



# Normanby School

3 Hunter St, Normanby 4614 ph/fax 06 272 8023 email [admin@normanby.school.nz](mailto:admin@normanby.school.nz) [www.normanby.school.nz](http://www.normanby.school.nz)

## Normanby School Board of Trustees Meeting 27 March 2025 6.37pm

Signed: *N Gibson*

Dated: 30/04/25

**Present:** Jude Sklenars (Principal), Natasha Cambell - nee Gibson (Presiding Member), Carly Corrigan, Jen Kemp (Board member/Minute Secretary), Stephanie Vaitupu, Shavorn Johnson (Staff Representative)

**Apologies:** Nil

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

Item	Agenda Description	Minutes
1.	Whakatauki	
2.	Special Reports	
3.	Public Excluded Business	Tash moved that the meeting move into Public Excluded Business at 6.39pm to protect the personal privacy of natural persons, to discuss employment matters. The public part of the meeting resumed at 6.43pm.
4.	Reviews	<b>Governance</b> Board administration - Check list 1 Completed as a board unanimously
5.	Special Topics	Returning Officer Staff By-Election Fee  Board has agreed to remuneration of base rate \$372, plus \$245.45 for a total of \$636.45 GST inclusive. To be paid to Adrienne Cooper. Tash will complete the letter of appointment and the reimbursement claim form.  J Sklenars/C Corrigan carried  Room 3 Camp proposal - (Jude Emailed)  Board voted unanimously via email on 3 March 2025.

6.	<b>Presiding Member</b>	Nothing to report. But mentioned how good the gala was and the work that was put in by all involved.
7.	<b>Financial Report</b>	<p>Accounts for payment of \$21,105.48 were passed for payment via email 20 February 2025</p> <p style="text-align: right;">Unanimously</p> <p>Sandra from Education Services advised of a correction to the payment schedule, that was passed by email on 18 February. Total was \$5668.91. \$1380.00 was removed as it was paid for by credit card. \$1483.50, was removed because it was already paid 13 February. New total to be paid was \$2805.41</p> <p><b>Balance of Visa Account: 25 January 2025 - 24 February 2025</b></p> <p style="text-align: right;">\$2722.55</p> <p><b>Balance of accounts as of 31 January 2025</b></p> <p>BOT account: \$ 566,936.97</p> <p>Investment account: \$ 86,000.00</p> <p><b>31 January 2025</b></p> <p>As at 28 February 2025 we have spent 13% of what we had budgeted for the year. We have used 11% of the salary budget for the year. We have received 18% of what we had budgeted for the year.</p> <p>Actual available funds as at 28 February 2025 were \$502,531 Budgeted available funds as at 28 February 2025 are \$495, 503</p> <p>The Normanby School Board of Trustees account. Remove Craig Clarke as a signatory, add Michale Corrigan as a signatory. Jennifer Kemp as connected party.</p> <p><b>Moved the Financial Report to be accepted.</b></p> <p style="text-align: right;">M. Corrigan/S Vaitupu carried</p>
8.	<b>PTA Report</b>	Meeting was mainly organising for the Neon disco that is happening Friday 27 March. Next PTA meeting is to be held on the first day of term Monday 28th of April.
9.	<b>Principals report</b>	<p>The roll is 131 compared to 136 this time last year.</p> <p><b>Planning and Reporting:</b>  <a href="#">Normanby School Strategic Plan 2024-2025</a>  <a href="#">Normanby School Annual Implementation Plan 2025</a></p> <p>The revised Strategic Plan has been sent to the MoE and published on the school's website. The Annual Implementation Plan is ready to be ratified by the board and published on the school's website by 31st March, 2025. Please take the time to read over the plan before the board meeting and come with any questions or wonderings you may have.</p> <p>Jude moved to ratify and publish the 2025 Annual Implementation Plan, this was ratified by the board.</p> <p><b>Health and Wellbeing:</b>  <b><u>Accident Register</u></b> (from 11 February to 20 March , 2025)</p>

