

Stratford Primary School Board
Board Minutes
Monday 14 August 2023 at 5.30pm

1. Administration:

- a. Present: Jason E, Jack, Nathan, Le-arna, Fiona R, Fiona J, Deborah, Karen
- b. Apologies: n/a
- c. Public Present (No speaking rights): None
- d. Declaration of interests (conflicts): None
- e. Matters arising from Previous Minutes:

Approved Presiding Member

CRUSS
Date: 11/9/23

Add to the June Meeting Minutes:

- Motion to move the 2022 Audited Accounts.
- Motion to move that the 2022 Audited Accounts have been made available on the school website for whānau to review. Copies have also been sent to the Ministry of Education as per the time schedule.
- Tu Manawa Funding Approval for Sports Equipment. Motion to move the amended June Minutes.

Moved: Jack/Fiona.J.

- 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.
 - ii. Confirm the agenda and review the Board's Annual Work Plan and Supporting Board Improvement Plan. Any questions about the agenda before we start?

Minutes/Motion:

Moved: Le-arna/Jack

2. Presentation:

Literacy Team: Structured Literacy + Six Writing Features (Karen)

Aim: Improving students writing

Junior School: Ideas: Picture books, experiences - in the environment, science experiments, Poems, Pictures.

Senior School: Since training with Murray Gadd, we have noticed an increase in motivation with the writers. Have taken the focus of rubric. Moved students towards engaging students with actual experiences. Roll the dice - who, where, when, etc

Teachers take focussed workshops based on the needs of the students at the time. Selecting the children that need the help. Based on 6 keys factors:

1. Writing - use their own writing. Person from the group.
2. Clear on the purpose of the workshop.
3. Stick to the goals - based on observations or students current needs
4. Don't unpack whole text
5. Writer retains ownership. The writer makes the final choice.
6. Plan the workshop - what are they going to use (story). What questions they will ask.

Focus on the positive. It is important for the children to have the opportunity to share their writing with their peers and other teachers and whānau.

Stratford Primary School

Principal Report – 14 August 2023

Curriculum Presentations by staff:	<i>Carried over from 2023: Literacy Team (Karen and Gareth)</i>
Current roll:	<ul style="list-style-type: none"> - School Roll= 429 - Year 1-2= 105; Year 3-4= 93; Year 5-6= 110; Year 7-8=121. <p><i>Provisional Staffing: 392</i> <i>Updated Staffing for 2023: We are currently waiting for the MoE to adjust our staffing to 429 pupils. Once a pupil is at school for 10 school days we can receive further updates. Please note, the MoE has been extremely slow at making these adjustments.</i></p> <p><i>Motion: To accept the tabled 1 July Roll Return</i> <i>Moved: Fiona.J/Jason</i></p>
Admissions:	<i>As at 7 August 2023 = 86</i>
Withdrawals:	<i>As at 7 August 2023 = 13</i> <ul style="list-style-type: none"> - Moved out of the area and to a new school = 10 - Moved to High School (Parent request) = 1 - Moved off the roll due to poor attendance (20+ days)= 1 - Moved overseas = 1
End of year projection:	<i>1st March: 392</i> <i>November still to come: 9+ New Entrants</i> <i>1 November = 435</i>
2023 Out of Zone Enrolment Process:	<p>2023 Out of Zone Enrolment Process:</p> <p><i>Term 3 Confirmed Out of Zone Enrolments. Note: No ballot was required.</i></p> <ul style="list-style-type: none"> ● Year 1= 6 ● Year 2= 1 ● Year 3 = 0 ● Year 4 = 0 ● Year 5 = 2 ● Year 6 = 1 ● Year 7/8: There are no spaces available. ● Total = 10 confirmed out of zone enrolments. <p><i>Term 4 Out of Zone advertisement:</i></p> <ul style="list-style-type: none"> - Year 1= Up to 20 - Year 2 = 8 spaces - Year 3 = 10 spaces - Year 4 = 10 spaces - Year 5 =10 spaces - Year 6 = No spaces - Year 7 = No spaces - Year 8 = No spaces

