

MINUTES OF THE HAMPTON HILL SCHOOL BOARD OF TRUSTEES MEETING

Monday 9 December 2019 at 5.30pm

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

Present: Stephen Opie (chair), Kelly Barker, Sophie Robbers, Abbey Corich, Noha Ibrahim, Matthew Bulford

Apologies: Amy Renata

Minute Secretary: Lisa Murdoch

Conflicts of interest: none, however there may be one later regarding Principal search process. This will be addressed during Public Excluded Business.

Stephen noted it was good to see BOT members filling in the time register and it was good for the Government to see the amount of time BOT members put in.

CONFIRMATION OF MINUTES

Time: 5.35pm

"The minutes of the Board of Trustees meeting on 21st October 2019 be accepted as a true and accurate record."

Ian / Sophie / Agreed

"The minutes of the Board of Trustees meeting on 21st November 2019 be accepted as a true and accurate record."

Stephen / Agreed

"The Hampton Hill School Board of Trustees accepts the correspondence list." Abbey / Sophie / Agreed

ACTION ITEMS

Action Item	Update
UDL presentation – share with BOT	Kelly - done
Waste audit – communicate to community / photos	Scott – photos / Sophie to follow up Only two weeks left of term – send out Term 1
Policies - update	Sue - done
Staffing – reliever budget	Kelly/Lynette – Finance team have increased for 2020
Finance reports – easier to read	Matthew to follow up on this
Funds transfer from cheque account to term deposit/savings	Matthew / Sue. Done. \$150,000 put on term deposit for 3 months No difference in interest rates for cheque and on-call savings accounts
BOT newsletter	Sophie. Done

October Finance Report

Time: 5.41pm

Stephen asked about the significant underspend in the Curricular expenses \$45,000 budget. The Science grant should be spent in one year but will spend over three years. Training underspend – most of the training has been free – there was money in the budget incase we didn't get PLD but we received PLD this year. Teacher Aide budget was also under but the budget was adjusted during the year. It was

noted that revenue had increased too. Revenue from school trips were up 1000% - Kelly will look into this – this is likely to be a miscode. Ian asked whether we can put the 10% of the property funding released by MoE into a separate ledger to keep track of it. Finance team to talk to Lynette about this – call it School Modifications/Refurbishment.

“The Hampton Hill School Board of Trustees moved to accept the October Finance Report.”

Kelly / Matthew / Agreed

Matthew to take home Accounts folder to check bulk payments.

Time: 5.55pm

Chair Authority

Time: 5.57pm

“The Hampton Hill School Board of Trustees moved to delegate chair authority for 10-15th November (adopted by email 6 November, 2019).”

BOT / Agreed

2020 TERM DATES

“The Hampton Hill School Board of Trustees moved to adopt the 2020 term dates and out of zone enrolment dates (adopted by email 2 December 2019).”

BOT / Agreed

CHAIR ROLE FOR 2020

Time: 5.59pm

Stephen explained that the Board needs to elect a chair at the first meeting of every year except election year. Stephen asked Board members to think about whether they would be interested in this role. We will have the election at the February meeting. If more than one nominated then a secret ballot would be held.

ELECTRICAL TESTING

Time: 6.01pm

Electrical testing had been carried out on Friday 29th November. Six items were disposed of and replaced. This was a Health and Safety requirement.

PRINCIPAL'S CONFERENCE IN AUSTRALIA

Time: 6.02pm

Kelly had emailed the BOT about a conference in Australia costing \$6000 for two people – flights, accommodation and attendance for the new principal and deputy – 5 days and 4 nights in Melbourne. It is in the 2020 budget under PD. Kelly explained that her travel to Melbourne had been approved by the Gracefield School Board, and that we were to invoice them for Kelly's flight costs. Everyone was supportive of Abbey and new principal attending. Abbey to book flights to Melbourne.

“The Hampton Hill School Board of Trustees moved to approve the new principal and deputy principal attending the Principal's conference in Melbourne in September 2020.”

Sophie /

Matthew / Agreed

AMY RENATA'S BOT RESIGNATION

Time: 6.10pm

The BOT accepted Amy's resignation from the BOT.

SECURITY CAMERA

Grant received for these but had not got them installed yet. Bronwyn is getting a quote from Lockie.

PRINCIPAL'S REPORT

Time: 6.13pm

The roll will be between 240-250 next year – this should be consistently the number on the roll from now on. If someone enrolls in zone we have to accept them – we have 9 classroom spaces. Analysis of variance – will come out next year and is due to be filed on 1st March with MoE. Launch Pad – CRE (Christian Religious Education) – when the programme is running the school is closed for teaching unless they are providing alternate programmes which HHS has. BOT to go through review process in 2020 and find out if community wants this. The Launch Pad volunteer team are aware of changes happening at school regarding building and how they may affect the running of Launch Pad. Kelly has advised them that the BOT will look at this next year.

Personnel

New cleaning company - B to B Cleaning Ltd. New caretaker – Kenny Benfell – starts 6th January. Going through induction programme with Kelly and Lockie this week. New staff member Rachel McKinnon – year 5/6 teacher currently working in Scotland. Kapa Haka tutor Mairangimoana Te Angina has a job elsewhere so we are looking for a new tutor for next year.

Finance

No areas of concern. Reliever's budget 163% over. Kelly explained that this year has been extreme for staff sickness, hence the overrun in this budget category. The Finance team has increased the budget for next year.

Reunification Drill

Eight children were not picked up but were collected after 3pm (parents had received message). As a result of this drill, the procedures have been changed for a couple of things – teachers must have a more identifiable class number on their vest and teachers also let some children leave without checking their number on their hand. There was also a text message error – initial message did not send but Sue resent at 2.10pm.

“The Hampton Hill School Board of Trustees moved that payments of \$41,372.68 for October be ratified.” Stephen / Agreed

“The Hampton Hill School Board of Trustees adopted the Principal's report.” Ian / Abbey / Agreed

Public Excluded Business

Time: 6.31pm

“I move that the public be excluded from the following part of the meeting, namely the review of previous Public Excluded Business minutes and the discussion of various staff and student matters. The grounds are that the matter is one of personnel and the reason is to protect the privacy of an individual. 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
Time: 7.51pm

Dinner break

Time: 7.51pm

PRINCIPAL'S SEARCH COMMITTEE

Time: 7.59pm

BOT recommended appointing Abbey as acting principal from 29th January 2020 until new principal found. Abbey accepted.

“The Hampton Hill School Board of Trustees moved that Abbey Corich be appointed as Acting Principal from 29th January 2020 until a permanent appointed principal starts.” Stephen / Agreed

Staff will be told tomorrow at the staff meeting and community will be told at BBQ next Tuesday 17th December.

Stephen handed out a plan/timeline for principal appointment. Looking to communicate an appointment mid April, all things going well. Could be Term 3 before principal can start. Need to get feedback from staff/community/BOT/lwi and need to get some outside expertise to help with the process. Also need to identify another principal to help.

Stephen to ring NZSTA to find out what to do about a staff rep as Abbey will be acting Principal.

“The Hampton Hill School Board of Trustees moved to accept Kelly Barker's resignation letter.” Stephen / Agreed

PROPERTY

Time: 8.15pm

BOTTOM BLOCK

Property meeting held last Wednesday. Two of four tenderers came in under budget. Ian explained that there were not a lot of conditions from these tenders, which was good. When can the work begin? Ideally would have liked to start within two weeks. Cheapest contractor can only start middle of Term One. This might mean that we push start date to school holidays to cause the least disruption.

MOE giving more money to school – announcement last week \$157,000 for HHS plus \$9000 from the three year 5YE review. There are some options for where to spend this. We could use it to finish bottom block – classrooms 8 and 9. Is there something that needs doing? Do we want school to be a construction site for a year? Need to think carefully what to do with this money. Is the hall suitable for four classrooms? Where do classes go? Very aware of what this means for teachers.

Ian to discuss with MoE representative. By next meeting Ian will put ideas in writing for BOT to review so they can make a decision as to how to spend the extra money. Retaining wall down bottom block needs work too. Need to look at 5 year plan to see work that needs doing. Ian asked for the BOT’s approval to find out the cost of completing classrooms 8 and 9. May be only add extra \$1000 to their fee to find out this information. BOT happy for Ian to call a meeting this week with Mark and Anna to work on the cost estimate. Hopefully will know by Christmas.

ADMIN BLOCK

Ian explained what has been happening with this building since 2000 when it was built. Also how this relates to the boiler room issues. MOE sees this as being one single project. Total estimated cost is \$1.2 million. MOE can’t get to our project for next 6-8 months. This does not exclude HHS doing it ourselves. Ian explained the process for HHS to do this project ourselves. If the total cost is estimated by a QS at 75% of the \$1.2 million, MoE may choose to rebuild. Decision with MoE. Need to think where to put admin/reception while building work is done. All spaces currently being used. What will MoE do to help with this?

“The Hampton Hill School Board of Trustees moved to re-engage quantity surveyor, architects and Ashby’s Property Management to estimate the cost of completing the work on classes 8 and 9.

Ian / Stephen / Agreed

DATA ANALYSIS

The BOT submitted some questions before the meeting on the end of year data analysis, which were discussed at the meeting. These questions and notes for each appear as an attachment to these minutes. This serves as a record of this discussion.

Sophie to take more of a focus in Pasifika and Maori reference groups now that Amy Renata has left the BOT. BOT requested Pasifika to be a priority for 2020.

ACTION ITEMS

Action Item	Responsible
Finance report – school trips up 1000% - check coding or typing error	Kelly/Sue
Finance report - B Block refurbishment listed separately	Finance team
Principal’s Conference	Abbey book flights Sue invoice Gracefield School for Kelly’s flights.
Principal appointment – staff/community/BOT/Iwi feedback	Search Committee

School building work - how to spend the extra money? Engage quantity surveyor, architect, Ashbys for quotes on work to estimate cost of completing classrooms 8 and 9.	Ian
Data Analysis – answers to questions	Abbey
NZSTA – finding a staff rep to replace Abbey on BOT	Stephen

NEXT MEETING

Monday 17th February 2020 at 5.30pm. Meeting closed 9.30pm.



Stephen Opie

17/2/2020

Key questions for end of year data analysis

Overall questions

What more can the Board do in terms of resourcing teachers to accelerate learning, particularly of target and priority students?

Target Student Data

What is our overall impression of the target student data?

Happy with Yr 0 -3 and we have seen quite a bit of movement in mathematics

Yr 4 - 6 there has been some movement but not as much as we expected.

Has there been any significant positive shifts? Where?

Writing and MATHs for our Yr 0 - 3, especially considering that our Year 3s are in this cohort and have appeared as a group needs close monitoring and they are a group that features heavily in this data. This means our Year 0 - 2s have made good shifts.

Has there been any significant negative shifts? Where?

Less significant shifts with our Yr 4 - 6 data. Less students have moved into the 'at' category over term 3 and 4. Although we have seen less movement into the 'at' category we have seen some shifts from the well below to below and the below to fragile ats.

Should we have expected more positive shifts than we are seeing?

Yes - we were slightly disappointed with some of these findings.

Could the change of approach in term 3 of the target student time have caused some of the backward shifts?

Possibly. The change in approach which was much needed with a very unsettled Terms 2 and 3 and with class teachers finding behaviours and social dynamics challenging. Teachers spoke about how they spent a lot of target time dealing and supporting class issues. It was decided as a collective to use this time to teach some children social and emotional skills so they are better able to access the curriculum and be part of the class. Staff felt if they weren't settled and not happy they were not in the right space/mind set to learn. We have had this programme for many years at our school to target these students. We are very privileged to have this opportunity and we need staff to look at ways to target students in the classroom programme. Not many schools across the country provide this type of release.

