

BERKLEY NORMAL MIDDLE SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number: 1695

Principal: Nathan Leith

School Address: 26 Berkley Avenue, Hillcrest, Hamilton

School Postal Address: 26 Berkley Avenue, Hillcrest, Hamilton 3216

School Phone: 07 856 6537

School Email: office@berkley.school.nz

Accountant / Service Provider: SRN Partners Chartered Accountants Ltd

Members of the Board:

Name	Position	How Position Gained	Term Expired/ Expires
Angela Strange	Presiding Member	Elected	Aug-25
Carl Allen	Deputy Presiding Member	Elected	Aug-25
Nathan Leith	Principal ex Officio		
Owen Culliney	Parent Representative	Elected	Aug-25
Hongwei Di	Parent Representative	Elected	Aug-25
Charlotte Watson	Parent Representative	Elected	Aug-25
Sandra Woods	Secretary	Elected	Aug-25
Jason Hanson	Staff Representative	Elected	Aug-25

BERKLEY NORMAL MIDDLE SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

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Kiwisport

Berkley Normal Middle School

Statement of Responsibility

For the year ended 31 December 2024

The Board accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

The management (including the Principal and others, as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the School's financial reporting.

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2024 fairly reflects the financial position and operations of the School.

The School's 2024 financial statements are authorised for issue by the Board.

Carl Allan

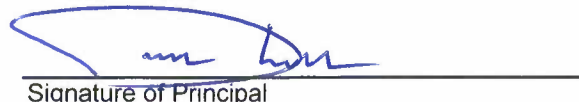
Full Name of Presiding Member

Nathan Leith

Full Name of Principal



Signature of Presiding Member



Signature of Principal

14.7.25

Date:

14.7.25

Date:

Berkley Normal Middle School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Revenue				
Government Grants	2	7,084,340	6,908,938	6,986,543
Locally Raised Funds	3	651,080	214,100	754,963
Interest		135,697	71,500	105,183
Gain on Sale of Property, Plant and Equipment		-	-	17,391
Total Revenue		7,871,117	7,194,538	7,864,080
Expense				
Locally Raised Funds	3	232,951	(22,800)	407,161
Learning Resources	4	5,502,323	5,079,200	5,179,383
Administration	5	432,647	447,000	400,643
Interest		4,010	-	4,630
Property	6	1,607,358	1,563,240	1,626,565
Loss on Disposal of Property, Plant and Equipment	11	11,381	-	5,624
Total Expense		7,790,670	7,066,640	7,624,006
Net Surplus / (Deficit) for the year		80,447	127,898	240,074
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		80,447	127,898	240,074

The above Statement of Comprehensive Revenue and Expense should be read in conjunction with the accompanying notes which form part of these financial statements.



Berkley Normal Middle School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Equity at 1 January		3,393,334	3,393,338	3,153,260
Total comprehensive revenue and expense for the year		80,447	127,898	240,074
Contribution - Furniture and Equipment Grant		43,133	43,000	-
Equity at 31 December		3,516,914	3,564,236	3,393,334
Accumulated comprehensive revenue and expense		3,516,914	3,564,236	3,393,334
Reserves		-	-	-
Equity at 31 December		3,516,914	3,564,236	3,393,334

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.



Berkley Normal Middle School Statement of Financial Position

As at 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Assets				
Cash and Cash Equivalents	7	480,165	638,836	183,352
Accounts Receivable	8	424,302	420,000	504,090
GST Receivable		-	-	38,830
Prepayments		198,677	190,000	36,533
Inventories	9	2,924	2,500	3,400
Investments	10	2,217,025	2,200,000	1,920,467
Funds Receivable for Capital Works Projects	18	86,237	104,000	88,375
		<u>3,409,330</u>	<u>3,555,336</u>	<u>2,775,047</u>
Current Liabilities				
GST Payable		15,327	15,100	-
Accounts Payable	12	558,417	551,000	549,054
Borrowings	13	13,759	14,000	-
Revenue Received in Advance	14	127,170	365,000	111,165
Provision for Cyclical Maintenance	15	37,216	35,000	27,952
Finance Lease Liability	16	56,826	56,000	65,280
Funds held in Trust	17	149,695	-	70,561
Funds held for Capital Works Projects	18	232,388	250,000	73,527
Funds held on behalf of School Cluster	19	92,856	93,000	56,554
		<u>1,283,654</u>	<u>1,379,100</u>	<u>954,093</u>
Working Capital Surplus/(Deficit)		2,125,676	2,176,236	1,820,954
Non-current Assets				
Property, Plant and Equipment	11	1,540,787	1,540,000	1,654,346
		<u>1,540,787</u>	<u>1,540,000</u>	<u>1,654,346</u>
Non-current Liabilities				
Borrowings	13	77,966	78,000	-
Provision for Cyclical Maintenance	15	26,784	29,000	38,836
Finance Lease Liability	16	44,799	45,000	43,130
		<u>149,549</u>	<u>152,000</u>	<u>81,966</u>
Net Assets		<u><u>3,516,914</u></u>	<u><u>3,564,236</u></u>	<u><u>3,393,334</u></u>
Equity		<u><u>3,516,914</u></u>	<u><u>3,564,236</u></u>	<u><u>3,393,334</u></u>

The above Statement of Financial Position should be read in conjunction with the accompanying notes which form part of these financial statements.



Berkley Normal Middle School

Statement of Cash Flows

For the year ended 31 December 2024

	Note	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash flows from Operating Activities				
Government Grants		1,925,968	1,776,748	1,987,354
Locally Raised Funds		476,958	217,100	748,720
International Students		121,660	111,000	47,115
Goods and Services Tax (net)		54,156	53,900	(20,174)
Payments to Employees		(1,129,036)	(831,500)	(941,129)
Payments to Suppliers		(1,288,313)	(581,740)	(1,217,908)
Interest Paid		(4,010)	-	(117,284)
Interest Received		136,146	72,500	90,317
Net cash from/(to) Operating Activities		293,529	818,008	577,011
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	-	17,391
Purchase of Property Plant & Equipment (and Intangibles)		(225,491)	(154,800)	(362,657)
Purchase of Investments		(296,558)	(300,000)	(428,489)
Net cash from/(to) Investing Activities		(522,049)	(454,800)	(773,755)
Cash flows from Financing Activities				
Furniture and Equipment Grant		43,133	43,000	-
Finance Lease Payments		(17,902)	(7,000)	93,082
Loans Received		91,725	-	-
Funds Administered on Behalf of Other Parties		408,377	130,000	200,748
Net cash from/(to) Financing Activities		525,333	166,000	293,830
Net increase/(decrease) in cash and cash equivalents		296,813	529,208	97,086
Cash and cash equivalents at the beginning of the year	7	183,352	109,628	86,266
Cash and cash equivalents at the end of the year	7	480,165	638,836	183,352

The Statement of Cash Flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries, use of land and buildings grant and expense and other notional items have been excluded.

The above Statement of Cash Flows should be read in conjunction with the accompanying notes which form part of these financial statements.



Berkley Normal Middle School

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

a) Reporting Entity

Berkley Normal Middle School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a School as described in the Education and Training Act 2020. The Board is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

The financial statements have been prepared for the period 1 January 2024 to 31 December 2024 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

The financial statements have been prepared on a going concern basis, and the accounting policies have been consistently applied throughout the period.

Financial Reporting Standards Applied

The Education and Training Act 2020 requires the School, as a Crown entity, to prepare financial statements with reference to generally accepted accounting practice. The financial statements have been prepared with reference to generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The School is considered a Public Benefit Entity as it meets the criteria specified as 'having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders'.

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the School is not publicly accountable and is not considered large as it falls below the expense threshold of \$33 million per year. All relevant reduced disclosure concessions have been taken.

Measurement Base

The financial statements are prepared on the historical cost basis unless otherwise noted in a specific accounting policy.

Presentation Currency

These financial statements are presented in New Zealand dollars, rounded to the nearest dollar.

Specific Accounting Policies

The accounting policies used in the preparation of these financial statements are set out below.

Critical Accounting Estimates And Assumptions

The preparation of financial statements requires management to make judgements, estimates and assumptions that affect the application of accounting policies and the reported amounts of assets, liabilities, revenue and expenses. Actual results may differ from these estimates.

Estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised and in any future periods affected.

Cyclical maintenance

The School recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the School buildings. The estimate is based on the School's best estimate of the cost of painting the School and when the School is required to be painted, based on an assessment of the School's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 15.

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment, as disclosed in the significant accounting policies, are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 11.



Critical Judgements in applying accounting policies

Management has exercised the following critical judgements in applying accounting policies:

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the School. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee.

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 16. Future operating lease commitments are disclosed in note 24.

Recognition of grants

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to carry forward amounts unspent. The School believes all grants received have been appropriately recognised as a liability if required. Government grants are disclosed at note 2.

c) Revenue Recognition

Government Grants

The School receives funding from the Ministry of Education. The following are the main types of funding that the School receives:

Operational grants are recorded as revenue when the School has the rights to the funding, which is in the year that the funding is received.

Teachers salaries grants are recorded as revenue when the School has the rights to the funding in the salary period they relate to. The grants are not received in cash by the School and are paid directly to teachers by the Ministry of Education.

Other Ministry Grants for directly funded programs are recorded as revenue when the School has the rights to the funding in the period they relate to. The grants are not received in cash by the School and are paid directly by the Ministry of Education.

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. Grants for the use of land and buildings are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes.

This is a non-cash revenue that is offset by a non-cash expense. The use of land and buildings grants and associated expenditure are recorded in the period the School uses the land and buildings.

Other Grants where conditions exist

Other grants are recorded as revenue when the School has the rights to the funding, unless there are unfulfilled conditions attached to the grant, in which case the amount relating to the unfulfilled conditions is recognised as a liability and released to revenue as the conditions are fulfilled.

Donations, Gifts and Bequests

Donations, gifts and bequests are recognised as an asset and revenue when the right to receive funding or the asset has been established unless there is an obligation to return funds if conditions are not met. If conditions are not met, funding is recognised as revenue in advance and recognised as revenue when conditions are satisfied.

Interest Revenue

Interest Revenue earned on cash and cash equivalents and investments is recorded as revenue in the period it is earned.

d) Operating Lease Payments

Payments made under operating leases are recognised in the Statement of Comprehensive Revenue and Expense on a straight line basis over the term of the lease.

e) Finance Lease Payments

Finance lease payments are apportioned between the finance charge and the reduction of the outstanding liability. The finance charge is allocated to each period during the lease term on an effective interest basis.

f) Cash and Cash Equivalents

Cash and cash equivalents include cash on hand, bank balances, deposits held at call with banks, and other short term highly liquid investments with original maturities of 90 days or less, and bank overdrafts. The carrying amount of cash and cash equivalents represent fair value.

g) Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for expected credit losses (uncollectable debts). The School's receivables are largely made up of funding from the Ministry of Education. Therefore the level of uncollectable debts is not considered to be material. However, short-term receivables are written off when there is no reasonable expectation of recovery.

h) Inventories

Inventories are consumable items held for sale and are comprised of stationery and school uniforms. They are stated at the lower of cost and net realisable value. Cost is determined on a first in, first out basis. Net realisable value is the estimated selling price in the ordinary course of activities less the estimated costs necessary to make the sale. Any write down from cost to net realisable value is recorded as an expense in the Statement of Comprehensive Revenue and Expense in the period of the write down.

i) Investments

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is material.

j) Property, Plant and Equipment

Land and buildings owned by the Crown are excluded from these financial statements. The Board's use of the land and buildings as 'occupant' is based on a property occupancy document.

Improvements (funded by the Board) to buildings owned by the Crown or directly by the Board are recorded at cost, less accumulated depreciation and impairment losses.

Property, plant and equipment are recorded at cost or, in the case of donated assets, fair value at the date of receipt, less accumulated depreciation and impairment losses. Cost or fair value, as the case may be, includes those costs that relate directly to bringing the asset to the location where it will be used and making sure it is in the appropriate condition for its intended use.

Gains and losses on disposals (i.e. sold or given away) are determined by comparing the proceeds received with the carrying amounts (i.e. the book value). The gain or loss arising from the disposal of an item of property, plant and equipment is recognised in the Statement of Comprehensive Revenue and Expense.

Finance Leases

A finance lease transfers to the lessee substantially all the risks and rewards incidental to ownership of an asset, whether or not title is eventually transferred. At the start of the lease term, finance leases are recognised as assets and liabilities in the statement of financial position at the lower of the fair value of the leased asset or the present value of the minimum lease payments. The finance charge is charged to the surplus or deficit over the lease period so as to produce a constant periodic rate of interest on the remaining balance of the liability. The amount recognised as an asset is depreciated over its useful life. If there is no reasonable certainty whether the School will obtain ownership at the end of the lease term, the asset is fully depreciated over the shorter of the lease term and its useful life.

Depreciation

Property, plant and equipment except for library resources are depreciated over their estimated useful lives on a straight line basis. Library resources are depreciated on a diminishing value basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Building Improvements	20-40 years
Furniture and Equipment	3-10 years
Information and Communication Technology	5-10 years
Motor Vehicles	5 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value



k) Impairment of property, plant, and equipment

The School does not hold any cash generating assets. Assets are considered cash generating where their primary objective is to generate a commercial return.

Non cash generating assets

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. If such indication exists, the School estimates the asset's recoverable service amount. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

Value in use is determined using an approach based on either a depreciated replacement cost approach, restoration cost approach, or a service units approach. The most appropriate approach used to measure value in use depends on the nature of the impairment and availability of information.

If an asset's carrying amount exceeds its recoverable service amount, the asset is regarded as impaired and the carrying amount is written down to the recoverable amount. The total impairment loss is recognised in surplus or deficit.

The reversal of an impairment loss is recognised in surplus or deficit. A previously recognised impairment loss is reversed only if there has been a change in the assumptions used to determine the asset's recoverable service amount since the last impairment loss was recognised.

l) Accounts Payable

Accounts Payable represents liabilities for goods and services provided to the School prior to the end of the financial year which are unpaid. Accounts Payable are recorded at the amount of cash required to settle those liabilities. The amounts are unsecured and are usually paid within 30 days of recognition.

m) Employee Entitlements

Short-term employee entitlements

Employee entitlements that are expected to be settled within 12 months after the end of the reporting period in which the employees provide the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date and annual leave earned, by non teaching staff, but not yet taken at balance date.

Long-term employee entitlements

Employee benefits that are not expected to be settled wholly before 12 months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

The calculations are based on the likely future entitlements accruing to employees, based on years of service, years to entitlement, the likelihood that employees will reach the point of entitlement, and contractual entitlement information, and the present value of the estimated future cash flows. Remeasurements are recognised in surplus or deficit in the period in which they arise.

n) Revenue Received in Advance

Revenue received in advance relates to fees received from international students and grants received where there are unfulfilled obligations for the Group to provide services in the future. The fees or grants are recorded as revenue as the obligations are fulfilled and the fees or grants are earned.

