

MINUTES OF THE HAMPTON HILL SCHOOL BOARD OF TRUSTEES MEETING
Monday 26 November 2018 at 5.30pm

WELCOME | APOLOGIES | SPEAKING RIGHTS | CONFLICT OF INTEREST ARISING FROM AGENDA:

Present: Stephen Opie, Kelly Barker, Sophie Robbers, Abbey Corich, Craig Scott-Hill, Julia Paterson-Fourie (arrived at 5.59pm)

Apologies: Suzanne Biddington

Minute Secretary: Lisa Murdoch

Conflicts of interest: none

ACTION ITEMS FROM LAST MEETING

Time: 5.35pm

Action Item	Update
BOT work plan	ongoing
Policies - to be amended	On agenda
Communications Plan draft	On hold until first meeting next year
Health and Safety – review draft procedures	February
ERO Self review document – Kelly to look and fill in gaps where she can.	ASAP
Budget – draft approval	Finance hui held Monday 19th November
BOT engagement evenings – dates for these	February 2019
Hautu (self review for Māori achievement) – update document	On hold till February 2019 meeting
Employment procedures / Te Reo policies wording changes – teachers willing/able to learn/teach Te Reo – draft changes for consideration	Complete and proposed in Principal's report
B Block refurbishment progress – draft letter updating community	Completed and sent. Positive feedback received
B Block ovens storage / range hoods purchase	ASAP / February 2019

Grants (write story to grant giving trusts on how money is spent)	February 2019
Media policy – advise staff	Kelly to do at next admin meeting
Security camera signs - enlarge	ASAP – Stephen to investigate

ADMINISTRATION

Time: 5.35pm

Minutes

"The minutes of the Board of Trustees meeting on 29th October 2018 be accepted as a true and accurate record."

Abbey / Sophie / Agreed

Correspondence

"The Hampton Hill School Board of Trustees accepts the Correspondence list"

Abbey / Kelly / Agreed

BOT Election Date 2019

Time: 5.40pm

Triennial Trustee election dates have been announced. We must hold an election sometime between 17 May – 21 June. NZSTA recommended a common election date of Friday 7 June 2019 with a close of election at 12 midday.

First BOT meeting after the election date was discussed and when to elect a new chairperson. Stephen would consult with other Board chairs to see what date they will choose. Stephen suggested moving the first BOT meeting after the election to June 17. It was proposed that once the new Board is elected, there could be a get together before the first meeting on the 17 June.

"The Hampton Hill School Board of Trustees adopts 7 June 2019 as BOT election date" Stephen / Sophie / Agreed

Disco – BOT members encouraged to attend and help out on 7 December.

"The Hampton Hill School Board of Trustees adopts the 2018 camp RAMS forms"

Sophie / Craig / Agreed

PRINCIPAL'S REPORT: Led: by Kelly Barker

Time: 5.50pm

Kelly and Abbey were both grateful to lead Maths teacher Joanne Speight and lead Literacy teacher Rebecca Quirke for their reports and their recognising and responding to their noticings across the school.

Modification to the appointments policy: Kelly talked about some additions to the policy and procedures for the appointments process. Discussion had about this. This policy change will help us move towards meeting our treaty obligations. This amendment will be added to two policies – the Appointments Policy and the Board Roles and Responsibilities Policy.

"The amendment outlined in the Principal's report be added to the Appointments Policy."

Discussion had around enrolments in and out of zone. Tracking OK at the moment but will lose around 35 at end of year for year 6s.

Public Excluded Business

Time: 6.05pm

"I move that the public be excluded from the following part of the meeting, namely the review of previous Public Excluded Business minutes. The grounds are that the matter is one of personnel and the reason is to protect the privacy of an individual (or of individuals). This motion is proposed to comply with section 48 of the Local Government Official Information and Meetings Act 1987."

Stephen / Agreed

"The Board of Trustees moved to close the discussion of Public Excluded Business."

Stephen / Agreed

Meeting resumed at 6.14pm

DATA

Time: 6.14pm

Kelly and Abbey shared the 2018 school-wide end of year data. Kelly explained how the reports align to the strategic aims and annual targets. Discussion began around the target student report submitted by Abbey.

