SHENTON COLLEGE P&C

GENERAL MEETING MINUTES
Thursday 28th May
4pm Webex Meeting

Attendees: Lina Al-Bayali, Viv Blycha, Larissa Carpenter, Ann Choong, Ann Conlon, Meredith Eddington, Nick Emeljanow, Jenny Hart, Wisam Kamil, Lesley McDuff, Mike Morgan, Justine Oxley, Pip Slaughter, Tom Simpson, Karen Wilson, Su Wu

Apologies: Adrian Barich, Vera Dedijer, Philippa Freegard

1. **Meeting Opened**

   1.1 Agenda item review and conflict of interest check

2. **Previous Minutes Acceptance** (see attachment)

Confirmation of last meeting's minutes. Moved by Nick. Seconded by Jenny.

3. **Business Arising From Minutes of Previous Meeting**

Lesley	ACTION: propose dates for the rest of the P&C meetings this year. *UPDATE: Dates tabled on P&C website:* https://www.shenton.wa.edu.au/community/parents-and-citizens-association/ *Thursday 28th May 4pm (Term 2) – tentatively a Webex meeting* *Thursday 6th August 7pm (Term 3) – Boardroom in Main Administration* *Thursday 29th October 7pm (Term 4) – Boardroom in Main Administration* *Thursday 3rd December 7pm (Term 4) – Boardroom in Main Administration*
Danielle	• ACTION: Add Solvency Declaration to next meeting agenda. *UPDATE: Nick advised to include in August meeting agenda. - Carryover* • ACTION: Vice President nomination to be raised at next general meeting. *UPDATE: Refer to agenda item 11.1.*

4. **Correspondence**

   4.1. **In** – FOMS Bank Statement was noted.

   4.2. **Out** – none noted.

5. **Principal's Report**

   5.1. **COVID-19 term 2 update** - Mike stated there were staggered finish times across year groups to support the transition back to school. This has now been stopped this week (i.e. Week 5) but corresponded to the Year 11 and 12's being offsite in preparation for exams.

   Mike said he believes there are still opportunities for blended learning with online delivery. Benefits included providing resources for students that are sick at home, in addition to helping prepare students for University. Mike suggested the P&C and Board could be leaders in this – with continued Webex meeting for P&C and Board meetings.

   Mike also noted a high level of reporting is being maintained. Mike congratulated his Teaching Staff for this.

Also a decision on parent-teacher meetings has been made. The College is looking into trialling a booking system with phone interviews later in Term 2.

Ann asked if Webex was considered? Mike stated Webex wouldn't work because the meetings are only in 5 minutes blocks.

5.2. **Planning for weeks 1 to 6** – as above.

5.3. **Attendance update** – Mike noted there was 80% attendance on the first week of Term 2, followed by 87% during the second week and 94% in the third week. The return to the College was strongly supported. However, there are some students that have still stayed away, and the College is supporting as best they can.

5.4. **AHPPC committee advice (see attachment)** – Mike stated there has been 5 additional day cleaners employed, who are conducting a number of day cleans on high contact areas. Mike noted that as some of the restrictions are removed an increased number of cases is expected and there are associated levels of concern with this. Shenton College will be conducting testing on 150 randomly selected students and some staff from the 11th June. The testing will be a swab in the mouth. Parents will be able to opt out for their child if they wish. There will be three testing cycles and this will assist with early detection within the school. Telethon Institute will also be conducting a COVID-19 student survey. More information is provided via COMPASS.

5.5. **Term 2 Staff Professional Development Day, moved to Thursday 17 December for Occupational Health & Safety training (All Staff)** - Mike has made the decision after consultation with his Teaching Staff to move this School Development Day to the end of Term 4. Therefore the last day of school will be on 16th December. This was to reduce the interruption to students.

5.6. **UWA Learning Links Steering Committee (see attachment)** - noted

5.7. **University score update** - Shenton College was key in driving Year 11 ATAR predicted score as a safety net for UWA entry. This has been followed by ANU, Curtin and Murdoch Universities. This has resulted in early offers of Shenton students into University next year.

Nick stated the Year 11 predict University score was a great result and congratulated Mike on this initiative. Nick asked if we were seeing any increase in negative mental health effects due to COVID-19. Mike stated there would be good data collected through the previously mentioned Telethon COVID-19 study, which will involve a survey covering mental health aspects.

