

Stratford Primary School Board

Board Minutes

Monday 31 October 2023 at 5.30pm

1. Administration:

- a. Present: *Jason E, Le-arna, Fiona J, Fiona R, Deb*
- b. Apologies: *Nathan, Jack*
- c. Public Present (No speaking rights): *None*
- d. Declaration of interests (conflicts): *None*
- e. Matters arising from Previous Minutes:
- f. Confirmation of Previous Minutes (Chair to sign):

Approved Presiding Member

Date: *29/11/23*

- 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/Fiona J

2. Presentation:

Reading Recovery - Kim Chadwick - Presented on behalf of by Jason and Deb

Split into three tiers:

- Tier 1: Upskilling teachers and working in small groups.
- Tier 2: Working daily in Room 11 with a child
- Tier 3: Working 1 on 1 with the child.
- 16 students have completed Reading Recovery over the past 12 months.

Currently working with 13 children. 11 are in tier 3. Used for year 3 and 4. Increase of 8.4 levels of completion. Booster Groups: have moved between 1-4 book levels in 3 weeks. Important programme that the Board wants to keep.

Stratford Primary School

Principal Report – 30 October 2023

Curriculum Presentations by staff:	<i>Reading Recovery Presentation: Kim is unable to attend but a brief report on Reading Recovery was provided.</i> - <i>Next time: First Year Teachers Presentation (TBC)</i>
Current roll:	- <i>School Roll= 445</i> - <i>Year 1-2= 109; Year 3-4= 97; Year 5-6= 115; Year 7-8=124.</i>
Admissions:	<i>As at 23 October 2023 = 109</i>
Withdrawals:	<i>As at 1 October 2023 = 21</i> - <i>Moved out of the area and to a new school = 18</i> - <i>Moved to High School (Parent request) = 1</i>

	<ul style="list-style-type: none"> - Moved off the roll due to poor attendance (20+ days)= 1 - Moved overseas = 1
End of year projection:	<p><i>1st March: 392</i></p> <p><i>Provisional Staffing: 392</i></p> <ul style="list-style-type: none"> - Predicted Numbers to 31 October 2023 = 445 (+53 ākonga) - Number of New Entrants so far this year = 38 - Number of Year 8 Leavers = 66 <p><i>Note our staffing has increased from 25.15 FTTE to 26.94 FTTE due to the increased student numbers.</i></p>
Enrolment Process:	<i>The first enrolment process has been completed for Term 1, 2024. The next advertisement will be in January 2024.</i>

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 - 20/10/2023
<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>Feb: 38; Mar: 57; Apr: 16; May: 49; June: 55, July: 11, August: 36, September: 30, October: 27</p>					
Number of children who have had 6 or more major incidents:					<i>13 students</i>
Boys: 275	Girls: 44		NZE: 201	Māori: 104	Other: 14
Number of children who have had 2-5 or more major incidents:					<i>43 (9.6%)</i>
Highest Number of Incidents by Ethnic:					<i>NZE (201)</i>
Most Incidents by Gender:					<i>Boys (275)</i>
Most Incidents by Year Level:					<i>Year 6 (73)</i>
Number of Incidents by Location:					<i>Classroom (102)</i>
Number of Incidents By Problem Behaviour:					<i>Fighting (73)</i>
Possible Motivation:					<i>Peer Attention (170)</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	36 (35b/1g)	Morning Tea (13)	Fighting (15)	Junior Playground (19)	10
Year 3/4	67 (62b/5g)	Lunch time (19)	Fighting (20)	Classroom (33)	10
Year 5/6	112 (99b/13g)	Third Block (25)	Swearing (33)	Classroom (34)	15
Year 7/8	99 (74b/25g)	Lunchtime (33)	Fighting (20)	Classroom (20)	16
Tracking Bullying - Victims					
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.					
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. Trends to explore next year are the classroom being the common area for behaviours in the middle and senior school. 					
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 = 4. In Committee at 6.10 pm Out of committee at 6.17pm 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= 2)		

Newly Directed Ākonga in 2023: 0 Directed Akonga in 2023: 0 (2022 = 1)

Restraint Report: 1 (2 previously this year) Total Restraints in 2023: 2

Search and Surrender 2023: 0 (1) Total in 2022: 4

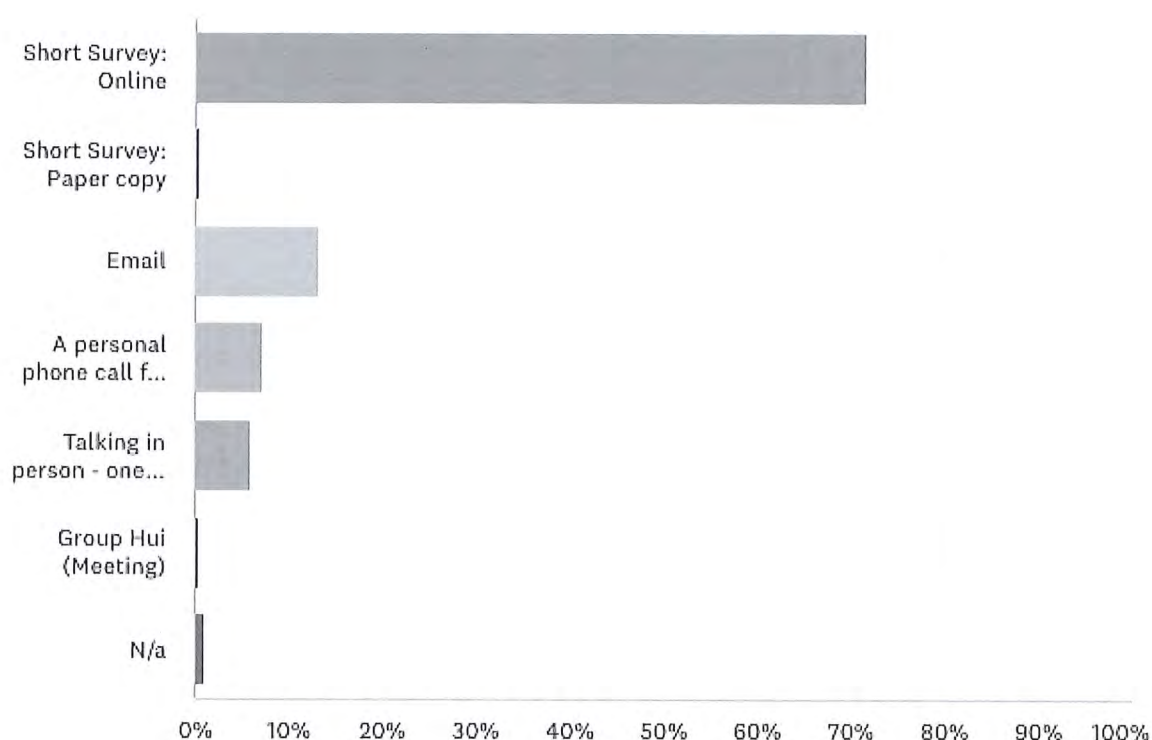
LEARNERS AT THE CENTRE: Learners with their whānau are at the centre of education.

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.

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:

201 questionnaires have been completed.

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?



Next step:

- Principal to create a consultation document.

What are your goals for your child/children? How do you see the school supporting the aims of your tamariki? This includes, Socially, Emotionally, Academically, Culturally, Sports, The Arts etc.

Themes	Comment (Completed from 100 - 204)	Tally
To be the best they can be	Be themselves, have choices in life, excel in life, be	123

	happy, confident, resilient, self aware, enjoy learning, to give back to the community (as adults), engage in school (attendance), to always try their best, sense of belonging, grow into great adults, they can step out of their comfort zone, give new things a go, to learn to thrive at school, independent learner, giving everything 100%, find their passions; supported with feedback on how they can improve → teachers pushing them; working on growing their strengths; confident to share their learning with others. Well rounded kids.	
Social skills, relationship skills Emotional Regulation, healthy	To make good friendships, good relationships with teachers, good values/manners, good people, kind, support with social anxiety, learning to manage themselves (behaviour), to be considerate of all cultures, Can cope with stress, fit and healthy, can ask for help; build and develop relationships with our children and continue to communicate with us if any issues arise; well rounded people. Life skills. For my children to have good morals and show kindness and respect to others. For my children to know the difference between right and wrong. Build positive support networks with people.	83
Academic	Love maths, English as a second language, learn more about Science, to be prepared for High School. Reading. To achieve their level. To be the best academically. Encouraged to extend themselves academically. Guidance for home learning from teachers. Extension opportunities. Exposure to the full curriculum so they can make future choices.	59
Involved in sports, culture, the arts; the environment.	Opportunities in the whole curriculum; Have opportunities to explore and develop their skills in both performing and visual arts; Opportunities to learn a new language; Opportunities to learn an instrument/school choir; More arts and crafts. Learning sustainable practices in the school environment. Lots of sports opportunities.	38
Cater for different learning styles	Supported as a learner, supported to process their learning; Inclusive with learning needs e.g. ADHD; Thinking skills; Balanced (inside/outside); Physically active. Learn about sustainable practices.	14
Safe Culture	Safe so they can achieve their potential, treated equally, treated fairly and respected, positive environment. Kids can thrive.	14
Local history, Te Reo	Incorporate Taranaki history topics to study - for example - learn about the different iwi of Taranaki, Taranaki history after the Treaty was signed, the story of Parihaka, Taranaki Maunga stories from te ao Māori perspective (maybe before camp at Konini Lodge?); Te Ao Maori involvement, supported by the school through	8

	representation, encouragement, opportunities Individualised support for learners at higher levels of reading and maths; More involvement in leadership roles, Te Reo is normalised.	
Themes	Comment (Completed from 100 - 204)	Tally
Note: Themes have been tallied from each completed survey. One or more themes have come from each parent comment.		
<p><i>Questions for the Board in the Governance Section: Strategic Plan</i></p> <ul style="list-style-type: none"> - Does the current school vision statement align whānau themes? - What areas does the Board want to explore in more depth moving forward? Technology. What skills/programmes will support our learners for the future? 		
<p>BARRIER FREE ACCESS: Great education opportunities and outcomes are within each for every learner.</p> <p>Priority 3: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs.</p>		
<p><i>To support some learners, we carry out dual enrolment of ākonga in the Te Kura School (Correspondence School). For example:</i></p> <ul style="list-style-type: none"> - <i>Student A: Has enrolled at SPS this year. Had previously been out of the schooling system for a few years. The School has been working whānau to overcome home issues and student anxiety. The MoE and Truancy agency are also involved. Our LSC has been supporting whānau to get the other children to school, which has been successful.</i> - <i>Student B: They are an ORS student. Whānau asked for dual enrolment as the family travel a lot for work.</i> - <i>Student C: The student has already had 10 stand down days for the term. The student lost his mother, while his father has been arrested for assaulting his brother. To avoid a suspension and support the student through this difficult period they have been dual enrolled in school e.g. 8.45-12pm at school and then home learning for the rest of the day. The student and his siblings will be moving to a new school with extended whānau next year.</i> - <i>Student D: Sibling of Student C. Struggling to cope after being assaulted by his father. Dual enrolment is protecting his schooling while further support has been put in place e.g. counselling.</i> <p><i>The second round of Individual Education Plans has nearly been completed:</i></p> <ul style="list-style-type: none"> - <i>30 minute (IEP) and 45 min (SENCO IEP) were coordinated from the call back day to over the first three-four weeks of Term 4.</i> - <i>Teachers have adapted IEP meetings to suit whānau needs - phone call home; re-scheduled times.</i> - <i>Some whānau are still not engaging in the process. Reasons mainly seem to be around a lack of interest in their tamarikis Education.</i> 		
Attendance Report for 2023: 30 January to 23 October 2023		
Goal 1: Tamariki are attending school more regularly.		
Goal 2: Tamariki are attending school for 90% of the time.		
Term 3 MoE Attendance Report Summary: Every Day Matters		
<ul style="list-style-type: none"> ● In Term 3 of 2023, attendance was highest in the week of September 11, with students attending 92.1% of half-days. Attendance was lowest in the week of July 31, with students attending 88.2% of half-days. Average attendance in term 3 of 2023 (90.3%), this was higher than in the same term of 		

2022 (89.3%).

- The percentage of students attending regularly was highest in Term 1 of 2023 (71.9%) and lowest in Term 3 of 2022 (58.7%). More students were attending regularly in Term 3 of 2023 (65.3%) than in the same term of 2022 (58.7%).
- In Term 3 of 2023, Year 4 had the highest percentage of students attending regularly, with 76.0% of students attending this often. Year 6 had the lowest percentage of students attending regularly, with 57.4% of students attending this often.
- In Term 3 of 2023, 68.3% of female students and 62.6% of male students were attending regularly.
- Students attending 0-70% of half-days had the highest proportion of unjustified absences, with 60.7% of their absences being due to unjustified reasons. Among students not attending regularly, the most common reason for absence was (M) Illness, accounting for 48.6% of their absences.
- Māori students had the highest proportion of unjustified absences, with 52.3% of their absences being for unjustified reasons. The most common unjustified reason for absence among these students was (T) Truant, accounting for 37.0% of their absences.
- In term 3 of 2023, 86.8% of female students and 86.1% of male students were on time to over 98% of classes attended. Years 4 and 5 had the highest percentage of students arriving on time to over 98% of classes attended, with 92.0% of students being on time this often. Year 6 had the lowest percentage of students arriving on time to over 98% of classes attended, with 77.0% of students being on time this often.
- The quality of the data underpins the extent to which the data should be trusted for informed decision making. To improve the quality of attendance data, the Ministry works regularly with schools and SMS vendors and runs detailed data quality checks. The data you submitted to the Ministry was checked for:
 - Classes with a high number of students marked absent for unknown reasons
 - Days where the school appears to be closed to students, but most students are marked absent
 - Days where the school appears to be closed, but attendance is marked for a few students
 - Students with no attendance or absence recorded for the whole term
 - Duplicate NSNs or student IDs
 - Attendance recorded on weekends or holidays
 - Use of invalid attendance codes (any code not on the approved list, e.g. blanks)

Comment from MOE: “We are pleased to report that none of the above issues were found in your data”.

Attendance Report for 2023: 30 January to 23 October 2023.	
Attendance Rate Per Half Day: School Cohort	89.59% (Was 89.28%)
Attendance Rate Per Session: School Cohort	85% (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

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.

Epro8 Challenge: *Ākonga in Year 5-8 have participated in the recent Epro8 Challenge: The EPro8 Challenge is the inter-school science and engineering competition. Every year over 25,000 students from throughout New Zealand take part. Students participate in a series of events: firstly within their school and then inter-school. These events are designed to promote science, engineering and problem solving.*

Swimming: *All tamariki have started swimming lessons. Each class will have three lessons over a two week block. This has now changed to one session per week.*

Poetry sessions: *Keen writers in the Senior School were provided an opportunity to learn from a poet.*

Kapa Haka Roopu: *On Friday, over 50 ākonga will participate in the Puanga Festival. Our Kapa Haka Roopu sounds amazing.*

Transitions: *Teams have held transition afternoons so tamariki begin to feel more comfortable in their future syndicate.*

SHS Transitions: *A targeted transition programme has started for some Yr 8 tamariki. This transition helps build confidence in ākonga, whilst reducing anxiety.*

Sports: *Touch Football has started. It is held every Tuesday afternoon. Classes have had cricket skills sessions (Yr 1-4), while hockey sessions start this week.*

EOTC Camp Meetings: *Two camp meetings have been well attended by over 25+ parents. We will look to hold one more Camp Meeting later this term. The processes for selecting parents have been updated as per EOTC Guidelines.*

- *Motion to approve the Te Wera Camp for 2024. The cost per student will be \$58. There will be no cost for parents attending. All RAMS will be updated as per the guidelines from Te Wera.*
- *Motion to approve the Vertical Horizon's Camp for 2024. The cost per student/parent will be \$160. Safety at this camp falls under the Vertical Horizon's Camp Guidelines.*

Motion to move Te Wera Camp and Vertical Horizons Camp for 2024.

