

Stratford Primary School Board
Board Minutes
Monday 24 June 2024 at 5.30pm

1. Administration:

- a. Present: *Jason E, Le-arna, Fiona J, Fiona R, Deb, Nathan, Jack*
- b. Apologies: *n/a*
- c. Public Present (No speaking rights): *Jason Bolton and Ellen Hall*
- d. Declaration of interests (conflicts): *None*
- e. Matters arising from Previous Minutes: *None*
- f. Confirmation of Previous Minutes (Chair to sign):
 - i. The Board has reviewed the previous minutes to confirm the accuracy of the discussions which took place and to confirm the authenticity of the minutes.
 - ii. Confirm the agenda and review the Board's Annual Work Plan and Supporting Board Improvement Plan. Board confirmed work plan.

Minutes/Motion:

Motion: The Board has reviewed the previous minutes from 20 May 2024 and confirm the accuracy of the discussions which took place and confirm the authenticity of the minutes.

Moved: Le-arna/Fiona R

2. Presentation:

- **Geoff Dingle: Across School Lead**

ASL for Term 1.

- Teacher Only Day - Kahui Connect: Alison Mooney guest speaker. Excellent job. Central plus Inglewood. Best practice: Maths, writing, literacy. 12-14 workshops. 3 lots throughout the day.
- Super staff meeting to be held in Inglewood next term.
- Leadership hui - run by Jason E.
- Emerging leaders meeting - held at Shakee Pear. Action plans. What they do in school and how they can help other schools. Now being run in-house rather than run by an external person.
- Collect PAT (Maths), Easstle and me and my school (dropped) and replaced with reading. Analysis of the data, to see what trends pop up. What is one school doing well, and see if it can be replicated at other schools.
- Super Staff Meetings
- ASL Hui held weekly.

ASL for Term 2.

- ASL Hui - Hamilton to Wellington Hui held in Palmy. Looked at pacifika curriculum. 4 lecturers/teachers that showed the software/tools to use. Videoing child's name, so teachers could learn child's name correctly.
- Across Kahui Ako
 - Super Staff Meeting - at High School. Split off into pods 0-3, 4-6, 7-10. Writing assessment. Then compared across each other. Not a hugely significant difference amongst/across teachers across schools. Maybe wait until the child has settled into school before testing. As testing appears to drop off between year 8 and year 9/10.
 - Leadership Hui - Presentation to Principals - 1 pager, and Geoff spoke to it.
- MAC Cluster - (Maori Achievement Cluster) held at Avon. Filled them in on their journey with MAC. How they are incorporating Tikanga and Te Reo into their school
- Emerging Leaders Meeting (Held week 7/8). Nadia Ballentine. Does a lot with NP Schools. Leadership through influence. Also Makere Gerrard (within school leader at SHS). Presentation

around Matauranga Maori.

- ASL Huis each week.
- Te Whetu Marama - Kapa Haka at War Memorial being held tomorrow. All schools invited and learn two songs prior to attending.

What is the most enjoyable?

New challenge outside the class.

Good buy-in? Generally. All are participating.

A lot of schools worked independently. Stratford is a community. Knowledge sharing.

11 primary and secondary schools.

