

### Meeting Actions

| <b>September meeting Actions</b>  | <b>Actioned by:</b>     | <b>complete</b>          |
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| <b>Charter/community engagement</b><br>Contact Regan and facilitate a hui to answer the question, what does culturally based success look like at SMS?  | Andrew/Ranui            |                          |
| <b>Midterm Board elections</b><br>Setup a plan/marketing and get feedback from board members to proceed   | Kate T                  | <input type="checkbox"/> |
| <b>Values Refresh</b><br>Confirm date for values refresh 'think tank' meeting of school groups - pencilled in for September 11th  | Ranui                   | <input type="checkbox"/> |
| <b>SchoolDocs - Term 3</b><br>done  | Kate                    | <input type="checkbox"/> |
| <b>Adventure Playground audit</b><br>Contact Adrian to meet with Aaron about the drainage and structural integrity of fort.   | Aaron / Andrew          | <input type="checkbox"/> |
| <b>Junior Playground Project</b><br>1. meet with the project committee and walk the space to formulate a design plan.<br>2. Submit a costing/build timeline<br>3. Update school community (via newsletter) gain community feedback on this.<br>4. See Ranui about having a Whānau Group representative join a meeting to consult on cultural considerations | Mark / Andrew<br>/Ranui | <input type="checkbox"/> |
| <b>Secretarial/Correspondence</b><br>Add an acknowledgement section to the board agenda   | Kate T                  | <input type="checkbox"/> |
| <b>Signings</b><br>SUES - ongoing (include transaction reports)<br>Board minutes - ongoing  | Kate T/Kate H           | <input type="checkbox"/> |
| <b>To be Minuted</b>  | Kate T                  | <input type="checkbox"/> |
| <b>Newsletter updates</b><br>Covid restrictions update<br>Board elections update<br>TOD - November 16th   | Kate T /Andrew          | <input type="checkbox"/> |

**ST MARTINS SCHOOL BOARD OF TRUSTEES**  
**MINUTES OF MEETING HELD 22nd August 2023**

Unless either the Presiding Member or Principal are notified of any concerns regarding these minutes by the next Board meeting they will be distributed to staff and committees, and be available for the school community to read in the school office and school website.

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| <p><b><u>PRESENT AND APOLOGIES</u></b></p> <p>PRESENT:, Andrew Mouat, Mark Broughton, Tracy Taylor, Ranui Calman, Kate Thomson, Aaron Prince</p> <p>APOLOGIES: Kate Hodgins</p> <p>Meeting opened by Ranui Calman with a karakia and members welcomed by Dan Levett (acting presiding member)</p> <p>The Maths Team are present (Alice Denley, Paige Hampton, Chantal Ward, Susie Keenan, Jarad Pateman)</p>   |                     |
| <p><b><u>MATTERS ARISING FROM PREVIOUS MINUTES:</u></b></p> <p><b>Health &amp; Safety</b></p> <ol style="list-style-type: none"> <li>Andrew has passed on recommendation from board (raised at July meeting) that rainy day drills be held to account for varying conditions that may occur in a real emergency</li> </ol>   | <p>ACTIONED BY:</p> |
| <p><b><u>RECEIVE &amp; APPROVE MINUTES OF THE PREVIOUS MEETING</u></b></p> <p>Received by Mark Broughton. Approved by Aaron Prince</p>   |                     |
| <p><b><u>CORRESPONDENCE:</u></b></p> <p><b>Maternity leave request - Caitlin Ross/teacher</b></p> <ol style="list-style-type: none"> <li>Caitlin is pregnant with her third child and requested maternity for the 2024 school year.</li> <li>Board has granted this leave. Congratulations from the board to Caitlin and her family for this happy news - Dan to contact Caitlin.</li> </ol>   |                     |
| <p><b><u>BOARD MID-TERM ELECTIONS</u></b></p> <ol style="list-style-type: none"> <li>The Board has passed that CES will be employed to run our mid-year elections in October/November this year.</li> <li>Kate (secretary) will let CES know their quote for \$4304 ex gst, has been accepted and to start the process once dates have been confirmed by the NZSTA and The Ministry of Education.</li> <li>Kate (secretary) will formulate an election marketing plan for members to contribute to so we can begin the campaign. The aim is to have this finalised by the end of week 7.</li> <li>The election marketing plan will include; <ul style="list-style-type: none"> <li>Posters/Flyers (for social media and paper copies to go around the school)</li> <li>A newsletter blurb to run in all upcoming newsletters and on our school socials</li> <li>A timeline of the election process</li> <li>An ideas board for how we can promote the board and upcoming election</li> </ul> </li> </ol> | <p>KT</p>           |

