

Stratford Primary School Board

Board Minutes **Monday 27 March at 5.30pm**

1. Administration: 5.30pm

- a. Present: Jason, Jack, Nathan, Le-arna, Fiona R and Deborah
- b. Apologies: Fiona.J
- c. Public Present (No speaking rights):
- d. Declaration of interests (conflicts):
- e. Matters arising from Previous Minutes
- f. Confirmation of Previous Minutes (Chair to sign):
 - i. 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.
 - g. Confirm the agenda and review the Board's Annual Work Plan and Supporting Board Improvement Plan. Any questions about the agenda before we start?

Approved, Presiding Member

Date: 15/5/2023

Minutes/Motion:

Motion to move the February Minutes

Moved: Le-arna/Nathan

2. Presentation:

- a. SENCO Report presented to the Board by Sheenagh Fairclough and Melissa Stone.

SENCO role at SPS. Melissa and Sheenagh are our two SENCO's supported by eight teacher aides. Antionette and Taila help with day to day timetabling. Carla and Dianne from Arahunga also support the teaching hours as the students we have generate more teaching hours than Melissa and Sheenagh can cover.

There are 14 ORS students and one more student who will be joining SPS over the next term.

ORS funding → high needs generates 0.1 of a teacher and very high needs generates 0.2. Melissa explained the different criteria for High and Very High Needs.

Melissa Sheenagh, Carla, Dianne alongside the teacher aides work in the classes to support our ORS tamariki with their learning, social/emotional and physical needs.

High Health funding secures hours to support our diabetic children with the testing and the management of this. Teacher Aides test these children six times each per day and then administer medication etc.

A language group pulls a number of the ORS students together from 11.45 - 1.00pm. This covers daily language, social skills and builds communication. They also have a music teacher coming in this time, swimming is covered regularly. The children have also been participating in gymnastics. Language group also focuses on providing experiences and languages around different topics across the curriculum.

The SENCO teachers are applying for funding to support these initiatives. They will also utilise teachers like Chad Jacob to support in other areas of the curriculum e.g. P.E.

The LSC has released teachers to work/plan alongside the SENCO teachers and teacher aides - this has been a great way to set everyone up for success. The feedback around how settled the ORS children are has been fantastic.

KD who is in a wheelchair is funded for 17 hours per week but has a full time teacher aide. The shortfall for this is covered by the school. This is often the case for our ORS students. At times, our diabetic children's hours are also absorbed by the children when their funding is not covering the correct number or hours e.g. We currently have two students who are not funded by the MOE so we are paying for the teacher aide hours.

Melissa and Sheenagh shared the architects 'drawing' for proposed plans to Room 12. This is to try and create some more space and to provide a toilet with wheelchair access. This will be funded through the MOE (special grant) if it gets approved. Moving ahead, we could look at adding on a deck and a garden area in our 5YA.

Melissa and Sheenagh both have dual roles: Sheenagh SENCO and classroom teacher, Melissa SENCO and Mutukaroa Coordinator.

Nathan asked how the funding was separated. Sheenagh explained that the ORS students who have SENCO IEPS have to meet the criteria. Their funding is generated through the ORS funding. Once a child receives ORS funding they keep this until 21 years of age. Some students have In Class Support which equates to four hours per week. Some children who have been identified as being on the Autism Spectrum who don't receive any funding. Children must have multiple needs.

Fiona R asked if all the ORS students were Stratford based - we have children who drive past other schools to come here. SPS has a great name in the community for providing excellent programmes and support. Children still need to be within the zone or apply in an area where we have spaces.

Nathan asked how teachers find these children in the classes - teachers feel a lot more supported with SENCO's working in class alongside teachers. This model is working well for children and teachers.

