

MINUTES: GARSTON SCHOOL BOARD OF TRUSTEES

Meeting: Wednesday, 8th June 2022 at 7p.m.

Poipoia te kakano kia puawai

Nurture the seed and it will blossom

1. Present: B McNabb, K O'Loughlin, M Evans, S Glover, J Edmonds

1a. Apologies: Nil.

1b. Declaration of any conflict of interests for the remaining agenda items.

Resolved: Yes / No N/A.

2. **Education Priorities**

The Statement of National Education and Learning Priorities (NELP) in schools and kura are issued under the Education and Training Act 2020.

See attached Agenda Item 3 sheets 1 & 2.

Principal discussed the NELP's and how they will assist in helping develop the 2023 Charter.

3. **Strategic Goal 1** - Literacy (Structured Literacy Approach)

Background Information

Currently in New Zealand we do not have a national plan or agreement about how reading, writing and oral language should be taught in schools however the Education Hub report talks about a three-tier approach to improving literacy instruction, including:

- a) Well-designed, research-informed, in-class learning,
- b) Specific targeted interventions for students who have had disrupted learning or those who have specific learning disorders, such as dyslexia and
- c) Intensive interventions for key students who need more support.

We have a school-wide focus on developing students' phonological knowledge, especially in Years 1-3. Our aim is for students to show an increased ability to understand then use our English language code to read words that are made up of letter/sound combinations.

Action	Outcomes to Date
Analyse reading assessment information to determine the learning needs of all students, including the target students.	All New Entrant students have been tested as well as several others from the Year 2/3 class who have been finding reading a challenge.
Teachers review reading assessment information and plan phonics based lessons.	At end of Term 2 the above children will be re-tested and will either repeat the first part of the Structured Literacy Approach or move on to the second part. At present there are four parts to the programme.
Teachers provide a range of high quality resources.	MOE reading books (one set of books still to be produced) to support the Structured Literacy Approach have been sorted, boxed and labelled in appropriate levels. Activity sheets have been prepared to complement each box. Magenta level books have been sorted and culled. We have purchased new story books to replace existing large books and these are read with the children weekly.

(cont.)

<p>Introduce the Better Start Literacy Approach with professional learning support.</p>	<p>PLD for the Structured Literacy Approach led by an advisor who visited then signed up Pam Soper (Year 1-3 teacher) for the University of Canterbury on-going training programme in 2022.</p> <p>Mrs Soper has been showing Annabelle (teacher aide) aspects of the programme so she can also use its resources to support the learning of some of the older students. The goal is to build their weak knowledge of letter/sound associations so as to accelerate their reading progress.</p>
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Principal showed the resources that are being organised to support the Structured Literacy approach and also explained how this initiative would be a valuable aid in supporting struggling readers including dyslexic students.

4. National Administration Guidelines - NAG's

4a. Curriculum (NAG 1)

Report to the Board.

Curriculum (NAG 1)

Personal Health and Physical Development

2022 Year 5-8 E.O.T.C. (Omaui Camp)

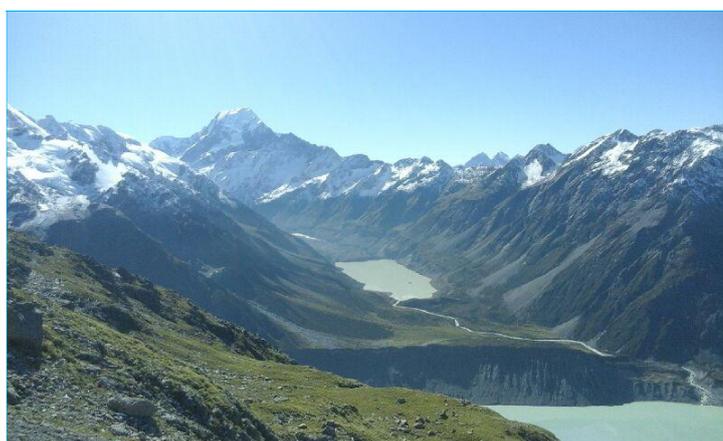
Date : 4-6th May 2022

Who attended:

- 10 children.
- 6 Adults.

