

MINUTES OF A MEETING OF THE PLIMMERTON SCHOOL BOARD OF TRUSTEES held online (via Zoom) 7pm, Thursday 24 March 2022

PRESENT:

Aaron Sherriff, Mike Forrest, Hamish Mexted, Jasmine Hardy-Mills, Aleida von Son, Emma Smith, Raj Krishnan, Keith Poore, Brendon Cross, Rebecca Smith

GUESTS:

Rosemary Oxnam, Jo Verran, Jill Symonds

1 ADMINISTRATION

The meeting opened with a Ruruku. Aaron gave a brief overview of the agenda and welcomed everyone to the meeting including Rosemary Oxnam - Deputy Principal, Jo Verran - Deputy Principal, and Jill Symonds - Literacy Development Leader, of the Plimmerton School Senior Leadership Team, who have joined the Board on this occasion to aid discussions on the Analysis of Variation Report for 2021. The Board thanked Rosemary, Jo, and Jill for their hard work in this area.

2 DECISION AND DISCUSSION

2.1 2021 Analysis of Variance

- 2.1.1 The Analysis of Variance 2021 Report was distributed to the Board prior to this meeting to enable informed discussion and further consultation with the key members of the school's Leadership Team on areas of achievement and non-achievement against curriculum expectations, as well as steps the school is collectively taking to address underperformance against curriculum expectations in maths, reading and most notably writing.
- 2.1.2 A reference to a comment from the Board's last meeting, regarding the representation within the 2021 curriculum data of Māori students and students of families who do not naturally engage with the school, has been pivotal in sparking further analysis of the 2021 data to look for trends where factors of social disadvantage can be identified as playing a role in the outcomes of student achievement.
- 2.1.3 There are many factors that will present challenges for our students and how we respond to this will be an area of focus for the school moving forward. Work will be needed to identify more opportunities for positive connections across the school community, to increase engagement and improve communication to ensure that all groups feel welcome and connected to the outcomes of their child(ren)s education.
- 2.1.4 2021 saw most students at or above expected achievement levels in reading, writing, and maths. However, compared with the previous year's data, there was an overall decline (10%) in achievement in writing across all syndicates. As determined in consultation with the school ERO partners, writing will be a key literacy focus for the 2022 curriculum. Across all 2021 data sets, there were clear groups where achievement was lower than others, these groups were Years 3, 6 & 8.
- 2.1.5 The Board sort further understanding of what 'clear identification of expectations of curriculum levels' refers to and if this points to inconsistencies between teachers or transitions between syndicate groups perhaps? It was clarified that while there now is a structured and well-understood framework for maths, the same can't be said for writing or reading, but that this is currently being addressed as part of the Literacy Review and Development Programme.

- 2.1.6 When addressing the achievement gaps the school will be taking a positive attitude to guide conversations with students, parents, and caregivers to identify collaborative opportunities for positive actions that will support achievement success.
- 2.1.7 The Board asked if there have been any changes in the approach taken for developing the literacy curriculum for boys, in particular in the Taupō syndicate? It was explained that literacy planning for the senior syndicate has focused on finding real and authentic opportunities for reading and writing, as that, as well as working collaboratively, is what boys respond well to. Reading and writing groups are working well where content can be targeted more to that group's interests. Also, as part of the literacy review, the school is getting student voice to find out what students like and dislike about reading and writing; there is some interesting feedback already which is yet to be summarised.
- 2.1.8 Research data used to understand key learning activities in maths, that work best for Māori and Pasifika students and which provide connections with Maori culture, will also be brought into the reading and writing learning activities.
- 2.1.9 The school will continue incorporating te reo Māori into the curriculum, building on existing te reo Māori resources and by incorporating learning and investigation activities through the Māori science lens; further exploration and incorporation of te reo Māori will be through the development of the Aotearoa New Zealand Histories curriculum.
- 2.1.10 When discussing student achievement and non-achievement, against curriculum expectations, the school's approach needs to become more reflective to shift the focus to where a student needs to be and not just on the gaps identified. Parents and caregivers need to be approached from a position of strength, for the school to have identified a problem, reflect on how the school can pivot its teaching methods, and change what the school is doing to meet the needs of its students.

Literacy Review & Development Programme Update

- 2.1.11 It has been a busy start to the year for the Structured Literacy Programme. Kowhai Syndicate has continued with their literacy programme and Mana Syndicate has just come onboard. Peer assessments are underway to review progress to date across the junior syndicates. Year 5 to 8 teachers have been upskilling knowledge and are ready to start their Structured Literacy Programme in week 1 of Term 2.
- 2.1.12 The Structured Literacy Programme team have been conducting a review to gather data, including student voice and discussions with ERO, to ensure they are moving in the right direction. Contact has been made with Helen Walls, who has a PhD in Children's Writing from Victoria University, for assistance with language comprehension, which will be vocabulary development and sentence building for the junior syndicates and a study of morphology and etymology¹ for the senior syndicates. The staff is engaged and enthusiastic about this work.
- 2.1.13 Structured Literacy parent evenings are planned for Term 2.

