

**BAYSWATER SCHOOL BOARD OF TRUSTEES**  
**MINUTES OF MEETING HELD ON Tuesday 31 January 2017**  
**AT 7.00 PM Bayswater School**

AGENDA	MINUTES	MOVER/ SECONDER	ACTION
PRESENT	Lindsay Child Maria Teape (Secretary) Jeff Reddecliffe Heather Goodey Marianne Coldham Craig Erskine (Chair) Pierre van Tonder Mike Kwok		
APOLOGIES	Marlon Bridge		
CONFIRMATION OF MINUTES	RESOLVED that the Minutes of the Meeting held on Monday 28 November 2016, be CONFIRMED.	Mike / Pierre	
MATTERS ARISING	<ul style="list-style-type: none"> <li>Health &amp; Safety with contractors: <b>Action</b> - Lindsay to pursue setting up H&amp;S policy with the existing mowing contractor. He will also be asked to sign-in/out on arrival/departure. Carry over.</li> <li>E-learning planning survey: ongoing.</li> <li>Overall reporting: explained in staff review.</li> <li>Ngati Whatua contact: Marlon has met with the business development manager and will also be speaking with the strategic finance manager about how they can help. <b>Action</b> - Lindsay to discuss further with Marlon. Carry over.</li> <li><b>Action</b> - Lindsay/Marlon to look at all assets on Asset Register. Carry over.</li> <li>Auto Show: Craig has had a quick chat to Christina. There are not a lot of options apart from the \$1000 handover fee plus a guaranteed stall. <b>Action</b> - Craig to follow up. Carry over.</li> <li>Transition into school from ECE - <b>Action</b> - Lindsay to include on website what to expect for child/families first year in school. This is part of the plan. Carry over.</li> <li>Bill is looking at how to secure drain covers while still having access to clear them. <b>Action</b> - Lindsay to report back on the outcome and solution. Carry over.</li> <li><b>Action</b> - Lindsay to share tangible results of Te Whare Rama with BIS. Carry over.</li> <li><b>Action</b> – With regard to Te Whare Rama, Lindsay to give thought to how we can tell our parents so the community is informed and knows about the great work happening in school.</li> <li><b>Action</b> – Craig asked Lindsay to pass on to Linda and Amy that the BOT thought it was a great presentation. Completed. <b>Noted.</b></li> <li><b>Action</b> – Lindsay to seek STAs advice in regard to the school's access plan and smaller contracts. Carry over.</li> <li><b>Action</b> – Lindsay to consider wording for the access plan and email a proposal to the BOT. Carry over.</li> </ul>		<p>Lindsay</p> <p>Lindsay Lindsay / Marlon</p> <p>Craig</p> <p>Lindsay</p> <p>Lindsay</p> <p>Lindsay</p> <p>Lindsay</p> <p>Lindsay</p>

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	<ul style="list-style-type: none"> <li>• <b>Action</b> – In regard to having a plan to cover all civil defence scenarios, Lindsay is to investigate further, including seeing what tsunami zone we are in and if Harrison Tew have a suggested procedure/policy. Carry over.</li> <li>• <b>Action</b> – Lindsay to give the director of the motorbike driving school the school's health &amp; safety policy. Carry over.</li> <li>• <b>Action</b> – Lindsay to pass the new building drawings to Pierre to assess and advise the cost of running new buildings. Carry over.</li> <li>• <b>Action</b> – Lindsay is to look at the budget and share the notes again. Carry over.</li> <li>• <b>Action</b> – Marlon to distribute the budget after Lindsay has looked at it and it will be approved via email. Carry over.</li> <li>• <b>Action</b> – Lindsay to send quotes for grant applications to Pierre to look at. Carry over.</li> <li>• <b>Action</b> – Lindsay to ask Marcella for the Waterwise accounts. Completed. <b>Noted.</b> Lindsay to forward to Craig when received</li> </ul>		<p>Lindsay</p> <p>Lindsay</p> <p>Lindsay</p> <p>Lindsay Marlon / All</p> <p>Lindsay</p> <p>Lindsay</p>
CORRESPONDENCE	<p>The following correspondence was highlighted:</p> <ul style="list-style-type: none"> <li>• Craig responded to a parent who queried the school's Bible in Schools approach. A response has yet to be received.</li> </ul> <p><b>Action</b> - Craig will send a copy of the letter he sent to the BOT.</p> <p>MOVED that the correspondence be received.</p>		<p>Craig</p>
END OF YEAR DATA	<p>Lindsay explained that while the data is complete, the write-up isn't yet. The write-up includes the Analysis of Variance which informs the targets for the coming year. Lindsay will take the BOT through parts of this now, bearing in mind it isn't complete.</p> <p><u>Data</u></p> <ul style="list-style-type: none"> <li>• Reading: data for students who started towards the end of last year is not included as they have not reached their first anniversary of starting school. 76.8% of students are at or above standard. The 'just below' group are the ones we need to move. Most children start school at stanine 4, 5 or 6. 80% of children starting at Bayswater are below stanine 4. They improve but we need to work out how to make this happen more quickly in the first year.</li> <li>• Writing: 76.3% are at or above. The lower percentage for Asian/Pacific children may be attributed to the fact that many of these students are new learners of English.</li> <li>• Maths: 80.4% at or above. Maori students are achieving at a lower level than all students (also writing). <b>Action</b> – Marianne to check the missing stat in ethnic groups and find out why this has occurred. It could be the system omitting them due to them being identifiable. The BOT commented the stats are looking good which is pleasing after the work done on maths. Lindsay said this is just a</li> </ul>	Mike / Pierre	<p>Marianne</p>



