

Stratford Primary School

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Date: 19/9/2022

Board Minutes –

Monday 15th August 2022 5.30pm

at SPS Meeting room

1. Presentation: Geoff Dingle: Across School Leader.

Geoff thanked the Board for the opportunity. Geoff shared what his new Leadership Role with the Kahui Ako involved.

It started off slow. Has been very busy of late. Geoff is taking minutes at meetings. Geoff has been doing one on one meetings at schools. Has a set of questions, to help with their inquiry. Is it measurable? Geoff has 14 teachers at different schools to support. He is getting to know them and their personalities. Enjoying the trips out to the other schools. Good to get ideas from other schools also.

Geoff has been attending Zoom workshops - PAT data. Looking at trends throughout the schools and has brought it back to team leaders here.

His role is to show other schools how to use it and learn how to analyse, and then work out development opportunities in classes.

The data can be used to help children with their success for the following year.

Me and my school's data and e-Astle writing data: Looking at ways to streamline it. If it is coming out every 2 years then it is highlighted. Creating discussion points. Involved with Leadership Data at hui's. Geoff gets to look at the data and is absorbing all the information. He is learning a lot.

Cultural Capacity with Kath. Constant contact. Things to read and do.

Geoff is in contact with Makere McDonald through Kahui Ako and she has developed Kapa Haka on Wednesdays, where kai is provided after. Just trying to encourage children to go along.

Transitions with Kim into high school. Packages made up for the schools that they can then modify to suit their requirements. How to run a timetable. No planning required for the teachers.

Kahui Ako - website. Not a lot of involvement as yet. Geoff drops a newsletter into it, advising what he is up to.

Geoff is establishing relationships with the Principals, and understanding how he can help them.

Jo Todd and Geoff work well together. Good willingness to work together.

Communication is key.

Geoff has good support from Gemma, Makere, Graham and Kim.

2. Administration

2.1. Present: Sintina, Jack, Fiona, Le-arna, Hayley, Deb, Jason (remote)

2.2. Apologies: Nathan, David

2.3. Public Present (no speaking rights): None

2.4. Declaration of interests (conflict): None

- 2.5. Matters arising from Previous minutes: *None*
- 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.*
- 2.7. Confirm the agenda and review the Board's Annual Work Plan

Minutes/Motion:

Motion: *Motion to confirm the accuracy and authenticity of the minutes held on 25 June are a true and accurate record.*

Moved: *Jack/Le-arna*

3. Monitoring (Principal Report):

- 3.1. Current Role: *395 ākonga. 65 admissions. 22 withdrawals (14 of these have moved out of the area).*
- 3.1.1. End of year projection: *410-420 (25 new entrants still to enrol).*
- 3.1.2. Term 4, 2022 Confirmed out of zone enrolments
Ballot closes 19th September. Spaces available: Yr 1 (Up to 20), Yr 2 (10), Yr 3 (10), Yr 4 (10), Yr 5 (10), Yr 6 (None), Yr 7 (None), Yr 8 (None).
- 3.1.3. 2023 Out of Zone Enrolment Process
- 3.1.4. Enrolments windows for 2023:
*Term 1, 2023: 12 September - 14 October 2022.
 Term 1, 2023: Closes Thursday 26 January 2023 for Term 1, 2023.
 Term 2, 2023: Closes Monday 27 March.
 Term 3, 2023: Closes Monday 19 June.
 Term 4, 2023: Closes Monday 18 September.*

Ballot will cover the whole school depending on available spaces. Available spaces will be reviewed each term based on the school's role and capacity to support ākonga.

