

Stratford Primary School Board
Board Minutes
Monday 21 October 2024 at 5.00pm

1. Administration:

a. Present: Jason E, Le-arna, Fiona J, Fiona R, Deb, Nathan

b. Apologies: Jack

c. Public Present (No speaking rights): n/a

d. Declaration of interests (conflicts): None

e. Matters arising from Previous Minutes:

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.
- iii. New Board Members → next steps. Are we going to co-opt new members for 2025?
Discussed. Look to co-opt on a member in 2025.
- iv. Principal Report: Staffing Updates, TOI Foundation, Annual Report. Police Report → Attempted break in to the staffroom on Saturday night.

Approved by Principal

.....*UKISS*.....

Date*13/11/2024*.....

Minutes/Motion:

Motion: *The Board has reviewed the previous minutes from 2 September 2024 and confirm the accuracy of the discussions which took place and confirm the authenticity of the minutes.*

Moved: *Le-arna/Fiona R*

2. Presentation

a. First Year Teachers: Tullia, Aimee and Ruth

First impressions:

- Love everything. Very well supported by Snr Management and by mentor. Had the chance to work through the process of learning. Snr Management were very supportive of this process. Had some challenging behaviours that worked through with support from Deb. Strong Management team here. Good transition times. Good supportive teaching team.
- Felt really supported. Good mentor. Very good class. Battled with resources. Needed time to plan, and most of that time was spent on resources. Great staff. Love it.
- Thrown in the deep end. Did not know anything about SPS. Very overwhelmed at the start, but felt very supported by her Team. Having a mentor that was a teacher would have helped, as then they understand what is going on in classes.
- Van is really good. Such a lifesaver.
- Would like some Behaviour Management training. None of that occurs at Uni. Therefore Behaviour PD would be great.

What could SPS do better:

- Would like more Gloss kits and Pro kits. Times Table flash cards to use during free time.
- Would love more support through teacher aids being in classes. SENCO support. 2-3 SENCO support teachers down this past term. Therefore the children miss out. There was no set timetable. So it was starting to have an effect on the child too.
- Like a list of things that they should have, rather than asking what they need.
- Would like a good Maths App. High learners were missed out, as they were past the

level of what they currently have in class.

- All teachers used quite a lot of their own money to set up their classrooms.

b. SENCO: Melissa Stone

Melissa - Mon - Wed and every 2nd Friday.

Karla - works Thursday. Arahunga Specialist ORS. High School Teacher. Does the transition from Primary and Secondary school for the children.

Diane - Tuesday/Thursday Mornings. Runs 2 students programmes based on their assessments.

- TA's introduced. 7 staff. 11 students. Generally in NZ, there is 1% of the school role on ORS. SPS is around 3%.
- Two levels: 'very high needs' and 'high needs'. 3 students 'very high needs' and 8 students 'high needs'.

Routine:

- 9 - 11 am in class.
- 11.45 - 1 in Room 12. But not yr 7 and 8 students.
- Using Core Boards. Has to be modelled by TA. Building TA's confidence using these. Team has done some PD around this.
- Sports exchange with Inglewood Primary. Played Boccia.
- End of 2023 Prizegiving: Most students aren't able to achieve these awards. Therefore Two new trophies: Aim High Learner and SPS Phoenix Cup for resilience.

Big Focus for 2025:

- Ensure ORS and TA's and Teachers are supported. Allows ORS students to be more settled.
- Discussions around IEP's - change this process. Writing IEPs based on the kids' needs.

Biggest Hurdles: Up to 2 year waiting time.

- Referrals.
- No speech and language therapists in Taranaki.
- Having to refer to OT's is very difficult.
- Talklink
- Hardest part is having the data available to get referrals going and processed.
- Absent TA's - sicknesses of staff. Every day having to change timetables.
- Risks? Is there a ratio of TA's to ORS students?
- Budget - Furniture required. Get Melissa to look into what furniture she could get to replace current.
- What PD is there available for TA's?

