

CONFIRMED MINUTES

SCHOOL BOARD



At the **School Board** on **24 Sept 2026** these minutes were **confirmed as presented**.

Name:	Wesley College
Date:	Thursday, 27 August 2026
Time:	5:00 pm to 7:15 pm (NZST)
Location:	Wesley College Meeting Room beside the Dining Room, 801 State Highway 22, Paerata
Board Members:	(Presiding Member) Patisepa Tāla'imanū, (Principal) Brian Evans, (Parent Representative) Pauli Moeakiola, (Proprietor's Representative) Jeoffry Moeakiola, (Parent Representative) Faaolataga Misikopa-Leasi, (Parent Representative) Savanna Ermias, (Parent Representative) Stewart Baker, (Proprietor's Representative) Sonia Pope, (Staff Representative) Jean-Paul Eason, (Parent Representative) Lindsey Hatch, (Proprietor's Representative) Maungarongo Tito
Attendees:	(School Board Secretary) Barbara Ngataki, (Limited Statutory Manager) Kevin Bush
Apologies:	(Student Representative) Mika Mataka
Guests:	Mr Hamish Birkbeck, HoD Health and PE, Miss Saimealafo Tapaleao, HoD Life and Faith
Notes:	Mrs Misikopa-Leasi (5.05pm), Mrs Ermias (5.33pm), Mr P Moeakiola (5pm), Ms Pope (5.15pm) joined via Zoom. Mr J Moeakiola (5.05pm via zoom, arrived in person 5.33pm)

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 Mr J Moeakiola [Proprietor's Representative] for lateness

Decision Date: 27 Aug 2026

Outcome: Approved

2.2 HoDs Report Presentation



Welcome/Introduction

Mrs Tāla'imanū welcomed Mr Birkbeck HoD Health and PE and Miss Saimealafo Tapaleao, HoD Life and Faith to the meeting of the School Board.

Life and Faith

Miss Tapaleao presented her report to the Board and advised that she felt very positive about the progress she had made in the teaching and development of Life and Faith. She expressed that she was happy with her work, her relationships with colleagues and staff, and the support she had received from the school's leadership.

Miss Tapaleao advised when she first arrived at the school, Life and Faith was an optional subject. One of her goals was to establish it as a compulsory subject, and with the support of the school's leadership, Life and Faith is now compulsory for students from Years 9–13. Life and Faith is also a University Entrance (UE) subject, enabling Year 13 students to gain UE through the subject.

Miss Tapaleao advised that Life and Faith includes teaching around Methodism. In Years 9 and 10, students learn about John Wesley.

Miss Tapaleao acknowledged that Life and Faith can be a challenging and complex subject to teach. However, she identified classroom management and the development of positive relationships and rapport between teachers and students as one of the most rewarding aspects of her role. She noted that when strong relationships are established, students settle well and are more engaged in completing their work.

Miss Tapaleao also discussed the challenges she has experienced in teaching te Tiriti o Waitangi alongside of Life and Faith. She acknowledged that there are areas where she finds the two challenging and advised that she is continuing to work through these issues, including seeking guidance from the HoD Māori.

Miss Tapaleao advised that the school does not currently have a strong relationship with Trinity College, but considers developing this relationship to be a long-term goal for the school.

Mr Eason enquired about the number of teachers in the Life and Faith team.

Miss Tapaleao advised that there are three teachers in the team, with one currently on maternity leave. A long-term reliever is currently covering the classes with support from Miss Tapaleao.

Mr Tito enquired about the challenges relating to te Tiriti and whether the main issue was understanding how the two could be brought together. He asked whether the HoD Māori had provided any advice.

Miss Tapaleao agreed that this was an area of challenge and advised that the HoD Māori had suggested including Māori prayer in classroom learning. In relation to the wider curriculum content, Miss Tapaleao advised that she has incorporated the study of women from the Bible, including significant Māori like Whina Cooper and Pasifika women, to provide students with a stronger connection to Aotearoa New Zealand.

Miss Tapaleao also advised that students study the Methodist Church of New Zealand-Te Hāhi o Weteriana o Aotearoa in Year 13. During term 1 students study included the history and origins of the Methodist Church in Aotearoa.

Mr Tito advised that establishing a relationship with Trinity College would be a valuable opportunity as Trinity has a significant range of resources and information that could support the Life and Faith programme throughout the year. Mr Tito also noted that Trinity would likely be willing to assist with resources and support on the bicultural journey that we share as the Haahi.

Mrs Tāla'imanū enquired whether Miss Tapaleao receives support from Reverend Ieremia.

Miss Tapaleao confirmed that she does receive support from Reverend Ieremia.

Mrs Tāla'imanū advised that Reverend Ieremia would also be helpful in developing the relationship between the school and Trinity College.

