

RIVA PRIMARY SCHOOL BOARD

Meeting No. 2/2024 – Tuesday 14th May 2024

1.0 Welcome and apologies

Aaron Chaplin, Jodie Van Der Zwan, Kristy Yew, Paul Parsons, Cid Dare, Prateek Jain, Mark Campbell, Shrikant Tawani

Apologies - Michelle Berry, Robert Bruno, Parth Vyas, Manpreet Kaur, Dianne Carlshausen

Meeting opened at 6.00pm

Acknowledgement of Country
Confirmation of Agenda

2.0 Disclosure of interests

No conflicts of interest identified.

3.0 Minutes of Previous meeting

Review of previous minutes of meeting held 19th March 2024 were distributed ahead of this meeting.

Moved – Cid Dare Seconded – Prateek Jain

MINUTES ACCEPTED

Actions arising – No actions

4.0 Formal Approval of Riva Primary School Annual Report 2023

The Annual Report was finalised after the last meeting of the Board and distributed for review and endorsement via online form. Ten members of the Board responded to vote approval for the Report, which was noted, and the Report published on 24th of April 2024.

Motion: That the Riva Primary School Board approve the Annual Report of Riva Primary School 2023.

Moved – Aaron Chaplin, Seconded Cid Dare All in Favour

MOTION CARRIED

5.0 Better – Our Evolving Programs to Support and Extend

Presentation and overview of the programs in place and developing within the school to support student learning.

- One of our founding values is Inclusion.
- Aaron explained an infographic of different versions of Inclusion. There are Education Support schools which cater exclusively to students with disability. There are co-located but still separate sites, which have a mainstream school and an education support centre on the same site. Integration is where students with disabilities are put into the mainstream as long as they participate in the mainstream program. Inclusion is where all the students are provided with the support they need within the same school. There are some schools that provide the needs of some students really well. At Riva we are aiming for Inclusion, and went for this intensely.
- Aaron displayed a pictorial representation of different ways of supporting students. Aaron explained that placing students in a mainstream school without the accompanied supports doesn't necessarily equal inclusion. As much as possible we wanted all the children in the classroom all of the time, which has worked in terms of heart and identity.

- When we looked at the outcomes of the students to see if we were meeting the needs for all students, we found that this isn't necessarily the case - it is hard to do this. What we want to have is the best of Inclusion while also meeting the needs of the children.
- If you have them in the same space but don't change anything around them, doesn't meet the needs of the students.
- We have a significant number of students with a disability compared to the schools around us.
- What we started out with was all students in the classroom all of the time with support from Education Assistants. It worked well, but we weren't able to get to the level of differentiation needed.

Programs at Riva

• **Early Intervention Program** – this began in 2022, where students in K and PP were involved in a structured program, with intense 1:1 intervention for 1 hour a day. The classroom teachers and EAs involved in this program. We have expanded this program to up to 4 hours per day. The program caters for students as needed. Not all students with a disability go to the program.

• **Abilities Based Learning Education (ABLE) Programs** - this is our the next step, working with students in Year 1 – 6. We have two groups that are Year 1 -2 and a group of students 3 – 6. These programs address targeted literacy and numeracy using the ABLEWA curriculum which sits under the PP – 6 curriculum. Children in these levels (regardless of the year level) are provided with this targeted program. When the learning is different, the students are in a different program. They have 4 days for 4 periods, where they participate in the program and at all other times are in their classes.

Question – about NAPLAN. What is the point of making all students do NAPLAN. Aaron explained that we don't hide anyone. We could suggest that the children with disability don't sit the test. We don't put pressure on families to withdraw the students. Just because you have a disability doesn't mean you can't achieve in NAPLAN. This doesn't affect anyone else's achievement. We have students achieving quite high levels in NAPLAN.

• Everest Program

This is our Gifted and Talented program. There are multiple means of identification, comprising of a combination of at least 2 out of- teacher nomination; parent nomination; school assessment data and system assessment data. We run four groups of Gifted and Talented – 1 hour for each group each week.

• **How it all comes together** – Programs not classes. The children start every day in their classroom and participate in all the specialist classes. If there is a different outcome the students are working in a different place. The programs are aligned to approved learning frameworks and standards. This is so that all students are involved in programs to address their specific learning needs. The programs can be fluid. There is flexibility. The timetables are synchronised across the school. Almost every day there are 4 hours a day where all students are participating in the same learning (eg English), this allows for programs such as Spelling Mastery groups.

