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| **Voyager PLC collaboration AGENDA 2019**  Term 3 Week 9 Monday 16th September 3.15-4.15pm | | | | | |
|  | **Agreed norms**   |  |  | | --- | --- | | **Communication** | * **Open and honest conversations** * **Respectfully share the air space** * **Attentive listening (eye contact/no screen)** * **One voice at a time** * **Positive language** | | **Action orientated** | * **Identify a problem** * **Discuss a consensus solution** * **How will we implement the action** * **When and how do we review it’s success/impact** | | | | | |
| **Chair: Alex**  **Location:**  Room 1.5  **Time Keeper: Sev**  **Minute Taker: Karen**  **Norms Observer: Kath (collect PIF jar)**  **Fun/Food coordinator: Cat (Food)** | | The norms observer will oversea: If you breech a norm snoopy will be held up and a PIF awarded | | | |
| **Attendees:**  Michael Chapman Seva Mozhaev  Mel Moore Tod Brennan  Catherine Coetzer Jo Spillman Doug Muirhead Alex Keil  Matt Meinema Marilynn Jackson  Alanis Jones Kath Byrne  Peter Horton Heidi Nelson  Karen Marchant | | **Apologies:** | | | |
| **Item & Topic** | | **Name** | **Time Allocated** | **Notes/Actions** |
| 1. Our norms | | Kath | 1 min | Read or norms |
| 1. Previous minutes actions | | Alanis | 3 mins | -Positive communications home:  **reward cards(2 min to do some NOW)**  -Commnity assembly ‘this is us’ are we still doing week 9? Only 3 staff sent pictures and blurb!!! |
| **PLC KEY QUESTIONS AROUND HOW WE OPERATE AS A PLC** | | All | 5 mins | 1. **What do we want our students to learn?** 2. **How do we know they have learned?** 3. **How do we respond when students do not learn?** 4. **How do we respond when students have learned?** |
| 1. S O W   In preparation check past achievement on our googledrive | | All | 3 mins | 7-  8-  9- |
| 1. Open conversation (support, teaching and learning). | | All | 20 min |  |
| 1. Formative and summative assessment | | All | 15mins | Following on from whole staff PL |
| 1. Any Other Business | | Alex |  |  |
| Norms and actions | | Kath | 1 min | Reflection ANY PIFS? |
| Food or fun | | Cat |  | Food thanks |
| **Actions** | |  |  |  |
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| **Next meeting Term 3 Monday 16th September** | | | | | |

**VOYAGER STUDENT TRACKING 2019 AND MENTORS AND STRATEGIES: SEE Goggle drive**

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|  | **Behaviour** | **Mentor** | **Strategies** | **Learning** | **Mentor** | **Strategies** | **Attendance** | **Mentor** | **Strategies** |
| **7** | **Alex cook** | **Jo** | **-Monitor phone use**  **-Seating plan: at front for easy teacher check in**  **-Check ins and let Alex have a voice**  **-** | **Molly Hendry** | **Mel** | **Limit iPad use in class.**  **-Make sure she sits away from friends/distractions.**  **-Regular check ins**  **-Prompting.**  **-Sitting next to, or close proximity to the teacher/front of class.**  **-Individual consequences for lateness enforced by teachers**  **- Hands on tasks**  **- Verbal check-ins**  **- Verbal assessments where possible**  **- Hands-on tasks**  **- Withdrawn from class to calm down when necessary.** | **Trystan House** | **Mel Mike Cat** | **Case meeting with mum x2**  **-Change of lessons to be with friends**  **-Meeting with Q**  **-AP involvement**  **-1 to 1 meetings with LT to see how he is going**  **-Attendance letter** |
| **8** | **Bobby Dennis** | **Mel**  **Mike**  **Alex** | **Allow take up time for instruction**  **-Set goals for that class (begin/middle/end) check in**  **-Consistent approach**  **-Positive reinforcement**  **-Differentiation: model what to do before he starts**  **-Student mentor** | **Mading Majok** | **Tod**  **Doug** | **Give him the choice to work with LSM or regular check ins and encouragement.**  **-Positive phone calls when he takes responsibility for his work.**  **-Limit iPad use for everyone - don’t single out.**  **-Use free time on iPad as a reward.**  **-Using visual warnings.**  **-Encouraging gestures.**  **-Don’t single out.**  **-Check for understanding.** | **Archie McArdle** | **Mel Mike Alanis** | **Attendance letter**  **-Phone call home**  **-Check in with Archie (nan unwell)** |
| **9** | **Phoinix Bell-Rowles**  **Sophie Holmes**  **Sophie Holmes**  **Jordan Parratt** | **Matt**  **Mike**  **Mel**  **Cat** | **Rapport and support for his learning regarding future courses**  **-Referral to pathways teacher.**  **-Case meetings**  **-Stick to RMP plan with uniform and attendance**  **-Seating plan (not with students who distract)**  **-Case meetings** | **Spencer Cairo** | **Mel**  **Sev** | **1 to 1 check in teacher and LSM support**  **-No ipad**  **-Time to access the work**  **-Work booklet and sheets** | **Jaykeb Mari** | **Mel Mike Matt** | **-Attendance letters**  **-PD with Jaykeb regarding his low attendance-sickness to do weather**  **-Case meeting with mum** |