

Stratford Primary School Board
Board Minutes
Monday 7 April 2025 at 5.00pm

1. Administration:

- a. Present: Le-arna, Fiona J, Deb, Jason E, Jason B, Jack, Nathan (arrived late)
- b. Apologies: *Fiona R*
- 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):
 - 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: Question: End of Year Awards. What do Jack and Nathan think. Could we add MVP and Most Improved? Further discussion required.
 - Promoting Leadership for Boys (and Girls) in Yr 7-8. *Discussed.*
 - Getting guest speakers in and talk/work with Yr 7-8 Boys Advisory Roopu.
 - Creative Comms Policy.

Approved Presiding Member

UKYSS
Date: *26/05/25*

Minutes/Motion:

Motion: *The Board has reviewed the previous minutes from 10 February 2025 and confirm the accuracy of the discussions which took place and confirm the authenticity of the minutes.*

Moved: *Le-arna/Fiona J*

2. Presentation:

a. Chad Jacob: New PE and Health Programme

Continuing to roll out PE planning for each teaching team.

Healthy active learning - Sport Taranaki initiative: Mattie Thomas involved also from Sport Taranaki.

Tu Manawa Funding:

2023: River Safety at TOPEC and play based learning (Term 4)

2025: Perceptual Motor Programme - SENCO and Jnrs. Use Snr SENCO children to help lead these programmes. Next: Senior end of school - what to do...

Cross Country 2024: High level of attendance - Looking at ways to encourage participation in schools sporting events.

Term 1: Showed some examples of plans for Yr 1 and 2s - Run, Jump, Throw.

For Term 2: Showed some plans for Yr 3 and 4s. Hockey based. Trying a new plan.

For Term 3: Year 7 and 8s - Tennis

Q. How are you going engaging the non-sporty kids? Creating activities that the children will enjoy. Trying to make lessons accessible to all.

Term 4: Will be Yr 5 and 6s

The key is for the Board to continue to support this initiative.

Health Education:

Term 1: Senior Classes - Health Education. Teaching Hauora through the Te Whare Tapa Wha Model. Human Body.

Term 2: Junior Classes - Health Education. Healthy Kai - Life Education visits in Week 4. Moving

our bodies, spatial awareness, fundamental movements.

Term 3: Year 3 and 4

Term 4: Year 5 and 6 - Sexuality Health.

b. Jasmine Millward: Resource Teacher of Literacy

Literacy specialist who works across school to support ākonga, kaiako and kura with structured, responsive, evidence based literacy instruction.

Supports Schools by:

Targeted support for students

Coaching and mentoring teachers and teacher aides

Building school wide literacy systems

Leading and supporting the implementation of Structured Literacy.

Scope:

19 schools

Referrals: individual ākonga. Whole class support. Literacy intervention

Focus on: Short term intensive intervention. Building teacher capability. Embedding sustainable systems and practice.

2024-2025:

71 individual ākonga supported

15 schools accessed the service

Service has expanded to 17 to 19 kura by Term 1, 2025.

Supported 4 classrooms with bespoke Tier 1 literacy instructions.

Collaborative planning and co-teaching. Modelling explicit instruction. Providing hands on strategies, resources and follow up.

Outcome of this wider approach: Stronger classroom-wide literacy routines. Increased teacher and teacher aide confidence. Lots of TA training.

Transitions and Referrals:

Make enrolments shorter and goal driven. Children can come back on if and when required. New referrals begin as spaces become available.

Every child is important.

Three referral types: Individual ākonga, whole class support. Literacy Intervention teacher support.

What's at Stake:

MoE has proposed to disestablish the RTLit service.

It was a short consultation window

Schools across the region submitted strong opposition.

Our Local response:

Deep concern. Principals highlighted the disconnect between Ministry advice and what is working in schools.

What's at risk:

Loss of embedded, localised literacy leadership.

Disruption to the progress made through Structured Literacy implementation.