Stratford Primary School Principal Report – 17 June 2024

Curriculum Presentations by staff:	<i>Geoff Dingle - Across School Leader for the Kahui Ako</i>
Current roll:	<i>Provisional Staffing for 2024: 412 School Roll = 423 Year 1-2 = 107; Year 3-4 = 97; Year 5-6 = 102; Year 7-8 = 117. Staffing Roll = 412 → Now 423: We have just received an additional 0.1 FTTE.</i>
Admissions:	<i>As at 17 June 2024 = 71</i>
Withdrawals:	<i>As at 17 June 2024 = 15</i> <ul style="list-style-type: none">● <i>Moved overseas = 1</i>● <i>Moved to a local school = 1</i>● <i>Moved to new town/area = 6</i>● <i>Moved to New Plymouth = 7</i>● <i>School to be confirmed = 0</i>
End of year projection:	<i>1st March: 407 1st July Projection: 431 (+8 New Entrants) Predicted Numbers to 31 October 2024 = 434 (+4 New Entrants) Number of Year 1 so far this year = 34 Predicted number of Year 8 Leavers at the end of 2024 = 55</i>
Enrolment Process:	<i>The following Out of Zone Enrolments spaces were made available for Term 3. This has been updated on the website and will be advertised in the local paper.</i> <ul style="list-style-type: none">- <i>Year 1 Spaces = 8</i>- <i>Year 2 Spaces = 3</i>- <i>Year 3 Spaces = 3</i>- <i>Year 4 Spaces = 7</i>- <i>Year 5 Spaces = 10</i>- <i>Year 6 Spaces = 2</i>- <i>Year 7 Spaces = None</i>- <i>Year 8 Spaces = None</i>

National Education and Learning Priorities (NELPS):

LEARNERS AT THE CENTRE: Learners with their whānau are at the centre of education.

Priority 1: Ensure places of learning are safe, inclusive and free of racism, discrimination and bullying.

PB4L Report: 29 January to 10 May 2024

Major Behaviours Period				31/1/2024 - 17/06/2024																																	
<p>What are majors: <i>Out of bounds, Swearing at staff, Theft/Vandalism, Off Task Behaviour, Swearing, Harassment, Defiance/Disrespect, One punch, pushing, shoving, kicking, Put Downs, Inappropriate Language, Intimidation, Refusing to follow instructions, Disruptive to Others Learning, Inappropriate use of ICT, Other, Climbing trees, Fighting.</i></p>																																					
<table border="1"> <thead> <tr> <th>Month</th> <th>Jan</th> <th>Feb</th> <th>Mar</th> <th>Apr</th> <th>May</th> <th>Jun</th> <th>Jul</th> <th>Aug</th> <th>Sep</th> <th>Oct</th> <th>Nov</th> <th>Dec</th> </tr> </thead> <tbody> <tr> <td>Number of Incidents</td> <td>2</td> <td>59</td> <td>51</td> <td>13</td> <td>39</td> <td>10</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>												Month	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Number of Incidents	2	59	51	13	39	10	0	0	0	0	0	0
Month	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec																									
Number of Incidents	2	59	51	13	39	10	0	0	0	0	0	0																									
Number of children who have had 6 or more major incidents:										10 students																											
Boys: 156		Girls: 18		NZE: 105			Māori: 63		Other: 6																												
Number of children who have had 2-5 or more major incidents:										21 (4.9%)																											
Major Trends										Number																											
Highest Number of Incidents by Ethnic:										NZE = 105																											
Most Incidents by Gender:										Boys = 156																											
Most Incidents by Year Level:										Year 4/7 (34)																											
Number of Incidents by Location:										Classroom = 43																											
Number of Incidents By Problem Behaviour:										One punch = 54																											
Possible Motivation:										Peer Attention = 82																											
Number of Social Media Incidents:										0																											
Break down by syndicate																																					

Year Level	Number	When	Behaviour	Area	6 or more entries
Year 1/2	30	Morning Tea (7)	One Punch (9)	Classroom (10)	1 (MOE Support)
Year 3/4	51	Lunchtime - Outside (11)	One Punch (23)	Classroom (13)	3 (All with positive behaviour plans and RTLB Advice and guidance).
Year 5/6	36	Third Block (9)	One Punch (16)	Front of school (8)	2 (Tutaki support for both students).
Year 7/8	57	Third Block (15)	Defiance (10)	Classroom (19)	3 (Positive behaviour plans initiated for all three. Social work support for two of them).

Tracking Bullying - Victims

No students have been the victim more than three times this year. This will be constantly tracked to identify any targeted behaviour towards students.

Notes

The Triangle data report is a whole school indication of the three different tiers e.g.

