



## Wadestown School Board of Trustees

*Annual Report for the period 1 January - 31 December 2007*

### **Chairman's Report**

I am pleased to present the school's Annual Report for 2007. The detailed report from our Principal, Bryan Gwilliam, contains many highlights of the year, in the areas of teaching and learning, personnel, finance, property development and community involvement.

#### **Curriculum**

This was the second year of the school's involvement in the nationwide professional development initiative called the Numeracy Project. Involvement in this project has proven to be very valuable in enhancing teachers understanding of the pedagogy of mathematics. Although levels of student achievement in mathematics are typically very high at Wadestown School, it is important that our teachers have the opportunity to take part in high quality professional development.

Assessment results for literacy continue to show that our children are very good readers, with a large majority of students, particularly those from years 4 onwards, operating at levels well above the national average. Levels of achievement in comprehension, vocabulary, and spelling are also high. However, there remains room for improvement in writing. The topic of writing is one of the key focus areas in the new Strategic Plan developed during the year. The Strategic Plan outlines a change in approach in the teaching of writing that will seek new ways of engaging children and developing their enjoyment of writing.

During 2007, the Ministry of Education launched a very significant revision of the New Zealand Curriculum. The school has responded to the revised curriculum by redeveloping all the detailed curriculum delivery plans. This is a very substantial undertaking that has engaged all the teaching staff.

Overall, Wadestown School continues to be a vibrant and successful place of learning for our children.

#### **Retirement of Bryan Gwilliam**

In the middle of the year, Bryan advised the Board that he intended to resign with effect from the beginning of the 2<sup>nd</sup> term of 2008. Bryan has led our school for the past 12 years, and has made an enormous personal contribution.

He will be remembered by the community for his very strong connection with the children, and his warm and open manner. During his time as Principal, Bryan has led the school through considerable improvements in professional practice, curriculum planning, and assessment and reporting, and has overseen many significant property development projects. He has been a very effective manager of the school's resources and ensured that the school remains in a sound financial position. The successful international student programme is another of Bryan's significant achievements.

The Board is very grateful for the length of notice that Bryan gave to us. This meant that we were able to make a new appointment with sufficient time to allow a smooth transition and provide continuity of leadership.

#### **New Principal Appointment**

The recruitment of a Principal is an extremely important task for the Board, and requires the most careful consideration. The Board was pleased to receive a large number of very high quality applications for this vacancy. The final appointment was made in late September. The new Principal is John Knowles, and he will commence full time on 5 May 2008.

John is a highly experienced Principal with outstanding leadership qualities that have been demonstrated in the school sector and in other contexts. The Board is looking forward to the contribution John will make to the leadership of our school.

#### **Board Funded Teacher Position**

During 2007, in addition to the teaching staff entitlement determined and provided by the Ministry of Education, the Board has again funded an additional full-time teacher. This has enabled the school to maintain relatively small class sizes for a State primary school. The Board funded teacher position has only

been possible because of the financial support from parents through their donations to the school, and from the additional income derived from the International Student programme.

### **Side School Refurbishment Project**

During the year, the Board approved plans for the long awaited refurbishment of the Side School buildings. The Side School was constructed in 1945. Many of the interior linings and fittings were in need of replacement, and utilities like sinks, power outlets and computer cabling were well below today's standards.

With the assistance of an experienced school architect, the Board and staff developed plans for extensive refurbishment of the classrooms, and some redevelopment of other spaces.

### **Community involvement and support**

The school continues to be strongly supported by its community. Parent volunteers make an outstanding contribution to the life of the school in many ways, including

- playground and road safety duties at the Side School
- parent support for school trips and camps
- hospitality and catering for school events
- fundraising

This year, the Parents Association organised an extremely successful Garden Walk fundraiser. This event creates a very positive profile for the school community. The Board is very appreciative of all the efforts of those who made this such a great event.

### **Membership of the Board**

The triennial elections for Boards of Trustees were held in April 2007. Guy Beaumont, Don Ponsford, Liz Prins and Geoff Norman finished their terms of office at this election. The Board is very grateful for the contributions of these trustees, in particular Guy Beaumont and Don Ponsford, both of whom have served as trustees for many years.

At year end 2007 the Board of Trustees comprised:

	<b>Status</b>	<b>Leaves office</b>
Bryan Gwilliam	Principal – ex-officio	n/a
Sally Barrett	Elected Staff Trustee	April 2010
Marshall Clark	Elected Parent Trustee	April 2010
Alison Douglass	Elected Parent Trustee	April 2010
Julie Gerrard	Elected Parent Trustee	April 2010
Neil Paviour-Smith	Elected Parent Trustee	April 2010
Richard Waddy	Elected Parent Trustee	April 2010

I thank all the members of the Board for their commitment to the school and their contributions to the very significant achievements that are recorded in this report.

**Marshall Clark**  
Chairman



## CURRICULUM

### **2007 Curriculum priorities and a record of student achievement**

This section of the report includes the outcomes of the goals for student achievement drawn from the 2003–2007 Wadestown School Strategic Plan and specific objectives stated in the Annual Section of the 2007 Charter.

NUMERACY
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### **To raise the level of student achievement in mathematics in all years, such that at least 75 % of each cohort is achieving above the national mean.**

This will be achieved through the school's involvement in the Ministry of Education's Numeracy Project by:

- enhancing teachers understanding of the mathematics content, knowledge and pedagogy
- assessing children against the Numeracy Project criteria in March and October
- setting goals and improving the numeracy achievement through teaching to the identified needs of individual students

### **Professional Development in Mathematics**

#### Numeracy Project

All new teachers, who required this professional development, had the opportunity to attend a number of full day inservice opportunities on the Numeracy Project, prior to the end of Term 1. During this period there were also in-school follow up days where the Victoria University facilitator modelled lessons for teachers and worked specifically with the school's lead teacher in Numeracy. Professional development in out-of-school time was held for teachers requiring it. A great deal of time was given to testing and analysing the needs of all children in the school.

