

**Stratford Primary School**  
**Board Minutes –**  
**Monday 30th November 2022 5.00pm**  
**at SPS Meeting room**

Approved Presiding Member

*U. Russ*  
Date: *07/02/2023*

**1. Administration**

- 1.1. Present: *Jason, Jack, Fiona J, Nathan (acting Presiding Member), Deb*
- 1.2. Apologies: *Le-arna, Fiona R*
- 1.3. Public Present (no speaking rights): *None*
- 1.4. Declaration of interests (conflict): *None*
- 1.5. Matters arising from Previous minutes: *None*
- 1.6. Confirmation of Previous Minutes (Chair to sign):
  - 1.6.1. *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.*
- 1.7. 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 31 October are a true and accurate record.*

*Moved: Fiona J/Nathan (acting Presiding Member)*

**2. Strategic Decisions:**

- 2.1. Complaint follow up (In Committee)
  - 2.1.1. Complaint Register. *Reviewed*

*In committee at 5.04pm*

*Out of committee at 5.05pm*

**2.2. Policy Review:**

- 2.2.1. Complaints Policy. *Reviewed and made minor changes to the Complaints. Jason will also send it to NZSTA for their input.*
- 2.2.2. Next Meeting: Creative Comms Policy and the Curriculum Policy
- 2.3. OIA Requests: *N/a*
- 2.4. Education Bulletin: *N/a*

*Motion to accept the Complaints Policy subject to any changes recommended by NZSTA.*

*Moved: Deb/Fiona J*

**3. Monitoring (Principal Report):**

- 3.1. **Current Role:** *416 akonga. 91 admissions. 27 withdrawals (10 of these have moved out of the area).*
  - 3.1.1. **End of year projection:** *416-420. Our staffing roll was 410 tamariki.*
  - 3.1.2. **2023 Out of Zone Enrolment Process**

*An advertisement will be placed in the local paper, while the website has been updated. The next enrolment window is at the end of January for Term 1.*

### **3.2. Curriculum Report**

#### **3.2.1. Schoolwide Assessment:**

- **Progress of Learners on IEPs.** *Discussed.*
  - *Reading: 32/44 made progress - Biggest progress shift*
  - *Writing 9/44 has had the smallest amount of progress out of the three academic areas. This can be attributed to the long term nature of developing writing progress.*
  - *Basic facts: 22/44 made progress.*
  
- **Progress of 3+ year cohort in Yr 4, Yr6 and Yr8 working within or exceeding:** *An in depth discussion around the progress of this cohort. Positive progress in some areas of writing. Mathematics is a focus for 2023+. The Principal shared that many of the tamariki below in Year 8 have been on IEPs. This highlights we have some low cohorts in different year levels. PAT - School average is Stanine 4. National average is Stanine 5. Future work with teachers around the Mathematics Markbooks.*
  - *Writing: Yr 4: 84%, Yr 6: 73.4%, Yr 8: 60%.*
  - *Reading: Yr 4: 77%, Yr 6: 81.7%, Yr 8: 59%.*
  - *Maths: Yr 4: 58%, Yr 6: 58.47%, Yr 8: 19%*

*The Associate Principal unpacked writing progress that was completed with the External Facilitator.*

- *Overall 63% of Māori students (all cohorts) are above the national average (61%).  
Yr 8 girls - 9 at or above and 6 of these being Maori*
- *Had a look at proportion of students working at or above:  
Yr 1: 86%; Yr 2: 88%; Yr 3: 37% (11 could make a shift); Yr 4: 69%; Yr 5: 52%; Yr 6: 58%; Yr 7: 52%; Yr 8: 47%.*
- *Data for Māori students has improved. The drop is in the Boys.*
- *Working at or above: 51% boys vs 68% girls - NOTE: we have 10% more boys than girls at the school.*
- *Q: How many IEPs are Boys vs Girls?*

#### **3.2.2. Annual Plan Updates:** *The Principal shared the updated annual report at the meeting. Data shows positive progress with Writing and Basic Facts (maths). Discussed.*

- **Writing:** *3+ year cohort: Overall cohort 104 (63%) are working within or exceeding.*
  
- **Mathematics:**  
*Overall progress is highlighted when Term 1 Basic Fact data is compared with Term 4 Basic Fact data.*
  - *Number of ākongā who moved from each stage:  
Stage 0-2 = 18 to 2 ākongā (89% progress);*

Stage 3 = 33 to 15 ākongā (55% progress);  
Stage 4 = 38 to 38 ākongā distorted due to movement from previous levels);  
Stage 5 = 59 to 64 ākongā (8% progress);  
Stage 6 = 13 to 33 ākongā (253% progress);  
Stage 7 = 2 to 10 ākongā (500%). These results illustrate that the Basic Facts focus has had a positive effect on raising Basic Fact Achievement.

