



CLYDE QUAY SCHOOL
Te Kura O Matairangi

Board of Trustees Meeting

9 December 2024

6:30 pm

CQS Board of Trustees Agenda: 9 December 2024

<p>1. ADMINISTRATION</p> <p>1.1 Opening Karakia 1.2 Present 1.3 Apologies 1.4 Declaration of interest 1.5 Confirmation of Previous minutes -</p>	<p>Chris Myatt Chair</p>	<p>6.30</p>
<p>1.6 Guest Speaker</p> <p style="text-align: center;">Finn Cordwell, Liam Wright, and Emma Sproul from Living Wage NZ</p>		<p>6.40</p>
<p>2. MONITORING</p> <p>2.1 Review of Action Items</p> <p>Action Item</p> <ul style="list-style-type: none"> ● Sarah to talk with parent who can assist with MoE funding for inclusive education ● The CQS Board consider the issues impacting provisioning of high needs students and reconvene to make a decision (out of Board meeting cycle). ● A Board member needs to check accident and hazard register ● Professional development policy changes ● Amend media policy to include proactive communication ● Health & Safety Officer liaise with Liz ● Inquire availability of Police Education Officer to assist with On-line Safety ● Chris Myatt to assist with letter to parents seeking contribution to EOTC November 5-8 costs 	<p>Responsible</p> <p>Sarah Todd</p> <p>Michelle to facilitate</p> <p>Personnel</p> <p>Sarah Todd</p> <p>Sarah Todd</p> <p>Amit Paliwal</p> <p>Amit Paliwal</p> <p>Chris Myatt</p>	<p>Outcome</p> <p>On Hold</p> <p>Redundant</p> <p>Update Te Tiriti o Waitangi me te reo Māori</p> <p>Circulate MoE Guide</p> <p>Actioned</p> <p>Actioned</p> <p>Actioned</p>

<ul style="list-style-type: none"> ● Actions in August-September report ● Draft budget 2025 due December ● Professional Development policy changes ● Amend media policy to include proactive communication ● Taylor Swift Raffle (Vancouver) Confirm distribution 80% Hall & Playground 15% Learning Support 5% WAF 	<p>Neil Passey</p> <p>Finance</p> <p>Sarah Todd to liaise Liz Patara</p> <p>Sarah Todd</p> <p>Michelle Little</p>	<p>Actioned</p>
<p>2.2 General Board Matters</p> <p>Principal's Report</p>	<p>Principal</p>	
<p>3. BOARD STRATEGY</p> <p>3.1 Strategy Initiatives 2024</p>	<p>Chair</p> <p>Sarah</p>	<p>7.15</p>
<p>4. SUB-COMMITTEES</p> <p>4.1 Personnel- Sensitive Spending</p> <p>4.2 Finance- Library Spending</p> <p>4.3 Property</p> <p>4.4 Community Engagement</p>	<p>Sub-committees</p>	<p>7.45</p>
<p>5. COMMUNICATIONS</p> <p>5.1 Correspondence</p> <p>5.2 Up-coming newsletter items</p> <p>5.3 Planned Events</p>	<p>Chair</p>	<p>8.15</p>
<p>6. MEETING CLOSURE</p> <p>6.1 Next Meeting Date</p> <p>6.2 Review of action items</p> <p>6.3 Appoint Karakia for next meeting</p> <p>6.3 Closing Karakia</p>	<p>Chair</p>	<p>8.25</p>

Administration

*Minutes of Clyde Quay School Board of Trustees Meeting
29 October 2024*

1.0 ADMINISTRATION

1.1 Opening Karakia Liz Patara

1.2 Present

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

1.3 Apologies Sue Bibby Chris Myatt (lateness)

1.4 Declaration of Interest
None

1.5 Confirmation of Previous Minutes

MOVED that the minutes of 16 September 2024 be accepted as a true and correct record.

MOVED/AGREED

Neil Passey/Cameron Ross

2.0 MONITORING

2.1 Review of Action Items

Action Item	Responsible	Outcome
Sarah to talk with parent who can assist with MoE funding for inclusive education	Sarah Todd	
The CQS Board consider the issues impacting provisioning of high needs students and reconvene to make a decision (out of Board meeting cycle).	Michelle to facilitate	November 4 2024 Hui

Ideas to support parents with visa applications were discussed	Sue Bibby to finalise	Actioned
A Board member needs to check accident and hazard register	Personnel	Actioned Monty H&S Officer available
Decision to advertise <i>Assistant Principal position is pending</i>	Liz to meet with Cameron	Actioned
Re: Property, quotes will be forwarded once received	Michelle	Actioned
Professional development policy changes	Sarah	Liz to discuss with Sarah take off line
Amend media policy to include proactive communication	Sarah	Sarah will circulate MoE guide

MOVED Monitoring Action Items received
Amit Paliwal/Andrew Neal AGREED

2.2 General Board Matters

2.3 Principal's Report taken as read

Administration

Recommendations

The CQS Board notes:

There are 229 students. The student roll has stabilised but nowhere near pre-covid times. There were 6 enrolments and 6 withdrawals. Three moved districts, one returned overseas, and one chose another nearby school.

Clyde Quay School Curriculum

Recommendation

The CQS Board notes/ or approves:

Assessment

1. Student reports were issued Thursday 24 October.
2. As reported in this week's newsletter, there's been a flurry of information from the ministry regarding resources in structured mathematics and literacy for 2025.
 - 2.1 State and State-Integrated schools have to choose between four mathematic programmes on offer. Clyde Quay is considering Oxford University Press and Maths No Problem.
 - 2.2 Lee Smith (Cognition Learning) is facilitating *Teacher Only Day* and structured mathematics is the focus as well as e-asTTle assessment. There is an emphasis on a manageable implementation schedule.
3. NZCER Science Thinking with Evidence Y4-8 compiled by Cameron Ross shows children performing well.

Action Required

4. Inge Millard ESOL verifier did an audit August 6 and her recommendations are attached as annex A. The full report is available on request.

Action Required

5. The Education Review Office notified the school October 15; it was in the process of appointing an evaluation partner for the school who would be in touch term 1 2025.

5.1 This email notification was forwarded to the Board with the link to ERO's approach since 2021:

[Te Ara Huarau; the new approach to evaluation | Education Review Office \(ero.govt.nz\).](#)

Action Required

5.2 The school's preparedness to implement current policy will be a major focus.

6. The current Board needs to review charges for curriculum. There are few items a school can charge for in delivering the curriculum. Technically a school can ask for costs but a parent doesn't have to pay.

6.1 [Education and Training Act 2020 – NZ Legislation](#)

[Examples of what parents, caregivers and whānau do and do not have to pay](#)

Action Required

7.0 EOTC November 5-8 [Worser Bay Boating Club RAMS](#) has been submitted.

8.0 EOTC November 5-8 (additional)

Action [Chris Myatt](#) to assist in crafting a letter to parents to pay for EOTC

Policies

[2024 Review Schedule and Board Assurances](#)

Recommendations

The CQS Board:

1. **Notes** the term 3 policies and assurances.
2. **Confirm** each member has reviewed both.
3. Term 4 policies and assurances are ready for review this term. Te reo Sarah

Health & Safety Update

REGISTERS

Register since 16/09

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, Illness or injuries 10, Injuries to staff- none
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

Action: A Board member needs to check the register.

MOVED that the Principal's report and the recommendations therein be accepted.

Chris Myatt/Neil Passey AGREED

3. BOARD STRATEGY

3.1 Board Strategy Initiative

Annual Report has been drafted/final copy yet to be posted

Sarah Todd- Nothing further to report

4.0 SUB-COMMITTEES

4.1 Personnel

Report taken as read.

BOARD TRAINING

Board members attendance at Board training was not covered at meeting.

STRATEGIC PRIORITIES

Update on targets CQS Strategic Plan Final 2024.

Each subcommittee must track priorities.

PERSONNEL

1. Michelle Little will provide an update on principal's position 2025.
2. Provisional staffing 2025 entitlement is 11.0 FTE. It is a return to a previous level.
 - 2.1 The decision to advertise the assistant principal position is left to a later date considering the teaching situation.
3. Resignations were received from three teachers: Anne Gordon (Y3-4), Jayne Ruiter (Y3-4), Elyse Hemara (Y7-8).
4. The appointments panel interviewed Tuesday 15/10-Thursday 17/10. Nine were interviewed and four offered jobs. Three offers were accepted: Abby Lummis (Y5-6), Fiona Crossett (Y3-4), Jemima Hales (Y7-8).
 - 4.1 It is unnecessary to convene an appointments panel for another teaching position until the outcome of the principal appointment for 2025.

Recommendations

The CQS Board endorses/ or notes personnel items 1-4.1:

STAFF PROFESSIONAL DEVELOPMENT

1. All staff continues with structured literacy programmes:
2. The NELI programme started September 2 continues. Teacher aides are delivering this programme: Hana Bright, Tanya Barret and Jinna Zwanikken.
3. Matthew Harding has started the *Better Start Literacy Approach* (BSLA) programme. Anne Gordon and Jayne Ruiter continue with BSLA which is due for completion term 1 2025.
4. Anya MacDonald continues with te reo Māori.
5. Mathematics is the focus for teacher only day Friday October 25. Lee Smith will facilitate the session.
 - 5.1 There is a flurry of information from the ministry regarding the *Refreshed Curriculum*; in particular mathematics and structured literacy resourcing.
6. 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 1-6

POLICY REVIEW & BOARD ASSURANCES

2024 Review Schedule and Board Assurances

Each board member confirms term 3 policies and assurances have been reviewed

Clyde Quay School BOT minutes 29 October 2024

Term 4 policies and assurances are ready for viewing and comment.

REGISTERS

Register since 16 September

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 Illness or injuries-10 Injuries to staff - 0
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

STUDENT MATTERS

Personnel move in committee 7.20pm

Moved Liz Patara/Michelle Little **Agreed**

Personnel move out of committee 7.38pm and whilst incommittee discussed two student matters

Moved Liz Patara/Michelle Little **Agreed**

FUNDRAISING

Taylor Swift fundraiser another major success.

MOVED that the personnel subcommittee and recommendations therein be accepted
Cameron Ross/Sarah Todd AGREED

4.1.1

Board moved in committee 7.27pm

Board moved out of committee 7.39 and whilst in committee reviewed the incommittee minutes 21 October.

Chris Myatt/Neil Passey AGREED

4.2 Finance

4.2.1 August 31 Financial Statement

Recommendations

The CQS Board notes/ or endorses:

1. Finance received the August & September CQS Finance Report
 - 1.1 The surplus for the month was significantly less than the budget as ESOL funding was not received and other ministry grants were less than expected.
 - 1.2 The lower ministry income was off set by greater than budgeted local funds (\$16,517/\$7,374) from donations and the runathon fundraising. Overall income for the month was 5% less than budgeted and the expenditure 4% greater.
2. The committee noted it received \$160k from the Taylor Swift (Vancouver) raffle. The \$236K surplus is inclusive of the \$160k from Taylor Swift
3. Liz reported that fundraising for the teacher resourcing area has been considerably curtailed over recent years due to a focus on fundraising for the hall relocation and playground development. Fundraising, for teacher resourcing, has been restricted to passive income (New World); run-a-thon, spell-math-athon, and donations.
 - 3.1 The library mainly uses money raised on Book BBQ.
 - 3.2 Michelle shared with the committee that a percentage of the Taylor Swift fundraiser is intended for teacher resourcing.
4. The bridging finance vs. WAF contribution is still to be sorted.
5. A meeting with Graeme Wigzell in order to finalise financials of the property projects is yet to be organised.

