



## Cairns School of Distance Education Biannual School Forum Minutes May 2022

### Purpose of the Forum

1. Discuss and debate issues relevant to the strategic development of the school
2. Inform the school's leadership team and the P&C Executive of any recommendations or positions they wish to table through the district representatives and P&C executive
3. Enable participation in the development of the strategic direction of the school
4. Gather and share information with the school community, in both directions
5. Develop action plans that improve the learning outcomes for our students

Item	Agenda Item	Led by	Time	Action (Noting, Dialogue, Approval, Endorsing)
1.	Welcome open meeting <ul style="list-style-type: none"> <li>• Acknowledgement of Country</li> <li>• General introductions</li> </ul> Commence 9.10am	Chris Rigden	5	Sarah Way, Theresa Blennerhassett, Danny Wilson, Emmalee Jonsson, Emma Jackson, Soo Williams, Soledad King, Kerri Archer, Margit Klammer, Deanna Belbin, Chris Rigden, Tanya Findlay, Clare Macpherson, Tamara Goldsworthy, Kendall Jones, Laurie Misiraca, Niamh Mayock, Melanie Craig, David Black, Zach Barclay, Fiona Maiorano  Collaborate: Judith Eriksen, Marg Russell, Kirk Findlay, Amanda Morellini, Laurie Weeden, Pamela Rose-Holt, Damien Holt, Tanya Kearney  Apologies: Samantha Byrne <ul style="list-style-type: none"> <li>○ History of where we started</li> <li>○ Challenges – COVID, teacher shortage, staff on sick leave</li> <li>○ New Director General of Education's primary message from Principals' Business meeting: focus is to be on student academic achievement. Care and camps will always remain important. Everything we do needs to feed into student outcomes.</li> </ul>
2.	Previous Minutes – Business Arising	Chris Rigden	5	Nil



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3.	Format of the forum	Chris Rigden/Judith Eriksen	5	<ul style="list-style-type: none"> <li>○ Message from parent body – request open meeting with more chance for discussion and less items.</li> <li>○ Same items for Biannual Forum raised by P&amp;C and CSDE</li> </ul> <p>D. Wilson – possibility of splitting school to full time and part time enrolments e.g. admin for full time students to be separate from school based student admin</p>
4.	<b>P&amp;C and Cairns SDE Tabled Item</b> <ul style="list-style-type: none"> <li>● Facilities</li> <li>● Discussion</li> </ul>	Chris Rigden / David Black	15 10	<ul style="list-style-type: none"> <li>○ Drawings passed out to attendees</li> <li>○ 2 parts to projects – renovation and renewal of existing facilities vs new projects</li> </ul> <p><b>G Block:</b></p> <ul style="list-style-type: none"> <li>○ Compliance issues being addressed by project officers</li> <li>○ Firewalls required / large dorm / layout not changing significantly / upgraded toilet facilities / upgrade of kitchen / only addition allowed is ramps / number of people is governed by amenities and floor space / different bedding configurations available</li> <li>○ D. Wilson stretchers have been discussed and decided on previously</li> <li>○ Bunk beds allow more students to be accommodated / bedrooms 1 and 2 will have bunk beds / buildings will be certified for a maximum number of people / 22 + 8 bunks</li> </ul> <p><b>L Block</b></p> <ul style="list-style-type: none"> <li>○ Compliance issues being addressed by project officers</li> <li>○ Staff will be relocated to demountable building</li> </ul>



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				<ul style="list-style-type: none"> <li>○ Accommodation and storage / one large open space / kitchen to be upgraded / power boxes in floors will be removed / general renovation / approximately 32 beds</li> <li>○ Timing – must be completed by end of 2022 with construction to commence August 2022</li> <li>○ 4 projects in state – Charters, Longreach, Emerald, Cairns</li> </ul> <p><b>Other projects:</b></p> <p>External works and playground upgrades</p> <p>4 components:</p> <ul style="list-style-type: none"> <li>● Storage shed adjacent to existing shed</li> <li>● Amphitheatre               <ul style="list-style-type: none"> <li>○ Between Mailroom and C Block near forest area / minor clearing to be done / small raised stage / tiered seating / tiles retained and repaired and installed / not covered at this time / shatterproof fencing at top and around outside / tessellated shapes (geometry) to be incorporated into pathways /trip hazards to be addressed</li> <li>○ Legacy project – buy a brick (paver) – possibly to be incorporated into amphitheatre – M. Craig</li> <li>○ Similar timeframe to G and L Block projects</li> </ul> </li> </ul> <p><b>Action:</b> Project officers to be sent details about pavers – size etc. Feedback from plans is welcome to D. Black before finalisation to go out to tender</p>



