

**Stratford Primary School Board**  
**Board Minutes**  
**Monday 20 May 2024 at 5.00pm**

**1. Administration:**

- a. Present: *Jason E, Le-arna, Fiona J, Fiona R, Deb, Nathan, Jack*
- b. Apologies: *n/a*
- c. Public Present (No speaking rights): *Jason Bolton*
- d. Declaration of interests (conflicts): *None*
- e. Matters arising from Previous Minutes: *None*
- 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. Board confirmed work plan.
- g. Added Agenda items:
- i. *School Zone follow up for the Enrolment Policy*  
*Motion: Amendment, that we will support and provide access to children with high needs. This allows the school to get funding for these children.*  
*Moved: Le-arna/Fiona.J*
  - ii. *The Board approves the application for the Annual TOI Grant. This grant will be used to support learning programmes and resources for our ākonga.*  
*Moved: Moved: Le-arna/Fiona.J*

Approved Presiding Member

.....*LUSS*.....

Date: *24/6/24*

**Minutes/Motion:**

*Motion: The Board has reviewed the previous minutes from 25 March 2024 and confirm the accuracy of the discussions which took place and confirm the authenticity of the minutes.*

*Moved: Le-arna/Jack*

**2. Presentation:**

● **Gareth King: New Team Leader in Yr 7/8**

*Why did you want to become a Team Leader?*

Looking for new challenges.

Felt I could add value to the team, particularly in curriculum development.

Wanted to build on the positive work Chad had done during his time in the role.

Enjoy teaching here, and wanted to give back to the school/community.

*What is it like teaching and leading a team?*

More work! A lot more work, didn't anticipate the frustration around getting tasks and the time it takes.

Lucky in regards to the team I have, a good mix of experience and enthusiasm.

Frustrating for several reasons - Lack of team planning time, difficult to get everyone together on a regular basis, short units that are difficult to really get into.

Have to keep my mind on big picture stuff as well as day to day teaching.

***What were some successes from Term 1?***

Fresh look at Tech Week.

Successful school camps at Te Wera despite obvious challenges.

Problems were dealt with.

Refresh of CV programme - working on trying to make this more achievable balanced with an element of challenge. This area is constantly under review - areas like Arts and Cultural / Academics still need developing.

Change of order for units, good to have puberty in Term 1.

***What areas are you still wanting to develop as a leader, for your team and the Year 7-8 ākonga?***

Foster a more solution based approach to challenges.

To deal with big issues in the grade positively - Behaviour on top (team based approach).

To align inquiry units with reading, writing, maths more consistently (rich learning through cross-curricular planning).

To provide more rich learning opportunities for the kids - Field trips, provocation activities for writing/inquiry.

Look at options to change Wellington camp. Gareth is looking at a number of different options.

Once availability, costing has been looked at he will present the options to Jason E and The Board. The next step will be to go to the community for consultation.

***What has the support been like?***

The Leadership Team has been supportive, always available to talk with and support.

Parent support has been pretty good, strong response for camp.

Support from the team is good, we are team planning and sharing resources, backing each other up.

Support from home is helping as well, much more time at home spent working.

**Board questions / comments:**

Le-arna asked: What else can The Board do to support Gareth in his role as Team Leader?

Fiona and Le-arna both mentioned that there has been positive feedback around Seesaw and increased communication.

## **Stratford Primary School Principal Report – 13 May 2024**

<b>Curriculum Presentations by staff:</b>	<i>Gareth to share his experience as a new Team Leader:</i> <ul style="list-style-type: none"><li>- <i>Why did you want to become a Team Leader?</i></li><li>- <i>What is it like teaching and leading a team?</i></li><li>- <i>What were some successes from Term 1?</i></li><li>- <i>What areas are you still wanting to develop as a leader, for your team and the Year 7-8 ākonga?</i></li><li>- <i>What has the support been like?</i></li></ul>
<b>Current roll:</b>	<i>Provisional Staffing for 2024: 412</i>  <i>School Roll= 423</i>

