

Newtown School Board of Trustees

Meeting Minutes

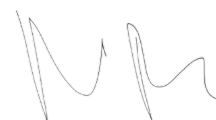


Monday 22 July 2024, 6.40pm
Staff room

Board members: Nicki Read, Joe Winkels (co-chair), Nick Booth (co-chair), Naomi Taylor, Trey Tanuvasa, Fatima Osman Amin, Jess Gorman

Also present: Venise Clark, Maraea Pukeke-Pine, Debbie Purves, Faiza Abukar, Sarah Divers (minutes)

Apologies: Steve Kerr, Shannyn Edmonds, Lisa Morunga



1. Karakia timatanga

Joe welcomed everyone and confirmed there were no conflicts of interest. Nick asked whether minutes were a fair representation of past two meetings - all agreed yes - thanks Steve!

2. Te Tiriti in action

All board members shared examples of honouring Te Tiriti in their lives. These included: Hosting of MAC at Te Kura o Ngā Puna Waiora (big mihi to Naomi for thoughtful, generous take on the school's journey from her perspective - thank you), and considering who to listen to and how to effect change as a follow-on from the hui; great Matariki celebrations including Ngāti Kotahitanga coming together for Hautapu at Matairangi, Rā kaumatua attended by roughly 60 whānau; Carl's korero i te reo at SWIS for Matariki; celebration of Islamic New Year and making connections to commonalities with Matariki; challenge at NZ universities for staff to use Te Reo and wanting to take this forward into the spaces we work in and make sure that we do it correctly and use the experts (students and whānau) in our communities.

3. Achievement reporting

Nicki welcomed Maraea, Venise, and Debbie. She acknowledged the mahi that has gone into preparing these reports and the dialogue, stories, and people behind the data.

Ngāti Kotahitanga

Maraea and Venise spoke about what progress and achievement looks like in Māori medium against the Marau (Māori curriculum). Tools used to inform this report were

outlined and levels explained - manawa taki (modified programme), manawa āki (working towards), manawa ora (at expected level), and manawa toa (above expected level).

Reo-a-waha (oral language) - Maraea explained that Reo-a-waha is a huge component of learning in Māori medium. She explained that 11 students are working at manawa taki (modified programme). Four of these students are late to Māori immersion. One student has an IEP. Target is to move all of these students to manawa āki (working towards) and/or manawa ora (at expected level) by the end of the year.

Venise explained the learning focus and programme design for terms 1-2 and then looking forward across terms 3-4 for reo a waha for Tau 0-3 and Tau 4 - 7 and how they are planning to build on and extend the learning for all by making connections with prior knowledge. Maraea explained their drive to support language learning at home. First hui was held in term 2. They currently have 4 parents championing the reo and want to enforce this language plan at home.

Tuhituhi (writing) Maraea explained that 9 tamariki are working at manawa taki. Four of these students are late to Māori immersion. One student has an IEP. Target is to move all of these students to manawa āki (working towards) and/or manawa ora (at expected level) by the end of the year, and continue to give support to 1 tamaiti on an IEP.

Venise explained the learning focus and programme design looking forward across terms 3-4. Hanganga Reo is a structured literacy programme that is used to support literacy in Tau 0 - 3. For Tau 4 - 7 Venise will add Tuhinga Tere (quick writes) and build student agency by having students outline what and how they will improve in their writing. Venise will allow for more student choice in writing. Kaiako are looking to grow vocabulary so there is variety in student writing. Kaiako are using what they learned with Helen Walls at PLD in 2023 in a Te Reo context.

Pānui (reading) Maraea explained that 11 tamariki are working at manawa taki. Four of these students are late to Māori immersion. One student has an IEP. Target is to move all of these students to manawa āki (working towards) and/or manawa ora (at expected level) by the end of the year, and continue to give support to 1 tamaiti on an IEP.

Venise explained the learning focus and programme design for terms 1-2 and then looking forward across terms 3-4. Hanganga Reo also used to support reading. Alongside this and guided reading, going forward, programme design will include some shared reading to accelerate understanding and comprehension, independent reading, and making connections to writing.

