

# Stratford Primary School Board

Approved Board Chair

*L. Russ*

Date: *27/6/22*

## Board Minutes – Monday 23 May at 5.30pm

(Click here to view the May Board Folder)

### 1. Presentation: 5.30pm

- Due to the current level of sickness related to Covid-19, presentations will be revisited at the next meeting.

### Minutes/Motion:

N/a

### 2. Administration: 6.00pm

- 2.1 Present: *Jason, Le-arna, David, Jack and Deborah*
- 2.2 Apologies: *Sintina, Nathan, Hayley and Fiona*
- 2.3 Public Present (No speaking rights): *N/a*
- 2.4 Declaration of interests (conflicts): *N/a*
- 2.5 Matters arising from Previous Minutes
  - 2.5.1 Complaint: Follow up from the last meeting 'In Committee'; OIA: Follow up from the last meeting 'In Committee'; Trespass notice: Follow up from the last meeting 'In Committee'.  
*Nothing further to report on the OIA, Complaint or Trespass notice. These matters are now closed.*
- 2.6 Confirmation of Previous Minutes (Chair to sign):
  - 2.6.1 The Board has reviewed the previous minutes to confirm the accuracy of the discussions which took place and to confirm the authenticity of the minutes.  
*Motion to accept and move the March 2022 Minutes: Le-arna/ Deborah*

### 3. Monitoring (Principal Report):

#### 3.1. Principal Report

- a. Admissions: *50 ākonga have enrolled so far in 2022.*
- b. Withdrawals: *6 ākonga have left SPS in 2022 (6 ākonga have left SPS: 1 for family reasons, 1 for social/family reasons, 1 for social/emotional reasons, 3 have moved out of the area).*
- c. End of year projection: *410 to 420 (25 more new entrants are still to enrol). Numbers are lighter due to the pandemic e.g. less movement and homeschooling.*

### NAG 1 Curriculum Report:

#### Writing:

*The PLD has gone ahead despite the pandemic. The uptake from teachers has been excellent. This has been reflected in discussions, teaching programmes, teacher reflections and videos. The Pandemic has disrupted the flow of classroom programmes implementing the writing strategies. This continues to be an issue at the start of Term 2. Further PLD with Murray Gadd is planned for later this term. The Leadership Team are planning to apply for further PLD funding for 2023.*

*The Leadership Team had a good discussion with Ben Laybourn (Critical Friend) around how we assess writing. He said that the assessment process was good. We are still working to strengthen consistency (developing teachers' knowledge). We also discussed collecting an independent sample for each child per term, to support assessment practice rather than using samples from draft books.*

### Mathematics:

*Discussions have started around planning for Mathematics PLD in the second half of 2023. This will be linked to the current writing approach. The DP will lead this PD with the support of an external facilitator. The DP has unpacked the current basic facts approach with an external critical friend. This involved Ben Laybourn from Evaluation Associates.*

*Current progress with Basic Facts across the school:*

- 2021 Data
- Term 1 Basic Fact Analysis
- Hunch
- Term 2 Data and key points
- Class example of progress
- Key celebrations.
- Next steps: To continue with the current approach, while preparing PD and schoolwide system changes for 2023.

*David asked what the basic facts knowledge looked like (which operations are involved and progression). Jason shared a graph showing what they were and where children are for these stages. Aaron has colour coded to show accuracy and speed of recall. Jason also shared the data from the markbooks, which shows really good progress from the start of Term One to the start of Term Two.*

### Te Reo Māori:

*Teachers have received further support around extending their knowledge and confidence to speak Te Reo Māori. Teams have developed a range of phrases they use all the time and have translated them into Te Reo with the support of Damon Ritai. The aim is to progressively replace English phrases with Te Reo phrases. For example, Good morning has been replaced with: Morena; Ata mārie; Kia ora etc... The children are assessing the teacher by recording how many times a day the phrases are used. The children then record this underneath the phrase (these have all been broken down phonetically, to support pronunciation). Jason showed the doc from our PD sessions with Damon Ritai, which shows the phrases teams have chosen.*

### Other notes:

*We are looking at developing our own karakia. Key people will be consulted as we look at developing this with the community. The back wall of the school hall is currently being painted. The Principal will begin designing the Carving Display next week. This is funded by TET.*

