<table>
<tr><td colspan="5">Board of Trustees Meeting Minutes – June 2025</td></tr>
<tr><td colspan="5">I - Information D - Discussion</td></tr>
<tr><td>Karakia/ Word of the day
• All</td><td>Closing Karakia
•</td><td>Led By</td><td>Time minute</td><td>I / D</td></tr>
<tr><td colspan="2">1. Administration - Opened 6:27pm - Closed 8:19pm
Meeting into committee - Meeting Closed</td><td></td><td></td><td>I</td></tr>
<tr><td colspan="2">1.1 Present - MC, SK, SM, RW, EF, JH, FP
1.2 Apologies - Nil
1.3 Declaration of Interest - Y
1.4 <u>Minutes of previous meeting to be moved and approved - moved by MC,</u></td><td></td><td></td><td>D</td></tr>
<tr><td colspan="2"><u>2. Strategic Decisions (if required)</u></td><td></td><td></td><td></td></tr>
<tr><td colspan="2">A.
1. Van
Update on the Van and the Policy and Guidelines:
SK went through the Policy and Guidelines for the van, which will be presented in two pages: one outlining the policy and guidelines, and the other a checklist that each driver must follow every time the van is used.

Instead of listing individual staff names and their responsibilities, we will use role titles (e.g., Property Manager/Caretaker, Admin) to keep the document streamlined and easy to update which the Board agreed on.

Document has been adapted from what other schools use.

Under school responsibility, van will be cleaned but it would be the drivers responsibility to ensure the van is checked after every use.

The driver must be approved by the Principal, and it should be clearly stated that the van is for school use only, not for community use.

MC queried whether we would get a fuel card, which FP agreed would be the easier option. It was then discussed that the Appointed Staff Member might be responsible for managing this to avoid getting a card. MC then mentioned that during events such as camps, having a fuel card would be especially useful.

Appointed staff member would be responsible for checking tyre gauge.</td><td>FP & MC</td><td>5mins</td><td>D</td></tr>
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Van Wrapping MC advised that it would be good to get the school logo or name on the side of the van. FP suggested a van magnet until we decide what we want to get on the van. MC wasn't keen on the idea and preferred something more permanent. FP has has a little think and mentioned it would be nice to speak to the artists who painted the Heron and the logs has a more significant story and has no meaning to the community. SM noted that the Logo means nothing and has no story behind it which FP agreed so it would be good to incorporate the Heron and Logs. Action: FP will message Artists and will report back. Action: SK will write up check/inspection list	FP	5 mins	
2. Audit MC mentioned that the school audit has been completed. The Board extends its thanks to TK. **3. (see enclosed form filled out for the last Audit)** -MC led a discussion on the Presiding Member Questionnaire, noting the importance of all members understanding its content in the event the current Presiding Member is unavailable. -The board discussed fraud prevention measures and the lack of formal processes in place at WRS to detect or prevent fraudulent activity. -Unlike larger organisations that have multiple layers of financial checks, WRS relies heavily on the Principal and Secretary, with support from a third-party finance provider. While the Principal is involved in all financial processes and a monthly report is reviewed by the Presiding Member, potential fraud could still go undetected until after funds have been spent. -Concerns about collusion were raised (e.g. between SK and TK), noting that if two individuals were to act together, there would currently be no safeguards in place to detect it. -Board to discuss and clarify its role in financial oversight and consider implementing additional safeguards or review processes to strengthen fraud prevention. What is the Board of Trustees relationship with the Principal Frequency of Monthly Reports - comes from EdTech	MC	10 mins	

<table>
<tr><td>Credit Card - Monthly bills that are currently DD to be paid on the credit card.

Action: FP to have a conversation with Accountant to set this up

Staffing overuse - $47,000
-Investigation results
SK mentioned Coding issues - FP's salary is coming out of teachers salaries as opposed to Study Leave.

Teacher is missing release time. Although the school hasn't been allocated it but have been giving that release time to her. SK mentioned staff absences makes a difference with release.

CRT: When a teacher is sick on their CRT, does it come out of Sick leave or CRT? Technically, this should be considered as a sick day.

BAS?

C. 1. Hall / Resource Room Update
SK received 3 quotes for the Hall.
Quote 1: $47,230K
Quote 2: $39,777k
Quote 3: $26,200K roof replacement or $14,800 for a repair

One quote mentions removing the old roof and another quote does not mention anything about removing old roof.

Action: SK to check with the following and then once information is received, MC delegated to make the decision from there based on the outcome.
1. from one quote, query whether the cost includes removal of the old roof?
2. What the warranty is?

D. Board Elections
Action: Previously, we hired an external company to do elections. SK to organise a returning officer

MC asked if there is anyone we want to encourage? We can have a total of 7 Board Members

FP: Board elections in September, we've put the brochures out in Term 1. We need to do something straight away when we get back from holiday and quite often.

