

Stratford Primary School Board

Minutes – Wednesday 29 November at 5.00pm

1. Administration: 5.00pm

- a. Present: Jason Elder, Le-arna Russ, Fiona Riddick, Jack Whitikia, Nathan Taingahue and Deborah Campbell
- b. Apologies: Fiona Jansma
- c. Public Present (No speaking rights):
- d. Declaration of interests (conflicts):
- e. Matters arising from Previous Minutes
 - i. Date change for 2024 Meeting: Moved from Wednesday 20 November to Tuesday 19 November 2024.
- f. Confirmation of Previous Minutes (Chair to sign):
 - i. The Board has reviewed the previous minutes to confirm the accuracy of the discussions which took place and to confirm the authenticity of the minutes.
- g. Confirm the agenda and review the Board's Annual Work Plan and Supporting Board Improvement Plan. Any questions about the agenda before we start?

Approved Presiding Member

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Date: 12/2/2024

Minutes/Motion:

Motion: 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.

Moved: Jack and Fiona Riddick

2. Presentation:

- a. N/a → 1st and 2nd Year Teachers will be added to the schedule for next year.

Stratford Primary School

Principal Report – 29 November 2023

Curriculum Presentations by staff:	<i>First Year Teachers Presentation: Pushed into 2024.</i>
Current roll:	<i>School Roll= 449 Year 1-2= 114; Year 3-4= 98; Year 5-6=114; Year 7-8= 123.</i>
Admissions:	<i>As at 21 November 2023 = 115</i>
Withdrawals:	<i>As at 21 November 2023 = 23 Moved out of the area and to a new school = 19 Moved to High School (Parent request) = 1 Moved off the roll due to poor attendance (20+ days)= 1 Moved overseas = 1 Moved to a local school = 1 (Social issues)</i>
End of year projection:	<i>1st March: 392</i>

	<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 27.39 FTTE due to the increased student numbers.</i></p>
Enrolment Process	<p><i>The next advertisement will be in January 2024. The following spaces are available for out of zone ākonga:</i></p> <ul style="list-style-type: none"> - Year 1= 11 - Year 2= 11 - Year 3= 9 - Year 4= 7 - Year 5= 9 - Year 6= 7 - Year 7= 2 - Year 8= 2 <p>Motion: The Board moved the above numbers for the January enrolment window. Moved: Le-arna/Deborah.</p>

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: 31 January - 20 November 2023

- See the attached PB4L Report - Any questions?

PB4L Schoolwide Review:

- The school recently had a PB4L External Review. The goal is to score over 70%; We achieved 83% for Tier 1 and 86% for Tier 2. This report will help shape next year's focus and next steps will be added to the Anti Bullying Policy Guidelines at the first meeting next year.

The Board discussed the current Tiers results for 2023. Our behaviour continues to improve with around 85% of ākonga working in Tier 1.

PB4L REVIEW REPORT FOR 2023			
Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented			
PB4L AREA	Ākonga/ Staff Feedback	Leadership Feedback	Next steps
Team Composition:	1	2	Look to include Support Staff in Tier 1
Team Operating Procedures:	2	2	To have consistency across all staff in looking at data presented and to establish an action plan.
Values:	2		N/a

<i>Teaching Expectations:</i>			<i>N/a</i>
<i>Feedback and Acknowledgement:</i>	<i>2</i>		<i>Reminder to name the behaviour that the student is being acknowledged for and link to the values. For older students discuss what they find motivating for them e.g whole class rewards of free time / outdoor game. To encourage buy in.</i>
<i>Definitions of Inappropriate Behaviour:</i>	<i>2</i>	<i>N/a</i>	<i>N/a</i>
<i>Behaviour Management Policies:</i>	<i>2</i>	<i>N/a</i>	<i>To ensure all staff are aware of all school procedures and policies around behaviour management and are implementing with consistency.</i>
<i>Professional Development:</i>	<i>1</i>	<i>N/a</i>	<i>To ensure all four core Tier 1 PB4L- SW core practices are consistently occurring.</i>
<i>Classroom Practices:</i>	<i>2</i>	<i>N/a</i>	<i>N/a</i>
<i>Kaimahi Involvement:</i>	<i>2</i>	<i>N/a</i>	<i>N/a</i>
<i>Student/Whānau/ Community Involvement:</i>	<i>2</i>	<i>N/a</i>	<i>N/a</i>
<i>Behaviour Incident Data</i>	<i>2</i>	<i>N/a</i>	<i>N/a</i>
<i>Data-based Decision Making</i>	<i>2</i>	<i>N/a</i>	<i>N/a</i>
<i>Fidelity Data:</i>	<i>1</i>	<i>1</i>	<i>For PB4L-SW fidelity data and decision making to be shared with all staff annually. To establish a method to review and track data and outcomes.</i>
<i>Annual Evaluation:</i>	<i>1</i>	<i>1</i>	<i>For the evaluation of Tier 1 practices and outcomes to be shared with the school community annually. Implementation of an annual review that can be shared with all staff.</i>