Green - One or less major behaviour this year

Yellow - 2-5 major behaviours this year

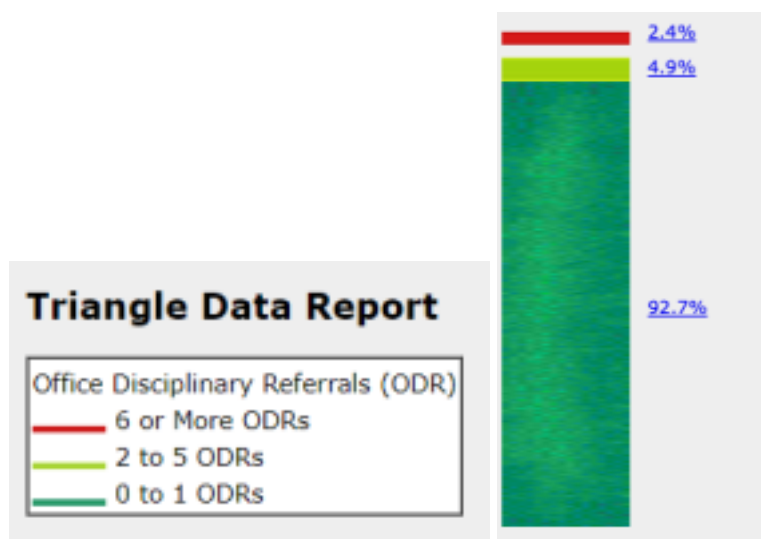
Red - 6 or more major behaviours this year

The average distribution to compare it to is:

Green - 80%

Yellow - 15%

Red - 5%



Moved: Nathan/Fiona R

Health and Safety Committee:

- *May Health and Safety Report: Discussed*

Discussion in Committee:

- *Follow ups from the last meeting:*
- *New Stand Downs: Number of incidents = 1*
- *Number of actual stand downs = 12*
5x Punching; 1x Not following teacher directions; 5x Alcohol; 1x Biting.
- *New Restraint Report: N/a. Current total this year = 4*
- *New Suspensions Report: N/a. Current total for this year = 1*
- *New Search and Surrender Report: n/a. Current total for this year: 1*

In Committee 7.46pm

Out of Committee 7.49pm

Total Stand Downs Report in 2024: 12	Previous Years: 2023 = 26 (14 = vaping); 2022 = 17 (10 = vaping).
Total Suspension 2024: 1	Previous Years: 2023 = 0; 2022= 2
Newly Directed Ākonga in 2024: 0	Previous Years: 2023 = 0; 2022 = 1
Total Restraint 2024: 4	Previous Years: 2023 = 5; 2022 = 2
Total Search and Surrender 2024: 1	Previous Years: 2023 = 5; 2022 = 4

LEARNERS AT THE CENTRE: Learners with their whānau are at the centre of education.
Priority 2: Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and culture.

Board Consultation with Whānau:

- **What learning experiences do you think your tamariki should experience at school?**
- **What skills, programmes should we offer our Year 7-8 ākonga in the Technology and Arts Programme?**

Questionnaire Feedback: 21 whānau have been interviewed with the Board's questions, which will help with their ongoing consultation process. See the folder for the feedback. Themes for the two questions show:

Learning Experiences:	Year 7-8 Technology and Arts:
Hygiene at home	Community experiences
Basic Skills (Life skills) = 3	Budgeting = 5
Camps/river safety = 3	Cooking= 15
Practical activities for Boys (like what scouts do) = 4	Basic Life Skills (Including home routines) = 4
Friendships (social skills/self confidence) = 9	Gardening (Enviro/animals) = 6
Enviro	Woodwork = 6
Reading, Writing, Math = 6	Sewing = 4
Fun activities	Robotics/Computer skills/Laser Cutter = 6
Critical Thinking	Music/Art/drama = 5
Sports/sportsmanship = 5	Engineer (fixing things) = 3
Family Values (Respect/Collaboration) =2	Hut Building/survival skills

Music =2
 Budgeting
 Lots of opportunities to cater for all types of learners
 Current programmes
 Manual/Tech= 2
 Art/drama
 To be a good person
 Overall school experience =1
 Kapa Haka = Yr 3+

Being creative = 1

Tech Programme: See the samples in the recent school newsletter. Informal feedback from ākongā is that they rate the activities from 8 - 10/10.

Winter Sports Programme:

- Basketball: It is great to see the number of non sporty ākongā participating in the Friday Competition. We also have a Year 7-8 Girls Team competing in New Plymouth, with Lauren Giddy (Rm 15) coaching. Parent support has also been fantastic e.g. transport to New Plymouth.
- Rippa Rugby: We have teams competing in the Year 5-6 and Year 7-8 Rippa Rugby Finals in New Plymouth. Both local events were well run and competitive. It was awesome to see the high level of participation across the Year 7-8 Syndicate at the Hawera event.
- Sports Exchanges: The Year 5-6 Syndicate have hosted two schools, winning in most events. Ākongā led the welcome with a Whakatau (Informal powhiri).

Speech Finals: The Year 5-6 and Year 7-8 Speech Finals were well organised. There was a high standard from all the finalists. A big thank you to our judges from Taranaki Diocesan for Girls.

Language Extension groups for Term 3: Two trial online extension classes will be offered for Year 7-8 next term. One will be for a small group who will be learning Japanese. The other group will support one of our Māori ākongā who is fluent with Te Reo Māori. The cost for one online class is around \$1000 for 15 weeks.

Year 7-8 Mini Production: This is being planned for early Term 4. Jo Todd will lead the programme, which will start next term. The focus will be to provide opportunities to perform for ākongā who are interested in performing, while also including the whole syndicate in some aspect.

What Now: The Year 3-6 Syndicates were involved in the What Now games, which will be shown on television later in the year. It was wonderful to receive outstanding feedback from the What Now Team. They visit many schools across New Zealand. They were super impressed with our ākongā.

BARRIER FREE ACCESS: Great education opportunities and outcomes are within each for every learner.

Priority 3: Reduce barriers to education for all, including for Māori and Pacific learners/ākongā, disabled learners/ākongā and those with learning support needs.

Attendance Report for 2023: 29 January to 17 June 2024.	Current	MoE Target	Board Target
Percentage of akōngā attending school regularly (attending more than 90%, an average of 9 days a fortnight)	61%	70%	75%
Irregular attendance = 81% up to 89%.	25%	N/a	

	=	86% (Was 88%)	
Percentage of akōnga who are moderately absent (attending more than 70% up to 80%, missing two to three days a fortnight)	= 9% (Was 7%)	9%	
Percentage of akōnga who are chronically absent (attending 70% or less, missing three or more days a fortnight)	= 5% (Was 6%)	5%	

What are we doing to raise attendance levels at SPS?

- **MoE Report for Term 1:**
 - 75% attended regularly compared with 72% in Term 1, 2023.
 - 85% of ākonga were on time to class.
 - Highest attendance day = Thursday (94%); Lowest attendance day = Friday (90%).
- **Next steps (Generalised comment from the MoE):** *This report can be used to inform conversations with your staff and school board about student attendance and unjustified absences in your school. The four Student Attendance Categories and other insights provided in this report can be used to support targeted interventions and measure the effects of these activities. You may wish to use the student-level data in your Student Management System (SMS) to identify the individual students in each Student Attendance Category. Seek further support from your SMS provider if you need guidance on how to do this. Develop clear processes to identify and manage attendance including early identification and an escalation process. You may wish to refer students to an attendance service provider for additional support to get them back to school. Attendance Service staff might visit a child at home to support them back to school. The Attendance Service also employs attendance officers who can work with your school and communities to identify and support students on the cusp of persistent absence (moderate and irregular).*
- **Key Messages (Generalised comment from the MoE):** *A connected school community that does everything to make sure students are attending, participating, and progressing in their education can play a pivotal role in raising attendance. Set strong expectations around attendance with parents and caregivers, including emphasising the impacts of non-attendance and especially from unjustified absences and lateness. The following key messages are designed to be shared with school staff, board members and the community:*
 1. *Regular attendance at school helps build and maintain a child's learning and positive daily habits and routines, as well as promoting their wellbeing by connecting them to their peers and learning new things.*
 2. *We want our ākonga to thrive and be resilient and active members within their whānau and community.*
 3. *Attendance matters and we can all work together to increase school attendance.*

