



KARORI NORMAL SCHOOL BOARD OF TRUSTEES HUI MINUTES

Date	Tuesday 8 August 2023
Time	7pm
Present	James Appleton (Acting Principal), Joe Benbow (parent trustee), Simon Johnson (parent trustee - Chair), Phil McIntosh (staff trustee), Rosemary Mose (parent trustee), Natalie Vaughan-Sanders (parent trustee), and Blair Wightman (parent trustee – Deputy Chair)
In attendance	Jacque 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

There were no 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 27 June 2023 be accepted as a true and correct record.

Moved Simon / Seconded Blair / Agreed

2. STRATEGIC REVIEW

2.1 REVIEW OF GOAL 1 (KAUNEKE/PROGRESS) – Mid-year achievement data

Item 1.1 of the Principal's Report, '2023 Mid-year Reading, Writing and Mathematics Achievement Data', and the paper 'School Goal 1: Every Child's Achievement Grows (Learning) / Whāinga 1 – Ka Tipu Ake te Paetae o ia Ākonga (Te Akoranga)', were taken as read.

The Board's discussion included the following:

- The data shows that KNS is achieving the goal of at least 90% of tamariki at or above the expected NZ curriculum level in reading and maths. In maths, 95% of tamariki are at or above the expected NZ curriculum level. That is the highest percentage the SLT has seen to date.
- National results in maths from the National Monitoring Study of Student Achievement (NMSSA) show that although 82% of year 4 students are meeting the curriculum level, only 42% are doing so in year 8. However, at KNS, there is not the same drop in achievement: 87% of year 4 students and 91% of year 8 students are meeting or exceeding the curriculum level. That is a fantastic outcome which the SLT attributes to amazing teachers and robust systems. Shared spaces have not had a detrimental effect on results.
- However, in writing the result is slightly under, at 87%. This is largely due to the sudden, unexpected and significant increase in the number of ESOL students (50%) and high-needs students. ESOL students face the dual challenge of a language barrier and a different education system. The number of students who are 'yet to meet' was halved once ESOL students were removed from the data.
- KNS has an ESOL lead teacher plus two teacher aides, however resourcing has not kept up with demand and KNS will have to look at changes in 2024 to cater for the increase in ESOL students. The school is currently between funding rounds, but the SLT is having a conversation with the MoE about more funding for ESOL students, along with more funding for the big increase in the number of high needs students. The SLT has indicated to the MoE that the alternative might be to focus current resources on keeping students safe, meaning reducing support for some other students. The Board invited the SLT to revert to the Board, out-of-cycle if necessary, if a need for further funding becomes urgent.
- Tamariki who are below the expected level in one area tend to be below in other areas as well; there are often other issues at play for those tamariki.
- KNS has work to do to lift achievement for Māori. The sample size is very small, and can be affected by one or two families leaving the school. Of the 22 students at KNS who identify as Māori, 15 are in the new te reo Māori immersion class. This may provide opportunities for interventions to lift achievement. Equally, lessons could perhaps be learned from those who are exceeding.
- The SLT and team leaders have been talking about 'Kōkirihiā', the nationwide plan to end streaming by 2030.

- PaCT ('Progress and Consistency Tool') is forcing teachers to be more accurate; they are less cautious about marking students as being above the expected level. PaCT is giving teachers a sense of confidence and clarity. It is also providing clear 'next steps', both for teachers and for whānau at home. It pulls apart the curriculum and clearly shows the precise areas in which the child is doing well and in which they need to do more work.
- It will be helpful to get more clarity about the new curriculum (which schools are expected to start using in 2024), but there has been nothing from the MoE on that since March. The timeline has been pushed back, possibly due to the general election in October.
- When reporting the mid-year achievement data to the school community, the data should be kept at aggregate level as there is a risk that individual students could be identifiable given the small number of students in some groups. A report should also include a summary of areas of focus. Board members suggested that the statistics could be presented as an infograph (visual representation) rather than a table. They also suggested this could be used as a template for the next achievement report to the Board.