- 3.1.5. *Term 1, 2023 spaces for the September-October enrolment window.*
- *Yr 1: Up to 20, Yr 2: 10, Yr 3: 10, Yr 4: 10, Yr 5: 15, Yr 6: 15, Yr 7: No spaces, Yr 8: No spaces*

Motion to accept enrolment process for 2023: Sintina/ Fiona

3.2. Curriculum Report

3.2.1. Annual Plan Updates

- **Writing:** *Murray Gadd will be back in Week 4 to coach teachers and provide feedback around their writing workshops. The teaching team is focusing on 6 key areas. The Principal shared the Term 3 Writing Plan with the support of the Associate Principal. Regular feedback is key. Really targeted and providing lots of support.*
- **Mathematics:** *At the start of Term 4, Year 3-8 ākonga will complete the PAT mathematics test. Team Leaders, with the support of the Across School Leader (Geoff Dingle) and DP, will unpack trends and identify gaps in ākonga learning. A mathematics plan will then be developed for*

2023 based around targeted mathematical concepts. This approach should raise ākonga achievement.

- **Te Reo Māori:** Teachers met with the Principal and MAC Facilitator in the first week of Term 3. This involved:
 - Developing a school karakia
 - Unpacking what has worked well with Term 2's approach to use more Te Reo Māori in the classrooms.
 - Next step: The SPS Team have identified common phrases that can be replaced with Te Reo Māori. For example:
 - Ki runga rawa = AIM High
 - Ka rawe = Awesome, well done, great effort
 - Pai rawa = Awesome, well done, great effort.
 - Schoolwide Te Reo Māori Phrases 2022.
- **PLD Application:** The Leadership Team is about to submit a PLD application to support up to 240 hours of writing and mathematics PLD. This will include culturally responsive practice.

Motion from the Board to support the PLD application. Moved: Deb/Hayley.

- **Writing Progress for Priority Learners:** Update from Principal and discussed with Board. Progress highlighted in Yr 3-4 and Yr 5-6. Issues with some ākonga not making progress due to other barriers in Yr 7-8. Some of these ākonga are not suitable as priority learners. Next Step: In the reporting to the Board, next year to include girls back into the report. Ensure selected ākonga can make the steps in one year to make accelerated progress.
- **Professional Growth Cycle with Teachers:**

Each teacher has a designated coach as part of the Professional Growth Cycle. This is aligned to the Teachers Council expectations around the Standard of Teaching all teachers have to follow.

 - Each term, teachers have been provided written feedback on their progress. Feedback focuses on completion of previous next steps, what they are doing well (commendations) and next steps for the following terms.
 - Feedback covers the SPS Teaching Standards where teachers are reflecting on their teaching practice in relation to the agreed shared expectations for the team. Teachers have also received feedback on how they are growing their practice to support priority learners with writing, including completing a video of their teaching each term and work on from the Professional Development with Murray Gadd. Other feedback areas include reporting to whānau, Te Reo Māori and wellbeing goals.
 - Coaches provide a supportive, dialogue approach. This involves teachers reflecting on their practice through discussions with their coach, team members and the senior leaders. Coaches work behind the scenes to support teachers, whilst also having a level of accountability. This is a high trust model and follows the

approach of being a good employer as directed by the Board's Personnel Policy.

- *Teacher practice varies from Good to Outstanding across 17 classrooms. The aim, just like with ākonga learning, is that all teachers are making progress with their teaching practice and they are motivated to improve their practice.*
- *The Principal has met with all teachers, 1-1. During these 1-1 sessions the Board will be pleased to know that all teachers were focusing on improving their writing practice to accelerate ākonga progress and develop their ability to use Te Reo Māori in the classroom.*

3.2.2. Curriculum Updates

- **Recommend a Policy for ākonga classification:** *Policy Committee (Principal and Fiona, Associate Principal) to draft up Policy. It will be brought to the next meeting for the Board to approve.*

Motion to draft a policy for ākonga classification: Moved: Le-arna/Jack

- **TOI Foundation Grant for 2022:** *The Board approves the application for an Annual Toi Grant. These funds will support ākonga teacher aides and resources for writing and mathematics. The value will be around \$5000.*