### Curriculum Updates:

Principal will share the progress for Priority Learners:

- i. Year 3-4 Priority Writers (6)
- ii. Year 5-6 Priority Writers (6)
- iii. Year 7-8 Priority Writers (6)

*Jason shared a graph that shows the progress of these learners from the beginning of Term One. This also shows what the students' needs are and what teachers need to do to support student learning needs. Despite the Omicron outbreak in Term 1, some students had already started to make progress.*

*Schoolwide Writing Data from 2021: As part of the Kahui Ako, teachers completed a formalised assessment using the online e-asTtle writing assessment tool. The Principal will present the trends for boys v girls and ethnic groups in Year 1, Year 3, Year 5, and Year 7. Note: These groups have now moved up one year level. This data will also compare SPS ākonga with ākonga trends from across the country.*

*Jason shared the e-asTtle data that we collected at the end Term Three 2021. This data was used for next steps for our students, team moderation and for the Kahui Ako data. He explained what each*



graph showed in terms of our data compared to national averages, gender, ethnicity, strengths and weakness. In some year groups there is good progress. One of our issues is the 'tail' on the graphs. This gives us a good idea how we are tracking compared to the national norms.

*Key points: A formalised sample is used to identify trends and to check teacher data is accurate.*

- *Year 1 (now Year 2): The boys average and overall grouping is significantly below the national norms. The girls average is above the national norms, but the main grouping is below. NZE average is slightly above but the main grouping is below. The Māori result is similar for Year 1 (2). Motivation for both groups is above the norm average.*
- *Year 3 (now Year 4): The boys are below the national norms, with a long tail appearing. However, the girls' results have moved. They are still below the national norms but the overall grouping of students is similar to national norms, apart from a slightly longer tail. NZE is slightly below the norm average but the overall grouping is much lower. Māori average and overall grouping is better than the national norms. The tail is slightly longer below and shorter above than the norms.*
- *Year 5 (now Year 6): Boys average is just below the national norm. The overall grouping of students is the same at the lower end and higher at the top end. The tail at the lower and higher end is also greater than the national norm. Girls are above the norm average. The main grouping is slightly larger at the lower end and top end. The difference is the tail is significantly longer. NZE are slightly above the national average, as is the top end of the overall grouping. There is a larger group below the average, while the tail is significantly long, which illustrates the complex needs of the Year 5 ākonga. Māori achievement is better than the norms. The average and lower and upper quartiles are above the norms.*
- *Year 7 (now Year 8): The boys lower quartile is on par with the norms. However, the boys average and upper quartile is above the norms. The lower tail is significantly longer. Girls are slightly below the lower quartile. They are above the average, and slightly above the upper quartile. The tail is significantly longer. NZE are on par with the norms, slightly below the upper quartile and below the lower quartile. The tail is significantly long. Māori are significantly above the norm average and upper quartile. The lower quartile is above the norm, as is the tail.*

*Overall, the writing data shows the significant issues with ākonga starting school below national norms. Overtime, many ākonga are making progress. Māori achievement is above the national norms, which is something to celebrate. The data reaffirms the focus around boys in general, particularly NZE. The key point for Board members is that we can see progress overtime, while we also have many ākonga who need support with their complex needs.*

*SENCO/Learning IEPs:* *SENCO IEP's will occur during the term, with the aim every ākonga has had at least one IEP meeting with their whānau. Four rounds of Learning IEP's have been planned for Term 2. Total SENCO Roll = 24/396 (6%).*

*Teachers and the Leadership team enjoyed the connection with parents, hearing the whanau/student stories and celebrating their progress in learning/social and emotional needs.*

*Reporting to Parents:* *During Week 2, teachers phoned whānau to connect around their tamariki's learning. The aim is for each teacher to connect with 100% of their ākonga's whānau. This was via the phone interview, IEP or other informal ways.*



Camps: Follow up discussion around the funding of camps.

The Board received \$60k as part of the School Donations Scheme. This does not cover the costs of camps. The Board can charge for overnight camps. However, this has to be a donation. This means that parents have the option of not paying. The cost of the Vertical Horizon Camp and Forest Lake Camps has significantly increased overtime. The Board partially funds both camps to keep the costs down, while the school also receives around \$5-7k in community donations.

