



# **WHANGĀREI BOYS' HIGH SCHOOL**

DEVELOPING BOYS INTO FINE MEN

## **BOARD OF TRUSTEES MEETING**

23 August 2022



# WHANGĀREI BOYS' HIGH SCHOOL

DEVELOPING BOYS INTO FINE MEN

## WHANGĀREI BOYS' HIGH SCHOOL BOARD OF TRUSTEES

Meeting to be held in the Board Room  
5:30pm Tuesday 23 August 2022

### AGENDA

1	<b><u>Register of Interests</u></b> Check for additions or alterations	1
	<b><u>Annual Plan Review Schedule 2021</u></b> Check for additions or alterations	2-3
2	<b><u>Confirmation of Minutes</u></b> <ul style="list-style-type: none"> <li>26 July 2022</li> </ul>	4-6
3	<b><u>Matters Arising from Minutes of Last Meeting</u></b>	
4	<b><u>Correspondence</u></b> None	
5	<b><u>Chair's Report</u></b>	
6	<b><u>Management Reports</u></b>	
6.1	<b><u>Strategic Review</u></b> <ul style="list-style-type: none"> <li>Equity for all students through innovative teaching</li> </ul>	7-17
6.2	<b><u>Regular Review:</u></b> <ul style="list-style-type: none"> <li>Progress of Internal Credits</li> <li>NELP</li> <li>Indicators</li> </ul>	18-19 20-21 22-29
6.3	<b><u>Emergent Review</u></b>	
6.4	<b><u>Health, Safety &amp; Wellbeing Report</u></b>	30
6.5	<b><u>Policies</u></b>	
6.6	<b><u>EOTC Trips</u></b>	
	NZSS Junior Premiership Basketball South Auckland 27 August 2022 to 30 August 2022	31-33
	Hillary Outdoors (Y9, Y10) Tongariro 11 September 2022 to 16 September 2022	34-36
	NISS Snowboarding Championships Mt Ruapehu 25 September 2022 to 28 September 2022	37-39

6.7	<p>Team Sailing Nationals Algies Bay, Auckland 2 October 2022 to 7 October 2022</p> <p><b><u>Funding Applications:</u></b> Submission to the Oxford Sports Trust</p> <ul style="list-style-type: none"> <li>• Chromebook Trolleys \$4,434</li> <li>• NZSS Snowboarding Champs, Accommodation \$4,173.88</li> <li>• Cricket Uniforms \$1,984</li> <li>• Tables with trunking for computer cables \$10,812</li> <li>• Display Cabinet for Te Haerenga Project \$3,200</li> </ul>	40-42
7	<p><b><u>Financial Committee</u></b></p> <ul style="list-style-type: none"> <li>• Finance Minutes 15 August 2022</li> <li>• Profit &amp; Loss as at 31 July 2022</li> <li>• Balance Sheet as at 31 July 2022</li> </ul>	43-44 45-46 47
8	<b><u>General Business</u></b>	
9	<b><u>Matters for the next meeting</u></b>	

## WBHS Board of Trustees - Interests Register

This Interests Register is published in accordance with the WBHS Governance Policy 8. "Conflict of Interest Policy".

### **1. Conflict of Interest Policy**

*The standard of behaviour expected at Whangarei Boys High School is that all staff and board members effectively manage conflicts of interest between the interests of the school on one hand, and personal, professional, and business interests on the other. This includes managing potential and actual conflicts of interest, as well as perceptions of conflicts of interest.*

*The purposes of this policy are to protect the integrity of the school decision-making process, to ensure confidence in the school's integrity, and to protect the integrity and reputations of staff and board members. Upon or before election or appointment, each person will make a full, written disclosure of interests, relationships, and holdings that could potentially result in a conflict of interest. This written disclosure will be kept on file and will be updated as appropriate.*

*In the course of meetings or activities, staff and board members will disclose any interests in a transaction or decision where their family, and/or partner, employer, or close associates will receive a benefit or gain. After disclosure, the person making the disclosure will be asked to leave the room for the discussion and will not be permitted to vote on the question.*

Name	Interest
Greg Atkins	<ul style="list-style-type: none"> <li>BDO Director</li> </ul>
Karen Gilbert-Smith	<ul style="list-style-type: none"> <li>Principal WBHS</li> <li>M. Gilbert-Smith (wife) – Health Contractor to the school</li> </ul>
Andrew Carvell	<ul style="list-style-type: none"> <li>Managing Director of VMC Consulting Engineers Ltd</li> </ul>
Richard Harrison	None
Andre Hemara	<ul style="list-style-type: none"> <li>Kainga Ora Employee</li> <li>Tai Tokerau Education Trust - Trustee</li> </ul>
Stevie Huurnink	None
Don Robertson	<ul style="list-style-type: none"> <li>Whangarei Golf Club Committee</li> <li>Works for DHB</li> </ul>
Derek Slatter	<ul style="list-style-type: none"> <li>Chair – BoT Whangarei Intermediate School</li> <li>Chair – Taitokerau Education Trust</li> <li>Chair – Northland Cricket Association Board</li> <li>Chair – NZSTA – Northland Executive</li> <li>Accredited Provider – NZSTA</li> <li>Judge – Central Northland Science Fair</li> <li>Chair – Tectrax Ltd</li> <li>Advisor, Blue Orb Trust (in connection with Admirals Bay Conversation project- aimed partly at Education sector)</li> <li>Director / Shareholder / Trustee – other private entities with no known relationships with Schools or education – to be declared in the event of any conflict arising</li> </ul>
Kyle Hanlon	<ul style="list-style-type: none"> <li>Father works for MoE</li> </ul>



# Whangārei Boys' High School

## Board Work Plan 2022

REVIEW	AREA FOR REVIEW	FEB	MAR	APR	MAY	JUN
Board Meeting Dates		22/02/2022	22/03/2022	No meeting	24/05/2022	28/06/2022
STRATEGIC REVIEW	Charter	Charter to MoE Draft AoV Review Draft Annual Plan	AoV Review			
	Strategic Aims				1. Amazing facilities that meet needs & aspirations for current & future students	2. Develop a culture of belonging (turangawaewae)
REGULAR REVIEW	Policy		Governance Policies			Curriculum
			1-4			
	HR	Performance Agreement approved	HR tool checklist 1- General HR Policies			Mid-year review Principal's performance
	Student Progress and achievement	Literacy and numeracy (Provisional)			Transition and Inclusive Learning Data	Mid-year student achievement Credit Count
	Budget	Approved	Monitor		Monitor	Mid-year review
	NELP		Priority 2		Priority 1	Priority 4
	Curriculum		HoF Curriculum Reports			RAS Implementation
	Community of Learners (Kaihui Ako)		Update		Update	
	New Govt Initiatives					
	New Local Initiatives				Maori Student Achievement	Carruth Report
BOARD PROCESS REQUIREMENTS		Appoint Chair / Delegations	Accounts to Auditor		Annual Report Approved AoV approved sent to MoE	Parent reporting Roll return 1 July
GOVERNANCE REVIEW AREAS			Leadership Role		Review Committee Meeting	



# Whangārei Boys' High School Board Work Plan 2022

REVIEW	AREA FOR REVIEW	JUL	AUG	SEP	OCT	NOV	DEC
Board Meeting Dates		No meeting	23/08/2022	27/09/2022	25/10/2022	22/11/2022	No Meeting
STRATEGIC REVIEW	Charter				Goal 4	Review Strategic Plan	
	Strategic Aims		3.Equity for all students through innovative teaching methods		4.Develop effective leadership at all levels		
REGULAR REVIEW	Policy			Personnel Policies			
	HR			HR tool Checklist 2- Employee Relations		Formal review report Principal performance	
	Student Progress and achievement		Maori/Pasifica focus Reports	Update of Curriculum reports Gifted and Talented			
	Budget		Monitor			2022 draft for following year	
	NELP		Priority 3	Priority 5	Priority 6	Priority 7	
	10YPP / Master Plan		Update	*Link Property to Curriculum Review	Partnerships & Endowments	Update	
	Community of Learners (CoL)			Update		Update	
EMERGENT REVIEW	New Govt Initiatives			STEM Report		2022 Planning	
	New Local Initiatives			Inclusive Learning Maori Engagement Initiatives	Community Partnerships	Year 9 Induction programme update Carruth Update	
BOARD PROCESS REQUIREMENTS				Health Curriculum consultation	Parent reporting	Succession Planning / BoT Assessment	
GOVERNANCE REVIEW AREAS			Accountability Role Review Committee Meeting		Employer Role	Review Committee Meeting	



# WHANGĀREI BOYS' HIGH SCHOOL

DEVELOPING BOYS INTO FINE MEN

## WHANGĀREI BOYS' HIGH SCHOOL BOARD OF TRUSTEES

Meeting held in the Board Room  
Tuesday 26 July 2022

### MINUTES

**Present:** D. Robertson, K. Morrison (Acting Principal), A. Carvell, K. Hanlon, G. Atkins, R. Harrison,  
**Apologies:** K. Gilbert-Smith, A. Hemara, D. Slatter, S. Huurnink

Moved to accept the apologies  
D. Robertson / K. Morrison all in favour carried

**In Attendance:** Y. Nees (Secretary)

1	<p><b><u>Register of Interests</u></b> No additions or alterations required</p> <p><b><u>Annual Plan Review Schedule 2021</u></b> No additions or alterations required</p>
2	<p><b><u>Confirmation of Minutes</u></b></p> <ul style="list-style-type: none"> <li>28 June 2022</li> </ul> <p>Moved via email that the minutes of 28 June be approved D. Robertson / R. Harrison 6 email approvals 3 email replies not received</p> <p>Email approval of the 28 June 2022 minutes were ratified at the meeting D. Robertson / A. Carvell all in favour carried</p>
3	<p><b><u>Management Reports</u></b></p> <p><b>3.1 EOTC Trips</b> Motion raised and voted on via email : Moved that the following EOTC trips be approved Adventure Racing Whangamata 5<sup>th</sup> August – 7<sup>th</sup> August 2022  NZSS Rogain Championships Mangamingi, Taranaki 15<sup>th</sup> – 17<sup>th</sup> July 2022  S. Huurnink / D. Slatter 7 email responses received to approve</p>



	<p>Tabled at the meeting:</p> <p>Moved that the following EOTC trips be approved</p> <p>NZSS 1st XI Football Premier Tournament Napier 28 August 2022 to 2 September 2022</p> <p>Junior Football Hillsdene Tournament Tauranga 28 August 2022 to 2 September 2022</p> <p>Rankin Cup Hockey Tournament North Harbour, Auckland 28 August 2022 to 3 September 2022</p> <p>NZSS 2<sup>nd</sup> XI Football Tournament New Plymouth 29 August 2022 to 2 September 2022</p> <p>NZSS Basketball National Qualifiers 2022 North Shore, Auckland 31 August 2022 to 3 September 2022</p> <p>D. Robertson / K. Hanlon all in favour carried</p>
3.2	<p><b><u>Funding Applications:</u></b></p> <p>Moved to approve submission to Oxford Sports Trust for:</p> <ul style="list-style-type: none"> <li>• \$5,565.21 Accommodation - NZSS 1<sup>st</sup> XI Football Premier Tournament</li> <li>• \$843.04 Transport – NZSS 1<sup>st</sup> XI Football Premier Tournament</li> <li>• \$6,900 Hillary Challenge Entry Fee – Adventure Racing Team</li> <li>• \$2,550 Accommodation – Rugby League Tournament</li> <li>• \$1,1152.17 Van &amp; Trailer Hire – Rugby League Tournament</li> <li>• \$880.64 School Van Hire – Rugby League Tournament</li> <li>• \$727.04 use of private car – Rugby League Tournament</li> <li>• \$8,670 Accommodation – Hockey, Rankin cup Tournament</li> </ul> <p>G. Atkins / A. Carvell all in favour carried</p>
4.	<p><b><u>General Business</u></b></p> <p>COVID-19 Mask Wearing</p> <p>Kyle referred to the emailed suggestion that Board's amend their policy around wearing masks.</p> <p>Keir advised the Trustees of the instructions given by Management to staff and students. That, whilst there is no mandate from the MoE to make mask wearing compulsory SLT are strongly encouraging that all staff and students wear masks inside. The SLT team are focused on teaching and learning and do not want to remove a student from their learning because they refuse to wear a mask. There is a Mask Exemption list for registering those staff and students that are unable to wear masks.</p> <p>Both Kyle and Keir spoke to their personal observations of mask wearing in the first 2 days of term.</p> <p>The Trustees were happy with the systems in place by Management and do not require any further action or directive from the BoT.</p>

Moved to the In-Committee section of the meeting from 6:00pm to 6:55pm

Moved "That in terms of Section 48 of the Local Government Official Information and Meeting Act 1987 the public be excluded from the next portion of the meeting because it wishes to discuss matters potentially impacting staff for the reason that discussion of these matters in public would infringe the privacy of a natural person under Section 9 (2) (a) of the Official Information Act 1982."