Tier 2 Review e.g. higher level behaviour issues

- *Screening: 2 (Written policy exists, multiple data sources, whānau are notified promptly e.g. Tier 2 issues).*
- *Request for Assistance: 2 (Nomination form and process in place e.g. RTLB).*
- *Options for Tier 2 Interventions: 2 (Multiple Tier 2 interventions).*
- *Tier 2 Critical Features: 2 (All Tier 2 interventions include three core Tier 2 features).*
- *Practices matched to student need: 2 (Documented process in place).*
- *Access to Tier 1 Supports: 2 (Tier 2 supports are explicitly linked to Tier 1 supports).*
- *Professional Development: 2 (Documented process to teach and coach all relevant staff).*
- *Student Access Data: 2 (Team tracks number of students receiving Tier 2 Support).*
- *Monitoring Student Progress: 1 → next step = Establish a means for tracking Interventions that provides the relevant data on outcomes of success or for any further supports that are needed.*

Health and Safety Committee:

- *See attached report for October - Any questions?*
- *No questions from the Board.*

Discussion in Committee: at 5.16pm

- *Follow ups from the last meeting= 4 New stand downs this term = 0*

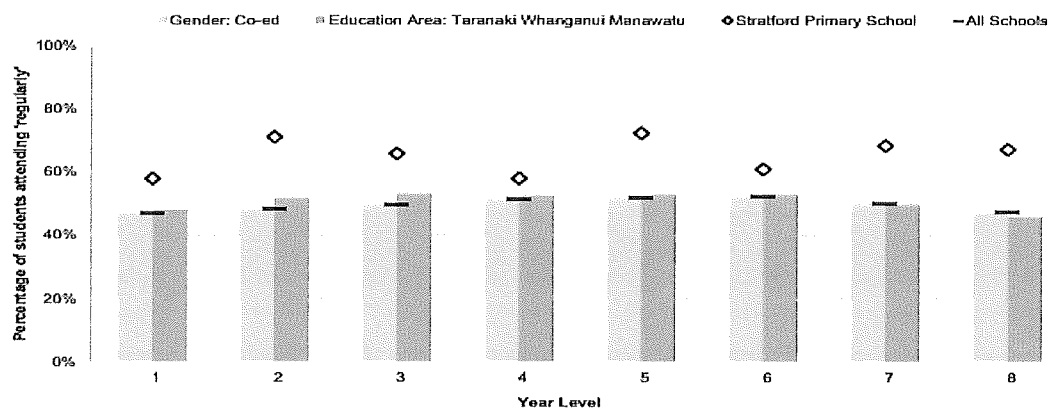
Total Stand Downs Report for 2023: Total Stand Downs in 24 → 14 Vaping; 5=Behaviour disrupting the class/school/unsafe example; 2= Bullying behaviour; 3 = fighting).

Number of tamariki who have been stood down = 17 (13 students = x1 incident; 3 students = x2 incidents; 1 student = x5 incidents).

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: 3 (Total this year = 5)		Total Restraints in 2022: 2
Search and Surrender 2023: 1 (Total this year = 4)		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.		
N/a		
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.		
N/a		
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 Term 4: As at 21 November 2023	2023	Target
Percentage of akōnga attending school regularly (attending more than 90%, an average of 9 days a fortnight)	49%	70%
Irregular attendance = 81% up to 89%.	28%	N/a
	=	77%
Percentage of akōnga who are moderately absent (attending more than 70% up to 80%, missing two to three days a fortnight)	14%	8%
Percentage of akōnga who are chronically absent (attending 70% or less, missing three or more days a fortnight)	9%	3%
How do we compare with other local schools? See below for Term 2, 2023.		
The Board discussed how well ākonga are doing with attendance compared to other local schools. 77% of all ākonga are just below, at or above the 70% MoE target for 2024.		

