



---

**Roseneath School Board of Trustees**

**Annual Report 2017**

---

## Tena koutou, tena koutou katoa

It has been a hugely successful year for Roseneath School and also one of considerable change, with updates to our property and changes to both the leadership team and Board of Trustees. In this report we set out the key achievements during the year against the seven strategic priorities we set ourselves for 2017 – 2020.

### Student learning and achievement

Student achievement data shows that we have maintained our excellent academic performance: 88% percent of our students are ‘at or above’ the national standards for reading; 82% are ‘at or above’ the national standards for writing; and 90% are ‘at or above’ the National Standards for maths.

The extra effort in our target students has been successful in accelerating their progress. In reading, we ended the year with 63% of all students at and 25% above in reading.

In writing, teachers participated in school-based professional learning meetings every week, and two staff attended a course in the July school holidays on accelerating boys in their writing achievement. An accelerated writing programme run by Luana Carroll, working alongside the classroom teachers to identify knowledge and skills that students needed to be developing in order to achieve in their writing, reduced the number of students below or well below in the Year 4 and 5 cohort. Achievement patterns for our boys improved to be at the same level to our girls.

In maths we halved the number of students achieving below the standard in Years 3-5, decreased the percentage of boys achieving below the National Standard to 9%, and increased our percentage of both boys and girls to 31% and 33% above the standard respectively.

**“Children achieve well at Roseneath School”**

*-ERO 2017*



**“The school demonstrates strong progress toward achieving equity in educational outcomes”**

-ERO 2017



Board funded programmes enabled our Teacher Aides to work with specific students and small groups to support their learning in literacy, maths, and to support their social and emotional wellbeing at school.

In terms two and three our students received weekly Kapa Haka and Tikanga teaching from Mātua Henare, and Japanese language tutoring from Tomoko Burden.

Science was an area of focus in 2017. The Ministry of Education approved 30 hours of PLD funding for Roseneath School in the area of Science, in particular the Nature of Science and the Science capabilities. Anne Crewdson led this work alongside an external facilitator.

Our school-wide focus on Science resulted in twelve students, our highest ever number, participating in the ICAS science exam in Term 2. Students also participated in Digital Technologies, Writing and Spelling exams to extend and enrich their learning.

Following its review, the Education Review Office observed:

*“Children achieve well at Roseneath School. National Standards information indicates overall improvement over the last three years. Māori children achieve as well as or, in some areas, better than non-Māori.”*

And:

*“The school demonstrates strong progress toward achieving equity in educational outcomes, supported by effective sustainable processes and practices.”*

Credit to our students and teachers for the work that they have put in.

## Governance

Following a by-election in March; and we welcomed four new Trustees to the Board in April: Anne Crewdson, Pat Gilligan, Kate Harrison and Simon Rilstone. Thank you to everyone who put their names forward.

One of the priority areas this year was to invest in the capability of the Board. Trustees have participated in many seminars and courses run by the New Zealand School Trustees Association ("NZSTA"). These have covered all aspects of Trusteeship including: Community engagement; financial management; employment relations and health and safety. The full Board also attended a Treaty of Waitangi workshop. The workshop has prompted further inquiry to our cultural responsiveness; and its importance in our School.

Governance has been further strengthened by the adoption of New Zealand School Trustees Association's ("NZSTA") governance framework. The framework, together with the School's policies are now available on the School website ([www.roseneath.school.nz](http://www.roseneath.school.nz)).

The team from ERO noted that the Board has made a considerable effort to ensure expectations, roles and responsibilities pertaining to governance are clearly identified and understood by trustees, and that they continue to be very supportive of the teaching team. Our Trustees provided the equivalent of 3.7 full-time employees in 2017.

## Personnel

Employment policies were another area of focus for the Trustees last year, and we engaged an education consultant to assist with the appraisal processes for our Principals during the year.

We were incredibly lucky to be able to appoint Luana Carroll as Acting Principal to cover Adelle Broadmore's maternity leave. Together and with the support our teaching team, they worked hard to ensure that there was no disruption to the running of the school over the year.

**“He aha te mea  
nui o te ao? He  
tangata, he  
tangata, he  
tangata.”**

*-What is the most important  
thing in the world? It is the  
people, it is the people, it is  
the people*



We were also fortunate that Adelle was willing and able to be actively involved with the School during her leave; and to contribute to the Charter review and the appointment of our new Deputy Principal.

We thank Luana Carroll for a decade of service to Roseneath School. Luana has been an inspiring teacher for many Roseneath children and a supportive Deputy Principal. As Acting Principal she successfully navigated building work, a review by the Education Review Office and a review of our Charter. We wish her every success in her new role as Principal of Houghton Valley School.

## **Finance**

Understanding the School's finances has been big focus for the Board this year.

We all attended NZSTA workshops on effective financial governance and have made some changes to how we allocate, monitor and review our finances to ensure that every dollar goes toward making a difference to our students and their learning. As a result of these changes we have been able to align spending with the priorities set out in our strategic plan, and to increase funding for support staff, reading assistance, professional development, Tikanga Maori and information technology.

The most significant change has been the outsourcing of our finance function to Education Services Limited ("ESL"). ESL work with hundreds of schools throughout the country. The reports they provide enable Boards of Trustees' to effectively allocate and to monitor School finances to support student achievement. The change has meant some reclassifications (and restatements) in the audited financial statements in order to meet our reporting obligations.