5.8. **Thank you from Shenton College Board and P&C** (https://youtu.be/s4I_Ql-kUSA) – Mike stated this was well received from the Staff and is now on the Shenton College website.

6. **School Board Report**

Justine provided a School Board update. A Finance report was presented, tabling a significant amount of school funding has been collected but in the last two cycles additional payments have been down compared to previous years. Mike stated this is something for the P&C to note in their forecasts for 2020.

Justine stated the Annual Report 2019 had been sent out.

The School Board discussed the thank you video to the Staff of Shenton College. As noted in Section 5.8.

7. **P&C President's Report**

Justine stated that she and Adrian had received an email from President of P&C at Rosalie Primary School. It was enquiring about Shenton College's made hand sanitizer and the possibility of buying it for fundraising opportunities.

Mike stated that it is being made and supplied to our students. Mike would be happy to supply to Rosalie for their own students use but not want to have this sold for profit.

Nick also noted he had been supporting the Bob Hawke College P&C Treasurer.

8. **Treasurers Report**

8.1. **Treasurer's report May 2020 (see attachment)**

Nick stated that $160k had been received in P&C contributions over the last 3 months, with nothing spent so far. There are a few outstanding accounts from last year, with a bank balance of $171k. Nick provided an overview of the 2020 planned expenses (refer to Section 8.2).

Nick noted it would be good to keep $25k as a buffer.

Nick stated it was possible the overall P&C collection could be $360k (100% of families contributing). Historically 70% of families pay, which equates to $252k. However, conservatively Nick estimated an additional $45k of contributions for the rest of the year.

Nick tabled his Treasurer's report. Pip moved to accept, Jenny seconded.

8.2. **2020 Accounts and Budget May 2020** (see attachment)

8.3. **P&C Bank Summary Statement** (see attachment)

8.4. **Funding requests** - Nick tabled the following College funding requests. Pip moved approval. Larissa seconded.

   8.4.1. **WACSSO Affiliation Invoice $985.11** (see attachment) - Cheque number#449

   8.4.2. **Chaplaincy invoice $22k** - Cheque number#450

   8.4.3. **Uniform Shop $27.72k;** - Cheque number#451

   8.4.4. **Psychologist $30k** - Cheque number#452

   8.4.5. **Early payment $500** - Cheque number#453

9. **Friends of Music Report** *(Tom Simpson, FOMS P&C Representative)*

Tom noted the May FOMS meeting was cancelled. A June meeting will occur if concerts are scheduled. The next scheduled FOMS meeting is on the 10th August.

Mike stated there will be no concerts and performances in Term 2. However, the Music Department is looking at possibility of student only performances. Mike said they are looking at smaller scale performances that could be put on in Term 3 with parents in the audience.

10. **Friends of Shenton Alumni Report** *(Meredith Eddington)* (see attachment)

Meredith gave an update. Key points included:

- The new Alumina portal is progressing and should be ready to launch at the end of Term 2.
- Meredith noted the Business directory and Mentoring will depend on the success of the portal.
- Meredith has been assisting Hollywood and Swanbourne 50th year reunions.
- Meredith has also been collecting old memorabilia.
- Meredith concluded that steady progress has been made despite it being a difficult start to the year because of COVID-19.

11. General Business

11.1. **Vice President Nomination** - Justine stated the role entails stepping in for Adrian to chair P&C meetings when he is unable to attend; the Vice President is also the formal WACSSO representative ensuring the P&C aligns to WACSSO requirements.

Tom Simpson stated he would be happy to nominate. Danielle noted Ann was also happy to nominate if there were no other nominations.

Danielle moved to accept Tom's nomination. Larissa seconded. Motion approved.

ACTION – Danielle to update WACSSO website with Tom Simpson being the Vice President.

11.2. **Mobile phone use** - Mike stated the policy had been going well in terms of compliance until the College moved to online learning mode. Mike suggested there are probably 40 students that are repeat offenders, but overall students are doing the right thing and Staff will continue to encourage / manage any breaches to the policy in a considered approach.

12. Next Meeting Date & Meeting Close

12.1. **Next meeting** – 6th August Webex meeting 7pm TBC

For future meetings Mike suggested a face to face P&C meeting in Week 3; followed by an online meeting in Week 8 each term.

