



KARORI NORMAL SCHOOL BOARD OF TRUSTEES HUI MINUTES

Date	Tuesday 5 September 2023
Time	7.30pm
Present	Joe Benbow (parent trustee), Simon Johnson (parent trustee - Chair), Phil McIntosh (Acting Principal and staff trustee), Rosemary Mose (parent trustee), Natalie Vaughan-Sanders (parent trustee), and Blair Wightman (parent trustee – Deputy Chair)
In attendance	Jacquie Kean (co-secretary)

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 were no apologies.

1.3 CONFIRMATION OF AGENDA

There were no additional items for the agenda.

1.4 DECLARATION OF INTERESTS

Joe declared an interest in the 'In-Committee (Public Excluded)' agenda item, but 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 8 August 2023 be accepted as a true and correct record.

Moved Blair / Seconded Rosemary / Agreed

2. STRATEGIC REVIEW

2.1 PLANNING FOR DEVELOPMENT OF STRATEGIC PLAN 2024

Board members have fully reviewed all the feedback received via the Strategic Plan survey. The feedback was valuable and informative.

Board members held an informal Strategic Plan workshop immediately before this Board hui. The Board acknowledged the significant amount of work the Strategic Plan Committee had put into preparing for the workshop. During the workshop, the Board identified three or four high-level areas/themes that came out of the survey responses.

The Board will share those high-level themes with the school community, and will then hold face-to-face consultation sessions on the themes. It is hoped that face-to-face consultation will take place before the next Board hui on 31 October 2023.

Board members intend to hold another informal Strategic Plan workshop before the 31 October 2023 hui, to further discuss and refine high-level themes (to take into account feedback received during face-to-face consultation).

The Board will then ask the SLT to develop an annual plan based on the refined themes. They intend to hold another informal Strategic Plan workshop before the 6 December 2023 Board hui, in order to review the draft annual plan.

It is likely that the 31 October and 6 December 2023 Board hui will start later than the usual time of 6.30pm, to give sufficient time for Board members to hold informal workshops first. The 31 October and 6 December 2023 Board hui will likely start at around 7.30pm.

ACTION	Simon
To circulate notes from the 5 September 2023 informal Strategic Plan workshop to the Board, and then to share them with the school community, in advance of face-to-face consultation.	

2.2 REVIEW OF GOAL 2 (TĀNGATA/PEOPLE)

The paper 'Charter Goal 2 Update – September 2023' was taken as read.

There is now a timeline in the Goal 2 Board paper for the values refresh. It is hoped that this mahi will be completed by the end of 2023 so that the new values will be in place for 2024.

As per the timeline, the values refresh team has collected all the data and is now at the phrasing point. There were hundreds of responses to the values survey, with suggested key words/themes including how we react with others, kindness, manaakitanga, being the best you can be. The themes and key words are now being worked through.

Further consultation with the wider school community on the values refresh will dovetail with the Board's Strategic Plan face-to-face consultation. It is hoped that the school community will be able to see how the values are woven through the Strategic Plan.

Part of establishing PB4L (Positive Behaviour for Learning) is figuring out what and how KNS should celebrate – it needs to be in a way that works for KNS, tamariki,

and the school community. But the values refresh is the step that needs to happen first.

2.3 REVIEW OF GOAL 3 (WĀHI/PLACE)

The paper 'Charter Goal 3 Update – September 2023' was taken as read.

Board members reported on the first information evening for the school community, and the wider community, about the capital works.

Board members concluded that KNS will need to be proactive with communication rather than relying too much on the MoE, even though this is an MoE project.

However, the meeting was relatively well attended, there was strong engagement, and good questions. The bulk of the questions were to do with traffic management, safety, the level of disruption, and MLEs (Modern Learning Environments) as well as whether teachers have training to work in MLEs.

In relation to MLEs, the MoE funds and designs the project, so design (including MLEs) is largely out of the school's control. Having said that, KNS has a collaborative pedagogy enabling flexible forms of teaching - this is not inconsistent with MLEs, which have been a part of KNS for more than 10 years. There is collaboration even where there are 'single cell' classrooms. Teachers are trained to work in MLEs.

In relation to disruption from the capital works, some disruption is inevitable, although the MoE said modern tools may reduce the level of disruption.

