



James Erskine Public School P & C Association

53 Peppertree Drive, Erskine Park NSW 2759



P & C MEETING 01.05.2024

1. **Meeting Open-** Wednesday 01.05.2024 6:05pm
2. **Present** – Julieanne Lokeni, Louise Huggett, Rebecca Reid, Sarah Elali, Amanda Grigg, Pelin Himo, Jessica Seymour, Teagan Wade, Rose Kingi, Virginia D’Angelis, Darren Pound, Nathan Davies, Emily Keen, Jessica Campbell, Candice Clark, Ashlee Desira, Kate O’Neil, Jessica Wall, Ashleigh Chalker, Erin Fillipo, Judy Steele, Renee Sheridan
3. **Apologies** - Amanda Griggs, Eve Baker, Renae Aiken
4. **Welcome-** I begin today by acknowledging the Traditional Custodians of the land on which we meet today and pay my respects to their Elders past and present. I extend that respect to Aboriginal and Torres Strait Islander peoples here today.
5. **President report** -

Welcome everyone to our 3rd meeting for this year.
Firstly, I would like to again thank all these ladies in the P&C as this could not run if it wasn’t for everyone volunteering their time each week.
Rose, we have something for you it’s a \$30,000 cheque towards the uniforms from the money we owe you.
6. **Minutes of previous meeting**
 - 5.1 **Previous minutes accepted-** Jessica Campbell
 - 5.2 **Seconded by-** Pelin Himo
7. **Matters Arising from previous minutes-** None.

8. Principal's Report-

Noticeboard

The noticeboard at the front of the school has seen better days. We have various quotes to replace it, however the prices are quite hefty at around 18k. Given the social media platforms and Sentral notifications- what are the community wanting in regard to this board? Your views are appreciated.

Staffing

We welcome Mrs Emma Seddon to JEPS and she will be teaching the Kestrels for the remainder of the year as Kirsten Yealand accepted a RFF position at another school.

Handball courts

The courts look fantastic, and the kids made great use of them as soon as they entered the gates on Tuesday. Massive thanks to our Gurney Guys- who took the time to prep the surfaces. It was a massive job and saved us thousands of dollars. They definitely add colour to the playground. We have small soccer goals out the front., however we wish to look into a larger PVC type soccer goals for the front grass.

Combined Professional Learning

In week 3, we are combining with week 6 other schools to attend a professional learning engagement at Erskine Park High School. It's a great opportunity to collaborate and engage with teachers within our network and all schools are looking forward to this. The late-night session will mean teachers will not have to attend part of the end of year SDD's.

Potential Support Classes at JEPS

Welcome to Mrs Jo Ferns, Learning and Wellbeing Advisor from Nirimba office who is here to answer questions around Support Classes.

Jo Fern Guest Speaker

My role as the advisor, I have three networks, Eastern Creek, which is all the schools around here, through to Rooty Hill, Plumpton, that sort of area as well, with St Mary's North, and then I've also got Black Town and Penrose.

So I have 63 schools that I manage at the moment. So it's a really busy job. But one of the things I'd really like to talk about is support classes, because that's where my last teaching job was, and background is and having those support classes. So Rose and I had a few discussions about support classes here at JEPS.

It's come about from a couple of things. One of the things, this is just my opinion, not the department's opinion, is that they're not establishing special schools at the moment.

So those special school children are being pushed down into the support classes. And a lot of support class children are ending up in mainstream with funding, which they do get provided for. But it can be really tough, not just for the students, but also for the teachers as well, and for the school.

It can be really hard. So we have been given the okay to establish in the middle of the year. We have plenty of children. I can establish five classes next week. And if we had the approval, and we could fill all of them. So that's the classes. I'm talking about what we call multi -categorical classes. Which somebody said to me, oh, but my child doesn't have autism. They can't go into there. It doesn't mean they have to have multiple things.

It means we might have a child with a moderate intellectual disability and a couple of autism classes. But to be honest, multi -categorical classes are very much like autism classes. Because a majority of the students have autism.

