



Rāwhiti School

**MINUTES OF THE MEETING OF THE
BOARD OF TRUSTEES
HELD ON TUESDAY 26 MARCH 2019 AT 6:30 PM**

PRESENT: Jen Evans (Chair), Liz Weir (Principal), Karen Brandon, Jonny Langley, Thomas Parata, Elizabeth Kazmierczak, Janet Carson, Cheryl Lineham, Vanessa Manning, Alan Brittan (visitor)

ATTENDANCE: Brenda Preston (Minute Secretary)

APOLOGIES No apologies received.

1. KARAKIA AND WAIATA

T. Parata led the Karakia.
The Principal welcomed A. Brittan to the meeting.

2. MINUTES OF THE PREVIOUS MEETING

Motion: Moved Chairperson

That the minutes of the Rawhiti School Board of Trustees meeting held on Wednesday 27 February 2019 be accepted as a true and correct record of that meeting. **Carried**

Motion: Moved Chairperson

be accepted as a true and correct record of that meeting. **Carried**

Matters Arising

Nil

3. CORRESPONDENCE

Inwards Correspondence

Nil

Outwards Correspondence

Nil

Matters Arising from the Correspondence

Nil

4. REPORTS

4.1 PRINCIPAL'S REPORT

The previously circulated report was taken as read and spoken to by the Principal.

(a) Finance

Annual Reporting: The 2018 Analysis of Variance and Annual Report have been submitted to the MoE via the reporting portal.

(b) Health and Safety

Nil

(c) Trigger Review

Following the events of Friday 15, Rawhiti School has undertaken a trigger review. The Principal provided an outline of the events of that day:

- On Friday March 15 the school received a direct phone call from Police who provided lockdown instructions.
- The school's procedure is to put students in the nearest room and then lock the doors.
- Year two and three children and senior students, who were at the pool at the time, quickly moved into the changing rooms.
- When it became obvious that the lockdown would extend for some time, the students at the pool were moved indoors. Some parents took their children at that point.
- If students are off site during an emergency they will stay where they are.
- Most rooms are locked remotely but teachers lock their learning studio doors themselves. All the school's single exit doors are fire doors which means that children can exit the doors by pushing through them which a small number of children did. The Principal advised that the school cannot legally place bolts on these doors to prevent escapes.
- Some parents tried to uplift their children from school with some becoming quite agitated. Following some banging on doors and windows and shouting and yelling it became necessary for staff to lodge a 111 call.
- The school has identified some key messages it needs to get out to parents:
 - Texts and emails will be used to communicate with parents and caregivers
 - Children will have to be collected from the school.
 - T. Parata suggested that pre-prepared, laminated signs telling parents to go home and wait for further advice could be put in windows.
- J. Evans suggested keeping lunch boxes inside after lunch because even though there was food available, the gluten free children didn't have any access to their food.
- The procedures appear to work for a short term lock down but no consideration had previously been given to a lockdown that would last four hours.
- The method of communicating between classrooms will be changed to use Google docs. The roll must be taken so we know who is on site and who is not. In the event of a power outage the rolls would need to be completed manually. Most staff have cell phones and the school has full phone trees.
- Parents were kept well informed with information sent to parents via Facebook.
- The Principal advised that a debriefing session had been held with staff and she had subsequently attended a meeting of the Primary Principals Association.

- The Police and the Ministry are now conducting a full review. Before any sweeping changes are made, the school will wait for advice from Police on their concerns.
- In the event of a future emergency an automated message will put on the phone system that advises parents to check Facebook for information.
- The school will also investigate using Etap to generate emails to cell phones. All the information on the application will be included in enrolment packs.
- In future, the PA system will be used for any addresses in the school grounds and emails and texts will be used indoors.
- The lockdown procedures for after hours will be changed because when students were released some of them walked home. In future, staff will wait until all children are collected from the school. Teachers will record the name of the student, the person collecting them and the time.
- In the event of another lockdown the release of students would be staggered, beginning with the youngest. Releasing everyone at once was very hectic for some parents, particularly for those trying to locate more than one child.
- There were two type 1 diabetic children in lockdown and because they were at school until after 5.00pm they were due for insulin injections. There is no intention to keep insulin on site and in an emergency an ambulance may need to be called.
- It was challenging to keep children away from doors and windows in the new building. Children were kept in break out rooms with the curtains pulled until it became clear that there was no direct threat to the school
- There were no issues in terms of access to toilet facilities.

J. Langley asked if there was something the Board could do to acknowledge the way staff had handled the whole situation so superbly.

Action: The Principal and J. Evans will draft a letter of thanks to staff that can be included in the next Newsletter.

