

**Stratford Primary School Board**  
**Confirmed Board Minutes**  
**Monday 11 May 2026 at 5.00pm**

**1. Administration:**

- a. Present: Le-arna, Deb, Jason E, Kate and David
- b. Apologies: Fiona J, Fiona R and 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. Added Agenda Items: n/a

Approved Presiding Member

*Russ*  
 Date: 15/6/26

**Minutes/Motion:**

**Motion:** The Board has reviewed the previous minutes from 16 March 2026 and confirmed the discussion which took place and to confirm the authenticity of the minutes. .

**Moved:** Le-arna/David

**2. Presentation:**

N/a - At the next meeting, look at the updated S.P.S Honours Bands and Huranga Whānui Programme (New Technology Programme).

**Stratford Primary School**  
**Principal Report – 11 May 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.

**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.

<p><b>QUALITY TEACHING AND LEADERSHIP:</b> Quality teaching and leadership make the differences for learners and their whānau.  <b>Priority 5:</b> Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning.</p>	
<p><b>QUALITY TEACHING AND LEADERSHIP:</b> Quality teaching and leadership make the differences for learners and their whānau.  <b>Priority 6:</b> Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.</p>	
<p><b>FUTURE OF LEARNING AND WORK:</b> Learning what is relevant to the lives of New Zealanders today and throughout their lives.  <b>Priority 7:</b> Collaborate with industries and employers to ensure learners/ ākongā have the skills, knowledge and pathways to succeed in work.</p>	
Curriculum Presentations by staff:	<i>N/a - combine the Honours Bands and Huranga Whānui at the next Board Meeting</i>
Provisional Staffing for 2026:	<p>Funding for 454 ākongā</p> <ul style="list-style-type: none"> <li>- 22.30 FTTE</li> <li>- 26 Units + 2 additional units (RTLit and SENCO)</li> </ul>
Current roll:	<p><b>School Roll:</b> 425 as at 4 May 2026.</p> <p><b>Year Level Numbers:</b></p> <ul style="list-style-type: none"> <li>- Year 1-2 = 102 (125)</li> <li>- Year 3-4 = 101 (108)</li> <li>- Year 5-6 = 111 (120)</li> <li>- Year 7-8 = 111 (120)</li> </ul>
Year projections:	<p><b>1st March:</b> 418  <b>1st July:</b> 431 (+6 New Entrants)</p> <p><b>Predicted New Entrant numbers by 1 October 2026:</b> 33  Roll on 1 October 2026= 434  Number of Year 0 + Year 1 so far this year = 8 + 49  Predicted number of Year 8 Leavers at the end of 2026= 56</p>
Admissions:	As at 4 May 2026 = 39 (1 has since left)
Withdrawals:	As at 4 May 2026= 11 (Moved out of the area)
Enrolment Process:	<p><b>Out of Zone Enrolment Process for Term 3, 2026:</b>  <b>Term 3:</b> 20 July to 25 September, 2026. The deadline for receipt of applications is 12pm on Thursday 18 June 2026: Date of ballot: Thursday 18 June.  <b>Spaces:</b> Year 1 = 10; Year 2 = 4; Year 3 = 2, Year 4 = 6; Year 5 = 4; Year 6 = 1.  <b>No Spaces:</b> Year 7, Year 8</p> <p><b>Stratford Primary School operates approved special programmes, for which enrolment is controlled by particular</b></p>

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 spaces; Yr 3 = 1 space; Yr 5 = 1 space.

**Future Enrolment Windows:**

**Term 4:** 12 October to 16 December, 2026. The deadline for receipt of applications is 12pm on Thursday 17 September, 2026: Date of ballot: Thursday 17 September.