Pāngarau (mathematics) Maraea explained that 3 tamariki are working at manawa taki. These students are late to Māori immersion. One student has an IEP. Target is to move all of these students to manawa āki (working towards) and/or manawa ora (at expected

level) by the end of the year, and continue to give support to 1 tamaiti on an IEP. Data presented here represents ngā tau (number knowledge strand).

Venise explained the learning focus and programme design for terms 1-2 and then looking forward across terms 3-4. Going forward, focus is on measurement, and multiplication and division. Focus on being hands-on and using materials.

Nicki explained that it's a privilege to be able to speak to your programme and seeing impacts of the programme on the students learning across the year.

Naomi asked Maraea & Venise what support they need from the BoT to help with meeting the targets they have set. Venise said resourcing - it is difficult to find resources in Te Reo and that they often need to translate something from English. Maraea said time to focus on resources. Nicki mentioned that across-school sharing might not be as efficient as it could be.

Jess asked whether there is a shared drive. Venise said that at Te Ahu o Te Reo they have discussed creating a shared drive with other kaiako Māori but this hasn't happened yet.

Maraea said that sharing can be difficult because people have spent a lot of time creating their resources and they are protective of them. Venise explained there can be shame in that people feel it might be incorrect.

Trey thanked Maraea & Venise for their rich and meticulous presentation that showed their passion and examples of what they are doing in Ngāti Kotahitanga. Trey discussed building community connections and that the BoT are 100% behind them.

Joe mentioned that next year it could be useful to explain make-up of the class and show students who are newly immersed in Māori medium and the impact this has on their learning journey. Nicki and Nick discussed the impact of having two kaiako collaborating in this space now and thanked them for sharing.

English Medium

Debbie started by acknowledging the privilege of listening to what is happening in the learning programme in Ngāti Kotahitanga

Debbie outlined examples of programme changes across English medium including structured literacy across whānau, spelling programmes and handwriting. Debbie noted it will be interesting to see the impacts these foundational skills may have in our data over time. Other programme changes increased integration of Puurakau, research inquiries (e.g. market day).

Jess asked about handwriting after Helen Walls PD and whether we have enough spaces for students to sit and do this. Nicki said yes we do. Debbie noted that sometimes students are not all doing handwriting at the same time.

Debbie reminded the board of our learning support programmes as outlined at our previous board hui.

Mathematics

Mid 2023 we noted year 5s (this year's year 6) are a target cohort. One of the things we did to support was to lower ratios and this was supported with funding from the Board.

32% of year 6's working at or above. Celebrate the success of year 2s & 3s where between 80-90% of students working at or above expected level.

Writing

Writing continues to be a focus area for us. Many of these students have been receiving additional support for literacy and numeracy showing this has been a focus area for a long time now. This data does not show the progress that students they have made Naomi asked whether support has been making a difference and Debbie said yes. Debbie noted that mid-year teachers are often conservative in their judgments and can be hesitant to say students are working at a particular level when they sometimes show evidence of this. Kaiako would prefer to wait until they see *consistent* evidence of writing at a particular level before saying students are working at that particular level.

Debbie explained that 160 of these 294 students are English Language Learners.

Fatima asked whether this has an impact on our data. Debbie outlined that although we might not see success against curriculum levels or expected levels, the data doesn't necessarily tell the story of students that have made accelerated progress (e.g. a year 6 student who arrived 2 years ago with no English and can now write at a year 3-4 level has made accelerated progress but is still represented in our working towards data) .

Naomi asked whether the Government understands the stories behind our data. Nicki said this is a great political question. Nicki wondered how to outline the data in a way that is full of hope.

Jess wondered what we need to do outside the programme to acknowledge the journey.

Reading

80-90% Year 1 & 2 working within or above expected level. Support needed for year 4 and year 6 students.

Debbie then presented separate data for our Māori and Pacific students.

Faiza asked why data is presented separately for these students and not for other groups of students. Debbie explained this is required for reporting to the Ministry of Education.