Motion to apply for an ANNUAL TOI Grant: Moved: Sintina/Hayley

- **TET:** *Recommendation to apply for TET Funds to cover the Junior Deck Area in 2023.*

Motion to apply for a TET Grant to fund the Junior Deck area to be roofed. Moved: Jack/Fiona

- **Reporting to Parents:** *Later this term, whānau will have the opportunity to meet with their tamariki's classroom teacher. We encourage whānau to arrange a time before any worries become a bigger issue. This is conveyed in the fortnightly school newsletter.*
- **Year 8 enrolment to Stratford High School:** *The Year 7-8 Team attending a hui at Stratford High School, where the new Yr 9 programme was shared. This information has been added to the school website. The Principal has encouraged the Year 9 Dean to come and get to know the ākonga and teachers at SPS.*
- **School and Community Sport:** *SPS recently hosted Fitzroy School. The powhiri, led by the SPS ākonga was exceptional.*
- **Reporting Guidelines for School Charters are changing:** *Changes to planning and reporting, new legislation for school planning and reporting comes into effect on 1 January 2023.*

Motion to accept the July-August Curriculum Report. Moved: Le-arna/Deb

3.3. Self Review

- 3.3.1. **Provisionally Registered Teachers:** *The Principal will share what support first year teachers are provided at SPS. For example, this involves having a mentor, weekly release, PLD, coaching etc.*

Deb explained the process of being a Mentor Teacher. This involves regular coaching and support. The coaching is tailored to the needs of the teacher. External training is also offered through Beginning Teacher Networks and Incredible Years Training.

- 3.3.2. **School Year 2023:** *Review and confirm the 2023 school calendar. This is subject to MoE ToD being approved as part of the new collective.*
Start Date: Term 1: 30 Jan 2023 - 7 April 2023
Term 2: 24 April 2023 - 30 June 2023
Term 3: 17 July 2023 - 22 September 2023
Term 4: 18 October 2023 - 15 December 2023 (End Date).

Motion to accept the July/August Self Review Report. Moved: Deb/Fiona

3.4. Personnel

- 3.4.1. **Kahui Ako Update:**

- *The Leaders of the various schools have come together to make a plan for 2023.*
- *A future Super Staff Meeting will have Lisa Tamati talking about Wellbeing. All staff have been invited to this event.*

- 3.4.2. **Staffing (update):**

- **Sickness:** *Covid-19 has affected 4 teachers and one teacher aide this term. This is beginning to impact on teacher release, continuity of programmes and teachers ability to maintain learning momentum for those ākonga who need it most.*
- **Employment for 2023:**
The Principal will provide the latest staffing update as we continue to plan for 2023 and manage two teachers transition to maternity leave in Term 4, 2022.

Advertise fixed term teachers for 2023, 1 part time teacher (2 days per week) and one fulltime teacher.
- **Employment issue to discuss:** *N/a*
- **Staff leave requiring BoT Approval:** *N/a*
- **Staff Wellbeing (Sickness of more than five days in a row):** *1 (Term 2 - they have since returned to work)*
- **Staff Wellbeing (EPA Services used):** *1*

Motion: To accept the Personnel Report for July-August. Moved: Hayley/Le-arna

3.5. Finance

3.5.1. Monthly Accounts Report from the Finance Committee (Refer to the Finance Folder)

- *See the Finance Folder for the May and June Accounts.*
- *Auditor Report: We have had no further contact from the auditor. Next steps discussed by the Board. Janine to write a letter on Le-arna's behalf asking for a meeting.*
- *The July return will be tabled on the night showing it is a true and accurate record.*

Motion to move the resolution:

- *Motion to accept the May and June 2022 Accounts and Report from the Finance Committee.*
- *Motion to move the updated Board Budget: 1 August 2022.*
- *Motion to accept the 1 July Roll Return.*

