

MINUTES: GARSTON SCHOOL BOARD OF TRUSTEES
Meeting: Wednesday, 6th September 2023 at 7p.m.

1. Present: K. O'Loughlin, M. Tayler, T. Naivaluwaqa, A. Aldridge, B. McNabb.

1a. Apologies: B Evans. Accepted B McNabb, T Naivaluwaqa.

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

Resolved: Yes / No If no, comments Nil.

Whakatauki

Matai ki te rangi, homai te kauhau wananga ki uta,
ka whiti he ora.

I look beyond the horizon, and draw near the bodies
of knowledge that will take us into the future.

2. Principal's Report

2023 Ski Trip Report.

25 Garston School children, 2 extra children and 21 adults (including 3 school staff) went to the Remarkables Ski Field on 21st August 2023. All travelled in private vehicles.

The EOTC experience met learning outcomes within the Garston School P.E. & Health Curriculum, Values Education and Key Competency programmes. The experience aimed to develop the attitudes, skills and knowledge as follows: physical/motor skills; courage to accept challenge by choice; perseverance and determination; understanding of and keeping rules; self-management (personal gear, comfort and safety); goal setting; self-confidence building; building social relationships.

Pre-event organisation - Excellent management completed before ski day.

Travel arrangements - Drivers all consulted with staff upon arrival and before leaving at the end of the day.

Instruction - Lessons at the start of day were invaluable to set children up to succeed and remind children of skills taught previously. Instructors differentiated within large groups and Garston School staff assisted to prevent overly long waiting times and avoid children getting too cold or frustrated.

Equipment - Prior to the trip, at school, the children had been shown the basics of how to put boots on and attach/detach them from their skis.

Suitability of venue - We were able to secure the sole use of a large room for our base as it was unpleasant weather conditions outdoors.

Accidents/Injuries - One person fell and broke her wrist and an extra child associated with our school group (not a G.S. student) hit an open window and fortunately avoided injury.

Going Forward:

- The initial note to the parents should include:
 - 'parent helper responsibilities'.
 - chains must be carried by drivers of 2 wheel drive vehicles otherwise they need to choose another option (i.e. travel from road car park up to field in another 4WD vehicle or catch the shuttle bus up).
 - No last minute additions to our ski party on the day (e.g. high school/family members).
- All designated adult ski helpers should have each other's cell number so they can communicate around children's activities during the afternoon (when children are not in lessons).
- Pre-trip school fitness activities to improve core muscles.

(cont.)

➤ **Costs**

NZ Ski: \$3052.00 paid by school on 14/7/2023.
 Less ski contributions: \$ 460.00
 \$2592.00
 Less Fairlight Foundation: \$ 714.08
 Garston H & S contribution: \$1877.92

Principal's report taken as read and accepted. T Naivaluwaqa/B McNabb.

Outcomes to date for Goals 2 & 3 from the 2023 Garston School Charter.
 Strategic Goal 3 : Garston School's aim is to promote student and staff wellbeing (Hauora).

Action	Expected Outcomes	Outcomes to Date
Promote staff and student wellbeing.	<u>Staff:</u> - has ongoing conversations (individual and group) around their mental/emotional and physical wellbeing of staff and students. - adopt strategies to promote wellbeing of students and staff and regularly monitor their effectiveness. - show reduced stress.	- Staff are continuing to check-in with each other both formally and informally to monitor wellbeing. - Student wellbeing is closely monitored (playground, classrooms). - Positive messages are shared and celebrated,
Promote staff and student wellbeing.	<u>Board and parents understand the significance of:</u> - specific roles of our school's individual staff members - impact of reduced staffing levels (including part time and full time) on workload and how this differs from other schools. - specific management systems used to fit school's unique dynamic and culture. - support for staff wellbeing by minimising unhealthy levels of stress so as to allow them to focus on their job. - reinforcing expectations for interactions within our school community to reflect our school culture. - providing working conditions that promote optimum teaching, learning and a healthy level of job satisfaction.	- Identify anything in our school and school community that negatively affects staff and student wellbeing (e.g. children being exposed to adult discussions/gossip that undermines the school culture). - Where possible staff share responsibility for implementing strategies to minimise unhealthy stress for their colleagues. - Staff work collaboratively and also support each other's learning. - Reinforce correct process to be followed if there are issues between home and school, including parents making appointments when wanting to speak to teachers.
Teach school-wide health programmes to focus on student wellbeing.	<u>Teachers:</u> - teach lessons to focus on developing students' understanding of emotional self-regulation. - reinforce Life Education programme (emphasis on resilience and positive mindset). <u>Students show increased:</u> - calmness (reduced anxiety); ability to self-regulate and overcome unhappy feelings and resolve conflict. - positivity about interpersonal relationships.	- Positive education by promoting a common language of wellbeing (e.g. values discussions and acknowledging values when displayed by others). - All teachers are working to develop students' understanding of emotional self-regulation. - Acknowledge the good things that are happening: in school; class; individual students' lives; school support groups. - Celebrate that we have whole staff buy-in for improving staff and student wellbeing.

