



2021 Parent Community Volunteer Handbook

*Connecting every learner,
every day in every way for success.*

TOGETHER

Dear Volunteers of Kedron State School

Can I begin by firstly offering a sincere appreciation of your time and commitment on behalf of the students and staff at Kedron State School.

Kedron State School acknowledges and values the role that parents and the broader community play in the education of our students. As such, we welcome and encourage parents and other community members to become a part of school life through volunteering to support school activities, including student learning and cross-curricular pursuits.



This handbook for Volunteers provides information to parents and community members who may be interested in volunteering within the school to maximise student learning.

Our school volunteer policy and relevant departmental policies are included to ensure clarity of expectation across our community and also to provide parents, caregivers and our wider community with the confidence to volunteer in our school in a manner that best fits with your time, skills, expertise and interest.

For further information please contact the School Administration on 3621 3444 or email us at admin@kedronss.eq.edu.au

After reading the enclosed documents please sign as a confirmation of agreement to the terms and information outlined and return to the school administration.

On behalf of the school community, I would like to welcome you as an active participant in supporting our students' learning and working with us to connect every student, everyday, in everyway for success.

Yours in education,

Mrs Susie Randel-Kneipp

A handwritten signature in blue ink, appearing to read 'S Randel-Kneipp', written in a cursive style.

Principal

Kedron State School

Parent Community Volunteer Policy

Rationale:

Research tells us that the most successful schools engage students, parents, carers and the community as partners in supporting student learning.

Acknowledging the overwhelming evidence that parent engagement has a positive effect on student achievement, our school and community is focused on strengthening the engagement between students, teachers, parents and carers, support staff, community, industry and business groups.

Kedron State School encourages parents and community members to actively support student learning by volunteering in school and classroom activities.

Kedron State School's Parent and Community Volunteers Policy aims to document our school's approach to working with our community in order to maximise student learning.

School Community Beliefs About the Importance of Volunteers in Classrooms:

It is important that students, staff and parents/carers have a shared understanding of the role community members can play in supporting student learning experiences at school.

Kedron State School:

- is committed to promoting the key messages of the *Education Queensland Parent and Community Engagement Framework*;
- believes families and schools should work together in partnership;
- develops meaningful strategies to engage with parents and the broader community to maximise student learning;
- believes parents and broader communities have a reciprocal responsibility to engage with schools.

School responsibilities:

- acknowledge and value parent and community participation in school activities, including student learning experiences;
- help parents understand the language of learning;
- provide timely information on confidentiality, code of conduct, student protection and emergency management to volunteers;
- ensure blue cards are current for volunteers other than parents of Kedron State School students;
- provide instruction and guidance to volunteers, and monitor their conduct;
- provide a safe environment for all students, staff and community members.

Volunteer responsibilities:

- negotiate with relevant classroom teachers to determine when volunteers are needed, how often they are needed and for what types of activities they are required in order to support student learning;
- adhere to teachers' instructions and seek clarification and guidance when necessary;
- uphold relevant school policies and procedures;
- Work under the direction and expectations of the school Principal at all times
- provide the school with a copy of their current Blue Card (for volunteers other than parents of Kedron State School students).

Strategies

At Kedron State School we promote participation of community volunteers by:

- *helping parents and caregivers understand their importance in relation to supporting student learning;*
- *inviting and encouraging parents and community members to volunteer with classroom and school activities.*
- *Creating timely and effective communication streams such as the weekly school newsletter, Class Parent Representative Scheme*
 - *Shared language and expectations across the school through the Kedron State School Key Document Register –*

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*KSS Value Statement - **Connecting every learner, every day in every way for success**
KSS Pedagogical Framework appendix 1, KSS Wellbeing Framework appendix 2,
KSS Expectations appendix 3, KSS Signature Pedagogies appendix 4, KSS
Learning Behaviours appendix 5*

Procedures

Operational procedures for managing community volunteers include the following requirements:

- All volunteers are to sign **in and out** of the 'Visitors Register' located at the school office;
- All volunteers working with students are to be supervised by relevant classroom teachers at all times;
- Volunteers are not to be accompanied by minors under the age of 18, without prior permission from the school Principal;
- Volunteers need to inform the school and/or the teacher if they have committed to and are unable to attend a classroom session.

