

**Stratford Primary School Board**  
**Confirmed Board Minutes**  
**Tuesday 18 November 2025 at 5.00pm**

**1. Administration:**

- a. Present: Le-arna, Fiona J, Deb, Jason E, Kate, Jason B (apologies - sick 5.38pm), David (left 5.43pm)
- 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:
  - i. Check all members have signed the Code of Conduct (Fiona.R + Jason).
  - ii. Move to employ Aylssa Coombe for a Fixed Term contract in Term 4 and potentially in 2026.
  - iii. Move to employ Aaron Moore for a Fixed Term contract in Term 4, 2025.
  - iv. Discussion: Treaty of Waitangi changes from the Government.
  - v. Board approval for capital spending - Furniture, ICT.
  - vi. Blake Awards.
  - vii. MoE: Recall of sand products.

Approved Presiding Member  
*[Signature]*  
Date: 9/2/2026

**Minutes/Motion:**

**Motion:** The Board has reviewed the previous minutes from 13 October 2025 and confirm the accuracy of the discussions which took place and confirm the authenticity of the minutes.

**Moved:** Le-arna/Kate

**2. Presentation:**

n/a

**3. Strategic Decisions:**

- a. **Governance Matters:** The Board reviewed the following key documents for 2026.
  - i. Board Work Plan for 2026 - Using SchoolDocs Review Schedule for all Policies.
  - ii. Revisit the Term 4 Board Task Checklist.
  - iii. Revisit the Code of Conduct.
  - iv. Revisit the Board meeting process.
  - v. Police Vetting - two matters to discuss.
  - vi. Principal Professional Growth Document to be tabled and moved.

**Moved:** Le-arna/Kate

**b. Spontaneous Reviews:**

- i. Education and Training Amendment bill regarding the removal of the requirements

to give effect to Te Titiri o Waitangi. Brief discussion by the Board. The Principal will email information to Board members prior to any decisions being made. Board members will be provided time to consider their position as stewards of the S.P.S Community.

- ii. School Camps for 2026. The Board approved that the following camps can proceed in 2026. The Principal will ensure all Health and Safety requirements are met for each camp. Vertical Horizons is certified for Adventure Activities, while Te Wera has low level risk activities. All parents attending will be police vetted.

**Motion: To approve the school camps for 2026. Moved: Le-arna/Fiona J**

c. OIA Requests: In Committee 6.20pm; Out of Committee 6.24pm.

d. Education Bulletin:

e. Other: N/a

## Stratford Primary School Principal Report – 10 November 2025

Curriculum Presentations by staff:	N/a
Current roll:	<p>Provisional Staffing for 2025: 438</p> <p>School Roll= 463/473 as at 10 November 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></p> <ul style="list-style-type: none"> <li>- Year 1-2: 136 (+10)/125; Year 3-4: 101 (-1)/108; Year 5-6: 113 (+3)/120; Year 7-8: 115 (-1)/120.</li> <li>- Note: This shows we are slightly over in the Junior Team, which is ideal for future numbers. However, we have space in Year 3-6.</li> </ul>
Admissions:	As at 10 November 2025 = 95 (4 have since left)
Withdrawals:	<p>As at 10 November 2025 = 24</p> <ul style="list-style-type: none"> <li>• 2: Te Kura School</li> <li>• 2: Home Schooled</li> <li>• 17: Moved to other schools e.g. moved houses.</li> <li>• 1: SHS Teen Unit</li> <li>• 2: Local school</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</p>

	<p>to come before this date)</p> <p><b>Actual Roll on 1 October 2025: 455.</b></p> <p><b>Number of Year 1 so far this year: 48</b></p> <p><b>Predicted number of Year 8 Leavers at the end of 2025: 60</b></p>
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<b>Enrolment Process:</b>	<p><b><u>Term 1, 2026 Enrolment Process:</u></b></p> <p>Out of Zone enrolments placements</p> <p>Yr 1: 10 spaces; Yr 3: 2; Yr 4: 2; Yr 5: 2; Yr 6: 2.</p> <p>No spaces in Yr 2, Yr 7 and Yr 8.</p> <p>ORS Spaces: Yr 1: 2, Yr 2: 2; Yr 3: 1; Yr 4: 1.</p> <p>Next enrolment window for Term 1, 2026 = Closes 26 January 2026</p>
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## 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 - November 2025 → New Report Format
- Comments from the Associate Principal - below.