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				<ul style="list-style-type: none"> <li>• Playground and covered area               <ul style="list-style-type: none"> <li>○ Paperbark trees to remain on site / relationships and partnerships part of design / tractor and propeller (homage to School of the Air) – all access play for all ability levels / ramped pathway / different zones / recycled materials / journey of play / tunnel / netting / cabin / panels for storyboard i.e. educational play / end of journey is story telling area / breakout dining space for G Block / old timber tables to be reused and repurposed / ‘amoebablob’ rubber soft fall on ground / nature play / recycled and natural materials / tower with soft fall around / different spaces in conversation with each other / stepping logs</li> </ul> </li> <li>• Covered area adjacent to L Block               <ul style="list-style-type: none"> <li>○ Concrete slab / galvanised posts</li> </ul> </li> </ul> <p>Parent query: are there plans to buy houses nearby? C. Rigden not aware of this.</p>
5.	<b>P&amp;C and Cairns SDE Tabled Item</b> <ul style="list-style-type: none"> <li>• PB4L</li> <li>• Discussion</li> </ul>	Tanya Findlay	15 10	<ul style="list-style-type: none"> <li>○ How do we use PB4L at CSDE?</li> <li>○ Framework that provides guidance and principles on Student Code of Conduct and acknowledges positive behaviours</li> <li>○ Policy and Procedures Register – survey sent out to parents</li> <li>○ Student Learning and Wellbeing framework currently being written</li> <li>○ 2021 Student Code of Conduct replaced the Student Responsible Behaviour Plan – all Qld schools must have SCoC – CSDE uses Positive Behaviour Framework</li> </ul>



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				<ul style="list-style-type: none"> <li>○ Links into how we differentiate and use explicit teaching and have supporting staff – e.g. Industry Liaison Officer commencing this term</li> <li>○ 3 levels of PB4L               <ul style="list-style-type: none"> <li>▫ Tier 1 is differentiated teaching and learning which caters for all students (accommodates about 80% of students)</li> <li>▫ Tier 2 (10-15%) caters for students who require additional strategies</li> <li>▫ Tier 3 (5%) caters for students who may need further support to access and engage in curriculum e.g. more steps or teacher aide time (CSDE possibly has a higher % due to number of medical enrolments)</li> <li>▫ Unit planning has different teaching strategies embedded for these tiers</li> </ul> </li> <li>○ PB4L is a whole school framework that involves all stakeholders / terminology is important – respect / learning / safety</li> <li>○ Expectation is all students are specifically taught behaviours / staff are to take preventative approaches</li> <li>○ Time taken at start of lesson to set and reiterate expectations will ensure a smoother lesson and consistency of practice</li> <li>○ Resources – committee looks at focus of week / use primary and secondary slides / terminology that is age appropriate / Behaviour Matrix used to identify expected behaviours in class, camp, all environments / flip chart (strategies for staff e.g. email send outs) what is best practice / certificates (positive feedback) acknowledges students who try/ awards / new</li> </ul>



