

Stratford Primary School Board
Board Minutes
Monday 26 May 2025 at 5.00pm

1. Administration:

- a. Present: Le-arna, Fiona J, Deb, Jason E, Jason B, Jack, Fiona R, Nathan (late)
- b. Apologies:
- 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. Added Agenda Items: PB4L Data - Boys Majors → see the Principal report; RTLit Policy added after this agenda was printed. No changes needed. Leadership: Taranaki Airs player Quintin Bailey spoke to our Yr 7-8 Team and then worked with Basketball players (Boys) around their skills. Finance update - Conflict of Interest to declare; Personnel: Move to appoint Michelle Brunton from 3h to 13h for the SENCO Team. Sensitive Team. Resignation letter from Lucy Peterson.

Approved Presiding Member

CRUSS
Date: *23/6/25*

Minutes/Motion:

Motion: *The Board has reviewed the previous minutes from 7 April 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. Jason Dombroski: Mathematics Curriculum

Lots of moving parts in the mathematics scene.
New curriculum - Fiona Smail - co-ordinator of new curriculum.
Teachers want to know when kids should be reaching these milestones.
ORS Team - ½ day session with Fiona so far.
Teachers learning - How it builds on from each year. And how to extend it
Yr 5 - 40 learning outcomes to achieve and another 40 in year 6.

Assessments:

PAT test: one of the two tests that they are allowed to use. The problem is it is against the old curriculum. Patience is required.
Knowledge around the new curriculum is solid. PAT test will be updated for 2026.
JAM Assessment will be updated in 2026 (this is for yr 1-3).
All assessment tools are based on the old curriculum for 2025. Expect to see a drop off next year.

Maths Extension: Sara Jane (works with yr 3-8's).

Term 1: Worked heavily on hands on work.
Term 2: Fractions, percentages etc.

Amber (TA) works with Yr 1-2 at a yr 3 level. Works with all children that are working below their required level of basic facts.

Basic facts based on Stages. That is the old curriculum. And stages went over 2 years. Challenge there.

Lots of opinions for timed tests. For and against.

End of Year Awards:

Discussion around sports awards. Jason D to look at wording of awards and weighting of best player vs attitude.

3. Strategic Decisions:

a. Governance Matters:

- i. Preparation for the Board Elections: Develop a Board Strategy. Discussed who was prepared to stay on and who would be stepping down.

Board Strategy for the Elections	
Who is prepared to stay on the Board?	Fiona J, Le-arna, Jason B Fiona R - TBC
What type of people/skills are we looking for? What are our gaps?	Health and Safety Personnel - Staff hiring. Komiti Matua
How will we promote the Board:	Newsletter: 1. Strategies/when <ul style="list-style-type: none"> • Governance aspect - keep low key • Integrate into school • Passion for children and their learning • Shoulder tap parents with younger children
Plan for continuity	Need a few to stay on to keep continuity.
Dates:	<input checked="" type="checkbox"/> Select Returning Officer by 9 July 2025 → Janine: <input type="checkbox"/> Close main roll: Wednesday 16 July 2025 <input type="checkbox"/> Call for nominations: By Friday 18 July 2025 <input type="checkbox"/> Close Supplementary Roll: Monday 4 August 2025 <input type="checkbox"/> Nominations Close: By Wednesday 6 August 2025 at 12pm. <input type="checkbox"/> Voting Papers Issued: By Wednesday 13 August 2025 <input type="checkbox"/> Election Date: 10 September 2025 <input type="checkbox"/> Close of Poll: 4pm on election day. <input type="checkbox"/> Accept Postal Votes: By Monday 15 September 2025 <input type="checkbox"/> Count Votes: Tuesday 16 September 2025. <input type="checkbox"/> Board takes Office: Wednesday 17 September 2026

- ii. Annual Audit Report: Discussion.

