

Stratford Primary School Board
Board Minutes
Monday 11 September 2023 at 5.30pm

1. Administration:

a. Present: *Jason E, Jack, Le-arna, Fiona J, Ange, Emma, Jess.*

b. Apologies: *Nathan, Fiona R, Deb*

c. Public Present (No speaking rights): *None*

d. Declaration of interests (conflicts): *None*

e. Matters arising from Previous Minutes:

- *Four Wheeler update - Jack is sorting the selling of it. He will go with the market rate.*
- *Revisit the Restraint Policy. Making sure that all are covered. Teachers are all required to complete a training module online.*
Restraint on camps/day trips. Covered by H & S policy.
Principal will promote the updated Health and Safety policy on fb and in the school newsletter.
Also a new EOTC Parent Help Policy has been developed and will be put up on the school website.

Moved: Fiona J/Le-arna

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?

Approved Presiding Member

Russ
Date: *30/10/23*

Minutes/Motion:

Moved: Le-arna/Jack

2. Presentation:

a. Tutor Teachers Presentation - Angela Hampton, Emma Garlick, Jess Lampe

Aim:

Support provisionally registered teachers (PRTs).

Main focus is to create a positive and strong relationship.

Aim to be their first point of contact.

Celebrate the big and small successes.

Q: Are there recurring themes? A: It is mainly around goals.

Meetings:

Have regular catch ups. Weekly or fortnightly. It is an informal process.

Backwards mapping - look at the whole term calendar. What is happening this term? Stay above the line.

Tutor teachers provide feedback on their observations

Planning is done together and they talk through changes/challenges.

Everything is new to the PRT's, so it is important to make sure that they have all their data on line.

What children are coming in. Scenarios to deal with difficult situations.

Differentiation and workshops. Helping with next steps for Priority Learners and Extensions.

Observations:

Go into class or watch a video. Usually twice a term.

The number of observations are dependent on their goals for the term.

Also encourage the PRT to observe other teachers

Observation template:

Focus for the term. Details of the observation and then next steps.

Observation does not have to be completed by the tutor teacher. It can be the Lead for the syndicate or the most relevant person for that focus/goal. i.e transition to school.

Goals are changed based on the teachers goals and progress.

School Admin:

Priority Learners - assessing learning together.

E-astle marking - do a few together first, before the PRT completes the rest by themselves.

IEPs and BIPs - attend BIPs with the teacher

Markbook Checks

Etap - Teaching the PRT how to navigate it. Helping show the ways it can help them.

End of Term Review:

Interim Report completed at the end of each term.

This is reviewed with PRTs alongside their Professional growth document.

Practising Teacher Criteria Form completed.

- PD completed.
- Commendation
- Next Steps

Q: Do you have enough time to do all this?

Emma has found it hard as she is only part-time.

Important to have the meeting after the observation to discuss findings.

Beneficial to be in the same team.

Hard to find time to get into the classroom, as a recording does not always show the full picture.

It is a learning curve to keep the balance between leadership and teacher.

Stratford Primary School

Principal Report – 1 September 2023

Curriculum Presentations by staff:	Tutor Teacher: Ange, Emma, Jess
Current roll:	<ul style="list-style-type: none"> - School Roll= 435 - Year 1-2= 106; Year 3-4= 95; Year 5-6= 111; Year 7-8=123.
Admissions:	As at 1 September 2023 = 92
Withdrawals:	As at 1 September 2023 = 14 <ul style="list-style-type: none"> - Moved out of the area and to a new school = 11 - 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:	1st March: 392 Provisional Staffing: 392 <ul style="list-style-type: none"> - Predicted Numbers to 31 October 2023 = 439 - Number of New Entrants so far this year = 39 + 4 = 43 Note our staffing has increased from 25.15 FTTE to 26.84 FTTE due to the increased student numbers.

2023 Out of Zone Enrolment Process:

2023 Out of Zone Enrolment Process:
The advertisement has been sent for publishing with the September/October window as per legislation requirements.

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 - 04/09/2023

What are majors: 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.