D. Robertson / K. Morrison

Correct for distribution

A handwritten signature in black ink, appearing to be 'M Morrison', written over a horizontal line.

5 August 2022

**Meeting Closed at 6:55pm**

**Next Meeting 23 August 2022**

## **Report to WBHS BoT - Equity for all students through innovative teaching methods.** Compiled by Henry Dunckley and Teina Wells-Smith

At WBHS, We focus on constantly improving outcomes for each of our students so our boys progress into the working world with relevant qualifications and clear choices for their futures.

A major focus of our curriculum has been on inclusion, and equity for all. We believe that all students should be given the same opportunities to thrive in an academic, social, and cultural setting. We have made a series of deliberate strategic decisions such that all learners with their specific learning needs are catered for here at WBHS.

### **Inclusive learning:**

Inclusive learning comprises two classes (9 and 10 totara) as well as a number of Learning support assistants, and learning support coordinators. In this department, High learning needs students to have their educational needs catered for in small classroom settings, alongside our specialist teachers, Heather Ferguson and Stephanie van Vuuren. Here our relational teaching and learning approach shines. Students engage with a specialised curriculum focussing on literacy, numeracy and selected optional subjects. This way, students are given the tools they need to gain certification in NCEA, and to prepare them for their lives beyond school. This approach has proven so successful that in 2021, WBHS had 5 students on ORS funding obtain NCEA level 1, the only ones to do so in Northland.

### **Learning support register:**

A major focus of our curriculum is recognising the individual learner, and moving away from a grouping, tiered, or streaming approach. To assist this, Laura Dupreez (Head of inclusive learning, SENCO) has curated our learning support register. This register is the compilation of many years of evidence gathering, processing, and ongoing diagnosis. Currently, there are over 600 (652 to be exact) students on this register. This register highlights in simple terms diagnosed learning conditions, timeframes for interventions, links to useful resources and/or individual learning plans that may be in place for these learners. Having such a register in enables teachers to engage with professional readings around students' specific learning needs, and to cater to their learners' individual needs.

### **SAC students:**

Practically speaking, learners are required to demonstrate their understanding of curriculum knowledge in a very specific way: i.e. paper-based external examinations. However, Learners should be able to demonstrate their 'way of knowing through a variety of means. Particularly those who have difficulty in expression through a written medium. To help to accommodate and include a wider range of learners, Laura Dupreez has provided a variety of special assessment conditions to enable learners to express ideas to a higher degree, on their own terms. These include reader writers, the use of digital devices and

technologies to assist in this kaupapa. Furthermore, various teachers in our school are experimenting with diversifying their assessment approaches, including the generation of online portfolios and video recordings.

### **Diverse Teaching and Learning approach:**

Covid and other illnesses have been a continual disruption to the progression of Teaching and Learning at WBHS. Fortunately, we can begin to see glimmers of life beyond Covid. But for all of its nuisances, Covid forced us to modernise our teaching and learning approaches through the use of Online learning tools. Initially, to combat this there has been PLD to aid those teachers who are not as confident using digital methods of teaching. This has resulted in all staff members creating Google Classrooms to regularly post classwork, ensuring all of our learners have access to resources if they are at home. Google Classroom enables asynchronous learning outside of class time. Resources and lessons can be shared by teachers for students to engage with while at home. One such strategy that has been utilised at WBHS is a flipped classroom approach, whereby the teacher sends out resources for students to view ahead of class time, such that when they return to class, they are able to engage in questioning at a higher level than otherwise. Additionally, work can be marked and returned remotely, enabling students to review their learnings at home. This necessitated PLD will suit our staff well as we move into a BYOD environment in 2023 and beyond.

### **Modern learning spaces:**

A standout feature in the design of our new school is the spaces in which we teach. In our teacher training, we are taught that our classroom spaces can impact our teaching practice. For our new campus, a particular focus has been placed on collaboration, cooperation, and group learning. Our spaces reflect this. As you walk through our campus, you can see the potential for classes to be merged to provide multi-level curriculum delivery, and group work between classes. These skills are difficult to explicitly teach and are crucial in developing our boys into fine young men. As a staff, we are in the early stages of this journey, learning and reflecting on how to best use these spaces. More time, trust, and opportunities for experimentation will be needed before we can take full advantage of these spaces.

### **Gifted & Talented:**

In 2022 a pilot program was designed and implemented by the GaTECo to provide extension and enrichment opportunities for our students who are potentially identified as Gifted and Talented. This program allowed the release of three subject specialist teachers in Science, Mathematics, and English to provide targeted, and responsive programming to years 9 and 10 students. This meant that those teachers were released for one period per cycle to meet with small groups of these students. Overall, this program was a success, as students have been able to engage with aspects of their respective curriculum at deeper levels than might be available in class. Moving forward, if WBHS chooses to invest

further in this program, more hours will be required so that both year levels (Years 9 and 10) can be seen by each curriculum area every week.

### **Relational teaching:**

There is a strong emphasis within our teaching practice to be highly relational to aid in understanding the student's needs and learning styles. Our goal is to truly know the learner sitting in front of us so that the teaching and learning come naturally. Teachers are also encouraged to seek feedback from students about their teaching so they can reflect on effective strategies that can be applied in the classroom.

### **He Toka Tū Moana - Māori student leadership group:**

This Māori student leadership group was initiated last year with the intention for our Māori students to learn more about their own cultural identity whilst they partake in leadership roles with our school, enhancing the cultural aspects of WBHS. Initially, this involved running wānanga hosted at various marae of Te Tai Tokerau however due to covid we were only able to attend one of these. The programme was continued with hui held at school to organise kaupapa within the school. These have included running activities to celebrate te wiki o te reo Māori and the development of a school karakia. It was very successful last year in instilling a sense of cultural pride within our students.

This year we have made a shift for this group to be student-led to give them ownership over where they are heading. Our head boys Tane and Kaina have taken the lead and want to utilise this group to help support our Māori students to progress through school whether that be through providing academic support or pathway guidance when they leave school. So we have had hui around future planning and goal setting and invited speakers to share their experiences in education and the workforce. Further supporting this group to continue their work is a great way to empower our students to take control of their school experience.

### **Professional growth cycle:**

Historically, teachers have had to engage with a work-intensive process of appraisal. This process provided little to the day-to-day performance of our staff as teaching practitioners. In 2021, a major overhaul of this process occurred, resulting in the development of a Professional growth cycle. In this cycle, teachers are observed by their peers and robust professional discussions occur, all in the spirit of improving Teaching and Learning here at WBHS. To support this, Acting Deputy Principals Henry Dunckley and Teina Wells-Smith developed an observation tool based on 'High Impact Teaching Strategies' developed by Hattie *et al.* In a nutshell, this meta-analysis combines thousands of pedagogical studies conducted worldwide, resulting in ten teaching practices that have proven success in improving learning outcomes. A copy of this observation template can be found below. This observation template will help to develop professional



practice, make a consistent language around teaching and learning, and empower teachers to make conscious and strategic decisions and changes to their practice to improve outcomes for learners.



# **WHANGĀREI BOYS' HIGH SCHOOL**

Professional Growth Cycle

High Impact Teaching Strategies

This document can be used as part of a formal observation through the professional growth cycle.

This document is based on the [High Impact Teaching Strategies](#), which in turn is based upon tens of thousands of studies of what has worked in classrooms around the world, which was compiled by Hattie et al.

*Before beginning, please read the High Impact Teaching strategies attached to this document.*

The purpose of this observation template is to:

- Identify a classroom need.
- Investigate a problem of practice and an area for potential improvement.
- Identify one or more of the HITS as a possible intervention
- Unpack, discuss and model effective teaching strategies

*Remember, the purpose of the professional growth cycle is just that, Professional growth. These observations will not be used in a teacher competence setting.*

This observation structure can be used as a diagnostic tool, or a professional reflection tool alongside your professional growth cycle partner.

As a diagnostic tool;

- The observer makes a general observation of the teacher, making notes, and qualitative recordings related to teaching practice.
- After the observation, a particular area of focus (i.e. 1-2 criteria from the list below) should be discussed, and reflected upon, with the intention that strategies and plans are instituted to address these areas of development.

As a professional reflection tool;

- The teaching professional signals a particular area of their practice that they would like feedback on.
- The observer provides an external point of view to the teacher, highlighting what works well, and what could be improved.
- The observer, and observee reflect on the observation, sharing best practices, previous teaching experiences, and next steps.
- If further assistance is required, the teacher should discuss this with their respective HOF or curriculum leader.

Pre observation conversation: *What is the purpose of this observation? Which aspects of my teaching practice would I like targetted feedback on?*

Post observation: *Key notes from observation. Advice or 'tips and tricks' from the observer. Was the purpose of the observation met?*

Next steps: *Is any further support required? How will a professional learning plan be actioned? What will happen before we meet next time?*

Strategy	Needs developing	Visible.	Area of strength.	Notes:
Setting goals				
Structuring lessons				
Explicit teaching				
Worked Examples				
Collaborative learning				

Strategy	Needs developing.	Visible.	Area of strength.	Notes:
Multiple exposures				
Questioning				
Feedback				
Metacognitive strategies				
Differentiated teaching				

