

# Community Forum Summary – Consultation Themes and Next Steps

Thank you to the families who attended our recent community forum and shared questions, perspectives and suggestions. Thank you also to the families who have since sent through follow-up questions.

We held this forum because the school is in the middle of significant school improvement work. Our focus is on lifting learning, wellbeing and consistency for every student. It was valuable to hear a wide range of views, and we will use this feedback to improve how we communicate and work in partnership with families.

## How this document is organised

This document is in three parts:

1. **What we heard (summary)** - A short overview of the main themes raised through the forum and follow-up questions.
2. **Next steps** - What we will do next to keep listening and to strengthen our work. This includes the times and signup links for several [parent discussion sessions](#) we will hold to explore key themes further.
3. **Key themes in detail (at the end of this document)** - A more detailed summary of the questions and themes raised, grouped by topic, along with the school's response.

## What we heard (summary)

A significant part of the forum discussion focused on teaching and learning. Through the forum and follow-up questions, some families said they would like more clarity about what is happening at school, why it is happening, and what it means for their child.

- **How teaching and learning works at PMPS:** families want a clearer picture of our teaching approach, what it looks like in classrooms day to day, and our plan for this year and the years ahead.
- **Making sure every child is supported and stretched:** families asked how we keep students engaged and appropriately challenged, especially in Years 4 to 6, and how we support students who need extra help.

Families also raised questions about:

- **Academic progress:** whether there are ways the school can provide more timely updates about progress, including sharing assessment information more consistently
- **Wellbeing and safety:** what the school can do, and what families can do, when issues happen outside school
- **Inclusion and neurodiversity:** how we help students understand and respect different needs

- **Learning environments and resourcing:** class sizes, shared spaces, and how we use staff, including what helps these setups work well
- **Screen time:** when screens are useful for learning and where limits sit, including during eating time and brain breaks
- **Voluntary parent contributions:** how the school encourages payments respectfully, and how resourcing decisions support learning and wellbeing

## Next steps

We will continue to work with families as we move through this improvement journey. Our next steps include:

- **Ongoing conversations:** We will continue to meet with any families who would like to discuss a question or concern in more detail.
- **Focused follow-up sessions:** We invite families to take part in a set of discussion groups based on some of the themes below. These will give families the chance to share experiences and ask questions in a more focused and detailed way than was possible in the forum. Interested families can sign up to these focus groups using the links below.
- **School Review in Term 2:** We will use what we hear through the forum, follow-up conversations, and focus groups alongside the external school review taking place in Term 2.
- **Update in Term 3:** We will use all of this work to refine and strengthen our approach and plan, and we will present an update at the School Council AGM in Term 3.

## Discussion Group Signup

We invite families to sign up for small-group discussion sessions focused on selected themes from the forum.

Please note that places are limited to 8 attendees per session. This helps keep the conversation manageable and ensures everyone has time to share their perspective.

If the session you're interested in reaches capacity and you'd still like to talk things through, we encourage you to [book a time](#) with to meet with the principal.

Discussion Group Focus	Date and Time	Signup Link
Focus Group 1 - Student Engagement and Challenge	Tuesday 17 March, 10am - 11am	<a href="https://forms.gle/BN1FzdCzhBgDYWWv9">https://forms.gle/BN1FzdCzhBgDYWWv9</a>
Focus Group 2 - Student Engagement and Challenge	Tuesday 17 March 11am - 12pm	<a href="https://forms.gle/L3m25Kk9MhRRtM3a6">https://forms.gle/L3m25Kk9MhRRtM3a6</a>
Focus Group 3 - Screen Time and Device Use	Thursday 19 March 10am-11am	<a href="https://forms.gle/UmmUNssnXfC6PofbA">https://forms.gle/UmmUNssnXfC6PofbA</a>
Focus Group 4 - General School Operations (including class sizing, resourcing and parent payments)	Thursday 19 March 11am-12pm	<a href="https://forms.gle/xBB1fF3GX37ZtnNy8">https://forms.gle/xBB1fF3GX37ZtnNy8</a>



## Summary of key themes and our response

The remainder of this document summarises the key themes raised at the forum and shares the school's response.

If you would like to follow up on something or talk it through, please contact the school office, email the Principal at [thomas.cain@education.vic.gov.au](mailto:thomas.cain@education.vic.gov.au), or [book a time](#) to meet with the Principal.

# Key Themes - Detail

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# 1) Teaching and learning approach

## What we heard

Families asked for a clearer, shared understanding of our teaching approach and what it looks like in practice across the school. This included questions about how long improvements take, how we check what students already know, how learning connects across subjects, and what our plan is for this year and the years ahead.

