

Stratford Primary School
Board Minutes –
Monday 27th February 2023 5.30pm
at SPS Meeting room

0. Presentation from Helen Jenkins: Resource Teacher of Literacy

Helen Jenkins:

Helen's report provides a breakdown of the children on her role e.g. 2022 she had 65 students on her role across the 19 schools. There are a variety of reasons why children are picked up on the RTLiT roles.

RTLiT look after literacy needs; oral language, reading and writing. It can be children with complex needs and may need long term support or with dyslexic needs.

Helen services 19 schools in this area. There are 109 RTLiT in New Zealand. RTLiT teachers work differently throughout New Zealand. To meet the needs of all 19 children Helen does not work one on one with children unless she is trialling a new programme. Her role is about accelerating learner progress in literacy. The needs of the 19 schools are not equitable, the needs differ from school to school. There is a management committee that meets once a term and the intake and review committee also meet once a term, however, this year there will be two intakes.

There is a rapid journey in the Structured Literacy space at the moment. The Kahui Ako has provided PD in this space supported by Helen. The myth about schools failing to meet needs in reading and writing before the Structured Literacy approach is not accurate with the cohorts we previously had. Presently, Structured Literacy best suits the needs of the children we have coming through our schools. Structured Literacy follows a scope and sequence for teaching the alphabetic code.

Helen's report provides a breakdown of the children on her role e.g. 2022 she had 65 students on her role across the 19 schools. There are a variety of reasons why children are picked up on the RTLiT roles.

Referrals are not always focused on the child but the systems around the children e.g. bringing Structured Literacy into classes - education for teachers to deliver the programme.

Vocabulary knowledge and general knowledge is a challenge of our times.

Helen loves SPS, the staff, support and money put into acceleration programmes and we LOVE her back. The support around accelerated programmes allows double dosing of students and allows for the children to receive insistent, persistent and consistent instruction in the literacy space.

Approved Presiding Member

UKSS
Date: 27/3/2023

1. Administration

- 1.1. Presiding Member: Nominations and appointment
- 1.2. Present: *Jason, Deb, Le-arna, Fiona R*
- 1.3. Apologies: *Jack, Fiona J, Nathan,*
- 1.4. Public Present (no speaking rights): *None*
- 1.5. Declaration of interests (conflict): *None*
- 1.6. Matters arising from Previous minutes: *None*
- 1.7. Confirmation of Previous Minutes (Chair to sign):
 - 1.7.1. *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.*
- 1.8. Confirm the agenda and review the Board's Annual Work Plan
- 1.9. Update: Deborah Campbell to be added to the TSB Bank signatory list.

Le-arna was nominated and voted in as the Presiding Member of the SPS Board for 2023.

Motion: *Deborah Campbell to be added as a signatory on the TSB Account for Stratford Primary School Board:*

Moved: *Le-arna and Fiona R*

Work Plan: This was looked at to see that we are on track. We are up to date so far.

Motion: *To confirm the accuracy and authenticity of the minutes held on 30 November are a true and accurate record.*

Moved: *Fiona R/Le-arna*

2. Monitoring (Principal Report):

Principal walked the Board through the new template that aligns to the NELPS. This is because the NAGS have been removed.

December 2023/January 2023 Report

Current Roll: *Currently 392 ākonga. We have had a big influx of new tamariki to start the year. This has already pushed us near the MoE Staffing of 393*

- *Yr 1-2: 79; Yr 3-4: 89; Yr 5-6: 102; Yr 7-8: 122.*
- *Admissions: 22 (as of 31 January 2023).*
- *Withdrawals: 4 - moved to new schools e.g. moved out of the area).*
- *End of year projection:*
 - 31st March: 392*
 - 31 October: 23 New Entrants + 2 previous ākonga*
 - 1 November: 417*

Term One out of Zone Process:

Has been completed. We had the following enrolments. No ballot was needed. Yr 1: 7; Yr 2: 0; Yr 3: 0; Yr 4: 2; Yr 5: 0; Yr 6: 2.

NOTE: there are no spaces in Year 7 and 8 for out of zone tamariki.

Total out of zone enrolments: 11.

