

Waikite Valley School Board of Trustees Meeting
15 June 2022, WVS Staffroom

Administration:

Present: Teresa Topp, Edwin Schweizer, Lorraine Bowman, Tim Braithwaite, Mike France, Mary Briggs

Apologies:

In Attendance: Kelly Curtis (Secretary)

Meeting Opened: 4.03

The Karakia was read by the Board members

1. **Confirmation of Previous Meeting Minutes:** It was agreed that once the line "Will use second grade decking" is removed and "The rent had been reviewed and will remain the same. It will be reviewed again in May 2023" has been added to this line these minutes are a true and accurate record of the Waikite Valley School BOT Board Meeting held on 13 May 2022.

ACTION: Kelly to attend to these matters

Matters Arising:

SchoolHouse Deck/Scott Van Twuiver's Deck quote:

Teresa has talked to Scott. He is busy until October but will order the materials for the job and go ahead when he can. Scot will let us know so we can organize others to help with the job.

SIPS Projects:

The Board discussed the finances involved with the SIP and AMS projects.

Teresa has asked Opus to close the projects and forward to the MOE (Kiri Cheetham) for settlement.

Roofing Project:

The start of the roofing project has been delayed because of wet weather and is due to start in a couple of weeks.

The first 2/3rds of this funding has been received.

Leaks have appeared in Pod 1 with the heavy rain - will notify the Contractors when they come. This will have to be funded by the BOT as this building is BOT owned.

Correspondence: As stated in the agenda.

Mike advised the Board he had received an email from the MOE re the government's Carbon Neutral Programme.

He has forwarded the information to Kelly for her to complete.

ACTION: Kelly to complete form and return to the MOE.

Mike France updated the Board on the upcoming Board elections.

Monitoring:

1. **Principals Report:** Previously circulated – see attached

Roll: 94 (creeping up!)

Banking Staffing: As stated in the report

Property: As stated in the report

Personnel/Staff: As stated in the report

Health & safety: As stated in the report

Curriculum: As stated in the report

Community Engagement: Strategic Planning /Annual plan updated

Grants: As stated in Report

Basketball hoops have arrived.

Resolutions:

Finance: April Finances & 2021 Audit

2. April Finances

Mary Briggs discussed her findings on the April Financial Report.

- 4k from the MOE for year 7 & 8 support has been received.
- The Board discussed the need for counseling in schools such as Seasons for Growth and the unavailability of Social Workers for schools who are high decile.
- The Board discussed the (Pub Charity Camp Grant that shows in) "Items of Significance" specifically camp which has a \$0 budget. Two grants were received but coded to "Grants" so it looks overspent in camp. Received \$15k from Aotea Gaming Trust and \$2k from Okatina Trust. This covers the difference.
- Mary did the workings and we are overspent by approximately \$900 and all camp fees have not been received yet.
- Rent payment miscoded - Kelly to amend.

2021 Audit

Mary Briggs went through the 2021 Audit document.

After some detailed discussion outlining areas where possible improvements could be considered, such as Credit Card receipts, depreciation rates, cyclical maintenance, payroll, disposal of Library books etc the Board agreed to accept the report.

3. Governance Policies 10 - 12

10 & 11 remain unchanged.

The Board agreed the Governance policy 12 - "Principal's Performance Management Policy" was redundant since the Board had agreed to use the Professional Growth Cycle for Principals, Tumukaki and ECE Professional Leaders concept.

They agreed that this policy could be replaced with the Teaching Council of Aotearoa New Zealand's document regarding this concept.

