CONFIRMED MINUTES

SCHOOL BOARD

At the **School Board** on **27 Aug 2026** these minutes were **confirmed as presented.**

Name:	Wesley College
Date:	Thursday, 25 June 2026
Time:	5:00 pm to 6:35 pm (NZST)
Location:	via Zoom, State Highway 22, Paerata
Board Members:	(Principal) Brian Evans, (Parent Representative) Pauli Moeakiola, (Proprietor's Representative) Jeoffry Moeakiola, (Proprietor's Representative) Maungarongo Tito, Sonia Pope, (Parent Representative) Savanna Ermias, (Parent Representative) Lindsey Hatch, (Parent Representative) Stewart Baker, (Staff Representative) Jean-Paul Eason
Attendees:	(Limited Statutory Manager) Kevin Bush, (School Board Secretary) Barbara Ngataki
Apologies:	(Student Representative) Mika Mataka, (Presiding Member) Patisepa Tāla'imanū
Guests:	Mrs Vaisingano Tupou, HoD Mathematics, Ms Ngatia Vaike, HoD Science, Mr Carl Becker, Axis Strategies
Notes:	Late Arrivals: Miss Pope 5.10pm, Mrs Ermias 5.13pm, Mr Bush 5.14pm, Mr Tito 6.05pm

1. CONSTITUTION OF MEETING

1.1 Meeting opened with Prayer

2. Administration

2.1 Apologies

Receive Apologies

It was agreed to receive apologies from Mr Mataka [Student Representative] and Mrs Tāla'imanū [Presiding Member]; an apology for lateness from Miss Pope [Proprietor's Representative], Mrs Emias [Parent Representative] and Mr Bush [Limited Statutory Manager]

Decision Date: 25 Jun 2026
Outcome: Approved

2.2 HoDs Report Presentation

Welcome/Introduction

Dr Evans welcomed Mrs Vaisingano Tupou, HOD Mathematics and Ms Ngatia Vaike, HOD Science to the meeting of the School Board.

Science

Ms Vaike presented her report to the Board. Ms Vaike highlighted key areas of progress and ongoing focus for the Science department. There has been strong Māori participation in senior science courses, which is not typically observed. Level 1 external assessment results improved despite the introduction of new assessments aligned with the revised curriculum. This improvement is significant given historically lower external achievement, and may be attributed in part to Year 11 Science being optional, resulting in higher engagement from students who chose to enrol.

The department continues to prioritise the development of STEM pathways and student engagement. Literacy and numeracy gaps remain a significant barrier and are aligned with a wider school focus on improving these skills. Current priorities include increasing endorsement rates, overall achievement, and strengthening junior writing capabilities.

Key achievements include strong student engagement in Biology and Chemistry internal assessments, particularly those with a practical focus. This approach has supported improved outcomes in investigative work by promoting active participation. The department has also strengthened partnerships with the University of Auckland Pacifica Academy and MIT, providing external tutorial support for senior science students, which has positively influenced achievement outcomes.

Participation in senior science pathways continues to grow, supported by opportunities such as the University of Otago Hands-On programme and the Science Academy. A particular highlight is the success of the Māori achievement strategy, which aimed for 100% Māori endorsement attainment. This goal was achieved through targeted mentoring, tutoring, strong whānau engagement, and consistent communication supported by learning coaches.

At the junior level, improving literacy in science remains a focus. Approximately 90% of Year 9 students are working at Curriculum Level 4 in writing. The department is implementing explicit instruction in scientific writing, including subject-specific vocabulary, structured scaffolding, and the use of the school-wide writing framework (e.g., the “SEXY paragraph”), ensuring consistency and familiarity for students.

Areas for improvement include addressing low literacy levels among incoming students, which can be particularly challenging in a subject with specialised terminology. The introduction of composite senior classes in Biology and Chemistry has also impacted teaching and learning. Reduced teacher contact time, particularly for Year 13 students, has required greater independence and may have influenced retention into Level 3 courses.

External assessment performance has been variable, and attendance and assessment completion remain ongoing concerns. These are being addressed through strengthened communication with students, whānau, and learning coaches, alongside closer monitoring of progress and deadlines.

