



## Botany Downs School Board Meeting Minutes

**Date:** Wednesday 20 May

**Venue:** Botany Downs School Staffroom

**Meeting Opened:** 6 pm

**Meeting Closed:** 7.18 pm

**Present:** C Pitcaithly (Acting Chair), L Ward (online), F Tang, G Arora, R Lala (staff rep), M Insley (Acting Principal) and W Sole as Minute Secretary

**Apologies:** B Prentice (Presiding Member), V Parkins (Principal)

**In Attendance:** S Muellers

### 1. Administration

#### 1.1 Welcome - Karakia

1.2 Unanimously agreed to delegate Cameron as Acting Chair for this meeting.

1.2 Declaration of Interests - None

#### 1.3 Confirmation of Minutes

Motion: The minutes of the previous meeting held 1 April 2026 are accepted as a true and correct record. Moved: Fiona                      Seconded: Rita                      Carried: Unanimously

#### 1.4 Correspondence

In - Nil

Out - Nil

### 2. Action Points from the Previous Meeting

2.1 Curriculum Video: Rachel Ryan has added blurb and link in newsletter in week 2.

2.2 Carpark Fencing: Marc (architect from hall work) had a company contact Mark to come in to discuss, measure up and put a quote together. A quote from JK Glass & Aluminium Ltd is for \$19,400.50. More quotes? **(Mark to arrange to get a total of 3 quotes)** Bumpers can be bought from Bunnings and installed by Deon for \$70 each. Will need concrete drill and bolts also. Will look at smaller cars parking on the school side.

2.3 Pool: Deon has removed pool cover for terms 2 and 3, and switched solar heating to standby mode which is recommended when pool is not in use. Deon has also cleaned the pool and added chemicals to keep it clear. He will do weekly checks and cleaning.

**3. Principal's Report** - *The Principal's Report was distributed to Board Members prior to the meeting and is taken as read. The following are points that were highlighted by Mark and expanded on or actioned during the Board Meeting.*

### **3.1 Compliance**

Annual Report-completed by auditors.

Waiting for the final report to come through from Liam at BVO Audit.

Vanessa H-O to upload to the portal and publish on the school website by May 31st.

### **3.2 Board Process and Policy Review**

SchoolDocs Timetabled Policy and Procedure Review report for Term 2

Also found in Board shared drive-2026 Policies and Assurances folder

Risk Management (every term) - The Risk Management policy has been reviewed and is up to date.

- Mark Insley (Acting Principal) assured the board as above.

Emergency Management (every term) - The Emergency Management policy has been reviewed and is up to date.

- Mark Insley (Acting Principal) assured the board as above.

Safety Checking & Police Vetting -The Safety Checking and Police Vetting policies have been reviewed and are up to date.

- Mark Insley (Acting Principal) assured the board as above.

Teaching Staff - The Teaching Staff policy has been reviewed and is up to date.

- Mark Insley (Acting Principal) assured the board as above.

Performance Management - The Performance Management policy has been reviewed and is up to date.

- Mark Insley (Acting Principal) assured the board as above.

Appointment Policy, Staff Conduct & Professional Development - The Appointment Policy, Staff Conduct and Professional Development policy has been reviewed and is up to date.

- Mark Insley (Acting Principal) assured the board as above.

Employment Policy & Equal Employment Opportunities - The Employment Policy and Equal Employment Opportunities policy have been reviewed and is up to date.

- Mark Insley (Acting Principal) assured the board as above.

Child Protection & Abuse Recognition & Reporting - The Child Protection and Abuse Recognition and Reporting policy has been reviewed and is up to date.

- In the Child Protection policy we have added - We have partnered with Mitey (Sir John Kirwan Foundation) to teach students about wellbeing and promote positive mental health education. This process involves the school, students, parents/caregivers, and family/whānau.
- Mark Insley (Acting Principal) assured the board as above.
- The Abuse Recognition and Reporting policy is now called the Identifying and Responding to Suspected Child Abuse or Neglect policy.

