

**Pleasant Point Primary School - Board of Trustees Meeting
Tuesday 13th May at 6.00pm (Meeting Room)**

*A Head and a Heart for Learning and Life –
A Backpack for the Journey*

A G E N D A



Reports to be read before the meeting and Board members to come prepared with questions/notes in order to be able to clarify, make meaning and move to action.

Guiding Documents:

[Pleasant Point Primary School Strategic Plan 2024-25](#)

 Board Work Plan 2025

Karakia [Link to waiata version](#)

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|------------------------------|--|
| Whakataka te hau ki te uru | Cease the winds from the west |
| Whakataka te hau ki te tonga | Cease the winds from the south |
| Kia mākinakina ki uta | Let the breeze blow over the land |
| Kia mātaratara ki tai | Let the breeze blow over the ocean |
| E hī ake ana te atakura | Let the red-tipped dawn come with a sharpened air. |
| He tio, he huka, he hau hū | A touch of frost, a promise of a glorious day |
| Tīhei mauri ora! | |

May Meeting Board workplan:

| Meetings | 13th May |
|----------------------------------|---|
| Requirements | Annual report approved and sent to MOE (deadline is 31st May) (well underway) |
| Strategic Plan | |
| Strategic Aims | Principals Report Update |
| Learner Progress and Achievement | |
| Curriculum / Marau ā kura | |
| Personnel | |
| Budget | |
| Property | |
| Health and Safety | First Aid Check |
| Policy | |
| Board Process / PD | |
| Community Consultation | Uniform - Jackets, Senior Tops |

Karakia / Welcome




| Time | Item |
|--------|--|
| 6.00pm | Welcome |
| | Conflict of Interest - update |
| | Minutes of the Previous Meeting <ul style="list-style-type: none">- April 1st 2025 BOT Minutes Any matters arising Motion: accept minutes of previous meeting |

STRATEGY - STUDENT ACHIEVEMENT & CURRICULUM (from BOT workplan)

| Time | Item |
|--------|--|
| 6.10pm | Principal's Report - Note the principal's report reports each time against the annual plan and the cumulative reports document the school's journey to meeting the annual plan goals. Motion: Accept Principal's Report |
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GOVERNANCE

| Time | Item |
|--------|---|
| 6.15pm | Finance Report <ul style="list-style-type: none">- May 2025 Financial Commentary P&L Tracking: \$57,409.43 YTD income: \$704,589.27 YTD expenses: \$647,179.84 Assets: \$1,073,718.64 Liabilities: \$287,789.77 Working Capital: \$785,928.87 Motion: Accept Finance Report |
| 6.20pm | Property Property Report Ongoing property work Motion: accept property report |

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| | <p>Motion required on use of remaining Opihi money if quotes are available.</p> <p>Motion to proceed with getting complaint heaters.</p> <p>Considerations of hall options and a decision about what next to be recorded. All relevant information is in the property report.</p> |
| 6.40pm | <p>Health & Safety Hazard Register</p> <p>First Aid Check</p> <p> Health and Safety Committee - Minutes</p> <p>Items that need to be particularly noted from H&S: Playground safety audit.</p> <p>The yew tree has been removed.</p> <p> Arborist Quote 2025.pdf</p> <p> Tree-Report-33-Halstead-Road-Pleasant-point-Thursday-March-27-2025.pdf</p> <p>Move to accept arborist quote of \$2,208 for the remaining H&S arborist work to be completed this year.</p> <p>Concrete planters around the back basketball court are a hazard and could cause significant head injury to basketball players.</p> <p>Concrete planters on the South of the Rangitata block are less dangerous. We need to look into a softer edging to go around these. The playground safety auditor will be asked about this.</p> <p>Move to get a quote to remove the concrete planters on the North side of Rangitata and make good. To be added to the other quotes for playground make goods.</p> |
| 6.50pm | <p>Employment and Personnel</p> <p>Costs of coverage for sabbaticals are covered by MoE. Note that these requests are only to get board permission to apply for a sabbatical.</p> <p>Three sabbatical requests (sent out to board members)</p> <p>Discussions and decisions on sabbaticals to be made “in committee” minus the principal who has requested a sabbatical.</p> <p>Motion: response to sabbatical requests</p> |

