



# Normanby School

3 Hunter St, Normanby 4614 ph/fax 06 272 8023 email admin@normanby.school.nz www.normanby.school.nz

## Normanby School Board of Trustees Meeting

22 August 2024 6.28pm

Signed: \_\_\_\_\_

Dated: \_\_\_\_\_

26/9/24

**Present:** Jude Sklenars (Principal), Craig Clarke (Acting Presiding Member), Carly Corrigan, Jen Kemp, Stephanie Vaitupu, Tash Campbell nee Gibson (Staff Rep), Kay LePine (Minute Secretary), Damon Ritai (visitor from MAC - Māori Achievement Collaborative) - left the meeting at 7.14pm

**Apologies:** Nil

**Declaration of Conflict of Interest/Pecuniary interest:** Nil

Item	Agenda Description	Minutes
1.	Whakatauki	
2.	Guest Speaker	<p><b>Damon Ritai from MAC</b> (Māori Achievement Collaborative)</p> <p>MAC aim to support Principals, teachers and Boards to fulfil their obligations under the Education and Training Act of 2020 regarding Te Tiriti o Waitangi: The Board to ensure that the school gives effect to TeTiriti o Waitangi by:</p> <ul style="list-style-type: none"><li>• Working to ensure that its plans, policies and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori</li><li>• Taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori</li><li>• Achieving equitable outcomes for Māori students</li></ul> <p>MAC's aspiration: Achieving educational and cultural success as Maori (refer to their book Te Whare Tapu o Te Ngākau Māori).</p> <p>Their mahi is about changing practice and education outcomes for Māori students. They work with 20% of schools across New Zealand.</p> <p>We are a Year 1 school and are entitled to 25 contact hours at no cost to the school.</p> <p>MAC work with tumuaki, staff, board, whānau, marae, hapū and iwi.</p> <p>MAC schools meet every term as a cluster at a kura.</p> <p>Once a year they hold a regional wānanga and a MAC national wānanga is held once a year.</p>

		<p>Our school has two iwi - Ngati Ruanui and Nga Ruahine. Ketemarae - means 'basket of marae'.</p> <p>Damon has met with staff at a staff meeting. They undertook a field trip to visit the rest area and read the korero there before moving on to the memorial at the Normanby Domain.</p>
3.	<b>Public Excluded Business</b>	<p>Craig moved that the meeting move into Public Excluded Business at 7.14pm to protect the personal privacy of natural persons, to discuss employment matters. The Public part of the meeting resumed at 7.19pm.</p>
4.	<b>Reviews</b>	<p><b>Governance</b>  <u>Board Self Assessment Checklist</u></p> <p><b>Leadership</b></p> <ol style="list-style-type: none"> <li>1. <i>Does the board have a clear understanding of governance and management and understand their roles and responsibilities?</i> Yes</li> <li>2. <i>Has the board an agreed, documented governance statement?</i> This is something we need to find out about.</li> <li>3. <i>Has the board a set of clear policies for itself that outline the rules for the board? e.g. Board roles and responsibilities, Code of conduct, Role of the presiding member (chair)?</i> All our policies can be found on School Docs.</li> <li>4. <i>Has the board a set of clear policies that give bottom line instructions to the principal regarding the board's expectations for the management of the school?</i> Yes</li> <li>5. <i>Does the board ensure that every board member has a governance manual containing all the policies and documentation required in order to fulfil their role?</i> Yes</li> <li>6. <i>Does the board have a standing committee structure or mainly ad hoc committees?</i> No standing committees.</li> <li>7. <i>Are board committee delegations formally delegated and terms of reference documented?</i> Yes</li> <li>8. <i>Does the board lead the strategic planning process, including community consultation?</i> Yes</li> <li>9. <i>Does the board approve annual goals and strategies?</i> Yes</li> <li>10. <i>Does the board understand and protect the special character of the school?</i> Not applicable.</li> <li>11. <i>Is the board satisfied that all processes and plans are in place to bring about the values and culture it seeks and to achieve the vision, mission, values, strategic and annual goals and targets?</i> Yes</li> <li>12. <i>Does the board use student achievement data to make decisions and set priorities?</i> Yes</li> </ol>

