



**September 2024**

**Our Vision**

Our Children will be Confident Lifelong Learners

Circulation:

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# 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 Motions and amendments once proposed and accepted may not be withdrawn without the consent of the meeting.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 25<sup>th</sup> September 2024, 5.30pm**  
**Venue: Staffroom**

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

- **Matai Piwakawaka report on curriculum and student achievement**

## **2. Welcome and apologies**

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

## **3. Administration**

- Confirmation of Minutes (August 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

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

- Table - 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**

## **6. General Business**

- Government proposal of changes to board objectives and NELP provisions in Education and Training Act – consultation and submissions
- Next Step Hautu review
- Gala update and board involvement
- School Travel Plan update

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

- One item

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

- Discuss/approve reviewed procedures
- Report on progress of ICT strategic plan and future directions
- Discuss draft budget
- **Totara Kotare report on curriculum and student achievement**

## **9. Closure**

**MINUTES OF THE WAKEFIELD SCHOOL BOARD OF TRUSTEES MEETING  
In the Staffroom at 5.30pm Wednesday 28 August 2024**

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

**APOLOGIES:** Hillary McDonald

**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**

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

- Nil

**ADDITIONAL GENERAL BUSINESS ITEMS:**

- Nil

**CONFIRMATION OF PREVIOUS MINUTES:**

***Motion:*** Move that the minutes from the Board meeting held on 19<sup>th</sup> June 2024 to be correct

**Sonia Emerson/Dale MacDonald**

**MATTERS ARISING FROM MINUTES DATED: 19<sup>th</sup> June 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.**

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.

### **Stand Downs**

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.

## **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*

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 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.

**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.

**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 more about Reboot here](#). 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.

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

Please see the attached leadership development review.

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

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.

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.

### **Financial Report:**

As per Board Report:

- 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.
- The board supports the decision to move ahead with the proposed project with Outclass with the timing likely to be the beginning of next year, Sonia is going to review the figures and we will revisit this at our next meeting.

## **Property Report:**

As per Board Report:

- Colours need to be decided. Glen has arranged to meet with Bruce next week.
- Rooms 5 & 6 next steps, Carl from Onus has priced up options which were discussed amongst the board. Freya to seek additional funding for heating & insulation with the potential contribution of board funds if required.

**Motion:** *The board approves to move ahead with Autex, opening up the breakout space/drumroom & the entry to rooms 5&6.*

**Dave Mackenzie/Sonia Emerson**

## **Staff Report:**

As per Board Report:

- N/A

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

**Liz Chandler/Sonia Emerson**

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

- **Present/approve annual accounts and auditor's report**  
This has not been completed yet so will be moved to the next meeting
- **Report: Annual consultation with Maori community**  
Freya provided the report of feedback she received after reaching out to the families directly – it was all very positive
- **Report: Mid-Year achievement information for priority learners: Student Achievement Targets**  
The report included graphs with relevant data which was analysed and discussed
- **Report: Mid-year assessment data; Progress and Achievement**  
Included in the above
- **Report term 2 fire and earthquake drills**  
We didn't complete any in term 2, we are only required to do these every 6 months so have requested to change our evacuation plan to reflect this
- **Table 1<sup>st</sup> July roll return and staffing plan for remainder of year. Signal roll/staffing predictions for following year**  
Freya will distribute this information following the meeting
- **Report on mid-year staff performance management programme**  
Freya has begun meeting with the teachers and admin team to review goals and performance
- **Report on staff/student H & S annual review meeting**  
Moved to the next meeting
- **Report on mid-year review of annual plan**  
This is on target, Freya had begun looking into report templates however the ministry is rolling out new standard templates so this was been put on hold
- **Discuss/approve reviewed policies**

Discussed prior to the meeting

MATTERS OF GENERAL BUSINESS:

• **Expressions of interest for Deputy presiding member role**

The board agreed this would be a great idea but no one put themselves forward at this stage. We will keep this on the agenda and discuss further.

• **Hautu Review**

**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	Developing	<ul style="list-style-type: none"> <li>Regular hui with whānau</li> <li>Positive relationships with Māori whānau and iwi (mana whenua)</li> </ul>
Engages with Maori community for decision making	Emerging	<ul style="list-style-type: none"> <li>We gather Māori voice and use this to inform strategic decision making</li> </ul>
Engages with Maori community for representation in governance	Emerging	<ul style="list-style-type: none"> <li>Māori input into governance is limited</li> <li>We have a Māori Board rep</li> </ul>
Responsiveness to whānau concerns	Developing	<ul style="list-style-type: none"> <li>Through our Māori whanau feedback we invite our Māori families to raise any concerns they have for their children with cultural safety.</li> </ul>
<b>Representation actions to move forward</b>	Give further consideration for how our Māori community can have input into governance.	

• **Update on Te Whakarōputanga Kaitiaki Kura o Aotearoa|NZSBA professional learning & development workshop - "The Board's Role in Concerns and Complaints" and upcoming workshops**

At todays board meeting we all participated in some board PLD with Renee Jepson regarding Te Tiriti which was very eye opening. Liz and Dale attended an NZSBA workshop regarding concerns and complaints which was valuable and was a great chance to have conversations with other board members. Dale also attended a

workshop regarding curriculum changes and how to support our teachers with these changes.

- **Board managing concerns/complaints**

The board discussed our complaints process as part of the principal's report. The board agreed there needs to be a more open policy with the possibility of an external person to manage this. Dave suggested he draft something to go in our next school newsletter to open up the communication between parents/caregivers and the school.

- **2025 school start date**

The board approved the suggested start and finish date of 2025 as 4<sup>th</sup> February – 18<sup>th</sup> December

**ADDITIONAL ITEMS OF GENERAL BUSINESS:**

- Nil

**ITEMS FROM THE BOARD ANNUAL CALENDAR FOR SEPTEMBER ARE:**

- 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**

**IN-COMMITTEE:**

- Nil

**MEETING EXTENSION:**

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

**CLOSURE:**

There being no further business the meeting closed at 9.20pm

I confirm these minutes to be a true record of the meeting held on Wednesday 28<sup>th</sup> August 2024 and the resolutions agreed at that meeting.

Signed:.....  
(Chairperson)

Date:.....



**Principal's Report to the Board  
Meeting to be held on  
Wednesday 25 September 2024**

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

**Priority 1:**

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

**Collaborative and Proactive Problem Solving**

Our leadership team have been implementing strategies from the Collaborative and Proactive Problem Solving strategies (CPS) but have not yet progressed the formal assessment part of the problem solving strategy. We continue to work towards this together with Nelson Central School and MOE who are also part of the pilot project.

**In Depth Analysis of Wellbeing@school Survey trends**

The leadership team have been collating our wellbeing at school item data and identifying trends. The same exercise was completed for our Kāhui Ako combined data in term 2. While across all the schools in our Kāhui Ako no significant improvements had been made, our data is quite different and, for the most part, worth celebrating. We found it most interesting and affirms what teachers have been saying for some time, that the biggest challenge for us is reducing the aggressive student behaviours. Most of the items that require teachers to change their practice have shown a significant increase in the positive student scores. This data report is included with this report

### Specific Behaviour Trends

The colour coding shows the following;

- green - reduced
- yellow - same or no significant change
- orange - increased

Type of Behaviour	# of Term 1 incidents	# of Term 2 incidents	# of Term 3 incidents
Defiance	20	25	15
Vandalism	5	1	5
Disruption	26	18	13
Inappropriate Sexual Behaviour	6	0	0
Serious Physical Violence/Endangerment	5	3	3
Boundary	0	0	3
Verbal Abuse	53	18	12
Off Task	6	5	7
Fighting	10	8	3
Bullying	4	8	5
Threatening Language	21	16	7
Stealing	4	0	0
Dishonesty	1	0	1
Self-harm	2	0	0
Aggression	20	20	21
Kicking	25	8	7
Biting	0	0	1
Pushing	11	16	8
Hitting	25	13	15
Punching	10	8	5
Scratching	4	0	4
Leaving Class (without permission)	14	14	11
Leaving School (without permission)	2	0	5
Not returning after a break	0	6	5
Swearing with Intent	24	12	6
Unwanted Touch	6	6	5
Other physical harm	17	4	9

Bystander	2	0	5
Excluding	2	0	2
Peer Pressure	5	0	4
Unkind comments/harassment	0	0	4

**Stand Downs**

There have been two one day stand downs since my last report. These were for a Year 4 child and a Year 3 child.