	Total Number of incidents involving students	Total number of incidents involving staff members	Total number of incidents resulting in parents/ caregivers being phoned	Total number of hazards identified from incidents (other than students in normal 'play')
Total to 11/2/25	0	0	0	0
Total for Time Period 11 Feb - 20 March	4	0	4	0
Running Total for Year 2025	4	0	4	0

#### **Attendance:**

##### **Weekly attendance rates in Term 1:**

Week 1 (one day) 81.3%

Week 2 86.4%

Week 3 78%

Week 4 70%

Week 5 82%

Week 6 81.4%

#### **Breaking News:**

##### **March 1st Roll Return**

This was approved and uploaded to the MoE on 28th February:

- Total full time equivalent students: 129
- NZE students 55
- Māori students 68
- African students 6
- Level of Māori Language Learning: Level 5 (Students learning Te Reo Māori for less than 3 hours per week)

##### **Aaron Davies Bequest**

If we want to get this project ready for opening at the 2026 150th Jubilee, we need to start the consultation and planning process now.

Suggested options were (but are not limited to):

- **Waharoa/Tomokanga**
- **School Pepeha permanent display in Hall**
- **Sensory Play Space**

As a board, which of these projects would we like to forge ahead with?

Things to consider:

- Special project group established
- Community consultation
- Design
- Quotes

##### **Changes to school board objectives and NELP provisions - Consultation has now closed**

##### **Overview**

The Government's vision for the education system is that every child is inspired and engaged in their learning so they can achieve to the best of their ability and

		<p>gain the skills and qualifications that will support them into further study and employment.</p> <p>This is why the Government's targets, priorities, and related work programmes are focused on lifting student achievement and attendance.</p> <p>To help schools and kura focus on the right things so that every child gets the opportunity to achieve to the best of their ability, the Government is proposing to clarify the obligations on school boards by amending section 127 of the Education and Training Act 2020 (the Act) to:</p> <ul style="list-style-type: none"> <li>• make educational achievement the primary objective for school boards. The other objectives in section 127 will contribute to, and be necessary for, this primary objective</li> <li>• introduce a new objective for school boards to take all reasonable steps to ensure the attendance of the students enrolled in their school</li> <li>• introduce a new objective for schools to use good quality assessment and aromatawai information to monitor and evaluate students' progress and achievement, including from any assessment and aromatawai specified in a foundation curriculum policy statement</li> <li>• remove unnecessary references to relevant student rights set out in the Act, the New Zealand Bill of Rights Act 1990 and the Human Rights Act 1993 (section 127(1)(b)(ii)). School boards already have to comply with the rights set out under these Acts. Note, we are not proposing to remove the objectives related to safety (section 127(1)(b)(i)), reducing forms of discrimination (section 127(1)(b)(iii)), and ensuring that the school is inclusive (section 127(1)(c)).</li> <li>• re-order the Tiriti clause by moving the requirement that schools achieve equitable outcomes for Māori students (section 127(1)(d)(iii)) to the front of the Tiriti clause to increase its visibility. The intention is for the clause to require schools to give effect to Te Tiriti o Waitangi and achieve equitable outcomes for Māori students, including by giving effect to the other requirements under this clause (section 127(1)(d)(i) which relates to tikanga Māori, mātauranga Māori, and te ao Māori and section 127(1)(d)(ii) which relates to making instruction available in tikanga Māori and te reo Māori.</li> <li>• strengthen the focus on the national curriculum by replacing the term 'local curriculum' with 'teaching and learning programmes'.</li> </ul> <hr/> <p><b>Proposal to remove the NELP provisions from legislation</b>  The Government is proposing to remove the statement of National Education and Learning Priorities (NELP) from the Act and related regulations for early learning, primary and secondary education. This would mean that the Minister would not be able to issue a future NELP.</p> <p><b>For the schooling sector</b>  If you are a state or state-integrated school, this means you would no longer be required to consider the NELP when governing your school. More specifically this means you'll no longer be required to have particular regard to a NELP when meeting your section 127 primary objectives. It also means you would no longer need to explain the link between your strategic goals and the NELP.</p> <p>The latest messaging we have received from our Ministry Advisors is that the NELPs are no longer a requirement but I will wait for absolute confirmation before I make any changes to the way I report to the board i.e how I make links between our strategic goals and the NELPs currently.</p> <p><b><u>Parent Information Evening</u></b>  Held Monday 24th February. Four new parent attended.</p> <p><b><u>Property:</u></b>  <b><u>Junior Outdoor Learning Area (A) and Toilet Block (E) project</u></b>  Louise informs us that this work went out to contractors for tender on Monday 17th March. We have set aside Wednesday 26th March at 3:15pm for a site visit for any interested parties.</p>
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## 10 YEAR PROPERTY PLAN

Torque Auditors have been on site for their first assessment of our school for potential upgrades to lighting and acoustics.