And that's what's happened in other schools in this area.

They also have children with a mild intellectual disability, and they have what's called an ED class, and those are children with mental health concerns, often trauma or ADHD and OED, those sort of behaviour concerns as well.

The process is if we want to establish classes somewhere, there's several things we have to have.

First of all, we have to have a school and a community that wants it. No point putting those classes in there and the community goes, no we don't want these children in our school, because that's not going to work. We know from the street it's not going to work. We also have to have the approval, which is Rose's job, to actually make those conversations. And then we have to have the students. We have to have the need. Now, for a child to get into a support department, the school does what's called an access program, which is quite a lot of documents, and it gives us a really good idea of what the student's like. It talks about their social and emotional needs.

It talks about their physical needs, their health, their toileting, anything that needs to be related. We can see why they probably would really struggle in a mainstream class, why they might have some difficulties. And don't get me wrong, a lot of these students are in mainstream, and the department does provide funding for them, but it's parent choice. So the parents have a choice.

They can have a choice on whether a child goes, with disability, goes into mainstream, goes into a support class, or if they're eligible, into a special school, which is great. And I have got parents in networks that I've had that have children that are in a wheelchair and are able to feed or toilet themselves, non - communicative, they're sitting in mainstream, because that's what the parent wants.

And that's okay, and we provide for those children, and we provide with school learning support offices and everything they need. But if they also wanted to put that child into a special school, we also provide that.

The difficulty we've got at the moment is we just don't have any spaces. And as I say, I could establish five classes next week. So there is the need to have the school community support. Used to have to have spaces in schools, but to be honest, there's very few schools now that wouldn't have two or three spare classrooms.

Once that happens and we get all approval then, the paperwork is done and it goes into state office. And it's actually the executive director and the deputy secretary have to say yes. So we've negotiated that whole process and they go because of the budget constraints, nope, we're not doing that.

Parent Question

Why do we need three classes?

The reason for that is if we get three, then the school gets an assistant principal. You have an assistant principal for the support unit. If you just have one or two, you don't, and it puts a burden on the executive of the school that's already here.

Parent question –

What's the furthest children will travel to attend our school?

To be honest, nowadays, because we changed the system about three years ago, children shouldn't be travelling in a more than 10kms as a maximum in this area.

So, there is a policy of no more than 90 minutes travel, but that is for the state. So that is for those children that are out on Broken Hill and live on farms and have to travel that distance.

And it's really tough for those little ones, especially, to be sitting in a vehicle for an hour. I mean, really, if we can help it. Ideally, unlike every school to have a support bus that the children would be going to be local, that would be the ideal, but that's not going to work.

I would like to give the option for parents who want to bring their students in who are local.

And I think that's important because it's going to do two things. One, it's going to bring them back to their local school when they'll be going with their siblings, it's like you say. But it will also open spaces in St Clair and Claregate and other schools where they want to get their local kids in.

So, it will have a really positive spin -off. And then the third class, of course, we would then fill up with blue and what else is left. That would be my aim. Look, we would only put students into classes when there's teachers.

If the executive director and the deputy secretary turn around and say, yes, we will give you three, which would be fantastic. Chances are they're not going to get three teachers right away. We know that there's a shortage of teachers.

The students all have individual education plans. So in my class, I had seven students. I had six reading groups for seven students, because they were all at different levels. So you run it a little bit differently. They all run on an individual education plan, but you do follow the curriculum.

Parent Question –

Would these classes be in a gated area?

Rose Kingi - The reason why I wouldn't gate is because my big thing is around integration, it's not segregation. If we do need them to be in a confined space for play, we've got the sensory game.

That's a beautiful, beautiful big space that's gated, fits if we need, if some kids just need a break from the playground. So long as there's options there for them, then I think that that will work.

Parent Statement -

I think that's not right. If you live in here and you want to have that facility here, anyone in the local area, if they'd like to bring their children here, they should get first pick. And if they don't want you to come.

I think that you must apply to your local school to come to school.