Feb: 38; Mar: 59; Apr: 17; May: 50; June: 55, July: 11, August: 35, September: 3

Number of children who have had 6 or more major incidents:

9 students

Boys: 236

Girls: 30

NZE: 170

Māori: 85

Other: 11

Number of children who have had 2-5 or more major incidents:

43 (10%)

Highest Number of Incidents by Ethnic:

NZE (170)

Most Incidents by Gender:

Boys (236)

Most Incidents by Year Level:

Year 6 (66)

Number of Incidents by Location:

Classroom (80)

Number of Incidents By Problem Behaviour:

Fighting (64)

Possible Motivation:

Peer Attention (136)

Number of Social Media Incidents:

0

Break down by syndicate

Year Level

Number - B/G

When

Behaviour

Area

2 or more entries

Year 1/2

31 (30b/1g)

Morning Tea (12)

Fighting (15)

Junior Playground (16)

8

Year 3/4

63 (60b/3g)

Lunch time (19)

Fighting (19)

Classroom (29)

10

Year 5/6

99 (87b/12g)

Third Block (23)

Swearing (31)

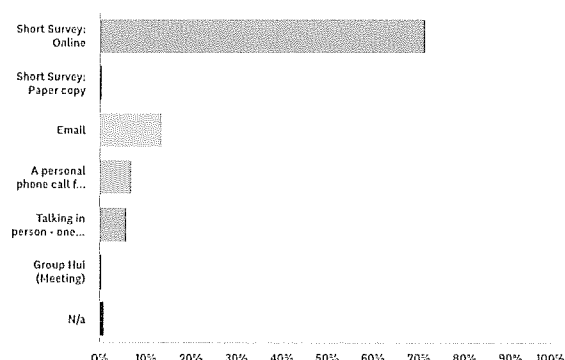
Classroom (29)

15

Year 7/8	69 (55b/14g)	Lunchtime (31)	Harassment (15)	Top Field (18)	16
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"> No significant shifts in any area. Behaviour data is passed on to Team Leaders to share with their team as the basis of classroom problem solving. It also supports decisions to create positive behaviour plans to support learners who need it and engage parental support. 					
Health and Safety Committee: <ul style="list-style-type: none"> August Report discussed. 					
Discussion in Committee: <ul style="list-style-type: none"> Follow ups from the last meeting = 1; New stand downs this term = 1. In Committee at 6.10 pm Out of committee at 6.18pm					
Total Stand Downs Report for 2023: Total 20 Stand Downs <ul style="list-style-type: none"> 10 Vaping; 5 Behaviour disrupting the class/school/unsafe example; 2 Bullying behaviour; 3 fighting. 14 tamariki who have been stood down <ul style="list-style-type: none"> 1x incident = 11 students; 2x incidents = 2 students; 5x incidents = 1 student. 					
Total Stand Downs in 2022: 17 (10 were for vaping).					
Suspension Report: N/a Total Suspensions for 2023: 0 (2022 = 1)					
Newly Directed Ākonga in 2023: 0 Directed Akonga in 2023: 0 (2022 = 1)					
Restraint Report: 1 (1 previously this year) Total Restraints in 2023: 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.					
<i>Nearly two hundred families have completed the schoolwide survey. The Principal will analyse whānau comments and then present themes at the next meeting. Some initial results show:</i>					
<i>201 questionnaires have been completed.</i>					

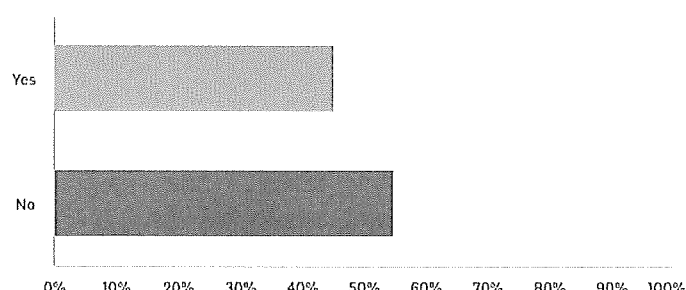
How would you like to be consulted? Would you prefer to complete a short survey, be contacted via email, receive a phone call from a staff member, or would you prefer to talk in person?

Answered: 199 Skipped: 0



Are your tamariki (child/children) on the Food in School Programme?

Answered: 197 Skipped: 2



The Principal, Office Manager and Lead Enviro Person have been reviewing the Food in School Programme with the MoE. The team feel changing providers will reduce waste, increase the number of tamariki on the programme through having move options each day and receiving fresh food. The MoE will decide what happens next. Ideally, the school could look at running its own programme from 2025 if the MoE funding continues.