Ms Vaike advised key challenges include persistent literacy and numeracy gaps, as well as limited student awareness of academic and career pathways particularly as junior students transition into senior subject areas. There are emerging risks related to the use of AI, especially concerning assessment integrity. For example, in subjects such as Biology, where research reports are required, monitoring appropriate AI use remains an ongoing concern.

In response, several actions are being implemented. These include focused interventions and mentoring, structured exam preparation with scaffolded support, and continued integration of literacy and numeracy across the curriculum. This integration has shown strong progress this year and represents a key achievement to build upon next year. There has also been an increased emphasis on practical, hands-on learning opportunities to better engage kinesthetic learners.

Looking ahead, future priorities include expanding tertiary partnerships. While the department has a strong existing relationship with the University of Otago, there is an opportunity to strengthen connections with additional providers. Increasing Education Outside the Classroom (EOTC) opportunities is another focus, allowing students to access more diverse learning experiences.

Further development of Māori STEM pathways is also a priority. While established pathways exist for Pasifika students, there is a need to strengthen equivalent opportunities for Māori learners. In addition, improving endorsement achievement rates remains a key goal, supported by fostering student engagement, motivation, and alignment with their chosen pathways.

The department’s key takeaways are strong STEM engagement, ongoing improvements in literacy, and a clear focus on endorsement achievement. Priority actions include targeted support and further development of meaningful student pathways.

Mr Eason enquired if there is any particular support the Board can provide.

Ms Vaike advised if the Board has any networks that could support in strengthening STEM engagement for our Māori students. This is a key priority, as our Pasifika engagement is already well established, whereas we are looking to further develop opportunities for Māori learners.

This year, we’ve seen an increase in Māori students enrolling in Year 11 and 12 science courses, which makes this an important time to build momentum.

Ms Vaike would appreciate any connections or referrals the Board can provide to help establish partnerships and develop meaningful relationships in this area.

Mr Baker enquired when you refer to “connections,” are you talking about organisations like Te Wānanga o Aotearoa, or a different type of entity?

Ms Vaike advised any tertiary provider; there are already strong networks and established support programmes in place, particularly for Pasifika students. While Ms Vaile is aware of a programme for Māori, she is not familiar with additional initiatives offered by other providers. Pasifika programmes, in particular, often include open sessions that students can attend.

Mr Baker enquired what pathways were previously available to our Māori students. What provisions or support existed prior to the current approach. Were there established connections with local iwi or marae, and if so, how were these relationships reflected in the pathways provided.

Ms Vaike advised there hasn't been a network established with local iwi or marae specifically for STEM. However, we do engage with a combined Māori and Pacifica network, which provides some access and support. There remains a clear need for stronger Māori representation and voice across all STEM fields, and our focus is on helping to build and elevate that presence.

We have a number of Māori students who are interested in pursuing careers such as nursing, which is excellent. We actively encourage pathways into health and other STEM professions, recognising the importance of increasing Māori representation particularly in fields like medicine, where Māori communities are significant users of the system. Supporting more Māori students into these roles is essential, and if this can be fostered through Wesley College, it is a worthwhile and meaningful goal.

Mrs Ermias enquired if Ms Vaike would like the Board to email some of their known networks, as a starting point.

Ms Vaike advised it would be helpful then she can reach out to the organisations.

Dr Evans thanked Ms Vaike and noted the PISA report covering mathematics, reading, and science however the published analysis focuses solely on science. The draft includes some excellent data, which he will share once the final version is released. In particular, there are strong indicators of student engagement in science, as well as a valuable section on classroom environment and discipline. Overall, the findings are very positive and will be great to share with your staff.

Dr Evans thanked Ms Vaike for her report.

Mathematics

Mrs Tupou presented her report to the Board.

Mrs Tupou focused on three areas: what went well in 2025, what did not go well, and what the department is doing differently this year.

What went well:
Two areas stand out. First, Year 12 Advanced achieved an 83.3% pass rate, with students gaining 14 or more credits, all of whom successfully passed the external assessment. Second, there was a significant positive shift in the Year 9 and Year 10 PAT assessment results.