Mrs Tāla'imanū noted that Miss Tapaleao had visited other schools and enquired whether there had been discussions about how those schools structure their Religious Education programmes while understanding the content would be different.

Mrs Tāla'imanū also recalled a previous discussion with the Principal regarding how Catholic schools approach Religious Education. Catholic schools teach Religious Education throughout the student's schooling, from primary through to Year 13. Mrs Tāla'imanū suggested that there may be value in visiting Catholic schools to observe their approach and consider whether aspects of their model could be adapted to the teaching of Life and Faith within a Methodist school.

Miss Tapaleao advised that she had visited St Dominic's. While the focus had not been specifically on programme structure, there had been useful discussion around curriculum content and approaches to teaching. She acknowledged that Catholicism and Methodism are very different, but there were still aspects of the programmes that provided useful ideas.

Miss Tapaleao advised that part of 2.2 students studied about the Protestant Reformation and considered its impact and wider application in society. Miss Tapaleao noted that this was one of the areas where she had gained useful ideas through engagement with other schools.

Miss Tapaleao emphasised the importance of student feedback in developing and adapting the Life and Faith programme. She explained that she had incorporated some ideas from the previous Life and Faith teacher but had also made significant changes based on feedback from students and their interests.

She noted that students were not particularly engaged with social issues and instead expressed a stronger desire to learn more about the Bible. As a result, she adapted the programme to place greater emphasis on biblical texts, including the Book of Exodus.

Miss Tapaleao explained that the impact of COVID-19 also influenced how she approached the curriculum. Rather than focusing heavily on the Book of Job, which she felt contained themes that could be particularly challenging for students, she used the Book of Exodus and the leadership of Moses as a way of connecting biblical learning with students' own experiences of overcoming challenges during and after COVID-19.

She noted the importance of considering the current circumstances and experiences of students when determining how curriculum content is presented and taught.

Dr Evans advised that the Special Character Evaluation provided a strong reflection of Miss Tapaleao's work. He noted that it demonstrated the depth of students' desire to learn about the world and their faith, and highlighted the important role that Life and Faith plays in supporting students' development and understanding within the school's special character.

Mr Baker advised that he had also read the Special Character Review and commented that it reflected the passion, commitment and energy Miss Tapaleao brings to the Life and Faith programme.

Mrs Tālai'manū thanked Ms Tapaleao for her presentation.

Health and PE

Mr Birkbeck advised that he loves the school, enjoys working here, and values being involved in the wider life of the school beyond his own department. He commented that it is a special time to be at the school and acknowledged that

there is a significant amount of work happening behind the scenes that may not always be visible.

Mr Birkbeck reflected on last year's department goals, the progress made towards them, and the areas requiring further development moving forward, with a particular focus on student achievement and, more specifically, Māori students.

There were three key goals identified last year:

- Improving student literacy, which aligns with the wider school-wide literacy initiative.
- Increasing participation levels within the junior cohort, with a target of 75% regular participation.
- Ensuring that all senior PE students achieved 14 or more credits.

Mr Birkbeck advised the literacy goal was partially achieved, although there is still considerable work to be done. As a practitioner of English training, Mr Birkbeck has been developing his understanding of how students can strengthen their reading and writing skills and, importantly, how these skills can be transferred into the same space.

Mr Birkbeck advised the target was 75% to be participating on a regular basis. However, the data collected across the department was inconsistent, making it difficult to determine definitively whether the target was achieved. This remains an area for further development.

Mr Birkbeck advised in-terms of achievement he was pleased with the quality of student outcomes. However, completion rates were not as strong as desired, and this is an area the department needs to continue focusing on.

Mr Birkbeck provided an overview of achievement in Levels 1, 2 and 3 PE for Māori and Pasifika students, particularly in relation to Merit and Excellence endorsements.

A positive aspect was that Merit achievement rates for Māori and Pasifika students across Levels 1–3 were above national averages. Mr Birkbeck expressed pride in this achievement and acknowledged the work of the wider department in contributing to these results.

Mr Birkbeck acknowledged though completion rates were not at the desired level. While there are individual factors affecting student completion, he recognises the need to implement more proactive strategies. These include strengthening tracking processes, maintaining strong relationships with whānau, and ensuring regular communication and follow-up with students who may be at risk of not completing their courses.

One of the shifts within the department has been a renewed focus on the core role of teachers as practitioners. Department meetings and professional development have placed a strong emphasis on explicit teaching and what this looks like in practice. Mr Birkbeck has undertaken considerable work in this area, which has provided staff with clearer direction and a stronger understanding of effective teaching practices moving forward.

Mr Birkbeck advised the department has also placed a greater emphasis on gathering student voice. Individual teachers have been collecting feedback about students' experiences of teaching and learning noting that student voice is only meaningful if students can see that their feedback results in genuine changes to teaching practice.