3. Strategic Decisions:

a. Governance Matters:

i. Follow ups from the last meeting:

- *N/a*

ii. New Policies to review:

- 500 Digital Citizenship Policy. *Discussed*

b. Spontaneous Reviews: *N/a*

c. OIA Requests: *N/a*

d. Education Bulletin

e. Other: N/a

Motion: To move Digital Citizenship Policy

Moved: Nathan/Deb

Stratford Primary School Principal Report – 11 October 2024

Curriculum Presentations by staff:	<i>First Year Teachers: Ruth Boardman, Tullia Cutler and Aimee Woodhead</i> <i>SENCO role: Melissa Stone</i>
Current roll:	<i>Provisional Staffing for 2024: 412</i> <i>School Roll= 437</i> <i>Year 1-2= 119; Year 3-4= 101; Year 5-6=101; Year 7-8= 116.</i> <i>Monday 22 July = 435</i> <i>Year 1-2= 114; Year 3-4= 99; Year 5-6=105; Year 7-8= 117.</i> <i>Staffing increase will be 0.4 FTTE.</i>
Admissions:	<i>As at 26 August 2024 = 97</i>
Withdrawals:	<i>As at 26 August 2024 = 27</i> <ul style="list-style-type: none">• <i>Moved overseas = 2</i>• <i>Moved to a local school = 3</i>• <i>Moved to new town/area = 15</i>• <i>Moved to New Plymouth = 7</i>• <i>School to be confirmed = 0</i>
End of year projection:	<i>1st March: 407</i> <i>1st July Projection: 426</i> <i>Predicted Numbers to 31 October 2024 = 447 (approximate)</i> <i>Number of Year 1 so far this year = 51</i> <i>Predicted number of Year 8 Leavers at the end of 2024 = 54</i>
Enrolment Process:	<u><i>Term 4 Enrolment Spaces:</i></u> <i>No enrolments were received for the first enrolment window for Term 1, 2025.</i> <i>The next window will be during January, just before school starts. Places will be confirmed later this term.</i> <u><i>Term 1, 2025:</i></u> <ul style="list-style-type: none">- <i>Year 1 Spaces = 10</i>- <i>Year 2 Spaces = 10</i>- <i>Year 3 Spaces = 6</i>- <i>Year 4 Spaces = 6</i>- <i>Year 5 Spaces = 4</i>- <i>Year 6 Spaces = 8</i>- <i>Year 7 = No spaces</i>

- Year 8= No spaces
- Special Programme: Year 1= 2 spaces; Year 2 = 2 spaces.

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 14 October 2024

Major Behaviours Period							31/1/2024 - 14/10/2024																																								
What are majors: Out of bounds, Swearing at staff, Theft/Vandalism, Off Task Behaviour, Swearing, Harassment, Defiance/Disrespect, One punch, pushing, shoving, kicking), Put Downs, Inappropriate Language, Intimidation, Refusing to follow instructions, Disruptive to Others Learning, Inappropriate use of ICT, Other, Climbing trees, Fighting.																																															
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2	58	51	13	40	20	27	54	41																																							
jan	feb	mar	apr	may	jun	jul	aug	sep	oct	nov	dec																																				
Number of children who have had 6 or more major incidents:									14 students																																						
Boys: 269		Girls: 37		NZE: 173		Māori: 124		Other: 9																																							
Number of children who have had 2-5 or more major incidents:									40 (9.2%)																																						
Major Trends									Number																																						
Highest Number of Incidents by Ethnic:									NZE = 173																																						
Most Incidents by Gender:									Boys = 269																																						
Most Incidents by Year Level:									Year 7 (89)																																						
Number of Incidents by Location:									Classroom = 96																																						
Number of Incidents By Problem Behaviour:									Intentional Physical Contact = 89																																						
Possible Motivation:									Peer Attention =																																						

					139
Number of Social Media Incidents:					2
Break down by syndicate					
Year Level	Number	When	Behaviour	Area	6 or more entries
Year 1/2	35	Before School (7)	Intentional Physical Contact (13)	Classroom (14)	2 <i>Ministry Support Plan and Positive Behaviour plan (PBP)</i>
Year 3/4	74	Lunchtime - Outside (16)	Intentional Physical Contact (27)	Classroom (23)	5 <i>PBP in place</i>
Year 5/6	57	Third Block (16)	Intentional Physical Contact (27)	Front of school (12)	2 <i>No recent entries for either students. Plans seem to be working</i>
Year 7/8	135	Third Block (40)	Defiance (21)	Classroom (50)	5 <i>Three students on PBPs. The other 2 are being initiated.</i>
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.					
<u>Notes</u>					
Moved: Nathan/Fiona J					
Health and Safety Committee:					
- August and September Health and Safety Report: Discussed.					
Discussion in Committee:					
- Follow ups from the last meeting: n/a					
- New Stand Downs: 1x punching, 1x disrespect/disruption in class					
- Number of actual stand downs = 19 1x Swearing/hitting; 4x Fighting; 6x Punching; 1x Not following teacher directions; 5x Alcohol; 1x Biting, 1x disrespect/disruption.					

