

Stratford Primary School Board
Confirmed Board Minutes
Monday 15 June 2026 at 5.00pm

Approved Presiding Member

URUSS
Date: 27/7/2026

1. Administration:

- a. Present: Le-arna, Deb, Jason E, Kate, Fiona J, Fiona R, Jason B and David
- b. Apologies: n/a
- c. Public Present (No speaking rights): n/a
- d. Declaration of interests (conflicts): None

Motion: Members were asked to declare any actual, potential, or perceived conflicts of interest. No new conflicts were declared. The Conflict of Interest Register remains unchanged.

Moved: Le-arna/Jason B

- 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

Minutes/Motion:

Motion: The Board has reviewed the previous minutes from 11 May 2026 and confirmed the discussion which took place and to confirm the authenticity of the minutes.

Moved: Le-arna/David

2. Presentation:

- a. **Chad Jacobs: Huranga Whānui Programme (New Technology Programme).**
 - What does this new programme involve? Weekly from 11:30am to end of day. Removes week long Tech week each term that we had previously. Woodwork, Textiles, and cooking. Visual Art, Photography, Stop Motion. Beebots. They stay in their home room classes.
 - How is it going for teachers and ākonga?
Fav options: Everyone does appear to be catered for. Enjoy it being weekly. Don't have to wait so long for tech now.
Some would like woodwork to be longer. But space and safety is the restriction. Most kids would like to do cooking.
 - What products have ākonga created over the first two terms?
Exhibition evening: Options: Wednesday 1st July 3pm-3.30pm and/or 5pm-5.30pm.
 - Going forward:
Term 3: Dance and Food and Stop Motion Animation.
Term 4: Visual Art and Laser Printing.
- b. **Jason Elder: Honours Bands**
 - The person leading this left at the end of Term 1. The Team Leader is now leading this area in consultation with the Year 7-8 Team.
 - What has been updated in the Arts and Cultural Achievement Band to promote ākonga achieving this band? Aiming to provide more opportunities for all students to access the bands. The Year 7-8 Team has been focused on the changes to their timetable, Pākiki planning and the Huranga Whānui Programme.
 - Planned next steps:
 - Ākonga Council to review the updated Honours Bands.
 - Share with the Team seeking feedback.

- Team Leader to seek feedback from a sample of Year 8 ākonga who do not currently have bands.
- Tweaks.
- Discussed with the Syndicate and teachers to follow up with any questions.
- The Principal will format/check/proofread for printing (classrooms and website).
- Question: How can the kids keep accessing the doc? On the School website plus having a classroom poster displayed.

Discussion: Question - Have our ākonga become less engaged in the Honours Bands? How many boys are receiving the bands? Pushing the promotion of the Honours Bands so they are living at the start of next term. Jason.E will follow this up with the Year 7-8 Team Leader and Team.

Stratford Primary School Principal Report – 8 June 2026

Curriculum Presentations by staff:	Honours Bands and Huranga Whānui See above.
Provisional Staffing for 2026:	Funding for 454 ākonga - 22.30 FTTE - 26 Units + 2 additional units (RTLit and SENCO)
Current roll:	School Roll: 427 as at 8 June 2026. Year Level Numbers: - Year 1-2 = 104 (125) - Year 3-4 = 102 (108) - Year 5-6 = 110 (120) - Year 7-8 = 111 (120)
Year projections:	1st March: 418 1st July: 429 (+2 New Entrants) Predicted New Entrant numbers by 1 October 2026: 35 Roll on 1 October 2026= 438 Number of Year 0 + Year 1 so far this year = 9 + 49 Predicted number of Year 8 Leavers at the end of 2026= 56
Admissions:	As at 8 June 2026 = 41 (1 has since left)
Withdrawals:	As at 8 June 2026 = 14 Overseas: 2 Returned to previous school: 1 Moved: 5 To be confirmed: 6 (unknown what school they have gone to)
Enrolment Process:	<u>Out of Zone Enrolment Process for Term 3, 2026:</u> Term 3: 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. Spaces: Year 1 = 10; Year 2 = 4; Year 3 = 2, Year 4 = 6; Year 5 = 4; Year 6 = 1.

No Spaces: Year 7, Year 8

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 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.

Stepped Attendance Response Report: Monday 8 June 2026

Attendance Report:	Stratford Primary School	SPS Goal 2026
Regularly attending: Over 80% of ākonga are attending school 90% of the time e.g. ākonga only have up to 5 days absence in a term.	78% (332)	80%
Irregular attending: More than 80% and up to 90% attendance e.g. ākonga have between 6 and 10 days away in a term.	16% (68)	11%
Overall for Regular and Irregular Attendance	94%	91% (When you add both groups)
Moderately attending: More than 70% and up to 80%	4% (17)	N/a
Chronically absent: 70% attendance or less	2% (7)	N/a

Attendance Report Comments:

- *Sickness has lowered our regular attendance over the last month.*

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.*
- *12 ākonga have been identified through this process. This represents seven families. 1 of the 12 ākonga may come off the monitoring process - transitioning off the programme.*
- *Seven further students from three families have been identified. Their attendance is sitting around 60-70% and/or they have had lateness issues.*

PB4L Report: January to June 2026.

Data Analysis:

- Term 2 has seen a significant reduction in major behaviour referrals compared with both Term 1 this year and Term 2 last year.
- Many teachers are working tirelessly to implement Positive Behaviour Plans for students who feature regularly in behaviour referrals. There are numerous success stories of students who recorded six or more referrals in Term 1 and have had only one or no referrals in Term 2. The time, energy, and emotional investment required to carefully plan, implement, and monitor these interventions cannot be overstated. We are fortunate to have such committed teachers working alongside these tamariki.
- Intentional physical contact continues to be our most common problem behaviour; however, the number of incidents has decreased significantly during Term 2. The commitment of staff to addressing these issues through multiple channels has contributed to these positive outcomes. Strategies have included frequent communication with whānau of repeat offenders, conflict resolution support through team assemblies and circle time, additional support through counselling and Tūtaki, and targeted teacher aide assistance.
- While there is still work to be done, the overall trend is very encouraging and reflects the effectiveness of our proactive and responsive PB4L practices across the school.
- The Ministry is working with the school and staff with a couple of students.
- The Board wishes to commend the staff with their tireless efforts.

Health and Safety Committee:

- May Health and Safety Report

Motion to accept the May Health and Safety Report

Moved: Fiona R/Deb

Discussion in Committee:

Follow ups from the last meeting:

- 23/3: Ākonga suspended; 26/3: Suspension has been lifted
- 30/3: Anger in the classroom; had to be restrained.
- 30/3: Ongoing defiance of instructions, including running home.