Stratford Primary School

Principal Report – 8 May 2023

Curriculum Presentations by staff:	<i>Carried over from 2023: In School Leaders; PB4L Leader; Enviro Leader - see the Board Work Plan</i>
Current roll:	<ul style="list-style-type: none"> - School Roll= - Year 1-2= ; Year 3-4= ; Year 5-6=; Year 7-8= . <p><i>Confirmed staffing for 2023 is...</i></p>
Admissions:	<i>37 (As at 20 March 2023)</i>
Withdrawals:	<p><i>4 (Moved to new schools e.g. moved out of the area)</i></p> <p><i>2023:</i></p> <ul style="list-style-type: none"> - 1 (Moved to New Plymouth)
End of year projection:	<p><i>1st March: 392</i></p> <p><i>31 October: 23 New Entrants + Two previous ākonga</i></p> <p><i>1 November = 417</i></p>

<p>2023 Out of Zone Enrolment Process:</p>	<p><i>Term 2 Out of Zone advertisement:</i></p> <ul style="list-style-type: none"> - Year 1 = Up to 20 - Year 2 = 16 spaces - Year 3 = 13 spaces - Year 4 = 6 spaces - Year 5 = 11 spaces - Year 6 = 3 spaces - Year 7 = No spaces - Year 8 = No spaces <p><i>Deadline for receipt of applications is 27 March. Ballot (if needed) = 29 March 2023.</i></p> <p>Minutes: <i>The zone intake closed today and we have nine out of zone students enrolled for next term. Jason shared the spaces that are available moving into our other terms.</i></p>
<p>General School Information:</p>	<p><i>As a school, we have really pushed whānau engagement post Covid-19. As a result, the Whānau Day was really successful with over 120 whānau attending the day.</i></p> <p><i>The Year 7-8 and Year 5-6 camps were well supported by tamariki and whānau. Our school cohort groups are becoming more complex with different social and emotional needs, as well as learning needs.</i></p> <p><i>Board Discussion:</i></p> <ul style="list-style-type: none"> - School/Whānau expectations when attending camp - School/Whānau expectations when coaching sports teams. <p><i>In Committee: 6.10pm</i></p> <p><i>Out of Committee: 6.28pm</i></p> <p><i>Next steps:</i></p> <ul style="list-style-type: none"> - Policy to be developed around Parents Attending Camps - Review of the two current camps including the Rams for Wilkies Pools on Mt Taranaki (With the nature of our children and needs we are currently reviewing our processes/plans around camp. This will allow us to improve our current organisation and cater for our more complex children). - Policy developed around Parent expectations when they coach a school sports team. <p><i>The school tryathlon was a real success. It was great to see our Yr 1-6 tamariki have the chance to complete the Weetbix Tryathlon at SPS. Special mention must go to our Sports Coordinator and her team of helpers for making this day so special. Feedback from the community has been excellent.</i></p> <p><i>Tamariki have been provided a range of activities over the first term including First Aid Training through ASB, Turnbull Cup Swimming, Inter School cricket for boys and girls.</i></p> <p><i>Our Year 7-8 Team has been a focus this year. Jason Dombroski has supported</i></p>

the team to redevelop the Leaders programme. The House Competition has been reviewed and revitalised. Assemblies have also been reviewed and adjusted to promote more ākonga leadership.

Year 7-8 have started a new Tech Programme. The aim is to provide our Year 7-8 ākonga with a range of experiences over the year. The Year 7-8 Team will review the programme each term, to further engage our tamariki in exciting learning experiences. Note: This programme has evolved into a Technology and Arts Programme. Classes have been split in half over the week. Activities include:

- An environmental project*
- Making an eel net*
- Woodwork*
- EPRO8 (Science and Engineering Challenges)*
- Dance*
- BP Technology Challenges*
- Visual arts*
- Poi making.*

Are there any questions/thoughts from the Board?

Feedback from our current changes has been really positive. We will continue to keep supporting the Year 7 & 8 teams with this initiative.

National Education and Learning Priorities (NELPS):

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.

PB4L Report:

- See the attached PB4L Report - The Principal will walk the Board through the report.*

Jason unpacked the PB4L report.

Fiona asked how many major incidents are children allowed? Jason explained the nature of some of our children and the trauma they have experienced. This can vary. However, the Leadership Team are mindful of not allowing a few tamariki to change school culture. For example, see the recent Stand Downs. Note: Modifying behaviours can take a number of years for tamariki who have had severe trauma. The Positive Behaviour Plan (BIP) was also explained. Teachers can be proactive in this area.