	<i>Year 1-2= 107; Year 3-4= 97; Year 5-6=102; Year 7-8= 117. Staffing Roll = 412 → Now 423: We have just received an additional 0.1 FTTE.</i>
<b>Admissions:</b>	<ul style="list-style-type: none"> <li>● <i>As at 13 May 2024 = 66</i></li> </ul>
<b>Withdrawals:</b>	<i>As at 13 May 2024 =11</i> <ul style="list-style-type: none"> <li>● <i>Moved overseas = 1</i></li> <li>● <i>Moved to New Plymouth = 7</i></li> <li>● <i>Moved out of the area = 2</i></li> <li>● <i>School to be confirmed = 1</i></li> </ul>
<b>End of year projection:</b>	<i>1st March: 407</i> <i>1st July Projection: 430 (+8 New Entrants)</i> <i>Predicted Numbers to 31 October 2024 = 434 (+4 New Entrants)</i> <i>Number of Year 1 so far this year = 32</i> <i>Predicted number of Year 8 Leavers at the end of 2024= 56</i>
<b>Enrolment Process:</b>	<i>The following Out of Zone Enrolments spaces were made available for Term 3. This has been updated on the website and will be advertised in the local paper:</i> <ul style="list-style-type: none"> <li>- <i>Year 1 Spaces = 8</i></li> <li>- <i>Year 2 Spaces = 3</i></li> <li>- <i>Year 3 Spaces = 3</i></li> <li>- <i>Year 4 Spaces = 7</i></li> <li>- <i>Year 5 Spaces = 10</i></li> <li>- <i>Year 6 Spaces = 2</i></li> <li>- <i>Year Spaces 7= No spaces</i></li> <li>- <i>Year 8= No spaces</i></li> </ul>

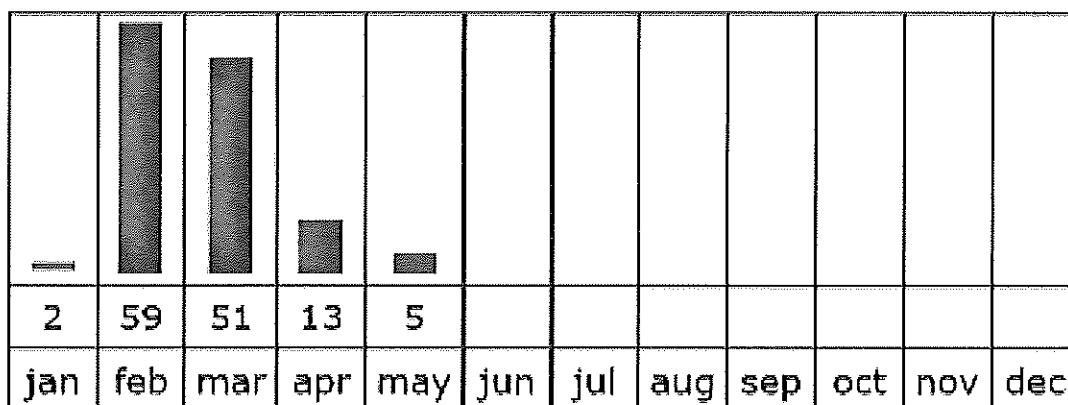
## National Education and Learning Priorities (NELPS):

**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: 29 January to 10 May 2024**

<b>Major Behaviours Period</b>	31/1/2024 - 10/05/2024
<b>What are majors:</b> <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>	



Number of children who have had 6 or more major incidents:					7 students
Boys: 118	Girls: 12	NZE: 77	Māori: 49	Other: 4	
Number of children who have had 2-5 or more major incidents:					18 (4.3%)
Major Trends					Number
Highest Number of Incidents by Ethnic:					NZE = 77
Most Incidents by Gender:					Boys = 118
Most Incidents by Year Level:					Year 4 (31)
Number of Incidents by Location:					Classroom = 31
Number of Incidents By Problem Behaviour:					One punch = 37
Possible Motivation:					Peer Attention = 62
Number of Social Media Incidents:					0
Break down by syndicate					
Year Level	Number	When	Behaviour	Area	6 or more entries
Year 1/2	25	Before School (6)	One Punch (8)	Classroom (9)	1 (MOE Support)
Year 3/4	41	Morning Tea - Outside	One Punch (14)	Classroom (10)	2
Year 5/6	27	Third Block (7)	One Punch (10)	Front of school (8)	1
Year 7/8	37	Third Block (13)	Defiance (6)	Classroom (12)	3

## Tracking Bullying - Victims

- No students have been the victim more than three times this year. This will be constantly tracked to identify any targeted behaviour towards students.

