Board of Trustees Meeting

Wednesday 16th May
7:00 pm

Kia ora Trustees;

Welcome back to Term 2. Over the last few months it has been very satisfying to observe the school community refocusing on the needs of students and working together to achieve the best possible future for the school and for all our people.

Board renewal

We are only 7 meetings away from the next Board elections. This is a good time to nominate and consider co-opting some new blood onto the Board. This allows the Board to share experience, wisdom, and 'institutional knowledge' built up over time, and to help potential candidates to understand the role and challenges involved, so they may choose to stand for election for the next Board Cycle. At our meeting we might invite potential trustees to come along and meet the Board and sit in for a while. You may know someone who might be interested. I will arrange for us to meet in the staffroom as we may need a little more space.

Digital Pedagogy

Natalie and John have been working to find the best value on offer for our new chromebooks and Large Screen TVs, in light of the funds approved at our last meeting for this purpose. On Thursday 10th May we met with David Windler (BoT) to consider these proposals. We accepted the quote from PB Tech. The large-screen TV's will be installed soon, and we will accept the Chromebooks in batches so we do not have to 'stockpile' them.

We have been developing our understating of the best way to develop a rich digital pedagogy across the school. This is a complex and challenging journey, and we must make haste carefully. We now think that external facilitation would be helpful, and we will explore the possibility of further PLD funding support. We would like to defer our presentation and consideration of Digital Pedagogy until our next Board meeting, and we may invite an external facilitator, Waveney Bryant of Team Solutions, University of Auckland, to come along and work with us at that meeting.

Please take time to consider the Action Plan for Digital Pedagogy attached.

Early finishing

The school has reverted to the winter schedule. Afternoon school starts and finishes 15 minutes earlier. The afternoon Options Programme is working very well, with significant numbers of students participating in Arts, Chess, Sports and yoga programmes. We have also arranged for a Homework Club/Supervision for any children who remain at school till the summer finishing time of 3 pm.

Starting school and Cohort entry (as reported in the recent newsletter)

When I arrived at Matipo at the start of term 4 2018 we hoped to establish a coherent and constructive policy around cohort entry. I inherited a robust and positive discussion with parents and local pre-school providers about this. Matipo has a zone and is full, and we are unlikely to accept students from out of zone so the impact on other schools was insignificant. I also had a personal assurance from Minister Parata that it was appropriate to get on and enrol students as a cohort before fifth birthday.

This was followed by a time of some confusion as we awaited clear policy guidance from the Minister and Ministry.

Since then Minister Hipkins has made it clear that Cohort entry may still be possible, but only after reaching the age of 5 years old. This clarification has been helpful and we are working within this framework to define our policy for the future. I note that the WAPPA position is that individual schools should set their own policy.

However we have done a lot of work to overcome the negative impact of students moving to a second teacher (and a second 'community of learners') at the end of their first year, so soon after starting, whether as Year 0 or Year 1 students. We think we have succeeded in this and that this is much more important than any gains possible from cohort entry.

We are also working to refine our play-based approach. I suggest we adopt the following policy about starting school:

- Parents of children born between 1st January and 31st March each year are advised to delay enrolment till the start of term 2 so they come in as Year 0 students rather than as Year 1's. This means they will gain the extra time as Year 0's and also benefit from a full Year 1.

- Parents of children born in December are advised to delay starting till the start of Term 1 the following year. They may lose a few days of school but benefit from a coherent and smooth start at the beginning of the new year rather than a ragged start at the end of the old one.

Most parents will make an informed choice so we probably don't need to do any more than recommend this.

New Entrant cohort classes

Matipo starting school regime is now based on establishing a 'cohort entry class', allocating new entrants to a single class and teacher until the class is full, then 'closing the doors' and keeping the cohort class together for as long as possible, with the same children, the same parents and the same teacher.

We hope to keep these classes stable and intact until the start of Year 2 for the children concerned, somewhere between 18 months and two years. This is a contrast to the usual practice of moving students to a new class and teacher at the start of the next school year, sometimes only a few weeks after starting school. We are already reporting anecdotal gains from this practice, but will track and evaluate progress over time, using data from the 5y 1m assessment at start of school through to the 6 Year Net at the end of the first year.

Taonga Syndicate are working to produce a simple and coherent statement of our philosophy about the central importance of play as a vehicle for powerful learning in the early years. This will reflect the New Zealand Curriculum and Te Whāriki Early Years Curriculum , and be informed by the Best Evidence Synthesis for early years. We will share this with parents before our parent information evening about play in week 9 this term.