Nicki mentioned that it is worth talking about presenting data separately for English Language Learners.

Faiza & Trey wondered how we can support parents to support their students with reading at home. Nicki said she will share ideas with staff.

Debbie explained that what's not seen in the percentages is all the other ways students are succeeding, stepping up, and showing who and what they are.

Debbie showed the Board the assessment schedule and indicated that there will be lots more conversation around this as the Government has indicated many upcoming changes to this. Debbie is aware that sometimes people feel like assessment does not happen but showed this document alongside the literacy pathway to illustrate that assessment is a thorough process that is happening constantly throughout the term and throughout the year. The purpose of the assessment is not for data but to inform our learning programmes - so we know where students are and what we need to do next to help them move forward.

Nicki explained that we have noticed new staff need lots of support and induction around PaCT. She wanted to remind the Board that our teachers are awesome. Debbie outlined how teachers are constantly refining their programmes to meet students' needs.

Sarah explained 58% (202) of our students speak another language at home. We expect to receive ESOL funding for ~160 students in the next funding round (August).

Closer look at Year 6 cohort. Ten different languages are spoken at home. 41 currently in this cohort. The data looks at 29 of these students who have been at Newtown since the start.

Debbie presented graphs comparing mid-year data with mid-year data from 2022, 2023, and 2024. She discussed that often it's hard to compare end-of-year and mid-year data given that there hasn't been time to teach across the curriculum (e.g., for maths not all strands will have been taught yet) and given that teachers are conservative when making mid-year judgments.

Jess asked about the "summer slide" and the potential impact of COVID - particularly in writing. Debbie said we can't really know the impact. Nicki said the impact could be inconsistent and dependent on the family.

Debbie shared student voice from some students that are not represented in our 'at or above' data that illustrates the progress and learning made. Debbie explained their voice shows their confidence and view of themselves as capable learners.

Naomi talked about workshops with Nathan Riki and basing assessments off what students like to do.

Debbie outlined next steps including targeted programmes within whanau, extra support for English Language Learners (ELLs), extension opportunities, supporting development of emotional regulation strategies, and conversations around decolonising our achievement data (currently these conversations are within school). Going forward we will work with BoT to develop a pathway in response to Government directives around assessments.

Nicki said that the Government is proposing set tools and we will need to look at these in the future. Danielle would like us to think about 'How brave are we to decolonise our achievement data? What are the barriers to achieve equitable results? What could this look like?'

Naomi wonders who can help us with this. She recognises that there are structures in place that make this difficult.

Nick said the stories behind the data give context to the numbers.

Debbie said being able to show progress is powerful. The markers don't necessarily show students progress towards them.

Jess wants to know the barriers to decolonising achievement data and how we can do this across all schools rather than just at Newtown.

Trey said this might be a good question for the Kāhui Ako as we are challenging systems and can't do this alone.

Naomi talked about how we are becoming more culturally responsive here and even with all of the things we do, the data is potentially more dire than in previous years and we are wondering what else we can do.

The Board discussed the impact of other stressors - e.g. financial hardship

Joe wondered if we can share a collective message with whānau about how we show progress and the sharing of our challenges with our community

Nicki talked about the importance of affirmation for families and how it can be difficult to present our challenges.

Trey noted that we do lots of things at Newtown to support our learners and isn't sure what else we can do. She gave an example of how she has discussed supporting learning at home with families.

Debbie acknowledged the challenge, outlined many of the ways that we get our tamariki ready to fly, and concluded that we are hoping to see some amazing shifts by the end of the year.

Naomi thanked Debbie for her presentation and commended kaiako on the job they are doing.

Joe asked whether the changes to assessment will be a barrier for some of our ELLs, Māori and Pacifica students. Debbie said that the phonics assessments will be similar to what is already happening. Numeracy assessments (JAM & GloSS) will be the same. Writing assessment will change to e-asttle which is a snapshot of writing at a moment in time (Nicki acknowledged that this particular measure can be a barrier). PAT (Progressive Achievement Tests) have been worked on recently to be more culturally responsive - designed as a low stakes tool for teaching and learning so kaiako know next steps. These tests are literacy heavy and can be difficult for ELLs.

