

School Council Workshop

Ramingining - 19 & 20 May 2014



Activity 1 - Wall Glossary

The Wall Glossary is an important part of all GroundUp workshops. All new and special words used during the workshop are put on the glossary so that we can be clear about their meaning.

The first word we looked at was **representative**, because we needed this word for Activity 2. It means someone who stands for or speaks for someone else.

Activity 2 - Who are we and what are our roles?

Each participant wrote the answer to four questions on different coloured paper. The questions were:

- What is your name?
- What kind of representative are you?
- Who do you represent?
- What is your position on the S.C.

Then they introduced themselves, and pasted their answers into a table. This activity made it clear that all the Yolŋu members of the school council are Community Representatives, so they represent the community.

The two staff representatives represent the staff. Sue, as the principal, represents the Department of Education and the School Community.

Program - Day 1

Welcome & Introduction

Activity 1 - Wall Glossary
New and special words

Activity 2 - Who are we and what are our roles?

Activity 3 - What are the
FUNCTIONS and
POWERS of a School
Council? (Part 1)

Activity 4 - Review and Wrap-Up

Participants Day 1

Albert Waninymar - Chairperson
Darren Wanybarrŋa - Vice Chairperson
Veronica Gaykamaŋu - Secretary
Shirley Nulumburrpurr - Treasurer
Arlene Wanybarrŋa - Ordinary Member
Richard Durrurrŋa - Ordinary Member
Barry Djarriyaŋ - Ordinary Member
Sophia Yinakarraŋar - Ordinary Member
Doreen Bilpil - Ordinary Member
Melissa - Ordinary Member
Sue McAvoy - School Principal



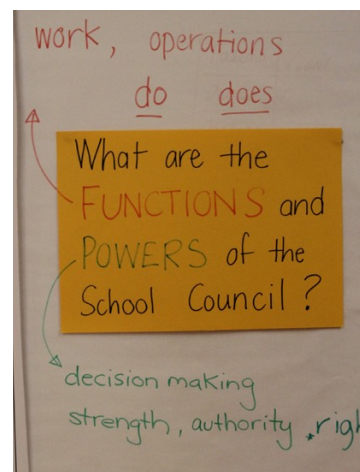
Day 1 - continued

Activity 3 - What are the FUNCTIONS and POWERS of a School Council?

Julie asked,

What are the functions and powers of a school council?

We talked about the meaning of these words.



FUNCTION means what it does.

POWERS mean what authority it has.

Then we focused on the question, What does the School Council do? What do we think now?

On day 2 we will look at what the Dept of Education says but first we put together what we know now. Working in pairs we wrote down on bits of paper all the things that we do when we are working for the School Council.

Then we saved these for day 2.



| Word | Meaning | Sentence | Yolŋu |
|----------------|---|---|-------|
| representative | a person who is standing and talking for others | Larisa Lea is a Government representative. Today a representative of the Opposition visited us. | |
| function | what something does, its work or operation | What is the function of a glue stick? It sticks things. | |
| power | having strength and authority rights | The SC has the power to make some decisions. | |
| DoE | Department of Education | DoE means the NT Department of Education. | |
| curriculum | What is taught in the school | | |
| advocate | to argue for | | |
| engage | join or link together | The School Council engages the school and the community. | |
| policy | rules (that can be changed) | | |
| approve | agree to | The SC approved the budget. | |
| improve | make better | The Walking School Bus improved attendance. | |

The Glossary

Words are added to the glossary as we go. Some English words don't have Yolŋu translations, so they become new words in Yolŋu Matha.

| Word | Meaning | Sentence | Yolŋu Matha |
|----------------|---|--|--|
| representative | a person who is standing and talking for others | Larisa Lea is a Government representative | ŋayi ga dhärra ga warja ga wirripunuwu |
| function | what something does, its work or operation | The function of a glue stick is to stick things. | djāma |
| power | having strength and authority rights | The School Council has the power to make some decisions. | ganydjarr |
| DoE | Department of Education | DoE means the NT Department of Education. | |
| curriculum | what is taught in the school | English language is a part of the curriculum. | |
| advocate | argue for | The SC members can advocate for things they believe are important. | dhärukmirri |
| engage | join or link together | The School Council engages the school and community. | wangany-manapan |
| policy | rules (that can be changed) | There is a new policy about using the school phones. | rom |
| approve | agree to | The School Council approved the budget. | yorama |
| improve | make better | The Walking School Bus improved attendance at school. | manymakkuma |

Activity 4 - Review and Wrap Up

We asked people to review the key points of the workshop. The answers to the questions were in the wall stories. Participants gave their answers to the questions and also said where they found the information.

