



May 2023

Our Vision

Our Children will be Confident Lifelong Learners

Circulation:

Brad Pyers
Dane Boswell
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Kathy Ameen
Ryan Edwards
Sonia Emerson
cc File

WAKEFIELD SCHOOL BOARD OF TRUSTEES STANDING ORDERS

General:

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

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

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

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

Time of Meetings:

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

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

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

Special meetings:

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

Exclusion of the Public:

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

Public Participation:

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

Public participation is at the discretion of the Chairperson.

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

Motions/Amendments:

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 Motions and amendments once proposed and accepted may not be withdrawn without the consent of the meeting.

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

The mover of a motion has right of reply.

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

General Business:

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

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

Termination of debate:

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

Suspension of Meeting Procedures:

Standing Orders may be suspended by resolution of the meeting.

Agenda:

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

Minutes

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

AGENDA

Board of Trustees meeting Wednesday 31st May 2023, 5.30pm
Venue: Room 7 & 8 then Staffroom

1. Strategic Focus and Special Presentation

- **Totara Karearea**

2. Welcome and apologies

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

3. Administration

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

DATE	FROM	CONTENT	TO

4. Reports

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

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

5. Items from the Board Annual Calendar for May

- Present Annual report, including analyses of variance, and approve for sending to MOE.
- Present/approve annual accounts and auditor's report
- EEO Annual report
- Discuss/approve reviewed policies
- Approve religious instruction tutors
- Review school travel plan (biennially - odd numbered years)
- **Karearea report on curriculum and student achievement**
- **Annual consultation with Maori community**

6. General Business

- Halberg Inclusion training opportunity with Mitchell Rhodes - we will need to confirm this with him. It would be in July after holidays. Last inclusion training was in 2017.
- Accessible playground - variety of funding bodies available to apply to. Discussion around what we would like to do, who we will apply to and who will fill in applications
- EEO survey

7. In-Committee Meeting

- Nil

8. Closure

MINUTES

MINUTES OF THE WAKEFIELD SCHOOL BOARD OF TRUSTEES MEETING In the staffroom at 5.30pm Tuesday 28th March 2023

PRESENT: Brad Pyers, Dale McDonald, Dane Boswell, Freya Hogarth, Ryan Edwards, Scott Mackenzie & Sonia Emerson

APOLOGIES: Olivia Krammer

STRATEGIC FOCUS AND SPECIAL PRESENTATION:

- Tui report on curriculum and student achievement

DECLARATION OF INTEREST: (See Standing Orders):

- Nil

ADDITIONAL GENERAL BUSINESS ITEMS:

- In-committee items

CONFIRMATION OF PREVIOUS MINUTES:

Motion: Move that the minutes from the Board meeting held on 22nd February 2023 to be correct

Ryan Edwards/Scott Mackenzie

MATTERS ARISING FROM MINUTES DATED: 22nd February 2023

- Sherilee has met with Freya and agreed the highest priority for her.

CORRESPONDENCE: INWARD

DATE	FROM	CONTENT	TO

CORRESPONDENCE: OUTWARD

- Letter from Electoral Commission asking to use the school as Voting Place on election day. The Board is happy to do that.

REPORTS

Principal's Report:

As per Board Report:

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

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

Ministry have confirmed that the money for setting up Year 7 and Year 8 will come from the 5YA, not something extra. 5YA \$240,000 funding. Funding has to be to the various priorities first: Priority 1 – structural, earthquake, Priority 2 – other health and safety matters. As all of our priority 2 projects would be well in excess of the \$240,000, the more urgent projects we can get as priority 2, the MoE would have to top up for those most urgent projects. For example, we have a roof over Room 9 block that needs replacing or repairing, some work on boards on library, some weatherboards etc. The additional \$200,000 for AMS can be used for learning spaces – inside and outside.

- **Priority 3. Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs.**
- **Priority 4: Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy.**
- **Priority 5: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning.**
- **Priority 6. Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.**

Move that we approve the Strategic Plan so that Freya can submit it to the Ministry.

Dale Macdonald/Ryan Edwards

Financial Report:

As per Board Report:

- Bank Staffing ended up \$3,000 overspent for the year which we agree is a good result overall.

Property Report:

As per Board Report:

- Need to replace a couple of units on the playground. Bruce is getting some quotes but might be as much as \$2,800 plus GST to replace one area. Will most likely be a proposal to the Board soon to bring the playground back to a safe level and appropriate for Year 7 and 8's.
- Ryan has agreed to be number 1 on the list for fire callouts
- Need to look into funding for playground equipment that is accessible for all students. Freya to look into it.

- Ryan raised that he has been approached by a parent regarding bike storage, out of the rain, security. We will look at it.

Staff Report:

As per Board Report:

- Dale has some ideas about running an after-school activity, and also would like to encourage a "group" from Wakefield School to do the triathlons in future. She is happy to help.
- We need to shoulder tap some staff members to find someone to take up the role of Staff Rep and Health and Safety.

Motion: *Move the adoption of these reports.*

Dane Boswell/Brad Pyers

ITEMS FROM THE BOARD ANNUAL CALENDAR FOR MARCH

- **Table 1st March roll return**
- **Report on performance appraisal meetings, including advice and guidance programmes for beginning teachers**
Guidance programme in place for beginning teachers
- **Report fire drill and safety officer's roles and responsibilities**
Bruce is off sick so will happen soon but before the end of the term
- **Report review of H&S policies**
We will need to appoint a new staff Health & Safety representative.
- **Principal's performance agreement goals reported**
In progress with Sherilee
- **Draft annual accounts presented**
Not relevant at the moment

MATTERS OF GENERAL BUSINESS:

- **Matters from Principal's report**

ADDITIONAL ITEMS OF GENERAL BUSINESS:

- Thank you very much to Scott for all of his hard work for our school.
- Wednesday 5th April at 4pm – invite mostly Year 6 families along to have a conversation around Year 7 to answer questions etc.

IN-COMMITTEE:

- 2 items

MEETING EXTENSION:

- Nil

CLOSURE:

There being no further business the meeting closed at 7.33pm.

I confirm these minutes to be a true record of the meeting held on Tuesday 28th March and the resolutions agreed at that meeting.

Signed:.....
(Chairperson)

Date:.....



Principal's Report to the Board Meeting to be held on Wednesday 22 May 2023

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

Priority 1:

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

In term 1 there were 99 concerning behaviour incidents involving a total of 41 children reported in etap. Since the beginning of term 2 there have been 42 concerning behaviour incidents involving a total of 22 children

These can be broken down as follows:

Children Of concern	Number of incidents per child Term 1	Number of incidents per child Term 2 (to end of week 4)	Total for the year so far	Notes
Child A	20	5	25	RTLB
Child B	12	5	17	RTLB
Child C	9	7	16	MOE LS
Child D	5	0	5	Te Tumu T1-2
Child E	4	0	4	moved class T2
Child F	4	2	6	Counselling
Child G	3	0	3	Class RTLB
Child H	3	3	6	Class RTLB,Counselling
Child I	3	0	3	
Child J	2	0	2	
Child K	2	0	2	RTLB

Child L	2	0	2	
Child M	2	0	2	
Child N	2	0	2	Wait list counselling
Child O	2	0	2	
Child P	1	3	4	Class RTLB
Child Q	1	2	3	Counselling
Child R	0	2	2	Class RTLB
Child S	0	2	2	Class RTLB, Counselling
Other one off incidents	22	13	35	
Total	99	44	143	

As can be clearly seen in this breakdown, during term 1, 46% of incidents involve 4 students repeatedly. A second tier of behaviour (2-4 incidents per child) accounts for an additional 39% of all incidents and involves 16 children.

During the first 4 weeks of term 2, 38% of incidents involve 3 students repeatedly. A second tier of behaviour (2-3 incidents per child) accounts for an additional 32% of all incidents and involves 6 children.

The frequency of the type of behaviours that have been reported for the year so far are:

defiance	<u>10</u>
vandalism	<u>9</u>
disruption	<u>8</u>
sexual	<u>3</u>
serious physical violence/endangerment	<u>12</u>
boundary	<u>1</u>
verbal abuse (directed)	<u>15</u>
off task	<u>8</u>
fighting	<u>26</u>
bullying	<u>13</u>
threatening language	<u>8</u>
stealing	<u>2</u>
dishonesty	<u>2</u>
aggression	<u>42</u>
kicking	<u>64</u>
pushing	<u>71</u>
biting	<u>64</u>
hitting	<u>64</u>
Leaving class without permission	<u>2</u>
Not returning from a break	<u>1</u>

And for term 1 are:

defiance	<u>8</u>
vandalism	<u>8</u>
disruption	<u>6</u>
sexual	<u>2</u>
serious physical violence/endangerment	<u>7</u>
boundary	<u>1</u>
verbal abuse (directed)	<u>8</u>
off task	<u>8</u>
fighting	<u>13</u>
bullying	<u>2</u>
threatening language	<u>7</u>
stealing	<u>2</u>
dishonesty	<u>2</u>
aggression	<u>25</u>
kicking	<u>45</u>
pushing	<u>45</u>
biting	<u>45</u>
hitting	<u>45</u>

And for term 2 this far (up to week 4) are:

defiance	<u>2</u>
vandalism	<u>1</u>
disruption	<u>2</u>
sexual	<u>1</u>
serious physical violence/endangerment	<u>5</u>
verbal abuse (directed)	<u>7</u>
fighting	<u>13</u>
bullying	<u>11</u>
threatening language	<u>1</u>
aggression	<u>17</u>
kicking	<u>19</u>
pushing	<u>26</u>
biting	<u>19</u>
hitting	<u>19</u>
Leaving class without permission	<u>2</u>
Not returning from a break	<u>1</u>