## **ACHIEVEMENT DATA - 2023 Maths**

Presented to the board by the Maths team teaching staff (Alice Denley, Chantal Ward, Paige Hampton, Susie Keenan, Jarad Pateman)

### **Introduction by Alice Denley**

- Schools are in the beginning of a MOE Maths refresh which includes PD for teachers
- The refresh will move the curriculum from a levels based structure to a progressions based structure using a 'Know/how/do framework.
- The refresh will change how we plan and has brought about a time of reflection across all syndicates

### **Data Highlights**

#### Explorers

1. Data is similar to that of 2022, consistent and well balanced results across the team.
2. We have seen more parental support help during class time, post covid.
3. Learning has been focused on building on existing structure
4. We have a focus on sharing individual learning outcomes with students so they can see their own progression
5. Numicon programme. Michelle and Paige have attended an information day about this maths programme that uses a structured, hands on approach to teaching integrating the new refreshed curriculum
6. Data shows there is a significant drop in results from year 1 to year 2. This is due to the relatively 'easy' entry level of year 1 as students start school and their levels are established. In year 2 the learning structure develops from a number based structure to a more strategies based structure and continues in this pattern as the students move up through the year groups.

#### Discoverers

1. Strengths - weekly basic facts (tests/activities/games) has shown to be highly engaging and motivating for students and connects home to school. Easy for parents and teachers to map success due to its repetitious, stage based structure.
2. Kahui ako e-asttle online has identified where the strand gaps in learning are. Algebra is one particular area of focus.
3. Syndicate do 4-5 maths lessons per week, covering all strands (types of maths)
4. Syndicate discussions unpacking the detail of the data have been useful in understanding how to reach OTJs and bridge the gaps between syndicates

#### Navigators

1. We have seen the benefits of early exposure to the next level of maths learning for students who are about to move up syndicates. Makes the transition easier, therefore more successful results.
2. Overall results are positive, large increase in above average students up from 6% last year to 20% this year
3. Syndicate has moved to 5 maths lessons per week. Number & strand
4. Maori data looks positive. A 90% are above expectation (compared to 100% below expectation this time last year) A focus on confidence building & teacher modelling has helped to achieve these positive results
5. Team discussions to identify students who need extra support have resulted in positive consistent understanding of the learning goals across the team.

6. Seesaw - we have increased the sharing with families. This has been beneficial in creating connection and reinforcing learning especially for those students needing extra support.
7. Teachers are ensuring students know their own learning outcomes, giving individual student agency.
8. We are still seeing a discrepancy between boys and girls abilities in maths
9. Financial numeracy is proving popular and a good life skills based learning experience

#### Highfliers

1. Data shows a range of abilities in the year 8s
2. As a syndicate we are making improvements for those at the 'at' and 'above' level. Extra focus is on the year 6's who are just coming into the Highflyers syndicate
3. Students are grouped by ability for their lessons and this has worked well in keeping students engaged and achieving.
4. Lower level learners are focusing on core number knowledge and are learning in smaller groups so we can provide more hands-on learning.
5. When learning a new maths skill, data shows on average the lower level learners require repetition of 10-20 times. Higher level learners require a repetition of 2-3 times.
6. Focus on making maths fun and approachable
7. Structuring the learning groups in such a way to mitigate any behavioural concerns. Pairing up students to help one another learn successfully.
8. 'Maths Buddy' programme is very popular, some students use this at home
9. Highschool feedback suggests that St Martins students enter highschool at above level, showing they are well equipped by year 8.
10. High Schools have asked for a wider range of strands of maths to be taught (currently we teach 4 over the year)
11. Financial literacy is being introduced more frequently and is popular with the students

#### General discussion points

- Data shows there are many variants in grading between syndicates and this may be having an effect on the flow of achievement as a student moves from one syndicate up to the next. This will be a focus for all syndicates to work to bridge the gaps between year levels especially syndicates.
- Student maths homework - There are pros and cons to giving homework. Each family will learn differently and at different rates at home - learning can be harder to monitor so the school doesn't give homework. Teacher time is best utilised in planning classroom learning rather than homework planning. However, if parents request homework we do provide it.