Whānau have been consulted around the Health Education programme. Further education around sexuality Education and gender issues will reassure some whānau. For example, the school does not look at gender issues unless it arises in the Senior School.

The Board is in the process of reviewing the school's Anti Bullying Policy. A copy can be found here on the school website (Our School → Policies and Procedures → scroll down to 500 Anti Bullying Policy. Question: How safe does your tamariki feel at Stratford Primary

Answered: 199 Skipped: 0

4.4★
average rating



	MY CHILD NEVER FEELS SAFE AT SCHOOL	MY CHILD RARELY FEELS SAFE AT SCHOOL	MY CHILD FEELS SAFE AT SOMETIMES	MY CHILD FEELS SAFE AT SCHOOL MOST OF THE TIME	MY CHILD ALWAYS FEELS SAFE AT SCHOOL.	TOTAL	WEIGHTED AVERAGE
☆	0.50%	2.01%	8.54%	37.69%	51.26%	100	4.37

Whānau have rated the school as being 4.4/5 for keeping their tamariki safe. The Principal has contacted parents who had a concern (1 - 2 out of 5). Further analysis of comments will be made with the overall analysis.

Whakapiri Morning and Bookfair:

- Around 100 whānau turned up for the morning event.
- The school provided coffee and food as part of welcoming whānau into school.
- Feedback has been excellent.
- During the visit, whānau were asked the following questions (with answers).

What are your hopes and dreams for your child's future?

- ❖ To follow through with their Education
- ❖ To show manaakitanga to others
- ❖ Be confident to achieve their passions
- ❖ To have positive social skills
- ❖ To be kind to others
- ❖ Achieve their goals/dreams
- ❖ For the lad to grow up well grounded, to have a good balanced Education and to have a higher level of knowledge than his parents.
- ❖ To be well rounded adults
- ❖ To have choices with work
- ❖ Be kind, caring and respectful. Have positive social skills.
- ❖ To learn to be resilient
- ❖ To be happy in life
- ❖ Well balanced. Doing well in reaching their potential
- ❖ Find something they will enjoy in life
- ❖ Let them follow their interests
- ❖ To be at their best. Motivated to be their best.
- ❖ Be happy at school and don't lose their spark
- ❖ To be a contributing member of society
- ❖ Relationships with others
- ❖ To be good citizens, who are respectful
- ❖ To be happy and doing what they want to do
- ❖ The best they can be!
- ❖ Be prepared for life
- ❖ Continue the aroha for their tamariki
- ❖ Feeling connected to their community
- ❖ To be who they want to be
- ❖ Happy and can find their passion
- ❖ Brilliant Education skills that allow them to pursue the jobs they want!

What do you want the school to focus on to support your child?

- Academic
- Food/Healthy choices
- Social skills/problem solving
- Skills to go to University
- Good continuity with learning → less school based disruptions from learning in the classroom
- Emotional regulation (EQ)
- A well rounded holistic approach to learning
- Lots of extension activities
- Social + academic skills
- Learning what they should be learning; Mental wellbeing
- Completing their tasks
- They understand the world and how it is inter connected with them
- Values: Respect for others; one for all and all for one approach
- Question: How can I (whānau) engage more with school and learning?
- Learn about money management
- Life skills
- Practical life skills/lessons
- Encouraging and teaching more resilience
- Social skills/problem solving
- Reading, writing, maths plus life skills
- Social skills + learning to be a good person.

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.

Current ORS Roll:

- *Very High ORS = 4*
- *High ORS = 10*
- *High Health funded = 6 (2 are also ORS tamariki)*
- *High Health not funded = 2 (Funding stops around Yr 7 as tamariki are expected by the MoE to manage their levels at this age).*
- *In Class Support = 10 tamariki - The MoE helps to fund approximately 4 additional teacher aide hours a week.*
- *Note: We are losing funding for three ORS tamariki this year. This will result in a reduction in the number of teachers aides who work in the SENCO Team. There will also be a reduction in the number of hours for the Learning and Behaviour Team as the Yr 7-8 engagement funding is not available. We will look to retain staff where funding allows or look at alternate work e.g. relief teaching.*

Reading Shift Report for IEP and ORS Ākonga:

Count	3	18	9	9	1	1
Percentage	7.3%	43.9%	22%	22%	2.4%	2.4%
Age Shift	-1	0	1	2	3	4
Comment	48.8% of IEP ākonga made progress with their Reading.					

Writing Shift Report for IEP and ORS Ākonga:

Count	5	13	11	10	2	
Percentage	12.2%	31.7%	26.8%	24.4%	4.9%	
Sub level Shift	-1	0	1	2	3	
Comment	56.1% of IEP ākonga made progress with their Writing.					

Basic Facts Shift Report for IEP and ORS Ākonga:

Count	18	19	4
Percentage	43.9%	46.3%	9.8%
Stage Shift	0	1	2
	56.1% of IEP ākonga made progress with their Mathematics Basic Facts.		

Annual Plan Goal: Attendance

Goal 1: Tamariki are attending school more regularly.

Goal 2: Tamariki are attending school for 90% of the time.

Attendance Report for 2023: 30 January to 1 September 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	89.28% (Was 89.25%)
Attendance Rate Per Session: School Cohort	84% (Was 84%)
Average attendance to date (Half day): Girls	90% (Was 90%)
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

Comment: The Kahui Ako attendance officer has revisited all the families who are noted above. One mother was quite rude with him. As a result, he feels unsafe to return to the house. However, since this visit, the attendance of the tamariki has improved.

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 3:

- Teachers are currently completing standardised assessment for writing using the e-asTTle tool. This information provides a snapshot of ākongas writing assessment. All the Kahui Ako schools are completing the same assessment for writing so data can be analysed across the Kahui Ako.
- Sports Success:** It has been awesome to see the quality of sports across the Yr 5-8 teams. Our Year 7-8 Team dominated the local one day tournament, while our netballers came third. The football team had lots of fun in their tournament. Our Year 5-6 Rugby Team defeated Fitzroy School in a tight contest. This was the first time we had won this rugby competition, which is the top Year 5-6 School Rugby Tournament. Our Year 5-6 girls team made the finals in the same competition.
- Other Successes:** We have two students recognised by the NPDC for their Build a Business project. Five ākonga have travelled to the AIMS Game for swimming. Year 5-8 tamariki are currently trialling out for the schools Epro8 Teams.

Schoolwide Assessment Trends:

Writing Follow Up Questions from the last meeting:

- What year groups are pulling down the overall data?

What are the stats for NZE boys v NZE Girls; Māori boys v Māori girls?

• **Maori Boys Writing Data Term 2 2023:**

	<i>Working Within or Exceeding</i>	<i>Working Towards</i>	<i>Working Towards, with support</i>
3+ years (no IEP's)	53.3 % (-)	26.7% (-)	20.0% (-)
Current Year (no IEP's)	53.4% (↑0.1%)	33.3% (↑6.6%)	19.2% (↓6.7%)
Current Year (ALL)	42.5% (↑2.5%)	30.0% (↑2.5%)	27.5% (↓5.0%)

• **Key points:**

- 3+ years (No IEP's) - no shift in total numbers for children working within or exceeding but 13.3% moved from working within to exceeding.
- Decreases in Working towards with support for Current Year (no IEP's) and Current Year (All) by 6.7% and 5.0% respectively.

• **NZE Boys Writing Data Term 2 2023:**

	<i>Working Within or Exceeding</i>	<i>Working Towards</i>	<i>Working Towards, with support</i>
3+ years (no IEP's)	54.7 % (↑1.9%)	24.5% (↓11.3%)	20.8% (↑9.5)
Current Year (no IEP's)	56.6% (↓1.2%)	25.3% (↓6.0%)	18.1%(↑7.3%)
Current Year (ALL)	42.6% (↓0.9%)	20.0% (↓9.6%)	27.5% (↑10.4%)

• **Key Points:**

- Working towards, with support has increased across all groups by 9.5%, 7.3% and 10.4%.
- Working within or exceeding has dropped slightly (1.2% and 0.9%) for Current Year (no IEP's) and Current Year (All)
- Working towards has dropped across all three groups by 11.3%, 6.0% and 9.6%.

Next steps: What are the reasons for these shifts/drops?

Reading Results: The Principal presented a snapshot of Term 2 Reading Progress.

This progress is based on comparing data from the same time in 2022 until the end of Term 2, 2023. The cohort comparison groups include:

- +3 years ākonga at Stratford Primary School who are not on a current IEP
- Current ākonga who are not on an IEP
- All current ākonga including those tamariki who are on an IEP

The reading data compared Cohort Groups, as well as boys v girls and Māori ākonga v New Zealand European ākonga.

Reading Data 2023:

○ **Schoolwide Reading Trends Term 2 2023**

	<i>Working Within or Exceeding</i>	<i>Working Towards</i>	<i>Working Towards, with support</i>
3+ years (no IEP's)	67.4 % (↑4.0%)	23.5% (↓2.0%)	9.2% (↓1.9%)
Current Year (no IEP's)	60.5% (↑5.5%)	28.9% (↓4.7%)	10.7% (↓0.8%)
Current Year (ALL)	49.2% (↑5.1%)	25.7% (↓3.8%)	25.1% (↓1.2%)

Key points:

Increase across all groups that are working within or exceeding.

Decreases across all groups that are working towards and working towards, with support.

○ **Girls Schoolwide Reading Trends Term 2 2023**

	<i>Working Within or Exceeding</i>	<i>Working Towards</i>	<i>Working Towards, with support</i>
3+ years (no IEP's)	66.3 % (↑3.8%)	23.8% (↓1.2%)	10% (↓2.5)
Current Year (no IEP's)	62.2% (↑6.3%)	28.3% (↓4.8%)	9.4% (↓1.6%)
Current Year (ALL)	55.9% (↑7.0%)	26.9% (↓3.4%)	17.2% (↓3.5%)

Key points:

Increase across all groups that are working within or exceeding.

Decreases across all groups that are working towards and working towards, with support.

○ **Boys Schoolwide Reading Trends Term 2 2023**

	<i>Working Within or Exceeding</i>	<i>Working Towards</i>	<i>Working Towards, with support</i>
3+ years (no IEP's)	68.5 % (↑4.1%)	23.3% (↓2.7%)	8.2% (↓1.4)
Current Year (no IEP's)	58.7% (↑4.7%)	29.4% (↓4.7%)	11.9% (-)
Current Year (ALL)	43.5% (↑3.5%)	24.7% (↓4.1%)	31.8% (↑0.6%)

Key points:

Increase across all groups that are working within or exceeding.

Decrease across all groups that are working towards.

Slight increase in working towards, with support for Current Year (All)

○ **Maori Schoolwide Reading Trends Term 2 2023**

	<i>Working Within or Exceeding</i>	<i>Working Towards</i>	<i>Working Towards, with support</i>
3+ years (no IEP's)	57.2 % (↑2.4%)	26.2% (↓4.8%)	11.9% (↓9.5)
Current Year (no IEP's)	51.4% (↑4.1%)	34.7% (↑2.8%)	13.9% (↓6.9%)
Current Year (ALL)	42.0% (↑3.3%)	31.8% (↑4.5%)	26.1% (↓8.0%)

Key points:

Increase across all groups that are working within or exceeding.

Decrease across all groups that are working towards, with support.

Increase in working towards, for Current Year (no IEP's) and Current Year (All), but this is due to the shift up of children from working towards, with support.

Next Steps:

Identifying ākonga who are not making progress and/or has had a sudden dip in progress.

We need to review how this is communicated with whanau to support early intervention.

Flags for when kids jump too far forward or backwards. Confirm marking, etc

Questions: What has worked? What are some of the challenges?

<p>Next meeting: Term 2 School Wide Trends/PAT Data</p> <ul style="list-style-type: none"> - Mathematics - Problem Challenge Results and other extension competitions offered to tamariki.
<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>Our Kapa Haka Roopu performed for our whānau on the Whakapiri Morning. They are working towards performing at the local festival, which is held early next term.</i></p> <p><i>Te Reo and Tikanga will continue to be a focus in next year's school improvement plan. All staff will have a Te Reo Māori goal. More teachers want to be involved in the Te Reo course that is offered this year. We will look to review the current Te Reo Māori phrases and add extension phrases.</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>
<p>Writing Professional Development:</p> <p><i>Murray Gadd worked with staff over a two day period earlier this year. Murray commented that he can start to see writing workshops and the six writing features are being embedded into classroom teachers practice, which he said was fantastic to see.</i></p> <p><i>Murray will be working with the Deputy Principal in Term 4 to review the current writing programme and plan next year's professional development. The school will be funding this programme directly in 2024 as the MoE funding has virtually stopped due to funding constraints.</i></p>
<p>Kahui Ako Professional Development:</p> <p>Within School Leaders: <i>Our two Within School Leaders attended their term hui. They had the Manager from Tutaki present around how they are supporting youth and whānau in the community. Within School Leaders also reviewed their current action plans and discussed how they can continue to add value to their schools and the Kahui Ako.</i></p>
<p>FUTURE OF LEARNING AND WORK: Learning that is relevant to the lives of New Zealanders today and throughout their lives.</p> <p>Priority 7: Collaborate with industries and employers to ensure learners/ ākonga have the skills, knowledge and pathways to succeed in work.</p>
N/a
<p>Education and Training Act 2020</p>
N/a
<p>Legislative Areas not covered under the NELPS</p>
<p>ERO Review</p>

