

**Stratford Primary School Board**  
**Board Minutes**  
**Monday 15 September 2025 at 5.00pm**

**1. Administration:**

a. Present: Le-arna, Fiona J, Deb, Jason E, Jason B, Fiona R, Nathan, Jack

b. Apologies: n/a

c. Public Present (No speaking rights): n/a

d. Declaration of interests (conflicts): None

e. Matters arising from Previous Minutes: 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.

g. Confirm the agenda and review the Board's Annual Work Plan and Supporting Board Improvement Plan. Questions? N/a.

h. Added Agenda Items: N/a.

Approved Presiding Member

*CRUSS*  
Date: 13/10/25

**Minutes/Motion:**

**Motion:** The Board has reviewed the previous minutes from 21 July 2025 and confirm the accuracy of the discussions which took place and confirm the authenticity of the minutes.

**Moved:** Le-arna/Jason

**2. Presentation:**

a. Jessica Lampe and Deb Campbell - Writing Progress

**Supporting writing growth at SPS**

Focus: Improving writing outcomes.

Promote independence and autonomy through handwriting

Supporting teachers and BT's with effective writing

**Double dosing:**

Extra time with priority learners to reinforce writing concepts.

Gives students a chance to process ideas ahead of whole-class writing

Example - red, white and blue sentences

**Accelerated Progress:**

Targeted support. Student voice and feedback. Teacher collaboration. Data-driven focus. Building confidence.

**Workshop structure:**

2 days: Jess ran workshops with priority learners.

2 days: Teacher led workshops uninterrupted while Jess worked with the rest of the class.

**Successes:**

Priority learners gaining more one on one time with writing

Positive student beliefs and confidence growing

Teachers asking questions and building their knowledge

Stronger collaboration through team planning.

Most successful is the double dosing.

**Challenges:**

Shifting teacher mindsets around writing.

**Feedback:**

Noticed significant growth in the students' engagement levels towards writing, specifically boys.

**Examples discussed:**

Positives included - using paragraphs, using different punctuation. Change in attitude towards writing. Sentence structure has become more complex. Vocabulary. Boosted other children in the group. Descriptive writing.

**Deb discussed the Priority Learners:**

End of Term 2 Progress			
Year	No. of P.Ls	No. achieving At	
3	2	1	50%
4	14	11	78%
5	9	9	100%
6	8	4	50%
7	9	8	88%
8	9	0	0%
<b>Total</b>	<b>51</b>	<b>33</b>	<b>64%</b>

51 Priority Learners.

Yr 8: All have made progress, except one.

Overall 64% are now at, with still One Term to go.

**3. Strategic Decisions:****a. Governance Matters:**

- i. Preparation for the Board handover for newly elected members:
  - What is the plan if current members are not voted on? Discussed.
  - First Meeting - What needs to happen. e.g. Presiding Member; Roles; Board Member Code of Conduct; Understanding the difference between Governance and Management.
- ii. Annual Improvement Plan for 2026
  - Mathematics
  - Writing (Linked with reading comprehension)
  - Year 7-8 re-organisation
  - Attendance STAR Plan
  - Priority Learners: Writing (Boys); Mathematics (Mixed).

**b. Policies to review:**

- **Whanau Consultation Policy** - no recommended changes. This was reviewed in May 2025
- **OIA** - viewed the example School Docs Policy

- *Privacy Policy - viewed the example School Docs Policy*
- *Other School Docs updates for Term 3.*

*Motion to move the OIA Policy and Privacy Policy.*

*Moved: Jack/Jason*

*c. Spontaneous Reviews:*

*i. n/a*

*d. OIA Requests: N/a*

*e. Education Bulletin*

*f. Other: Request from Home and School to sell alcohol in the hall next year for their planned event.*

*i. Reviewed the letter from the Home and School. Discussed. Support Home and School request provided they comply with the license and any rubbish created from the event needs to be taken away. Also provided there are no Liability concerns.*

*Questions: How does this affect our insurance? Is there any liability for us?*

*ii. Review the 100 Use of School Facilities by Outside Agencies.*

*Motion: To support the Home and School provided the above requests are complied with (Liquor License/Removal of Rubbish).*