Questions were posed:

1. BoT Expense line was over budget.
2. Administration area was over budget.
3. Fundraising compared to previous years was notably different.

Liz responded to questions in an email to finance committee October 22

1. BoT Expenses \$4927.50 Principal Recruitment
2. Administration Codes 6402-6801 (22 separate lines) and BOT expenses is one. Again the significant variance in *Administration* was attributed to recruitment costs of \$4927.50
3. ESOL funding of \$25,000 will show in the September financials. There are only two tranches May and September. Since these are 31 August accounts the income will not show
4. Fundraising in 2023 there was 'Run-athon and Mathathon'. Income goes to the same code. I have separated these out. Run-a-thon was \$8313.24 and Math-a-thon \$7029.91
5. In 2024 the school has only had Run-a-thon and the total to October is \$4510.00 Graeme's total is to 31 August hence \$3093.00

Late: The CQS Board approves \$30 for food only of each attendee at the end of year staff function.

MOVED that the August & September CQS Finance Report and the recommendations therein be accepted.

Chris Myatt/Sarah Todd AGREED

4.3 Property

Property Subcommittee meeting

Date: 21/10/24 via google meet

Invited: Michelle, Neil, Cameron, Liz and Sarah

Apologies: Andrew

Minutes: Sarah

Next meeting: Prior to next board meeting

Review of Action Points:

- Michelle to forward quotes once received.

Projects

SIP Project

- Rimu classroom slope still needs to be remediated
- Sound proofing for hall - tbc
- Sub floor insulation for hall - tbc

Hall Move and C, D, & E Remediation

- Quotes not yet received due to the high number of RFI's received just before closing date. ML, Architect and Project Manager (Scott - Savills) currently working through these.
- Neptune climbing frame (ST following up for estimate of value with James Hardy MOE), if value is low the consensus is to gift to Mt Cook School.

Easements

- To progress easement we need an Land Transfer plan (Simpson Grierson, Spencer Holmes) both were very hesitant as they usually do LT plans as built. School has been told by MOE that we needed easement first. Surveyors have been engaged to do the easement and building set out at the same time (\$500-\$1000 more). Quotes have come in around \$5000. Confirmed Harrison Grierson as their response was best configured and priced.
- Can't start LT process until final site plan received from Architect (expected this week).
- Income made from two TS raffles (approx \$230k) will go towards School Led Property Projects.
- Once contractor costs confirmed, playground property group will work through the schedule of school led costs and update the sub committee and board with where we are tracking with expenditure/income.

- School led funding is made up of three areas - grant funding secured, fundraising funds and board funds

SYA Roofing Project

- Working with MOE to get Karaka roofing work included as part of the remediation works in 2025
- Boilers for Karaka block, also looking to schedule these as part of remediation works in 2025

Other Matters

- One of the grants secured last year matured (end of use date) at end of Sept, work is underway to negotiate with the grant entity and provide explanation.

Action Points

- Watching brief on easement situation (ML)
- Update on hall move project budget (ST) once contractor and budget confirmed via Weathertightness programme

MOVED that the property report and recommendations therein be accepted
Amit Paliwal/Neil Passey AGREED

4.4 Community Engagement

Clyde Quay School Board Memo

Date	28 October 2024
From	Community Subcommittee
To	CQS Board
Subject	CQS Community Survey 2024
Appendices	1. 2023 Questions

Purpose

This memo provides the CQS Board with a proposed approach for CQS community survey planned for term 4 2024, and adjacent community consultation, proposed development and delivery of the 2025 Annual Plan in term 1 2025.

Background

- From 2023 the Ministry of Education requires that all New Zealand school boards consult with their community in the development of their Annual and Strategic Planning and Reporting.
- As a Board we have always endeavoured to engage with our community in person, however following low engagement from parents in organised in

person meetings, last year we moved our consultation to an online survey. This was a successful transition and we gained feedback from over 70 families in the December 2023 survey.

- This feedback was utilised in the development of the 2024-25 Strategic Plan which sets out our strategic priorities, and the 2024 Annual Plan which identified our intended actions. The AP24 Tracker has been updated and used by the board and subcommittees to track our progress.
- The community subcommittee has recommended that along with the community consultation, a summary of delivery be presented to our community to provide some context of what has been achieved this year, against our strategic priorities and based on last year's community consultation.

Proposed approach

- Delivery of the actions outlined in our AP24 contributes directly to the 'statement of variance' required in the AR24. It demonstrates the progress made over the last year towards achieving the targets set out in our AP24. It offers explanations for any differences and how we intend to address targets that were not achieved, in the AP25.
- While we are not required to incorporate community feedback into our Annual Report or Annual Plan, as a board we choose to do this to ensure we are calibrating and balancing the priorities of our community into our action plan for the coming year.
- To provide insight and context to our community we will develop a consultation document that recalls our strategic model and priorities, and summarises delivery against the AP24 this year.
- The consultation pack will provide:
 - Page 1: CQS Strategic Model (as per SP 24-25)
 - Page 2: Strategic Priorities 24-25 (as per SP 24-25)
 - Page 3: Annual Plan 24 delivery (draft statement of variance)
 - Page 4: List of 2024 questions and prompt to online survey (option for paper response had low uptake last year)
- The consultation pack will be emailed to whanau, and available via the community page on our website. The survey link will be live for 3 weeks towards the end of term 4.
- Once the survey closes, the community subcommittee will review and summarise the findings for board consideration and AP25 development in Term 1 (see proposed timeline for Annual Plan below for further detail).

Proposed Timeline

Suggested timeline for 2024 Community Survey

Review approach with Board	28 Nov
Develop & confirm questions	4-8 Nov
Survey Monkey dev and test	11-15 Nov
Newsletter announcement	13 Nov
Survey goes live (3 weeks)	18 Nov-6 Dec
Review and finalise results	9-13 Dec

Suggested timeline for drafting of AR24 and AP25

Board review of AR24 delivery, community survey feedback and discuss approach for AP25	<u>Jan 25</u>
Review and approve drafted AP25	<u>Feb 25</u>
Drafted AP25 circulated to CQS community for consultation (3 weeks) via email, website document and in person/online consultation	<u>Feb 25</u>
Finalised Annual Plan passed by Board, posted to CQS website and lodged with MoE	<u>Mar 25</u>

Recommendations from subcommittee

- Review AP 24 tracker and draft delivery summaries against each of the 5 strategic priorities
- Review 2023 survey questions for each area - consider changes

Appendix A - Summary of 2023 Questions

CQS 2023 Community Survey - Summary Response		
Q#	2023 Question	Average Rating/5
1	Thriving Students: My child is developing a excellent base of academic knowledge at CQS	3.9
2	Thriving Students - My child is developing good social and emotional skills at CQS	4.3
3	Thriving Students - CQS teaching meets the learning needs of my child(ren)	3.9
4	Thriving Students - CQS caters well to the diverse learning needs of students	3.7
5	Thriving Students - I have easy access to reports on my child/ren's learning progress. The reports are high quality, relevant and easy to understand.	3.7

6	Thriving Students - There is plenty of choice for sports, recreation and physical activity at CQS	3.3
7	Operational Excellence - Leadership in the school is visible, they are doing a good job	4
8	Operational Excellence - CQS maintains a strong financial position, and resources are appropriately allocated	3.4
9	Operational Excellence - Classrooms and learning environments are well maintained and resourced	3.7
10	Operational Excellence - Recreational facilities and playgrounds are well maintained and resourced	3.2
11	Honouring Te Tiriti o Waitangi - CQS upholds and honours Te Tiriti o Waitangi	3.7
12	Honouring Te Tiriti o Waitangi - my child(ren) has good opportunity to engage in learning te ao Māori, te reo me ngā tikanga (Māori world view, language, protocols and culture)	4.2
13	Living our Values - My child(ren) is learning self awareness, confidence and well being at CQS (Mana Tangata - We Value Ourselves)	4.4
14	Living our Values - My child(ren) is encouraged to care about & respect others (Manaakitanga - we value other people)	4.4
15	Living our Values - my child(ren) is developing a growth mindset, and is motivated to learn (Māramatanga - We value active learning)	4.3
16	Living our Values - my child(ren) feels safe and welcome at CQS and enjoys contributing to our school (Whanaungatanga - We value our community)	4.5
17	Community Engagement - There is a good relationship between CQS staff, management & board, and the school community	3.9
18	Community Engagement - School communications are regular, informative and convenient, I feel well informed	4.2
19	Community Engagement - I am aware of opportunities to contribute my skills and time to school events, projects and fundraisers	4
20	Community Engagement - our family feels welcome and part of the school community	4.2
21	Community Engagement - Ethnicity: (insert what best describes your ethnicity), this helps the board grow our understanding of our community.	30% answered

Recommendation

MOVED that the CQS Board receives the CQS Board Memo 28 October

Cameron Ross/Amit Paliwal AGREED

5.0 COMMUNICATIONS

Date/Date Rec'd	Received from	Subject	Action
1 October 2024	Starters & Strategies	Magazine Term Three 2024	Board FYI
1 October 2024	Education Gazette	Magazine Vol 103 No.13	Board FYI
1 October 2024	Anne Gordon	Resignation Letter	Board FYI
9 October 2024	Elyse Hemara	Resignation Letter	Board FYI
18 October 2024	Jayne Ruitter	Resignation Letter	Board FYI
21 October 2024	ASB	Bank Statement for Visa	For Board FYI

OUTWARDS

Date	To	Subject	Sent by

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

MOVED

Sarah Todd/Andrew Neal AGREED

5.2 Up-coming Newsletter Items-

Principal Appointment, Property Update, Shout out to WAF

5.3 Planned Events- Internet Safety, Farewell Tuesday 10 & 12 December 12.30

Cameron Ross

6.0 MEETING CLOSURE 8.58PM

6.1 Next Meeting Date: Monday 9 December

Next meeting will be 6.30pm Monday 9 December

6.2 Review of Action Items

Action Item	Responsible	Outcome
Health & Safety Officer liaise with Liz	Amit Paliwal	
Inquire availability of Police Education Officer to assist with On-line Safety	Amit Paliwal	
Chris Myatt to assist with letter to parents seeking contribution to EOTC November 5-8 costs	Chris Myatt	
Actions in August-September report	Neil Passey	
Draft budget 2025 due December	Finance	
Professional Development policy changes	Sarah Todd to liaise Liz Patara	Update Te Tiriti o Waitangi me te reo Māori
Amend media policy to include proactive communication	Sarah Todd	Circulate MoE Guide

Taylor Swift Raffle (Vancouver) Confirm distribution 80% Hall & Playground 15% Learning Support 5% WAF	Michelle Little	
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6.2.1 Discussion centred around Learning Support programmes. Liz put on record the decision for the use of money for 'Learning Support' resides with the professionals.