## Our response

### Timeline for improvement and how we measure progress

Families asked when they should expect to see results from the changes in teaching, and what evidence we use to track improvement along the way. There is no single timeline that fits every school. Improvement depends on lots of moving parts, including how consistently new practices are used in every classroom, the strength of the curriculum, and how well we support students who need extra help.

It is also important to say that our work is not one single change. We are building a complete approach to literacy and learning that includes:

- **Learning to read** through systematic phonics and daily practice, so students become accurate and fluent readers
- **Strong reading comprehension** by deliberately building vocabulary, background knowledge, and understanding of language
- **A stronger English program** where students read, discuss and write about high-quality texts, building knowledge and language over time
- **A knowledge-rich curriculum** so students learn more about the world and have more to think, talk and write about
- **Strong foundations in maths** through clear teaching of new ideas, then plenty of practice to build mastery
- **Number fact fluency** through short, regular practice so key facts become automatic and students can focus on problem solving
- **High-quality teaching across all areas**, with clear explanations and consistent lesson routines
- **Regular checks and review** so teachers spot gaps early, provide extra support, and stretch students who are ready for more challenge

The biggest whole-school shifts show up most clearly when a cohort has had the approach from the start of primary school. For example, the Prep cohort last year, who began with this approach, will sit Year 3 NAPLAN in **2028**, which will be an important school-wide checkpoint.

While 2028 will be an important whole-school checkpoint, we are not asking families to wait until then. We are already seeing clear improvements now, including stronger time on task, more consistent lesson delivery, and solid learning growth across year levels based on our

school assessments and regular check-ins during the year. Importantly, students are continuing to make progress, and we are not seeing evidence that this approach is holding anyone back.

### Building on what students already know

Families asked how we work out what students already know, and how we respond to differences in readiness without holding students back.

Early in the year, teachers use a mix of:

- a robust handover with the previous year's teaching team
- last year's assessment information
- start-of-year check-ins and class tasks
- regular checks for understanding during lessons

This helps teachers understand two things:

1. who needs more support or practice to access the year-level learning, and
2. who is ready for more challenge, straight away.

Importantly, under our new approach, we do not create separate "fast track" content for some students and a different curriculum for others. We teach the year-level curriculum to all students, then adjust the level of support and the level of challenge.

For students who need support, that means scaffolds, extra practice, and targeted intervention when needed. For students ready for more challenge, that means more complex thinking, richer tasks, higher-level questions, and deeper writing, while still staying connected to the same learning focus. This is how we stretch students without skipping important foundations.

### Connecting learning across subjects over time

Families asked how students connect ideas across subjects and how knowledge builds over time, rather than feeling like disconnected topics.

One of the biggest improvements we are making is strengthening our English curriculum so that reading and writing build knowledge and language over time.

In simple terms, we want students to read texts that steadily grow their vocabulary and background knowledge, and then use that knowledge in speaking and writing. Over time, this makes comprehension stronger because students are not just practising reading skills, they are building the knowledge that helps strengthen comprehension.

A next step in this work is to better map relevant Humanities and Science learning alongside our English "reading spine", so students keep building connected knowledge across the curriculum.

## Our plan for this year and the years ahead

Families asked for a clearer picture of what will happen this year and what the next stages of the improvement work will look like over coming years.

Our improvement plan is staged, so we do not try to change everything at once.

In **2026**, key work includes:

- rolling out our **knowledge-rich English curriculum**
- building consistent **fluency routines** for vocabulary, morphology (word parts), grammar, and maths facts
- planning the next phase of whole-school writing work
- continuing intervention supports and building staff capability for more intensive supports where needed
- continuing coaching, observation cycles, and strengthening team planning
- continuing consultation through forums, focus groups, and the school review process
- identifying and acting on opportunities to increase challenge and stretch for students who are ready for it

In the years ahead, this expands into implementation of whole-school writing, and further curriculum development work, with ongoing refinement and sustainability. If you would like to review our strategic planning in detail, click [here](#).

## 2) Student engagement and challenge (especially Years 4 to 6)

### What we heard

Some families raised concerns that students in the upper years can feel bored or under-challenged. Families asked how we respond when students say this, how we ensure strong growth for students who are already achieving highly, and how we monitor engagement and adjust our approach. Families were also curious about how co-teaching supports our approach to differentiation.