*Moved: Le-arna/Nathan*

## Stratford Primary School Principal Report – 8 September 2025

Curriculum Presentations by staff:	Presentation from Jessica Lampe and Deborah Campbell - Writing Progress Data.
Current roll:	Provisional Staffing for 2025: 438  School Roll= 454/473 as at 1 September 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.  <b>Year level numbers:</b> Year 1-2: 126 (+12)/125; Year 3-4: 103 (+1)/108; Year 5-6: 109 (-2)/120; Year 7-8: 116 (-1)/120.
Admissions:	As at 1 September 2025 = 81 (3 have since left)
Withdrawals:	As at 1 September 2025 = 19 <ul style="list-style-type: none"> <li>• 1: Te Kura School</li> <li>• 2: Home Schooled</li> <li>• 13: Moved to other schools e.g. moved houses.</li> <li>• 1: SHS Teen Unit</li> </ul>

	<ul style="list-style-type: none"> <li>2: Local Schools</li> </ul>
End of year projection:	<p><b>1st March: 416</b></p> <p><b>1st July: 442</b> (Four over our funding and staffing roll).</p> <p><b>Predicted Numbers to 1 October 2025: 458</b> (approximate 4+ NE to come before this date)</p> <p><b>Number of Year 1 so far this year: 39</b></p> <p><b>Predicted number of Year 8 Leavers at the end of 2025: 60</b></p>
Enrolment Process:	<p><b><u>Term 4, 2025 Enrolment Process:</u></b>  Out of Zone enrolments placements  Yr 1: 5 spaces (TBC);  No spaces in Yr 2, Yr 3, Yr 4, Yr 5, Yr 6, Yr 7 and Yr 8.  Applications close on 17 September. Potential Ballot on 18 September.</p> <p><b><u>Term 1, 2026 Enrolment Process:</u></b>  Out of Zone enrolments placements  Yr 1: 10 spaces; Yr 3: 2; Yr 4: 2; Yr 5: 2; Yr 6: 2.  No spaces in Yr 2, Yr 7 and Yr 8.  ORS Spaces: Yr 1: 2, Yr 2: 2; Yr 3: 1; Yr 4: 1.  Applications close on 18 September. Potential Ballot on 19 September  Next enrolment window for Term 1, 2026 =&gt; Closes 26 January 2026.</p>

## National Education and Learning Priorities (NELPS):

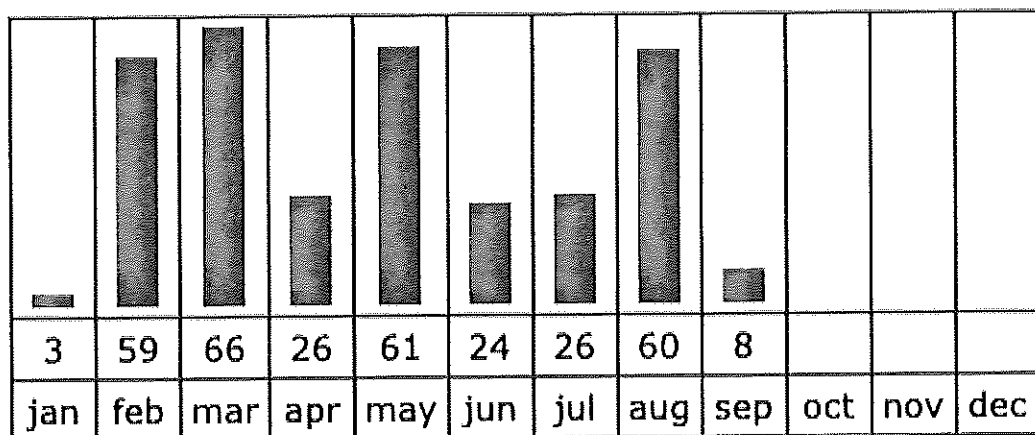
**LEARNERS AT THE CENTRE:** Learners with their whānau are at the centre of education.  
**Priority 1:** Ensure places of learning are safe, inclusive and free of racism, discrimination and bullying.

