

Stratford Primary School Board

Confirmed Board Minutes

Monday 27 July 2026 at 5.00pm

1. Administration:

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

Approved Presiding Member

 Date: 31/1/2026

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 (Presiding Member to sign):
- g. Added Agenda Items: Argest School Building Warrant of Fitness; Personnel Matters - Leave requests and resignation - see below; AIMS Games Lead Person - Nathan Taingahue.

Minutes/Motion:

Motion: The Board has reviewed the previous minutes from 15 June 2026 and confirmed the discussion which took place and to confirm the authenticity of the minutes.

Moved: Le-arna/David

2. Presentation:

n/a

Stratford Primary School

Principal Report – 20 July 2026

Curriculum Presentations by staff:	n/a
Provisional Staffing for 2026:	Funding for 454 ākonga - 22.30 FTTE - 26 Units + 2 additional units (RTLit and SENCO)
Current roll:	School Roll: 430 as of 3 July 2026. Year Level Numbers: - Year 1-2 = 105 (125) - Year 3-4 = 102 (108) - Year 5-6 = 111 (120) - Year 7-8 = 112 (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= 446 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 3 July 2026 = 47 (1 has since left)									
Withdrawals:	As at 3 July 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> Confirmed out of zone enrolments for Term 3. Year 1 = 2; Year 2 = 0; Year 3 = 1, Year 4 = 1; Year 5 = 2; Year 6 = 1. Total = 7 No Spaces: Year 7, Year 8 <u>Future Enrolment Windows:</u> 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. Note: Currently there will be no spaces in Year 6, 7 and 8.									
Follow up minutes: What were our 1 July student numbers in relation to our Operations Grant? Did we receive less funding or more funding? We are on track to receive the Budgeted Operational Funds for 2026. We have also received 'small' additional funding for the Relief Teachers Grant. Budget: \$104527.40 Adjusted Budget: \$105091.84 (+\$564.44)										
<table><tr><th colspan="3">Stepped Attendance Response Report: Term 3 2026</th></tr><tr><th>Attendance Report:</th><th>Stratford Primary School</th><th>SPS Goal 2026</th></tr><tr><td>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.</td><td>76%</td><td>80%</td></tr></table>		Stepped Attendance Response Report: Term 3 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.	76%	80%
Stepped Attendance Response Report: Term 3 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.	76%	80%								

Irregular attending: More than 80% and up to 90% attendance e.g. ākonga have between 6 and 10 days away in a term.	17%	11%
Overall for Regular and Irregular Attendance	93%	91% (When you add both groups)
Moderately attending: More than 70% and up to 80%	6% (17)	N/a
Chronically absent: 70% attendance or less	2% (7)	N/a

Term 2 Summary

How many students regularly attended school this term?

 **Regular Attendance**

76%

Compared to 66% in Term 2, 2025

 **Irregular Absence 17%**

Compared to 25% in Term 2, 2025

 **Moderate Absence 6%**

Compared to 6% in Term 2, 2025

 **Chronic Absence 2%**

Compared to 4% in Term 2, 2025

What were the main reasons given for absence this term?

1.  (M) Illness / Medical Absence 60%
2.  (E) Accepted (but unjustified) 15%
3.  (?) Unknown (Temporary) 10%
4.  (T) Unexplained / Trivial 6%
5.  (G) Holiday 6%

How many students were on time to class?

95% of students are arriving on-time regularly (i.e. over 90% of the time)

Attendance Report Comments:

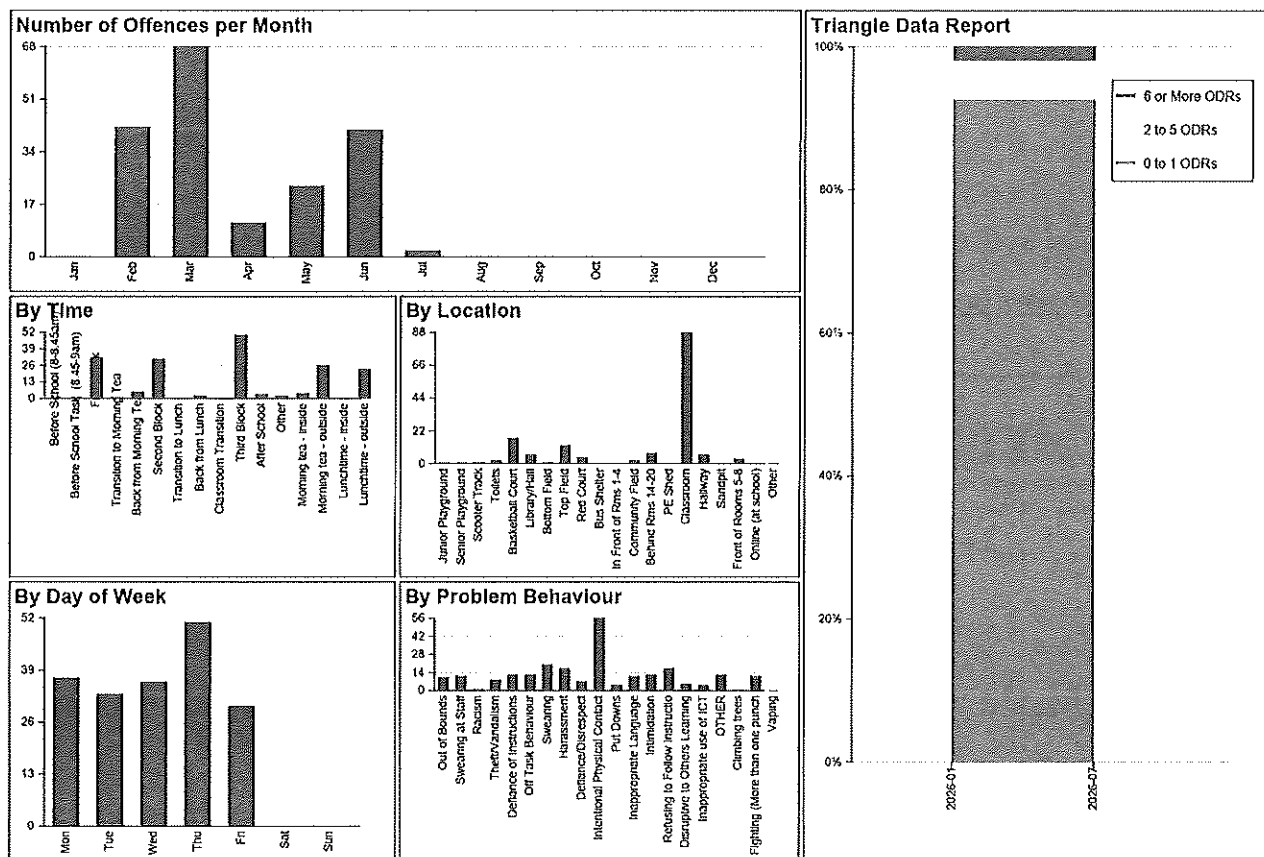
- *Sickness has lowered our regular attendance over the last month.*

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.

Stratford Primary School PB4L Summary - Jason Dombroski Whole School - 2026-01-01 to 2026-07-21



Data Analysis:

Positives

- Behaviour incidents have significantly decreased since the March peak, with very few incidents recorded in July, indicating positive progress.
- Around **90% of students** recorded **0-1 office etap entries**. This indicates that our school/ team wide consistencies are effective for the majority of students.
- Behaviour concerns are concentrated in a small number of students, allowing us to focus on targeted support. As mentioned in other reports, there are many interventions in action that range from low level strategies to some intense wrap around support where required.

Area for Focus

- Continue to strengthen behaviour expectations and supervision in classrooms, particularly during the first learning block and lunchtime.
- We have recently spoken about doing the basics well during the staff meeting. This includes:
 - Ensuring behavior consistency
 - Managing winter adjustments
 - Consistent and specific positive reinforcement
 - Ensuring area coverage and connection during active supervision.

Health and Safety Committee:

- June 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:

- 2/6: Stand Down - Anger towards another student, hit the student and had to be restrained.
- 2/6: Restraint - As above.
- 9/6: Restraint - Ākonga tried to randomly hurt two other students.

New Stand Downs (2026) = 4

- 16/6: Running home/stealing a scooter.
- 17/6: Swearing at a teacher.
- 17/6: Swearing at a teacher/running home.
- 19/6: Swearing, throwing equipment at his teacher, dangerous behaviour.

New Suspension (2026) = 0

New Restraints = 1

- 12/6: ASB student became stressed in assembly

New Search and Surrender Report = 0

Other matters to discuss In - Committee:

In committee at 5.10pm

Out of committee at 5.15pm

Total Stand Downs Report in 2026: 10	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: 8	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:

Updates will be shared at the next meeting.