### **Education Review Office:**

Boards around the motu will be pleased to know that our Board Assurance Statement (BAS) has been refined and shortened. It is more sharply focused on what matters most for learners, including health, safety and wellbeing, attendance, progress and achievement.

The content of the BAS is now more closely aligned to the information that our Evaluation Partners seek to verify as part of the evaluation process.

Boards will be pleased to note that there are fewer items on the Self-Audit Checklist, with Boards no longer needing to attest to finance or asset management items.

The process remains the same. Your Board completes the Self-Audit Checklist, and your Evaluation Partner will analyse and verify the information supplied.

The BAS and Self-Audit Checklists can be found [here on our website](#) along with a guidance document to support Boards as they work through the Checklists.

To complete:

Self-Audit checklist 1: Board administration

[Board Assurance Statement and Self-Audit Checklists - November 2024](#)

### **ERO's Latest Research**

#### **What drives success for school attendance?**

Last year, we looked at *chronic absence*. This year, we will focus on identifying how changes to school practice can raise *regular attendance*, including: how school practice influences parents' and students' attitudes, how schools can motivate students to attend and overcome barriers to attendance, how we can support schools to raise attendance (including supporting schools to work together).

#### **What does high-quality PLD look like?**

ERO is exploring what the best evidence says about PLD for teachers, and what PLD currently looks like New Zealand. We aim to produce a framework and guidance to identify high quality PLD that develops teaching practice, including the design, selection and implementation of PLD. We'll want to know what teachers and school leaders think about teacher PLD as it currently is.

### **Kāhui Ako:**

[Ministry of Education Mathematics Curriculum PLD Update](#)

Our first PLD day for 2025 is Monday 24th March. School was closed for instruction.

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

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

- Pivot wellbeing baseline data has been collected and fortnightly check-ins are underway.

After our baseline survey we have some great areas to celebrate with our student wellbeing.

Our students think that:

- My school is a safe place for me
- I feel like I belong at my school

		<p>I have friends at school I trust</p> <p>Some focus areas for us to work on is Resilience. In particular:</p> <ul style="list-style-type: none"><li>• People at my school respect my personal boundaries</li><li>• I believe I can learn things that are difficult</li><li>• I ask for help when I need it</li></ul> <p>Teachers are able to access the Pivot wellbeing resources linked to the site, where there are lots of PowerPoint presentations and activities that would really support class circle times. Taylah will share these with Matariki teachers to use as well as there are some excellent resources available.</p> <ul style="list-style-type: none"><li>• Maths and Statistics Curriculum (Refreshed) PLD Monday 24th. The new maths curriculum sets high expectations for the achievement outcomes of our ākonga. Emphasis is on the requirement that 5 hours per week of teaching and learning is focused on supporting students' progress and achievement in maths. The year-by-year teaching sequences describe the incremental teaching required each year as students work towards the relevant (to their age and year level) progress outcome.</li></ul> <p><b><u>Objective 2: Barrier Free Access</u></b></p> <ul style="list-style-type: none"><li>• Students with additional learning needs - support hui (Individual Education/Behaviour/Safety Plans) have been scheduled for Term 1. These hui involve the whole support team involved with each student and is focused on reviewing current progress towards goals and setting next steps, deciding on who will help them achieve their goals and the associated timeframes.</li><li>• Our SLA support teacher Denise has been working hard with our BSLA Tier 2 learners and they are making great progress. Once our new Year 1 students have had 10 weeks of Tier 1 teaching they will complete assessment checks and we will then be able to identify the students who will go on to work with her next term.</li><li>• Teaching and learning programmes are well underway, adhering to the <b>Reading, writing, and maths teaching time requirements:</b></li></ul> <p>The teaching and learning of reading, writing, and maths is a priority for all schools. So that all students are getting sufficient teaching and learning time for reading, writing, and maths, each school board with students in years 0–8 must, through its principal and staff, structure their teaching and learning programmes and/or timetables to provide:</p> <ul style="list-style-type: none"><li>• 10 hours per week of teaching and learning focused on supporting students' progress and achievement in reading and writing, and recognising the important contribution oral language development makes, particularly in the early phases of learning</li><li>• 5 hours per week of teaching and learning focused on supporting students' progress and achievement in maths.</li></ul> <p>Where reading, writing, and/or maths teaching and learning time is occurring within the context of national curriculum statements other than English or mathematics and statistics, the progression of students' reading, writing, and/or maths dispositions, knowledge, and skills at the appropriate level must be explicitly and intentionally planned for and attended to.</p> <p><b><u>Objective 3: Quality Teaching and Leadership</u></b></p> <ul style="list-style-type: none"><li>• Level of Māori Language Learning: Level 5 (Students learning Te Reo Māori <b>for less than</b> 3 hours per week).</li><li>• At PLM (13/2/25) Staff used the 'Wharangi Arotake' self-review tool to indicate where we think our school sits on the continuum across 3 dimensions: Leading, Teaching and Learning, Student Agency.</li></ul>
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- As a staff we recently completed a Te Reo Māori checklist using our Te Puna Reo Māori resources and noted the following integration of te reo throughout the school day:

#### **Jude PLD Term 1, 2025**

Date	Evaluation Associates (Support for beginning Principals)	Professional Growth Cycle (PGC) Professional Learning Group (PLG)	Other PLD providers and opportunities
16/1			Enrol online workshop
20/1	Mike Dowd (Zoom) Principals Advisor		
31/1			MNP Workshop (Oakura School)
5/2			NZC - English (Y0-6) online workshop
11/2	Finance Webinar - Cyclical Maintenance and Asset Replacement 4-5pm		
17/2	Mike Dowd (on site) Principals Advisor		
27/2	Beginning Principals' Regional Hui (Wanganui)		
5/3		Tumuaki PLG for PGC with nadia Ballantyne (Ngaere School)	
6/3			M.A.C Cluster Hui (St Joseph's Hawera)
11/3			NZCER workshop (Assessment)
17/3	Community of Practice hui (Normanby)		
20/3	Mike Dowd (on site) Principals Advisor		

#### **Staff PLD Term 1, 2025**

- Maths No Problem training sessions 27 Jan - 7 Feb (whole staff)
- Maths No Problem Foundations online workshop 30 Jan (Donna)
- Trauma training webinar: Classroom Supports for ADHD 28 Jan (Jordy)
- Trauma training webinar: Healing Developmental Trauma 23 Jan (Shavorn)
- PB4L Refresher course (4 Feb (whole staff)
- Refreshed English Curriculum online workshop 'The Literacy Place' 5 Feb (classroom teachers)

- Restorative Practice - Restorative Circles/mini-conferencing 12 Feb (Shavorn)
- Healthy Active Learning Workshop 13 Feb (Taylah)
- New Zealand Literacy Association - Building on Our Strengths webinar 20 Feb (Taylah)
- BSLA microcredential (Irma)
- Writers Toolbox leaders training (Taylah 2 day course, Auckland)
- NZCER Assessment workshop (Jude, Taylah, Shelley, Cameron, Irma)

**Objective 4: Future of Learning and Work**  
 Not applicable for our school this term.

**Policy Review and Board Assurances:**  
2025 Review Schedule

- In Term 1 we are reviewing the following topics:
- Health, Safety, and Welfare Policy (board)
  - Safety Management System (board)
  - Risk Management (board)
  - Worker Engagement, Participation, and Representation
  - Healthcare (board)
  - Recording and Reporting Accidents, Injuries, and Illness

Please take some time over the next 10 weeks to go onto the School Docs site and read to review each of these policies. All reviews are open to board members, staff, students, and the school community (parents/caregivers/whānau). Anyone can review any policy/procedure that has a review button.

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. Some assurances may not be relevant to all schools.

	POlicies	ACtions
EVERY TERM	Risk Management	Assure the board that identified hazards are being monitored/controlled and that measures are being re-evaluated to check their adequacy. This includes sun protection and EOTC activities.
	Planning and Preparing for Emergencies, Disasters, and Crisis	Assure the board that there are emergency plans in place that provide emergency and evacuation procedures. Confirm that planning and procedures are up to date and in hard copy, and emergency supplies are checked and up to date. Assure the board that full evacuations have been completed every term.



TERM 1	
POLICIES	ACTIONS
<b>School Planning and Reporting</b>	Assure the board that the current strategic plan has been submitted to the Ministry of Education and published online; the annual implementation plan has been published online by 31 March each year; financial statements have been submitted to the school auditor by 31 March each year; and the annual report (including audited financial statements) has been submitted to the Ministry of Education by 31 May and published online each year.
<b>Learning Support</b>	Assure the board that teachers of students with learning support needs have a sound understanding of student needs, and systems are in place to support these students.
<b>Health Education</b>	Assure the board that at least once every two years, a consultation with the school community has occurred, and a statement on the delivery of the health curriculum has been adopted.
<b>Safety Management System and Worker Engagement, Participation, and Representation</b>	Assure the board that the safety management system aligns with board duties under the Health and Safety at Work Act 2015, including ensuring the safety of workers, providing a safe environment for workers and other people at the school, and minimising risks to health and safety. Assure the board that workers have had the opportunity to participate in improving workplace health and safety.
<b>Healthcare (also see subtopics)</b>	Assure the board that policies and procedures relating to first aid, recording and notification of accidents, and managing, administering, and recording medication are up to date and implemented correctly.
<b>Digital Technology and Online Safety</b>	Assure the board that <b>Digital Technology and Online Safety</b> policies to promote internet safety and prevent bullying are being implemented correctly. Report on any breaches in digital safety.
<b>Boarding House / Hostel Policies *</b>	Assure the board that the boarding house/hostel provides a safe emotional and physical environment that supports the learning of boarders enrolled at the school.

### Term 1 Assurances

TOPIC	ACTIONS
<p><b><u>Risk Management</u></b></p> <p>This policy aligns with <b>NELP</b> Objective 1: Learners at the Centre.</p>	<p>I can assure the board that identified hazards are being monitored/controlled (including risks to student safety and wellbeing) and that measures are being re-evaluated to check their adequacy. This includes sun protection and EOTC activities.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• The board can be assured that 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. <a href="#">Hazard Register and Tasks for Caretaker</a></li> <li>• The board can be assured that hazardous incidents are documented using an incident report form and steps to mitigate these hazards in future are put in place.</li> <li>• The board can be assured that EOTC activities are carefully planned for the mitigation of any potential risks and hazards. Water Fun Day RAMs have been completed by the Lead Teacher</li> </ul>