Maths/Writing

2018 Targets

<p>Annual Targets The two curriculum areas we are focusing on in 2018 are Mathematics and Writing.</p> <p>We will be providing extra learning support for a total of 40 students in Mathematics and Writing in 2018.</p> <p>Annual Targets</p> <p>Years 4-6:</p> <p>Māori students = 4 students – 1 boy, 3 girls Pasifika students = 8 students – 5 boys, 3 girls NZE = 11 students- 8 boys, 3 girls ASIAN = 10 students- 3 boys, 7 girls</p> <p>WRITING</p> <ul style="list-style-type: none">To accelerate the learning of 16 boys and 6 girls, a total of 22 students in Years 4-6 in writing to be working AT curriculum level two (Year 4), TOWARDS level three (Year 5) and AT and curriculum level 3 (Year 6) expectations by the end of the year. (Excluding ORS funded students as these children are on an individual programme). <p>MATHEMATICS</p> <ul style="list-style-type: none">To accelerate the learning of 11 boys and 11 girls, a total of 22 students in Years 4-6 in mathematics to be working AT curriculum level two (Year 4), TOWARDS level three (Year 5) and AT and curriculum level 3 (Year 6) expectations by the end of the year. (Excluding ORS funded students as these children are on an individual programme). <p>After 3 Years at school:</p> <p>Māori students = 1 boy Pasifika students = 4 girls NZE = 2, 1 boy, 1 girl</p> <p>WRITING</p> <ul style="list-style-type: none">To accelerate the learning of 2 girls and 3 boys a total of 5 students in writing to be working TOWARDS curriculum level two expectations for After 3 Years at school by the end of the year. (Excluding ORS funded students as these children are on an individual programme). <p>MATHEMATICS</p> <ul style="list-style-type: none">To accelerate the learning of 6 girls and 1 boy a total of 7 students in mathematics to be working TOWARDS curriculum level two expectations for After 3 Years at school by the end of the year. (Excluding ORS funded students as these children are on an individual programme).	<p>Writing Years 4-6 9/18 50% AT</p>
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Key questions asked by the Board of the data

Year 4-6 – term 1 and 2 not much movement, term 3 and 4 a lot of movement – can this be explained?

Why is it moving faster for younger kids rather than older kids?

- Shift in teacher and student thinking - A focus on 'Growth Mindset' and that making mistakes is how learning happens.
- Early years (level 1 of the curriculum) is often about developing knowledge and skill base for children, so fundamentals required at this level ie. letter and sound recognition, number knowledge etc. Terms three and four, students have enough of a foundation around skills that they are able to apply to a range of learning contexts.
- In levels 2-3 of the curriculum, there is more emphasis on the **application** of knowledge and skills with more of a focus on independence.
- There are peaks and troughs with data at our school. The pattern/trend tends to be; a high number of students below for the first two years of school in most core learning areas, but by the end of three years at school children seem to have more of an understanding of what they are learning and can apply to most contexts.

What have we NOTICED? (Kelly and Abbey)

Whole school data of students who are below in Mathematics and Writing

WRITING	Term 1	Term 4
0-3	31 students below	14 students below
0-6	30 students below	13 students below
MATHS	Term 1	Term 4
0-3	31 students below	14 students below
0-6	30 students below	13 students below

Over 50% of students in both these cohorts have shifted from below to fragile at or at where they should be for their time at school.

We recognise that there is still huge disparity between Maori/Pasifika and NZ European, which continues to create equity issues between these groups. Especially comparing Maori and Pasifika against NZE students.

What's worked? What hasn't?

- There has been a lot of work around building students up to believe in themselves, to be risk takers and that it's ok to be wrong, as this is how we learn! There has been a lot of learning both in classes and with teachers around 'Growth Mindsets', especially through ALiM - Jo Boaler. This has had a huge impact on teaching and learning for all.
- We have developed a clear and purposeful framework to regularly share strategies that work and a system to record, track and monitor the impact teaching has or hasn't had on outcomes for students.
- We now have clear systems of collating and sharing this information with staff and the board.
- The leadership team evaluated programmes term by term and made adjustments to professional development, syndicate and other hui to ensure our time was spent on discussing the impact of our actions on student outcomes.
- There is a clear framework for accountability for all.
- There is still no consistency between classes in terms of the design of programmes. We know that teachers still lack knowledge of designing with a cultural lens.

What did we RECOGNISE?

1. **GROW:** Grow confident, connected and curious learners/Real world learning/Oral language/Whanau matters. There are elements of our strategic aims that we have been exploring and refining over the course of the year around what this looks like at our school. We recognise that there needs to be consistency across the school in terms of the design and delivery of our localised curriculum.
2. Building capacity in teachers in areas such as **ENVIROSCHOOL/HAUORA/PLAYBASE LEARNING/STEAM** to design learning programmes that are motivating, fun and accessible for all. This is not yet clear what each of these areas will look like at our school and needs to be clarified at concept level through to how we design in learning programmes.
3. Teachers have the willingness and are now in the right mindset to design with a cultural lens but don't know how? Culturally Responsive Pedagogies

How will we RESPOND?

