



Normanby School

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Normanby School Board Meeting

29 July 2021

Meeting commenced: 6.32pm

Signed: _____

Dated: 23/8/2021

Present: Maz Prince (Presiding Member), Janelle Jones (Principal), Angelika Fowlie, Adam Werder, Craig Clarke, Tash Campbell nee Gibson (Staff Rep), Kay LePine (Minute Secretary), Jude Sklenars - Deputy Principal (left meeting at 7.17pm), Vicki Roberts (arrived 6.55pm)

Apologies: Nil

Declaration of Conflict of Interest/Pecuniary interest: Nil

Item	Agenda Description	Minuted
1.	Whakatauki	
2.	RBL Report - Voice Collection	<p>Presented by Jude Sklenars</p> <p>Five focus groups from the school community were interviewed about what is impacting student achievement - Students, Parents, Teachers, Leadership and Support Staff . Voice is collected every second year. This is the third time we have had our voice collected.</p> <p>Trained voice collectors are used.</p> <p>The Voice is then 'cleaned' i.e. any names, comments or statements that could identify anyone are taken out.</p> <p>Jude presented a document that summarised the voices for each focus group into two categories - Enablers and Barriers.</p> <p>Enablers - things that would improve student achievement</p> <p>Barriers - something that is not being practised in our school, something that is being done poorly or anything that is detrimental to student achievement.</p> <p>A second document showed that staff have reviewed the voice collection and have come up with a Suggested Activation for each of the Focus Groups.</p> <p>Student Voice:</p> <p>Students at Normanby School enjoy the variety of learning opportunities that enable them to build relationships with one another and teachers.</p>

		<p><i>Suggested Activation</i> - to continue on our RbL journey and provide opportunities for students to work in different ways (independently, with a partner or in a co-operative / collaborative group), in different environments and to feel safe in the knowledge that they will all be treated fairly by their teacher.</p> <p><u>Whanau Voice:</u> There is great communication and opportunities are provided to cater for the range of learners at Normanby School.</p> <p><i>Suggested Activation</i> - to continue with the approach to communication currently employed and aim to engage more whanau with the Hero tool to access real-time reporting of student learning and achievement.</p> <p><u>Teacher Voice:</u> Even though we have high social, behaviour and learning needs, progress and achievement is evident. High expectations, strong relationships and designing learning that is specific to student needs contribute to achievement.</p> <p><i>Suggested Activation</i> - consistency of teachers in classes so strong relationships can be formed, designing learning opportunities that are meaningful and relevant for students, and continue to provide leadership opportunities for many students, not just our 'student leaders'.</p> <p><u>Leadership Voice:</u> At Normanby School we value the RbL approach to developing family-like contexts and teaching interactions. These practices support our students to make progress towards higher achievement. Our RbL practices and student achievement are monitored through a robust process of impact coaching, and co-construction monitoring meetings.</p> <p><i>Suggested Activation</i> - continue to support teachers to embed the RbL practices and ensure co-construction monitoring meetings are facilitated in a purposeful and focused way where improving student achievement and developing effective teaching practices are our key priorities.</p> <p><u>Support Staff Voice:</u> Positive relationships between Learning Assistants and students help to create the environment for student success with support programmes. Clear communication and time are essential logistical elements for the success of these programmes.</p> <p><i>Suggested Activation</i> - provide more opportunities for support staff to feedback to classroom teachers about how students are progressing and achieving on support programmes.</p>
3.	Mid Year Data	<p><i>Literacy Report Presented by Jude Sklenars</i> Year 0's are not included in the data. Some five year olds are starting school at a 3 year old level in terms of their development - social, emotional and cognitive. At parent teacher interviews for these students, teachers make parents aware of what they can do and the next steps. There is a focus on progress.</p>