Action Plans

Since we approved the Charter our curriculum and team leaders and their teams have been working on their action plans. I will include any action plans to hand in our Board papers, others may be tabled at our meeting, to give the Board some idea of how we are planning to achieve the goals set out in the Charter.

Nag 2: Review

Reporting progress

Teachers are now working hard to develop a better way to report to parents and to students about progress - just like every other school in New Zealand.   Last year we had major problems with our MUSAC School Management System Report. We were not happy! This year we have 'built in' a follow up meeting with parents for students and teacher to discuss the report, answer any questions and set the next learning goals.

National Standards have gone, so now we are developing a simple and transparent model of reporting to parents that shows how much progress your child has made since the last report. We are also working hard to give students more ownership and voice in the assessment and reporting process, and especially to build understanding about what they need to learn next and how to do it. It might be helpful to think of the report as a 'process' rather than an 'end' point.

For reading, writing and maths, it will look something like this:

Topic	What have we been studying?	What did we achieve? Outcomes and data	Teacher comment & analysis	Student response and analysis	Outcomes of student-led conference	Next learning goals
	A description of the concepts and study areas for this subject for terms 1 & 2	A description of work outcomes - what has been completed Assessment /Test Data about learning at two points in time	Good quality feedback from the teacher which describes what has been learned and what to work on next, referenced against **National Curriculum Exemplars** and supported by annotated examples of individual student work	Teachers and students will 'conference' to compare student work outcomes with exemplars and to respond to teacher feedback about what has been learned and what must be learned next	*Students will lead this meeting to discuss their work, assessment data and teacher feedback and to compare it with exemplars, to identify and celebrate what has been achieved since the last report, and identify what needs to be learned next*	*Goals set at the Student led conference form a contract for the next stage of learning and the starting point for the next report*

A.G.M. (Acronyms Gone Mad….)

These reports will incorporate current assessment data using good quality assessment tools, such as AsTTLe (Assessment for Teaching and Learning), PAT (Progressive Achievement Tests), Running Records for February/ June, IKAN (Individual Knowledge Assessment in Number), NUMPA (Numeracy Project), JAM (Junior Assessment in Mathematics), 6YN (Six Year Net)….

Every class is building an exemplar folder of annotated examples of student work at different levels for teachers, students and parents to use to benchmark learning outcomes, based loosely on the New Zealand Curriculum Exemplars but incorporating the LPF (Learning Progression Framework).

Students will refer to their own portfolio of student work and teacher feedback including 'benchmarked' samples in maths and writing

We have lots of good tools to help teachers and students understand learning progress, to report to parents, and especially to identify what to teach next. This time around I will mention only two – the **'6 Year Net'** and the '**National Curriculum Exemplars'**.

National Curriculum Exemplars make it easy to 'benchmark' student work. We have some of these on display in the foyer and you can find all of them online at:
          http://assessment.tki.org.nz/Assessment-tools-resources/The-NZ-Curriculum-Exemplars

The standardized **Observation Survey of Early Literacy Achievement** is commonly known in New Zealand as the **Six Year Net**. The creator, New Zealander Marie Clay, envisaged this assessment being best used after one year of school instruction, generally age six, to determine a student's grasp of basic reading and writing concepts and skills, and to pinpoint any gaps in understanding.

The Observation Survey of Early Literacy Achievement includes six assessment tasks:

- Concepts about print to discover what the student understands about the way spoken language is represented in print.
- Letter identification to find out, which alphabetic symbols the student, recognizes.
- Word reading to indicate how well the student is accumulating a reading vocabulary of frequently used words.
- Writing vocabulary to determine if the student is building a personal resource of known words that can be written.
- Hearing and recording sounds in words to assess phonemic awareness and spelling knowledge through hearing and recording sounds in English spelling.
- Running records to provide evidence of how well the student is learning to use knowledge of letters, sounds, and words to understand the messages in text.

Re-norming

The NZCER (another acronym, sorry! The New Zealand Council for Educational Research…) is working to analyse school data from across New Zealand to 're-norm' the Six Year Net and would like to use some of our data. Students will not be identified in any way – just the 6YN outcome and the student age drawn at random from the whole school group – and from schools across New Zealand. This will help the NZCER to 're-norm' the 6YN. Parents concerned have been notified by letter, but I have now asked for those few parents to be consulted by phone as well, just to check if they have any questions or concerns and to ensure they are okay with this.

