

## MINUTES

### RAUMATI BEACH SCHOOL BOARD OF TRUSTEES

**Date:** 5 November 2019                      **Chair:** Nichola Coe  
**Time:** 5.30pm                                      **Minutes:** Philline Craythorne  
**Venue:** RBS Staff Room                      **Apologies:** Dave Clare

**Attending:** Mike Farrrelly, Nichola Coe, Howard Woodley, Jo Fisher,  
Alana Tisch, Prisca MacDonald

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#### Business

#### Actions

#### COMMENCEMENT

##### 1. Apologies

- Dave Clare

##### 2. Confirmation of previous minutes

- Approved

(1<sup>st</sup> Mike, 2<sup>nd</sup> Nichola)

##### 3. Declaration of Interest

- None
- Karakia and welcome

#### Strategic decisions / Discussion points

#### Standing Items

- Calendar of meetings and overview  
Next meeting Tuesday 3<sup>rd</sup> December 2019 at 5.30pm.  
End-of-year BOT dinner Tuesday 3<sup>rd</sup> December 2019 at 7.30pm.  
Venue: Thai Lagoon

**Business****Actions****4. School Waiata**

- A document with the words of the school waiata was supplied to the members of the Board. Practicing the school waiata postponed to next meeting when Dave Clare will be present.

**5. Mid-year progress data and reporting against targets**

- Julie Morris has supplied this to the Board in writing. Mid Cycle PaCT judgements in Writing and Mathematics have been completed. Julie Morris will provide a comparative data analysis at the next meeting as the PaCT Tool cycle only closes on Friday 29<sup>th</sup> November.

**6. Health and Wellbeing Report**

- Prisca provided a synopsis around where the school is at regarding pastoral care and needs. She said that there is around half the amount of high needs children (in terms of behavioural needs) at present compared to previous years. There are presently no children under ongoing outside intervention for behavioural needs. The main focus currently is concentrated in the Year 1-4 group, there is approximately five children out of those who will be moving up to Year five next year. Planning around these children has already started among management and the Year five/six team.
- Prisca explained the work they have been doing around applying for the Bright Spots Award through The Education Hub. The Education Hub is a trust that was set up to take realtime research and experimenting in classrooms and interventions and rolling it out across bigger groups and if successful, then being able to share that research across schools.

Prisca explained that they had put a proposal together to look at in particular social and emotional literacy of year 1-2 children and to design a programme to then meet those needs. The Education Hub had a huge number of schools who had shown interest in the same subject but they liked the many different approaches and big background of our school.

The Education Hub want the school to focus their efforts on 2-3 key areas and collect a more data-driven picture of the current situation. This is complex as there is no tool available to judge a child's social and emotional development in the context of a classroom. As a result of that The Education Hub have gone ahead and started working with John Hopkins University in the States and they are willing to supply some of their ideas to our school to try next year.

Mike and Prisca met with Professor Graeme Aitken (Auckland University) earlier this term to introduce him to our school context and to brainstorm how to further improve our award application.

**Business****Actions**

They have since their meeting with Professor Aitken worked on:

- Structuring a skeleton framework for a holistic, whole school approach to wellbeing.
- Identified the priorities for Year 1-4 students with social emotional (SE) literacy.
- Done classroom observations of children's learner dispositions.
- Collected (on-going) student and teacher feedback on SE competencies.
- Brainstorming the 'new' values and building a curriculum for yr 1-2 based on these.
- Investigating a framework to help us gather data.

There are three main areas they have identified to implement change next year:

- Design a more effective transition programme in Year one that builds on Te whariki (ECE Curriculum), establishes early positive relationships with families and uses a great play-based approach to teach learner dispositions and SEL.
- To have a junior school SEL programme that is taught explicitly for up to two hours a week, and meets the developmental needs of the students.
- To integrate the school's 'new' values into these, and effectively scaffold their delivery throughout the school.

All of these aspects are being delivered through three lenses:

- MODELLED through everyday interactions and relationships – this alters who we ARE/BE.
- CURRICULUM delivery via specific, deliberate acts of teaching – this alters what we KNOW.
- OPPORTUNITIES to implement our use of skills, requiring integration into wider school activities – this alters what we DO (our actions).

Prisca is meeting with Professor Graeme Aitken again this Friday to narrow it down and go through the areas we want to focus on as a school.

RBS will be re-applying in February 2020, knowing that Bright Spots is keen for our school to be successful.

**Business****Actions**

If the school wins the award there will be funding for us to resource a curriculum in the junior school, to resource some experts to provide professional development for our staff and to look at other schools who are using holistic, whole-school approaches and also to roll it out to the other years.

**7. Strategic plan update**

- The final draft was shared among members prior to the meeting.
- Jo attended the NSTA evening and mentioned that one thing that was highlighted was metrics in terms of measuring how the Board agree they want Mike to measure against the strategic plan and report back. Another concern that Jo has is the quantity of work there is in the strategic plan considering that it is planning only for the next three years.