Schoolwide Assessment: - PAT Mathematics Update

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%

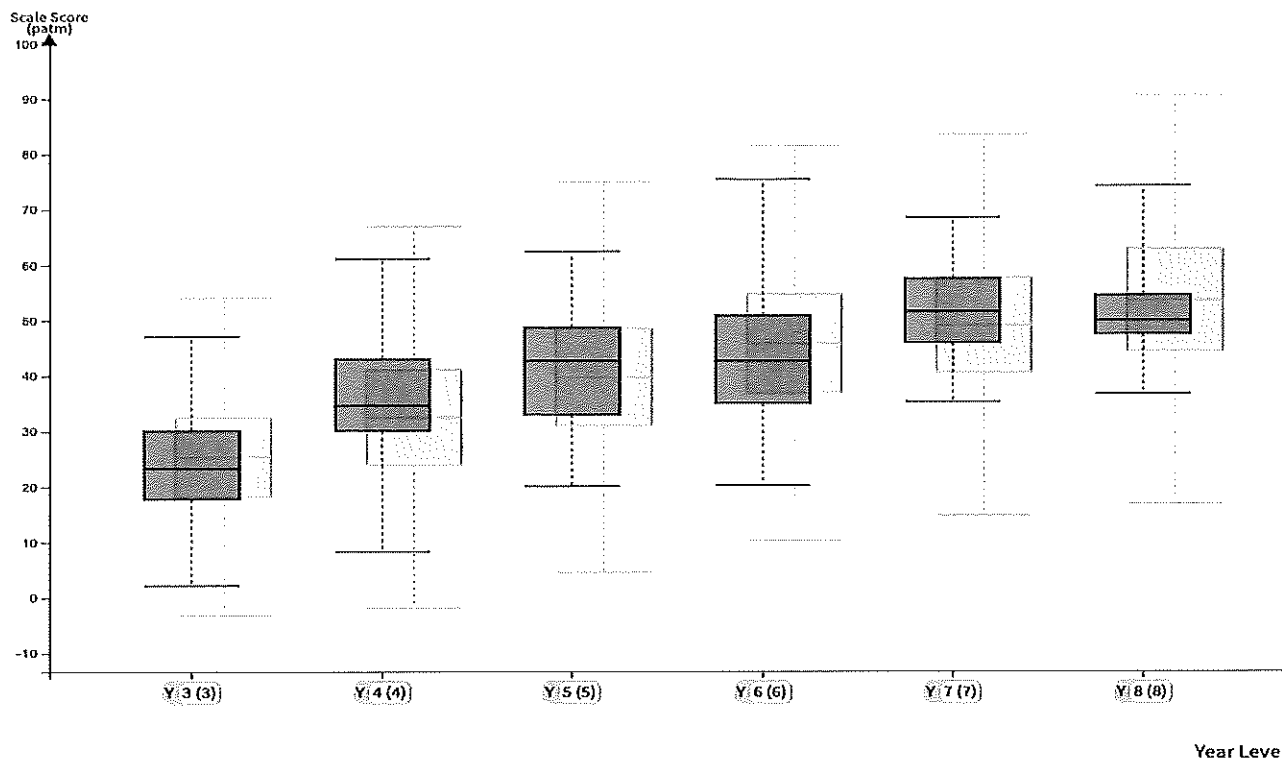
PAT results indicate Stratford Primary students are performing around or above the national average overall, while the new Curriculum Descriptors indicate a lower proportion are currently "on track". This is because the refreshed Mathematics curriculum has significantly raised year-level expectations rather than achievement declining.

Strengths statement:

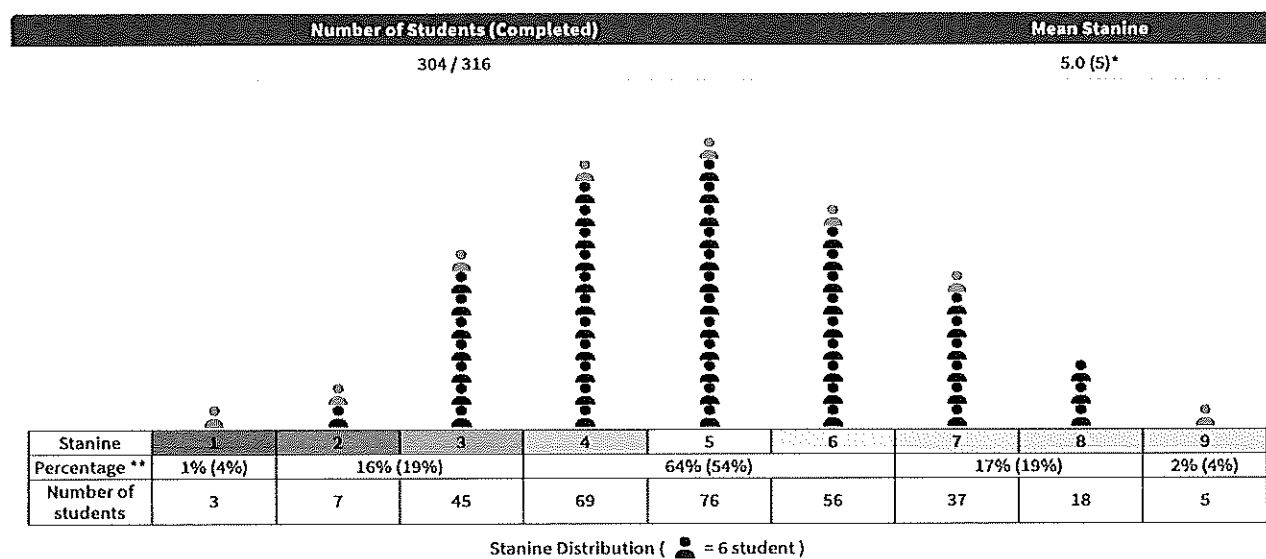
PAT Mathematics results indicate Stratford Primary students continue to perform broadly in line with national achievement, with a mean Stanine of 5 and steady growth in scale scores across year levels. Participation was exceptionally high (96.9%), providing confidence in the reliability of the data. Year 5 and Year 7 cohorts demonstrate particularly strong achievement against the refreshed curriculum descriptors, while the overall PAT distribution reflects achievement comparable with national norms.

Work-ons statement:

Continue strengthening teacher capability in implementing the refreshed Mathematics curriculum, with a particular focus on moving students from Developing to Consolidating. Priority should be given to Year 6 and Year 8 cohorts, while recognising the significant proportion of students supported through Individual Education Plans. Ongoing moderation using PAT evidence alongside classroom assessment will support consistent judgements against the new curriculum descriptors.



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.

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 ākonga are 'At' (consolidating to exceeding).
13% of ākonga are 'Exceeding'.
32% of ākonga are 'Developing.'

Year 5: 4.5 → 4.7 (+0.2 improvement)
69% of ākonga are 'At' (consolidating to exceeding).
Area of strength

Year 6: 4.1 → 4.4 (+0.3 improvement)
53% of ākonga are 'At' (consolidating to exceeding).
43% of ākonga are 'Developing.'
Area to focus on.

Year 7: 4.9 → 5.2 (+0.3 improvement)
72.9% of ākonga are 'At' (consolidating to exceeding).
11.5% of ākonga are 'Exceeding'.
Area of strength

Year 8: 3.9 → 4.1 (0.2 improvement)
46.4% of ākonga are 'At' (consolidating to exceeding).
40% of ākonga 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.

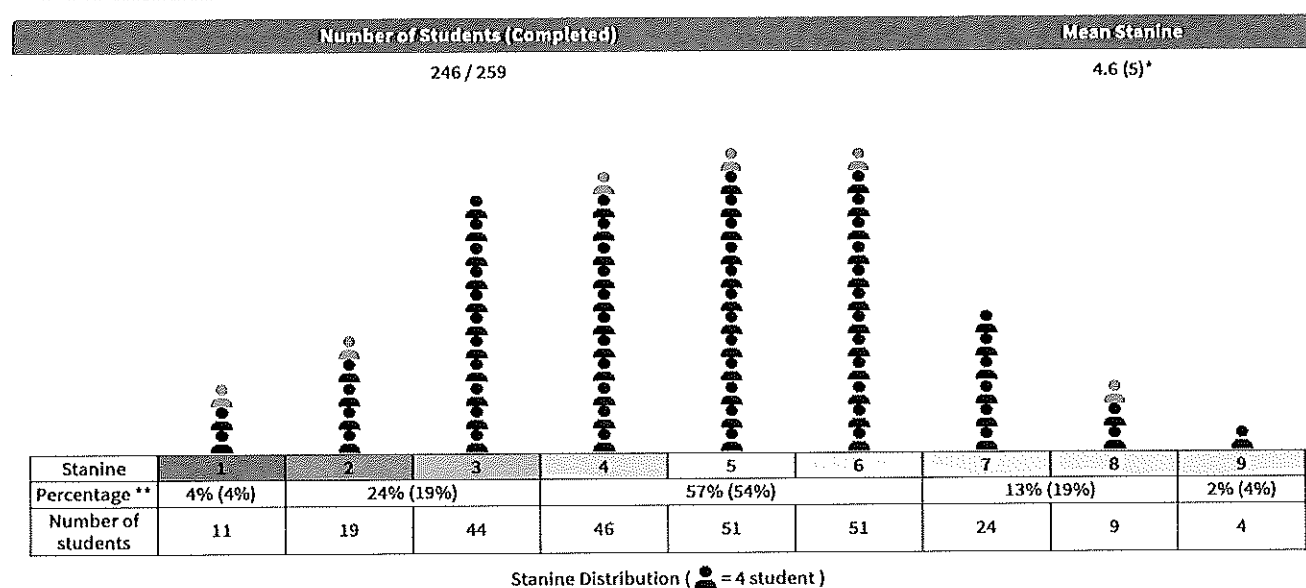
Comment: A small majority of Year 4-8 ākonga are working within or exceeding National expectations in the Reading PAT Assessment (65+ represents a large majority).

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

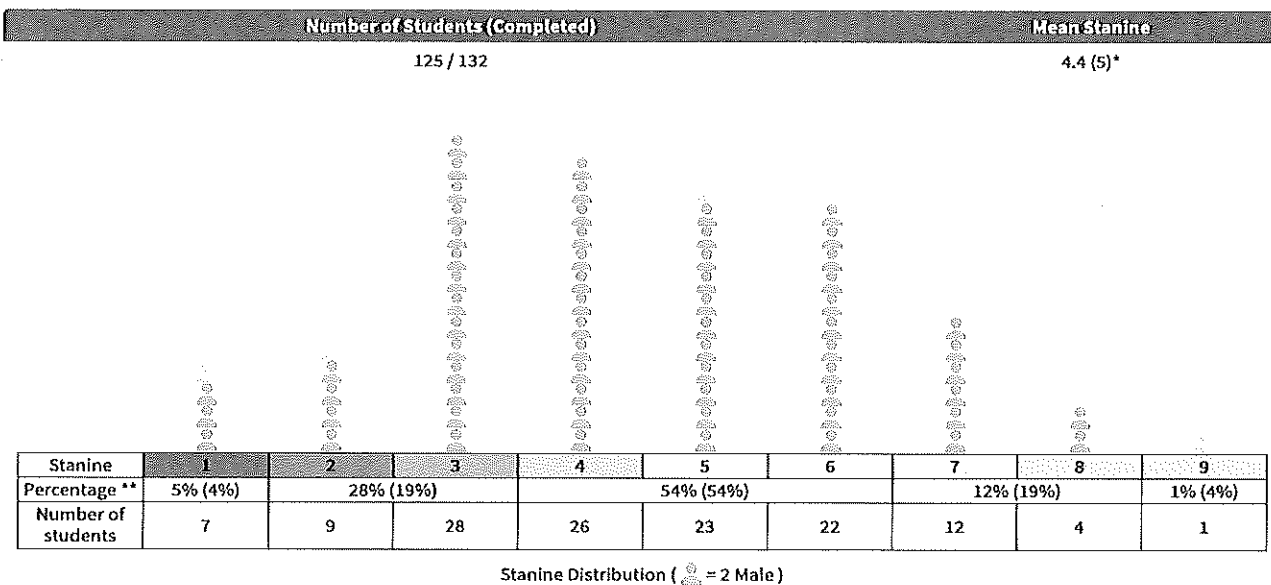
- Nearly one-third of students (30%) are performing below the average range (Stanines 1–3).
- 16% are achieving in Stanines 7–9, compared with 23% nationally.
- There is an opportunity to increase the number of students progressing from the middle stanines into the higher achievement bands.
- Targeted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

© NZCER

Term 2: 2026

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.

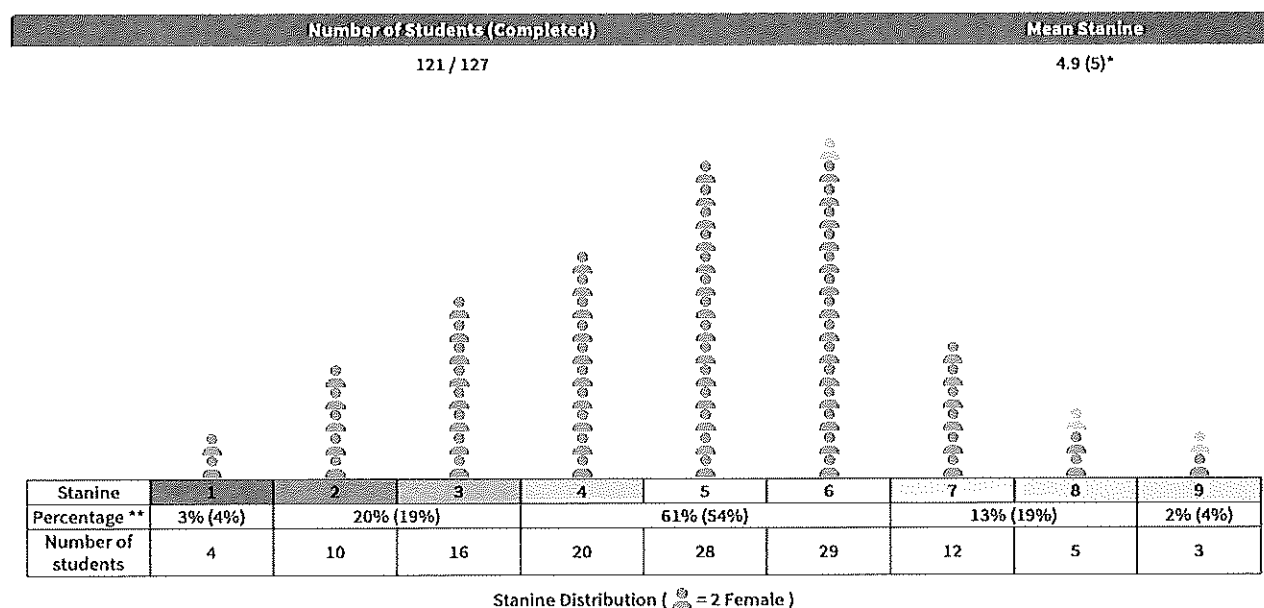
Progress from 2025:

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

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.

© NZCER

Term 2: 2026

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).

Reading Markbook Assessment: Using the New Descriptors - Whole School Cohort Including I.E.P. Ākonga.

Current Cohort (Including I.E.P. Learners)

- Term 2, 2026
- Cohort: 427 students (Years 0–8)
- This analysis includes all students, including approximately 20% of learners on Individual Education Plans (I.E.P.s). It provides an overall picture of reading achievement across the school.

Overall Picture:

- 133 students (31.1%) are already Proficient or Exceeding.
- 205 students (48.0%) are Exceeding, Proficient or Consolidating.
- 222 students (52.0%) remain Developing or Emerging.

Overall Evaluation:

The Reading data presents a positive but varied picture of achievement across the school. Approximately one-third of students (31.1%) are already Proficient or Exceeding, demonstrating they have already achieved the expected end-of-year curriculum level by the middle of the year. A further 16.9% are Consolidating, meaning they are progressing well towards becoming Proficient by year's end.

The strongest achievement is evident in Years 4, 5 and 7, where most students are already achieving or are on track to achieve curriculum expectations. The school's greatest opportunity lies in accelerating students currently in the Developing and Emerging categories, particularly within the Junior School, while continuing to move the large Consolidating group into Proficient during the second half of the year.

Given that this analysis includes approximately 20% of students learning through Individual Education Plans, the data demonstrates encouraging reading achievement across a diverse range of learners while providing clear priorities for continued improvement.

Boys vs Girls and Māori vs NZ European - Current Cohort (Including I.E.P. Learners):

Term 2, 2026

This analysis includes all students (Years 1–8), including approximately 20% of learners on Individual Education Plans (I.E.P.s). It provides an overview of equity and achievement across the whole school.

Overall Picture:

The Reading data shows a moderate gender difference, although it is considerably smaller than the difference observed in Writing.

Already Consolidating + Proficient or Exceeding

- Boys: $13.1\% + 29.1\% = 42.2\%$
- Girls: $20.4\% + 33.0\% = 53.4\%$

Girls have a small advantage, with approximately one-third already achieving the expected curriculum level by the middle of the year.

Overall Interpretation:

Reading shows a noticeable gender difference, although not to the same extent as Writing. Girls generally reach curriculum expectations earlier than boys, while boys are overrepresented in the Emerging category. Reducing the proportion of boys in Emerging while continuing to move students into Consolidating and Proficient remains the key priority.

Māori vs NZ European:**Overall Picture:**

The ethnicity differences in Reading are relatively small, particularly when compared with the gender differences.

Already Consolidating + Proficient or Exceeding

- Māori: $18.3\% + 28.3\% = 46.6\%$
- NZ European: $15.2\% + 34.1\% = 49.3\%$
- NZ European students have a modest advantage in students already achieving the expected curriculum level.

Overall Interpretation:

The Reading data suggests that ethnicity differences are relatively small.

Māori and NZ European students have very similar overall achievement profiles, with the main differences occurring in where students sit within the higher achievement bands. Māori students have slightly more students achieving at the Exceeding level, while NZ European students have more students already Proficient. The relatively similar Consolidating proportions indicate many Māori learners are progressing well towards becoming Proficient.

