

**School Council Meeting Minutes - General Meeting
2 December 2015 at 1.30pm**

Attendance: Stuart Crawford (**SC**), Dorothy Bosnar (**DB**), Sonya Olsen (**SO**), Peter Stepto (**PS**) and Harriet Price (**HP**).

Apologies: Christian Patterson

1. Reports

Principal's Report

SC tabled the end of financial year report as at 30 November 2015 (see annexure A).

SC reported that:

- he is pleased with the financial position;
- it is largely in line with 2014 results;
- all tied funding has been spent; and
- the balance carried forward of \$153,592 is a 'comfortable' position for the start of 2016.

SC also reported that the School's annual report will change to a 'School Plan'. The School plan is a 3 page document on the School's strategic direction. It will also include NAPLAN results and the School's financial results.

SC is considering preparing a School 'prospectus' that will include information that was typically included in the annual School report. HP volunteered to assist in preparing such a document.

Parents & Citizens Report

No report.

2. Business Arising

a. Acceptance of Minutes from 4 November 2015

Minutes from 4 November 2015 accepted.

b. Recent Policy Reviews and Progress/Status

I. Language Committee Update

SC received 23 responses to the language survey (from a total of 36 enrolments). SC tabled the survey results (see annexure B).

Overall, the results were positive with some issue raised in respect to cost. Only 1 respondent planned not to continue in 2016.

It was agreed to continue the language program in 2016 on the same days in the same format. Enrolments would be arranged directly with the provider. SC has agreed to waive the hiring fee in exchange for a reduced fee payment to parents. SC is also investigating the possibility of introducing French as a further option.

II. Volunteer Policy & Guidelines for Implementation of Working With Children Check (WWCC)

SC will send final version to HP for final check and will then post on website and print for School reception.

III. Bring Your Own Device (BYOD)

SC tabled the 2015 School survey results (see Annexure C). The results concerning student access to computers and technology programs and resources were discussed.

SC:

- observed that the staff response reflect some frustration in respect to restricted access to laptops for the preparation of the class books. Both DB and SO agreed with this observation;
- is of the view that continued technology funding is not feasible; and
- is keen to explore whether a BYOD is workable and if so, have it implemented for years 5 and 6 by 2017.

PS re-capped on the general discussion already had by Council and volunteered to chair a working group/committee to develop an IT masterplan for the School. It was agreed that it would be necessary to seek appropriate expertise from outside sources (possibly seeking advice from Dell, Hewlett Packard, Apple or other providers) on how best to

structure a BYOD program. Input would also be necessary from staff and possibly, parents with appropriate expertise.

SC suggested that other Schools could be approached to seek guidance on how their programs were structured.

It was agreed that particular thought must be given to setting clear objectives on the aims of using technology and how it will actually be used in the classroom. SC tabled an article by Eleni Kyritsis entitled 'Does the Device Matter?' (see Annexure D) as a starting point.

It was noted that PS would co-ordinate and lead the working party/committee in 2016 and could act as a 'co-opted member' (pursuant to clause 5.6 of the Constitution) for this specific purpose.

c. Demountable Classroom

SC explained that:

- the logistics of installing the demountable in the rainforest are no longer feasible as a crane cannot be installed safely on site without incurring considerable expense;
- he had continued to liaise with the assets division to determine the most suitable location for the demountable;
- maintaining open playground space was a priority;
- he had decided to locate the 15th classroom in the back of the hall;
- works to convert the hall and delivery of new furniture would take place over the holidays (including installing a 'fake' wall in front of the by-fold doors, converting the uniform shop to a bag room, relocating the uniform shop to the counselor room); and
- School assemblies would continue to be 'split' with a whole school assembly scheduled for once a term.

3. New Business

a. 2016 Council Positions

HP confirmed that:

- as per the Constitution, all Council positions would be declared vacant at the P&C's annual general meeting and nominations received for the 3 parent representative positions; and
- PS is unable to re-nominate as he has held the position for 3 years.

HP indicated that she would re-nominate for a parent representative position. DB and SO indicated that they would also re-nominate for the staff representative positions.

PS agreed to publicise positions and seek out interest in filling vacancies.

PS and SC thanked everyone for their contribution and work on the Council in 2016.

Next Council meeting – 9 March 2016 at 6pm. This includes the Council's Annual General Meeting.