- **New Restraint Report:** 1 - 13/09/2024.
Current total this year: 6. Note: Restraint from 30/4/24 was reclassified as a Health and Safety issue rather than restraint
- **New Suspensions Report:** N/a. Current total for this year = 1
- **New Search and Surrender Report:** N/a: Current total for this year = 1 (Potential Vape).

In Committee 5.52pm

Out of Committee 5.53pm

Total Stand Downs Report in 2024: 19	Previous Years: 2023 = 26 (14 = vaping); 2022 = 17 (10 = vaping).
Total Suspension 2024: 1	Previous Years: 2023 = 0; 2022 = 2
Newly Directed Ākonga in 2024: 0	Previous Years: 2023 = 0; 2022 = 1
Total Restraint 2024: 6	Previous Years: 2023 = 5; 2022 = 2
Total Search and Surrender 2024: 1	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.

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: 28 (2 new parents) whānau have been interviewed with the Board's questions, which will help with their ongoing consultation process. Themes for the two questions show:

Learning Experiences:	Year 7-8 Technology and Arts:
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) = 11 Enviro Reading, Writing, Math = 7 Fun activities Critical Thinking Sports/sportsmanship = 5 Family Values (Respect/Collaboration) = 2 Music = 2 Budgeting Lots of opportunities to cater for all types of learners Current programmes Manual/Tech = 2	Community experiences Budgeting = 5 Cooking = 15 Basic Life Skills (Including home routines) = 4 Gardening (Enviro/animals) = 6 Woodwork = 7 Sewing = 4 Robotics/Computer skills/Laser Cutter/3D Printing = 7 Music/Art/drama = 5 Engineer (fixing things) = 3 Hut Building/survival skills Being creative = 1 Practical skills = 1 Cooking skills; What growing bodies need (nutrition, wellness etc); Woodwork;

<p>Art/drama To be a good person Overall school experience =1 Kapa Haka = Yr 3+ Nutrition, the environment. Interactive, practical, hands on.</p> <p>New:</p> <ul style="list-style-type: none"> • Social and emotional development; academic • Self confidence 	<p>Environmental focus; Gardening - growing food to survive. Having lots of options at a range of experiences.</p> <p>New:</p> <ul style="list-style-type: none"> • Mixture of everything - hands on, practical, less computers. • Sports programmes, 3D printing, Building, Social Skills.
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What has been happening around the school:

Yr 7-8 Rugby and Netball: Both our Rugby and Netball Teams have made the finals. These games will be played at SPS on Friday 18 October.

Yr 7-8 Girls Basketball: Our girls had a fantastic season where they made the final against Highlands Intermediate. Although they narrowly lost, the girls had showed tremendous teamwork and attitude to the last minute of the game.

Interschool Cross Country: A large number of ākonga represented SPS at the Central Cross Country and Taranaki Cross Country.

Kāhui Ako Kapa Haka Festival: Our Tuakana Roopu presented SPS at the recent festival. This was a wonderful event, which was well supported by schools, ECE and whānau across the Kāhui Ako.

Book Fair/Whakapiri Morning: Over 70 whānau attended the Whakapiri morning. Yr 5-6 ākonga also shared a short questionnaire with whānau, which was completed in a very professional manner.

Yr 7-8 Tough Guy Challenge: Stratford High School hosted this event, which many of our senior ākonga attended. Next year, the date will be moved to earlier in Term 3.

e-asTTle Writing Samples: Teachers supported all tamariki to complete a writing sample towards the end of Term 3. This data will be used as part of the Kāhui Ako Data trends.

Preparations for the Year 7-8 Production: Plans have begun for this term's mini production. We are lucky to have the talents of Jo and Jamie leading this event.

Movie Night: The Home and School Movie night was a great success. Nearly three quarters of the school attended.

