

**Wadestown School Board**  
**Meeting Minutes**  
**Rāapa 5 April 2023**  
**At 6.30pm - Staffroom**

**Attendees:** Genevieve Hancock (Presiding Member), Amanda Frater (Principal), Robyn Grover (Staff Trustee), Madeleine Setchell, Tania Williams, Anya Zohrab

**Public attendees:** Laura Lopez

## **1. Karakia, Welcome, Apologies and Conflicts of Interest**

**Apologies:** Nadine Gray, Michelle Crutchley

**Conflicts of Interest:** No conflicts of interest

## **2. Minutes of previous meeting**

The Minutes of the previous meeting held 27 February 2023 were accepted as a true and correct record.

**Passed:** Tania Williams and **Seconded:** Madeleine Setchell

## **3. Public Excluded Business\***

**Public-Excluded Business ended\***

## **4. 2022 OTJs**

### **a. Format of reporting**

The Board discussed in detail the OTJ data. The Board discussed further commentary/documentation regarding the data and a comparison of what the school currently has with previous data. It was confirmed there is no national data to compare OTJs and that significant changes were made in 2018/2019 due to the discontinuation of National Standards.

The Board discussed the need for the 2023 OTJ data being available in early February 2024.

It was agreed that Robyn would prepare a new template for OTJ reporting with more details, including introduction, current trends, observations, appendices included at the end with key conclusion at the end. Inclusion of more graphs to show results.

### **b. Senior Leadership Team (SLT) interpretation of current data**

The Board was informed that a reasonable number of children are trending above average at Wadestown School. New Zealand as a whole has decreased significantly and has a lot of media attention. PAT's are essential as they are standardised and sourced from NZCER which shows the bell curve. Allows our school to compare against other schools also using PAT's.

Issues with learning during lockdowns were identified with staff responding that it was hard to engage with students online, online learning was dependent on students' self learning ability. Some students were identified as disliking Zoom, a dislike of writing options and parent availability.

The SLT uses the OTJ data to challenge teachers, especially when looking at students who are achieving below expectation. This helps with identifying priority students. The SLT ensures each student is grouped according to their learning needs and level. The SLT will also be using the mid-year OTJ's to report and establish patterns within the school.

#### **c. SLT agreed student achievement targets**

The Board was advised that focussing on one core curriculum area at a time was best rather than spreading teacher resources too thinly. This year the focus is on Structured Literacy.

#### **d. Plan for any specific group interventions**

The Board discussed plans to intervene with groups identified as having additional learning or behavioural needs. This is about the Board having confirmation that the school has identified specific areas for intervention within particular cohorts at a more detailed level than general targets.

The Board discussed a review of teacher aide support at the school and looking at individual students and what their needs are. The Board asked that Robyn provide a report detailing the different supports that have been put in place. Interest all in additional support provided to students, outside of teacher aide support e.g. supports through the Resource Teacher of Learning and Behaviour (RTLB), Learning Support through the Ministry of Education.

#### **e. Proposals**

No items raised.

#### **Actions:**

- Robyn Grover to provide an outline of what student achievement data is reported to the board during the year (i.e. showing the timing of OTJ and PAT reporting).

#### **Reference:**

- Updated OTJ reports for Reading, Writing and Maths in drive

## **5. Board Planning and Administration**

### **a. Public Excluded Business\***

**Public Excluded Business ended\***

### **b. Strategic Plan 2023**

A draft copy of the Strategic Plan is on the Board drive for review.

**Action:** Annual Plan is in the title of the Strategic Plan. The title to be amended to remove "Annual

Plan”

**Resolution:** Confirming the Strategic Plan

**Moved by** Anya Zohrab, **Seconded by** Robyn Grover

### **c. Annual Plan 2023 - draft**

The Board discussed the Annual Plan and had some online meetings to cover areas not yet covered. Work has been broken down against our 3 year Strategic Goals and outlines what the Board will achieve for 2023.

The Board confirmed sustaining and embedding the pedagogy and school culture.

The Board discussed the appointment of the two Within School Teacher (WiST) roles through the Kāhui Ako. One WiST appointment is for Culturally Responsive Practice. Emily Houston has been appointed to this role and will focus on iwi engagement, sustaining CRP, supporting Te Reo and Te Ao Māori and participating in Kapa Haka festivals and exchanges.

The second WIST appointment is around Student Wellbeing. Katy Syngé has been appointed to this role. The teacher is responsible for unpacking the Wellbeing at School Survey data and implementing support for our students. One key piece of work will be around the Cool Schools programme and will see the introduction of a Peer Mediation support programme across the school.

Robyn Grover is leading the implementation of Structured Literacy and writing pedagogy across the school. The RTLB will support this workstream and are looking at the approach happening at other schools. It was explained to the Board that the RTLB uses a collaborative approach to work with a school.

The Board discussed that Numeracy will be looked at next year.