	<p>- <i>Deadline for receipt of applications is 18 September 2023. Ballot (if needed) = 20 September 2023.</i></p> <p><i>2024 Enrolment Process and Numbers: Legislation states the Board needs to agree to enrolment numbers by 1 September each year and the number of enrolment windows for 2024. All schools must place an advertisement by 14 September.</i></p> <p>→ <i>Year 1 = Up to 20</i> → <i>Year 2 = 13</i> → <i>Year 3 = 8</i> → <i>Year 4 = 10</i> → <i>Year 5 = 11</i> → <i>Year 6 = 11</i> → <i>Year 7 = No spaces</i> → <i>Year 8 = No spaces</i></p> <p><i>Enrolment Windows for 2024</i></p> <ul style="list-style-type: none"> - <i>12 September to 14 October 2023 (Legislated) → Term 1, 2024</i> - <i>26 January 2024 → Term 1, 2024 (As agreed with previous Kahui Ako Schools)</i> - <i>Wednesday 27 March 2024 → Term 2, 2024</i> - <i>Wednesday 19 June 2024 → Term 3, 2024</i> - <i>Wednesday 18 September 2024 → Term 4, 2024</i> <p><i>Pembroke school contacted the Principal rezoning their school and asked to extend the zone down to Broadway. Board is not comfortable with this. Board would be happy with Hunt Rd as their boundary.</i></p> <p><i>Motion to accept the Term 4 2023 and 2024 Enrolment numbers and process.</i> <i>Moved: Nathan, Fiona R</i></p>
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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 PB4L Report below - Principal walked the Board through the report.*

Major Behaviours Period					31/1/2023 - 09/08/2023	
<p>What are majors: <i>Out of bounds, Swearing at staff, Theft/Vandalism, Off Task Behaviour; Swearing, Harassment, Defiance/Disrespect, One punch, pushing, shoving, kicking), Put Downs, Inappropriate Language, Intimidation, Refusing to follow instructions, Disruptive to Others Learning, Inappropriate use of ICT, Other; Climbing trees, Fighting.</i></p> <p><i>Feb: 38; Mar: 59; Apr: 17; May: 50; June: 55, July: 11, August: 8</i></p>						
Number of children who have had 6 or more major incidents:					9 students	
Boys: 211	Girls: 25		NZE: 161	Māori: 66	Other: 9	
Number of children who have had 2-5 or more major incidents:					43 (10%)	

Highest Number of Incidents by Ethnic:					<i>NZE (161)</i>
Most Incidents by Gender:					<i>Boys (211)</i>
Most Incidents by Year Level:					<i>Year 6 (58)</i>
Number of Incidents by Location:					<i>Classroom (74)</i>
Number of Incidents By Problem Behaviour:					<i>Fighting (58)</i>
Possible Motivation:					<i>Peer Attention (123)</i>
Number of Social Media Incidents:					<i>0</i>
Break down by syndicate					
Year Level	Number - B/G	When	Behaviour	Area	2 or more entries
Year 1/2	28 (27b/1g)	Morning Tea (11)	Fighting (13)	Playground (13)	7
Year 3/4	55 (52b/3g)	Lunch time (15)	Fighting (19)	Classroom (25)	8
Year 5/6	88 (79b/9g)	Third Block (15)	Swearing (30)	Classroom (29)	14
Year 7/8	62 (50b/12g)	Lunchtime (30)	Harassment (13)	Top Field (15)	28
Tracking Bullying - Victims					
<i>No students have been the target of bullying behaviour from another student more than three times this year. This will be constantly tracked to identify any targeted behaviour towards students.</i>					
Notes:					
<ul style="list-style-type: none"> • The highest Year group for major behaviour is the Year 6 group by a significant margin. Of the 58 entries, 34 are from two students. Both students are supported through Positive Behaviour plans, RTLB advice and guidance for the teacher and both are working with Ross from Join the Dots. We are in regular communication with the families and continue to work together to support the social, emotional and academic needs of these Tamariki • A significant reduction in Year 7/8 major behaviours. Still no additional issues on the top field this term, an area that has historically been the home of many major behaviours. • We continue to monitor students who are the victim in major incidents in order to quickly identify any bullying that might be taking place. As it stands, the evidence shows no child is being repeatedly targeted by another student. • Overall, a really good period for major behaviour incidents. 					
Health and Safety Committee:					
- July Report discussed.					
Discussion in Committee:					
- Follow ups from the last meeting = 2; New stand downs this term = 2.					

In Committee 6pm

Out of committee 6.04pm

Total Stand Downs Report for 2023: 19 Stand Downs (Total for 2023 = 19 → 10 Vaping; 4=Behaviour disrupting the class/school/unsafe example; 2= Bullying behaviour; 3 = fighting).