What did not go well:
While there were challenges, three key issues stood out. We did not meet the 90% target of students achieving 14 or more credits across most senior classes. Endorsement rates require further attention. Additionally, many Year 11 students were still completing their CAA requirements, which impacted overall results.

What we are doing differently in 2026:
For our junior students, we have increased the use of regular formative assessments, with a stronger focus on collecting evidence and providing ongoing feedback. This allows us to identify and support students needing additional help earlier. We are also placing greater emphasis on algebra in Years 9 and 10 to strengthen foundational skills for senior success.

Furthermore, the department has integrated more mathematical reading and writing into classroom practice. Finally, we are expanding tutorial support, with additional sessions already in place for Year 12 Advanced, and further support planned for Year 12 Core and Year 13 Calculus next term.

Miss Pope apologised that she left the meeting earlier and would like to comment first to Mr Vaike's report. Miss Pope advised that many organisations are currently offering STEM grants, particularly to support Māori and Pacifica learners, where demand and need are significant. The Toloa Scholarships support Pacifica students and Pūhoro is a Māori organisation that offers STEM grants for Māori students.

These organisations also run regular, free workshops aimed at building interest and engagement in STEM. The Toloa Scholarship programme begins as early as Years 9 and 10, focusing on fostering interest in STEM pathways at an earlier stage rather than concentrating solely on senior students.

Miss Pope also commended Ms Vaike for her report on Science.

Miss Pope continued and commended Mrs Tupou for her report highlights an outstanding set of achievements over the past year. That is a significant accomplishment, and Miss Pope appreciated the dedication and effort Mrs Tupou invested.

Miss Pope noted that attendance was a challenge last year and it is encouraging to see attendance has improved considerably this year. Miss Pope enquired whether Mrs Tupou has observed a noticeable difference in the classes this year. Does Mrs Tupou still see attendance as a concern, and what factors does she think have contributed to the change.

Mrs Tupou advised attendance has been very strong this year, which is reflected in the assessment results. To date, all senior classes have achieved a 100% pass rate in Term 1, representing an excellent outcome.

Dr Evans thanked Mrs Tupou for her report.

Ms Vaike and Mrs Tupou left the meeting at 5:30pm

Decision Date: 25 Jun 2026

Outcome: Approved

2.3 Special Character Review

Welcome/Introduction

Dr Evans welcomed Mr Becker to the meeting of the school board.

Mr Becker is conducting the special character evaluation on behalf of the Trust Board. He has met with the Trust Board and visited the school on several occasions, working with management to clarify the intended approach. Dr Evans felt it would be beneficial for Mr Becker to attend briefly to give the School Board a little background to his work.

Mr Becker advised he runs Access Strategy, a consultancy focused on supporting integrated schools. His work involves partnering with proprietors, boards, and school leadership across areas such as governance, management, special character, and maximum roll processes. A particular focus of his is special character evaluation.

Mr Becker has previously worked with Mark Glasson, former CEO of the Association of Integrated Schools (AIS), to review and refine their evaluation model, aligning it with the then current Education Review Office framework. He now uses this model extensively in his work with AIS and in his evaluations of schools.

The purpose of this process is to understand and accurately capture the story of Wesley College what is happening in practice and how this reflects the Proprietor’s vision and expectations. From there, he can provide the proprietor with both commendations and recommendations, based on his professional assessment of how effectively the school expresses its special character.

In this context, the Board plays a crucial role, sitting between the operational functions of the school and the expectations of both the Ministry of Education and the proprietor. The Board is accountable to the Minister as a State Integrated school, while also ensuring the school upholds and delivers its Special Character. This dual responsibility is enacted through the Principal, who implements both Ministry requirements and the Proprietor’s expectations.

Special Character is central to the identity and purpose of the school in Wesley's case, grounded in its Methodist ethos. Ultimately, the focus is on how this is experienced by students and their families.

To support this, Mr Becker gathers a range of perspectives, including student, whānau, and staff voice. The surveys recently distributed are one component of this information gathering. In addition, he will review documentation and programme information, including input from the Chaplaincy, to ensure he is well prepared.

