



ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2023

School Directory

Ministry Number:	3234
Principal:	Freya Hogarth
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Accountant / Service Provider:	Canterbury Education Services (CES)

WAKEFIELD SCHOOL

Annual Financial Statements - For the year ended 31 December 2023

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Wakefield School

Members of the Board

For the year ended 31 December 2023

Name	Position	How Position Gained	Term Expires
Dale McDonald	Chairperson	Re-elected Sep 2022	Sep 2025
Sonia Emerson	Treasurer	Re-elected Sep 2022	Sep 2025
Brad Pyers	H&S Rep & Maori Rep	Re-elected Sep 2022	Sep 2025
Dane Boswell	Property Rep	Re-elected Sep 2022	Sep 2025
Dale MacDonald	Personnel Rep	Re-elected Sep 2022	Sep 2025
Freya Hogarth	Principal	Appointed Jan 2023	
Scott Mackenzie	Staff Rep	Re-elected Sep 2022	Resigned Apr 2023
Kathy Ameen	Personnel Rep	Elected Apr 2023	Sep 2025
Olivia Krammer	Secretary	Appointed Jun 2015	

Wakefield School

Statement of Responsibility

For the year ended 31 December 2023

The Board accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

The management (including the Principal and others, as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the school's financial reporting.

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2023 fairly reflects the financial position and operations of the school.

The School's 2023 financial statements are authorised for issue by the Board.

Dale McDonald
Full Name of Presiding Member

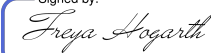
Signed by:

DAA915A82EF76C4D

Signature of Presiding Member

29 August 2024
Date:

Freya Hogarth
Full Name of Principal

Signed by:

1B58010ED105F17F

Signature of Principal

29 August 2024
Date:

Wakefield School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2023

		2023	2023	2022
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	2,624,892	2,508,898	2,401,387
Locally Raised Funds	3	89,007	42,900	80,353
Interest		12,507	1,200	2,716
Total Revenue		2,726,406	2,552,998	2,484,456
Expense				
Locally Raised Funds	3	13,835	1,500	25,740
Learning Resources	4	1,829,394	1,774,869	1,792,176
Administration	5	204,062	146,500	164,654
Interest		1,249	-	569
Property	6	722,669	647,830	559,729
Total Expense		2,771,209	2,570,699	2,542,868
Net Surplus / (Deficit) for the year		(44,803)	(17,701)	(58,412)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(44,803)	(17,701)	(58,412)

The above Statement of Comprehensive Revenue and Expense should be read in conjunction with the accompanying notes which form part of these financial statements.

Wakefield School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Equity at 1 January		341,443	341,443	399,855
Total comprehensive revenue and expense for the year		(44,803)	(17,701)	(58,412)
Contribution - Furniture and Equipment Grant		17,117	-	-
Equity at 31 December		313,757	323,742	341,443
Accumulated comprehensive revenue and expense		313,757	323,742	341,443
Equity at 31 December		313,757	323,742	341,443

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.

Wakefield School

Statement of Financial Position

As at 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Assets				
Cash and Cash Equivalents	7	363,537	79,601	173,665
Accounts Receivable	8	136,662	140,600	140,564
Prepayments		3,744	(59)	-
Inventories	9	649	800	1,080
Investments		209,317	101,000	51,523
		<u>713,909</u>	<u>321,942</u>	<u>366,832</u>
Current Liabilities				
GST Payable		40,606	14,200	14,253
Accounts Payable	12	293,690	198,000	198,080
Revenue Received in Advance	13	-	-	20,827
Provision for Cyclical Maintenance	14	78,055	38,000	37,892
Painting Contract Liability	15	-	-	5,579
Finance Lease Liability	16	6,995	7,000	5,456
Funds held for Capital Works Projects	17	252,911	23,000	22,804
		<u>672,257</u>	<u>280,200</u>	<u>304,891</u>
Working Capital Surplus/(Deficit)		41,652	41,742	61,941
Non-current Assets				
Property, Plant and Equipment	11	323,549	310,000	310,041
		<u>323,549</u>	<u>310,000</u>	<u>310,041</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	43,923	21,000	21,531
Finance Lease Liability	16	7,521	7,000	9,008
		<u>51,444</u>	<u>28,000</u>	<u>30,539</u>
Net Assets		<u>313,757</u>	<u>323,742</u>	<u>341,443</u>
Equity		<u>313,757</u>	<u>323,742</u>	<u>341,443</u>

The above Statement of Financial Position should be read in conjunction with the accompanying notes which form part of these financial statements.

Wakefield School

Statement of Cash Flows

For the year ended 31 December 2023

	Note	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cash flows from Operating Activities				
Government Grants		695,591	579,629	603,820
Locally Raised Funds		49,619	22,005	105,461
Goods and Services Tax (net)		26,353	(53)	8,899
Payments to Employees		(496,828)	(520,682)	(434,907)
Payments to Suppliers		(67,582)	(55,026)	(228,249)
Interest Paid		(1,249)	-	(569)
Interest Received		12,087	1,565	2,351
Net cash from/(to) Operating Activities		217,991	27,438	56,806
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(59,776)	(65,158)	(21,779)
Purchase of Investments		(157,794)	(49,477)	(513)
Net cash from/(to) Investing Activities		(217,570)	(114,635)	(22,292)
Cash flows from Financing Activities				
Furniture and Equipment Grant		17,117	-	-
Finance Lease Payments		(6,392)	(1,484)	(13,063)
Painting Contract Payments		(51,382)	(5,579)	(6,476)
Funds Administered on Behalf of Other Parties		230,108	196	(27,569)
Net cash from/(to) Financing Activities		189,451	(6,867)	(47,108)
Net increase/(decrease) in cash and cash equivalents		189,872	(94,064)	(12,594)
Cash and cash equivalents at the beginning of the year	7	173,665	173,665	186,259
Cash and cash equivalents at the end of the year	7	363,537	79,601	173,665

The Statement of Cash Flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries, use of land and buildings grant and expense and other notional items have been excluded.

The above Statement of Cash Flows should be read in conjunction with the accompanying notes which form part of these financial statements.

Wakefield School

Notes to the Financial Statements

For the year ended 31 December 2023

1. Statement of Accounting Policies

a) Reporting Entity

Wakefield School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education and Training Act 2020. The Board is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

The financial statements have been prepared for the period 1 January 2023 to 31 December 2023 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

The financial statements have been prepared on a going concern basis, and the accounting policies have been consistently applied throughout the period.

Financial Reporting Standards Applied

The Education and Training Act 2020 requires the School, as a Crown entity, to prepare financial statements in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The school is considered a Public Benefit Entity as it meets the criteria specified as 'having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders'.

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the expense threshold of \$30 million per year. All relevant reduced disclosure concessions have been taken.

Measurement Base

The financial statements are prepared on the historical cost basis unless otherwise noted in a specific accounting policy.

Presentation Currency

These financial statements are presented in New Zealand dollars, rounded to the nearest dollar.

Specific Accounting Policies

The accounting policies used in the preparation of these financial statements are set out below.

Critical Accounting Estimates And Assumptions

The preparation of financial statements requires management to make judgements, estimates and assumptions that affect the application of accounting policies and the reported amounts of assets, liabilities, revenue and expenses. Actual results may differ from these estimates.

Estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised and in any future periods affected.

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 14.

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment, as disclosed in the significant accounting policies, are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 11.

Critical Judgements in applying accounting policies

Management has exercised the following critical judgements in applying accounting policies:

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee.

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 16. Future operating lease commitments are disclosed in note 21.

Recognition of grants

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to carry forward amounts unspent. The School believes all grants received have been appropriately recognised as a liability if required. Government grants are disclosed at note 2.

c) Revenue Recognition

Government Grants

The school receives funding from the Ministry of Education. The following are the main types of funding that the School receives:

Operational grants are recorded as revenue when the School has the rights to the funding, which is in the year that the funding is received.

Teachers salaries grants are recorded as revenue when the School has the rights to the funding in the salary period they relate to. The grants are not received in cash by the School and are paid directly to teachers by the Ministry of Education.

Other Ministry Grants for directly funded programs are recorded as revenue when the School has the rights to the funding in the period they relate to. The grants are not received in cash by the School and are paid directly by the Ministry of Education.

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. Grants for the use of land and buildings are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes.

This is a non-cash revenue that is offset by a non-cash expense. The use of land and buildings grants and associated expenditure are recorded in the period the School uses the land and buildings.

Other Grants where conditions exist

Other grants are recorded as revenue when the School has the rights to the funding, unless there are unfulfilled conditions attached to the grant, in which case the amount relating to the unfulfilled conditions is recognised as a liability and released to revenue as the conditions are fulfilled.

Donations, Gifts and Bequests

Donations, gifts and bequests are recognised as an asset and revenue when the right to receive funding or the asset has been established unless there is an obligation to return funds if conditions are not met. If conditions are not met, funding is recognised as revenue in advance and recognised as revenue when conditions are satisfied.

Interest Revenue

Interest Revenue earned on cash and cash equivalents and investments is recorded as revenue in the period it is earned.

d) Finance Lease Payments

Finance lease payments are apportioned between the finance charge and the reduction of the outstanding liability. The finance charge is allocated to each period during the lease term on an effective interest basis.

e) Cash and Cash Equivalents

Cash and cash equivalents include cash on hand, bank balances, deposits held at call with banks, and other short term highly liquid investments with original maturities of 90 days or less, and bank overdrafts. The carrying amount of cash and cash equivalents represent fair value.

f) Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for expected credit losses (uncollectable debts). The schools receivables are largely made up of funding from the Ministry of Education. Therefore the level of uncollectable debts is not considered to be material. However, short-term receivables are written off when there is no reasonable expectation of recovery.

g) Inventories

Inventories are consumable items held for sale and are comprised of stationery and school uniforms. They are stated at the lower of cost and net realisable value. Cost is determined on a first in, first out basis. Net realisable value is the estimated selling price in the ordinary course of activities less the estimated costs necessary to make the sale. Any write down from cost to net realisable value is recorded as an expense in the Statement of Comprehensive Revenue and Expense in the period of the write down.

h) Investments

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is material.

i) Property, Plant and Equipment

Land and buildings owned by the Crown are excluded from these financial statements. The Board's use of the land and buildings as 'occupant' is based on a property occupancy document.

Improvements (funded by the Board) to buildings owned by the Crown or directly by the board are recorded at cost, less accumulated depreciation and impairment losses.

Property, plant and equipment are recorded at cost or, in the case of donated assets, fair value at the date of receipt, less accumulated depreciation and impairment losses. Cost or fair value, as the case may be, includes those costs that relate directly to bringing the asset to the location where it will be used and making sure it is in the appropriate condition for its intended use.

Gains and losses on disposals (i.e. sold or given away) are determined by comparing the proceeds received with the carrying amounts (i.e. the book value). The gain or loss arising from the disposal of an item of property, plant and equipment is recognised in the Statement of Comprehensive Revenue and Expense.

Finance Leases

A finance lease transfers to the lessee substantially all the risks and rewards incidental to ownership of an asset, whether or not title is eventually transferred. At the start of the lease term, finance leases are recognised as assets and liabilities in the statement of financial position at the lower of the fair value of the leased asset or the present value of the minimum lease payments. The finance charge is charged to the surplus or deficit over the lease period so as to produce a constant periodic rate of interest on the remaining balance of the liability. The amount recognised as an asset is depreciated over its useful life. If there is no reasonable certainty whether the school will obtain ownership at the end of the lease term, the asset is fully depreciated over the shorter of the lease term and its useful life.

Depreciation

Property, plant and equipment except for library resources are depreciated over their estimated useful lives on a straight line basis. Library resources are depreciated on a diminishing value basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Building improvements	40 years
Board Owned Buildings	40 years
Furniture and equipment	5–10 years
Information and communication technology	5 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

j) Impairment of property, plant, and equipment and intangible assets

The school does not hold any cash generating assets. Assets are considered cash generating where their primary objective is to generate a commercial return.

Non cash generating assets

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. If such indication exists, the School estimates the asset's recoverable service amount. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

Value in use is determined using an approach based on either a depreciated replacement cost approach, restoration cost approach, or a service units approach. The most appropriate approach used to measure value in use depends on the nature of the impairment and availability of information.

In determining fair value less costs to sell, the School engages an independent valuer to assess market value based on the best available information. The valuation is based on [details of the valuer's approach to determining market value (i.e. what valuation techniques have been employed, comparison to recent market transaction etc.)].

If an asset's carrying amount exceeds its recoverable service amount, the asset is regarded as impaired and the carrying amount is written down to the recoverable amount. The total impairment loss is recognised in surplus or deficit.

The reversal of an impairment loss is recognised in surplus or deficit. A previously recognised impairment loss is reversed only if there has been a change in the assumptions used to determine the asset's recoverable service amount since the last impairment loss was recognised.

k) Accounts Payable

Accounts Payable represents liabilities for goods and services provided to the School prior to the end of the financial year which are unpaid. Accounts Payable are recorded at the amount of cash required to settle those liabilities. The amounts are unsecured and are usually paid within 30 days of recognition.

l) Employee Entitlements

Short-term employee entitlements

Employee entitlements that are expected to be settled within 12 months after the end of the reporting period in which the employees provide the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date and annual leave earned, by non teaching staff, but not yet taken at balance date.

Long-term employee entitlements

Employee benefits that are not expected to be settled wholly before 12 months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

The calculations are based on the likely future entitlements accruing to employees, based on years of service, years to entitlement, the likelihood that employees will reach the point of entitlement, and contractual entitlement information, and the present value of the estimated future cash flows. Remeasurements are recognised in surplus or deficit in the period in which they arise.

m) Revenue Received in Advance

Revenue received in advance relates to fees received from grants received where there are unfulfilled obligations for the School to provide services in the future. The fees or grants are recorded as revenue as the obligations are fulfilled and the fees or grants are earned.

n) Funds held for Capital works

The school directly receives funding from the Ministry of Education for capital works projects that are included in the School five year capital works agreement. These funds are held on behalf and for a specified purpose. As such, these transactions are not recorded in the Statement of Comprehensive Revenue and Expense.

The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

o) Provision for Cyclical Maintenance

The property from which the School operates is owned by the Crown, and is vested in the Ministry. The Ministry has gazetted a property occupancy document that sets out the Board's property maintenance responsibilities. The Board is responsible for maintaining the land, buildings and other facilities on the School site in a state of good order and repair.

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision is a reasonable estimate, based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition.

The School carries out painting maintenance of the whole school over a 7 to 10 year period. The economic outflow of this is dependent on the plan established by the school to meet this obligation and is detailed in the notes and disclosures of these accounts.

p) Financial Instruments

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are initially recognised at fair value and subsequently measured at amortised cost, using the effective interest method.

The School's financial liabilities comprise accounts payable, borrowings, finance lease liability, and painting contract liability. Financial liabilities are subsequently measured at amortised cost using the effective interest method. Interest expense and any gain or loss on derecognition are recognised in surplus or deficit.

q) Goods and Services Tax (GST)

The financial statements have been prepared on a GST exclusive basis, with the exception of accounts receivable and accounts payable which are stated as GST inclusive.

The net amount of GST paid to, or received from, the IRD, including the GST relating to investing and financing activities, is classified as a net operating cash flow in the statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

r) Budget Figures

The budget figures are extracted from the School budget that was approved by the Board.

s) Services received in-kind

From time to time the School receives services in-kind, including the time of volunteers. The School has elected not to recognise services received in kind in the Statement of Comprehensive Revenue and Expense.

2. Government Grants

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Government Grants - Ministry of Education	655,846	570,598	588,594
Teachers' Salaries Grants	1,438,011	1,438,000	1,416,018
Use of Land and Buildings Grants	484,321	484,300	381,549
Other Government Grants	46,714	16,000	15,226
	<u>2,624,892</u>	<u>2,508,898</u>	<u>2,401,387</u>

The school has opted in to the donations scheme for this year. Total amount received was \$39,146.

3. Locally Raised Funds

Local funds raised within the School's community are made up of:

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue			
Donations & Bequests	49,684	40,000	42,283
Fees for Extra Curricular Activities	8,366	(8,000)	17,990
Trading	9,732	4,400	9,505
Fundraising & Community Grants	-	-	31
Other Revenue	21,225	6,500	10,544
	<u>89,007</u>	<u>42,900</u>	<u>80,353</u>
Expense			
Extra Curricular Activities Costs	7,324	-	18,288
Trading	351	-	1,213
Fundraising and Community Grant Costs	6,160	1,500	5,562
Other Locally Raised Funds Expenditure	-	-	677
	<u>13,835</u>	<u>1,500</u>	<u>25,740</u>
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	<u>75,172</u>	<u>41,400</u>	<u>54,613</u>

4. Learning Resources

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Curricular	32,163	24,850	11,404
Information and Communication Technology	1,646	8,000	2,820
Library Resources	524	800	578
Employee Benefits - Salaries	1,738,250	1,667,000	1,706,170
Staff Development	4,099	8,000	4,906
Depreciation	52,712	66,219	66,298
	<u>1,829,394</u>	<u>1,774,869</u>	<u>1,792,176</u>

5. Administration

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Audit Fees	7,638	5,250	5,513
Board Fees	2,485	4,350	2,945
Board Expenses	4,519	3,800	6,381
Communication	4,614	3,650	4,010
Consumables	5,802	5,800	6,144
Leases - Operating	11,647	13,000	5,001
Other	592	-	21,742
Postage	19,656	24,772	-
Employee Benefits - Salaries	139,181	77,200	101,666
Insurance	7,928	8,678	11,252
Service Providers, Contractors and Consultancy	-	-	-
	<u>204,062</u>	<u>146,500</u>	<u>164,654</u>

6. Property

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Caretaking and Cleaning Consumables	7,405	7,500	5,767
Consultancy and Contract Services	21,816	20,000	19,428
Cyclical Maintenance Provision	35,566	17,000	18,236
Cyclical Maintenance Adjustment	26,989	-	-
Grounds	16,587	16,500	14,770
Heat, Light and Water	30,265	30,500	30,844
Repairs and Maintenance	20,145	14,600	31,941
Use of Land and Buildings	484,321	484,300	381,549
Employee Benefits - Salaries	79,575	57,430	57,194
	<u>722,669</u>	<u>647,830</u>	<u>559,729</u>

The use of land and buildings figure represents 5% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

7. Cash and Cash Equivalents

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Bank Accounts	342,824	79,601	72,408
Short-term Bank Deposits	20,713	-	101,257
Cash and cash equivalents for Statement of Cash Flows	<u>363,537</u>	<u>79,601</u>	<u>173,665</u>

The carrying value of short-term deposits with original maturity dates of 90 days or less approximates their fair value.