- *The Principal has emailed our ERO advisor to see if he needs any further reports from the current writing professional development and priority learner progress.*
- *The Principal has also asked for advice around determining what is successful progress in relation to our Priority Learners and Schoolwide Assessment trends.*

Comments from our ERO Advisor:

In terms of your question if we were to consider an evaluation lens there is no set expectation for the school achieving a % of acceleration as we are always focused on every learner who needs their progress accelerated, accelerating. We also know in reality many factors either aid or limit learner outcomes and accelerated progress. So we, as in ERO and you, want to know, for those learners that achieve accelerated progress what evidence has the school gathered to provide some insight into why? This could be attendance data, engagement information, observation of teaching to identify what strategies are working or information from specialist programmes, intervention and the voice of the student and families. Similarly, it would also be useful to gather evidence for those learners who need to accelerate their progress, and aren't, so a change of strategy can occur, including teacher development. That is the type of evidence that is useful.

In terms of evidence you could send now. You could send through any mid-year data that shows how well the school is accelerating literacy progress for learners. I see that in your AoV reporting that you split learners with an IEP and the remainder, so initially outcomes for the remainder and consideration of what this is telling you, who is accelerating? Who isn't? and what decisions have been made and strategies implemented as a result. So generally, what you reported to the board generally covers this. Also if there was any reflection against the writing professional development plan that shows how improved teaching practice is lifting student progress and engagement.

Creative Commons Policy

- *No issues to report.*

Self Review: Board work plan review areas.

Health and Safety Audit; Emergency Evacuation/Emergency Kit:

- *The Principal will be meeting with the local Fire Department to finalise the Fire Safety Plan that has been requested by the SDC. They have also asked for evidence around termly Fire Drills. This information is already recorded in the monthly Health and Safety Report.*
- *The Principal has started reviewing the EOTC Procedures with the Associate Principal.*

Completed Self Review Areas:

- *N/a*

Personnel:

Equal Employment Opportunities (EEO):

- *See the Governance Section e.g. EEO Policy.*

Teaching staff updates: Discussed as a Board

- *The following teachers have resigned from their positions:*
 - *RTLit Appointment Process - The Principal tabled the recent appointment process. Jasmine Millward has been appointed as the new RTLit, which starts in Term 2, 2024.*
 - *Part Time Teachers for Term 4. - Katy Kate (0.4), Tullia Cutler (0.4).*
 - *Two permanent positions have been advertised for Year 5-8. At the time of writing this report, no NZ based applications had been received.*

Motion to accept the new RTLit Teacher, and part time teachers.

Moved: Le-arna/Jack

Support staff updates:

- *The Principal will be reviewing all fixed term positions in the SENCO Team and Learning & Behaviour Team. This is due to less funding being received for three ORS students who have moved to another school or are moving to high school next year.*
- *The Leadership Team will be finalising professional growth progress and updating goals for 2024 with all support staff over the next two months. All support staff will have goals related to their role and goals related to their wellbeing and Te Reo Māori.*

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):

- *Bronwyn Bazeley has requested leave in Term 4 to watch her daughter play Roller Derby against Auckland, Wellington and the NZ Team. Bronwyn has exceeded 5 days leave this year.*
- *Ashley Rupapera has requested leave from 4 - 13 December to travel overseas.*

Motion: To approve leave for Bronwyn (LWOP) and Ashley (LWOP).

Moved: Fiona J/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*
- *Note: Two teachers will be away on maternity leave, while two teachers are having operations at the end of Term 3. Whānau have been notified about the two teachers who will be away.*

Kahui Ako Staffing:

- *The Principal has been appointed to the Lead Principal position for 2024 and 2025.*
- *Update regarding the Across School Leadership position.*

Within School Roles: Motion to continue to appoint Chad Jacob (PE & Well-being) and Sonia Rova (Math) to the Within School Roles for 2024 and 2025.