The School holds sufficient funds to enable the refund of unearned fees in relation to international students, should the School be unable to provide the services to which they relate.

o) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Comprehensive Revenue and Expense.

The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

p) Funds held for Capital works

The School directly receives funding from the Ministry of Education for capital works projects that are included in the School five year capital works agreement. These funds are held on behalf and for a specified purpose. As such, these transactions are not recorded in the Statement of Comprehensive Revenue and Expense.

The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

q) Provision for Cyclical Maintenance

The property from which the School operates is owned by the Crown, and is vested in the Ministry. The Ministry has gazetted a property occupancy document that sets out the Board's property maintenance responsibilities. The Board is responsible for maintaining the land, buildings and other facilities on the School site in a state of good order and repair.

Cyclical maintenance, which involves painting the interior and exterior of the school, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision is a reasonable estimate, based on the School's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition.

The School carries out painting maintenance of the whole school over a 7 to 10 year period. The economic outflow of this is dependent on the plan established by the School to meet this obligation and is detailed in the notes and disclosures of these accounts.

r) Financial Instruments

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are initially recognised at fair value and subsequently measured at amortised cost, using the effective interest method.

Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' for accounting purposes in accordance with financial reporting standards. On initial recognition of an equity investment that is not held for trading, the School may irrevocably elect to present subsequent changes in the investment's fair value in other comprehensive revenue and expense. This election has been made for investments that are shares. Subsequent to initial recognition, these assets are measured at fair value. Dividends are recognised as income in surplus or deficit unless the dividend clearly represents a recovery of part of the cost of the investment. Other net gains and losses are recognised in other comprehensive revenue and expense and are never reclassified to surplus or deficit.

The School's financial liabilities comprise accounts payable, borrowings, finance lease liability, and painting contract liability. Financial liabilities are subsequently measured at amortised cost using the effective interest method. Interest expense and any gain or loss on derecognition are recognised in surplus or deficit.

s) Borrowings

Borrowings on normal commercial terms are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. Borrowings are classified as current liabilities unless the School has an unconditional right to defer settlement of the liability for at least 12 months after balance date.

t) Goods and Services Tax (GST)

The financial statements have been prepared on a GST exclusive basis, with the exception of accounts receivable and accounts payable which are stated as GST inclusive.

The net amount of GST paid to, or received from, the IRD, including the GST relating to investing and financing activities, is classified as a net operating cash flow in the statement of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

u) Budget Figures

The budget figures are extracted from the School budget that was approved by the Board.

v) Services received in-kind

From time to time the School receives services in-kind, including the time of volunteers. The School has elected not to recognise services received in kind in the Statement of Comprehensive Revenue and Expense.

2. Government Grants

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Government Grants - Ministry of Education	1,904,694	1,770,938	1,987,354
Teachers' Salaries Grants	3,997,486	3,997,000	3,903,213
Use of Land and Buildings Grants	1,141,231	1,141,000	1,095,976
Other Government Grants	40,929	-	-
	7,084,340	6,908,938	6,986,543

3. Locally Raised Funds

Local funds raised within the School's community are made up of:

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Revenue			
Donations and Bequests	74,806	70,000	88,868
Fees for Extra Curricular Activities	423,475	76,500	536,631
Trading	38,391	(1,000)	51,299
Fundraising and Community Grants	4,348	18,600	7,500
Other Revenue	24,219	-	-
International Student Fees	85,841	50,000	70,665
	651,080	214,100	754,963
Expense			
Extra Curricular Activities Costs	168,780	(22,800)	366,394
Trading	41,070	-	40,767
International Student - Other Expenses	23,101	-	-
	232,951	(22,800)	407,161
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	418,129	236,900	347,802

4. Learning Resources

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Curricular	260,166	138,500	263,932
Information and Communication Technology	13,008	5,700	5,132
Employee Benefits - Salaries	4,809,432	4,609,200	4,547,556
Staff Development	38,080	46,000	37,272
Depreciation	376,456	263,800	319,429
Other Learning Resources	5,181	16,000	6,062
	5,502,323	5,079,200	5,179,383



5. Administration

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Audit Fees	11,661	6,200	5,737
Board Fees and Expenses	11,154	9,000	7,231
Other Administration Expenses	133,059	136,500	118,473
Employee Benefits - Salaries	244,794	261,300	236,207
Insurance	27,428	30,000	29,006
Service Providers, Contractors and Consultancy	4,551	4,000	3,989
	<u>432,647</u>	<u>447,000</u>	<u>400,643</u>

6. Property

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Consultancy and Contract Services	110,725	122,500	107,565
Cyclical Maintenance	50,152	34,940	32,152
Heat, Light and Water	54,472	40,600	39,571
Rates	10,511	11,000	9,640
Repairs and Maintenance	123,920	82,100	204,850
Use of Land and Buildings	1,141,231	1,141,000	1,095,976
Employee Benefits - Salaries	74,454	72,000	71,181
Other Property Expenses	41,893	59,100	65,630
	<u>1,607,358</u>	<u>1,563,240</u>	<u>1,626,565</u>

The use of land and buildings figure represents 5% of the school's total property value. Property values are established as part of the nationwide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

7. Cash and Cash Equivalents

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Bank Accounts	480,165	638,836	183,352
Cash and cash equivalents for Statement of Cash Flows	<u>480,165</u>	<u>638,836</u>	<u>183,352</u>

The carrying value of short-term deposits with original maturity dates of 90 days or less approximates their fair value.

Of the \$480,165 Cash and Cash Equivalents, \$232,285 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings and include retentions on the projects, if applicable. The funds are required to be spent in 2025 on Crown owned school buildings.

Of the \$480,165 Cash and Cash Equivalents, \$127,170 of Revenue Received in Advance is held by the School, as disclosed in note 14

Of the \$480,165 Cash and Cash Equivalents, \$92,856 is held by the School on behalf of the Kahui Ako Cluster. See note 19 for details of how the funding received for the cluster has been spent in the year.

Of the \$480,165 Cash and Cash Equivalents, \$149,695 is held by the School on behalf of the Trust, as disclosed in note 17.



8. Accounts Receivable

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Receivables	9,052	9,000	11,146
Receivables from the Ministry of Education	4,919	-	-
Interest Receivable	21,968	21,000	22,417
Banking Staffing Underuse	-	-	123,459
Teacher Salaries Grant Receivable	388,363	390,000	347,068
	<u>424,302</u>	<u>420,000</u>	<u>504,090</u>
Receivables from Exchange Transactions	31,020	30,000	33,563
Receivables from Non-Exchange Transactions	393,282	390,000	470,527
	<u>424,302</u>	<u>420,000</u>	<u>504,090</u>

9. Inventories

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Stationery	2,924	2,500	3,400
	<u>2,924</u>	<u>2,500</u>	<u>3,400</u>

10. Investments

The School's investment activities are classified as follows:

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	2,217,025	2,200,000	1,920,467
Total Investments	<u>2,217,025</u>	<u>2,200,000</u>	<u>1,920,467</u>



11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Buildings	582,133	16,887	-	(308)	(54,920)	543,792
Furniture and Equipment	443,978	108,237	-	(4,089)	(85,606)	462,520
Information and Communication Technology	259,730	40,925	-	(4,946)	(95,141)	200,568
Motor Vehicles	232,085	49,483	-	-	(68,992)	212,576
Leased Assets	95,253	48,790	-	-	(65,662)	78,381
Library Resources	41,167	9,955	-	(2,037)	(6,135)	42,950
	<u>1,654,346</u>	<u>274,277</u>	<u>-</u>	<u>(11,380)</u>	<u>(376,456)</u>	<u>1,540,787</u>

The following note can be used for each class of asset that are held under a finance lease:

The net carrying value of furniture and equipment held under a finance lease is \$78,381 (2023: \$95,253)

Restrictions

With the exception of the contractual restrictions related to the above noted finance leases, there are no restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

	2024 Cost or Valuation	2024 Accumulated Depreciation	2024 Net Book Value	2023 Cost or Valuation	2023 Accumulated Depreciation	2023 Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings	1,879,269	(1,335,477)	543,792	1,883,435	(1,301,302)	582,133
Furniture and Equipment	1,085,926	(623,406)	462,520	1,086,532	(642,554)	443,978
Information and Communication Technology	537,687	(337,119)	200,568	514,065	(254,335)	259,730
Motor Vehicles	353,069	(140,493)	212,576	303,586	(71,501)	232,085
Leased Assets	306,096	(227,715)	78,381	294,979	(199,726)	95,253
Library Resources	108,329	(65,379)	42,950	103,499	(62,332)	41,167
	<u>4,270,376</u>	<u>(2,729,589)</u>	<u>1,540,787</u>	<u>4,186,381</u>	<u>(2,532,035)</u>	<u>1,654,346</u>

12. Accounts Payable

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Creditors	78,022	75,000	109,519
Accruals	14,950	14,000	11,162
Employee Entitlements - Salaries	428,393	425,000	385,899
Employee Entitlements - Leave Accrual	37,052	37,000	42,474
	<u>558,417</u>	<u>551,000</u>	<u>549,054</u>
Payables for Exchange Transactions	558,417	551,000	549,054
Payables for Non-exchange Transactions - Other	-	-	-
	<u>558,417</u>	<u>551,000</u>	<u>549,054</u>

The carrying value of payables approximates their fair value.



13. Borrowings

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Loans due in one year	13,759	14,000	-
	<u>13,759</u>	<u>14,000</u>	<u>-</u>
Loans due after one year	77,966	78,000	-
	<u>77,966</u>	<u>78,000</u>	<u>-</u>

The school has borrowings at 31 December 2024 of \$91,725 (31 December 2023 Nil). This loan is from the EECA for the purpose of reducing energy usage by upgrading the existing lighting. The loan is unsecured, interest is 0% per annum and the loan is payable in equal instalments of \$4,586.25.

14. Revenue Received in Advance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
International Student Fees in Advance	114,920	120,000	56,000
Other revenue in Advance	12,250	245,000	55,165
	<u>127,170</u>	<u>365,000</u>	<u>111,165</u>

15. Provision for Cyclical Maintenance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Provision at the Start of the Year	66,788	38,000	74,866
Increase to the Provision During the Year	43,164	34,940	32,152
Use of the Provision During the Year	(27,952)	-	(40,230)
Provision at the End of the Year	<u>82,000</u>	<u>72,940</u>	<u>66,788</u>
Cyclical Maintenance - Current	37,216	35,000	27,952
Cyclical Maintenance - Non current	26,784	29,000	38,836
	<u>64,000</u>	<u>64,000</u>	<u>66,788</u>

The School's cyclical maintenance schedule details annual painting to be undertaken. The costs associated with this annual work will vary depending on the requirements during the year. This plan is based on the schools painting contract and painting estimation.

16. Finance Lease Liability

The School has entered into a number of finance lease agreements for computers and other ICT equipment. Minimum lease payments payable:

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
No Later than One Year	67,004	67,000	65,953
Later than One Year and no Later than Five Years	41,338	40,000	43,348
Future Finance Charges	(6,717)	(6,000)	(891)
	101,625	101,000	108,410
Represented by			
Finance lease liability - Current	56,826	56,000	65,280
Finance lease liability - Non current	44,799	45,000	43,130
	101,625	101,000	108,410

17. Funds held in Trust - WETA

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Funds Held in Trust on Behalf of Third Parties - Current	149,695	-	70,561
	149,695	-	70,561

These funds relate to arrangements where the school is acting as an agent. These amounts are not revenue or expense of the school and therefore are not included in the Statement of Comprehensive Revenue and Expense.



18. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 9, and includes retentions on the projects, if applicable.

	2024	Opening Balances	Receipts from MOE	Payments	Board Contributions	Closing Balances
		\$	\$	\$	\$	\$
Carpet Replacement	232034	(35,340)	-	-	-	(35,340)
Cultural Centre Refurbishment	230690	(50,897)	-	-	-	(50,897)
Roofing Repairs	230686	28,554	12,303	(40,857)	-	-
Drainage Repairs	230687	44,973	-	(44,973)	-	-
Toilet Refurbishment	251247	-	310,525	(78,137)	-	232,388
Roofing Replacement	245523	(2,138)	2,178	(40)	-	-
Open plan classroom modernisation	248922	-	20,514	(20,514)	-	-
Remedial Work in Food Tech	250334	-	8,536	(8,536)	-	-
Totals		(14,848)	354,056	(193,057)	-	146,151

Represented by:

Funds Held on Behalf of the Ministry of Education	232,388
Funds Receivable from the Ministry of Education	(86,237)

	2023	Opening Balances	Receipts from MOE	Payments	Board Contributions	Closing Balances
		\$	\$	\$	\$	\$
Carpet Replacement	232034	(10,832)	-	(24,508)	-	(35,340)
HVAC Upgrade	238231	(266)	266	-	-	-
Cultural Centre Refurbishment	230690	(50,897)	-	-	-	(50,897)
Roofing Repairs	230686	(1,417)	76,957	(46,986)	-	28,554
Weather Tightness	230691	(95,631)	95,631	-	-	-
Roofing Replacement	245523	-	29,858	(31,996)	-	(2,138)
Removal of Trees	246162	-	5,598	(5,598)	-	-
Drainage Repairs	230687	-	65,943	(20,970)	-	44,973
Totals		(159,043)	274,253	(130,058)	-	(14,848)

Represented by:

Funds Held on Behalf of the Ministry of Education	73,527
Funds Receivable from the Ministry of Education	(88,375)

19. Funds Held on Behalf of Attendance Officer

Berkley Normal Middle School is the lead school and holds funds on behalf of the Attendance Officer Cluster.

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Funds Held at Beginning of the Year	56,554	-	-
Funds Received from MOE	210,293	-	152,717
Total funds received	266,847	-	152,717
Funds Spent on Behalf of the Cluster	173,991	-	96,163
Funds remaining	92,856	-	56,554
Funds Held at Year End	92,856	-	56,554



20. Related Party Transactions

The School is a controlled entity of the Crown, and the Crown provides the major source of revenue to the School. The School enters into transactions with other entities also controlled by the Crown, such as government departments, state-owned enterprises and other Crown entities. Transactions with these entities are not disclosed as they occur on terms and conditions no more or less favourable than those that it is reasonable to expect the school would have adopted if dealing with that entity at arm's length.

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and condition no more or less favourable than those that it is reasonable to expect the School would have adopted in dealing with the party at arm's length in the same circumstances. Further, transactions with other government agencies (for example, Government departments and Crown entities) are not disclosed as related party transactions when they are consistent with the normal operating arrangements between government agencies and undertaken on the normal terms and conditions for such transactions.