Reviews:

Whakapiri Morning/Book Fair: The feedback from whānau around the Whakapiri morning was excellent. The numbers were slightly down from last year. This may have been to do with the Tough Guy Challenge clashing on the same day. SHS have already planned an earlier date for 2025 as noted above. The Book Fair sales made \$7224, which was over \$1000 more than last year.

Kapa Haka Programme: This year, we have two groups attending the Puanga Festival, which is pleasing to see. Both groups sound amazing. Review for next year: The Year 1-4 have missed out on Kapa Haka in Term 3 (2 - 2.35pm) due to the extra practice needed for the new Teina Roopu and practice needed for last term's Kāhui Ako Festival. The Principal will look into this for Term 3 in 2025, with the plan that Year 1-4 still have their Kapa Haka time. E.g. Sheenagh and Wharekuka sharing the role, which will allow the Teina Roopu to have practice at the same time as the Yr 1-4 Kapa Haka.

The Awards have been updated at the End of Year Assembly. The main change is that a group of ākonga will be announced as the group who will lead powhiri, whakatau etc rather than two leaders. They will be presented with korowai. Wharekuka will still select the actual Puanga Leaders, in consultation with the Principal. This helps grow more leaders, while also avoiding any issues if a student's attitude/behaviour makes them unsuited for the Leadership Role at Puanga.

Professionally Registered Teachers Process: New teachers are provided with an experienced teacher to mentor them. They meet regularly each week to review planning, teaching and assessment. At the end of each term, the Mentor Teacher provides a written report on the beginning teacher's progress. This forms part of the Provisionally Registered Teacher Process. The Principal signs off the teacher at the end of the year, in consultation with the Mentor Teacher.

Year 7-8 Camp to Forest Lakes: The Principal will present the Year 7-8 Camp Proposal.

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 Term 3 Attendance Report has been completed by the MoE (Everyday Matters). SPS is achieving above National expectations. See below:

<i>Every Day Matters Attendance Reports for 2024</i>	<i>National Goal 2024</i>	<i>Term 1</i>	<i>Term 2</i>	<i>Term 3</i>	<i>Term 4</i>
<i>Regular Attendance</i>	70%	75%	73%	71%	-
<i>Irregular Attendance</i>	19%	16%	17%	19%	-
<i>Moderate Attendance</i>	6%	4%	6%	5%	-
<i>Chronic Attendance</i>	5%	3%	4%	5%	-

In Term 3, 82% of ākonga were on time to class.

Attendance Report for 2023: 29 January to 10 October 2024.	Current	MoE Target	Board Target
Percentage of akōnga attending school regularly (attending more than 90%, an average of 9 days a fortnight)	59% (+3%)	70%	75%
Irregular attendance = 81% up to 89%.	30% (n/c)	N/a	
	=	89% (Was 86%)	
Percentage of akōnga who are moderately absent (attending more than 70% up to 80%, missing two to	7% (Was 9%)	9%	

three days a fortnight)			
Percentage of ākonga who are chronically absent (attending 70% or less, missing three or more days a fortnight)	5% (Was 5%)	5%	

Attendance Monitoring: 29 January to 10 October 2024

Ongoing monitoring: The Office Manager and Principal are closely monitoring the situation.	9 (Families) 1 family has left
Referrals to Truancy Service	4 (Families)
Closed by Truancy Service - Back to School to monitor	2 - then referred to Truancy again
Closed by Truancy - No action required by School	2
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.

The second phase of IEP Learning Hui started on Friday 10 October. Further IEPs will continue into the first half of Term 4. The following ākonga are on a Learning IEP:

- Yr 7-8 = 18 (Includes, 3 ākonga who were removed due to lack of whānau engagement)
- Yr 5-6 = 12
- Yr 3-4 = 20 (Includes, 1 ākonga who was removed due to lack of whānau engagement)
- Yr 1-2 = 9 (Includes, 1 ākonga who was removed due to lack of whānau engagement)

Total Learning IEPs = 59/437 = 13.5% of the total roll.

The following ākonga are on a SENCO IEP:

- Yr 7-8 = 7 (5 High ORS, 2 potential ORRS + 1 other high learning needs)
- Yr 5-6 = 4 (2 Very High ORS + 2 High ORS)
- Yr 3-4 = 3 (1 Very High ORS + 1 High ORS + 1 Potential ORS)
- Yr 1-2 = 1 (1 High ORS)

Total IEPs = 15/437 = 3.4% of the total roll.

