

- Request for funds from P & C.
- The annual school report for 2014 will be on the website at the end of Term 1.
- In the process of writing the 2015-2017 school plan. The school planning process has changed since previous years, however the interview responses (from both parents and students) collected in 2014 will be incorporated into the plan. Two strategic directions:
 - (a) Success for every student in a supportive learning environment
 - (b) Highly skilled teachers and educational leaders.Within both of these strategic directions we will be emphasizing the high level of support and input of our parent body, P & C, our volunteers etc.

At this stage, the school plan will be completed at the end of this term and staff will be happy to share and feed back in Term 2.

The school plan reflects input from parents, students, teachers, specific community needs and I have aligned it also to the Melbourne Declaration on Educational Goals for Young Children, the national teaching standards and the School excellence frame work

- Anzac Day: We have been working with Paul Kougias from Hurlstone Park club to secure a date for early next term for children to attend the club (as in previous years). As it is the centenary, there are extra events including art & research projects. I have asked Paul to pass on info to Yeo Park ASAP and to secure a date for our visit.
- NSW Syllabus for the Australian Curriculum: As discussed last year, all staff have completed training on the Maths and English Syllabuses for the Australian Curriculum. Staff have now also completed Science and Technology training. We are programming, assessing and reporting using these new syllabus documents. The next syllabuses to be implemented are History/Geo/HSIE, likely to occur later in the year. More than happy to answer any questions about the Science and Tech syllabus.
- Feedback on sound field systems:
Most **Teachers** trialled the systems in their classes, or in assembly. Students were involved in the feedback process. Staff agreed that it was easy to use and that they could use a soft voice and be heard. The equipment was of a good quality.

The majority of **students** had either neutral or positive feedback on the amplification, but those who did not like it, felt very strongly that they did not want it used at all (sound robotic, can't hear properly, it's not nice on my ears). Systems were on a low setting, given the size of our classrooms.

The portable microphones may be very handy for public speaking, however they picked up radio signals from cars on Canterbury Road (someone has a really bad pop habit). Vast majority of our work is in small groups, so we don't need the microphones after the initial 5-10 minute modelling in each session. Do we have a need at our school for this system? The staff want to send a warm thanks to Pamela for organising the trial, however we feel that at this stage our existing practices are meeting the needs of our students.