Setting goals	Structuring lessons	Explicit teaching	Worked examples	Collaborative Learning
<p>Lessons have clear learning intentions with goals that clarify what success looks like.</p> <p>Lesson goals always explain what students need to understand, and what they must be able to do. This helps the teacher to plan learning activities and helps students understand what is required.</p>	<p>A lesson structure maps teaching and learning that occurs in class.</p> <p>Sound lesson structures reinforce routines, scaffold learning via specific steps/activities. They optimise time on task and classroom climate by using smooth transitions. Planned sequencing of teaching and learning activities stimulates and maintains engagement by linking lesson and unit learning.</p>	<p>Teacher decides on learning intentions and success criteria. Teacher checks for understanding, and at the end of lesson, revisits what was covered, and ties it all together</p>	<p>A worked example demonstrates the steps required to complete a task or solve a problem.</p> <p>By scaffolding the learning, worked examples support skill acquisition and reduce a learner's cognitive load. The teacher presents a worked example and explains each step. Later, students can use worked examples during independent practice, and to review and embed new knowledge.</p>	<p>Collaborative learning occurs when students work in small groups and everyone participates in a learning task.</p> <p>There are many collaborative learning approaches. Each uses varying forms of organisation and tasks. Collaborative learning is supported by designing meaningful tasks. It involves students actively participating in negotiating roles, responsibilities and outcomes.</p>
<p><u>Key Elements</u></p> <ul style="list-style-type: none"> <li>• Based on assessed student needs</li> <li>• Goals are presented clearly so students know what they are intended to learn</li> <li>• Can focus on surface and/or deep learning</li> <li>• Challenges students relative to their current mastery of the topic</li> <li>• Links to explicit assessment criteria</li> </ul>	<p><u>Key Elements</u></p> <ul style="list-style-type: none"> <li>• Clear expectations</li> <li>• Sequencing and linking learning</li> <li>• Clear instructions</li> <li>• Clear transitions</li> <li>• Scaffolding</li> <li>• Questioning/feedback</li> <li>• Formative assessment</li> <li>• Exit cards</li> </ul>	<p><u>Key Elements</u></p> <ul style="list-style-type: none"> <li>• Shared learning intentions</li> <li>• Relevant content and activities</li> <li>• New content is explicitly introduced and explored</li> <li>• Teacher models application of knowledge and skills</li> <li>• Worked examples support independent practice</li> <li>• Practice and feedback loops uncover and address misunderstandings</li> </ul>	<p><u>Key Elements</u></p> <ul style="list-style-type: none"> <li>• Teacher clarifies the learning objective, then demonstrates what students need to do to acquire new knowledge and master new skills</li> <li>• Teacher presents steps required to arrive at the solution so students' cognitive load is reduced and they can focus on the process</li> <li>• Students practise independently using the worked example as a model</li> </ul>	<p><u>Key Elements</u></p> <ul style="list-style-type: none"> <li>• Students work together to apply previously acquired knowledge</li> <li>• Students cooperatively solve problems using previously acquired knowledge and skills</li> <li>• Students work in groups that foster peer learning</li> <li>• Groups of students compete against each other</li> </ul>

Multiple exposures	Questioning	Feedback	Metacognitive strategies	Differentiated teaching
Multiple exposures provide students with multiple opportunities to encounter, engage with, and elaborate on new knowledge and skills. Research demonstrates deep learning develops over time via multiple, spaced interactions with new knowledge and concepts. This may require spacing practice over several days, and using different activities to vary the interactions learners have with new knowledge.	Questioning engages students, stimulates interest and curiosity in the learning and makes links to students' lives. Effective questioning yields immediate feedback on student understanding, and captures feedback on effectiveness of teaching strategies.	Feedback informs a student and/or teacher about the student's performance relative to learning goals. Feedback redirects or refocuses teacher and student actions so the student can align effort and activity with a clear outcome that leads to a learning goal.	Metacognitive strategies teach students to think about their own thinking. When students become aware of the learning process, they gain control over their learning. Metacognition extends to Self-regulation, or managing one's own motivation toward learning. Metacognitive activities can include planning how to approach learning tasks, evaluating progress, and monitoring comprehension.	Differentiated teaching are methods teachers use to extend the knowledge and skills of every student in every class, regardless of their starting point. The objective is to lift the performance of all students, including those who are falling behind and those ahead of year level expectations.
<u>Key Elements</u> <ul style="list-style-type: none"> <li>• Students have time to practise what they have learnt</li> <li>• Timely feedback provides opportunities for immediate correction and improvement</li> </ul>	<u>Key Elements</u> <ul style="list-style-type: none"> <li>• Plan questions in advance for probing, extending, revising and reflecting</li> <li>• Teachers use open questions</li> <li>• Questions used as an immediate source of feedback to track progress/understanding</li> <li>• Cold call and strategic sampling are commonly used questioning strategies</li> </ul>	<u>Key Elements</u> <ul style="list-style-type: none"> <li>• Precise, timely, specific, accurate and actionable</li> <li>• Questioning and assessment is feedback on teaching practice</li> <li>• Use student voice to enable student feedback about teaching</li> </ul>	<u>Key Elements</u> <ul style="list-style-type: none"> <li>• Teaching problem solving</li> <li>• Teaching study skills</li> <li>• Promotes self-questioning</li> <li>• Classroom discussion is an essential feature</li> <li>• Uses concept mapping</li> </ul>	<u>Key Elements</u> <ul style="list-style-type: none"> <li>• High quality, evidence based group instruction</li> <li>• Regular supplemental instruction</li> <li>• Individualised interventions</li> </ul>



## Progress of Internal Credits AUGUST 2022

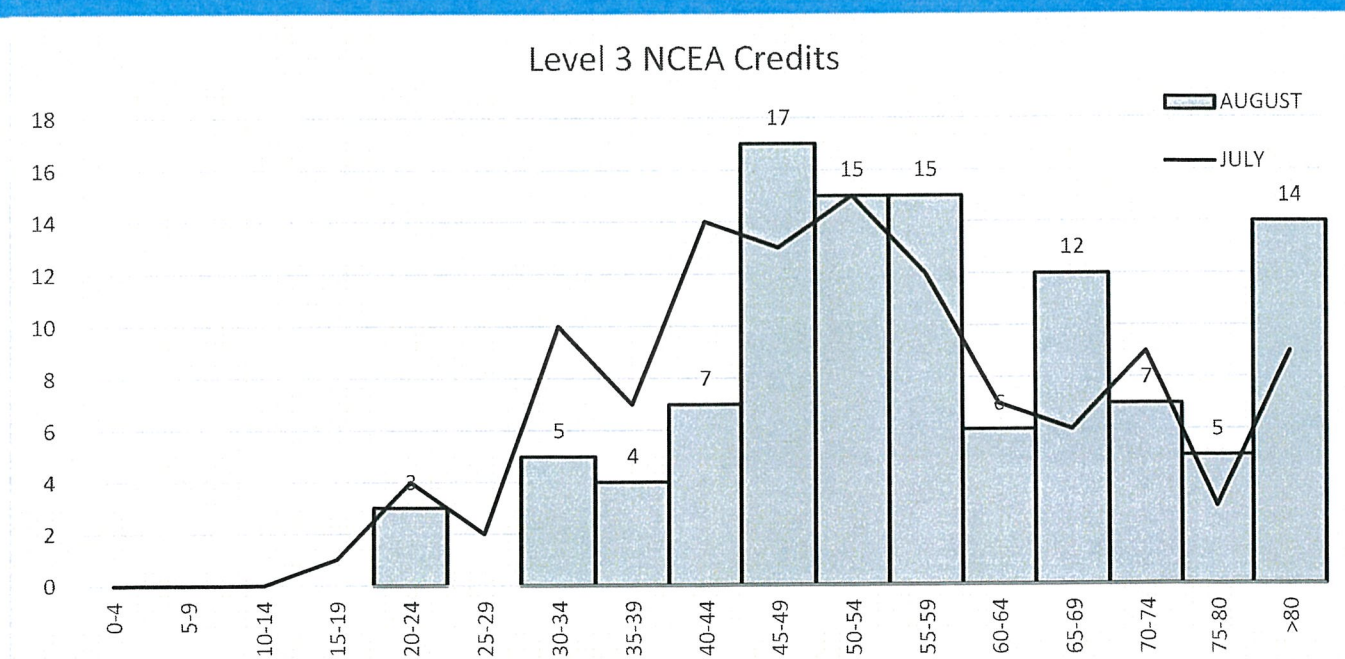
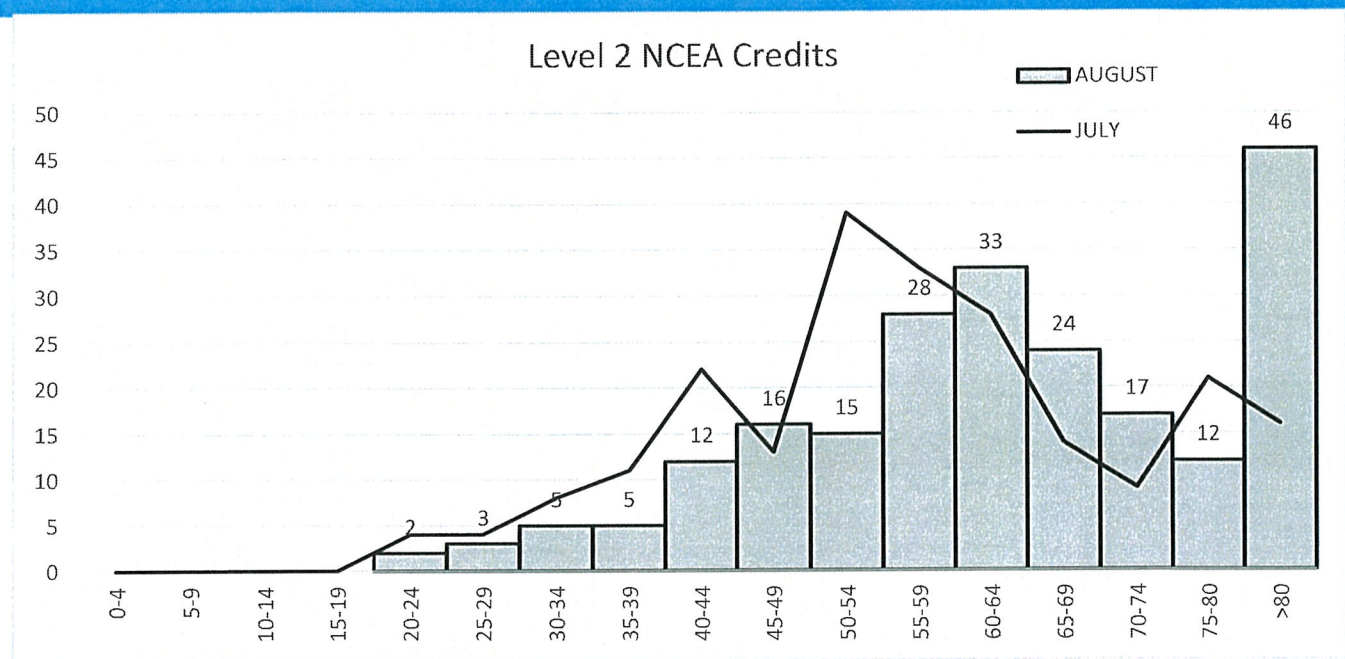
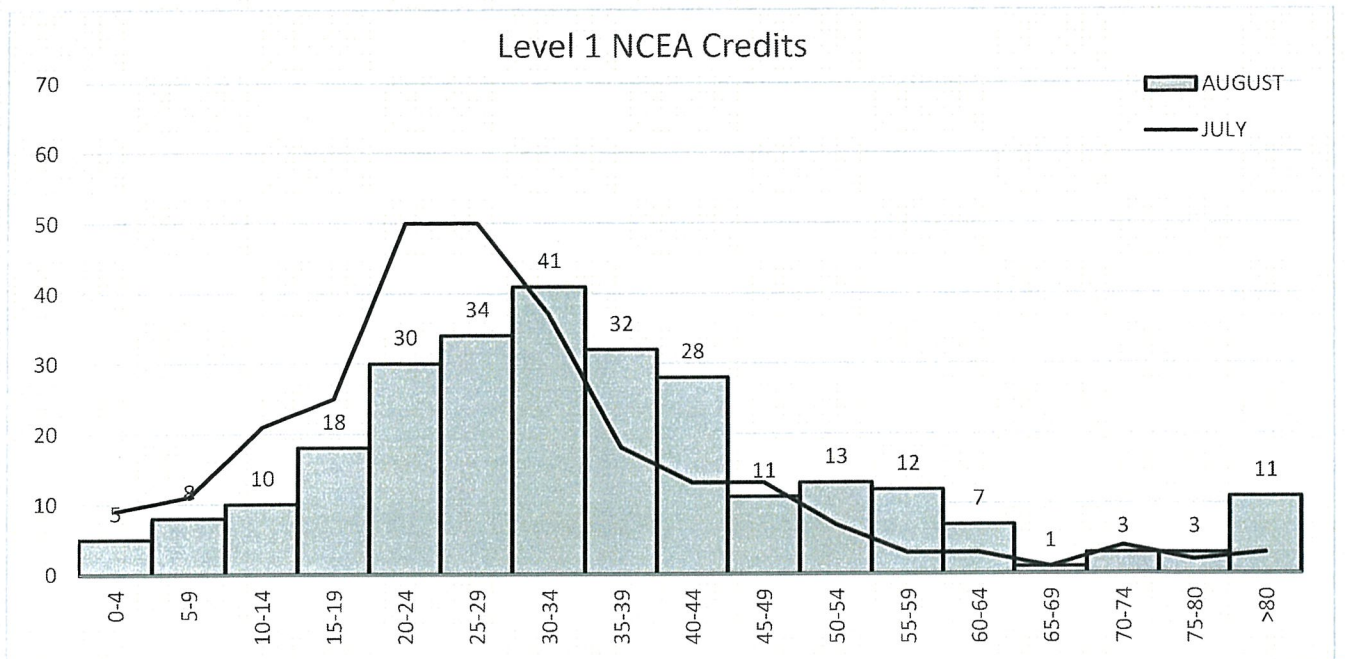
Level 1									
	Aug-20	Aug-20	Aug-20	Aug-21	Aug-21	Aug-21	Aug-22	Aug-22	Aug-22
	All	Maori	Pasifika	All	Maori	Pasifika	All	Maori	Pasifika
NUMBER	234	97	5	265	106	3	267	117	10
Literacy	66%	41%	100%	72%	48%	33%	53%	44%	60%
Numeracy	66%	51%	40%	73%	61%	33%	58%	41%	80%
Level 1	3%	2%	0%	3%	1%	0%	1%	2%	0%
> 80 Credits	3%	2%	0%	3%	2%	0%	4%	4%	0%
> 60 Credits	4%	3%	0%	8%	6%	33%	9%	9%	10%
> 40 Credits	21%	15%	20%	48%	37%	67%	33%	25%	40%
> 20 Credits	79%	69%	80%	93%	89%	100%	85%	77%	90%
> 10 Credits	92%	89%	100%	96%	92%	100%	95%	93%	90%
> 5 Credits	94%	92%	100%	97%	94%	100%	98%	97%	90%
> 0 Credits	100%	100%	100%	100%	94%	100%	99%	98%	90%