Discussion/Decisions:

1. Inclusive Education - The Board discussed "Inclusive Education".

- a. What is inclusive education?
 - i. Everyone has the right to Education
- b. What are the range of barriers that may cause lack of access to learning for students?
 - i. Same sex parents
 - ii. Poverty
 - iii. Transport
 - iv. Location
 - v. Absenteeism
 - vi. Ethnicity
 - vii. Ability - learning disorders
 - viii. Physical disabilities
 - ix. Chronic illness
 - x. Anxiety
 - xi. Detachment
 - xii. Language barriers
 - xiii. Transience
- c. What are barriers we encounter at Waikite Valley School?
 - i. Transience
 1. No attachment
 2. No continuity
 3. No ability to form relationships
 - ii. Poverty
 - iii. Access to resources and school
 1. The school van has helped break down barriers
- d. What considerations do we have at Waikite Valley School to allow 'inclusion'? What does inclusion look like at Waikite Valley School?
 - i. Individual Learning Plans (ILP)
 1. Know what the student wants from their education
 - ii. Funding
 1. High Health Needs
 - a. Usually only available until round the age of 8
 2. No funding available for a range of other learning disorders
 - iii. Creative management
 - iv. Obligation to provide Education in whatever way it is needed. Upskilling or finding the right person would be needed. Would funding be provided?
 1. Total Immersion
 2. Sign language
 - v. Special Learning - these are impacted by a schools decile
 1. Resource Teacher Literacy & Behavior (RTLb)
 2. Speech & Language therapists
 3. OT
- e. Are there areas we can improve?
 - i. Maintain smaller class sizes
 - ii. Maintain permanent Teacher Aides
 - iii. Continue to utilize the school van providing accessibility to resources and meeting individual needs.

Mike France asked if we are required to provide wheelchair accessibility?

- Only if required.

2. Graduate Profile - The Board brainstormed "Graduate Profile"

Skills & attributes required for future success of Waikite Valley School Students

- Self management - incorporates a lot, friends relationships....
- Time management
- Responsibility - school, family
- Confidence - well rounded, exposed to all, hold their own
- Easy integration - baseline in Te Reo
- Academic - ability to transition easily, learning at an appropriate level, minimize difference by making attendance at Open days available.
- Outside exposure - getting to know others

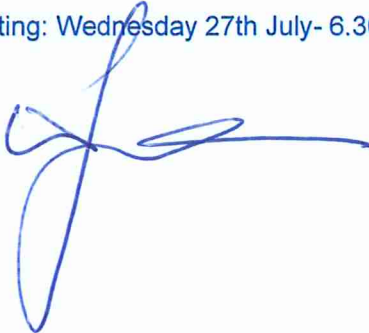
These same questions will be asked of the staff and students and succinct profile created incorporating key and prominent ideas from all stakeholders.

Agenda Items for consideration for the next meeting

- Meeting Closed: 5.25pm

Next Meeting: Wednesday 27th July- 6.30pm

Signed:



Date:

27/7/22

PRINCIPAL REPORT TO BOT May 2022

SECTION A: monitoring data for trends in areas that will impact significantly on school operation

Roll	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	TOT
13/04/2022	8	10	18	11	15	5	10	10	87
18/05/2022	10	11	18	12	15	5	10	11	92

G	B
41	46
44	48

Roll	NZ Maori	Pacific	Dutch	NZEuro	Other Euro
13/04/2022	25	1	4	73	9
18/05/2022	26	1	4	75	9

Banking Staffing Report, (02055) Walkite Valley School
 Period: 202303, Pay Day: 03-MAY-22, As at Period Ending: 03-May-2022

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Summary FTE Details

Pay Period No	23	24	25	26	1	2	3	YTD Total
Total staffing usage for period	5.72	5.3	5.46	5.46	5.46	5.46	5.46	38.32
Entitlement for period	5.46	5.46	5.46	5.46	5.46	5.46	5.46	38.22
Ministry adjustment for period	-	-	-	-	-	-	-	-
Year End Automatic Adjustment for period	(-.2)	-	-	-	-	-	-	(-.2)
Difference for period	(-.06)	.16	-	-	-	-	-	.1
Estimated \$ value of staffing (YTD)	-\$193	\$321	\$321	\$321	\$321	\$321	\$321	\$321
Required average staffing level to finish year with zero balance (FTE)	5.46	5.46	5.46	5.46	5.46	5.47	5.47	

- Property Update -
 - Outdoor classroom
 - PTA funded courtyard markings/painting
- Personnel/staff management -
 - Lisa Dinning - Discretionary Leave 2 weeks (First 2 weeks of Term 2)
- Health & Safety - Frank Bain (Caretaker) working on Playground improvements/repairs focused around health and safety
- Curriculum
 - KAUIPAPA - Matariki (schoolwide focus), Cross Country, Winter Sports.
- COMMUNITY ENGAGEMENT
 - The PTA meeting was well attended. Mary shared finance work and budgeting processes from a BOT perspective.

