



MINUTES – P&C Meeting 1 17 February 2020

Attendance & apologies

Attendees:

Stephen Reed (Principal), Anna Lloyd (President), Amanda Tattersall (Vice President, left around 8pm), David Sawkins (Vice President), Ursula Heinrich (Treasurer), Rachel Fergus (Secretary), George Grose (Indigenous Representative), Kerri Dawson (Learning Support), Garth Stone (Sustainability Representative), Kathryn Michie (Sustainability Representative), Rob Hynson (Playground and Garden Representative), Mic Everett (Playground and Garden Representative), Jill Jeremy, Bill Lloyd, Ros Layton Butler, Saskia Sarderse, Jacky Gemmel, Jennifer Trang, Yunita Guanadi, Martina Katerina Lecchi, Trang Le, Tony Tarrant, Craig Fox, Andy Hough, Ian Poulton, Lowenna Holt, Jill Hung, Bec Schepers, Hartley Firth, Scarlett Rose Butler.

Apologies:

Flavia Morello (Communications Officer), Anthony Jucha (Languages Coordinator), Emily McKnight (Music Program Coordinator), Alastair Jeremy

Meeting opened

Meeting opened at 7pm.

Acknowledgement of Country

George gave the Acknowledgement of Country.

Approval of previous minutes

The minutes of Meeting 8 dated 18 November 2019 were proposed by George, seconded by Bill, all in favour, approved. (Minutes prepared by outgoing Secretary, Jill Jeremy.)

After discussion George proposed a motion to approve the AGM minutes at the next meeting in March, rather than wait for the next AGM at the end of the year – seconded by Mic, all in favour.

Discussion

Main discussion topic: ‘After the fires: How can Flodge best take action and be more sustainable in 2020?’

During a pair discussion, attendees responded to questions:

- What impact did the bushfires have on you or your family?
- Do you or your kids see it as important for the school/P&C to respond/take action in some way?
- What would you like to see us do or what ideas do you have?

Ideas raised included the need for:

- The school to show leadership on sustainability and the environment
- Consideration of mental health impacts of the climate emergency
- Systemic change – ie who is school banking with

- Consideration of environmental health – ie air quality
- Climate resilience – ie greening the school
- Collective small actions to make a difference – ie forgoing takeaway coffee cups
- Action on arrange of different levels – ie individual and systematic.

School captains Scarlett and Hartley presented and explained they wanted to build on the work of previous school leaders (for example Waste Free Wednesday) and were seeking feedback on their ideas and how much money they could spend to achieve them.

In 2020 the student leaders want to focus on:

- Composting – encourage students to dispose of organic food scraps, as an extension of Waste Free Wednesday (requires small amount of money to start up, could have one compost bin for each house, buckets with lids for students to deposit scraps, possibly volunteers walking around collecting scraps each lunchtime, laminated signs to inform students that could be designed by artistically included students).
- Vegetable garden – need advice on how to plant, where, seeds, if a worm farm is required and what sort.
- Tree planting – in an effort to help address climate change, the student leaders want to develop a plan to plant a significant number of trees this year. Inner West Landcare will come to the school to assess its potential for growing seedlings, Stephen has approved time during Science Week and Education Week in August to devote to tree planting efforts.

Stephen spoke and suggested:

- Focusing on activity that is achievable
- Vegetable garden may be able to be planted in the area behind his office
- School could aim to install more solar panels, and to become carbon neutral
- Could be an opportunity to become a trial school for solar batteries
- Researching where we could plant trees – ie is there a local community we could support, go on a day excursion to support a community in need?
- Plan for activity around science week and education week in August, giving three terms to prepare.

He noted:

- The school was already working with the University of Sydney on a project where FLPS students give their vision of what Johnston's Creek should look like, and the university sees if they can make those ideas a reality.
- Ms Manning has a class initiative to use things grown in the garden, that could potentially be extended to the whole school.

The Sustainability Committee's Kathryn and Garth presented on the work the Sustainability Committee has undertaken so far, and plans for the future (link to PDF of presentation here: https://drive.google.com/file/d/1NFwTB_25PTmuQU5YDyWAlsgjyznXQQqV/view?usp=sharing).

Other ideas raised during the discussion included:

- Working with farmers – ie to grow trees that take salinity into account
- Setting a target – ie count the number trees that have been cut down for Westconnex, and replace more than that number



- Student leaders and Playground and Garden Committee work together, as part of the playground upgrade
- Apply to council for saplings (often given free to schools), and find out from them what land trees are allowed to be planted on
- Work with garden club that exists to build on what they're doing
- Provide buckets to capture crunch and sip / organic waste for composting
- Put a call out to parents/carers to donate compost bins (George noted he has previously given the school compost bins, so worth finding out where they are)
- Partner with local cafes to compost their coffee grinds
- Determine how able/willing the school and the P&C can be in terms of the politics around climate change – including encouraging attendance at strikes and marches (noting many are also during school hours).

The session ended with Anna calling for a show of hands from those that support the idea of sustainability being a key focus for the P&C in 2020 – with very strong support in the room on display.

Agreed short-term actions:

Student Leaders

- Continue promoting Waste Free Wednesdays – ie in assemblies
- Consider what other incentives can be offered students to reduce waste and littering – ie dojo points, unlaminated PBL-style cards, litter champions, climate team
- Work with the school and the Sustainability Committee to further develop their ideas, and work towards making them a reality.

Sustainability Committee

- Capture ideas raised in this meeting for follow up
- Consult with all stakeholders – school, students, P&C, FLASCA – and develop clear longer-term actions based on input/feedback and collaboration
- Initiate regular meeting with student leaders
- Meet with FLASCA to leverage existing gardening group
- Create tree planting and waste groups of interested people – Amanda will coordinate with student leaders and provide list of students to sustainability team
- Research City of Sydney food scraps recycling scheme, and determine if a good idea for FLPS or better to compost and put nutrition back into our soil
- Conduct a waste audit to understand what waste the school is producing and how it is disposing of it – will create piles and take photos, and present to student body (likely through student leaders)
- Install recycling bins and encourage recycling at the upcoming Welcome BBQ.

Anna

- Initiate Welcome BBQ reminder via eNews, and emphasise the need to bring own cups and to use recycling bins
- Provide student leaders with details of a horticulturalist who can help with worm farm development.



Other topics discussed:

Creation of Class Representative Coordinator position

George moved to create a Class Representative Coordinator position, and to share the role with another parent if they nominated.

Discussion about whether the role was required followed, and the pressing need for an effective fundraising and events working group.

George moved to postpone the discussion until the next meeting. This meeting will primarily focus on fundraising and events.

Recruitment for vacant roles

Bec Schepers has agreed to take on the grants coordinator role.

The fundraising/events working group roles will be discussed at the next meeting in March.

The P&C is also seeking a languages coordinator (see report below).

Review of P&C process for bringing ideas and suggestions for Stephen

Anna requested all ideas/suggestions to go to Stephen via the P&C executive team, in order to ensure we're working with the school in a coordinated way and presenting the P&C's priorities and ideas that have broad support.

Making events more sustainable - actions for Welcome BBQ

See discussion above.

Funding, Spending & Approvals

Playground/Garden Committee requested approx. \$300 reimbursement for completed works (new watering system, extra plants, concrete for new fence, advertising material). Proposed by Mic, moved to be accepted by George, seconded by Jill, all in favour.

Bill (former treasurer) has rolled the budget forward for 6 months, as part of the hand over to current treasurer Ursula. Ursula moved to approve, Rachel seconded, all in favour.

The Welcome BBQ was noted as the main upcoming budget item.

Reports

Principal (Stephen Reed)

Stephen gave a summary of key activities for the school this year:

Pivot program – FLPS was part of a pilot in which students have the opportunity to assess teachers. The school's results were excellent, and provided strong evidence that was used to enhance teaching and learning. FLPS is sharing its experience with other schools in the area as part of an informal pilot program. Stephen will share more information about through the year.



External validation – takes place every 5 or 6 years, and will happen in August. The school will begin preparing from term 2.

Investigative learning – gives students opportunities to direct their own learning, flexible furniture is part of that.

Canteen – two proposals were received as part of the tender process. Flavia and Stephen met with the successful provider Wil, who also runs the canteen at Marrickville. Has a strong focus on sustainability, and is receptive to community feedback. Canteen will open first day of term two.

Funding of additional class – to be paid through school budget. Also planning for short and long term – in terms of where our next classroom/s will be, given increasing number of students (this year 358 students, 67 kindys, growing by 25 odd students each year).

Briarbank – needs to be painted a heritage colour as it's a heritage building. Rob will send Stephen a heritage adviser recommendation.

Solar panels – school successfully applied for a community business grant. FLPS will be in the next round of tenders for solar panels.

Playground – Stephen thanked the P&C for the playground improvements so far, work on K-1 area will be next.

Policy on smart watches – a policy is being developed that will be announced in the next newsletter. Advice will be to leave devices such as Apple watches that can access the internet/take photos/make phone calls at home – or at front office during the day.

Music Committee (Emily Mcknight)

Written report provided:

It's been a busy start to the year getting everything up and running - but to great success. The music program accounts for 36% of students in the entire school, which is a very exciting figure - and is only growing as I continue to hear from more interested parents and students. We have 11 ensembles. We've started a brand new junior choir for students in year 1 and 2 and employed a new choir conductor with amazing credentials (who is also super nice!) We have also permanently employed Brendan (who was our second choice of conductor last year) to run the intermediate band this year. We have our first pizza fundraiser on Wednesday 18th March and will most likely hold the first Band Breakfast in week 10. Tutoring has been set up for outside of school hours. The fundraising co-ordinator position has been filled by Rachel Fox. We are all very excited about another great year of music at FLPS!

Playground and Garden (Mic Everett, Rob Hynson)

Written report provided:

In July last year the soils were tested as many plants were not thriving. This uncovered toxic levels of copper and Zinc. In November the committee had a very successful working bee, had a bucket of fun and got a lot done. They replaced much of the soil to neutralise the toxicity and planted and replanted a number of flowering native plants and vines along the Ross and Bridge road fence lines. They also installed fixed fencing around the same area to



protect the plants. To be in accordance with level 2 water restrictions they also swapped out the irrigation spray system behind COLA and replaced with dripline.

Additional comment:

No substantial plans between now and Spring.

Watering system has now been installed.

Learning Support (Kerri Dawson)

Kerri introduced the learning support group of parents that meet a couple of times a term, to share their and their childrens' experiences.

Parents interested in finding out more can contact Kerri to find out more:

flpslearninguniquely@gmail.com.

Indigenous (George Grose)

George met with Stephen last year and worked out the plan and dates for this year.

Koomurri will return, and Colour Fun Run is likely to be held in September.

Action:

- George will list other activities and submit a request for a levy for an excursion at the next meeting.

Languages (Anthony Jucha)

Written report provided:

Since the languages program started in 2016, we have consistently had 4 French classes, and a Mandarin class. We recently added Spanish, making 6 language classes in total taking place on Wednesday mornings before school.

The intention was never to have only before-school lessons, but rather to create a base from which to expand. We envisaged the school adopting a language, hiring a language teacher, teaching languages during school hours, and weaving the adopted language and culture throughout the school day.

With some 50 students paying about \$20 a week for just a single lesson per week, the school community was already spending about \$40,000 per year on languages – a meaningful amount that could be diverted to help fund a language teacher.

When the school was working on its strategic plan a few years back, many parents (at my encouragement) wrote submissions to the school asking it to find a way to incorporate languages into the school day.

The timing however was not right, and I understand better than anyone that there were more fundamental issues at the school that needed attention, and so we continued to persist with our little before-school languages program.

That program is now in decline, largely because it is running on autopilot. For the first time, we have fallen from 4 to 3 French classes, Spanish is just managing to subsist, and Mandarin has folded. The program runs ok on auto-pilot, with the French provider in particular good at dealing with parents and the school, but I am looking to hand over the



language program to a parent who wants to sustain the existing program, and ideally work towards having languages in the school day.

Having an active parent running the program makes a big difference – the task is rounding up enrolments, and acting as a liaison between all stakeholders. It is easy. It can be as big or as small as you make it. At present, I cannot offer much, and so the program is shrinking.

Is there a parent who would like to take over the language program to help keep it healthy, and possibly even make it better? Please let me know and I can provide a good handover.

Action:

- P&C will seek to recruit for a new languages coordinator, initially through the newsletter. Anyone interested in the role can contact the P&C executive via mail@flodge.net.au.

Other business

Nil

Close

Meeting closed at 8.47pm.

The next meeting is on 16 March 2020.