### **Triangle Data Report**

6+ referrals this year: 3.6 % or 17 students.

Of these students, 16 have received support in the form of a positive behaviour plan, advice and guidance from the RTLB, Tutaki groups, counselling sessions. For the additional student, the teacher has been in close contact with the parents exploring the best ways to provide support.

2-5 referrals this year: 7.6%

0-1 referrals this year: 88.8%

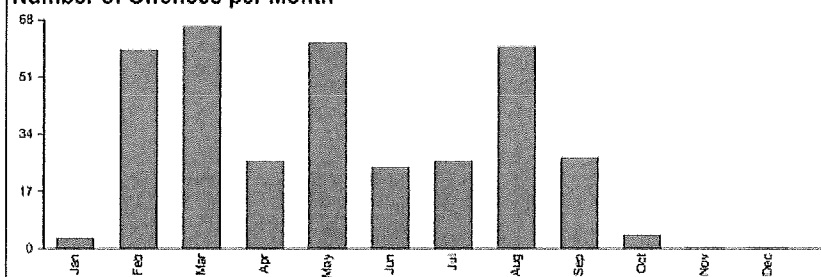
This data shows that the school wide consistencies in place are effective for the vast majority of the school.

### **Noticings:**

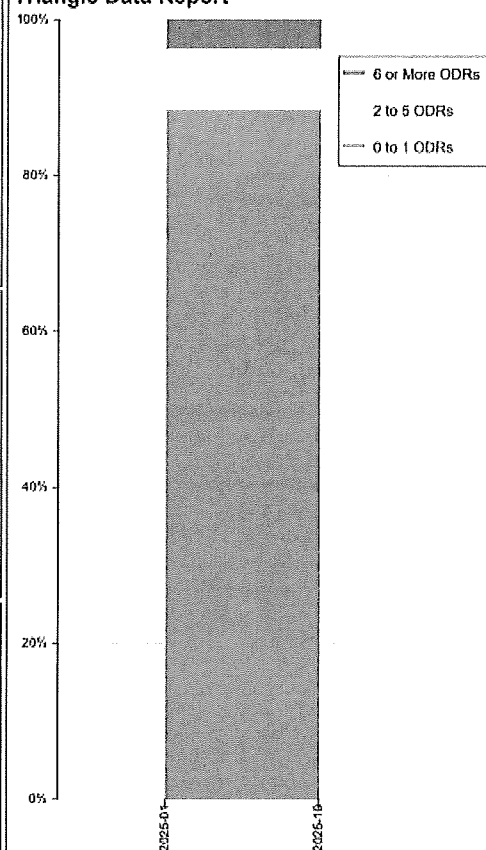
- Only 14 referrals in November this year --> On track to be one of our lowest number of referrals for a full month in school this year.
- Is there a way in which we can review our afternoon programmes to be more engaging?  
The afternoon block accounts for 27% of the total major behaviours.

