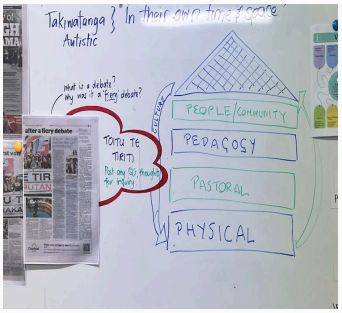
Board of Trustees Meeting Minutes – April 2025

I - Information D - Discussion

Karakia/ Word of the day • **Sapphire**	*Closing Karakia* •	**Led By**	**Time minute**	**I / D**
1. Administration - Opened 6:10pm - Closed 8;00pm Meeting into committee 8:00pm - Meeting Closed 8:17pm				I
1.1 Present - FP, SK, MC, RW, SM, EF 1.2 Apologies - Nil 1.3 Declaration of Interest - Nil 1.4 Minutes of previous meeting to be moved and approved - moved MC and approved RW **NOTE: FP is on leave and Sisi is the acting Principal and has been invited to attend as a Board Member rather than a Principal and has speaking rights -**				D
2. Strategic Decisions (if required)				
• Executing the plan. Helicopter view - where are we, what are we doing currently, what needs to be actioned. ○ a discussion to ensure the boards alignment Presentation from Mark around this diagram:  As members of the board, we are actually representing the government ie. the owner of the school We're all here to make sure that every child can reach their highest standard of possible education, it's simple talking about it, executing it is the challenge. As the Presiding Member, this is how he sees it: **Physical Environment – Building Issues** • Boardroom: Hole in the ceiling identified. • Hall: Ongoing leak issue noted. • Action: Both issues are being addressed immediately.		Mark	16mins	

- Contractors have been contacted and must complete the work by end of May.
- If current contractors cannot meet the deadline, alternative contractors will be sourced.

People – Ensuring Comfort and Accessibility

- Ensure physical comfort for all students, especially those with special needs.
- Provide accessible seating and any required support equipment based on individual needs.
- Being unprepared can lead to unnecessary stress and distraction for students.
    - Example: Lack of preparation during Athletics Day highlighted this issue.
- Forward planning is essential to create an inclusive and supportive environment.

Pastoral – Physical and Emotional Safety

- Ensure the school provides a physically and emotionally safe space for everyone.
- This includes teachers, leadership, students, and visitors.
- Regularly reflect:
    - Do people feel safe here?
    - Do they enjoy coming to this school?
- A positive environment supports wellbeing, engagement, and belonging.

Pedagogy – What and How We Teach

- Core questions:
    a. *How are we teaching?*
    b. *What are we teaching?*
- Teaching approaches are guided by school leadership, particularly the Principal.
- While the government may mandate certain methods, they don't always suit all learners.
- We must have flexible strategies in place to ensure every student can succeed, regardless of the approach. Success depends on knowing each learner well—understanding what works for them and what doesn't.
- Positive example:
    c. The 6-week reviews and learning conversations started last year for students not achieving have continued this year.
    d. These are helping teachers better understand and support individual students.
- Continuous reflection is essential:
    e. *Are we doing our best for every child?*
    f. *Are our teaching methods meeting their needs?*

People / Community

- People feel **safe** and **want to be here**.
- Clear understanding of the **school culture** we're building.
- Aim to make our **students advocates** for the school—excited to attend and share their positive experiences.

MC's Perspective on Culture

- The school culture is key and has improved significantly this year.
- Staff changes helped align everyone to the same vision and direction.
  re to reflect our Samoan, Tongan, and Māori communities—because that's who we are.
- The challenge now is getting the community more engaged and comfortable with the school.
- With everyone on the same page and pace, we're in a strong position to make this happen.

MC on School Vision and Culture

- **Leadership drives culture**—we must lead by example and stay united in our goals.
- Ongoing **professional growth** (STA courses, conferences) is essential. Without growth, we risk standing still
- Understanding and giving effect to the **Treaty of Waitangi** is a journey, not a quick fix.

Embedding Culture

- Bilingual units connect to our cultural identity.
- Questions to consider:
  - Do we practise **karakia** daily?

