

Stratford Primary School Board
Board Minutes
Monday 10 February 2025 at 5.00pm

1. Administration:

- a. Present: Fiona R, Le-arna, Fiona J, Deb, Jason E, Jason B
- b. Apologies: *Nathan, Jack*
- c. Public Present (No speaking rights): *N/a*
- d. Declaration of interests (conflicts): *None*
- e. Matters arising from Previous Minutes: *None*
- f. Confirmation of Previous Minutes (Chair to sign):

Approved Presiding Member

GRUSS
Date: *26/03/2025*

- 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.
 - iii. Added Agenda Items: Ministry of Education - > Assessment, Principal Survey

Minutes/Motion:

Motion: *The Board has reviewed the previous minutes from 13 November 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:

- a. *n/a*

3. Strategic Decisions:

a. Governance Matters:

- i. Presiding Member Role.
Nomination: Le-arna. Seconded. All motioned.
- ii. Appointment of the Presiding Member Policy
- iii. Co-opting Jason Bolton onto the Board. *Motioned: All in favour. Moved.*
- iv. Board Code of Conduct - Re-sign
- v. Board Register + Sub Committees + NZSTA Guidelines. *Discussed.*
- vi. Board Work Plan for 2025
 - New Appointments: Before someone joins a board into a co-opted or appointed position, or into a selected parent representative position (see casual vacancy), they first must sign: eligibility declaration form (english)
 - Co-opted: Reason = transition/Property; Length of time: Until the elections on Wednesday 10 September. Declaration form completed and Appendix + letter confirming the above.
 - Returning Officer: Janine Gibbons. *Motioned. Passed.*
 - Board Numbers: 5 elected members for the next election cycle.
- vii. Financial Delegations Policy. *Discussed.*
Motion to move Financial Delegation Policy. Moved: Jason E/Le-arna.
- viii. Credit Card Policy. *Discussed*
Motion to move Credit Card Policy. Moved: Jason E/Fiona R.
- ix. The following policies have been signed as per the policies guidelines: *RTLit, Fuel*

Card.

- x. Review of the school roll in relation to the Enrolment Policy → no changes recommended.
 - xi. 10 February 2025 Budget - *Approved by the Board.*
 - xii. Anti Bullying Policy to update at the start of Term 1, 2025. Excellent feedback from Parents. *Discussed. Motion to move Anti Bullying Policy. Moved: Fiona J/Jason B*
 - xiii. Whānau Engagement in Learning Policy - Minor update → *Discussed. Motion to move Whānau Engagement in Learning Policy. Moved: Jason E/Fiona J*
- b. **New Policies to review:**
- N/a
- c. **Spontaneous Reviews:**
- i. What questions can we ask whānāu in 2025?
 - ii. Asking new children's parents to school:
 - How has the transition process been? What were the good points?
 - iii. Have we/can we ask how the yr 8's transitioning into High School has gone.
 - Do a survey to Yr 9's about how the transition went. The good things/bad things.
- d. **OIA Requests:** N/a
- e. Education Bulletin
- f. **Other:** N/a

Stratford Primary School Principal Report – 5 February 2025

Curriculum Presentations by staff:	N/a - Jasmine (RTLit) and Chad (New PE and Health Programme) will both share at the next meeting.
Current roll:	Provisional Staffing for 2025: 438 School Roll= 414 as at 4 February 2025 Year 1-2= 92; Year 3-4= 100; Year 5-6=107; Year 7-8= 115.
Admissions:	As at 4 February 2025 = 22
Withdrawals:	As at 4 February 2025 = 0
End of year projection:	1st March: 415 1st July Projection: 436 Predicted Numbers to 1 October 2025 = 447 (approximate 41 NE) Number of Year 1 so far this year = 9 Predicted number of Year 8 Leavers at the end of 2025 =

Enrolment Process:

Term 1 2025 Enrolment process has been completed
Second window for Term 1 (22 January): Out of zone enrolments received were:

Yr 2 = Spaces 4 -> actual = 1

Yr 6 = Spaces 6 -> actual = 6

The next window will be 26 March for Term 2.

