

**Stratford Primary School**  
**Board Minutes –**  
**Monday 31st October 2022 5.30pm**  
**at SPS Meeting room**

**1. Presentation:**

**Nicola Edwards: NZEI Staff Rep**

*Here to inform Board of the NZEI Union going ons.*

*Staffing has not kept up with increasing needs of children. Not enough teachers, support staff or specialist teachers. Due to this, children may not be reaching their full potential. Hoping to address this. Under staffing is a major concern. Negotiating improving release time. For teachers: resourcing/planning. Pay increases. Due to increases in cost of living. Negotiating reducing class sizes and increasing staffing. Negotiating unit pay parity with Secondary Schools. Union meeting in November (Monday 14th). School will close at 12pm.*

**Melissa Stone: Mutukaroa/ORS**

*All children get tested within 4 weeks of school (School Entry Assessment).*

*Test involves: alphabet identification. Concepts about print. Word vocab. Phonological test. Junior assessment for Maths. Then tested again at 5 yrs, 6 months: Same as 5 yo test with a few extras. Also, hearing and recording sounds in words. Sight words and running record. If children do not meet set targets, then children tested again at 6 and 6.5 yo. This is to ensure that children are progressing. At 6.5 yo also tested for the 42 sounds. Full test not completed at 6 and 6.5. Just test the required fields. Data shown of 2022 cohort. Parent feedback shown to the Board. SENCO - resource based with classroom teacher.*

**Kim Chadwick: Reading Recovery and early literacy report**

*Update with last 12 months data. Reading Recovery has gone through a change. Now in a 3 tiered approach. Tier 1: Support class teachers. Tier 2: working with children in small groups in the class. Tier 3: working 1:1 with child. School has an opportunity to choose (mix and match). Mainly utilise Tier 3, but a lot of teachers reach out to Kim for help/support. In 2021: 16 children 10 yr3. 3 yr4, 3 yr 5. 20 week slot. Reading level at start of joining the programme, and to when they left. And the length of time it took the child to get through the programme. Example provided/ Level 6 to Level 22. Normally takes 100 school weeks. Two of the children went through it in 22 and 29 weeks. Child has to be under 7 yrs 11 months and below orange (Level 15). Kim has 0.2 FTTE time to work with children over this age. In 2021: Students increased 10 levels over 19 weeks. Kids tracked for the next 3 years by Kim. Known written words on entry and exit. Number known words in 10 minutes. Example provided. 15 weeks. Huge improvements.*

**Writers club:** *4 groups of 3 boys working below their expected level. 1 group yr 7/8 and 3 groups yr 5-6. Structured writing lessons. 4 sessions a week. Feedback: increased confidence in writing. Increased to provide precise feedback. What's in a writer's tool box?: Ideas. Structure and language features. Proofreading. Organisation. Sentences and punctuation. Vocab, Phonics and Spelling. Results: All below. In 10 weeks. 6x "At", 2x "Above".*

**What's making a difference for our tamariki?**

Early literacy programmes. Addition of structured literacy approach. Maintaining a well balanced literacy programme. PD. Continual monitoring of student progress. Whānau support. **Questions:** Is there more support/funding with this new structure and more work? No. What can the Board do to help? Need the funding.

## 2. Administration

- 2.1. Present: Jason, Le-arna, Jack, Fiona R, Fiona J, Nathan, Deb
- 2.2. Apologies: n/a
- 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 15 August are a true and accurate record.

**Moved:** Fiona R/Le-arna

## 3. Strategic Decisions:

- 3.1. Principal Appraisal Report - Summary Report presented by Board Chair. Jason does a great job. Really supportive of staff, students and families. So extremely supportive of the children. He embeds and sustains steps. Gets staff on board.