Amanda discussed what is involved with an Annual Plan and quarterly intervals where the Annual Plan is discussed and how things are progressing. The progress is included in the Board reports.

**Action:** Annual Plan to be reviewed and comments provided by Board members.

**Resolution** of Annual Plan to be done via email before the next Board meeting.

Annual Plan to be published on the school website when finished.

### **d. Board Work Plan for 2023**

The property line has been updated.

Some items regarding Fundraising strategy have been removed.

## **6. Principal’s Professional Growth Cycle/Appraisal**

**Reference:** <https://teachingcouncil.nz/professional-practice/professional-growth-cycle/>

The Board discussed the Principal's engagement with the Professional Growth Cycle Group (working with 7 other local Principals). The group has been split into 2. All Principals now need to be signed off by a registered principal. The principals visit each other's schools and engage in in-depth discussions based on professional readings.

The Board discussed the Professional Growth Cycle Group having 360 appraisals and signing off each other's appraisals.

The Board discussed the continued coaching from Pete Pointon and benefits of professional development from him.

The Board agreed that the cost for Pete Pointon is reasonable and to use the Principal's discretionary funds.

## **7. Principal's Report**

### **Teaching and Learning and Assessment:**

- Structured Literacy PLD - NELP Priority 1, 2, 4 and 6

The Pohutukawa team are further along with their Structured Literacy learning as they have had training in that area already. Katy Synge (newly appointed in 2023) has worked previously in this area while she was a teacher in Auckland.

Amanda Frater, Robyn Grover and the RTLB have reviewed SL PLD and are looking to actively collaborate with other local schools who are in a similar position to ours.

### **Home/School Partnerships and Wider Community Links:**

- Whānau Engagement - NELP Priority 2, 4 and 6

Emily Houston is reviewing this as part of her WiST role.

### **Self Review:**

- Additional Student Needs and Teacher Aide Support - NELP Priority 1 and 3:

Wadestown has some students with high and complex needs in the school. Additional Teacher Aide support was put in place for Term 1. The focus of this TA support was to ensure a safe classroom environment for all students. Further Teacher Aiding will be required for Term 2.

Strong connections have been created between families, school, RTLB and MOE as a further support.

Fencing is being upgraded at Weld Street in the 2nd week of the Term 1 school holidays.

RTLB helps to support teachers with different strategies.

Transition funding is available through the Ministry of Education through Early Intervention and Learning Support.

### **Employment and Personnel:**

- Teacher Wellbeing - NELP Priority 1 and 6

Term 1 has been a hard term for all staff. The Principal noted research presented to the Kāhui Ako about resilience following the global pandemic. The Strike action has created some uncertainty and then Teacher Only Days with learning the new curriculum.

The Board discussed hosting a lunch for the staff with soup, sausage rolls and club sandwiches or an afternoon tea.

The Board discussed how the staff would like to see the Board around the school where possible.

**Action:** The Board to schedule dates for lunches for staff for Term 2.

- Teacher Aides (see Self-Review)  
As above.

## Finance:

- Voluntary Contributions for Camp

The Board discussed the viability of yearly camps for the students. The camp shortfall is quite high and increasing. The Board confirmed there is no additional funding for the school from MOE for camps and this year there was a reduction in funding.

The Board discussed the tipping point that would jeopardise further camps.

The Board discussed parental awareness around costs involved with running camps, consequences of lack of donations and option for parents to pay weekly at smaller amounts.

Some schools have sponsorship to help with camp costs and preceding years some families have donated for other children to attend camp.

**Action:** Board to communicate message in Board update to community.

- Communications regarding funding - MOE guidance

The Board agreed to have a member volunteer to help with drafting Board communications.

The communications would include property issues, Rata, Weld Street fence being replaced, donations from the community, writing off bad debts and Ministry of Education funding.

The Board discussed moving to School Docs for school policies. This will take some time to implement.

**Action:** Anya Zohrab to draft a Board update for the community

**Action:** Megan Smith to coordinate with Madeleine Setchell to update wording regarding donations and fees in student statements.

- Audited Accounts

Education Services have submitted the school accounts to the Auditors.

## Legislative Requirements:

- Restraint Training and Policy - NELP Priority 1 and 3

The Board discussed the new Restraint Training and Policy. Two teams at school have been targeted so far for the training.

The Board confirmed that Amanda Frater has a subscription to school docs and the policy for

Restraint Policy is underway.

- Librarians and Library Assistants' Pay Equity Claim  
Amanda Frater is currently working through this claim for Derek Piper.

- RAMs for Camp - Kaitoke  
**Resolution:** RAMs for Year 7 and 8 Camp approved.  
**Moved** by Genevieve Hancock and **seconded** by Robyn Grover

**Resolution:** The Board thanks Cathrine Wilkinson for all her hard work on the RAMs, documentation and the wonderful camp.

