



Wadestown School

Board of Trustees

Sally Barrett
Sarah Feltham
Julie Gerrard
Amy Maddock
Anna O'Meeghan
Neil Paviour-Smith
Guy Pottinger

News from the Board – June 2017

The Board of Trustees wishes to update the school community on some important matters:

Property

In the February Board News (available [here](#)) and updates from December 16 ([here](#)) and November 16 ([here](#)), trustees provided details about the Ministry of Education's construction of two new classrooms at the bottom site of the main school, and the subsequent demolition of the two classrooms in the middle of the school.

So where is everything at now?

- since commencement on site, stage 1 (excavation of the bank and construction of a new retaining wall) has been the sole focus.
- unfortunately this has taken much longer than the Ministry of Education and school expected.
- it has been wetter than usual and, despite geotech reports, the excavators did not come across any rock when excavating meaning the retaining wall has needed to be re-designed with additional anchors (the walkway / steps down from the top will then be designed when the final wall is constructed).
- access for fire vehicles has had to be provided for off Purakau Ave as part of the consenting process (ie more excavation).
- we expect work on foundations for the new classrooms (stage 2) to commence in July.
- we expect this work, weather and ground conditions permitting, to be completed such that the new modular pre-fabricated classrooms can be craned in and assembled (stage 3) by the end of August.
- that would permit classroom fitout and connection of services (stage 4) to be undertaken in September. New decking and landscaping would be undertaken at around this time as well.
- occupation of the new classrooms would then be available for term 4.
- demolition of the current middle block would occur over summer along with the remedial works being undertaken on the administration block (also a 'leaky building' legacy).

This summary is the latest advice from the Ministry and their various contractors. Trustees consider it to be the 'best case'. Having said that, the Board is confident that once ground and earth works are completed, the following steps should suffer little hold up.

A reminder that decisions regarding this project are Ministry of Education decisions not Board decisions. The Ministry consults with the Board and trustees continue to advocate for what our Principal and Board considers are the optimal potential outcomes. An example is the pressure applied to preserve and relocate the "Onny Parun" tennis backboard.

The Board is very mindful of the impact of these works (and the frustrations of the delays) on the day to day operations of the school and thanks our teachers and children in particular for their understanding and patience.

We will keep the school community updated on key developments as required.

Student Achievement – PAT Results

The Board reviewed summary results from PATs (Progressive Achievement Tests) recently and wishes to share these with the parent community as has been done previously and consistent with the Board's strategic objective of transparency in student achievement reporting.

PATs are performed on children in years 4 to 8.

Please note that teachers use a variety of tests to determine what level students are at, what progress they are making, and where they may need extra help. PATs are just one of the tests that are used.

PATs help teachers determine achievement levels and help to identify the progress a student is making from year to year. Stanines are based on student achievement data nationally.

The results show that students overall are continuing to achieve at an above average level.

The percentages show the number of children in each year group in each stanine per subject:

Maths	Year 4	Year 5	Year 6	Year 7	Year 8
Stanines 1-3 (low / below ave)	8%	15%	0%	0%	0%
Stanines 4-6 (average)	62%	40%	53%	54%	34%
Stanines 7-9 (above ave / outstanding)	31%	45%	47%	46%	66%
Average Stanine	5.7	6.3	6.5	6.5	6.9
Reading Comprehension	Year 4	Year 5	Year 6	Year 7	Year 8
Stanines 1-3 (low / below ave)	12%	4%	4%	2%	2%
Stanines 4-6 (average)	45%	34%	43%	50%	43%
Stanines 7-9 (above ave / outstanding)	43%	62%	53%	48%	55%
Average Stanine	6.2	6.9	6.5	6.5	6.6
Vocabulary	Year 4	Year 5	Year 6	Year 7	Year 8
Stanines 1-3 (low / below ave)	7%	8%	0%	2%	2%
Stanines 4-6 (average)	54%	28%	36%	52%	33%
Stanines 7-9 (above ave / outstanding)	39%	64%	64%	46%	65%
Average Stanine	6	6.8	7.1	6.4	7
Punctuation & Grammar	Year 4	Year 5	Year 6	Year 7	Year 8
Stanines 1-3 (low / below ave)	7%	11%	2%	5%	0%
Stanines 4-6 (average)	71%	30%	36%	36%	44%
Stanines 7-9 (above ave / outstanding)	21%	59%	62%	59%	56%
Average Stanine	5.6	6.6	6.7	6.7	6.9

The Board also receives achievement results for Maori students consistent with the government's objective of ensuring Maori student achievement is a priority in the education sector. These results are also presented below:

Average Stanine	Maths	Reading Comprehension	Vocabulary	Punctuation & Grammar
All students	6.4	6.5	6.7	6.5
Maori students	6.2	6.3	6.3	6.2

On an overall basis these are impressive achievement results:

- the results are evidence of sustained above average achievement, building on the improvements of prior years.
- overall Maori student achievement is also well above the national average and close to the average of all Wadestown School students.
- the achievement results are attributable to the effectiveness of the school-wide programs in place.
- the results reflect the Board's decision to prioritise investment into comprehensive school-based teacher professional development programs, most particularly in literacy. This is delivering sustainable teaching practices in the school all focused on improving student achievement.
- all students needing support each have targeted programs to assist their learning.
- the results are a credit to the leadership in our school and our highly capable teaching staff

We reiterate past assurances to parents that the Principal and Board are determined not to become complacent despite what may appear to be a prioritisation of attention on matters such as property, ICT, etc. The highest priority remains the quality of teaching and learning throughout the school and the continuing focus on raising student achievement.

Property Maintenance & Caretaking

Recently the school's caretaker resigned after a long period of employment with the school.

After reviewing the needs of the school and the desire of the Board (expressed in the strategic plan) to move as much of the school's property maintenance onto a programmed maintenance schedule, the Board has appointed Crest on a contract basis to take on the school's caretaking requirements. Crest are the school's cleaners and this outsourced provision has resulted in a dramatic improvement in recent years.

Many parents have volunteered their time to assist with property maintenance matters in recent years (not least including the annual school working bee) and have observed the challenges of maintaining two difficult sites.

The Board is optimistic this outsourced approach will deliver benefits to the school.

Kind regards



Neil Paviour-Smith
Board Chair