



October 2024

Our Vision

Our Children will be Confident Lifelong Learners

Circulation:

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

WAKEFIELD SCHOOL BOARD OF TRUSTEES STANDING ORDERS

General:

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

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

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

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

Time of Meetings:

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

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

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

Special meetings:

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

Exclusion of the Public:

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

Public Participation:

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

Public participation is at the discretion of the Chairperson.

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

Motions/Amendments:

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 Motions and amendments once proposed and accepted may not be withdrawn without the consent of the meeting.

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

The mover of a motion has right of reply.

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

General Business:

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

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

Termination of debate:

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

Suspension of Meeting Procedures:

Standing Orders may be suspended by resolution of the meeting.

Agenda:

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

Minutes

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

AGENDA

Board of Trustees meeting Thursday 24th October, 5.30pm
Venue: Staffroom

1. Strategic Focus and Special Presentation

- **Totara Kotare 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 (September 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. 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**

6. General Business

- Teacher aide time
- School travel plan update
- Next Step Hautu review
- Learning and development opportunities with NZSBA

- Policy reviews for term 4: Board policy reviews include Finance and Asset Management Policy, Managing Income and Expenditure, Financial Conflicts of Interest and Asset Management and Protection

7. In-Committee Meeting

- One item

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

- Discuss draft strategic goals and action plans for the following year.
- **Report: Curriculum review progress and outcomes for major focus areas**
- SUE Report - Assure the board that the principal has met with a board member to check the processes and authorisations used to make payments to staff members, and particularly the payments made to the principal and others in the school with payroll responsibilities. (Please note the updated and more explicit assurance requirement as a result of consultation with an auditor.)
- Reading Recovery annual report
- Approve budget
- Approve school donation
- Report on staff performance management programme
- Report fire and earthquake drills
- Approve and pay BOT annual fees
- Report on principal appraisal
- End of year statement for wellbeing fund
- **Totara Karearea 1 & 2 report on curriculum and student achievement**

9. Closure

**MINUTES OF THE WAKEFIELD SCHOOL BOARD OF TRUSTEES MEETING
In the Staffroom at 5.30pm Wednesday 25th September 2024**

PRESENT: Dale MacDonald, Kathy Ameen, Dane Boswell, Freya Hogarth, Laura McRobert, Sonia Emerson, & Dave Mackenzie

APOLOGIES: Hillary McDonald, Brad Pyers & Elizabeth Chandler

STRATEGIC FOCUS AND SPECIAL PRESENTATION:

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

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 28th August 2024 to be correct

Dane Boswell/Dave Mackenzie

MATTERS ARISING FROM MINUTES DATED: 28th August 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.

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.

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.

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

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.

Initiative 2: Implement and refine Year 7 curriculum

ImpactEd (PLD provider) is supporting our team to ensure Year 8 planning is completed before the end of term 4.

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.

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.

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

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

Mary is running a Reading together workshop this term and we are exploring options for supporting whānau with ideas to support mathematics learning at home.

Initiative 2: Review & improve home & school communication.

A whānau survey is being drafted and this will be shared with our community as soon as possible.

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.

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.

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.

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.

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.

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

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.

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

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.

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

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.

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 YO-3 teachers for term 4 2024 and term 1 2025. We acknowledge that we already meeting most of the MOE expectations for a Structured Literacy approach to teaching reading and writing.

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.

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

We are already beginning to action some of our leadership development review findings.

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.

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&6 and with our decision making about our external colour scheme for our upcoming school repaint.

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

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.

Financial Report:

As per Board Report:

- The report was taken as read

Property Report:

As per Board Report:

- The report was taken as read

Staff Report:

As per Board Report:

- The report was taken as read

Motion: Move the adoption of these reports.
Dane Boswell/Kathy Ameen

ITEMS FROM THE BOARD ANNUAL CALENDAR FOR SEPTEMBER ARE:

- **Report on mid-year budget review**

Sonia presented

- **Foxhill Learning Centre Annual Report**

Kathy reported on her report otherwise taken as read.

- **Report term 3 fire drill**

This took place in term 3 and was completed quickly and safely.

- **Special needs curriculum report**

Emma & Leanne presented the report to the board.

MATTERS OF GENERAL BUSINESS:

- **Government proposal of changes to board objectives and NELP provisions in Education and Training Act – consultation and submissions**

Freya has circulated the information for the board members to review and come back to her with any thoughts which we will then be collated and submitted.

- **Next Step Hautu Review**

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	Developing	We report regularly on Māori student achievement and share this with our Māori whānau. We have plans to meet whānau aspirations for language learning in our kura. We allocate budget areas to support Māori students enjoying and achieving success as Māori
Maori students enjoying and	Developing	We have an ongoing review cycle to monitor and report

achieving success as Maori		progress towards targets and with specific reference to Māori student achievement. We have a regularly communicated review process to ensure we are meeting the needs and aspirations of Māori students and their whānau.
Accountability actions to move forward		Develop recommendations from our review to support strategic aims for Māori students.

- **Gala update and board involvement**

Planning is well underway, many of the board members already have put their name forward for something specific. Dale/Sonia are going to cross check the gala helpers list and see which gaps we need to fill.

- **School Travel Plan update**

Deferred to the next meeting

ADDITIONAL ITEMS OF GENERAL BUSINESS:

- **Term 4 meeting dates**

Laura to circulate some meeting dates to confirm for term 4

ITEMS FROM THE BOARD ANNUAL CALENDAR FOR OCTOBER ARE:

- 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

IN-COMMITTEE:

- 1 item moved to the next meeting

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 8.25pm

I confirm these minutes to be a true record of the meeting held on Wednesday 25th September 2024 and the resolutions agreed at that meeting.

Signed:.....
(Chairperson)

Date:.....



**Principal's Report to the Board
Meeting to be held on
Wednesday 23 October 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 (CPS)

A first CPS session with the teacher and whānau has been carried out and recorded for analysis. This will be shared with the MOE. I am also using funds from the principal wellbeing grant to attend an advanced workshop using the CPS approach in Christchurch prior to our board meeting. I have also applied for a \$3000 Hieke grant to go towards training as an in school facilitator of the CPS approach.

Wakefield School Wellbeing Survey Results

To support us in evaluating how well our wellbeing curriculum is supporting our students to feel good and do well at school we alternate gathering Wellbeing@school data gathering in odd years with our in school wellbeing survey in even years. The data from the survey that was carried out in term 1 is included with this report.

Stand Downs

There have been no stand downs since our last board meeting.

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

Over the holidays I shared our Year 8 graduate profile with Ngāti Kuia and invited feedback from them. The feedback shared back with us was as follows:

Overall the graduate profile looks lovely, and there isn't anything in there that directly goes against our Ngāti Kuia values other than perhaps the primary industries.

They noted that there wasn't anything about acknowledging Māori as Tangata whenua of Aotearoa or of knowing the history of the area or upholding Te Tiriti o Waitangi or learning Te Reo which would be things Ngāti Kuia would want to see from tamariki and rangatahi.

I have shared this feedback with our Year 7&8 team so that we can review and improve our current graduate profile to ensure that it also reflects the aspirations of Ngāti Kuia as our iwi mana whenua.

Our current graduate profile is included with this report.

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

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

Our team has reviewed the draft plans and Carl has been asked to submit these plans for consent. We are aware that we need to ensure there is adequate bag storage for up to 60 students. We are expecting to have two classes of approximately 20 students next year and in the future we know these classes will need to have more students to work within our staffing entitlement.

Initiative 2: Implement and refine Year 7 curriculum

Term 4 ImpactEd hours to plan Y7&8 learning in 2025

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.

Our term 3 school wide focus on kindness has positively impacted the behaviour and relationships in our school. Staff, students and whānau have all commented positively about our focus on kindness. To ensure we continue to build on this in term 4 we are focussing on being safe and kind in the first half of term 4 and fair, safe & kind in the second half of the term.

We are working with Brain Hug Trust and other local schools to introduce the Reboot programme in 2025. Reboot uses practical neuroscience-based and trauma-transformative tools to empower everyone to thrive and make the most of their learning opportunities. Reboot has been running for 20 years in Australia with clear evidence of successfully improving behaviour and learning in schools. It will be adapted to suit our local community and cultural context. Reboot distils big ideas from neuroscience, positive and developmental psychology, the science of behavioural change and mindfulness into language and strategies that become a part of everyday interactions including strategies for staff, students and whānau. Our school

will be the first in New Zealand to implement this programme and we anticipate it will support and strengthen all the work we are doing to improve outcomes for our students.

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

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

Mary has already begun planning possible parent workshops for 2025. We have decided not to offer anything in term 4 due to the high demands on families with our upcoming gala and the end of year pressures.

Our senior leadership team has also discussed how we might use social media to share the neuroscience research and strategies we are using to improve outcomes for learners in our school. The idea is that we would keep these short (30-60 seconds) and frequent (weekly) and hopefully reach some of our whānau who are less likely to engage with content in the school newsletter.

Initiative 2: Review & improve home & school communication.

I am working on a home and school communication survey to gather whānau voices about what is working well and how we can improve our communication. A similar survey will be shared with staff to ensure any actions we recommend will achieve positive outcomes for both staff and whānau.

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

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

We will be having our next Curriculum Refresh Teacher only day on Friday 25 November. After having time to explore both the english and mathematics draft curriculum last term and getting feedback from our teachers, we have developed a curriculum implementation plan to ensure our teachers are supported in a manageable way to implement the new curriculum without feeling overwhelmed. The implementation plan is included with this report.

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

We will continue to share information with our community in 2025 about the changes to teaching and learning that come into effect as a result of the curriculum refresh. We will also continue to gather data and share stories with our community about how we connect the NZ curriculum to our local context.

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

	Attached to this report is the last section of the Hautū board review, the employer role, and the evaluation criteria so that we can complete the Hautu review.
Priority 4:	Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy Nothing further to report at this time.

Priority 5:	Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning
	Denise Shellock continues to provide leadership to our staff to grow everyone's knowledge and use of karakia and waiata.
Priority 6:	Develop staff to strengthen teaching, leadership and learner support capability across the education workforce
	Our term 4 curriculum refresh teacher only day is planned and we are confident that it will enable our teachers to be ready to begin implementing the english curriculum from the start of term 1. This term we also begin structured literacy PLD for year 0-3 teachers. This will continue into term 1 2025 and we will also train our year 4-8 teachers in structured literacy in terms 1 and 2 next year. We also acknowledge that our school wide phonics programme is already meeting most of the new structured literacy expectations for teachers so our team will only need to make some small tweaks to their programmes.
Objective 3: Quality teaching and leadership – Quality teaching and leadership make the difference for learners and their whānau	
	Our recent recruitment process is complete and we are very happy with the quality of the new teachers we will have on our team in 2025. We will provide an induction plan for these teachers prior to the start of the 2025 school year to ensure they are well supported.

Objective 4: Future of learning and work – Learning that is relevant to the lives of New Zealanders today and throughout their lives	
Priority 7:	Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work

At the conference I attended last term I learnt about two resources available to schools with year 7-8 learners, [Tahatū Career Navigator](#) and [Inspiring the Future Aotearoa](#).

Tahatū Career Navigator is a tool that helps students navigate subject selections to ensure that the career paths that interest them are available to them based on the subject choices they make at secondary school. This is likely to be a relevant tool to introduce our year 8 students to as they prepare to transition to secondary school.

Inspiring the Future Aotearoa is a free programme for students 7-13 years old. It is run as an in school programme that challenges stereotypes that can limit our students. It is a fun and interactive programme.

I will be sharing both these resources with our staff so that they can use them if they would like to in 2025.

Freya Hogarth
Principal



Minutes

Of the Finance Sub-Committee Meeting held on Tuesday 15th October 2024 at 9.00am

Present: Freya Hogarth, Sonia Emerson & Laura McRobert.

Apologies: Dale MacDonald

Confirmation Of Previous Minutes:

Motion: Move that the minutes from the finance committee meeting held on Monday 18th September

Sonia Emerson/Freya Hogarth

Matters Arising from Minutes: Monday 18th September

- Insurance – Freya has not yet had a chance to follow up regarding comparing pricing and adjusting the current policy

Additional items of Business

- Funding applications
- Gala

Finance

- **Banking staffing**

The figures have come down slightly again however we are yet to see the impact of the school holidays on this figure and expect that will have decreased it further. Freya and Laura are going to arrange a time to look at last years banking staffing figures from over the Christmas break and calculate where we are likely to fall.

- **Funding applications**

It was resolved by the School Board of Wakefield School E Tū Kahikatea that an application be made to Pub Charity for funding towards the cost of Chromebooks for our students to use at school.

The amount requested is \$5,525 excluding GST.

It was resolved by the School Board of Wakefield School E Tū Kahikatea that an application be made to NZCT for funding towards the purchase and installation of a Laser Cutter for our technology subjects.

The amount requested is \$13,840 excluding GST.

Both resolutions were approved by the Board via email.

- **Gala**

Sonia asked if Freya would be happy for them to approach Onus to sponsor an area at our upcoming gala. Freya agreed and she is going to get in touch with Carl to see if they are willing to help.

GST

- A GST return was completed **27th September 2024**, with a payment due of **\$4,691.29**.

Supplier Payments

- The Finance sub-committee ratify the payment made on **20th September** as per the approved Bank Preview Payment report for the amount of **\$10,770.47**.

Credit Card Payment

- The Finance sub-committee ratify the payment made on **22nd September** as per the approved credit card statement for the amount of **\$571.72**.

CLOSURE

There being no further business the meeting closed at 9.45am.

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]

September 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	\$11,935.04	\$342,504.37	-\$330,569.33	(96.5)%
1-1140	ASB Saver Account	\$66,832.44	\$320.49	\$66,511.95	20,753.2%
1-1181	Term Investment #75	\$54,980.44	\$53,282.78	\$1,697.66	3.2%
1-1186	Term Investment #80	\$55,530.48	\$53,126.62	\$2,403.86	4.5%
	Total Bank Accounts	\$189,278.40	\$515,215.19	-\$325,936.79	(63.3)%
1-1300	Other Current Assets				
1-1310	Accounts Receivable	\$30,847.72	\$24,782.09	\$6,065.63	24.5%
1-1320	Uniforms on Hand	\$7,000.00	\$0.00	\$7,000.00	NA
1-1330	Stationery on Hand	\$659.40	\$648.70	\$10.70	1.6%
1-1340	Prepayments	\$200.00	\$1,325.00	-\$1,125.00	(84.9)%
1-1360	P.T.A Clearing	\$26,735.69	\$2,480.65	\$24,255.04	977.8%
1-1380	Swimming Pool Society	\$3,311.00	\$3,311.00	\$0.00	0.0%
	Total Other Current Assets	\$68,753.81	\$141,116.33	-\$72,362.52	(51.3)%
	Total Current Assets	\$258,032.21	\$656,331.52	-\$398,299.31	(60.7)%
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	-\$88,673.04	-\$81,345.57	-\$7,327.47	(9.0)%
	Total Buildings	\$153,290.49	\$160,617.96	-\$7,327.47	(4.6)%
1-2200	School Equipment				
1-2210	School Equipment at Cost	\$51,094.13	\$51,094.13	\$0.00	0.0%
1-2220	School Equipment Accum Depn	-\$37,345.04	-\$18,904.82	-\$18,440.22	(97.5)%
	Total School Equipment	\$13,749.09	\$32,189.31	-\$18,440.22	(57.3)%
1-2300	School Furniture				
1-2310	School Furniture at Cost	\$97,258.07	\$97,258.07	\$0.00	0.0%
1-2320	School Furniture Accum Depn	-\$61,275.68	-\$47,419.46	-\$13,856.22	(29.2)%
	Total School Furniture	\$35,982.39	\$49,838.61	-\$13,856.22	(27.8)%
1-2400	Office Equipment				
1-2410	Other Equipment at Cost	\$103,487.13	\$103,487.13	\$0.00	0.0%
1-2420	Other Equipment Accum Depn	-\$77,813.25	-\$67,823.88	-\$9,989.37	(14.7)%
	Total Office Equipment	\$25,673.88	\$35,663.25	-\$9,989.37	(28.0)%
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	-\$6,633.71	-\$5,384.78	-\$1,248.93	(23.2)%
	Total Office Furniture	\$602.68	\$1,851.61	-\$1,248.93	(67.5)%
1-2600	Computer Equipment				
1-2610	Computer Equipment at Cost	\$64,546.02	\$64,546.02	\$0.00	0.0%
1-2620	Computer Equipment Accum Depn	-\$36,268.09	-\$5,707.66	-\$30,560.43	(535.4)%
	Total Computer Equipment	\$28,277.93	\$58,838.36	-\$30,560.43	(51.9)%
1-2700	Library Resources				
1-2710	Library Resources at Cost	\$121,409.44	\$121,409.44	\$0.00	0.0%
1-2720	Library Resources Accum Depn	-\$96,994.81	-\$90,312.49	-\$6,682.32	(7.4)%
	Total Library Resources	\$24,414.63	\$31,096.95	-\$6,682.32	(21.5)%
1-2750	Leased Assets				
1-2760	Leased Assets at Cost	\$129,531.69	\$129,531.69	\$0.00	0.0%
1-2770	Leased Assets Accum Depn	-\$136,889.33	-\$124,139.30	-\$12,750.03	(10.3)%
	Total Leased Assets	-\$7,357.64	\$5,392.39	-\$12,750.03	(236.4)%

Balance Sheet [Budget Analysis]

September 2024

Email: admin@wakefield.school.nz

		Selected Period	Budgeted	\$ Difference	% Difference
1-2800	Fixed Asset Purchases				
1-2810	Fixed Asset Purchases General	\$21,077.03	\$0.00	\$21,077.03	NA
1-2820	Literacy Asset Purchases	\$633.75	\$9,938.01	-\$9,304.26	(93.6)%
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	\$1,865.60	\$13,699.88	-\$11,834.28	(86.4)%
1-2880	Furniture Asset Purchases	\$665.80	\$38,999.84	-\$38,334.04	(98.3)%
	Total Fixed Asset Purchases	\$29,283.76	\$142,537.29	-\$113,253.53	(79.5)%
	Total Fixed Assets	\$303,917.21	\$518,025.73	-\$214,108.52	(41.3)%
1-3000	Other Non Current Assets				
1-3970	SIP	-\$7,003.34	-\$7,003.34	\$0.00	0.0%
	Total Other Non Current Assets	-\$7,003.34	-\$7,003.34	\$0.00	0.0%
	Total Assets	\$554,946.08	\$1,167,353.91	-\$612,407.83	(52.5)%
2-0000	Liabilities				
2-1000	Current Liabilities				
2-1200	GST Liabilities				
2-1210	GST Collected	\$1,300,024.04	\$1,194,215.90	\$105,808.14	8.9%
2-1230	GST Paid	-\$769,470.50	-\$674,957.51	-\$94,512.99	(14.0)%
2-1250	GST Payments & Refunds	-\$522,975.04	-\$478,651.89	-\$44,323.15	(9.3)%
	Total GST Liabilities	\$7,578.50	\$40,606.50	-\$33,028.00	(81.3)%
2-1300	Other Current Liabilities				
2-1310	Accounts Payable	\$63.99	\$103,661.13	-\$103,597.14	(99.9)%
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	-\$469.44	\$0.00	0.0%
2-1320	Grants Received in Advance	\$0.02	\$0.00	\$0.02	NA
2-1325	Sundry Accruals	\$78,531.56	\$189,166.68	-\$110,635.12	(58.5)%
2-1350	Provision for Cyclical Maint	\$78,055.00	\$78,055.00	\$0.00	0.0%
	Total Other Current Liabilities	\$156,580.11	\$371,744.58	-\$215,164.47	(57.9)%
	Total Current Liabilities	\$164,158.61	\$412,351.08	-\$248,192.47	(60.2)%
2-2000	Term Liabilities				
2-2200	Provision for Cyclical Maint	\$43,923.00	\$43,923.00	\$0.00	0.0%
2-2300	Finance Lease Liability	\$14,516.19	\$14,516.19	\$0.00	0.0%
2-2400	AMS & SYA	-\$14,250.73	\$245,908.88	-\$260,159.61	(105.8)%
	Total Term Liabilities	\$44,188.46	\$304,348.07	-\$260,159.61	(85.5)%
	Total Liabilities	\$208,347.07	\$716,699.15	-\$508,352.08	(70.9)%
Net Assets		\$346,599.01	\$450,654.76	-\$104,055.75	(23.1)%
3-0000	Equity				
3-8000	Retained Earnings	\$313,755.17	\$313,755.17	\$0.00	0.0%
3-9000	Current Years Surplus/Deficit	\$32,843.84	\$0.00	\$32,843.84	NA
	Total Equity	\$346,599.01	\$313,755.17	\$32,843.84	10.5%