Predicted spaces for Term 2, 2025

- Year 1 Spaces = 10 (41 students)
- Year 2 Spaces = 1 (51 students)
- Year 3 Spaces = 2 (52 students)
- Year 4 Spaces = 5 (48 students)
- Year 5 Spaces = 5 (55 students)
- Year 6 Spaces = 5 (52 students)
- Year 7 Spaces = No spaces (53 students)
- Year 8 Spaces = No spaces (62 students)
- Special Programme: No spaces

Staffing (Confirmed) and Funding Roll: 438

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: N/a - only had 7 days of school so far

Health and Safety Committee:

- November, December 2024 and January 2025 Health and Safety Report: Discussed.

Motion to accept the updated Hazard Register. Moved: Fiona R/Deb

Discussion in Committee:

- **Follow ups from the last meeting:**
- **New Stand Downs:** 2x fighting, 2x swearing, 1x hurting another student
- **Number of actual stand downs for 2024 = 27**
 3x Swearing/hitting; 6x Fighting; 7x Punching; 1x Not following teacher directions; 5x Alcohol; 2x Biting, 1x disrespect/disruption, 1x harassment of another student, 1x hurting another student
- **New Restraint Report: 1**
Total for 2025: 6. Note: Restraint from 30/4/24 was reclassified as a Health and Safety issue rather than restraint
- **New Suspensions Report: N/a. Total for 2025 = 1**
- **New Search and Surrender Report: N/a. Total for 2025 = 1 (Potential Vape).**

In Committee 5.53pm

Out of Committee 6.13pm

Total Stand Downs Report in 2025: 0	Previous Years: 2024 = 27 (5 = alcohol - no vaping); 2023 = 26 (14 = vaping) 2022 = 17 (10 = vaping).
Total Suspension 2025: 0	Previous Years: 2024 = 1, 2023 = 0; 2022= 2
Newly Directed Ākonga in 2025: 0	Previous Years: 2024 = 0, 2023 = 0; 2022 = 1
Total Restraint 2025: 0	Previous Years: 2024 = 6; 2023 = 5; 2022 = 2
Total Search and Surrender 2025: 0	Previous Years: 2024 = 1; 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:

- **Question:** What new questions would the Board like to explore? Should we focus on Boys and their learning? For example: How can we hook boys into learning at school? What ideas do you have?

Note: The Principal will provide a summary of all consultation that was completed in 2024. This will then be added to the Charter. This will be presented at the March Board Hui.

What has been happening around the school:

- **Connection Hui:** The first school day involved a Connection Hui with whānau. This was well received with a high proportion of parents attending. The aim of the meeting was to ask what parents and students hoped for the year. Follow up: Teachers are contacting parents who did not attend.
- **Pōwhiri:** New staff, whānau and tamariki were welcomed into the school. Our student leaders and Kapa Haka Roopu excelled on the day.
- **Top Team Day:** Year 7-8 ākonga were provided an opportunity to lead the various events as they look to obtain a Leadership position for 2025. The overall event was fantastic with students having a lot of fun and positive parent feedback.
- **Whānau Day:** Over 150 parents attended Whānau Day. The feel across the school was excellent and it was a great way to build connections with whānau. Student leadership was a standout with how ākonga welcomed whānau, completed surveys, served the hangi and helped clean up afterwards.
- **Year 7-8 Camp:** The Leadership Team and Year 7-8 Team held a pre camp safety meeting in Week 2. A parent meeting was held at the beginning of Week 3. Parents attending camp will receive a copy of the RAMs. Parents attending camp have all been Police Vetted.
- **Counseling:** We have been able to re-employ Gemma Schmeling on a contract to support student and staff wellbeing.

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.

Analysis of variance - see below

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.

Schoolwide Assessment Trends:

Discussion:

- 1. What is the Analysis of Variance? Targets**
- 2. We had three target goals in 2024 → Writing, Basic Facts and Attendance.**
- 3. What were the outcomes?**

a. Accelerated progress for Priority Learners. Target 50%

A breakdown of results showed:

- ✓ Year 2: 11/11 (100%) achieved the Curriculum Milestones.
- ✓ Year 3: 7/7 (100%) achieved the Curriculum Milestones.
- ✓ Year 4: 10/10 (100%) achieved the Curriculum Milestones.
- ✓ Year 5: 4/7 (57%) achieved the Curriculum Milestones.
- ✓ Year 6: 4/10 (40%) achieved the Curriculum Milestones.
- ✓ Year 7: 7/14 (50%) achieved the Curriculum Milestones.
- ✓ Year 8: 3/10 (30%) achieved the Curriculum Milestones.