<p><b>Priority 2:</b></p>	<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> <hr/> <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>          Carl is liaising with a designer to ensure the council consents can progress as soon as possible. We hope building work will begin in mid November.</p> <p><i>Initiative 2: Implement and refine Year 7 curriculum</i>          ImpactEd (PLD provider) is supporting our team to ensure Year 8 planning is completed before the end of term 4.</p> <p><b>Goal 2: We use our wellbeing focus to ensure all our learners are flourishing.</b>  <i>Initiative 2: Develop and embed consistent school wide practices that support wellbeing.</i>          The implementation of the CPS pilot project with the support of MOE is a key initiative to help us achieve goal 2. Research shows that when this approach is used to address specific problems, it not only improves the targeted problem but improves student behaviour in other areas too. I have applied for the Hieke grant to carry out facilitator training in 2025. The facilitator training will qualify me for delivering the training to other staff within our school. Next term I will use my Principal Wellbeing grant to attend the prerequisite advanced workshop in Christchurch in November. Leanne, Emma and several of our TAs also completed the introductory course in term 2.</p> <p><b>Goal 3: Our communication and partnerships between home and school are strong.</b>  <i>Initiative 1: Refine the community connector role to align with new opportunities.</i>          Mary is running a Reading together workshop this term and we are exploring options for supporting whānau with ideas to support mathematics learning at home.</p> <p><i>Initiative 2: Review &amp; improve home &amp; school communication.</i>          A whānau survey is being drafted and this will be shared with our community as soon as possible.</p> <p><b>Goal 4: We are ready to implement the refreshed curriculum that reflects our village and rural school experience.</b>  <i>Initiative 1: Continue to upskill staff on the changes to the refreshed curriculum and phase in the curriculum changes.</i>          Planning is underway to ensure our term 4 curriculum refresh teacher only day (Friday 25 October) meets the current needs our teachers have so they are prepared to implement Te Mātaiaho - the refreshed curriculum. Our focus is on first implementing the English curriculum confidently before moving on to the Mathematics curriculum.</p> <p><i>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.</i></p>
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This term our students have participated in a range of activities in our community including; Karearea 1 & 2 visit to the Steam Museum as part of their inquiry into machines & forces, Karearea 7 & 8 visited Gardens of the World as part of their Bird Cafe & native seedling propagation learning, and Kererū visited Natureland as part of their inquiry into native reptile species and their habitats. These are great examples of our students connecting their learning to our local environment.

**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**

Hautū board review - accountability section

**Attendance**

This year we have referred three families to the attendance support service and have another likely referral pending.

Full Year (so far) data

Date Range	Regularly attending		Irregular absence		Moderately absent		Chronically absent	
	Number	%	Number	%	Number	%	Number	%
All	176	69	63	25	10	4	6	2
Female	92	75	27	22	2	2	1	1
Male	84	63	36	27	8	6	5	4
Pākehā	159	68	58	25	10	4	6	3
Other	6	75	2	25				
Māori	11	79	3	21				
Y1	20	61	11	33	2	6		
Y2	20	67	8	27	1	3	1	3
Y3	24	63	13	34			1	3
Y4	23	74	4	13	4	13		
Y5	29	71	10	24	1	2	1	2
Y6	33	70	10	21	2	4	2	4
Y7	13	65	6	30			1	5

Term 3 Attendance data

Date Range	Regularly attending		Irregular absence		Moderately absent		Chronically absent	
	Number	%	Number	%	Number	%	Number	%
All	177	69	56	22	13	5	9	4
Female	92	75	26	21	2	2	2	2
Male	85	64	30	23	11	8	7	5
Pākehā	162	70	49	21	13	6	9	4
Other	7	88	1	13				
Māori	8	57	6	43				
Y1	22	67	8	24	1	3	2	6
Y2	21	70	4	13	4	13	1	3
Y3	22	58	13	34	3	8		
Y4	22	71	6	19	2	6	1	3
Y5	28	68	11	27	1	2	1	2
Y6	31	66	11	23	2	4	3	6
Y7	17	85	2	10			1	5

<b>Priority 4:</b>	<p><b>Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</b></p> <p>Some data inaccuracies were noted in the mid year student achievement report. These errors were not data entry errors by our teachers but an issue with how the system interprets the data entered. Basically because our Y1 students have not completed their whole year 1 year the system places them all at (or above expectation) because it interprets all data as not being below expectation until a year has been completed at school. This does not reflect the data entered by our teachers which definitely shows some students are not on track.</p>
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<b>Priority 5:</b>	<p><b>Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</b></p> <p>In week 8 we will be celebrating Te Wiki o Te Reo Māori. The theme this year is Ake Ake Ake - a forever language. This year Denise Shellock has been providing some cultural and Te Reo leadership in our school. As our school grows and we are funded more management units we look forward to recognising this leadership role with a management unit.</p>
<b>Priority 6:</b>	<p><b>Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</b></p> <p>Our teachers and leaders have reviewed the draft mathematics curriculum and submitted our feedback. Our teachers and leaders are in the process of reviewing the English curriculum and will provide feedback in the timeframe we have been given.</p> <p>Currently our teachers are more ready to implement the English curriculum so we will focus on implementing this curriculum from the start of the 2025 school year. We have applied for Structured Literacy PLD for all our Y0-3 teachers for term 4 2024 and term 1 2025. We acknowledge that we are</p>

	<p>already meeting most of the MOE expectations for a Structured Literacy approach to teaching reading and writing.</p> <p>Once our teachers are confidently implementing the draft English curriculum we will then begin working on implementing the draft mathematics curriculum. The MOE has also announced that schools can take two teacher only days any time in 2025 to support teacher readiness for implementing the draft mathematics curriculum. We are currently planning for these days to be held in term 3 and 4.</p>
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**Objective 3: Quality teaching and leadership – Quality teaching and leadership make the difference for learners and their whānau**

	<p>We are already beginning to action some of our leadership development review findings.</p> <p>Our DPs were involved in our mid year budget review and our banked staffing monitoring. This has helped both of them understand the big financial picture of the school and income and expenditure streams.</p> <p>They have also been invited to attend the property meeting in my absence and Leanne has been supporting decision making around our development of Rooms 5&amp;6 and with our decision making about our external colour scheme for our upcoming school repaint.</p>
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**Objective 4: Future of learning and work – Learning that is relevant to the lives of New Zealanders today and throughout their lives**

<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>Some of our senior students recently participated in the Coronation Forest learning experience. This included learning about the forestry industry and local employment opportunities in the forestry industry.</p>

Freya Hogarth  
Principal



# Minutes

## Of the Finance Sub-Committee Meeting held on Monday 16<sup>th</sup> September 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 Tuesday 20<sup>th</sup> August 2024

**Sonia Emerson/Freya Hogarth**

**Matters Arising from Minutes:** Tuesday 20<sup>th</sup> August 2024

- Nil

**Additional items of Business**

- Banking staffing
- Staffing 2025

**Finance**

- **Insurance**  
Freya met with Maria regarding insurance, this is due to roll over at the end of October however we decided to check/compare the Ministry insurance option to the new Gallaghers premiums for the coming year. The shed next to the hall is only insured for \$10,000.00 which is much below the replacement cost, Freya is going to look in to adjusting the policy to reflect a more accurate figure.
- **Banking Staffing**  
This has come back up slightly in the last pay period due to PLD mainly, we are keeping an eye on it
- **Staffing 2025**  
We are looking at having 12 classes to start 2025 with an additional class likely to start in term 3. We are currently advertising for a maternity leave cover for 2025 and an additional full time teaching role.

## **GST**

- A GST return is due **30<sup>th</sup> September 2024**, with an approx payment due of **\$5,925.04**.

## **Supplier Payments**

- The Finance sub-committee ratify the payment made on **19<sup>th</sup> August** as per the approved Bank Preview Payment report for the amount of **\$10,095.28**.

## **Credit Card Payment**

- The Finance sub-committee ratify the payment made on **22<sup>nd</sup> August** as per the approved credit card statement for the amount of **\$16.27**.