The department is currently working through the data collected to identify key themes, determine next steps, and consider how pedagogy and classroom practice can be adapted. The aim is not only to support teachers' professional development but also to ensure that students can see that their voices have a meaningful impact on teaching and learning, rather than their feedback being tokenistic.

Submission rates have improved significantly this year.

- Level 2 PE is currently at an 83% submission rate.
- Level 3 PE is currently at approximately 95–96%.
- The senior Health programme has also been revitalised, with a combined Level 2 and Level 3 class.
- The Level 3 Health submission rate is currently around 85%, which is particularly positive given the academically demanding nature of the course.

Mr Birkbeck acknowledged that the students have done a terrific job so far.

In relation to Merit and Excellence achievement among Māori students, the department is also seeing positive movement. Last year, the average Merit rate was approximately 62.5%, with Excellence at 25%. This year, Merit achievement is currently around 60%, while Excellence achievement has increased to approximately 40%.

A similar positive trend is being seen in Level 3 PE. While these results represent only the first half of the year, they indicate that the department is moving in a positive direction.

Another key goal for the department is improving external achievement. This is an area Mr Birkbeck and Mr Wood are currently working closely on.

The department is reviewing the balance between internal and external assessments across PE and Health. Currently, there is one external assessment in Level 1 PE, one external in Level 2 Health, and one external in Level 3 Health, with the remaining assessments being internally assessed.

Mr Birkbeck will continue to monitor external performance and identify opportunities to strengthen student preparation and achievement in these areas.

Mr Eason enquired what percentage of the department's assessments are external.

Mr Birkbeck advised that there is one external assessment at Level 1 PE, one external assessment across Level 2 and Level 3 Health, with all other assessments being internal.

Mr Bush enquired of both HoDs what support they require from the Board, Principal and Senior Leadership Team (SLT).

Mr Birkbeck advised that resources would always be helpful. He noted that, once the department's requirements are consolidated, there may be opportunities to provide professional development (PD) or other resources to support staff in continuing to develop as quality practitioners.

Mr Eason enquired how many staff are in the department.

Mr Birkbeck advised that there are currently three staff members.

Mrs Tālai'manū enquired about the inconsistency in student participation rates and what factors may be contributing to this.

Mr Birkbeck advised that it is difficult to provide a definitive answer due to inconsistencies in data collection. He acknowledged that establishing consistent participation data is an important first step.

Mr Birkbeck noted that participation in Physical Education (PE) is influenced by individual student interests and confidence levels. While there are many confident students, some students are interested in traditional sports such as touch rugby or basketball. He noted that the current curriculum places greater emphasis on movement and participation rather than simply on sporting ability.

The department is also focusing on whanaungatanga and using movement and physical activity as a vehicle to develop students' confidence, cooperation and communication with their peers. Students are being provided with opportunities to participate in activities that align with their interests and comfort levels.

Mr Birkbeck acknowledged that participation in PE and sport is a broader issue, with participation levels declining gradually year on year. He described the department's approach as a work in progress.

Mr Eason enquired whether staffing has been an issue for the department's permanent staff.

Mr Birkbeck advised that recruitment and retention have been a significant challenge. While external and relief staff bring valuable experience and knowledge, having permanent staff members consistently working within the department would provide greater continuity and support the department in achieving its goals.

Mr Birkbeck noted that any measures the Board and SLT could implement to assist with recruitment and retention, including incentives to make positions more attractive, would be appreciated. He emphasised that the school is a positive place to work and that the challenge is attracting suitable staff to join the team.

Mr Baker commended Mr Birkbeck for his hard work and communication with families. He noted that the regular emails and updates have been valuable in keeping parents informed about students' progress and areas for development.

Mr Baker enquired whether students have opportunities to participate in a wider range of sports and whether a tuakana-teina approach could be used to increase engagement. He also asked whether senior students could work alongside Year 11 students who bring additional energy and different perspectives to activities.

Mr Birkbeck advised that there is currently a combined Year 11–13 class for students who have demonstrated potential in athletic pursuits. He noted that this model could potentially be expanded across other areas in the future.

Mr Baker suggested that such opportunities could also provide students with practical experience and opportunities to apply the school's values, through leadership and hands-on involvement.

Mr Birkbeck advised that there are opportunities to strengthen alignment between PE, Health and the Sports Department. He is supportive of greater collaboration but noted that there needs to be clarity around the respective responsibilities of each area and how they can support one another.

Mr Hatch enquired whether PE is compulsory for Years 9 and 10 and optional for Years 11–13.

Mr Birkbeck confirmed that Mr Hatch was correct.

Mr Hatch suggested conducting a student survey to identify which sports students are interested in. He noted that students who have participated in sports such as football, rugby or touch rugby at primary school may be more likely to continue with those activities, while other students may prefer less contact-based options.