Me and My School Report:

- Me and My School is a unique, research-based student engagement survey designed for New Zealand students Years 4 to 10. It offers a snapshot of the learning culture in your school, standardised data to track progress over time and a nationally referenced gender, ethnicity, and year level comparison.*
- Me and My School Report - The Principal will walk the Board through a snapshot of this report. Jason unpacked some of the strengths and challenges from this report. Jason D will take team leaders through this in some more depth.*

Health and Safety Committee:

- See attached report for February.*
- Note: Discuss...Two near misses from camp. Looking at tamariki wearing helmets when scootering at school.*

<i>The school is going to be promoting the use of helmets while riding scooters.</i>	
Stand Down Report for 2023: 9 Stand Downs (Total for 2023 = 12 → 10 Vaping; 1=Behaviour disrupting the class; 1= Bullying behaviour) Total Stand Downs in 2022: 17 (10 were for vaping).	
Suspension Report: N/a	Total Suspensions for 2023: 0 (2022= 2)
Newly Directed Ākonga in 2023: 0	Directed Akonga in 2023: 0 (2022 = 1)
Restraint Report: 0	Total Restraints in 2022: 2
Search and Surrender 2023: 0 (1)	Total in 2022: 4
<p>2 ākonga in Year 7-8 and 5 ākonga in Year 5-8 were stood down for vaping. One for three days for bringing the vape to school and six other ākonga for using the vape on the school field. As a school, we have a zero tolerance for vaping, which has been communicated to whānau via the school newsletter. Today, Year 5-8 tamariki received further Education around the harmful effects of vaping and that it is an illegal substance for Under 18 Year Olds.</p> <p>1 ākonga was stood down for bullying. They were stood down for two days.</p> <p>1 ākonga was stood down for inappropriate behaviour in the classroom that disrupted the classroom. They were stood down for two days.</p> <p>In committee at ...6.40pm</p> <p>Out of committee at...6.47 pm</p>	
LEARNERS AT THE CENTRE: Learners with their whānau are at the centre of education. Priority 2: Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and culture.	
<p><i>Individual Education Plans for Learning have been set for the call back day and 3 other days in Term 2.</i></p> <ul style="list-style-type: none"> • <i>To reduce costs and disruptions, we have one IEP day in the holidays. It costs the school 1-2 relief teachers for each IEP Day.</i> • <i>The current IEP roll is 51 (13% of the school roll). This may increase over the next week as teachers review ākonga needs in their class.</i> • <i>Tamariki are placed on a Learning IEP when they are well below in two or more learning areas and/or they have issues affecting their learning.</i> • <i>The aim of Learning IEPs is to create a shared plan with tamariki and whānau.</i> 	
BARRIER FREE ACCESS: Great education opportunities and outcomes are within each for every learner. Priority 3: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs.	
<i>Kapa Haka Review: The Principal has completed a survey with 38 Year 7-8 tamariki. 20 out of the 38 tamraiki were Māori.</i>	

- 14 of the ākonga will be joining Kapa Haka Roopu. 13 of the 14 were really positive. 1 tamariki shared how they got upset for being told off last year. This was addressed and they will give it a go in Term 1-2.
- 6 of the ākonga will not be joining the Kapa Haka Roopu. Their reasons varied from being shy, it is not their thing, Kapa Haka is too loud, they want to focus on their school work, and they are new to SPS (and school in general). Two tamariki shared they had a bad experience at Kapa Haka, which was addressed.

Common themes from the tamariki were:

- Being happy, singing waiata
- Understanding that they get nervous e.g. performing or if they are away and they do not know the waiata and/or actions
- I always enjoy Kapa Haka
- I like the new time as I struggled to attend with the sports games clash last year
- I am new so please be kind to me
- Please treat me respectfully as I will make mistakes. I will give it a go
- I will be grateful. I will look happy. Whaea Wharekuka is great.
- Singing and smiling, I always enjoy Kapa Haka
- I will be happy. I enjoy Kapa Haka
- Embracing Māori culture
- Joining in and singing songs
- Enjoying, happy and smiling (x5 tamariki shared the same comment)
- If I make a mistake please can you tell me what to do in a nice way.