### Our response

#### First, what we changed and why

At the forum we shared [slides showing our previous model of differentiation and our new multi-tiered system of supports](#). Our previous approach was often based on ability groups and separate pathways, with students split into bands such as “below”, “at”, and “above”.

Over time, we found this approach had real limits:

- It often meant teachers were trying to run multiple lessons at once. That reduced teaching time and made the quality of teaching less consistent.
- It could lead to students in lower groups getting a thinner version of the curriculum, while students in higher groups got “more work” rather than deeper learning.
- It was hard to guarantee that every student received strong, year-level teaching every day.
  
- It also tended to lock students into groups. Students who started behind often struggled to catch up.
- Students who were ahead often had significant but unseen gaps in their skills and knowledge - gaps that would become apparent and hold them back in high school.
- Across our classes, students missed out on what makes the biggest difference: strong, whole-class teaching, lots of time on task, and frequent interaction and feedback from their teacher.

That is why we have shifted to a multi-tier approach that prioritises excellent classroom teaching for every student as the foundation. This was captured in the second of the two [slides](#) we shared at the forum.

In simple terms, we use a “diamond” approach:

- **At the centre is strong classroom teaching for everyone (Tier 1).** This is the main lesson all students receive. It is clear, well-sequenced, and designed so that most students can succeed.

- **On one side of the diamond is extra support for students who need it (Tiers 2 and 3).**

Some students need more support in the main lesson, some need targeted support on top of the main lesson, and a smaller number need more intensive, ongoing and individualised support.

- **On the other side of the diamond is extra challenge and enrichment for students who are ready for it.**

This includes stretch built into the main lesson and guided practice through deeper questions and more demanding thinking, as well as more complex independent tasks. It can also include structured extension opportunities that sit alongside classroom learning.

**The key point is this:** focusing on strong whole-class teaching does not mean everyone gets the same experience. It means everyone gets strong teaching, and then teachers adjust the level of support and the level of challenge so students are helped and stretched.

We also want to be upfront about where we are up to. This is school term 5 of a 20-term improvement effort. Our teachers have made significant changes over the past year, and the leadership team has been supporting them closely through team planning, coaching and classroom support.

At the same time, it is not realistic to expect a big shift like this to be perfect straight away in every lesson across a whole school. In the first year of this change, teachers have been rightly focused on learning and embedding new routines, curriculum and teaching practices. Our first priority is ensuring the universal, “Tier 1” instruction for all students is at the high quality that every child needs to succeed.

Already we’ve seen a great deal of improvement in this. As practice becomes more confident and consistent, teachers are able to lift the pace, increase the depth of questioning, and build in more demanding tasks more reliably.

## How the new approach supports high-achieving students

Families asked how students who are already achieving highly will be stretched and challenged, especially in Years 4 to 6.

A common misunderstanding is that focusing on strong whole-class teaching means “everyone gets the same thing”. That is not what we do.

Our approach supports high-achieving students in three key ways:

1. **Stretch happens inside the main lesson**

During teaching and guided practice, teachers use higher-level questioning, faster pacing where appropriate, and more complex thinking tasks for students who are

ready. This means students are not waiting around while others catch up. They are pushed to explain, justify, compare, and apply ideas in more demanding ways.

2. **Independent work is not just “more”, it is “harder”**

For students ready for it, the independent task is made more complex. This can include:

- more complex problems that require deeper thinking
- tasks where students explain and justify their answers
- writing that requires strong structure, precise vocabulary and evidence from the text.
- applying skills and knowledge in new situations, not just repeating the same type of task

3. **Extension and enrichment sit alongside classroom learning**

On top of classroom stretch, we also offer a range of extension and enrichment opportunities, including:

- On-site access to the Born to Soar gifted and talented program
- Our new Accelerated Mathematics Program (AMP)
- The Victorian High-Abilities Program
- Maths Talent Quest

## How we monitor engagement and respond when students feel bored

Some families report that their child feels bored more often at school under the new model.

We take it seriously when students say they are bored, and we do not brush it off. At the same time, we try to understand what a student means when they use that word.

In upper primary, “bored” can sometimes mean one of these things:

- **The work is not challenging enough** and the student wants more stretch.
- **The lesson is more structured than they are used to**, so there is less downtime, less chatting, and more time focused on learning.
- **The learning feels hard**, and that can feel uncomfortable. When students are thinking hard, practising new skills, and being expected to show their thinking, it does not always feel instantly “fun”, even when it is working.
- **Something else is going on**, such as confidence, friendships, mood, or a student wanting more independence and choice.
- **Change is Hard**, as humans, we’re wired to resist and challenge change. This is true with day-to-day and minor changes; the changes we’ve implemented are systemic and significant, and students will take time to adjust

A key message we share with students is that good learning often feels effortful. Feeling challenged, needing to concentrate, and making mistakes are not signs that something is wrong. They are often signs that the brain is actually building new skills and knowledge. Our job is to make sure that effort is directed, supported, and worthwhile.

