

Berrinba East State School P&C Special Meeting	
Date:	Friday 24th April 2026
Location:	Staff Room, A Block and MS Teams (virtual option)
Time of Meeting Open	5pm
AGENDA ITEM	
Opening and welcome by the Chair	<i>We acknowledge the Traditional Custodians of the land on which we gather and honour their connections to land, sea and community. We pay our respects to elders past, present, and emerging. May we work together in harmony.</i>
Attendance	<i>Terese Tobin (President), Paea Steele (Vice President), Raeleen deRidder (Treasurer), Trista Sloman, Jay Sloman, Natalie Ellis, Brook Herridge, Katrina Nilsson, Steve Kanowski (Principal), Elizabeth Coleman, Cassie Fien-Carr (online)</i> <i>Guests: Dani Kitto (Representative from Cameron Dick's office), Reese Mora (YMCA - online)</i>
Apologies	<i>Kelly Hodges, Sarah Williamson, Kayde Mundt, Cameron Dick MP</i>
General Business	<p><i>Inclusion Reference Group Chairperson presented:</i></p> <p>Purpose of Inclusion Reference Group (IRG)</p> <ul style="list-style-type: none"> • <i>The Chairperson confirmed the intent of the Inclusion Reference Group which is to strengthen how the school supports inclusion.</i> • <i>The group will be small (under 10 members) and include representation from across the school community (e.g. teachers, aides, parents, and external perspectives).</i> • <i>Its role is to gather information, identify issues, and provide insights to support school decision-making.</i> • <i>The group is not a decision-making body, but will provide a holistic view of challenges and opportunities.</i> • <i>Motion tabled and carried to adopt the IRG Terms of Reference (ToR)</i> • <i>Refer to Appendix A for ToR</i> <ul style="list-style-type: none"> • <i>An overview of research undertaken, high level overview of two consultant profiles who potentially met the IRG's criteria, and recommendation table of which external consultant is most suited to be engaged for this work.</i> <ul style="list-style-type: none"> ○ <i>Refer to Appendix B - Decision Brief – Inclusion Reference Group, Engagement of External Consultant</i> ○ <i>A significant amount of discussion occurred (see below for summary)</i> ○ <i>Motion tabled and carried for the expenditure of money to engage an external Consultant.</i> ○ <i>No decision on which consultant to engage</i> <p>Discussion Summary</p> <ul style="list-style-type: none"> • <i>Qualifications and experience (noted as broadly comparable between candidates)</i> • <i>Perceived conflicts of interest and the importance of transparency</i> • <i>The need to avoid bias and ensure community confidence in the selection process</i> • <i>Principal questioned whether the work could be undertaken internally without additional cost, particularly given P&C financial constraints.</i> • <i>Committee members advised preference is to engage an external consultant for to provide independent, objective insight.</i> • <i>Principal expressed concern whether the reference group aligns with the P&C constitution. Principal advised that he had been informed, and had done some research himself, that a reference group may have the power to drive or override P&C decisions. This will be clarified outside of the meeting by the President.</i> • <i>The Principal expressed concern about the proposed cost (\$5,000) and value for money, while acknowledging the importance of the work.</i>

	<p><i>Broader discussion highlighted concerns about:</i></p> <ul style="list-style-type: none"> • <i>Communication gaps between families and the school</i> • <i>The need for safe, neutral spaces for feedback</i> • <i>General agreement that an external perspective could assist in bridging communication and improving understanding.</i>
Motion	<p>“That the P&C adopts the Inclusion Reference Group Terms of Reference.”</p> <p>Moved: Katrina Nilsson Seconded: Paea Steele Vote For: 10 Vote Against: 1 Abstain: 0 Vote Outcome: Carried / Lost</p>
Motion	<p>“That the P&C approves the engagement of an external consultant for the Inclusion Reference Group, in accordance with the adopted Terms of Reference, and approves expenditure of up to \$5,000 plus GST from existing reserves to support this engagement.”</p> <p>Moved: Katrina Nilsson Seconded: Raeleen deRidder Vote For: 6 Vote Against: 1 Abstain: 0 Vote Outcome: Carried / Lost</p>
Time of Meeting Close	<p>5.45pm Note – 4 members left at 5.32pm however quorum was still maintained with 7 members</p>
Next Steps and Actions	<ul style="list-style-type: none"> • <i>President to seek clarification on Reference Group Authority as per concern raised by Principal</i> • <i>Chairperson, with the support of the P&C committee, to commence formation of the Inclusion Reference Group</i> • <i>President to refer to / complete appropriate forms based on the “Purchasing Policies and Procedures for P&C’s”</i> • <i>Chairperson and President to discuss how best to manage known and perceived Conflict of Interest</i> • <i>Chairperson to present external consultant’s alignment with IRG criteria to committee for decision on which consultant to engage with</i>