12.2. **Meeting closed – 5:35pm**

12.3. **Meeting Actions**

Danielle	• ACTION: Add Solvency Declaration to next meeting agenda. *UPDATE: Nick advised to include in August meeting agenda. - Carryover* • ACTION – Danielle to update WACSSO website with Tom Simpson being the Vice President.

Minutes Endorsed:

Justine Oxley, Vice President

Australian Health Protection Principal Committee (AHPPC) advice on reducing the potential risk of COVID-19 transmission in schools

Advice from the Australian Health Protection Principal Committee (AHPPC) for school leaders engaging with children, parents, teachers and support staff to reduce even further the relatively low risk of COVID-19 transmission in schools.

- Listen
- Print
- Share

Date published:
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General public

Purpose

This practical guidance and advice has been prepared for school leaders engaging with children, parents, teachers and support staff to reduce even further the relatively low risk of Coronavirus (COVID-19) transmission in schools during the COVID-19 pandemic.

This document is broad, and decisions about how to apply its guidance should be made by each jurisdiction with consideration of their local epidemiology and context.

Background

What is COVID-19?

COVID-19 is a respiratory illness caused by a new virus. Symptoms include fever, coughing, a sore throat and shortness of breath.

The virus can spread from person to person, but good hygiene and physical distancing can prevent infection. For most people, COVID-19 is experienced as a mild disease. The focus on reducing transmission is to ease the burden on our health system, rather than eliminate the spread.

If you or your child are sick, and think you have symptoms of COVID-19, seek medical advice. If you want to talk to someone about your symptoms or are seeking information, call the National Coronavirus Helpline for advice on 1800 020 080. The line operates 24 hours a day, seven days a week.

Principles for schools

1. Help stop the spread and stay healthy
2. Stay informed and supported

Things to consider

- Physical distancing
- Risks to vulnerable populations in schools
- Hygiene
- Environmental cleaning
- Psychological wellbeing
- Spread the word, not the disease

Help stop the spread and stay healthy

Physical distancing

One way to slow the spread of viruses, such as coronavirus, is physical distancing (also called social distancing).

The more space between people, the harder it is for the virus to spread. There is a range of measures schools can take to support physical distancing and reduce transmission within the practical limitations of a school environment.

Message for parents: if your child is sick, they must not go to school. You must keep them at home and away from others. Remember to maintain physical distancing from other parents and teachers when attending school, including when dropping off and picking up your children.

Message for children: tell your parent, guardian or teacher if you are feeling sick.

Message for teachers: do not come to work if you are sick or in a vulnerable person category.

Message for all adults: the greatest risk of transmission in the school environment is between adults. It is of upmost importance that teachers and parents alike maintain physical distancing between themselves and each other at school.

Schools are already engaging in creative and innovative ways to engage their students online and in-person, while practising physical distancing and minimising risk. These include:

- adapting activities that lead to mixing between classes and years, including reduced use of common areas and reduced after-school and inter-school activities
- where possible, adding flexibility to the work day by staggering start and finish times, recesses, lunch breaks and other key transition times, when mixing may occur between classes and year-levels
- where possible, avoiding close-proximity queuing and encouraging increased space between students, for example, by placing markings on the floor
- encouraging students to maintain 1.5m distance when entering or leaving a classroom
- cancelling school excursions, assemblies, sporting activities and other large gatherings
- where possible, conducting lessons outdoors or in environments with enhanced ventilation
- where possible, arranging classroom furniture to leave as much space as possible between students
- maintaining smaller classes
- suspending group work if the activity cannot be modified to avoid close physical proximity (1.5m)
- ceasing public access to playgrounds and high touch play equipment
- teachers monitoring students during non-class times to ensure they are maintaining 1.5m physical distance
- teachers maintaining 1.5m physical distance from other adults in staff rooms
- providing a mix of home- and campus-based education
- student work being submitted electronically, where feasible
- student work being handed to a teacher for feedback rather than feedback being provided immediately by the teacher in close proximity to the student
- encouraging non-contact greetings

Swimming pools should not operate. Use of play equipment by children in a school setting is unlikely to appreciably increase the risk of exposure to the virus when

compared with other activities undertaken in schools. Schools that continue to allow access to play equipment should consider the following sensible precautions:

- separating groups at play; for example, by staggering play times and avoiding overcrowding;
- cleaning play equipment between use by different groups (or at least daily);
- ensuring children wash their hands (or apply alcohol-based hand rubs) before and after using play equipment; and
- excluding unwell children and staff.