Curriculum and Student Achievement Policy - The Curriculum and Student Achievement policy has been reviewed and is up to date.

Mark Insley (Acting Principal) assured the board as above.

Assessing Student Learning - The Assessing Student Learning policy has been reviewed and is up to date.

● Mark Insley (Acting Principal) assured the board as above.

Cellphones and Other Personal Digital Devices - The Cellphones and Other Personal Digital Devices policy has been reviewed and is up to date.

● Mark Insley (Acting Principal) assured the board as above.

### **3.3. Strategic Review**

Highlighted points identify what has been happening across the school and in classes.

#### **Ako - Professional Capability**

Teachers will deliver high-quality teaching aligned with a relevant and engaging curriculum, ensuring equitable progress and accelerated achievement for all students.

#### **Provide PD and embed Structured Literacy in Years 0–3**

- PD delivered during Terms 1-4.
- Teachers planning using a Structured Literacy approach.
- Using new LTP docs.
- Using new planning and assessment guidelines.
- Collaborative team planning.
- Ongoing and consistent use of structured literacy scope and sequence for Year 0-3
- Ongoing use of WALT's and SC to engage students as agentic learners
- Explicit teaching of teaching sequence statements at each year level.
- Ongoing identification and purchase of new resources.

#### **Provide PD for and implement a Structured Literacy approach across Years 4–6**

- Improved student achievement in Reading, and Writing as evidenced by assessment data.
- Teams and teachers implementing structured learning approaches from 2025 PD.
- Embedding use of Year 4-6 structured literacy approach, includes spelling, handwriting and oral language aspects.
- Using new LTP docs.
- Using new planning and assessment guidelines.
- Collaborative team planning.
- Ongoing use of WALT's and SC to engage students as agentic learners
- Ongoing identification and purchase of new resources.

#### **Provide PD for new English assessment tool**

- Teachers are confident in using new assessment tools.
- Developing Year 3-6 teachers knowledge and understanding of SMART assessment for Reading and Writing.

#### **Provide opportunities to understand and utilise the new English curriculum including the Teaching Sequence statements**

- Accelerated achievement for priority learners in Reading and Writing.
- Explicit teaching of teaching sequence statements at each year level.
- Using new LTP docs.

- ELLS identified through target students with specific actions.

### **Support ELL students through targeted teaching, vocabulary development, and meaningful opportunities to use English across speaking, listening, reading, and writing**

- Teacher planning using scaffolded lessons to support ELLS.
- ELL progress data (e.g. ELLP stages) shows shifted achievement levels for 90% of targeted students.
- Teachers receiving support from ESOL teachers via ESOL classes, resources, ideas for class learning.
- ELLS identified through target students with specific actions.

### **Provide professional development (PD) for teachers in Te Mātaiaho-Mathematics**

- PD delivered during Terms 1-4.
- Using new LTP docs.
- Using new planning and assessment guidelines.
- Collaborative team planning.
- Ongoing and consistent use of structured literacy scope and sequence for Year 0-3
- Ongoing use of WALT's and SC to engage students as agentic learners
- Explicit teaching of teaching sequence statements at each year level.
- Ongoing identification and purchase of new resources.

### **Provide PD for and implement an Oxford programme in Years 1-3**

- Maths lead teacher providing PD for Year 0-3 teachers in Oxford.
- Year 0-3 engaged in implementing Oxford

### **Embed Oxford programme in Years 4-6**

- Year 4-6 teams continue to use Oxford as the main structured approach to teaching and learning in Maths.
- Teams adjust term overviews to ensure coverage of Maths strands.
- Year 4-6 engaged in embedding Oxford

### **Provide PD for new Mathematics assessment tools to inform teaching and learning.**

- Teachers are confident in using new assessment tools.
- Improved student achievement in Mathematics as evidenced by assessment data.
- Developing Year 3-6 teachers knowledge and understanding of SMART assessment for Maths.

