Stratford Primary School Board
Confirmed Board Minutes
Monday 31 August 2026 at 5.00pm

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

Approved Presiding Member LKuss
Date: 19/10/2026

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: *JasonB/David*

- **e.** *Matters arising from Previous Minutes: None*
- **f.** *Confirmation of Previous Minutes (Presiding Member to sign):*
- **g.** *Added Agenda Items:*

Follow up from last time:

- *What do Year 8 Writing expectations look like now? Review the descriptors.*

Motion: Confirmation that Nathan Taingahue will lead the AIMS Games Rip Rugby Team. All RAMS and checks have been completed by the Leadership Team.
Moved: Jason E/Fiona J

Minutes/Motion:
Motion: *The Board has reviewed the previous minutes from 27 July 2026 and confirmed the discussion which took place and to confirm the authenticity of the minutes.*

Moved: *Fiona.J/David*

2. ***Presentation:***
School Camp Proposal for 2027 - Year 7-8 *- Chad Jacob and Gareth King*
Why: Forrest Lakes was becoming increasingly more expensive, and the activities were declining. So time for a change. Gareth got a short list of sites. The selected Camp is MiCamp Taupo. It is a challenging EOTC experience that develops confidence, resilience and co-operation.

Chad showed the Board the costs of the camp.
6 activities selected.
Low Ropes, Kayaking, Sling Paint, GPS Wayfinding, Burma Trail, Waterslide.
Travel Tuesday via Whanganui (stop at Kowhai Park). Depending on travel, there may be another stop. 2 full days at camp. Then travel back on Friday.
Dates: *16th-19th February 2027.*

Travel: Gareth to ring Transit to confirm travel plans/directions. i.e . heading there via Taupo.
The Board provides provisional approval for this camp
Moved: Fiona J/Davd.

Year 7-8 Ākonga Council:

The Student Council have had a really positive start to the year and are becoming a much more active part of school life. A big focus has been giving them a genuine voice in what happens around the school and helping them understand that leadership is about more than just having a badge or position.

They have been involved in discussing behaviour trends across the school, thinking about what they are noticing and coming up with ideas about how we could improve things. They have also had regular opportunities to talk about day-to-day school life and suggest things they think we could do better.

The Council has taken on some practical leadership opportunities as well. They have run wet lunch dance sessions to keep students active and occupied, and have supported fundraising through Daffodil Day and fundraising for Jesse Hereora.

The LEAD Conference was another great opportunity for them. It gave the students time to reflect on the type of leader they currently are, what qualities they think good leaders have and, importantly, the type of leader they want to become.

They have also played a really positive role in Whakapiri Day and Whānau Day. Students helped with parent engagement by collecting feedback through surveys, serving food, welcoming parents and supporting them to get into classrooms. These were good opportunities for them to practise communicating with adults and representing the school in a positive way.

We are also working on the less visible parts of leadership. Students are expected to be punctual, respond to emails, communicate appropriately and follow through on their responsibilities. These are important habits that help build trust and credibility as leaders.

Overall, I think the Student Council is developing well. They are starting to see that being a leader is about having a voice, listening to others, taking responsibility and actually doing something to make our school better.

Year 7-8 Programme Update:

The Huranga Whānui (Tech) programme is working well. Enjoying having the tech each week, rather than a full week of it.
Math strands have been working well. Having the Yr 7's and 8's separated and learning at the year level. Routine is key.
More comfort by Teachers. Maths no problem programme being used. Following the structure provided.

Boys Mentoring Programme and Gym Work (Tutaki):

We have continued to provide opportunities for a group of boys to attend the gym as part of our focus on developing positive habits, discipline and leadership. We had 10 students involved in Term 1 and a further 10 students in Term 2.

The purpose of the programme is not simply about fitness. The boys are learning to work hard, challenge themselves, work together and develop an understanding of the importance of building healthy habits. The gym provides a different environment where they are able to experience challenge and success and see the benefits of putting in effort.

The feedback from the programme has been really positive. The boys appear to have embraced the challenges and it has been particularly pleasing to see them working together and supporting each other when things get difficult. We have also received very positive feedback around their behaviour and the way they have conducted themselves while attending the programme.

Mana in Motion:

We have also had a group of 7 students participating in the Mana in Motion programme during Term 3. These students were selected because they have shown signs of leadership and we felt they would

benefit from opportunities to build their confidence and help them reach their potential.

The programme is focused on developing students through positive experiences and challenges, while helping them recognise their own strengths and capabilities. It has been great to provide these students with an opportunity to step outside their usual environment and develop their confidence.

Once again, the feedback from those running the programme has been very positive. They have commented positively on the students' engagement and participation, which is encouraging to see.

Both programmes are providing valuable opportunities for students to develop qualities that are sometimes difficult to develop within the classroom alone — discipline, resilience, teamwork, confidence and a willingness to challenge themselves. These are important parts of helping our students become well-rounded young people and leaders.