During most of the year the school's facilitator modelled, observed and provided individual advice for staff. Teachers with particular teaching requirements received further support and visited other teachers and other schools.

By the end of Term 4 all teachers had been observed and provided with constructive feedback on their respective maths lessons and programmes.

Comments from the facilitator to school management at the end of the observations were that considerable growth in the teaching of mathematics had occurred with all teachers over the year.

### **Mathematics achievements**

#### National PAT tests of all children in Year 4 – 8

Mathematics has traditionally been identified as a strength of the school. Particularly, as it has always appeared, where children's achievements against national age-related benchmarks increased as they progressed through the age levels of the school. The results in 2007 again confirmed this. The general mathematical abilities of children in the school continued to significantly exceed the national norms.

Although in 2007 there were some age groups of children where their previous year's achievements were significantly better relative to those of 2007, in general there were no particular concerns observed.

## Graphs of PAT results (March 2008):

Wadestown School All Year 4 (Reference Group Used: Year 4)

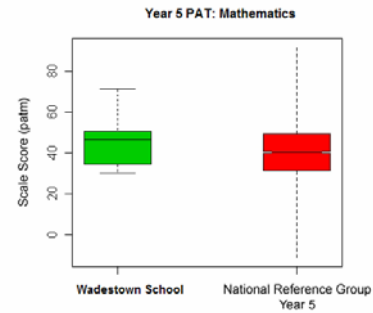
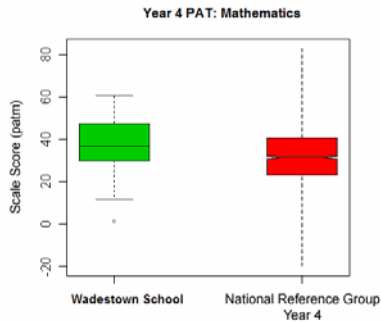
Number of Students	Mean Scale Score (patm)	Standard Deviation Scale Score (patm)	Median (patm)	Lower Quartile (patm)	Upper Quartile (patm)	Lowest Score (patm)	Highest Score (patm)	Mean Stanine
54	38.5 (31.8)	12.1 (13.1)	36.8 (31.8)	30 (22.96)	47.6 (40.64)	2.3	61	6.1 (5.0)

Numbers in brackets provide national reference group statistics

Wadestown School All Year 5 (Reference Group Used: Year 5)

Number of Students	Mean Scale Score (patm)	Standard Deviation Scale Score (patm)	Median (patm)	Lower Quartile (patm)	Upper Quartile (patm)	Lowest Score (patm)	Highest Score (patm)	Mean Stanine
23	44.4 (40.3)	11.2 (13.2)	46.2 (40.3)	34.4 (31.4)	50.1 (49.2)	29.3	70.2	5.6 (5.0)

Numbers in brackets provide national reference group statistics



Wadestown School All Year 6 (Reference Group Used: Year 6)

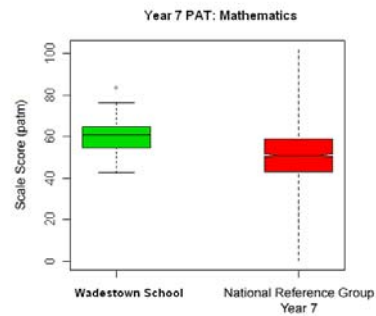
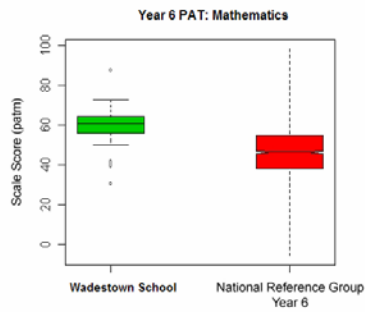
Number of Students	Mean Scale Score (patm)	Standard Deviation Scale Score (patm)	Median (patm)	Lower Quartile (patm)	Upper Quartile (patm)	Lowest Score (patm)	Highest Score (patm)	Mean Stanine
32	59.7 (46.4)	12.4 (12.4)	60.4 (46.4)	55.8 (38.04)	64.3 (54.76)	31.4	88.3	7.1 (5.0)

Numbers in brackets provide national reference group statistics

Wadestown School All Year 7 (Reference Group Used: Year 7)

Number of Students	Mean Scale Score (patm)	Standard Deviation Scale Score (patm)	Median (patm)	Lower Quartile (patm)	Upper Quartile (patm)	Lowest Score (patm)	Highest Score (patm)	Mean Stanine
27	60.8 (60.9)	8.9 (11.0)	61.2 (60.9)	55.4 (42.94)	65.2 (68.86)	42.8	84.6	6.7 (5.0)

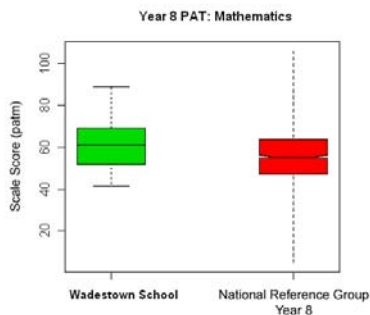
Numbers in brackets provide national reference group statistics



Wadestown School All Year 8 (Reference Group Used: Year 8)

Number of Students	Mean Scale Score (patm)	Standard Deviation Scale Score (patm)	Median (patm)	Lower Quartile (patm)	Upper Quartile (patm)	Lowest Score (patm)	Highest Score (patm)	Mean Stanine
22	62.3 (55.5)	12.9 (12.3)	61.3 (55.5)	52.5 (47.2)	69.5 (63.8)	41.3	89	6 (5.0)

Numbers in brackets provide national reference group statistics



## Mathematics - Basic Facts

Having a confident and accurate grasp of basic facts is a prerequisite for the further understanding of mathematics. Without it children can be significantly disadvantaged. The school conducted an assessment of children's levels of Basic Facts in March. The results were disappointing in that we had not met our own previously set high standards. This led to an extensive period of focused teaching during the year. Follow-up review of these results will be completed in 2008.