Activity Specific Policies

Swimming

- Only parents of students in the class where the volunteer is offering time are permitted to assist with swimming lessons unless otherwise approved by the Principal.
- Parents assisting with swimming classes will be dressed in accordance with Kedron State School's Sun Smart Policy inclusive of a hat and sun shirt.
- Parents will follow the direction of the Health and Physical Education Teacher and whilst assisting with swimming will be under the direction of the Health and Physical Education Teacher.
- Parents will be suitably attired to attend the school campus both before and after swimming lessons. No parents will leave the pool precinct to attend the office or other class environments without being suitably dressed inclusive of foot wear.
- All Parents will sign in at the school Administration prior to volunteering at the school pool precinct.
- No parent volunteers will be permitted to enter the pool change rooms that are occupied by students in Years 3-6.
- Only parents of the same sex will be permitted in change rooms to assist students in the Junior School (Prep –Year 2) - Female parents in girls change rooms, male Parents in boys change rooms.
- Parents of Jr School students are only permitted in the change rooms when more than one parent is present i.e. There must always be 2 parents in each change room if assisting.
- No parent is permitted in the change rooms alone.
- If a student requires assistance and there is no parent volunteer present children are to be directed to have themselves as independently clothed as possible and complete dressing on the pool deck.
- Only teachers will be permitted in change rooms in the absence of 2 parent volunteers.
- Any alteration or amendment to the above should be directed to the Health and Physical Education Teacher in the first instance and then reported to Administration.

Kedron Kitchen

Please view the Kedron Kitchen Volunteers handbook for more information

P&C Volunteering

Please View the P&C FAQs appendix 5

Related Departmental Resources

Parent and Community Engagement Framework

<http://education.qld.gov.au/schools/parent-community-engagement-framework/>

Student Protection Fact Sheet

The Department of Education is committed to providing safe, supportive and disciplined learning environments, to help prevent reasonably foreseeable harm to students and to responding when an employee reasonably suspects harm or risk of harm to students.

Student Protection involves:

- Working to make our school safe, supportive and disciplined places for all students;
- Taking action to prevent our students being harmed;
- Reporting any suspicion you have that a student has been harmed or is likely to be harmed.

All students have a right to be protected from harm.

Harm is:

- Any detrimental effect of a significant nature on a student's physical, psychological or emotional wellbeing. This could also include harm to an unborn child. Harm can be caused
- by physical abuse, psychological or emotional abuse, neglect or sexual abuse or exploitation.

Managing your own behaviour is the first step in student protection.

NEVER harm a student, physically, psychologically or emotionally

NEVER make fun of, put down or unlawfully discriminate against a student

NEVER touch a student in a sexual way, or engage in any other inappropriate sexual activity (example, sending a suggestive text message, showing a student inappropriate images, engaging in overfamiliar and unprofessional conduct with a student)

NEVER do or say anything that would make people think you are doing or intending to do something sexual to a student.

Any behaviour that harms a student is not acceptable. Our school and The Department of Education will not condone behaviours (e.g. a student witnessing domestic or family violence) or cultural customs (e.g. caning children or female genital mutilation) fall into the definition of harm. In other words, claiming culture or custom is no excuse for harming a student.

You must report to the Principal any harm to a student that is caused by:

- someone working at the educational institution
- another student
- someone from the student's family, a friend or a stranger
- the student self-harming

If you see harm occurring PLEASE ACT -

help the student who has been harmed, for example: by telling other students to move away

get another employee involved as soon as possible

tell the Principal straight away about what you have seen

write down what you saw and give the information to the Principal

If you suspect a student has been harmed at our school or outside:

1. Tell the Principal straight away about what you suspect
2. Write down what you saw and give the information to the Principal

If a student tells you that they have been harmed at our school or outside:

1. Listen carefully;
2. Reassure the student that they have done the right thing by telling you;
3. Tell the student that you must advise the Principal about what they have told you;
4. Tell the Principal straight away about what the student told you;
5. Write down what the student told you and give the information to the Principal.

If you suspect that the Principal is responsible for causing harm to a student, report this to the Regional Director at the local regional office and the Ethical Standards Unit on (07) 3234 1514 or email at: ethicalstandards@dete.qld.gov.au.

Emergency Management Procedures

Critical Incident Definition

A critical incident is any situation that impacts significantly on the welfare of staff and students or has the potential to interfere with their ability to function effectively.