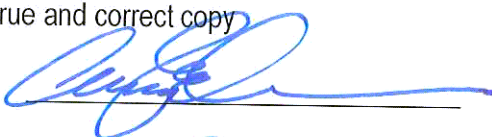


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	<p>stayed with Claire and additional teachers have been employed to start new, new entrant classes. This year, the children will move on to a new teacher when they are ready and Claire will stay with the new, new entrants. The school is keen to work with ECE's but with the high number and variety of them, a balance needs to be struck between 'it is our job to take students where they need to be' versus starting with (or without as the case may be) the basics, e.g. being able to count to 10, knowing the alphabet). Lindsay is interested in a profile of what new entrants should look like – do these match between ECEs and school's expectations and across different ECE centres? ECE's will have them but parents or schools may not know about them. Craig said we should make this something we try and strive towards. Pierre suggested we look at how we engage with new entrant parents. Lindsay said Reading Together was piloted last year (reading at home with children). 'Mutakaroa' is another programme with which specific assessments on students are completed. Findings are then shared in detail with families and the school and family explore together ways in which families can help, providing resources to work on at home, then check-in. It's a huge undertaking that we don't have the resources for. But the research shows it works well so Bayswater staff are going to come up with their own version that we can manage. Mike suggested we focus on that one thing we want to do rather than want as we believe we have the funds.</p> <ul style="list-style-type: none"> <li>• Showing Maori achievement data – the school has data about all different things students participate in. This is collated with attendance and achievement data. Lindsay's plan is to invite parents in to discuss this data. We will celebrate what we are pleased with and discuss issue areas. Mike said can we ask whanau what their expectations for their children are, then we can match them up. Lindsay agreed. <b>Action</b> - the staff will seek to understand (parents expectations), then seek to improve.</li> <li>• This year we do need to consult the community as part of the Charter refresh and we may change the charter as a result. The format that was used for Maori consultation will be used for the consultation. We will start with a small focus group to develop a questionnaire. This is then discussed and questions for everyone are developed from here.</li> <li>• Top section – although we have improved, we are going to have a more distributive approach with focus on the 3 key areas as mentioned. Actions/targets will be based on engaging students at school, looking at what we are doing from a Maori perspective (Te Wanagna o Aoteroa, Te Reo Tuatahi plus Maori/Pakeha history).</li> </ul>		Lindsay/ staff

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	<ul style="list-style-type: none"> <li>Pierre raised the changes in teaching that the new buildings will bring. Lindsay said the staff will continue to focus on being flexible and meeting the needs of the students.</li> <li>Mike queried the targets in section 2 – Craig agreed. We say how we are going to get engagement and enjoyment from learning but 'personal excellence' has been lost from last year and the opportunity to pursue passions and students knowing what they need to do to progress/take responsibility for their learning. We should challenge ourselves more here. <b>Action:</b> Lindsay to rejig and send back to the BOT in the next week or so, then BOT responses back week after that and sign off at the February meeting.</li> </ul>		Lindsay/ BOT
MEETING CLOSURE	The meeting closed at 8:50pm.		
NEXT MEETING	Next meeting: <b>Monday 27<sup>th</sup> February, 7pm</b>		

Certified true and correct copy

Signature



Name

CRAIG ENSKINE

Date

20/2/17