

**Stratford Primary School Board**  
**Confirmed Board Minutes**  
**Monday 13 October 2025 at 5.00pm**

**1. Administration:**

- a. Present: Le-arna, Fiona J, Deb, Jason E, Kate, David
- b. Apologies: Jason B
- 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:
  - i. Update re the RTLit Role - The court case was unsuccessful. Jasmine has written to the Board and would like to select the 'Retrain' option. Motioned and moved. This is the Personnel section.
  - ii. Strike - Discuss and confirm as the Board e.g. the school will be closed.

Approved Presiding Member  
.....L. Russ.....  
Date:.....18/11/2025.....

**Minutes/Motion:**

**Motion:** The Board has reviewed the previous minutes from 15 September 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. Sonia Rova - Specialist Project**

Unpacking the coaching role and role within the Team.

2x first year teachers, plus 1x teacher for 20+ years and another teacher that had not taught yr 1 and 2's. A lot for the teachers to learn. And a lot has changed.

Working with the Team to get consistency but still allowing diversity.

2x first year teachers have mentor teachers to support their journey.

Lots of observations undertaken, within team meetings, during release and after hours.

Some of the challenges are how to work with the individual but also working as a team. Also allowing them to have their own voice, but still working on how this looks.

Consistency's: (consistency among diversity)

Seesaw posts. Phone parents. Interactions with Parents and how to welcome children to the class. Personal.

Mutukaroa: meetings still at 5, 5.5, 6, 6.5 and 7 years.

Support teachers to administer the curriculum. Writing workshops, and writing assessments.

How to make plans with Teacher Aides and keep them (Teacher Aide's) engaged.

Care Groups: Supporting the vulnerable families in our community. Co-ordinated the shoe box nominations. Put forward 71 nominations.  
Providing sunhats, togs.

Is there enough support for the juniors? Do you have enough support staff?

Have some literacy support.

Ideally should have a support staff in each class.

Class numbers are high. Supporting the staff with this and ensuring the right language is used.

All staff in Junior Syndicate are returning next year.

Q: High numbers. Do you have enough time to be able to lead your team? Yes, Sonia personally does have sufficient time, but admits that she has the capacity to work the extra hours to ensure her team is working effectively.

Release for her team is good. They use it wisely.

Q. Playbased learning: Still a firm believer that this is a good tool, but needs to be integrated with other factors. It is not a stand alone. Needs to be based on age and stage.

The Team is doing a bit of it all. Dependent on the needs of their class.

They are seeing progress across all students.

### **3. Strategic Decisions:**

#### **a. Governance Matters:**

- i. Confirmation of the new Board came into office on Wednesday 17 September, with the first Board Meeting being held on Monday 13 October (tonight). The confirmed elected members are:  
Kate Fairhurst, Le-arna Russ, Fiona Jansma, David Chadwick, Jason Bolton, and Deborah Campbell (Staff Rep).  
  
**Motion to accept the new members.**  
  
**Moved:** Le-arna/Jason.E
- ii. Board Introduction: Discussed.
- iii. Board Voting Process: Discussed.
- iv. **Appointment of the Presiding Member for the rest of 2025.** The Presiding Member is elected at the start of each school year. (Presiding Member Role and Process).  
**Nominations for Presiding member:** Le-arna nominated by Fiona Jansma and seconded by David Chadwick. Le-arna accepted.
- v. **Discuss and confirm the Co-opting of a Board Member.** Fiona Riddick has played an important role on the Board, particularly with the Budget over the last three years. Look to co-opt her onto the Board.  
**Motion to Co-opt Fiona Riddick onto the Board. Moved:** Le-arna/Deb
- vi. **Communication:** Receive emails from Jason and Presiding Member; There is a Board email address; Board has a Messenger Group for informal communication.
- vii. **Review the Board Meeting Process:** Agenda, Packs, Meeting Procedures. Guidelines from NZSTA.

**viii. Board Term 4 - What is on top from NZSTA.**

**ix. Updated Board Member details.**

- Ask Janine to email all Board members to update their details. Board registration site.