Stratford Primary School Principal Report – 25 August 2026		
Curriculum Presentations by staff:	*School Camp Proposal for 2027 - Year 7-8 - Chad Jacob and Gareth King* *Year 7-8 Ākonga Council; Year 7-8 Programme Update, Boys Mentoring Programme and Gym Work (Tutaki).*	
Provisional Staffing for 2026:	*Funding for 454 ākonga* - *22.30 FTTE* - *26 Units + 2 additional units (RTLit and SENCO)*	
Current roll:	***School Roll:*** *443 as of 18 August 2026.* ***Year Level Numbers:*** - *Year 1-2 = 113 (125)* - *Year 3-4 = 103 (108)* - *Year 5-6 = 115 (120)* - *Year 7-8 = 112 (120)*	
Year projections:	***1st March:*** *418* ***1st July:*** *438* ***Predicted New Entrant numbers by 1 October 2026:*** *38* *Roll on 1 October 2026: 450* *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 18 August 2026: 65 (1 has since left)*	
Withdrawals:	*As at 18 August 2026: 19* *Overseas: 6* *Returned to previous school: 1* *Moved: 2* *Moved out of area: 10*	

	To be confirmed: 0	
Enrolment Process:	***Out of Zone Enrolment Process for Term 4, 2026:*** *Year 1 = 8* *Year 2 = 2* *Year 3 = 1* *Year 4 = 5* *Year 5 = 3* *Total = 19 spaces available* *Special ORS Unit:* *One space in Year 1, Year 2, Year 3, Year 4 and Year 5.* *Note: No spaces in Year 6, 7 or 8.* ***Future Enrolment Windows: 2027*** *A shared advertisement has been developed for all schools in Taranaki Mohoao. Discussed in committee.* ***Term 1, 2027:*** *The deadline for receipt of applications is 4.00pm on Thursday 17 September, 2026: Date of ballot: Friday 18 September.* *Year 1 = 5 spaces.* *Special ORS Unit = One space in Year 1, Year 2, Year 3, Year 4 and Year 5.* *Note: Other spaces will be reviewed before the second window opens for Term 1 enrolments.*	

Stepped Attendance Response Report: Term 3 2026 (As at 18 August 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.	77% (342)	80%
Irregular attending: More than 80% and up to 90% attendance e.g. ākonga have between 6 and 10 days away in a term.	20% (88)	11%
Overall for Regular and Irregular Attendance	97% (430)	91% (When you add both groups)

Moderately attending: More than 70% and up to 80%	3% (12)	N/a
Chronically absent: 70% attendance or less	<1% (1)	N/a

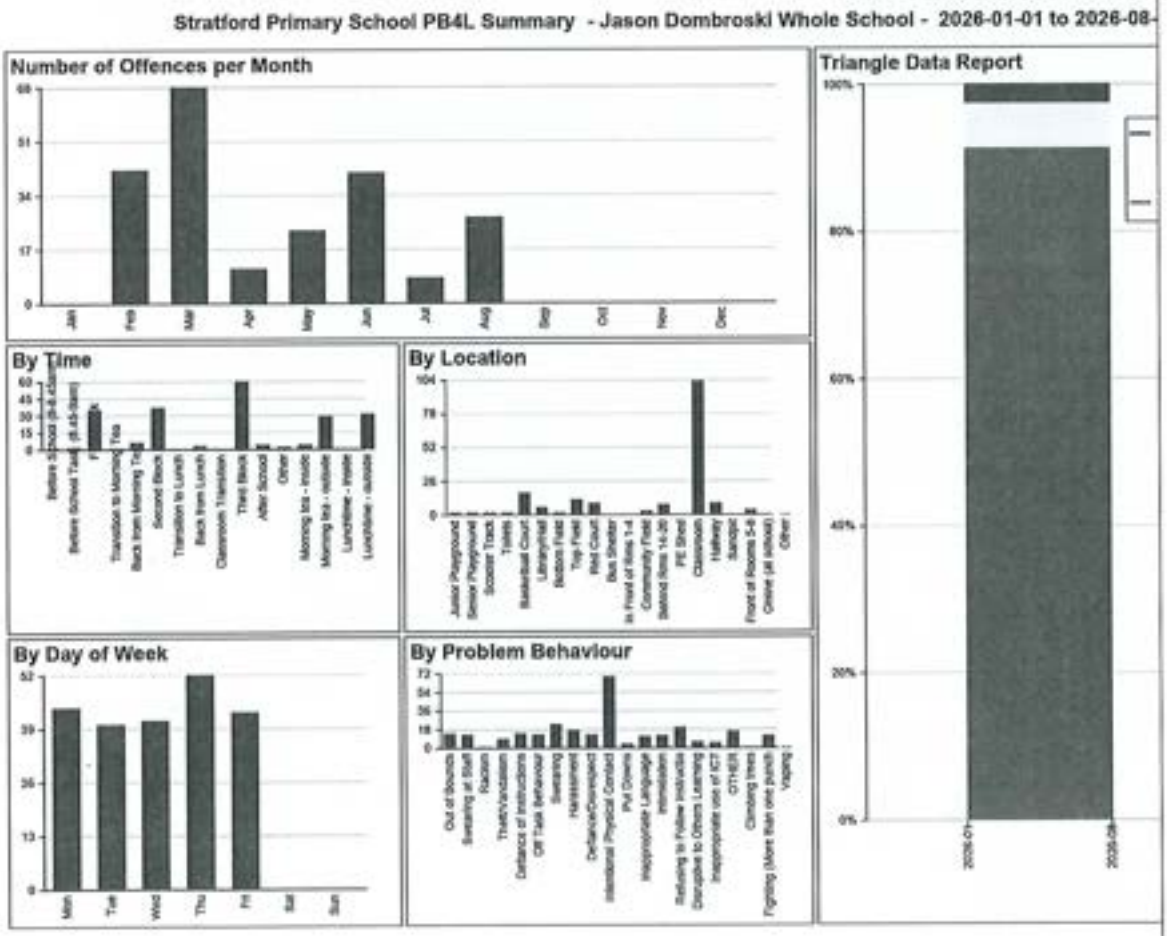
Attendance Report Comments:

- *Sickness continues to be a major issue this term. Last week, there were 107 students away on one day as a virus swept through the school. Additional resources have been provided to classroom teachers to keep environments free of bugs.*

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.*
- *As at 10 August, 12 ākonga are being monitored by the Attendance Services.*
- *The Principal is currently undertaking a review of the Attendance Management Plan Process with the Office Manager. Changes will be shared with whānau via the school newsletter.*

PB4L Report: January to August 2026.



Data Analysis:

- *The PB4L data shows a positive reduction in incidents during July, followed by an increase again in August. August is currently sitting at around the high-20s, with many of these incidents being around two children. These children are being monitored closely while being on Positive Behaviour plans.*
- *The Triangle Data remains very positive, with approximately 90% of students having 0–1 ODRs, around 6% in the 2–5 range, and only a very small percentage receiving 6 or more ODRs. This suggests that, despite the recent increase in overall incidents, repeated behaviour concerns remain concentrated within a relatively small group of students.*
- *Intentional Physical Contact has accounted for 12 of the referrals this period. A large portion of these have been in the Junior School where the necessary follow up and restorative actions have been put in place.*

Health and Safety Committee:

- *July Health and Safety Report*
- *Lockdown incident + near miss.*

Motion to accept the May Health and Safety Report
Moved: Kate/David

Discussion in Committee:

Follow ups from the last meeting:

- *16/6: Running home/stealing a scooter → monitoring.*
- *17/6: Swearing at a teacher → settled, medication has been sorted.*
- *17/6: Swearing at a teacher/running home. → Counselling support for Parent Separation. Settled but monitoring e.g. emotional.*
- *19/6: Swearing, throwing equipment at his teacher, dangerous behaviour. → Further struggles with their emotional regulation.*

New Stand Downs (2026) = 1

- *17/8/2026: Swearing at their teacher in front of the class; using racist comments.*
- *26/8/2026: Swearing at a teacher after being caught with his phone.*
- *28/8/2026: Swearing directly at the DP multiple times; Ongoing deficient of DP's instructions.*

New Suspension (2026) = 0

New Restraints: 1

- *13/8: A student continues to struggle with their emotional regulation. Becomes angry and looks to target another student.*

***New Search and Surrender Report** = 0*

Other matters to discuss In - Committee:

- *Enrolment Discussion.*
- *Staffing Discussion.*

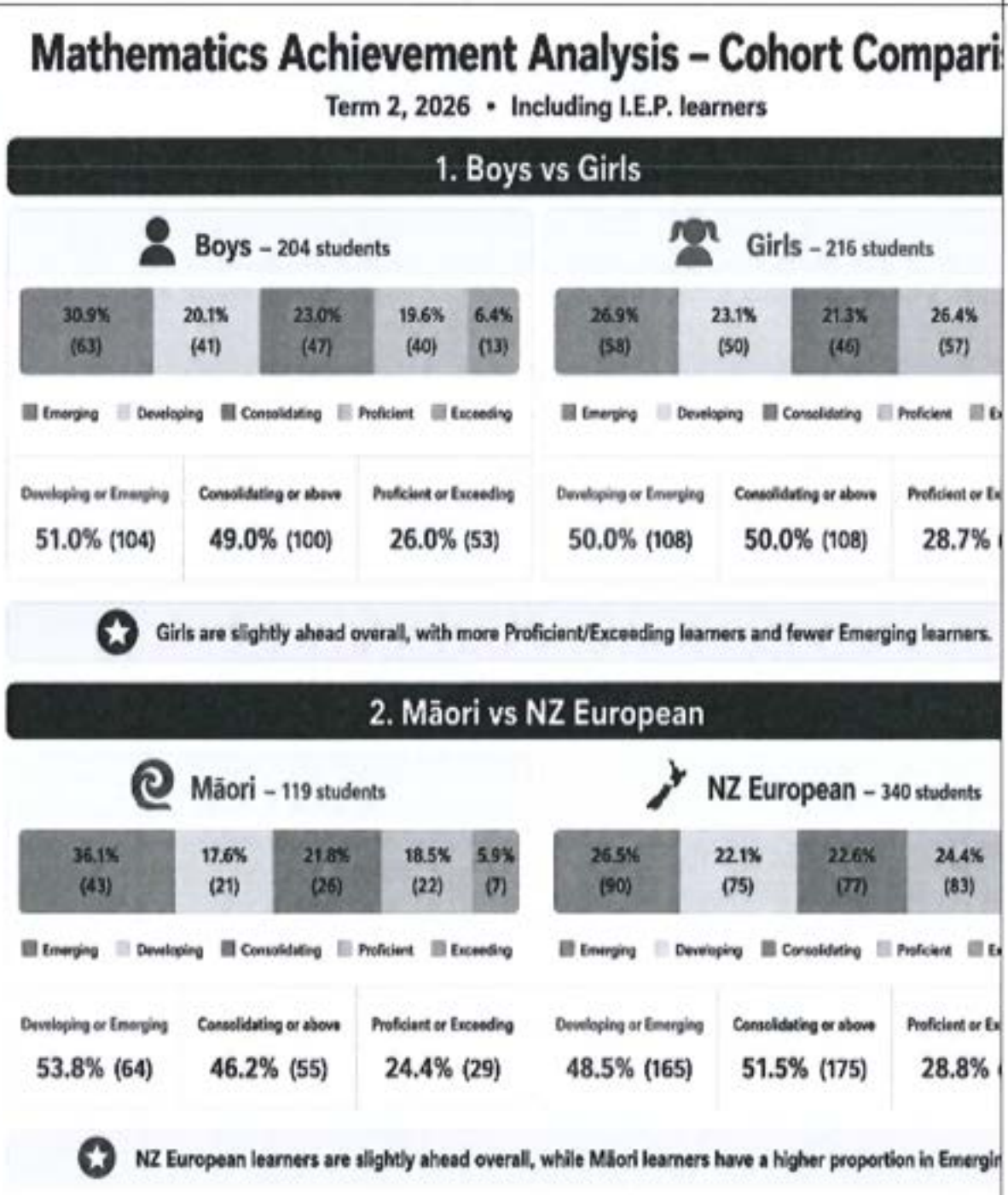
In committee at 5.39pm

Out of committee at 5.51pm		
Total Stand Downs Report in 2026: *13 (all stand downs have been reported to the Ministry of Education)*	***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 shared at the meeting. *Mathematics; Writing; Priority Learners; Other review areas i.e. In class coaching. Helping to develop consistency.*		
Mathematics Markbook Assessment: Using the New Descriptors **- Whole School Cohort Including I.E.P Ākonga.**		
Mathematics Achievement Analysis - Current Cohort (Including I.E.P. Learners) 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. **Mathematics Achievement Analysis** • Current Cohort: Whole School, including I.E.P. learners • Term: Term 2, 2026 • Cohort: 420 students (Years 0–8) • This analysis includes all students, including learners on Individual Education Plans (I.E.P.s). It provides an overall picture of mathematics achievement across the school.		
Overall Picture • 115 students (27.4%) are already Proficient or Exceeding. • 208 students (49.5%) are Exceeding, Proficient or Consolidating.		

- 212 students (50.5%) remain Developing or Emerging.

Overall Evaluation

Almost half of students (49.5%) are working at Consolidating or above, with 27.4% already Proficient or Exceeding. Just over half (50.5%) remain Developing or Emerging, making acceleration a key priority. Particular attention is needed for Year 6 (48% Emerging) and Year 8 (45% Emerging), alongside supporting Consolidating learners to move towards Proficient.



Boys vs Girls and Māori vs NZ European

Girls are slightly ahead of boys overall, with a higher proportion achieving Proficient or Exceeding and fewer learners in Emerging.

NZ European learners are also achieving slightly higher overall than Māori learners, with Māori having a greater proportion of learners in Emerging.

Boys and Māori learners remain key priority groups for acceleration, particularly those working at Emerging and Developing. Learners currently at Consolidating are also an important focus, as targeted teaching and support may enable them to move into Proficient by the end of the year.

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

- Boys vs Girls and Māori vs NZ European
- Term 2, 2026
- Cohort: 149 students

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.).

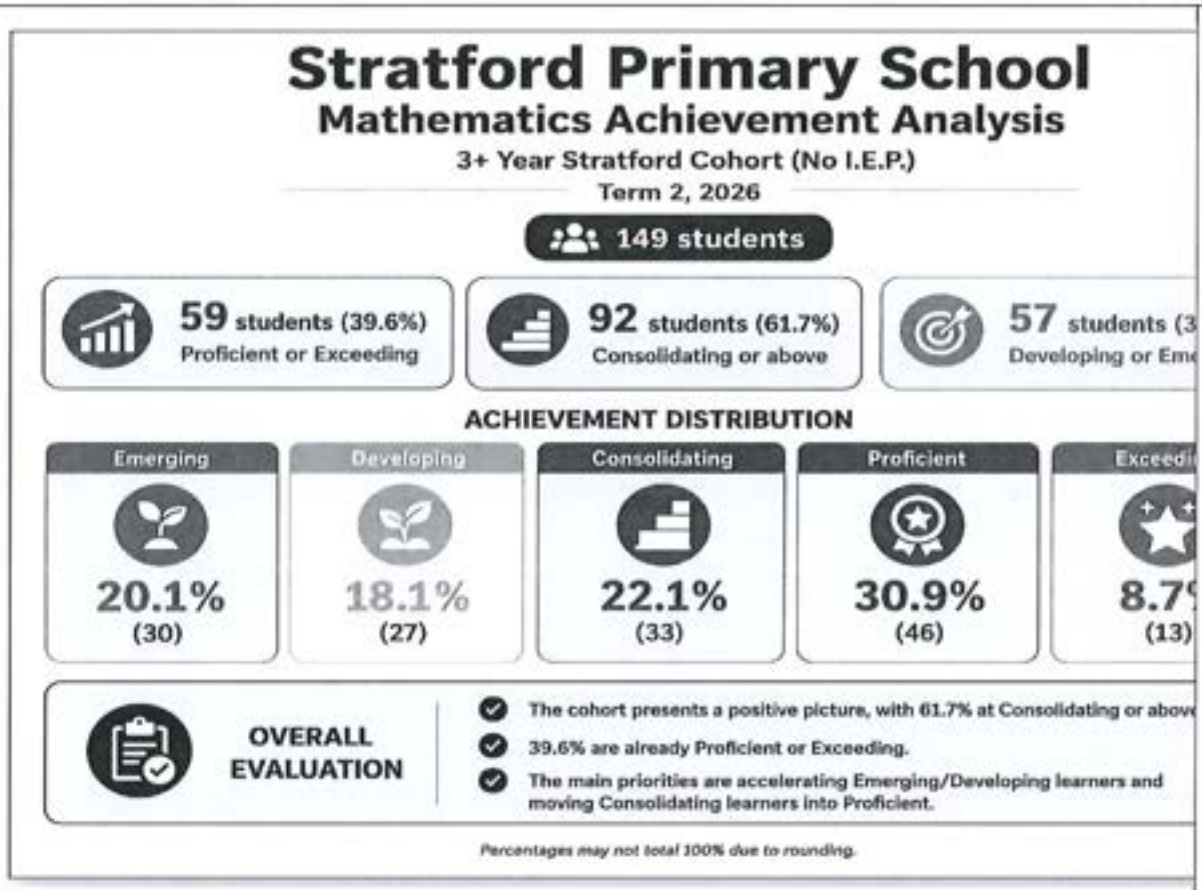
This cohort provides a clearer indication of the long-term impact of Stratford Primary School's mathematics programme.

Overall Evaluation

The established cohort presents a positive overall picture, with 61.7% (92 students) working at Consolidating, Proficient or Exceeding.

- 39.6% (59 students) are already Proficient or Exceeding.
- 22.1% (33 students) are Consolidating.
- 38.3% (57 students) remain Developing or Emerging, including 20.1% (30 students) at Emerging.

The key opportunity is to move Consolidating learners into Proficient while accelerating progress for those currently Emerging or Developing.