	<p>This term we have made some changes to how behaviour data is reported and we have also established some common practices for entering behaviour incidents in etap. We expect with these changes there may be a spike in recording as previously some incidents were not recorded. Additionally, before the change all hitting, punching, biting, etc were recorded as one behaviour type. This has changed and each type is recorded separately however the impact of this is that the incidents before this change are now being recorded as multiple behaviour types instead of a single behaviour.</p>
Priority 2:	<p>Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p> <p>Our implementation of our 2023-2025 strategic plan is progressing well.</p> <p>Goal 1: We deliver an excellent Year 7 & 8 programme The progress that has been made is outlined in our detailed development plan and progress reporting is attached.</p> <p>Goal 2: We use our wellbeing focus to ensure all our learners are flourishing. Julie and Bek completed the wellbeing practices audit with staff and Jase Williams has been allocated PLD hours to work with Julie and Bek and the rest of our staff as we further develop our wellbeing curriculum.</p> <p>Goal 3: Our communication and partnerships between home and school are strong. Mary has been working on arranging parent education presenters for our community. Further work needs to be done to look into potential before school care providers and a community communication survey is planned.</p> <p>Goal 4: We are ready to implement the refreshed curriculum that reflects our village and rural school experience. Keryn Hooker has been appointed as a PLD provider to assist our staff in understanding the changes to the curriculum and exploring what changes we need to make to our teaching and learning.</p> <p>Our TOD on 24 April explored what is changing and what is staying the same with the curriculum refresh and the big ideas in the Common Practice Model. We will be running further PLD sessions around the Universal Design for Learning and Zones of Regulation which will support our teachers to design learning that is inclusive for our diverse tamariki.</p>

Objective 2: Barrier-free access – Great education opportunities and outcomes are within reach for every learner	
Priority 3:	Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs
	<p>Attendance & Engagement Strategy We have begun providing counselling to support students most at risk of not engaging in learning or students who are currently struggling to engage in learning. We currently have 9 children receiving counselling, some of these sessions are provided at school. We have referrals from teachers for another</p> <p>Attendance monitoring We are currently monitoring closely the attendance patterns of most frequent non-attenders. We have identified 9 children whose attendance is consistently below 85% and we are looking for trends and patterns in the reasons given for their non-attendance.</p>
Priority 4:	Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy
	<p>At the end of term 2 we will be gathering student progress data for literacy and mathematics. Literacy and mathematics instruction is prioritised school wide.</p> <p>Emily and Lee have been running the “Accelerated Learning in Mathematics (ALiM)” programme in their classes. This identifies students just below the expected level who are given a daily small group session covering the content that the whole class is going to receive later in the same day. The progress and engagement of these students is tracked to monitor the impact of the intervention.</p> <p>One-to-one and small group literacy support is also being provided by teacher aides in most teams.</p> <p>The finalised Analysis of Variance is attached. This has been submitted to the Ministry of Education.</p>

Objective 3: Quality teaching and leadership – Quality teaching and leadership make the difference for learners and their whānau	
Priority 5:	Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

	<p>I met with Vanya from Ngati Kuia on Wednesday 17 May. We discussed the option of onsite Te Reo PLD for all our staff (and possibly some staff from other schools). There is a lot of interest in this with our staff, especially if we can create an option for onsite learning out of school day hours but during their normal working day. She advised to make contact with Tom Alesana. The course that is run by Tom is specifically designed for educators and includes Pūrākau, tikanga, waiata, karakia and Te Reo learning.</p>
Priority 6:	<p>Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>
	<p>Our staff only day on 24 April was a success with time being spent on the refreshed curriculum and a brief look at the common practice model. Unfortunately we are still waiting for the final version of the english and mathematics curriculum. The roll out of the curriculum refresh has been slowed after pressure from the sector on the government to do so. We will be focusing on our readiness to implement the english and mathematics curriculum over the next two years. This does not have to be implemented until 2026 however with the recapitation we are keen for our Y7-8 programme to align with the refreshed curriculum from the outset. We also used some of our time on our staff only day to look at our wellbeing practices and develop a more coherent approach to the implementation of this school wide. This work also aligns with the curriculum refresh as the purpose of the curriculum refresh is to make sure our curriculum:</p> <ul style="list-style-type: none"> • Honours our obligations under Te Tiriti o Waitangi • Is inclusive to all ākonga • Is clear what learning matters • Is easy to use <p>Other PLD this term has included two teacher aides attending a SPELD workshop and a staff PLD meeting working on our Wellbeing Audit and developing coherent school wide wellbeing practices.</p> <p>Other planned PLD for this term includes</p> <ul style="list-style-type: none"> • Working with Jase Williams a national and international speaker and PLD facilitator on Trauma Informed Education • An introduction to the Zones of Regulation - this is a tool for teaching emotional literacy and emotional regulation. • Participation in the Kāhui Ako connect week (various workshops) • Technology tour to Christchurch. <p>An introduction to the Universal Design for Learning (UDL) was also planned for this term. UDL is an approach to support teachers to design learning that meets the diverse and variable needs of the children in their class. Unfortunately this session has been postponed until term 3 due to one of the presenters being ill.</p>

Objective 4: Future of learning and work – Learning that is relevant to the lives of New Zealanders today and throughout their lives	
Priority 7:	Collaborate with industries and employers to ensure learners/ ākonga have the skills, knowledge and pathways to succeed in work
	Our Year 7 & 8 curriculum development team are looking at how we can support our students to learn about the different career options available locally and beyond and the skills that they will need in the workforce. We are also looking to build a lot of enterprise into our technology programme so that the skills they learn are more integrated into real world learning.

Term 2 Board Assurances

Digital Technology and Online Safety – The Digital Technology and Online Safety policies and procedures need up-dating because digital use agreements for all staff and students are no longer in use, however our policy has reference to these being updated annually.

Computer Security and Cybersecurity – Assure the board that computer security and cybersecurity systems are under review.

Student Attendance – Student absences are correctly recorded, monitored, and followed up.

Health Education (every 2 years) – The school has completed its 2-yearly consultation with the school community about how the health curriculum is implemented. The board must adopt a statement about the delivery of the health curriculum for the next two years and share this with the school community.

Child Protection – The Child Protection policy is in use, being implemented correctly, and is publicly available.

Abuse Recognition and Reporting – Staff are engaged with the Abuse Recognition and Reporting policy, including indicators of abuse and procedures for reporting abuse.

Evacuation and Emergency Kits and Supplies – Staff and students have completed trial evacuations each term, that emergency planning and procedures are up to date and in hard copy, and that emergency kits have been checked and contain all necessary items (with current dates)

Expenditure – A board member has checked the processes and authorisations used to make payments to staff members, particularly the payments made to the principal, anyone related to the principal, and others in the school with payroll responsibilities. See SUE report sign-off.

Monitoring and Auditing School Bus – Assure the board twice a year that the school compliance checklist has been attested to, requirements have been met, and those involved with the school bus are following appropriate policies and procedures.

Risk Management – Identified hazards are being monitored/controlled (including risks to student safety and wellbeing) and that measures are being re-evaluated to check their adequacy. This includes sun protection.

Freya Hogarth
Principal

Minutes

Of the Finance Sub-Committee Meeting held on Thursday 18th May 2023 at 8.30am

Present: Sonia Emerson, Freya Hogarth, Ryan Edwards & Olivia Krammer

Apologies:

Confirmation Of Previous Minutes:

Motion: Move that the minutes from the finance committee meeting held on Wednesday 15th March 2023

Sonia Emerson/Ryan Edwards

Matters Arising from Minutes: Wednesday 15th March 2023

- Nil

Additional items of Business

- Nil

Finance

- **Banking staffing**

We ended the year with a deficit of approx. \$6,000 which will be taken out of our op's grant.

We are currently sitting with a slight underuse but we are about to open a new classroom for our new entrant roll growth which will then produce an overuse going forward.

- **Audit requirements**

We have a couple of items that needed signing and completing for the 2022 financial year accounts. These were covered and completed ready to submit to the auditor.

- **Bruce's leave liabilities**

We just need to keep in mind Bruce's leave liabilities that he currently has. We keep encouraging Bruce to take some of his large amount of leave. We will continue to pay out a week each year and encourage him to take a weeks leave each set of holidays as we have been doing.

GST

- A GST return was completed 24th March 2023, with a payment made of \$20,805.10
- A GST return is due 29th May 2023 with a payment due of approx. **\$8,896.57**

Supplier Payments

- The Finance sub-committee ratify the payment made on **20th March** as per the approved Bank Preview Payment report for the amount of **\$49,777.14**
- The Finance sub-committee ratify the payment made on **20th April** as per the approved Bank Preview Payment report for the amount of **\$12,830.11**

Credit Card Payment

- The Finance sub-committee ratify the payment made on **22nd March** as per the approved credit card statement for the amount of **\$184.89**
- The Finance sub-committee ratify the payment made on **22nd April** as per the approved credit card statement for the amount of **\$402.47**

CLOSURE

There being no further business the meeting closed at 9.30am

NOTE:

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

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

Bank Preview Payment- the bank preview payment will be viewed and signed off by the Chairperson, Ryan Edwards, following each finance meeting.

Profit & Loss [Budget Analysis]

January 2023 To April 2023

Email: admin@wakefield.school.nz

		Selected Period	Budgeted	\$ Difference	% Difference
4-0000	Income				
4-1000	Ministry of Education Grants				
4-1100	MoE Operational Grants	\$163,474.08	\$141,567.32	\$21,906.76	15.5%
4-1200	MoE Special Education Grants	\$1,900.00	\$1,000.00	\$900.00	90.0%
4-1300	ORRS Teacher Aide Grants	\$3,260.99	\$4,876.68	-\$1,615.69	(33.1)%
4-1400	Additional Relief Teach Grant	\$6,723.85	\$0.00	\$6,723.85	NA
4-1700	COL	\$4,471.25	\$2,000.00	\$2,471.25	123.6%
4-1800	TAPEC Recalculation	\$0.00	\$23,333.32	-\$23,333.32	(100.0)%
4-1900	Other MoE Grants	\$34,979.51	\$3,333.32	\$31,646.19	949.4%
	Total Ministry of Education Grants	\$214,809.68	\$176,110.64	\$38,699.04	22.0%
4-2000	Other Grants				
4-2100	RTLB Grants	\$945.65	\$833.32	\$112.33	13.5%
4-2200	Other Grants	\$10,301.03	\$3,333.32	\$6,967.71	209.0%
4-2500	ACC Funding	\$14,786.26	\$5,333.32	\$9,452.94	177.2%
	Total Other Grants	\$26,032.94	\$9,499.96	\$16,532.98	174.0%
4-3000	Locally Raised Funds				
4-3200	School Donation	\$39,196.47	\$13,255.32	\$25,941.15	195.7%
4-3300	Stationery Income	\$124.52	\$233.32	-\$108.80	(46.6)%
4-3400	Photocopying Income	\$0.00	\$66.68	-\$66.68	(100.0)%
4-3500	Hall Hire Income	\$1,991.30	\$833.32	\$1,157.98	139.0%
4-3502	Sponsorship	\$0.00	\$333.32	-\$333.32	(100.0)%
4-3600	Uniform Income	\$328.71	\$0.00	\$328.71	NA
4-3700	PTA Donations	\$0.00	\$10,000.00	-\$10,000.00	(100.0)%
4-3710	Fundraising Other	\$1,227.55	\$2,000.00	-\$772.45	(38.6)%
4-3720	Other Sundry Income	\$0.00	\$166.68	-\$166.68	(100.0)%
4-3730	Pay It Forward	\$580.00	\$0.00	\$580.00	NA
	Total Locally Raised Funds	\$43,448.55	\$26,888.64	\$16,559.91	61.6%
4-6200	Activities & Fees				
4-6210	Totara Activities	\$9,139.23	\$1,666.64	\$7,472.59	448.4%
4-6230	Matai Activities	\$4.35	\$1,666.64	-\$1,662.29	(99.7)%
4-6270	Sports Subs	\$3,661.71	\$0.00	\$3,661.71	NA
	Total Activities & Fees	\$12,805.29	\$3,333.28	\$9,472.01	284.2%
4-9000	Investment Income				
4-9100	Interest Received- Cheque Acc	\$1,276.11	\$33.32	\$1,242.79	3,729.9%
4-9200	Interest Received- Savings Acc	\$0.00	\$33.32	-\$33.32	(100.0)%
4-9300	Interest Received- Term Dep	\$1,411.56	\$333.32	\$1,078.24	323.5%
	Total Investment Income	\$2,687.67	\$399.96	\$2,287.71	572.0%
	Total Income	\$299,784.13	\$216,232.48	\$83,551.65	38.6%
	Gross Profit	\$299,784.13	\$216,232.48	\$83,551.65	38.6%
6-0000	Expenses				
6-1000	Learning Resources				
6-1100	Library Expenses				
6-1120	Library Consumables	\$354.24	\$266.68	\$87.56	32.8%
	Total Library Expenses	\$354.24	\$266.68	\$87.56	32.8%
6-1200	Teaching Resources				
6-1210	Totara Syndicate	\$649.16	\$1,000.00	-\$350.84	(35.1)%
6-1230	Matai Syndicate	\$330.04	\$1,000.00	-\$669.96	(67.0)%
6-1240	Numeracy	\$0.00	\$100.00	-\$100.00	(100.0)%
6-1250	Literacy	\$100.00	\$200.00	-\$100.00	(50.0)%
6-1270	Assessment	\$266.09	\$100.00	\$166.09	166.1%

Profit & Loss [Budget Analysis]

January 2023 To April 2023

Email: admin@wakefield.school.nz

		Selected Period	Budgeted	\$ Difference	% Difference
6-1280	Physical Education	\$20.68	\$666.68	-\$646.00	(96.9)%
6-1290	Reading Recovery	\$68.43	\$66.68	\$1.75	2.6%
6-1300	Learning Support	\$730.22	\$500.00	\$230.22	46.0%
6-1310	Other Curriculum Areas	\$50.26	\$166.68	-\$116.42	(69.8)%
6-1320	Science	\$155.65	\$133.32	\$22.33	16.7%
6-1330	Enviro	\$70.42	\$133.32	-\$62.90	(47.2)%
6-1350	Forbes Robinson	\$0.00	\$2,000.00	-\$2,000.00	(100.0)%
6-1360	Arts	\$0.00	\$500.00	-\$500.00	(100.0)%
Total Teaching Resources		\$2,440.95	\$6,566.68	-\$4,125.73	(62.8)%
Total Learning Resources		\$2,795.19	\$6,833.36	-\$4,038.17	(59.1)%
6-1400	Classroom Consumables				
6-1450	Awards & Discipline	\$25.70	\$133.32	-\$107.62	(80.7)%
6-1451	Matai Piwakawaka	\$91.02	\$250.00	-\$158.98	(63.6)%
6-1452	Matai Kereru	\$106.27	\$166.68	-\$60.41	(36.2)%
6-1453	Matai Tui	\$69.98	\$166.68	-\$96.70	(58.0)%
6-1454	Totara Toroa	\$207.52	\$166.68	\$40.84	24.5%
6-1456	Totara Karearea	\$76.59	\$166.68	-\$90.09	(54.0)%
6-1457	Yr7 & Yr8	\$0.00	\$666.64	-\$666.64	(100.0)%
Total Classroom Consumables		\$577.08	\$1,716.68	-\$1,139.60	(66.4)%
6-2000	Activities & Fees				
6-2100	Totara Activities	\$3,038.88	\$3,000.00	\$38.88	1.3%
6-2300	Matai Activities	\$130.43	\$3,000.00	-\$2,869.57	(95.7)%
6-2500	Performances	\$490.00	\$0.00	\$490.00	NA
6-2700	Sports Subs	\$1,560.86	\$0.00	\$1,560.86	NA
6-2810	Fundraising Other	\$331.30	\$500.00	-\$168.70	(33.7)%
6-2850	Pay it Forward	\$104.35	\$0.00	\$104.35	NA
Total Activities & Fees		\$5,655.82	\$6,500.00	-\$844.18	(13.0)%
6-2900	Other Expenses				
6-2965	Other Sundry Expenses	\$29.65	\$0.00	\$29.65	NA
Total Other Expenses		\$29.65	\$0.00	\$29.65	NA
6-3000	Personnel Expenses				
6-3110	Administration Staff	\$27,479.31	\$25,333.32	\$2,145.99	8.5%
6-3120	Caretaking Staff	\$17,574.38	\$19,143.32	-\$1,568.94	(8.2)%
6-3130	Library Staff	\$10,707.73	\$11,000.00	-\$292.27	(2.7)%
6-3140	Support Staff	\$42,686.86	\$56,666.68	-\$13,979.82	(24.7)%
6-3145	Itinerant Music Teachers	\$999.66	\$1,332.00	-\$332.34	(25.0)%
6-3150	Relief Teachers	\$0.00	\$7,333.32	-\$7,333.32	(100.0)%
6-3155	Teacher Salaries Op Grant	\$1,467.58	\$0.00	\$1,467.58	NA
6-3300	ACC Levies	\$0.00	\$400.00	-\$400.00	(100.0)%
6-3400	Staff Appointments	\$8.50	\$100.00	-\$91.50	(91.5)%
6-3500	Professional Development	\$570.43	\$2,666.68	-\$2,096.25	(78.6)%
6-3550	Principals Appraisal	\$0.00	\$1,000.00	-\$1,000.00	(100.0)%
6-3650	COL Costs	\$242.61	\$1,740.68	-\$1,498.07	(86.1)%
Total Personnel Expenses		\$101,737.06	\$126,716.00	-\$24,978.94	(19.7)%
6-4000	Administration Expenses				
6-4100	Board of Trustees Expenses				
6-4110	BOT Administration	\$0.00	\$100.00	-\$100.00	(100.0)%
6-4120	BOT Hospitality	\$937.29	\$666.68	\$270.61	40.6%
6-4130	BOT Professional Development	\$0.00	\$166.68	-\$166.68	(100.0)%
6-4150	BOT Attendance Fees	\$0.00	\$1,450.00	-\$1,450.00	(100.0)%
6-4170	Strategic Development	\$0.00	\$333.32	-\$333.32	(100.0)%

Profit & Loss [Budget Analysis]

January 2023 To April 2023

Email: admin@wakefield.school.nz

		Selected Period	Budgeted	\$ Difference	% Difference
Total Board of Trustees Expenses		\$937.29	\$2,716.68	-\$1,779.39	(65.5)%
6-4200	Information Technology				
6-4210	Teacher Laptop Lease	\$1,145.35	\$1,333.32	-\$187.97	(14.1)%
6-4220	ICT Consumables & Repairs	\$286.32	\$666.68	-\$380.36	(57.1)%
6-4230	ICT Technical Support	\$0.00	\$666.68	-\$666.68	(100.0)%
Total Information Technology		\$1,431.67	\$2,666.68	-\$1,235.01	(46.3)%
6-4300	Admin Office Expenses				
6-4305	Office Stationery Supplies	\$162.71	\$900.00	-\$737.29	(81.9)%
6-4310	Telephone	\$1,118.65	\$2,500.00	-\$1,381.35	(55.3)%
6-4320	Internet & Email Costs	\$0.00	\$400.00	-\$400.00	(100.0)%
6-4330	Postage & Freight	\$0.00	\$500.00	-\$500.00	(100.0)%
6-4335	Freight (Courier Tickets)	\$0.00	\$250.00	-\$250.00	(100.0)%
6-4340	Printing & Stationery	\$397.65	\$800.00	-\$402.35	(50.3)%
6-4350	Photocopier Lease	\$3,794.52	\$13,000.00	-\$9,205.48	(70.8)%
6-4360	Photocopy Paper	\$27.40	\$1,900.00	-\$1,872.60	(98.6)%
6-4370	Etap Subscription	\$2,320.00	\$3,500.00	-\$1,180.00	(33.7)%
6-4380	School Docs	\$0.00	\$1,500.00	-\$1,500.00	(100.0)%
6-4390	NZSTA Copyright Subscription	\$0.00	\$1,200.00	-\$1,200.00	(100.0)%
Total Admin Office Expenses		\$7,820.93	\$26,450.00	-\$18,629.07	(70.4)%
6-4400	General Expenses				
6-4410	Accounting Fees	\$3,249.20	\$3,500.00	-\$250.80	(7.2)%
6-4420	Audit Fees	\$2,750.00	\$5,250.00	-\$2,500.00	(47.6)%
6-4425	Kindo Fees	\$135.27	\$300.00	-\$164.73	(54.9)%
6-4430	Bank Charges	\$4.35	\$50.00	-\$45.65	(91.3)%
6-4440	Eftpos Hire & Merchant Fees	\$83.48	\$1,000.00	-\$916.52	(91.7)%
6-4450	First Aid	\$492.12	\$800.00	-\$307.88	(38.5)%
6-4455	Laundry	\$134.57	\$500.00	-\$365.43	(73.1)%
6-4460	Hospitality - Principal	\$0.00	\$300.00	-\$300.00	(100.0)%
6-4470	Insurance	\$0.00	\$8,678.00	-\$8,678.00	(100.0)%
6-4490	Repairs & Maintenance - Equip	\$0.00	\$500.00	-\$500.00	(100.0)%
6-4500	Staffroom Consumables	\$521.97	\$1,400.00	-\$878.03	(62.7)%
6-4600	Subscriptions	\$1,141.71	\$3,000.00	-\$1,858.29	(61.9)%
6-4610	Accessit Subscription	\$1,360.00	\$1,400.00	-\$40.00	(2.9)%
6-4700	Other Sundry Expenses	\$0.00	\$500.00	-\$500.00	(100.0)%
Total General Expenses		\$9,872.67	\$27,178.00	-\$17,305.33	(63.7)%
Total Administration Expenses		\$20,062.56	\$59,011.36	-\$38,948.80	(66.0)%
6-5000	Property Expenses				
6-5100	Caretaking & Cleaning				
6-5110	Caretaking Materials	\$1,159.03	\$2,000.00	-\$840.97	(42.0)%
6-5115	Cleaning Supplies	\$1,000.60	\$5,000.00	-\$3,999.40	(80.0)%
6-5120	Cleaning Contract	\$7,615.10	\$20,000.00	-\$12,384.90	(61.9)%
6-5130	Caretaking Equipment & Repairs	\$0.00	\$1,200.00	-\$1,200.00	(100.0)%
6-5140	Rubbish Removal	\$686.50	\$2,000.00	-\$1,313.50	(65.7)%
Total Caretaking & Cleaning		\$10,461.23	\$30,200.00	-\$19,738.77	(65.4)%
6-5200	Power, Heat & Water Rates				
6-5210	Electricity	\$6,592.53	\$16,000.00	-\$9,407.47	(58.8)%
6-5220	Diesel	\$0.00	\$10,000.00	-\$10,000.00	(100.0)%
6-5230	Water Rates	\$2,469.01	\$4,500.00	-\$2,030.99	(45.1)%
Total Power, Heat & Water Rates		\$9,061.54	\$30,500.00	-\$21,438.46	(70.3)%
6-5300	Grounds				
6-5310	Mowing Contract	\$1,178.10	\$2,000.00	-\$821.90	(41.1)%

Profit & Loss [Budget Analysis]

January 2023 To April 2023

Email: admin@wakefield.school.nz

		Selected Period	Budgeted	\$ Difference	% Difference
6-5320	Trees and Shrubs	\$0.00	\$500.00	-\$500.00	(100.0)%
6-5330	Property Rates	\$3,991.95	\$10,000.00	-\$6,008.05	(60.1)%
Total Grounds		\$5,170.05	\$12,500.00	-\$7,329.95	(58.6)%
6-5400	Buildings & Other				
6-5410	Alarm Monitoring	\$1,021.06	\$2,000.00	-\$978.94	(48.9)%
6-5420	Painting Contract	\$16,782.21	\$17,000.00	-\$217.79	(1.3)%
6-5430	Repairs & Maintenance - Prop	\$221.09	\$8,000.00	-\$7,778.91	(97.2)%
6-5435	Repairs & Maintenance General	\$63.48	\$4,000.00	-\$3,936.52	(98.4)%
6-5440	Vandalism	\$0.00	\$900.00	-\$900.00	(100.0)%
Total Buildings & Other		\$18,087.84	\$31,900.00	-\$13,812.16	(43.3)%
Total Property Expenses		\$42,780.66	\$105,100.00	-\$62,319.34	(59.3)%
6-9000	Depreciation - Building				
6-9100	Depre - Building	\$1,613.08	\$1,613.00	\$0.08	0.0%
6-9200	Depre - School Equip	\$2,779.92	\$2,780.00	-\$0.08	0.0%
6-9300	Depre - School Furniture	\$2,417.68	\$2,417.68	\$0.00	0.0%
6-9400	Depre - Other Equipment	\$4,138.12	\$4,138.00	\$0.12	0.0%
6-9500	Depre - Office Furniture	\$344.68	\$344.68	\$0.00	0.0%
6-9600	Depre - Computer Equipment	\$3,492.76	\$3,492.68	\$0.08	0.0%
6-9700	Depre - Library Resources	\$1,287.04	\$1,287.00	\$0.04	0.0%
6-9800	Depre - Leased Assets	\$5,666.68	\$5,666.64	\$0.04	0.0%
Total Depreciation - Building		\$21,739.96	\$21,739.68	\$0.28	0.0%
Total Expenses		\$195,377.98	\$327,617.08	-\$132,239.10	(40.4)%
Operating Profit		\$104,406.15	-\$111,384.60	\$215,790.75	193.7%
Total Other Expenses		\$0.00	\$0.00	\$0.00	NA
Net Profit/(Loss)		\$104,406.15	-\$111,384.60	\$215,790.75	193.7%

Minutes

Of the Property, Health & Safety Sub-Committee Meeting held on Wednesday 17th May at 5:15pm

Present: Bruce, Freya & Dane

Apologies:

Confirmation of previous minutes: 15th March 2023

Motion: Move that the minutes from the property sub-committee meeting held on Wednesday 15th March 2023 to be correct

Bruce Puklowski/Dane Boswell

Matters arising from minutes: 15th March 2023

- Change to the security alarm call out list with Ryan being our first contact and to include Bruce.

Monthly Safety Reports

- Bruce – Property Report
- Dane – Health & Safety Report

Swimming Pool

- The 10 year plan is progressing. Scott (from the pool committee) met with Bruce recently on this.

Items of General Business

- **10 YPP update** – We are waiting for Noble & MOE to confirm 10YPP. Freya is working on references from other schools for 5YA property managers.
- **MOE update re Y7-8 property** – AMS will be used for the upgrade to Rooms 5 & 6. Noble are liaising with MOE over a request for additional funds (approx. \$80K from memory)
- **Asbestos survey** – Ngā Iti Kahurangi (NIK) project were in school on 12 & 13 May to complete the asbestos survey. This has to be completed before NIK upgrades can be installed (LED lighting, insulation, acoustic ceiling tiles).
- **Health & Safety rep** – We need to appoint a H&S rep for the board.
- **Karearea Bird Café** – Bruce and Freya to look at where they might be able to create this.

- **Room 14 Leaking Roof** - Bruce will have a look at this.
- **Maintenance** - Bruce updated us on the various maintenance jobs he completed over the holidays. He repaired the piece of playground equipment rather than replacing it as we are now exploring funding options to make our playground more accessible and inclusive as well as more appropriate for the Year 7&8 students. A couple of new small hazards have been identified and added to hazard register. Bruce will follow up with the damaged shade sails as the repair has not yet been completed. Replacement wooden laminated seesaw beam \$500. Could replace this with a steel version.
- **Meeting time** – No need to shift the meeting time. Works well for everyone.

Meeting finished 5:40 pm.

Highlights in student learning this month:

Students:

- Committees & student leadership continue.
- Assemblies resumed

Totara Syndicate

- Immersed themselves in ANZAC learning for a whole morning.
- Karearea team – continuing with their environmental learning focus., had a visit from
 - Devon McLean to talk about the science, technology and push to be predator free.
 - Rudd Kleinpaste (the bug Man from What Now)They also
 - Worked on bird café proposal
 - Visited the Suter Art Gallery to see the Gary Baseman exhibition, “Memento Moa”

Toroa & Tui teams - have been working on “Zones of Regulation” with their students - how to identify their feelings and change these.

Also working on NZ histories - first encounters (from different perspectives) - with a focus on Abel Tasman

Matai Syndicate

- Be Right, Eat Right show for Matai Syndicate
- PMP is running from Wed - Fri
- Piwakawaka Discovery time continues on Wednesday afternoons with “Wakefield Village Kindergarten ECE” joining Piwakawaka.
- Kereru - visited Brook Waimarama Sanctuary to learn about native animals, plants & the issues with predator’s 2nd & 3rd May
- Tui - visited Hoddy’s Orchard
- PTA ran a successful Disco – 12th May

Sport/Arts

- Waimea/Richmond Rippa Rugby tournament (Our competitive team were runners-up and therefore go through to the regional event)
- Wakefield School winter sports leagues got underway. We have 3 Miniball teams and 6 Netball teams
- Giants -in -School programme – runs over term 2, teaching years 3-6 Basketball skills
- Library – Kathy working on “Genrifying” the non-fiction collection.

Staff:

- TOD. Held at beginning of term 2 – items covered included – Curriculum Refresh,
Julie & Bek - Te Whare Matauranga discussion
- Wellbeing Practises Audit
System Coherence - Developing agreed practices
- Tips & Tricks for children we need to know
- Consistent & Predictable Behaviour responses
- Consistent & Predictable Practises for Wellbeing
- Lee & Heather took part in a "Move Well" workshop – one day workshop on games and physical activity for school children.
- Kathy & Heather visit to Waimea Intermediate -to see both the librarian & Sports Coordinator
- Year 7/8 Parent/focus group/planning team meeting
- Some of the year 7/8 planning team went to Christchurch to look at technology options
- PDL – Jen Amosa, Chris Ross & Charlotte Thynne (parent) went to a Kapa Haka workshop run by Kahui Ako at Ranzau.