In committee at 6.23pm

Out of committee at 6.40pm

- 3.2. Policy Review:
  - 3.2.1. 100 Enrolment Classification of Ākonga (Students) Policy. Reviewed.
  - 3.2.2. Curriculum Delivery Policy. Reviewed. Incorporating ToW under the expectations. NELPS. Monitoring: Priority learners - tracking progress (each term). School-wide trends on Literacy, Maths. Attendance and what is happening in the School. PB4L. What is in the Annual Plan? Policy Committee to update with reviewed Policy being brought to the next meeting.
  - 3.2.3. Complaints Policy. Reviewed. Board checked the current register. Contact insurance provider. Use NZSTA for strategic advice. Ombudsman. Informing MoE. Including timeframes of: acknowledgement of complaint 5 working days. Board to meet within 5-7 working days of receiving a complaint. Board to reply within 5 days of Board meeting and discussing. Policy to be amended and brought back to the next meeting.

In committee 7.30pm

Out of committee at 7.50pm.

- 3.2.4. Appointments Policy. *Board reviewed the guidelines*  
3.2.5. Creative Comms Policy (NEW). *Confirmed the next steps.*

3.3. OIA Requests: N/a

3.4. Education Bulletin:

***Motion to accept the Enrolment Classification and Appointments Policy. Moved: Deb/Fiona J***

#### **4. Monitoring (Principal Report):**

4.1. **Current Role:** 409 akonga. 82 admissions. 25 withdrawals (16 of these have moved out of the area).

4.1.1. **End of year projection:** 415-420/ Our staffing roll was 410 tamariki.

4.1.2. **Term 4, 2022 Confirmed out of zone enrolments**

*Four enrolments were confirmed for Term 4. They were all siblings of current enrolments.*

4.1.3. **2023 Out of Zone Enrolment Process**

*No enrolments have been received. However, this fulfils the legislative requirements. A further enrollment window is planned for the start of the 2023 school year.*

#### **4.2. Curriculum Report**

4.2.1. **Annual Plan Updates:** *The Principal will share the draft annual report at the meeting. Staff are involved in developing this plan. Team Leaders will be analysing writing and maths trends to support next steps.*

- **Writing:** *See the draft annual plan for 2023.*
- **Mathematics:** *See the draft annual plan for 2023.*
- **Te Reo Māori:** *See the draft annual plan for 2023.*

#### **4.2.2. Curriculum Updates**

- **TET Grant:** *We are still waiting to hear back about this project to roof the Junior Deck Area.*
- **Office Max Grant:** *The Principal has applied for funding to support nine ākonga to attend the Year 7-8 camp.*
- **Komiti Uranga Meeting/Tamariki and Whānau voice:**
  - *The school mural design has been finalised. Local iwi were consulted. One minor change is that Araukuuku and Ahitahi hapu are both recognised. Ahitahi is only used by Whakaahurangi Marae. However, the school also has a connection to Arukuuku. Once the panels have been installed, an unveiling will then be planned. Whānau will be invited to this unveiling.*
  - *Tamariki voice: Forty four tamariki from Kapa Haka were recently asked questions about Kapa Haka and Te Reo Māori in classroom. Here is a snapshot of the findings.*

**Are you enjoying Kapa Haka? Rate your experience from 1-5?**

Rating	1	2	3	4	5
Ākonga		1	3	17	23

**What do you want to change with Kapa Haka?**

Rating	No changes	More song choice	Change the time	Make the lesson more interesting	Other
Ākonga	21	0	15	2	6

**Describe in one word what you think about Kapa Haka?**

Fun = 16/44      Amazing= 5/44      Enjoyable= 3/44      Cool = 2/44      Exciting= 2/44  
 Work-hard = 1/44      Good= 2/44      Great= 3/44      Loud= 1/44      Ok= 1/44  
 Spectacular = 1/44      Joyful= 1/44      Passionate= 1/44      Singing= 1/44  
 Interesting= 1/44

**Other comments:**

Three ākonga raised concerns around being told off. This has since been addressed.