The meeting concluded at approximately 3.00pm.

(GLENMORE ROAD PUBLIC SCHOOL:2009)

STATEMENT OF RECEIPTS AND PAYMENTS - GENERAL ACCOUNT

Year ended: 30th of November, 2015

	NOTES	\$	\$
		2015	2014
BALANCE BROUGHT FORWARD		153,592.29	108,213.01
Receipts from:			
GLOBAL FUNDS	3	219,502.73	266,140.36
TIED FUNDS	4	130,766.57	110,840.90
SCHOOL & COMMUNITY SOURCES	5	506,793.66	547,444.39
SCHOOL OPERATED CANTEEN		0.00	0.00
INTEREST		3,705.42	5,372.45
TRUST RECEIPTS	6	8,082.10	9,317.55
TOTAL RECEIPTS		868,850.48	939,115.65
TOTAL FUNDS AVAILABLE		1,022,442.77	1,047,328.66
Payments Applied to:			
Educational Programs			
KEY LEARNING AREAS	7	49,046.48	33,184.11
LIBRARY		0.00	0.00
EXCURSIONS	8	83,409.67	134,697.72
EXTRA CURRICULA	9	186,172.55	189,529.74
PROFESSIONAL LEARNING	10	36,808.68	21,474.47
TIED FUNDS	4	132,673.42	99,139.34
SHORT TERM RELIEF	11	42,897.41	42,965.28
		531,008.21	520,990.66
Administrative Programs			
ADMINISTRATION AND OFFICE	12	153,494.96	172,585.21
SCHOOL OPERATED CANTEEN		0.00	0.00
UTILITIES	13	38,871.71	41,289.74
MAINTENANCE	14	28,320.40	32,630.21
TRUST PAYMENTS	6	6,091.50	8,292.15
		226,778.57	254,797.31
Capital Programs			
TOTAL CAPITAL PROGRAMS	15	110,586.75	117,948.40
TOTAL PAYMENTS		868,373.53	893,736.37
BALANCE CARRIED FORWARD	16, 17	154,069.24	153,592.29

PRINTED:30/11/15

Language Program Post Survey

Q1 Did your child commence the language program and remain in it for the term?

Answered: 23 Skipped: 0

Yes (proceed to question 2)

No (end survey here)

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Answer Choices

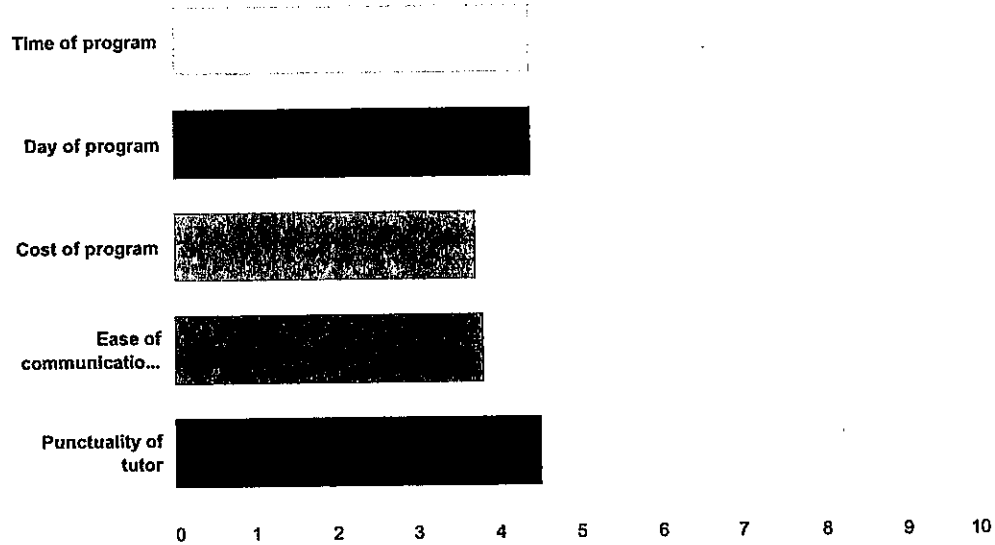
Responses

Yes (proceed to question 2)	100.00%	23
No (end survey here)	0.00%	0
Total		23

Language Program Post Survey

Q2 On a scale of 1-5 (1 being least favourable and 5 being most favourable) rank the following;