**Attendance Report: Term 1, 2026**

Attendance Report:	Stratford Primary School	SPS Goal 2026
Regularly attending: Over 80% of ākongā are attending school 90% of the time e.g. ākongā only have up to 5 days absence in a 10 Week Term.	77%	80%
Irregular attending: More than 80% and up to 90% attendance e.g. ākongā have between 6 and 10 days away in a 10 Week Term.	14%	11%
<b>Overall for Regular and Irregular Attendance</b>	91%	91% (When you add both groups)
Moderately attending: More than 70% and up to 80%	6%	N/a
Chronically absent: 70% attendance or less	4%	N/a

**Attendance Report Comments:**

- We were just short of the 80% goal for Regular Attendance in Term 1 (3%).
- 96% of ākongā are arriving on-time regularly (i.e. over 90% of the time).
- Highest attendance day of week = Wednesday @ 94%. Lowest attendance day of the week = Friday @ 89%.
- Comparing Term 1 to Term 1 since 2021: 79% was recorded in Term 1, 2021. Term 1, 2026 is the second best attendance record during this period.

**Attendance Follow ups:**

- Chronic attendance is followed up as per the Attendance Management Plan.
- Fortnightly Hui have been set up with the new Attendance Services.
- 10 ākongā have been identified through this process. This represents seven families.

**PB4L Report: January to May 2026.**

**Data Analysis:**

- Students with 0 or 1 referrals: 94.6%
- Students with 2-5 referrals: 4.2%
- Students with 6+ referrals: 1.2%
- The 1.2% is = to five students.
  - All 5 students have a Positive Behaviour Plan
  - 4/5 Students are on or have recently been involved with Tutaki/ the Lion's Den
  - One of these students will be receiving additional Ministry support.

As it stands, there have been no major "Intentional Physical Contact" referrals made in April or May.

Intentional Physical Contact has been an issue, particularly in the Year 5/6 syndicate.

- Teachers in this syndicate continue to work hard to provide social and emotional coaching in their classes and as a syndicate as a whole.
- Mr Dombroski has spoken with the Year 5/6 boys around conflict resolution strategies that don't involve violence.
- Senior Leadership and teachers will continue to monitor this trend.
- Additional teacher aide support has been added to one class.

#### Health and Safety Committee:

- March Health and Safety Report
- April Health and Safety Report

Motion to accept the February Health and Safety Report

Moved: Kate/Le-arna

#### Discussion in Committee:

Follow ups from the last meeting:

- N/A

New Stand Downs (2026) = 2

- 30/3: Anger in the classroom; had to be restrained.
- 30/3: Ongoing defiance of instructions, including running home.

New Suspension (2026) = 1

- 23/3: Ākongā suspended; 26/3: Suspension has been lifted

New Restraints: 2

- 23/3: As above.
- 30/03: As above.

New Search and Surrender Report = 1

- 5/5/2026

Other matters to discuss In - Committee:

- Touch issue - discuss.

In committee at 5.13pm

Out of committee at 5.24pm

Total Stand Downs Report in 2026: 5

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

Total Suspension 2026: 1

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

Newly Directed Ākonga in 2026: 0	Previous Years: 2025 = 0, 2024 = 0, 2023 = 0; 2022 = 1
Total Restraint 2026: 4	Previous Years: 2025 = 12; 2024 = 6; 2023 = 5; 2022 = 2
Total Search and Surrender 2026: 1	Previous Years: 2025 = 0, 2024 = 1; 2023 = 5; 2022 = 4