Day 2

Activity 5 - Review Day 1 (Print Walk)

All the Day 1 Wall Stories were put back on the walls.

Again we asked questions and looked for the answers in the wall stories. This is a good way to practice finding information in print.

Activity 6 - What are the functions and powers of a School Council? (Part 2)

We reviewed the work we did on Day 1, when participants wrote down the things they thought School Council members would do in their work.

Anthea and Juli explained how when we read the answers from yesterday we found that SOME of the ideas were answering the question: WHAT are the FUNCTIONS and POWERS of the School Council?

But SOME of the ideas are the answer to a different question: HOW does the SC do this work?

So we put the cards from yesterday in 2 piles, one for WHAT and one for HOW.

Then we asked, What does the DoE say about the functions and powers of a School Council?

There are 12 main functions of a School Council that can be grouped into 7 main areas. We put each area on a large sheet of paper.

Program - Day 2

Activity 5 - Review Day 1 (Print Walk)

Activity 6 - What are the FUNCTIONS and POWERS of a School Council? (Part 2)

Activity 7 - How does the School Council do this work?

Activity 8 - Review Workshop (Print Walk)

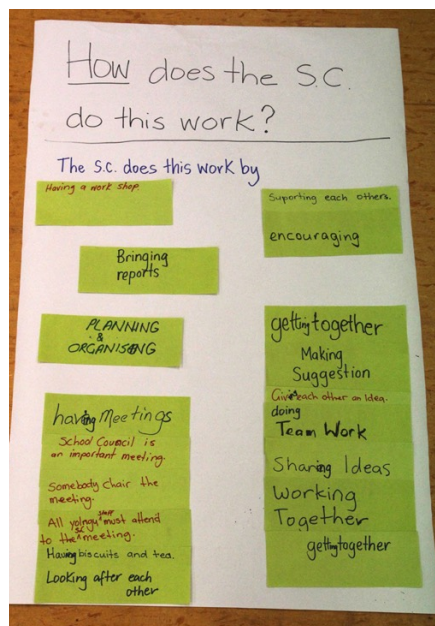
Activity 9 - Next Steps



| Community | Curriculum | Employment | Policies | School Improvement | Budget & Finances | Grounds, Buildings & Facilities |
|---|---|--|---|---|--|--|
| <p>The School Council advocates for community needs</p> <p>The School Council engages the community</p> | <p>The School Council contributes to general curriculum matters</p> | <p>The School Council participates in senior staff selection</p> <p>The School Council employs staff</p> | <p>The School Council contributes to the setting of school policies</p> | <p>The School Council participates in setting standards for improvement</p> | <p>The School Council approves the school budget</p> <p>The School Council sights and accepts monthly financial statements</p> | <p>The School Council helps manage school property.</p> <p>It advises on the schools physical needs (buildings, equipment, facilities, etc.)</p> <p>It ensures cleaning and grounds maintenance is done.</p> |

When we sorted our answers from Day 1 into the areas we saw that we had thought of something to go in every one of the areas a School Council works in.

WHAT we do



HOW we do it

When we answered the question HOW do we do this work, we saw that we do this work by ..

- Having meetings
- Discussing things, sharing ideas, making suggestions
- Getting together and working together as a team
- Supporting and encouraging each other
- Having workshops to learn more about the School Council
- Reading reports
- Planning and organising together

Next Steps: We will be learning more about our work as School Council members in workshops and in our regular School Council meetings. One thing we will focus on is the doing words in the work areas to make sure we understand them.

advocate participate engage approve sight employ ensure
 contribute advise accept