Transport: Parents provided transport.

The purpose of visiting this area was for the students to learn about its:



- history and what attracted Maori and early European settlers to the area (food, fishing, whaling and farming).
- geography, geology- impact on the landscape of farming, introduced predators, reintroduced native plantings etc

Outcomes:

Assessments (pre- and post), class discussions, Q&A, informal group quizzes, artworks & observations showed the students gained a great deal of knowledge in a range of learning areas:

Social sciences & history:

- Early Maori settlements (midden on beach showing remnants of their lives and food waste)
- natural resources for Maori food, clothing, waka and shelter (flax, native trees, fish, moa etc)
- extinct species and natural selection (moa, Haast eagle etc)
- Whaling, sealing, oyster, deep sea diving industries
- Shipwrecks (Rotten Row) - sand bar location
- Captain Cook landings
- Early Europeans, trade with Sydney and Melbourne, flax mills, migration of miners from AU to NZ
 - World War machinery and impact to NZ

(cont.)

-flora and fauna in and around estuary and inlet

- Geography & science:

- Forests cleared for farming
- Connection land to water for transport
- Land and water features now (river, estuary, inlet, lagoon, sea)
- Wind farms alternative energy
- Track maintenance (using manuka to control gorse instead of spraying)
- Introduction of pests to NZ by European settlers (rabbits, possums, stoats, weasels, rats, feral cats, ferrets etc) and study of taxidermied specimens and their features
- Native planting and identification of features, practical work
- Soil composition
- Food sources
- Scientific thinking (read, research and presenting new facts comparing species)
- Comparing habitats (mudflats and rocky shore) for native birds and sealife
- Introduction of new scientific vocabulary (biodiversity, zooplankton, phytoplankton etc)
- Leaf analysis and critical thinking about species
- Native bird features, adaptations and calls
- shellfish and seaweed identification

Te Reo Maori:

Vocabulary for native flora and fauna

Social Skills:

GARSTON SPIRIT

Self assured - questioning, talking and presenting
Productive - planting natives and helping with track maintenance at Omaui Hill

Independent - this needs more work as students relied on adults rather than taking ownership for their needs

Respect - rubbish clean up at Omaui Camp (of previous campers' rubbish in the grounds)

Rules for camp - be polite and courteous, be kind, participate and keep to rules. Participation was not 100% from some Year 7 students and we need to work on their resilience and engagement.

Also this experience was designed to help students to learn about:

- how to work co-operatively with others - being responsible for managing their personal hygiene, safety and comfort when involved in both indoor and outdoor activities while staying away from home.

Outcomes:

Students experienced/learnt about:

- The need to work as a team
- The need to use their initiative to look after their own needs.
- The need to follow instructions and keep rules and the reason for this.

(cont.)

<p><u>Some of the activities included:</u></p> <ul style="list-style-type: none"> - Educational visits to the Omaui inlet beach, Omaui Hill track hike, Omaui mudflats and rocky shore, Green Island boardwalk, Fishing Buoy cottage, Bluff Maritime Museum, Stirling point and shore, Bluff Hill - Several walks and drives to explore the area - Assault camp adventure activities, climbing wall, zipline, bike pump track - Hydro slides at Splash Palace in Invercargill 	<p><u>Outcomes:</u></p> <p>Students experienced/learnt about:</p> <ul style="list-style-type: none"> - ways to make the most of an experience or visit (full attention, asking/answering pertinent questions). - connections between what they observed (e.g. retell history of the area. - fun and sense of pride that can be gained from joining in challenging activities, with the support of others.
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Recommendations for next year:

- Continue to provide extensive lessons pre-camp to build children's knowledge of the topic so that they are motivated and engaged when on camp and can take full advantage of the learning experiences.
 - Provide time/experiences when parent helpers can spend time together with own children.
 - Encourage children whose parents are helpers to be equally as independent as the rest.
 - Plan a special finale before returning from camp (e.g. Splash Palace was a great success!).
 - Insist that children should not bring cell phones or lollies - this worked well this year.
 - Maintain a balance of learning and fun activities.
 - Send out a parent helpers' feedback form after the camp.
 - Let children be involved in helping with food prep and clean up - making their own lunch was successful and they could do more.
- * This report was taken as read and accepted and the very positive feedback from camp parent helpers was shared.**

4b. Documentation and Self Review (NAG 2)

The following Healthcare policy and its associate components has come up for review as part of our School Docs triennial cycle of review. The principal has reviewed the following aspects with the staff:

First Aid – what a notifiable event or serious incident is, how to manage it (preserve site, notify Worksafe, keep records).

Accidents and Injuries – minor, moderate, serious; supplies and procedures required, reporting and recording injuries.

Medicine – storage, access, permission, procedures for administration.

Health Conditions, Illness, Infectious Diseases – Ministry of Health guidelines, recording and reporting.

Staff need to update their first aid certificates.

4c. Employment/Personnel (NAG 3)

Principal attended a P.L.D presentation by Kathryn Berkett (Masters in Educational Psychology) and organised by the NZSTA.

Topics covered were: what anxiety is and its impact on normal functioning; helping children to recognise and activate calming responses; alternatives ways of handling 'misbehaviour' associated with trauma; how parents and teachers can develop children's emotional resilience through placing them in situations of tolerable stress.

4d. **Finance (NAG 4)**

- The accounts for payment and Finance Report were approved. B McNabb / J Edmonds.
- Flora Maas (Account Balance) was approved to be added as a signatory to the school bank accounts as Rebecca Butler will be overseas for 2 months. B McNabb / J Edmonds.

4e. **Property/Asset Protection (NAG 4)**

- The Property Report was presented and accepted. B McNabb / M Evans.
- New Classroom Block update. There are supply problems getting the weatherboards for sections of the exterior cladding. Colour steel has been fitted in the interim. Trenching for the power/data cables to begin next week.

4f. **Health & Safety (NAG 5)**

- Injury/Incident Report: For the period 7 April - 7 June 2022.

	Staff	Students	Other	Total
Number of minor injuries/incidents requiring on site treatment only				0
Number of injuries/incidents resulting in GP or other medical visits				0
Number of serious harm injuries (reported to OSH)				0
Comments on serious harm injuries:				
Signed: _____				
Dated: _____				

- * Year 4-7 children had a visit from 2 ambassadors of the Key to Life Charitable Trust (founded by Mike King) who work for the I Am Hope in-school programme.

They shared the message that it is good for people to reach out for help if they are needing mental health support and would like to talk about their feelings.

Their focus was on anti-bullying and they shared a children's picture book written by Mike King titled 'TR and Mack, The Hopeful Black Dog'.

The follow-up discussion covered; the purpose for and availability/suitability of help from trusted friends, adults, teachers and counsellors; the work of counsellors and therapists for those up to 25 years of age (8-12 year olds being the greatest take-up); difference between bullying and meanness.

* **Principal reported that staff continue to teach anti-bullying messages as part of the regular health programme.**

4g. **Legal Compliance (NAG 6)**

- The school roll at the date of the meeting was 24 and made up of 10 (Year 0-3) and 14 (Year 4-8) students.

5. **School Bus**

- Discussion took place on whether it would be feasible to change the bus timetable to allow for the Athol students to be picked up last and whether parents would use this service if available. Further investigations required with GoBus.

6. **Events/Special Topics**

- Board of Trustees Elections. Caregiver roll to be sent to CES by Friday, 10th June 2022.
- Photocopier lease is up for renewal in October 2022. A quote from Fuji Film was presented which offers a significant savings compared to RICOH our current supplier. RICOH will be given the chance to submit a new quote.
- Proposed Community Consultation questionnaire. (See attachment) - Principal informed the board that this will be given out to parents on Thursday, 9th June 2022.

7. **Administration Matters.**

7a. General Education/Board Updates.

- Nil.

