

Education Committee

Annual Report, 2019

Throughout 2019 the Education committee continued to be a highly engaged and effective team. Comprising of 12 members, 9 parents and 3 staff, we worked collectively on numerous tasks, all aligned with supporting the School's Strategic Plan (SSP), especially when addressing the Annual Implementation goal (AIP) to "Build student voice, equity and agency in learning through developing a student-centred approach that values and enhances student voice across all year levels to increase student engagement and safety." Committee members included myself, Wendy White, Anthony Atkinson, Kate O'Sullivan, Matt Mulcahy, Nadia Faragaab, Julian Walford, Matt Price, Amanda Allen-Toland, Deb Robins, Libby Harper, Nici Fausten and Nicole Butler.

When setting our direction, we used the Attitudes to School Student Data as well as the recently acquired "Resilience Data" gained by participating in the Moreland Resilience Survey. Both data sets proved invaluable when evaluating our progress to date as well as determining our next step.

Our whole school approach to building our student's resilience showed significant results, with students indicating a pleasing 7% increase (from 88% to 95%) in positive responses to Resilience questions from 2018 to 2019. This improvement has been linked to our approach to including student voice and agency in students' learning and wellbeing as well as students and families engaging in a multi-dimensional approach. This included 2 stand-alone family nights, one targeting resilience, one restorative parenting and 2 programs, one aimed at younger children (Tuning into Kids) and one for parents with older students (Tuning into Teens). So popular was the Tuning into Teens that the plan is to offer an advanced program in 2020.

The school has been highly successful, resulting in us meeting the fore mentioned AIP target. Our work however isn't complete. While continuing our whole of school approach to engagement and wellbeing, we also plan on implementing our 2 key 2020 Student Engagement and Wellbeing initiatives consisting of our Wellbeing Start up program and the Friendship Saver Program.

Being the resourceful committee that we are, we also successfully applied for the Equipment Boost for School Grant. Using these resources in a flexible manner allowed us to consult with Allison Sharp, a speech therapist. We targeted those students in grades 3-6 who were at least 6 months behind in their literacy skills. Alison worked with students, staff including our Education Support Staff and families. This intervention went for 2 terms in which Alison collected baseline data, she then implemented the Read, Write Inc - Fresh start program for 8 weeks. Classroom teachers and ESS, where available, observed Alison's work, having outstanding opportunities to see a great practitioner working with our students. Post intervention assessment data showed a significant improvement in student literacy acquisition. These students will continue to be monitored and where necessary supported in 2020.

When deepening our understanding of the land on which our school resides, in 2019 the concept of “Cultural Safety” became an integral and foundational notion. This was introduced through staff professional learning and then grounded in the commencement of the Reconciliation Action Plan (RAP) by Bernadetta Martella (OSCH) other staff members and families. The Education Committee was then tasked with reviewing policies so as to embed Cultural Safety as a framework. In response to this the Education Committee created a “Cultural safety Framework” document which was embedded in the RAP as well as forming the reference point for policies to be considered.

Policies:

In order to continue meeting our VRQA requirements, the Education committee both reviewed and refined the numerous policies. Examples included: BNW Attendance policy, BNW Child Safe Code of Conduct, BNW Child Safe responding and reporting obligations, BNW Communication and complaint Policy, BNW emergency management policy etc.

In 2020 as it is a review year, we will continue to develop or review policies that are required to ensure meeting VRQA requirements and other policies deemed necessary at a school level. We will use the department’s School Policy templates so as to provide system consistency and maintain the committee’s efficiency.

Going forward, the Education Committee will...

- address policy documents as listed above, with the addition of timely documents in response to the school’s needs;
- monitor student learning data and, where practical, implement actions or initiatives to improve student outcomes;
- work with the School Improvement Team to review our academic achievement reporting practices;
- address the priorities as indicated by the school climate data.

Wendy White

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