21. Remuneration

Key management personnel compensation

Key management personnel of the School include all Board members, Principal, Deputy Principals and Assistant Principal.

	2024 Actual \$	2023 Actual \$
<i>Board Members</i> Remuneration	2,340	2,250
<i>Leadership Team</i> Remuneration Full-time equivalent members	519,410 3	496,489 3
Total key management personnel remuneration	<u>521,750</u>	<u>498,739</u>

There are 7 members of the Board excluding the Principal. The Board has held 7 full meetings of the Board in the year. The Board also has a Finance Committee (8 members), that meet 8 times. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

The total value of remuneration paid or payable to the Principal was in the following bands:

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	200 - 210	200 - 210
Benefits and Other Emoluments	4 - 5	4 - 5
Termination Benefits	-	-

Other Employees

The number of other employees with remuneration greater than \$100,000 was in the following bands:

Remuneration \$000	2024 FTE Number	2023 FTE Number
100 - 110	11	6
110 - 120	3	4
120 - 130	1	0
130 - 140	0	1
140 - 150	1	0
150 - 160	0	1
160 - 170	1	0
	<u>17</u>	<u>12</u>

The disclosure for 'Other Employees' does not include remuneration of the Principal.



22. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be board members, committee members, or employees during the financial year in relation to that cessation and number of persons to whom all or part of that total was payable was as follows:

	2024 Actual	2023 Actual
Total	-	-
Number of People	-	-

23. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2024 (Contingent liabilities and assets at 31 December 2023: nil).

Holidays Act Compliance – Schools Payroll

The Ministry of Education performs payroll processing and payments on behalf of boards, through payroll service provider, Education Payroll Limited.

The Ministry continues to review the Schools Sector Payroll to ensure compliance with the Holidays Act 2003. An initial remediation payment has been made to some current school employees. The Ministry is continuing to perform detailed analysis to finalise calculations and the potential impacts of specific individuals. As such, this is expected to resolve the liability for school boards.

Pay Equity and Collective Agreement Funding Wash-up

In 2024 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. At the date of signing the financial statements the School's final entitlement for the year ended 31 December 2024 has not yet been advised. The School has therefore not recognised an asset or a liability regarding this funding wash-up, which is expected to be settled in July 2025.

24. Commitments

(a) Capital Commitments

At 31 December 2024, the Board had capital commitments of \$474,759 (2023:\$71,389) as a result of entering the following contracts:

Contract Name	2024 Capital Commitment \$
Toilet Refurbishment	474,759
Total	474,759

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 18.

(b) Operating Commitments

As at 31 December 2023, the Board has entered into a contract agreement with Carus Group Ltd for the painting of the school's Buildings

	2024 Actual \$	2023 Actual \$
No later than One Year	56,570	44,990
Later than One Year and No Later than Five Years	25,600	82,170
	<u>82,170</u>	<u>127,160</u>



25. Financial Instruments

The carrying amount of financial assets and liabilities in each of the financial instrument categories are as follows:

Financial assets measured at amortised cost

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Cash and Cash Equivalents	480,165	638,836	183,352
Receivables	424,302	420,000	504,090
Investments - Term Deposits	2,217,025	2,200,000	1,920,467
Total financial assets measured at amortised cost	<u>3,121,492</u>	<u>3,258,836</u>	<u>2,607,909</u>

Financial liabilities measured at amortised cost

Payables	558,417	551,000	549,054
Borrowings - Loans	91,725	78,000	-
Finance Leases	101,625	101,000	108,410
Total financial liabilities measured at amortised cost	<u>751,767</u>	<u>730,000</u>	<u>657,464</u>

26. Events After Balance Date

There were no significant events after the balance date that impact these financial statements.

27. Comparatives

There have been a number of prior period comparatives which have been reclassified to make disclosure consistent with the current year.

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF BERKLEY NORMAL MIDDLE SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024

The Auditor-General is the auditor of Berkley Normal Middle School (the School). The Auditor-General has appointed me, Liyan Yao, using the staff and resources of Owen McLeod & Co Limited, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 20, that comprise the statement of financial position as at 31 December 2024, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2024; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime.

Our audit was completed on 18 July 2025. This is the date at which our opinion is expressed.

The basis for our opinion is explained below. In addition, we outline the responsibilities of the Board and our responsibilities relating to the financial statements, we comment on other information, and we explain our independence.

Basis for our opinion

We carried out our audit in accordance with the Auditor-General's Auditing Standards, which incorporate the Professional and Ethical Standards and the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board. Our responsibilities under those standards are further described in the Responsibilities of the auditor section of our report.

We have fulfilled our responsibilities in accordance with the Auditor-General's Auditing Standards.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Responsibilities of the Board for the financial statements

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand.

The Board is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Board is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as

applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

The Board's responsibilities arise from section 134 of the Education and Training Act 2020.

Responsibilities of the auditor for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements, as a whole, are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit carried out in accordance with the Auditor-General's Auditing Standards will always detect a material misstatement when it exists. Misstatements are differences or omissions of amounts or disclosures, and can arise from fraud or error. Misstatements are considered material if, individually or in the aggregate, they could reasonably be expected to influence the decisions of readers taken on the basis of these financial statements.

For the budget information reported in the financial statements, our procedures were limited to checking that the information agreed to the School's approved budget.

We did not evaluate the security and controls over the electronic publication of the financial statements.

As part of an audit in accordance with the Auditor-General's Auditing Standards, we exercise professional judgement and maintain professional scepticism throughout the audit. Also:

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

We communicate with the Board regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included on Statement of Responsibility, Members of the Board schedule, Kiwisport note, statement of Compliance with Employment Policy, Statement of variance, Report on how the school has given effect to Te Tiriti o Waitangi, cover page and index page, but does not include the financial statements, and our auditor's report thereon.

Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information. In doing so, we consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on our work, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Independence

We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 *International Code of Ethics for Assurance Practitioners (including International Independence Standards) (New Zealand) (PES 1)* issued by the New Zealand Auditing and Assurance Standards Board.

Other than the audit, we have no relationship with, or interests in, the School.



Liyan Yao
Owen McLeod & Co Limited
On behalf of the Auditor-General
Hamilton, New Zealand

Berkley Normal Middle School

Kiwisport Note

For the year ended 31 December 2024

Kiwisport is a government funding initiative to support students' participation in organised sport. In 2024 the school received total Kiwisport funding of \$11,997 excluding GST (2023: \$11,629) This funding was spent on wages for the Sports Co-ordinator.

Statement of Compliance with Employment Policy

For the year ended 31st December 2024 the Berkley Normal Middle School Board:

- Has developed and implemented personnel policies, with policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspects of their employment.
- Has reviewed its compliance against both its personnel policy and procedures and can report that it meets all requirements and identified best practice.
- Is a good employer and complies with the conditions contained in the employment contracts of all staff employed by the Board.
- Ensures all employees and applicants for employment are treated accordingly to their skills, qualifications and abilities, without bias or discrimination.
- Meets all Equal Employment Opportunities requirements.



BERKLEY
Normal Middle School EST. 1971
TAKE UP THE CHALLENGE

Berkley Normal Middle School

Statement of Variance

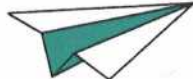


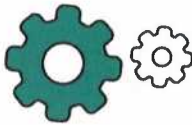

2024





BERKLEY
Normal Middle School EST. 1971
TAKE UP THE CHALLENGE

PRINCIPAL'S REPORT
Board of Trustees Meeting - 15 February 2024

				
PURPOSE	PROGRAMMES	PEOPLE	PROFESSIONAL PRACTICE	PARTNERSHIPS
Growing 'Emerging' adolescents and leaders of learning	Aligning resources in order to maximise learning opportunities	Relationships and culture	"All practice can be improved"	Strengthening and contributing to our community relationships

Te Ao Maori	Sharing the DNA	Relationships	PAC	Local Iwi
Pedagogy and Relationships	Stakeholder Voice	Welcoming Culture	Team Leaders	Kahui Ako
Learning Environments	Localising the Curriculum	Learning Assistants	Emerging Leaders	ITE
	The Teaming Programme	Employment		Communication Systems
	Timetable			

Agenda:

- Roll Breakdown
- Administration
- Great Start to 2024
- SAPs

Purpose:

Te Reo Maori Professional Learning

Programmes:

- ELC Report - Term 1 2024
- Stationery and Learning Equipment
- Aongatete Camp Programme

People:

- Teacher Prep Week and Team Building Day
- Staffing Update
- The Berkley Family
- Professional Growth Cycle

Professional Practice:

- Teacher Only Days
- OTJ/Assessment
- Learning Conversations

Partnerships:

- Emergency Evacuation & Lockdown Drills
- Vaccination Programme - HPV and Boostrix
- First Assembly/Powhiri

Progress

- OTJ/Assessment
- New Timetable

2024 Berkley Roll Breakdown as at 12 Feb 2024

	<i>Male</i>	<i>Female</i>	<i>Total</i>
<i>Year 7</i>	180	193	373
<i>Year 8</i>	180	177	357
<i>Year 9</i>	16	10	26
Total	376	380	756
<i>NZ Maori Students</i>	62	63	125
<i>NZ European Students</i>	177	191	368
<i>Other Ethnicity</i>	137	126	263

International Students

We currently have 5 International Students - 2 x year 7 and 2 x year 8 and 1 x year 9.
4x Chinese and 1 x Korean.

Administration

Each year we need to pass the delegations of authority in our board meeting. I move the delegations of authority for 2024 to be passed by the board. This includes:

Delegations of authority (motion as below)

The following areas to be delegated to the Principal:

- Implement the (annual) operational plans and give priority to the School's annual targets.
- Spend the budget expenditure as per the delegated authority set by the Board each year.
- Allocation of salary units
- Manage the banked staffing provisions
- Initial investigations relating to a complaint against a staff member.
- Oversee teacher appraisals and staff professional development.
- Employment of staff – teacher and support.
- Hire, deploy and terminate relieving and auxiliary staff positions
- Preserve assets (financial and property)
- Act as Protected Disclosures Officer
- Authority to stand down, suspend students in accordance with Ministry Guidelines
- Appoint, on behalf of the Board, the Privacy Officer and EEO Officer.
- Implement the School's current Enrolment Scheme and report regularly on roll size.

In the absence of the Principal, to the Deputy Principal (or Assistant Principal in the absence of the Deputy Principal):-

- To act as Principal in the absence of the Principal, with full rights and all responsibilities of the Principal, including annually delegated authorities.

Cyclical Maintenance Plan

The Cyclical Maintenance plan has been reviewed and \$10,000 was spent in Dec 2023 painting the interiors of Rooms 1, 2, 9, 10 & 11.

The exterior of Rooms 7 -14, Rooms 21 & 22 and the Canteen will be painted in 2024.

Great Start to 2024 - Message to the Community

A very warm welcome to all new students, families and staff to Berkley in 2024! The beginning of each new school year is always exciting and I am looking forward to getting to know you all as we settle into a busy and fun term one. I would also like to welcome back all our returning students, families and staff - it's great to see you all back and enjoying your first day!

The team of Berkley teachers and support staff have been working hard to prepare for an exciting programme for 2024 and we aim to ensure the start of our school year is a very positive experience for all our learners and their whānau.

This newsletter, and the other notices your child will bring home today, contain all the information needed to ensure that you are well informed and ready for the year ahead. We appreciate there is a lot of information here, but please take the time to read it with your child so they are fully prepared for a smooth transition into Berkley and you are well informed on all important dates and activities.

The start of a new school year is a busy time, with opportunities for all students to set new goals, work with new teachers, make new friends and engage in a range of challenges and learning experiences. Parents can support this process by asking students about their day and talking about goals, learning and new friendships etc.

All our learners have been provided with their stationery packs today, which contain the workbooks and equipment they will need for the year. Details of the payment required for stationery and other school costs have also been given to your child today.

We are very pleased to welcome a number of new teachers to the Berkley team this year:

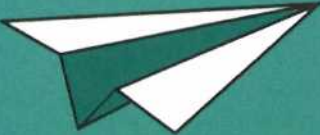
Laura Pitts and Jody Rose (Rm 29), Tom Fitisemanu (Rm 24), Mikayla Larsen (Rm 16), Ethan Coombridge (Rm 1), Lachie Holt (Rm 9), Leonie Belk (Rm 22), Larissa Guest (Rm 20), Carl Rayner (Media). Amber Wilson is joining us in the front office team and we also welcome back Nikki Rouse (Science) from parental leave. A full list of all our 2024 staff can be found on our school website, along with their contact details.

On behalf of all the staff, I would like to say we are all very proud to be part of Berkley in 2024 and we are committed to making sure we all have a fun, challenging and rewarding year. Thank you for making Berkley your school of choice during these important years.