General School Information: *The school year has started really positively. Teachers spent the week before school to prepare for the year. This included some fun Team Building exercises with all the staff. School roll is looking healthy. We currently have 392 students enrolled. The Year 1 -6 year groups have a varying amount of spaces and Year 7 -8 have no available spaces.*

Up and coming events:

- Top Team Day (Week 2)
- ASB First Aid Courses (Week 2-8)
- Turnbull Cup Swimming (Week 3)
- Whānau Day (Week 3)
- Year 7-8 Camp Week (Week 4)
- Year 5-6 Camp Week (Week 5)
- Cultural Capacity PLD (Week 6)
- ToD: Week 6
- Year 3-8 Hockey Tournament (Week 7)

NELP 1: LEARNERS AT THE CENTRE: Learners with their whānau are at the centre of education. Priority 1: Ensure places of learning are safe, inclusive and free of racism, discrimination and bullying.

Motion: Hazard register and Health and Safety Committee notes were passed. Motion to move the December and January Health and Safety Report.

Moved: Deborah and Fiona R.

NELPS Priority 2:

We have many anxious tamariki at school. To reduce anxiety and ensure a positive start to the year teachers...

- Arranged early visits for anxious tamariki
- Held goal setting meetings on the first day.

Starting Term 1, there was a positive feel across the school with whānau welcomed into the school post Covid-19. Goal setting meetings were used to build a positive Home and School connection with whānau.

We held a powhiri for new tamariki and their whānau (and staff) on the first school day. The hall was packed as we welcomed over 50+ new community members into the school. Feedback has been really positive from our new whānau.

In the school newsletter, we will continue to educate whānau around the process for working in partnership with teachers for their tamariki.

Whānau Day has been planned for Friday 17 February. This will involve a welcome for our whānau and visiting classrooms. Our Hangi Area has been re-developed. This will become an outdoor learning classroom once fully completed. A big thank you to Marlene Lewis for coordinating this project.

What are we doing to promote the Treaty of Waitangi?

Teams are following a two year cycle that promotes different aspects of the ToW. This begins with the Juniors learning about the story of the ToW and where Waitangi is located. This is explored in more depth in Year 3-4, including the issues around the two translations of the treaty. Year 5-6 go further and begin exploring the issues that have affected people due to the two different treaties.

Year 7-8 explores current issues that are still unresolved. For example the Treaty settlement claims.

Minutes:

Whanau day was outstanding, 126 parents attended. We are looking holding a Cultural Day later in the year to tie in with the Book Fair.

Stand Down, Suspension, Directed Ākonga, Restraint and Search and Surrender:

Three ākonga were stood down for vaping at school.

One ākonga is being supported with a transition plan to school after displaying trauma behaviour. There is a history of trauma in the family. This learner was restrained by staff as they physically threatened other tamariki during breaktime at the end of 2022. The restraint process has been completed with staff and whānau. A therapist had already been put in place for the ākonga. This was reported to the Ministry of Education.

The ākonga who was directed to SPS has successfully transitioned into their new classroom. They were well supported by whānau, the Leadership Team, classroom teacher and therapist over Term 3 and 4 as they moved to full time learning.

6.10pm: In committee minutes

6.16pm: Out of committee

Motion: *To move the Stand Down, Suspension, Directed Ākonga, Restraint and Search and Surrender Reports:*

Moved: *Le-arna/Jason*

NELPS Priority 3:

Attendance:

- *Review of current ākonga who need support with attendance.*
- *Use 2022 attendance data to identify whānau who need support.*
- *Outcomes: Priority list created. Meeting with the 'Whānau Engagement Officer' to review the plan for the year.*

Attendance Report:

Discussion: Average attendance in Term 4 of 2022 (90.6%) was higher than in the same term of 2021 (90.2%). More students were attending regularly in Term 4 of 2022 (67.5%) than in the same term of 2021 (65.2%). Year 8 had the lowest percentage of students attending regularly, with 59.6% of students attending this often. The Pacific ethnic group had the lowest percentage of students attending regularly, with 44.4% of students attending this often. In Term 4 of 2022, 67.7% of female students and 67.4% of male students were attending regularly. Students attending 0-70% of half-days had the highest proportion of unjustified absences, with 62.4% of their absences being due to unjustified reasons. Among students not attending regularly, the most common reason for absence was (M) Illness, accounting for 42.9% of their absences. Pacific students had the highest proportion of justified absences, with 65.6% of their absences being for justified reasons. The most common justified reason for absence among these students was (M) Illness, accounting for 46.2% of their absences.

Māori students had the highest proportion of unjustified absences, with 51.6% of their absences being for unjustified reasons. The most common unjustified reason for absence among these students was (T) Truant, accounting for 31.8% of their absences.