Answered: 23 Skipped: 0

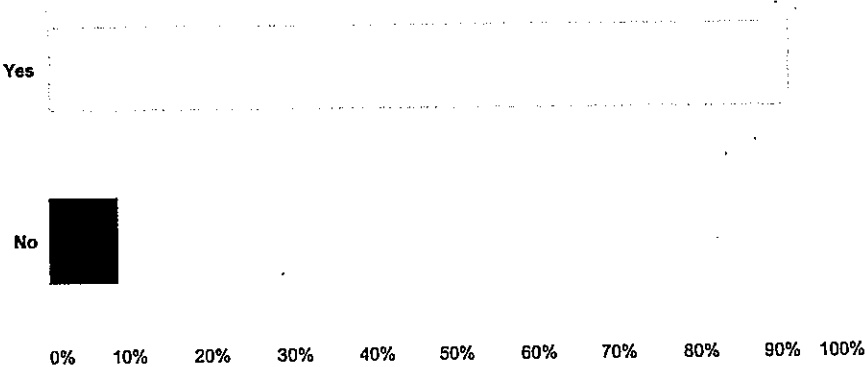


	1 - Least favourable	2	3	4	5 - Most favourable	Total	Weighted Average
Time of program	4.55%	0.00%	9.09%	22.73%	63.64%		
	1	0	2	5	14	22	4.41
Day of program	0.00%	0.00%	18.18%	22.73%	59.09%		
	0	0	4	5	13	22	4.41
Cost of program	4.35%	8.70%	26.09%	30.43%	30.43%		
	1	2	6	7	7	23	3.74
Ease of communication with the language provider	4.55%	4.55%	22.73%	40.91%	27.27%		
	1	1	5	9	6	22	3.82
Punctuality of tutor	0.00%	0.00%	18.18%	13.64%	68.18%		
	0	0	4	3	15	22	4.50

Language Program Post Survey

Q3 Did the program meet your expectations?

Answered: 23 Skipped: 0

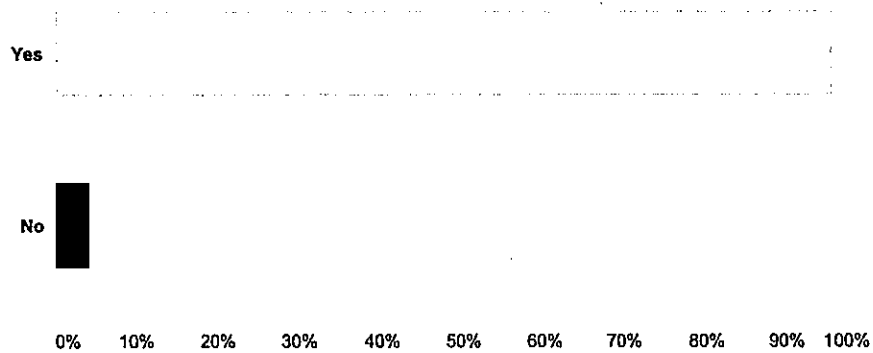


Answer Choices	Responses	
Yes	91.30%	21
No	8.70%	2
Total		23

Language Program Post Survey

Q4 If the language program were to continue in 2016 in a similar format (on a week day before school), would you commit to enrolling your child? Why or why not?

Answered: 23 Skipped: 0



Answer Choices	Responses	
Yes	95.65%	22
No	4.35%	1
Total		23

Item	Parent			Staff			Student		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
GPRS is an attractive and well-resourced school e.g. classrooms, library and grounds	92%	94%	95%	100%	100%	90%	98%	99%	97%
The school is connected to its community and welcomes parental involvement	99%	99%	95%	100%	100%	100%	91%	100%	95%
Parents are encouraged to contact the school to discuss concerns relating to their child	96%	99%	94%	100%	100%	100%	83%	93%	91%
The school is a friendly school that is tolerant and accepting of all students	100%	97%	99%	100%	100%	100%	99%	100%	98%
The students are the schools main concern	98%	95%	96%	100%	100%	100%	95%	98%	92%
The school has supportive welfare programs	90%	94%	92%	100%	100%	100%	97%	97%	92%
The school offers challenging programs for its students	85%	87%	87%	86%	100%	93%	80%	96%	90%
The school maintains a focus on literacy and numeracy	93%	97%	95%	100%	100%	100%	97%	99%	96%
The school teaches and promotes core values	97%	97%	100%	100%	100%	100%	97%	98%	99%
GRPS has competent teachers who set high standards of achievement	93%	93%	95%	93%	100%	100%	97%	98%	98%
A wide range of extra curricular programs are offered e.g. sport, music, drama and debating	88%	89%	90%	100%	100%	100%	95%	97%	96%
There is good student access to computers and strong technology programs and resources	86%	86%	88%	93%	90%	80%	70%	97%	82%
The school promotes a healthy lifestyle	99%	97%	98%	100%	100%	100%	90%	95%	94%
Fair discipline exists within the school	99%	97%	98%	100%	100%	100%	90%	96%	92%
The school promotes its uniform policy	93%	90%	96%	80%	100%	100%	97%	97%	96%