New Stand Downs (2026) = 1

- 2/6: Anger towards another student, hit the student and had to be restrained.

New Suspension (2026) = 0

New Restraints: 3

- 2/6: As above.
- 9/6: Ākonga tried to randomly hurt two other students.
- 12/6: Ākonga became emotional after the assembly presentation.

New Search and Surrender Report = 0

Other matters to discuss In - Committee:

- Personnel Issue.
- Police Vetting Issues x2.

- Break in reported to the Police.

In committee at 5.59pm

Out of committee at 6.08pm

Total Stand Downs Report in 2026: 6	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: 7	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 and Writing: Focus over the last month

- ✓ **Schoolwide Standardised Assessment:** Schoolwide standardised assessment has been a major priority over the past month. Year 3–8 ākonga have completed the PAT Mathematics Assessment, while Year 4–8 ākonga have completed the PAT Reading Comprehension Assessment.

NZCER has provided a tool that aligns PAT scale scores with the new curriculum descriptors, enabling teachers to make more informed achievement judgements. Teachers supported ākonga through a consistent assessment process across the school, which helped strengthen the validity and reliability of the results.

Selected classes also trialled the new Smart Tool for Reading, Writing, and Mathematics. The Writing assessment was completed online, which presented challenges for some learners, particularly Year 3 students who are still developing keyboarding skills. The Writing assessment also placed a strong emphasis on sentence structure and punctuation, aligning closely with the work teachers have been undertaking through Bek Galloway's Writing Blocks approach.

- ✓ **Mathematics Professional Development:** Teachers continue to focus on strengthening the teaching and learning of mathematics across the school. Staff are reporting increased confidence in using the mathematics workbooks and the refreshed Mathematics Curriculum to plan, teach, and assess their programmes.

Recently, teachers completed their fourth Teachers Only Day, where they unpacked the new Mathematics Curriculum with an outside provider.

This week, teams reviewed the progress of their Mathematics Priority Learners. As part of this process, teachers analysed and reflected on video recordings of their classroom practice, identifying effective strategies and next steps to further accelerate student progress.

- ✓ **Bek Galloway Sentence Building Blocks:** Is a way of teaching sentence structures in a

sequential way. Acceleration teachers have been successful in using this approach. All teachers are being trained in this approach. This complements our other writing practices. For example, a simple sentence focuses on a - Who or what - and What they do - with a capital letter and full stop.

- ✓ **BSLA:** This term the teachers have completed their ten week progress checks. There have been some good shifts in the data across the nine Year 1-4 classrooms. Year 1-4 teachers have had PLD with Jasmine Millward (Literacy Specialist). In Weeks 10 and 11, teachers will receive feedback from observations.
- ✓ **Moderation:** Teachers and teams have been moderating Reading, Writing, and Mathematics achievement data throughout the term. This has been challenging due to the introduction of the refreshed curriculum and the delayed release of Ministry of Education assessment tools. Reading through School Reports, teachers have generally taken a cautious approach to making achievement judgements. They have used a combination of ongoing formative assessment gathered in the classroom and standardised assessment data, including PAT Reading and PAT Mathematics, to support their overall teacher judgements.

A comparison between Reading Markbook data and PAT Reading results shows 4% difference. This suggests that teachers are making careful and considered mid-year judgements while ensuring their assessments are well supported by multiple sources of evidence.

Reading: Term 2 Assessment (Yr 4-8)					
	Emergent	Developing	Consolidating	Proficient	Exceeding
PAT Reading Yr 4-8	9.6%	30.1%	25%	27.9%	7.3%
			On track = 60.2%		
	Emergent	Developing	Consolidating	Proficient	Exceeding
Markbook Data (Yr 4-8)	28%	14%	23%	22%	13%
			On track = 58% approximately		

Schoolwide Assessment:

PAT Assessment was completed in the first 5 weeks of Term 2 for Reading (Year 4-8) and Mathematics (Year 3-8).

Purpose:

PATs are designed to:

- Measure achievement against national norms.
- Track progress from year to year.
- Help teachers identify strengths and learning needs.
- Provide evidence alongside classroom observations and other assessments.

PAT Results in 2026:

With the new curriculum reporting requirements, many schools are comparing PAT scale scores against the Progress Descriptors. NZCER has provided interim mappings between PAT scale scores and the Progress Descriptors.

New Curriculum Descriptors:

- Emerging
- Developing
- Consolidating (Mid Year = At expectations; End of Year = Just Below Expectations)
- Proficient
- Exceeding.

PATs report:

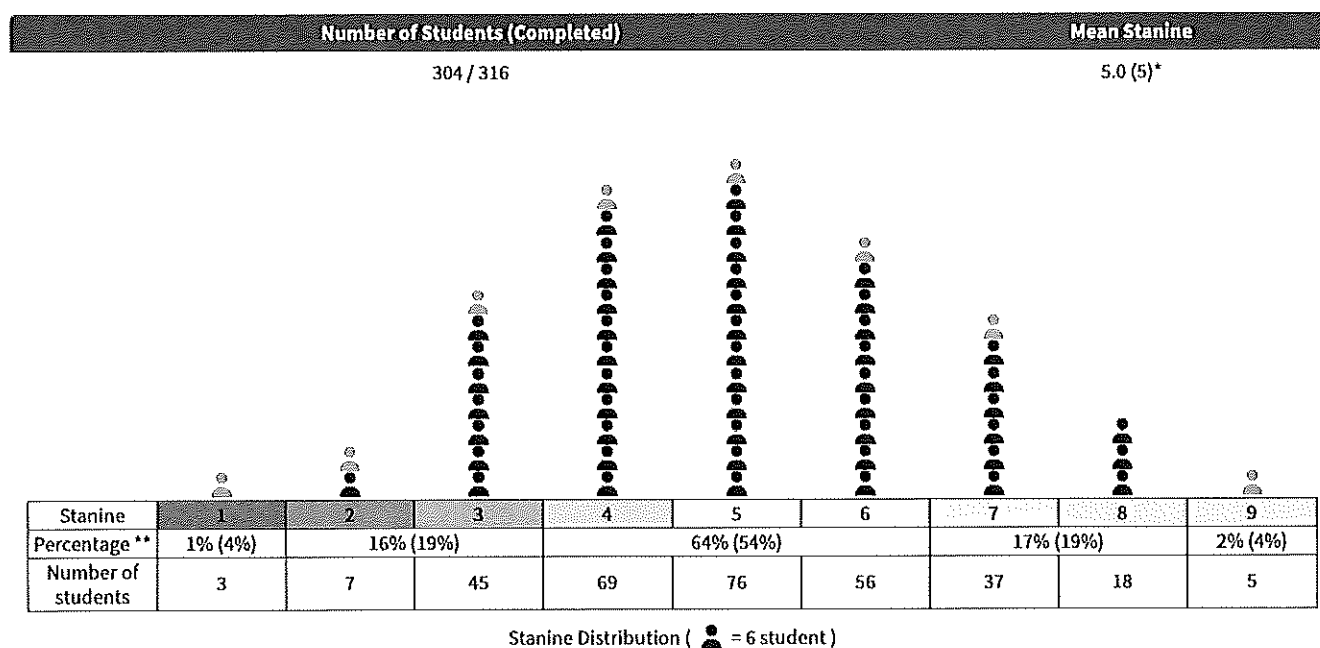
- Scale Score (best measure for tracking progress)
- Stanine (1–9 national comparison)
- Curriculum-related information and sub-strand breakdowns.

Area: Mathematics

Visual Data Report: To be presented at the next meeting.

P.A.T Mathematics overshoot shows that we have improved from a mean of 4.9 in Term 2, 2025 to a mean of 5.0 in Term 2, 2026.

PAT: Mathematics

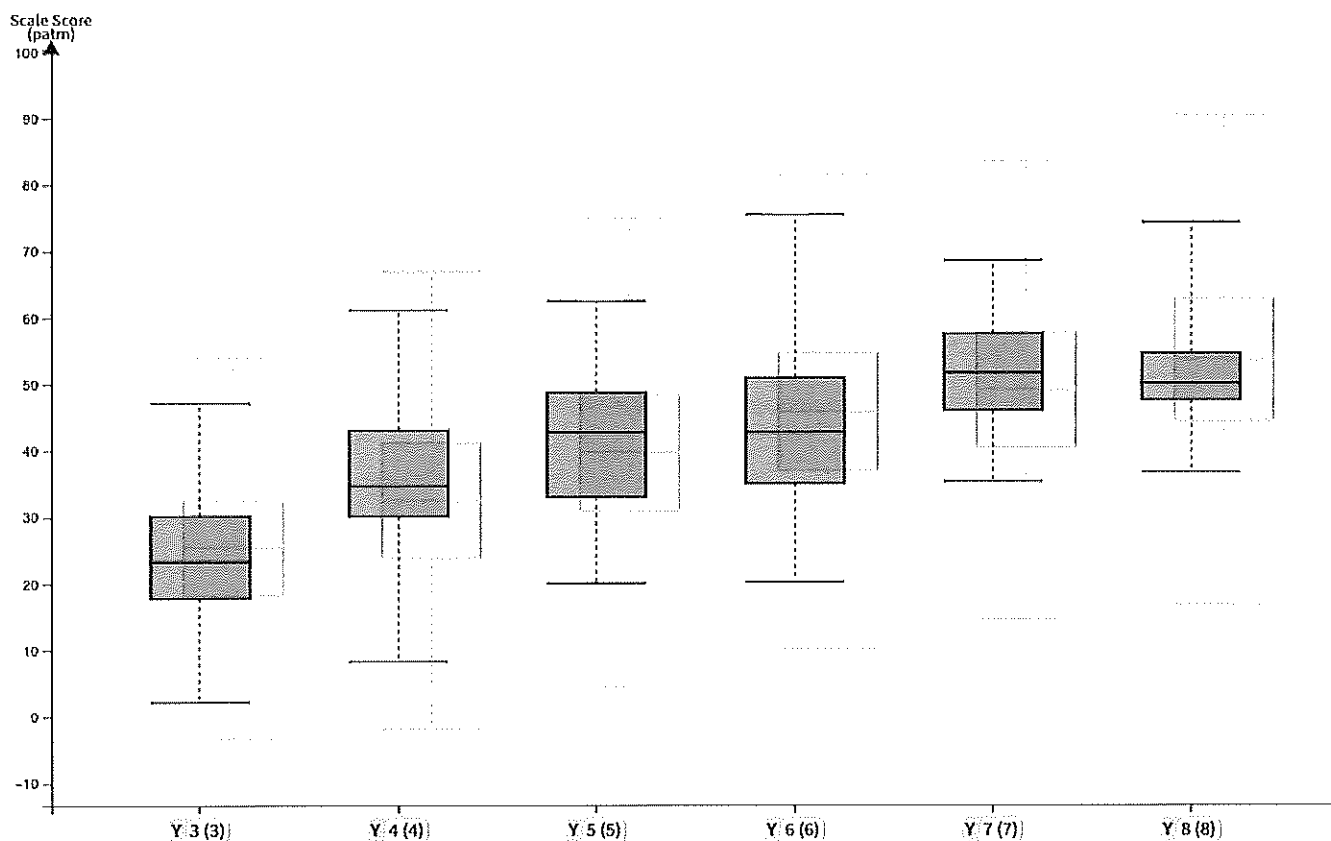


* Numbers in brackets provide statistics for all students in the national reference group.

** Percentages may not add up to 100 percent due to rounding.

Overall trends with National comparisons show we have a lower tail than National trends. However, all groups sit below the upper quartile. Across all year levels we are sitting slightly

below or above the National mean. Note: These comparisons include 70 ākonga who are either on a Learning I.E.P or SENCO I.E.P. which represents 22.2% of the total cohort.



Changes with the new National Curriculum Descriptors:

NZCER has provided a tool that allows schools to compare PAT results against the new Curriculum Descriptors. Initial analysis indicates that the expectations for Mathematics have shifted significantly. As a result, the proportion of ākonga identified as meeting curriculum expectations is likely to reduce substantially, both at Stratford Primary School and nationally.

The table below compares the percentage of ākonga currently tracking at or above curriculum expectations using the new descriptors. For Term 2, this includes students assessed as **Consolidating, Proficient, or Exceeding**. For comparison, the stanine data reflects the traditional benchmark of students achieving at or above expectation, represented by **Stanines 5–9**.

This comparison demonstrates the impact of the revised expectations rather than a decline in student achievement. The change reflects a recalibration of curriculum expectations and provides schools with a new reference point for evaluating student progress and achievement.

New descriptors for raised benchmarks in the new Mathematics Curriculum:

- A small majority of Year 4, Year 5, and Year 7 ākonga are meeting or exceeding expectations in Mathematics.
- Less than half of Year 3, and Year 6 ākonga are meeting or exceeding expectations.
- In Year 8, less than a third are meeting or exceeding expectations.

Compared with National Cohort Comparison using Stanine 5-9 as meeting or exceeding expectations in Mathematics:

- A large majority of Year 4, Year 5 and Year 7 ākonga are meeting or exceeding the National Cohort in the PAT Mathematics Assessment.
- A small majority of Year 3 and Year 6 ākonga are meeting or exceeding the National Cohort in the PAT Mathematics Assessment.