CHARTER - STRATEGIC AIMS - GROW

1. We will continue to connect and share our strategic aims with our children, teachers and community through multiple means (ways we stay connected)
2. We need to share the draft design of our new curriculum with the community and children so they understand what learning looks like at Hampton Hill School. (Principal/SLT/BOT).
3. We need to develop a clear and concise assessment framework that is meaningful and purpose driven and accessible to all (Principal/SLT/STAFF).
4. We need to ensure that we are providing professional development that grows capacity that leads to better outcomes for students and ensuring we are evaluating this PD all of the time.
5. We need to provide TIME for teachers to talk about and share what effective pedagogies look like, sound like and feel like (or not), and the impact this has on outcomes for children.
6. We need to ensure that as a board, we are also receiving, discussing and reports on students who are receiving support that are ORS and High Health funded. We need to also understand their progress and achievement.

School wide data – key thing to note interesting comparison NZE/Maori/Pasifika – disparity is very telling. Although we have seen shifts on the ground still designing for all and not for Maori/Pasifika. PD for next year to focus on this. Appointed a teacher next year with Pasifika background to help and support us with this.

Stephen asked if all of the data reports could be resubmitted in the same format as the Target Student data report.

2018 Actions

Time: 7.12pm

1. Action	EOY Report
Apply for MoE external providers of Professional Development for leadership, staff, BOT and whanau. We will align this to the school's charter, strategic aims, annual aims and targets (Principal)	PD applied for and received for teachers. PD goes from June 2018 to June 2019. We will apply in February for further PD in UDL and Oral language. These are the drivers for learning at our school.
Co-construct coherence and alignment between: the School's Charter, strategic goals, annual targets and targets and Professional Development. (BOT, SLT, leadership).	
2. Co-construct school-wide systems. Investigate and design school wide systems to regularly record, analyse, evaluate and report targeted actions against strategic aims, annual targets. (BOT, SLT, leadership).	At board level we have developed a board work plan that ensures we are evaluating board funded programmes regularly and tweaking practices as we go. I believe we have been a lot more proactive to ensure not only that we are on track but questioning whether or not programmes have added value to outcomes for students.
3. Continue with learning support programmes with fortnightly (both informal and formal) observations and immediate feedback for teachers to evaluate the impact of this time and effective practices on learning progress and achievement for students (SLT).	This was not sustainable at this level. We have aligned support visits with PD. Kelly and Abbey give specific feedback against teaching standards for individuals as well as whole staff team.

<p>Engagement targeting our Māori and Pasifika whanau to actively participate in their children's learning in an inclusive context (Not necessarily at school). (BOT, SLT, leadership team, staff).</p>	<p>Targeting Maori/Pasifika – reference groups, ongoing thing – well done Sophie!</p> <p>Next step: Seek input from local Pasifika/iwi contacts – talked about sharing with church leaders and kaumatua. These people need invitation from Principal and BOT chair. Register being compiled by Maori/Pasifika reference group.</p>
<p>Empowered learners - Students need to be involved in the learning process and feel empowered to know where they are at, where they need to get to and how they are going to get there. Students should be able to articulate this in a range of ways. (BOT, SLT, leadership team, staff).</p>	<p>We have started regularly gathering student voice that informs teaching and learning. We need to develop more clarity and consistency about how we support students to set and monitor goals.</p>
<p>4. Development of a local school curriculum Co-construct a curriculum that reflects our school community and provides children the skills to navigate an unknown future.</p>	<p>We have a draft curriculum that we have</p>
<p>Leadership development in PEER COACHING with Mark Sweeny - Ensure that we are providing appropriate professional development that supports middle leaders understanding of leadership and to develop skills. This will ensure effective teacher practices that impact on student progress and achievement.</p>	<p>Peer coaching with Mark Sweeney – started but not sustained as packed too much in, changed PD to reflect this next year, redesigned time as needed for time to talk.</p>
<p>5. BOT – Seek strategic input from Pasifika and local iwi community members Invite members of our community of Maori and Pasifika children to advise, guide and help us grow student progress and achievement.</p>	

The Board congratulated Kelly and thanked her for her leadership and success in the progress made towards these actions.

2019 Targets

Time: 7.28pm

Continue to look at writing and maths. These will be our key areas. 40 children targeted this year. 48 children to be targeted next year. There are actually 56 target students in total, but if we take out the ORS students and those with behaviour management plans, it leaves 48. Kelly will redesign data reports by end of week 8.