### Annual Improvement Plan:

#### Mathematics:

- ✓ A Common Practice Model for S.P.S has been developed, aligning with both the S.P.S Writing Features and the New Curriculum. This model emphasises a consistent, school-wide approach to effective mathematics teaching and learning. Six key features of a mathematics lesson have been identified. These include a strengthened focus on the use of mathematical language and the deliberate facilitation of mathematical discourse.
- ✓ There is now a consistent approach across the school to assessing, planning, teaching, and re-assessing. A dedicated meeting was held to ensure PAT assessments are administered in a consistent and reliable manner.
- ✓ Consistency has also been established in the recording of teaching and learning through the use of Modelling Books. Ongoing discussions with Team Leaders are focused on how teachers formally record learning "on the go." The next step is for Team Leaders to present their approaches, allowing us to identify areas of strength and where further support may be required.
- ✓ eTap and reporting processes have been updated and aligned with new assessment practices, including assessments, OTJs, markbooks, and report indicators. This work is approximately 90% complete following extensive consultation, and we are currently waiting for the updated formulas to be finalised.
- ✓ To support the development of best practice across the school. The updated scope and sequence from Maths No Problem has been shared with teachers. This ensures that new concepts build on prior knowledge while maintaining full curriculum coverage.
- ✓ There is now a consistent understanding across the school and within the Taranaki Mohoao Kāhui Ako regarding the implementation of the new Mathematics Curriculum. A recent professional development session on the new curriculum was held. While this session was less beneficial than previous ones, feedback has been provided to the facilitator. The JAM (Junior Assessment of Mathematics) has been updated to align with the new curriculum age expectations. This is expected to better support junior teachers in making accurate teacher judgements about student learning.

#### Writing:

- ✓ Teachers are able to assess ākonga using the BSLA Assessment Tools. A series of workshops has supported both assessment practices and real-time implementation. The current focus is on strengthening teacher understanding of how these assessments align with the Refreshed Curriculum.
- ✓ Teachers are able to analyse and teach using the appropriate Taumata. Workshops held in Weeks 1–3 supported Year 1–4 teachers (including release teachers) with Oral Narrative, PHoM, and the use of assessment data to determine teaching next steps. Team Leaders played a key role in supporting this process. In Week 4, in-class modelling and coaching of small group reading were provided, followed by structured feedback to teachers on their practice. A POD meeting in Week 6 enabled staff to review progress and share effective strategies and resources. Ongoing support is planned, including further in-class modelling, peer observations, and feedback cycles in Term Teachers are engaging in professional learning through University of Canterbury micro-credentials, including workshops and Communities of Practice. Leadership participation is supporting coherence and sustainability of implementation.
- ✓ Ākonga will be able to make accelerated progress in Literacy, this will include the Tier 2 Teaching Ropu (MoE Funded). Targeted support structures are in place to accelerate progress for ākonga,

including Tier 2 teaching groups funded by the Ministry of Education. Resources have been purchased, and structured teaching approaches are being developed alongside teacher aides. Grouping will remain responsive to ongoing assessment data.

- ✓ The current Mutukaroa Assessment Process for Year 1-2 will be aligned to the BSLA Assessment Tools and New Curriculum. Review current practice in relation to the New Curriculum, and develop a plan to implement changes (Oral Language, Reading and Writing). Teams are reviewing existing literacy programmes to evaluate alignment, identify gaps, and adjust teaching and assessment practices accordingly. This work is ongoing, particularly as new Ministry assessment tools are introduced. Leadership (AP/DP) will continue working alongside teams to trial new assessments, support implementation, and strengthen understanding of how different data sources align. This will inform planning for 2027.
- ✓ The Overall Teacher Judgement assessment schedule needs to be manageable, robust and well moderated within and across teams. There is a continued focus on ensuring Overall Teacher Judgements (OTJs) are manageable, robust, and well moderated. Team Leaders are strengthening formative assessment practices and consistency across teams, with regular updates shared at Leadership meetings.
- ✓ Explore what other resources (e.g. teacher aides) and support will be needed for the BSLA Assessment.
- ✓ eTap and reporting processes are updated and aligned to new assessment practices (e.g. Assessments, OTJs, Markbooks, Report Indicators etc). eTap and reporting processes are evolving to reflect new assessment practices, including updated progress indicators in Learning Journey Reports. This will continue to develop as practice deepens.
- ✓ MoE Phonics checks are uploaded to the MoE site as per the National expectations. MoE phonics checks An Xcel sheet has been set up for each class. This notes when akonga are due and records results. The DP will keep checking this and remind Team Leader and teachers to keep on top of testing. The next step is to look at the results and what they tell us (this includes the team looking at results).