#### Next steps

The Maths team have requested that the board help to fund the following;

1. Professional Development and release for teachers to allow them time unpack the new common model (maths Curriculum refresh)
2. Numicon - more exploration needed to see if this is the right fit for our school or are there other options we could consider?
3. Further discussion with the Kahui ako about the timings of the refresh PD sessions to better suit teaching schedules.

Ranui to extend written thanks to members of the Maths team on behalf of the board

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| <p><b><u>AUGUST PRINCIPALS REPORT</u></b></p> <p><b>Staffing</b></p> <ol style="list-style-type: none"> <li>1. Board has given permission for school management to begin the formal advertising process for two permanent positions with a start date of 2024. Positions will be advertised in September with interviews held the first weekend of the holidays. Ranui and Mark offered to support the process.</li> <li>2. Curriculum refresh teacher only day will be held on Thursday 16th November - Kate T to add to calendar/Andrew to include in Newsletter</li> <li>3. Staffing is currently 13k over, but some funding has come in to offset some of this.</li> <li>4. Switching across to bulk grant has been delayed until after September 5th</li> </ol> <p><b>EOTC - new review / feedback process</b></p> <ol style="list-style-type: none"> <li>1. The school has implemented a new review process for EOTC events to gain feedback from parents who have attended, to ensure we plan sufficiently for each event</li> <li>2. The first event to go through this feedback process was the recent William Pike bike trip. Feedback received will be very useful for planning future events</li> </ol> <p><b>Adventure Playground safety Audit</b></p> <ol style="list-style-type: none"> <li>1. Adrian is making progress on the drainage situation in the bottom field/fort area. Work is being done to divert water collecting in the area.</li> <li>2. Aaron Prince (board member) has offered his professional advice in fixing the drainage issues and structural integrity of the fort. Andrew will ask Adrian to contact Aaron.</li> </ol> <p><b>Lifting of government covid restrictions</b></p> <ol style="list-style-type: none"> <li>1. The government has dropped all existing covid requirements to wear masks and isolate</li> <li>2. It has come to the boards attention that we have vulnerable members of our school community who still need support in keeping safe from illness</li> <li>3. The school acknowledges that we have some responsibility in helping to protect our vulnerable community members and will do the following to assist with this; <ul style="list-style-type: none"> <li>• Consistent reinforcement via school newsletter of the message of personal hygiene measures (such as hand washing)</li> <li>• The school will continue to contact those families affected to ensure them of their safety</li> <li>• Andrew will directly contact families who have made contact with him since the government changes have come into place</li> <li>• Kate T to add a blurb in the next newsletter communication the changes to the covid restrictions to the community</li> </ul> </li> </ol> | <p>KT / AM</p> <p>AM / AP</p> <p>AM</p> <p>KT</p> |
| <p><b><u>COMPLIANCE REPORT</u></b></p> <p>Year 7 and 8 Friday Technology learning</p> <ol style="list-style-type: none"> <li>1. In 2024 we will continue with 9 - 12.30 for the full year, moving to 9 - 12.30 for two terms in 2025.</li> </ol> <p>Board have no further questions regarding the Compliance report</p>   |   |