Budgeting for camps affects the overall budget surplus. The Year 5-6 Konini Lodge camp for 2023 is being reviewed e.g. the safety around camping with one class at the Lodge. Is there a better place to stay but still visit the Maunga? E.g. local marae.

Discussion: We are not saying there will not be camps, it is more looking to explore different options that meet the purposes of EOTC but ensuring they are financially sustainable. Camps also need to ensure that all safety measures are taken into consideration and are well planned for. The question was asked - can we afford to run two of the more expensive camps? Can we look at Year 5 & 6 staying overnight at school in tents or at the marae?

Next steps: Chad to plan early the budget for 2023 Forest Lakes. Ask Karen from Financial Services how much camps are costing us? Review the 2024 Vertical Horizons Camp.

**Motion to accept the Curriculum Report: Moved: Jack/Le-arna**

**NAG 2...Self Review:** Board work plan review areas.

Appraisal Process and Attestation to be shared on the night.

Jason shared the P.A doc that teachers work through to reflect on their progress and set goals to further develop their practice. He explained the collaborative coaching process teachers and the Leadership team go through.

Digital Technology and Cybersafety: What is in place...

- ★ N4L: Filtering
- ★ Internet Agreements and BOYC Agreements
- ★ PB4L: Social Media issues that come into school
- ★ Google Accounts
- ★ Hapara: Teachers can track what ākonga are doing in real time
- ★ Consequences for inappropriate use e.g. loss of access to the school Internet, accounts can be suspended

**Board questions:** No questions

**Motion to accept the April-May Self Review Report: Moved: Le-arna and David**

**NAG 3...Personnel:**

a. Kahui Ako Update:

Geoff Dingle has been appointed to the Kahui Ako Across School Leadership position. Room 4 will now be taught by Geoff and Jo Todd.

The Principal and Associate Principal attended the recent Leadership Hui. This involved unpacking the NELP's and looking at the Kahui Ako Data Analysis for 2021. The Principal will table this 2021 Data Report.

Recommendation that Sonia Rova is appointed to the vacated Within School Leadership position, which will focus on Junior Mathematics.

**Motion to approve Geoff's release for the Kahui Ako position.**

**Motion to approve Jo Todd's increase from 0.3 to 0.4 FTTE, where she will be teaching in Room 4 for two days each week.**

***Motion to appoint Sonia Rova as the new Within School Leader.***

***Jack and David approved both of these motions.***

**b. Staffing (update):**

**i. Employment for 2023:**

- *Teachers coming off leave: Kate Mills (Permanent: LWOP), Angela Hampton (Permanent: Maternity)*
- *Current teachers who are on fixed term contracts: Finn Zeylemaker, John Hight, Greer McQuay.*
- *Potential staffing for 2023*
- *Plan ahead → early employment for 2023 to lock in staff and limit how many potential vacancies we may have.*
- *Discussion: Jason will need to do a scan around employment and roll size. We would be looking to advertise early. Once the scan is completed (due diligence around spaces) Jason will email the BoT. We will then plan the appointment process from here.*

**ii. Teachers Council:** *They are looking at increasing this. The communication around this has been poor.*

**iii. Employment issue to discuss:** *N/a*

**iv. Staff leave requiring BoT Approval:** *0*

**v. Staff Wellbeing (Sickness of more than five days in a row):** *Staff affected by Covid this term. Covid 19: 10 (Including Teachers and Support Staff). Household Contact: 1 (currently isolating as household contact).*

**c. Staff Wellbeing (EPA Services used):** *1*

***Discussed staffing for 2023:*** *Jason will complete an Environmental Scan to confirm what positions are needed for 2023 (at this stage). This will include consulting with the current teaching staff. He will then share with the Board before advertising. The aim is to lock in current staff who are on Fixed Term Contracts so the focus is on any further changes in September (for 2023). The Board also discussed the proposal for a Principal Sabbatical (one term) for 2023. Further information will be shared via email and Le-arna will touch base with Board members who were absent from tonight's meeting.*

***The Board accepts Kate Mills resignation.***

***The Board agrees to extend Angela Hampton's leave from her permanent role for 2023.***

***Moved: Jack/David***

***Motion to accept the Personnel Report: Deb and Jack.***

**NAG 4...Finance:**

- a. Monthly Accounts Report from the Finance Committee (Refer to the Finance Folder)**
- i. See the Finance Folder for the March Accounts.**

***Motion to move the resolution:***

***Motion to accept the March 2022 Accounts and Report from the Finance Committee: Deb and David***

***Motion to accept the Annual Report and Management Report 2021 Le-arna and Jack***



**NAG 4...Property:****a. Junior Outdoor Area:**

*Jack: Update from the work around the Junior Deck.*

**b. School Gate: The gate has been installed.**

*Motion to accept the April-May Property Report. Moved: Deb/Jack*

**NAG 5...Health and Safety Report:****a. Monthly Health and Safety Committee Report:**

- *See the attached Health and Safety Report for March and April*
- *A 'Risk Assessment' has been completed for the Orange Traffic Light Setting. See attached.*

**b. Discuss in Committee:**

- *Stand Downs: 2 new*
- *Suspension: 0 (1 for 2022)*
- *Restraint: 0 (Updated Restraint Plan for an ākonga).*
- *Student Surrender and Retention: 1 new*

*In committee at 7.21pm and out again at 7.25pm.*

*Motion to accept the March and April Health and Safety Reports. Le-arna and Deb*

**NAG 6: Attendance****31/1/2022 - 17/5/2022****Attendance Weekly Trends:**

- *Improved from 77.6% to 84.5% after the pandemic outbreak in Term 1.*

**Date Range** 31/01/2022 to 17/05/2022 go**Principal - Days of the week - 2022**

				<b>Absent %</b>	
	<b>Present</b>	<b>Absent</b>	<b>Absent%</b>		
<b>Monday</b>	459	69	13.1	13.1	
<b>Tuesday</b>	552	63	10.2	10.2	
<b>Wednesday</b>	518	54	9.4	9.4	
<b>Thursday</b>	535	37	6.5	6.5	
<b>Friday</b>	437	47	9.7	9.7	

  

<b>Code</b>	<b>Explanation</b>	<b>Count</b>	
<b>P</b>	Present	2402	86.7%
<b>T</b>	No information provided – truant (or throw-away explanation)	32	1.2%
<b>L</b>	Student late for class	15	0.5%
<b>M</b>	Student absent due to short-term illness/Medical reasons	172	6.2%
<b>E</b>	Student is absent with an Explained, but unjustified reason	58	2.1%
<b>J</b>	Justified explanation within school policy	8	0.3%
<b>F</b>	Attending an off site course/class	84	3%
<b>All</b>	All codes	2771	

**Overall Attendance Rates as at 18 March 2022:**

- |                                 |       |
|---------------------------------|-------|
| i. Attendance Rate Per Half Day | 84.5% |
| ii. Attendance Rate Per Session | 78%   |

i. Average attendance to date (Half day)	
a. Girls (Half day)	85%
b. Boys (Half day)	84%
c. NZE (Half day)	88%
d. NZ Māori (Half day)	79%
iv. Parent/whānau visits:	12
v. Letters sent home:	0
v. Referrals to truancy service:	1
v. Referrals to Oranga Tamariki for Non Attendance:	0
viii. Ongoing monitoring: The Office Manager and Principal are closely monitoring the situation.	2
ix. Family Group Conference	0
x. Number of students homeschooling in Red	Decreased from 46 over the last period.
<i>Students are Home Learning because they have had to isolate themselves with Covid or as a Household Contact. Some families are Home Learning due to health issues in their families and because they are worried.</i>	
<p><b><i>Term 3 2021 Attendance Report was tabled. The main findings from this report were:</i></b></p> <ul style="list-style-type: none"> <li><i>SPS attendance for Term 3 was well above other schools in Years 1-6. Years 7-8 were comparable with other schools.</i></li> <li><i>Māori and NZE attendance was above other schools.</i></li> <li><i>Male, female and all students regular attendance was above all other schools.</i></li> </ul> <p><b><i>Term 1 2022 Attendance Report was tabled. The main findings from this report were: Do you need to add anything here?</i></b></p> <ul style="list-style-type: none"> <li><i>The attendance was distorted by the Omicron Outbreak.</i></li> </ul>	
<b><i>Motion to accept the April-May Attendance Report: David/Le-arna</i></b>	

