



# Normanby School

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## Normanby School Board of Trustees Meeting

26 September 2024 6.34pm

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

*Craig Clarke*

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

*24/10/24*

**Present:** Jude Sklenars (Principal), Craig Clarke (Acting Presiding Member), Carly Corrigan, Jen Kemp, Tash Campbell nee Gibson (Staff Rep), Kay LePine (Minute Secretary)

**Apologies:** Stephanie Vaitupu

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

| Item | Agenda Description       | Minutes   |
|------|--------------------------|---|
| 1.   | Whakatauki               |   |
| 2.   | Public Excluded Business | Craig moved that the meeting move into Public Excluded Business at 6.35pm to protect the personal privacy of natural persons, to discuss staffing. The Public part of the meeting resumed at 6.48pm.  |
| 3.   | Reviews                  | <b>Governance</b><br><u>Board Self Assessment Checklist</u><br><b>Accountability</b> <ol style="list-style-type: none"><li>1. Does the board have a good understanding of student achievement data?<br/>Yes</li><li>2. Does the board regularly review performance against the strategic goals and targets?<br/>Yes</li><li>3. Does the board understand the importance of ensuring that priority groups of students are a specific focus in planning and reporting?<br/>Yes - updates on the number of students on specific programmes are included in the SENCO report</li><li>4. Has the board read, discussed and set strategic goals around the implementation of the Ka Hikitia and the Action Plan for Pacific Education?<br/>No</li></ol> |

5. *Does the board have strategies in place to ensure that the school gives effect to Te Tiriti o Waitangi?*  
Yes
6. *Does the board gather evidence to determine that its policies are implemented?*  
Principals assurance statements, reviewing of policies, asking questions. The Principal provides evidence e.g. Physical Restraint Report. We may need some clarification on this.
7. *Does the principal give the board the information that it needs and expects to evaluate school performance?*  
Yes
8. *Does the board receive data that are timely, relevant and user friendly?*  
Yes
9. *Does the board examine data against student gender, ethnicity etc?*  
Yes
10. *Is the board confident to critique and challenge the information it receives from the principal?*  
Yes
11. *Does the board use the analysis/statement of variance to support the setting of goals and targets for the following year?*  
Yes
12. *Does the board have a clear process for budget development?*  
Yes - the principal and treasurer work on the draft budget with Education Services and then present it to the Board for feedback.
13. *Do financial monitoring and control systems enable the board to quickly identify errors and protect the school's finances from, for example, fraud?*  
Lots of checks and balances - it is a very transparent process. Payments are checked by the Principal, Treasurer and Office Manager before being passed for payment by the Board
14. *Does the board have 5 and 10 year property plans in place that are implemented and regularly reviewed?*  
Yes
15. *Does the board have policy around the principal's role in terms of reporting to the board?*  
The principal to check 'Reporting to the Board' policy. There is no standard format - do what suits your school. NELPs, Board assurances and policies need to be covered.

#### **Employer Role**

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?*  
PLG with other principals. PGC professional growth cycle with goals. Working with a Principal Adviser and attending workshops and

|           |                              |   |
|-----------|------------------------------|---|
|           |                              | <p>webinars.</p> <p>4. <i>Does the board ensure that the school is a safe emotional and physical environment for staff?</i><br/>Yes</p> <p>5. <i>Has the board made delegations through policy to the principal for the day to day running of the school?</i><br/>Yes</p> <p>6. <i>Does the board have effective personnel policies in place that are reviewed regularly?</i><br/>Yes</p> <p>7. <i>Do all staff have an employment agreement?</i><br/>Yes</p> <p>8. <i>Are all required staff registered or have a Limited Authority to Teach at the school?</i><br/>Yes</p> <p>9. <i>Is the board assured that performance management processes are in place for all staff?</i><br/>Yes</p> <p>10. <i>Is the board informed of the staff professional development plan, its objectives and outcomes?</i><br/>Strategic Plan re PD is included in the Principal's Report. Not the outcomes - this could be added in the future</p>  |
| <p>4.</p> | <p><b>Special Topics</b></p> | <p><b>Board Vacancy</b><br/>Covered in Public Excluded Business.</p> <p>In 2025 we have the Teacher Rep position up for nomination and two Parent Rep places. We will also need to replace the board member who is leaving at the end of the year - potentially at the same time as the triennial election. The date range for the 2025 Triennial Elections is 3 - 19 September. The recommended election date is 17 September.</p> <p><b>Kahui Ako</b><br/><u>Achievement Challenge Refresh</u><br/>Covers the 18 schools in the cluster.<br/>Purpose: To lift achievement and equity in student outcomes.<br/>Identified 3 main areas of focus:</p> <ul style="list-style-type: none"> <li>● Literacy - lifting achievement/pedagogy</li> <li>● Numeracy - lifting achievement/pedagogy</li> <li>● Attendance - increasing attendance cluster wide</li> </ul> <p>No details have been released on how this will be implemented as yet.</p> <p><u>Wellbeing Tool Pivot</u><br/>We use this tool to check in with students fortnightly - how they're feeling about themselves, about school, what they're struggling with.<br/>Five questions - a rating using emojis<br/>Six questions - thumbs up or thumbs down<br/>From next year each school will pay for half, and the Kahui Ako will pay for the other half (instead of paying in full as in the past).<br/>This will be approximately \$1,000/year for our school. We need to ensure we are making effective use of the data it provides.</p> |

