



KARORI NORMAL SCHOOL BOARD OF TRUSTEES HUI MINUTES

Date	Tuesday 27 June 2023
Time	6.30pm
Present	Joe Benbow (parent trustee), Simon Johnson (parent trustee - Chair), Conrad Kelly (Principal), Rosemary Mose (parent trustee), Natalie Vaughan-Sanders (parent trustee), and Blair Wightman (parent trustee – Deputy Chair)
In attendance	Jacque Kean (co-secretary)
Apologies	Phil McIntosh (staff trustee)

1. ADMINISTRATION

1.1 KARAKIA

Simon welcomed everyone to the Board hui. Board members began the hui with a karakia.

1.2 PRESENT AND APOLOGIES

There was an apology from Phil.

1.3 CONFIRMATION OF AGENDA

There were no additional items for the agenda.

1.4 DECLARATION OF INTERESTS

Simon declared an interest in relation to item 1 of the public-excluded part of Conrad's Principal's report. There were no other declarations of interest in relation to the agenda for this meeting.

1.5 CONFIRMATION OF PREVIOUS MINUTES

It was moved that the Board minutes of the meeting of 16 May 2023 be accepted as a true and correct record.

Moved Natalie / Seconded Conrad / Agreed

2. STRATEGIC REVIEW

2.1 PLANNING FOR DEVELOPMENT OF STRATEGIC PLAN 2024-2027

The Strategic Plan Committee (SPC) reported that they met recently to get the ball rolling on development of the 2024-2027 Strategic Plan (SP). The SPC handed around three documents:

- The MoE's 'Implementing Te Whakangārahu Ngātahi/Planning Together'. This gives helpful context for development of the new SP; it explains the reason for the changes and provides a timeline.
- The NZSTA's 'An introduction to strategic planning and reporting'. This is a useful guide to process and consultation.
- 'The Statement of National Education and Learning Priorities' (NELP), which clearly set out seven actions within four objectives: the SP will have to reflect these.

The Board noted that SPs need to coincide with Board elections, so the first SP will only be operational for two years, not three. This also means a new Board will have to prepare an SP almost immediately.

Conrad has circulated a link to SP training that is being run by the MoE.

The Board considered the SPC's draft timeline for SP development. Quite a lot will happen between now and the end of July. The Board will have to approve survey questions by email as the next Board meeting is not until 8 August.

The Board discussed having multiple consultation/engagement methods: survey (online and hard copy), QR code, posters, face-to-face, and so on. Board members noted it is better to go into face-to-face consultation with what is proposed, rather than with a 'blank canvas'.

Board communications about the SP could provide links to the NELP and other documents, so the school community understands what has to be in the SP.

Board members agreed that the whole Board should participate in a theming workshop.

Board members thanked the SPC.

ACTION	Conrad
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To contact the person who analyses survey results and ask them to get in touch with James.
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ACTION	SPC
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To circulate draft SP survey questions, keeping them straightforward.

ACTION	SPC
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To come back to the Board with a proposal about using Survey Monkey or similar.

2.2 REVIEW OF GOAL 3 (WĀHI / PLACE)

Conrad's paper was taken as read.

Board members noted that timing of the capital works is out of KNS's hands. It is within the control of the MoE. Construction of the new block is now due to begin in mid to late August.

Engagement with Te Ātiawa is underway, although Te Ātiawa have limited resources.

2.3 REVIEW OF GOAL 4 (RANGAPŪ / PARTNERSHIP)

Conrad's paper was taken as read. The Board's discussion included the following:

Website refresh

The website refresh is on hold while KNS works on the school's values.

Facebook page

The Board discussed the PTA's wish to take over the KNS Facebook page, which has not been used in 2023. The PTA would like to use it to promote their events, meaning the focus of the page would move to fundraising. This could have benefits for the school, particularly in relation to the Gala. It would be useful for the PTA to take over the page's followers, rather than start from scratch with their own page.

The Board considered whether KNS would use the Facebook page again. To be useful to KNS, it would need to be updated frequently, but that would take staff away from what they are employed for. Even if the page could be run by a parent volunteer again, that could still result in pressure on teachers to produce content.

Using Hero or the website for events is consistent with the communications strategy: the website is the 'source of truth', and Hero is the primary source of communications from KNS. The long-term strategy does not include Facebook.

Having said that, Board members were reluctant to permanently relinquish KNS's only Facebook page. They agreed to a trial period: the PTA can post content on the KNS Facebook page via Jacqueline in the office. If that is successful, the Board could consider handing it over to the PTA in due course.

Communication around teaching and learning plans

One of the Goal 1 objectives is to agree a structured literacy programme to implement across the school. It can't be communicated until the school has chosen the best programme. Currently KNS is trialling and investigating a number of options with the support of RTLB. Other schools in the Kāhui Ako are in the same situation.

The aim is to get a good structured literacy programme in place in 2024 and good training to support it.

3. REGULAR REVIEW

3.1 PRINCIPAL'S UPDATE AND FINANCIALS

The Board took Conrad's paper as read. The Board's discussion included the following:

Roll

The roll has started to creep up again. The date that the predicted roll is determined is 1 July, and new entrants are also factored in.

The new collective agreement includes payment for release time, so KNS will receive payment for something it already provides.

SchoolDocs Term 2 2023 Board assurances and policy review – item 2.3

The Board noted that the review had highlighted some concerns about cyber safety, which are now being addressed.

ERO

ERO have let Conrad know that they will be evaluating KNS, albeit a year and a half late. There will be an initial meeting in term 4.

The process has changed. There will be one reviewer, rather than a team. It is a longitudinal evaluation (which in some schools could take as much as two years). The review will look at assurances (SchoolDocs could help with this) and evaluation of student achievement. Reports are likely to look similar, but it is unclear if the ratings will stay the same. The SLT will attend ERO's online training workshops.

Staffing update – item 3.1

The Board noted the great feedback from VUW School of Education lecturer Linda Bonne. Linda accompanied a visiting university professor from Brazil who was observing maths teaching at KNS. Linda said they saw 'expert teachers in action, managing children's diverse learning needs in different ways'.

ACTION	Blair
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To conduct an exit interview with Sandie Ballard.

May 2023 finance report – item 4.1

The Board noted that, overall, the numbers seem pleasing, considering the Board had budgeted for a deficit. It now looks more likely that there will be a surplus, mainly because of higher than expected income.

Erica is still waiting to hear back about the audit. The auditors are short-staffed and came back late with some questions. The MoE is aware of this.

CES (which prepares KNS's monthly accounts) is in a state of transition due to some personnel changes. The Finance Committee will keep a watching brief to ensure there are no service slippages.

Payroll - Edpay Access Report/Roles and Responsibilities – item 4.4

Conrad confirmed that, although it could be arranged if necessary, the Acting Principals will not need access to Edpay during Conrad's sabbatical leave.

It was moved that the Board approve the June 2023 Edpay Online Access Report and Payroll segregation of duties as outlined.

Moved Blair / Seconded Natalie / Agreed

DFA while Principal is on sabbatical leave – item 4.5

Finance Committee members noted they had asked Conrad to ensure that all those with delegated financial authority know what they need to do.

It was moved that the Board approve the delegated financial authority listing for the 10-week period while the Principal is on sabbatical leave.

Moved Rosemary / Seconded Blair / Agreed

Miles Group property report – June 2023 – item 4.6

The Board's property discussion included the following:

Stakeholder Engagement Plan for capital works:

The plan has been put together in conjunction with the MoE. The open meeting for the community will include information from the architect about the design, information from the contractor about H&S and traffic management, and general information about the project from Conrad and the MoE. Ideally some Board members will be present.

ACTION	Conrad
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To make the following amendments to the Stakeholder Engagement Plan: on page 2 change 'Relationship Lead' to Conrad not Zubin for 'Students and their whānau', and on page 5 change 'School App' to Yes.	
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Board members agreed that, after planning for the capital works for the last ten years, the fact that work is about to start is great news for the school community.

Reoccupation of Block 2:

FENZ will review KNS's updated evacuation scheme once the Block 2 alarm system is up and running. KNS needs to reoccupy Block 2 shortly because of the growing roll. The Board's concern, which led to Block 2 being vacated, was the lack of a working alarm. The Board is comfortable for Block 2 to be reoccupied once the new alarm is installed and operational, even if FENZ approval is still pending at that point, as per Craig McWilliams's recommendation.

Capital works Asbestos Management Plan (prepared by the MoE):

There is asbestos at KNS, but not a lot of it. Some will be removed during the capital works. The Board noted that the plan looks comprehensive and low risk.

Property modifications – gate/fencing:

Conrad explained the gate/fencing modifications, all of which will be funded by the MoE. Although the changes are to cater for the particular needs of one child, the

Board noted that they are good improvements from a general safety perspective anyway.

Health and Safety Committee – June 2023 update – item 5.1

The Board noted the glowing appraisal from emergency management experts Harrison Tew about the school lockdown practice: ‘The school followed the procedures calmly and confidently’, ‘clear direction and leadership of DP Phil McIntosh and supported by the School Administrative and Leadership Team’, ‘high levels of competence’, ‘the speed and skill at which the school was placed into lockdown’, and so on.

The Board also noted that:

- the bell sounds on/off repeatedly to signal a lockdown;
- the practice highlighted an issue in Kererū block with wifi, which is now being fixed;
- staff were impressed with how well Wade Harrison explained everything to tamariki, and how well tamariki took it onboard.

Board of Trustees Health and Safety checklist (Tool 2) – item 5.2

Changes to the checklist have been highlighted in yellow. The Board particularly noted that:

- key messages from H&S Committee meetings, rather than the minutes as a whole, are now being circulated to staff; and
- the staff induction booklet will be updated in term 3.

AIMS Games netball team participation approval and chain of responsibility – item 5.5

It was moved that the Board approve the 2023 Chain of Responsibility at AIMS Games for the AIMS Games netball team.

Moved Natalie / Seconded Rosemary / Agreed

3.2 2023 PARENT SURVEY QUESTIONS

Conrad tabled draft end-of-year survey questions for the following surveys: parent, staff, and Year 8 leavers.

Board members agreed with the approach of keeping the end-of-year surveys simple, because they want the focus to be on the (separate) Strategic Plan survey. However, there is still value in carrying out the end-of-year surveys, as a final check-in for the last year of this Charter. Additionally, the survey results might identify something for the new Strategic Plan.

The Board would like to get a better response rate than the low response rate in 2022. It will be important to communicate well about the purpose of each survey, and then to communicate the outcome too (which could help to dispel misinformation).

3.3 POLICY REVIEW

The paper 'SchoolDocs policy review' was taken as read.

The Board noted that the EOTC (Education Outside the Classroom) policies are key policies for review. Board members took comfort from the fact that the SLT have been through the policies. The policies do not need amendment, but the SLT have identified operational improvements, which are noted in the paper.

At the previous Board meeting, the Board said staff would have the Board's full backing to cancel an activity if staff felt uncomfortable for any reason. Conrad confirmed that this is included in the 'EOTC External Provider' policy and will be added to the staff induction manual.

The Board noted that the following three policies, which the Board has adopted and which are now on the KNS SchoolDocs site, have been updated to reflect the new rules and guidelines on minimising physical restraint and reducing student distress and that they comply with requirements set out by the Education and Training Act 2020:

- Minimising Physical Restraint;
- Reducing Student Distress; and
- Acceptable Physical Contact.

The requirements of the 'Minimising Physical Restraint' policy have been implemented, with teacher aides receiving online training.

Board members commented that the paper was helpful, and clear.

3.4 MID-YEAR PRINCIPAL APPRAISAL CHECKPOINT

It was moved that the Board move into 'in committee' and that the public be excluded for a discussion, pursuant to section 48 of the Local Government Official Information and Meetings Act 1987. The reason being to protect the privacy of individuals.

Moved Simon / Seconded Natalie / Agreed

4 GENERAL BUSINESS

4.1 ACTION LOG FROM MEETING ON 16 MAY 2023

	What	Who	When assigned	Action / comment
1	To amend the induction plan on Google Drive.	Simon	February	Deferred to August
2	To build informal meeting dates into the annual meeting schedule.	Jacque	February	Next annual meeting schedule
3	To work with the PB4L team to consider how best to celebrate	Conrad	February	Ongoing

	student, staff and community achievements.			
4	To give some thought to how to engage with students in the development of the Strategic Plan, and to whether there is anything in the Annual Plan that would lend itself to student input.	Strategic Plan Committee	February	Being actioned by the SP Committee. Closed.
5	To include, in future achievement reports: - baseline figures for years 5 to 8, even if the goal is 'to improve; - an overarching statement that KNS is aiming to have at least 90% of students achieving at or above the expected curriculum levels (to better link achievement reports with the goals in the Annual Plan); - information about what is happening for students who are 'yet to meet'.	SLT	March	Mid-year achievement report (and future reports)
6	To consider whether communications about the survey should come from a child's teacher, rather than the office.	Strategic Plan Committee	March	Being actioned by the SP Committee. Closed.
7	To ask the PSG for something to communicate to parents in the newsletter about the capital works.	Conrad / Simon	March	Awaiting a response.
8	To circulate, to Board members, the positive article in the Education Gazette about PB4L.	Rosemary	May	Actioned. Closed.
9	To add a column to the Goal 2 Board paper containing an approximate timeline.	Conrad	May	September (when Goal 2 is due to be considered next)
10	To consult at the next whānau hui about how whānau would like assessment data reported to the community.	Conrad	May	Next whānau hui
11	To email a recommendation to Board members once the 2022 KNS annual financial statements have been completed.	Conrad / Finance Committee	May	ASAP
12	To follow up with the MoE about a communications plan for the capital works.	Conrad	May	Actioned. Closed.
13	To ensure that the EOTC policy reflects the Board's discussion about high-risk	Natalie	May	Actioned. Closed.

	activities when it comes up for review this term.			
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4.2 ANY OTHER BUSINESS

Correspondence

The Board noted the following correspondence, copies of which are attached to these minutes:

- Letter from Liz Mellish (Chair – Palmerston North Māori Reserve Trust), dated 16 June 2022, regarding Mana Whenua in Wellington and the Hutt Valley;
- Email from Rohan Biggs dated 22 May 2023, and reply dated 24 May 2023;
- Email from Rohan Biggs dated 27 May 2023, and reply dated 23 June 2023 with PAT report;
- Email from Rohan Biggs dated 22 June 2023;
- Email from Rohan Biggs dated 26 June 2023.