**x. The Principal will update the School Website with the information Elected Members shared for the election.**

**xi. Reviewed, discussed and signed the Board Code of Conduct Policy.**

- Discussed the difference between the role of the Board and the Principal (Governance v Management).
- Discussed what is our school context: Ākonga, staff, community.
- Board Hat v Parent Hat → what to do? Issues with my own child/children; Hearing about other parent issues; Issues with teachers/support staff; issues with the Principal; What do I do as a Board Member? What can I do as a parent? Process for informing the Presiding Member or Principal. The role of NZSTA. Decision making processes; What happens if we disagree?

**xii. Reviewed the Conflict of Interest Policy.**

**xiii. Reviewed the different Committees - What does this entail:**

- Finance Committee - sub-committee
- Property Committee - sub-committee
- Personnel Committee - sub-committee
- Suspension Committee - Full Board. Discuss the suspension process.

**b. Policies to review:**

- **Complaints Policy** - no recommended changes; the Board needs to understand this Policy and the process for complaints.  
Complaints Procedure: Need to further look at this process and get feedback from the staff to see if any changes are needed / could be changed.
- **Anti Bullying Policy** - no recommended changes; the Principal will gather whānau feedback this term.
- **Self Review Policy** - No changes are needed for the Charter. The MoE have delayed the changes they were looking to implement because of all the Curriculum changes Schools have had to review. The Triennial Board Work Plan needs updating - Board allows the Principal to update this Policy.

**Motion to approve the Complaints Policy, Anti Bullying Policy and Triennial Board Work Plan Policy.**

**Moved: Kate/Deb**

**c. Draft Budget to Approve: The Principal and Accountant have drafted the 2026 Budget. The Draft Budget has been reviewed by the Finance Committee. The Principal is seeking approval of this budget so he can employ support staff for 2026. The Final Budget will be approved at the first Board Meeting in 2026.**

**Motion to approve the Draft Budget for 2026.**

**Moved: Fiona.J/David**

**d. Spontaneous Reviews:**

i. n/a

e. OIA Requests: n/a

f. Education Bulletin:

g. Other: N/a

## Stratford Primary School Principal Report – 6 October 2025

Curriculum Presentations by staff:	Presentation from Sonia Rova (Yr 1-2 Team Leader)
Current roll:	<p>Provisional Staffing for 2025: 438</p> <p>School Roll= 455/473 as at 6 October 2025</p> <p>→ 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.</p> <p>→ We can adjust the numbers to a lower figure based on the needs of ākonga in each year level.</p> <p><b>Year level numbers:</b> Year 1-2: 126 (+1)/125; Year 3-4: 102 (-1)/108; Year 5-6: 110 (+1)/120; Year 7-8: 116 (N/c)/120.</p>
Admissions:	As at 6 October 2025 = 83 (3 have since left)
Withdrawals:	<p>As at 6 October 2025 = 20</p> <ul style="list-style-type: none"><li>• 1: Te Kura School</li><li>• 2: Home Schooled</li><li>• 14: Moved to other schools e.g. moved houses.</li><li>• 1: SHS Teen Unit</li><li>• 2: Local Schools</li></ul>
End of year projection:	<p>1st March: 416</p> <p>1st July: 442 (Four over our funding and staffing roll).</p> <p>Predicted Numbers to 1 October 2025: 458 (approximate 4+ NE to come before this date)</p> <p>Actual Roll on 1 October 2025 = 455.</p> <p>Number of Year 1 so far this year = 40</p>

	<b>Predicted number of Year 8 Leavers at the end of 2025: 60</b>
<b>Enrolment Process:</b>	<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. Next enrolment window for Term 1, 2026 = Closes 26 January 2026

## 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:

- Latest PB4L Report - October 2025 → New Report Format
- Comments from the Associate Principal

This report focuses on "The Big 5" in terms of PB4L data.

