

MINUTES: GARSTON SCHOOL BOARD OF TRUSTEES

Meeting: Wednesday, 6th July 2022 at 7p.m.

*"Take care of our children. Take care of what they hear,
take care of what they see, take care of what they feel.
For how the children grow, so will the shape of Aotearoa"
(Dame Whina Cooper)*

1. Present: K O'Loughlin, B McNabb, M Evans, J Edmonds, S Glover. Matthew Tayler (Visitor)

1a. Apologies: Late apology - S Pepper. T Naivaluwaqa. B McNabb/K O'Loughlin.

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

Resolved: Yes / No If no, comments N/A.

2. Overview

- Three responses were received from the Curriculum Consultation held in June. This feedback on Section One (vision, mission statement and values) and Section Two (curriculum) will be considered in-depth when the new Board take office. **Principal showed BOT members examples of Values Education for Year 4 - 7 including photos displaying visual representation of values and peer awards. The relationship was explained between the NZ Curriculum Key Competencies and the SPIRIT of Garston and how it is developed through our school's curriculum.**

3. Strategic Report

Report to the Board:

(a). School-wide reading/writing/maths achievement - **See In-committee Agenda**

(b). Section 2. Curriculum.

Strategic Goal 3: To improve practices to specifically develop skills and competencies for life and learning through teaching about the SPIRIT of Garston.

Action	Expected Outcomes	Outcomes to date
Provide opportunities for students to develop and promote the desired attitudes, skills, and attributes as defined by the SPIRIT of Garston.	<p><u>Students:</u> Understand what the Garston SPIRIT stands for and how they can show it by being self-assured, independent, respectful, innovative and a smart thinker when they: - are motivated to learn and willing to attempt new activities or try different approaches. - take pride in an honest effort. - attempt to produce high quality results. - work independently to full potential and with perseverance.</p>	<p>Observations of Garston SPIRIT taken from Year 5-7 camp. Self-assured Half of the children were very anxious about going on camp and needed extra encouragement to stay 2 nights away from home. Productive All students completed tasks (unloading, carrying) when asked without needing to be reminded. They showed understanding of the importance for teamwork. Independent It was noted that 50% of the children (younger ones) needed to be shown what to do and the older ones who'd been on camp previously, showed them how to do things. Respect Children learnt about the need for showing courtesy, by listening when others were speaking (including adults and guest speakers). Initiative By the last day of camp there was a marked improvement in those who were initially unused to finding solutions for themselves (e.g. managing their personal hygiene, safety and comfort in a range of different environments). (cont.)</p>

		<p>Thinking</p> <p>There is more work to be done to encourage the children to observe and listen; think about; come up with reasons or further questions. They were challenged to actively participate in discussions during all experiences - walks, explorations of habitats, plant and animal identification and a museum visit.</p>
Provide Year 7 students with specific leadership experiences to develop their sense of responsibility.	<p>Students:</p> <p>Confidently and independently complete leadership tasks in their capacity as:</p> <ul style="list-style-type: none"> - class leaders/role models. - whanau group leaders. - school hosts and ambassadors. - assembly leaders. 	<p>Observations from Year 5-7 camp.</p> <ul style="list-style-type: none"> - Senior students represented their school by publicly thanking guest speakers. - Established a relationship with two facilitators from Environment Southland who will support the principal to reignite our school's Enviroschools programme. - Year 7 students will aim to participate in an Enviroschool hui with students from throughout Southland.
Teach the Virtues. Character Education values programme that emphasises positive relationships and a responsible attitude towards their own needs and those of others.	<p>Students:</p> <ul style="list-style-type: none"> - make positive contributions to their class, school, and communities. - show understanding of New Zealand's cultural heritage. - identify and show respect for the uniqueness of each other and acceptance of the fact that people have different opinions, feelings, aspirations and needs. - understand the benefits for all (i.e. home, school, society) if they keep the values. - build resilience and face challenge positively. - enjoy acknowledging others' when demonstrating key values. - understand vocabulary and can articulate their feelings and emotions. - receive affirmations from peers. - improved relationships between adults and children and also amongst children. 	<p>All students:</p> <ul style="list-style-type: none"> - were involved in the activity to Clean up Kingston beach. - learnt about the significance of Aotearoa's first Matariki celebration. - for a term students' learning activities reinforced how to show respect for themselves, others and the environment; what it looks, sounds and feels like to have an excellent attitude and behaviour. - followed the Pause, Breathe, Smile programme (one term for Year 1 - 3 & two terms for Year 4 - 7 students). Many older students showed an improvement in well-being and awareness of self. They practised techniques for building resilience, reducing stress, improving attention, showing compassion for self and others. <p>Whole-school:</p> <ul style="list-style-type: none"> - received and gave positive feedback from/to peers and teachers for efforts made to show focus values. - are relating openly and happily to our support staff and teachers. <p>Year 1 - 3:</p> <ul style="list-style-type: none"> - students received personalised certificates with messages of positive reinforcement to support their learning, social development, and healthy relationships within class/school. <p>Year 4 - 7:</p> <ul style="list-style-type: none"> - students/teachers give each other specific awards when they noticed that someone has shown of the particular focus values. - the Values Wall in Room 1 continues to grow with photos to support the above.
Communicate with parents and whanau about the aims of this strategic goal.	<ul style="list-style-type: none"> - Inform parents regularly about: students' involvement in activities that promote the goal and progress made towards reaching individual goals and targets. 	<ul style="list-style-type: none"> - Parents received written feedback in school reports on children's progress towards showing the Garston SPIRIT. - students bring home awards.