Physical education may continue, but should take place outdoors or in large gymnasiums or covered areas where physical distancing can be maintained.

Risks to vulnerable populations in schools

Parents and carers of children and young people with complex medical needs are encouraged to seek medical advice from their health practitioner to support informed risk assessment and decision-making regarding the suitability of on-site education for their child.

Protecting vulnerable people within school workforces is critical to making schools a safe environment. People aged 70 years and over, people aged 65 years and over with chronic medical conditions, all people with compromised immune systems, and Aboriginal and Torres Strait Islander people over the age of 50 with chronic medical conditions, are at greater risk of more serious illness if they are infected with COVID-19.

There is limited evidence at this time regarding the risk in pregnant women. Teachers and staff who are vulnerable should take additional care to protect themselves and, where possible, arrange to work from home. This is also the case for those with caring responsibilities for vulnerable people.

Hygiene

Everyone must [practise good hygiene](#) to protect against infection and prevent the spread of COVID-19.

Good hygiene practises include:

- washing hands with soap and water for 20 seconds ([see video](#)), or using hand sanitiser, when entering school, and at regular intervals throughout the day
  - particularly before and after eating, and after going to the toilet

- for younger students, this may include having a regular handwashing schedule (a game could be developed for younger students to come up with a 20 second hand-washing song)
- covering coughs and sneezes with ones elbow or a tissue
- placing used tissues straight into the bin
- avoiding touching one's eyes, nose and mouth
- not sharing food or drink, or
- close all communal water fountains/bubblers
- where relevant, promoting strictest hygiene amongst food preparation (canteen) staff and their close contacts (see Food Standards Australia and New Zealand for further information)

Mobile phones are regularly touched and breathed on. Use of mobile phones at school should be discouraged and if possible, restricted. Where mobile phones must be used, they should be cleaned regularly.

Routine care

Standard precautions are advised when it is necessary to come into physical contact with someone for the purpose of providing routine care and/or assistance (for example, the use of gloves for nappy changing, toileting, feeding for those with a disability or complex needs).

Staff must always wash hands with soap and water, or use a hand sanitiser before and after performing routine care and other close interactions with students in the classroom environment, and ensure environmental cleaning where relevant. Schools should make hand sanitiser available at school entrances and in every classroom.

It is not recommended non-medical face coverings be used as a mitigation strategy against transmission of COVID-19 or other similar communicable diseases, as the use of these masks has the potential to create more harm than good.

Additional Personal Protective Equipment (PPE), for example medical face masks, is not required to provide regular care for children or young people who are well, unless such precautions are usually adopted in the routine care of an individual child or young person. Good hygiene practices and environmental cleaning are more important for reducing risk.

Schools should not conduct wide-scale temperature checking of students as there is limited evidence to demonstrate the value of such checks.

First aid

Standard precautions should be adopted when providing first aid, for example gloves and an apron to use when dealing with blood or body fluids/substances.

Always wash hands with soap and water or use a hand sanitiser before and after providing first aid.

Management of suspected and confirmed cases

Where there is a suspected or confirmed case of COVID-19 in a school environment, schools should contact the National Coronavirus Helpline (1800 020 080) which operates 24 hours a day, 7 days a week for further advice.

If a student or staff member is unwell, they should not attend school or should leave to go home. If they are a suspected COVID-19 case, they should self-isolate and seek testing in accordance with state or territory guidelines. Schools should not conduct COVID-19 testing themselves.

Staff, children or young people at school experiencing symptoms compatible with COVID-19 (fever, cough or sore throat) should be isolated in an appropriate space with suitable supervision, and collected by a parent/carer as soon as possible.

In this situation, where staff, children or a young person are experiencing symptoms compatible with COVID-19, such persons should continue to practise hand hygiene and physical distancing.

All children and young people with a health care plan should ensure this is up-to-date and that, if required, it provides additional advice on monitoring and identification of the unwell child in the context of the COVID-19 pandemic.