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

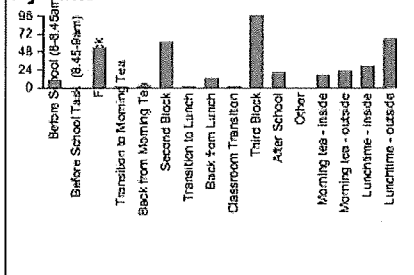
Number of Offences per Month



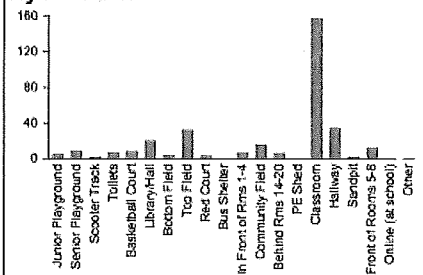
Triangle Data Report



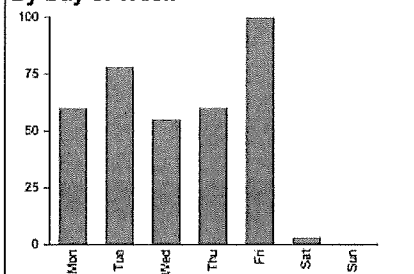
By Time



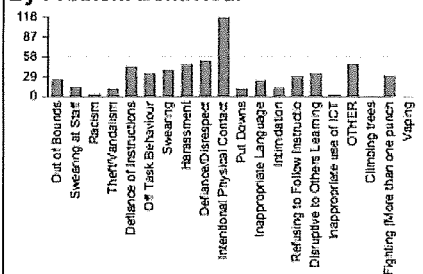
By Location



By Day of Week



By Problem Behaviour



## Health and Safety Committee:

- October 2025 Health and Safety Report.

## Motion to accept the October Health and Safety Report

Moved: David/Jason B

## Discussion in Committee:

- Follow ups from the last meeting: Punching a student
- New Stand Downs (2025): Punched a teacher aide
- Number of actual stand downs: 14
- New Restraint Report: 3
- New Suspensions Report: 1
- Exclusions: 1
- New Search and Surrender Report: N/a:

Current total this year: 12

Suspensions in current year: 4

Current total for this year: 0

In Committee 5.18pm

Out of Committee 5.32pm

<b>Total Stand Downs Report in 2025: 14</b>	<b>Previous Years:</b> 2024 = 27 (5 = alcohol - no vaping); 2023 = 26 (14 = vaping) 2022 = 17 (10 = vaping).
<b>Total Suspension 2025: 4</b>	<b>Previous Years:</b> 2024 = 1, 2023 = 0; 2022= 2
<b>Newly Directed Ākonga in 2025: 0</b>	<b>Previous Years:</b> 2024 = 0, 2023 = 0; 2022 = 1
<b>Total Restraint 2025: 9</b>	<b>Previous Years:</b> 2024 = 6; 2023 = 5; 2022 = 2
<b>Total Search and Surrender 2025: 0</b>	<b>Previous Years:</b> 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.

*P.A.T Mathematics Trends for Year 3-8: Principal shared on the night.*

- Yr 6 moved 3.7 scale scores. They are above the National average.
- Yr 4 moved 5.9 scale scores. They are above the National average.
- Year 3, 5, 7 and 8 are not far off the National Average.
- Year 4 Boys made progress by 6.9 scale scores. They are above the National average.
- Year 6 Boys made progress by 3.9 scale scores. They are above the National average.
- Year 6 Māori made progress by 4.85 scale scores. They are above the National average.
- Year 4 NZE made progress by 3.9 scale scores. They are above the National average.
- Year 6 NZE made progress by 3.6 scale scores. They are above the National average.
- Overall potential Mathematics trends: Potential 52% - 73% at Consolidating, Proficient and/or exceeding the National Averages.

Term 3, 2025 Mathematics Data						
Number of ākonga who are 'Working Within' or 'Exceeding' the Mathematics 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 3)	2025 (Term 3)
Overall	67.6%	65.3% +5%	68.5%	68.9% +8.1%	57.5%	60.7% +10.4%
Girls	62.4%	61.2% +4%	62.9%	66.3% +11.9%	57.8%	69.3% +18.1%
Boys	74.6%	69.7% +5.3%	77.7%	72% +2.9%	57.3%	54% +4%
Māori	64.1%	58.8% (N/c)	65.3%	64.9% +5.2%	51%	50.9% +5.1%
NZ Euro.	75.1%	69%	78.2%	72%	64.3%	57.8%
Year 8					47.4%	37%
Overall results show some encouraging progress. The green high area shows the growth from Term 3 last year. With a term to go, our overall maths data is already higher than the 2024 end of year data. This builds						

on the steady growth of maths data in the last three years since the basic facts programme became more integrated into the day to day learning.

Our one concern is the Year 8 cohort who are going against this trend. Currently 25% of this cohort are on a learning IEP. 8.3% of this group are on SENCO IEPs.

This also highlights the need to look more deeply into the way our senior school is working. We are hopeful some of the implemented changes will contribute towards better mathematics outcomes for this group next year.