Mr Eason enquired whether being a day school has made a difference in terms of students bringing appropriate sports gear.

Mr Birkbeck advised that the expectation for students remains the same. He has, however, observed some positive changes in participation. He noted that participation data has not been a significant focus this year, but there has been an improvement in participation, particularly in Mr McDonald's class, where equipment is sometimes provided to students.

Mr Birkbeck also advised that physical activity is complex and that students have different experiences, interests and preferences. Providing a range of opportunities is therefore an important starting point. He explained that the department uses games and sports as a vehicle to develop wider skills, including cooperation, communication and positive relationships with peers.

Mrs Tālai'manū enquired whether Year 11 PE is compulsory as part of the curriculum.

Mr Birkbeck confirmed that Year 11 PE is part of the curriculum.

Mr Bush enquired whether the department offers PE only or whether there is Outdoor Education (PEO) .

Mr Birkbeck advised that the department previously offered Outdoor Education; however, student engagement and enrolments were very low, with only two or three students typically signing up. He noted that Mr Jack, who previously ran Outdoor Education, is highly passionate and experienced in the area.

Mr Birkbeck explained that there are currently other external factors and changes occurring within the department. PE and Health are separate pathways, with SABE and Year 13 Sports Leadership also offered as unit standards courses.

Mr Hatch enquired about the level of student buy-in and enrolment numbers for Year 12 and Year 13.

Mr Birkbeck advised that participation has been very positive and that this has been one of the department's biggest successes this year. There are approximately 20 students enrolled, with around 90% returning from Year 12 PE the previous year.

Mr Birkbeck noted that a key challenge is making the differences between Year 10 Health and PE and Year 11 Health and PE clear to students. Year 11 has a greater academic focus and requires more written work. He also referred to the multiple pathways available to students and the importance of communicating these options clearly.

Mrs Tālai'manū thanked Mr Birkbeck and Miss Tapaleao for attending the meeting.

Mr Birkbeck and Miss Tapaleao left the meeting at 5.31 pm.

Mrs Ngataki requested a discussion on how the Board could better support Heads of Departments (HoDs) to report earlier in the year. Mrs Ngataki noted the HoDs were currently reporting on their 2025 department reports in August/September 2026, which was not fair to them and did not provide a timely opportunity for the Board to engage with their work.

Dr Evans advised that the Board had previously trialled a model where all HoDs reported to the Board in one evening. However, the previous Board had not been present for the scheduled evening. Dr Evans felt that the model worked well, provided the Board was committed to attending.

Mr Tito enquired how many HoDs there were.

Dr Evans advised that there were approximately 11 HoDs, although some areas were led by teachers in charge rather than designated HoDs.

Mrs Tālai'manū agreed that setting aside an evening for HoDs to report to the Board was a good model.

Dr Evans advised that April would be a suitable time, as the final student results should be available by mid-March.

Mr Bush also agreed that reporting at the end of Term 1 would be appropriate, as HoDs would then be reviewing their previous year's results and setting goals for the coming year.

Mr Tito enquired whether the Board could simply receive written reports rather than having all HoDs present.

The Principal advised that HoDs would have their 2026 reports and their 2027 annual plans ready for presentation.

Mr Eason asked whether the HoDs who had been unable to present this year would still have an opportunity to have their reports viewed by the Board.

Mrs Ngataki confirmed that the Board would receive all HoD reports. She advised that any questions arising from the reports could be passed through her to the relevant HoD for a response.

Mrs Tālai'manū advised that it would be beneficial for Board members to read all HoD reports prior to the meeting and come prepared to discuss them with the HoDs.

Decision Date: 27 Aug 2026
Mover: (Parent Representative) Stewart Baker
Seconded: (Proprietor's Representative) Jeffery Moeakiola
Outcome: Approved

2.3 Student Representative Report



Receive the Report of the Student Representative

In the absence of Mr Mataka, Mrs Tālai'manu read the student representatives tabled report.

Miss Pope felt it is part of the Board's role to advocate for and support its young people. She referred to Mr Mataka's first meeting with the Board, where he had indicated that he would appreciate support in having another student sit alongside him.

Miss Pope noted that Mr Mataka had been absent from a number of meetings for various reasons and was also absent from the current meeting. Miss Pope also referred to the previous minutes, noting that when the Student Council discussed the opportunity for students to put themselves forward to support the Student Representative, there had been limited interest.

Miss Pope felt there was an opportunity for the Board to do more in this area by reassuring and encouraging students to participate in Board spaces. She suggested the Board consider what it could do to ensure young people feel safeguarded and supported in Board meetings.

Mrs Ngataki advised that there were currently four nominations for the Student Representative role. Mrs Ngataki has spoken with the nominees and explained that only one student could be elected to the role. She had also asked whether the unsuccessful nominees would consider attending Board meetings in a supportive role alongside the elected Student Representative.