GRANTS -
 Pub Charity - application for Leaders Trip to Wellington resolution required
 One Foundation - ASC T2 2022 - \$500 submitted \$5000 approved
 GRASSROOTS CENTRAL TRUST(formerly Infinity)- Teacher funding
 exhausted end of Term 2 - need to apply to AGT for \$5000
 GRASSROOTS TRUST - Leadership trip to Wellington - resolution required
 Four Winds - Librarian&books \$8500 submitted Approved \$5500
 Aotearoa Gaming Trust (Formerly Southern Trust) - Teacher 2022 - \$5000 resolution required
 Okataina Trust - snow camp 2022 resolution required

Annual School Improvement Plan 2022 – SUMMARY

Domain	Achievement Challenge	Annual Goals	Target	UPDATE
Learning and Teaching	Providing extra support and learning experiences following accelerated strategies for our at risk learners. Providing a challenging extension and enrichment programme for our Gifted and Talented Learners.	All students will have the opportunity to achieve success across all subject areas. School staff set high academic expectations. Mindfulness and wellbeing are practised in all classrooms daily.	All students will participate in exciting, challenging and student driven learning tasks. At least 85% achieving within or above their expected curriculum levels in reading, writing and maths. Students practice their own mindfulness strategies and can explain the purpose of these strategies.	MARCH - all classes up and running (6 weeks into the term). G & T definition and identification of students is the focus for this term. All programs for at risk learners are underway (reading recovery, steps to literacy, toe-by-toe, phonics programs, secret agent society).
Community Engagement	Accessing majority ideas and support for decisions - i.e. meaningful consultation. Finding a communication format that suits the majority of whanau and keeping communication regular and relevant. Updating website regularly needs to be prioritized to achieve target – resourcing to support this is a challenge.	Community consultation is genuine and feeds into planning. Teachers reporting is relevant, accessible and meaningful to school whanau. A range of communication avenues are utilised. This may need to be standardised in 2022.	Home-School partnerships are strong with 85% engagement in school surveys and 100% in reporting or conferencing events. Whanau are communicated with efficiently and effectively – via newsletter, School Facebook page, class Facebook pages, ClassDojo, text, phone call, email, google classroom Parents/caregivers are welcomed into school at all times.	MAY: Facebook page and school newsletter being well read. Daily morning Facebook posts average 130 views. We have 256 followers and have had over 300 views of popular posts. School office is contacted mostly via text. Will survey this term around communication across classrooms - particularly use of ClassDojo vs Facebook pages for our classes. Parents are frequently in the school for a range of purposes.
Property	Funding Access to expertise Availability of contractors Feedback from our stakeholders	Plan and create a unique physical school environment that is adventurous, safe and exciting to learn in	Modify our classroom spaces to reflect our school values and vision Design and create a school waharoa that has meaning for our kura and iwi Maintain and refresh the valued parts of our school environment that represent our unique and adventurous culture	APRIL - Outdoor classroom onsite and positioned behind swim change rooms. Waharoa - Wiremu Kinira (Ngati Tahu-Ngati Whaoa Carver) - 25 March message: at the moment we are doing carvings for Ngati Tahu // Ngati Whaoa (Runganga) We will be finished in 6-7 weeks time . I'll send you pictures of what we have drawn up and a quote for the work. Community and school survey to be conducted early Term 2
Students and Staff	Funding for PLD and associated costs Compatibility of all stakeholder views of student profiles Keeping up with changing priorities and new curriculum documents	Foster a learning climate that values and celebrates akonga of all ages	Establish baseline strengths and skills of teaching staff and require suggestions for learning over the next 3 years - Skeleton PLD plan Design a student profile that values a wide range of learning across a broad curriculum Publish and promote the student and staff profiles and learning designs/strategies for the next 3 years	