6.3 Closing Karakia

Undertaken by Liz Patara

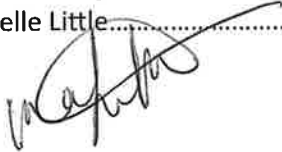
Meeting closed 8.59pm

Confirmed

Karakia opening Chris Myatt

BOT Presiding Member

Michelle Little.....2024



Monitoring

**Clyde Quay School
Principal's Report
09.12.2024**

CLYDE QUAY SCHOOL

Action Taken										Ongoing Action
Current Roll										
2024	Feb 2024	April 2024	May 2024	June 2024	Aug 2024	Sept 2024	Oct 2024	Dec 2024		
	205	211	214	219	230	229	229	231		
2023	207	213	214	215		229	228			
<p>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.</p> <p>The CQS Board notes 2025 term dates</p> <p>Student roll 1999-2024</p>										

CURRICULUM REQUIREMENTS AND STUDENT ACHIEVEMENT

Action Taken	Ongoing Action
<p><u>CLYDE QUAY SCHOOL CURRICULUM</u> Assessment</p> <ol style="list-style-type: none"> 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 <i>BSLA Y1-3; NELI Y1-2; literacy and mathematics</i>. 4.1 These will form separate reports issued to the Board ready for the February 25 meeting. <p>Recommendations The CQS Board notes 1-4</p>	

DOCUMENTATION AND SELF REVIEW

Action Taken	Ongoing Action

<p>STRATEGIC PLAN SCHOOL SELF REVIEW</p> <p>POLICY REVIEW & BOARD ASSURANCE 2024 Review Schedule and Board Assurances</p> <p>Please check the policies and assurances each term. Board members must review these.</p> <table border="1" data-bbox="151 358 1197 638"> <tr> <td rowspan="6" style="background-color: #cccccc; text-align: center; vertical-align: middle;">TERM 4</td> <td style="background-color: #cccccc;">FINANCE AND ASSET MANAGEMENT POLICY <small>Re-Authorised: 11/2023 and 11/2024</small></td> <td style="background-color: #cccccc;">School Year, Terms, and Holidays</td> <td> <ul style="list-style-type: none"> Assure the board that the school has been approved for the statutory number of full days and hours per day for the current year. Inform the board of the dates and number of half-days for non-attendance the next year. </td> </tr> <tr> <td style="background-color: #cccccc;">Managing Income and Expenditure (Board)</td> <td style="background-color: #cccccc;">Managing Income and Expenditure (or Expenditure)</td> <td> <ul style="list-style-type: none"> Assure the board that the school has complied with section 104 of the Education and Training Act, and appropriate regulations of the Crown in its Act 2004 relating to borrowing. A nominated board member assure the board that they have completely and regularly checked all of the processes and authorisations used to make payments to staff members, particularly the payments made to the principal, against related to the payroll, and others in the school with payroll responsibility. </td> </tr> <tr> <td style="background-color: #cccccc;">Financial Conflicts of Interest (Board)</td> <td style="background-color: #cccccc;">School Donations and Student Activity Payments / Attendance Dues and Other Income</td> <td> <ul style="list-style-type: none"> Assure the board that if the school was opted in to the government donation scheme, this has been disclosed in special resolutions with the school authority, and that if authority has given notice of this decision, the board has acted in its best interests. 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EMPLOYER RESPONSIBILITIES	
Nothing further to report	Ongoing Action

PROPERTY MANAGEMENT	
Action Taken	Ongoing Action
Refer Property minutes 02.12.2024	

HEALTH AND SAFETY	
Action Taken	Ongoing Action

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

Action Required

Accident register will be checked by a Board member prior to personnel subcommittee meetings.

Recommendations

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

COMMUNICATION

Board Update to Community

STRATEGIC DISCUSSION

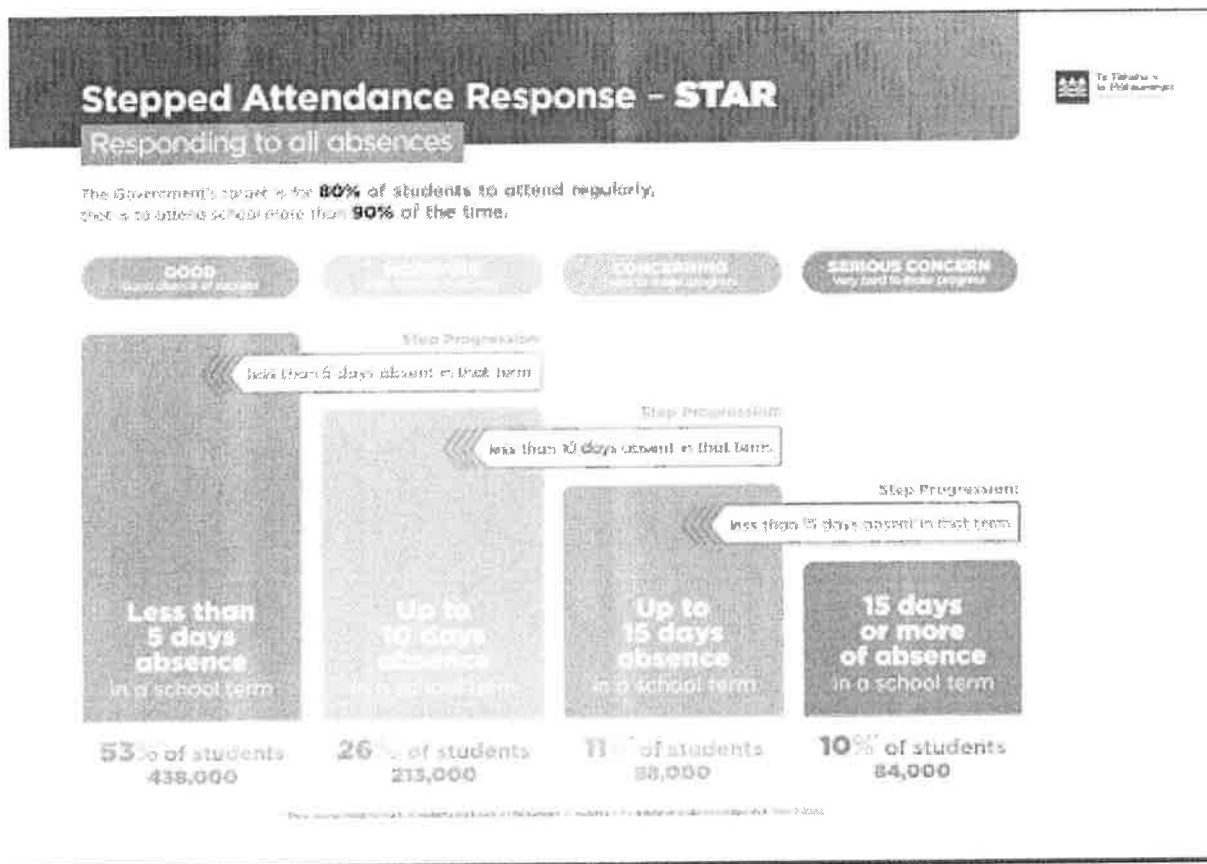
Sarah Todd to provide update
[Board Work Schedule 2024](#)

Principal Liz Patara 6.12. 2024

Attendance Requirements 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. The graphic below will show attendance categories.



STAR includes notification to parents as attendance moves through the categories (it doesn't take long to get to the WORRYING stage) with the view of supporting whānau to achieve the attendance target.

As you may be aware absences are classified **justified or unjustified**. Check out the graphic overleaf.

in terms of unjustified absences, the Board agreed that trips to reconnect with whānau are classified justified absences. This needs to be included in the 'Attendance' policy.

A view on lateness also has to be decided e.g. some children are habitually late; when does it count as an absence? This is problematic, as once a child is marked absent (but actually present) the daily printout will show the child is offsite, when the child is not.

Code Group	Sub-Group	Code (Current)	Code (Proposed)	Change
Present	On-site	P - Present	P - Present	No change
		L - Late to class	L - Late to class	No change
		V - Unsupervised exam study	V - Unsupervised exam study	No change
		I - Internal school appointment	N - Present but out of class	Merged to N
		R - Removed from class		
		N - On-site school-based activity		
		S - Sickbay		
	Off-site	C - Justice Court proceedings	D - Approved external appointment	Merged to D
		D - Medical appointment	Q - Board approved offsite learning	Merged to Q
		F - Off-site class / course / distance learning		
		Q - Off-site school organised activity (trip / camp)		
		W - Work experience		
		A - Alternative Education	A - Alternative provision	Merged to A
		K - Teen Parent Unit		

Code Group	Sub-Group	Code (Current)	Code (Proposed)	Change		
Absent		Z - Secondary-Tertiary Program				
		H - Health camp / health school / residential school				
		Y - Activity Centre				
	Justified Absences		M - Illness / Medical Absence (e.g. Covid)	M - Illness / Medical absence	No change	
			J - Explained and accepted	J - Explained and approved	Merged to J	
			Q - Justified overseas posting			
			U - Stood down or suspended	U - Stood down or suspended	No change	
		Exam Leave		X - Exam Leave	X - Exam Leave	No change
		Unjustified Absences		T - Truant	T - Truant	No change
				E - Explained but not accepted	E - Explained but not approved	No change
	G - Holiday during term time			G - Holiday during term time	No change	
	? - Unknown (Temporary)			? - Unknown reason (temporary)	No change	



**Report to the Board of Trustees:
Science: Thinking with Evidence
October 24 2024**

This report outlines the results of the Science: Thinking with Evidence test conducted in Term One this year

Each year, we conduct a range of tests through the New Zealand Council for Educational Research (NZCER). These are most commonly in the form of Progressive Achievement Tests (PAT) and conducted in Reading Comprehension, Maths but since 2018 we have included a test in Science called "Science: Thinking with Evidence". This test is intended to help teachers gather evidence of learning in science and comes in two versions, a junior (Year 4-6) and senior (Year 7-10). Students are given a range of questions including multiple choice, "drag and drop" and short text answers that test their understanding of a range of Science concepts related to the Science Curriculum.

In 2018, we were provided with extensive professional development in the area of Science. The Science: Thinking with Evidence was introduced then as a tool to check on the science learning within the school. It also allows teachers to identify patterns in strengths and weaknesses in science understanding and capabilities and determine next steps for student learning.

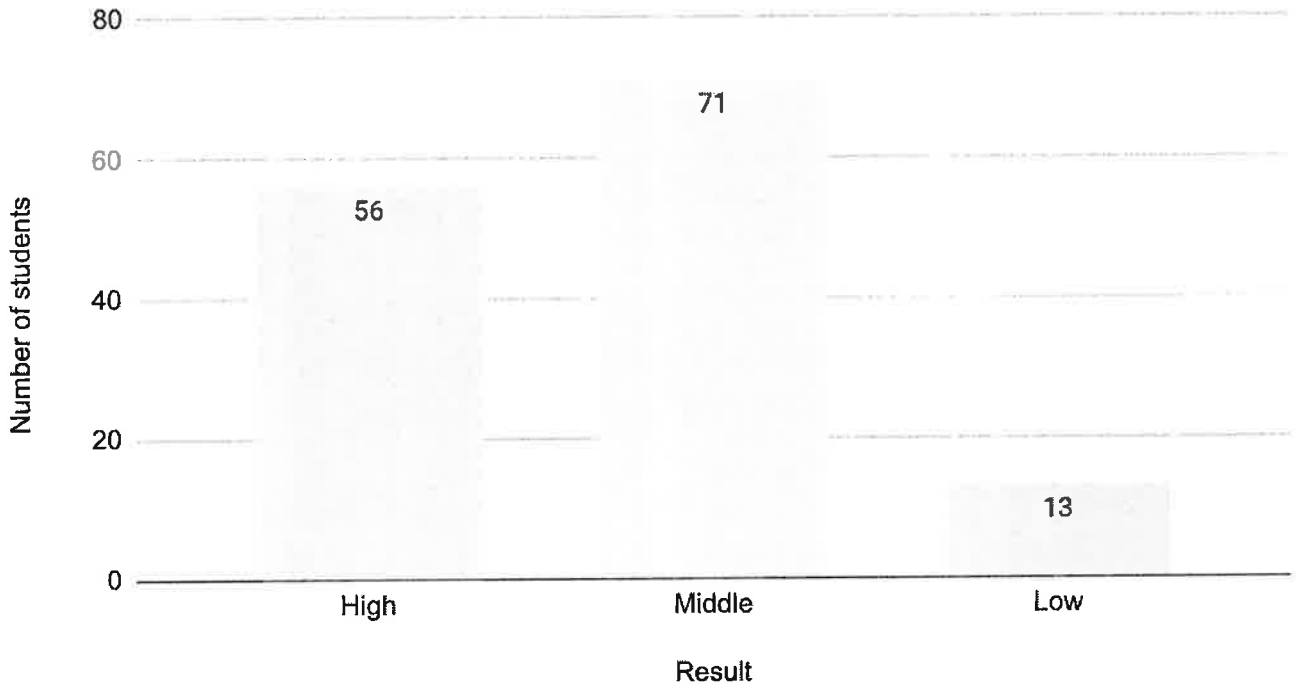
In other tests administered through NZCER, children's results can be attributed to a "Stanine" (from 1-9) that shows where they sit on normal distribution when compared nationally for their year level. However, the Science: Thinking with Evidence provides comparison to a National Reference Group that sat the test and scores of "low", "middle" or "high" are attributed based on the reference group. There is also a "scale score" which allows for comparison between years. This report will use both of these sets of data to show current results and make comparisons to previous years.