What does it mean "we need clear expectations around how Maths/writing is taught in our school"?

Research says the biggest difference is between class to class not between schools to schools. We need to make sure that as a staff we are using consistent approaches. We have great ideas to support teachers with the teaching of maths but currently some of our newer teachers struggle with this approach and have spoken about being unclear about what is happening in maths. How can we use our lead teacher of maths to support these learners and make the pedagogy clear to understand?

Why do you think there can be regressions between term 3 & 4? Do these children need more support at this time of year?

The most noticeable regression is in our Year 4 - 6 writing data. We have seen very little movements of our Year 6 students throughout the year. In our Year 4 - 6 writing 3 children have dropped from a shaky at to just below/just at. 4 children moved from below to just below/just at and 1 out of below to at. There has been some movement but not as much as we would of liked to have seen. We need to consider class programming and how swimming, camp and production are impacting learning. As a leadership team we need to monitor that quality literacy and numeracy programmes continue when there are interruptions to the day to day programme.

Maths Data

What are the key things to notice from the Maths data?

We seem to have a pattern at our school where students achieve better in the mid year data than the end of the year data. This is the same pattern we saw last year. We need to make sure that quality programmes are continuing in Terms 3 and 4 and look at curriculum integration so learning is occurring in a meaningful way.

How have the changes in the programme affected the students' learning (target student time from term 3 onward)?

Refer to Target Student question

Looks like a common issue is "not having enough time". How can we get more time for Maths?

We need to encourage syndicates to spend more time in teams looking at timetabling and sharing effective strategies for how we can provide sufficient time for math and look at overcoming barriers to math learning as well as how we can remove barriers to support teachers with the teaching of maths. Syndicates need a chance to review and revisit this.

Do we have enough resources for everyone? E.g. Chromebooks, other resources. Do we have enough teacher aide support for those needing help?

We need to make sure that systems and processes are in place that we are using devices effectively to enhance learning. There is always more support needed than the budget allows - supporting students in terms of behaviour and learning.

Do we have too many interruptions to normal routine - swimming, production etc?

Scheduling is something that we need to consider. We also need to look at how we other programmes are introduced and how we monitor that effective literacy and numeracy instruction is still occurring.

Priority Student Data

Is UDL really working? What resources does the Board need to pump in to it to make a significant difference here?

UDL is working in terms of engagement for learning. We need to look at how we can further embed this across the school and promote UDL thinking.

Overall School Data

Why are Pasifika students regressing? 50% of boys below in Maths.

What resources does the Board need to put in to help?

Should this be our focus for 2020?

What is working for Maori students?

Is this statement actually correct? "What works for Maori students, works for all".

We believe that the comment what works for Maori works for all is correct - but that we need to transfer what we have done for our Maori students into a pasifika context e.g. providing poly club, pasifika lessons, community engagement. After looking at this data Sophie expressed the need to continue our pasifika engagement programmes that we started in 2018 that have petered out a bit this year.

The BOT wants to make a focus on Pasifika learners for 2020.

We have increased ESOL teachers hours to allow for time to mentor and support in classrooms as well as the paper work side of things.

Is there some way we can help the year 2 - 3 transition as it seems as though things fall away in year 3.

When we compare our 2019 Year 3 cohort with their 2018 data we can see that achievement has improved in Reading and writing. However we have seen a significant drop in students for maths.

	2018	2019
Maths	82%	58%
Reading	65%	77%
Writing	56%	64%

Key observations - areas requiring resource

Pasifika students need further help.

Year 3 students need further help.

Writing is the area of biggest need. 16.8% of whole school below in writing compared to 11.7% reading and 16.3% maths.