Staffing

We are very sad that Deb Shaw has had to resign because of serious health concerns. As you know, Maggie Forrest has also resigned and accepted a position at Oratia. We wish her well. We have now restructured to accommodate these changes. Natalie has moved to take over Room 15 and also become Team Leader for Aroha Syndicate. She will share the teaching in room 15 with Ilona Brooks-Leijh who returns from her Maternity Leave soon.

Grace Smith will now share the teaching in Room 26 with Kelly Ohms. Grace has moved into the Team Leader role for Mana syndicate, and Sarah-Lee has taken on the role of co-leader.

We are currently advertising for a replacement DP and SENCO and have had a good level of interest so far. I suggest a Committee of Vanna (Board Chair), Paul (Principal), and Sian (DP). Applications close on 25th May, and we hope to shortlist and interview soon after that. I have convened a Special Needs panel to manage the SENCO role until we appoint a new SENCO.

In the meantime Natalie is 'Acting DP' for Sian, and Kathryn is 'Acting DP' for Deb.

We welcome John Brandon who has accepted a two-term fixed-term part-time appointment as Kaiarahi to help us manage some of the changes and systems renewal we are working through. John has already been a tremendous help.

Congratulations to Jill Bibby who recently graduated with her 'Dip.Teaching', and to Kahu and Mitch who are now both fully registered at last.

Lindsay Wills is about to start her Maternity Leave. I will announce the replacement teacher for Room 8 before we meet, at this stage it looks likely that Kathryn O'Reilly-Dodd will step in to help.

NAG 4:

Finances

We have completed a great deal of work to ensure our financial position is robust, transparent and secure. Since October we have undertaken four external audits – the FIG Fraud Investigation, Telco Technology IT Site Audit, the CES Asset Register Reconciliation, and an audit of all our personnel files carried out by NZSTA. We have also gathered good quality assessment data to complete the Analysis of Variance, reviewed our Charter and Strategic Plan, developed a transparent budget allocation for the 2018 school year to support the charter, and reviewed our Cyclical Maintenance Schedule.

We are now able to provide almost everything required for the auditors to complete the 2017 audit, except that we are waiting for MUSAC to align the EXCEL format external asset register reconciliation with the MUSAC accounting package 'Asset Manager'.

We have provided draft accounts complete except for the adjustments which will be required as a result of this alignment. Vanna, David and I have met with the Ministry and Auditors to show why we were not able to provide this by 1st April. Part of this discussion reflected our concerns that the Auditor's Report and Management Letter for 2016 only reached the Board in August 2017, but did not identify any concerns or issues. This assurance to the Board was in contrast with the outcomes of the subsequent audits. Indeed the Board has responded very quickly indeed, even though we have not yet been able to complete the 2017 Audit process. The Ministry has confirmed to the Board that the school has robust, transparent and appropriate practices and procedures and any potential risk was obviated in October 2017. This has been corroborated by the FIG and TTS Audits.

Monthly Accounts

These will be tabled at our meeting if not included in the Board pack.

Property

I can at last confirm that the long awaited Security Upgrade will take place in early July, installed by Tiger Security, at a time when the school will be closed. Manukau Locks and Alarms will re-key the school starting 20th May. This accounts for the remainder of our 5YA. However the Ministry will fund the installation of a paging system, and planning for this project is already under way.

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NAG 5: Health and Safety

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First Aid Training

We have surveyed the staff and I am satisfied that we have sufficient current first-aid trained staff on hand. However we have also arranged for the Red Cross to run a training weekend on 9th and 10th June, to accommodate 10 of our administration staff and teachers, to ensure that we have a high level of cover for our EOTC and Camps. Please would trustees let me know if they would like to join the Course.

Flu Jabs

We have arranged for Flu jabs for any staff that wish them.

Playground supervision

I am pleased to report a more systematic and rigorous approach to playground supervision and monitoring.

School Safety

Carl and Bharat respond quickly to any concerns or hazards recorded in the Maintenance and Hazard logs. We are systematically identifying and resolving these issues.

RAMS and Board delegation for approvals

As a staff we are becoming more rigorous and systematic about completing and reviewing risk assessments whilst planning activities. It would now be appropriate for the Board to become involved in reviewing and approving RAMS of any residential activities, along with myself or other senior leaders. Please would the Board delegate this to either a committee or an individual trustee who

might work with me to review, question and approve RAMS for residential school activities, for subsequent tabling at a Board meeting *before* the activity takes place.

NAG 6: Compliance

Building WOF/Argest

We finally have our Buildings WOF!

In conclusion

I have attached a number of reports and information which I am sure you will enjoy. I look forward to our hui on Wednesday.