ACTION	Phil
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To come back to the Board with mid-year achievement results that separate out the results of ESOL students.	
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ACTION	Phil
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To put together a report on the achievement data, for the newsletter.	
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2.2 PLANNING FOR DEVELOPMENT OF STRATEGIC PLAN 2024-2027

A member of the Strategic Plan Committee attended an MoE planning workshop. The workshop helped inform the plan that the Board will follow when developing a Strategic Plan for KNS.

The Board noted they had had 148 responses to the Strategic Plan survey. This is more than in 2020. There were a significant number of text entries. The responses were reviewed and coded, and emerging themes were grouped into the following categories: 'Things to improve', 'Things to see more of', and 'Things to see less of'.

Before the next Board meeting, members of the Board will identify high level strategic goal themes that are based on the survey responses. The Board will then go back to the community to consult on those themes (in various ways, including face-to-face). The Board would particularly like to hear from groups who did not engage in large numbers with the survey: Māori, Pasifika, ESOL, staff, students, and any other parents who prefer face-to-face consultation rather than surveys.

The results of the further consultation would then come back to the Board which will finalise the high-level strategic goals and then hand it back to the SLT to produce a draft Strategic Plan that addresses the Board's strategic goals.

The Strategic Plan is not due until 31 March 2024. It has to have regard to 'The Statement of National Education and Learning Priorities' (NELPs). At the planning workshop, the MoE advised focusing on three or four NELPs in the Strategic Plan (rather than all of them).

ACTION Jacquie

To prioritise the agenda for the rest of 2023 to ensure sufficient time for development of the Strategic Plan.

ACTION James

To thank the school community, in the newsletter, for the rich feedback they provided in the Strategic Plan survey.

3. REGULAR REVIEW

3.1 PRINCIPAL'S UPDATE AND FINANCIALS

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

Staffing update – August 2023 – item 3.1

Harriet Donald, who is currently on leave, has resigned.

ACTION Blair

To conduct an exit interview with Harriet Donald.

Roll

The roll has continued to increase in August. By September, the roll will be the same as last year. It is expected that KNS will exceed the predicted roll this year.

Kāhui Ako staff-only day – professional learning – item 1.2

The recent Kāhui Ako staff-only day included a presentation on literacy. There was also a session on writing moderation; multiple different tools were used, but attendees arrived at the same judgement. The Kāhui Ako will consider providing metrics that all participating schools could use for consistency.

Akomanga Rūmaki Trial Term 3 – item 1.3

The trial of a te reo Māori immersion class is going well. It is curriculum-based, but at a level below the students' usual level. As their reo improves, the curriculum level will increase. Hemi is there for one morning a week, along with a student teacher who is fluent in te reo Māori. There are no additional staffing costs for the trial.

The Board requested that KNS track and measure any Improvement, between the beginning and end of the trial. 'Improvement' may be in the areas of attendance, engagement, confidence, or other.

ACTION	James
To measure and document any improvement in student achievement – including attendance, engagement, confidence – between the beginning and end of the Akomanga Rūmaki trial.	

Charter Goal 1 – August 2023 update – item 2.1

The Board's discussion included the following:

- The Pasifika community will get together soon (both organisers have been busy).
- The pōwhiri seems to step up a notch every time. It is student-led.
- KNS is aiming to have a new set of values for 2024. The school is getting data from students for the values refresh, and will then get feedback from parents. At an appropriate stage, this work will fold into the Strategic plan work so that our school values are set out in our Strategic plan.
- The 'Impact and Intent' meetings are working well. They are short and focus on one topic each time. Staff who are particularly interested in discussing that meeting's topic have the option to extend the meeting.
- Every team has had exposure to structured literacy, and has seen other programmes in action at other schools. Within the Kāhui Ako, some schools chose their programme early, and are now regretting their choice and trying to move to another programme. KNS is taking time to choose its programme. The choice should be based on the best evidence available nationally, and on what suits KNS. Staff are looking forward to having one programme across the school.
- Structured literacy will help ESOL students with English language acquisition. The school is thinking about how to structure the day of ESOL students so as to expose them to a lot of the English language.
- There will be a staff-only day on 24 November 2023.
- It is intended that PaCT will be used for all end-of-year learning letters.