Key Messages for the Board:

Gender

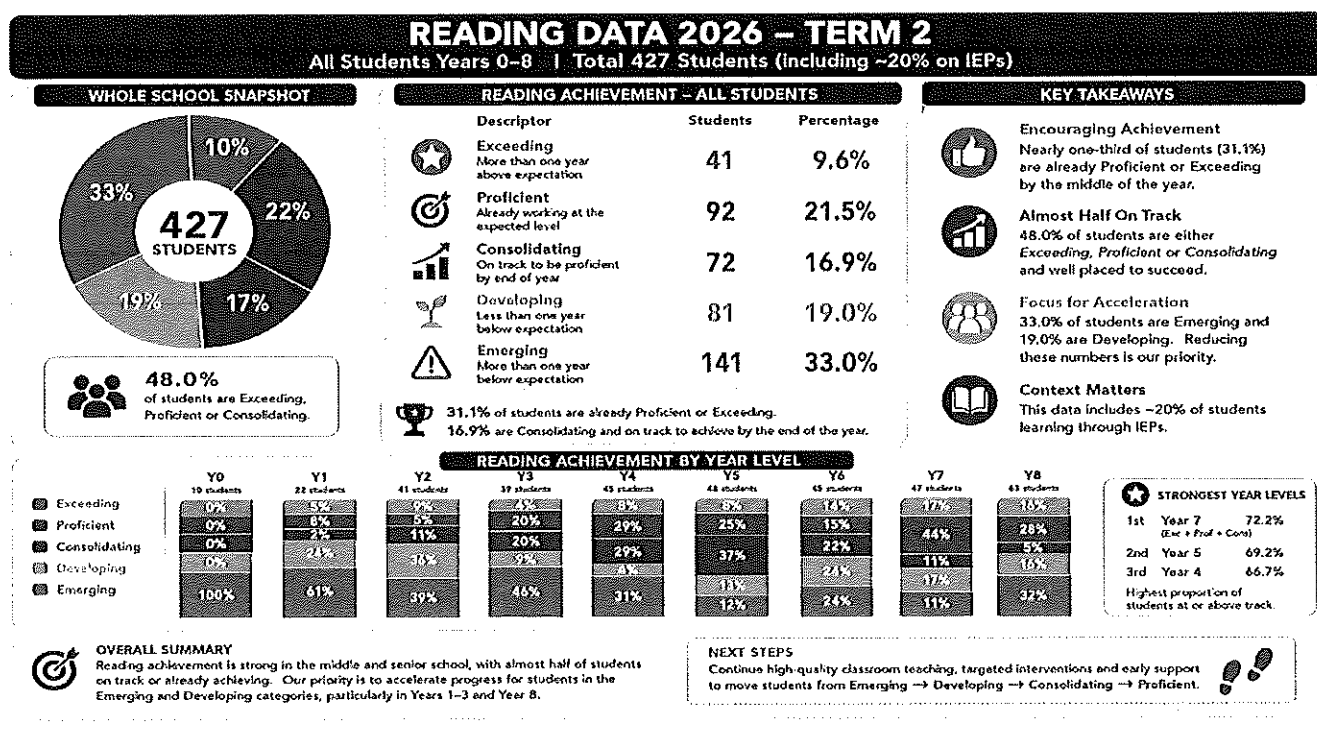
- Girls continue to outperform boys in Reading, although the gap is smaller than in Writing.
- 33.0% of girls are already Proficient or Exceeding, compared with 29.1% of boys.
- 53.4% of girls are Exceeding, Proficient or Consolidating, compared with 42.2% of boys.
- The most significant gender challenge is the proportion of boys in the Emerging category (39.3% compared with 27.1% for girls). Accelerating boys from Emerging through Developing and Consolidating into Proficient should remain a key schoolwide priority.

Māori and NZ European:

- 49.3% of NZ European students and 46.6% of Māori students are Exceeding, Proficient or Consolidating, indicating relatively similar overall achievement.
- Māori students have a slightly higher proportion of students in the Exceeding category.
- NZ European students have a larger proportion already Proficient, while Māori students have a slightly larger proportion in Consolidating, suggesting many are well placed to become Proficient during the second half of the year.
- The relatively small difference in the Emerging category indicates that the ethnicity achievement gap is modest and considerably smaller than the gender gap.

Overall Conclusion:

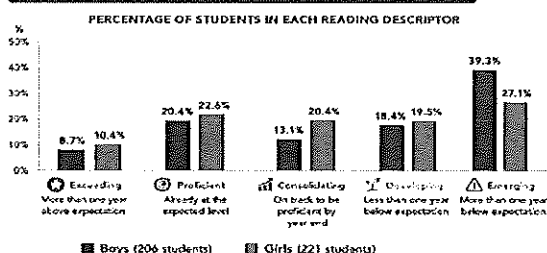
The Reading data demonstrates that gender remains the school's more significant equity challenge, with boys substantially overrepresented in the Emerging category. In contrast, Māori and NZ European students show broadly comparable achievement patterns, with differences largely occurring within the higher achievement descriptors rather than across the overall achievement profile. These results suggest that continuing to accelerate boys' reading achievement, while supporting Māori learners to move from Consolidating into Proficient, will have the greatest impact on improving equity across the school.



READING DATA 2026 – TERM 2

Equity Analysis: Boys vs Girls and Māori vs NZ European All Students Years 1–8

BOYS vs GIRLS OVERVIEW



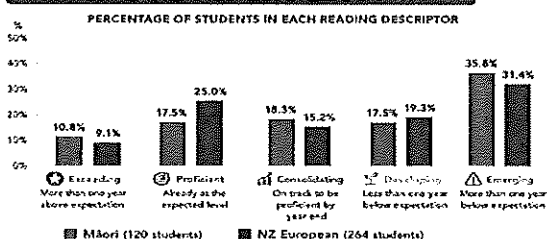
STUDENT NUMBERS AND PERCENTAGES

Descriptor	Boys (No. / %)	Girls (No. / %)	Difference (Girls – Boys)
Exceeding	18 (8.7%)	23 (10.4%)	+1.7%
Proficient	42 (20.4%)	50 (22.6%)	+2.2%
Consolidating	27 (13.1%)	45 (20.4%)	+7.3%
Developing	38 (18.4%)	43 (19.5%)	+1.1%
Emerging	81 (39.3%)	60 (27.1%)	-12.2%
TOTAL	206 (100%)	221 (100%)	–

KEY INSIGHTS – BOYS vs GIRLS

- Girls outperform boys across all descriptors.
- The biggest difference is in Consolidating: 20.4% of girls vs 13.1% of boys (a gap of 7.3 percentage points).
- Boys are more likely to be in the Emerging category: 39.3% of boys vs 27.1% of girls (a gap of 12.2 percentage points).
- Priority: Accelerate boys from Emerging → Developing → Consolidating → Proficient.

MĀORI vs NZ EUROPEAN OVERVIEW



STUDENT NUMBERS AND PERCENTAGES

Descriptor	Māori (No. / %)	NZ European (No. / %)	Difference (NZE – Māori)
Exceeding	13 (10.8%)	24 (9.1%)	-1.7%
Proficient	21 (17.5%)	66 (25.0%)	+7.5%
Consolidating	22 (18.3%)	40 (15.2%)	-3.1%
Developing	21 (17.5%)	51 (19.3%)	+1.8%
Emerging	43 (35.8%)	83 (31.4%)	-4.4%
TOTAL	120 (100%)	264 (100%)	–

KEY INSIGHTS – MĀORI vs NZ EUROPEAN

- Māori students have a slightly higher proportion in Exceeding: 10.8% vs 9.1%.
- NZ European students have a higher proportion already Proficient: 25.0% vs 17.5%.
- Similar proportions are Consolidating, with many Māori students on track to move into Proficient.
- Emerging remains the biggest challenge for both groups.

OVERALL MESSAGE

Girls and NZ European students have higher proportions already Proficient. Boys and Māori students are more likely to be Emerging. Focus on accelerating students into Developing and Consolidating so more learners arrive at the Proficient level by the end of the year.

AT A GLANCE – AT OR ON TRACK (EXCEEDING + PROFICIENT + CONSOLIDATING)

	All Students	Girls	Boys	Māori	NZ European
At or on track	48.0%	53.4%	42.2%	46.6%	49.3%
Students	205 of 427	118 of 221	87 of 206	55 of 120	130 of 264

Reading Markbook Assessment: Using the New Descriptors – 3+ Year Cohort Ākonga (No I.E.P Ākonga).

3+ Year Cohort — Term 2, 2026

Cohort: 149 students in Years 3–8 who:

- Are not learning through an I.E.P.
- Have attended Stratford Primary School for at least three years.
- This is a more focused measure of achievement for students who have had sustained exposure to the school's reading programmes. It should not be directly compared with the whole-school result without recognising that the whole-school data includes Years 0–2, students new to the school and approximately 20% of learners on IEPs.

Overall evaluation:

The results for this established Stratford Primary School cohort are very strong. More than half of students are already Proficient or Exceeding halfway through the year, and four out of five are Exceeding, Proficient or Consolidating.

The strongest outcomes are evident in Years 4 and 7, while Years 5 and 8 also demonstrate high achievement. The main improvement priorities are:

- Accelerating the small Emerging group
- Moving Developing students into Consolidating
- Moving the large Consolidating group into Proficient by the end of the year
- Providing continued extension for the 25 Exceeding students.

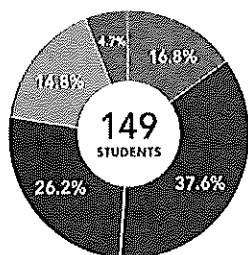
Key results:

- 81 students, or 54.4%, are already Proficient or Exceeding.
- 120 students, or 80.5%, are Exceeding, Proficient or Consolidating.
- 29 students, or 19.5%, are Developing or Emerging.
- Only 7 students, or 4.7%, are Emerging and working more than one year below expectation.

3+ COHORT (NO I.E.P) READING ACHIEVEMENT – TERM 2, 2026

Students who are not on an I.E.P and have been at Stratford Primary School for 3+ years (Years 3–8)

COHORT SNAPSHOT



Descriptor	Students	% of Cohort
Exceeding	25	16.8%
Proficient	56	37.6%
Consolidating	39	26.2%
Developing	22	14.8%
Emerging	7	4.7%
TOTAL	149	100%



THE BIG PICTURE

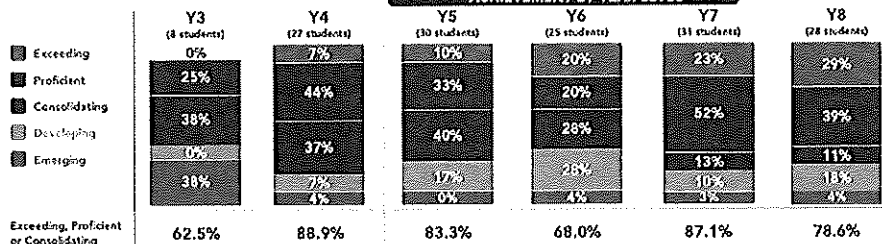
81 students (54.4%) are already Proficient or Exceeding
120 students (80.5%) are Exceeding, Proficient or Consolidating
Only 7 students (4.7%) are Emerging.