The themes in this survey have been shared with the HoD of Kaupapa Māori. Before the programme starts, the themes and Kapa Haka plan will be reviewed with the Kapa Haka Tutor.

Kapa Haka Programme for 2023: Term 1

- Term 1: 11.30am; 12pm, 12.30pm and 1.55pm: Connecting with classrooms in Year 5-8; 2.25pm: Year 1-2 Teams.
- Key Learning: New school Karakia, Haka Powhiri Process and learning the Haka.

Whānau Engagement: Survey

Positives	Minues	Ideas
<ul style="list-style-type: none"> ✓ The class is so supportive and inclusive of each other it is awesome to see. ✓ We are super happy ✓ Ki runga rawa SPS. 	<p>My child is struggling with learning Māori to the extent it is being taught ie the Māori Gods and Guardians. There is no teaching for Christian faith ie God and Jesus and the values that Jesus taught. We are very concerned with the curriculum that is coming into schools. Particularly what we are hearing around gender. We are very accepting of a Māori culture for who they are but don't understand the depth that it is now being taught and the importance of it to that degree for our children. It only brings confusion and my son</p>	<ul style="list-style-type: none"> - Wet days: Use educational programmes - Be more creative, more outdoors learning. - Recognise the history of her heritage, ancestors came here on ships, broke in the land, started schools, opened shops, etc... - Just keeping up Communication between teacher and parents about the child. - To keep building on her confidence.

	is an example of that.	<ul style="list-style-type: none"> - Keep loving them. - Keep providing leadership opportunities. - Support with his transition to high school.
--	------------------------	--

Notes: There appears to be some confusion around the wording of manaakitanga e.g. welcoming school and school culture e.g. not Māori Culture.

Annual Plan Goal: Attendance

- Newsletter: The Principal has been educating whānau around the importance of regular attendance and being on time. Lateness is our main issue.
- Attendance and lateness has been added to the Learning Journey Reports for 2023.
- Our Whānau Liaison Officer cannot continue in the role. We will be linking with the Truancy Officer, who is employed through Stratford High School. The aim is to continue to have a positive connection with whānau and to first support/understand around any attendance issues.

Number of ākonga who we are monitoring around unjustified absence:

- 23 ākonga (absence ranges from 20% - 80%. Out of the 23 ākonga, 7 ākonga are transitioning into school after a significant time away. They have recently been enrolled at SPS).

Attendance Report for 2023: 30 January to 21 March 2023.

Discussion: Term 4 2023 Attendance Report How are we tracking over time?

Attendance Rate Per Half Day: School Cohort	87% (No change)
Attendance Rate Per Session: School Cohort	80% (Was 81%)
Average attendance to date (Half day): Girls	87% (No change)
Boys	87% (No change)
NZE	88% (Was 89%)
Māori	85% (Was 83%)
Ongoing monitoring: The Office Manager and Principal are closely monitoring the situation.	23 (Involving 16 families)
Referrals to truancy service	0
Referrals to Oranga Tamariki for Non Attendance	0
Family Group Conference	0

BARRIER FREE ACCESS: Great education opportunities and outcomes are within each for every learner.

Priority 4: Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy.

Annual Plan Goal: Priority Learners for Writing - Jason to go over the Writing Plan with the Board

Schoolwide Assessment Trends: PAT Mathematics Trends, Term 4, 2022

- *PAT Mathematics Trends: This test was completed at the start of Term 4, 2022. Year 3-8 tamariki completed the adaptive online test. This sorts questions into the right level for each ākonga.*
- *Key points:*
 - *The overall progress of mathematics is an area of concern. This relates to a number of factors. For example,*
 - *There is Nationwide confusion with Mathematics direction in NZ after the Numeracy Project was introduced in the last decade;*
 - *Teacher development is needed in this area, which we have started to address;*
 - *Inquiry questions from last year highlighted Basic Facts as an issue;*
 - *Etap Assessment: teachers have been weighting Number and not including the other strands. This distorts the overall results to be lower.*
 - *Covid 19 disrupted two years of learning, particularly in Years 5-8.*
- *Understanding the stanines. Unpacking the level scores over time. The Principal will discuss this with the Board.*
- *What does the data tell us? Note: These were last year's Year Levels.*
 - *Best: Year 3 = 84% were in stanine 5-9; Year 4 = 61%*
 - *Worst: Year 8 = 15% were in stanine 5-9*
 - *Māori 47.3% v NZE 52% were in stanine 5-9*

Minutes:

Jason unpacked the maths data from 2022 as displayed in the graph. Year 3 data looking good, Year 8 data is of concern.