#### Embedding Writing:

- ✓ Goal: There is consistent practice across the 17 classrooms, following the S.P.S Writing Framework. There is currently some inconsistency in this practice. With the introduction of the refreshed curriculum and a growing focus on sentence structure, teachers are still working to understand how these elements fit together. The Leadership Team is initially addressing this at the Team Leader level to determine the most effective ways to provide support. Bek Galloway will also work alongside teams to further build capability in this area. Teachers will need time to develop clarity around alignment and to embed this into their practice, so this will remain an ongoing focus.

#### **Schoolwide Assessment:**

##### **Priority Learners Progress for Term 1:**

Areas: Mathematics

##### Comments:

**Process:** Term 1 has been used to review in depth the previous years data and update the process with staff for Priority Learners. Two Priority Learners Hui have been held. These meetings have been led by the Principal, Deputy Principal, Associate Principal and Junior Team Leader. These meetings are closely aligned to teachers' video observations and reflections of their teaching.

##### **What trends have we noticed?**

- A lot of our maths priority learners have trouble with retaining information. Upon discussion with the teachers, they have found often these learners will understand new concepts when taught and even apply the new learner immediately. In the days following this understanding disappears. During the priority learner meeting with the Year 7/8, we discussed which different approaches we could try to address this.

- Ideas included;
  - Increasing student dialogue during teaching sessions. This requires less teacher talk, providing time and space for the students to consider their understanding and explain it.
  - This approach also enables teachers to address misconceptions in real time.
  - Our hunch is that verbal articulation will help stimulate connections to the learning that will be longer lasting.
  - This is backed by evidence that says the brain retains information better when it has to create a narrative to understand, rather than passively learning (Reading or listening)
- 36/69 students have already made at least half a year's progress in Term 1. This suggests that for half of the students, this intervention provided is having a positive effect. The most common strategy being applied across in the school is "Double Dosing". This is a tried and true method. This concepts focus' on;
- Early identification of gaps in new learning
- Providing an overview of the new learning before it is shared to the group/class providing greater confidence and reducing the "anxiety of the unknown"
- It increases the frequency of information retrieval, which increases the likelihood of the learning getting the long term memory.

**Visual Data Report:** Shared by the Principal on the night.

### Priority Learners Progress for Term 1:

**Areas:** Writing

#### Comments:

- **Process:**
  - Short term: four weeks total, with five teaching days; two weeks impacted by Years 7–8 and Years 5–6 camps.
  - Four weeks had four days; one week had three days.
  - New curriculum with significant changes and limited professional development for staff.
  - Final year of e-asTTle as the formal assessment tool; three team leader classes will trial new reading and writing assessments (these have only become available from the start of this term).
  - Jess is supporting most priority learners in Years 4–6; each teacher also has one priority learner.
  - Greer and Suzie (soon to be Gareth) are supporting most priority learners in Years 7–8; each teacher also has one priority learner.

#### **What trends have we noticed?**

- Year 7–8 show good early progress, with six out of seven progressing students at this level (typically harder to achieve, especially early).
- Similar rates of 'no progress' for boys (77%) and girls (75%).
- Slightly more girls than boys made progress, indicating improved equity.
- 75% of Māori learners have not yet made progress.
- Naturally, we have noticed a decline in progress from the end of Term 4 to the end of Term 1 each year. We are continually looking at reasons why this occurs e.g. change in Year

Level, change in teacher, changes for the learner, Term 1 only had 9 weeks with lots of short weeks.

- Boys' progress dropped by 18.75% compared to 0.93% for girls. Decline in progress: 15% of Māori boys and 19% of NZ European boys.