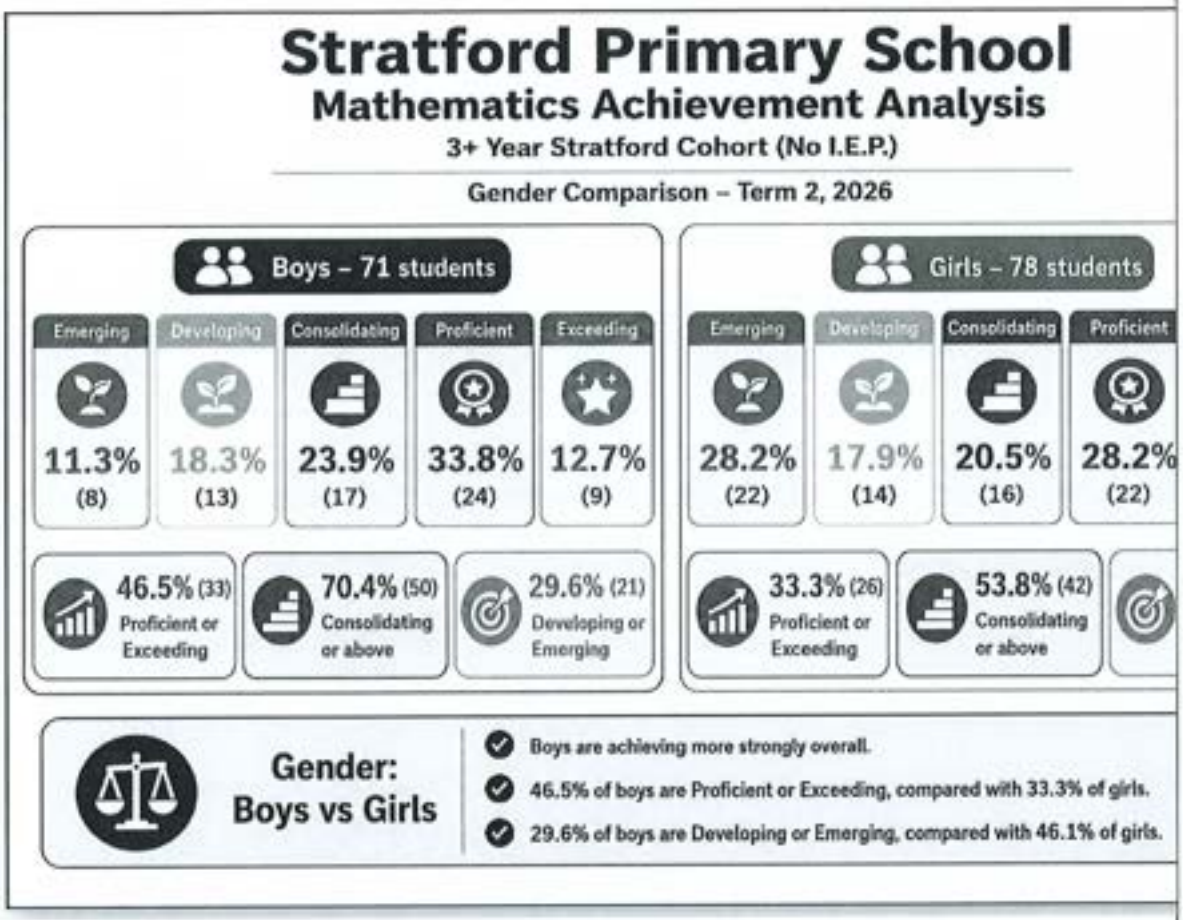


Gender: Boys vs Girls

Within the established cohort, boys are achieving more strongly than girls.

- 46.5% of boys are Proficient or Exceeding, compared with 33.3% of girls.
- 70.4% of boys are Consolidating or above, compared with 53.8% of girls.
- 29.6% of boys are Developing or Emerging, compared with 46.2% of girls.
- The largest difference is at Emerging: 11.3% of boys compared with 28.2% of girls.

Girls therefore represent an important group for targeted acceleration, with Year 6 girls standing out as a particular area for attention.



Māori and NZ European

NZ European learners are achieving more strongly overall, although the differences are relatively moderate in some areas.

- 42.7% of NZ European learners are Proficient or Exceeding, compared with 36.7% of Māori learners.
- 66.1% of NZ European learners are Consolidating or above, compared with 56.7% of Māori learners.
- 43.3% of Māori learners are Developing or Emerging, compared with 33.9% of NZ European learners.
- Māori learners have a higher proportion at Emerging (30.0%) than NZ European learners (16.1%).

The Māori cohort is relatively small (30 students), so individual student movement can have a noticeable impact on percentages. Year 6 Māori learners are a particularly important group for targeted support.

Overall Conclusion:

The 3+ year cohort shows encouraging Mathematics achievement, with almost two-thirds of learners working at Consolidating or above and almost 40% already Proficient or Exceeding.

The clearest disparity is currently between boys and girls, with boys performing more strongly across the overall achievement measures. NZ European learners are also achieving somewhat more strongly than Māori learners, particularly through a lower proportion of learners at Emerging.

The priorities moving forward are to accelerate Emerging and Developing learners, strengthen outcomes for girls and Māori learners, and deliberately support Consolidating learners to move into Proficient

Q: How many students did we lose last year (2025)? *90, which includes approximately 60 Year 8 Leavers.*

What has been happening around the school:

Ākonga:

Week 1: *The Kapa Haka Roopu did an awesome job welcoming new whānau with the school pōwhiri; Year 7-8 were engaged with the third phase of the Huranga Whānui Programme (Dance, Art, and Photo Animation) and the Ākonga Council started their fortnightly meetings.*

Week 2: *Two groups of Year 5-8 ākonga started their online Te Reo Classes; AIMS Games ākonga held their sausage sizzle fundraisers; Year 5-6 Netball Team narrowly lost their semi final.*

Week 3: *Year 3-4 viewed the Alternate Energy Roadshow; Year 7-8 were involved in the Rippa Finals; Year 5-6 won the Rugby Final; Ākonga raised money for an ex-student; IVHQ staff were supported by ākonga with school projects; We had a school lockdown that was initiated by the MoE.*

Week 4*: Year 7-8 were involved in the Seven Aside Tournament; Senior ākonga attended the Lead Conference; Principals Appreciation Day was celebrated.*

Week 5: *Year 5-6 and Year 7-8 were provided the opportunity to participate in the Epro8 Challenge; Year 7-8 participated in the Winter Sports Tournament.*

Whānau:

Week 2: *Over one hundred whānau supported the opening of the Bookfair and the Whakapiri Morning; Parent Interviews were held from 2pm on Thursday 30 July; Many whānau supported the exchange with Manukorihi Intermediate.*

Week 3: *The second installment of Parent Interviews was held from 2pm on Thursday 6 August. Here are the approximate numbers of whānau who attended interviews. Teachers also meet with parents before and after these allocated days.*

- *Room 1: 16/28; Room 2: 19/28; Room 3: 12/27; Room 4: 19/29 students. Less SENCO/IEP learnings = Approximately 76% of whānau engaged in the Parent Interviews.*
- *Room 5: 16/29; Room 6: 20/29; Room 7: 23/29; Room 8: 17/28. Less SENCO/IEP learnings = Approximately 93% of whānau engaged in the Parent Interviews.*
- *Room 15: 20/25; Room 18: 22/25; Room 19: 19/24; Room 20: 22/27. Less SENCO/IEP learnings = Approximately 95% of whānau engaged in the Parent Interviews.*
- *Room 9: 14/18; Room 10: 19/21; Room 11: 14/22; Room 13: 19/26; Room 14: 19/24. Less SENCO/IEP learnings = Approximately 83% of whānau engaged in the Parent Interviews.*