7b. The minutes from the previous meeting held on Wednesday, 6th April 2022 was approved as a true and accurate record of that meeting. B McNabb / M Evans.

7c. Matters arising: Nil.

7d. Correspondence

MoE: - Government Vaccination Mandates.

- Improvements to small/remote schools Project Manager appointed for work to commence in 2023. This includes up-grade to lighting, carpets, wall linings.
- Staffing Entitlement.
- Bank Staffing End of 2021.
- Settlement of Errors Payment.

NZSTA: - STA News Issue: 318, 2022. P15A survey; transition to P.G.C.

- STA News Issue: 317, 2022. Top priority of education in Aotearoa; strategic consultation;
- Elections Up-date (electronic voting).

Canterbury Education Services (C.E.S.). - Election up-dates.

Gary Pilsworth (Truancy Officer). - Attendance Project.

Auditor General. - Delay in completing 2021 Audit.

*** The correspondence was presented and accepted. K O'Loughlin / J Edmonds.**

8. **Meeting Closure**

- 8a. Time, date, preparation for next meeting - Wednesday, 6 July 2022.
- 8b. Group evaluation of meeting - Meeting closed 8:55pm.

Signed:

Date:

Presiding Officer

Garston School Board of Trustees.

The Statement of National Education and Learning Priorities (NELP) & Tertiary Education Strategy (TES)

The Statement of National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES) are issued under the Education and Training Act 2020.

The NELP must be consistent with the objectives for education. These are: helping children and young people to attain their educational potential; preparing young

people for participation in civic and community life and for work, and promoting resilience, determination, confidence, creative and critical thinking, good social skills and the ability to form good relationships; and helping children and young people to appreciate diversity, inclusion and Te Tiriti o Waitangi.

The TES must set out the Government's long-term strategic direction for tertiary education, including economic, social, and environmental goals, and the development aspirations of Māori and other population groups.

One of the purposes of the Act is to establish and regulate an education system that honours Te Tiriti o Waitangi and

supports Māori-Crown relationships. Section 9 sets out the main provisions of the Act in relation to the Crown's responsibility to give effect to Te Tiriti o Waitangi. These provisions include obligations in relation to Te Tiriti o Waitangi for school boards, tertiary education institutions and education agencies.

OBJECTIVES	1	2	3	4	5
	LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education	BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner	QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānau	FUTURE OF LEARNING AND WORK Learning that is relevant to the lives of New Zealanders today and throughout their lives	WORLD CLASS INCLUSIVE PUBLIC EDUCATION New Zealand education is trusted and sustainable

PRIORITIES	1	2	3	4	5	6	7	8
	Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying	Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures	Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs	Ensure every learner/ākonga gains sound foundation skills, including language*, literacy and numeracy	Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning	Develop staff to strengthen teaching, leadership and learner support capability across the education workforce	Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work	Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)

* Oral language encompasses any method of communication the learner/ākonga uses as a first language, including New Zealand sign language

The NELP and TES are statutory documents enabled by the Education and Training Act 2020 that set out the Government's priorities for education. This document forms both the NELP (priorities 1-7) and the TES (priorities 1-8).

Some aspects of these priorities will be more applicable to one sector than others.

The NELP is designed to guide those who govern licensed early learning services, ngā kohanga reo, schools and kura.

In particular, licensed early learning services are required to have regard to the NELP as part of the Governance, Management and Administration (GMA) Standard. Boards of schools and kura must have particular regard to the NELP, including when developing or renewing their charters.

The TES sets the direction for tertiary education. Tertiary Education Organisations are required to show how they have regard for the TES. The Tertiary Education Commission must give effect to the TES, and the New Zealand Qualifications Authority must have regard for the TES.

Agenda Item 3: Sheet 2

Implementation of the Statement of National Education and Learning Priorities in schools and kura



The Statement of National Education and Learning Priorities (the NELP) is a set of priorities designed to guide those who govern schools and kura (state, state integrated, and private), to focus their day-to-day work on things that will have a significant positive impact for children and young people. The priorities can be used alongside their own local priorities, and in conjunction with delivering a rich local curriculum, to help every learner/ākonga to progress and achieve their aspirations.