## **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]**

August 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	\$19,269.25	\$72,058.82	-\$52,789.57	(73.3)%
1-1140	ASB Saver Account	\$106,832.44	\$313.00	\$106,519.44	34,031.8%
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>\$235,785.32</b>	<b>\$167,511.43</b>	<b>\$68,273.89</b>	<b>40.8%</b>
1-1300	Other Current Assets				
1-1310	Accounts Receivable	\$13,494.12	\$5,523.65	\$7,970.47	144.3%
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	\$50,607.08	-\$20,826.58	\$71,433.66	343.0%
1-1380	Swimming Pool Society	\$3,311.00	\$3,566.16	-\$255.16	(7.2)%
	<b>Total Other Current Assets</b>	<b>\$76,385.90</b>	<b>\$120,009.76</b>	<b>-\$43,623.86</b>	<b>(36.4)%</b>
	<b>Total Current Assets</b>	<b>\$312,171.22</b>	<b>\$287,557.78</b>	<b>\$24,613.44</b>	<b>8.6%</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	-\$88,269.77	-\$76,506.29	-\$11,763.48	(15.4)%
	<b>Total Buildings</b>	<b>\$153,693.76</b>	<b>\$165,457.24</b>	<b>-\$11,763.48</b>	<b>(7.1)%</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	-\$36,650.06	-\$23,192.44	-\$13,457.62	(58.0)%
	<b>Total School Equipment</b>	<b>\$14,444.07</b>	<b>\$36,576.98</b>	<b>-\$22,132.91</b>	<b>(60.5)%</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	-\$60,671.26	-\$49,955.88	-\$10,715.38	(21.4)%
	<b>Total School Furniture</b>	<b>\$36,586.81</b>	<b>\$33,491.19</b>	<b>\$3,095.62</b>	<b>9.2%</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	-\$76,778.72	-\$122,993.14	\$46,214.42	37.6%
	<b>Total Office Equipment</b>	<b>\$26,708.41</b>	<b>\$42,301.98</b>	<b>-\$15,593.57</b>	<b>(36.9)%</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	-\$6,547.54	-\$4,320.70	-\$2,226.84	(51.5)%
	<b>Total Office Furniture</b>	<b>\$688.85</b>	<b>\$2,915.69</b>	<b>-\$2,226.84</b>	<b>(76.4)%</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	-\$35,394.90	-\$23,837.98	-\$11,556.92	(48.5)%
	<b>Total Computer Equipment</b>	<b>\$29,151.12</b>	<b>\$42,639.68</b>	<b>-\$13,488.56</b>	<b>(31.6)%</b>
1-2700	Library Resources				
1-2710	Library Resources at Cost	\$121,409.44	\$117,710.00	\$3,699.44	3.1%

**Balance Sheet [Budget Analysis]**

August 2024

Email: admin@wakefield.school.nz

		Selected Period	Budgeted	\$ Difference	% Difference
1-2720	Library Resources Accum Depn	-\$96,673.05	-\$86,896.52	-\$9,776.53	(11.3)%
	<b>Total Library Resources</b>	<b>\$24,736.39</b>	<b>\$30,813.48</b>	<b>-\$6,077.09</b>	<b>(19.7)%</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	-\$135,472.66	-\$115,304.00	-\$20,168.66	(17.5)%
	<b>Total Leased Assets</b>	<b>-\$5,940.97</b>	<b>\$7,784.14</b>	<b>-\$13,725.11</b>	<b>(176.3)%</b>
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	\$2,791.86	\$6,699.96	-\$3,908.10	(58.3)%
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	\$1,804.94	\$13,699.88	-\$11,894.94	(86.8)%
1-2880	Furniture Asset Purchases	\$204.80	\$38,999.84	-\$38,795.04	(99.5)%
	<b>Total Fixed Asset Purchases</b>	<b>\$28,762.10</b>	<b>\$142,599.20</b>	<b>-\$113,837.10</b>	<b>(79.8)%</b>
	<b>Total Fixed Assets</b>	<b>\$308,830.54</b>	<b>\$504,579.58</b>	<b>-\$195,749.04</b>	<b>(38.8)%</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>\$613,998.42</b>	<b>\$769,332.26</b>	<b>-\$155,333.84</b>	<b>(20.2)%</b>
2-0000	Liabilities				
2-1000	Current Liabilities				
2-1200	GST Liabilities				
2-1210	GST Collected	\$1,290,855.48	\$1,033,923.33	\$256,932.15	24.9%
2-1230	GST Paid	-\$761,807.73	-\$614,969.02	-\$146,838.71	(23.9)%
2-1250	GST Payments & Refunds	-\$522,975.04	-\$404,798.75	-\$118,176.29	(29.2)%
	<b>Total GST Liabilities</b>	<b>\$6,072.71</b>	<b>\$14,155.56</b>	<b>-\$8,082.85</b>	<b>(57.1)%</b>
2-1300	Other Current Liabilities				
2-1310	Accounts Payable	\$8,605.17	\$25,244.58	-\$16,639.41	(65.9)%
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)%
2-1318	ASB Credit Card	\$63.85	\$0.00	\$63.85	NA
2-1320	Grants Received in Advance	\$43,174.91	\$0.00	\$43,174.91	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>\$208,360.03</b>	<b>\$241,540.87</b>	<b>-\$33,180.84</b>	<b>(13.7)%</b>
	<b>Total Current Liabilities</b>	<b>\$214,432.74</b>	<b>\$255,696.43</b>	<b>-\$41,263.69</b>	<b>(16.1)%</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	-\$14,250.73	\$0.00	-\$14,250.73	NA

**Balance Sheet [Budget Analysis]**

August 2024

Email: admin@wakefield.school.nz

	Selected Period	Budgeted	\$ Difference	% Difference
Total Term Liabilities	\$44,188.46	\$35,994.77	\$8,193.69	22.8%
Total Liabilities	\$258,621.20	\$291,691.20	-\$33,070.00	(11.3)%
Net Assets	\$355,377.22	\$477,641.06	-\$122,263.84	(25.6)%
3-0000 Equity				
3-8000 Retained Earnings	\$313,755.17	\$340,741.47	-\$26,986.30	(7.9)%
3-9000 Current Years Surplus/Deficit	\$41,622.05	\$0.00	\$41,622.05	NA
Total Equity	\$355,377.22	\$340,741.47	\$14,635.75	4.3%



### Profit & Loss [Budget Analysis]

January 2024 To August 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	\$339,518.93	\$269,993.92	\$69,525.01	25.8%
4-1200	MoE Special Education Grants	\$21,016.30	\$2,000.00	\$19,016.30	950.8%
4-1400	Additional Relief Teach Grant	\$6,496.57	\$36,811.76	-\$30,315.19	(82.4)%
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	\$2,666.64	\$12,733.36	477.5%
4-1950	MOE Curriculum Donation Scheme	\$0.00	\$3,000.00	-\$3,000.00	(100.0)%
	<b>Total Ministry of Education Grants</b>	<b>\$495,499.28</b>	<b>\$424,037.32</b>	<b>\$71,461.96</b>	<b>16.9%</b>
4-2000	Other Grants				
4-2100	RTLB Grants	\$3,146.74	\$3,000.00	\$146.74	4.9%
4-2200	Other Grants	\$1,250.00	\$2,666.64	-\$1,416.64	(53.1)%
4-2500	ACC Funding	\$0.00	\$15,000.00	-\$15,000.00	(100.0)%
	<b>Total Other Grants</b>	<b>\$4,396.74</b>	<b>\$20,666.64</b>	<b>-\$16,269.90</b>	<b>(78.7)%</b>
4-3000	Locally Raised Funds				
4-3150	Other donations	\$3,156.92	\$0.00	\$3,156.92	NA
4-3300	Stationery Income	\$770.57	\$700.00	\$70.57	10.1%
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	\$1,795.99	\$2,500.00	-\$704.01	(28.2)%
4-3700	PTA Donations	\$36,414.25	\$35,000.00	\$1,414.25	4.0%
4-3710	Fundraising Other	\$1,456.95	\$6,500.00	-\$5,043.05	(77.6)%
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>\$48,975.90</b>	<b>\$49,450.00</b>	<b>-\$474.10</b>	<b>(1.0)%</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	Activities & Fees				
4-6210	Totara Activities	\$15,434.70	\$10,000.00	\$5,434.70	54.3%
4-6230	Matai Activities	\$0.00	\$10,000.00	-\$10,000.00	(100.0)%
4-6270	Sports Subs	\$2,615.22	\$0.00	\$2,615.22	NA
	<b>Total Activities &amp; Fees</b>	<b>\$18,049.92</b>	<b>\$20,000.00</b>	<b>-\$1,950.08</b>	<b>(9.8)%</b>
4-9000	Investment Income				
4-9100	Interest Received- Cheque Acc	\$3,857.33	\$3,000.00	\$857.33	28.6%
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>\$9,639.95</b>	<b>\$6,600.00</b>	<b>\$3,039.95</b>	<b>46.1%</b>
	<b>Total Income</b>	<b>\$579,388.78</b>	<b>\$520,753.96</b>	<b>\$58,634.82</b>	<b>11.3%</b>
	<b>Gross Profit</b>	<b>\$579,388.78</b>	<b>\$520,753.96</b>	<b>\$58,634.82</b>	<b>11.3%</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	\$2,636.11	\$3,000.00	-\$363.89	(12.1)%
6-1230	Matai Syndicate	\$1,032.88	\$3,000.00	-\$1,967.12	(65.6)%