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| | <p>Delegation for a potential further personnel matter to be discussed 'in committee.'</p> <p>Delegation to be decided and noted in committee for the matter discussed.</p> |
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POLICY REVIEW

| Time | Item |
|--------|--|
| 7.10pm | <p>Policy review</p> <p>Detail on policy implementation will be provided for the next meeting.</p> <p><i>Below are the policies up for review this term:</i></p> <p><i>BOT Review:</i></p> <ul style="list-style-type: none"> • Planning & preparing for emergencies, disasters and crises • Communication during an emergency, disaster or crisis • School Closure <p><i>Standard Review:</i></p> <ul style="list-style-type: none"> • Emergency Management • Disaster Management • Crisis Management <p><i>Notes:</i></p> <p>www.schooldocs.co.nz Username: pointprimary Password: halstead7903</p> <p>Minute queries, or feedback on policies.</p> |

CONSULTATION

| Time | Item |
|--------|---|
| 7.15pm | <p>Results from community consultation - uniform</p> <p>(community consultation outcomes will be added at the end of Friday when the consultation closes)</p> <p>Information gathered from high schools:</p> <p>Number of earrings:</p> <p>Craighead - gold or silver, 1 stud per ear, no larger than 4mm</p> <p>Girls' High - 1 stud or sleeper per ear in the lower lobe, no nose studs</p> <p>Boys' High - 0 - If they come to school with earrings they must cover them</p> <p>Roncalli - 2 per ear</p> <p>Mountainview - No rules around jewellery</p> <p>Board decision on:</p> <p>Jacket</p> <p>Year 7 & 8 Summer top</p> <p>Supplying sports uniforms</p> <p>Earrings</p> <p>To be minuted</p> |

ADMINISTRATION

| Time | Item |
|--------|---|
| 7.30pm | Correspondence – Inward / Outward NZEI - Notification to initiate bargaining for Primary Principals Collective Agreement NZSBA Term 2 events Move to accept correspondence |

Date of Next Meeting - 18th June 2025, 6pm

Ākonga with their whānau

The locally-developed curriculum
(developed by schools and communities)

**School's Strategic Plan,
Annual Implementation Plan,
and Annual Report**

The New Zealand Curriculum (NZC)

Secondary legislation via gazetting,
made under ETA s90, and comprising:

Foundation Curriculum Policy

(Gazette Notice 2009-go8817)

Each board who has chosen* to implement the NZC must, through the principal and staff, develop a curriculum for Years 1-13 that:

- » is guided by the Vision
- » is underpinned by the Principles
- » ensures the Values are encouraged, modelled, and explored by students
- » supports students to develop the five Key Competencies.

National Curriculum Statements

(Gazette Notice 2009-go8814)

State schools are to provide teaching and learning programmes based on statements for:

- » The Arts
- » English
- » Mathematics & Statistics
- » Science
- » Health & Physical Education
- » Social Sciences †
- » Technology

* Updated in Gazette Notice 2022-go4492.

† Updated in Gazette Notice 2017-go6474.

The Statement of National Education & Learning Priorities (NELP)

Issued under [ETA s5](#)

Board's responsibilities to evaluate and report performance:

- » Reporting of individual student performance (to students and their parents).
- » Reporting on the performance of the school's students (publicly and to the Ministry).

Requirements of Boards:

- » Objectives of Boards: [ETA s127](#)
- » Strategic Planning and Reporting Requirements: [ETA ss138-146](#)
- » Responsibility to consult about the delivery of the health curriculum: [ETA s91](#)
- » Teaching & Learning Programmes: [ETA s164](#)
- » Monitoring & Reporting of Student Performance: [ETA s165](#)
- » Designated character school requirements: [ETA s204](#)
- » Regulation 21 of the Education (School Board) Amendment: [Regulations 2022](#)

The Education and Training Act 2020 (ETA)

Te Tiriti o Waitangi and its principles

* This diagram describes the settings for the NZC. The legislative framework for Te Marautanga o Aotearoa is [here](#).

Schools must choose to develop and implement a curriculum based on either the NZC or Te Marautanga o Aotearoa. If a school has a bilingual class or classes where Māori is one of the languages of instruction, it may develop and implement a curriculum based on Te Marautanga o Aotearoa for those classes, and on the NZC for the rest of the school, in Gazette Notice: [2009-go8817](#).

