



# MCDOWALL STATE SCHOOL COUNCIL

McDowall State School, 1,018 Rode Rd, McDowall. Q. 4053.

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June, 2022 – June, 2025.

## CHARTER STATEMENT

### ROLE

The McDowall S.S. School Council guides the broad strategic direction of the school. The School Council monitors the school's strategic direction, approves plans and policies of the school that are of a strategic nature and other documents affecting strategic matters (including budget), monitors the implementation of these plans and policies; and advises the Principal about strategic matters. This must be performed in a way that achieves the best learning outcomes for our students.

The McDowall S.S. School Council may not interfere with the management by the Principal of the day-to-day operations of the school and its curriculum, make operational decisions about the use of teaching or learning resources nor decisions regarding the individual teaching style used, or to be used, at the school. The School Council must comply with law and written policy of the Department of Education. It may not control funds, enter into contracts or acquire, hold, dispose of or deal with property. The School Council may not sue or be sued.

The McDowall S.S. School Council is not a part of the Department of Education, is not a body corporate and does not have a separate legal identity.

### LEGAL AUTHORITY

The *Education (General Provisions) Act 2006 (Qld)* provides for the establishment and operation of School Councils for State Schools with the object of improving student learning outcomes. The *Act* states that School Councils must have a Constitution. The Chief Executive or delegate authorised under the *Delegation of Director-General's Powers under the Education (General Provisions) Act 2006* may establish a School Council for a State School by notice in the Gazette. The establishment of the McDowall S.S. School Council was gazetted on 3<sup>rd</sup> May, 2013.

### KEY REFERENCE DOCUMENTS

- McDowall S.S. School Council Constitution.
- McDowall S.S. School Strategic Plan.
- McDowall S.S. Annual Implementation Plan.
- McDowall S.S. Budget.
- McDowall S.S. School Review (Findings and Recommendations).
- McDowall S.S. Workforce Plan.
- McDowall S.S. School Strategic Infrastructure Plan.
- McDowall S.S. Code of Conduct for Students.
- McDowall S. S. Leadership Structure.
- McDowall S.S. School Council Code of Conduct.
- McDowall S.S. Enrolment Management Policy.

### PURPOSE

The McDowall State School delivers **excellence** in **quality preparatory** and **primary education services**.

The **purpose** of the McDowall State School is to:

- implement the Australian preparatory and primary curriculum;
- deliver effective professional teaching services within a supportive school learning environment; and
- facilitate achievement of personal excellence.

The **purpose** of the McDowall State School Council is to:

- acknowledge the educational needs and aspirations of the school community^ within visionary strategic planning~;
- engage local expertise\*;
- embrace innovation to maximise student learning outcomes to beyond that which would normally be attained;
- advise the Principal on strategic matters; and
- monitor progress made toward vision realisation.

^ (Staff, parents, students, governments, community groups, local business)  
 ~ (Strategic plans and policies, targets, descriptors, standards, focus areas, time-lines)  
 \* (As necessary to inform decision-making or establish strategic partnership with school)  
 Note that the term "school" is often inclusive of P&C Association operations and activities.

## VISION & VALUES

The McDowall State School delivers **excellence** in **quality preparatory** and **primary education services**.

Our **vision** is for all students to:

- experience success;
- assume increasing levels of self-responsibility;
- achieve pre-determined learning outcomes;
- experience a supportive learning context strengthened by partnerships.

Our **values** ...

### 1. Focus on the Child

Our collective decision-making, goodwill and endeavour is to benefit enrolled children.

### 2. Quality Curriculum

Teachers being able to interpret, construct, implement and review the best curriculum possible.

### 3. Effective Teaching Resulting in Learning

Supporting highly skilled teaching practitioners to achieve the best outcomes for all students.

### 4. Partnerships – Staff, Students, Parents and Community

Parents and community actively supporting and complementing school operations, investing additional funding, resources, time, facilities and opportunities to make 'Our Great State School' even better.

### 5. Best Outcomes for All Students

We aspire to achieve the best learning outcomes for all enrolled students. We acknowledge that parents should always access the 'most appropriate school programme' at which-ever school location for the specific learning needs of their child.

We will **achieve** the **best outcomes for all students** through an ongoing commitment towards:

SCHOOL RULES	SCHOOL MOTTO
Respect for Yourself	Courtesy in conduct
Respect for Others	Honesty in judgement
Take Responsibility for Your Own Actions	Knowledge on which to base informed decisions

## KEY PRIORITIES

**Improvement Priorities 1. Deep understanding of the Australian Curriculum including teacher capability in planning and implementing all AC General Capabilities and Cross Curriculum Priorities (Learning)**

### Success indicators:

- Increase the percentage of students from Prep to Year 6, achieving a C or better in the Australian Curriculum learning area of English.