Ngā mihi nui

Candace Allan

Acting Principal

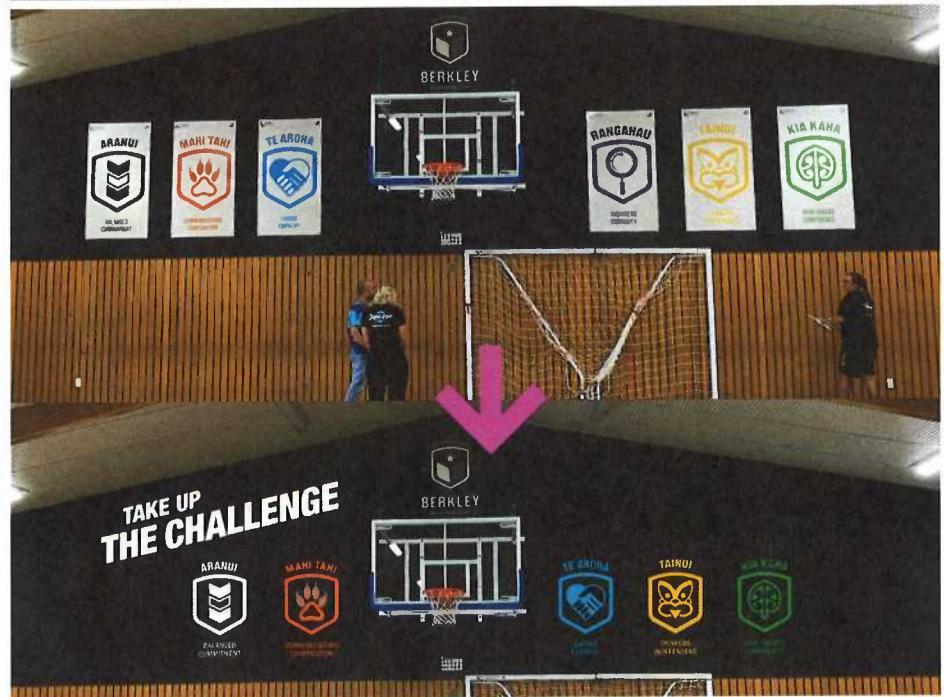
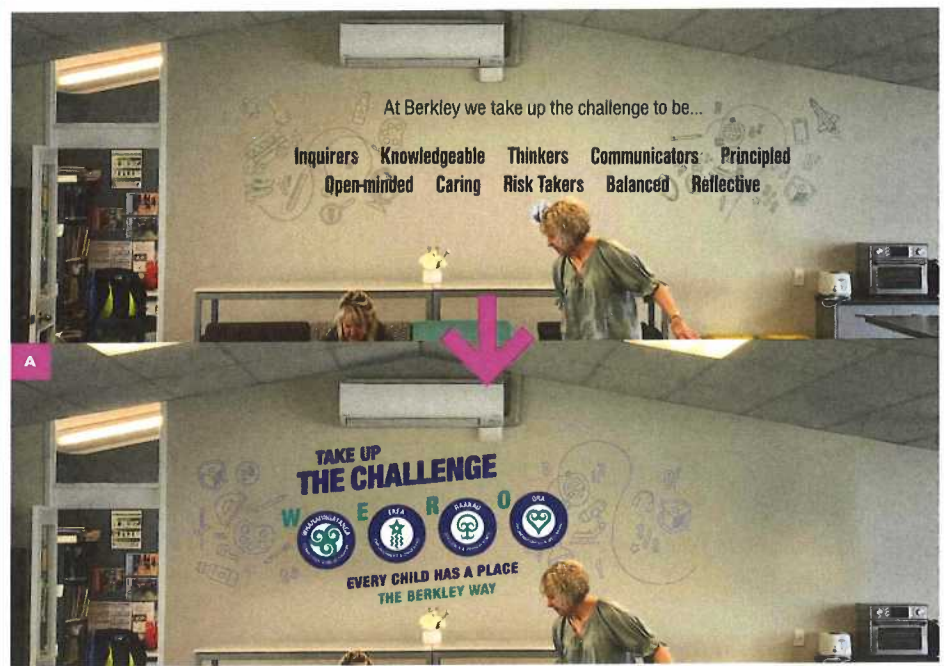
STRATEGIC GOAL	ACTIONS / ACTIVITIES:
 <p>PURPOSE</p> <p>Growing 'Emerging' adolescents and leaders of learning</p>	<p>Te Reo Maori Professional Learning</p> <p>Our strategic plan maintains a continued focus on our professional learning which will:</p> <p>Aim: To strengthen culturally responsive practice through</p> <ul style="list-style-type: none"> -enhancing pedagogy, content knowledge and confidence in Te Reo -gather authentic data to track student achievement in Te Reo and -grow the capacity of the identified teacher to lead learning in Te Reo across teams <p>Ministry PLD funding continues for the next 3 months to support our programme and our Lead teacher.</p> <p>Values Update</p> <p>The new design is up and around the school. Teachers are working hard in class using picture books, art, novels etc to discuss what these look like at Berkley.</p>

Risk-takers



WHANAUNGATANGA
CONNECTION & RELATIONSHIPS







PROGRAMMES

Aligning resources in order to maximise learning opportunities

ELC Report - Term 1 2024

I would like to take the opportunity to welcome back to the LA team Rick, Jo, Nicola, Declan, Codi, Maryanne, Niko, Kai, and Nui. We are also lucky enough to welcome one new staff member Mason Tupaea. We are very fortunate to have such experienced, dynamic outstanding LA's working with our Berkley learners.

Transitions

We have a very unique bunch of learners this year. We have 3 ORS funded students. We have 2 High Health students with Type 1 Diabetes and one diabetic that is not funded. We also have 1 student funded through the MOE Behaviour Psychologist for behaviour. Lastly, we have 7 students receiving ICS (In class support) funding. There has been an extensive transition programme for a lot of these students and it seems to be working well for the majority of them.

ELC Academies

This year we will be continuing our academy programme after the success of last year. This will be focused around improving outcomes for boys and girls this year. We have added a girl group due to the needs we found last year around programme behaviour. We have two programmes running one based fitness/sports and one on board games. Both groups focus on social skills, self confidence, self belief and are run by members of our LA team. We are also looking at bringing in a breakfast club to the school. We think year 9's could run this as a leadership opportunity.

ELL report

The department has had a busy first couple of (short) weeks back at school, meeting and assessing Year 7 and other new students to the school who potentially will require support from the ELL programme. At present we have approximately forty students with very high language support needs who we intend to start pulling out during Week 3 for regular small group support.

With the resignation of Heather Rees late last year it won't be until early next month when our full ELL programme will be able to kick in. I am very grateful that we have two new TESOL trained staff members beginning later this month.

The Year 9 class has twelve students who have received our support in the past. Six of which are high needs. There is also an international student with no English. Once our new staff arrive we will be *pushing in* support to Room 6 daily during Literacy times, as well as some *pull out* support during the week for those with very high needs.

I have run a couple of sessions for students whose classroom teacher may feel a second slower going over camp notices and gear lists may be helpful. This is an ongoing need for all new experiences.

Vicky So does a fabulous job of translating information for our Chinese speakers, both parents and students. With other nationalities I've found students with the same home language have been very helpful and take pride in being able to help not only me, but their peers.

International students: We have had three new international students enrolled which brings our total to five. We are in the process of organising home visits to ensure housing is suitable, students are safe and happy and whether there is any way in which the school can support them to have a successful time whilst at Berkley/in NZ.

Stationery and learning equipment

To set all Berkley learners up for an equitable start to the school year, we distributed stationery packs to each student on their first day. This has allowed teachers to get their classroom programmes up and running for all learners at the same time. It has also greatly simplified the money collection process at this busy time of the year and has resulted in a significant decrease in workload for administration staff.

Payment for the cost of this stationery pack (\$36.00), the technology contribution of \$84.00 and the school donation of \$160.00 for the year was requested via the forms sent home on the first day.

Aongatete Camp Programme 2024

Our Camp Aongatete prep and Inquiry unit are underway.

The Aongatete Prep programme is all about getting students ready for Camp. This includes personal



PEOPLE

Relationships and culture

Teacher Prep Week and Team Building Day

Our first week back at school commenced on Monday 22 January with:

Monday: Candace and Regan led a group of approx 45 teachers up the Wairere Falls track and over the Kaimai ranges to the Aongatete Camp site. Some teachers managed the whole trip, some completed part of the walk and some remained at school completing planning for the start of the year. Dinner was held at 'The Falls Retreat'. This event was a huge success and established a wonderful rapport among the participants. Teachers new to Berkley were extremely impressed with their first interactions with other staff.

Tuesday: Staff new to Berkley and PCT induction (morning)
Team Leader Meeting

Wednesday: Introduction of the Point of Balance with some significant shifts in timetable and specialist team commitments. Nick Clothier (Creative Waikato) led the staff in an exploration of the new WERO values.

Thursday: Team Meetings

Friday: Open morning - all staff available for 'meet the teacher' morning. The turnout was very high with some of our new staff meeting 30 students and their parents.

Staffing Update

Resignations:

Heather Rees, Nicola Stark, Edie Fisher, Jordan Webber all resigned over the holidays

Appointments made:

We have been lucky enough to employ the following teaching staff

ELL

Kim Endres and Petra Reiter

Classroom Teachers

Sarah Stevenson, Laura Pitts/Jody Rose

The Berkley Family

Feedback from staff new to Berkley has been extremely positive. Staff have shared that they feel welcome, cared for and there is a genuine appreciation of the systems and structures Berkley has in place. Beginning teachers have indicated that they already feel part of a team. Credit is due to our Team Leaders for embracing the new staff members. Some leaders organised a pre-school social get-together in order to welcome others.

Professional Growth Cycle

Individual meetings with staff are currently being undertaken. Staff have an opportunity to converse and highlight strengths and needs in relation to their personal goals and pedagogical aims.

Teacher Only Day

Held Monday 5 February. All staff completed the First Aid Course led by Prom Med - with advanced paramedic Shaun Cleaver.

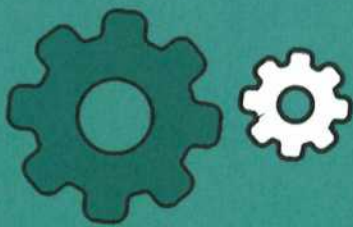
OTJ/Assessment

Interim OTJ data will be gathered during the first 3 weeks of the term. Teachers undertake Maths, Reading and Writing formative assessments with all students.

This ensures teachers are reflecting on 2023 transition data and ascertaining appropriate teaching 'levels'/goals for students. Teachers then have the opportunity to reflect on this initial information for the following 5 weeks before a confirmed OTJ is entered into E-tap.

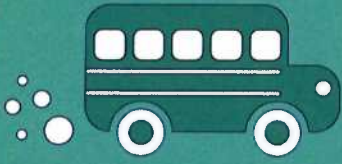
Learning Conversations

These are scheduled for Thursday 15 February. This is an opportunity for our teachers to meet the parents/caregivers of each of the students and gives parents an opportunity to share any information they think would be important to the teacher in regards to supporting their students.



PROFESSIONAL PRACTICE

"All practice can be improved"



PARTNERSHIPS

Strengthening and
contributing to our
community relationships

Emergency Evacuation & Lockdown Drills

We did carry out an emergency evacuation drill in week 2. This was very effective. Students knew exactly what to do and teachers were all equipped with the red folders and paperwork they needed to make sure everyone was accounted for.

Vaccination Programme - HPV and Boostrix

These vaccinations will take place here at Berkley on 12 & 13 March. Immunisation forms have gone home already. Our public health nurse, Diana Loft has provided us with clear information around the safety of having these immunisations.

First Assembly/Powhiri

Our first assembly set a positive tone and outlined clear expectations for students. It was a significant time to be able to introduce non-teaching staff, welcome students and for students to meet the wider teaching team.

Our first Powhiri was led and managed by our Te reo Teacher - Mark Butler and was held in order to welcome Year 7s and new staff to Berkley. It was a polished delivery of Waiata and students demonstrated a clear understanding of the purpose. Mark had the opportunity to work with staff and students during the first few days of the year, in order to upskill them with Waiata, protocols, and expectations of behaviour during the Powhiri. Ethan Coombridge spoke eloquently on behalf of the Manuhiri and Regan Aspden undertook the Whaikorero with alacrity.

A small number of community members attended our Powhiri and were welcomed to share kai with staff at the conclusion of the event.

PROGRESS

OTJ Data

Focus and Priority students will be identified during the interim OTJ process so that teachers and SLT can carefully monitor achievement of our students who need to make accelerated achievement in order to access all areas of the curriculum.

New Timetable

This has worked so well so far. Lots of positive feedback from students and staff they are loving the consistency and routines they are able to establish. The before school promotions have been a successful add on.

Timetabling

SECTION 2

Master Timetable

		Monday	Tuesday	Wednesday	Thursday	Friday
AM Supervision		Specialists	Specialists	Specialists	Specialists	Specialists
BLOCK 1 8.45-10.05am	ODD			Kaihaka Time		Whole School Assembly
	EVEN			Team Leader Meeting		TUTC
Break 1		Specialists	Specialists	Specialists	Specialists	Specialists
BLOCK 2 10.20-11.30am	Tech Arts	Mahi Tahī	Tainui	Te Aroha	Aranui	Kia Kaha
	ODD/EVEN	Te Reo	Room 19	Room 1	Room 25	Room 15
	Library	Room 7	Room 20	Room 2	Room 26	Room 16
Break 2		Mahi Tahī	Tainui	Te Aroha	Aranui	Kia Kaha
BLOCK 3 11.45-1.00pm	Tech Arts	Aranui	Kia Kaha	Mahi Tahī	Tainui	Te Aroha
	Teaming	Tainui	Te Aroha	Aranui	Kia Kaha	Mahi Tahī
ODD/EVEN	Te Reo	Room 8	Room 21	Room 11	Room 27	Room 17
	Library	Room 9	Room 22	Room 12	Room 28	Room 18
Lunchtime (including promos)		Aranui	Kia Kaha	Mahi Tahī	Tainui	Te Aroha
BLOCK 4 1.50-3.15pm	Tech Arts	Aranui	Kia Kaha	Mahi Tahī	Tainui	Te Aroha
	Teaming	Kia Kaha	Mahi Tahī	Tainui	Te Aroha	Aranui
ODD/EVEN	Te Reo	Teaming support	Teaming support	Teaming support	Teaming support	Teaming support
	Library	Room 10	Room 23	Room 14	Room 29	Room 24
PM Supervision		Aranui	Kia Kaha	Mahi Tahī	Tainui	Te Aroha

Berkley Term Calendar Term 1 2024 - DRAFT

	Monday	Tuesday	Wednesday	Thursday	Friday
	Jan 29	Jan 30	Jan 31	Feb 1	Feb 2
1	Anniversary Day	First week in Detail Memo Block 2 - Assembly Block 3 - Powhiri Practice Begins Rubbish Mtg 2.00 (T8) Bus Mtg 2.00 - RA/CA/CR Staff Meeting - Te Reo	Specialist Subjects Start - Monday Tech PLG conversations with Team this cycle LC Timetable starts Writing Sample Powhiri Practice Continued	Tuesday Tech Timetable Powhiri 9.30am -RC	Swimming Sports (GM/RA in charge)
	Feb 5	Feb 6	Feb 7	Feb 8	Feb 9
2	Teacher Only Day First Aid Course	Waitangi Day	TL Meeting - B1 Emergency Evacuation - B1 Trusted Class Starts Camp Parents Notified	Immunisation Education - B1 Adopted Class Meeting B3 11:45 - 12:00	Camp leader Orientation Writing Samples Completed
	Feb 12	Feb 13	Feb 14	Feb 15	Feb 16
3	Teaming/Te Reo - Begin	Maths PD Staff meeting - Camp Camp Parent Meeting 5.30-6.30	TL Meeting - B1 International Travel Meeting- 6.00	Learning Conversations - 12.00-6.00	Assembly B1 Interim OTJ's Time 1 Completed
	Feb 19	Feb 20	Feb 21	Feb 22	Feb 23
<small>Interim Learning Progressions OTJ (eTAP) reading, writing and mathematics moderated during team meetings. Priority and Funded learners identified and recorded</small>					
4	Camp Aongatete - Room 11	Camp Room 14 Staff Meeting - Berkeley beliefs	Camp Room 2 TL Meeting - B1	Camp Room 1	Camp Room 12 Sat - Camp Room 26 Sun - Camp Room 25
	Feb 26	Feb 27	Feb 28	Feb 29	Mar 1
5	Camp Room 28 Maths - PD	Camp Room 29 WIMS - Cricket Staff Meeting - Maths	TL Meeting - B1	Camp Room 27 WIMS - Cricket Back up	Assembly B1
	Mar 4	Mar 5	Mar 6	Mar 7	Mar 8
6	Camp Room 17	Camp Room 18 Y7 Vision Testing 9am WIMS Volleyball Staff Meeting - Reading Rotation	Camp Room 15 TL Meeting - B1	Camp Room 24 Makuhari Arrive	Camp Room 16 Sat - Camp Room 19 Sun - Camp Room 21 Makuhari Powhiri - B1
	Mar 11	Mar 12	Mar 13	Mar 14	Mar 15
7	Camp Room 22 WIMS - Swimming PGC - Update in Team meetings Tech Swap	Camp Room 23 1st Dose - Year 8 HPV Staff Meeting - PWJ	Camp Room 20 TL Meeting - B1 Yr 7 Boostrix Vaccinations		Assembly B1
	Mar 18	Mar 19	Mar 20	Mar 21	Mar 22
8	Camp Room 8	Camp Room 7 WIMS - Touch Staff Meeting - Whanau Hui Makuhari Leave	Camp Room 10 TL Meeting - B1	Camp Room 9 WIMS - Touch Back Up	
	Mar 25	Mar 26	Mar 27	Mar 28	Mar 29
9	WMC Sign ups Out PGC Conversations (TL's booked with Candace)	Maths - PD WIMS - Drama Day Staff Meeting - Curriculum Groups Camp Thank you Drinks - PAC 5.30pm - 7.00pm	Kaihaka Sign Ups Masterpiece Photography	Masterpiece Photography	Good Friday
	Apr 1	Apr 2	Apr 3	Apr 4	Apr 5
10	Easter Monday	Easter Tuesday	TL Meeting - B1		
	Apr 8	Apr 9	Apr 10	Apr 11	Apr 12
11		Staff Meeting - Te Reo (all staff)	Kaihaka Time		Assembly B1

