

PASADENA INTERMEDIATE SCHOOL BOARD OF TRUSTEES

MINUTES

1 DECEMBER 2020 6:30 PM

MEETING TYPE	Board Meeting started at 6.30pm.
KARAKIA	Led by Donovan
PRESENT	Jonathan Hughes (Principal), Mandy Tubman, Stacey Morrison, Richard Green, Jerome Brown, Nick Allan, Issy Coleman (arrived:
IN ATTENDANCE	Mary Pretorius, Christine Abercrombie, Donovan Farnham, Keith Ward, Shelly Pathak, Jill Pitches
APOLOGIES	
MINUTES	Christine Abercrombie

1. Administration Matters

1.4 DECLARATION OF INTERESTS	NIL
1.5 CONFIRMATION OF MINUTES	<ul style="list-style-type: none"> Moved; that the Board accepts the minutes of the previous meeting held on 28 October 2020 as true and correct. _JH_/SM : Carried
1.6 CORRESPONDENCE	<ul style="list-style-type: none"> The inwards and outwards correspondence was received and approved.
1.7 ADDITIONAL AGENDA ITEMS	<ul style="list-style-type: none"> Speaking rights granted to SP and JP - no objections to them both speaking Election of the Board Chair - SM nominated by RG, seconded by JB. Prizegiving

2. Strategic Review

2.1 ACHIEVEMENT DATA	<ul style="list-style-type: none"> CA shared the achievement data - students who are here for 2 years make accelerated progress Reading - Year 8's have made exceptional progress Maori and Pasifika achievement at 85% Occurred due to Learning Centre, assessment informing teaching and learning programmes, differentiation, consistent approach across the school Writing - exceeded in Pasifika achievement, slightly below for Maori students. Moderated and provided individual feedback to teachers, Google Read Write to increase accessibility Extension and Enrichment programmes - like-minded students enjoy working together Maths - exceeded targets, 92% at curriculum level 5 or above, Pasifika 95% Maths as Inquiry through a mixed-ability approach, how can this be applied across the curriculum Learning tasks are accessible to students, a mix of digital and paper activities - feedback from lockdown Richard objects to the Pasifika and Maori targets being different to other ethnicities Targets are based on historical data to be meaningful and are adjusted each year based on the cohort. What is a more equitable approach to setting achievement targets <p>Conclusion: The Achievement Data was tabled, received, and taken as read.</p>
2.2 STUDENTS – TARGETS AND RESULTS	<ul style="list-style-type: none"> CA shared EOY Update on Expected Curriculum Levels Changed data collection due to lockdown to keep consistent All students who are here for 2yrs make accelerated progress, regardless of where they start from 47% reading above where they should be, was 20% last year

	<ul style="list-style-type: none"> • Area of concern is Year 7 students - exceptionally low cohort however 19% increase in achievement • Students who are below are involved in support programmes • Significant progress in writing • Large numbers of Pasifika students below in writing (Year 7) • Significant progress in maths 92% at or above of Year 8s, 82% of Maori, 63% of Year 7s • Future Plan: Effective assessment practices PLD, Tapasa & Hikairo Schema culturally responsive practice, target students a focus for PLG, teachers observing other teachers, goal setting and utilising strengths within the school, Kahui Ako vision • Rumaki - acceleration in panui, pangarau, tuhituhi, RTM support, goals and assessment practice, rich problem solving, matific • Will need additional Learning Centre time in 2021 <p>Conclusion: The Student Targets and Results Report was tabled, received, and taken as read.</p>
2.3 MAORI AND PASIFICA – TARGETS AND RESULTS	<ul style="list-style-type: none"> • Aiming for 100% to be at or above - achieved for pangarau • How? - focus on korero, PD and building teacher proficiency, finding engaging resources, Matific, collaboration with English-medium teachers <p>Conclusion: The Maori and Pasifika targets and Results Report was tabled, received, and taken as read.</p>
2.4 FUTURE FOCUS	<ul style="list-style-type: none"> • Keith Ward shared the Future Focus review • Schoolwide model of collaboration • New staff and FLEs • Kahui Ako Student Agency rubric implemented across school - further consolidation required next year • Digital curriculum explicit lessons, creating, designing and problem solving • Expert specialist teacher driving change • Push BYOD school for 2021 • Self-assessment rubric consolidate not used consistently • 2021 targets around sustainability <p>Conclusion: The Future Focus Targets and Results Report was tabled, received, and taken as read.</p>
2.5 COMMUNITY	<ul style="list-style-type: none"> • Mary Pretorius shared the Community Hapori Review • Kāhui - supported learner aspects is effective (peer mentoring, board games) • Connecting with Pasifika learners - plan was created with Westmere/Grey Lyn, this will be rolled out next year • Supported learners - transition information/student profile has been created that is consistent across the Kāhui • Fono - increase to two next year (Pasifika voice feedback was affirming) • Adding Māori lens to things such as planning/white bait have been great for students and links into our local area/stream • Continue to build on community ties - careers <p>Conclusion: The Community Targets and Results Report was tabled, received, and taken as read.</p>
2.6 BILINGUAL PATHWAYS	<ul style="list-style-type: none"> • Donovan Farnham shared Bilingual Pathways • FLEs/Collaboration, Transition, Supported Learners - focus • Shift into FLE and Collaborative Practice - PLD, develop and review goals, observed English-medium teachers, monitoring language use within the FLE, use of micro-lessons • Transition - plan for Waiorea, parent feedback, transition into Maori and English medium high schools, connection with primary schools • Supported Learners - RTM, largest number of supported learners, two funded students next year, Enrichment programmes <p>Conclusion: The Bilingual Pathways Targets and Results Report was tabled, received, and taken as read.</p>