5. NEXT MEETING/CLOSURE

5.1 CLOSURE

The next hui will be held at 6.30pm on Tuesday 8 August 2023.

The meeting closed at 8.55pm with a karakia.

Signed:

Date:

Summary of actions for next meeting:

	What	Who	When assigned	Due
1	To amend the induction plan on Google Drive.	Simon	February	Deferred to August
2	To build informal meeting dates into the annual meeting schedule.	Jacque	February	Next annual meeting schedule
3	To work with the PB4L team to consider how best to celebrate student, staff and community achievements.	Conrad	February	Ongoing
4	To include, in future achievement reports: - baseline figures for years 5 to 8, even if the goal is 'to improve'; - an overarching statement that KNS is aiming to have at least 90% of students achieving at or above the expected curriculum levels (to better link achievement reports with the goals in the Annual Plan); - information about what is happening for students who are 'yet to meet'.	SLT	March	Mid-year achievement report (and future reports)
5	To ask the PSG for something to communicate to parents in the newsletter about the capital works.	Conrad / Simon	March	Awaiting a response.
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8	To email a recommendation to Board members once the 2022 KNS annual financial statements have been completed.	Conrad / Finance Committee	May	ASAP
9	To contact the person who analyses survey results and ask them to get in touch with James.	Conrad	June	August
10	To circulate draft SP survey questions, keeping them straightforward.	Joe/SPC	June	ASAP

11	To come back to the Board with a proposal about using Survey Monkey or similar.	Joe/SPC	June	ASAP
12	To conduct an exit interview with Sandie Ballard.	Blair	June	ASAP
13	To make the following amendments to the Stakeholder Engagement Plan: on page 2 change 'Relationship Lead' to Conrad not Zubin for 'Students and their whānau', and on page 5 change 'School App' to Yes.	Conrad	June	ASAP



16 June 2022

To Whom It May Concern

Mana Whenua in Wellington and the Hutt Valley

I am writing to clarify the position of Mana Whenua and the whānau, hapū and Iwi within the takiwā of Wellington and the Hutt Valley.

The Mana Whenua within the takiwā are the hapū collectively known as Te Ātiawa. They include hapu of Te Ātiawa, Taranaki Tuturu, Ngāti Ruanui and Ngāti Tama.

This is borne out by the Waitangi Tribunal Report 2003 following the hearings into the claim WAI 145 taken by the whānau of the Ahu Whenua Trusts who are the tuakana organisation. The Trusts are recognised by the Crown as Iwi Authorities.

On page 15 of the Tribunal report under 2.2 *Customary Rights to Land in Te Whanganui A Tara and Environs* the Tribunal states:

“Māori customary rights to land and associated waterways and to the sea were complex, fluid, and multi-layered. Physical occupation and cultivation created only one layer of rights, albeit an important one. This was evidenced by ahi ka, or the lighting of fires of occupation; such fires were both symbolic and physical emblems of mana over the land. The ability to light fires, and so to prove strength of tenure, established rights to land. Where a group abandoned the land so that their fires died out and were not rekindled, such rights were disestablished. Occupation by establishing kāinga and cultivations was evidence of association with the land, ...”

By the time William Wakefield and The New Zealand Company arrived in Wellington Harbour in 1839 the hapū had established ahi ka in an area from Owiro Bay on the South Coast all the way around Te Whanganui a Tara into the western side of Palliser Bay in the Wairarapa.

Principal inner harbour settlements developed at Te Aro, Kumutoto and Pipitea and just out of the inner harbour at Kaiwharawhara along with kāinga such as Tiakiwai and Pakuao around Haukawa (now known as Thorndon) and Raurimu near the corner of Hobson Street and Fitzherbert Terrace. Extensive gardens or ngakanga were developed not only on the rich flat lands, but also on clearings on the ridgelines facing into the northern sun and sheltered from the wild winds across the area we know today as Wellington City.

The hapū settled around the harbour to Ngā Uranga, Pito-one and Hikoikoi, then across Te Awakairangi to Waiwhetū Pā with further kāinga established up the Hutt Valley, around the eastern shoreline of Te Whanganui a Tara and around the coast into Wairarapa.

PO Box 39294, Lower Hutt 5045
24d Marine Parade, Hikoikoi, Petone
Tel 04 473 2502 or Freephone 0508 445 64564
Email info@tekau.maori.nz
www.tekau.maori.nz

What is well known is that Ngāti Toa established themselves in Porirua and part of the Kapiti Coast. They never developed ahi ka rights and interests in Wellington City or the Hutt Valley.

In developing the Treaty Settlements for both Te Ātiawa and Ngāti Toa it was agreed that certain land parcels would be awarded to Ngāti Toa through a process called “Sale and Leaseback” provisions. Te Ātiawa gained their opportunities mostly in Wellington City and Lower Hutt and it should be noted that Wellington Tenth Trust still retains land ownership in Kaitoke, Upper Hutt and maintained their ahi ka rights there.

Therefore, Te Ātiawa is the Mana Whenua for Wellington City and the entire Hutt Valley and Ngāti Toa are landowners through a Treaty Settlement. This reallocation by the Crown to another Iwi is not unusual throughout Aotearoa. The other Tenth entity, Palmerston North Māori Reserve Trust, was established by the taking of land in the Hutt from Te Ātiawa hapū at Waiwhetu Pā who then had land awarded to them in Palmerston North by Governor Grey as compensation. We have never claimed ahi ka rights and respect the Mana Whenua of Rangitane in Palmerston North.

I hope this assists you in your decision making particularly as we have developed an education programme, Kura Ahurea, that tells our stories and values. The programme is currently delivered to 43 schools throughout our takiwā.

I would like to express my support to you all as you come to understand the complexities of our communities with this takiwā.

I would be happy to provide a talk to your staff, so they are comfortable to work alongside our educators delivering the Ahu Whenua stories that are the essence of the Te Ātiawa experience.

Nāku noa, nā

A handwritten signature in dark ink, appearing to read 'Liz Mellish', with a stylized flourish at the end.

Liz Mellish

Chair – Palmerston North Māori Reserve Trust

From: Simon and Sarah Johnson <simonsarahjohnson@gmail.com>
Subject: Re: Measuring value add and changing practice in the classroom
Date: 24 May 2023 at 10:36:33 PM NZST
To: Rohan Biggs <rohanbiggs@hotmail.com>

Kia ora Rohan,

Thank you for your email. Your viewpoint is noted and understood by the Board.

