



MINUTES

ANNUAL COUNCIL MEETING

Unconfirmed Minutes of the Annual Council Meeting of the Northern Territory Council of Government
School Organisations Inc. Saturday September 5th Novotel Atrium Darwin NT

Open

The meeting opened at 8.45 am.

Welcome

The President welcomed members and delegates to the Annual Council and AGM.

Present & Apologies

(Attachment 1)

- 9.40 a.m. GUEST SPEAKER**
Northern Territory
Mr Gary Barnes
Chief Executive Officer
Department of Education and Training
(Attachment 2)
- 11.20 a.m. Australian Early Development Index**
Ms Bonnie Moss
Project Manager
Australian Early Development Index
(Attachment 3)

ACTION: COGSO to actively re-engage Bonnie when report comes out to discuss findings.

- Item 1 MINUTES**
1.1 Unconfirmed Minutes
The Minutes of the Annual Council Meeting held at Travelodge Mirambeena, August 2nd 2008, with amendments, were accepted as a true and correct record.

Michael Duffy/Bill Russell
CARRIED

- Item 2 BUSINESS ARISING**
The President gave a briefing on issues canvassed with the Minister for Education and the Department of Education and Training during the 2008 – 2009 period (Attachment 4)

- Item 3 REPORTS**
- 3.1 Presidents Report**
Verbal report noted
(Attachment 5)
 - 3.2 Corporate Report**
Note corporate report
 - 3.3 Treasurer's Report**
Report noted
 - 3.4 Barkly Region Report**
Nil report
 - 3.5 Darwin Region Report**
Report noted
(Attachment 6)
 - 3.6 East Arnhem Region Report**
Nil report
 - 3.7 Katherine Region Report**

3.8 Report noted
Palmerston and Rural Region Report
Verbal Report was noted

MOTION: Review operations of COGSO regions to improve effectiveness.

Wendy Pelizzo / Beverley Ratahi
CARRIED

3.8 **Southern Region Report**
Report noted

3.9 **ACSSO Report**
Verbal report was noted

3.10 **NTBOS**
Verbal report was noted

It was moved that reports 3.1 to 3.10 be accepted.

Wendy Pelizzo / Bill Russel
CARRIED
Unanimous

Item 4 **MOTIONS ON NOTICE**
Nil Motions on notice

Item 5 **LATE MOTIONS**
5.1 **Bees Creek School Council**

MOTION: COGSO requests the Minister for Education to resolve the unsatisfactory relief teacher funding policy on the grounds that it has an inadequate budget, denies teachers their contractual entitlements, diverts funding monies from their purpose and it is not transparent in advising what constitutes exceptional circumstances.

Beverly Ratahi / Marilyn Galt
CARRIED
Unanimous

ACTION ITEM: COGSO President request DET take on employment of all relief teachers and the financially accountability.

5.2 **Howard Springs School Council**

MOTION: COGSO lobby the Northern Territory government and Department of Education and Training to provide above establishment teaching positions in all NT Primary schools to address the need for specialist Physical Education and LOTE curriculum delivery to all NT students.

Wendy Pelizzo / Beverley Ratahi
CARRIED

AMENDMENT TO MOTION:

Addition: Any supply of teachers will not be to the detriment to any other program areas.
Council accepts.

NEW POLICY (Attachment 7)

Moved:
The Specialist Physical Education Teacher policy be accepted

Wendy Pelizzo / Shane McCorkell
CARRIED
Unanimous

Council moved into Committee for 5 minutes to discuss the draft policy.

Michael Duffy / Bill Russell
CARRIED
Unanimous

Moved:
The Specialist Physical Education Teacher policy be accepted

Wendy Pelizzo / Shane McCorkell
CARRIED
Unanimous

Moved:
The draft Languages Other Than English (LOTE) teacher policy be accepted.

Wendy / Shane
CARRIED
Unanimous

Moved
Council moved into Committee for 5 minutes to discuss the draft policy.

Michael Duffy / Bill Russell
CARRIED
Unanimous

Moved:
The draft Languages Other Than English (LOTE) teacher policy be accepted.

