



February 2024

Our Vision

Our Children will be Confident Lifelong Learners

Circulation:

Brad Pyers
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Kathy Ameen
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cc File

WAKEFIELD SCHOOL BOARD OF TRUSTEES STANDING ORDERS

General:

Meetings will generally be held twice a term as per the annual agenda. The quorum shall be more than two-thirds of the members of the board currently holding office.

The Chairperson shall be elected at the first meeting after the Annual Meeting except in the general election year where it will be at the first meeting of the newly elected board.

The Chairperson may exercise a casting vote in the case of equality of votes, in addition to his/her deliberative vote.

Any trustees with pecuniary interest in any issue shall not take part in any debate on such issues and may be asked to leave the meeting for the duration of the debate.

Time of Meetings:

Regular meetings will commence at 5.30pm and conclude by 8.00pm.

A resolution for an extension of time not exceeding half an hour may be moved.

Any business remaining on the agenda at the conclusion of the meeting will be transferred to the following meeting.

Special meetings:

A special meeting may be called by delivery of notice to the Chairperson signed by at least one third of trustees.

Exclusion of the Public:

The meeting may, by resolution, exclude the public and news media from the whole or part of the proceedings in accord with the Meetings Act.

Public Participation:

Public will not normally be allowed free discussion during the meeting.

Public participation is at the discretion of the Chairperson.

Public attending the meeting will be given a notice about their rights to participation in the meeting.

Motions/Amendments:

All motions and amendments moved in debate must be seconded unless moved by the Chairperson. Motions and amendments once proposed and accepted may not be withdrawn without the consent of the meeting.

No further amendments may be accepted until the first one is disposed of.

The mover of a motion has right of reply.

A matter already discussed may not be reintroduced at the same meeting in any guise or by way of an amendment. If not a unanimous decision, then majority rules.

General Business:

Notifications of general business are required three days prior to the meeting.

Late items of general business will be received at the Chairperson's discretion and are to be presented at the beginning of the meeting.

Termination of debate:

All decisions will be taken by open voting by all trustees present.

Suspension of Meeting Procedures:

Standing Orders may be suspended by resolution of the meeting.

Agenda:

The order of the agenda may be varied by resolution at the meeting.

Minutes

The minutes will be distributed within 1 week of the meeting.

AGENDA

Board of Trustees meeting Tuesday 20th February 2024, 5.30pm

Venue: Staffroom

1. Strategic Focus and Special Presentation

- Nil

2. Welcome and apologies

- Declarations of Interest (See Standing Orders)
- Additional items of general business

3. Administration

- Confirmation of Minutes (November 2023)
- Matters Arising from Minutes
- Correspondence (Copy of Inward/Outward Mail Tabled)

| DATE | FROM | CONTENT | TO |
|------------|----------------|-------------------------|-------------|
| 15/12/2023 | Olivia Krammer | Maternity Leave Request | Freya & BOT |
| | | | |

4. Reports

(Only written reports in board papers will be discussed).

- a) Principal
- b) Financial
- c) Property
- d) Staff Report

5. Items from the Board Annual Calendar for February

- Confirm any changes to BOT personnel and responsibilities
- Elect Board Presiding Member
- Set calendar of meeting dates
- Finalise/approve strategic plan. Send strategic plan to MOE
- Discuss/approve student achievement targets
- Confirm budget
- Approve disposal of records under sections 1.5 and 1.8 of our policy for the second prior year.
- **Report: Analysis of Variance from previous year's SATs and description of current year SATs.**

6. General Business

- Potential co-opting of another board member

- Sonia – community facility project

7. In-Committee Meeting

- Two items

8. Looking forward to Items for the Board Annual Calendar for March

- Fire drill. Accident register in place and safety officer briefed on roles and responsibilities.
- Review and update H&S policies with H&S committee and staff rep
- Complete performance agreements and professional development programmes for all staff
- Prepare accounts for audit
- Annual community picnic and meeting
- Prepare action plan for curriculum review focus
- Negotiate Principal's performance agreement
- 1st March roll return completed

9. Closure

MINUTES

MINUTES OF THE WAKEFIELD SCHOOL BOARD OF TRUSTEES MEETING In the Staffroom at 5.30pm Wednesday 22nd November 2023

PRESENT: Dale McDonald, Dane Boswell, Freya Hogarth, Kathy Ameen, Olivia Krammer, Ryan Edwards & Sonia Emerson

APOLOGIES: Brad Pyers

STRATEGIC FOCUS AND SPECIAL PRESENTATION:

- **Report: Curriculum review progress and outcomes for major focus areas**

DECLARATION OF INTEREST: (See Standing Orders)

- Nil

ADDITIONAL GENERAL BUSINESS ITEMS:

- Nil

CONFIRMATION OF PREVIOUS MINUTES:

Motion: Move that the minutes from the Board meeting held on 19th October 2023 to be correct

Sonia Emerson/Dane Boswell

MATTERS ARISING FROM MINUTES DATED: 19th October 2023

- Creo – Accessible playground. Ben came from Creo who is going to do a design and come back to us with it along with quotes, from there we will be able to see if we might be able to seek funding for some or all of the project.

CORRESPONDENCE: INWARD

| DATE | FROM | CONTENT | TO |
|-------------|----------------|--------------------|-------------------------|
| 03/11/2023 | NZSTA | NZSTA Subscription | Board Chair & Principal |
| 16/11/2023 | Julie McIntosh | Resignation | Board of Trustees |

CORRESPONDENCE: OUTWARD

- Nil

REPORTS

Principal's Report:

As per Board Report:

Priority 1. Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.

- **2023 Stand down data**

We have made eight 1 day stand downs this year and one 2 day stand down. Two children have had two 1 day stand downs for separate incidents. A total of seven children have had stand downs. 6/7 of the children have been boys. All of the children have been of New Zealand European or European descent. The seven children included two year 2 students, two year 4 students, two year 5 students and one year 6 student.

- **2023 Restraint data**

This year we have used restraint to manage challenging behaviour six times. The restraint incidents have involved three students who are all boys. Two are year 5 and one is year 3. Each time restraint was used, the parents were offered an opportunity to debrief the incident. In each incident a teacher restrained the child. I am very happy that the decision to use restraint was justified and minimal restraint was used.

Priority 2. Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures

Our implementation of our [2023-2025 strategic plan](#) is progressing well.

- **Goal 1: We deliver an excellent Year 7 & 8 programme**

Our technology learning space de-development in Room 10 is continuing to progress well. Having the technical advice from Neville Myers has been very helpful during the design phase. We have now finalised the design and work is expected to begin before the end of term 4.

Our curriculum development has also progressed very well with the input from Katie Tullet from ImpactEd. Our teaching team have finalised detailed learning plan templates, the term 1 long term plan, the camp programme and the William Pike Challenge. A funding application was completed to reduce the cost of the William Pike Challenge participation.

Our roll numbers for 2024 were looking to be close to 30 students however this has reduced down and is currently sitting at 23 students. This has happened because a few families have chosen to enrol their child at WIS so they can remain with existing friends.

Our team has also begun planning the layout of their learning spaces and will soon be in a position to order the year 7 furniture. The students will also be involved in talking about how they like to work and how this might influence the furniture we purchase.

- **Goal 2: We use our wellbeing focus to ensure all our learners are flourishing.**

Jase Williams worked one-to-one coaching teachers and teacher aides on their practice and what they can change to help strengthen the way that they respond to students who present with challenging behaviour. Bek and Julie will use some of the time on our upcoming teacher only day to share with us the work they have

developed during the year to ensure our wellbeing curriculum is consistently implemented across all classes in 2024.

- **Goal 3: Our communication and partnerships between home and school are strong.**

Mary ran a very successful new parents meeting and a Reading Together series of workshops. The feedback from our new parents meeting was very positive and constructive with some insightful information gathered about some of our systems and processes and how we can improve these to ensure they are more family friendly. This included the suggestion of recording sessions for parents who can't attend so that the information can be accessed by all.

- **Goal 4: We are ready to implement the refreshed curriculum that reflects our village and rural school experience.**

On our upcoming teacher only day we will be exploring the new "progress steps" that have been incorporated into the mathematics and English curriculum. We had hoped to be able to unpack the common practice model with our staff but this has been held up until the new government is in place.

We have also committed to working on the Kahui Ako Curriculum Pathways project that has the goal of aligning our literacy and mathematics programmes, assessment tools and moderating teacher interpretations of achievement benchmarks. This work began this term and is supported by ImpactEd.

Priority 3. Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs.

Refer to SENCO report.

Priority 4: Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy.

End of year assessment data is currently being gathered and analysed by teachers. A student achievement report will be available at the start of the 2024 year.

Priority 5: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning.

We still aspire to run a bespoke Te Reo programme at Wakefield School in the future. We plan to engage in this at a time that it can be our sole professional learning focus. Brightwater School is keen to collaborate on this and is in a similar position to us.

Priority 6. Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.

We successfully recruited Emma Hunter to start as our new DP in 2024. We are also in the process of completing a recruitment process for a permanent classroom teacher. We are also likely to need a permanent part-time teacher to deliver the increased classroom release time as well as other release and leave cover in 2024 and beyond.

Priority 7: Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work

Our Year 7 programme development has included working to build collaboration with local and regional businesses so that our year 7 & 8 learners build a growing awareness of the career opportunities that exist.

Financial Report:

As per Board Report:

- **Draft 2024 budget**

Olivia has drafted a 2024 budget and is awaiting some input from Freya and Leanne to be able to complete this ready to present to the board. It had been requested to have a cultural budget going forward, Olivia will include this in the draft budget.

- **Staff gift**

It was discussed what the board were thinking of contribute to a staff gift at the end of the year, the finance committee agreed to contribute \$20 per staff member towards the end of year/Christmas dinner that is taking place on Friday 24th November. Freya will pay \$20 per staff member that is attending on Friday evening and for those who do not attend will arrange for a voucher or such for these staff members.

- **Olivia's maternity leave cover**

We need to start to consider advertising for Olivia's maternity cover for next year, Sonia and Freya will liaise on advertising this position.

Property Report:

As per Board Report:

- **5YA & AMS updates** – 5YA projects needs submitting to MOE so work can begin. This needs to happen urgently. AMS has been signed off by MOE and work will begin before the end of term. The roofing project will also start as soon as we get MOE sign off. On Wednesday afternoon Freya received a call from Pete at Onus (property managers) to say that we were going to be over budget with our current project with the board being required to contribute approx. \$18,000 to complete the project.

Motion: *The board approves to fund the potential shortfall required to complete the block A, G, M & N classroom ILE upgrade, this has been estimated to be approx. \$18,000.*

Ryan Edwards/Sonia Emerson

Staff Report:

As per Board Report:

- Kathy discussed the staff report, taken as read. The board commended how much had been reported in this months staff report. Kathy touched on how well our students have been doing this year in our sporting teams and a fantastic involvement by our students.

Motion: Move the adoption of these reports.

Ryan Edwards/Sonia Emerson

ITEMS FROM THE BOARD ANNUAL CALENDAR FOR NOVEMBER

- Discuss draft strategic goals and action plans for following year.
Freya reported on the draft strategic goals and actions for the following year, a discussion was had around what areas needs focus in the upcoming strategic plan.
- Report: Curriculum review progress and outcomes for major focus areas
This is reported throughout the year in Freya's board reports.
- SUE Report - Assure the board that the principal has met with a board member to check the processes and authorisations used to make payments to staff members, and particularly the payments made to the principal and others in the school with payroll responsibilities. (Please note the updated and more explicit assurance requirement as a result of consultation with an auditor.)
The board is assured that the principal has met with the board chair to check the processes and authorisations used to make payments to staff and particularly the payments made to the principal and others in the school with payroll responsibilities. SUE reports are signed by Ryan after each pay period.
- Reading Recovery annual report
The reading recovery annual report is appendix II of the board report.
- Approve budget
The budget is in draft form but will be emailed to board members when it is more finalised to approval.
- Report on staff performance management programme
These have been completed by Freya and Leanne.
- Report fire and earthquake drills
This will be completed by the end of term.
- Approve and pay BOT annual fees

Motion: The board agreed to pay the board fees as per our schedule

Ryan Edwards/Kathy Ameen

- Report on principal appraisal
Ryan circulated via email a report from Sherilee on the completion of her appraisal work she had undertaken with Freya.
- AiLM & ICT Report
Emily presented her AiLM report that is included as appendix I of the board report. Emily also verbally reported on the work she has completed on the ICT strategic plan.

MATTERS OF GENERAL BUSINESS:

- EEO Update
Dale touched on the completed EEO survey and the follow up meeting held with staff in October. There were two main areas of concern – staff toilets and storage. The board are committed to improve these areas.
- Christmas BBQ/Staff gift
It was proposed that the school community BBQ (board, staff, PTA and pool committee) will be held on Tuesday 12th December from 5pm, it was suggested the board would provide the meat and some drinks along with each member bringing nibbles or bread items, the pool committee would provide the desserts and the PTA would provide the salads.
- Teacher appointment update
Freya reported on where in the process they are in regards to the advertised teacher appointments, with appointments to be made in the next week.

ADDITIONAL ITEMS OF GENERAL BUSINESS:

- Nil

ITEMS FROM THE BOARD ANNUAL CALENDAR FOR DECEMBER ARE:

- Prepare end-of-year assessment report
- Complete annual performance management activities
- Hold annual development plan community meeting
- Term 4 fire and earthquake drills
- Complete annual curriculum review
- Prepare final report and analysis of variance for student achievement targets
- Review staff placements for following year
- Allocate fixed term units for following year
- Decide and notify class placements for following year
- Begin preparing charter for following year
- Complete budget for following year

IN-COMMITTEE:

- Two items

I/We move that the meeting go “In Committee” in terms of the Local Government Official Information and Meetings Act 1997 and its amendments, to discuss Personal Interests, the meeting went In Committee at 7.44pm to discuss two items.

Moved that the meeting go Out of Committee at 7.51pm
Ryan Edwards/Dale MacDonald

MEETING EXTENSION:

Motion: *Ryan Edwards moved to extend the meeting at 7:59pm.*
Ryan Edwards/Dane Boswell

CLOSURE:

There being no further business the meeting closed at 8.10pm.

I confirm these minutes to be a true record of the meeting held on Wednesday 22nd November and the resolutions agreed at that meeting.

Signed:.....
(Chairperson)

Date:.....



Principal's Report to the Board Meeting to be held on Tuesday 20 February 2024

Objective 1: Learners at the centre – Learners with their whānau are at the centre of education

Priority 1:

Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

2024 Class Structures

Our change to Y4-6 classes and, where ever possible, keeping students with their known teacher has created a very calm start to the year. This has been especially notable with the calm start that many of the children from the Tui team last year who were frequently dysregulated and caused disruption.

The exception to this has been a very challenging start to the year in Room 14. We have had an unexpected situation where several children have been significantly dysregulated for a range of reasons. Their chronic dysregulation has led to an unsettled and stressful start to the school year for a number of children in Room 14. The class teacher with the support of our senior leadership team have together acted swiftly to put a range of interventions in place and this has already significantly improved the situation in Room 14. The interventions include:

- IRF funding from MOE to provide full time TA support as the class and students settle and until more on-going support can be sought
- RTLB referrals for students with specific behavioural concerns
- iCAMHS referral
- Initiating a professionals meeting to support one of our most challenged students
- Proactive communication with all parents and caregivers
- Safety and de-escalation plans in place
- Counselling support funded through Kāhui Ako attendance and engagement funding

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| | <ul style="list-style-type: none"> • Change to the classroom start of day routine to enable a more familiar start of day routine • Letter of support to GP for a parent from the school to increase urgency of an appointment <p>We are aware that a student in this class will need significant on-going support and we are in discussion with RTLB and MOE about the nature and funding of this support.</p> |
| <p>Priority 2:</p> | <p>Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p> <hr/> <p>We have developed a draft 2024 annual plan and have updated our strategic plan for Board approval. The plans are appended to this report. Does the Board approve the 2024-2025 strategic & annual plan?</p> <p>Once the 2024-2025 strategic and annual plans are approved by the board these will be submitted to the MOE by the 1 March 2024 deadline.</p> <p>Goal 1: We deliver an excellent Year 7 & 8 programme <i>Initiative 1: Develop & resource year 7&8 learning spaces</i> Over the summer holiday break our student kitchen has progressed well. This project will be completed on Tuesday 13 February and the year 7 students will begin using the space on Wednesday 14 February. This has meant we have not needed any delay to implementing our year 7 technology programme.</p> <p><i>Initiative 2: Implement and refine Year 7 curriculum</i> Our year 7 cohort has had a very positive start to the 2024 year. We have 20 students enrolled for year 7. Our Year 7 teaching team have developed robust processes to ensure that the programme runs smoothly across the week and with the staffing changes that occur during the week.</p> <p>Goal 2: We use our wellbeing focus to ensure all our learners are flourishing. <i>Initiative 2: Develop and embed consistent school wide practices that support wellbeing.</i> With the 2023 resignation of Julie McIntosh from our staff we have had to make changes to our 2024 Wellbeing curriculum leadership. This role continues to be a shared role and is now shared between Emma Hunter and Bek Gabites. Emma brings a wealth of knowledge and expertise to this role and Bek has an excellent understanding of how Te Whare Matauranga has been developed and implemented up to this point. They will also be involved in our project partnering with Kathryn</p> |

Berkett on supporting students who present with dysregulation to ensure a calm and settled learning environment for all our tamariki.

Goal 3: Our communication and partnerships between home and school are strong.

Initiative 1: Refine the community connector role to align with new opportunities.

Mary McHale will continue in the community connector role in 2024.

Initiative 2: Review & improve home & school communication.

Our staff have worked to get our new website ready for publication. This still requires a small amount of further content to be added. We anticipate the new website will go live early this term.

We plan to survey our community members in term 3 on the current ways we communicate between home and school and the community's aspirations for improved home and school communication

Goal 4: We are ready to implement the refreshed curriculum that reflects our village and rural school experience.

Initiative 1: Continue to upskill staff on the changes to the refreshed curriculum and phase in the curriculum changes.

We are applying for MOE funded PLD hours to support our staff to implement the refreshed curriculum from 2025 on. We intend to begin trialling new documentation in 2024 that will align teaching and learning with the progress outcomes of Te Mataiaho (refreshed curriculum). We will have two teacher only days (term 2 &4) in line with the dates set out by the MOE. These will be published to our school community as early as possible once the dates are finalised by our Kāhui Ako.

Initiative 2: Inform parents and caregivers about the changes to the curriculum and how we are connecting it with our village and rural school experience.

We will be communicating with parents over the course of this year what has changed as a result of the curriculum refresh and how this will be implemented for tamariki and their learning at Wakefield School.

Objective 2: Barrier-free access – Great education opportunities and outcomes are within reach for every learner

Priority 3:

Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs

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| | <p>2024 SENCO responsibility With the increased special educational needs that many of our students are presenting with in 2024 we have restructured the SENCO (Special Education Needs Coordinator role) to be a shared position held by both our Deputy Principals. Emma will take responsibility for students in the Matai Syndicate and Leanne will take responsibility for students in the Tōtara Syndicate. We will review this at the end of each term to ensure our systems and processes make sharing this role effective.</p> <p>Ban on cellphones at School At the beginning of the 2024 school year the government introduced their nationwide ban on students accessing cell phones while at school. This fits with what has been our school practice for many years. However in 2023 we did notice a small number of families had begun ignoring our rules around not bringing cell phones to school or giving cell phones to teachers if students did need to bring a cell phone to school. We communicated this government directive to our community in the first school newsletter. We will continue to monitor the behaviour of students we know have brought cell phones to school in the past.</p> |
| <p>Priority 4:</p> | <p>Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</p> |
| | <p>2023 Student Achievement Data The 2023 student achievement report is attached.</p> <p><u>Reading Achievement</u> Areas of strength:</p> <ul style="list-style-type: none"> ● Girls' achievement in reading. ● Year 4 and Year 5 achievement in reading. ● Progress made over time for the Year 4 and Year 5 cohorts. <p>Areas of concern</p> <ul style="list-style-type: none"> ● Cohorts of specific achievement concern are our Years 1, 2, 3 and 6 <p><u>Writing Achievement</u> Areas of strength:</p> <ul style="list-style-type: none"> ● Girls' achievement in writing (although not as high as reading). ● Year 2 achievement in writing. ● Year 2 progress in writing. <p>Areas of concern</p> <ul style="list-style-type: none"> ● Large dips in achievement for Year 5 and Year 6 cohorts. ● No students achieved above expectation in Year 5. |

- Significant decrease in boys' and Māori students' achievement in writing.

Interesting:

- Analysis of the 63 students who were below or well below curriculum expectations in writing:
 - 5 students transferred from other schools
 - 7 students were new entrants in 2023
 - 16 students had individual education plans
 - 8 students attended Reading Recovery in 2023
 - 3 students were referred to the Resource Teacher of Literacy for specialist support
 - 8 students were referred to RTLB
 - 9 students were being monitored for possible SENCO support
 - 20 students have a neurodiversity diagnosis
 - 7 students are suspected to be neurodiverse, some of these students are undertaking assessments
 - 13 students are known to have experienced trauma
 - 5 students have been offered support but the family has declined the learning support
 - 11 students left Wakefield School at the end of 2023

Mathematics Achievement

Areas of strength:

- A steady increase from 2020 to 2023 in the percentage of boys achieving above expectation
- Year 1 and Year 4 achievement in mathematics

Areas of concern

- High percentage of Year 5 & Year 6 students not achieving expectations in mathematics
- Decrease over time in the percentage of students in the Year 5 & 6 cohorts achieving expectations in mathematics.

Interesting:

- Māori student achievement in mathematics is similar to NZ European students

Implementing One hour of Reading, Writing and Mathematics each day

We are required to be following the government's "one hour a day of reading, writing and mathematics". While, at this stage we haven't closely monitored exactly how long each class spends on reading, writing and mathematics, we do know that all our teachers prioritise the teaching and timetabling of reading, writing and mathematics at Wakefield School. In order to achieve the "one hour a day" policy of this government, we will not need to change our school wide practices

significantly.

The advice the MOE has given to schools regarding this policy includes the following statements:

How will special events such as sports days, EOTC, or cultural days be impacted?

Special events are enriching for students, and the intent of the "one hour a day" policy is not to detract from or limit these events. The policy allows schools to manage the average amount of reading, writing, and maths teaching time through a week. This provides the flexibility required to accommodate days where students may spend time out of the classroom.

As part of a balanced curriculum, schools may also have a special event that may last for three or more days (such as school camp). While events like this are excluded from the "one hour a day" policy requirements, where there is the opportunity to do so, we encourage schools to plan for and integrate reading, writing, or maths learning into the event.

How will the policy be monitored?

The Education Review Office (ERO) will monitor and report on compliance with the reading, writing, and maths teaching time requirements through the Board Assurance processes. This process requires boards of state, state-integrated schools and kura, and managers of private schools to provide assurance they are meeting the new obligations. This is then validated by ERO during school visits. If concerns about compliance are flagged, ERO will follow up with the board and the school's leadership.

How can reading, writing and mathematics be effectively integrated into all learning areas?

We expect that any new learning in reading, writing, and maths will occur in a dedicated lesson before being integrated into different contexts.

Reading, writing, and maths | pānui, tuhituhi, and pāngarau teaching and learning time can occur within the context of other learning areas, as long as students' progression in their knowledge and skills is purposefully and intentionally planned for and attended to.

What level of reading, writing and mathematics needs to be integrated into all learning areas?

Teachers are asked to be deliberate, intentional, and purposeful in their teaching. Whether during dedicated lessons or integrated work, teaching should be appropriate to the student's current ability and next steps.

We are confident that our teachers are well equipped to continue to implement high quality teaching of reading, writing and mathematics

in a way that meets the criteria of this policy. These expectations have been shared with staff this term and further discussion with our teaching team is planned

National Monitoring Study Participation

Our school has been invited to participate in a national monitoring study in term 3 2024. Participating in the study involves a visit from two registered and trained teachers for three days. They will work with up to 27 randomly selected students in Year 3 and Year 6. In 2024, the school-visit component of the study will focus on science and mathematics & statistics.

The study will also:

- identify and monitor trends in educational performance
- explore impacts on student achievement
- provide dependable information to policy makers and curriculum specialists for planning
- give schools insights to help improve teaching and learning.

In addition to this, the study will explore student achievement

- at Years 3, 6 and 8
- investigating the progress of year level cohort in literacy and numeracy
- as aligned to Te Mātaiaho.

In recognition of our participation in the project we will receive:

- A payment of \$1,400 will be made in recognition of the time taken to support the study.
- In Term 4, we will receive an individualised school feedback report about how our students performed as a cohort in science and mathematics & statistics against the national sample.

Objective 3: Quality teaching and leadership – Quality teaching and leadership make the difference for learners and their whānau

Priority 5:

Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

At our teacher only days prior to the start of the 2024 school year we shared our expectation that all teachers will include some learning about our school’s Waharoa and will revisit the stories and historical figures represented in our Waharoa every term. Heather Stanton has been appointed our Aotearoa NZ History curriculum leader and she will ensure our resources support teachers to share the Waharoa information with our students.

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| | <p>We also began a discussion about developing school wide coherence on student pepeha development and use. This includes the development of a pepeha progression to extend our students' pepeha content over their 8 years at Wakefield School.</p> <p>We have all begun learning new karakia to use in class with our students also.</p> <p>At our mihi whakatau on the first day of the school year Kim Hippolite asked me if our school would like to be gifted a Māori name that can be used alongside our Wakefield School name. He was very clear that this was not to replace Wakefield School as the name of our school but to give us a Māori name that reflects the heritage of our school and can be used in Māori contexts such as whaikōrero. Is this an initiative that our board supports?</p> |
| <p>Priority 6:</p> | <p>Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p> |
| | <p>2024 Staff only days PLD</p> <p>During the two staff only days we had prior to the start of the the 2024 school year we provided our staff with PLD session on the follow topics</p> <ul style="list-style-type: none"> ○ Bal-A-Vis-X - exercises that support learning by integrating our vestibular (balance), audio and visual systems through specifically designed exercises. Teachers are expected to integrate these activities into their class "brain breaks" and PE programmes in 2024. ○ 4-4-2 brain breaks - Emma Hunter introduced our teachers to the 4-4-2 ratio of activities that are proven by research to improve focus and regulation. A 4-4-2 break follows a pattern of 4 minutes of physical activity then 4 minutes of a calming activity (yoga, breathing exercise or legs up the wall) and finally a two minute break to get a drink or go to the toilet. This year, during our 12 pm scheduled "brain break" our teachers have been asked to implement the 4-4-2 break. ○ Ira Takaro with Harko Brown - on Wednesday 31 January we had a shared PLD day with Appleby and St Paul's Schools. Our staff learned traditional Māori games and how to make the implements of play from natural materials. The cost for this PLD is being shared equally across the three schools. This was a very successful day and we are exploring the possibility of having a shared "traditional Māori games exchange" around Matariki with these schools. This PLD also supports our effort to implement the Aotearoa NZ History curriculum. <p>2024 Professional Learning foci for our staff: Trauma Informed Education</p> <p>Our senior leadership and wellbeing curriculum lead team will be meeting with Kathryn Berkett on Monday 4 March to plan a project with her that supports children experiencing extreme stress and</p> |

trauma in our school and community. Kathryn has a Masters in Educational Psychology, and is certified as a Neurosequential Model of Therapeutics practitioner with Dr Bruce Perry (world leading neuroscience researcher and practitioner). Kathryn has extensive experience in this area. She has worked and trained, nationally and internationally, on the subject of neuroscience for over fifteen years, delivering to a variety of organisations including Primary and Secondary Teachers; the Police; Child Youth and Family; Prisons; Kindergartens; Parents; Recreation Groups; Mental Health Professionals; Politicians; and Corporates. We will be working with her on a project focused on early intervention for children who have experienced extreme stress and trauma. This work is funded through a charity that Emma Hunter has been involved in and is a very exciting opportunity for our school to build on the work that has occurred around our well being curriculum and our trauma informed approach to our schoolwide systems and processes.

Curriculum refresh

At the end of 2024 our teachers completed a readiness survey that has helped us to focus on how to provide the best support to enable our teachers to meet the 2025 curriculum implementation goal. The Ministry of Education has advised us that the dates for our 2024 teacher-only days for curriculum PLD are to fall between 27 May - 7 June (term 2) and 21 October - 15 November (term 4). We will discuss these dates in our upcoming Kāhui Ako principal's meeting and then communicate these with our community once the dates have been set. The new Government has indicated that further changes will be made to the literacy and mathematics refreshed curriculum documents that have already been released. This has also caused our Kāhui Ako Curriculum Pathways project to be paused due to the implications the proposed changes will have on this work. We continue to support the Kāhui Ako Pathways project and professional learning with ImpactEd.

Universal Design for Learning

Universal design for learning (UDL) is a teaching approach that works to accommodate the needs and abilities of all learners and eliminates unnecessary hurdles in the learning process. This means developing a flexible learning environment in which information is presented in multiple ways, students engage in learning in a variety of ways, and students are provided options when demonstrating their learning. In 2023 we intended to run an introduction to UDL using our RTLB liaison. Due to illness at the time we tried to schedule this meeting we were unable to run this PLD. We plan to begin this professional learning for staff in terms 2 and 3 this year.

| | |
|---|--|
| Objective 4: Future of learning and work – Learning that is relevant to the lives of New Zealanders today and throughout their lives | |
| Priority 7: | Collaborate with industries and employers to ensure learners/ ākonga have the skills, knowledge and pathways to succeed in work |
| | Nothing to report at this time. |

Freya Hogarth
Principal

Minutes

Of the Finance Sub-Committee Meeting held on Thursday 15th February 2024 at 9.00am

Present: Dale MacDonald, Freya Hogarth, Olivia Krammer & Sonia Emerson

Apologies:

Confirmation Of Previous Minutes:

Motion: Move that the minutes from the finance committee meeting held on Thursday 16th November 2023

Sonia Emerson/Freya Hogarth

Matters Arising from Minutes: Thursday 16th November 2023

- **Gala funds**

Additional items of Business

- **Capital expenditure**
- **Olivia's maternity cover**

Finance

- **Banking staffing**
We are looking at an overspend but still have 3 more pay periods to go, we will monitor this closely. But likely we will have any overspend of approx. \$10,000.
- **Draft budget**
We went over the draft budget line by line and confirmed figures, the draft budget will be presented to the board at the upcoming February board meeting.
- **5YA & AMS update**
This is still work in progress but is progressing well, we are having an official opening of the student kitchen this afternoon.
We have spent approx. \$11,000 on the kitchen appliances with another invoice due for the 4x rangehoods supplied via Onus.
- **Annual accounts**
Olivia is currently working on these and getting the required information to Steve at CES. Sonia suggested we inform Steve of Olivia's pregnancy so he might be able to prioritise our school prior to Olivia going on maternity leave.

- **Capital expenditure**

Freya informed the finance committee that school has purchased 5x sewing machines for the new soft materials technology room.

- **Olivia's maternity cover**

Sonia asked if we had announced who was going to be covering Olivia's maternity leave. Freya will do this in the next upcoming newsletter. We might ask Laura to do a wee blurb about herself to add to the newsletter.

GST

- A GST return was completed **28th November 2023**, with a payment due of **\$7,430.46**
- A GST return was completed **23rd January 2024**, with a payment due of **\$38,628.01**

Supplier Payments

- The Finance sub-committee ratify the payment made on **20th November** as per the approved Bank Preview Payment report for the amount of **\$31,390.21**
- The Finance sub-committee ratify the payment made on **20th December** as per the approved Bank Preview Payment report for the amount of **\$34,348.15**
- The Finance sub-committee ratify the payment made on 20th January as per the approved Bank Preview Payment report for the amount of **\$57,004.97**

Credit Card Payment

- The Finance sub-committee ratify the payment made on **22nd November** as per the approved credit card statement for the amount of **\$1,329.20**
- The Finance sub-committee ratify the payment made on **22nd December** as per the approved credit card statement for the amount of **\$999.39**
- The Finance sub-committee ratify the payment made on **22nd January** as per the approved credit card statement for the amount of **\$932.23**

CLOSURE

There being no further business the meeting closed at 10.15am

NOTE:

Review of bank reconciliations – the bank statements and reconciliations will be viewed and signed off by the Treasurer, Sonia Emerson, following each finance meeting.

Credit Card Expenditure – the credit card expenditure will be viewed and signed off by the Chairperson Dale MacDonald, following each finance meeting.

Bank Preview Payment- the bank preview payment will be viewed and signed off by the Chairperson, Dale MacDonald and Treasurer, Sonia Emerson, following each finance meeting.

Profit & Loss [Budget Analysis]

January 2023 To December 2023

Email: admin@wakefield.school.nz

| | | Selected Period | Budgeted | \$ Difference | % Difference |
|---------------------|---|---------------------|---------------------|---------------------|---------------|
| 4-0000 | Income | | | | |
| 4-1000 | Ministry of Education Grants | | | | |
| 4-1100 | MoE Operational Grants | \$418,348.41 | \$424,701.96 | -\$6,353.55 | (1.5)% |
| 4-1200 | MoE Special Education Grants | \$8,974.99 | \$3,000.00 | \$5,974.99 | 199.2% |
| 4-1300 | ORRS Teacher Aide Grants | \$12,662.97 | \$14,630.04 | -\$1,967.07 | (13.4)% |
| 4-1400 | Additional Relief Teach Grant | \$7,423.85 | \$0.00 | \$7,423.85 | NA |
| 4-1700 | COL | \$4,471.25 | \$6,000.00 | -\$1,528.75 | (25.5)% |
| 4-1800 | TAPEC Recalculation | \$117,392.45 | \$69,999.96 | \$47,392.49 | 67.7% |
| 4-1900 | Other MoE Grants | \$38,830.17 | \$9,999.96 | \$28,830.21 | 288.3% |
| 4-1950 | MOE Curriculum Donation Scheme | \$39,146.48 | \$39,765.96 | -\$619.48 | (1.6)% |
| | Total Ministry of Education Grants | \$647,250.57 | \$568,097.88 | \$79,152.69 | 13.9% |
| 4-2000 | Other Grants | | | | |
| 4-2100 | RTLB Grants | \$5,282.61 | \$2,499.96 | \$2,782.65 | 111.3% |
| 4-2200 | Other Grants | \$13,301.03 | \$9,999.96 | \$3,301.07 | 33.0% |
| 4-2500 | ACC Funding | \$45,915.11 | \$15,999.96 | \$29,915.15 | 187.0% |
| 4-2600 | Recapitation Year 7 & 8 | \$16,312.00 | \$0.00 | \$16,312.00 | NA |
| | Total Other Grants | \$80,810.75 | \$28,499.88 | \$52,310.87 | 183.5% |
| 4-3000 | Locally Raised Funds | | | | |
| 4-3200 | School Donation | \$150.00 | \$0.00 | \$150.00 | NA |
| 4-3300 | Stationery Income | \$669.97 | \$699.96 | -\$29.99 | (4.3)% |
| 4-3400 | Photocopying Income | \$0.00 | \$200.04 | -\$200.04 | (100.0)% |
| 4-3500 | Hall Hire Income | \$8,761.52 | \$2,499.96 | \$6,261.56 | 250.5% |
| 4-3502 | Sponsorship | \$0.00 | \$999.96 | -\$999.96 | (100.0)% |
| 4-3600 | Uniform Income | \$352.19 | \$0.00 | \$352.19 | NA |
| 4-3700 | PTA Donations | \$67,782.50 | \$30,000.00 | \$37,782.50 | 125.9% |
| 4-3710 | Fundraising Other | \$2,958.68 | \$6,000.00 | -\$3,041.32 | (50.7)% |
| 4-3720 | Other Sundry Income | \$2,554.46 | \$500.04 | \$2,054.42 | 410.9% |
| 4-3730 | Pay It Forward | \$1,060.00 | \$0.00 | \$1,060.00 | NA |
| | Total Locally Raised Funds | \$84,289.32 | \$40,899.96 | \$43,389.36 | 106.1% |
| 4-4000 | Other Income | | | | |
| 4-4300 | Nelson Principals Association | \$434.78 | \$0.00 | \$434.78 | NA |
| | Total Other Income | \$434.78 | \$0.00 | \$434.78 | NA |
| 4-6200 | Activities & Fees | | | | |
| 4-6210 | Totara Activities | \$9,230.57 | \$4,999.92 | \$4,230.65 | 84.6% |
| 4-6230 | Matai Activities | \$4.35 | \$4,999.92 | -\$4,995.57 | (99.9)% |
| 4-6250 | Performances | \$4.35 | \$0.00 | \$4.35 | NA |
| 4-6270 | Sports Subs | \$7,738.32 | \$0.00 | \$7,738.32 | NA |
| | Total Activities & Fees | \$16,977.59 | \$9,999.84 | \$6,977.75 | 69.8% |
| 4-9000 | Investment Income | | | | |
| 4-9100 | Interest Received- Cheque Acc | \$4,217.75 | \$99.96 | \$4,117.79 | 4,119.4% |
| 4-9200 | Interest Received- Savings Acc | \$2.00 | \$99.96 | -\$97.96 | (98.0)% |
| 4-9300 | Interest Received- Term Dep | \$7,867.78 | \$999.96 | \$6,867.82 | 686.8% |
| | Total Investment Income | \$12,087.53 | \$1,199.88 | \$10,887.65 | 907.4% |
| | Total Income | \$841,850.54 | \$648,697.44 | \$193,153.10 | 29.8% |
| Gross Profit | | \$841,850.54 | \$648,697.44 | \$193,153.10 | 29.8% |
| 6-0000 | Expenses | | | | |
| 6-1000 | Learning Resources | | | | |
| 6-1100 | Library Expenses | | | | |
| 6-1110 | Teacher Resources | \$310.62 | \$0.00 | \$310.62 | NA |
| 6-1120 | Library Consumables | \$523.83 | \$800.04 | -\$276.21 | (34.5)% |

Profit & Loss [Budget Analysis]

January 2023 To December 2023

Email: admin@wakefield.school.nz

| | | Selected Period | Budgeted | \$ Difference | % Difference |
|--------|------------------------------------|--------------------|--------------------|---------------------|----------------|
| | Total Library Expenses | \$834.45 | \$800.04 | \$34.41 | 4.3% |
| 6-1200 | Teaching Resources | | | | |
| 6-1210 | Totara Syndicate | \$2,748.98 | \$3,000.00 | -\$251.02 | (8.4)% |
| 6-1230 | Matai Syndicate | \$1,160.21 | \$3,000.00 | -\$1,839.79 | (61.3)% |
| 6-1240 | Numeracy | \$0.00 | \$300.00 | -\$300.00 | (100.0)% |
| 6-1250 | Literacy | \$115.63 | \$600.00 | -\$484.37 | (80.7)% |
| 6-1270 | Assessment | \$266.09 | \$300.00 | -\$33.91 | (11.3)% |
| 6-1280 | Physical Education | \$121.66 | \$2,000.04 | -\$1,878.38 | (93.9)% |
| 6-1290 | Reading Recovery | \$222.43 | \$200.04 | \$22.39 | 11.2% |
| 6-1300 | Learning Support | \$2,974.68 | \$1,500.00 | \$1,474.68 | 98.3% |
| 6-1310 | Other Curriculum Areas | \$100.65 | \$500.04 | -\$399.39 | (79.9)% |
| 6-1320 | Science | \$916.06 | \$399.96 | \$516.10 | 129.0% |
| 6-1330 | Enviro | \$2,693.73 | \$399.96 | \$2,293.77 | 573.5% |
| 6-1350 | Forbes Robinson | \$0.00 | \$6,000.00 | -\$6,000.00 | (100.0)% |
| 6-1360 | Arts | \$0.00 | \$1,500.00 | -\$1,500.00 | (100.0)% |
| | Total Teaching Resources | \$11,320.12 | \$19,700.04 | -\$8,379.92 | (42.5)% |
| | Total Learning Resources | \$12,154.57 | \$20,500.08 | -\$8,345.51 | (40.7)% |
| 6-1400 | Classroom Consumables | | | | |
| 6-1450 | Awards & Discipline | \$173.53 | \$399.96 | -\$226.43 | (56.6)% |
| 6-1451 | Matai Piwakawaka | \$493.11 | \$750.00 | -\$256.89 | (34.3)% |
| 6-1452 | Matai Kereru | \$499.22 | \$500.04 | -\$0.82 | (0.2)% |
| 6-1453 | Matai Tui | \$568.10 | \$500.04 | \$68.06 | 13.6% |
| 6-1454 | Totara Toroa | \$501.79 | \$500.04 | \$1.75 | 0.3% |
| 6-1456 | Totara Karearea | \$527.00 | \$500.04 | \$26.96 | 5.4% |
| 6-1457 | Totara Kotare | \$1,187.20 | \$1,999.92 | -\$812.72 | (40.6)% |
| | Total Classroom Consumables | \$3,949.95 | \$5,150.04 | -\$1,200.09 | (23.3)% |
| 6-2000 | Activities & Fees | | | | |
| 6-2100 | Totara Activities | \$8,220.18 | \$9,000.00 | -\$779.82 | (8.7)% |
| 6-2300 | Matai Activities | \$130.43 | \$9,000.00 | -\$8,869.57 | (98.6)% |
| 6-2400 | Curriculum Expenses Donation Schem | \$18,972.94 | \$39,146.48 | -\$20,173.54 | (51.5)% |
| 6-2500 | Performances | \$43.47 | \$0.00 | \$43.47 | NA |
| 6-2700 | Sports Subs | \$4,630.43 | \$0.00 | \$4,630.43 | NA |
| 6-2810 | Fundraising Other | \$2,112.78 | \$1,500.00 | \$612.78 | 40.9% |
| 6-2820 | PTA | \$13,816.25 | \$0.00 | \$13,816.25 | NA |
| 6-2850 | Pay it Forward | \$104.35 | \$0.00 | \$104.35 | NA |
| | Total Activities & Fees | \$48,030.83 | \$58,646.48 | -\$10,615.65 | (18.1)% |
| 6-2900 | Other Expenses | | | | |
| 6-2965 | Other Sundry Expenses | \$825.48 | \$0.00 | \$825.48 | NA |
| 6-2970 | Other Grant Expenses | \$507.00 | \$0.00 | \$507.00 | NA |
| | Total Other Expenses | \$1,332.48 | \$0.00 | \$1,332.48 | NA |
| 6-3000 | Personnel Expenses | | | | |
| 6-3110 | Adminstration Staff | \$133,387.97 | \$75,999.96 | \$57,388.01 | 75.5% |
| 6-3120 | Caretaking Staff | \$58,485.15 | \$57,429.96 | \$1,055.19 | 1.8% |
| 6-3130 | Library Staff | \$44,108.63 | \$33,000.00 | \$11,108.63 | 33.7% |
| 6-3140 | Support Staff | \$211,492.11 | \$170,000.04 | \$41,492.07 | 24.4% |
| 6-3145 | Itinerant Music Teachers | \$3,663.66 | \$3,996.00 | -\$332.34 | (8.3)% |
| 6-3150 | Relief Teachers | \$36,482.87 | \$21,999.96 | \$14,482.91 | 65.8% |
| 6-3155 | Teacher Salaries Op Grant | \$14,477.44 | \$0.00 | \$14,477.44 | NA |
| 6-3200 | Health & Safety | \$932.24 | \$0.00 | \$932.24 | NA |
| 6-3300 | ACC Levies | \$1,131.21 | \$1,200.00 | -\$68.79 | (5.7)% |
| 6-3400 | Staff Appointments | \$207.50 | \$300.00 | -\$92.50 | (30.8)% |

Profit & Loss [Budget Analysis]

January 2023 To December 2023

Email: admin@wakefield.school.nz

| | | Selected Period | Budgeted | \$ Difference | % Difference |
|--------|---|---------------------|---------------------|---------------------|----------------|
| 6-3500 | Professional Development | \$4,078.74 | \$8,000.04 | -\$3,921.30 | (49.0)% |
| 6-3550 | Principals Appraisal | \$2,000.00 | \$3,000.00 | -\$1,000.00 | (33.3)% |
| 6-3600 | Other Personnel Expenses | \$20.00 | \$0.00 | \$20.00 | NA |
| 6-3650 | COL Costs | \$2,642.61 | \$5,222.04 | -\$2,579.43 | (49.4)% |
| | Total Personnel Expenses | \$513,110.13 | \$380,148.00 | \$132,962.13 | 35.0% |
| 6-4000 | Administration Expenses | | | | |
| 6-4100 | Board of Trustees Expenses | | | | |
| 6-4110 | BOT Administration | \$0.00 | \$300.00 | -\$300.00 | (100.0)% |
| 6-4120 | BOT Hospitality | \$4,519.28 | \$2,000.04 | \$2,519.24 | 126.0% |
| 6-4130 | BOT Professional Development | \$0.00 | \$500.04 | -\$500.04 | (100.0)% |
| 6-4150 | BOT Attendance Fees | \$2,485.00 | \$4,350.00 | -\$1,865.00 | (42.9)% |
| 6-4170 | Strategic Development | \$0.00 | \$999.96 | -\$999.96 | (100.0)% |
| | Total Board of Trustees Expenses | \$7,004.28 | \$8,150.04 | -\$1,145.76 | (14.1)% |
| 6-4200 | Information Technology | | | | |
| 6-4210 | Teacher Laptop Lease | \$3,429.60 | \$3,999.96 | -\$570.36 | (14.3)% |
| 6-4220 | ICT Consumables & Repairs | \$966.16 | \$2,000.04 | -\$1,033.88 | (51.7)% |
| 6-4230 | ICT Technical Support | \$206.40 | \$2,000.04 | -\$1,793.64 | (89.7)% |
| | Total Information Technology | \$4,602.16 | \$8,000.04 | -\$3,397.88 | (42.5)% |
| 6-4300 | Admin Office Expenses | | | | |
| 6-4305 | Office Stationery Supplies | \$482.97 | \$900.00 | -\$417.03 | (46.3)% |
| 6-4310 | Telephone | \$3,420.55 | \$2,500.00 | \$920.55 | 36.8% |
| 6-4320 | Internet & Email Costs | \$997.45 | \$400.00 | \$597.45 | 149.4% |
| 6-4330 | Postage & Freight | \$196.16 | \$500.00 | -\$303.84 | (60.8)% |
| 6-4335 | Freight (Courier Tickets) | \$0.00 | \$250.00 | -\$250.00 | (100.0)% |
| 6-4340 | Printing & Stationery | \$527.09 | \$800.00 | -\$272.91 | (34.1)% |
| 6-4350 | Photocopier Lease | \$11,646.95 | \$13,000.00 | -\$1,353.05 | (10.4)% |
| 6-4360 | Photocopy Paper | \$723.25 | \$1,900.00 | -\$1,176.75 | (61.9)% |
| 6-4370 | Etap Subscription | \$2,860.00 | \$3,500.00 | -\$640.00 | (18.3)% |
| 6-4380 | School Docs | \$0.00 | \$1,500.00 | -\$1,500.00 | (100.0)% |
| 6-4390 | NZSTA Copyright Subscription | \$885.72 | \$1,200.00 | -\$314.28 | (26.2)% |
| | Total Admin Office Expenses | \$21,740.14 | \$26,450.00 | -\$4,709.86 | (17.8)% |
| 6-4400 | General Expenses | | | | |
| 6-4410 | Accounting Fees | \$3,931.60 | \$3,500.00 | \$431.60 | 12.3% |
| 6-4420 | Audit Fees | \$7,363.00 | \$5,250.00 | \$2,113.00 | 40.2% |
| 6-4425 | Kindo Fees | \$192.13 | \$300.00 | -\$107.87 | (36.0)% |
| 6-4430 | Bank Charges | \$30.43 | \$50.00 | -\$19.57 | (39.1)% |
| 6-4440 | Eftpos Hire & Merchant Fees | \$644.95 | \$1,000.00 | -\$355.05 | (35.5)% |
| 6-4450 | First Aid | \$1,395.14 | \$800.00 | \$595.14 | 74.4% |
| 6-4455 | Laundry | \$484.27 | \$500.00 | -\$15.73 | (3.1)% |
| 6-4460 | Hospitality - Principal | \$0.00 | \$300.00 | -\$300.00 | (100.0)% |
| 6-4470 | Insurance | \$7,927.85 | \$8,678.00 | -\$750.15 | (8.6)% |
| 6-4490 | Repairs & Maintenance - Equip | \$0.00 | \$500.00 | -\$500.00 | (100.0)% |
| 6-4500 | Staffroom Consumables | \$2,577.35 | \$1,400.00 | \$1,177.35 | 84.1% |
| 6-4600 | Subscriptions | \$3,550.33 | \$3,000.00 | \$550.33 | 18.3% |
| 6-4610 | Accessit Subscription | \$1,360.00 | \$1,400.00 | -\$40.00 | (2.9)% |
| 6-4630 | Funding Applications | \$595.00 | \$0.00 | \$595.00 | NA |
| 6-4700 | Other Sundry Expenses | \$255.00 | \$500.00 | -\$245.00 | (49.0)% |
| | Total General Expenses | \$30,307.05 | \$27,178.00 | \$3,129.05 | 11.5% |
| | Total Administration Expenses | \$63,653.63 | \$69,778.08 | -\$6,124.45 | (8.8)% |
| 6-5000 | Property Expenses | | | | |
| 6-5100 | Caretaking & Cleaning | | | | |

Profit & Loss [Budget Analysis]

January 2023 To December 2023

Email: admin@wakefield.school.nz

| | | Selected Period | Budgeted | \$ Difference | % Difference |
|--------|--|---------------------|---------------------|---------------------|----------------|
| 6-5110 | Caretaking Materials | \$2,930.08 | \$2,000.00 | \$930.08 | 46.5% |
| 6-5115 | Cleaning Supplies | \$3,958.31 | \$5,000.00 | -\$1,041.69 | (20.8)% |
| 6-5120 | Cleaning Contract | \$21,815.94 | \$20,000.00 | \$1,815.94 | 9.1% |
| 6-5130 | Caretaking Equipment & Repairs | \$0.00 | \$1,200.00 | -\$1,200.00 | (100.0)% |
| 6-5140 | Rubbish Removal | \$2,839.30 | \$2,000.00 | \$839.30 | 42.0% |
| | Total Caretaking & Cleaning | \$31,543.63 | \$30,200.00 | \$1,343.63 | 4.4% |
| 6-5200 | Power, Heat & Water Rates | | | | |
| 6-5210 | Electricity | \$18,566.86 | \$16,000.00 | \$2,566.86 | 16.0% |
| 6-5220 | Diesel | \$3,748.30 | \$10,000.00 | -\$6,251.70 | (62.5)% |
| 6-5230 | Water Rates | \$7,949.76 | \$4,500.00 | \$3,449.76 | 76.7% |
| | Total Power, Heat & Water Rates | \$30,264.92 | \$30,500.00 | -\$235.08 | (0.8)% |
| 6-5300 | Grounds | | | | |
| 6-5310 | Mowing Contract | \$2,631.07 | \$2,000.00 | \$631.07 | 31.6% |
| 6-5320 | Trees and Shrubs | \$0.00 | \$500.00 | -\$500.00 | (100.0)% |
| 6-5330 | Property Rates | \$6,311.88 | \$10,000.00 | -\$3,688.12 | (36.9)% |
| | Total Grounds | \$8,942.95 | \$12,500.00 | -\$3,557.05 | (28.5)% |
| 6-5400 | Buildings & Other | | | | |
| 6-5410 | Alarm Monitoring | \$4,804.46 | \$2,000.00 | \$2,804.46 | 140.2% |
| 6-5420 | Painting Contract | \$16,782.21 | \$17,000.00 | -\$217.79 | (1.3)% |
| 6-5430 | Repairs & Maintenance - Prop | \$7,905.46 | \$8,000.00 | -\$94.54 | (1.2)% |
| 6-5435 | Repairs & Maintenance General | \$229.35 | \$4,000.00 | -\$3,770.65 | (94.3)% |
| 6-5440 | Vandalism | \$807.43 | \$900.00 | -\$92.57 | (10.3)% |
| 6-5450 | 5Ya R & M Projects | \$6,165.01 | \$0.00 | \$6,165.01 | NA |
| | Total Buildings & Other | \$36,693.92 | \$31,900.00 | \$4,793.92 | 15.0% |
| | Total Property Expenses | \$107,445.42 | \$105,100.00 | \$2,345.42 | 2.2% |
| 6-9000 | Depreciation - Building | | | | |
| 6-9100 | Depre - Building | \$4,839.24 | \$4,839.00 | \$0.24 | 0.0% |
| 6-9200 | Depre - School Equip | \$8,339.76 | \$8,340.00 | -\$0.24 | 0.0% |
| 6-9300 | Depre - School Furniture | \$7,253.04 | \$7,253.04 | \$0.00 | 0.0% |
| 6-9400 | Depre - Other Equipment | \$12,414.36 | \$12,414.00 | \$0.36 | 0.0% |
| 6-9500 | Depre - Office Furniture | \$1,034.04 | \$1,034.04 | \$0.00 | 0.0% |
| 6-9600 | Depre - Computer Equipment | \$10,478.28 | \$10,478.04 | \$0.24 | 0.0% |
| 6-9700 | Depre - Library Resources | \$3,861.12 | \$3,861.00 | \$0.12 | 0.0% |
| 6-9800 | Depre - Leased Assets | \$17,000.04 | \$16,999.92 | \$0.12 | 0.0% |
| | Total Depreciation - Building | \$65,219.88 | \$65,219.04 | \$0.84 | 0.0% |
| | Total Expenses | \$814,896.89 | \$704,541.72 | \$110,355.17 | 15.7% |
| | Operating Profit | \$26,953.65 | -\$55,844.28 | \$82,797.93 | 148.3% |
| | Total Other Expenses | \$0.00 | \$0.00 | \$0.00 | NA |
| | Net Profit/(Loss) | \$26,953.65 | -\$55,844.28 | \$82,797.93 | 148.3% |

Profit & Loss [Budget Analysis]

January 2024

Email: admin@wakefield.school.nz

| | | Selected Period | Budgeted | \$ Difference | % Difference |
|--------|---|---------------------|---------------------|----------------------|-----------------|
| 4-0000 | Income | | | | |
| 4-1000 | Ministry of Education Grants | | | | |
| 4-1100 | MoE Operational Grants | \$51,157.05 | \$404,990.88 | -\$353,833.83 | (87.4)% |
| 4-1200 | MoE Special Education Grants | \$0.00 | \$4,000.00 | -\$4,000.00 | (100.0)% |
| 4-1400 | Additional Relief Teach Grant | \$0.00 | \$55,217.60 | -\$55,217.60 | (100.0)% |
| 4-1700 | COL | \$0.00 | \$1,000.00 | -\$1,000.00 | (100.0)% |
| 4-1800 | TAPEC Recalculation | \$24,803.58 | \$108,565.00 | -\$83,761.42 | (77.2)% |
| 4-1900 | Other MoE Grants | \$23,850.00 | \$4,000.00 | \$19,850.00 | 496.3% |
| 4-1950 | MOE Curriculum Donation Scheme | \$0.00 | \$38,920.44 | -\$38,920.44 | (100.0)% |
| | Total Ministry of Education Grants | \$99,810.63 | \$616,693.92 | -\$516,883.29 | (83.8)% |
| 4-2000 | Other Grants | | | | |
| 4-2100 | RTLB Grants | \$0.00 | \$4,500.00 | -\$4,500.00 | (100.0)% |
| 4-2200 | Other Grants | \$0.00 | \$4,000.00 | -\$4,000.00 | (100.0)% |
| 4-2500 | ACC Funding | \$0.00 | \$35,800.00 | -\$35,800.00 | (100.0)% |
| | Total Other Grants | \$0.00 | \$44,300.00 | -\$44,300.00 | (100.0)% |
| 4-3000 | Locally Raised Funds | | | | |
| 4-3200 | School Donation | \$300.00 | \$0.00 | \$300.00 | NA |
| 4-3300 | Stationery Income | \$26.52 | \$700.00 | -\$673.48 | (96.2)% |
| 4-3500 | Hall Hire Income | \$0.00 | \$3,000.00 | -\$3,000.00 | (100.0)% |
| 4-3502 | Sponsorship | \$0.00 | \$1,000.00 | -\$1,000.00 | (100.0)% |
| 4-3600 | Uniform Income | \$0.00 | \$2,500.00 | -\$2,500.00 | (100.0)% |
| 4-3700 | PTA Donations | \$0.00 | \$35,000.00 | -\$35,000.00 | (100.0)% |
| 4-3710 | Fundraising Other | \$414.77 | \$6,500.00 | -\$6,085.23 | (93.6)% |
| 4-3720 | Other Sundry Income | \$0.00 | \$500.00 | -\$500.00 | (100.0)% |
| 4-3730 | Pay It Forward | \$60.00 | \$250.00 | -\$190.00 | (76.0)% |
| | Total Locally Raised Funds | \$801.29 | \$49,450.00 | -\$48,648.71 | (98.4)% |
| 4-6200 | Activities & Fees | | | | |
| 4-6210 | Totara Activities | \$0.00 | \$10,000.00 | -\$10,000.00 | (100.0)% |
| 4-6230 | Matai Activities | \$0.00 | \$10,000.00 | -\$10,000.00 | (100.0)% |
| 4-6270 | Sports Subs | \$126.09 | \$0.00 | \$126.09 | NA |
| | Total Activities & Fees | \$126.09 | \$20,000.00 | -\$19,873.91 | (99.4)% |
| 4-9000 | Investment Income | | | | |
| 4-9100 | Interest Received- Cheque Acc | \$1,138.73 | \$3,000.00 | -\$1,861.27 | (62.0)% |
| 4-9200 | Interest Received- Savings Acc | \$0.00 | \$100.00 | -\$100.00 | (100.0)% |
| 4-9300 | Interest Received- Term Dep | \$610.89 | \$3,500.00 | -\$2,889.11 | (82.5)% |
| | Total Investment Income | \$1,749.62 | \$6,600.00 | -\$4,850.38 | (73.5)% |
| | Total Income | \$102,487.63 | \$737,043.92 | -\$634,556.29 | (86.1)% |
| | Gross Profit | \$102,487.63 | \$737,043.92 | -\$634,556.29 | (86.1)% |
| 6-0000 | Expenses | | | | |
| 6-1000 | Learning Resources | | | | |
| 6-1100 | Library Expenses | | | | |
| 6-1120 | Library Consumables | \$0.00 | \$800.00 | -\$800.00 | (100.0)% |
| | Total Library Expenses | \$0.00 | \$800.00 | -\$800.00 | (100.0)% |
| 6-1200 | Teaching Resources | | | | |
| 6-1210 | Totara Syndicate | \$0.00 | \$3,000.00 | -\$3,000.00 | (100.0)% |
| 6-1230 | Matai Syndicate | \$0.00 | \$3,000.00 | -\$3,000.00 | (100.0)% |
| 6-1240 | Numeracy | \$0.00 | \$300.00 | -\$300.00 | (100.0)% |
| 6-1250 | Literacy | \$0.00 | \$600.00 | -\$600.00 | (100.0)% |
| 6-1270 | Assessment | \$0.00 | \$350.00 | -\$350.00 | (100.0)% |
| 6-1280 | Physical Education | \$0.00 | \$1,500.00 | -\$1,500.00 | (100.0)% |

Profit & Loss [Budget Analysis]

January 2024

Email: admin@wakefield.school.nz

| | | Selected Period | Budgeted | \$ Difference | % Difference |
|---|-------------------------------------|--------------------|---------------------|----------------------|-----------------|
| 6-1290 | Reading Recovery | \$0.00 | \$200.00 | -\$200.00 | (100.0)% |
| 6-1300 | Learning Support | \$0.00 | \$2,500.00 | -\$2,500.00 | (100.0)% |
| 6-1310 | Other Curriculum Areas | \$0.00 | \$400.00 | -\$400.00 | (100.0)% |
| 6-1320 | Science | \$0.00 | \$500.00 | -\$500.00 | (100.0)% |
| 6-1330 | Enviro | \$0.00 | \$500.00 | -\$500.00 | (100.0)% |
| 6-1360 | Arts | \$0.00 | \$500.00 | -\$500.00 | (100.0)% |
| 6-1370 | Cultural | \$0.00 | \$500.00 | -\$500.00 | (100.0)% |
| Total Teaching Resources | | \$0.00 | \$13,850.00 | -\$13,850.00 | (100.0)% |
| Total Learning Resources | | \$0.00 | \$14,650.00 | -\$14,650.00 | (100.0)% |
| 6-1400 | Classroom Consumables | | | | |
| 6-1450 | Awards & Discipline | \$0.00 | \$300.00 | -\$300.00 | (100.0)% |
| 6-1451 | Matai Piwakawaka | \$0.00 | \$750.00 | -\$750.00 | (100.0)% |
| 6-1452 | Matai Kereru | \$0.00 | \$500.00 | -\$500.00 | (100.0)% |
| 6-1453 | Matai Tui | \$0.00 | \$500.00 | -\$500.00 | (100.0)% |
| 6-1456 | Totara Karearea | \$1,504.91 | \$1,000.00 | \$504.91 | 50.5% |
| 6-1457 | Totara Kotare | \$1,374.29 | \$250.00 | \$1,124.29 | 449.7% |
| Total Classroom Consumables | | \$2,879.20 | \$3,300.00 | -\$420.80 | (12.8)% |
| 6-2000 | Activities & Fees | | | | |
| 6-2100 | Totara Activities | \$0.00 | \$10,000.00 | -\$10,000.00 | (100.0)% |
| 6-2200 | Arrow Activities | \$0.00 | \$10,000.00 | -\$10,000.00 | (100.0)% |
| 6-2400 | Curriculum Expenses Donation Scheme | \$250.00 | \$38,920.44 | -\$38,670.44 | (99.4)% |
| 6-2810 | Fundraising Other | \$245.65 | \$2,500.00 | -\$2,254.35 | (90.2)% |
| Total Activities & Fees | | \$495.65 | \$61,420.44 | -\$60,924.79 | (99.2)% |
| 6-3000 | Personnel Expenses | | | | |
| 6-3110 | Administration Staff | \$9,839.52 | \$99,000.00 | -\$89,160.48 | (90.1)% |
| 6-3120 | Caretaking Staff | \$4,410.40 | \$62,000.00 | -\$57,589.60 | (92.9)% |
| 6-3130 | Library Staff | \$3,574.68 | \$42,000.00 | -\$38,425.32 | (91.5)% |
| 6-3140 | Support Staff | \$2,240.74 | \$190,000.00 | -\$187,759.26 | (98.8)% |
| 6-3145 | Itinerant Music Teachers | \$333.00 | \$5,000.00 | -\$4,667.00 | (93.3)% |
| 6-3150 | Relief Teachers | \$0.00 | \$24,000.00 | -\$24,000.00 | (100.0)% |
| 6-3200 | Health & Safety | \$0.00 | \$500.00 | -\$500.00 | (100.0)% |
| 6-3300 | ACC Levies | \$0.00 | \$1,500.00 | -\$1,500.00 | (100.0)% |
| 6-3400 | Staff Appointments | \$0.00 | \$500.00 | -\$500.00 | (100.0)% |
| 6-3500 | Professional Development | \$0.00 | \$7,000.00 | -\$7,000.00 | (100.0)% |
| 6-3650 | COL Costs | \$0.00 | \$1,000.00 | -\$1,000.00 | (100.0)% |
| Total Personnel Expenses | | \$20,398.34 | \$432,500.00 | -\$412,101.66 | (95.3)% |
| 6-4000 | Administration Expenses | | | | |
| 6-4100 | Board of Trustees Expenses | | | | |
| 6-4110 | BOT Administration | \$0.00 | \$300.00 | -\$300.00 | (100.0)% |
| 6-4120 | BOT Hospitality | \$504.70 | \$2,500.00 | -\$1,995.30 | (79.8)% |
| 6-4130 | BOT Professional Development | \$0.00 | \$500.00 | -\$500.00 | (100.0)% |
| 6-4150 | BOT Attendance Fees | \$0.00 | \$4,350.00 | -\$4,350.00 | (100.0)% |
| 6-4170 | Strategic Development | \$0.00 | \$1,000.00 | -\$1,000.00 | (100.0)% |
| Total Board of Trustees Expenses | | \$504.70 | \$8,650.00 | -\$8,145.30 | (94.2)% |
| 6-4200 | Information Technology | | | | |
| 6-4210 | Teacher Laptop Lease | \$348.60 | \$4,000.00 | -\$3,651.40 | (91.3)% |
| 6-4220 | ICT Consumables & Repairs | \$0.00 | \$2,000.00 | -\$2,000.00 | (100.0)% |
| 6-4230 | ICT Technical Support | \$0.00 | \$1,500.00 | -\$1,500.00 | (100.0)% |
| Total Information Technology | | \$348.60 | \$7,500.00 | -\$7,151.40 | (95.4)% |
| 6-4300 | Admin Office Expenses | | | | |
| 6-4305 | Office Stationery Supplies | \$0.00 | \$900.00 | -\$900.00 | (100.0)% |

Profit & Loss [Budget Analysis]

January 2024

Email: admin@wakefield.school.nz

| | | Selected Period | Budgeted | \$ Difference | % Difference |
|--------|--|-------------------|--------------------|---------------------|----------------|
| 6-4310 | Telephone | \$287.64 | \$3,200.00 | -\$2,912.36 | (91.0)% |
| 6-4320 | Internet & Email Costs | \$0.00 | \$900.00 | -\$900.00 | (100.0)% |
| 6-4330 | Postage & Freight | \$0.00 | \$500.00 | -\$500.00 | (100.0)% |
| 6-4335 | Freight (Courier Tickets) | \$0.00 | \$250.00 | -\$250.00 | (100.0)% |
| 6-4340 | Printing & Stationery | \$1,435.00 | \$800.00 | \$635.00 | 79.4% |
| 6-4345 | Uniform | \$0.00 | \$2,500.00 | -\$2,500.00 | (100.0)% |
| 6-4350 | Photocopier Lease | \$979.14 | \$13,000.00 | -\$12,020.86 | (92.5)% |
| 6-4360 | Photocopy Paper | \$0.00 | \$2,000.00 | -\$2,000.00 | (100.0)% |
| 6-4370 | Etap Subscription | \$0.00 | \$3,500.00 | -\$3,500.00 | (100.0)% |
| 6-4380 | School Docs | \$0.00 | \$1,600.00 | -\$1,600.00 | (100.0)% |
| 6-4390 | NZSTA Copyright Subscription | \$0.00 | \$1,200.00 | -\$1,200.00 | (100.0)% |
| | Total Admin Office Expenses | \$2,701.78 | \$30,350.00 | -\$27,648.22 | (91.1)% |
| 6-4400 | General Expenses | | | | |
| 6-4410 | Accounting Fees | \$86.80 | \$4,000.00 | -\$3,913.20 | (97.8)% |
| 6-4420 | Audit Fees | \$0.00 | \$5,500.00 | -\$5,500.00 | (100.0)% |
| 6-4425 | Kindo Fees | \$0.04 | \$300.00 | -\$299.96 | (100.0)% |
| 6-4430 | Bank Charges | \$0.00 | \$50.00 | -\$50.00 | (100.0)% |
| 6-4440 | Eftpos Hire & Merchant Fees | \$69.92 | \$1,000.00 | -\$930.08 | (93.0)% |
| 6-4450 | First Aid | \$0.00 | \$1,300.00 | -\$1,300.00 | (100.0)% |
| 6-4455 | Laundry | \$50.82 | \$650.00 | -\$599.18 | (92.2)% |
| 6-4460 | Hospitality - Principal | \$0.00 | \$300.00 | -\$300.00 | (100.0)% |
| 6-4470 | Insurance | \$0.00 | \$9,000.00 | -\$9,000.00 | (100.0)% |
| 6-4490 | Repairs & Maintenance - Equip | \$0.00 | \$500.00 | -\$500.00 | (100.0)% |
| 6-4500 | Staffroom Consumables | \$17.37 | \$2,000.00 | -\$1,982.63 | (99.1)% |
| 6-4600 | Subscriptions | \$417.65 | \$3,600.00 | -\$3,182.35 | (88.4)% |
| 6-4610 | Accessit Subscription | \$1,360.00 | \$1,400.00 | -\$40.00 | (2.9)% |
| 6-4620 | EAP Services | \$250.00 | \$500.00 | -\$250.00 | (50.0)% |
| 6-4700 | Other Sundry Expenses | \$175.00 | \$500.00 | -\$325.00 | (65.0)% |
| | Total General Expenses | \$2,427.60 | \$30,600.00 | -\$28,172.40 | (92.1)% |
| | Total Administration Expenses | \$5,982.68 | \$77,100.00 | -\$71,117.32 | (92.2)% |
| 6-5000 | Property Expenses | | | | |
| 6-5100 | Caretaking & Cleaning | | | | |
| 6-5110 | Caretaking Materials | \$569.72 | \$2,500.00 | -\$1,930.28 | (77.2)% |
| 6-5115 | Cleaning Supplies | \$345.34 | \$5,000.00 | -\$4,654.66 | (93.1)% |
| 6-5120 | Cleaning Contract | \$1,957.31 | \$22,000.00 | -\$20,042.69 | (91.1)% |
| 6-5125 | Hygiene Services | \$0.00 | \$720.00 | -\$720.00 | (100.0)% |
| 6-5130 | Caretaking Equipment & Repairs | \$0.00 | \$1,200.00 | -\$1,200.00 | (100.0)% |
| 6-5140 | Rubbish Removal | \$19.70 | \$2,000.00 | -\$1,980.30 | (99.0)% |
| | Total Caretaking & Cleaning | \$2,892.07 | \$33,420.00 | -\$30,527.93 | (91.3)% |
| 6-5200 | Power, Heat & Water Rates | | | | |
| 6-5210 | Electricity | \$1,938.49 | \$18,000.00 | -\$16,061.51 | (89.2)% |
| 6-5220 | Diesel | \$0.00 | \$10,000.00 | -\$10,000.00 | (100.0)% |
| 6-5230 | Water Rates | \$2,184.53 | \$5,000.00 | -\$2,815.47 | (56.3)% |
| | Total Power, Heat & Water Rates | \$4,123.02 | \$33,000.00 | -\$28,876.98 | (87.5)% |
| 6-5300 | Grounds | | | | |
| 6-5310 | Mowing Contract | \$215.98 | \$2,500.00 | -\$2,284.02 | (91.4)% |
| 6-5320 | Trees and Shrubs | \$0.00 | \$500.00 | -\$500.00 | (100.0)% |
| 6-5330 | Property Rates | \$2,072.10 | \$10,000.00 | -\$7,927.90 | (79.3)% |
| | Total Grounds | \$2,288.08 | \$13,000.00 | -\$10,711.92 | (82.4)% |
| 6-5400 | Buildings & Other | | | | |
| 6-5410 | Alarm Monitoring | \$230.00 | \$2,500.00 | -\$2,270.00 | (90.8)% |

Profit & Loss [Budget Analysis]

January 2024

Email: admin@wakefield.school.nz

| | | Selected Period | Budgeted | \$ Difference | % Difference |
|--------|--------------------------------------|--------------------|---------------------|----------------------|----------------|
| 6-5420 | Painting Contract | \$0.00 | \$20,000.00 | -\$20,000.00 | (100.0)% |
| 6-5430 | Repairs & Maintenance - Prop | \$0.00 | \$8,500.00 | -\$8,500.00 | (100.0)% |
| 6-5435 | Repairs & Maintenance General | \$191.65 | \$2,000.00 | -\$1,808.35 | (90.4)% |
| 6-5440 | Vandalism | \$0.00 | \$1,025.00 | -\$1,025.00 | (100.0)% |
| | Total Buildings & Other | \$421.65 | \$34,025.00 | -\$33,603.35 | (98.8)% |
| | Total Property Expenses | \$9,724.82 | \$113,445.00 | -\$103,720.18 | (91.4)% |
| 6-9000 | Depreciation - Building | | | | |
| 6-9100 | Depre - Building | \$403.27 | \$4,939.28 | -\$4,536.01 | (91.8)% |
| 6-9200 | Depre - School Equip | \$694.98 | \$9,000.00 | -\$8,305.02 | (92.3)% |
| 6-9300 | Depre - School Furniture | \$604.42 | \$5,129.30 | -\$4,524.88 | (88.2)% |
| 6-9400 | Depre - Other Equipment | \$1,034.53 | \$9,104.19 | -\$8,069.66 | (88.6)% |
| 6-9500 | Depre - Office Furniture | \$86.17 | \$1,034.08 | -\$947.91 | (91.7)% |
| 6-9600 | Depre - Computer Equipment | \$873.19 | \$8,343.60 | -\$7,470.41 | (89.5)% |
| 6-9700 | Depre - Library Resources | \$321.76 | \$3,858.70 | -\$3,536.94 | (91.7)% |
| 6-9800 | Depre - Leased Assets | \$1,416.67 | \$18,000.00 | -\$16,583.33 | (92.1)% |
| | Total Depreciation - Building | \$5,434.99 | \$59,409.15 | -\$53,974.16 | (90.9)% |
| | Total Expenses | \$44,915.68 | \$761,824.59 | -\$716,908.91 | (94.1)% |
| | Operating Profit | \$57,571.95 | -\$24,780.67 | \$82,352.62 | 332.3% |
| | Total Other Expenses | \$0.00 | \$0.00 | \$0.00 | NA |
| | Net Profit/(Loss) | \$57,571.95 | -\$24,780.67 | \$82,352.62 | 332.3% |

Minutes

**Of the Property, Health & Safety Sub-Committee Meeting held
on Wednesday 14th February at 5:00am**

This meeting was cancelled so no minutes to note.

STAFF REPORT

Highlights in student learning this month:

Piwakawaka Team

We have been welcoming lots of new students. There have been 11 new students start since the beginning of term 1. They have joined 13 students who started in Term 4 last year. The older students are being great Rangitira for the new students. A few of our new students have been a little unsettled but we are working on learning the new routines and feel we are making great progress.

Piwakawaka are really enjoying our swimming times.

Kereru Team

Kereru team has also been focusing on routines and trying to settle students into the new routines. There have been some challenging behaviours, mainly isolated to room 14, but Emma has been helped by the Management team and progress is being made. The majority of these behaviours are a result of influences outside of school.

Another area of focus is New Zealand birds, and learning our Pepeha.

Tūi team

Initially we are working on setting up routines & expectations.

Then we will be learning about looking after ourselves.

We are also focusing on Māori Pūrākau (stories) and later in the term we will have a visit from one of the Nelson Museum educators.

As a syndicate, in Tōtara

We started the year with our combined Te Tiriti o Waitangi shared learning, with a bonus focus on the Wairau Affray for a small group of interested students. This morning was positive and built on from the format and learning we followed in 2023 so many children felt success as it was familiar to them.

In Rooms 7 and 8:

Each morning we begin with a class hui that centers around our wellbeing and setting us up for a positive day. We also use this time to focus on the key figure of Rākaihautū, who features on our waharoa. This was also learning we engaged in at the start of the year and will return frequently to this as the year progresses so the children are developing their knowledge of our special school waharoa.

We have been building up our stamina and fitness in preparation for the upcoming swimming sports.

We are powering through our spelling lists in preparation for using these to support our Practice Time learning to increase our spelling knowledge.

We have started an art unit with Rachel looking at self-portraits and are using Frida Kahlo as our inspiration. This will lead on to the students designing a portrait of one of the staff for the school website.

In math we have been thinking, discussing and applying our knowledge of patterning. On Friday afternoons we regularly head over to Faulkner Bush to connect with our environment and have been engaging in lots of nature play.

We have begun to discuss camp and have looked at some photos from previous years and in the upcoming weeks we will begin to look at our environment and what makes it healthy. This will lead us into our theme and main focus for camp around what makes

a healthy estuary.

Kotare - Year 9

Opening of Tech Kitchen and work spaces

Learning in our Kōtare team has started out well and a highlight has been the 'soft' opening of the tech kitchen and intermediate spaces on Wednesday. The children prepared scones for the guests; their parents, BOT members and representatives from companies involved in the build and development of the spaces.

Preparation for camp is well underway. The children are excited and the learning in tech is 'real' with the focus on planning and preparing the camp menu and designing a beanie to wear. We hear a lot of discussion about how lucky the children feel and how they believe they made the right decision. We have a couple of unsettled students and we are working very closely with their whānau to all be on the same page for them.

Upcoming Events in Term 1

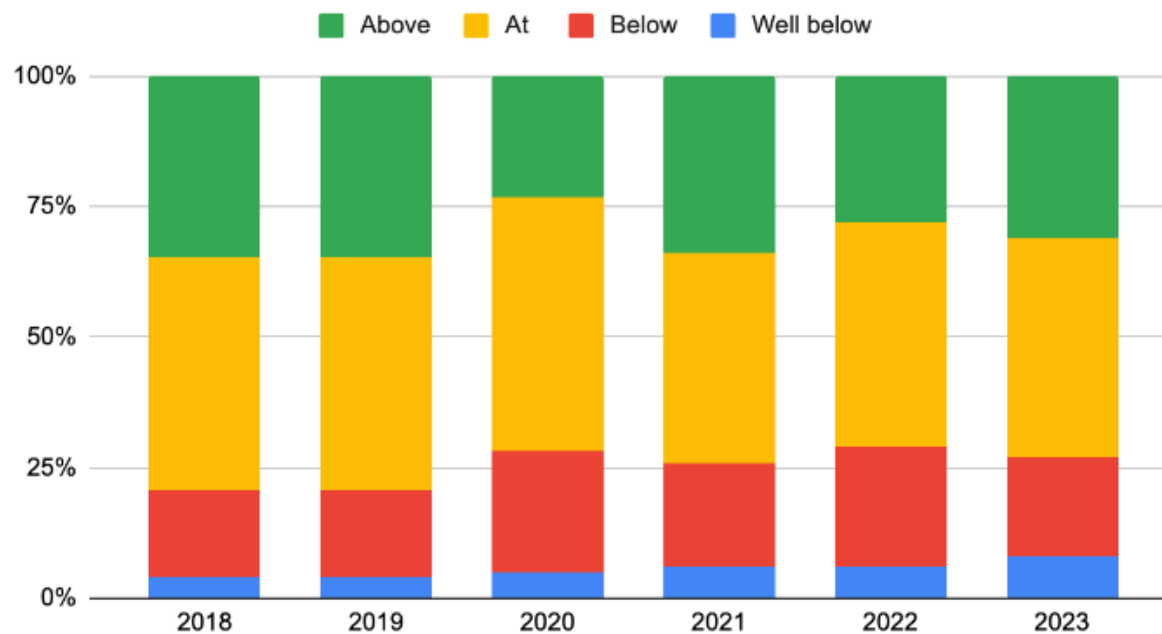
- Strike Performance -
- Celebrate Science Morning - Tuesday 27th February
- Wakefield School Triathlons - this year we will be running an event for all year groups Friday 1st March
- Wakefield School Swimming Sports - Thursday 7th March
- Waimea South Cluster Swimming Sports - Thursday 14th March
- NISSA swimming sports - Nayland
- Senior Camps



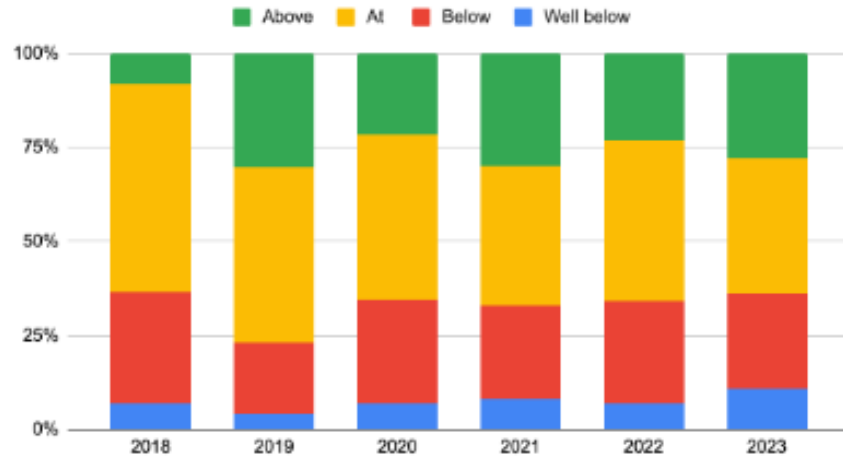
2023 Student Achievement Report

Reading Data

Whole School Reading Achievement Trends



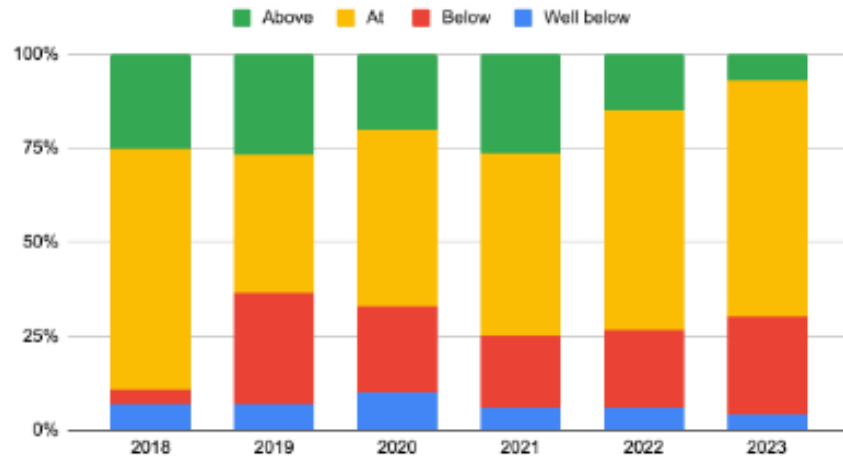
Boys Reading Achievement Trends



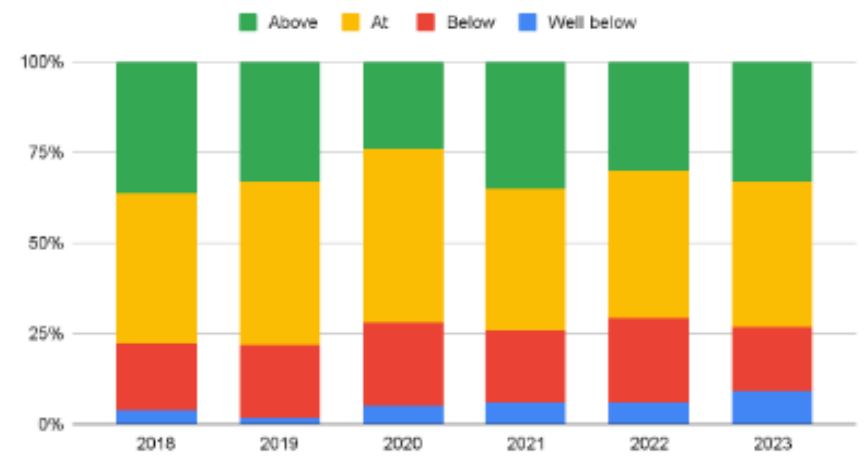
Girls Reading Achievement Trends



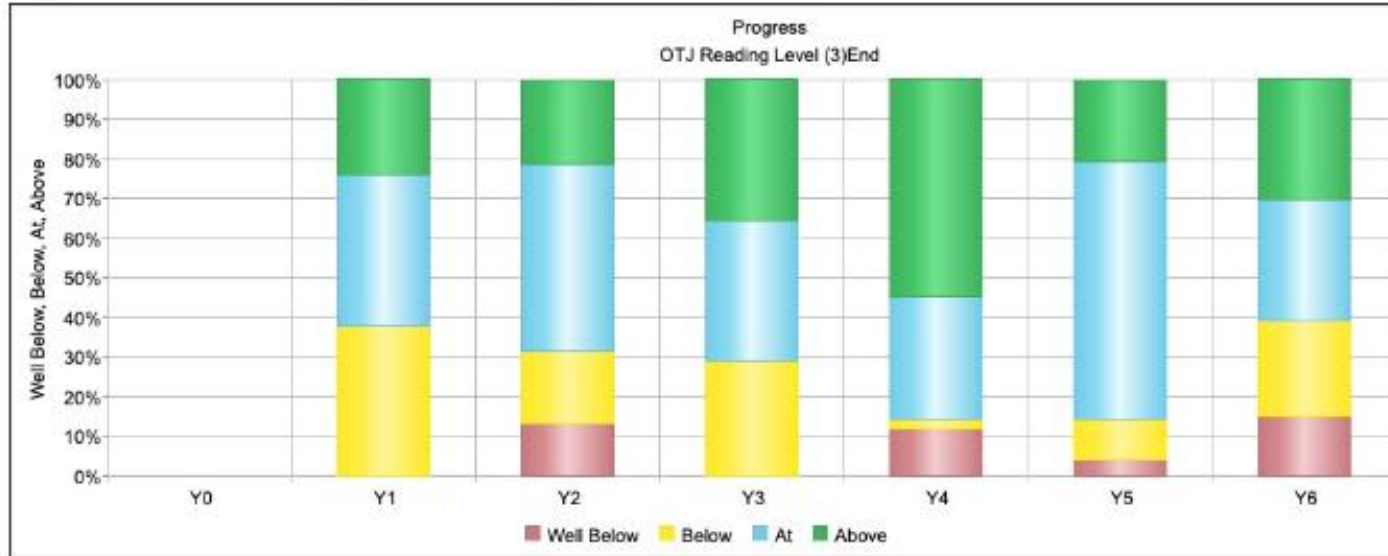
Māori Reading Achievement Trends



NZ European Reading Achievement Trends

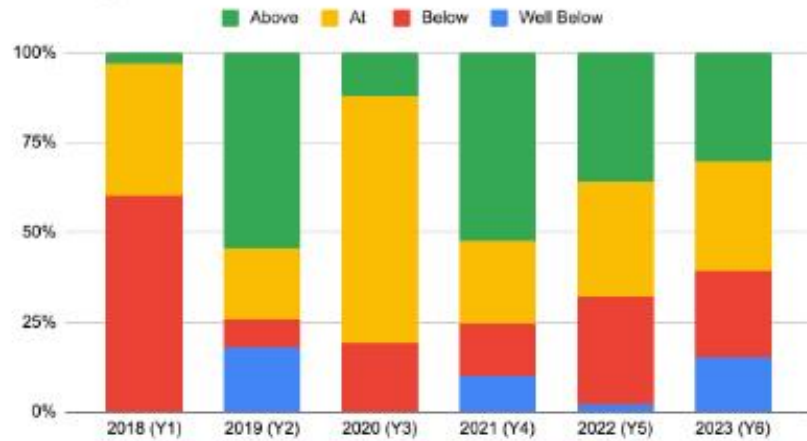


2023 Reading Achievement by Year Group



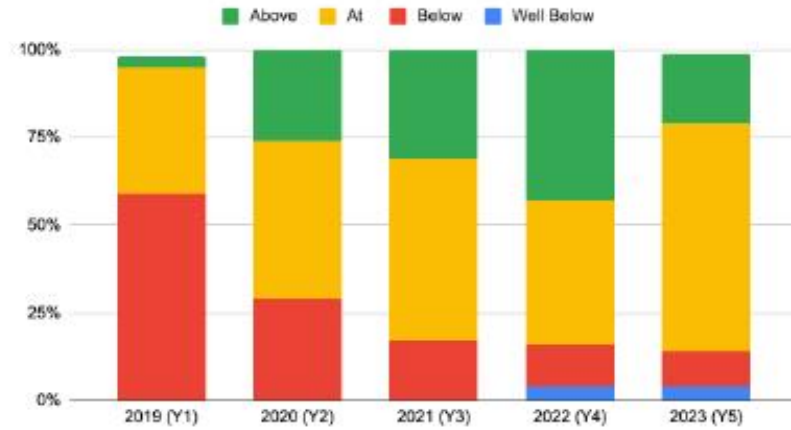
Year 6

Reading Achievement for 2023 Year 6 Cohort



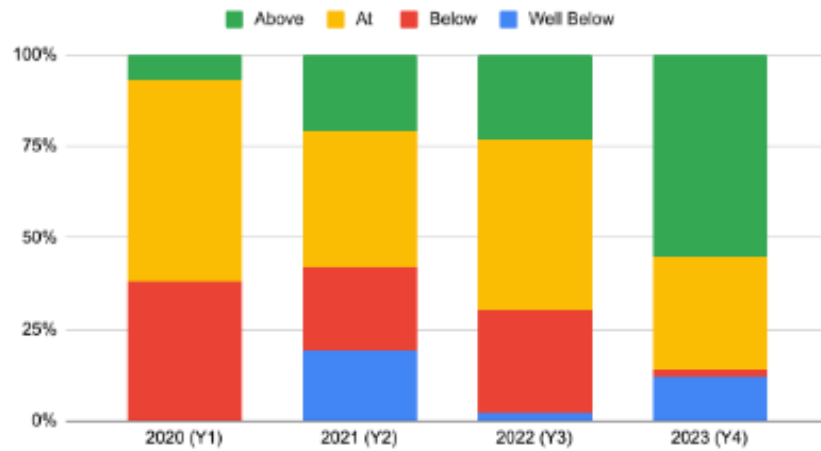
Year 5

Reading Achievement for 2023 Year 5 Cohort



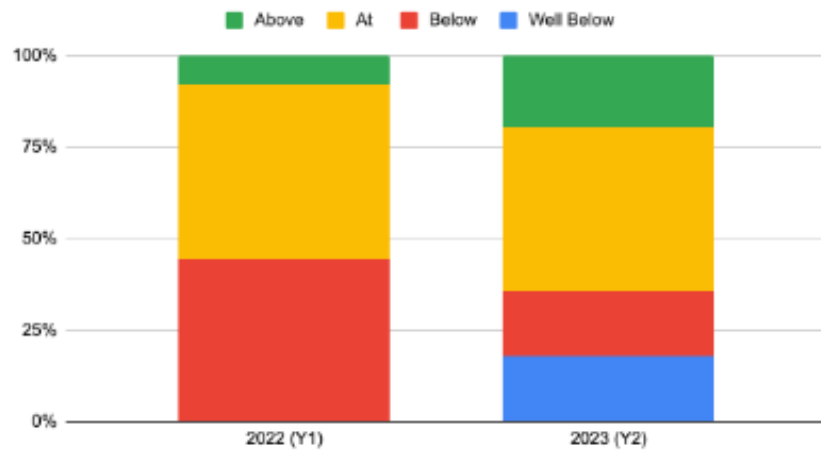
Year 4

Reading Achievement for 2023 Year 4 Cohort



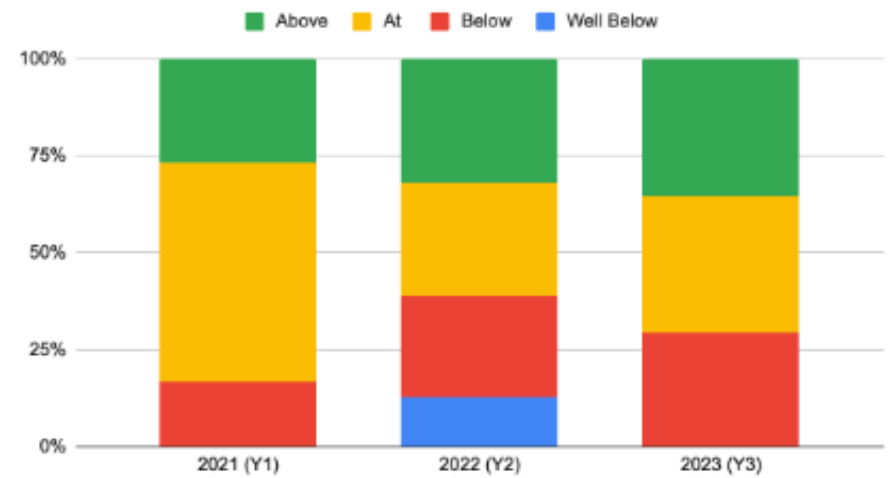
Year 2

Reading Achievement for 2023 Year 2 Cohort



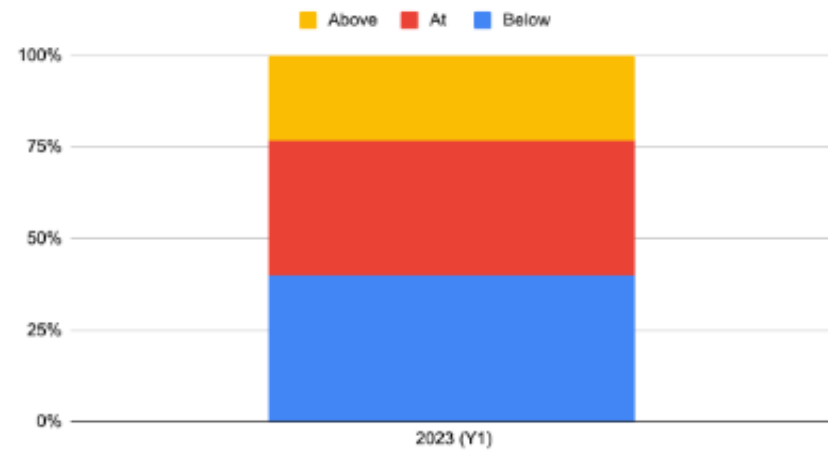
Year 3

Reading Achievement for 2023 Year 3 Cohort



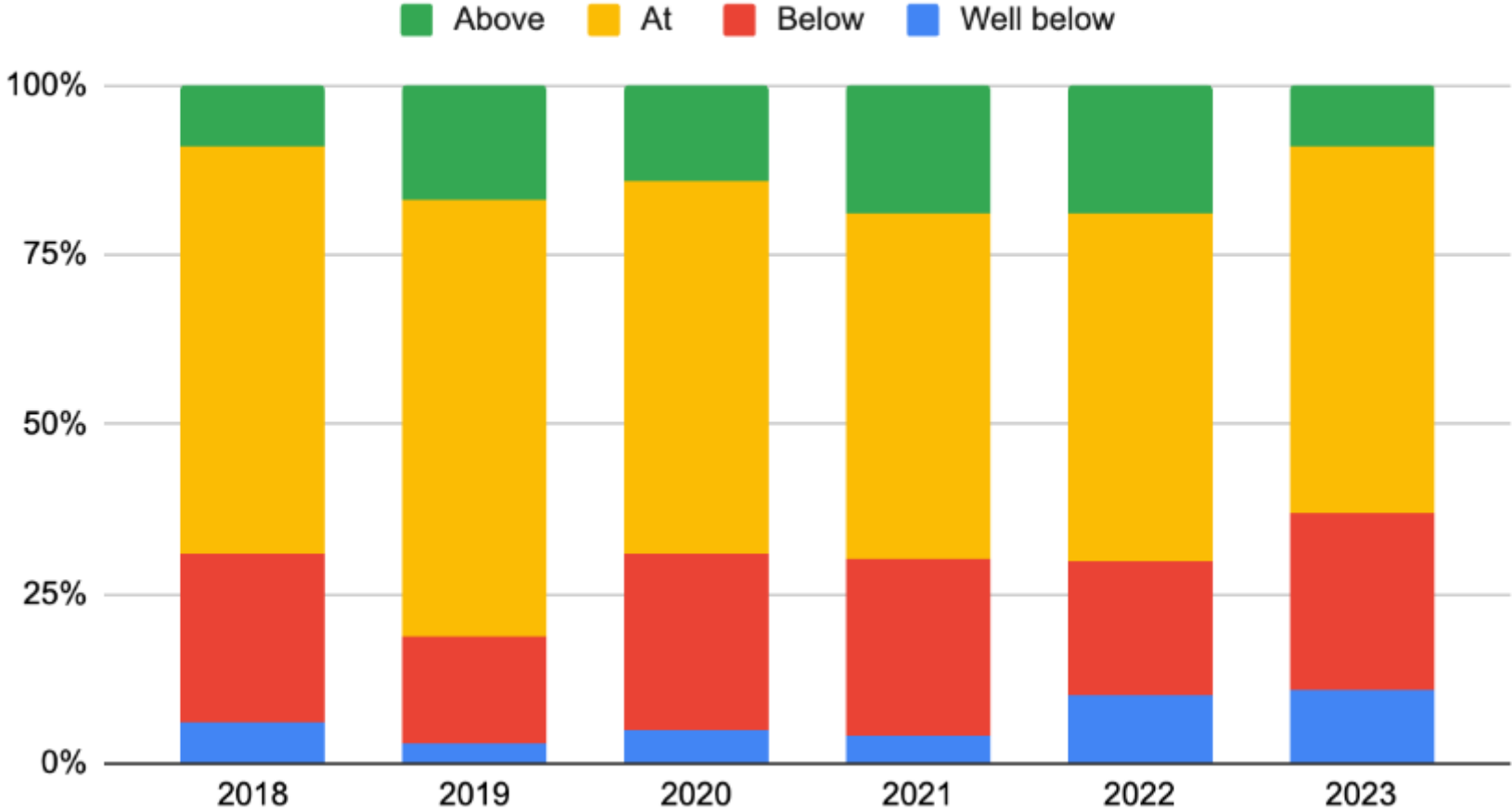
Year 1

Reading Achievement for 2023 Year 1 Cohort

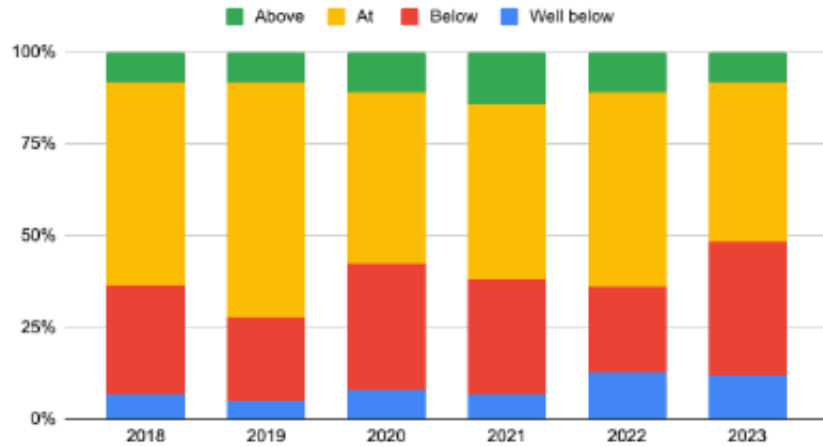


Writing Data

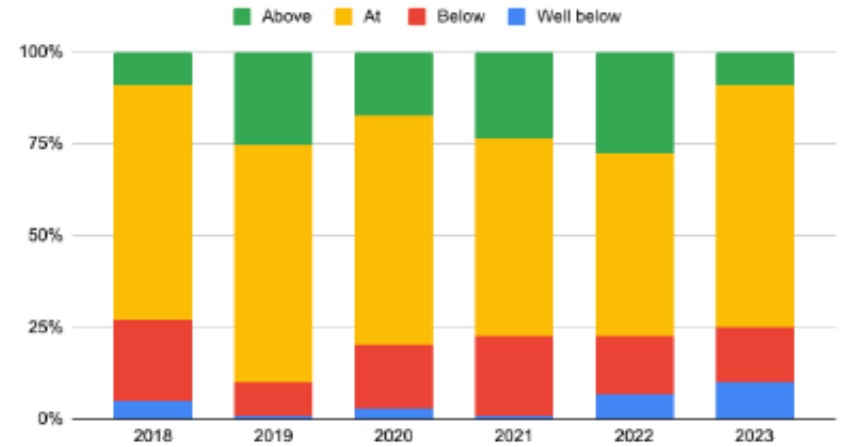
Whole School Writing Achievement Trends



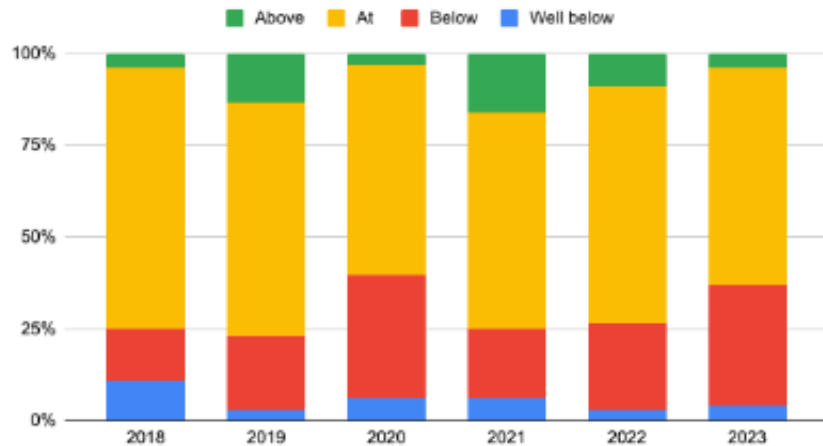
Boys Writing Achievement Trends



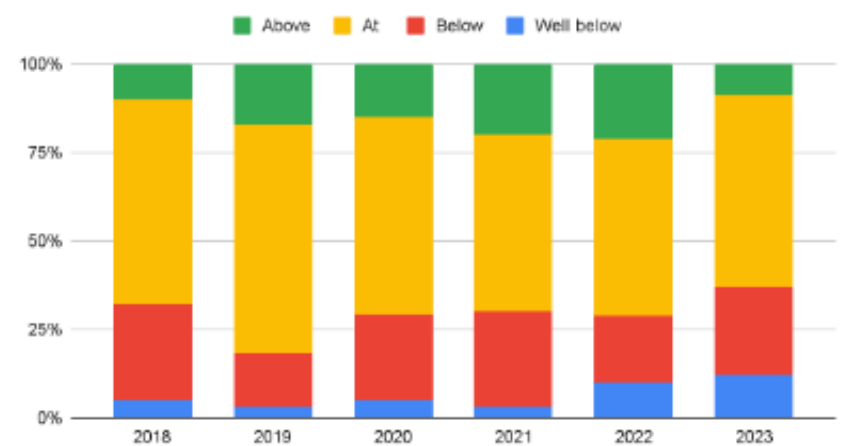
Girls Writing Achievement Trends



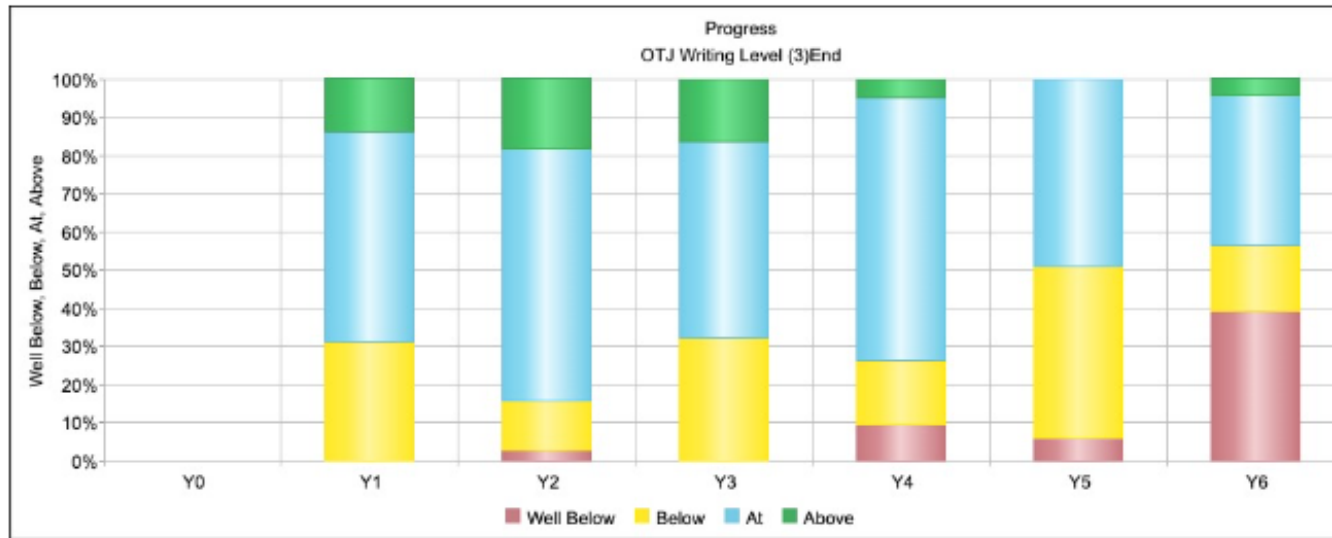
Māori Writing Achievement Trends



NZ European Writing Achievement Trends

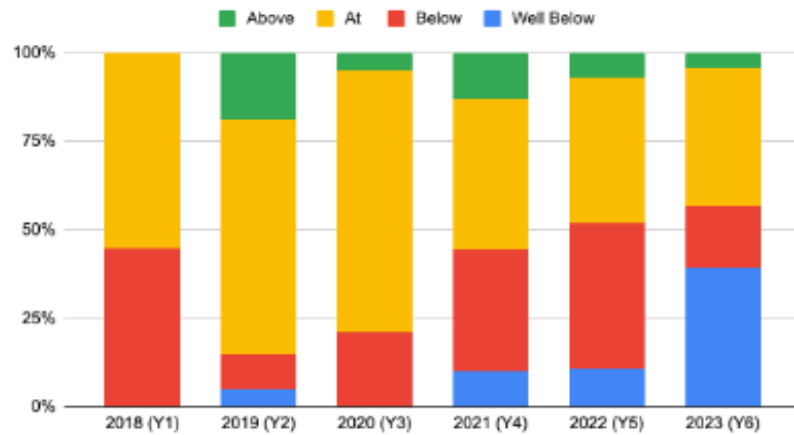


2023 Writing Achievement by Year Group



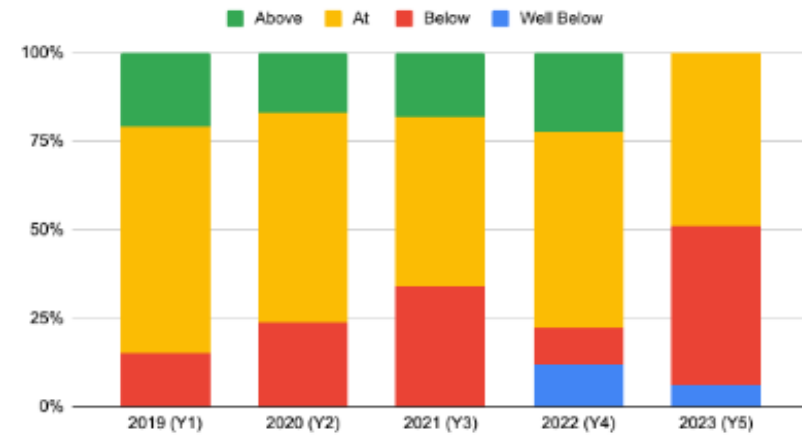
Year 6

Writing Achievement for 2023 Year 6 Cohort



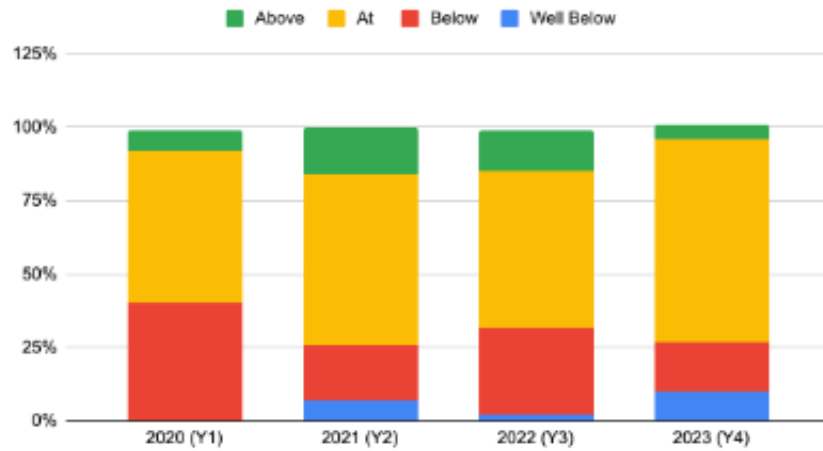
Year 5

Writing Achievement for 2023 Year 5 Cohort



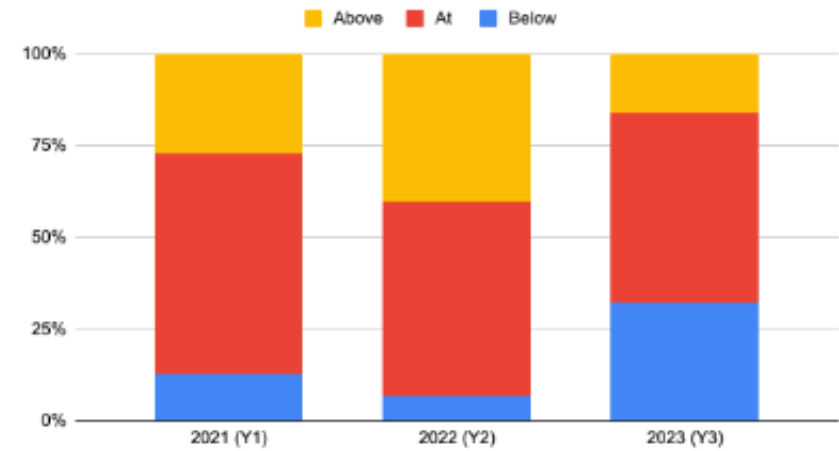
Year 4

Writing Achievement for 2023 Year 4 Cohort



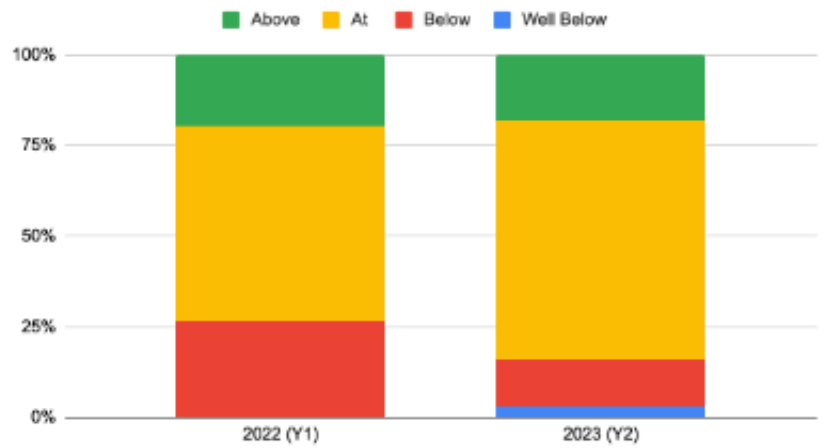
Year 3

Writing Achievement for 2023 Year 3 Cohort



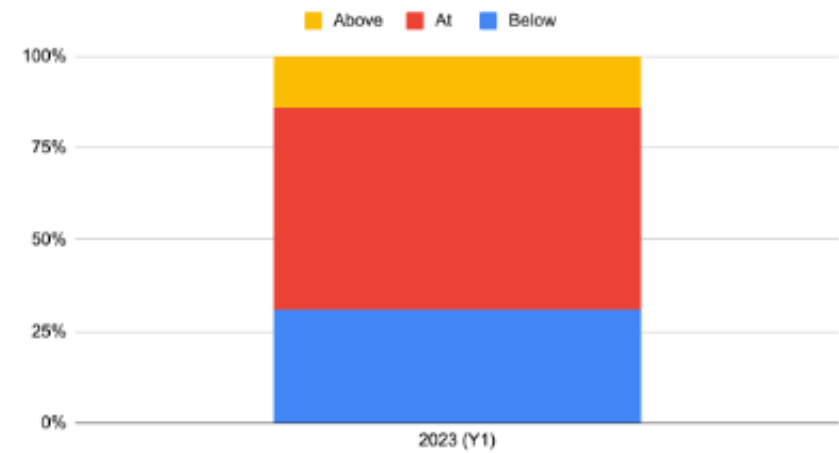
Year 2

Writing Achievement for 2023 Year 2 Cohort



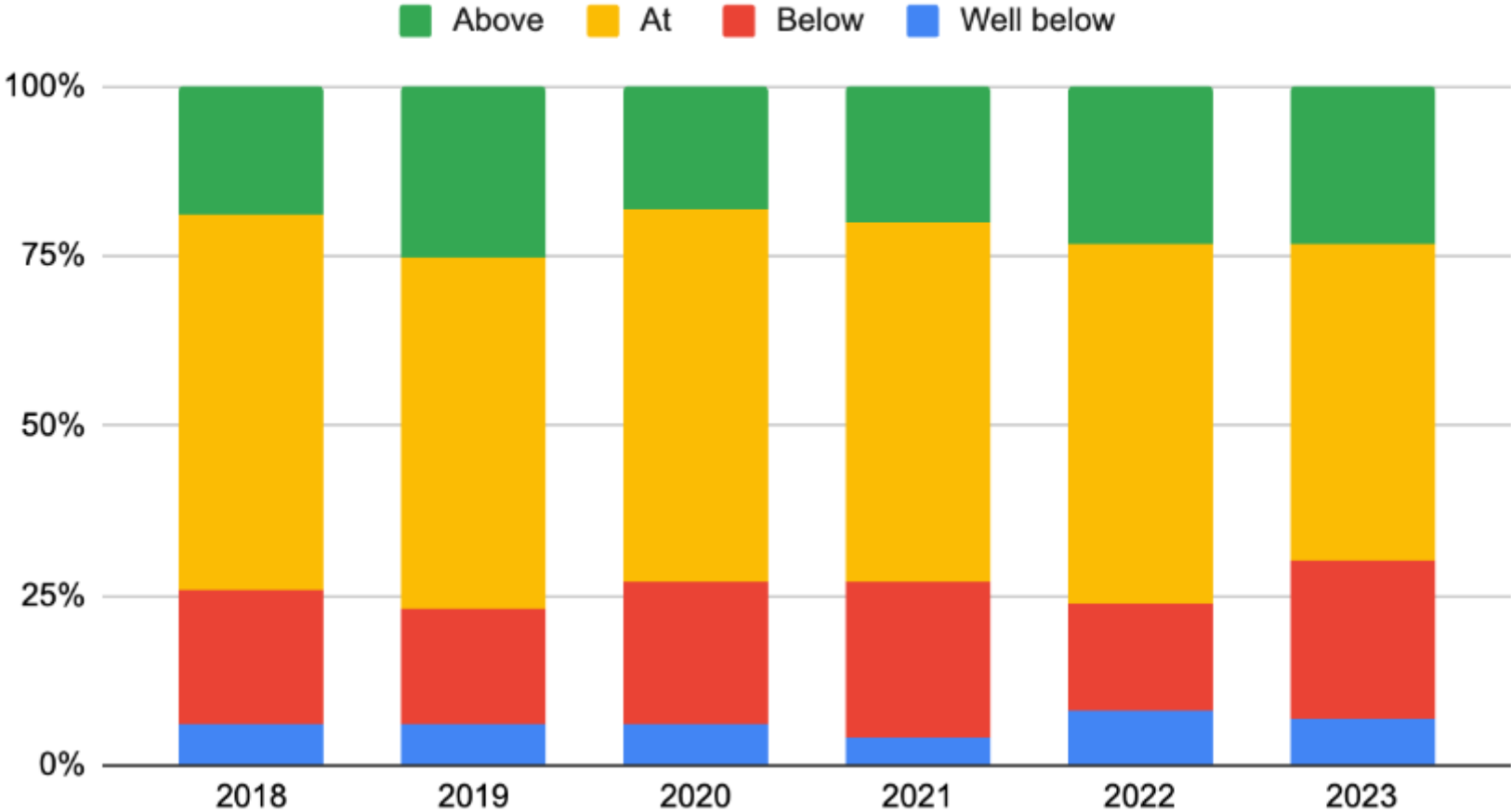
Year 1

Writing Achievement for 2023 Year 1 Cohort

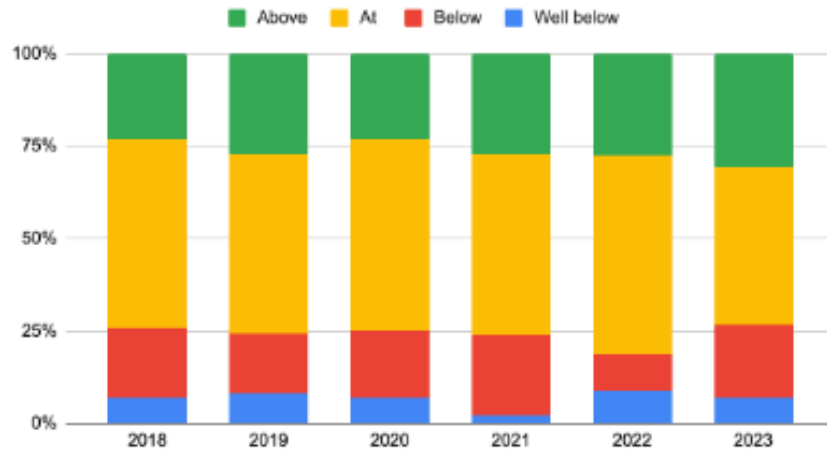


Mathematics Data

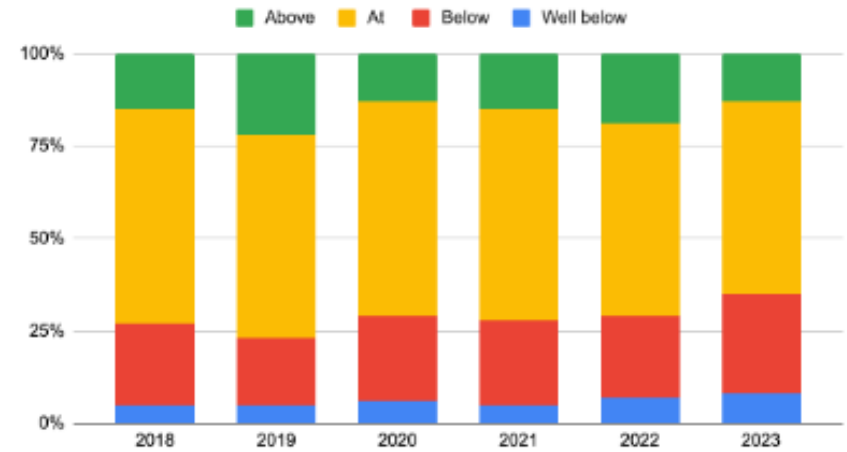
Whole School Mathematics Achievement Trends



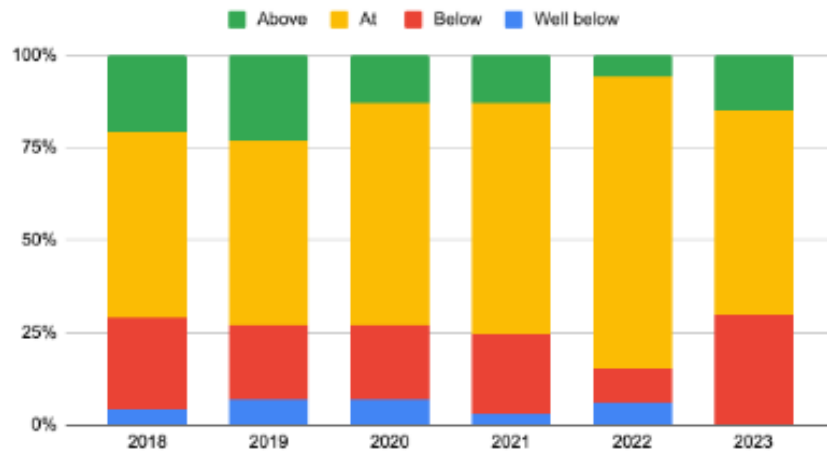
Boys Mathematics Achievement Trends



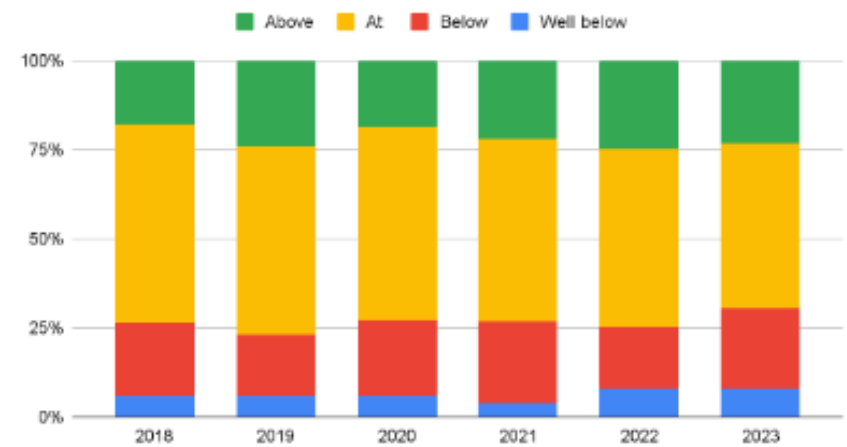
Girls Mathematics Achievement Trends



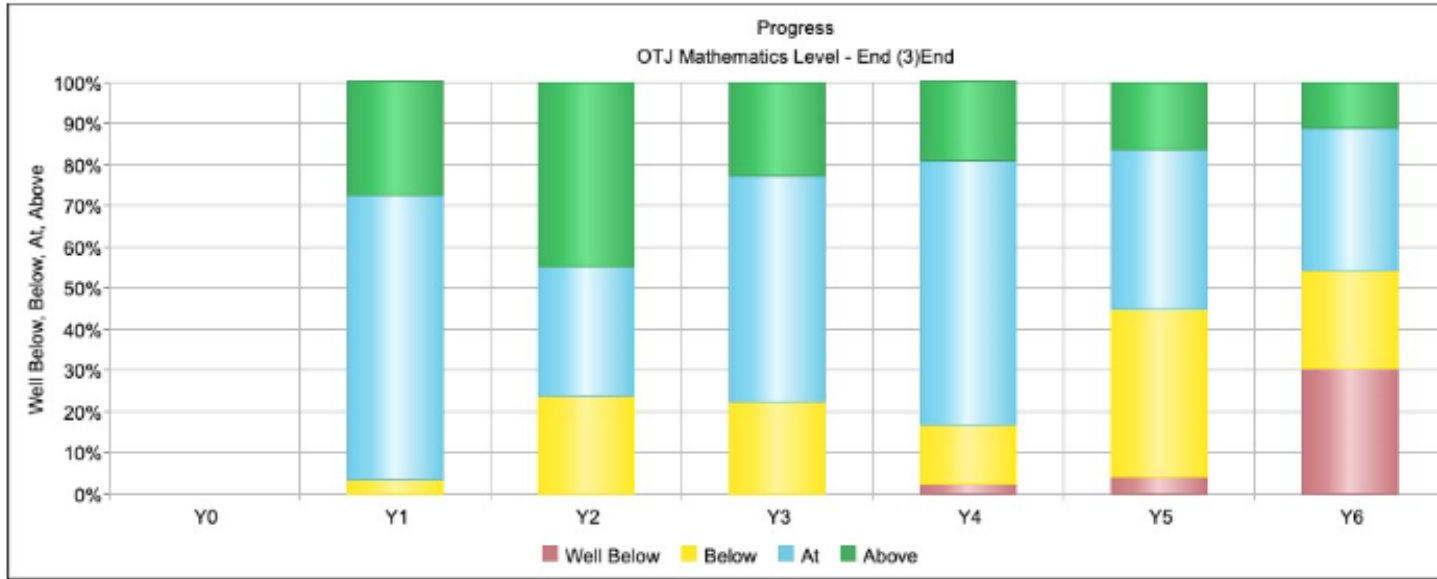
Māori Mathematics Achievement Trends



NZ European Mathematics Achievement Trends

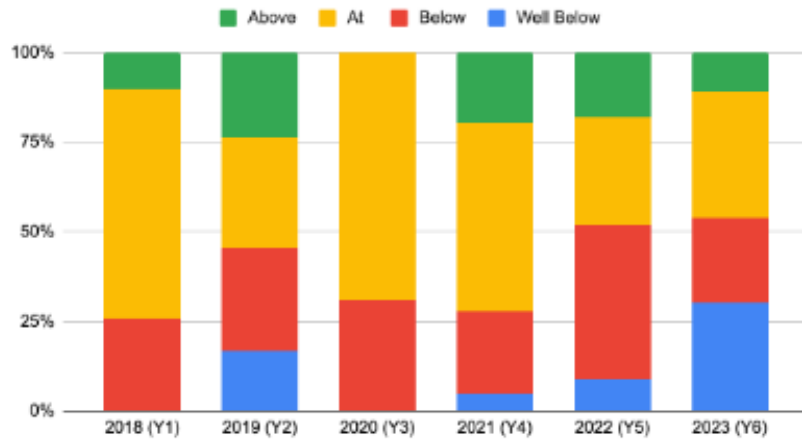


2023 Mathematics Achievement by Year Group



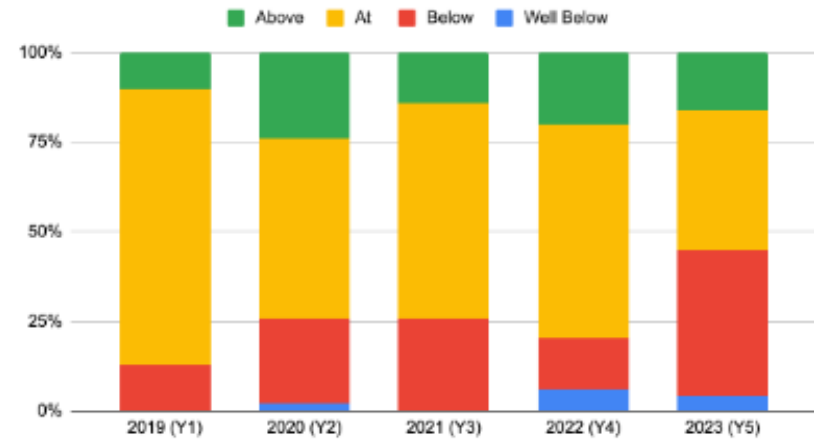
Year 6

Mathematics Achievement for 2023 Year 6 Cohort



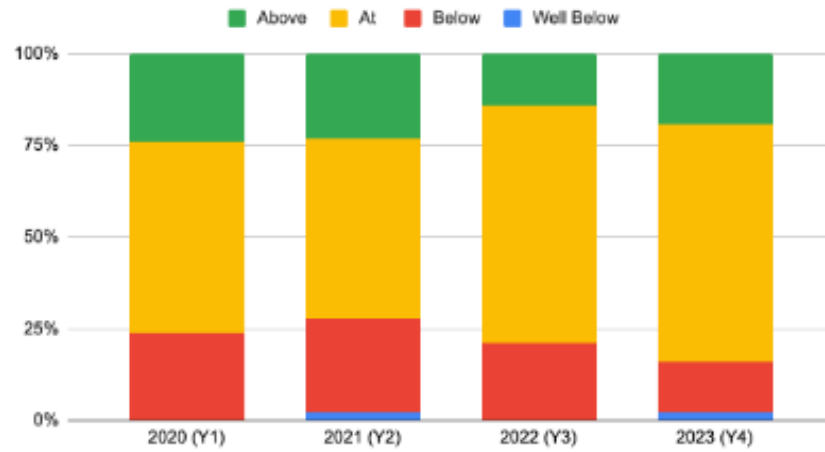
Year 5

Mathematics Achievement for 2023 Year 5 Cohort



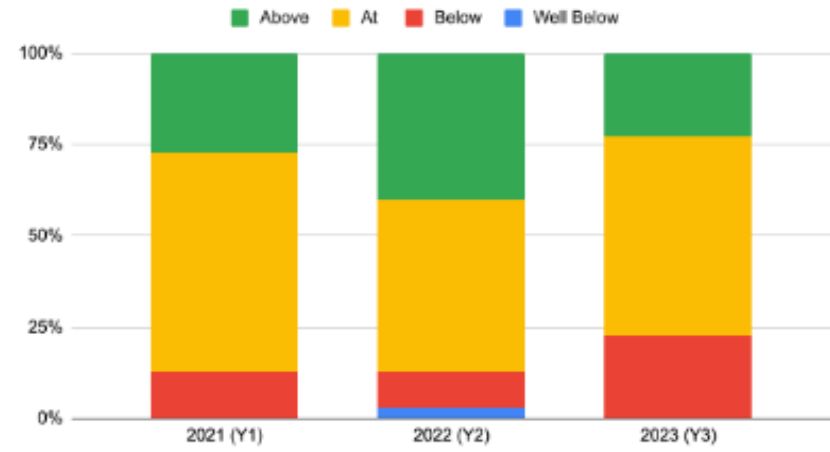
Year 4

Mathematics Achievement for 2023 Year 4 Cohort



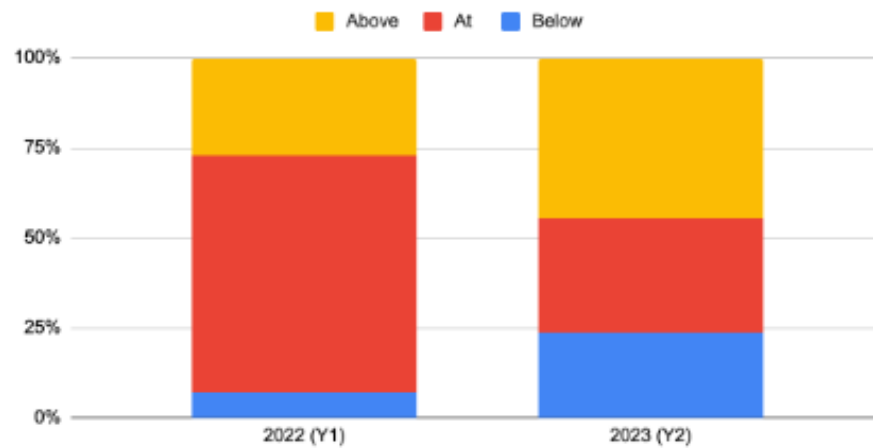
Year 3

Mathematics Achievement for 2023 Year 3 Cohort



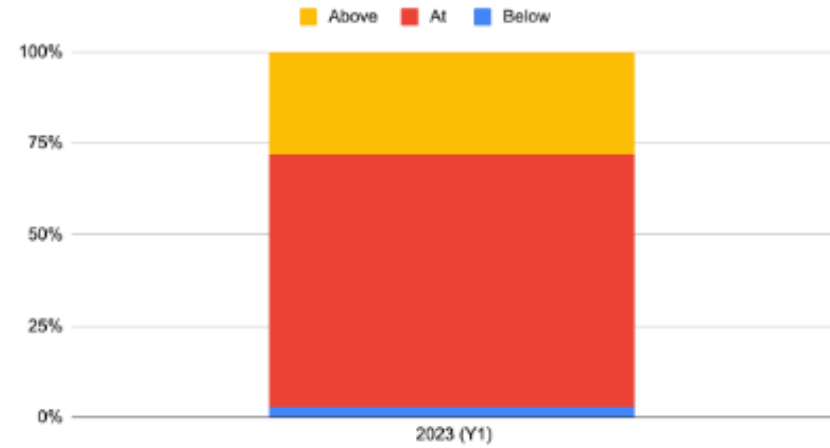
Year 2

Mathematics Achievement for 2023 Year 2 Cohort



Year 1

Mathematics Achievement for 2023 Year 1 Cohort





2024-2025 Strategic Plan

Our vision:

Growing Good People

Our Motto:

E Tu Kahikatea,

*Which we interpret as **Stand Tall and Stand Together.***

Our motto is inspired by the kahikatea growing in Faulkner Bush next to our school.

Our values reflect our motto:

Manaakitanga

Rangatiratanga

Whāia te iti Kahurangi

Kia Kaha Tonu

Tikanga

Wakefield School is part of the Waimea Kāhui Ako. We are committed to the Kāhui Ako's vision and strategic goals to raise achievement for our learners through growing **Community Hauora, Localised Curriculum and Student Pathways**. The Kāhui Ako strategic plan can be viewed at www.waimeacol.org.

| Wakefield School Vision: Growing good people | | | | | | | | | | | | | |
|---|---|---|----|----|--------------------------------------|----|----|----|--------------------------------------|----|----|----|---|
| | 2023 | | | | 2024 | | | | 2025 | | | | |
| Goals | T1 | T2 | T3 | T4 | T1 | T2 | T3 | T4 | T1 | T2 | T3 | T4 | Success |
| We deliver an excellent Year 7 & 8 programme | Develop and resource Year 7&8 learning spaces | | | | | | | | | | | | <ul style="list-style-type: none"> • Our people are supportive and excited about recapitation. • Our learners are positive about being Year 7 & 8 students at Wakefield. • Our Year 7-8 learners are engaged and progressing well. |
| | Establish a Y7-8 curriculum | | | | | | | | | | | | |
| | | | | | Implement & refine Year 7 curriculum | | | | | | | | |
| | | | | | | | | | Implement & refine Year 8 curriculum | | | | |
| We use our wellbeing focus to ensure all our learners are flourishing | Review school-wide wellbeing practice and measures | | | | | | | | | | | | <ul style="list-style-type: none"> • All students have a sense of belonging and see themselves in our school and their learning • We regularly use the people and places in and around our village to enhance learning experiences |
| | | Develop & embed consistent school-wide practices that support wellbeing | | | | | | | | | | | |
| Our communication and | Refine the community connector role to align with new opportunities | | | | | | | | | | | | <ul style="list-style-type: none"> • All parents feel informed by and connected with the school • The children benefit from strong |

| | | | | | | | |
|---|---|--|--|--|--|--|--|
| partnerships between home and school are strong | | | | | | Review & improve home and school communication | home & school communication and partnership <ul style="list-style-type: none"> • Staff feel that the school's communication expectations for them are manageable |
| We are ready to implement the refreshed NZ curriculum that reflects our village & rural school experience | We continue to upskill staff on the changes to the refreshed curriculum and phase in the curriculum changes | | | | | | <ul style="list-style-type: none"> • We adapt where we need to to form a common practice that aligns with other schools and the new expectations • The curriculum is delivered consistently across the school • Teachers feel confident that they are well equipped to deliver the refreshed curriculum • Parents understand what has changed and what the expectations are • The <i>Know, Understand, Do</i> learning model is visible in our classrooms • All students have a sense of belonging and see themselves in our school and their learning • We regularly use the people and places in and around our village to enhance learning experiences |
| | | | | | | Inform parents about the changes to the curriculum and how we are connecting it with our village and rural school philosophy | |

| | | | | |
|---|--------------------|---|---|-------------------------|
| ANNUAL PLAN: GOAL 1 We deliver an excellent Year 7 & 8 programme | | Initiative 1: Develop and resource Year 7&8 learning spaces | | |
| Outcome: <ul style="list-style-type: none"> • Our people are supportive and excited about recapitation. • Our learners are positive about being Year 7 & 8 students at Wakefield. • Our Year 7-8 learners are engaged and progressing well. | | Measures: <ul style="list-style-type: none"> ➤ Progress reports ➤ Budget expenditure ➤ Equipment & resource catalogue/inventories | | |
| Key Actions | Accountable | Responsible | Resources | Complete by |
| Develop learning spaces so they are modern, flexible and suit Year 7&8 learners. | Principal | Principal, Board, Property sub-committee | \$200 000 AMS funding | January 2024 |
| Continue to prioritise purchasing of equipment and learning resources for Year 7 & 8 programme | Principal | Curriculum leaders, Librarian, Sports coordinator | Curriculum funds, Capital expenditure funds, funding applications | Ongoing throughout 2024 |
| Explore solutions for hard materials and music teaching spaces. | Principal | Principal, Board, Property sub-committee | Additional board funds for property | Term 4 2024 |
| Develop inclusive play spaces that also meet the physical needs of Year 7&8 learners | Principal | Principal, Board, Property sub-committee, | Community fundraising (funding applications & 2023 gala funds) | Term 4 2026 |

| ANNUAL PLAN: GOAL 1 We deliver an excellent Year 7 & 8 programme | | Initiative 2: Implement and refine Year 7 curriculum | | |
|---|---|---|--|-------------------------|
| Outcome: | Measures: | | | |
| Key Actions | Accountable | Responsible | Resources | Complete by |
| <ul style="list-style-type: none"> • Our people are supportive and excited about recapitation. • Our learners have a fantastic education pathway and experience | <ul style="list-style-type: none"> ➤ Progress reports ➤ Year 7 student achievement data | | | |
| Trial Year 7 learning programme | Principal | Year 7 teachers | Meeting time, classroom learning time | Ongoing throughout 2024 |
| Make connections with community members who can support year 7 & 8 curriculum learning | Principal | Year 7 teachers | Release time | Ongoing throughout 2024 |
| Review and extend school-wide phonics and spelling programme to include learning for year 7 & 8 students | Principal | Literacy leader, Year 7 teachers | Management release time, CRT | Term 1 2024 |
| Seek student and whānau feedback on Year 7 programme | Principal | Principal, DPs, senior teacher | Student learning time, community & student surveys | Term 2 & Term 4 2024 |
| Consult with Ngati Kuia to ensure our graduate profile reflects iwi aspirations for our students | Principal | Year 7 teachers & principal | Release time | Term 3 2024 |
| Gather student and parent voices to evaluate the impact of having three teachers job share the year 7 class | Principal | Principal | Time, surveys | Term 4 2024 |

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|--|-----------|--|------------------------|-------------|
| Develop Year 8 curriculum content aligned to the refreshed curriculum and Te Whare Mātauranga that builds on Year 7 learning | Principal | 2025 Year 7&8 teaching team | Classroom release time | Term 4 2024 |
| Develop student networks (academic, social, sporting etc) with other intermediate aged students across our region. | Principal | Year 7&8 teaching team, sports coordinator | Class learning time | Term 4 2024 |

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| ANNUAL PLAN: GOAL 2 We use our wellbeing focus to ensure all our learners are flourishing | Initiative 1: Develop & embed consistent school-wide practises that support wellbeing |
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| Outcome: <ul style="list-style-type: none"> All students have a sense of belonging and see themselves in our school and their learning We regularly use the people and places in and around our village to enhance learning experiences | Measures: <ul style="list-style-type: none"> Wellbeing @ School (odd years) Wakefield School Wellbeing Survey (even years) Student achievement data Teachers' community activities survey Classroom walk throughs/observations Syndicate reports |
|--|---|

| Key Actions | Accountable | Responsible | Resources | Complete by |
|--|--------------------|---------------------------------|--|--------------------|
| Continue to provide staff with trauma informed practice professional learning opportunities. | Principal | Principal & DPs | PLD meeting time, CF PLD hours, Aroha Kotahi funding (Kathryn Berkett starting March 4 2024) | Ongoing for 2024 |
| Investigate possible alternate sources of data that will assist in monitoring our progress | Principal | Wellbeing curriculum co-leaders | Release time Link in RTLB to support Evaluative Capability / | Ongoing for 2024 |

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| | | | tracking | |
| Facilitate staff sharing and/or PLD regarding practices that are having an impact in relation to Te Whare Matauranga learning progressions | Principal | Wellbeing Curriculum Co-leaders | Staff PLD Meeting time Kathryn Berkett link | Ongoing for 2024 |
| Facilitate staff reflections in syndicate hui regarding Te Whare Matauranga using the template developed in Matai syndicate in 2023. | Principal | Syndicate leaders & syndicate managers | Syndicate meeting time | Ongoing for 2024 |
| Carry out additional data investigation using student focus groups to inquire in areas of greatest need from our Wellbeing@school survey. | Principal | Wellbeing curriculum co-leaders, Tōtara syndicate leader | Release time, student learning time | Term 2 2024 |
| Continue to develop Digital Wellbeing Kete for use by years 7 & 8. | Principal | Wellbeing Curriculum Co-leaders | Release time | Term 3 2024 |
| Trial Digital Wellbeing Kete with this year's Kōtare team. | Principal | Year 7 teachers, Wellbeing Curriculum Co-leaders | Classroom time | Term 4 2024 |
| Share and implement Te Whare Matauranga (wellbeing) learning progressions to ensure consistent schoolwide implementation. | Principal | Wellbeing Curriculum Co-leaders, Teachers | Release time, staff PLD meeting time, classroom learning time (start SOD Jan) | Term 4 2024 |

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|---|--------------------|--|---|-------------------------|
| ANNUAL PLAN: GOAL 3 Our communication and partnerships between home and school are strong | | Initiative 1: Refine the community connector role to align with new opportunities | | |
| Outcome: <ul style="list-style-type: none"> • All parents feel informed by and connected with the school • The children benefit from strong home & school communication and partnership • Staff feel that the school's communication expectations for them are manageable | | Measures: <ul style="list-style-type: none"> ➤ Attendance at parent hui and learning conferences ➤ Community surveys ➤ Number of parents responding to community surveys | | |
| Key Actions | Accountable | Responsible | Resources | Complete by |
| Continue to offer parent workshops including topics that are relevant to areas of interest for parents. | Principal | Community Liaison | Community survey | Ongoing through to 2025 |
| Continue to gather & monitor data on parent attendance at learning conferences and other school organised events for parents (e.g. workshops) | Principal | Principal | Time | Ongoing through to 2025 |
| Survey parents and caregivers to identify key areas of parent and caregiver interest for parent education topics | Principal | Community Liaison | Release time, community survey | Term 1 2024 |
| Develop and promote a programme of parent information sessions and workshops for 2024 | Principal | Community Liaison, DPs | Release time | Term 1 2024 |
| Explore options for sharing presentations online for parents unable to attend face-to-face workshops. | Principal | Admin team, ICT Leader, Community Liaison | Release time | Term 2 2024 |
| Communicate with parents the link between our values / brain development / learning and regulation | Principal | DP - Emma Hunter | Release time, parent hui time Link with Goal 2 / Kathryn Berkett / | Term 3 2024 |

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|---|-----------|------------------------|-------------------------------|-------------|
| | | | Te Whatu Ora Public Health | |
| Develop a whānau skills & expertise resource bank with community contacts to support teachers | Principal | Community Liaison, DPs | Release time | Term 4 2024 |

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| ANNUAL PLAN: GOAL 3 Our communication and partnerships between home and school are strong | Initiative 1: Review and improve home and school communication |
|--|---|

| | |
|---|--|
| Outcome: <ul style="list-style-type: none"> All parents feel informed by and connected with the school The children benefit from strong home & school communication and partnership Staff feel that the school's communication expectations for them are manageable | Measures: <ul style="list-style-type: none"> ➤ Staff surveys ➤ Parent surveys |
|---|--|

| Key Actions | Accountable | Responsible | Resources | Complete by |
|--|--------------------|-------------------------------|---------------------------|--------------------|
| Launch google sites website as our school website | Principal | Admin team, Syndicate leaders | Release time/meeting time | Term 1 2024 |
| Carry out an audit of the current communication platforms and practices used by staff and parents/caregivers to communicate. | Principal | Principal & Community liaison | Release time | Term 3 2024 |
| Review current use of communication platforms and practices by consulting staff and parents/caregivers. | Principal | Principal & Community liaison | Release time | Term 3 2024 |
| Analyse communication platform review data and make recommendations for improvements. | Principal | Principal & Community liaison | Release time | Term 4 2024 |
| Report to staff, community and board regarding review findings and actions to improve home and | Principal | Principal & Community | Release time | Term 4 2024 |

| | | | | |
|-----------------------|--|---------|--|--|
| school communication. | | liaison | | |
|-----------------------|--|---------|--|--|

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| ANNUAL PLAN: GOAL 4 We are ready to implement the refreshed curriculum that reflects our village & rural school experience | | Initiative 1: We continue to upskill staff on the changes to the refreshed curriculum and phase in the curriculum changes | | |
| Outcome: <ul style="list-style-type: none"> • We adapt where we need to to form a common practice that aligns with other schools and the new expectations • The curriculum is delivered consistently across the school • Teachers feel confident that they are well equipped to deliver the refreshed curriculum • Parents understand what has changed and what the expectations are • The <i>Know, Understand, Do</i> learning model is visible in our classrooms • All students have a sense of belonging and see themselves in our school and their learning • We regularly use the people and places in and around our village to enhance learning experiences | | Measures: <ul style="list-style-type: none"> ➢ Teacher curriculum readiness survey ➢ Curriculum documentation ➢ Teachers' community activities survey | | |
| Key Actions | Accountable | Responsible | Resources | Complete by |
| Engage in Kāhui Ako curriculum pathways project. | Principal | Literacy and Mathematics curriculum leaders | PLD meeting time, release time | Ongoing throughout 2024 |
| Share good practice and our connections with the refreshed curriculum with each other | Principal | Classroom teachers | Termly PLD meeting times | Ongoing throughout 2024 |
| Continue to grow teacher confidence and competence in the implementation of the refreshed curriculum through the whole school PLD programme | Principal | Principal, Community Liaison | PLD meeting time, Teacher only days | Ongoing until 2025 |

| | | | | |
|---|-----------|---|--|-------------|
| Develop a prioritised PLD plan to prepare our teachers for implementing the refreshed curriculum (including the common practice model when it is release) | Principal | Principal, DPs, Curriculum Leads | Management release time | Term 1 2024 |
| Engage PLD facilitator that is able to support our staff in developing new curriculum content knowledge and implementation readiness. | Principal | Principal | Meeting time, CF PLD hours, MOE Curriculum advisors | Term 1 2024 |
| Form a report working group to develop 2025 student report template that aligns with the refreshed curriculum | Principal | DPs | Release time | Term 1 2024 |
| Develop written reports that align to the new frameworks for use in 2025. | Principal | Report working group team | Classroom release time, staff meeting time | Term 3 2025 |
| Develop common practice guidelines that weave together our local curriculum (wellbeing curriculum), the refreshed curriculum and the common practice model. | Principal | Principal, DPs, Curriculum Leads, PLD facilitator | Meeting time, PLD facilitator hours (96), Classroom release time | Term 4 2024 |

| | | | | |
|--|--------------------|---|------------------|----------------------------------|
| ANNUAL PLAN: GOAL 4 We are ready to implement the refreshed curriculum that reflects our village & rural school experience | | Initiative 2: Inform parents about the changes to the curriculum and how we are connecting it with our village and rural school philosophy | | |
| Outcome: <ul style="list-style-type: none"> • We adapt where we need to to form a common practice that aligns with other schools and the new expectations • The curriculum is delivered consistently across the school • Teachers feel confident that they are well equipped to deliver the refreshed curriculum • Parents understand what has changed and what the expectations are • The <i>Know, Understand, Do</i> learning model is visible in our classrooms • All students have a sense of belonging and see themselves in our school and their learning • We regularly use the people and places in and around our village to enhance learning experiences | | Measures: ➤ | | |
| Key Actions | Accountable | Responsible | Resources | Complete by |
| Share local history stories with staff to support our implementation of Aotearoa NZ History curriculum | Principal | A-NZ Curriculum leader, external facilitators | PLD meeting time | Ongoing throughout 2024 |
| Share stories in our newsletter and Windows on Wakefield about our students engaging in learning in our community. | Principal | Classroom teachers | Time | Ongoing throughout 2024 and 2025 |
| Provide whānau communication about how the curriculum changes are going to be implemented at Wakefield School (what will change and what will stay the same). | Principal | Principal | Time | Ongoing throughout 2024 and 2025 |

| | | | | |
|--|-----------|----------------------|--------------|-------------|
| Provide whānau communication about how the daily hour of reading, writing and mathematics is implemented at Wakefield School | Principal | Principal & teachers | Time | Term 1 2024 |
| Provide whānau communication about changes to the NZ Curriculum learning outcomes as regular newsletter feature | Principal | Principal | Time | Term 1 2024 |
| Establish a connection with the group that is mapping the Wakefield localised resources | Principal | Dps | Release time | Term 2 2024 |
| Establish an inventory of people and local industry contacts that are relevant to our learning programmes | Principal | Dps | Release time | Term 3 2024 |
| Develop a whānau skills & expertise resource bank to improve teachers' access to people with expertise in our community | Principal | Dps | Release time | Term 4 2024 |



Internal Evaluation Programme

At Wakefield School we use an “Appreciative Inquiry” approach to all our internal evaluations. An appreciative inquiry approach is an evaluation tool that focuses on the strengths and assets in our school and community rather than the deficits and problems. It follows four evaluation steps:

1. Discover: Identifying processes that are working well and where we are making positive progress.
2. Dream: Envision processes and actions that will create an even better future.
3. Design: Plan and prioritise actions to improve.
4. Destiny/Deploy: Implement the proposed improvement plans

At Wakefield School we undertake three types of internal evaluation. Strategic evaluations, regular evaluations and emergent evaluations. Each of these evaluations may vary in scope, depth and focus depending on the purpose and the context.

Strategic Evaluations

These are linked to our cycles of strategic and annual planning. Our strategic evaluations include baseline, midpoint and endpoint measures of our progress towards each strategic goal and also include evaluations of our school vision and values every three years.

Regular Evaluations

Regular evaluations are business-as-usual evaluations. These follow a one to three year cycle of evaluation foci ensuring we are regularly monitoring the areas of success and need for growth in our school.

Emergent Evaluations

Emergent evaluations are a response to an unforeseen event or issue picked up by routine scanning or monitoring.

Schedule of Regular Evaluations 2024 - 2026

| | 2024 | 2025 | 2026 |
|--------------------------------|---|---|---|
| Student Progress & Achievement | Mid Year Student Achievement End of Year Student Achievement | Mid Year Student Achievement End of Year Student Achievement | Mid Year Student Achievement End of Year Student Achievement |
| Curriculum Programmes | Mathematics | Inquiry (Social Science/Science/Technology) | Literacy |
| | The Arts/PE | ANZH | Digital Technology/Learning Languages |
| Teaching & Learning | Culturally Responsive Practice | Collaborative teaching and co-constructed learning | |
| | Waimea Kahui Ako - | Waimea Kahui Ako - | Waimea Kahui Ako - |
| Personnel | EEO staff survey | EEO staff survey | EEO staff survey |
| | Leadership Development | Support Staff Development | Teacher Development |
| Governance | Hautu | Ngā Kawatau me Ngā Tūmanakotanga o Te Tauihu | |
| Consultation | Reporting to Whānau | Big Picture Event | Assessment and reporting programmes |
| | Home-School Communications | Community Survey | Community Survey |

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|--|----------------------------------|----------------------------------|----------------------------------|
| | Health Programmes | | Health Programmes |
| | Maori whanau & priority learners | Maori whanau & priority learners | Maori whanau & priority learners |

Annual Review 2024

| | Term 1 | Term 2 | Term 3 | Term 4 |
|--|---------------|---------------|---------------|---------------|
| <u>Curriculum</u> Student Progress and Achievement | | | | |
| <u>Curriculum</u> Literacy | | | | |
| <u>Curriculum</u> The Arts | | | | |
| <u>Curriculum</u> PE | | | | |
| <u>Curriculum</u> Waimea Kāhui Ako | | | | |
| <u>Personnel</u> | | | | |
| <u>Consultation</u> | | | | |

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|--------------------------------------|--|--|--|--|
| <u>Property, H&S and Finance</u> | | | | |
| <u>Governance</u> | | | | |
| <u>Policies</u> | Ongoing policy reviews via SchoolDocs | | | |

| Annual Review 2020 | | | | |
|---|--|--|-------------------------------------|---|
| | Jan - Mar | Apr - Jun | Jul - Sep | Oct - Dec |
| <u>Curriculum</u> Student Progress and Achievement | Class Descriptions Priority Learners Student Achievement Targets | Teacher inquiries Mid-year review of SATs | Teacher inquiries | End-year review and analysis of variance |
| <u>Curriculum</u> Science/Inquiry | Review existing programmes, knowledge and concepts. | <i>Celebrate Science</i> day. Plan targeted programmes. Teacher inquiries. | Teacher inquiries and PLD continue. | Review progress, establish goals and initiatives for 2020. Evaluate teacher inquiries. Report to Royal Society. |
| <u>Curriculum</u> Digital Technology | Review existing practice. Introduce initiatives | Coaching and other PLD activities | Coaching and other PLD activities | Evaluate progress and plan future actions |

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| <u>Curriculum</u> Collaborative teaching and co-constructed learning | Establish teaching teams. Induct new staff. Social Action learning PLD - Bronwyn Wood | Review curriculum document statements. | Report teacher inquiry projects via PLD sessions | Review progress and establish goals for 2020. |
| <u>Curriculum</u> Waimea Kāhui Ako | <p>Establish priorities from the kāhui ako strategic plan. https://docs.wixstatic.com/ugd/608076_2cd81f40c6074447a330e7fafc9a5d5e.pdf</p> <p>Link these to internal review and development.</p> <p>Review the roles of the within school lead teachers and establish priorities.</p> <p>Participate in kāhui ako Connect Week and other activities.</p> | <p>Incorporate strategic plan priorities into teacher inquiries and whole staff PLD</p> <p>Within school lead teachers manage and support initiatives</p> <p>Participate in kāhui ako Matariki festival and other activities.</p> | <p>Monitor and support teacher inquiries</p> <p>Participate in kāhui ako Connect Week and other activities.</p> | <p>Review and report areas of good practice. Review and redirect funded PLD interventions. Consider within school appointments for 2020</p> |
| <u>Personnel</u> | | Administer EEO survey | Implement actions from EEO survey | |
| | <p>DPs trained to manage teacher appraisals. Begin working with teachers.</p> | <p>Mid-year appraisal reviews</p> <p>Principal support DPs</p> | <p>Teams share inquiry progress with whole staff.</p> <p>Principal support DPs</p> | <p>Appraisal cycle completed.</p> <p>Review DPs' experience of</p> |

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| | | | | appraisal management and plan next steps for developing the role. |
| | SENCO and Principal plan support staff development programme - consult with staff | Activities | Activities | Review and plan further steps. |
| <u>Consultation</u> | | Whanau Hui or other event to consult with Maori families | Strategic Planning activities - 'Big Picture' event | Charter and Annual Plan consultation |
| <u>Property, H&S and Finance</u> | Conduct all assurances to BOT. Annual accounts to auditor | Annual accounts and annual report to MOE | Mid-year budget review | Priorities for 2020 and set budget |
| <u>Governance</u> | Confirm BOT roles Prepare for elections | Elections. Induction and training for new board | Induction and training for new board | Review roles and responsibilities |
| <u>Policies</u> | Ongoing policy reviews via SchoolDocs | | | |