Leadership Team, Teachers, Support Staff and Learning Assistants (e.g. Professional Development, other):	
Week 1: *Emily Barrett worked with the Mentor Teachers and Mentee Teachers; Nadia Ballatine worked with three leaders as part of their one to one coaching.* ***Week 3:*** *Team Leaders and the Leadership Team met to review their roles, the term ahead and AI Policy.* ***Week 4:*** *The Principal attended his Professional Learning Group with other local Principals.*	
Leadership Study Tour: *Are there any further Board Inquiry Questions that need to be added?* **How will this Study Tour contribute to Stratford Primary School?** *Inquiry Goals:* 1. *Principal: Jason.E* a. *What school approaches would contribute to enhancing learning opportunities for ākonga at Stratford Primary School?* b. *How can teachers and support staff be further supported to enhance their teaching practice?* 2. *Deputy Principal: Deborah* a. *To review and evaluate the Year 1-4 Literacy programmes.* b. *To review and evaluate what assessments they are using in Literacy.* c. *What does their coaching and mentoring look like to develop and enhance classroom practice?* 3. *Associate Principal: Jason.D* a. *What school-wide and classroom practices have had the greatest impact on improving student behaviour? Specifically, which of these practices could be successfully adapted and implemented in our school?* b. *How do these schools balance formative and summative assessment when making overall teacher judgements, and what makes this approach effective?* c. *What processes and moderation practices ensure teacher judgements are accurate, consistent, and based on a broad range of assessment evidence?* d. *What assessment practices from these schools could strengthen the way we make teacher judgements and use assessment to improve learning in our own context?* 4. *Board Questions:* a. *How do Australian Boys compare to Girls in learning? Do they see the same divide?* b. *What age do they use devices? Has this changed over time?* 5. *Study Tour Questions:* a. *What form of educational experience is most likely to be relevant to life in the 21st century?* b. *How do we reconcile the potentially competing demands of the*	

ideographic and the nomothetic i.e. personal versus collective futures? c. *What is "school" becoming? Will it morph or evolve of its own accord? How could the process best be guided? What will be your role in this?* d. *To participate in a group of professional scholars, the focus of whose scholarship is their practice as leaders of educational institutions.* e. *Explore curriculum delivery in Queensland.* f. *To address issues inherent in multicultural classrooms.* g. *To consider cultural differences in learning activities.* h. *To consider second and third language acquisition in primary school classrooms.* i. *To consider different strategies for number/mathematics learning.* j. *Develop a network of NZ Principals and Middle Leaders. Note: The Principal and Leadership Team from Stratford High School are also attending the Study Tour.* k. *Develop an international network.* l. *To explore innovative learning environments.*	
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.*
• *Have re-advertised for one of the Yr 1-6 Permanent Teacher roles.*
Motion to appointment Donna Katene (Confidential until the end of Week 8) and Lydia Reynolds as permanent classroom teachers.
Moved: Jason B/Kate	

Support staff updates: • *The Principal and SENCO have met with Learning Assistants from the SENCO Team, explaining that hours will be lowered in 2027. This is due to ORS students moving on and the MoE stopping High Health Funding for older tamariki. Hours will be reduced by 20% or less based on the collective agreement guidelines. SENCO Learning Assistants have completed their goals for Term 3. Next term, contracts will be updated and goals reset for 2027.* • ***Motion:*** *Tori Michael has requested to change her permanent teacher aide hours from 25h to 20h per week.* ***Moved: Fiona R/Deb***	
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): • *Alyssa Coombe has requested time off to attend her best friend's wedding.*	

She is in the bridal party. Will be 2 days with pay/2 days without pay as per our guidelines. ***Moved: Deb/Fiona R*** ***Motion:*** *To move that Jocelyn Mako is using ten Long Service Leave days. These will be taken in Term 4, 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* ○ ***Teachers - Term 1 sickness:*** *Days = 61.5;* ***Teachers - Term 2 sickness:*** *Days = 108.5;* ***Term 3 sickness:*** *Days = 47.5.* ○ ***Support Staff - Term 1 sickness:*** *Days = 64.5;* ***Support Staff - Term 2 sickness:*** *Days = 62;* ***Support Staff - Term 3 sickness:*** *Days = 68; 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 = 35.5 Days;* ***Support Staff LWP*** *- Family, Sport, Funeral, Weddings = 24 days.* ○ ***LWOP*** *- all staff = 42.5 days.*	
Property:	
5YA Projects • ***Heating Upgrade:*** *This will require significantly more MoE funding. We are waiting to see what option is taken up. If the Power Upgrade is too expensive we might have no option but to go for the Wood Pellet option.* • ***Other:*** *The final compliance issues are being sorted in the Junior Block. Once completed and signed off by the S.D.C, the deck area will be recovered. One solution is to use iron over the doorways and reinstall the existing clearlite.* --- ***Building Project: Board discussion around the Building Project.*** • *See the correspondence from John Hobbs (MoE) and the Board Correspondence, which is in the Board Folder.* • *Future costs: Planting around the building; what to do with the back area → probably makes sense to clear the area and replant?* ***Next stages:*** • ***Phase 3:*** *Room 20 to move into the Wharenui. 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.* • ***New classrooms taken over at the start of 2027 e.g. with students.*** *We will need a full pōwhiri for this. In the meantime, we will organise the new*	

buildings to be blessed by local iwi so we can access, set up areas, and use them as an extra breakout space.