Actions from the previous BOT meeting

Action	By	Outcome	Status

Attachments (Will be available at Meeting)

- Term 1 Calendar

Motions/Actions to be discussed within this report:

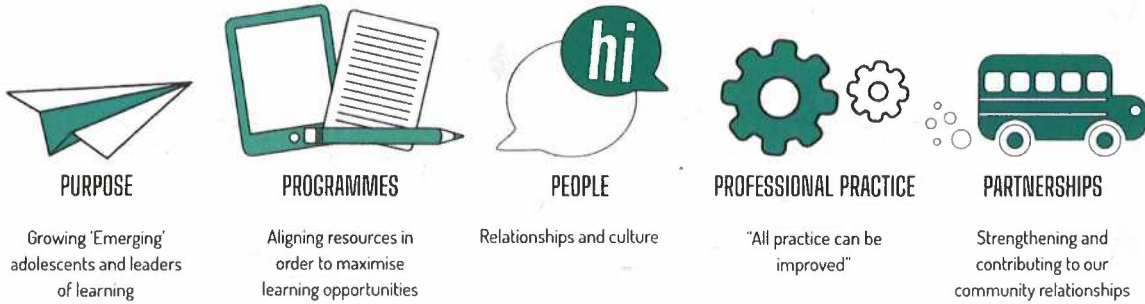
- Move Delegations of Authority 2024
- Cyclical Maintenance Plan

Candace Allan
Acting Principal



BERKLEY
Normal Middle School EST. 1971
TAKE UP THE CHALLENGE

PRINCIPAL'S REPORT
Board of Trustees Meeting - 11 April 2024



Te Ao Maori	Sharing the DNA	Relationships	PAC	Local Iwi
Pedagogy and Relationships	Stakeholder Voice	Welcoming Culture	Team Leaders	Kahui Ako
Learning Environments	Localising the Curriculum	Learning Assistants	Emerging Leaders	ITE
	The Teaming Programme	Employment		Communication Systems
	Timetable			

2024 Berkley Roll Breakdown as at 8 April 2024

	<i>Male</i>	<i>Female</i>	<i>Total</i>
<i>Year 7</i>	183	194	377
<i>Year 8</i>	182	180	362
<i>Year 9</i>	16	10	26
Total	381	384	765
<i>NZ Maori Students</i>	63	64	127
<i>NZ European Students</i>	177	191	368
<i>Other Ethnicity</i>	141	129	270

Message to the Community

Nga mihi nui ki a koutou. Greetings Parents/Whānau and members of our Berkley community.

It has been a busy start to the year and I cannot quite believe we have only just over three weeks until the end of term one!

Our Aongatete camp has been running since week four, with our last classes due to head in this week. This camp is a true outdoor experience, with hiking, river challenges, orienteering, night walks and more! The camp programme is aimed at challenging our students and encouraging them to step outside their comfort zones.

We have been incredibly proud of the level of engagement in the camp activities and we can see the sense of pride and achievement our students have at the end of the three days. We hope that some of the highlights of camp have been shared at home with whanau. Making a four week camp programme happen is a huge effort which is only possible due to all the extra work of teachers and the amazing support from our camp parents. To show our appreciation we are pleased to invite all parents who attended their class camp to come to a thank you evening next Tuesday (26th March) at school from 5.30pm.

The Waikato Intermediate and Middle Schools (WIMS) events are well underway for the year also, with Berkley teams having competed in Volleyball, Cricket, Swimming and Touch Rugby already. All of our representative students have shown great skills and exemplified the Berkley values at all of these events - well done everyone!

We have been honoured to host 28 Japanese students over the last few weeks, as part of our Makuhari Junior International High School student exchange programme. These students have been immersed in a busy schedule of Waikato adventures and tourist excursions, along with days at Berkley experiencing a New Zealand school environment. Thank you to all of our host families - we appreciate you opening your home to our international guests.


At Berkley, we have always offered lunchtime 'promotions' (promo's), to ensure our students have the opportunity to join in organised sporting activities. This term, we have expanded our promo offerings to include a wide range of sports, arts and academic options every week and these are being run as before-school promo's. Students can join in a promo from 8am most weekday mornings - check out what's on offer for the week in our Monday [Daily Informer](#).

I'm very pleased to introduce our brand new Berkley values, which we have recently finalised and introduced to our students. We will provide more information on these values to our families and community over the coming weeks - keep an eye on our facebook page and Berkley TV!



Thank you to parents for accommodating our early finish today, which has meant that our teachers can attend the NZEI union meeting. We appreciate your support with this.

Ngā mihi nui,
Candace Allan
Acting Principal

STRATEGIC GOAL	ACTIONS / ACTIVITIES:
 <p>PURPOSE</p> <p>Growing 'Emerging' adolescents and leaders of learning</p>	<p>WIMS Opportunities have occurred for cricket, swimming, volleyball and touch rugby. Berkley has done extremely well taking out 1st place in girls volleyball and 2nd place in girls touch rugby.</p> <p>Lunchtime Promotions Promotions at lunchtime are well underway with children having lots of structured opportunities during their breaks. This also builds team spirit and healthy competition across the school.</p> <p>Before School Promos This term the before school promotions are proving very popular and are held from 8.00 - 8.30am. The following are currently being offered:</p> <p>Monday: Digi Tech Coding & Drama Club</p> <p>Tuesday: Rock Painting - Get creative with some smooth river stones. Resources all provided. Run Club - Join us for a run. No sign ups or no special gear required. Science Room - Work like a scientist and learn a new way to make slime!! Design Tech room - Building and Inventing: Come along and practise your wood working skills.</p> <p>Wednesday: Music room open</p> <p>Thursday: Chess Dance Club Music Room open</p> <p>Theatresports The Berkley Bees theatre sports team came in second in the competition last night by just one point to the St John's College junior team. Such a strong team!</p>



PROGRAMMES

Aligning resources in order to maximise learning opportunities

Take Up the Challenge:

Take Up the Challenge forms have been shared with teachers and students ready to begin our Take Up the Challenge sessions (TUTC) next term. Some of these opportunities include: Sports camp preparation, Enviro Club, Art's extension through drama, music, visual arts; languages including French, Spanish; tennis and table tennis.

These opportunities align with our school vision giving all 'students a place' and something that they are excited about and can excel in.

Aongatete Camp

The changes made this year, from learnings in the past, made this year one of the most successful camps ever run. We went back to overlapping classes to get our school through quicker (5 weeks). This had an effect of minimal interruptions at school.

There were no major incidents from the activities on offer, and the addition of Archery was a real asset. There was minimal down time for students, which proved to be a bonus, as this is when incidents happen.

The food orders ran smoothly, our Camp leaders (Joey, Pat, and Jas) were outstanding, and it was helpful having Aongatete instructors oversee the Orienteering and Archery programme. The BBQ night, along with the Camp out, was an effective way to keep class camps separate, with the only exception being the dining room as a shared breakfast space.

Here are some examples of emails we have received from parents/caregivers

Dear Jason, Candace, and Regan

As a parent helper, I wanted to take a moment to express my gratitude for the recent camp that I attended with my child, Jack. Having gone on numerous camps with my three boys in the past, I can confidently say that this was the best one I have ever experienced.

The camp's organisation was impeccable, with the class overlaps handled exceptionally well. The teachers did an outstanding job of creating an environment that was both welcoming and invigorating for the students before and during the camp. The activities were diverse, engaging, and perfect for all age groups, and the overall approach was holistic, taking into account the students' physical, emotional, and mental well-being.

As a parent helper, the days were tiring, but the experience was worth every moment. It was a privilege to be a part of creating memories that will last a lifetime for the children.

Jason, I cannot commend you enough for the fantastic job you did. The camp was a testament to the impact of your teaching and the values you instil in our children, which align perfectly with our family values. You are an asset to Berkley, and your dedication to the students and their parents is highly appreciated.

I want to extend my heartfelt thanks to all of you for creating an experience our children will cherish forever.

Hi Candace,

Just wanted to touch base with you about School Camp this year.

I had the pleasure of going on camp with room 19.

I was blown away by how well run the camp was and what a great experience it was for the kids.

Bailey and Joe were amazing with the kids, they are clearly adored by all of their students.

They made it a very fun experience for them, while also really challenging them. Was really cool that Joe even brought Joyce with him to help out. She was brilliant also.

We've recently had a very nice message from Bailey saying that she has noticed a very positive change in our son, Liam, since camp. He's a lot more self-assured and confident at school.

Thanks for the opportunity to join in this year.

Term 2 Calendar

Berkley Term Calendar Term 2 2024 - DRAFT]

	Monday	Tuesday	Wednesday	Thursday	Friday
	Apr 29	Apr 30	May 1	May 2	May 3
1		Staff Meeting	Kaihaka Time	CUSPs	Assembly B1
	May 6	May 7	May 8	May 9	May 10
2	DMIC day Report Writing Workshop - New Staff 3.30pm Boardroom	Lit Quiz WIMS Football Staff Meeting	TL Meeting Stacy Gregg Author - Talk lunchtime	CUSPs WIMS Football Back-up	TUTC List of student names for special comments shared with teachers today
	May 13	May 14	May 15	May 16	May 17
3		Staff Meeting	Kaihaka Time	CUSPs	Assembly B1
	May 20	May 21	May 22	May 23	May 24
4		Staff Meeting	TL Meeting	CUSPs NCT Meeting 9:30	TUTC Saturday 25th - Author's Day Waikato Literacy association
	May 27	May 28	May 29	May 30	May 31
5	Specialist Report Comments due today	DMIC day WIMS Hockey Staff Meeting	Kaihaka Time	WIMS - Visual Arts Day WIMS Hockey Back-up CUSPs	Assembly B1 Arbor Day Report Comments + Feedback and moderated in team meeting this week
	June 3	June 4	June 5	June 6	June 7
6	King's Birthday	Learning Progressions OTJ (eTAP) reading, writing and mathematics moderated during team meetings. Priority and funded learners identified and recorded			
	June 10	June 11	June 12	June 13	June 14
7		Staff Meeting WIMS Futsal	Kaihaka Time	WIMS Chess @ Berkley Support Staff Day	Assembly B1
	June 17	June 18	June 19	June 20	June 21
SPORTS CAMP - JH PP					
8	Interim Reports Proofed by Team Leader	Staff Meeting WIMS Rugby	TL Meeting	WIMS Rugby Back-up	TUTC
	June 24	June 25	June 26	June 27	June 28
9	Interim Reports Ready to Print Interim Reports Printing Started	Staff Meeting WIMS Basketball	Kaihaka Time	NCT Meeting 9:30	Matariki
	July 1	July 2	July 3	July 4	July 5
10	PA Festival Rehearsal B3+4	Staff Meeting	TL Meeting PA Festival Rehearsal B3+4	Performing Arts Festival 7pm 2 Day shows Block 3 and 4	Interim Reports home today Culinary Fair TUTC



PEOPLE

Relationships and culture

New to staff induction programme

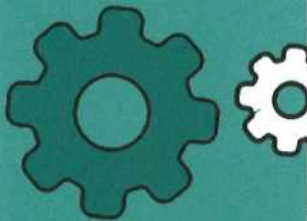
After receiving feedback from staff we had the opportunity to create an induction programme on Friday Block 1 - during Term 1 this year. The purpose of these sessions was to ensure we had dedicated PLD in order to grow teachers in 'The Berkley Way'.

Workshops covered:

- Restorative Practice and Bill Rogers Behaviour guidelines
- Teaching the Writer not the Writing
- Using Reading Modelling books in order to achieve explicit teaching
- Classroom Expectations - Clarity around WERO
- Planning expectations and The Drive
- OTJs

Evaluations:

- "Good to be able to work our way into the Berkley Way"
- "These sessions should stay forever."
- "Clarification was great."
- "Awesome opportunity to ask about 'unclear' messages."

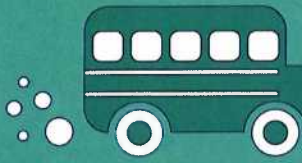


PROFESSIONAL PRACTICE

"All practice can be improved"

Professional Growth Cycle

We are currently working through our professional growth cycle. All teachers have met with their Team leader to sort their goals for 2024 and what actions they are going to take to reach these. I met with every single staff member over the past two weeks to hear from them how their year had started, what their goals were and how I could support them to help them achieve them. Very positive feedback from staff about this process.



PARTNERSHIPS

Strengthening and
contributing to our
community
relationships

Makuhari Visit 2024

Over the last 2 weeks we have had 28 Students from Makuhari Japan in our school staying with our families and participating in many activities around the Waikato. These included: Horse riding, visits to Rotorua, Waitomo and Maungatautari. While the exchange was a huge success, acknowledgement needs to go to our fabulous team in the office for coordinating the activities and transportation for all 186 students and 20 staff across 9 other Waikato Intermediate schools.



Learning Conversations:

These occurred on 15 February from 12.00 - 6.00. As you can see from the table below, we have received a good response and are very happy with the support of the community. From talking to parents on the night of the conversations, they value the opportunity to come in and talk about how teachers can support their child's learning this year. Teachers also enjoy hearing from parents about how to best support their learners.