CONFIRMATION OF MINUTES

The chairperson has verified the accuracy of the minutes as accepted by the association – see section 21.2 of the P&C Constitution

Inclusion Reference Group – Terms of Reference

1. Purpose

The purpose of the Inclusion Reference Group is to strengthen how the school community supports inclusion through a structured, collaborative and systems-focused approach.

The Reference Group will:

- support constructive and organised parent voice
- identify common themes, barriers and opportunities at a systems level
- develop practical, solutions-focused recommendations
- strengthen communication, engagement and participation across the school community
- support parent capability to engage effectively with school processes

The Reference Group will not consider individual student matters.

2. Why this matters

Families often experience improved outcomes when there are clear processes, consistent communication, and predictable ways to engage with the school.

Where these are not consistent, concerns can become fragmented, reactive, or escalate unnecessarily.

The Inclusion Reference Group provides a structured, constructive approach to identifying and improving these systems at a school-community level.

3. Definition of Inclusion

For the purpose of this Reference Group: **Inclusion refers to creating a school environment where students who require additional support are able to access learning and participate fully in school life.**

The Inclusion Reference Group is focused on:

- improving systems that support access, participation and engagement
- identifying barriers and opportunities at a whole-of-school level

The Reference Group:

- is not intended to define or represent specific cohorts
- will not consider individual student circumstances

4. Scope

In Scope (systems-level)

- Communication and consultation practices
- Clarity of processes and pathways for families
- How families navigate and engage with the school
- Participation and inclusion in school activities and environments
- Identification of common themes and systemic barriers
- Parent capability-building (e.g. preparation, documentation, follow-up)
- Development of practical recommendations and action plans

Out of Scope

- Individual student matters or identifiable cases
- Complaints, investigations or dispute resolution
- Staff performance matters
- Legal, clinical or medical advice
- Decisions that override school leadership

5. Role and Authority

The Inclusion Reference Group:

- operates as an **advisory group only**
- provides **advice and recommendations** to the P&C
- has **no decision-making authority**
- cannot commit or expend funds

All recommendations are subject to P&C consideration and approval.

6. Membership

Participation in the Reference Group will be based on expressions of interest, with a small working group formed to support the pilot.

The group may include:

- P&C members
- Parent representatives from the school community
- A P&C Executive representative

Additional participants may include:

- Independent facilitator
- Invited school or community representatives (as appropriate)

7. Roles

Chairperson

- Supports coordination and maintains focus
- Provides oversight and alignment with P&C governance
- Acts as liaison between the Reference Group and the P&C

Secretary (or note-taker)

- Coordinates meeting notes and reporting

Independent Consultant

- designs and facilitates structured consultation
- synthesises de-identified themes
- supports development of recommendations and action planning

8. Approach and Activities

The Reference Group will follow a structured, phased approach:

Phase 1 – Establishment & Planning

- confirm Terms of Reference and boundaries
- agree consultation approach and questions
- establish meeting schedule

Phase 2 – Parent Consultation (“Listening”)

- facilitated listening sessions and/or interviews
- optional short survey if required
- collection of de-identified input

Input to the Reference Group will be gathered through structured consultation methods, which may include one-on-one conversations, facilitated listening sessions, and/or surveys. Participation in consultation is separate from membership of the Reference Group.

Phase 3 – Recommendations & Action Planning

- identification of key themes
- development of practical recommendations
- prioritised action planning (short and medium term)

Phase 4 – Review & Briefing

- presentation of findings to the P&C
- review of pilot outcomes
- recommendation on continuation

9. Deliverables

The Reference Group is expected to produce:

- a summary of de-identified themes and insights
- a set of practical recommendations for P&C consideration
- a prioritised action plan
- a briefing to the P&C at the conclusion of the engaged period

10. Meetings

- Held fortnightly during the pilot period
- 45–60 minutes duration
- Additional consultation sessions may be scheduled as required

11. Reporting

The Reference Group Chairperson will provide a report to each P&C meeting outlining progress against each phase, any identified barriers, key themes, and recommended next steps.

12. Confidentiality and Privacy

The Reference Group will:

- only consider **de-identified information**
- not record or discuss identifiable student details
- maintain confidentiality of sensitive information
- ensure reporting is focused on themes, not individuals

13. Pilot Period

- Duration: 10 weeks
- Subject to review by the P&C at the conclusion of the pilot

14. Success Measures

The pilot will be considered successful if it produces:

- clear, system-level themes and priorities
- practical and achievable recommendations
- improved clarity for families
- strengthened engagement between families, P&C and school
- evidence of improved participation or reduced confusion/escalation

15. Alignment to Education Priorities

The work of the Inclusion Reference Group aligns with broader education priorities of supporting student engagement, participation and learning outcomes.

This includes alignment with the Queensland Government's strategy:
Queensland Department of Education – *Brighter Futures: Delivering excellence in every state school, for every student*

Link: <https://education.qld.gov.au/about-us/strategies-and-reports/strategies/brighter-futures>

16. Review and Continuation

At the conclusion of the pilot, the P&C will:

- review outcomes and recommendations
- determine whether to continue, refine or discontinue the Reference Group

Decision Brief – Inclusion Reference Group Engagement of External Consultant

Purpose

To determine the most appropriate external consultant to support the Inclusion Reference Group in **identifying systemic barriers, strengthening inclusion practices, and improving communication across the school community.**

Consultants Considered

- See Beyond – Sara Hocking
- Engage U – Nigel De Maria

Assessment Criteria

The following criteria were used to guide consideration:

- Alignment to whole-school inclusion improvement
- Ability to work across parents, staff, and leadership
- Experience in system-level analysis and change
- Capacity to operate independently and without bias
- Ability to deliver practical outcomes within existing school resources
- Management of actual or perceived conflicts of interest
- Reputation and feedback from previous clients or stakeholders

Summary of Considerations

- See Beyond (Sara Hocking)
 - Demonstrated experience in school-wide inclusion, policy, and improvement
 - Strong focus on identifying systemic barriers and improving processes
 - Experience supporting both families and educators collaboratively
 - Approach aligns with the Reference Group's purpose of collecting and translating community voice into practical, system-level insights
 - Declared potential conflict of interest, with clear mitigation through transparency and boundaries
- Engage U (Nigel De Maria)
 - Extensive experience in school leadership, program development, and disability support
 - Strong capability in individual advocacy and complex case support
 - Broad service delivery through NDIS programs
 - Mixed external feedback regarding service delivery
 - Potential perceived conflict of interest noted in preliminary discussions

Key Difference

- See Beyond: Focus on systemic improvement and whole-school inclusion
- Engage U: Focus on individualised support and service delivery

Conclusion

Based on the stated purpose of the Inclusion Reference Group, the required work is **system-level, collaborative, and focused on identifying themes across the school community**, rather than individual case management.

Accordingly, **See Beyond (Sara Hocking)** is considered to have the **strongest alignment** to the intended scope of work.

Recommendation

That the P&C: **Endorse the engagement of See Beyond (Sara Hocking)** as the external consultant to support the Inclusion Reference Group.

Criteria	See Beyond (Sara)	Engage U (Nigel)	Notes / Rationale
Alignment to whole-school inclusion	✓ Strong alignment	● Partial alignment	See Beyond demonstrated a whole-school, systems-focused approach. Engage U more focused on individual support.
Ability to work across stakeholders	✓ Strong	● Moderate	Ability to engage parents, staff, and leadership neutrally was a key requirement.
System-level experience	✓ Strong	● Limited	See Beyond demonstrated experience beyond individual case work.
Independence / lack of bias	✓ Strong	● Unclear	Preference for neutral, unbiased engagement across all stakeholders.
Deliver within existing resources	✓ Strong	✗ Not demonstrated	Key requirement: solutions not reliant on additional staffing or funding.
Conflict of interest awareness	✓ Demonstrated	● Not clearly demonstrated	See Beyond identified and proposed mitigation strategies.
Reputation / feedback	✓ No concerns identified	⚠ Mixed feedback	External feedback considered as part of assessment.