### PB4L Report:

#### Major Behaviours Period

31/1/2025 - 08/09/2025

**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: 16

3.5%

Boys: 300

Girls: 33

NZE: 186

Māori: 116

Other: 31

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

30 (6.6%)

Major Trends

Number

Highest Number of Incidents by Ethnicity:

NZE: 186

Most Incidents by Gender:

Boys: 300

Most Incidents by Year Level:

Year 8: 117

Number of Incidents by Location:

Classroom: 148

Number of Incidents By Problem Behaviour:

Intentional  
Physical Contact:  
110

Number of Social Media Incidents:

2

Break down by syndicate

Year Level	Number	Behaviour	Area	6 or more entries
Year 1/2	7 (6 Boys, 1 Girl)	Intentional Physical Contact	Junior Playground	0
Year 3/4	65 (65 Boys)	Intentional Physical Contact	Classroom	0
Year 5/6	107 (89 Boys, 18 Girls)	Intentional Physical Contact	Classroom	4
Year 7/8	155 (141 Boys/)	Defiance/ Disrespect	Classroom	2 students represent

	14 Girls)			20% of the school's referral. One is working closely with leadership and has clear outcomes for behavioural challenges. The other is seeing a councillor and is on an in class reporting system.
<b>Tracking Bullying - Victims</b>				
No				

#### Health and Safety Committee:

- July and August 2025 Health and Safety Report.

#### Motion to accept the July and August Health and Safety Report

Moved: Fiona R/Nathan

#### Discussion in Committee:

- **Follow ups from the last meeting:** Suspension - Swearing and racist comments towards a teacher; Racist comments/targeting another student. Suspension meeting follow ups - 2.
- **New Stand Downs (2025):** 25/7 (Swearing at a duty teacher); 25/7 (Disrespect to the Principal); 11/8 (Punching a student and hitting a teacher); 28/8 (Swearing at a Teacher Aide/Disrespect); 8/9 (Kicked a student in the head)
- **Number of actual stand downs: 12**
- **New Restraint Report: 1** - restrained from hitting another student
- **Current total this year: 9**
- **New Suspensions Report: N/a. Suspensions in current year: 3**
- **New Search and Surrender Report: N/a: Current total for this year: 0**

In Committee 5.47pm

Out of Committee 5.54pm

<b>Total Stand Downs Report in 2025: 12</b>	<b>Previous Years:</b> 2024 = 27 (5 = alcohol - no vaping); 2023 = 26 (14 = vaping) 2022 = 17 (10 = vaping).
<b>Total Suspension 2025: 3</b>	<b>Previous Years:</b> 2024 = 1, 2023 = 0; 2022= 2

Newly Directed Ākonga in 2025: 0	Previous Years: 2024 = 0, 2023 = 0; 2022 = 1
Total Restraint 2025: 9	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.

The Teaching Team had their second Curriculum Day earlier this term. The key themes were around Planning and Teaching Mathematics over the year.

- Moving from teaching strand concepts over a two year cycle to every year.
- Teaching to the students Year Level → if a student is working above expectations, teachers need to broaden their understanding at that year level. This is called 'Enrichment'.
- Using a range of visual tools to help students better understand fractional thinking.

The next planned Curriculum Days have been planned for two days in 2026:

- Friday before the Taranaki Anniversary.
- Friday before King's Birthday.

The Year 7-8 Team met with the Leadership Team to plan next term's changes. See the folder for a copy of the Google Slide that illustrates the plans for Term 4. Whānau have been informed about the changes via the newsletter and Whakapiri Morning. I will continue to share plans through the school newsletter.

#### 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.

#### The Principal shared the following Reading Trends:

##### • PAT Reading Trends:

PAT: Reading Comprehension

Year Level (n/p)	Number of Students (Completed)	Mean Raw Score	Standard Deviation Score	Mean Stanine
4 (4)	44/51	25.1 (28.9)	12.0 (12.6)	4.5 (5.0)
5 (5)	53/56	31.8 (37.3)	12.0 (11.4)	4.1 (5.0)
6 (5)	46/47	45.7 (46.3)	9.2 (11.5)	4.9 (5.0)
7 (7)	42/50	47.7 (54.7)	11.7 (11.7)	3.9 (5.0)
8 (5)	51/55	56.3 (60.8)	12.1 (10.6)	4.4 (5.0)

\* Numbers in brackets provide national reference group statistics

#### Overall Trends

- Mean Stanine: 4.3 across Y3-8 (just below national mean of 5). This is a clear improvement from Term 4, 2024 (stanine 3.6).