Moved: Jack/Le-arna

Finance:

The next Finance Meeting has been set aside for Tuesday 12 September at 3pm. This will be to review the July and August Accounts.

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.
Update: 5/9/2023 → Issue. The walls have no framing on them. The proposed solution will be affected by this. BSM has been asked to provide a further estimate of the additional work. A report will then be followed by an internal meeting by the MoE. They will then decide whether to proceed or look at new buildings.
- Roof Work Across the School: This project will occur over the January school holidays. This project is funded through the Board's 5YA Account. The MoE has also added additional funding to cover the increase in costs. The funding has been received and set aside.
- Junior Deck Roof: Materials have been purchased and the work will occur in the Term 3-4 School Holidays as previously earmarked.

School Projects:

- Hangi Area/Wharenuui/Maui Art Work.TET Project to complete the Hangi Area. This will involve extending the fence, adding in large rocks, running water to the area, adding a small wood shed, adding a food preparation table and creating a sign to teach ākonga the hangi process.

Recommendation that the Principal applies for TET Funding for this project for 2024.

Moved: Le-arna/Fiona

- **Playground:** See the attached Playground Reports for the Junior and Senior Playgrounds:
 - Reports cost around \$700
 - A project manager is organising for the Junior Slide to be replaced and the bridge to be repaired.
 - The cost has been funded with a donation from the Home and School.

Motion to approve this work be completed on the Junior Playground

Moved: Fiona/Jack

Motion: To accept the Principal Report for September.

Moved: Jack/Le-arna

3. Strategic Decisions:

- a. Education and Training Act (Main discussion):** Charter Goals aligned to legislation. Principal to work on the Charter and bring to the next meeting.
Looking at the opportunities for the gifted and talented.
Suggestion: Get Ross to come and talk to the Board about what he does and how he supports children and families.

b. Policies to Review:

- i. Review the 500 Anti Bullying Policy:** This policy needs updating to match the new legislation as NAG 5 has been removed.
Next step: Ask the PB4L Team to review and update section 5-7 so it aligns with current practice. Consider any comments from whānau feedback e.g. some whānau think staff just let the kids sort out their issues? Next step: Further educate PB4L processes via the newsletter and school website.
- ii. 100 Whānau Engagement Policy + 200 Engaging Parents and Whānau in students' learning journey.**
Comment: Suggestion that we combine both of these policies into once and they are aligned to the legislation around consulting with all whānau, consulting with our Māori whānau and educating all whānau around ākonga learning progress.

Next step: Policy committee review legislation and align whānau consultation/education to the policy guidelines.

iii. *Health, Safety and Welfare Policy*

Comment: *See the suggested changes that align with updated legislation. Note what has been updated for the Principal to implement. This includes a 501 Community Conduct Expectations; 502 Parents as Volunteers; 503 EOTC Parent Help. Next step: Include a Coaches Volunteer form for parents to sign. The Leadership Team will guide staff through the updated process in Term 4 e.g. teacher meeting for camps; parent meetings for attending camps; then forms go home. We will also look at what tamariki will only do day trips as they may not cope with camp.*

iv. *Equal Employment Opportunity (EEO) Policy: Discussed. No further updates.*

c. OIA Requests: N/a

d. Education Bulletin:

Motion: To move the EEO and Health, Safety and Welfare Policies.

Moved: Le-arna/Jack

4. Administration

a. **Review the minutes.** Secretary shared 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 30 October at 5.30pm**

- i. Updated Strategic Goals; Annual Plan; Priority Learners and Consultation.
- ii. Reasons for shifts in Boys Writing Data, especially the drop in NZE Boys
- iii. 2024 Budget
- iv. Confirmed staffing for 2024.
- v. First year teachers presentation
- vi. Ask Ross (Join the dots) to present to Board

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)

5. Correspondence In:

- a. MoE: Year 3-4 Block
- b. Ellen Hall: SDC

6. Correspondence Out:

- TSB Bank - transfer of funds re building work

Minutes/Motion:

Motion: To move the correspondence

Moved: Le-arna/Jack

7. Meeting closure: 7.48pm

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

Jack: 3 hrs	Deb: 2 hrs	Nathan: 5 hrs
Le-Arna: 7 hrs	Fiona.J: 4 hrs	Fiona.R: 2.5 hrs