The nominees were happy to consider this opportunity should it arise. Mrs Ngataki also advised there are no safeguarding concerns, there are four nominations and that the students were comfortable to attend.

Decision Date: 27 Aug 2026
Outcome: Approved

2.4 Student Representative Election Update



Receive the report of the Returning Officer

Mrs Ngataki advised four nominations were received two females, two males. Students have presented in Chapel. Voting commences Monday, 24 August 2026, voting closes Thursday, 3 September 2026.

Decision Date: 27 Aug 2026

2.5 Interests Register

2.6 Acknowledgements



Receive Acknowledgements

Mrs Tālai'manū conveyed the sympathies of the Board to Dr Evan's who lost his mother recently.

Mr Mika Mataka, Student Representative: The Board acknowledged and thanked Mr Mataka for his work on the Board as the student representative, The Board wished Mr Mataka well with his continued studies.

Decision Date: 27 Aug 2026

Outcome: Approved



Mr Mika Mataka

A letter of acknowledgement to be sent.

Due Date: 24 Sept 2026

Owner: (School Board Secretary) Barbara Ngataki

2.7 Minutes

School Board 25 Jun 2026, the minutes were confirmed as presented.



Confirm Minutes

It was agreed to confirm the minutes of the meeting dated 25 June 2026.

Decision Date: 27 Aug 2026

Mover: (Parent Representative) Lindsey Hatch

Seconder: (Parent Representative) Stewart Baker

Outcome: Approved

2.8 Action List

Due Date	Action Title	Owner(s)
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: Completed on 31 Aug 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, (Proprietor's Representative) Sonia Pope
26 Mar 2026	School Camps/Polyfest Status: On Hold	(Acting Principal) Charlotte Saunders
27 Aug 2026	Mrs Ngaire Lepper Status: Completed on 1 Jul 2026	(School Board Secretary) Barbara Ngataki
27 Aug 2026	NZSTA Policies Status: Completed on 21 Aug 2026	(Limited Statutory Manager) Kevin Bush
27 Aug 2026	Failing Infrastructure Status: Completed on 1 Jul 2026	(School Board Secretary) Barbara Ngataki

2.9 Combined Boards Strategy Meeting



Combined Boards Meeting Reminder

Mrs Tālai'manū reminded members of the Combined Boards strategy meeting Tuesday, 22 September 2026 at 5pm which has been discussed via email.

Mrs Tālai'manū will confirm with the Trust Board.

Decision Date: 27 Aug 2026

Outcome: Approved

2.10 Correspondence



Receive Correspondence

Outward

30/06 Mrs Ngaire Lepper: Acknowledgement

30/06 Ms Te Aroha Rountree TB Chairperson: Failing Mains Service Infrastructure

Inward

01/07 Mrs Ngaire Lepper: Acknowledgement

09/07 Aqualab: Results for drinking water supply - Drinking fountain by the office

10/08 Aqualab: Results for drinking water supply - Office kitchen

Mrs Ngataki advised there was one piece of correspondence for the In-committee section of the meeting.

It was agreed to receive the inward and approve the outward correspondence.

Decision Date: 27 Aug 2026

Mover: (Parent Representative) Lindsey Hatch

Seconder: (Proprietor's Representative) Jeffery Moeakiola

Outcome: Approved

2.11 2026 Delegations

2.12 2026 Sub-Committees

3. Management Reports

3.1 Principal's Report



Receive the Principal's Report

The Principal presented an update on key areas of student achievement and wider College activities, noting that student achievement remains a core area of the College's business.

Level 1 achievement is currently tracking reasonably well, with approximately 45 students working towards the qualification. Progress with the literacy and numeracy requirements, including the Common Assessment Activities (CAAs) introduced over the past year, is particularly encouraging and is stronger than at the same time last year.

Currently, 87% of students have achieved the literacy requirement and 51% have achieved the numeracy requirement. The Principal acknowledged the significant amount of intervention and targeted support provided to students, noting that the work is beginning to show positive results.

Level 2 is looking particularly promising, with approximately 65% of students in a strong position to achieve the qualification. A further 6% have already achieved Level 2, while 13% are in a positive position. The College is hopeful of achieving a strong Level 2 result this year.

The Principal advised approximately six students are at risk of not achieving Level 2. Some of these students are also accessing programmes through MIT, which may provide additional opportunities to gain the credits required while remaining at the College.

Level 3 is also tracking positively, with approximately 40–42% of students in a strong position. Around 16% have already achieved Level 3. While this is an excellent achievement, it also presents a challenge as some students who have completed Level 3 remain at school. The College will continue to provide opportunities to keep these students engaged and progressing.

The Principal advised strong reading gains among Year 9 students. The proportion of students reading at the appropriate level increased from 18% to 44%, with Level 4 being the expected level for Year 9.