'Regular' attendance, by Year level (Term 2, 2023)

Comparing the proportion of students with 'regular' attendance at your school with national and like-school benchmarks.



Percentage of akōnga who are chronically absent (attending 70% or less, missing three or more days a fortnight). What are the reasons?

- Sickness = 12
- Family reasons = 8
- Truancy = 5
- Incorrect coding = 3
- Anxiety = 3
- ORS = 3
- Significantly improved attendance compared with previous years = 3
- Wanting to split home/school learning = 2
- Moved to a new school = 1
- Police intervention = 2
- Sibling operation = 1
- Injury → Dual Enrolment = 1

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

Attendance Rate Per Half Day: School Cohort	89.63% (Was 89.59%)
Attendance Rate Per Session: School Cohort	85% (Was 85%)
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)
Closed by Truancy Service - Back to School to monitor	4
Closed by Truancy - No action required by School	2
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.

N/a

Schoolwide Assessment Trends:

PAT Data:

- *Mathematics: PAT Data → we are still having issues accessing this data through eTap. Trends will be shared in early 2024. Le-arna asked about the problems with the PAT testing. Jason talked about having more consistency with the delivery and set up of the test (e.g. students can use paper and pen to do the working out, tamariki supported with the reading of the test and teachers having a better understanding how to administer a PAT Test and what potential issues could affect tamariki completing the test). The timing of these assessments will also change to Term 1 and Term 3.*

Basic Facts:

- *Jason showed the Board the Basic Facts testing that is used with students. Term 4 data over three cohorts was shared; 3 Year+ No IEP, Current Year (no IEP) and Current Year (all students).*
- *Over the year there has been a significant improvement, however, we still need to see more children 'working within' and 'exceeding' the curriculum milestone.*
- *Basic Facts progress has been between 24 and 29% for the 3+ Cohort (No IEPS), Current Cohort (No IEPS) and Current Cohort (All tamariki). 3+ Cohort sits at 50.3% (24.8% improvement).*
- *As a Board we would like to set a high target of 75% for this group. Issues that arise with testing were discussed. The current data is slightly distorted because ākonga only have 4 minutes to complete the task. This can hinder some ākonga who know the answers but run out of time. Test situations have also proven to reduce some results due to ākonga anxiety. The Leadership Team will look to review this to get a better balance of time v correct answers in the test.*
- *Other results show Boys (55.7%) are doing better than Girls (39.5%). Boys improvement rate is higher at 26.5% compared with Girls whose improvement rate is 17.4%. Māori ākonga (39.2%) are achieving around the same rate as Girls. They both have the same improvement rate (17.4%). Le-arna asked whether the previous DP's inquiry around improving basic facts had improved overall maths data. Jason explained that the overall schoolwide focus has still been on writing. Maths will become the schoolwide focus in 2025.*

Mathematics OTJ:

- *Discussed teachers using overall knowledge about a student, using basic facts, number knowledge, strategy and strand results, to determine where students are in relation to the curriculum milestones.*
- *The 3+ Cohort have made slight progress, where 62.4% are Working Within or Exceeding the Mathematics Curriculum Milestones. Girls (59.6%) are less than Boys (65.4%), while Māori learners are slightly lower at 56.3%. These results show a similar trend to writing before we started the schoolwide professional development approach.*
- *Next steps were discussed as part of the 2024 Mathematics Annual Improvement Plan.*

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 will share the draft Improvement Plan for Mathematics.

Jason shared the plan for 2024. The what, how and why of the plan were shared and discussed.

Key Points were:

- Mathematics is at a similar stage as writing was a few years ago. We have strategically focused on writing, embedding changes in teacher practice. This has seen improvement with priority learners progress and overall shifts in progress.
- Fiona Smail is booked in to work with staff on the TOD at the beginning of 2024. The focus of this is around working with Rich Tasks.
- The Basic Facts, markbooks and PAT trends will be shared with the Board throughout 2024.
- Fiona asked about having the coaching for maths whereby teachers are sharing knowledge and expertise following the model used for writing.
- Other next steps include improving the validity of the Markbooks, where Mathematics Strands are weighted more, particularly in Year 5-8. The overall Year Level will be automatically set to the weighting to reduce OTJ errors.
- The AP will support staff to unpack Rich Tasks and develop improved consistencies around what concepts to teach and how to teach lessons that reinforce previous concepts and support ākongā with their understanding of new concepts.