13. *Does the board focus on policy matters rather than operational Issues?*  
Yes
14. *Has the board identified clear expectations and delegations to its Presiding member?*  
Yes, in SchoolDocs
15. *Does the board as a whole monitor and understand the financial Management of the school and approve the budget?*  
Yes
16. *Does every board member take an active role at board meetings?*  
Yes
17. *Are board meetings conducted in a manner that ensures open communication, meaningful participation, appropriate challenging of thinking and timely resolution of issues? Do board meetings provide for adequate discussion of issues?*  
Yes - it is a safe space.
18. *Is there domination of discussions by some board members?*  
No
19. *Has the board set itself a professional development schedule that it adheres to?*  
No schedule. Currently we only record what training has been undertaken. This is an area we can work on - more forward planning and individual training. We need a more targeted approach so that we focus on what's most important.
20. *Does the board have regular, scheduled contact and foster good relationships with stakeholders?*  
This is done mainly through the principal. Board members portray the school in a positive light.
21. *Do board members treat each other with respect?*  
Yes
22. *Does the board respond constructively to criticism?*  
Yes
23. *Does the board have a focus on well being for itself, its staff and students?*  
Yes
24. *Does the board have a focus on its obligations to lead the school in giving effect to Te Tiriti o Waitangi?*  
Yes

#### **Representation**

1. *Does the composition of the board reflect the diversity of the school's Community?*  
Yes
2. *Does the board have a succession plan in place?*  
Yes - they know what lies ahead and what they need to do
3. *Does the board provide adequate induction, professional development, support for board members to ensure effective, sustainable governance?*  
Yes
4. *Is there any difficulty in attracting or retaining board members?*  
Yes

		<p>5. <i>Does the board have a communications plan and what evidence is there that it communicates effectively with all parts of the school community?</i> Done through the principal via Hero, digital newsletter and Facebook page.</p> <p>6. <i>Does the board monitor that the school is performing to parents' expectations?</i> Use of voice collection, learning conferences, whānau hui at the beginning of each year, new parent information evenings</p> <p>7. <i>Does the board ensure that the school community is aware of the school's concerns and complaints process.</i> Yes - referred to SchoolDocs</p> <p>8. <i>Does the board deal effectively with any disputes and conflicts referred to it?</i> No complaints have been received by the current board, however they are confident they have policies in place to enable them to deal with any that may arise in the future.</p>
5.	<b>Special Topics</b>	<p><b>Board By-election</b> One nomination was received so no election is required as the number of nominations was fewer than the number of vacancies. Congratulations to Steph. One remaining position is still available. Because we have more elected than selected members we are able to select someone.</p> <p><b>Kāhui Āko</b> Jude attended a two day hui with the 17 other principals from local schools in the Kahui Ako. Time was spent collecting everyone's voice. What are the needs that will drive the strategic direction? On top for most schools was attendance, effective teaching practice, wellbeing, local curriculum, collaboratively working with iwi (approaching them as a collective), navigating new curriculum and how to give effect to Te Tiriti o Waitangi. All the schools contribute to one high school so assessment practices need to be aligned. The Leads will present a draft to principals and Jude will present this to the board.</p> <p><b>Mower</b> We have received our share of the final funds from the South Taranaki Group Mowing Partnership now they have ceased to operate. The pros and cons of purchasing a ride-on mower were discussed: <ul style="list-style-type: none"> <li>● Currently we pay a very reasonable rate for our mowing contract.</li> <li>● If the caretaker leaves, we would need to pay someone to maintain the mower</li> <li>● The funds can be used for anything. What would benefit our students the most?</li> </ul> The Board agreed to stay with the status quo. Craig will inform the caretaker of the decision.</p>
6.	<b>Presiding Member</b>	It was refreshing to have Damon attend our meeting and to hear how well the principal and teachers are embracing the collaboration with MAC.

