



August 2023

Our Vision

Our Children will be Confident Lifelong Learners

Circulation:

Brad Pyers
Dane Boswell
Dale MacDonald
Freya Hogarth
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 Motions and amendments once proposed and accepted may not be withdrawn without the consent of the meeting.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 Thursday 24th August 2023, 5.30pm
Venue: Room 14 & 15 then Staffroom

1. Strategic Focus and Special Presentation

- **Piwakawaka report on curriculum and student achievement**
- **ERO Carole Clarke attending**

2. Welcome and apologies

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

3. Administration

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

DATE	FROM	CONTENT	TO
23/07/2023	Te Kahui Mātauranga o Te Tauihu & Poutama Pounamu	Breakfast wānanga	BOT
30/07/2023	Tasman District Council	Safe speeds around schools	Principal & BOT

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 August

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

- Report on mid-year review of annual plan
- Discuss/approve reviewed policies
- **Piwakawaka report on curriculum and student achievement**

6. General Business

- Recapitation School Transport Agreement
- EEO Survey
- Update on accessible playground
- Gala
- Recapitation update

7. In-Committee Meeting

- One item

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

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

9. Closure

MINUTES

MINUTES OF THE WAKEFIELD SCHOOL BOARD OF TRUSTEES MEETING In the library at 5.30pm Wednesday 28th June 2023

PRESENT: Brad Pyers, Dale McDonald, Freya Hogarth, Olivia Krammer, Ryan Edwards, & Sonia Emerson

APOLOGIES: Dane Boswell & Kathy Ameen

STRATEGIC FOCUS AND SPECIAL PRESENTATION:

- Totara Karearea report on curriculum and student achievement
- Totara Toroa report on curriculum and student achievement

DECLARATION OF INTEREST: (See Standing Orders):

- Nil

ADDITIONAL GENERAL BUSINESS ITEMS:

- Trestle tables
- BOT Code of Conduct
- Term dates for 2024
- CRT/Permanent Management Units - 2024

CONFIRMATION OF PREVIOUS MINUTES:

Motion: Move that the minutes from the Board meeting held on 31st May 2023 to be correct

Ryan Edwards/Sonia Emerson

MATTERS ARISING FROM MINUTES DATED: 31st May 2023

- Nil

CORRESPONDENCE: INWARD

DATE	FROM	CONTENT	TO
18/05/2023	Te Mahau	Staffing entitlements	Board & Principal
14/06/2023	NZSTA	Code of Conduct for School Board Members	Board & Principal

CORRESPONDENCE: OUTWARD

- Nil

REPORTS

Principal's Report:

As per Board Report:

- **Priority 1. Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.**
 Freya is currently developing a plan which will be developed to reduce incidents of aggressive and intimidating behaviour. She has begun drafting a plan, although as this is in the early stages of being drafted, she has not yet shared this with our leadership team or staff. Freya, Leanne and Julie will be meeting over the holidays to work on this for implantation in term 3.
- **Priority 2. Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures**
 - Goal 1: We deliver an excellent Year 7 & 8 programme
 - Goal 2: We use our wellbeing focus to ensure all our learners are flourishing.
 - Goal 3: Our communication and partnerships between home and school are strong.
 - Goal 4: We are ready to implement the refreshed curriculum that reflects our village and rural school experience.
- **Priority 3. Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs.**
 Freya will consult with our families who identify as Māori which has been identified as approx. 20 families. Freya will contact these families in term 3.
- **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.**
 There was a good intake with the opportunity for the te reo PLD offered with Tom Alesana unfortunately that has had to be put on pause for this year as staff commitments with already agreed PLD will take up most of the available PLD time. Once this is able to go ahead it will require those participants to 100 compulsory hours, with up to 50 non-compulsory hours to consolidate learning for our context, the compulsory hours must also include a noho marae: 24hrs on the marae and 2hr graduation.
- **Priority 6. Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.**
 There has been a workshop for teacher aides with Jase William around trauma informed education, he also worked with a couple of teachers. Staff have participated in a range of Kāhui Ako workshops. It has been harder to undertake PLD also due to sickness.
- **Priority 7: Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work**

In Addition to the above items, it is important to note we are experiencing a significant shortage of relief teachers. This is a problem being experienced by all schools in our region, and is impacting our ability to provide our teachers with their scheduled release time and to find teachers to cover classes when our staff are sick. We are still reminding teachers that it is important they stay home when they are unwell. Recently this has meant we have had to share classes out or double classes up to ensure every class has a teacher supervising. This is far from ideal, however as long as we can safely do so, it is preferential to asking families to keep children home.

FINANCIAL REPORT:

As per Board Report:

- School donation scheme – It was flagged about what we can and can not charge families for due to being included in the school donations scheme. With information being available here [Examples of what families/whānau need to know about school/kura donations – Education in New Zealand](#)

PROPERTY REPORT:

As per Board Report:

- The pathway from Treeton Place to hall – The pathway has sunk, it floods and is in a mess. It was asked if board members could please take a look at this and come up with some thoughts for replacement/improvement before the next meeting.
- CCTV – Ryan suggested we look at potentially installing additional CCTV cameras to our blind spots of the school. Olivia and Bruce to investigate where might be suitable places for these, work out how many we might need and investigate quotes.

STAFF REPORT:

As per Board Report:

- This was taken as read as Kathy was not in attendance at the meeting.

Motion: Move the adoption of these reports.

Ryan Edwards/Brad Pyers

ITEMS FROM THE BOARD ANNUAL CALENDAR FOR JUNE

- **Report: Annual consultation with Māori community**
Olivia had tried to investigate what we had previously done when consulting with our Māori community, she was unable to find any relevant information. Freya to contact our Māori families in term 3.
- **Totara Toroa report on curriculum and student achievement**

MATTERS OF GENERAL BUSINESS:

- **Halberg Inclusion training opportunity with Mitchell Rhodes**

Dale has organized some inclusive sport professional learning for staff with Mitchell being held 21/08/23.

- **Accessible playground**

Dale will drive an inquiry into where we want to go with an accessible playground. She will then gather quotes and then present to the board for approval and possible funding applications that may need to be made.

ADDITIONAL ITEMS OF GENERAL BUSINESS:

- **Trestle tables**

PTA have approached Sonia about potentially purchasing trestle tables with a 50/50 split of costs.

Motion: *The board approves the purchase of a set of trestle tables splitting the cost with the PTA up to the value of \$3,500.*

Ryan Edwards/Sonia Emerson

- **BOT Code of Conduct**

BOT Code of Conduct with your trustees and minute a resolution stating any additions to the gazetted code.

Motion: *The board approves the ministry of education's Code of Conduct for State School Board Members.*

Ryan Edwards/Sonia Emerson

- **Term dates for 2024**

2024 Proposed Term Dates

Term 1: Thursday 1 Feb - Friday 12 April (96 half days)

Term 2: Monday 29 April - Friday 5 July (96 half days)

Term 3: Monday 22 July - Friday 28 September (100 half days)

Term 4: Monday 14 October - Tuesday 17 December (96 half days)

Total half days: 384

The board agreed to these proposed dates for 2024.

- **CRT/Permanent Management Units - 2024**

Planning for 2024. It is time to start thinking about the implications of these changes and consider whether we need to appoint more staff to allow for these new provisions: 25 hours per year, 1 hour release per permanent management unit.

- **Resource Teacher: Learning and Behaviour lead school role**

The lead school for RTLB is currently up for renewal, where schools can apply to be the lead school.

Motion: *The board will not be expressing an interest in applying to be the RTLB lead school at this time.*

Ryan Edwards/Dale McDonald

ITEMS FROM THE BOARD ANNUAL CALENDAR FOR AUGUST ARE:

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

IN-COMMITTEE:

- One item

I/We move that the meeting go “In Committee” in terms of the Local Government Official Information and Meetings Act 1997 and its amendments, to discuss Personal Interests, the meeting went In Committee at 7.42pm to discuss one item.

Moved that the meeting go Out of Committee at 7.50pm

Ryan Edwards/Freya Hogarth

MEETING EXTENSION:

Motion: *Ryan Edwards moved to extend the meeting at 7:59pm.*
Ryan Edwards/Brad Pyers

CLOSURE:

There being no further business the meeting closed at 8.16pm.

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

Signed:.....
(Chairperson)

Date:.....



Principal's Report to the Board Meeting to be held on Wednesday August 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

The first half of term 3 has been more settled in relation to student misbehaviour. The exception to this would be a group of students in the tui team. However the recent increase to TA time in this team has made a positive difference to the teachers.

Children Of concern	Number of incidents per child Term 1	Number of incidents per child Term 2	Number of incidents per child midterm 3	Total for the year so far
Child A	20	20	6	40
Child B	12	7	0	19
Child C	9	15	4	24
Child D	5	16	3	21
Child E	0	12	0	12
Child F	4	2	0	6
Child G	4	8	3	12
Child H	3	2	0	5
Child I	3	7	1	10
Child J	1	6	1	7
Child K	3	0	0	3
Child L	2	0	0	2
Child M	2	1	1	3

	<table><tr><td>Child N</td><td>2</td><td>0</td><td>0</td><td>2</td></tr><tr><td>Child O</td><td>2</td><td>1</td><td>0</td><td>3</td></tr><tr><td>Child P</td><td>2</td><td>1</td><td>0</td><td>3</td></tr><tr><td>Child Q</td><td>2</td><td>0</td><td>2</td><td>2</td></tr><tr><td>Child R</td><td>1</td><td>5</td><td>5</td><td>6</td></tr><tr><td>Child S</td><td>1</td><td>4</td><td>3</td><td>5</td></tr><tr><td>Child T</td><td>0</td><td>3</td><td>3</td><td>3</td></tr><tr><td>Child U</td><td>0</td><td>2</td><td>0</td><td>2</td></tr><tr><td>Child V</td><td>0</td><td>3</td><td>0</td><td>3</td></tr><tr><td>Child W</td><td>1</td><td>3</td><td>0</td><td>4</td></tr><tr><td>Child X</td><td>1</td><td>3</td><td>3</td><td>4</td></tr></table>	Child N	2	0	0	2	Child O	2	1	0	3	Child P	2	1	0	3	Child Q	2	0	2	2	Child R	1	5	5	6	Child S	1	4	3	5	Child T	0	3	3	3	Child U	0	2	0	2	Child V	0	3	0	3	Child W	1	3	0	4	Child X	1	3	3	4
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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 focus this term is on purchasing resources, completing long term planning for the 2024 year and progressing our property development. The funding application writer has been engaged and we are working through the gathering of quotes so funding applications can be made. We have also made some progress with our property although this process is still frustratingly slow.</p> <p>Goal 2: We use our wellbeing focus to ensure all our learners are flourishing. Jase Williams will be back to provide PLD for our team on 28 & 29 August.</p> <p>Goal 3: Our communication and partnerships between home and school are strong. Rebekah Ballagh’s workshop was attended by about 25 parents and caregivers. The parents responded positively to the workshop.</p> <p>Goal 4: We are ready to implement the refreshed curriculum that reflects our village and rural school experience. Our Kāhui Ako has launched a “Curriculum Pathways” project to ensure the schools’ literacy and mathematics programmes in our Kāhui Ako are aligned and that teachers have shared expectations.</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>The special programme put in place for one of our learners in the Tui team to reduce incidents of disruption has proved highly successful. Since this plan has been in place staff are reporting very high levels of engagement and there has been a noticeable</p> <p>Currently we have 242 students on our roll. The following additional supports are being provided across the school:</p> <table border="1"> <tr> <td>Individual Education Plan</td><td>17</td></tr> <tr> <td>Individual Behaviour Plan</td><td>5</td></tr> <tr> <td>MOE Learning Support</td><td>3</td></tr> <tr> <td>Resource Teacher of Learning and Behaviour</td><td>10</td></tr> <tr> <td>Resource Teacher of Literacy</td><td>2</td></tr> <tr> <td>Counselling</td><td>6</td></tr> </table> <p>We currently have a large number of students on a wait list for counselling support as well.</p>	Individual Education Plan	17	Individual Behaviour Plan	5	MOE Learning Support	3	Resource Teacher of Learning and Behaviour	10	Resource Teacher of Literacy	2	Counselling	6
Individual Education Plan	17												
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MOE Learning Support	3												
Resource Teacher of Learning and Behaviour	10												
Resource Teacher of Literacy	2												
Counselling	6												
Priority 4:	Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy												
	<p>Refer to the attached mid year student achievement data for reading, writing and mathematics.</p> <p>Our student achievement has improved significantly this year across the board. Girls continue to achieve at a higher level to boys in reading and writing and boys at a higher level in mathematics. It is interesting to note that our Māori student achievement is high. Writing continues to be the learning area of greatest concern.</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
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	We have put the Te Reo PLD on hold for 2023 due to the huge time commitment that is required. Our staff are very keen to be involved in this however we need to schedule it at a time when this can be our sole PLD focus. We will plan for this in 2024 or 2025.										
Priority 6:	Develop staff to strengthen teaching, leadership and learner support capability across the education workforce										
	<p>This term our teachers are engaging in professional growth cycle classroom observations where they will observe and reflect on each other's and their own teaching practice in relation to our school wide plan to improve behaviour.</p> <p>Recently we have begun the recruitment process to appoint a permanent DP. A needs analysis was completed at the end of term 2. An appointment committee is currently being negotiated with staff and the appointment time line and job advertisement have been published in the Education Gazette.</p> <p>Our time line is as follows:</p> <table border="1"> <tr> <td>Monday 31 July</td><td>Position Advertised</td></tr> <tr> <td>Wednesday 30 August, 5:00 pm</td><td>Applications close</td></tr> <tr> <td>Monday 4 September</td><td>Short listing completed and interviewees notified</td></tr> <tr> <td>Tuesday 5 - Friday 8 September</td><td>Interviews held</td></tr> <tr> <td>Term 1 2024</td><td>Position commences</td></tr> </table>	Monday 31 July	Position Advertised	Wednesday 30 August, 5:00 pm	Applications close	Monday 4 September	Short listing completed and interviewees notified	Tuesday 5 - Friday 8 September	Interviews held	Term 1 2024	Position commences
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Wednesday 30 August, 5:00 pm	Applications close										
Monday 4 September	Short listing completed and interviewees notified										
Tuesday 5 - Friday 8 September	Interviews held										
Term 1 2024	Position commences										

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 team are exploring options for our Year 7 & 8 students to learn about local employment opportunities and the pathways to these career options.

Freya Hogarth
Principal

Term 3 2023 Board Assurances

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

Risk Management (repeated every term)	Identified hazards are being monitored and/or controlled (including risks to student safety and wellbeing) and measures are being regularly re-evaluated to check their adequacy. This includes sun protection.
School Swimming Pool	A full risk management and safety assessment of the pool has been completed.
Safety Management System / Worker Engagement, Participation, and Representation	An internal audit of the school health and safety compliance and practices will be conducted by the school health and safety team.
Searches, Surrender, and Retention of Property	All procedures relating to search, surrender, and retention have been followed. Confirm that all authorised staff have acknowledged their status in writing, and ensure that a written record has been kept of all instances of search, surrender, or retention of property.
Physical Restraint	All procedures relating to physical restraint have been followed, and all requirements to notify, monitor, and report have been met. Confirm that any non-teaching staff have been authorised in writing. Staff authorised to apply restraint receive appropriate training and support.
Stand-down, Suspension, and Exclusion	Our school complies with the correct procedure and reporting requirements relating to stand-down, suspension, and exclusion/expulsion.



Freya Hogarth
Principal

Minutes

Of the Finance Sub-Committee Meeting held on Thursday 17th August 2023 at 8.30am

Present: Freya Hogarth, Olivia Krammer & Sonia Emerson

Apologies: Ryan Edwards

Confirmation Of Previous Minutes:

Motion: Move that the minutes from the finance committee meeting held on Thursday 15th June 2023

Sonia Emerson/Ryan Edwards

Matters Arising from Minutes: Thursday 15th June 2023

- **Xero – Olivia to continue investigating the integration applications we currently use with that of the accounting software Xero.**

Additional items of Business

- **Kathy's historical pay rate**
- **Gala**

Finance

- **Banking staffing**

The ministry is changing the way bank staffing can be utilised this will be implemented in 2025. This will see schools unable to bank their staffing entitlements, schools will need to either balance or run over their entitlement, if schools run over their entitlements, they will still continue to have to repay the overused portion. Our bank staffing is currently sitting slightly over our entitlement. Olivia to shift one of our teachers' salaries to bulk grant to help reduce this overuse.

- **Kathy's historical pay rate**

With the recent pay equity settlements, it was identified that Kathy had a historical pay rate error. Olivia has been working on rectifying this and continues to work through this process, the board need to be aware of a potential implication this will have on board funds.

- **Gala**

Sonia had been contacted by the PTA for clarification as to where the school anticipated the upcoming gala funds to be allocated. There was suggestion from the PTA they

would like to see the funds go into doing something with the grass area between the senior playground and the admin block. Freya agreed this would be a good place to spend such funds. Freya will prepare a blurb about the use of funds for Sonia to include in the sponsorship letter template.

GST

- A GST return was completed **30th June 2023**, with a payment made of **\$6,811.29**

Supplier Payments

- The Finance sub-committee ratify the payment made on **20th June** as per the approved Bank Preview Payment report for the amount of **\$14,319.64**
- The Finance sub-committee ratify the payment made on **20th July** as per the approved Bank Preview Payment report for the amount of **\$15,724.19**

Credit Card Payment

- The Finance sub-committee ratify the payment made on **22nd June** as per the approved credit card statement for the amount of **\$772.93**
- The Finance sub-committee ratify the payment made on **22nd July** as per the approved credit card statement for the amount of **\$169.55**

CLOSURE

There being no further business the meeting closed at 9.11am

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 July 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	\$266,129.18	\$247,742.81	\$18,386.37	7.4%
4-1200	MoE Special Education Grants	\$2,900.00	\$1,750.00	\$1,150.00	65.7%
4-1300	ORRS Teacher Aide Grants	\$6,521.98	\$8,534.19	-\$2,012.21	(23.6)%
4-1400	Additional Relief Teach Grant	\$6,723.85	\$0.00	\$6,723.85	NA
4-1700	COL	\$4,471.25	\$3,500.00	\$971.25	27.8%
4-1800	TAPEC Recalculation	\$66,788.99	\$40,833.31	\$25,955.68	63.6%
4-1900	Other MoE Grants	\$28,830.17	\$5,833.31	\$22,996.86	394.2%
4-1950	MOE Curriculum Donation Scheme	\$39,146.47	\$0.00	\$39,146.47	NA
	Total Ministry of Education Grants	\$421,511.89	\$308,193.62	\$113,318.27	36.8%
4-2000	Other Grants				
4-2100	RTLB Grants	\$4,760.87	\$1,458.31	\$3,302.56	226.5%
4-2200	Other Grants	\$10,301.03	\$5,833.31	\$4,467.72	76.6%
4-2500	ACC Funding	\$30,350.63	\$9,333.31	\$21,017.32	225.2%
4-2600	Recapitation Year 7 & 8	\$3,000.00	\$0.00	\$3,000.00	NA
	Total Other Grants	\$48,412.53	\$16,624.93	\$31,787.60	191.2%
4-3000	Locally Raised Funds				
4-3200	School Donation	\$50.00	\$23,196.81	-\$23,146.81	(99.8)%
4-3300	Stationery Income	\$281.89	\$408.31	-\$126.42	(31.0)%
4-3400	Photocopying Income	\$0.00	\$116.69	-\$116.69	(100.0)%
4-3500	Hall Hire Income	\$3,443.47	\$1,458.31	\$1,985.16	136.1%
4-3502	Sponsorship	\$0.00	\$583.31	-\$583.31	(100.0)%
4-3600	Uniform Income	\$352.19	\$0.00	\$352.19	NA
4-3700	PTA Donations	\$30,000.00	\$17,500.00	\$12,500.00	71.4%
4-3710	Fundraising Other	\$1,675.20	\$3,500.00	-\$1,824.80	(52.1)%
4-3720	Other Sundry Income	\$328.92	\$291.69	\$37.23	12.8%
4-3730	Pay It Forward	\$940.00	\$0.00	\$940.00	NA
	Total Locally Raised Funds	\$37,071.67	\$47,055.12	-\$9,983.45	(21.2)%
4-6200	Activities & Fees				
4-6210	Totara Activities	\$9,208.82	\$2,916.62	\$6,292.20	215.7%
4-6230	Matai Activities	\$4.35	\$2,916.62	-\$2,912.27	(99.9)%
4-6270	Sports Subs	\$5,508.73	\$0.00	\$5,508.73	NA
	Total Activities & Fees	\$14,721.90	\$5,833.24	\$8,888.66	152.4%
4-9000	Investment Income				
4-9100	Interest Received- Cheque Acc	\$2,417.89	\$58.31	\$2,359.58	4,046.6%
4-9200	Interest Received- Savings Acc	\$0.56	\$58.31	-\$57.75	(99.0)%
4-9300	Interest Received- Term Dep	\$2,802.31	\$583.31	\$2,219.00	380.4%
	Total Investment Income	\$5,220.76	\$699.93	\$4,520.83	645.9%
	Total Income	\$526,938.75	\$378,406.84	\$148,531.91	39.3%
	Gross Profit	\$526,938.75	\$378,406.84	\$148,531.91	39.3%
6-0000	Expenses				
6-1000	Learning Resources				
6-1100	Library Expenses				
6-1110	Teacher Resources	\$310.62	\$0.00	\$310.62	NA
6-1120	Library Consumables	\$427.10	\$466.69	-\$39.59	(8.5)%
	Total Library Expenses	\$737.72	\$466.69	\$271.03	58.1%
6-1200	Teaching Resources				
6-1210	Totara Syndicate	\$1,203.32	\$1,750.00	-\$546.68	(31.2)%
6-1230	Matai Syndicate	\$744.98	\$1,750.00	-\$1,005.02	(57.4)%

Profit & Loss [Budget Analysis]

January 2023 To July 2023

Email: admin@wakefield.school.nz

		Selected Period	Budgeted	\$ Difference	% Difference
6-1240	Numeracy	\$0.00	\$175.00	-\$175.00	(100.0)%
6-1250	Literacy	\$100.00	\$350.00	-\$250.00	(71.4)%
6-1270	Assessment	\$266.09	\$175.00	\$91.09	52.1%
6-1280	Physical Education	\$80.68	\$1,166.69	-\$1,086.01	(93.1)%
6-1290	Reading Recovery	\$132.51	\$116.69	\$15.82	13.6%
6-1300	Learning Support	\$1,393.45	\$875.00	\$518.45	59.3%
6-1310	Other Curriculum Areas	\$100.65	\$291.69	-\$191.04	(65.5)%
6-1320	Science	\$155.65	\$233.31	-\$77.66	(33.3)%
6-1330	Enviro	\$171.35	\$233.31	-\$61.96	(26.6)%
6-1350	Forbes Robinson	\$0.00	\$3,500.00	-\$3,500.00	(100.0)%
6-1360	Arts	\$0.00	\$875.00	-\$875.00	(100.0)%
Total Teaching Resources		\$4,348.68	\$11,491.69	-\$7,143.01	(62.2)%
Total Learning Resources		\$5,086.40	\$11,958.38	-\$6,871.98	(57.5)%
6-1400	Classroom Consumables				
6-1450	Awards & Discipline	\$103.96	\$233.31	-\$129.35	(55.4)%
6-1451	Matai Piwakawaka	\$91.02	\$437.50	-\$346.48	(79.2)%
6-1452	Matai Kereru	\$305.57	\$291.69	\$13.88	4.8%
6-1453	Matai Tui	\$255.72	\$291.69	-\$35.97	(12.3)%
6-1454	Totara Toroa	\$207.52	\$291.69	-\$84.17	(28.9)%
6-1456	Totara Karearea	\$481.86	\$291.69	\$190.17	65.2%
6-1457	Yr7 & Yr8	\$1,187.20	\$1,166.62	\$20.58	1.8%
Total Classroom Consumables		\$2,632.85	\$3,004.19	-\$371.34	(12.4)%
6-2000	Activities & Fees				
6-2100	Totara Activities	\$8,220.18	\$5,250.00	\$2,970.18	56.6%
6-2300	Matai Activities	\$130.43	\$5,250.00	-\$5,119.57	(97.5)%
6-2400	Curriculum Expenses Donation Scheme	\$1,580.00	\$39,146.48	-\$37,566.48	(96.0)%
6-2700	Sports Subs	\$2,813.03	\$0.00	\$2,813.03	NA
6-2810	Fundraising Other	\$1,148.86	\$875.00	\$273.86	31.3%
6-2850	Pay it Forward	\$104.35	\$0.00	\$104.35	NA
Total Activities & Fees		\$13,996.85	\$50,521.48	-\$36,524.63	(72.3)%
6-2900	Other Expenses				
6-2965	Other Sundry Expenses	\$279.65	\$0.00	\$279.65	NA
Total Other Expenses		\$279.65	\$0.00	\$279.65	NA
6-3000	Personnel Expenses				
6-3110	Administration Staff	\$79,657.04	\$44,333.31	\$35,323.73	79.7%
6-3120	Caretaking Staff	\$32,955.18	\$33,500.81	-\$545.63	(1.6)%
6-3130	Library Staff	\$20,146.51	\$19,250.00	\$896.51	4.7%
6-3140	Support Staff	\$97,091.30	\$99,166.69	-\$2,075.39	(2.1)%
6-3145	Itinerant Music Teachers	\$1,998.66	\$2,331.00	-\$332.34	(14.3)%
6-3150	Relief Teachers	\$19,919.07	\$12,833.31	\$7,085.76	55.2%
6-3155	Teacher Salaries Op Grant	\$7,077.50	\$0.00	\$7,077.50	NA
6-3200	Health & Safety	\$768.24	\$0.00	\$768.24	NA
6-3300	ACC Levies	\$0.00	\$700.00	-\$700.00	(100.0)%
6-3400	Staff Appointments	\$8.50	\$175.00	-\$166.50	(95.1)%
6-3500	Professional Development	\$2,464.43	\$4,666.69	-\$2,202.26	(47.2)%
6-3550	Principals Appraisal	\$0.00	\$1,750.00	-\$1,750.00	(100.0)%
6-3650	COL Costs	\$242.61	\$3,046.19	-\$2,803.58	(92.0)%
Total Personnel Expenses		\$262,329.04	\$221,753.00	\$40,576.04	18.3%
6-4000	Administration Expenses				
6-4100	Board of Trustees Expenses				
6-4110	BOT Administration	\$0.00	\$175.00	-\$175.00	(100.0)%

Profit & Loss [Budget Analysis]

January 2023 To July 2023

Email: admin@wakefield.school.nz

		Selected Period	Budgeted	\$ Difference	% Difference
6-4120	BOT Hospitality	\$1,919.89	\$1,166.69	\$753.20	64.6%
6-4130	BOT Professional Development	\$0.00	\$291.69	-\$291.69	(100.0)%
6-4150	BOT Attendance Fees	\$0.00	\$2,537.50	-\$2,537.50	(100.0)%
6-4170	Strategic Development	\$0.00	\$583.31	-\$583.31	(100.0)%
Total Board of Trustees Expenses		\$1,919.89	\$4,754.19	-\$2,834.30	(59.6)%
6-4200	Information Technology				
6-4210	Teacher Laptop Lease	\$2,017.58	\$2,333.31	-\$315.73	(13.5)%
6-4220	ICT Consumables & Repairs	\$417.06	\$1,166.69	-\$749.63	(64.3)%
6-4230	ICT Technical Support	\$40.00	\$1,166.69	-\$1,126.69	(96.6)%
Total Information Technology		\$2,474.64	\$4,666.69	-\$2,192.05	(47.0)%
6-4300	Admin Office Expenses				
6-4305	Office Stationery Supplies	\$330.27	\$900.00	-\$569.73	(63.3)%
6-4310	Telephone	\$1,980.30	\$2,500.00	-\$519.70	(20.8)%
6-4320	Internet & Email Costs	\$702.45	\$400.00	\$302.45	75.6%
6-4330	Postage & Freight	\$88.70	\$500.00	-\$411.30	(82.3)%
6-4335	Freight (Courier Tickets)	\$0.00	\$250.00	-\$250.00	(100.0)%
6-4340	Printing & Stationery	\$426.45	\$800.00	-\$373.55	(46.7)%
6-4350	Photocopier Lease	\$6,629.16	\$13,000.00	-\$6,370.84	(49.0)%
6-4360	Photocopy Paper	\$118.25	\$1,900.00	-\$1,781.75	(93.8)%
6-4370	Etap Subscription	\$2,590.00	\$3,500.00	-\$910.00	(26.0)%
6-4380	School Docs	\$0.00	\$1,500.00	-\$1,500.00	(100.0)%
6-4390	NZSTA Copyright Subscription	\$885.72	\$1,200.00	-\$314.28	(26.2)%
Total Admin Office Expenses		\$13,751.30	\$26,450.00	-\$12,698.70	(48.0)%
6-4400	General Expenses				
6-4410	Accounting Fees	\$3,497.60	\$3,500.00	-\$2.40	(0.1)%
6-4420	Audit Fees	\$5,513.00	\$5,250.00	\$263.00	5.0%
6-4425	Kindo Fees	\$168.69	\$300.00	-\$131.31	(43.8)%
6-4430	Bank Charges	\$17.39	\$50.00	-\$32.61	(65.2)%
6-4440	Eftpos Hire & Merchant Fees	\$293.52	\$1,000.00	-\$706.48	(70.6)%
6-4450	First Aid	\$1,202.28	\$800.00	\$402.28	50.3%
6-4455	Laundry	\$261.54	\$500.00	-\$238.46	(47.7)%
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	\$1,310.05	\$1,400.00	-\$89.95	(6.4)%
6-4600	Subscriptions	\$3,349.75	\$3,000.00	\$349.75	11.7%
6-4610	Accessit Subscription	\$1,360.00	\$1,400.00	-\$40.00	(2.9)%
6-4700	Other Sundry Expenses	\$255.00	\$500.00	-\$245.00	(49.0)%
Total General Expenses		\$17,228.82	\$27,178.00	-\$9,949.18	(36.6)%
Total Administration Expenses		\$35,374.65	\$63,048.88	-\$27,674.23	(43.9)%
6-5000	Property Expenses				
6-5100	Caretaking & Cleaning				
6-5110	Caretaking Materials	\$1,860.19	\$2,000.00	-\$139.81	(7.0)%
6-5115	Cleaning Supplies	\$2,347.74	\$5,000.00	-\$2,652.26	(53.0)%
6-5120	Cleaning Contract	\$13,118.54	\$20,000.00	-\$6,881.46	(34.4)%
6-5130	Caretaking Equipment & Repairs	\$0.00	\$1,200.00	-\$1,200.00	(100.0)%
6-5140	Rubbish Removal	\$937.31	\$2,000.00	-\$1,062.69	(53.1)%
Total Caretaking & Cleaning		\$18,263.78	\$30,200.00	-\$11,936.22	(39.5)%
6-5200	Power, Heat & Water Rates				
6-5210	Electricity	\$10,676.50	\$16,000.00	-\$5,323.50	(33.3)%
6-5220	Diesel	\$3,748.30	\$10,000.00	-\$6,251.70	(62.5)%

Profit & Loss [Budget Analysis]

January 2023 To July 2023

Email: admin@wakefield.school.nz

		Selected Period	Budgeted	\$ Difference	% Difference
6-5230	Water Rates	\$7,949.76	\$4,500.00	\$3,449.76	76.7%
	Total Power, Heat & Water Rates	\$22,374.56	\$30,500.00	-\$8,125.44	(26.6)%
6-5300	Grounds				
6-5310	Mowing Contract	\$1,767.15	\$2,000.00	-\$232.85	(11.6)%
6-5320	Trees and Shrubs	\$0.00	\$500.00	-\$500.00	(100.0)%
6-5330	Property Rates	\$4,239.78	\$10,000.00	-\$5,760.22	(57.6)%
	Total Grounds	\$6,006.93	\$12,500.00	-\$6,493.07	(51.9)%
6-5400	Buildings & Other				
6-5410	Alarm Monitoring	\$1,871.06	\$2,000.00	-\$128.94	(6.4)%
6-5420	Painting Contract	\$16,782.21	\$17,000.00	-\$217.79	(1.3)%
6-5430	Repairs & Maintenance - Prop	\$2,252.95	\$8,000.00	-\$5,747.05	(71.8)%
6-5435	Repairs & Maintenance General	\$72.18	\$4,000.00	-\$3,927.82	(98.2)%
6-5440	Vandalism	\$0.00	\$900.00	-\$900.00	(100.0)%
	Total Buildings & Other	\$20,978.40	\$31,900.00	-\$10,921.60	(34.2)%
	Total Property Expenses	\$67,623.67	\$105,100.00	-\$37,476.33	(35.7)%
6-9000	Depreciation - Building				
6-9100	Depre - Building	\$2,822.89	\$2,822.75	\$0.14	0.0%
6-9200	Depre - School Equip	\$4,864.86	\$4,865.00	-\$0.14	0.0%
6-9300	Depre - School Furniture	\$4,230.94	\$4,230.94	\$0.00	0.0%
6-9400	Depre - Other Equipment	\$7,241.71	\$7,241.50	\$0.21	0.0%
6-9500	Depre - Office Furniture	\$603.19	\$603.19	\$0.00	0.0%
6-9600	Depre - Computer Equipment	\$6,112.33	\$6,112.19	\$0.14	0.0%
6-9700	Depre - Library Resources	\$2,252.32	\$2,252.25	\$0.07	0.0%
6-9800	Depre - Leased Assets	\$9,916.69	\$9,916.62	\$0.07	0.0%
	Total Depreciation - Building	\$38,044.93	\$38,044.44	\$0.49	0.0%
	Total Expenses	\$425,368.04	\$493,430.37	-\$68,062.33	(13.8)%
	Operating Profit	\$101,570.71	-\$115,023.53	\$216,594.24	188.3%
	Total Other Expenses	\$0.00	\$0.00	\$0.00	NA
	Net Profit/(Loss)	\$101,570.71	-\$115,023.53	\$216,594.24	188.3%

Minutes

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

Present: Bruce, Dale, Dane & Freya

Apologies:

Confirmation of previous minutes: 14th June 2023

Motion: Move that the minutes from the property sub-committee meeting held on Wednesday 14th June 2023 to be correct

Bruce Puklowski/Dale MacDonald

Matters arising from minutes: 14th June 2023

- Playground matting not yet replaced
- Lockdown procedure is updated.
- Can we do something to show our appreciation for the generous donation from Trinders – Freya to discuss with Olivia

Monthly Safety Reports

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

Swimming Pool

- AGM is 13th September. Some issues with the paint on the girls change room floor but this will get sorted easily.

Items of General Business

- **Shade sail insurance claim** – Insurance company sent an email to the wrong address and due to this we didn't receive their email. This has now been resolved and the requested information has been provided. We have had no further communication from the insurance company.
- **Pathway from Treeton Place to hall – asphalt repair or upgrade** – Bruce will get a quote to see how much it would cost to upgrade to a drive on surface. A like-for-like replacement quote has also been requested.
- **Water leak – repair or replace, rates remission possibility** – Replacing the pipe looks like the simplest solution as we need to dig up to find the leak anyway.
- **Other asphalt repairs or jobs whilst completing water leak** – Getting a price on the two above jobs and also replacing the edging down the middle of the car park. Also ponding areas on the playground asphalt.

- **Painting contract** – Expired last December. Programmed has done a good job over the last 4 years. Freya also had a visit from Adrian George (Resene) regarding a technical advice service offered to schools. Bruce will make contact with both Adrian & Programmed.
- **Accessible playground** – Initial meeting was held. Follow up was had this week. We are looking at phasing our development compared to doing it all as one project. We will also need to consult with other groups, including the council that is currently re-developing the Faulkners Bush playground.
- **Evacuation Drills** – Fire drill completed in term 2. Lockdown policy is in draft. This has been shared with police for feedback. After this we will need to share this with staff for feedback.
- **Ngā Iti Kahurangi** – Still no further information. Freya to follow up with Pete from Onus.
- **10YPP/5YA progress** – Architect has agreed to designing our space and meetings are scheduled with him. We are progressing with the design process while we wait for MOE to approve our 10YPP.
- **NZSTA Health, Safety & Wellbeing Training** – Dale has signed up for the online course with NZSTA.

Meeting finished 5:35 pm.

STAFF REPORT

Highlights in student learning for July/August:

Students:

- TDL Lit Quiz - 1st place
- Yr 5/6 Inter-school Netball tournament
- FIFA world cup games at lunchtime
- Regional X-Country - last day of Term 2 - very successful results
- Book Week
- Tasman District Library children's librarian visits to Kereru and Tui classes

Staff:

- Parent teacher conferences
- Student progress reports
- Behaviour improvement plan implemented at beginning of Term three.
- PD - Inclusive Sport training with Mitch, Halberg Trust
- Kahui Ako Connect week

Matai Syndicate:

- PMP -
- Room 12 open with Jenny Dron and Katie Grinsted job sharing
- Pīwakawaka baking gingerbread men and walking to Faulkners for a picnic as a team extension to book week.
- Kērerū trainee teachers had another successful four week placement.
- Kererū walked to the site of the first school in Wakefield and to the local mural to learn more about Mary-Ann Baigent as they find out more about the stories on our Waharoa.

Karearea Syndicate:

- WIS transition visit
- The next stage of the enviro learning is under way. Students have been building rat traps.
- Materials have been purchased for a propagation shed (collaboration with enviro committee), and they are hoping to start building this week. Seedlings(natives) will be used for the bird cafe.
- Writing under way for the next edition of WOW, including reports on Book Week, sports tournaments and the TDL Quiz.

Toroa

- Both rooms 1 & 2 have been focusing on division and multiplication.
- Rm 1 has been focusing on punctuation, with their expert projects and Rm 2 have had a focus on information reports
- Both classes have been working on small and large ball skills.

Community Outreach

- Rebekah Ballagh parent education meeting - Thursday 10th August - 28 participants

- Senior Kapa Haka tamariki will be visiting Nayland Primary on Tuesday 29th August. We will be having a mihi whakatau, share waiata then end with shared kai.
- Wakefield Playcentre and Wakefield Village Kindergarten continue to visit the library on a regular basis.



Behaviour Improvement Plan

Increasingly challenging behaviour is a problem all schools around New Zealand are currently facing. Wakefield School is no different, however we believe we can be different by building a more positive school culture and having more effective and more consistent responses for our tamariki. We aspire to have a safe and inclusive school culture that is world leading.

Here is how we plan to achieve this goal:

Our Foundational Beliefs

- **All children want to be safe, seen and valued.**
 - No child wants to be a 'naughty child'.
 - Challenging behaviour is a brain and body response to situations, experiences and sensory input.
 - All students need to experience unconditional positive regard (*feeling valued regardless of their behaviour*).
- **We need our staff to be "all in" to achieve the changes we aspire to achieve.**
 - Our approach needs to be simple, highly effective and consistent.
 - We need visibly consistent and clear expectations school wide.
 - We need visibly consistent responses to challenging behaviour
- **Positive relationships are essential to achieve positive behaviour.**

- Positive behaviour needs to be celebrated publicly and frequently.
- Challenging behaviour must be responded to privately.
- We need to work from the bottom of the brain up when responding to challenging behaviour - first regulate, then relate (reconnect positively) & then reason (repair the harm and consider alternative responses).

This does not mean that:

- There are no boundaries - our children need clear and consistent boundaries
- There are no consequences for inappropriate behaviour - our consequences need to be clear, certain and consistent
- Children do not need to respect adults - Respect & Manaakitanga must be reciprocal.

Our non-negotiables

- We do not respond to behaviour when our own brain state is escalated.
- We do not raise our voices at our children.
- We do not use shame or blame to manage difficult behaviour.

How we will achieve this:

(our initiatives)

We will continue with (*business as usual*):

1. [Our rules](#) (Safe, Fair, Kind) being visible in every space and known by every person.
2. [Our values](#) being consistently modelled by all our staff and explicitly taught to our tamariki.
3. Encouraging our tamariki to consider what they can do to “make the problem smaller” and reflect on behaviour that “made the problem bigger”.
4. Allowing children to calm and reconnect positively with a safe adult before we begin the restorative process (regulate, relate, reason).
5. Resolving conflicts with a restorative process that focuses on recognising and repairing harm.

We will improve or add:

6. Highly effective behaviour management is a team sport - we need everyone onboard and committed to all our initiatives.
7. Involving all staff in identifying priority areas/focus for improvement.
8. Amplifying the attention for **all** students who display positive behaviour.
9. Responding to inappropriate behaviour privately using our [30 second script](#).

10. Empowering our staff to respond to challenging behaviour and build positive relationships with our tamariki.
11. Understanding of the difference between “top down” and “bottom up” behaviours.
12. Growing staff capacity to inquire into why challenging behaviour occurs (iceberg metaphor).

Our Behaviour Improvement Plan					
Initiative	Timeframe	Our leadership team will:	Our teachers will:	Our support staff will:	Our students will:
Highly effective behaviour management is a team sport - we need everyone onboard and committed to all our initiatives.	On-going	<p>Communicate the expectations clearly</p> <p>Provide clear guidance on consistent responses to inappropriate behaviour</p> <p>Coach staff to empower them to respond consistently and restoratively to challenging behaviour</p> <p>Be a positive voice in our community about our school and the behaviour</p>	<p>Know about our behaviour improvement plan</p> <p>Show commitment to our behaviour improvement plan</p> <p>Be a positive voice in our community about our school and the behaviour of our children</p> <p>Discuss any concerns or challenges you face with our leadership team</p>	<p>Know about our behaviour improvement plan</p> <p>Show commitment to our behaviour improvement plan</p> <p>Be a positive voice in our community about our school and the behaviour of our children</p> <p>Discuss any concerns or challenges you face with our leadership team</p>	<p>Know about the parts of our plan that are relevant to them.</p>

		of our children			
Involve all staff in identifying priority areas/focus for improvement.	Ongoing	Discuss with staff what they feel is our “biggest problem we need to solve” and tailor a solution to improve this.	Reflect on and share with leadership what the new or emerging challenges are relating to student behaviour.	Reflect on and share with leadership what the new or emerging challenges are relating to student behaviour.	
We respond to inappropriate behaviour privately using our 30 second script	Weeks 1-5 Term 3 2023	<p>Model and the 30 second script when responding to challenging behaviour</p> <p>Provide lanyards with assistance card, 30 second script prompts & restorative justice prompts to all staff</p> <p>Coach staff in the use of 30 second scripts</p>	<p>Use the 30 second script when responding to challenging behaviour</p> <p>Have lanyards with assistance card, 30 second script prompts & restorative justice prompts nearby and when on duty</p>	<p>Use the 30 second script when responding to challenging behaviour</p> <p>Have lanyards with assistance card, 30 second script prompts & restorative justice prompts nearby and when on duty</p>	
We empower our staff to respond to challenging behaviour and build positive relationships	Weeks 1-5 Term 3 2023	Check in with staff when assistance is requested to see if the staff member is emotionally calm enough to respond to the	Seek to understand why challenging behaviour has occurred and be careful not to make assumptions about behaviour (e.g.	Request assistance from our teaching or leadership team when a child’s challenging behaviour needs immediate	Connect with their teacher more positively

<p>with our tamariki</p>		<p>student</p> <p>If the staff member is calm, provide supervision to other students so the staff member can respond to the challenging behaviour</p> <p>If the staff member is not calm enough, take over the management of the situation until the staff member feels calm enough to return</p> <p>Coach staff to develop skills if they do not feel confident responding to challenging behaviour</p>	<p>"what happened that made you...")</p> <p>Request assistance from our leadership team when a child's challenging behaviour needs immediate management (e.g. disruptive, unsafe or threatening behaviour)</p> <p>Recognise your own emotional state and ask for assistance so that you can take time out if your emotional state/ stress response is too elevated to respond calmly</p> <p>When you are feeling calm enough and are ready to respond to challenging behaviour, request assistance to supervise the other</p>	<p>management (e.g. disruptive, unsafe or threatening behaviour)</p> <p>Recognise your own emotional state and ask for assistance so that you can take time out if your emotional state/ stress response is too elevated to respond calmly</p> <p>When you are feeling calm enough and are ready to respond to challenging behaviour, request assistance to supervise the other children while you respond to the child with challenging behaviour</p>	
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			children while you respond to the child with challenging behaviour		
We amplify the attention for all students with positive behaviour		Coach staff in the use of the following strategies to publicly acknowledge the positive behaviour of our tamariki: <ul style="list-style-type: none"> • Recognition boards • Above and beyond acknowledgements • Managing distractions/ignoring muscle • Warm fuzzies/Happy notes 	Use the positive strategies to publicly acknowledge the positive behaviour of our tamariki in all classes: <ul style="list-style-type: none"> • Recognition boards • Above and beyond acknowledgements • Celebrate students using managing distractions/ignoring muscle • Warm fuzzies/Happy notes 	Use the positive strategies to publicly acknowledge the positive behaviour of our tamariki in all classes: <ul style="list-style-type: none"> • Recognition boards • Above and beyond acknowledgements • Celebrate students using managing distractions/ignoring muscle • Warm fuzzies/Happy notes 	Students acknowledge the positive behaviour of other students in class recognition time
We all seek to understand why challenging behaviour has occurred		Seek to understand, and support staff to understand, why challenging behaviour has occurred (e.g. by asking "what	Seek to understand why challenging behaviour has occurred (e.g. by asking "what happened?", "what is this telling us about the child",	Seek to understand why challenging behaviour has occurred (e.g. by asking "what happened?", "what is this telling us about the child",	Learn (in a developmentally appropriate way) how to recognise and articulate what internal (feelings in their bodies) and external

		<p>happened?", "what is this telling us about the child", and looking for possible triggers (hungry, tired, thirsty, sensory overwhelm, etc)</p> <p>Take care not to make assumptions about behaviour (e.g assuming deliberate naughtiness)</p> <p>Support staff to develop their understanding of brain science and poly-vagal theory (how the brain and body work together)</p>	<p>and looking for possible triggers (hungry, tired, thirsty, sensory overwhelm, etc)</p> <p>Take care not to make assumptions about behaviour (e.g assuming deliberate naughtiness)</p> <p>Grow your understanding of polyvagal theory (how the brain and body work together) and the difference between "top-down" (controllable, intentional or planned) and bottom-up (reflexive, automatic or stress response) behaviours and the implications for our interactions, responses and techniques</p>	<p>and looking for possible triggers (hungry, tired, thirsty, sensory overwhelm, etc)</p> <p>Take care not to make assumptions about behaviour (e.g assuming deliberate naughtiness)</p> <p>Grow your understanding of polyvagal theory (how the brain and body work together) and the difference between "top-down" (controllable, intentional or planned) and bottom-up (reflexive, automatic or stress response) behaviours and the implications for our interactions, responses and techniques</p>	<p>(experiences) events cause emotional overload for them</p>
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<p>Use routines, rhythm and repetition to soothe the nervous system and support learning</p>		<p>Support staff to understand how routines, rhythm and repetition soothe the nervous system, support learning, and support positive behaviour</p> <p>Guide staff to develop consistent predictable routines for</p> <ul style="list-style-type: none"> • The start of the day/lesson • The classroom • Transitions • Fun • Managing bumps in the road • The end of day/lesson <p>Provide resources and training in activities that use rhythm and repetition to soothe the nervous system</p>	<p>Develop consistent predictable classroom routines for</p> <ul style="list-style-type: none"> • The start of the day • The classroom • Transitions • Fun • Managing bumps in the road • The end of day 	<p>Develop consistent predictable routines for</p> <ul style="list-style-type: none"> • The start of lesson/group • The classroom • Transitions • Fun • Managing bumps in the road • The end of lesson/group <p>Support the implementation of classroom routines</p>	<p>Follow the classroom routines</p> <p>Follow TA group/lesson routines</p>
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Our Current Strategies (Business As Usual)				
Initiative	Our leadership team will:	Our teachers will:	Our support staff will:	Our students will:
<u>Our rules</u> (Safe, Fair, Kind) are visible in every space and known by every person.	<p>Ensure our rules and expectations are visible and known by everyone</p> <p>Gather data to check that our children know the school rules</p>	<p>Promote the school rules to our tamariki</p> <p>Make your classroom rules clear to all tamariki</p> <p>Check all tamariki know classroom rules</p>	<p>Promote the school rules to our tamariki</p> <p>Know any classroom rules that are specific to the classes you work in</p>	<p>Know our school rules</p> <p>Know their own classroom rules</p>
<u>Our values</u> are consistently modelled by all our staff	<p>Deliberately and explicitly model our values (e.g. using think alouds "I am going to show manaakitanga to you by waiting quietly over here until you are feeling calm, I am here for you")</p> <p>Acknowledge and celebrate tamariki who are demonstrating our values (e.g. "you are showing great manaakitanga by using your manners</p>	<p>Deliberately and explicitly model our values (e.g. using think alouds "I am going to show manaakitanga to you by waiting quietly over here until you are feeling calm, I am here for you")</p> <p>Explicitly teach our tamariki about what we "see, hear & feel" when people are showing each of our values</p> <p>Acknowledge tamariki who are demonstrating</p>	<p>Deliberately and explicitly model our values (e.g. using think alouds "I am going to show manaakitanga to you by waiting quietly over here until you are feeling calm, I am here for you")</p> <p>Explicitly teach our tamariki about what we "see, hear & feel" when people are showing each of our values</p> <p>Acknowledge tamariki who are demonstrating</p>	<p>Be able to describe actions that demonstrate our values</p> <p>Show our school values</p>

	<i>when you speak to me").</i>	<i>our values (e.g. "you are showing great manaakitanga by using your manners when you speak to me").</i>	<i>our values (e.g. "you are showing great manaakitanga by using your manners when you speak to me").</i>	
We encourage our tamariki to consider what they can do to "make the problem smaller" and reflect on any of their own behaviour that "made the problem bigger"	<p>Coach staff how to take a "no blame, no shame" approach to responding to challenging behaviour through supporting our tamariki to recognise behaviour that makes problems bigger and behaviour that makes problems smaller</p> <p>Actively encourage tamariki to choose behaviour that makes problems smaller</p> <p>Publicly acknowledge the tamariki who have helped to "make a problem smaller"</p>	<p>Use a "no blame, no shame" approach to responding to challenging behaviour through supporting our tamariki to recognise behaviour that makes problems bigger and behaviour that makes problems smaller</p> <p>Actively encourage tamariki to choose behaviour that makes problems smaller</p> <p>Publicly acknowledge the tamariki who have helped to "make a problem smaller"</p>	<p>Use a "no blame, no shame" approach to responding to challenging behaviour through supporting our tamariki to recognise behaviour that makes problems bigger and behaviour that makes problems smaller</p> <p>Actively encourage tamariki to choose behaviour that makes problems smaller</p> <p>Publicly acknowledge the tamariki who have helped to "make a problem smaller"</p>	<p>Recognise which behaviour makes a problem bigger and which makes a problem smaller</p> <p>Choose, with growing independence, behaviours that make their problems smaller</p>
We allow children to calm and reconnect	Provide supervision to other children releasing a teacher to support a child who	Provide children with a safe space to be in when needing to calm and remain present	Provide children with a safe space to be in when needing to calm and remain present and	Will go to a safe space to calm their mind and body when escalated

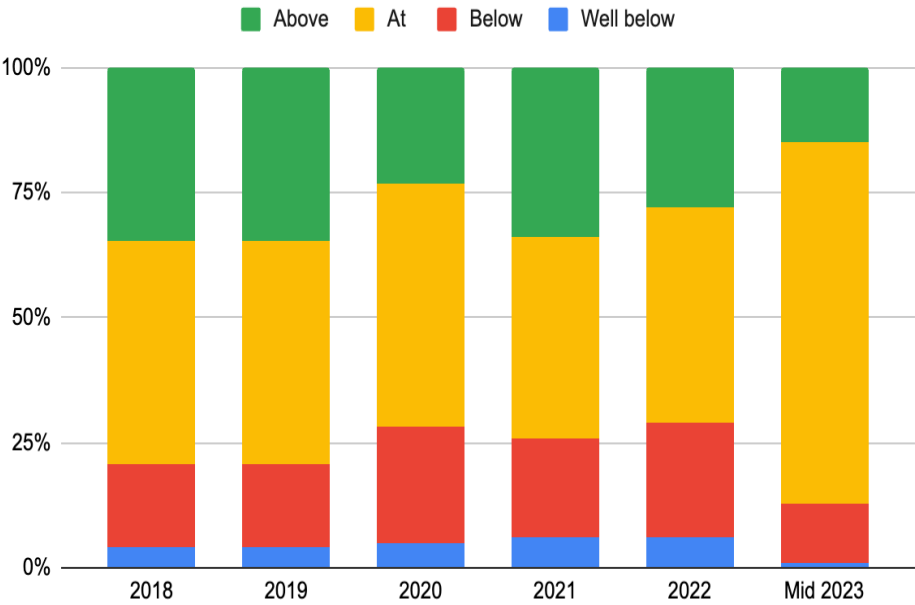
positively before we begin the restorative process	needs to calm and reconnect positively. Provide children with a safe space to be in when needing to calm and remain present and from a distance the child feels safe with.	and from a distance the child feels safe with.	from a distance the child feels safe with.	Once they are calm, reconnect with a trusted adult (<i>e.g. 30 second script or being reminded about the good the adult sees in them</i>) before they are expected to restore the harm
We resolve conflicts with a restorative process that focuses on recognising and repairing harm	Check all staff understand the restorative process and feel confident using restorative conversations to address problem behaviours	Respond to conflicts and challenging behaviours with a restorative approach to recognise all harm that has occurred and support tamariki to find ways to repair the harm that has occurred	Respond to conflicts and challenging behaviours with a restorative approach to recognise all harm that has occurred and support tamariki to find ways to repair the harm that has occurred	Learn to recognise the harm that their behaviour has caused Learn how to restore relationships by repairing the harm they have caused



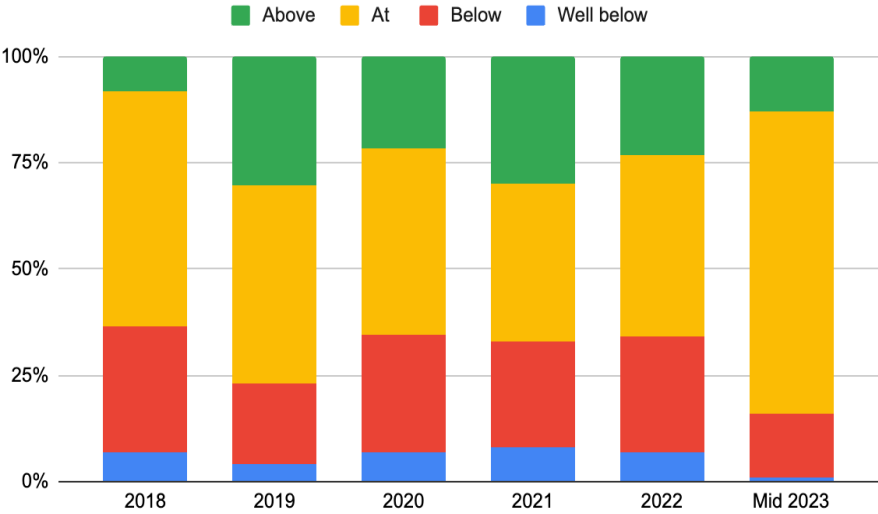
2023 Mid Year Student Achievement

Reading Data

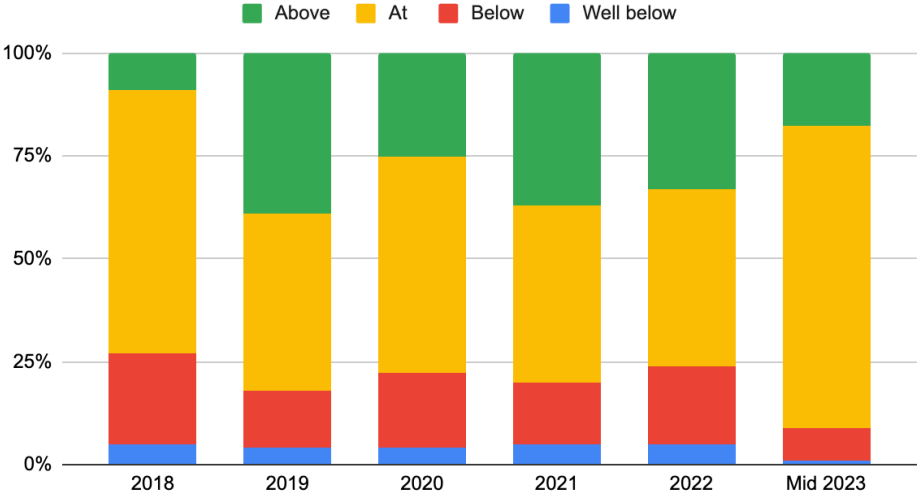
Whole School Reading Achievement Trends



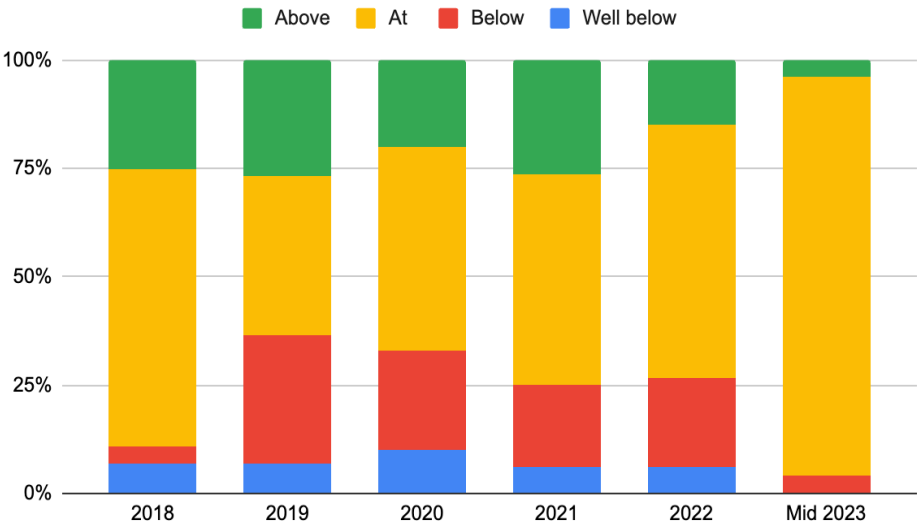
Boys Reading Achievement Trends



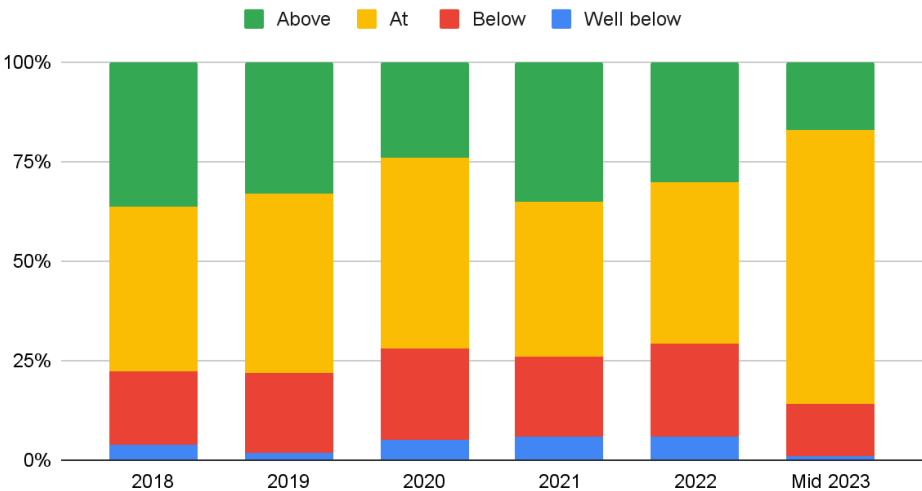
Girls Reading Achievement Trends



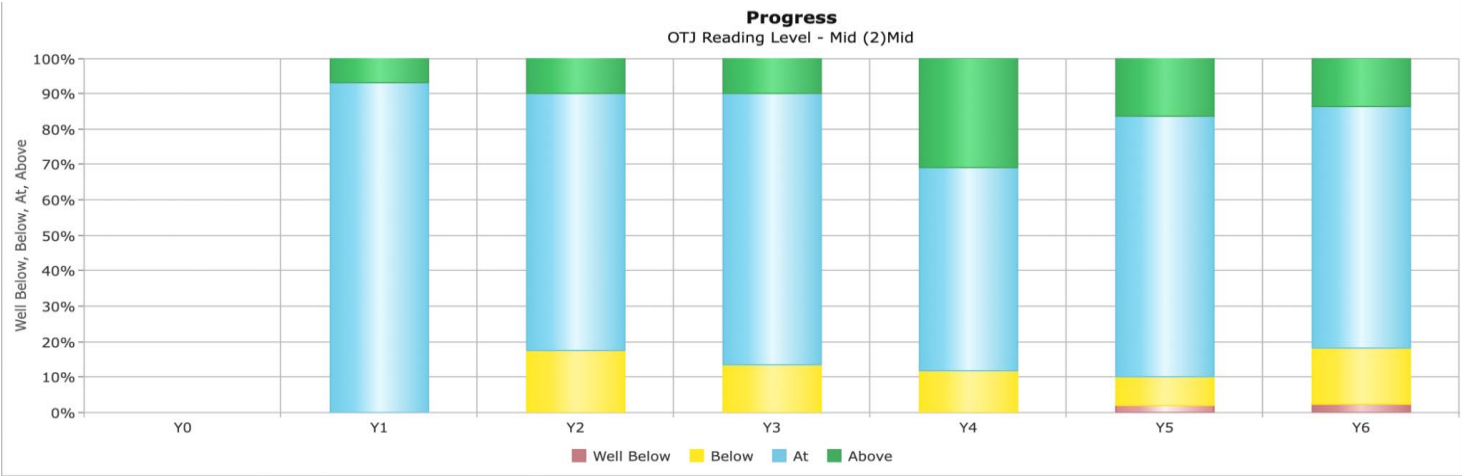
Māori Reading Achievement Trends



NZ European & Other Ethnicities Reading Achievement Trends

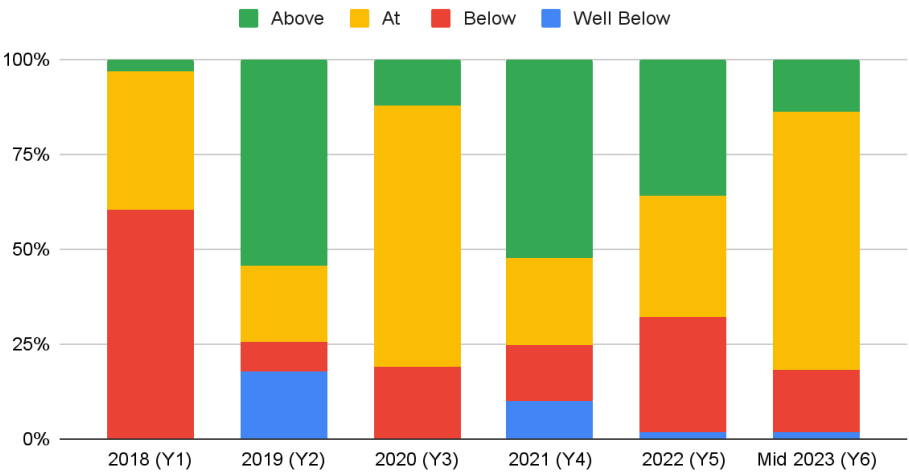


2023 Mid Year Reading Cohort Data



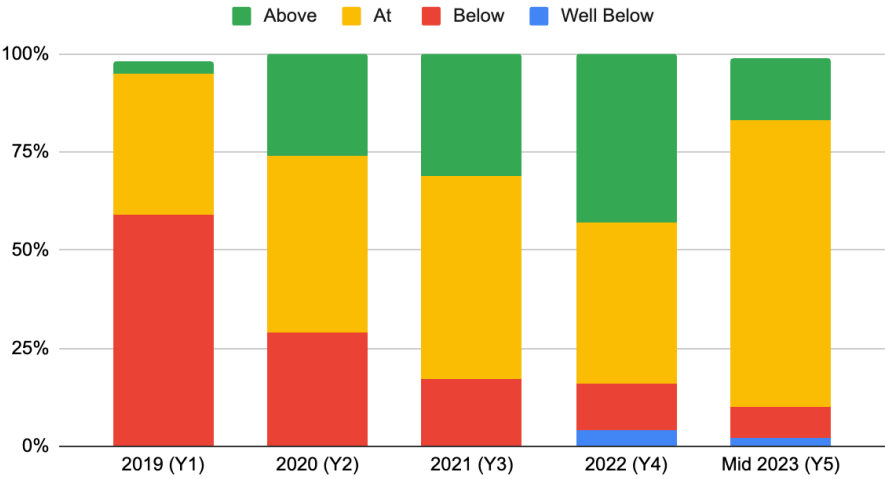
Year 6

Reading Achievement for 2023 Year 6 Cohort



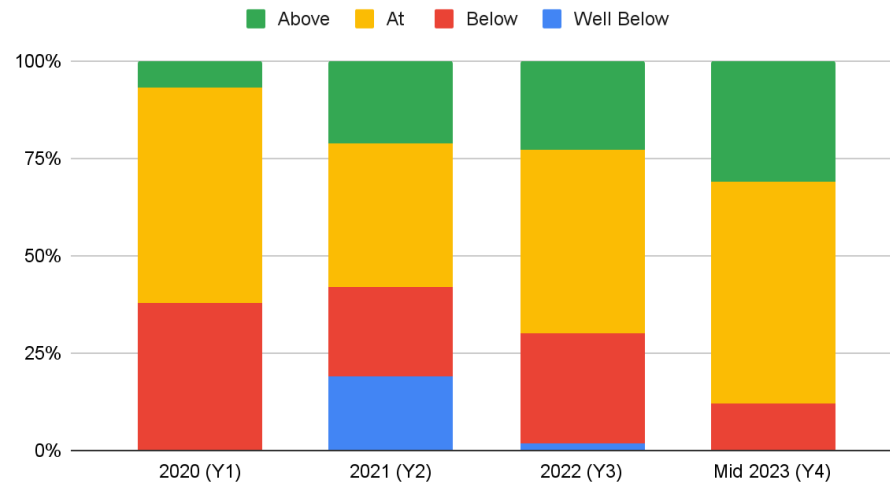
Year 5

Reading Achievement for 2023 Year 5 Cohort



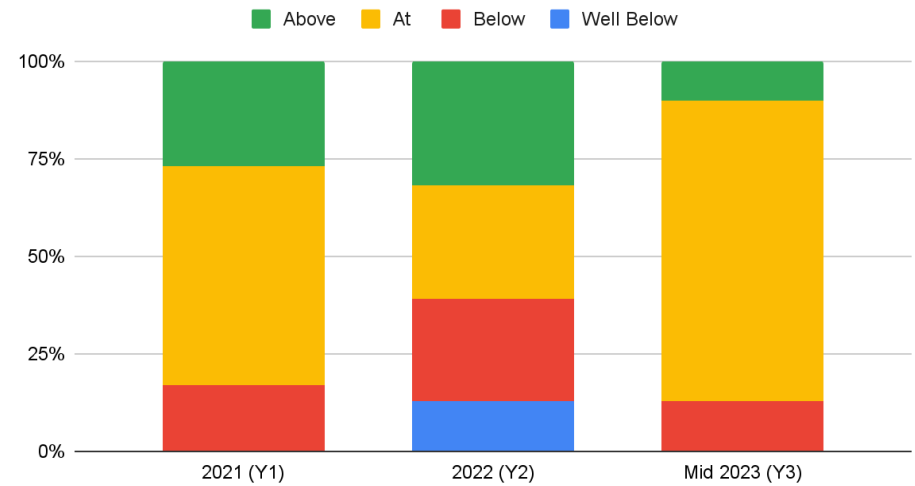
Year 4

Reading Achievement for 2023 Year 4 Cohort



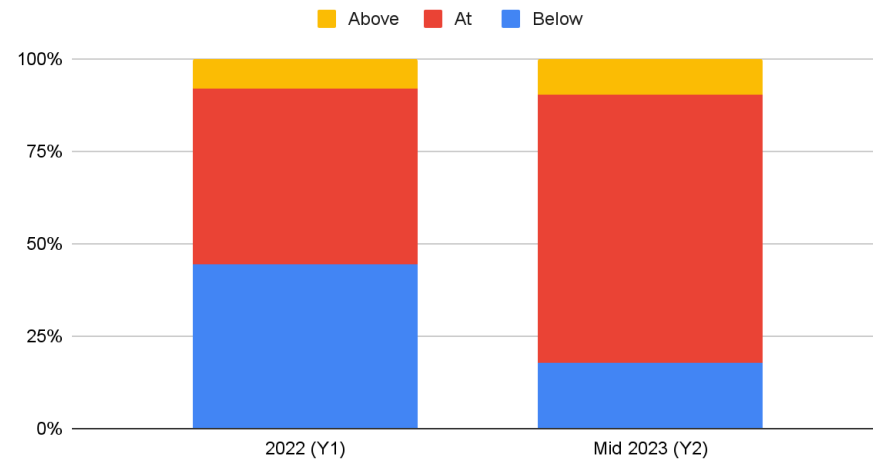
Year 3

Reading Achievement for 2023 Year 3 Cohort



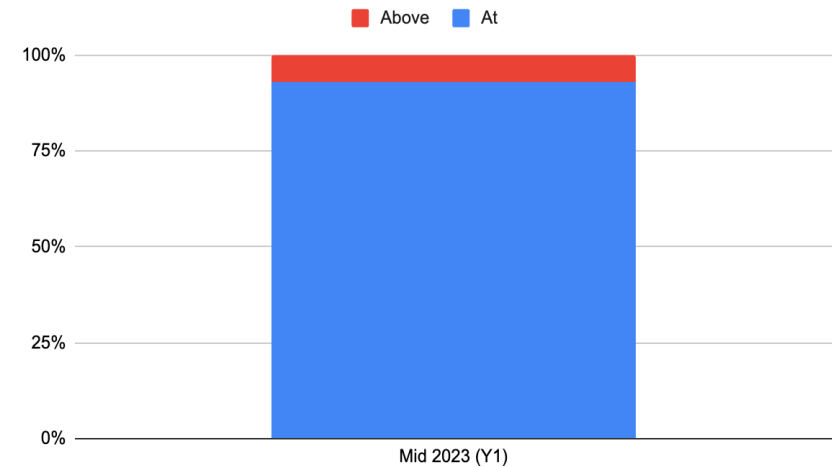
Year 2

Reading Achievement for 2023 Year 2 Cohort



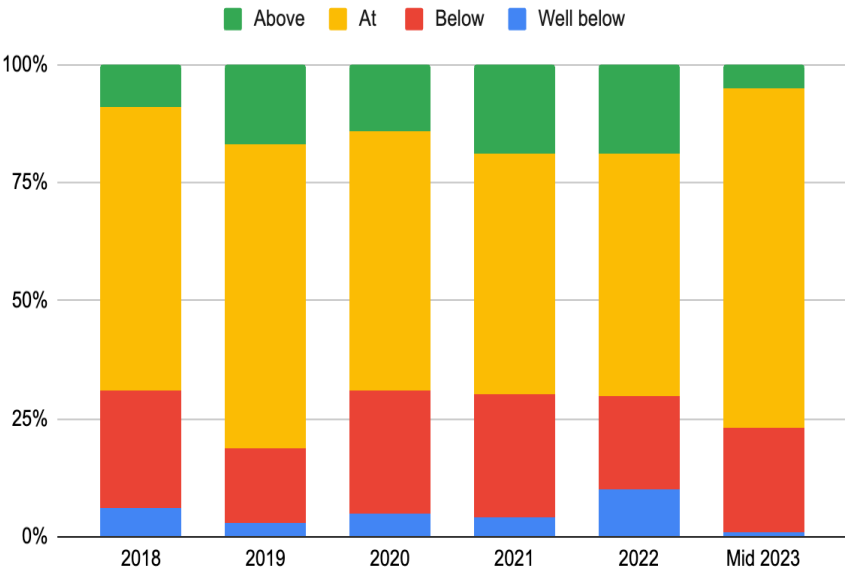
Year 1

Reading Achievement for 2023 Year 1 Cohort

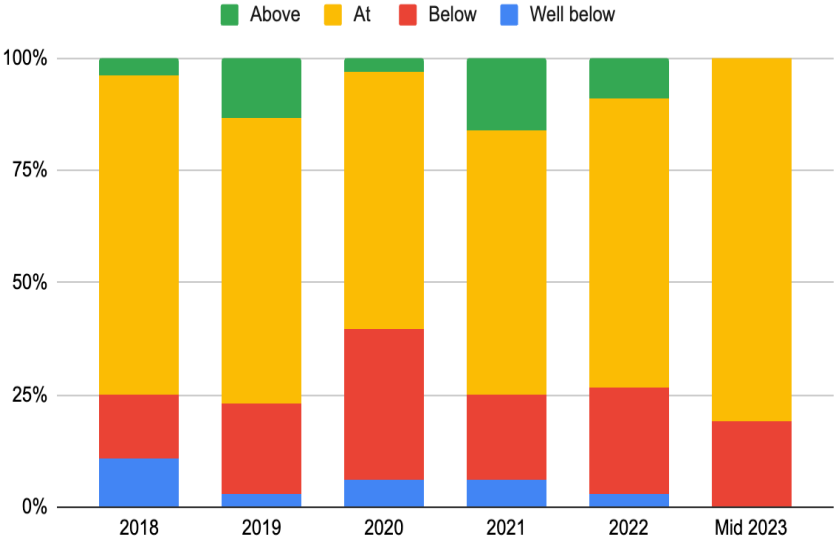


Writing Data

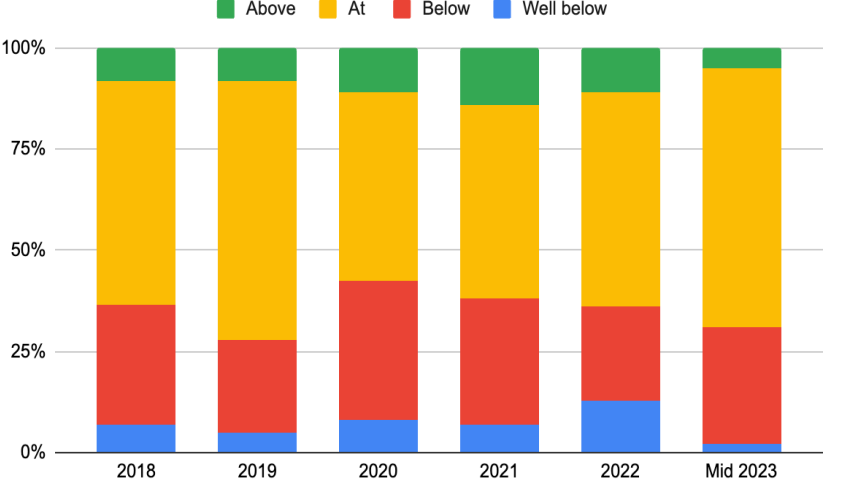
Whole School Writing Achievement Trends



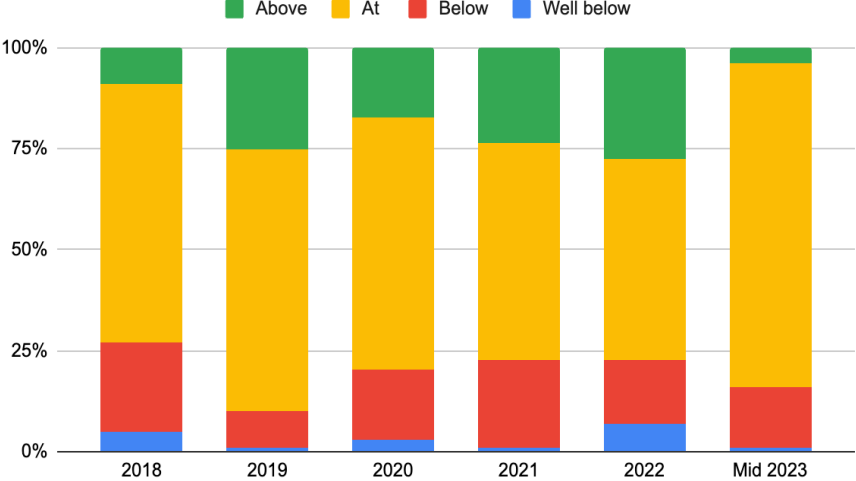
Māori Writing Achievement Trends



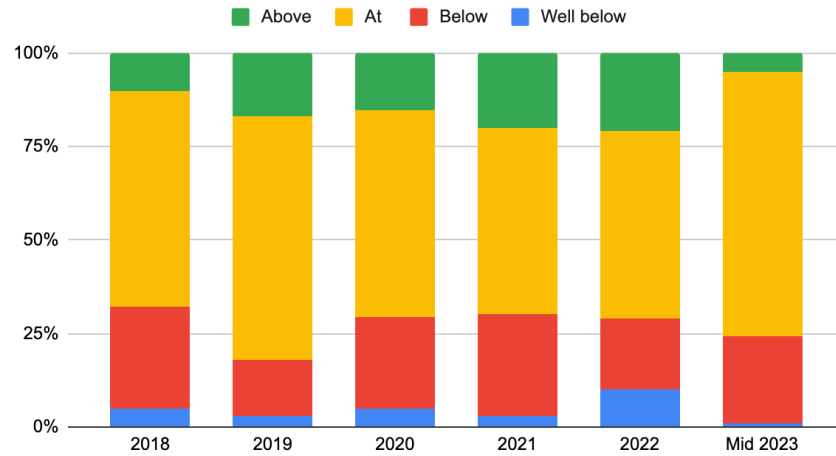
Boys Writing Achievement Trends



Girls Writing Achievement Trends



NZ European & Other Ethnicities Writing Achievement Trends

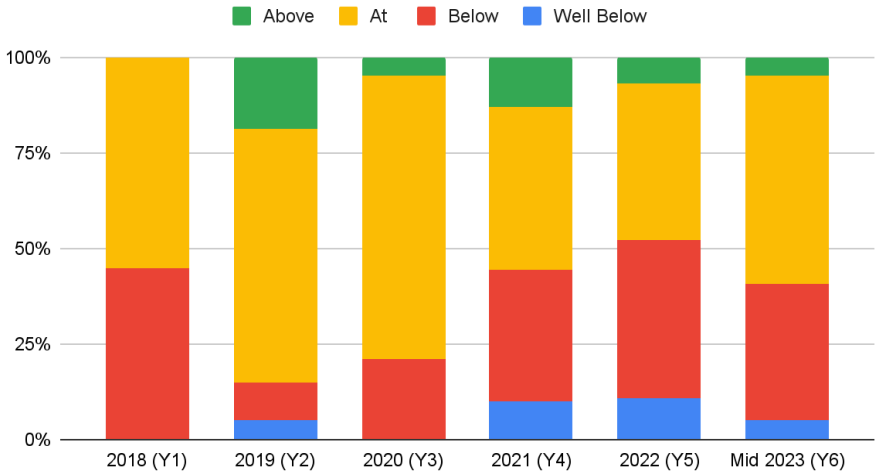


2023 Mid Year Writing Cohort Data



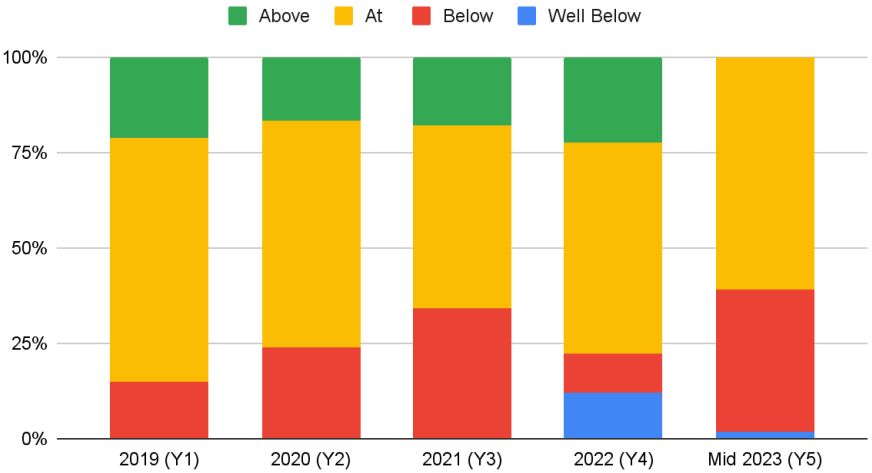
Year 6

Writing Achievement for 2023 Year 6 Cohort



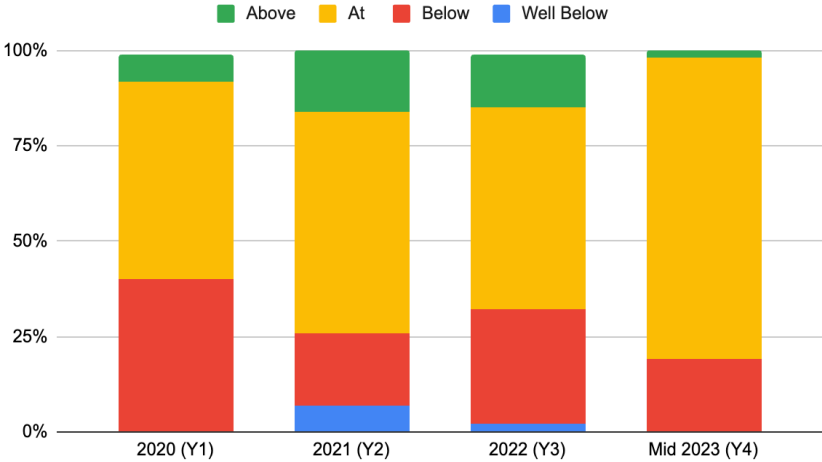
Year 5

Writing Achievement for 2023 Year 5 Cohort



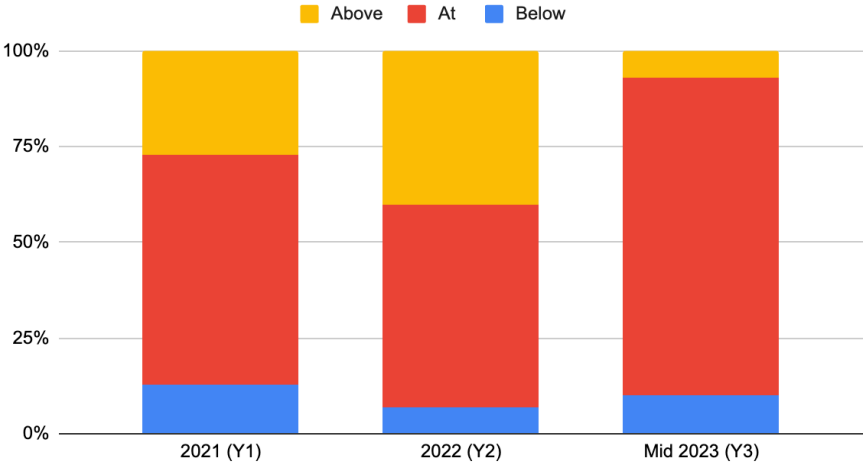
Year 4

Writing Achievement for 2023 Year 4 Cohort



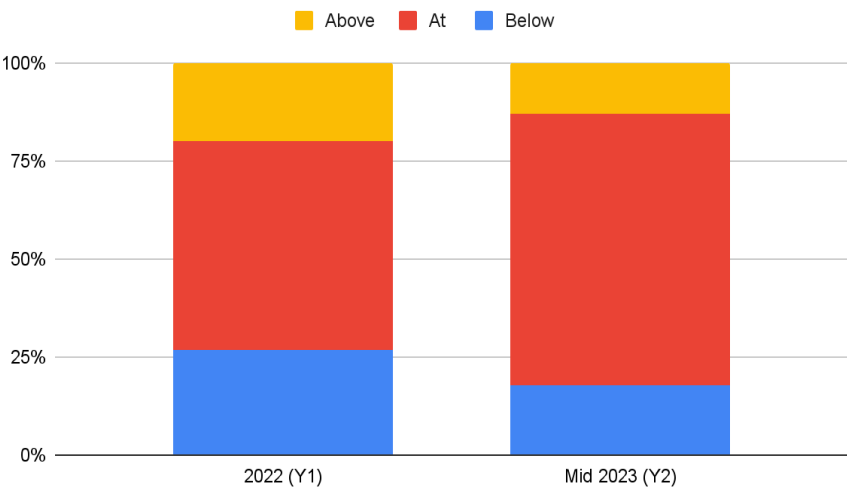
Year 3

Writing Achievement for 2023 Year 3 Cohort



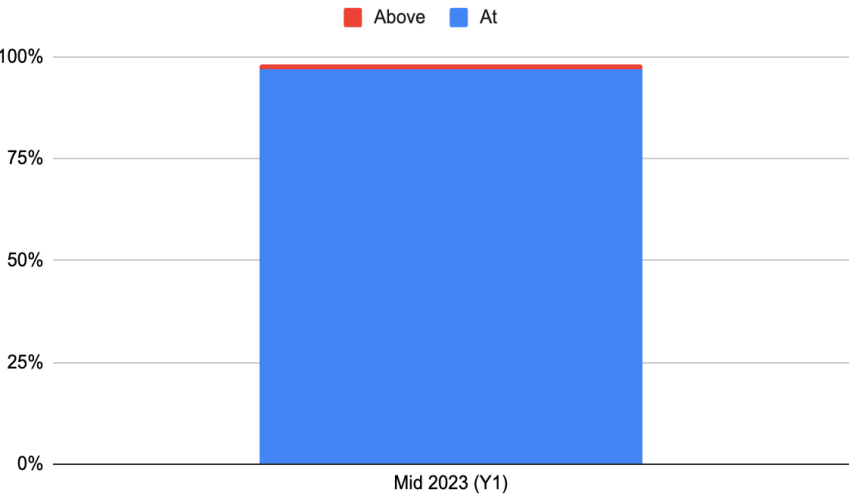
Year 2

Writing Achievement for 2023 Year 2 Cohort



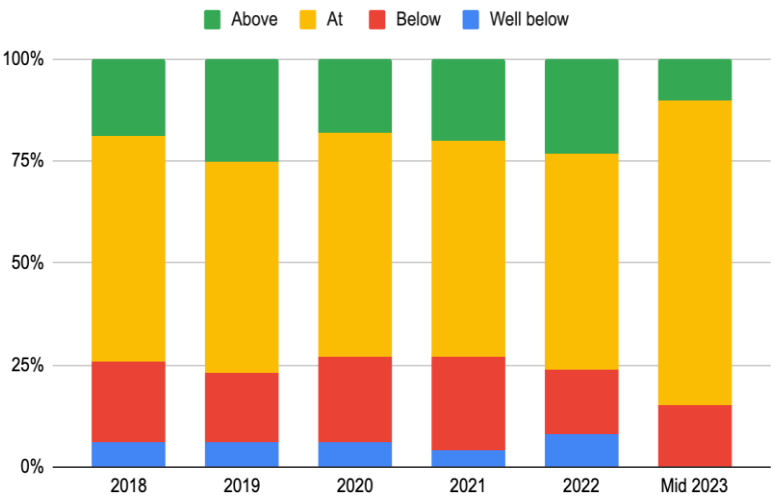
Year 1

Writing Achievement for 2023 Year 1 Cohort

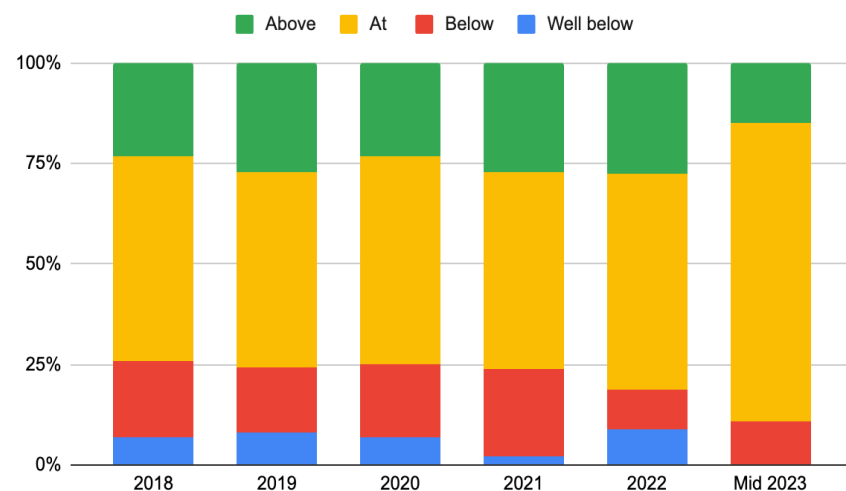


Mathematics Data

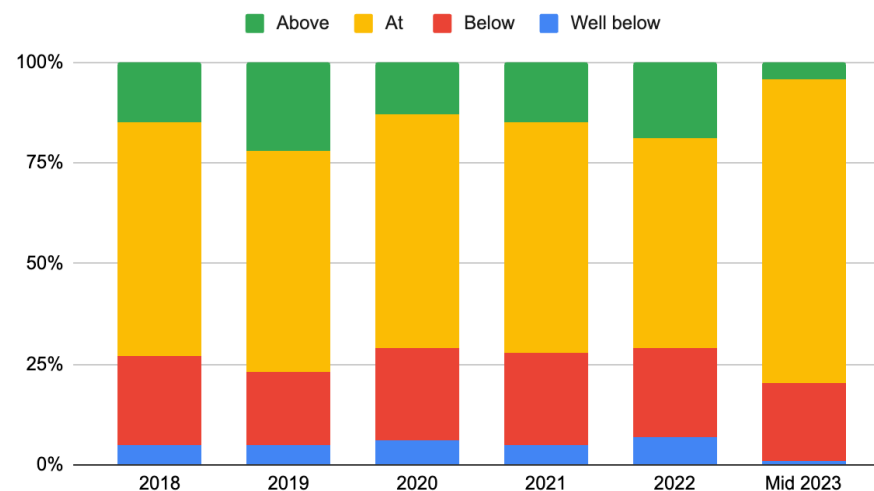
Whole School Mathematics Achievement Trends



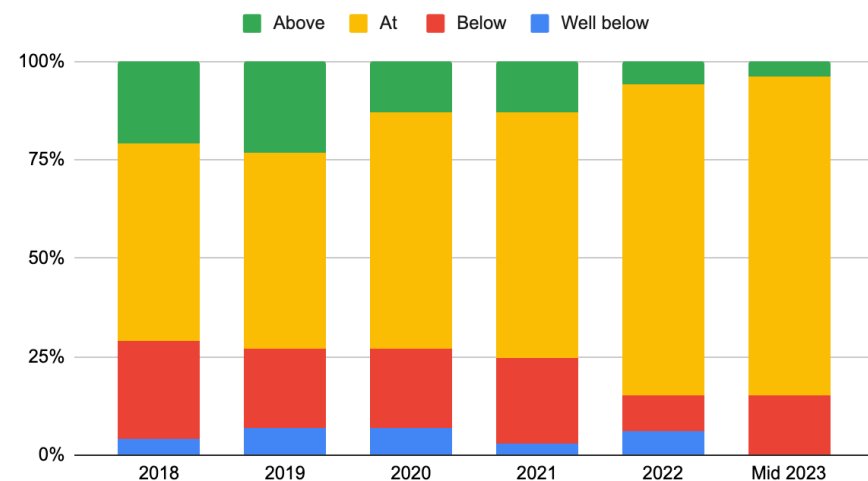
Boys Mathematics Achievement Trends



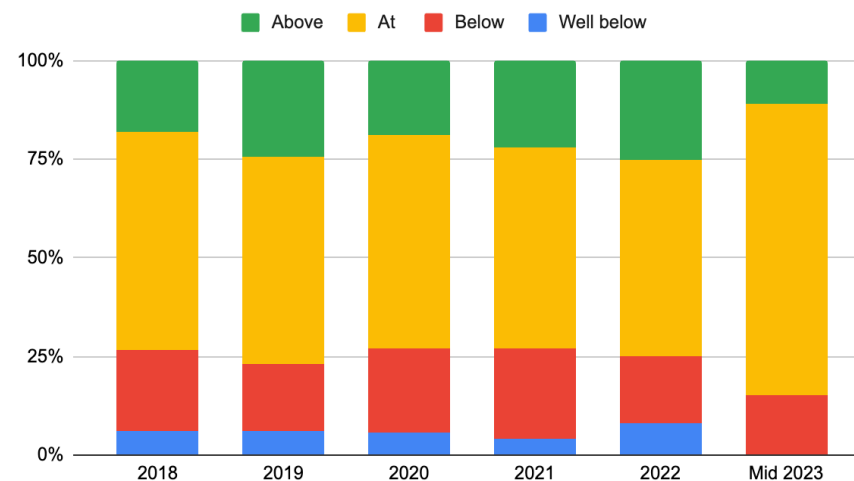
Girls Mathematics Achievement Trends



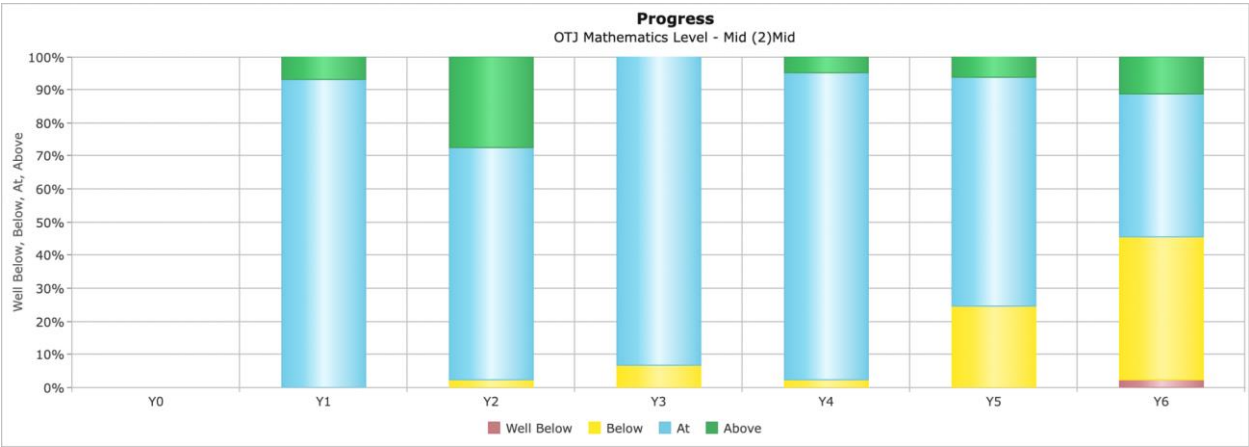
Māori Mathematics Achievement Trends



NZ European & Other Ethnicities Achievement Trends

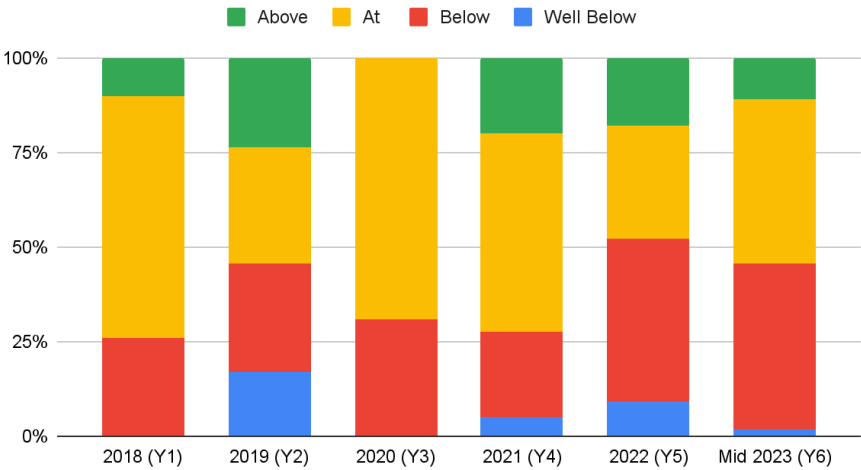


2023 Mid Year Mathematics Cohort Data



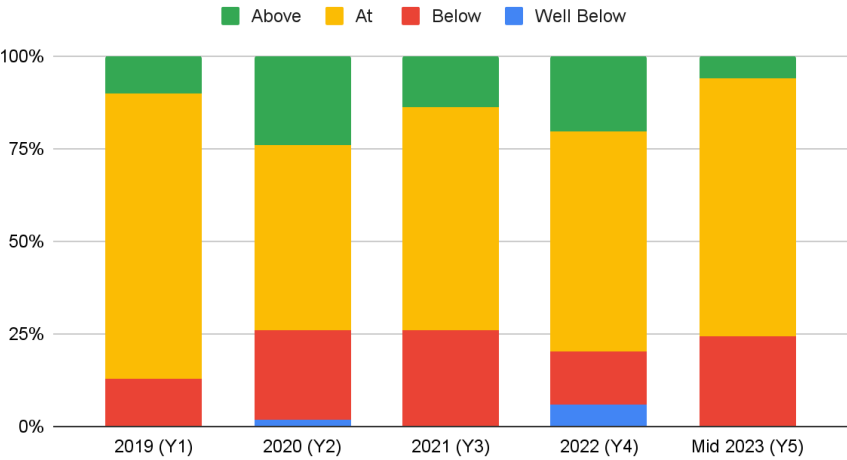
Year 6

Mathematics Achievement for 2023 Year 6 Cohort



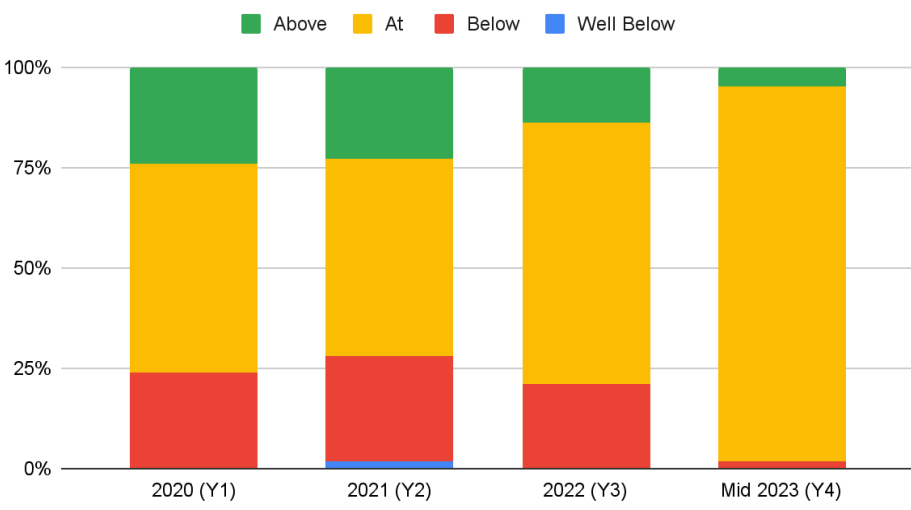
Year 5

Mathematics Achievement for 2023 Year 5 Cohort



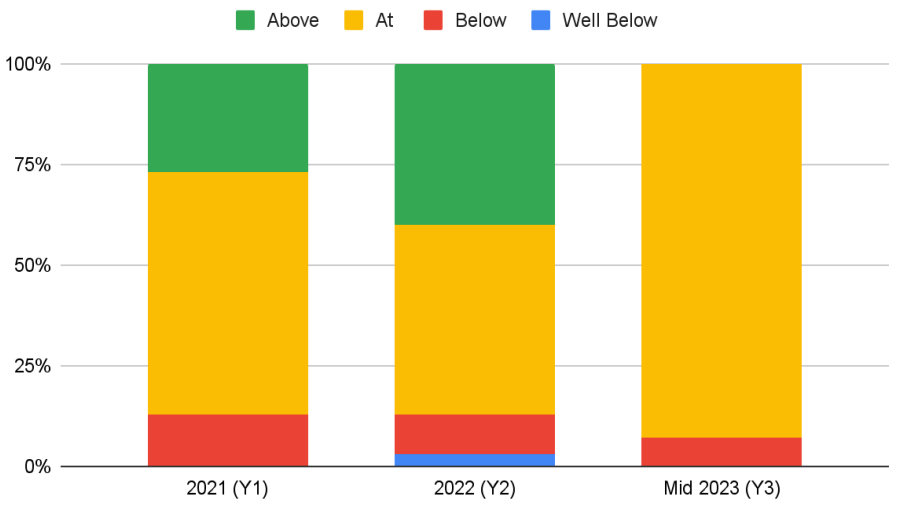
Year 4

Mathematics Achievement for 2023 Year 4 Cohort



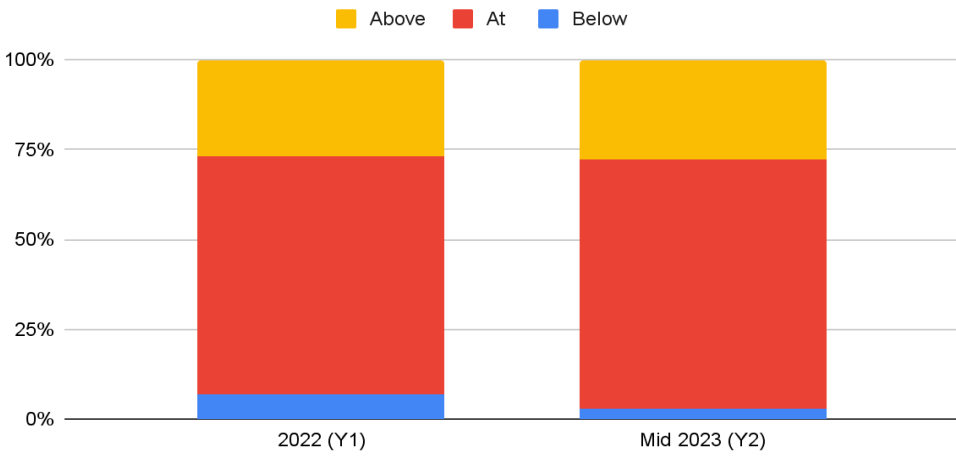
Year 3

Mathematics Achievement for 2023 Year 3 Cohort



Year 2

Mathematics Achievement for 2023 Year 2 Cohort



Year 1

Mathematics Achievement for 2023 Year 1 Cohort