		<p>Year 0's used to be included in the data (up until 2018) which made the data look better than it was. Our data is now very accurate. The Hero SMS has been very helpful in generating accurate data.</p> <p><u>Year 0 - 1 Observation Surveys</u> Five year olds are tested after 6 weeks at school and then again at 6 years old. On average our Year 1 students are beginning school below average across all aspects of early literacy development. After one year at school we are able to lift this achievement to average in all elements except Writing Vocabulary (how many words a child can write independently in 10 minutes).</p> <p><u>Years 2 to 6</u> There are 119 students in the Year 2 - 6 analysis group. 54 (45%) are on the Special Educational Needs Register or receiving, or have recently received, additional learning support. Other programmes have been put in place to replace Reading Recovery so more children are receiving help e.g. 5 Plus, 7 Plus, Quick60. These are all run by Learning Assistants - LA time is extremely valuable to help students who require extra support.</p> <p><u>Writing</u> 61% are at or above the expected New Zealand Curriculum achievement levels in Writing. This is an improvement on the end of year data from 2020 where 40% of students were achieving at or above. The professional development undertaken with Cath Runga over the previous 18 months, combined with our ongoing commitment to RbL (relationship-based learning), has made a significant difference to our effective teaching practices. We need to keep up the momentum.</p> <ul style="list-style-type: none"> ● 55% of Maori students are at or above. ● 68% of NZE students are at or above ● 53% of boys are at or above ● 68% of girls are at or above <p>It is a trend across the country that NZE students tend to achieve higher than Maori students. The Year 4 and Year 5 cohorts are of particular concern with 63% and 89% respectively not yet achieving at the expected curriculum level. Many of these students (18/40) are, or have recently been targeted for additional support programmes. Teachers will continue to target students who are currently at risk of falling into the 'WORKING TOWARDS' and those who are very close to being in the 'AT' categories relating to their expected curriculum levels of achievement.</p> <p><u>Reading</u> 53% are at or above the expected New Zealand Curriculum achievement levels in Reading compared to 61% at the end of 2020. This dip is disappointing and may, in part, be attributed to the intense focus on writing over the last 18 months. In general, our Maori students are performing equally as well as our NZE students (50% of Maori students achieving at or above compared to 56% of NZE students achieving at or above). However, there is a significant</p>
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disparity between the two ethnicities at the Year 3 and Year 6 levels with more NZE students achieving than Maori students. In general, boys are performing equally as well as girls, however, in Year 3 there are significantly more girls than boys achieving. The Year 2 and Year 5 cohorts are of particular concern with 67% and 56% respectively not yet achieving at the expected curriculum level. Many of these students (20/43) are, or have recently been targeted for additional support programmes.

Staff looked at the literacy data analysis on Teacher Only Day:

- Acknowledge progress in writing achievement and this will help to motivate students
- Focus on identifying students who need to make shifts to continue or maintain progress they have already made. Target groups need to be flexible.
- Teachers believe in the power of Relationship-based Learning. It is through RbL that we can help lift our Maori students' achievement.
- An on-line resource has been purchased, as well as the Literacy leadership provided by the Deputy Principal, will continue to support teachers with the teaching of writing

Often it is the same children who are below in both writing and reading.

Easttle

One piece of writing from each student was analyzed by Cath Runga from Evaluation Associates. Her analysis tends to align with the teacher's OTJ (Overall Teacher Judgement) analysis. In Cath's analysis 62% of all Year 2 - 6 students are achieving at or above the expected curriculum levels which is comparable to the teacher's 61% figure.

Next Steps

- Develop our Localised Curriculum to give teachers more guidance and direction around designing rich and meaningful contexts. The purposes for reading and writing need to be authentic and relevant in order to increase motivation and engagement.
- Continue to moderate writing samples based on learning progression rubrics and by participating in discussions with colleagues and making comparisons with exemplars of levelled writing
- Continue to set high expectations and ensure students are being sufficiently challenged
- Continue to allow time for students to practise and use taught literacy skills
- Regularly monitor and track the achievement of learning goals
- Ensure our systems for collating, analysing and using student assessment data are always appropriate and meet the needs of students and teachers
- Maintain Relationship-based Learning practices
- Ensure planning frameworks connect to learning goals, identify targeted students and show the approaches and deliberate acts of teaching that teachers will engage in