- Increase the percentage of students from Prep to Year 6, achieving an A or B level of achievement in the Australian Curriculum learning area of English.
- Contribute to the success and wellbeing of all students through inclusive education supports.
- All Teaching staff engaging in Moderation practices (BAAE) and processes including engagement in external moderation with cluster schools. Strategies.
- Deep Knowledge of the Australian Curriculum
- Introduce opportunities to explore and develop deep knowledge of General capabilities and Cross Curriculum Priorities, STEM
- BAAE (M1-4) moderation process – engage all staff
- Consolidation of moderation process using the BAAE (M1-M4) model and Full participation in cluster moderation (ACSS, AHSS, EHSS and MSS)
- Introduce vertical moderation processes P-2 and 3-6
- Action Research align to the EIA - Collaboratively review the school's approach to Action Research and the process to align to the EIA.
- Introduce / define a 'coaching role' with a pedagogical focus
- Collaboratively refine pedagogical approaches aligned to the curriculum and students needs
- Making Learning Visible - consistently implemented learning walls aligned to the Achievement standards

## **Improvement Priorities 2. Build an understanding of Inclusive Education across the school aligned to Whole School approach to Differentiated Teaching and Learning (Belonging)**

### **Success indicators**

- All students are welcomed and learning and achieving with similar aged peers, that includes reasonable adjustments and tailored support. Strategies
- Including Child Needs Team in Curriculum Collaborations
- Build and strengthen capability of teacher to plan for reasonable adjustments and differentiated teaching practices
- Differentiation planning is aligned to summative assessment task sheets.
- Clarify teaching roles and build knowledge in curriculum planning & inclusive practices
- Develop a Case Management Process and review process yearly to support all students
- Deep knowledge of inclusion and the dimensions of inclusion including mental health, disabilities, Gifted and Talented, EAL/D learners, Students in Out of Home Care, Aboriginal and Torres Strait Islander and LGBTIQ+ students. Explore Child-first language
- Whole school approach to student feedback and goal setting
- Identify and Develop a process for leadership led data conversations and check in for student learning.
- Review Data Conversation processes and gradually release back to teachers to teachers conversation data/ student learning
- Develop a School Transition plan (to and from school) and Enact Transition plan and continue to strengthen the partnerships The McDowall State School Annual Improvement Plan includes: •

### **BENCHMARKS for SUCCESS**

The McDowall State School Annual Improvement Plan includes:

- Annual School Targets.
- Direct line of reference from the McDowall State School Plan 2022-2025.

**Professionalism:** Acting in accordance with personally held beliefs (linked to upholding the codes and principles, laws, ethics, standards and conventions of a profession) about one’s own conduct as a professional practitioner. Possession of expert scientific knowledge and practice in a widely recognised body of learning derived from research and education at a high level; and is likewise acknowledged by the public. Commits to competence, integrity, altruism and promotion of public good within their expert domain. Accountable to those served and to society.

**Consolidation:** Firm unification and strengthening of effective professional (and key stakeholder) competencies and ways of working within the connected holistic P-6 educational enterprise routine (both embedding and refining such practices through ‘deep inquiry’) to deliver sustained improvement trajectories in learning outcomes.

**Evidence:** Result/s or artefacts that either prove / disprove a perception or belief in a conspicuous (plainly visible) way used to inform collaborative understanding and agreement (professional wisdom and collective truth).

**Consistency:** Evidence informed policy, procedures and competent practices routinely, coherently, seamlessly and consistently implemented across all facets of the P-6 educational enterprise, with firm undertaking from all key stakeholders.

**Inquiry:** Responding to an identified specific issue, barrier or problem, the act of seeking information through questioning, interrogation or action research to construct evidence informed heightened competency (knowledge & skills) resulting in sustained improvement of individual performance and achievement.