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

***SENCO Space:** No new updates but I have heard they are re-looking at funding options for this space.*

Update: Property Modification process is being completed by the MoE. They are also looking at the previous SENCO modifications.

- *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 August 2026
Moved: Fiona R/Kate

4. *Strategic Decisions:*

a. Board Work Plan Actions: *Reviewed*

b. *Charter Update: Making reference to Point 2 in Section 2 includes the wording of reading. Writing and math.*

Strategic Plan Changes for 2027:

- *Strategic Goals → At least one focused on achievement in reading, writing or mathematics.*
- *Strategic Plan → 2027 to 2028.*
    - *As a Board continued commitment to giving effect to Te Tiriti.*
- *Reporting to Parents → expectations are being clarified by NZPF. Slight changes. Need to include another descriptor regarding strands. Work required to get it work in to place.*
- *Safety checking changes → overseas convictions.*
- *Attendance Management Plans - New resource.*

Annual Improvement Plan for 2027: Key areas

1. *Mathematics.*
2. *Writing.*
3. *Attendance.*
4. *Finances.*

Policy follow ups from the last meeting:
Student Attendance Policy

- *Student Attendance Process: What happens when parents do not let the office know?*
  The Principal will inform the parents in the newsletter.

Student Uniform/Student Dress Expectations Policy:
Discuss and then consult with whānau.

- *Jewellery at school: Our guidelines are no necklaces, chains, rings, earrings or sleepers. The small studs are acceptable.*
- *Clothing: No singlets; no mid-drifts, if you can see up it, down it or through it, it is not appropriate.*

Motion: To move the following Policies:

- *School Community Engagement Policy* ***All (esp Board)***
- *Inclusive School Culture* ***All (esp Board)***
- *Enrolment* ***All***
- *Concerns and Complaints Policy.*

Moved: Kate/David

Up and coming Policy Changes: Message from School Docs...

- **Shared regulatory system for the teaching workforce** – we assessed the SchoolDocs **Employment Policy** and relevant sub-policies and there were no changes required to policy wording about teacher registration, standards, and conduct, except to **Principal Professional Growth Cycle.**
- **School Planning and Reporting** – we'll share upcoming changes to this policy by the beginning of term 4 to accommodate upcoming regulatory changes to the school planning and reporting framework.
- **Safety Checking** - we will share upcoming changes to this policy at the beginning of Term 4 to reflect new requirements for schools to assess overseas convictions against Schedule 2 for any core children's workers that aren't teachers.
- **Property Management** and **Property Maintenance and Repairs** – we're keeping an eye on information from the Ministry of Education about the transition to the New Zealand School Property Agency, which is to be in place no later than 1 November 2026. We'll notify you in a future advisory when SchoolDocs policies will be updated as a result of this information.

We'll update other relevant policies as needed as further changes come into force.

Update: Principal Professional Growth Cycle

- We've clarified wording about the Teaching Council guidelines for implementation.
- We've updated the title of the Standards to reflect the new 2026 Standards.
- When we publish this update, we'll also update the title of the Standards in the Teacher Professional Growth Cycle policy.

Other:

- N/a
- Education Bulletin

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:

- *The Finance Committee has reviewed the May and June Accounts. See the attached minutes for the Board to review.*
- *The Group Mowing Scheme has held a meeting to review the accounts. See the attached minutes for the Board to review.*

We have received $20,000 for the Counsellor through TOI. We need to finish off the compliance so we can then re-apply.
Moved: Fiona J/Kate

Apply to the TET to upgrade the bike shed.

Red court needs re-surfacing.

Chad applied to Tu Manawa funding for line painting.

Motion to accept the May and June Finance Minutes.
Moved: Deb/David

Motion to accept the Group Mowing Minutes.
Moved: Kate/Jason B.

6. <u>Administration</u>

a. Review the minutes. Secretary to share the key points and decisions made.

b. Identify agenda items for the next meeting on Monday 19 October 2026 at 5 pm.

i. ***Q: How many students did we lose last year (2025)***

c. Correspondence (see below):

i. Board to send any comments to the Principal for him to consolidate responses.

7. Correspondence In:

a. *John Hobbs (MoE) - Building work updates.*

b. *John Hobbs (MoE) - Wharenui*

c. *NZPF: Advice to Board's regarding ToW.*

d. *Police Report - Stolen Lawn Mower.*

e. *TET Grant - Application to upgrade the Bike Shed.*

f. *MoE - Enrolment Zones: FDMC and SHGC.*

8. Correspondence Out:

a. *John Hobbs (MoE) - Board feedback on the Building Project*

<u>Minutes/Motion:</u>
Motion: *To move the correspondence list above.*
Moved: *Fiona.J/Jason B*

9. <u>Meeting closure: Meeting closed at 7.30pm</u>

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

Le-arna: 5.0 hrs	Deb: 4.5 hrs	Kate: 4.5 hrs
Jason.B: 4.0hrs	Fiona.J: 5.0 hrs	David: 4.5 hrs
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 (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)*