Boards of schools and kura must have particular regard to the NELP, including when developing or renewing their charters, for example by ensuring their strategic goals align to the NELP priorities.

Managers of private schools must have regard to the NELP in the operation of their school, and ensure that the school's principal and staff have regard to the NELP when developing and delivering the curriculum.

On 1 January 2023 the National Education Goals (NEGs) and National Administration Guidelines (NAGs) will be replaced by a new strategic planning and reporting framework. This framework will have a clear link to the NELP, and governing bodies will have to report on their engagement with the priorities in their strategic plans. More information on this will be provided closer to the time.

OBJECTIVE 1	OBJECTIVE 2	OBJECTIVE 3	OBJECTIVE 4	OBJECTIVE 5
LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education	BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner	QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānau	FUTURE OF LEARNING AND WORK Learning that is relevant to the lives of New Zealanders today and throughout their lives	WORLD CLASS INCLUSIVE PUBLIC EDUCATION New Zealand education is trusted and sustainable

1	2	3	4	5	6	7	8
<p>Ask learners/ākonga, whānau and staff about their experience of racism, discrimination and bullying, and use that information to reduce these behaviours</p> <p>Have processes in place to promptly address and resolve any complaints or concerns about racism, discrimination and bullying</p> <p>Create a safe and inclusive culture where diversity is valued and all learners/ākonga and staff, including those who identify as LGBTQIA+, are disabled, have learning support needs, are neurodiverse, or from diverse ethnic communities, feel they belong</p>	<p>Partner with family and whānau to equip every learner/ākonga to build and realise their aspirations</p> <p>Help staff to build their awareness of bias and low expectations, and of how these impact learners/ākonga, staff and whānau</p> <p>Identify and respond to learner/ākonga strengths, progress and needs, and learner/ākonga and whānau aspirations</p> <p>Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori</p> <p>Collaborate with Māori communities to invest in, develop and deliver Māori-medium learning</p>	<p>Work with whānau and Pacific families to identify and understand barriers that may prevent learners/ākonga from accessing, participating or remaining engaged in schooling, and work to address them</p> <p>Ensure disabled learners/ākonga and staff, those with learning support needs, gifted learners/ākonga, and neurodiverse learners/ākonga are safe and included in their school or kura, their needs are supported, and that learning support programmes are robust and effective</p> <p>Where possible, reduce non-fee costs, including costs associated with BYOD² policies, and take advantage of policies to reduce financial dependence on families and whānau</p>	<p>Ensure all learners/ākonga have ongoing opportunities to develop key capabilities, including communication, problem solving, critical thinking and interpersonal skills</p> <p>Identify learners/ākonga who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking additional support from specialists</p> <p>Value the heritage languages spoken by Pacific learners/ākonga, and provide opportunities to use and to build on them</p>	<p>Seek advice from Māori on how best to include tikanga Māori in values, practices and organisational culture</p> <p>Use development opportunities for teachers/kaiako and leaders to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori</p> <p>Talk with learners/ākonga and staff about why correct pronunciation of te reo Māori is important, and provide them with opportunities to learn and practice without judgement</p>	<p>Identify gaps in teaching capability and invest in opportunities for teachers/kaiako and staff to strengthen teaching, leadership and learning support</p> <p>Develop teacher/kaiako confidence and competence to teach diverse learners/ākonga with varying needs, and to appropriately modify teaching approaches</p> <p>Expect and support teachers/kaiako to build their understanding of learners/ākonga contexts, including languages spoken at home, histories, stories and cultural values, to provide culturally responsive teaching</p>	<p>Support learners/ākonga to see the connection between what they're learning and the world of work</p> <p>Break down ethnic, gender and socioeconomic stereotypes around education and career pathways, including for girls and young women</p> <p>Collaborate with industries, employers and tertiary education providers to plan for successful transitions to enable all learners/ākonga to succeed in education</p>	

² Bring your own device.