- **Te Reo.** Teacher survey discussed.
- **Board Work Plan.** Discussed.
- **Priority Learners.** Discussed.

### 3.2.3. Curriculum Updates

- **TET Grant:** The Board has been granted \$25k for the Junior Deck area to be roofed. The MoE can also provide around \$17k from previous unspent Accelerated Modernisation Scheme Funding. The roof will be installed in the Term 1-2 holidays by Brad Gibbons.

**The Board approves the resolution to fund \$27479 (less \$25k from the TET) to contribute towards the Junior Deck Roofing Project. Moved: Deb/Jack**

**The Board approves the 2023 Annual Plan. Moved: Deb/Jack**

- **Office Max Grant:** SPS has been awarded \$960 for ākongā to attend the Year 7-8 camp next year.
- **Whānau voice:** The survey was emailed to all whānau whose tamariki identified as Māori. They were also text a link via eTap. The survey was also shared in the last newsletter. Excellent feedback from whānau. Look at using the Hangi Day to ask two questions. The Carving Unveiling will be in the new year. Results:
  - See the attached survey results.
  - 122/416 of ākongā identify as Māori = 29%.
  - 19/70 Māori Families completed the survey = 27%. This shows how important having a short survey will be on Whānau Day.
  - 100% of whānau who completed the survey supported the current Te Reo Strategy.
- **Year 5-6 Proposal:** Year 5-6 Camp Proposal for 2023. This camp will have all risk assessments in place, including RAMS for the Mouna and Police Vetting for all Whānau.

**Motion to approve the Year 5-6 Camp Proposal for 2023. Moved: Nathan/Jack.**

- **School events:**
  - **Green-Gold:** The school has successfully become a Green-Gold Enviro School. This is a major achievement and a real team effort by the staff. Special mention must go to Marlene for leading the

*direction of this project, Sonia for leading teachers and the SPS Tuis (ākonga led group).*

- **Ākonga were provided the opportunity to compete in Athletics Sports:** *Year 7-8 tamariki also competed in the Taranaki Champs.*
- **Swimming has started in the new pools:** *The DP has been supporting staff with the changes to the programme with the new pool structure. Teachers have also been supported with PD support at the pools. Swimming sports will be held over the coming weeks.*
- **Kapa Haka ākonga successfully competed in the Puanga Festival:** *They also completed two outstanding powhiri. One was for a Principal group who visited the school and the other one was for the Green-Gold assessors.*
- **Year 7-8 Tamariki have been supported with transitions to high school:** *Some ākonga have been supported with additional visits. The Leadership Team have also supported ākonga with their visits to NPGHS and NPBHS.*
- **Mrs Rova organised Team Hope in Room 13:** *Team Hope is community based charity based in Stratford, Taranaki, NZ. They are focused on helping local people in need. H.O.P.E stands for Helping Our People Endure. Team HOPE was set up by a group of friends who originally wanted to do something to help a local girl who was going through an on-going medical battle. Their aim is to provide support to people living within the Stratford free calling area, who are suffering from some sort of adversity. If they can provide financial assistance, an experience or a function that will help ease worries even for one day, then it means the trust has succeeded. They are passionate about supporting those in need in our community. When adversity strikes, it is often the kindness of others that can be significant in helping get through difficult times.*

***Motion to accept the November Curriculum Report. Moved: Deb/Fiona***

### **3.3. Self Review**

#### **3.3.1. Digital Technology and Cybersafety:**

*Both processes will be reviewed and re-shared with whānau at the start of the 2023 school year.*

**3.3.2.** *Incomplete items from 2022 will be added onto the 2023 Board Work Plan.*

***Motion to accept the November Self Review Report. Moved: Deb/Nathan***

### **3.4. Personnel**

#### **3.4.1. Kahui Ako Update:**

- *The Kahui Ako Leaders group recently met to review progress with the Kahui Ako. Kim Waite intends on finishing as the Kahui Ako Leader in 2023.*

**3.4.2. Writing PLD:** *Murray Gadd completed his final session with the staff. Murray has been impressed with the growth of teachers with their writing practice. Murray will support the Leadership Team with completing a comprehensive review of the writing development this year, which will support the Analysis of Variance Report for the Board.*