2.2 2022 Charter

- 2.2.1 Final School Charter, Strategic and Annual Implementation Plan 2022 - 2024 was provided to the Board prior to this meeting.
- 2.2.2 It is recommended that the Board and new Principal look to revisit the strategic framework, developed in 2020, and include community consultation in the review of the strategic direction late in 2022 or early 2023.

¹ Morphology - the study of words and their parts. Etymology - the history of a word or word element, including its origins and derivation.



- 2.2.3 It was proposed that the Board accept the Charter, with the inclusion of an additional page to highlight recent key initiatives that have helped to shape the culture of the school such as KiVa, PB4L, Accelerating Literacy Learning and Digital Technologies.
- 2.2.4 Not all members of the Board had a chance to review the Annual Implementation Plan, as provided in a separate Google sheet. This will be re-shared for discussion and approval at the Board's next meeting on 19th May 2022.

It was moved (Hamish/Keith) that the front section of the Charter (Charter and Strategic Plan) for 2022 - 2024 be approved by the Board.

CARRIED

It was moved (Emma/Brendon) that the Board accept the Analysis of Variance Report for 2021 as an accurate record of the previous year's achievements.

CARRIED

2.3 Covid Update - Covid-19 Protection Framework

- 2.3.1 Taken as read in Principals Report.
- 2.3.2 Missing from the report is a summary of the upcoming changes to the New Zealand Covid Protection Framework (CPF), as the Ministry of Education (MoE) is yet to release new guidance to schools. Once this new guidance material has been received the school's own CPF will be reviewed and updated in line with the Ministry's advice.
- 2.3.3 Advice from MoE regarding ventilation of classrooms coming into winter was as expected, but the school will ensure continued ventilation of classrooms while maintaining a comfortable environment for learning.

2.4 In-Committee

8.23pm - The Board resolved that the public be excluded, to protect the privacy of individuals concerned (moved by the Chair). 9.14pm - The Board resumed meeting publicly.

2.5 Confirmation of Electronic Resolutions

- 2.5.1 Taken as read in Principals Report.

2.6 2022 Triennial School Board Elections

- 2.6.1 Taken as read in Principals Report.

3 ITEMS FOR INFORMATION (in Principal's Report)

3.1 Property Update

- 3.1.1 Taken as read in Principals Report.
- 3.1.2 The Roofing project is to continue during the school holidays with the completion of the Main Block and hopefully Taupō Block, subject to the availability of materials. The Pool refurbishment project will kick off at the end of Term 2 and continue through the school holidays. The MoE has provided approval for the Drainage project, which will also commence at the end of Term 2. This sees all the School Investment Package (SIP) money allocated.

4 MONITORING

4.1 Finance and Audit Report

- 4.1.1 Taken as read the Principals report.
- 4.1.2 Expectations are for a year-end profit of approx. \$32k, down from the original \$52k due to some unbudgeted expenses. Key contributors to the reduction in profit are lower Technology Center fees due to lower than expected roles from schools, expenditure



increases for Board recruitment, part-payment of annual fees for previous Student Management System software, and omission from the budget of library software service agreement fees.

- 4.1.3 The 2022 School Donation letter has been reviewed by the Finance Committee, and final updates are to be made and sent to Aaron for sign-off. A new Donations tab is to be set up on the school website with payment options highlighted.

It was moved (Keith/Emma) that the finance report and transaction report for 5 February 2022 to 11 March 2022 be approved.

CARRIED

4.2 Health & Safety (as read in the Principal's report)

4.3 Roll Report (as read in the Principal's report)

4.4 Attendance Report (as read in the Principal's report)

5 ADMINISTRATION

5.1 Minutes of the previous meeting

It was moved (Aaron/Emma) that the minutes of the meeting held Thursday 17 February 2022 be confirmed, as a true and correct record of the meeting.

CARRIED

5.2 Minutes of previous In-Committee meeting

It was moved (Aaron/Aleida) that the minutes of the In-Committee meeting held Thursday 17 February 2022 be confirmed, as a true and correct record of the meeting.

CARRIED

6 MEETING CLOSURE

6.1 Agenda Items for Next Meeting

6.1.1 Review of Annual Implementation Plan 2022

6.2 Communication for Newsletter - from BOT

6.2.1 2022 School Donations letter.

6.3 Actions from this Meeting

6.3.1 Upload the approved Charter onto the school website.

6.3.2 Aaron to review and sign off the final 2022 School Donation letter.

Meeting closed at 8.53pm

Next meeting(s):

- Term 2, week 3: 19 May
- Term 2, week 8: 23 June (day before Matariki public holiday)