Nga mihi,
Simon

On Mon, 22 May 2023 at 8:28 PM, Rohan Biggs <rohanbiggs@hotmail.com> wrote:
Hello Simon and Rose

At two Board meetings Rose has made the point that KNS should be looking to measure not just how many children achieve a "meeting expectations" level of performance, but also measuring to see whether there is value being added higher up the performance spectrum.

My speculative data comparing KNS to Kelburn normal suggests this would be a fruitful exercise.

In both meetings I observed people nodding and smiling and suspected that precisely nothing would be made of this suggestion (although no one would be brave enough to state outright that they intended to ignore the comment).

At a meeting I had with Conrad last Thursday I raised this with him and he conceded that he didn't intend to do any such measurement. He suggested that it couldn't be done at present due to the vagueness of the current curriculum. This stuck me as an odd rationale but I didn't press him on it at the time. The broader point is that it confirmed my suggestion that Rose would be politely ignored.

It is clearly possible to measure value add. I've sent you a link to this example of one particular offering: <https://www.canterbury.ac.nz/cam/assessment/value-added-assessments/>

KNS wouldn't need to use this provider or even do anything too scientific in the first instance. It would probably just be possible to look at year on year PAT results at the student level as a starting point and build out from there.

It's obviously over to you but this is an area where it strikes me that the Principal's and the parents' interests are not well aligned, which is the gritty intersection where a Board can make a difference.

I am under no illusions about what I want the Principal to do. It is hard. Ultimately, I want him and the deputies to be intervening in the classroom practice of teachers with a view to improving what is happening. That is no doubt confronting and difficult. Maybe (maybe) they're beginning to broach this with the introduction of structured literacy. They

desperately need to do something with maths too. Some more ambitious performance goals may be a start, but the only reason you'd introduce them is to encourage this intervention in classroom practice.

Regards

Rohan

From: **Bot Chair** <bot@kns.school.nz>
Date: Fri, Jun 23, 2023 at 9:51 AM
Subject: Re: OIA request
To: Rohan Biggs <rohanbiggs@hotmail.com>

Kia ora Rohan,

As requested, attached is the paper presented by James.

Nga mihi,
Simon

On Sat, May 27, 2023 at 7:53 PM Rohan Biggs <rohanbiggs@hotmail.com> wrote:
Hello Board Chair

I would like to request under the Official Information Act a copy of the paper presented by James Appleton to the Board on 16 May 2023.

Regards

Rohan Biggs
[19 Versailles Street](#)
Karori



2023 PAT Report.pdf
357K

Progress Achievement Tests at KNS

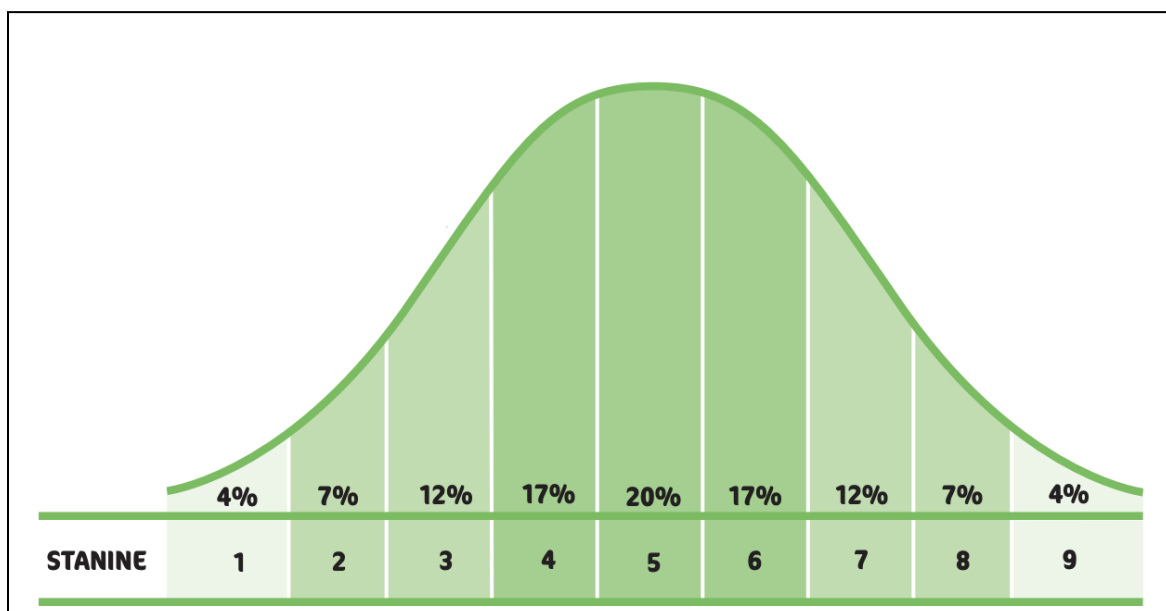
School Goal 1: Every Child's Achievement Grows (Learning)

Whāinga 1 - Ka Tipu Ake te Paetae o ia Ākonga, ia Ākonga (Te Akoranga)

This report provides an outline of Progress Achievement Tests (PATs) and their use at Karori Normal School.

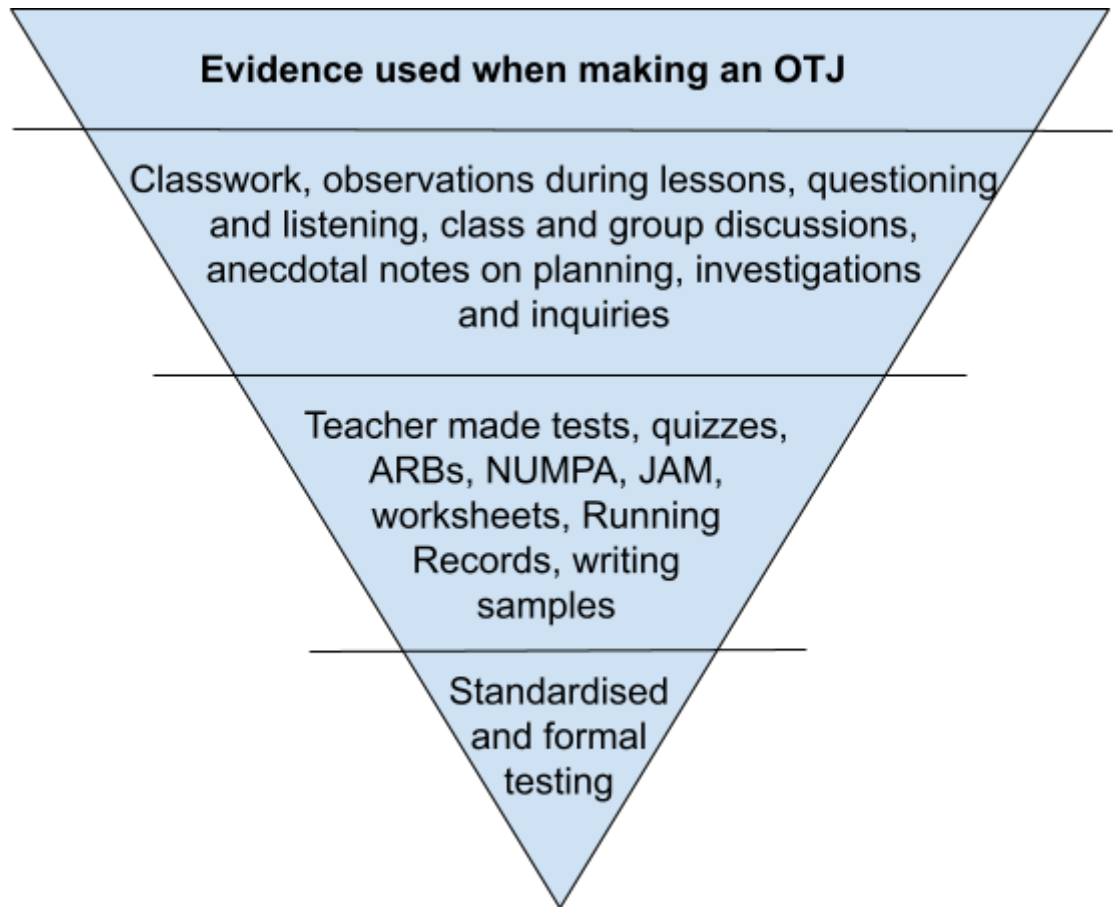
Progress Achievement Tests (PAT)