The test takes 45 minutes to complete and administered online using Chromebooks. Raw scores and scaled scores are calculated through the online programme.

We make every effort to enable as many students as possible to complete this test. This can mean that teacher aides are used to help high needs students with reading (as we believe that it is not a reading test) and when possible, translate the text into their home language.

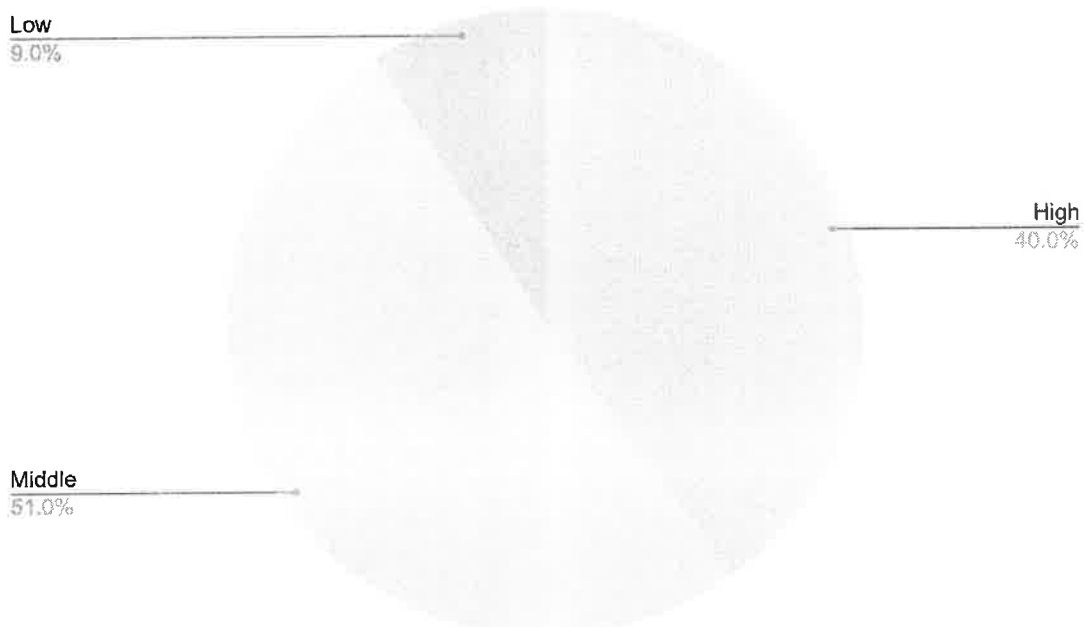
Results: 2024 (High, Middle Low)

Year 4-8 Science: Thinking with Evidence Results

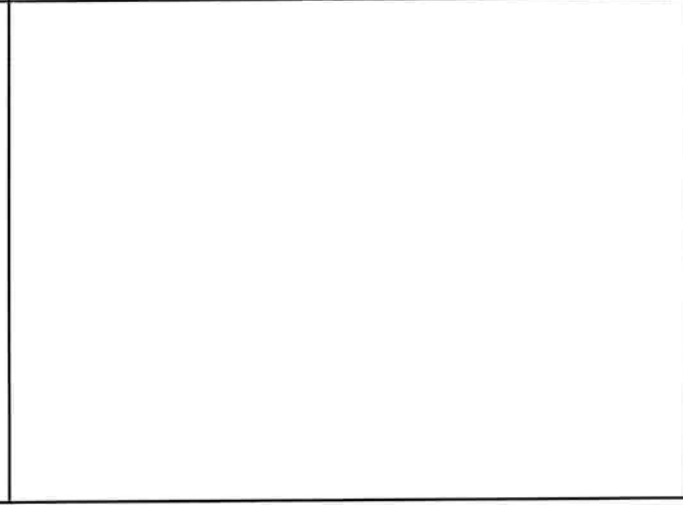
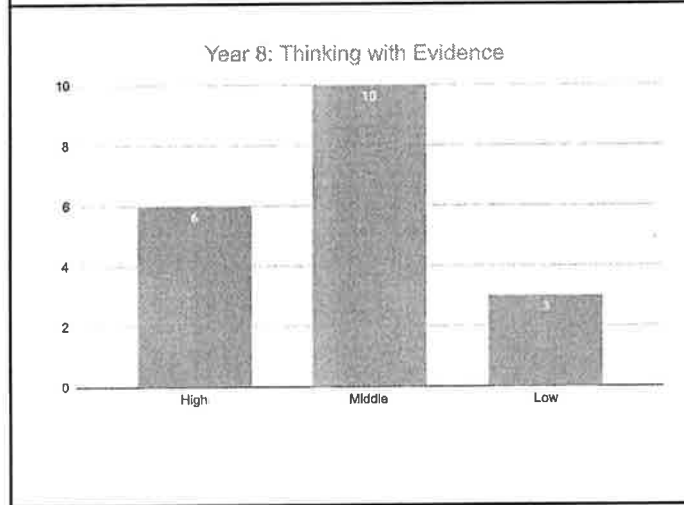
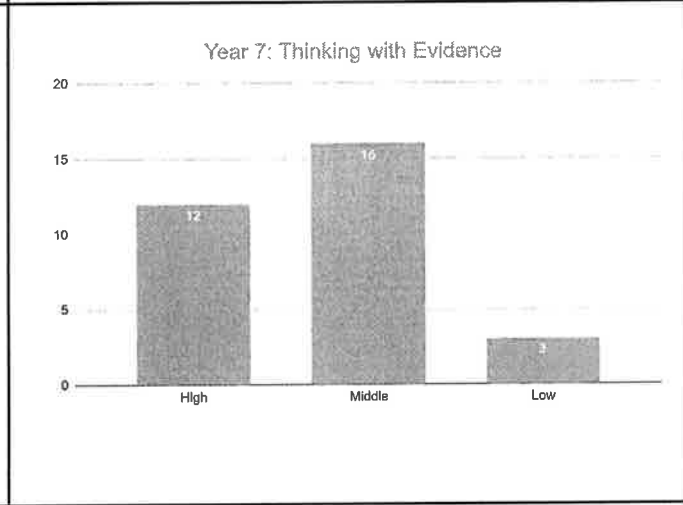
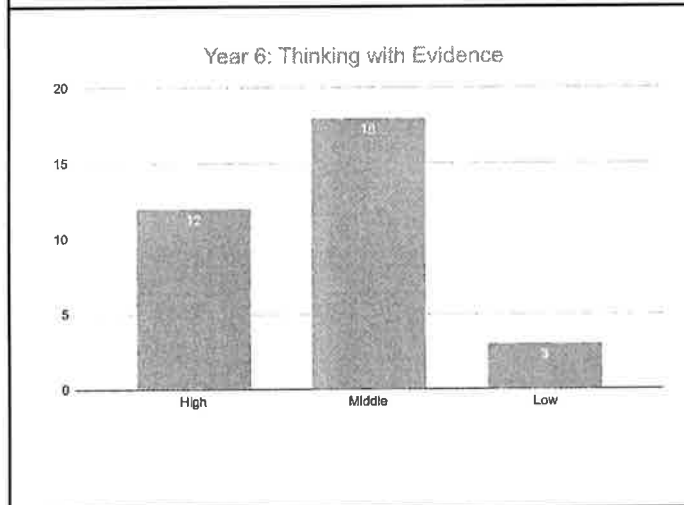
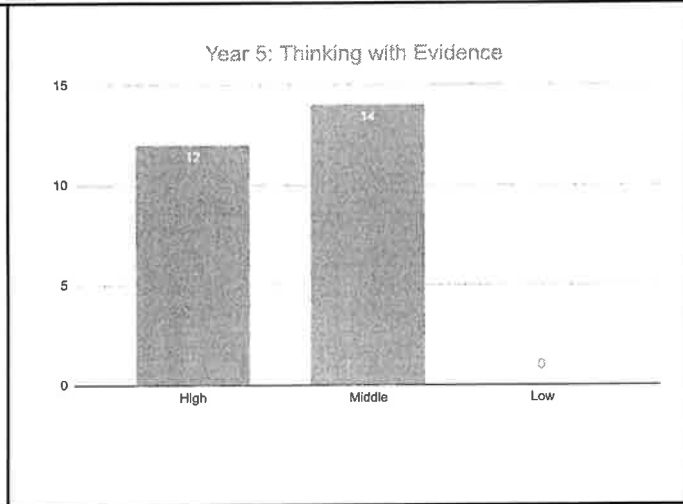
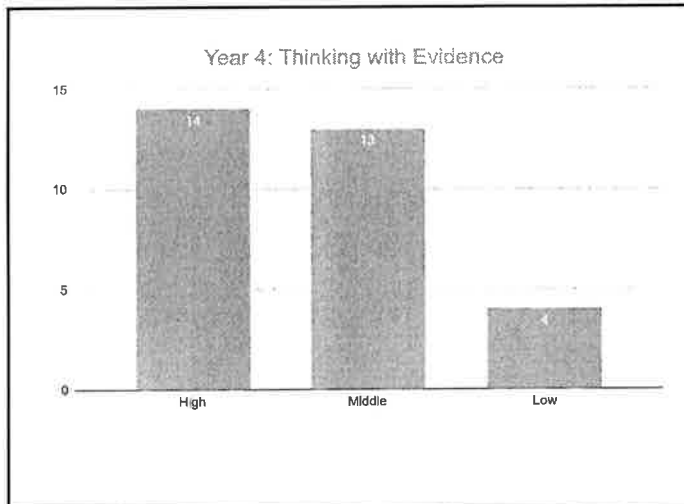


Breakdown:

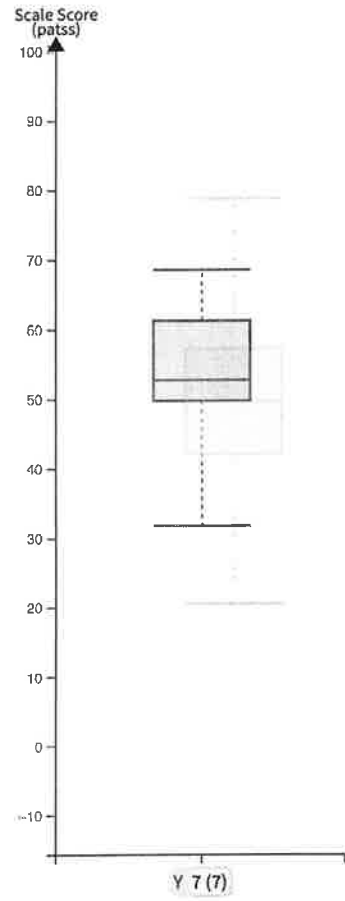
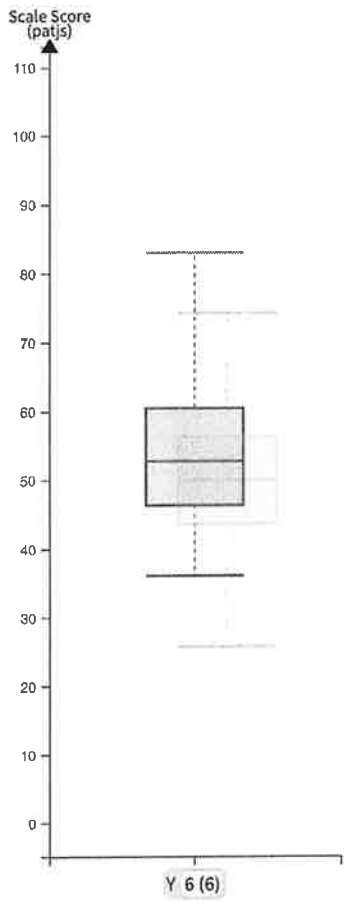
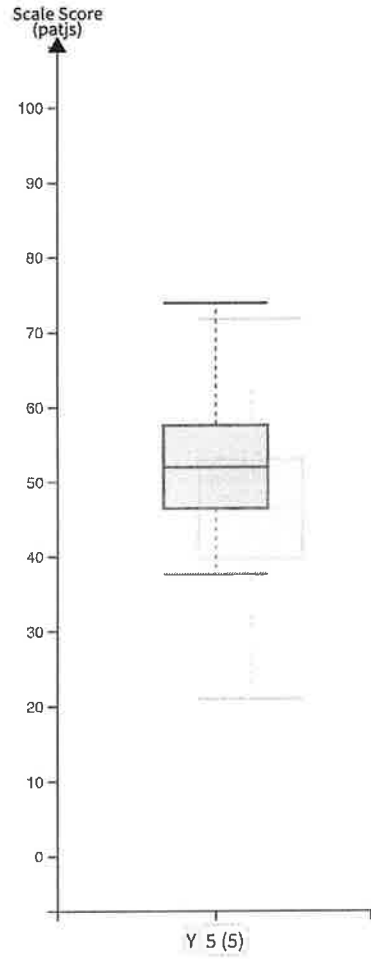
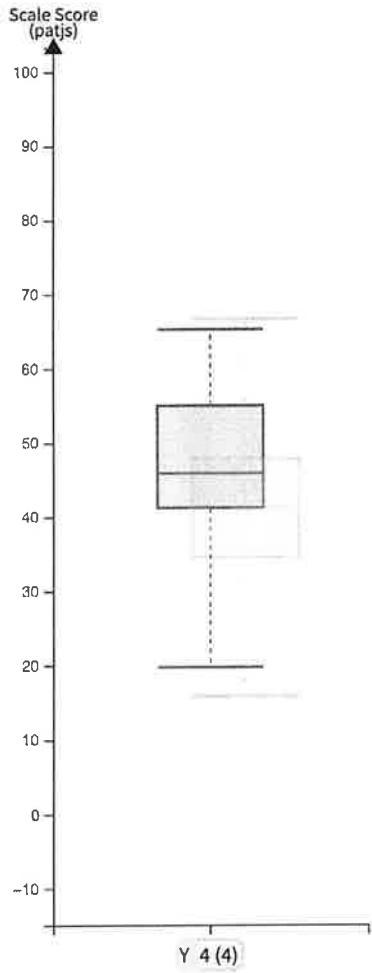
- 140 children sat the Thinking with Evidence Test in 2024 from Year 4-8.
- 40% were classified as working at "High" for their year level.
- 51% were classified as working at "Middle" for their year level.
- 9% were classified as working at "Low" for their year level.

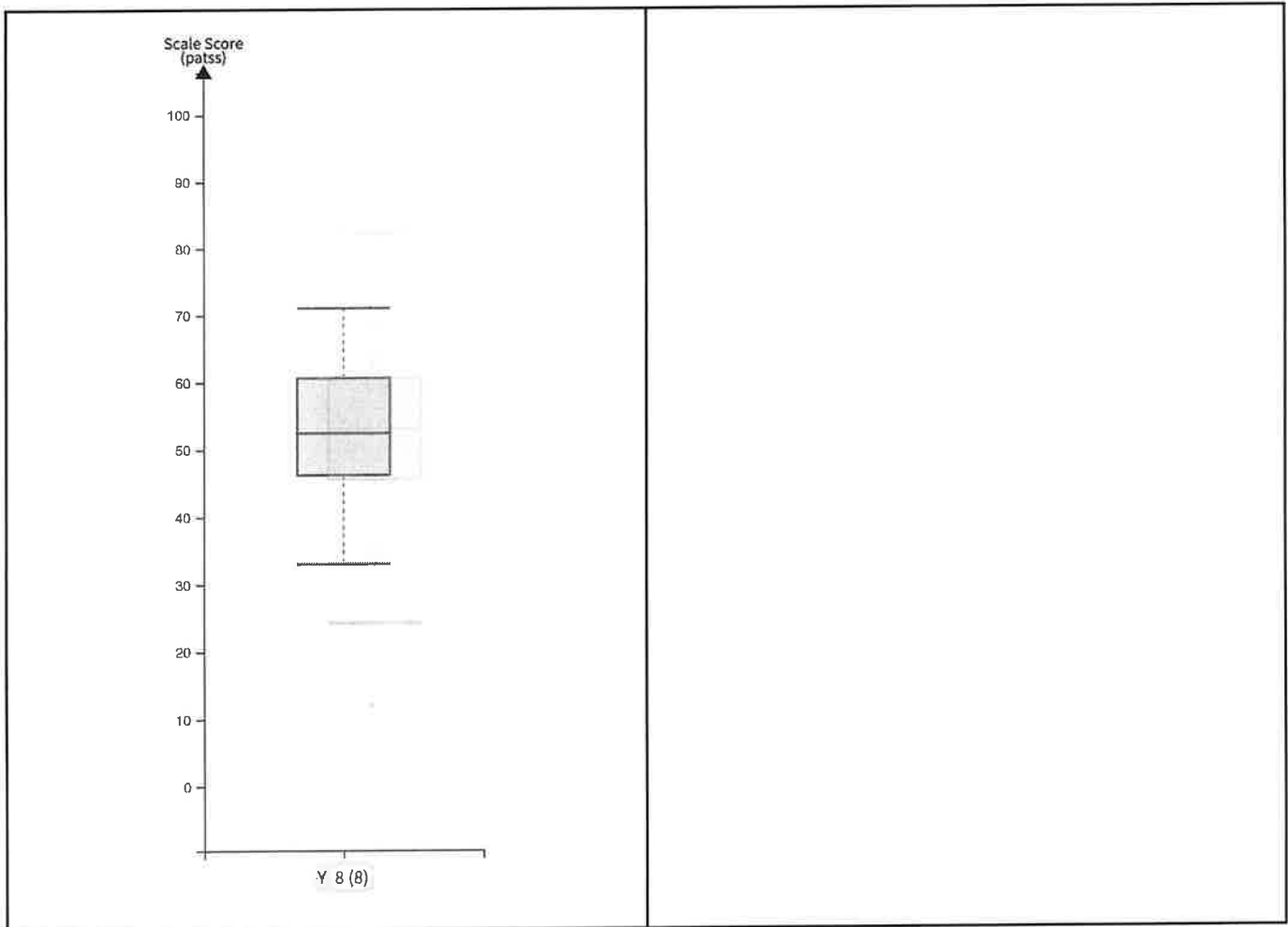


Graphs by Year Level: 2024



Comparison to National Average: 2024



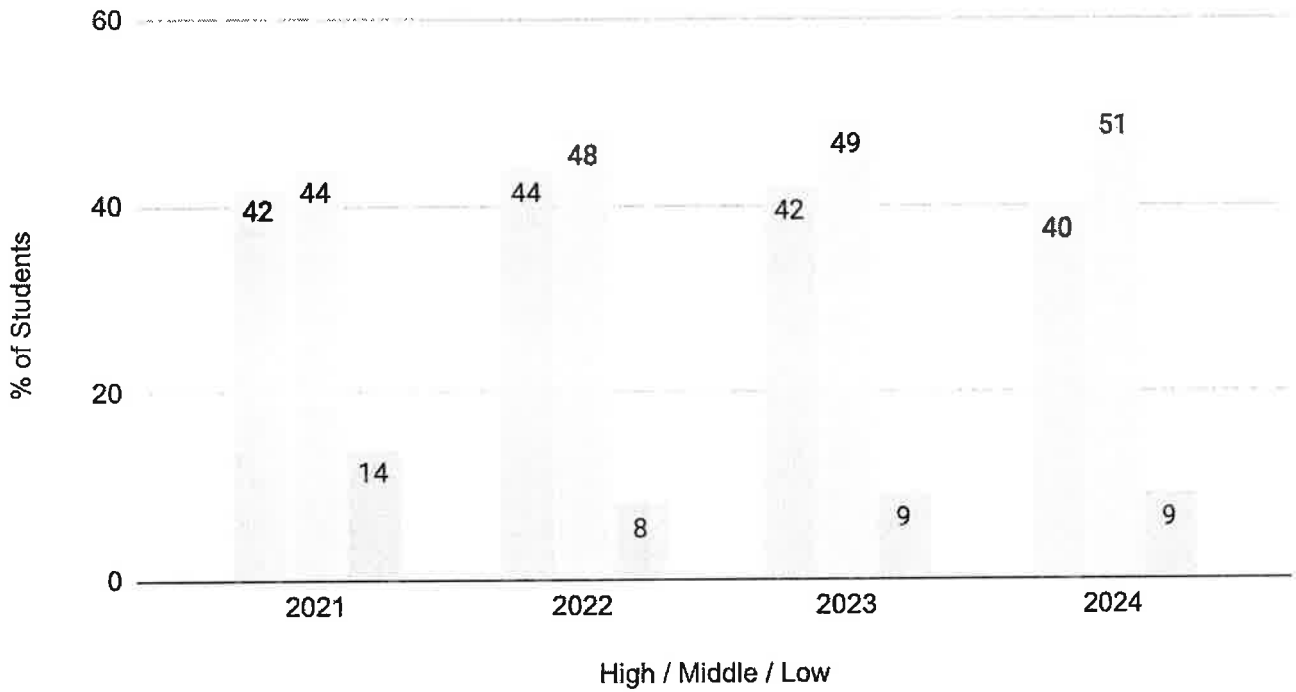


Analysis of data:

We continue to perform strongly in this assessment which would indicate that our children continue to get quality teaching and experiences in Science. We are working above or at the reference levels in all year levels, with Year 4 and Year 5 showing a significantly higher average.

The Year 7-8 children complete a different test to those in Year 4-6 which is more extensive and the results remain positive.

Comparison of data: 2021 - 2024



This graph shows the percentages of high, middle and low scores from the last 4 years. Overall, our results have matched that of the last 3 years and we continue to have over 90% of our students working at middle or high classification.

Report compiled by Cameron Ross - October 2024



Staff Report Term Three 2024

Harakeke:

Harakeke started Term 3 with practically an entirely new class of New Entrants. As always, it was a delight and an honour to welcome and help settle them into their first year at primary school. **Reading:** Students all started the Better Start Structured Literacy approach. This involves whole class lessons and then we break into smaller guided reading groups. After working hard on learning the names of letters and the sounds they make, this knowledge is then applied to learning to read small words in the weekly bingo games - which they loved. As students progress through the Phonics Plus readers (published by the Ministry of Education) they enjoy becoming familiar with the characters (the children and cheeky New Zealand native birds and animals).