Jo confirmed that she really liked where they had ended up with the vision and the summary document but thought that the rest just needed a bit of refining.

Mike said that he had gone through and looked at the vision statements and the 25 corresponding goals and he realised that there was a great deal to get through. He used international students as an example of what might seem like a small statement but the amount of work that generates from that small statement, is massive. He tried to consider what was achievable and used what he had learnt at Springboard Trust to start narrowing things down in terms of importance and priority.

Mike, Prisca and Julie have started working through the plan and taking notes on what could be moved in under other inclusive policies or points that could be eliminated that were 'business as usual' for a school. Mike asked for the Board member's input and perspective on which goals they consider most important within the plan in order for him to get an idea from a governance perspective of what to prioritize. This would allow him to further arrange the goals in order of importance. The Board agreed. Mike shared the document with these notes with the Board in order for them to help decide which goals are superfluous and which are priority.

The Board discussed the draft plan briefly and agreed that they are very excited about it. Mike said how proud he is of the plan and shared positive feedback he has received regarding it.

**8. Lifting Literacy Feedback - Jo**

- Jo explained that one of her children was diagnosed with dyslexia and this had sparked a keen interest in her in learning more about this subject and literacy. Jo has been doing a lot of research and has attended workshops and conferences. Jo wanted to learn more about what to push for from a

**Business****Actions**

governance perspective regarding current literacy evidence, research and in terms of practice.

Jo shared what she has learnt regarding literacy and avenues to consider for improvement in this area in the school. The Board discussed this and Mike gave some feedback regarding where the school is currently at concerning literacy and the future possibilities.

**9. Finance report (in Principal's report)**

- Mike highlighted the concerns he has regarding finance. He explained that despite their best efforts this year to reduce operational loss, it appears that the school will still end the financial year with a loss on paper as flagged previously throughout the year to the Board. The main reason for this loss has been staffing. Due to numbers provided initially at the end of 2018, staffing was increased in the junior school by one teacher. The enrolment information did not turn out to be accurate and therefore overstaffing in this area occurred. This along with a heavier than expected illness at the beginning of the year as well as increased professional development needs that were all unexpected, lead to a blow out in staffing.

The school still maintains ring fenced funding in accounts and has money to operate effectively. Money for property development, fundraising and term deposit are all accounted for separately.

Mike has a meeting scheduled with the accountant to discuss next year's budget. Mike has met with Jackie to do a line by line analysis of accounts. From this an initial draft budget has been set for discussion with the Treasurer.

Mike has put some strategies in place for the 2020 Financial year to try and address this challenge and to ensure that this situation does not recur.

These include:

- Reduction of initial junior staffing levels to ensure that the school is not overstaffed at the beginning of the year. They will be banking staffing to allow for a roll growth junior class when numbers reach appropriate levels.
- Reduction of some non-essential administrative support hours in the office.
- Renegotiation of cleaning, copying and SMS contract, this will have a positive impact on the school budget.
- Reduction in some maintenance hours.
- Introduction of International Student Programme to supplement income from operations grant.

**Business****Actions**

- Introduction of out of school care - will also provide extra income.
- Development of a conservative operational budget for 2020.
- Finance report approved.

**(Approved)**

**10. Principal's report****■ School Management System**

Mike recapped the reasons for the need of a new SMS system and the process that has been followed to date. As previously mentioned, the current system was not fit for purpose. Mike researched the key providers that are used by most schools in Kapiti and in the wider Wellington area and narrowed it down to two providers. Mike and staff have been conducting due diligence with these two providers to determine which new system would best meet the needs of the school and provide the most flexibility around reporting and the tracking and recording of assessment data.

The two providers are HERO and EDGE, both met with staff and presented their programs. The staff were then invited to provide feedback on which one they preferred. The outcome was essentially similar levels of support for each of these products. After consideration by Kaitiaki the decision was made to approach EDGE to develop a full proposal to the Board.

The main factors that favoured EDGE were:

- Edge has a NZ based help desk where you can speak directly with someone.
  - Edge has remote access capability.
  - Edge has online / Realtime chat capability.
  
  - Edge training and follow-up support was far more extensive and were part of the proposal, not an add-on.
  - Edge is a signatory to the code around data protection.
  - Edge is backed by Massey University.
  - Edge is used in over 650 schools across NZ and is growing, it is now the largest SMS provider for NZ Primary Schools.
  - Edge is locally based (Palmerston North).
- Board members agreed to accept proposal by Edge and approve Edge as preferred provider.

**(Approved)**

**Business****Actions**

- Principal's report approved.

**(Approved)**

**Board Administration****11. Staff of the moment**

- Year 5/6 teachers - camp

**12. In Committee**

- The Board unanimously agreed to go into Committee at 6.15pm to discuss two out of zone applications.
- The Board moved out of Committee at 6.22pm.

**13. Preparation and task allocation for next meeting**

- Achievement Data - standing item.
- 2020 BOT calendar to be started and circulated.

**There being no further business the meeting closed at 7.31pm.**