The Asian ethnic group had the highest percentage of students arriving on time to over 98% of classes attended, with 87.5% of students being on time this often.

The Pacific ethnic group had the lowest percentage of students arriving on time to over 98% of classes attended, with 72.2% of students being on time this often.

Attendance Rate Per Half Day: School Cohort	87% (No change)
Attendance Rate Per Session: School Cohort	82% (Was 81%)
Average attendance to date (Half day):	
Girls	87% (No change)
Boys	87% (No change)
NZE	89% (No change)
Māori	83% (No change)
Parent/whānau visits	27 (Involving 8 families)
Referrals to truancy service	2
Referrals to Oranga Tamariki for Non Attendance	1
Ongoing monitoring: The Office Manager and Principal are closely monitoring the situation.	6 (three families)
Family Group Conference	0

Minutes:

Attendance Term Three 2022: SPS is averaging 10% and our Maori students are also 10% above National Norms for attendance. Boys attendance is also better than the National Norms. Jason is focusing on lateness to class and when children are marked Truant on eTap.

SENCO Roll: Our current ORS and High Health Roll is 17.

Very High ORS tamariki = 3 + 1 potential new tamariki

High ORS tamariki = 7 + 1 new tamariki who has received 60h to transition into SPS.

High Health tamariki = 4

Non-High Health tamariki = 1

We have a SENCO Team in place to support these tamariki. This includes two part time SENCO Teachers and two SENCO Teachers who is employed through Arahunga School, which is a Specialist School. The Learning Support Coordinator (LSC) supports this team. The Principal, with the support of the Deputy Principal, leads this team. The SENCO Team also includes 8-9 teacher aides who are funded by the Board and Ministry of Education.

Overall hours of support for these tamariki = 202 hours or \$233482

Minutes:

SENCO roll - we have 17 children on the roll and three of these are classed as Very High ORS.

The school continues to top up teacher aide support for these children - depending on needs. Funding does not cover all children and for the hours they attend school.

Learning Individual Education Plans: *The current IEP role is being updated...*

IEP Roll = TBC

English for Speakers of Other Language (ESOL Roll) = TBC

In Class Support (ICS) = 9 (Teachers are supported with additional teacher aide hours, which is funded by the MoE.

We have nearly one in five tamariki who have an Individual Education Plan. The IEP roll is currently being reviewed. IEP meetings with whānau will be held in Term 2 and Term 4. We have 9 tamariki whose teachers will receive additional teacher aide support this year for their learning needs. Teachers are also supported through the Learning and Behaviour Team (6 teacher aides, including extra support for Year 7-8 tamariki), a Mathematics support teacher aide, and the Accelerated Literacy Team (3 teacher aides who run specialist programmes.

Overall hours of support for these tamariki = 145h Learning and Behaviour or \$161638; 15-25h Maths = \$33566; Accelerated Literacy Team hours (Including 15 hours Library) = 81h or \$159836.

Minutes:

Learning IEP's and Literacy programmes receive a significant amount of Board funding to ensure that these initiatives continue to meet ākongā needs.

Le-arna asked what we do for the 'average children' in classes. Jason talked about priority learners and how class programmes are differentiated. The accelerated literacy and numeracy programmes target children with a range of needs - sometimes as a boost, sometimes extensions and also remedial. We also have Reading Recovery and children can go to Wharehuia (Stanley Road) for a day for children identified as 'gifted/exceptional learners'. The Year 7 -8 Tech programme and the Year 7 - 8 student leader programmes are being reviewed through a student engagement lens.

NELPs Priority 4:

Priority Learners for Writing:

Here are the Board outcomes for 2023:

- *The Board has a good understanding of the overall writing trends compared with the 3+ Year Cohort. They are also well informed of the Learning Attitude of Yr 4-8 ākongā.*
- *The Board has a good understanding of the process teachers are using to accelerate learners' progress in writing. The Board has a good understanding of Mathematics trends that will shape future priorities.*
- *The Board can see progress over time and are well informed of what is working well and potential barriers to learning.*

Note: In Week 3, Priority Learners will be finalised with teaching teams. Teachers have had a lot of input into who these tamariki will be.

Analysis of Variance (AoV):

The Analysis of Variance and Updated Charter have been uploaded to the Ministry of Education and shared on the School Website.

