

Stratford Primary School Board
Board Minutes
Monday 12 February 2024 at 5.30pm

1. Administration:

- a. Present: *Jason E, Le-arna, Fiona J, Fiona R, Deb, Nathan*
- b. Apologies: *Jack*
- c. Public Present (No speaking rights): *None*
- d. Declaration of interests (conflicts): *None*
- e. *Appointment of Presiding Member/Committees/Conflict of Interest Policy*
- i. *Appointment of Presiding Member - Le-arna Nominated. Seconded by Fiona R. Le-arna accepted.*
 - ii. *Conflict of Interest Policy - no change*
 - iii. *Board Members sub-committees roles: No changes*
- f. Matters arising from Previous Minutes:
- g. 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. Board confirmed work plan.

Approved Presiding Member

Date: *25/3/2024*

2. Added Agenda Items:

- a. You are invited to join NZSTA's *The Board's Role in Student Suspension Meetings* workshop. *Deb and Le-arna have signed up to go along.*
- b. *Approval of the Principal's Leave, as discussed at the previous meeting:*
- *Leave With Pay; Jason to work through the Holidays; Why: Son's 21st Birthday*
 - *Wednesday 20 November to 1 December.*
- Board approved Jason's Leave with pay. Moved: Le-arna/Fiona***
- c. Approval for the Year 5-6 Camp to Vertical Horizons + discussion around Forest Lakes for 2025.
- Board approved Yr 5-6 2024 Camp to Vertical Horizons. Moved: Le-arna/Nathan*
- Yr 7-8 Camp: Q: What would it be replaced with? Possibly not suitable for 2025, but the Board is open to the change in 2027.*

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: Le-arna/Fiona R*

3. Presentation:

- a. Resource Teacher of Literacy Report Tabled.

Stratford Primary School

Principal Report – 5 February 2024

Curriculum Presentations by staff:	<i>RTLit Report Tabled - Helen Jenkins</i>
Current roll:	<i>Starting School Roll= 408</i> <i>Year 1-2= 91; Year 3-4= 94; Year 5-6=104; Year 7-8= 119.</i> <i>Staffing Roll = 412</i>
Admissions:	<i>As at 5 February 2024 = 41</i> <ul style="list-style-type: none"> • <i>Neighbouring Schools = 13</i> • <i>Other Kahui Ako Schools = 4</i> • <i>Other Schools = 22</i> • <i>Overseas = 2</i>
Withdrawals:	<i>As at 5 February = 0</i>
End of year projection:	<i>1st March: 413 (+5 New Entrants)</i> <i>1st July Projection: 426 (+13 New Entrants)</i> <i>Predicted Numbers to 31 October 2023 = 430 (+4 New Entrants)</i> <i>Number of Year 1 so far this year = 14</i> <i>Number of Year 8 Leavers at the end of 2024= 57</i> <i>Provisional Staffing for 2024: 412</i>
Enrolment Process:	<p><i>The following Out of Zone Enrolments were confirmed for Term 1:</i></p> <ul style="list-style-type: none"> - <i>Year 1 Spaces = Filled 5/11</i> - <i>Year 2 Spaces = Filled 3/11</i> - <i>Year 3 Spaces = Filled 2/9</i> - <i>Year 4 Spaces = Filled 1/7</i> - <i>Year 5 Spaces = Filled 3/9</i> - <i>Year 6 Spaces = Filled 0/7</i> - <i>Year 7 Spaces = Ballot for 3, Filled 2/2</i> - <i>Year 8= Filled 2/2.</i> <p><i>The next advertisement will be in March for Term 2 2024. Spaces will be determined in the middle of February.</i></p> <p><i>Likely spaces for the Term 2 Ballot:</i></p> <ul style="list-style-type: none"> - <i>Year 1 Spaces: 43 ākonga = 15 spaces</i> - <i>Year 2 Spaces: 48 ākonga = 10 spaces</i> - <i>Year 3 Spaces: 46 ākonga = 8 spaces</i> - <i>Year 4 Spaces: 48 ākonga = 6 spaces</i> - <i>Year 5 Spaces: 55 ākonga = 5 spaces</i> - <i>Year 6 Spaces: 49 ākonga = 11 spaces</i> - <i>Year 7 Spaces: 62 ākonga = no spaces</i> - <i>Year 8 Spaces: 59 ākonga = 1 space</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:

Updated Anti Bullying Policy with recommendations from the PB4L Team.