Mr Becker will be on site on 29–30 July, engaging with students and staff. Mr Becker understands a community meeting is also being planned for the evening of Wednesday 29 July, likely in South Auckland, to provide families with an opportunity to share their perspectives in a comfortable setting.

That provides a high-level overview of the process.

Mr Bush enquired will that work support the school with the development of their strategic plan.

Mr Becker advised the Special Character evaluation should be a core component of the Board’s strategic plan. In its role representing the proprietor and supporting the Minister’s objectives, the Board must ensure alignment with the New Zealand Curriculum and national education priorities.

The strategic plan should provide clear direction for advancing these priorities over the next several years. It also offers a valuable opportunity to clarify the Proprietor’s intended outcomes, which are not always well defined. By drawing on insights from Special Character evaluation, the plan can help identify areas of strength and focus for further development.

Ultimately, this process should strengthen alignment between the Proprietor, Board, and school leadership, ensuring a shared understanding of what matters most in delivering the school’s Special Character to its students and whānau. As such, it is of significant strategic importance.

Mr Becker advised a questionnaire has been provided to the Principal for completion by the Presiding Member. It covers regulatory and technical aspects of board responsibilities and accountability in relation to Special Character. The questionnaire should be completed prior to our school visit.

At the beginning of the visit, Mr Becker will meet with the Principal and Presiding Member. At the end of the process, he will provide feedback to the board and leadership team and invite their input. Mr Becker will also meet with the Trust Board to share further feedback and support ongoing dialogue.

These discussions help inform his analysis and shape conclusions. Following the visit, Mr Becker will prepare a draft report, which will be shared with the Proprietor for review before it is finalised. The approach is collaborative, and the aim is to work alongside the Board throughout the process.

Mr Bush enquired what the timeframe is.

Mr Becker advised they are on site for two days with three evaluators.

Mr Bush enquired how long before the reports are completed

Mr Becker advised he expects once the draft is with the Trust Board and any revisions are returned, the report will be completed by no longer than one month.

The report itself includes two components. There is a community-facing summary suitable for sharing with the parent body, such as in a newsletter, which provides a high-level overview of the evaluation of the school’s Special Character. The Board will receive a more detailed report.

Mr Bush advised from the community's point of view, there is going to be the Special Character review, then other surveys to inform the strategic plan, and there is a survey around the hostels coming out as well. It may be a bit of an overload having a survey after a survey.

Dr Evans advised there is some overlap, but the hostel communication will only reach a limited group of parents, as it has a narrower focus. Each survey is targeted to a different audience.

Dr Evans advised the school has already been communicating regularly with whānau about upcoming initiatives and encouraging them to look out for these updates. The Special Character communication has already been sent, and as long as there is an appropriate gap before the next survey, it should remain manageable.

Whaanau was also introduced to these upcoming items at the NCEA evening a few weeks ago, so there is already some awareness. While it may feel like a high volume of communication, it is all purposeful. The process is designed to be inclusive, and it should generate valuable data and meaningful feedback.

Mr Bush agreed the information and data gathered will be encompassing

Mr Becker advised there has been a good response from with 43 households, 26 staff and 3 board members responding.

Dr Evans thanked Mr Becker for attending the meeting.

Mr Becker left the meeting at 5.45pm

Decision Date: 25 Jun 2026
Outcome: Approved

2.4 Student Representative Report

Student Representatives Report

There was no report for this meeting of the Board

Decision Date: 25 Jun 2026

2.5 Student Representative Election

Student Council Support

Miss Pope enquired if there was any follow up to the request for another student to attend in support of student representative.

Mrs Ngataki advised Mrs Saunders tabled the discussion with the Student Council however there wasn't much interest.

Dr Evans also advised he has spoken with Mr Mataka who was not too concerned about attending the meetings on his own.

Decision Date: 25 Jun 2026
Outcome: Approved

Student Election Timeline

It was agreed to approve the Student Representative election timeline as presented.

Decision Date: 25 Jun 2026
Mover: (Staff Representative) Jean-Paul Eason
Seconder: (Parent Representative) Savanna Ermias
Outcome: Approved

Student Election Returning Officer

It was agreed to appoint Mrs Ngataki as the Returning Officer for the student representative election.