Total IEPS at SPS = 74/437 (16.9%)

Schoolwide Assessment Trends:

Priority Learners:

- **Writing progress:** 69 Priority Learners from Yr 2 to 8.

Year	No. of Priority Learners	No. achieving At	
2	11	11	100%
3	7	7	100%
4	10	10	100%
5	7	4	57%
6	10	4	40%
7	14	7	50%
8	10	3	30%
Total	69	46	66.6%

- Even though not all children are 'At' a number of students have made significant progress from Term to Term. However there are also some students that have made no progress or have regressed, so the question is whether these students should be on this list and what other support can be provided for them instead.
- **New Students to the school:**

Year	New Student No.	Well Below	Below	At	Above
3 & 4	15	9	1	5	0
5 & 6	12	2	5	4	1
7 & 8	8	5	0	2	1
Total	35	16	6	11	2
		22 (62.8%)		13 (37.1%)	

- **Basic Facts progress:** At the end of Term 3, there were 75 Priority Learners from Year 2 to 8.

Priority Learners	No. Students Progress Declined	No. Students stayed at the same Stage	No. Students increased at Stage	No. Students 'At' Stage
Overall (90)	3 (2)	42 (63)	29 (12)	16 (6)
Girls (43)	1 (1)	22 (30)	13 (6)	7 (4)
Boys (49)	2 (1)	20 (33)	17 (6)	9 (2)
Māori (21)	0	9 (13)	9 (5)	3 (2)
NZE (65)	3 (2)	28 (42)	20 (7)	14 (4)

*brackets denote the number of students in Term 1

Note: Basic facts are done in 2 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:

- Are there students who are close enough that we could give one last push?
- Identify the Priority Learners for 2025

The Principal also shared the reading assessment that compares reading progress for Term 1 to Term 3 2024 with the following cohorts:

- **3+ Years at SPS with No IEP learners (138 students)**

	Well Below	Below	At	Above	Total % at or above
Overall (138)	2.9% (-)	5.9% (-13.2)	39.7% (-1.5)	51.5% (+14.7)	91.2% (+13.2)
Girls (77)	3.9% (-)	6.5% (-9.1)	36.4% (-3.9)	53.2% (+12.9)	89.6% (+9.0)
Boys (61)	1.7% (-)	5.1% (-18.6)	44.1% (+1.7)	49.2% (+16.8)	93.3% (+18.7)
Māori (39)	2.6% (-)	7.7% (-12.8)	33.3% (+10.2)	56.4% (+2.6)	89.7% (+12.8)

*Brackets denote change since Term 1

- **Current students (342) with No IEP learners (326 of these students were here in Term 1)**

	Well Below	Below	At	Above	Total % at or above
Overall (326)	5.8% (-2.5)	21.5% (-11)	37.4% (+4.9)	35.3% (+8.6)	72.7% (+13.5)
Girls (187)	5.9% (-2.7)	24.1% (-5.8)	33.7% (+1.1)	36.4% (+7.5)	70.1% (+8.6)
Boys (139)	5.8% (-2.1)	18.0% (-18.0)	42.4% (+10.0)	33.8% (+10.1)	76.2% (+20.1)
Māori (89)	7.9% (-)	22.5% (-12.3)	29.2% (+6.7)	40.4% (+5.6)	69.6% (+12.3)

- **All students (437) as at the end of Term 3, 2024. (408 of these students were here in Term 1)**

	Well Below	Below	At	Above	Total % at or above
Overall (408)	17.4% (-2.5)	19.4% (-9.3)	34.6% (+4.9)	28.7% (+6.9)	63.6% (+11.8)
Girls (207)	10.1% (-2.5)	21.7% (-6.3)	35.3% (+2.0)	32.9% (+6.8)	68.2% (+8.8)
Boys (201)	24.9% (-2.5)	16.9% (-12.5)	33.8% (+7.9)	24.4% (+7.0)	58.2% (+14.9)
Māori (118)	18.6% (-0.9)	21.2% (-11.0)	29.7% (+7.7)	30.5% (+4.2)	60.2% (+11.9)

NOTE: SPS has 80 students on IEPs, or have In-Class support or are ORS Funded, which is approximately 19% of the school role.