Of the \$363,537 Cash and Cash Equivalents, \$273,728 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2024 on Crown owned school buildings.

8. Accounts Receivable

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Receivables	28,093	9,600	9,532
Interest Receivable	785	-	365
Teacher Salaries Grant Receivable	107,784	131,000	130,667
	<u>136,662</u>	<u>140,600</u>	<u>140,564</u>
Receivables from Exchange Transactions	28,878	9,600	9,897
Receivables from Non-Exchange Transactions	107,784	131,000	130,667
	<u>136,662</u>	<u>140,600</u>	<u>140,564</u>

9. Inventories

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Stationery	649	800	729
School Uniforms	-	-	351
	<u>649</u>	<u>800</u>	<u>1,080</u>

10. Investments

The School's investment activities are classified as follows:

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Asset			
Short-term Bank Deposits	209,317	101,000	51,523
	<u>209,317</u>	<u>101,000</u>	<u>51,523</u>
Total Investments			

11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2023						
Buildings	161,760	-	-		(4,839)	156,921
Furniture and Equipment	93,532	31,776	-		(27,518)	97,790
Information and Communication Technology	19,938	24,301	-		(8,103)	36,136
Leased Assets	7,784	6,444	-		(8,835)	5,393
Library Resources	27,027	3,699	-		(3,417)	27,309
Balance at 31 December 2023	<u>310,041</u>	<u>66,220</u>	<u>-</u>	<u>-</u>	<u>(52,712)</u>	<u>323,549</u>

The following note can be used for each class of asset that are held under a finance lease:

The net carrying value of information & communication technology equipment held under a finance lease is \$5,393 (2022: \$7,784)

Restrictions

With the exception of the contractual restrictions related to the above noted finance leases, there are no restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

	2023	2023	2023	2022	2022	2022
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings	241,965	(85,044)	156,921	241,964	(80,204)	161,760
Furniture and Equipment	259,077	(161,287)	97,790	315,748	(222,216)	93,532
Information and Communication Technology	64,545	(28,409)	36,136	66,478	(46,540)	19,938
Leased Assets	129,532	(124,139)	5,393	123,088	(115,304)	7,784
Library Resources	121,408	(94,099)	27,309	117,710	(90,683)	27,027
Balance at 31 December 2023	816,527	(492,978)	323,549	864,988	(554,947)	310,041

12. Accounts Payable

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	104,523	-	26,227
Accruals	33,164	198,000	8,165
Banking Staffing Overuse	24,279	-	6,969
Employee Entitlements - Salaries	107,784	-	130,302
Employee Entitlements - Leave Accrual	23,940	-	26,417
	<u>293,690</u>	<u>198,000</u>	<u>198,080</u>
Payables for Exchange Transactions	293,690	198,000	198,080
	<u>293,690</u>	<u>198,000</u>	<u>198,080</u>

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Other revenue in Advance	-	-	20,827
	<u>-</u>	<u>-</u>	<u>20,827</u>

14. Provision for Cyclical Maintenance

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Provision at the Start of the Year	59,423	59,423	50,457
Increase to the Provision During the Year	35,566	17,000	18,236
Use of the Provision During the Year	-	-	(9,270)
Other Adjustments	26,989	(17,423)	-
Provision at the End of the Year	<u>121,978</u>	<u>59,000</u>	<u>59,423</u>
Cyclical Maintenance - Current	78,055	38,000	37,892
Cyclical Maintenance - Non current	43,923	21,000	21,531
	<u>121,978</u>	<u>59,000</u>	<u>59,423</u>

Per the cyclical maintenance schedule, the school is next expected to undertake painting works during 2024. This plan is based on a cyclical maintenance plan prepared by a Ministry Engaged Consultant.

15. Painting Contract Liability

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Due within one year	-	-	5,579
	<u>-</u>	<u>-</u>	<u>5,579</u>

16. Finance Lease Liability

The School has entered into a number of finance lease agreements for computers and other ICT equipment. Minimum lease payments payable:

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
No Later than One Year	7,907	7,652	6,496
Later than One Year and no Later than Five Years	7,914	7,653	9,802
Future Finance Charges	(1,305)	(1,305)	(1,834)
	<u>14,516</u>	<u>14,000</u>	<u>14,464</u>
Represented by			
Finance lease liability - Current	6,995	7,000	5,456
Finance lease liability - Non current	7,521	7,000	9,008
	<u>14,516</u>	<u>14,000</u>	<u>14,464</u>

17. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 9.

2023	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
Block D Upgrade	14,652	-	(14,652)	-	-
SIP	8,152	-	(1,150)	-	7,002
AMS & 5YA	-	346,334	(100,425)	-	245,909
Totals	<u>22,804</u>	<u>346,334</u>	<u>(116,227)</u>	<u>-</u>	<u>252,911</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	252,911
Funds Receivable from the Ministry of Education	-

2022	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
Block D Upgrade	14,652	-	-	-	14,652
SIP	35,721	-	(27,569)	-	8,152
Totals	50,373	-	(27,569)	-	22,804

Represented by:

Funds Held on Behalf of the Ministry of Education	22,804
Funds Receivable from the Ministry of Education	-

18. Related Party Transactions

The School is a controlled entity of the Crown, and the Crown provides the major source of revenue to the school. The school enters into transactions with other entities also controlled by the Crown, such as government departments, state-owned enterprises and other Crown entities. Transactions with these entities are not disclosed as they occur on terms and conditions no more or less favourable than those that it is reasonable to expect the school would have adopted if dealing with that entity at arm's length.

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and condition no more or less favourable than those that it is reasonable to expect the school would have adopted in dealing with the party at arm's length in the same circumstances. Further, transactions with other government agencies (for example, Government departments and Crown entities) are not disclosed as related party transactions when they are consistent with the normal operating arrangements between government agencies and undertaken on the normal terms and conditions for such transactions.

19. Remuneration

Key management personnel compensation

Key management personnel of the School include all Board members, Principal, Deputy Principals and Heads of Departments.

	2023 Actual \$	2022 Actual \$
<i>Board Members</i>		
Remuneration	2,485	2,945
<i>Leadership Team</i>		
Remuneration	402,661	374,584
Full-time equivalent members	4	3
Total key management personnel remuneration	405,146	377,529

There are six members of the Board excluding the Principal. The Board has held NINE full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

The total value of remuneration paid or payable to the Principal was in the following bands:

	2023 Actual \$000	2022 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	-	160-170
Benefits and Other Emoluments	-	20-30
Termination Benefits	-	-

Principal 2

The total value of remuneration paid or payable to the Principal was in the following bands:

	2023 Actual \$000	2022 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140-150	-
Benefits and Other Emoluments	0-5	-
Termination Benefits	-	-

Other Employees

The number of other employees with remuneration greater than \$100,000 was in the following bands:

Remuneration \$000	2023 FTE Number	2022 FTE Number
100-110	3.00	-
110-120	-	1.00
	<u>3.00</u>	<u>1.00</u>

The disclosure for 'Other Employees' does not include remuneration of the Principal.

20. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2023 (Contingent liabilities and assets at 31 December 2022: nil).

Holidays Act Compliance – Schools Payroll

The Ministry of Education performs payroll processing and payments on behalf of boards, through payroll service provider, Education Payroll Limited.

The Ministry continues to review the Schools Sector Payroll to ensure compliance with the Holidays Act 2003. An initial remediation payment has been made to some current school employees. The Ministry is continuing to perform detailed analysis to finalise calculations and the potential impacts of specific individuals, as such, this is expected to resolve the liability for school boards.

21. Commitments

(a) Capital Commitments

At 31 December 2023, the Board had capital commitments of \$135,200 (2022:\$22,804) as a result of entering the following contracts:

Contract Name	Contract Amount	Spend To Date	Remaining Capital Commitment
	\$	\$	\$
			-
SIP	47,097	232,673	(185,576)
AMS & 5YA	415,036	94,260	320,776
Total	462,133	326,933	135,200

22. Financial Instruments

The carrying amount of financial assets and liabilities in each of the financial instrument categories are as follows:

Financial assets measured at amortised cost

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cash and Cash Equivalents	363,537	79,601	173,665
Receivables	136,662	140,600	140,564
Investments - Term Deposits	209,317	101,000	51,523
Total financial assets measured at amortised cost	<u>709,516</u>	<u>321,201</u>	<u>365,752</u>

Financial liabilities measured at amortised cost

Payables	293,690	198,000	198,080
Finance Leases	14,516	14,000	14,464
Painting Contract Liability	-	-	5,579
Total financial liabilities measured at amortised cost	<u>308,206</u>	<u>212,000</u>	<u>218,123</u>

23. Noncompliance on Annual Reporting Deadline

The Board of Trustees did not comply with section 135 of the Education and Training Act 2020 in that the Board did not report by 31 May 2024, the date fixed by the Minister of Education, by which schools were required to have send their financial statements to the Ministry of Education.

24. Potentially Controlled Entity

In accordance with PBE IPSAS 35 Consolidated Financial Statements it is possible that the related entity of Wakefield School and Community Swimming Pool incorporated could be determined to be a controlled entity for financial reporting purposes which would require consolidation of the entity into the School's financial statements. The entity has not been consolidated into the School's financial statements for the year ended 31 December 2023 because the determination of control has not been made at the date of authorising these financial statements.

25. Historical Pay Error

A historical pay error (underpayment) was identified through the pay equity settlement process. The amount of the error has not been quantified however it is known that the maximum amount the school may need to settle is \$13,200.

26. Events After Balance Date

There were no significant events after the balance date that impact these financial statements.

INDEPENDENT AUDITOR'S REPORT
TO THE READERS OF WAKEFIELD SCHOOL'S FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2023

The Auditor-General is the auditor of Wakefield School (the School). The Auditor-General has appointed me, Amy Goodman, using the staff and resources of BDO Christchurch, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 3 to 19 that comprise the statement of financial position as at 31 December 2023, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2023; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity Standards Reduced Disclosure Regime.

Our audit was completed on 29 August 2024. This is the date at which our opinion is expressed.

The basis for our opinion is explained below. In addition, we outline the responsibilities of the Board and our responsibilities relating to the financial statements, we comment on other information, and we explain our independence.

Basis for our opinion

We carried out our audit in accordance with the Auditor-General's Auditing Standards, which incorporate the Professional and Ethical Standards and the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board. Our responsibilities under those standards are further described in the Responsibilities of the auditor section of our report.

We have fulfilled our responsibilities in accordance with the Auditor-General's Auditing Standards.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Responsibilities of the Board for the financial statements

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand.

The Board is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Board is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as

applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

The Board's responsibilities arise from section 134 of the Education and Training Act 2020.

Responsibilities of the auditor for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements, as a whole, are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit carried out in accordance with the Auditor-General's Auditing Standards will always detect a material misstatement when it exists. Misstatements are differences or omissions of amounts or disclosures, and can arise from fraud or error. Misstatements are considered material if, individually or in the aggregate, they could reasonably be expected to influence the decisions of readers taken on the basis of these financial statements.

For the budget information reported in the financial statements, our procedures were limited to checking that the information agreed to the School's approved budget.

We did not evaluate the security and controls over the electronic publication of the financial statements.

As part of an audit in accordance with the Auditor-General's Auditing Standards, we exercise professional judgement and maintain professional scepticism throughout the audit. Also:

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of

material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

We communicate with the Board regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Our responsibilities arises from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the Statement of Responsibility, Members of the Board Trustees, Statement of Variance, Kiwisport Report, Report on how the school has given effect to Te Tiriti o Waitangi, Evaluation of the School's Students' Progress and Achievement and the Statement of Compliance with Employment Policy, but does not include the financial statements, and our auditor's report thereon.

Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information. In doing so, we consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on our work, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Independence

We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 International Code of Ethics for Assurance Practitioners (including International Independence Standards) (New Zealand) (PES 1) issued by the New Zealand Auditing and Assurance Standards Board.

Other than the audit, we have no relationship with or interests in the School.



Amy Goodman,
BDO Christchurch
On behalf of the Auditor-General
Christchurch, New Zealand

STATEMENT OF VARIANCE



2023 Statement of Variance

ANNUAL PLAN: GOAL 1 We deliver an excellent Year 7 & 8 programme	Initiative 1: Develop and resource Year 7&8 learning spaces
Outcome: <ul style="list-style-type: none"> • Our people are supportive and excited about recapitation. • Our learners are positive about being Year 7 & 8 students at Wakefield. • Our Year 7-8 learners are engaged and progressing well. 	Measures: <ul style="list-style-type: none"> ➢ Budget expenditure ➢ Equipment & resource catalogue/inventories ➢ Progress reports

Data:
Progress Reports:

Key Action	Accountable	Responsible	Resources	Complete by
Liaise with the Ministry of Education to make provision for property, equipment and resource development.	Board & Principal	Principal	Time	End of term 1 2023 (ASAP)

Term	Week	Responsible	Action	Outcome	Completed Y/N
1	8	Freya	Property team meet with MOE & Noble to discuss 10YPP planning and possible 5YA projects.	Priority projected 2 work (\$511 500) exceeds the current 5YA instalment (\$241 307 + \$200K AMS - learning space modernisation) means the MOE will likely top up our 5YA funding so the priority 2 work can be completed. This means we will only have \$200K AMS funding to develop learning spaces, which means we will likely only be able to develop 2 spaces in this 5YA cycle.	Y
1	8	Freya	Principal met with MOE principal advisor & education advisor to discuss MOE support for our recapitation process.	MOE has advised that they will contribute \$3000 to fund our exploration of technology provisions. The principal advisor advised that when other schools have gone through recapitation the MOE has not provided additional funding for furniture, equipment, resources or curriculum development. MOE expects these costs to be covered by the school. Ryan (Board PM) will check through email conversations to see what had been promised by MOE.	Y
1	10	Freya & Ryan	Hold a parent information hui to update Year 6 parents on the progress of our Year 7&8 development	A successful information session was held on April with approximately 25 parents attending. Feedback to board members after the session was very positive. Information was also emailed out to Y6 families who could not attend the meeting.	Y
2	1	Freya & Property team	Meet with MOE & Noble to discuss the draft 10YPP	Draft 10YPP presented and discussions held about our AMS project (developing Y7-8 learning spaces and if funds allow converting R3&4 bag area into a breakout space and improving visibility between these classes.	Y
2	5	Freya, Ryan & Kathy	Hold a parent information hui	Meeting held on Tuesday 23 May 6pm was well attended and board members received positive feedback about the	Y

			to update Year 6 parents on the progress of our Year 7&8 development	information shared and the proposed year 7&8 programme.	
2	10	Freya	Hold a parent information hui to update Year 6 parents on the progress of our Year 7&8 development	Meeting held on Tuesday 27 June 6pm was well attended. Feedback from attendees was positive again.	Y
3	5	Freya	Hold a parent information hui to update Year 6 parents on the progress of our Year 7&8 development	Meeting held on Tuesday 19 September 6pm was attended by 10 families.	Y
3	10	Freya, Kathy, Scott, Leanne	Hold a parent information hui to update Year 6 parents on the progress of our Year 7&8 development	Meeting held on Tuesday 28 September 6pm was attended by 1 parent. Our Year 7 teaching team shared their programme, plans and timetable. This will also be shared with staff in week 9.	Y

Key Action	Accountable	Responsible	Resources	Complete by
Establish a Year 7&8 programme development team	Principal	Principal, DPs, selected staff	Classroom release time	End of term 1 2023

Term	Week	Responsible	Action	Outcome	Completed Y/N
1	8	Freya	Discuss possible Year 7&8 programme development team members with the senior leadership team	Agreed to invite the following people in our Y7&8 development team - Kathy Jessop (leader), Scott, Leanne H, Julie, Isobel, Emily, Kathy A and Freya.	Y
1	9	Freya	Invite key staff to participate on the programme development team	Our agreed Y7&8 development team - Kathy Jessop (leader), Scott, Leanne H, Julie, Emily, Kathy A and Freya. Isobel will also support as a literacy and science advisor when needed.	Y
2	1	Freya	Plan a Year 7&8 programme development team visit to Christchurch to investigate the ways other Year 0-8 schools are providing technology curriculum learning	Visiting Chch with Neville Myers on 24 & 25 May. Visit will tour a range of schools that deliver technology. We will use PLD hours to fund Neville's technology support. The team that will visit Chch are Scott, Kathy, Leanne, Tiffany and Freya. Neville Myers (technology education expert) has assisted with the planning of these school visits and will accompany us on our tour. He is being paid through MOE funded PLD hours. The MOE have offered a \$3000 contribution towards our investigation of technology education for Y7&8.	Y
2	3	Kathy	Assign year 7&8 curriculum development responsibilities and reporting timeframes	Responsibilities for exploring camp options, investigating sports opportunities, gathering student voice, developing the graduate profile and establishing our theory of action have been appointed	Y

2	5	Freya	Visit Y0-8 schools in Christchurch	Tiffany, Scott, Leanne, Kathy and Freya will travel to Christchurch on 24-25 May to visit several schools that have excellent technology facilities and programmes.	Y
2-4	Various	Kathy & Freya	Year 7&8 Development team to meet regularly to progress planning for curriculum learning, technology, camp options, other EOTC and sports opportunities.	Meeting was very challenging due the lack of relievers available to release staff. Where possible the team met after school but this slowed down the progress that was able to be made.	Y
3 & 4	1-10	Kathy	Y7 teaching team meetings supported by ImpactEd to plan the Year 7 timetable and finalise curriculum programmes including sport, EOTC, technology and classroom learning.	Curriculum planning templates, a long term plan and daily timetable were created. The class routines and expectations were established to ensure consistency with different teachers across the week. ImpactEd supported the team to ensure the programme content aligns with curriculum expectations for year 7&8 objectives. Two PLD hours applications were made to continue working with ImpactEd in 2024 but both were declined. ImpactEd will be working with our Kāhui Ako in 2024 and there may be an opportunity to further our work with them through the Kāhui Ako hours.	Y