Fiona asked for a definition of the term “priority learner” - these are children working towards the curriculum milestone that with focused acceleration strategies should be able to move to ‘working within the curriculum milestone’. Jason explained this further using the Curriculum Milestone Graph for Writing. He also unpacked how and why children are selected and how it becomes harder to move children through the levels as they get older.

Le-arna asked what 1B, 1P etc meant, Jason explained the levels for writing and since the abolishment of National Standards the school has gone back to using the broader curriculum levels. For example, in Year 8 we are aiming for all ākonga to be working in Level 4 of the Curriculum rather than just Level 4p as stated in the National Standards approach.

AoV is a report that summarises how children who have been part of our target groups and with our different cohorts have progressed. This document is shared with the Ministry of Education and on our School Website. One of our focuses for 2023 is to develop better ways of communicating with parents of our priority learners for writing - research states that this has a significant impact on student development.

Key points from AoV:

3+ Year Cohort review from the Principal: The Principal has been tracking ākonga who have been at Stratford Primary School for three or more years. The Principal has tracked two groups: Individual Education Plan (IEP) ākonga and the remaining ākonga. Results showed for the remaining ākonga in Yr 4, 6 and 8 that...

- 18 (81.7%) of Year 4 ākonga were ‘working within’ or ‘exceeding the Curriculum Milestones. 12 Girls (92.3%) and 6 Boys (66.6%) were ‘working within’ or ‘exceeding’ the Curriculum Milestone, which highlighted discrepancy between the genders. 6 Māori ākonga (87.5%) and 17 New Zealand European ākonga (NZE/89.6%) were working within’ or ‘exceeding’ the Curriculum Milestone, which highlighted comparable progress between the two main ethnic groups at Stratford Primary School.
 - 20 (73.4%) of Year 6 ākonga were ‘working within’ or ‘exceeding the Curriculum Milestones. 10 Girls (81.4%) and 9 Boys (64.3%) were ‘working within’ or ‘exceeding’ the Curriculum Milestone, which again highlighted the discrepancy between the genders. 4 Māori ākonga (80%) and 17 NZE ākonga (77.3%) were ‘working within’ or ‘exceeding’ the Curriculum Milestone, which again highlighted comparable progress between the two main ethnic groups at Stratford Primary School.
 - As highlighted in the Writing Professional Development Review (see below), Year 8 ākonga were below other cohort groups. 21 (58.4%) of Year 8 ākonga were ‘working within’ or ‘exceeding the Curriculum Milestones. 11 Girls (62.7%) and 11 Boys (55%) were ‘working within’ or ‘exceeding’ the Curriculum Milestone. This gap was closer than Year 4 and Year 6 but attainment results were lower. 8 Māori ākonga (61.6%) were achieving slightly better than the 12 NZE cohort (54.5%), which was different to the Year 4 and Year 6 cohorts.
 - **Outcome: An ongoing goal will be to track and compare the 3+ Year Cohort with the main school cohort for writing in 2023.**
-

The Associate Principal and Writing Facilitated Completed the following review at the end of the Writing Professional Development:

Points of Celebration: Points of celebration in the dataset include the conclusions that:

- ★ ***A majority (61%) of students at SPS are achieving well*** as developing writers in that they are achieving at a level that is 'within' or 'exceeding' national expectations for writing. This is especially the case for students from Years 1, 2, and 4.
- ★ ***The Year 1 and 2 cohorts at SPS are achieving at a level that is well above national levels for their cohort***, as last reported by the Ministry of Education (in 2017). The Year 1 cohort (n=41) is achieving at a level that is 11% greater than that for the national Year 1 cohort (86% cf. 75%). The Year 2 cohort (n=40) is achieving at a level that is 14% greater than that for the national Year 2 cohort (88% cf. 74%).
- ★ ***In addition, the Year 4 cohort at SPS (n=43) is achieving at a level that is just below the national Year 4 cohort level (69% cf. 73%).***
- ★ ***Girls*** in most year levels (with the exception of Year 3 and Year 8) are doing well with an average of 77% of girls in the Year 1,2,4,5,6 and 7 cohorts achieving 'within' or 'exceeding' national expectations in writing. This is just below the national level for 'all girls' (77% cf. 79%).
- ★ ***The overall level for achievement by all Māori students at SPS (63%) is slightly greater than the equivalent national figure (62%). In fact, achievement by Māori students in writing at SPS is 4% greater than achievement by NZE students. Nationally, there is a 15% gap between achievement by NZE students and achievement by Māori students – this is not the case at SPS.***
- ★ ***A related point of celebration is the fact that of the 9 girls in Year 8 who achieved in the 'above' range for writing, 7 identify as Māori.***
- ★ ***Almost half (9/11) of Year 7-8 priority learners made accelerated progress*** in writing during 2022. Although this did not take them to the achievement level they should be 'within', it is good to see significant progress being made by these students.
- ★ ***It is good to note that teachers feel that they have made changes to their practice*** in terms of:
 - Running workshops; Using more diverse ways of motivating topics and tasks
 - Using more precise learning goals/success criteria
 - Giving students more opportunities to share/celebrate their writing
 - Modelling more regularly/more precisely