These include:

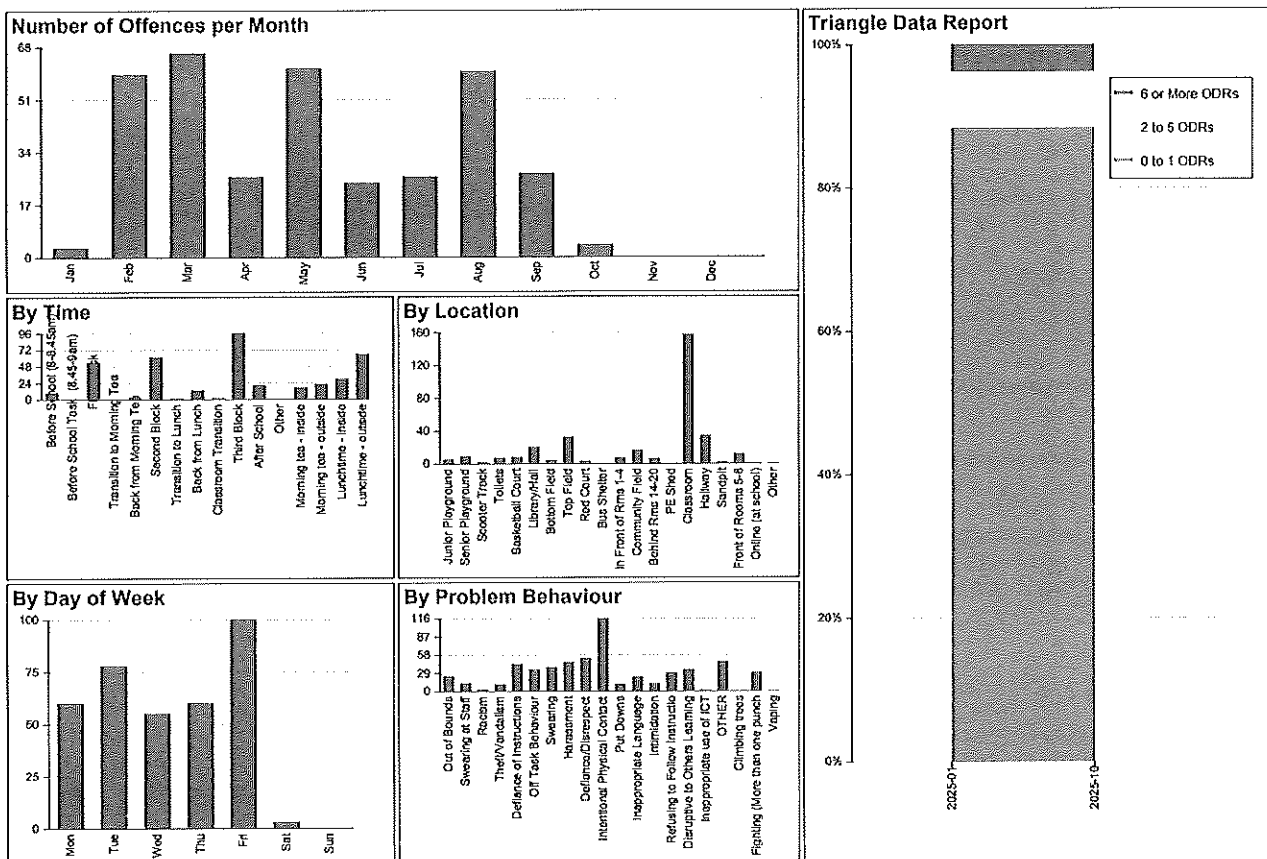
- Number of **Major** offences per month
- What time of the day they happen
- Where they happen
- Which day of the week
- What the problem behaviour is

On the right hand side is the "Triangle Data report". It is called a triangle report because typically it is in the shape of a triangle or pyramid.

- The green represents students who have had either 0 or 1 Major offences in the report period. These students are served well by our tier one whole school consistencies and expectations. On average, this should be around 80 percent of our school. We are closer to 90%, which is above expectations.
- The yellow represents students who have had 2-5 Major offences in the reporting period. These students have required additional support to help manage their behaviour in a way that promotes theirs and others' learning. On average, this should be around 15% of our students. We are below this figure.
- The red represents students who have had 6 or more Major offences in the reporting period. These students will have a range of interventions to support them including but not limited to Positive Behaviour Plans, Check in Check out systems, Counselling at school, Tutaki support and increased communication between school and home. On average, this represents 5% of the school. This is similar for our school.