**3.4.3. Principal PLD for 2023:** *The Principal presented a proposal as per policy for overseas travel for his PLD in 2023. This will be funded from his current Professional Development Budget. He will look to book flights in December 2022. Will also look to do a few days in Wellington and tie it in with the Yr 7/8 camp.*

**Motion to approve Principal PLD for 2023 and to book flights in December 2022: Approved by Board: Nathan/Jack**

**3.4.4. Staffing (update):**

- **2023 Team Confirmation**
- *Aaron will be on leave in 2023.*
- *Deb will assume the DP role and Jason will come out of the classroom and assume the AP role.*
- *Jo Todd will move into Room 6 (0.8).*
- *Expressions of interest were called for the Year 5-6 Team Leader role. Two people came forward. One of them withdrew their expression of interest. Greer McQuay will be the Team Leader for the Year 5-6 Team in 2023.*
- *Melissa Burleigh-Low (part-time SENCO) has won the Deputy Principal role at Lepperton Primary School.*
- *Sheenagh Fairclough will be returning to full time. She will cover three days as SENCO and two days teaching in Room 4.*

**Motion to accept the following fixed term teacher appointments for 2023:**

- *Specialist Teachers: Kate Mills (0.4), Melissa Stone (0.6-0.8), Cath Uhlenberg (0.4), Dean Robinson (0.6), Chris Garlick (0.2-0.4).*
- *Teachers: Emma Garlick (0.6), Jo Todd (0.8),*
- *Reading Recovery + Specialist: Kim Chadwick (0.7)*
- *Note: Sarah Dombroski is permanent (0.5)*
- *Arahunga: 0.315 to support our ORS Tamariki.*
- **Staff leave requiring BoT Approval:** *Kim Chadwick has requested Leave for 6 days in Term 2, 2023. Recommendation that this is approved as LWOP.*
- **Staff Wellbeing (Sickness of more than five days in a row):** 2 (3)
- **Staff Wellbeing (EPA Services used):** 0 (2)

**Motion: To accept the Personnel Report for November. Moved: Fiona J/Jack**

**3.5. Finance**

- 3.5.1.** Monthly Accounts Report from the Finance Committee
- *Finance Folder for the September and October Accounts.*
  - *Budget.*
  - *Jason Dombroski becomes a signatory for the school accounts*

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

- *Motion to accept the September and October 2022 Monthly Accounts and Report from the Finance Committee.*
- *Motion to approve the Budget subject to any additional changes recommended by Education Services.*
- *Motion to approve Jason Dombroski to be a signatory for the Stratford Primary School accounts.*

***Moved: Nathan/Jack***

**3.6. Property**

**3.6.1. Ministry of Education Room 17-20 Roofing Project:** *The MoE Project Team are working through short term solutions to ensure the buildings are weather tight. They are also looking at other related issues such as the driveway drainage and future quoting for this block.*

**3.6.2. 5 Year Property Plan Projects:** *The Principal met with the MoE advisor and they completed a review. Key points were:*

- *The Principal is working on a Fire Evacuation Plan. Note: include the hall area that is bolted when the school is closed. There are currently three exit points in the hall. Only two are required.*
- *The Principal and Caretaker are working through the WRN notices. There are no urgent actions as the Building Warrant is in place.*
- *The Board has \$17k for ASM funding. This can be used to re-roof the Junior Deck with the TET Funding. The Board received \$25k from the TET for this project.*
- *Vandalism: If the school has any future issues with vandalism there is another fund that can be applied for. Currently, SPS receives around \$1000 in the budget for vandalism.*
- *The MoE will send through an updated CAD plan of the school.*
- *Window Ventilation Issues: The school has many old windows that cannot be opened. There is a fund the Board can apply for. This requires a quote for all windows in learning areas and toilets that cannot be opened or repaired.*
- *MoE checked the Hazard ID Plan and Asbestos Report. Copies are left in the office for all tradesmen to view.*

- Furniture funding will occur in July 2023.
- Our next 5YA funding is due in 2025

**3.6.3. Library/Minor Roof Work:** This project has been sent out by Education Services for tender.

**3.6.4. Camera:** Staff require two additional cameras to cover existing blindspots. Add this to the budget. The Principal will arrange a quote

**3.6.5. Furniture:** The Principal is seeking approval to remove old furniture. This will be offered to the community for a donation at the end of the year.

**3.6.6. Room 13 Bench area needs replacing:** The Bench in Room 13 is at the end of its life after historical leaks. Recommendation is to replace this in 2023.

**Motion to accept the November Property Report. Moved: Nathan/Fiona.**

### 3.7. Health and Safety Report

**3.7.1. Monthly Health and Safety Committee Report:** Discussed.

**3.7.2. Discuss in Committee:**

- Stand Downs: N/a (12= Previous 2022).
- Suspension: N/a (2= Previous 2022)
- Restraint: 0
- Student Surrender and Retention: 0 (3= Previous 2022).

**3.7.3. PB4L Report:** Discussed.

Major Behaviours Period		31/1/2022 - 25/11/2022		
<p><b>What are majors:</b> 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.</p> <p><b>INCIDENTS PER MONTH:</b> February: 44, March: 22, April: 13, May: 24, June: 39, July: 14, August: 51, September: 54, October: 26, November: 36</p>				
<b>Number of children who have had 6 or more major incidents:</b>				13 (3.1%)
<b>Boys:</b> 270	<b>Girls:</b> 53	<b>NZE:</b> 221	<b>Māori:</b> 93	<b>Other:</b> 9
<b>Number of children who have had 2-5 or more major incidents:</b>				47 (11.3%)
<b>Major Trends</b>				<b>Area &amp; Number</b>
<b>Highest Number of Incidents by Ethnic:</b>				NZE: 221
<b>Most Incidents by Gender:</b>				Boys: 270
<b>Most Incidents by Year Level:</b>				Year 8: 71
<b>Number of Incidents by Location:</b>				Classroom: 120

<b>Number of Incidents By Problem Behaviour:</b>				<i>Harassment: 97</i>
<b>Possible Motivation:</b>				<i>Peer Attention: 163</i>
<b>Number of Social Media Incidents:</b>				<i>1</i>
<b>Break down by syndicate</b>				
<b>Year Level</b>	<b>Number - B/G</b>	<b>Behaviour</b>	<b>Area</b>	<b>2 or more entries</b>
Year 1/2	35 (33B/2G)	<b>One Punch: 15</b>	Classroom: 15	10
Year 3/4	70 (53B/17G)	<b>Harassment: 22</b>	Classroom: 30	15
Year 5/6	79 (73B/6G)	<b>Harassment: 40</b>	Classroom: 26	16
Year 7/8	136 (108B/27G)	<b>Harassment: 33</b>	Classroom: 45	19

#### **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.*
- *No new students have appeared in this reporting period.*

#### Notes

***Motion to accept the October and November Health and Safety Report.***

***Motion to accept the November PB4L Report. Moved: Deb/Fiona***

#### **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 25 November 2022:**

i. Attendance Rate Per Half Day	87% (Was 87%)
ii. Attendance Rate Per Session	81% (Was 80%)
iii. Average attendance to date (Half day)	
a. Girls (Half day)	87% (Was 87%)
b. Boys (Half day)	87% (Was 86%)
c. NZE (Half day)	89% (Was 89%)
d. NZ Māori (Half day)	83% (Was 823%)



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

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

#### **4. Governance PD:**

- 4.1.** Continue to Unpack the Hautū Tool. Consider the ToW e.g. policy, Annual Plan, Charter. *To be reviewed at the next meeting.*

#### **5. Administration**

- 5.1.** Review the minutes. Secretary to share the key points and decisions made.
- *Jason to send Complaints Policy to STA for their review.*
  - *Jason will add Cameras to the budget as well as the Room 13 bench.*
- 5.2.** Review the Board Annual Work Plan for 2022. Have we missed anything from the plan? What needs to be prioritised for the next meeting?
- 5.3.** Identify agenda items for the next meeting on Monday 13 February at 5.30pm.
- 5.3.1.** Curriculum Policy confirmed
- 5.3.2.** Creative Comms Policy
- 5.3.3.** Hautū Tool.
- 5.4.** Future 2022 Dates: End of Year Assembly (Wednesday 15 December)
- 5.5.** 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).
- 5.6.** Correspondence (see below)

#### **6. Correspondence**

##### **6.1. Correspondence In:**

- 6.1.1. Year 5-6 Camp Proposal
- 6.1.2. E-Grant
- 6.1.3. Leave Request
- 6.1.4. School Speed Zone Update
- 6.1.5. Paid Union Meeting
- 6.1.6. TET Grant Approval for \$25k

##### **6.2. Correspondence Out:**

- 6.2.1.** Resolution: Block B

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

**7. Meeting Closure:** Meeting closed at 6.14pm

Next meeting Monday 13th February 2023 at 5.30pm in the SPS Meeting room.

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

Jack: 2.0	Deb: 2.0	Nathan: 3.5
Le-arna: -	Fiona J: 3.0	Fiona R: -

### **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?