3. Regular Review

3.1 PRINCIPAL'S REPORT	<ul style="list-style-type: none"> • Teacher Only Days • Kahui Ako new model not approved yet, must be in place by 20th December <p>Moved; the Board thanks the school for a well organised camp during a challenging year.</p>
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	<p>RG / JP. Carried. Carried. All in favour.</p> <p>Conclusion: The Principal's Report was tabled, received, and taken as read. The Board thanked staff for camp.</p>
3.2 FINANCE REPORT	<ul style="list-style-type: none"> • Draft Budget shared by Jonathan • Budget will be finalised early 2021 <p>Moved; the Board accepts the draft budget for 2021. RG / NA. Carried. All in favour.</p> <p>Conclusion: The Finance Report was tabled, received, and taken as read. Board accepts the draft budget for 2021.</p>
3.3 HEALTH AND SAFETY REPORT	<ul style="list-style-type: none"> • Handover from Year 8 to Year 7 student group <p>Conclusion: Health and Safety Report was tabled, received, and taken as read.</p>
3.4 PROPERTY REPORT	<ul style="list-style-type: none"> • Jonathan shared update - continue planning stages • Removing 2 front prefabs in the holidays <p>Conclusion: The Property Report was tabled, received, and taken as read.</p>
3.5 STUDENT WELLBEING SURVEY	<ul style="list-style-type: none"> • Surveys completed at various points throughout the year (including during COVID) • Students feel they belong <p>Conclusion: The Student Wellbeing Survey was tabled, received, and taken as read.</p>
3.6 LEARNING AND SUPPORT PROGRAMME DATA	<ul style="list-style-type: none"> • <p>Conclusion: The Learning and Support Programme Data was tabled, received, and taken as read.</p>
3.7 TEAM LEADER END OF YEAR REPORTS	<ul style="list-style-type: none"> • <p>Conclusion: The Team Leader End of Year Reports tabled, received, and taken as read.</p>
3.8 PLD PLAN	<ul style="list-style-type: none"> • <p>Conclusion: The PLD Plan was tabled, received, and taken as read.</p>

4. Policy Review

4.1 POLICY REVIEW: NAG 3 SALARY UNITS, MGMT UNITS AND CLASSROOM RELEASE TIME	<ul style="list-style-type: none"> • <p>Conclusion: The NAG 3 Salary Units, Management Units and Classroom Release Time Policy Review was tabled, received, taken as read.</p>
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5. Board Requirements

5.1 MEETING DATES FOR 2021	<ul style="list-style-type: none"> • The proposed meeting dates are: Wednesday 17th February - Term 1 - Week 3 Wednesday 31st March - Term 1 - Week 9 Wednesday 19th May - Term 2 - Week 3 Wednesday 30th June - Term 2 - Week 9 Wednesday 11th August - Term 3 - Week 3 Wednesday 22nd September - Term 3 - Week 9 Wednesday 27th October - Term 4 - Week 2 Wednesday 8th December - Term 4 - Week 8 <p>Moved; the meeting dates were provided for 2021. IC / JB. Carried. All in favour.</p> <p>Conclusion: The above meeting dates were approved.</p>
5.2 HONORARIUM FOR 2021	<ul style="list-style-type: none"> • Paid out at the end of the year, complete forms <p>Moved; the Board accepts the honorarium for 2021. JB / RG. Carried. All in favour.</p>
5.3 TEACHER ONLY DAYS 2021	<ul style="list-style-type: none"> • Two PLD Teacher Only Days 4th June and 22nd October. <p>Moved; the Board approves two PLD Teacher Only Days 4th June and 22nd October.</p>

	<p>RG / IC. Carried. All in favour.</p> <p>Moved; a motion of thanks to Mandy. RG /</p> <p>Conclusion: The two Teacher Only Days were approved.</p>
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6. Meeting Closure

6.1 IDENTIFY AGENDA ITEMS FOR NEXT MEETING	<ul style="list-style-type: none"> • Richard raised sharing kai e.g. cup of tea and biscuits for meetings • Ann Milne - Richard to share book or reading
6.4 TIME ALLOCATION	<p>The MoE requires trustees to record and allocate time spent in their capacity as a trustee. Principal excluded.</p> <p>Reminder: Time Allocation Sheet to be completed at the Board meeting or on the Google Drive</p>
CLOSURE AND KARAKIA	8.39pm

Stacey Morrison, Chair
Board of Trustees
Pasadena Intermediate School