A net operating surplus of \$101,360 was recorded for the year ended 31 December 2017, compared to a surplus of \$8,808 for the previous year. Including Teacher Salaries and grants for the use of land buildings that are managed by the Ministry of Education, total revenue for the year was \$1,252,876 and School expenditure was \$1,151,516.

The operating surplus enabled us to allocate funds for new classroom furniture in Upper Bridge and to provide for the replacement of IT equipment. It has also allowed us to provision for the School's our maintenance program and fixed asset requirements.

As a Decile 10 school we receive the minimum amount of funding from the Government to run our school and we greatly value the Friends' efforts and the generosity of our School community at fundraising events. Friends' funds were used last year for the first phase of the playground upgrade as intended, and more funds are set aside for the exciting next stages of that upgrade.

We will continue to work hard in this area to ensure a strong financial position and to invest in staff professional development, furniture and equipment and our property in coming years.

## Property

Major building works were completed in 2017. Projects this year have included: creation of modern learning environments along the main school block; the redevelopment of the School Hall; and development of the School playground with the installation of the Supernova in the Old Adventure Playground.

In the main school block both sets of childrens' bathrooms were replaced, the Janitors and Arts cupboards were moved and modernised, and two breakout spaces were created at the end of the corridor outside Upper Deck and Lower Bridge classrooms. The entranceway and corridor flooring was replaced and the walls were covered in Autex panelling which has made a big difference to the acoustics of the area. The office and entrance were remodelled and renovated.

Renovations to the hall were a little more complicated due to the age of the building. The southern end of the hall needed some re-piling, 2 major beams in the ceiling were cracked and were replaced with steel beams, and rot in the western windows needed remediation. The wooden floors were sanded and polished, and the interior walls and ceilings were replaced and windows were added to the eastern wall which have improved airflow greatly. The biggest improvement has been the hall kitchen which was completely re-designed and has now become a valid teaching space with 2 sets of ovens and stovetops, as well as a wonderful area for the fundraising team to prepare and serve food.

A very generous \$10,000 donation from within the school community gave us a great kickstart and in July we were able to purchase and install a Kompan Supernova in the Old Adventure Playground which has proved to be a massive hit with the kids. Some working bees throughout the year have really opened up the area and on one very wet day a group of committed parents shifted 18 cubic metres of safety mulch into the area which was fantastic.

In a joint effort with the Wellington City Council the wooden fence at the northern end of the playground was replaced and we anticipate that by the end of 2018 this part of the school play area will be completed.

## School culture

The Board takes a great interest in the School culture. Its strategic goal sets out 'a caring environment' and 'a sense of belonging'.

In 2017 we continued to provide opportunities for leadership and participation in the life of the school. Our House structure enables students to experience 'Tuakana-Teina', supporting and learning with students older and younger than themselves. Our Student Council met regularly to discuss school-wide issues and find solutions. Our Year 7 and 8 students led a range of initiatives, including the school Tabloid Sports day.

Staff continued to support the broad curriculum offered in the School. Maria Malone led the choir throughout the year; Hayden Thompson provided a range of opportunities for students to develop their musical capabilities; Jenni Thwaites and Sue Leask led

participation in DanceSplash; and our senior students once again participated in WearableArts.

The ERO team identified that children at Roseneath participate and learn in a caring, collaborative learning environment, they enjoy a sense of belonging and connection to the school, friends and community, and they are included and cared for and well supported to establish and maintain positive, respectful relationships.

The team identified that we provide opportunities for student leadership and to have their voices heard. Our broad, responsive curriculum that enables children to learn, achieve and progress across a range of topics and subjects was acknowledged, as was the high level of parent participation.

## Community partnerships

Connecting with the School Community was the final area of focus in the Charter for 2017. The vision and values of the School have been no more apparent than in the contributions that you made our Charter consultation.

The Board met in August to plan the Charter consultation process with the aim of providing an opportunity for everyone in our community to contribute. We started with a survey in of our community in September. A working group of parents, teachers and trustees analysed the responses and put together a draft charter that was discussed at our Charter hui in October. We settled on the words for our new Charter following the hui, and set out three strategic goals.

1. *Enable all akonga to know themselves as learners, and empower them to be actively involved in their learning;*

**“A vibrant, inclusive school community where children love to learn”**

*-Our new charter*



2. *Promote a responsive and inclusive environment to support quality teaching and learning; and*
3. *Empower akonga, whanau, teachers and the wider community to participate in collaborative partnerships for learning.*

The redesign of the Charter was a real community effort. We thank Lee McCauley for his guidance on the process; Adam and Sorelle Cansino for putting together the graphic; the working group for their ideas; and finally everyone who responded to our survey or who attended the Charter hui.

The Board has worked hard to strengthen its communication with the School Community, through regular newsletters, and by publishing meeting Agendas and Minutes on the School website ([http://roseneath.school.nz/board-of\\_trustees/](http://roseneath.school.nz/board-of_trustees/)).

The 'Friends of Roseneath School' had another successful year of fundraising. The Friends events make an enormous contribution both in terms of raising money and building the relationships that connect the School to its community. Thank you!

Finally, thank you for your support in making Roseneath a vibrant and inclusive school community where children love to learn.

**Noho ora mai**

**Na,**

**Adelle, Andrew, Anne, David, Kate, Pat and Simon**