		<ul style="list-style-type: none"> ● Use model texts and exemplars effectively to motivate and engage learners ● Include a 'Structured Approach' to the teaching of phonics and decoding/coding <p>Learning Assistants continue to provide 1:1, small group and roaming support of independent learners as well as delivering learning support programmes to students who struggle to reach expected levels of achievement on a daily basis (Early Words, sight words, 5 Plus, 7 Plus, Quick 60, Talk to Learn). The teachers of students on these programmes are noticing a positive impact on students' confidence, fluency and progress.</p> <p>Janelle acknowledged the work that Jude does - we are so lucky to have someone of her calibre driving the Literacy programme in our school. Jude now has the tools to continue the work that Cath has been doing and is able to drive Writing throughout the school.</p> <p><u>Maths Data Presented by Tash Campbell</u></p> <p>There are 116 students in the Year 2 - 6 analysis group. 66 (57%) are on the Special Educational Needs Register or receiving, or have recently received, additional learning support. 61% are at or above the expected New Zealand Curriculum achievement levels in Maths compared to 50% at the end of 2020. Year 2's are a concern - a lot need to make a big jump Teachers have identified who the children are of concern and know who they need to be working with. We continue to have a gap in achievement between our Maori students and our NZE students, however, this gap has reduced since the end of 2020:</p> <ul style="list-style-type: none"> ● 56% of Maori students are at or above. ● 69% of NZE students are at or above. <p>There is not a significant difference between the achievement levels of boys and girls. LA's are not running maths support programmes at the moment.</p> <p>Janelle thanked Tash for compiling the maths analysis while on medical leave, as well as, sharing it with staff.</p>
4.	Public Excluded Business	Maz moved that the meeting move into Public Excluded Business at 7.30pm to protect the personal privacy of natural persons, to discuss staffing. The Public part of the meeting resumed at 7.45pm
5.	Reviews	<p>Governance Review:</p> <p><u>BOT Self Review</u></p> <p>Employer Role</p> <ol style="list-style-type: none"> 1. Does the Board have a good understanding of, and does it implement the requirements of being a good employer? Yes 2. Is there an effective relationship between the Board and the principal? Yes 3. Is there a robust principal performance management process in place? Yes

		<ol style="list-style-type: none"> 4. Does the Board understand current employee morale and employee issues and concerns? This is something the Board are currently focussing on. 5. Has the Board made delegations through policy to the principal for the day to day running of the school? Yes 6. Does the Board have effective personnel policies in place that are reviewed regularly? Yes 7. Do all staff have an employment agreement? Yes. 8. Are all staff registered or have a Limited Authority to Teach at the school? Yes 9. Have all staff been appraised during the last 12 months? Yes 10. Is the Board informed of the staff professional development plan, its objectives and outcomes? Yes - it's part of the Strategic Plan.
<p>6. Special Topics</p>		<p>Swimming Pool Rachel said that the MOE asset management database states the swimming pool, ancillary buildings and associated land (changing shed and pool toilets) are crown owned. The Board needs evidence of this in writing before they can hold a community consultation. Janelle will request an official letter to the board stating the ownership of the pool and the land.</p> <p>School Vans Adam - quote from Toyota for \$57,500 (including GST) for a 12 seater. Janelle has joined the school to the Government Procurement Group. This will allow us to get a discounted quote from Toyota, which is confidential. Janelle will liaise with Tania Elkerton regarding applications for new vans.</p> <p>Front Gates The fencer has put up the front gates. Janelle presented him with the gift hamper from the Board, today.</p> <p>Gift Policy To be discussed at the next meeting.</p> <p>Staff Well-being Vicki and Janelle provided some ideas for survey questions. Our Kahui Ako had every child complete a survey. Janelle gave an example of the survey to the Board. The Kahui Ako also has a staff survey which our staff have completed - Janelle showed the Board the questions. Janelle will break the results down one section at a time and she offered to present the results to the Board as they become available. Janelle can tell where staff are at when they arrive at school. She checks in with them throughout the day if necessary. A Monday morning briefing is also held where staff appreciation notes are read out. Having a check-in system each morning was discussed - where are you on a continuum from 1 - 10? However there needs to be a purpose - something would need to be done with the results.</p>