This year, our pedagogy in **English and Maths** will be under the spotlight. We'll be asked key questions: *How is it progressing? What are we learning? What's working well? What isn't? And what needs adjusting?*

The good news is that our students love being here, and so do our teachers—that's more than half the battle won. Our focus now is on shaping and reinforcing the school culture we aspire to.

We want our students to become **champions for the school**—going home excited, engaged, and proud of their learning. That energy is what resonates with parents and draws them in. It also attracts other children from the neighbourhood, who hear about the positive experiences through word of mouth.

FP

3mins

Our strategy is simple: clear ideas, with **strong, consistent execution**. That's what will make the difference. FP wanted to acknowledge that, after observing the school over the first four weeks, it's clear that **pastoral care** has played a major role in making Wymondley a place where students and families want to be. She highlighted the strong sense of **inclusiveness**, especially for our neurodiverse learners, and praised Sisi and the staff for creating an environment where all students feel welcomed, supported, and placed with quality people. That culture of care is a key reason families are choosing us. She also mentioned how much she loves the newsletters, which showcase the diversity of our students and the rich learning experiences happening across the school—it's a powerful reflection of who we are. RW agreed the school culture has transformed. Staff meetings are now productive, open, and enjoyable— a big shift from previous years. There's strong communication, laughter, and a genuine sense of connection among staff. Students are engaged and enjoying learning. She shared an example of a student who had under 50% attendance last year, but now sits at 97%—and was upset to miss just one day for a tangi. That change reflects a wider trend: attendance is up because teachers have created **programmes that are fun, engaging, and challenging**. The culture has truly shifted. MC reaffirmed that culture starts at the top—with the board—and flows through the school. Fleur added that it helps when everyone is on the same wavelength, and noted the significant growth this year. While there's still room to grow in pedagogy, the learning environment is positive. Staff are fully engaged with Structured Literacy, and learning conversations have been strong. SK highlighted the genuine **collaboration** among staff—there's honesty, trust, and a shared drive to improve. No one's pretending to have all the answers, and teachers are clearly inspired and reflective in their practice. EF shared that, as a parent attending assemblies, she appreciates the short glimpses into student learning. More parents are attending, and the structure—followed by culture groups—works really well. "It's in all pockets; everyone is out there. It builds on itself," MC added. RW concluded by saying, "They're not massive changes, and they're not massive things when you look at them individually—but when you	RW MC, FP, SK, RW		

add them all together, it's that collective effort and collaboration that has really grown." Teachers are staying positive and intentional with students, even when addressing challenges. Initiatives like WSB are creating a great school vibe. LP5, for example, had a fun, relaxed, and informative atmosphere, with many new parents attending—showing a significant increase in involvement. MC added to think about our Key Performance Indicators: Attendance - Teachers have unpacked the attendance tree which aligns to the new STAR Capital achievement should be going up			
3. Monitoring			
• *Moved and approved -*			
4. Strategic Discussions			
• **Bilingual Survey** **Hui and Community Engagement** • SK will attend a hui in Term 2 to reinforce that Wymondley Road School (WRS) is a strong option for tamariki transitioning back into mainstream, particularly due to our existing Māori/Te Reo enrichment programme. • Kohanga Reo has high numbers, with many families focused on language revitalisation—including parents learning te reo Māori themselves. • This presents a valuable future catchment, and strong relationships are being built with both nearby centres. • The Junior Kohanga appears larger, which may benefit future enrolments. **Bilingual Education Survey** • FP has been consulted about bilingual units, an idea first raised by parents in 2023. • A new survey has been distributed to gauge current interest.	Sisi SK		