### **Mathematics Improvement Plan for 2026:**

- **Teacher Practice:** There is a 'Common Practice Model for S.P.S', which aligns to the same thinking as the S.P.S Writing Features and the New Curriculum. Evidence of ongoing Maintenance (recently taught concepts) so ākonga are provided opportunities to retain new concepts over a period of time. There is a consistent approach to assessing, planning, teaching and re-assessing.
- **Assessment Practice:** There is consistent approach to:
  - PAT Mathematics analysis and next steps, which occur twice a term.
  - Basic Facts analysis once a term.
  - Consistent approach to recording teaching and learning (Modelling Books).
  - Consistent approach to making OTJs alongside the Mathematics Curriculum.
  - eTap and reporting processes are updated and aligned to new assessment practices (e.g. Assessments, OTJs, Markbooks, Report Indicators etc).
- **Mathematics Team:**
  - Discuss with the Maths Team what the team will look like next year.
  - Have times booked in the calendar - 7 meetings - 2 per term (1 in Term 4).
- **Curriculum Days - Mathematics:**
  - Teachers will participate with other teachers from the Taranaki Mohoao for two Mathematics Curriculum Days.
  - PD on curriculum content attainment provided for teachers within school.
- **Mathematics Priority Learners:** Boys and Girls who are just below their Year Level. The aim is that they will make accelerated progress over the course of 2026.
- **Year 7-8 Team:** Supporting the team with their new timetable approach to Mathematics in 2026.

### **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.

### **P.A.T Reading Trends for Year 4-8: Principal shared on the night.**

N/a - Discussed at the last meeting, including the plans for 2026.

Note: Priority Learners Progress and Overall Writing Progress (Comparing Term 4, 2024 to Term 4, 2025) will be shared at the first Board Meeting for 2026.

### **PAT Reading Trends:**

- **Year 4:** Their mean score improved from 25.1 to 32.0 (+6.9). This is below the National average (37.1).

- **Year 5:** Their mean score improved from 25.5 to 35.0 (+9.5). This is below the National average (46.0).
- **Year 6:** Their mean score improved from 45.7 to 49.2 (+2.5). This is below the National average (54.7).
- **Year 7:** Their mean score improved from 47.7 to 52.2 (+4.5). This is below the National average (60.8).
- **Year 8:** Their mean score improved from 56.3 to 58.9 (+2.6). This is below the National average (69.7).
- Overall, we did not see as much progress from the Term 2 results. The Term 4 assessment is based on their next Year Level. The Year 5 cohort made significant progress, moving +9.5 for their progress. Question: What programmes supported this increase? **Year 5** made accelerated progress e.g. 8+ scale scores. The Year 5-6 Team have really pushed more vocab and explicit teaching of Literacy e.g. whole class vocab. then moving into groups. **Year 7-8** have planned to do more whole class vocab work and sentence work. Reading will be linked to the Pākiki units e.g. science linked to sport to engage boys and girls.
- Note: Kahui Ako data is very similar.

**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 4:**

- **Week 2:**
  - PAT tests were completed across the school for Reading (Yr 4-8) and Mathematics (Yr 3-8).
  - SENCO and Learning IEPs continued, which were well supported by whānau.
  - Swimming continued for all ākonga.
  - The school was involved in the Shakeout NZ Day and we also tested eTap for a Lockdown.
  - Taranaki Dio performed for the Junior Team.
  - The Leadership Team and SENCO visited two Auckland Schools to steal some new ideas and affirm what we do at SPS.
  - Our two Kapa Haka Roopu prepared for Puanga.
  - Targeted Transition's for some Year 8 ākonga who are heading off to Stratford High School.
- **Week 3:**
  - The Junior Team had a Dog Safety Talk.
  - Taranaki Dio performed for the Junior Team.
  - Swimming continued for all ākonga.
  - Thursday 23 October as Strike Day - School was closed for instruction.
  - Friday 24 October - Teachers Only Day = Planning for 2025, Priority Learners Hui and Report Writing time.
- **Week 4:**
  - Swimming continued for all ākonga.
  - Year 7-8 started their Social Dance Practice.
  - The Teina and Tuakana Roopu performed at the Puanga Festival.