One tamariki said everyone in Kapa Haka needs to contribute.

One tamariki wanted more Kapa Haka time.

One tamariki wanted more song choice.

**How often do you hear Te Reo Māori in your classroom?**

Rating	None at all	Once a day	2-3 times a day	In the morning	In the middle block	Throughout the day
Ākonga	2	6	17	6	0	13

**What ideas do you have to promote more Te Reo Maori in the classroom?**

More Waiata= 14      Practice Greetings/words= 14      Short Te Reo lessons= 5      Online =1  
 Not sure= 2      Add Te Reo rotations= 2      Te Reo Art= 1      More Karakia=2  
 I am happy with the Te Reo in class = 1      Charts/Displays= 2

**Next steps:**

Whānau will be given a short survey, which has links to the Kaupapa Māori site on the school website. See attached with this report.

The unveiling of the murals will also be used to gather more whānau voices.

**4.3. Draft Annual Plan presented by Principal. See the attached Draft Annual Plan.**

Improvement Plan for 2023. Discussed.

First Goal: Writing.

Second Goal: Mathematics - Ask Amber to share her work

Third Goal: Te Reo Maori

### *Priority Learners: Writing and Attendance.*

*Discussion around using the 3+ Year Cohort Group to track progress. The Leadership Team are looking at tracking the same ākonga over the next few years. For example, the Year 8's would be removed this year reducing the group in size. No new ākonga will be added so the effect of writing PLD and other support programmes can be closely tracked. This will also involve tracking the progress of ākonga who come off Learning IEPs.*

*What is the current data telling us?*

- *There are 209 ākonga out of a current school roll of 409. 44 Ākonga are on an IEP (21%) (ORS, ICS, Learning). 165 Ākonga (79%) have the potential to make accelerated progress with the Curriculum Milestones.*
- *Ākonga in this group who are working within or exceeding the Curriculum Milestones:*
  - *Reading: Overall 3+ Cohort Reading is 121 (74%), Boys Reading is 61/85 (71.7%), Girls Reading is 60/78 (76.9%), NZE Reading is 85/109 (78%), Māori Reading is 30/46 (65.2%).*
  - *Writing: Overall 104 (63%) are 'Working Within' or 'Exceeding' the Curriculum Milestones; 46 (53.5%) of Boys, 58 (72.8%) of Girls, 70 (63.7%) of NZE, 28 (59.6%) of Māori.*
  - *Notes: This data is based on three terms in 2022. 6 ākonga will be leaving for high school at the end of the year. Breakdown of IEPs: Yr 3= 4; Yr 4= 8; Yr 5= 5; Yr 6= 9; Yr 7= 11; Yr 8= 6. Some of the ākonga will come off learning IEP due to lack of whānau engagement.*
- *Next Meeting: Nathan asked if this data could be shown in a graph form and in Year Levels.*

#### **4.4. Priority Learner Progress for Writing**

*Teachers have a wider pool of writers they are also trying to accelerate. So far 23/66 (35%) tamariki have made accelerated progress. 41/66 (62%) have made progress. 2/66 (3%) tamariki have not made progress. In 2023, the Board Priority Writing Group will have a wider group from the 3+ Cohort.*

**Writing:** *Yr 3-4: 4 out of 6 have made accelerated progress.*

*Yr 5-6: 0 out of 5 have made accelerated progress.*

*Yr 7-8: 2 out of 4 made accelerated progress*

*Total movement at the end of Term 3= 40% (6/15).*

*Ongoing challenge is when tamariki make progress in one area and then decline in another. This highlights the long term challenge of moving tamariki with their writing.*

#### **4.5. MoE Advice: (below)**

##### ***Advice from the MoE Advisor: Annual Plan for 2023***

*In 2023 School Reporting is in a transition year. For your schools this means:*

- *As an interim arrangement, only the Annual Plan section of a school's Charter is required to be updated next year. This, along with the AoV of the 2022 targets, will be required to be published by 1 March – although will not be required to be submitted to us, but instead be published on the school website (or if no online presence, likely on Education Counts). Further details on this in due course.*
- *The 2023 Annual Plan should typically include:*