Decision Date: 25 Jun 2026
Mover: (Staff Representative) Jean-Paul Eason
Seconder: (Parent Representative) Lindsey Hatch
Outcome: Approved

2.6 Interests Register

2.7 Acknowledgements

Receive Acknowledgements

Dr Evans advised of the retirement of Mrs Ngaire Lepper, Wesley College Fellow who has served on the Old Students Association for many years.

It was agreed a letter of acknowledgement and flowers be sent to Mrs Lepper.

Decision Date: 25 Jun 2026
Mover: (Staff Representative) Jean-Paul Eason
Seconder: (Parent Representative) Lindsey Hatch
Outcome: Approved

Mrs Ngaire Lepper

Acknowledgement letter and flowers.

Due Date: 27 Aug 2026
Owner: (School Board Secretary) Barbara Ngataki

2.8 Minutes

School Board 28 May 2026, the minutes were confirmed as presented.

2.9 Action List

Due Date	Action Title	Owner(s)
28 Aug 2025	Wesley College History Book **Status:** Cancelled on 5 Jun 2026	(Principal) Brian Evans
26 Mar 2026	School Board Work Plan **Status:** Completed on 18 Aug 2026	(Limited Statutory Manager) Kevin Bush
26 Mar 2026	HOD Annual Report to Board **Status:** In Progress	(Acting Principal) Charlotte Saunders
26 Mar 2026	Student Council-School Board Student Representative **Status:** Completed on 4 Jun 2026	(Acting Principal) Charlotte Saunders
26 Mar 2026	School Board/Trust Board Communication Strategy **Status:** Not Started	(Limited Statutory Manager) Kevin Bush, (Proprietor's Representative) Maungarongo Tito, Sonia Pope
26 Mar 2026	School Camps/Polyfest **Status:** On Hold	(Acting Principal) Charlotte Saunders
25 Jun 2026	Wesley College Crest Request **Status:** Completed on 15 Jun 2026	(Proprietor's Representative) Jeoffry Moeakiola
25 Jun 2026	Student Council **Status:** Completed on 4 Jun 2026	(School Board Secretary) Barbara Ngataki

2.10 Receive Correspondence

Receive/Approve Correspondence

Outward

No outward correspondence

Inward
10/06 Aqualab Water Testing

It was agreed to receive the inward correspondence.

Decision Date:	25 Jun 2026
Mover:	(Parent Representative) Pauli Moeakiola
Seconder:	(Parent Representative) Stewart Baker
Outcome:	Approved

2.11 2026 Delegations

2.12 2026 Sub-Committees

3. Management Reports

3.1 Principal's Report

Receive the Principal's Report

Dr Evans advised he will take the report as read and highlighted a few key points.

Dr Evans advised he has provided a brief overview of what is included, along with a summary of the various reviews currently underway. While not all reviews impact every individual, some have broader implications. This summary has been shared with both the Board and staff to ensure clarity around upcoming developments.

Dr Evans advised at present, Mr Bush, in his capacity as the Human Resources Board representative, he has been asked to undertake a review of the senior leadership team. Currently, the structure includes four, potentially five, Deputy Principals, which is relatively large for a school of our size. While this model was workable when the hostels were operational, it is no longer considered sustainable. The associated allocation of units, salary, and time within this group is significant, and a revised structure is likely needed. Mr Bush has agreed to assess the current arrangement and provide alternative models and recommendations to support future planning.

The PISA results, Programme for International Student Assessment, are an OECD survey conducted every four years across approximately 29 countries and involving close to 800,000 students. For our participation, 25 randomly selected Year 11 students took part, representing over 40% of our cohort, which provides a strong and reliable sample size.

Overall, we are encouraged by several aspects of the feedback. The assessment focuses on mathematics, reading, and science. While our results are slightly lower in comparison, it is important to note that benchmarking is done against students from similar socioeconomic backgrounds, rather than the entire OECD cohort.