Level 2									
	Aug-20	Aug-20	Aug-20	Aug-21	Aug-21	Aug-21	Aug-22	Aug-22	Aug-22
	All	Maori	Pasifika	All	Maori	Pasifika	All	Maori	Pasifika
NUMBER	206	73	3	191	77	6	218	80	9
Level 2	10%	18%	0%	26%	36%	33%	22%	25%	22%
> 80 Credits	11%	19%	0%	25%	36%	33%	21%	25%	11%
> 60 Credits	37%	56%	0%	60%	62%	67%	61%	63%	56%
> 40 Credits	84%	86%	67%	91%	90%	100%	93%	91%	100%
> 20 Credits	97%	97%	100%	97%	96%	100%	100%	100%	100%
> 10 Credits	97%	97%	100%	97%	96%	100%	100%	100%	100%
> 5 Credits	97%	99%	100%	98%	97%	100%	100%	100%	100%
> 0 Credits	100%	100%	100%	98%	97%	100%	100%	100%	100%

Level 3									
	Jun-20	Jun-20	Jun-20	Jun-21	Jun-21	Jun-21	Aug-22	Aug-22	Aug-22
	All	Maori	Pasifika	All	Maori	Pasifika	All	Maori	Pasifika
NUMBER	150	48	3	130	47	3	110	36	4
Level 3	4%	8%	0%	8%	15%	0%	14%	14%	25%
UE Literacy	57%	50%	33%	64%	40%	33%	77%	58%	75%
> 80 Credits	4%	8%	0%	8%	13%	0%	13%	14%	25%
> 60 Credits	15%	21%	0%	46%	49%	0%	40%	36%	75%
> 40 Credits	71%	69%	67%	91%	96%	100%	89%	78%	100%
> 20 Credits	96%	100%	100%	97%	100%	100%	100%	100%	100%
> 10 Credits	99%	100%	100%	98%	100%	100%	100%	100%	100%
> 5 Credits	99%	100%	100%	98%	100%	100%	100%	100%	100%
> 0 Credits	99%	100%	100%	99%	100%	100%	100%	100%	100%



# Progress of Internal Credits AUGUST 2022



# The Statement of National Education and Learning Priorities (NELP)

[NELP 2020](#)

## Objective 2 - BARRIER FREE ACCESS

**Great education opportunities and outcomes are within reach for every learner**

Action 3 for schools and kura:

Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs

Examples of actions for schools/kura	WBHS Actions
Work with whānau and Pacific families to identify and understand barriers that may prevent learners/ākonga from accessing, participating or remaining engaged in schooling, and work to address them	SENZ (training and employment) group working in collaboration with WBHS on pathways for boys but also involved with whanau who may need support gaining further training or employment. Regular Kōtuku ki te rangi (Māori Parent Group) hui ensure we hear from these key stakeholders and can respond accordingly to any barriers to participation. Māori tertiary trip ensures our Māori learners are exposed to greater number of opportunities in tertiary or further education outside of Tai Tokerau. Māori student leadership group (Toka tu moana) leading to increased student agency and collaboration with local community, strengthening existing connections with hapu, iwi, and whanau.

<p>Ensure disabled learners/ākonga and staff, those with learning support needs, gifted learners/ākonga, and neurodiverse learners/ākonga are safe and included in their school or kura, their needs are supported, and that learning support programmes are robust and effective</p>	<p>Students with hardship/financial barriers supported through TFEA funding for school trips, resources and uniform. Students who are identified by their teachers, or through the pastoral care system, are referred to the Inclusive Learning dept for literacy/numeracy assessments to ascertain if there is an unmet learning need. Additional investment in LSA support is available for students who have additional learning needs. All students are in mainstream classes for at least part of their learning programme. School modifications make the school site physically accessible to all. Investment in Gifted and Talented coordinator position with a focus on individualised programmes of support and guidance.</p>
<p>Where possible, reduce non-fee costs, including costs associated with BYOD policies, and take advantage of policies to reduce financial dependence on families and whānau</p>	<p>School opted into Govt support in favour of asking for whanau donation. School has over 600 devices available for student use , external funding to increase the number of devices available is ongoing.</p>