<p><b>4. <u>Strategic Discussion:</u></b></p> <p>4.1. Staff, student and community well-being re Covid-19</p> <p><i>Office staff are sometimes bearing the brunt of community frustrations (this often around the ever changing guidelines around isolating and household contacts).</i></p> <p>4.2. Board Elections: Further discussion around the elections later in the year. This has been promoted in the newsletter.</p> <p><i>Le-arna went through the dates for this. The election date is the 12th of September. Jason will email Jack, Hayley and Le-arna with the questions to help promote the election process.</i></p> <p>4.3. Property Updates: Roding Plan and Draft SDC Plan; Shed concept for the top field.</p> <p>4.3.1. Reconfirm next steps for Jack and David.</p> <p><i>The Roding Plan - this about chasing them up. We need to get two concepts - one with a two shed and</i></p>	
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one with a four shed and go back to the parties concerned. David and Jack will follow this up.

- 4.4. Plan the next Komiti Urangi Meeting with whānau.

*Due to Covid still interrupting things, we will look at this in Term Three. We are aiming to tie this in with the unveiling of the carving display.*

## **5. Strategic Decisions:**

### **5.1. Policies:**

- 5.1.1. RTLit. Appendix A. Ensure the Policy makes reference to the Education and Training Act. Consult with the RTLit Teacher.

*This policy is for our RTLit Helen Jenkins. Jason has also included the NELPs to ensure these priorities are included.*

*Motion to accept the May 2022 RTLit Policy. David and Jack*

- 5.1.2. Next review: Principals Performance Management. Curriculum Policy: Staff input needed around current practice. [Click here to view from the website.](#)

- 5.2. OIA Requests: N/a

- 5.3. Education Bulletin: Latest updates around Covid-19 and Home Learning

## **6. Administration**

- 6.1. Review the minutes  
6.2. Review the Board Annual Work Plan for 2022  
6.3. Discuss: The Board looked at what has been covered and areas that have been rescheduled due to the impacts of Covid.  
6.4. Identify agenda items for the next meeting on Monday 27 June 2022  
6.4.1. Future 2022 Dates: 15/8, 19/9, 31/10, Wednesday 30/11 (Dinner)

*Aaron will share the Basic Facts Date from this year and PAT Maths data from 2021.*

- 6.5. Correspondence (see below)

### **Correspondence In:**

1. N/a

### **Correspondence Out:**

1. Geoff Dingle - ASL Support Letter

## **7. Meeting closure:**

- 7.1. Report hours spent by individuals to Fiona so she can update MOE Worksheet

Meeting closed 7.50pm

Jack: 4	Sintina: 0	Hayley: 2.5
Le-Arna: 6	Deb: 3.5	Nathan: -
David: 3.5	Fiona: 2	



### **STRATEGIC SELF REVIEW:**

Strategic evaluations focus on activities related to the vision, values, goals and targets of the school community. They aim to find out to what extent the vision is being realised, goals and targets achieved, and progress made. For boards of trustees and leaders strategic evaluations are a means of answering such key questions as:

- To what extent are all our learners experiencing success?
- To what extent are improvement initiatives making a difference for all learners?
- How can we do better?
- Note: Because strategic evaluations delve into matters that affect the school as a whole, and the wider community, they need to be in-depth and they take time.

### **Strategic Evaluation Framework For Accelerating Priority Learners:**

To what extent do the board's processes contribute to improved outcomes for learners, particularly for priority learners?

Review: What does the board know about the achievement of students in their school? What is the usefulness of the information they receive?

Plan: How has the board used the information they receive to set targets, develop strategic and annual plans, allocate resources, and develop principal performance agreements?

Monitor: How has the board monitored their progress towards achieving targets for priority learners?  
Ongoing reporting of achievement data for board monitoring, principal appraisal.

Review: What does the board know about the impact of their decisions on accelerating the progress of these learners?