(cont.)

<p>Teach values education and Key Competencies.</p>	<p><u>Teachers:</u></p> <ul style="list-style-type: none"> - 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></p> <p>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:</p> <ul style="list-style-type: none"> - 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><u>Teacher:</u></p> <ul style="list-style-type: none"> - Teach Virtues Character Education values programme. <p><u>Students:</u></p> <ul style="list-style-type: none"> - understand the benefit to self and others of values and make positive contributions to their class, school and communities. - build resilience and face challenge positively. 	<p>Teachers work with students to:</p> <ul style="list-style-type: none"> - develop their understanding of the importance of positive self-talk. - clarify what bullying looks, sounds and feels like. - emphasise the importance of honesty and of students taking personal responsibility for their words and actions. - Employ effective approaches to equip students with tools to cope with challenging times and situations, - motivate them to attempt to always do their best. - help students feel good about their relationships and learning at school.
<p>Communicate with parents and whanau about the aims of this strategic goal.</p>	<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"> - On-going two-way conversations with parents of students who have special needs: cognitive and learning; social and emotional; chronic attendance; sensory needs; physical needs.

Strategic Goal 2: To improve all students' ability to select appropriate strategies and accurately use knowledge to solve problems in all maths strands.

Action	Expected Outcomes	Outcomes to Date
<p>Analyse mathematics assessment information (formative and summative) for all students including target students to determine the learning needs of all students, including the target students.</p>	<p><u>Teachers:</u></p> <ul style="list-style-type: none"> - have accurate information on student achievement in maths. - set a whole-school target to lift achievement in maths for all students. - discuss with students their next learning steps. 	<ul style="list-style-type: none"> - Whole-school assessment on fractions. - Teachers targets for improvements: Year 4-8 using Symbols & expressions to think mathematically. <p>This will help students identify which mathematical situation a word problem illustrates so they can then use the appropriate maths strategy (e.g. +, -, x, ÷) to solve it.</p>
<p>Discuss with students their level of maths skills and knowledge acquisition and give them feed forward.</p>	<p><u>Teachers:</u></p> <ul style="list-style-type: none"> - focus on practising basic facts (+, -, x, ÷) including online programmes. <p><u>Students:</u></p> <ul style="list-style-type: none"> - know what they need to do to improve their number knowledge, can articulate their goals for basic facts acquisition and challenge themselves to achieve them. - achievement results show improved accuracy and speed of recall of basic facts (+, -, x, ÷) and other number knowledge. 	<p>Teachers recognise that students need to spend more time committing to memory the addition & subtraction facts. This will be a daily focus across the school.</p> <p>Children will listen, speak, read, move, (e.g. clap) numbers & patterns. Students are given number charts or cards to support if needed.</p> <p>On-line maths practise (x, ÷) continues to focus on improving both recall and speed of recall.</p> <p>This emphasis will support student learning around algebra (understanding number patterns & relationships). (cont.)</p>