We monitor engagement and challenge through:

- teacher observations of focus, participation and work completion

- student learning growth shown in our school assessments and regular check-ins during the year
- conversations with students and families when concerns are raised

If we see that a student is under-challenged, we respond. That can include lifting the level of thinking during the lesson, increasing the demand of tasks, raising expectations for the quality of responses, or providing targeted extension opportunities.

If we see that a student is finding the learning hard, we respond differently. That can include extra scaffolding, more guided practice, and targeted support so they can access the year-level learning successfully.

We still want classrooms to feel positive and enjoyable, and as teachers continue embedding these practices after a significant period of change, the balance of focus, challenge and enjoyment will keep getting stronger and more consistent across the school.

## Resourcing and what we can realistically provide

We will keep building our extension and enrichment offering over time. At the same time, we are limited in how many additional in-class or extra-curricular extension opportunities we can run without taking staff time away from what matters most: great teaching for every student, every day.

One practical way families can support the school to provide more opportunities is through voluntary parent contributions. These contributions help fund the programs, resources, and staffing that sit around the core teaching program. They are voluntary, and they make a real difference.

## How co-teaching and shared spaces support this

Families asked how co-teaching and shared spaces help teachers support different learners and increase challenge, and what good practice looks like. Co-teaching and shared spaces can be a strength when done well because they can increase adult support, allow tighter guided practice, and help teachers give more feedback to more students. Like any model, it relies on strong routines and consistent teaching. This is part of what we are continuing to embed and strengthen.

## Selection Processes and Criteria for Extension Opportunities

Families asked about selection processes for extension programs and opportunities like VHAP, AMP and MTQ.

The Victorian High-Ability Program (VHAP) is a Virtual School Victoria-delivered online enrichment program for high-achieving students in Years 5 & 6. It provides targeted extension in Mathematics and English, featuring weekly, synchronous, Webex (online) classes to challenge, engage, and connect students with similar academic abilities. Students are selected based on Naplan data and Victorian Curriculum progression points.



The Maths Talent Quest (MTQ) is an annual Australian investigation-based competition designed to foster a positive attitude towards mathematics by applying it to real-world, personally relevant topics. Students are invited to participate in MTQ based on their Progressive Achievement Test (PAT) Maths results. You can learn more about PAT assessments [here](#)

The Accelerated Mathematics Program is a selective program, providing an opportunity for students to apply their mathematical understanding in new and creative ways. The program focuses on deepening students' problem-solving and reasoning through rich applications of what they are learning in class. AMP runs one day a week before school for selected students. Students are invited to participate in AMP based on their PAT Maths results. You can learn more about PAT assessments [here](#)

## 4) Assessment, reporting, and parent communication

### What we heard

Families asked for clearer and more timely information about learning progress, including how we reduce surprises (including NAPLAN), what feedback families should expect during the year, and whether assessment information can be shared more consistently.

### Our response

We agree with the intent behind this. Families should have a clear sense of how their child is going, and no one wants “surprises” when formal results arrive.

### What we have already changed

In 2025, we overhauled our reporting model in consultation with families. A key change was introducing a Term 1 progress update so families received an early check-in about how things were tracking.

### Why “more frequent” progress updates are not always straightforward

Families asked why progress information cannot be shared more often. Good reporting is more than publishing scores. Our end-of-year reporting is a careful process where teachers draw on multiple sources of evidence and professional judgement. To give meaningful updates about growth, students need time to learn the content, and teachers need time to assess it reliably. If we rush this, we risk sending updates that are either misleading or not useful.

### What is changing in assessment

We have introduced a broader set of assessments, including screeners and standardised assessments such as the Progressive Achievement Test (PAT). These give a clear point-in-time snapshot of student performance and help us plan teaching and support. You can learn more about PAT assessments [here](#).

We also want to be transparent that teachers are still building familiarity with some of these tools and how best to interpret them, especially when you combine them with classroom work and day-to-day learning. As staff confidence and consistency grow, we will be in a better position to share this information with families in a way that is clear, fair, and helpful.