## Numeracy Project

There was great consistency of performance in the 3 areas of numeracy tested (ie. Addition and Subtraction, Multiplication and Division and Proportions and Ratios). The pattern that emerged showed that generally the youngest children have levels of achievement similar to those from other decile 8-10 schools nationally, although there was some evidence to show that a small incremental and relative improvement did occur. These results were to be expected. There was no particular age group which performed at a level that was concerning. There were very few children that appeared to require special considerations because of their learning needs.

Boys consistently outperformed girls in almost all age levels, and this disparity increased slightly as the children grew older. Girl's achievement levels were more concentrated at each year level whilst boy's achievement spread more widely into the high and low achievement levels.

All classes made good gains throughout the year. Particularly noticeable was in the Year 3 level.

The Year 4 class of last year, which had shown concern in the 2006 Numeracy testing analysis, had improved considerably this year. Such was the improvement that the results were indistinguishable from the pattern evident in other age groups in our school.

Overall the results are an improvement on last year's. They are pleasing particularly because of:

- the achievements shown by the boys
- the consistent incremental improvements against national norms from Year 1 – 8
- the increased number of children in the high ability category compared to 2006
- the similarity of results in the three areas of assessment

*MULTIPLICATION AND DIVISION Numeracy Project results (an example of children's achievement in the Numeracy Project):*

Key
2007 Wadestown Data
National Data

Year Level	Not Assessed	Count from one	Advanced counting	Early Additive part-whole	Advanced Additive part-whole	Advanced Multiplicative part-whole	Advanced Proportional part-whole
0-1	86%	4%	7%	1%	0%	1%	0%
0-1	79%	7%	11%	0%	0%	0%	0%
2	10%	40%	40%	4%	6%	0%	0%
2	24%	16%	46%	10%	1%	0%	0%
3	0%	18%	46%	21%	14%	0%	0%
3	4%	7%	48%	30%	7%	1%	0%
4	2%	0%	7%	46%	28%	15%	2%
4	0%	3%	30%	36%	22%	5%	0%
5	0%	5%	0%	23%	50%	18%	5%
5	0%	1%	16%	32%	33%	14%	1%
6	0%	0%	0%	16%	29%	45%	10%
6	0%	0%	7%	21%	39%	26%	3%
7	0%	0%	0%	9%	23%	41%	27%
7	0%	0%	6%	18%	35%	29%	8%
8	5%	0%	5%	5%	33%	24%	29%
8	0%	0%	3%	13%	32%	32%	16%

Achievement against Charter Goal:

Most cohorts, in the three areas of testing, achieved the goal of 75% of children working at or above national norms. The exception to this was in Year 2 in Multiplication and Division and in Year 8 in Multiplication and Division and in Proportions and Ratios (although it needs to be noted that in these non-achieved areas our results remained significantly above those of similar decile schools).

**LITERACY**

**To raise the level of student achievement in writing in all years, such that at least 75 % of each cohort is achieving above the national mean.**

This will be achieved by:

- focussing in the classrooms and syndicates on teaching strategies and organisation to improve the surface and deeper features of children’s writing
- increasing peer collaboration in planning, moderation of children’s work and assessment to ensure greater teaching understanding, effectiveness, efficiency and consistency
- increasing children’s opportunities to write
- professional development from outside experts

**Professional Development in Writing**

Early in the year questionnaires were distributed to all teachers to assist in identifying individual areas of Literacy teaching need. Staff meetings were held where outside experts were invited to discuss with teachers topics on spelling and other writing developments. The focus was on working with teachers to develop teaching skills to primarily address the technical deficiencies in children’s of writing.

**Writing achievements**

Writing

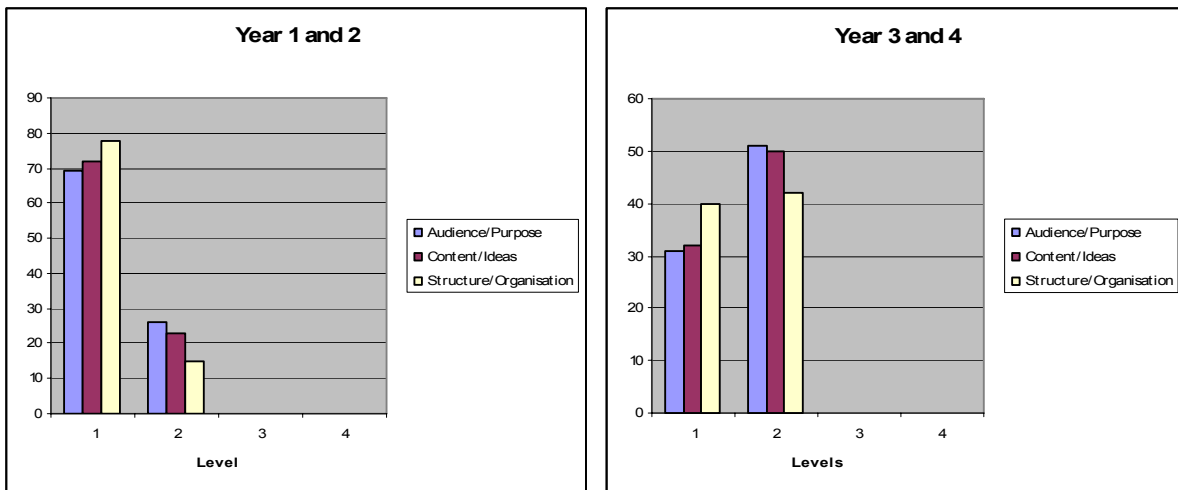
Although progress towards improving children’s achievement in writing was certainly made in 2007, the school cannot claim that we met or were close to meeting our goal of:

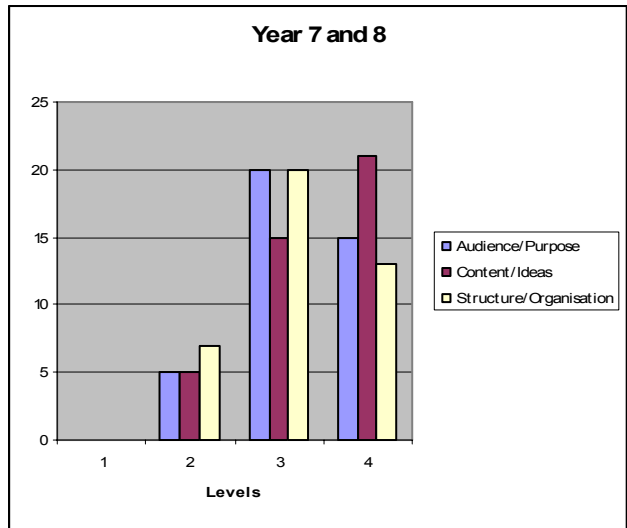
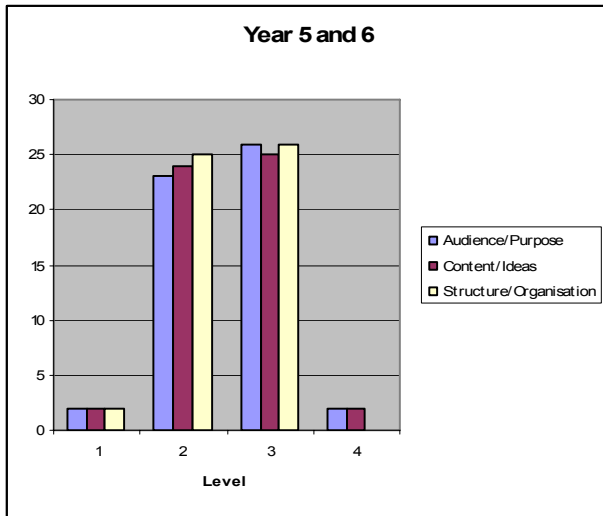
*“90 % of all children are writing at levels at least commensurate with national norms and expectations”*

It remained clear that we needed to continue to implement programmes to improve children’s skills and attitudes towards writing in all year levels. This had been an ongoing concern of the school over many years, and has been identified as a significant area of development since it was first identified as a problem in 2003. A new goal for writing, centred on motivating children to write, was adopted for 2008.

The recommendation was that this initiative remains a priority for 2008.

*Exemplar moderation results focussed on three Writing skill areas:*



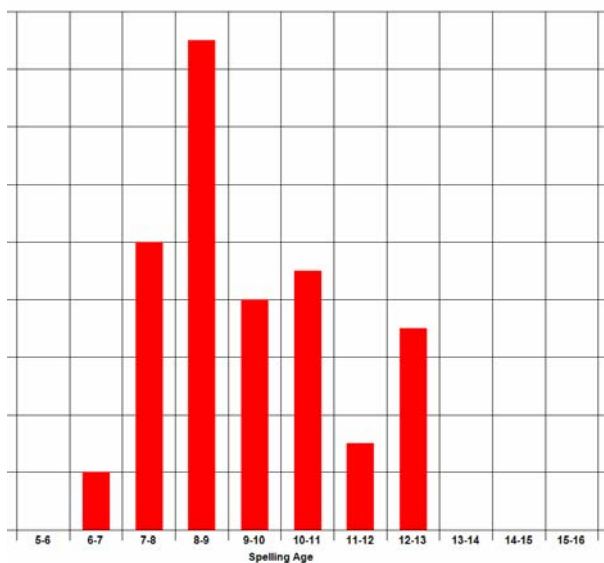


### Spelling

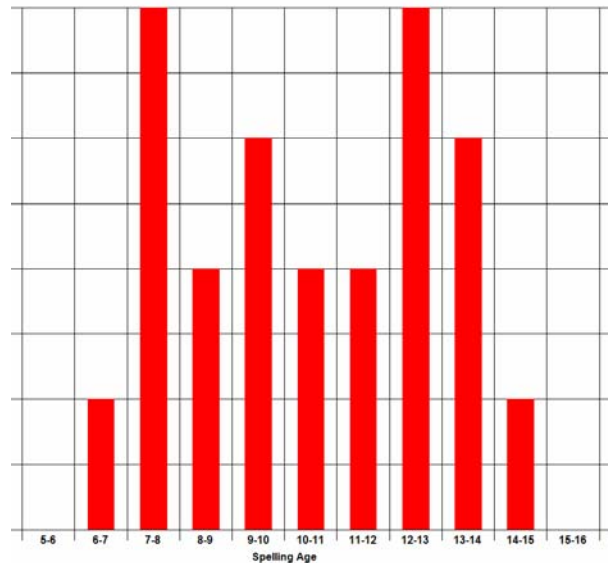
Throughout the school in 2007 spelling was seen to be generally strong. The *Peters test* conducted in March noted that a significant majority of children were spelling at or above their chronological age. As would be expected there was, however, a small group of children at all ages who struggled with spelling. This finding was not particularly surprising as the spread of abilities would be found in all classes nationally. No specific programmes were required school-wide to address any particular trend in underachievement. The *Pseudoword test*, conducted later in the year, again showed that there were many effective strategic spellers in all age levels of our school, but there was also a significant group who were not. It was discovered that children's ability to spell strategically was determined early in their schooling. It was concluded that unless skill building interventions were implemented at all levels of the school (particularly in the early years), some children may adopt hardened views of themselves as poor spellers. This would correspondingly have a significantly negative effect on their ability and enthusiasm to write.