PATs are a series of standardised tests specifically designed for New Zealand schools by the New Zealand Council for Educational Research (NZCER). PATs compare the performance of students across the country. NZCER has divided each year level nationally into nine levels of achievement, known as stanines, with stanine one representing the lowest level of performance and stanine nine representing the highest level of performance. If a student's result equals that of the top 4% nationwide, it puts them in stanine 9; if it equals that of the next 7%, it puts them in stanine 8, and so on.



PATs and Overall Teacher Judgements (OTJs)

It's important to note that PATs provide a comparison of a child's performance with others who have taken the same assessment, rather than a measure of their actual ability or achievement. On the other hand, Overall Teacher Judgements (OTJs) are made in relation to the level at which the child is currently operating and how it aligns with the curriculum expectations for their cohort. Unlike PATs there is no limit to the percentage of children that can be at each OTJ level. With PATs, nationally, 4% of students must be at stanine 1, 7 % at stanine 2, and so on. At KNS, teachers gather a range of evidence and assessments when making an OTJ to accurately evaluate each student's progress and achievement. To ensure consistency and accuracy, teams moderate these judgements. PAT results are just one piece of evidence used by teachers to make OTJs.



Limitations of tests

It is important to acknowledge that tests only provide a snapshot of a student's ability on a given day and may not always accurately reflect their true abilities. For instance, some students may experience stress and anxiety under test conditions, which can negatively impact their performance. This is especially true for our younger students in year 4 who are taking PATs for the first time. The PATs are taken online, which can also pose a technological barrier for some students. This year, we observed that some students struggled with using the mouse during the test.

Use of PATs at KNS

At KNS, we use PATs as a diagnostic tool at the beginning of the year, which enables us to gain insights into our students' academic abilities and needs. The Mathematics and Reading Comprehension tests are taken by students in years 4-8, while the Punctuation and Grammar test is taken by students in years 5-8. Additionally, students in years 7/8 take the STAR reading test. The choice of tests administered may vary from year to year. The results from these tests are then used by teachers and teams to inform their planning and teaching strategies for the year. We make these results available to parents during the Ngā Hui Rangapū (Partnership meetings) held early in term 2, where we discuss their child's academic progress and can work collaboratively to support their child's learning journey.

Comparing OTJs and PAT results

While OTJs and Stanines do not match to any great degree, the tables below show a comparison between our 2022 end of year OTJs and our 2023 Term 1 PAT results. There are further illustrations of the PAT results in appendix 1.

2022 End of Year Whole School Data

Curriculum Area	Yet to Meet	Meeting	Exceeding
Reading	6%	77%	17%
Writing	10.5%	84.2%	5.3%
Maths	4.3%	79.4%	16.3%

2023 PAT summary data

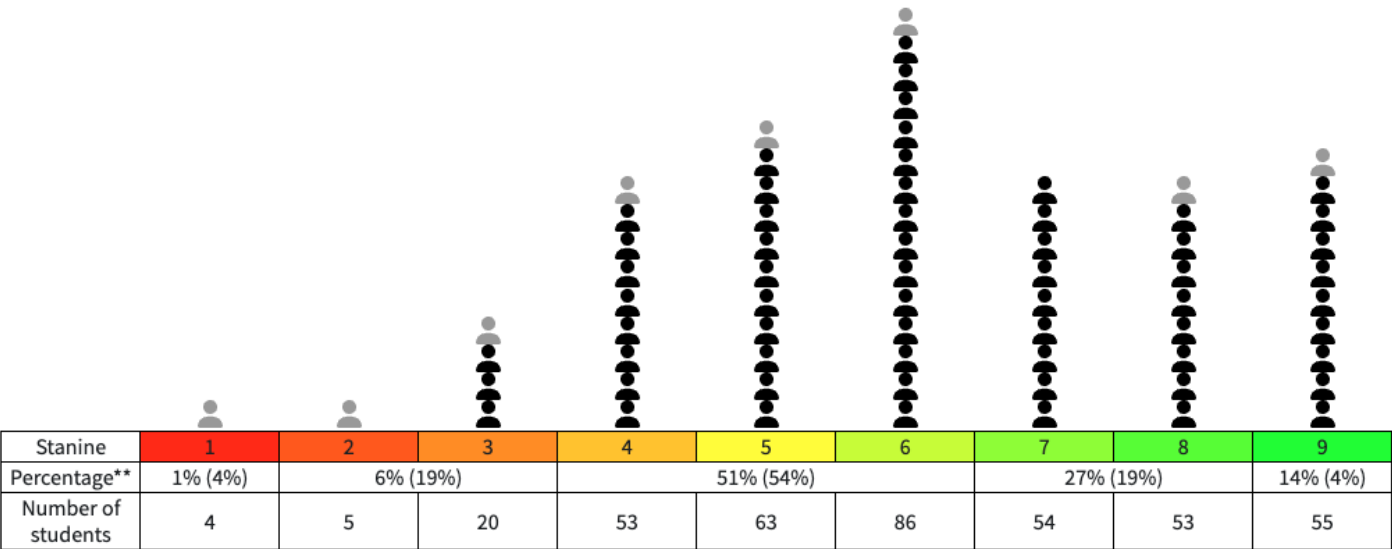
Test	Stanine 1-3	Stanine 4-6	Stanine 7-9
Reading Comprehension (years 4-8)	10%	54%	36%
Maths (year 4-8)	7%	51%	41%
Punctuation and Grammar year 5-8)	13%	47%	39%
STAR (Reading) (year 7/8)	9%	62%	30%