|    |                         |  |
|----|-------------------------|--|
| 5. | <b>Presiding Member</b> | <p>Initial funds have been released for our latest property project - hallway, staffroom, Room 7 toilets, the ramp by Room 7. The funds will be used to pay the architect and get the project started.</p> <p>Farewell events have been planned for the Office Manager. Craig thanked Kay for her years of service on behalf of the Board.</p> <p>We have a very busy term ahead including the end of year production.</p>   |
| 6. | <b>Financial Report</b> | <p>Accounts for Payment of \$16,012.13 were passed for payment unanimously by email on 20 September 2024.</p> <p>Moved that the Accounts for Payment of \$5,575.73 be passed for payment<br/>C. Corrigan/Unanimous</p> <p><b>Balance of accounts as of 31 August 2024:</b><br/> BOT account: \$ 486,660.65<br/> Investment account: \$ 86,000.00</p> <p><b>31 August 2024</b><br/> As at 31 August 2024 we have spent 62% of what we had budgeted for the year compared to 67% of the calendar year gone. We have used 66% of the salaries budget. We have received 87% 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<br/> Budgeted available funds as at 31 December 2024 are \$326,763</p> <p>Actual available funds as at 31 August 2024 are \$451,305<br/> Budgeted available funds at 31 August 2024 are \$328,162</p> <p><b>Moved the Financial Report be accepted.</b> C. Corrigan/J. Kemp</p> |
| 7. | <b>PTA Report</b>       | <p>The PTA have decided not to do a Quiz Night and are looking into holding a Housie Night instead.</p> <p>Disco - Neon Christmas theme - 29 November.</p> <p>Whanau Fun Day - 1 November. They will call for extra helpers and make a roster for the BBQ.</p> <p>PTA Treat Day - 16 December</p>  |
| 8. | <b>Principal Report</b> | <p>The roll is 143 compared to 151 this time last year.</p> <p><u>Staffing</u><br/> <b>Banked Staffing Update</b><br/> Banking Staffing as at SUE Report Number 202512 is under used by \$23,334. We have several day-to-day relievers available for Term 4 as well as a teacher who is looking for four days per week.</p> <p><b>Staffing</b><br/> Covered in Public Excluded Business.</p>   |

### Health and Wellbeing

#### **Accident Register from 15 August to 18 September 2024**

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

#### **Physical Restraint Incident**

One incident on 11/9/24. This has been reported to the Ministry of Education. A copy has been shared with the parent and the Board. Staff who were employed at our school last year all completed the Minimising Physical Restraint online module. From February 2025 further training will be provided.

### Breaking News

#### **Parent Representation on the Board**

Covered in Public Excluded Business.

### Property

- **10 Year Property Plan** - A link to this document was included in the Principal's Report.
- **Playground Update**  
An invoice has been sent to SDTC for their share of replacing posts in the playground and payment has now been received.

### Education Review Office

Nil

### Kāhui Ako

Covered in Special Topics

### National Education and Learning Priorities (NELPs)

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

#### **PB4L Tiered Fidelity Inventory (TFI) 22/8/24**

The TFI provides a single, efficient, valid, and reliable survey to guide implementation and sustained use of PB4L-SW. The PB4L-SW team can use the TFI to measure the extent to which staff are successfully implementing PB4L-SW at all three tiers.

We received very positive feedback - PB4L is thriving in our school.

#### **Physical Restraint Incident**

As above

#### **'2 Stars, 1 Wish' Whānau Feedback**

During Term 3 Learning Conferences, whānau were asked to record '2 Stars, 1 Wish' - things they thought were going well and they wanted us to keep doing, and 1 thing they wished we would/could do, or do differently/improved. The responses were shared with the board. There were very positive comments about our staff and about Hero.

### **Māori Achievement Collaborative**

PLM 22 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

Staff worked together on the school Pepeha (korero about your belonging and connection to the land and people). We can give the students experiences around the pepeha and its significant to us. Jude reported on what was discussed at the meeting in her Principal's Report.

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

#### **RbL Group Coaching Sessions**

This term our focus is on students who need to be accelerated and the strategies we have and use to identify them and support their progress, with a lens on the learning area of Writing.

In preparation, teachers were asked to identify these students and the dilemma they are experiencing (what is the biggest challenge in accelerating these students in writing?).

At the hui:

Sharing best practice ideas of how we are supporting students who are targeted and need acceleration - the plan to help them to get to where they need to be by the 1st December.

All classroom teachers have now reviewed and restated their RbL goal for targeting learners in writing.

#### **NZ Curriculum Refresh**

Schools will now be required to begin using the refreshed *English* and *Mathematics and Statistics* curriculums from next year. These are both available to teachers now for consultation, feedback and exploration. We will be looking at these two documents in more depth during the MOE Teacher Only Day on 29 October.