DIRECTION OF TRAVEL

A positive shift with more students in the higher achievement bands and fewer students needing support.

ACHIEVEMENT BY YEAR LEVEL



GROWTH OVER TIME

Overall Stanine has improved from 3.6 (Term 4, 2024) to 4.3 (Term 2, 2026). We are moving closer to the national average Stanine of 5.



KEY NUMBERS

81 Proficient or Exceeding
120 Exceeding, Proficient or Consolidating
29 Developing or Emerging
7 Emerging



NEXT STEPS

- Strengthen instruction to move Consolidating students into Proficient.
- Provide targeted support for Developing and Emerging learners.
- Continue extension opportunities for Exceeding students.
- Monitor progress and aim for continued improvement by Term 4.



Reading with purpose.
Learning for life.

KEY STRENGTHS

- More than half are already Proficient or Exceeding. 54.4% of students are at or above the expected end-of-year level.
- Four out of five are progressing successfully. 80.5% of students are Exceeding, Proficient or Consolidating.
- Very small Emerging group. Only 7 students (4.7%) are more than one year below the expected level.
- Strong outcomes in Years 4, 5, 7 and 8. High proportions of students are at or above the expected level.

FOCUS AREAS

- Move the 39 Consolidating students into Proficient.
- Accelerate the 22 Developing students.
- Support the 7 Emerging students.
- Provide extension for the 25 Exceeding students.

INSIGHTS BY YEAR LEVEL

- Y3** Polarised cohort. 3 students (38%) are Emerging. Individual support is a priority.
- Y4** Strongest overall trajectory – 88.9% are at or above expected level.
- Y5** No students Emerging. Large Consolidating group on track to move into Proficient.
- Y6** Largest Developing group (28%). Focus on moving these students into Consolidating.
- Y7** Highest proportion already Proficient (52%) and strong overall achievement.
- Y8** Highest proportion Exceeding (29%). Target Developing group for acceleration.

Boys v Girls:

- Achievement differences between boys and girls are minimal.
- 54.9% of boys and 53.8% of girls are already Proficient or Exceeding.
- Around 80% of both boys and girls are Exceeding, Proficient or Consolidating.
- Only around one in five students require continued acceleration, with very little difference between genders.

Māori and NZ European:

- Māori and NZ European students demonstrate almost identical overall achievement.
- 80.0% of Māori and 79.3% of NZ European students are Exceeding, Proficient or Consolidating.
- Māori students have a significantly higher proportion of students achieving in the Exceeding category (26.7% compared with 14.2%).
- NZ European students have a higher proportion already Proficient (41.5% compared with 30.0%).
- Very few students from either group remain Emerging, demonstrating strong long-term reading outcomes for this established Stratford Primary cohort.

Overall Conclusion:

This analysis provides compelling evidence that long-term students who are not learning through an I.E.P. achieve highly in reading regardless of gender or ethnicity. More than four out of five students are already Exceeding, Proficient or Consolidating, and there is very little difference between boys and girls or between Māori and NZ European students. The findings suggest that sustained participation in Stratford Primary School's reading programme is associated with consistently strong and equitable reading outcomes across the major student groups.

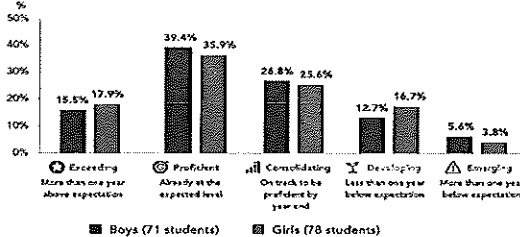
READING DATA 2026 – 3+ COHORT (NO I.E.P)

Students who are not on an I.E.P and have been at Stratford Primary School for 3+ years (Years 1-8)

Total Students = 149

BOYS vs GIRLS OVERVIEW

PERCENTAGE OF STUDENTS IN EACH READING DESCRIPTOR



STUDENT NUMBERS AND PERCENTAGES

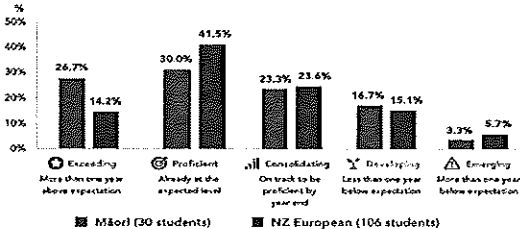
Descriptor	Boys (No. / %)	Girls (No. / %)	Difference (Girls - Boys)
Exceeding	11 (15.5%)	14 (17.9%)	+2.4%
Proficient	28 (39.4%)	28 (35.9%)	-3.5%
Consolidating	19 (26.8%)	20 (25.6%)	-1.2%
Developing	9 (12.7%)	13 (16.7%)	+4.0%
Emerging	4 (5.6%)	3 (3.8%)	-1.8%
Proficient or Exceeding	39 (54.9%)	42 (53.6%)	-1.1%
Exceeding, Proficient or Consolidating	58 (81.7%)	62 (79.5%)	-2.2%
Developing or Emerging (Require acceleration)	13 (18.3%)	16 (20.5%)	+2.2%

KEY INSIGHTS – BOYS vs GIRLS

- Very similar overall achievement 53.8% of girls and 54.9% of boys are already Proficient or Exceeding.
- Girls have more students in Exceeding 17.9% of girls vs 15.5% of boys (+2.4 percentage points).
- Boys have more students already Proficient 39.4% of boys vs 35.9% of girls (+3.5 percentage points).
- Girls have more students needing support 20.5% of girls vs 18.3% of boys are in Developing or Emerging.

MĀORI vs NZ EUROPEAN OVERVIEW

PERCENTAGE OF STUDENTS IN EACH READING DESCRIPTOR



STUDENT NUMBERS AND PERCENTAGES

Descriptor	Māori (No. / %)	NZ European (No. / %)	Difference (NZE - Māori)
Exceeding	8 (26.7%)	15 (14.2%)	-12.5%
Proficient	9 (30.0%)	44 (41.5%)	+11.5%
Consolidating	7 (23.3%)	25 (23.6%)	+0.3%
Developing	5 (16.7%)	16 (15.1%)	-1.6%
Emerging	1 (3.3%)	6 (5.7%)	+2.4%
Proficient or Exceeding	17 (56.7%)	59 (55.7%)	-1.0%
Exceeding, Proficient or Consolidating	24 (80.0%)	84 (79.2%)	-0.8%
Developing or Emerging (Require acceleration)	6 (20.0%)	22 (20.6%)	+0.6%

KEY INSIGHTS – MĀORI vs NZ EUROPEAN

- Māori students have a much higher proportion Exceeding 26.7% of Māori vs 14.2% of NZ European (students are excelling at higher levels).
- NZ European students have more already Proficient 41.5% of NZ European vs 30.0% of Māori (+11.5 percentage points).
- Similar proportions are Consolidating 23.3% of Māori vs 23.6% of NZ European.
- Overall very similar need for support 20.0% of Māori vs 20.6% of NZ European are Developing or Emerging.
- Overall Summary Outcomes for Māori and NZ European students are very similar, with strengths in different areas.

OVERALL SUMMARY

This established cohort shows strong reading achievement.

- 54.4% of students are already Proficient or Exceeding.
- 80.5% are on track or above track by the end of the year.
- Only 4.7% are Emerging.

OUR PRIORITIES

- Move the 39 Consolidating students into Proficient.
- Accelerate the 22 Developing students.
- Support the 7 Emerging students.
- Extend the 25 Exceeding students.

Writing Markbook Assessment: Using the New Descriptors - Whole School Cohort Including I.E.P. Ākonga.

Writing Achievement Analysis

- Current Cohort (Including I.E.P. Learners)
- Term 2, 2026
- Cohort: 424 students (Years 0-8)
- This analysis includes all students, including approximately 20% of learners on Individual Education Plans (I.E.P.s). It provides an overall picture of writing achievement across the school.

Overall Picture:

- 122 students (29%) are already Proficient or Exceeding.
- 240 students (57%) are Exceeding, Proficient or Consolidating.
- 184 students (43%) remain Developing or Emerging.

Overall Evaluation:

The Writing data presents a positive picture of overall progress across the school.

More than half of students (57%) are already Exceeding, Proficient or Consolidating, demonstrating that they are either already achieving the expected curriculum level or are progressing well towards becoming Proficient by the end of the year.

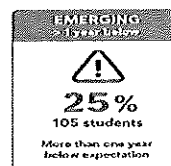
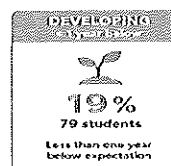
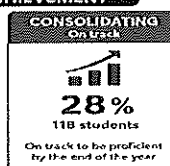
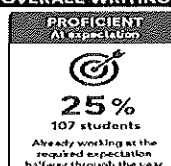
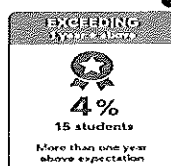
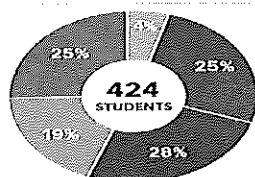
The school's greatest opportunity lies in moving the 118 Consolidating students into Proficient, while accelerating the Developing group through explicit teaching and effective writing feedback. Strong achievement in the junior school provides an excellent foundation, while the greatest challenge remains supporting students in the senior school, particularly Year 8, where the Emerging group is considerably larger.

