



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 **Tuesday 2 December 2025 6.30pm**

Signed: _____

Dated: _____

Present: Jude Sklenars (Principal), Tash Campbell - nee Gibson (Presiding Member), Jen Kemp (Minute Secretary), Stephanie Vaitupu, Shavorn Johnson (Staff Representative), Nichola Wilson, Hannah Luke

Apologies: Carly Corrigan (Treasurer)

Declaration of Conflict of Interest/Pecuniary interest:

Item	Agenda Description	Minutes
1.	Whakatauki	
2.	Public Excluded Business	<p>The motion to move into Public Excluded Business (PEB) or 'into in-committee'. Motion: That the public be excluded from the following part/s of the proceedings of this meeting namely agenda item number 1 and 2.. The grounds are that the matter is of a personnel nature and the reason is to protect the privacy of the individuals. This motion is proposed to comply with section 48 of the Local Government Official Information and Meetings Act 1987 (LGOIMA) and the special requirements when moving to exclude the public.</p> <p>Moved to exclude the public into public excluded business at 7.54pm</p> <p>Moved by: T Campbell/J Sklenars CARRIED</p>
3.	Special Reports	<p>Presented to the Board meeting December 2025. Donna Katene SENCO.</p> <p style="text-align: center;"><u>SENCO End-Year Report</u> <u>Dec 2025</u></p> <p><u>Learning Support Register</u> We keep a record (Learning Support Register) of students needing extra help, informed by staff. We monitor these students for a minimum of 18 months, and this tracking period resets every time we start a new support plan or identify a different need.</p>

Students requiring additional support are categorised:

- ★ **Tier 1** Students identified by teachers/curriculum leads. **SENCO** coordinates interventions.
- ★ **Tier 2** Students need **external** support (e.g., RTLB, counsellors) or require a formal **Individual Plan** (IEP, IBP, ISP). **SENCO** coordinates with Lead Team and outside agencies.
- ★ **Tier 3** Students receiving high-level support from the **Ministry of Education** or **ORS**. **Principal** and **SENCO** manage the support (which includes Tier 2 elements).

Current Learning Support Register:

	Total Students Enrolled 153	Total Students identified for Learning Support	Tier 1 7	Tier 2 44	Tier 3 6	Male 37	Female 20	Maori 33	NZE/ Other 24
Year 0/1	33	15 (45%)	1	12	2	11	4	9	6
Year 2	24	12 (50%)	3	9	0	9	3	6	6
Year 3	23	10 (43%)	0	10	0	6	4	5	5
Year 4	23	7 (30%)	1	6	0	5	2	6	1
Year 5	26	6 (23%)	1	3	2	3	3	5	1
Year 6	24	7 (29%)	1	4	2	3	4	2	5
Totals	153	57 (37%)	7	44	6	(24%)	(13%)	(21%)	(15%)

- Based on our current roll of students, we currently have (37%) of our student population on the learning support register for learning and or behaviour.
- Of our enrolled students 21% are on our learning support register **and** identify as Maori
- Of our enrolled students 15% are on our learning support register **and** identify as Non-Maori

Intervention Programmes

These are specific programmes set up for students who need extra help, especially those in their first two years who are behind curriculum expectations (New Zealand Curriculum).

- *Programmes are run by our Learning Assistants and the structured literacy specialist teacher. The SENCO manages and coordinates all the support.*
- *Tracking Note: Students might appear on this list multiple times if their needs change or if they are involved with more than one agency.*
- *FivePlus - 7 students over the year 1 removed due to poor attendance.*
- *SevenPlus - 4 students 3 terms.*
- *BSLA Tier 2 Specialist teacher- students*
- *Reading Rev- 13 Students had to stop mid term 4 relocating LA support*

Specialist Support

These are students on the current register who have specific additional learning and behaviour needs and have been referred for additional support from an outside agency.

Please Note:

The table below represents intervention or specialist support. In some cases students will be represented more than once as their needs change and develop into the next programme or when more than one agency is involved.

- RTLB (Resource Teacher of Learning and Behaviour - 3 students all closed)
- Speech Therapist - 9 students referred, 6 students funded LA in small groups - 3 other students on SLT LA's receiving Core board training.
- Ongoing Resourcing Scheme (ORS) - 4 students
- In-Class Support Funding - 1 student
- ACC - 1 student- leaves end of year
- RT Lit 1 Student- No RTLit end of year.

Individualised Education/Behaviour/Safety Plans

We currently have 9 students on individualised plans, all 9 are being reviewed this term as they transition to new classrooms. 2 students on IBPs also reviewed this term (behaviour plans).

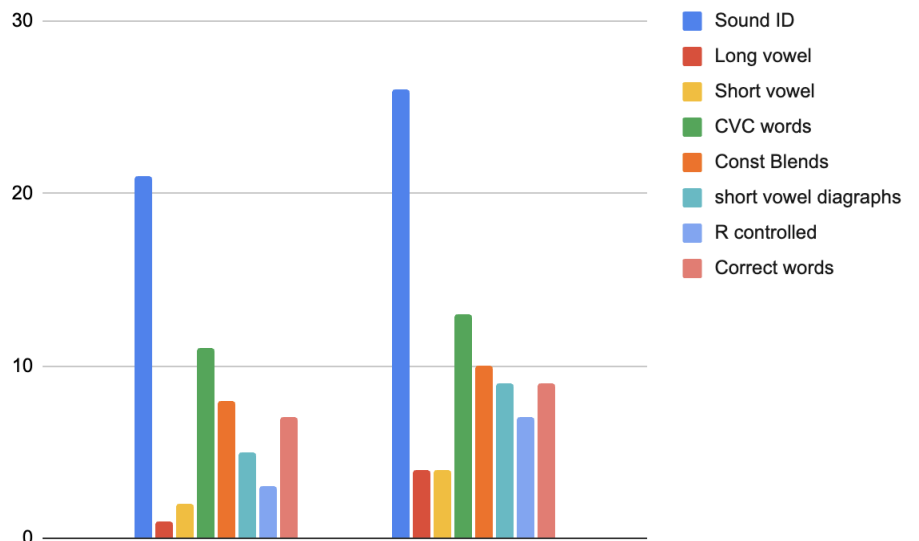
Learning Assistants

- 4 full-time Learning Assistants to support learners, and 1 part time permanent LA.
- 4 students are funded for full-time one-on-one support (ORS and ACC)
- LA's currently support 4 of our 6 classes during maths time, leaving 2 classes without extra adult support.

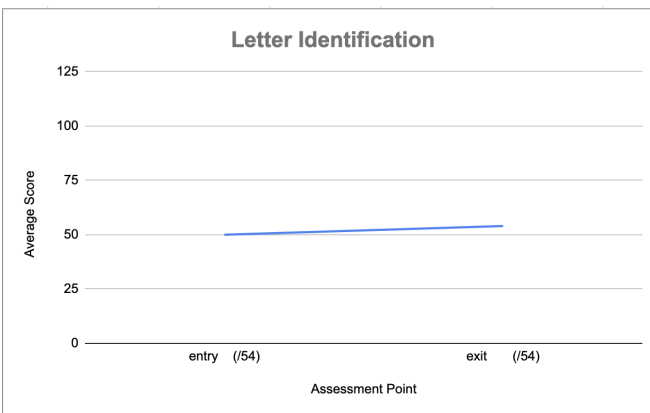
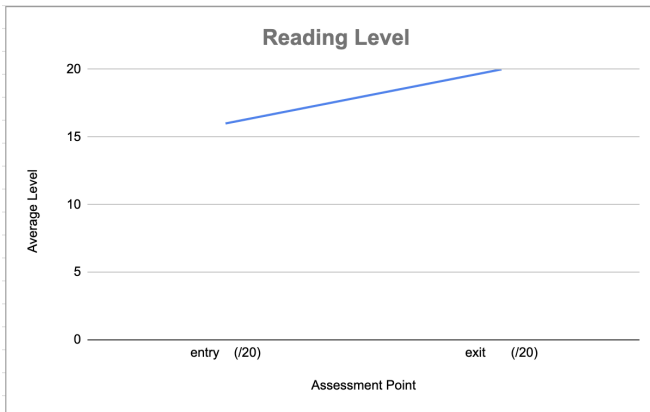
Interventions update

Reading Rev

This year we have trialled a new encoding and decoding program that one of our LA's purchased. There have been a total of 13 tamariki in the program but one left our kura before the end testing could be completed. This data is based on 12 tamariki. The first graph is an average of their testing before the intervention and second is after the intervention. Of the 12 tamariki 3 are now at the expected level for reading. 9 others have made great progress with decoding ability but their comprehension holds them back, Reading rev does not cover comprehension.

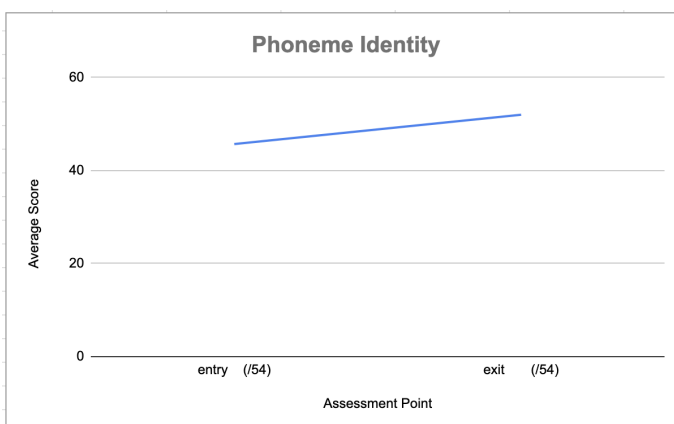
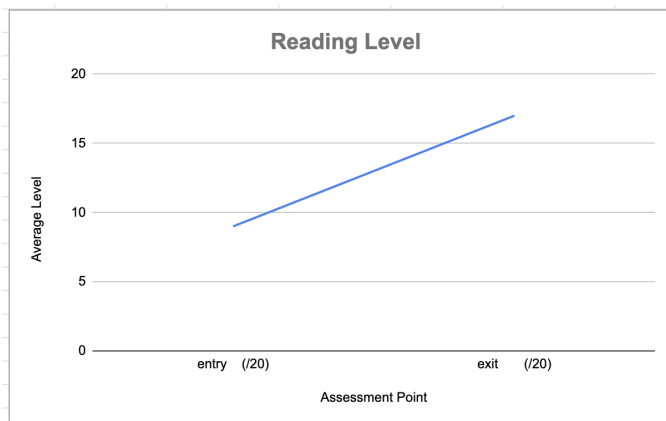


Based on 4 tamariki over 3 terms. Progress was made by all 4 tamariki however at the end only 1 was considered to be at the other 3 are still just under reading level for their expected year level.



5+

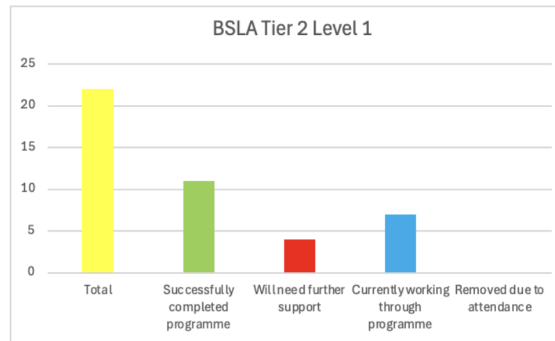
Based on 7 tamariki, all made great progress. 1 left our kura, 2 have been referred on to RTLit or RTLb, 1 is now considered at their expected age.



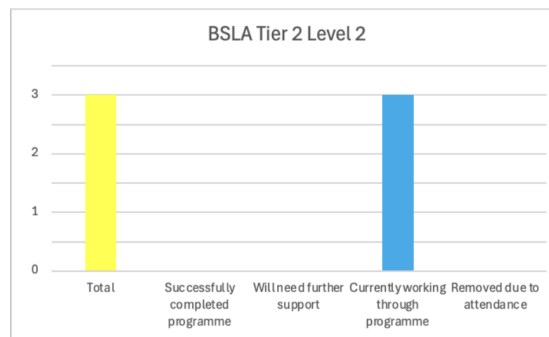
2025 Intervention Programmes

Intervention Teacher: Denise Hendren

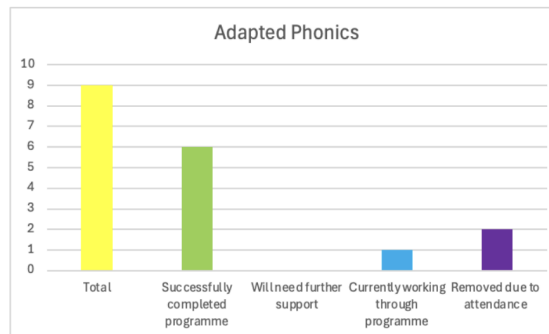
A total of 29 students have been on selected intervention programmes throughout 2025. Some students have moved onto another programme after successfully completing the first programme. Some students are now achieving well in the classroom setting while a few will require ongoing support.



BSLA Tier 2 is an intensive, small-group literacy intervention within the Better Start Literacy Approach for students who are not making expected progress in their foundational reading skills after the initial Tier 1 classroom instruction. This targeted support is provided for about 10-12 weeks to help students catch up to their peers.



BSLA Tier 2 Level 2 is a targeted, small-group support within the Better Start Literacy Approach (BSLA) for students not progressing with the standard Tier 1 classroom instruction. Students identified at this level after the initial 10 weeks receive more intensive, targeted teaching to help them catch up with their peers, often in groups of three to five. This approach is grounded in the principle of providing timely support to those who need it most, using a structured literacy framework.



Adapted Phonics is a targeted individual / small group intervention for students who need further alphabet knowledge to be able to access BSLA Tier 2.

Presented to the board by **Taylah Gilberd**, Sports Coordinator

Health & PE Report to the Board - December, 2025

SPORTS ROUND UP

Term Three and Four - 2025

Graeme West League Tournament

Unfortunately, despite significant student interest, we were unable to secure enough volunteers to enter a team in the Graeme West League Tournament this year. Consequently, Normanby School did not participate in the Tournament.

Normanby School Fun Run

This year we had another successful Cross country event with a large number of whānau support on the day. It was awesome to see so many

people, dressed in purple or house colours to support the staff during our industrial action or their own students on the day. It was also amazing to see some whānau out running with the Tamariki. The purpose of this event is to get as many students having fun while participating and moving as possible while still providing a competitive element for those students who thrive in this area. I was very happy with how the day carried out and look forward to building on this momentum next year.

Taranaki Cross Country

On Wednesday 17th September we took 17 students to compete in the Annual Taranaki Cross Country event. This was held at the Egmont A and P showgrounds in Hawera. The students had a successful day running with all other top athletes in the region and they all proudly crossed the finish line. We had one student - RJ Eru-Graham who came in the top 30 and it was awesome to see him thrive in this event.

Run, Jump, Throw Festival

This year we changed how we operate our Athletics day in an attempt to make it more whanau inclusive, participation focused and fun for everyone involved. This looked like hosting a run, jump and throw festival for all students on the same day at the Normanby Domain.

The day was a huge hit and we had a large number of whanau come watch and support - something I believe was a result of having the juniors and seniors participating in the events on the same day. We had our more competitive (optional) events for our older students in the morning with our junior students joining in at mid day with our fun run, jump and throw activities. We then finished the day with running races, a real highlight!

It was a great event, with a lot of learning coming from a change in format and something we will work on adjusting next year (I really underestimated how long things would take). I am incredibly grateful for the Normanby Athletics club for their support and guidance on the day. They were a big contributing factor to the success of the event. As well as the parent helpers who jumped in and supported on the day. It would not have been as successful without the support of everyone! Next year I look to build a stronger relationship with the Normanby Athletics club to improve the skills of the students and the running of the event.

Dixon Banner

Following the Run, Jump and Throw Festival we had 27 students compete at the annual Dixon Banner event on Wednesday 19th of November at the TSB Hub. This was a really fun and positive day out with the students. It was so cool to see them all thrive in their respective events. The Healthy Active Learning facilitators were there launching their new Positive Vibes campaign and the vibes on the track were really positive, bringing down the stress levels that come with competitive events. I am really proud of the students. We had a lot of students place over the course of the day and our school came 4th overall in the Dixon Banner relay, which was epic!

Year 1-4 Rippa Rugby Tournament

This year Taranaki Rugby Football Union introduced a new year 1-4 Rippa Rugby Festival in South Taranaki. This event was an opportunity for students to engage in a Rugby Tournament for the sole purpose of fun! We had entered three teams in the competition but again due to the lack of volunteers we were only able to take one team on the day.

Cameron took the students on the day and he said that - It was a fantastic day, and our tamariki had a wonderful time playing numerous games against other schools in the region. Our students demonstrated strong school values, showing excellent sportsmanship and respect towards their opponents. It was awesome to see them supporting each other and giving it their all on the field. Our players showed off some impressive skills and scored many tries. They worked well together, communicating effectively and showing great determination. Hopefully next year we are able to get more students involved in this event.

Touch Rugby

This year we have seven teams entered in the Hawera Touch Rugby Competition, held at the Turuturu Soccer grounds every Thursday afternoon. This is an excellent turn out considering we have been struggling with parent volunteers this year. This Thursday the 4th of December marks the final night of the competition where we have one team in the final and a couple others playing off for placings within their section. It has been awesome to see the students' growth in skillset and teamwork over the course of the season and despite the horrific weather on some of those afternoons I think the students have had an enjoyable season.

Outside Providers

Each year we are very lucky to have a number of different organisations come to school and offer coaching. We are always very grateful for opportunities for our students to participate in specialised sports. This included:

- Touch Rugby with Taranaki Rugby Football Union
- Cycle Safety with Road Safety NZ
- Coast Guard Visit
- Water Safety with Cecilie Elliot from Water Safety NZ
- Swimming lessons at the Hawera Aquatic Centre, funded by the PTA.

Healthy Active Learning

Over the course of this year we have still been working with the Healthy Active Learning team to ensure we are creating an engaging Health and Physical Education programme that covers the content within the curriculum but delivering it in a way that is holistic and inclusive. We work very closely with Mattie Thomas who oversees the programme and supports the delivery. He has also come in and carried out a voice of tamariki survey in which the results were very positive (I will attach the report).

			<p>I look forward to continuing working with Mattie Thomas and the Healthy Active Learning crew especially with the changes to the Health and Physical Education curriculum which will come into effect next year.</p> <p>Thank you once again to everyone who has supported our tamariki either with coaching, managing or transport. Without your support we would not be able to offer these opportunities to our students.</p> <p>I look forward to another successful sporting year in 2026.</p>
4.	Reviews		
5.	Special Topics		
6.	Presiding Member		Tash thanked the board for their contributions and efforts over the last year.
7.	Financial Report		<p>Accounts for Payment of \$32,766.49 were passed for payment via email on 10 November 2025.</p> <p>Accounts for Payment of \$3119.56 were passed for payment via email on 24 November 2025.</p> <p>Balance of Mastercard Account: 25 September 2025 - 24 October 2025 \$318.03</p> <p>Balance of Mastercard Account: 25 October 2025 - 24 November 2025 \$1842.56</p> <p>Balance of accounts as of 31 August 2025 BOT Account: \$542,547.57 Investment Account: \$186,000.00</p> <p>Balance of accounts as of 31 September 2025 BOT Account: \$496,782.52 Investment Account: \$186,000.00</p> <p>Balance of accounts as of 31 October 2025 BOT Account: \$603,751.36 Investment Account: \$186,000.00</p> <p>31 August 2025 As at 31 August 2025 we have spent 60% of what we had budgeted for the year. We have used 57% of the salary budget for the year. We have received 71% of what we had budgeted for the year.</p> <p>Actual available funds as at 31 August \$469,848 Budgeted available funds as at 31 August \$494,824</p> <p>30 September 2025 As at 30 September 2025 we have spent 69% of what we had budgeted for the year. We have used 69% of the salary budget for the year. We have received 82% of what we had budgeted for the year.</p>

		<p>Actual available funds as at 30 September \$567,401 Budgeted available funds as at 31 September \$494,710</p> <p>31 October 2025 As at 31 October 2025 we have spent 80% of what we had budgeted for the year. We have used 76% of the salary budget for the year. We have received 93% of what we had budgeted for the year.</p> <p>Actual available funds as at 31 October \$573,565 Budgeted available funds as at October \$494,597</p> <p>Moved the Financial Report to be accepted.</p> <p style="text-align: right;">T Campbel/J Sklenars</p>
8.	PTA Report	<p>The PTA discussed plans for the upcoming Whānau Day this Friday, including organisation of the sausage sizzle.</p> <p>The raffle hampers have now been assembled and are on display in the office. Raffle tickets have been sent home to whānau and will also be available for purchase during the Whānau Open Day.</p> <p>Next Friday will be PTA Treat Day. The PTA has organised a pizza party for all students and will be taking the whole school to the movies by bus.</p> <p>At the end-of-year Prize Giving, Linn will speak and give a summary of everything the PTA has achieved this year.</p> <p>The PTA has one remaining bill due for swimming lessons. This year, they have funded the year 6 end-of-year photo books, covered the theatre hire, and made a donation toward the Year 6 camp.</p>
9.	Principals report	<p>The roll is 151 compared to 150 this time last year.</p> <p><u>Staffing Matters:</u> Leaving gifts Board contributions:</p> <ul style="list-style-type: none"> ● Person 1, 15 October, 2018, 7years and 1 term, 29 terms = \$290 ● Person 2, 26 May 2025, 2.5 terms = \$25 <p><u>Planning and Reporting:</u> Normanby School Strategic Plan 2024-2025 Normanby School Annual Implementation Plan 2025 Normanby School Annual Report 2024</p> <p>Due to recent changes to the Education and Training Act 2020 and Education (School Planning and Reporting) Regulations 2023, our board is no longer required to:</p> <ul style="list-style-type: none"> ● include information describing how our annual targets and intended actions will support our board to give effect to Te Tiriti o Waitangi in your annual implementation plans ● include a report on how our board has given effect to Te Tiriti o Waitangi in our annual report. <p>In addition, a board's previous objective to give effect to Te Tiriti o Waitangi has</p>

been replaced with the following supporting objective.

The board must ensure it:

- seeks to achieve equitable outcomes for Māori students, and
- takes all reasonable steps to provide for students to be taught, and to learn, in te reo Māori on request of their parents or immediate caregivers, and
- takes reasonable steps to ensure that the policies and practices for the school reflect New Zealand's cultural diversity.

Our board needs to complete the following in 2026:

- 31 March – Publish our annual implementation plan for the current school year. Send our annual financial statements to our auditor.
- 31 May – Submit our annual report to the Ministry. Publish our annual report online as soon as practicable following this.

We do not need to develop a new strategic plan for 2026, but our board can amend our current strategic plan if we wish.

If we don't have a current strategic goal for meeting the Government priorities for Education, it is strongly recommended we add targets for these priorities in our annual implementation plan for 2026. This could look like setting targets:

- Relating to actions we are taking to implement/prepare to implement curricula, and assessment changes.
- Relating to actions we are taking to lift attendance and reduce absence.

The board have expressed they wish to withhold our daily practices and will communicate to our community. However they are against making a public announcement on social media platforms and making a political statement.

Ministry of Education:

Education and Training Amendment Act 2025 - Key updates

Board Priorities

- **Paramount objective:** Raise educational achievement.
- New supporting objectives: **student attendance** and **assessment**.
- Boards must ensure:
 - Equitable outcomes for Māori students
 - Students can learn in **te reo Māori** if requested by whānau
 - School policies reflect **New Zealand's cultural diversity**

Changes to National Requirements

- **NELP removed** – Minister can no longer issue national education priorities.
- **Strategic plans delayed** – next due 2027; annual implementation plans/reports still required in 2026.

Health and Wellbeing:

Accident/Hazard Register (for period 11 October-25 November, 2025)

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')
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Total to 25/11/25	29	0	21	3
Total for Period 11 October- 25 November	2	0	2	0
Running Total 2025	31	0	23	3

Nation-wide **Product Safety Alert - Asbestos Rainbow Sand.**

Taylah and Tash managed this recall following the recommended advice and guidance from the MOE. We sent 8 samples away for testing and the results returned as negative, with an attached cost of \$1,564.00. Obviously not budgeted for! Ouch.

Affected Product

- *Rainbow Sand Art Toy* (codes **21065, 20468, 20536, 20535, 20537, 20538**)
- Sold at **various discount stores nationwide**

Action for Schools

- **Stop using immediately**
- **Secure the product**
- **Dispose of safely** following Ministry guidance

Guidance & Support

- Safe disposal steps: *Asbestos in coloured sand* (insert link)
- Guidance for asbestos professionals: *Asbestos removal and remediation in educational settings* (insert link)

Health & Safety Contacts

- **Healthline:** 0800 611 116
- **WorkSafe notifications:** 0800 030 040
- **Product recalls:** 0508 426 678
- Ministry enquiries:
 - **0800 323 323** (8am–5pm, Mon–Fri)
 - **temahau.response@education.govt.nz**

Hazard Identification:

[Hazard Register and Health and Safety Tasks for Caretaker](#)

Attendance:

Attendance - regulatory changes

Here are our key actions

- Develop and implement an Attendance Management Plan (AMP) by Term 1, 2026.
 - Set clear thresholds and response pathways for managing absences.
 - Adopt new SMS functionality to monitor attendance, flag thresholds, and record interventions.
 - Update attendance processes to meet new detailed data-collection requirements.
 - Ensure all attendance responses at thresholds are documented as required.
 - Prepare for additional Ministry guidance before Term 1, 2026.
- [Attendance Management Plans](#)

Property:

[10 YEAR PROPERTY PLAN](#)

BBNZ Hoops in Schools Program

We are thrilled to announce that your school has been selected as a recipient of the Basketball New Zealand Hoops in Schools Program for the 2025 year!

Your application stood out among many, demonstrating a strong commitment to fostering the growth of basketball and physical education within your community. We are excited to partner with you in this endeavour and look forward to seeing the positive impact this program will have on your school and on the game of basketball.

As part of the program, your school will receive:

- Two permanent, custom-designed, high-quality basketball hoop(s) installed.
- A Hoops in Schools Resource Pack, including basketballs, drink bottles, bags, and coaching resources.
- An invitation to a launch event, featuring a coaching session with prominent basketball players from international, national, and local levels.
- Up to six one-hour coaching sessions delivered at your school following the launch.

All of this will be provided at no cost to your school, thanks to We Care Community Trust.

In the coming weeks, we will be in touch with further details regarding the implementation process, equipment delivery, and support structures. Please keep an eye on your inbox for this important information.

Once again, congratulations on being part of this exciting initiative to promote health, teamwork, and the love of the game among young New Zealanders.

Warm regards,
Kevin

Burglary of school bell sounder horns (Tash)

Jude to complete insurance claim process.

Water pipe leak (Tash)

If the cost to remedy this leak exceeds \$5000 we can apply for Ministry funding to cover it.

Junior School Project Property

The property project in our junior end of the school is still on track to begin at the end of the year and continue through the January holidays period.

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 (✓ completed in Term 1)

Self-Audit checklist 2: Curriculum (✓ completed in Term 2)

Self-Audit checklist 3: Health, Safety and Welfare (✓ completed in Term 3)

Self-Audit checklist 4: Personnel (Term 4)

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

Finances:

Draft budget:

Additional considerations for 2026:

- Additional income of \$6,000 predicted with Principals' Collective Agreement specifically for PLD.
- Senior Leadership Team PLG facilitated by Mike Dowd \$3500 approx for 12 hours of consultation work/leadership services.

“I am committed to being your coach, support, mentor, challenger, info giver, clarifier and provider of awhi in 2026”.

2025 Unexpected expenses

- Vacuum cleaner replacement
- Water leak TBC
- Asbestos testing (\$1500)
- Copper to fibre transition TBC

National Education and Learning Priorities (NELPs)

Objective 1: Learners at the Centre

- What to expect from End of Year reporting - explanation included in Week 8 Newsletter.
- Community events in Term 4:

Friday 28th November Celebration Assembly - open invitation!

Friday 5th December Whānau Open Day

Friday 12th December Final Celebration Assembly and farewell to Mr Jones - open invitation!

Friday 12th December PTA Treat Day!!

Friday 19th December Prize Giving 10:30am

- Healthy Active Learning [VOT Report](#) shared

Objective 2: Barrier Free Access

- Arahunga Specialist Teacher Service - We have welcomed an additional specialist teacher, Karla Gibson, to our kura for the remainder of the year. She has been engaged to support and develop a tailored

programme of learning for our fourth ORS funded student that meets her individual and unique needs.

- Structured Literacy professional development continues in Term 4 (6 staff participating in SLA PLD)
- SENCo Report presented

Objective 3: Quality Teaching and Leadership
Jude's PGC (Professional Growth Cycle)

Goal: Leading Acceleration

Actions:

1. create conditions to strategically accelerate progress
2. use evidence to identify, track, and monitor targeted support
3. in collaboration with key staff, plan effective teaching approaches to accelerate progress
4. Implement targeted support to accelerate progress

This goal aligns with the Educational Leadership Capabilities dimensions of; Ensuring culturally responsive practice, evaluating practices in relation to outcomes, adept management of resources.

[Reflection and Endorsement](#) document

Policy Review and Board Assurances:
2025 Review Schedule

Please take some time over the next few 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.

In Term 4 we continue reviewing policies in the **Health, Safety, and Welfare Policy** section.

- **Bullying and Harassment (Board)**
- **Behaviour Management (Board)**
- **Searches, Surrender, and Retention of Property**
- **Minimising Physical Restraint (Board)**
- **Stand-down, Suspension, and Exclusion**
- **Staff Wellbeing and Safety**

[SchoolDocs Link](#)

username (normanby)
password (norm1876)

[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.

Term 4 Assurance Statements

TOPIC	ACTIONS
Risk Management	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 e.g Room 4 Wellington Camp in Term 4

Planning and Preparing for Emergencies, Disasters, and Crises

- 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.
- | Schedule of Trial/Actual Emergency Evacuations 2025 | |
|---|--|
| Term 1 | Fire drill ✓ |
| Term 2 | Earthquake drill ✓ 17/6/25 (4mins18sec) |
| Term 3 | Lockdown drill ✓ |
| Term 4 | Fire drill
National Shakeout Day - Earthquake drill ✓ |
- 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 plans@police.govt.nz. In the event of a serious incident at our school, Police access to this information is invaluable.

Opening and Closing the School

Assure the board that the school has been open for the specified number of half days, terms, and times.

After reviewing our 2025 calendar I must report that we are one day short of our required number of days open for instruction in 2025 (as a result of mis-calculating the Taranaki Anniversary holiday when using an NZ-wide calculator rather than a Taranaki specific calculator. After discussing with Mike, his advice was not to be concerned. The worst that could happen is that the Ministry may ask us to open an extra day next year but that this was highly unlikely.



Income
(Government donation scheme only)

I can **assure the board that as the school has opted in to the government donation scheme, parents and caregivers have been advised of this. I can assure the board that the school will not ask for donations, except for overnight camps.**

I have made provision in the 2026 budget to cover any bus fares that we have asked for in the past. This is a new budget line, 'Student Experiences'.

Gifts

I can **assure the board that all gifts can be properly accounted for, and that the**

			<table border="1"> <tr> <td></td> <td>nature and value of gifts is reasonable and appropriate.</td> </tr> <tr> <td><u>Protected Disclosure</u></td> <td>I can assure the board that the school has internal procedures that meet the requirements of the Protected Disclosures (Protection of Whistleblowers) Act 2022 (s 29) and this information is shared with staff members, contractors, board members, and volunteer workers.</td> </tr> </table> <p><u>Board Work Plan and Task Checklist 2025</u></p> <p><u>2025 BOARD WORK PLAN</u></p> <p> Board+Task+Checklist+-+Term+4+2025.pdf</p> <p> Board+Task+Checklist+-+Post-Triennial+Elections+2025 (1).pdf</p> <p>Board Training and Induction: Use this link to discover the live learning events, online courses and the learning library from NZSBA. https://www.resourcecentre.org.nz/learningeventsresources</p> <p style="text-align: right;">J Sklenars/S Johnson</p>		nature and value of gifts is reasonable and appropriate.	<u>Protected Disclosure</u>	I can assure the board that the school has internal procedures that meet the requirements of the Protected Disclosures (Protection of Whistleblowers) Act 2022 (s 29) and this information is shared with staff members, contractors, board members, and volunteer workers.
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10.	Previous minutes						
11.	Matters Arising						
12.	Job Sheet:		Jude - Cyber Safety - Rob Cop Jude - Check old minutes - RE: Hall heatpump Jude/Jen - Remind board of the next board meeting Tash - Organise with Roughies for 6pm				
13.	Correspondence		<p>Inwards</p> <p>To Presiding Member</p> <ul style="list-style-type: none"> • <p>To Full Board</p> <ul style="list-style-type: none"> • Agenda - • Principal's Report - 29/11 • Previous Minutes - 21/10 • Job Sheet - 21/10 • Treasurer • TSB bank statement - • Financial Management Report - 21/10 • Mastercard Statement - • Accounts for Payment - 26/11 <p>BOT Emails</p> <ul style="list-style-type: none"> • Jude - Board Training Available - New members • Hannah - Date Confirmation • Jen - Accounts for Payment <p>Board Correspondence Received</p> <ul style="list-style-type: none"> • Taylah Gilberd - End of year function 				

			<ul style="list-style-type: none"> • Taylah Gilbert - BBNZ Hoops in schools program • Carly Corrigan <p>Outwards Nil</p>
14.	General Business		<p>Tash would like to move that we contribute \$250 for the purchasing of meat for the annual end of year staff, PTA, board gathering. Additionally the board will contribute \$200 for the staff only event on the 18th December.</p> <p style="text-align: right;">T Campbell/N Wilson</p>
15.	Agenda Items for next meeting		<ul style="list-style-type: none"> • Share 2025 achievement data • Attendance management plan • Ratify 2026 budget • Update to 2026 annual implementation plan to include the new priorities; actions we are taking to implement/prepare to implement curricula, and assessment changes, actions we are taking to lift attendance and reduce absence. • Formally minute our decision to invite Tash Campbell to attend Board meetings with full speaking rights but with no voting rights • Elect our new PM • Board Constitution - review • Casual vacancies <ul style="list-style-type: none"> • Think about what questions you would like to ask the community at the head start hui on the helping hand board.
16.	Next PTA Meeting:		<ul style="list-style-type: none"> • Monday 16 February 2026
17.	Next BOT meeting:		<ul style="list-style-type: none"> • Tuesday 27 January 2026
18.	Whakatauki		
19.	Meeting closed		<ul style="list-style-type: none"> • 9.23pm