

Stratford Primary School Board
Confirmed Board Minutes
Monday 9 February 2026 at 5.00pm

1. Administration:

- a. Present: Le-arna, Fiona J, Deb, Jason E, Kate, Jason B, David
- 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. Presiding Member nominations. Le-arna was nominated, and seconded. No one opposed. Le-arna will remain as Presiding Member.

Approved Presiding Member
.....*L. Le-arna*.....
Date:.....*16/3/26*.....

Minutes/Motion:

Motion: The Board has reviewed the previous minutes from 16 November 2025 and confirm the accuracy of the discussions which took place and confirm the authenticity of the minutes.

Moved: Le-arna/Fiona R

2. Presentation:

Jason Elder, Principal, shared an overview of the Stratford Primary School Team, and their roles.

The school website has been updated by Tim from 'Little Rockets'

- The page that is listed as 'Jason Elder' needs to be updated to 'Principal'. Sheenagh's title on the website also needs to be updated.
- Martene has reduced down to 2 days. Can increase hrs when required. Who will replace her when she does

3. Strategic Decisions:

a. Policy Review (Governance):

The Board formally adopted the SchoolDoc policies.

Moved: Fiona R/David

b. Current policy reviews:

- i. Alcohol, Drugs, and Other Harmful Substances Policy
- ii. Sun Protection - question around the supply of sunblock. Office ladies ask teachers who needs sunblock, and they order and provide it to all classes. This goes under the consumables code. Also Home and School has in the past provided sunblock for each class.
- iii. Digital Technology and Online Safety
- iv. Firearms - discussion around air rifles, as they are used at Vertical Horizons (EOTC). A review has been initiated on this policy.
- v. Discussion around concerns and complaints process policy in SchoolDocs. Board to review this in relation to the schools current policy.

Motion: The Alcohol, Drugs and Other Harmful Substances, Digital Technology and Sun Protection policies are accepted.

Moved: Jason B/Deb

c. Operational - What are the Board's Responsibilities:

- i. Cellphones and Other personal digital devices - review of this policy to be undertaken. Discussion around cellphone and any damage done to phone claims by children. A review has been initiated on this policy.

d. Other:

- i. OIA Requests: There have been no official information requests.
- ii. Education Bulletin:

- e. Board Training - The Role of a Board Member; What it means to be a Steward of the Community etc. Discuss - revisit early discussions.

Stratford Primary School Principal Report – 2 February 2026

Curriculum Presentations by staff:	<i>Jason Elder, the Principal, will share an overview of the Stratford Primary School Team, and their roles.</i>
Current roll:	<p><i>Provisional Staffing for 2026: Funding for 454 ākonga</i></p> <ul style="list-style-type: none"> - 22.30 FTTE - 26 Units + 2 additional units (RTLit and Senco) <p><i>School Roll: 417 as at 2 February 2026. We started last year at 410 ākonga.</i></p> <p>Year Level Numbers:</p> <ul style="list-style-type: none"> - Year 1-2 = 91 (125) - Year 3-4 = 103 (108) - Year 5-6 = 113 (120) - Year 7-8 = 110 (120) <p>Year level numbers:</p> <ul style="list-style-type: none"> - Year 1-2: 136 (+10)/125; Year 3-4: 101 (-1)/108; Year 5-6: 113 (+3)/120; Year 7-8: 115 (-1)/120. - 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.
Year projections:	<p>1st March: 421 1st July: 431</p> <p>Predicted New Entrant numbers by 1 October 2026: 26 Actual Roll on 1 October 2026= TBC Number of Year 1 so far this year = 45 Predicted number of Year 8 Leavers at the end of 2026= 56</p>
Admissions:	<i>As at 2 February 2026 = 20 (0 have since left)</i>

Withdrawals:	As at 2 February 2026 = 0
Enrolment Process:	<p><u>Term 1, 2026 Enrolment Process:</u> Out-of-Zone enrolment 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.</p> <p>ORS Spaces = Yr 1 = 2, Yr 2 = 2; Yr 3 = 1; Yr 4 = 1. Enrolment window for Term 1, 2026, closed 26 January 2026.</p> <p>Confirmed enrolment for Out of Zone ākonga in Term 1:</p> <ul style="list-style-type: none"> ● Year 1 = 7 ● Year 3 = 1 ● Year 5 = 2 ● Total = 10 <p><u>Out of Zone Enrolment Process for Term 2, 2026:</u> Term 2: 20 April to 3 July, 2026. The deadline for receipt of applications is 12.00pm on Thursday 26 March 2026. Date of ballot: Thursday 26 March. Email to register: office@sps.kiwi.nz to register for Out of Zone spaces. Current Spaces: TBC No spaces: Year 8 → others TBC.</p> <p><i>Stratford Primary School operates approved special programmes, for which enrolment is controlled by particular criteria stated in their enrolment scheme. The special programme places likely to be available for out of zone students are shown below. Spaces Yr 1 = 1 space; Yr 2 = 2 space; Yr 3 = 1 space; Yr 5 = 1 space.</i></p>

National Education and Learning Priorities (NELPS):

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

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.

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.

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.

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.

FUTURE OF LEARNING AND WORK: Learning what 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.

Attendance Report: Term 4, 2025		
Attendance Report:	Stratford Primary School	MoE Goal 2026
Regularly attending: Over 90% attendance	75%	80%
Irregular attending: More than 80% and up to 90%	16%	N/A
Overall for Regular and Irregular Attendance	91%	N/A
Moderately attending: More than 70% and up to 80%	5%	4%
Chronically absent: 70% attendance or less	4%	3%

Attendance Report Comments:

All schools are required to have an Attendance Management Plan aligned with Ministry of Education expectations - See further on in this report.

PB4L Report:

N/A - no data to share this early in the year.

Health and Safety Committee:

- *November Health and Safety Report*
- *December and January Health and Safety Report*
- *Updated S.P.S Hazard Management Register*

Discussion around graffiti. Cam

Motion to accept the November and December Health and Safety Report

Moved: Fiona J/Le-arna

Discussion in Committee:

Follow ups from the last meeting:

- A student was stood down in early Term 4, 2025. How are they progressing now?
- Other Board Matters.