### **Provide opportunities to understand and utilise the new Mathematics curriculum including the Teaching Sequence statements**

- Accelerated achievement for priority learners in Mathematics.
- Teachers planning using the Oxford programme.
- Explicit teaching of teaching sequence statements at each year level.
- Using new LTP docs.
- Ongoing identification and purchase of new resources.

### **Learners - ākongā**

Teachers will deliver high-quality teaching aligned with a relevant and engaging curriculum, ensuring equitable progress and accelerated achievement for all students.

### **Develop teacher capability to effectively utilise assessment tools**

- Assessment informs teaching and learning including new MoE assessments.
- Reporting to Parents-developed new template for reporting to parents.
- PD to develop teacher knowledge and understanding of progress descriptors for school reports.

- PD to support moderation of progress descriptors.
- Development of new report writing guidelines to match up with new MoE requirements and new curriculum-involved meetings with etap.

***It was suggested that Mark provide parents with a written summary explaining the new report descriptors and grades when the reports are sent out.***

#### **Use assessment data to inform teaching and learning**

- Teachers give specific, actionable feedback that helps ākonga understand their next steps and to improve their learning.
- Ongoing use of WALT's and SC during lessons so students understand their learning.
- Ongoing use of SC tabs so students can track progress.
- Teachers continue to provide written and verbal feedback to students for next steps.

#### **Implement strategies for teachers and students to discuss and reflect on assessment results**

- Students can reflect on their work, assessments, and feedback, to identify next steps for their learning.
- Developing Year 3-6 teachers knowledge and understanding of SMART assessment for Maths.
- Continue with conversation rounds to monitor students' understanding of learning.

#### **New Report Format created and focuses on progress against the New Zealand Curriculum levels/phases**

- Using our new report format with clarity and understanding.
- Development of new report writing guidelines to match up with new MoE requirements and new curriculum-involved meetings with etap.
- PD for staff on how to write reports using a narrative and drop downs for next steps and help at home.

#### **Teachers use Botany Best Practices to embed learner agency in the classroom.**

- Teachers and students use Botany Best Practices effectively.
- Ongoing use of WALT's and SC to engage students as agentic learners.
- Ongoing use of SC tabs so students can track progress.
- Teachers continue to provide written and verbal feedback to students for next steps.

#### **Embed monitoring of learner agency practices by collecting data through conversation rounds on how students demonstrate agency and engagement in their learning.**

- Conversation Round data shows improvement in student assessment capabilities.
- Continue with conversation rounds to monitor students' understanding of learning.

#### **Use new curriculum teaching sequences to guide learners progress and gather evidence of growth.**

- Learner agency impacts teaching and outcomes, evidenced by teacher goals and progress data.
- Using new LTP docs.
- Explicit teaching of teaching sequence statements at each year level.

#### **Ensure your "Botany Best Practice" defines agency as students knowing their next steps and goals**

- Student engagement and feedback demonstrate active involvement in their learning journey.
- Teachers continue to provide written and verbal feedback to students for next steps.
- Teachers using assessment data to support planning, teaching and learning.

#### **Whanaungatanga - Relationships**

Build a strong sense of belonging by fostering culturally responsive practices and collaborative partnerships with whānau and parents, involving them in their child's learning, progress, and wellbeing

journey ensuring every ākonga feels valued, supported, and connected.

**Provide opportunities for whānau to develop their knowledge of the English and Maths curriculum.**

- Whānau use curriculum knowledge to engage in and support learning with their child/ren
- Grandparents' afternoon.
- Curriculum evening-discussed new curriculum and how it works at BDS for English and Maths. Also discussed Reporting to Parents and assessment tools.

**Organise Learning Conversations where whānau can explore their child's progress within the new English and Maths curriculums.**

- Whānau participation in learning conversations about student learning and progress, including setting further learning goals alongside their child/ren.
- Meet the teacher evening.
- Whānau conversations term 1-getting to know the whānau and student.
- Whānau conversations term 2-discuss reports and curriculum progress.

**Acknowledge and celebrate ākonga achievements using communication forums such as Facebook, Seesaw, and Assemblies.**

- Regular celebration of ākonga learning through various events and media.
- Assemblies.
- Newsletter.
- Facebook.
- Language weeks.
- Sports and Clubs.