Overall, despite including approximately 20% of students learning through Individual Education Plans, the data demonstrates encouraging progress in writing and provides clear priorities for improvement during the second half of 2026.

WRITING RESULTS 2026 – TERM 2

All Students Years 1–8 (Total 424 Students)

OVERALL WRITING ACHIEVEMENT



KEY TAKEAWAY: 29% of students are already at expectation (Proficient + Exceeding).

57% of students are at or on track to achieve the expected writing standard by the end of the year.

Focus: Increase students in Proficient and Exceeding and reduce the number in Emerging.

WRITING RESULTS BY YEAR LEVEL

	YEAR 0 Students: 10	YEAR 1 Students: 22	YEAR 2 Students: 44	YEAR 3 Students: 40	YEAR 4 Students: 45	YEAR 5 Students: 49	YEAR 6 Students: 45	YEAR 7 Students: 47	YEAR 8 Students: 63
Exceeding (1 year + above)	0%	5%	5%	3%	2%	2%	0%	6%	2%
Proficient (At expectation)	10%	40%	40%	35%	20%	21%	24%	23%	10%
Consolidating (On track)	20%	14%	42%	30%	27%	42%	31%	26%	19%
Developing (<1 year below)	60%	41%	5%	18%	24%	17%	9%	17%	21%
Emerging (>1 year below)	10%	0%	7%	15%	27%	17%	36%	28%	48%
At or On Track (Proficient + Consolidating)	30%	59%	87%	68%	49%	65%	56%	54%	32%

YEAR LEVEL HIGHLIGHTS

- Strongest Results**
Year 2 is the strongest cohort with 87% of students at or on track.
- Solid Foundation**
Years 1–3 show strong foundational writing achievement.
- Areas for Focus**
Achievement declines from Year 6 onwards, with a significant increase in Emerging in Year 8 (48%).



SUMMARY

Many students are progressing well, with over half (57%) at or on track to meet expectations by the end of the year.
Priority: Lift achievement in senior years (6–8), especially moving students from Emerging and Developing into Consolidating and Proficient.

COMPARISON WITH READING (TERM 2)

Writing
At or On Track: 57%
Proficient or Above: 29%

Reading
At or On Track: 66%
Proficient or Above: 49%

Writing Achievement Analysis - Current Cohort (Including I.E.P. Learners)

Boys vs Girls and Māori vs NZ European

This analysis includes all students (Years 1–8), including approximately 20% of learners on Individual Education Plans (I.E.P.s). It provides an overview of equity and achievement across the whole school.

Overall Picture:

The Writing data shows the largest gender difference across the three curriculum areas.

Already Proficient or Exceeding

- Boys: 16.7%
- Girls: 40.0%.

Girls are more than twice as likely to have already reached the expected end-of-year writing curriculum level by the middle of the year.

Overall Interpretation:

Writing continues to show the school's largest gender disparity. Girls generally achieve the expected curriculum level earlier than boys, while many boys remain in Consolidating or Emerging. The greatest opportunity is supporting boys to move from Emerging → Developing → Consolidating → Proficient, particularly through explicit writing instruction and effective feedback.

Māori vs NZ European:

Overall Picture:

The Writing data shows a moderate ethnicity difference, although it is considerably smaller than the gender difference.

Already Proficient or Exceeding

- Māori: 24.4%
- NZ European: 32.2%.

NZ European students have approximately an 8 percentage point advantage.

Overall Interpretation:

The ethnicity differences in Writing are noticeable but relatively modest.

The encouraging findings are that:

- Māori students have a slightly higher proportion of students achieving at the Exceeding level.
- Both groups have very similar proportions of students in Consolidating, indicating many students are on track to achieve the expected curriculum level.

The primary focus should be supporting more Māori students to move from Consolidating into Proficient, while continuing to reduce the number of students in the Emerging category.

Gender

- Writing remains the school's greatest equity challenge.
- 40.0% of girls are already Proficient or Exceeding, compared with 16.7% of boys.
- 65.5% of girls are Exceeding, Proficient or Consolidating, compared with 47.1% of boys.
- One-third of boys remain Emerging, making acceleration of boys' writing achievement a continued schoolwide priority.

Māori and NZ European:

- 60.2% of NZ European students and 51.3% of Māori students are Exceeding, Proficient or Consolidating.
- Māori students have a slightly higher proportion of students in the Exceeding category.
- Similar proportions of Māori and NZ European students are Consolidating, indicating many Māori learners are well placed to achieve the expected curriculum level by the end of the year.
- The key improvement priority is reducing the proportion of Māori students in the Emerging category while supporting movement into Proficient.

Overall Conclusion:

The Writing data indicates that gender differences are considerably greater than ethnicity differences. Girls are reaching curriculum expectations earlier than boys, while boys have higher proportions in the Emerging category. Māori and NZ European students show comparable patterns of progress, particularly within the Consolidating category, suggesting that continued targeted teaching has the potential to further reduce achievement differences during the second half of the year.

WRITING DATA 2026 – TERM 2: COMPARISONS

<

Writing Markbook Assessment: Using the New Descriptors - 3+ Year Cohort Ākonga (No I.E.P Ākonga).

Writing Achievement Analysis

- 3+ Stratford Cohort (No I.E.P.)
- Boys vs Girls and Māori vs NZ European
- Term 2, 2026.

This analysis is based on the established Stratford cohort comprising students who:

- have attended Stratford Primary School for three or more years
- are not learning through an Individual Education Plan (I.E.P.).

This cohort provides a clearer indication of the long-term impact of Stratford Primary's writing programme than the whole-school data.

Overall Evaluation:

The Writing data for the 3+ Stratford Cohort (No I.E.P.) presents a strong achievement profile. More than two-thirds of students (69.1%) are already Exceeding, Proficient or Consolidating, demonstrating that they are either already achieving or are on track to achieve the expected curriculum level by the end of the year.

The school's greatest opportunity lies in moving the 52 Consolidating students into Proficient, while accelerating the 28 Developing students into Consolidating through explicit writing

instruction and high-quality feedback. Year 7 stands out as the strongest writing cohort, while Year 8 should remain the priority for targeted acceleration before students transition to secondary school.

Overall, these results suggest that students who remain at Stratford Primary for three or more years benefit from sustained improvement in writing achievement, with significantly stronger outcomes than those reflected in the whole-school data.

Gender:

- Girls reach the expected writing curriculum level earlier than boys.
- 44.9% of girls are already Proficient or Exceeding, compared with 22.5% of boys.
- Boys have a much larger Consolidating group (42.3%), indicating many are close to reaching Proficient.
- The proportion of students in Emerging is very similar for boys and girls, suggesting the main challenge is moving boys from Consolidating into Proficient rather than addressing a significant gap in lower achievement.

Māori and NZ European:

- Māori and NZ European students have almost identical proportions already Proficient or Exceeding (36.7% vs 35.9%).
- NZ European students have a larger proportion in Consolidating (35.8% vs 26.7%), positioning more students to become Proficient by the end of the year.
- Māori students have a slightly higher proportion in Exceeding, demonstrating strong achievement among the highest-performing writers.
- The greatest equity challenge is reducing the proportion of Māori students in the Emerging category (16.7%) while continuing to support movement into Consolidating and Proficient.

Overall Conclusion:

The Writing data for the 3+ Stratford Cohort (No I.E.P.) shows strong long-term achievement.

The gender gap is much smaller than in the whole-school Writing data because many boys are already Consolidating and are well placed to become Proficient.

Māori and NZ European students demonstrate very similar achievement at the Proficient and Exceeding levels, with the main differences occurring in the Consolidating and Emerging categories.

Overall, the results suggest that sustained participation in Stratford Primary's writing programme leads to increasingly equitable outcomes, with future improvement focused on moving Consolidating students into Proficient and accelerating the relatively small groups in Developing and Emerging.

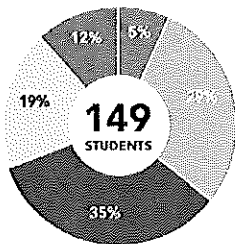
Comments and Questions from the Board:

- Is there anything we can do in terms of moving Year 8s to the new writing expectations e.g. 4b → 5b?
- For ākonga who are not at Level 5 for writing and are going off to High School, will the High School pick up the gaps and accelerate this learning?
- Jason E. explained the changes in expectations. The Year 7 & 8 (phase 2) curriculum was not completed in Term One of this year.
- A child reading at 11.5 years of age at Year 8 is considered as an Emerging Reader.
- Next meeting: Jason.E will bring samples of writing examples for writing expectations and maths knowledge at Years 6 and 8 levels to illustrate the changes in Curriculum expectations. .

WRITING DATA 2026 – 3+ YEAR COHORT (NO I.E.P.)