Writing and Inquiry:

Learning how to form letters correctly using small whiteboards is a big focus in our programme as this helps students with their writing fluency as they move through the school. 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!

Maths:

It was back to the start, focussing on learning to count objects accurately up to 10, adding two small groups of objects together and learning to instantly recognise numerals and numicon materials up to 10. Students who already had this knowledge were extended.

Physical Education:

Harakeke and Pohutukawa did athletics lessons (run, jump, throw) together every week. They were divided into three groups and did rotations. Their learning culminated in the Athletics Day at Newtown Park, which was a highlight.

Pōhutukawa:

At the beginning of Term 3 a new class was established in Pōhutukawa. We had 16 Year 1 students move up from Harakeke. We were thrilled with the seamless transition they made and how well they settled into routines.

BSLA:

According to the post 10 week assessment at the end of Term 2, Students were grouped into Taumata groups. We had two phonics groups: Taumata 2 and Taumata 4. Students are well familiar with the structure of these lessons. Janessa continued teaching an intervention group (Tier 2) with 4 students. These students were identified from their post Term 2 10 week assessment.

Writing/Inquiry:

We explored the Maāri legend 'Ngake and Whataitai' and based our story writing around this. **Maths:**

Along with number knowledge we explored fractions - halves, quarters, thirds. We made delicious (paper) pizzas with yummy toppings.

PE - Athletics:

Students have loved our sessions learning how to throw vortex, quoit and how to jump for long jump. This was certainly a highlight for many of the students this term.

Buddies with Ngaio:

This is another highlight for our tamariki. They absolutely love spending time with the big kids and often seek them out in the playground. This term they have collaborated to make daffodils and friendship flowers.

Karaka:

Inquiry topic: History - Place Names:

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.

Better Start Literacy Approach (BSLA):

8 weeks into teaching the programme in Karaka and students are becoming very familiar with the routines of BSLA. We run 4 sessions per week in which we share a quality picture book with students, unpacking vocabulary and decoding words using our knowledge of letters/sounds and the meanings of groups of letters e.g. the suffix -less and how this affects the meaning of the whole word. We practise making and breaking words with word cards and personal whiteboards. We make word chains where students sound out a word like goat then listen to the next word in the chain e.g. gloat noticing which parts of the word stay the same and which change. The chain continues on for around 10 words with one part of the word changing at a time e.g. toast, coast, coat, cart, tart, chart, charm, farm, foam, roam, roast. Students practise writing sentences with these words. We then look at reading books and look for patterns and sounds we have been learning. After that students work in reading groups discussing books at a variety of levels. At the end of ten weeks of teaching we will be testing the students to check how much they have learned during these structured literacy lessons and are hopeful they will have benefited greatly from BSLA and that we will see some transfer between reading and writing with more confident spelling coming through.

Maths:

Measurement has been a focus this term alongside continuing our work on number knowledge and strategies. We have been learning vocabulary around different types of measurement and had chances to put it into practice through practical tasks. Using a ruler correctly and reading the results by measuring and comparing the lengths of different objects in the classroom was an activity that we all enjoyed. Activities based around learning more about time and schedules were also part of our learning this term.

P:E:

Term 3 P.E focus was on athletics run, jump and throw, this was working towards our athletics day at the end of the Term. We did rotations of vortex, quiots, high jump, sprints and relay running. Students worked hard on applying their new techniques and skills learnt to try and improve with each practice. Students loved seeing themselves get better with every jump, throw or pass of the baton!

Ngaio:**Maths:**

Our tamariki have been working on learning a range of strategies to help them solve addition and subtraction strategies. Due to our range of learners, some were growing in confidence with two and three digit numbers, and others were developing their understanding of decimal numbers. Tamariki also developed their understanding of time, both reading the time on digital and analogue clocks, adding and subtracting time and interpreting timetables and schedules. Tamariki endeavoured to create their own schedule for a music festival, accounting for a cut off time, stage change overs and a range of artists with different set times.

To support students in developing their understanding of probability, they each conducted their own chance based investigations, with the intention of discovering who the 'most psychic in the class is'. After gathering results, tamariki analysed the probability of getting 100% accuracy in their investigation, and were able to understand that the likelihood of getting 100% in a coin toss is higher than if you have to guess a zoo animal. Fractions, proportions and ratios were another focus of the term. Tamariki worked on recognising and naming fractions, converting fractions, along with finding fractions of different numbers. Through goal based learning, tamariki were able to manage their own progress.

Writing:

This term tamariki have practised a variety of writing skills. Through our poetry unit, tamariki explored and practised a range of different styles of poems, developing an understanding of language features and structures as they attempted to implement these independently. Through their report reflections they were able to communicate and explain known information to a specific audience. We also had a strong focus on narrative writing this term. Tamariki were able to demonstrate their ability to use planning to organise their ideas, develop in-depth stories and edit their writing to make improvements. We had a strong focus this term on using a range of sentence starters. Tamariki were challenged by being given the sentence starters they needed to use, and developing their story around this.

Reading:

Our focus this term was on novel studies. The class was split across 8 novels, and were required to read a certain number of pages each week in order to complete the book within the 10 week term. Tamariki developed deeper understandings of character, motivations, themes and storyline development through discussions and follow up activities. They also practised important reading skills such as predictions based on evidence and summarising information.

Inquiry:

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.

Te Reo:

The focus in Te Reo this term was learning to ask and answer about the time. Tamariki became proficient in asking and answering time questions.

The later part of the term involved tamariki demonstrating all their learning in Te Reo so far. They wrote short scripts including elements of all the te reo Māori learning we have done this year, including asking and answering how we are, greetings and farewells, active sentences, time questions and kīwaha. The intention here is to help tamariki realise how much reo they know, and that they are able to use it in every day context. Ahakoa he iti, he pounamu.

Art Fridays:

This term we introduced Art Friday as a way of incorporating the Art curriculum into our classroom programme. Tamariki spent Friday afternoons working on Art projects and developing different techniques. The first 5 weeks were spent on Tinfoil Olympic Sculptures. Using a reference photo, tamariki attempted to manipulate tinfoil to create a 3D sculpture. The second project was a sgraffito artwork depicting a scene from Maui and the Sun. Scratching black paint out to reveal the waxy crayon underneath was challenging, but rewarding.

Rimu:**Maths:**

We began the term focussing on ratios and proportions, where the students learnt about fractions of a whole number, adding and subtracting fractions and using equivalent ratios. Our measurement focus was on weight, volume, and distance. Students attended workshops and also took part in activities that ranged from baking, to measuring the distance of paper planes, water displacement and measuring the windows in a room. After this, we focussed on a comic about the sections that the students had read. For the second half of the term, students completed another novel study. This followed the literacy circle system. This system gives students different roles that focus on explaining what is happening within the book by using evidence. There has been lots of discussions about the novels we are reading.

Spelling:

Using the Code, students have been learning spelling rules

Languages:

On Fridays, the Year 8's have continued learning Mandarin, while the Year 7's have continued with their self selected language (Portuguese, Spanish, German and Japanese). When not working with Keith or the Language Leaders, tamariki are learning on Duolingo.

Art:

Students started sketching still images, then applied these skills to their own portrait. They ruled up a grid over a photocopy of their face, then drew their face onto an A4 sheet. After this students used a vivid to colour in parts that they wanted to remain back in preparation for wood cutting. Students used charcoal to transfer their drawing onto wood and have been in the process of cutting out a woodblock for printing.

Inquiry:

Students have investigated the land wars after the Treaty was signed and New Zealand's involvement at Gallipoli. Students researched about individual battles, important historical figures and what happened at Gallipoli. We also visited the Gallipoli exhibition at Te Papa. After this students researched their own questions and created something to share with the class. These presentations of information ranged from a rap to a painting to the beginnings of a list of previous students who died in the First World War.

Te Reo and Te Ao Māori:

In te reo Māori we have been building on kupu knowledge, learning and testing a variety of tūingoa, tūkapi, tūpou, tūmahi and tūahau as these are the essential building blocks for te reo sentences. We have been practising creating simple present, past and future sentences and then utilising these in role plays.

We have had a focus this term on describing things and people using 'He'. I created a Te Reo Version of 'Guess who?' (Ko wai?) with photos of the students in Rīmu. They would ask questions such as 'He tāne ia?' or 'He makawe pāngo ōna?'.

Support Programmes:

Janessa (Reading Recovery):

This is the final term of Reading Recovery due to all Government funding being cut. At present there is no Government funding for literacy support in 2025.

I am working with 2 students who are tracking well to be successfully discontinued at the end of the term.

Tanya

In term 3 I started teaching a new BSLA group from Karaka, my first time teaching level 6. The group is now proficient enough to move onto level 7.

I taught taumata 3 in Pohutukawa as well as BSLA reading groups.

The biggest change was our school being selected to conduct a trial of new entrants oral language intervention (NELI) developed by the University of Oxford and coordinated in NZ by the University of Canterbury. After completing online training and after testing all children who started school this year, a group of 3 were selected to receive the programme and another 3 as a control group. I'll be completing the first 10 week trial in about a week. Then all 6 children will be tested to see if the intervention has made more of an impact than regular lessons. Our school will decide whether to complete the next 10 weeks next year. The resources were provided and funding given.

Jinna:

Term 3 I continued teaching BSLA Taumata levels 3 and 4, with students from Ngaio and Rimu. They are familiar with the programme pacing and expectations which is allowing me to really stretch and extend their learning within it - a challenge they are rising to awesomely.

During the term I also began working with a Taumata 6 level ELL group. We are having fun with prefixes and suffixes - and the idiosyncrasies of New Zealand English!

Monday mornings in Ngaio continued this term, providing ELL and maths support. Like Hana and Tanya I also completed the NELI oral language intervention training.

Matthew:

My timetable has changed quite a lot. My focus now is BSLA, and I'm presently studying the University of Canterbury microcredential. I'm learning all sorts of interesting academic and procedural stuff from the course. Recently I have been observing other teachers and teacher aides. All these lessons are coming together and I use them in small reading groups and taumata (levels 1 -3). I'm still working across the school, working with great children from Harakeke, Pohutukawa, Karaka and Rimu.

Library:

I say it every time, but . . . another great term in our wonderful library!

I have continued with refreshing the physical space, with some updated signage and visual simplification. I have also had another ace Novel Study group (Karaka), and an intake of new student librarians from Ngaio (linking in with their learning about economies and trade).

Over the last 5 weeks of term I completed an online course developed by the National Library Services to Schools team, *Growing and shaping your school library collection*. Alongside the course material and template support for developing a set of library Guiding Documents it was a valuable chance to compare notes and share ideas with other librarians around the country.

Term 3 National Library loans supported learning about: Local history, stories and legends of Maui, friendship and getting along with others, WW1, economies and trade, and poetry.

Office:

Laurelle/Catherine

- Attended First Aid Revalidation Course
- Attended CES conference for Administrative Staff "Professional Development"

Term Four is an extremely busy time for the office - Preparation for End of Year and the planning for 2025. This means everything needs to be booked for 2025, employment contracts need to be organised, orders placed and day-to-day tasks keep us in check. We have had a constant stream of new enrolments, unexpected student departures and "out of zone" applications (now closed and places given). The medical room seems constantly busy with sore and sick students. In regard to the hall relocation - contractors have been coming by for information, planning for their RFP's. We have also been working on tidying our space and starting a move towards filing online, with an effort to print less. The BDO Auditors were also in last month!