New Stand Downs (2026): 0

Number of actual stand downs: 0

New Restraint Report: 0

Current total this year: 0

New Suspensions Report: 0

Suspensions in current year: 0

New Search and Surrender Report: 0

Current total for this year: 0

Other matters to discuss In - Committee 6.49
Out 6.52pm

Total Stand Downs Report in 2026: 0

Previous Years: 2025 = 15; 2024 = 27 (5 = alcohol - no vaping); 2023 = 26 (14 = vaping) 2022 = 17 (10 = vaping).

Total Suspension 2026: 0

Previous Years: 2025 = 4, 2024 = 1, 2023 = 0; 2022= 2

Newly Directed Ākonga in 2026: 0

Previous Years: 2025 = 0, 2024 = 0, 2023 = 0; 2022 = 1

Total Restraint 2025: 0

Previous Years: 2025 = 12; 2024 = 6; 2023 = 5; 2022 = 2

Total Search and Surrender 2026: 0

Previous Years: 2025 = 0, 2024 = 1; 2023 = 5; 2022 = 4

Schoolwide Data Trends at the end of 2025:

Assessment Indicators:

We are now using the new national assessment progress indicators to report against. In the 2025 data, it does not include the 'new' consolidating indicator.

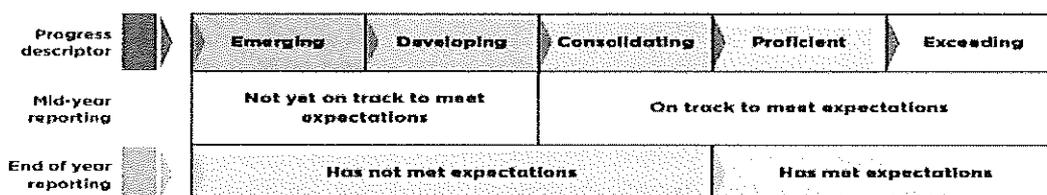
Stratford Primary School Milestones	New National Assessment Progress Indicators
Working Towards, with support	Emerging
Working Towards	Developing
Working Towards	Consolidating
Working Within	Proficient
Exceeding	Exceeding

The five Progress Descriptors are:

Emerging	Students require support to meet curriculum expectations for their year level and/or goals as described in their personalised learning plan.
Developing	Students are making some progress towards curriculum expectations for their year level.
Consolidating	Students are meeting many curriculum expectations for their year level and are steadily strengthening their understanding across learning areas.
Proficient	Students are meeting curriculum expectations for their year level.
Exceeding	Students are exceeding curriculum expectations for their year level.

Describing progress for mid and end of year reporting using five descriptors

The progress descriptors describe student progress during the school year – the aim is for students to be Proficient by the end of the school year. A student who has achieved Proficiency is prepared for the next year of learning. If not, they will need more support and scaffolding to engage with year level content.



For use in 2026 onwards

Interpreting the Data:

- Focus on the progress that has been made by the same ākonga from Term 4 2024 to Term 4 2025.
- The data also includes a snapshot of ākonga achievement at the end of 2025.
- Data is broken down into three cohort groups:
 - 3+ Cohort (No I.E.P) = ākonga who have been at S.P.S for 3+ Years and are not on an Individual Education Plan
 - Current Cohort (No I.E.P) = all ākonga except those who are in an I.E.P
 - Current Cohort = all ākonga, including I.E.P ākonga
 - Note: I.E.P ākonga = Are tamariki who have learning needs or high and complex needs (SENCO Roll). At the conclusion of 2025, the SENCO roll represented 17 (4%), while the Learning I.E.P roll represented 69 (15%). Therefore, nearly one out of five ākonga had an I.E.P, which represents 19% of the total Current Cohort Roll.
- In addition to the above Cohorts, the data explores sub cohort groups:
 - Boys v Girls
 - Māori v New Zealand European
 - Year 8 Cohort.
- Statement comments are used for whānau using the ERO descriptors.

Reading:

- **Progress Data: Comparing Progress from Term 4, 2024 to Term 4, 2025.**
 - **3+ Cohort = 90.3%**
Almost all ākonga are Proficient or Exceeding in Reading for the 3+ Cohort.
 - **Current Cohort (No I.E.P) = 93%**
Almost all ākonga are Proficient or Exceeding in Reading for the Current Cohort (No I.E.P)
 - **Current Cohort (All ākonga) = 62.1%**
A small majority of ākonga are Proficient or Exceeding in Reading for the Current Cohort (All ākonga). This was 2.9% short of being a large majority.
- **Achievement Data at the end of 2025: Non Progress Data**
 - 3+ Cohort = 86.0%
 - Current Cohort (No I.E.P) = 68.1%
 - Current Cohort (All ākonga) = 54.3%

Girls v Boys: Boys vs Girls — Comparative Insights:

Putting both genders side-by-side yields these observations:

- **3+ Years +(No I.E.P):** Boys (87.7%) slightly outperform girls (84.3%) in “Proficient or Exceeding” at 2025 — interesting, given typical national-level gender gaps.
- **Current (No I.E.P):** Girls (75.0%) outperform boys (72.2%) by a small margin. Both show a drop from Exceeding. The drop seems steeper for boys (–6.0 pp Proficient; –5.3 pp Exceeding) vs girls (–2.4 pp Proficient; –3.6 pp Exceeding).
- **Current Cohort (All):** The gender gap widens: 68.8% of girls Proficient/Exceeding expectations vs only 55.2% of boys — a 13.6 percentage-point gap. This suggests that among newer students/I.E.P-included students, boys are disproportionately underperforming relative to girls.
- **Overall Pattern:** While both genders have shifted downward in reading-band distribution, the effect appears more marked for boys — especially in the Current Cohort (All ākonga). This could indicate that boys (particularly newer or I.E.P-included) are more vulnerable to regression, less likely to maintain high reading levels, or have less stable reading proficiency.