Moved: Deb/Le-arna

Health and Safety Committee:

- November, and December/January - Discussed

Discussion in Committee:

- Follow ups from the last meeting: Restraint follow ups and restraint 08/02/2024

In Committee 5.50pm

Out of Committee 5.59pm

- New Stand Downs (End of Term 4, 2023): 2
- New Restraint Report: N/a
- New Suspensions Report: N/a
- New Search and Surrender Report: N/a

Total Stand Downs Report for 2024: 0

Previous Years: 2023 = 26 (14 = vaping);
2022 = 17 (10 = vaping).

Total Suspension 2024: 0

Previous Years: 2023 = 0; 2022 = 2

Newly Directed Ākonga in 2024: 0

Previous Years: 2023 = 0; 2022 = 1

Total Restraint 2024: 1

Previous Years: 2023 = 5; 2022 = 2

Total Search and Surrender 2024: 0

Previous Years: 2023 = 5; 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.

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

Priority 3: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs.

Attendance Report for 2023: 30 January to 23 October 2023.	2023	Target
Percentage of ākonga attending school regularly	49%	70%

(attending more than 90%, an average of 9 days a fortnight)		
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%

Term 4, 2023 Attendance Trends:

- In Term 4 of 2023 attendance was highest in the week of December 4, with students attending 92.1% of half-days. Attendance was lowest in the week of October 16, with students attending 86.7% of half-days. Average attendance in Term 4 of 2023 (89.4%) was lower than in the same term of 2022 (90.6%).
- The percentage of students attending regularly was highest in Term 1 of 2023 (71.9%) and lowest in Term 4 of 2023 (62.5%). Fewer students were attending regularly in Term 4 of 2023 (62.5%) than in the same term of 2022 (67.5%).
- In Term 4 of 2023, Year 1 had the highest percentage of students attending regularly, with 76.9% of students attending this often. Years 7 and 8 had the lowest percentage of students attending regularly, with 54.8% of students attending this often.
- In Term 4 of 2023, 64.2% of female students and 61.1% of male students were attending regularly.
- Students attending 0-70% of half-days had the highest proportion of unjustified absences, with 60.9% of their absences being due to unjustified reasons. Among students not attending regularly, the most common reason for absence was (M) Illness, accounting for 44.7% of their absences.
- Year 1 students had the highest proportion of justified absences, with 59.2% of their absences being for justified reasons. The most common justified reason for absence among these students was (M) Illness, accounting for 57.0% of their absences. Year 7 students had the highest proportion of unjustified absences, with 50.3% of their absences being for unjustified reasons. The most common unjustified reason for absence among these students was (T) Truant, accounting for 27.9% of their absences.
- Year 4 had the highest percentage of students arriving on time to over 98% of classes attended, with 87.2% of students being on time this often. Year 7 had the lowest percentage of students arriving on time to over 98% of classes attended, with 77.4% of students being on time this often.
- In Term 4 of 2023, 86.8% of female students and 77.0% of male students were on time to over 98% of classes attended.

Attendance Report for 2023: 29 January to 5 February 2024

Ongoing monitoring: The Office Manager and Principal are closely monitoring the situation.	0 (Families)
Referrals to Truancy Service	0 (Families)

Closed by Truancy Service - Back to School to monitor	0
Closed by Truancy - No action required by School	0
Referrals to Oranga Tamariki for Non Attendance	0
Family Group Conference	0

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

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

Government Expectations:

- Reading, Writing and Mathematics
- Attendance

Year 7-8 Achievement Bands: Updates

- The Year 7-8 Team Leader has initiated a review of the Achievement Bands with the Year 7-8 Team. They are looking to provide more challenges at school, at home and in the community. The Team has also identified areas where it was hard for ākonga to achieve bands. For example, the Arts and Cultural Band. Bands were more weighted towards Sports, which disadvantaged some ākonga. The updated plan provides broader opportunities for all Year 7-8 ākonga to express themselves through all areas of the Curriculum.
- Other changes include:
 - Displaying the different band criteria along the Senior Corridor.
 - Celebrating achievements more often through the term, with ākonga having their achievements along the corridor.
 - Initiating a new Service Achievement Criteria that involves community work/service.
 - Initiating learning at home through Science, Photography, The Arts and Mathematics Projects.
 - See the Board Folder for updated criteria for the Achievement Bands.