Year 10 students continue to require additional support. The Principal noted that Year 9 students tend to respond more readily to literacy interventions, while Year 10 students can be more difficult to motivate and progress.

The Principal advised the College continues to provide targeted literacy support through the Reading Enhancement Programme (REP). A Pre-REP programme has also been introduced for students arriving at significantly lower reading levels, in some cases around Level 2. The purpose of the Pre-REP programme is to bring these students up to the level required to participate effectively in REP.

The Principal reported that the programme is progressing well. A targeted junior school numeracy programme is also operating, using small-group and specialist instruction. This is producing positive results, although the Principal noted that the approach is resource-intensive and progress is often achieved one student at a time.

Attendance remains a strong area of performance, with overall attendance currently approximately 89%. The Principal noted that 90% or higher remains the benchmark.

Last term, close to 60% of students attended at least 90% of the time. A further 43 students were recording attendance between 88% and 90%. The Principal noted that with one or two additional days of attendance for these students, the College could potentially reach approximately 70% of students attending at least 90% of the time.

Staff will continue to work on attendance strategies to improve student attendance.

Mr Bush acknowledged the positive attendance data and the work being undertaken by the College. He noted that over the past two years it had been recorded moderate to chronic absences in Term 2 which had been affecting more than 30 students, whereas this year it had reduced to approximately 20 students. He also noted the improvement was particularly encouraging given the closure of the hostels and the fact that students are no longer living on site.

Mr Eason noted that improved attendance coding may also have contributed to the accuracy of the data, with staff and office personnel consistently monitoring attendance.

The Principal agreed and advised that, in the previous year, some students who left in November for study leave had not initially been recorded using the correct attendance code. He also observed that attendance appears to have improved because students are now physically present at school each day.

The Principal advised there is a positive atmosphere across the College, noting a strong sense of enjoyment and engagement among students. He reflected that the previous hostel arrangements had created longstanding challenges with

students returning late on Sunday evenings or arriving late on Mondays. With students now living off-site, this issue appears to have reduced.

The Principal provided an update on forthcoming Ministry of Education curriculum changes and encouraged Board members to familiarise themselves with the information and timelines provided.

The Principal acknowledged that the changes represent a significant amount of work and pressure for staff, particularly following substantial changes across the education sector over the past three to four years.

The Principal advised the need for the College to embrace the changes and move forward, even where staff may not necessarily agree with it. The focus must remain on ensuring the best possible outcomes for students.

The Principal provided the Board with a list of activities taking place across the College to demonstrate the breadth of opportunities available to students. He described the range of opportunities as significant and noted that it is an important strength of the College.

Opportunities include leadership programmes, choir, music, art and cultural activities, sport and adventure-based programmes. The Principal noted that students who engage strongly with these opportunities often demonstrate a high level of enthusiasm and commitment.

The College will consider how these activities are managed next year, including whether some activities may need to be better balanced or concentrated during particular terms.

Mr Bush advised that although these activities are not necessarily academic, they still represent important learning opportunities.

The Principal agreed, noting that co-curricular activities provide an important means of engaging students with the College. They can encourage students who may not always want to attend school to remain.

The Principal highlighted that these relationships can then be leveraged to support academic engagement. Success in activities outside the classroom can provide a platform for encouraging students to apply the same commitment to their classroom learning.

The Principal encouraged Board members to read the Special Character Evaluation Report, noting that it contains positive feedback as well as aspirational goals for the College. One of the key themes identified through feedback from students and staff was a desire to develop a deeper understanding of the College's Special Character and of Methodism.

A full-day retreat has already been planned for the beginning of next year. The College intends to work with the theological college and relevant experts to provide greater understanding and build momentum in this area.

Mrs Tālai'manū noted that the Special Character Evaluation Report was included in the Board information for those members who attended the parent meeting the previous month.

The Principal reported that students are increasingly embracing safeguarding but are also seeking greater involvement and ownership.

The College is moving from a predominantly compliance-based approach towards a more values-based and collective model of safeguarding. The Principal viewed students wanting to have a greater voice in this area as a positive development.

The College is also considering whether terminology such as "Safeguarding Officer" adequately reflects the broader cultural and holistic nature of safeguarding.

Several stand-downs were recorded during the reporting period, all relating to one particular incident. The Principal reiterated the College's zero-tolerance approach. He explained that not all students involved were directly responsible for the incident. The College also addressed students who filmed the incident,

those who watched, and bystanders who failed to report what they had witnessed. This accounts for the higher number of stand-downs associated with the incident.

Whānau were invited to meetings and were supportive of the College's response. The Principal noted that there is now a clear understanding within the community that this behaviour is unacceptable.

The Principal acknowledged that safeguarding cannot necessarily prevent students from making poor choices. However, it ensures that incidents are appropriately addressed afterwards, with community involvement and wraparound support provided to students. Students involved are also being referred to mentoring and other targeted programmes.

Mr Bush asked whether longitudinal data was available to track student achievement over time, particularly reading data, and whether the move towards structured literacy and structured mathematics would have an impact on students entering the College in Year 9.

The Principal confirmed that historical data is available and that the College generally considers trends over a five-year period rather than going further back. He noted that it would be highly beneficial if students were arriving at Year 9 already working at the expected literacy level, as the College currently uses considerable time in bringing students up to the required level. This creates challenges for teachers when students need to be withdrawn from regular classes to participate in intervention programmes.

Mr Bush asked whether teachers at the College had experience or training in structured literacy and mathematics.

The Principal confirmed that there are several staff members with relevant expertise. One staff member leading the literacy work has specialist training in the area, while another staff member involved with the RLTB also has relevant expertise. They are currently running small-group literacy and numeracy programmes, and significant progress has already been observed.

The Principal acknowledged that this approach requires considerable staff time and resources, particularly when specialist staff are working with very small groups, but emphasised that the targeted intervention is necessary.

Mrs Tālai'manū asked about the proportion of Year 9 students arriving at the College below the expected literacy level.

The Principal advised that the number was higher than usual this year. While he could not recall the exact figure, but noted that there is typically a group of approximately 10–15 students below the expected level, with around four or five students this year requiring particularly significant support.

Miss Pope acknowledged the positive attendance results and asked whether there had been any ongoing barriers associated with transport, particularly during winter.

The Principal advised that there had been no significant issues with the buses. Students are now familiar with the daily transport routine, and the buses have been operating well. He acknowledged that winter weather naturally creates challenges, but students have adapted well. The College also ran buses during the winter sports season, allowing students to attend training while remaining safely at school until transport was available. Similar arrangements will be considered when after-school tuition begins, including providing afternoon tea before students board the buses.

The Principal acknowledged the positive relationship with the bus company and reported that there have been no significant transport concerns.

Mr P Moeakiola acknowledged the Principal and his team for developing a positive relationship with Paerata School. He reported that students and staff from Paerata had provided very positive feedback following visits involving College students, particularly commenting on how well the students had

behaved and engaged. Mr P Moeakiola noted that the feedback was particularly encouraging from a Board perspective and reflected positively on the College.

The Principal thanked Mr P Moeakiola for the feedback and advised that he would share the positive comments with staff and students.

Miss Pope acknowledged the progress being made through the Safeguarding Committee. Having attended several committee meetings, she noted the positive development in the way safeguarding is discussed and approached. She observed that the College is moving from a process and compliance based model towards a more values-based and collective approach. She considered this a significant strengthening of the College's overall safeguarding perspective.

Miss Pope also supported consideration of terminology that better reflects the holistic and cultural nature of safeguarding.

The Board acknowledged the progress being made and the significant work undertaken by the Principal, staff and wider College community to support student achievement, engagement, attendance and wellbeing.

The Board agreed to receive the report of the Principal.

Decision Date:	27 Aug 2026
Mover:	(Presiding Member) Patisepa Tāla'imanū
Seconder:	(Proprietor's Representative) Jeffery Moeakiola
Outcome:	Approved

3.2 Receive School Board Policy



Receive and Adopt Policy

Mr P Moeakiola acknowledged the work undertaken by Mrs Saunders in developing the College's governance framework and policy suite. Mrs Saunders had adapted a New Zealand School Boards Association (NZSBA) template to align with the Special Character of Wesley College.

Mr Bush advised that the policy suite had been developed using NZSBA resources and noted that he supported the approach because it appropriately places governance policies at the governance level. The policies establish the high-level expectations and boundaries for the College, including provisions outlining what the Principal shall or shall not do.

Mr Bush advised that the Board's role is to set the rules and expectations, while the Principal, Senior Leadership Team and staff are responsible for implementing those requirements through appropriate procedures and operational practices.

The policies require Board ratification so that the development of the supporting procedures and operational processes can commence and ensure that the policies are effectively implemented.

The Principal expressed his full support for the policy suite, noting that it had been developed using NZSBA resources and then aligned by Mrs Saunders with the College's Special Character. He considered the framework to be clear, practical and easy to understand and supported proceeding with the development of the underlying procedures.

The Principal asked whether NZSBA regularly updates its policy templates.

Mr Bush advised that NZSBA would update the policies as required, in a similar manner to SchoolDocs. NZSBA has legal expertise available to monitor changes in legislation and government policy and update the relevant governance policies accordingly.

Mrs Tāla'imanū enquired whether policy updates would initially be referred to Mrs Saunders or the Sub-Compliance Committee.

Mrs Ngataki advised that monitoring the policy suite would be a responsibility of the Compliance Sub-Committee.

Mr Bush agreed and noted that legislative and regulatory updates would generally be communicated through NZSBA bulletins.