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 (1 previously this year) **Total Restraints in 2022:** 2

Search and Surrender 2023: 0 (1)

Total in 2022: 4

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.

The Deputy Principal provided updates around:

- **Priority Learners Progress for Writing**

Year 3: 5/8 children have already met expectations. Other 3 children working towards within.

Year 4: 3/8 children have already met expectations. 3 children working towards within.

Year 5: 6 need to keep accelerating,

Year 6: 2 accelerated progress. 3 childrens 1 point away and 1 child 2 points away.

Year 7: 3 children at risk of not making the shift. Others are 1-2 points away.

Year 8: 3 children at risk of not making the shift.

- **Overall Writing Progress (Term 2 2022 vs 2023) that compares:**

- **3+ Cohort (Non IEP) - 153 students.**

NOTE: Children can come off IEP's if parents do not engage.

	<i>Exceeding or Working Within</i>	<i>Working Towards</i>	<i>Working Towards, with support</i>
Whole School	64.1 % (↑9.2%)	23.5% (↓13.1%)	12.4% (↑3.9%)
Boys	56.2% (↑1.4%)	24.7% (↓8.2%)	19.2% (↑6.9%)
Girls	65.4% (↑7.0%)	20.8% (↓13.9%)	13.9% (↑6.0%)
NZE	71.3% (↑16.2%)	22.5% (↓17.5%)	6.3% (↑1.3%)
Maori	53.7% (↑4.9%)	34.1% (↓4.9%)	12.2% (-%)

- **Current Cohort (No IEPs) - 331 students. 92 are Maori**

	<i>Exceeding or Working Within</i>	<i>Working Towards</i>	<i>Working Towards, with support</i>
Whole School	65.1 % (↑6.3%)	25.0% (↓7.5%)	9.9% (↑1.2%)
Boys	59.2% (↑0.8%)	25.6% (↓3.2%)	15.2% (↑2.4%)

<i>Girls</i>	70.8% (↑11.7%)	24.4% (↓12.2%)	4.7% (-%)
<i>NZE</i>	65.0% (↑4.4%)	23.8% (↓8.1%)	11.3% (↑3.8%)
<i>Maori</i>	59.7% (↑5.5%)	31.9% (↓2.8%)	8.3% (↓2.8%)

○ *Current Cohort including IEPs tamariki. 415 (approximately)*

	<i>Exceeding or Working Within</i>	<i>Working Towards</i>	<i>Working Towards, with support</i>
<i>Whole School</i>	53.3 % (↑6.7%)	22.5% (↓8.6%)	24.1% (↑3.8%)
<i>Boys</i>	45.5% (↑1.1%)	21.3% (↓7.1%)	33.1% (↑5.9%)
<i>Girls</i>	62.3% (↑8.9%)	24.0% (↓10.2%)	13.7% (↑1.4%)
<i>NZE</i>	52.5% (↑3.0%)	21.1% (↓9.3%)	26.5% (↑6.4%)
<i>Maori</i>	50.6% (↑5.8%)	28.7% (↓4.6%)	20.7% (↓1.1%)

Next steps:

Board would be interested to know if there is a particular year group that is pulling the numbers down. For example, this could include tamariki who have come off a past IEP due to whānau not engaging and/or tamariki who have dropped from working towards to working towards with support. Question: What are the stats for NZE Boys/Girls and Maori Boys/Girls - whole school, 3+ years and no IEP. Reading vs Writing - is it the same children?

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.

Attendance Report presented by the Principal.

Annual Plan Goal: Attendance

As above

Attendance Report for 2023: 30 January to 7 August 2023

Discussion: Term 2 2023 Attendance Report How are we tracking over time? This data is for the date 22/04/2023 to 14/06/2023

Attendance Rate Per Half Day: School Cohort	89.25% (was 88.7 %)
Attendance Rate Per Session: School Cohort	84% (was 83 %)
Average attendance to date (Half day): Girls	90% (Was 89%)
Boys	89% (Was 89%)
NZE	91% (Was 91%)
Māori	86% (Was 86%)
Ongoing monitoring: The Office Manager and Principal are closely monitoring the situation.	7 (Families)

Referrals to truancy service	7 (Families)
Referrals to Oranga Tamariki for Non Attendance	1
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.

Term 2:

- **Build a Business:** This was highly successful and well supported by the community. Highlands Intermediate are asking about this programme. Next step: Keeping Build a Business on the calendar each year so Year 7's develop skills to take into Year 8.

Term 3: This is a big term for Year 7-8 ākonga who have lots of events.