Prepared by James Appleton
Deputy Principal May 2023

APPENDIX 1

2023 Results

PAT: Mathematics	
Number of Students (Completed)	Mean Stanine
387 / 393	6.1 (5)*

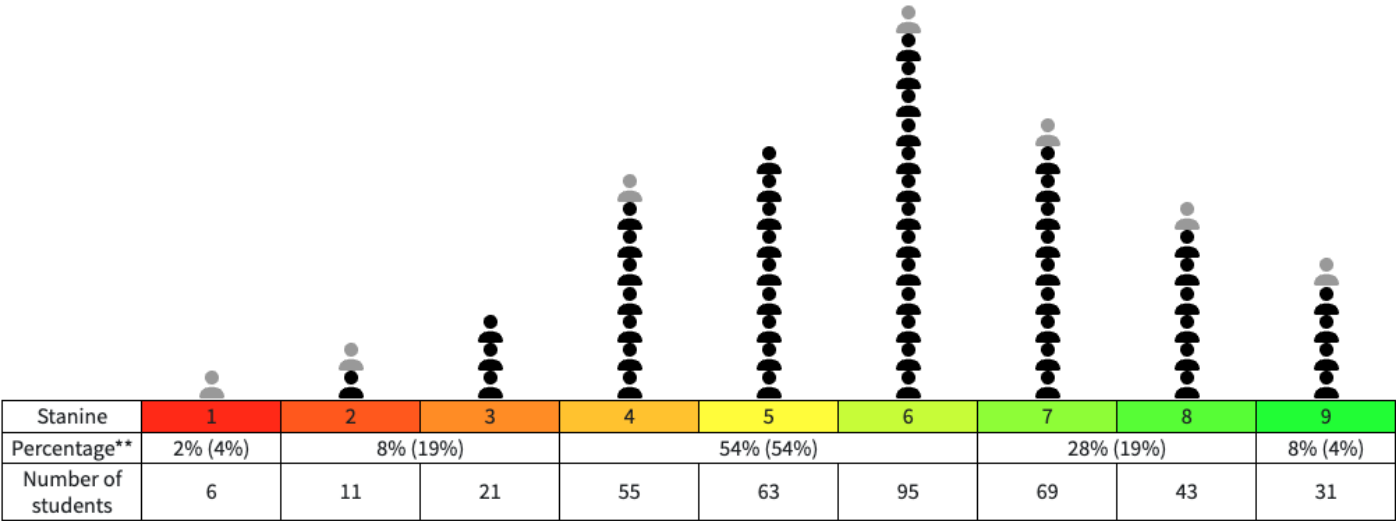


Stanine Distribution (● = 6 student)

* Numbers in brackets provide statistics for all students in the national reference group.
** Percentages may not add up to 100 percent due to rounding.

PAT: Reading Comprehension

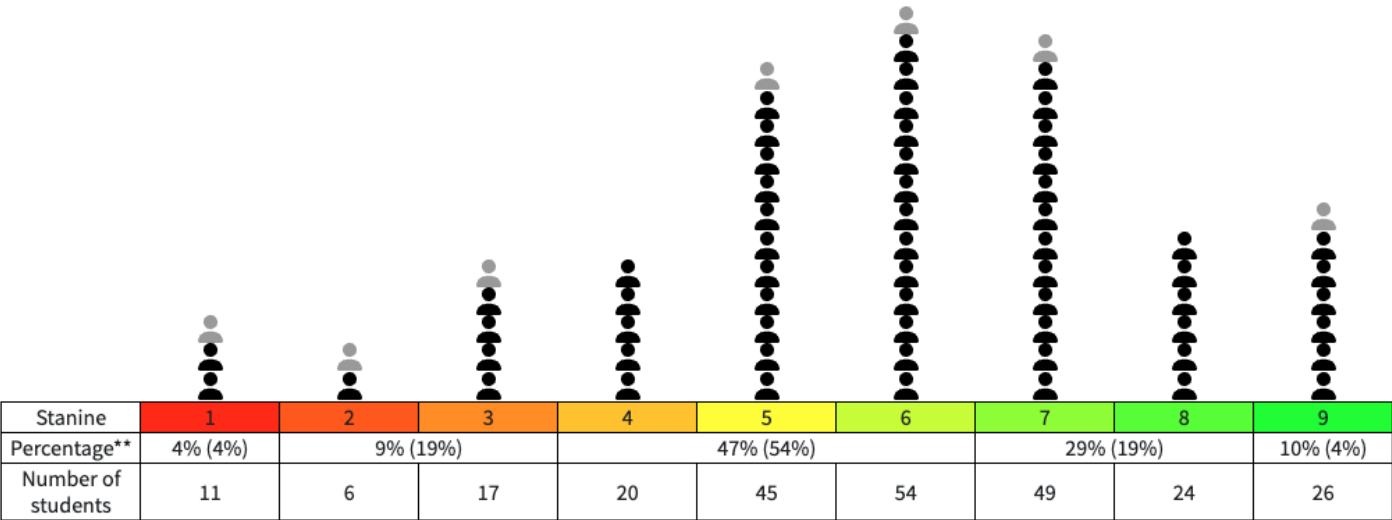
Number of Students (Completed)	Mean Stanine
393 / 394	5.8 (5)*



Stanine Distribution (● = 7 student)

* Numbers in brackets provide statistics for all students in the national reference group.
** Percentages may not add up to 100 percent due to rounding.

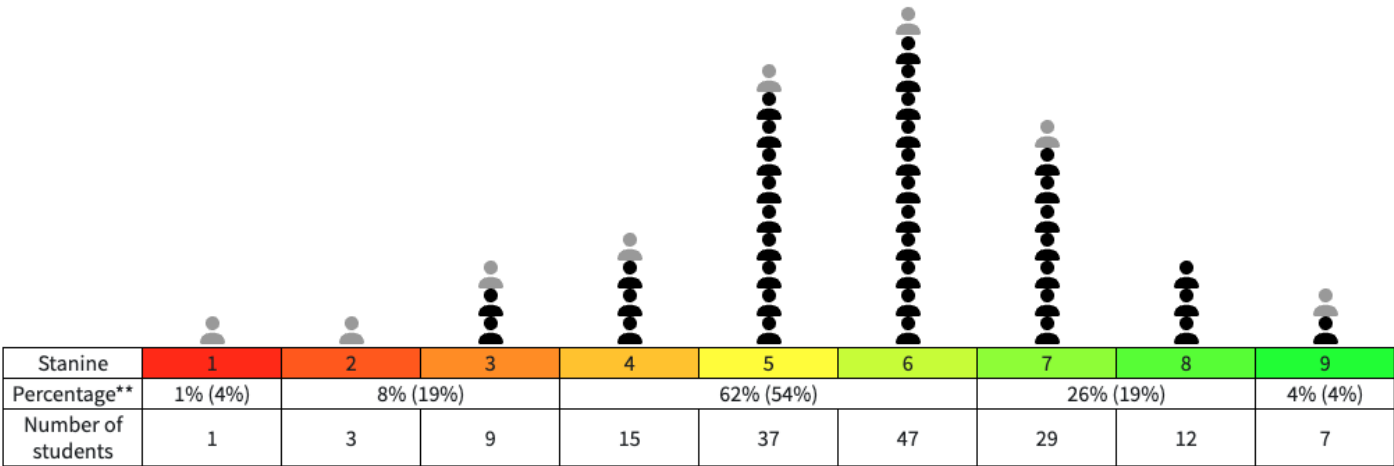
Number of Students (Completed)	Mean Stanine
244 / 252	5.8 (5)*



Stanine Distribution (👤 = 4 student)

* Numbers in brackets provide statistics for all students in the national reference group.
** Percentages may not add up to 100 percent due to rounding.