Personnel

Clyde Quay School
Personnel Minutes 02.12.2024

Present: Liz Patara, Cameron Ross, Michelle Little, Amit Palliwal, Andrew Neal

Apologies: Chris Myatt

UPDATES

Board Work Schedule 2024

NOTING:

Recommendations

The CQS Board notes

1. Review Board Work Schedule 2024
2. Board training
3. Strategic Priorities;
4. Personnel matters;
5. Staff professional development as listed;
6. Policies & Assurances;
7. Safety Registers;
9. Student Matters;
10. Fundraising

BOARD TRAINING

Nothing to report

STRATEGIC PRIORITIES

Update on targets CQS Strategic Plan Final 2024.

Each subcommittee must track priorities.

PERSONNEL

1. Cameron Ross was appointed to the principal position 2025.
2. Since the 20 October report, Claire Keys has accepted the final position in Y3-4. Clyde Quay School has a full complement of staff 2025. All positions advertised were filled with suitable candidates:
 - Cameron Ross Principal
 - Abby Lummis Y5-6 Replacing Anya MacDonald moving to Y2
 - Fiona Crossett Y3-4 Replacing Anne Gordon moving to Mt Cook School
 - Claire Keys Replacing Jayne Ruitter whose travelling Overseas
 - Jemima Hales Replacing Elyse Hemara whose travelling Overseas
- 2.1 There is no rush to review a Deputy Principal position as Xandra Boswell (AP) and Leon Davidson (ST) can continue to fulfil the necessary senior management responsibilities.

Recommendations

The CQS Board endorses/ or notes personnel items 1-2.1:

STAFF PROFESSIONAL DEVELOPMENT

Strategic Aim 1 Attract and Retain Fantastic Staff

- **Ensuring plenty of teaching staff,**
- **Develop Strong Teaching and Learning Programmes and**
- **Gain Access to Great Teaching Resources**

Professional development is always part of succession planning. Though teachers in schools, are a mix of- fixed term , part time, or permanent staff- it is an expectation all (regardless of tenure) receives quality professional

development. Teachers may choose to apply for management positions, lead curriculum positions/ or move across the education sector.

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 Ruiter 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

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

STUDENT MATTERS

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

FUNDRAISING

Nothing to report this meeting

Liz Patara

Tumuaki

Annex A

Sensitive Expenditure

The board ensures that all expenditure of board funds is clearly linked to the business of the school, and that no individual, or group of individuals (staff or students), gains unreasonable and/or personal benefit from those funds. All money received or under the control of the board are automatically public funds (including fundraising, locally raised funds, and any international student income).

At times there are expenses which may be considered beneficial only to individuals or small groups of individuals, such as travel expenses (especially international travel), gifts/koha and other payments to individuals. Any such expenditure is carefully scrutinised by the board before approval, and may require appropriate and specific fundraising. The board also refers to its travel policy in considering this expenditure.

We ensure those contributing funds (e.g. parents, charities, or other funding sources) for specific expenditure that may benefit individuals or groups of individuals have a full understanding of the purpose of those funds. The funds raised will cover all costs (including travel and accommodation costs for teachers who may be involved).

Authorising sensitive expenditure

The board requires the principal to consider the following before authorising expenditure that may be beneficial to individuals or groups, seen as being spent inappropriately, or as not in the best interests of the school.

- Would the expenditure benefit student outcomes?
- Is it the best value for money?
- Is it in the budget?
- Could the board justify this expenditure to a taxpayer, parent, or other interested party?
- How would the public react if this expenditure was reported by the media?
- Does there appear to be any personal gain from this expenditure?
- Does this expenditure occur frequently?

All expenditure that is incurred on behalf of individuals or groups of individuals is fully accounted for. The board is provided with a separate income statement for management reporting purposes, showing all funds raised and expenditure incurred.

Related topics

- Travel Expenditure
- Entertainment Expenditure
- Gifts

Release history: Term 2 2021, Term 2 2018

Annex B Policies Term 1

FEEDBACK

Te Tiriti o Waitangi

- We have commented here that we consult with the local iwi on the development of our charter/strategic plan. We will need to ensure this is undertaken going forward.
- Holding regular hui with CQS Māori whānau needs work. Stronger relationships being built with mana whenua which is most positive

Parent involvement

- Currently no volunteer form currently, volunteers should receive the policy

Documentation and Self-Review

Action: May increase brief reports to parents on student achievement

School Planning and Reporting

- Board has some way to go to ensure consultation with community on 'Annual Plans'
- Board needs to discuss and activate a community engagement plan as a group to ensure we are meeting the intent and wording in this policy. Not an accurate reflection of our current activity.
- A number of areas need to be checked against current government policy.

Reporting on Student Achievement

- This needs to be updated to match current reporting times and avenues.

Finance

Draft Budget Working Papers 2025

8 December 2024

DRAFT RECOMMENDATION

The CQS Board notes a draft budget 2025 shows a deficit -\$41,265 however it is not a cash deficit considering depreciation is \$45,250

Background

In 2023 a *Marketing Working Group* was set up. The aim was to attract more students to CQS. Ideally 238 (FTE) students meant adequate teaching staff and funding to achieve a quality of education commensurate with whānau aspirations.

Currently the student roll is 231 students. The M.o.E staffed the school based on 232 students for 2025. When one considers the school has only now reached 231 students, it's favourable staffing.

Section A

The draft budget 2025 takes into account:

1. Students numbers which are now at 231 and will have to be monitored closely in 2025.
2. Attracting parents, to join Whānau and Friends to assist with fundraising, continues to be a challenge for us.

Income

Family donations have been set at **\$57,000** same as this year.

Fundraising

A minimal fundraising amount of **\$13,200** has been budgeted. It consists of passive income and events that do not incur expenses:

Passive Income	\$2000
Book BBQ purchases	\$2700
Spellathon & Runathon	\$8500

Please note fundraising (mainly grants) 2023-2024 has been targetted to 'Property Upgrade'. As a result, any fundraising budgeted for teacher resourcing, is passive income and fundraising that doesn't incur expenses. The knock on effect is resourcing budget lines (other than personnel) have been kept to a minimum.

Section B

Operations Grant

The MoE has funded the school on 232 students resulting in **\$360863** of operations grant.

Additional Ministry Funding:

1. ESOL funding (second language learners) is set at **\$49,530**.
2. Learning support will probably receive \$2000.¹
3. ORS teacher aide funding is \$11000
4. The school has received .15 staffing for structured literacy conditional on the Board agreeing to fund another .15; which equates to \$12,475.

Income

1. M.o.E funding will reach **\$360863**
2. ESOL funding is set at **\$49,530**
3. Learning support will probably receive \$2000.

¹ Learning support funding is case-by-case and short term; at the end of each period, you reapply.

4. ORS teacher aide funding is \$11000
5. A minimal fundraising amount of **\$13,200** has been budgeted.
6. Interest will reach **\$22,500**
7. Family donations has been set at **\$57,000**
8. Pikopiko Kindergarten income of **\$2,623** will be achieved.
9. After School Care income of **\$2,700** will be achieved.

Section D

Expenditure

1. Personnel is a significant cost.

2.0 Personnel expenditure is for teacher aides, office staff, library staff, language tutors, caretaker, technician and part time staff.

2.1 The total salaries identified \$339,928 represents 94% of operational funding.

2.2 When there is a reduction in ESOL/Special needs funding, it means a reduction in teacher aide hours. Teacher aides are notified in accordance with their collective agreement or the Board may approve extra costs.

3. The priority for staff is the human resource (support staff, teachers, tutors, caretaker) as opposed to material resources.

4. Increased Costs

If applicable any increased costs for salaries, heat, light and water; phone rental, postage, rates, financial services, audits, insurances, technology etc have been taken into account.

5. Working Funds

Working funds at 31 October was \$562,676. At the commencement of the year, it was \$338,627.

6. *Depreciation is \$45,250 with capital expenditure at \$5800.*

Liz Patara
Principal

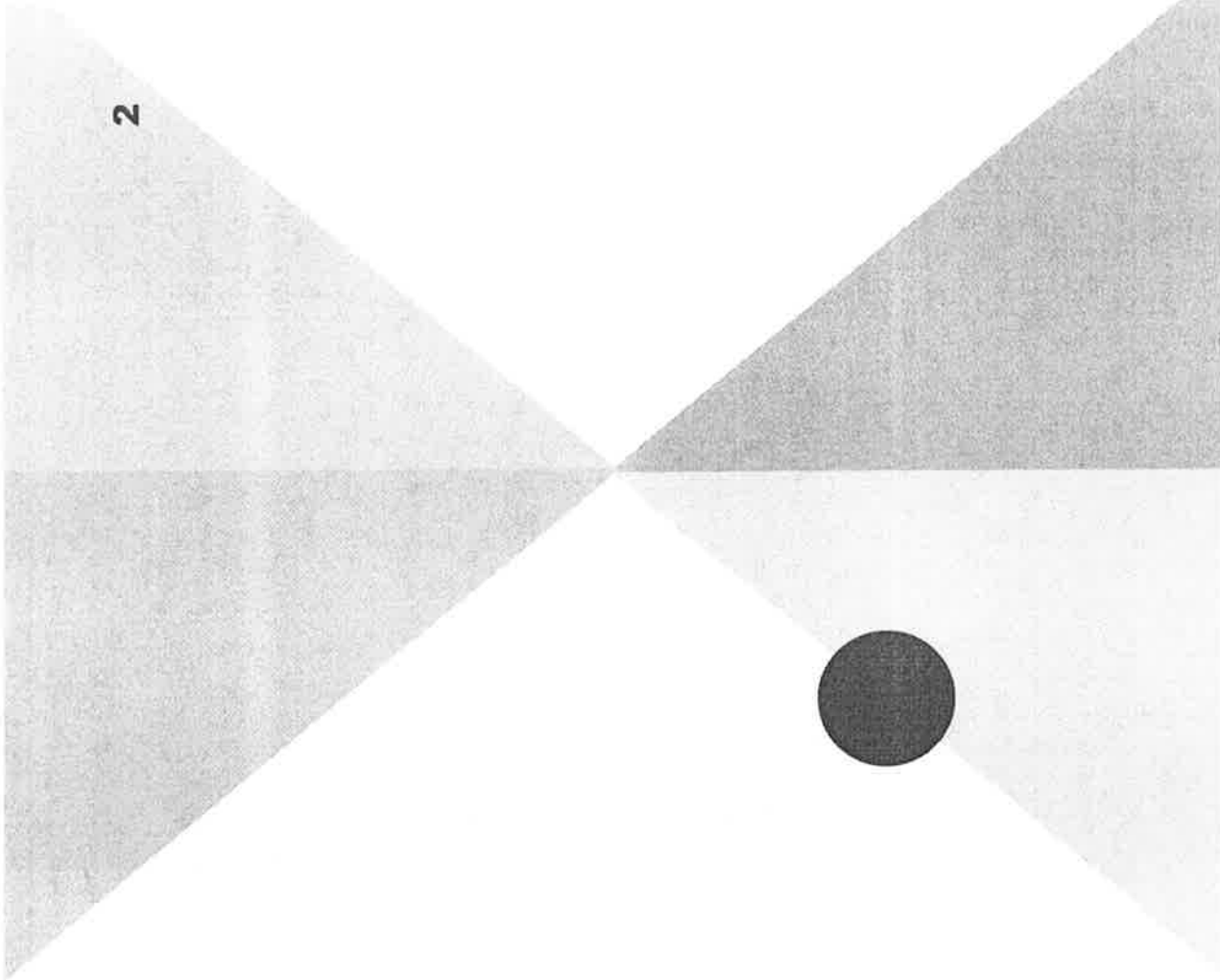
CLYDE QUAY SCHOOL
The Kura o Matairaangi

**OCTOBER
FINANCE REPORT**

FOR 9TH DECEMBER BOARD MEETING

AGENDA

- 1.** Previous Minutes
- 2.** Actions
- 3.** Key Activities
- 4.** Finance Summary's
- 5.** Annual Plan
- 6.** Grant Applications
- 7.** Capital Projects
- 8.** Finance Radar



1. PREVIOUS MINUTES

- Sub-committee meeting held 2 December.
- Attendance: Neil, Michelle, Liz, Cameron.