- Less than half of Year 8 ākonga are meeting or exceeding the National Cohort in the PAT Mathematics Assessment.

Year Level	Curriculum Descriptors-	Stanines: 5 - 9
Year 3	37.4%	52%
Year 4	52.0%	77%
Year 5	60.7%	67%
Year 6	41.2%	53%
Year 7	57.7%	75%
Year 8	26.9%	45%
Overall	49.9%	61.5%

Area: Reading

Visual Data Report: Shared by the Deputy Principal

Who completed the assessment:

- Year 4-8 ākonga who completed the assessment: 247/260 (95%)
- Learning IEP ākonga who completed the assessment: 54 ākonga (21.9%)
- SENCO ākonga who completed the assessment: 5 (2.0%)
- Total IEP Learners = 59 ākonga (23.9%)

Data Trends: (Progress from Term 2, 2025 → Term 2, 2026)

Year 4: N/a

60% of akonga are 'At' (consolidating to exceeding).

13% of akonga are 'Exceeding'.

32% of akonga are 'Developing.'

Year 5: 4.5 → 4.7 (+0.2 improvement)

69% of akonga are 'At' (consolidating to exceeding).

Area of strength

Year 6: 4.1 → 4.4 (+0.3 improvement)

53% of akonga are 'At' (consolidating to exceeding).

43% of akonga are 'Developing.'

Area to focus on.

Year 7: 4.9 → 5.2 (+0.3 improvement)

72.9% of akonga are 'At' (consolidating to exceeding).

11.5% of akonga are 'Exceeding'.

Area of strength

Year 8: 3.9 → 4.1 (0.2 improvement)

46.4% of akonga are 'At' (consolidating to exceeding).

40% of akonga are 'Developing.'

Area to focus on.

Overall: 4.3 → 4.6 (0.3 improvement)

60.2% of students are 'At' (consolidating to exceeding).

7.3 % Exceeding.

30.1% Developing.

Comment: A small majority of Year 4-8 ākonga are working within or exceeding

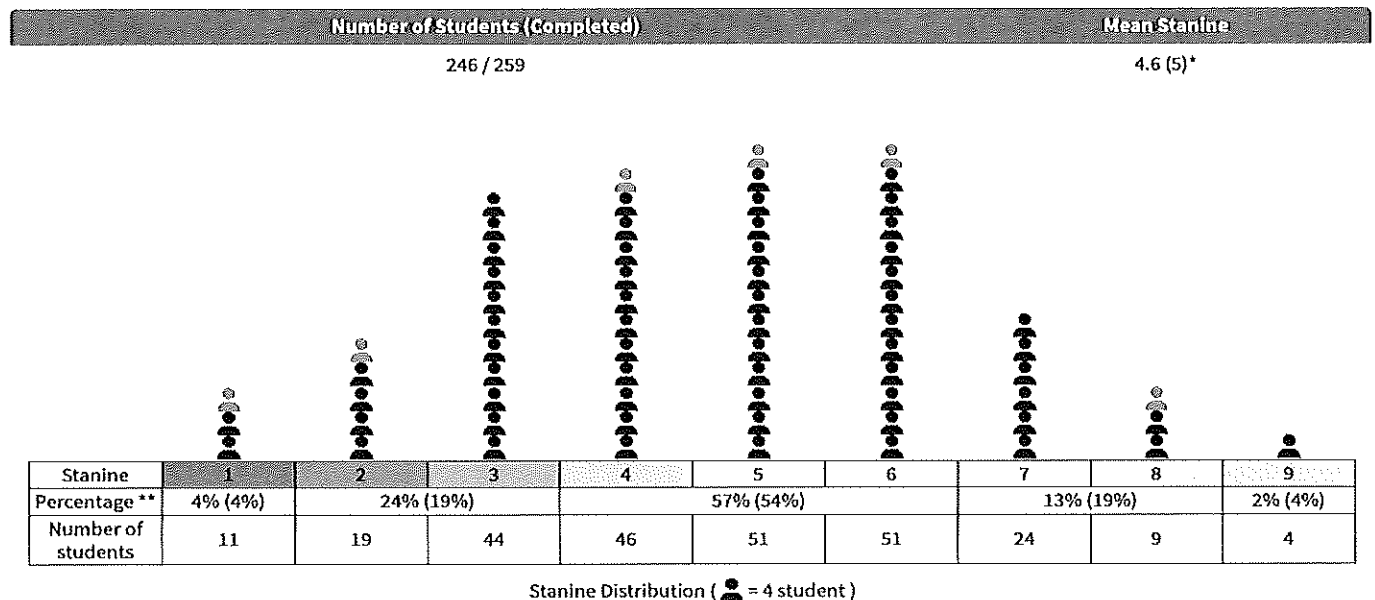
National expectations in the Reading PAT Assessment (65+ represents a large majority).

Reading PAT Assessment (Year 4-8 Cohort) - Week 1-5, Term 2, 2026.

Year Level	Emerging	Developing	Consolidating	Proficient	Exceeding
Year 4 (47)	4 (8%)	15 (32%)	8 (17%)	14 (30%)	6 (13%)
	0 - 14.1	14.2 - 25.1	25.2 - 32.2	32.2 - 42.1	42.2 - 90
Year 5 (52)	2 (4%)	14 (27%)	16 (31%)	17 (33%)	3 (5%)
	0 - 22.3	22.4 - 33.3	33.4 - 40.3	40.4 - 50.3	50.4 - 90
Year 6 (54)	2 (4%)	23 (43%)	14 (26%)	11 (20%)	4 (7%)
	0 - 30.8	30.9 - 41.8	41.9 - 48.8	48.9 - 58.8	58.9 - 90
Year 7 (52)	10 (19.2%)	4 (7.6%)	15 (28.8%)	17 (32.6%)	6 (11.5%)
	0 - 39.1	39.2 - 50.1	50.2 - 57.1	57.2 - 67.1	67.2 - 90
Year 8 (54)	7 (12.9%)	22 (40.7%)	12 (22.2%)	13 (24.2%)	0 (0%)
	0 - 46.1	46.2 - 57.1	57.2 - 64.1	64.2 - 74.1	74.2 - 90
Overall (259)	25 (9.6%)	78 (30.1%)	65 (25%)	72 (27.9%)	19 (7.3%)

Overall Cohort:

PAT: Reading Comprehension



* Numbers in brackets provide statistics for all students in the national reference group.

** Percentages may not add up to 100 percent due to rounding.

The overall Reading Comprehension results indicate achievement that is broadly aligned with national expectations, although the cohort is performing slightly below the national average. The mean stanine of 4.6 sits just below the midpoint of Stanine 5, suggesting that while most

students are achieving within the expected range, there is a modest shift towards the lower-middle stanines. Compared to Term 2, 2025, there has been a big shift from Stanine 5-6.

The distribution forms a reasonably balanced bell curve centred on **Stanines 4-6**, with the largest concentrations of students in Stanines 5 and 6.

Key Strengths:

- Mean achievement remains within the average range.
- 61% of students are achieving in Stanines 4-6.
- Very few students (4%) are in the lowest stanine.
- The distribution is stable and centred around expected achievement levels.
- Most students demonstrate age-appropriate reading comprehension skills.

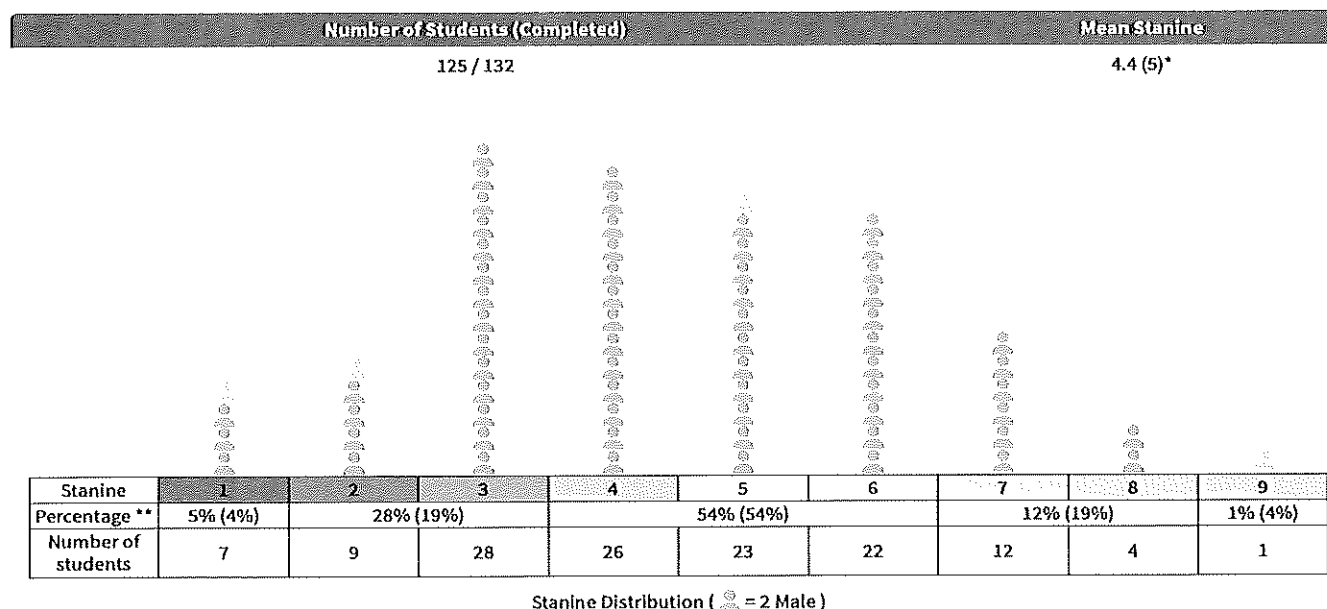
Areas for Development

- Nearly one-third of students (30%) are performing below the average range (Stanines 1-3).
- 16% are achieving in Stanines 7-9, compared with 23% nationally.
- There is an opportunity to increase the number of students progressing from the middle stanines into the higher achievement bands.
- Targeted support for students in Stanines 2-3 could help shift more learners into the average range.

Boys cohort:

Applied Filters:
Gender: Male

PAT: Reading Comprehension



* Numbers in brackets provide statistics for all students in the national reference group.

** Percentages may not add up to 100 percent due to rounding.

Overall Performance:

The distribution is centred around **Stanines 3-6**, indicating that most boys are performing within the average range for reading comprehension. The mean score of **4.4** sits slightly below the

national midpoint of Stanine 5, suggesting overall achievement is close to, but marginally below, the national average.

Shape of the Distribution:

The pattern resembles a bell curve but is **shifted slightly toward the lower-middle stanines**. The largest groups are in Stanines 3 and 4, rather than around Stanines 5 and 6 where a nationally representative distribution would typically peak.

This suggests reading comprehension skills are generally developing appropriately for many boys.

There is a sizeable group requiring support to move from below-average achievement into the average range. There are relatively few high-achieving readers.

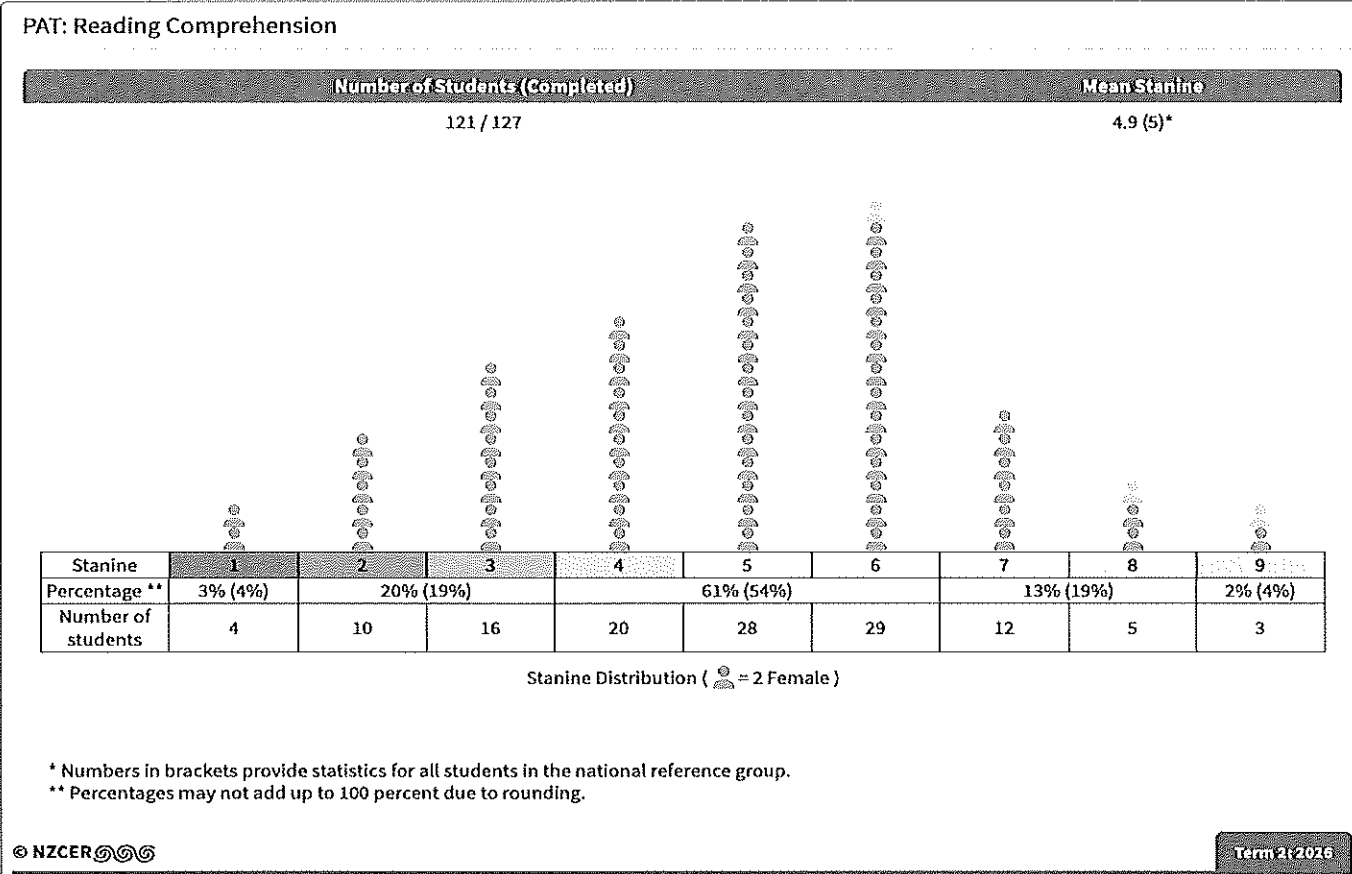
Progress from 2025:

Progress from Term 2, 2025 to Term 2, 2026 shows an improvement for Boys from 4 → 4.4 Stanine mean (+0.4 improvement).

Girls cohort:

Applied Filters:

Gender: Female



Overall Performance:

The girls' Reading Comprehension results show a distribution that is closely aligned with, and in some respects slightly stronger than, national expectations. The mean stanine of **4.9** is very close to the national midpoint of Stanine 5, indicating overall achievement is broadly at the expected level. The distribution is centred on **Stanines 5 and 6**, with the largest groups of students achieving within these average-to-above-average bands.

Progress from 2025:

Progress from Term 2, 2025 to Term 2, 2026 shows an improvement for Girls from 4.7 → 4.9 Stanine mean (+0.2 improvement).

What has been happening around the school:

Ākonga:

Week 3, Term 2: Blake VR Experience (Yr 5-8); Huranga Whānui (Yr 7-8); Kapa Haka; Taranaki Golf.

Week 4: Huranga Whānui (Yr 7-8); Kapa Haka; Pink Shirt Day; Taranaki Golf; Football Trials (Yr 7-8).

Week 5: Junior Syndicate trip to Lake Rotokare; Rippa Rugby (Yr 5-6); Huranga Whānui (Yr 7-8); Senior Trips to Pukeiti; Kapa Haka; Year 5-6 versus Bell Block School.

Week 6: Year 5-6 versus Fitzroy School; Mr Stone (S.H.S); Kapa Haka.

Week 7: Huranga Whānui (Yr 7-8); Kapa Haka; Taranaki Mohoao Fundraiser for the Kings Theatre (We raised over \$450).

Whānau:

Week 3, Term 2: SENCO I.E.Ps; Learning I.E.Ps; Assembly.

Week 4: SENCO I.E.Ps; Learning I.E.Ps; Assembly.

Week 5: Junior Syndicate trip to Lake Rotokare; Learning I.E.Ps; Assembly; Senior Trips to Pukeiti.

Week 6: Assembly; Mathematics Teachers Only Day.

Week 7: King's Birthday; Assembly.

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

Week 3: AP + Leadership Support attended an all day workshop on the new EOTC requirements. Two teachers attended the Incredible Years Course. The Principal mentored an acting Principal as part of the mentor programme he is involved in.

Week 4: The Principal organised an overnight visit to Palmerston North for Principals from the Taranaki Mohoao Cluster. Ten attended three schools on Friday.

Week 5: The Principal organised and led the Taranaki Mohoao termly Leadership Hui.

Week 6: Teachers engaged in a staff meeting around writing moderation, which was led by the DP. Two teachers attended the Incredible Years Course. The AP attended the Mathematics Network Hui. All teams were released to work with Bek Galloway as part of the ongoing Curriculum Development. Teams have already planned for Term 3.

Week 7: The AP attended the AP/DP Network Hui. Three teachers attended the Emerging Leaders Hui.

Whānau Day Feedback: Updated

- 35 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 Learn Led Conferences: Positive 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.
 - Phai Carr: Permanent from the start of Term 3 (3 days per week). Fulltime teaching from the start of 2027. Staff have been made aware of Phai's return.
- Lauren Giddy has resigned from her teaching position at Stratford Primary School after accepting a teaching position in the United Arab Emirates. Lauren will finish at the end of Week 3, Term 3. Alyssa Coombes has been appointed to take over the teaching of Room 6. To support a smooth transition, Alyssa has already begun working alongside Lauren in the classroom and will spend all of Week 3 working with her prior to her departure. All staff will be informed of this change on the Call Back Day during the upcoming school holidays. Whānau and ākonga will be advised on the first day of Term 3 to ensure clear communication and a positive transition for the class.
- **The following staff are requesting leave for 2027:**
 - Angela Chubb - travelling/working overseas for a year.
 - Aimee Woodhead - taking a break, working part time around the area and travelling.
 - Both Angela and Aimee intend on returning at the start of 2028.
 - The Principal will inform staff Angela and Aimee's leave once this has been confirmed by the Board.

Motion: To appoint Phai Carr as a permanent teacher from the start of Term 3, 2026.

Motion: To accept Lauren Giddy's resignation letter.

Motion: To grant Angela Chubb and Aimee Woodhead Leave (LWOP) for the 2027 school year. They will need to confirm their intent to return before 1 August 2027.

Moved: Kate/Fiona R

Support staff updates:

ORS and High Health Staffing – 2027:

- The Principal has been seeking further advice regarding the management of staffing changes associated with ORS and High Health-funded ākonga for 2027. Due to changes

in funding and student needs, this is likely to result in a reduction of learning assistant hours within the SENCO Team.

At this stage, any proposed changes would be limited to a maximum reduction of 20% in allocated hours. The school will ensure that all decisions are made in accordance with good employment practice and will follow the guidance and advice provided by NZSTA throughout the process.