**Profit & Loss [Budget Analysis]**

January 2024 To August 2024

Email: admin@wakefield.school.nz

		Selected Period	Budgeted	\$ Difference	% Difference
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>\$5,894.34</b>	<b>\$13,850.00</b>	<b>-\$7,955.66</b>	<b>(57.4)%</b>
<b>Total Learning Resources</b>		<b>\$6,460.65</b>	<b>\$14,650.00</b>	<b>-\$8,189.35</b>	<b>(55.9)%</b>
6-1400	Classroom Consumables				
6-1450	Awards & Discipline	\$0.00	\$300.00	-\$300.00	(100.0)%
6-1451	Matai Piwakawaka	\$576.76	\$750.00	-\$173.24	(23.1)%
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	\$2,154.99	\$250.00	\$1,904.99	762.0%
<b>Total Classroom Consumables</b>		<b>\$3,293.45</b>	<b>\$3,300.00</b>	<b>-\$6.55</b>	<b>(0.2)%</b>
6-2000	Activities & Fees				
6-2100	Totara Activities	\$9,521.32	\$10,000.00	-\$478.68	(4.8)%
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 Scheme	\$7,685.57	\$38,920.44	-\$31,234.87	(80.3)%
6-2700	Sports Subs	\$2,829.57	\$0.00	\$2,829.57	NA
6-2810	Fundraising Other	\$706.50	\$2,500.00	-\$1,793.50	(71.7)%
6-2820	PTA	\$2,143.16	\$0.00	\$2,143.16	NA
6-2850	Pay it Forward	\$86.96	\$0.00	\$86.96	NA
<b>Total Activities &amp; Fees</b>		<b>\$22,990.08</b>	<b>\$61,420.44</b>	<b>-\$38,430.36</b>	<b>(62.6)%</b>
6-2900	Other Expenses				
6-2950	Principals Discretionary Fund	\$160.22	\$0.00	\$160.22	NA
6-2990	Staff Purchases	\$55.52	\$0.00	\$55.52	NA
<b>Total Other Expenses</b>		<b>\$215.74</b>	<b>\$0.00</b>	<b>\$215.74</b>	<b>NA</b>
6-3000	Personnel Expenses				
6-3110	Administration Staff	\$86,111.02	\$99,000.00	-\$12,888.98	(13.0)%
6-3120	Caretaking Staff	\$38,608.92	\$62,000.00	-\$23,391.08	(37.7)%
6-3130	Library Staff	\$33,019.88	\$42,000.00	-\$8,980.12	(21.4)%
6-3140	Support Staff	\$116,290.30	\$190,000.00	-\$73,709.70	(38.8)%
6-3145	Itinerant Music Teachers	\$2,331.00	\$5,000.00	-\$2,669.00	(53.4)%
6-3150	Relief Teachers	\$14,428.98	\$24,000.00	-\$9,571.02	(39.9)%
6-3155	Teacher Salaries Op Grant	\$32,345.04	\$0.00	\$32,345.04	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	\$119.00	\$500.00	-\$381.00	(76.2)%
6-3500	Professional Development	\$7,134.67	\$7,000.00	\$134.67	1.9%
6-3650	COL Costs	\$3,000.00	\$1,000.00	\$2,000.00	200.0%
6-3700	Principals Professional Coaching & We	\$4,448.41	\$0.00	\$4,448.41	NA

**Profit & Loss [Budget Analysis]**

January 2024 To August 2024

Email: admin@wakefield.school.nz

		Selected Period	Budgeted	\$ Difference	% Difference
	Total Personnel Expenses	\$360,410.22	\$432,500.00	-\$72,089.78	(16.7)%
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	\$2,566.62	\$2,500.00	\$66.62	2.7%
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
	Total Board of Trustees Expenses	\$5,330.75	\$8,650.00	-\$3,319.25	(38.4)%
6-4200	Information Technology				
6-4210	Teacher Laptop Lease	\$4,157.89	\$4,000.00	\$157.89	3.9%
6-4220	ICT Consumables & Repairs	\$463.21	\$2,000.00	-\$1,536.79	(76.8)%
6-4230	ICT Technical Support	\$1,269.77	\$1,500.00	-\$230.23	(15.3)%
	Total Information Technology	\$5,890.87	\$7,500.00	-\$1,609.13	(21.5)%
6-4300	Admin Office Expenses				
6-4305	Office Stationery Supplies	-\$81.38	\$900.00	-\$981.38	(109.0)%
6-4310	Telephone	\$2,325.17	\$3,200.00	-\$874.83	(27.3)%
6-4320	Internet & Email Costs	\$647.45	\$900.00	-\$252.55	(28.1)%
6-4330	Postage & Freight	\$102.83	\$500.00	-\$397.17	(79.4)%
6-4335	Freight (Courier Tickets)	\$0.00	\$250.00	-\$250.00	(100.0)%
6-4340	Printing & Stationery	\$2,450.30	\$800.00	\$1,650.30	206.3%
6-4345	Uniform	\$0.00	\$2,500.00	-\$2,500.00	(100.0)%
6-4350	Photocopier Lease	\$8,295.58	\$13,000.00	-\$4,704.42	(36.2)%
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)%
	Total Admin Office Expenses	\$18,048.59	\$30,350.00	-\$12,301.41	(40.5)%
6-4400	General Expenses				
6-4410	Accounting Fees	\$707.00	\$4,000.00	-\$3,293.00	(82.3)%
6-4420	Audit Fees	\$3,100.00	\$5,500.00	-\$2,400.00	(43.6)%
6-4425	Kindo Fees	\$80.44	\$300.00	-\$219.56	(73.2)%
6-4430	Bank Charges	\$13.04	\$50.00	-\$36.96	(73.9)%
6-4440	Eftpos Hire & Merchant Fees	\$574.03	\$1,000.00	-\$425.97	(42.6)%
6-4450	First Aid	\$621.44	\$1,300.00	-\$678.56	(52.2)%
6-4455	Laundry	\$498.36	\$650.00	-\$151.64	(23.3)%
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	\$1,697.74	\$2,000.00	-\$302.26	(15.1)%
6-4600	Subscriptions	\$3,055.01	\$3,600.00	-\$544.99	(15.1)%
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)%
	Total General Expenses	\$12,745.06	\$30,600.00	-\$17,854.94	(58.3)%
	Total Administration Expenses	\$42,015.27	\$77,100.00	-\$35,084.73	(45.5)%
6-5000	Property Expenses				
6-5100	Caretaking & Cleaning				
6-5110	Caretaking Materials	\$1,407.40	\$2,500.00	-\$1,092.60	(43.7)%