The data shown is primarily used to look for trends and make decisions on how to support individual students and to identify where additional support is needed in the school. For example, when we notice a high amount of incidents in a certain area outside of the classroom, we will amend the duty roster and map to ensure these areas have more teacher representation.

# Stratford Primary School PB4L Summary - Jason Elder - Principal Principal - 2025-01-01 to 2025-10-08



## Health and Safety Committee:

- September 2025 Health and Safety Report.

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

Moved: Deb/Le-arna

## Discussion in Committee:

- Follow ups from the last meeting: Punching a student, hitting a teacher; Swearing at a teacher aide/Disrespect; Kicked a student in the head
  - New Stand Downs (2025): Punched another student
  - Number of actual stand downs: 13
  - New Restraint Report: N/a
  - New Suspensions Report: N/a.
  - New Search and Surrender Report: N/a:
- Current total this year: 9
- Suspensions in current year: 4
- Current total for this year: 0

In Committee 7.15pm

Out of Committee 7.36pm

Total Stand Downs Report in 2025: 13

Previous Years: 2024 = 27 (5 = alcohol - no vaping); 2023 = 26 (14 = vaping) 2022 = 17 (10 = vaping).

<b>Total Suspension 2025: 4</b>	<b>Previous Years: 2024 = 1, 2023 = 0; 2022= 2</b>
<b>Newly Directed Ākonga in 2025: 0</b>	<b>Previous Years: 2024 = 0, 2023 = 0; 2022 = 1</b>
<b>Total Restraint 2025: 9</b>	<b>Previous Years: 2024 = 6; 2023 = 5; 2022 = 2</b>
<b>Total Search and Surrender 2025: 0</b>	<b>Previous Years: 2024 = 1; 2023 = 5; 2022 = 4</b>

#### **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.

At the next meeting, the Principal shared the updated Mathematics Annual Improvement Plan for 2026. This will continue to focus on:

- Building teacher capability to understand and implement the new Curriculum.
- Building consistent practice on key Mathematics Features you would see in a teachers daily classroom practice.
- Reviewing and updating assessment practices to align with the new Curriculum.
- Targeting the acceleration of Priority Learners.
- Continuing to Educate whānau around the changes.
- Supporting the Curriculum changes in the Year 7-8 Programme.

#### **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.

### **Term 3, 2025 Writing Data**

Number of ākonga who are 'Working Within' or 'Exceeding' the Writing Milestones (2024 v 2025)

	3+ Cohort		Current Cohort (No IEP)		Current Cohort (All ākonga)	
	2024 (Term 4)	2025 (Term 3)	2024 (Term 4)	2025 (Term 3)	2024 (Term 4)	2025 (Term 3)
Overall	83.3%	76.9%	83.5%	77.5%	68.7%	63.6%
Girls	87.5%	82.1%	88.3%	83.5%	78.6%	74.7%
Boys	78.8%	71.4%	77.4%	69.8%	58.5%	52.2%
Māori	82.8%	75%	80.9%	71.4%	63.4%	57.1%
NZ European	83%	76.3%	83.4%	77.4%	68.6%	63.0%
Year 8					57.0%	44.0%

ERO would report on the Current Cohort Results using the following description:

- **Writing:** A small majority of learners meet or exceed the expected curriculum level.
  - Note 1: If we move 1.45% in Term 4, this would change to a large majority of learners meet or exceed the curriculum level. 65% should be our realistic target for all learners, including IEP and ORS ākonga.
  - Note 2: In Writing, a large majority of girls already meet or exceed the expected curriculum level.
  - Note 3: We are making positive shifts with writing. Boys writing will continue to remain a focus moving forward. Boys (Including Māori Boys) will be our priority learners for writing. For example, they presently sit 22.5% below Girls.