Number of Students (Completed)	Mean Stanine
159 / 160	5.8 (5)*



Stanine Distribution (👤 = 4 student)

* Numbers in brackets provide statistics for all students in the national reference group.
** Percentages may not add up to 100 percent due to rounding.

From: Rohan Biggs rohanbiggs@hotmail.com

Subject: KNS Board June 2023

Date: 22 June 2023 at 8:17 PM

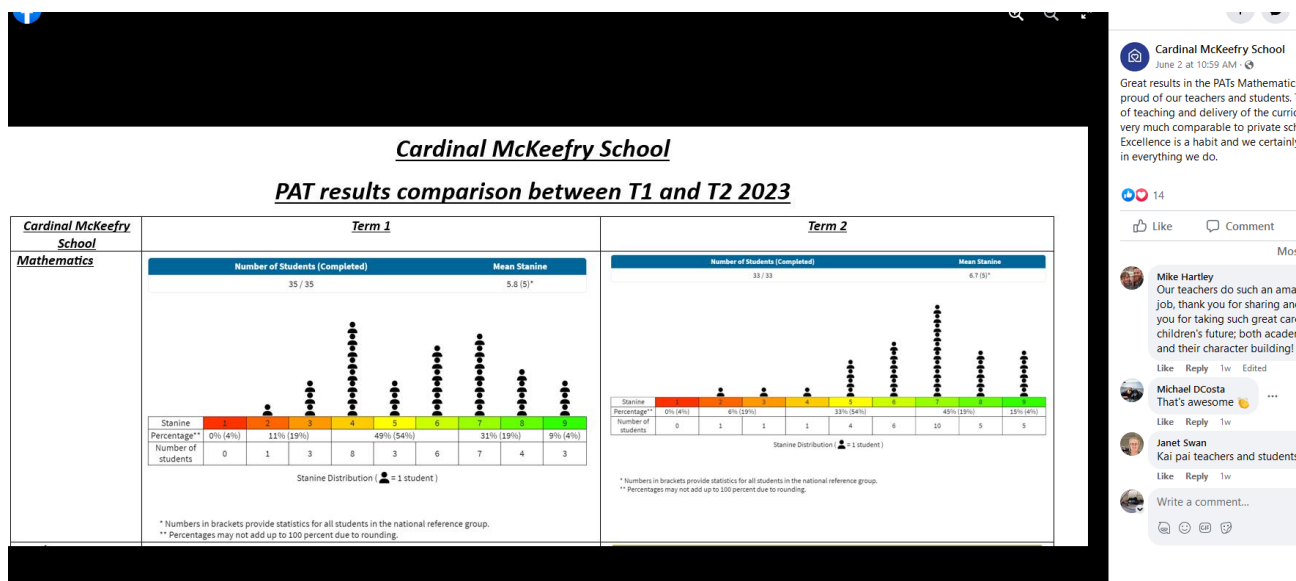
To: Simon and Sarah Johnson simonsarahjohnson@gmail.com, Rosemary Mose rosemary.mose@hotmail.com, Joe Benbow joebenbow@yahoo.com, Blair Wightman blair.wightman@outlook.com, Phil McIntosh pmcintosh@kns.school.nz, Conrad Kelly ckelly@kns.school.nz, nataliemary@gmail.com

RB

Hello KNS Board

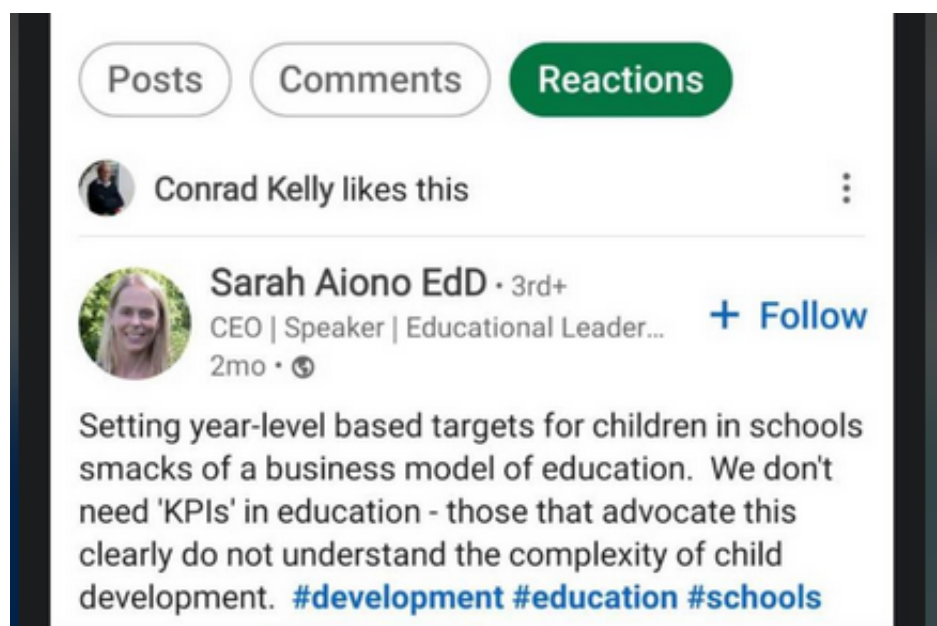
Aspiration!

Here is what aspiration and a focus on numeracy, and transparency looks like:



Why KNS is unlikely to improve performance measurement willingly any time soon

A question for me is "could we ever imagine KNS doing anything similar?" Given the kind of thing the Principal is "liking" on LinkedIn, it seems extremely unlikely:





The arguments against performance measurement in schools have been winning the day for a long time now, and associated with New Zealand's declining performance standards. No data may suit teachers, but it's a disaster for students and their parents. I do not think that anyone who agrees with the sentiment expressed in this post against year-level based targets for children in schools has any place in leadership within a school.



If the Principal does explicitly endorse such a view as that expressed in the LinkedIn post above, it may help explain why nothing happens when Rose makes good suggestions at Board meetings. At two Board meetings Rose has made the point that KNS should be looking to measure not just how many children achieve a "meeting expectations" level of performance, but also measuring to see whether there is value being added higher up the performance spectrum.