*Peters Spelling test results:*

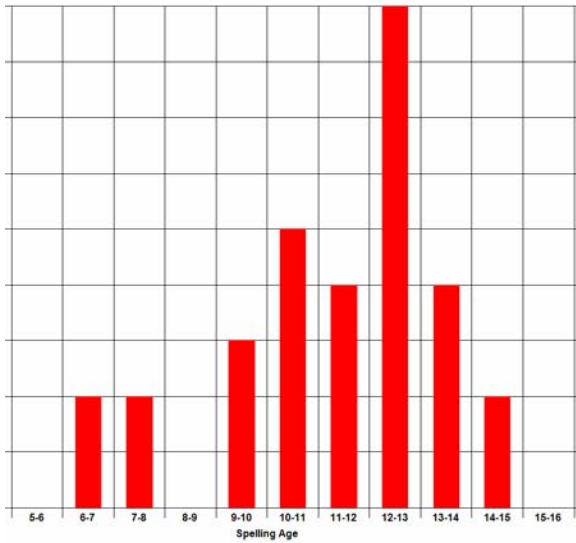
### Year 4



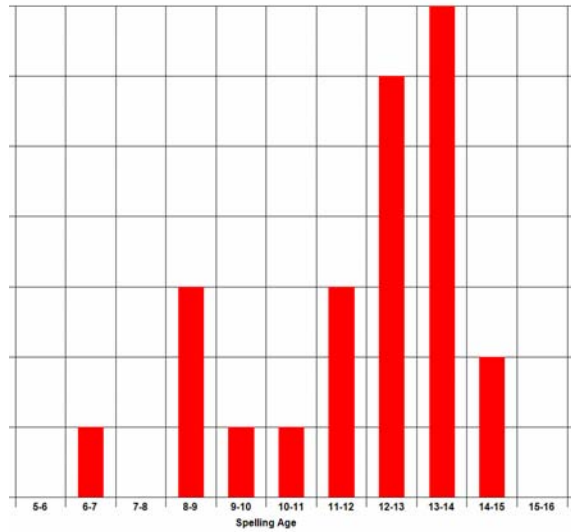
### Year 5



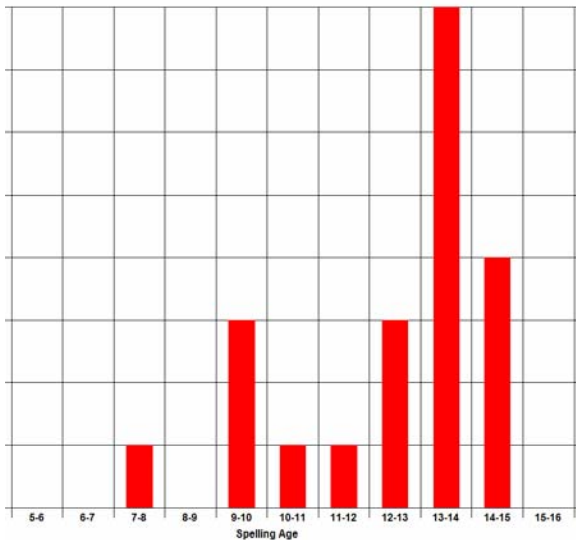
### Year 6



### Year 7



### Year 8

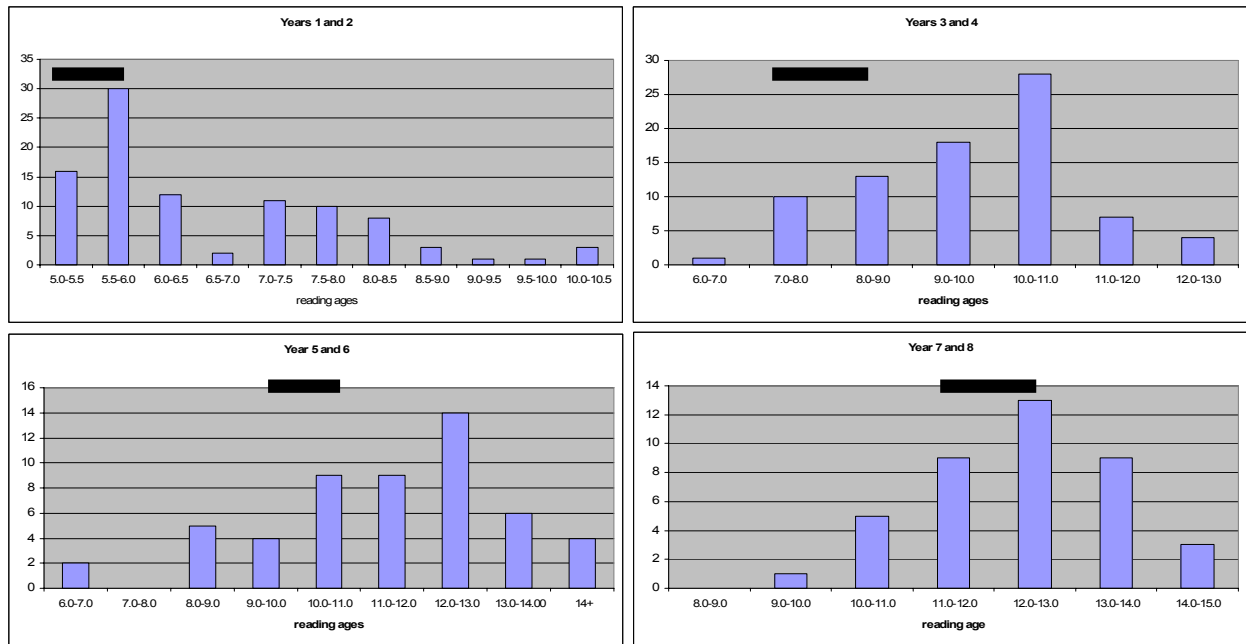


## Reading Achievements

In general the results of PAT testing at the start of the year indicated that our children were continuing to progress at a good rate in all Reading areas. There were strengths evident among the top performers in the Year 4, 6 and 7 in both comprehension and vocabulary, although in Years 5 and 8 there were a number of children occupying a longish tail of underachievement. By comparison with previous years, the Year 4 – 8 children appeared to be doing as well as we have come to expect, but the Years 7 and 8 were not as positive as we would like to have seen. Nevertheless positive development was seen in Year 8 when compared to their results in previous years. The Year 4 class was a concern in some respects.

*The graphs below represent the results of tests from the PM Benchmark series (Years 1-3) and the Prose Reading Observation, Behaviour and Evaluation of Comprehension (PROBE) (Year 4 – 8):*

- The black line shows the chronological age of the children tested ██████████



### School Entry Assessment (SEA) - March 2007

SEA are tests children complete between 4 – 6 weeks of arrival at school (5 Year olds). As the school has no knowledge of the child’s previous learning, these are helpful in assisting teachers with class groupings and identifying specific teaching strategies and programmes for implementation. In the review of results in March, 35 children were tested.

#### Alphabet identification

The results suggested that there were a number of children who had a very good knowledge of the alphabet but that there were still many who would require a lot preparatory work to begin their journey into writing and reading. The results were somewhat surprising in that it would have been expected that our children should have come to school better prepared in this area.

#### Concepts about print

This is one of the most important literacy tests at the new entrant level, and it is redone at the 6 year age level. This tells us how children perceive print, and is a very difficult test for many children. These results tell us that children can recognise line, page and letter order, that the front and back of the book are different, that print contains a message, that punctuation has a purpose etc.

Overall our results were quite pleasing and clearly reflected the number of books children were exposed to both in the home and their early time at schooling.

## CURRICULUM DEVELOPMENT

### **To redevelop school curriculum procedures so that they reflect the new draft NZ Curriculum document.**

This will be achieved collaboratively by:

- developing a ‘big picture’ school perspective of the NZ Curriculum
- rewriting the school’s Curriculum Delivery procedures
- rewriting the school’s individual curriculum subject prescriptions
- developing school wide and consistent templates for planning

The introduction of the draft New Zealand Curriculum in 2007 prompted the redevelopment of the school’s curricula programmes. It was determined that considerable rewriting of school plans was therefore required. From the start of 2007 teachers were allocated to curriculum committees to begin the redevelopment

process. The first step was for these curriculum committees to present draft 'policy statements' for general teacher discussion. These statements were to provide the basis upon which each curriculum area would be more fully developed.

A number of staff meetings were held during the year where teachers provided feedback and gave suggestions to others to consider as they tackled this considerable project. The importance of this work, to assist with curriculum planning, became better understood by teachers as the year progressed. Teachers were very supportive of the direction the school was taking and the commitment shown by all staff to the project.

By the end of the year the redevelopment of all curriculum statements, based on the new Ministry requirements, had been completed. Teachers had responded well to the leadership of the programme, and, collectively, had reviewed and redeveloped all the curriculum areas so that they reflected both Ministry directives and teacher aspirations for the Wadestown School curriculum.

The draft statements were to be trialled in 2008.

## ICT PLAN

### **To rewrite the school's ICT 5 year plan.**

This will be achieved collaboratively by:

- consulting with parents and teachers to identify Information and Communications Technology areas of interest and need
- developing a plan and timeline for the implementation of programmes and resources over the period from 2008 - 2013

Due to various reasons, the review and redevelopment of the ICT plan never got underway in 2007. The main reason was the outcome of the Community Consultation for the school's new Strategic Plan had not been collated or analysed in time for proper consideration by staff to be given.

The Strategic Plan, adopted in October 2007, included a clearer understanding of the expectations for ICT in the school over the next 3 years. This being the case the development of the plan was moved to 2008.

## OTHER CURRICULUM ACHIEVEMENTS

### **2007 Charter adopted**

It is a requirement of the Ministry that each year the school develop a Charter and that this must be submitted to the Ministry in the first term of each year. The Charter model is one that we had adopted in previous years and complies with these requirements. This was completed in March

### **Strategic Plan development**

In March the Board agreed on the process for the redevelopment of the Strategic Plan (2008 – 2010). This followed the completion of the previous 5 year plan. The Strategic Plan (restricted to 3 years due to the arrival of the new Principal) would provide the basis upon which the school's medium term direction would be charted.

The process for the development of the new plan involved an initial phase of consultation with the parents, staff and senior students. Following the success the previous year of the on-line based consultation approach, the Board agreed to adopt a similar strategy. The Board determined the areas for which the community was to give feedback and agreed on a framework for the 2008 – 2010 Strategic Plan at the October meeting.