Fiona asked “ if a teacher identifies a gap with a whole group of students coming from the Year Levels below” what happens? E.g. if children can’t tell the time. Jason explained that teachers have been looking through the data for gaps e.g. using PAT or e-asTtle data and this is what we are wanting to do more of in teams. Jason D and the maths team will start planning for professional development in the next two years. Also what are the other areas that we have gaps in, then how do we plan for and teach these concepts. The focus will be on teacher knowledge, using student data to identify gaps, teacher practice and student engagement. Nationally the data for maths is of concern and this links back to the Numpā project that has been the basis of the maths curriculum in the past years. The hunch of the maths inquiry is around improving basic facts. Nathan would like to know the foundations of the maths plan moving forward. Jason D will be able to talk about this next term when he is seconded for the term in Jason E’s absence.

Le-arna asked about parent interviews and wondered if Term Three was too late especially if children are struggling. BOT members asked whether the phone interviews would be happening again as they found them beneficial last year.

QUALITY TEACHING AND LEADERSHIP: Quality teaching and leadership make the differences for learners and their whānau.

Priority 5: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

Culturally Responsive Practice and Te Reo Māori Professional Development:

Culturally Responsive Review Tool:

- *The teaching team had their second session with Kathe Tawhiwhirangi from Core Education.*
- *Teachers, in teams, unpacked and reviewed Manaakitanga, Whanaungatanga and Wananga.*
- *Feedback from Kathe: Please thank your staff for me. It has been an absolute pleasure to work with them over the past couple of days. What a delightful bunch of professionals :-). I certainly did not expect that we would get this far along in these 2 days. To end up with a SPS CRP framework/self review tool - crafted by them for them - is stunning work. Thank you for the timetabling Deb. The 2.5 hour timeframe allowed some great discussions and crafting to take place.*

QUALITY TEACHING AND LEADERSHIP: Quality teaching and leadership make the differences for learners and their whānau.

Priority 6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

Writing Professional Development:

Murray Gadd completed two days of professional development with staff. This included:

- *Working with a team of teachers. Murray went into classrooms and modelled lessons where he motivated ākonga to write. Teams then unpacked what Murray modelled, identifying key points.*
- *Murray worked with new teachers who had not received the writing development in 2022. This included modelling how to use ākonga writing in a teacher workshop around the six key writing features.*

As part of the Professional Growth Process, teachers have begun videoing themselves and unpacking their next teaching steps.

Kahui Ako Professional Development:

Teachers Only Day: *The teaching staff were involved in Professional Development organised by the Across School Leaders of the Kahui Ako. This involved:*

- *Unpacking the new Curriculum.*
- *Attending a range of workshops that were facilitated by teachers in the Kahui Ako.*
- *Unpacking an Online Resource for Educating tamariki and whānau around online safety issues.*
- *Looking ahead, the Kahui Ako are looking into setting up a Super Staff Meeting for moderating writing. They are also seeking Principal feedback on the next direction of the Kahui Ako.*
- *Note: We have two Within School Leaders and one Across School Teacher, who are part of a professional learning group through the Kahui Ako. The Assistant Principal is also part of the professional learning group with other Deputy and Assistant Principals.*

FUTURE OF LEARNING AND WORK: Learning that is relevant to the lives of New Zealanders today and throughout their lives.

Priority 7: Collaborate with industries and employers to ensure learners/ ākonga have the skills, knowledge and pathways to succeed in work.

N/a

Education and Training Act 2020

The school website has been updated to include:

- The updated School Charter and 2023 School Improvement Goals
- School Learning Targets for 2023
- Analysis of Variance, which summarises writing progress in 2022.