**Profit & Loss [Budget Analysis]**

January 2024 To August 2024

Email: admin@wakefield.school.nz

		Selected Period	Budgeted	\$ Difference	% Difference
6-5115	Cleaning Supplies	\$2,676.97	\$5,000.00	-\$2,323.03	(46.5)%
6-5120	Cleaning Contract	\$14,060.43	\$22,000.00	-\$7,939.57	(36.1)%
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	\$415.05	\$2,000.00	-\$1,584.95	(79.2)%
	<b>Total Caretaking &amp; Cleaning</b>	<b>\$18,669.88</b>	<b>\$33,420.00</b>	<b>-\$14,750.12</b>	<b>(44.1)%</b>
6-5200	Power, Heat & Water Rates				
6-5210	Electricity	\$14,515.74	\$18,000.00	-\$3,484.26	(19.4)%
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>\$23,674.97</b>	<b>\$33,000.00</b>	<b>-\$9,325.03</b>	<b>(28.3)%</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	\$4,742.91	\$10,000.00	-\$5,257.09	(52.6)%
	<b>Total Grounds</b>	<b>\$5,474.87</b>	<b>\$13,000.00</b>	<b>-\$7,525.13</b>	<b>(57.9)%</b>
6-5400	Buildings & Other				
6-5410	Alarm Monitoring	\$1,050.00	\$2,500.00	-\$1,450.00	(58.0)%
6-5420	Painting Contract	\$1,950.00	\$20,000.00	-\$18,050.00	(90.3)%
6-5430	Repairs & Maintenance - Prop	\$5,943.41	\$8,500.00	-\$2,556.59	(30.1)%
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>\$11,081.68</b>	<b>\$34,025.00</b>	<b>-\$22,943.32</b>	<b>(67.4)%</b>
	<b>Total Property Expenses</b>	<b>\$58,901.40</b>	<b>\$113,445.00</b>	<b>-\$54,543.60</b>	<b>(48.1)%</b>
6-9000	Depreciation - Building				
6-9100	Depre - Building	\$3,226.16	\$4,939.28	-\$1,713.12	(34.7)%
6-9200	Depre - School Equip	\$5,559.84	\$9,000.00	-\$3,440.16	(38.2)%
6-9300	Depre - School Furniture	\$4,835.36	\$5,129.30	-\$293.94	(5.7)%
6-9400	Depre - Other Equipment	\$8,276.24	\$9,104.19	-\$827.95	(9.1)%
6-9500	Depre - Office Furniture	\$689.36	\$1,034.08	-\$344.72	(33.3)%
6-9600	Depre - Computer Equipment	\$6,985.52	\$8,343.60	-\$1,358.08	(16.3)%
6-9700	Depre - Library Resources	\$2,574.08	\$3,858.70	-\$1,284.62	(33.3)%
6-9800	Depre - Leased Assets	\$11,333.36	\$18,000.00	-\$6,666.64	(37.0)%
	<b>Total Depreciation - Building</b>	<b>\$43,479.92</b>	<b>\$59,409.15</b>	<b>-\$15,929.23</b>	<b>(26.8)%</b>
	<b>Total Expenses</b>	<b>\$537,766.73</b>	<b>\$761,824.59</b>	<b>-\$224,057.86</b>	<b>(29.4)%</b>
<b>Operating Profit</b>		<b>\$41,622.05</b>	<b>-\$241,070.63</b>	<b>\$282,692.68</b>	<b>117.3%</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>\$41,622.05</b>	<b>-\$241,070.63</b>	<b>\$282,692.68</b>	<b>117.3%</b>

# Minutes

## Of the Property, Health & Safety Sub-Committee Meeting held on Wednesday 18<sup>th</sup> September at 5:00pm

**Present:** Dane, Bruce, Dale, Dave, Hillary & Emma

**Apologies:** Freya

**Confirmation of previous minutes:** Wednesday 21<sup>st</sup> August

***Motion:*** Move that the minutes from the property sub-committee meeting held on Wednesday 21<sup>st</sup> August to be correct

**Dane Boswell/Dave McKenzie**

**Matters arising from minutes:** Wednesday 21<sup>st</sup> August

- Bruce - small rural schools upgrade - nothing really happening  
Maybe 10th November start date - acoustics lighting - carpet and tiles not until a later stage (they have looked at this)

### **Monthly Safety Reports**

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

### **Items of General Business**

- **Fire and earthquake signage**  
Bruce has this under control.
- **Lockdown Procedure**  
Updated subcommittee on where we are with the information we have collated from teaching teams and support staff around what we will do if a lockdown happened tomorrow - aim for a practice Week 1, Term 4.
- **Fire and earthquake drill**  
Bruce will give staff a heads up about a fire drill before the end of term.
- **Paint contract**  
Extended paint contract. \$10,000.  
Company has been very good - have gone out of their way to support.  
This will be a Xmas break job.
- **Building WOF and associated checks**  
Bruce thinks the thing that will get raised is that the firewall R11/10 has had holes drilled in it and is now potentially compromised. Tuesday 1st October is this meeting.

- **Building renovations and material storage** - a bit worried with Gala coming up and also with R6 filled up  
Refer this to Leadership Team Meeting  
Emma and Leanne to liaise with TAs around R5
- **Chemical Handling Certificate**  
PLD request for Bruce to do this
- **Electrical Testing of Appliances**  
Can we explore getting a contractor to do this?  
Can we find out a cost for this for 2025 and work towards adding to it without it coming from the caretaker budget.  
Bruce will get a a quote for this before the next property meeting

Hilary raised question about Physical Hazard Audit Checklist

- Bruce is currently signing off on a lot of things that we are uncertain about.
- Do we need to explore a centralised system with specific areas of responsibility?
- This could be a combination of a written shared document in staffroom and electronic
- In terms of property we need to support Bruce to be responsible for his area and not take on others.

**Meeting finished: 6.00pm.**

# Staff Report September 2024

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## Highlights in Student Learning

### **Piwakawaka**

Included in their presentation to the board.

### **Kereru**

- Learning about NZ lizards, gecko and skinks
- Created model mokomoko gardens
- Plan to transform garden area outside Rm 15 and the Waharoa for mokomoko
- Visiting Natureland by bus next week to consolidate this learning
- Junior Kiwisports at B/W school. - new format with smaller group sizes and just B/W & Wakefield cohort. Took part in a variety of age appropriate games that students could choose from (e.g. seaweed, parachute, Jump Jam, skipping)

### **Tui**

- Focus on kindness and Manaakitanga - including the Kindness Bingo Challenge & celebrating all acts of kindness within the classroom.
- NZ insects, native and introduced - Calendar Art around NZ native insects has been developed from this topic
- Visit from Paralympian Kate and highlights of the Paralympic games discussed in class
- Inclusive games played - giving students an idea of what it is like for some of our paralympians.
- Strong focus on regular routines of daily reading, writing and math practice
- Kiwisports at B/W
- Year  $\frac{3}{4}$  hockey Tournament
- Tennis Skills
- Daily fitness activities, including throwing & catching skills, using beanbags.

### **Karearea 1 & 2**

- Visit to the Pigeon Valley Steam Museum - to gain an understanding of olden day technologies - well supported by whanau. Students experienced hands-on activities e.g. Trigger - old logging truck & an old school bus.
- Used this visit to design our projects we were interested in, e.g. Old telephones, washing machines, trucks, saws, trains etc. - we included a scale plan, a daily diary which included pictures, a finished project and a small presentation of the project.
- Students participated in Kiwisports (all), and some students took part in the Hockey, Tackle Rugby and Netball tournaments
- Planted unknown seeds - to identify later
- Continuing with our Calendar Art
- Fitness training - interval training and beep test
- Tennis skills

### **Karearea 7 & 8**

- Students designed their own Olympic Game to teach to other students in the school, then held a trial run among themselves.
- Gardens of the World visit - We had been invited by Chris who works there. He volunteers his time on a Monday afternoon at school, working with a number of students from both rooms to propagate plants. He thought it would be great for the students to come along and see a big version of a garden that he has to manage.
- This was Emily's last week which was sad for the students in Room 7. Rachael had been present for the previous three weeks learning what Emily did with the students,

teaching the class and joining us in our activities. This has helped with a smoother transition.

- This week was all about the Paralympics. Room 8 watched coverage from the previous day's events and discussed what we were watching; marvelling at the skills of these athletes.
- This was backed up by a visit from Dale McDonald who spoke to the students about her role working with pre-Paralympians and sharing some of the videos that the para-athletes had produced.
- The students were also treated to a visit from Kate Horan, a runner and cyclist para-athlete who had most recently attended the Rio Paralympics. She showed us her legs and talked to us about her journey to the Paralympics. The students asked amazing, deep questions and were really engaged in what she had to share.
- Yr's 3/4 & 5/6 Kiwi Sports
- The children wrote thank you letters to Chris, Dale and Kate. They have put lots of effort into these including some fabulous illustrations.
- Room 8 was also surprised with a big envelope posted to us. This envelope contained a pen pal letter for everyone in Room 8 from students at Motupipi School. Julie McIntosh had arranged with Bek for her students to write to each person in Room 8 and the children were buzzing with excitement as they read their letters and shared similarities with their pen pal. Julie had done a great job to pair up the students. The replies to these letters are now underway.
- Room 8 participated in the Bird of the Year vote, with everyone casting their individual votes on the website. This links to our ongoing Living Landscape learning.

