



# Hunter School of the Performing Arts

## P&C Minutes

**Date** Monday 3<sup>rd</sup> August 2020

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**Time** 6.00 pm

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**Location** Remote – via Zoom

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### Attendance

Guy Pitkin, Julie Hoey (Secretary), Emma Walker-Coon, Michelle Offen, Mark Pegler, Joanne Gray (Principal), Darren Ponman (Deputy Principal), Gwen Flanagan, Cherie Watters-Cowan, Felicity Ferguson-Tait, Dee Morison (Treasurer), David Donnelly (President), Nicola Steiner, Bree Harvey-Bice (Deputy Principal), Harriet Ferguson, Lynne Kentish. (Malini Stephen joined at 7.00pm due to misunderstanding with start time.)

### Apologies

Hayley Roussel, Mardi Ryan

### Minutes of the June meeting

Motion to accept the Minutes of the June meeting.

Moved: David Donnelly

Seconded: Cherie Watters-Cowan

Carried.

### Correspondence

Tim Crakanthorp—School Safety Survey

Julie gave an overview of report. Tim Crakanthorp calling for feedback on report.

ACTION: Circulate and make available as widely as possible.

### Reports

- **PRINCIPAL'S REPORT** (See PowerPoint presentation attached)

### COVID Impacts

Jo went through the Department updates on COVID restrictions for Term 3, including physical distancing, visitors on campus, school activities such as camps. Students over 12 have been advised to wear masks on public transport; the school is happy to remind them about this. Some students are wearing masks at school. The school is working hard to get live streaming going; successful streaming of Year 10 concert last Thursday. Year 10 subject selection meetings took place via Zoom. Now planning parent-teacher meetings via Zoom for this term. Details to come, but parents are reminded they can contact teachers at any time during the year.

## **NSW Curriculum Review. Some promising, exciting possibilities.**

Timelines for developing new syllabuses.

Looked at report from HSPA from 1929: "*Joyce is talkative and assertive but her books are very neat.*" Changes over time in what and how we report and what is important to report.

## **Semester One Reports**

Due to the impact of COVID on assessments, the reporting was a little different, with links to assessment task results and feedback. Darren Ponman prepared tutorials showing parents how to navigate the system. Sought feedback on reports from Year 11 parents; didn't get a lot of really useful feedback. Developing simpler survey for Years 7-10 feedback.

P&C Feedback: Several parents at the meeting experienced difficulty with the links and/or accessing the information e.g. links went to dead ends / nothing loaded, etc, although the school had done extensive testing before releasing the reports. One nice side-effect reported by one parent: facilitated more engagement with child.

Darren Ponman: Looking at ways to simplify it for parents. Ideally, there would be one link for everything. They are on the right track to remedy the issues. Teachers who are using it are very excited about it. Also hoping that, going forward, this information will be available routinely and updated regularly. Parents can look any time to see how kids are going.

## **School Planning**

Next plan: 2021 – 2024

Currently: situational analysis. Hard look at data from last three years. Will be presented to parents before end of this term. Community consultation later this term; P&C will be a big part. Focus areas + school excellence framework.

## **Staffing**

Stewart McGowan, Head Teacher English and long-standing employee is leaving; thanks & acknowledgement from the P&C. Jane McDavitt will be returning to the school as Head Teacher English in Term 4, with Stewart continuing until then.

- **TREASURER'S REPORT** (June and July)

June and July P&L and Balance sheet have been circulated. (See attached)

Things going quite well. Canteen doing quite good sales. Lynn and Emma not costing P&C anything in wages. \$10,000 cash bonus from ATO. Sales in last quarter about half what they were in 2019.

JobKeeper: Jul - Sep quarter would need to be down 15% for JobKeeper to continue after September, but probably won't be. Possibly another \$5K bonus coming any day. Maybe another \$5K at end of September quarter, according to accountant. Anything could change between now and September.

- **CANTEEN REPORT**

See report attached, including discussion of problems with the oven.

*P&C agreed to the oven-purchase expenditure in principal; confirm specifics between meetings if required.*

- **PRIMARY SUBCOMMITTEE REPORT**

Primary haven't met yet this term. About four meetings last term around the musical. Lisa: doing fundraiser selling second hand uniforms, making scrunchies. Raised \$600.