Learning Journey Reports have had attendance and lateness added to reports in 2023.

- *Teachers across the teams have begun sharing writing through the Seesaw App. The aim is to engage whānau with writing across all the teams this year. A challenge is when whānau do not engage. Support will be added for these tamariki so they have an audience to write to (purpose to write).*

Health Education Consultation: The Principal is still finalising the Health Education Plan with the Team Leaders. The Ministry of Education has released a number of guidelines for teachers. This includes:

- *Mental Health Education: A guide for teachers, leaders and school boards.*
- *Relationships and sexuality: A guide for teachers, leaders and school boards.*
- *Some of the gender topics crossover into the parent domain. This creates challenges around what is appropriate in relation to our Year 5-6 and Year 7-8 tamariki.*

Legislative Areas not covered under the NELPS

ERO Review

- *The Principal has shared the Charter, Annual Plan, Analysis of Variance and schoolwide data from 2022 with ERO.*
- *Next step: The Deputy Principal to share...*
 - *Akonga voice in relation to writing.*
 - *Teacher voice in relation to writing.*
 - *PLD Application and Review from 2022*

Creative Commons Policy

- *New Policy. No issues to report.*

School Year

- *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 review areas.

Further reviews occurring this term:

- *Health Education as mentioned above.*
- *Asset Register reviewed by the Finance Team at their next meeting.*
- *The Anti-Bullying survey will be shared with whānau when the Health Education survey is shared. See the Board folder for a sample from previous years.*

Completed Board Monitoring for March:

- ☒ *New staff have been briefed by the Principal around Health and Safety procedures.*
- ☒ *Priority Learners attendance has been shared with the Board.*
- ☒ *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.*
- ✓ *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?*

Personnel:

Equal Employment Opportunities (EEO):

See the attached document that summaries what was shared with the auditor.

Teaching staff updates:

- *Strike action by teachers continues to be unsettling in the Education Sector. There are concerns that the current Government (and previous Governments) are not recognising the severe state our teaching profession is in. This is evident by the lack of relief teachers available and the number of teachers and principals who are leaving the profession.*
- *Discussion:*

High schools are striking this Wednesday. NZEI are still in negotiations with the government. Fiona asked what incentive, numeration is given for Teachers who go over and above. Jason explained about the management units.

Support staff updates:

- *Support staff will be supported with their professional growth cycle and next steps in the next few weeks.*

Staff Leave: Staff requiring Board Leave approval as they have had 5+ days over the year or require an extended break of 5+ days in a row):

- *N/a*

Staff Wellbeing:

- *Sickness and Covid-19 continue to impact on staff and their families.*
- *Number of staff who have had 5+ days away with sickness this month = 5 (4 have been Covid-19 related, some were because their children had Covid-19).*

Kahui Ako Updates:

- *The Kahui Ako Principal position is coming up in Term 3. The start for this position will be Term 1, 2024. The Principal would like the Board's permission to apply for this role.*
 - *Discussion: What does this role entail? What is the potential impact on the school? What are the potential positive impacts on the school?*

Jason expressed his interest in putting his name forward for this role next year. The Board are happy to support this but would like to know some more about how the structure would work before moving ahead. There were questions around permanent staff versus fixed term. We will know more about this in Term Three.

Finance:

Motion: To accept the January and February 2023 Monthly Accounts and Reports from the Finance Committee. **Moved:** Le-arna/Fiona.R

Motion to move the updated 2023 Budget (20 March 2023). **Moved:** Le-arna/Fiona.R

Motion to allow the Principal to apply for the following TOI Foundation Grants:

- \$25000 Capital Grant to further support tamariki to access Chromebooks.
- \$30000 Programme and Event Grant to continue to support tamariki with therapy.
- \$5000 approximately for an Annual Grant to support school based projects.

Moved: Jack/Nathan

Property:

5YA Projects:

- Year 3-4 Block: A solution has been completed for the block. The Board needs to ensure that the MoE provides adequate temporary teaching spaces during this work. For example, the hall is not a suitable learning space. This project has been air marked for 2024.
- Junior Roof Area: Looking to complete this project in the next school holidays. This project is funded by the TET and 5YA. The Board will contribute a small amount.