Q: Will we continue in the School Donation Scheme? The Board agreed to stay in the scheme. The Principal will inform the community before 1 July Return.

iii. Conflict of interest - Discussed regarding Armourshield Coatings completing work for the school. Refer to Finance minutes in February 2025 minutes, where this was discussed and approved.

iv. Can the edit to any bank account details get emailed and filed?

b. Policies to review:

i. Health, Safety and Wellbeing Policy - Video footage e.g. Privacy -> add this to the Privacy Policy.

ii. Privacy Guidelines Policy - *Link to the above policy (HSW Policy) -> Look to review and discuss at the next hui. Discussed.*

iii. New to do: Artificial Intelligence (Use by staff and students).

iv. Stand Down, Suspension & Exclusions Policy - no changes.

v. Creative Comms Policy - no changes.

vi. The Principal recommends moving to the School Docs Programme to Manage Policy and Procedure. This will cost approximately \$1600 per year. The time saved for the Board and Principal will be invaluable.

Motion to move the Health, Safety and Wellbeing Policy, Stand Down, Suspension and Exclusions Policy and Creative Comms Policies.

Moved: Jason B/Deb

c. Spontaneous Reviews:

i. Jason D is looking into the sports awards as discussed in the March meeting.

d. OIA Requests: N/a

e. Education Bulletin

f. Other: N/a

Stratford Primary School Principal Report – 26 May 2025

Curriculum Presentations by staff:

Associate Principal (Jason.D) to shared the latest Mathematics Update.

Current roll:

Provisional Staffing for 2025: 438

School Roll= 439/473 as at 19 May 2025

→ Note: 473 would be a maximum roll based on numbers. For example: Yr 1-2: 25 per class; Yr 3-4: 27 per class. Yr 5-8: 30 per class.

→ We can adjust the numbers to a lower figure based on the needs of ākonga in each year level.

Year level numbers:

Year 1-2: 110/125; Year 3-4: 103/108; Year 5-6:

	109/120; Year 7-8: 117/120.
Admissions:	As at 26 May 2025 = 56
Withdrawals:	<p>As at 26 May 2025 = 9</p> <ul style="list-style-type: none"> • 1: Home Schooled • 4: Moved schools (1 local, rest to NP) • 1: SHS Teen Unit • 3: Schools TBC
End of year projection:	<p>1st March: 416</p> <p>1st July Projection: 439 (One over our funding and staffing roll. This means we can adjust the budget to match the original funding figure as we had under budgeted at around 410 pupils).</p> <p>Predicted Numbers to 1 October 2025: 460 (approximate 21 NE)</p> <p>Number of Year 1 so far this year: 22</p> <p>Predicted number of Year 8 Leavers at the end of 2025: 61</p>
Enrolment Process:	<p><u>Term 3, 2025 Enrolment Process:</u></p> <p>Out of Zone enrolments placements Yr 1 = 5 spaces; Yr 2 = 1; Yr 3 = 2; Yr 4 = 3; Yr 5 = 5 No spaces in Yr 6, Yr 7 and Yr 8. Applications close on 18 June. Potential Ballot on 19 June.</p>

National Education and Learning Priorities (NELPS):