Māori v New Zealand European:

Māori learners

- **3+ years no I.E.P:** Most Māori in this group continued to perform well — about 85% are at or above expected reading level.
- **Newer Māori students:** Things look harder. Among current-year Māori (with or without I.E.Ps), only about 54% to 66% are Proficient or Exceeding in reading.
- **Fewer Māori are in the “top reading” band now than previously** — a lot have moved into the “just-getting-by or improving” band.

NZ European learners (Progress):

- **3+ years, no I.E.P:** Around 86% are at or above expected reading — almost the same as older Māori.
- **Current NZE students:** About 63% to 76% are at or above expected reading, depending on cohort.

Year Level Comparisons (Progress):

- **Major Strengths**
 - 2024 Year 1 → 2025 Year 2: One of the strongest shifts; Proficient/Exceeding: rose

from 7% to 51%.

- 2024 Year 2 → 2025 Year 3: Clear rise in Proficient/Exceeding; including growth in top-end reading.
- 2024 Year 5 → 2025 Year 6: Strong positive movement with fewer Developing.
- 2024 Year 6 → 2025 Year 7: Reading improved through transition (unlike Maths/Writing).
- Key Concerns:
 - 2024 Year 3 → 2025 Year 4: Significant decline; Proficient/Exceeding: fell from 43% to 24%.
 - 2024 Year 4 → 2025 Year 5: Major drop from 77% Proficient/Exceeding: to 43%.
 - 2024 Year 7 → 2025 Year 8: Decline in Senior Reading; more students now in Developing.

Further analysis: (Progress)

- 14 students dropped. 12 will still be at S.P.S. in 2026. Most have a history of being below. They require intensive ongoing support and monitoring to ensure they do not keep dropping. Question: What support can we offer these tamariki?
- Year 8 Cohort:
 - 3+ Cohort = 86.0%
 - Current Cohort (No I.E.P) = 91.0%
 - Current Cohort (All ākongā) = 74.0%

Literacy Focus for 2026: Next steps

- Strengthen Y3–Y5 instructional consistency through shared planning and guided reading routines.
- Deepen comprehension and fluency progressions across Yr3–Yr8.
- Enhance extension programmes to lift the proportion of students achieving at the Exceeding Year Level.
- Leverage best-practice teams (Yr2–Yr3 and Yr6–Yr7) to build schoolwide capability.

Writing:

Board Note → The DP is currently reviewing this data, digging deeper. Some findings and next steps may change.

- **Progress Data: Comparing Progress from Term 4, 2024 to Term 4, 2025.**
 - 3+ Cohort = 77.1%
A large majority of ākongā are Proficient or Exceeding in Writing for the 3+ Cohort.
 - Current Cohort (No I.E.P) = 77.5%
A large majority of ākongā are Proficient or Exceeding in Writing for the Current Cohort (No I.E.P).
 - Current Cohort (All ākongā) = 62.9%
A small majority of ākongā are Proficient or Exceeding in Writing for the Current Cohort (All ākongā). This was 2.1% short of being a large majority.
- **Achievement Data at the end of 2025: Non Progress Data**
 - 3+ Cohort = 77.1%
 - Current Cohort (No I.E.P) = 74.9%
 - Current Cohort (All ākongā) = 58.9%

Key Insights:

- Overall Decline Across Cohorts:

- The three cohorts show a decline in proficiency from 2024 to 2025, with the 3+ Years (No IEP) and Whole School (No IEP) both decreasing by 5.9%, and the Current Year (All) cohort declining by 6.0%.
- 3+ Years Cohort:
 - This cohort, representing students who have been at the school for over three years, had a strong starting point and now needs focused attention as proficiency has dropped to 77.1%.
- Whole School (No IEP):
 - Similar trends are observed with a decline to 77.5%, indicating that the overall school performance is aligned with the longer-term cohort.
- Current Year (All):
 - This cohort starts at a lower baseline of 68.9% and drops to 62.9%. The decline highlights the challenges faced by the current cohort, which includes the transient nature of the school roll (21% change over 2025).

Conclusion:

The data shows a decline when comparing writing achievement across all cohorts, particularly among the current year students. Focused interventions and support strategies will help with reversing this trend and improving overall proficiency in writing across the school.

Strengths:

- Overall Achievement for Girls:
 - 3+ Years Cohort: 84.3% proficient or exceeding, a slight decrease from 87.1%.
 - Current Cohort (No IEP): 84.6%, indicating girls maintain a strong performance relative to boys and the overall school average.
- Proficient Rates for Māori Students:
 - 3+ Years Cohort: Proficiency is stable at 75.3%, suggesting resilience despite challenges.
 - Emerging Growth: A notable increase in the "emerging" category (+3.0%) indicates some Māori students are starting to show progress.
- Year 8 Developing Rates:
 - Year 8 students showed a significant improvement in the "developing" category (+10%), suggesting targeted interventions may be effective.

Areas for Improvement:

- Overall Decline in Proficiency:
 - Current Cohort (All ākongā): Decreased from 68.9% to 62.9%. This indicates a need for further investigation.
- Boys' Achievement:
 - 3+ Years Cohort: Proficiency dropped from 78.5% to 69.2%, highlighting a gap that needs addressing.
 - Current Cohort (No IEP): 68.4% are proficient or exceeding expectations. This indicates an issue affecting boys' writing skills.
- Māori and NZ European Students:
 - Both groups saw declines, with NZ European students dropping from 82.7% to 78.1%.
 - The proficiency for Māori students, especially in the current cohort (56.6%), is concerning and suggests a need for targeted support and resources to continue at an even more focused level.

Gender and Ethnic Trends:

- Girls vs. Boys:

- Girls consistently outperform boys in writing across all cohorts. The gap is most pronounced in the current cohort, where boys achieved 50.9% proficiency compared to girls' 74.8%.
- Māori vs. NZ European:
 - There is a gap between Māori students (56.6% proficient) and NZ European students (61.8% proficient). This gap indicates a need for culturally responsive teaching approaches to support Māori learners.