School Projects:

- Hangi Area: No further updates. We are looking to extend this area in the future to create an outside learning classroom.

Minutes: Question? Is it worth keeping the ride on as it is not used very often and there are concerns around the maintenance of it? Jack to follow up.

Motion to accept the March Principal Report:

Moved: Le-arna/Fiona.R

3. Strategic Decisions:

- a. Education and Training Act:
 - i. Haatū Tool to review. Use the tool below to review.
- b. Policies to Review:
 - i. 500 - Child Protection Policy - No changes from the 2022 update.
 - ii. Property Policy - Update with the removal of the NAGS. See the suggested changes from the Google doc (Jason.E to share on the night).
 - iii. 100 USE OF SCHOOL FACILITIES BY OUTSIDE AGENCIES - No changes apart from Board of Trustees to Board.
- c. Audit Process and Updates:
- d. OIA Requests: N/a
- a. Education Bulletin:

Motion: To move the Child Protection, Property and Use of School Facilities by Outside Agencies Policy. **Moved:** Nathan/Le-arna

Self review – Gathering the evidence

Use the questions below to **identify the evidence** your board has for the representation governance area, in relation to Māori enjoying and achieving education success as Māori.

REPRESENTATION – gathering the evidence

Rapa of the hoe represents
the face of the community



Guiding questions:

What evidence is there that the board works in genuine partnership with parents and whānau, around the governance of the school, giving effect to Te Tiriti o Waitangi and supporting Māori students to enjoy and achieve excellent education outcomes as Māori?

What evidence do you have that whānau, hapū and iwi participate in making decisions about the education of Māori learners, ensuring that local tikanga Māori and mātauranga Māori are reflected in school plans, policies and curriculum?

Focus	Evidence
Engaging with our Māori community	<p>IEP's, one on one meetings for whanau and their tamariki</p> <p>Whānau Day and the Hangi (122 people)</p> <p>Sports Events</p> <p>Unveiling of the carving and mural</p> <p>Powhiri on first day</p> <p>Seesaw - regular connection with the classrooms</p> <p>Whanau Liaison Officer - positive connection</p>
Actively seek and consider the voice and aspirations of our Māori community	<p>Whānau: Two surveys around the school's direction e.g. support with the mural, te reo Māori strategy,</p> <p>Ākonga survey: Support with the direction of Kapa Haka,</p>
Actively seek Māori input into our governance	<p>Two Board members are of Māori descent</p> <p>Carving and Mural design involved input from key local iwi.</p>
Responsiveness to Māori parents and whānau concerns	<p>Proactively work with whānau e.g. Whānau Liaison Officer.</p>

4. Administration

- a. Review the minutes. Secretary to share the key points and decisions made.
- b. Review the Board Annual Work Plan for 2023. Have we missed anything from the plan? What needs to be prioritised for the next meeting?
- c. Identify *agenda items for the next meeting on Monday 15 May at 5.30pm.*
 - i. *New restraint policy that has to be in place by 7 May.*
- d. 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). End of Year Assembly (Wednesday 15 December)
- e. Correspondence (see below)

Minutes/Motion:

At the next meeting confirm the new physical restraint policy.

5. Correspondence In:

- a. Jason Dombroski: River Crossing → Confirm Board approval
- b. MoE: Physical Restraint → Policy by May 2023
- c. SDC: Transport Choices
- d. Max Grant for camp → completed
- e. March Roll Return → Completed
- f. NZEI - Strike notification
- g. MoE: Weathertightness Project Yr 3-4 update
- h. PPCB - Jason Elder did not strike.

Correspondence Out:

- a. Enrolment Advertisement for Term 2
- b. Marynn Rest Home

Minutes/Motion:

Motion: To move the correspondence

Moved: Deb/Fiona.R

6. Meeting closure:

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

Jack: 5 hrs	Deb: 5 hrs	Nathan: 7 hrs
Le-Arna: 10 hrs	Fiona.J: 6.5 hrs	Fiona.R: 3 hrs