The student wellbeing data is highly positive. There is strong feedback indicating that students feel a sense of belonging at school, feel safe, and are able to see their identity reflected in the school environment. 100% of students reported feeling safe in the classroom as well as in other areas of the school. Relationships with teachers are also reflected very positively in the data. In the wellbeing section, particularly relating to bullying, the results are exceptionally strong: no students reported experiencing physical aggression such as being hit or pushed, or threats.

Dr Evans advised that Mr Bush has been looking into policy.

Mr Bush advised schools can sometimes become overly focused on policies and procedures, though both play important but distinct roles. Policies reflect the Board's governance expectations and define the outcomes the school aims to achieve. They should not prescribe how those outcomes are delivered.

The "how" sits within procedures, which fall under the responsibility of the management team.

The New Zealand School Boards Association (NZSBA) has recently revised its governance framework and released a clear and concise set of policies that comprehensively cover the Board's roles. While some additions may be required for Wesley as a Special Character school, the majority of these policies are broadly applicable.

Mr Bush recommended the Board adopts a streamlined approach by reviewing and adopting the NZSBA policies, which will be circulated for the next meeting. This approach is likely to support more efficient and effective governance.

It was agreed to circulate the NZSBA policies at the August meeting.

It was agreed to receive the report of the Principal.

Decision Date:	25 Jun 2026
Mover:	(Parent Representative) Stewart Baker
Seconder:	(Parent Representative) Pauli Moeakiola
Outcome:	Approved

NZSTA Policies

Provide copies of the NZSTA Policies for consideration.

Due Date:	27 Aug 2026
Owner:	(Limited Statutory Manager) Kevin Bush

3.2 School Board Policy

Receive Policies for Adoption

Dr Evans referred to the Policies contained in the Board Information Pack for adoption.

Mr Bush advised to leave the policies lay until the NZSBA format has been properly considered.

Mr Bush will address the matter with ERO.

Decision Date:	25 Jun 2026
Mover:	(Parent Representative) Pauli Moeakiola
Seconder:	(Parent Representative) Stewart Baker
Outcome:	Approved

3.3 2027-2029 Strategic Planning

Community Consultation

It was agreed with all the current survey's being undertaken and the wider strategic plan to leave Community Consultation on the agenda.

Decision Date:	25 Jun 2026
Outcome:	Approved

3.4 Finance Report

Receive the Finance Report

Mr Hatch advised departments are doing a good job staying within their budgets. There is a cash surplus of $858,924 with term three operations grant due the first week of July. A working capital surplus of $308,108

Property

Mr Hatch advised there have been power outages over the last month mostly affecting the administration block and the water tower. The power outage in administration impacts the whole college as the wifi and servers are in the administration block.

There school has put a back-up generator on the water tower to ensure water is not interrupted during a power outage. There will be a fix at the transformer during the holidays, but the whole campus power will need to be shut down to implement the repair.

The fault in administration has been found and repaired however the management team are concerned about the old aging infrastructure and where the next issue will arise.

The final invoice for the bleacher seating has been received and will be reflected in next month's capital purchases.

The Principal suggested a letter from the School Board to the Trust Board would be helpful as this is the third power outage this term. The outages also effect the water supply to the school making it a health and safety concern. It has been embarrassing having families coming in for interviews and there is no power, heating or water.

Mrs Ermias also agreed with the Principal noting she also attended the finance meeting and was surprised to learn that Mrs Bellette had been waiting for communication for 11 years regarding this matter.

Mrs Ermias advised from both a parent and board perspective, regardless of the issues between the boards this presents an opportunity to move things forward. Even if the outcome is not what we initially hoped for, we should work towards a resolution. This is urgent particularly given the impact on parents, students, and staff, with no water, power and heating.

It would be helpful to establish a realistic timeframe for when we can expect an update or formal communication on this issue, including when a letter might be prepared and sent.

Mr Bush agreed that this needs to be progressed with the Trust Board. Mr Bush advised with experience in a rural school, power outages significantly impact operations. When power is lost, essential services such as hygiene and drinking water are compromised. Power outages typically result in loss of internet access, which directly disrupts teaching and learning. Both teachers and students rely heavily on connectivity for instruction and study.