This is especially good because research tells us that effective use of these strategies is important in generating greater engagement/ progress/ achievement by students in writing.

Points of Challenge: Points of challenge in the dataset include:

→ ***Continuing to work on and increase the overall achievement*** by students in writing at SPS.

To this end, we suggest 2023 targets of:

- ★ ***55% of Year 4 students*** (this year's Year 3 students) were achieving 'within' or 'exceeding' national expectations in writing by the end 2023. Although this would constitute an 18% increase from this year (in that just 37% reached this level, we believe that this is achievable in that many of the under-achieving students in this cohort will receive priority attention next year).

NELPs Priority 5:

Culturally Responsive Practice and Te Reo Māori Professional Development:

Teachers were involved in a full day of professional development with a specialist advisor from Core Education. This involved:

- *Building the Cultural Capacity of staff by developing a Cultural Capability framework. This can then be used by teachers to develop an Annual Plan focus.*
- *Unpacking three cultural competencies.*
- *Tangata Whenuatanga: Emerging themes were connections, people & knowledge, and identity.*
- *Ako: Connection, co-construction and empowerment.*
- *Manaakitanga: Feelings, actions and outcomes.*

Teachers will be engaged in further group sessions later this term to finalise the Cultural Capability framework.

NELPs Priority 6:

Writing Professional Development: *Writing PLD will continue from last year, later this term. New teachers will be inducted into the training that occurred last year. Teachers will be further supported to enhance their practice around the six writing features:*

- *Writing workshops based on ākonga needs.*
- *Writing workshops that have a clear purpose.*
- *Stick to the goal of the workshop and learning.*
- *Do not unpack the whole text; focus on the goal.*
- *The writer makes the final changes to their writing.*
- *Plan workshop sessions.*

Kahui Ako Professional Development:

We have four teachers involved in the Kahui Ako. Jason Elder (Principal) is a part of the leadership group; Geoff Dingle works two days as the Across School Leader; Sonia Rova and Chad Jacob are both Within School Leaders. Sonia is focusing on agency around Mathematics and is a part of the Mathematics Team. Chad is focusing on agency and wellbeing through Physical Education. He is supporting teachers to develop their ability to teach Physical Education with the support of an external advisor.

Geoff, Sonia and Chad will receive additional professional development as part of their roles. They are part of the network group and will be supporting the organisation of the Teachers Only Day later this term.

NELPs Priority 7:

As part of the old National Administration Guidelines, one area related to Career Guidance. Although this is not a requirement, as part of our Strategic Plan the Board has a focus on Finance Literacy. Our Year 7-8 Programme will be reviewed. This will include how we support senior ākonga with their:

- *Leadership Development*
- *Exposure to different skills through the Technology Programme*
- *Curriculum links with Career Guidance.*

Education and Training Act 2020

Section 138(1)-(2)

A Board must have the following strategic planning documents for its school:

- *A strategic plan, for each 3-year period or for a shorter period determined by the Secretary, that sets out the Board's strategy for achieving (or making progress towards achieving) its objectives during that period; and...*
- *An annual implementation plan for each year that sets out how the Board intends to implement that strategy during the year.*

A Board must prepare its first strategic plan and annual implementation plan when required by regulations made under section 639 to do so.

Annual reports are required to include a statement of variance which sets out any variance between the school's performance and the achievement of the school's objectives set out in its strategic plan and annual implementation plan; and any matters required by regulations

- *The Annual Plan and Analysis of Variance have been sent to the MoE. Both these documents are on the school website for whānau to view. Team Leaders have joined the Leadership Team, where they will have more involvement in leading, planning and evaluating future annual plans (school improvement plans).*

Section 165 (4)

The Board must report to the Secretary to its school community, and to parents on the performance of the school's students in accordance with any regulations under section 639.