- **MUSIC SUBCOMMITTEE REPORT**

Felicity Ferguson-Tait: Meeting a couple of weeks ago. Huge thanks to teaching staff doing everything they can to keep kids connected; caring concern; some seemed a little flat when they returned from holidays. Year 10 solo concert was fantastic. Zoom worked really well. Very fortunate that we can go ahead with the pie drive fundraiser. Thompson's offering online code this year. Orders over \$50 – will be delivered directly to your door. Profit margin 12%, but don't have to do anything at all. Opening this week, goes for three weeks.

#### **General business**

Treasurer—division of duties. David reported in general terms. Will circulate documents; discuss at next meeting. By-law changes.

Yearbook – school doesn't do it; sometimes a year group will do it, and the school supports that.

How does HSPA address Bullying – PDHPE curriculum, plus guest speakers.

#### **Meeting finished at 7.02pm**


Next meeting: Monday 7<sup>th</sup> September

## P&C Meeting August 2020


3<sup>rd</sup> August

### COVID updates for Term 3

- ▶ non-essential adults are still not permitted on school grounds or at school events - this includes parents/carers unless specifically approved by the principal.
- ▶ Physical distancing of children in schools is not required under the AHPPC guidelines.
- ▶ All adults must maintain physical distance from each other (1.5m) including teachers and support staff, and parents.

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- ▶ School-based apprenticeships and traineeships can recommence once the relevant workplaces are back in operation
  - ▶ P&C meetings - with a strong preference for on-line where possible
  - ▶ Parent/teacher meetings - where these need to take place - strong preference for on-line where possible unless involving serious matters that require face to face discussion.
    - ▶ These have occurred in Term 3 for Year 10 subject selection and to meet parents of new students for 2021
    - ▶ Currently planning parent/teacher zoom meetings - details to come soon

## Activities still on hold but will be reconsidered in Term 3

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- ▶ Kindergarten orientation
  - ▶ School camps
  - ▶ Excursions (other than field trips explained above)
  - ▶ Parent attendance at assemblies and other school events (e.g. graduation ceremonies or student speech events)
  - ▶ Parent volunteers - e.g. parent reading helpers (note: canteen and uniform shop volunteers are permitted)
  - ▶ Interstate excursions
  - ▶ School-based activities that involve large gathering of adults are not permitted at this time. These include parent/community gatherings such as parent functions, working bees, fundraisers, school BBQs, large parent information evenings, and large on-site cultural events. These large gatherings and the following activities will continue to be reviewed and assessed based on AHPPC and NSW Health advice and may be permitted at a later date.

## Activities that are cancelled, delayed or not permitted

- ▶ Certain large arts and sports events are cancelled or delayed because they require feeder activities and have long-lead time organisational arrangements. Please speak to your schools if you would like to know more.
- ▶ International excursions are cancelled until further notice.

NSW Curriculum Review

## NSW Curriculum Review

- ▶ This review was launched in May 2018 and is the first significant review of NSW curriculum since 1989
- ▶ The aim of the review was to equip students for the challenges and opportunities of the 21<sup>st</sup> century

### The aim of the new curriculum is to ensure that every student learns with understanding

#### Existing Syllabuses

- ▶ **Overcrowded**
- ▶ Teachers say overcrowded syllabuses make it difficult to teach important content in depth.
- ▶ Many students lack the depth of understanding required to apply subject learning in new and unfamiliar contexts - as evidenced by declining performances in PISA

#### New syllabuses

- ▶ **Refocused**
- ▶ Teaching and learning are focused on developing students' deep understandings of important concepts, principles and methods in each subject. Factual and procedural knowledge remain essential, but the syllabuses of the new curriculum prioritise depth rather than breadth of learning.

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- ▶ **Refocused**
- ▶ Teaching and learning are focused on developing students' deep understandings of important concepts, principles and methods in each subject. Factual and procedural knowledge remain essential, but the syllabuses of the new curriculum prioritise depth rather than breadth of learning.