## SCHOOL COUNCIL ANNUAL BUSINESS

School Strategic Plan Instrumental Music Immersion Programme Research School Budget School Workforce Plan Annual Implementation Plan Seed Innovation Programmes / Action research School Fees & Contributions	Annual School Report School NAPLAN Results Summary School Community Award School Council Member Elections School Council Member Induction
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## SCHOOL COUNCIL OPERATIONS

### MEMBERSHIP

School Council membership is representative of key stakeholders within McDowall State School. On acceptance of election to McDowall S.S. School Council, members are entrusted with the long-term integrity and viability of the school. In return for this trust, members perform their duties always in the best interests of the school, in good faith and with honesty. A School Council member is required to:

- ✓ Be conversant with the School Council Constitution and the *Education (General Provisions) Act 2006*.
- ✓ Be familiar with Education Queensland’s Strategic Plan.
- ✓ Be familiar with the McDowall S.S. School Plan.
- ✓ Understand the philosophy and core values on which the school’s service and programmes are based.
- ✓ Demonstrate a personal suite of values aligned to realising harmonious and constructive conversations and decision-making.
- ✓ Offer an array of personal capabilities to assist creative and productive discussions and decision-making relative to the strategic responsibilities of the School Council.
- ✓ Be able to work co-operatively with other School Council members to ensure productive and constructive discussion.
- ✓ Be able to leave aside personal agendas and bias.
- ✓ Assist in strategic planning and development.
- ✓ Understand the difference and the delineation between operational, governance and strategic issues.
- ✓ Liaise with relevant stakeholder groups to effectively represent views and opinions of staff, parent and community bodies.
- ✓ Engage in shared leadership.
- ✓ Work with other School Council members, school personnel and other decision-making bodies, for the benefit and betterment of all students.

- ✓ Demonstrate ability to follow through on tasks and meet associated time-lines.
- ✓ Attend School Council meetings as required.
- ✓ Represent the School Council and support decisions made.
- ✓ Actively promote and portray a positive image of the School Council.
- ✓ Undertake extra activities or duties as requested by the School Council or Chairperson.
- ✓ Approve key strategic documents, as well as reviewing and monitoring school performance.
- ✓ Develop strategic initiatives that meet the unique needs of students of the school.
- ✓ Keep the school community informed of School Council activities.

**Membership:** 10 members = Principal+4 elected staff + P&C Association President+4 elected parents.

- Elected staff = 4 x School Staff.
- Elected parents do not need to be P&C Association members = 4 x Elected Parents
- Elected parents should represent each of P-1, 2-3, 4-6 areas of the school (if possible) but not discounting knowledge, skills and continuity necessary to progress current School Council focus.
- Elected members are appointed for a two year period.
- Two elected staff + two elected parents conclude their appointment annually.
- School Council membership elect a Chairperson (Cannot be the Principal).
- School Council membership elect a Secretary.
- School Council members may appoint a member. (Item 9. Constitution)
- School Council members may co-opt a Year 6 student as a member. (Item 10. Constitution)

**Elections:** Held annually each July. Nominations called annually each June. School Council appoints a Returning Officer for Staff and for Parents. An Election Meeting is held for staff to cast their ballot before being adjourned and reopened prior to a P&C Association meeting for parents to cast their ballot, after which the meeting is closed.

## INDUCTION OF NEW MEMBERS

The induction of new School Council members introduce them to:

- Rules, roles and responsibilities of being a member.
- Terminology and acronyms specific to education.
- Compulsory school and departmental policies, procedures and other requirements. Eg. Constitution, Code of Conduct, Education (General Provisions) Act 2006, Conflict of Interest, etc.
- The school's organisational structure.
- Channels of communication.
- Conflict resolution and problem-solving expectations.
- Key stakeholders and their roles.
- Where to go for more information.

## MEETING SCHEDULE

The School Council **must meet** at least **twice in each semester**. School Council sets meeting dates for the new school year during the final meeting of the preceding year. Currently, five meetings are held annually with a meeting held in each term and two meetings held in Term 4. Additional meetings may be called as necessary (Refer Item 19, Constitution)

**Place:** McDowall State School Staffroom.

**Day:** Monday

**Time:** 6:30pm.

**Duration:** 1 hour, or as agreed by members.

**Quorum:** 7 members.

## MEETING AGENDA

1. Welcome
2. Apologies
3. Confirmation of Minutes of previous School Council Meeting
4. Business Arising from Minutes of previous School Council Meeting

5. Correspondence
6. Business Arising from the Correspondence
7. Reports
8. Motions on Notice
9. Published Meeting Agenda
10. General Business

- The School Council Chairperson presides at all School Council Meetings.
- The School Council Secretary records all proceedings at School Council Meetings.
- A question at a School Council Meeting, other than a question about an amendment of the School Council's Constitution, must be decided by a majority of the votes of the members present. Each member present has a vote and, if the votes are equal, the member presiding has a casting vote. A member who abstains from voting is taken to have voted for the negative. Where possible, questions are resolved by consensus.
- School Council Minutes are uploaded onto the School Council page of the School website.
- School Council records are retained for five years from the date of last action.