A. Brittan left the meeting at 7.27pm.

4.2 Charter and Strategic Plan

Both documents were signed off by the Board prior to being submitted to both the MoE and ERO.

Staff have identified priority teaching areas and Maniakalani and Woolf Fisher are analysing the data to make sure the school is getting the most out of it. One thing they have helped clarify is understanding of when children have made accelerated progress.

Reading – Children have been selected from years five to eight because they have been through the standardised testing process and the school holds baseline data on them. Some children ended up with a score that was similar to their score at the beginning of the year, and some children made progress but not enough to catch up.

Writing – Junior students have been selected for this. We don't often do this because the data can be unreliable. The e-assTTle matrix looks at seven components of writing. To get onto the grid children must score one point on each component. All children who were tested in years one, two or three got onto the grid. There is however a group of pre-writers, i.e. they cannot link letters together. They are really compromised but don't

appear to have learning disabilities. The Principal has created an action plan for each target group.

This year teachers will put effort into:

- increasing the achievement of children in the year two and three studio who are also in Manaiaakalani;
- increasing the achievement of boys in writing, focussing on year eight students;
- increasing the achievement of Pacifica students in writing.

Reo o Waha – spoken Maori.

57% of children were achieving at or above the expected level.

100% were at the expected level after one and two years of immersion.

At year three only 11% of students were at the expected level. There is a need to identify why this is happening.

NZCER has just released a standardised test to understand how much Maori speakers understand. The Te Kohanga Reo unit now has a Teacher Aid who is fluent in Te Reo so progress should be made.

ERO is interested in priority learners and accelerated learners. Staff are confident they have identified all these children.

The school has successfully opened up communication with its Pacifica community and is hopeful that this will help.

J. Evans said she is interested in knowing how the play-based learning is monitored. The Principal said these students are mainly non-compliant students who spend their time in the sandpit and don't participate. These students belong to a pre-writer group and have behavioural concerns. Play based learning is used to get them interested in learning. There is a need to collect data to check whether this approach is working.

Teachers are reporting that children's oral language skills are declining so the school is looking at recording data on entrant level language skills. You would assume that children's oral language would be better developed with play-based learning.

Because some children are not school ready when they arrive the school needs to know when they are curriculum ready. There is currently no way of measuring this. H. Parata has been working to ensure the school collects baseline data. Early childhood teachers are really good at spotting when a child is ready to learn and we may be able to learn something from our early childhood colleagues.

Strategic Goal number 1 Pedagogy:

Promote and support innovation.

Develop the school's curriculum especially in line with responses to the community survey.

Narrative data from community consultation will be unpackaged and presented back to the community in way it can understand.

The school will review its Numeracy Programme and look at how it is being taught. There is now a move away from the numeracy project. The focus has been on having children understand and answer problems in their heads. It worked well for some children but was not particularly good for children who are good at mathematics. Children were getting stuck between stage 4 and 5. If children get stuck and it prevents them from advancing then we need to look at other ways of teaching it. Bobby Hunter

has created a programme that is culturally responsive and provides a number of of approaches.

Teachers need to learn how to do data mining to understand what it means. The STAR literacy test is a multi-choice picture/words match test that teachers can look at and discover who doesn't have a particular skill.

4.3 ERO Visit

The Principal advised that all documentation is ready to be sent to ERO. H. Parata and the Principal are looking at targets for this year that will be included as part of the Variance of Analysis.

ERO Reporting from special board meeting.

The Principal advised that responses from board members, the leadership team, and teachers have been collated into a document that will be sent to ERO. ERO will develop their questions from that document. The review will begin on Monday when H. Parata and the Principal will deliver a presentation.

The Principal asked Board member to arrive at the school at 5.00pm on Monday evening.

ERO will provide their initial findings by Thursday.

5. PUBLIC EXCLUDED SESSION

Motion: Moved Chairperson

That the Board move into a Public Excluded Session for reasons of legal and professional privilege and to protect the privacy of natural persons. While in Public Excluded the Board discussed: Previous Minutes, Student Behaviour. **Carried**

Motion: Moved Chairperson

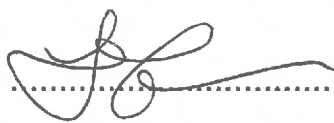
That the Board moved out of Public Excluded Session and confirm that the business discussed in the Public Excluded Session remains confidential to the Board. **Carried**

The Principal acknowledged that for some Board members it is the end of their term on the Board.

Meeting closed at 9.30 p.m.

The next meeting date: Wednesday 22 May 2019 at 6.30pm.

Confirmed



CHAIRPERSON

2/5 2019