Key Action	Accountable	Responsible	Resources	Complete by
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Purchase equipment and furniture that meets the learning needs of Year 7-8 students (e.g. Furniture, Chromebooks, Sports Gear)				Principal	Sports Coordinator, ICT Coordinator, Curriculum leads, Year 7&8 Leader	\$25000	End of term 4 2023
Term	Week	Responsible	Action	Outcome			Completed Y/N
1	8	Freya	Confirm whether or not MOE will fund additional furniture and equipment funding to purchase Y7-8 furniture and equipment for 2-3 classes	<p>By the end of term 1, MOE advised no extra funding, only regular 5YA funding (including furniture). Ryan is going to check through his email conversations to see what discussions were had with MOE about this last year.</p> <p>In term 3 MOE advised they will provide an additional furniture grant for setting up our year 7 class, but still no additional property funding.</p>			Y
2	10	Freya	Clarify 5YA furniture provision and cost out required & desired furniture for Year 7 class	<p>In term 3 MOE agreed to fund \$12500 for purchasing Year 7 furniture.</p> <p>In term 4 the Year 7 team worked with Learning Spaces Global on the design of furniture for the classroom and maker space. A quote was also sought from Furnware as a price comparison.</p>			Y
3	10	Freya	Purchase one full set of Year 7&8 class furniture	<p>An order for furniture was made on Wednesday 29 November for the classroom and maker space furniture. Furniture will be delivered early January.</p>			Y
4	9	ICT Lead	Purchase chromebooks and ipads for year 7-8 classes	<p>\$10 000 funding was awarded by Pub Charity towards devices and storage lockers for year 7&8 learners in week 8 of term 4. These will be purchased for the start of 2024.</p>			Ongoing

4	9	Sports Coordinator	Purchase sports equipment and uniforms to meet the needs of Year 7-8 learners	Investigations into the size of balls and other equipment to suit Year 7-8 learners has been completed by Kathy. Sport uniforms have also been looked at. Funding will be applied for sports uniforms in January and these will be purchased in term 1 2024	Ongoing
3	10	Librarian	Purchase books and reading sets to suit Year 7-8 learners	Kathy has purchased library books and reading books with content that is appropriate to year 7-8 learners. Further purchasing of reading sets will be completed in 2024.	Y

Key Action	Accountable	Responsible	Resources	Complete by
Purchase learning resources that cater for Year 7-8 students	Principal	Librarian Literacy Leader Math Leader	\$TBC	End of term 4 2023

Term	Week	Responsible	Action	Outcome	Completed Y/N
2	1		Develop a prioritised (1 = must have, 2 = prefer to have & 3 = would be nice to have) equipment & resource purchasing list for Reading, Writing, Mathematics, Sport, ICT	Chrome books already purchased and set aside. Staff emailed regarding capital expenditure requests. A prioritised technology equipment list was created.	Y

2	1		Liaise with funding application writer to prioritise funding applications for equipment & resources.	Set up completed for Thea Mickle services. We have also begun compiling a prioritised list of equipment and resources for capital expenditure.	Y
4	5		Submit funding applications through application writer	3 funding applications were submitted to Pub Charity, NZ Community Trust and Lion Foundation. The funding applications were for Chromebooks, ipads and storage lockers; Cricut, overlocker and sewing machines; and the William Pike Challenge costs. \$10 000 approved by Pub Charity for chromebooks, ipads & storage lockers.	Y
2	10		Confirm resource budget to begin purchasing Year 7&8 resources and equipment.	Kathy Ameen has used some of the 2023 library budget to ensure adequate reading resources to suit the year 7-8 group. Kathy has also looked at replacing our basketball hoops with adjustable heights - this will continue to be looked at for next year. Kathy also has identified our year 7-8 sports equipment needs for 2024. These purchases have not yet been made. We will target a funding application in January for Y7-8 sports uniforms	Ongoing
3	10		Complete purchasing of Year 7&8 resources and equipment.	Sewing machines, cricut and an overlocker will be purchased before the start of 2024. We will apply for funding to purchase a laser cutter in 2024 as this cannot be installed until the room 5 classroom upgrade is completed. Ipads, chrome books and storage lovers will be purchased for the start of the 2024 school year.	N

				Kitchen implements will also need to be purchased for the start of 2024.	
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Key Action	Accountable	Responsible	Resources	Complete by
Develop learning spaces so they are modern, flexible and suit Year 7&8 learners.	Principal	Principal, Board, Property sub-committee	\$200 000 AMS funding	January 2024

Term	Week	Responsible	Action	Outcome	Completed Y/N
2	2		Invite applications for 5YA property consultants	Received a list of possible property managers and in the process of contacting schools for references	Y
2	4		Appoint 5YA property consultant	Freya made contact with several schools to get references for various potential 5YA project managers. Onus construction was appointed 5YA project manager.	Y
3	10		Meet to discuss Room 5 & 6 learning space development plans to suit Year 7&8 learners	Kathy, Scott and Leanne discussed design ideas with the architect and Onus Construction. These were used to develop concept plans. Feedback was provided to the architect and changes to the plans were made.	Y
2024 term 1	Deferred to 2024		Finalise plans to develop Room 5&6 as learning spaces	The project has been split into two phases to ensure that we have one year 7 space ready at the start of the 2024 school year.	Ongoing
4	1		Select	Onus Construction have appointed sub contractors to	Y

			contractor to develop learning spaces	complete the work and made sure these contractors are able to deliver the work in the timeframe that we need.	
4	9		Initiate building work	Work will commence in week 9 of term 4 2023 and be completed over the school holiday break.	Y
School holidays	2024		Complete learning space development	Freya will be in contact with Onus Construction (project managers) to ensure the work is completed before the start of the 2024 school year.	Ongoing

2023 Budget Expenditure:

Budget Area	2023 Budget	2023 Year 7&8 Expenditure	Percentage of expenditure on Y7&8
Library	\$3,500.00	\$3,699.44	106%
Sports	\$1,5000.00	\$1,292.68	86%
Technology		\$12,369.75	
ICT	\$10 000 + \$10 000 Pub Charity grant = \$20 000	\$24,301.36	122%
Furniture	\$8,000.00 + \$12500 grant from MOE = \$23500	\$24,728.00	105%
Total		\$66 391.23	

Year 7&8 Equipment & Resource Inventory

Budget Area	Resources for Year 7 & 8 Learners Purchased
Library	\$500 - books aimed at Y7&8 learners
Technology	5x ovens, 4x rangehoods, 1x island rangehood, 1x dishwasher, 1x fridge freezer, 1x washing machine, 1x clothes dryer, 5x electric hobs

ICT	12 x ipads, 15 x Chromebooks, 2 x device lockers			
Furniture	9x student tables, 47x student chairs, 4x shelving units, 1x teacher's station, 3x tote tray units			
Our Planned Actions	What did we do?	Why did/didn't it work?	How do we know?	Actions for 2024
Liaise with the Ministry of Education to make provision for property, equipment and resource development.	Appointed Onus Construction as 5YA property manager. Liaised with the Ministry of Education to make provision for property, equipment and resource development.	MOE does not have any additional property funding to support our developments. AMS funding is being directed to classroom upgrades for year 7 & 8 classrooms. Technology property funding is only provided to schools who deliver technology programmes to other schools. All Wakefield School 5YA funding has been allocated to priority 2 (Weather tightness & H&S upgrades). No additional property funding has been provided by MOE.	Technology property funding is only provided to schools who deliver technology programmes to other schools. Operational grant funding will increase with increased roll numbers.	Complete upgrades to learning spaces for year 7 & 8 classes.
Establish a Year 7&8 programme development team	Our year 7 & 8 development team included Kathy J, Kathy A, Scott, Leanne, Tiffany,	Meeting as a team became very difficult in term 2&3 due to the shortage of relievers available. Meeting out of	A long term plan and timetable have been completed. Detailed curriculum plan templates have	Evaluate 2024 programme Develop 2025 programme to

	Heather, Isobel (as needed), Emily and Freya. This team was led by Kathy Jessop.	school hours also proved very challenging. In term 3 the focus was on our teaching team meeting to work on the Y7 2024 programme.	been created.	build on 2024 learning
Purchase equipment and furniture that meets the learning needs of Year 7-8 students (e.g. Furniture, Chromebooks, Sports Gear)	Negotiated for MOE to provide additional funds for Year 7 furniture. Worked with funding application writer to source additional funds to purchase IT, technology resources.	Furniture to fit our Y7 classroom was ordered in term 4 to be delivered in January. IT resources were ordered in term 4. Sports gear to be purchased in 2024.	Funding Applications submitted Furniture & equipment invoices.	Apply for further funding through a variety of charities Purchase sports equipment and uniforms to meet the needs of Y7&8 learners Purchase laser cutter
Purchase learning resources that cater for Year 7-8 students	Purchased library learning resources that cater for Year 7-8 students. Applied for funding for William Pike Challenge, sewing machines and for digital devices and storage cabinets for year 7&8 learners.	Funding application declined.	Library invoices Funding application submission	Purchase additional Epro 8 kits
Develop learning spaces so they are modern, flexible and suit Year 7&8 learners.	Used AMS funding to design upgrades to learning spaces, including provision of a	Progress on our property development was much slower than we wanted and hold ups by MOE	Development plans 5YA project delivery	Continue to develop Rooms 5 & 6 as year 7&8 learning spaces

	student kitchen and maker spaces as breakout spaces off year 7 & 8 classrooms.	were frustrating. Progress is now happening much faster with Onus as our 5YA property manager and we are still on track to have our Room 10 technology teaching space upgrade completed for the start of 2024. Involving Neville Myers in the design decisions		
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ANNUAL PLAN: GOAL 1 We deliver an excellent Year 7 & 8 programme	Initiative 2: Establish a Y7-8 curriculum
Outcome: <ul style="list-style-type: none"> • Our people are supportive and excited about recapitation. • Our learners have a fantastic education pathway and experience 	Measures: <ul style="list-style-type: none"> ➤ Progress reports

Data Sources:
Progress Reports

Key Action	Accountable	Responsible	Resources	Complete by
Establish Y7-8 whānau focus group	Principal	Community Liaison, Lead Y7 Teacher, Deputy Principal	Classroom release time \$ (for shared kai etc)	Term 1 2023

Term	Week	Responsible	Action	Outcome	Completed Y/N
1	5	Freya	Communicate intention to form parent focus group	Parent community notified in the school newsletter.	Y
1	7	Freya	Create regular "Year 7&8" update section in the school newsletter	Fortnightly updates are reported in the school newsletter under a "Year 7 Update" banner	Ongoing
1	10	Kathy	Identify and approach possible parents to involve in our	Focus group to include undecided parents, committed parents, board voice, and PTA voice. Parents have been contacted and the first meeting was held on Wednesday 17 May. The focus of the first meeting is what skills &	Y

			focus group	attitudes our parents want our Y8 graduates to leave Wakefield School with.	
2-4	various	Freya	Host a parent information meetings to update parents on the progress towards year 7 2024	Two meetings were held in term 2 and 3 and one meeting was held in term 4	Y
2	1	Kathy	Confirm parent focus group members and schedule regular meetings (e.g. twice a term)	Kathy Jessop connected with parents who were interested in participating in our parent focus group meetings.	Y
2-3	various	Kathy	Hold focus group meetings to discuss proposals and seek feedback	Kathy Jessop held several meetings with our parent focus group and sought feedback on graduate profile, sports, technology, learning, William Pike challenge and camp for year 7 and 8 students. This feedback was considered as decisions were made.	Y

Key Action	Accountable	Responsible	Resources	Complete by
Establish a Year 7&8 programme development team	Principal	Principal, DPs, selected staff	Classroom release time	End of term 1 2023

Term	Week	Responsible	Action	Outcome	Completed Y/N
1	5	Freya	Liaise with MOE	MOE has offered \$3000 towards visiting Y0-8 schools	Y

			regarding support to investigate technology provision	providing their own technology programmes in Christchurch and	
1	10	Freya	Invite curriculum leads and other key stakeholders on staff to be involved in the year 7&8 curriculum development	Our Year 7 & 8 development team includes Kathy Jessop, Scott McKenzie, Leanne Hough, Julie McIntosh, Emily Cahill, Tiffany Woodley, Heather Stanton, Kathy Ameen and Freya Hogarth. This team is large as there is a lot of work that needs to be completed quickly. Responsibilities have been shared out and Kathy Jessop is leading the team to ensure everything is on track.	Y
2	2	Year 7&8 Development team	Investigate Year 7&8 camp options	The Year 7 & 8 development team explored a range of camp options. Scott has booked Bethany Camp for term 1 to ensure we have a camp but we also investigated Mistletoe Bay, Tōtaranui, Wharariki, Boyle River Lodge, Wellington and Christchurch as possible camp options to be used in a 2 year cycle. We are also considering winter options such as a ski trip/camp.	Y
2	5	Freya	Visit Y0-8 schools in Christchurch that provide their own specialist learning programmes.	The Year 7 team travelled to Christchurch on 24 and 25 May and visited four different schools with technology centres to look at pedagogy and learning space design. This provided an excellent stimulus for our team in our consideration of all aspects of year 7-8 learning, not just technology learning.	Y
2	5	Kathy	Finalise and book Year 7 camp for 2024	The 2024 year 7 camp will be held at Totaranui. A booking for term 1 week 8 has been secured for 3 nights and four days.	Y

2	8	Kathy	Publish a draft curriculum plan for specialist learning at Wakefield School that enables our students to progress towards our Year 8 graduate profile	Our Year 7 teaching team worked with ImpactEd to develop integrated learning plans that will include aspects of technology learning that are related to broader inquiry learning topics.	Y
3	10	Kathy	Finalise curriculum plan for specialist learning at Wakefield School and identify specialist supports for programme delivery	The term 1 specialist learning has been finalised and further plans will be developed in response to teacher and student evaluations of the term 1 programme.	Y
4	5	Freya & Kathy	Confirm specialist staffing and/or community volunteers to deliver specialist teaching in 2024.	Our year 7 teaching team was appointed because they are also able to deliver specialist technology teaching. Community partnerships will also be utilised to ensure our students are exposed to broad learning activities and career opportunities.	Y

Key Action	Accountable	Responsible	Resources	Complete by
Develop a graduate profile	Principal	Staff	Classroom release time, meeting time and/or planning days	Term 2 2023

Term	Week	Responsible	Action	Outcome	Completed Y/N
2	1	Kathy	Gather ideas for graduate profile from key stakeholders including students, parent focus group and staff.	Student voice and parent voice has been gathered. Staff & Iwi voice will also contribute to the development of our graduate profile.	Y
2	6	Kathy	Develop and share the draft graduate profile and invite feedback from key stakeholders.	Staff, student and whānau voices were included in the development of our graduate profile. This will also be shared with Ngati Koata for iwi input to ensure our graduate profile reflects the aspirations of all our stakeholders.	Y
2	10	Kakthy	Finalise and publish our Year 8 graduate profile.	The current version of the graduate profile was published and shared with students and whānau in our Year 7 prospectus.	Y

Key Action	Accountable	Responsible	Resources	Complete by
Develop a theory of action or philosophy of Year 7-8	Principal	Staff	Time -	Term 2 2023

learning to define our values, beliefs and practices.			meeting time or planning days	
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Term	Week	Responsible	Action	Outcome	Completed Y/N
2	1	Freya	Share theory of action reading (Vivianne Robinson) with the programme development team.	The theory of action readings have been shared with the development team and a group has been tasked with developing this. This work connects with the graduate profile which needs to be developed first.	Y
2	8	Kathy	Draft theory of action for year 7&8 learning at Wakefield School.	No further progress made. Teaching team worked on shared expectations and practices to ensure a coherent approach to teaching and learning.	N
3	1	Kathy	Share draft theory of action for year 7&8 learning at Wakefield School with staff and seek feedback.	No further progress made	N

Key Action	Accountable	Responsible	Resources	Complete by
Appoint Year 7 teacher	Principal	Principal, DPs, senior teacher	After school time/ Classroom release time	Term 2 2023

Term	Week	Responsible	Action	Outcome	Completed Y/N
1	10	Freya	Invite existing staff to submit an expression of interest for teaching Y7 in 2024	Two expressions of interest were received.	Y
2	1	Freya	Confirm appointment committee.	Freya, Julie and Bek were appointed as the appointment committee as Leanne was included in one expression of interest.	Y
2	1	Freya	If expressions of interest are successful, appoint a Y& teacher from existing staff. If not successful, advertise a permanent teaching role if an actual vacancy exists.	A job share with Scott McKenzie (0.4), Kathy Jessop (0.4) and Leanne Hough (0.2) will be our 2024 Year 7 teaching team.	Y

Key Action	Accountable	Responsible	Resources	Complete by
Develop Year 7-8 curriculum content aligned to the refreshed curriculum and Te Whare Mātauranga	Principal	Curriculum leads AST leads	Classroom release time, Staff meeting time	Term 3 2023

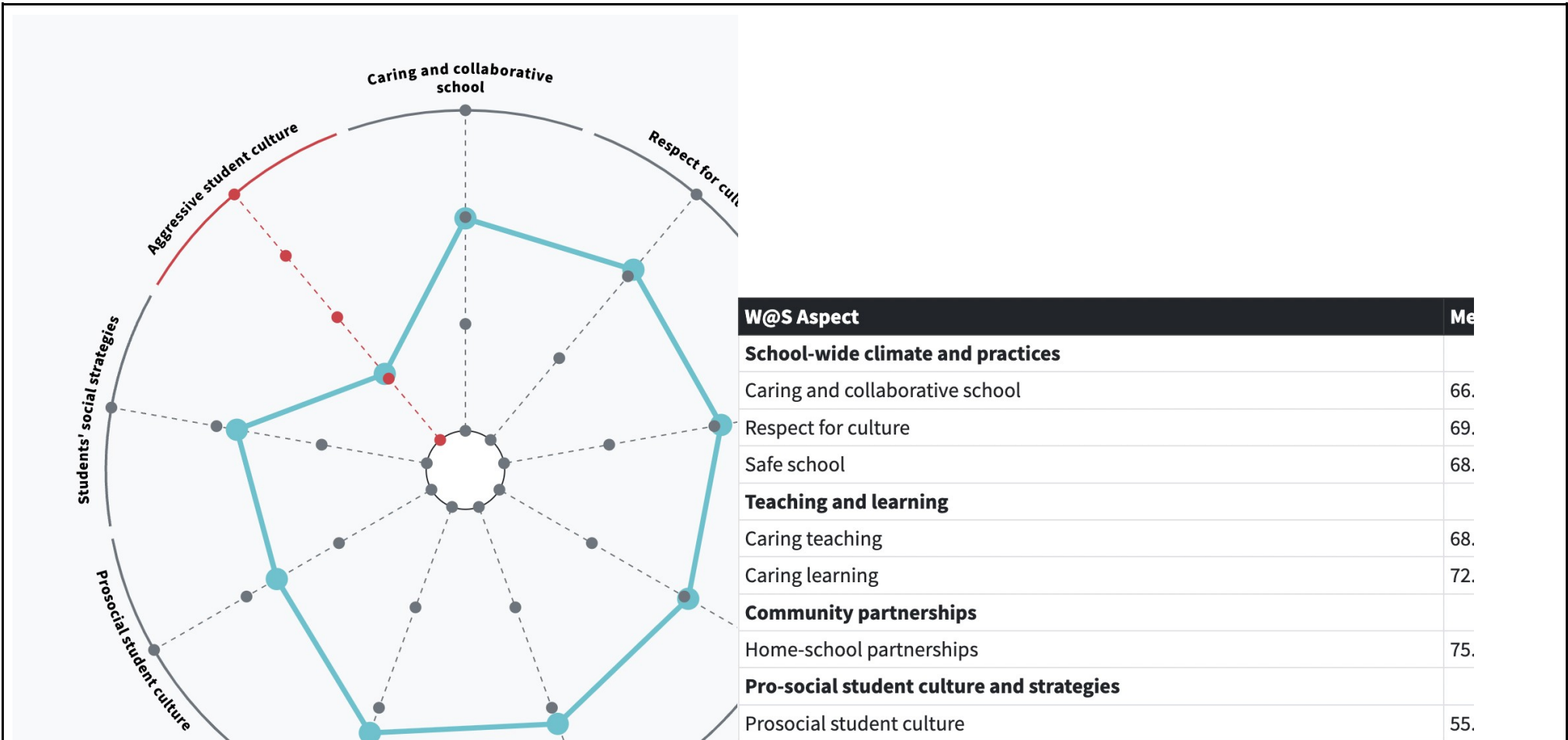
Term	Week	Responsible	Action	Outcome	Completed Y/N
1	8	Bek & Julie	Draft Y7&8 online resource (Wellbeing Kete) for Te Whare Mātauranga skills and knowledge	Julie and Bek began developing the online resource for the "Whānau" wellbeing skills. This was worked on further during the year. This is ready to be shared with staff for their input	Y

1	10	Bek & Julie	Develop year 0-6 curriculum progression for Te Whare Matauranga - Whānau	The Whānau section of Te Whare Matauranga learning progressions has been created and is linked to the structure of the refreshed curriculum.	Y
2	4	Bek & Julie	Develop year 7-8 curriculum progression for Te Whare Matauranga - Whānau	The Whānau learning progressions for years 0-8 are completed using the "understand, know, do" framework	Y
3	5	Isobel (Literacy Leader)	Develop year 7-8 phonics programme, teaching strategies and resources that extend skills learnt in years 0-6	This will be developed over the summer break and will be ready from implementation at the start of 2024.	Y
4	10	Kathy	Plan possible inquiry topics with year 6 students who are intending to stay on for year 7 and make links to possible specialist teaching support	Kathy and the Year 7 teaching team developed curriculum ideas and planning documents for the Year 7 & 8 learning programmes with inquiry topics and specialist teaching human resources we could draw on in our community.	Y

Our Planned Actions	What did we do?	Why did/didn't it work?	How do we know?	Actions for 2024
Establish Y7-8 whānau focus group	Formed a parent focus group and met with them to discuss programme ideas	Feedback from whānau supported our team to make decisions about year 7 & 8 learning experiences	Whānau provided positive feedback at each of the information sessions we held.	Seek whānau voice in term 2 & term 4 about our year 7 programme
Establish a Year 7&8 programme development team	Our year 7 & 8 development team included Kathy J, Kathy A, Scott, Leanne, Tiffany, Heather, Isobel (as needed), Emily and Freya. This team was led by Kathy Jessop. The teaching team also worked with ImpactEd to ensure our curriculum plans would deliver the learning that is important for year 7&8 students	The team worked together to investigate options for core curriculum, inquiry learning, technology and EOTC experiences (including camp).	Students and whānau are excited by the programme that has been developed.	Evaluate and improve Y7 programme
Develop a graduate profile	Developed a graduate profile incorporating voice from staff, students and whānau. Share the draft profile for feedback with stakeholders. Published the graduate profile in Year 7&8 prospectus and shared this with students and families.	Our graduate profile reflects the qualities staff, students and whānau hope our year 8 graduates will have.		Consult with Ngati Kuia to ensure our graduate profile reflects iwi aspirations for our students

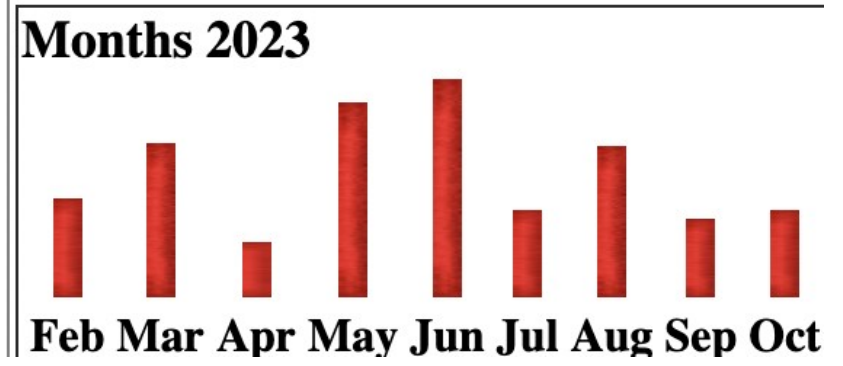
<p>Develop a theory of action or philosophy of Year 7-8 learning to define our values, beliefs and practices.</p>	<p>Not actioned</p>	<p>The shortage of relievers reduced the amount of time able to be spent together as a year 7&8 development team.</p>	<p>Regionally schools were frequently unable to fully staff schools. Wakefield School was also in this position frequently in terms 2 & 3.</p>	<p>Develop a theory of action or philosophy of Y7-8 learning</p>
<p>Appoint Year 7 teacher</p>	<p>Appointed a 3 person job share team to teach in 2024 year 7 class.</p>	<p>Whānau wanted us to be able to provide specialist teaching and our job share team enables us to utilise their specialist skills to offer rich technology learning opportunities. Some families felt uncertain about having more than one teacher for the class.</p>	<p>Discussion with whānau at our information evening following the announcement of our teaching team reassured parents that this combination of teachers will be able to provide a quality learning programme with specialist teaching.</p>	<p>Gather student and parent voices in 2024 to evaluate the impact of having three teachers job share the year 7 class.</p>
<p>Develop Year 7-8 curriculum content aligned to the refreshed curriculum and Te Whare Mātauranga</p>	<p>The teaching team worked with ImpactEd PLD providers to ensure our Year 7&8 curriculum aligned with the refreshed curriculum for literacy and mathematics. They also supported our team to ensure our 2024 Technology programme was appropriate for Y7 learners.</p>	<p>Our teaching team is feeling confident about the content they will be teaching in 2024.</p>	<p>Professional growth conversations with our teaching team.</p>	<p>Implement Y7 programme Develop Y8 programme</p>

<p>ANNUAL PLAN: GOAL 2 We use our wellbeing focus to ensure all our learners are flourishing</p>	<p>Initiative 1: Review school-wide wellbeing practice and measures</p>
<p>Outcome:</p> <ul style="list-style-type: none"> • All students have a sense of belonging and see themselves in our school and their learning • We regularly use the people and places in and around our village to enhance learning experiences 	<p>Measures:</p> <ul style="list-style-type: none"> > Wellbeing @ School Survey > eTap behaviour trends
<p>Data Sources:</p> <p>Wellbeing @ School Survey</p> <p>2023 Student survey results (Year 4-6 students)</p>	



2023 Etap Behaviour Data

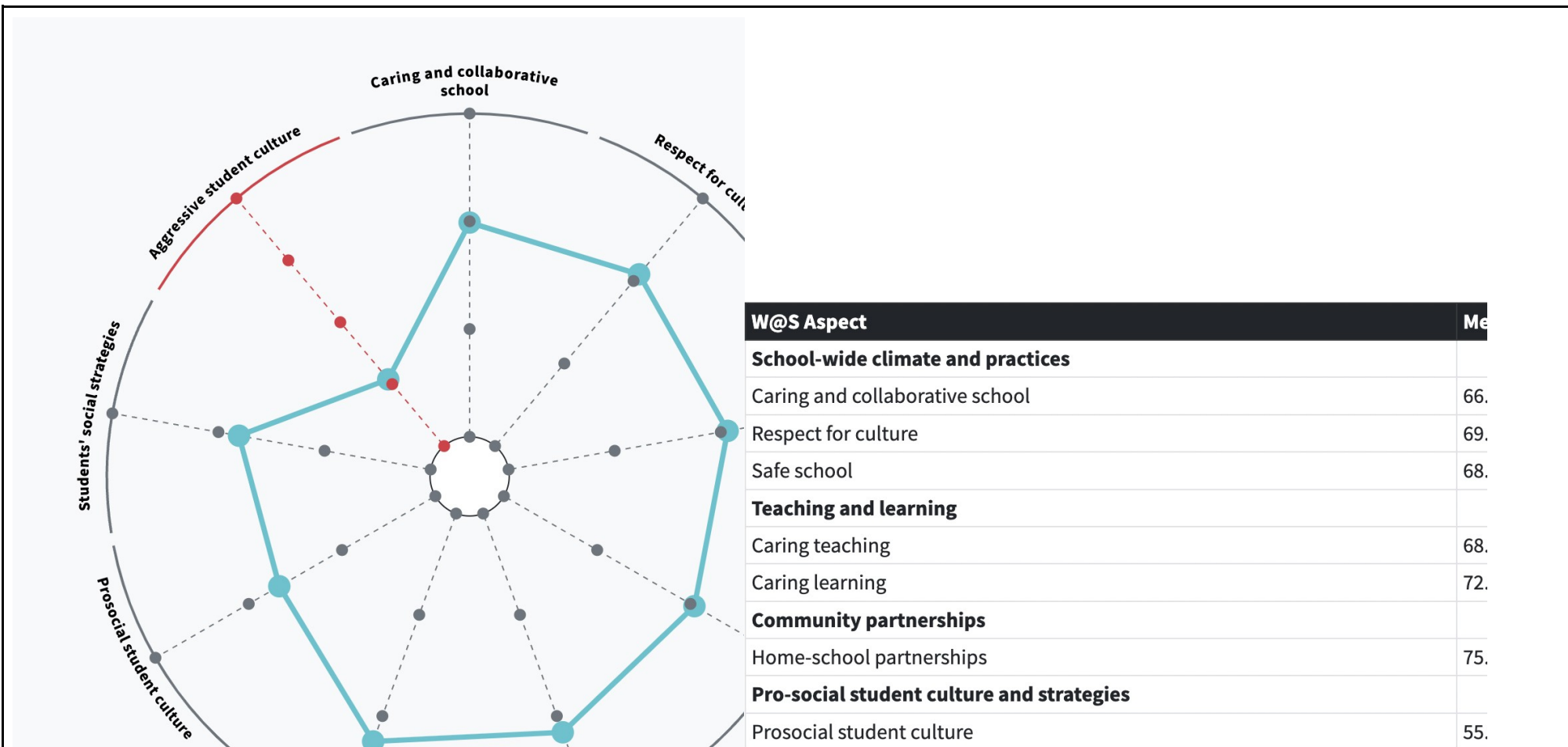
Term	Number of incidents	Percentage for the year
1	99	22%
2	149	33%
3	109	24%
4	96	21%



Our Planned Actions	What did we do?	Why did/didn't it work?	How do we know?	Actions for 2024
Analyse 2022 well being and student achievement data and identify trends	Analysed 2023 Wellbeing@school data Analysed 2022 & 2023 student achievement trends Shared well being and student achievement data with teachers and board	Comparing our 2018, 2020 and 2023 data sets enabled us to identify areas we have made growth or sustained wellbeing and areas we can improve.	Data reports to board and staff.	Complete Wellbeing @ School in all odd years.
Establish common practice guidelines for etap guidance (behaviour) report entries.	Ensured all staff recorded all "red" behaviours and repeated "orange" behaviours in etap. Improved the data entry options for behaviour type and consequence to reflect our significant behaviours and our responses to these.	Etap behaviour data became more consistently recorded. Behaviour trends were able to be reported to the board, staff and community.	Behaviour data reports.	Continue to report to the board on behaviour data Review common practice guidelines for staff annually
Complete audit of current wellbeing routines, exercises and learning activities used and planned for in each classroom.	An audit of current practices was completed in term 2 and a "well being not left to chance" document was developed showing the progression of skills to be developed across the school.	Our Wellbeing Curriculum leaders used the information from the audit of current practices to develop a school "Wellbeing not left to chance" plan to ensure all aspects of our Wellbeing curriculum are taught with a clear progression across all year levels.	Wellbeing not left to chance curriculum plan Teacher feedback Classroom observations	Review "wellbeing not left to chance" with all teachers and use this to guide practice
Gather and analyse baseline data sets	2023 Wellbeing @ School data survey was completed by 5 teachers and all our	Having completed the survey 3 times since 2018 has helped us to	Reports to staff and board on wellbeing data and trends.	Complete Wellbeing @ School survey in

	Y4-6 students	identify trends in our Wellbeing data.		odd years and then use focus groups in even years to explore aspects of interest through deeper inquiry.
Share wellbeing data sets with staff and board	2023 Wellbeing @ School data was shared with teachers and board. Comparisons between 2018, 2020 and 2023 were discussed.	Data shows that currently the wellbeing curriculum has not yet made a significant impact on wellbeing. It is likely that this is due to the focus prior to 2023 being on growing teacher knowledge and inconsistent implementation school wide.	Data comparisons show no significant change from 2020 to 2023 in student perceptions of school. However, data comparison from 2018 to 2023 show general reductions in positive factors.	Develop system coherence to ensure the wellbeing curriculum is consistently implemented school wide. Carry out additional data investigation focusing on areas of greatest need.
Identify any possible alternate sources of data that will assist in monitoring our progress	Not completed in 2023.			Investigate possible alternate sources of data that will assist in monitoring our progress

<p>ANNUAL PLAN: GOAL 2 We use our wellbeing focus to ensure all our learners are flourishing</p>	<p>Initiative 1: Develop & embed consistent school-wide practises that support wellbeing</p>
<p>Outcome:</p> <ul style="list-style-type: none"> • All students have a sense of belonging and see themselves in our school and their learning • We regularly use the people and places in and around our village to enhance learning experiences 	<p>Measures:</p> <ul style="list-style-type: none"> ➢ Wellbeing @ School Survey ➢ Student achievement data ➢ Audit on Te Whare Matauranga teaching & learning ➢ Team reports to board
<p>Data Sources:</p> <p>Wellbeing @ School Survey Data 2023 Student survey results (Year 4-6 students)</p>	



Wellbeing Audit on Te Whare Matauranga Teaching & Learning

Piwakawa ka	What dimensions of Te Whare have you covered/touched on?	How have you brought Te Whare to life - Contexts?...	Successes/Strengths ...	Challenges or Barriers...	Next Steps...
	Tinana Brain boost Brain break fitness times NCLT - discussions around purpose of moving		Replacing morning singing with dancing has been successful and the children really	For Loren this is new in regards to	PMP - introducing next term

	<p>Life Education - healthy food options - colour groups Tied Life Education with brain boost - what is best to eat now, how much should we eat now? Swimming Replaced singing with dancing in the morning Regular short movement slots throughout day to move Physical activities offered as part of the learning station rotation.</p> <p>Whānau Establishing class culture and tikanga of rooms Created a list of ways to be together</p> <p>Weekly contact with families Warm fuzzies Addressing friendship/relationship skills as they arise in the classroom Tuakana/teina relationships</p> <p>Taiao Linking physical activities to the outside learning stations Every Friday nature walks are a part of the programme Using Exploring Your Local Environment resource - using it as a way to explore and then focus on the learning behind it. High interest, nature based inquiries - growing things, caterpillars, spiders.</p> <p>Wairua Daily mindfulness - Calming cards Accommodating of the behaviours that present - it's okay that you are in this space, you can join in when you are ready</p>	<p>enjoy.</p> <p>Friday nature walks are getting easier to manage due to repetition.</p> <p>Use of calming cards to teach/practise mindful activities</p> <p>Taking the time to establish the way we do things at the beginning of the year has really helped with the disruptions that Covid has presented with chn coming and going</p> <p>Continuing the programme in the way that been ended on last year. Continuous learning with just a break (of Christmas!) in the middle.</p> <p>Having a team member that has been involved in this to continue this learning/programme/understanding of the children's needs on has been really helpful -</p>	<p>implementing in a classroom.</p> <p>In regards to promoting healthy food choices, can only work with what is supplied in lunch boxes</p> <p>Keeping up with the whānau connections due to Covid restrictions. Learning conferences were good for this</p>	<p>Deeper focus on school values</p> <p>With the addition of Anna next term the working dynamics of the team will shift -</p> <p>Leanne and Anna will work closely alongside each other and Loren will be a part of this too.</p> <p>Kapa haka and choir</p> <p>Next term learning stations for Loren become more focussed around</p>
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	<p>Hinengaro Warm fuzzies Celebrating the filling of sticker charts widely across the team Friday nature walks Outside learning stations Accommodating of the behaviours that present - it's okay that you are in this space, you can join in when you are ready</p> <p>Punenga Spider topic - student led learning Growing Things topic - sparked by a child's question</p> <p>Learning stations - lots of opportunities and ask the children what they would like to see Loren - getting students to think-pair-share more and give sufficient wait time with questions throughout the day to encourage everyone to be taking part in their learning, even if unsure they can get the answer from someone else.</p>	<p>families have also benefited from this</p> <p>During these times our well being curriculum has been a real strength.</p>		<p>curriculum areas rather than play to move them on as they are the older year group</p> <p>Learn pepeha</p> <p>Develop visual resources to represent the dimensions for the whare - for sharing with the children and sharing with our whanau in our learning stories.</p>	
Kererū	What dimensions of Te Whare have you	What we have tried...	Successes/Strengths	Challenges or	Next Steps

	covered/touched on?			Barriers...	
	<p>Tinana Brain boost - what is fruit and what is vege? Making healthy choices around food options in lunchboxes Benefits of certain foods - "like petrol in your car" Vitamins and minerals in food Regular swimming slots Regular brain break times Heart kids was big for the team due to Zac being a team member.</p> <p>Whānau Manaakitanga focus from school values Life Education friendship lessons Warm fuzzies :) Conversations about kindness Restorative conversations Giving compliments and being inclusive</p> <p>Including others and being a good friend Building classroom culture - tikanga of Kererū Parent meetings/contact to build connections with whānau Learning about kererū - links to team name Getting to know all children in the team, mixing up children so we get to work with all and they get to work with both of us</p> <p>Taiao Visits to the orchard to collect fruit Team reward to visit Faulkner Bush Learning about kererū - links to team name</p> <p>Wairua</p>	<p>Weekly emails to connect with families. Trying to let them know something positive to build a relationship in anticipation of some difficult conversations about learning going forward.</p> <p>During low class</p> <p>numbers due to Covid absences there was the opportunity to connect with individuals and move their learning on.</p> <p>The huge focus on literacy has developed self esteem. The children are really excited about the progress that they are making.</p> <p>The parents are really positive about receiving emails from the teacher in regards to children's progress.</p> <p>The focus on how to draw has moved from</p>	<p>Restrictions Covid has placed on parents being present in the school</p> <p>High priority to establish</p> <p>positive class/team culture with this cohort</p> <p>Disruptions with children and teachers out</p>	<p>Talking more about benefits of healthy food options - how will this food benefit me and in what ways??</p> <p>Rebrand brain break as a fitness break (Possibly make this school wide). Talk about why moving our bodies is important.</p> <p>Focus on pūrākau and how they connect to Tane's creatures</p>	

Daily mindfulness practice and making connections to why we do this and how it can be used in life.
Picture books that promote multicultural awareness

Hinengaro

Daily mindfulness practice and making connections to why we do this and how it can be used in life.