Reduced capability building for kaiako and teacher aides.

Fewer students receiving the timely, responsive support they need.

What Jasmine loves:

Seeing ākonga build confidence and success in literacy.

Supporting kaiako to feel empowered in their practice.

Working collaboratively across kura to create long-lasting impact.

What Jasmine brings:

Deep knowledge of literacy and Structured Literacy implementation.

Strong, trusted relationships with teachers, SENCOs and leadership.

Systems thinking: managing referrals, transitions, and cluster-wide coordination.

A commitment to keeping the focus on what works for ākonga.

The Impact is Real. The need is ongoing

2024 RTLit Report Tabled.

Motion to accept the RTLit Report for 2024:

Moved: Le-arna/Jason

3. Strategic Decisions:

a. Governance Matters:

- i. 1 March Roll Return - Tabled
- ii. Charter Updated - 2024 Consultation with whānau. Shared by Principal
- iii. Preparation for the ERO Review. The Principal shared the Board Assurance Statement. Discussed. Next step: The Principal and Presiding Member to review, sign and then share with ERO. See the Principal report.
- iv. Preparation for the Board Elections - Develop a Board strategy. Promote in the school newsletter. Next meeting: Confirm who is standing and who potentially would be great on the Board.
- v. Review: Principal Professional Growth (Appraisal) for 2024 has been completed with Nadia Ballintine for edLead.

Board discussed this. Meetings are highly productive. Creates opportunities. Removes barriers. Positively challenges staff behaviour. The Principal reflects and mentors. The Schools survey reflects this positivity. Had a great year. Taken everything in his stride. He is focussed on learning. Very supportive of staff and students.

*Motion to accept the Principal Performance Appraisal Review for 2024:
Moved: Le-arna/Deb.*

vi. Government Changes: RTLit

b. Policies to review:

- Health, Safety and Wellbeing Policy - Video footage e.g. Privacy -> add this to the Privacy Policy?
Seek further advice from NZSTA. Can video footage be shown to parents? Issues with privacy. Update the Privacy Policy and reflect changes in the Health and Safety Policy.

- Privacy Guidelines Policy - *Link to the above policy (HSW Policy) -> Look to review and discuss at the next hui.*
- Enrolment Policy. *No suggested changes from the Principal.*
- Official Information Requests Policy
- New Policy to do: Artificial Intelligence (use by staff and students) . Look to develop as staff and students are now using AI.

Motion to move the Enrolment Policy, Official Information Requests Policies.

Moved: Nathan/Jack

- c. **Spontaneous Reviews:**
 - i. n/a
- d. **OIA Requests:** *N/a*
- e. Education Bulletin
- f. **Other:** *N/a*

Stratford Primary School Principal Report – 17 March 2025

Curriculum Presentations by staff:	<i>Jasmine (RTLit) and Chad (New PE and Health Programme)</i>
Current roll:	<i>Provisional Staffing for 2025: 438</i> <i>School Roll= 420 as at 17 March 2025</i> <i>Year 1-2= 97; Year 3-4= 101; Year 5-6=107; Year 7-8= 115.</i>
Admissions:	<i>As at 17 March 2025 = 31</i>
Withdrawals:	<i>As at 17 March 2025 = 3</i> <ul style="list-style-type: none"> • <i>1: Home Schooled</i> • <i>2: Moved to NP - one has had non-enrolment notification completed.</i>
End of year projection:	<i>1st March: 416</i> <i>1st July Projection: 451</i> <i>Predicted Numbers to 1 October 2025 = 447</i> <i>(approximate 31 NE)</i> <i>Number of Year 1 so far this year = 13</i> <i>Predicted number of Year 8 Leavers at the end of 2025 = 62</i>
Enrolment Process:	<u><i>Term 2, 2025 Enrolment Process has been completed:</i></u> <i>Out of Zone enrolments received were:</i> <i>Yr 1 = Spaces 10 → actual = 4</i> <i>Yr 5 = Spaces 5 → actual = 1</i>

The Term 3 window will be completed on 18 June 2025 for Term 3 Out of Zone enrolments:

Predicted spaces for Term 3, 2025

- Year 1 Spaces = 10 (41 students)
- Year 2 Spaces = 1 (51 students)
- Year 3 Spaces = 2 (52 students)
- Year 4 Spaces = 5 (49 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:

Major Behaviours Period

31/1/2025 - 19/3/2025

What are majors: Out of bounds, Swearing at staff, Theft/Vandalism, Off Task Behaviour, Swearing, Harassment, Defiance/Disrespect, Intentional physical contact, Put Downs, Inappropriate Language, Intimidation, Refusing to follow instructions, Disruptive to Others Learning, Inappropriate use of ICT, Other, Climbing trees, Fighting; Vaping.

Number of children who have had 6 or more major incidents: 2

0.5%

Boys: 91

Girls: 5

NZE: 59

Māori: 35

Other: 2

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

17 (4%)

Major Trends

Number

Highest Number of Incidents by Ethnicity:

NZE = 59

Most Incidents by Gender:

Boys = 91

Most Incidents by Year Level:

Year 8 (29)

Number of Incidents by Location:

Classroom = 45

Number of Incidents By Problem Behaviour:

Intentional
Physical Contact =
31

Number of Social Media Incidents:

1

Break down by syndicate				
Year Level	Number	Behaviour	Area	6 or more entries
Year 1/2	1 (Boy)	Intentional Physical Contact	Scooter Track	0
Year 3/4	23 (23 Boys)	Intentional Physical Contact	Classroom	0
Year 5/6	36 (36 Boys)	Intentional Physical Contact	Classroom	0
Year 7/8	42 (37 Boys/ 5 Girls)	Off task behaviour	Classroom	2 These 2 students make up 50% of senior referrals
Tracking Bullying - Victims				
N/a				

Minutes:

Question to follow up - Were the number of boys involved in a major incident higher for this time of year compared with 2024?

Health and Safety Committee:

- February 2025 Health and Safety Report; March Health and Safety Report - Presented on the night. Discussed.
- Compliance reporting for Fire Alarms/Drills: The Principal finally heard back from the Fire Department. He has the forms to now follow up previous alarms that need to be logged on the system.
- Trespasses in place - discussed 'In Committee'.
- Police Vet - discussed 'In Committee'.
- Student wellbeing issues from earlier in Term 1 - discussed 'In Committee'.

Motion to accept the February and March Health and Safety Report

Moved: Fiona J/Nathan

Discussion in Committee:

- **Follow ups from the last meeting:** 1x Fighting, 2x Swearing at a teacher, 1x Contact to students head.
- **New Stand Downs (2025):** = 28/2 - Disrespect and intimidation towards a teacher; 12/3 - Slapping a female student, unprovoked with force; 13/3 - Kicking a teacher aide.
- **Number of actual stand downs = 3**

- **New Restraint Report: 1 ; New: 1 (plus 1 last week).**
- **Current total this year = 2**
- **New Suspensions Report: N/a.**
- **New Search and Surrender Report: N/a: Current total for this year = 0**

In Committee 5.50pm

Out of Committee 6.02pm

Total Stand Downs Report in 2025: 3	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

Annual Improvement Plan for 2025: Mathematics Improvement Goal 1...

1. To increase consistency in the teaching of Mathematics across the school, which are aligned to Government expectations.
2. To support teachers to engage and unpack the new Mathematics Curriculum.
3. To continue to improve assessment for learning in Mathematics.

Mathematics: What have we started

Teacher Practice: Teachers are being supported to develop school wide consistencies for a Mathematics lesson. This includes:

- Professional development to unpack the new Curriculum and structured approach to Mathematics.
- Professional Growth Document supports the development of schoolwide consistencies.
- Team meetings provide time to share practice, including videos around their Direct Acts of Teaching.
- Priority Learners Meetings support practice.