Wendy Pelizzo / Shane McCorkell
CARRIED
Unanimous

5.3 Katherine Region Representative

NEW POLICY (Attachment 8)

Moved:
Council move into committee for 5 minutes to discuss the policies.

Bill Russell / Marguerite Barry
CARRIED
Unanimous

MOTION Council accept the draft policies. The policies lie on the table until next council meeting and seek further debate. Should a matter arise in the course of the next year then council refers to the draft policy document.

Michael Duffy / Adam Walding
CARRIED
Unanimous

ACTION ITEM COGSO to gain feedback from schools on the policies, work over the next 6 months to look at how to deal with them.

ACTION ITEM COGSO to come up with a position for next council meeting regarding VET teaching in schools. COGSO Supports the position to have VET in schools, but then as an organisation we have a strong stance that only fully qualified people teach in classrooms. However, with VET there might be people "teaching" i.e. trainers not qualified teachers.

ACTION ITEM President to raise with Gary Barnes issues surrounding staffing and resourcing for remote areas.

Item 6 GENERAL BUSINESS

Moved: Council gives Peter Garrigan life membership

Wendy Pelizzo / Julie Donohue
CARRIED
Unanimous

Item 6.1 Ombudsman investigate re school fees

ACTION ITEM SCS to write to COGSO stating they believe they have not been represented when the policy regarding the use of the term school fees was changed. COGSO to bring issue up with DET.

Item 6.2 Electronic Student Profiling (ESP)

ACTION ITEM COGSO to gain feedback from schools trialling this system (Dripstone, Sanderson)

Item 7 MEETING CLOSE

The President thanked all delegates for attending and entering into spirited debate. The Annual Council Meeting closed at 2.53 p.m.

**Attachment 1
Present and Apologies**

<u>Delegates Present</u>	<u>School Council</u>	<u>Student No.</u>	<u>Proxy</u>
Peter Garrigan	Darwin High School	1072	Given to Michael Duffy
Michael Duffy	Moil Primary School	317	
Lisa Rothwell	Wanguri Primary School	275	
	Dripstone Middle School	624	
Julie Donohue	Casuarina Senior College	1185	
Bill Russell	Mataranka Primary School	36	Katherine South Primary School 329 Katherine High School 699
Marilyn Galt	Sanderson Middle School	483	
Adam Walding	Nakara Primary School	447	
	Casuarina Senior College		
Barry Griffin	Nakara Primary School		
Wendy Pelizzo	Howard Springs Primary School	212	
Shane McCorkell	Howard Springs Primary School		
Beverley Ratahi	Bees Creek Primary School	351	
Rhianna Suttie-Gunson	Jingili Primary School	293	
Jo Bond	Leanyer Primary School	510	
Mandy De Vries	As Above		
Marguerite Barry	Humpty Doo Primary School	426	

Apologies

Alice Springs (Matt Skoss)

Number of School Councils represented: 12

Number of Students represented: 7,259 (approx 22% of enrolled school population)

- Acknowledged the Larrakeyah people on whose ground we are here today.
- Studied Education (Early Childhood) at Queensland University.
- All 4 boys went through public education system. Two taken academic pathways, other two taken vocational pathways.
- Has spent the last 7 years in central office in Brisbane, in role around rural remote and indigenous education. Most recent role in charge of human resources in public sector.
- Has started his time looking at data.
- Major areas: Darwin / Palmerston have strong attendance, non-indigenous students generally so as well as others around Australia.
- In terms of TER outcomes and VET completion is far worse.
- In remote areas like Katherine, Tennant Creek, Alice Springs and Nhulunbuy the non-indigenous kids are doing pretty much the same as other like schools.
- It is the very remote schools that do far worse than their like schools. Attendance is a major problem (at about 65%), that is not good enough.
- Problem: too many new teachers, kids intimidated, parents not engaged. So need to turn that around.
- Attendance and teacher turn over are major issues. If you look at where attendance is high, teacher turn over is low.
- Why teachers don't stay: Quality of housing, (compared to police), they will stay if they have a strong leader who engages them with the community. If the principals stay and are excellent leaders and engage the community then people want to work to them and teachers stay.
- VET outcomes; completion rates 3300 kids studying, of those 3% completed a certificate, the next worst state is 24%, might be problem with data and that figure could be 10%, however this is still very low. We don't treat VET as a legitimate pathway. Need to make it so.
- What is DET doing: The strategic plan – some of it brings the NT in line with other States, some other parts out the NT far beyond other jurisdictions.
- Need to get students real jobs after (or whilst) completing their education.
- Need real training that positions students well to move onto more training or moves them into a real job.
- 35% of kids that could complete yr 12 do complete. Next worst in the country is 60%.
- There will be a legislative change, students will need to stay longer, cannot leave after yr 10 and if you want to then you must have something real to move on to. At this age there is a cohort of children that are disengaging and not coming back.
- Jobs guarantee – if children attend, if they participate, then school will take control of creating a pathway for them into a real job.
- After graduation individual students will need to be followed up to see what engagement or re-engagement possible needs to happen. This will start this in 6 locations by the end of the year.
- Approx 3 weeks ago, there was an announcement that Jabiru school had narrowed down 12 jobs for children in that area.
- Traineeships, cattle industry, tourism, meat works, pastoral industry. There will be a tench of real jobs for children in year 12. Once you have real jobs then need to know the pathway to get the children trained and into those jobs.
- Centres for excellence, opening around science, select entry for clever students to give them the opportunity to start a university pathway while still at school in yr 11.
- Other centres will be established for Engineering and Performing Arts. One will open in central Aust around hospitality and tourism.
- There is a need to engage and deliver education and health services from birth. All significant community schools will have early childhood hubs to well prepare children for school. Diagnostic tools will be used at the end of year 2 to start any remedial type interventions.
- There is a major problem with Teacher turnover in some of our schools. Teachers the schools had in the beginning are gone by Easter then another one by June. A big part in the first instance will be about people. Base staffing is 60%, anything else at 10%. Problem with this is teachers get worn out. Staffing on enrolment is what DET wants to achieve in a 3 year time frame. Having enough teachers is not good enough, need to have quality.
- The NT imports 70% of Teachers, 30% through CDU, and upgrading of skills. DET is going to rethink the education system. High performance education systems draw quality people. There are examples of some universities that draw from the top 10% of school leavers; CDU draw from 65%. So there are

issues around the quality of people coming through the teacher program.

- Some ideas are put scholarships in place for students in yr 10 and 11, if you get a TER score of 80% or above there are opportunities to get your HECS paid, then go into an internship. Principles will be involved in placement of students not HR.
- There will be an initial week long induction and Teachers will get a mentor if having issues with housing, water etc, which will allow them to get networked so the correct people are looking after everything.
- Major problem with Darwin / Palmerston it is too expensive. Rental is becoming a real issue; working with Ken Simpson to address this.
- Need to address the issue of “coming to the Territory for a term” get an experience then leave. We need people to stay, teaching is about relationships. There will be engagement in reference communities with parents, industry to discuss this.
- What will happen to the current DET vision when your (Gary) contract is over? Has no intention of leaving, trying to set things up in a policy and legislative framework that will be hard to breakdown. Will be here for at least 4 years.
- What plans are in place in regard to valuing the Teachers we have currently? (Professional Development etc). Garry: Within the department divisions are not meeting to see how each unit can support each other e.g. School leadership and professional development. There needs to be a capability framework for teachers. Drive out programs systematically for everyone to make existing teachers better. Run sapience training a) people who inspire to work in school leadership roles – have a database (who is acting in positions etc) b) teacher leaders, people who want to stay in the classroom. Then make options for accelerated teachers through pay points. This does not come down for how well students do in NAPLAN. In the next Enterprise agreement DET will be looking at options for classroom teachers to be the same level as an AP. Later this year DET will undertake a survey on teachers currently in the schools; qualifications, where they have been, aspirations of current teachers etc.
- Where is DET getting new teachers from? Garry: Currently need 110 Teachers from outside NT; majority is for the “very remote” schools because of high turnover. There were over 200 people who expressed an interest. There are large numbers of primary teachers who have graduated recently. Supply pool not an issue, however getting people interested to the NT is the issue. There are 60 people in QLD who have been through two screening processes who might be interested in coming to the NT. Shortages are Secondary Math, Science, English and Manual Arts, Trade Training (the pressure points are in maths / science).
- VET: New director of VET based at Taminmin. DET will be working with secondary principles, to see if the answer is a 4 yr trained fully trained teacher. Might need to readdress the balance of full academic to VET. VET is becoming a pathway of choice. DET negotiated with SAS about getting VET units into the NTGET. Taminmin can provide quality training to other schools in Darwin etc. Clever timetabling, changing staffing base, to focus on VET.

- Employed by telethon, hosted by DET, working two days a week.
- Project is about how the information from a very large national survey can be given back to community.
- The project has moved from collecting data to interpreting what it means.
- This is like a census for younger children, as it gathers information about typical 5 yr olds. A rich picture about all children in their first year of school across Australia has been formed. Survey was a developmental checklist.
- The checklist is on how kids are going, socially, emotional maturity, physical health and wellbeing. Specifically, how are they going and how have they been able to capitalise on their environment around them. Schools are in every community so the study is well situated to gather the information.
- The aim of the project was to get numbers on how many children are doing well, not well and / or vulnerable. Then that comes back on the community (community defined as a post code area).
- Cognitive and language – most children were not doing very well in this domain.
- First phase data collection – to show what patterns are emerging. Used for reflective thinking. Not meant to be comparative. It is a report that will go back to the school, sometime in early December. What are the learnings for parents from this. How well are children doing in these domains.

- NT Teachers of Excellence Awards
- New DET structure arrangements
- New DET Plan
- COAG / Closing the Gap update
- NAPLAN
- Tagging and Testing (funding for schools to meet OH&S requirements)
- Early Childhood and Children's Services DET (update on activity and function)
- Selection Panel training (information sharing re: letter to Chief Minister)
- COGSO Projects update including feedback on Group School Management System
- Training for better Financial Management Understanding in Schools
- Chaplaincy program
- School dental clinics
- Student Learning Profiles (presentation – DET)
- COAG update (DET)
- COGSO's position on bilingual education
- MCEETYA update
- DET restructure (timeframes, process, anticipated outcomes)
- COGSO Executive Meeting dates 2009 / securing DET program briefings (i.e. Early Childhoods, Indigenous Education)
- Tagging and Testing – COGSO information sharing on feedback from schools
- Revised selection procedures overview
- Building the Education Revolution update (presentation DET)
- School Enrolment Attendance Measure (SEAM) trail sites
- DET Restructure / Review Process
- National Partnership Agreement (SET)
- Canteen, Nutrition and Healthy Eating Policy
- NT Education Act
- Impact of staffing allocation to schools
- Kintore School relocation rumour
- Merging Alice Springs and Anzac Hill Schools
- School Management Handbook and School Policy Handbook review

Attachment 5
Presidents Verbal Report

- President provided thoughts on what parents / school councils should know.
- Believes the Act is going to be reviewed. Gave example of the Australian Capital Territory that has just reviewed the cost of education. The proposal at the moment is for people to pay for public education.
- Another issue: school councils are formed under the Act, sometimes school councils can be perceived as a “bother” to Government. There is a possibility that school council’s authority might be diminished.
- At the moment school councils have the authority to approve the budget, which is a lot of power for them.
- School Councils: parents, teachers, principle (as rep for department) have a responsibility that school councils are kept to a high standard.
- There was a push to have governance training for school council members. COGSO has continually made aware that governance training for school council members has a positive impact within the wider community as these people go into sporting events as well (as an example) and continually promote good governance.
- Communication / Consultation: There is a lack of consultation issue at the moment regarding selection process for senior people in schools. There is a clause that says a parent representative is allowed to be on a selection panel for promotion positions for senior people in schools.
- COGSO has taken up the offer of undertaking training for selection panel, which DET offered. It is important for us to ensure we have the best senior person for the school. Recommendation that the people present here are actively involved in the training when it becomes available.
- However, the most critical issue is the review of the current education Act. Need to be conscious of what can be slipped in and left out!

The Darwin Region held their 2009 AGM and general meeting on Wednesday 26th August at the Electorate Community Room at Hibiscus Shopping Centre.