Conclusion:

The analysis of writing results shows strengths in girls' performance and some progress in Māori students' emerging skills. However, the overall decline in proficiency, particularly among boys and Māori students, presents some challenges. Focused interventions and continuous monitoring are needed to help address and reverse these trends, improving writing outcomes for all students.

Mathematics:

Board Note → The AP is currently reviewing this data, digging deeper. Some findings and next steps may change.

- **Progress Data: Comparing Progress from Term 4, 2024 to Term 4, 2025.**
 - **3+ Cohort = 66.7%**
A large majority of ākonga are Proficient or Exceeding in Mathematics for the 3+ Cohort.
 - **Current Cohort (No I.E.P) = 70.5%**
A large majority of ākonga are Proficient or Exceeding in Mathematics for the Current Cohort (No I.E.P).
 - **Current Cohort (All ākonga) = 58.0%**
A small majority of ākonga are Proficient or Exceeding in Mathematics for the Current Cohort (All ākonga). This was 7% short of being a large majority.
- **Achievement Data at the end of 2025: Non Progress Data**
 - 3+ Cohort = 66.7%
 - Current Cohort (No I.E.P) = 68.3%
 - Current Cohort (All ākonga) = 53.8%

Mathematics at S.P.S. continues to show many areas of strength, including strong foundational learning, consistent progress for long-term learners, and some year levels demonstrating excellent acceleration. At the same time, we have genuine opportunities to deepen our impact—particularly in supporting more ākonga into Proficient and Exceeding, strengthening extension, and ensuring equitable outcomes for Māori and boys. This data gives us a clear and constructive roadmap for 2026. With deliberate focus, shared planning, and ongoing professional learning, S.P.S. is well positioned to continue lifting mathematical confidence and achievement for all ākonga.

COHORTS THAT MADE PROGRESS:

1. 2024 Y1 → 2025 Y2

2024 (Y1)

- Emerging 20%
- Developing 73%
- Proficient 7%
- Exceeding 0%

Proficient/Exceeding total = 7%

2025 (Y2)

- Emerging 2%
- Developing 11%
- Proficient 68%
- Exceeding 18%

Proficient/Exceeding total = 86%

✓ Outcome: HUGE improvement

A massive shift from Developing → Proficient/Exceeding.

2. 2024 Y5 → 2025 Y6

2024 (Y5)

- Emerging 14%
- Developing 51%
- Proficient 23%
- Exceeding 12%

Proficient/Exceeding = 35%

2025 (Y6)

- Emerging 2%
- Developing 16%
- Proficient 53%
- Exceeding 28%

Proficient/Exceeding = 81%

✓ Outcome: Very strong progress. Huge lift across the board.

3. 2024 Y6 → 2025 Y7

(One of the key transitions you noted.)

2024 (Y6)

- Emerging 6%
- Developing 36%
- Proficient 30%
- Exceeding 27%

Proficient/Exceeding = 57%

2025 (Y7)

- Emerging 3%
- Developing 3%
- Proficient 48%
- Exceeding 49%

Proficient/Exceeding = 97% (!!)

✓ Outcome: Massive improvement. Unlike writing, Mathematics shows a huge jump in achievement through the transition into Year 7.

4. 2024 Y7 → 2025 Y8

2024 (Y7)

- Emerging 10%
- Developing 22%
- Proficient 39%
- Exceeding 29%

Proficient/Exceeding = 68%

2025 (Y8)

- Emerging 15%
- Developing 16%
- Proficient 34%
- Exceeding 34%

Proficient/Exceeding = 68%

✓ Outcome: Stable but slightly improved at top end. Proficient shrinks slightly, Exceeding increases. Mixed but overall similar achievement.

X COHORTS WHERE PROGRESS DECLINED:

1. 2024 Y2 → 2025 Y3

2024 (Y2)

- Proficient/Exceeding = 67%

2025 (Y3)

- Proficient/Exceeding = 69%

BUT — look deeper: Emerging increases significantly (from 0% → 31%). This means the "top" looks fine, but many ākonga slide backwards. Outcome: Mixed, but underlying decline. Not a healthy shift overall.

2. 2024 Y3 → 2025 Y4

2024 (Y3)

- Proficient/Exceeding = 88%

2025 (Y4)

- Proficient/Exceeding = 77%

Outcome: Clear decline. Strong cohort in 2024, but significant drop in 2025.

3. 2024 Y4 → 2025 Y5

2024 (Y4)

- Proficient/Exceeding = 75%

2025 (Y5)

- Proficient/Exceeding = 71%

AND Developing grows from 19% → 27%. Outcome: Moderate decline

4. 2024 Y0 → 2025 Y1

- Increase in Emerging (from 69% → 23%) — good
- But Proficient/Exceeding grows only modestly (0% → 19%)

Outcome: Some improvement but still very low overall. This is an expected developmental stage but remains a priority.

SUMMARY TABLE:

Cohort	Progress Outcome	Comment
Y0 → Y1	△ Mixed	Some improvement but still low overall
Y1 → Y2	● Strong Improvement	Huge lift into Proficient/Exceeding
Y2 → Y3	● Decline	Big increase in Emerging
Y3 → Y4	● Decline	Drop in achievement levels

Y4 → Y5	● Moderate Decline	Proficient shrinks, Developing grows
Y5 → Y6	● Strong Improvement	Large increase in Proficient/Exceeding
Y6 → Y7	● Massive Improvement	The strongest cohort shift
Y7 → Y8	● Stable / Slight improvement	Similar overall

🔍 Key Messages for SLT:

➤ Major Successes

- 2025 Year 7 cohort (ex-2024 Y6) is a huge positive outlier.
- 2025 Year 2 and Year 6 cohorts also show highly effective teaching.

⚠ Areas of Concern:

- 2025 Year 3, Year 4, and Year 5 cohorts all declined.
- The middle school (Y3–Y5) is consistently weaker in progress.
- Some cohorts have growing tails (more Emerging students).

🔗 System Pattern:

- Transition from Y6 → Y7 is a strength in Mathematics (not in Writing).
- Lower school = strong
- Middle school = variable / needs targeted support
- Upper school = stable but uneven

Writing Target Roopu for 2025:

Board Note → The DP is currently reviewing this data, digging deeper. Some findings and next steps may change.

Most Priority Learners will make accelerated progress in writing. Roopu will be in Year 3, Year 4, Year 5, Year 6, Year 7 and Year 8. They will include all gender and ethnic groups. Target: 68% of Priority Learners will make accelerated progress in Writing.

Actions: What did we do to improve Writing Achievement?

- **Writing Coaches:** Teachers were supported to learn how to take the Writing Workshops. The Teams have been planning together for writing topics. The Writing Coach helped guide teachers through best practice and our schoolwide consistency.
- **Explicit Instruction of Writing:** Teams have been weaving the deliberate acts of teaching into their writing plans. This has been collaborative. For example, planning out their teaching think alouds. There have been more deliberate acts of planning of workshops by teams. Bek Galloway has supported the development of sentence structure and how to teach it.
- **Double Dosing:** This has been one of the biggest impacts of achievement, especially for Boys. The Writing Coach took the lesson with Priority Learners before the class. This developed ākongā self-efficacy. For example, they were able to participate more in class discussions and as learners. As a result, a lot more boys have wanted to share their writing.
- **Handwriting:** There has been more explicit teaching of handwriting. This was taken by the teacher, writing coaches and teacher aides. This has supported ākongā to be able to write without thinking about their formation. For example, this takes it to automaticity and

reduces cognitive load. For example, one ākonga could not correctly form letters. He can now write 19 letters in a minute to support his writing.

- **Trained Teachers in the Better Start Literacy Approach:** Two leaders have been trained in the facilitator role. Three teachers have also trained in the programme. This training has supported teachers' knowledge, consistent practice in Writing.
- **Moderation:** The Leadership Team has supported Team Leaders to unpack shift reports from Markbooks. Team Leaders are analysing shifts before the data has moderated. They have taken back to their Teams questions around sudden drops or increases in data and getting them to explain this with evidence. This has improved the validity of schoolwide data.
- **Structured Literacy Support:** The focus has been on phonological awareness and developing alphabet code in the earlier years. This has also supported Priority Learners Writing progress.
- **Small Focus Groups of Priority Learners:** This programme has supported classroom teachers to see the significant shifts that can be made through explicit teaching of writing.

Writing Outcomes: What happened?

A breakdown of results showed:

- Year 3: 1/2 (50%) achieved the Year Level expectation.
- Year 4: 11/14 (78%) achieved the Year Level expectation.
- Year 5: 9/9 (100%) achieved the Year Level expectation.
- Year 6: 4/8 (50%) achieved the Year Level expectation.
- Year 7: 8/9 (88%) achieved the Year Level expectation.
- Year 8: 0/9 (0%) achieved the Year Level expectation.

Writing Priority Learners Results = 33/51 (65%) ākonga made accelerated progress in Writing. This is just short of the 68% Target that was set at the start of the year.

Reasons for the variance in Writing? Why did it happen?

Some of the original assessment data for priority learners were incorrect - this has prompted the work around more moderation. This has meant that progress has been made as some ākonga are only one to two points away.

Evaluation: Where to next?

- Need to sustain this programme, especially for Boys.
- Retain teacher/coach to support practice -
- All teachers in Years 1-4 will have trained in the BSLA. This provides more consistency
- Focus on one priority learner for writing as we the schoolwide focus for 2026 is on mathematics learners for mathematics. Meet with HoD Literacy and writing coaches to monitor and develop programmes to accelerate
- Continue to develop moderation with writing assessments
- Explore the new literacy assessments in line with the 'new, new curriculum'.
- Specialist coaches for writing - one same the other two in the Year 7 & 8 area as it has typically been harder to move.
- A more integrated approach at the Year 7 - 8 level to support interest and motivation of writing across the curriculum.
- Priority learners to stay 'priorities for longer' long-term tracking of these children to monitor progress

Mathematics Target Roopu for 2025:

Annual Aim for Mathematics:

Most Priority Learners will make accelerated progress for Mathematics. Roopu will be in Year 2, Year 3, Year 4, Year 5, Year 6, Year 7 and Year 8. They will include all gender and ethnic groups. Review Questions: What were the reasons that supported accelerated progress? What were the reasons ākongā did not make accelerated progress with their Mathematics? Updated reporting tool used to show progress within a stage.

Actions: What did we do for Mathematics?

1. **Mathematics Team:** The Associate Principal led the Mathematics Team. They planned staff professional development to support the implementation of the new Curriculum. The Team also supported the development of schoolwide consistent practice. This included what lessons should look like, the use of the new Mathematics workbooks (Mathematics No Problem) and scaffolding questions for teachers to reflect from in relation to their three videos.
2. **Professional Development:** The whole staff were involved in two full day Professional Developments days to unpack the new Curriculum. This was funded by the Ministry of Education. Members of the Mathematics Team were involved in the local Mathematics Network with an external provider. All teachers unpacked and used the new Mathematics Curriculum, where they continually reflected on their practice. Staff Meetings further supported the development of the new Curriculum.
3. **Priority Learners Meeting:** The Principal, Deputy Principal, Associate Principal and Year 1-2 Team Leader led Priority Learners meetings. These were held twice each term.
4. **Professional Growth Docs and video reflections.**
5. **Markbook updates:** Pre formulated markbooks to ensure the weighting of number and strand was appropriate for each age group - This provided a number to work with when making progress descriptor decisions.
6. **Reporting to the Board:** Data presented to the board regularly throughout the year as well as the Associate Principal sharing in a board meeting.

