**LYALL BAY SCHOOL BOARD OF TRUSTEES (BOT)**

**Minutes of the Meeting Held in the LBS Staffroom on Monday, 1 March 2021**

**Present:** Melanie Dean (Principal), Amanda Luxford (Staff Rep), Lloyd Percival (Chair), Julia Blackburn, Karl Emson, Vito Lo Iacono, Amy Christie, Matt Hunt, Caitlin Sowden (Zoom)

and Sarah Campbell (NZSTA)

**Apologies:** Nil

**Meeting:** Opened at 7.05pm

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| **Item** | **Discussion/Decision** | **Action** | **Responsibility** | **Timeframe** |
| **1. Administration**  **Welcome**  **Elect Board Chair**  **Declaration of Interest**  **Approve Change of Agenda**  **Confirmation of Minutes** | Karl opened the meeting with a whakatauki.  Kathy called for nominations. Karl nominated Lloyd. He accepted, and was elected unopposed. **Karl/Lloyd. Carried.**  There were no declarations of interest within this agenda.  There were no changes to the Agenda.  The minutes of the meeting held on 30 November 2020 were accepted as a true and correct record. |  |  |  |
| **2. Decisions**  **2.1 Policy Review – Finance and Property Management**  **2.2 2021 Annual Plan Approval** | Karl had reviewed the Finance and Property Management policy. This is a standard policy from SchoolDocs and he couldn’t see anything that needs changing at this time.  The Annual Plan had been shared in November, but the Board hadn’t voted to approve. Lloyd asked if there were any questions.  There was a brief discussion about Professional Development funding, Initiatives and Wellbeing.  **Motion: “I move that the Annual Plan for 2021 be approved”.**  **Lloyd/Karl. Carried.** |  |  |  |
| **3. Discussions**  **3.1 NZSTA – PD**  **3.2 2020 Achievement Data**  **3.3 Hautu Update**  **3.4 Communication** | Sarah Campbell, who is a Governance Advisor with NZSTA, visited to talk the Board about their role. A Board’s primary objective is for students to be able to achieve to their highest potential / best of their ability. Sarah said a school should be a safe place for staff and students; be inclusive of, and cater for, students with differing needs; and give effect to Treaty of Waitangi. The role of the Board is to govern, delegating authority to the Principal who is, in effect, the “Chief Executive” of the school. Knowing roles is the basis of a Board that functions well. Sarah had a great analogy that she uses to help people remember – “noses in, fingers out”!  The Board relies on the Strategic Plan and should ask “how are we monitoring progress?” and “what information/data do we need from the Principal?” This is the key document, and everyone should become very familiar with it and know whereabouts in the cycle the Board is at any time, know the Vision and Strategic Objectives and be familiar with SchoolDocs. The Board is the legal entity, not individuals, and the Board should make decisions as a group. A Board should have a Code of Conduct for how they act around other people and ask “does this still reflect us” at the start of each year.  The Education and Training Act is at [www.legislation.govt.nz](http://www.legislation.govt.nz) Board members can seek support and advice from the NZSTA 0800 number.  Melanie shared the 2020 data.  There had been some concern that results would be reasonably low due to Covid closures, etc, so it was a pleasant surprise when the mid and end of year data were compared and there was a big improvement. Working in hubs has been beneficial as the teachers have been collaborating more and having discussions that help each other.  Target Learners, who are working toward and sub-working toward, are monitored closely. There are 76 Target Learners across the school in Reading. 65 of those have made accelerated learning.  We achieved the highest writing result we’ve had in at least 10 years!  The rest of the document was taken as read.  “Building the Best Learners” is a supplementary document for background reading. We have carried on with the planned 2020 actions.  Caitlin presented her document regarding Māori Engagement. The Board needs to meet its responsibilities to ensure the school is offering our students and their whanau an education experience that integrates the Treaty into all we do. Targeting Māori uplifts other students.  The process can begin through developing an engagement strategy to canvass views and opinions on what it means for the school to fulfil its Treaty obligations. A stocktake of competencies held by staff and the school is a good place to start. We could encourage a teacher with strengths to assist/guide others. Murals – the deeper meaning behind them.  Karl thought it was an outstanding plan, but he didn’t think that this was a job for a Board member.  Caitlin had done some research into the process other schools have taken and communicated with Will Minty, but she hasn’t engaged with anyone else. The teachers’ document from today’s meeting could be a framework for a starting point.  Lloyd said, as a preface, that he didn’t believe there was any communication issue as a Board. There was a brief discussion around communication, but it was decided to move the discussion “In Committee”.  **Motion: “I move that the meeting be extended by 30 minutes so this can be discussed in more detail In Committee”**  **Karl/Carried**  There was a discussion regarding wellbeing. Matt asked how the teachers are doing. Melanie said that they’re tired already, which is unusual, but they are keeping on. Staff had been enjoying ‘Freedom February’ where, if you had no meetings, you could leave school from 3.30pm. The children seem to be doing well also. It was asked how staff achievements are celebrated. Melanie said it depends on the achievement, but there can be flowers, an assembly, morning teas, etc. Teacher Aides have a weekly meeting and are always asked if they have anything they’d like to share/celebrate.  Brief discussion about having an Affirmations Board, or similar, in the staffroom. | Pass on thanks from the Board to the teachers for a great effort with a morning tea shout.  Notify families of the outstanding achievements via the newsletter.  Send the teachers’ document to Caitlin for an in-depth look.  Use Caitlin to be the “bouncing off” start and then the WSLs can add to their portfolio/professional growth cycle. | Melanie/Lloyd  Melanie  Melanie | Next Tuesday,  9 March  Next Tuesday  ASAP |
| **4. Monitoring**  **Principal’s Report** | Melanie had a meeting about the Ahu upgrade. A Weather Tightness report was done, but now the Ministry isn’t accepting what was in the report. We currently have 2 options – to leave the project for 5-10 years and just put down new carpet in the meantime, or continue as planned. Melanie has asked to continue so we can see the final budget.  Matt questioned the roll and suggested a roll projection graph be added to the Principal’s Report. This was not moved. | Add to the next Agenda under Decisions. | Lloyd | Next Meeting |

The meeting closed at 9.10pm. Next Meeting: 7.00pm, Monday, 29 March.

These minutes are accepted as a true and correct record.

**Chairperson: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Action Points:**

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| **BoT Member** | **Action** | **Timeframe** |
| **Melanie/Lloyd** | Pass on thanks from the Board to the teachers for a great effort with a morning tea shout. | Tuesday, 9 March |
| **Melanie** | Notify families of the outstanding achievements via the newsletter. | Tuesday, 9 March |
| **Melanie** | Send the teachers’ document to Caitlin for an in-depth look. | ASAP |
| **Lloyd** | Add Roll Projection Graph to the Agenda for the next meeting under Decisions.  Add Wellbeing to the Agenda. | Monday, 29 March |