7.	<b>Financial Report</b>	<p>Moved that the Accounts for Payment of \$9,654.09 be passed for payment. C. Corrigan/Not passed</p> <p>It was agreed to remove the Writer's Toolbox invoice of \$343.39 from the schedule as it is currently under query. New total of Accounts for Payment passed for payment: \$9,310.70 C. Corrigan/T. Campbell</p> <p>A South Taranaki District Council rates invoice of \$218.50 was passed for payment by Jude and Tash on 19 August in order to avoid the late payment penalty.</p> <p><b>VISA 25 June to 24 July 2024 balance: \$847.60</b></p> <p><b>Balance of accounts as of 31 July 2024:</b> BOT account: \$ 520,006.27 Investment account: \$ 86,000.00</p> <p><b>31 July 2024</b> As at 31 July 2024 we have spent 54% of what we had budgeted for the year compared to 58% of the calendar year gone. We have used 58% of the salaries budget. We have received 77% of what we had budgeted for the year. We have received 3 out of 4 operational grant instalments this year.</p> <p>Actual available funds as at 31 December 2023 were \$308,084 Budgeted available funds as at 31 December 2024 are \$326,763</p> <p>Actual available funds as at 31 July 2024 are \$434,869 Budgeted available funds at 31 July 2024 are \$328,512.</p> <p>Board payments went through on 15 August. The final Board payment date for the year is 19 December.</p> <p><b>Moved the Financial Report be accepted.</b> C. Corrigan/S. Vaitupu</p>
8.	<b>PTA Report</b>	<p>A meeting was held on 5 August:</p> <ul style="list-style-type: none"> <li>● A Quiz Night is planned for 18 October</li> <li>● A Sausage Sizzle is being held on Wig Wednesday 11 September</li> <li>● Sausage Sizzle on Whanau Fun Day</li> <li>● New scooter ramps have been purchased to replace the ones that were stolen. Money was donated by a school family to purchase these.</li> </ul> <p>The PTA have asked for approval to get a TSB debit card as they make purchases online and this would simplify things. It would be in the name of the Chairperson. Moved that the Board approve a debit card for the PTA. J. Sklenars/Unanimous</p> <p>It will be kept in the school safe and be signed out when needed.</p>
9.	<b>Principal Report</b>	<p>The roll is 134 compared to 151 this time last year.</p>

### Staffing

#### **Banked Staffing Update**

Banking Staffing as at SUE Report Number 202510 is under used by \$23,625. Jude has found three new day-to-day relievers for this year and another for next year and has offered them as many hours as they are available. This is a lot of money to use up before pay cycle 26 (in Term 1 next year).

### Attendance

#### **Positive Vibe Tribe**

This is another initiative by our Kahui Ako to improve our attendance and engagement statistics. The target group for this initiative differs from the Mau Raku target group (less than 70% attendance) in that they are honing in on students with 'moderate' to 'irregular' attendance (70 - 89%) and/or students who are finding it difficult to engage in school life or with peers. We have 18 students joining this initiative and they will meet with a specialist teacher for 6 sessions spread across these last two terms of the year.

### Healthcare

#### **Accident Register from 22 July to 14 August 2024**

- No incidents involving students
- No incidents involving a staff member
- No incidents resulting in parents/caregivers being phoned
- No hazards identified from incidents

### Breaking News

#### **Kapa Haka**

Matua Te Koha, supported by his father, Matua Lewi, has been employed as our Kapa Haka leader. They had their first session with our tamariki in Week 3 and will continue to come into school one hour a week. The Year 0 - 2's will attend for half of the session. Year 3 - 6 students will benefit from the full hour of instruction. The students are very excited about Kapa Haka. Next term they will hone in on the performance group.

### Property

- **10 Year Property Plan** - A link to this document was included in the Principal's Report.
- **LSC Space & Heating Upgrade**  
The final documentation for these projects to be closed has now been received.
- **Playground Update**  
Jude has received a reply from Kim Peters at STDC - they're happy to contribute to the maintenance cost of the playground equipment that the council co-shares with the school. Kim will calculate what their share will be and then request an invoice from us.

### Education Review Office

Nil

### Kāhui Ako

- STKA Achievement Challenge 2-day wānanga on 15 and 16 August. Principals from the 17 schools gathered to contribute their voice and perspectives relating to the Achievement Challenge refresh. This is the equivalent of the kāhui's strategic planning for the next three years. What was on top for the majority of schools was wellbeing, attendance, local curriculum, curriculum refresh (including the shift to

structured literacy and maths) and culturally responsive practice (RbL). Jude will present a summary of the finalised strategic direction at the next board meeting.

### **National Education and Learning Priorities (NELPs)**

#### **Objective 1: Learners at the Centre**

##### **Week 4 PLM**

Presentation of Term 2 PB4L data (Positive Behaviour for Learning). The key outcomes of the discussion were ensuring we have a common understanding of our behaviour management plan and ensuring consistency. All staff have access to a posting and reporting guidelines document to support these outcomes. This will ensure more accurate data going forward. Jude met with the PB4L coordinator today. She talked to students who were all aware of the school's values. Our assembly certificates are now tied to our values.

##### **Whānau Learning Conferences**

Monday 2 September. Parents are now able to book interview slots on Hero, anytime between 8:30am - 7:00pm.