In both meetings I observed people nodding and smiling and suspected that precisely nothing would be made of this suggestion (although no one would be brave enough to state outright that they intended to ignore the comment). At a meeting I had with Conrad I raised this with him and he conceded that he didn't intend to do any such measurement. He suggested that it couldn't be done at present due to the vagueness of the current curriculum. This stuck me as an odd rationale but I didn't press him on it at the time. The broader point is that it confirmed my assumption that Rose would be politely ignored. That would make a lot of sense if you didn't really believe in targets anyway.


In a strange kind of way, I find it quite comforting that the Board itself is getting ignored too and it's not just me.

The hope of structured literacy




While I have been politely stone-walled by the Principal for a few months now I did hold out some hope that despite a relative lack of priority accorded to numeracy and literacy that there was at least some glimmer of hope with the commitment to introduce a structured literacy methodology at KNS. Imagine my dismay when I was sent the following:

**Perry Rush** • Following
Programme Director Educational Leadership Tui
Tuia | Learning Circle University of Auckland
11mo • Edited • 


Structured Literacy- No thanks! The teaching profession needs to protect adaptive teacher expertise and guard against being slow walked into a future of unintended consequences. [#schoolleadership](#) [#principals](#) [#literacy](#) [#reading](#) [#artseducation](#)





Teaching is not a technical act, it is a human act
learningcircle.co.nz • 4 min read


   93

37 comments • 8 reposts

**Pip Mears** • 2nd
Principal - Te Awamutu Intermediate

**Paul Donnelly** • 2nd
Associate Principal at Rangiora High School

**Cushla Shepherd** • 2nd
Principal, Tumuaki, Masters of Educational Leadership (Hons)

**Milica Zivanovic** • 2nd
Deputy Chief Digital Officer



It's hard to know what sort of confidence you can have in the Principal's commitment to structured literacy when he's liking this kind of thing. By the way, I'm not sure how much Perry and Conrad have in common, but the obvious thing is that their entire leadership careers within the New Zealand schooling system have been accompanied by a steady (and predictable) decline in numeracy and literacy standards. I've been following the nonsense Perry has been spouting since he was Principal at Island Bay primary and suffice to say I don't agree with much of it.

It's interesting to watch this defensiveness around breaking down the process of learning numeracy and literacy into a "technical act" and warning of (unstated) "unintended consequences". I have taught my daughter to read using a phonics programme and we have done half a year's maths now too. I am confident I have given her better teaching at home in these subjects than she gets at KNS despite my total lack of teaching qualification. The programmes I have used are extremely good, they anticipate the challenges students will face in each lesson and provide strategies for overcoming them. I am hopeful that me as the human interface can be replaced with some AI in the near future. Regardless, Perry's protestation appears to fall back on some conviction that there is something magical in what teachers do that they learn at teacher education that can't be captured in a "structured" approach. Our dismal literacy and numeracy performance suggests the magic isn't working, but it suits some educators to keep propagating the fairy tale.

An interesting parallel relates to medical doctors in the United States. Private health insurers for several decades now have required doctors in some circumstances to follow checklists or algorithms when treating patients. When this was first done it was met with howls from the profession. How could a checklist possibly improve the expert judgement of a clinician? The insurers were unapologetic. Checklists saved lives, and saved money. Use the checklists. The insurers essentially called BS on the "magic" of clinical judgement, in much the same way that I call BS on the "magic" of teachers. We know technically how best to teach numeracy and literacy (and have done for literally decades). The thing missing is implementation. It's a technical skill not a magical craft. KNS would do well to embrace it.

In case you're wondering, I haven't been stalking the Principal on LinkedIn (I'm not even on LinkedIn). These posts were sent to me by different people, one of them a parent, one of them in a wider group of interested people who are following my engagements with KNS.

Not all the teachers think numeracy and literacy are going well at KNS

I have also been made aware of discontent within the teaching community at KNS about how numeracy and literacy are being taught. Three independent sources have communicated various issues, probably the major one being that play-based learning isn't preparing children adequately in core skills for years three onwards. So while the

KNS leadership team is doing a fine job of presenting a united front to the Board and implying everything is going well, there is clearly some discontent within the staff. If I was a Board member, I would ask some questions about this.

Engagements with the Principal

I've had a few meetings with the Principal now. At the second one I presented a list of suggestions drawn from the network of parents I communicate with. The Principal indicated that he'd discuss them with the leadership team for some kind of response, noting that they were unlikely to agree with all (or any) of them. It became apparent at our third meeting that this didn't appear to have occurred, although he noted that parents were being offered PAT test results at parent teacher interviews (or nga hui rangapu if you prefer).

So I think we've reached the end of that road. I don't think the Principal is willing to accept there are any shortcomings in respect of literacy and numeracy at KNS other than perhaps some communication issues with parents at the margin. I guess this was an avenue that needed testing but it is an unsatisfactory outcome for me and the parents I communicate with.

Psychological hypothesis

I find the psychology of Principals and teachers in respect of performance measurement intriguing but entirely rationale. I would like Conrad, Phil and James to have a (real) priority of improving the teaching of numeracy and literacy at KNS. And that is challenging work. It probably involves telling very experienced teachers that they need to work differently. To work better even. When the alternative is getting a pat on the back for improving cultural competency and using more Te Reo I can see why they opt for the latter. It's all upside psychologically, even if the absense of a focus on literacy and numeracy contributes to New Zealand's slow-moving educational disaster. In this context I can see why they'd convince themselves that everything is fine on the numeracy and literacy front. If you can actually convince yourself of that, your job is a LOT easier. It would be great to see the Board provide some challenge to this psychology.

As I always reiterate, if any of the parent representatives would be willing to discuss any of the things I have communicated, I'd be more than happy to chat. In the meantime, I'll just keep chipping away.

See you all next week.

Regards

Rohan

From: **Rohan Biggs** <rohanbiggs@hotmail.com>

Date: Mon, Jun 26, 2023 at 8:10 PM

Subject: Building project

To: Bot Chair <bot@kns.school.nz>, Conrad Kelly <ckelly@kns.school.nz>

Hello Simon and Conrad

I had two people (both KNS parents) send me the following link to a stuff article about modern learning environments over the weekend: <https://www.stuff.co.nz/national/education/132378974/no-more-headaches-schools-removing-openplans-to-reduce-distractions>

I recall Simon mentioning at the last Board meeting a need to start communicating with locals about the impact of the building project.

I suspect it would be helpful to put something into the school newsletter about the new project for parents and whether or not it will include MLEs.

Regards Rohan

Screenshot of one e-mail below

Hi Rohan

Hope your week has started well.

FYI below – saw this. I wonder what the schools response to this will be – will this affect/change planned builds?

If it comes up, I would love to know what Conrad's response to this is. I recall in past years that all referrals to reading recovery for the juniors, come from the large open plan learning environments.