- Targeted Transition's for some Year 8 ākonga who are heading off to Stratford High School.
- Whānau Consultation - School Culture and Health Education.

● **Week 5:**

- Year 7-8 Tech Week.
- Swimming continued for all ākonga.
- Whānau Consultation - School Culture and Health Education.

**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.

<b>Attendance Report: 01/01/2025 - 05/09/2025</b>	<b>S.P.S</b>	<b>MoE Goal 2026</b>
<i>Regularly attending: Over 90% attendance</i>	60% (+2%)	80%
<i>Irregular attending: More than 80% and up to 90%</i>	29%	N/a
<b>Overall for Regular and Irregular Attendance</b>	89% (+2%)	N/a
<i>Moderately attending: More than 70% and up to 80%</i>	6% (-2%)	4%
<i>Chronically absent: 70% attendance or less</i>	5%	3%

**Attendance Report for Term 4:**

The Principal has been following up on the 23 ākonga whose attendance is chronic. Here are the different reasons:

- He has met with two families to follow up low attendance.
- Out of the 23 ākonga who have chronic attendance, 13 ākonga represent five connected families.
- Reasons for chronic absence include: Health, lack of effort by whānau, returned to family overseas for a period of time, anxiety, home environment, parent sickness, court intervention.

**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

*John Hight (Cultural Lead) facilitated a MAC Hui for local leaders. This involved a student-led whakatau and leaders sharing their cultural journey.*

*The MAC initiative has moved to a private funded model, which will make it extremely hard to fund from 2026.*



**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, Term 4:**
  - Jasmine Millward ran a staff meeting around Reading and Reading Comprehension approaches for teachers.
  - Bek Galloway worked with teams from across the school to plan integrated approaches, which we call Pakiki. The Year 7-8 Team were provided additional time with Bek.
  - The Year 7-8 Team Leader attended the Dibels Hui.
- **Week 4:**
  - The Associate Principal attended the AP/DP Hui for Taranaki Mohoao. This was completed with an external facilitator.
- **Week 5:**
  - Team Leaders continued to share Markbook Moderation processes at the Team Leaders Hui. They also unpacked the Professional Growth Document that was unpacked with their teams on the Teachers Only Day.

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

**From Week 8 Term 3:**

- **Week 2, Term 4:**
  - ASL Hui at SPS with an external facilitator.
  - Dibels Hui with teachers and leaders from across Taranaki Mohoao.
- **Week 4:**
  - Key Leadership Hui to plan for 2026. This will include Emerging Leaders PLD, AP/DP Network, Mathematics Network and Principal Network.
  - AP/DP Network was held at Ngaere School.
  - Schools completed their PAT Assessment. ASL will complete a short summary of the data.
- **Week 5:**
  - ASL team visited Highlands Intermediate.

**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**

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

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

#### **Current feedback from Whānau around our School Culture and Health Education.**

- As at 16 November 88 responses

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

- The Board has received the latest PB4L Report.
- The Board has received the latest attendance report.
- Mathematics Progress: Term 4 2024 to Term 3, 2025.
- Annual Improvement Goals: Mathematics
- PAT Mathematics and Reading Assessment for Term 4, 2026.
- Whānau Engagement - Anti Bullying + Health Education - Update.
- The Board has received the Property Report for October and November.

#### **Future Meetings: As previously discussed**

- Artificial Intelligence (AI) Policy.

#### **Health Education Feedback from Whānau:**

Physical, mental and sexual changes in relation to their age

Sexual Health Education

Emotional and Mental Health

Body Awareness and Development

November 10, 2025 12:14 AM

Physical, mental and sexual changes in relation to their age

Sexual Health Education

Emotional and Mental Health

Body Awareness and Development

November 10, 2025 12:13 AM

Mental health, services and support Safe relationships

Personal and Relationship Safety

Emotional and Mental Health

November 09, 2025 10:44 PM

### How safe do whānau think their tamariki are at SPS?

Q3



Customize

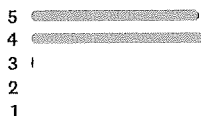
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Question: How safe do your tamariki (children) feel at Stratford Primary?