Does the device matter?

Ms Eleni Kyritsis, Year 6 teacher, Firbank Grammar, Google Certified Trainer and Google Certified Innovator

There are many different devices being implemented into classrooms all around the world. With schools using PCs, laptops, Macbooks, iPads, Chromebooks, and Netbooks to move further towards 21st Century contemporary learning environments I am often asked the question, "What devices should my school purchase?" I immediately stop the conversation before any further discussion and ask the question, "What is the purpose of the device?"

Schools need to invest time in developing a vision on "the purpose" of any new device and what it is they would like their students to create and achieve that this new technology will enable. Dialogue needs to be centred around the school's vision and pedagogy focused on the learner.

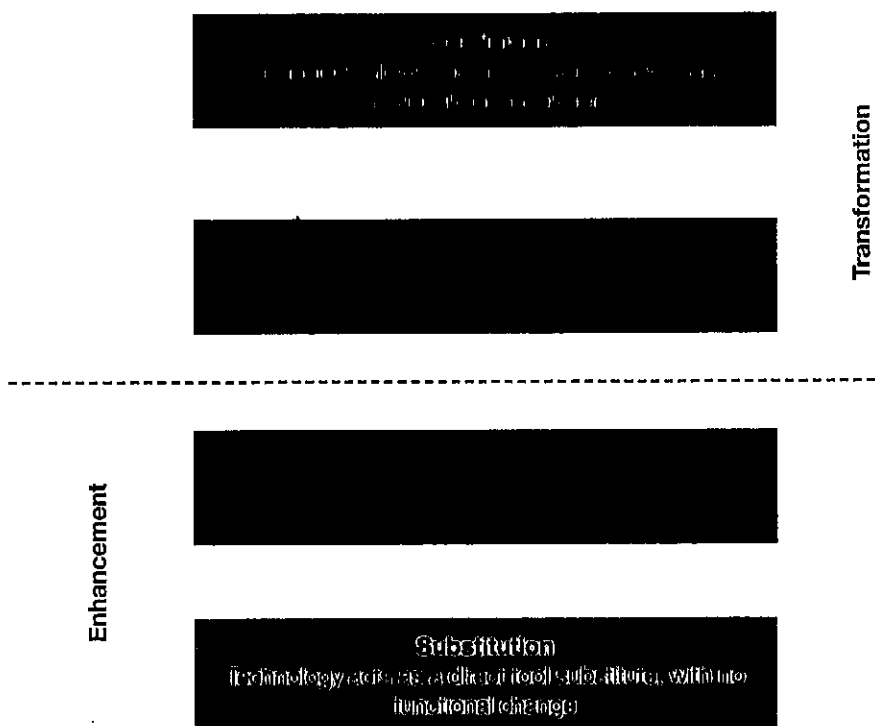
Once a clear vision and purpose is established, schools can move forward and explore what different devices can achieve and weigh up the pros and cons of each for their school environment. What best suits one school may not necessarily be the best for the school down the road so it is critically important that each school has their own clear vision.

Things to consider when choosing a device:

- School vision
- Current tools and programs used by teachers and students
- Knowledge and understanding of 21st Century teaching pedagogies
- School infrastructure
- Management of devices
- Teacher Professional Learning
- SAMR model.

Each learner needs to have access to a device that connects them with their teacher and other learners, experts with real-world contexts for learning, multimedia resources, software for learning and online tools and applications (Education.vic.gov.au).