PROPERTY

Time: 7.33pm

Craig, Stephen and Kelly had earlier met with Mark Ashby and our Ministry Advisor Katelyn Hawinkels around the bottom block refurbishment project. The revised quote submitted by Mark was still over budget by around \$18,000. The MoE advised that there was possibility of HHS getting any more funds. Craig reported that the government was looking to give schools a one-off refurbishment grant funding, but that was still two years away. Lynette advised Stephen that there are possibilities of finding the needed \$18,000 from the budget. The Board discussed a further option of seeking advice from a parent of the school who has expertise in this area. It was agreed we should seek this advice. Craig, Stephen and Kelly to meet with this parent.

Kelly reported that the Learning support worker (Helen) had visited the school and will submit a report recommending disabled toilets be installed in bottom block, along with one breakout room in both bottom and top blocks. Kelly said this report would be submitted before the end of the year.

POLICIES

Time: 7.47pm

These had been emailed to the BOT. Stephen added in adjustments from BOT. Discussion had around unauthorised property and mentioned in the Financial condition policy. It was agreed Stephen would include at the bottom of the policy the definition of the word 'unauthorised'.

Policy review schedule – Sophie to collate this as discussed at finance hui.

"The Board of Trustees moved to accept the following Policies with the discussed treaty amendment to the Board Roles and Responsibilities policy." Julia/ Sophie / Agreed

Asset Protection
Board Induction
Board Roles & Responsibilities
Child Protection
Curriculum Delivery
Financial Condition
Financial Planning
Managing Challenging Behaviour and Physical Restraint
Protection and Sharing of Intellectual Property
Reporting to the Board

FINANCE AND GRANTS

Time: 7.50pm

October accounts – the Teacher Aides were tracking over budget but this was expected. The way the budget is tracking, we should end up with a surplus. Banked staffing still in positive.

"The Board of Trustees moved that payments of \$27,174.54 for October be ratified." Kelly / Craig / Agreed

"The Board of Trustees moved adoption of the October Finance Reports." Kelly / Abbey / Agreed

BUDGET 2019

A surplus of \$1571 is projected. Depreciation of \$66,000 – Lynette advised this is too high for a school our size. She will give Stephen a schedule to reduce this down for next BOT meeting. BOT funded staff – admin, ESOL TA, SEG, ORS (9 hours per week) – we will be \$10,000 short (66 hours needed). Options discussed on how to meet this short fall. Fundraising discussed – Maori/Pasifika reference group were keen to hold fundraisers. Donations nearly 100% - helped by people paying little amounts off regularly.

Fundraising the way to go to cover this shortfall. Four small events - \$5000 each is all that is needed.

"The Board of Trustees moved adoption of the draft 2019 Budget." Sophie / Kelly / Agreed

School fees for 2019 were set at \$100 for one child and \$160 for a family. Discussions had about family amount and comparison made to other schools. Discussed how it was reduced last year and made a difference to what was received this year. Proposed to keep it as it is next year with possible changes for 2020 – to be reviewed around mid-way through 2019.

"The Board of Trustees moved to keep the 2019 school fees the same as the current year." Abbey / Craig / Agreed

GRANTS

To be done via email.

NEXT MEETING

Monday 18th February 2019 at 5.30pm. Kelly would arrange catering.

Meeting closed 8.19pm.


Chairperson
Acting

Date 18/2/19

Action Item	Responsible	Due Date
BOT work plan	BOT	ongoing
BOT Election / chair election	Stephen	By next meeting
Communications Plan draft	Julia/Stephen	On hold until first meeting next year
Health and Safety – review draft procedures	Abbey / Julia	By next meeting
ERO Self review document – Kelly to look and fill in gaps where she can.	Kelly	ASAP
BOT engagement evenings – dates for these	Stephen	February 2019
ORS & High Health IEPs	Kelly	By next meeting
Children's GROW stories	Kelly	By next meeting
Redesign data reports	Kelly	By end of week 8
Hautu (self review for Māori achievement) – update document	Stephen	By next meeting
Employment procedures / Te Reo policies wording changes – teachers willing/able to learn/teach Te Reo – draft changes for consideration	Kelly	By next meeting
Definition of unauthorised/authorised property policy – check with NZSTA	Stephen	By next meeting
Policy review schedule	Sophie	By next meeting
B Block ovens storage / range hoods purchase	Craig / Lee-Ann Newton	ASAP / February 2019
Grants to be approved	BOT	ASAP
Grants (write story to grant giving trusts on how money is spent)	Lee-Ann Newtown	February 2019
Media policy – advise staff	Kelly	Next Admin meeting
Security camera signs - enlarge	Kelly	ASAP