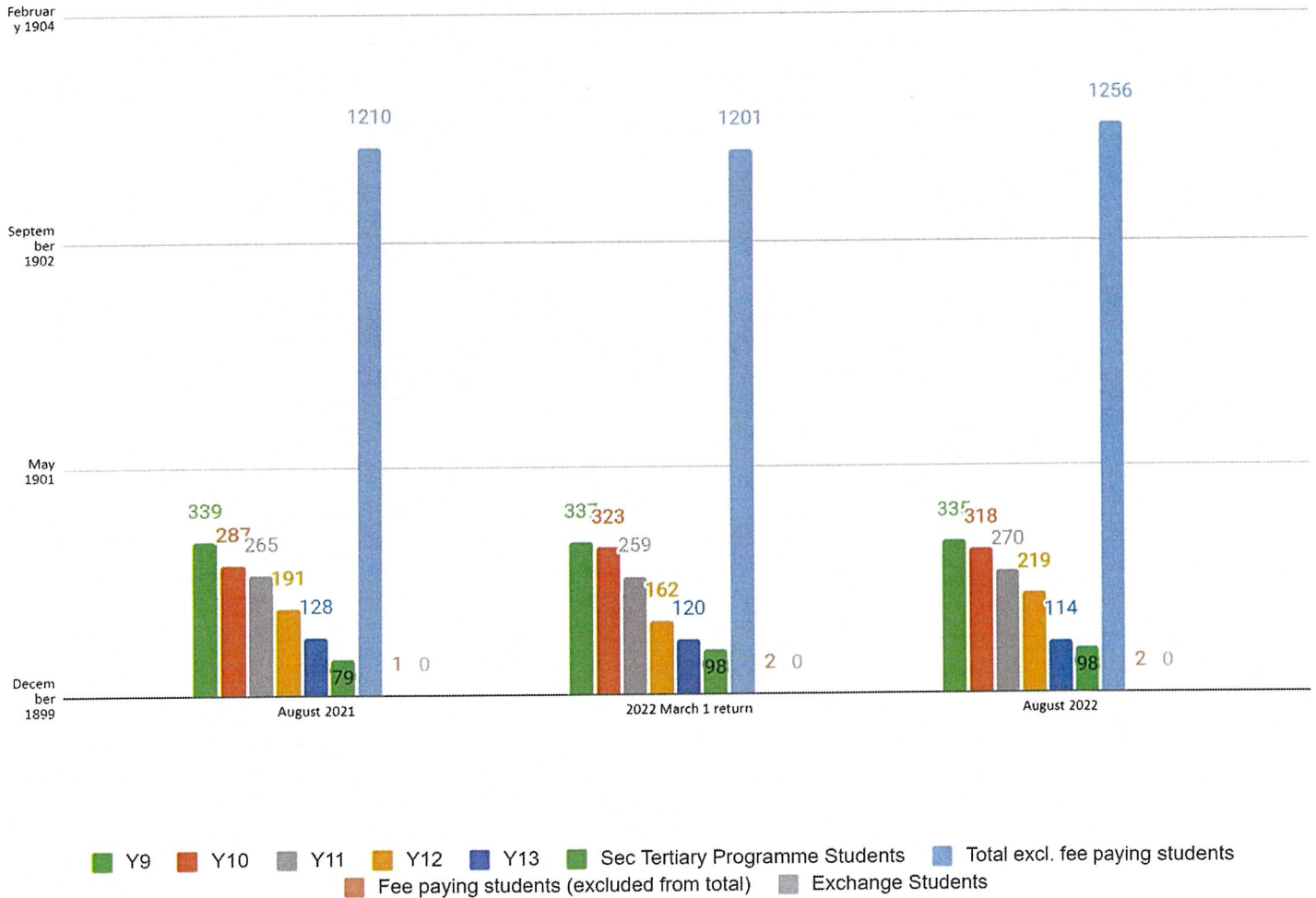
# **WHANGĀREI BOYS' HIGH SCHOOL**

## Indicators

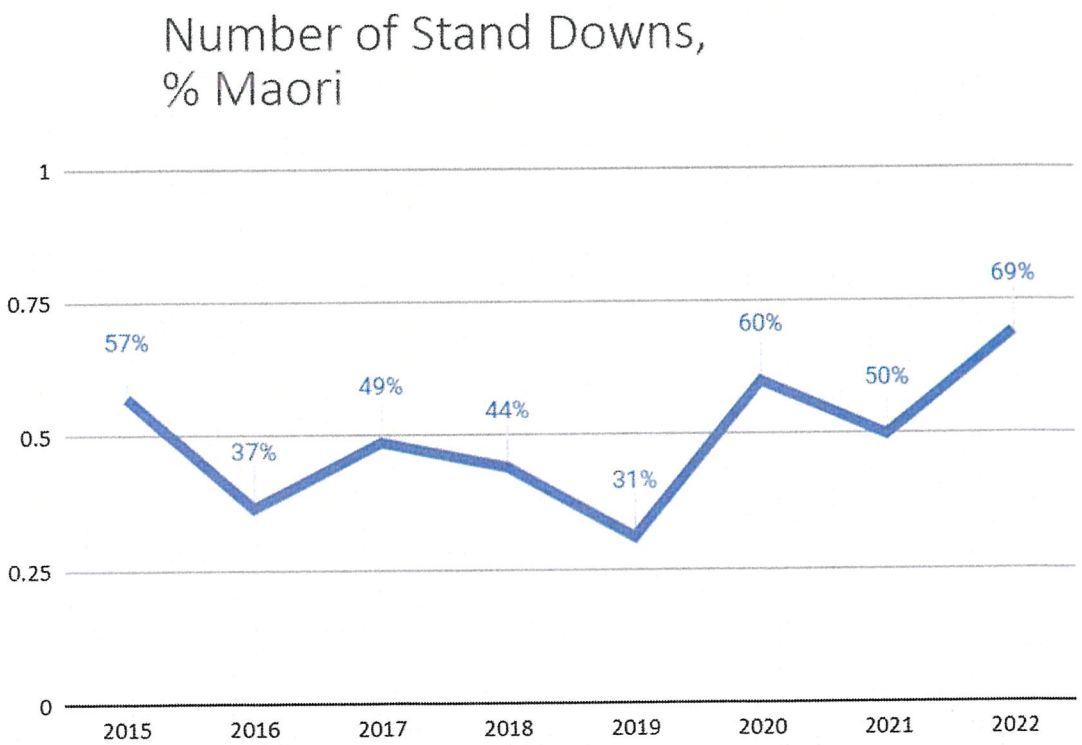
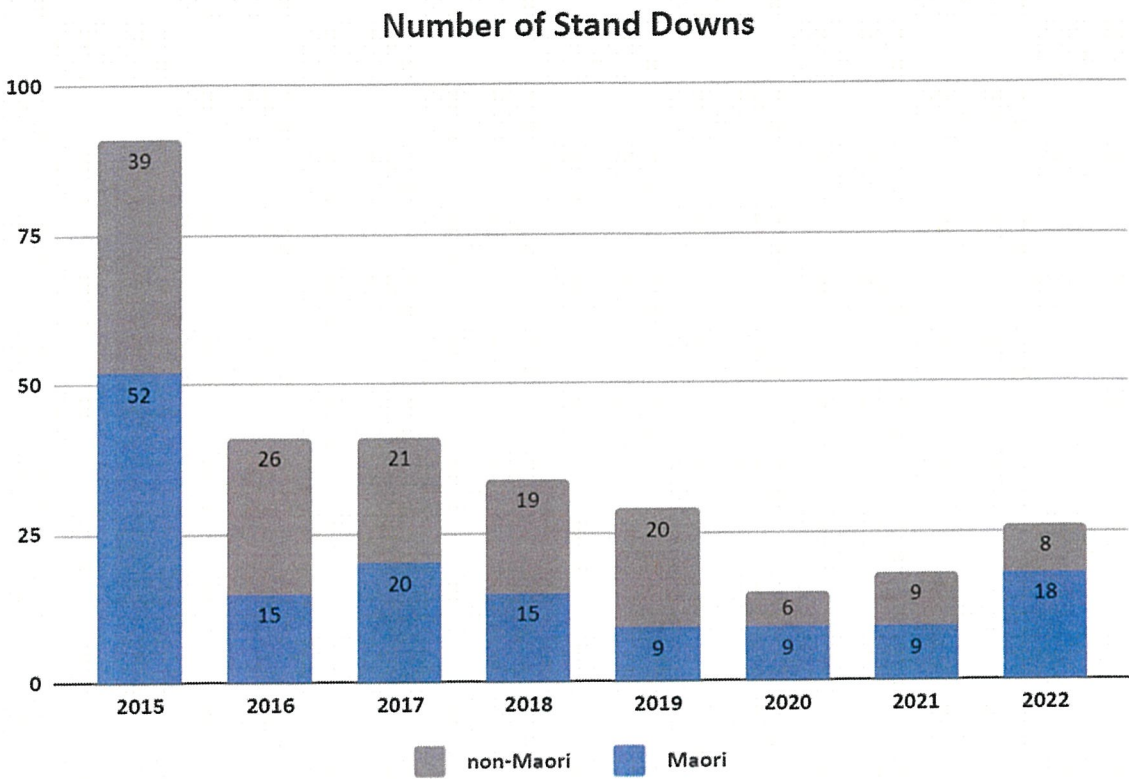
**August Board Meeting**

# School Roll

School Roll

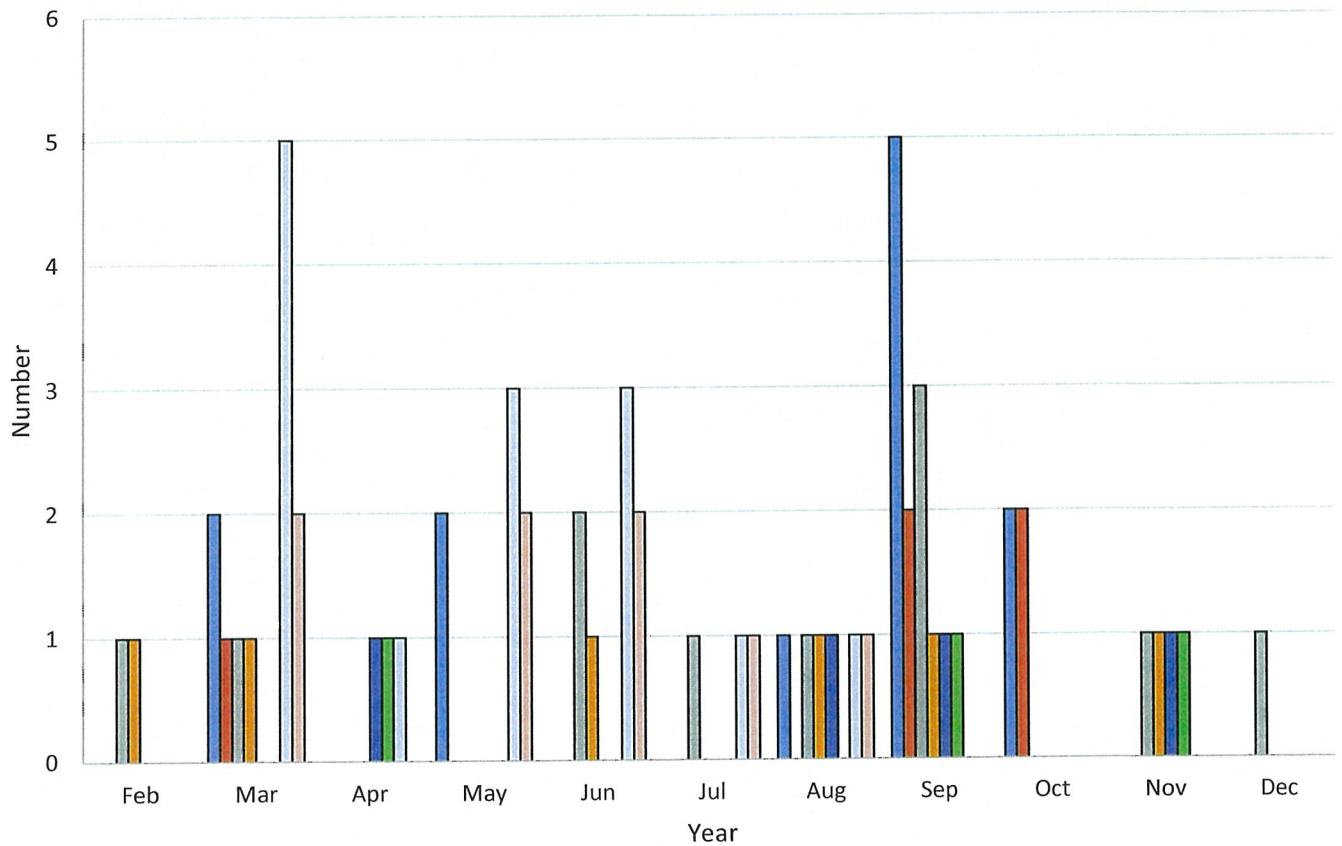


# Stand downs



# Suspensions

Suspension - Month by month comparison  
2019 - 2022

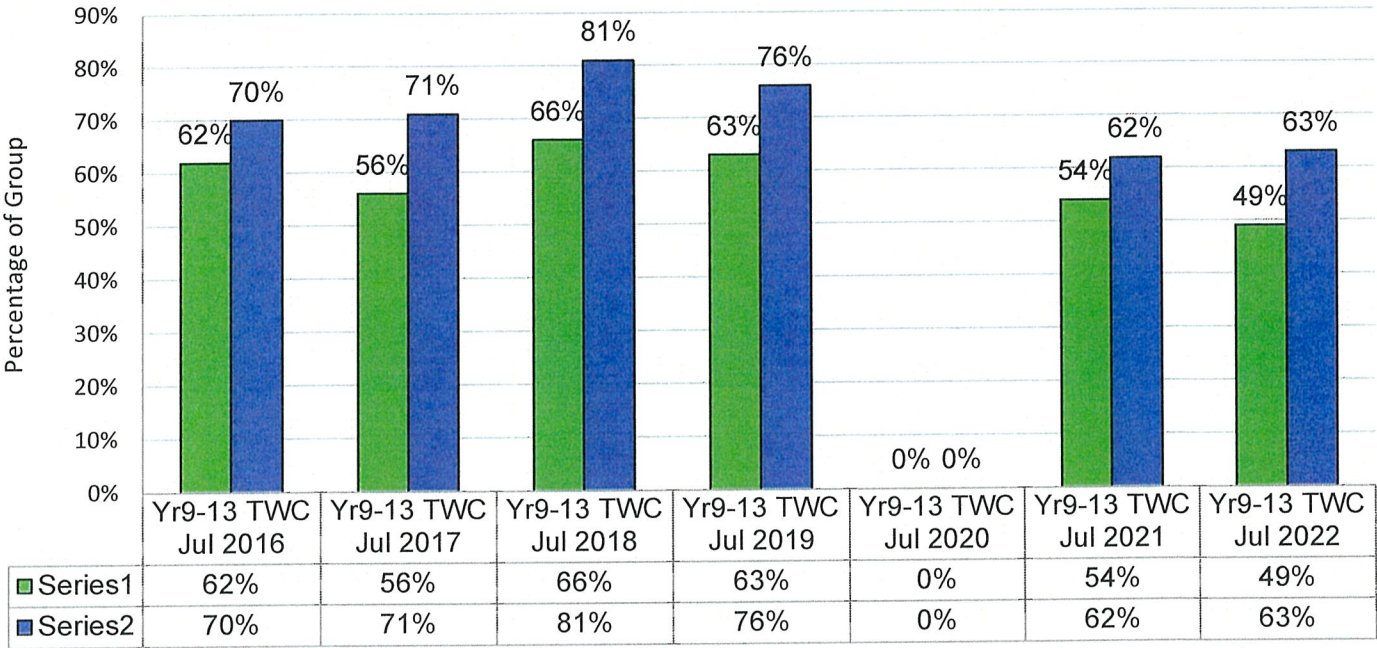


Outcome	Year	Ethnicity	Gross Misconduct (GM)	Continual Disobedience (CD)	Action that can cause serious harm (to himself or others) (ACSH)	Month
Excluded	9	NZM	GM			APR
Excluded	10	NZM	GM			APR
Excluded	11	NZM	GM			JUN
Excluded	9	NZM	GM			JUL
Excluded	11	NZE	GM			AUG