- *Targets for student achievement, expressed as SMART goals, including targets for achieving equitable outcomes for Māori student, and actions that give effect to the NELPs, and actions for giving effect to Section 127 of the Education and Training Act (2020):*
  - *I have asked my schools to consider including targets and strategies for improving attendance and engagement.*
  - *I have been giving all schools the NELPs Matrix developed by Elizabeth and Clyde. It is a self-review tool that may help Principals have conversations with staff/Board/whanau about where the school sits in relation to the 23 'Actions for Schools' outlined in the actual NELP document. It may help give direction to 'where next?'*
- *A draft of the regulations and guidance material for schools' planning and reporting requirements for 2024 is due out for consultation between Nov 2022 and March 2023, so that by mid-2023 this will be finalised and we will be able to support schools with the development of their 2024 SPaR documents.*
- *The link to the Ministry website for this information is:*  
<https://www.education.govt.nz/our-work/legislation/education-and-training-act-2020/education-and-training-act-2020-improving-planning-and-reporting/>

Minutes:

*The Principal will add the above requirements into the 2023 Annual Plan.*

***Motion to accept the October Curriculum Report. Moved: Nathan/Deb***

**4.6. Self Review**

- 4.6.1. Physical Restraint:** *No updates have been made to this process since the last review. Any physical restraint is reported to the Board at each meeting.*
- 4.6.2. Professional Growth Update:** *Staff are currently being consulted around any minor changes to the professional growth document teachers use.*

***Motion to accept the September/October Self Review Report. Moved: Jack/Le-arna***

**4.7. Personnel**

**4.7.1. Kahui Ako Update:**

- *The Kahui Ako Leadership Group have recently met to look at the Curriculum Refresh.*
- *Technology at Stratford High School: Stratford Primary School had been asked to participate in the Stratford High School Tech Programme for 2023. At this stage (due to the late notice) Stratford Primary School will run its own programme in 2023. However, a review will be undertaken with the staff in the middle of 2023. The Principal shared further pros and cons with the Board. Staff are about to undertake a review of the current programme, with the aim of planning for 2023. Principal to set up some outcomes. Financial implication is large.*

- *Taranaki Diocesan School for Girls: reclassification to Yr 7-13. Discussed. Board would like to have a meeting with their Board to have a discussion about this.*

**4.7.2. Staffing (update):**

- **2023 Team Confirmation**

- *Lauren Giddy - Yr 3-4 (Fixed Term contract for 2023)*
- *Phaedra Bastin-Lindsay Yr 1-2 (Fixed Term contract for 2023)*

***Motion: Appointment of Lauren Giddy and Phaedra Bastin-Lindsay on Fixed Term contracts for 2023. Moved: Fiona R/Nathan***

- **Staff leave requiring BoT Approval:** *Bronwyn Bazeley has been granted leave without pay to attend her grandchild's birth in Australia from 20 February to 17 March 2023.*

***Moved: Approved by Board via Email.***

***Moved on the night: Le-arna/Nathan.***

- Staff Wellbeing (Sickness of more than five days in a row): 0 (1)
- Staff Wellbeing (EPA Services used): 0 (2)

***Motion: To accept the Personnel Report for October. Fiona J/Le-arna***

**4.8. Finance**

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

- *See the Finance Folder for the August Accounts.*
- *Plan the next Finance Meeting for the September Accounts. Review the draft budget. The Finance Meeting needs to meet to review at their next meeting.*
- *TSH Hall Sound System - Dedicated stand to be installed and replace the laptop. Board approved. Budget will be updated and passed at next Finance meeting.*

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

- *Motion to accept the August 2022 Monthly Accounts and Report from the Finance Committee. Moved: Jack/Deb*