Board requirements (in effect until 1 January 2026)

A board's primary objectives³ in governing a school are to ensure:

- every student is able to attain their highest possible standard in educational achievement
- the school:
 - is physically and emotionally safe
 - gives effect to relevant student rights
 - takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school
- the school is inclusive of, and caters for, students with differing needs
- the school gives effect to Te Tiriti o Waitangi, including by:
 - working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori
 - taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori
 - achieving equitable outcomes for Māori students.

To meet its primary objectives, a board must have particular regard to the [National Education and Learning Priorities \(NELP\)](#)⁴ and ensure the school's principal and staff develop and implement a curriculum for students in years 1-13:⁵

- that is guided by the Vision set out on page 8⁶
- that is underpinned by the Principles set out on page 9
- in which the Values set out on page 10 are encouraged and modelled and explored by students
- that supports students to develop the five Key Competencies set out on pages 12-13

- that provides all students with effectively taught learning and teaching programmes in the learning areas listed below:
 - English, as specified on page 18
 - the Arts as specified on pages 20-21
 - Health and Physical Education, as specified on pages 22-23. Also, at least once every 2 years, after consulting the school community, the board must adopt a statement on the delivery of the health curriculum⁷
 - Mathematics and Statistics, as specified on page 26
 - Science, as specified on pages 29-29
 - Technology, as specified at <https://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum/Technology>; and
 - Social Sciences, including Aotearoa New Zealand's histories, as specified at <https://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum/Social-sciences/>.

Changes have been made to how boards plan and report their performance ([Education and Training Act 2020, ss 138-146](#)). These changes came into effect on 1 January 2023. The broad aims of the changes are to ensure boards are focused on meeting their primary objectives, giving effect to Te Tiriti o Waitangi, and having particular regard to the NELP.

Further Guidance

When designing and reviewing their curriculum, schools select achievement objectives from each learning area in response to the identified interests and learning needs of their students. For learning in digital technologies, schools need to provide teaching and learning opportunities in line with the progress outcomes from the technology learning area. For learning in Aotearoa New Zealand's histories (part of Social Sciences), schools need to provide teaching and learning opportunities that weave together what students need to Understand, Know, and Do and support progression in line with progress outcomes.

All schools with students in years 7-10 should be working towards offering students opportunities for learning a second or subsequent language. Teaching programmes should be based on the learning languages statement found on pages 24-25 and the achievement objectives for this learning area. Teaching programmes for students in years 11-13 should be based, in the first instance, on the appropriate national curriculum statements.

³ Education and Training Act 2020, Section 127 (1)

⁴ Education and Training Act 2020, Section 127 (2a)

⁵ Education and Training Act 2020, Section 164, and Gazette Notices GN2009-go8817, GN2009-go8814, GN2017-go6474 and GN2022-go4492

⁶ Page numbers in these bullets are referring to the current 2007 curriculum.

⁷ Education and Training Act 2020, section 91

Glossary

5Y - Five year property agreement.

Analysis of Variance (AoV) - an analysis of how we reached a target, and an analysis of factors which prevented reaching a target - ie an explanation of variance.

AST - Across school teacher - the teacher who has 2 days release and 4 units to support the work of the Kahui Ako across a cluster of schools.

Asttle - online testing which have been norm referenced across the country.

Banked Staffing - the staffing provided by the MoE based on our roll size. Further staffing may be provided by the BOT and comes from our "Bulk Grant" which is our operating grant.

ERO - Education Review Office

Kahui Ako - Community of Learning - the group of schools working together.

MoE - Ministry of Education

NZCER - New Zealand Council of Educational Research

Ops Grant - Our operating income paid by the MoE and based on student numbers. It covers our running costs.

P&L - Profit and Loss - our cash income and expenditure balance

PB4L - positive behaviour for learning

Pr1me - A maths resource to support teaching across the school.

Restorative - a type of behaviour management system which focuses on restoring and repairing harm.

Teaching to the North East - research-based evidence (Russell Bishop) on best outcomes for all students involving a combination of relationships and good pedagogy.

Unit - a payment allowance of \$4.5k which is allocated for school leadership or development of strategic goals. Some of these have to be permanent and some are awarded as fixed term on an annual basis to support the school's strategic direction.

WST - Within school teacher - the teacher within our school who has 2 hours release and 2 units to support Kahui Ako work.

YTD - Year to date

I nga ara fawhito, he rohe hou. From old pathways, towards new landmarks.