### Term 3, 2025 Reading Data

Number of ākonga who are 'Working Within' or 'Exceeding' the Reading Milestones (2024 v 2025)

	3+ Cohort		Current Cohort (No IEP)		Current Cohort (All ākonga)	
	2024 (Term 4)	2025 (Term 3)	2024 (Term 4)	2025 (Term 3)	2024 (Term 4)	2025 (Term 3)
Overall	96.4%	90.3% (+14.9%)	81.5%	72% (+12.7%)	69.1%	60.7% (+12.5%)
Girls	94.4%	92.9% (+15.1%)	80.8%	75% (+14%)	74.3%	69.3% (+14.6%)
Boys	98.5%	87.5% (+14.8%)	82.5%	68.1% (+12.6%)	63.9%	51.9% (+10.4%)
Māori	94.3%	90.9% (+8.1%)	76.4%	66.3% (+7.9%)	65.2%	54.1% (+6.7%)
NZ European	95.6%	89.9% (+9.8%)	83.3%	74.4% (+14.1%)	69.6%	60.7% (+12%)
Year 8					76.3%	73.7% (+9.3%)
Comments	<p>Overall results showed progress for three terms. As expected, there has been improvement from 6.7% to 15.1% across all the cohorts and sub groups.</p> <p>ERO would report on the Current Cohort Results using the following description:</p> <ul style="list-style-type: none"> <li>• <b>Reading:</b> A small majority of learners meet or exceed the expected curriculum level.               <ul style="list-style-type: none"> <li>○ Note 1: If we move 4.3% in Term 4, this would change to a large majority of learners meet or exceed the curriculum level. This should be our yearly goal like Writing.</li> <li>○ Note 2: In Reading, a large majority of girls already meet or exceed the expected curriculum level.</li> <li>○ Note 3: Reading continues to be the strongest curriculum area, when compared with writing and mathematics. However, writing progress is catching up in some cohorts.</li> </ul> </li> </ul>					

The Principal presented the draft Writing Plan for 2026.

The Principal presented the draft Attendance Plan for 2026.



**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 3:**

- **Week 9:**

- **The Dance Expo was a real highlight for the year.** The organisation from Jo, Jamie and the team was superb. Every ākonga was provided the opportunity to participate. There was minimal disruption to learning programmes, and the school was very settled over this time. All the shows were packed out. The live performance at school of the Year 1-2 dances had the most parents I have seen in the school hall during my time at S.P.S. It was also very special to see the engagement and excitement of Senior Ākonga as they watched the Year 1-2 ākonga perform live during assembly.
- **Year 7-8 participated in the Year 7-8 Tough Guy Challenge.** The weather was not ideal for the event but ākonga enjoyed the experience. We had one issue where three girls were left behind at the High School. The Team Leader took ownership for this mistake and a complete review of EOTC Safety Procedures has been completed.

- **Week 10:**

- **Māori Language Week was celebrated across the school.** It was awesome to see the engagement by our tamariki to learn new phrases and acknowledge one of NZ's official languages.
- **Topec:** The Year 5-6 Team enjoyed a great week at Topec. The activities were fun, engaging, well organised and safe. The parent support was also outstanding over the week. Moving forward, this experience is an ideal replacement of the overnight stay on Mount Taranaki. Next year, the Year 5-6 Team will have two nights at the Vertical Horizon Camp out at Everett Park.
- **Netball and Rugby Finals:** Our Year 7-8 Rugby and Netball Teams won their respective competitions, winning the Linkhorn and Burkhart Cups.
- **Taranaki Cross Country:** We had a big team of runners who did well at the Taranaki Cross Country.

#### **Term 4:**

- **Week 1:**

- **New whānau, tamariki and staff were welcomed with a pōwhiri on the first day of the new term.** This was led by our ākonga.
- **Swimming:** The new programme has started for Term 4. Each class will have one weekly swimming lesson.

**Whānau Consultation:** The Principal will consult with whānau around how safe school is for their tamariki and the Health Education topics in the coming weeks.

**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	58%	80%
Irregular attending: More than 80% and up to 90%	29%	n/a
Overall for Regular and Irregular Attendance	87%	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.
- The Principal has met with a parent of one ākonga who has chronic attendance. They were informed about the school and Government expectations on attendance. Reasons for chronic attendance related to the student feeling anxious about school. The Principal highlighted the fact that they have more time at home than school, which will be the root cause of the anxiety.