		<p>Janelle has also asked other principals around the country what their boards do. Showing that you care and understand the job they are doing is important.</p> <p>Emotional fatigue is the biggest thing. Teachers spend a lot of time on lesson preparation then often can't deliver it because they're dealing with behaviour.</p> <p>A Board and staff discussion was suggested - but would the staff be truthful in that situation? An optional and anonymous survey would be better. Two surveys could be done a year for comparison.</p> <p>Janelle tries to pre-empt things e.g. cutting down meetings at busy times during the term.</p> <p>Action:</p> <ul style="list-style-type: none"> ● Janelle will feed back results on the Kahui Ako staff survey ● Board members could call in to school over the month e.g. lunchtime activities, connect with staff etc <p>Board Dinner</p> <p>Janelle suggested The Burnt Place - 6pm Friday 10 September. Janelle will book a table.</p> <p>Sports Uniforms</p> <p>Vicki provided sample pictures of a dress, skort and, top and shorts with the school sports top.</p> <p>The skort comes in a different fabric to the school sports tops.</p> <p>If we chose new netball dresses, boys could wear black shorts and a school sports top.</p> <p>Vicki has a sample of the shorts which she will show Janelle.</p> <p>Shorts - \$39 + GST</p> <p>The PTA may contribute towards the cost of new uniforms - Janelle will approach them at their next meeting.</p> <p>Move that we go with plain black shorts and the school sports tops.</p> <p style="text-align: right;">J. Jones/V. Roberts</p> <p>Parents will be encouraged to purchase the shorts but the school will also have some on hand for those who don't purchase.</p>
7.	Presiding Member	<p>Mark Bowden rang Maz at the end of May to say how well Janelle had done in her role in accepting a "MOE directed" child into our school. He paid compliment to her professionalism and hard work throughout the process.</p>
8.	Financial Report	<p>Board meeting payments will be made in August.</p> <p>Accounts for Payment passed unanimously by email: \$118,989.84. This included \$81,745.85 towards the fencing and \$28,750.00 towards the PE Shed.</p> <p>Moved that the July accounts of \$8,817.02 be passed for payment.</p> <p style="text-align: right;">A.Fowlie/A. Werder</p> <p>June VISA balance: \$1,274.90</p> <p>Balance of accounts as of 30 June 2021:</p> <p>BOT account: \$426,363.55</p> <p>Investment account: \$86,000.00</p>

		<p>As at 30 June we have spent 50% of what we had budgeted for the year compared to 50% of the calendar year gone.</p> <p>Actual Available Funds at 31 December 2020 were \$270,641 Budgeted Available Funds at 31 December 2021 are \$201,499</p> <p>Actual Available Funds at 30 June 2021 are \$313,626 Budgeted Available Funds at 30 June 2021 are \$246,624</p> <p>Our Banked Staffing is currently high - as our roll increases we get more staffing. We have also employed extra staff to cover sick leave. It will be corrected by the end of the MOE Banked Staffing year.</p> <p>Moved the Financial Report to be accepted. A. Fowlie/A. Werder</p>
9.	PTA Report	<p>The minutes of the last meeting are available on-line in the Board folder. Jude attended on behalf of the school..</p>
10.	Principal's Report	<p>The roll is 165 compared to 156 this time last year.</p> <p>NAG 1 Mid Year Writing Data Covered above.</p> <p>Mid Year Reading Data Covered above.</p> <p>SENCO Mid Year Report The Learning Support Register is now automatically populated in Hero, based on information added by the classroom teacher, leadership and/or the SENCO. We have a Learning Support Coordinator who is allocated to our school and visits twice a week. She works with individual children and supports the SENCO role by working with outside agencies to support our children and whanau needs. Based on our current role of 164 students we currently have 41% (68) of our students involved in some sort of support for their learning. <ul style="list-style-type: none"> ● 62% of the 68 children are Maori students. ● 38% of the 68 children are non Maori students. <p>21% (35/164) students are receiving specialised support from outside agencies. 86% of these students are Maori and 14% are non Maori.</p> <p>In-school support programmes are in place to support students identified as requiring additional assistance. These are often delivered by the Learning Assistants.</p> <p>21% (35/164) have been provided with in school support so far this year i.e. HPP, 5 Plus, 7 Plus or Quick 60.</p> </p>