Learning Conversations School Summary 2024

Room Number	Attended on 15 Feb (Number only)	Booked for other time/date (Number only)	Not engaged (Number only)
<i>To Aroha</i>			
Room 06	20	3	3
Room 07	25	1	4
Room 08	10*	18*	4
Room 09	26	0	5
Room 10	26	4	1
	107	26	17
<i>Mahi Tahū</i>			
Room 25	21	5	4
Room 26	27	1	3
Room 27	21	3	6
Room 28	23	2	3
Room 29	24	5	2
	116	16	18
<i>Tairāwhiri</i>			
Room 15	23	3	4
Room 16	23	0	5
Room 17	25	2	3
Room 18	24	3	4
Room 24	25	2	2
	120	10	18
<i>Araurū</i>			
Room 19	26	4	1
Room 20	26	2	2
Room 21	27	2	1
Room 22	27	1	4
Room 23	23	0	8
	129	9	16
<i>Kia Kaha</i>			
Room 1	23	0	8
Room 2	23	1	2
Room 11	25	2	4
Room 12	25	0	4
Room 14	28	2	0
	124	5	18
749	598	88	87
85% attended	79%	9%	12%

PROGRESS

Time 1 Data – Term 1 2024

Here is some analysis on the time 1 data for this year:

Writing

Year 7

53% working at or above

48% working below or well below

Year 8

39% working at or above

61% working below or well below

Year 9

4% working at

96% working below or well below

Reading

Year 7

63% working at or above

37% working below or well below

Year 8

53% working at or above

47% working below or well below

Year 9

23% working at

77% working below or well below

Maths

Year 7

57% working at or above

43% working below or well below

Year 8

47% working at or above

52% working below or well below

Year 9

27% working at

73% working below or well below

Summary statements/noticings:

Year 7 – Writing and Maths % align

Year 8 – Writing – Below and Well below – of concern

-highest number of well below students for 4 years

Investigations:

- No disparity evident across ethnicities (with a higher than usual number of ELL students – in depth analysis underway)

- Close alignment between numbers of boys vs girls in Reading data

- Graph over 2 years (Reading) shows appropriate shifts during time at Berkley

- Priority/Focus students will be identified in Teams

Actions from the previous BOT meeting

Action	By	Outcome	Status

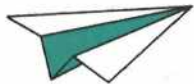
Motions/Actions to be discussed within this report:

Candace Allan
Acting Principal



BERKLEY
Normal Middle School EST. 1971
TAKE UP THE CHALLENGE

PRINCIPAL'S REPORT
Board of Trustees Meeting - 16 May 2024



PURPOSE

Growing 'Emerging' adolescents and leaders of learning



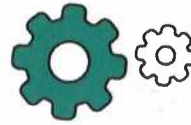
PROGRAMMES

Aligning resources in order to maximise learning opportunities



PEOPLE

Relationships and culture



PROFESSIONAL PRACTICE

"All practice can be improved"



PARTNERSHIPS

Strengthening and contributing to our community relationships

Te Ao Maori	Sharing the DNA	Relationships	PAC	Local Iwi
Pedagogy and Relationships	Stakeholder Voice	Welcoming Culture	Team Leaders	Kahui Ako
Learning Environments	Localising the Curriculum	Learning Assistants	Emerging Leaders	ITE
	The Teaming Programme	Employment		Communication Systems
	Timetable			

Agenda:

Purpose:

Proposed Term Dates 2025

Reports

Programmes:

Waikato Lit Quiz

Take up the Challenge

People:

Waikato Literacy Association

Holiday Workshop

Professional Practice:

Maths PD

Videod Practice & Observations

Partnerships:

ANZAC Day

William Pike

Stacy Gregg Author Talk

Progress:

Teaching As Inquiry

2024 Berkley Roll Breakdown as at 13 May 2024

	<i>Male</i>	<i>Female</i>	<i>Total</i>
<i>Year 7</i>	185	199	384
<i>Year 8</i>	183	181	364
<i>Year 9</i>	16	10	26
Total	384	390	774
<i>NZ Maori Students</i>	61	64	125
<i>NZ European Students</i>	179	191	370
<i>Other Ethnicity</i>	144	135	279

Message to the Community

Nga mihi nui ki a koutou. Greetings Parents/Whānau and members of our Berkley community.

We have come to the end of a very busy and successful term one. It's been a pleasure getting to know our new students and some whānau, throughout the term. The year 7 students have transitioned seamlessly into Berkley life and are enjoying all there is on offer. Our Year 8 and 9 students have also settled back in well, being fantastic role models for our new students.

It's wonderful to see such great uptake of our morning and lunchtime promotions programme and are looking forward to adding more options to this next term.

All Berkley students have recently chosen their 'Take Up The Challenge' option for Term two. Take Up The Challenge (TUTC) is where students can choose a passion subject or something they would like to learn more about. There are a total of twenty four options on offer, such as Afrikaans, Italian, Japanese, Acting, Carving, Painting, Hard-Out Sports, Dungeons and Dragons, Science-Fair, Golf and Pacifica Dance - Just to name a few! Students will attend their TUTC subjects every second Friday morning throughout Term two and will choose a new option in Term three and four.

This term we had a record number of applications for Sports Camp 2024 and can see that there is a lot of sporting talent amongst our students! Thank you to everyone who submitted an application and turned up for all the early morning and lunchtime trials. The selected team will train hard over the next month or so, before heading to Sports Camp at Totara Springs.


There has been plenty of other academic, sporting and arts activities happening throughout the term, providing our students with a wide range of opportunities and learning enrichment. It is rewarding to see so many of our students engaging wholeheartedly in these. Thank you to the Berkley staff for continuing to go over and above to provide this varied learning environment for our ākonga.

I hope that you all have the opportunity to spend some time with family and friends over the school holiday break. I'm looking forward to welcoming back all our students on Monday 29 April, for the start of term two.

Ngā mihi nui,

Candace Allan

Acting Principal

STRATEGIC GOAL	ACTIONS / ACTIVITIES:
 <p>PURPOSE</p> <p>Growing 'Emerging' adolescents and leaders of learning</p>	<p><u>Term Dates 2025 - Proposed</u></p> <p>Term 1 Monday 3 February - Friday 11 April (98 half days)</p> <p>Term 2 Monday 28 April - Friday 27 June (86 half days)</p> <p>Term 3 Monday 14 July - Friday 19 September (100 half days)</p> <p>Term 4 Monday 6 October - Thursday 11 December (96 half days)</p> <p>Total - 380 half days <i>I move that we ratify the above dates for 2025.</i></p> <p><u>Reports:</u></p> <p>Modifications to reports are currently with e-tap in order to reflect our focus on our new school values. We are still meeting the requirements around reporting on Maths, Reading and Writing. This will still be our data graphs as usual. We are looking at adding a scale</p> <ul style="list-style-type: none"> 1 - Never 2 - Rarely 3 - Sometimes 4 - Often 5 - Always <p>Teachers and students will rate themselves on the 4 school values and then also on some attitudes to learning. This means we have both student voice and teacher voice. I will bring a template once we have finished working with eTAP around what this will look like.</p>



PROGRAMMES

Aligning resources in order to maximise learning opportunities

Waikato Lit Quiz

Berkley hosted 220 students and over 300 parents/families for the annual Waikato Lit Quiz on held on Tuesday 7 May. Berkley had two teams enter again this year. Grateful thanks to Bailey Fraser and her team for the organisation of such a large event.

*Dear Anne and Bailey
The Waikato Children's Literature Association was so grateful for Berkley's hospitality last night, hosting the Kids' Lit Quiz. Wayne was delighted.*

The welcome from all the staff involved was warm and enthusiastic. Gary and I were astonished with speed of the chair set up.

Reese, was superb in meeting all Megan's technical requirements. We'll be sure to contact him ahead of time next year.

What a raucous, energetic, event. But, what else would you expect from the sport of reading?

I will send out the scoreboard to all schools tomorrow.

Thank you and looking forward to next year's quiz at Berkley.



Gerri
For Kids' Lit Quiz



Take up the Challenge



Our Take Up The Challenge (TUTC) programme started this term and students have been loving it! Students have chosen either a language, sport, art/craft or science based subject which they do during block 1 of every second Friday.

This is a great opportunity for Berkley students to learn a new skill, step outside their comfort zone or just do something that they already love doing.





PEOPLE

Relationships and culture

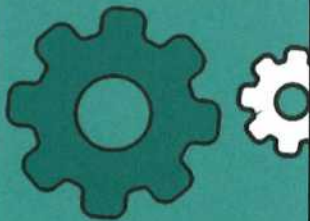
Waikato Literacy Association:

Three staff attended an afternoon Poetry workshop at Puketaha School on Wednesday 8 May. They have reported back about their positive learning experience and will be sharing some of their professional learning at staff meeting on 14/5.

Holiday Workshop around ELL + Level 1 and 2 learners

After meeting with all staff members for their PGC goals I realised that nearly all staff were looking for support around how to cater to the large number of ELL learners we have as well as Level 1 and 2 learners in their classroom.

We ran a voluntary workshop for staff in the first week of the Holidays. Staff were offered the opportunity to experience a range of resources/tasks that support early learners: Dictation, speed writing, bingo, cloze activities, chaotic sentences etc. Teachers were highly engaged with undertaking the tasks and identifying the specific learning opportunities that these tasks targeted.



PROFESSIONAL PRACTICE

"All practice can be improved"

Maths Professional Development - DMIC

This professional development continues this term with a further 4 teachers participating in training alongside our facilitator.

Bridget, our facilitator will be spending 2 blocks in each classroom this term, coaching and mentoring our DMIC teachers around effective practice. This new learning will be filtered back to their individual team during team meetings.

Our DMIC team are really enjoying this PD experience, because behind the maths learning, is effective 'teaching pedagogy' that can be transferred to other Curriculum areas.

Videod practice and Observations:

Observations/Video: Teachers have the opportunity to opt in to either videod practice of their guided groups instruction or a colleague observing practice - prior to Week 6 this term. (The analysis and next steps should be completed by Week 6.)

[Literacy Tool](#)

[Maths Tool](#)

The Obs tool can be used to unpack your video, or if you choose an Observation (with Anne, Regan and your TL) - they will use this to analyse practice.

SLT are part of either process and TL participation is encouraged in order to grow the leadership capacity of this team.

Co-constructed next steps and noticings/learnings will be recorded in PGC documentation.



PARTNERSHIPS

Strengthening and
contributing to our
community
relationships

ANZAC Day:

Ava and Adele represented our school at the ANZAC day ceremony at the local cenotaph and laid a wreath on behalf of our school. Students also participated in the Auckland Museum ANZAC poetry competition. Their efforts were commendable however most of our students were competing in the 12- 17 year age group. Two boys shared their ANZAC poems at assembly as recognition for their outstanding work.



William Pike:

Year 9 students participated in the William Pike Challenge. As part of this programme, William Pike visited and presented at an assembly in Term 1 - identifying ways that he has 'taken up the challenge.' His presentation and storying around the loss of his leg in a Mt Ruapehu avalanche thoroughly engaged our students.

Year 9 students participate in leadership, community service and passion projects as part of the William Pike Challenge.

"When the opportunity came up to create a youth development programme based around growing more resilient young people, he jumped at it. William could see a real opportunity to take what had prepared him for his challenges, and help prepare our young people for succeeding in their lives. That is now our mission; helping students step out of their comfort zones and develop essential skills for the future."

Stacy Gregg Author Talk:

8 May

8x finalist in the NZ Children's book award

3x winner of NZ Book awards Children's choice

'Pony Club Secrets, Pony Club Rivals, In or Out, Mini Whinny and My Life is Murder TV series'

New book: Nine Girls

Young Authors' Day - 25 May

PROGRESS

Teaching As Inquiry

Each team will undertake an Inquiry into their 'team' data.

Teams will determine their "Inquiry into student achievement" using Team and class data. This could be:

- a group of priority writing students
- a group of ELL students (across all 3 curriculum areas)
- a group of Year 8 students who are sitting at early L3 and need to accelerate progress
- or students who are easily distracted
- or ???

There might be a whole team focus on one area, paired class inquiry or individual inquiry.

Each team has dedicated 20- 30 mins of team meeting time to identify their inquiry students, record current levels of achievement, attendance and identify broad needs. In Week 2 teachers will be 'digging deeper' into the specifics of student needs, including some teacher planned actions and determining how they will capture evidence of their Inquiry journey.

[KK Inquiry doc](#)

Example: [Tainui Inquiry](#) There are other good examples available.

Candace Allan
Acting Principal

Actions from the previous BOT meeting

Action	By	Outcome	Status

Motions/Actions to be discussed within this report:

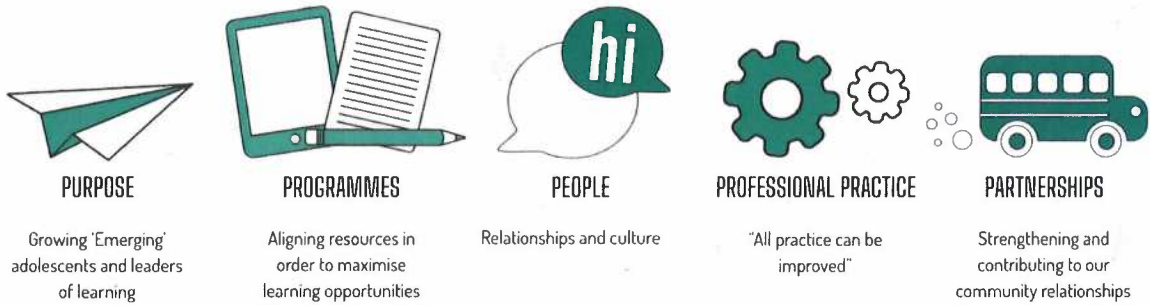
1. Proposed 2025 Term Dates

Candace Allan
Acting Principal



BERKLEY
Normal Middle School EST. 1971
TAKE UP THE CHALLENGE

PRINCIPAL'S REPORT
Board of Trustees Meeting - 2 July 2024



Te Ao Maori	Sharing the DNA	Relationships	PAC	Local Iwi
Pedagogy and Relationships	Stakeholder Voice	Welcoming Culture	Team Leaders	Kahui Ako
Learning Environments	Localising the Curriculum	Learning Assistants	Emerging Leaders	ITE
	The Teaming Programme	Employment		Communication Systems
	Timetable			

Agenda:

Purpose:

- Media Studio Upgrade
- Good Tech Upgrade

Programmes:

- Sports Camp
- WIMS Visual Arts Day
- ELL Update
- Yr 9 Arbor Day
- Winter Social
- Performing Arts Festival

People:

- Staffing Update

Professional Practice:

- DMIC

Partnerships:

- Info Evening
- Prospectus 25
- Mid-Year Reports
- Re Reo-Kapa Haka Update

Progress:

- Time 2 Data

2024 Berkley Roll Breakdown as at 27 June 2024

	<i>Male</i>	<i>Female</i>	<i>Total</i>
<i>Year 7</i>	188	201	389
<i>Year 8</i>	182	178	360
<i>Year 9</i>	15	10	25
Total	385	389	774
<i>NZ Maori Students</i>	60	65	125
<i>NZ European Students</i>	177	193	370
<i>Other Ethnicity</i>	148	131	279

Message to the Community 31 May 2024

Nga mihi nui ki a koutou. Greetings Parents/Whānau and members of our Berkley community.