Profit & Loss [Budget Analysis]

January 2024 To September 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	\$343,218.45	\$303,743.16	\$39,475.29	13.0%
4-1200	MoE Special Education Grants	\$21,516.30	\$3,000.00	\$18,516.30	617.2%
4-1400	Additional Relief Teach Grant	\$6,496.57	\$41,413.23	-\$34,916.66	(84.3)%
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	\$16,180.00	\$2,999.97	\$13,180.03	439.3%
4-1950	MOE Curriculum Donation Scheme	\$33,843.86	\$3,375.00	\$30,468.86	902.8%
	Total Ministry of Education Grants	\$534,322.66	\$464,096.36	\$70,226.30	15.1%
4-2000	Other Grants				
4-2100	RTLB Grants	\$3,146.74	\$3,375.00	-\$228.26	(6.8)%
4-2200	Other Grants	\$1,250.00	\$2,999.97	-\$1,749.97	(58.3)%
4-2500	ACC Funding	\$17,401.57	\$22,500.00	-\$5,098.43	(22.7)%
	Total Other Grants	\$21,798.31	\$28,874.97	-\$7,076.66	(24.5)%
4-3000	Locally Raised Funds				
4-3150	Other donations	\$3,156.92	\$0.00	\$3,156.92	NA
4-3300	Stationery Income	\$816.75	\$700.00	\$116.75	16.7%
4-3400	Photocopying Income	\$0.69	\$0.00	\$0.69	NA
4-3500	Hall Hire Income	\$5,958.70	\$3,000.00	\$2,958.70	98.6%
4-3502	Sponsorship	\$0.00	\$1,000.00	-\$1,000.00	(100.0)%
4-3600	Uniform Income	\$3,100.32	\$2,500.00	\$600.32	24.0%
4-3700	PTA Donations	\$42,377.10	\$35,000.00	\$7,377.10	21.1%
4-3710	Fundraising Other	\$1,937.91	\$6,500.00	-\$4,562.09	(70.2)%
4-3720	Other Sundry Income	\$487.83	\$500.00	-\$12.17	(2.4)%
4-3730	Pay It Forward	-\$40.30	\$250.00	-\$290.30	(116.1)%
	Total Locally Raised Funds	\$57,795.92	\$49,450.00	\$8,345.92	16.9%
4-4000	Other Income				
4-4300	Nelson Principals Association	\$2,826.99	\$0.00	\$2,826.99	NA
	Total Other Income	\$2,826.99	\$0.00	\$2,826.99	NA
4-6200	Activities & Fees				
4-6210	Totara Activities	\$15,534.70	\$10,000.00	\$5,534.70	55.3%
4-6230	Matai Activities	\$0.00	\$10,000.00	-\$10,000.00	(100.0)%
4-6270	Sports Subs	\$2,715.21	\$0.00	\$2,715.21	NA
	Total Activities & Fees	\$18,249.91	\$20,000.00	-\$1,750.09	(8.8)%
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	\$6,609.17	\$3,500.00	\$3,109.17	88.8%
	Total Investment Income	\$10,467.24	\$6,600.00	\$3,867.24	58.6%
	Total Income	\$645,461.03	\$569,021.33	\$76,439.70	13.4%
Gross Profit		\$645,461.03	\$569,021.33	\$76,439.70	13.4%
6-0000	Expenses				
6-1000	Learning Resources				
6-1100	Library Expenses				
6-1120	Library Consumables	\$588.49	\$800.00	-\$211.51	(26.4)%
	Total Library Expenses	\$588.49	\$800.00	-\$211.51	(26.4)%
6-1200	Teaching Resources				
6-1210	Totara Syndicate	\$2,758.05	\$3,000.00	-\$241.95	(8.1)%

Profit & Loss [Budget Analysis]