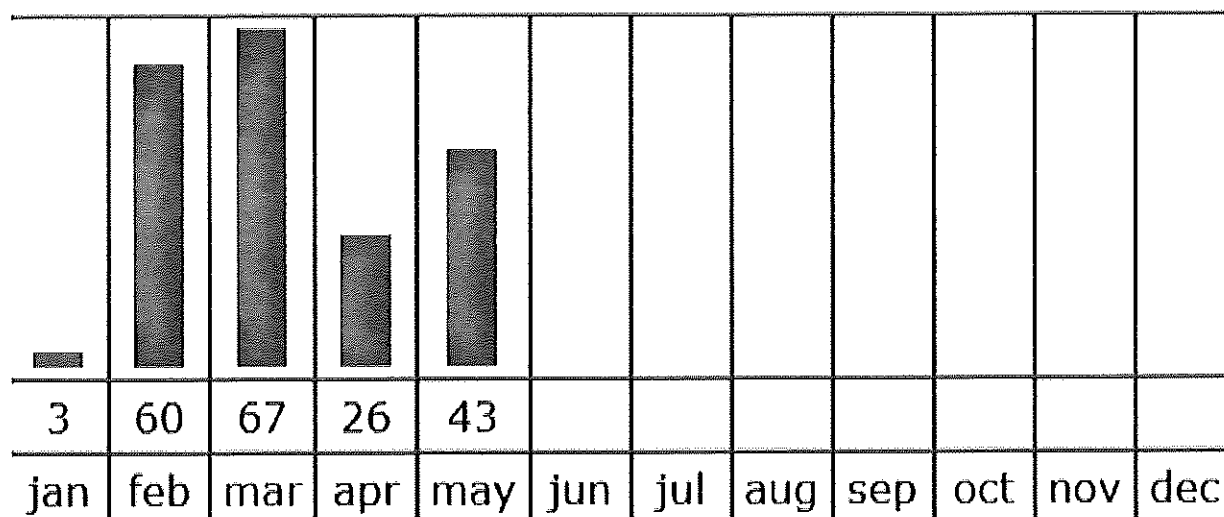
LEARNERS AT THE CENTRE: Learners with their whānau are at the centre of education.
Priority 1: Ensure places of learning are safe, inclusive and free of racism, discrimination and bullying.

PB4L Report:

Major Behaviours Period

31/1/2025 - 26/5/2025

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: 10

2%

Boys: 189

Girls: 10

NZE: 120

Māori: 70

Other: 9

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

20 (5%)

Major Trends

Number

Highest Number of Incidents by Ethnicity:

NZE: 120

Most Incidents by Gender:

Boys: 189

Most Incidents by Year Level:

Year 8: 61

Number of Incidents by Location:

Classroom: 81

Number of Incidents By Problem Behaviour:

Intentional
Physical Contact:
67

Number of Social Media Incidents:

1

Break down by syndicate

Year Level	Number	Behaviour	Area	6 or more entries
Year 1/2	3 (3 Boy)	Intentional Physical Contact	Junior Playground	0
Year 3/4	40 (40 Boys)	Intentional Physical Contact	Classroom	0
Year 5/6	73 (72 Boys)	Intentional Physical Contact	Classroom	4 All students have a behaviour plan and

				teachers are working closely with parents. 1 student has 21 entries this year.
Year 7/8	83 (74 Boys/ 9 Girls)	Off task behaviour	Classroom	2 These 2 students make up 50% of senior referrals

Tracking Bullying - Victims

N/a

Follow up from the last meeting: March Report - Did we have a high number of Majors in Term 1 when compared with the same time in 2024? There were 91 major incidents with Boys. This was represented by:

- 12 Boys who had 6+ incidents.
- 26 Boys who had 2-5 incidents (Majority were 2 incidents).
- 32 Boys who had 1 incident.

At the same time in Term 1, 2024 there were: 77 incidents. This was represented by...

- 13 Boys who had 6+ incidents.
- 18 Boys who had 2-5 incidents (The average was 3 incidents).
- 36 Boys who had 1 incident.

Roll size comparison: 2024 (410) v 2025 (419) = +9 extra students.

Overall, data was comparable with 2024.

Health and Safety Committee:

- April 2025 Health and Safety Report.

Motion to accept the April Health and Safety Report

Moved: Fiona J/Jack

Discussion in Committee:

- **Follow ups from the last meeting:** 1x Disrespect and intimidation, 1x slapping a student, 1x kicking a teacher aide.
- **New Stand Downs (2025):** 5/5 - Hitting a teacher aide; 15/5 - 2x Unprovoked punching and kicking.
- **Number of actual stand downs:** 6
- **New Restraint Report:** 3.
- **Current total this year:** 6
- **New Suspensions Report:** N/a.
- **New Search and Surrender Report:** N/a: Current total for this year: 0

In Committee 6.02pm

Out of Committee 6.24pm

Total Stand Downs Report in 2025: 6	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: 6	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

Assessment Practices:

- PAT assessment processes to be shared out before implementation in Week 4. Targeted support for teachers who have zero/limited experience using the resource.
- Years 3-8 have analysed trends from PAT 2024. Support with formative assessment will be provided by Fiona Smale in Term 2. This will focus on curriculum acquisition and using this information to make formative assessment decisions.

Teacher Practice:

- **Teacher consistencies are developed with teachers through the Professional Growth Cycle and Professional Development:** These have been added to the Professional Growth Document and have been reflected on for Term 1. There is still room to develop more clarity around teacher goals. PL are identified. Formative/Summative Assessment and OTJ are recorded.
- **Consistent non-negotiables are developed for an effective Mathematics Lesson:** During a staff meeting these have been created and applied to the PGD. Teachers are engaging with and reflecting on them termly.
- **Teacher Practice is aligned to the new Government expectations:** Teachers are working through the new curriculum with the intent to use its levels to report in 2026.
- **Regular engagement with whānau via Seesaw:** This is an area I need to explore further.

Mathematics Team:

- **Promote the importance and passion for Mathematics across the school:** This has been done during school assemblies by the Principal. He has also communicated this through the school newsletter. Maths extension is aimed further promoting maths engagement and enjoyment through hands-on interactive challenges.
- **Take risks with teaching approaches and share successes with teachers e.g. planned staff meetings, team meetings:** Two maths staff meetings have occurred in Term 1. These have been sharing the new maths consistencies and exploring the deliberate acts of teaching as a tool to make meaningful teacher goals. Team leaders and math teaching enthusiasts have engaged in some Maths No Problem PD. These teachers are beginning to take more risks with this resource, including the additional extension books. Fiona Smale

PD - terms have had the opportunity to work alongside Fiona with an introduction to the refreshed curriculum.

Induction of new staff:

- **All new teachers understand schoolwide teaching and assessment practices:** PRTs are supported through their mentors and through the staff meeting to gain consistency.

Mathematics Support Teacher:

- **Children identify goals. They can master these outside of the classroom. They are able to use Basic Facts in class:** Our Maths Support Teacher targets Basic Fact attainment through regular teaching and practise with small groups. Groups are determined by the teachers. The Support Teacher meets with teachers at the end of each term to discuss specific needs for the following term.
- **10h targeted Mathematics support:** Targeted extension for our students operating above their age in mathematics. The purpose is to extend their learning but also let them explore maths in a practical, engaging setting.

Curriculum Days - Mathematics:

- **There is consistent knowledge across the school and Kahui Ako around the implementation of the new Mathematics Curriculum:** Planned days for each team to explore the new curriculum with Fiona Smale (Maths Professional Development Facilitator). There are also two days of PD provided by the Kahui Ako.

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:

- **DP has reviewed the new Curriculum and identified gaps from the SPS Literacy Overview. Sharing with Team Leaders. Teams to review:** This is ongoing. We are waiting for some more direction before making too many changes to our guidelines and assessment practices. The Literacy Team will also work through this process over the year. The MOE Phonics Check (20 and 40 weeks) has been implemented. Next steps to add this data to the MOE portal.
- **DP to review the Writing Markbook process as well as Shift Reports each term. Moderation process shared with the Board in Term 2 and Term 4:**
 - This is ongoing. Shift reports were shared with Team Leaders ahead of final markbook checks and to support moderation.
 - Teachers completed e-astle writing samples at the end of Term One. This is something that has been added this year. The data from this will be explored alongside markbooks and shared with Jess, and Team Leaders. Team Leaders will look at all data with the teams to look at individual student and teamwide progress or areas to strengthen.

Teacher Practice:

- **DP becomes a trained facilitator in the BSLA. New and existing teachers are trained in this approach:** Sonia and Emma (supported by Deb) and Aimee (supported by Jazzy) are completing the Microcredential course for BSLA. Next steps: Deb to support Tier 2

teaching for Rm 13 and Rm 15. Cath will begin her course (supported by Jazzy) in Term Three.

- **Yr 5-8 teachers are well informed around the new Structured Literacy Approaches with older ākonga:** All Year 5 - 8 have undertaken professional development in two different groups (with two different providers) this term. This has supported the work we started last year around Spelling, Morphology and Structured Literacy practice in Years 5-8 with the RTLits. Next steps are to work with the Literacy Team to look at our Spelling Programmes at S.P.S.
- **New teachers have knowledge around motivating ākonga; new teachers have knowledge around teaching a writing workshop using the Six Key Features:** We are using Jess in the space alongside her work with priority learners. She has been working alongside new and existing staff to develop knowledge around; motivating writing, the writing launch (whole class modelling), writing workshops, formative assessment, use of Teacher Aides to support priority learners, formative assessment, planning, purposeful independent learning and management of writing programmes in class. This has been working well as supported by the feedback from Beginning Teacher Voice and other staff.

Literacy Team:

- **Identified ākonga are able to write automatically, whilst increasing their spelling knowledge. This will also support their writing achievement:** 42 students (33 boys and 9 girls) in Years 3-6 have been identified and are working with Jess in the afternoons to trial this. The programme has been developed and baseline data collected.

Mutukaroa Review at the end of 2025:

- **The Mutukaroa Programme is aligned to the new Government expectations for assessment in Literacy for 5-6 year olds:** Melissa, Sonia and I have met and reviewed the assessments for 2025 to include the MOE Phonic Check and to cater for ⅓ of the Junior Team being new. This will be reviewed again at the end of this year once we have more direction from the MOE and English Curriculum. Melissa and Jazzy have run several after school sessions to develop knowledge and implementation of the assessments. These are being supported by Mentor Teachers and Melissa as an ongoing focus.
- **Whānau are educated to see their value in being an audience for their tamariki writing. For example, they support tamariki motivation to write for an audience:** Literacy Team to look at the organisation for this. Syndicate/schoolwide/focus/reaching out to parents via Seesaw to find days and times that work. Look at creating a survey around what else they would like to know and how they want future information and sharing of ākonga learning to happen?

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:

Term 1:

- *ANZAC Assembly: Senior ākonga led our ANZAC Assembly, which was combined with the normal school assembly. Remembering ANZAC Day is an important part of our school calendar. Boys were fully engaged in the war stories.*

- *Athletics Day: Due to the weather, Athletics Day was held on the last day of the term. It was a successful day, where staff tried new initiatives. This included non competitive athletics and other games to keep ākonga engaged for the day.*
- *Yr 7-8 Basketball Trials: We have five teams competing in the local basketball competition. It was great to see the energy around the trials.*

Term 2:

- *Pōwhiri: New whānau and tamariki were welcomed by our ākonga on the first day of the school term.*
- *Yr 5-6 Sports Trials: Ākonga have been provided with the opportunity to compete in the inter school competition where they will face other similar sized schools in various sports.*
- *St John First Aid Courses: Ākonga have been provided the opportunity to develop their first aid skills through this programme.*
- *Ākonga Council: The Council has started planning for different school events, including the successful Pink Shirt Day.*
- *Yr 7-8 Basketball Competition: Teams have three weeks of grading games.*
- *Otago Problem Solving: Ākonga have been provided the opportunity to extend their Mathematics knowledge through a series of Mathematics problems. 24 students are involved in the programme. 14 boys and 10 girls; Yr 8 = 12 (6 boys/6 girls); Yr 7 = 7 (4 boys/3 girls); Yr 6 = 5 (4 boys/1 girl).*
- *Kapa Haka: Weekly sessions have started - see further on in this report.*
- *SENCO, Learning IEPs, Report Writing and Connection Hui with whānau: Teachers have been busy over the first half of Term 2, preparing reports/IEPs and connecting with whānau. Question for the Board: What is the value in phone calls home? We will look to move this back to the end of Term 1, in 2026. Refer to the Whānau Engagement in Learning Policy.*
 - *Some Board members had very good phone calls, others not so much.*
 - *Board appreciates any and all comms.*
 - *Suggestion: Have a senior teacher to attend Junior Teachers calls/interviews, to assist and prompt.*
 - *Same message delivered to all parents.*
 - *A script has been developed for teachers to use if they choose to.*
- *ERO Review: A successful review was completed in Week 2 - see further on in this report. We will discuss this as a Board.*
- *Pink Shirt Day: It was fantastic to see the engagement from ākonga around supporting this great cause.*

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.

- *Gemma Schmeling continues to support tamariki over the course of the year.*
- *She has been supporting 12 tamariki (10 boys and 2 girls).*

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. The idea is to continue to grow with this.

Attendance Report: 1/1/2025 - 21/5/2025	S.P.S	MoE Goal 2026
Regularly attending: Over 90% attendance	66%	80%
Irregular attending: More than 80% and up to 90%	22%	
	88%	
Moderately attending: More than 70% and up to 80%	9%	4%
Chronically absent: 70% attendance or less	3%	3%

Term 1 Confirmed Attendance Report from Every Day Matters (MoE).

Individual Education Plans (IEPs):

We have allocated four days to complete Learning IEPs, as well as on the Callback Day. The Learning Support Coordinator has covered teacher release.

- Number of Learning IEPs = 68

We have allocated four days to complete SENCO IEPs.

- Number of SENCO IEPs = 14

What is the current percentage of ākonga who are on an IEP = $82/438 = 18.72\%$

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, this has continued into Term 2. John Hight has been working with tamariki to promote kupu o te wiki (Word/phrase of the week in Te Reo). This continues into Term 2. All classes start the day with the slide show that includes waiata, karakia and learning Te Reo Māori.

Kapa Haka: Two groups have been set up to support our Cultural Leaders. They receive tuition for 30 minutes every fortnight. We have a large Yr 5-8 Roopu who have started weekly Kapa Haka sessions. They are learning waiata and haka as they build towards Term 3's Kapa Haka

Festival. The Year 1-2 and Year 3-4 tamariki are enjoying their afternoon sessions with the Kapa Haka tutor.

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, including Kāhui Ako PLD:

- Week 11, Term 1: Mathematics Team Hui.
- Holidays: Team Leaders Hui in NP; Call back day for IEPs and setting up the term.
- Week 1, Term 2: Support Staff Hui to set expectations up for the term with the Principal; Transition Hui for ECE and Year 1-2 teachers.
- Week 3, Term 2: Teams worked with Bek Galloway around our Paikiki (Integrated/Inquiry) Units. This shapes learning programmes over a two year cycle. E-asTtle Writing PLD for first and second year teachers. Two teams were supported with PLD around the new Mathematics Curriculum.
- Week 4, Term 2: Two teams were supported with PLD around the new Mathematics Curriculum. Teachers were involved in the Super Staff Meeting that had four different workshops (Te Reo in the classroom, Trauma informed practice; Practical use of the new English Curriculum; Six Bricks Teaching strategy).

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.

Build a Business: Year 7-8 ākonga have started preparations for their Build a Business projects. A Market Night will be held later in the term. Question: Should Build a Business be held yearly or every two years? What are the implications:

- Funds are used for the Big Day Out.
- Ākonga in Year 7 learn a lot from their Year 8 classmates.
- Build a Business links to legislation around providing exposure to careers in work.
- Issue: Having Build a Business every year restricts learning opportunities in the Curriculum for these ākonga. Work has begun around a two year Curriculum cycle.
- What could replace Build a Business in alternate years?

The Board suggests every 2 years.

Will canvas the students as well.