(cont.)

(c). Goal 4: Wellbeing - Hauora

Strategy	2022	2023	2024
(A) To promote staff and student wellbeing.	—	—	—▶
(B) To improve health education through the delivery of the Pause, Breathe, Smile programme.	—	—	—▶

Action	Expected Outcomes	Outcomes to date
Monitor staff wellbeing.	<u>Principal:</u> - has ongoing conversations with staff (group and/or individual) to inquire and assist them to feel good about their job, to function well and to experience: optimum teaching environment and job satisfaction; supportive, trusting professional relationships (collaboration with colleagues) within staff; professional growth, including P.L.D. opportunities, and feelings of self-efficacy related to work; a shared sense of direction for our school.	Open conversations between staff on a daily basis plus twice weekly teacher meetings show that the level of staff morale and well-being is high.
School activities operate effectively under Traffic Light Framework	<u>Staff:</u> - follow individualised school plan based on the COVID-19 Protection Framework (CPF). - follow Step-By-Step guide for managing COVID 19 health measures (for staff, students and parents): crisis management actions; responsibilities; assistance available.	All staff managed school activities as regulated with minimum of disruption to students and parents. Open two-way communication between school and home was maintained.
School-wide health programme focusses on wellbeing.	<u>Staff:</u> - show reduced stress. - participated in online P.L.D. with P.B.S facilitator (February). <u>Teachers:</u> - present the Pause, Breath Smile programme to include the 4 dimensions: Taha wairua (spiritual wellbeing); Taha tinana (physical wellbeing); Taha whanau (family and social wellbeing); Taha hinengaro (mental/emotional wellbeing). - taught lessons to focus on developing students' understanding of: emotional self-regulation; the difference between helpful and unhelpful thinking; showing kindness towards others and self; mindful breathing connected to wellbeing and healthy functioning; impact of different activities and behaviours on emotional states and thinking; gentle movements to calm; things that are going well rather than fixating on the negative. <u>Students show increased:</u> - calmness (reduced anxiety). - ability to self-regulate in challenging situations- self-awareness and acceptance of how they feel and ability to respond to their feelings in an appropriate way. - positivity about interpersonal relationships (with both adults and other children) and their ability to overcome unhappy feelings and resolve conflict.	Students followed the Pause, Breath, Smile programme (one term for Year 1 - 3 & two terms for Year 4 - 7 students). Many older students showed an improvement in well-being and awareness of self. They practised techniques for building resilience, reducing stress, improving attention, showing compassion for self and others. <u>Healthy Active Learning Programme</u> * Our school is signed up to partner with Active Southland which has a wider partnership with Sport N.Z. and the Ministries of Health and Education. This initiative seeks to improve the well-being of children through healthy eating and drinking and quality physical activity (including playing sport). Benefits include: support of facilitators to strengthen curriculum, 3 release days/year for P.L.D., access to resources, support for community consultation, support to develop an action plan and review process, one staff meeting with facilitator/term, one teacher only day/year.

Principal reported on outcomes to date which have met expectations for:

- Strategic Goal 3 including EOTC activities mental health development programmes and positive reinforcement strategies
- Strategic Goal 4 including improved levels of student/staff wellbeing and a new initiative to further support student physical, emotional & mental wellbeing through the future development of the school's P.E. & Health programme.

