

**Pleasant Point Primary School - Board of Trustees Meeting  
Tuesday 17th June 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](#)

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!	

### **June Meeting Board workplan:**

Meetings	18th June
Requirements	Student Achievement Parent Reporting (mid-year)
Strategic Plan	
Strategic Aims	
Learner Progress and Achievement	
Curriculum / Marau ā kura	
Personnel	
Budget	Mid-year review Review school donations and activity fees
Property	
Health and Safety	Evacuation
Policy	
Board Process / PD	Succession Planning
Community Consultation	

## Karakia / Welcome

Items in this colour must be recorded in minutes


Time	Item
6.00pm	Welcome
	<a href="#">Conflict of Interest</a> - update
6.05pm	Minutes of the Previous Meeting  - <a href="#">May 13th 2025 BOT Minutes</a>  Any matters arising  Accept minutes of previous meeting

## STRATEGY - STUDENT ACHIEVEMENT & CURRICULUM (from BOT workplan)

Time	Item
6.10pm	DPS Jo Williams and Hayden Shaw are at the meeting. Grant speaking rights.
	<a href="#">Mid Year Data Report</a> <a href="#">Reading inquiry</a> <i>Both reports will be presented, summarised and explained by the reporters</i>  Sense making - discuss, question, clarify  Agreed next steps Move to accept reports
6.30pm	<a href="#">Literacy Intervention report</a> <i>Will be presented, summarised and explained by the reporter</i>  Sense making - discuss, question, clarify  Move to accept report Response to request to increase literacy teacher's hours for the remainder of the year at a cost of \$2,280
6.35pm	<a href="#">SENCO Report</a> on target: 80% of tier 2 students will meet their curriculum SMART goals.  Move to accept report
6.45pm	<a href="#">Principal's Report</a> - 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.  Taken as read

	Any clarifications? Move to accept Principal's Report
6.50pm	<a href="#">Student Wellbeing@school summary</a>  Taken as read Clarifications, next steps. Move to accept report
6.55pm	<a href="#">Staff wellbeing survey summary</a> Taken as read Clarifications, next steps. Move to accept report
7.05pm	<a href="#">Health curriculum statement</a> Any community feedback will be brought to the meeting.  Adjust statement or move to accept as it stands.

## GOVERNANCE

Time	Item
7.10pm	<a href="#">PPSS BOT response to request for consultation regarding TBHS and TGHS zone implementation.</a>  <b>Additions, deletions or editing of doc.</b> Move to accept doc, for principal to tidy up and send to MoE
7.20pm	<b>Finance Report</b> -  <b>June 2025 Financial Commentary</b>  <i><b>P&amp;L Tracking:</b></i> \$56,490.42 surplus <i><b>YTD income:</b></i> \$859,359.71 <i><b>YTD expenses:</b></i> \$802,869.29 <i><b>Assets:</b></i> \$981,993.93 <i><b>Liabilities:</b></i> \$120,957.02 <i><b>Working Capital:</b></i> \$713,389.91  Move to accept report
7.25pm	Mid year staffing budget update. <u>Teacher Salaries:</u> Spent from budget \$32,364 Available still to spend \$41,774.88 (the overall turnover is higher than budget due to extra funding from MoE for structured literacy release for pd)  <u>Teacher Aide Salaries:</u>

	<p>Spent from budget \$36,926 Available still to spend \$93,238</p> <p>(overall turnover is higher than budget due to extra funding for a specific student)</p> <p>Board minute that the nominated budget expenditure is likely to be higher than what is in the budget but that this is for specific purposes and has been matched by extra income.</p>
7.28pm	<p>Move to opt into MoE School Donations scheme for 2026</p> <p>📊 2025 School Donations Scheme Vs Donations These are the same figures that we have previously investigated.</p> <p>Move to accept report</p>
7.30pm	<p><b>Property</b> <a href="#">property report</a></p> <p>Move to accept report</p> <ol style="list-style-type: none"> <li>1. Accept X quote for interior painting in Opihi Block.</li> <li>2. Board to top up quote to the amount of \$791 in order to complete all the interior joinery painting (or not)</li> <li>3. Vote on playground tidy up quote if available, otherwise do digital vote as previously agreed.</li> <li>4. Consider quote for hall weathertightness.</li> </ol> <p>A spreadsheet of ongoing property work which the board is welcome to check in on at any time. <a href="#">Ongoing property work</a></p>
	<p><b>Health &amp; Safety</b> <a href="#">Hazard Register</a></p> <p>We had an actual fire alarm this term and conducted a full fire drill with the fire brigade in attendance.</p> <p>📋 Health and Safety Committee - Minutes from H&amp;S Meetings.</p> <p><i>Nothing to discuss.</i></p>
7.40pm	<p>Employment and Personnel</p> <p>In Committee: Request for leave in 2026 Maternity Leave notice Decision to be noted in committee (letters will be emailed).</p> <p>Record decisions in committee</p>