○ 33 families have completed the survey to date. ○ Not all parents completed it at the last LP5 event. ○ Messaging has gone out encouraging whānau to respond. ○ Small incentives (e.g. meat packs) will be given out at the end of the term to boost participation. **Parent Engagement** ● EFr suggested targeting parents waiting in cars for pick-up to complete the survey, to improve response rates. ● Feedback so far shows **strong support** for bilingual education. **Key Findings** ● Māori whānau strongly favour a **Māori bilingual unit**. ● Pasifika whānau (primarily Samoan and Tongan) are open to either Māori or Pasifika options. ● The shared sentiment: *"If we're going to do this, let's do it right for Māori first."* ○ For Māori whānau and those connected to Kohanga, the goal is **language revitalisation**. ○ For Pasifika families, the focus is **language maintenance** **Māori Enrichment for Whānau** ● MC asked if funding is available to support Māori enrichment workshops outside of school for whānau who want to learn. ● SKnoted this is worth exploring, and mentioned there are already a number of Talanoa Ako and similar initiatives that could be investigated further. **Bilingual Pathway and Roll Planning** As our roll grows, we're managing the logistics and exploring future options. While funding isn't available for enrichment programmes, it is available for formal bilingual units. Several Otara and Ōtāhuhu intermediates have already established bilingual units, and Papatoetoe Intermediate is at capacity. This strengthens the case for WRS to establish its own bilingual unit, then apply for recapitation. Acting now is important, as the competition for bilingual pathways is increasing. EF noted that some families zoned for Wymondley are choosing other schools solely because they offer bilingual education—highlighting the strong demand and families' willingness to travel for it.		30mins	

- **Staffing - see link**
- **LP5 Workshop (held on Wednesday, 26 March 2025)**
  33 families attended

- **2nd Ministry Funded Teacher only Day**
  Scheduled for the 28th which notification has been sent out

- **Call Back days for Teachers**
- **Principals report**
  Attendance has improved by 3%. At the end of 2024, the roll was 154, factoring in 26 Year 6 leavers. While we're not yet at our target of 135, we have 17, soon to be 18, new enrolments and 10 pre-enrolments coming. It's steady, functional, though not yet where we want to be.

MC asked about our relationship with the local dairy and whether we could post a newsletter there. The dairy is happy to display it if we drop it off, which could help us connect with the wider community beyond our current families.

Our relationship with the Kohanga Reo is also strengthening. Sisi shared that some children leaving Kohanga aren't continuing to a nearby Māori Kura but are returning to mainstream. She highlighted to staff that WRS offers a Māori/Te Reo enrichment programme—1.5 hours weekly—and, in time, we hope to establish a bilingual unit if we have the right people in place.

We've had alot of different events even with PLD. LAs have with our Neurodivergent kids with Amy Todd and Rachel Zakaria. Had a session with Rachel Zakaria who also had a session with the LAs. whatever the teachers get, the LAs also get these sessions. We won the funding from NZSL (NZ Sign Language) in which we get 20 minutes and then whanau also get it and the child. Alot of things happening.

Complaints
Since the beginning of the year, we've received 2 complaints which have been dealt with. Meeting with parents involved. Noted in the complaints register. Very certain they won't go to the Ministry.

Everyday Matters Data

- Correction: The **Everyday Matters** data shared was intended for **Term 4**, not Term 1.
- Data is updated weekly by the Ministry, but **schools do not receive it weekly**.
- WRS is tracking its own attendance data through our **Student Management System (SMS)**.

Communication with the Ministry

- Senior Adviser has been informed that WRS has submitted our own data.
- She queried whether all relevant data—including **ESOL**—was included.
- Question raised: *If the Ministry wants weekly data, who is managing and reviewing it on their end?*
- There is **limited feedback** being provided, making it unclear how the data is being used.
- The intent was for this data to inform **corrective action**, but the process lacks transparency.

Attendance Monitoring Process

- FP shared that schools are being selected by other principals to review attendance practices.
    - Example: A principal selected **Manurewa Intermediate** for comparison.
    - Concern: This is **not a fair or accurate comparison**.
- SK will raise this concern with the Senior Adviser.

MOE Communication and Staff Awareness

- **MOE STAR attendance framework** has been shared with whānau.
- Teachers are aware of the **attendance code decision tree**.
- **January 26** is the mandated date for full alignment with the STAR system.

Chronic Absenteeism and Intervention

- WRS currently has **four whānau** classified as chronic cases.
    - Any student from these families who hits **four strikes** is referred to **EWIS** for further action.
- **Walking School Bus (WSB)** has had a positive impact, with some of these students now participating.