Lessons focus on developing students' understanding of the maths concepts underpinning measurement, geometry and statistics.	<u>Students:</u> - recognise and can explain their understandings and make estimations when identifying number patterns; measure objects and quantities; use maths symbols; describe properties of shape and their movements/positions; investigate by questioning and collecting data; display data then discuss results and their implications.	As well as the number strand fractions are integrated into all maths concepts when solving measurement, geometry & statistics puzzles (e.g. telling the time $\frac{1}{4}$ to, $\frac{1}{2}$ past). Teachers follow a plan that sets out the different skills progressively and identifies trends and gaps. Students' progress will be indicated on a spreadsheet with (green) to show mastered and (yellow) to show working at.
Teachers investigate Year 3-8 students' maths dispositions.	<u>Students self-assess using appropriate format:</u> - How do I feel when I do maths? - Do I keep trying even when things are tricky? - Do I offer my ideas when the class or group is talking about maths? - Can I explain clearly my thinking using maths words or drawings?	Within the Year 4-8 cohort there are definite signs of increased levels of self-confidence as evidenced in the overall willingness of students to: - take risks when attempting to find a solution to a problem. - persevere & show flexibility when choosing an appropriate strategy. - offer ideas or demonstrate to others their thinking and explain their recorded workings.
P.L.D. contract MOE led by Averil Lee.	<u>Principal:</u> - participates in PLD to cover these topics: student engagement and dispositions of students towards maths; mixed ability teaching/flexible grouping; Learning Progression Frameworks and NZ Curriculum; refreshing knowledge of maths curriculum. - takes leadership within school for maths.	Teachers recognise the need to make maths learning engaging and enjoyable. This has led to a slower pace of teacher instruction with more opportunity to imbed a deeper understanding which in turn is designed to boost the students' self-confidence. This is a work in progress. There is one more PLD day before the end of the year.

Principal discussed the outcomes to date on Goals 2 and 3 of our Strategic Plan.

Fractions Results - 30 August 2023

Year 1 & 2

Stage 1 - 2 - Can show $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$ of a shape.

Year 3

- Can show $\frac{1}{3}$ of a set of objects.

- Can show $\frac{1}{3}$ of a shape.

- Can show $\frac{1}{2}$ & $\frac{1}{4}$ of a set of objects.

* Most either could or are working on recognising and showing fractions of a shape.

* Almost half were working on recognising and showing fractions of a set of objects.

(cont.)

Year 4 - 8

Place fractions on a number line; Compare the sizes of different fractions (e.g. $\frac{1}{4}$ or $\frac{1}{8}$?);
Make a whole from a part and part from a whole; Solving problems containing parts of a whole;
Finding a fraction of a set sharing equally; Finding a fraction of a set or amount using multiplication and division;
Solving word problems using mixed fractions; Adding and subtracting subtractions;
Identifying fractions greater than 1; To identify a range of equivalent fractions that have a denominator of 100 and 1000; To convert fractions to percentages and vice versa; To convert fractions to decimal numbers and vice versa.

Almost all of the students could:

- Place fractions on a number; compare sizes of different fractions; make a whole number from a part; solve problems containing parts of a whole; find a fraction of a set sharing equally; find a fraction of a set or around using \times or \div ; solve word problems using mixed fractions; add and subtract fractions; identify fractions greater than 1.

Evaluation

Students have a sound understanding of the above **concepts**.

- * The Year 1 - 3 students know that the more parts a whole is shared into, the smaller the parts are and vice versa.
- * During their learning the Year 4 - 8 students gained a better understanding of how, \times \div are used to make equal parts of a whole. Also they now understand the relationship between proper and improper fractions (e.g. $\frac{7}{4} = 1\frac{3}{4}$).

Next Steps

The topic of fractions will be revisited school-wide in 2024. In the meantime fractions will be frequently integrated into all the maths problems at an appropriate level for the different students (e.g. Measurement - time, weight).

The Year 7/8 students will learn:

- to identify a range of equivalent fractions that have a denominator of 100 and 1000.
- to convert fractions to percentages and vice versa.
- to convert fractions to decimal numbers and vice versa.

Principal explained the results of a recent whole-school test on fractions.

3a. Documentation and Self Review

- The following policies have come up for review until the end of Term Three as part of our School Docs triennial cycle of review.
- Inclusive Education; Maori Educational Success; Learning Support.
- The Education Outside the Classroom policy which was ratified. **M Tayler/T Naivaluwaqa.**

Board Assurances:

The principal assured the Board that:

- * identified hazards are being monitored/controlled (including risks to student safety and wellbeing) and that measures are being re-evaluated to check their adequacy.
- * an internal audit of health & safety compliance and practises has been conducted.
- * procedures relating to physical restraint have been followed.
- * our school complies with the correct procedures and reporting requirements relating to stand-down, suspension, exclusion and expulsion.

3b. Employment/Personnel

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3c. Finance

- The accounts for payment and Finance Report were discussed and accepted. B McNabb/T Naivaluwaqa.