# Parent attendance at events

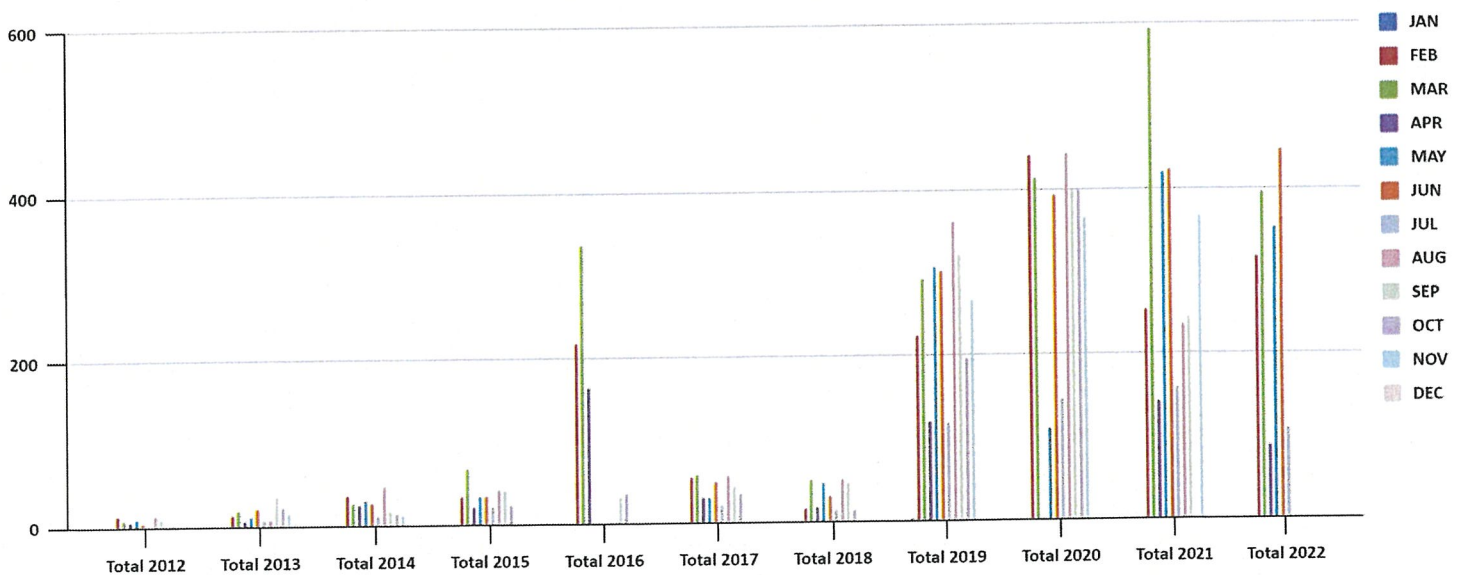
Parents Attending Three Way Conferencing



Series1 = Maori  
Series2 = Non-Maori

# Incident Register

Full Incident Register for 2022															
Incident Type		Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Total (Year)	
A) First Aid Only (no time loss)	Students	0	88	99	18	124	111	30	0	0	0	0	0	470	
	Staff	0	0	0	0	0	0	0	0	0	0	0	0	0	470
	Off Site	0	0	0	0	0	0	0	0	0	0	0	0	0	
B) First Aid Only (with time loss)	Students	0	92	92	37	114	128	38	0	0	0	0	0	501	
	Staff	0	0	0	0	0	0	0	0	0	0	0	0	0	501
	Off Site	0	0	0	0	0	0	0	0	0	0	0	0	0	
C) First Aid Only (with time loss Sent Home)	Students	0	134	196	30	108	198	39	0	0	0	0	0	705	
	Staff	0	0	0	0		0	0	0	0	0	0	0	0	705
	Off Site	0	0	0	0	0	0	0	0	0	0	0	0	0	
D) External medical referral (Doctor)	Students	0	7	7	3	7	11	1	0	0	0	0	0	36	
	Staff	0	0	0	0	0	0	0	0	0	0	0	0	0	36
	Off Site	0	0	0	0	0	0	0	0	0	0	0	0	0	
E) External medical referral (Hospital)	Students	0	0	1	0	0	0	0	0	0	0	0	0	0	
	Staff	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Off Site	0	0	0	0	0	0	0	0	0	0	0	0	0	
F) DOL Serious Harm	Students	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Staff	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Off Site	0	0	0	0	0	0	0	0	0	0	0	0	0	
G) Nurse Consult - Wellbeing advice Physical, Mental & Sexual	Students	0	0	0	0	0	0	0	0	0	0	0	0	0	
		0	0	0	0	0	0	0	0	0	0	0	0	0	0
		0	0	0	0	0	0	0	0	0	0	0	0	0	
Totals		0	321	395	88	353	448	108	0	0	0	0	0	1712	



# Leavers 2022

Year	Another School	Apprenticeship	Bay of Islands College	Bream Bay College	Continuous Absence	Course	Dargaville High School	Deceased	Employment	Hamilton Boys High School	Hamilton Junior High School	Kerikeri High School	Mangakahia Area School	Opunake High School	Overseas	Taipa Area School	Te Aroha College	Te Kapehu Whetu (Tuakana)	Tikipunga High School	Unknown	Wairoa College	Whangaroa College	Grand Total
9			1	1	1						1				1						1		5
10	2				3		1	1		1		1				1	1				1		12
11					3								1					1				1	6
12		1			1	1			4					1					1	1			10
13		1			1	2			1											1			6
Grand Total	2	2	1	1	8	3	1	1	5	1	1	1	1	1	1	1	1	1	1	2	1	1	39



# New Enrolments 2022

Year Level	Schools																										Total																						
9	Auckland Grammar	Awatapu College	Berkley Normal Middle School	Bream Bay College	Dargaville High School	Elim Christian College	Excellere College	Fraser High School	Hastings Boys' High School	Homeschool	Huanui College	James Cook High School	Kaitaia Abundant Life School	Kaitaia College	Kamo High School	Kamo Intermediate	Lynfield College	Mahurangi College	Manaia View School	Mangere College	Manurewa Intermediate	Massey High School	Moerewa School	Morrinsville College	Mount Maunganui School	Mt Albert Grammar School	Opononi Area School	Orewa College	Otamatea High School	Overseas School	Palmerston North Boys High School	Papakura High School	Pompallier Catholic College	Rangeview Intermediate	Renew School	Riverhead School	Rosehill College	Taipa Area School	Takapuna Grammar School	Te Aho o Te Kura Pounamu	Te Kapehu Whetu	Te Kapu Whetu	Thames High School	Tikipunga High School	Wellington College	Whangarei Intermediate	Total		
10		1			1			1		1				1	4		1		1	1			1		1				1	1						1	1									13	28		
11	2			2		2			1		3			1	2							1				1					3								1										19
12						1					1	1	1	2	2							1					1	1								1						1					16		
13	1														1			1												1												1					6		
Grand Total	3	1	1	2	1	1	2	1	1	1	4	1	1	4	9	3	1	1	2	1	1	1	2	1	1	1	1	1	2	1	6	2	1	1	1	1	1	1	1	1	5	1	1	1	1	1	13	91	



**WHANGĀREI BOYS'  
HIGH SCHOOL**  
DEVELOPING BOYS INTO FINE MEN

## Health, Safety and Wellbeing Report to BoT - August 2022

### Newly Identified Hazards:

- Hazard register still ongoing.
- Many new hazards in the new school especially with it being a building site. These are constantly being addressed when identified.
- Incident register is not being completed by many staff when it comes to incidents occurring. Reminders are going out on a regular basis.
- Demolition of old school has started, large trucks onsite at times clearing up. This is put in notices and areas are coned off to allow access.
- Parents stopping by entrance to drop students off to school as well as using the staff carpark. This is increasing, a notice has gone home in the Friday bulletin.

### Serious Incidents:

- Incident requiring restraint of a student. BOT presiding member and MOE notified as per management procedures. Student remaining home until it has been fully investigated and appropriate actions taken.
- Student threatened another with a knife - has gone to BOT.

### Covid:

- List of students and another of staff who test positive or are household contacts has been created and shared with MoE. This continues to be updated when the school is made aware. Case numbers appear to be slightly up on the end of last term but we are still tracking, despite the ministry bulletin stating we no longer have to.
- Masks
  - General school - email sent to whanau recommending wearing of masks
  - Mandatory wearing of masks in library and auditorium taking place
  - Staff asked to wear masks in
  - Buses - This is still mandated but there is no way to enforce it. Messages have gone out to students directly as well as in weekly updates to parents. MOE transport person has been in touch and is going to observe the goings on also.
  - Staff asked to wear masks in classes

### Other matters:

- 2nd Health and Safety held 16 August
- HARRISON/TEW held 27th July. Explanation of procedures to staff and students with basic lockdown drill held.



**WHANGĀREI BOYS'  
HIGH SCHOOL**

## EOTC Event Proposal, Approval and Intentions

Event Name:	NZSS Junior Premiership Basketball				
Dates:	27th - 30th August 2022				
Person in Charge and Attending:	Francis Heremaia	Student group:	Jnr Basketball team	No. of Students:	12
Activity outline, learning objectives and other benefits:		Assessment based Standards:		HoD/ HoF approval:	
				TiC approval:	
Event location/venue:		Other staff attending & contact no.			
Pullman Arena South Auckland					
Pre site visit completed:		Date:			
External Providers: Education Centre		Details:			
Accommodation:		Transport method:			
Manukau Motor Lodge 631 Great South Road Manukau 0(9) 262 0869		Hired Vans			
Emergency Contact:		Times:			
Type to be used:		Meet: 7am			
Name of contact: Tracey Tito Email: trace.tito001@gmail.com Other:		Depart: 7.30am			
		Return: TBC			

Use this first page as an Intentions Form – to be left with the Office

## Budget

(ALL ITEMS MUST INCLUDE GST- where rates are quoted GST has already been added)

What category is your trip under?		A	B	C
1	TEACHER RELIEF (for Category B / C Trips)			
	No. of staff involved:			
	Total number of relief days or periods:	@ \$375.27	=	
2	TEACHER ALLOWANCES (must be included for ALL overnight trips)			
	Total number of daily allowances: (payable less GST on any trip over 24hrs in duration)	@ \$28.75	=	
	Other Staff Expenses: Driver wages -9hrs @ \$20 (3 days)			
3	TRANSPORT (please <u>attach quotes</u> for non school / staff vehicles) or <u>Google map</u> showing distances			
	1. School vans / Gateway car (1 – 200kms = 99c km / 200kms – 500kms = 92c / 500kms & over = 86c)	kms	@	=
	2. Staff Vehicles (payable less GST) (Staff vehicle rates 1 – 1600km = 71c km/ 1600km & over = 54c)	kms	@ km	=
	3. Private vehicles	kms	@ km	=
	4. Van Hire (non school) x days @0.00 per day			= 705.00 ✓
	5. Fuel			= 355.00 ✓
	6. Trailer			
4	EVENT COSTS (entry fees / registrations, etc – <u>please attach quotes</u> )			
	1.Entry Fee			= 865.50 ✓
	2.			=
	3.			
5	OTHER RELATED EXPENSES (please specify) <u>Attach quotes</u>			
	1. Accommodation			= 3285.00 ✓
	2.Food			= 1300.00
				=
	Total Cost		=	6510.50 ✓
	No. of students : 12 (rounded up) Cost per student		=	550.00 ✓

Details of application for external funding (Trust Money / Grants & subsidies / Fundraising) (which may in the future modify the cost per student)	
Funding Sources (please list including amount)	Total confirmed subsidy
<b>*PLEASE NOTE - Accommodation maybe a marae and the travel maybe vans from Te Ora Hou (free of charge) and some food maybe donated so costs of these are very vague at the moment. Entry fee has not been finalised either.</b>	Subsidy per student
	Subsidised cost per student

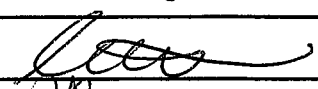
Trip Management Category		
Low	High	
Routine and expected activities and environments <ul style="list-style-type: none"> <li>School grounds</li> <li>Supervised local curriculum visits</li> <li>Whole school events</li> </ul>	Where risk exposure is greater than what would typically be the case at school <ul style="list-style-type: none"> <li>Adventurous activities</li> <li>Hazardous environments</li> </ul>	Including residential and overseas trips.