The challenges – we don't have everything perfect yet. The ABLEWA program started this term and there are some areas that need improving. There are issues with the complexity of our school and the size of the school. There are children in the upper grades that are not working at the ABLEWA level but are working below the level of their year level. Staffing is an issue. We have advertised for Education Support Teachers and will be advertising again. We have great staff but also, we are growing. We also have issues with space as we grow. Many areas are being used as classrooms.

Questions

- Question about sport – are we doing things around sport? Aaron explained we do the winter and summer carnivals, AFLW, cross country, interschool. There is an education support sport competition as well. A lot of the sport opportunities are year 4/5/6.



- Question – What standardised diagnostic tests are done through out the school? We don't use outside assessments (such as PAT). We use Dibels for literacy, Brightpath Maths and Writing, Prime maths assessment. The data all is recorded in reporting to parents. Staff look at the data each term.
- Question about phonics – we have a scope and sequence and are bringing in Let's Decode.

6.0 The Student Centred Funding Model

The student-centred funding model was introduced a little over 10 years ago. Previously, schools were allocated a number of teachers, Education Assistants, money etc. Around the time of independent public schools, the department decided to provide schools with more autonomy, with a bit more flexibility. The Student Centred Funding Model was a move to fund schools based on student needs, instead of resourcing according to the level of school.

The Student Centred Funding Model provides five different ways in which funding is determined. The vast majority is **per student funding** – every student is funded per head in five different quadrants. Kindergarten, PP – Year 3, Year 4 – Year 6, year 7 – 10 and Year 11 -12. Class sizes are also different. Kindergarten – 20, PP 27, 1 -3 – 24 and 4 -6 – 32.

School characteristics funding

Base allocation - this allocation is provided to ensure that schools are able to meet general operating costs. There are different amounts to reflect differences in school. There is a point where student numbers are considered high enough to not need the base – which is us. There are also **locality allowances** for schools that are more than 200km from Perth.

Student Characteristics Funding

Aboriginality – provided for students to help address the learning needs of Aboriginal students and close the education achievement gap.

English as an additional language or dialect allocation. This allocation is provided to help the school address the learning needs of eligible students with English as an additional language or dialect. There is no funding for Kindergarten students. Pre-primary – funding half of Primary students. Funding increases progressively as the proportion of eligible students in the school exceeds five percent.

Social Disadvantage allocation. This allocation is provided for eligible students to help the school address the higher learning needs of students from the most disadvantaged background. It correlates to the ISCEA.

Individual Disability allocation. The individual disability allocation is provided to schools to address the learning needs of students with eligible disability. It is for the adjustments needed to address the needs of the student. In student centred funding the school determines how to allocate funds to support students, whether that is Education Assistants, planning or equipment, or professional learning. The students must have a diagnosed disability. The levels don't necessarily correspond with numerical diagnosis scales. The school provides evidence of the child's disability and the adjustments needed. The level of funding is based on disability type, school type, degree of disability and level of teaching and learning adjustment.

Question – is the funding adjusted for CPI? Aaron explained that the funding is indexed but so is the expenditure.

Aaron explained that Disability funding is provided for Autism, intellectual disability, physical disability or severe mental health. There is no funding for conditions such as ADHD or dyslexia. The disability funding does follow the child.



Disability adjustment. This allocation is provided to support schools to implement programs and learning supports for students with additional learning needs such as dyspraxia, asthma, FASD, dyslexia and ADHD. The allocation means more students will be able to access support without the need for diagnosis of disability. The educational adjustment allocation is a flexible allocation provided to mainstream schools based on the proportion of students in the lowest 100% of NAPLAN.

Targeted initiatives. Funding for targeted programs from the Commonwealth Government or Department of Education.

Preschool reform agreement – extra funding to provide 15hrs of kindergarten per fortnight (from 11 hours).

Base for school with department endorsed education support program.

The presentation concludes showing the amounts allocated through each of the lines of the Student Centred Funding Model for Riva Primary School, corresponding to the Student Centred Funding Statement submitted in the financial reports.

7.0 Reports and Operational Matters

7.1 – Financial Report – Endorse Funding Agreement. The funding agreement was noted. Moved Cid Dare, Seconded Mark Campbell **All in favour**

7.2 Staffing – Advertising soon for Teacher Education Support.

7.3 Buildings and Grounds – carried over to next meeting.

8.0 Other Business

No other business

9.0 Round table evaluation

We came together and did a broad overview of our programs and our direction. We looked at the funding and where it has been allocated.

10.0 Meeting Close

There being no further business, meeting closed. 7.13pm

Next Meeting Tuesday 18th June 2024