Microsoft Edge
PDF Document

- Last board meeting on 29 October minutes attached.



Adobe Acrobat
Document

2. ACTIONS

Current Actions	Update	Subcommittee/ Board Action	Date Raised	Owner	Due Date	Status
Neil to contact Graeme Wiggzell to correct Variance report and to organise rationalising finance across term deposits, property projects, and sponsorship.	Meeting held with Graeme, Michelle & Cameron early Nov. Graeme has started task but is taking longer than expected. First draft sent Dec 6 th . Will remain work in progress. Neil is yet to review.	Board	3 September	Neil	November	In-progress
Neil to liaise with Laurelle (office manager) regarding maximising term deposits rates.	Need the above action completed prior to knowing what Term Deposits we can re-fix. Refer page 6 for temporary solution.	Board	3 September	Neil	November	In-progress
Breakdown of Taylor Swift net revenue and how it is to be applied to school projects to be provided.	Michelle to provide update at next subcommittee.	Subcommittee	21 October	Michelle	November	In-progress
Board Members to review Term 4 School Doc Finance Policies: Finance and Asset Management Policy; Managing Income and Expenditure, Financial Conflicts of Interest. Feedback to be provided.	Liz to provide update to Board on any feedback received.	Board	29 October	All	November	In-progress
Annual Plan – Finance sections to be added to finance report going forward to ensure measurement and management of CQS finance matters.	Neil to follow up with Sarah to get latest version to add.	Subcommittee	29 October	Neil	December	Completed
FY25 Financial Budget to commence in November to ensure budget set for FY25, before close of FY24.	Liz & Cameron progressing. Final-draft to be presented to Board in February.	Subcommittee	29 October	Liz/ Cameron	December	In-progress
Complete Board Assurance and Self-Audit Checklist as relates to finance. Deficiencies to be noted back.	To be completed.	Subcommittee	29 October	Neil	December	In-progress
Neil to work with Graeme on finance summary to ensure report fits our purpose and that B/S and P/L items are separated.	New item added from subcommittee.	Subcommittee	2 December	Neil	February	New

3. KEY ACTIVITIES

The purpose of this paper is to provide the Board of Trustees with a summary of the key activities that relate to finance since the last Board Meeting.

- 1.** Meeting held with Graeme Wigzell to organise rationalising finance capital projects (in-progress)
- 2.** BDO Audit proposal costings for FY24-26 review and confirmed
- 3.** Annual insurance certificate costing reviewed and confirmed
- 4.** End of Year Accounts Preparation -commenced Graeme to complete in NY
- 5.** Next full year budget (FY25) commenced– Liz and Cameron kicked-off

4. OCTOBER FINANCIAL SUMMARY 6

The purpose of this report is to provide the Board of Trustees with a summary of the financial activities of Clyde Quay School for the year to 31 October 2024

() = Deficit	Actual	Budget
Month	(\$12,055)	(\$9,501)
Year to Date	\$73,689	\$14,127
Year End Projection / Budget	\$59,989	\$425

Key Points:

- Variance of actual versus budget of **-\$2,554**
- Ministry final instalment of operations grant (\$92,602) received
- Salaries (three payments) totalled \$40,426 (\$31,286 last month).
- Cash in the bank at months end totalled \$1,089,923 (\$160,746 on term deposit, Whanau & Friends account \$269,464) compared to \$626,990 as at 31 December 2023.

	This Month			Year to Date			Full Year		Last Year to 31/10/2023
	Actual	Budget	Variance	Actual	Budget	Variance	Budget		
Ministry Funding	201,836	199,684	(1,152)	2,043,333	1,995,484	(47,849)	2,406,403	1,964,138	
Fundraising/Donations	4,416	4,280	(136)	66,209	75,640	9,431	82,000	84,604	
Investment Income	5,573	833	(4,740)	25,459	14,330	(11,129)	19,000	7,856	
Other	3,649	2,303	(1,346)	52,113	44,478	(7,635)	47,619	49,160	
Total Income	215,474	198,100	17,374	2,187,113	2,129,932	(57,181)	2,555,022	2,105,758	
Learning Resources	142,021	126,997	(15,024)	1,276,364	1,288,761	12,397	1,555,912	1,220,890	
Property	62,846	64,171	1,325	637,967	645,670	7,703	774,845	642,509	
Administration	19,087	10,904	(8,183)	136,711	109,133	(27,578)	139,325	105,289	
Extra Curricular	358	2,039	1,681	20,251	26,341	6,090	28,015	29,657	
Trading	164	100	(64)	11,132	12,000	868	15,800	13,988	
Depreciation	3,052	3,390	338	31,000	33,900	2,900	40,700	33,600	
Total Expenditure	227,529	207,601	(19,928)	2,113,424	2,115,805	2,381	2,554,597	2,045,935	
Net Surplus / (Deficit)	(12,055)	(9,501)	2,554	73,689	14,127	(9,562)	425	59,823	

5. ANNUAL PLAN

The purpose of this paper is to provide the Board of Trustees with a summary of progress of annual plan matters as they relate to finance for the year to 31 October 2024

#	2024 Expectations Reg 9(1)(d) & (f)	Intended Actions Reg 9(1)(b)	Responsibility Reg 9(1)(c)	Measurement Reg 9(1)(d)	Due	Delivery
Goal 2: Operational Excellence: Teaching and learning are fully enabled through strong, capable leadership that enhances our school's social, economic, and environmental wellbeing now, and	Maintain strong, sustainable financial planning to meet short-medium term financial stability	Clear, regular and consistent annual financial reporting Optimise income and expenditure	Management, Finance sub committee Management, Finance sub committee	CQS Annual Budget (2024), Audited Annual Accounts 2023 Board reporting	Term 1-2 Term 1-4	Completed On track
		Identify risks, provide mitigations/treatments and manage contingency funds appropriately	Management, Finance sub committee	Board reporting	Term 1-4	On track
		Proactively manage financial impact of roll fluctuations	Management, Finance sub committee	Board reporting	Term 1-4	On track

7. CAPITAL PROJECT SUMMARY

8. FINANCIAL RADAR

Areas on watch:

- Preparation for early FY25 Education Review Office (ERO) review

Finance Checklist attached:



Microsoft Excel
Worksheet

ERO Checklist attached:



Microsoft Word
Document

Property

Property Subcommittee meeting

Date: 2/12/24 via google meet
Invited: Michelle, Cameron, Liz and Sarah
Apologies: Andrew, and Neil
Minutes: Sarah / Michelle
Next meeting: Prior to next board meeting

Review of Action Points:

- Watching brief on easement situation (ML)
- Update on hall move project budget (ST) once contractor and budget confirmed via Weathertightness programme

Projects

SIP Project

- Work complete. Remaining funds available to be utilized for the Hall and Karaka works.

Hall Move and C, D, & E Remediation

- Additional cost for relocating the power box added to pricing. Discussion around whether this was worth it, or should this be used towards fencing for court, chain link fence etc
- Additional single door fire exit will allow for additional occupancy. With the MoE opting to upgrade our Fire Alarm system to a type 4, this will be the final requirement to the occupancy upgrade.
- Board resolution to be sent out to confirm the costs and board to spend funds for our portion of the project.
- Project costs 503k, including a contingency of 77k
 - \$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.

Community Communication

Community Subcommittee (CSC) hui notes

Date/Time: Mon 2 Dec 6.00-6.45pm via Googlemeets

Attendees: Cameron Ross, Sarah Todd, Monty Paliwal, Andrew Neal

Apologies: Sue Bibby

Agenda:

1. Annual Community Survey

- Launched and so far has 23 responses
- Would be good to get more - targeting at least 70 responses (50% of families)
- ST has written update for newsletter and direct mail to parents, will go again this week and next with an update on number of responses received (Done 3/12)

2. Parent engagement in 2025

- Engagement with parents - it would be good to understand why the low engagement from parents. General discussion about post covid engagement and ways to communicate the importance of two way engagement with parents
- ST to circulate previous work on comms plan and audit of channels (Done 3/12)
- AN & MP to refresh communications overview for 2025
- CR to consider Principal comms plan

3. Parent Evening Event (2025)

- Cameron, Leon and Xandra will discuss approach across a number of curriculum and school areas, meet the teachers, etc
- Community subcommittee will contribute - CR to advise back to SC in T1 on this plan.

4. Annual Report

- Discussion of Annual Plan activity tracker and the requirement to include 'analysis of variance' in school annual report
- ST to check tracker meets reporting requirements, and/or can be used by Principal/Presiding member to complete variance report

Clyde Quay School Board Memo

Date	9 December 2024
From	Community Subcommittee
To	CQS Board
Subject	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 wharenuī at the heart of our school and community.
- The Ministry of Education (MoE) weathertightness project has facilitated and covered the cost of an improved external design of the hall that provide an enhanced portico entrance to improve the purpose of the hall as our wharenuī.
- Other hall upgrade elements are not MoE funded, so the cost of research, design, production and installation association (cultural engagement and design works) needs to be covered by the school.

Scope of work

- A school family has offered to donate steel towards the panel(s) which allows us the opportunity to achieve the desired project as part of the planned hall works in T1-2 2025.
- With the donation of steel, consultation with the artist we have landed on the concept of stylised external steel panel(s) on the hall which reflect our cultural identity (as informed by the research).

1. Design workshop: Consultation with CQS and Stevenson & Turner (Building Architects) and Studio Pacific Architecture (Playground/Landscaping Architects) regarding structural redesign elements of school hall and surrounds to facilitate matauranga Māori concepts.

- Completed - this was undertaken and billed as part of S&T works

2. Research Component: This is a broader identity component, not just about the school hall and will be used to inform school identity and future storytelling, including future branding and design work for external hall panel(s).

3. Artwork design and supervision of install: Design and production of external steel panel(s) for affixing to external hall wall(s) which reflect our cultural identity (as informed by the research).

Scoped Costs & Timeframe

The costs and timeframes associated with this project have been scoped as follows;

Component	Delivery lead	Timeframe	Funding	Upper cost est
Research (20 hrs)	Pokau Te Ahuru	Jan-Feb	Board funding	\$3000.00
Design work (12 hrs)	Pokau Te Ahuru	Mar	Board funding	\$1800.00
Steel material	Robinson Steel	Mar	Donation	Donated
Production (1 week)	Fabrication co. (TBC)	April	Playground	\$3000.00
Installation (3 hrs)	Playground WG	Apr-May	Maycroft	\$500.00
			SUBTOTAL	
			GST	\$1245.00
			EST TOTAL	\$9,545.00

Recommendation

- 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.

Communications

Correspondence for Board of Trustees' Meeting 9 December 2024

INWARDS

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
7 November 2024	ASB Bank	Bank Statement - Account 00	
7 November 2024	ASB Bank	Bank Statement - Account 01	
7 November 2024	ASB Bank	Bank Statement - Account 03	
12 November 2024	ASB Bank	Bank Statement - Account 53	
7 November 2024	ASB Bank	Visa Statement	
18 November	ASB Bank	How you make and receive payments is changing update	
6 December 2024	ASB Bank	Bank Statement - Account 03	
6 December 2024	ASB Bank	Bank Statement - Account 01	

6 December 2024	ASB Bank	Bank Statement - Account 00	
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OUTWARDS

Date	To	Subject	Sent by