Moved: *Fiona R/Le-arna*

Food in Schools: *We are currently exploring options for a new provider in 2024. The MoE will support the school through this process. KJ Catering will be the preferred food in schools provider.*

School Karakia: *The Principal received emails regarding the English translation of the school karakia. After consulting with three parents and seeking further advice from our Māori Liaison mentors, the last two lines of the English translation have been altered.*

Schoolwide Assessment Trends:

Term 2 School Wide Trends/PAT Data

- *Mathematics: PAT Data*
- *Problem Challenge results and other extension competitions offered to tamariki.*

Term 3: Schoolwide Reading Update - to fill in. Jason to share doc. Duffy book scheme?

Writing/Priority Learners: (Deputy Principal)- Deb shared

- *Writing trends*
There has been an increase each year. Takes time to embed the work.
- *Writing priority learner progress - to end of Term 3.*
Year 3: all 8 have reached their milestone.
Year 4: 5/8 children have reached the milestone
Year 5: all 11 have reached milestone. 6 children to watch to ensure they keep moving
Year 6: 5/7 have reached milestone.
Year 7: 5/6 have reached. 1 child has declined, 4 accelerated progress.
Year 8: 3/9 have reached.
Overall 37/49 (75.5%) have reached the milestone for their year group.
- **Writing plans for 2024**
Start at beginning of the year. Modelling for new staff and existing staff.
Working alongside teachers, to ensure consistency.
Team Leaders and Murray will go in and provide feedback.
Sharing their videos with their buddies prior to group learnings with priority learners.
Mentor teacher has challenged Deb to get a wider child voice (110 student voices, from all areas).
To see how they feel about writing from the start of the year vs the end of the year. Wellbeing questions. Google docs survey. Bring children in (1 at a time).
What are the consistencies.
Teacher survey. Writing PLD.
Q: What does good writing look like. Children don't know how this looks.

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

The Principal shared the Te Reo/Tikanga Plan at the meeting.
Goal: 3-7.5hrs integrated Te Reo Maori across the school per week.
15 staff have volunteered to complete this training in 2024.
Teacher survey findings discussed.
Cultural responsive framework: Rubrics developed. SPS Culturally Responsive Framework.
Involve students' voices and goal setting.

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 will be working with the Deputy Principal to complete the writing review and write up the Analysis of Variance.
When: Monday 4 December 2023

Kahui Ako Professional Development:

N/a

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

N/a

Legislative Areas not covered under the NELPS

ERO Review

The Leadership Team recently met with Frank Hay from ERO. The next steps in the review process are:

- *End of this year: Updated progress with writing development shared with ERO.*
- *Term 2, 2024: Frank will spend a day visiting some classrooms and meeting with some Team Leaders/teachers around the writing development.*
- *Term 2, 2025: Frank will complete the compliance review (6 areas), meet with the Board Members who are available, work with the Leadership Team to complete the report and prepare for the next review cycle.*

Creative Commons Policy

- *No issues to report.*

School Year

The Principal requested a change to the MoE Teachers Only Days for 2024 for the Inglewood and Stratford Kahui Ako. See below:

This proposal that Te Kāhui Ako o Taranaki Mohoao (Central Taranaki Kahui Ako) and Kāhui Ako o te Kōhanga Moa (Inglewood Kahui Ako) take their teacher only day on March 8 2024, in line with previous years teacher only days seems sensible and reasonable.

I agree that this supports your communities and therefore I support your proposal. I wish you all the best for a successful day.

Marlene Clarkson, Director of Education for Taranaki, Whanganui and Manawatu.

Board Meetings for 2024:

1. *Monday 12 February*
2. *Monday 25 March*
3. *Monday 20 May*
4. *Monday 24 June*
5. *Monday 29 July*
6. *Monday 2 September*
7. *Monday 21 October*
8. *Tuesday 19 November (Board dinner)*

Self Review: Board work plan review areas.