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

- Teachers begin each day with a slide show that includes the school karakia, waiata and sharing of students' pepeha. In addition to this, teachers have been focusing on Te Reo Māori phrases over the last two terms. This builds on the previous SPS phrases that were already in place. This is known as

Kupu o te wiki. Senior ākonga promote the weekly phrases, assess classes and lead assemblies in this area.

- *At a recent assembly, the Principal was supported by one of our leading ākonga who translated the speech into Te Reo Māori. This was very cool and engaging for all our tamariki and staff.*
- *The Principal has made contact with the leaders of the local hapu to connect and share ideas for promoting hapu events and activities. They were encouraged by the ideas previously discussed with the Board.*
- *Annual Plan for 2025: The Principal will provide the latest update around plans for Mathematics, Writing and School Culture (Attendance, PB4L and Te Reo).*

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:

Week 7: Two Team Leaders were involved in the Emerging Leaders Hui, which focused on developing their leadership skills with Nadia Ballintine. Teams also moderated writing samples across their teams to ensure consistency with writing assessment,

Week 9: Team moderated their Markbooks for Reading, Writing and Mathematics.

Call Back Day: Structured Literacy PLD with Jasmine (RTLit).

Kāhui Ako Professional Development:

The Kāhui Ako continues to offer a range of Professional Development opportunities for ECE, Primary and Secondary staff in the area. This term the following PLD/Huis will be on offer:

- *Leadership Workshop with Viviane Robinson (Week 2).*
- *Key Leadership Hui (Week 4)*
- *ECE Hui; Leadership Hui, ASL Coaching with Nadia Ballintine (Week 5)*
- *MAC Hui; Emerging Leaders (Week 6)*
- *Dibels Reading Hui (Week 6)*

The Inglewood and Stratford Kāhui Ako will continue planning for the Teachers Only Day in 2025.

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 → See above.

Legislative Areas not covered under the NELPS

ERO Review

n/a

Creative Commons Policy
n/a
School Year
<p><i>The Government announced a change to how schools use teacher only days. This may affect our 2025 Calendar. This change appears to be politically motivated by one of the party's. As per usual, the Ministry of Education is unclear how this will affect future teacher only days.</i></p> <p><i>Note: Kāhui Ako Teachers Only Day - The local office has said that this day can potentially go ahead as long as it has an element of Structured Literacy.</i></p>
<u>Self Review: Board work plan review areas.</u>
<p>Completed Self Review Areas from the Board's Annual Work Plan 2024.</p> <p>Board Agenda:</p> <ul style="list-style-type: none"> Digital Citizenship Policy. <p>Principal Report:</p> <ul style="list-style-type: none"> SENCO Report First Year Teachers Report Annual Improvement Plan for 2025. Anti Bullying Policy → The Anti-Bullying Survey will be shared out with whānau this week; Priority Learners progress for Writing and Basic Facts; Reading Progress (Term 1 compared with Term 3 2024) Annual Goals 2024. Whakapiri Morning + Kapa Haka Review Professionally Registered Teachers Process Draft Budget approved; Audit Preparation; July and August Finance Report; September Finance Report PB4L Report: January to 10 October 2024. Property Report: October Attendance Report: February to 10 October 2024. Physical Restraint and Cyber Safety Agreements: Physical restraint is reported to the Board at each meeting. All new staff will need training through the online MoE Physical Restraint Tool. Updates have been made to the Cyber Safety agreements for ākongas. This includes suspending accounts and teachers being able to view ākongas accounts when there may be any online issues. These agreements have been updated. <p>Emergency Evacuation:</p> <ul style="list-style-type: none"> The Principal will review the Emergency Evacuation Process during the next holiday break. At this stage, there are no obvious changes needed. Note to be added: Maryann Resthome will use the school for emergency accommodation in a disaster. This has been updated and added to the Health and Safety Folder, as well as the Principal's Evacuation Folder.
<u>Personnel:</u>
<p>Equal Employment Opportunities (EEO):</p> <ul style="list-style-type: none"> n/a

Teaching staff updates:

- Latest staffing updates from the appointment process.
- Motions:
 - Motion to appoint Tori Goble as a Permanent Team Leader for 2025.
 - Motion to appoint Nicole Bellringer and Jayla Berge on Fixed Term contracts for 2025. They are fixed term as they are covering two teachers who are on leave in 2025.
 - Motion to appoint Angela Chubb as a Permanent Teacher from the start of 2025.
 - Motion to accept Karen McDonalds resignation. She has been appointed to a position at St Joseph's School, Stratford.
 - Communication with staff: The Principal will inform the staff on Thursday about the staffing changes.
 - Communication with the community: The Principal will inform parents on Friday about the staff changes.
 - Final teacher placements will be confirmed in a few weeks.
 - The Principal will table to the Staffing Appointments Process that has just been completed.
 - Motion to grant Phai Carr and Greer McQuay maternity leave in 2025. They will return in 2026.
 - Motion to appoint Jessica Thomson (Lampe) to a fixed term contract starting in Term 4, 2024

Motion: To confirm the above staffing appointments for 2025.

Moved: Fiona J/Nathan

Motion: To approve the above leave for Greer McQuay and Phai Carr for 2025.

Moved: Le-arna/Fiona R

Support staff updates:

- Staffing for 2025: Learning and Behaviour Team; SENCO Team; Other Teams. Short discussion around this and how it relates to the budget.

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):

- Ashleigh Rupapera has requested leave from 9 - 17 June 2025 to get married overseas.
- Aimee Woodhead has requested leave to attend a wedding and also visit her daughter in the UK. Her leave request is from 9 - 27 June 2025.

Motion: To approve the above leave as requested.

Moved: Nathan/Le-arna

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

- Two teacher aides have been away on ACC Leave.
- One teacher is away this week on ACC.

Kahui Ako Staffing:

- N/a

Finance:

Audit Preparation: Throughout the year, the Finance Manager keeps a record of all audit requirements. The Principal is also keeping a record of the Principal Wellbeing Fund. The next stage will require a visit from the auditors to prepare for the 2024 Audit process.

Find attached the Finance Minutes from the last meeting for the July-August Accounts and September

Accounts.

- Any further questions

Motion: To move the July-August Finance Minutes

Moved: Fiona J/Le-arna

Motion: To move the September Finance Minutes:

Moved: Fiona R/Nathan

Motion: To move July, August, September, Accounts for payment:

Moved: Nathan/Deb

Motion: To move the draft budget so teacher aides can be employed and capital items ordered.

Moved: Fiona J/Fiona R

Motion: To approve the application for a TOI Capital Grant to purchase more chromebooks for our ākonga. A \$20k TOI grant would help to purchase 57 new chromebooks to replace the current ones that are becoming obsolete.

Moved: Le-arna/Fiona J

Property:

5YA Projects:

- **Year 3-4 Block:** The Principal has had a meeting with the Lead MoE advisor about the planned actions for the new building project. Next stage: Meeting with John Hobbs from the MoE National Property Team. A Board member will be required to attend. Jason to arrange a member to attend.
- **10 Year Property Plan is being reviewed:** Information has been sent through to Education Services around the review of the 10YYP.
- **Current issues:**
 - Library leak has been sealed by the Caretaker: The Principal has sought advice from the Roof Company who are doing the 10YPP Review.
 - Flooding is being reviewed around the Chicken Coop: Funding for \$3k has been approved by the MoE.
- **SENCO Space/Board is owed \$10k:**
 - The Principal has followed up this project and reimbursement with the MoE Property Advisor.

Motion: To accept the Principal Report for October

Moved: Le-arna/Fiona R

4. Administration

- Review the minutes.** Secretary to share the key points and decisions made.
- Identify agenda items for the next meeting on Wednesday 13th November 2024 at 5.30 pm. Followed by dinner at 7pm. Le-arna to book.**
 - Invite Jasmine to discuss the RTLiT programme at the start of next year.
- Correspondence (see below)

5. Correspondence In:

- n/a

6. Correspondence Out:

- n/a

Minutes/Motion:

Motion: To move the correspondence

Moved: Le-arna/Deb

7. Meeting closure: 7.45pm

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

Jack: 3.0 hrs	Deb: 5.0 hrs	Nathan: 9.0 hrs
Le-Arna: 9.0 hrs	Fiona.J: 5.0 hrs	Fiona.R: 7.0 hrs