We enjoyed hosting the 2024 Lit Quiz recently, with support from the Waikato Literacy Association and other participating schools. It was a huge success - with over 220 students from around the Waikato attending and having an incredibly fun night.

We were also honoured to have an internationally acclaimed author, Stacey Gregg, visit us earlier in the term. Stacey has published a number of award winning books and written for the TV series 'Mystic' and 'My Life is Murder'. A group of students spent time with Stacey, reading from one of her new books, which is set in Ngaruawahia.

Our Year 9 class has been busy this term - they have started their William Pike leadership challenge, undertaken a first aid course, lead the organisation for our upcoming Berkley Winter Social and today are taking part in tree planting and other activities to support Arbour day.

Preparations and practises for our upcoming Performing Arts Festival are in full swing! The event will showcase our Kapa Haka, Pacifica and other dance groups, Berkley bands, Theatre sports and Choir - so it will be a show you don't want to miss. Please save the date - Thursday 4 July. There will be day and evening shows, more information about ticket sales will be provided closer to the event - keep an eye on our [Berkley Facebook page](#)

With the change in weather upon us, we are seeing a number of colds and other mild illnesses at school. Sometimes it can be difficult to know when you should keep a child at home or send them to school. There is some useful information and guidance on the [Health NZ website](#) to help you. Please remind your child that keeping warm is important during colder weather. We have Berkley beanies, hoodies, fleeces and puffer jackets as part of our uniform, so there are plenty of options for students to keep warm. If you need any school uniform items, we have some 2nd hand items available to purchase at the office or head to our uniform supplier ([The Brandmakers](#)) for new items.

I'd also like to remind families that our first bell of the day rings at 8.45am and we would like all students in class, ready to start the day by that time. Thank you for your support with this.

I hope you have a restful long weekend, we look forward to seeing students back next Tuesday 4 June.

Ngā mihi nui,

Candace Allan

Acting Principal

STRATEGIC GOAL

ACTIONS / ACTIVITIES:



PURPOSE

Growing 'Emerging' adolescents and leaders of learning

Media Studio Upgrade

Carl has added a new permanent green screen in the TV studio. The control room has new computers and the capability has been upgraded.



Food Tech upgrade

Due to a burst pipe, we had extensive mould and water damage on the outside wall in the Food tech room. Once this repair was done, it was obvious the student units inside were beyond repair. An insurance claim has been processed for 2 of the student areas, and it made sense to upgrade the whole Room. We now have 5 new student kitchens and a teacher's station. Along with 6 brand new ovens.



Sports Camp: Week 8

Two weeks ago (17-21 June), Jason Hanson and Patrick Purcell took 38 students to the annual Sports Camp at Totara Springs in Matamata. Over the week they competed against other schools in about 36 different sporting codes. In the end we came second by one point. We were very proud of the sportsmanship shown by all students that went.

WIMS Visual Arts Day

On Thursday 30 May, a group of our year 8 students were lucky enough to be selected to attend WIMS Visual Arts Day at Te Au o Tamatea, St Andrews Middle School, supported by our Art Teacher Mrs Drake. This annual event is all about teachers and schools working together to support creative excellence.

On the day, students worked with other visual art students, local artists and specialist art teachers - learning new skills and having a go at creating masterpieces using different art mediums.



PROGRAMMES

Aligning resources in order to maximise learning opportunities

ELL UPDATE

At present we are being funded by the MOE for 92 students (first half of the year). This number will decrease with a number of our students either having left Berkley, finished their allocated terms of funding or have reached the level of achievement set by the Ministry.

Forty nine of these students are pulled out for ELL/Writing support, whilst Vicky So (LA) is timetabled to provide in class support.

Petra Reiter and Kim Endres have been working to ensure that all our Year 8s and 9s are as prepared as possible for highschool, which is just around the corner. I will be liaising with the ELL staff at Hillcrest High to ensure that the transition will be as smooth as possible and that our students get the ongoing support they will require.

We are expecting at least 5, maybe 6 new international students (fully funded) to begin at the start of Term 3. Two are from Korea and three/four from China. We will be holding a welcome/orientation session for these students during block 1 and 2 on Monday 22 July. Parents and agents have been invited. We will have the existing International students along with other Berkley students taking a lead in showing the new students around.

Teaching time has been set aside in our timetable to give these students regular language learning opportunities.

Sandra Woods and I will be attending the SIEBA hui on July 24/25 in Auckland which will assist us with being familiar with the administration and pastoral care protocols of our international students. As our International roll grows it is imperative that we have the services of an official organisation so we can ask any questions we may have around the smooth running of the programme.

We had a good response to our request for translating services from our Berkley parents and now have a bank of names we can call on if and when required.

Year 9 Arbor Day

Our Year 9 students again had the opportunity to participate in Arbor Day at the Waiwhakareke Natural Heritage Park - a wetland close to the Hamilton Zoo. Arbor Day planting is part of Hamilton City Council's Nature in the City



programme, which aims to increase Hamilton's native vegetation cover

from 2 per cent to 10 per cent by 2050. It was their 20th Anniversary and we were happy to help!

Lots of schools and the public are invited to plant 100's upon 100's of native plants each year. This hard work will go towards the year 9's Community Service hours for the William Pike challenge.



Winter Social

A winter social was held on Thursday 6 June. This is always popular and was well supported with a large number of students and staff having a great time. Students had the opportunity to show off the social dances they had been learning in PE.

Performing Arts Festival

We have over 120 students performing in the Performing Arts Festival on Thursday July 4. There are performances from the following groups: Kapa Haka, 2 Pasifika Groups, 13 Dance groups (including a teacher dance group), Theatre sports team, Choir 2 rock bands and of course an appearance from Berkley TV.

We have two shows during the day for the school to watch and one night performance for the community.

We look forward to seeing this all come together.

Staffing Update

Classroom Teacher Room 9

Darlene Rogers will be the teacher to take over Room 9. She is an experienced teacher from Oponui Area School and was acting principal for 2023. She is looking forward to coming to Berkley to learn as much as possible about effective teaching. This will mean Mark can be released again into his specialist Te Reo role to provide Professional Development to all our teachers as well as learning opportunities to our students.

David Giles

David has retired and has worked closely with our school and the COL for a number of years. We wish him all the best.

Welcome Back Nathan

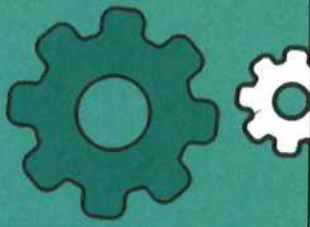
We welcome Nathan back from Sabbatical for the start of next term



hi

PEOPLE

Relationships and
culture



PROFESSIONAL PRACTICE

“All practice can be improved”

DMIC

Term 2 has nearly finished and there has been a real positive vibe filter throughout the school regarding DMIC. Although initially hesitant, teachers are finding real gains with students in Maths and realising its benefits for our tamariki.

Underlying DMIC, A problem solving approach to Mathematics, sits strong teaching pedagogy and planning. One pedagogical practice, such as “Talk moves” has also been adopted in other Curriculum areas such as literacy and science.

Due to the planning of lessons already being completed by Maths experts, there is more time available for content knowledge prep (Something which is quite substantial at Level 4 and 5 of the Curriculum. Even further, during the planning phase of DMIC, teachers work collaboratively to ascertain possible students' mathematical misconceptions: This has been really powerful as teachers have further expanded upon DATs' to further students' understanding.

Through Teacher Inquiries, many teachers chose to work with groups of students in maths. This is evidence of DMIC providing a real motivation to improve student outcomes.

Bridget, our DMIC facilitator, ran a whole school PD session on “Algebra” in week 5, term 2. This was positively received from all, and provided teachers with the content knowledge required, to ensure their tamariki have success.

In all, DMIC has got real momentum and our students are enjoying the “problem solving approach” to mathematics DMIC offers our students and teachers.



PARTNERSHIPS

Strengthening and
contributing to our
community
relationships

Information Evening

Our annual information evening will be held on Thursday 1 August. This well organised event is a showcase of the very best of Berkley. Traditionally we have members from the BOT helping out on the BBQ as well as some who are able to walk around and talk to our prospective parents.

There will be a performance from 6.00-6.30 in the Rec Centre then from 6.30-7.30 our school is open for families and community members to walk around and see what Berkley has on offer.

Prospectus 25

Our prospectus/enrolment packs will be ready to be delivered to all our local contributing schools during the last week of this term. The 2025 enrolment process will begin to get underway from the start of term 3.

Mid-Year Reports

These are to go home on the last day of Term - Friday 5 July. The student led conferences will follow this on week one of term 3. Parents/Caregiver will have the opportunity to meet with their child's classroom teacher for 15 mins to discuss their child's learning. Specialist teachers are also available to meet with. The school will be closed for instruction on Friday 26 July for this to happen.

Te Reo - Kapa Haka Update

Te Reo and Kapa Haka at Berkley has been working well for the majority of the year. Circumstances changed at the end of term 1, which saw me head into the classroom for this term to cover the Room 9 class to keep some consistency of the students. I feel that this was managed well considering the change. I became very aware that my teaming lessons needed to be very clear with expectations but the positive was that I could see the lesson being taught when I was teaching teaming Te Reo. I could then make adjustments to suit.

Just this week we had our first Kapa Haka Performance at Silverdale. This was requested from Silverdale to be a part of their Matariki Celebrations this week. This was an eye opening experience for myself as well as the students in the group. They did have some nerves come through in the performance which you could see but they hung in there and I feel they did great mahi being it was in front of an audience.

We did have a large number of students start with Kapa at the start of the year. We ended up running trials to bring the numbers down to a manageable level as well as we wanted to front foot the group to be prepared for WIMS for term 4. After seeing the intensity at WIMS last year this was a necessary step to do early on for this year to get our taura prepared. We currently have a group of 20 boys and 20 girls in our rōpu.

Working with the support from Tyla has gone well this year as we support each other in the space and we both have our strengths with dealing with the rōpu. We are looking to try and find a tutor or a composer to create new school specific waiata so that we can share our own school themes through waiata and haka.

It has been a welcomed experience stepping back into the classroom for term to tautoko Room 9, but I am looking forward to getting back to my original Te Reo Teacher role for next term to continue on our huarahi.

PROGRESS

Time 2 Data

Teams moderated their OTJ data during Weeks 7-9.

This involves:

- sharing evidence of student achievement (their workbooks, teacher observations, modelling books, published work) in Reading, Writing and Maths
- of note this year was the depth of conversation and modelling book evidence using the DMIC approach in Maths
- teachers use their team meeting time to analyse L1 - L5 samples of work and ensure there is consistency around the Level assigned to students

We will share some of the data take at the meeting

Candace Allan
Acting Principal

Actions from the previous BOT meeting

Action	By	Outcome	Status

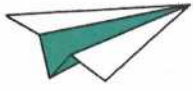


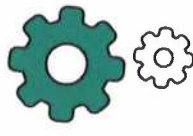

Motions/Actions to be discussed within this report:

Candace Allan
Acting Principal



BERKLEY
Normal Middle School EST. 1971
TAKE UP THE CHALLENGE

PRINCIPAL'S REPORT
Board of Trustees Meeting - 13 August 2024

				
PURPOSE	PROGRAMMES	PEOPLE	PROFESSIONAL PRACTICE	PARTNERSHIPS
Growing 'Emerging' adolescents and leaders of learning	Aligning resources in order to maximise learning opportunities	Relationships and culture	"All practice can be improved"	Strengthening and contributing to our community relationships

Te Ao Maori	Sharing the DNA	Relationships	PAC	Local Iwi
Pedagogy and Relationships	Stakeholder Voice	Welcoming Culture	Team Leaders	Kahui Ako
Learning Environments	Localising the Curriculum	Learning Assistants	Emerging Leaders	ITE
	The Teaming Programme	Employment		Communication Systems
	Timetable			

Agenda:

Purpose:

- Cross Country
- Political Climate (Maths Education)

Programmes:

- Information Evening
- ELL Update
- Kahui Ako Update

People:

- Staffing Update
- Term 3 Calendar

Professional Practice:

- Teaching As inquiry at Berkley

Partnerships:

- Enrolments 2025
- Student Led Conferences
- Property Update

2024 Berkley Roll Breakdown as at 9 August 2024 - Includes 8 International Students (3 x Korean and 5 x Chinese)

	<i>Male</i>	<i>Female</i>	<i>Total</i>
<i>Year 7</i>	194	204	398
<i>Year 8</i>	188	176	364
<i>Year 9</i>	13	10	23
<i>Total</i>	395	390	785
<i>NZ Maori Students</i>	62	64	126
<i>NZ European Students</i>	178	193	371
<i>Other Ethnicity</i>	155	133	288

Messages to the Community

Nga mihi nui ki a koutou. Greetings parents, students and members of the Berkley Normal Middle School Community.

Term two has been an action packed 10 weeks! In addition to our classroom learning and general in-school activities, we have hosted Waikato Literary Quiz, attended six WIMS events (Football, Hockey, Futsal, Chess, Basketball and Visual Arts), run our annual cupcake challenge with the winners attending the Waikato Culinary fare, had 38 top sports students compete at Totara Springs Sports Camp, competed in theatre sports and had our winter social. To top it all off our Performing Arts festival was held on Thursday 4 July and it was a perfect way to finish the term. So many students have worked incredibly hard to pull together a show celebrating culture, dance, acting and music. Thank you to everyone involved, you contributed to an amazing evening!

In term three we will continue our busy and rewarding year with a number of WIMS events still to happen, along with our school cross country and AIMS Games week. We will also see some of our students depart for their two week Japanese exchange to Makuhari.

Term three also signals the beginning of our annual enrolment process and we look forward to receiving enrolment applications from prospective students. Our information evening is being held on Thursday 1 August where we will welcome any prospective students and their families to experience all that Berkley has to offer. More information on our enrolment processes are detailed further on in this newsletter, or head to our [enrolment page on our website](#).

All Berkley students will be issued their mid-year reports today. These reports are designed to provide you a brief summary of your child's progress so far this year and you will have the opportunity to discuss these at our student conferences which are being held in week one of term three. If you have not yet booked a conference time, you can find all the information on the [booking process here](#).