### What families can expect next

In 2026, we will explore how we can do this better. This will include:

- reviewing how other schools share progress and assessment information with families during the year



- learning from effective models and choosing an approach that is clear, fair and manageable for teachers
- developing a plan to strengthen timely progress updates in future years, alongside our existing reporting and communication processes

## 5) Wellbeing and student safety

### What we heard

Families asked how wellbeing concerns are identified and referred, what the school can and cannot do when incidents happen outside school hours, and how we support safe, respectful behaviour and repair when conflict occurs.

### Our response

#### How concerns are identified and referred

Families asked how wellbeing concerns are identified, who can refer a student, and how the school responds once a referral is made. We have a robust wellbeing team that supports students across the school. This includes specialist wellbeing staff, mental health practitioners, and access to an onsite psychologist.

Concerns can be identified in a range of ways, including teacher observations, classroom behaviour patterns, student check-ins, and conversations with families. Referrals can be made by staff and by families. Families can submit a referral through the school website, and the wellbeing team will follow up with next steps.

#### What the school can and cannot do when issues happen outside school hours

Families asked what support the school can provide when incidents happen outside school, especially when non-students are involved.

If something happens outside school, we still take it seriously, and we will listen and support families. However, there are clear limits on what a school can do.

If the behaviour involves **non-students** or occurs in the wider community, the school cannot investigate in the way we would for incidents that occur at school. We also cannot supervise or manage the behaviour of young people who do not attend our school.

What we can do is:

- support the student who has been affected, including wellbeing support at school
- speak with families of our students if our students are involved
- reinforce expectations with our students, including safe behaviour, respectful communication, and seeking help early
- work with relevant services where appropriate

What families can do is:

- report serious incidents in the community to the appropriate authorities
- let the school know so we can support the student and follow up with our students where relevant
- keep communicating with us if the issue continues

## How we build safe behaviour and repair when conflict occurs

Families asked how the school teaches safe and respectful behaviour, responds to conflict, and supports repair when harm has occurred.

Our approach is built around three things:

- 1. Clear expectations and predictable routines**  
We teach students what safe, respectful behaviour looks like, and we practise routines that help the school day run calmly and consistently.
- 2. Explicit teaching of social and friendship skills**  
Students are taught language and strategies for managing friendships, solving problems, and responding when something feels unsafe or unkind.
- 3. Repair and restoration when problems occur**  
When conflict happens, we follow up with students to understand what happened, reset expectations, and repair harm. Consequences may apply, but we also focus on helping students learn, take responsibility, and make things right.

Where behaviour is repeated or serious, we use a tiered approach that can include additional support, increased monitoring, and individual plans to help students succeed.

## 6) Inclusion and neurodiversity

### What we heard

Families asked how we build understanding of neurodiversity (including sensory needs), whether there is an appropriate way for families of neurodivergent students to connect, and how we balance individual needs, privacy and whole-school understanding.

### Our response

#### How we support inclusion day to day

Families asked what the school does in daily classroom practice to support students with disability, diverse learning needs and neurodivergence.

We work to make classrooms predictable, supportive, and accessible. This includes clear routines, explicit teaching of expectations, and practical adjustments so students can take part and learn well.

For students with disabilities and diverse learning needs, we use the Department's Disability Inclusion processes to clarify strengths, needs and the adjustments we are making. This includes the Disability Inclusion Profile process where relevant, and ongoing Student Support Group work with families.

#### How we teach students about neurodiversity and sensory needs

Families asked how we help students understand and respect sensory needs and adjustments.

We can and do teach general understanding such as:

- people learn in different ways
- some students need adjustments to learn their best
- sensory needs are real, and respectful behaviour matters
- we can be kind and inclusive without drawing attention to individuals

We do this in age-appropriate ways through classroom lessons, wellbeing learning, and consistent language from staff.

#### Parent connection for neurodivergent families

Families asked whether there is a safe and constructive way for families of neurodivergent students to connect and support each other.

This is a good idea and we agree it is worth exploring. If we do it, it needs to be safe, constructive, and well-facilitated, with clear boundaries so it does not become a space for



discussing individual children. We will explore options and come back to interested families with a proposed approach.

## 7) Learning environment, class structures, and resourcing

### What we heard

Families asked about shared learning spaces, class sizes and resourcing decisions, and how we compare our co-teaching structures and timetables with other schools.

### Our response

#### Shared learning spaces and what makes them work well

Families asked how shared spaces can work effectively, and what the school does to make sure learning remains calm, focused and high quality.

