 | Herbert Hall AV Security and Electrical | | \$5,000.00 | Professional Learning - Maths | | \$2,535.36 | Professional Learning - English | | \$11,422.40 | In-school Coaching - Setting up for whole school suc | | \$11,422.40 | French Teacher Assistant implement Frech Program | | \$2,775.50 | | | \$66,819.47 | Deferred - Fundraising Goals 2021 | | | Tangney AV 50% | | \$15,349.82 | Kindy Shade Sails | | \$5,950.00 | All |
| For GM Approval 31 March | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Herbert Hall AV | | \$33,663.81 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Herbert Hall AV Security and Electrical | | \$5,000.00 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Professional Learning - Maths | | \$2,535.36 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| In-school Coaching - Setting up for whole school suc | | \$11,422.40 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| French Teacher Assistant implement Frech Program | | \$2,775.50 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | \$66,819.47 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Tangney AV 50% | | \$15,349.82 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Kindy Shade Sails | | \$5,950.00 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| | <p>Resolutions 2: Final Solar Design</p> <p>It is proposed to complete the detailed solar design for \$4k as per Programmed Maintenance advice.</p> <p>Resolutions 3: Interschool Swimming</p> <p>It is proposed to ratify the Executive Committee decision to fund 4 swimming training sessions for the interschool swimming team. Funding goes towards renting pool lanes and pool entry cost. Total cost approx. \$720.</p> <p>Resolutions 4: Grants Websites</p> <p>It is proposed to subscribe to the grants websites to ensure we have access to the available grants. Estimated cost is \$280 for 12 months.</p> | |
| 5 | Principal's Report | |
| 6 | <p>Sub-Committee Updates</p> <ul style="list-style-type: none"> - Fundraising – Lauren Bennett - School Board - Faye Styles - Class Rep Co-ordinator – Janine Feurstein - Fathering Project Update – Steve Ryan - Farmers Market – Shelley Ritter | |
| 7 | General Business | All |
| 8 | Next Meeting and Close | All |



Request for P&C Funding – Order of Preference

| Learning Area | School Contribution | P & C Contribution | Total |
|---|----------------------------------|----------------------------------|----------------------------------|
| <p>1. Screen for undercover area to assist with assemblies/events</p> <p>C.U.B.E LED Video Wall</p> <ul style="list-style-type: none"> ▪ 3072mm (W) x 1728mm (h) ▪ High Resolution/Contrast ration ▪ Wide viewing angle, 140 degrees vertical/horizontal ▪ Long lasting, durable and made for outdoors ▪ Minimal Maintenance Required <p>PA System</p> <ul style="list-style-type: none"> ▪ 12” Speakers with cage ▪ Amplifier with channel mixer ▪ Hand held wireless system <p>** Reduction in costs when 2 units bought at same time</p> | | <p>\$33,663.81</p> <p>ex gst</p> | <p>\$33,663.81</p> <p>ex gst</p> |
| <p>2. Screen for Tangney Hall to assist with assemblies/events.</p> <p>C.U.B.E LED Video Wall</p> <ul style="list-style-type: none"> ▪ 3072mm (W) x 1728mm (h) ▪ High Resolution/Contrast ration ▪ Wide viewing angle, 140 degrees vertical/horizontal ▪ Indoor version ▪ Minimal Maintenance Required <p>PA System</p> <ul style="list-style-type: none"> ▪ Two 8” Speakers ▪ Amplifier with channel mixer ▪ Hand held wireless system <p>** Reduction in costs when 2 units bought at same time</p> | <p>\$15,349.82</p> <p>ex gst</p> | <p>\$15,349.82</p> <p>ex gst</p> | <p>\$30,699.64</p> <p>ex gst</p> |
| <p>3. Professional Learning to support School Business Plan 2021-2023 priority English– see <i>Teaching and Learning at Freshwater Bay Primary School</i> document. Total \$11,422</p> | <p>\$15,397.00</p> | <p>\$11,422.40</p> | <p>\$26,819.40</p> |

FRESHWATER BAY PRIMARY SCHOOL



| | | | |
|---|--------------------|--------------------|---------------------|
| 4. Professional Learning to support School Business Plan 2021-2023 priority Maths – see <i>Teaching and Learning at Freshwater Bay Primary School</i> document. Total \$11,422 | \$8,886.64 | | \$8,886.64 |
| 5. In-School Coaching ‘Setting up for whole-school success’ | \$45,918.00 | \$11,422.40 | \$57,340.40 |
| 6. Shade sails for Kindergarten eating area to enable use in summer and spring (currently too hot) @\$5950 from Sail City Central. Owner is aware of heritage listed site and has designed to work around this. | | \$5,950.00 | \$5,950.00 |
| 7. French Teacher Assistant one day per week to support implementation of the French programme across Years 1-6 @\$5551 | \$2,775.50 | \$2,775.50 | \$5,551.00 |
| Total | \$89,809.00 | \$82,066.01 | \$171,875.06 |



Teaching and Learning at Freshwater Bay Primary School 2021-2023

Student Achievement Targets

- **80% of students to achieve in the top 2 NAPLAN bands in year 3 and 5.**

Freshwater Bay Primary School remains focused on delivering the highest quality education for every student. As the school moves toward a new School Business Plan cycle, and in line with the overarching Ten Year Improvement Plan, a number of highly effective, evidence based approaches are being introduced to support staff and students. This document provides an overview of some of the agreed approaches that complement the newly developed Freshwater Bay Primary School Scope and Sequence documents. These documents provide teachers with a precise outline of exactly what needs to be taught and when to teach it, promoting consistency in delivery and clarity throughout the school. Teach. Our staff continue to undertake additional, targeted professional learning to further enhance their skill sets and knowledge base.

