

URUSS
21/7/25

Stratford Primary School Board
Board Minutes
Monday 23 June 2025 at 5.00pm

1. Administration:

- a. Present: Le-arna (left early - unwell), Fiona J, Deb, Jason E, Jason B, Jack, Fiona R, Nathan
- 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):
- g. 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.
- h. Added Agenda Items:
 - i. The Principal Tabled the Personnel Appointments process from earlier in the term.
 - ii. The Board agreed to apply for an Annual TOI Grant to support learning projects.
Moved: Fiona J/Deb
 - iii. The Board agreed to apply for a TOI Grant to purchase replacement chromebooks.
Moved: Jack/Jason B

Minutes/Motion:

Motion: The Board has reviewed the previous minutes from 26 May 2025 and confirm the accuracy of the discussions which took place and confirm the authenticity of the minutes.

Moved: Jack/Fiona R

2. Presentation:

a. Geoff Dingle: Across School Leader for the Kahui Ako

Update on across school leader.

Term 1: Teacher Only Day - Kahui Connect (Inglewood)

Leadership Hui

WSL - Welcome to the new and old rejoining

Run Emerging Leaders (Gemma and Sasha ran this)

ASL Hui's

Nadia Ballantine - Helps with emerging leaders. Ideas to get emerging leaders out of their shell.

ASL in Whanganui - went to Marae on the outskirts of Whanganui. Stories about their Te Reo journey.

Data Analysis - PAT Math and reading, e-asTtle writing.

TERM 2:

ASL/ASL Hui at Toko (Week 5 - full day)

Leadership Hui - Future of the Kahui Ako

Updating their school websites.

Copying each other's ideas.

Emerging Leaders Hui

Nadia Ballantine

Kapa Haka Festival organisation.

Super Staff Meeting - break out w/shops. Mini Teacher only day. - 1 to be held in Term 3.

Q: Has your goal changed? Not for Geoff. Enjoy the work and the challenges that arise from it. Enjoy going into the schools.

Going to try to keep the network going.

How do we compare to other schools in data analysis? Going pretty well. Dip in yr 5/6 and also going from Yr 8 to Yr 9. We are looking well.

What is the biggest thing you can bring back into the classroom? Has made Geoff a better teacher. Going into other classes, you can take bits and pieces away and add to your kite.

Organising the teacher only days. Organisational skills.

Geoff appreciated the opportunity to be able to do this role.

Not every Kahui works the same. Our Kahui is very pro-active, but people are dropping off now that they know that it is not going to continue.

b. Tori Goble: Within School Lead Presentation

Presentation about entering the school straight into a leadership role:

What has helped and supported Tori:

- Induction Day - unpacking management portal, etap etc
- Team Leader Role JD - very robust. Deb Campbell has been her mentor along with Jason D and Jason E. Always been very supportive. Voice is heard and always listened to,
- Positive Feedback - SLT - no 1 cheerleaders
- POSITIVE Staff Culture - great atmosphere.
- Comprehensive Professional Growth Cycle Documentation - TL Observations. In class observations.
- Behaviour - never an issue. Always a plan and always supported.
- PD Opportunities - Dibels, Writing, Math.

Within School Lead for Math: Supporting and coordinating teaching staff with a deeper understanding of the new Math curriculum.

Actions: Importance of problem solving and how effective student grouping helps to address misconceptions and support learning diversity.

Read and applied principles of "Harnessing the Science of Learning" - reducing cognitive load.

Attended 3 Math Team Meetings

Created visual comparison

Emerging Leaders:

Networking with other leaders at other schools in the Kahui. Gathering ideas of what other leaders are doing to answer the inquiry questions.

Sharing her own learning journey.

Leadership strategies

Meeting Starters - Ice Breakers

Community Group Guest speakers.

To do:

Unpacking PAT data - examining scale scores, identifying learning hotspots.

Keep meeting with Math Team

Being present in Yr 3 and 4 classes to assist teachers on her release days.

Challenging personally, but huge growth. No concerns. Been great.

Is there a noticeable difference from Yr 2 to Yr 3? Yes - Term 1 is the transition period.

Transitional growth. More responsibility. They are coming in where they should be.