Legislative Areas not covered under the NELPS

ERO Review

The school completed a successful review. The next phase will involve ERO sharing the draft report with the Board to confirm, before it is published.

Discussion from the Principal. Sharing back how the review went.

Some Identified Next steps:

- Writing Priority Learners for 2026-2028 = Boys
- Mathematics Priority Learners for 2026 - 2028 = Identified groups - go to where the weaknesses are.
- Attendance: Moving above 80%.
- Teaching = Continue embedding of Writing Workshops, while developing the Mathematics Teaching Framework for SPS.

Creative Commons Policy

n/a

School Year

Planned Teachers Only Days for 2026:

- Kāhui Ako:
 - Friday before Taranaki Anniversary Day (Mathematics Curriculum).
 - Friday before King's Birthday (Mathematics Curriculum).
- SPS Teachers Only Days: One day in Term 3 and Term 4.
Question: Is Friday the best day for whānau? Could it be a Monday? Jason to discuss with Cam about when their dates will be.

Motion: The Board approves the above Teachers Only Days for 2026. The Principal will now look at the overall calendar and inform whānau at least six weeks before any Teachers Only Days,

Moved: Nathan/Le-arna

Self Review: Board work plan review areas.

Principal Reviews: Discussed

- Year 7-8 structure to support Boys engagement and the teaching team:
 - The Principal shared ideas he is looking at for 2026 and beyond.
 - The Principal will use a framework to shape this review.
- **Honours Band:** The Principal has updated the Honours Band Process and consulted with the Leadership Team.
Next steps: Update further changes and discuss with key staff who are involved in the Honours Band process. Note: The Culture Area has been expanded to the Arts and Cultural Section (Arts, Kapa Haka, Enviro). Consult with some Senior Ākonga; test the credits with a sample of learners.

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

- Preparation for the Board Election.
- Policies followed up from the last meeting: Health, Safety and Wellbeing Policy;
- Policies Reviewed: Student Discipline/Stand Down and Suspension Policy; Creative Commons Policy; RTLit Policy.
- Latest Government changes.
- Annual Plan Goals.
- Monthly Kāhui Ako Report.

Next Meeting:

- PAT Mathematics and Reading Comprehension Trends. The Principal will provide a snapshot of the recent results.

- Health Education Plan: We are currently waiting for guidance from the MoE as they have the revised Health Education document out for consultation.
- Within School Lead Presentation (Tori Goble) → at the next meeting, as well as the Across School Lead (Geoff Dingle).
- Policy to create: Artificial Intelligence Policy.
- Finances: March and April Reports.

Personnel:

Equal Employment Opportunities (EEO):

- n/a

Teaching staff updates:

- The Principal, in consultation with the Leadership Team and Personnel Team, appointed Suzanne Taylor to the position of Yr 5-8 Permanent Teacher. Suzanne will start in Term 3, working two days in Room 4. Erin will come out of that role and cover other classes as two Specialist Teachers go on maternity leave and have finished their fixed term contracts. Suzanne will support in other areas over the other three days with the aim she will teach in a Senior class in 2026.
- The Principal will table the completed employment process. Please note, most applicants came from overseas and were unsuited for the position. It is crucial the Board continue to support the Principal by employing any experienced and locally trained teachers.
- The Principal is looking to appointment a teacher who trained at S.P.S last year. She has excellent references and could be an option for 2026. Next step: Look to employ as a day to day relief teacher under a LAT.
- Chelsea Connor to work as a relief teacher for the remainder of 2025.
- Lucy Peterson and Sara Jane Kowalewski have resigned for maternity leave. May return in future as specialist teachers.

Motions:

- To appoint Suzanne Taylor to the position of Permanent Yr 5-8 Teacher. Lucy Peterson and Sara Jane Kowalewski's resignations.

Moved: Jack/Deb

Support staff updates:

- Gemma Sturmer is supporting the cleaning team, which is extended onto her Food in Schools role. She currently works for us in the Food in School Programme, plus approximately 5-6 hours for additional cleaning. This will reduce some of the pressure on the current cleaning team.
- The Principal will look to adjust the Budget to reflect this change with the Finance Team.