## INTERACTION WITH OTHER GROUPS

There are three main entities with separate responsibilities to ensure the school's efficient functioning:

### 1. Principal

Responsible for leading the strategic direction of the school, planning, reviewing and reporting, as well as day-to-day school operations. An IPS Principal's performance agreement is with the Director-General (or delegate), not to the School Council.

### 2. School Council

An accountability role and is responsible for informing and monitoring the school's strategic direction, thereby strengthening local decision-making. Members are responsible for approving strategic documents that set direction, culture and tone of the school.

### 3. Parents' and Citizens' Association

A support and advice role and is responsible for school business operations and fundraising activities.

	Responsibilities			
	Governance	Advice	Operations	Fundraising
<b>Principal</b>	Yes	Yes	Yes	No
<b>School Council</b>	Yes	Yes	No	No
<b>P&amp;C Association</b>	No	Yes	No	Yes

## INTEGRATION within SCHOOL STRUCTURE

The P&C Association may provide advice and guidance to the school and raise funds on its behalf. However, it does not have accountability oversight responsibilities. The School Council on the other hand, has an accountability and advisory oversight responsibility but not an operational nor fundraising responsibility. It is important that the School Council and P&C Association function well together, as both are well positioned to advise the Principal and School Leadership Team.

- School Council approves and monitors strategic vision, planning and policies but it is the Principal and P&C Association (President) who implement strategies and processes that endeavour to achieve benchmarks and milestones toward successful realisation of this vision.
- The P&C Association President (or nominee) is automatically on the School Council as an Official Member along with the Principal. The P&C Association President's role on the School Council is to represent the views of the P&C Association.
- Staff members, parents, or community members are eligible for P&C Association membership and therefore election to the office as President.

## SIGNS OF AN EFFECTIVE SCHOOL COUNCIL

1. Meetings are interesting and run to a scheduled time.
2. Members are clear about their responsibilities.

3. Members are aware of the importance of their role in contributing to the School Council vision, goals and performance.
4. The School Council has a positive and productive relationship with school personnel.
5. School Council members support and respect each other's knowledge of, and endeavour to be aware of, current education developments and issues.
6. School Council members work together to achieve School Council vision and goals and are supported in exercising conflict management and problem-solving skills.
7. The School Council has a strong leadership which considers and values the views of all members.
8. The School Council has low turn-over of members.
9. The School Council is vibrant: ideas are incubated, generated and developed into strategies which inform the School Council vision and goals.
10. School Council members take an active interest in School Council functions.
11. The School Council is well equipped to handle change or crisis in a professional and efficient manner.
12. School Council members are knowledgeable about their roles and how they relate to the School Council vision and goals, and supported to meet gaps in their knowledge.
13. The School Council is respected within the school community.
14. The school community is aware of the purpose and functions of the School Council.
15. Clear channels of communication are established between School Council members, school staff and stakeholders.

### **SIGNS OF AN EFFECTIVE SCHOOL COUNCIL MEETING**

Effective School Councils enjoy effective and efficiently run meetings where purposes are clear, discussions are relevant and progress is transparent and apparent.

1. The secretary administers the meeting processes effectively including circulating agenda and papers well in advance, and minutes promptly after meetings.
2. The chairperson maintains a well organised agenda and an effective meeting pace, balancing the need to give members time to consider important issues with the need to keep discussions relevant and on topic.
3. The School Council has well defined and consistent processes for decision-making.
4. The School Council periodically reviews the meeting procedures to ensure efficiency and effectiveness.

### **SIGNS OF EFFECTIVE SCHOOL COUNCIL CONFLICT RESOLUTION**

Conflict is a normal part of decision-making in a group context, however, it must be proactively and sensitively managed.

- ✓ Have a climate of trust and respect in place.
- ✓ Openly acknowledge the disagreement early.
- ✓ Focus on the nature of the problem rather than on the people involved.
- ✓ Listen actively to all views with the purpose of maximising understanding.
- ✓ Encourage the use of productive and non-emotive language.
- ✓ Identify areas of potential mutual agreement.
- ✓ Approach complex problems in stages or parts.
- ✓ Seek agreement on processes going forward.
- ✓ Maintain the welfare of students as the highest priority.

The School Council needs to seek consensus, make decisions based on best available information, and progress its activities. (Refer: Constitution12.1-4)

### **REVIEW & REFLECTION**

Reference may be made to the following available on-line documents to inform deliberations.

Victoria State Government: School Council Self-Assessment Tool

Victoria State Government: School Council Skills & Expertise Guide