The Board noted that it will be important to communicate about timing and stages, as well as the fact that this is a multi-year project. There will be less outdoor space for a long time. This will affect, for example, the 2023 Gala (as the work will likely have started by then).

It will also be important to communicate a process for complaints and concerns.

KNS is still waiting for more information from the MoE, including a concrete date for workers to be on site.

Signboards will go up around the school, setting out what is happening.

ACTION	Phil
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To distribute the MoE's slideshow (once received) to the school community, along with a few words to cover off concerns raised at the meeting.	
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3. REGULAR REVIEW

3.1 PRINCIPAL'S UPDATE AND FINANCIALS

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

Roll

The roll continues to track up. Many of the new enrolments are ESOL tamariki.

2023 Mid-Year Reading Writing and Mathematics ESOL achievement data – item 1.1

The ESOL report regarding mid-year achievement data was taken as read.

In June 2023, when the achievement report was prepared, there were 68 ESOL students. There are now around 80, from a variety of countries including China, Vietnam, India, Spain, Germany, Argentina, Israel, Russia. This is 12% of the total roll, so it is a big cohort.

Pre-Covid, most KNS ESOL students already had a good command of the English language. Now, many ESOL tamariki start at KNS without being able to speak English. This has had a significant impact on KNS's achievement data, with an increase in the numbers of students who are 'yet to meet'. For example, 35% of ESOL students were 'yet to meet' the writing level in June.

There are twice as many ESOL students in 2023 as there were in 2020, pre-Covid. Anecdotally, KNS has more ESOL students than other schools.

Discussions are happening about how to manage and care for ESOL students in 2024, bearing in mind the significant recent increase in numbers of ESOL students.

Initial thoughts are to take a layered approach to supporting and integrating these tamariki into our school.

The first layer would be to assign two experienced and highly qualified TAs (including one who speaks multiple languages) to ESOL students. ESOL students would spend a period of each day in the ESOL room, immersed in the English language and social norms. Learning a language takes time. For the first, say, four weeks, it would be a low-pressure environment so they do not feel overwhelmed. For junior students, it would be play-based.

The second layer would be that students would transition into classrooms, but they would receive targeted teaching in small groups on such things as structured literacy and writing.

The PTA is also involved with planning how to care for ESOL students and whānau.

ESOL students add to KNS's diversity and they are a welcome addition to the school. However, with such a big cohort, there are some challenges. If a neurodiverse child, who does not speak English, enrolls, this will be very challenging. KNS is yet to find an avenue for dealing with a situation like this. The MoE is assisting; some funding follows ESOL students.

The Board requested that the SLT continue to report on ESOL achievement data so the Board can continue to understand the impact it is having on achievement data

as a whole. In the end-of-year achievement report, the Board would like the SLT to retain the current reporting template, but add an ESOL student category.

Although it would be helpful to also have some indication of the stage each ESOL student is at with their English (eg: 'foundation stage 2'), the Board recognises that may be difficult – this cohort is relatively transient (because often their parents are in Aotearoa to study, and then they leave).

ACTION	SLT
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To add an ESOL student category to the end-of-year achievement report.
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Normal School Role – September update – item 3.3

The recent Normal and Model Schools Association Conference was excellent. Themes included who should have responsibility for initial teacher education, and having good standards for student teachers.

One of the keynote speeches, by Professor Russell Bishop, affirmed KNS's practices, but also issued a challenge to push for greater achievement by Māori students.

The other keynote speaker was Minister Jan Tinetti. The Minister said that PaCT (Progress and Consistency Tool) will not be usable in 2024, because it does not fit with the new curriculum and its progressions. This is frustrating news for KNS which had previously asked the MoE about PaCT and had spent two years working towards fully implementing PaCT in its assessments.

PaCT is unlikely to become usable even if there is a change of government as a result of the general election in October.

The SLT and team leaders will work together to choose another system that ensures accuracy and consistency. This may be a hybrid model that includes the fundamental elements of PaCT in some situations.

July 2023 finance report – item 4.1

The Finance Committee confirmed they are happy with the trajectory, and finance is still tracking better than the budget.

2024 Budget process - update – item 4.3

The 2024 budget process is underway, and a draft will be tabled at the next Board hui.

Health and Safety Committee – September 2023 update –item 5.1

The Board noted that there are two immunosuppressed students at KNS and the school will have to be careful not to expose them to dust and other materials during the capital works.