## Major reports presented to the Board during 2007 included:

- Review of the school's Health and safety procedures
- English Curriculum Audit Report
- Mathematics Curriculum Audit Report
- Reading Recovery report
- After School Care

## PERSONNEL

### Teaching Staff for 2007

<i>Principal:</i>	Bryan Gwilliam
<i>Deputy Principal:</i>	Sally Barrett
<i>Assistant Principal:</i>	Nick Julian
<i>Teachers:</i>	Joanna Leigh
	Phillipa Dick
	Danielle Gilmour
	Gareth Wood
	Daniel Johanson
	Mathew Quivooy
	Emma Chapman
	Danielle Sanders
	Bronya Verran
	Leslie Mahoney
	Hannah Fairbairn

*Reading Recovery Teacher:* Angela Clark

### *Part Time Teachers*

Lynne Dunn [CRT Rooms 7, 8, 13, 14, 12, Assistant Principal release (0.1), PRT release (0.3)]  
Michelle Davies [CRT Rooms 1, 2, 3, 10, 11]

### Support Staff for 2007

Executive Officer	Beverly Truscott
Teacher Aid (Special Needs) / Resource Manager	Alison Cornish
International Student Manager	Sue Cooke
Teacher Aid (Special Needs)	Barbara Robertson
Teacher Aid (Special Needs)	Ceri Lewis
Teacher Aid (Special Needs)	Rita Holmquist
Teacher Aid (Special Needs)	Janet Grange
Teacher Aid (Special Needs)	Fiona Crombie
Teacher Aid (Special Needs)	Sharon Green
Librarian	Joanne Harper
After School Care Supervisor / Administration Assistant	Derek Piper
After School Care Supervisor / IT Technician	Alan Pugh
After School Care Assistant	Michelle Munro
Main / Side School Caretaker	Glenn Lupo
Main School Cleaner	David McLean
Side /Main School Cleaner	Tisa McLean

### Changes during 2007:

#### *March*

- New Librarian: Janet Grange replaced Joanne Harper
- Special needs teacher aid: Sonia Hardy was employed

#### *May*

- Teacher: Bronya Verran resigned and replaced by Rebecca Goodall. Sue French appointed to Room 9
- Special needs teacher aid: Ceri Lewis resigned and Megan Kim appointed.
- Cleaner: Tisa McLean resigned (not replaced)
- After School Care supervisor: Alan Pugh resigned, Francisca Iglesias and Dorothy Nightingale appointed

#### *June*

- Principal: Bryan Gwilliam gives advanced notice of resignation with effect 5 May 2008
- Special needs teacher aid: Trina Twyford was appointed then resigned

#### *September*

- Teacher: Helen Clark resigned from her maternity leave position.

#### *October*

- Principal: John Knowles appointed with effect 5 May 2008
- Teacher: Mathew Quivoy resigned

#### *December*

- Teacher: Phillipa Dick resigns

### **Appraisals**

The Deputy and Assistant Principals were responsible for the appraisal of teachers in their respective syndicates. The Principal had responsibility for Senior Management. There was no formal appraisal of the support staff.

The formal appraisals took the form of a 30 – 40 minute class observations followed by the AP and DP perusing teacher's lesson plans and samples of children's books. Teachers had determined personal goals related to the school's literacy initiative. These goals, together with the Interim Professional Standards for Teachers, formed the basis of the appraisal report.

### **Inservice Professional Development opportunities**

Teachers met for two days in late January at the Tree House (Botanic Gardens) in preparation for the school year.

Professional development for all staff was tied closely to the individual Appraisal goals set.

Inservice development opportunities were provided to support school initiatives through regular staff meetings throughout the year, and were frequently convened by outside professional experts.

### **Teacher Aides / Support Staff**

Teacher Aides again worked extensively throughout the school. Their functions were to support both class teachers and individual children in their capacity as special needs teacher aides.

### **Board funded teacher**

For part of this year the Board funded a full time classroom teacher with the purpose of lowering class sizes.

### **Foreign Language Teachers**

This began in late Term 1 for Year 7 and 8 children, with French and Spanish being offered. This was held weekly.

### **Reading Recovery**

The number of children requiring Reading Recovery was relatively high. The teacher was employed for 0.3 – 0.5 throughout the year.

### **Student Teachers**

Only one Training College student was hosted at the school this year.

### **Release time for teachers**

Throughout the year all teachers were entitled to 10 hours per term of release time (Funding came from the Ministry).

## ROLL

### July 1 roll comparisons and changing demographics

	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
<b>Year 1</b>	34	49	62	53	51	53	45	43	43	41	40	49	36	45	50
<b>Year 2</b>	44	31	46	59	48	52	49	41	42	41	32	41	47	30	47
<b>Year 3</b>	45	47	43	48	50	43	48	47	41	40	36	34	43	50	32
<b>Year 4</b>	46	35	36	29	39	42	41	48	47	37	36	38	33	36	51
<b>Year 5</b>	29	35	34	45	22	36	38	39	47	42	38	40	40	29	34
<b>Year 6</b>	39	27	33	32	40	23	34	36	37	48	42	36	32	43	30
<b>Year 7</b>	27	29	26	32	43	39	30	30	36	38	54	51	41	30	36
<b>Year 8</b>	28	30	26	25	31	41	19	29	27	25	34	41	39	23	25
<b>Total</b>	292	283	306	323	324	329	304	313	317	312	312	330	311	286	305

This chart shows the numbers of children at each year level as recorded in the July 1 Ministry returns.