It is important that schools also follow situationally appropriate environmental cleaning. For example, if a child spreads droplets (by sneezing or coughing), clean surfaces with disinfectant wipes immediately.

Schools and their communities will continue to be supported by state public health units in the event of an outbreak in their immediate or nearby areas. This will include detailed information and specific advice on additional measures to take beyond this guidance.

For further information about the advice in this section, please refer to the Australian Health Protection Principal Committee website.

Environmental cleaning

Coronaviruses, including COVID-19, can survive on surfaces for many hours but are readily inactivated by cleaning and disinfection.

To reduce the spread of viruses or germs in schools through environmental cleaning:

- clean and disinfect frequently used high-touch surfaces such as benchtops, desks, doorknobs, taps, and hand rails at regular intervals throughout the day with a detergent solution or detergent/disinfectant wipes
- clean and disinfect frequently used objects such as computers, photocopiers and sports equipment with detergent solution or detergent/disinfectant wipes
- in those jurisdictions where students are allowed to have mobile phones, schools should restrict access to mobile phones during the school day. Schools and jurisdictions can have the flexibility to make their own procedures around how to do this
- clean and disinfect any play equipment that has not been closed at the end of each recess and the end of the day.
- increase the amount of fresh air available indoors by opening windows or adjusting air conditioning
- provide bins in every classroom for used tissues, and empty them regularly throughout the day
- clean toilets after each recess and at the end of the day.

Further information from the Department of Health about the frequency and nature of routine environmental cleaning and disinfection in the community can be found [here](#).

Stay informed and supported

Psychological and physical well-being for everyone

Maintaining good habits, including healthy eating, exercise and sleep, continue to be important for all people at this time.

Children

Children are seeing and hearing an abundance of information about COVID-19 on the television, radio and social media, as well as from other people. Their weekdays, weekends, and school holidays will be different to any they have experienced before. It is important that children be supported through what could be a stressful period for them, including reassuring them that being worried and anxious is normal.

[Head to Health](#) provides online resources on mental health and COVID-19, including information for parents, which by extension, may also be applied by teachers.

Talking with children about COVID-19 can help them understand and cope with the current situation. The following steps can be used as a tool to have an open discussion with a child about their feelings surrounding the COVID-19 pandemic (for more detailed information, access the Head to Health resource):

- Make time to talk
- Find out what the child knows and address any misconceptions
- Explain COVID-19 in a way the child can understand
- Tune in to the child's feelings, validate their concerns and don't forget to highlight the positives and things that are going well (e.g. how well children are adapting).

In addition to children's psychological safety, it is also important to consider other safety concerns that children may be confronted by, including:

- eSafety – children will be online more than ever this year. Parents and school leaders are strongly encouraged to go to [eSafety.gov.au](#) for specific advice regarding COVID-19 including:
  - [an online safety kit for parents and carers](#)
  - [an online safety booklet for parents and carers](#)
  - [advice for school leaders keeping schools and learning safe online](#)
- Domestic violence – with social distancing requiring more Australians to stay at home, it is important to recognise that home is not always a safe environment. Evidence shows heightened rates of domestic violence associated with significant social disruption. It is important that schools continue to apply existing measures to protect students who are at risk of domestic violence, whether they are learning at school or at home.
  See [Services Australia's website](#) for more resources.

School leaders, teachers & support staff

School leaders will play a pivotal role in supporting students and staff to adopt new ways of operating, teaching and learning at this time. In doing so, it is important that school leaders and staff look after their own mental health and wellbeing by accessing support services available to them.

Schooling systems should continue to communicate regularly about existing Employee Assistance Programs and other support mechanisms that are available to staff, and encourage staff to access them as required. Staff can also talk about how they are coping with colleagues, supervisors, friends or family, who can then provide peer support.

There are also many [digital health services](#) that staff can access online or over the phone. They can also connect with a health professional such as their GP, a psychologist or other mental health professional via these modalities.

State or territory education departments may have further guidance.

Communication

Continuing clear and consistent communication will help to ensure everyone has access to current and accurate information while schools deploy multiple modes of learning. This will also help students, teachers and parents understand we all have a part to play in slowing the spread of COVID-19.