The Principal advised he only just avoided closing the school by minutes with our maintenance team who has become highly efficient at making temporary repairs. They respond quickly and have the right people in place, as demonstrated by addressing similar issues multiple times already. However, this approach is not ideal there have been repeated disruptions, including prolonged internet outages, and these ongoing fixes suggest a need for a more sustainable solution.

Mrs Bellette has done an excellent job maintaining the buildings to a high standard, keeping them looking modern and welcoming for our students. Nevertheless, the underlying issue remains that we are continually patching problems rather than resolving them fully. Overall, this cycle results in significant expense and frequent disruption.

Miss Pope advised the Trust Board met on Monday, and although she has only been a member for approximately six months, this is the first time she has become aware of this issue. Could you clarify whether any recent communication has been made to the Trust Board particularly to newer members regarding this matter.

The Principal advised to his knowledge, this has been standard practice for many years and has been presented to the current Trust Board through the Risk and Audit committee. Mrs Bellette was asked to arrange formal assessments, and this process has been in place for a considerable period.

Mrs Ermias advised that she understood with the school possibly moving that it may have been delayed but if the school could get a formal indication of when works could happen it would be helpful.

Miss Pope advised she could confirm the school is probably not going to move, because the Church has plans to build the Weteriana hub on Wesley College grounds.

Miss Pope advised her main concern is that information may be falling between the School Board and the Trust Board. Given the current reviews of the leadership team and governance, how can we ensure these gaps are addressed. Are these risks being adequately covered through the governance review, or is additional oversight needed to ensure information is not lost between the two boards.

Mrs Ermias enquired if the Principal sits on both the School Board and the Trust Board.

The Principal advised he does but they are both very separate roles. The School Board provides copies of its minutes to the Trust Board meetings.

Mrs Ngataki requested the Board return to the original question of the letter to the Trust Board regarding the failing infrastructure. Mrs Ngataki felt communication between the two Boards does need to be tidied up as the School Board has written directly to the Trust Board, ie Board to Board but the School Board does not receive a response in kind. It is not for the Principal to reply to the Board, it is a Board to Board communication and it should be responded to in kind.

Mr Tito agreed the correspondence is Board to Board ie Presiding Member to Chairperson and vice versa and should be responded to in kind.

It was agreed that the School Board write to the Trust Board requesting formal advice as to a timeline of renovation/repair of the schools failing infrastructure.

It was agreed to receive the report of Mr Hatch.

Decision Date:	25 Jun 2026
Mover:	(Parent Representative) Lindsey Hatch
Seconder:	(Principal) Brian Evans
Outcome:	Approved

Failing Infracstructure

A letter to be sent to the Trust Board requesting a timeline for the repair/renovation of the failing infrastructure,

Due Date:	27 Aug 2026
Owner:	(School Board Secretary) Barbara Ngataki

4. Other Business

4.1 Receive Other Business

August onsite meeting

It was agreed the August meeting of the Board be held onsite at 5pm.

Decision Date: 25 Jun 2026
Mover: (Staff Representative) Jean-Paul Eason
Seconder: (Parent Representative) Lindsey Hatch
Outcome: Approved

4.2 Move In-Committee

In-Committee

It was agreed at 6.10pm the public is excluded from this part of the meeting, to discuss matters which, in public would infringe the privacy of a natural person under Section 9(2) (a) of the Official Information Act 1982. The Board moved out of in-committee at 6.35pm.

Decision Date: 25 Jun 2026
Mover: (Principal) Brian Evans
Seconder: (Parent Representative) Savanna Ermias
Outcome: Approved

5. Meeting closed

5.1 Close the meeting

Next meeting: School Board - 27 Aug 2026, 5:00 pm

New Actions raised in this meeting

Item	Action Title	Owner(s)
2.7	Mrs Ngaire Lepper **Due Date:** 27 Aug 2026	(School Board Secretary) Barbara Ngataki
3.1	NZSTA Policies **Due Date:** 27 Aug 2026	(Limited Statutory Manager) Kevin Bush
3.4	Failing Infracstructure **Due Date:** 27 Aug 2026	(School Board Secretary) Barbara Ngataki

(Presiding Member) Patisepa Tāla'imanū
28 Aug 2026