Mathematics Outcomes:

What happened? A breakdown of results showed:

- Year 2: 14/16 (88%) achieved the Year Level expectation.
- Year 3: 2/10 (20%) achieved the Year Level expectation.
- Year 4: 0/4 (0%) achieved the Year Level expectation.
- Year 5: 1/7 (14%) achieved the Year Level expectation.
 - Note: +1 other ākongā is nearly at the expectation.
- Year 6: 2/6 (33%) achieved the Year Level expectation.
 - Note: +1 other ākongā is nearly at the expectation.
 - Note: +1 other ākongā made accelerated progress e.g. Mid Year = Yr 4 → End of Year = Yr 5
- Year 7: 2/8 (25%) achieved the Year Level expectation.
- Year 8: 0/8 (0%) achieved the Year Level expectation.

These 8 students were tracked throughout the year. They all made more than a year's progress but could not quite reach the 2 years progress required to be at standard. Many of the students in this group featured heavily in our behaviour referrals for 2025, one had an attendance rate less than 50% and 2 on positive behaviour plans. These factors make regular progress challenging. Moving forward, we will target students who are in the

consolidating phase or only half a year behind working at their year level. This will make the goal more attainable for our Year 8's.

- The other consideration for all age groups is how we implement targeted teaching to our priority learners using the Maths No Problem programme.

Mathematics Priority Learners Results = 21/59 (36%) ākonga made accelerated progress in Mathematics. This is near the 68% Target that was set at the start of the year.

Reasons for the variance in Mathematics: Why did it happen?

1. Students required a significant amount of "backfilling" of knowledge in order to access the learning at their level. All of these students made one year of progress but were unable to complete another full year of progress to ensure they were accelerated enough to be proficient.
2. In many of the Year levels, the goal posts have changed with the new curriculum meaning that the expectations are higher than they have been historically. This only serves to make the challenge of sufficient progress more difficult.

Evaluation: Where to next?

Priority Learners Process:

- Tracking Boards: The Leadership Team will develop a visual tracking board to support teachers to understand
- Keeping Priority Learners on top for teachers
- Long term tracking of Priority Learners
- Developing a greater understanding of 'Maths No Problem' and how to ensure our priority learners are still receiving the extra support required for acceleration.

New Reporting to parent requirements in 2026:

- What are the four new requirements?
- See in the Board pack, a newsletter from the NZ Principal Federation President around this topic and what has been conveyed to the Minister of Education.
- Recommendations from the Principal.

Annual Improvement Plan for 2026

Annual Improvement Plan for 2026: Mathematics Improvement Goal 1...

New Curriculum:

1. To increase consistency in the teaching of Mathematics across the school, which aligns with Government expectations.
2. To support teachers to engage and unpack the new Mathematics Curriculum.
3. To continue to improve assessment for learning in Mathematics.

Improvement Target 1: Where do we want to be at the end of 2026?

Student Achievement:

1. Our long-term goal is that a large majority of all ākonga (65 - 79%) of ākonga are proficient or exceeding for their Mathematics Year Level. To achieve this in the short to medium term, we aim to:
 - a. Prioritise Mathematics interventions.
 - b. Track and monitor priority learners over their learning journey.

- c. Accelerate Mathematics through teacher inquiry and specialist Mathematics Coaches. The goal is that a large majority of Priority Learners (65 - 79%) make accelerated progress.

Teacher Practice:

- 1. All teachers continue to build their capacity to teach the new Mathematics Curriculum.

Annual Improvement Plan for 2026: Writing Improvement Goal 2...

Teacher Practice:

- 1. Selected teachers at Year 1-4 will have BSLA training.
- 2. We will continue to embed the SPS Writing Framework into daily classroom practice.
- 3. Assessment: Aligning schoolwide assessment practices to the New Curriculum.

Improvement Target 2: Where do we want to be at the end of 2026?

Student Achievement:

- 1. Our long-term goal is that a large majority of all ākonga (65 - 79%) of ākonga are proficient or exceeding for their Writing Year Level, with a particular focus on Boys Writing Achievement. To achieve this in the short to medium term, we aim to:
 - a. Prioritise Boys Writing intervention at an earlier age level before the gap becomes too great.
 - b. Track and monitor priority learners over their learning journey.
 - c. Accelerate Boys writing through teacher inquiry and specialist Writing Coaches. The goal is that a large majority of Priority Learners (65 - 79%) make accelerated progress.

Teacher Practice:

- 1. New Curriculum:
 - a. All teachers in Year 1-4 will have completed the BSLA Training.
 - b. All teachers will be confident to use the new Standardised Writing Tool, which will come into effect in 2027.
 - c. Writing and Reading assessments will be aligned to the New Curriculum. All teachers will be confidently able to assess using the updated tools.
- 2. Embedding Writing:
 - a. Continue exploring and developing strategies that extend partnerships with whānau to support their learner progress and achievement.
 - b. Self Review: To continue using ERO as part of evaluating our improvement cycle.
 - c. To continue to accelerate the progress of priority learners in writing (see the annual targets below).
 - d. To continue to raise the achievement levels of writing across the school (students).
- 3. Reading Comprehension: Instructional focus:
 - a. Implement Reciprocal Teaching (predicting, clarifying, questioning, summarising).
 - b. Use writing as a thinking tool to deepen comprehension.
 - c. Embed Pākiki (curiosity-driven learning).
 - d. More whole class reading (Yr ¾ Team Leader - every child is being exposed to their reading level).

Annual Improvement Plan for 2026: Attendance

What would success look like? Success would look like an increase to Regular/Good Attendance, whereby more of our tamariki are attending regularly. The category where the most positive shift could be

made is with the Worrying/Irregular Attendance - reducing this category would have a positive impact on Regular/Good Attendance. While we will also focus on the other two categories, a greater shift can be made focusing on these tamariki and whānau with Worrying/Irregular Attendance.