			and approved by the principal <u><a href="#">RAMs Form</a></u>										
		<u><b>Planning and Preparing for Emergencies, Disasters, and Crises</b></u>	<p>I can assure the board that there are emergency plans in place that provide emergency and evacuation procedures. Confirm that planning and procedures are up to date and in hard copy, and emergency supplies are checked and up to date.</p> <p>Assure the board that trial evacuations have been completed every term.</p> <ul style="list-style-type: none"><li>• The board can be assured that emergency and evacuation procedures have been updated in our Staff Administration Guidelines and all staff have been made aware of personnel changes; Health and Safety Warden, Chief Warden and Assembly Warden.</li></ul> <table><tr><td colspan="2">Schedule of Trial/Actual Emergency Evacuations 2025</td></tr><tr><td>Term 1</td><td>Fire drill</td></tr><tr><td>Term 2</td><td>Earthquake drill</td></tr><tr><td>Term 3</td><td>Lockdown drill</td></tr><tr><td>Term 4</td><td>Fire drill National Shakeout Day - Earthquake drill</td></tr></table> <ul style="list-style-type: none"><li>• Our emergency planning has been forwarded to NZ Police who have asked that we use the national standardised system, Real Time Intelligence for Operational Deployment. These have been emailed to <a href="mailto:plans@police.govt.nz">plans@police.govt.nz</a> . In the event of a serious incident at our school, Police access to this information is invaluable.</li></ul>	Schedule of Trial/Actual Emergency Evacuations 2025		Term 1	Fire drill	Term 2	Earthquake drill	Term 3	Lockdown drill	Term 4	Fire drill National Shakeout Day - Earthquake drill
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		<u><b>School Planning and Reporting</b></u>	<p>I can assure the board that the current strategic plan has been submitted to the Ministry of Education and published online, the annual implementation plan will be published online by 31 March, financial statements will be submitted to the school auditor by 31 March through Education Services, and the annual report (including audited financial statements)will be submitted to the Ministry of Education by 31 May and published online.</p> <p><u><a href="#">Normanby School Strategic Plan 2024-2025</a></u> reviewed plan to be uploaded to the SchoolDocs site</p> <p><u><a href="#">Normanby School Annual Implementation Plan 2025</a></u></p> <p><u><a href="#">Normanby School Annual Report</a></u></p>										
		<u><b>Learning Support</b></u>	<p>I can assure the board that teachers of students with learning support needs have</p>										

		<p>a sound understanding of student needs, and systems are in place to support these students.</p> <ul style="list-style-type: none"><li>• The board can be assured that transition meetings between teachers have taken place prior to classes starting and students with learning support needs have been identified and teaching strategies/resources/IEP goals have been discussed in detail to ensure a smooth transition into the new year.</li><li>• The board can be assured that a SENCo has been appointed to oversee learning programmes for students with learning support needs, to oversee the distribution of Learning Assistant hours, and to support classroom teachers to engage with outside agency supports i.e RTLB, RTLit</li><li>• The board can be assured that robust records are kept pertaining to IEP/IBP/ISPs, intervention programmes, and learning support hui with whānau and outside agencies.</li><li>• The board can be assured that the Principal, together with the SENCo, apply for additional learning support funding when appropriate and engage with the MoE Learning Support team to ensure our learners' needs are being met to the best of our ability.</li><li>• The board can be assured that teachers use evidence and data to identify students requiring additional learning support and that students identified in Year 0-2 are targeted to work with our Structured Literacy Support Teacher to accelerate literacy learning.</li><li>• The board can be assured that we have engaged the support of the Arahunga Specialist Teacher Service to support our two ORS students in 2025.</li></ul>
	<p><b><u>Health Education</u></b></p>	<p>I can assure the board that at least once every two years, a consultation with the school community has occurred, and a statement on the delivery of the health curriculum has been adopted.</p> <p><i>Consultation is due this year (2025). We will be sending parents of students enrolled at our school (as per our Health Education policy) a consultation letter where they will be invited to comment and provide feedback.</i></p>
	<p><b><u>Safety Management System and Worker Engagement, Participation, and Representation</u></b></p>	<p>I can assure the board that the school safety management system aligns with board duties under the Health and Safety at Work Act 2015, including ensuring the safety of workers, providing a safe environment for workers and other people at the school, and minimising risks to</p>