Attendance Monitoring: 29 January to 17 June 2024

Ongoing monitoring: The Office Manager and Principal are closely monitoring the situation.	9 (Families) 1 family has left
Referrals to Truancy Service	2 (Families)
Closed by Truancy Service - Back to School to monitor	0
Closed by Truancy - No action required by School	0
Referrals to Oranga Tamariki for Non Attendance	0
Family Group Conference	0

BARRIER FREE ACCESS: Great education opportunities and outcomes are within each for every learner.

Priority 4: Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy.

Individual Education Plans (IEPs):

- How many learners are on IEPs for SENCO and Learning?

6 in-class support.

Yr 7/8 - 6 ORS. 16 IEPS. 23% of yr 7/8 are on learning plans.

Yr 5/4 ORS. xx IEPS. 17% on learning plans

3/4 0 ORS. 17 learning IEPS. 2 removed. 20%

1/2 0 ORS. 6 IEPS. 8%

Looking for progress by Term 4. What little steps can we make?

1 in 5 children at SPS are on learning plans.

6 children have come off IEPs as they have made accelerated progress.

- What are we looking at changing with the SENCO IEP Format?

Personal, social and emotional goals included in the report for SENCO children.

- What progress are ākonga making who are on a Learning IEP.
- 3% ORS funding. Nationally it is 1%.
- Short presentation from the Principal.

Schoolwide Assessment Trends:

Mathematics PAT Assessment: The Associate Principal and Principal have been supporting Year 5-8 Teachers to administer and then use the PAT Mathematics Assessment Data to identify next learning steps for their classroom programmes. The key points for undertaking this assessment is to:

- Show how ākonga can be supported to complete the assessment to the best of their ability.
- To identify ākonga who may need support during the test e.g. anxiety, reading the questions, following the questions correctly.
- Supporting teachers to understand the assessment data e.g. stanines, scale scores and how to plan next teaching and learners steps.
 - Jason D and Jason E have evaluated the findings of the PAT Assessment.

- Gives teachers ideas of what to work on next. Could be whole class tasks or small group tasks.
- Yr 5 / 6. Avg 4.7 Stanine. Aiming for Stanine 5.
 - Stanine 1 - 0
 - Stanine 2 - 6
 - Stanine 3 - 14
 - Stanine 4 - 22
 - Stanine 5 - 25
 - Stanine 6 - 14
 - Stanine 7 - 8
 - Stanine 8 - 3
 - Stanine 9 - 0

QUALITY TEACHING AND LEADERSHIP: Quality teaching and leadership make the differences for learners and their whānau.

Priority 5: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

Professional Development:

- *The following staff have successfully completed their Te Reo Māori Course:*
 - *Level 1: Finn Zeylemaker, John Hight, Deb Campbell, Kim Chadwick, Lauren Giddy, Greer McQuay and Phai Carr.*
 - *Level 2: Portia Richmond.*
 - *Level 3: Karen McDonald.*

QUALITY TEACHING AND LEADERSHIP: Quality teaching and leadership make the differences for learners and their whānau.

Priority 6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

Professional Development:

- *Team Leaders attended recent training around a new Reading Assessment Tool (Dibels). Next step: Can this be used in school to support formative assessment and reduce teacher time on assessment?*
- *Incredible Years: Gareth King and Finn Zeylemaker are attending over the next two terms. We aim for all our teachers to undertake this training, which supports teachers to use strategies that turn disruptive behaviour around and create more positive learning environments for ākonga. Normally, this programme is only for Year 1-6 teachers, however it has been extended to Year 7-8.*

Kahui Ako Professional Development:

- *The Kāhui Ako continue to support the local ECE and School Network with professional development opportunities and networking meetings.*
- *The Lead Principal is currently supporting the review of the Achievement Challenge. The three key focus areas of the Kāhui Ako centre around cultural capability, teaching and learning, as well as transitions/wellbeing. Rubrics used to self assess progress are being aligned to ERO Self Review Rubrics.*
- *What professional development opportunities have occurred since the last Board Meeting? ECE Transition Hui, Leadership Hui, ECE Network Hui; Māori Achievement Hui; Dibels Reading Assessment.*
- *The latest Pānui has been shared with the Board.*

FUTURE OF LEARNING AND WORK: Learning that is relevant to the lives of New Zealanders today and throughout their lives.

Priority 7: Collaborate with industries and employers to ensure learners/ ākongā have the skills, knowledge and pathways to succeed in work.

N/a

Legislative Areas not covered under the NELPS

ERO Review

n/a

Creative Commons Policy

No issues to report.

School Year

See the Board Folder for the School Year Calendar, including Board Meeting dates.

Self Review: Board work plan review areas.

Completed Self Review Areas from the Board's Annual Work Plan 2024.

- The Annual Report has been submitted to the MoE and uploaded to the school website.
- Progress of IEP Learners has been shared with the Board.
- Across School Lead (Geoff Dingle) presented to the Board.
- Annual Plan Goals - Shared in the Principal Report.
- Whānau voice questions updates shared with the Board.
- Technology Programme shared with the Board.
- Teacher Registration + Mandatory Reporting Process (See below).
- TOI Foundation Grant: The Principal will be reporting to the TOI Foundation in relation to the accountability reports that are due for the Counselling/Therapy funding we received in 2023 (\$25000). A review of the current costs shows that we have spent in excess of \$31k on counselling/therapy.
- May Finance Report → the meeting has been scheduled for Tuesday 2 July.
- The latest PB4L Report was shared with the Board.
- Abuse Recognition and Reporting Process (see attached). Are there any questions around what we do to monitor welfare issues with our tamariki?

Teacher Registration: The Office Manager and Principal keep a record of all teachers' registration status. Teachers have to renew their registration every three years. When a teacher is not a registered teacher they can work 10 days. In these instances, the Principal can apply for a Limited Authority to Teach (LAT). Presently, we have one full time teacher on a LAT and one part time teacher.

The Principal is required to complete a Mandatory Report to the Teachers Council when:

- Reason to believe teacher has engaged in serious misconduct – [see the examples of types of serious misconduct that need to be reported](#)
- Any dismissal of a teacher for any reason
- A teacher resigning 12 months or less after a conduct or competence issue raised – if a teacher resigned or their contract ends, and the school or centre told the teacher it was unhappy with or was going to investigate the teacher's conduct or competence within less than 12 months before the teacher's resignation.

- *Complaints about teachers who recently left – if the school or centre receives a complaint about the conduct or competence of their former teacher, less than 12 months since after the teacher’s employment ended*
- *Competence – if, after taking steps to address the problem, the school or centre believes the teacher has not reached the required competence level*

Note: There have been no Mandatory Reports from the Principal in the last five plus years.

Personnel:

Equal Employment Opportunities (EEO):

- *The Policy is up for review. See the Board Agenda.*

*Emily Bates has resigned from her teaching position. Emily would still love to come back to work at SPS when she returns from overseas. **Next steps: Discussed.***

Motion: To accept the resignation of Emily Bates from her permanent teaching position.

Moved: Nathan/Fiona J.

Teaching staff updates:

- *The Leadership Team has been working on the updated Curriculum Release Time Procedure and Term 3 Calendar. This will be shared with staff before the end of term, including staff consultation around the CRT Release Calendar.*

Support staff updates:

- *N/a*

Staff Leave: Staff requiring Board Leave approval as they have had 5+ days over the year or require an extended break of 5+ days in a row):

- *N/a*

Staff Wellbeing: *Number of staff who have had 5+ days away with sickness this month.*

- *Sickness and Covid continue to affect the staffing levels. One teacher has been away for 5+ days.*

Kahui Ako Staffing:

- *No updates.*
- *Geoff (Across School Lead), Sonia (Within School Lead), Chad (Within School Lead) and Jason.E (Principal Lead) are all part of the Kahui Ako team.*

Finance:

May Accounts: A meeting has been scheduled for Tuesday 2 July at 3.30pm

Property:

5YA Projects:

- ***Year 3-4 Block:*** *The school has been informed that the Year 3-4 Block will be rebuilt. No further discussion has been shared about when this will occur and where the location will be.*
- ***SENCO Space:*** *We are still waiting for the MoE to confirm the funds for the outstanding invoice. They have not replied to my initial email sent on 30 May 2024.*

Motion: To accept the Principal Report for June

Moved: Le-arna/Jack

3. Strategic Decisions:

a. **Governance Matters:**

i. Annual Improvement Plan → **Refer to Principal's Report.**

ii. **Board Self Review:** Stewardship and Governance Discussion from last time. See the Board folder for the tool. *Discussion around how the Board rates themselves against the rubric.*

SG1: Working Towards / Embedding

Action: Discuss what Mana Whenua is to us and neighbouring schools. Contact Damon Ritai to help facilitate this. Use MAC Cluster.

Whanau Day helps us engage directly with families, but what about the wider community.

SG2: Excelling. High quality data is provided and the Board asks good/relevant questions and information is relayed back to the Board at the following meeting.

SG3: Excelling. Have a good range of policies in place.

SG4: Excelling.

SG5: Embedding.

SG6: Embedding. We are scrutinising the reports and asking the relevant questions.

SG7: Work towards. First time that we have done this survey. Continue to undertake this survey. Limit the questions to 3-4 each time.

SG8: Embedding. Meaningful conversations to continue. Ongoing work with Iwi and Hapu is required.

SG9: Working towards. Setting higher expectations of where we want to go and what we want to achieve. Do not want anything we do to be tokenistic. We are almost at Embedding level.

iii. **Board to review the Management Report from the 2023 Audit.**

No major issues to follow up on. One minor procedure to review. The Finance Committee will review the procedure at the next Finance Meeting

iv. **Policies to move:**

- Stand Down, Suspension and Exclusion Policy. - Change wording from "Secretary to MoE".
- Student Discipline: Suspension Meeting Policy.

Moved: Motion to move the Stand Down, Suspension and Exclusion Policy and the Student Discipline: Suspension Meeting Policy.

Moved: Fiona R/Deb.

v. **Policies to review for the next meeting:**

- Personnel.
- Appointments.
- Protected Disclosures.
- EEO Policy.

vi. **Spontaneous Reviews: N/a**

vii. **Board Suspension Workshop** - Tuesday 10th September. Need to register online. Deb and Le-arna will be attending. Others to decide.

viii. **OIA Requests: N/a**

ix. Education Bulletin

Motion: To move the Phones away for the Day and Health, Safety and Welfare Policies.

Moved: Le-arna/Fiona J

4. Administration

- a. **Review the minutes.** Secretary to share the key points and decisions made.

- b. **Identify agenda items for the next meeting on Monday 29 July 2024 at 5.30pm.**
 - i. *Follow up from the Self Review discussion tonight.*
 - ii. *Review another area using the ERO Tool.*

- c. Correspondence (see below)

5. Correspondence In:

- a. TOI Foundation: Acknowledgement of the Annual Application.
- b. Police: Communication around the reported theft of a laptop.
- c. Resignation Letter: Emily Bates.
- d. Annual Audit Report and Management Report for 2023.
- e. Annual Audit for 2023: Confirmation that it has been uploaded to the school website and MoE Portal.

6. Correspondence Out:

- a.

Minutes/Motion:

Motion: To move the correspondence

Moved: Le-arna/Jack

7. Meeting closure: 8.02pm

- a. Report hours spent by individuals to Fiona so she can update MOE Worksheet

Jack: 2.5 hrs	Deb: 4.0 hrs	Nathan: 3.5 hrs
Le-Arna: 9.0 hrs	Fiona.J: 5.0 hrs	Fiona.R: 3.5 hrs