Regular (Good Attendance)	Worrying (Irregular Attendance)
Term 4, 2026: <u>80% (+5%)</u>	Term 4, 2026: <u>11% (-5%)</u>

Rationale for 5% increase: We are setting an aspirational target to move at least 5% of ākonga from Worrying/Irregular Attendance to Regular/Good Attendance. We aim to increase Regular Attendance every year until 2030, which would meet the government target of 80% of children attending 90% of the time by 2030.

Strategic Plan and Annual Implementation Plan

Our Attendance Management Plan sits within our Strategic Plan and Annual Implementation Plan.

Annual Improvement Plan for 2026: Supporting Improvement Goals for School Culture...

Supporting Improvement Goals:

1. *School Culture: Continue to...*
 - o *Enhance opportunities for student leadership; Enhance opportunities for extension opportunities; Enhance Green-Gold environmental initiatives that develop sustainable practices with tamariki; Look at enhancing the staff culture through positive initiatives.*
2. *PB4L Strategies: Continue to...*
 - o *Use data and modelling to enhance schoolwide consistencies; Work through the PB4L Action Plan that has been developed with the PB4L Regional Practitioner.*
3. *Te Reo Māori: Continue to...*
 - o *Provide 3 - 7 ½ hours of integrated Te Reo Māori across the school per week; Ākonga continue to be provided opportunities to lead and grow Te Reo Māori and School Tikanga.*

Supporting Improvement Targets: Where do we want to be at the end of 2026?

1. **School Culture:**
 - a. *Leadership opportunities: Students are leading school initiatives such as lunch time activities, school assemblies, school events. Regular reports to the Board.*
2. **PB4L:** *Reviewing with Team Leaders how the school culture is working, highlighting areas of strength and opportunities to develop. Regular reports to the Board.*
3. **Te Reo Māori:** *Review classroom practice to show that we are providing 3 - 7 ½ hours of integrated Te Reo Māori in all our classrooms (Level 4b Te Reo Māori Funding requirement).*

What has been happening around the school:

Ākonga:

- *Week 0: Teachers provided opportunities to bring any anxious tamariki into school before the first day.*

Whānau:

- Week 1: Teachers opened up their classrooms to whānau so they could learn about classroom expectations and routines.

Leadership Team, Teachers, Support Staff and Learning Assistants (e.g. Professional Development, other):

- Week 0:
 - 26/1: The Leadership Team met to review the term and previously planned actions;
 - 27/1: Team Leaders and the Leadership Team met to review the first few weeks and the new Reporting to Parents requirements.
 - 28/1-30/1: Teams met to prepare for the start of year; PLD around Key Messages e.g. School Culture, Team Expectations; PB4L; Enviro Expectations; Health and PE; Vulnerable tamariki; Using Seesaw.
 - 30/1: All staff onsite; Team Building.

Whānau and ākongā Consultation:

The Strategic Plan has been updated to include the consultation from last year's whānau feedback. Planned consultation this year includes:

- Whānau Day
- Whakapiri Morning
- Whānau Survey - Anti Bullying, other questions.

Personnel:**Equal Employment Opportunities (EEO):**

- n/a

Teaching staff updates:

- Nicole Bellringer injured her leg and will not be at school for Term 1. She sustained a significant injury, which required surgery. Nicole's leave will be covered by ACC. The income for ACC and Bank Staffing will need to be adjusted at a later date. Alyssa Coombe and Alise Benson will be Team Teaching in Room 9 for the Term. This has been conveyed to whānau.
- Phaidra Bastin-Carr has resigned from her permanent position. Phai was on maternity leave in 2025.

Board request card/flowers/pot plant to acknowledge her resignation and wish her and her family well.

Motion to accept Phai's resignation letter.

Moved: Le-arna/Kate

Support staff updates:

- Baileigh Allen has been employed on a casual basis to cover Learning Assistant (Teacher Aide) sickness, especially for the SENCO Team.
-

Motion to approve Baileigh Allen as a Learning Assistant on a casual contract.

Moved: Fiona R/Jason B

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

- Greer McQuay: 3 days for her wedding and 3 days for her honeymoon over the long weekend. 6 days in total.
- Talia May - LWOP: 13th - 20th May 2026.

Motion to approve the above leave:
Moved: David/Deb

Staff Wellbeing:

- Number of staff who have had 5+ days away with sickness this month = N/A
 - Term 1 sickness: Days (Teachers) = N/A
 - Term 1 sickness: Days (Support Staff) = N/A

Finance:

Finance Committee - Monthly Report:

- Set a date for the November-December Finance Meeting. Tuesday 17th Feb
- Sports Coordinator Contract for 2026 → Board to approve.
- Teachers lease Laptops via the school.
- Confirm cellphone purchases - HP - pay monthly through Spark.
- Jasmine to buy her cellphone, as off lease now. Will pay a donation.

Motion: to approve Nadine Moore to continue as Sports Co-ordinator.
Moved: Fiona R/Le-arna

Property:

5YA Projects:

- The 5 Year Property Plan:
 - Our current 10 and 5 Year Plan is being updated to include repairing older windows and upgrading the classroom heating systems.
- Building Project:
 - The building work has been delayed due to compliance issues with the SDC!
 - Stage 2 involves the decking, services and pathways being completed. This is currently out for tender.
- TET Funding:
 - The new space in the library has been planned to start in the next few weeks. There is a delay organising the aluminium windows and door.
- SENCO Space:
 - There is currently no budget funding to improve this space. The Principal will keep this on top for the Board if any further Government Funding changes occur.

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.