SEE BELOW FOR ACTIONS TO NOW COMPLETE BASED ON LEVEL OF RISK

Task Checklist to complete based on Level of Risk

Low Risk	High Risk	
Activity Proposal HOD Approval EOTC Coordinator Approval	Activity Proposal HOD Approval EOTC Coordinator Approval	Activity Proposal HOD Approval EOTC Coordinator Approval Principal/BOT Approval
<u>Must include:</u> Parental Notification Staffing allocated/ supervision structure	<u>Must include:</u> Parental Notification Parental Consent Health Profile Risk assessment form Staffing allocated/ supervision structure Any financial quotes	<u>Must include:</u> Parental Notification Parental Consent Health Profile Risk assessment form Staffing allocated/ supervision structure Any financial quotes
<u>May include but not limited to:</u> Student medical lists Emergency contact information Risk assessment form	<u>May include but not limited to:</u> Emergency contact information Transport plan Drivers/ passengers consent Site plan and information Emergency communication plan	<u>May include but not limited to:</u> Emergency contact information Transport plan Drivers/ passengers consent Site plan and information Emergency communication plan

## FINAL APPROVAL

Approved By	Name	Date	Signed
EOTC Coordinator	M. Lawson	16/8	
EOTC Administrator	R. Cannons	11/8	R. Cannons.
Board of Trustees			





**WHANGĀREI BOYS'  
HIGH SCHOOL**

## EOTC Event Proposal, Approval and Intentions

Event Name:	Hillary Outdoors				
Dates:	September 11-16th 2022				
Person in Charge and Attending:	Kevin James 021369838	Student group:	Year 9 and 10	No. of Students:	20
Activity outline, learning objectives and other benefits:	Assessment based Standards:		HoD/ HoF approval: TYS		
ABL, High Ropes, Overnight camp, Snow sport,	nil		TiC approval: Kevin James 021369838		
Event location/venue:	Other staff attending & contact no.				
Hillary Outdoors Tongariro Access Road No. 3, SH 47, Turangi, 3334	Parent (to be confirmed)				
Pre site visit completed:	Date:				
External Providers: Hillary Outdoors, Access Road No. 3, SH 47, Turangi, 3334 Education Centre	Details:				
Accommodation:	Transport method:				
Hillary Outdoors Tongariro Access Road No. 3, SH 47, Turangi, 3334	School Minivans x 2.				
Emergency Contact:	Times:				
Type to be used: Matt Lawson	Meet: At WBHS outside OED sheds				
Name of contact: Matt Lawson Number: 021991487 Other:	Depart: 7:30am				
	Return: 9:00pm approx at WBHS OED sheds				
	Any additional details:				

Use this first page as an Intentions Form – to be left with the Office

# Budget

(ALL ITEMS MUST INCLUDE GST- where rates are quoted GST has already been added)

What category is your trip under?					A	B	C
1	TEACHER RELIEF (for Category B / C Trips)						
	No. of staff involved:					One	
	Total number of relief days or periods: 5 days		@ \$375.27	=	\$1,876.35		
2	TEACHER ALLOWANCES (must be included for ALL overnight trips)						
	Total number of daily allowances: 5 days (payable less GST on any trip over 24hrs in duration)		@ \$28.75	=	\$143.75		
	Other Staff Expenses: Driver wages -9hrs @ \$20 (3 days)			=			
3	TRANSPORT (please <u>attach quotes</u> for non school / staff vehicles) or <i>Google map</i> showing distances						
	1. School vans / Gateway car (1 – 200kms = 99c km / 200kms – 500kms = 92c / 500kms & over = 86c)	1100 kms	@ .86c	=	\$945 x 2		
			x 2 vans	=	\$1890-		
	2. Staff Vehicles (payable less GST) (Staff vehicle rates 1 – 1600km = 71c km/ 1600km & over = 54c)	kms	@ km	=			
	3. Private vehicles	kms	@ km	=			
	4. Van Hire (non school) x 3 days @130.00 per day			=			
	5. Fuel			=			
	6. Trailer			=			
4	EVENT COSTS (entry fees / registrations, etc – <u>please attach quotes</u> )						
	1. Accommodation, Food, Tuition			=	\$18,515.00 ✓		
	2.			=			
	3.			=			
5	OTHER RELATED EXPENSES (please specify) <u>Attach quotes</u>						
	1. Accommodation			=			
	2. Food			=			
	3. Snow sports Day (Optional) \$100.00 approx.			=			
	Total Cost			=	27425-10		
	No. of students: 20	Cost per student			=	1,121-26	

Details of application for external funding (Trust Money / Grants & subsidies / Fundraising) (which may in the future modify the cost per student)	
Funding Sources (please list including amount)	Total confirmed subsidy
<b>Pub Charity</b>	\$8050.00
	Subsidy per student
	\$402.50
	Subsidised cost per student
	\$718-76

rounded to \$720-

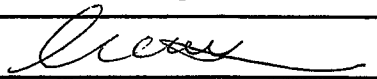
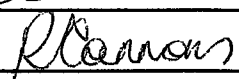
Trip Management Category		
Low	High	
Routine and expected activities and environments <ul style="list-style-type: none"> <li>School grounds</li> <li>Supervised local curriculum visits</li> <li>Whole school events</li> </ul>	Where risk exposure is greater than what would typically be the case at school <ul style="list-style-type: none"> <li>Adventurous activities</li> <li>Hazardous environments</li> </ul>	Including residential and overseas trips.

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<u>May include but not limited to:</u> Student medical lists Emergency contact information Risk assessment form	<u>May include but not limited to:</u> Emergency contact information Transport plan Drivers/ passengers consent Site plan and information Emergency communication plan	<u>May include but not limited to:</u> Emergency contact information Transport plan Drivers/ passengers consent Site plan and information Emergency communication plan

FINAL APPROVAL

Approved By	Name	Date	Signed
EOTC Coordinator	M. Lawson	8/8/22	
EOTC Administrator	R. Conners	8/8	
Board of Trustees			



**WHANGĀREI BOYS'  
HIGH SCHOOL**

## EOTC Event Proposal, Approval and Intentions

Event Name:	NISS Snowboarding Championships				
Dates:	25th - 28th September 2022				
Person in Charge and Attending:	Noah Cooper	Student group:		No. of Students:	10
Activity outline, learning objectives and other benefits:		Assessment based Standards:		HoD/ HoF approval:	
				TiC approval:	
Event location/venue:		Other attending & contact no.			
Turoa Ski Field, Mt Ruapehu Ohakune		Mr Cooper (Noah's father)			
Pre site visit completed:		Date:			
External Providers: Education Centre		Details:			
Accommodation:		Transport method:			
LKNZ Lodge 1 Rata St, Ohakune 027 257 5569		School Van			
Emergency Contact:		Times:			
Type to be used:		Meet:			
Name of contact:		Depart:			
Number:		Return:			
Other:					

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## Budget

(ALL ITEMS MUST INCLUDE GST– where rates are quoted GST has already been added)

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	No. of staff involved:			
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2	TEACHER ALLOWANCES (must be included for ALL overnight trips)			
	Total number of daily allowances: (payable less GST on any trip over 24hrs in duration)	@ \$28.75	=	
	Other Staff Expenses: Driver wages -9hrs @ \$20 (3 days)			
3	TRANSPORT (please <u>attach quotes</u> for non school / staff vehicles) or <i>Google map</i> showing distances			
	1. School vans / Gateway car (1 – 200kms = 99c km / 200kms – 500kms = 92c / 500kms & over = 86c)	1500 kms	@ .86	= \$1300.00 ✓
	4. Van Hire (non school) x days @0.00 per day			=
	5. Fuel			
	6. Trailer			
4	EVENT COSTS (entry fees / registrations, etc – <u>please attach quotes</u> )			
	1.Registrations and event costs			= \$1080.00
	2.			=
5	OTHER RELATED EXPENSES (please specify) <u>Attach quotes</u>			
	1. Accommodation			= \$4800.00 ✓
	2.Food			= \$1000.00 ✓
	3. Equipment			= \$4820.00
	Total Cost		=	\$13000.00
	No. of students : 10	Cost per student		= \$1300.00

Details of application for external funding (Trust Money / Grants & subsidies / Fundraising) (which may in the future modify the cost per student)	
Funding Sources (please list including amount)	Total confirmed subsidy
<b>Student list TBA</b>	
	Subsidy per student
	Subsidised cost per student

Trip Management Category		
Low	High	

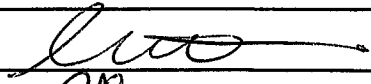

Routine and expected activities and environments <ul style="list-style-type: none"> <li>• School grounds</li> <li>• Supervised local curriculum visits</li> <li>• Whole school events</li> </ul>	Where risk exposure is greater than what would typically be the case at school <ul style="list-style-type: none"> <li>• Adventurous activities</li> <li>• Hazardous environments</li> </ul>	Including residential and overseas trips.
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SEE BELOW FOR ACTIONS TO NOW COMPLETE BASED ON LEVEL OF RISK

Task Checklist to complete based on Level of Risk

Low Risk	High Risk	
Activity Proposal HOD Approval EOTC Coordinator Approval	Activity Proposal HOD Approval EOTC Coordinator Approval	Activity Proposal HOD Approval EOTC Coordinator Approval Principal/BOT Approval
<u>Must</u> include: Parental Notification Staffing allocated/ supervision structure	<u>Must</u> include: Parental Notification Parental Consent Health Profile Risk assessment form Staffing allocated/ supervision structure Any financial quotes	<u>Must</u> include: Parental Notification Parental Consent Health Profile Risk assessment form Staffing allocated/ supervision structure Any financial quotes
<u>May</u> include but not limited to: Student medical lists Emergency contact information Risk assessment form	<u>May</u> include but not limited to: Emergency contact information Transport plan Drivers/ passengers consent Site plan and information Emergency communication plan	<u>May</u> include but not limited to: Emergency contact information Transport plan Drivers/ passengers consent Site plan and information Emergency communication plan

FINAL APPROVAL

Approved By	Name	Date	Signed
EOTC Coordinator	M Lawson	16/8	
EOTC Administrator	R. Connors	16/8/21	
Board of Trustees			


**WHANGĀREI BOYS'  
HIGH SCHOOL**
**EOTC Event Proposal, Approval and Intentions**

Event Name:	Team Sailing Nationals
Dates:	Sunday 2nd October - Friday 7th October (6 days, 5 nights)

Person in Charge and Attending:	Mike Smith (Manager) (all week)	Student group:	Seniors	No. of Students:	8
Activity outline, learning objectives and other benefits:		Assessment based Standards:		HoD/ HoF approval:	
Racing against the other top sailing schools in the country.		Nil		TiC approval:	
Event location/venue:		Other staff attending & contact no.			
Algies Bay, North shore, Auckland					
Pre site visit completed:		Date: December 2021			
External Providers:		Details:			
Accommodation: Create Campus, Snells Beach		Transport method: School Van (booked)			
Emergency Contact:		Times:			
Type to be used: Phone		Meet: School gate			
Name of contact: Mike Smith Number: 02102343095 Other:		Depart: 12pm Sunday 2nd October (Approx)			
		Return: 8pm Friday 7th October (Approx)			
		Any additional details: If late, parents will be notified via txt or calls from the boys/manager.			