Mathematics Team: Are supporting teachers to...

- Unpack the new curriculum.
- Review their Direct Acts of Teaching.

Induction of new staff:

New and beginning Teachers have been supported with a planned programme around:

- Schoolwide Mathematics Expectations and Assessments.
- How to use and understand eTap.
- Setting up a Mathematics environment and routines.

Mathematics Support Teacher:

- Small groups of children are working specifically on Basic Facts. This is supporting what the classroom teachers are doing.
- Extending our high achievers in maths through problem solving practice and real life problems.

Priority Learners Meetings:

All teams have now started their Priority Learners Meetings. The selection of ākonga has been confirmed after a review by the Leadership Team and follow ups from classroom teachers. Teams have had one meeting to date, which was facilitated by the Leadership Team and an experienced Team Leader. The facilitators are working from a planned, consistent process. They meet before and after meetings to ensure consistency in delivery and to compare notes from each other. For example, noticings and potential next steps.

Annual Improvement Plan for 2025: Writing Improvement Goal 2.

1. All teachers in Year 5-8 will have training with the Structured Literacy Approach, which is appropriate to their teaching level.
2. Selected teachers at Year 1-4 will have BSLA training.
3. New staff will be upskilled with Murray Gadd and the Deputy Principal.
4. We will continue to embed the SPS Writing Framework into daily classroom practice.

Writing: What have we started...

Assessment Practices:

- Schoolwide writing data occurs twice a year as per the Government expectations. For example, e-asTtle writing. → This is planned for the end of Term 1 and Term 3.

Teacher Practice:

- The Deputy Principal is being trained in the Better Start Literacy Approach as a facilitator. They are also training new and existing teachers in the BSLA Approach, with the support of the RTLit.
- All Year 5-8 teachers and new teachers have received training around the Structured Literacy Approach.
- New teachers are being inducted into the SPS Writing Framework.

Priority Learners Meetings:

The selection of ākonga has been confirmed after a review by the Leadership Team and follow ups from classroom teachers. Teachers are now reflecting on the progress of their Priority Learners. They are focusing on their Teaching Goals, which will lead to improved outcomes for writers.

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.

What has been happening around the school:

Year 7-8 Camp: The camp was a great success. We had a large team of staff support the camp, which supported the programmes. A big thank you to the Team Leader for organising most of the camp activities.

The Wellington activities cannot be underestimated, particularly the opportunity it provides for ākonga to visit parliament and learn about our democracy.

Question: How can this part be further enhanced through the new units of work that are being developed by the Year 7-8 Team? Pre-camp processes for selecting and Educating parents worked well. Most parents on the camp were fully engaged. The Office Administrator will review the camp income compared with expenses. The question moving forward is how much the Board

is prepared to cover for future camp costs. The other question is whether there are better options for a camp within the North Island? The feeling of the Leadership Team is maybe a four day, three night camp at Forest Lakes should be retained. The Team Leader would like to compare some options. Additionally, the timing of the camp does impact on the Senior Teams start to the year. This will be reviewed after the ERO Review. **Board Members thoughts:** Big part is the timing. Need to book early in advance. What would it cost to go for one day less? Nathan will investigate the Rotorua Campsite during the holidays.

Turnbull Cup Swimming: Our tamariki performed exceptionally well, where we won both major trophies and had a large number of tamariki involved in the event.

Tryathlon: Our Year 1-6 tamariki thoroughly enjoyed the opportunity to participate in the school based Weetbix Tryathlon. This promoted participation and reduced cost/time barriers for whānau attending the NP event.

Kapa Haka: The programme has started. Whaea Wharekuka is visiting classrooms and working with the Year 1-2 and Year 3-4 Teams.

Year 5-8 Cricket: Boys and girls have had the opportunity to participate in the competition, playing against other local schools.
Board Members support these activities continuing.

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.

Counselling Support for tamariki: Discussed how this process works.

- Number of ākonga who have been referred for counselling = 7
- Boys = 4; Girls = 3

We have the following programmes in place to support tamariki with their learning:

- Accelerated Literacy Team: Extra support for tamariki in Yr 1-4 around developing and knowing their alphabet and sight words.
- ESOL: Support for learners where English is their second language. We have 14 tamariki who are being supported.
- Mathematics support: Extra support for Basic Facts across all levels. This involves small groups and 1-1.
- Mathematics extension: There are two programmes underway. There is a Year 1-2 programme to extend tamariki. Some ākonga are also being extended through real life problems.
- In Years 6-8, ākonga will also have the opportunity to enter the Otago Problem Solving Competition.
- Canterbury Tests: Tamariki will be provided the opportunity to enter the English, Mathematics and Science Competitions later in the year.

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.

Spanish: Room 2 and one Room 3 ākonga are learning Spanish as a class on a trial process. This is going well with the whole class learning online at the same time. Ākonga have extension work via their Seesaw Accounts.

Looking ahead to Term 3-4: Room 1 will be learning how to use Sign Language. We will also continue to use this resource, which is part of the expectations for Year 7-8. This could be rolled out to the other classrooms. Idea is to continue to grow with this.

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

Te Reo Māori: A group of eight tamariki are involved in Level 1 Te Reo Māori. They are supported by one of our Senior ākonga who is also in an extension, full immersion programme. Feedback has been brilliant from the tamariki. Ākonga have extension work via their Seesaw Accounts.

John Hight has been working with tamariki to promote kopu o te wiki (Word/phrase of the week in Te Reo).

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:

Better Start Literacy Training (Deputy Principal):

- Goal of the Programme: Ensuring in Year 1-4 there are effective Literacy practices across the classrooms that are part of the programme. This is also building teacher capability and knowledge.
- 60 minute Zoom Meeting online, where she discusses assessment, teaching, resources and data with the facilitators.
- Assessments: The DP has been supporting teachers with the assessment, which takes 50 minutes per student.
- Positive: Teacher Practice; Worry: The time it takes to complete the assessment - is it sustainable.
- The DP is supporting teachers' practice. She will write a report as part of the training.

Structured Literacy PLD for Teachers in Year 5-8:

- Teachers in both teams have undergone intensive three days of training with the new Structured Literacy Approach. New assessments have added to teacher workloads, while there has been mixed messages from the MoE around Curriculum changes. This has created a lot of uncertainty around the changes.

Beginning Teachers PLD (Deputy Principal):

- New staff have been provided a thorough induction into life as a teacher at SPS. They have also received additional training around Structured Literacy, e-asTTle writing assessment

and other schoolwide assessment practices. The next phase will involve an in school Literacy Expert modelling writing sessions to teachers.

Kahui Ako Professional Development:

Week 5, Term 1: Teachers were provided Professional Development around the new reading screening tool called Dibels. The Principal and Deputy Principal received latest updates from the MoE Leadership Advisor at the last Leadership Hui.

Week 6, Term 1: All teachers and support staff from the Inglewood and Stratford Kāhui Ako were involved in a Teacher Only Day. This involved a keynote speaker around trauma and multiple workshop options around Curriculum Areas, including Literacy, Mathematics and Assessment.

Week 7, Term 1: Emerging Leaders had their first Hui. This involved three middle leaders from SPS. The Hui engaged teachers in their professional practice, while supporting them with their leadership inquiries.

Week 8, Term 1: ECE Managers connected to discuss current issues, while Principals held their Hui of the term with lots of discussion on all the MoE changes. The Lead Principal of the Kāhui Ako attended the NZPF Moot in Wellington. There was lots of debate around the current challenges that are being imposed by the Government. Deputy Principals and Assistant Principals held their first hui with the support of an external advisor.

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

Stratford Primary School's next review has been confirmed by ERO. This will be held in Week 2 of Term 2 (5-9 May). The Principal shared what is required before the review:

- Board Assurance Statement (BAS).
- Self Audit Checklists → Guidelines for Board Assurance Statements.