### **What has been happening around the school:**

#### **Ākonga:**

*Week 6: Year 7-8 Boys Cricket; Kapa Haka started; Yr 1-6 Tryathlon*

*Week 7: Year 5-6 Boys Cricket; Year 7-8 Girls Cricket; Kapa Haka; Athletics Day.*

*Week 8: Kapa Haka*

*Week 9: Year 5-6 League; Student Led Conferences; Kapa Haka.*

*Week 1, Term 2: Writing samples; Year 7-8 Immunisations; Kapa Haka; ANZAC Day.*

*Week 2, Term 2: PAT Mathematics and Reading; Year 3-4 Trip to Rotokare; Kapa Haka; Whānau Day + Year 5-6 Sports Exchange with Inglewood + Learning IEPs.*

#### **Whānau:**

*Week 6: Year 1-6 Tryathlon*

*Week 7: Athletics Day; Home and School Quiz Evening*

*Week 9: Student Led Conferences - Year 5-8 (Note: Year 1-4 call whānau or meet with them face to face to check in on the progress of learners over Week 7-9).*

*Week 1, Term 2: Pōwhiri for new whānau; ANZAC Assembly.*

*Week 2, Term 2: Whānau Day + Year 5-6 Inglewood Sports Exchange + Learning IEPs.*

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

*Week 6: Two teachers attended the Incredible Years Programme, which supports our PB4L strategies; Two teachers attended the Mathematics Hui for Taranaki Mohoao; Teachers were supported with an external facilitator from Sport Taranaki.*

*Week 7: Staff Meeting - continued unpacking Formative Assessment; The Principal attended a Hui at the Whanganui MoE Office for Taranaki Mohoao; Three teachers attending the Emerging Leaders Hui with an external facilitator; The AP attended the AP/DP Network with an external facilitator. The Principal organised and led the Taranaki Mohoao Principals' Association.*

*Week 8: Team Leaders Hui; Bek Galloway worked with teams from across the school; Two Team Leaders and the Principal had 1-1 sessions with an external coach.*

*First Friday of the School Holidays: The Leadership Team and Team Leaders met to plan out Term 2.*

**Last Friday of the School Holidays:** Teachers were onsite for Priority Learners Hui for Mathematics, Team Planning and IEP Hui.

**Week 1, Term 2:** Staff Hui - Schoolwide assessment; Two Team Leaders and the Principal had 1-1 sessions with an external coach.

**Whānau Day Feedback:**

- 27 whānau completed the survey.
- Main way to connect with school = School App then Facebook → Facebook does not normally have important information e.g. newsletters. This has been conveyed on the Facebook Page.
- Start of Year - Best time to Meet the teacher = Friday before school starts, Week 1, Term 1 at 3pm.
- Yr 1-4 Connection: Positive feedback.
- Year 5-8 Learner Led Conferences: Positive Feedback.

Next step: Share the survey with Whānau via the newsletter to gather more feedback.

### **Personnel:**

**Equal Employment Opportunities (EEO):**

- n/a

**Teaching Staff updates:**

- The following teachers have been appointed to a permanent role after the recent internal personnel review and advertisement.
  - Nicole Bellringer: Permanent
  - Jayle Berge: Permanent
  - Alyssa Combe: Permanent, full time from when Greer goes on Maternity Leave
  - Emily Barrett: Permanent
  - Jasmine Millward - Permanent from Term 4
  - Jessica Thomson - Permanent in her current role.
- Finn Zeylemaker has been employed to a Fixed Term contract for 2027, where he will work in the Year 7-8 Team.
- Greer Dobson has requested Maternity Leave from Friday 28 August. She will return part time in 6 months for a few days per week in 2027, with the aim of returning fulltime in 2028.
- The Principal is currently seeking teacher feedback around their intentions for 2027. This will determine any gaps across the teams.

Moved: Deb / David

**Support staff updates:**

- The Principal has had to employ extra hours for the SENCO Team as a couple of staff have been away for extended periods of time. Staff covering are on casual contracts.
- The MoE funded additional hours for Behaviour in the Year 5-6 Team. The above staff have been employed to fill these hours and timetables adjusted to support classroom teachers. This was \$3000 (excl) for Term 2, which roughly equates to 10h per week.