Accident and injury update – item 5.2

The medical room officer is happy with the Board's direction on reporting accidents and injuries, as it involves reduced data collection on her part.

Visitor issues – item 5.3

The Board discussed the recent ‘visitor’ to the school and noted the advice provided by Police that they are not considered a threat to staff or students.

In an unrelated point, the school has raised with the MoE the fact that Police vetting for people on site is not being completed in a timely manner. During the capital works, if a vetted contractor is sick and another (unvetted) contractor is brought on site at short notice to replace them, the alternate contractor will not be allowed to work near tamariki.

During the capital works, generally, contractors will not be permitted to engage with students.

Document destruction– item 6.1

As KNS has not been notified of a pending IRD audit, the Board agreed to destruction of documentation as per item 6.1.

It was moved that the Board approves the destruction of the documentation outlined at item 6.1.

Moved Natalie / Seconded Rosemary / Agreed

KNS PTA – September 2023 update – item 7.1

Board members (and the Board secretary) agreed to continue the grand tradition of volunteering as money-runners for the 2023 Gala: carrying cash between their allocated stalls and the counting areas, and giving change to their stallholders.

The Board discussed the need to reduce reliance on cash at the Gala, and will set expectations about that well in advance of Gala 2024.

The Board also discussed another grand tradition, which is their role in hosting an after-Gala function for stallholders. This includes providing food and beverages, and a slideshow.

ACTION	Board members and secretary
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On Gala day, 28 October, to arrive at the staffroom by 10.30am (half an hour before the Gala begins), and bring a backpack, ziplock bags, and a Vivid marker (and wear running shoes).
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ACTION	Blair
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To talk to Erica about costs for a Board-hosted post-Gala function, to refresh the post-Gala slideshow, and to help Natalie with logistics for the function.
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ACTION	Natalie
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To liaise with the PTA about a post-Gala function, and to ask Naomi about gifts for the core Gala team.

3.2 SCHOOLDocs

The paper ‘SchoolDocs policy review: Term 3 review policies’ was taken as read.

The reason for the changes suggested in the paper is to reflect how KNS implements and complies with the named policies. The most significant suggested change is to the Reading Recovery policy (part of the Learning Support policy). The suggested change reflects the move to structured literacy.

The Board considered there is no need for any change to the way the school reports on learning support. The current reporting provides enough detail for Board members to be able to pick up on anything they want further information about (such as ESOL). The Board will continue to monitor this, however.

The Board decided against making the suggested change to the English Language Learners policy. The school already has a discretion to not ask for donations from any whānau that is experiencing difficult financial circumstances.

Otherwise, overall, the Board considered the changes proposed in the paper to be sensible, and suggested they be fed back to SchoolDocs so SchoolDocs can consider changing their base documents accordingly.

In terms of community engagement with policy review, the Board agreed to occasionally invite feedback on how KNS policies are being implemented (rather than invite feedback on the wording of policies).

It was moved that the Board approves the proposed changes to the Inclusive Education policy and the Reading Recovery policy.

Moved Simon / Seconded Joe / Agreed

ACTION	Acting Principal
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To include a note in the newsletter each term inviting feedback on the implementation of policies that are currently being reviewed by the Board.

ACTION	Natalie
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To feed KNS's policy changes back to SchoolDocs.
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3.4 PRINCIPAL'S REPORT TO THE BOARD OF TRUSTEES – SEPTEMBER 2023 – IN-COMMITTEE (PUBLIC EXCLUDED)

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

The Board met in committee from 8.45pm to 8.55pm.