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## POLICY REVIEW

Time	Item	Action
7.45pm	<p>Policy review -</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"> <li>• <i>Planning &amp; preparing for emergencies, disasters and crises</i></li> <li>• <i>Communication during an emergency, disaster or crisis</i></li> <li>• <i>School Closure</i></li> </ul> <p><i>Standard Review:</i></p> <ul style="list-style-type: none"> <li>• <i>Emergency Management</i></li> <li>• <i>Disaster Management</i></li> <li>• <i>Crisis Management</i></li> </ul> <p><i>Notes: These have all been read through and checked and we are compliant and have systems to manage them.</i></p> <p><i>We have also had extra training in crisis or trauma management:</i></p> <p><i>2023 - Lorraine</i></p> <p><i>2024 - Lorraine and Rachael</i></p> <p><i>2025 - Lorraine</i></p> <p><i>We have a detailed plan for a crisis management team if we ever needed it which is in our staff handbook.</i></p> <p><i><a href="#">Crisis management</a> - (the presiding member has a role in this plan)</i></p> <p><i>Minute queries, or feedback on policies.</i></p> <p><a href="http://www.schooldocs.co.nz">www.schooldocs.co.nz</a></p> <p><i>Username: pointprimary</i></p> <p><i>Password: halstead7903</i></p>	Minute queries, or feedback on policies.

## BOARD PROCESS/PD

Time	Item	Action
7.50pm	Succession Planning	

## ADMINISTRATION

Time	Item	Action
7.55pm	Correspondence – Inward / Outward Maternity leave application - sent by email. Request for leave - sent by email	

**Date of Next Meeting - 29th July 2025, 6pm**

### Summary Annual Goals for 2025

As the curriculum expectations and measures have changed from 2024 to 2025 the end of 2024 benchmarks cannot be used as 2025 benchmarks. Therefore for 2025 targets are measured in terms of progress.

2025 Goal	Actions	Target
<b>Strategic Goal 1: Understand and live our school CARE values as the lead part of school curriculum and community values</b>		
1. The CARE values continue to lead our school culture.	Children continue to be able to talk about how they are showing the CARE values. Our PB4L team continues to promote positives. We take further steps to embed our house cultures.	We will have developed a more visual representation of our school houses. CARE values will continue to be consistently promoted with positives. Outcomes will be aligned throughout the school.
<b>Goal 2: Every student will be motivated to engage in holistic learning in order to achieve to their own highest potential.</b>		
<b>Unpack and implement English and Maths curriculum refresh</b>	Continue unpacking the curriculum refresh. Formulate school planners and overviews. Provide “just in time” staff pd Cross reference coverage with Hero and record progress	75% of children make a half year’s progress in maths in the refreshed curriculum from mid to end of year
<b>Increase engagement in year 4-8 reading Increase achievement in year 4-6 reading</b>	Year 7 & 8 engage in dual-factor reading program where students develop choice and agency in reading. Year 4-6 to engage in a spiral of inquiry to support development of practice in increasing achievement in reading and reducing the difference in boys’ and girls’ achievement. Through engaging with this we also engage with the Curriculum refresh and address one of the key understandings in reading - “Stories are a source of joy and nourishment.”	75% of year 4 and 5 students will make a half year’s progress in reading in the refreshed curriculum from mid to end of year. Disparity between boys and girls in achievement and engagement for reading will be less than 10%.
<b>Effective Learning Support targeted interventions</b>	Clear guidelines have been made for categorising students. Learning Action Plans with SMART goals for all tier 2 students monitored termly. IEPS for all tier 3 students monitored termly. Literacy intervention teacher for year 0-2 employed. <b>Curriculum Refresh</b> - “Leaders must have a mechanism and strategies for prioritising and closely monitoring urgent action, when required, to support classroom teaching. Where teaching needs to be targeted and intensified to meet specific needs for	80% of tier 2 students will meet their curriculum SMART goals.  SENCO report mid and end of year.  Lit intervention teacher to report

	finite periods, leaders draw on a breadth of available supports, as required.” p.11.	to board on progress termly.
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## 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 objectives<sup>3</sup> 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 \(NELP\)](#)<sup>4</sup> and ensure the school's principal and staff develop and implement a curriculum for students in years 1-13:<sup>5</sup>

- that is guided by the Vision set out on page 8<sup>6</sup>
- 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 curriculum<sup>7</sup>
  - 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.

<sup>3</sup> Education and Training Act 2020, Section 127 (1)

<sup>4</sup> Education and Training Act 2020, Section 127 (2a)

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

<sup>6</sup> Page numbers in these bullet points are referring to the current 2007 curriculum.

<sup>7</sup> 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.*