Staff Practice

- Teachers are actively **shifting their language and approach** around attendance when engaging with students.

Structured Literacy Update

Cohort 4 PLD

- WRS is now part of **Cohort 4**, starting in **June**.
- Initial **3-day PLD** session overlaps with Anu's upcoming **leave**.

● SK discussed options with **Liz Caine** due to scheduling conflict. ○ Liz suggested sending someone else in Anu's place. ○ **SN** is confirmed to attend. ○ **MN** is currently overloaded and not available. ○ **SG** is being considered (fixed-term) as she is familiar with the structure. ○ **Liz advised** that since we're three teachers down, **Sisi should attend** to help carry knowledge forward to future hires. ○ **AK** will not attend as she is already well-established in the programme. **Classroom Planning and Coverage** ● **Year 4–6** will participate in **coding** during literacy time. ● **AD** will take **Year 3** students. ● **MN** will manage **Year 4** students. ● Morning block structure: ○ **Year 3** in *Te Marama* ○ **Year 4** in *Paua* ○ Literacy will be delivered during this time to allow focus and flexibility. ● Structured Literacy in **Years 1–3** is intensive and requires the full morning block to deliver effectively. **Additional Notes** ● **SG** may volunteer to sit in with Anu to observe **cross-grouping and planning**, aiding in preparation and continuity. ● Still to finalise details on the **Anniversary Report** and its structure. Fleur approved the purchase of a third resource box, giving Year 1–3 classes full access without needing to borrow or wait. Thank you to the Board for supporting this. **Numicon Resources** ● New Maths Curriculum resources from **Numicon** have been received. ● Resources have been sorted into **Years 1, 2, and 3**—the year levels that will use them most frequently. ● **Year 3 resources** are split between **Te Marama** and **Paua** classrooms. **Professional Learning Days** ● The **second call-back day** will focus on professional learning around **how to use the resources**, rather than curriculum	RW SK RW		

content. ● On **28 April (Day 1 of Term 2)**, staff will attend a **curriculum day at Flat Bush**. ○ This is a **Ministry-approved PLD day**. ○ All teachers and **Learning Assistants (LAs)** will attend to ensure consistent understanding and practice across classrooms. **Curriculum vs. Practice Challenges** ● Some challenges have emerged around aligning the **new curriculum** with current teaching practices like **DIMIC** and **Maths Talk**. ○ The new curriculum is more **prescriptive**, outlining specific outcomes for each year level (e.g., Year 6 students must achieve XYZ). ○ In contrast, DIMIC involves **broad, integrated mathematical thinking**, which may **touch on** required outcomes without directly targeting them. ● This raises questions such as: ○ *How do we measure whether students are achieving the required outcomes?* ○ *How do we reconcile past measures (e.g., end of Level 3) with the new phase-based expectations?* ● The shift requires moving from one pedagogical approach to a new way of thinking. ● These questions are expected to be addressed over the next **3–4 curriculum days**. **E-asttle time one** Ministry as of yesterday have put out some comms to say, last year each school had to either pick e-asttle or PATS and because we were already familiar with e-asttle, we chose this and now it's on its way out. ● SK presented the **Console Report** and **Box and Whisker chart** for all year levels. ● Specific focus was given to **Year 6 writing data**. **Year 6 Writing Insights** ● **26 Year 6 students** from WRS sat the e-AsTTle writing test. ● Unlike reading and maths, writing has **7 assessment indicators** used to analyse performance.			