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| <p><b><u>CHARTER - Community engagement</u></b></p> <ol style="list-style-type: none"> <li>1. We need to complete our exploration of what culturally based success looks like at St Martins School</li> <li>2. Andrew to approach Regan who is running te reo sessions with staff to see if he would be open to facilitating a hui that will round off this discussion with a plan.</li> <li>3. Thank you from the school management and staff to the Whānau Group for providing the mihi mihi and pepeha templates for our upcoming mihi competition.</li> </ol>  | RC/AM   |
| <p><b><u>VALUES REFRESH</u></b></p> <p><b>Actions for late August/September:</b></p> <ol style="list-style-type: none"> <li>1. Ranui has pencilled in a 'think tank' meeting for September 11th with representatives from PTA/Whānau Group/Board/school management. Solly will attend to facilitate.</li> <li>2. A later date will be confirmed for a staff meeting (within school hours) in Term 4. This will encompass a student and staff voice.</li> </ol>   | RC / AM |
| <p><b><u>2023 STAFF WELLBEING SURVEY RESULTS</u></b></p> <p><b>Overview</b></p> <ul style="list-style-type: none"> <li>• Results of the 2022 survey has not been compared to 2023 survey yet</li> <li>• Survey was more specific this year - included an optional question to be team specific</li> <li>• Some phrasing could made more generic to cover all types of roles across the school and avoid ambiguity or personal interpretation</li> </ul> <p><b>Highlights</b></p> <ul style="list-style-type: none"> <li>• 94% of staff feel safe at school</li> <li>• 97% of staff feel they receive a good level of professional learning</li> <li>• 88% of staff have positive overall job satisfaction</li> <li>• timely support for help with student behaviour</li> <li>• leadership has positive results - maintaining support</li> </ul> <p><b>Areas of focus - across the school</b></p> <ul style="list-style-type: none"> <li>• Section 4 (organisation and workload) - varying results across school</li> </ul> <p><b>Staff review of Board performance</b></p> <p>Results show a strong sense across the staff that the board is not visible enough.</p> <p>Ways the board can be more visible;</p> <ul style="list-style-type: none"> <li>• Frequent board acknowledgement of staff achievements - via written, face to face, morning teas</li> <li>• A new 'acknowledgements' section to be added to the board meeting agenda. Current school events/staff achievements will be discussed and the board will follow up with staff.</li> <li>• Attending staff / PTA / Whānau group meetings</li> <li>• Board PD was discussed to help educate board members on ways they can engage with the community, given their limited time and also revisit the intricacies of governance responsibilities.</li> </ul> | KT      |

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| <p><b>Budget question</b></p> <ul style="list-style-type: none"> <li>Results revealed that the staff are not aware of the details of the budget. Playground equipment and teacher support are the two main areas of importance to staff</li> </ul> <p><b>In conclusion</b></p> <ol style="list-style-type: none"> <li>Teams across the school are now in discussions to look at the specific areas of their team where they can improve and ways to do this.</li> <li>They are also looking at the positive areas, their team excels in and how they fit as a team within the wider school setting</li> <li>Teams are also having robust discussions around how the school values fit within our school and PB4L</li> </ol>  |  |
| <p><b><u>JULY FINANCIAL REPORTS</u></b></p> <ol style="list-style-type: none"> <li>Not much change from the June financial reports</li> <li>We are in a good surplus position</li> <li>We are sitting right on the projected 58% of budget</li> <li>The 2022 staffing underuse MOE payback has come in over the last month</li> <li>Staffing costs - Term 3 is heavy as expected</li> <li>School Donations payments percentage is up - thank you to Megan for following this up with families so consistently</li> </ol>   |  |
| <p><b><u>POLICY REVIEW - TERM 3</u></b></p> <p><b>Maori Educational Success</b></p> <ol style="list-style-type: none"> <li>Rated <math>\frac{4}{5}</math></li> <li>Whānau Group discussed using the maori names of classrooms more frequently</li> <li>No changes to policy wording</li> </ol> <p>SENCO Leanne Parnham has reviewed the following policies and provided written feedback and changes for Kate (secretary) to make to Schooldocss:</p> <p><b>Learning Support policy</b></p> <ol style="list-style-type: none"> <li>Rated <math>\frac{3}{4}</math> - has edits</li> <li>Edit Current sentence: 'a special needs committee...'<br/>Amend to: SENCO meets with all members of the Learning Support Team to discuss resource allocation, student progress and the next steps along with professional development needs and opportunities"</li> </ol> <p><b>Learning Support Coordination</b></p> <ol style="list-style-type: none"> <li>Rated <math>\frac{3}{4}</math> - has edits</li> <li>Edit current sentence: Our school has a learning support register....."<br/>Amend to: Our school has in place learning support reporting for all Tier 2 and Tier 3 learners. These reports are updated each term.</li> </ol> <p><b>Identify Learning Support</b></p> <ol style="list-style-type: none"> <li>Rated <math>\frac{4}{5}</math> - no edits</li> </ol> |  |