The impact of the incident may either be direct or indirect. Responses will vary as to type, degree and location. Ongoing risk assessment and risk management are essential elements in lessening the impact of any minor or major incident.

Warning Devices

Evacuation – If working under the supervision of a class teacher, volunteers will accompany class to the designated area (SCHOOL OVAL). Volunteers working in other areas of the school are to make their way directly to the designated area (SCHOOL OVAL) and report to the Warden.

Lock down – If working under the supervision of a class teacher, volunteers will accompany the class to the closest safe area, usually the classroom. Volunteers working in other areas of the school are to make their way directly to the nearest class or school office.

Action Plan

The plan will be activated through the following stages, depending on the nature of threat or disaster.

1. Alerting

The initial report of a disaster having taken place will be made by the person discovering it, to the Principal or in his/her absence, to the Acting Principal and / or Administration.

2. Decisions and Action

The person noticing the “disaster” is, in the first instance, to assist anybody in immediate danger.

The Principal will assess the situation and decide on the most appropriate action.

However, the prime responsibility for combating the disaster and organising the release of the trapped and injured will be the appropriate Emergency Service.

3. Recovery

The Principal, after consultation with Emergency Service Groups, District Crisis Response Team and School Workplace Emergency Management Team, will decide on re-occupation or dispersal of the students.

Emergency Signals

Fire Evacuation – 15 seconds of short sharp bells


Lock Down – 30 seconds of continual ringing

Please follow the direction of the closest staff member.



Kedron State School Code of Conduct Reference

Kedron State School promotes 4 whole school expectations that both the student and staff and adult community uphold to maintain the supportive, respectful and disciplined educational culture and environment of our school.

	Do	Do Not
Language	<ul style="list-style-type: none">• Use encouraging positive words• Adopt a pleasant tone of voice• Modify your language to suit the age, development or ability of the students you are connecting to• Use warm, open body language (for example where appropriate maintain eye contact)	<ul style="list-style-type: none">• Make judgments about a student, put them down, insult them or use sarcasm• Call students names• Swear or raise your voice• Intimidate or try to frighten a student• Make suggestive comments or involve students in adult jokes/humour
Relationships	<ul style="list-style-type: none">• Set a good example at all times• Model the expectations of Kedron State School• Give students opportunities for 'take up time' in decision making by offering limited and appropriate choices e.g. "which book would you like to read?"	<ul style="list-style-type: none">• Play favourites• Give students gifts or positive rewards unless previously discussed with the teacher• Spend time alone with a student where you can not be observed by others• Initiate contact with a student outside school hours
Physical Contact	<ul style="list-style-type: none">• Redirect child initiated contact where inappropriate (example a child that may want to sit on your lap)• Discuss any concerns about appropriate contact with the child's class teacher• Touch a student as necessary to render medical assistance or protect from harm.	<ul style="list-style-type: none">• Engage in in form of violent or aggressive behavior• Engage in any inappropriate sexual activity inclusive of showing students inappropriate images
Other	<ul style="list-style-type: none">• Wear appropriate clothing for anticipated role and activities including enclosed shoes and clothing that aligns with the KSS Sun Smart Policy• Comply with school policies in respect to school visitors at all times	<ul style="list-style-type: none">• Wear clothing that is inappropriate for the anticipated role or activity• Make or accept mobile phone calls while working in class with students• Use alcohol or other substances before coming into the classroom or while at the school



Confidentiality Agreement for Volunteers

Teachers, staff and adults working in the Kedron State School community will at times be privy to confidential information about students and their families.

It will often be necessary to share some of this information with volunteers in order for them to work with children. It is necessary, therefore, to fully understand that this information is protected and maintained under a strict confidentiality policy.

Understanding and agreeing to the following principles, the dignity and respect of all school community members will be protected.

- I will never discuss a child or share my knowledge of a child to anyone who is not authorised to receive such information.
- I will defer to the class teacher or school administration any request for information, which may come from a parent or carer of a child.
- I will ensure that any discussions I need to have with a class teacher are conducted in a safe, secure environment to avoid any information being overheard or shared with other people.
- I understand that I may also be privy to information about staff or students' parents or carers and this information is also strictly confidential.
- I understand that any information about students, parents or staff remains confidential, even after I leave the position.
- I understand that any breach of confidentiality is a serious breach of trust and this breach may result in my services as a volunteer being discontinued at the direction of the Principal.

Signature of volunteer:

Signature of Principal.....