## The aim of the new curriculum is to ensure that every student builds skills in applying knowledge

### Existing syllabuses

- ▶ **Separation of knowledge and skills**
- ▶ Existing syllabuses undervalue and underdevelop skills in applying knowledge. This is reflected in the content of most tests and examinations; the separation of 'general capabilities' from subject knowledge; and the separation of knowledge-based and skills-based learning in the senior years.

### New syllabuses

- ▶ **Integration of knowledge and skills**
- ▶ Learning in every subject is a mix of theory and application, with no subject focused only on knowledge or only on skills. New syllabuses develop skills in applying knowledge (for example, critical and creative thinking) and provide opportunities for students to develop and demonstrate such skills.



## The aim of the new curriculum is to ensure that every student makes excellent ongoing progress

### Existing syllabuses

- ▶ Existing syllabuses are time-limited. Many students are forced to move to the next year-level syllabus before they have mastered the current syllabus, and so fall increasingly far behind over time. Many other students ready for the next syllabus are required to mark time and are not adequately challenged.

### New syllabuses

- ▶ New syllabuses are untimed. They do not specify when every student must commence, or how long they have to learn, each syllabus. Students progress to the next syllabus once they have mastered the prior syllabus. Students who require more time have it; students ready to advance are able to do so.

## Timelines

- By 2021  
Review and reduce by approximately 20% the number of school developed elective courses in secondary schools
- By 2022  
Strengthen post-school pathways in the senior secondary school by redefining learning areas, and provide credit towards qualifications in apprenticeships, robotics, artificial intelligence and engineering. New English and Mathematics syllabuses for K-2
- By 2023  
New English and Mathematics curriculum for years 7-10
- By 2024  
New syllabuses for HSC subjects and full implementation of new curriculum K-12

# Feedback and Reporting

Domestic Science School *Broadmeadow*

Progress Report on *Joyce Howson*  
 for Half-year ending *December* 192*9*

Class *1c* Number in Class *116* Position in Class *24*

Subject.	Half-Year Examination Percentage obtained.	Half-Year Work Percentage obtained.	Work Books.	Position in Class.	Remarks.
<b>ENGLISH—</b>					
Literature ...	59	56%	75	24	V.F.
Grammar and Composition	45½				Fair
Dictation ...	50				V. G.
Writing ...	80				
<b>HISTORY—</b>					
English ...	51		75		V. F.
Australian ...					
<b>GEOGRAPHY</b>	43				Poor.
<b>ARITHMETIC</b>					
Commercial Arithmetic	46		70	23	Fair
Mensuration ...					
Household Arithmetic					
<b>BOTANY AND HORTICULTURE..</b>	42		77		Poor.

<b>DOMESTIC SCIENCE—</b>					
Cookery ...	...	78			
Laundry ...	...				
Hygiene, Section A ...	...	61½			
Home Management and Hygiene, Section B ...	...	62		80 very neat books.	Good
<b>DOMESTIC ARTS—</b>					
Art and Home Decoration		52			
Needlework ...	...	72			
<b>BUSINESS—</b>					
Business Principles ...	...				
Book-keeping ...	...				
Shorthand ...	...				
Typing ...	...				
Conduct	<i>Fair only</i>	Progress	<i>V. F</i>	Regularity	
Punctuality		Sportsmanship	<i>Swimming</i>		
Diligence in Home Study	<i>Work regularly performed</i>				
Mistress' Remarks	<i>Joyce is talkative and assertive, she would do better work if she concentrated more - her books are very neat.</i>				
	<i>19th December</i>	<i>1927</i>	<i>J. H. Hansen</i>	Mistress.	

## Effective Feedback

- ▶ Effective feedback provides students with relevant, explicit, ongoing, constructive and actionable information about their performance against learning outcomes from the syllabus. Feedback to a student about aspects of performance or understanding can be provided by a teacher, peer, or through self-reflection.
- ▶ There are two elements that are required for a teacher to provide effective feedback. The first is knowing where students need to get to (the learning outcome) and the second is finding evidence of where students are at (through assessment and observation).