##### **Māori Achievement Collaborative**

PLM Monday 5 August

**MAC Strategy: Building knowledge based on prioritised bodies of knowledge and need identified through inquiry.**

**MAC Strategy: Facilitating the understanding of key concepts, strategies and documents and developing tools and plans to confidently and competently implement them in school.**

- Normanby Domain and rest area 'field trip' - information site
- Two iwi - Ngati Ruanui and Ngaruahine
- Ketemarae - a 'basket' of marae, the whole area around Normanby (Matariki) where many marae were located.
- MATARIKI - Local stories - Matariki Pa destroyed (1881) to make way for the railway line - where was this located?
- Connection with the star cluster Pleiades and Rigel (Puanga) to herald te tau hau
- Whenua - fertile land. Community Garden - disused pool complex (Future focus)
- Playground design - take ideas from the iSite at the rest area
- Represent our school pepeha; Maunga Taranaki, Waingongoro and Tangahoe rivers
- Agreeing on our school pepeha
- Social Science
- Naming of streets
- Local narratives and stories through authentic relationships built with mana whenua, identifying within our kura mana whenua whānau

#### **Objective 2: Barrier Free Access**

Nil

#### **Objective 3: Quality Teaching and Leadership**

##### **Cultural Leadership Role**

A teacher has now been appointed to this role.

## **Professional Development**

Opportunities in Term 3:

- SHARP Stage 3 training (Reading) - 2 teachers
- Access to Writer's Toolbox online video workshops
- Incredible Years training - one teacher
- 50 hours of regionally allocated PLD from the MOE for ongoing PD using the Writer's Toolbox approach
- Structured Literacy PLD (3 days) for both our new teachers, funded by the MOE
- PCT Bus Tour - our PCT teacher
- NZPF Conference - Principal

## **Objective 4: Future of Learning and Work**

STAR values explicit teaching as part of our school-wide Health and PE programme.

## **Review and Assurances**

### **Term 3 Reviews: Employer Responsibility Policy**

- Concerns and Complaints (board)
- Media
- Performance Management (board)
- Professional Development
- Protected Disclosure (board)
- Staff Conduct
- Staff Leave

Jude asked board members to go onto the School Docs site to read and review each of these policies.

The board is responsible for board-level overarching policies.

## **Board Assurances**

The principal assures the board through regular reporting that the school complies with legislative and regulatory requirements, that relevant policies and procedures are up to date, and that appropriate actions have been taken.

## **Risk Management**

- The Board can be assured that the Principal will meet with the caretaker regularly and walk around the school to ensure all risks according to health and safety guidelines are identified and mitigated.
- Hazards are identified and are monitored and / or controlled, and measures are continually being re-evaluated to check their adequacy. A Hazard Register is maintained, and is discussed with the caretaker. If he deems it beyond his capability or knowledge we will seek external providers to carry out the repair/maintenance.
- Hazardous incidences are documented using an incident form and steps to mitigate these hazards in future are put in place.
- Term 3 swimming lessons - Safety Action Plans in place

## **Planning and Preparing for Emergencies, Disasters, and Crises**

- Emergency and evacuation procedures have been updated in our Staff Administration Book and all staff have been made aware of personnel changes; Health and Safety Warden, Chief Warden and Assembly Warden.



- On 27 June an earthquake emergency evacuation drill was held. The evacuation was completed in 3.41 minutes. Problems encountered - two classes didn't have class lists placed near their classroom exits. Phones were used instead to call the rolls.

Student Attendance

- The board can be assured that student absences are correctly recorded, monitored, and followed up.

Reporting to Parents on Student Progress and Achievement

- The board can be assured that teachers have used good quality assessment information to report to each student and their parents/caregivers at least twice a year on student progress and achievement.

Searches, Surrender, and Retention of Property

- Assure the board that all procedures relating to search, surrender, and retention have been followed. Confirm that a written record has been kept of all surrenders and searches, and retention of any property held for more than 2 nights. *When this policy next comes up for review, we will submit a request to remove 'Associate Principal' from our choice of authorised staff.*
- The board can be assured that authorisation of non-teaching staff is specified in writing, and that staff members receive a copy and acknowledge the receipt in writing.

Minimising Physical Restraint

- The board can be assured that all procedures relating to physical restraint have been followed, and that all requirements to notify, monitor, and report have been met. Jude can confirm that any non-teaching staff who have been authorised have this in writing. (currently none at our school).
- The board can be assured that staff authorised to apply restraint will receive appropriate training and support.