Michael Duffy was elected Chairman with Ros Ther and Julie Donohue jointly elected as Secretary and Lisa Rothwell was elected as Darwin Region's Representative

Items discussed by the region have been:

- Healthy Eating Canteen Policy
- School Resource Funding Review
- New Recruitment Selection Process
- Councils requiring Financial & Governance Training
- New Fair Work Act and its implications for councils
- New NTCET
- Lack of funding for Special Needs students
- Fencing of Schools

The last region meeting for 2009 will be held on Wednesday 25th November. Future meetings will be determined as needed and as agreed by all, the 'email meetings' will continue.



Policy Number 11.4.4

Policy: Council believes all Primary Schools must be provided with a specialist Physical Education teachers and that this position should be above establishment.

Policy Number 11.4.5

Policy: Council believes all Primary Schools must be provided with a specialist Languages Other Than English (LOTE) teacher and that this position should be above establishment.

10.8 Physical Education and Recreation

- 10.8.1 Council believes that physical education and recreation delivered as part of curriculum by staff with explicit undergraduate qualification in this specialist field is a right of all children.
- 10.8.2 Council believes that the physiology, biomechanics, skill acquisition and sociology of physical education and recreation are not by default inherent areas of learning in all teaching qualifications and as such in the absence of appropriately qualified staff, schools must be provided with regular ongoing support from qualified staff to meet teacher and students needs.
- 10.8.3 Council believes that rapidly escalation childhood obesity levels, the health crisis in indigenous communities and ongoing health / physical education and recreation staff shortages require immediate active engagement of all stakeholders in meeting this challenge.
- 10.8.4 Council believes that schools have an obligation to deliver daily activity to all students that as a minimum has been demonstrated by respected research show improvements in cardiovascular fitness (Currently 30 minutes at 2 / 3 maximum hours).
- 10.8.5 Council believes the importance of physical education and recreation should be reflected by both discrete subject and subject content in any Territory or National Curriculum.
- 10.8.6 Curriculum writing should be completed by those with explicit skills in the field.
- 10.8.7 Council believes that it is equally important to meet the needs of kinaesthetic learners in curriculum program and integrated learning design.
- 10.8.8 Council believes that inter-school, region or Territory competition, while a critical part of physical education and recreation is a small part of the whole which should not disproportionately receive Department of Education or school resourcing such as time, human or economic resources to the exclusion of equitable student participation,
- 10.8.9 Council believes that where communities do not have access to organised regular out of school physical education and recreation activities, the importance of in-school qualified staff delivery is more critical.
- 10.8.10 Council believes that staff in all schools should be encouraged to gain and maintain their Bronze medallion and Department of Education should meet the expense of this as well as the maintenance of at least one Austswim qualified instructor at every school.
- 10.8.11 Council believes parents and school staff have a role as active mentors in supporting student development in physical education, health and recreation.

ACTION ITEMS MEETING SEPTEMBER 5TH 2009			
Guest Speaker Bonnie Moss	EO: to actively re-engage Bonnie when report comes out to discuss findings. How do we use this information to engage parents? Bonnie is available to talk about the findings. Engage with the story the report tells us.	Through 2010	On-going
Item 5.1 Bees Creek School Late Motion	President:: request DET take on employment of all relief teachers and the financial accountability.	Sept – Dec 2009	On-going
Item 5.3 Katherine Region Representative Late Motion	EO: Send out draft policies to schools, gain feedback work over the next 6 months to look at how to deal with them.	Sept 2009 – March 2010	On-going
	Executive: come up with a position for next council meeting regarding VET teaching in schools. COGSO Supports the position to have VET in schools, but then as an organisation we have a strong stance that only fully qualified people teach in classrooms. However, with VET there might be people “teaching” i.e. trainers not qualified teachers.	Sept 2009 – Sept 2010	On-going
	President: raise with Gary Barnes issues surrounding staffing and resourcing for remote areas.	Sept – Dec 2009	On-going
Item 6.1 Ombudsman investigate re school fees	SCS: to write to COGSO stating they believe they have not been represented when the policy regarding the use of the term school fees was changed. COGSO to bring issue up with DET.	Sept 2009	On-going
Item 6.2 Electronic Student Profiling (ESP)	EO: Gain feedback from schools trialling this system (Dripstone, Sanderson)	Sept – Dec 2009	On-going