Milestones	Needs support	Developing	Consolidating	Proficient	Exceeding
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Stanines	1	2-3	4	5-7	8-9
Number	15 v 32	84 v 91	54 v 52	104 v 74	12 v 2
Percentage	6% (N/c) v 6%	31% (-5) v 36%	20% (-2) v 22%	39% (+6) v 33%	4% (+3) v 1%

• Distribution:

- Needs Support (Stanine 1): 6% (steady)
  - Developing (Stanine 2–3): 31% (↓ 5%)
  - Consolidating (Stanine 4): 20% (↓ 2%)
  - Proficient (Stanine 5–7): 39% (↑ 6%)
  - Exceeding (Stanine 8–9): 4% (↑ 3%)
- Positive shift from Developing to Proficient/Exceeding.

Boys			Girls		
Year Level	Students completed	Mean	Year Level	Students completed	Mean
Yr 4	22/26	25.3 (28.9)	Yr 4	22/25	24.9 (28.9)
Yr 5	33/35	29.3 (37.1)	Yr 5	20/21	35.9/37.1
Yr 6	22/22	44.2 (46.1)	Yr 6	24/25	47.0 (46.1)
Yr 7	17/24	44.7 (54.7)	Yr 7	25/26	50.4 (54.7)
Yr 8	24/28	53.9 (60.8)	Yr 8	27/27	58.8 (60.8)

- Boys underperform girls across all year levels, particularly Y5 (29.3 vs 35.9) and Y7 (44.7 vs 50.4).
- Girls in Y6–8 are slightly above national means, while boys remain below.

Māori			NZ European		
Year Level	Students completed	Mean	Year Level	Students completed	Mean
Yr 4	8/12	24.4 (28.9)	Yr 4	35/39	25.8 (28.9)
Yr 5	23/23	33.4 (37.1)	Yr 5	41/43	32.8 (37.1)
Yr 6	15/15	46.7 (46.1)	Yr 6	41/41	45.0 (46.1)
Yr 7	11/14	47.7 (54.7)	Yr 7	37/44	47.1 (54.7)
Yr 8	14/15	54.4 (60.8)	Yr 8	42/46	55.1 (60.8)

- Māori learners: Below national means at most levels, but Y6 (46.7 vs 46.1) is slightly above.
- NZ European: Higher than Māori but still below national means, especially Y5–7.

→ Gap persists, but both groups follow similar trends with dips in Y5–7.

Year 8 Comparison: Term 2, 2025 v Term 4, 2024		
Year Level	Students completed	Mean
Year 8 - 2025	51/55	56.3 (60.8)
Year 8 - 2024	47/51	57.0 (67.0)



- 2025 cohort mean: 56.3 (vs Nat. 60.8).
  - 2024 cohort mean: 57.0 (vs Nat. 67.0).
- National benchmark rose significantly in 2024, widening the gap despite stable local scores.

#### Actions for 2026:

- Link this to writing Annual Plan
- Using writing as a thinking tool to deepen reading through Pākiki
- Using a reciprocal reading model - Reciprocal Teaching. This proven instructional model enhances comprehension through structured group interactions and metacognitive strategies. It involves students alternately leading with four key strategies. Predicting what will happen next; Clarifying confusing parts; Questioning to deepen engagement Summarising key ideas; Teachers model these moves and gradually release responsibility to the students.

**Writing Progress: Reported by Jessica and Deb in the presentation.**

**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.

#### Government Updates:

- The MoE is introducing a consistent approach to assessing ākonga against the Curriculum.
- Currently, as a school we assess and report to parents using four indicators → Working Towards with Support; Working Towards, Working Within and Exceeding.
- The new National wide indicators (see below). Progressing towards will be Developing.. They are considering a fifth descriptor (Consolidating, which sits between Developing and Proficient.

Four Descriptors	Details
<b>Needs support</b>	Students; <ul style="list-style-type: none"> <li>• Are not meeting expectations for their year level and need support to help them develop sufficient knowledge and skills (as described in the year-by-year teaching sequence).</li> <li>• Can complete tasks with significant guidance and assistance.</li> <li>• Need adjusted classroom practice, tailored responses, or additional learning support.</li> </ul>
<b>Progressing towards</b>	Students; <ul style="list-style-type: none"> <li>• Are progressing towards meeting the curriculum expectations for their year level.</li> <li>• Can complete tasks with some guidance and assistance.</li> <li>• Need targeted support to increase the rate of progress and achievement to develop sufficient knowledge and skills (as described in the year-by-year teaching sequence).</li> </ul>
<b>Proficient</b>	Students; <ul style="list-style-type: none"> <li>• Are meeting expectations for their year level.</li> <li>• Can consistently complete tasks accurately and independently, and show they are continuing to develop sufficient knowledge and skills (as described in the year-by-year teaching sequence). They are making the expected progress to achieve the end of phase progress outcomes.</li> <li>• Need continued responsive learning experiences to allow for deeper exploration of the curriculum.</li> </ul>
<b>Exceeding</b>	Students; <ul style="list-style-type: none"> <li>• Are exceeding expectations for their year level.</li> <li>• Can consistently demonstrate an advanced understanding of concepts, knowledge and skills for their year level. This means they can clearly communicate their thinking, and transfer knowledge to a range of situations.</li> <li>• Need extended learning and enrichment activities through the breadth and depth of the curriculum.</li> </ul>

Schools can still use e-asTTle in 2026, which we will continue to do while trialling the new PAT AI Writing Assessment Tool.

We will continue to use the PAT Reading and Mathematics Assessment in 2026.

We are still waiting to hear when the assessments need to be completed.

## What has been happening around the school:

### **Term 3:**

- **Week 2:** Seasons for Growth has been offered for tamariki who have experienced some form of loss. Our Year 5-6 Netball and Rugby teams won their playoff games.
- **Week 3:** Year 7-8 had their third Technology Week. Sport Taranaki provided coaching for teachers in Year 5-6. S.P.S held their successful Cross Country Day, which focused on participation and enjoyment.
- **Week 4:** Year 7-8 had their Sevens Tournament in Inglewood; Our Year 5-6 netball and rugby teams had their finals, where our rugby team won; Year 7-8 ākonga were offered the chance to attend the Lead Conference.
- **Week 5:** Our Kapa Haka Roopu were involved in the successful Taranaki Mohoao Kapa Haka Festival; Our Year 7-8 were superb when they visited Manakorihi Intermediate for the yearly interschool exchange. All ākonga were provided the opportunity to participate in a range of sports.
- **Week 6:** School photos were held this week; Our Year 7-8 ākonga participated in the successful Year 7-8 Interschool Sports Tournament in Hawera. The rugby and netball teams have made the finals.
- **Week 7:** Epro8 was held in the School Hall. S.P.S had teams in the Year 5-6 and Year 7-8 competitions that promote scientific and technological thinking. Year 7-8 were spoken to by Kim from Zespri to inspire our senior ākonga; A number of Year 5-6 ākonga were involved in the Waitara Gymnastics Competition; Senior ākonga did a wonderful job promoting Daffodil Day.
- **Week 8:** We had a team attend the finals of the Epro8 Competition in Waitara. Ākonga enjoyed the opportunity to extend their thinking skills. On Thursday, we held the Whakapiri Morning to open the Book Fair. Over 60 parents/grandparents attended, which was down on previous years. However, over \$4000 had already been sold leading up to Thursday! Senior ākonga were brilliant, welcoming whānau and consulting with parents for the community questionnaire. The Kapa Haka Roopu had led the welcome without Whaea Sheenagh who was away. Their performance was great! The Dance Expo has been a big focus this week. The two highlights were some of the Junior Classes shared their dances with the school at the morning assembly. Senior ākonga thoroughly enjoyed watching the Juniors perform on stage. Later that day, the hall was packed for the Junior School's live dances, which were a huge success with the community.

## What has been happening around the Kāhui Ako - Taranaki Mohoao:

### From Week 2 Term 3:

- Week 3: Key Leadership Hui
- Week 4: Super Staff Meeting; AP/DP Network Hui with an external facilitator
- Week 6: Mathematics Curriculum Training with schools from Taranaki Mohoao
- Week 7: Emerging Leaders Hui.

**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.

**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: 01/01/2025 - 05/09/2025	S.P.S	MoE Goal 2026
Regularly attending: Over 90% attendance	57%	80%
Irregular attending: More than 80% and up to 90%	31%	n/a
Overall for Regular and Irregular Attendance	88%	n/a
Moderately attending: More than 70% and up to 80%	8%	4%
Chronically absent: 70% attendance or less	5%	3%

#### **Attendance Report for Term 3:**

- Sickness continues to affect our attendance over Term 3. Influenza, Covid seem to affect people for a lot longer than usual.
- Chronic absence has slightly increased with some tamariki who have moved from moderate attendance to chronic attendance. .

**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

At the recent Whakapiri Morning, whānau were asked two questions by our Senior Ākonga. 46 community members were consulted.

What does Stratford Primary School do well?	What can we improve on as a school?
Encouraging students and creativity.	Do better at lost property and reduce more rubbish
Cater for a variety of children and their needs.	Hands on activities for those that struggle with traditional classrooms.
Communication	More exposure
Community based, friendly	Letting the people know about events
Great environment	Nothing
Good communication, family involvement	Nothing
Teaching the Maori values	Ask if their Maori heritage is from, as theirs isn't from here
A lot	N/a
Everything	Nothing
Friendly, encouragement for sport	Nothing
Good teachers	Sport Teams

Leadership	Nothing
Extra help when needed	N/a
Programmes and sports	Nothing
Team work	Nothing
Kapa Haka	Nothing
Team Work	Nothing
Communication with whanau	I think the school does well to keep everyone informed and on the same page, within that learning is covered.
Look after the children	Playground
Looks after my grandchildren	To listen to the ones that are getting bullied
Caring for the students/environment	Nothing
Everything	Picking our clothes and sports equipment up
Very supportive.	Everything is already good.
Everything	Nothing
Helps with growing students as people	Nothing
Everything I like the way its run	Learn to pick our schools clothes up
Communication	Nothing
Kapa Haka	Opportunity for kids that don't play sport
Really good community school and environment friendly.	No comment
Keeping parents informed	N/a
Manaakitanga	Bullying
Structure	Nothing
Great communication, lots of parent engagement	N/a
Keeping the parents informed	N/a
Sports Programmes	Mathematics
Communication with parents, supporting children's learning	N/a
Supports our tamariki well	N/a
Listen to parents	We are already too good
Everything	Communication

Care for the environment	Lost property, Sports gear, rubbish
Inclusive	Handing out Tui tickets and school value talking
Community spirit; Passion; Learning commitment	Keep learning
Good teachers.	Nothing I can think of
Cater for a variety of children and their needs.	Hands on activities for those that struggle with traditional classrooms.
Makes everyone feel a part of one big team.	N/a
Very well at giving kids opportunities	N/a
Builds positive relationships with whanau.	The Arts
Sports, inclusiveness	Being tidy Kiwis.

**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 3: Mattie Thomas from Sport Taranaki worked with Year 5-6 teachers around their PE programmes; Jason Elder attended the Principal PLG Hui.
- Week 4: Super Staff Meeting focused on Reading and engaging Boys to read; Jason Dombroski attended the AP/DP Network Hui, which focused on Leadership development with Nadia Ballantine from edLead.
- Week 5: Team Leaders met to review the moderation process for assessment; John Hight attended the Mac Hui, which focused on Te Reo Māori.
- Week 6: Teams worked with their coach to analyse Priority Learners progress with Mathematics. All Teachers were involved in the Mathematics PLD.
- Week 7: Teams worked together to moderate writing samples; Mattie Thomas from Sport Taranaki worked with Year 5-6 teachers around their PE programmes.

**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**

2026 School Calendar was approved by the Board on 21 July 2026.

#### **Self Review: Board work plan review areas.**

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

- 2026 Annual Improvement Plan discussed.
- Preparation for the hand over to the new Board.
- Policies: Whānau Engagement; Official Information Requests; Privacy and School Docs Term 3 updates.
- Latest Government Updates - Assessment changes.
- Annual Improvement Goal Updates.
- Presentation: Writing Progress.
- Taranaki Mohoao Updates.
- Whakapiri Morning → Whānau questionnaire.
- Staffing Update for 2026.
- Finance Report.
- PB4L Report.
- Health and Safety Reports.

- Attendance Reports.

**Future Meetings: As previously discussed**

- Delayed: Health Education Plan: We are currently waiting for guidance from the MoE as they have the revised Health Education document out for consultation.
- Artificial Intelligence (AI) Policy.