4 GENERAL BUSINESS

4.1 ACTION LOG FROM MEETING ON 8 AUGUST 2023

	What	Who	When assigned	Action / comment
1	To amend the induction plan on Google Drive.	Simon	February	Deferred to October
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.	Acting Principal	February	Ongoing
4	To add a column to the Goal 2 Board paper containing an approximate timeline.	Conrad	May	Actioned. Closed.
5	To consult at the next whānau hui about how whānau would like assessment data reported to the community.	Acting Principal	May	Next whānau hui
6	To come back to the Board with mid-year achievement results that separate out the results of ESOL students.	Phil	August	Actioned. Closed.
7	To put together a report on the achievement data, for the newsletter.	Phil	August	Actioned. Closed.
8	To prioritise the agenda for the rest of 2023 to ensure sufficient time for development of the Strategic Plan.	Jacque	August	Actioned. Closed.
9	To thank the school community, in the newsletter, for the rich feedback they provided in the Strategic Plan survey.	James	August	Actioned. Closed.
10	To conduct an exit interview with Harriet Donald.	Blair	August	In progress. Closed.
11	To measure and document any improvement in student achievement – including attendance, engagement, confidence – between the beginning and end of the Akomanga Rūmaki trial.	James	August	End of Akomanga Rūmaki trial
12	To have Erica document items within the \$150,000 capex for the 2024 budget.	Blair	August	Actioned. Closed.
13	To follow up with the MoE on the communication plan for the capital works programme as soon as possible.	James	August	Actioned. Closed.
14	To speak to the medical room officer about the recording of minor injuries.	James	August	Actioned. Closed.

15	To canvass parents and students about how to celebrate achievement, during consultation for the Strategic Plan.	Strategic Plan Committee	August	During consultation for the Strategic Plan
16	To ask SchoolDocs about policy review by the school community.	Natalie	August	Actioned. Closed.

4.2 ANY OTHER BUSINESS

Working with the PTA

The Board Chair and the PTA Chair have had discussions about changing the approach to the fundraising wishlist. Frequently the wishlist has included operational/classroom materials, but it may be that the PTA could fundraise for more aspirational items, to help close any perceived gap between what a public school can provide and what a private school can provide.

Given the reduction in playground space during the capital works, the PTA asked whether the MoE could come up with some funding to provide an alternative. The Board will mention this at the next PSG meeting, but also noted it is difficult to see what could be provided as the school will be a construction zone. Also, there will not be a complete loss of places to play during the capital works.

The PTA suggested a 'legacy input' to the capital works by the current student cohort – for example, a time capsule, or tiles designed by students. The Board considered these to be good ideas, that can be school-led.

ACTION **Acting Principal/Simon**

To mention, at the next PSG meeting, the PTA's request for MoE funding to provide alternative play space during the capital works.

Correspondence

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

- Email to Rohan Biggs dated 14 August 2023;
- Email from Rohan Biggs dated 17 August 2023;
- Emails to and from Rohan Biggs dated 23 August 2023.

5. NEXT MEETING/CLOSURE

5.1 CLOSURE

The next hui will be held on Tuesday 31 October 2023 at the conclusion of the Board's informal Strategic Plan workshop (indicatively, 7.30pm).

The final Board hui for 2023 will be held on Wednesday 6 December 2023. This hui is also likely to be held following the conclusion of an informal Strategic Plan workshop (indicatively, 7.30pm).

The meeting closed at 9.05pm 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 October
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.	Acting Principal	February	Ongoing
4	To consult at the next whānau hui about how whānau would like assessment data reported to the community.	Acting Principal	May	Next whānau hui
5	To measure and document any improvement in student achievement – including attendance, engagement, confidence – between the beginning and end of the Akomanga Rūmaki trial.	James	August	End of Akomanga Rūmaki trial
6	To canvass parents and students about how to celebrate achievement, during consultation for the Strategic Plan.	Strategic Plan Committee	August	During consultation for the Strategic Plan
7	To circulate notes from the 5 September 2023 informal Strategic Plan workshop to the Board, and then to share them with the school community in advance of face-to-face consultation.	Simon	September	ASAP
8	To distribute the MoE's slideshow (once received) to the school community, along with a few words to cover off concerns raised at the meeting.	Phil	September	When received

9	To add an ESOL student category to the end-of-year achievement report.	SLT	September	End-of-year achievement report
10	On Gala day, to arrive at the staffroom by 10.30am (half an hour before the Gala begins), and bring a backpack, ziplock bags, and a Vivid marker (and wear running shoes).	Board members and secretary	September	Gala day, 28 October 2023
11	To talk to Erica about costs for a Board-hosted post-Gala function, to refresh the post-Gala slideshow, and to help Natalie with logistics for the function.	Blair	September	ASAP
12	To liaise with the PTA about a post-Gala function, and to ask Naomi about gifts for the core Gala team.	Natalie	September	ASAP
13	To include a note in the newsletter each term inviting feedback on the implementation of policies that are currently being reviewed by the Board.	Acting Principal	September	Each term, at the time of the SchoolDocs review
14	To feed KNS's policy changes back to SchoolDocs.	Natalie	September	October
15	To mention, at the next PSG meeting, the PTA's request for MoE funding to provide alternative play space during the capital works.	Acting Principal / Simon	September	Next PSG meeting