- *The Principal will promote these goals in the next newsletter: Week 3*

New regulation 21 of the Education (School Boards) Amendment Regulations 2022 (gazetted 17 November 2022) . Duty to report on progress and achievement of students.

- *All tamariki will receive either two Learning Journey Reports or Individual Education Plans. Learning Journey Reports are tailored to the different Year Levels, while IEP are either for Learning or ORS tamariki.*

New regulation 20 of the Education (School Boards) Amendment Regulations 2022 (Gazetted on 17 November 2022).

- *Duty to promote healthy food and nutrition.*
- *The Board of a school must promote healthy food and nutrition for all of the school's students.*

The Principal has created a Healthy Education section in the school newsletter. This includes promoting the Lunch in Schools Programme.

In the coming weeks, the Principal will consult with whānau around the Health Education Plan, which includes a focus on healthy food and nutrition.

Legislative Area not covered by the NELPS

ERO Review:

- *The Principal and Deputy Principal will organise what information to send to Frank at ERO. This will include the Analysis of Variance, Annual Plan, Writing Report, Teacher and Tamariki surveys.*

Creative Comms Policy:

- *New Policy. No issues here.*

School Year:

MoE Teacher Only Days from the last collective have been used.

The MoE has set aside one Teachers Only Day for development around the new curriculum. This has to be used in the first two weeks of Term 2. The Kahui Ako have agreed to have a Teachers Only Day on the same day. This will be Monday 24 April. Tuesday 25 April is ANZAC Day. Term 2 will then start on Wednesday 26 April.

Self Review: Board Work Plan

Carried over from 2022:

- *Komiti Urgangi Report connected to the powhiri for the mural: The mural has been completed. The Principal will now organise the installation and unveiling.*
- *Anti Bullying Survey: To be included in the Health Education Survey this term.*
- *Me and My School Survey: The PB4L Team will look at analysing this survey from the end of 2022.*
- *Digital Technology and Cybersafety: Agreements have been updated to start the school year.*
- *Police Vetting Camp: The process for vetting parents is in full swing as teams prepare for camps. The Office Team is closely checking for vetted parents after they were logged late last year with the online system.*

Further reviews occurring this term:

- *Health Education as mentioned above.*
- *Year 7-8 Technology Programme → Moving towards a weeks intensive programme.*
- *Year 7-8 Leadership: The Assistant Principal has already begun making changes to this programme. For example, the promotion of the School House Competition; Leaders visiting the Mayor.*
- *Kapa Haka: The Principal will gather ākonga voice around the shape of this programme.*
- *Whānau consulted on Whānau Day and via a short questionnaire.*
- *Education of all whānau around learning via the newsletter.*

Completed Board Monitoring for February:

- ☒ *Charter approved and sent to the MoE*
- ☒ *The Board continue to learn about the Education and Training Act/ ToW*
- ☒ *Policies completed*
- ☒ *Analysis of Variance*
- ☐ *PAT Mathematics Trends*
- ☒ *Annual Plan Goals*
- ☒ *RTLiT Report*
- ☐ *Whānau Day Survey Questions: Do you feel your son and daughter can express themselves as being Māori? Or in general? What can we do more to support them?*
- ☒ *Budget approved by the Board (November 2022)-*
- ☒ *November and December Finance Reports*
- ☒ *Police Vetting: Camps*
- ☒ *Attendance: Term 4 Report*

Personnel:

Teaching Staff updates:

New staff have been supported with an induction process and Tutor Teachers. This has included the Principal coaching the Tutor Teachers around the process for 2023; setting up their classrooms, becoming familiar with school systems and planning for the start of the year. Tutor teachers for first year teachers meet each week and will provide in class coaching.

Support staff updates:

Baileigh Allen has joined the SENCO Team on a fixed term contract to cover additional ORS/High Health Tamariki.

Motion: To move Baileigh Allen's employment as a teacher aide. This is a fixed term for 24h in Term 1 with the option of extending for the rest of the year. **Moved:** Le-arna/Fiona R

Minutes:

New staff have fitted in really well. They are professional with a good work ethic and are well supported by their Tutor Teachers.

Staff Leave:

Motion: To approve leave without pay for more than five days for Antionette Buckley and Melissa Stone.