- A review of SENCO hours will be needed before the end of the year as we are losing two ORS ākonga, which is the equivalent of approximately 20h learning support time.

**Motion: to approve the above changes.**

**Moved: Jason / Le-arna**

**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

**Motion to approve the above leave:**

**Moved:**

**Staff Wellbeing:**

- Number of staff who have had 5+ days away with sickness this month = N/A
  - Term 1 sickness: Days (Teachers) = 61.5
  - Term 1 sickness: Days (Support Staff) = 64.5 - Note: Some support staff have used their Sick Leave entitlement. This means they are on SWOP (Sick Leave Without Pay).

**Property:**

**5YA Projects**

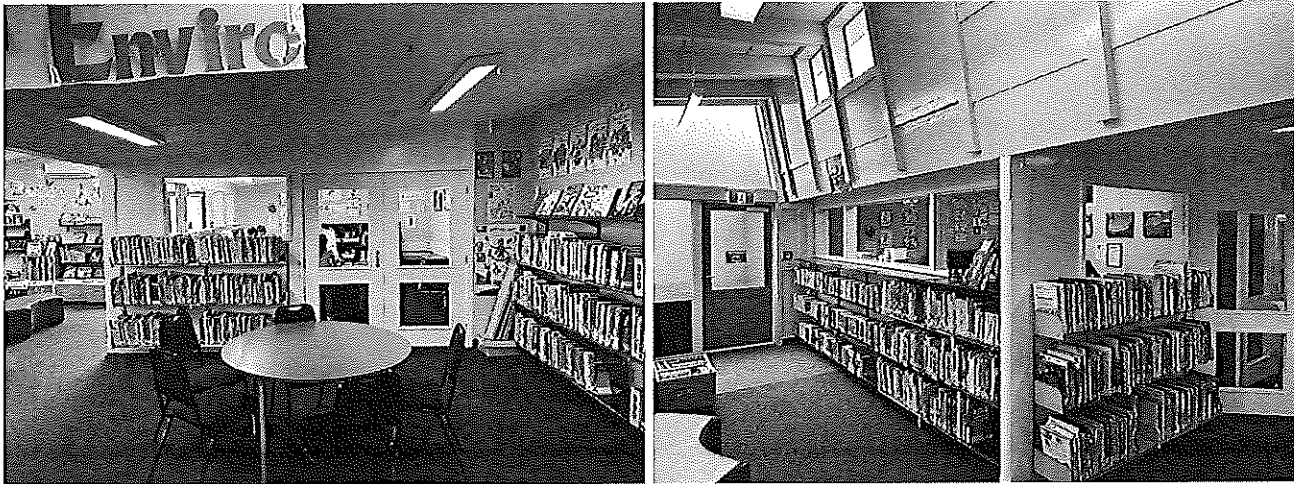
- The Senior Block Heating is being reviewed by an Engineer to determine which is the best heating option for the block. Part of the 5YA plan is to replace windows that do not open in the Junior Block, Room 5-8 and Room 14-15.
- Additional Funding of \$117k has been approved by the MoE to upgrade the Junior Block Alarm System and put new clearlite on the deck area.
- Question: is there a grant available to support sustainability of power use moving ahead?

**Building Project**

- **Phase 1:** Installation of the new classrooms has been completed.
- **Phase 2:** Work has nearly been completed, with the final touches being made to complete the pathways, mowing edge/garden areas, and wet areas in the classrooms. The main furniture is being installed on Friday 8 May.
- **Phase 3:** The Principal has asked that Room 20 is moved and completed before we move students and teachers to the new block. This will allow the grass area around the building to grow and avoid messy classrooms. A clear plan will also be in place to reduce stress for teachers when moving classrooms. For example, Room 18 and 19 will be moved to the two furthest classrooms and Room 9 and 14 to the classrooms closest to Room 9. Room 9 will become an extra class for the Huranga Whānau programme.
- **Phase 4:** Demolition of the back block and landscaping of the area will follow once the relocation work has been completed.
- **Next meeting BoT to have a walk-through of the new classrooms.**

**TET Funding**

- Brad Gibbons Builders have completed the library work. The space looks great.