### Notes

The Triangle data report is a whole school indication of the three different tiers e.g.

Green - One or less major behaviour this year

Yellow - 2-5 major behaviours this year

Red - 6 or more major behaviours this year

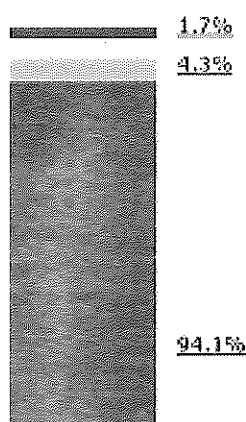
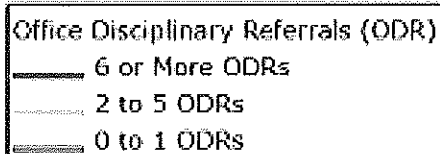
The average distribution to compare it to is:

Green - 80%

Yellow - 15%

Red - 5%

### Triangle Data Report



*Moved: Nathan/Fiona R*

### Health and Safety Committee:

- *March and April Health and Safety Report: Discussed*

### Discussion in Committee:

- *Follow ups from the last meeting:*
- *New Stand Downs: Number of incidents = 2; (Athletics); (In class reaction)*
- *Number of actual stand downs = 10*  
*3x Punching; 1x Not following teacher directions; 5x Alcohol; 1x Biting.*
- *New Restraint Report: N/a. Current total this year = 4*
- *New Suspensions Report: N/a. Current total for this year = 1*
- *New Search and Surrender Report: 1*

*In Committee 5.40pm*

*Out of Committee 5.43pm*

<i>Total Stand Downs Report in 2024: 10</i>	<i>Previous Years: 2023 = 26 (14 = vaping); 2022 = 17 (10 = vaping).</i>
<i>Total Suspension 2024: 1</i>	<i>Previous Years: 2023 = 0; 2022 = 2</i>
<i>Newly Directed Ākonga in 2024: 0</i>	<i>Previous Years: 2023 = 0; 2022 = 1</i>

<b>Total Restraint 2024: 4</b>	<b>Previous Years: 2023 = 5; 2022 = 2</b>
<b>Total Search and Surrender 2024: 1</b>	<b>Previous Years: 2023 = 5; 2022 = 4</b>

**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.

**Whānau Phone Calls Home:** Teachers contacted most whānau at the end of Term 1, to complete the goal setting process from the start of the year. Next steps:

- We encourage whānau to contact teachers as soon as possible if they have a worry. This is advertised in the newsletter.
- PMI from Team Leaders: *Discussed*
- Question moving forward: Reduce the admin process on the first day so it is focused on building a learning relationship with whānau e.g. hearing what they want for their tamariki. The first day is set up for a meet and greet. Through the term: Follow ups can be face to face, by phone etc so teachers have reconnected with parents.
- Thoughts from the Board e.g. Whānau Engagement Policy. Update the Policy to reflect any changes.

**Board Consultation with Whānau:**

- What learning experiences do you think your tamariki should experience at school?
- What skills, programmes should we offer our Year 7-8 ākonga in the Technology and Arts Programme?

**Questionnaire Feedback:** 19 whānau have been interviewed with the Board's questions, which will help with their ongoing consultation process. See the folder for the feedback. Themes for the two questions show:

<b>Learning Experiences:</b>	<b>Year 7-8 Technology and Arts:</b>
Hygiene at home Basic Skills (Life skills) = 3 Camps/river safety = 3 Practical activities for Boys (like what scouts do) = 4 Friendships (social skills/self confidence) = 7 Enviro Reading, Writing, Math = 5 Fun activities Critical Thinking Sports/sportsmanship = 4 Family Values (Respect/Collaboration) = 2 Music = 2 Budgeting Lots of opportunities to cater for all types of learners Current programmes Manual/Tech = 2 Art/drama To be a good person	Community experiences Budgeting = 5 Cooking = 13 Basic Life Skills = 3 Gardening (Enviro/animals) = 6 Woodwork = 6 Sewing = 4 Robotics/Computer skills/Laser Cutter = 6 Music/Art/drama = 4 Engineer (fixing things) = 3 Hut Building/survival skills

**Tech Programme:** The Term One Technology Programme was a hit. Classes will rotate around the 8 different options over the year. See the Board folder for images of students' final products. This programme will continue to be reviewed and enhanced based on ākonga voice.

**Enviro Leadership:** Our Enviro Leaders have been doing a wonderful job promoting sustainability themes. This was illustrated in a recent newsletter, where they ran a tour around the school for members of the community. Leaders have also presented to the Regional Council and toured the Green School. Note: The Cultural Section of the Year 7-8 Leadership Bands is being updated to reflect this work. For example, culture has a broader definition at SPS.

**ANZAC Day:** Teams explored ANZAC Day themes towards the end of Term 1 as part of our History programme. This culminated in ākonga leading the special ANZAC Assembly.

**Cultural Space:** Teachers have been working on a Kupu o te wiki. This was recently updated by our Senior Cultural Leaders who created a youtube video.

**Winter Sports Programme:** The winter sports programme is in full swing. We are lucky to have a super Sports Coordinator who goes the extra mile to promote sport in our community.

**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.

**The IEP process for Term 2 has started.** This programme supports our Tier 3 ākonga (ORS), and Tier 2 ākonga (Learning needs, In Class Support etc). IEPs or Individual Education Plans replace a normal Learning Journey Report and are focused on building learning relationships with whānau.

Attendance Report for 2023: 29 January to 10 May 2024.	Current	MoE Target	Board Target
Percentage of ākonga attending school regularly (attending more than 90%, an average of 9 days a fortnight)	63%	70%	75%
Irregular attendance = 81% up to 89%.	25%	N/a	
	=	88% (Was 85%)	
Percentage of ākonga who are moderately absent (attending more than 70% up to 80%, missing two to three days a fortnight)	= 7% (Was 8%)	8%	
Percentage of ākonga who are chronically absent (attending 70% or less, missing three or more days a fortnight)	= 6% (Was 8%)	3%	

**What are we doing to raise attendance levels at SPS?**

- The Board has set higher targets than the MoE.
- The Principal continues to educate and promote the importance of attendance through the school newsletter and at assemblies.
- To support whānau where attendance is an issue, the Learning Support Coordinator connects with the Office Manager to follow up weekly attendance issues.
- If attendance continues to be an issue, a referral is sent through to Stratford High School's Truancy Service.

**Attendance Monitoring:** 29 January to 10 May 2024

Ongoing monitoring: The Office Manager and Principal are closely monitoring the situation.	10 (Families)
Referrals to Truancy Service	1 (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.

**Priority Learners: Writers (DP presented)**

**At the End of Term 1**

Yr 2: 3x made progress, 7x remained the same, 1x behind.

Yr 3: 1x behind, 1x made progress, 4x remained the same.

Yr 4: 11x behind, 3x dropped.

Yr 5: 1x dropped, 4x behind, 1x made progress but still behind, 1x progress.

Yr 6: 3x made progress, 4x remained the same, 3x dropped.

Yr 7: 8x remained the same, 3x made progress, 1x made accelerated progress, 1x dropped.

Yr 8: 6x remained, 3x dropped, 2x made progress but still behind.

*All children are assessed and any significant changes are investigated.*

**Priority Learners: Basic Facts (Principal presented)**

- **Priority Learners Updates for Term 1**

Term 1 BOT Summary				
Priority Learners Reports: Term 4 2023 to Term 1 2024				
Area: Basic Facts			Date: 26 April	
Priority Learners	Progress Declined	Same stage	Increased a stage	At Standard
Overall (77)	2	63	12	6
Girls (37)	1	30	6	4
Boys (40)	1	33	6	2
Māori (18)	0	13	5	2
NZE (51)	2	42	7	4

**Note:**

Basic facts are done in two year blocks (Stages) e.g. one stage = two years.  
Stage 4 Year 2/3; Stage 5 Year 4/5; Stage 6 Year 6/7; Stage 7 Year 8/9.

**Next steps:**

- Ensure teachers are aware of the students in decline. What could be the reason for this? What can be put in place to support these students - Amber continues to be available to each classroom teacher for specific support at teacher discretion.
- Graph added for visual in Term 2, 3, 4.

**Messaging: Team Leaders →**

- What is working for the tamariki who have made accelerated progress?
- What change in teacher practice has been successful?
- What is not working for the tamariki who have not made accelerated progress?
- What needs to change in teacher practice?

Term 1 → minimal progress, we are trying to avoid big drops this term e.g from 2023 to 2024.  
Term 2-3 → these are the moving terms.

- *Future PLD Application. Shared with the Board.*

**Schoolwide Assessment Trends:*****PAT Mathematics Trends: (Principal to Present)***

- *Updated trends from the last meeting.*
  - *Boys? → what does the 3+ progress look like?*
  - *Māori? → what does the 3+ progress look like?*

*Jason presented the trends from the end of 2023 PAT Results:*

- *Current 3+ Cohort = 62%: We are not seeing the progress over time like we are for writing.*
- *Current 3+ Boys v Girls Cohort: Boys 66% compared with Girls 58.3%.*
- *Current 3+ Māori v NZE Cohort: Māori 67% are achieving the best out of all the groups. NZE are at 59.1%.*

*Next steps: The Leadership Team are supporting the retesting of PAT Mathematics this term. Part of the process is about setting tamariki up for success before they do the test and educating teaching around how test results can help shape next teaching steps.*

**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

***Professional Development:***

- *The Principal attended the Māori Achievement Collaborative Conference with other Principals and leaders from across the Kāhui Ako. Short presentation on the night. All Principals in the area attended Waitangi.*
- *MAC Hui: Early this term, Scott Walden supported teams of teachers with their Te Reo Māori Goals. This included:*
  - *Working with the Roopu Whakahaere who are supporting teams with Te Reo Māori.*
  - *Supporting Team Leaders to plan units of work that incorporate Te Reo and Tikanga Māori.*

- *Helping the Principal and the Cultural Leaders to make a series of videos that promote Kupu o te wiki.*

- *Finn, John, Deb, Kim, Lauren, Greer and Phai are all finishing off their Level One Te Reo Māori Course. Portia is completing Level Two, and Karen is completing Level Three.*

**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:**

- ***Writers Toolbox:** Teachers from the Year 5-8 syndicates attended training in Palmerston North around a programme called Writers Toolbox. This programme is expensive to buy e.g. \$30k+ a year. However, teachers have utilised ideas into our current writing programmes, which was shared at a recent staff meeting.*
- ***Staff Curriculum Teams:** On the first Monday of the term, staff broke into four different groups to support the development of our school culture and curriculum. This included the Roopu Whakahaere who are promoting Te Reo Māori; Team Leaders reviewing PB4L trends with the AP; First year teachers being supported with Writing by the DP; Enviro Team reviewing teaching and learning ideas to engage ākonga in sustainable practices.*
- ***Writing Practice:** Teams recently shared what they are doing to promote and enhance the teaching of writing in their teams. Lots of ideas included instructional teaching techniques. For example, writing motivation ideas, explicit teaching of sentences, fast feedback, organisation ideas, sentence starters.*
- ***e-asTTle:** This week, we have our three beginning teachers attending e-asTTle training around assessing writing.*
- ***Leading Learners:** This week, the DP, AP and ASL will be attending a Leadership Programme. This is run by Evaluation Associates and is focused on leading learning.*
- ***Attestation and Appraisal:** Teachers have received feedback on their Professional Growth document at the end of Term 1. This included commendations and recommendations, a focus in their Te Reo Māori Goal and Wellbeing, as well as comments on their reflections (Video reflections on their teaching of writing, progress of priority writers, and reflections on the SPS Standards of Teaching (Which are aligned to the Teachers Council Standards)).*

**Kahui Ako Professional Development:**

- *The Kāhui Ako organised the e-asTTle workshop (as noted above), as well as a Super Staff Meeting with teams of teachers reviewed writing samples. For example, in Year 0-3, Year 4-6 and Year 7-10.*

**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**

<b>ERO Review</b>
<p><i>Frank Hay met with the Leadership Team in Week 2:</i></p> <ul style="list-style-type: none"> <li>• <i>Frank has been gathering Writing information from the DP, and other schoolwide data from the Principal. This will form part of the final report.</i></li> <li>• <i>In Term 2, 2025, Frank and another member will visit the school for approximately two days.</i></li> <li>• <i>This will involve meeting with the Presiding Member and any other relevant Board members; speaking with Team Leaders, observing classroom practice, and gathering ākonga and whānau voice. The Principal will also complete a Compliant Report, which the Board signs off.</i></li> <li>• <i>The meeting was positive, and the Leadership Team feels we are on track with the progress of writing. The team flagged Mathematics as the focus of our next review.</i></li> <li>• <i>See an example of a recent ERO report for a school similar in size to SPS.</i></li> </ul>
<b>Creative Commons Policy</b>
<ul style="list-style-type: none"> <li>• <i>No issues to report.</i></li> </ul>
<b>School Year</b>
<p><i>See the Board Folder for the School Year Calendar; including Board Meeting dates.</i></p>
<b><u>Self Review: Board work plan review areas.</u></b>
<p><b><i>Completed Self Review Areas from the Board's Annual Work Plan 2024.</i></b></p> <ul style="list-style-type: none"> <li>• <i>Follow up from last time → Finance: January and February Accounts; Asset Register reviewed. See the latest Finance Minutes.</i></li> <li>• <i>Student Discipline and Stand Down/Suspension Policies.</i></li> <li>• <i>Priority Learners Progress for Term 1.</i></li> <li>• <i>Team Leader Sharing.</i></li> <li>• <i>Mathematics PLD Update.</i></li> <li>• <i>Annual Plan Goals.</i></li> <li>• <i>Tech Images from Term 1.</i></li> <li>• <i>Appraisal and Attestation Process.</i></li> <li>• <i>Annual Accounts approved for 2023.</i></li> <li>• <i>March - April Property Report.</i></li> <li>• <i>PB4L Report + Social Media Issues.</i></li> <li>• <i>Attendance February to May.</i></li> </ul>
<b><u>Personnel:</u></b>
<p><b><i>Equal Employment Opportunities (EEO):</i></b></p> <ul style="list-style-type: none"> <li>• <i>Refer to the Annual Report Statement in the Board Folder.</i></li> </ul>
<p><b><i>Cultural Leaders: In the collective:</i></b></p> <ul style="list-style-type: none"> <li>• <i><u>3.37.1</u> From 28 January 2024, the parties agreed to introduce a Cultural Leadership allowance. The purpose of this allowance is to build the cultural capability and expertise required of all teachers, for example a holder of the allowance may coach their peers in developing inclusive classroom environments and learning programmes that enhance Māori or Pacific students' learning, participation and wellbeing. These allowances will also help retain and further cultivate Māori and/or Pacific specialist expertise, knowledge and cultural leadership that already exists in schools and kura.</i></li> <li>• <i><u>3.37.2</u> Each allowance will be \$5,000 per annum and is paid at the substantive rate to both part time and full-time teachers. However, with the agreement of the employer, the allowance and responsibilities may be equally shared between two teachers.</i></li> </ul>

- **3.37.3** Criteria for accessing the allowance and other administrative requirements will be developed by the parties prior to Term 1, 2024. These criteria will be reviewed when the collective agreement expires.

After consultation with key staff, it was agreed that Sheenagh and Karen were the best two people for this role, which is funded by the MoE.

**Motion:** To move Sheenagh Fairclugh and Karen McDonald share this role in 2024.

**Moved:** Le-arna/Fiona J

**Teaching staff updates: Discussed as a Board**

- The Leadership Team is beginning to plan for the increased CRT Teachers will receive. See below for a detailed snapshot for the changes.

Questions: How can we ensure ongoing structure and continuity to classroom programmes, while meeting the new requirements for teacher release. Ideas include:

- Updating the CRT Procedure in consultation with teachers
- Releasing teachers in blocks rather than days
- Employing full time teachers so they are always onsite for the week and part of the SPS Team. There would be clear guidelines around their role and responsibilities.

**Fulltime Teachers - Who work 0.8 - 1 FTTE (4 days plus per week)**

<i>Prior to 2024</i>	<i>Term 1, 2024</i>	<i>Term 3, 2024</i>	<i>Term 1, 2025</i>
10 hours (2 days)	15 hours (3 days)	20 hours (4 days)	25 hours (5 days)

**3.28.2** Every part-time teacher employed for at least 0.8 FTTE per week who is either permanently employed or a long term reliever employed for at least a term, shall receive a prorated amount of classroom release time as that described in 3.28.1.

**3.28.3** Every employer shall, in consultation with teachers, develop and maintain a policy for the allocation of classroom release time.

**Permanent Unit Holders:**

<i>Prior to 2024</i>	<i>Term 1, 2024</i>	<i>Term 3, 2024</i>	<i>Term 1, 2025</i>
			10 hours (2 days)

**3.28.5 Permanent Unit Holders**

1. From Term 1, 2025 every teacher who holds one or more permanent units shall receive ten hours classroom release per term. This is in addition to the classroom release time entitlements set out in 3.28.1 and 3.28.2.

Number of staff with permanent units:

- Leadership Team = 2
- Team Leaders = 2
- Teachers = 1 (Note: 1 teacher has their permanent unit protected as they are in another role; in 2026 this teacher would be entitled to release as well).

<p><b>Support staff updates:</b></p> <ul style="list-style-type: none"> <li>• <i>N/a</i></li> </ul>
<p><b>Staff Leave:</b> 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):</p> <ul style="list-style-type: none"> <li>• <i>N/a</i></li> </ul>
<p><b>Staff Wellbeing:</b> <i>Number of staff who have had 5+ days away with sickness this month.</i></p> <ul style="list-style-type: none"> <li>• <i>Sickness affected the team towards the end of Term 1, where three teachers were sick for 5+ days.</i></li> </ul>
<p><b>Kahui Ako Staffing:</b></p> <ul style="list-style-type: none"> <li>• <i>No updates.</i></li> <li>• <i>Geoff (Across School Lead), Sonia (Within School Lead), Chad (Within School Lead) and Jason.E (Principal Lead) are all part of the Kahui Ako team.</i></li> </ul>
<p><b><u>Finance:</u></b></p>
<p><i>January, February and March Finance Minutes.</i>  <i>Follow up with Teacher Aid/Teaching release spending - is this correct? Yes, Janine and Jason will do a review of the teacher aide and Bank Staffing costs compared to the current budget and income received.</i>  <i>Question: Do we have any additional funds from the MoE to support the SENCO based on the hours allocated? Jason to investigate.</i></p> <p><i>Motion to move the January Finance Minutes:</i>  <i>Moved: Le-arna/Deb</i></p> <p><i>Motion to move the February Finance Minutes</i>  <i>Moved: Le-arna/Jack</i></p> <p><i>The March and April Finance Meeting Minutes.</i>  <i>Motion to move the March and April Minutes.</i>  <i>Moved: Le-arna/Fiona R</i></p> <p><i>Motion to move the 2023 Annual Accounts.</i>  <i>Moved: Le-arna/Nathan</i></p>
<p><b><u>Property:</u></b></p>
<p><b>5YA Projects:</b></p> <ul style="list-style-type: none"> <li>• <u><i>Year 3-4 Block:</i></u> <i>The school has been informed that the Year 3-4 Block will be rebuilt. No further discussion has been shared about when this will occur and where the location will be.</i></li> <li>• <u><i>SENCO Space:</i></u> <i>The project is currently being quoted for. The MoE is controlling all the funds for this space. There is a fee of over \$10k for the designs, which has been delayed by the MoE. Moving forward, we may need to adjust the zone to support ORS tamariki enrolling from out of the current zone. This will ensure any future work is funded by the MoE. The Principal will follow this up with our MoE advisor.</i></li> <li>• <u><i>Storage Shed Under the Junior Block:</i></u> <i>The ceiling is crumbling away. The Principal and MoE Property Advisor have checked the asbestos report. It appears that the ceiling is plasterboard. Our local builder will double check this space. The area will then be replaced.</i></li> <li>• <u><i>Heating:</i></u> <i>Heat Pumps are being installed into the back block, replacing the gas heaters. These heat pumps will then be moved into the new building. The MoE will fund this cost from the new build. The Hall Heater is being replaced under emergency funding from the MoE. In the meantime, small</i></li> </ul>