We've been doing structured literacy for three years and Maths No Problem for four years so that is an advantage for us. Maths No Problem is tendering to be an approved provider.

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

#### **M.A.C Focus**

- Finalising our school pepeha - significance of the places to us, public display
- Tomokanga - where will our gateway be situated - near to the hall entrance where powhiri and mihi whakatau take place
- Tikanga mo powhiri me ngā mihi whakatau - what do we want these to look, sound and feel like at our kura?
- STAR Values - te ao Māori view (kupu of our values, Māori perspective - what does it mean to show or demonstrate these values from a Māori world view?) Get input from Damon and the Iwi to make the values bilingual.
- Playground - how will this reflect our place in the world, our pepeha, how will it signal to the community who we are and what we value? i.e te maunga, e rua iwi, te marae, ngā awa, te waka, ngā hapū...

Ongoing teacher development - te reo language learning

Daily te reo lessons in class (Level 5 - less than 3 hours per week explicit instruction in te reo language learning), karakia, waiata, whakatauki....

#### **Term 3 Hero Moderation Meeting**

All assessments and achieved goals have been updated and data/evidence and achievement levels have been moderated in a whole staff meeting.

### **New Zealand Principals' Conference**

Jude attended her first Principals' conference in Christchurch 18 - 20 September and outlined the workshops she attended in her Board Report. The conference costs will be covered in part by the funds budgeted for staff and principal professional development and partly by the principal wellbeing funds. Excellent speakers including the Minister of Education.

### **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

### **Professional Development in Term 4:**

- Incredible Years training continued - 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
- TOD 29 October - curriculum refresh *English and Mathematics and Statistics*

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

STAR values explicit teaching.

### **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

The board is responsible for board-level overarching policies.

Jude has read the policies up for review this term and didn't suggest any changes needing to be made. She thanked the board members who had managed to review the current topics.

### **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 2 and 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.
- A successful Lockdown drill was carried out today, 26 September.

#### 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. The Principal can confirm that any non-teaching staff who have been authorised have this in writing.
- 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 is placed on effective and meaningful community consultation and engagement.
- **Accountability:** 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.
- **Employer:** 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'.

A link to the Board self-assessment checklist was included in the Principal's Report.

As a board we need to schedule a review of the indicators on each of these four checklists across the year - one per term. The reviews will be added to the work plan. This has now been completed for 2024.

### **Board Training and Induction**

A link was sent to all Board members to all the information about training/workshops/webinars/resources to help them get up to speed with all things governance.

The Learning Library is a great place to start and for newest members Jude suggested taking a look at:

- Welcome on Board - New School Board Members
- The role of the Parent Representative
- Giving Effect to Te Tiriti Part 1
- Giving Effect to Te Tiriti Part 2
- The Board's Role as a Good Employer

Alternatively, members may want to register for one of the workshops, webinars or online courses.

Term 3:

- Jen 'Welcome on Board - New School Board Members' completed

Term 2:

- Jude attended the NZSTA training on 'The Board's Role as a Good Employer' on 15 May.
- Maz met with Jen Kemp (new Board member) for an induction session on 10 May.

|     |                               |  |
|-----|-------------------------------|--|
|     |                               | <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/J. Kemp</p>  |
| 9.  | Previous minutes              | Moved that the previous minutes be accepted. C. Clarke/J. Sklenars   |
| 10. | Matters Arising               | Nil  |
| 11. | Job Sheet:                    | <ul style="list-style-type: none"> <li>"No energy drinks at sports events" has been added to the Sports Code of Conduct.</li> <li>Change of account signatories has been completed</li> </ul>  |
| 12. | Correspondence                | <p><b>Inwards</b></p> <p><b>To Presiding Member</b></p> <ul style="list-style-type: none"> <li>Education Gazette - 2 September, 23 September</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 - August</li> <li>Visa Statement - 25 July to 23 August 2024</li> <li>Previous Minutes - 22/08/24</li> <li>Job Sheet - 22 August</li> </ul> <p><b>To Treasurer</b></p> <ul style="list-style-type: none"> <li>TSB bank statement - August</li> <li>Financial Management Report - August</li> </ul> <p><b>BOT Emails</b></p> <ul style="list-style-type: none"> <li>Jude - Office Manager shortlist</li> <li>Jude - Reminder: NZSBA the Board's Role in Finance Workshop - Hawera</li> </ul> <p><b>Board Correspondence Received</b></p> <p>Nil</p> <p><b>Outwards</b></p> <p>Nil</p> |
| 13. | General Business              | Nil  |
| 14. | Agenda Items for next meeting | <ul style="list-style-type: none"> <li>Kāhui Āko (Jude)</li> </ul>   |
| 15. | Next PTA Meeting:             | <ul style="list-style-type: none"> <li>6.30pm Monday 14 October 2024</li> </ul>  |
| 16. | Next BOT meeting:             | <ul style="list-style-type: none"> <li>6.30pm Thursday 24 October 2024</li> </ul>  |
| 17. | Whakatauki                    |  |
| 18. | Meeting closed                | <ul style="list-style-type: none"> <li>8.05pm</li> </ul>   |