Restorative conversations

Warm fuzzies where the children share things that others have done for them that have made them feel good.

Massive focus on building literacy skills to allow children to see themselves as learners - through the

progress they make, the children feel better about themselves

Manaakitanga focus from school values

Life Education friendship lessons

Warm fuzzies :)

Conversations about kindness

Email to parents when we recognise success

Punenga

Massive focus on building literacy skills to allow chn to see themselves as learners - through the progress they make, the chn feel better about themselves

Basic pencil control/drawing skills - not natural with some of this particular group

Learning around heart for Little Heart Day - led this focus for the school

reluctance through to pride in their drawings.

Join in with Karearea with the learning around the school living landscape

Maybe developing the

whanau dimension could be further developed school wide with across team activities.

We are looking at how we might build a connection with places. The need to revisit a place multiple

					<p>times to make a connection.</p> <p>Mindfulness being transferred into the outdoor environment</p> <p>Learn pepeha</p> <p>Learning about super powers</p> <p>Akonui - start next term</p>
Toroa	What dimensions of Te Whare have you covered/touched on?	What we have tried...	Successes/Strengths ...	Challenges or Barriers...	Next Steps...
	<p>Tinana Game/sport/swimming every day Make opportunities to get out as often as possible to move with conversations around why we are moving - fresh air, moving body Calming strategies around body - attention grabber</p>		<p>Collaborating with other schools to support learning and to build on work that has been done, e.g. Victory and Mānua Ngāti Kūia</p>	<p>Developing and managing the relationships/dynamics</p>	<p>Kupe topic - they only had natural resources so looking at</p>

	<p>Talking about food - what is a good thing to eat, what will give you energy, rocket food/aeroplane food</p> <p>Whānau <i>This has been a beginning of year focus due to the mix of children in the team.</i> Life Ed focus on relationships Constant conversations around kindness and making good choices about boosting people's mana One-to-one meetings with parents to address the wellbeing of the student and to build relationships Regular email to families fortnightly</p> <p>Working as a team - once a week team activity Discussions around what it means to be a team and building the culture of Toroa team Giving chn opportunities to work across the team not just limiting to their own classroom Giving the chn the opportunities to choose Buddy reading within team Is it safe, is it fair, is it kind discussions Main focus area due to nature of the group of chn Kapa haka</p> <p>Taiao Trips to Faulkner Bush Spending time out and about in the school - times when we can hang out down the bank, playing games, sitting on the deck, reading outside, giving them options to sit outside Jackson's bee sharing from home</p> <p>Wairua Mindfulness when needed Using appropriate moments during the curriculum</p>	<p>Considering and always thinking about what focus we will use in our planning</p> <p>Using colour coding in our planning so that we know we have covered this area</p> <p>Settled and focused nature from the classes</p> <p>Can see measurable results - the kids are learning</p> <p>Feeling good at the end of the day knowing that learning has occurred, not just managing</p> <p>Success with building a new team - with a new teacher</p> <p>The mixing of the team has been successful</p> <p>Teacher aide involvement</p>	<p>of the team this year</p> <p>Structuring our programme around all our learners without anyone losing their mana has</p> <p>been the main challenge</p> <p>Uncertainty - Covid related</p> <p>Being cut off from other staff members and parents</p> <p>Parents want to support us in our learning but are unable to</p>	<p>harakeke weaving, calabash sharing, links to sea</p> <p>More chances to own their own learning</p> <p>Fluid management of the learners in the team</p> <p>Replicating successful strategies into other areas of the curriculum</p> <p>Lots of plans to involve in activities with the wider community</p>
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	<p>teaching to make it a mindful focus, e.g. silent writing Greenspace focus Friday reflections Whakataukī, karakia everyday</p> <p>Hinengaro Maintaining calm through routine, explaining the day's plan to support those children that require this Mindfulness when needed Dealing with issues immediately Discussing strengths and weaknesses and it's okay to not always be the best at everything</p> <p>Strategies to manage more difficult characters We know the strengths and weaknesses of our learners and ways to protect their mana, e.g. not asking them to read aloud in the classroom</p> <p>Punenga Challenging kids, on especially focusing on literacy, not just target kids - extension reading groups Challenging every child to be better Everyone has a moment to be working with an adult to progress these areas Providing them structures and they are choose how their mahi will look Kupe diorama where the children were given basic guidelines as to what one was then allowed them the freedom to choose how they presented and shared their learning around this topic</p>		<p>New year level, new teacher, new team, new structures.</p>		
Kārearea	What dimensions of Te Whare have you covered/touched on?	What we have tried...	Successes/Strengths ...	Challenges or Barriers...	Next Steps...

	<p>Tinana Healthy food options through Life Education Designing of camp menu with healthy food options in mind Learn to read nutritional information on packets Importance of sleep relating to camp Practising mindfulness techniques to support sleep while on camp</p> <p>First aid training relating to camp Regular fitness/activity through designated brain break times using specific equipment Option to challenge themselves with 200m swimming challenge Regular swimming times School triathlon Natural Movement / MovNat Mask breaks</p> <p>Whānau Setting up the beginning of the year as a class group - making own name tags for tote trays Working as a rotation group, cabin group, duties group, car group relating to camp Supporting those who felt uncomfortable/nervous about camp Te Tiriti o Waitangi Working together as a larger group during increase in Covid cases - four teachers responsible for all, all children working with all teachers Kapa haka</p> <p>Taiao Making the focus of camp about the environment, the estuary, the ecosystem</p>	<p>Our greatest successes have come from conscious decisions to plan teaching/learning around Te Whare Matauranga.</p> <p>When we explicitly taught wellbeing and then provided authentic opportunities for the children to enact their learning we saw understanding, engagement and personal responsibility.</p> <p>For example, we looked at how to support your tinana through healthy eating (with Life Ed support) and then provided the opportunity through camp menu planning for the children to use their knowledge. This was further enhanced when the children ate the food that they had selected. Parents on camp commented that they had never seen so many fruit and veggies consumed</p>	<p>Not many really. It just needs to be on top when we are planning, along with keeping in mind the question, 'What learning matters?'</p> <p>At times we find ourselves with cool ideas that we then try to fit into the wellbeing dimensions.</p> <p>It also seems that it is important for the children to have an opportunity to</p>	<p>We are considering presenting our daily timetable under the headings: Tinana Time Whānau Time Taiao Time Wairua Time Hinengaro Time Punenga Time And then fitting the day's activities under these headings. We hope it will reframe the day for the children with negative thoughts about</p>
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	<p>Learning about food chains and food webs to support the learning at camp Creating infographic posters about the estuary to share this knowledge with others Te Tiriti o Waitangi</p> <p>Wairua Connecting with the land - the walk to Anchorage and the talk from Renee at the Abel Tasman/Mārahau waharoa Te Tiriti o Waitangi Daily karakia and whakatauki</p> <p>Hinengaro Identifying feelings regarding camp Supporting those who felt uncomfortable/nervous about camp Practising mindfulness techniques to support sleep while on camp Reflecting on camp Availability of Scott to provide guidance/talk with children needing extra/ongoing wellbeing support</p> <p>Punenga Learning to price quantities of camp food items, to shop around for value for money, read nutritional information on packets First aid training relating to camp Student having agency over learning Kahoot! General knowledge Introduction of Practice Time where children identify what element of the curriculum they would like to focus on to enhance their understanding - supported by Jen, Mandy, Christine, Scott and Peter Exposure to selected novels for silent reading to</p>	<p>Another example was when we spent time researching sleep requirements for children so that the children could decide on a suitable camp bedtime. On camp, the children mostly settled quickly to sleep and generally those that struggled to fall asleep, did so due to homesickness rather than hijinks. They didn't show any desire to disrupt others' precious sleep.</p> <p>Teaching the whare and then placing our planned camp activities on the whare was also a really worthwhile activity. The children could see that camp was going to be an experience that enhanced their wellbeing as well as containing lots of fun experiences. Interestingly when it was time for 'downtime'</p>	<p>demonstrate personal responsibility after taking part in wellbeing learning.</p>	<p>some subject areas and facilitate keeping on top of conversations about how today's math learning will benefit wellbeing etc. It should also help us keep an eye on the balance of our day.</p> <p>Making sure that we are planning using the wellbeing dimensions as a starting point.</p> <p>Making sure that</p>
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	<p>expand their vocabulary, author knowledge, interest in different genre Information Literacy groups working with Kathy learning about library systems, research skills, other reading support</p> <p><i>All dimensions of the whare have been addressed through the learning about Te Whare Tapu Whā where everyone created their own whare and filled it with activities of their choosing that will enhance each element of the whare. We all spent time creating lists of activities to support the areas of the whare. This was started by one class and then built on as each class got to this part in their learning so that everyone had collaborated on this document and could also see what ideas others had. This will be revisited regularly throughout the year as class groups but also with the scope to use it as a tool to support specific children with needs in particular areas of their wellbeing.</i></p>	<p>activities on camp such as silent reading before bed there were no complaints.</p> <p>Intentionally weaving a wellbeing approach through other learning experiences has also been successful for example silent reading outside in nature, using practice time to work on something that <i>they</i> would like to get better at, being able to choose their own focus at fitness time etc.</p>		<p>we are consciously giving time to all the dimensions on a daily/weekly basis.</p>
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2023 Team Reports to Board

Team	Report Summary
Piwakawaka	<p>Piwakawaka 11 = 19 year 1/2 student, Piwakawaka 13 = 16 year 1/0 students and Piwakawaka 12 = 14 year 1/0 students. Class programmes are based around learning stations, small group teaching and lots of emphasis on the Wakefield School values. New entrant classes are very focussed on a positive transition to school, lots of oral language learning as well as counting, poems, handwriting and phonics until students are showing readiness for reading, writing and mathematics. TA support focused on supporting R11 with concentration of behaviour and learning needs. Ideas for learning stations are co-constructed with the children so that the activities reflect the interests of the children as well as exposing them to new experiences. In R11, with the older students this transitions to learning stations that support tamariki to develop their literacy and numeracy skills. Looking forward, the team would like to encourage parents to start their children in cohorts at the beginning of the term, move to a model where the children move on from NE</p>

	when ready for the next stage, and improved storage for play based learning resources.
Kereru	<p>Room 14 currently has 23 children (all year 2s). Room 15 currently has 19 children (14 year 2s and 5 year 1s).</p> <p>A small number of students with complex behaviour challenges. Also several children with other learning, social, physical and behaviour challenges. Winter illnesses hit hard this year again affecting attendance. There is a broad developmental range within the team and some anxiety issues; maintaining a safe classroom environment is important. A key focus is the development of social skills and resilience to move towards becoming self-managing learners. Our successes include teachers working collaboratively; our teacher aide support - this makes a huge difference to what we can offer in our programme (especially literacy) and in supporting a calm, focussed learning environment for all students; our children's familiarity with routines and expectations; they are well settled; the school's focus on well-being for both students and teachers; the supportive and collaborative dynamic between all staff; positive, ongoing contact with whānau; all the children are making progress from their own starting points; our focus on celebrating progress and attitudes to learning, rather than achievement; and building an understanding of the Māori interpretations of our school values underpinning our work on well-being and learning (including behaviour). Looking forward, we are keen to continue having children for 2 years, wherever possible, at this stage in their schooling. We are keen to continue working together and building on our collaborative approach. We continue to learn much from each other. We are getting to grips with the curriculum refresh (however this might look with a new government) and investigating how this can help us build further on our practice.</p>
Tui	<p>Tui 3 - 24 students Tui 4 - 25 Students Total of 19 Boys and 30 girls. A very young group of Y4, some of whom also have learning challenges. No obvious positive role models is making things a little difficult. Utilising our TA time for overlearning for reading as we have very low readers. Another TA is focussing on low achievers for maths. Also rely on help from Kathy in the library for extension reading groups. Emphasis in the classroom is being kind and friendly even if they are not your 'friends'. Friendship values were linked to school values wherever possible, particularly manaakitanga and tikanga. An ongoing 'work in progress'.</p>
Toroa	<p>56 students (26 girls & 30 boys). Age range 8 years 5 months to 10 years 4 months. A wide range of learning needs including academic, social and behaviour challenges. In the Toroa learning environment the focus is on "being kinder than necessary; ensuring everyone feels safe, valued and that they belong; and "he waka eke noa". The whole teaching team is kept informed of strategies and interventions that are supporting students. So far we have noticed that there a</p>

	<p>some students who; are frequently very dysregulated, are lacking in social skills appropriate for their age, struggle to understand social and facial cues from peers, and the ability to share and take turns doesn't come as naturally. We also notice that our students are thriving with our daily structures and routines and that some children become more dysregulated when there is a change to the structure or routine.</p>
Karearea	<p>63 students in total. A wide range of learning needs including academic, social and behaviour challenges. Maths extension support from our TA has been very successful and we would love this to continue in 2024. Our team has used Te Whare Matauranga to guide a lot of in class learning and routines. The board and leadership team had noted that the Karearea team had less student escalations than other classes despite having a similar number of students with the potential to escalate. When asked about why the teachers thought this was happening they attributed it to their daily practice time routine. During practice time students are working on personalised learning goals that include spelling and basic facts practice. This is done at the same time at the start of every day and is completed quietly. We attribute the repetitive, rhythmic and routine nature of practice time at the start of every day to our success in establishing a calm learning focused environment.</p>

Our Planned Actions	What did we do?	Why did/didn't it work?	How do we know?	Actions for 2024
<p>Visit Henry Hill School in Napier to see successful wellbeing practices in action and the impact these have had.</p>	<p>All staff worked with Jason Williams (ex principal of Henry Hill School) on trauma informed practice PLD.</p>	<p>Visiting Henry Hill School didn't work because Jase Williams resigned as principal and we didn't want to visit while there was an acting principal or in the first terms with a new principal. Working with Jason Williams as a PLD facilitator has supported all our staff to increase their awareness of the impact of trauma on the brain and body</p>	<p>Professional growth conversations with staff.</p> <p>Individual staff reflections and comments.</p> <p>Improved student behaviour shown by a reduction in the number of incidents reported in terms 3 & 4 compared to terms 1 & 2.</p>	<p>Continue to provide staff with trauma informed practice professional learning opportunities.</p>

		<p>responses to stressors. It also supported staff to increase their awareness of the positive and negative impacts of some of their responses to students.</p>		
<p>Share findings of whole school wellbeing audit with staff</p>	<p>Findings of the whole school wellbeing audit were shared with staff and board members.</p>	<p>In some pockets of the school the wellbeing curriculum was being comprehensively implemented however the implementation lacked consistency and across school coherence. It was also noted that some aspects (e.g. taha tinana, taha hinengaro) were implemented more successfully than others (e.g. Taha wairua)</p>	<p>Verbal feedback from teachers in staff meetings</p> <p>Whole school wellbeing practices walk through</p> <p>Whole school wellbeing practices audit</p>	
<p>Establish and implement expectations for consistent schoolwide wellbeing practices</p>	<p>Worked on learning progressions to help with this.</p>	<p>In response to the audit our Wellbeing Curriculum leaders worked with Impacted to develop a whole school progression for learning. Through the development process teacher feedback and input was sought. This is ready for implementation in 2024.</p>	<p>Verbal feedback from teachers in staff meetings</p> <p>Te Whare Matauranga Learning Progressions</p>	

Continue to develop Digital Wellbeing Kete for use by years 7 & 8.	Our wellbeing curriculum leader worked to add resources into this. Further work is required to complete this.	The first priority was to establish the learning progressions, further work will need to be carried out in 2024-2025 to complete the digital kete and trial this with our Year 7 & 8 learners.	Feedback from wellbeing curriculum leaders	Continue to develop Digital Wellbeing Kete for use by years 7 & 8.
Trial Digital Wellbeing Kete with this year's Kārearea team.	Not completed			Trial Digital Wellbeing Kete with this year's Kōtare class (Y7).
Develop and share wellbeing learning progressions to ensure consistent schoolwide implementation.	Have worked on the wellbeing progressions plan to have all dimensions finished by the end of the year. Next step will be to put these back in front of staff for their input and modification to suit the needs of the age group that they teach.	Wellbeing Curriculum leaders worked with Impacted to develop a whole school progression for learning. Through the development process teacher feedback and input was sought. This is ready for implementation in 2024.	Feedback from Wellbeing Curriculum Leaders Te Whare Matauranga Learning Progressions	Begin implementing Te Whare Matauranga learning progressions school wide.