Board Comments: For the Math Band, if the child enters year 7 already at the top level. How do they achieve this? Is it possible to move up 2 levels?

Ask the question to the Yr 7 / 8's what are their thoughts.

Board are supportive of the changes

Schoolwide Assessment Trends:

Analysis of Variance Report for 2023:

- Writing: Achievements

- A majority (61%) of students at SPS are achieving well as developing writers in that they are achieving at a level that is 'within' or 'exceeding' national expectations for writing. This is especially the case for students from Years 1, 2, and 4.
- The Year 1 and 2 cohorts at SPS are achieving at a level that is well above national levels for their cohort, as last reported by the Ministry of Education (in 2017). The Year 1 cohort (n=41) is achieving at a level that is 11% greater than that for the national Year 1 cohort (86% cf. 75%).
- The Year 2 cohort (n=40) is achieving at a level that is 14% greater than that for the national Year 2 cohort (88% cf. 74%).

- In addition, the Year 4 cohort at SPS (n=43) is achieving at a level that is just below the national Year 4 cohort level (69% cf. 73%).
- Girls in most year levels (with the exception of Year 3 and Year 8) are doing well with an average of 77% of girls in the Year 1,2,4,5,6 and 7 cohorts achieving 'within' or 'exceeding' national expectations in writing. This is just below the national level for 'all girls' (77% cf. 79%).
- The overall level for achievement by all Māori students at SPS (63%) is slightly greater than the equivalent national figure (62%). In fact, achievement by Māori students in writing at SPS is 4% greater than achievement by New Zealand European (NZE) students. Nationally, there is a 15% gap between achievement by NZE students and achievement by Māori students – this is not the case at SPS.
- A related point of celebration is the fact that of the 9 girls in Year 8 who achieved in the 'above' range for writing, 7 identify as Māori.
- Almost half (9/11) of Year 7-8 priority learners made accelerated progress in writing during 2022. Although this did not take them to the achievement level they should be 'within', it is good to see significant progress being made by these students.
- It is good to note that teachers feel that they have made changes to their practice in terms of:

Running workshops; Using more diverse ways of motivating topics and tasks; Using more precise learning goals/success criteria; Giving students more opportunities to share/celebrate their writing; Modelling more regularly/more precisely; This is especially good because research tells us that effective use of these strategies is important in generating greater engagement/ progress/ achievement by students in writing.

Points of challenge in the dataset include:

→ Continuing to work on and increase the overall achievement by students in writing at SPS. To this end, we suggest 2023 targets of:

- 55% of Year 4 students (this year's Year 3 students) were achieving 'within' or 'exceeding' national expectations in writing by the end 2023. Although this would constitute an 18% increase from this year (in that just 37% reached this level, we believe that this is achievable in that many of the under-achieving students in this cohort will receive priority attention next year).
 - 73% of Year 5 students (this year's Year 4 students) were achieving 'within' or 'or' nation. expectations in writing by the end 2023 (an increase of 4%).
 - 60% of Year 6 students (this year's Year 5 students) were achieving 'within' or 'exceeding' national expectations in writing by the end 2023 (an increase of 8%).
 - 63% of Year 7 students (this year's Year 6 students) were achieving 'within' or 'exceeding' national expectations in writing by the end 2023 (an increase of 5%).
 - 60% of Year 8 students (this year's Year 7 students) were achieving 'within' or 'exceeding' national expectations in writing by the end 2023 (an increase of 8%).
- Questions to answer from the report:** Māori Writers Progress. Why have they dropped? How are our 3+ Year Māori Learners going in comparison?
It is 12% higher if the child has been with SPS for 3+ years. The longer the child is here, the better they do.
- Year 2 to Year 3 drop off. 9 children are on IEPs, 1 new IEP, 2x ORS, 1x not on IEP but possibly should be. There is a big group just below.
There is a large majority that school are wanting to accelerate their learning. Majority of these are boys in the well below band. There is an even split just below. Biggest transition going from yr 2 to yr 3. Writing goes across the curriculum more.

- **Attendance: Review...** Where to next in 2024.

Attendance Summary from 30 January to 11 December 2023 (Compared with 2022):

Attendance	2022	2023
Present	84.78%	86.83%
Justified	9.369%	7.97%
Unjustified	5.83%	5.2%

Where to next?

Engaging with whānau in a positive way has proven to be a successful approach for Stratford Primary School when regular attendance has been an issue. Our first option will always be to send a designated staff member to contact whānau and support them to raise their tamariki's attendance. If this approach does not work, we will then use the Attendance Officer through Stratford High School. Time frames will be set up as the way of measuring the impact of this approach. For example, a five week initial phase will occur with a designated staff member. If improvement in attendance is not made, a referral will be made to the local attendance services.

Education through the School Newsletter and weekly messages on the School App has been a successful strategy. This will continue in 2024, with a focus on Educating whānau around the new Ministry of Education Goals for attendance. For example,

- *70% of tamariki are attending school regularly in 2024. This means tamariki are at school for 9 out of 10 days every fortnight.*
- *All attendance is accounted for with no issues of truant/unknown attendance issues.*

Anxiety continues to be an issue for a small group of tamariki. When this is an issue, we use dual enrolment and counselling support with the aim of tamariki returning to school fulltime. This will continue in 2024.

2024 School Improvement Plans: Discussed

- *Writing*
- *Mathematics*
- *Te Reo Māori and Tikanga*
- *Priority Learners Process for 2024.*

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

A number of staff have enrolled in Te Reo Courses this year:

Level 1 = 7 teachers and one support staff member;

Level 2 = 2 teachers;

Level 3 = 1 teacher.

The school powhiri went exceptionally well. This was led by Senior Ākonga, with the support of Whaea Wharekuka and the Principal.

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:

Preschool Setup:

- Monday 22 January: Teams planned for the term.
- Tuesday 23 to Wednesday 24 January: Some staff attended the Te Reo Courses, while other staff used this time to set up their classrooms and prepare for the term.
- Thursday 24 January: All the teaching and support staff were onsite. The first session involved looking at Mathematics with an external facilitator. Further professional development opportunities will be explored in this space as part of the ongoing updates to the Mathematics Improvement Plan. The Leadership Team also spent time with Support Staff, talking about team expectations before all the staff engaged in team building exercises.

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

Legislative Areas not covered under the NELPS

ERO Review

Schoolwide Assessment Data for 2023 has been shared with our reviewer. Feedback from initial comments was:

- *Reading Data: It shows the obvious benefits of 3+ years at the school, consistency does make a difference. As you have identified, Structured Literacy is also impacting positively on learner outcomes.*
- *Writing: The change is interesting, as you have identified the increased gap between Māori and non-Māori is worth further consideration. The 3+ data is better and the data for students with no IEP is closing on 70% at or exceeding. Teachers should probably look at the 23% that have been 3+ years and still working toward to see if there is a positive trajectory or not and see what the barriers might be.*

Creative Commons Policy

- *No issues to report.*

School Year

The Board Folder for the School Year Calendar, including Board Meeting dates. *Discussed.*

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.

Completed Self Review Areas from the Board's Annual Work Plan 2024.