3d. Property/Asset Protection

- The Property Report accepted. B McNabb/K O'Loughlin.
- The fire alarm system covering our two buildings will be connected to the Fire Service. If the alarm is activated a signal goes to a monitoring company and then to FENZ who will turn out at predetermined fire stations. An alarm service person is also notified to attend to reset the system. All costs of connection and servicing are met by the MOE.
- LED lighting and RCD power outlets have been fitted throughout the school.
- Acoustic ceiling panels fitted in Room 3.
- I.T. switchgear and wi-fi units have been upgraded throughout the school.

3e. Health & Safety

- Injury/Incident Report: For the period 27th July - 5th September 2023

	Staff	Students	Other	Total
Number of minor injuries/incidents requiring on site treatment only		2 Bee sting Sore tooth		
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: _____				

3f. Legal Compliance

- The school roll at the date of the meeting was 25 and made up of ten (Year 0-3) and fifteen (Year 4-8) students.
- We had a snow closure day on Wednesday, 2nd August.

4. School Bus

- An audit by the MOE on our administration of running the school bus will be carried out on Wednesday, 11th October.

5. Events/Special Topics

- Whole-School trip to Nokomai.
- The principal outlined the upcoming whole-school trip to Nokomai Station. A Risk Analysis Management will be completed prior to the event.

Staffing for 2024

Overview

Every September the Ministry notifies schools of their provisional roll, indicating staffing and funding entitlements for the following year, to allow schools to make staffing decisions.

Provisional rolls provide schools with a guaranteed minimum staffing entitlement (also known as guaranteed minimum formula staffing (GMFS) or assured staffing) for the following school year.

Our provisional roll is also used to calculate your operational funding instalment until we have your actual roll information for 2024. Operational funding is adjusted throughout the year based on your actual rolls.

Guaranteed staffing

The guaranteed minimum formula staffing calculated based on our provisional roll means that if our confirmed roll is lower than our provisional roll, our provisional entitlement staffing is guaranteed for the school year.

If our provisional staffing entitlement identifies a reduction in staffing, our board may need to conduct a curriculum and pastoral needs analysis before disestablishing any position.

Our funding and staffing are guaranteed to remain the same through to the end of this school year and up to 23/1/2024. By the end of this term, we will be told what our provisional funding and staffing will be for 2024. After the 1st March, 2024 roll returns have been submitted our staffing/funding entitlements will be recalculated to reflect the actual roll count.

Principal explained how staffing is calculated by the Ministry and how a drop in roll number will affect our staffing levels and funding.

6. How can we promote our school?

- Discussions took place to formulate questions for an upcoming parent and wider community consultation to enable the Board to set goals for the 2024 - 2026 Garston School Strategic Plan.
- T Naivaluwaqa was given authority to co-ordinate this consultation.

7. Administration Matters.

7a. General Education/Board Updates.

- Nil.

7b. The minutes from the previous meetings held on Wednesday, 26th July 2023 was accepted as a true and accurate record of that meeting. M Taylor/K O'Loughlin.

7c. Matters arising:

- Nil.

8. At 9pm the meeting went In-committee to accept the minutes of the previous meeting held on Wednesday, 26th July 2023. Meeting closed at 9:05pm.

Normal meeting reconvened at 9:05pm.

8. Meeting Closure

- 8a. **Time, date, preparation for next meeting. T.B.A**
- 8b. **Group evaluation of meeting.**
- **Meeting closed at 9:10pm.**

Signed:

Date:

Presiding Officer

Garston School Board of Trustees.

2023 Ski Trip Consultation

Thank you to the Garston Home & School for funding this important event in our school's Education Outside the Classroom (EOTC) curriculum. The children really appreciate and benefit from this annual experience.

I would appreciate you taking the time to complete and return the following ski trip feedback survey by 16th September. Thank you.

	YES /NO	Related Comments
1. Pre-trip organisation: Sufficient information and time given / allowed.		
2. On the day students: a) were assisted by staff and parents to develop confidence so as to learn / improve ski skills.		
b) were aware of and kept the ski code rules to ensure their own and others' safety and comfort.		
c) showed perseverance when challenged to practise a new skill.		
d) benefitted from the balance between lesson and free time allocation.		
e) found the experience to be a positive one.		

Any additional comments you wish to make.