heaters have been installed in Room 19, which had no working heater. Some of the old bar gas heaters are being serviced as they are not working as efficiently as they should be.

**Motion:** To accept the Principal Report for April and May.

**Moved:** Fiona R/Jack

**3. Strategic Decisions:**

**a. Governance Matters:**

- i. Annual Improvement Plan → **Refer to Principal's Report.**
- ii. Annual Accounts for 2023: **Refer to Principal Report and Finance Minutes.**  
Review the updated section for the Auditors.
- iii. **School Donation Scheme for 2025:** Do we continue being in this programme? Next step: Consult with the community before 1 July 2024 Roll Return.

The Board are in agreement that the school continues with the School Donation Scheme for 2025. Whānau will be consulted about this in the next school newsletter.

***Motion to continue with the School Donation Scheme for 2025.***

***Moved:*** Le-arna/Fiona J

- iv. **Board Self Review:** Frank Hay (ERO), suggested the Board use the updated Self Review Tools to review how the Board is progressing with Stewardship and Governance. See the Board folder for the tool. Discussion around the recent review meeting with Frank Hay with the Leadership Team.

**v. Policies to Review:**

- Stand Down, Suspension and Exclusion Policy.
- Student Discipline: Suspension Meeting Policy.
- To review and update in line with the Education and Training Act 2020 and Treaty of Waitangi Act.
- Policy Committee to report back at the next meeting.

**b. Spontaneous Reviews: N/a**

**c. OIA Requests: N/a**

**d. Education Bulletin**

**e. Other:**

- i. Stolen Laptop, Trespass Order. *We are still waiting for the Police to come back to us on the outcome of the theft. The laptop has been replaced. We will lock classroom doors on sports day.*

***Motion:*** To move the Phones away for the Day and Health, Safety and Welfare Policies.

***Moved:*** Le-arna/Fiona J

**4. Administration**

**a. Review the minutes.** Secretary to share the key points and decisions made.

- i. ***January, February and March Finance Minutes.***

*Follow up with Teacher Aid/Teaching release spending - is this correct?*

**b. Identify agenda items for the next meeting on Monday 24 June 2024 at 5.30pm.**

- i. *Stand Down and Suspension Policy and Student Discipline: Suspension Meeting Policy*
- ii. *Stewardship and Governance rubric.*

**c. Correspondence (see below)**

**5. Correspondence In:**

**a. MoE: Block F → review**

**b. Karyn (Education Services): Annual Accounts**

- c. MoE: Hall Heating
  - d. MoE: Classroom Heaters
  - e. MoE: Zone
- 6. Correspondence Out:**
- a. MoE - School Zone Review

**Minutes/Motion:**

*Motion: To move the correspondence*

*Moved: Le-arna/Jack*

**7. Meeting closure:6.59pm**

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

Jack: 2.05 hrs	Deb: 4.0 hrs	Nathan: 4.0 hrs
Le-Arna: 9.0 hrs	Fiona.J: 5.0 hrs	Fiona.R: 6.0 hrs