Provisionally Registered Teachers:

- *Finn Zeylemaker has successfully completed his two years of training. He will become fully registered at the end of the year.*
- *Portia Richmond is 1 ½ years through her Provisional Teacher Registration. She will become fully registered halfway through 2024.*
- *Phai Bastin-Lindsay and Lauren Giddy have successfully completed their first year as provisionally registered teachers.*
- *All of the above first and second year teachers have been supported with a Tutor Teacher. Each term, the Tutor Teacher has completed a report on their progress.*

Physical Restraint Process:

- *The Policy and process was updated earlier this year.*
- *The Board receives regular reports on Physical Restraint.*
- *All staff will complete the Physical Restraint Training on Monday 20 November. All future staff will complete the online module.*

Digital Technology and Cybersafety:

- *The BYOD and Internet Use Agreements will be reviewed, with minor changes.*
- *The Principal will work with Team Leaders in Year 3-4, Year 5-6 and Year 7-8 to develop consistent team approaches to the use of digital devices in the classroom.*

Health and Safety Audit; Emergency Evacuation/Emergency Kit:

- ***Update:*** *The Principal has drafted the Fire Evacuation Plan. He is working on completing this plan with the support of the Fire Department.*

Completed Self Review Areas from the Board's Annual Work Plan 2023.

- *Annual Plan shared with the Board. - Writing, Mathematics, Te Reo Māori + Targets.*
- *Education and Training Act - Recent course attended by the Presiding Member and Principal to be shared at the meeting in the Governance Section.*
- *Priority Learner Progress shared for Writing + Mathematics Trends*
- *Attendance Report for Term 3: See the attendance section.*
- *Principal Appraisal: See the Governance section.*
- *Budget: See the Finance section.*

Personnel:

Equal Employment Opportunities (EEO):

- *N/a*

Teaching staff updates: Discussed as a Board

- ***Resignation:*** *Nicola Edwards has resigned (effective 15 December 2023) as she is returning to Whanganui.*
- ***Permanent Teacher:*** *Due to Nicola's resignation, we have one new permanent position available. Recommendation that Phaidra is moved from Fixed Term to Permanent.*
- ***Appointment Process:*** *The Principal will table the appointment process. Please note, there were limited applicants for the two permanent positions. An additional position was advertised when Nicola resigned.*
 - *Ruth Boardman has been appointed to a permanent position. Ruth is just finishing off her last year at Otago. Her young family will move back to New Plymouth later this year.*

- Aimee Woodhead has been appointed as a Fixed Term full time teacher for 2024. A LAT will be needed to employ Aimee as she is finishing the last 6 months of her training. Aimee was the former swimming coach at the Stratford Pools.
- Tullia Cutler has been appointed as a permanent teacher. Tullia has completed her training, she has also impressed us during her time at SPS in Term 4.

- **Curriculum Release Time:** As part of the Collective Update, the Principal will consult with teachers around the increase of CRT in 2024. For example, teachers will receive the equivalent of three days release in Term 1-2 and then the equivalent of four days from Term 3. This procedure is linked to the Board's Personnel Policy.

Motion to accept Nicola's Edwards resignation.

Moved: Fiona R/Le-arna

Motion: To accept the appointments of Ruth Boardman (Permanent), Aimee Woodhead (Fixed Term), Tullia Cutter (Permanent) and Phaidra Bastin-Lindsay (Permanent).

Moved: Fiona J/Deb

Support staff updates:

- n/a

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):

- Chad Jacob has requested Leave to attend a family unveiling for his late brother-in-law. This is for two days. However, Chad has already had 5 days this year.
- Joanne Lourie has requested leave to go on holiday at the end of the school year. Jo has already had 5 days leave for attending camp earlier this year.
- Sarah Austin has requested Leave from 7 - 14 November for a family holiday.

Motion: To approve Chad's family leave. Motion to approve Joanne's holiday leave. To approve Sarah's leave.

Moved: Deb/Fiona R

Staff Wellbeing:

- Number of staff who have had 5+ days away with sickness this month = 2 (Medical operations, one was covered by ACC).
- 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:

- Geoff Dingle has been reappointed to the Across School Lead from Term 2, 2024 to Term 4, 2025.

Finance:

Draft Budget:

The Principal and Office Team meet in the holidays to draft the 2024 budget. Areas to finalise are:

- Teacher Aide Budgets
- Bank Staffing Budget
- Capital Projects:

Motion: Approval to order \$15k worth of furniture. The aim is to replace the Year 5-6 desks over the next two years.