- *The following documents have been uploaded to the MoE:*
 - *Analysis of Variance for 2023*
 - *School Charter for 2024, including the Annual Improvement Plans, Priority Learners Targets and Board Work Plan.*
- *Priority Learners Process has been shared with the Board.*
- *RTLit Report for 2023 has been tabled.*
- *Annual Improvement Goals have been shared with the Board.*
- *Questions discussed with the Board for whānau e.g. new enrolments, tech?*
- *2024 Budget approved.*
- *October, November and December Finance Reports approved.*
- *Induction of new staff has been shared with the Board.*
- *Police Vetting for camps: This was prioritised at the end of 2023.*
- *Attendance trends for Term 4 shared in this report.*

Personnel:

Equal Employment Opportunities (EEO):

- *N/a*

Teaching staff updates: Discussed as a Board

- *Our three new teachers have been supported with an induction process. This has involved close support from their Tutor Teachers as they become used to school operations and their tamariki.*

Support staff updates:

- *After a review of funds, a further 2 ½ hours has been extended for Baileigh Allen to support ākonga in the SENCO Team. This will be reviewed each term.*

Moved: Nathan/Fiona J

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

- *N/a*

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

- *Staff wellbeing continues to be a priority of the Leadership Team.*

Kahui Ako Staffing:

- *Jason Elder has started his role as the Kahui Ako Lead Principal. He is managing his time well between the two roles, with the support of the DP and AP.*
- *Geoff Dingle continues in his role as the one of the three Across School Leads.*
- *Sonia Rova (Mathematics/Wellbeing - Care Group) and Chad Jacob (Wellbeing - PE and Health) are the two Within School Leads.*

Finance:

October Finance Minutes

November and December Finance Minutes

Motion to move the October Finance Accounts:

Moved: Le-arna/Fiona J

Motion to move the November-December Finance Accounts:

Moved: Fiona R/Nathan

Motion to move the 2024 Budget: Discussed

Moved: Deb/Le-arna

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 has been completed.
- Junior Deck Roof: This project has been completed.
- SENCO Space: Final plans have been drawn up. The MoE is looking into how they can fund this project.
- Painting Updates: The wash down and touch ups have been completed for this year. Future areas have been identified that need repainting. For example, the outside of the hall will need repainting next year. This will be on top of the regular wash down. Jason has organised a quote for the 2025 Budget.

Motion: To accept the Principal Report for December, January and February.

Moved: Nathan/Fiona R

4. Strategic Decisions:

a. Governance Matters:

- i. Identifying potential new Board Members. What skills do we need? Who are potential candidates we could Co-Opt on. *Discussed the options.*
- ii. Annual Improvement Plan. *Discussion*
- iii. Additional Item: Enrolment Questionnaire
 1. What learning experiences do you want your tamariki to have at SPS?
 2. We offer Year 7-8 Technology. What skills, experiences should we be offering Senior Tamariki?
- iv. Charter, Analysis of Variance, Board Improvement Plans and the Board Work Plan have been shared with the MoE.
- v. *Organising a time for the Board to meet the staff. Friday 23rd February 10:15am*
- vi. **Policies to Review:**
 - Anti Bullying Policy - *Approved*
 - Financial Delegation Policy (No changes)

- Credit Card Policy (No changes)
- Enrolment Policy (No changes)
- RTLit Policy → Has been signed by the RTLit (No changes).
- Restraint Policy: All teachers have completed the training. *Discussed.*

Motion to move Policies: Le-arna/Fiona J

b. Spontaneous Reviews:

- Stratford District Council: Preparations for the meeting regarding pool costs. The focus is on the cost. What are our shared points?

NOTE: We are a low community decile school. We simply do not have affluent families to pay for this.

- Year 7-8 Achievement Bands. *Discussed*
- OIA Requests: *N/a*
- Education Bulletin

- Other:** Plan a time to visit classrooms and meet the new staff.

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

Moved: Le-arna/Jack

5. Administration

- Review the minutes.** Secretary to share the key points and decisions made.
- Identify agenda items for the next meeting on Monday 25 March 2024 at 5.30pm.**
- Correspondence (see below)

6. Correspondence In:

- N/a

7. Correspondence Out:

- N/a

Minutes/Motion:

Motion: To move the correspondence

Moved: Le-arna/Jack

8. Meeting closure: 7.48pm

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

Jack: 2.0 hrs	Deb: 4.0 hrs	Nathan: 4.0 hrs
Le-Arna: 8.0 hrs	Fiona.J: 4.0 hrs	Fiona.R: 7.0 hrs