<p>ANNUAL PLAN: GOAL 3 Our communication and partnerships between home and school are strong</p>	<p>Initiative 1: Refine the community connector role to align with new opportunities</p>																												
<p>Outcome:</p> <ul style="list-style-type: none"> • All parents feel informed by and connected with the school • The children benefit from strong home & school communication and partnership • Staff feel that the school’s communication expectations for them are manageable 	<p>Measures:</p> <ul style="list-style-type: none"> ➢ Attendance at parent hui and learning conferences ➢ Community surveys 																												
<p>Data Sources:</p> <p>Parent Attendance Data</p> <table border="1" data-bbox="129 699 1359 1474"> <thead> <tr> <th data-bbox="129 699 792 767">Event</th> <th data-bbox="792 699 920 767">Term</th> <th data-bbox="920 699 1359 767">Parent Attendance</th> </tr> </thead> <tbody> <tr> <td data-bbox="129 767 792 836">Term 1 Year 7&8 Information meeting</td> <td data-bbox="792 767 920 836">1</td> <td data-bbox="920 767 1359 836">16</td> </tr> <tr> <td data-bbox="129 836 792 948">Term 2 Week 5 Year 7&8 Information meeting</td> <td data-bbox="792 836 920 948">2</td> <td data-bbox="920 836 1359 948">20</td> </tr> <tr> <td data-bbox="129 948 792 1059">Term 2 Week 10 Year 7&8 Information meeting</td> <td data-bbox="792 948 920 1059">2</td> <td data-bbox="920 948 1359 1059">13</td> </tr> <tr> <td data-bbox="129 1059 792 1163">Term 3 Week 5 Year 7&8 Information meeting</td> <td data-bbox="792 1059 920 1163">3</td> <td data-bbox="920 1059 1359 1163">16</td> </tr> <tr> <td data-bbox="129 1163 792 1267">Term 3 Week 10 Year 7&8 Information meeting</td> <td data-bbox="792 1163 920 1267">3</td> <td data-bbox="920 1163 1359 1267">5</td> </tr> <tr> <td data-bbox="129 1267 792 1335">Rebekkah Ballagh workshop</td> <td data-bbox="792 1267 920 1335">3</td> <td data-bbox="920 1267 1359 1335">24</td> </tr> <tr> <td data-bbox="129 1335 792 1404">Reading Together</td> <td data-bbox="792 1335 920 1404">4</td> <td data-bbox="920 1335 1359 1404">8</td> </tr> <tr> <td data-bbox="129 1404 792 1474">Term 4 Year 7&8 Information meeting</td> <td data-bbox="792 1404 920 1474">4</td> <td data-bbox="920 1404 1359 1474">1</td> </tr> </tbody> </table>			Event	Term	Parent Attendance	Term 1 Year 7&8 Information meeting	1	16	Term 2 Week 5 Year 7&8 Information meeting	2	20	Term 2 Week 10 Year 7&8 Information meeting	2	13	Term 3 Week 5 Year 7&8 Information meeting	3	16	Term 3 Week 10 Year 7&8 Information meeting	3	5	Rebekkah Ballagh workshop	3	24	Reading Together	4	8	Term 4 Year 7&8 Information meeting	4	1
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Community Surveys & Parent Responses

Survey Topic	Term	Group survey sent to	Number of responses
Year 7 Intentions	1	Parents of Year 6 students	38/44 (86%)
Learning From Home	2	Parents of students in rooms 7, 11 & 14	64/75 (85%)
Year 7 Intentions	2	Parents of Year 6 students	43/44 (98%)
Invitation to attend TKMP Pōwhiri	3	Whole School	21/252 (8%)

2023 Parent Interview Attendance	% Attended
Term 1 Goal Setting	89%
Term 3 Interview	92%

Our Planned Actions	What did we do?	Why did/didn't it work?	How do we know?	Actions for 2024
Survey parents and caregivers to identify key areas of parent and caregiver interest for parent education topics	Not completed			Survey parents and caregivers to identify key areas of parent and caregiver interest for parent education topics
Research presenter and topic options for parent hui	Sought presenters to run sessions around brain development, anxiety, parenting strategies, and sleep for	The number of parent sessions we ran relating to the start of our Year 7&8 programme limited the number of parent	School calendar Staff availability for parent workshops	

	children.	workshops that we could offer.		
Develop and promote a programme of parent information sessions and workshops	Ran parent workshops with Rebecca Ballagh and Reading Together.	24 parents and caregivers attended the workshop with Rebecca Ballagh. Parents attending found the strategies shared were helpful and increased their confidence. Reading Together supported parents to feel more confident and effective in supporting their child to practise reading at home.	Engagement with and feedback from both Rebekkah Ballagh and the Reading Together workshops.	Continue to offer parent workshops including topics that are relevant to areas of interest for parents. Explore options for sharing presentations online for parents unable to attend face-to-face workshops.
Review current use of communication platforms and practices	Not completed in 2023, postponed to 2024			Review current use of communication platforms and practices
Research website re-development options	A google sites draft website was created by Kathy Jessop. This is a preferred option as the content management is much easier than the current site. Free website development is also being offered by Skool Loop.	Further work needs to be completed to ensure all the required content is transferred to the google site. Current site is difficult to make changes to and not fit for purpose.	Feedback from Kathy Jessop and teaching staff.	Launch google site school website in 2024
Gather data on parent attendance at learning	Data was gathered on parent attendance at	The meetings and workshops offered to	Almost all families attended learning	Continue to gather data on

conferences and other school organised events for parents (e.g. workshops)	learning conferences and school organised events.	parents were mostly very well attended and offered information that was helpful or interesting to them.	conferences in 2023. Year 7&8 information meetings were well attended in terms 1-3 with 10-20 parents attending each session. In term 4 only 1 parent attended the information meeting offered. Rebekkah Ballagh's workshop was well attended with 24 parents attending. A small number of parents participated in the Reading Together workshop series.	parent attendance at learning conferences and other school organised events for parents (e.g. workshops)
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ANNUAL PLAN: GOAL 4 We are ready to implement the refreshed curriculum that reflects our village & rural school experience

Initiative 1: We continue to upskill staff on the changes to the refreshed curriculum and phase in the curriculum changes

Outcome:

- We adapt where we need to to form a common practice that aligns with other schools and the new expectations
- The curriculum is delivered consistently across the school
- Teachers feel confident that they are well equipped to deliver the refreshed curriculum
- Parents understand what has changed and what the expectations are
- The *Know, Understand, Do* learning model is visible in our classrooms
- All students have a sense of belonging and see themselves in our school and their learning
- We regularly use the people and places in and around our village to enhance learning experiences

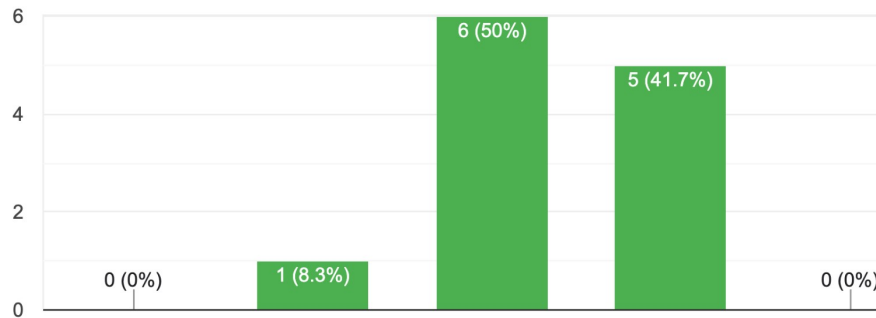
Measures:

- Teacher curriculum readiness survey
- Curriculum documentation
- Teachers' community activities survey

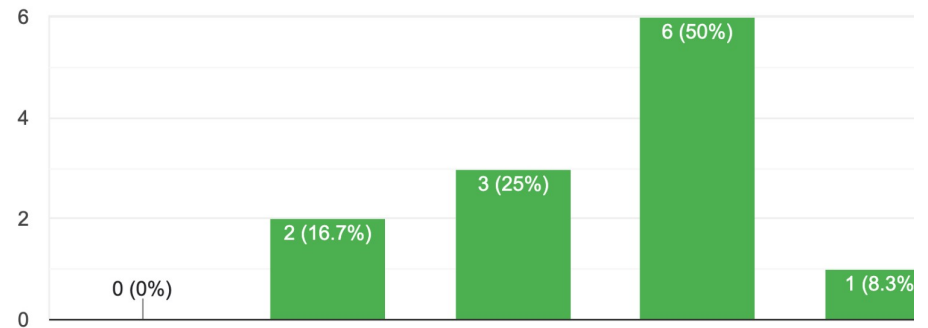
Data Sources:

Teacher Curriculum Readiness Survey

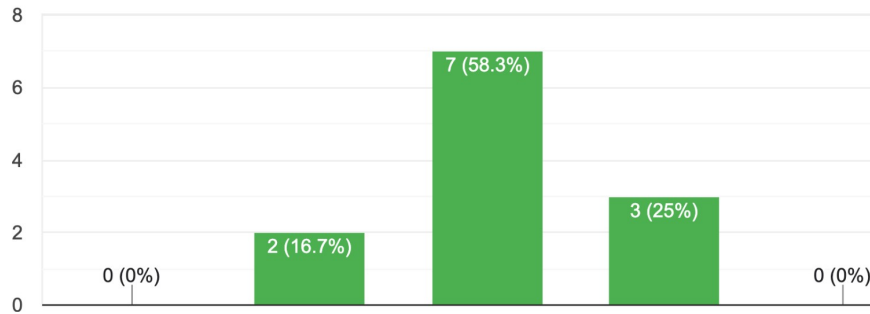
Overall how ready do you feel you are to implement Te Mataiaho (the refreshed curriculum)?
12 responses



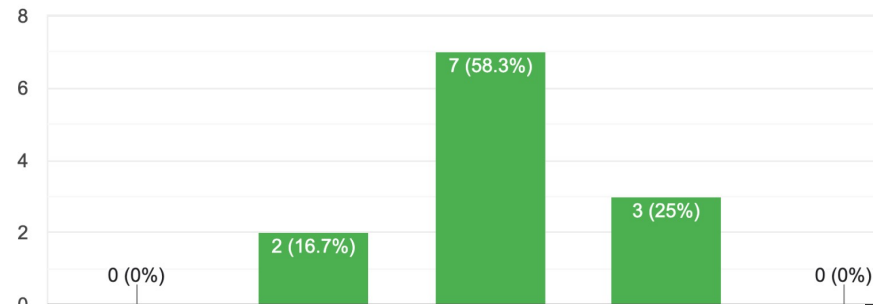
How familiar are you with the "understand, know, do" structure of learning program?
12 responses



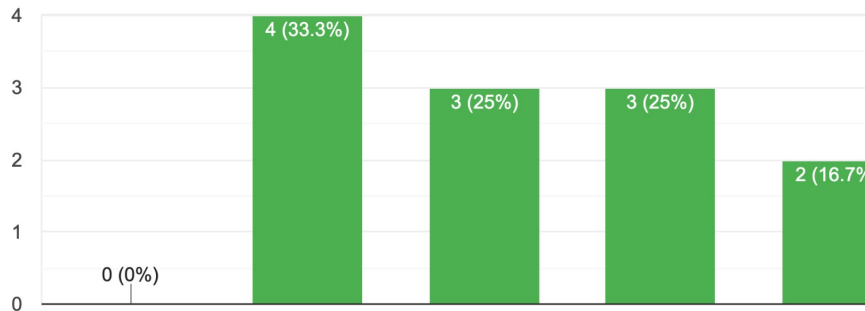
How familiar are you with literacy learning progressions for years 0-3, 4-6 and 7-12 responses



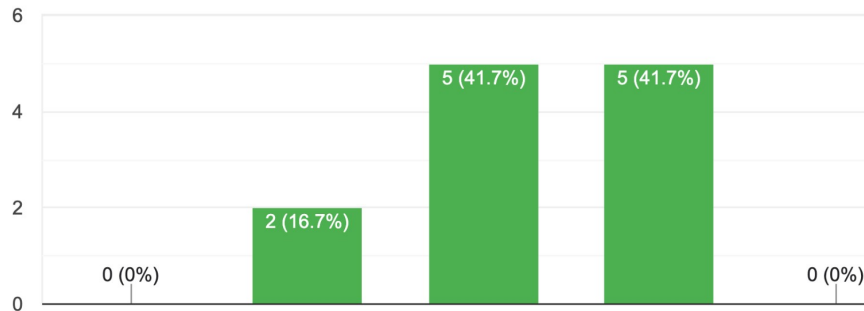
How familiar are you with mathematics and statistics learning progressions for 7-8? 12 responses



How familiar are you with literacy progress steps for years 0-2? 12 responses



How familiar are you with mathematics and statistics progress steps for years 0-2? 12 responses



Example of Curriculum Documentation

Hinengaro Learning Progression

Know yourself: This dimension focuses on developing and growing self-esteem, optimism and calmness.

Years 0 - 3 topics

<i>Understand</i>	<i>Know</i>	<i>Do</i>	<i>Supporting resources</i>
I am beginning to understand that to make my emotional wellbeing (hinengaro)	I know: character strengths are the positive parts of me	I can: identify five personal character strengths/superpowers	Character Strengths links from the Wellbeing Resource Bank

strong, knowing my character strengths [super powers] is important.	character strengths are the positive parts of others	identify other people's character strengths	
I am beginning to understand that to make my emotional wellbeing (hinengaro) strong, being able to calm myself is important.	I know: being calm makes me feel better	I can: use calming tools when I feel frustrated/angry/unsettled etc	Mindfulness links from Resource Bank
I am beginning to understand that to make my emotional wellbeing (hinengaro) strong, restorative conversations are important.	I know: talking about a problem is important how to follow the restorative conversation process	I can: put things right with others move on from a problem once it has been sorted	Restorative Conversation Script Restorative Conversation links from the Wellbeing Resource Bank
I am beginning to understand that to make my emotional (hinengaro) wellbeing strong, talking about my feelings/emotions is important.	I know: talking about how I feel is important	I can: identify different emotions accept help to make me feel better	Learning the Language of Feelings links from Wellbeing Resource Bank Grief, Loss and Change links from Wellbeing Resource Bank Worry, Anxiety and Stress links from Wellbeing Resource Bank
I am beginning to	I know:	I can:	Resilience and Growth

understand that to make my emotional (hinengaro) wellbeing strong, resilience is important.	how to keep on trying even when things are challenging showing resilience means I can cope with disappointment	use the power of 'YET' by saying "I haven't learnt this yet" instead of "I can't do this" calmly accept that things don't always go my way move on from a disappointment	Mindset links from Wellbeing Resource Bank
I am beginning to understand that to make my emotional wellbeing (hinengaro) strong, gratitude is important.	I know: that thinking of things that I am grateful for is a good way to boost how I am feeling	I can: name things that I am grateful for	Gratitude links from the Wellbeing Resource Bank
I am beginning to understand that to make my emotional wellbeing (hinengaro) strong, feeling good about myself is important.	I know: talking kindly and positively about myself makes me feel better	I can: tell others five positive things about myself	Positive Self-Talk links from Wellbeing Resource Bank

Hinengaro Learning Progression

Know yourself: This dimension focuses on developing and growing self-esteem, optimism and calmness.

Years 4 - 6 topics

(Revist topics from Years 0 - 3 as necessary)

<i>Understand</i>	<i>Know</i>	<i>Do</i>	<i>Supporting resources</i>
I understand that to make my emotional	I know:	I can:	Character Strengths links from the Wellbeing

<p>wellbeing (hinengaro) strong, knowing my character strengths is important.</p>	<p>which character strengths will make life easier for me and which ones I can strengthen</p> <p>character strengths are the positive parts of others</p>	<p>identify two or three character strengths I need to develop further and why I need to strengthen these</p> <p>identify other people's character strengths</p>	<p>Resource Bank</p>
<p>I understand that to make my emotional wellbeing (hinengaro) strong, being able to calm myself is important.</p>	<p>I know:</p> <p>being calm makes me feel better</p>	<p>I can:</p> <p>use calming tools and strategies when I feel frustrated/angry/unsettled etc</p> <p>help others regulate their emotions by modelling calming strategies/behaviours</p>	<p>Mindfulness links from Resource Bank</p> <p>Zones of Regulation</p>
<p>I understand that to make my emotional wellbeing (hinengaro) strong, restorative conversations are important.</p>	<p>I know:</p> <p>talking about a problem is important</p> <p>how to follow the restorative conversation process</p>	<p>I can:</p> <p>put things right with others</p> <p>move on from a problem once it has been sorted</p>	<p>Restorative Conversation Script</p> <p>Restorative Conversation links from the Wellbeing Resource Bank</p>
<p>I understand that to make my emotional (hinengaro) wellbeing strong, talking about my feelings/emotions is important.</p>	<p>I know:</p> <p>talking about how I feel is important</p>	<p>I can:</p> <p>identify different emotions, including my own</p> <p>accept help to make me feel better</p>	<p>Learning the Language of Feelings links from Wellbeing Resource Bank</p> <p>Zones of Regulation</p> <p>Grief, Loss and Change links from Wellbeing</p>

			Resource Bank Worry, Anxiety and Stress links from Wellbeing Resource Bank
I understand that to make my emotional (hinengaro) wellbeing strong resilience is important.	I know: showing resilience means I can cope with disappointment	I can: calmly accept that things don't always go my way move on from a disappointment	Resilience and Growth Mindset links from Wellbeing Resource Bank
I understand that to make my emotional wellbeing (hinengaro) strong, gratitude is important.	I know: that thinking of things that I am grateful for is a good way to boost how I am feeling	I can: name things that I am grateful for	Gratitude links from the Wellbeing Resource Bank
I understand that to make my emotional wellbeing (hinengaro) strong, feeling good about myself is important.	I know: talking kindly and positively about myself makes me feel better	I can: tell others five positive things about myself	Positive Self-Talk links from Wellbeing Resource Bank

Hinengaro Learning Progression

Know yourself: This dimension focuses on developing and growing self-esteem, optimism and calmness.

Years 7 - 8 topics

(Revist topics from Years 0 - 6 as necessary)

<i>Understand</i>	<i>Know</i>	<i>Do</i>	<i>Supporting resources</i>
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<p>I understand that to make my emotional wellbeing (hinengaro) strong, being able to regulate myself is important.</p>	<p>I know: being calm and regulated makes me able to focus on my learning</p>	<p>I can: independently use tools that I am familiar with to regulate myself</p>	<p>Mindfulness links from Resource Bank</p>
<p>I understand that to make my emotional wellbeing (hinengaro) strong, it is important to know my character strengths and those of my peers and how they compliment each other.</p>	<p>I know: that if I build up all my character strengths then this will boost my feelings about myself and my capabilities that identifying the character strengths my classmates have enable me to know who can best help me to regulate when I need it</p>	<p>I can: actively build up the character strengths I know I need to develop further and notice the positive feelings I feel about myself when I do this ask for help from people who I know can co-regulate with me</p>	<p>Character Strengths links from the Wellbeing Resource Bank</p>
<p>I understand that to make my emotional wellbeing (hinengaro) strong, restorative conversations are important.</p>	<p>I know: talking about a problem is important how to follow the restorative conversation process how to support others through the restorative conversation process</p>	<p>I can: put things right with others without adult prompting forgive others and move on from a problem once it has been sorted support others through the restorative conversation process</p>	<p>Restorative Conversation Script Restorative Conversation links from the Wellbeing Resource Bank</p>
<p>I understand that to make my emotional</p>	<p>I know:</p>	<p>I can:</p>	<p>Learning the Language of Feelings links from</p>

<p>(hinengaro) wellbeing strong, processing my emotions is important.</p>	<p>acknowledging how I feel is important</p>	<p>accept the emotion I am feeling</p> <p>make a plan to reframe my thinking</p>	<p>Wellbeing Resource Bank</p> <p>Grief, Loss and Change links from Wellbeing Resource Bank</p> <p>Worry, Anxiety and Stress links from Wellbeing Resource Bank</p>
<p>I understand that to make my emotional (hinengaro) wellbeing strong, resilience is important.</p>	<p>I know:</p> <p>showing resilience means I can cope with disappointment</p>	<p>I can:</p> <p>calmly accept that things don't always go my way</p> <p>acknowledge a disappointment and make a plan to move on from this</p>	<p>Resilience and Growth Mindset links from Wellbeing Resource Bank</p>
<p>I understand that to make my emotional wellbeing (hinengaro) strong, gratitude is important.</p>	<p>I know:</p> <p>that thinking of things that I am grateful for is a good way to boost how I am feeling</p> <p>feeling grateful allows me to look at my life from a better and wider perspective</p>	<p>I can:</p> <p>name people and situations that I am grateful for in my life and acknowledge them</p> <p>notice good things that I should be thankful for</p> <p>appreciate what I already have, rather than what I do not</p>	<p>Gratitude links from the Wellbeing Resource Bank</p>
<p>I understand that to make my emotional</p>	<p>I know:</p>	<p>I can:</p>	<p>Positive Self-Talk links from Wellbeing Resource</p>

<p>wellbeing (hinengaro) strong, feeling good about myself is important.</p>	<p>talking kindly and positively about myself makes me feel better</p> <p>talking kindly and positively about others also makes me feel better</p> <p>that I have an inner coach and an inner critic</p>	<p>tell others five positive things about myself</p> <p>recognise that being kind to others improves my emotional wellbeing</p> <p>recognise whether my inner coach or inner critic's voice is louder</p>	<p>Bank</p>
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Teachers' Community Activities Survey

<p>How many times this year did your students go out into our community and/or *local area to support their learning? <i>(This would be in the Waimea area.)</i></p>	<p>How many times this year did you engage someone from our community to support wider curriculum learning? <i>(Please note: This is different to having volunteers support your reading programme, etc)</i></p>	<p>How many times this year did your class have a learning experience that reflects our *rural setting? <i>(This could include learning experiences in the classroom that are relevant to being "country children")</i></p>	<p>How many regular community volunteers (including parents) did you have supporting your class this year?</p>	<p>How many other community volunteers have you worked with to support an initiative in the school? <i>(For example enviro, library, sport coaches, etc)</i></p>
10	0	5	0	6
1	2	3	2	2
2	2	2	4	0
8	2	several	4	1
8-10	2	lots of nature walks and local park visits plus war memorial for ANZAC day	0	3
3	2	Many	1	1
2				2

Total: 33-35	Total: 10	Total: N/A	Total: 11	Total:15
Our Planned Actions	What did we do?	Why did/didn't it work?	How do we know?	Actions for 2024
<p>Identify current teacher knowledge of the refreshed curriculum and professional learning needs and aspirations.</p>	<p>Ran PLD sessions for staff in relation to what is changing and what is staying the same in the refreshed literacy and mathematics curriculum.</p> <p>Surveyed staff after the PLD sessions to assess baseline readiness at the end of 2023 and areas for further professional learning focus.</p>	<p>Most teachers completed the survey.</p> <p>Baseline data shows areas of strength for our staff are knowing about the “understand, know, do” structure of learning progressions and early implementation of Aotearoa NZ History. Although some staff feel they need more support to develop their own knowledge in this area.</p> <p>Generally our teachers feel they need more time and professional learning to ensure they are ready to implement the refreshed curriculum in 2025.</p>	<p>Survey feedback.</p>	
<p>Engage PLD facilitator that is able to support our staff in developing new curriculum content knowledge</p>	<p>Impacted worked with our Year 7 teaching team to ensure their curriculum planning aligns with the refreshed</p>	<p>Impacted provided great support to our Year 7 & 8 team.</p>	<p>Feedback from our Year 7 teaching team.</p>	

<p>and implementation readiness.</p>	<p>curriculum.</p> <p>We also had a teacher with a leadership responsibility for leading the curriculum refresh PLD.</p> <p>We committed to working with our Kāhui Ako on a curriculum pathways project to improve consistency of teaching and assessment across schools in our Kāhui Ako.</p>	<p>Having a teacher leading the curriculum refresh was less effective as the focus was on the Literacy and Mathematics curriculum areas and this work was best led by the relevant curriculum leaders.</p> <p>Our Literacy and Mathematics leaders attended initial meetings for the Kāhui Ako pathways project. This is an emerging piece of work and further work will be carried out in 2024.</p>	<p>Feedback from our curriculum leaders and curriculum refresh leader.</p> <p>Feedback from our curriculum leaders.</p>	
<p>Plan and run PLD for staff covering new information about the refreshed curriculum</p>	<p>We ran two teacher only days focused on the curriculum refresh.</p>	<p>Much of this work was frustrated by delays to the release of documents and information by the MOE (e.g. the common practice model).</p>	<p>Feedback from staff in the curriculum readiness survey.</p>	<p>Continue to grow teacher confidence and competence in the implementation of the refreshed curriculum.</p>
<p>Run parent information sessions to share curriculum changes with them.</p>	<p>Not completed in 2023, delayed until 2024 due to the slow release of documentation</p>			<p>Provide parent communication about changes to the NZ Curriculum and how this is implemented at</p>

				Wakefield School
Gather baseline data about the frequency that our teachers access the local environment and community resources to support their learning programmes.	Data was gathered at the end of 2023 regarding the frequency that teachers accessed resources in the local environment and from our community to support their class learning programme.	There is a lot of variability in the frequency teachers accessed resources in the local environment and from our community to support their class learning programme.	Staff survey	
Develop common practice guidelines that weave together our local curriculum (wellbeing curriculum) and the national curriculum.	<p>Learning progressions for Te Whare Matauranga (Wellbeing Curriculum) were developed using the "understand, know, do" format from the refreshed curriculum.</p> <p>PLD was provided to all staff, including newly appointed staff (as part of their induction programme) for the implementation of the whole school phonics programme.</p>	<p>The learning progressions were developed over the 2023 year and are ready for implementation in 2024.</p> <p>The phonics PLD supported staff to implement the phonics programme consistently school wide. Further targeted support responsive to individual need from the literacy leader would support new staff to our school to effectively implement the phonics programme.</p>	<p>Feedback from teachers</p> <p>Classroom walk throughs</p> <p>Induction feedback from new teachers</p>	Develop common practice guidelines for literacy and mathematics that weave together our local curriculum (wellbeing curriculum), the refreshed curriculum and the common practice model.

Align written reports to the new frameworks.	Not completed in 2023, postponed until 2025.			Develop written reports that align to the new frameworks for use in 2025.
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EVALUATION OF THE SCHOOL'S STUDENTS' PROGRESS AND ACHIEVEMENT

Reading Achievement

- Areas of strength:
- Girls' achievement in reading.
- Year 4 and Year 5 achievement in reading.
- Progress made over time for the Year 4 and Year 5 cohorts.

Areas of concern

- Cohorts of specific achievement concern are our Years 1, 2, 3 and 6

Writing Achievement

Areas of strength:

- Girls' achievement in writing (although not as high as reading).
- Year 2 achievement in writing.
- Year 2 progress in writing.

Areas of concern:

- Large dips in achievement for Year 5 and Year 6 cohorts.
- No students achieved above expectation in Year 5. 16
- Significant decrease in boys' and Māori students' achievement in writing.

Interesting:

Analysis of the 63 students who were below or well below curriculum expectations in writing:

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

Mathematics Achievement

Areas of strength:

- A steady increase from 2020 to 2023 in the percentage of boys achieving above expectation
- Year 1 and Year 4 achievement in mathematics Areas of concern
- High percentage of Year 5 & Year 6 students not achieving expectations in mathematics
- Decrease over time in the percentage of students in the Year 5 & 6 cohorts achieving expectations in mathematics.

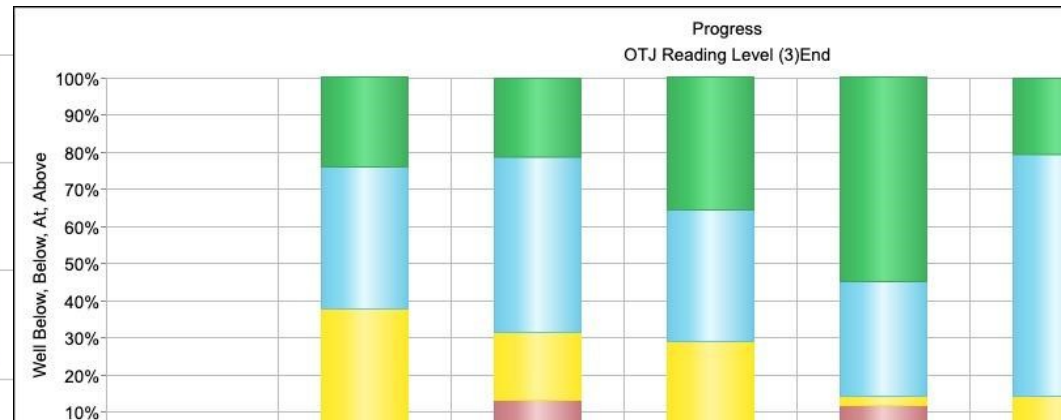
Interesting:

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

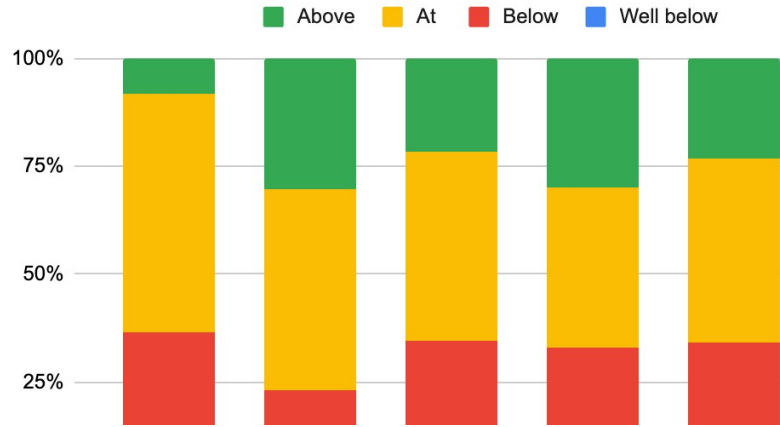
Student Achievement Data

Reading

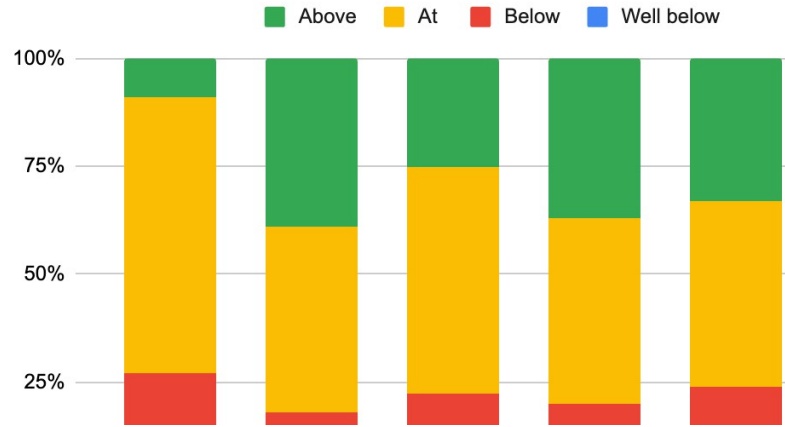
Whole School Reading Achievement Trends



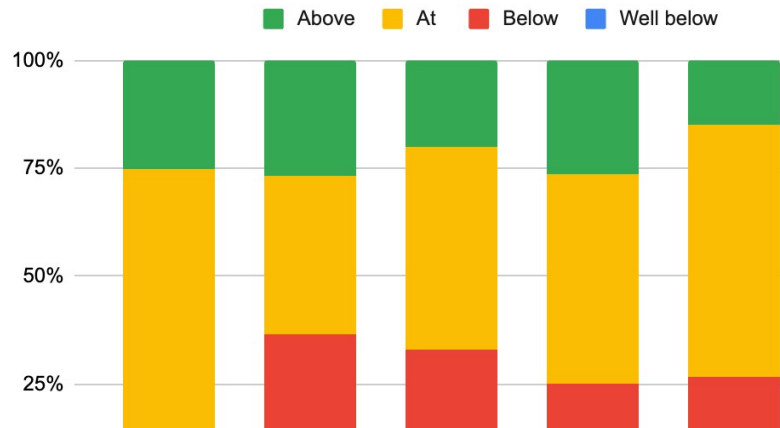
Boys Reading Achievement Trends



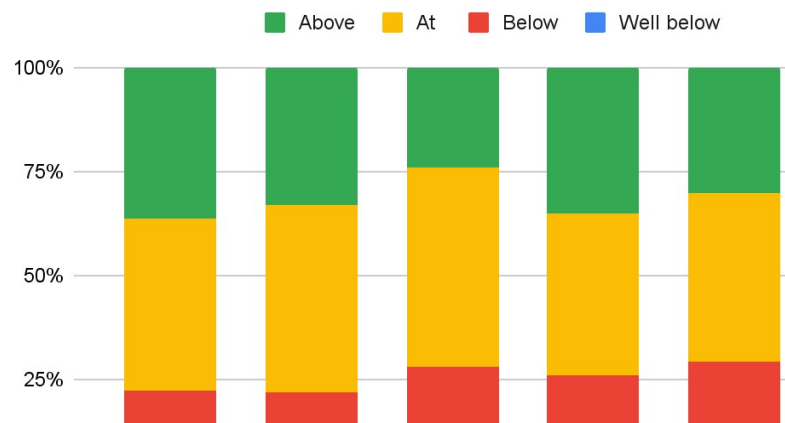
Girls Reading Achievement Trends



Māori Reading Achievement Trends

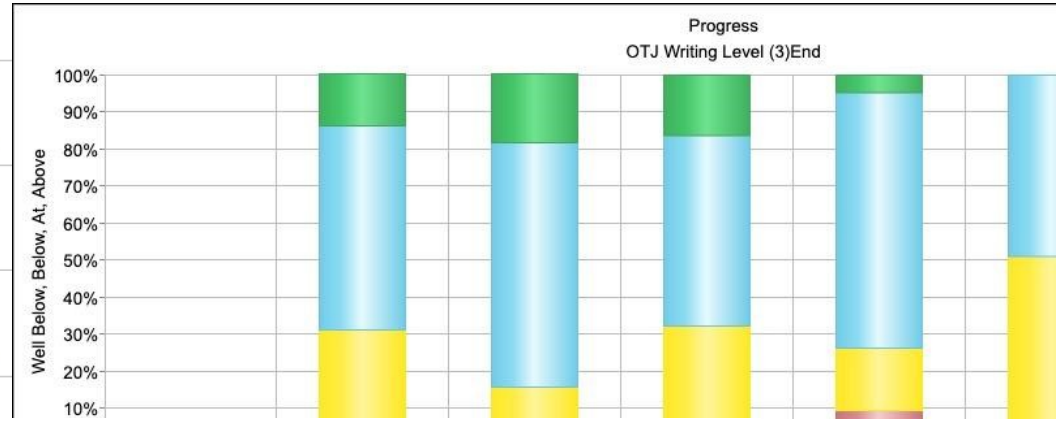
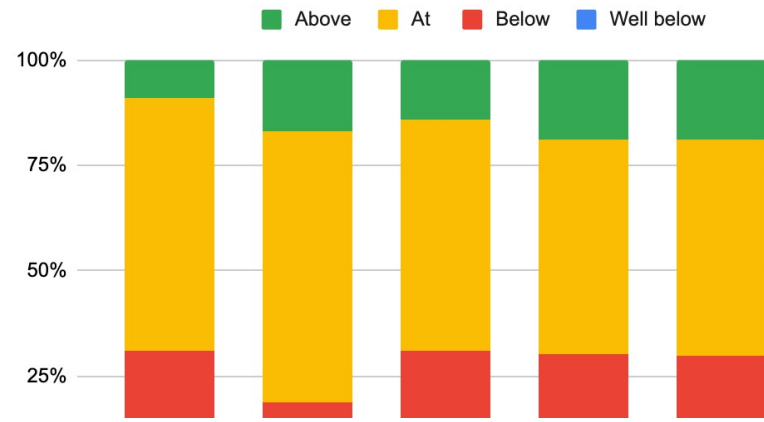