		<table><tr><td></td><td>health and safety. Assure the board that workers have had the opportunity to participate in improving workplace health and safety.</td></tr><tr><td><b>Healthcare</b> (also see subtopics) (NELP: Objective 2, Priority 3)</td><td>I can assure the board that policies and procedures relating to first aid, recording and notification of accidents, and managing, administering, and recording medication are up to date and implemented correctly.</td></tr><tr><td><b>Digital Technology and Online Safety</b> (NELP: Objective 1: Learners at the Centre, and Objective 2: Barrier Free Access)</td><td>I can assure the board that <b>Digital Technology and Online Safety</b> policies to promote internet safety and prevent bullying are being implemented correctly. Report on any breaches in digital safety.</td></tr></table>		health and safety. Assure the board that workers have had the opportunity to participate in improving workplace health and safety.	<b>Healthcare</b> (also see subtopics) (NELP: Objective 2, Priority 3)	I can assure the board that policies and procedures relating to first aid, recording and notification of accidents, and managing, administering, and recording medication are up to date and implemented correctly.	<b>Digital Technology and Online Safety</b> (NELP: Objective 1: Learners at the Centre, and Objective 2: Barrier Free Access)	I can assure the board that <b>Digital Technology and Online Safety</b> policies to promote internet safety and prevent bullying are being implemented correctly. Report on any breaches in digital safety.
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<b>Digital Technology and Online Safety</b> (NELP: Objective 1: Learners at the Centre, and Objective 2: Barrier Free Access)	I can assure the board that <b>Digital Technology and Online Safety</b> policies to promote internet safety and prevent bullying are being implemented correctly. Report on any breaches in digital safety.							
		<p><b>Board Work Plan and Checklist 2025:</b> <a href="#">2025 BOARD WORK PLAN</a> Board Task Checklist <a href="#">Term 1 2025</a></p> <p><b>Board Training and Induction:</b></p> <p><b>Kickstart your learning in Term 1 with NZSBA live webinars</b></p> <p>Sharpen your skills with three practical sessions designed to strengthen your governance expertise.</p> <p><b>The Board's Role as Employer: Building the Foundations for Success</b> Explore your responsibilities as an employer, enhance the board-principal partnership, and get expert advice from our panel.</p> <p><b>Education Outside the Classroom: Through the Board Lens</b> Learn your governance role in education beyond the classroom and how to ensure safety through strong policies and practices.</p> <p><b>Building Connections: The Power of Community Engagement</b> Discover how meaningful community relationships can boost student outcomes, enrich school culture, and create lasting impact.</p> <p style="text-align: right;">J Sklenars/N Campbell - Carried</p>						
10.	Previous minutes	<p><b>Moved that the previous minutes be accepted.</b></p> <p style="text-align: right;">N Campbell/S Vaitupu - Carried</p>						
11.	Matters Arising	Nil						
12.	Job Sheet:	<ul style="list-style-type: none"><li>• Tash - Letter of Appointment - Adrienne and reimbursement claim and sort September election preparation.</li><li>• Carly - Go to the bank - signatory and tell Craig to go to the bank</li><li>• Steph - Contact Meka Mauriri/Jordan Berry - Waharoa</li><li>• Jude - Contact DMak</li><li>• Jude - Complete connected parties form from TSB</li><li>• Carly - Purchase thank you gift for Craig</li><li>• Jude - Invite Craig to morning tea</li></ul>						

		<ul style="list-style-type: none"> <li>Jude - Share board review link to Tash</li> </ul>
13.	Correspondence	<p><b>Inwards</b></p> <p><b>To Presiding Member</b></p> <ul style="list-style-type: none"> <li></li> </ul> <p><b>To Full Board</b></p> <ul style="list-style-type: none"> <li>Agenda</li> <li>Principal's Report</li> <li>Previous Minutes - 20 February</li> <li>Job Sheet - 20 February</li> </ul> <p><b>To Treasurer</b></p> <ul style="list-style-type: none"> <li>TSB bank statement - 31 January - 28 February 2025</li> <li>Financial Management Report - February 2025</li> <li>Visa Statement - 25 January - 24 February 2025</li> </ul> <p><b>BOT Emails</b></p> <ul style="list-style-type: none"> <li>Correction to Payment Schedule February - 27/02</li> <li>Eltham Camp Proposal - 03/03</li> <li>Staff Representative Announcement - 05/03</li> <li>Accounts for Payment March - 19/03</li> <li>Financial Report - 20/03</li> </ul> <p><b>Board Correspondence Received</b></p> <p>Nil</p> <p><b>Outwards</b></p> <p>Nil</p>
14.	General Business	
15.	Agenda Items for next meeting	
16.	Next PTA Meeting:	<ul style="list-style-type: none"> <li>Monday 28 April 2025</li> </ul>
17.	Next BOT meeting:	<ul style="list-style-type: none"> <li>Thursday 22 May 2025, 6.30pm</li> </ul>
18.	Whakatauki	
19.	Meeting closed	<ul style="list-style-type: none"> <li>8.49pm</li> </ul>