A strong Board is essential, though its role isn't always fully recognised in this community. Here, even one vote can make a big difference, so it's important everyone gets involved in nominating and standing especially within your groups of influence.</td><td>MC/FP
/SK

MC/SK
/RW

MC/FP</td><td></td><td></td></tr>
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Action: Board Advertising to be done in Term 3 FP said that the Next LP5, board onsite and a plug about the Board Members **E. Student Achievements** -Mid Year OTJs RW shared that the data is based on Overall Teacher Judgments (OTJs), which are informed by curriculum levels. Teachers consider assessment data, classroom work, and student interactions to make professional judgments on each student's current performance level. Of the 137 students currently on the roll: -31 students are performing below expectations in mathematics. -106 students are meeting or exceeding mid-year expectations. It is important to note that mid-year expectations reflect where students should be at this point in time. -If judgments were based on end-of-year expectations, the data would present differently. The goal by the end of the year is for 106 students to achieve at or above the expected level for their year group. The 31 students performing below expectation will require additional support and encouragement to progress. It is recognized that some of these students may not meet the year-end expectations due to factors such as neurodiversity or support needs, including those receiving assistance from RTLB (Resource Teacher: Learning and Behaviour). Those kids won't make it and the school is aware of that. In any school and in any part of the country, schools will have these kids also and they too will not do it. Many new staff don't fully understand DIMIC. With the new curriculum, Oxford, and Numicon, things are a bit jumbled. Now we need to sit down and figure out what to do next and which way are we gonna go? RW knows that Phase one classes in year one and two, they have started to introduce the Numicon curriculum which is hands on resource and getting the kids to play with it so they're familiar with it. FP raised a key question: "*If teachers already have a good understanding of what their students know, could we simply focus on teaching Maths—however that looks in each context?*" The suggestion is that rather than waiting for a new, standardised approach to be fully developed and implemented (which could take another six months), we make a collective decision to just *start teaching Maths now*, using professional judgement and available tools.	RW	20mins	

RW supports this idea, proposing that if everyone agrees, teachers can begin teaching Maths in their own way, guided by broad principles. Transitioning to a more consistent or aligned method can happen over time. Right now, teachers are trying to juggle three different things while teaching from them—and none are being done well. They should stick with what they know. If a teacher knows DIMIC, they should teach it in a way that responds to their students, while still learning X, Y, and Z. All agreed and leadership to talk more about it during call back day. RW concluded that they will continue to target our students so those 31 students, not all of them will be our action plans because they are what we deem, well below. Our action plans focus on students who are just below their cohort level. MC noted that, out of 31 identified students, 23 (16%) are just below and 8 are well below, with one of the well below students being neurodiverse. Once students are placed on action plans, they are included in weekly Tuesday learning conversations. These discussions have become increasingly rich and meaningful, even with new staff, focusing on students, learning progress, and teaching strategies. SM asked whether the 8 well below students receive one-on-one support. RW confirmed that they should—ideally individually, or in groups of up to three with teacher or aide support. RW also emphasised the importance of ensuring all students receive one hour of Maths each day. MC asked how many of the 23 "just below" students are chronically absent. It was noted that some of the "well below" students may also be chronic absentees. Staff support was discussed, especially in light of the shift to "just teach Maths" without strict program fidelity. FP stressed the need for accountability, and RW agreed—there will be accountability, though with less emphasis on following a set model. This ties into the need for PLD around integrating Numicon and Oxford, using new assessment tools effectively, and running content workshops, especially for teachers from ECE backgrounds. If current progress continues, 77% (106 students) will be at or above, just shy of the 80% target. We're tracking well, though there are still areas to address. This is based on levels from the old curriculum, so data may shift when aligned with the new curriculum phases.			

F. ERO Preparation Progress
Are we getting stuff together?

Action: Sisi will read the recommendation and will make a plan
FP suggested that SK read the last thing Carol sent through

Saturday during Conference after FP and SK have gone over it, to sit down

MC would like us to be prepared and take control of it.
FP has started an ERO file.

G. STAR
SK went over the STAR assessment and the format of it which gives context over how data is collected for our students.

Scale scoring to get a better gauge

OTjs broken down into Ethiniticies.

Reo Moana with their support, a samoan phonics check will be released soon. SK will use discretion on the students that will not sit the phonics due to diagnosis or learning needs.

It was encouraging to hear from a researcher providing PLD for the Ministry, who cautioned against discarding everything associated with the whole language approach. While structured literacy is sequenced and uses short texts, children still need to be read to.

We want students to be able to open up a book, but under structured literacy, we're told not to give them that book if they haven't yet learned the corresponding letter-sound. In doing so, we're pushing back against the status quo.