PaCT that we use currently is not one of the identified tools. We will sit with this as it will make it difficult to compare historical data.

Naomi asked about measuring progress of learning in Te Kakano. This is a wondering that Mitch has had. At the moment this is not reflected in our assessment data.

This will be an ongoing discussion over the next 6 months.

- **ACTION - Nicki to consider how to ask whānau at Whakanuia next week about barriers to achieving or excelling and possible solutions**
- **ACTION - Naomi, Trey, Fatima to form a sub-committee looking at barriers we are already aware of, actions we take and could take**

Faiza shared barriers that influence how she supports her children on their educational journey.

Trey related to this through her own experience with her mum not speaking much English and how she had to complete her homework/learning in English on her own. She discussed the importance of awareness of different families and communication with whānau.

4. Tumuaki Report

Finance reports - passed unanimously.

Staffing

Danielle has had her operation. It went well and she is recuperating at home. Will be out of action for a minimum of six weeks.

Mitch is supporting us with student support and wellbeing on a Monday and Tuesday.

A third role growth teacher has been appointed in Tui - Chantal Selby. She is in boots and all - offering to do duty, will be here every day this week. Excited to have a good experienced teacher in our midst.

Maddi had her first day in Pohutukawa today. Nervous but excited.

Linda (former kaiako) started today. She will be teaching English Language Learners on Mondays and Tuesdays.

Two new cleaners started today.

Increased release for teachers means a number of days out of classroom teachers. This is always difficult. We are advocating for teachers to use some of this extra time to observe the practice of others.

Noho Marae

Maraea & Venise will come back to speak with us about this. It is in Week 8 this term.

Sandpit

Currently in conversation. Roughly \$14,000 for 5x3m shape with storage box in the middle. Considering repurposing some of the swimming pool money rather than relying on grants as this budget is currently in a good space.

Who to write grant application? Nicki to propose playground and sandpit - Offer from Chris Dangerfield?

5. Portfolio reports

Policy - Nick

Community engagement - Trey

Māori caucus - Jo

Take these as read

6. Previous minutes and action items

The minutes of the previous meetings were approved as true and correct.

Updated on outstanding actions

#	Action	Assigned to	Update
187	Add a piece on the consultation in the	Joe and Nick	

	school newsletter		
186	Draft a letter to SWIS on the enrolment scheme	Joe and Nick	
185	Add session on identifying and supporting community connectors to future hui agenda	Joe and Nick	
184	Look into school's EEO obligations and report back to Nicki	Nick	
183	Add dedicated time to future hui agenda to consider the board constitution	Joe and Nick	
182	All members meet Saturday 15 June 2pm at Joe's house (TBC)	All	
181	Talk to Timebank about how the school can create a platform to coordinate members of the school community to contribute their skills and efforts	Naomi	
180	Put call out for a parent who might have skills to support project management and provide advice on playground improvements	Joe and Nick	
179	RSVP about attending the Māori Achievement Collective hui on 3 July	All	
178	Look into what can be done to support Palestinian whānau	Naomi and Fatima	
177	Update the slide pack for new BOT members to include some content to explain the board cycle of agenda setting and no surprises, for future board members	Jess	
176	Send Steve two quotes for work to mitigate playground tripping hazard	Nicki	
175	Prepare a calendar of community events, language weeks, etc	Trey and Fatima	
174	Add an item to reflect on Ramadan and school event scheduling, to future meeting agenda	Nick and Joe	
173	Write up notes of how they see their portfolio responsibilities	All	
172	Arrange an opportunity for the board to meet with the school parent who is interested in joining the board	Nick	

171	Do a skills assessment to identify their skills and what gaps there might be which could be filled through co-option	All	
170	Develop a co-option process and bring a draft co-option policy to future meeting	Joe and Nick	

7. Closing karakia

Meeting closed at 9.45 pm

Date of next meeting: 19 August 2024

Next hui - spotlight new staff - Chantal & Maddi