Writing: 46/69 (67%) ākonga made accelerated progress in Writing. This is near the 68% Target that was set at the start of the year.

Discussed the points of celebration and points of challenge. See the Analysis of Variance.

b. Accelerated progress in Basic Facts. Target 75%

- i. Year 2 (10):** Ākonga moved from Stage 3 (5 indicators) to Stage 4 (10 indicators).
 - Less than five indicators or inconsistent progress = 3
 - 5 - 10 indicators = 4
 - More than 10 indicators = 3
 - Accelerated Progress = 7/10 (70%).
- ii. Year 4 (9):** Moving from Stage 4 to Stage 5 (10 indicators).
 - Less than five indicators or inconsistent progress = 2
 - 5 - 10 indicators = 0
 - More than 10 indicators = 7
 - Accelerated Progress = 7/9 (78%).
- iii. Year 6 (10):** Moving from Stage 5 to Stage 6 (10 indicators).
 - Less than five indicators or inconsistent progress = 1
 - 5 - 10 indicators = 4
 - More than 10 indicators = 5
 - Accelerated Progress = 9/10 (90%).
- iv. Year 8:** Moving from Stage 6 to Stage 7 (10 indicators).
 - Less than five indicators or inconsistent progress = 7
 - 5 - 10 indicators = 2

- More than 10 indicators = 5
- 7/14 (50%) ākonga have made accelerated progress.

Reasons for Variance: There was significant acceleration across the four cohorts. 23/29 (79%) students made accelerated progress, which was above the Board Target of 75%. However, when compared with the Curriculum Stage Expectations, only 6/45 (13%) ākonga are Working Within the Curriculum Expectation, while 15/45 (33%) ākonga have achieved some or many indicators in the Curriculum Stage. This highlights that the selection of Priority Learners needs to be reviewed for 2025.

Teachers, the Leadership and Board felt the measure of using stages distorted the positive progress that was made across the teams. A review of how this is presented to teachers and the Board will be reviewed. For example, teachers use a more detailed spreadsheet to record and monitor ākonga progress with Basic Facts. This provides a clearer picture of what ākonga can do and areas to further develop.

Through discussions with teachers, knowing their times tables was an area that was holding many ākonga back. This may be because they are missing knowledge from the earlier stages, or need further support to understand and retain key times table

- c. Attendance. Target 75% attending regularly:** The average Regular Attendance for Term's 1-4 in 2024 was 74.25%. This was just below the Board's Target of 75%. This figure was 4.25% above the National Target for 2024. Stratford Primary School is above the National Targets for 2024.

Reasons for Variance: Positive promotion of the importance of attending school contributed to higher attendance when compared to local and national attendance results. Although moderate and chronic attendance did not change significantly through the year, there were examples that some ākonga were beginning to attend school more often through positive home-school connections. Sickness contributed to lower regular attendance and higher irregular attendance in Term 2 and 3.

Where to next: The Board will continue to receive Monthly Attendance Reports at each Board Meeting. The Leadership Team will continue to use strategies that have been effective in 2024 as part of the Annual Plan strategy for 2025.

4. Next steps:

- a. Writing:** Writing will continue to be a priority in 2025. Recommendations made in this report will be included in the 2025 Annual School Improvement Plan. For example:
 - i. Reducing the achievement gap between boys and girls from 15.5% to 7.5% in 2025.
 - ii. Reducing the achievement gap between Māori and NZ/other from 6.6% to 2% in 2025.
 - iii. Raising the number of students who are exceeding their curriculum level from 16.5% to 18% in 2025.
 - iv. Particular focus and support for students writing achievement in Year 6 and Year 8. Year 6 target = 65%+ and the Year 8 target = 58%+ for 2025.

- v. Look to add opportunities for extension where possible.

b. Mathematics:

- i. **Selection of Priority Learners:** Identify Priority Learners in Year 2, Year 4, Year 6 and Year 8 using the last assessment from 2024. Ensure that the ākonga are able to make accelerated progress to achieve the expected achievement outcome for their Curriculum Level.
- ii. **Basic Fact Assessment:** Update the assessment tool so it is streamlined and consistent across the four teams. Update the monitoring process to ensure data is valid and reliable. Ensure all teachers are aware and follow the data entry timelines for reporting information to the Leadership Team and then the Board. Priority Learners Data presented to the Leadership Team after each assessment has been completed. Identify what is working well and areas to develop further. Include the Mathematics Support Teacher in these discussions.
- iii. **Mathematics Core Teaching:** The Mathematics Team and an external advisor will support teachers and Team Leaders to develop the consistent practice of Mathematics, which is aligned to the new Government expectations.
- iv. **Identify Good Practice and share across the Teams:** Identify teachers who are making progress with their Basic Facts Programme and ask them to share with other teachers. For example, teachers who are consistent, persistent and insistent with the learning of Basic Facts Knowledge.
- v. **The Basic Facts** recording sheet used by teachers is broken down in far more detail than the current stages. Update the summary report to use this information, which better shows progress for indicators within each Curriculum Number Stage.
- vi. **Timetables Tool:** Potentially look at teachers implementing a times table tool/programme across Years 3- 8 to support ākonga to learn their tables.
- vii. **Mathematics is the major Curriculum Focus.** This will be a School Priority in 2025 and 2026. Support teachers with Professional Development to unpack the updated Curriculum.

- c. **Attendance:** The Board will continue to receive Monthly Attendance Reports at each Board Meeting. The Leadership Team will continue to use strategies that have been effective in 2024 as part of the Annual Plan strategy for 2025.

Reviewed the 2025 Improvement Plan: Discussed.

Mathematics, Writing, School Culture, Priority Learning Targets

Motion to accept the 2025 Improvement Plan.

Moved: Fiona R/Le-arna

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

Extension opportunities: The Principal will identify tamariki who would benefit from Level 1 Te Reo Māori through the Virtual Online School. One student will be supported with full immersion.

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:

Induction of new Teachers (Monday 20 January): New teachers were inducted into the school by the Deputy Principal and Resource Teacher of Literacy. Tutor Teachers are in place for all first and second year teachers.

Mathematics PLD (Wednesday 22 January): All the staff were supported by an external facilitator to unpack the new Mathematics Curriculum.

Kahui Ako Professional Development:

No new updates.

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/ ākonga have the skills, knowledge and pathways to succeed in work.

n/a

Legislative Areas not covered under the NELPS

ERO Review

Schoolwide assessment information has been sent to ERO for the 2024 school year. This included:

- Schoolwide Reading Achievement for 2024.
- Schoolwide Writing Achievement for 2024.
- Schoolwide Mathematics Achievement for 2024.
- Analysis of Variance.

ERO have changed their review process inline with the new Government priorities. Frank from ERO has shared the updated Board Assurance Statement and Guidelines. **Next step: The Principal will review the guidelines and share back to the Board.**

Creative Commons Policy

n/a

School Year

Whānau have been informed of the Teachers Only Days and Curriculum Days for 2025.

Self Review: Board work plan review areas.

Principal Reviews:

- Planning new extension opportunities for Writing, Mathematic, PE and Science.
- Planning the Tech Programme that starts later this term.
- Reviewing the Curriculum Vitae that is offered to Year 7-8 ākonga (Bands) → How can we keep growing this area? Promoting the C.V. Programme on the school website.
- The school website is being upgraded.

- The Principal is looking to develop video content to promote learning, parent education and video extension opportunities. This will be led by our ICT Lead Person (Lex).

Completed Self Review Areas from the Board's Annual Work Plan 2025.

- Analysis of Variance for 2024
- Discussed the Board's Work Plan for 2025
- Policies approved: Anti Bullying, Financial Delegation, Credit Card.
- Board documentation has been setup for 2025.
- The Board has reviewed/checked the RTLit Policy, Fuel Card Policy, Enrolment Policy, Annual Goals for 2025.
- New whānau questions have been set for the year.
- The 2025 Budget has been approved.
- Parents attending camp have been police vetted and checked off.
- The Physical restraint register has been updated.
- The Board has been provided an Attendance Report for 2024 through the AOV.
- The Board has been provided the latest property report.

Personnel:

Equal Employment Opportunities (EEO):

- n/a

Teaching staff updates:

- All teachers have an employment contract in place. This includes a Professional Growth doc that is aligned to the Teachers Council.
- The following teachers have been added to the Team: Sara Jane Kowalewski (extension programmes and support programmes), Angela Robinson (Science extension); and Jessica Thomson (Writing extension and support).