**4.9. Property**

**4.9.1. Ministry of Education Room 17-20 Roofing Project:** *Work occurred over the school holidays as the MoE Team are preparing to make the current buildings water tight. They also completed further assessment of the block. The job is now being quoted.*

**4.9.2. 5 Year Property Plan Projects:** *No further updates.*

**4.9.3. Library:** *There has been a leak in the library. No further updates.*

**4.9.4. Camera:** *Staff require two additional cameras to cover existing blindspots.*

**Motion to accept the September/October Property Report. Moved: Nathan/Le-arna**

**4.10. Health and Safety Report**

**4.10.1. Monthly Health and Safety Committee Report:**

➤ *See the attached Health and Safety Report for September.*

**4.10.2. Discuss in Committee:**

- *Stand Downs: 1 (12= Previous 2022).*
- *Suspension: 1 to follow up (2= Previous 2022)*
- *Restraint: 0*
- *Student Surrender and Retention: 0 (3= Previous 2022).*

*In Committee: 8.43pm*

*Out of Committee: 8.47am*

**4.10.3. PB4L Report: Handed out on the night.**

Major Behaviours Period				31/1/2022 - 27/10/2022
<p><b>What are majors:</b> <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><b>INCIDENTS PER MONTH:</b> <i>February: 44, March: 22, April: 13, May: 24, June: 39, July: 14, August: 51, September: 54, October: 17</i></p>				
<b>Number of children who have had 6 or more major incidents:</b>				11 (2.7%)
<b>Boys:</b> 239	<b>Girls:</b> 39	<b>NZE:</b> 189	<b>Māori:</b> 82	<b>Other:</b> 7
<b>Number of children who have had 2-5 or more major incidents:</b>				43 (10.5%)
<b>Major Trends</b>				<b>Area &amp; Number</b>
<b>Highest Number of Incidents by Ethnic:</b>				<i>NZE = 189</i>
<b>Most Incidents by Gender:</b>				<i>Boys = 239</i>
<b>Most Incidents by Year Level:</b>				<i>Year 8 = 63</i>
<b>Number of Incidents by Location:</b>				<i>Classroom = 97</i>
<b>Number of Incidents By Problem Behaviour:</b>				<i>Harassment = 787</i>
<b>Possible Motivation:</b>				<i>Peer Attention = 140</i>
<b>Number of Social Media Incidents:</b>				1

Break down by syndicate				
Year Level	Number - B/G	Behaviour	Area	2 or more entries
Year 1/2	25 (24b, 1g)	One Punch (10)	Classroom/ playground (8)	7
Year 3/4	57 (46b/11g)	Harassment (19)	Classroom (22)	12
Year 5/6	74 (69b/5g)	Harassment (39)	Classroom (23)	16
Year 7/8	119 (98b/21g)	Harassment (29)	Classroom (41)	18

### Tracking Bullying - Victims

- 12 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, and one has left school in term 1.
- Having read up on the other incidents, these were based around retaliation and not targeted or intentional. Instead these were in response to provocation. These are not "Bullying Behaviours". Providing social coaching and support about responding more appropriately was deemed the more important next step.

### Notes

- The decrease in students who have 2-6 entries is due to the fact that some have entered the 6+ category. No new students have entered the 2-6 category in this reporting period.