Jo Fern

Let me talk about the enrolment process. So, the enrolment process, what you were talking about is for mainstream. Supportive settings are state funded settings.

The funding that will come for this will come from state. It won't initiate the setting up of it, it won't cost the school. In fact, the school will get money to help you set it up.

The placement of students in there is done by a state system, which is the placement panel that I manage for our area. And one of our, we have what's considered a placement panel consideration tool. One of those things is the location.

And the fact that if a child's local, they would be, if we had a space here, if we set up three classes, come next year, there's two little kindies that need to come and we have three spaces here, they would be the first to be considered for you.

If a children already have an existing place and they want to know their status, their choice. We have to look at that child who's not being supported. We have to say, this child is being supported at the moment, but we've got these two from the local area that are not being supported.

What I would do though, is if they were outside the area, I would go, hold on, if I move this one who's local over to Erskine Park, I'm going have two spaces that build a space for that child in St Clair.

Parent Question-

If the school needs \$25,000 worth of modifications, that all comes from? We know they're going to need the demountables? the department will provide them?

They will provide the demountables. They will do that at no cost to the school. They will pretty sure it is \$8,500 per class you get for equipment class and things.

And those are the sorts of things that you might have as a specialist.

Parent Question -

Who determines what the school needs? What modifications?

I don't think it would need any modifications at all. In fact, it's probably one of the best schools I've seen. So I think it's perfect. I don't think there's any modifications that really need to be done. But if, for example, they had a student, this is in a wheelchair, and they had to put ramps to the classes, they would apply for what we call a Form A, and it would go through integration, through modification, and that would be provided to the school.

Jo Fern – I think it would be a great school and I will be writing a very strong brief.

Rose Kingi discusses the school improvement Plan which gets updated every month.

These are the measures that we're trying to improve each year. We have it to give children the best start learning, to deliver outstanding leadership, teaching and learning, and to advance equitable outcomes and opportunities and experiences for children.

Website link attached for more information.

<https://jameserski-p.schools.nsw.gov.au/about-our-school/school-planning-and-reporting.html>

9. Deputy Principal's Report- Nothing to report.

10. Correspondence In-

Lw Reid Invoice

Australian Fundraising Catalogue

-We have had a parent ask us as the P&C if they could cover any cost towards their child representing Sydney west AFL and Sydney west League both have levy's of \$250+, they have been told by both coaches to ask the school and p and c for any contributions. So, we are asking as a community are we happy to donate any funds towards this we have done this in the past but haven't really set an amount what we cover which we would like to do if everyone is happy to go ahead?

The school

11. Treasurers Report-

Uniform Shop

Opening balance - \$49515.99

Closing balance - \$51684.97

General account

Opening balance - \$46822.65

Closing balance - \$46739.85

12. Uniform Shop Report-

Uniform shop is going well, stock is still arriving for Winter.

Opening hours remain the same. Tuesday afternoons and Friday mornings.

13. Fundraising Report-

Term One fundraising has been a great start to the year raising a total of \$4481.50 between both the Easter Raffle and the term 1 disco.

- Easter raffle raised a total of \$1,197.50
- Term 1 Disco raised a total of \$3,284

The organising of term 2 fundraising is well underway with the Mother's Day stall and Mother's day raffle. This will be drawn at the Mother's Day breakfast. A special thank you to Emily bring Woolworths Penrith on board to donate the bacon, eggs, and bread for the Mother's Day brekky.

Notes going home this week for the donut day fundraiser. We will also be offering online ordering with this fundraiser and hope to offer online payments with all fundraisers moving forward.

Mother's Day stall and Brekky Volunteers needed.

Please see me, anyone on the P&C or pass on your details to be added to the 2024 fundraising WhatsApp chat. Here is where we ask for any help for all events happening within the school.

REMINDER – WWC form to be filled in and handed to the office for anyone who is helping on school grounds.

14. General Business – None

15. Meeting Close – 7.47pm

16. (Next meeting date) Wednesday 19th June 2024