Date:



Code of Conduct for Volunteers

Volunteers have a special place in our school and assist in many ways. Kedron State School, appreciates and values your time, effort and commitment in assisting us. To prioritise a safe environment and a positive educational culture for all staff, students and volunteers, all those that volunteer in our school are required to adopt the following Code of Conduct.

- Observe similar standards of behaviour and ethical conduct to that required of staff. For example, you are expected to act within the law, be honest and fair, respect other people (especially students) and work to the best standard of your ability.
- Appreciate that teachers have a special duty of care for students, which cannot be delegated or transferred to others. Therefore, if you encounter a problem while working as a volunteer you must refer the problem to the teacher for whom you are volunteering or to the Principal.
- At no stage should you deal with any issues involving either your child or another child, behaviour that requires a member of the professional staff will always address redirection or a consequence.
- Appreciate that all persons have rights and aspirations. Treat all persons with dignity and respect, without harassment, victimisation or discrimination.
- Observe confidentiality in respect of all information gained through your participation as a volunteer. The Right to Information laws are very clear for all personnel. Therefore volunteers should not discuss or disclose to others, personal information about students and their families or staff or incidents that may have occurred during your time volunteering.
- Report any information of a personal nature that a student discloses to the Teacher for whom you are volunteering or to the Principal. Some information is sensitive. Sensitive and/or personal disclosures require additional caution in the way it is treated.
- Accept and follow directions from the Teacher and Principal and seek guidance through clarification where you may be uncertain of tasks or requirements. You may be directed to familiarise yourself with the Department of Education policies and guidelines on particular issues.
- Observe safe work practices avoiding unnecessary risks, apply reasonable instructions given by supervisors and report any hazard or hazardous practice in the school. In the event of an emergency you must follow the instructions of your supervisor at the time.
- Report any problem, which may arise to your supervisor including incidents, injury or property damage.
- Avoid waste or extravagance and make proper use of the resources of the school.

In the interest of working together for the benefit of the students at Kedron State School, I, as a volunteer, understand and agree to the above conditions.

Name of volunteer:..... (Please print)

Signature and date :

Connecting every learner, every day in every way for success

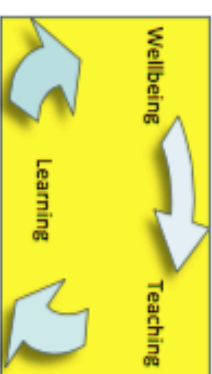
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Kedron State School Wellbeing Framework 2017

Connecting every learner, every day in every way for success

This document has been informed by the Department of Education and Training, overarching Learning and Wellbeing Framework. Wellbeing is critical for learning, central to learning and an outcome of learning. It supports the Kedron State School value statement of connecting every learner, every day in every way for success.



<p>Learning Environment</p> <p>Core Statement: Kedron State School provides students with a rich learning environment that is respectful, supportive and safe. This optimizes academic engagement, social and emotional wellbeing.</p> <p>This is demonstrated by:</p> <p>1 Kedron State School Expectations of Behaviour</p> <p>2 Building Social Capital</p> <p>This includes:</p> <ul style="list-style-type: none"> ✓ 10 Learning Behaviours ✓ Restorative Practice ✓ Dearly Choices ✓ Playground Rangers ✓ Building self-awareness and the development of a growth mindset ✓ You Can Do It <p>3 Guidance Officer and Chaplaincy program</p> <p>4 Acknowledgement of student diversity</p> <p>This includes:</p> <ul style="list-style-type: none"> ✓ Student Wellbeing, Enrichment and Learning Committee (SWEEL) ✓ Celebrations of learning ✓ Special Education program ✓ Provisions for Gifted education ✓ Instrumental music program and choir ✓ Girls Sports Days ✓ Under 8s Day ✓ Celebration of the ARTS ✓ Dearly Choices <p>5 Workplace Health and Safety Committee</p> <p>Evidence we see:</p> <ul style="list-style-type: none"> ✓ Daily opportunities for students to experience success across a range of learning environments ✓ Visual posters in every classroom articulating Schoolwide expectations of behaviour and learning behaviours ✓ Documented processes for referring students to Student Wellbeing, Enrichment and Learning Committee ✓ Regular meetings of Workplace Health and d Safety committee ✓ Comprehensive school calendar that highlights a range of events that promote learning engagement and student diversity 	<p>Curriculum and Pedagogy</p> <p>Core Statement: Kedron State School acknowledges that quality classroom teaching has a significant influence on student learning and wellbeing. Wellbeing is enhanced when it is embedded in the curriculum and explicitly taught by the classroom teacher.</p> <p>This is demonstrated by:</p> <p>1 Implementation of the mandated curriculum</p> <p>This includes:</p> <ul style="list-style-type: none"> ✓ Integration of the Personal and Social Capabilities of the Australian Curriculum into daily teaching practice ✓ Supportive schoolwide processes in relation to assessment and monitoring of student learning, inclusive of systemic and Whole School Assessment and Monitoring Guidelines ✓ Teacher acknowledgement of individual student variance through quality differentiation practice ✓ Implementation of individually negotiated curriculum plans (Individual Curriculum Plan, Individual Support Plan, Personal Learning Plan, Individual Health and Mental Wellbeing Plan) <p>2 Building social capital</p> <p>This includes:</p> <ul style="list-style-type: none"> ✓ Explicit teaching of the Schoolwide Expectations ✓ Explicit teaching of the 10 Learning Behaviours ✓ Explicit teaching of Restorative Practices ✓ Recruitment and training of Playground Rangers ✓ Explicit teaching of social skills through Boys' and Girls' Club ✓ Tuesday TED Talks ✓ Opportunities to access The Quiet Room <p>3 Collaborative development of class expectations based on School Expectations and Learning Behaviours</p> <p>4 Student Leadership</p> <p>This includes teacher and student selection of:</p> <ul style="list-style-type: none"> ✓ Year 6 Student Leaders ✓ School Vice Captain ✓ Music Captains ✓ Sports Captains ✓ Student Council Representatives ✓ School Leadership roles that promote academic and social wellbeing <p>Evidence we see:</p> <ul style="list-style-type: none"> ✓ Daily opportunities for students to demonstrate their knowledge and understanding in relation to the Curriculum ✓ Data literate teachers that use student evidence to drive teaching and learning ✓ Data used to inform holistic wellbeing processes ✓ Differentiation placements that acknowledge class and student profiles ✓ A range of co-operative learning groups operating across the school ✓ Varied pedagogies enacted to support students' preferred learning styles and strengths ✓ A consistent metalinguage used across the school in relation to expectations for learning and behaviour 	<p>Policies and Procedures</p> <p>Core Statement: Kedron State School has documented policies and procedures that describe and support the development of a positive school ethos that prioritises student learning and wellbeing.</p> <p>This is demonstrated by:</p> <p>1 School governance</p> <p>This includes:</p> <ul style="list-style-type: none"> ✓ Kedron State School Leadership Team ✓ Kedron State School Parents and Citizens Association (P&C) ✓ Kedron State School Local Consultative Committee (LCC) ✓ Kedron State School Local Chaplaincy Committee ✓ Kedron State School Workplace Health and Safety Committee ✓ Kedron State School Wellbeing Committee ✓ Kedron State School SWEEL Committee ✓ Kedron State School Student Council <p>2 Department of Education and Teaching Mandated policies</p> <p>This includes:</p> <ul style="list-style-type: none"> ✓ Code of Conduct ✓ Student Protection ✓ Responsible Behaviour ✓ Administration of Medications ✓ Smart Choices ✓ Sun Safe ✓ Road Safety ✓ Diversity Training ✓ Curriculum Activity Risk Assessment ✓ Health, Safety and Wellbeing ✓ Internal Controls ✓ Keys to Managing Information <p>2 Kedron State School policies</p> <p>This includes:</p> <ul style="list-style-type: none"> ✓ Kedron State School Responsible Behaviour Plan ✓ Kedron State Roll Marking and Absenteeism Plan - Student and Staff ✓ Kedron State School Sun Smart ✓ Kedron State School Digital and Online Publishing Protocol ✓ Kedron State School Professional Development Plans <p>Evidence we see:</p> <ul style="list-style-type: none"> ✓ School policies available on localized school intranet, school website and in Staff Strategic Documents folders ✓ The Kedron State School whole-school expectations are visible and set the tone for a calm and supportive learning environment ✓ Students, staff and parents/carers feel safe, valued and connected to Kedron State School ✓ Timely and ongoing monitoring and case management of individual student needs ✓ Bi-annual professional development conversations and a whole-school strategic professional development plan. ✓ Ongoing, individualized professional development aligned to professional development plans. ✓ Regular consultation and collaboration through school governance meetings ✓ Ongoing and timely quality induction processes 	<p>Partnerships</p> <p>Core Statement: Kedron State School prioritizes productive partnerships in order to enhance and support the wellbeing of students, staff and community members.</p> <p>This is demonstrated by:</p> <p>1 Community and Corporate Partnerships</p> <p>This includes:</p> <ul style="list-style-type: none"> ✓ YMCA Before and After-School Care Program ✓ QLD Police Adopt-a-Cop ✓ Community welfare and mental health agencies ✓ Provision of opportunity for religious instruction Before and after school sporting affiliations for staff and students ✓ Establishing partnerships with local businesses ✓ Optum Employee Assistance Program <p>2 Educational Institution Partnerships</p> <p>This includes:</p> <ul style="list-style-type: none"> ✓ Kedron State High School and Waverl Heights State High School ✓ Kedron-Waverl Principals Cluster ✓ Kedron-Waverl Cluster Student Leadership Network ✓ Early education and care partnerships (ECEC) ✓ Brisbane Inner-North Early Years Network (BINEY) ✓ Stafford State School English as an Additional Language/Dialect Cluster Class ✓ University partnerships - preservice teacher programs and school-based research programs <p>3 Parent/Carer Partnerships</p> <ul style="list-style-type: none"> ✓ Prep Information Evening ✓ Class Orientation Information Evening ✓ Parent-teacher interviews ✓ Class Newsletters ✓ Whole School Newsletters ✓ Class Parent Representative Scheme - social network ✓ Information-sharing via Kedron State School website ✓ A comprehensive suite of Parent Master classes – academic, learning behaviours, and social and emotional student wellbeing ✓ Parent Volunteer Network ✓ Delivery of Positive Parenting Program (Triple P) ✓ Parent collaboration in development of student individual support plans and curriculum plans <p>Evidence we see:</p> <ul style="list-style-type: none"> ✓ Collaborative responsibility for student wellbeing across educational institutions and junctures of schooling ✓ Quality transition processes across year levels and upon entry and exiting of primary school ✓ Respect for family diversity and multiple opportunities to make information about learning and wellbeing accessible for all ✓ Proactive use of school-based services and community agencies to advance student and family wellbeing
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Kedron State School

Expectations



At Kedron State School we will:

Be Respectful

Be Responsible

Be Safe

Be a Learner



High Impact Teaching

Kedron State School - Signature Pedagogy

PREPARE

**Prepare students
for learning**

Learning intention

Success criteria

TEACH

I Do
Teach new content

We do
Guide practice

Feedback
Check for understanding

CONSOLIDATE

You do
Independent practice

**Review and
reinforce**



Learning Behaviours

<p>Choose your Attitude</p>	<p>Quiet</p> <p>Look Listen</p>	<p>Be Organized</p>	<p>Following Directions</p>	<p>Getting Started</p>
<p>Staying on Task</p>	<p>Scan for Clues</p>	<p>Ask for Help</p>	<p>Completing Task</p>	<p>Is this my Best Work?</p>

FAQs



Kedron State School P & C

Our school is fortunate to have a healthy, active, and well-functioning Parents & Citizens Association (referred to here as the KSS P&C). But what's it all about and how does it work?

What is the P&C?

- The KSS P&C is the umbrella organisation that provides a forum for communication between the School, Parents and Citizens of our community
- Raises money to spend on educational and playground equipment for our school
- Supports and runs school community events
- The P&C is 'us' (not an exclusive group) and everyone at KSS is welcome to have their say and play their part.



How does it function?

- The KSS P&C is run by an annually elected Executive who hold meetings each month during school terms.
- Under this group's authority, all events and ongoing projects are conducted.



How do the meetings work?

- The P&C meetings are held from 7pm - 9pm on the second Tuesday of the month and run by the P&C President
- Meetings cover a range of topics including finances, School Principal's report, upcoming events and decisions about regular P&C undertakings such as the Uniform Shop and Tuckshop.



Are the meetings very formal?

- An agenda is circulated a couple of days before the meeting to all P&C Members by email
- The meetings have a formal format, but don't let that put you off as the people around the table are all united in their desire for a great P&C that supports our school well
- Anyone in attendance at the meeting is invited to have their say but you are welcome to come and just observe.