Staff sick leave tracking – August 2023 update – item 3.2

The Board noted the trend has greatly improved, likely due to the absence of Covid.

June 2023 finance report – item 4.1

Overall, this is tracking well.

2022 Financial statements – finalised – item 4.3

The Board discussed the Deloitte Management Letter. The Finance Committee advised that they had no concerns with the content of the letter. The two issues from last year have been addressed. The one thing the Finance Committee is waiting on is the same thing every school is waiting on, which is a report from the payroll provider. The Finance Committee commented that Erica is doing a fantastic job.

2023 Mid-year budget review – item 4.4

Finance Committee members reported that they are happy with the mid-year budget review.

It was moved that the mid-year budget review is accepted by the Board.

Moved Joe / Seconded Rosemary / Agreed

2024 Budget process – item 4.5

Finance Committee members confirmed they are comfortable with the parameters of the budget direction for 2024, including the target of a small surplus. The capital expenditure (to be no greater than \$150,000) is a reference to school-funded capex. The reference to borrowings is a legal requirement, but KNS does not have borrowings (other than things such as leased photocopiers and the like).

ACTION	Blair
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To have Erica document items within the \$150,000 capex for the 2024 budget.
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Miles Group property report – August 2023 – item 4.7

Members of the Property Steering Group (PSG) explained that, when the contractors came to do the initial measure-up, they realised the plan was not workable without the demolition of room 25.

Board members expressed their disappointment and frustration that this was not picked up earlier by the MoE or the architects. While the school will not incur any additional cost, the likely impact is a delay to the commencement (and conclusion) of the building programme.

The PSG should have more information at the next Board meeting about where the room 25 class will be located.

Currently, the proposal is that, during the school holidays, the contractors will work on providing access around the site as per the plan on page 2 of the Miles Group property report. The focus will be on safety as well as flow through the school.

The Board discussed the importance of communicating with the school community, due to the huge amount of disruption that is to come.

ACTION	James
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To follow up with the MoE on the communication plan for the capital works programme as soon as possible.
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Health and Safety Committee – August 2023 update – item 5.1

The Health and Safety Committee will meet next week.

Accident and injury update – item 5.4

The Board noted that, although the number of major injuries has remained static, the number of minor injuries has increased significantly. There were 720 minor injuries in term 2 of 2022, compared with 1291 in term 2 of 2023. The big jump in numbers occurred with the change of personnel in the medical room, with every visit to the medical room now being recorded.

As noted during the May 2023 Board meeting, when deciding what minor injuries to report, the focus should be orientated around 'risk'.

ACTION	James
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To speak to the medical room officer about the recording of minor injuries.

New terms and conditions on Apple Volume Purchasing in Apple School Manager – item 6.2

It was moved that the Board approves Aiscorp to accept the agreement.

Moved Natalie / Seconded Blair / Agreed

Te Kāhui Ako o Whanganui a Tara – August 2023 update – item 7.1

Liz Rhodes, Principal of Brooklyn School, is the new Kāhui Ako co-lead. The stewardship group will now be meeting monthly.

KNS PTA – August 2023 update

The PTA is comfortable with where the Board landed on the use of the KNS Facebook page. The Deputy Principals check their posts in advance. The system is working well.

Staffing level

Erica is following up with the MoE for funding to match the current staffing level.

3.2 BOT 'RETROSPECTIVE' ('I LIKE, I WISH, I WONDER')

The Board reviewed progress on the 'I wish' and 'I wonder' bullet points that had been discussed at the February 2023 Board meeting.