Moved: Jack/Deb

3.6. Property

3.6.1. Junior Outdoor Area: *We are still waiting for the handrail to be adjusted outside Room 11. This has been followed up with WSP.*

3.6.2. Special Needs Toilet in the Junior Block: *SDC have identified a couple of non-compliance areas. They have met with Livingstone to correct these issues.*

3.6.3. WRN Notice has been received: *This will be added to the Health and Safety Committee minutes.*

3.6.4. Issue: *Related to the Alarm system control panel.*

3.6.5. Ministry of Education Projects: *We have had no further correspondence from the MoE around the following projects:*

- *Year 3-4 Block - Roof and cladding issues.*
- *SENCO Room Upgrade: Business proposal from the MoE*

3.6.6. 5 Year Property Plan Projects: *School led...*

- *Minor roof work*

Motion to accept the July and August Property Report. Moved: Fiona/Jack

3.7. Health and Safety Report

3.7.1. Monthly Health and Safety Committee Report:

- *See the attached Health and Safety Report for June and July*

In Committee at 6.45pm

3.7.2. Discuss in Committee:

- *Stratford Primary School has been directed to enrol a student.*
- *Stand Downs: 2 (Behaviour + Vaping) (7= Previous 2022).*
- *Suspension: 0 (1= Previous 2022)*
- *Restraint: 0*

- *Student Surrender and Retention: 0 (2= Previous 2022).*

Out of Committee at 6.48pm

3.7.3. *PB4L Report: To be shared on the night.*

Motion to accept the June and July Health and Safety Reports. Moved: Hayley/Jack
Motion to accept the July-August PB4L Report. Moved Sintina/Le-arna

Major Behaviours Period				31/1/2022 - 03/08/2022
<p>What are majors: <i>Out of bounds, Swearing at staff, Theft/Vandalism, Off Task Behaviour, Swearing, Harassment, Defiance/Disrespect, One punch, pushing, shoving, kicking), Put Downs, Inappropriate Language, Intimidation, Refusing to follow instructions, Disruptive to Others Learning, Inappropriate use of ICT, Other, Climbing trees, Fighting.</i></p> <p>INCIDENTS PER MONTH: <i>February: 44, March: 22, April: 13, May: 24, June: 39, July: 14, August: 3</i></p>				
Number of children who have had 6 or more major incidents:				6 (1.5%)
Boys: 134	Girls: 25	NZE: 106	Māori: 48	Other: 3
Number of children who have had 2-5 or more major incidents:				25 (6.4%)
Major Trends				Area & Number
Highest Number of Incidents by Ethnic:				NZE = 106
Most Incidents by Gender:				Boys = 134
Most Incidents by Year Level:				Year 7 = 34
Number of Incidents by Location:				Classroom = 47 Basketball Co =16
Number of Incidents By Problem Behaviour:				Harassment = 56
Possible Motivation:				Peer Attention = 75
Number of Social Media Incidents:				1
Break down by syndicate				
Year Level	Number - B/G	Behaviour	Area	2 or more entries

Year 1/2	19 (19b)	One Punch (7)	Classroom (7)	6
Year 3/4	35 (28b/7g)	Harassment (14)	Classroom (12)	9
Year 5/6	38 (34b/4g)	Harassment (24)	Classroom (7)	6
Year 7/8	67 (53b/14g)	Harassment (18)	Classroom (22)	15

Tracking Bullying - Victims

- 6 students have been the victim of an incident on 3 occasions or more this year. Of these, One receives break time supervision, Two are being monitored in class by the teacher as the incidents are happening in class, One has left school in term 1, One is being acted on currently by teacher and senior management and the other has been involved in incident where the behaviour has been mutual and working with our RTLB.
- No additional students have been identified as a potential victim. The current ones continue to receive support in the way mentioned above.

Notes

- Year 7/8 syndicate has seen no increase in reported cases of harassment in this period. This is encouraging given it has been the most reported issue in the syndicate. Reports of harassment include exclusion of activities, poking/prodding and general annoyance, play fighting, going too far, pulling the "naughty finger", taking things off people.
- No additional potential bully victim - another positive.

3.8. Attendance

3.8.1. Attendance Weekly Trends: Covid related sickness has affected attendance at the end of Term 1 and the start of Term 2.

Overall Attendance Rates as at 09 August 2022:	
Attendance Rate Per Half Day	86% (Was 85.1%)
Attendance Rate Per Session	79% (Was 79%)
Average attendance to date (Half day)	
a. Girls (Half day)	86% (Was 85%)
b. Boys (Half day)	86% (Was 85%)
c. NZE (Half day)	88% (Was 88%)
d. NZ Māori (Half day)	83% (Was 80%)
Parent/whānau visits:	20 (Involving 8 families)
Letters sent home:	0
Referrals to truancy service:	1

Referrals to Oranga Tamariki for Non Attendance:	0
Ongoing monitoring: The Office Manager and Principal are closely monitoring the situation.	6 (three families)
Family Group Conference	0

- ***Term 2, 2022 Attendance Report from the MoE. The above strategies are used to improve ākonga attendance at Stratford Primary School. This is based around retaining positive relationships with whānau.***

- *You can see the Covid dips in Term 4 2021 and Term 1 2022. The highest attendance was in Week 1, Term 2 (93%); The lowest was in Week 3, Term 2 (86.5%).*
- *The percentage of students attending regularly was highest in Term 2 of 2021 (77.3%) and lowest in term 2 of 2022 (58.4%). Fewer students were attending regularly in term 2 of 2022 (58.4%) than in the same term of 2021 (77.3%). This was due to Covid-19.*
- *In Term 2 of 2022, Year 4 had the highest percentage of students attending regularly, with 69.6% of students attending this often. Year 8 had the lowest percentage of students attending regularly, with 35.8% of students attending this often.*
- *In Term 2 of 2022, the European/Pākehā ethnic group had the highest percentage of students attending regularly, with 64.2% of students attending this often. The Pacific ethnic group had the lowest percentage of students attending regularly, with 40.0% of students attending this often.*
- *In Term 2 of 2022, 58.5% of female students and 58.4% of male students were attending regularly.*
- *Students attending 0-70% of half-days had the highest proportion of unjustified absences, with 54.5% of their absences being due to unjustified reasons. Among students not attending regularly, the most common reason for absence was (M) Illness, accounting for 54.6% of their absences.*
- *Year 1 students had the highest proportion of justified absences, with 71.2% of their absences being for justified reasons. The most common justified reason for absence among these students was (M) Illness, accounting for 67.2% of their absences. Year 7 students had the highest proportion of unjustified absences, with 39.7% of their absences being for unjustified reasons. The most common unjustified reason for absence among these students was (T) Truant, accounting for 24.4% of their absences.*
- *MELAA students had the highest proportion of justified absences, with 65.8% of their absences being for justified reasons. The most common justified reason for absence among these students was (M) Illness, accounting for 40.3% of their absences. Pacific students had the highest proportion of unjustified absences, with 46.3% of their absences being for unjustified reasons. The most common unjustified reason for absence among these students was (G) Holiday, accounting for 25.3% of their absences.*
- *Male students had the highest proportion of justified absences, with 63.6% of their absences being for justified reasons. The most common justified reason for absence among these students was (M) Illness, accounting for 57.8% of their absences. Female students had the highest proportion of unjustified absences, with*

37.5% of their absences being for unjustified reasons. The most common unjustified reason for absence among these students was (T) Truant, accounting for 20.8% of their absences.