Additional Matters:

1. **Email from the Auditor General:**
2. **Sensitive Expenditure:**

a. *Concurrence: If the board wants to provide additional pay, allowances, or benefits to the principal (outside the terms of their employment agreement), the board must apply for concurrence (approval) from the Ministry of Education. The additional payment or benefit cannot be worth more than 20% of the U-grade base salary of the principal. The Ministry considers applications and may approve or deny individual applications based on merit.*

b. Travel Policy:

- i. *Overseas travel: The approval, arrangement, and reimbursement conditions above also apply to overseas travel. The board takes extra care when considering whether costs associated with overseas travel are reasonable and justified. Staff should apply to the board for any overseas travel in writing. This application may first be presented to the principal for approval. Travel applications should include the purpose of the trip and an estimate of trip costs, including appropriate travel insurance. Before approving overseas travel, the board considers:*
- *whether there is reasonable justification for the expense*
 - *how the expense would support the school and its students*
 - *if there are more cost-effective approaches that would achieve a similar purpose to overseas travel.*

The board minutes their consideration and whether they have approved the application. The board also decides if it is appropriate to approve fundraising for overseas trips. If funds are raised towards an overseas trip (or other specific purpose), and the funds are not needed, these must be returned to those that contributed to fundraising. The school discloses overseas travel (including for professional development purposes) as required in our annual financial statements.

c. Principal Updated Employment Letter and Job Description:

- i. The Principal can no longer use the PCCBU Wellbeing Grant for his glasses prescription. The Principal is seeking Board permission to apply for MoE approval for concurrence around this expense. **Discuss. Next steps.**
- ii. The Principal has a new \$6,000 tagged fund as part of the PCCBU settlement for 2026 and 2027. This is used for specified professional development, which is being finalised by the MoE. The Principal intends on continuing to use this for Professional Supervision.

d. Principal Travel PLD Proposal for 2026:

- i. The Principal has been invited on a Study Tour later this year. The DP and AP have also been invited to the first leg in Queensland. The team had already intended on making a plan to visit schools in Queensland this year.
- ii. The Finance Committee approved this Study Tour in late 2025. The next step involves the Principal Presenting a Proposal that meets the MoE requirements and auditor requirements. In 2017, the Principal attended a Study Tour to South Africa and the United Kingdom, which the Board approved and funded.
- iii. How would this Study Tour benefit the Stratford Primary School?
- iv. **Question:** How much does the Principal have for personal PLD? \$7,500 per year. What were the budgets and expense totals in previous years?
 - 2025: \$1,558
 - 2024: \$3,314
 - 2023: \$7,220Total: \$12,092/\$22,500 (Unused funds from previous years = \$10,408).

Note: \$4736 is saved in the Van Account from 2024. The Principal cut his budget in 2025 due to the shortfall in Learning Assistant Funding (Teacher Aides).

v. What other budgets does the Principal have?

- \$2,500 - 1568 - Principal Discretionary Expenses (Unchanged since KS was here).
- \$2,000 - 1516 - Principal Appraisal (This is cheap with Nadia; Normally \$5k+).
- \$6,000 - 3022 - Principal Wellbeing (Funded by the MoE as part of the collective agreement. This covers the cost of weekly Professional Supervision costs). No cost to the Board.

Note: All the Principal budgets are part of his Job Description.

- vi. What budget is there for the DP and AP? \$5,400. What were the budgets and expense totals in previous years?
 - 2025: \$5,235/\$7,000
 - 2024: \$4,133/\$5,400
 - 2023: \$1,465/\$5,400

Total: \$10,833/\$17,800 (Unused funds from previous years = \$6,967).

Discussion around release requirements. Study Tour is in late Term 3.

A full proposal will be provided prior to the study tour and a full report presented on return.

Will work with Finance Team to work on daily allowances and around conditions of repayment if staff leave within x years of attending the course.

Motion: Concurrence Allowance for the Principal

1. The Board approves the application for the Principal to receive a concurrence allowance for his Glasses Prescription. The Principal requires glasses to function in his core role. The Principal will be responsible for purchasing his glasses frame(s).
2. If accepted by the Ministry of Education, this concurrence allowance will be reviewed at the first meeting of each year. The allowance will be funded from the Principals current discretionary allowance. The Board will fund up to \$1000 per year.
3. The Presiding Member, Le-arna Russ, will be delegated this responsibility to apply for the concurrence allowance and facilitate the process with the Principal.
4. The Board accepts liability for the additional payment or benefit and has the financial capacity to make a payment without detriment to its other activities.
5. The Board confirms that the additional payment will be made upon receipt of a glasses prescription from the Principal. This expense will then come from the Principal expense budget, which has \$2500 allocated to it each year. The payment will be the full amount, including G.S.T.
6. In making this decision, the Board has referred to the Sensitive Expenditure Policy.

Moved: Le-arna/Fiona.J

Motion: To support the Principal, Deputy Principal and Associate Principal to attend a overseas Study Tour.

1. The Board approves the Study Tour for the Principal, DP and AP with the conditions that MoE and Audit requirements are met. And that there are conditions around repayment if any of the staff leave within 1-2 years. Jason (principal) will draft up a proposal and present to the Finance Committee for final approval.

Moved: Kate/David

1. The Board approved the updated Principal Employment Letter and Job Description.

Moved: Le-arna/Fiona.J

Motion: To accept the Principal Report for January and February 2026

Moved: Fiona R/Deb

4. Administration

- a. Review the minutes. Secretary to share the key points and decisions made.
 - i. Concerns and Complaints policy review.
 - ii. Firearms policy
 - iii. Digital Technology and Online Safety policy
 - iv. Flowers/pot plant for Phai
- b. Identify agenda items for the next meeting on Monday 16 March 2026 at 5 pm.
- c. Correspondence (see below):

5. Correspondence In:

- a. *Phaidra Bastin-Lindsay resignation letter.*
- b. *Sports Coordinator Contract for 2026.*
- c. *Leave Form needing Board approval (5+ days): Greer McQuay.*

6. Correspondence Out:

- a. Jason Elder - Letter to the Home and School regarding the Quiz Night.

Minutes/Motion:

Motion: To move the correspondence

Moved: N/a

7. Meeting closure: 7.23pm

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

Le-arna: 6.0 hrs	Deb: 4.0 hrs	Kate: 4.0 hrs
Jason.B: 3.5 hrs	Fiona.J: 3.5 hrs	David: 2 hrs
Fiona.R: 3.5 hrs		
<ul style="list-style-type: none">• <i>Note: The Principal had one week's annual leave in the holidays. Add this to the bottom of each agenda.</i>		