January 2024 To September 2024

Email: admin@wakefield.school.nz

		Selected Period	Budgeted	\$ Difference	% Difference
6-1230	Matai Syndicate	\$1,092.91	\$3,000.00	-\$1,907.09	(63.6)%
6-1240	Numeracy	\$244.10	\$300.00	-\$55.90	(18.6)%
6-1250	Literacy	\$711.43	\$600.00	\$111.43	18.6%
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	-\$277.88	\$500.00	-\$777.88	(155.6)%
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)%
	Total Teaching Resources	\$6,166.73	\$13,850.00	-\$7,683.27	(55.5)%
	Total Learning Resources	\$6,755.22	\$14,650.00	-\$7,894.78	(53.9)%
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	\$259.06	\$500.00	-\$240.94	(48.2)%
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%
	Total Classroom Consumables	\$3,353.51	\$3,300.00	\$53.51	1.6%
6-2000	Activities & Fees				
6-2100	Totara Activities	\$10,021.32	\$10,000.00	\$21.32	0.2%
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	\$8,242.59	\$38,920.44	-\$30,677.85	(78.8)%
6-2700	Sports Subs	\$2,829.57	\$0.00	\$2,829.57	NA
6-2810	Fundraising Other	\$751.72	\$2,500.00	-\$1,748.28	(69.9)%
6-2820	PTA	\$2,143.16	\$0.00	\$2,143.16	NA
6-2850	Pay it Forward	\$269.57	\$0.00	\$269.57	NA
	Total Activities & Fees	\$24,274.93	\$61,420.44	-\$37,145.51	(60.5)%
6-2900	Other Expenses				
6-2950	Principals Discretionary Fund	\$198.72	\$0.00	\$198.72	NA
6-2990	Staff Purchases	-\$0.01	\$0.00	-\$0.01	NA
	Total Other Expenses	\$198.71	\$0.00	\$198.71	NA
6-3000	Personnel Expenses				
6-3110	Administration Staff	\$94,387.48	\$99,000.00	-\$4,612.52	(4.7)%
6-3120	Caretaking Staff	\$43,583.68	\$62,000.00	-\$18,416.32	(29.7)%
6-3130	Library Staff	\$37,106.24	\$42,000.00	-\$4,893.76	(11.7)%
6-3140	Support Staff	\$134,234.49	\$190,000.00	-\$55,765.51	(29.4)%
6-3145	Itinerant Music Teachers	\$2,664.00	\$5,000.00	-\$2,336.00	(46.7)%
6-3150	Relief Teachers	\$17,040.40	\$24,000.00	-\$6,959.60	(29.0)%
6-3155	Teacher Salaries Op Grant	\$45,844.30	\$0.00	\$45,844.30	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	\$1,352.59	\$1,500.00	-\$147.41	(9.8)%
6-3400	Staff Appointments	\$119.00	\$500.00	-\$381.00	(76.2)%
6-3500	Professional Development	\$8,186.84	\$7,000.00	\$1,186.84	17.0%
6-3650	COL Costs	\$3,000.00	\$1,000.00	\$2,000.00	200.0%

Profit & Loss [Budget Analysis]

January 2024 To September 2024

Email: admin@wakefield.school.nz

		Selected Period	Budgeted	\$ Difference	% Difference
6-3700	Principals Professional Coaching & We	\$4,782.84	\$0.00	\$4,782.84	NA
	Total Personnel Expenses	\$414,874.86	\$432,500.00	-\$17,625.14	(4.1)%
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	\$2,692.82	\$2,500.00	\$192.82	7.7%
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	\$5,456.95	\$8,650.00	-\$3,193.05	(36.9)%
6-4200	Information Technology				
6-4210	Teacher Laptop Lease	\$4,157.89	\$4,000.00	\$157.89	3.9%
6-4220	ICT Consumables & Repairs	\$1,705.97	\$2,000.00	-\$294.03	(14.7)%
6-4230	ICT Technical Support	\$1,336.90	\$1,500.00	-\$163.10	(10.9)%
	Total Information Technology	\$7,200.76	\$7,500.00	-\$299.24	(4.0)%
6-4300	Admin Office Expenses				
6-4305	Office Stationery Supplies	-\$69.55	\$900.00	-\$969.55	(107.7)%
6-4310	Telephone	\$2,623.82	\$3,200.00	-\$576.18	(18.0)%
6-4320	Internet & Email Costs	\$647.45	\$900.00	-\$252.55	(28.1)%
6-4330	Postage & Freight	\$250.81	\$500.00	-\$249.19	(49.8)%
6-4335	Freight (Courier Tickets)	\$0.00	\$250.00	-\$250.00	(100.0)%
6-4340	Printing & Stationery	\$2,499.61	\$800.00	\$1,699.61	212.5%
6-4345	Uniform	\$0.00	\$2,500.00	-\$2,500.00	(100.0)%
6-4350	Photocopier Lease	\$9,299.29	\$13,000.00	-\$3,700.71	(28.5)%
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	\$19,560.07	\$30,350.00	-\$10,789.93	(35.6)%
6-4400	General Expenses				
6-4410	Accounting Fees	\$3,898.00	\$4,000.00	-\$102.00	(2.6)%
6-4420	Audit Fees	\$3,938.00	\$5,500.00	-\$1,562.00	(28.4)%
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	\$644.62	\$1,000.00	-\$355.38	(35.5)%
6-4450	First Aid	\$709.82	\$1,300.00	-\$590.18	(45.4)%
6-4455	Laundry	\$609.60	\$650.00	-\$40.40	(6.2)%
6-4460	Hospitality - Principal	\$0.00	\$300.00	-\$300.00	(100.0)%
6-4470	Insurance	\$0.00	\$9,000.00	-\$9,000.00	(100.0)%
6-4490	Repairs & Maintenance - Equip	\$0.00	\$500.00	-\$500.00	(100.0)%
6-4500	Staffroom Consumables	\$2,088.26	\$2,000.00	\$88.26	4.4%
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	\$17,434.79	\$30,600.00	-\$13,165.21	(43.0)%
	Total Administration Expenses	\$49,652.57	\$77,100.00	-\$27,447.43	(35.6)%
6-5000	Property Expenses				
6-5100	Caretaking & Cleaning				

Profit & Loss [Budget Analysis]

January 2024 To September 2024

Email: admin@wakefield.school.nz

		Selected Period	Budgeted	\$ Difference	% Difference
6-5110	Caretaking Materials	\$1,611.97	\$2,500.00	-\$888.03	(35.5)%
6-5115	Cleaning Supplies	\$3,091.67	\$5,000.00	-\$1,908.33	(38.2)%
6-5120	Cleaning Contract	\$15,804.10	\$22,000.00	-\$6,195.90	(28.2)%
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	\$596.45	\$2,000.00	-\$1,403.55	(70.2)%
	Total Caretaking & Cleaning	\$21,214.22	\$33,420.00	-\$12,205.78	(36.5)%
6-5200	Power, Heat & Water Rates				
6-5210	Electricity	\$16,972.76	\$18,000.00	-\$1,027.24	(5.7)%
6-5220	Diesel	\$6,974.70	\$10,000.00	-\$3,025.30	(30.3)%
6-5230	Water Rates	\$3,613.18	\$5,000.00	-\$1,386.82	(27.7)%
	Total Power, Heat & Water Rates	\$27,560.64	\$33,000.00	-\$5,439.36	(16.5)%
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)%
	Total Grounds	\$5,474.87	\$13,000.00	-\$7,525.13	(57.9)%
6-5400	Buildings & Other				
6-5410	Alarm Monitoring	\$1,100.00	\$2,500.00	-\$1,400.00	(56.0)%
6-5420	Painting Contract	\$1,950.00	\$20,000.00	-\$18,050.00	(90.3)%
6-5430	Repairs & Maintenance - Prop	\$6,397.24	\$8,500.00	-\$2,102.76	(24.7)%
6-5435	Repairs & Maintenance General	\$895.51	\$2,000.00	-\$1,104.49	(55.2)%
6-5440	Vandalism	\$0.00	\$1,025.00	-\$1,025.00	(100.0)%
	Total Buildings & Other	\$10,342.75	\$34,025.00	-\$23,682.25	(69.6)%
	Total Property Expenses	\$64,592.48	\$113,445.00	-\$48,852.52	(43.1)%
6-9000	Depreciation - Building				
6-9100	Depre - Building	\$3,629.43	\$4,939.28	-\$1,309.85	(26.5)%
6-9200	Depre - School Equip	\$6,254.82	\$9,000.00	-\$2,745.18	(30.5)%
6-9300	Depre - School Furniture	\$5,439.78	\$5,129.30	\$310.48	6.1%
6-9400	Depre - Other Equipment	\$9,310.77	\$9,104.19	\$206.58	2.3%
6-9500	Depre - Office Furniture	\$775.53	\$1,034.08	-\$258.55	(25.0)%
6-9600	Depre - Computer Equipment	\$7,858.71	\$8,343.60	-\$484.89	(5.8)%
6-9700	Depre - Library Resources	\$2,895.84	\$3,858.70	-\$962.86	(25.0)%
6-9800	Depre - Leased Assets	\$12,750.03	\$18,000.00	-\$5,249.97	(29.2)%
	Total Depreciation - Building	\$48,914.91	\$59,409.15	-\$10,494.24	(17.7)%
	Total Expenses	\$612,617.19	\$761,824.59	-\$149,207.40	(19.6)%
Operating Profit		\$32,843.84	-\$192,803.26	\$225,647.10	117.0%
Total Other Expenses		\$0.00	\$0.00	\$0.00	NA
Net Profit/(Loss)		\$32,843.84	-\$192,803.26	\$225,647.10	117.0%

Cashflow Report 2024 Financial Year	ACT Jan-24	ACT Feb-24	ACT Mar-24	ACT Apr-24	ACT May-24	ACT Jun-24	ACT Jul-24	ACT Aug-24	ACT Sep-24	BUD Oct-24	BUD Nov-24	BUD Dec-24
Opening Bank Balances												
Cheque account - ASB	342,504	396,693	180,062	22,404	127,662	56,610	36,713	104,703	19,269	31,285	133,403	67,349
Savings account - ASB	320	321	322	323	323	324	106,344	106,588	106,832	66,999	67,099	67,199
Term Deposit	230,030	230,641	230,696	231,505	211,207	211,207	109,114	109,684	109,684	110,511	110,811	111,111
Total Opening Bank Balances	572,855	627,656	411,080	254,232	339,192	268,141	252,171	320,975	235,785	208,796	311,313	245,660
Revenue Received												
Interest Received Cheque	1,138	702	271	376	309	100	321	131	51	50	50	50
Interest Received Savings	1	1	1	1	1	16	244	244	167	100	100	100
Interest Received Term Deposit	611	55	809	564	-	3,911	570	-	827	300	300	300
Ministry of Education Op's Grants	205,955			179,830			134,333			150,189		
Grants	-	15,580	13,829	8,840	8,740	10,051	1,443	14,193	10,278	-	-	-
PTA	-	-	-	23,871	-	5,745	-	-	23,871	5,000	5,000	5,000
Debtors Paid	-	1,660	319	3,000	2,459	3,991	3,469	6,367	9,935	1,500	1,500	1,500
Other Income	1,134	1,863	16,808	4,179	3,060	3,132	1,741	3,458	6,367	-	-	-
SYA Funding/Projects	27,428			15,879	90,694	22,377						
Total Revenue	236,267	19,861	32,037	188,797	105,263	49,322	142,120	24,394	51,497	157,139	6,950	6,950
Expenditure												
Creditors	18,704	26,999	25,058	28,204	43,242	24,280	18,140	24,206	22,403	18,000	18,000	18,000
Support Staff & Admin Wages	20,065	34,761	48,951	44,888	42,463	40,307	38,823	54,328	51,392	36,621	36,621	36,621
GST	38,628	-	24,960	-	14,301	-	16,354	-	4,691	-	17,983	-
Capital expenditure	43,437	-	-	-	-	-	-	-	-	-	-	-
SYA Funding/Projects	60,632	174,677	139,836	30,744	76,309	705	-	31,050	-	-	-	-
Total Expenditure	181,466	236,437	188,885	103,836	176,314	65,293	73,317	109,584	78,487	54,621	72,604	54,621
Closing Bank Balances												
Cheque account- ASB	396,693	180,062	22,404	127,662	56,610	36,713	104,703	19,269	31,285	133,403	67,349	19,278
Savings account - ASB	321	322	323	323	324	106,344	106,588	106,832	66,999	67,099	67,199	67,299
Term Deposit	230,641	230,696	231,505	211,207	211,207	109,114	109,684	109,684	110,511	110,811	111,111	111,411
Total Closing Bank Balances	627,656	411,080	254,232	339,192	268,141	252,171	320,975	235,785	208,796	311,313	245,660	197,988
Net Increase/Decrease	54,801	- 216,575	- 156,849	84,961	- 71,051	- 15,970	68,804	- 85,189	- 26,990	102,518	- 65,654	- 47,671
Projected end of year cashflow	359,362	280,786	292,575	184,629	202,256	166,414	211,712	214,699	191,914			
Notes/ Comments									Opening	572,855		
Opening Balance overstated by \$330k - includes \$30k banked from school gala and \$250k for AMS Project - shown as spent in 2024									-	330,000		
Gala funds on hand at start of year									-	24,500		
Original expected movement										33,899		
Board contribution to Room 9 & 10 project										- 16,388		
Board contribution to Teacher Aide discretionary										- 19,200		
Banked Staffing overspend from 2023										- 25,742		
										190,924		

Minutes

Of the Property, Health & Safety Sub-Committee Meeting held on Wednesday 16th October at 5:00pm

Present: Dane, Bruce, Dave & Freya

Apologies: Hillary

Confirmation of previous minutes: Wednesday 18th September 2024

Motion: Move that the minutes from the property sub-committee meeting held on Wednesday 18th September 2024 to be correct

David Mackenzie/Bruce Puklowski

Matters arising from minutes: Wednesday 18th September 2024

- None

Monthly Safety Reports

- **Bruce – Property Report**
 - Bruce had nothing to report
 - Chemical handling training for Bruce is still required
 - Electrical testing (test & tag) still required
- **Hillary – Health & Safety Report**
 - nothing to report, no major incidents

Items of General Business

- **Work required notice and associated building WOF check**
 - Still waiting for the Building WOF certificate. We are up to date with all checks and the repair to the fire wall has been completed to the required standard and signed off.
 - Since Bruce started treating all alarm sensors with Miss Muffet's revenge we haven't had alarm call outs.
- **Swimming pool leak update**
 - The concrete was dug up and lines are all now above concrete. Cost was \$2800.
 - Jared Du Plessis has been asked to come and repair the concrete that has been cut.
- **Holiday job list**
 - Bruce pruned some of the trees along the bank. There is still more work to be done there. He was going to shred the branches but this didn't get done.