- **Canterbury Testing:** Extension tests were offered to Year 6-8 tamariki using the Canterbury Academic Tests. This was an opt-in extension programme. Over 20 ākonga took part in the extension tests. The school also supports academic extension through the Mathematics Problem Challenge. Results will be shared at the next meeting.
- **Year 8 Transition to High School:** The High School presented their plans for the Year 8 transition process. Interviews were also conducted at SPS. The school website has been updated to support the transition process. Tamariki, with the support of whānau, need to select subjects in the near future. One issue teachers felt was that whānau turned up for the High School Interviews but did not book a time for their current class interview. Next step: Look at timings and future communication to Year 8 whānau.
- **Attitude Presentation:** The Attitude Team Talk went down really well with the Year 7-8 tamariki. The talk was highly engaging and focused on supporting senior tamariki being safe online.
- **Year 7-8 Seven Aside Rugby:** Year 7-8 played in the local rugby competition. It was great to see a boys and girls team doing well and demonstrating lots of manaakitanga.
- **Manukorihi Sports Exchange:** Year 7-8 have their annual exchange with Manukorihi. This provides a unique experience against a larger school from a different community.
- **Lead Conference:** Feedback from tamariki was that the Lead Conference was a great experience. There were presenters from a range of sports/areas. SPS sent the current Ako Council, and tamariki who showed leadership potential in sport and other areas.

Whānau Interviews: Interviews were held in Week 2 of Term 3.

- Some teachers adapted and held phone interviews to meet whānau needs.
- IEP meetings were held last term. In Term 4, there will be follow up IEP meetings.
- Number of whānau who could not be contacted = approximately 26 ākonga (6%)
- Number of whānau who had only just enrolled/Teachers are following up/Interviews have been re-booked = approximately 26 ākonga (6%)
- Attendance at IEP/Interviews = 378 (88%)

Year 5-6 Netball Finals: Our team did extremely well to make the finals, where they faced Woodleigh School for a second time in two years. The tables were turned and Woodleigh won. However, our girls played with heaps of manaakitanga.

Schoolwide Assessment Trends:
<ul style="list-style-type: none"> • n/a
<p>QUALITY TEACHING AND LEADERSHIP: Quality teaching and leadership make the differences for learners and their whānau.</p> <p>Priority 5: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p> <p><i>Team Leaders were supported by Damon Ritai (Māori Achievement Collaborative) to reflect on their Te Reo Māori goals and the schoolwide initiatives. Some notable success include:</i></p> <ul style="list-style-type: none"> • The introduction and embedding of the school karakia. • The mural and carvings in the school hall. The next steps involve creating teacher resources that link directly with the carvings and their story. • How more Te Reo Māori can be heard across the school. • The commitment of teachers and support staff to try and use more Te Reo with our tamariki. • How ākonga love singing waiata and using Te Reo Māori language. <p><i>The Team Leaders worked with Damon to develop a survey tool for next year's annual plan. This will provide a baseline for further development in 2024.</i></p>
<p>QUALITY TEACHING AND LEADERSHIP: Quality teaching and leadership make the differences for learners and their whānau.</p> <p>Priority 6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>
Writing Professional Development:
<p><i>At the start of Week 4, all the four teams shared what they have been doing as a team to enhance writing in their teams. Key features from the presentations were:</i></p> <p><i>Trends with the presentations/writing developments across the teams:</i></p> <ul style="list-style-type: none"> - Teams collaborating with planning - Children using planning to scaffold their writing - Wider range of motivations used e.g. Murray Gadd books, language experience, teachable moments, science kits etc.. - Teacher knowledge with specifics of writing is really deepening - Use of workshops to teach explicit writing skills (following six key focus areas) - Children motivation to write and share - Teacher's motivation and enjoyment around teaching writing. <p><i>The Principal has been pushing the concept of being 'Above the Line'.</i></p>
Kahui Ako Professional Development:
<p><i>The Kahui Ako have held two recent events, which have been well supported by the SPS Team.</i></p> <ul style="list-style-type: none"> - Wellbeing: Paul Rangiwahia presented to teachers about how to manage their wellbeing. - Writing Moderation: The majority of SPS Teachers attended writing moderation at Stratford High School.