Moved: Le-arna and Fiona R

Staff wellbeing:

Every staff member is being supported with a Wellbeing Goal. Stratford Primary School offers three - five free EAP Counselling. The Leadership Team is constantly monitoring the wellbeing of all staff.

Sickness of more than five days in a row. Are they being supported? N/a

Kahui Ako Updates:

The Principal has been approached about applying for the Kahui Lead Principal role in 2024.

Finance:

Motion: To accept the November and December 2022 Monthly Accounts and Reports from the Finance Committee. **Moved:** Le-arna/Fiona R

Te Manawa Fund:

Motion: To seek further funding to support ORS tamariki with Music, Physical Education, including Swimming. **Moved:** Jason/Deb

Property:

- **5YA Projects:** Short term roof improvement work has been underway around Block F (Yr 3-4). A final future plan is being reviewed by the MoE, again!
- **WRN:** The Principal has forwarded on all outstanding WRN notices. Argest are being very pedantic with their requests, which is taking a lot of time from the Office Manager, Caretaker and Principal.
- **School Projects:** Updates from the Principal with the Hangi Area and Junior Deck Area.

Minutes:

Hangi area: the aim is to continue to develop this area. Fiona asked a question around the safety of children who come down with parents at 4.30am. Looking ahead → check the RAMS covers

this. This has been added to the 2023 Whānau Day PMI.

Fiona R asked about the change of the Year 5-6 camp changing to one night. Jason explained that cost and health and safety are the reasons for the change. Vertical Horizons would remain for two nights. The Board is committed to this camp in 2024 e.g. costs.

Strategic Decisions:

2023 Charter (Annual Plan) Approved by the Board. This will then be uploaded to the MoE before 1 March.

Minutes: Confirmed via the MoE portal.

Education and Training Act:

- Haatū Tool to review. Question: What do we want to focus on moving forward?

Minutes: Wait for the next meeting when all members are present.

ERO Update: See the Principal Report

- The Leadership Team are forwarding documentation on to the key ERO advisor.

2.2. Policies to review:

2.2.1. Presiding Member Policy

2.2.2. Review and Update:

- Sub Committees
- Conflict of Interest Policy
- Code of Behaviour Policy and sign
- Curriculum Policy (See updates in Yellow)
- Creative Commons (New to standard template):
- Triennial Work Plan Policy - check the Annual Work Plan e.g. for changes on this agenda.
- Financial Delegations Policy
- Credit Card Policy (No change and sign)
- Fuel Card (Created last year but needs Board approval)
- RTLit: Sign appendix A
- Health and Safety Policy (No suggested changes but review when the need arises)
- Enrolment Policy (No changes)
- Van Use Policy - Check the updated costing
- OIA Requests: N/a
- Education Bulletin:

Code of Behaviour signed by Jason, Le-arna, Fiona R. Still to sign: Nathan. Jack and Fiona J.

Policies above all moved: Passed by Fiona R and Le-arna.

Administration

1. Review the minutes. Secretary to share the key points and decisions made.
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? N/a

3. Identify agenda items for the next meeting on Monday 27 March at 5.30pm: Hautū Tool.

Future Dates 2023:

- Term 1: ~~13 Feb~~; 27 March
- Term 2: 15 May; 19 June
- Term 3: 7 August; 11 Sept
- Term 4: 30 October; Wednesday 29 November at 5pm (Dinner 7pm).

Correspondence

Correspondence In:

- 19 January 2023: MoE received the Charter
- 19 January 2023: MoE received the Analysis of Variance

Correspondence Out:

- 30 November TSB Bank: \$70000
- 12 December TSB Bank: \$140000
- 14 December TSB Bank: \$2000
- 22 December TSB Bank: \$20000
- 24 January 2023: TSB Bank Transfer back to Term Deposit: \$40000

Minutes/Motion:

Motion: To move correspondence in and out:

Moved: Jason and Fiona R

Letter received from Maryann Rest Home asking if SPS could continue to be used as an alternative venue in an emergency/disaster. School to respond to this request.

Motion: To approve the Maryann Rest Home to continue to use SPS as an alternate venue in a disaster.

Moved: Jason and Fiona R

Meeting Closure: Meeting closed at 7.50pm

Next meeting Monday 27 March 2023 at 5.30pm in the SPS Meeting room.

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

Jack: 4h	Deb: 5.5h	Nathan: 7h
Le-arna: 9.5h	Fiona J: 1.5h	Fiona R: 8.5h

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?