From: **Bot Chair** <bot@kns.school.nz>
Date: Mon, Aug 14, 2023 at 9:29 PM
Subject: Re: Karori Normal School - parents for numeracy and literacy
To: Rohan Biggs <rohanbiggs@hotmail.com>

Kia ora Rohan,

Thank you for your honesty as to the source of the email addresses. I reiterate the point below that any parent contact information provided by or obtained from the school must only be used for the purpose for which it was provided.

The best way to engage constructively is for you to participate in the upcoming hui and consultation as we develop the school's next strategic plan. You have been provided with a number of opportunities to engage with the principal on your opinions and perspectives but you have chosen not to engage constructively. Instead, you have engaged in a campaign of personal criticism of Conrad which is not accepted or tolerated by the Board. As I stated in my previous email, the Board has full trust and confidence in Conrad, the Senior Leadership Team, and in how the school is being run. The Board is also satisfied with the manner in which Conrad has engaged with you.

To reiterate my earlier email, your opinions on the management and governance of the school and on the wider New Zealand education system are well understood by the Board. The Board considers that further direct engagement with you on these matters is unlikely to be constructive and therefore the Board, individual trustees, and the Principal will not engage directly any further with you on these matters.

Nga mihi,
Simon
Chair
Karori Normal School Board of Trustees

From: **Rohan Biggs** <rohanbiggs@hotmail.com>
Date: Thu, Aug 17, 2023 at 8:36 PM
Subject: Re: Karori Normal School - parents for numeracy and literacy
To: Bot Chair <bot@kns.school.nz>

Hi Simon

This e-mail seems to have been written with an eye to posterity so in the interests of natural justice I make a few points below in response to your mischaracterisation of events so that they can be filed alongside your e-mail.

- I have never sought to meet with Conrad. As a parent I sought to meet with the elected parent representatives on the Board. I think Conrad has done more than he needed to do, and the parent reps have done less than they should have. I was quite frank with Conrad about this when I thanked him for his time.
- To the extent that you have abdicated your responsibilities to Conrad in the matter of parent engagement, you may give some thought to whether you have fulfilled your obligations as a good employer.
- It is totally inaccurate to say I have not engaged constructively with Conrad. We have had three pleasant enough meetings. Conrad is very personable. We do, however, have some profoundly different views on schooling priorities.
- I had already formed the view that any further meetings with Conrad would not move things along. Our first meeting was an exchange of views. At our second meeting I presented a list of possible interventions sourced from the parents I communicate with. At the end of this meeting he said he'd discuss the list with his leadership team, and noted that they would be unlikely to agree to them all. I quipped that it could be considered in the same light as NZEI negotiating demands. It was all good natured enough. The third meeting turned out to be largely a waste of time as it became apparent that Conrad had not engaged with his leadership team on the proposals and was not in a position to discuss them.
- Subsequent to this meeting I received screenshots from two different people of Conrad liking social media posts on LinkedIn that were highly critical of structured literacy and the use of performance measurement. Given that the Board is relying on Conrad to implement a structured literacy programme at KNS, and that performance measurement is intrinsic to performance improvement, these screenshots struck me as highly relevant to the Board. I wasn't expecting a "thank you" e-mail but I thought it was clearly a relevant matter to bring to the Board's attention.
- Similarly, I don't think pointing out that Conrad and the KNS leadership appear to have no intention of acting on Rose's suggestion to measure teacher value-add to students across the performance spectrum was anything more than stating the obvious. I accept that it is an uncomfortable truth that the Board would rather not dwell on but that's not my problem.
- I do not accept that any of this constitutes "a campaign of personal criticism of Conrad". I would characterise it as performing a robust challenge function in the interest of improving the performance of what I consider to be a complacent, unresponsive, state

monopoly. It would be worthwhile comparing how my communications compare to a typical NZEI campaign. I think I look polite and reasonable by comparison.

- I take full responsibility for my actions, but as previously noted, had you made a different strategic decision last year and spoken with me I very much doubt we would find ourselves in this oppositional situation. You claim to be well aware of my views but I suspect you have done little more than dismiss a caricature of what you think my views are. Conversation would have aided matters immensely.
- From my perspective I think a conversation could cover topics such as:
 - Why you have chosen to construe your role as parent reps on the Board so narrowly? Delegating all parental engagement to Conrad and backing his leadership 100% without challenge strikes me as very unlikely to create the constructive tension required to maximise school performance.
 - What is it about my views do you disagree with? Everything? Some of it? Do you think my data or evidence base is lacking? How do you weight priorities associated with numeracy and literacy with those that are not? There are trade-offs even if you wish there weren't.
 - What are the current weaknesses you see in the school operations or do you literally think things are perfect?
 - If you think my criticisms are unwarranted, then why?
 - None of these strike me as unreasonable or unusual things for elected representatives to engage directly on.
- You've mentioned a couple of times I shouldn't have used the e-mail addresses you sent out. A few people have sent me testy e-mails about it, but they've been swamped by positive responses. If I hadn't been receiving substantial support for my campaign I would long since have given up. In this context I find it very difficult to be apologetic about my e-mails. I am reaching out to a group of frustrated parents who feel ignored and/or patronised by the school.
- I'm not sure how long you intend the prohibition on engagement with me to last. I've got ten more years of relationship with KNS to come, you've got a couple of years left before Board elections. I'm not going anywhere.

For reference, I don't expect a response, you've effectively sent me the same e-mail several times I could live without a fourth version of it. I just considered this most recent version to be such a mischaracterisation that it demanded a reply.

Regards

Rohan Biggs

From: Bot Chair <bot@kns.school.nz>
Sent: Monday, 14 August 2023 9:29 am

To: Rohan Biggs <rohanbiggs@hotmail.com>

Subject: Re: Karori Normal School - parents for numeracy and literacy

Kia ora Rohan,

Thank you for your honesty as to the source of the email addresses. I reiterate the point below that any parent contact information provided by or obtained from the school must only be used for the purpose for which it was provided.

The best way to engage constructively is for you to participate in the upcoming hui and consultation as we develop the school's next strategic plan. You have been provided with a number of opportunities to engage with the principal on your opinions and perspectives but you have chosen not to engage constructively. Instead, you have engaged in a campaign of personal criticism of Conrad which is not accepted or tolerated by the Board. As I stated in my previous email, the Board has full trust and confidence in Conrad, the Senior Leadership Team, and in how the school is being run. The Board is also satisfied with the manner in which Conrad has engaged with you.

To reiterate my earlier email, your opinions on the management and governance of the school and on the wider New Zealand education system are well understood by the Board. The Board considers that further direct engagement with you on these matters is unlikely to be constructive and therefore the Board, individual trustees, and the Principal will not engage directly any further with you on these matters.

Nga mihi,
Simon
Chair
Karori Normal School Board of Trustees

On Mon, Jul 31, 2023 at 10:10 PM Rohan Biggs <rohanbiggs@hotmail.com> wrote:
Thanks for the email Simon, for clarity I haven't used PTA information to the best of my knowledge. I did harvest emails from a similar email sent to year two parents using cc rather than BCC.

I have been encouraging my network to fill out surveys.

I genuinely believe there is a case for a more visible, measured and ambitious approach to numeracy and literacy at KNS and that there is a sizable minority of parents who would support it.

I would enjoy any opportunity for working constructively on what might be possible.

Regards Rohan

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From: Bot Chair <bot@kns.school.nz>
Sent: Monday, July 31, 2023 9:46:21 PM
To: Rohan Biggs <rohanbiggs@hotmail.com>
Subject: Re: Karori Normal School - parents for numeracy and literacy

Kia ora Rohan,

Your email below has been raised with the Principal and the Board by a parent concerned that you have used email addresses that were mistakenly disclosed by the school last week for your own private purposes.

The school is solely responsible for that earlier mistake (and the resulting privacy breach) and has apologised to all parents for it. It is also taking steps to ensure that such mistakes do not happen again. However, it is not appropriate for you, or any other person who received that information by mistake, to use it for their own purposes.

To the extent that you may have also used PTA provided contact details of the parents in your children's classrooms, that information is collected and shared by the PTA each year solely for the purpose of enabling connections to be made (i.e. arranging events and or hang-outs/play-dates for children). This is clearly communicated by the PTA at the time the information is collected and your email does not appear to be consistent with that purpose.