Mr Bush advised that policy review is a Board level responsibility and Compliance as the relevant Board Sub-Committee, is responsible for reviewing the policies and making recommendations to the Board as required.

The Principal noted that, under the previous model, the Secretary maintained a schedule identifying when individual policies were due for review.

Mr P Moeakiola asked who has responsibility for formally signing off policies.

Mr Bush advised that policies are owned by the Board once approved at a Board meeting, the Presiding Member signs the policy on behalf of the Board.

It was agreed to adopt on block the Policy Suite as presented.

Decision Date: 27 Aug 2026
Mover: (Staff Representative) Jean-Paul Eason
Seconder: (Proprietor's Representative) Maungarongo Tito
Outcome: Approved

3.3 2027-2029 Strategic Planning



To remain on the agenda

To remain on the agenda

Decision Date: 27 Aug 2026
Outcome: Approved

3.4 Finance Report



Receive the Property and Finance Report

Mr Hatch presented the Property and Finance Report to the Board noting that the Property and Finance Committee had not met.

Mr Hatch advised that the College had recently received sponsorship funding, which had enabled the school to undertake several additional projects.

The College is currently tracking towards a reduced deficit compared with the budget. Several significant expenditure items are still to be accounted for, including Prize Giving, holiday pay, the U15 Rugby Tournament and the Student Leaders Programme.

The current working capital surplus is \$371,067.

Mr Eason enquired about the additional financial requirements associated with the implementation of the new curriculum next year. He noted that departments are likely to require significant funding for new textbooks, teaching resources and other curriculum materials and asked how these requirements should be incorporated into departmental budgets.

Mr Hatch advised that the additional expenditure would need to be identified and approved prior to the beginning of the new financial year. He hopes the Government would provide additional funding to support the implementation of the curriculum changes.

Mr Bush noted that the Government may adopt an approach similar to that used for the provision of mathematics and literacy resources in primary schools, whereby a level of funding is allocated specifically for curriculum resources.

Mr Eason reiterated that new textbooks will be required to support the revised curriculum and that these resources can be expensive.

The Principal advised the College's normal budgeting process would apply. Departments would identify their requirements and submit their budgets, with Mrs Bellette coordinating the process. A clearer picture of departmental needs for next year will be developed, allowing the College to determine priorities and plan accordingly.

It was agreed to receive the Property and Finance Report.

Mr Tito enquired about the APS Roof Condition Report and Building Maintenance Proposal, which had been provided with the Property and Finance Report.

Mr Tito asked whether the report related to the College's wider concerns regarding failing infrastructure.

Mr Hatch clarified that the report was about building maintenance and the condition of the roof, rather than the broader infrastructure concerns.

It was agreed to receive the APS Roof Condition Report and Building Maintenance Proposal.

Decision Date: 27 Aug 2026
Mover: (Parent Representative) Lindsey Hatch
Second: (Staff Representative) Jean-Paul Eason
Outcome: Approved

4. Other Business

4.1 October Board Meeting



October Meeting Cancelled

Mrs Tālai'manu advised that the September meeting of the Board is scheduled for the last week of Term 3, and the October meeting is scheduled for two weeks into Term 4.

It was suggested that the October Board meeting be cancelled and the Board meet at the scheduled November meeting.

Mr Bush noted that the scheduled October meeting also falls during the week of Labour Weekend.

Following discussions, it was agreed to cancel the October Board meeting and meet in November.

Decision Date: 27 Aug 2026
Mover: (Principal) Brian Evans
Second: (Proprietor's Representative) Jeffery Moeakiola
Outcome: Approved

4.2 Public Footpath Concern



Public Footpath Meeting

Mr Eason enquired whether there had been any update regarding the public footpath at the front of the school.

Mr Hatch advised that the proposed meeting had not taken place.

It was agreed that Mr Hatch contact Mrs Bellette and Mrs Saunders to arrange a meeting with Mr Johnston to discuss the public footpath.

Decision Date: 27 Aug 2026
Mover: (Staff Representative) Jean-Paul Eason
Second: (Parent Representative) Lindsey Hatch
Outcome: Approved

4.3 In-Committee



Move In-Committee

It was agreed at 6.29pm 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 7.31pm.

Decision Date: 27 Aug 2026

Mover: (Presiding Member) Patisepa Tāla'imanū

Seconder: (Parent Representative) Stewart Baker

Outcome: Approved

5. Meeting closed

5.1 Close the meeting

Next meeting: School Board - 24 Sept 2026, 5:00 pm

New Actions raised in this meeting

Item	Action Title	Owner(s)
2.6	Mr Mika Mataka Due Date: 24 Sept 2026	(School Board Secretary) Barbara Ngataki

(Presiding Member) Patisepa Tāla'imanū
25 Sep 2026