### Motion to accept the September Health and Safety Report.

### Motion to accept the September/October PB4L Report

#### 4.11. Attendance

- 4.11.1. 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 13 September 2022:

i.	Attendance Rate Per Half Day	87% (Was 86%)
ii.	Attendance Rate Per Session	80% (Was 80%)
iii.	Average attendance to date (Half day)	
	a. Girls (Half day)	87% (Was 86%)
	b. Boys (Half day)	86% (Was 86%)
	c. NZE (Half day)	89% (Was 89%)
	d. NZ Māori (Half day)	82% (Was 83%)
iv.	Parent/whānau visits:	27 (Involving 8 families)

v.	Letters sent home: (We avoid this now and use Damien to connect with families in a positive, informal way. This keeps the relationship intact.	0
v.	Referrals to truancy service:	2
v.	Referrals to Oranga Tamariki for Non Attendance:	1
viii.	Ongoing monitoring: The Office Manager and Principal are closely monitoring the situation.	6 (three families)
ix.	Family Group Conference	0

### **Term 3 Attendance Report:**

- *In Term 3 of 2022 attendance was highest in the week of September 19, with students attending 91.0% of half-days. Attendance was lowest in the week of August 15, with students attending 85.4% of half-days. Average attendance in term 3 of 2022 (89.3%) was lower than in the same Term of 2021 (93.2%). → Covid Lockdown so data is distorted.*
- *The percentage of students attending regularly was highest in Term 3 of 2022? (76.6%) and lowest in Term 2 of 2022 (58.4%). Fewer students were attending regularly in Term 3 of 2022 (58.6%) than in the same term of 2021 (76.6%). → Covid Lockdown so data is distorted.*
- *Pacific students had the highest proportion of justified absences, with 77.5% of their absences being for justified reasons. The most common justified reason for absence among these students was (M) Illness, accounting for 67.3% of their absences. Māori students had the highest proportion of unjustified absences, with 49.2% of their absences being for unjustified reasons. The most common unjustified reason for absence among these students was (T) Truant, accounting for 30.6% of their absences.*
- *Male students had the highest proportion of justified absences, with 62.9% of their absences being for justified reasons. The most common justified reason for absence among these students was (M) Illness, accounting for 55.8% of their absences. Female students had the highest proportion of unjustified absences, with 40.1% of their absences being for unjustified reasons. The most common unjustified reason for absence among these students was (T) Truant, accounting for 23.8% of their absences.*
- *In Term 3 of 2022, 83.2% of male students and 79.0% of female students were on time to over 98% of classes attended.*

### **Motion to accept the October Attendance Report. Moved: Deb/Jack**

#### **5. ERO Review Questions:** Moving forward, the school will prioritise:

- *Staff involvement in writing PLD to strengthen their collective knowledge and delivery of effective practice*
  - *Exploring and developing strategies that extend partnerships with parents and whānau to support their learner progress and achievement.*
  - *Gathering the voice of learners to inform evaluation into the impact of changed practices on their engagement.*
- Share with Frank the PLD carried out so far.*

## 6. Administration

- 6.1. Review the minutes. Secretary to share the key points and decisions made.
- 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 30/11 and plan dinner.
  - 6.3.1. *Curriculum Delivery Policy. Complaints Policy.*
  - 6.3.2. *Ask Amber to share her Maths work in the 2023 Board Plan.*
  - 6.3.3. Future 2022 Dates: Wednesday 30/11 (Dinner) - Masala Bay 7pm. Fiona to book.
- 6.4. Correspondence (see below)

## 7. Correspondence

### 7.1. Correspondence In:

- 7.1.1. TOI Foundation:
- 7.1.2. TOI Foundation: Received the SPS accountability report for the counselling.
- 7.1.3. TOI Foundation: Received for the ICT Grant
- 7.1.4. MoE: Weather Tightness Report
- 7.1.5. Office Max Grant: Supporting Year 7-8 Camps

### 7.2. Correspondence Out:

- 7.2.1. TSB Bank: Transferring of funds
- 7.2.2. Camp Approval
- 7.2.3. Yr 7-8 Camp Proposal

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

## 7. Meeting Closure: Meeting closed at 8.51pm

*Next meeting Wednesday 30th 2022 at 5.00pm in the SPS Meeting room.*

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

Jack: 5.0	Deb: 5.0	Nathan: 5.0
Le-arna: 10.0	Fiona J: 7.5	Fiona R: 7.5

## **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?