Please ensure that any future use of personal information provided by or obtained from the PTA or the school is used strictly in accordance with the purpose for which it was provided. A reminder will be sent to all parents over the coming days.

As you are aware, the Board has just begun its mahi to develop a new Strategic Plan for the school. The Board is keen to ensure that all parents have the opportunity to have their say and, if you have not already done so, I encourage you to participate in the various surveys, fora, and other avenues for consultation that either have been or will be undertaken over the coming months.

Nga mihi,
Simon Johnson
Chair
Karori Normal School Board of Trustees

On Sun, 30 Jul 2023, 8:29 am Rohan Biggs, <rohanbiggs@hotmail.com> wrote:

Hello,

I am a parent at Karori Normal School (KNS) and I understand that you also have a child attending the school (KNS sent your e-mail address to all parents recently).

Late last year I started an informal network called *Parents for Numeracy and Literacy* which exists to lobby the school leadership and Board to give greater priority to these subjects.

I am interested in numeracy and literacy as New Zealand's performance in international comparative tests has been steadily declining for the last twenty years or so. I've put some charts below this e-mail to illustrate the point.

Over the last year and a half I have been surprised by the relatively limited time and focus given to numeracy and literacy by KNS (particularly by the leadership), and the difficulties faced by parents in working out what their children are being taught and how they are going.

As a consequence I have been lobbying for things like:

- Information to be provided to parents each term about the numeracy and literacy objectives for the class their child is in.
- School reports that provide a clearer description of a child's strengths and areas to work on, and some indication of how parents can support their child at home.
- A greater volume of time to be spent teaching numeracy and literacy.
- Interventions to ensure teachers are using best-practice teaching techniques in respect of numeracy and literacy.
- More ambitious performance targets at the school level that encourage teachers to add a year's learning to each child regardless of where they are on the performance spectrum.

Members of the network are anonymous and receive periodic emails from me (with everyone BCC'd).

These e-mails vary in content, but I draw attention to opportunities for parents to engage constructively with the school to advocate for numeracy and literacy, provide highlights of what happens at KNS Board meetings (these are open meetings that I attend as an observer), and set out the evidence for issues around numeracy and literacy teaching at KNS and how the types of interventions I suggest above could make a difference.

If you would be interested in finding out a bit more about the network, please respond to this email and I'll get in touch. Otherwise, I shall not bother your inbox again!

Regards

Rohan Biggs

Figure 1: Trends in New Zealand's PISA mathematics performance:

Figure 2: Trends in New Zealand's PISA reading performance:

Figure 3: Trends in New Zealand's PISA science performance:

Figure 4: Trend in TIMMS maths performance at year nine

Figure 5: Trend in TIMMS science performance at year nine

Figure 6: Trend in New Zealand's PIRLS performance (Progress in International Reading Literacy Study)

From: **Rohan Biggs** <rohanbiggs@hotmail.com>
Date: Wed, Aug 23, 2023 at 4:43 PM
Subject: Re: Oia
To: Bot Chair <bot@kns.school.nz>
Cc: James Appleton <jappleton@kns.school.nz>

Many thanks Simon, good to know.

Regards Rohan

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From: Bot Chair <bot@kns.school.nz>
Sent: Wednesday, August 23, 2023 4:41:32 PM
To: Rohan Biggs <rohanbiggs@hotmail.com>
Cc: James Appleton <jappleton@kns.school.nz>
Subject: Re: Oia

Kia ora Rohan,

On behalf of the KNS Board of Trustees, I acknowledge your OIA request below for *"all documents that discuss the class size implications of the new Maori immersion class at Karori Normal School"*.

The School does not hold any documents that discuss the class size implications of the new Maori immersion class and therefore your request is refused under section 18(e) of the OIA on the basis that the information requested does not exist.

You have the right to make a complaint to the Ombudsman seeking an investigation and review of the school's refusal of your request.

Nga mihi,
Simon

On Wed, Jul 26, 2023 at 2:22 PM Rohan Biggs <rohanbiggs@hotmail.com> wrote:
Hello Simon

Under the Official Information Act I would like to request all documents that discuss the class size implications of the new Maori immersion class at Karori Normal School.

Regards

Rohan Biggs