**Personnel:**

**Equal Employment Opportunities (EEO):**

- n/a

**Teaching staff updates:**

- The Principal has completed an Environmental Scan for 2026:
  - Phai Carr has requested LWOP for 2026 so she can focus on her young family.

**Motion:** To approve Phai Carr's LWOP for 2026.

**Moved:** Fiona R/Fiona J

- The following teachers will be appointed for fixed term positions in 2026:
  - Nicole Bellringer - Fixed term cover for a teacher who is on leave for 2026.
  - Jayla Berge - Fixed term cover for Roll Growth.
  - Emily Bates - Fixed term cover for a teacher who will be on maternity leave and then return for part time duties as a relief teacher in 2026.
  - Jessica Lampe - Fixed term Literacy Coaching and Release Cover => Special Project.

**Motion to appoint the above teachers on Fixed Term Contracts for 2026.**

**Moved:** Jason/Le-arna

Jason is updating all staff contracts. He will update Permanent and Fixed Term positions with updated Job Descriptions.

**Motion to accept the updated contracts for all Permanent and Fixed Term contracts.**

**Moved:** Fiona J/Jack

- Resignation letter from Brownyn Basely
- Resignation from Barry (Gardener)

**Motion to accept the resignation from Bronwyn Baseley and Barry**

**Moved:** Fiona J/Jack

**Support staff updates:**

- n/a

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

- Lydia Barber has requested leave (7 days) for November 2026
- Michelle Sandle LWOP as she is over the 5 days for requesting leave.

**Motion to approve the above leave:**

**Moved:** Jack/Deb

**Staff Wellbeing:**

- Number of staff who have had 5+ days away with sickness this month = N/a
  - Term 1 sickness: 71 Days (Teachers); 37.5 Days (Support Staff).
  - Term 2 sickness to date: 77 Days (Teachers); 36.5 Days (Support Staff).

- Term 3 sickness to date (Week 6): 33 days (teachers) and 35 days (support staff).
- Gemma Schmeling is available to support staff with their Wellbeing.

## **Finance:**

*Discussed June Accounts and the last Finance Meeting.*

**Motion to move the June Finance Committee Minutes.**

**Moved: Deb/Jason**

*The Finance Meeting will be meeting in Week 1 of Term 4 to review the Budget, look at the 2026 Budget and review the July and August Accounts.*

**When: Wednesday 8 October at 3pm**

## **Property:**

### **5YA Projects:**

- Year 3-4 Block:
  - Work has begun on the buildings, they are being made offsite. The Principal has heard the classroom design has changed but this has not been confirmed by the MoE?
  - Tradesmen have been assessing the site for drainage, electrical and a schoolwide fire upgrade.
- The 5 Year Property Plan:
  - The Principal is looking to replace the Senior Heating as soon as possible. See below. The radiator 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.
  - 20 August: Rachel Vickers has resigned from the Ministry of Education. There has been no appointment for this position.
- 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.



- o 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?
- o 29 July: The Board received reimbursement for the SENCO Block design.
- o 3 September: The Principal was informed by a MoE Staff member that we would not be receiving funding for the SENCO building. Note: There has been no feedback from Gordon Gillian around this issue!
- o Notice to Fix: Received from the Stratford District Council on 25 June 2025.
- o This work has been fixed. We have not received confirmation from the SDC. Hopefully, the fire upgrade will enable the clearlite to be reinstalled onto the Junior Deck Area.

**Motion:** To accept the Principal Report for September

**Moved:** Fiona R/Le-arna

#### 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 13th October 2025 at 5 pm.
  - i. What are the options for voting? Can it be done online but still have Janine as the Returning Officer.
  - ii. *Regarding the Home and School Event. How does this affect our insurance? Is there any liability for us?*
- c. Correspondence (see below):

#### 5. **Correspondence In:**

- a. Taranaki Mohoao shared Enrolment Advertisement for 2026.
- b. ERO: Confirmed Report.

#### 6. **Correspondence Out:**

- a. N/a

#### Minutes/Motion:

**Motion:** To move the correspondence

**Moved:** Fiona R/Jason B

#### 7. Meeting closure: 6.20pm

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

Jack: 6.0 hrs	Deb: 5.0 hrs	Nathan: 5.0
Jason: 7.0 hrs	Fiona.R: 5.5 hrs	Le-Arna: 10 hrs
Fiona.J: 6.0 hrs		