- There were a lot of other jobs e.g. repairs to playground that were all completed.

- **Paint contract update**
 - Will use a similar colour scheme to Appleby School retaining the current new roof colour (denim blue). This includes some bright feature panels around the school.
 - The mustard yellow panels will all be repainted
 - Andy has moved on
 - Programmed have agreed to sponsor the gala (thanks Bruce)

- **Room 5 & 6 Upgrade**
 - Overall we are happy with the plans. Bag storage needs to be resolved. Freya will

- **Playground upgrade**
 - The slide has become a safety issue. Bruce is going to get a quote to replace the slide and we will recommend the board replaces this as the playground

- **Storage**
 - We discussed the issue of needing better storage for the wood that has been donated for Y7&8 tech.
 - Another container would be ideal.
 - More storage is also needed for play based equipment for junior classes.

Meeting finished: 5:30 pm.

Staff Report September 2024

Nothing to report due to the closeness of meetings and school holiday break.

Senior Data		Term 1 2022 (139 responses)	Term 4 2022 (132 responses)	Term 1 2024 (132 responses)		Average
Relationships	I know how to make friends Mostly/Always	76.80%	71.60%	82.60%	I know how to make friends Mostly/Always	77%
	I have lots of friends Mostly/Always	81.70%	76.70%	81%	I have lots of friends Mostly/Always	79.80%
	I get on well with my friends Mostly/Always	84.90%	78%	81.80%	I get on well with my friends Mostly/Always	81.57%
	I treat others with kindness Mostly/Always	91.40%	84.50%	91.70%	I treat others with kindness Mostly/Always	89.20%
	I can solve problems between myself and others Mostly/Always	67.70%	73.30%	57.30%	I can solve problems between myself and others Mostly/Always	66.10%
	I know how to get help when I have a problem with my friends or other children Mostly/Always	81.20%	82.70%	73.10%	I know how to get help when I have a problem with my friends or other children Mostly/Always	79%
	I know the right thing to do if others are being mean or hurting me Mostly/Always	80.60%	82.70%	83.10%	I know the right thing to do if others are being mean or hurting me Mostly/Always	82.13%
	I help other children who are feeling lonely or left out Mostly/Always	74.80%	80.60%	73%	I help other children who are feeling lonely or left out Mostly/Always	76.13%
Belonging	I am happy at school Mostly/Always	80.50%	76%	72%	I am happy at school Mostly/Always	76.17%
	School is a good place for me to be Mostly/Always	82.70%	78%	67.40%	School is a good place for me to be Mostly/Always	76.03%
	Other people at school accept and respect me Mostly/Always	70%	63.80%	62.30%	Other people at school accept and respect me Mostly/Always	65%
	I'm a good learner Mostly/Always	83.20%	86.80%	80.90%	I'm a good learner Mostly/Always	83.63%
	I feel good about being who I am Mostly/Always	86.30%	82.80%	77.40%	I feel good about being who I am Mostly/Always	82.17%
	The adults at school are interested in me Mostly/Always	71.30%	61.10%	66.90%	The adults at school are interested in me Mostly/Always	66.43%
	The adults at school think that I can do well Mostly/Always	91.20%	85.10%	86.30%	The adults at school think that I can do well Mostly/Always	87.53%
	The adults at school treat everybody fairly Mostly/Always	87.10%	78%	69%	The adults at school treat everybody fairly Mostly/Always	78.03%
I get lots of chances at school to learn about the things I'm interested in Mostly/Always	71%	58.60%	66.70%	I get lots of chances at school to learn about the things I'm interested in Mostly/Always	65%	
Managing Myself	I can talk about my feelings Mostly/Always	50.30%	48.10%	54.60%	I can talk about my feelings Mostly/Always	51%
	I know how to calm myself when I am worried or angry Mostly/Always	63.50%	70.30%	69.50%	I know how to calm myself when I am worried or angry Mostly/Always	67.77%
	I use the school values to help me manage myself Mostly/Always	71.90%	63.80%	55.30%	I use the school values to help me manage myself Mostly/Always	63.67%
	I use 'Is it safe, is it fair, is it kind?' to help me figure out what's right and wrong Mostly/Always	71%	68%	55.10%	I use 'Is it safe, is it fair, is it kind?' to help me figure out what's right and wrong Mostly/Always	65%
	I know how to get help when something goes wrong with my learning Mostly/Always	81.90%	87.40%	78.80%	I know how to get help when something goes wrong with my learning Mostly/Always	82.70%
	I have trouble controlling my feelings and actions Sometimes/Never	57.70%	62.10%	62.10%	I have trouble controlling my feelings and actions Sometimes/Never	60.63%

Being Healthy	I get enough sleep so I am not tired at school Mostly/Always	74.30%	56.60%	52.80%	I get enough sleep so I am not tired at school Mostly/Always	61.23%
	I eat healthy food Mostly/Always	85.90%	82.60%	87%	I eat healthy food Mostly/Always	85.17%
	I do enough exercise to be fit and healthy Mostly/Always	92.90%	87.60%	86.10%	I do enough exercise to be fit and healthy Mostly/Always	88.87%
	I spend about this much time on my computer or other screen device	(69 responses)	(127 responses)	(128 responses)	I spend about this much time on my computer or other screen device	
	Half an hour	31.90%	33.90%	25.80%	Half an hour	30.53%
	One hour	27.50%	26%	25.80%	One hour	26.43%
	Two hours	20.30%	14.20%	20.30%	Two hours	18.27%
	Three hours or more	20.30%	26%	28.10%	Three hours or more	24.80%