## Semester One Reports 2020

- ▶ Opportunity to trial new format using Canvas
- ▶ Some faculties chose to report in traditional way
- ▶ So far have sought feedback from Year 11 parents (first group of new style)
- ▶ Developing simpler survey for Years 7-10 to gain greater feedback

## School Planning

- ▶ Current School Plan 2018-2020
- ▶ New Plan 2021 - 2024
- ▶ Next Steps
  - ▶ Create Situational Analysis
  - ▶ Community Consultation

(Example data only; not HSPA data):

Situational analysis template

Part A: Scout - School dashboard

Focus area	Analysis
Enrolment	Current enrolment is 786. No significant change in student enrolment numbers from previous years. Current FOEI is 42. There has been no change to FOEI from last year. There are 10 IAL/D students.
Academic outcomes	<p><b>Reading</b></p> <p>In 2019 60% of students achieved Top 2 bands (or equivalent) in NAPLAN. This extends the upward trend in 2017 and 2018 results and is 2% above our target baseline (58%). To achieve the 2022 school target of 64% of students in the Top 2 bands (or equivalent) we need an uplift of 4% from our 2019 results.</p> <p>In 2019 50% of students achieved expected growth in NAPLAN reading. This is below the 2019 state average (58%) and 2019 SSSG average (62%). It is 13% below our target baseline (65%). The 2019 result is a 21% decrease from the 2018 result of 71%. The 2022 target of 68% of students achieving Expected Growth has not been locked in but we need an uplift of 18% from the 2019 results to achieve the forecast lower bound (58%) of the target range.</p>
	<p><b>Numeracy</b></p> <p>In 2019 42% of students achieved Top 2 Bands (or equivalent) in NAPLAN. This continues a downward trend extending from 2017 (54%) and below SSSG (49%) but is above state average (34%). It is 8% below our target baseline (50%). To achieve the 2022 school target of 53% students in the Top 2 Bands we need a 13% uplift from 2019 results.</p> <p>In 2019 37% of students achieved expected growth in NAPLAN Numeracy. This continues a downward trend extending from 2017 (74%) and is below state average (57%) and SSSG (58%) and is 34% below our target baseline (71%). The 2022 school target of 73% of students achieving EXPECTED GROWTH has not been locked in but we need an uplift of 36% from the 2019 results to achieve the forecast lower bound (73%) of the target range.</p>
Wellbeing	<p><b>Attendance</b></p> <p>Overall attendance rate has fluctuated between 93.7% and 94.7% over the last 5 years. Currently 88% of students attend &gt;90% of the time. In 2019 attendance in Kindergarten to Year 4 ranges from 90% - 93.7% with lower rates in Year 5 (88.6%) and Year 6 (87%). The 2022 school target of 91% of students attending &gt;90% of the time has not been locked in but we need an uplift of 3% from the 2019 attendance data to achieve the forecast lower bound (91%) of the target range.</p>
	<p><b>Wellbeing</b></p> <p>In 2019 88% of students reported positive wellbeing using the Tell them from me survey. This was an increase from the 87% baseline established in 2018. The 2022 Wellbeing target of 91% of students reporting positive wellbeing has not been locked in but we need an uplift of 3% from our 2019 results to achieve the forecast lower bound (91%) of the target range.</p> <p>Key facts extracted from the Tell them from me survey:</p> <ul style="list-style-type: none"> <li>35 more students completed the survey in 2019 than 2018</li> <li>326 out of 786 enrolled students completed the survey – (326 out of 358 eligible)</li> <li>In 2019 18% of students reported a positive sense of success this is 3% above state average</li> <li>Sense of belonging had the lowest % of positive responses, 78% of students reported a positive sense of belonging in 2019 this is 2% down on 2018 results</li> </ul>
Human resources	The allocated FTE is 58.19 with 5.77% unfilled FTE. Average length of service in current position for the 24 classroom teachers is 14.5 years. Turnover of staff is low compared to state average.
Finance	<p><b>6100 – consolidated funds</b></p> <p>School budget allocation \$6,953,071 + opening balance carried forward from 2018 \$490,630 = \$7,443,701 total funds available. \$7,008,468 (94%) of funds was budgeted, however \$435,230 was unallocated. Of the budgeted funds, \$168,910 was unspent. Total unspent funds to be carried over to 2020 opening balance = \$609,140.</p>
	<p><b>6100 – funded programs</b></p> <p><b>6300 – school and community funds</b></p> <p>Spend \$610,088 (114% of funds received in 2019); \$594,008 will be carried</p>