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				<p>practice this year for commitment award (grade point average of Semester 1 and Term 3 reports: effort and behaviour)</p> <ul style="list-style-type: none"> <li>○ PB4L works best when embedded in daily conversations and lessons</li> <li>○ Behaviour matrix with staff to be discussed further / in-service for staff to be done before end of Term 2</li> <li>○ Positive Behaviour Data: 2020 – 2501 / 2021 – 5003 – significant increase / 2022 Term 1 – over 2200</li> </ul> <p><b>Discussion:</b></p> <p>Parent feedback – values at home contribute enormously and consistency at home will further embed positive behaviour Certificates for every day efforts are positive</p> <p>D. Wilson – has been advised that his student won't get behaviour award because he emails and doesn't use OneNote. (OneNote not compulsory). Told that emailed work would not be assessed and marked.</p> <p>K. Jones – some teachers are not accepting assessments unless in OneNote format – some parents have issues and email instead – preferred by some teachers but not in assessment policy. Being portrayed as compulsory but isn't.</p> <p><b>Action:</b></p> <p>K. Jones and K. Findlay to follow up with D. Wilson.</p> <p>Query by L. Weeden addressed by T. Findlay</p> <p>Postcards are much appreciated by students</p> <p>Certificates and Year 6 assemblies – changed to student of week certificate – feedback: previous method preferred</p>



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6.	<b>P&amp;C and Cairns SDE Tabled Item</b> <ul style="list-style-type: none"> <li>• QLearn</li> <li>• Discussion</li> </ul>	Kendall Jones	15 10	<p>Canvas presentation:</p> <ul style="list-style-type: none"> <li>○ All courses currently sit on eLearn</li> <li>○ By next year all courses will be on Canvas which replaces eLearn</li> <li>○ Delivery platform not yet confirmed</li> <li>○ Collaborate to be platform for rest of 2022</li> </ul> <p>Timelines (subject to change):</p> <ul style="list-style-type: none"> <li>○ Term 2 – finalise templates / Staff PD has commenced / 160 eLearn courses identified to be built and migrated to Canvas / some staff building courses to trial</li> <li>○ By mid Term 3 all courses to be generally built / staff PD will continue / 3-4 classes to do early trial next term (possibly Year 3 Science and Year 7 Dig. Tech.) / HT PD to commence being rolled out</li> <li>○ Term 4 – every staff member and student to be going through Canvas for at least one subject</li> <li>○ 2023 – full implementation</li> </ul> <p><b>Discussion:</b></p> <p>Setup in modules and learning blocks - senior courses will look the same / lessons able to be downloaded</p> <p>There are some limitations but CSDE have requested certain specific changes</p> <p>Potential submissions through Canvas with submission dates</p> <p>Will links to videos come across?</p>



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				<p>All state schools will have access to Canvas</p> <p>Student Portal will remain the same</p>
7.	<p><b>P&amp;C Tabled Item</b></p> <ul style="list-style-type: none"> <li>• Flexibility of the School</li> <li>• Discussion</li> </ul>	Judith Eriksen / Kirk Findlay	15 10	<p>Feedback from Home Tutors:</p> <p>J. Eriksen - Work returns Lessons and tutorials being recorded</p> <p>K. Findlay – history of how we came to today</p> <ul style="list-style-type: none"> <li>○ Unique commonality of language requires universal understanding</li> <li>○ 2 learning blocks (lesson and tutorial recorded – new learning (lesson) must be recorded) and must be driven by pedagogy (general and pedagogy)</li> <li>○ Number 1 - know our students</li> <li>○ Number 2 – know what to teach and how to teach</li> <li>○ Canvas will change our WR environment</li> <li>○ CSDE to remain flexible whilst maintaining integrity – e.g. asking for assessment to be submitted in a way that is acceptable</li> <li>○ Look at technologies that make submission easier for our students and that support academic achievement / there will always be limitations</li> </ul> <p><b>Discussion:</b></p> <p>C. Rigden – Director General message and PB4L channels into better learning and student outcomes</p>
8.	<p><b>Other Business</b></p> <ul style="list-style-type: none"> <li>• Items raised from the floor</li> </ul>			Positive feedback from parent





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				<p>D. Wilson – teachers greeting students at start of lessons – lacking? / very much encouraged by CSDE to set up lesson positively</p> <p>Important for students to meet and mix with all staff they interact with e.g. CSDE Teacher Aides</p> <p>Let’s Connect – challenges with the number of teachers and aides able to attend</p> <p>Staff are encouraged to support Community Engagement and spend time with our students / strong expectation</p> <p>Staff working off site – clarification for parents</p> <p>Parent - Feeling of teamwork between all stakeholders</p> <p>Parent – it has been only a few excellent teachers only who have kept her students enrolled</p>
9. 1 min	Close of meeting			11.07am