Junior Data	Term 1 2022 (78 responses)	Term 4 2022 (90 responses)	Term 1 2024 (80 responses)		Average
I have good friends at school Yes	92.60%	97.7%	96.30%	I have good friends at school Yes	94.45%
I look after my friends Yes	94.90%	98.90%	100%	I look after my friends Yes	97.93%
My friends look after me Yes	84.60%	91%	97.50%	My friends look after me Yes	91%
I know how to get help when I have a problem at school Yes	96.20%	93.20%	92.50%	I know how to get help when I have a problem at school Yes	93.97%
Someone helps me when I am sad or upset Yes	91.00%	92.00%	90.00%	Someone helps me when I am sad or upset Yes	91%
I am happy at school Yes	96.20%	97.70%	95.00%	I am happy at school Yes	96.30%
I like myself Yes	98.70%	97.70%	95.00%	I like myself Yes	97.13%
I am good at learning Yes	93.60%	95.50%	98%	I am good at learning Yes	95.53%
My teacher helps me when I need it Yes	96.20%	99%	100%	My teacher helps me when I need it Yes	98.37%
The adults at school are kind to me Yes	96.20%	100%	96.30%	The adults at school are kind to me Yes	97.50%
I know how to calm myself down when I am unhappy or angry Yes	89%	88.60%	83.30%	I know how to calm myself down when I am unhappy or angry Yes	87%

Graduate Profile

Our graduate profile has been designed in consultation with students, staff and the community. The goals are grouped to align with Te Whare Mātauranga.

Tinana - I live a healthy, balanced lifestyle. I take care of my body. I respect my body and other people's bodies.

Hinengaro - I am confident and I have a positive view of myself. I engage in a variety of challenges. I know how to regulate my feelings. I know when and where to ask for help.

Whānau - I treat people respectfully according to their needs. I connect with people of all ages and cultures. I am an active and upstanding member of my communities. I understand that there are many ways of being a leader.

Punenga - I learn through hard work, a growth mindset and perseverance. I am curious about and open to new subjects, experiences and opportunities. I know that asking questions helps me learn. I know that having a plan will help me achieve my goals. I am prepared for future learning.

Wairua - I know who I am and how I belong. I can identify and speak up for what is important to me. I contribute to and behave in ways that support my communities.

Te Taiao - I understand the benefits of spending time in nature. I connect to my local area and I am aware of the resources it provides. I am a kaitiaki - I advocate for the environment.





Refreshed Curriculum Implementation Plan 2024-2026

Not done

Underway but not yet complete

Completed

2024		
	By week 5	By week 10
Term 1	Teacher readiness survey data & analysis	Report to board on teacher readiness survey data
Term 2	TOD - Science of Learning	
Term 3		Provide feedback on draft Mathematics & English curriculum
Term 4	TOD - English Curriculum Focus - All teachers Y0-3 teachers complete 2 days of SL training	Y0-3 teachers complete 1 day of SL training Gather teacher readiness survey data & report to board

Not done

Underway but not yet complete

Completed

2025		
	By week 5	By week 10
Term 1	Y0-3 teachers continue SL PLD Y4-6 Teachers start SL PLD	Y0-3 teachers complete SL PLD Y4-6 Teachers continue SL PLD
Term 2	Y4-6 Teachers continue SL PLD	Y4-6 Teachers complete SL PLD
Term 3	TOD - All teachers start Mathematics PLD	
Term 4	TOD - All teachers continue Mathematics PLD	

2026		
	By week 5	By week 10
Term 1		
Term 2		
Term 3		
Term 4		

Other possible options:

ALiM - EOI for 2025 close 11 November 2024

ALL - EOI for 2025 close 11 November 2024

Term 4 2024 - PLD with ImpactEd

2025 Mathematics PLD hours

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.

Koinga of the *hoe* is the impact of the Employer on quality provision



EMPLOYER ROLE – criteria

Focus	Emerging	Developing	Integrating	Supporting resources refer to: www.nzsta.org.nz/trustee-professional-development/culturaltool/
The Board...				
Staff performance management	B has a process for teacher performance management that has a culturally responsive target/goal.	B has a process for staff (teaching and non-teaching) performance management that is culturally responsive.	B staff performance management processes are linked to the school's Charter goals and targets and outline expectations for culturally-responsive practice.	<i>Tātaiako</i> Registered Teacher Criteria <i>Supporting school improvement through effective teacher appraisal</i>
	B has a process for Principal performance management that includes a culturally responsive target/goal.	B has a culturally informed process for Principal performance management.	B ensures the performance management process for the Principal is in line with the Charter goals and targets and outline expectations for culturally-responsive leadership.	<i>Tātaiako</i> Registered Teacher Criteria <i>Supporting school improvement through effective principal appraisal</i>
Recruitment, retention of staff	B has yet to put in place procedures for a culturally appropriate recruitment process B has not identified a need for or assessed gaps in cultural competency.	B is developing procedures for a culturally-appropriate recruitment process B has identified a general need to recruit for cultural competencies.	B has procedures in place for a culturally appropriate recruitment processes B has identified a need to attract and recruit for specific cultural competencies.	Registered Teacher Criteria <i>Tātaiako</i>
	B has yet to prioritise funding to support staff to increase their cultural responsiveness.	B makes funding available on request to support staff to increase their cultural responsiveness.	B identifies in the annual plan the professional development required to ensure all staff are culturally responsive B prioritises professional development that has the most impact on Māori student achievement B monitors the impact of the professional development in relation to Māori student achievement outcomes.	<i>Tātaiako</i> p.10 - Manaakitanga <i>Tātaiako</i> p.14 – Ako
Understanding good employer requirements	B appoints authority to the principal to manage staff on a day to day basis.	B appoints authority to the principal to manage staff and develop culturally appropriate employer procedures.	B appoints authority to the Principal to manage staff, develop and implement culturally appropriate procedures that follow the requirements of collective agreements and professional practice standards for teachers and principals B receives and acts on regular reports about staff capability to be culturally responsive in all of their professional practice.	Registered Teacher Criteria Teacher professional standards Principal professional standards <i>Tātaiako</i> p.14 – Ako

Haut can be found online at www.nzsta.org.nz/trustee-professional-development/culturaltool/

2024 Hautu representation focus

EMPLOYER ROLE – gathering the evidence

Koinga of the hoe is the impact of the Employer on quality provision

Guiding questions:

What evidence is there that your Board have clearly-articulated expectations for culturally-responsive practice?

What evidence is there that your Board has effective employment practices that strengthen Māori students' achievement?

What evidence is there that your school performance management processes are aligned to a Charter that is focused on building and strengthening Māori student achievement? (use the Employer Role criteria if required)

Focus	Indicators	Evidence
Staff performance management		
Recruitment and retention of staff		
Understanding good employer requirements		
Good Employer actions to move forward		