Pedagogy

Teach Like a Champion or TLAC (Kindergarten to Year 6)

This approach sits at the core of everything we do when delivering new content and designing lessons. It outlines sixty-two techniques that have been seen to not only provide a shared vocabulary and consistency within schools, but perhaps more importantly, dramatically improve student achievement. The techniques outlined are comprehensive, ranging from simple attention signals that can be used in class through to double planning lessons to ensure effective higher-order questioning is present.

Request for support from P&C - \$3426.72 for 6x Teacher Relief Days @ 571.12 to enable class visits, school visits and professional learning

School Contribution – Teachers' wages

English

Letters and Sounds (Kindergarten to Year 2)

The Letters and Sounds program effectively targets the development of oral language, phonological awareness and accurate reading and spelling in the early years. It aligns with the achievement standards outlined in the Australian Curriculum (English) and has been shown to significantly improve whole-school literacy outcomes. The Letters and Sounds program will be implemented from Term 1 2021, and students will move through the five phases from Kindergarten to Year 2.

Request for support from P&C - \$2284.48 for 4x Teacher Relief Days @ 571.12 to enable class visits, school visits and professional learning

Spelling Mastery (Year 3 to Year 6)

This evidence based, highly structured program blends phonemic, morphemic and whole word approaches to effectively teach critical spelling skills to students. The skills learned through engagement in their program support students to be proficient readers and writers. There is a focus on repetition and cumulative practice to promote mastery of concepts. Students have already undertaken a placement test and will commence Spelling Mastery on Monday 15th February, 2021. Lessons will take place every day of the week, except Fridays, from 9:00am to 9:30am, with students moving to a specific classroom based on the level that best meets their needs. This program is scripted and considered 'Direct Instruction' based on the work done by Siegfried Engelmann. The levels in Spelling Mastery cover:

Level A

- teaches a sound-symbol strategy for spelling simple, regularly spelled words
- teaches the spelling of a set of high-frequency, irregularly spelled words

Level B

- expands the sound-symbol strategy to more difficult, regularly spelled words
- increases the number of irregularly spelled words that students spell

Level C

- makes the transition from the phonemic approach to the morphographic approach
- teaches a small number of key structural spelling rules

Level D

- expands students' morphographic strategies by introducing nonword bases
- teaches an additional set of spelling rules that address multi-syllabic words

Level E

- emphasizes useful nonword bases



-expands on morphographic principles taught in Levels C and D

Level F

-presents information about international spellings and the history of unusual spellings

-acquaints students with the interrelationships of spelling, vocabulary, etymology, usage, and syntax

If you would like further information about Spelling Mastery, you can visit <https://www.mheducation.com/prek-12/program/spelling-mastery/MKTSP-UTC03M0.html?page=1&sortby=title&order=asc&bu=seg>

Request for support from P&C - \$2284.48 for 4x Teacher Relief Days @ 571.12 to enable class visits, school visits and professional learning

School Contribution - \$7686.13

Talk 4 Writing (Pre-primary to Year 2)

The Talk for Writing approach enables children to read and write independently for a variety of audiences and purposes within different subjects. A key feature is that children internalise the language structures needed to write through ‘talking the text’, as well as close reading. The approach moves from dependence towards independence, with the teacher using shared and guided teaching to develop the ability in children to write creatively and powerfully. You can find out more about Talk 4 Writing here: <https://www.talk4writing.com/about/>

Seven Steps to Writing Success

Seven Steps to Writing Success is a writing program that empowers teachers to inspire their students to rapidly improve their writing skills, and most importantly, learn to love writing! Seven Steps creates engaging classrooms where students learn to love writing and become lifelong communicators. Think of the steps as the building blocks to great writing. Isolating writing skills into individual steps ensures students don’t get ‘bogged down’ with writing the whole piece. They gain confidence in each building block, and then they pull it all together to become creative and engaging writers.