What needs to be shared with Frank Hay one week before the review:

- Current Strategic Plan - completed → to add = review of whānau consultation.
- Most recent Analysis of Variance → completed.
- Analysed information, including...
 - Progress and achievement data → Reading, Writing and Mathematics Data has been shared with Frank.
 - Wellbeing Data → Anti-Bullying feedback, PB4L Review Report; 2024 PB4L Reports.
 - Engagement Reports → 2024 Attendance Reports.
- The Principal will make contact with Frank before the end of the term to set up the review schedule.

Creative Commons Policy
n/a
School Year
The Ministry of Education has confirmed that all schools may have two Board Approved Teachers Only Days, as well as two Curriculum Days for the new Mathematics Curriculum. Whānau need to be informed at least six weeks before the Teachers Only Days. The recent Teacher Only Day was advertised to whānau before the school year started via the newsletter and Principal message in the School App.
<u>Self Review: Board work plan review areas.</u>
<p>Principal Reviews:</p> <ul style="list-style-type: none"> • <u>Technology Programme:</u> This programme has been reviewed, with the following actions to occur before Term 2's Technology Programme: <ul style="list-style-type: none"> ◦ Name change to incorporate the wider array of Curriculum content within the programme. ◦ The Principal and Associate Principal will meet with the entire team at the start of Term 2 to plan and set up the Term 2 programme. • <u>Year 7-8 Honours Bands:</u> The Principal, with the support of the Leadership Team have started reviewing the programme. Initial updates include checking past descriptions with the current programme; ensuring ākonga can achieve the Bands, with a particular focus on the Cultural Section. This has been expanded to include a broader definition of culture (not cultural). • <u>Health Education:</u> The Principal and Health and PE Lead Person are reviewing the Health Education plan. Whānau will be consulted before the Board can adopt the plan: <ul style="list-style-type: none"> ◦ Inform the school community about the content of the Health Curriculum. ◦ Consult with the school community about how we should implement the Health Curriculum. ◦ Determine the Health Education needs of our students. ◦ Prepare a draft statement. ◦ Give members of the school community an adequate opportunity to comment on the draft statement • Consider any comments received. <p>Completed Self Review Areas from the Board's Annual Work Plan 2025.</p> <ul style="list-style-type: none"> • 1st March Roll Return has been tabled. • The 2025 Annual Improvement Plan has been updated on the website. • Board Elections - Discussed. • Health and Safety Policy and Enrolment Policy have been reviewed. • Latest Government changes have been discussed - RTLit. • Kāhui Ako - Monthly update has been shared.
<u>Personnel:</u>
<p>Equal Employment Opportunities (EEO):</p> <ul style="list-style-type: none"> • n/a

Teaching staff updates:

- Ruth Boardman is expecting her second baby in Term 3. She has requested Maternity Leave from Monday 8 September until the start of Term 2, 2026. Ruth would then like to work two to three days per week for the rest of 2026.
- After consultation with the Personnel Team, Emily Bates has been appointed on Maternity cover. She will start some time in Term 3, when she returns from overseas.
- Lorelee Chittenden has resigned from her part time teaching position. This will take effect at the end of Term 1, 2025.
- Alise Benson is able to work an additional day from Term 2, until the end of the 2026 school year. She covers release for teachers.
- Discussed: Options for Jason to employ additional Specialist Teachers.

Motions:

- To approve Ruth Boardman's maternity leave.
- To appoint Emily Bates on a Fixed Term Maternity Leave Cover.
- To accept Lorelee Chittenden's resignation.
- To extend Alise Benson's Fixed Term contract from 0.6 to 0.8 FTTE from the start of Term 2, until the end of the 2025 school year.