Reading fluency leads to reading comprehension, if kids are able to read aloud fluently, they should be able to understand it.

Accommodation for NZSBA Conference:
Bed Configuration changed
EF & JH: Sharing
FP: Own Room
SK: Own Room
RW & SM: Sharing
MC: Own Room

3. Monitoring			
• **Principals Report** -MC raised concerns about the increase in unjustified absences. -SK explained the spike is primarily due to 16 students from 6 families, with 4 families classified as chronic non-attenders.	SK	15mins	

-These families are negatively impacting the school's attendance data, despite: Multiple home visits Ongoing follow-ups -Some families appear to be manipulating the system, making meaningful progress difficult. -The situation is serious enough that 2 EWIS consultants have been assigned to support the school. -Root causes likely include poverty and broader social issues. -SK emphasised the need to build a narrative for the Ministry to contextualise the data. -The school has been actively working behind the scenes, and although not always visible, progress is being made. Back-to-school attendance plans take time to prepare, but we are doing everything the Ministry expects of us. Their goal is for 80% of students to attend 90% of the time, but most schools are falling well short of this. In Term 1, our attendance was at 53%, and with ongoing issues from chronic families and winter illnesses, SK is unsure if we'll even reach 50%. While it would be easy to adjust the data to look better, we want the reality to reflect our hard work and the challenges we're facing. Student absences are due to a range of factors, including housing issues, financial hardship, family matters, and recent bereavements. One family has mentioned moving due to bullying concerns, though their plans remain unclear. The school has been identified as having high unexplained absences. Support funding will be provided to help boost attendance. It was suggested the advisor visit to better understand the efforts already being made. FP definitely feels poverty is part of it. There's a whole lot of things going on socially that the ministry don't get. What are some creative incentives to entice our kids to come to school? SM asked if the fountains are sanitized, as they could be spreading germs. Action: SK to speak with Caretaker to see what care is taken over water fountains.			

Moved and approved -			
4. Strategic Discussions			
• *Moved and approved -*	RW MC		
5. Identify agenda items for next meeting -			
• Roof update • Board Elections and Adverstising *Moved and approved -*			
6. Action Plan			
6.1 *Moved and approved -*			
7. Administration			
7.1 Confirmation of minutes 7.2 7.3			
8. In Committee			
• Personnel			
9. Note			
Next meeting: Wednesday, 30 July 2025			

Correspondence
Outwards
Inwards
Visa Statements

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9 May 2025

The Board of Trustees
Wymondley Road School
77 Wymondley Road
Otara
Manukau 2025

Dear Trustees,

Financial Statements Audit of Wymondley Road School for the Year Ended 31 December 2024

We are preparing to audit the financial statements of Wymondley Road School for the year ended 31 December 2024. In planning the engagement, the Auditor-General's Auditing Standards require us to consider the risk that fraud could occur within the school (fraud is the deliberate misrepresentation of data in the financial statements or the misappropriation of a significant amount of assets).

These standards require us to obtain certain kinds of information from members of the audit committee (or, in the absence of an audit committee, from individuals with equivalent authority and responsibility). We believe that you, as members of the Board, are those individuals.

Please answer the following questions in the spaces provided or on a separate page if more space is needed, and return this letter, preferably before the commencement of the audit.

1. If management uses any kind of process to determine whether fraud (misrepresentation of data or misappropriation of assets) could occur, of what does that process consist?

2. What do you consider to be your role in overseeing this process?

3. If you think that it is likely that fraud could occur within the school, how would it occur? If,

during the past year, you have become aware of any actual or suspected fraud within the school, please describe.

4. If there are any concerns or questions you would like us to address during the course of our audit, please describe.

5. What is the Board of Trustees' relationship with the principal?

6. Do you have any questions/concerns about the principal's ethics, financial management and openness?

7. What financial statements do the Board review and how frequently?

8. What is the Board's stance on credit card expenditure? What controls are in place?

9. Did the Board of Trustees deal with all the Management Letter (ML) points from last year?

10. Are there any areas we need to be aware of specifically eg., Fixed Assets, missing funds, unauthorised transactions, significant assets not being used, adverse publicity, issues with staff?

11. Are there any known issues with:
    - Ministry of Education (MOE)?
    - Education Review Office (ERO)?
    - Legal Matters?
    - Building Maintenance?
    - Building Risk and how do you ensure that the Cyclical Maintenance plan is operational, and the provisions are adequate?
    - Conflict of Interest or Related Parties?

12. Is there any funding received for capital works? Was there any damage from earthquake and leaky buildings?

13. How is the school monitoring its Financial Service Provider kept Bank Accounts?

Yours sincerely
UHY Haines Norton (Auckland) Limited

____
Sungesh Singh
Director
Direct Dial: +64 9 839 2184

Reply completed by:

Signed:

Date: