



**August 2024**

**Our Vision**

Our Children will be Confident Lifelong Learners

Circulation:

Brad Pyers  
Dane Boswell  
Dale MacDonald  
Freya Hogarth  
Kathy Ameen  
Sonia Emerson  
Hillary McDonald  
David Mackenzie  
Elizabeth Chandler  
cc File

# WAKEFIELD SCHOOL BOARD OF TRUSTEES STANDING ORDERS

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## 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 Motions and amendments once proposed and accepted may not be withdrawn without the consent of the meeting.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

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**Board of Trustees meeting Wednesday 28 August 2024, 5.30pm**

**Venue: Staffroom**

## **1. Strategic Focus and Special Presentation**

- **5.00pm - Optional 30 minutes to go through term 3 policy reviews before meeting starts**
- **Matai Kereru report on curriculum and student achievement**
- **Professional Learning & Development - Renee Jepson, Te Tiriti**

## **2. Welcome and apologies**

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

## **3. Administration**

- Confirmation of Minutes (June 2024)
- Matters Arising from Minutes
- Correspondence (Copy of Inward/Outward Mail Tabled)

DATE	FROM	CONTENT	TO

## **4. Reports**

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

- a) Principal
- b) Financial
- c) Property
- d) Staff
- e) Board assurances

## **5. Items from the Board Annual Calendar for August**

- Present/approve annual accounts and auditor's report
- Report: Annual consultation with Maori community
- **Report: Mid-Year achievement information for priority learners: Student Achievement Targets**
- **Report: Mid-year assessment data; Progress and Achievement**
- Report term 2 fire and earthquake drills
- Table 1\* July roll return and staffing plan for remainder of year. Signal roll/staffing predictions for following year
- Report on mid-year staff performance management programme

- Report on staff/student H & S annual review meeting
- Report on mid-year review of annual plan
- Discuss/approve reviewed policies

## **6. General Business**

- Expressions of interest for Deputy presiding member role
- Hautu review – next step
- Update on Te Whakarōputanga Kaitiaki Kura o Aotearoa|NZSBA professional learning & development workshop - "The Board's Role in Concerns and Complaints" and upcoming workshops
- Discussion around how our board is managing concerns and complaints
- 2025 school start date

## **7. In-Committee Meeting**

- Nil

## **8. Looking forward to Items for the Board Annual Calendar for September**

- Report on mid-year budget review
- **Foxhill Learning Centre Annual Report**
- Report term 3 fire drill
- **Special needs curriculum report**
- **Matai Piwakawaka report on curriculum and student achievement**

## **9. Closure**

**MINUTES OF THE WAKEFIELD SCHOOL BOARD OF TRUSTEES MEETING  
In the Staffroom at 5.30pm Wednesday 26 June 2024**

**PRESENT:** Dale MacDonald, Kathy Ameen, Dane Boswell, Freya Hogarth, Laura McRobert, Sonia Emerson, Elizabeth Chandler, Dave Mackenzie & Hillary McDonald

**APOLOGIES:** Brad Pyers

**STRATEGIC FOCUS AND SPECIAL PRESENTATION:**

- Matai Tui report on curriculum and student achievement
- Inclusive education and MOE learning support PLD presentation

**DECLARATION OF INTEREST: (See Standing Orders)**

- Nil

**ADDITIONAL GENERAL BUSINESS ITEMS:**

- Gala

**CONFIRMATION OF PREVIOUS MINUTES:**

***Motion:*** Move that the minutes from the Board meeting held on 23<sup>rd</sup> May 2024 to be correct

**Sonia Emerson/Kathy Ameen**

**MATTERS ARISING FROM MINUTES DATED: 23<sup>rd</sup> May 2024**

- Nil

**CORRESPONDENCE: INWARD**

DATE	FROM	CONTENT	TO

**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.**

Since our last board meeting I have made contact with 14 parents who had raised concerns relating to student behaviour with me in term 1 or term 2. 13/14 of these parents reported that they had seen an improvement in behaviour and were no longer concerned. One parent reported still having concerns and I am continuing to work through their concerns with the parent.

### **Stand Downs**

There have been no stand downs since our last board meeting

### **2024 Behaviour Incidents**

While we continue to see improved behaviour across the school, we acknowledge that there is still a lot of work to be done to achieve the positive school culture we desire.

### **2023 Behaviour Incidents**

Despite there still being high numbers of incidents recorded, the frequency of severe behaviour has significantly reduced from term 1 to term 2 as shown in the table below. The colour coding shows the following; green - reduced, orange - increased, yellow - same or no significant change.

**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**

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

*Initiative 1: Develop & resource year 7&8 learning spaces*

I have requested an urgent meeting with Pete from Onus to discuss the planned classroom upgrades to Rooms 3-6.

*Initiative 2: Implement and refine Year 7 curriculum*

We recently held two open days for parents of year 6 students. The invite was also extended to the parents of year 6 students at Brightwater, Hope and Ranzau Schools. The second open day was well attended by our community. We will also offer an information evening for parents who were unable to attend the open day (and any other parents).

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

*Initiative 2: Develop and embed consistent school wide practices that support wellbeing.*

This week we had a staff workshop presented by Kathryn Berkett, Psychologist and Neurosequential Model of Therapeutics practitioner. Kathryn shared with our staff the neuroscience behind challenging behaviour and how we can support children at school to grow their resilience and reduce how often and for how long children escalate.

We also had 25 parents attend a parent workshop on understanding why there is increased challenging behaviour in our schools and how parents can support their children to grow resilience.

### **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 and Anna hosted a new parents feedback meeting and once again received positive and constructive feedback about their experiences as new families at Wakefield School.

*Initiative 2: Review & improve home & school communication.*  
Nothing to report at this time.

**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.*

Our staff participated in a "Sciences of Learning" workshop at Brightwater School with Janine Higgins, Curriculum Lead at the MOE. This was well received by our staff and affirmed many of their excellent practices.

The MOE has advised us that the revised English curriculum for years 0-6 will be released in term 3. The curriculum and common practice model have now been incorporated into one document following the Ministerial Advisory Group review.

I also met with Janine Higgins to discuss the MOE structured literacy requirements from the start of 2025. My biggest takeaway from this meeting was our school is already meeting most of the requirements for the teaching of structured literacy.

*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.*  
Nothing further to report at this time

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

I have begun gathering feedback from the families of our Māori students. 13/24 families responded to the survey regarding the most effective way to engage with them. Of these survey responses the two most preferred options were a face to face meeting for families and an online chat group. The online chat has been set up and interested families have been invited. A families' meeting will soon be scheduled.

**Attendance**

This term we have made two referrals to the attendance service for students with chronic non-attendance.

Our attendance has decreased from term 1 and absence caused by illness has had a significant impact on term 2 attendance. The term 1 Attendance Matters report is attached (see appendices).

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

Our teachers are currently carrying out assessments of their students' progress in reading, writing and mathematics. The data from this will be reported to the board early in term 3.

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

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

Our visits to Whakatū Marae this week were a fabulous success. Almost all our students attended the marae visit with only two families requesting that their tamariki did not attend. The behaviour and participation of our students was outstanding. I would like to acknowledge the huge effort Isobel put into the organisation and communication of the two marae visits. The visits not only were a wonderful learning experience for our tamariki, it was also a great learning opportunity for our teachers and support staff too. We were very lucky to have Matua Mike Hippolite explain some of the Ngāti Kuia history and pūrakau captured in the whakairo and tukutuku inside the whareniui.

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

This term we have continued our focus on ensuring all our staff understand neuroscience to help us support our students. Kathryn Berkett shared the science behind stress responses and how to support our tamariki to grow resilience, reducing how often and how long they escalate in response to stress. She explained resilience as a person's ability to return to a state of calm following a state of stress response". Along with most of our staff, Kathryn's workshop was attended by many other teachers and teacher aides from our Kāhui Ako. We have also purchased a number of books for staff professional reading in relation to neuroscience

We have drafted an evaluation of leadership development opportunities. This will be complete by the end of the term break and will be shared with the board.

Our teachers have continued to work on their professional growth cycles in pairs, completing in class observations and feedback conversations.

Our final professional learning staff meeting for the term will be an opportunity for teachers to reflect on and share things they have experienced success with this term in response to the professional learning we have participated in during the year so far.

## **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.

### **Financial Report:**

As per Board Report:

- The staff report was taken as read.
- Sonia drew attention to the increasing Banking Staffing overspend

### **Property Report:**

As per Board Report:

- The staff report was taken as read.



- Freya met with Pete & Carl from Onus today regarding reviewing previous projects and going forward with them as the project managers for the room 4 & 5 classroom work. The board has approved to move ahead with Carl as the project manager.

**Staff Report:**

As per Board Report:

- The staff report was taken as read.

**Motion:** *Move the adoption of these reports.*

**Liz Chandler/Dave Mackenzie**

**ITEMS FROM THE BOARD ANNUAL CALENDAR FOR JUNE**

- Report: Annual consultation with Maori community
- Present/approve annual accounts and auditor’s report

**MATTERS OF GENERAL BUSINESS:**

- **Appointing a deputy presiding member**  
Dale floated the idea of appointing a deputy presiding member for future planning
- **Team Feedback on use of board funded time**  
The board read through the report of feedback from the teachers about how they had used their board funded teacher aide time. The whole board was very supportive of continuing this.

**Motion:** *The board agrees to continue funding the additional teacher aide time until week 2 of term 4*

**Hillary McDonald/Dave Mackenzie**

- **Hautu Review**

**WHAT WE KNOW**

Self review – Gathering the evidence

Use the questions below to identify the evidence your Board has for the Leadership governance area, in relation to Māori enjoying and achieving education success as Māori.

**LEADERSHIP – gathering the evidence**

Tinana of the hoe represents driving Leadership

**Guiding questions:**

What evidence is there that Board documentation sets and models clear expectations for high levels of cultural responsiveness across the school?

What evidence is there that effective relationships exist within and across the school community, focused on Māori enjoying and achieving education success as Māori? (use the Leadership criteria if required)

Focus	Indicators	Evidence
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Governance framework (policy, plans, processes and documentation)	Emerging	<ul style="list-style-type: none"> <li>We have a policy on Te Tiriti</li> <li>We do not yet weave principles of Te Tiriti through all board documents</li> <li>We are gathering Māori community voice</li> </ul>
Strategic Plan	Developing	<ul style="list-style-type: none"> <li>We work with our Māori community to set strategic goals and targets for Māori students</li> <li>We report on Māori student achievements</li> </ul>
Professional learning for trustees in cultural responsiveness	Developing	<ul style="list-style-type: none"> <li>Induction covers Ka Hikatia Ka Hapaitia</li> <li>Planned board PLD on Te Titiri</li> </ul>
Relationships across the whole school community	Developing	<ul style="list-style-type: none"> <li>Strong relationship with Ngati Kuia</li> <li>Annual Māori community consultation</li> <li>Māori representative</li> </ul>
<b>Leadership actions to move forward</b>		<ul style="list-style-type: none"> <li>Strengthen our weaving Te Tiriti principles into our board documents and processes (e.g. introduce karakia to open and close our meetings).</li> </ul>

### **ADDITIONAL ITEMS OF GENERAL BUSINESS:**

- **Gala**

Sonia has spoken with Amy the chair of the PTC, they are going to hold a meeting after school on Monday to gauge interest of who would like to help out and where for the upcoming gala

### **ITEMS FROM THE BOARD ANNUAL CALENDAR FOR AUGUST ARE:**

- **Report: Mid-Year achievement information for priority learners: Student Achievement Targets**
- **Report: Mid-year assessment data; Progress and Achievement**
- Report term 2 fire and earthquake drills
- Table 1<sup>st</sup> July roll return and staffing plan for remainder of year. Signal roll/staffing predictions for following year
- Report on mid-year staff performance management programme
- Report on staff/student H & S annual review meeting
- Report on mid-year review of annual plan
- Discuss/approve reviewed policies
- **Matai Kereru report on curriculum and student achievement**

### **IN-COMMITTEE:**

- Nil

### **MEETING EXTENSION:**

**Motion:** Dale McDonald moved to extend the meeting at 07.59pm.  
**Sonia Emerson/Dave Mackenzie**

**CLOSURE:**

There being no further business the meeting closed at 8.31pm

I confirm these minutes to be a true record of the meeting held on Wednesday 26<sup>th</sup> June 2024 and the resolutions agreed at that meeting.

Signed:.....  
(Chairperson)

Date:.....

**PRINCIPAL REPORT**

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## Principal’s Report to the Board Meeting to be held on Wednesday 28 August 2024

<b>Objective 1: Learners at the centre – Learners with their whānau are at the centre of education</b>	
<b>Priority 1:</b>	<p><b>Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</b></p> <p>Term 3 started very positively with calm learning focused classrooms school wide and mostly positive playground behaviour. In weeks 3-4 there was an increase in some behaviours which we continue to monitor closely and respond to as they arise. We have noticed an increase in the number of bullying behaviours we are responding to. This is generally a small number of students targeting other individual students with exclusion, body shaming and occasional physical acts (e.g. tackling). This is not a widespread problem in our school, but certainly is an issue for us to resolve. We are currently working closely with the students and families of those directly involved.</p> <p><b>Stand Downs</b> There have been one two day stand down and one one day stand down since our last board meeting. These both occurred at the end of week 4.</p>
<b>Priority 2:</b>	<p><b>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</b></p> <p><b>Goal 1: We deliver an excellent Year 7 &amp; 8 programme</b> <i>Initiative 1: Develop &amp; resource year 7&amp;8 learning spaces</i> At the start of the term we met with Carl (Onus Construction) to discuss the Room 5 and 6 learning spaces and what we might be able to do on our reduced budget (\$50K). He has priced up a number of options which we discussed. These options have been shared with the classroom teachers and the property sub-committee for consideration and recommendations to the board. The property team would like to also get a price for relining the walls with Autex as this was not included. The priorities for this space are</p>

creating visibility and accessibility between the classrooms and the break out spaces and internally connecting Room 5 & 6. The budget does not extend to closing in the bag bay between R3&4 and did not include a price for replacing the doors to the break out space between these classrooms with glass doors.

*Initiative 2: Implement and refine Year 7 curriculum*

We have gathered student and whānau voices reviewing what has been going well with our Year 7 programme and how our students and whānau would like to see the programme continue to improve.

The student and whānau surveys both asked questions about how well students were working towards achieving our graduate profile. Please refer to the Year 7 mid-year review included with this report.

This week we held a further information evening for parents of current Year 6 students. This session was attended by 10 parents and caregivers.

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

*Initiative 2: Develop and embed consistent school wide practices that support wellbeing.*

This term our school wide focus is on increasing positivity and publicly and explicitly celebrating and acknowledging the students who are doing positive things. We are encouraging all staff to maintain 5 positive comments for each negative comment or student redirect they make.

This 5:1 ratio is based on psychologist John Gottman's research into positive-to-negative ratios in marriages. There is also a wide body of research into the application of this 5:1 ratio (or similar ratios) in education settings and how this improves outcomes for students.

We have met with MOE and begun work on the pilot project to support how we use neuroscience and trauma informed responses to improve our school culture. The plan is included with this report.

Together with Nelson Central School we are participating in a MOE pilot project embedding Dr Ross Greene's Proactive and Collaborative problem solving technique. In term 2 a group of teacher aides, Leanne Hough, Emma Hunter and myself attended a MOE funded workshop. The first phase of implementation will be with Leanne, Emma and myself using the strategy with priority students and their whānau. In term 4 I will attend a one day advanced training workshop in Christchurch. The MOE will support us with data gathering and inquiry documentation as we work to embed this practice with all our staff. The learning from this inquiry will be shared with other schools in our region to support further implementation of this strategy across other local schools.

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

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

This term Mary will be offering the Read Together Workshops to parents and caregivers. We are unsure how long the MOE will continue to support the

Read Together programme as it is based on Whole Language teaching approaches, not structured literacy teaching approaches. Mary has modified the course content to include explaining the phonics (structured literacy) that is already included in our reading and writing programme.

We also intend to carry out a communication and reporting review.

*Initiative 2: Review & improve home & school communication.*

Brad and I discussed the problem of some community members talking about not feeling heard when they have raised concerns with the school and with myself. This continues to be frustrating for both board members who are approached at school and in the community with this problem and for myself as I am working hard to create conditions where community members feel they can raise their concerns and feel heard. This year I have been more proactive with checking back with any parents that raise concerns with me to ensure that they feel issues they have brought to my attention are being responded to (bearing in mind we are not always able to respond in the way the parent would like). Brad has suggested creating a communication pathway so that those parents who are not feeling heard, can share their concerns and have some engagement with myself and/or the board. This is likely something we will be discussing at this board meeting.

We intend to survey our community this term to gather information regarding the most commonly used and preferred communication and reporting platforms for sharing information between home and school.

**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.*

The draft mathematics curriculum has been shared with teaching staff and we will be collating our feedback on the changes and feeding this back to the MOE. The English curriculum will also soon be released. There is significant concern from the profession through New Zealand about the pace and number of curriculum changes being implemented from the start of 2025. NZPF has encouraged principals and boards to contact the Minister regarding these concerns. NZPF also continues to lobby for a slowing down the rate of implementation to ensure the changes are done well and done sustainably.

*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 held a Year 7 & 8 information evening for families on Wednesday 21 August.

**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**

Māori whānau feedback report is attached.

**Attendance**

This term we have made one referral to the attendance service for students with chronic non-attendance.

The MOE term 2 attendance report is attached. Illness was the cause of the majority of absences in term 2.

Term 1 Attendance data

Term 2 Attendance data

Date Range	Mon 29th Apr 2024 TO Fri 5th Jul 2024							
	Regularly attending		Irregular absence		Moderately absent		Chronically absent	
	Number	%	Number	%	Number	%	Number	%
All	<a href="#">135</a>	54	<a href="#">85</a>	34	<a href="#">20</a>	8	<a href="#">8</a>	3
Female	<a href="#">70</a>	58	<a href="#">40</a>	33	<a href="#">8</a>	7	<a href="#">2</a>	2
Male	<a href="#">65</a>	51	<a href="#">45</a>	35	<a href="#">12</a>	9	<a href="#">6</a>	5
Pākehā	<a href="#">119</a>	52	<a href="#">81</a>	36	<a href="#">20</a>	9	<a href="#">7</a>	3
Other	<a href="#">6</a>	75	<a href="#">2</a>	25				
Māori	<a href="#">10</a>	77	<a href="#">2</a>	15			<a href="#">1</a>	8
Y1	<a href="#">17</a>	52	<a href="#">15</a>	45	<a href="#">1</a>	3		
Y2	<a href="#">14</a>	47	<a href="#">12</a>	40	<a href="#">2</a>	7	<a href="#">2</a>	7
Y3	<a href="#">23</a>	61	<a href="#">11</a>	29	<a href="#">3</a>	8	<a href="#">1</a>	3
Y4	<a href="#">18</a>	58	<a href="#">8</a>	26	<a href="#">4</a>	13	<a href="#">1</a>	3
Y5	<a href="#">21</a>	51	<a href="#">15</a>	37	<a href="#">4</a>	10	<a href="#">1</a>	2
Y6	<a href="#">27</a>	59	<a href="#">12</a>	26	<a href="#">5</a>	11	<a href="#">2</a>	4
Y7	<a href="#">9</a>	45	<a href="#">9</a>	45	<a href="#">1</a>	5	<a href="#">1</a>	5

Term 3 Attendance data to Thursday 22 August:

Date Range	Mon 22nd Jul 2024 TO Thu 22nd Aug 2024							
	Regularly attending		Irregular absence		Moderately absent		Chronically absent	
	Number	%	Number	%	Number	%	Number	%
All	163	64	51	20	29	11	11	4
Female	90	74	19	16	12	10	1	1
Male	73	55	32	24	17	13	10	8
Pākehā	146	63	46	20	29	13	11	5
Other	7	88	1	13				
Māori	10	71	4	29				
Y1	20	61	4	12	7	21	2	6
Y2	16	53	8	27	5	17	1	3
Y3	22	58	8	21	6	16	2	5
Y4	20	65	8	26	2	6	1	3
Y5	27	66	10	24	2	5	2	5
Y6	29	62	11	23	4	9	3	6
Y7	18	90			2	10		

**Priority 4:** **Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy**  
The mid year student achievement report is attached.

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

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

The "Leadership Development" internal evaluation is attached.

This term three teachers attended a neuroscience and education workshop with Judith Howard from Australia. The workshop reinforced many of our current practices and our neuroscience informed response to behaviour. The workshop also gave us some new ideas to integrate into what is already happening that we hope to see positive impacts from.

Emma Hunter has submitted a PhD proposal as she would like to begin studying towards a PhD in education focusing on using neuroscience to improve outcomes for learners. Associate Professor Judith Howard has offered to be her supervisor. This will bring great learning opportunities for our school as Emma's PhD work will also align with our wellbeing curriculum and strategic goal 2.

Emma and I also attended an online introduction to the Reboot programme with Dr Sarah Ralston who leads the Reboot programme. Reboot is a neuroscience informed approach that can be used in the home, at school and across health, police and social services to support communities to grow resilience and wellbeing. Reboot has been running in Australia in diverse communities for 20 years and is backed by indepth research and evidence. [You can learn](#)



	<p><a href="#">more about Reboot here</a>. One of the strengths of Reboot is it is fully customisable to suit our local culture and community. We are going to be using this to strengthen how we implement practices that align with the neuroscience of brain and body responses to stress to improve wellbeing and resilience for our students, whānau and staff. Following the online introduction we have extended an invitation for other organisations to learn more about this approach and potentially to share with us the PLD we will engage in in 2025. Other organisations who have expressed an interest in potentially being involved are Nayland College, Victory School, Motupipi School, Auckland Point School, Police, RTLB and Oranga Tamariki. We are also supported in accessing Reboot by the Brain Hug Trust.</p>
<p><b>Objective 3: Quality teaching and leadership – Quality teaching and leadership make the difference for learners and their whānau</b></p>	
	<p>Please see the attached leadership development review.</p>

<p><b>Objective 4: Future of learning and work – Learning that is relevant to the lives of New Zealanders today and throughout their lives</b></p>	
<p><b>Priority 7:</b></p>	<p><b>Collaborate with industries and employers to ensure learners/ ākonga have the skills, knowledge and pathways to succeed in work</b></p>
	<p>We are working with Outclass, a local company that has designed outdoor classrooms that can be delivered onsite fully furnished and ready for use. The cost of each classroom is \$80K-\$90K. The company is launching their product and they are keen to support us in seeking sponsorship. This would require the board to also contribute some funds (estimated \$20K-\$25K). We see this as a potential solution to our hard materials technology teaching space while also offering many other benefits to our school. Kurt Woodman from Outclass is very keen to see our school showcase their product for other local schools.</p> <p>While touring Auckland Schools in week three, I was also able to participate in a business partnerships in education workshop. While this was mostly focused on the secondary school pathways to apprenticeships model of business and school partnerships. However there was some application to primary education and how we might go about building partnerships with businesses.</p>

Principal

A handwritten signature in cursive script, appearing to read "J. H. Houghton".

**FINANCE REPORT**

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# Minutes

# Of the Finance Sub-Committee Meeting held on Tuesday 20<sup>th</sup> August 2024 at 9.00am

**Present:** Dale MacDonald, Freya Hogarth, Sonia Emerson & Laura McRobert.

**Apologies:**

**Confirmation Of Previous Minutes:**

***Motion:*** Move that the minutes from the finance committee meeting held on Monday 17<sup>th</sup> June 2024

**Sonia Emerson/Freya Hogarth**

**Matters Arising from Minutes:** Monday 17<sup>th</sup> June 2024

- The audit is still yet to be completed; Freya is going to follow up with the audit manger

**Additional items of Business**

- Year 7 & 8
- ACC levy invoice

**Finance**

- **Banking Staffing**  
The figures are looking much better after receiving additional CRT funding which has been backdated and the staff sickness seems to have slowed down. We have also secured additional relief teacher funding for Leanne's extended leave.
- **5YA update**  
Carl from Onus has been in to look at rooms 5 & 6 and with the insight of Kathy, Leanne & Scott has priced up the main priorities for the space. Freya will present these options to the Property Committee at their meeting.
- **Proposed project with Outclass**  
Freya has been speaking with Kurt at Outclass regarding an outdoor learning space which could be used as a part of our wellbeing focus and also hard tech for Year 7 & 8. Kurt has put together a sponsorship proposal and list of potential sponsors that could be used if the board is interested in moving forward.
- **Mid year budget review**  
Moved to a separate meeting at 8.00am on Tuesday 27<sup>th</sup> August.
- **Bruce's allowances**

Bruce has brought to Laura's attention that he hasn't been getting the correct allowances as outlined in a letter from Peter dated 29 November 2022. Laura is going to look and see how far back this has been going on and calculate the short fall to correct this.

- **Year 7 & 8**

We have a good group of year 7's staying on for year 8 and will look to combine and have year 7 and 8 classes for 2025. Scott and Kathy have agreed to stay on to teach this group next year.

- **ACC levy invoice**

The 2024 ACC levy payment of \$1,555.48 will be direct debited from the bank account on the 10<sup>th</sup> of September.

### **GST**

- A GST return was completed **29<sup>th</sup> July 2024**, with a payment due of **\$16,354.02**

### **Supplier Payments**

- The Finance sub-committee ratify the payment made on **20<sup>th</sup> June** as per the approved Bank Preview Payment report for the amount of **\$13,968.30**
- The Finance sub-committee ratify the payment made on **20<sup>th</sup> July** as per the approved Bank Preview Payment report for the amount of **\$11,198.77**

### **Credit Card Payment**

- The Finance sub-committee ratify the payment made on **22<sup>nd</sup> June** as per the approved credit card statement for the amount of **\$1,570.88**
- The Finance sub-committee ratify the payment made on **22<sup>nd</sup> July** as per the approved credit card statement for the amount of **\$108.83**

### **CLOSURE**

There being no further business the meeting closed at 9.55am.

**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.***

**Balance Sheet [Budget Analysis]**

July 2024

Email: admin@wakefield.school.nz

		Selected Period	Budgeted	\$ Difference	% Difference
1-0000	Assets				
1-1000	Current Assets				
1-1100	Bank Accounts				
1-1130	ASB Trust Cheque	\$104,703.04	\$72,058.82	\$32,644.22	45.3%
1-1140	ASB Saver Account	\$106,588.02	\$313.00	\$106,275.02	33,953.7%
1-1181	Term Investment #75	\$54,980.44	\$51,522.60	\$3,457.84	6.7%
1-1186	Term Investment #80	\$54,703.19	\$50,755.61	\$3,947.58	7.8%
	<b>Total Bank Accounts</b>	<b>\$320,974.69</b>	<b>\$167,511.43</b>	<b>\$153,463.26</b>	<b>91.6%</b>
1-1300	Other Current Assets				
1-1310	Accounts Receivable	\$19,760.87	\$5,523.65	\$14,237.22	257.8%
1-1320	Uniforms on Hand	\$7,000.00	\$0.00	\$7,000.00	NA
1-1330	Stationery on Hand	\$648.70	\$1,079.60	-\$430.90	(39.9)%
1-1340	Prepayments	\$1,325.00	\$0.00	\$1,325.00	NA
1-1360	P.T.A Clearing	\$23,435.04	-\$20,826.58	\$44,261.62	212.5%
1-1380	Swimming Pool Society	\$3,311.00	\$3,566.16	-\$255.16	(7.2)%
	<b>Total Other Current Assets</b>	<b>\$55,480.61</b>	<b>\$120,009.76</b>	<b>-\$64,529.15</b>	<b>(53.8)%</b>
	<b>Total Current Assets</b>	<b>\$376,455.30</b>	<b>\$287,557.78</b>	<b>\$88,897.52</b>	<b>30.9%</b>
1-2000	Fixed Assets				
1-2100	Buildings				
1-2110	Buildings at Cost	\$241,963.53	\$241,963.53	\$0.00	0.0%
1-2120	Buildings Accum Depn	-\$87,866.50	-\$76,506.29	-\$11,360.21	(14.8)%
	<b>Total Buildings</b>	<b>\$154,097.03</b>	<b>\$165,457.24</b>	<b>-\$11,360.21</b>	<b>(6.9)%</b>
1-2200	School Equipment				
1-2210	School Equipment at Cost	\$51,094.13	\$59,769.42	-\$8,675.29	(14.5)%
1-2220	School Equipment Accum Depn	-\$35,955.08	-\$23,192.44	-\$12,762.64	(55.0)%
	<b>Total School Equipment</b>	<b>\$15,139.05</b>	<b>\$36,576.98</b>	<b>-\$21,437.93</b>	<b>(58.6)%</b>
1-2300	School Furniture				
1-2310	School Furniture at Cost	\$97,258.07	\$83,447.07	\$13,811.00	16.6%
1-2320	School Furniture Accum Depn	-\$60,066.84	-\$49,955.88	-\$10,110.96	(20.2)%
	<b>Total School Furniture</b>	<b>\$37,191.23</b>	<b>\$33,491.19</b>	<b>\$3,700.04</b>	<b>11.0%</b>
1-2400	Office Equipment				
1-2410	Other Equipment at Cost	\$103,487.13	\$165,295.12	-\$61,807.99	(37.4)%
1-2420	Other Equipment Accum Depn	-\$75,744.19	-\$122,993.14	\$47,248.95	38.4%
	<b>Total Office Equipment</b>	<b>\$27,742.94</b>	<b>\$42,301.98</b>	<b>-\$14,559.04</b>	<b>(34.4)%</b>
1-2500	Office Furniture				
1-2510	Office Furniture at Cost	\$7,236.39	\$7,236.39	\$0.00	0.0%
1-2520	Office Furniture Accum Depn	-\$6,461.37	-\$4,320.70	-\$2,140.67	(49.5)%
	<b>Total Office Furniture</b>	<b>\$775.02</b>	<b>\$2,915.69</b>	<b>-\$2,140.67</b>	<b>(73.4)%</b>
1-2600	Computer Equipment				
1-2610	Computer Equipment at Cost	\$64,546.02	\$66,477.66	-\$1,931.64	(2.9)%
1-2620	Computer Equipment Accum Depn	-\$34,521.71	-\$23,837.98	-\$10,683.73	(44.8)%
	<b>Total Computer Equipment</b>	<b>\$30,024.31</b>	<b>\$42,639.68</b>	<b>-\$12,615.37</b>	<b>(29.6)%</b>
1-2700	Library Resources				
1-2710	Library Resources at Cost	\$121,409.44	\$117,710.00	\$3,699.44	3.1%
1-2720	Library Resources Accum Depn	-\$96,351.29	-\$86,896.52	-\$9,454.77	(10.9)%
	<b>Total Library Resources</b>	<b>\$25,058.15</b>	<b>\$30,813.48</b>	<b>-\$5,755.33</b>	<b>(18.7)%</b>
1-2750	Leased Assets				
1-2760	Leased Assets at Cost	\$129,531.69	\$123,088.14	\$6,443.55	5.2%
1-2770	Leased Assets Accum Depn	-\$134,055.99	-\$115,304.00	-\$18,751.99	(16.3)%
	<b>Total Leased Assets</b>	<b>-\$4,524.30</b>	<b>\$7,784.14</b>	<b>-\$12,308.44</b>	<b>(158.1)%</b>

**Balance Sheet [Budget Analysis]**

July 2024

Email: admin@wakefield.school.nz

		Selected Period	Budgeted	\$ Difference	% Difference
1-2800	Fixed Asset Purchases				
1-2810	Fixed Asset Purchases General	\$21,077.03	\$0.00	\$21,077.03	NA
1-2820	Literacy Asset Purchases	\$633.75	\$9,999.92	-\$9,366.17	(93.7)%
1-2830	Numeracy Asset Purchases	\$2,051.85	\$9,999.84	-\$7,947.99	(79.5)%
1-2840	Sports & PE Asset Purchases	\$2,617.95	\$6,699.96	-\$4,082.01	(60.9)%
1-2850	Arts Asset Purchases	\$78.18	\$4,199.84	-\$4,121.66	(98.1)%
1-2860	ICT Asset Purchases	\$119.69	\$40,000.00	-\$39,880.31	(99.7)%
1-2870	Library Asset Purchases	\$1,615.94	\$13,699.88	-\$12,083.94	(88.2)%
1-2880	Furniture Asset Purchases	\$204.80	\$38,999.84	-\$38,795.04	(99.5)%
	<b>Total Fixed Asset Purchases</b>	<b>\$28,399.19</b>	<b>\$142,599.20</b>	<b>-\$114,200.01</b>	<b>(80.1)%</b>
	<b>Total Fixed Assets</b>	<b>\$313,902.62</b>	<b>\$504,579.58</b>	<b>-\$190,676.96</b>	<b>(37.8)%</b>
1-3000	Other Non Current Assets				
1-3970	SIP	-\$7,003.34	-\$8,153.34	\$1,150.00	14.1%
	<b>Total Other Non Current Assets</b>	<b>-\$7,003.34</b>	<b>-\$22,805.10</b>	<b>\$15,801.76</b>	<b>69.3%</b>
	<b>Total Assets</b>	<b>\$683,354.58</b>	<b>\$769,332.26</b>	<b>-\$85,977.68</b>	<b>(11.2)%</b>
2-0000	Liabilities				
2-1000	Current Liabilities				
2-1200	GST Liabilities				
2-1210	GST Collected	\$1,283,814.70	\$1,033,923.33	\$249,891.37	24.2%
2-1230	GST Paid	-\$756,758.59	-\$614,969.02	-\$141,789.57	(23.1)%
2-1250	GST Payments & Refunds	-\$522,975.04	-\$404,798.75	-\$118,176.29	(29.2)%
	<b>Total GST Liabilities</b>	<b>\$4,081.07</b>	<b>\$14,155.56</b>	<b>-\$10,074.49</b>	<b>(71.2)%</b>
2-1300	Other Current Liabilities				
2-1310	Accounts Payable	\$1,240.39	\$25,244.58	-\$24,004.19	(95.1)%
2-1315	Credit Card	\$478.31	\$478.31	\$0.00	0.0%
2-1316	ASB Credit Card	-\$79.33	-\$79.33	\$0.00	0.0%
2-1317	ASB Credit Card	-\$469.44	\$575.05	-\$1,044.49	(181.6)%
2-1320	Grants Received in Advance	\$86,349.81	\$0.00	\$86,349.81	NA
2-1325	Sundry Accruals	\$78,531.56	\$171,851.26	-\$93,319.70	(54.3)%
2-1350	Provision for Cyclical Maint	\$78,055.00	\$37,892.00	\$40,163.00	106.0%
	<b>Total Other Current Liabilities</b>	<b>\$244,106.30</b>	<b>\$241,540.87</b>	<b>\$2,565.43</b>	<b>1.1%</b>
	<b>Total Current Liabilities</b>	<b>\$248,187.37</b>	<b>\$255,696.43</b>	<b>-\$7,509.06</b>	<b>(2.9)%</b>
2-2000	Term Liabilities				
2-2200	Provision for Cyclical Maint	\$43,923.00	\$21,531.00	\$22,392.00	104.0%
2-2300	Finance Lease Liability	\$14,516.19	\$14,463.77	\$52.42	0.4%
2-2400	AMS & 5YA	\$21,147.79	\$0.00	\$21,147.79	NA
	<b>Total Term Liabilities</b>	<b>\$79,586.98</b>	<b>\$35,994.77</b>	<b>\$43,592.21</b>	<b>121.1%</b>
	<b>Total Liabilities</b>	<b>\$327,774.35</b>	<b>\$291,691.20</b>	<b>\$36,083.15</b>	<b>12.4%</b>
<b>Net Assets</b>		<b>\$355,580.23</b>	<b>\$477,641.06</b>	<b>-\$122,060.83</b>	<b>(25.6)%</b>
3-0000	Equity				
3-8000	Retained Earnings	\$313,755.17	\$340,741.47	-\$26,986.30	(7.9)%
3-9000	Current Years Surplus/Deficit	\$41,825.06	\$0.00	\$41,825.06	NA
	<b>Total Equity</b>	<b>\$355,580.23</b>	<b>\$340,741.47</b>	<b>\$14,838.76</b>	<b>4.4%</b>

**Profit & Loss [Budget Analysis]**

January 2024 To July 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	\$301,975.54	\$236,244.68	\$65,730.86	27.8%
4-1200	MoE Special Education Grants	\$13,066.30	\$2,000.00	\$11,066.30	553.3%
4-1400	Additional Relief Teach Grant	\$1,254.40	\$32,210.29	-\$30,955.89	(96.1)%
4-1700	COL	\$2,691.79	\$1,000.00	\$1,691.79	169.2%
4-1800	TAPEC Recalculation	\$109,845.54	\$108,565.00	\$1,280.54	1.2%
4-1850	TAPEC PLD	\$530.15	\$0.00	\$530.15	NA
4-1900	Other MoE Grants	\$15,400.00	\$2,333.31	\$13,066.69	560.0%
4-1950	MOE Curriculum Donation Scheme	\$0.00	\$2,625.00	-\$2,625.00	(100.0)%
	<b>Total Ministry of Education Grants</b>	<b>\$444,763.72</b>	<b>\$384,978.28</b>	<b>\$59,785.44</b>	<b>15.5%</b>
4-2000	Other Grants				
4-2100	RTLB Grants	\$1,875.00	\$2,625.00	-\$750.00	(28.6)%
4-2200	Other Grants	\$1,600.00	\$2,333.31	-\$733.31	(31.4)%
4-2500	ACC Funding	\$0.00	\$15,000.00	-\$15,000.00	(100.0)%
	<b>Total Other Grants</b>	<b>\$3,475.00</b>	<b>\$19,958.31</b>	<b>-\$16,483.31</b>	<b>(82.6)%</b>
4-3000	Locally Raised Funds				
4-3150	Other donations	\$2,323.82	\$0.00	\$2,323.82	NA
4-3200	School Donation	\$300.00	\$0.00	\$300.00	NA
4-3300	Stationery Income	\$674.23	\$700.00	-\$25.77	(3.7)%
4-3500	Hall Hire Income	\$4,933.69	\$3,000.00	\$1,933.69	64.5%
4-3502	Sponsorship	\$0.00	\$1,000.00	-\$1,000.00	(100.0)%
4-3600	Uniform Income	\$1,691.64	\$2,500.00	-\$808.36	(32.3)%
4-3700	PTA Donations	\$32,660.61	\$35,000.00	-\$2,339.39	(6.7)%
4-3710	Fundraising Other	\$1,352.61	\$6,500.00	-\$5,147.39	(79.2)%
4-3720	Other Sundry Income	\$487.83	\$500.00	-\$12.17	(2.4)%
4-3730	Pay It Forward	-\$40.30	\$250.00	-\$290.30	(116.1)%
	<b>Total Locally Raised Funds</b>	<b>\$44,384.13</b>	<b>\$49,450.00</b>	<b>-\$5,065.87</b>	<b>(10.2)%</b>
4-4000	Other Income				
4-4300	Nelson Principals Association	\$2,826.99	\$0.00	\$2,826.99	NA
	<b>Total Other Income</b>	<b>\$2,826.99</b>	<b>\$0.00</b>	<b>\$2,826.99</b>	<b>NA</b>
4-6200	Activites & Fees				
4-6210	Totara Activities	\$14,959.05	\$10,000.00	\$4,959.05	49.6%
4-6230	Matal Activities	\$0.00	\$10,000.00	-\$10,000.00	(100.0)%
4-6270	Sports Subs	\$2,387.39	\$0.00	\$2,387.39	NA
	<b>Total Activites &amp; Fees</b>	<b>\$17,346.44</b>	<b>\$20,000.00</b>	<b>-\$2,653.56</b>	<b>(13.3)%</b>
4-9000	Investment Income				
4-9100	Interest Received- Cheque Acc	\$3,481.58	\$3,000.00	\$481.58	16.1%
4-9200	Interest Received- Savings Acc	\$0.74	\$100.00	-\$99.26	(99.3)%
4-9300	Interest Received- Term Dep	\$5,781.88	\$3,500.00	\$2,281.88	65.2%
	<b>Total Investment Income</b>	<b>\$9,264.20</b>	<b>\$6,600.00</b>	<b>\$2,664.20</b>	<b>40.4%</b>
	<b>Total Income</b>	<b>\$522,060.48</b>	<b>\$480,986.59</b>	<b>\$41,073.89</b>	<b>8.5%</b>
	<b>Gross Profit</b>	<b>\$522,060.48</b>	<b>\$480,986.59</b>	<b>\$41,073.89</b>	<b>8.5%</b>
6-0000	Expenses				
6-1000	Learning Resources				
6-1100	Library Expenses				
6-1120	Library Consumables	\$566.31	\$800.00	-\$233.69	(29.2)%
	<b>Total Library Expenses</b>	<b>\$566.31</b>	<b>\$800.00</b>	<b>-\$233.69</b>	<b>(29.2)%</b>
6-1200	Teaching Resources				
6-1210	Totara Syndicate	\$2,190.13	\$3,000.00	-\$809.87	(27.0)%

**Profit & Loss [Budget Analysis]**

January 2024 To July 2024

Email: admin@wakefield.school.nz

		Selected Period	Budgeted	\$ Difference	% Difference
6-1230	Matai Syndicate	\$960.87	\$3,000.00	-\$2,039.13	(68.0)%
6-1240	Numeracy	\$244.10	\$300.00	-\$55.90	(18.6)%
6-1250	Literacy	\$642.73	\$600.00	\$42.73	7.1%
6-1265	Matai Art Budget	\$258.39	\$0.00	\$258.39	NA
6-1270	Assessment	\$313.91	\$350.00	-\$36.09	(10.3)%
6-1280	Physical Education	\$38.97	\$1,500.00	-\$1,461.03	(97.4)%
6-1290	Reading Recovery	\$0.00	\$200.00	-\$200.00	(100.0)%
6-1300	Learning Support	\$957.11	\$2,500.00	-\$1,542.89	(61.7)%
6-1310	Other Curriculum Areas	\$0.00	\$400.00	-\$400.00	(100.0)%
6-1320	Science	-\$299.60	\$500.00	-\$799.60	(159.9)%
6-1330	Enviro	\$69.74	\$500.00	-\$430.26	(86.1)%
6-1360	Arts	\$0.00	\$500.00	-\$500.00	(100.0)%
6-1370	Cultural	\$0.00	\$500.00	-\$500.00	(100.0)%
<b>Total Teaching Resources</b>		<b>\$5,376.35</b>	<b>\$13,850.00</b>	<b>-\$8,473.65</b>	<b>(61.2)%</b>
<b>Total Learning Resources</b>		<b>\$5,942.66</b>	<b>\$14,650.00</b>	<b>-\$8,707.34</b>	<b>(59.4)%</b>
6-1400	Classroom Consumables				
6-1450	Awards & Discipline	\$0.00	\$300.00	-\$300.00	(100.0)%
6-1451	Matai Piwakawaka	\$509.60	\$750.00	-\$240.40	(32.1)%
6-1452	Matai Kereru	\$199.00	\$500.00	-\$301.00	(60.2)%
6-1453	Matai Tui	\$59.69	\$500.00	-\$440.31	(88.1)%
6-1456	Totara Karearea	\$303.01	\$1,000.00	-\$696.99	(69.7)%
6-1457	Totara Kotare	\$2,441.49	\$250.00	\$2,191.49	876.6%
<b>Total Classroom Consumables</b>		<b>\$3,512.79</b>	<b>\$3,300.00</b>	<b>\$212.79</b>	<b>6.4%</b>
6-2000	Activities & Fees				
6-2100	Totara Activities	\$9,269.34	\$10,000.00	-\$730.66	(7.3)%
6-2200	Arrow Activities	\$0.00	\$10,000.00	-\$10,000.00	(100.0)%
6-2300	Matai Activities	\$17.00	\$0.00	\$17.00	NA
6-2400	Curriculum Expenses Donation Schem	\$7,040.48	\$38,920.44	-\$31,879.96	(81.9)%
6-2700	Sports Subs	\$2,829.57	\$0.00	\$2,829.57	NA
6-2810	Fundraising Other	\$512.16	\$2,500.00	-\$1,987.84	(79.5)%
6-2820	PTA	\$21,608.73	\$0.00	\$21,608.73	NA
6-2850	Pay it Forward	\$86.96	\$0.00	\$86.96	NA
<b>Total Activities &amp; Fees</b>		<b>\$41,364.24</b>	<b>\$61,420.44</b>	<b>-\$20,056.20</b>	<b>(32.7)%</b>
6-2900	Other Expenses				
6-2950	Principals Discretionary Fund	\$129.59	\$0.00	\$129.59	NA
6-2955	PTA Clearing (Purchases on behalf)	\$521.16	\$0.00	\$521.16	NA
<b>Total Other Expenses</b>		<b>\$650.75</b>	<b>\$0.00</b>	<b>\$650.75</b>	<b>NA</b>
6-3000	Personnel Expenses				
6-3110	Adminstration Staff	\$77,633.04	\$99,000.00	-\$21,366.96	(21.6)%
6-3120	Caretaking Staff	\$34,042.92	\$62,000.00	-\$27,957.08	(45.1)%
6-3130	Library Staff	\$29,219.92	\$42,000.00	-\$12,780.08	(30.4)%
6-3140	Support Staff	\$97,624.11	\$190,000.00	-\$92,375.89	(48.6)%
6-3145	Itinerant Music Teachers	\$2,331.00	\$5,000.00	-\$2,669.00	(53.4)%
6-3150	Relief Teachers	\$7,254.60	\$24,000.00	-\$16,745.40	(69.8)%
6-3155	Teacher Salaries Op Grant	\$20,702.05	\$0.00	\$20,702.05	NA
6-3160	MOE Teacher Salaries	\$22,384.00	\$0.00	\$22,384.00	NA
6-3200	Health & Safety	\$189.00	\$500.00	-\$311.00	(62.2)%
6-3300	ACC Levies	\$0.00	\$1,500.00	-\$1,500.00	(100.0)%
6-3400	Staff Appointments	\$110.50	\$500.00	-\$389.50	(77.9)%
6-3500	Professional Development	\$3,889.75	\$7,000.00	-\$3,110.25	(44.4)%
6-3650	COL Costs	\$3,000.00	\$1,000.00	\$2,000.00	200.0%



**Profit & Loss [Budget Analysis]**

January 2024 To July 2024

Email: admin@wakefield.school.nz

		Selected Period	Budgeted	\$ Difference	% Difference
6-3700	Principals Professional Coaching & We	\$3,216.24	\$0.00	\$3,216.24	NA
	<b>Total Personnel Expenses</b>	<b>\$301,597.13</b>	<b>\$432,500.00</b>	<b>-\$130,902.87</b>	<b>(30.3)%</b>
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	\$2,234.31	\$2,500.00	-\$265.69	(10.6)%
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)%
6-4180	Legal Advice	\$2,764.13	\$0.00	\$2,764.13	NA
	<b>Total Board of Trustees Expenses</b>	<b>\$4,998.44</b>	<b>\$8,650.00</b>	<b>-\$3,651.56</b>	<b>(42.2)%</b>
6-4200	Information Technology				
6-4210	Teacher Laptop Lease	\$2,196.18	\$4,000.00	-\$1,803.82	(45.1)%
6-4220	ICT Consumables & Repairs	\$414.37	\$2,000.00	-\$1,585.63	(79.3)%
6-4230	ICT Technical Support	\$1,269.77	\$1,500.00	-\$230.23	(15.3)%
	<b>Total Information Technology</b>	<b>\$3,880.32</b>	<b>\$7,500.00</b>	<b>-\$3,619.68</b>	<b>(48.3)%</b>
6-4300	Admin Office Expenses				
6-4305	Office Stationery Supplies	-\$9.21	\$900.00	-\$909.21	(101.0)%
6-4310	Telephone	\$2,037.53	\$3,200.00	-\$1,162.47	(36.3)%
6-4320	Internet & Email Costs	\$299.95	\$900.00	-\$670.05	(96.7)%
6-4330	Postage & Freight	\$89.84	\$500.00	-\$410.16	(82.0)%
6-4335	Freight (Courier Tickets)	\$0.00	\$250.00	-\$250.00	(100.0)%
6-4340	Printing & Stationery	\$1,479.49	\$800.00	\$679.49	84.9%
6-4345	Uniform	\$0.00	\$2,500.00	-\$2,500.00	(100.0)%
6-4350	Photocopier Lease	\$7,291.87	\$13,000.00	-\$5,708.13	(43.9)%
6-4360	Photocopy Paper	\$650.81	\$2,000.00	-\$1,349.19	(67.5)%
6-4370	Etap Subscription	\$2,732.00	\$3,500.00	-\$768.00	(21.9)%
6-4380	School Docs	\$0.00	\$1,600.00	-\$1,600.00	(100.0)%
6-4390	NZSTA Copyright Subscription	\$925.83	\$1,200.00	-\$274.17	(22.8)%
	<b>Total Admin Office Expenses</b>	<b>\$15,228.11</b>	<b>\$30,350.00</b>	<b>-\$15,121.89</b>	<b>(49.8)%</b>
6-4400	General Expenses				
6-4410	Accounting Fees	\$616.00	\$4,000.00	-\$3,384.00	(84.6)%
6-4420	Audit Fees	\$3,100.00	\$5,500.00	-\$2,400.00	(43.6)%
6-4425	Kindo Fees	\$80.29	\$300.00	-\$219.71	(73.2)%
6-4430	Bank Charges	\$13.04	\$50.00	-\$36.96	(73.9)%
6-4440	Eftpos Hire & Merchant Fees	\$503.67	\$1,000.00	-\$496.33	(49.6)%
6-4450	First Aid	\$2,666.89	\$1,300.00	\$1,366.89	105.1%
6-4455	Laundry	\$393.27	\$650.00	-\$256.73	(39.5)%
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	\$1,490.95	\$2,000.00	-\$509.05	(25.5)%
6-4600	Subscriptions	\$2,881.97	\$3,600.00	-\$718.03	(19.9)%
6-4610	Accessit Subscription	\$1,360.00	\$1,400.00	-\$40.00	(2.9)%
6-4620	EAP Services	\$628.00	\$500.00	\$128.00	25.6%
6-4630	Funding Applications	\$235.00	\$0.00	\$235.00	NA
6-4700	Other Sundry Expenses	\$175.00	\$500.00	-\$325.00	(65.0)%
	<b>Total General Expenses</b>	<b>\$14,144.08</b>	<b>\$30,600.00</b>	<b>-\$16,455.92</b>	<b>(53.8)%</b>
	<b>Total Administration Expenses</b>	<b>\$38,250.95</b>	<b>\$77,100.00</b>	<b>-\$38,849.05</b>	<b>(50.4)%</b>
6-5000	Property Expenses				
6-5100	Caretaking & Cleaning				

**Profit & Loss [Budget Analysis]**

January 2024 To July 2024

Email: admin@wakefield.school.nz

		Selected Period	Budgeted	\$ Difference	% Difference
6-5110	Caretaking Materials	\$1,082.96	\$2,500.00	-\$1,417.04	(56.7)%
6-5115	Cleaning Supplies	\$2,262.47	\$5,000.00	-\$2,737.53	(54.8)%
6-5120	Cleaning Contract	\$12,316.76	\$22,000.00	-\$9,683.24	(44.0)%
6-5125	Hygiene Services	\$0.00	\$720.00	-\$720.00	(100.0)%
6-5130	Caretaking Equipment & Repairs	\$110.03	\$1,200.00	-\$1,089.97	(90.8)%
6-5140	Rubbish Removal	\$287.37	\$2,000.00	-\$1,712.63	(85.6)%
	<b>Total Caretaking &amp; Cleaning</b>	<b>\$16,059.59</b>	<b>\$33,420.00</b>	<b>-\$17,360.41</b>	<b>(51.9)%</b>
6-5200	Power, Heat & Water Rates				
6-5210	Electricity	\$12,260.17	\$18,000.00	-\$5,739.83	(31.9)%
6-5220	Diesel	\$6,974.70	\$10,000.00	-\$3,025.30	(30.3)%
6-5230	Water Rates	\$2,184.53	\$5,000.00	-\$2,815.47	(56.3)%
	<b>Total Power, Heat &amp; Water Rates</b>	<b>\$21,419.40</b>	<b>\$33,000.00</b>	<b>-\$11,580.60</b>	<b>(35.1)%</b>
6-5300	Grounds				
6-5310	Mowing Contract	\$431.96	\$2,500.00	-\$2,068.04	(82.7)%
6-5320	Trees and Shrubs	\$300.00	\$500.00	-\$200.00	(40.0)%
6-5330	Property Rates	\$4,144.20	\$10,000.00	-\$5,855.80	(58.6)%
	<b>Total Grounds</b>	<b>\$4,876.16</b>	<b>\$13,000.00</b>	<b>-\$8,123.84</b>	<b>(62.5)%</b>
6-5400	Buildings & Other				
6-5410	Alarm Monitoring	\$1,000.00	\$2,500.00	-\$1,500.00	(60.0)%
6-5420	Painting Contract	\$1,950.00	\$20,000.00	-\$18,050.00	(90.3)%
6-5430	Repairs & Maintenance - Prop	\$3,428.55	\$8,500.00	-\$5,071.45	(59.7)%
6-5435	Repairs & Maintenance General	\$2,138.27	\$2,000.00	\$138.27	6.9%
6-5440	Vandalism	\$0.00	\$1,025.00	-\$1,025.00	(100.0)%
	<b>Total Buildings &amp; Other</b>	<b>\$8,516.82</b>	<b>\$34,025.00</b>	<b>-\$25,508.18</b>	<b>(75.0)%</b>
	<b>Total Property Expenses</b>	<b>\$50,871.97</b>	<b>\$113,445.00</b>	<b>-\$62,573.03</b>	<b>(55.2)%</b>
6-9000	Depreciation - Building				
6-9100	Depre - Building	\$2,822.89	\$4,939.28	-\$2,116.39	(42.8)%
6-9200	Depre - School Equip	\$4,864.86	\$9,000.00	-\$4,135.14	(45.9)%
6-9300	Depre - School Furniture	\$4,230.94	\$5,129.30	-\$898.36	(17.5)%
6-9400	Depre - Other Equipment	\$7,241.71	\$9,104.19	-\$1,862.48	(20.5)%
6-9500	Depre - Office Furniture	\$603.19	\$1,034.08	-\$430.89	(41.7)%
6-9600	Depre - Computer Equipment	\$6,112.33	\$8,343.60	-\$2,231.27	(26.7)%
6-9700	Depre - Library Resources	\$2,252.32	\$3,858.70	-\$1,606.38	(41.6)%
6-9800	Depre - Leased Assets	\$9,916.69	\$18,000.00	-\$8,083.31	(44.9)%
	<b>Total Depreciation - Building</b>	<b>\$38,044.93</b>	<b>\$59,409.15</b>	<b>-\$21,364.22</b>	<b>(36.0)%</b>
	<b>Total Expenses</b>	<b>\$480,235.42</b>	<b>\$761,824.59</b>	<b>-\$281,589.17</b>	<b>(37.0)%</b>
<b>Operating Profit</b>		<b>\$41,825.06</b>	<b>-\$280,838.00</b>	<b>\$322,663.06</b>	<b>114.9%</b>
	<b>Total Other Expenses</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>NA</b>
<b>Net Profit/(Loss)</b>		<b>\$41,825.06</b>	<b>-\$280,838.00</b>	<b>\$322,663.06</b>	<b>114.9%</b>

# Minutes

## Of the Property, Health & Safety Sub-Committee Meeting held on Monday 17<sup>th</sup> June at 5:00pm

**Present:** Dane, Bruce, Dave, Dale & Freya

**Apologies:** Hillary

**Confirmation of previous minutes:** Monday 17<sup>th</sup> June 2024

***Motion:*** Move that the minutes from the property sub-committee meeting held on Monday 17<sup>th</sup> June 2024 to be correct

**Dane Boswell/Bruce Puklowski**

**Matters arising from minutes:** Monday 17<sup>th</sup> June 2024

- Signage not yet progressed. We will continue to work on this

### **Monthly Safety Reports**

- **Bruce – Property Report**
- **Dale – Health & Safety Report**

### **Items of General Business**

- **Annual MOE Property**  
Jennifer Singleton visited for an annual check of the building and our maintenance. She shared how much harder it is to get any additional work such as our roofing project.
- **Decision making process around colour scheme for school & paint contract**  
Colours need to be decided. Glen has arranged to meet with Bruce next week. Carus had offered to re quote but we have decided to stick with Programmed as we have already invested a lot of time progressing our agreement with them even though nothing has been signed yet.  
We will ask for 2-3 colour options with current feedback
- **Rooms 5 & 6 development plan/next steps**  
We recommend prioritising the addition of doors between. Rooms currently don't have underfloor insulation and we believe this should be prioritised. Furniture and possible autex could be applied for through funding. Freya will request an autex quote from Carl for both rooms.

- **H & S – revisit of our processes**  
We will look at this another time when Hillary is present.
- **Revisit of storage for Rooms 12 & 13**  
This is still tricky to solve as the quantity of gear needs a lot of space
- **Fire & earthquake signage in classrooms**  
We will look at this next time
- **Water leak monitoring**  
Last holidays Bruce monitored the meter. There was a small leak which Bruce attempted to fix. The swimming pool has a slight leak within the swimming pool complex. Bruce has turned the tap off for now. This will require digging up the concrete to fix.
- **Lockdown procedures**  
Staff have come up with what is out best option in the current situation. Blinds in spaces needs to be gradually progressed
- **NIK – Small rural schools upgrade**  
This is progressing. If we are willing to have this done term time we can get this done much sooner than if we wait for holiday time. This will require all classes working from the hall/library for a day each. Freya will discuss this with teachers. The carpet replacement is complicated because they will only replace classroom spaces, not the breakout spaces, admin and library area. Bruce has requested a price for the non-teaching spaces so we can make a decision whether or not to progress this.

**Meeting finished: 6:00pm.**



## Board Assurances

### Term 2 2024 Board Assurances

The principal assures the board that the school complies with key legislative and regulatory requirements, that relevant policies and procedures are up to date, and that the appropriate actions have been taken as follows:

Risk Management (repeated every term)	Identified hazards are being monitored and/or controlled (including risks to student safety and wellbeing) and measures are being regularly re-evaluated to check their adequacy. This includes sun protection.
Planning and Preparing for Emergencies, Disasters, and Crises (every term)	There are emergency plans in place that provide emergency and evacuation procedures. Planning and procedures are up to date and in hard copy, and emergency supplies are checked and up to date, with the exception of the lockdown procedure which we are waiting for police feedback on. A trial fire evacuation is planned to be completed before the end of term 1.
Safety Checking and Police Vetting	All children's workers employed or engaged by the school have been safety checked before their appointment. Children's workers have been safety checked as required within 3 years of the previous check All non-teaching staff (who are not registered teachers or holders of a limited authority to teach) are police vetted, and any contractors and their employees have been police vetted if they may have unsupervised access to students during normal school hours. Police vets have been completed every 3 years.
Teacher Registration and Certification	All teachers employed at the school are registered with the Teaching Council and hold a current practising certificate, or have a limited authority to teach.
Performance Management	The school annually assesses the principal against professional standards, and regularly assesses the performance of teachers.
Appointment Procedure, Staff Conduct and Professional Development	The procedures for staff selection and appointment are being implemented correctly, including identity and registration checks, and board delegation for appointment committees. Supporting policies for induction, staff conduct, and professional development are being implemented.
Equal Employment Opportunities	The school complies with the Equal Employment Opportunities (EEO) policy and a statement on EEO is included in the annual report (including any issues from the previous year).
Child Protection and Abuse Recognition and Reporting	The Child Protection policy is in use, being implemented correctly, and is publicly available. Staff are engaged with the Abuse Recognition and Reporting policy, including indicators of abuse and procedures for reporting abuse.
Curriculum and Student Achievement Policy	Our teaching and learning programmes are giving effect to foundation curriculum policy statements and national curriculum statements. Our school complies with government requirements to teach an average of one hour per day of the following subjects: reading, writing, and maths. (This applies to year 0-8 only.)
Cellphones and Other Personal Digital Devices	The school does not allow students to use cellphones during school hours, including break times, unless students have been granted an exemption.



Freya Hogarth  
Principal

## Term 3 2024 Board Assurances

The principal assures the board that the school complies with key legislative and regulatory requirements, that relevant policies and procedures are up to date, and that the appropriate actions have been taken as follows:

Risk Management (repeated every term)	Identified hazards are being monitored and/or controlled (including risks to student safety and wellbeing) and measures are being regularly re-evaluated to check their adequacy. This includes sun protection.
Planning and Preparing for Emergencies, Disasters, and Crises (every term)	There are emergency plans in place that provide emergency and evacuation procedures. Planning and procedures are up to date and in hard copy, and emergency supplies are checked and up to date, with the exception of the lockdown procedure which we are developing with our staff. A trial fire evacuation is planned to be completed before the end of term 1.
Student Attendance	Student absences are correctly recorded, monitored, and followed up.
Reporting to Parents on Student Progress and Achievement	Our teachers have used good quality assessment information to report to each student and their parents/caregivers at least twice a year on student progress and achievement.
Searches, Surrender, and Retention of Property	All procedures relating to search, surrender, and retention have been followed. A written record has been kept of all surrenders and searches, and retention of any property held for more than 2 nights. Authorisation of non-teaching staff is specified in writing, and that staff members receive a copy and acknowledge the receipt in writing.
Minimising Physical Restraint	All procedures relating to physical restraint have been followed, and that all requirements to notify, monitor, and report have been met. Currently no non-teaching staff have been authorised in writing to restrain students. Staff authorised to apply restraint receive appropriate training and support.
Stand-down, Suspension, and Exclusion	The school complies with the correct procedures and reporting requirements relating to stand-down, suspension, and exclusion/expulsion.
School Records Retention and Disposal	The school has complied with the Public Records Act 2005 in relation to the retention and disposal of school records.



Freya Hogarth  
Principal



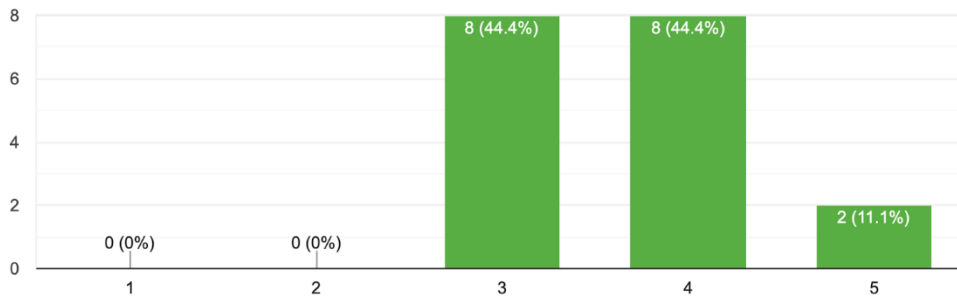
# Year 7 2024 Mid Year Survey Data

## Student Voice

### Te Taha Tinana - Physical Wellbeing

On a scale of 1 to 5, how well do you think the Y7 programme helps you live a healthy, balanced lifestyle?

18 responses



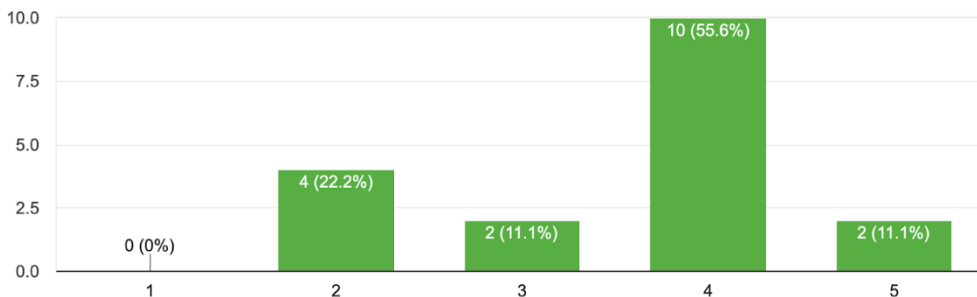
*Student responses to "What activities or lessons have helped you take care of your body the most?"*

Life Education (x8), Sport and/or fitness (x4), Camp (x3), Food tech (x2), Puberty talk, Climate Change, hunting, the weekend.

### Te Taha Hinengaro - Mental and Emotional Wellbeing

On a scale of 1 to 5, how confident do you feel in yourself after two terms in the year 7 programme?

18 responses



*Student responses to "Can you describe a challenge you faced and overcame so far this year?"*

Staying at camp the whole school week (x3), Camp - the walk (x2), Hard Tech, Math tests, New friends, Talking to new people in my class

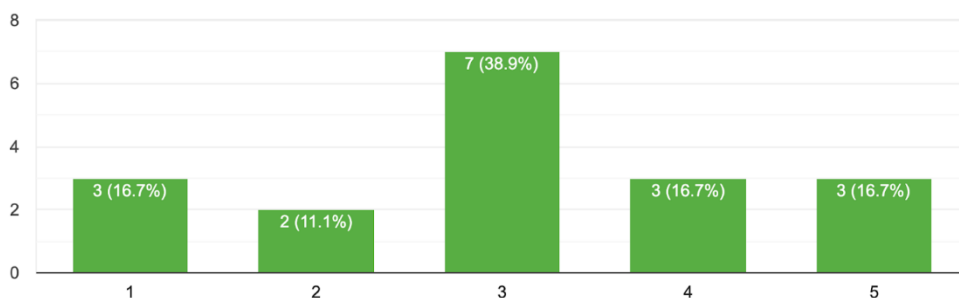


Camp, Math and camp, Life Education Bus, Food tech, Tech making a circuit, getting up, Sports - I never wanted to play game because I always thought I would lose but now I do play not caring if I lose, being able to read.

## Te Taha Whānau - Social Wellbeing

On a scale of 1 to 5, how well do you feel supported by your peers and teachers?

18 responses



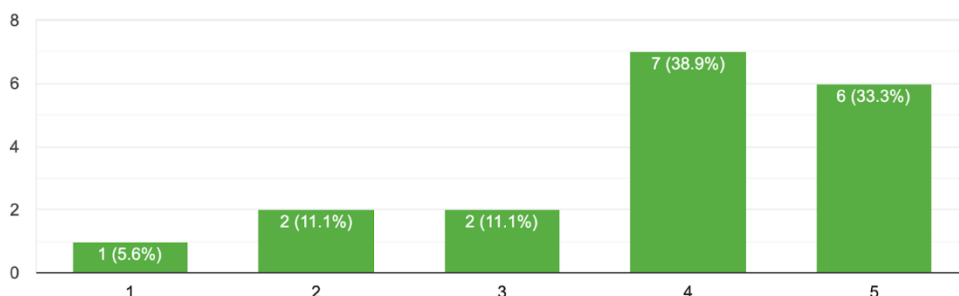
*Student responses to "How do you feel about the connections you've made with people of all ages and cultures?"*

Good (x11), I've made some good friends in my class (x3), Interested in new people, I do not mind it, yes.

## Te Taha Punenga - Intellectual Wellbeing

On a scale of 1 to 5, how curious and open to new subjects and experiences do you feel?

18 responses



*Student responses to "What new subjects or experiences have you enjoyed the most?"*

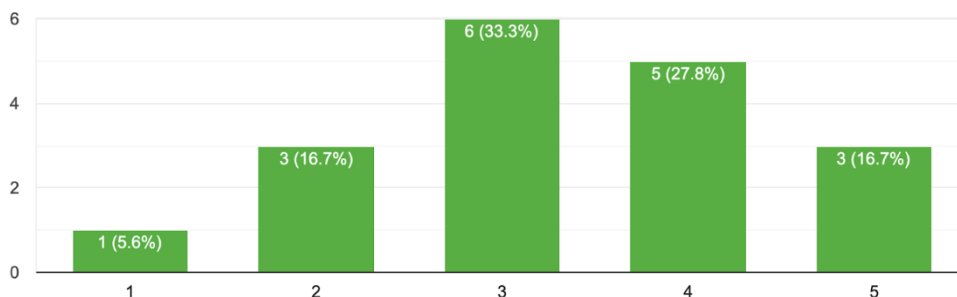
Upcycling (x3), Tech, Tech and modules, Cooking and sewing, Tech sewing woodwork and cooking, Leatherwork in modules, Camp (x2)

cooking sewing and woodwork, Cooking, woodwork and wiring tech, Sewing or wood work, Cooking wood work sewing and modules, Sewing, Bird cafe fence, Ball rush and camp.

## Te Taha Wairua - Spiritual Wellbeing

On a scale of 1 to 5, how well do you understand who you are and how you belong in the community?

18 responses



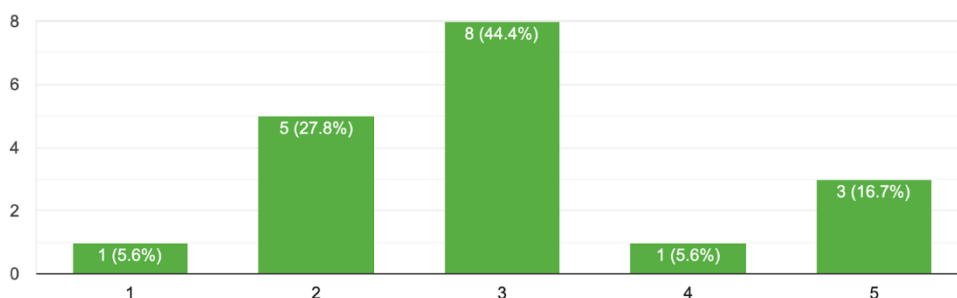
*Student responses to "In what ways do you think you have supported your community this year?"*

I haven't (x2), Cleaning graves (x2), Camp walk (x3), All right, Māori, Kapa haka and road patrol, swimming sports, doing more biking and making my mum drive less, Lifting spirits, Nothing, I do not belong hear at all, , Vocals and rock band (I don't know if this helps I just don't know what else to write).

## Te Taha Taiao - Environmental Wellbeing

On a scale of 1 to 5, how much do you feel like a kaitiaki (guardian) of the environment?

18 responses



*Student responses to "What activities have helped you learn about the community's resources and primary industry?"*

Will's climate change lessons (x8), Wood work and going in nature, Everything but I don't know, Looking at gardens to fix, Cooking, Richard de Hamel, Making a fence to protect the plants, I do not know, Not the Wild Oats farm, Okay.

***Student responses to "What do you want more of in the programme?"***

Upcycling (x2); Going in the bush and play games in it, Tech and maths games on the computer, Modules; More art and cooking and free time; Art art art art art please; more art and leather work times 3; More leather work and upcycling; Art and lookout challenges and leatherwork with amazing Caz; Art; Nothing much; Sport, cooking , field trips, art and woodwork; Cooking, woodwork, sport, field trips, art; Fun; Cooking woodwork sport field trips art; Bigger brain break; I don't know; Less; Games and reading books not powerup and more writing and spelling.

***Student responses to "What do you want less of in the programme?"***

Maths (x2); Power up; I'm happy with what we're doing and don't think we need less; Can do activities; Camp, tryathlon, cross country, swimming sports; Sewing, cooking, maths (won't happen since it's a must); tryathlon, cross country, swimming sports and long camps; Nothing it's good; Reading writing maths; Negativity; Reading writing and maths; That group

of strange girls on the other side of the class that keep staring at us; School; Girls; Things like the rocket challenge and things like maths snacks we don't learn much from. It's quite easy for most people; Reading and writing.

**Student responses to "Any additional comments or suggestions?"**

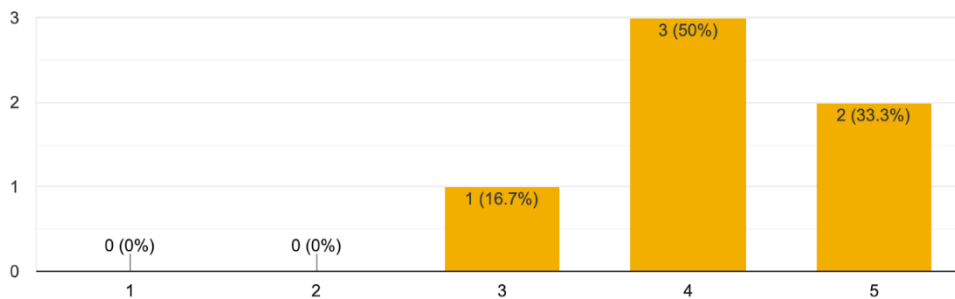
More tech time (x2); We need to do more work on spelling as you can see (are you looking at how I spelt tryathlon and croscontry); More freetime and absolutely..... NO MORE TRYATHLON AND SWIMMING SPORTS!!!! MUST MAKE THEM OPTIONAL FOR US YEAR 7'S; School is pretty mid; More tech and days out; No girls; I just think you should know you think we are confident and stuff but we've not ever heard the saying "fake it till you make it". Also just because one student is doing the wrong thing doesn't mean we should all be punished, it's not like we did anything we are getting punished for nothing; Less spelling.

**Whānau Voice**

**Te Taha Tinana - Physical Wellbeing**

On a scale of 1 to 5, how well do you think the programme promotes a healthy, balanced lifestyle for your child?

6 responses



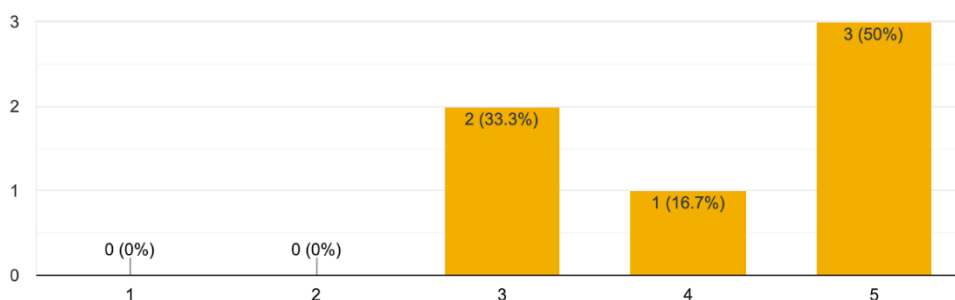
*Whānau responses to "Are there any physical or health focused activities you would like to see prioritised?"*

Physical health of looking after their bodies - cleanliness etc  
 Encourage kids to not be on screens - maybe explain what it does to their brains staring at you tube for hours!  
 Not being able to opt out (eg cross country practice)  
 Physical health of looking after their bodies - cleanliness etc

**Te Taha Hinengaro - Mental and Emotional Wellbeing**

On a scale of 1 to 5, how confident and positive does your child feel about themselves since starting the programme?

6 responses



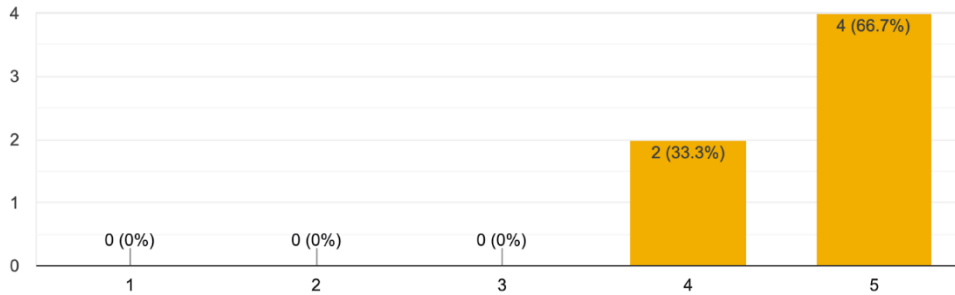
*Whānau responses to "Can you provide an example of how the programme has helped your child face challenges?"*

My son, as you know, has come leaps and bounds this year! I think the smaller class has helped a lot. I don't know alot about the programme specifically  
 Clear understanding of who and how to report any issues.  
 Her academic skills and interpersonal skills are leaps ahead in the last 6 months  
 Both have given new things ago. I think they are still learning to not succeed straight away - they now stick at it but maybe feel a bit exposed  
 Learning to work with different students, learning new skills.  
 No idea. Haven't heard anything of it.

## Te Taha Whānau - Social Wellbeing

On a scale of 1 to 5, how well supported does your child feel by their peers and teachers?

6 responses



*Whānau responses to "How do you feel about the programme's efforts to connect children with people of all ages and cultures?"*

I would like it if it flowed on to how they act with siblings at home!

I think this functions well.

Has shown more interest in learning about other cultures in particular Japan

Definitely on the mixing of ages - love it

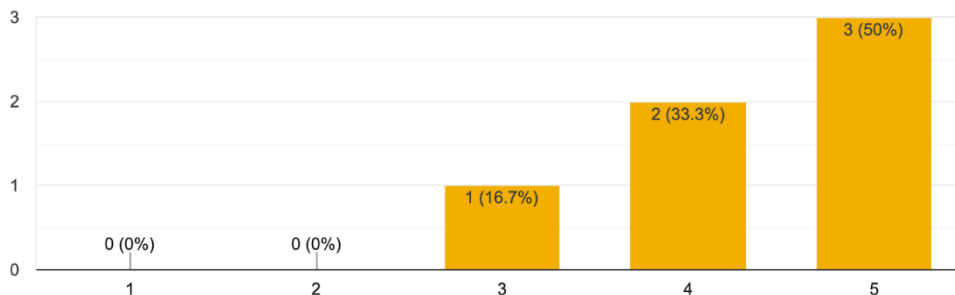
I feel they could do more within the community.

Would need to understand this further as not sure what has been put into place in this space

## Te Taha Punenga - Intellectual Wellbeing

On a scale of 1 to 5, how curious and open to new subjects and experiences does your child seem?

6 responses



*Whānau responses to "What new subjects or experiences has your child talked about enjoying the most?"*

Cooking, Sewing, Building, electronics, engineering, camp

Practical application of learned knowledge seems to be a big focus. A balance of practical and theoretical learning I feel still remains important.

She's being more open and curious about bugs, using money, cooking, and how things work generally

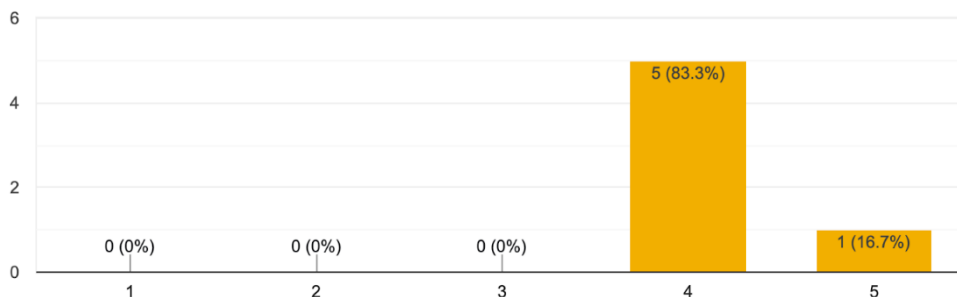
Environment, construction, cooking, Anzac experience

Leather work, sewing, sports, cooking

## Te Taha Wairua - Spiritual Wellbeing

On a scale of 1 to 5, how well does your child understand their identity and sense of belonging in the community?

6 responses



*Whānau responses to "In what ways do you think the programme has helped your child support their communities? This can include their school community, a team or the wider community."*

Hopefully he's thinking of others, and looking out for people who need help or assistance  
Our daughter has been very focused on supporting others in every way she can. I believe that this has been due to the education received at school.

Building her confidence in herself, has given herself the ability to put herself out there to work with others and support them. Particularly with her young cousins

Proud members of Wakefield school

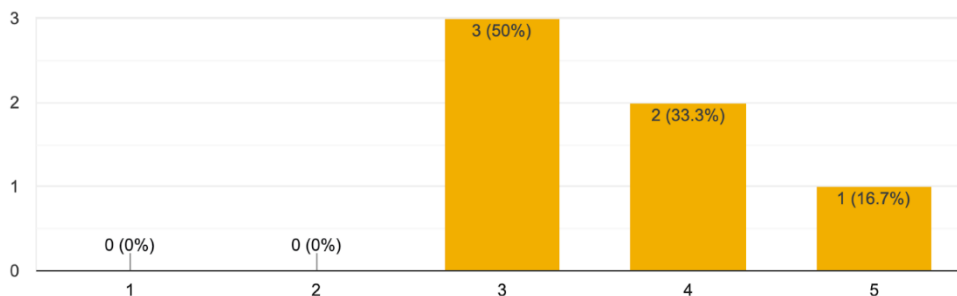
Our daughter has been involved in groups and activities to help younger school members and teachers e.g. refereeing netball comp

Better understanding of community

## Te Taha Taiao - Environmental Wellbeing

On a scale of 1 to 5, how much does your child feel like a guardian of the environment?

6 responses



*Whānau responses to "What activities have helped your child learn about the community's resources and primary industry?"*

I'm not sure - again, I don't really know what he's done in this area.

External contributors on relevant and current subjects and/or issues.

I'm unsure on this one

Collecting native seeds, leaning about pests (and connecting to what we are doing on our own property)

Environmental talks from Will, woodwork

Bird cafe fencing, whenua iti trip. I'd also like to place feedback here that I'm not excited about someone being brought in on a regular basis to discuss climate change with discussions

around protesting and the possibility of putting an after school group together etc. - I think this should have had some communication to parents.

***Whānau responses to "What do you want more of in the programme?"***

A class ski trip? Tyler would love to take his friends skiing, as it's a real passion for him.

A clear balance between practical and theoretical learning.

Nothing I think it's going great

Academic stretch for our daughter and that she knows where she is at (she is motivated by comparators). She was disappointed with her mid year report.

More/constant information and awareness of cyber safety. More options for modules. Things to involve the wider community eg helping out charities. Specific things around school for only year 7 and 8. Privileges and opportunities for year 7 & 8 eg. cooking lunch at school, or going to shop.

Communication about what activities are being done, what they relate to and the results they see.

***Whānau responses to "What do you want less of in the programme?"***

I think you're giving them a great broad range of activities and subjects to work on

Better sports opportunities.

Nothing, it's awesome

***Whānau responses to "Any additional comments or suggestions?"***

This year 7 class has been fantastic, and the best decision we have ever made! Our son is thriving, and really enjoying school. The small class size is perfect, and I wish they could all be this size (I know they can't - and it may be very different when our younger son gets to year 7) I hope that next year they will get equal opportunity to do so many things, without the new year 7 class meaning less time to be able to do as much.

I feel the lack of sports of numbers have impacted our daughter. She loves sport and we believe being part of a team teaches skills that can't be taught otherwise. The lack of a year 7 basketball and netball teams was a bit disappointing to her.

## Leadership development evaluation/review

Leadership Group	What aspects of your leadership role/skills are going really well? When have you felt your leadership has been most successful?	What professional learning and/or support have you found helpful for growing your leadership capacity and skills?	What would help you to become an even more effective leader?
Senior Leaders	<p>Great team to work with (and across the whole school)</p> <p>SLT team</p> <ul style="list-style-type: none"> <li>• high trust model - very supportive and transformative.</li> <li>• It doesn't matter how challenging the day is, we are always supported and valued.</li> <li>• true open, objective communication.</li> <li>• Leading with heart and genuine integrity and appreciation of the school team, community and children.</li> </ul> <p>Our people are open to learning and responsive to ideas</p> <p>Te Whare Mātauranga promotes a strong platform for leaders to work from.</p> <p>We can each use our strength to support each other and achieve positive outcomes for students, their whānau and our staff</p> <p>Establishing and re-establishing networks for learning and support - special ed and intermediate years.</p>	<p>Having a supportive Principal who is open to new ideas and initiatives.</p> <p>Sharing professional readings, learnings and new ideas.</p> <p>Having robust honest conversations - sharing vulnerability</p> <p>Being supported to not only engage in school mahi and responsibilities but to also engage in areas of responsibility and opportunity outside of the school.</p> <p>We value opportunities to be in the Acting Principal role.</p> <p>Time and space created to take up PLD, try new ideas, connect and collaborate with whomever is most appropriate</p> <p>Sharing of leadership duties - leaning on each others' strengths or sharing the load.</p> <p>Being given new opportunities - there's nothing more refreshing than a change to push your comfort zone.</p>	<p>Learn more about school operations and systems (whole school financial, property, staffing) management and board matters in preparation for future principalship.</p> <p>Strengthen connections with DPs in other local schools</p> <p>Explore different structural mechanisms in 2025 to enhance ways to maximise strengths and distribute SLT roles more effectively without the pressure of classroom responsibilities.</p> <p>Visit Hornby and Westburn Schools to learn about their schoolwide approaches to Trauma Informed Education.</p> <p>Review school leadership structures to ensure roles/responsibilities are still relevant and well defined.</p> <p>Review shared SENCO roles - what's working (lots) what can we strengthen for next year.</p>

<p><b>Middle Leaders</b></p>	<p>Being part of the leadership team and problem solving</p> <p>Planning camps and getting an overall view of the syndicate and identifying and using everyone's skills when possible.</p> <p>Having a clear purpose in leadership roles (e.g. leading the Maths review project)</p> <p>Sharing leadership roles where there is opportunity to so that we draw on our strengths</p> <p>Being organised, plan ahead for the team and communicate well around syndicate events</p> <p>Planning for events and seeing events run successfully</p> <p>Leading the tuakana/ teina programme - the training I do with these older students seems to be a good basis for their responsibility.</p> <p>Surveying our parents this year on what kind of parent education they would like us to provide was very useful. Following on from this and being able to provide parent education workshops on the two most requested options ie Internet safety and emotional resilience felt particularly good.</p> <p>Frustrated with how long it is taking to have clarity on the detail of the structured literacy expectations, but looking forward to the opportunity to revisit this aspect of our curriculum &amp; adapt / develop further.</p> <p>Literacy 'Induction time' with new teachers was useful.</p> <p>Science Day - I felt created a buzz, continue to build on the number of class sets of resources that are quick and easy to access. This means</p>	<p>Neurodiversity PLD in Christchurch</p> <p>Kathryn Berkett PLD (x2). I particularly enjoyed Kathryn Berkett.</p> <p>John Parsons PLD (x2).</p> <p>Support from senior leadership.</p> <p>Mathematics Learner First PLD- Having the whole staff involved with this could be beneficial.</p> <p>ICT: Liaising with Jacquie from N4L and Dan has been very helpful with keeping me familiar and in the loop.</p> <p>Time, I feel has allowed me to grow my leadership skills, from knowing what is needed each year and keeping systems in place.</p> <p>Previously I spent 2 years doing the Hieke Leadership Incubator programme, when I was Acting DP/SENCO, which I found very helpful and something anyone in a leadership role would benefit from attending.</p> <p>Knowing our community and many of the parents (from having been here for quite a long time) has been most helpful in this role, especially when liaising with eg the PTA</p> <p>Literacy: I am hoping that the work with the Kahui Ako &amp; with the PLD provider for structured literacy will be a real help here.</p> <p>Science: Liaising with peers from the STLP</p>	<p>More time in the role - the opportunity to meet with other people in other schools in similar roles.</p> <p>Aspiring leaders summit?</p> <p>Maths: I'd like to talk with other schools about their Maths programmes and what works for them.</p> <p>More time to investigate what other schools do in this (community partnerships) area, more time to follow through on other ideas</p> <p>Literacy: time to get around teams to see how they are implementing our current literacy curriculum &amp; where they feel they need support. Particularly a follow up session with teachers new to the school this year.</p> <p>Enviro: more time to work with interested groups of children - eg, to reinstate a trapping line in or next to Falkners Bush</p> <p>Science: a time during a staff meeting this year to do a quick check in with staff about where things are at with science in their team this year, and what help they need to overcome any barriers to teaching science in their team.</p> <p>Time to talk with our staff often enough to keep these ideas on top but also to review, come up with other strategies and updates on resources etc.</p> <p>Finding opportunities to support staff with resources and opportunities we have</p>
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	<p>prep for science activities as easy as possible</p> <p>Enviro - continuing the propagation work (just) &amp; maintaining enough skilled volunteers to support interested children with core garden &amp; propagation learning.</p> <p>Syndicate PLD from Prashanti and Toshi re sustainable art.</p> <p>Organising the marae visit</p> <p>Coming together as a Wellbeing team and weaving our strands of knowledge and mahi together to strengthen our wellbeing focus.</p> <p>A positive is seeing everyone on board with the mahi/ideas that we are promoting.</p>	<p>2017 cohort to share ideas.</p> <p>Enviro: Discussion at local EnviroSchools meetings with facilitators in associated programmes &amp; with other Enviro teachers. Liaison with Prashanti.</p> <p>Working with other staff to organise the Marae visit. A very useful learning experience!</p> <p>Linking what we do across other curriculum areas / areas of responsibility - for example with community partnership (Kathryn Berkett mahi was noted by our community partnerships leader)</p>	<p>had. (e.g. Judith Howard PLD / New resources from Te Whatu Ora. (enhancing capability and capacity))</p> <p>Do we need a better structure for whole school professional development? So we can plan forward (review speed meetings e.g. read only fortnightly and extend a fortnightly face to face).</p> <p>How can we support and persist with our shared and common language?</p>
<p><b>Emerging and Aspiring Leaders</b></p>	<p>Should opportunities of leadership come up in the future- I would like the opportunity to be considered. Previous experience of Syndicate Leader, Mentor teacher, Community Liaison, acting SENCO and Leadership in Māori.</p> <p>I would also like to be considered for any leadership opportunities that may arise. In a previous life I managed/led several teams. School-related experience - mentor teacher, Cultural leadership, NZ Curriculum. Most successful leadership in school last year when dealing with quite stressful situations within the team.</p>	<p>Te Akatea Developing Leaders Two Year Programme:</p> <ul style="list-style-type: none"> <li>- being released to continue my second year of the programme.</li> <li>-prioritising Māori Leadership skills and professional and personal growth/development in noho marae, hui, wānanga and tuakana/teina models of learning.</li> <li>-participating within a professional network, having opportunities to enable relationships with other leaders across the motu.</li> <li>-networking helped my movement from my previous roles into my current role and into future positions of leadership.</li> </ul> <p>Kathryn Berkett and John Parson-</p> <ul style="list-style-type: none"> <li>-really interesting and I enjoyed the opportunity</li> </ul>	<p>Trusting in my professional capacity and allowing me to become fully involved in our kura, whānau and community as I become truly part of the Wakefield School Team.</p> <p>I appreciated the time to settle into our teaching team, my classroom and to become familiar with practises, ways and ideas that our kura has and uses.</p> <p>Would be better if we had time to talk with our staff often enough to contribute to our school plan - we are so time poor.</p> <p>More whole-staff discussion around what we are doing and what we feel needs to be done. It is very easy to become isolated from the rest of the school and to be only</p>

		<p>to listen and then reflect on their topics of interest.</p> <p>Lots of PD around positive cultures in school and our wellbeing curriculum.</p> <p>A supportive management team who allows time to put those proven practices into practice - keeping those relationships really positive by being able to work through problems immediately.</p> <p>Knowing you have the support of the whole staff (teachers, TA's, Office staff, Bruce)</p>	<p>focussed on what is happening in your team.</p>
<p><b>Design:</b> Our planned and prioritised actions to improve.</p>	<p><i>What practices do we want to see school wide?</i></p> <ul style="list-style-type: none"> <li>• Senior leaders developing the skills to prepare them for principalship</li> <li>• DP's in regular contact with all the teachers and classes in their syndicate</li> <li>• Curriculum leaders in contact with teachers at all levels of the school</li> <li>• All leaders are clear in their responsibilities and opportunities</li> <li>• Leaders at all levels are able to teach and lead well while maintaining hauora and resilience.</li> <li>• Opportunities for leaders at all levels to connect with leaders in similar roles in other schools</li> </ul> <p>How can we strengthen the development of leadership skills for our staff?</p> <ul style="list-style-type: none"> <li>• Develop a leadership development plan to ensure growth of leadership skills is not left to chance.</li> <li>• Support our current leaders (and aspiring/emerging leaders) to access relevant PLD</li> <li>• Improve meeting schedule so that more time is available for PLD foci</li> </ul> <p><i>When will we make these changes?</i></p> <ul style="list-style-type: none"> <li>• DP's to cover CRT and management release from term 1 2025</li> <li>• Create a leadership development plan in 2025</li> <li>• Ensure all leadership roles have a clear position description for the start of 2025</li> </ul> <p><i>What new learning will our staff need to make these changes?</i></p> <ul style="list-style-type: none"> <li>• Effective communication techniques</li> <li>• Springboard Trust High Performing teams PLD</li> <li>• Understanding motivation &amp; engagement</li> <li>• Understanding change leadership</li> </ul> <p><b>Actions to improve</b></p> <ol style="list-style-type: none"> <li>1. Restructure management time and classroom release so that neither DP has full responsibility for their own class.</li> <li>2. Review meeting structures and times to ensure adequate time is given to our whole school PLD.</li> <li>3. Review shared SENCO roles to further strengthen practice.</li> <li>4. Ensure all leadership roles have a clear position description.</li> </ol>		

5. Provide opportunities for DPs to participate in the many varied responsibilities for a principal including staffing, property and financial management and decision making.
6. Provide our leaders opportunities for annual school tours to explore great practice that aligns with areas of strategic development for our school.
7. Create a leadership development plan with information about professional reading material and PLD opportunities.
8. Provide curriculum leaders with opportunities to observe classes in action and have dialogue with teachers.

**Destiny/  
Deploy:**  
Our plan  
(roadmap) to  
implement the  
proposed  
improvements

2024			
Term 1	Term 2	Term 3	Term 4
	Gather leadership development and growth information from senior leaders, middle leaders and aspiring/emerging leaders	Evaluate data and complete internal evaluation.  Report to the board.  Report to staff.	Restructure 2025 management time and classroom release so that neither DP has full responsibility for their own class.  Review meeting structures & times and make a plan for 2025  Review & improve sharing of SENCO roles
2025			
Term 1	Term 2	Term 3	Term 4
Ensure all leadership roles have a clear position description.  Ensure all leadership roles have a clear position description	Annual school tour  Curriculum Leaders in class observations	Curriculum Leaders in class observations	
Principal collaborate with DPs on staffing, property and financial management & decision making Begin developing WS Leadership Development plan			
2026			
Term 1	Term 2	Term 3	Term 4

		Annual school tour  Curriculum Leaders in class observations	Curriculum Leaders in class observations	
Principal collaborate with DPs on staffing, property and financial management & decision making Trial WS Leadership Development plan.				



## 2024 Māori & Pacific Whānau Voice

<p><b>What are you hoping for your child/children at school? Do you have any specific hopes, dreams or wants?</b></p>	<p>More cultural awareness and for it to continue to be part of the main classroom learning and for her to feel proud to be Māori.</p> <p>My biggest thing for my son is that he is celebrated for himself and that his strengths and interests are encouraged.</p> <p>She grows to be a happy girl. Kind, caring and knows where she comes from.</p> <p>To be happy and have opportunities.</p> <p>Just as long as she is happy. I think she is quite clever so I want her to do more than a retail job.</p> <p>Currently there is a lot of celebrating Māori traditions - we'd love to see more variety of cultures being celebrated, definitely we'd love to see more Samoan and other traditions. We want our son to be himself and be interested in things he is motivated by. Having some voice in the topics the class learns about.</p> <p>For her to be well rounded, supported and safe and also the opportunities to be connected to ao Māori, kapa haka, waiata and te reo.</p> <p>I want her to be able to get through school and get her education and all that comes with that. I want her to be happy and learning and all the social things that come with it.</p> <p>Overall, everything really. I guess to keep up with what is expected at school and staying at the level so that she can keep up with everybody.</p> <p>I just really want him to excel in all of his studies and get a good base standard of reading, writing and maths so that he is ready for intermediate.</p> <p>To get a base education appropriate to her age. Opportunities for social learning. Eclectic opportunities.</p> <p>I want my son to do well. I think he is very smart but I want him to use this. Equal opportunities and the ability to go as far as he wants to go I guess.</p>
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	<p>I just want a foundation for intermediate and high school and being confident with the basics of reading, writing and maths. I want them to have good local friendships.</p> <p>First and foremost to feel happy and confident in who they are and feel a sense of belonging to our school. For them to connect with our local environment and our history and for them to reach their potential with academic learning.</p> <p>I hope he does well and enjoys school.</p> <p>Just that she achieves everything that she desires. To succeed and to be happy and kind.</p> <p>In general, no. As long as they are happy I don't have any expectations for them.</p> <p>Just a good learning experience. I do love the learning how to speak Māori in the classroom. I didn't know until recently that we had Māori heritage. I would love this to keep going. Especially all the values like kindness.</p> <p>That they are in an environment that they thrive in.</p>
<p><b>What worries you about your child/children at school? Do you have any specific concerns?</b></p>	<p>Hearing racially negative comments. When this happens ensuring we educate others while supporting my child, as has been happening.</p> <p>My biggest concern was that I always thought he wasn't academic but he is coming home absolutely loving it. My biggest concern was if he didn't click on to the core learning he would be put off learning.</p> <p>No, just bullying when she is at school. I guess making sure she is getting a good wide ranging education.</p> <p>No, they are doing awesome.</p> <p>No, I do for next year when she goes to WIS.</p> <p>Our biggest concern at the moment is some of the behaviours that occur in class. Particularly the boys. He often comes home saying he is being hit or chased or hurt. We are not sure if the current responses are working.</p> <p>My concerns, which has been great with the recent parent interviews, is knowing where she is at with maths. We do a lot of reading and writing. Our philosophy is we like to do things at home to support. I am really enjoying school. There are 10 years between her and her sister and I have really noticed the differences, it's more positive and fun. Even when she started school with the tuakana-teina relationships.</p> <p>No, she seems to be happy and thriving. We are always quite impressed when she comes home and shares her learning. She is progressing really well with her reading and writing and the rest of it.</p>

	<p>No, not at school. Nothing in particular. I do worry about cyber safety. It would be great for this to be incorporated on a regular basis at school. No other worries.</p> <p>I guess his lack of enthusiasm when it comes to doing the school work. Currently he is a bit behind on a project and he is stressing out and just wants to give up. I try to encourage him to have a more positive attitude. He seems just a bit negative towards school work in general at the moment.</p> <p>No, just the same as most parents. Most parents worry about bullying and those sort of social constructs but other than that no.</p> <p>Not really. I worry about him getting in with the wrong crowd but he is only five so that is not really a concern.</p> <p>No, with the school I've been really happy with Wakefield School. With regard to learning Māori language and culture, I am just learning this now. For me I am really happy with how this is represented at Wakefield School.</p> <p>I worry that sometimes my daughter might not be getting a lot of attention and her needs are not always being met. I understand, with all the needs in the class, why that is. Because she is well behaved and tows the party line that maybe she's not getting a lot of teacher attention. This is not a criticism of the school or teacher, it is just the situation our education system is facing.</p> <p>Not particularly. He is smart, a clever little boy. I just want him to get along with kids and behave himself.</p> <p>To be honest, no. She has achieved so much since she came to Wakefield School. I am just happy that she is succeeding there.</p> <p>Not off the top of my head that I can think of. No, I have none.</p> <p>Not this year, but the last few years she had been bullied a lot. We have had a bad experience in the past and I don't want her to be put with those students again.</p> <p>Only the way their learning can be affected by other students.</p>
<p><b>What would you like your child/children to do more of at school?</b></p>	<p>More cultural experiences such as going to the marae. For everyone, not just my child.</p> <p>He comes home talking about the learning station and building huts and he seems quite happy, that was our biggest concern. It is great to know he can do kapa haka.</p> <p>Not sure. She likes singing and choir. Her learning is going really well.</p> <p>I don't know... they do so much already! It would be great to have the option of learning Te Reo after school and long term it would be great to have a full immersion class at the school.</p>

	<p>I would like them to do more sports. I feel like she has just started playing rugby this year and it has been really good for her; building friendships and learning to work as a team.</p> <p>Not sure - Our son seems to be doing well in everything. We love the focus on reading, writing and mathematics and anything else is extra. Focusing on the Olympics for three weeks was really awesome as we could support this at home. Being engaged (where appropriate) in what is going on around the world.</p> <p>More Reo, we do bits at home but that is the part that we are aware she doesn't do too much. Or maybe more sport, I don't really know what she does. But that is scraping the bottom of the barrel.</p> <p>Not sure that there is anything.</p> <p>Maybe more leadership stuff. Stuff with the community. I did mention that in the Y7 parent feedback. I also mentioned specific things that are just for Year 7.</p> <p>I would like him to step up a wee bit and be a bit more of a leader now that he is a senior. In doing that I think he might develop a bit more confidence.</p> <p>I have no recommendations. I think she is getting a broad education.</p> <p>He hasn't been there long so for the first month or two I thought they would have done more curriculum learning. But the teachers have explained this to me, that it is a gradual adjustment to school.</p> <p>I'd like her to practise applying some of her skills and learning to a real world context so that she starts making connections between what she is learning and real life. I know this is happening, it is about continuing this. It would be great to see the children doing more than just recounts at school, writing in ways that connect to other learning e.g. Olympics &amp; values.</p> <p>I don't know, whatever he would like to do more of. I know he loves maths. He seems to be keeping up with everything so I'm, not too worried.</p> <p>Work on being more resilient. Less giving up and more trying. She does this more at home and only a little bit at school.</p> <p>No, I think they do a broad range of things. Last year I would have said more art but they are doing more this year.</p> <p>I think they need to do more of anything.</p>
<p><b>What do you think your child/children's teachers could do differently about HOW they teach?</b></p>	<p>Nothing, the teachers have all been amazing.</p> <p>It's too early to tell (he has only been at school for 5 weeks).</p> <p>I don't know. Whatever they are doing seems to be working. They seem to have a fun way to teach things in ways the children can remember.</p> <p>Nothing! They are doing an awesome job!</p>



I wouldn't even have a clue. I feel for teachers. I wouldn't know a better way to teach.

I don't really know a lot about how they teach and our son seems to be very happy in class (aside from some children's behaviour).

I think her teachers do great. She has had lots of enrichments last year and this year. I think our teachers are great. I also love that they are taking a neurodiversity approach.

No, I don't know. I suppose the only thing I think about is I don't know too much about what gets taught at school routinely. I don't know too much about that. I always ask my daughter about her highlights and things she can improve on but she doesn't share much so knowing a bit more about what they do such as do they have a set time period for maths or reading and are assessments done.

To be honest I don't really know what is going on. I haven't had a lot of feedback about what the students are doing. So I don't really know. We get emails when something is coming up but not a regular email about the learning that is happening. I don't actively go into class either to find out so it's not just one sided!

I don't really know. I know that my son feels frustrated when he gets separated from his mates but I totally support the teacher doing that. So I don't really know about that. I know he responds really well to Mr Mack, it would be great to have the opportunity to be taught by him.

I think my daughter has been lucky to have such well trained teachers.

I don't think I can answer that as he hasn't been there very long. The teachers have been very helpful and send out a lot of communication.

I'm really happy with Wakefield School so I don't have much critique.

I think it has been a little bit challenging this year with my child's teacher being away a lot. I really appreciate that there is some consistency with the relievers. My child has commented about not getting feedback from her teacher. She said, "don't worry about writing in the reading log because my teacher doesn't look at it". I worry that this affects her motivation. After parent interviews the learning was adjusted and this really improved my daughter's motivation. I got the vibe that she wasn't getting a lot of direct positive praise from her teacher. I think children who have great behaviour need more praise around their learning. It has been good to see this improve after the interviews.

I don't know because he never complains about his teachers. The teachers are good and he never complains and has good experiences with them.

I couldn't fault them to be honest! She has come so far and the teachers are really communicative. She is just thriving.

	<p>My daughter has really gelled with her teacher this year. However in R14 there have been so many disruptions with other students my child gets a bit bored. I think that there is such a broad range of learning in that classroom and my son sometimes is a bit bored. I think my son could be challenged more, particularly in maths.</p> <p>Nothing really. They do a good job with what they have to put up with.</p>
<p><b>How can our school better connect with you as a parent/caregiver?</b></p>	<p>I think everything you currently do. I get the newsletter, emails and phone calls. I like that you offer times for parents to meet. It is great how it is.</p> <p>I appreciate the email updates. The sharing book is also great as it gives opportunities to springboard conversations.</p> <p>I think communication has been great as far as Olivia's teachers and I. I don't think there is anything you can do differently.</p> <p>Nothing, it's more me connecting with the school. The communication is great.</p> <p>I suppose exactly what we've been doing. If there are issues teachers need to communicate so parents can support the teachers. I think maybe there is less communication compared to a few years ago (probably around Y3-4).</p> <p>I love the weekly updates from the teachers. Some sort of chat forum where teachers and parents can have ongoing chat. Starting school I've found connecting with other parents in the wider group has been tricky for me. Something that is easily accessible and online as everyone's schedules are so busy.</p> <p>I enjoy the emails. I'm not someone who connects too much so I'm pretty happy with the regular teacher's emails.</p> <p>I think it's nice to get the school newsletters and weekly emails from the teachers. I think it's pretty good. Perhaps just more about the specific learning. I think the comms are pretty good.</p> <p>I find emails are really good and informative to know what is going. I feel like there are a lot of things parents can get involved in and I struggle to be available. I quite enjoy spending time at school when I can.</p> <p>I think you guys do a good job already.</p> <p>I think there's really good opportunities for parents to connect with the school if you want to make an effort.</p> <p>I get lots of emails so I think they are doing alright. The newsletters were a struggle at the start but now that I've been there for a while I know what is happening.</p> <p>I feel that it's good getting the emails as well as a note coming home from school. I am happy with how things have been communicated</p>

	<p>and the school puts a lot of effort into this and I like how the school gives us a call if something happens during the day.</p> <p>I think you do quite a good job at communicating. You use a lot of different platforms. As a teacher I used Class Dojo and there was a lot of whānau engagement. We currently get a weekly update from the teachers and that really helps. I think the school does a good job with newsletters. They are informative, positive and honest. I like the transparency. The only thing I haven't had is a lot of communication about the learning that my daughter is doing (how she is progressing). Some way of sharing photos and videos would be great.</p> <p>Just emails and stuff like that is just fine.</p> <p>I think you are doing pretty well. I get phone calls if there are any incidents. I can get hold of you anytime I need. I definitely feel welcome at Wakefield School and from the parents too.</p> <p>No. I think everyone is very approachable.</p> <p>You do well.</p>
<p><b>Do you have any other suggestions or ideas about making school better for your child/children?</b></p>	<p>If Wakefield had access to more resources (people resources) and supports for the school.</p> <p>Not at this stage.</p> <p>No.</p> <p>Only for my daughter to do kapa haka and choir.</p> <p>If older children could have a little bit more responsibility. I feel like older students helping in younger classes and around the school is really good for them.</p> <p>She just loves it! I am really happy. She loves going to school, she is a happy go lucky kid. I just want her to keep feeling like that. I also loved the Olympic focus. She loves to come home and share what she has learnt with us.</p> <p>No, the issues that were happening in her class have been dealt with so we are really happy.</p> <p>No.</p> <p>No, touching base on the concerns, the schoolyard antics and bullying that goes on and my son is part of.</p> <p>No.</p> <p>No. I'd love a uniform. The school is fine though.</p> <p>I have heard some parents talking quite negatively about school and I think that's really sad as you have worked really hard to communicate and provide more formal ways to give feedback. It's not nice to hear this at pick up times. I have had to step in a couple of times and say "no, that's not how it is" and the parents have</p>

	<p>responded positively. Maybe something like class dojo would be a good way to showcase what is actually happening.</p> <p>No, he loves school and doesn't come home with any bad stories. I ask him how his day is and he always says good.</p> <p>Not really. She just loves going to school and it wasn't always like this. The concern I did have I feel you guys have already dealt with that.</p> <p>Only the discussion to be had at board level.</p>
<p><b>Anything else?</b></p>	<p>Only a question about whether or not you give certificates in assemblies? <i>(A discussion followed about how this used to happen and why our school moved away from this practice and what we currently do to ensure children are acknowledged and celebrated for positive things).</i></p> <p>It was so different 10 years ago. I am so happy with the changes.</p> <p>I do find my kids come home quite often feeling frustrated by children who are disrupting who then get to and do fun things like play lego, play on the playground or use computers. I don't really know but this is what parents often talk about. <i>(This led to a further discussion about how this doesn't actually happen and why this might be a perception of some people in our community).</i></p> <p>Possibly explaining to our community about responses like within school stand downs and restoration so that they understand what happens when there are problems to address.</p> <p>I think it's a shame how swimming is now. A lot more kids don't like swimming and they have gone backwards in their swimming ability. Both my children are quite nervous in the water even though they are really good swimmers. I think they used to be better swimmers.</p>
<p><b>Common themes</b></p>	
<ul style="list-style-type: none"> <li>• The vast majority of our Māori and Pacific families are very happy with the quality of teaching and learning at Wakefield School.</li> <li>• Overall our school communication is effectively connecting and engaging our Māori and Pacific whānau.</li> <li>• Some of our Māori whānau are still learning about their own connections to their Māori heritage and others have a strong connection.</li> <li>• The majority of our Māori whānau are happy with the way Te Reo, tikanga and matauranga Māori are integrated into teaching and learning for all students at Wakefield School.</li> </ul>	
<p><b>Actions to move forward</b></p>	
<ol style="list-style-type: none"> <li>1. Ensure we are actively celebrating the cultures of all our whānau.</li> <li>2. Investigate teacher opinions regarding introducing an online platform for sharing photos and videos of student learning with whānau.</li> </ol>	

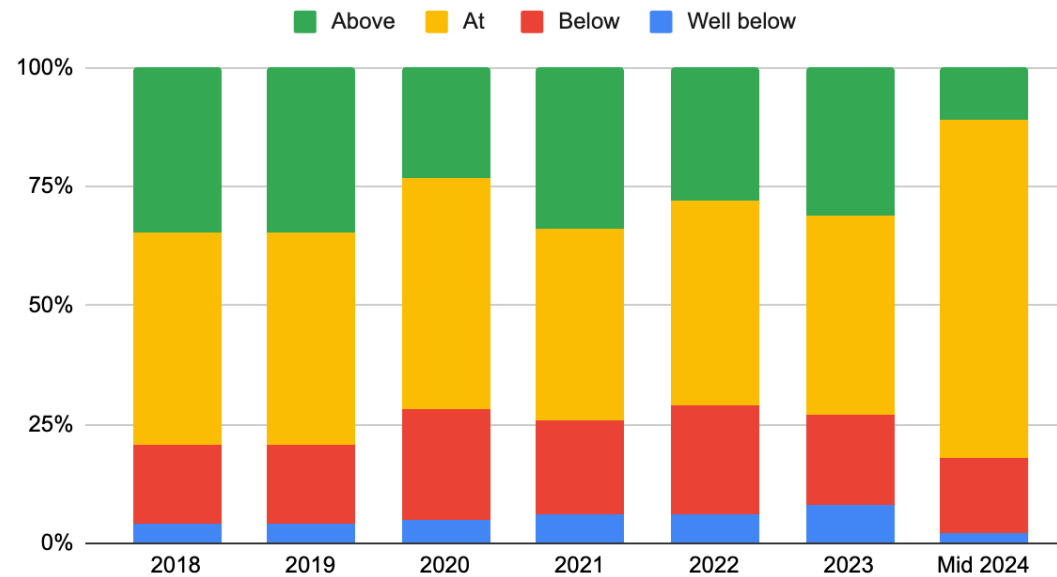
3. Explore whether or not there is whānau interest in learning Te Reo alongside staff, when we have capacity for this.
4. Explore whether or not other whānau are interested in exploring bilingual or immersion learning in the future.
5. Continue to build whānau understanding and awareness about how we respond to student conflicts and challenging behaviour.



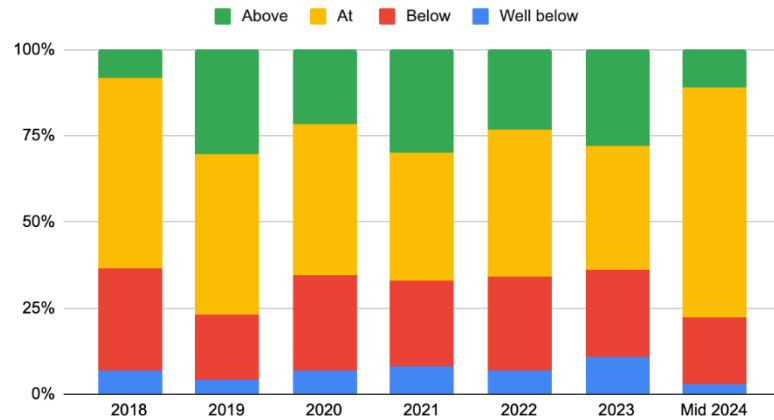
# 2024 Mid Year Student Achievement

## Reading Data

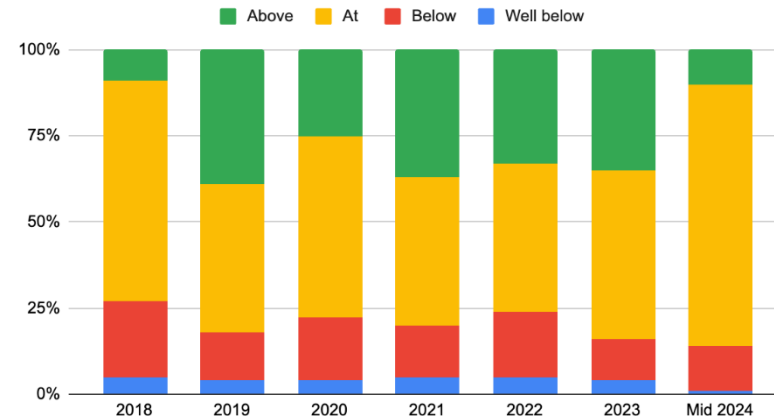
Whole School Reading Achievement Trends



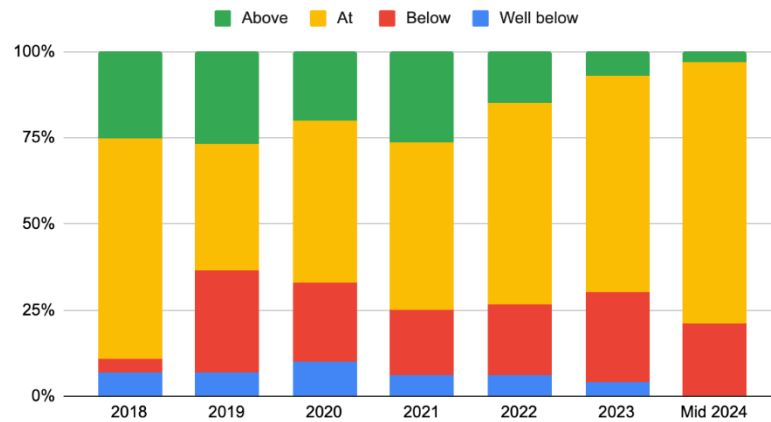
Boys Reading Achievement Trends



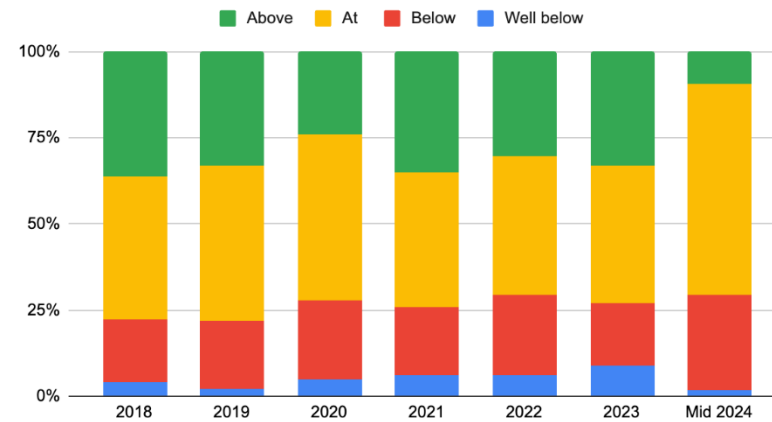
Girls Reading Achievement Trends



Māori Reading Achievement Trends



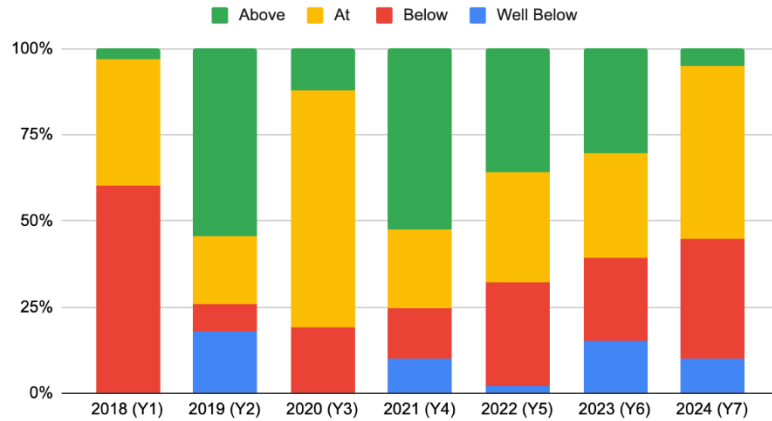
NZ European Reading Achievement Trends



## Mid Year Reading Cohort Data

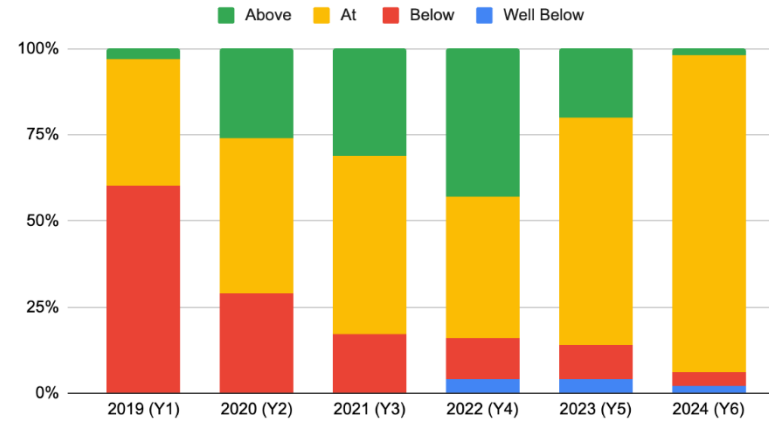
### Year 7

Reading Achievement for Mid 2024 Year 7 Cohort



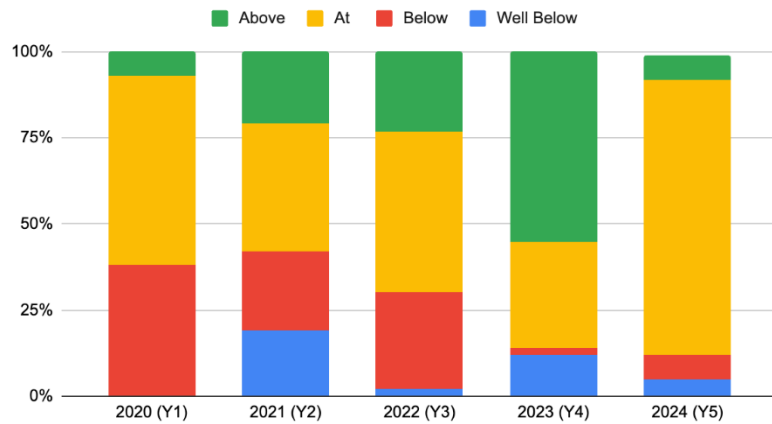
### Year 6

Reading Achievement for Mid 2024 Year 6 Cohort



### Year 5

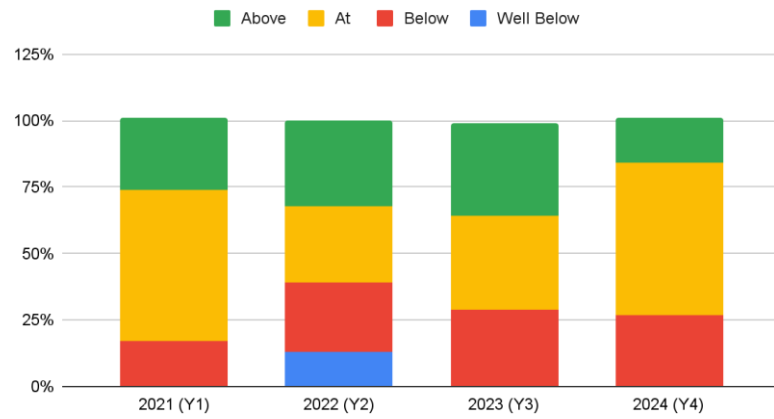
Reading Achievement for Mid 2024 Year 5 Cohort





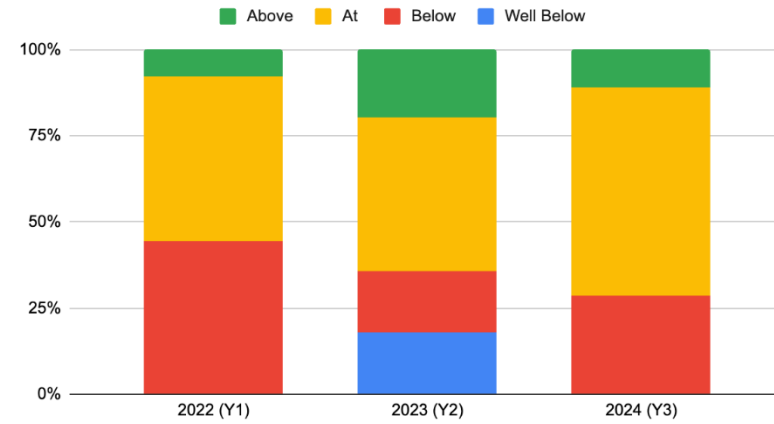
## Year 4

Reading Achievement for Mid 2024 Year 4 Cohort



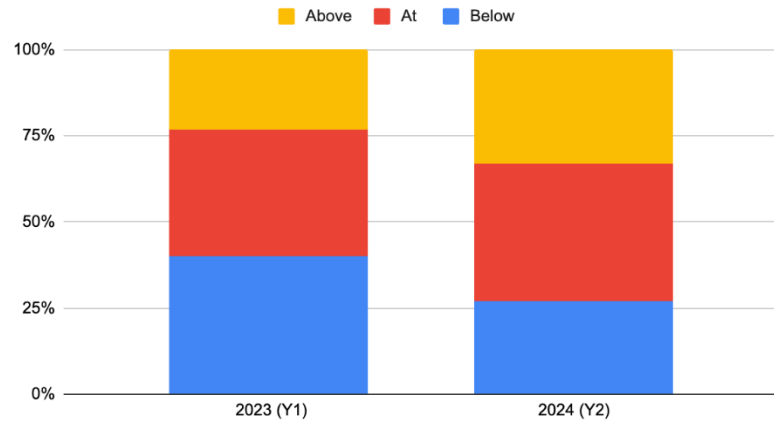
## Year 3

Reading Achievement for Mid 2024 Year 3 Cohort



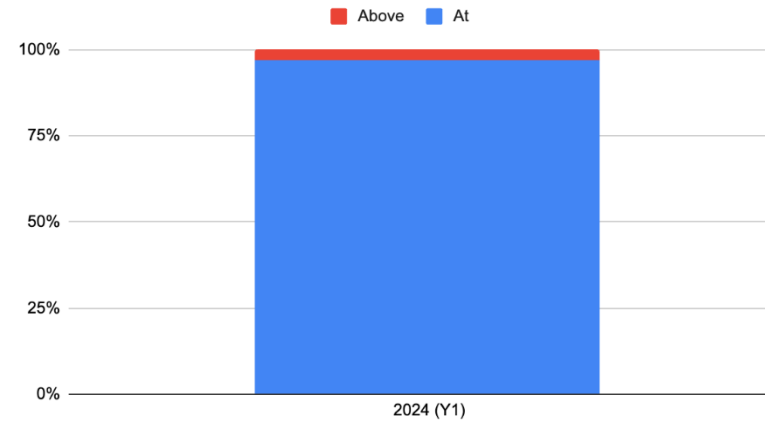
## Year 2

Reading Achievement for Mid 2024 Year 2 Cohort



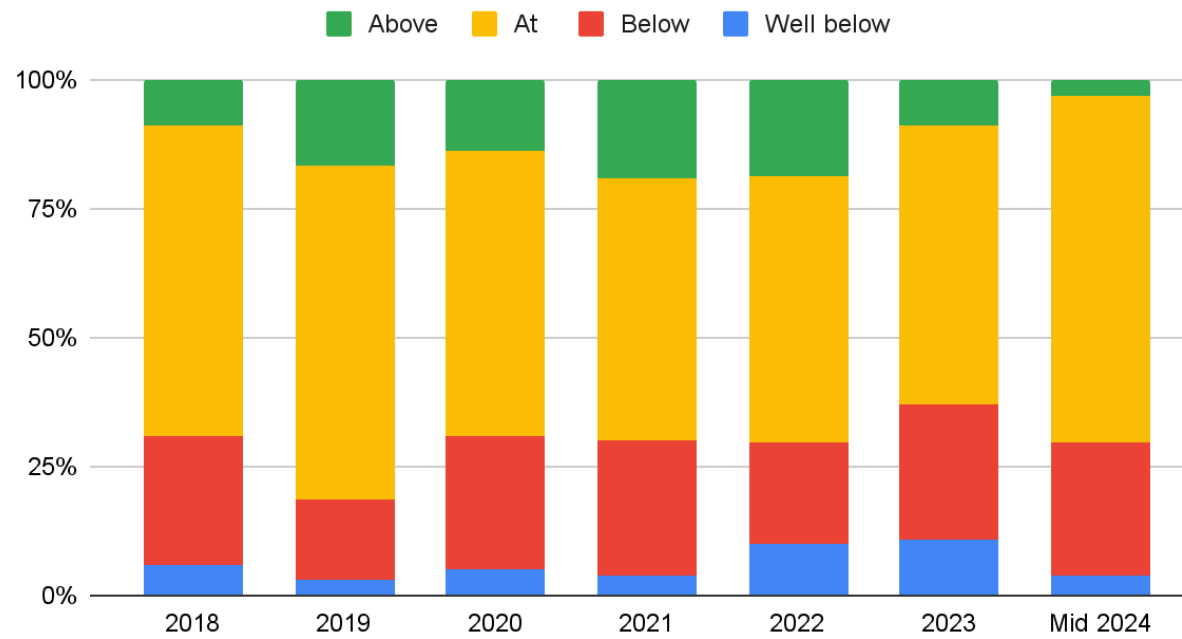
## Year 1

Reading Achievement for Mid 2024 Year 1 Cohort



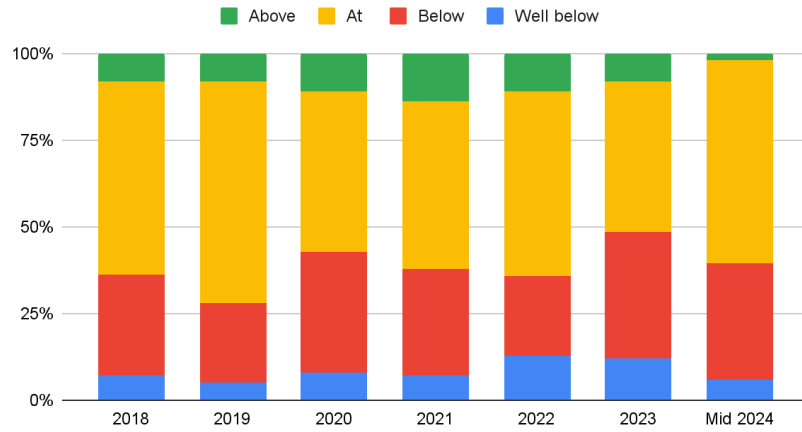
## Writing Data

### Whole School Writing Achievement Trends

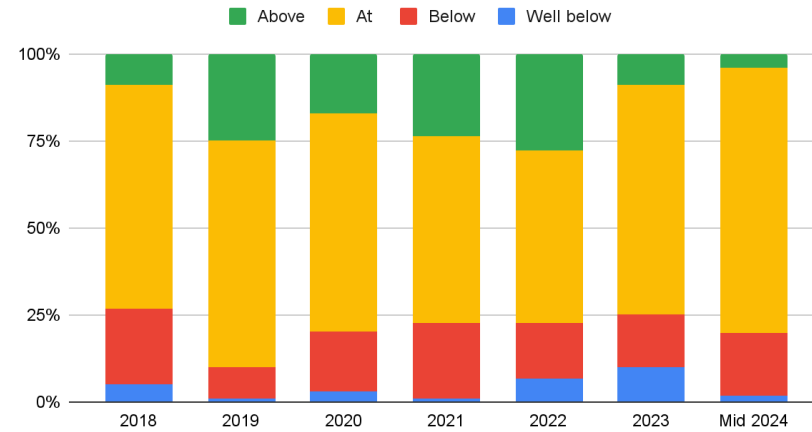


## Mid Year Writing Cohort Data

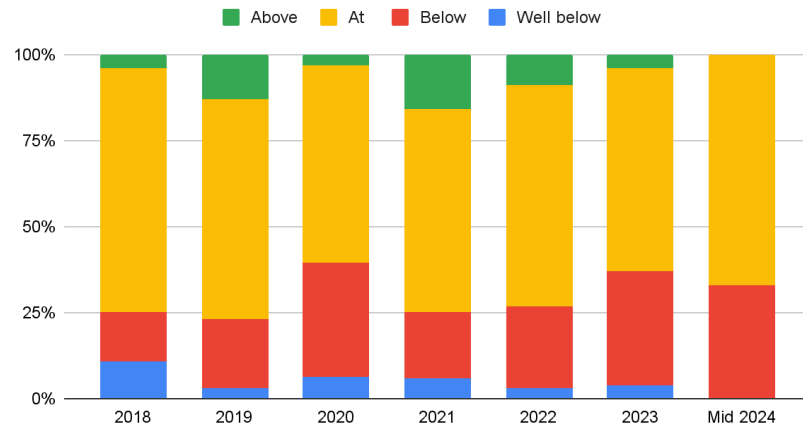
### Boys Writing Achievement Trends



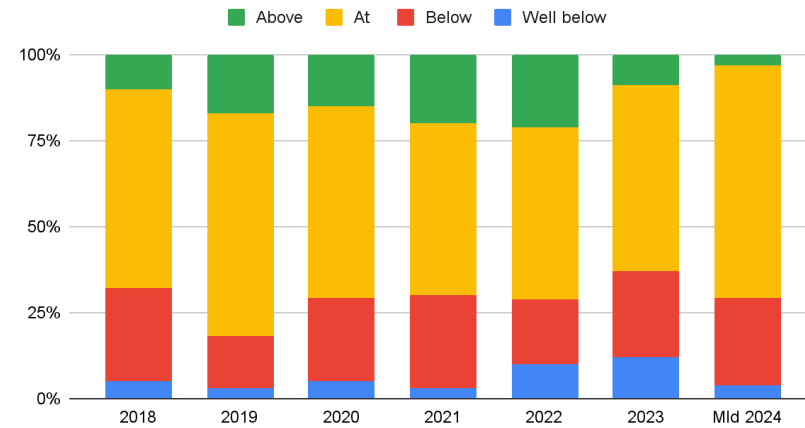
### Girls Writing Achievement Trends



### Māori Writing Achievement Trends

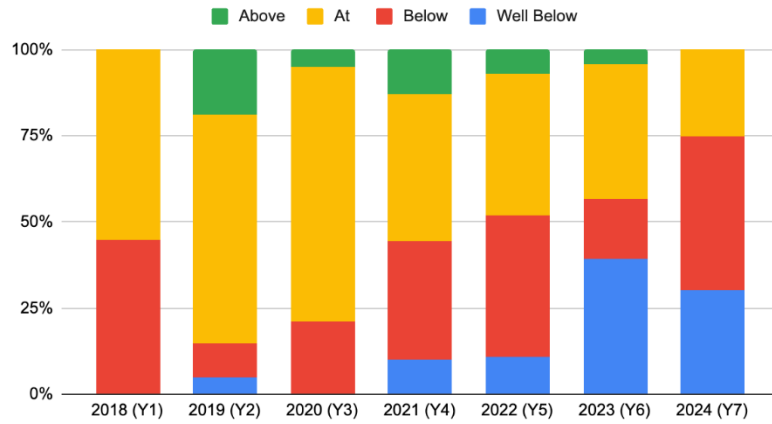


### NZ European Writing Achievement Trends



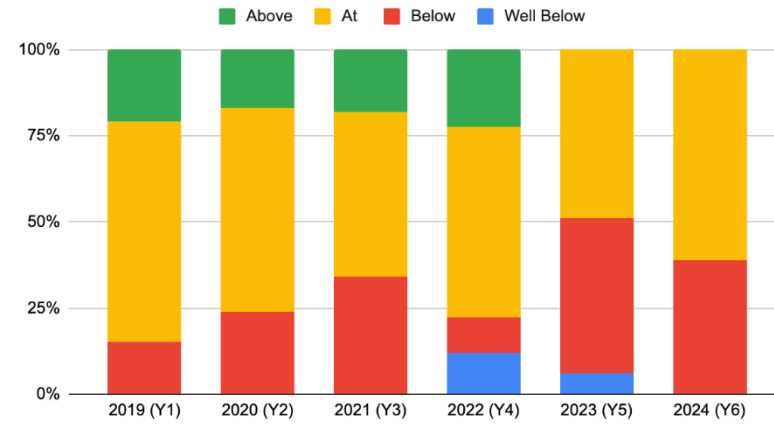
## Year 7

Writing Achievement for Mid 2024 Year 7 Cohort



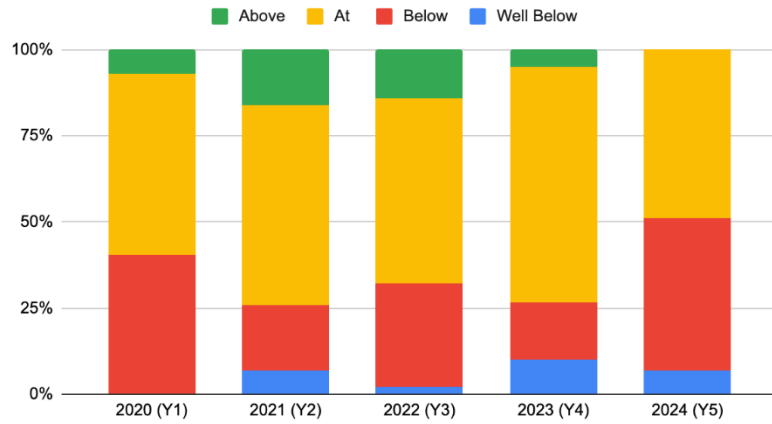
## Year 6

Writing Achievement for Mid2024 Year 6 Cohort



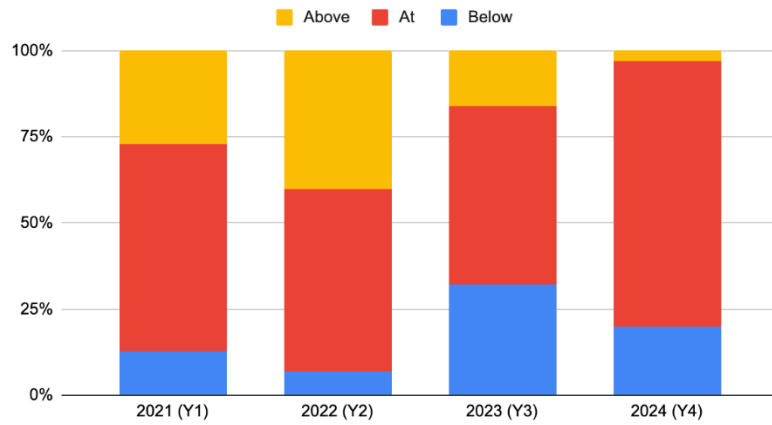
## Year 5

Writing Achievement for Mid 2024 Year 5 Cohort



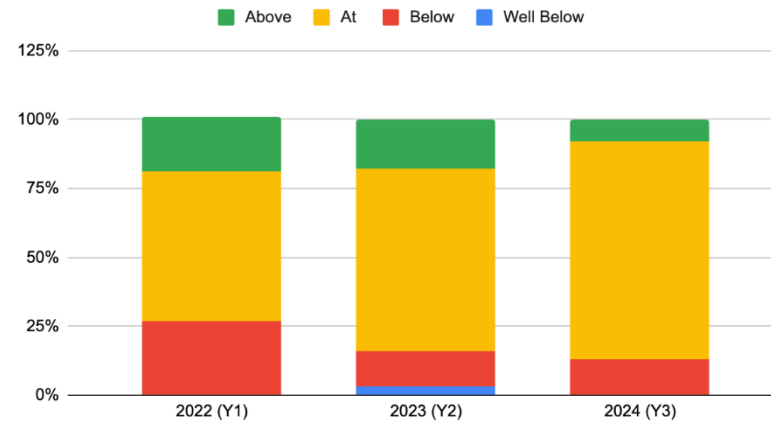
## Year 4

Writing Achievement for Mid 2024 Year 4 Cohort



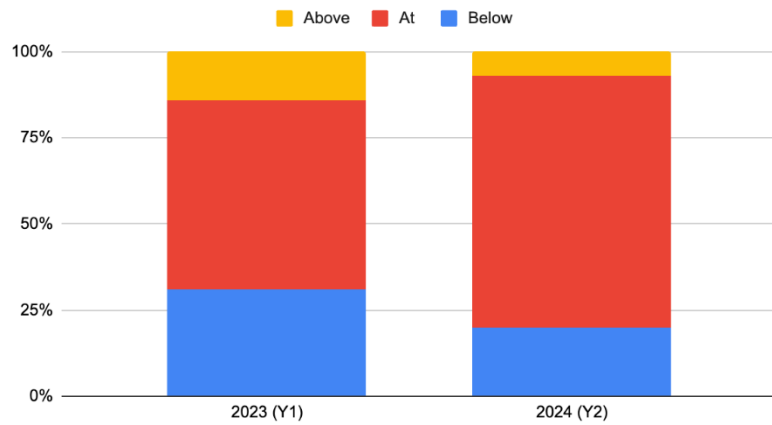
## Year 3

Writing Achievement for Mid 2024 Year 3 Cohort



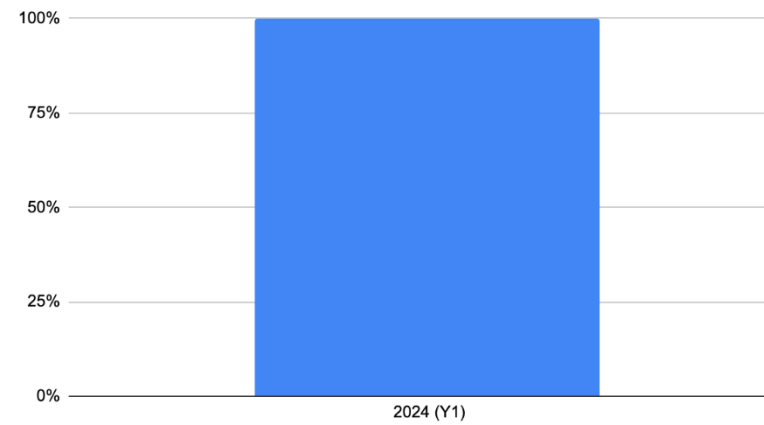
## Year 2

Writing Achievement for Mid 2024 Year 2 Cohort



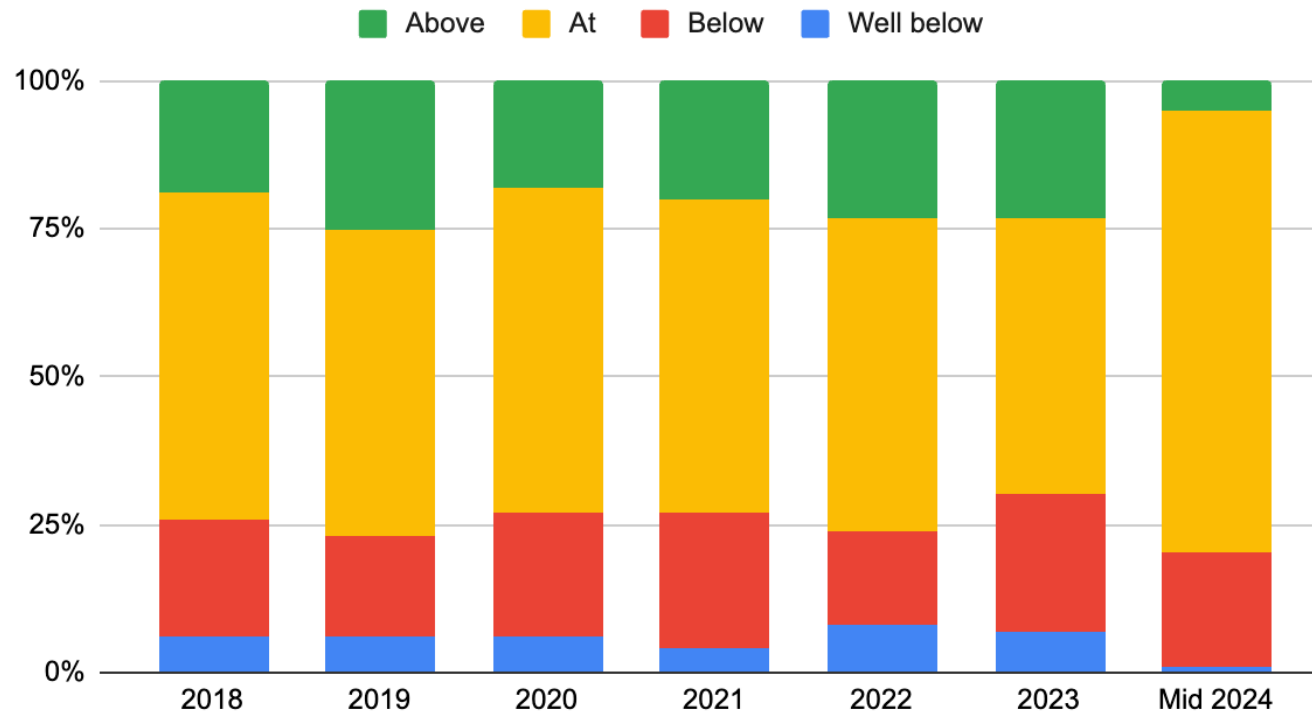
## Year 1

Writing Achievement for Mid 2024 Year 1 Cohort



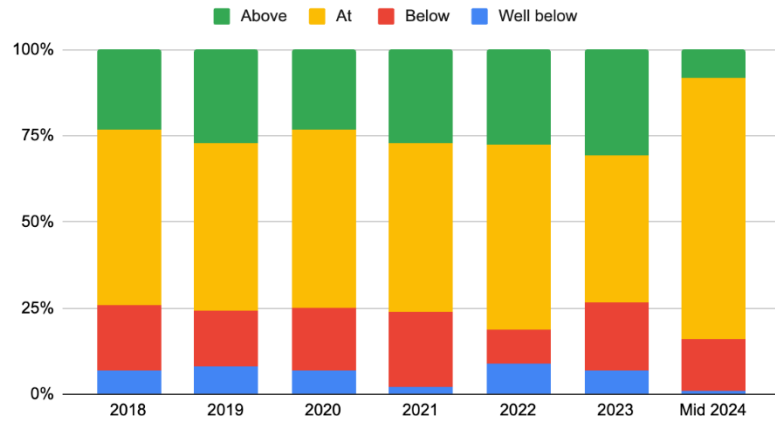
## Mathematics Data

### Whole School Mathematics Achievement Trends

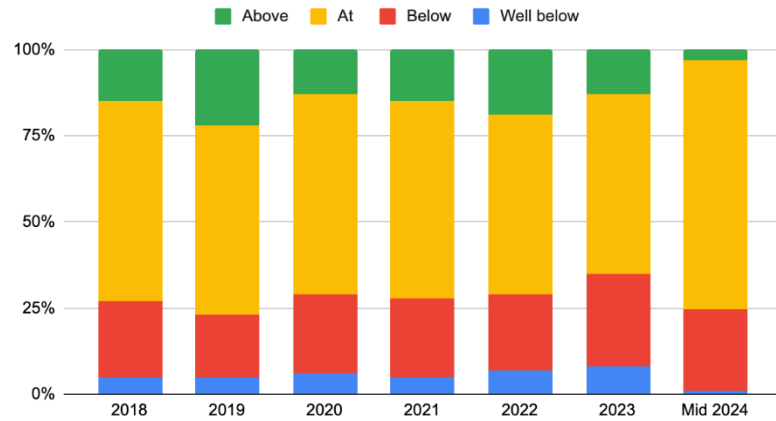


## 2023 Mid Year Mathematics Cohort Data

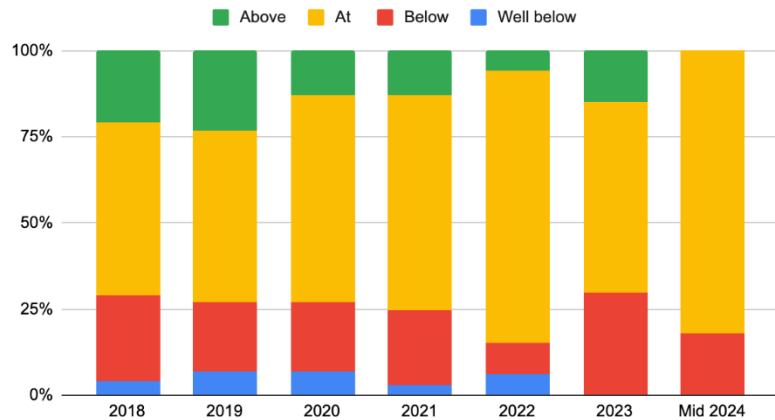
### Boys Mathematics Achievement Trends



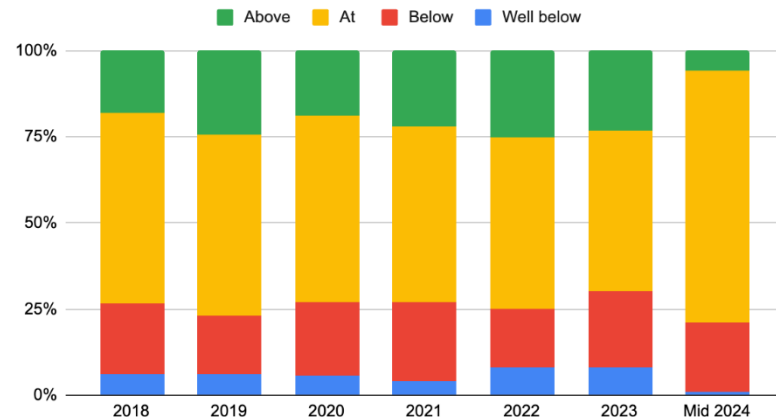
### Girls Mathematics Achievement Trends



### Māori Mathematics Achievement Trends

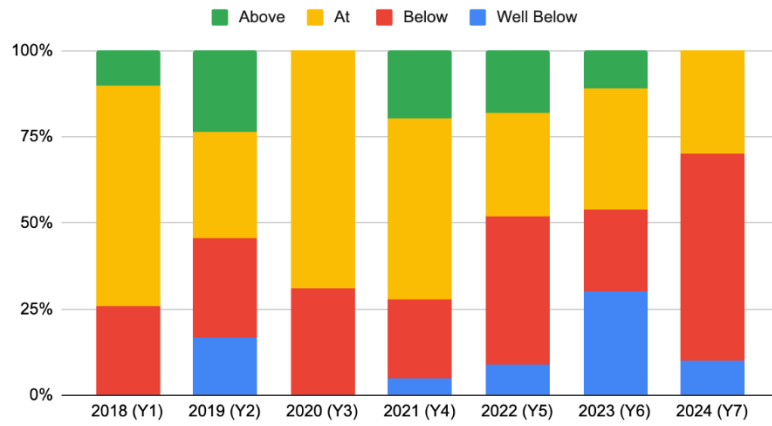


### NZ European Mathematics Achievement Trends



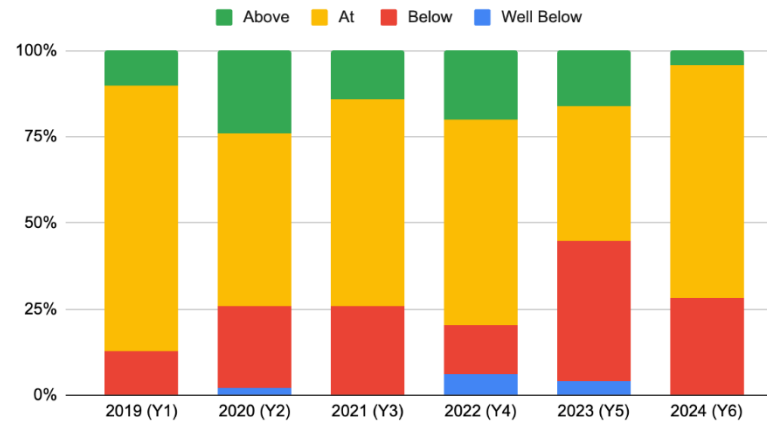
### Year 7

#### Mathematics Achievement for Mid 2024 Year 7 Cohort



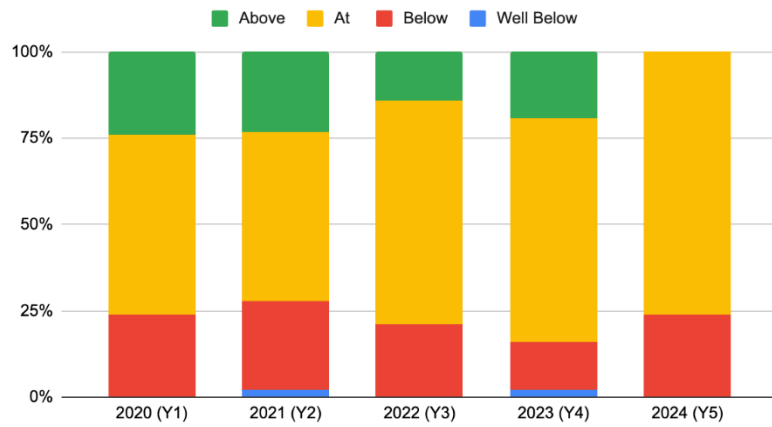
### Year 6

#### Mathematics Achievement for Mid 2024 Year 6 Cohort



### Year 5

#### Mathematics Achievement for Mid 2024 Year 5 Cohort

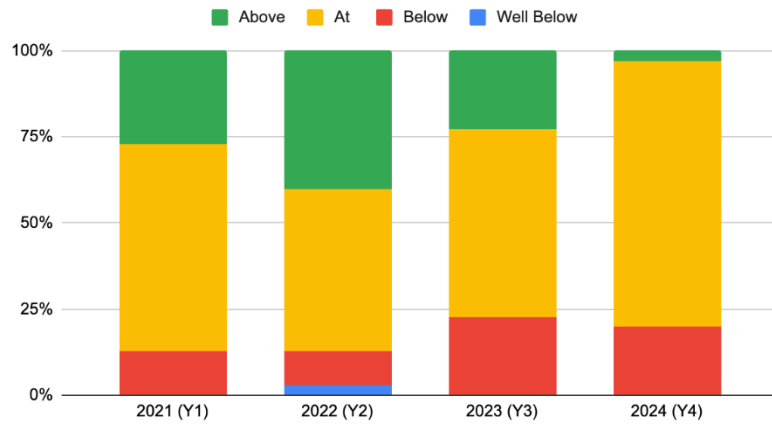


### Year 4



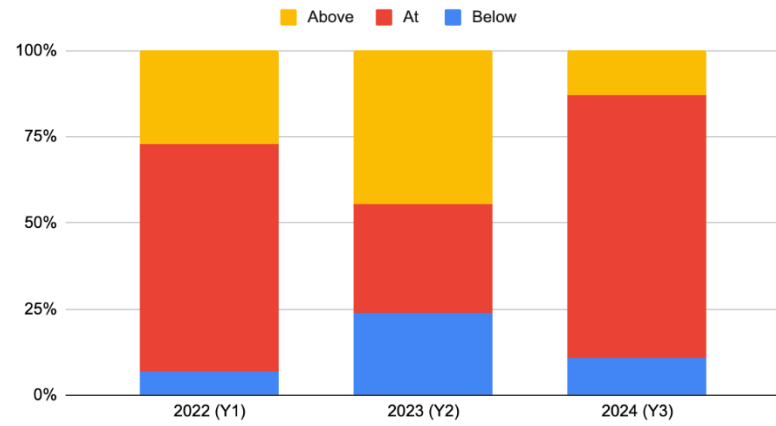
## Year 4

### Mathematics Achievement for Mid 2024 Year 4 Cohort



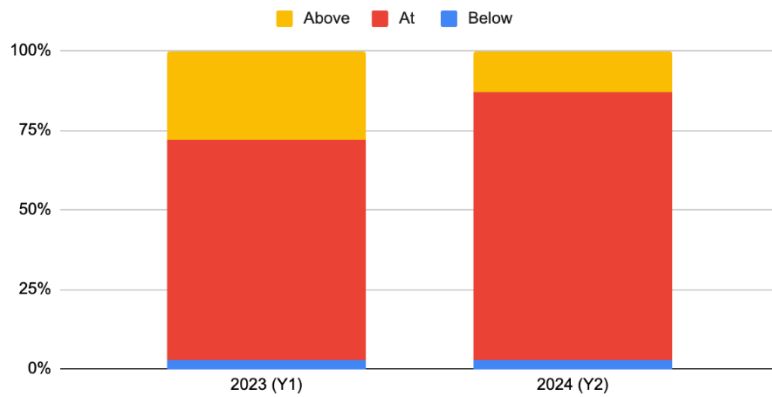
## Year 3

### Mathematics Achievement for Mid 2024 Year 3 Cohort



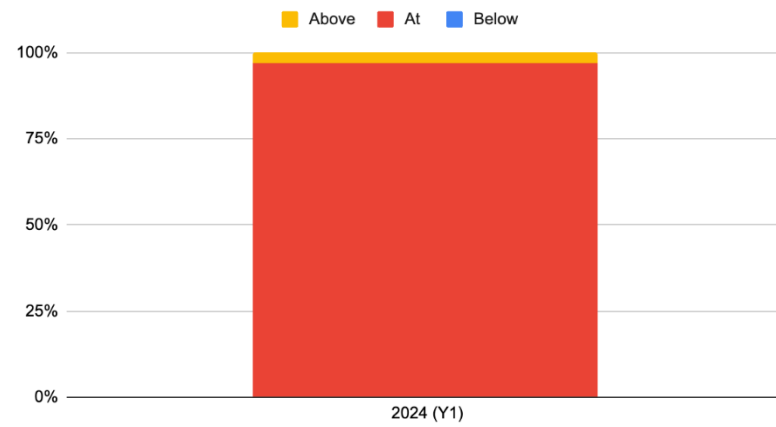
## Year 2

### Mathematics Achievement for Mid 2024 Year 2 Cohort



## Year 1

### Mathematics Achievement for Mid 2024 Year 1 Cohort



	2018		2019		2020		2021		2022		2023		Mid 2024	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
<b>Reading</b>														
All	197/249	79%	209/272	77%	196/274	72%	187/253	74%	198/279	71%	172/235	73%	194/238	82%
Maori	26/28	93%	20/30	67%	20/30	67%	23/31	74%	25/34	74%	19/27	70%	26/33	79%
NZ European	169/219	77%	187/240	78%	175/242	72%	162/218	74%	172/242	71%	151/206	73%	165/202	82%
Boys	98/129	76%	107/141	67%	92/141	65%	92/138	67%	91/138	66%	78/122	64%	96/124	77%
Girls	98/120	82%	107/131	86%	102/133	77%	92/115	80%	106/141	75%	94/113	84%	98/114	86%
<b>Writing</b>														
All	172/249	69%	222/272	82%	191/277	69%	181/255	71%	195/279	70%	148/235	63%	167/238	71%
Maori	22/28	78%	27/30	79%	19/31	60%	24/32	75%	25/34	74%	17/27	63%	22/33	67%
NZ European	148/219	68%	193/240	80%	171/244	70%	154/219	70%	169/242	70%	129/206	63%	142/202	70%
Boys	83/129	64%	90/141	73%	82/144	57%	86/139	62%	87/138	63%	63/122	51%	75/124	61%
Girls	89/120	74%	97/131	90%	106/133	80%	90/116	78%	109/141	77%	85/113	75%	92/114	81%
<b>Maths</b>														
All	182/249	73%	208/273	76%	199/273	73%	189/255	74%	212/279	76%	165/237	70%	190/238	79%
Maori	20/28	70%	23/30	76%	22/30	73%	24/32	75%	29/34	85%	19/27	71%	27/33	82%
NZ European	160/219	73%	183/241	76%	175/241	72%	161/219	74%	188/242	78%	143/206	69%	160/202	79%
Boys	95/129	74%	107/141	76%	106/141	75%	106/139	76%	112/138	81%	90/122	74%	104/124	84%
Girls	88/120	73%	102/132	77%	94/132	71%	84/116	72%	97/141	69%	74/113	65%	86/114	76%

## Summary Points

- In Reading, Writing and Mathematics we have seen a significant increase (8-9%) in the percentage of students at or above expectations.
- While the percentage of students achieving “at expectation” has increased for Reading, Writing and Mathematics, there is a decrease in the percentage of students achieving “above expectation.”
- Our girls continue to achieve better than our boys in Reading and Writing and the gap is greatest in Writing.
- Our boys continue to achieve better in Mathematics than our girls.
- Our Māori student achievement is slightly lower in Reading and Writing but slightly higher in mathematics compared to our Pakeha students.
- Writing achievement for our current year 5, 6 and 7 students is a significant concern.
- Mathematics achievement for our current year 7 cohort is a significant concern.

## Next Steps

1. Share data with our teachers and discuss the patterns
2. Identify ways to better engage boys in Literacy, especially writing.
3. Explore ways to extend students so that we increase the number of students achieving above expectations in Reading, Writing and Mathematics.

# Wakefield School and Ministry of Education

Pilot Project 2024 (and beyond)

*Draft Plan*

*Wakefield Kura - Our Overall Vision:*

**Every child experiences belonging and success at Wakefield School**

*Our Goals for staff:*

1. To grow staff capability in practice that supports the emotional well-being of our tamariki.
2. To support staff wellbeing and resilience.
3. To support teachers to embed and use Te Whare Mātauranga, our Wellbeing Curriculum, as the framework for our teaching and learning at Wakefield School.

*Our Goals for students:*

1. To support our students by identifying and meeting their unmet needs.
2. To support our students to understand their brain - body connection (regulation and resilience).
3. To engage and progress our children so they see themselves as successful learners with a strong sense of identity and belonging.

*Goals for our School Community:*

1. To support our community to understand and use strategies that support the emotional well-being of their families, and all the tamariki at Wakefield School.

PLD that occurred in **2023 and Term 1 2024**

**Wellbeing & Trauma Informed Practice**

**Curriculum Changes & Government Policies**

**Culturally Responsive Practice**

<p>2023</p> <ul style="list-style-type: none"> <li>• TIE Sharing from Freya’s sabbatical research</li> <li>• TIE RAPLD with Jase Williams</li> <li>• Te Whare Matauranga (Local curriculum) Learning Progressions</li> <li>• System Coherence &amp; Responding to challenging behaviour</li> </ul>	<p>2023</p> <ul style="list-style-type: none"> <li>• Understand, Know &amp; Do Learning Progressions</li> <li>• Progress steps for Literacy &amp; Maths</li> </ul>	<p>2023</p> <ul style="list-style-type: none"> <li>• Local History Bus Tour (Kāhui Ako) for leaders</li> <li>• Hosted Kura for Kapa Haka nationals (primary)</li> <li>• Kapa Haka PLD</li> </ul>
<p>2024</p> <ul style="list-style-type: none"> <li>• Term 1 Kathryn Berkett - Life Ed Workshop</li> <li>• Term 1 Kathryn Berkett - Wakefield SLT / BrainHug Trust began school wide Trauma Neuroscience Planning</li> <li>• Term 2 Dr Ross Greene Proactive &amp; Collaborative Problem Solving</li> <li>• Term 2 Kathryn Berkett Neuroscience &amp; Behaviour</li> <li>• Term 3 Judith Howard TIE Contemporary Understanding &amp; Practical Application</li> </ul>	<p>2024</p> <ul style="list-style-type: none"> <li>• Science of learning</li> <li>• Term 4 English Curriculum Years 0-8</li> <li>• Term 3-4 50 Hours CFRAPLD with ImpactEd focus on assessment</li> <li>• To be applied for SL PLD for Y0-3 teachers (Term 4 2024 - term 1 2025)</li> </ul>	<p>2024</p> <ul style="list-style-type: none"> <li>• Term 1 TOD - Traditional Māori Games &amp; CRP with Harko Brown</li> <li>• Term 2 Localised Stories &amp; Kurahaupo</li> <li>• Term 3 Local History Bus Tour (Kāhui Ako) for teachers</li> <li>• Kapa Haka PLD</li> <li>• Hosted Kura for Kapa Haka nationals (secondary)</li> </ul>

### 2024 Professional Learning Commitments

	Non Contact	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2		Discussed MOE pilot project with Jacques		Dr Ross Greene Collaborative & Proactive Solutions		Planning with Jacques, Mike, Freya & Emma  Curriculum Refresh TOD - Sciences of Learning	Meeting Free Week	Planning with RTLb re Kererū Project	Kathryn Berkett - Challenging Behaviour & Neuroscience (Community and Kahui presentations + mahi with Wakefield)		
Term 3		Dr Judith Howard - Trauma Aware Education					Meeting Free Week		Local History bus tour for some teachers	NZPF Conference (Freya)	
Term 4			Curriculum Refresh TOD	Hieke Conference (Freya)  Trauma Aware Conference (Emma)			Meeting Free Week				Term 4 ends Tuesday 17 Dec

### 2025 Professional Learning Commitments

Term 1	2x TODs Reboot						Meeting Free Week				
Term 2							Meeting Free Week				
Term 3							Meeting Free Week				
Term 4							Meeting Free Week				
	Non Contact	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10

Future Planned PLD to meet our strategic goals that are <b>either yet to happen, be scheduled and / or planned:</b>		
Wellbeing & Trauma Informed Practice	Curriculum Changes & Government Policies	Culturally Responsive Practice & Te Reo Māori
TIE - Dr Judith Howard Emma is working with Dr Howard on PhD. Aim to see if Dr Howard will also partner with Wakefield to support our SW journey. <a href="#">Dr Judith Howard</a>	Assessment	Te Ahu o Te Reo Bespoke PLD?
<a href="#">Reboot</a> - Online /Face-to-face <a href="#">Resilient Us</a> - Online/Face-to-face (2025) - opportunity via Reboot re staff wellbeing Meeting with Sarah Ralston <b>31st July 2024</b> to explore possibilities	Structured Literacy	Local History Bus Tour (Kāhui Ako) for Teachers
School wide implementation of Dr Ross Greene in partnership with MoE following recent sector wide presentation. All of SLT at Wakefield attended this workshop. <a href="https://livesinthebalance.org/">https://livesinthebalance.org/</a> Appleby School & Nelson Central School have shown interest in working with Wakefield School.	Reporting to parents	
Continuation of collaboration with Kathryn Berkett and BrainHug Trust to develop emotional regulation tools and promote SW neuroscience journey. <a href="https://www.engagetraining.co.nz/">https://www.engagetraining.co.nz/</a> <a href="#">BrainHug</a>		
Other Activities & Commitments		
Implementation of Nature Programme in Kererū Team to support MoE supported learners (Term 3 / 4 2024)		
Implementation of social emotional regulation learning with support from RTLB for Kererū using Te Whare Mātauranga, our Wellbeing Curriculum (Term 3 / 2 2024)		<a href="#">Te Whare Mātauranga</a>

## 2025 and Beyond - Ideas to Support our Vision

Area for Development	What is needed
Staff resilience & wellbeing	PLD for staff relating to managing stress, resilience and wellbeing
Partner with Dr Judith Howard (Emma research Phd aligned) - co-regulation / connection over compliance <ul style="list-style-type: none"> <li>• Begin kōrerō 2024</li> </ul>	Explore Judith visiting Nelson in 2025.
Continue to develop school wide Neuroscience / Trauma Aware Practice (regulation tool) - collaboration with Kathryn Berkett / BrainHug and Reboot/ MOE / Judith Howard Consider involving Waimea Kahui (and possibly Nelson Kāhui)	Do we explore wider Kahui collaboration? Ongoing funding to support this.
Reception Class - NE (and vertical class groupings?) <ul style="list-style-type: none"> <li>• Begin kōrerō 2024</li> </ul>	Creating a 'NE' Reception classroom that has a social / emotional (regulation) focus. Could be used to support other children across the school of different ages where needed. Aim to support children and meet them where they are at (reduce stand downs etc.) through connection over compliance.
Development of Collaborative and Proactive Solutions practises (Dr Ross Greene)	Links with our wider vision. Who do we support in our school to do this mahi? How can we train them? Can we also support our parents to use these strategies at home?



<b>Other Activities &amp; Commitments:</b>	
Review school wide values & vision statement to inform 2026-2028 Strategic Planning	Staff, student and community consultation. Align with our wider vision.
Review School Wide Assessment & Reporting	Using PLD hours with ImpactEd in 2024 to evaluate current assessment practices and align with new MOE & curriculum requirements Awaiting information from Govt regarding reporting
Review our IEP meetings and planning documents to align with our neuroscience / emotional regulation approaches and planning.	
Continue to imbed and grow Te Whare Mātauranga, Wellbeing Curriculum and develop portal for whānau / community.	Weave in the resources and expertise from our Neuroscience and Trauma mahi into our curriculum work. Need time to do this and upskill staff.

## References:

Brunzell, Tom & Norris, Jocelyn (2021). *Creating Trauma Informed Strengths Based Classrooms*. Jessica Kingsley Publishers.

Desautel, Lori *Phd* (2023). *Intentional Neuroplasticity*. Wyatt-MacKenzie Publishing.

Education Review Office (2024). *Time to Focus: Behaviour in our Classrooms*. Crown Copyright.

Howard, Judith *Phd* (2022). *Trauma-Aware Education*. Australian Academic Press.

## Self review – Using the criteria

After gathering and discussing the evidence, use the criteria below to identify the Board's current level of cultural responsiveness.

*Rapa* of the *hoo* represents the face of the community



## REPRESENTATION – criteria

Focus	Emerging	Developing	Integrating	Supporting resources refer to: <a href="http://www.nzsta.org.nz/trustee-professional-development/culturaltool/">www.nzsta.org.nz/trustee-professional-development/culturaltool/</a>
	The Board...			
<b>Engages with Māori community</b>	B provides opportunities for parents, whānau, hapū and iwi to be involved in consultation.	B schedules regular hui/meeting with parents, whānau, hapū and iwi B understands the importance of reciprocal and respectful relationships within the school community.	B works with a range of Māori community members to develop opportunities to engage productively with parents, whānau, hapū and iwi to support Māori student achievement B fosters a school culture where all relationships are: <ul style="list-style-type: none"> <li>reciprocal</li> <li>manaaki (caring)</li> <li>respectful</li> <li>appropriate</li> <li>effective.</li> </ul>	Effective governance – Supporting educational success as Māori (EG:SESaM) p.14-16 <i>Ka Hikitia</i> strategy p.23 <i>Ka Hikitia</i> summary p.4 <i>T taiako</i> p. 6 – Wānanga
<b>Engages with Māori community for decision making</b>	B invites the Māori community to respond to decisions.	B seeks and considers the school's Māori community voice in decision making.	B works in partnership with the school's Māori community to make decisions.	EG:SESaM pp.14, 15 <i>T taiako</i> p. 8 – Whanaungatanga
<b>Engages with Māori community for representation in governance</b>	B is yet to seek Māori input into governance B a Māori representative is appointed to the board.	B invites Māori input into governance B Māori parent and iwi representatives are appointed to the board.	B works with a range of people from the Māori community to determine what effective Māori input into governance looks like B actively encourages and pursues ongoing Māori views on participation in governance.	EG:SESaM pp.14, 15 <i>T taiako</i> p. 8 – Whanaungatanga
<b>Responsiveness to whānau concerns</b>	B has a process for issues to be raised for Māori parents and whānau.	B has a process for raising issues that is communicated to Māori parents, whānau and wider community.	B has an agreed, clear and transparent process with whānau to ensure that issues can be raised and worked through to resolution B has an appropriate process, developed with whānau B communicates this process to Māori parents, whānau and community.	Review Board: complaints policy <i>T taiako</i> p. 6 – Wānanga

## 2024 Hautu representation focus

### WHAT WE KNOW

Self review – Gathering the evidence

Use the questions below to identify the evidence your Board has for the Representation governance area, in relation to Māori enjoying and achieving education success as Māori.

### REPRESENTATION – gathering the evidence

Rapa of the hoe represents the face of the community

#### **Guiding questions:**

What evidence is there that you have valued representation of parents and whānau in supporting the effective governance of the school and the success of Māori students?

What evidence do you have that the aspirations of your Māori community have been sought, considered and responded to in the development of your School Charter? (use the Representation criteria if required)

Focus	Indicator	Evidence
Engages with Māori community		
Engages with Maori community for decision making		
Engages with Maori community for representation in governance		
Responsiveness to whānau concerns		
<b>Representation actions to move forward</b>		