Stand-down, Suspension, and Exclusion

- The board can be assured that the school complies with the correct procedures and reporting requirements relating to stand-down, suspension and exclusion/expulsion.

School Records Retention and Disposal

- The board can be assured that the school has complied with the Public Records Act 2005 in relation to the retention and disposal of school records.

**Board Work Plan 2024**

Links to the 2024 Board Work Plan and 2024 Board Task Checklist were included in the Principal's Report.

Board Self-assessment

The board has four areas of responsibility:

- **Leadership:** Leadership involves creating vision and setting direction. School boards provide leadership through their strategic plan and policy framework.
- **Representation:** Board members are elected and appointed to act on behalf of those who cannot sit around the board table. Emphasis

		<p>is placed on effective and meaningful community consultation and engagement.</p> <ul style="list-style-type: none"> <li>● <b>Accountability:</b> The board is accountable to many stakeholders including its students, their parents and whānau, its staff and the Crown. The board is accountable for the achievement and wellbeing of its students, the maintenance of school property, the school's financial condition and the wellbeing of its staff.</li> <li>● <b>Employer:</b> The board is the employer of all staff at the school. It is responsible for the appointment and performance management of its principal. Policies, plans and programmes are in place to ensure that the board is able to fulfil its obligations to be a 'good employer'.</li> </ul> <p>A link to the Board self-assessment checklist was included in the Principal's Report.</p> <p>As a board we need to schedule a review of the indicators on each of these four checklists across the year. Leadership and Representation were completed earlier in the meeting. The reviews will be added to the work plan.</p> <p><b>Board Training and Induction</b></p> <p>Term 3:</p> <ul style="list-style-type: none"> <li>● Jen completed two modules: 'Getting Started' webinar and 'What does a Board do?'</li> </ul> <p>Term 2:</p> <ul style="list-style-type: none"> <li>● Jude attended the NZSTA training on 'The Board's Role as a Good Employer' on 15 May.</li> <li>● Maz met with Jen Kemp (new Board member) for an induction session on 10 May.</li> </ul> <p>Term 1:</p> <ul style="list-style-type: none"> <li>● Maz, Jude and Tash attended the NZSTA 'Board Monitoring and Reporting' workshop, on 4 March.</li> </ul> <p>Moved that her Principal's Report be accepted. J. Sklenars/S. Vaitupu</p>
10.	Previous minutes	Moved that the previous minutes be accepted. C. Clarke/T. Campbell
11.	Matters Arising	Nil
12.	Job Sheet:	<ul style="list-style-type: none"> <li>● The process to change the account signatory is ongoing</li> </ul>
13.	Correspondence	<p><b>Inwards</b></p> <p><b>To Presiding Member</b></p> <ul style="list-style-type: none"> <li>● Education Gazette - 12 August</li> </ul> <p><b>To Full Board</b></p> <ul style="list-style-type: none"> <li>● Agenda</li> <li>● Principal's Report</li> <li>● Financial Management Summary - July</li> <li>● Visa Statement - 25 June to 24 July</li> <li>● Previous Minutes - 01/08/24</li> <li>● Job Sheet - 1 August</li> </ul>

		<p><b>To Treasurer</b></p> <ul style="list-style-type: none"> <li>• TSB bank statement - July</li> <li>• Financial Management Report - July</li> </ul> <p><b>BOT Emails</b></p> <ul style="list-style-type: none"> <li>• Jude - Survey of NZSBA's Services - Term 3</li> <li>• Jude - Board training</li> <li>• Jude - Detecting Permissions for metal detector. The Board agreed to give permission. They are to check with the school if any items of value are found. Jude to reply.</li> </ul> <p><b>Board Correspondence Received</b> Nil</p> <p><b>Outwards</b> Nil</p>
14.	<b>General Business</b>	Nil
15.	<b>Agenda Items for next meeting</b>	<ul style="list-style-type: none"> <li>• Kāhui Āko (Jude)</li> </ul>
16.	<b>Next PTA Meeting:</b>	<ul style="list-style-type: none"> <li>• 6.30pm Monday 9 September 2024</li> </ul>
17.	<b>Next BOT meeting:</b>	<ul style="list-style-type: none"> <li>• 6.30pm Thursday 26 September 2024</li> </ul>
18.	<b>Whakatauki</b>	
19.	<b>Meeting closed</b>	<ul style="list-style-type: none"> <li>• 8.36pm</li> </ul>