Motion to appoint Gemma Sturmer for 5-6h per week to support the cleaning team.

Moved: Fiona R/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):

- Michelle Sandle - 7 days leave to assist her daughter's recovery from surgery.

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: N/a
 - Term 1 sickness: 71 Days (Teachers); 38.5 Days (Support Staff). (We have a total of 26 support staff)
- Gemma Schemling is available to support staff with counselling.

RTLit/Kahui Ako Staffing:

- *Lead Principal Role:* The Principal has been appointed to the Lead Principal Role from May 2025 to May 2027.
- *RTLit Management Meeting:* At the recent hui, Principals discussed the likelihood that the RTLit service will be removed by the Government in the Budget.
- *Discussed:* Budget announcements and implications for the Kāhui Ako and the RTLit.

Finance:

Discussed Board Finance minutes:

Planned Meeting for the March and April Accounts TBC. - Thursday 12 June at 3pm.

Key points to update: Adjusted Budget, Review the Audit Recommendations, review Teacher Aide budgets.

Motion: N/a.

Moved: N/a

Property:

5YA Projects:

- **Year 3-4 Block:** The ground area has been surveyed. We are still waiting for confirmation of the confirmed builder. Hapu involvement: The Principal will arrange with local Hapu Leaders to look at the tikanga required for the old and new wharehau. He will also seek their input into incorporating Hapu design into the windows and considering the best options for the entrance area. The Principal will also invite Kelvin Squire to be a part of this process.
- **The 5 Year Property Plan:**
 - The Principal is looking to replace the Senior Heating as soon as possible. See below. The panel heaters provide inconsistent heating in the rooms. Heaters have been provided to two classes.
- **SENCO Space/Board is owed \$10k:**
 - 2024: 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.
 - 12 March 2025: 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.
 - 30 April 2025: The Principal emailed Rachel Vickers (MoE Property Advisor) to seek clarification around the SENCO Project and Board reimbursement. He is yet to

receive a response from her on this matter. The Principal also requested urgent access to the 5YA to replace the heating in Block A. Rachel advised she was unwell and would follow this up.

- o 19 May 2025: The Principal had not received an email from Rachel Vickers so he followed this up with another email asking for clarification around the SENCO project. At the time of writing this report, the Principal had not heard back from Rachel Vickers. Next steps? Jason will try the higher up.

Motion: To accept the Principal Report for May.

Moved: Deb/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 23rd June 2025 at 5 pm.
 - i. PAT Mathematics and Reading Comprehension Trends. The Principal will provide a snapshot of the recent results.
 - ii. Health Education Plan: We are currently waiting for guidance from the MoE as they have the revised Health Education document out for consultation.
 - iii. Within School Lead Presentation (Tori Goble) → at the next meeting, as well as the Across School Lead (Geoff Dingle).
 - iv. Policy to create: Artificial Intelligence Policy.
 - v. Finances: March and April Reports.
- c. Correspondence (see below):

5. Correspondence In:

- a. Jason Elder: Board UPdate (5 May 2025)
- b. Sara Jane Kowalewski - Resignation (Maternity - End of Fixed Term Contract)
- c. Janine Gibbons - Bank updates (9 May 2025)
- d. MoE: Initiation of Teacher Bargaining (13 May 2025)

6. Correspondence Out:

- a. MoE: 5YA and 10YP letter.
- b. Silks Audit (19 May 2025)

Minutes/Motion:

Motion: To move the correspondence

Moved: Le-arna/Jason B

7. Meeting closure: 7.40pm

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

Jack: 3.5 hrs	Deb: 5 hrs	Nathan: 5 hrs
Jason: 4.5 hrs	Fiona.R: 4 hrs	Le-Arna: 8 hrs
Fiona.J: 4 hrs		