Motions: To appoint Sara Jane Kowalewski to (0.3 FTTE) to support extension programmes and general release until the end of Term 2, 2025. To appoint Jessica Thomson (1.0 FTTE) on a fulltime fixed term contract until the end of the 2025 school year. To appoint Angela Robinson (0.2 FTTE) on a fixed term contract from Term 2 until the end of the school year, where she will be teaching Science extension.

Moved: Le-arna/Fiona J

Support staff updates:

- All support staff have an employment contract in place. This includes goals around their role at S.P.S.
- Michelle Brunton has been appointed for three hours per week to support the SENCO timetable. She is also volunteering a further 10 hours. This is a fixed term position until the end of Term 2.
- Jason to follow up with Janine. Tailor job descriptions based on scale.

Motion to appoint Michelle Brunton as a teacher aide.

Moved: Jason B/Fiona R

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):

- Teacher Aide: Jodene McCowan - 5 days (LWOP) - 26/5 - 30/5/2025
- Teacher: Jayla Berge - 12 days (LWOP) - 4/2-21-2/2025

- Teacher: Tori Goble - 5 days (LWOP) - 26/5 - 30/5/2025
- Teacher Aide: Amber Kolevski - 5 days (LWOP) - 9/6 - 13/6/2025; 4 days (Child's Sports) - LWP 5/8 - 8/2025
- Teacher Aide: Darlene West - Term 1-2 2025 - LWOP for medical reasons.

Motion to approve the above leave:

Moved: Fiona J/Deb

Staff Wellbeing: Number of staff who have had 5+ days away with sickness this month = 0

- Gemma Schemling is available to support staff with counselling. The previous service provided through EAP is now too expensive due to Government cuts in the funding.

Kahui Ako Staffing:

- No new updates

Finance:

Discussed Board Finance minutes:

- October Finance Committee Minutes
- November/December Finance Committee Minutes.
- 2025 Budget (10 February 2025)

Motion to move the October, November and December Finance Committee Minutes.

Motion to approve the confirmed 2025 Budget.

Moved: Deb/ Fiona J

Property:

5YA Projects:

- **Year 3-4 Block:** The Principal and members of the SPS Team met with the designers of the proposed new block. Some key points:
 - **Location:** It was decided a long time ago that the best position for the new build was out the front of the school. This would provide the least disruption to learning because classes would not have to move out of the block during the build. Funding would be considerably less because the MoE would not have to fund temporary classes (that are also not available). The back area is on the southside and has poor drainage and sloping land.
 - **Design:** The initial design was in an L shape → the team has asked for a new design in a straight line - The Principal will show the Board.
 - **Consultation:** The Principal consulted with Jack (Board Property), other staff and Education Services around the location and design. They all agreed the new design should be in a straight line rather than a 'L' shape e.g. practical reasons.
 - **Next steps:** New design presented to the team in the near future. Note: there are time and monetary constraints around the design process. E.g School confirms the design in February/early March → MoE approved by April.
 - **Outcome:** Four new classrooms and a new whārenui will be located out the front of the school.

- The 5 Year Property Plan has been approved:
- SENCO Space/Board is owed \$10k:
 - The Principal has followed up this project and reimbursement with the MoE Property Advisor. He has assured that the local MoE Property Advisor is sorting the problem. The SENCO (Rm 12) upgrade is still being planned for the near future. We are still waiting for the local MoE Property person to receive the final approved funding pool.

Motion: To accept the Principal Report for February.

Moved: Le-arna/Fiona R.

4. Administration

- Review the minutes.** Secretary to share the key points and decisions made.
- Identify agenda items for the next meeting on Monday 31st March 2025 at 5 pm.**
 - Jason to update school answer phone message with current students.
 - Jason to update Job descriptions for support staff based on scale.
- Correspondence (see below)

5. **Correspondence In:**

- Jason Elder - Welcome back (Tuesday 28 January 2025)
- 8 January: 5YPP from the MoE
- 27 January: 2024 Financial Year End Proposal

6. **Correspondence Out:**

- TSB Bank
 - 29 November 2024 x2
 - 6 January 2024 x 2

Minutes/Motion:

Motion: To move the correspondence

Moved: Le-arna/Jason B

7. Meeting closure: 7.31pm

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

Jack: x hrs	Deb: 4.0 hrs	Nathan: x hrs
Jason: 4.5 hrs		
Le-Arna: 8.0 hrs	Fiona.J: 5.0 hrs	Fiona.R: 5.5 hrs