	<p>There are also programmes used in-class by teachers to support learning support students (using Learning Assistant in-class time) - The Code, Talk to Learn and Early Words.</p> <p>Individual Education Plans (IEP's) are for all students whose learning requires additional support or for whom the curriculum requires continued adaptation.</p> <p>Currently 17/164 (10%) of students require an IEP. Of these 17 students, 14 (82%) are Maori and 3 (18%) are non Maori. We have a further two students with complex needs who will come onto the IEP register early in Term 4.</p> <p>Mid Year Mathematics Data Covered above.</p> <p>ERO ERO is undertaking a new approach to school evaluations. There will be a shift from event-based external reviews to supporting each school in a process of continuous improvement. The new approach aims to complement the school's own internal evaluation, strategic and annual planning and reporting approach, and to strengthen the schools own engagement with and accountability to whanau.</p> <p>Schools are being brought into the new approach progressively, starting at the beginning of each term throughout 2021 and 2022. Each school will be assigned an ERO Evaluation Partner who will work with the school's Board, Principal and Leadership Team to develop a professional relationship over time.</p> <p>Kahui Akao Update The Teacher Only Day held at the beginning of the year was a great success, with a focus on Relationship-based learning.</p> <p>The AST team visited schools during Term 1 to see where they were at with RbL and what support they needed and this helped inform the PLD Plan for Term 2. Some Impact Coach training was held and a very successful WST (Within School Teacher) Hui.</p> <p>Justine Hart from Opunake High School has been appointed to the AST Team and Amy Boyd has gone on Maternity Leave.</p> <p>Teachers and Support Staff have been trained as Voice Collectors and gone into schools to collect voice from Students, Teachers, Parents/Whanau and Support Staff.</p> <p>PD that has been held includes:</p> <ul style="list-style-type: none"> ● Stepping into RbL ● Training sessions on Guiding Coalitions ● Impact Coach training ● North East Monitoring Meetings (NEMM) <p>The Lead Principals have been rewriting the new Achievement Challenge. Principals have been working on strategic planning and leadership development.</p>
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Kahui Ako Achievement Plan

Whanaungatanga

Building relationships, making connections, and bringing people together, uniting the local community into a South Taranaki Kahui Ako community of learning.

Achievement Challenges

Challenge One: Relationship-based Learning (RbL)

Our goal is to improve educational outcomes, particularly for Maori and other marginalised students, through improving relationships and teacher capability across the Kahui Ako.

Challenge Two: Wellbeing

Enhance wellbeing by developing a school culture so akonga can successfully participate in learning and contribute to the community.

Challenge Three: Local Curriculum

Enrich learning opportunities by ensuring coherence and continuity of learning for akonga.

The Draft Achievement Challenge was attached to the Principal's Report.

RBL - Relationship Based Learning by Jude Sklenars (WIST)

Impact Coaching

All teachers have completed their first round of RbL observations as well as their first 'snapshot' follow-up observations.

Impact Coach Training

This year Tash is training to be an Impact Coach.

Voice Collection

Covered above.

Co-construction Meetings

Normanby School hosted several local schools who all shared their journeys with their NEMM (North East Monitoring Meetings) and Teacher Inquiries/Personal Growth Cycles. Jude shared the Normanby journey so far with the group.

ALIM - Accelerated Learning in Mathematics

A link to Taylah Gilbert's Mid Year ALIM Impact Report was included in the Principal's Report

EOTC

Janelle explained that EOTC for the senior school used to be a week away to a city e.g. Wellington. It was cancelled last year due to Covid19 and there is still uncertainty this year with the Covid situation.

Senior Management has proposed that Puanga Hub have an EOTC Week exploring our own Taranaki area which would incorporate our strategic goals and achievement plan. This would involve day trips and using local experts. Janelle gave some examples of possible activities. The total cost would be approximately \$70/child. As the school budgeted \$2,000 for a camp this would take it down to \$45/child. As we are in the Donations Scheme we receive funding from MOE for curriculum related activities, therefore we can

only charge families for transport, optional leisure activities and parent supervision costs.

Move that the Board give permission for Puanga Hub students to have the option to participate in EOTC Week in Term 4, 2021.

J. Jones/Unanimous

Hero Reporting

On 5 August Learning Conferences are being held from 8.30am - 8pm. We are aiming for 100% attendance at these interviews. Anyone who doesn't attend their conference will be called to make another time with the teacher.

NAG 2

Reviews

Current Reviews of our Board:

- The role of the Presiding Member (Chair)
- Presiding Member Review
- Review of Effective Governance - Board self assessment checklist

PTA Report

Refer to item 9 above.

Future of Hawera Schooling

The Education Advisor Network met with Janelle and Board members on 25 June. Janelle advised the Ministry that the school has 8 usable teaching spaces. If the school was re-capitated it would be able to accommodate the increased roll in 2022, however it would need an additional teaching space delivered in 2022 for use in 2023.

