

## ACT Council of P&C Associations Inc

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**To: All P&C Delegates, P&C Presidents & Secretaries**

### **Report on P&C Council General Meeting 22 May 2018 (attended by 34)**

*This report is issued after Council meetings to assist delegates in reporting back to their P&C associations and to inform parents generally about the activities of P&C Council.*

- **P&C constitution workshop 7pm Thursday 10 May at Stirling**

**1. Presentation - Inclusion and Individual Learning Plans (ILPs) for students by Sam Seton A/g Director Student Engagement & Schools for All Program of the Education Directorate.** Sam discussed the current EDU policy on "Inclusion" for all students, the development & use of ILPs for students, the purpose of the ILP, the way teachers and parents should discuss and agree goals, how they should be set for students, how the plan should be implemented and reviewed by teachers and parents. She showed the structure of the ILP and how it should be completed by the teacher. Anyone unhappy about their child's ILP should:

First, start with the teacher and discuss your concerns. If not satisfied next talk to the school Disability Education Contact Officer (DECO) or Gifted and Talented Learning Officer (GATLO). If still not happy then talk to an executive teacher and then Principal.

If you are not satisfied with the school's response to you, contact Jean Walker at Disability Education in the Directorate on 62059700.

If Jean can't help you, contact the Families and Students section in the Directorate on 62073723.

Finally, if you want to formally raise your concerns or make a complaint go to: [www.det.act.gov.au/contactus](http://www.det.act.gov.au/contactus)

During questions, some parents described the lack of competence of many teachers in preparing and implementing ILPs, Sam advised that her section were conducting regular professional development training for teachers on ILPs, the difference between ILPs for children with a disability and Gifted & Talented children was noted, many parents did not know about or understand ILPs and there is a need to better advertise/promote ILPs to parents, the need was noted for parents to continue to engage with teachers about their child's ILP and monitor their progress. The new Sentral system in schools will make it easier for ILPS to be flagged and passed onto the students new teachers.

**2. Report on the Education Directorate Senior Executive Team meeting 20 Mar 18**

The report was included with the meeting agenda. TLS advised that, following a letter about the lack of Wifi access in school canteens to Meg Brighton (Deputy Director at EDU), their new Chief Information Officer had succeeded in getting the Shared Services Directorate to send technicians to Harrison School and investigate why they could not receive Wifi signals in the canteen. These technicians had suggested that P&C school canteens should be able to be connected to Wifi and would follow this up in their Directorate.

**3. Report on the Minister meeting of 5 April 18**

The Chair noted that the Minister referred us to the AEU for their opinion on the use of mobile phones in schools, was supportive of our plans to hold the violence in schools workshop and our review of the P&C association business model.

**4. The impending merger of Canberra Preschool Society with the Council, changes to the Council office & our plans for Early Learning**

CPS would hold a Special General Meeting of their members to approve their wind-up and transfer their responsibilities to the P&C Council's new Early Learning Committee, commencing 1 July. Council submitted a grant proposal to EDU to fund an Early Learning Officer in our office. Council is also working with the CPS to ensure that their members are covered by insurance.

**5. Issues from P&C Associations**

a. **High Schools/Colleges –**

- i. It was noted that ILPS were not common knowledge amongst parents and information on them not easy to find.

- ii. Parents need to push to get ILPs as some schools reluctant to use them.
- iii. Teachers should advise parents when students have problems with tests.
- iv. Middle or boarder line students are being missed.
- vi. More dedicated staff are needed to make “inclusion” work.
- vii. Instead of paper based testing/assessment of students, more use of video, radio and verbal communication/testing is needed.
- viii. The NDIS is still challenging for parents.

b. **Early Childhood Schools**

- i. Richardson advised that the frequent change of teachers makes it unclear who parents need to talk to and who is accountable. Parents don't know who to approach when there is a break down in a child's learning journey.
- ii. Malkara parents noted that ILPS are essential for their children and they do work when teachers know how to use them.
- iii. Chisholm suggested that DECOs should be better advertised by their schools in school newsletters etc.

c. **Primary Schools**

- i. ILPS can be the “report” to ensure that goals are attainable and others might be used in tandem with school reports to measure student progress.
- ii. Under Gonski 2 should we ask whether every student needs an ILP?
- iii. Weetangera has used teacher PD to successfully raise standards of ILPs and has a good Gifted & Talented program that handles many differing learning needs.

d. **Non- disability based ILPS group**

- i. Self-initiated ILPS have had mixed results, with some still waiting for drafts while others are lost between year changes.
- ii. It can take a few years to get schools onboard.
- iii. Some ILPS are not actioned or continued from year to year.
- iv. ILPs should be actioned early in the year not half way through the year.
- v. Schools initiating the ILP process ensure those without parent advocates are still serviced by an ILP.
- vi. Relationship building is the key to success but should not have to be.
- vii. Gifted kids need acknowledgement that something is being done and avoid anxiety over not meeting their own goals.
- viii. Schools seem not to be able deal with G&T children and appear threatened by them.
- ix. An ILP is worth nothing unless it is properly implemented. However, it is a mechanism for interaction with the school and a way to hold schools/teachers' accountable.

6. **Other**

a. **P&C Business Model Review Forum** - The P&C association business model review forum will be held after the Policy Conference on 25 September and all P&Cs needed to send at least one delegate to that meeting to vote on which model they preferred. The options paper would be again circulated and the online survey available soon for P&C officers and members to submit returns which will help as prepare for the forum.  
**ACTION: RMcGrath, JKennard, ALL**

b. **Violence in School Workshop** –This will be held on 8 Nov at Stirling and Jane Koitka had agreed to chair the Workshop working group.

**NEXT MEETING** - The next meeting is a Hot Topics General meeting on Tuesday 26 June 18 at HBCTL which will be attended by the Minister.