- Step 1: Plan for Success
- Step 2: Sizzling Starts
- Step 3: Tightening Tension
- Step 4: Dynamic Dialogue
- Step 5: Show, Don’t Tell
- Step 6: Ban the Boring
- Step 7: Exciting Endings/Ending with Impact

Request for support from P&C - \$3426.72 for 6x Teacher Relief Days @ 571.12 to enable class visits, school visits and professional learning

School Contribution - \$7711.04

Maths

ALEKS Maths (Year 5 and 6)

Assessment and LEarning in Knowledge Spaces is a Web-based, artificially intelligent assessment and learning system. ALEKS uses adaptive questioning to quickly and accurately determine exactly what a student knows and doesn’t know in a course. ALEKS then instructs the student on the topics he/she is most ready to learn. As a student works through a course, ALEKS periodically reassesses the student to ensure that topics learned are also retained. ALEKS courses are very complete in their topic coverage and ALEKS avoids multiple-choice questions. A student who shows a high level of mastery of an ALEKS course will be successful in the actual course he/she is taking. Students will work on ALEKS during Maths blocks three to four times per week, for approximately 30mins, typically. We are incredibly excited about the academic challenge and rigour that this program offers and cannot wait to see the progress our students make. ALEKS access is available for use at home by students. If you would like further information about ALEKS, you can visit https://www.aleks.com/about_aleks

The Elementary Math Mastery Series (Year 1 to Year 4)

This explicit program finds a balance between teacher-directed and student-directed learning. Recognising that some skills are better acquired through one approach, and some through the other, the MMS consists of daily



lessons composed of strands each starting at base level where foundations are laid. These strands proceed to build on the foundations moving through the particular concepts involved whilst all the time inter-relating with the other strands being run concurrently. MMS programs (JEMM, JEMM+ and EMM) serve as daily diagnostic tools incorporating daily assessment as an integral part of the learning process. These programs map student progress, identify exactly where and when students experience difficulty, and instil both fluency and automaticity in fundamental math skills. Students progress through the levels of this text each year and will be exposed to a consistent, predictable approach that has a common language throughout, reducing confusion and increasing success rates. There is room within these programs to stream students within their year level to ensure students are challenged and taught at their next stage of learning. The program is scripted and is considered 'Direct Instruction' based on the work done by Siegfried Engelmann. Further information about the Math Mastery Series can be found here <https://mathmasteryseries.com.au/>

School Contribution - \$8886.64

In-School Coaching 'Setting up for whole-school success'

The teaching strategies in this resource are most effective when implemented as planned, whole-school approaches to improving student outcomes. To implement these strategies effectively across the whole school, school leaders and principals need to:

- decide on actions the school will take to improve in the areas identified through the School Excellence Framework self-assessment and consider how the school will maintain key practices to ensure ongoing performance
- provide a framework for implementation across the school to promote an expectation of consistent use of evidence-based strategies in the classroom
- determine the systems, resourcing and other conditions necessary for successful implementation.

The School Excellence Framework supports school leaders to ensure that consistency, expectations and assumptions are aligned across all teaching and learning at school, and there is strong alignment between the Framework and the themes of 'What works best.'

| What works best | School Excellence Framework | | | | | |
|-----------------------------------|------------------------------|---|------------------------|------------------------------------|-----------|------------------------------|
| 1. High expectations | Learning | | | | | |
| 2. Explicit teaching | Learning culture | Wellbeing | Curriculum | Assessment | Reporting | Student performance measures |
| 3. Effective feedback | 1 | 6 7 | 1 5 6 | 3 4 5 | 4 | 1 4 |
| 4. Use of data to inform practice | Teaching | | | | | |
| 5. Assessment | Effective classroom practice | Data skills and use | Professional standards | Learning and development | | |
| 6. Classroom management | 2 3 4 6 8 | 4 | 2 | 8 | | |
| 7. Wellbeing | Leading | | | | | |
| 8. Collaboration | Educational leadership | School planning, implementation and reporting | School resources | Management processes and practices | | |
| | 8 | 4 | | | | |



In School Coaching focussing on Effective Teaching practice.

Request for support from P&C - 11422.40 = 20 days @571.12 per day. These funds will enable teachers to be released to work one on one with Dianne Baxter.

School Contribution – 0.4 FTE (2 days a week) @\$45918

FRESHWATER BAY PRIMARY SCHOOL



**FRESH WATER BAY PRIMARY
SCHOOL**

QUOTE # 22484

Designed For:

kalina Symons-Avenell
Fresh Water Bay Primary School
Bayview Terrace
Claremont WA 6010

Designed By:

Craig Renshaw
Director

08 9444 1773
0404 432 119
craig@avsystems.com.au

Issued:

23/02/2021



Solutions Overview

Scope of works and services

Supply fine pitch LED screen as quoted

Supply custom frame work and trim kit for LED wall to be mounted on wall (quoted under infrastructure kit)

Supply point to point mirroring device for IPAD and PVC mirroring

Supply cable and engineering at back end of LED screen

Supply labour and climbing apparatus as quoted

Supply custom power

Supply training and handover

3 Year WARRANTY included

Ongoing technical support included

All WARRANTY and support is handled locally here in WA including any spare parts

NB: Please note Audio quote is on separate quote

Solutions Overview

Scope of works and services

Supply NEW amplifier to drive NEW 12 " speaker system

Supply 1 x pair of "line Array " speakers system suitable to cover back and front of under cover area including security protection cages

Supply all audio cabling and connectors required

Supply 1 x Hand held wireless MIC and receiver for assembly's (provision for second Mic if required at additional cost)

Climbing apparatus as quoted

NB: We will use existing AV rack already in place

NB: We will make all legacy audio equipment redundant to put into school storage or sell off