**Moved** by Madeleine Setchell, **seconded** by Genevieve Hancock.

## Reference:

- see report from Principal in the drive
- Previous action to upskill on NELPS

<https://assets.education.govt.nz/public/Documents/NELP-TES-documents/FULL-NELP-2020.pdf>

## 8. Matters arising:

### a. Financial Reporting

The Board discussed the School's OPS Grant and noted this year's is lower than last years. The drop in funding has been taken into account for financial planning.

**Resolution:** The Board thanks Megan Smith for her work on the Financial accounts moving to Education Services.

**Moved:** Robyn Grover, **seconded** by Amanda Frater

## Reference:

- see report from Office Manager in the drive

### b. Rata update

No paper (discussion only)

### c. Other property

**Reference** - see spreadsheet previously shared

### d. Budget

**Resolution:** The Board confirmed the 2023 Budget for Wadestown School.

**Moved** by Tania Williams **Seconded** by: Genevieve Hancock.

**Resolution:** Write off 2022 fees and invoices

**Moved** by Amanda Frater **Seconded** by Anya Zorab

**e. Tennis club**

The Board discussed the Wadestown Tennis Club using the Kauri Room. The Tennis Club would like to invest \$10,000 into fixing the balcony in conjunction with the School working bee.

The Board discussed the School building the community spirit. The Board discussed having an agreement in place for the proposal and reviewed every 2 years starting from Term 4.

The Board discussed that the Kauri Room is used for teacher resources, PAT storage and meetings.

**f. Resolution:** To cease charging the Tennis club a rental for the courts and facilities from the 2022/2023 season, to be reviewed in two years' time and to allow the Tennis Club to use the Kauri Room for interclub subject to agreeing the practicalities with the Principal.

**Moved:** Anya Zohrab **seconded** Madeleine Setchell

**Action:** Anya Zohrab to draft a letter to the Tennis Club

**g. Music Academy**

The Board discussed the rental price for Music Academy continuing renting the music room.

**Resolution:** That the Board agrees to charge the same amount as 2022 for the Music Academy renting the music room.

**Moved** by Tania Williams **Seconded** by Genevieve Hancock

**h. Audited Leave Reports:**

The Board discussed the Auditor's Report mentioning Board to audit the school leave reports. This was an issue raised with all schools being audited. There is no legal requirement to do it yet but it will happen.

**Action:** Megan Smith to send the policy from EdPay and Auditor to Board members

Tania Williams has volunteered to check the leave reports.

**i. Approval for destruction of historic documentation**

The Board discussed the record retention policy. With Rata refurbishment all school financial information is held at Weld Street as this is the most secure area which also provides access to documents.

**Action:** Megan Smith to look at MOE destruction timeline for documents.

## **j. Ballot**

The School has been approached by parents with children who are in Year 7 but out of zone. There is currently no ballot in place this year. The Board discussed that there is no additional funding for the school for out of zone students, except for new entrants. The Board discussed the wish for optimal class sizes throughout the school.

The Board discussed what areas have space for out of zone students. The school confirmed there is space in Year 3 and 4 and new entrants but unlikely to get students midyear for those year groups.

The Board confirmed that the ballot has been used when needed, previously the ballot was run once a year. Discussions were confirmed about the requirements for the ballot.

The Board confirmed going ahead with the ballot for this year with the specific year groups to be determined by the Principal.

**Resolution:** That the school issue a ballot with the particular year groups to be determined by the Principal, in light of the capacity and most suitable arrangements for each year group.

## **9. Actions**

Newsletter

**Action:** Anya Zohrab agreed to draft a newsletter addressing points discussed

## **10. Correspondence**

a. Tennis club rental - dealt with earlier

## **11. Further Business**

None

## **12. Meeting Closed at Next Meeting 9.15pm**





# Appendix

Analysis of end of year OTJ data for 2022.

## Wadestown School End of Year Overall Teacher Judgement (OTJ) Data Trends and Patterns 2022

Core Curriculum Learning Areas: Summary of Results			
	Reading	Writing	Mathematics
Above	21 %	7 %	17 %
At	67 %	75 %	65 %
<b>COMBINED (above and at)</b>	<b>88 %</b>	<b>82 %</b>	<b>82 %</b>
Below	9 %	15 %	13 %
Well Below	3 %	3 %	5 %
<b>COMBINED (below and well below)</b>	<b>11 %</b>	<b>18 %</b>	<b>18 %</b>

### Summary:

- Our achievement data in Reading is the strongest. We have the largest percentage of students achieving above (at 21%), with Mathematics sitting at 17%.
- We have the least number of students achieving above in Writing (7%). This is significantly lower than the achievement in Reading and Mathematics.
- In both Writing and Mathematics we have 18 % of all students achieving below or well below.
- We have the highest number of students who are 'well below' in Mathematics.
- We have the highest number of students who are 'below' in Writing (15%).