Any problems you cannot see a solution to? No

How is the new Math Curriculum? Change in mindset to expose the children to everything. They have to be learning their age group. Whole class learning. The challenge will be to get the balance right.

How will this go for children that are above? Expectation is that the children grow out, rather than up. Learning to articulate the solutions.

Have raised the expectation, so by the time children get to Yr 8, things are a lot easier. Going to have to have really good knowledge and organisational skills. I need to have a good comprehensive knowledge of the curriculum.

Really appreciative of the opportunity.

3. Strategic Decisions:

a. Governance Matters:

- i. Confirmed ERO Report - *Discussed.*
- ii. Annual Audit - *This has been placed on the School website, including the Management Report. The Finance Committee has reviewed the report.*
- iii. Preparation for the next election - *Next two newsletters - promoting being on the Board. Jason B and Jack will be in the newsletters.*
- iv. Government Changes:
RTLit Disestablishment Process; Lead Principal of the Kahui Ako; Learning Support Coordinators -> *what happens now? Discussed.*
- v. Community Consultation: *Any areas we can target? Do we do another survey? Set it up for next year. This will be asked to all new entrants.*
Q: How can we share the child's learning successes?
How does the idea of every child being required to report/reflect on their learnings for the week and uploading that to Seesaw?
- vi. Updated Board Budget. *Discussed.*

b. Policies to review:

- i. Principals Performance Management Policy

Motion to move the Board Budget dated 12th June 2025 and the Principals Performance Management Policy.

Moved: Jason B/Deb

c. Spontaneous Reviews:

- i. n/a

d. OIA Requests: N/a

e. Education Bulletin

f. Other: N/a

Stratford Primary School

Principal Report – 26 May 2025

Curriculum Presentations by staff:	<p><i>Presentation from Geoff Dingle, Across School Leader for the Kāhui Ako.</i></p> <p><i>Presentation from Tori Goble, Within School Lead Role.</i></p>
Current roll:	<p><i>Provisional Staffing for 2025: 438</i></p> <p><i>School Roll= 442/473 as at 16 June 2025</i></p> <ul style="list-style-type: none"> → <i>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.</i> → <i>We can adjust the numbers to a lower figure based on the needs of ākonga in each year level.</i> <p>Year level numbers: <i>Year 1-2: 111 (+1)/125; Year 3-4: 103/108; Year 5-6: 111 (+2)/120; Year 7-8: 117/120.</i></p>
Admissions:	<i>As at 16 June 2025 = 61</i>
Withdrawals:	<p><i>As at 16 June 2025 = 11</i></p> <ul style="list-style-type: none"> • <i>1: Home Schooled</i> • <i>4: Moved schools</i> • <i>1: SHS Teen Unit</i> • <i>5: Schools TBC</i>
End of year projection:	<p>1st March: 416</p> <p>1st July: 442 <i>(Four over our funding and staffing roll).</i></p> <p>Predicted Numbers to 1 October 2025: 460 <i>(approximate 21 NE)</i></p> <p>Number of Year 1 so far this year: 25</p> <p>Predicted number of Year 8 Leavers at the end of 2025: 61</p>
Enrolment Process:	<p><u>Term 4, 2025 Enrolment Process:</u></p> <p><i>Out of Zone enrolments placements</i></p> <p><i>Yr 1 = 5 spaces (TBC); Yr 3= 2; Yr 4 = 3;</i></p> <p><i>No spaces in Yr 2, Yr 5, Yr 6, Yr 7 and Yr 8.</i></p> <p><i>Applications close on 17 September. Potential Ballot on 18 September.</i></p>

National Education and Learning Priorities (NELPS):

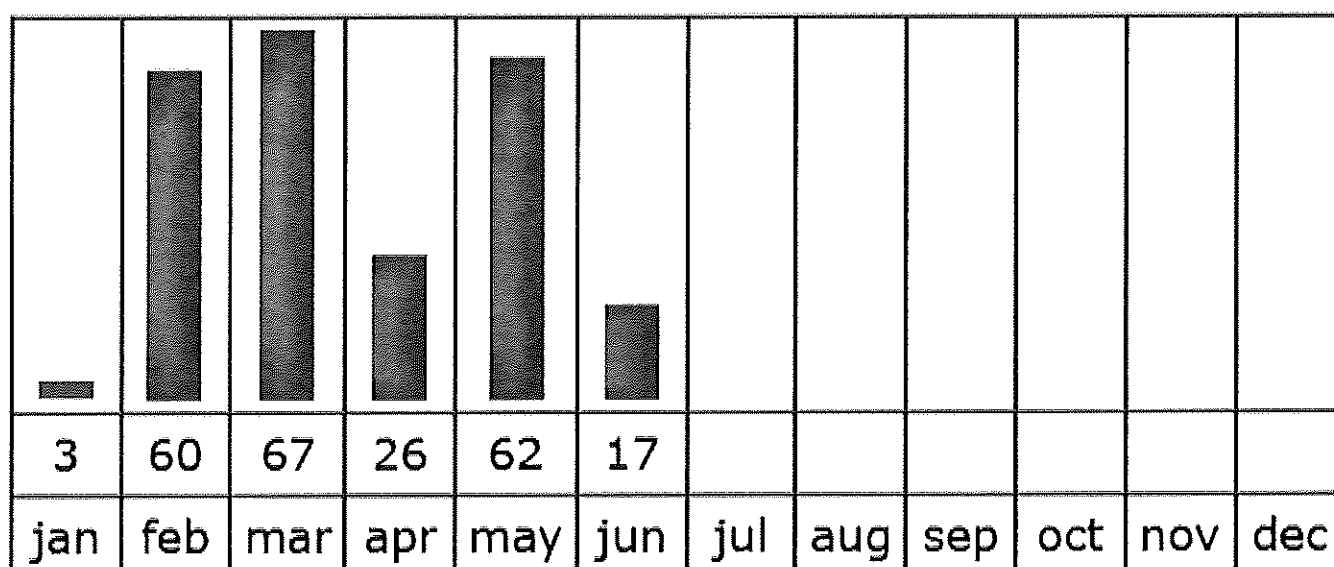
LEARNERS AT THE CENTRE: Learners with their whānau are at the centre of education.
Priority 1: Ensure places of learning are safe, inclusive and free of racism, discrimination and bullying.

PB4L Report:

Major Behaviours Period

31/1/2025 - 17/06/2025

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: 208

Girls: 27

NZE: 134

Māori: 89

Other: 12

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

20 (5%)

Major Trends

Number

Highest Number of Incidents by Ethnicity:

NZE: 134

Most Incidents by Gender:

Boys: 208

Most Incidents by Year Level:

Year 8: 72

Number of Incidents by Location:

Classroom: 101

Number of Incidents By Problem Behaviour:

Intentional
Physical Contact:
80

Number of Social Media Incidents:

1

Break down by syndicate				
Year Level	Number	Behaviour	Area	6 or more entries
Year 1/2	4 (4 Boy)	Intentional Physical Contact	Junior Playground	0
Year 3/4	45 (45 Boys)	Intentional Physical Contact	Classroom	3
Year 5/6	91 (75 Boys)	Intentional Physical Contact	Classroom	5 One extra student has joined this list. They have a Behaviour plan meeting this week.
Year 7/8	95 (85 Boys/ 10 Girls)	Off task behaviour	Classroom	2 These 2 students make up 50% of senior referrals
Tracking Bullying - Victims				
<p>One person has been tracked as being a potential bullying victim. All incidents have been discussed with parents and continue to be monitored. Focus is on empowering this victim to speak up when anything happens and addressing the frustrations of the initiator before they lead to potentially bullying behaviours.</p> <p>Note: One thing we have noticed is that sometimes our staff will choose more than one behaviour e.g. intentional physical contact, swearing and defiance. To ensure the data is accurate, we have been working with staff to choose the main behaviour as the box they tick and note the other behaviours in the referral description.</p>				
<p>Health and Safety Committee:</p> <ul style="list-style-type: none"> - May 2025 Health and Safety Report. <p>Motion to accept the April Health and Safety Report Moved: Fiona J/Jack</p>				
<p>Discussion in Committee:</p> <ul style="list-style-type: none"> - Follow ups from the last meeting: 1x Hitting Teacher Aide. 1x Unprovoked punching and kicking. 1x Unprovoked punching and kicking - encouraged another student to do the same.. - New Stand Downs (2025): 0 				

- Number of actual stand downs: 6
- New Restraint Report: 2: 23/5 and 10/6
- Current total this year: 8
- New Suspensions Report: 1 - 30/5
- New Search and Surrender Report: N/a: Current total for this year: 0

In Committee 6.29pm

Out of Committee 6.41pm

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: 1	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: 8	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:

- N/a - as the last meeting was only four weeks ago.

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:

- N/a - as the last meeting was only four weeks ago.

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 2:

- Learning and SENCO IEPs have concluded for Term 2.

- Year 3-8 ākonga have completed the Mathematics PAT Assessment. Year 4-8 ākonga have completed the Reading PAT Assessment.
- Year 1-2 ākonga have taken part in the Life Education Programme. Year 3-8 will experience this every second year.
- Year 7-8 Completed their second Technology Cycle.
- Year 3-4 experienced a day trip to the New Plymouth Museum.
- Kapa Haka has continued. The main roopu sounds amazing as they learn new waiata. The Year 1-2 and Year 3-4 Teams have their weekly session.
- Teachers attended a Super Staff Meeting/Hui, where they experienced a range of options.
- Year 5-6 ākonga have been playing in the NPPA Competition. They have also competed in the local Rippa Tournament. The Mixed Team made the Taranaki Finals.
- Year 7-8 ākonga have competed in the local Year 7-8 Rippa Tournament. The Boys and Girls Teams made the Taranaki Finals. Friday Basketball continues to be a big hit with our Senior Ākonga.
- Year 5-8 Speech Finals were held last week. The quality of speeches was excellent.
- Reports and IEPs go home this week.

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.

N/a

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.

Attendance Report: 1/1/2025 - 21/5/2025	S.P.S	MoE Goal 2026
Regularly attending: Over 90% attendance	63%	80%
Irregular attending: More than 80% and up to 90%	23%	
	86%	
Moderately attending: More than 70% and up to 80%	10%	4%
Chronically absent: 70% attendance or less	4%	3%

Individual Education Plans (IEPs):

- Number of Learning IEPs = 68

Ākonga have moved up one school year. This means their results naturally drop off for the first two terms as they move to a higher year level. What we are looking for is to see their progress move from now until the end of the year. Results to date showed:

Reading Progress for Term 1-2	21 ākonga have moved up one Year Level 2 ākonga have moved up two Year Levels.
Writing Sub Level Progress for Term 1-2	9 ākonga moved one sub level. 3 ākonga moved two sub levels. 2 ākonga moved three sub levels.
Basic Facts Progress for Term 1-2	4 ākonga have moved up one stage. Remember, one stage is the equivalent of two years worth of learning.

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: There will be two online classes for Term 3 and 4. This involves ākonga from Year 5-8.

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 7, Term 2:

- Emerging Leaders Hui. This involved two Team Leaders, the ASL and Head of PE and Health.

Week 8, Term 2:

- Mathematics PLD for all teams over a two day period. Teachers were supported with an external facilitator to continue to unpack the changes to the Mathematics Curriculum.

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

The agreed actions for the next improvement cycle and timeframes are as follows.

Every six months:

- *Analyse and report attendance information which provides evaluative insights into the impact of actions the school has undertaken to achieve the Government targets.*
- *Leaders will provide ongoing coaching for teachers to promote consistency in delivery of their writing framework and embed structured literacy to benefit learner outcomes.*
- *Teachers will align their inquiry process to achievement targets in writing and mathematics to support evaluation of strategies that determine the impact of practice on achieving positive outcomes for learners.*
- *Engage teachers in review of current mathematics assessments and provide PLD to strengthen their collective understanding and delivery of the refreshed mathematics curriculum.*

Annually:

- *Teachers will share the evidence from their inquiry to determine the impact of their practice on accelerating the progress of identified learners working toward curriculum expectations in writing and mathematics.*
- *Leaders' statement of variance will report evaluative evidence which shows the impact of their improvement plans in writing, mathematics and attendance on outcomes for learners.*
- *Leaders and teachers' participation in PLD will inform relevant changes to approaches in the delivery of their mathematics curriculum guidelines establishing shared strategies of effective practice.*

Actions taken against these next steps are expected to result in:

- *Actions to increase attendance successfully meet the Government target and are sustained over time.*
- *Effective teaching in literacy and mathematics that lifts achievement toward the Government targets and achieves equitable outcomes for priority learners.*
- *Curriculum guidelines reflect shared agreement for the effective delivery of literacy and mathematics that support teacher practice and provide consistency for learners.*

Creative Commons Policy

n/a

School Year

N/a

Self Review: Board work plan review areas.

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

- *Preparation for the Board Election.*
- *Policies: Principals Performance Management Policy.*
- *ERO Report confirmed.*
- *Latest Government changes: Implications for the RTLit and Lead Principal Roles.*
- *Progress of IEP Learners.*

- Across School Lead Presentation/Within School Lead Presentation.
- Annual Plan Goals - N/a due to the short turn around from the last meeting.
- Monthly Kāhui Ako Report.
- Ongoing Survey with Whānau → What next?

Teacher Registrations: The Principal tracks the teacher registration of all teachers. They need to be registered to teach. All teachers are registered at S.P.S.

Finance Committee: Next meeting committee will review the receipting process and internal controls.

Abuse Recognition and Reporting Process:

- Teacher and support staff monitoring
- Leadership Response
- Procedures in Place: HSWA Reporting of Suspected or Actual Child Abuse and Neglect.
- Vulnerable Log:
- Reporting to Oranga Tamariki.
- Policies in place: Health, Safety and Wellbeing Policy; Child Protection Policy;

Future Meetings:

- Delayed until the next meeting: PAT Mathematics and Reading Comprehension Trends. The Principal will provide a snapshot of the recent results. Results are just being finalised due to student illness.
- Delayed: Health Education Plan: We are currently waiting for guidance from the MoE as they have the revised Health Education document out for consultation.
- Moved to when we complete the change over to School Docs. Policy to create: Artificial Intelligence Policy.

Personnel:

Equal Employment Opportunities (EEO):

- n/a

Teaching staff updates:

- Greer McQuay has indicated she would like to work in Term 3 and 4 for two days per week. In 2026, she will return full time and work with the Year 7-8 Team in her Permanent position.

Motions:

- Motion to appoint Greer McQuay on a fixed term contract from Term 3 to Term 4.

Moved: Jack/Fiona J

Support staff updates:

- The Principal has started to review the Job Descriptions for Teachers Aides. This will move away from the SENCO and Learning and Behaviour Model to all teacher aides being able to work across roles. Job Descriptions will reflect the actual roles teacher aides currently do rather than having a general Job Description.

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

- N/a

Staff Wellbeing:

- Number of staff who have had 5+ days away with sickness this month = N/a
 - Term 1 sickness: 71 Days (Teachers); 38.5 Days (Support Staff).
 - Term 2 sickness to date: 56 Days (Teachers)
- Gemma Schmeling is available to support staff with their Wellbeing.

Finance:

Find attached in the Board Folder for the March, April, and May Accounts: Discussed.

Find attached the minutes of the last Finance Meeting.

Motion to move the March, April and May Finance Committee Minutes and approve the .
Moved: Fiona R/Nathan

Property:

5YA Projects:

- Year 3-4 Block: No new updates.
- 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.
 - 10 June: The Principal spoke with Gordon about the heating issue. He said someone would be in touch about the project. Rachel is currently on leave in the UK.
- 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.
 - 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.
 - 10 June: The Principal spoke with Gordon Gillian from the MoE Property Team. He said that he had approved payment for the \$10k from our 5YA Plan. This was supposed to be a MoE Special Ed Fund? Gordon was quite vague about the SENCO Project?

Motion: To accept the Principal Report for June.

Moved: Jason B/Deb

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 21st July 2025 at 5 pm.
 - i. PAT Mathematics and Priority Learners. The Principal will provide a snapshot of the recent results.
 - ii. Stories from the Board for the newsletter.
- c. Correspondence (see below):

5. Correspondence In:

- a. ERO Confirmed Report
- b. Hawera Youth Court

6. Correspondence Out:

- a. Police Report: Abusive caller towards the Office Administrator and Principal.

Minutes/Motion:

Motion: To move the correspondence

Moved: Jack/Jason B

7. Meeting closure: 7.00pm

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

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