Nga mihi nui

Paul

Strategic Goals	Summary of Actions	Actions & Responsible persons	Resources	Timeline	Outcomes
To develop safe, effective methodology and practice to empower our students and teachers to leverage digital technologies to accelerate learning	Improve Teacher Knowledge of effective digital pedagogies ● Mindlab ● School PLD - TTS / Team Solutions / staff meetings ● Initiatives ● Tracking - assessment framework ● Attendance at U Learn and other relevant conferences and associations Improving Resourcing - BYOD implementation in Year 5 & 6 syndicate: ● Community consultation ● Digital pedagogy professional development for all teachers ● Expectations for safe student use of technology / internet (use of Netsafe, NZ Police) ● Ideal implementation of devices 1:1 in year 5 & 6 classrooms. in Year 0-4 classrooms: ● ipads - using apps, eg: SeeSaw ● Utilising the 3D printer for enrichment programme Improve Community Understanding & Capacity To develop safe and transparent practices around BYOD.	Upskill teachers in digital pedagogies - utilising Team Solutions PLD - Waveney Bryant - staff meetings - Natalie / Paul - U Learn Conference - Natalie / Kathryn / Grace / 2x others (tbc) Community consultation notice and analysing responses to feed back to the BoT - Natalie PD - see above. Compile an internet safety contract, and a number of lessons to discuss / teach internet safety. Enquire with Paul Stanko (NZ Police) about specialist visit. - Natalie. Utilise Netsafe resources. Implement 1:1 Chromebooks in Aroha team. Begin with Rooms 13, 15, 16. - Natalie, Ngaire, Mia. Devices used for approximately 30% of the classwork. Cascading of ipads into year 0-4 classrooms - 40x ipads integrated into the Mana Team (=10 ipads per class - 1:3 ratio.) Upskilling teachers on the use of SeeSaw - Kathryn / Natalie. Exploring 3D Printer and using for enrichment - Rahel & Mia. Digital Pedagogy Parent Evening - showcase use of devices in classroom for parents, explain how devices are enriching programme & empowering/motivating children's learning.	Team Solutions ULearn Netsafe / NZ Police Chromebooks Ipads SeeSaw 3D Printer	Term 3, 2018 T1, 2018 T2, 2018 T2, 2018 T3, 2018 T3, 2018 T2, 2018	Accelerated improvement in writing for our target groups Higher level of professional pedagogical knowledge Established models of effective practice Transparent methodology and mentoring and evaluation progress using digital pedagogies SeeSaw Meetings / Safe use policies - chatrooms etc, Netsafe etc Robust Infrastructure (peer review) Accelerated achievement in writing for year 5 & 6 (as per Manaiakalani) Also greater safety (peer review outsourced to TTS) Parent confidence (Parent survey at two points in time)

Strategic Goals	Summary of Actions	Actions & Responsible persons	Resources	Timeline	Outcomes
To challenge, excite and provide opportunities for autonomy and student ownership	Develop specialist programmes in: ● Languages ● Pottery and 3D Art ● EOTC ● Music Weekly enrichment programmes for each syndicate in a range of contexts (eg: outdoor education, environment, culture, sports etc). Students will be given the autonomy to select from a range of options each enrichment cycle. Student voice will guide all aspects of the direction of these lessons, based on their interests and passions. This will include planning hands-on activities, reflections and self assessments. This will be assessed in part through gathering student 'voice'. Students will be given sufficient time to begin to gain mastery in their chosen enrichment area.	Ensure that each year there is coverage in both syndicates across these identified areas. Track coverage. - Grace. 3x 10 week enrichment cycles each year. Multiple options available to children Aim to have year 3-6 enrichment groups with multiple lessons, or longer lessons. Cycle 3 - plan an enrichment day - a culmination of learning, trip offsite, experience etc. - all staff in Mana & Aroha. Ensure that children fill out their own choice selection form each cycle. Teachers need to be explicit with explanations of each option and ensure children fill out forms correctly. ● All staff in Mana & Aroha.	Individual teachers to specify needs for their enrichment.	2018 2018 T4 2018 Termly, 2018	All students consider their options and select an enrichment option aligning with their own interests or passions. All students complete a reflection & self assessment at the end of each enrichment cycle. There will be three 11-12 week cycles within a school year. Enrichment cycles are varied in subject areas and all curriculum areas will be offered Teacher PLD/consultation to plan and over the year. evaluate effectiveness of programmes