Students who are not on an I.E.P and have been at Stratford Primary School for 3+ years (Years 3–8)
Total Students = 149

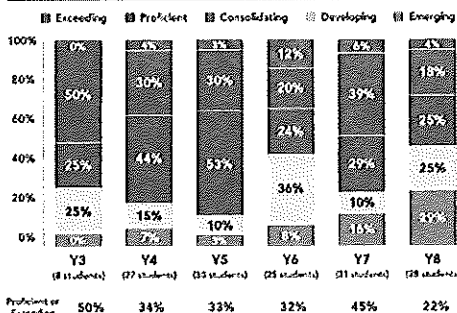
COHORT SNAPSHOT



THE BIG PICTURE

34 students (23%) are Proficient or Exceeding
103 students (69%) are Consolidating or above.
46 students (31%) require acceleration (Developing or Emerging).

ACHIEVEMENT BY YEAR LEVEL



KEY MESSAGE

Achievement improves through the middle years, with the highest proportion Proficient or Exceeding in Year 7 (45%). Year 3 and Year 8 need the most support.

KEY INSIGHTS



Only 5% of students are Exceeding. This is the smallest group and a key area for extension.



Just 29% are Proficient. Most students are still working towards expected curriculum level.



35% are Consolidating. A large group on track to become Proficient by end of year.



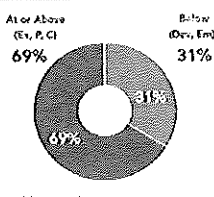
31% need acceleration. 19% Developing and 12% Emerging require targeted support.



Year 8 has the largest Emerging group (29%). Transition to secondary school is a priority for these students.

STUDENTS BY NEED

- Exceeding (8 students)
• 5% of cohort
- Proficient (43 students)
• 29% of cohort
- Consolidating (52 students)
• 35% of cohort
- Developing (28 students)
• 19% of cohort
- Emerging (10 students)
• 12% of cohort



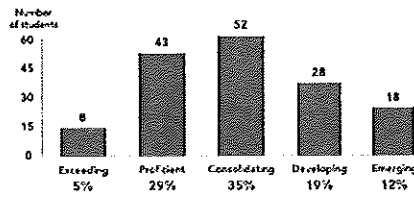
103 students are at or above expected curriculum level (69%).
46 students require acceleration (31%).



OVERALL SUMMARY

This 3+ year cohort (no I.E.P.) shows strong progress in writing. While most students are on track or above, a significant group still need acceleration, especially in Years 6 and 8.

TOTAL PUPILS AT EACH LEVEL



The majority of students (64%) are in Consolidating or Proficient. Continue to move students towards Proficient and Exceeding.

NEXT STEPS & PRIORITIES



Lift Proficient Achievement
Focus on moving the 52 Consolidating students into Proficient.



Accelerate Students
Target the 28 Developing and 10 Emerging students with high quality teaching and targeted support.



Support Year 8 Transition
Transition planning and writing support for the 10 students who are Emerging.



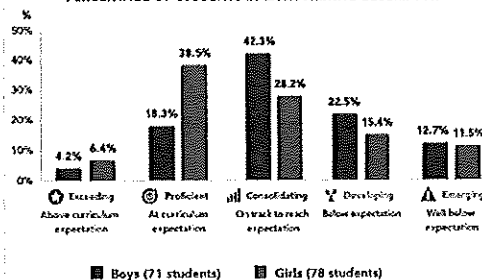
Extend High Achievers
Provide extension and challenge opportunities for the 8 Exceeding students.

WRITING DATA 2026 – 3+ YEAR COHORT (NO I.E.P.)

Students who are not on an I.E.P and have been at Stratford Primary School for 3+ years (Years 1–8)
Total Students = 149

BOYS vs GIRLS OVERVIEW

PERCENTAGE OF STUDENTS IN EACH WRITING DESCRIPTOR



Boys (71 students) Girls (78 students)

STUDENT NUMBERS AND PERCENTAGES

Descriptor	Boys (No. / %)	Girls (No. / %)	Difference (Girls - Boys)
Exceeding	3 (4.2%)	5 (6.4%)	+2.2 pp
Proficient	13 (18.3%)	30 (38.5%)	+20.2 pp
Consolidating	30 (42.3%)	22 (28.2%)	-14.1 pp
Developing	16 (22.5%)	12 (15.4%)	-7.1 pp
Emerging	9 (12.7%)	9 (11.5%)	-1.2 pp
Proficient or Exceeding	16 (22.5%)	35 (44.9%)	+22.4 pp
Exceeding, Proficient or Consolidating	46 (64.8%)	57 (73.1%)	+8.3 pp
Developing or Emerging (Require acceleration)	25 (35.2%)	21 (26.9%)	-8.3 pp

KEY INSIGHTS – BOYS vs GIRLS



Girls outperform boys. 44.9% of girls are Proficient or Exceeding compared with 22.5% of boys.



Biggest difference is at Proficient. 38.5% of girls vs 18.3% of boys (+20.2 percentage points).



Boys are more likely to be Consolidating. 42.3% of boys vs 28.2% of girls.



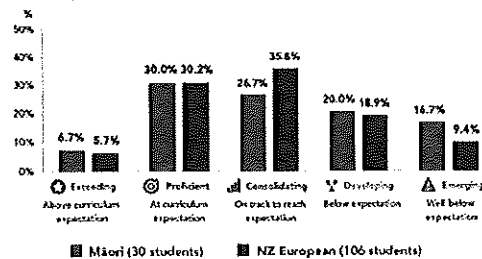
Boys have more students needing support. 35.2% of boys are Developing or Emerging vs 26.9% of girls.



Overall:
Gender gap is mainly driven by more girls already at or above expectation.

MÄORI vs NZ EUROPEAN OVERVIEW

PERCENTAGE OF STUDENTS IN EACH WRITING DESCRIPTOR



Māori (30 students) NZ European (106 students)

STUDENT NUMBERS AND PERCENTAGES

Descriptor	Māori (No. / %)	NZ European (No. / %)	Difference (NZE - Māori)
Exceeding	2 (6.7%)	6 (5.7%)	+1.0 pp
Proficient	9 (30.0%)	32 (30.2%)	+0.2 pp
Consolidating	8 (26.7%)	38 (35.8%)	+9.1 pp
Developing	6 (20.0%)	20 (18.9%)	-1.1 pp
Emerging	5 (16.7%)	10 (9.4%)	-7.3 pp
Proficient or Exceeding	11 (36.7%)	38 (35.8%)	-0.9 pp
Exceeding, Proficient or Consolidating	19 (63.3%)	76 (71.7%)	+8.4 pp
Developing or Emerging (Require acceleration)	11 (36.7%)	30 (28.3%)	-8.4 pp

KEY INSIGHTS – MÄORI vs NZ EUROPEAN



Very similar overall achievement. 63.3% of Māori and 71.7% of NZ European are at or above on track.



Proficient levels are almost identical. 30.0% of Māori vs 30.2% of NZ European.



NZ European have more in Consolidating. 35.8% of NZ European vs 26.7% of Māori.



Māori have more students needing support. 36.7% of Māori are Developing or Emerging vs 28.3% of NZ European.



Overall:
Outcomes for Māori and NZ European students are comparable with small differences.



OVERALL SUMMARY

- 34 students (23%) are Proficient or Exceeding.
- 103 students (69%) are Consolidating or above.
- 46 students (31%) require acceleration (Developing or Emerging).



KEY NUMBERS

44.9% Girls Proficient or Exceeding



22.5% Boys Proficient or Exceeding



36.7% Māori Proficient or Exceeding



35.8% NZ European Proficient or Exceeding



Move more students from Consolidating into Proficient.



Accelerate the 28 Developing students.



Support the 10 Emerging students.

Extend and challenge the 8 Exceeding students.

① This data represents students who are not on an I.E.P and have been at Stratford Primary School for 3+ years (Years 1–8).

Comments and Questions from The Board:

Is what the Curriculum is asking of students at Year 8 appropriate with where their brains are at?

Priority Learners - Mathematics

Term 2 Summary:

38 of 59 ākonga have made at least 0.5 Year Level Progress = 64%.

16 of 59 ākonga are already Consolidating or Proficient at the mid way point.

Gender Comparison:

- 19 of 36 Girls made progress (53%).
- 19 of 23 Boys made progress (83%).

Positive Progress:

- Years 4 and 5: 100%
- Year 3: 88%.

Analysis by year level

Year	Learners	Made 0.5+ progress	Rate	C / P
2	15	10	67%	2
3	8	7	88%	5
4	5	5	100%	3
5	4	4	100%	3
6	10	3	30%	1
7	6	2	33%	1
8	11	7	64%	1

Priority Learners - Writing

Progress data presented on the night.

78 Priority Learners for Writing:

- 46% are making progress
- 5% have reached the milestone
- Year 6 has the highest number

Deb and Jason to add comments from the data.

Reporting to Parents:

The Principal has been providing regular Curriculum updates in the newsletter around the changes to National Expectations in Reading, Writing and Mathematics. See below for an example. Individual Education Plans have been completed, with most parents attending the meetings.

In Week 2 and Week 3, whānau will be provided the opportunity to discuss the progress and achievement of their tamariki. The Principal will provide guidance for parents around what questions to ask. For example,

- What can I do at home to support the progress of my child at school?
- What home learning can we do?
- How does my child interact with their peers? Adults?
- Does my child show manaakitanga - kindness, respect, empathy towards others?
- How is my child progressing against the new curriculum changes? Has their progress declined/improved? If they have declined, is this more about the goal posts being moved in reading, writing and mathematics?

Reports follow up - Supporting Whānau to understand writing progress.

Writing progress results have been affected by the higher benchmarks that have been developed in the updated New Zealand Curriculum. This is particularly evident in the Year 8 Writing Expectations.