Community Outreach

- The swimming pool closed. The committee hosted an end of season event.
- PTA Family afternoon
- Reading together workshop - held over a three week period. Numbers at 6 (decreased from previous workshop) Fri 12th May
- "How to support your sporty child" talk planned for Monday 29th May

APPENDIX I – YEAR 7 & 8 DETAILED DEVELOPMENT PLAN

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

Key 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 meet 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.	N

				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.	
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.	
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.	
2	5	Freya, Ryan & Kathy	Hold a parent information hui to update Year 6 parents on the progress of our Year 7&8 development	Meeting scheduled for Tuesday 23 May 6pm	
2	10		Hold a parent information hui to update Year 6 parents on the progress of our Year 7&8 development		
3	5		Hold a parent information hui to update Year 6 parents on the progress of our Year 7&8 development		
3	10		Hold a parent information hui to update Year 6 parents on the progress of our Year 7&8		

			development			
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	Action	Outcome	Completed Y/N
1	8	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	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	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	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	
2	5	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.	

Key Action	Accountable	Responsible	Resources	Complete by
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	\$TBC	End of term 4 2023

Term	Week	Action	Outcome	Completed Y/N
1	8	Confirm whether or not MOE will fund additional furniture and equipment funding to purchase Y7-8 furniture and equipment for 2-3 classes	MOE advised no extra funding, only regular 5YA funding on. Ryan is going to check through his email conversations to see what discussions were had with MOE about this last year.	N
2	10	Clarify 5YA furniture provision and cost out required & desired furniture for Year 7 class		
3	10	Purchase one full set of Year 7&8 class furniture		

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	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.	
2	1	Liaise with funding application writer to prioritise funding applications for equipment & resources.	Set up underway for Thea Mickle services. We have also begun compiling a prioritised list of equipment and resources for capital expenditure.	
2	8	Submit funding applications through application writer		
2	10	Confirm resource budget to begin purchasing Year 7&8 resources and equipment.		
3	10	Complete purchasing of Year 7&8 resources and equipment.		

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	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	
2	4	Appoint 5YA property consultant	Freya has made contact with several schools to get references for various potential 5YA project managers.	
2	6	Meet to discuss Room 5 & 6 learning space development plans to suit Year 7&8 learners		
	TBC	Finalise plans to develop Room 5&6 as learning spaces		
	TBC	Select contractor to develop learning spaces		
	TBC	Initiate building work		
January?	2024	Complete learning space development		

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 ➤ Parent & student satisfaction surveys

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

Term	Week	Action	Outcome	Completed Y/N
1	5	Communicate intention to form parent focus group	Parent community notified in the school newsletter.	Y
1	7	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	Identify and approach possible parents to involve in our focus group	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 & attitudes our parents want our Y8 graduates to leave Wakefield School with.	
1	10	Host a parent information meeting to update parents on the progress towards year 7 2024		
2	1	Confirm parent focus group members and		

		schedule regular meetings (e.g. twice a term)		
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Key Actions	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	Action	Outcome	Completed Y/N
1	5	Liaise with MOE regarding support to investigate technology provision	MOE has offered \$3000 towards visiting Y0-8 schools providing their own technology programmes in Christchurch and	Y
1	10	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	Investigate Year 7&8 camp options	The Year 7 & 8 development team are exploring a range of camp options. Scott has booked Bethany Camp for term 1 to ensure we have a camp but we are also investigating 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	

2	5	Visit Y0-8 schools in Christchurch that provide their own specialist learning programmes.		
2	5	Finalise and book Year 7 camp for 2024		
2	8	Publish a draft curriculum plan for specialist learning at Wakefield School that enables our students to progress towards our Year 8 graduate profile		
3	5	Seek feedback on draft curriculum plan		
3	10	Finalise curriculum plan for specialist learning at Wakefield School and identify specialist supports for programme delivery		
4	5	Confirm specialist staffing and/or community volunteers to deliver specialist teaching in 2024.		

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

Term	Week	Action	Outcome	Completed Y/N
2	1	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.	

2	6	Develop and share the draft graduate profile and invite feedback from key stakeholders.		
2	10	Finalise and publish our Year 8 graduate profile.		

Key Actions	Accountable	Responsible	Resources	Complete by
Develop a theory of action or philosophy of Year 7-8 learning to define our values, beliefs and practices.	Principal	Staff	Time - meeting time or planning days	Term 2 2023

Term	Week	Action	Outcome	Completed Y/N
2	1	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.	
2	8	Draft theory of action for year 7&8 learning at Wakefield School.		
3	1	Share draft theory of action for year 7&8 learning at Wakefield School with staff and seek feedback.		

Key Actions	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	Action	Outcome	Completed Y/N
1	10	Invite existing staff to submit an expression of interest for teaching Y7 in 2024	Two expressions of interest were received.	
2	1	Confirm appointment committee.	Freya, Julie and Bek were appointed as the appointment committee as Leanne was included in one expression of interest.	
2	1	If expressions of interest are successful, appoint a Y7&8 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.	

Key Actions	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	Action	Outcome	Completed Y/N
1	8	Draft Y7&8 online resource for Te Whare Matauranga skills and knowledge	Julie and Bek have begun developing the online resource for the "Whānau" wellbeing skills.	
1	10	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.	
2	4	Develop year 7-8 curriculum progression for Te Whare Matauranga - Whānau		

3	5	Develop year 7-8 phonics programme, teaching strategies and resources that extend skills learnt in years 0-6		
2	10	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 has begun collating curriculum ideas for the Year 7 & 8 learning programmes with inquiry topics and specialist teaching human resources we could draw on in our community.	



2022 Analysis of Variance

Strategic Goal 1

To accelerate the progress of all students below the expected curriculum level in mathematics.

Annual Goal

To accelerate progress and achievement in mathematics for all students that were below the expected curriculum level for their time at school or year group at the end of 2021.

Annual Target

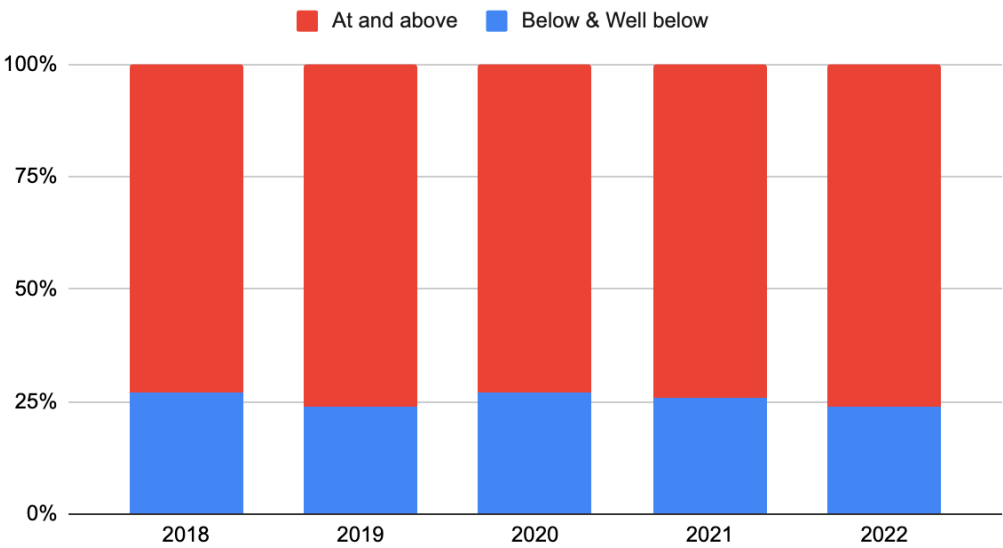
To increase the percentage of students at the expected curriculum level by the end of 2022.

Outcome

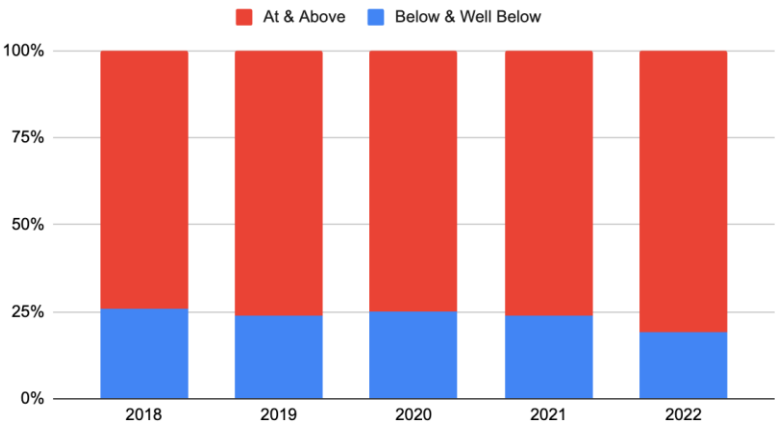
There was a 2% increase in the percentage of students achieving at the expected curriculum level for mathematics at the end of 2022 compared to 2021. There was a 5% increase in the percentage of boys achieving at the expected curriculum level and a 3% decrease in the percentage of girls achieving at the expected curriculum level. Māori achievement in mathematics increased by 10%, Pasifika achievement decreased (a very small cohort so not statistically reliable) and NZ European and other ethnicities increased by 4%.

Data

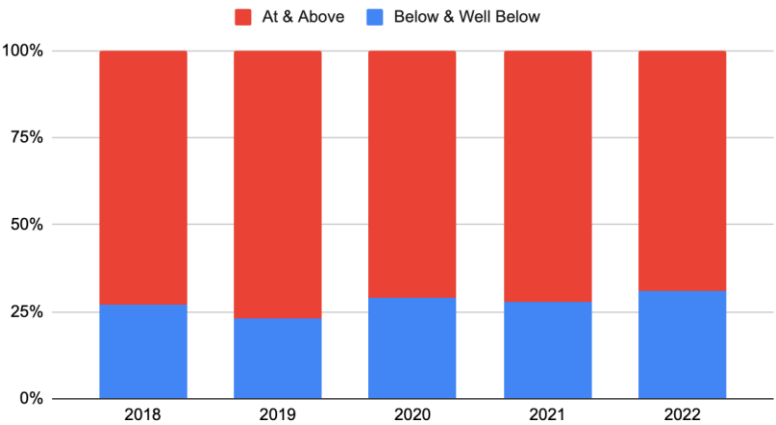
All Students Achievement in Mathematics



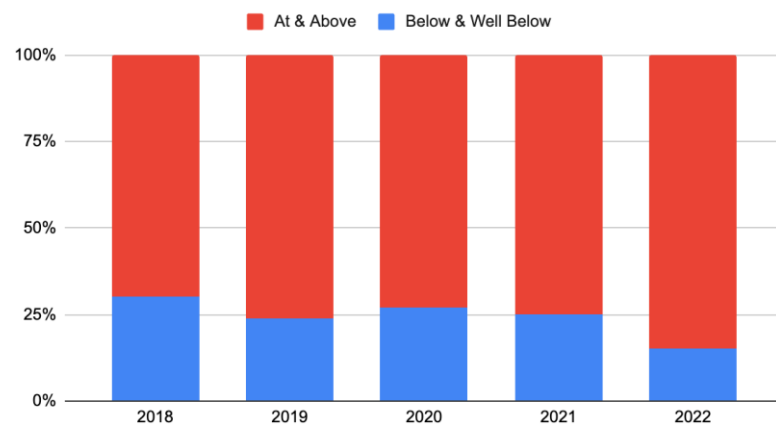
Boys Achievement in Mathematics



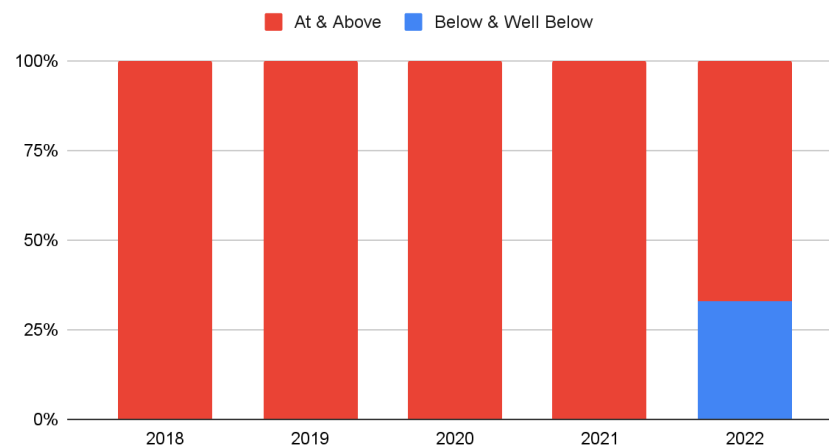
Girls Achievement in Mathematics



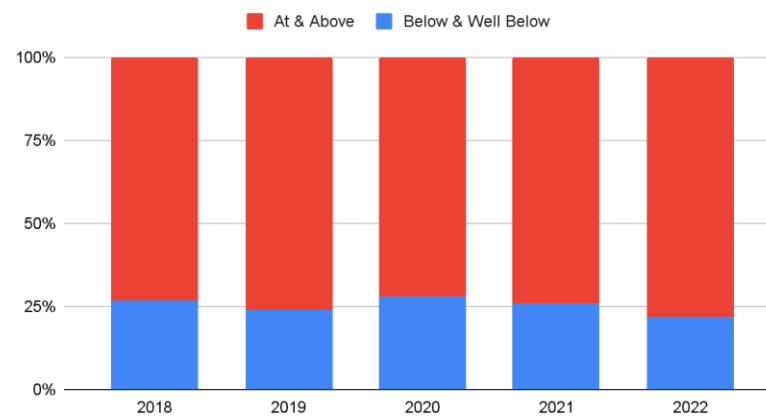
Maori Achievement in Mathematics



Pasifika Achievement in Mathematics



NZ European & Other Ethnicities Achievement in Mathematics



Actions *(What did we do?)*

1. Problems/learning around topics of student interest at the time.
2. Provided daily opportunities for maths practice. Applying maths knowledge.
3. Teachers are familiar with the special needs register and use this to identify and support priority students.
4. Teachers are introduced to ALiM and some are directly involved.
5. Teachers have identified wellbeing strategies to support students and can apply these with confidence.
6. Teachers are supported to use mixed-ability approaches and these are established and operating in classes.

Evaluation *(Why did/didn't it work? How do we know?)*

1. Problem solving and linking problems to student interest and other curriculum integration is a strength across the school
- Matai Syndicate classrooms ensure weekly, open-ended problem solving opportunities. Toroa linked learning about Kupe and Te Wheke to patterning, navigation, measurement and statistics. Karearea camp menu planning etc.
2. TA with specialty in maths and adult education specifically employed to target students at risk in maths. Focused towards the Toroa team, pre/post test showed progress made by all learners.
3. The Special Education Register was updated termly by classroom teachers.
4. The teacher trained in Alim reported accelerated learning by focus learners immediately following a learning focus. Over time, this progress was not seen as being as significant in end of year testing (eAsstle)
5. Te Whare Matauranga was used to strengthen the approach to learning in mathematics.
6. Mixed ability grouping was successful in some areas of the school but further development is required in others.

Action Points for 2023

- Use curriculum refresh PLD to strengthen our mathematics education.
- Consider opportunities for whole school PLD on mixed ability approaches.
- Revisit ALiM with Emily and Lee, as Kent who was leading ALiM, has moved on
- Explore developing a Wakefield School scope and sequence for learning mathematics skills based on research proven approaches.

Strategic Goal 2

To accelerate the progress of all students below the expected curriculum level in reading.

Annual Goal

To accelerate progress and achievement in reading for all students that were below the expected curriculum level for their time at school or year group at the end of 2021.

Annual Target

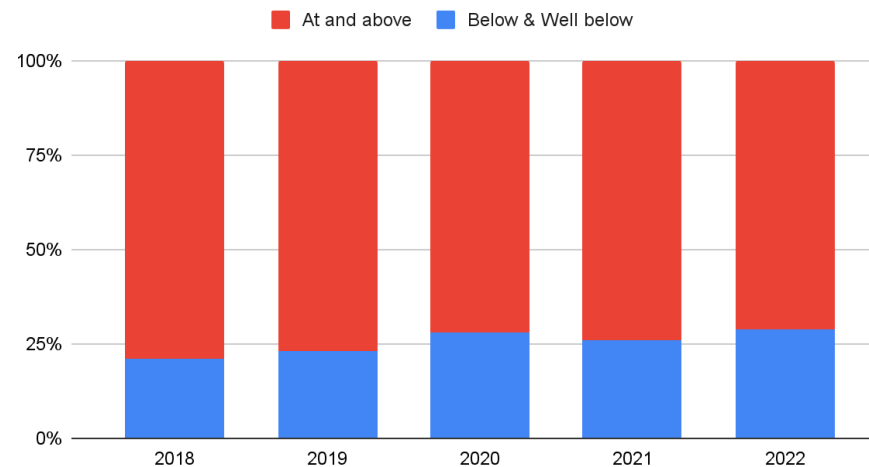
To increase the percentage of students at the expected curriculum level by the end of 2022.

Outcome

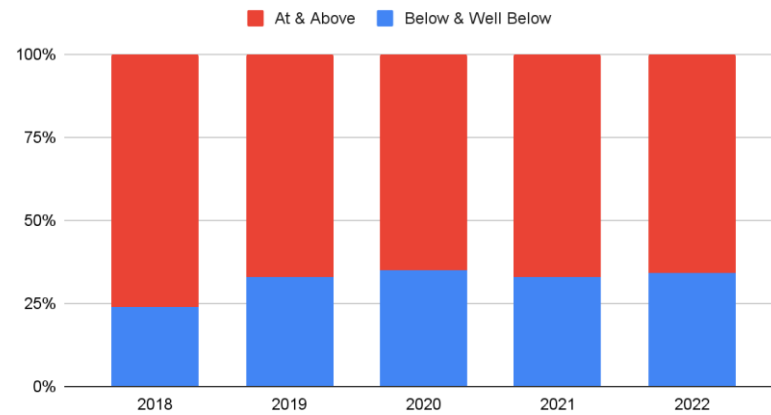
There was a 3% decrease in the percentage of students achieving at the expected curriculum level for reading at the end of 2022 compared to 2021. There was a 1% decrease in the percentage of boys achieving at the expected curriculum level and a 5% decrease in the percentage of girls achieving at the expected curriculum level. Māori achievement in reading stayed the same, Pasifika achievement increased (a very small cohort so not statistically reliable) and NZ European and other ethnicities decreased by 3%.

Data

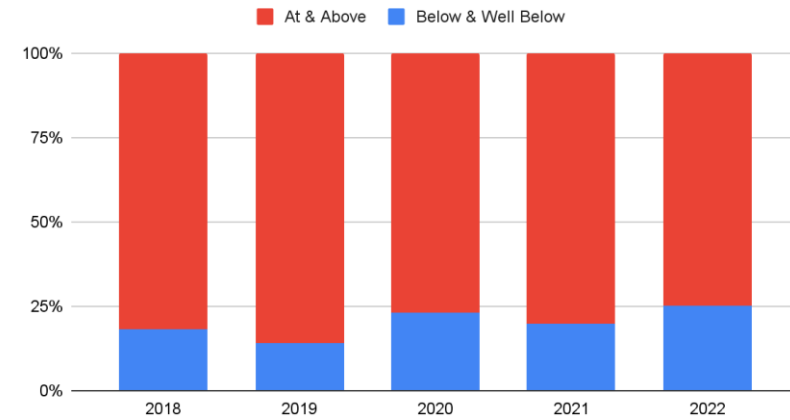
All Students Achievement in Reading



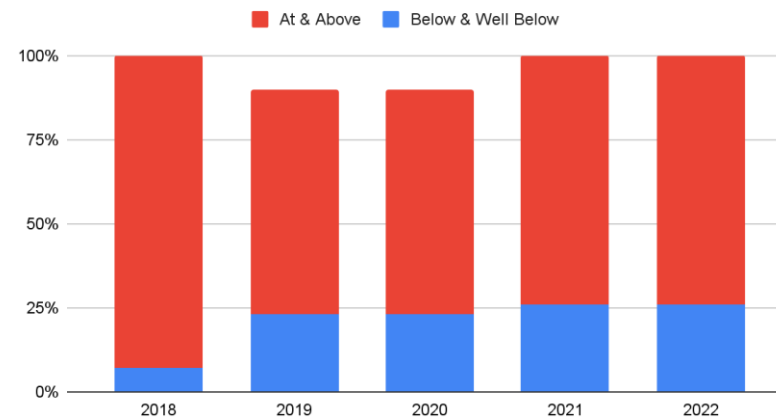
Boys Achievement in Reading



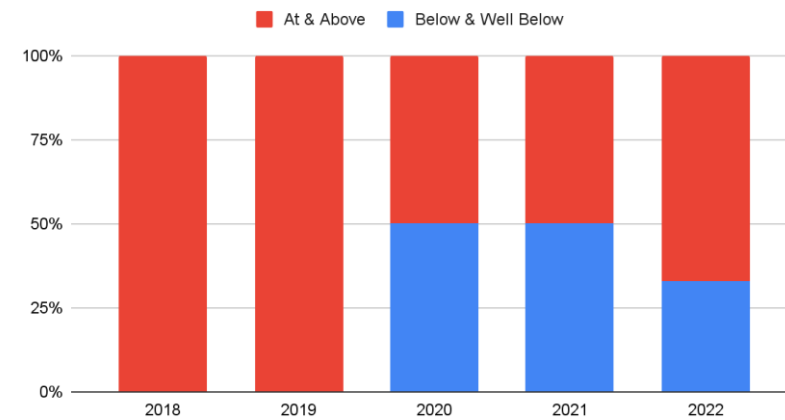
Girls Achievement in Reading



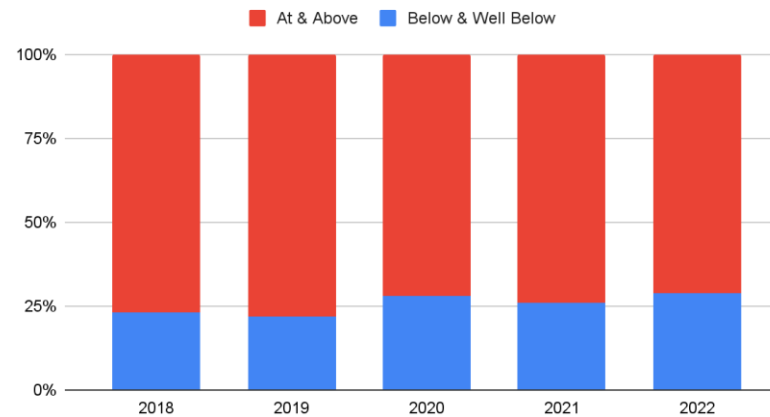
Maori Achievement in Reading



Pasifika Achievement in Reading



NZ European & Other Ethnicities Achievement in Reading



Actions (*What did we do?*)

1. Children are supported according to their individual needs, with an emphasis on improving attitude, engagement & using literacy for a purpose.
2. Priority students were supported by the class teacher using a range of strategies and resources.
3. Priority students received additional support either within class or through withdrawal for individualised programmes including
 - a. High frequency word cards with TA
 - b. Reading pack with TA (phonics for reading)
 - c. Additional phonics support
 - d. Reading Recovery
 - e. Core 5
 - f. Multi-Lit
 - g. Forbes Robinson (comprehension strategies)
 - h. RTLB
4. Ensured reading is a priority subject and that it doesn't get pushed out of the way when other events come up.
5. Motivation to read was encouraged through offering variety in instructional reading texts & material available in the library.

6. Staff and students were made aware of the range of reading resources that we have available in our school - both information texts & fiction texts and topic sets.
7. Continued to extend the book stock as the budget allows.

Evaluation (*Why did/didn't it work? How do we know?*)

1. Weekly library sessions for pre-school groups were well supported by the Playcentre and Little People Preschool. A number of these children feed into the school as new entrants and they see the Library as a safe and familiar place. Senior students were able to self-select to be a student librarian Y4-6 (not all top readers). Book week encouraged books and reading. It included the whole school Lit quiz, games and quizzes, dress up day etc.
2. Classes were encouraged to extend their reading and include other genres and a variety of authors (individual student borrowing histories were accessed to ensure this was happening).
3. TA time was prioritised in Piwakawaka & Kereru for high frequency word cards to be checked & added each week with each student. This has made a huge difference for the Kererū students over the past 4 years. Lesley (and other TAs) have very efficient systems for doing this & tracking progress. Lesley could also say how long this would take for a class.
4. The introduction of read and feed has helped grow a reading culture at Wakefield School. The holiday reading challenges also encourage this culture. Teachers consistently prioritise reading instruction during morning periods as this is when our students have their best focus. Teachers adjust the programme to ensure, whenever possible, reading instruction continued when there were other disruptions to the programme. Most of our students have very positive attitudes towards reading and enjoy reading and being read to.
5. The library was accessed by all classrooms for student book exchange weekly. Information literacy sessions for three most senior classrooms were led by Kathy weekly or fortnightly and information literacy sessions for other classes as required. These sessions included how to use fiction and non-fiction sections, topic boxes, websites and databases. Kids lit quiz teams and TDC Library teams extended our top readers. Librarian provided reading sessions to extend readers in Toroa three times per week using teacher reader sets and completed an author study on Micheal McCaw.
6. There was an increase in use of the library topic boxes in 2023.
7. \$3,257.84 excluding GST was spent purchasing new books for the school library in 2022. Our students show interest and excitement about the new books purchased for the library.

Action Points for 2023

- Ensure that TA time is prioritised in Piwakawaka & Kereru for high frequency word cards to be checked & added each week with each student.
- Identify what is going really well and what we can strengthen in our literacy practice.
- Plan PLD to support teachers to strengthen the aspects of literacy practice that have been identified as areas to improve.

Strategic Goal 3

To accelerate the progress of all students below the expected curriculum level in writing.

Annual Goal

To accelerate progress and achievement in writing for all students that were below the expected curriculum level for their time at school or year group at the end of 2021.

Annual Target

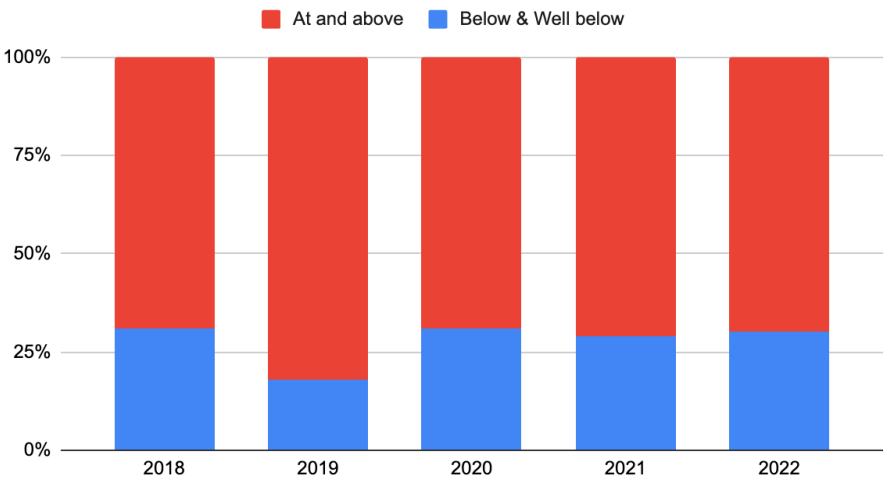
To increase the percentage of students at the expected curriculum level by the end of 2022.

Outcome

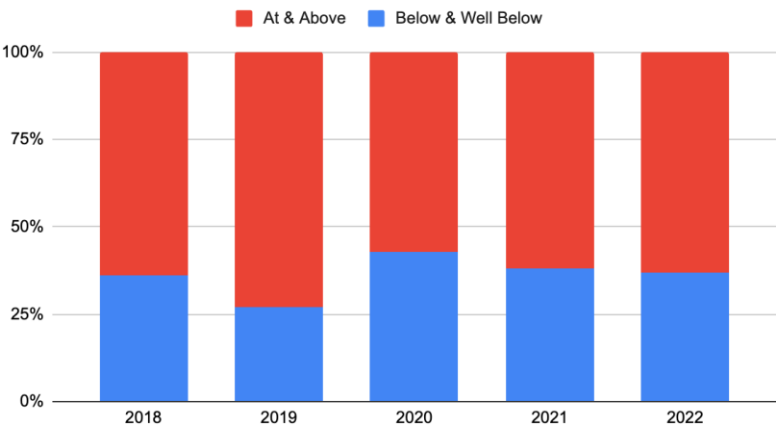
There was a 1% decrease in the percentage of students achieving at the expected curriculum level for writing at the end of 2022 compared to 2021. There was a 1% increase in the percentage of boys achieving at the expected curriculum level and a 1% decrease in the percentage of girls achieving at the expected curriculum level. Māori achievement in writing decreased by 1%, Pasifika achievement decreased (a very small cohort so not statistically reliable) and NZ European and other ethnicities remained at 70% achieving at or above the expected level.