Action Plan - PRT Induction / Mentoring   2018   Grace Smith

Strategic Goals	Summary of Actions	Actions & Responsible persons	Resources	Timeline	Outcomes
To ensure all PRTs are provided with a robust induction and mentoring programme to assist them in gaining their full registration. **To support and develop all PRTS become effective and expert teachers** **To sustain them in this journey**	All PRTs paired with an experienced tutor teacher. First year PRTs are enrolled in the professional development programme run by Learning Network specifically designed for beginning teachers. PRTs are provided with a tailored programme based on an 'inquiry cycle' model for observations across all levels and subject areas. Support provided: - Planning is checked weekly and detailed feedback and action steps for improvement are provided. - Regular meetings with tutor teachers - Professional development through staff meetings - Prioritised for external PD opportunities - Regular observations in all curriculum areas with feedback and feedforward provided - Meetings with PRT coordinator	Paul & Grace discuss and decide effective and suitable pairings, ideally within the same syndicate for PRTs and Tutor Teachers. Ensure first year PRTs are enrolled in regular professional development at Learning Network and are given other opportunities for development (eg: PMA conference etc). - Grace. Grace / Paul to ensure that tutor teachers are aware of their responsibilities to provide support as needed to ensure PRTs meet their provisional teaching requirements for registration.	Any documents from the Ministry of Education to support the provisional registration process. Learning Network	2018	All PRTs are paired with a suitable and experienced tutor teacher. PRT folders are kept maintained with minutes of meetings, observation notes, PD material and reflections. PRTs are enrolled and attend all eight sessions at Learning Network. PRTs make good progress to becoming fully registered

Strategic Goals	Summary of Actions	Actions & Responsible persons	Resources	Timeline	Outcomes
Develop a sustainable system to manage school gardens and waste.	Develop a programme of study for the sustainable future of Matipo. Action steps: ● Establish worm farm and compost bins. ● Paper recycling (Paper4Trees) ● Colour coded bins (recycling, food waste, rubbish) - advertising / education of children to use correctly. ● Maintaining school gardens ● Initiate vegetable garden ● Plant trees ● Harvest fruit & veges ● Adobe ● Enrich the school environment with student-made artworks (link with ceramics enrichment programme)	Purchase and set up worm farm. - Natalie / Carl. Sort out a system for collecting food scraps for worm farm. - Natalie Speak to the Auckland Council about setting up colour coded bins for waste, feeding into compost bins and empowering the Enviro Club children to teach the rest of the school about the processes. - Vashti & Mia Planting, weeding and maintenance of school gardens. - Vashti & Mia Develop vegetable gardens and investigate Garden to Table programme. - Natalie Children to create clay artworks to be displayed around the school. - Rowena.	Auckland Council publications Rowena	2018	Less litter around school grounds Worm farm and compost bins set up Colour-coded bins set up and in use Eat healthy food that we have grown within the school environment. Student leadership through Tamariki Council Enriched environment

Strategic Goals	Summary of Actions	Actions & Responsible persons	Resources	Timeline	Outcomes
To provide children with multiple opportunities to experience education outside of the traditional classroom setting.	Enrichment programme (see above). Year 1&2 Camp Day Year 2 overnight camp Year 3&4 three day camp Year 5&6 week long camp - even year Bush Camp, odd years Island Camp Optional Winter Ski Camp even years Optional Summer Tongariro Crossing Camp odd years Kapa Haka overnight camp / Marae stay Termly class trips, eg: Zoo, MOTAT, Arts Centre etc Kayaking	Enrichment programme (see separate document) Annual camp day planned by Taonga syndicate for year 1 & 2 children, including an overnight stay at school for year 2 children. - Taonga Teachers. Annual camp opportunities for Year 3 & 4 children. Year 3 - Motu Moana (local) Year 4 - Camp Adair Year 5 - Carey Park (local) Year 6 - Camp Bentzon (Kawau Island) ● Grace Winter Ski Camp / Summer Tongariro Crossing Camp - alternate years. Option camp opportunity for year 5 & 6 students. Link with enrichment programme and provides an extra, high level education outside the classroom opportunity. ● Grace, Natalie, Mia. Kapa Haka overnight camp / Marae stay - building whanau relationships. Linking cultural learning with traditional practices and protocols. ● Ngaire, Janna, Kahu. Each syndicate to ensure they plan a suitable rich experience to link with termly focus. ● Syndicates.	EOTC guidelines from Ministry of Education. Individual camps to be planned for and resourced as appropriate by each team.	2018 / 2019	Camp experiences are offered for all year levels each year. Trip opportunities each term for all students. Optional camps and trips are offered each year.