- Year 3 had the highest percentage of students arriving on time to over 98% of classes attended, with 90.7% of students being on time this often. Year 8 had the lowest percentage of students arriving on time to over 98% of classes attended, with 54.7% of students being on time this often.
- The MELAA ethnic group had the highest percentage of students arriving on time to over 98% of classes attended, with 100.0% of students being on time this often. The Māori ethnic group had the lowest percentage of students arriving on time to over 98% of classes attended, with 78.0% of students being on time this often.
- In Term 2 of 2022, 81.4% of female students and 79.9% of male students were on time to over 98% of classes attended.

Motion to accept the July-August Attendance Report. Moved: Deb/Jack

4. Strategic Discussions

4.1. Governance PD

4.1.1. Feedback from the second course on the ToW.

Biggest recommendation - HAUTO - Section on Treaty of Waitangi. Make sure it is not a token. Should be part of every board meeting. And asking the questions. Unpack it slowly. Discuss ideas, and then following meetings is the opportunity to collate. Give life to it, rather than being tokenism. Give it a place in the meeting. Have robust discussion. Provide evidence. Attain a wider voice. Next step: New section added to the agenda.

4.2. ERO Review: Board discussed the confirmed ERO Report. Much better process. Excellent feedback and feed forward. Where to next? School to keep providing evidence to ERO. Need to keep at the top of the Agenda. Next step: Add to the agenda.

4.3. Planning ahead of the new Board transition

4.3.1. What's the goal through this transition? The Board has worked hard over the last 6 years to have stronger continuity between Boards and strong governance.

4.3.2. What are the options for the Board composition?

The Board recommends that the new Board co-opt previous members if they are not appointed by the parent election. This will ensure strong continuity for the school's governance, which has been a strength of the school.

The Board recommends:

- *Co-opting up to 4 can previous members*
- *Key people to co-opt are the Board Chair (Presiding Member) to continue in this role. At the first meeting the Board Chair is confirmed. This then occurs in the first meeting in 2023.*
- *Board Finance.*
- *Board Secretary*
- *Board Property.*

4.3.3. What do we need to confirm at the first meeting? E.g. Chair, Committees,

Board Code of Behaviour; Conflict of Interest Policy. *Meeting prior to the first meeting to set the scene of what is expected. - 19th September. Make the decision once the Board is determined.*

- 4.3.4. What training and support will new Board members need? Do we plan another meeting just around this? *Role of the Board, Role of each person on the Board, Understanding the Meeting Process, Understanding Board Policy and the Charter.*

5. Strategic Decisions:

5.1. Policies:

5.1.1. EEO Policy - *Discussed.*

5.1.2. Next review: Curriculum Policy: *Staff input needed around current practice.*

5.2. OIA Requests: N/a

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

Minutes/Motions:

The Board moved the EEO Policy with no changes. Moved: Deb/Fiona.

6. Administration

6.1. Review the minutes. Secretary to share the key points and decisions made.

Janine to write a letter to the Auditor on Le-arnas behalf.

6.2. Review the Board Annual Work Plan for 2022. Have we missed anything from the plan? What needs to be prioritised for the next meeting?

6.3. Identify agenda items for the next meeting on

6.3.1. Future 2022 Dates: 19/9, 31/10, Wednesday 30/11 (Dinner)

6.4. Correspondence (see below)

7. Correspondence

7.1. Correspondence In:

7.1.1. SDC: Connecting Our Communities Flyer

7.1.2. ERO: Unconfirmed Report

7.1.3. MoE: Directed to enrol a student.

7.2. Correspondence Out:

7.2.1. Principal - Jason Elder → to the Ministry of Education

Minutes/Motion: *Motion to accept the Correspondence. Moved: Jack/Le-arna*

7. Meeting Closure: Meeting closed at 7.19pm

Next meeting Monday 19th September 2022 at 5.30pm in the Meeting room.

7.1. Report hours spent by individuals to Fiona so MOE Worksheet can be updated.

Jack: 2.5	Sintina: 2.0	Hayley: 3.0
Le-arna: 5.0	Deb: 5.0	Nathan: -

David: -	Fiona: 3.0	
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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 target 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?