



ROLL 149 as of 25th February

## Recent Events

- Parent Interviews
- School Tryathlon
- Room 6 Camp Lake Whakamaru

## Coming Events

- Swimming Sport
- Eastern Zone Swimming

## Teaching and Learning (Strategic, Annual Goals)

### Refreshing the school Assessment schedule to align with new requirements and tools

Below is a summary of the 2026 Ministry of Education (MoE) assessment and reporting guidelines for Years 1 – 6 in Aotearoa New Zealand — focusing on what schools *must* do rather than just curriculum content. This reflects the latest official guidance released for Term 1 2026 and statutory requirements.

#### **A. NEW Phonics Checks (Year 1)**

Every state and state-integrated school must carry out **Phonics Checks** for students in their *first year at school*:

- **Two checks**: one after ~20 weeks, another after ~40 weeks.
- These assess phonics decoding skills (how well children link sounds to letters).
- Results are reported with **five progress descriptors**: *Emerging, Developing, Consolidating, Proficient, Exceeding*.

#### **B. New Year 2 Maths & Pāngarau Check (Pilot/Implementation in 2026)**

A **Maths and Pāngarau check** at the *end of Year 2* will be available in 2026 to help teachers understand learners' maths understanding relative to curriculum expectations.

This check supports identifying learners who may need accelerated learning support.

#### **C. NEW Twice-Yearly Assessment: Years 3–6**

For learners in Years 3–6, schools **must assess reading, writing, and maths progress twice a year** using approved tools.

The new **SMART tool** (Student Monitoring, Assessment and Reporting Tool) becomes available in 2026 nationwide.

Schools may also use tools such as **PATs** and e-asTTle as appropriate to generate reliable information that feeds into reports.

We have chosen the SMART tool because it aligns with the refreshed curriculum, can be administered individually or in groups within a flexible testing window, Raw score is marked in real time online, , and integrates directly with our SMS. no cost and is modern and will be future proof.

#### **Next Steps:**

[SMART Tool Delivery and Reporting](#) - The implementation plan for the new SMART tool assessment involves three key stages: **Preparation & Readiness** (by the end of Term 1), **Testing Implementation** (Weeks 1-2, Term 2), and **Data Analysis & Reporting** (throughout Term 2). Key preparatory steps include confirming IT compatibility, generating student logins, and developing a testing timetable by March 31st, followed by staff professional development in Week 1 of Term 2. The Years 3–6 testing will then be administered in Weeks 1–2 of Term 2. Post-testing, data will be downloaded and structured for analysis (Week 7, Term 2) to inform targeted reports for acceleration support (Week 8, Term 2). The final step is preparing the summary report on student achievement and progress for review at the Term 2 Board Meeting, aligning with the twice-yearly reporting requirement.

Staff Professional development - To ensure effective implementation of the refreshed curriculum and the new assessment requirements (Phonics Checks and SMART tool), the next step is focus on staff capability building beginning with the writing area of the english curriculum for term 2. All staff will engage in targeted professional development led by the DP/AP to deeply unpack and understand the phases of the **refreshed New Zealand Curriculum**. This is essential to ensure a consistent school-wide understanding of curriculum expectations and to accurately align teaching practice and assessment interpretation, particularly in relation to the **five progress descriptors** (*Emerging, Developing, Consolidating, Proficient, Exceeding*) used in the Phonics Checks and the reporting structure of the new SMART tool.

Staff Professional development

## Personnel

- Current Staffing Level 10.86 FTTE.
- Banked Staffing Position - 2025/26 YTD \$4,551 credit.
- Ms Newman has submitted her maternity leave application from term 2 until term 1 2027.
- Ms Hayley Kerrison has been appointed to the fixed term vacancy covering the maternity leave for room 4 from term 2 until the end of the year.
- Principal Sabbatical Leave (27 February – 22 May)

The professional component of my leave will focus on strategic preparation for the refreshed curriculum and new reporting requirements. This will involve:

- Unpacking the new curriculum and its alignment with assessment and reporting mandates.
- Visiting schools and meeting with principals to observe and discuss successful implementation strategies.
- Attending relevant principal conferences and professional development opportunities.

The refreshment component will include time for personal well-being, specifically exercise, fishing, and hunting.

## Property

### Nga Iti Kahurangi Project (Improving Classrooms - Lighting, Electrical, Carpet and Acoustic Paneling)

- The lighting, electrical and acoustic paneling for classrooms is underway this week and due to finish Friday 27th.
- Carpet installation will be completed between 2 March to 10 March (7 days)

## Finance

1. Actual Available funds \$462,000 across operational account and term deposits as of st 18th February.
2. Operational Account 17th Feb - \$121,986
- 3.
4. Term deposit Information,
  - #77 \$58,371.24 matures 30/05/26 @ 3.55 %PA, (May Maturity)
  - #78 \$60,001.00 matures 26/04/26 @ 3.55 %PA, (April Maturity)
  - #79 \$56,509.11 matures 26/04/26 @ 3.95 %PA (April Maturity)
  - #80 \$53,338.05 matures 04/07/26 @ 3.55%PA, (July Maturity)
  - #81 \$60,239.51 Matures 13/04/26 @ 2.03%PA, (April Maturity)
  - #82 \$51,632.56 matures 03/03/26 @ 3.9 %PA, (March Maturity)
5. November accounts totalling \$15,276.61 to be ratified
6. December accounts totalling \$32,566.68 to be ratified
7. January accounts totalling \$8,446.29 to be ratified

## Health and Safety

- I have identified the lunch tree and lunch tree deck as coming to the end of life and requiring removal and replacement. I will schedule the tree removal for the April or July holidays, and work to a plan for the replacement of the deck with concrete.

## General

- Nil

**1. The Board delegates to the principal the following responsibilities and authorities:**

**A. General Management & Administration**

- a. Full responsibility for the day-to-day operations of Puahue School in line with board policies.

**B. Personnel Management**

- a. Authority to appoint, manage, and support all staff, excluding senior leadership appointments, which require board approval.
- b. Responsibility for staff professional development, performance appraisals, and disciplinary processes (excluding termination, which requires board approval).

**C. Student Discipline**

- a. Authority to suspend students in accordance with the **Education and Training Act 2020**, with all stand-downs and suspensions reported to the board.

**D. Financial Management**

- a. Authority to approve expenditure within the **Puahue School annual budget**, with any expenditure over **\$10,000** requiring board approval.
- b. Responsibility for financial reporting to the board, ensuring fiscal accountability.

**E. Property & Asset Management**

- a. Authority to approve routine maintenance and minor property projects **up to \$10,000** within the school's approved budget.
- b. Responsibility for ensuring Puahue School complies with all property and safety regulations.

**F. Health & Safety**

- a. Full responsibility for ensuring a safe environment for students, staff, and visitors, including compliance with all **health and safety laws and policies**.

**G. Curriculum & Student Achievement**

- a. Authority to implement the Puahue School curriculum in line with the **New Zealand Curriculum** and local priorities.
- b. Responsibility for reporting to the board on student achievement and progress at least once per term.

**H. Community & Stakeholder Engagement**

- a. Authority to engage with parents, whānau, and the wider Puahue community on behalf of the school.
- b. Responsibility for ensuring complaints and concerns are managed in line with board policy.

**I. Emergency Powers**

- a. Authority to take necessary action in emergencies to ensure the health, safety, and well-being of students and staff, reporting to the board as soon as practicable.

Scott Wilson

Principal