10/8 Query \$500 damage bond  
evidence of costs ✓ (held)

Use this first page as an Intentions Form – to be left with the Office

## Budget

(ALL ITEMS MUST INCLUDE GST—where rates are quoted GST has already been added)

What category is your trip under?		A	B	C
1	TEACHER RELIEF (for Category B / C Trips)			
	No. of staff involved:			0
	Total number of relief days or periods:	0 @ \$375.27	=	0
2	TEACHER ALLOWANCES (must be included for ALL overnight trips)			
	Total number of daily allowances: (payable less GST on any trip over 24hrs in duration)	@ \$28.75	=	\$
	Other Staff Expenses: Driver wages -9hrs @ \$20 (3 days)			
3	TRANSPORT (please <u>attach quotes</u> for non school / staff vehicles) or <i>Google map</i> showing distances			
	1. School vans / Gateway car (1 – 200kms = 99c km / 200kms – 500kms = 92c / 500kms & over = 86c)	300 kms	@ 0.92	= \$276 ✓
	2. Staff Vehicles (payable less GST) (Staff vehicle rates 1 – 1600km = 71c km/ 1600km & over = 54c)	kms	@ 0.71 km	= \$
	3. Private vehicles	kms	@ km	=
	4. Van Hire (non school) x 3 days @130.00 per day			=
	5. Fuel		\$	= \$
	6. Trailer			
4	EVENT COSTS (entry fees / registrations, etc – <u>please attach quotes</u> )			
	1. Entry Fee	1	@ \$2200	= \$2200 ✓
	2. \$500 Damage Deposit (held by NZTRA)	1	@	=
	3.			
5	OTHER RELATED EXPENSES (please specify) <u>Attach quotes</u>			
	Food Costs (We get \$500 voucher from Pak n Save, and students buy their own lunches/snacks)	10	@ \$25	= \$250 ✓
	Accommodation at Create Campus, Snells Beach	1	@ \$1150	= \$1150 ✓
				=
	Total Cost			= \$3876
	No. of students :	8	Cost per student	= \$484.50

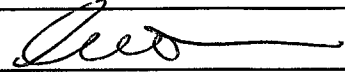
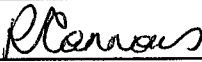
Details of application for external funding (Trust Money / Grants & subsidies / Fundraising) (which may in the future modify the cost per student)	
Funding Sources (please list including amount)	Total confirmed subsidy
PaknSave Voucher (\$250) confirmed	645
Marina Trust funding for entry fee (\$645) taken off above	Subsidy per student
	\$80.63

405 - 00.



	<input type="checkbox"/> Any financial quotes	<input type="checkbox"/> Any financial quotes
<u>May</u> include but not limited to: <input type="checkbox"/> Student medical lists <input type="checkbox"/> Emergency contact information <input type="checkbox"/> Risk assessment form	<u>May</u> include but not limited to: <input type="checkbox"/> Emergency contact information <input type="checkbox"/> Transport plan <input type="checkbox"/> Drivers/ passengers consent <input type="checkbox"/> Site plan and information <input type="checkbox"/> Emergency communication plan	<u>May</u> include but not limited to: <input type="checkbox"/> Emergency contact information <input type="checkbox"/> Transport plan <input type="checkbox"/> Drivers/ passengers consent <input type="checkbox"/> Site plan and information <input type="checkbox"/> Emergency communication plan

## FINAL APPROVAL

Approved By	Name	Date	Signed
EOTC Coordinator	M. Lawson	16/8	
EOTC Administrator	R. Connors	15/8	
Board of Trustees			



**WHANGĀREI BOYS'  
HIGH SCHOOL**

## **Finance Meeting Minutes**

**15 August 2022**

**PRESENT:** Don Robertson, Derek Slatter, Keir Morrison

**IN ATTENDANCE:** Yvonne Nees

**APOLOGIES:** Greg Atkins

**1. Confirmation of Minutes:** 20 June 2022

**2. Matters arising from previous meeting:**

None

**3. Financial Reports:** 31 July 2022

- Profit and Loss  
The month Operating Profit was above budget and above the revised prediction by \$20k
- Profit and Loss (Hostel)
- Hostel Retained Earnings
- Profit and Loss (Foreign Fee Paying Students)
- Balance Sheet
  - Bank Reconciliation Summary
  - Fixed Asset Reconciliation
  - Accounts Payable
  - Funds Held in Trust
  - MoE Capital Works
  - Revenue in Advance

It was noted that due to Greg Atkins not being at the meeting a Working Capital report was not available.

Derek asked that it be noted this report should be prepared by the Business Manager and not rely on a Trustee to produce finance reports.

- Aged Receivables
- Banking Staffing  
The banking staffing is in a positive position, which will enable Relief Teacher Salaries to be charged against this for a couple of months, possibly longer.

**4. Recommendation from AMG meeting**

- Cleaning Contract for New School
  - **Confidential:** OCS Cleaning Services Syndicated Contract Overview (attached)
  - **Confidential:** Syndicated Services Agreement (attached)
  - **Confidential:** Prices & Productivity Rates

Moved at the AMG meeting to request authority from the Board of Trustees for the Property Manager to work with OCS to provide a scope of works for cleaning at WBHS, under the Syndicated Services Agreement.

K. Morrison / K. Harrold

It was agreed to proceed further with a full scope of works and quote from OCS.

**5. General Business**

- The Automotive Shed windows have been smashed in by vandals. Entry was not gained into this area as there are bars on the windows. The Property Manager has submitted a request to put bars on the Property Offices. This will cost approx. \$3,500

This request was declined.

**6. Next Meeting:** To be determined by the new BoT

# Profit & Loss

## Whangarei Boys' High School 1 Jul 2022 to 31 Jul 2022

	Actual	Budget	Var NZD	Var %	YTD Actual	YTD Budget	Var NZD	Var %
<b>Income</b>								
Government Grants	1,039,128	1,037,127	2,001▲	0.2%▲	7,365,383	7,138,169	227,214▲	3.2%▲
Hostel Income	30,965	52,430	(21,465)▼	-40.9%▼	249,386	316,385	(66,999)▼	-21.2%▼
Insurance Reimbursements	-	-	-	0.0%	6,812	-	6,812▲	0.0%
Interest Received	512	100	412▲	412.2%▲	3,188	700	2,488▲	355.4%▲
International Students	2,029	6,416	(4,387)▼	-68.4%▼	18,067	28,046	(9,979)▼	-35.6%▼
Locally Raised Funds	47,055	46,153	902▲	2.0%▲	219,283	321,348	(102,065)▼	-31.8%▼
Trading Account	10,087	10,399	(312)▼	-3.0%▼	98,135	90,996	7,139▲	7.8%▲
<b>Total Income</b>	<b>1,129,776</b>	<b>1,152,625</b>	<b>(22,849)</b>	<b>-2.0%</b>	<b>7,960,254</b>	<b>7,895,644</b>	<b>64,610</b>	<b>0.8%</b>
<b>Gross Profit</b>	<b>1,129,776</b>	<b>1,152,625</b>	<b>(22,849)</b>	<b>-2.0%</b>	<b>7,960,254</b>	<b>7,895,644</b>	<b>64,610</b>	<b>1.0%</b>
<b>Less Operating Expenses</b>								
Administration	84,896	98,507	(13,611)▼	-13.8%▼	627,944	607,318	20,626▲	3.4%▲
COVID-19 related resources & expenses	-	-	-	0.0%	6,107	-	6,107▲	0.0%
Finance Costs	1,328	3,600	(2,272)▼	-63.1%▼	8,901	10,800	(1,899)▼	-17.6%▼
Hostel Expenses	32,821	39,763	(6,942)▼	-17.5%▼	273,037	269,761	3,276▲	1.2%▲
ICT Consultancy	420	400	20▲	4.9%▲	2,937	2,800	137▲	4.9%▲
International Students	4,474	4,413	61▲	1.4%▲	39,483	34,890	4,593▲	13.2%▲
Learning Resources	747,166	777,117	(29,951)▼	-3.9%▼	5,380,031	5,141,013	239,018▲	4.6%▲
Locally Raised Funds	24,388	23,993	395▲	1.6%▲	109,351	130,625	(21,274)▼	-16.3%▼
Loss on Disposal of Property, Plant and Equipment	-	-	-	0.0%	239	-	239▲	0.0%

# Profit & Loss

	Actual	Budget	Var NZD	Var %	YTD Actual	YTD Budget	Var NZD	Var %
Property	176,310	171,848	4,462▲	2.6%▲	1,232,631	1,211,774	20,857▲	1.7%▲
Trading Account	10,248	11,500	(1,252)▼	-10.9%▼	81,411	69,000	12,411▲	18.0%▲
<b>Total Operating Expenses</b>	<b>1,082,050</b>	<b>1,131,141</b>	<b>(49,091)</b>	<b>-4.3%</b>	<b>7,762,071</b>	<b>7,477,981</b>	<b>284,090</b>	<b>3.8%</b>
<b>Operating Profit</b>	<b>47,726</b>	<b>21,484</b>	<b>26,242</b>	<b>122.0%</b>	<b>198,182</b>	<b>417,663</b>	<b>(219,481)</b>	<b>-53.0%</b>
<b>Non-operating Expenses</b>								
<b>Depreciation</b>								
Hostel	6,024	4,731	1,293▲	27.3%▲	42,169	33,117	9,052▲	27.3%▲
School	74,881	36,842	38,039▲	103.2%▲	397,137	257,894	139,243▲	54.0%▲
<b>Total Depreciation</b>	<b>80,905</b>	<b>41,573</b>	<b>39,332</b>	<b>94.6%</b>	<b>439,305</b>	<b>291,011</b>	<b>148,294</b>	<b>51.0%</b>
<b>Total Non-operating Expenses</b>	<b>80,905</b>	<b>41,573</b>	<b>39,332</b>	<b>94.6%</b>	<b>439,305</b>	<b>291,011</b>	<b>148,294</b>	<b>51.0%</b>
<b>Net Profit</b>	<b>(33,179)</b>	<b>(20,089)</b>	<b>(13,090)</b>	<b>-65.0%</b>	<b>(241,123)</b>	<b>126,652</b>	<b>(367,775)</b>	<b>-290.0%</b>



# Balance Sheet

## Whangarei Boys' High School As at 31 July 2022

	31 Jul 2022	31 Jul 2021
<b>Assets</b>		
<b>Bank</b>		
Cash & Cash Equivalents	1,817,849	1,720,249
Investments	-	1,500,000
<b>Total Bank</b>	<b>1,817,849</b>	<b>3,220,249</b>
<b>Current Assets</b>		
Accounts Receivable	246,851	652,972
Prepayments	7,037	20,188
<b>Total Current Assets</b>	<b>253,889</b>	<b>673,160</b>
<b>Non-Current Assets</b>		
Property Plant & Equipment	4,965,209	2,892,983
<b>Total Non-Current Assets</b>	<b>4,965,209</b>	<b>2,892,983</b>
<b>Total Assets</b>	<b>7,036,946</b>	<b>6,786,392</b>
<b>Liabilities</b>		
<b>Current Liabilities</b>		
Accounts Payable	594,591	588,470
Cyclical Maintenance - Current	18,550	62,086
Finance Leases - Current	83,366	88,105
Funds Held In Trust	180,924	114,992
GST	94,942	87,766
MOE Capital Works	402,539	56,557
Revenue in Advance	652,002	662,871
<b>Total Current Liabilities</b>	<b>2,026,916</b>	<b>1,660,847</b>
<b>Non-Current Liabilities</b>		
Cyclical Maintenance - Term	107,589	96,058
Finance Leases - Term	158,116	189,388
<b>Total Non-Current Liabilities</b>	<b>265,705</b>	<b>285,446</b>
<b>Total Liabilities</b>	<b>2,292,620</b>	<b>1,946,293</b>
<b>Net Assets</b>	<b>4,744,326</b>	<b>4,840,099</b>
<b>Equity</b>		
Current Year Earnings	(241,123)	507,885
Furniture Grants	2,049,730	2,049,730
Retained Earnings	2,935,719	2,282,484
<b>Total Equity</b>	<b>4,744,326</b>	<b>4,840,099</b>