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

Teachers Only Day for development of the updated NZ Curriculum:

- Four additional teacher-only days (TOD) in 2023 and 2024 (two days per year). These TODs will focus on implementation across The New Zealand Curriculum refresh, re-design of Te Marautanga o Aotearoa and shifts in practice to strengthen NCEA.
- Coordinated with schools in the Kahui Ako, including the High Schools.
- The timing and content of the second day in 2023 and days in 2024 will be confirmed with sector representatives.

Physical Restraint Training:

- The Policy is in place.
- All registered teachers must complete the mandatory online module by 7 February 2024.
- The Principal is attempting to get further guidance from the MoE, particularly for some of our tamariki who are very anxious.

Legislative Areas not covered under the NELPS

ERO Review

N/a.

Creative Commons Policy

- New Policy. No issues to report.

School Year

School dates for 2024: Review the MoE Guidelines. Discussion around the finishing date.

- Term 1: Start 29 January 2024 (Goal Setting Day). End 12th April 2024. Waitangi Day: 6th February. Good Friday: 29th March. Easter Monday/Tuesday: 3rd/4th April.
- Term 2: Start 29th April 2024. End 5th July 2024. Kings Birthday: 3rd June. Matariki: 28th June.
- Term 3: Start 22nd July 2024. End 27th September 2024.
- Term 4: Start 14th October 2024. End Friday 13th December 2024. Labour Day: 28th October.

Motion to accept the 2024 School Calendar, which meets the MoE Guidelines of 384 half days.

Moved: Fiona J/Jack

Self Review: Board work plan review areas.

Completed Board Monitoring for August:

Health Education Consultation:

The Stratford Primary School Board must, at least once every two years, after consulting the school community, adopt a statement on the delivery of the Health Curriculum.

The purpose of the consultation is to:

1. Inform the school community about the content of the Health Curriculum;
2. Ascertain the wishes of the school community regarding the way in which the Health Curriculum should be implemented given the views, beliefs, and customs of the members of that community;
3. In broad terms, the Health Education needs of the students at the school.

To view the school's draft Health Education Plan from 2022-2023 [click here](#).

Question: What Health Education topics do you believe students should learn at school?

Anti Bullying Survey and Policy Review (As noted previously in this report):

- Every year as part of the Anti Bullying Policy we need to consult with whānau. Questionnaire provided to the Board to review

The Board is in the process of reviewing the school's Anti Bullying Policy. A copy can be found on the school website (Our School → Policies and Procedures → scroll down to 500 Anti Bullying Policy).

DEFINITION OF BULLYING: (Source: <https://www.bullyingfree.nz/about-bullying/what-is-bullying/>)

Whether bullying is physical, verbal, or social (relational), four widely-accepted factors can be used to identify it:

- Bullying is deliberate - harming another person intentionally
- Bullying involves a misuse of power in a relationship
- Bullying is usually not a one-off - it is repeated, or has the potential to be repeated over time
- Bullying involves behaviour that can cause harm - it is not a normal part of growing up.

Bullying can happen anywhere, in person or online (cyberbullying), at any time, and can be verbal, physical or social (relational). It can be obvious or hidden.

Kids who bully use their power — such as physical strength, knowing something embarrassing, or popularity — to control or harm others. Bullying is when one student (or a group of students) keeps picking on another student again and again to make them feel bad. They say or do things to upset them, make fun of them, stop them from joining in, or keep hitting or punching them.

What is not bullying?

Bullying is a word often used to describe behaviour that is not actually bullying — not all verbal or physical aggression is bullying. For example:

- A one-off fight or argument, or difference of opinion between friends where there is no power imbalance and they can sort it out between themselves
- Not liking someone or a single act of social rejection
- One-off acts of meanness or spite
- Isolated incidents of aggression, intimidation or violence
- Using sexist or racist terms but does not mean to cause harm
- Theft: taking someone else's things once is theft but not necessarily bullying.

These other behaviours may be just as upsetting and serious, but may need to be dealt with in a different way. You will need to use your judgement to decide whether or not a specific incident is bullying.

Question: How safe does your tamariki feel at Stratford Primary (Most of the time): Scale 1 - 5

1 = My child never feels safe at school

2 = My child rarely feels safe at school

3 = My child feels safe at sometimes

4 = My child feels safe at school most of the time

5 = My child always feels safe at school.

What does the school do well to keep your tamariki safe at school? What could the school do better to keep your tamariki safe at school? Please remember to contact your classroom teacher as soon as possible if you have any worries about your tamarikis wellbeing.