NZ European Reading Achievement Trends

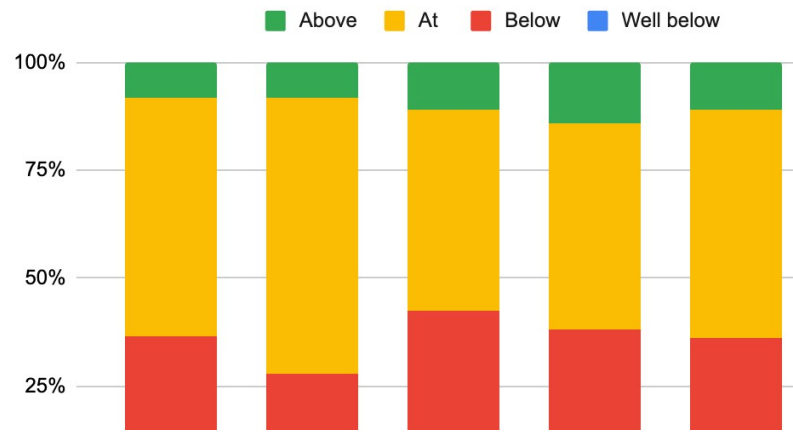


Writing

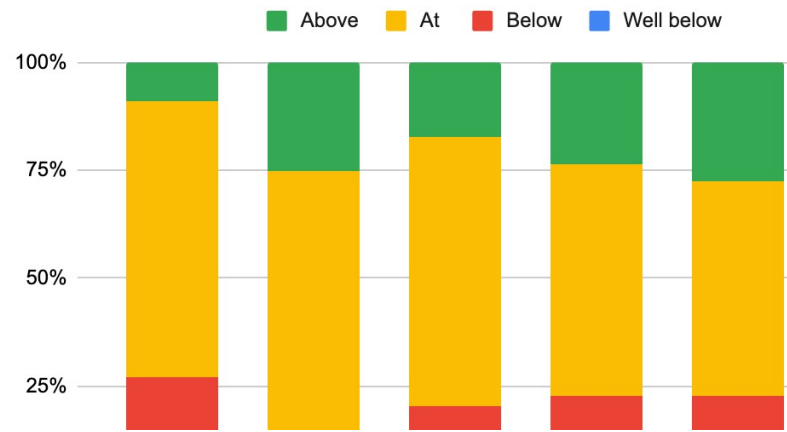
Whole School Writing Achievement Trends



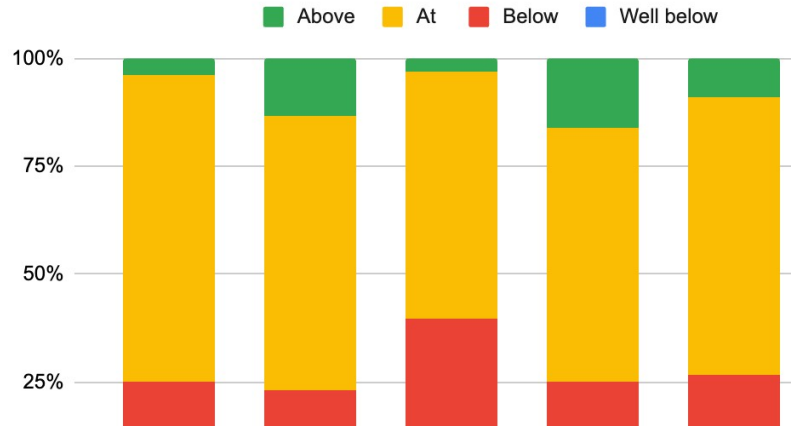
Boys Writing Achievement Trends



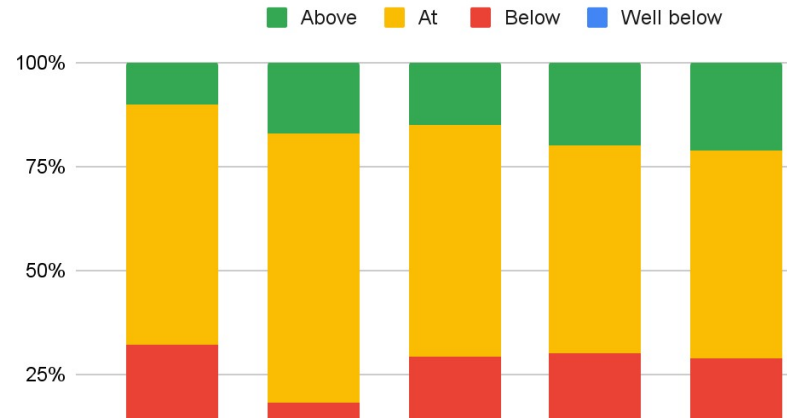
Girls Writing Achievement Trends



Māori Writing Achievement Trends

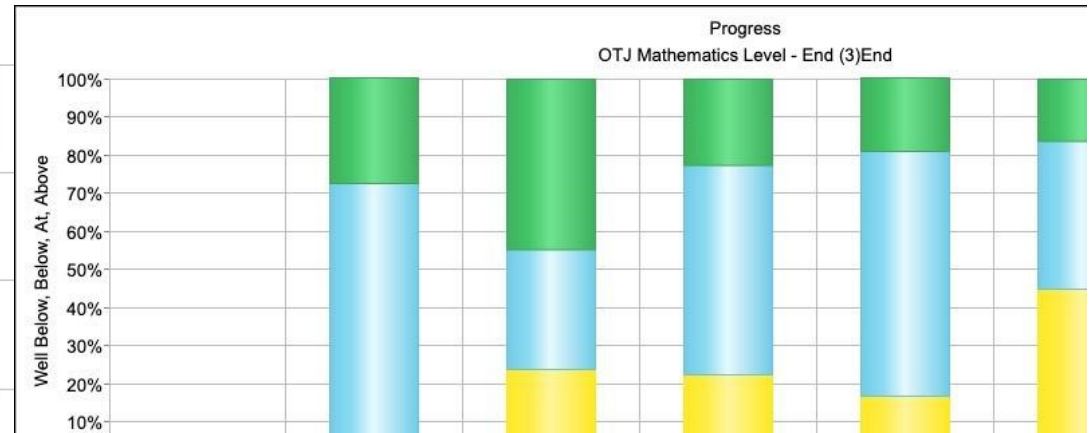
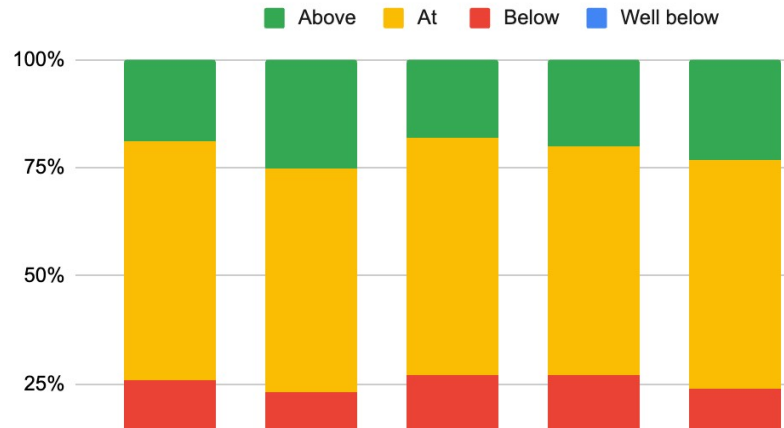


NZ European Writing Achievement Trends



Mathematics

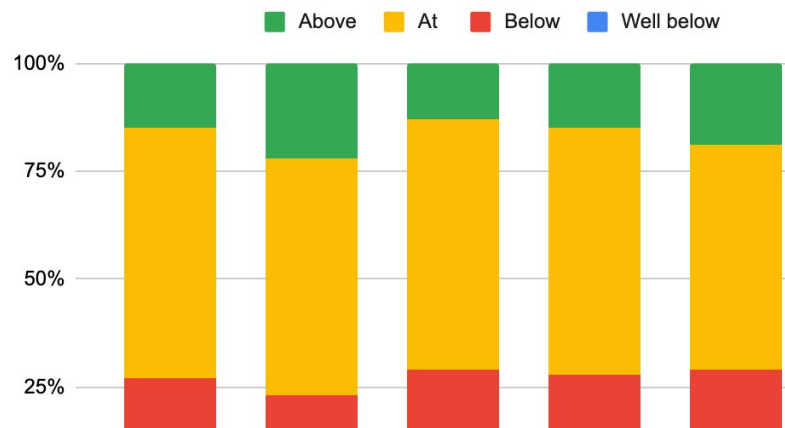
Whole School Mathematics Achievement Trends



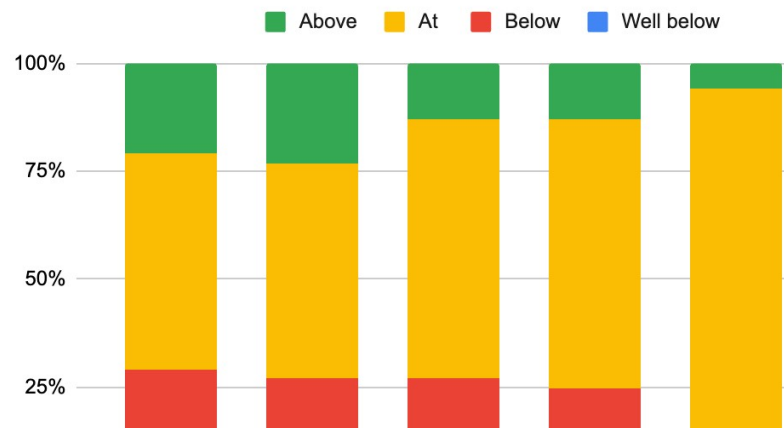
Boys Mathematics Achievement Trends



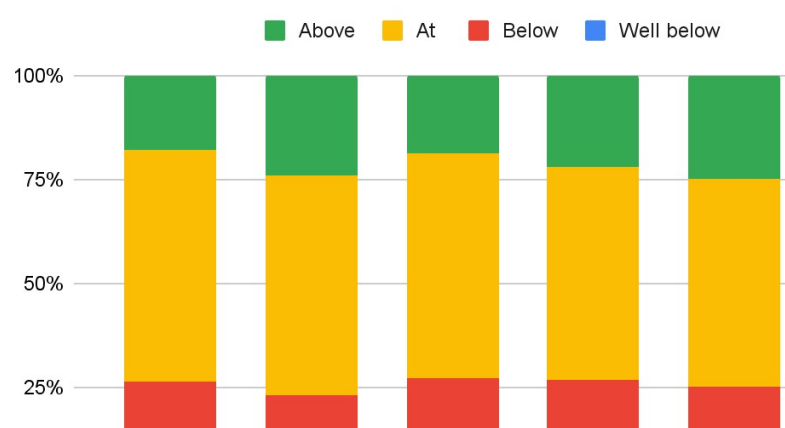
Girls Mathematics Achievement Trends



Māori Mathematics Achievement Trends



NZ European Mathematics Achievement Trends



REPORT ON HOW THE SCHOOL HAS GIVEN EFFECT TO TE TIRITI O WAITANGI

Background:

This report aims to assess how Wakefield School has given effect to Te Tiriti O Waitangi, the treaty that is an integral part of New Zealand's history and cultural identity. The treaty recognizes the partnership between the crown and Māori, and its principles are meant to be incorporated into various aspects of society, including education.

Findings:

after conducting a thorough assessment, the following findings have been made regarding the implementation of Te Tiriti O Waitangi at Wakefield School:

1. Karakia used before kai in all classes:

One positive implementation of Te Tiriti O Waitangi at Wakefield School is the incorporation of karakia, a Māori prayer, before meals in all classrooms. This practice acknowledges and respects Māori cultural traditions and promotes a sense of unity and inclusivity among students and staff.

2. Optional Kapa Haka programme for years 0-3 and years 4-6:

To engage students with Māori culture, Wakefield School offers an optional Kapa Haka programme for students in years 0-3 and years 4-6. Kapa Haka helps students develop a deeper understanding and appreciation of Māori tikanga, language, and song.

3. Te Reo used in start-of-day routines:

Another positive finding is that all teachers at Wakefield school incorporate Te Reo Māori into their start-of-day routines. For example, teachers greet students with phrases like "Kei te pehea koe?" meaning "how are you?" this regular use of Te Reo Māori helps to normalize the language and promote its usage among both students and staff.

4. Students create and share their own pepeha:

At Wakefield School, students are encouraged to create and share their own pepeha within their classes. the pepeha is a personal introduction that includes information about each child's heritage, family, and connection to the land. This activity enables students to explore their own cultural identity and fosters a greater understanding and respect for the diversity within the school community.

5. Te Reo and Mātauranga Māori incorporated into all learning areas:

One commendable aspect of Wakefield School's implementation of Te Tiriti O Waitangi is the integration of Te Reo Māori and Mātauranga Māori (Māori knowledge) into all learning areas. This practice ensures that Māori culture and language are not limited to specific subjects but are woven into the entire curriculum. By doing so, Wakefield School promotes a holistic and inclusive education for all students.

6. Sharing and exploring pūrākau carved in our waharoa and related to our takiwā
Our teachers have begun exploring the pūrākau that have been carved into our waharoa and they have identified that sharing and retelling these more often with their students would strengthen their confidence and knowledge of the pūrākau. Some teachers have included other pūrākau that have ties to our local area in their arts, social science and literacy learning.

Conclusion:

In conclusion, Wakefield School has made significant efforts to give effect to Te Tiriti O Waitangi within its educational practices. The findings outlined in this report demonstrate a commitment to incorporating Māori culture, language, and traditions into various aspects of school life. The use of karakia, the optional kapa haka programme, the incorporation of Te Reo Māori in start-of-day routines, the creation and sharing of pepeha, and the integration of Te Reo and Mātauranga Māori across all learning areas all contribute to creating a culturally rich and inclusive learning environment at Wakefield School. These initiatives not only promote the principles of Te Tiriti o Waitangi but also foster a sense of belonging and respect among students and staff.

STATEMENT OF COMPLIANCE WITH EMPLOYMENT POLICY

Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2023.

The following questions address key aspects of compliance with a good employer policy:

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	The board takes all steps, so far as is reasonably practicable, to meet its primary duty of care obligations to ensure good and safe working conditions for employees and responds to all reasonable concerns and requests made by employees.
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	The Equal Employment Opportunities policy ensures that all employees and applicants for employment are treated according to their skills, qualifications, abilities, and aptitudes, without bias or discrimination. All schools are required by the Public Service Act to be "good employers", that is: to maintain, and comply with their school's Equal Employment Opportunities policy, and to include in the annual report a summary of the year's compliance. To achieve this, the board: appoints a member to be the EEO officer – this role may be taken by the principal shows commitment to equal opportunities in all aspects of employment including recruitment, training, promotion, conditions of service, and career development selects the person most suited to the position in terms of skills, experience, qualifications, and aptitude recognises the value of diversity in staffing (for example, ethnicity, age, gender, disability, tenure, hours of work, etc.) and the employment requirements of diverse individuals/groups ensures that employment and personnel practices are fair and free of any bias.
How do you practise impartial selection of suitably qualified persons for appointment?	We appoint appropriately trained and qualified staff to all teaching and non-teaching positions, and strive to find the best person for each position. We uphold our commitment to Te Tiriti o Waitangi through our vision and strategic plan to reflect tikanga Māori. Our appointment process meets the requirements of the Children's Act 2014. The board always manages the recruitment and appointment of a principal. For other vacancies, the board delegates the recruitment and appointment process to the principal and senior management but may also be represented on the appointment committee. We maintain transparency and fairness as important principles for any appointment, especially those involving related party transactions.
How are you recognising, – The aims and	Wakefield School is guided in our thinking, planning, and actions for our ākongā Māori by the cross-agency strategy for the education sector, Ka Hikitia Ka Hāpaitia: The Māori Education Strategy. Our Māori Educational Success policy should be read in conjunction

<p>aspirations of Maori,</p> <ul style="list-style-type: none"> - The employment requirements of Maori, and - Greater involvement of Maori in the Education service? 	<p>with Ka Hikitia. We support its vision to help ākonga Māori enjoy and achieve educational success as Māori, while developing the skills to participate in te ao Māori, Aotearoa, and the wider world. The board and staff consult with our Māori community when developing policies, plans, and targets for improving the progress and achievement of our ākonga Māori. To achieve excellent and equitable outcomes for our ākonga Māori, Wakefield School: builds whanaungatanga with our ākonga Māori and whānau, and our local hapū and iwi to ensure everyone is informed and involved as our education partners recognises and builds on the diverse abilities, strengths, and aspirations of ākonga Māori and their whānau promotes a strong sense of belonging and engagement by integrating te reo Māori, tikanga Māori, mātauranga Māori, and te ao Māori into school life (including the curriculum) ensures that the school is a physically and emotionally safe place and works to eliminate racism, discrimination, and stigma engages with any national, regional, and local implementation plans developed by the Ministry of Education and education agencies supports staff to access appropriate professional development implements effective, high-quality teaching and leadership practices that promote success for Māori as Māori.</p>
<p>How have you enhanced the abilities of individual employees?</p>	<p>We provide PLD opportunities to all our staff and encourage our staff to engage in PLD that is relevant to them. We expect all our staff to set professional and hauora goals each year that support their personal and professional growth.</p>
<p>How are you recognising the employment requirements of women?</p>	<p>We are committed to "equal pay for equal work". We have supported our staff to be recognised for the work they do through the pay equity settlements.</p>
<p>How are you recognising the employment requirements of persons with disabilities?</p>	<p>We ensure all our buildings and facilities cater for the accessibility needs of persons with disabilities. We support and encourage persons with disabilities to be involved with our school.</p>

Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy. The Ministry of Education monitors these policies:

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
Do you operate an EEO programme/policy?	YES	

Has this policy or programme been made available to staff?	YES	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	YES	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	YES	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	YES	
Does your EEO programme/policy set priorities and objectives?	YES	

STATEMENT OF KIWISPORT FUNDING

Statement of Kiwisport Funding

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2023 Wakefield School received \$3,706.44 in Kiwisport funding. These funds contributed to the employment of a sports coordinator for 10 hours per week (a total cost of \$15,406.17 in 2023).