On 8 July the Board met to discuss the community surveys regarding the future schooling in Hawera. The Board agreed to send the following submission to the Minister of Education: ***The Normanby School Board has consulted with our school community and wishes to advise the Minister that our preferred option is Proposal A - for the primary schools to recapitate to become full Year 1 - 8 primary schools.***

Janelle will include a blurb about the submission (as agreed at the Special Meeting held on 8 July) in next week's newsletter: ***The submission was based on the results of the survey and a robust discussion by the Board. The submission stated that Normanby School Board preferred Proposal A - which is the recapitation of the six schools in the area to become full primary school Year 1 to 8. As we await the decision from Minister Chris Hipkins, work is in progress planning for the possibility of a Year 1 to 8 school. If the Minister decides for Year 1 to 8 schools then we will share the plan of what we hope to offer Year 7 & 8 students here at Normanby School. This will be a work in progress with the children's needs always at the heart of the matter.***

Janelle and Maz have a meeting with the Ministry of Education on Friday 6 August about EDI funding, i.e. how the money will be shared amongst schools regarding the Future Schooling for Hawera.

Puaotanga: An Independent Review into Primary School Staffing

This report was compiled by a group of four independent reviewers and commissioned by NZEI Te Riu Roa in response to concerns among its members about primary school staffing.

Its findings were:

- Increased diversity of students
- Increased complexity of learning needs
- A broader and more complex curriculum
- Insufficient time to do the job
- Unmanageable workloads
- A sense that children are missing out because teachers cannot do the job they signed up for

The Review made over 36 recommendations to fix these issues including:

- A teacher aide in every classroom
- Lower student to teacher ratios, with further lowering of ratios in Maori medium settings
- Each school to have a centrally funded SENCO
- Increased classroom release time for teachers

A link to the full report was included in the Principal's Report.

NAG 3

Staff and Student Wellbeing

Covered under Special Topics.

NAG 4

Property Update

- Cyclical painting has not been completed and has been hampered by weather and a lack of painters
- Fencing is almost completed - just another day's work and it should be finished
- Storage shed for PE/Play based equipment - shelving needs to be installed

10 Year Property Plan

This has now been approved by the Ministry of Education.

Our Five-Year Agreement has a maximum total budget of \$319,698.00 plus GST. this includes:

- \$3,718.00 carryover 5YA
- \$157,990.00 Base Funding
- \$157,990.00 Accelerated Modernisation Scheme (AMS) funding, which has been *temporarily* added to our total budget.

Associated Grants

Our school is eligible for funding for modernising furniture and equipment. Our entitlement is \$6,320.00. This payment equates to 4% of the 5YA budget.

Swimming Pool

Covered in Special Topics.

School Flats

WSP New Zealand Limited has been appointed by Land Information New Zealand (LINZ) to manage the disposal of surplus property at 9A and 9B Atkinson Street, Normanby.

A link to the disposal flow chart was included in the Principal's Report.

NAG 5**Accident Register from Thursday 10 June 2021 to Friday 9 July 2021**

Two incidents involving a student.

No incidents involving a staff member.

Two incidents resulted in parents/caregivers being phoned.

No hazards identified from incidents.

Reporting on Physical Restraint

Nothing to report this month.

Stand Downs and Suspensions

There was one stand down in June 2021 and no suspensions.

RAMS Forms Submitted

No forms were submitted over the past month.

Risk Management

Janelle assured the Board that she meets the caretaker once a week to walk around the school to ensure all risks according to health and safety are identified and mitigated. There is a shared google document that staff can access if they notice anything of concern and this is checked regularly.

NAG 6**2022 Dates**

Janelle presented the draft school year dates for 2022. We are required to be open for 384 half days. The start and finish date is similar to this year. Move that the Board approve and ratify the school year dates for 2022.

J. Jones/Unanimous

NAG 7**School Charter**

Janelle included a link to the updated action plan in the school charter in her Principal's Report.

NAG 8**Analysis of Variance 2020**

Janelle included a link to the annual analysis of variance in her Principal's Report.