Reports accepted: M Evans/S Glover.

4b. Documentation and Self Review (NAG 2)

* The Behaviour Management policy and associated procedures (Bullying & Online Bullying; Physical Restraint; Surrender & Retention of Property Searches; Stand-down, Suspensions & Exclusion). have come up for review as part of our School Docs triennial cycle of review. The principal has reviewed the above policies with the teachers.

Parents will be invited to go online to review this policy. Instructions will be put out on Skool Loop on how to access it.

* Draft regulations around the new planning and reporting framework comes into effect on 1/1/2023 but have not yet been developed as they are still consulting (now with young people). The key change is that school boards will be required to publish a 3-year strategic and annual implementation plan, replacing the current annual school charters. Boards will still be required to develop an annual report which contains annual financial statements and a statement setting any variance from the plans.

4c. Employment/Personnel (NAG 3)

Principal reported that the support staff and teachers have completed mid-year review of personal goals as per the professional growth cycle requirements including the principal whose review is managed independently by a professional appraiser.

4d. Finance (NAG 4)

- The accounts for payment and Finance Report were presented and accepted. M Evans/S Glover.
- The 2022 budget was approved. B McNabb/M Evans.

4e. Property/Asset Protection (NAG 4)

- The Property Report was presented and accepted. B McNabb/K O'Loughlin.
- New Classroom Block. Concrete for the paths and ramp were laid on Monday, security and fire alarm systems installed. Wall linings and carpet tiles will be fitted over next few weeks. Still no word on when the water, drainage and sewerage systems will be installed.

4f. Health & Safety (NAG 5)

- Injury/Incident Report: For the period from 8 June - 4 July 2022.

	Staff	Students	Other	Total
Number of minor injuries/incidents requiring on site treatment only		1		1
Number of injuries/incidents resulting in GP or other medical visits				
Number of serious harm injuries (reported to OSH)				
Comments on serious harm injuries:				
Signed: _____				
Dated: _____				

- Whole-school fire drill conducted on 29th June. All rooms vacated immediately, and rolls called without incident.

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 4-7) students.
- Expected increase in the roll at start of Term 3: Total - 29 and made up of 14 (Year 0 - 3) and 15 (Year 4- 7 students).
- 1st July Roll returns have been submitted to the MOE.

5. School Bus

Principal met with a Direct Resourcing Representative and MOE regional transport advisor. Topics covered were: distinct roles of each; eligibility criteria; health & safety; routes; safe siting of bus stops or pick up/drop off points; emergency and incident management; authority and necessity for Board and principal (as the PCBU) to review assurances given around compliance by GoBus and bus driver. More clarification will be sought from MOE over Transport Entitlement Zones.

6. Events/Special Topics

Ski Trip

* Booked for 26th August and expected to cost approximately \$3000. Proceeds from the Quiz Night on 4th August will supplement the school's contribution.

* Future of the Garston School Trail Bike Ride. After discussion it was decided to put the 2023 Trail Bike Ride on hold.

* Quiz night to be held 4th August, 2022 at the Kingston Community Centre and run by the Garston Home & School team.

7. Administration Matters.

7a. General Education/Board Updates.

- Nil.

7b. The minutes from the previous meeting held on Wednesday, 8th June 2022 were accepted as a true and accurate record of that meeting. **J Edmonds/S Glover.**

7c. Matters arising: **Principal noted that under item 4 (b) that only 2 staff need to renew their 1st Aid Certificates.**

7d. Correspondence

MoE:

- * Julie Anderson - Regular attendance; Planning & reporting Phase 2 Engagement.
- * Operations Grant Three notice.
- * COVID 19 - Reinfection advice.
- * Initiation of bargaining for the renewal of the Primary Principals' Agreement.

NZSTA:

- * STA News Issue No. 319: Curriculum; COVID conversations; Maori representatives on STA Board; Protected Disclosures.

ERO:

- * Unconfirmed Report. **The principal read out the report to the Board.**

The correspondence was presented and accepted. K O'Loughlin/M Evans.

7e. Meeting went to In-committee to discuss Item 3 at 8:45pm. Closed at 9:00pm.

8. Meeting Closure

7a. **Time, date, preparation for next meeting**

7b. **Group evaluation of meeting**

Signed:

Presiding Officer

Garston School Board of Trustees.

Date: