

Stratford Primary School Board
Board Minutes
Monday 29 July 2024 at 5.00pm

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): *n/a*

d. Declaration of interests (conflicts): *None*

e. Matters arising from Previous Minutes:

f. Confirmation of Previous Minutes (Chair to sign):

Approved Presiding Member

LRuss

Date: *2/9/2024*

- 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.

Minutes/Motion:

Motion: *The Board has reviewed the previous minutes from 24 June 2024 and confirm the accuracy of the discussions which took place and confirm the authenticity of the minutes.*

Moved: *Le-arna/Jack*

2. Strategic Decisions:

a. **Governance Matters:**

i. **Follow ups from the last meeting: Engaging with local Iwi.**

- *Action: The Principal will make contact with the following Iwi: Ngāti Maru, Ngāa Rauru, Ngāti Ruanui and Ngāruahine. Questions to ask them: How can we support Iwi e.g. promoting events, connecting with whānau, supporting their Iwi plans.*
- *Action: Providing an opportunity to engage with whānau when we have events such as this term's Whakapiri Morning and the Whānau Day in Term 1.*
- *Promoting Iwi on the school website and through the school newsletter.*
- *Any further actions?*

ii. **Self Review Tool: Partnership reviewed and discussed**

- *P1: Embedding. Increasingly improving the communication by using seesaw, school app, interviews, goal setting and teacher phone calls, IEP's. School newsletter. Mutukaroa.*
- *P2: Working Towards/Embedding. Strong with Juniors. Used well when it is being used. Not consistent across the school. The tools are available for the teachers.*
- *P3: Embedding/Excelling. Transition into the school is very easy. School engagement with Early Childhood is very good. Good pathway options for schools*
- *P4: Embedding/Excelling. Using Tutaki. Provide counselling opportunities for children funded by BoT. PB4L. The School has their own systems in place. Good relationships with sports organisations. Life Ed. Referrals to public health nurses. Self Defence course for Yr 7/8 girls in week 3.*

Question: What are we doing to engage with the Whānau that are not engaging with the

school?

- iii. Board Composition: Next steps - Discussed
Discussion amongst the Board as to whether to co-opt. Maybe co-opting/creating sub-committees as and when specific projects are occurring. If we do carry on with this path, we need to do something slightly different. Learn more about the people and what they could offer to the Board.
- iv. Change to the Enrolment Scheme for Stratford Primary School; Ngaere School Zone. Discussed with the Board. *The Principal will consult with the school community around the change to the Special Projects (ORS spaces). No further actions were needed with the Ngaere School Zone as they are two school zones away from SPS, which means there is no impact on our school.*
- v. 1 July Roll Return Tabled as true and correct.
- vi. Policies to review:
 - Personnel.
 - Appointments.
 - Protected Disclosures.
 - EEO Policy.
 - Reducing Student Distress and use of Physical Restraint Policy

Next steps: The Principal will update the policy legislation and share with the Policy Committee in preparation for the next meeting.

- b. Spontaneous Reviews: N/a
- c. OIA Requests: *School received an OIA. School followed correct process and time frame procedures for acknowledging the OIA questions and answering the questions.*
- d. Education Bulletin
- e. Other: *Trespass notice - discussed.*

Motion: To move the Roll Return.

Moved: Nathan/Fiona R

Stratford Primary School Principal Report – 21 July 2024

Curriculum Presentations by staff:	n/a - moved to next Meeting
Current roll:	<i>Provisional Staffing for 2024: 412</i> <i>School Roll= 426</i> <i>Year 1-2= 110; Year 3-4= 97; Year 5-6=103; Year 7-8= 116.</i> <i>Monday 22 July = 435</i> <i>Year 1-2= 114; Year 3-4= 99; Year 5-6=105; Year 7-8= 117. =</i> <i>Staffing increase will be 0.4 FTTE.</i>
Admissions:	<i>As at 21 July 2024 = 74</i>

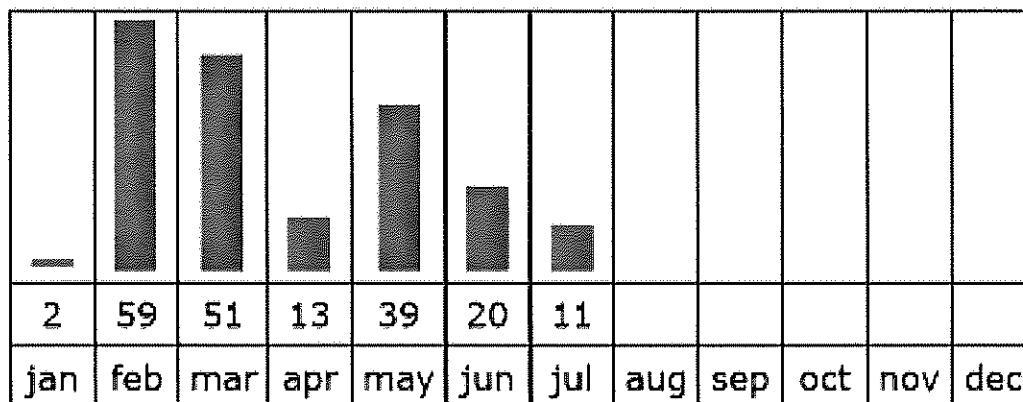
Withdrawals:	<i>As at 21 July 2024 = 15</i> <ul style="list-style-type: none"> • <i>Moved overseas = 1</i> • <i>Moved to a local school = 1</i> • <i>Moved to new town/area = 6</i> • <i>Moved to New Plymouth = 7</i> • <i>School to be confirmed = 0</i>
End of year projection:	<i>1st March: 407</i> <i>1st July Projection: 426</i> <i>22 July Total: 435</i> <i>Predicted Numbers to 31 October 2024 = 443 (+8 New Entrants)</i> <i>Number of Year 1 so far this year = 34</i> <i>Predicted number of Year 8 Leavers at the end of 2024 = 55</i>
Enrolment Process:	<p><i>Confirmed spaces for Term 3, 2024: 6 confirmed out of zone enrolments.</i></p> <ul style="list-style-type: none"> - <i>Yr 0 = 4</i> - <i>Yr 4 = 1</i> - <i>Yr 5 = 1</i> <p><u><i>TBC for Term 4:</i></u> <i>The following Out of Zone Enrolments spaces were made available for Term 4. This has been updated on the website and has been advertised in the local paper:</i></p> <ul style="list-style-type: none"> - <i>Year 1 Spaces = 10</i> - <i>Year 2 Spaces = No spaces</i> - <i>Year 3 Spaces = 5</i> - <i>Year 4 Spaces = 5</i> - <i>Year 5 Spaces = 5</i> - <i>Year 6 Spaces = 5</i> - <i>Year Spaces 7= No spaces</i> - <i>Year 8= No spaces</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 19 July 2024

Major Behaviours Period	31/1/2024 - 19/07/2024
<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>	



Number of children who have had 6 or more major incidents:

10
students

Boys: 175

Girls: 20

NZE: 115

Māori: 73

Other: 7

Number of children who have had 2-5 or more major incidents:

23 (5.4%)

Major Trends

Number

Highest Number of Incidents by Ethnic:

NZE = 115

Most Incidents by Gender:

Boys = 175

Most Incidents by Year Level:

Year 7 (43)

Number of Incidents by Location:

Classroom = 52

Number of Incidents By Problem Behaviour:

One punch = 58

Possible Motivation:

Peer Attention = 91

Number of Social Media Incidents:

1

Break down by syndicate

Year Level	Number	When	Behaviour	Area	6 or more entries
Year 1/2	31	Morning Tea (7)	One Punch (9)	Classroom (11)	1
Year 3/4	56	Morning Tea (13)	One Punch (23)	Classroom (15)	3
Year 5/6	38	Third Block (9)	One Punch (18)	Front of school (8)	2
Year 7/8	70	Third Block (18)	Defiance (12)	Classroom (23)	3

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.	
<p><u>Notes</u></p> <p>Etap Wording → One punch etc will be changed to Physical Contact. Currently, there is a perceived confusion with this indicator and fighting.</p> <p>Anti-Bullying Survey. Discussed questions to ask students and parents. This survey will be sent out in Term 3. Aspirations for their child.</p> <p><i>Moved: Nathan/Fiona J</i></p>	
<p>Health and Safety Committee:</p> <ul style="list-style-type: none"> - June Health and Safety Report: Discussed. 	
<p>Discussion in Committee:</p> <ul style="list-style-type: none"> - Follow ups from the last meeting: 1 (Punching) - New Stand Downs: 3x Fighting + 1x swearing/hitting - Number of actual stand downs = 15 Swearing/hitting; 2x Fighting; 5x Punching); 1x Not following teacher directions); 5x Alcohol; 1x Biting. - New Restraint Report: 1. Current total this year: 5 - New Suspensions Report: N/a. Current total for this year = 1 - New Search and Surrender Report: N/a: Current total for this year = 1 (Potential Vape). <p><i>In Committee 6.35pm</i></p> <p><i>Out of Committee 6.42pm</i></p>	
Total Stand Downs Report in 2024: 15	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: 5	Previous Years: 2023 = 5; 2022 = 2
Total Search and Surrender 2024: 1	Previous Years: 2023 = 5; 2022 = 4
<p>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.</p>	
<p>Board Consultation with Whānau:</p> <ul style="list-style-type: none"> • 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: 23 (2 new parents) 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 Basic Skills (Life skills) = 3 Camps/river safety = 3 Practical activities for Boys (like what scouts do) = 4 Friendships (social skills/self confidence) = 9 Enviro Reading, Writing, Math = 6 Fun activities Critical Thinking Sports/sportsmanship = 5 Family Values (Respect/Collaboration) = 2 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+ Nutrition, the environment. Interactive, practical, hands on.	Community experiences Budgeting = 5 Cooking = 15 Basic Life Skills (Including home routines) = 4 Gardening (Enviro/animals) = 6 Woodwork = 6 Sewing = 4 Robotics/Computer skills/Laser Cutter = 6 Music/Art/drama = 5 Engineer (fixing things) = 3 Hut Building/survival skills Being creative = 1 Cooking skills; What growing bodies need (nutrition, wellness etc); Woodwork; Environmental focus; Gardening - growing food to survive. Having lots of options at a range of experiences.

What has been happening around the school:

Build a Business: The Year 7-8 Build a Business evening was well received by 99.95% of the school community. The quality of projects and engagement of our ākonga improved from last year's event. All profit will go towards the Year 7-8 Big Day Out.

Rippa Rugby Finals: It was fantastic to see our Rippa Team do so well at the tournaments. Our Year 5-6 Mixed Team won, the Year 7-8 Boys team came second and the Year 7-8 Girls team came fourth. Whānau support was fantastic.

Basketball Finals: We had a number of teams in the Basketball Finals, with SPS taking out the A, B and D finals. This competition was awesome for many of our students who do not normally participate in sports. Over the term, you could see their confidence, teamwork and skills improve. This also had a positive effect on their learning in the classroom and social skills.

Sports Exchanges: Our Year 5-6 Teams have made the semifinals in the NPPA Competition. Our Year 7-8 ākonga have an exchange against Manukorihi later this term.

Extension Programmes: We are trialling different extension programmes this term. This includes Te Reo Māori, Japanese and Science.

House Competition: House Leaders did a wonderful job promoting the House Chant Competition.

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/ākonga, disabled learners/ākonga and those with learning support needs.

Attendance Report for 2023: 29 January to 22 July 2024.	Current	MoE Target	Board Target
Percentage of ākonga attending school regularly (attending more than 90%, an average of 9 days a fortnight)	60%	70%	75%
Irregular attendance = 81% up to 89%.	27%	N/a	
	=	87% (Was 86%)	
Percentage of ākonga who are moderately absent (attending more than 70% up to 80%, missing two to three days a fortnight)	= 9% (Was 9%)	9%	
Percentage of ākonga who are chronically absent (attending 70% or less, missing three or more days a fortnight)	= 4% (Was 5%)	5%	

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	3 (Families)
Closed by Truancy Service - Back to School to monitor	2
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.

- **Writing Goal Update:** Teams have revisited the progress of their Priority Learners. They have also reviewed their specific teaching goals and next steps to accelerate priority learner progress. As a school, we are looking to embed best practice as this is the last year of PLD. Murray Gadd provided further coaching in Term 2. This will continue in Term 3.
- **Mathematics Goal Update:** SPS has received a further 50 hrs PLD Funding from the MoE to support the development of Mathematics. This will involve an external advisor supporting the school with the

transition to the Mathematics approach all schools will need to adopt. The Leadership Team have also supported the Yr 5-8 teachers to administer the PAT Mathematics Test and use the information to plan next steps. Results to date showed positive progress from 2023 to 2024:

	Term 4, 2023 <i>Stanine Average (5+ is the Goal)</i>	Term 2, 2024 <i>Stanine Average (5+ is the Goal)</i>
<i>Year 5</i>	4.4	5.1 (+0.7)
<i>Year 6</i>	3.8	4.2 (+0.4)
<i>Year 7</i>	4.1	5.3 (+1.2)
<i>Year 8</i>	3.4	4.7 (+1.3)

- **Te Reo Māori Goal Update:** Teachers have completed the Te Reo Māori Course. Two teachers are looking to extend their understanding this term and move to the next level. Two teachers are attending the termly MAC Hui's. Two teachers and the DP will be attending the Term 4 National Hui at Waitangi. Further support will be offered this term through the MAC PLD in Week 2.

Next Steps: How does SPS compare with the rest of the Kahui Ako for Mathematics?

Schoolwide Assessment Trends:

Term 4 2023 compared with Term 2, 2024 (N.B. We still have two terms to move ākonga):

- **Writing**

3+ yrs Cohort (number children)	Working within or exceeding
<i>Overall (138)</i>	62.3%
<i>Girls (77)</i>	71.5%
<i>Boys (61)</i>	50.8%
<i>Maori (39)</i>	53.8%

Note: Girls are achieving 20.7% higher than Boys

Current Year (No IEP)	Working within or exceeding
<i>Overall (290)</i>	60.9%
<i>Girls (162)</i>	67.1%
<i>Boys (128)</i>	53.2%
<i>Maori (73)</i>	56.1%

Note: This group shows for the 290/342 ākonga who were at SPS in Term 4, 2023.

Current Year (All)	Working within or exceeding
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<i>Overall (356)</i>	<i>50.3%</i>
<i>Girls (175)</i>	<i>62.1%</i>
<i>Boys (181)</i>	<i>38.9%</i>
<i>Maori (97)</i>	<i>43.8%</i>

Note: This group shows for the 356/426 ākonga who were at SPS in Term 4, 2023.

Further investigation areas:

3+ cohort (No IEP) group of boys (21.3%) increase of boys working towards the curriculum.

- **Writing Priority Learners.**

71 priority learners with 51% (36) already achieving and 17% (12) need to move just 1 more level.

- **Mathematics**

<i>3+ yrs Cohort (number children)</i>	<i>Working within or exceeding</i>
<i>Overall (138)</i>	<i>51.5% (5.9% increase from Term 1)</i>
<i>Girls (77)</i>	<i>59.6% (17.5% increase from Term 1)</i>
<i>Boys (61)</i>	<i>56.1% (6.1% increase from Term 1)</i>
<i>Maori (39)</i>	<i>46.2% (4.1% increase from Term 1)</i>

<i>Current Year (No IEP)</i>	<i>Working within or exceeding</i>
<i>Overall (290)</i>	<i>42.7% (2.7% increase from Term 1)</i>
<i>Girls (162)</i>	<i>46.9% (6.5% increase from Term 1)</i>
<i>Boys (128)</i>	<i>56.6% (10.9% increase from Term 1)</i>
<i>Maori (73)</i>	<i>47.9% (7.6% increase from Term 1)</i>

<i>Current Year (All)</i>	<i>Working within or exceeding</i>
<i>Overall (356)</i>	<i>41.7% (5.1% increase from Term 1)</i>
<i>Girls (175)</i>	<i>43.4% (6.1% increase from Term 1)</i>
<i>Boys (181)</i>	<i>40.1% (8.3% increase from Term 1)</i>
<i>Maori (97)</i>	<i>36.1% (5.9% increase from Term 1)</i>

- **Basic Facts Priority Learners (76 ākonga).**

- 30.3% of priority students have made accelerated progress.
- No students have declined.
- 69.7% have not made accelerated progress in Basic Facts, YET.

- **What does all this mean?**
 - A stage goes over two years. Two stages = 4 years of progress.
 - There are issues in that some students are only getting a couple of questions wrong. Kids can solve the problems but not in the allotted time.
 - An analysis of the new markbook will occur to compare and see what the issues are with the current markbook. (e.g. Teachers put a year level for Number Knowledge, Number Strategies, and the Strands then they make an overall assessment).
 - Similar trends here to that of writing. Girls are doing better. We can see progress.
- **Schoolwide Reading data**

3+ yrs Cohort (number children)	Working within or exceeding
Overall (138)	77.0% (10.8% increase from Term 1)
Girls (77)	80.6% (14.3% increase from Term 1)
Boys (61)	72.6% (6.5% increase from Term 1)
Maori (39)	76.9% (10.2% increase from Term 1)

Note: Maori have the highest percentage that are exceeding by 10-20%.

Current Year (No IEP)	Working within or exceeding
Overall (290)	60.4% (12.3% increase from Term 1)
Girls (162)	62.9% (14.7% increase from Term 1)
Boys (128)	60.4% (12.4% increase from Term 1)
Maori (73)	61.7% (8.3% increase from Term 1)

Current Year (All)	Working within or exceeding
Overall (356)	50.4% (10.2% increase from Term 1)
Girls (175)	58.9% (14.0% increase from Term 1)
Boys (181)	42.3% (6.4% increase from Term 1)
Maori (97)	47.4% (5.7% increase from Term 1)

Further investigation areas:

- Boys progress is less than Girls in the 3+ cohort (14.3% vs 6.5%). However, progress in the current cohort No IEP is closer (14.7% vs 12.4%). Why are some boys not making progress?
- Maori achievement/progress is better than Boys but less than Girls. This further illustrates how we need to keep looking at Boys.
- Girls' achievement in the current cohort is significantly higher than Boys. Why?

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

<p>Priority 5: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p>
<ul style="list-style-type: none"> • <i>Professional Development: See above.</i>
<p>QUALITY TEACHING AND LEADERSHIP: Quality teaching and leadership make the differences for learners and their whānau.</p> <p>Priority 6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>
<p>Professional Development:</p>
<ul style="list-style-type: none"> • <i>Writing PLD: See above.</i>
<p>Kāhui Ako Professional Development:</p>
<ul style="list-style-type: none"> • <i>The Kāhui Ako have agreed to hold a Teachers Only Day next year with the Inglewood Kāhui Ako. This will be on the Friday before the Taranaki Anniversary. This has already been approved by the Board.</i>
<p>FUTURE OF LEARNING AND WORK: Learning that is relevant to the lives of New Zealanders today and throughout their lives.</p> <p>Priority 7: Collaborate with industries and employers to ensure learners/ ākonga have the skills, knowledge and pathways to succeed in work.</p>
<p>N/a</p>
<p>Legislative Areas not covered under the NELPS</p>
<p>ERO Review</p>
<p>n/a</p>
<p>Creative Commons Policy</p>
<p>No issues to report.</p>
<p>School Year</p>
<p>See the Board Folder for the School Year Calendar, including Board Meeting dates.</p> <ul style="list-style-type: none"> • Follow up from previous discussions • 2025 School Calendar dates: to be discussed.
<p>Self Review: Board work plan review areas.</p>
<p><i>Completed Self Review Areas from the Board's Annual Work Plan 2024.</i></p> <p>Board Agenda:</p> <ul style="list-style-type: none"> • 1 July Roll Return has been tabled. • Policies reviewed: Personnel, Appointments, Protected Disclosures, EEO. • Reducing Student Distress/Restraint Policy → Reviewed. <p>Principal Report:</p> <ul style="list-style-type: none"> • Priority Learners Progress for Term 2 (Writing/Basic Facts) + Schoolwide Writing, Maths and Reading Progress. • Annual Plan Updates for Writing, Mathematics and Te Reo Māori.

- *Anti Bullying Survey.*
- *Whānau Engagement Survey.*
- *Property Report: June.*
- *PB4L Report: June.*
- *Attendance Report: February to July 2024.*

Discuss:

- *Appointment Procedure → Discussed.*
- *SUE Reports - Presiding Member check → briefly discuss.*
- *Surrender and Retention Procedure → Discussed.*

Personnel:

Equal Employment Opportunities (EEO):

- *n/a*

Sarah Dombroski has accepted a new part time position at Inglewood Primary School.

Motion: To accept the resignation of Sarah Dombroski from her permanent teaching position.

Moved: Nathan/Fiona J.

Teaching staff updates:

- *The Leadership Team has been planning for 2025. An advert has been placed in the NZ Herald for a range of Permanent and Fixed Term Positions. The Principal will keep the Presiding Member and Lead Personnel Member of the Board up to date with any changes.*
- *Employment strategy: Locking in experienced local teachers and current fixed term staff to permanent positions, particularly as there is a shortage of quality teachers in the workforce. Moving towards Specialist Release Teachers who run specific programmes for Classroom Release Time. Teachers will be entitled to the equivalent of five days per term in 2025.*

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):*

- *Three support staff have requested Leave, which requires Board Approval:*
 - *Antionette Buckley: To go on a wedding anniversary trip, note the trip was delayed due to flight issues.*
 - *Talia May: To attend her daughter's wedding.*
 - *Baileigh Allen: Family holiday.*

Motion: To approve the above leave. Moved: Jason/Le-arna

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:

- *The Principal has completed two terms of the current role. The Leadership Team believes this is working. The added advantage is that the Board is receiving 0.4 FTTE (Two extra staffing days per term). Do the Board have any questions for the Principal and Deputy Principal? Follow up at the next meeting.*
- *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: Find attached the Finance Minutes from the last meeting.

- Questions: N/a

Motion: To move the May Accounts. **Moved:** Fiona.R/Fiona.J

Motion: To move the updated budget dated 1 July 2024. **Moved:** Fiona.R/Fiona.J

Property:

5YA Projects:

- **Year 3-4 Block:** The Lead MoE Advisor phoned the Principal to confirm that the design team will be in touch in the near future to begin discussing the design and location of the Year 3-4 block. Key points to consider are the location (fits into the school environment and school team organisation), the internal design (which will be limited to MoE specifications) and what we do with the current classroom location area if it is moved (Previous feedback from the MoE was that the current location is not viable).
- **SENCO Space:**
 - The invoice has been paid to the Designer.
 - We are still waiting for funds from the MoE. However, the Lead Property Advisor has assured it is coming.

Motion: To accept the Principal Report for July

Moved: Le-arna/Deb

3. Administration

- Review the minutes.** Secretary to share the key points and decisions made.
- Identify agenda items for the next meeting on Monday 2 September 2024 at 5.30pm.**
 - Add to the Matters Arising from the last meeting.**
 - Follow up from the Self Review discussion tonight.
 - Kāhui Ako Leadership Role: Do the Board have any questions for the Principal and Deputy Principal?
 - How does SPS compare with the rest of the Kahui Ako for Mathematics?
 - SUE Reports - Presiding Member check → briefly discuss.
 - Surrender and Retention Procedure → Go over.
 - See the Board Folder for the School Year Calendar; including Board Meeting dates. Follow up from previous discussions → The Principal will share the updated Calendar dates.
 - Review another area using the ERO Tool.**
- Correspondence (see below)**

4. Correspondence In:

- 1 July Roll Return Confirmation.
- TOI Foundation: Accountability Report Approved = \$20k capital grant.
- TOI Foundation: Approval of the Annual Grant Application for \$5k.
- Resignation letter: Sarah Dombroski
- Ngaere School → Zone.
- Enrolment Zone for Stratford Primary School

5. Correspondence Out:

- Submitted Accountability Report for the TOI Foundation Capital Grant: \$20k.
- Submitted Accountability Report for the TOI Foundation Special Projects (Counselling): \$25k.

Minutes/Motion:

Motion: To move the correspondence

<i>Moved: Le-arna/Jack</i>		
6. <u>Meeting closure: 7.20pm</u> a. Report hours spent by individuals to Fiona so she can update MOE Worksheet		
Jack: 3.0 hrs	Deb: 4.0 hrs	Nathan: 4.0 hrs
Le-Arna: 9.0 hrs	Fiona.J: 4.0 hrs	Fiona.R: 3.5 hrs