### **SENCO Space: No new updates**

- *At present, there is no allocated budget to improve the SENCO workspace. The Principal will continue to monitor this area and advise the Board should additional Government funding opportunities become available.*

### **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.

**Motion:** To accept the Principal Report for May 2026

**Moved:** Kate / David

#### 4. Strategic Decisions:

a. Policy follow ups from the last meeting: N/a

b. Policy Review (Governance):

- Education Outside the Classroom (Board)
- Swimming Off Site - Change
  - Stratford Primary School provides opportunities for students to learn basic aquatic skills by having **weekly swimming sessions in Term 4** at a local pool each year.

Jason D and Chad are currently training under the new ETOC framework. They are developing plans for Camps in 2027. Gareth, Jason D and Chad will undertake site visits, this will include assessment of any areas that will be part of journey e.g. visits / stops-toilet breaks etc...

Children that are high risk in terms of behaviour will have alternative Camp plans put in place.

At the next meeting - The Board will look at questions to ask around the Turangi Trip in 2027 to ensure a robust process. For example, travel plans, water safety, what is in place around consent and police vetting.

Next meeting, The Board will also look at the difference between S.O.P and R.A.S.

The Board's role is to delegate and ask questions to ensure we minimise all perceivable risks.

#### **Term 2 Review - School Docs:**

*This term we are reviewing more of the policies in the **Safety On and Off School Grounds** section. For more information about this term's review, go to the **Current Review** tab at the top of your **SchoolDocs** site. A summary is provided below.*

*The list above includes policies that the Board should focus on, but Boards are welcome to review additional policies. Note that other reviewers can review the policies the Board should focus on, too; they're not exclusively for the Board. Reviewers can provide feedback on any policies that have a **Start your review** button.*

*Let your school community know that the review is open so they can submit feedback. Go to the **Reviews** tab on your **Dashboard** and look for **Instructions for reviewers**.*

#### **Actions:**

*Go to the **Current Review** tab at the top of your **SchoolDocs** site, read the instructions, and take part in this term's review.*

*Advertise the review to your school community.*

#### **Other reviews:**

**Motion:** To move the Swimming Off Site Policy

**Moved:** Le-arna/Kate

#### **Amended Privacy Legislation:**

*From 1 May 2026, a new privacy rule (Information Privacy Principle 3A) applies whenever personal information is collected about an individual indirectly – for example, from parents,*

whānau, other agencies, or service providers – rather than from the individual themselves.

Under the new rule, if you collect someone's personal information indirectly, you need to take reasonable steps to tell them that you have collected their information and why (unless one of the listed exceptions applies).

This means schools will need to tell a person (or their parent/caregiver where appropriate) that their information has been collected, why it was collected, who it may be shared with, who is holding it, and their rights to access and correct it. In most situations, you should be able to meet IPP3A requirements by following practices you are already doing to meet the pre-existing IPP3 requirement – for example, by having privacy policies, statements, and notices.

You won't need to tell whānau about collections that have already happened, but you will need to make sure that any new indirect collections from 1 May 2026 are covered by clear privacy notices. SchoolDocs will update the Privacy Policy and relevant subpolicies to reflect this change. See [this helpful video](#) from the Privacy Commissioner – their key message is "don't panic!"

Questions from The Board:

1. What is the definition of 'collected' in terms of data?
2. 'Where appropriate' what does this cover / not cover
3. What is covered under O.I.A e.g. Running Docs for children staff are concerned about?

For guidance specifically for the education sector, see [Chapter 5: Collecting information](#) (Privacy Commissioner).