● e-AsTTle includes a **dial tool**, which shows teachers where their students are currently sitting. **Key Benefits of e-AsTTle Writing** ● Teachers can access **individual reports** for each of the 26 students. ● Reports include: ○ **Next steps** for improvement ○ **Areas of strength** for each student ○ **At-risk indicators** to support targeted teaching ● The platform provides a clear **whole-class overview** while also supporting **individualised planning**. OTJs are being phased out and were always intended as summative. The current government is pushing a **more summative approach**, comparing students across schools. We must be cautious not to overlook individual strengths. Student wellbeing matters—**testing should be timed when students are ready**. While the Ministry has its expectations, **we know our learners**—35 students are ESOL funded. Example: A student confident with Samoan and Māori alphabets (e.g. *ng* from Kohanga Reo) shows real progress not always reflected in standard tests. This is the kind of evidence we should be using to support our approach. Student Assessments including Phonics check at 20/40 weeks for New Entrants - For students who have reached 20 weeks—especially those who are fluent in another language—we will use school-developed assessments that include Tongan or Samoan letters, words, and sounds. **Support for Bilingual Learners** ● Bilingual teacher aides play a key role in supporting students in their home language. They can assist with assessments and learning tasks in their			

language when needed, especially in moments where understanding is unclear in English.

Importance of Narrative Behind the Data

- FP highlighted the need to build a narrative around underperforming data, especially as the Ministry and international benchmarks (e.g. PISA, PIRLS) only reflect numbers.
- Without context, data can misrepresent the progress and strengths of our learners.

Questioning Standardised Assessments

- Data trends show gradual declines, leading to questions around whether current assessments are measuring the right skills.
- Many university students today are not strong in reading or writing, but succeed through different ways of learning—highlighting a grey area in traditional literacy assessment.

Ownership of Our Story

- SK emphasised the value of owning our school's narrative and being able to back it with evidence—especially for ERO reviews.
- Mark reinforced that it's ultimately about doing what's best for the kids and building on success.

Using e-AsTTle Effectively

- e-AsTTle provides:
    - Clear next steps for teachers
    - Cohort-level insights
    - Research-based data

- Concern that some teachers are not fully analysing the data to inform their teaching.

Cultural Identity & Engagement

- MC raised concerns about Pasifika students, e.g. Samoan learners, becoming disengaged by Year 6 if they feel boxed into systems that don't reflect their strengths.
- SK shared that students risk losing their home language when transitioning to English-only environments.

    - Important to support first language retention to preserve identity and ensure success.

Reframing the Achievement Gap ● The group agreed to frame the achievement gap as an opportunity gap, placing a positive lens on student growth. ● Focus should be on confidence, identity, and self-expression, not just academic levels or rankings. FP said that after hearing SKi talk about assessment, it's clear it's a top priority. She highlighted the phonics check, e-AsTTle for next steps, and OTJs for student narratives, noting that teachers currently understand the levels well. She raised concerns about the direction the current government is taking, especially regarding how we assess and talk about our kids. SK added that there's growing discussion around how and what we report to the board. She stressed the importance of reporting in a way that reflects our school's approach, while still keeping up with Ministry changes. MC agreed, saying that whatever we choose to do, it must lead to improved student achievement and involve critical reflection on how we can do better. **Finances** 30K better than what we thought we were going to be Teacher Aides was spent less in February than we did last year and less than what we did in the budget which is strange. This was down to starting later than previous years. It'll catch up and it's actually going to show that we've gone over. Looking at the budget from last year the extra bit (Underuse) can this be used against the budget? 15k overuse The stationery spend was high. Mark asked if it was due to over-ordering. Fleur explained it was a repeated order from previous years. New procedures are now in place to prevent this from happening again. **Van update** Waiting on the wiring of the Towbar SK will make contact with her contact at Ford. *Moved and approved -*			
5. Identify agenda items for next meeting -			
● *Ask if the accumulation can be ticked off?*			

Moved and approved -			
6. Action Plan			
6.1 Property (Hall, Courts) **Kitchen Update** FP to e mail Graeme For health & safety, Induction over electric Waiting on someone to give us a kitchen quote Hot/Cold Tap over zip **Hall** Repair as well as new guttering **Boardroom** FP to e mail Graeme 6.2 Ask if the accumulation can be ticked off? *Moved and approved -*	Sisi		
7. Administration			
7.1 Confirmation of minutes 7.2 7.3			
8. In Committee			
● LAT ● Mike	Sisi/Fleur		
9. Note			
Next meeting: Wednesday, 14 May 2025			

Correspondence
Outwards
Inwards
Visa Statements