Schools should continue to keep parents informed through their normal channels of communication with their communities, including:

- Newsletters (letter or email) on actions the school is taking
- Where possible, use of school social media channels and SMS

Schools should continue to communicate key messages to students and parents through:

- Where possible, TVs around schools displaying messages relating to physical distancing, hygiene, and mental health.
- Where possible, age-appropriate posters also displaying key messages relating to physical distancing, hygiene and mental health.
- Provision of posters and/or fact sheets to the parents of children who are engaging in distance learning.
- Provision of links to websites and information portals e.g. [Beyond Blue](#) and [eSafety.gov.au](#)

Shenton Alumni Program – P & C Report – 28 May

An Alumni Program creates opportunities for individuals to network with fellow alums, catching up with each other plus giving back to the College and supporting it's endeavours (Eg. mentoring, presentations, service support, financial support).

1. Alumni Online Portal

The online portal, using Potentiality, has not moved as quickly as hoped, and is still in production. We have received the first draft; it will probably take til the end of term to complete & have the database ready for alumni to populate. It is better to ask alumni to engage with us once the portal is ready.

This portal will be part of the Shenton website, with three skins, one for Hollywood, Swanbourne & Shenton. It will collect and share information for our alumni. First up the stored Shenton College Alumni data will be uploaded & then alumni will be asked to add themselves into the Hollywood, Swanbourne or Shenton alumni section.

2. Lemnos House

The plan, for our alumni heritage to be located within Lemnos house, is progressing. The alumni office is on the first floor, plus the meeting room where old photos will adorn the walls. Our display cabinets are in Lemnos House with memorabilia from Hollywood & Swanbourne SHS's, Shenton pieces still to come. These cabinets will encourage alums to donate some interesting pieces. Collecting memorabilia is an ongoing and interesting task.

Sadly, we have not yet had the chance to invite any of our Alumni Community to visit for a cup of tea and a tour. This will happen as soon as gatherings (of the more elderly) are allowed. Also some College events, identified as suitable, will provide opportunities for alums to come along and engage with the Shenton community, again when the timing is right.

3. Facebook pages

My welcome message has gone out on Facebook and there has been a positive response. The Class of 1968 asked me to join their page, they are quite active & have been helping to collect old photos. This platform will be the place for ongoing exchange about what's on offer and what our alumni would like to see & do.

At the same time as I discuss what's happening here I will ask for any memorabilia our alumni might like to donate back to the College for the Lemnos House display. I sent everyone the link to our new Shenton Highlights & drone vision.

4. Reunions

The Hollywood and Swanbourne 50th Year Reunions were held late last year, the first at the Captain Stirling Hotel & the second at the Cottesloe Golf Club. Both were excellent events, well attended and organised. The groups were very pleased to have someone at Shenton who is able to assist them, particularly with memorabilia and as time goes on with finding lost alumni. These groups are always very keen to catch up with their own year/s and reminisce about their old school days. A 1965-1969 Reunion is planned for Sunday November 1, so long as social distancing rules have been eased. Hard to plan ahead at the moment, you can probably count on interstate travel being available but not overseas.

5. **2020 Shenton College 20 Year Anniversary**

The 20 Year Anniversary celebratory cocktail party, on the Terrace lawn area, is still a work in progress. Once a date is set, invitations will be extended to the wider College community and special guests. Given the current uncertainty about the size of social gatherings allowed, this event might be in Term 1 2021, with a *Save the Date* going out in Term 4. The Shenton Ambassadors launch will be part of this celebration.

6. **The Shenton Community Business Directory**

This project, where alumni are offered the opportunity to register with the Shenton Community Directory to promote their business/services, is tied to the launch of the online portal. Signing up to both will happen at the same place on the website.

This directory will be useful for the current College community plus all alumni. Everyone will be encouraged to join as the information gathered will benefit alumni of all ages and be of particular value to the College regarding work placements, mentoring, networking, a lecture program and more.

7. **Alumni Mentoring at Shenton**

Again, very connected to the online portal, this project aims to support the professional development of former students plus help current students making tertiary and career decisions.

A network of alumni can potentially mentor younger alumni who are taking part in tertiary study, at the beginnings of their career, contemplating a career change or hoping to gain leadership skills. The other aspect, where current students need guidance regarding career and study choices, can be developed at the same time.