Taking new devices out of boxes and configuring them to your school infrastructure is like Christmas Day. Students will be excited and intrigued to dive straight in and explore the possibilities of any new device. Some staff will be just as excited as the students though there will be many who will see these new devices and be hesitant to employ them in their classrooms.



Breakdown of the SAMR model

Staff need to be supported with structured Professional Learning to ensure any new device is used in a transformative way in their classroom. It is very easy for teachers who are not supported to feel uncomfortable with a new device and simply use it as a tool to perform old tasks the way they have always done.

The SAMR model, developed by Dr Ruben Puentedura, is designed to help teachers enhance their lessons through the integration of technology by focusing on designing lessons that are transformative. Teachers need to reflect on their lesson design and structure to ensure they that are using devices in ways that previously would not be possible (Hippasus.com).

Breakdown of the SAMR model

Substitution – Teachers use a device to simply replicate what they are already doing or have always done.

Example: Students use an app to play a maths game that does not allow for teacher feedback or assessment.

Students use Office 365 or Google Docs to complete a piece of writing, but do not share or collaborate.

Augmentation: Teachers explore 21st Century tools to support their learning and explain their understanding but have

no real input from others.

Examples: Students create a document in Google Drive or Office 365 and share their work for only their teacher to view. Students create a tutorial using Explain Everything uploading it to Google Drive or Office 365 for the teacher to view.

Modification: Teachers redesign their lessons to allow for student collaboration

Examples: Students use the comment feature in Google Drive or Office 365 to provide instant feedback for both their teacher and other students.

Students use Google MyMaps to collaborate as a class on one world map, making connections to world locations.

Redefinition: Teachers use technology to enhance lessons, connecting students with other schools, teachers and experts to transform thinking and understanding.

There are many lesson ideas that can be implemented that demonstrate transformative use of devices. It is all about teacher imagination and creativity to explore how any tool can be used to achieve this.

Examples of technology-enhanced transformative lessons:

Lesson Idea 1: Developing student personal inquiry questions

Students develop their understanding of a question asked by the teacher or devel-

oped from student wonderings through the use of Verso App. Verso App allows students to create a discussion with other students, sharing their opinions and expressing their ideas, all anonymously.

Once students have developed their understanding, they can use Google Drive or Office 365 to collaboratively generate an inquiry investigation.

Students can share their findings and investigations on their Blog or Digital Portfolio. The teacher can post the link on the class Twitter account to invite experts, the school community and other classes around the world to leave feedback.

Lesson Idea 2: Exploring and creating discussions related to the class novel

Many novels can be linked to different locations around the world. When a chapter or portion of the book is completed, students can work collaboratively using Google MyMaps to plot the journey/locations of the story. Students can add details and descriptions on each location from information discovered in the book.

They can then make connections and research places or events. Students can also use Google Maps, Google Views, or Google Art Project to further explore the world around them related to the book.

Classes are able to connect with authors via Twitter and conduct a Skype or a Google Hangout to develop questions and deepen their understandings of the text they are reading. Students can create a blog post of a book review, map, or interview with the author and share their findings with the world.

Lesson Idea 3: developing mathematics concepts related to data

Students can develop a survey using Google Forms as a group or class. The teacher can share the form via social media (Twitter, Google+ or blog) so that the students receive real, authentic responses. Students then analyse the data via Google Sheets and collaboratively create a presentation on what they have discovered from the collected data using Google Slide, PowerPoint Online, or Book Creator.

Students could use the app Explain Everything to create mini tutorials on ways to sort and analyse data sets and make informed judgements.

Books can be published to the iBooks store and presentations can be shared on their Blog so others can view their work.

Lesson Idea 4: Linking students' learning with other classes

Many schools around Australia and the world have similar topics/concepts that need to be developed over the course of the year. A great way for students to connect is by linking with classes from other schools. This can be developed by organising a Mystery Hangout or Mystery Skype.

This allows students to develop and ask questions to find the location of the other class and where they are in the world. Once this has been established students can be encouraged to build upon the friendship via class blogs and commenting and viewing other students' work. Teachers can work to connect topics through inquiry, language or mathematics units. Students can work on projects collaboratively via cloud-based programs such as Google Drive or Office 365, as well as sharing their discoveries and learning journey together by publishing books, Google Sites, videos, tutorials or a sequence of lessons.