Part B: School Excellence Framework (SEF)

Element table

Element	2018	2019	2020	Themes to focus on
Learning culture	D	SG	SG	Attendance; high expectations
Wellbeing	D	D	D	A planned approach to wellbeing
Curriculum	D	D	D	Curriculum provision; teaching and learning programs
Assessment	SG	D	D	Whole school monitoring of student learning
Reporting	D	SG	SG	
Student performance measures	D	SG	SG	
Effective classroom practice	D	D	D	Explicit teaching; feedback; classroom management
Data skills and use	D	D	D	Data literacy; data analysis; data use in teaching
Professional standards	SG	SG	SG	
Learning and development	SG	SG	SG	Expertise and innovation
Educational leadership	D	D	D	Instructional leadership; high expectations culture
School planning, implementation and monitoring	D	D	D	Continuous improvement
School resources	SG	SG	SG	
Management practices	D	D	D	Community satisfaction

SEF 5-a5 and EV reflections

We completed EV in 2019, we found that in some areas of our self-assessment we had been overly critical and identified lower than the panel and in others we had overestimated where we sat against the School Excellence Framework. As a result of the learning we took from the EV process and a change in school leadership we have evolved the way we complete our self-assessment against the SEF and can be confident that the focus themes identified in our 2020 SEF 5-a5\* are reflective of our school needs and therefore should be addressed in our school improvement plan.

\*2020 is the year this was submitted. This data is actually a self-assessment against 2019 practices.

# Profit and Loss

Hunter School of Performing Arts P & C

For the month ended 30 June 2020

<b>Account</b>	<b>Jun 2020</b>
<b>Trading Income</b>	
Canteen Sales	24,693.43
JobKeeper Payments	6,000.00
<b>Total Trading Income</b>	<b>30,693.43</b>
<b>Gross Profit</b>	<b>30,693.43</b>
<b>Other Income</b>	
<b>Total Other Income</b>	<b>0.00</b>
<b>Operating Expenses</b>	
Canteen Expense	11,267.28
Petty Cash Expense	2,658.99
Superannuation	616.18
Wages	8,234.46
<b>Total Operating Expenses</b>	<b>22,776.91</b>
<b>Net Profit</b>	<b>7,916.52</b>

# Balance Sheet

Hunter School of Performing Arts P & C

As at 30 June 2020

Account	30 Jun 2020
<b>Assets</b>	
<b>Bank</b>	
WESTPAC Music Savings Acc	33,687.69
WESTPAC Music Transaction Acc	157.01
WESTPAC P&C Savings Acc	29,839.92
WESTPAC P&C Transactions Acc	9,572.35
WESTPAC Primary Savings Acc	13,149.48
<b>Total Bank</b>	<b>86,406.45</b>
<b>Current Assets</b>	
Petty Cash	500.00
<b>Total Current Assets</b>	<b>500.00</b>
<b>Total Assets</b>	<b>86,906.45</b>
<b>Liabilities</b>	
<b>Current Liabilities</b>	
PAYG Withholding Payable	2,826.00
Superannuation Accruals Payable	1,004.95
Trade Creditors	1,638.06
<b>Total Current Liabilities</b>	<b>5,469.01</b>
<b>Non-current Liabilities</b>	
Prov'n for Long Service Leave	5,875.00
<b>Total Non-current Liabilities</b>	<b>5,875.00</b>
<b>Total Liabilities</b>	<b>11,344.01</b>
<b>Net Assets</b>	
<b>75,562.44</b>	
<b>Equity</b>	
P & C Funds Available for use	28,568.26
Music funds	33,844.70
Primary Funds	13,149.48
<b>Total Equity</b>	<b>75,562.44</b>

# Profit and Loss

Hunter School of Performing Arts P & C

For the month ended 31 July 2020

<b>Account</b>	<b>Jul 2020</b>
<b>Trading Income</b>	
Canteen Sales	17,403.89
JobKeeper Payments	6,000.00
<b>Total Trading Income</b>	<b>23,403.89</b>
<b>Gross Profit</b>	
	<b>23,403.89</b>
<b>Other Income</b>	
<b>Total Other Income</b>	<b>0.00</b>
<b>Operating Expenses</b>	
Canteen Expense	5,610.29
Petty Cash Expense	1,128.06
Superannuation	465.68
Wages	9,052.08
<b>Total Operating Expenses</b>	<b>16,256.11</b>
<b>Net Profit</b>	<b>7,147.78</b>