**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

N/a

**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 10, Term 3:** The Year 7-8 Team were supported by an external facilitator to plan the changes to the Term 4 programme.
- **Week 0, Term 4:**
  - **Team Leaders had a planning day in the second week of the holidays.** This focused on their role moving into 2026.
  - **Teachers Only Day:** All the teachers came together on the last Friday of the holidays. The day involved reviewing EOTC Processes, Fire Drills, Lockdown and Earth Quake Drills. Teams also reviewed their Priority Learners for Mathematics. In the second half of the day, IEP meetings were held and teachers were provided time to prepare themselves for the term.

- **Week 1, Term 4:** BSLA Training for three teachers and the DP; BSLA Training in Auckland for the DP and RTLit.

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

#### **From Week 8 Term 3:**

- **Week 8:** The Pānui was shared out across Taranaki Mohoao; School principals connected informally after school on Thursday 4 September.
- **Week 1, Term 4:** The Key Leadership Team met to review personnel, finances and plan the 2026 network programme; Principals gathered for a Hui to unpack reading assessment and plan out Attendance Plans for 2026.

**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.

<ul style="list-style-type: none"> <li>Curriculum guidelines reflect shared agreement for the effective delivery of literacy and mathematics that support teacher practice and provide consistency for learners.</li> </ul>
<b>Creative Commons Policy</b>
n/a
<b>School Year</b>
The 2026 School Calendar was approved by the Board on 21 July 2026.
<b><u>Self Review: Board work plan review areas.</u></b>
<p><b>Completed Self Review Areas from the Board's Annual Work Plan 2025.</b></p> <ul style="list-style-type: none"> <li>➤ Team Leader: Special Project.</li> <li>➤ Election/Co-opting of new Board Members completed.</li> <li>➤ Policies reviewed: Complaints, Anti-Bullying, Self Review - Board Annual Work Plan for 2026 - 2028.</li> <li>➤ Annual Improvement Plan for 2026 - Writing Actions confirmed/Attendance Plan for 2026 confirmed.</li> <li>➤ Writing and Reading Assessment for Term 3, 2026.</li> <li>➤ Kāhui Ako Monthly Report.</li> <li>➤ Whānau Engagement - Anti Bullying + Health Education.</li> <li>➤ Provisional Registered Teachers + Principal Appraisal.</li> <li>➤ Provisionally Registered Teachers have had a Mentor and Support Programme over the course of the year. Currently we have three first year teachers and three second year teachers.</li> <li>➤ Confirmation of the Draft Budget has been approved by the Board.</li> <li>➤ The Board has received the Property Report for August and September.</li> <li>➤ The Board has received the latest PB4L Report.</li> <li>➤ Health and Safety: There have been no recent Social Media issues; Internet Use Agreements will be updated for 2026; Staff have reviewed the Emergency Evacuation process.</li> <li>➤ The Board has received the latest attendance report.</li> </ul> <p><b>Future Meetings: As previously discussed</b></p> <ul style="list-style-type: none"> <li>➤ Delayed: Health Education Plan: We are currently waiting for guidance from the MoE as they have the revised Health Education document out for consultation.</li> <li>➤ Artificial Intelligence (AI) Policy.</li> </ul>
<b><u>Personnel:</u></b>
<p><b>Equal Employment Opportunities (EEO):</b></p> <ul style="list-style-type: none"> <li>n/a</li> </ul>
<p><b>Teaching staff updates:</b></p> <ul style="list-style-type: none"> <li><b>Resource Teacher of Literacy (RTLit)</b> - At this stage, the High Court injunction looks like it is not going in favour of NZEI. Therefore, the Principal will prepare the process for the RTLit position to end following NZSTA Guidance and keeping the Personnel Committee well informed.</li> </ul> <p><b>Motion: To support Jasmine with her re-training (Masters).</b></p> <p><b>Moved: Kate/Le-arna</b></p>