Student choice

The best ways to create a transformative classroom is by giving students choice. Students should not be told what tool to use to complete a task. They should be able to adapt their thinking and understanding of a learning outcome and be able choose the tool or mixture of tools they believe will allow them to create and produce work that shows their understanding of the outcome that they take pride in. This does not even have to include using the devices they have access to. The option needs to be the students' so they can take ownership of their own learning.

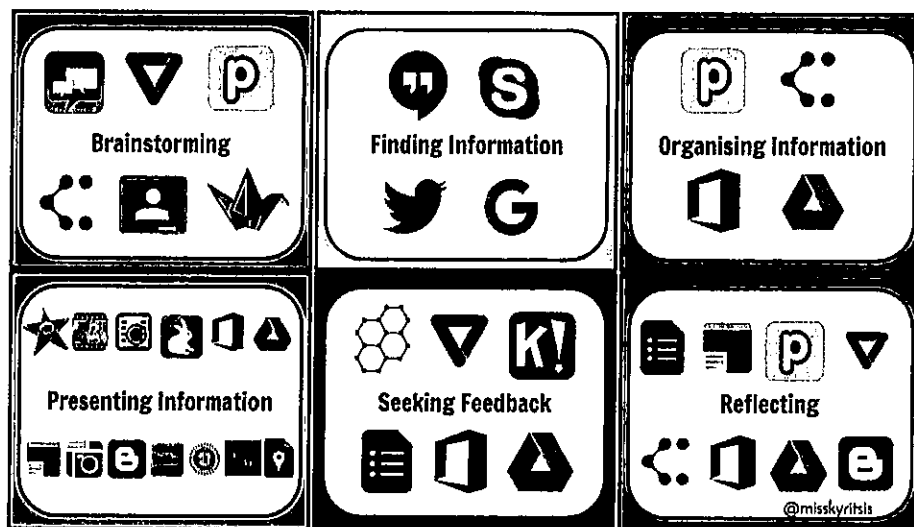
Digital apps and tools continue to develop and enhance teaching and learning. Here are some of my favourite apps and tools that I use within my classroom.

Brainstorming

- Google Classroom
- VersoApp
- Padlet
- AnswerGarden
- Popplet
- Lucidchart

Finding information

- Google Search
- Google Hangouts*
- Skype*
- Twitter*



Digital apps and tools

Organising Information

- Popplet
- Lucidchart
- Google Drive
- Office 365

Presenting information

- iMovie
- Explain Everything
- ScreenCastify
- Google MyMaps
- Adobe Voice*
- Shadow Puppet
- Prezi*
- PowToon
- Google Drive
- Office 365
- Google Sites
- Blogs
- PicCollage

Seeking Feedback

- Kahoot*
- Google Forms
- Google Drive
- Office 365

Reflecting

- Google Forms
- Google Sites
- Popplet
- LucidChart
- Verso App
- Blogs
- Google Drive
- Office 365

*This app/tool has age restrictions.

We know that students starting school today will graduate and go into jobs that are not yet created. As educators we need to prepare our students for this. Our role is not to provide the facts and answers but

to allow our students to develop the skills to solve problems they are faced with and find answers to their own questions and wonderings.

Ultimately, the device a school decides to purchase will not automatically enhance teaching and learning. The key to the successful implementation of any device is a teacher who transformatively integrates technology to support students in developing the skills they need for their future.

References

'1-To-1 Learning', available at Education.vic.gov.au, accessed 23 Sept 2015.

'Ruben R. Puentedura's Weblog', available at Hippasus.com accessed 23 Sept 2015.

Further Resources

Ruben R. Puentedura's Weblog Ditch the Text-Book - Matt Miller Learn like a Pirate - Paul Solarz SAMR in 120 Seconds - <https://www.youtube.com/watch?t=82&v=us0w823KY0g>

About the author

Eleni Kyritsis is a Year 6 teacher at Firbank Grammar School, an independent IB PYP School in Melbourne, Australia. She is a Google Certified Trainer and Google Certified Innovator, the host of TechTechPlay, and the creator of the Genius Hour Fair. She incorporates a range of technology into her teaching and learning scenarios to make it authentic and purposeful. Eleni is always looking for new and exciting ways to integrate technology into the classroom to provide rich resources to help foster and enhance student learning. Twitter: @misskyritsis, Google+: +EleniKyritsis, Blog: www.elenikyritsis.com