Motion: To approve the above changes

Moved: Jason B/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):

- Ashley Otene (Learning Assistant) is requesting 5 days to travel to Samoa with her whānau. This will be LWOP. Ashley previously 2 days (Term 1) and 3 days (Term 2) LWOP.
- Kylie Dillon has requested LWOP to travel to Japan from 20 October to 1 November 2026.

Motion: To approve Ashley Otene's (Learning Assistant) 5 days leave without pay from 9 August to 14 August 2026. To approve Kylie Dillon's (Learning Assistant) 8 days leave without pay from 20 October to 1 November 2026.

Moved: Fiona J/David

Staff Wellbeing + Supportive Team Culture:

- Number of staff who have had 5+ days away with sickness this month = N/A
 - Term 1 sickness: Days (Teachers) = 61.5; Term 2 sickness: Days (Teachers) = 74
 - Term 1 sickness: Days (Support Staff) = 64.5; Term 2 sickness: Days (Support Staff) = 43.5;
Note: Some support staff have used their Sick Leave entitlement. This means they are on SWOP (Sick Leave Without Pay).
 - Teachers LWP - Family, Sport, Funeral, Weddings = 29.5 Days;
Support Staff - Family, Sport, Funeral, Weddings = 17 days.
 - LWOP - all staff = 33.5 days.

Property:

5YA Projects

- Rooms 2 and 3 will receive new heat pumps in the coming weeks. This work has been prioritised due to the current heating system being unable to adequately heat both learning spaces during colder weather. The Board has agreed to fund the installation of the new heat pumps to ensure the issue is addressed as soon as possible. This expenditure will subsequently be reimbursed by the Ministry of Education as part of the school's wider heating upgrade programme.
- Previous comments:
 - 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.

Building Project

- **Phase 1:** Installation of the new classrooms has been completed.
- **Phase 2:** The completion of Phase 2 has been delayed due to consent requirements and recent weather conditions. The Principal is currently following up on several items, including concrete pathway work and repairs to affected ground areas. ABC will also be involved in the next stage of the project. We remain hopeful that the Ministry of Education will fund all required camera infrastructure work. However, the Board may still need to fund the purchase and installation of the cameras themselves. This is separate from the previously discussed quote relating to the relocation and upgrading of cameras at the rear of the school.
- **Phase 3:** The Principal will engage with local iwi when the moving of Room 20 is confirmed. This will involve the process for closing the whārenui and adding window designs on the new whārenui. The Board will need to factor in what we do around the entrance area to the new whārenui when the project is completed. See below for an example of the entrance way, which is by the main gate. Wet areas will be installed into the new block during this phase.

Previous updates: The Principal has asked that Room 20 be 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 Whānui programme.

- **Phase 4:** Demolition of the back block and landscaping of the area will follow once the relocation work has been completed.

SENCO Space: New update:

- A Property Modification Report has been submitted to the Ministry of Education to support one of our ORS-funded ākonga who is experiencing difficulty entering and exiting the SENCO building while using a wheelchair. The report identifies several accessibility issues, including narrow and heavy doorways within the Junior Block. These doors currently restrict independent access to the toilet facilities and other learning spaces. The proposed modifications aim to improve accessibility, safety, and independence for the student while ensuring the facilities are suitable for all users. We will continue to work with the Ministry of Education and property advisors as the assessment and approval process progresses.
- 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 June 2026

Moved: Deb/Jason B

4. Strategic Decisions:

- Policy follow ups from the last meeting:** n/a
- Policy Review (Governance):**

- Education Outside the Classroom (Board)

Follow ups from the last meeting:

The Board looked at questions 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.

Questions the school board should be asking about EOTC in their school - source: Education Outdoors, V3, 22.05.25.

Examples:

- 1. How does the school ensure good decisions are made to halt, modify or proceed on the day and during the event? Approval process, final check in, operational limits.*

2. What policies/procedures are in place for working with external providers (including clarity of roles)? External Provider agreements.
3. What professional learning and development plans are in place to support teachers to deliver quality EOTC? PLD plans.
4. What is the review process for EOTC documentation and systems? Review plan, Actions/tracked changes from previous review.

What is the difference between Standard Operating Procedure (S.O.P) and Record of Analysis of Risk (R.A.S).

SOP (Standard Operating Procedure) = step-by-step instructions on how to carry out a task safely and consistently.

- Example: How staff supervise swimming lessons.

RAS (Record of Analysis of Risk) = identifies hazards, assesses risk levels, and records controls.

- Example: Assessing the risks of an Education Outside the Classroom (EOTC) trip e.g. Turangi Camp in 2027.

SOP	RAS
Tells people what to do	Identifies what could go wrong
Procedure/instructions	Risk assessment/documentation
Focuses on the task	Focuses on the hazards and controls

Amended Privacy Legislation:

IPP3a - Summary from the video:

- Person information collected on or after 1 May 2026.
- All reasonable steps to tell individuals what information is collected indirectly.
- Directly: Enrolment Form
- Indirect: Collected about someone - shared from other agencies, online... it is not from them.
- IPP2: You can still collect information.
- Exceptions when you do not have to tell people:
 - Other agencies have made them aware of the collection.
 - Contractual arrangements.
 - Not reasonably practicable.
- What information would we collect? Enrolment Forms, Health and Consent Forms for Camps.

Questions from The Board:

1. What is the definition of 'collected' in terms of data?

Examples include:

- Enrolment forms completed by parents.
- Teacher observations recorded in a student file.
- Emails received about a student.
- Meeting notes.
- Incident reports.
- CCTV footage.

- Information received from another school, agency, or professional.

2. 'Where appropriate' what does this cover/not cover.

In practice, "where appropriate" means the school should take reasonable steps depending on:

- The sensitivity of the information.
- The age and maturity of the child.
- The purpose for collecting the information.
- The circumstances of the situation.

Examples where it would be appropriate:

- ☒ Explaining to parents and students why information is being collected at enrolment.
- ☒ Advising staff why performance or employment information is being collected.
- ☒ Seeking consent before publishing student photos.

Examples where it may not be appropriate or necessary:

- ☒ Repeating privacy notifications every time a teacher writes a classroom note.
- ☒ Seeking consent where collection is required by law.
- ☒ Informing an individual where a specific Privacy Act exception applies (e.g., doing so would prejudice the purpose of the collection).

A useful board test is: "Would a reasonable person expect us to tell the individual about this collection or use of information?"

3. What is covered under O.I.A e.g. Running Docs for children staff are concerned about?

For student information, there are usually two separate regimes:

- A parent/student requests information about that student
- A member of the public requests information held by the school.

Likely withheld or redacted

- Information identifying other students.
- Confidential information provided by another family.
- Staff opinions where release would unreasonably breach another person's privacy.
- Information that could endanger safety or wellbeing.