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

Professional Development:

Teachers Only Day: Monday 20 November

- Teachers and support staff completed the online restraint training.
- Support Staff then had further professional development around epilepsy.
- Teachers worked in teams to identify priority learners for writing and basic facts.
- In the afternoon session, 2024 Teams got together and developed their LTP for Term 1, 2024.
- Note: The MoE did not send out any resources to support the new curriculum due to the change in Government!

Kahui Ako Professional Development:

Within School Leaders Network: On Thursday 23 November, our two WSL will be sharing their action plans for this year. This network is run by the ASL and has been a great way to connect with teachers from across the Kahui Ako.

Kahui Ako Teachers Only Day (Term 1, 2024): It has been great to see a number of our staff will be running workshops for this Teachers Only Day. This will also involve teachers from the Inglewood Kahui Ako.

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/ ākongā have the skills, knowledge and pathways to succeed in work.

Is there a legal requirement to teach languages in Year 7-10 (This was a former requirement as part of the National Administration Guidelines).

- The Principal emailed the school's local MoE Key Support Person.
- Their response was... The short story: there is no legal requirement for languages to be taught in Years 7-10. The 'requirement' for language teaching in Years 7-10 sits in the curriculum documentation as part of the 'requirements for Boards'. However, that part of the curriculum has not

been gazetted and is not a regulatory requirement. Only parts of the New Zealand Curriculum and Te Marautanga o Aotearoa have been gazetted.

Is there a requirement for Career Guidance in Year 7-8? Yes. This fits within our Build a Business Programme. The Kahui Ako is also exploring sending all Year 8's to the Career Guidance Expo in New Plymouth next year.

In Year 7-8, students are supported to develop their career awareness. They become aware of the link between education and work and the role of lifelong learning, and understand that people's skills are built up over time because of learning and experience. The career management competencies dimension of the benchmarks outlines four attributes students should have developed to successfully transition to secondary school:

- *Developing self-awareness – students increase their awareness of their strengths and interests and how they relate to others. They see themselves positively, demonstrating a hopeful picture of themselves in the future*
- *Exploring opportunities – students explore adult roles in their communities and the range of occupations that contribute to the products and services people use in their daily lives, and demonstrate optimism that they will do the same in the future*
- *Deciding and acting – students develop transferable skills in research, goal setting, evaluating options and reaching decisions*
- *Transitions – students become aware of the style and nature of secondary schools and are prepared for this transition.*

Education and Training Act 2020 (Other Areas)

N/a

Legislative Areas not covered under the NELPS

ERO Review

N/a

Creative Commons Policy

No issues to report.

School Year

N/a

Self Review: Board work plan review areas.

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

- *Annual Plan shared with the Board. - Mathematics.*
- *Education and Training Act - Charter requirements re Consultation.*
- *Priority Learner Ākonga who have attendance issues.*

Personnel:

Equal Employment Opportunities (EEO):

- *N/a*

Teaching staff updates: Discuss as a Board

- *Teachers have completed their reports and IEP reports.*
- *Teachers have nearly finalised assessment data for 2023. This information will be used as part of the Analysis of Variance and End of Year Assessment Data for Reading, Writing and Mathematics.*
- *Teachers have been finalising their Professional Growth Documents, which are signed off by their coach and the Principal. This process involves updating Professional Goals for each teacher's practice, future professional development, Te Reo Māori and their Wellbeing Goals.*
- *Support Staff Professional Growth Docs: All support staff have a final end of year meeting with their coach. Just like teachers, support staff have future goals around their role, professional development, Te Reo Māori and their Wellbeing.*

Support staff updates:

- *Maddison Commerer will not be returning next year. She will be heading to Auckland. Her fixed term contract ends this year. Gianni Pendemonte will also not be returning to SPS next year. He is heading to Australia. His position was going to become permanent. Two current staff will be re-employed.*

Motion to appointment Mel Robinson and Baileigh Allen for Fixed Term Contracts in 2024. They will continue working in the SENCO Team.

Moved: Nathan and Le-arna

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

- *N/a*

Staff Wellbeing: Number of staff who have had 5+ days away with sickness this month.

- *1 staff member has been unwell (5 days).*

Kahui Ako Staffing:

- *Geoff Dingle and Jason Elder will work most Tuesdays and Wednesdays in the Kahui Ako space next year.*
- *Jason will remain based at SPS for this time. He will have off site commitments as he does this year.*

Finance:

See the September Finance Minutes: Are there any questions? N/a

See the Property Section regarding the TET Grant that was declined. This will be discussed at next week's Finance Meeting and whether to proceed with the Hangi Project in a smaller format.

Motion to move the September Finance Accounts:

Moved: Deb and Jack

Property:

5YA Projects:

- *Year 3-4 Block: No further updates.*

- Roof Work Across the School: The roofing work for Room 14-15, SENCO Room, Enviro Hub, Rm 1-8 Toilets, Caretaker Shed and Athletics Shed will be re-roofed.
- Junior Deck Roof: Our builder is still waiting for the materials to arrive to complete this project.
- SENCO Space: No updates.

School Projects:

- **TET Grant has been sent in for approval.** Our TET Grant was declined. This is due to the limited funding available.
- **Playground:** The Junior Playground slide has been installed and areas of the playground repaired. The flying fox has a limited life span and parts are not available anymore. The Senior Playground will be inspected early next year to determine what needs repairing/replacing.

Motion: To accept the Principal Report for November

Moved: Nathan and Jack

3. Monitoring (Principal Report): November Principal Report (Main discussion points are highlighted in yellow, otherwise taken as being read).

- Motion:** To accept the Principal Report for November.
Moved: Fiona and Le-arna
- Principal Wellbeing Fund:** The Principal will table a declaration of how the Wellbeing Fund has been used in 2023 as per the audit requirements.
Motion to accept the Principal Declaration:
Moved: Fiona and Le-arna
- MoE Teachers Only Day 2024:** Friday 31 May → New Curriculum (King's Birthday is on Monday).
Moved: Fiona and Le-arna

4. 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? **Review the 2024 Work Plan.**
- Policies to Review: Still under review**
 - Whānau Consultation Policy
 - Whānau Engagement in Learning Policy
- Spontaneous Reviews:**
 - Stratford District Council: Follow up from the recent letter that was sent to the SDC.
 - OIA Requests: 1 - See the email from the MoE School Lunches Team.
- Education Bulletin:**

Motion to move the Whānau Consultation Policy and Whānau Engagement in Learning Policy.

Moved: Nathan and Deb.

The Board will plan to meet with Elected Members from the SDC in late January 2024. The Principal will catch up with the Director of Community Services to discuss the pool issues.

Questions and discussion form the Board: Technology

The question was asked around Tech going from ten days e.g. once a week over the term compared to the four days we do now. Can the amount of time the students do Tech over the term be increased to five to seven days? Can this be looked at Kahui Ako wide - there must be other schools that are in a similar situation as us? The Board commented that it was good to see that enriching Tech is an ongoing focus at the Year 7 & 8 level. Question: Can we reach out and connect with the community around skills/interests/support that parents have that could enrich the Tech programme?

Discussion: The Board supported the Principal's proposal to have time away for his son's 21st towards at the end of the 2024 school year. This will be for around 10 days or 8 school days. The Principal will work during the school holidays. There is no cost to the school during his absence. The Leadership Team supported his proposal. The Board supported his proposal with pay.

5. Administration

- a. **Review the minutes.** Secretary to share the key points and decisions made.
- b. Finance Meeting Confirmed: October Accounts
- c. **Identify agenda items for the next meeting on Monday 12 February 2024 at 5.30pm.**
- d. Correspondence (see below)
- e. Identify community members that could be seconded to the Board.

Minutes/Motion:

6. Correspondence In:

- a. SDC: Swimming Pool Costs
- b. SDC: Pool Follow Up

Correspondence Out:

- a. SDC Letter: 31 October

Minutes/Motion:

Motion to accept the inward and outward correspondence
Moved: Jason/Deb

7. Meeting closure:

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

2 mins

Jack: 3 hours

Deb: 3.5 hours

Nathan: 2.5 hours

Le-Arna: 7 hours

Fiona.J: 3 hours

Fiona.R: 5 hours