Moved: Fiona R/Fiona J

See the July and August Finance Minutes: Are there any questions?

*Motion to move the July and August Finance Accounts and approve the purchase of furniture:
Moved: Deb/Le-arna*

Property:

5YA Projects:

- *Year 3-4 Block: Further cost analysis will occur after the MoE found out the walls had no bracing. Potential work to begin in Term 2, 2024. Room 17 - 20 will need to be vacated. Room 20 will move to the wharenu. Two prefabs will be brought onto the school grounds behind the netball court. Or the MoE will look at a complete rebuild. Our high student numbers mean we are pushing for this work to be completed.*
- *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: The roof area will be finished by the end of the year.*
- *SENCO Space: Current plans are with the MoE for their approval. This involves upgrading the SENCO space.*

School Projects:

- ***TET Grant has been sent in for approval.** Hangi Area: The school cost will be around \$7500, while we are seeking \$16000 from the TET.*
- ***Playground:** The playground parts have been delayed. The installer has followed this up with the manufacturer.*

*Motion: To accept the Principal Report for October
Moved: Fiona J/Le-arna*

3. Strategic Decisions:

- Review the Board Annual Work Plan for 2023.** Have we missed anything from the plan?
What needs to be prioritised for the next meeting?
- Principal Appraisal Report -** *Le-arna provided a summary of the report.
Jason has been focussing on four key areas
Positive report. Commended as a strong leader.
Board is extremely grateful to have such a strong and passionate Principal.
Jason is very aware of his own well-being. Good leadership team that supports each other.
How can the Board support Jason more? Jason is looking at opportunities for future PD. He is happy with how things are going. Discussed leave to attend his son's 21st Birthday at the end of 2024.*
- Strategic Plan: Review and discuss**
 - Read the current school vision statement. Then compare parent themes from the recent survey. Are they aligned?
*Ideas: Videos developed by children, educating the community and new families.
How do we get more people engaged?
What can we drop? Is there anything that is possible?
Target setting. Rewards.*
 - Read and discuss the updated Strategic Goals. Read the Charter 2024 → pages 5-7
→ Discussion/ questions?

- iii. Feedback from the Presiding Member and Principal who attended the recent NZSTA Course on Strategic Planning. Next steps: The Board working towards 2026 → new board has an updated vision and strategic goals in place. → who could we co-opt onto the Board next year?
- iv. Other: Board payments → Look to make this more regular next year e.g. after every two meetings. Board dinner → confirm where.
- d. Spontaneous Reviews:
 - i. Discussed the recent incident that happened in the office area late last term. Next steps? What support needed to be provided to staff? A debrief? Need a process to be put in place from any future incidents? Cameras to be put in the office area. Quotes being arranged and budgeted for.
 - ii. Stratford District Council: Discussed the road changes and costs to the swimming pool. Next steps? Letter to the Council to be drafted by Principal
 - iii. Stratford District Council: Pools. Not fulfilling the agreement. Funding provided for by TOI.
Letter to the Council as a first step.
- e. **Policies to Review: Still under review**
 - i. ***Review the 500 Anti Bullying Policy:***
 - ii. ***100 Whānau Engagement Policy + 200 Engaging Parents and Whānau in students' learning journey.***
- f. OIA Requests: N/a
- g. Education Bulletin:

Motion: To move the EEO and Health, Safety and Welfare Policies.
Moved: Le-arna/Jack

4. Administration

- a. **Review the minutes.** Secretary to share the key points and decisions made.
- b. **Identify agenda items for the next meeting on Wednesday 29 November at 5.30pm (plus dinner).**
- c. Correspondence (see below)

5. Correspondence In:

- a. SDC: Swimming Pool Costs
- b. SDC: Media Release for Stratford Transport Choices.

6. Correspondence Out:

- N/a

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: 2 hrs	Deb: 5.5 hrs	Nathan: 2 hrs
Le-Arna: 10 hrs	Fiona.J: 6 hrs	Fiona.R: 7 hrs