Appraisal and Attestation:

- Appraisal has now been removed from the Teachers Council requirements for teachers to be registered. This includes the Principal, Deputy Principal and Assistant Principal. The Principal change comes into effect at the start of 2024. Appraisal has been replaced with a Professional Growth Cycle. Stratford Primary School has been operating with a Professional Growth Cycle for the last few years.
- At Stratford Primary School, we have developed schoolwide standards that teachers use to reflect on their practice. Teachers also video and reflect on their practice three times a year. As part of the writing professional development they inquire into their practice as they look to accelerate priority learners progress with writing.
- The Principal is required to be part of the Professional Learning Group. Jason is looking to join a group with the principals from Midhirst and Toko Schools.
- The Principal will still need to consult with the Presiding Member when it comes to renewing his Teacher Registration, which can be signed off by a fellow colleague.
- The Principal and Office Manager track all teachers' registration status.

Komiti Uragi Meeting:

The Term 1 Carving Unveiling was a great opportunity to get together iwi figures and talk about the schools current direction (which is set out on the school website under Kaupapa). This meeting included Damon Ritai (MAC Cluster and Te Atiawa), Graham Sands (Cultural Lead Principal from the Kahui Ako, Clive Tongaawhikau (Araukuku, Ngāti Ruanui and Māori ward councillor for Stratford), Anna Marriner and whānau; with apologies from Phil and Puhi Nuku (Ngāti Ruanui), Herewini Nopera (Ngati Ruanui); and Rumatiki Timu (Ngāti Maru).

Next steps: Collate feedback received as part of the Strategic Plan for 2024.

Completed Self Review Areas:

- Asset Register Review: See the Finance Minutes.

Personnel:

Equal Employment Opportunities (EEO):

- **EEO Officer:** Jason Elder
- **Equal Employment Opportunities when employing staff we...**
 - Show commitment to equal opportunities in all aspects of employment including recruitment, training, promotion, conditions of service, and career development
 - Select the person most suited to the position in terms of skills, experience, qualifications, and aptitude
 - Recognise the value of diversity in staffing (for example, ethnicity, age, gender, disability, tenure, hours of work, etc.) and the employment requirements of diverse individuals/groups
 - Ensure that employment and personnel practices are fair and free of any bias.
- How do we practise impartial selection of suitably qualified persons for appointment? The current RTLit position illustrates the thorough process for employing the best applicant.

- *How do we recognise the aspirations of our Māori staff: SPS provides an inclusive, culturally sensitive environment that promotes Te Reo Māori and tikanga. All staff have a strong sense of belonging in our whānau environment.*
- *How do we enhance the abilities of individual employees? All staff are provided opportunities for professional development. Every staff member has goals related to their role, Te Reo Māori and wellbeing.*
- *How are you recognising the employment requirements of women? Female staff are supported with health and family requirements. We also ensure pregnant staff can choose what best suits them with their individual employment situation.*
- *How are you recognising the employment requirements of persons with disabilities? All staff are supported around their individual needs. This includes mental and physical disabilities. The Leadership Team provides any support and guidance to support staff in their roles. This includes adapting working conditions to meet individual needs.*

Sabbatical Report/Wellbeing Proposal:

The Principal shared his Sabbatical Summary Report and Sabbatical Briefing Report.

- *Great in depth report.*

Wellbeing Proposal:

- *No questions. Happy with Proposal*

Motion to approve the Sabbatical Report and Wellbeing Proposal

Moved: Le-arna/Nathan

Teaching staff updates: Discussed with the Board

- *The following teachers have resigned from their positions:*
 - *Helen Jenkins (RTLit) is going to retire at the end of Term 1, 2024. This position has been advertised as a permanent role, with an attached unit. Two other Principals, a Board Member and Jason will interview later this term. This position may attract current staff from SPS. The role will be well sought after.*
 - *Lucy Paterson (Currently on maternity leave) has resigned, taking effect at the end of 2023. Lucy is looking to work part time at SPS. (Note that the teaching year for 2023 ends 27 January 2024).*
 - *Morgan McSweeney (Currently on maternity leave) has resigned, taking effect at the end of 2023. Morgan is looking to work part time at SPS. (Note that the teaching year for 2023 ends 27 January 2024).*
 - *Erin Mealey (Currently on additional maternity leave) has resigned as she continues to enjoy being a mum.*
 - *Aaron Moore has decided to resign from his position as he is loving the new role at TRFU.*
 - *Dean Robinson has resigned, taking effect at the end of the year. Has the role of First XI cricket coach at NPBHS*
 - *Angela Robinson has resigned, taking effect at the end of the year. Looking to move to New Plymouth and work part-time*
 - *Jessica Lampe has resigned, taking effect at the end of the year. Time to travel.*

Motion to accept the above resignations:

Moved: Fiona R/Deb

- **Staffing Update:**
 - Discussed that there has been an advertisement placed nationally for the following permanent roles → Associate Principal, Team Leader, Three Classroom Teachers. There are also several fulltime and part time fixed term positions.
 - What are the gaps: Jason shared. 2 permanent roles Yr 5-8. Advertise on Monday. Year 3-4 Team Leader role - fixed term.
 - The Board agree to appoint the following Permanent Teachers:
 - Associate Principal: Jason Dombroski
 - Team Leader: Greer McQuay
 - Teachers: John Hight, Finn Zeylemaker, Lauren Giddy, Emma Garlick.
 - The Board agree to appoint the following Fixed Term Teachers:
 - Jo Todd (0.8 FTTE)
 - Phaidra Bastin-Lindsay (1.0 FTTE)
 - Portia Richmond (1.0 FTTE)
 - The Board agree to appoint the following Fixed Term Teachers:
 - Cath Uhlenberg (FTTE TBC)
 - Lucy Peterson (FTTE TBC)
 - Morgan McSweeney (FTTE TBC)
 - Melissa Stone (0.7 FTTE)
 - Chris Garlick (0.4 FTTE)
 - Sheenagh Fairclough (0.4 FTTE)

Support staff updates:

- The Principal will begin working on the 2024 School Budget. This will involve confirming support staff hours for 2024.

Motion: The Principal can employ Fixed Term support staff for 2024 in consultation with the Finance Committee.

Moved: Fiona R/ Fiona J

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):

- Emily Bates has requested leave for the duration of 2024. This will be LWOP. Emily is a permanent teacher.
- Sheenagh Fairclough has requested leave for Term 4, 2023 and the duration of 2024. This will be LWOP for her permanent role. Sheenagh will be working 0.4 FTTE.

Motion to approve Emily Bates request for extended leave through to the end of 2024.

Motion to approve Sheenagh Fairclough leave for Term 4, 2023 (0.6 FTTE) and all of 2024.

Moved: Le-arna/Jack

Staff Wellbeing:

- Sickness and Covid-19 continue to impact on staff and their families at the start of Term 3.
- Number of staff who have had 5+ days away with sickness this month = N/a
- One staff member had seven days of sick leave and another staff member had ten days sick leave.

Kahui Ako Staffing:**In Committee 7.55pm****Out of Committee 8.15pm**

- *The Principal has provided a proposal to apply for the Kahui Ako Leadership Role for 2024 and 2025. Discussed*

Board approves Jason's proposal to apply for the role

- *Geoff Dingle is seeking Board permission to apply for the Across School Position from Term 2, 2024 until Term 1, 2026. Discussed. The Board supports Geoff's application subject to two conditions. Le-arna will confirm this in a letter to Geoff. This will be confirmed if Geoff is reappointed to the ASL Role.*

Motion: Board approves Jason and Geoff's applications for the Kahui Ako Roles

Moved: Le-arna/Nathan

Finance:

Motion: To accept the 27 July and 1 August (May/June) Finance Committee Minutes.

Motion: To accept the May and June 2023 Monthly Accounts for payment, including the Group Mowing Scheme.

Motion: To move the updated 2023 Budget (20 March 2023).

Moved: Fiona R/Deb

Motion: To apply for a Mitre 10 Grant to support the continued development of the Hangi Pit Area:

- **\$1500**
- **Looking at a food prep station.**

Moved: Fiona J/Jack

Motion to support the application for an NZCT Grant. This grant will be used to purchase rugby balls, netballs, soccer balls, basketballs, cricket match balls, hockey balls, dodge balls and netball practice bibs for our 2024 Sports Team.

