



# Board of Trustees Meeting

3 March 2025

6.30pm



## CQS Board of Trustees Agenda

**3 March 2025**

<b>ADMINISTRATION</b>		
<b>Subject</b>	<b>Person</b>	<b>Time</b>
Opening Karakia	Cameron	6.30pm
Present	Chair - Michelle Little	6.35pm
Apologies		
Appointment of Chair for 2025		
Appointment of Subcommittee Positions		
Declaration of Interest		
Confirmation of Previous Minutes		

<b>MONITORING</b>		
<b>Review of Action Items</b>	<b>Responsible</b>	<b>Outcome</b>
Attest no cash held onsite	Chris Myatt	Next Month
Investigate video camera installation in office	Monty Paliwal	
Subcommittees to check and review strategic priorities first meeting 2025	Subcommittees	
Acknowledge donation of steel	Sarah Todd	

<b>GENERAL BOARD MATTERS</b>		
<b>Subject</b>	<b>Person</b>	<b>Time</b>
Principals Report	Cameron	6.45pm
Set dates for Board Meetings 2025	Michelle	7.00pm

In Committee discussion	Michelle/Cameron	7.15pm
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<b>BOARD STRATEGY</b>		
<b>Subject</b>	<b>Person</b>	<b>Time</b>
Board Strategy	Sarah	7.40

<b>SUB-COMMITTEES</b>		
<b>Subject</b>	<b>Person</b>	<b>Time</b>
Personnel	Cameron	7.45
Finance	Neil	7.45
Property	Michelle	8.00
Community Engagement	Sarah	

<b>COMMUNICATIONS</b>		
<b>Subject</b>	<b>Person</b>	<b>Time</b>
Correspondence		
Up-coming Newsletter items		
Planned Events		

<b>MEETING CLOSURE</b>		
<b>Subject</b>	<b>Person</b>	<b>Time</b>
Next Meeting Date		8.20pm
Review of Action Items		8.21pm
Appoint Karakia for next meeting		8.23pm
Closing Karakia		8.25pm

# ADMINISTRATION

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*Minutes of Clyde Quay School Board of Trustees Meeting  
9 December 2024*

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**1.0 ADMINISTRATION**

**1.1 Opening Karakia** Chris Myatt

**1.2 Present**

<b>Chairperson / Presiding Member</b>	Michelle Little
<b>Principal</b>	Liz Patara
<b>Staff Trustee</b>	Cameron Ross
<b>Board members</b>	Sarah Todd, Neil Passey, Chris Myatt, Andrew Neal, Amit Paliwal
<b>Minute Secretary</b>	Liz Patara

**1.3 Apologies** Sue Bibby

**1.4 Declaration of Interest**  
None

**1.5 Confirmation of Previous Minutes**

MOVED that the minutes of 29 October 2024 be accepted as a true and correct record.

**MOVED/AGREED**

Chris Myatt/Amit Paliwal

**6.40pm Living Wage**

Guest Speaker Liam Wright, Finn Cordwell, Emma Sproul  
Supporting Living Wage Pledge

**Recommendation**

CQS Board Support Living Wage Pledge to urge the M.o.E to fund schools adequately to realise this goal **Agreed**

**2.0 MONITORING**

**2.1 Review of Action Items**

**Recommendations**

**The CQS Board notes:**

There are 231 students. There were 5 admissions and 3 withdrawals since the last meeting. Two returned overseas and one moved out of district.

**The CQS Board notes 2025 term dates**

**Student roll 1999-2024**

**2.3.2 CLYDE QUAY SCHOOL CURRICULUM & ASSESSMENT**

1. Staff Report term 3 2024 provides an overview of whānau programmes and administration.
  2. NZCER Science Thinking with Evidence Y4-8 was tabled at the October 28 meeting.
  3. CQS Expectations (Goals) will be available at the December 9 meeting.
  4. Staff are inputting final assessment results for *BSLA Y1-3; NELI Y1-2; literacy and mathematics*.
- 4.1 These will form separate reports issued to the Board ready for the February 25 meeting.

**Recommendations**

**The CQS Board notes 1-4.1**

**2.3.3 POLICY REVIEW & BOARD ASSURANCE**

TERM 4	FINANCE AND ASSET MANAGEMENT POLICY (Covered) <i>Annual Report, Board and Policy</i>	School Year, Terms, and Holidays	Assure the board that the school has been open for the statutory number of half-days and four per day in the current year, subject to the board of the dates and number of full-days for instruction for the next year.
	Managing Income and Expenditure (board)	Managing Income and Expenditure and Expenditure	<ul style="list-style-type: none"> <li>• Assure the board that the school has complied with sections 100 of the Education and Training Act, and appropriate provisions of the Crown Entities Act 2014 relating to borrowing.</li> <li>• A nominated board member advise the board that they have completed three randomly timed checks of 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.</li> </ul>
	Financial Conflicts of Interest (board)	School Donations and Student Activity Payments / Attendance Fees and Other Income	<ul style="list-style-type: none"> <li>• Assure the board that if the school has opted in to the government donation scheme, this has been declared in consultation with the school community, and the community has been notified of this decision. If the school has opted in to the scheme, ensure the board that the school has not asked for donations, except for overnight camps.</li> </ul>
	Expenditure	Asset Management and Protection (board)	<ul style="list-style-type: none"> <li>• Assure the board that all financial gifts can be properly accounted for, and the nature of gifts given is reasonable and appropriate to the reason they are given.</li> </ul>
	School Donations and Student Activity Payments / Attendance Fees and Other Income	School Swimming Pool *	<ul style="list-style-type: none"> <li>• See School Swimming Pool on your SchoolDocs site for the assurances relevant to your swimming pool.</li> </ul>
	Expenditure	Daily School Bus *	<ul style="list-style-type: none"> <li>• See Daily School Bus on your SchoolDocs site for the assurance relevant to your school bus.</li> </ul>
	Asset Management and Protection (board)	International Learners Review *	<ul style="list-style-type: none"> <li>• Assure the board that the school has completed a self-review of how it is meeting Code of Practice requirements and that the self-review information will be submitted by the due date (1 December) each year.</li> </ul>
	Property Planning and Maintenance		
	Prevention of bribery, corruption, fraud, and theft		
	OCTOBER 2024		

**ATTENDANCE 2025**

Every state/integrated school or kura must record student attendance data and provide it to the Ministry of Education (M.o.E) daily from Term 1 2025.

The Government’s target is for 80% of students to attend regularly, that is to attend school more than 90% of the time. Refer Annex A

**Recommendations**

**The CQS Board confirm** each member has reviewed term 4 policies and viewed assurances.

**The CQS Board notes** requirements for Attendance 2025

**2.3.4 HEALTH & SAFETY**

**REGISTERS**

Register since October 20 meeting

Has a collective staff review of the registers taken place, to ensure that they are up to date and complete?	Yes
How many hazards are overdue for remediation?	0
How many notifiable incidents have taken place this month (since the last Board report)	0
How many notifiable incidents are still due for reporting to Worksafe (since the last BOT Report)?	0
How many incidents have been notified to parents this month (since the last BOT report)?	Head Incidents 10; Injury or illness 21

1. Staff attended webinar on Selective Mute Wednesday 27 November. Newly appointed staff who were able to attend: Fiona Crossett, Abby Lummis, Claire Keys; Jemima Hales sent apologies.
2. Jinna Zwanikken, librarian, completed five week course, *Growing and shaping your school library collection*.
3. Staff continues with structured literacy programmes.
4. The Nuffield Early Intervention (NELI) programme started September 2, continues.
5. Matthew Harding continues with the *Better Start Literacy Approach* (BSLA) programme. Anne Gordon and Jayne Ruiters also continue with BSLA which is due for completion term 1 2025.
6. Anya MacDonald continues with te reo Māori.
7. Lee Smith facilitated Mathematics teacher only day Friday October 25.
8. Liz continues with the PLG which city principals participate in and Mark Sweeney facilitates.
9. Laurelle/Catherine
  - Attended First Aid Revalidation Course
  - Attended CES conference for Administrative Staff “Professional Development”
10. Action required: [CEC Conference March 13-16 2024 Report](#), needs to be scrutinised by the Board according to the Sensitive Expenditure Policy (Annex B).

### Recommendations

The CQS Board notes/ or agrees to professional development items 1-10

#### 4.1.5 POLICY REVIEW & BOARD ASSURANCES

##### 2024 Review Schedule and Board Assurances

Each board member confirms term 3 policies and assurances have been reviewed  
Term 4 policies and assurances are ready for viewing and comment.

### REGISTERS

Register since October 20 meeting

Has a collective staff review of the registers taken place, to ensure that they are up to date and complete?	Yes
How many hazards are overdue for remediation?	0
How many notifiable incidents have taken place this month (since the last Board report)	0
How many notifiable incidents are still due for reporting to Worksafe (since the last BOT Report)?	0
How many incidents have been notified to parents this month (since the last BOT report)?	Head Incidents 10; Injury or illness 21
How many times did physical restraint have to be used this month (since the last Board report)	0
Are there any unusual events worth noting with regard to incidents and/or hazards?	Break-in Saturday 30 November

#### 4.1.6 STUDENT MATTERS

Kirsty Ferguson (Conflict Resolution) reached a successful outcome in facilitating complaints from two parents allegedly, regarding bullying and harassment online, between children.

#### 4.1.7 FUNDRAISING

Nothing to report this meeting

**Action** Chris Myatt signs off no cash on site

**Liz reported amount stolen and cost of keys**

- \$486k funds left of the \$X raised
- Repurposing of 5YA \$18k
- Use of SIP funds \$27k
- Final round of costing today - ML to update spreadsheet

Cultural Research and Property Works

- Engagement with Pokau Te Ahuru this week
- Scope of project to be circulated by ST end this week
- Offer of steel donation, pricing for production est around 3k, design 2.5k, install 1k)
- Discussion of board funding for the research component of Pokau's work.

5YA Roofing Project

- Block B roofing project on hold
- Mark has Admin Block out being priced

Action Points

- Michelle to update pricing spreadsheet when final costing comes in
- Michelle to send out Board resolution to full board.

**MOVED** that the property report and recommendations therein be accepted  
**Cameron Ross/Amit Paliwal AGREED**

**4.4 Community Engagement**

**Clyde Quay School  
 Board Memo**

<b>Date</b>	9 December 2024
<b>From</b>	Community Subcommittee
<b>To</b>	CQS Board
<b>Subject</b>	Cultural Engagement & Design - Hall Move & Improve Project

**Purpose**

This memo provides the CQS Board with a proposed approach for cultural engagement to engage with mana whenua around the procurement of cultural identity research (annual plan) and reflective art design for the relocated and upgraded school hall.

These components work to deliver progress towards our strategic goal of pursuing our commitment to Te Tiriti o Waitangi, providing a safe space for our Māori learners and an appropriate setting in which to grow our knowledge and learning of te ao Māori.

**Background**

- Last year Mana Whenua assigned artist Pokau Te Ahuru to support our hall development, to guide our kaupapa as we move the hall and redevelop it to be a more fitting wharenuui at the heart of our school and community.



- It is recommended that the Board note the progress of this project and approve funding to support cultural research and design components of this project, and consider funding production costs if possible.

**Recommendation**

The CQS Board approves \$4800 Board Funding research & design full board approval  
Donation of Steel Thank you note

**Recommendation**

**MOVED** that the CQS Board receives the CQS Board Memo 28 October and recommendations therein accepted

**Sarah Todd/Michelle Little AGREED**

**5.0 COMMUNICATIONS**

**Correspondence for Board of Trustees' Meeting 9 December 2024**

Date/Date Rec'd	Received From	Subject	Action
1 November 2024	Education Gazette	Magazine Vol	Board FYI
28th November 2024	Living Wage	Living Wage Speaking Request at 9th of December BOT Meeting	Board

**OUTWARDS**

Date	To	Subject	Sent by

**MOVED** that the inwards correspondence be accepted and the outwards correspondence be approved.

**Cameron Ross/Neil Passey AGREED**

**5.2 Up-coming Newsletter Items- Property Hall Move, Pohutukawa Tree, Sarah, Michelle, Cameron will organise acknowledgement of ground breaking**

**5.3 Planned Events- Farewell, community picnic Thursday 12 December**

**6.0 MEETING CLOSURE 8.15**

**6.1 Next Meeting Date: Monday 17 February**

Next meeting will be 6.30pm

**6.2 Review of Action Items**

Action Item	Responsible	Outcome
Attest No Cash On site	Chris Myatt	
Investigate video camera installation in office	Amit Paliwal	
Subcommittees to check and review strategic priorities first meeting 2025	Subcommittees	

# MONITORING

**Clyde Quay School  
Principal's Report  
10.02.2025**

**CLYDE QUAY SCHOOL**

Action Taken

Ongoing Action /  
Recommendations

Current Roll

2024	Feb 2024	April 2024	May 2024	June 2024	Aug 2024	Sept 2024	Oct 2024	<b>2025</b>	Feb
	205	211	214	219	230	229	229		216
<b>2023</b>	207	213	214	215		229	228	<b>2024</b>	205

**Recommendations**

**The CQS Board:**

1. We move to run termly ballots for Out of Zone enrolments.
2. We make 4 spaces available in the Year 0-4 area for a ballot at the end of the term.

**Recommendations**

**The CQS Board notes:**

We have started the year with 216 students, which is up from 205 at the same time in 2024. The roll continues to grow slowly and I would predict that we end up at our staffed number of 233 by the year's end.

**OUT OF ZONE ENROLMENTS**

Confirmed with MoE that we are unable to take any Out of Zone enrolments without a ballot.

Ballots are allowed to be held once a term if the Board agrees.

The current roll is 216 with up to 17 expected enrolments (8 confirmed, 8 on our radar from Pikopiko). This would mean that we have room to accept Out of Zone enrolments. The Year 5-8 classes are at capacity.

The CQS Board notes [2025 term dates](#)

[Student roll 1999-2024](#)

**CURRICULUM REQUIREMENTS AND STUDENT ACHIEVEMENT**

Action Taken

Ongoing Action

**CLYDE QUAY SCHOOL CURRICULUM**

**Inquiry Plan 2024:**

An overview of the Inquiry Learning that took place in classes during 2024.  
Share with the community through the newsletter

**Education Policy:**

**Maths:**

Continuing curriculum reforms that are building on changes made last year.

This year there will be a requirement to teach "Structured Maths". Last year the Government provided 4 options to schools that they could use as structured maths programmes. These were:

Numicon (which we already used in Year 1-2)

Pr1me Maths

Maths No Problem!

Oxford Maths

After careful consideration of all of the programmes last year, we decided that we would opt in as a whole school to use "Maths No Problem!".

The resources for which arrived late January and lessons have begun in some classes.

**Literacy:**

"Structured Literacy" continues to be compulsory for Years 1-8.

Years 1-4 will continue using the Better Start Literacy Approach (BSLA)

<p>Year 5-6 will take part in the trial of BSI A at their level Year 7-8 will continue "The Code" which was started last year</p> <p><b>Assessment:</b> We are now working as a Senior Management Team on how our assessment fits into this and subsequently how it is reported. The Maths and Literacy Curricuiums have changed and moved away from Curriculum Levels to year groups. I will have more to report on this at the next BOT Meeting.</p>	
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DOCUMENTATION AND SELF REVIEW		
Action Taken	Ongoing Action	
<p><b>POLICY REVIEW &amp; BOARD ASSURANCE</b> <a href="#">2025 - 2027 Policy Review Schedule</a> Please check the policies and assurances each term. Board members must review these.</p> <p><b>TERM 1</b></p> <p><b>Health, Safety, and Welfare Policy (board)</b></p> <hr/> <p><b>Safety Management System (board)</b></p> <hr/> <p><b>Risk Management (board)</b></p> <hr/> <p><b>Worker Engagement, Participation, and Representation</b></p> <hr/> <p><b>Healthcare (board)</b></p> <hr/> <p><b>Recording and Reporting Accidents, Injuries, and Illness</b></p>		<p><b>Recommendations</b> <b>The CQS Board:</b>  <b>1. Notes</b> the term 4 policies and assurances.  <b>2. Confirm</b> each member has reviewed both.  <b>3.</b> Term 1 policies and assurances are ready for review this term.</p>
<p><b>PERSONNEL</b> 4 new staff members have started at Clyde Quay School this year who have all had a fantastic start! Jemima Hales Abby Lummis Fiona Crossett Claire Keys</p> <p><b>Professional Development</b> BSLA Training Anya, Fiona and Claire will be completing the BSLA Accreditation and Janessa will be completing her BSLA Facilitator training.</p> <p><b>Delegation of Authority - Xandra</b></p>		<p><b>Recommendations</b> The CQS Board accepts Xandra Boswell as the next delegated authority for the school in the event Cameron Ross is unable to perform the duties of the role.</p>
<b>HOME AND SCHOOL PARTNERSHIP</b>		
Action Taken	Ongoing Action	
Tuesday 18th February - Held "Curriculum Evening" in each whanau to give parents and overview of the year in each group.		

EMPLOYER RESPONSIBILITIES	
Nothing further to report	Ongoing Action

PROPERTY MANAGEMENT	
Action Taken	Ongoing Action
Refer Property minutes	

HEATH AND SAFETY															
Action Taken	Ongoing Action														
<b>REGISTERS</b> Register from 3rd Feb - 10th Feb (Since school started) <table border="1" data-bbox="215 517 1054 920"> <tbody> <tr> <td>Has a collective staff review of the registers taken place, to ensure that they are up to date and complete?</td> <td>Yes</td> </tr> <tr> <td>How many hazards are overdue for remediation?</td> <td>0</td> </tr> <tr> <td>How many notifiable incidents have taken place this month (since the last Board report)</td> <td>0</td> </tr> <tr> <td>How many notifiable incidents are still due for reporting to Worksafe (since the last BOT Report)?</td> <td>0</td> </tr> <tr> <td>How many incidents have been notified to parents this month (since the last BOT report)?</td> <td>Parents notified 2 <i>of which</i> Head incidents 1</td> </tr> <tr> <td>How many times did physical restraint have to be used this month (since the last Board report)</td> <td>0</td> </tr> <tr> <td>Are there any unusual events worth noting with regard to incidents and/or hazards?</td> <td>0</td> </tr> </tbody> </table>	Has a collective staff review of the registers taken place, to ensure that they are up to date and complete?	Yes	How many hazards are overdue for remediation?	0	How many notifiable incidents have taken place this month (since the last Board report)	0	How many notifiable incidents are still due for reporting to Worksafe (since the last BOT Report)?	0	How many incidents have been notified to parents this month (since the last BOT report)?	Parents notified 2 <i>of which</i> Head incidents 1	How many times did physical restraint have to be used this month (since the last Board report)	0	Are there any unusual events worth noting with regard to incidents and/or hazards?	0	<b>Action Required</b> Accident register will be checked by a Board member prior to personnel subcommittee meetings.
Has a collective staff review of the registers taken place, to ensure that they are up to date and complete?	Yes														
How many hazards are overdue for remediation?	0														
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Are there any unusual events worth noting with regard to incidents and/or hazards?	0														

### Recommendations

The CQS Board notes the recorded hazards and any property updates.

COMMUNICATION	
Board Update to Community re: Construction / Upgrades - Finalising plan between School and Community Sub-Committee Sarah has prepared a strategy	

STRATEGIC DISCUSSION	
Annual Plan will need to be submitted by 31 March	

Principal Cameron Ross

# GENERAL BOARD MATTERS

**DRAFT**  
**Inquiry Learning Report**  
**November 2024**

This report describes the Inquiry Learning undertaken at Clyde Quay School throughout 2024. It describes the learning that is taking place in the classroom and illustrates how it is linked to the New Zealand Curriculum Achievement Objectives.

**Overview**

Our student inquiry follows a 4 stage process with reflection at each stage.



Wonder	<p>Lots of activities to provide students a context for the area of study. Helps engage the students.</p> <ul style="list-style-type: none"> <li>• Hands on experiments, visits, youtube clips, reading, storytelling, provocative questions, expert visitors etc</li> </ul> <p>Asking questions (wonderings).</p> <p>Ongoing reflections</p> <ul style="list-style-type: none"> <li>• What do I already know?</li> <li>• What surprises me?</li> <li>• What interests me and captures my attention?</li> </ul>
Explore	<p>Taking some of the wonderings and engaging in activities to help find the answers.</p> <ul style="list-style-type: none"> <li>• Hands on experiments, visits, youtube clips, reading, storytelling, expert visitors etc.</li> </ul> <p>Ongoing reflection</p> <ul style="list-style-type: none"> <li>• What other wonderings come up through our investigations?</li> <li>• Is my question something I can answer exactly, or is it something I will develop an opinion about?</li> <li>• Can I answer or is it too big or complicated for me right now?</li> <li>• Is my question something that I can find out through a one off google search, or will I need to do different sorts of reading, and experiments etc to answer my question?</li> </ul>
Create	<p>Creation of something which one can share back what has been learned.</p> <ul style="list-style-type: none"> <li>• Can be grouped based or individual.</li> <li>• New methods of sharing learning, including learning about audience and purpose.</li> </ul> <p>Ongoing reflection</p> <ul style="list-style-type: none"> <li>• What information do I want to share? What might I not need to share?</li> <li>• Who am I sharing with? How will this help me decide how to share?</li> <li>• What is the best method for sharing my information?</li> </ul>
Share	<p>Sharing the learning with others</p>

**Overview:**

Each term has a focus on a curriculum area to ensure that there is coverage across different learning areas throughout the year. These main areas are usually Science, Social Science, Health & P.E. and The Arts. The Aotearoa New Zealand History Curriculum is mandated which means that it becomes an Inquiry focus for a term each year. The curriculum has “know” objectives at key stages and it is expected that children will experience learning in all 4 areas over two years.

Skills in other learning areas are also built as children enter the “Explore” and “Share” parts of the Inquiry Cycle. Where possible, Inquiry learning is integrated into other parts of the curriculum.

We also aim to have the learning experiences guided by the students' own questions, interests and knowledge. Using broader terms, such as “Culture” allows each whānau the freedom to create an Inquiry that is meaningful to them, and utilises the skills of the teachers’ and learners.

**Our foci areas for this year were:**

Term One: The Arts - Creative in Schools Project

Term Two:

Term Three:

Term Four: Health - “Navigating The Journey”

**Achievement Objectives:**

The Achievement Objectives that each whānau works towards are taken from the appropriate area in the New Zealand Curriculum. Each area has levels (Level 1-4 in Primary School) and teachers plan learning activities and experiences that help the children to understand the Achievement Objectives.

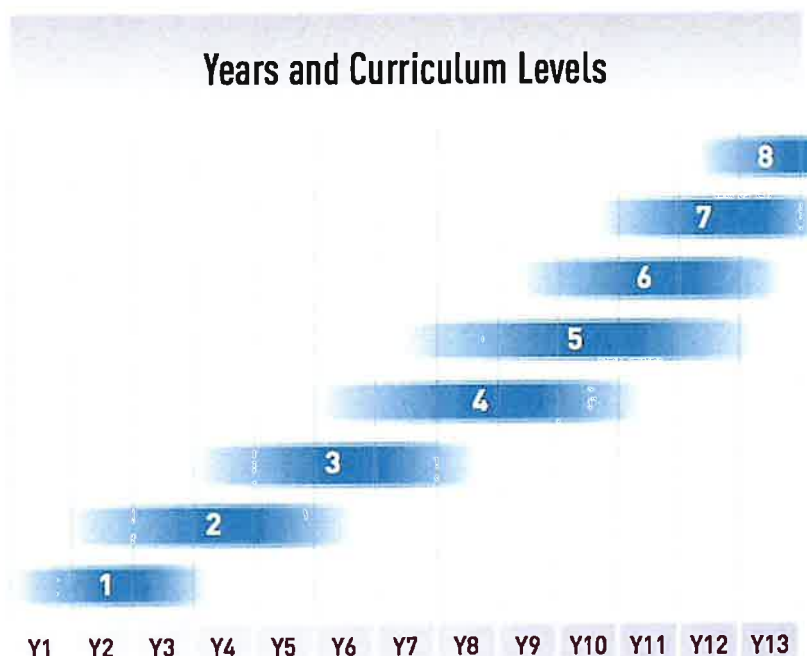
At Clyde Quay School:

Harakeke and Pohutukawa operate at Level 1

Karaka operate mostly at Level 2

Ngaio operate mostly at Level 3

Rimu operate mostly at Level 4





Below are some insights into our Inquiry for each term, including the Achievement Objectives from the curriculum for each whānau.

## Term One

### The Arts / Social Sciences - Learning about the history of CQS

At the start of the year, we were lucky to receive a grant through the "Creative in Schools" programme.

This allowed the school to create a new mural on the Elizabeth St fence to replace the ones completed in 2004. We worked with a local Te Atiawa artist, Ben Buchanan to create 8 panels that are now displayed on the front of the school.

Our Inquiry mixed learning more about murals, large scale art and some painting techniques, with exploring the past and present and possible future of Clyde Quay School.

Whānau would share back their learning about our school with Ben. Some key learning they shared included:

- The cultural makeup of each whānau group to reflect the diversity that does and has always existed here.
- The history of the school sites and development of our current Elizabeth St campus.
- They talked to ex-students who were able to share their memories of CQS.

Ben also visited each classroom and gave them an introduction to his art style, explained its meaning and all of the children had a go at creating their own "Ben Buchanan's". They went on walks around Wellington City to view murals and learned more about the deeper meanings that can be found within artwork.

Finally, they got to help Ben create the panels. Groups of children were able to work with him each Friday to paint onto the panels and create the artwork. All children also received a "sticker" on which they could draw a "personal taonga" - something that was important to them and these were all placed throughout the mural.



## Term Two

### Science - The Natural World / Space

#### Harakeke:

Students have been learning how to 'Act like a Scientist' (using their 5 senses to notice) and from their observations 'Think like a Scientist' (ask "I wonder why...?" or "I wonder how...?" questions). They have applied this to our New Zealand Native Birds Inquiry in the first half of the term, as well as our Space Inquiry in the second half of the term. The curriculum outcomes for Space at this age are that students know that the moon orbits around the earth, the sun spins, the light from the sun lights up the earth in the daytime and lights up one side of the moon. Needless to say we have many space experts who are contributing their fascinating knowledge as well. We love this!

#### Pohutukawa:

NZ Native Birds have totally and utterly consumed our learning so far this term! We had so many wonderings about NZ birds and after reading heaps of books and watching videos so many of our wonderings were answered! I can proudly say we are now experts at knowing what native birds eat, and why birds have certain types of beaks and feet. Our buddies from Ngaio joined us to create bird beaks using materials. We had chocolate fish for hoiho (penguins) to pick up, jelly snakes as worms and fruit loops as nuts and seeds for kiwi to pick up. It was so much fun! To finish our inquiry we went to Te Papa to see the birds we have been learning about.

#### Karaka:

Our Inquiry focus for the first half of Term 2 was looking at birds, more specifically birds of Aotearoa. Students started our inquiry off with what we know, what we want to know, discussions which helped lead our wonderings and next steps. We also had a few field trips up to the community garden in Mt Victoria and the Elizabeth St playground to undertake some bird watching and practise our skills for our upcoming trip to Zealandia. Week 3 Karaka visited the Te Taiao and Nest exhibitions to complement our learning. We integrated our bird watching with our statistical investigation, recording data of the number of different birds spotted in different locations. Students then explored the different types and structures of birds beaks and feet and the reasons behind these. Students' favourite bird became the Kākā which they wrote fantastic informative writing pieces about. In week 4 we visited the ultimate bird spotting place in Wellington Zealandia. Students relished the opportunity to show off their honed bird watching skills and ability to identify many native NZ birds with their whānau and peers. As a way to finish off our inquiry topic students and using their newfound knowledge of the structure of birds students designed their own bird. They had to identify and explain why they had chosen the structure of the beak, feet and wings and link it to diet and habitat. We have had a great deal of fun animating these to bring them to life using our digital technology skills.

For the second half of the term our Inquiry focus has been on Space and our solar system. We began our Inquiry with exploring what prior knowledge we had around space and then set some wonderings to guide our next few weeks. We then spent the next few weeks focusing on the moon, learning the different phases of the moon in the Southern Hemisphere. Students then made their own moons, creating volcanoes and craters to imitate the real moon's rough surface. We then investigated the difference between the planets, what is a star and some star constellations in our night sky.

#### Ngaio:

Our class focus for the term has been on space. Children began researching specific information about our planet and what makes it unique, before casting their net a bit wider. Then, in buddies they chose one question or 'wondering' that they wanted to explore in depth. From there, they researched and are now in the final phases of creating a product to share their learning with others. Some questions include "What is the problem with plastic in our hydrosphere?" or "Can we terraform on Mars?"

#### Rimu:

Students have explored the phases of the moon, the gravitational pull of the moon and after some initial exploration have generated their own questions. After researching, they have put together a presentation of what they have found out.

## Term Three

### Aotearoa Hitori: New Zealand History Curriculum

#### Harakeke and Pohutukawa:

Our first Inquiry was 'Ko Wai Au | Who am I?' which is all about getting to know each other. As part of this Harakeke students learnt how to do self portraits, which were fantastic. Our second Inquiry was based on the Aotearoa | New Zealand Histories curriculum, where we learnt and wrote about the Māori Atua/Guardians. To ensure students got the opportunity to develop their creativity skills, they made artworks of most Māori Atua, using a range of materials (paint, dye, pastels, craft materials). The display of their artwork on our walls looks fantastic!

We also explored the Māori legend 'Ngake and Whataitai' and based our story writing around this.

#### Karaka:

This term our Inquiry focus was Tūrangawaewae me te kaitiakitanga Navigating local places and environment. We used local pūrakau (stories) such as Whataitai and Ngake and Kupe and the Giant Wheke and how these relate to the names of places around us in Te Whanganui, Wellington. Students read, discussed and retold these through narrative writing, water colour paintings and oral language retell. We found students really enjoyed and felt confident sharing these pūrakau with whānau and friends. In week 4 Karaka visited Wellington Museum and did the naming places education programme, which supported our learnings. We also explored Te Aro pā which shows how iwi Māori have settled, storied, shaped, and been shaped by the whenua and moana.

#### Ngaio:

Our Inquiry topic was around early economies. We decided it would be helpful for tamariki to understand the modern economy before being able to fully comprehend alternative economies. We spent the first 5 weeks using Banqer as an online tool to help our tamariki learn more about financial literacy and managing money through having income and expenses, as well as lessons about a range of other things. Once there was a base understanding in this, tamariki were able to move on and understand that before money, Māori used resources and skills to trade or support each other to survive. They were able to demonstrate what they had learnt in research by creating weekly menus for Māori whānau, including a list of skills that would be needed to ensure each meal could come together.

#### Rimu:

Our Inquiry topic was around early economies. We decided it would be helpful for tamariki to understand the modern economy before being able to fully comprehend alternative economies. We spent the first 5 weeks using Banqer as an online tool to help our tamariki learn more about financial literacy and managing money through having income and expenses, as well as lessons about a range of other things. Once there was a base understanding in this, tamariki were able to move on and understand that before money, Māori used resources and skills to trade or support each other to survive. They were able to demonstrate what they had learnt in research by creating weekly menus for Māori whānau, including a list of skills that would be needed to ensure each meal could come together.



## Term Four

### Health - Navigating the Journey

#### Overview:

This term, Inquiry learning for the whole school has a focus on our Health curriculum. As part of this focus "Navigating the Journey: Sexuality Education" programme will be taught in classes. This is the current resource produced by New Zealand Family Planning and covers many areas.

At primary school children are likely to learn about:

- + the human body and it's growth and development
- + friendships
- + different kinds of families
- + consent in a range of relevant contexts (eg, at the doctor, in the playground, online)
- + respect for themselves, each other, and people who are different from them.
- + puberty
- + body development and image
- + human reproduction
- + different types of relationships
- + risks and issues that can arise online and when using social media.

Teachers are guided by the resource and learning activities and experiences are differentiated and progressive. Learning the above areas in Year 1 looks very different to Year 8. The learning becomes more specific, and focussed on the needs of young people as they are ready for it and it becomes more pertinent to their age and stage.



# COMMUNICATIONS

### Correspondence for Board of Trustees' Meeting 3 March 2025

**INWARDS**

<b>Date/Date Rec'd</b>	<b>Received From</b>	<b>Subject</b>	<b>Action</b>
28.01.2025	ASB	Account Statement - 03	
11.02.2025	ASB	Account Statement - 03	
28.01.2025	ASB	Account Statement - 00	
11.02.2025	ASB	Account Statement - 00	
28.01.2025	ASB	Account Statement - 53	
11.02.2025	ASB	Account Statement - 53	
28.01.2025	ASB	Account Statement - 01	
11.02.2025	ASB	Account Statement - 01	
28.01.2025	ASB	Visa Business Statement	

**OUTWARDS**

<b>Date</b>	<b>To</b>	<b>Subject</b>	<b>Sent by</b>