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| <p><b>Gifted Learners</b></p> <p>2. Rated 4/5 - no edits</p> <p><b>Internal and Scheduled Reviews</b></p> <p>1. The recent internal and scheduled review updates have been published to our school site and can be viewed at the 'what's new' tab of the Schooldocs site.</p>  |                     |
| <p><b><u>OTHER REPORTS</u></b></p> <p><b>Junior Playground project</b></p> <p>1. Meeting has been held with the Playground project committee. 10 people attended. Discussed lots of ideas for the design/layout. Thoughts are leaning towards the space being a nature play area with planted natives/grasses/wood structure/climbing rocks etc</p> <p>2. Location has been confirmed - on the grassed area between Matai   Rm 10 and the gaga pit.</p> <p>3. Discussed the possibility of relocating the gaga pit so we can create a nice flow between the adventure playground and the new space. Andrew to speak to Adrian about this</p> <p><b>Next steps</b></p> <p>1. In week 7, Mark will meet with the project committee and walk the space to formulate a design plan.</p> <p>2. After the walk around, a timeline will be established by the committee to establish costing and a timeframe for completion.</p> <p>3. A first draft plan will then be formulated and a progress update posted to the school Newsletter and the community will be given an opportunity to give feedback on this.</p> <p>4. Committee would like to include a Whānau Group representative to consult to ensure we include the appropriate cultural aspects in the design</p> <p><b><u>Whānau Group</u></b></p> <p>1. The Whānau group had a meeting on Monday 21st August, it was discussed that Alexis Barakat (Whānau Group member) is considering taking over the running of the Whānau group next year.</p> <p>2. Hangi - Discussed improvements for next time</p> <p>3. Mihimihi and pepeha Speeches</p> <ul style="list-style-type: none"> <li>● Discussed the importance and history of this event at SMS and how it became a competition.</li> <li>● Discussed the importance of ensuring it continues to be an acknowledgement of the culture giving opportunity to those who may not excel in other areas of schooling.</li> <li>● It was agreed that mihimihi and pepeha be part of the classroom curriculum from the beginning of the school year to allow immersion of Maori culture and as an opportunity for students to introduce themselves into the school community. The competition/public speaking aspect of mihimihi/pepeha will continue to take place in September during Te Wiki o te Reo Māori (Maori language week) by which time students will have become more familiar with speaking te reo</li> </ul> | <p>AM</p> <p>MB</p> |

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| <p><b><u>NEWSLETTER/COMMUNITY COMMUNICATION</u></b></p> <ul style="list-style-type: none"> <li>● Blurb explaining changes to covid restrictions</li> <li>● Information about the upcoming midterm board elections</li> <li>● Teacher only day - November 16th</li> </ul>  | KT /AM   |
| <p><b><u>IN COMMITTEE:</u></b></p> <p><i>The meeting moved into committee at ____8.38pm____</i></p> <p><i>Motion moved by the Presiding member that the public be excluded from the following proceedings of this meeting. The general subject matter of each matter to be considered while the public is excluded, the reason for passing this resolution in relation to each matter, and the specific grounds under Section 48 (1) of the Local Government Official Information and Meetings Act 1987 for the passing of this resolution is as follows:</i></p> <p><i>General subject of each matter to be considered:</i></p> <p><i>Reason for passing this resolution in relation to each matter:</i></p> <p><i>Good reason to withhold exists under Section 7</i></p> <p><i>Grounds under Sections 48 (1) for the passing of this resolution:</i></p> <p><i>7 (2) (a) 48 (1) (a)</i></p> <p><i>This resolution is made in reliance on Sections 48 (1) (a) of the Local Government Official Information and Meetings Act 1987 and the particular interest or interests protected by Section 6 or Section 7 or Section 9 of the Official Information Act 1982, as the case may require, which would be prejudiced by the holding of the whole of the relevant part of the proceedings of the meeting in the public are as follows:</i></p> <p><i>To protect the privacy of natural persons. Carried.</i></p> <p><i>At ____8.55pm____ the meeting resumed in open format. Motion: Moved by the Presiding member</i></p> |          |
| <p><b><u>AUGUST MOTIONS PASSED</u></b></p> <ol style="list-style-type: none"> <li>1. Board has granted maternity leave for Caitlin Ross (teacher) for the 2024 school year.</li> <li>2. Board has given permission for school management to begin the formal advertising process for two permanent positions with a start date of 2024.</li> </ol>  |          |
| <p>There being no further items the meeting ended at ____9.00pm____. The next full Board meeting will be held on <b>SEPTEMBER 19TH</b> 2023 at 6.30pm</p> <p>_____ Approved _____ Date</p>  |          |
|   | All Note |