Prior to this year, high schools asked for Year 8 to be learning in Level 4 of the Curriculum. This could be at the lower end of Level 4 (L4 below), in the middle of Level 4 (L4 proficient) or at the higher end of Level 4 (L4 advanced). This has now changed with the new benchmarks expecting Year 8's will enter high school at the equivalent of the old Level 5 expectations!

As you can see, this will dramatically change progress indicators for Year 8 ākonga at Stratford Primary School and across the country.

Key points for whānau:

- Your child's progress may look like it has declined, when in fact the benchmark has increased.
- Teachers are able to break down specific areas of writing, which can identify next steps for your child. Before or at the Parent Interviews, ask what areas they need to work on and how you can support them at home.
- Areas that teachers assess in writing include Ideas, Structure and Language, Organisation, Vocabulary, Sentence Structure; Punctuation and Spelling.

What has been happening around the school:

Ākonga:

Week 8: Year 7-8 competed in the Hawera Rippa Tournament; Ākonga photos were completed; Year 7-8 had their Huranga Whānui Programme.

Week 9: Winter Sports Trials were held for Year 7-8 Interschool Teams; Ākonga photos were completed.

Week 10: Junior Team classes visited the Library; Year 5-6 competed in the Rippa Finals; Year 7-8 had their Huranga Whānui Programme; The Junior Team had a talk where they learnt about fossils; Speech Finals were held for Year 5-6 and Year 7-8; Year 0-2 and Year 7-8 competed in the Jumping June Event.

Week 11: Year 5-6 viewed the Enviro Roadshow; Year 7-8 had their Huranga Whānui Programme; The Junior Team celebrated Matariki; Year 7-8 ākonga had the option of a golf day; Stratford Primary School won the Year 7-8 Boys and Girls Basketball Finals.

Whānau:

Week 11: Year 7-8 whānau were provided the opportunity to view products and processes Year 7-8 created through the Huranga Whānui Programme; Reports and I.E.Ps were sent home on Tuesday 30 June.

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

Week 8: AP/Leadership Support attended the second EOTC Workshop.

Week 9: Nadia Ballantine worked with three leaders, in a 1-1 coaching capacity; The Principal attended his PLG Hui with other local principals and also mentored an aspiring principal.

Week 10: Team Leaders met with the Leadership Team; Two teachers attended Incredible Years Training; The Principal attended the MoE Leaders Hui in Whanganui for the Taranaki Mohoao Principals' Association.

Week 11: N/a.

Holidays: Team Leaders and the Leadership Team met in the holidays to review writing, mathematics and plan out Term 3.

Personnel:

Equal Employment Opportunities (EEO):

- n/a

Teaching Staff updates:

- Two - three positions have been advertised on the Education Gazette.
 - Year 7-8 Permanent Teacher x1
 - Year 1-6 Permanent Teacher x1-2.
- Timeframes:
 - Advertised online: Monday 20 July
 - Applications close: Friday 28 August

- Potential Interviews: Wednesday 2 September to Thursday 3 September.
- Discussed the process.

Jasmine Millward has won a job in Patea Area School as a SENCO teacher. This will start in Term Four. She has sent in her resignation.

Motion to accept Jasmine's resignation letter.

Moved: David and Kate

With Jasmine resigning and Greer going on Maternity Leave we have the acceleration position vacant for 2027. Kim Chadwick will take leave from her Team Leader Role at Year 5 & 6 to work in Greer's Acceleration Role. Emily Barrett will take over the Team Leader Role at Year 5 & 6 for 2027 while Kim is in the other role. John Hight will go back into the classroom and Emma Garlick will go into the CRT release role.

Ruth Boardman has taken leave for the rest of 2026 to concentrate on her young family.

Motion to approve Ruth's leave for the rest of 2026.

Moved: David and Kate

Support staff updates:

ORS and High Health Staffing – 2027:

- No new updates

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):

- Alise Benson has requested leave to attend her sister's wedding in Australia from 17 August to 26 August 2026.

Motion: Alise Benson is granted leave to attend her sister's wedding from 17 August to 26 August 2026. This will be split between LWP and LWOP based on school expectations and consistencies, which the Principal will determine.

Moved: Fiona R and Jason B.

Staff Wellbeing + Supportive Team Culture:

- Number of staff who have had 5+ days away with sickness this month = N/A
 - Teachers - Term 1 sickness: Days = 61.5; Teachers - Term 2 sickness: Days = 108.5
 - Support Staff - Term 1 sickness: Days = 64.5; Support Staff - Term 2 sickness: Days (Support Staff) = 62; 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 = 31.5 Days; Support Staff LWP - Family, Sport, Funeral, Weddings = 22 days.
 - LWOP - all staff = 36.5 days.

Property:

5YA Projects

- Rooms 2 and 3 have received new heat pumps.
- Two proposals have been submitted for the rest of the school heating. This will involve heat pumps or a wood pellet burner replacing the gas heating. There is also a third option of having heat pumps and the wood pellet burner. Comments from Nicholas at Ed Services: I think the next step is to have a discussion about which option would work best for the school, considering factors such as upfront costs, ongoing running costs, long-term benefits, and any other implications. There's quite a bit to unpack. Perhaps we could arrange another meeting over the next few weeks to go through the draft plans together. From there, we can decide on a preferred option and then develop a full set of plans ready for tender. Let me know your thoughts, and feel free to suggest a time that suits you. I'm pretty flexible.
- Other: The Junior Block evacuation signs have been installed. The clearlite will be installed soon. The fire alarm has the old and new system in place. They have further teething issues to sort.

Building Project: Update - Data/contractors price has blown the budget. The MoE has to apply for more funding. This will delay the moving of Room 20 to the front of the school as the new whārenui. They may not be back onsite until September.

- **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.
 - Completed in Term 1 and Term 2, 2026
- Leaders will provide ongoing coaching for teachers to promote consistency in delivery of their writing framework and embed structured literacy to benefit learner outcomes.
 - Completed in Term 1 and Term 2, 2026
- 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.
 - Completed in Term 1 and Term 2, 2026
- Engage teachers in review of current mathematics assessments and provide PLD to strengthen their collective understanding and delivery of the refreshed mathematics curriculum.
 - Completed in Term 1 and Term 2, 2026

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.
 - Completed in Term 1 and Term 2, 2026

- Effective teaching in literacy and mathematics that lifts achievement toward the Government targets and achieves equitable outcomes for priority learners.
 - Completed in Term 1 and Term 2, 2026
- 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 July 2026

Moved: Deb/Jason B

4. Strategic Decisions:

- a. Board Work Plan Actions: Reviewed
- b. Policy follow ups from the last meeting: n/a
- c. Policy Review (Governance):
 - School Community Engagement Policy **All (esp Board)**
 - Inclusive School Culture **All (esp Board)**
 - Enrolment **All**
 - Student Attendance **All (esp Board)**
 - Student Uniform/Student Dress Expectations **All**
 - Concerns and Complaints Policy

Go to the **Current Review** tab at the top of your SchoolDocs site, read the instructions, and take part in this term's review. [Click here to review.](#)

<https://sps.schooldocs.co.nz/index.htm?toc.htm?1893.htm?id=84a26fae-e003-4787-b3eb-15263b7b2730>

The Board reviewed the above Policies:

- Deb and Jason E to review the Student Uniform/Student Dress Expectations.
- The Board keeps a record of complainants. Most are resolved at low level intervention.
- Advertise the review to your school community - Jason.E to follow this up.
- At the next meeting, move the above policies and update comments on School Docs.

Other reviews:

School Dates for 2027 - The Board to review.

- Jason.E to share on the night.
- Start Date: 1 February 2027
- End Date: Thursday 16 December 2027.

There will be two Teacher Only Days, one is Taranaki Anniversary Weekend. The other will coincide with Stratford High School's Teacher Only Day.

Motion: To accept the School Dates for 2027.

Moved: Le-arna and Kate

d. Other:

- Education Bulletin:
- AIMS Games Rippa Team: Nathan Taingahue will lead the AIMS Games EOTC Sports Team as per the EOTC Guidelines.
Moved: Jason.E/Fiona.R

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:

- Finance Committee to plan their next hui to review the May and June Accounts.
- Karyn from Ed Services is working on a tool to track budget code areas, comparing previous years/months.
- The Principal will table the 1 July Roll Return Information as a true and accurate record.

Motion: To move the May Finance Minutes

Moved: Deb/ Jason B.

6. Administration

- Review the minutes. Secretary to share the key points and decisions made.
- Identify agenda items for the next meeting on Monday 31 August 2026 at 5 pm.
- Correspondence (see below):

7. Correspondence In:

- John Hobbs - Ministry of Education (New Build update).
- 1 July Roll Return.
- Jasmine Millward - Resignation Letter
- Argest - Building WoF for whole school

8. Correspondence Out:

- n/a

Minutes/Motion:

Motion: To move the correspondence list above.

Moved: Le-arna/Jason B

9. Meeting closure: Meeting closed at 7.30pm

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

Le-arna: hrs 6h	Deb: 4 hrs	Kate: 3.5 hrs 3.5h
Jason.B: hrs 3.5h	Fiona.J: 2.0 hrs	David: hrs 3.5h
Fiona.R: hrs 3.5h		
• 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 (4 days).*
- *The Principal took Annual Leave from Tuesday 7 July to Thursday 8 July and Monday 13 July to Tuesday 14 July 2026 (5 days)*