### International Student Programme

In 2007 11 Korean students were enrolled and it was evident that they settled into both school and Kiwi life more smoothly than had been the case in past years. This was put down to several factors:

- Wadestown School's ready acceptance of international students, and our children's ability to easily build friendships.
- In 2007, fewer Korean students are out living in Kiwi homestays which meant they have had fewer cultural challenges.

Sue Cooke, our International Student Manager, was new to the position in 2007. She is a registered teacher, and her ESOL skills were invaluable in the teaching programme she offered. The profile of Wadestown School as a destination for Korean students was high, and, as such, 4 children moved to our school from other Wellington schools. During the year we increased to four the number of recruitment agents working for us. The principal visited Korea in April to attend a recruitment fair and to gain a better understanding of the Korean culture and parental expectations for our school's international programme. We remained confident that both our Korean and Kiwi students would continue to grow and benefit from the opportunities and experiences our Korean programme provided.

## FINANCES

### Budget

The 2007 Budget developed in 2006 required no amendments as we began the calendar year. The audited 2006 accounts showed a small surplus.

### Trust fund and grant applications

In 2007, for the first time, the Parents Association took responsibility for making applications to trust funds for environmental projects. Unfortunately, despite a considerable number of applications we were not successful:

Other successful applications included

- Macarthy Trust funding of \$1500 for After School Care resources has been received

- After School Care OSCAR grant for \$12,577 to cover operating losses
- NZ Community Trust grant for \$2,900 of Sports equipment

### School income

An analysis of the funding generated by the school over the past 12 years was undertaken to give a clear understanding of the costs in running a school, and where this money had come from:

*(This did not include Ministry of Education entitlement teacher's salaries)*

INCOME	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
Parent Donations	32000	34000	35000	36000	42000	42000	42000	43000	60000	65000	61000	60000
Parent ICT Donations				9000	15000	19000	17000	19000				
Fundraising	The general fundraising (eg. Gala, Garden Walk, Auctions, Entertainment Books, Mathathon etc.) has taken place throughout the years but has been raised for specific projects.											
Fee-paying Students								86000	83000	71000	54000	72000
Ministry funding	200000	216000	225000	226000	261000	269000	276000	268000	294000	302000	305000	330000
TOTAL	232000	250000	260000	271000	318000	330000	335000	416000	437000	438000	420000	462000

#### Points to note:

1. Since 1996 the money required to run the operations of the school has doubled.
2. Parents have been increasingly called upon to supplement the costs of the day-to-day running of the school
3. Funding generated from the school rose from 16% to 36% of the total income between 1996 to 2003, but has fallen to 29% in 2007.
4. The international Fee Paying students provide a very important source of income to the school.

### Parent Donations

In 2007 the requested donation was raised to \$290 per child (\$270 in 2006). During the year 85% of parents paid this amount.

### Funding available for the Side School redevelopment

The funding required for the project was determined during the year to be \$473,000 (ex GST). The school's and the Ministry's contributions were as follows:

MINISTRY	LOCALLY RAISED FUNDS	SCHOOL RESERVES (DEFERRED MAINTENANCE)
\$313,703	\$68,226	\$91,010

## BUILDINGS AND MAINTENANCE

### Purakau Avenue Resealing

The school contributed a share, equivalent to the amount of the roadway owned by the school, to the resealing of Purakau Avenue. The resealing was completed during the year.

### Main School lighting

Extensive new lighting was installed throughout the Main School site.

### Asphalting at the Main School

Extensive repair work was completed asphalting pathways at the Main School

## **Guidelines for the Access and use of Purakau Avenue**

Following years of controversy surrounding the use of Purakau Ave, the school finally developed its own procedures. These procedures do not represent a binding legal agreement with the residents of Purakau Avenue, but the Board has consulted with a representative during the process. These procedures reflect the status quo that has been in effect for 20 years.

## **Side School redevelopment**

During the year Eric Sue (architect and project manager) was employed to begin work on the development of plans and costings for the Side School redevelopment. The construction project was planned to begin at the end of 2007 and would be completed in Term 1 2008. The concept plans and costings were agreed to by the Board, and the working drawings completed by September. These went out to tender and the successful tender was agreed to by the Board in October.

## **Property Plan**

The school commissioned from Ashby and Associates a new 10 year property plan. This was a Ministry requirement for the Side School redevelopment project. It was accepted by the Board in December.

## **Programmed Minor Maintenance**

A Programmed Minor Maintenance Schedule was determined at the start of the year. By the end of the year most identified maintenance projects had been completed.

# HEALTH AND SAFETY

## **Health and Safety accidents and registers**

During the year there no serious injuries that required a report to OSH.

To ensure the formal ongoing identification and management of safety hazards the school used a variety of registers and forms. These included:

- 'Accident Register': filled in when children have been hurt in a school accident.
- 'Trips Form': filled in and permission sought from the Principal whenever a class left the school.

# COMMUNITY LIAISON

## **After School Care**

The numbers of children choosing our After School Care programme has risen markedly over the year. The average of 20 children, compares with previous figures of 12 – 15 children per day. Much of this can be attributed to the excellent supervision offered. A new bench top and hot water system has recently been installed in the After School Care room.

## **Parent / School communications**

Activities held during the year included:

Parent Information Evening  
Parent Teacher Interviews  
Newsletters (community, Syndicate and Class)

## **Parents Association**

There continued to be a great deal of parent interest in the Parents Association. Meetings were held termly. This association proved to be a very successful support network to the school.

Activities involved:

- Class coordination
- Fundraising coordination (\$29,000 was raised in 2007 from the Garden Walk)
- Grants coordination
- Earthquake Kit monitoring
- School Lunch selection
- Sausage Sizzle assistance
- Catering
- Photographer selection
- Environment Plan preliminary planning

**Bryan Gwilliam (Principal)**