Moved: Fiona.J/Le-arna

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.*
- *We are still having leak issues in the Year 3-4 Block: 7 August 2023: Thank you for the update. Please inform Jason and the Board that we are arranging Street and Cook to undertake the inspection with Lucas to see where the issues are. We have also been given approval by the delivery team to instruct Street and Cook to confirm construction of the 3 and possibly 4 of the old relocatables in Block F – we believe they may be Modulock Construction and we need the information for our Engineer. The work involves cutting holes in some of the interior wall linings on the long walls and making good with temporary patches. Hopefully, this will not cause any unnecessary issues for the school. NB - I have included John O'Mahony into this Email and he will contact you or Lucas to plan the visit/inspection outside school hours. Will give you a call on Monday for further updates.*

School Projects:

- *Hangi Area: No further updates. We are looking to extend this area in the future to create an outside learning classroom.*
- *Playground: The Principal is looking into getting advice on the Junior Playground and seeking alternate options for a new slide. A trained playground inspector will be contacted by the Caretaker. Further information to come. Marlene has also asked that the Board prioritise the playground as it is creating an Eyesore in the school grounds.*

Motion: To accept the Principal Report for July and August.

Moved: Nathan/Jack

3. Strategic Decisions:

- a. **Follow up from the last meeting:** Review and sign the new NZSTA Code of Practice, which will replace the Board Code of Behaviour.

- b. **Education and Training Act (Main discussion):**

The Principal provided a brief overview of the changes and next steps needed by the Board.

What are the Board's legal requirements?

Who have we consulted with? Who else do we need to consult with? How will this look?

What do we want to consult about?

What will Stratford Primary School look like in 5 years (or shorter)?

- Year 7-8 Programme, including Technology, Cooking, Arts - Dancing/Drama. How do we improve it? Sports exchanges. EPRO8.
- Kapa Haka
- Opportunities for Gifted and Talented tamariki
- Whānau Education - Curriculum Milestones, Online Safety. How to educate Whanau about the importance of education.
- Board progression. Good governance.
- Survey to students and staff see what they would like to see.

Haatū Tool to review.

What's our view on technology. Are we being consistent across the school

- c. **Policies to Review as per the Finance Report (These have been circulated with no further changes).**

i. Delegation Policy Update:

ii. Credit Card Policy:

iii. Financial Operations Policy:

Motion to move the updated Financial Delegation Policy, Credit Card Policy and Financial Operations Policy.

Moved: Le-arna/Jack

- d. **Property:** Are we selling the four wheeler? Discussed and agreed to sell. Bank money and put towards replacement ride-on lawnmower.

Year 3-4 Update: Concept Plans have been approved by the MoE. What issues do we need to be aware of e.g. disruption to learning due to classes moving out of the block. Painting Contract - Confirmation we will not renew the contract. The Principal will then explore options for a wash down and touch ups. The Yr 7-8 and Yr 5-6 toilets could also be painted

(January 2024).

e. OIA Requests: N/a

f. Education Bulletin:

Motion: Motion: Sell the 4 wheeler and to be bank the money and put towards the next ride-on lawnmower.

Nathan/Deb

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 11 September at 5.30pm
 - i. Camp Policy: Follow up from Term 1. Whānau Engagement Policy. Engaging Parents & Whānau in students' learning journey
 - ii. Anti Bullying Policy
 - iii. Parents as Coaches/Helpers etc... Policy.
 - iv. Budget
 - v. Staffing for 2024.
 - vi. Invite Lucas to share his bike track/pump track
 - vii. Review on technology. Are we being consistent across school/syndicate?
 - viii. *Board would be interested to know if there is a particular year group that is pulling the numbers down. For example, this could include tamariki who have come off a past IEP due to whānau not engaging and/or tamariki who have dropped from working towards to working towards with support. Question: What are the stats for NZE boy/girls and Maori Boys/girls - whole school, 3+ years and no IEP. Reading vs Writing - is it the same children?*
 - ix. *Term 4 Teachers Only Day: Confirmed by the Board and whānau have been informed.*
- d. Future Dates 2023:
 - Term 1: ~~13 Feb; 27 March~~
 - Term 2: ~~15 May; 19 June~~
 - Term 3: ~~14 August; 11 September~~
 - Term 4: 30 October; Wednesday 29 November at 5pm (Dinner 7pm). End of Year Assembly (Wednesday 15 December)
- e. Correspondence (see below)

5. Correspondence In:

- a. Geoff Dingle: Across School Role for Term 2 2024 until Term 1 2026.
- b. Aaron Moore: Resignation letter.

6. Correspondence Out:

- MoE: 1 July Roll Return (Tabled at the meeting by the Principal)

Minutes/Motion:

Motion: To move the correspondence

Moved: Deb/Fiona.R

7. Meeting closure: 8.45pm

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

Jack: 5 hrs	Deb: 6 hrs	Nathan: 5 hrs
Le-Arna: 14 hrs	Fiona.J: 6 hrs	Fiona.R: 9 hrs