Board governance implication

For Boards, the biggest practical impact is on:

- Student wellbeing files;
- Behaviour and incident records;
- Complaints and employment investigations;
- Information received from external agencies.

A useful question for the Board to ask is:

"If we receive information about a student, parent, or staff member from someone else, have we considered whether IPP 3A requires us to notify that person?"

The Principal provided an example.

Information about the changes to the board objective set out in section 127 of the Education and Training Act 2020,

- Paramount objective

- *Supporting objectives*

c. Board Work Plan Actions:

- Referred to Board Work Plan Document

d. Other:

- i. Education Bulletin:

e. Board Training

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

Finance:

5. Finance Committee - Monthly Report:

- April Accounts, see the minutes. Are there any questions?
- 2025 Audit: What review processes do we need to add into our Board Annual Work Plan.
- *Potential Fraud Risk Areas and Mitigating Controls*

The Board has considered the school's key fraud risk areas and the controls currently in place to mitigate these risks.

a. Credit Card Expenditure

Risk: Personal or inappropriate expenditure being charged to the school; Inadequate supporting documentation.

Control: All credit card statements and supporting documentation are reviewed and approved by the Finance Committee and Presiding Member. GST receipts and business purposes are required for all transactions.

b. Principal Reimbursements

Risk: Personal expenses being claimed as business expenses; Claims not independently reviewed.

Control: All Principal reimbursement claims are approved by the Presiding Member and supported by receipts and documentation.

c. Professional Supervision and Professional Learning & Development

Risk: Payments for services not received; Personal benefit from expenditure.

Control: All expenditure is approved in accordance with delegated authority and supported by invoices and evidence of attendance or service delivery.

d. Fuel Card Usage

Risk: Personal fuel purchases; Unauthorised use of fuel cards.

Control: Monthly fuel card statements are reviewed and signed by the Principal; Purchases are reconciled against expected travel requirements.

e. Banking and Electronic Payments

Risk: Unauthorised payments; Changes to supplier bank accounts; Misappropriation of

funds.

Control: Segregation of duties is maintained wherever practicable; Payment preparation and payment authorisation are undertaken by different individuals; Changes to supplier bank account details are independently verified.

f. Payroll

Risk: Incorrect payments; Fictitious employees; Unauthorised salary changes.

Control: Payroll reports are regularly reviewed; Staffing entitlement and payroll expenditure are monitored against budget allocations.

g. Procurement and Purchasing

Risk: Conflict of interest; Unauthorised purchases; Favouring suppliers for personal benefit.

Control: Delegated financial authorities are followed; Significant purchases are approved through Board processes where required.

h. School Assets

Risk: Theft or misuse of equipment, including laptops, iPads, and other electronic devices.

Control: Asset registers are maintained and regularly reviewed; Physical checks are undertaken periodically.

i. Board Oversight

Risk: Fraud indicators not being identified through governance processes.

Control: Finance Committee minutes are provided to the external auditor; Finance Committee discussions and recommendations are recorded in minutes; Regular financial reporting is presented to the Board for review and scrutiny.

The Board considers that these controls provide reasonable assurance that the risk of fraud is minimised and that any irregularities are likely to be detected in a timely manner.

- *Any questions? Australia Trip Costings - Clarification on Airport Lounge cost for the staff. Is this a justifiable use of school finances?*

- *The Principal, Deputy Principal, and Associate Principal will depart early on Sunday morning and therefore need to travel to Auckland the previous day. To minimise costs, they have selected budget accommodation without breakfast.*

As airport food can be expensive, the Strata Lounge provides a paid option prior to the 6:00am departure. Access includes breakfast, snacks, refreshments, and a comfortable space before the flight. This cost may not be required, depending on the final arrangements made by the Study Group; however, the Principal wishes to be transparent about all potential travel-related expenses.

The Deputy Principal and Associate Principal will also return on a Saturday from the Gold Coast. Access to an airport lounge may provide a cost-effective alternative to purchasing meals and refreshments at Coolangatta Airport. Due to the timing of their return flight to New Zealand, they will not arrive back in New Plymouth until the following day.

- *This provision applies only to overseas travel. Staff do not access the Auckland*

Strata Lounge when undertaking domestic travel, and no staff members are provided with Koru Club membership as part of their employment package.

The option to access the Strata Lounge is available only where it represents a reasonable and cost-effective alternative to purchasing meals and refreshments at the airport during international travel.

It is acknowledged that some principals may have access to Koru Club membership through separate arrangements approved by their individual Boards. No such arrangement exists at Stratford Primary School.

The Board discussion reached a consensus that lounge access for the Deputy Principal and Associate Principal is a legitimate travel expense and sits within the approved professional learning budget. The purpose of including these costs is to ensure transparency regarding the maximum anticipated expenditure associated with the trip.

These costs represent the highest expected expenditure and may not be incurred. Actual costs will depend on the final travel arrangements, study group programme, and airport requirements.

Follow up note: The Principal has been able to find a cheaper alternative to access the Strata Lounge for the team, using a WISE Card. The cost per person is \$54.

- *Washdown costs for the whole school appeared to be a significant amount of money. Jason to ask for a breakdown of costs.
Contact Chemwash and JP Pretorius to provide quotes.*

Motion: *To move the April Finance Minutes*

Moved: *Deb/ Jason B.*

Motion: *To move the 2025 Annual Audit*

Moved: *Kate/Deb*

6. Administration

- a. Review the minutes. Secretary to share the key points and decisions made.
- b. Identify agenda items for the next meeting on Monday 27 July 2026 at 5 pm.
- c. Date Change: Board Hui 6 - Monday 31 August 2026.
- d. Correspondence (see below):

7. Correspondence In:

- a. 23 March 2026: School Docs - Feedback from the Board.
- b. 15 May 2026: Reparation of Burglary.
- c. 19 May 2026: Angela Chubb - Leave request.
- d. 22 May 2026: Resignation letter - Lauren Giddy.
- e. 25 May 2026: Principal, Kaponga School.
- f. 26 May 2026: Ministry of Justice - Reparation.
- g. 7 June 2026: Aimee Woodhead - Leave request.

8. Correspondence Out:

a. 25 May 2026: Principal Kaponga School.

Minutes/Motion:

Motion: To move the correspondence list above.

Moved: Le-arna/Jason B

9. Meeting closure: Meeting closed at 7.30pm

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

Le-arna: 10.0 hrs	Deb: 4.0 hrs	Kate: 3.5 hrs
Jason.B: 4.0 hrs	Fiona.J: 3.5 hrs	David: 3.0hrs
Fiona.R: 7.0 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.