Shared spaces can work well when teaching is clear and structured, routines are tight, and both staff teams have clear roles. The biggest risk in shared spaces is noise and “too much happening at once”. The best protection against that is strong teaching, clear expectations, and well-planned lesson flow.

This is one reason we are investing in consistent, explicit teaching practices. They create calm, reduce downtime, and help students stay focused.

#### Class sizes and how resourcing decisions are made

Families asked how class sizes are set, how staffing decisions are made, and how resourcing choices affect learning and wellbeing.

Class sizes are largely shaped by enrolments and the staffing allocation the school receives. We then make decisions about how to use staff across:

- classroom staffing
- targeted supports and intervention
- inclusion and wellbeing supports
- specialist programs

We understand why families ask whether reducing some programs could reduce class sizes. These decisions involve trade-offs, and we need to balance what supports learning and wellbeing for all students.

Voluntary parent contributions also matter here. When families contribute, it increases what we can offer, including additional staffing and programs that support students across the school.

#### Co-teaching structures and learning from other schools

Families asked how we benchmark our co-teaching and timetable structures against other schools and what we are learning from visits and comparisons.

Our main focus has been learning from high-performing schools, whether they use co-teaching or not, because strong teaching is the core driver of student outcomes.

As we continue visiting and learning from schools, we will also seek out more examples of high-performing co-teaching models so we can compare approaches and strengthen our own.

We also regularly host other schools who visit PMPS to learn from our co-teaching practice, particularly schools that are considering co-teaching for enrolment growth, shared spaces, or cohort needs.

## Flying Start Timing

We heard that some families found the length of flying start too long, and were keen to have students commence learning curriculum content earlier in the year

Flying start is something we're currently reviewing. We will seek feedback from teachers, leaders, and students and consider what changes can be made to optimise the start of the school year for students.

## 8) Screen time and device use

### What we heard

Families asked what screens are used for in learning, how this aligns with current guidance, and what the expectations are during eating time, brain breaks, transitions and early-finisher time.

### Our response

#### What screens are used for, and what they are not used for

Families asked when screens are used in learning, when they are avoided, and what the educational purpose is.

Our approach is that screens should be used when they add real learning value. For example:

- creating or editing written work
- targeted practice tools that support learning
- research or tasks that require digital access
- online assessment where required

Screens are not a default option, and they are not a substitute for good teaching. A large amount of learning still happens through teacher instruction, discussion, reading, writing, and hands-on practice.

#### How this aligns with Victorian Department guidance

Families asked how our practice fits with current and upcoming screen time guidance, including what counts as screen time at school.

The Department's Digital Learning policy includes updated guidance commencing in 2027. For primary schools, it recommends minimal digital device use in Foundation to Year 2, and a maximum of 90 minutes per day in Years 3 to 6, with exemptions where a device is a reasonable adjustment for disability.

Based on our current practice, we expect our in-class device use to sit within this guidance.

#### Eating time, brain breaks, transitions and early-finishers

Families asked what the expectations are for screens during breaks and transitions, and whether the school can be more consistent.

We agree this is an area where families want clearer consistency. We need a better school-wide picture of current patterns before we lock in tighter, consistent expectations.



This is something we will explore further through a focus group and then communicate clearly to families.

## 9) Voluntary parent contributions and school funding

### What we heard

Families asked what the school can do to encourage voluntary payments in a respectful way, and how contributions connect to learning and wellbeing priorities.

### Our response

#### Encouraging contributions respectfully

Families asked how the school encourages voluntary payments in a respectful way, including reminders and flexible options.

Voluntary parent contributions are an important part of how schools fund extra programs and resources. They are voluntary, and we will keep our communication respectful and policy-aligned.

This year, improving how we communicate about voluntary contributions will be a focus. We will work closely with School Council to:

- **explaining clearly what contributions enable**, with practical examples of what they help fund
- **making payment options simple and flexible**, including instalments and a range of payment methods
- **following up once per term** with families who have not yet made a contribution, as a simple reminder (while being mindful that some families are under financial pressure)

#### What contributions enable in practical terms

Families asked what voluntary contributions actually fund, and what they make possible for learning, wellbeing, staffing and facilities.

When families contribute, it helps the school fund things that directly support students, such as:

- keeping class structures as strong as possible, including staffing to support student needs
- additional teachers and support for extension and intervention where we can provide it
- maintaining high-quality classrooms, facilities and learning resources
- professional learning, coaching and staff development so teaching continues to improve

We strongly encourage families who are able to contribute to do so. It makes a real difference to what the school can provide.