Answered: 80 Skipped: 0

★ 4.5/5

Average Rating



### Personnel:

#### Equal Employment Opportunities (EEO):

- n/a

#### Teaching staff updates:

- **Resource Teacher of Literacy (RTLit)** - Jasmine Millward has had her option to retrain approved by the Ministry of Education.
- **Kāhui Ako Roles:** Jason Elder has been informed that his Lead Principal role will finish in late January 2026, despite being employed until May 2027. There was no clause in the Principal Collective to protect his position.
- **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. Most have been completed. The Principal has been working through updating Employment Letters, Job Descriptions and Performance Agreements for 2026 with all teachers.

- **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.

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

- The Leadership Team have nearly completed updating Support Staff Members Professional Growth Documents with them. This includes goals around their role, Te Reo Māori and Wellbeing.
- The Principal is currently updating all Support Staff Contacts.
- Michelle Brunton and Baileigh Allen will be finishing at the end of year as per their Fixed Term Contracts.
- Amber Kolevski has resigned from her position as Mathematics and ESOL support to take up a new role with the Blue Light Youth Programme.

**Motion to accept Amber Kolevski's resignation and the Support Staff Updates.**

**Moved: Fiona J/Kate**

**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).
  - Term 4 sickness: 16.5 days (teachers) and 35 days (Support Staff).

#### **Finance:**

**Find attached the minutes for the September Finance Meeting.**

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

**Moved: Fiona R/Deb**

#### **Property:**

##### **5YA Projects:**

- **Year 3-4 Block:**
  - 6 November 2025: The Principal spoke to John Hobbs. There have been issues with the contract costs the supplier submitted and local council consent. They are looking to bring the new classrooms onsite by 21 January with the project completed in April 2026.
- **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.
- The Principal will meet with the new MoE Property advisor to look into the heating being replaced in Block A before next winter.

- **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.
- 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.
- 12 November: The Principal will meet with the new MoE Property advisor to look into this issue. Question: What other sources of income can we use to fund the SENCO Block? Will the Board's 5YA be reimbursed for this MoE Project? We received the funding for the design but it was taken off our 5 Year Property Plan.

- **WRN Issue: SS15.2 FINAL EXITS 2. Landing required on all final exits of classrooms situated at the rear of the school where final exits are leading out onto the field.**

- 7 October: This from Tracey Manley 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.

- 31 October: WRN Assistance - Thank you for your time on the phone yesterday and for raising your query regarding the deadline for completing this WRN. As discussed, if the classrooms remain in use and an emergency arises, it would be extremely unsafe for occupants to evacuate the building. Even though demolition may follow later, it is not acceptable to postpone critical safety measures until that stage. Please be advised that the Council expects the WRN to be completed without delay. Failure to install the required landings will result in infringement notices being issued to the school, and the Building Warrant of Fitness will not be granted until full compliance is achieved. We appreciate your prompt attention to this matter.
- 7 November: John Hobbs from the MoE has organised a local supplier to look at a solution for the landings.

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

**Moved:** Fiona R/Kate

**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 9 February 2026 at 5 pm.
- 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. *Maryann Resthorne, Hospital, & Dementia Unit*

**6. Correspondence Out:**

- a. *Athletics Memorandum of Understanding has been signed off. A copy is in the file.*
- b. *Amber Kolevski - Resignation letter*
- c. *Agecare Central Ltd - Emergency Preparedness, giving permission to use our school in an emergency situation or disaster.*

**Minutes/Motion:**

**Motion:** To move the correspondence

**Moved:** N/a

**7. Meeting closure: 6.30pm**

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

Le-arna: 20.0 hrs	Deb: 2 hrs	Kate: 6.0 hrs
Jason.B: 2 hrs	Fiona.J: 6.0 hrs	David: 2 hrs
Fiona.R: 4 hrs		
<ul style="list-style-type: none"><li>● <i>Note: The Principal had one week's <b>annual leave</b> in the holidays. Add this to the bottom of each agenda.</i></li></ul>		