Data

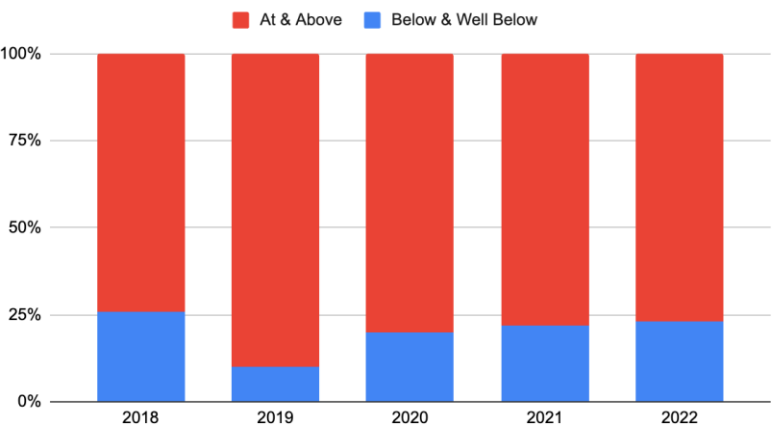
All Students Achievement in Writing



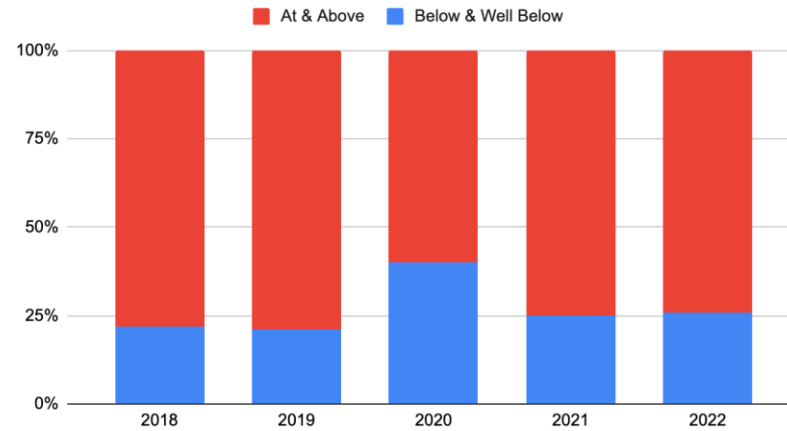
Boys Achievement in Writing



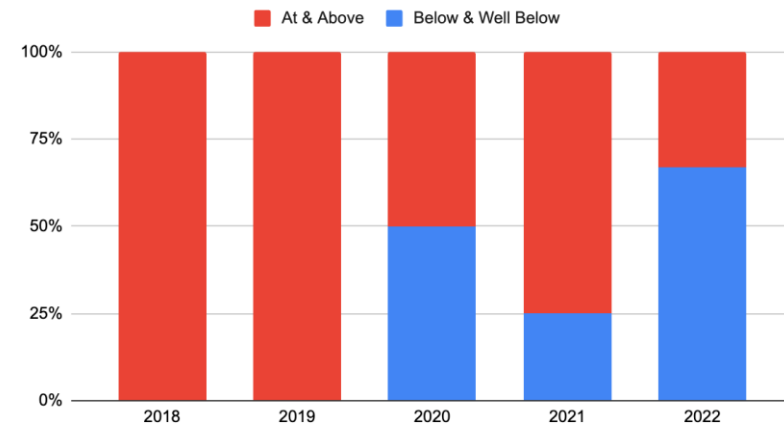
Girls Achievement in Writing



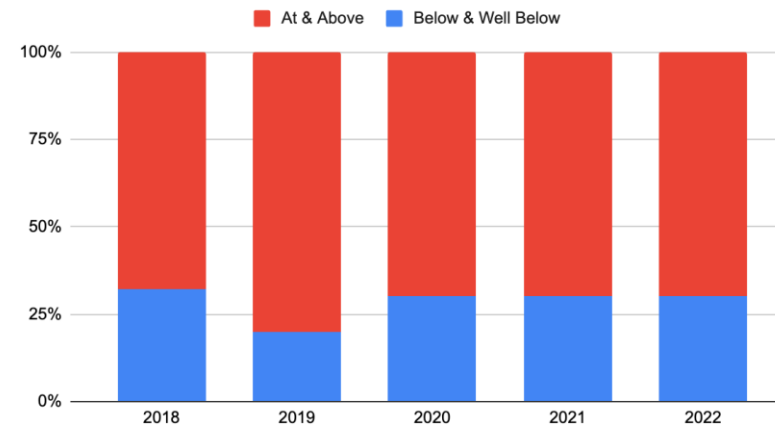
Maori Achievement in Writing



Pasifika Achievement in Writing



NZ European & Other Ethnicities Achievement in Writing



Actions *(What did we do?)*

1. Students were encouraged to see themselves as writers.
2. Priority students were supported by the class teacher using a range of strategies and resources.
3. Priority students received additional support within class.

4. A very small number of junior students received additional support through withdrawal for an individualised phonics programme.
5. Ensured writing is a priority subject and that it doesn't get pushed out of the way when other events come up.
6. Use writing contexts that support / interest priority learners.

Evaluation (*Why did/didn't it work? How do we know?*)

1. Teachers actively encouraged all learners to see themselves as writers and celebrated the effort and progress all children showed in their writing. Children at Wakefield School enjoy writing competitions and many chose to write in their own time.
2. Support for priority students varied across teams depending on how the team chose to use TA support & whether they chose to group for structured phonics practice. For example, in the Kererū team 4 times per week for 15 mins children were grouped according to need for phonics, using the TA to support the smallest group. A need to revisit phonics through the whole staff PLD was identified to ensure there is a consistent delivery school wide. This was implemented at the start of 2023.
3. Priority learners received additional 1:1 support from the class teacher or TA according to need. For some children writing progress was shared with parents regularly (e.g. photocopy home, email, or inviting parent in at end of day), student's writing was published and/or celebrated (e.g. newsletter, writing shared with principal). Additional phonics support / Core 5 was used for some learners. Many of our priority learners have made accelerated progress in writing.
4. Our literacy support TA completed a baseline assessment with the students she supported & then retests when we have agreed that they are ready to come off the TA support programme. This is a diagnostic, not a standardised test.
5. Writing has been prioritised during the morning when students have better focus and is integrated widely across curriculum areas so that our students grow their awareness that learning happens through writing.
6. Teachers worked with their priority learners to identify writing topics and contexts that engaged and interested them. This increased the engagement in writing for many of our priority learners.

Action Points for 2023

- Revisit the writing practices in our curriculum expectations and ensure these are implemented consistently school-wide
- Identify what is going really well and what we can strengthen in our literacy practice.
- Plan PLD to support teachers to strengthen the aspects of literacy practice that have been identified as areas to improve.

Teaching and Learning Improvement Plan: Wellbeing

When	What (examples)	Who	Indicators of Progress	Evaluation (<i>Why did/didn't it work? How do we know?</i>)
	Children understand that well-being is about being able to 'function well' including in literacy and maths.	All staff and students	<p>Ongoing discussions with students, integral to our well-being curriculum.</p> <p>Children have an understanding that academic progress is an important element of their well-being.</p>	In Kārearea, time spent on building knowledge around the Te Whare Tapu Whā model and the Wakefield School Wellbeing model paved the way for discussions around wellbeing being enhanced by success in literacy and maths. Students could begin to understand how boosting their confidence/knowledge in literacy and maths would support them to feel good. They would then have opportunities to action this and, importantly, we would revisit these discussions to help they see the connection.
	Children are supported according to their individual needs, with an emphasis on improving attitude, engagement & use of literacy / maths for a purpose.	Teachers	Informal monitoring of attitude, engagement and use of literacy / maths for purpose shows improvement for individuals in these areas.	<p>In Kārearea, the reading and maths which explored the local Living Landscape theme and our maths focusing on camp planning (such as pricing food) engaged all children. Topics within the Living Landscape, such as predators, were highly engaging because the students felt they had knowledge in this area and could also see how they could take immediate and real action in their own environment (school and home).</p> <p>There was evidence of students talking to each other about these topics outside of class discussions and also of parent involvement in hands-on elements such as trap and bird feeder mock-ups.</p> <p>Daily informal conversations were also held between the teachers in the team to monitor the engagement of students and to share successful engagement strategies.</p>

	<p>Teachers derive strategies that will work for each child from conversations with the child, their carers & previous teachers.</p>	<p>Teachers</p>	<p>Conversations between teacher & child, carer & previous teacher.</p>	<p>In Kārearea, keeping students for a second year was successful as it allowed us to continue to use tried and tested strategies that teachers know would work for these individual students.</p> <p>At the start of the year Learning Conferences are all about families sharing wellbeing tips and tricks relating to their child to enable teachers to build support around these strategies so they can have a positive year.</p> <p>At the end of the year teachers pass on data and background information about students to support early relationship building and streamline class programmes and allow the teacher to 'hit the ground running'.</p> <p>The well-established IEP process enables the building and strengthening of relationships with whānau of students requiring extra support.</p>
	<p>Continue to promote the importance of 'making progress' rather than 'expected level' for age.</p>	<p>Teachers</p>	<p>Teaching of these concepts through our work on Māori concepts of our school values.</p> <p>Parent education through informal conversations & learning conferences.</p> <p>Layout of reporting format so that focus is on progress & attitude first, rather than level.</p>	<p>In Kārearea for some children their learning is in striving to follow our values. Regular conversations with these specific children about raising others' mana, their mana, using kind words and stepping up in leadership roles was on top for them and the most important learning. A focus on this improved their wellbeing and of those around them.</p> <p>In Kārearea, this conversation dominated the learning conferences. Positively received by parents.</p> <p>Teachers felt more comfortable with the new format and parents generally were positive.</p> <p>In Kārearea mixed ability grouping occurred in all curriculum areas throughout the day. We believe this enhances the child's mana and provides opportunities for extension.</p>

			Mixed ability grouping where this is more supportive of children's learning and self-image.	
	Children understand that 'practise, practise, practise' is central to their progress whatever level they are at with their reading, writing and maths.	Teachers	All classes / teams have daily slots when students are sustaining their reading & writing for an age appropriate time. The focus is on sustained concentration in that area. (eg 'mindful reading').	In Kārearea a practice time was set aside daily to promote independent focus on learning that is important and relevant to each individual. This was also designed to support the transition from home to school first thing in the morning to allow for students to calm their minds and be ready for the next learning opportunities, as many in this year group found this aspect of their wellbeing a challenge. Students were able to identify an area they recognised needed more practice or was a particular passion of theirs. They were provided with regular adult support as a way to guide their progress and/or extend and challenge their understanding of their capabilities.

Action Points for 2023

- Develop coherent wellbeing practices school wide so that there is consistency between classes and progression across year levels
- Improve wellbeing data collection and tools so that the impact of our wellbeing practices can be measured more accurately.