- **Kāhui Ako Roles:** Geoff Dingle will finish in the ASL role at the end of the year - no further actions. The Within School Leaders - Tori Goble and Chad Jacob, both end their roles at the end of the year - no further action needed. Based on previous NZSTA Feedback, the Principal ends his Kāhui Ako Leadership role 10 weeks after the start of the 2026 school year. Action will be required from next year.
- **The Leadership Team and Mentor Teachers have been working through teachers Professional Growth Documents**, providing feedback on their performance with teachers. This is done in a collaborative way. Once completed, the Principal will then update each teacher's Employment Letter, Job Description and Performance Goals (Professional Growth Document) for 2026.
- **The Principal has continued to work on his Professional Growth over the course of the year, with the support of an external facilitator.** They will provide the Presiding Member a report on his progress, while another Principal will sign this off confirming he meets the Standards. Note: The Principal had one week's **annual leave** in the holidays. Add this to the bottom of each agenda.
- **Teacher Strike.** Majority of Staff are with NZEI. So the school will be closed on Thursday 23rd October.  
**Motion: to move the closing of the school on Thursday 23rd October 2025.**  
**Moved: Fiona.J/David**

#### **Support staff updates:**

- The Leadership Team has started reviewing support staff members professional growth documents. The Principal will then update Employment Letters and Job Descriptions for 2026. Each Support Staff Member will have Performance Goals; Professional Development Goals and Goals related to Te Reo Māori and their Wellbeing.

**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); 37.5 Days (Support Staff).
  - Term 2 sickness: 77 Days (Teachers); 36.5 Days (Support Staff).
  - Term 3 sickness: 71 days (teachers) and 51.5 days (Support Staff).
- Gemma Schmeling is available to support staff with their Wellbeing.

#### **Finance:**

Discussed the minutes for the July/August Finance Meeting.

**Motion to move the July/August Finance Committee Minutes.**

**Moved: Le-arna/Fiona.J**

**Motion to move the updated Budget for 2025 (15 September 2025).**

**Moved: Fiona.J/Deb**

**Motion to move the Draft 2026 Budget. This will allow the Principal to employ support staff for next year. The finalised budget will be confirmed at the first meeting in 2026.**

**Moved: Le-arna/David**

## **Property:**

### **5YA Projects:**

- **Year 3-4 Block:**
  - No further updates.
- **The 5 Year Property Plan:**
  - The Principal is looking to replace the Senior Heating as soon as possible. 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.
  - 6 October: See below.
- **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?
  - 29 July: The Board received reimbursement for the SENCO Block design.
  - 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!
  - Notice to Fix: Received from the Stratford District Council on 25 June 2025.
  - 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.
  - 7 October 2025: The Principal has emailed Gordon Gillan from the MoE around the SENCO Project, Heating in Year 7-8 and consent issues with the exit doors for the Year 3-4 Block.

- o 7 October 2025: The Principal contacted John Hobbs for the latest update on the new Buildings. He also asked about the consent issues for the Year 3-4 Block. See below.

*This from Wormald regarding the landings etc:*

*As for the missing landings, as per conversations had with Jason on site, these classrooms are being demolished, if you can provide a Building Consent number for the removal of those classrooms/for new classrooms being built, this may help as a temporary measure until the classrooms are demolished.*

**Motion: To accept the Principal Report for October**  
**Moved: David/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 Tuesday 18th November 2025 at 5 pm followed by the Board Dinner.
  - i. Ask Janine to email all Board members to update their details. Board registration site.
  - ii. Follow up on Complaints Process Policy - The Principal will review this with Team Leaders. Check the School Docs Process.
  - iii. Follow up - Police vetting of a parent - Principal to discuss at the next meeting.
- c. Year 8 Leavers Assembly: Thursday 11th December 2025 - Meet in the Conference Room at 12:30pm
- d. Correspondence (see below):

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

- a. n/a.

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

- a. n/a

#### **Minutes/Motion:**

**Motion: To move the correspondence**

**Moved: N/a**

#### **7. Meeting closure: 7.50pm**

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

Le-arna: 9.0 hrs	Deb: 5.0 hrs	Kate: 5.0 hrs
Jason.B: TBC hrs	Fiona.J: 6.0 hrs	David: 6.0 hrs
Fiona.R: N/a		