# Balance Sheet

Hunter School of Performing Arts P & C

As at 31 July 2020

Account	31 Jul 2020
<b>Assets</b>	
<b>Bank</b>	
WESTPAC Music Savings Acc	33,687.69
WESTPAC Music Transaction Acc	157.01
WESTPAC P&C Savings Acc	29,839.92
WESTPAC P&C Transactions Acc	16,899.61
WESTPAC Primary Savings Acc	13,149.48
<b>Total Bank</b>	<b>93,733.71</b>
<b>Current Assets</b>	
Petty Cash	500.00
<b>Total Current Assets</b>	<b>500.00</b>
<b>Total Assets</b>	<b>94,233.71</b>
<b>Liabilities</b>	
<b>Current Liabilities</b>	
PAYG Withholding Payable	3,902.00
Superannuation Accruals Payable	465.68
Trade Creditors	2,303.96
Wages Payable - Payroll	1,840.72
<b>Total Current Liabilities</b>	<b>8,512.36</b>
<b>Non-current Liabilities</b>	
Prov'n for Long Service Leave	5,875.00
<b>Total Non-current Liabilities</b>	<b>5,875.00</b>
<b>Total Liabilities</b>	<b>14,387.36</b>
<b>Net Assets</b>	<b>79,846.35</b>

## Canteen Report

3/8/20

The canteen is almost back to pre-COVID income figures. The last 5 weeks of trade have only been \$800 in total less than the same 5 weeks last year! We're not sure what the rest of the term will be like, but we're confident that our figures will remain good as long as we don't have another lockdown. There are pros and cons to our good turnover. The pro is...money is coming in, and Jobkeeper is still paying 2 out of 3 wages (until late September), which means our expenditure is low and profits are high! YAY! However, the con is that our figures may be too good to qualify for Jobkeeper 2.0 after September... We need to have a 15% decline in turnover in both the June and September quarters compared to the same period last year. The June quarter is no problem, but the September quarter isn't looking good, as we are making MORE so far, than last year's September quarter... Time will tell...

Most of our volunteers have jumped back into the canteen, however a few have had to take on more work hours and had to drop off the roster, and a few who are immunocompromised have sensibly opted to sit out for a little while longer. Those that have returned are commenting on how much they enjoy their canteen days. We really are lucky to be able to enjoy our work days!

The oven has been giving us a LOT of grief for quite a while, now. Della Hill has organised repairs on numerous occasions, to no avail. We've had a new fan element installed, a new thermostat, the wiring has been rewired... we've tried it all. The oven simply won't retain its heat. It takes an eternity to heat up, but then drops from 220 degrees to 75 degrees, and struggles to regain temperature again. This is really hindering our efficiency in the preparation of food. It is a domestic oven, being used in a commercial situation. It is used for 5 hours a day, 5 days a week, 40 weeks a year. I guess we have been lucky to have it last this long! Della is asking the electricians to confirm if the correct thermostat was installed, but she is still awaiting their response. We don't hold much hope for the oven!

We have begun researching different commercial ovens, that will really speed up the cooking times for us. We are hoping the P&C will be willing to use some of the Small business grant money we received from the government. Our profits have been great, as Lynne's and my wages have been covered by Jobkeeper, and the P&C have received a \$10000 payment and a \$5000 payment, with another \$5000 due at the end of the quarter. We have sent enquiries to a few companies asking for quotes and recommendations.

Otherwise, there's not much else to mention. We've been doing a bit of catering for the school, which is fun and a good source of extra income. We're catering for Music HSC trial examiners this week, and Dance HSC markers in Weeks 4 & 5. Happy tummies = happy markers!!!

I'd also like to mention how much the volunteers appreciate the visits Jo Gray makes to the canteen. -They love seeing her in a casual situation. It lets them see that she is very approachable and they love her acknowledgement and appreciation of their volunteered time.