		<p>Policy Reviews Term Three 2021</p> <ul style="list-style-type: none"> • Concerns and Complaints • Behaviour Management (this has changed with PB4L) <p>Behaviour-related Topics:</p> <ul style="list-style-type: none"> • School Values and Behaviour Expectations • Bullying • Cyberbullying <p>Members to let Janelle know if anything needs updating.</p> <p>Board Work Plan for Term Three</p> <p>The Board Work Plan has been updated for July, August and September</p> <p>Board Training</p> <p>Janelle has updated the Board Induction Folders.</p> <p>NZSTA Board Workshops</p> <p><u>Term 3</u></p> <ul style="list-style-type: none"> • Education and Training Act 2020 - Te Tiriti o Waitangi (School Board responsibilities as a Crown Entity) - Janelle attending on 17 August • Strategic Planning and Review <p><u>Term 4</u></p> <ul style="list-style-type: none"> • <u>TBC</u> <p>Learning in the Classroom 2021</p> <p>Room 1 (Tash Campbell) & Room 2 (Taylah Gilbert) - Year 3 & 4, shared their learning via a slideshow.</p> <p>Moved that her Principal's Report be accepted. J. Jones/A. Fowlie</p>
11.	Previous minutes	Moved that the previous minutes be accepted. M. Prince/V. Roberts
12.	Matters Arising	Nil
13.	Job Sheet:	<ul style="list-style-type: none"> • NZSTA have resent emails to Adam and Craig with a link to register so they can receive NZSTA emails • Smoke alarms have been installed at the flats • Sheree has some spare curtains that weren't required at the flats • Adam to give the blind for the flat to Janelle • Janelle to take the blind to Spotlight to get it cut to the required size • Janelle has sent the signed May Board minutes to Rachel with approval to dispose of the Dental Clinic • Leasing vans is not an option as it would take us over our MOE limit that we can spend on leases
14.	Correspondence	<p>Inwards</p> <p>To Presiding Member</p> <ul style="list-style-type: none"> • Education Gazette - 5 July, 26 July <p>To Full Board</p> <ul style="list-style-type: none"> • Agenda • Principal's Report

		<ul style="list-style-type: none"> ● Receipts and Payments - June ● VISA statement - June ● June Financial Management Report ● Previous minutes - 17/06/21 ● Job Sheet - June ● Silks Audit - Report to Governance Year ended 31-12-20 ● STA News - June <p>To Treasurer</p> <ul style="list-style-type: none"> ● TSB bank statement - June ● May Financial Management Report ● June Financial Management Report <p>BOT Emails (circulated to Full Board)</p> <ul style="list-style-type: none"> ● Vicki - Confirmation that Chris Robinson will open and close the meeting on 28 June ● Vicki - Seeking clarification of timeline and amendments to survey on Future Schooling in Hawera ● Vicki - Community interest in meeting on 28 June - put on Normanby Facebook Community page? ● Vicki - Response from Netball Taranaki regarding uniform. Skirts, shorts and leggings are all acceptable. ● Janelle - Draft letter and survey for approval. Approval received from all members to send out on Monday 28 June. ● Janelle - Possible resource to use for staff wellbeing survey (used by Kahui Ako) ● Janelle - MOE Covid 19 update ● Janelle - NZSTA - webinars re Fixed Term Contracts ● Vicki - Ideas for Teacher wellbeing survey ● Janelle - Invitation from PTA to attend dinner at The Burnt Place on 2 July ● Janelle - NZSTA surveys ● Vicki - Pricing and design options for netball uniform ● Vicki - Apologies for PTA meeting ● Kay - July Accounts for Payment to be approved ● Maz - Proposed change of date for July Board meeting ● Janelle - Reminder for NZSTA Workshop on Te Tiriti o Waitangi: Part 1 Tikanga in New Plymouth on 17 August, 6pm, - 8.30pm <p>Board Correspondence Received (filed)</p> <ul style="list-style-type: none"> ● Nil <p>Outwards</p> <ul style="list-style-type: none"> ● Normanby School Board submission to MOE regarding Future Education in Hawera <p>Late Correspondence</p> <ul style="list-style-type: none"> ● Nil
15.	Ministry BOT tracking sheet	Ministry BOT tracking sheet completed for July

16.	General Business	No Board morning tea will be held for the fencing contractors as they were unable to come, however they did attend a staff morning tea last Friday during TOD. Janelle presented them with the hamper today.
17.	Agenda Items for next meeting	<ul style="list-style-type: none"> ● Swimming pool ● School vans ● Gift Policy
18.	Next PTA Meeting:	7.00pm Monday 9 August – Angelika will attend
19.	Next BOT meeting:	6:30pm Thursday 19 August
20.	Whakatauki	
21.	Meeting closed	9.17pm
22.	Future BOT Meeting Dates for 2021	<ul style="list-style-type: none"> ● Thursday 19 August at 6.30pm ● Thursday 16 September at 6.30pm ● Thursday 21 October at 6.30pm ● Thursday 18 November at 6.30pm ● Thursday 16 December at 6.30pm