**Organise events that promote te ao Māori and connect with whānau and iwi to strengthen cultural bonds.**

**Provide staff with relevant PD to enhance their practice on inclusivity and through a te ao Māori lens.**

- Connections built with whānau and local iwi through events and visits.
- Engagement levels of whānau in community and cultural activities increased, with feedback incorporated into future planning.
- Staff cultural capability evident in practice.
- Kapa Haka-senior and junior.
- Pasifika au Siva group.
- PD from LSC and SENCO on inclusivity-programme adaptation, learning support register, IEP's, RTLP support.

**Monitor and analyse attendance data and identify patterns.**

- Improved attendance rates, leading to greater engagement in learning.
- We have improved attendance in Term 1 2026 compared to Term 1 2025 in all 4 attendance categories. Refer to the Attendance report for details.

**Implement targeted interventions to improve attendance.**

- STAR Procedures implemented.
- Stepped Attendance Response (STAR) procedures continue to be utilised

**Follow STAR procedures for attendance.**

**Achieve a 5% increase in 'Regular Attendance' (students attending >90%) compared to 2025 baseline data."**

- Tiered intervention approach" for chronic absence (0-70%).

- Term 1 85% regular attendance compared to 79% in term 1 2025

### 3.3 Community Consultation

Annual Report discussed with the community.

To be put on the school website (Vanessa H-O) once received from BVO Audit.

### 3.4 Curriculum Area Review

**English Curriculum-what do we do for English? (Rachel R and Mark)**

Also found in Board shared drive-2026 Curriculum Reports folder

### 3.5 Finance Report

The Schooled produced Financial report for the period ending 31 March 2026 discussed.

- Staff shirts invoice-to be approved by the board, \$1,951.78 for 40 shirts. **Approved unanimously.**
- Board approved four grants application for the Middle School playground
  - Milestone Foundation for \$8,500
  - Dragon Community Trust for \$8,500
  - Blue Sky Community Trust for \$8,500
  - Air Rescue and Community Services for \$15,000

**Approved unanimously**

**Motion: That the 31 March 2026 Financial Report be accepted.**

Moved: Cameron    Seconded: Gurpreet    Carried: Unanimously

### 3.6 Employment

- LAT Teacher: request to move from part time 4.5 days per week to full time 5 days per week-to be approved by the board. Mark recommends to go ahead with the request. **Approved unanimously**
- Joe D'Ambrosio is requesting leave from 4th August to 20th August for his sister's wedding-to be approved by the board. Mark recommends to go ahead with the request. **Approved unanimously**

### 3.7 Health and Safety

#### Trends Noticed

*Lots of bumps - running into each other, poles or on the playground.*

**Yes/No** Explanation if a trend is noticed:

**Motion: To move that the Principal's Report be accepted.**

Moved: Cameron    Seconded: Fiona    Carried: Unanimously

## 6. Other Agenda Items

Swimming Pool - Cameron will research and write a Standard Operating Procedure for the pool. He will also investigate the cost of an automatic pool cleaner.

## 7. In Committee

None

**Meeting closed: 7.18 pm**

**Next Meeting: Wednesday 10 June 2026 – 6:00 pm (Staffroom)**

**Certified as a true and correct record of the resolutions passed and the business conducted at the meeting of the Board held on 20 May 2026.**

Signed:  Acting Chair

### **Actions from this Meeting:**

- Mark to get three quotes for fencing.
- Mark to provide parents with a written summary explaining the new report descriptors and grades when the reports are sent out.
- Cameron to research and write a Standard Operating Procedure for the pool. Also to investigate the cost of an automatic pool cleaner.

18 Feb  
(Wk 3)

25 Mar  
(Wk 8)

6 May  
(Wk 3)

10 Jun  
(Wk 8)

5 Aug  
(Wk3)

9 Sept  
(Wk 8)

28 Oct  
(Wk 3)

2 Nov  
(Wk 8)