Although there has been progress on some things (such as Board member profiles in the newsletter), there is more work to be done on celebrating achievement and progress.

Board members discussed asking the school community how they would like to see achievement and progress celebrated, although they also recognised that there may be differences between what the students want versus what the parents want in terms of celebrating.

For example, year 7/8 students tend to prefer a quiet word from their teachers, rather than being singled out in front of their peers. Another example is in relation to being awarded certificates – this has drawn negative feedback from students because they know every student will eventually get a certificate.

Because a (small) number of parents mentioned celebrating achievement in the Strategic Plan survey, it is something that could be canvassed in upcoming Strategic Plan consultation.

ACTION Strategic Plan Committee

To canvass parents and students about how to celebrate achievement, during consultation for the Strategic Plan.

3.3 CHAIR EVALUATION

In the past, the Board conducted a regular Chair evaluation to comply with a school policy. It is not apparent that there is any such requirement within SchoolDocs.

As a matter of good governance, a regular Chair evaluation seems unnecessary when the Board is required to elect a new Chair at the first meeting of every year anyway (and when it is open to Board members to raise issues, at any time, in any event).

Board members agreed there is no need for such an evaluation at this time.

3.4 PRINCIPAL'S REPORTS (x 2) TO THE BOARD OF TRUSTEES – AUGUST 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 Rose / Agreed

4 GENERAL BUSINESS

4.1 ACTION LOG FROM MEETING ON 27 JUNE 2023

	What	Who	When assigned	Action / comment
1	To amend the induction plan on Google Drive.	Simon	February	Deferred to September
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	Actioned. Closed.
5	To ask the PSG for something to communicate to parents in the newsletter about the capital works.	Conrad / Simon	March	Overtaken by new action from 8 August meeting – action 13. Closed.
6	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)
7	To consult at the next whānau hui about how whānau would like assessment data reported to the community.	Conrad	May	Next whānau hui
8	To email a recommendation to Board members once the 2022 KNS annual financial statements have been completed.	Conrad / Finance Committee	May	Actioned. Closed.
9	To contact the person who analyses survey results and ask them to get in touch with James.	Conrad	June	Actioned. Closed.
10	To circulate draft SP survey questions, keeping them straightforward.	Joe/SPC	June	Actioned. Closed.
11	To come back to the Board with a proposal about using Survey Monkey or similar.	Joe/SPC	June	Actioned. Closed.
12	To conduct an exit interview with Sandie Ballard.	Blair	June	Actioned. Closed.
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	Actioned. Closed.

ACTION Natalie

To ask SchoolDocs about policy review by the school community.
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4.2 ANY OTHER BUSINESS

Correspondence

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

- Email from MoE dated 9 June 2023, cc. the Board, responding to an email from Rohan Biggs dated 25 May 2023;
- Email from Rohan Biggs dated 29 June 2023;
- Email to Rohan Biggs dated 30 June 2023;
- Email from Ryan Wilkinson to Rohan Biggs and the Board dated 30 July 2023;
- Email to Rohan Biggs dated 31 July 2023;
- Email from Rohan Biggs dated 31 July 2023;
- Email to Ryan Wilkinson dated 31 July 2023.

5. NEXT MEETING/CLOSURE

5.1 CLOSURE

The next hui will be held on Tuesday 5 September 2023 at the conclusion of the Board's informal Strategic Plan workshop (indicatively, 7.30pm).

The meeting closed at 9pm 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 September
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 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)
5	To consult at the next whānau hui about how whānau would like assessment data reported to the community.	Conrad	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	September
7	To put together a report on the achievement data, for the newsletter.	Phil	August	September
8	To prioritise the agenda for the rest of 2023 to ensure sufficient time for development of the Strategic Plan.	Jacque	August	The rest of 2023
9	To thank the school community, in the newsletter, for the rich feedback they provided in the Strategic Plan survey.	James	August	Next newsletter
10	To conduct an exit interview with Harriet Donald.	Blair	August	September
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	September
13	To follow up with MoE on the communication plan for the capital works programme as soon as possible.	James	August	ASAP
14	To speak to the medical room officer about the recording of minor injuries.	James	August	ASAP

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	September

From: **Andy Jackson** <Andy.Jackson@education.govt.nz>
Date: Fri, Jun 9, 2023 at 3:25 PM
Subject: Re: Karori Normal School
To: Rohan Biggs <rohanbiggs@hotmail.com>
Cc: Bot Chair <bot@kns.school.nz>, Roy Sye <Roy.Sye@education.govt.nz>

Kia ora Rohan

Thank you for your email and your observations about the school system as a whole.

I note you have copied it to the school board chair and so I am copying in Roy Sye who is the Direction of Education for the region within Te Mahau. At a policy level I don't generally have a direct relationship with individual schools so I'll restrict my comments to the wider issues you've raised.

You'll no doubt be aware of the curriculum refresh that we are pursuing at a national level. If not then I can get something further sent to you about it, and in particular the Literacy and Numeracy strategies which have been developed partly in response to the system's performance in these subjects. While these reforms will obviously take time to work through the system, they are a critical part of our long-term policy focus. This might be a useful set of reforms to highlight with the parent network.

I'm not sure that I see cultural competence and quality of teaching as trade-offs. My understanding of the PISA data, for example, is that it shows that one of the critical issues is equity of achievement. The literature is very clear that identity, language and culture are critical to student success, and our experience makes it equally clear that the systemic biases against Māori and Pacific students in particular are a significant barrier to equity of achievement. So a focus on cultural competence is exactly what I would expect a school to be pursuing in order to improve results for all its students.

I won't comment on a specific school's property plans, other than to say that students need good physical environments in order to learn successfully.

Thanks again for your comments and best wishes with your daughter's education.

Nga mihi nui

Andy

From: Rohan Biggs <rohanbiggs@hotmail.com>
Sent: Thursday, May 25, 2023 8:17 PM
To: Andy Jackson <Andy.Jackson@education.govt.nz>
Cc: Bot Chair <bot@kns.school.nz>
Subject: Karori Normal School

You don't often get email from rohanbiggs@hotmail.com. [Learn why this is important](#)

Hello Andy

Belated congratulations on your ascension to second tier.

I now have children old enough to be engaging directly with the state-funded schooling system.

I have found my specific experience a little underwhelming as I set out in the e-mail below to ERO.

If any of your staff have policy work programmes that may benefit from some targeted consultation with an engaged parent who is able to speak policy please pass them my details. I would be only too willing to offer up some observations about my experiences as a parent to date.

Regards

Rohan

From: Rohan Biggs

Sent: Thursday, 25 May 2023 8:07 am

To: nicholas.pole@ero.govt.nz <nicholas.pole@ero.govt.nz>

Subject: Karori Normal School

Dear Mr Pole

A decade or so ago I had the good fortune to engage with one of your predecessors, Dr Graham Stoop, on several occasions when I was a Treasury analyst working on schooling policy. I remain grateful to Dr Stoop for the many insights he offered me into schooling policy. My engagement at that time left me with much respect for the Education Review Office.

I currently find myself engaging with the schooling system firsthand as a parent, with my eldest daughter attending Karori Normal School. Suffice it to say this experience has left me deeply concerned about the focus of our schooling system and I find myself thinking "my goodness, *this* is why our children are becoming consistently less capable in numeracy and literacy".

In the simplest terms, Karori Normal School does not place much focus or emphasis on teaching numeracy and literacy. I would describe it as "cruising", perhaps relying on the high SES families it serves to do enough for their children that the school's overall performance is "good enough" (although I have struggled to find out in any reliable fashion what the school's relative performance is).

I have conveyed my concerns to the Principal and to the Board and it would be fair to say they do not agree with my perspective. I have taken to attending Board meetings as an observer and have had several one-on-one meetings with the Principal.

Despite what the school's corporate documents may state (and I have perused them diligently) the revealed priorities of the school are a large school property project and improving cultural competency. As worthy as these things may be, they create trade-offs and numeracy and literacy appear to have been the losers. By way of example, the most recent annual report failed to contain any of the following words: literacy, numeracy, maths, reading, writing, or science.

I do not write these things flippantly. My concern has led me to do two practical things. The first has been to import a maths programme from the United States (Dimensions Maths by Singapore Maths) which I methodically work through with my daughter. My experience to date does not allow me to trust this vital subject to the school.

The second thing I have done is to create an informal network called Parents for Numeracy and Literacy that exists to lobby the Principal and Board to place a greater emphasis on these subjects. I have been a little surprised at the pickup the Network has achieved, and I suspect I have now spoken to more concerned parents than most or all of the parent representatives on the Board. The stories and concerns I hear are very consistent.

The purpose of this e-mail is to ask two things. First, I would be grateful if this e-mail could be placed on the Karori Normal School file. Secondly, I would value the opportunity to talk with your reviewers whenever the next review of Karori Normal School is scheduled. Given the age profile of my children I'm facing a further ten years or so relationship with the school. I am confident I will be able to add novel and relevant information into the process that reviewers are very unlikely to gain through engagement with corporate documents, the Principal, or the Board.

Yours sincerely

Rohan Biggs
021 054 2381

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From: **Rohan Biggs** <rohanbiggs@hotmail.com>
Date: Thu, Jun 29, 2023 at 8:34 PM
Subject: Communications proposals at the Board meeting
To: Simon and Sarah Johnson <simonsarahjohnson@gmail.com>, Joe Benbow <joebenbow@yahoo.com>, blair.wightman@outlook.com <blair.wightman@outlook.com>, Rosemary Mose <rosemary.mose@hotmail.com>, nataliemary@gmail.com <nataliemary@gmail.com>, Phil McIntosh <pmcintosh@kns.school.nz>, Conrad Kelly <ckelly@kns.school.nz>, Bot Chair <bot@kns.school.nz>

Hello KNS Board

I feel compelled to comment on a couple of the communications proposals made at Tuesday night's meeting.

First, I think there was a proposal to publicise some positive feedback provided by a student teacher from Hong Kong about the observed maths teaching at KNS. The student was extremely complimentary.

It's not at all clear to me how the views of a student teacher from Hong Kong, who may well have felt obliged to be polite to their hosts, are meant to provide parents any confidence about the maths teaching at KNS. The fact that this was even raised as a possible confidence booster speaks to the absolute paucity of credible information available to parents. Part of this is a nation-wide systems issue, quite a lot of it is a KNS issue.

Some things that might raise confidence in KNS maths teaching include publication of:

- School level performance data on standardised tests.
- Class by class value added (term 1 versus term 4 performance on PAT tests).
- A commitment to a minimum volume of maths teaching per day.
- A term-by-term outline of what maths concepts students in each class will be covering.
- An ambitious goal of being the best school in the Western suburbs / Wellington / New Zealand to attend in terms of maths performance.
- A strategy for continuous improvement of maths teaching including the creation of a sub-committee of the Board devoted to improving numeracy.

I think the reality is that KNS behaves like a complacent monopolist in respect of numeracy. Rough enough is good enough - very Kiwi in its own way. I have not seen anything to convince me otherwise and the "reckons" of a foreign student teacher are not about to persuade me or many others.

Secondly, there is a desire to "shout from the rooftops" about the building project. I mean fair enough if you're into building projects I guess but let me give you another perspective. I would love the building project to be deferred until both my children have finished at KNS. I can only see downside risk for their educational achievement. The new buildings will make a negligible difference to their learning outcomes. A large building project on-site will be

distracting and create health and safety risks inherent in any such project. If your focus is on your child's academic achievement, what's to like about it? In some circumstances I'd worry the Board and Principal would be distracted from focusing on numeracy and literacy by such a project, although that issue doesn't worry me too much at KNS to be honest.

I'll be interested to see where your comms land.

Regards

Rohan

From: **Bot Chair** <bot@kns.school.nz>
Date: Fri, Jun 30, 2023 at 9:48 AM
Subject: Re: KNS Board June 2023
To: Rohan Biggs <rohanbiggs@hotmail.com>

Kia ora Rohan,

The Board acknowledges receipt of your email below and your subsequent email regarding communication.

The Board is completely satisfied with the school's strategic direction (as set out in our current Charter), progress towards our 2023 Annual Plan, the reporting it receives, and the specific items on which the school communicates. Furthermore, the Board has full trust and confidence in Conrad, the Senior Leadership Team, and in how the school is being run.

Your criticism of Conrad is not accepted by the Board and we are satisfied with his engagement and communication with you.

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 engagement with you on these matters is unlikely to be constructive and therefore the Board, individual trustees, and the Principal will not engage any further with you. Any correspondence that you choose to send will simply be recorded as correspondence received.

If you continue to have concerns about Karori Normal School, you are welcome to contact the Ministry of Education.

Nga mihi,
Simon

Chair. On behalf of the Karori Normal School Board of Trustees

From: **Ryan Wilkinson** <ryan.j.p.wilkinson@gmail.com>
Date: Sun, Jul 30, 2023 at 9:13 PM
Subject: Re: Karori Normal School - parents for numeracy and literacy
To: Rohan Biggs <rohanbiggs@hotmail.com>
Cc: KNS PTA
<kns.pta@gmail.com>, bot@kns.school.nz <bot@kns.school.nz>, ckelly@kns.school.nz <ckelly@kns.school.nz>

Hi Rohan,

I support some of your suggestions - and I am concerned by others.

For example, my understanding of current best practice is to NOT formally teach literacy and numeracy until at least aged 7.

However, I am more concerned about how you obtained and then used the emails.

KNS, on behalf of the Board, accidentally disclosed all parents emails, and apologised for their mistake.

While it is not your fault that breach occurred, it was clearly not intended for that information to be used - even with the best of intentions.

There are other ways you could have got your message out including through the PTA and Facebook (which I see you have done).

Using information you are not supposed to have for your own agenda reflects a lot on how I (and I assume others) will judge your character and ethics.

I hope other people don't take your action as a cue to spam or sell our private information.

Regards,
Ryan Wilkinson

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: **Bot Chair** <bot@kns.school.nz>
Date: Mon, Jul 31, 2023 at 5:46 PM
Subject: Re: Karori Normal School - parents for numeracy and literacy
To: Rohan Biggs <rohanbiggs@hotmail.com>

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

From: **Rohan Biggs** <rohanbiggs@hotmail.com>
Date: Mon, Jul 31, 2023 at 10:10 PM
Subject: Re: Karori Normal School - parents for numeracy and literacy
To: Bot Chair <bot@kns.school.nz>

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

From: **Bot Chair** <bot@kns.school.nz>

Date: Mon, Jul 31, 2023 at 9:10 PM

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

To: Ryan Wilkinson <ryan.j.p.wilkinson@gmail.com>

Kia ora Ryan,

Thank you for copying the BOT email address into your reply. The Board shares your concerns and will remind Mr Biggs that he must only use parent contact details strictly in accordance with the purposes for which they were provided.

A reminder to all parents will also be included in the next newsletter or Hero communication. The school will also be reviewing its own emailing processes to ensure that errors like the one that led to email addresses being disclosed in the first place do not occur again.

Please let me know if you have any further concerns.

Nga mihi,

Simon Johnson

Chair

Karori Normal School Board of Trustees