



OVERPORT PRIMARY SCHOOL

Education Sub-Committee

AGENDA/MINUTES

Date: Thursday, 16 November 2017

Present: Marie Yanni, Erin Clifford, Lynne White, Thane Francis, Kirsten Watson, Julie Gleeson
Apologies: Deborah Madder, Hannah Williams, Kamla Chinnathumby, Tess Higgins

Role	Description	Person
Chair person	Person responsible for running the meeting and working through the agenda.	Marie
Minute taker	Person responsible for taking brief notes during the meeting and emailing the minutes to the staff on the DL list.	Marie

Meeting began: 3.45pm Ended: 4.45pm Meeting ended: pm Location of meeting: Staff Room

	Item description & purpose	Discussion Points	Action/Decision	By whom/when
1.	Business arising from previous minutes	<p>Student Leadership policy approved by School Council.</p> <p>Parent helper notice passed on to Leadership.</p>	Completed.	Marie
2.	Differentiation and extension for advanced students - Erin Clifford	<p>A parent representative proposed a topic for discussion that had personal significance to her and few other parents.</p> <p>Topic of how OPS can include the needs of students at advanced learning levels into the daily curriculum.</p> <ol style="list-style-type: none"> 1. Is there a whole school approach? 2. Are teachers skilled at recognising a student's potential? 3. What does the school currently do to support extended learning across all levels? 4. How are advanced students engaged in learning? 5. How can students direct their own learning within the curriculum? 6. How do teachers anticipate and accommodate when students require additional work to further their learning 	<p><u>Question 1</u> Every grade has a range of abilities from students needing a lot of additional support to those requiring extension. Teachers plan together each week to discuss curriculum and the needs of the students. Teachers look at the curriculum level they are teaching as well as below and above. At OPS, we develop the whole child. We look at their academic needs as well as the social and emotional needs. We look at how ready the students before moving them upwards. We aim to broaden their knowledge and understandings and not always move students upwards. This means we give students many opportunities to show their understandings by varying activities and tasks.</p> <p><u>Question 2</u> Teachers conduct a range of assessments to establish ways to help the students. Assessments range from paper tests, online assessments, anecdotal notes, book work, discussions, conferences, etc. This varied assessment in all areas of the curriculum allow us to develop a good picture of each student. We want learning to be an enjoyable experience for our students without the added pressure. Some students get a lot of pressure from home and, at times, the anxiety is displayed at school.</p>	<p>The school will be looking at how we will extend our students across the school. This will be a focus for us.</p> <p>Erin has given us some information from the Dept of Ed about the behavioural indicators in identifying gifted children.</p>

from what is a planned curriculum activity?

Question 3

Year levels in 4-6 have spelling and numeracy workshops that are ability-based. Students are grouped according pre-testing and their application in class lessons. Students have the ability to move from groups when they have provided evidence of their learning in a variety of contexts.

Some teachers have students completing passion projects or involved in independent study sessions. We have Year 6 junior high school as well. We have a number of extra-curricular activities to support the talents of our students.

When teachers meet to plan, we look at the curriculum, design learning opportunities and then simplify and extend activities. In our planners, this is called simplification and extension.

Question 4

Advanced students in the upper school are able to identify their areas of strengths and weaknesses. They can voice this and work with their teacher in designing an individual learning program (ILP). Students will ask or choose more complicated tasks to explore and understand concepts.

Advanced students require less revision and learn at a faster rate.

Question 5

We see this more in the upper school as students are more ready for this type of learning and responsibility.

Teachers across the school have focused sessions of targeted teaching and then application lessons to consolidate learning and extend. Teachers plan open-ended activities too.

Question 6

Planning is so important and we always have Plan B in mind if students find difficulty or are looking where to go next. Teachers are happy to provide extra work to students in the classroom and for home.

In summary, it is important to have their open line communication with the teacher. Discuss concerns and work together to map out a way forward.

The extension of students is going to be focus for our school next year. This was highlighted in our recent NAPLAN results.

3.

Teaching and Learning report

This was given to the members of the team to take away and have a look at.

Marie to email M.Gleeson.

	- November edition		This will be emailed to School Council.	
4.	Excursions and Incursions	No new excursions and incursions to note for 2018 just yet.		
5.	Policies	No policy to revise.		
6.				
Other				
	Agenda items for next meeting:		•	

Meeting Protocols:

- Meetings to start and finish on time.
- An agenda will be set to specify the purpose of the meeting with approximate time allocations.
- Agenda to uploaded on Sentral at least 24 hours prior to the meeting. (Professional readings to be emailed earlier if applicable).
- A variety of formats will be considered to facilitate discussions and decision making.
- Minutes will made available on Sentral within 24 hours of meeting taking place.

Professional Behaviours:

- Arrive to meetings on time.
- An apology is to be communicated to chairperson if you are unable to attend.
- Distractions (ie items of technology) are not to be brought into meetings, unless there is a purpose within the meeting.
- Be respectful of the person who is speaking - don't talk over others.
- Staff to be active participants - more staff contributing to discussions.
- All staff are encouraged to bring items to the agenda, including specialist staff.
- Chairperson to keep conversations on track.
- 'Check-in' circles encouraged.
- Meeting environment to be considered; room location, seating arrangements, etc. and matched to agenda if possible.
- Social aspect to be considered within meetings. Celebrations of success are encouraged.