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

- i. EOTC Governance Roles and Responsibilities.
- ii. EOTC Risk Assessment and Management.
- iii. Note: The Associate Principal and Leadership Support are currently attending EOTC Training under the updated guidelines.

**Term 2 Board Assurances**

SchoolDocs provides a Board assurance schedule to help the Principal assure the Board that the school complies with key legislative and regulatory requirements, that relevant policies are up to date, and that appropriate actions have been taken.

The Board assurance schedule is based on the Education Review Office's Board Assurance Statement and Self-Audit Checklists. The SchoolDocs schedule has recently been updated to align with ERO updates and these updates have been published to school sites.

For this term's assurances, go to **Review Schedule and Board Assurances** on your SchoolDocs site, read the actions, and click the links to each policy to see the actions in context. If a link is not active on your site, the assurance may not apply.

Policies with assurances this term:

- Safety Checking and Police Vetting
- Teaching Staff

- Performance Management
- Staff Conduct
- Appointment Policy
- Employment Policy and Equal Employment Opportunities
- Child Protection and Identifying and Responding to Suspected Child Abuse or Neglect
- Assessing Student Learning
- Cellphones and Other Personal Digital Devices

Also see assurances for **Curriculum and Student Achievement Policy, Risk Management and Emergency Management**, which should be reported to the Board every term.

**Board assurance schedule**

The full list of annual Board assurances is available on your SchoolDocs site on the **Review Schedule and Board Assurances** page. You can print a PDF version of the assurance schedule from this page.

**Actions:**

- Principal – go to **Review Schedule and Board Assurances** on your SchoolDocs site and action this term's Board assurances.
- See the full list of annual Board assurances on the **Review Schedule and Board Assurances** page of your SchoolDocs site.

*Motion: To move the Board Assurance statements as noted above.*

*Moved: Le-arna/Deb*

**d. Board Work Plan Actions:**

- Referred to Board Work Plan Document

**e. Other:**

- i. Education Bulletin:

**f. Board Training**

*What training has been offered to Board Members via the GovHub? Has anyone taken up the online courses? N/a*

**Principal Professional Growth Update:**

*The Principal has met twice with his internal facilitator to review and update his professional growth goals for 2026. These have been shared with the Presiding Member.*

*Jason is also part of a Principals Network that supports his Professional Growth Doc goals.*

**Finance:**

**5. Finance Committee - Monthly Report:**

- February and March Accounts

- Self Review: Receipting processes and internal controls
- Any questions?

**Motion:** To move the February and March Finance Minutes  
**Moved:** Le-arna / Jason

**6. Administration**

- Review the minutes. Secretary to share the key points and decisions made.
- Identify agenda items for the next meeting on Monday 15 June 2026 at 5 pm.
  - Assessment: PAT Mathematics and Reading.
  - EOTC: Continue the current review.
  - Huranga Whānui - Chad Jacob to share how this new programme is going.
- Correspondence (see below):

**7. Correspondence In:**

- Primary Principals' Collective Bargaining - PPCB
- Mr Blair Sunderland - SDC
- Dr Claire Coleman - Concerns with the NZ Curriculum.

**8. Correspondence Out:**

- N/a

**Minutes/Motion:**

**Motion:** To move the correspondence list above.  
**Moved:** Le-arna/Jason

**9. Meeting closure: Meeting closed at 8pm**

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

Le-arna: 11.0 hrs	Deb: 3.5 hrs	Kate: 3.5 hrs
Jason.B: 1.5 hrs	Fiona.J: 2.5 hrs	David: 3.5 hrs
Fiona.R: 2.5 hrs		

- **Principal Annual Leave for 2026:**
  - The Principal took Annual Leave from 22 December 2025 to 18 January 2026.
  - The Principal took Annual Leave in the Term 1-2 holidays for the following dates:  
 Wednesday 8 and Thursday 9 April and Monday 13 and Tuesday 14 April 2026.