### **Kotare**

- The whole class went to Coronation Forest
- We plan to have a day out on Tuesday at the river, exploring and cleaning up
- One afternoon a week has been spent doing various modules that the students have opted into. We have had Brad, Katz and Anna from parents/community help out with modules.
- For tech Kotare have been continuing with circuits but now experimenting by using wheels, hobby motors, different gear cogs and batteries with different voltages to create moving vehicles. A couple of students have chosen to make their own clocks.
- [Kotare Learning - new school website](#)

### **General**

- **The Kids Sing** - For the Vocal and Rock Band groups who work with Margi  
This is a festival of song for primary and intermediate students. Students learn some new vocal warmups before they do their school performances during the day with a Guest Adjudicator. Family and friends are invited to this Evening concert to hear the individual school and massed choir performances.
  - Yr 5/6 Rippa Rugby Tournament - area event
  - Yr 5/6 Rippa Rugby Tournament - Finals
  - Yr 5/6 Inter-school Netball Tournament
  - Wakefield School Arbor Day
  - Tasman District Library Kids Lit Quiz - two teams entered and placed 2nd & 5th
  - Book Week & Scholastic Book Fair
  - Yr 4-6 Tackle Rugby Tournament
  - Chess Tournament
  - Coronation Forest Tree Planting
  - Tennis Skills
  - Support Staff Meeting - Tuesday 27th August
  - EEO Board/Staff meeting



## **Community**

- National Monitoring - Curriculum Insights & Progress Study - - small groups of students
- Reading Together Workshops (for parents of NE) - x3 run by Mary in the library
- Wakefield School & Community Pool AGM & first meeting of the season

## **Up-coming**

During the final week of school, the following events are due to take place.

- Kāhui Ako Cultural Festival
- Rugby League skills sessions for senior students interested in this code
- Volleyball sessions for some of our senior students.

# Schoolwide Climate and Practices

<b>Caring and collaborative school</b>			
<b>Item</b>	<b>2018</b>	<b>2020</b>	<b>2023</b>
I feel I belong at school.	53%	72%	82%
At school, we celebrate lots of different things students do.	54%	64%	69%
Teachers and students care about each other.	51%	76%	85%
Our school values are important to everyone.	49%	68%	85%
Students have a say in what happens at school.	52%	58%	72%
Teachers ask for our ideas about how students can get on better with each other.	53%	63%	72%
<b>Respect for culture</b>			
<b>Item</b>	<b>2018</b>	<b>2020</b>	<b>2023</b>
Teachers are interested in my culture or family background.	48%	58%	67%
Our school wants us to get on with students from different cultures.	54%	70%	84%
Teachers get on well with students from different cultures and backgrounds.	56%	78%	89%
Students get on well with children from different cultures.	53%	81%	88%
<b>Safe school</b>			
<b>Item</b>	<b>2018</b>	<b>2020</b>	<b>2023</b>
I feel safe at school.	55%	72%	77%
Behaviours like hitting or bullying are not OK at school.	54%	77%	91%
At school, everyone knows what to do if someone is being hurt or bullied.	52%	57%	64%
The buildings and play areas are looked after at school.	51%	65%	63%

# Community Partnerships

<b>Home-school partnerships</b>			
<b>Item</b>	<b>2018</b>	<b>2020</b>	<b>2023</b>
I always feel safe when I am going to or from school.	53%	72%	81%
My parents, family, and whānau always feel welcome at school.	54%	81%	91%
Teachers and parents work together.	57%	77%	89%

My parents and teachers respect each other.	55%	87%	95%
Outside school, I have a parent or adult who I can go to if I am upset.	53%	83%	89%
In the area where I live, people get on with each other.	53%	76%	78%

## Fairness and Racism

Fairness and racism	
Item	2023
At school, I am encouraged to share things about my culture and family.	52%
I feel safe to speak up if something seems unfair.	64%
I can stand up for people if their culture is being put down.	86%
I can talk to my teachers about racist things (like people being mean to others because of their skin colour).	80%

## Resilience Strategies

Resilience strategies	
Item	2023
At school, I feel supported if I'm having a hard time.	66%
There is an adult at school I can talk to if I need support, or if I feel sad or angry.	79%
I know different ways to work through personal things I find hard.	67%

## Teaching and Learning

Caring teaching			
Item	2018	2020	2023
Teachers think all students can do well.	55%	85%	88%
Teachers treat all students fairly.	52%	62%	58%
Teachers often notice when students help each other.	54%	76%	81%
Teachers always behave how they would like us to behave.	53%	74%	73%
Teachers make learning interesting.	50%	64%	63%
Teachers always take action if someone is being hit or bullied.	55%	70%	82%
Teachers care about how I feel.	53%	70%	76%
Teachers always treat each other with respect.	56%	75%	85%

<b>Caring learning</b>			
<b>Item</b>	<b>2018</b>	<b>2020</b>	<b>2023</b>
At school, I learn to think about other children's feelings.	51%	78%	79%
At school, I learn that it's OK to be different from other children.	57%	86%	84%
At school, I learn what behaviours are OK and not OK.	58%	88%	95%
At school, I learn how to manage my feelings (like if I am upset or angry).	50%	75%	71%
At school, I learn what to say or do if other children are being mean or bullying me.	53%	72%	77%

## Prosocial Student Culture and Strategies

<b>Prosocial student culture</b>			
<b>Item</b>	<b>2018</b>	<b>2020</b>	<b>2023</b>
Students treat each other with respect.	46%	56%	52%
Students treat teachers with respect.	46%	69%	75%
Students always stand up for other children if someone is mean to them.	44%	72%	58%
Students include other children who are being left out.	39%	65%	60%
Students are good at listening to each other's ideas.	51%	62%	52%
<b>Students' social strategies</b>			
<b>Item</b>	<b>2018</b>	<b>2020</b>	<b>2023</b>
I can say how I am feeling when I need to.	51%	62%	56%
If I have a problem with another child, I feel I can ask other students for help.	51%	58%	55%
I can stand up for myself in a calm way.	50%	72%	77%
If I have a problem with another child, I feel I can ask teachers for help.	53%	73%	75%
If other children are mean to me, I know how to ignore them or walk away.	49%	74%	78%

## Aggressive Student Culture

<b>Aggressive student culture</b>			
<b>Item</b>	<b>2018</b>	<b>2020</b>	<b>2023</b>
Do other students put you down, call you names, or tease you in a mean way?	21%	46%	60%
Do other students leave you out in a mean way?	15%	30%	47%

Do other students hit, push, or hurt you in a mean way?	21%	27%	40%
Do other students tell lies about you in a mean way?	20%	34%	47%
Do other students threaten you in a mean way, or force you to do things?	16%	24%	27%
Do other students take or break your stuff in a mean way (e.g., money, pens, or phone)?	7%	13%	18%
Do other students say mean things about your culture or family?	13%	18%	22%
Are other students mean to you because you learn in a different way from them?	10%	15%	24%
Do other students use phones or social media to be mean to you (like sharing unwanted messages or pictures)?	6%	12%	9%
Are you bullied by other students?	14%	36%	38%

## 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.

*Kakau* of the *hōe* represents meeting responsibilities



## ACCOUNTABILITY – 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>
<b>The Board...</b>				
<b>Legislative requirements for Māori students</b>	B reports on individual Māori student achievement.	B has processes in place for regular reporting of both Māori and school wide student achievement.	B has processes in place for regular effective: <ul style="list-style-type: none"> <li>reporting to parents and whānau on individual students</li> <li>reporting to parents and whānau on Māori students' achievement against the plans and targets agreed with the Māori community</li> <li>hui/meeting with parents and whānau to plan the next steps to further improve Māori student achievement.</li> </ul>	NAG 1(e), NAG 2(c) Charter template guidelines <i>T talako</i> p. 14 – Ako
	B has some provision for tikanga and te reo Māori for students whose whānau ask for it.	B has some plans and funding to meet whānau aspirations for provision of tikanga and te reo Māori for students.	B provides a planned programme of instruction in tikanga and te reo Māori for students that reflects whānau aspirations B presents whānau with information on the benefits and outcomes for students who are learning te reo Māori and using tikanga.	Effective governance - Supporting educational success as Māori (EG:SESaM) p.17, p.19 <i>T talako</i> p. 14 – Ako
	B is aware of Ministry funding specifically for te reo Māori learners B has basic monitoring of this budget.	B monitors this budget to ensure that money spent is improving student language learning and achievement B measure student outcomes and plans are in place to improve the quality of provision over time.	B ensures that funding for te reo Māori learning is specifically used to strengthen quality teaching and Māori student outcomes B closely monitors Māori student language outcomes and reports these to parents B set clear expectations to move students to higher proficiency and curriculum levels.	Tau Mai Te Reo p. 14, 15, 29, 31 - 34
	B has yet to provide funding for programmes that specifically impact on Māori achievement.	B provides limited funding for programmes that may impact on <i>Māori students enjoying and achieving success as Māori.</i>	B provides funding for activities and programmes that have proven to impact positively on Māori student achievement B regularly reviews the impact of all of their funding decisions on outcomes for Māori students.	School operational budget <i>T talako</i> p. 14 – Ako

## ACCOUNTABILITY – criteria (continued)

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>
	<b>The Board...</b>			
<b>Māori students enjoying and achieving education success as Māori</b>	<b>B</b> has a review cycle for monitoring the progress towards targets for Māori students.	<b>B</b> has a review cycle to monitor the progress towards targets, with a specific reference to Māori student progress and achievement.	<b>B</b> has an ongoing review cycle to monitor and report the progress towards targets, with a specific reference to Māori student progress, engagement and achievement <b>B</b> uses a cycle of review to develop steps and/or future planning.	Triennial <sup>4</sup> work plan template <i>T taiako</i> p. 14 – Ako
	<b>B</b> receives school information in regard to <i>Māori students enjoying and achieving education success as Māori</i> .	<b>B</b> reads, forms opinions and discusses school information in regard to <i>Māori students enjoying and achieving education success as Māori</i> .	<b>B</b> critically analyses the information presented in regards to <i>Māori students enjoying and achieving education success as Māori</i> <b>B</b> uses findings from this information to work with the Māori community to develop recommendations to support the strategic aim for Māori students.	<i>Education Counts</i> Ka Hikitia Data Snapshot <i>Ka Hāo Te Rangatahi: the Research</i> booklet <i>T taiako</i> p. 6 – Wānanga
	<b>B</b> reviews whether they are meeting the needs of Māori students.	<b>B</b> develops and carries out a review to ensure the Board is meeting the needs and aspirations of Māori students and their whānau.	<b>B</b> has a regular communicated review process to ensure they are meeting the needs and aspirations of Māori students and their whānau <b>B</b> uses review information to strengthen educationally productive partnerships.	Triennial work plan template <i>T taiako</i> p. 6 – Wānanga

<sup>4</sup> Three year

## 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 Accountability and Employer Role governance areas, in relation to Māori enjoying and achieving education success as Māori.

### ACCOUNTABILITY – gathering the evidence

Kakau of the hoe represents meeting responsibilities

#### **Guiding question:**

What evidence is there that the Māori students in your school are enjoying and achieving education success as Māori and that the needs and aspirations of your Māori community are being met? (use the Accountability criteria if required)

Focus	Indicators	Evidence
Legislative requirements for Maori students		
Maori students enjoying and achieving success as Maori		
<b>Accountability actions to move forward</b>		



# 2023/2024 Library and Foxhill Learning Center Annual Report for the Board of Trustees

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## Introduction

Our school library plays a vital role in supporting teaching and learning, with a whole-school approach to supporting the curriculum and encouraging reading for enjoyment. We provide a welcoming, inclusive space with a range of quality material which is accessible to all.

The growth and development of the library and those we support, is a reflection on the continued growth and development of Wakefield School. Our vision is to develop life-long learners and in order to do this in an ever-changing information landscape, it is vital for the school library, and its staff, to continue to grow and adapt in order to meet the changing needs of the school community.

One area where there has been a shift in focus over the last few years is in the emotional well-being of our students. Wakefield School library is open all day, providing a mostly quiet and calm area which can be vital for the emotional well-being of some students.

## Library Staffing

Library Manager: Kathy Ameen (25 Hours)  
Manage daily running of the library, including circulation, purchasing and processing of library books and teacher resource items, management of the library programme (Access-it), the Webb-App and the computer suite.  
Run the Scholastic Book club  
Assist students with research and publishing,  
Teaching of information literacy

Library Liaison Teacher: 2023–2024 Isobel Ford

Isobel and Kathy have worked together for several years now and support each other in promoting reading and literacy within the school and sharing information between teaching staff and the library team.

ICT Liaison Teacher: Emily Cahill/Scott Mackenzie

Student Librarians The student librarians continue to perform circulation duties at morning-tea and lunchtime. This role has been restricted to years 5-7 and works much better, with fewer mistakes.

There are no student committees in 2024.

## Library Environment

The Foxhill Learning Center space is multi-functional and used for a wide variety of activities and by many different groups. The indoor space is flexible as the trollies can be wheeled to the sides if necessary creating a large open space. Groups who have used this area during the year other than students for library use, are parent workshops, teacher PD, road traffic patrol training, Reading Together workshops, and PCG meetings, Parent Information Evenings and Guest Speakers.

With the shade sail gone, the patio area is much lighter but still not as inviting as it could be, therefore it doesn't get used as much as it could.

The carpet is showing marked wear in patches and has stretched and lifted in places as well. This needs to be replaced soon. One of the armchairs is broken and will be removed at the end of the year.

## **Collection Management and Development**

\$3000 - allocated from the 2023 Assets & Teaching budget for books

\$800 - allocated from the 2023 Assets & Teaching budget for consumables.

\$500 - donation from Peter Verstappen at the end of 2022.

\$655.37 - rewards points generated through Scholastic Book Club

\$1,053.60 - reward points generated through the Scholastic Book Fair held during Book Week

(Scholastic Lucky Book Club and Book Fair reward points can only be used with Scholastic).

- Purchased a number of books aimed at our upper primary level readers. The money donated by Peter Verstappen was specifically tagged for this.
- Introduced "Senior Fiction" and 'Young Adult' categories within the Fiction Category-Chapter Books sections. These can be identified through stickers and have an alert on their issue, to prevent them being issued to the
- Topic Boxes - continued to place items in these. These are used predominantly by years 3-7.
- Increased the number of Graphic Novels being purchased as these are very popular with our boys and have introduced some graphic novels which are of more interest to girls.
- Replaced some of the science books which were culled when we moved away from the Dewey Decimal System.

## **Purchases**

The following areas have continued to have been a focus over the last year.

- NZ History - at all levels and as teacher resources
- Pupil selection - students are encouraged to share the names of author's, book titles or series which they would like to see in the library
- Fiction for older/mature readers.
- Graphic Novels

## **Stocktake**

At the 2023 end of year stocktake there were 151 items missing from the library and 21 items on loan which were not returned. With lost items being returned throughout the year this now down to 149 missing from the library and 6 items not returned. This is up significantly on the previous year, but many of the items missing were probably not taken off the database at the time of our huge cull.

I have attached a summary of the Stocktake and Reconciliation Statement.

## **Literacy and Information Literacy Support**

- Continuing to add to collections, including Topic Boxes and books to support the NZ history curriculum.
- Scheduled class library sessions for all classes this year, as well as impromptu small groups. Support with age and reading level appropriate material for both reading and inquiry.
- Year 5-6 information literacy group session through the winter terms. There has been a focus with the senior small groups on searching and researching events within NZ History and on information gathering from books within the library.
- Support students researching topics. Help with searching for inquiry topics and passion projects. Kathy has been involved in supporting students and teachers during the senior class inquiry days - both hands on and in resourcing information from the library, teacher resource and the National library loans selection.
- This year Kathy supported a small extension group who researched "The Wairau Affray"
- As we no longer offer the supported Summer Holiday Reading programme for identified struggling reader, we now offer an informal one where any student who wants to take a reading log and complete it over the holiday period can do so, going in the draw to win a book from the first Scholastic Lucky Book Club brochure in Term 1.
- We continued to run Holiday Reading Challenges over the holiday periods within the school year. There has been an excellent response to these reading challenges within the junior and middle areas of the school but much less engagement in the senior part of the school.
- Sales from the Scholastic Book Fair in the library, during Book Week, generated \$1053.60 worth of reward points. These are being used to purchase more resources for the library and items for prizes for our Holiday Reading Challenges and occasionally Teacher Resources.
- Book Week continues to be a highlight for the library during the academic year.
- Opportunities for engagement and extension of our very able readers - Kathy supports senior groups who take part in the Nelson/Marlborough Lit Quiz and the Tasman District Library Lit quiz. This year we entered two teams in both these events.

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## **Trends over the Past Year**

- Kathy has a full timetable with many classes reverting back to full class sessions once a week. As well as the class library sessions, there have been separate information literacy sessions for years 5 - 6
- Browsing stats by location were much the same as previous years, but there has been a definite increasing number of non-fiction issued over the last year. This could be due to the change for face-out shelving for non-fiction.
- Series are becoming more popular. This has been an increasing trend over the last four years.
- Fantasy is the most popular genre, followed by graphic novels and humorous books.
- Library usage showed three times as many Fiction books were issued than Non-Fiction.

- More difficult for the younger pupil to sit and listen to a story - this is particularly noticeable at new entrants and years 1/2.
- There is generally less time for browsing and book selection from years 3-7, which means information literacy which has in the past been incorporated into these class sessions is often missed.
- The library requires more adult supervision at break times, which means Kathy is often staying for a good part of morning-tea. This is more apparent over the winter terms when the weather is colder and wetter and more students use the library.

## **Technology Update**

- Many of the desktops in the computer suite don't work and we are replacing them with laptops or chrome books when we are able.
  - A new computer was purchased for the Issue desk
  - A new Smart TV was purchased to replace the old one in the library. The DVD and Video player has been removed.
- 

## **School and Community Outreach**

- Wakefield Playcenter and Wakefield Village Kindergarten groups continue to visit regularly during term time. This helps with pre-enrolled students transitioning to school, as the library and library staff are familiar and the library is seen as a safe place.
- The library continues to be used by a number of different groups at different times of the day for activities both related to literacy and information literacy and for other activities, e.g. Reading Together workshops, extension groups, road patrol training, committee meetings, PTA meetings, Kapa Haka practice, choir practice, teacher PD, parents, siblings and pre-school groups.

## **Professional Development**

- The regular School library network meetings take place once a term, hosted by Cathy Kennedy from the National Library Services for Schools. These have changed to sometimes being held during school time, which can make it difficult
  - Access-it Webinars
- 

## **Needs / Issues and Suggested Solutions**

- Help with shelving - continue to encourage any parent help and library duty teachers at lunchtime to shelve books.
- Replace the old computers in the computer suite with laptops/chromebooks gradually, using the Southfuels in Schools Rewards Points system

- The Web App needs updating but is not worth tackling till we have new laptops/chromebooks
- The carpet is lifting and badly stretched in some areas and needs to be replaced.

## **Goals and priorities for the next year (2025)**

### **Purchases**

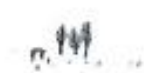
- Assess the current Non-Fiction collection, looking for any gaps within the collection, and replace out-dated topic books.
- Resources to support the History curriculum at an age appropriate level, and resources for teaching staff
- Continue developing the link between classroom, library and information literacy. Focus on information literacy - how to access information effectively in the library and on the internet. How to assess the validity of information and to draw from it appropriately. These are crucial skills for our future-focussed learners.
- Gradually replace the computer suite with chrome books or laptops, using the "Southfuels Rewards Redemption scheme" to do this.
- Develop a "book club" for specific year groups, within school time to help develop and engagement in reading and widen the

### **Long-term goals**

- Continue to promote a school wide reading culture.
- Encourage and increase reading engagement amongst the senior students. One way to do this, given the preference for books part of a series, is to introduce some new series into the collection.
- Continue to create a collection suitable for intermediate level students.
- Improve and develop the Teacher Resource Reading Sets
- Encourage parent and sibling use as well as our current students.



Location	Total	Found	On Loan	Still to Find
AudioBooks	32	31	0	1
Board Books	42	42	0	0
Fiction (Blue dot)	1,282	1,251	2	29
Issue Desk	28	27	0	1
Junior Quick Reads	13	13	0	0
Non Fiction (Yellow dot)	2,349	2,258	7	84
Parent	37	35	0	2
Parent stack	5	5	0	0
Periodical/Magazine (Pink Dot)	53	48	0	5
Picture book (Red dot)	1,473	1,452	6	15
Quick Reads	465	461	2	2
Reference	63	59	0	4
Senior Quick Reads	213	212	1	0
Series	429	422	1	6
Sophisticated Picture Books	110	106	2	2
Within Library	100	100	0	0
<b>Total:</b>	<b>6,694</b>	<b>6,522</b>	<b>21</b>	<b>151</b>



For the period 01/01/2023 to 31/12/2023

	Gross Value	Depreciation	Net Value	Number of Assets
Balance at end 31/12/2022	\$107,069.38	\$73,681.46	\$33,387.92	9,740
Calculated Balance at 01/01/2023	\$99,015.88 <sup>1</sup>	\$66,300.30	\$32,715.58 <sup>2</sup>	9,303 <sup>3</sup>
There is a discrepancy in the beginning balances. See the section below the Subtotal and also the notes below.				
Purchases	\$4,357.78		\$4,357.78	370
Donations	\$36.00 <sup>4</sup>		\$36.00	10
Reinstated Write-offs	\$0.00		\$0.00	6
<b>Subtotal</b>	<b>\$103,409.66</b>	<b>\$66,300.30</b>	<b>\$37,109.36</b>	<b>9,689</b>
Less Items written off	\$3,918.17	\$3,036.00	\$882.17	293
<b>Adjusted Book Value</b>	<b>\$99,491.49</b>	<b>\$63,264.30</b>	<b>\$36,227.19</b>	<b>9,396</b>
Depreciation 01/01/2023 to 31/12/2023		\$3,779.30		
<b>Balance at 31/12/2023</b>	<b>\$99,491.49</b>	<b>\$67,043.60</b>	<b>\$32,447.89</b>	<b>9,396</b>

Please note the difference between the first and second lines of this report.

- On the first line the 'Balance at end xx/xx/xxxx' represents a Full balance of ALL items in your system as at the end of the previous Financial Year, i.e with no items excluded.

- On the second line 'Calculated Balance at xx/xx/xxxx' represents a Calculated balance of items in your system at the start of your chosen year, with Collections and/or Items excluded if applicable (i.e if you chose a 'Library Reconciliation Report' - rather than a 'Full Resource Reconciliation Report' - and have specified not to include certain Collections/Items in reports).

So if you have a discrepancy between the first and second lines of the report and you chose a 'Library Reconciliation Report' (rather than a 'Full Resource Reconciliation Report'), you may wish to run a 'Library Reconciliation Report' report for the previous year to get the previous years final balance (which will have excluded Collections/Items for the previous year).

Note 1: The Gross Value has changed, indicating one or more of the following:

- items have been added(including items that were on order and have been received), deleted or written-off
- purchase prices have been changed

Note 2: The Nett Value has changed, indicating one or more of the following:

- items have been added(including items that were on order and have been received), deleted or written-off
- current value has been changed
- depreciation rates have been altered
- you have chosen to exclude some Collections and/or Items from this report

Note 3: The Number of Assets has changed, indicating one or more of the following:

- items have been added(including items that were on order and have been received), deleted or written-off

Note 4: Value represents purchase cost.

Replacement Cost of Donations is \$172.02.

N.B. The changed figures have been used in the calculation of the final balances.



<b>Media</b> Type	Number	Purchase Cost of Acquisitions	Current Value of Acquisitions
<b>Book</b>			
Fiction	252	\$3,220.42	\$2,880.61
Non-Fiction	79	\$844.86	\$791.59
Unassigned	1	\$0.00	\$0.00
<b>Totals for , Book:</b>	<b>332</b>	<b>\$4,065.28</b>	<b>\$3,672.20</b>
<b>Periodical</b>			
Non-Fiction	2	\$0.00	\$0.00
<b>Totals for , Periodical:</b>	<b>2</b>	<b>\$0.00</b>	<b>\$0.00</b>
<b>Grand Totals:</b>	<b>334</b>	<b>\$4,065.28</b>	<b>\$3,672.20</b>