Moved: Jack/Deb

Support staff updates:

- Food in School: We received \$4750 to help manage the lunchtime programme. We have employed a parent to come in for one hour each day to manage the Food in School Programme, which is working well and freeing up other staff.
- Darlene West has resigned from her position as a SENCO Teacher Aide.
- Discussed the above.

Motion to appoint Gemma Sturmer for 5h per week to manage the Food in Schools Programme.

Moved: Fiona J/Le-arna

Motion to accept Darlene West's resignation as a teacher aide.

Moved: Deb/Jason B

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):

- Kim Chadwick: Approval to attend her daughter's Gymnastics Competition over six separate dates.
- Jo Patterson: Approval to attend a festival with her son (LWOP).
- Bronwyn Basley to take leave in Term 3.

Motion to approve the above leave:

Moved: Fiona J/Jack

Staff Wellbeing:

- Number of staff who have had 5+ days away with sickness this month = 1
 - A number of the Year 7-8 Team became sick after camp week.
- Gemma Schemling is available to support staff with counselling.

Kahui Ako Staffing:

- **Lead Principal Role:** The Kāhui Ako Leadership Team have asked whether Jason Elder would like to continue in the role for 2026 and 2027? Jason would be interested in continuing the role for a further two years with the Leadership Team and Board's support. Board supports Jason continuing in this role for 2026 and 2027 if it works for SPS.

Motion: The Board approves for the Principal to continue as the Lead Principal of the Kāhui Ako for 2026 and 2027.

Moved: Le-arna/Nathan

- Two Across School Lead positions will be coming up at the end of 2025. Discussion around Stratford Primary School's position if a staff member requested to apply for the role.

Next steps: The Principal to provide the Board the benefits v disadvantages of supporting a staff member to apply for the ASL Role (2026 - 2027 School Year). Questions: Leadership to provide guidance on expectations/needs. Do we need a policy in place to support future decisions?

Finance:

Discussed Board Finance minutes:

- January and February 2025 Finance Committee Minutes

Motion to move the January and February Finance Committee Minutes.

Moved: Le-arna/Jason E

Motion to accept the Audited Accounts for 2024:

Moved: Le-arna/Deb

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:
 - On Tuesday 18 March, the Leadership Team and Board Property Members met with the Project Lead to confirm the new classroom design and location.
 - Jack and Jason reviewed the plans. Together with the Leadership Team they were happy for the MoE to go to tender.
 - **Motion to accept option 2 has the preferred tender plan for the new block.**
Moved: Jason/Jack
- **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.

- o 12 March: The Principal emailed Rachel Vickers (Property Advisor) to seek clarification around the SENCO Project and Board reimbursement. He is yet to receive a response from her on this matter.

Motion: To accept the Principal Report for March.

Moved: Jason B/Nathan

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 26th May 2025 at 5 pm.**
 - i. Review the Artificial Intelligence (new), Health, Safety and Wellbeing Policy and Privacy Policy.
 - ii. Feedback from ERO review
 - iii. Kāhui Ako - In School Leader roles - Leadership to provide guidance on expectations/needs. Do we need a policy in place to support future decisions?
- c. Correspondence (see below).

5. **Correspondence In:**

- a. Stratford District Council - Road changes. This has been shared with the community via the school newsletter. Stage 2 will occur next year, which will be more directly focused around the school.
- b. March Roll Return.
- c. ERO notification of the review in Term 2.
- d. Baker Tilly Audit Engagement Letter.
- e. Raj Patel: Building tender.

6. **Correspondence Out:**

- a. Janine Gibbons: Returning Officer Letter of Appointment.
- b. Resource Teacher of Literacy Review.
- c. Raj Patel: Building tender.

Minutes/Motion:

Motion: To move the correspondence

Moved: Le-arna/Jason B

7. Meeting closure: 7.30pm

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

Jack: 4.5 hrs	Deb: 5 hrs	Nathan: 4 hrs
Jason: 4.5 hrs	Fiona.R: 2.5 hrs	Le-Arna: 11 hrs
Fiona.J: 4 hrs		