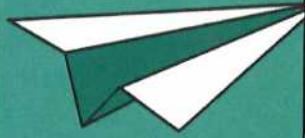
Students will bring home a notice with important term three dates in week one, but if you would like to plan any future dates, all our key events for term three are published on the [front page of our website](#) and our [online calendar](#).

My time as acting principal is coming to an end as we welcome back Nathan Leith from the beginning of term three and I will return to my Deputy Principal role. I have thoroughly enjoyed the last two terms and wish to thank all the Berkley staff, students, whānau and community for your support during my time in the role.

Ngā mihi nui,
Candace Allan
Acting Principal

STRATEGIC GOAL

ACTIONS / ACTIVITIES:



PURPOSE

Growing 'Emerging' adolescents and leaders of learning

Cross Country (Matt to give a overview) - held Monday 29 July

The weather held for this years' event, despite our best efforts to plan for a contingency. All our athletes are encouraged to finish and win, that is, to win a point for their team as part of the Super Five competition. Jansen Park is the host venue each year, and our parents and community turned up in support.

The motto 'Take Up The Challenge' serves as a firm reminder that life is not easy sometimes. Our annual Cross Country event is meant to be a challenge. So to see so many of our akonga supporting fellow athletes with verbal and physical encouragement, offering kind words and loud cheers or just screams of joy makes the day worthwhile.

Our Berkley teachers turned on the praise and support necessary to make sure everyone had a safe and enjoyable experience. Looking forward to WIM's [Tokoroa] in Week 4, AIM's on September 8th [Waipuna Park] and of course, Cross Country 2025.

Latest Attendance Figures (Term 2):

How many students regularly attended school this term?

Regular Attendance

58%

Compared to 57% in Term 2, 2023

Irregular Absence 26%

Compared to 25% in Term 2, 2023

Moderate Absence 10%

Compared to 11% in Term 2, 2023

Chronic Absence 5%

Compared to 7% in Term 2, 2023

What were the main reasons given for absence this term?

1. (M) Illness / Medical Absence 63%
2. (T) Unexplained / Trivial 13%
3. (E) Accepted (but unjustified) 12%
4. (G) Holiday 10%
5. (U) Stood down / Suspended 1%

How many students were on time to class?

70% of students were on time to class

Definition of lateness depends on school attendance policy.

Which days and weeks had the highest and lowest attendance in Term 2, 2024?

	Highest		Lowest	
Day(s) of Week	Thursday	90%	Friday	87%
Day(s) of the term	01/05/2024	93%	31/05/2024	80%
Week(s) of the term	Week 1, 29/04/2024	92%	Week 10, 01/07/2024	86%

Political Climate (Maths Education)

Below are some thoughts I posted in the Waikato Principals weekly newsletter about the government's announcement regarding Maths education.

I'm sure you will all be aware of the connotations of the political announcement made over the weekend in relation to changes pending in maths education starting in 2025. I'm sure you will have many views and questions about this announcement. In the meantime, and while more information has yet to be made available, I thought I would share a few quick quotes from Sir Ken Robinson and Georg Cantor that sum up some of my initial thoughts around this.

"So, my argument is that instead of standardizing everything in schools, we should be going in the opposite direction. I don't think there's a kid in America, or anywhere in the world, who gets out of bed in the morning wondering what they can do to raise their state's reading / maths standards. They get out of bed, if they're motivated, by their own interests and their own development. So I think we should be doing the opposite. I think we should be personalizing everything in schools. We should be looking at ways of making education relevant to each individual child".

"You've almost got to get the balance right here, but we've had now years and years and billions of dollars worth of investment in the expansion of standardized testing, in American schools for example (but this isn't just America, it's around the world), and for the most part they've not been successful in doing what they're expected to, which is to raise standards. If anything, they seem to have contributed to a lowering of morale in schools. They seem to have contributed to an erosion of commitment. In America, for example, there's something like a minimum of 30 percent dropout rates from high schools — it's much higher among certain ethnic communities. Kids are being turned off from school, in part because of the whole culture, not just the tests themselves, but the educational culture they promote".

"In mathematics, the art of proposing a question must be held of higher value than solving it". Georg Cantor

If you would like to have your say about this new policy, please feel free to email Nathan Leith at Berkley (principal@berkley.school.nz). I'd also be curious to know; who the government consulted with to decide that 'workbooks' will solve all our problems? which schools were asked for feedback? and what happens to the schools who are making great progress in Math?

Watch this space!!



PROGRAMMES

Aligning resources in order to maximise learning opportunities

Information Evening

Our annual information evening was held on Thursday 1 August. This is a well organised event and one which we always aim to showcase the very best of Berkley. As in previous years, attendance levels were high. We acknowledge and thank our current parent community for supporting this event by arranging for their students to be part of this programme.

All staff came together extremely well as a team to make the night a success. Lots of positive feedback was received from our community regarding what Berkley has to offer and was very well supported. It was clear that what was showcased on the night, matched Berkley's mission statement, and strong school motto: Take up the challenge (Wero).

ELL Update

At the start of this term we invited our 5 new International students and their accompanying parent/caregiver to a session in the ELC where they were welcomed to Berkley by Nathan, the ELL staff and some students who were chosen to be their class buddy for the first few days.

This was an opportunity for us to go over our programme and what they could expect from Berkley. It was also a great opportunity to encourage the students to "Take up the Challenge" and make the most of the opportunities available to them at Berkley. I also think the orientation was reassuring for the mums :) All 5 students have settled in really well, with three of them joining the orchestra. At this stage all 5 are receiving pull out language support.

We have also welcomed this week two students from Kiribati who will require daily support as they have no English at all and no one in the school has knowledge of Gilbertese. I am working closely with Jason (Room 21) and Larissa (Room 20) to provide as much support as we can.

The second half of the year's funding application for migrant students has been submitted to MOE and we should receive funding for 91 students.

Kahui Ako Update

Term 3 started with a hui that was attended by all the principals and the Kahui Ako across school leaders. It was held here in the Berkley Learning centre and was an opportunity for us to gather and share what we have achieved in the first two terms. It was also a chance for us to welcome back Nathan and to thank Marie Bramley for her support of the across school leadership team during his sabbatical.

Each of the across school leaders presented on their kahui ako achievement challenge and shared their successes and work ons for the second half of the year. Alistar and myself spoke about attendance and how we were streamlining the process so that each of kura would have similar processes for referring attendance concerns. We spoke about clarifying the role that Bluelight plays in attendance and about the introduction of our attendance hui which happens twice a term (week 3 and week 7). These meetings have been beneficial for our attendance team as we get to share our collective knowledge to support each other. Hayley Bacon spoke about her portfolio about neurodiversity and her hopes to get systems in place to support our kura who need help in this area.

Caseymia, who is currently leading our culturally responsive practice portfolio, was unable to be at the meeting but has been working on building stronger connections between our kura, the whanau/community and our marae and iwi. As an ASL team we

also welcomed two new members, Judy Paterson (Silverdale) and Nagia Mason (Hillcrest Normal School). We are looking forward to having their knowledge and expertise to strengthen our team.

Looking ahead to the rest of the year, the ASL team has planned to hold a hui for each of our achievement challenges with the champions. Champions are people who share a passion or deep knowledge in this area) to look at how we can use each portfolio to enhance and grow our learners across our eleven schools.

HILLCREST KAHUI AKO



Important Dates	Across School Leads
WEDNESDAY 7TH AUGUST Attendance Hui 9:30am - 11:30am 1. Slips	 Alistair Turner Hillcrest High School Attendance & Enrol
WEDNESDAY 14TH AUGUST Writing Leaders The TRB	 Caseymia Hawkins Hillcrest High School Cultural Response Team
FRIDAY 20TH AUGUST Neurodiversity Leaders Hui 7am - 8am 1. Enrol	 Nayla Wainwright Fairburne Hill Country School Neurodiversity
7 AUGUST Cultural Response Leaders Hui The TRB	 Joey Veitch Berhara Road School Cultural Response Team
	 Judy Paterson Silverdale Normal School Writing Team
	 Nagia Mason Hillcrest Normal School Cultural Response Team





PEOPLE

Relationships and culture

Staffing Update

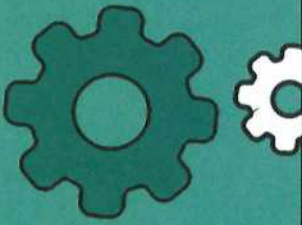
This term we welcomed Darlene Rogers into Room 9.

We will be farewelling Amber Wilson from our office on Friday 23 August. Amber has decided to return to teaching and has gained a place at an early childhood centre in Cambridge. We are currently advertising this role.

Calendar Update

Berkley Term Calendar Term 3 2024 - DRAFT

	Monday	Tuesday	Wednesday	Thursday	Friday
	July 22	July 23	July 24	July 25	July 26
1		Staff Meeting - info evening	DMIC day Waikato	Otago Maths set 1 Lit Quiz Book Review Chartwell Library - 6pm Student Led Conferences - 3.30-8.00 CUSPs	Student Led Conferences 8.00am - 4.00pm
	July 29	July 30	July 31	Aug 1	Aug 2
2	Cross Country B4 Block swap 2,3,4 becomes 1,2,3	Staff Meeting - Info evening WIMS 7 A Side Girls	RC Set Up Info Evening TL Meeting Info evening meeting 9.00am	Info Evening - RC WIMS 7 A Side Girls Back-up CUSPs	Bandslam 2024: Southwell 7pm TUTC
	Aug 5	Aug 6	Aug 7	Aug 8	Aug 9
3	Year 8 Hillcrest High Talk Block 1 9.00am - RC	WIMS 7 A Side Boys Staff Meeting - Effective pedagogy	Team Leader - Follow Up Obs Waikato	ICAS - Digi Tech CUSPs WIMS 7 A Side Boys Back-up	Attitude - Tackling Technology 9am REC Assembly B1
	Aug 12	Aug 13	Aug 14	Aug 15	Aug 16
4	NZ Maths week	WIMS Cross Country Staff Meeting - Effective pedagogy 2 Board Meeting	ICAS - English Waimaths: RJHS Year 9 Info evening TL Meeting	CUSPs R9 group visit to Summerset (AG/KD)	TUTC
	Aug 19	Aug 20	Aug 21	Aug 22	Aug 23
5	Waikato Science Fair	WIMS Netball ICAS - Science Staff Meeting - Team leader PAC obs PD	DMIC Day Waikato	Otago Maths Set 5 CUSPs WIMS Netball Back-up	Assembly B1
	Aug 26	Aug 27	Aug 28	Aug 29	Aug 30
6	ICAS - Maths	Guest Speaker - Slam Poet B1 - Whole School B2-4 workshops for selected students Staff Meeting - PWJ	TL Meeting	Orchestra Festival	Chess - NZCF Waikato Regionals TUTC Book Battle - BF Enrolments for ballot close
	Sept 2	Sept 3	Sept 4	Sept 5	Sept 6
7	Gymnastics starts for next two weeks - in RC	Staff Meeting Whanau Hui??	Waikato		Assembly B1
	Sept 9	Sept 10	Sept 11	Sept 12	Sept 13
AIMS Games - HW, JH, PP, HC					
8		Staff Meeting - cancelled	Enrolment Ballot TL Meeting	Team Speech Finals Completed	Teacher Only Day Report Writing Chess Power - Hamilton Regionals
	Sept 16	Sept 17	Sept 18	Sept 19	Sept 20
9	Makuhari Trip departs - NL GM	Staff Meeting - Curriculum Group	Waikato	Schoolwide Speech Final Board Meeting	Assembly B1
	Sept 23	Sept 24	Sept 25	Sept 26	Sept 27
10		Staff Meeting - Admin WIMS Ki o Rahi	TL Meeting		TUTC



PROFESSIONAL PRACTICE

"All practice can be
improved"

Teaching As Inquiry at Berkley

Teaching as inquiry (TAI) is a process that encourages teachers to change their practice in order to enhance success for students. It involves inquiry into the impact of teaching and the teaching–learning relationship. TAI is "not a 'project', an 'initiative' or an 'innovation' but a professional way of being." (Timperley, Kaser, Halbert, 2014, p. 22)

In order to address student needs, and accelerate achievement all classroom teachers conducted an Inquiry in response to the Time 1 student achievement data.

Hannah White and Monique Fritz will share their Inquiries in order to demonstrate how effective, committed professionals can impact student achievement.



PARTNERSHIPS

Strengthening and
contributing to our
community
relationships

Enrolments 2025

All enrolments for 2025 are due in by Friday 30 August and our out of zone ballot will take place on Wednesday 11 September. Thank you to Owen for supporting this process again and providing a person to support with our enrollment ballot.

Student Led Conferences - (SLCs)

SLCs were held on Thursday 25 July 3.45pm - 8.00pm and Friday 26 July 8.00am - 4.00pm. We were extremely pleased to see so many of our families take up this opportunity and share in their child's learning journey. Approximately 650 of our families had made a booking to meet with their child's teacher.

Teachers value the opportunity to meet with students and whanau. Many take the chance to celebrate student success, share achievements in workbooks and check in with family about student progress. Generally the conversations are extremely positive but also these meetings allow for concerns to be followed up with, and for parents to express concerns that may not have previously been raised. E.g friendships, achievement data, progress.

Property Update:

Octa

The School is currently looking at signing with Octa, a Project Management consulting company that will work on our behalf with the MOE.

Octa will be managing the Student toilets and the Materials room upgrade, and have also taken over the next allocation of slider/stacker doors for the classrooms. We hope to do Room 1-2/25-26 over the summer break.

Roofs

We are having our Roofs inspected and anticipate that parts of the school will need full replacement shortly. This will probably include Rooms 1-2, 15-18. These roofs are 50 years old. Quotes are currently being collected.

We have done all the repair work indicated in our 5 Year plan.

Media Room upgrade

The Media room has had a projector screen installed over the July holiday break. New furniture and computers have also been set up. The furniture was at no cost from Furnware, and the existing Media furniture was moved to the library.

Boardroom

New furniture has been added to this space. An update was desperately needed. No cost to the school. Nathan had won a furniture voucher from Furnware. A prometean board is also available for use in there now.

Food Tech Room refurbishment

To finish off the Food tech room, we are having new cabinetry put at the back of the classroom. This will tidy up the storage area and laundry. New vinyl will be fitted. Sebel have quoted to provide new workbenches/tables and seating. A new fridge and freezer to replace the old rusty ones will be purchased. Full cost of this refurb is \$38,000.

Furniture	\$ 9859.09
Cabinetry	\$11375.66
Vinyl	\$13330.75
Whiteware	\$ 3298.00

Van and Bus Designs

QHK551 2023 TOYOTA HIACE SILVER
QHE703 2023 TOYOTA HIACE SILVER

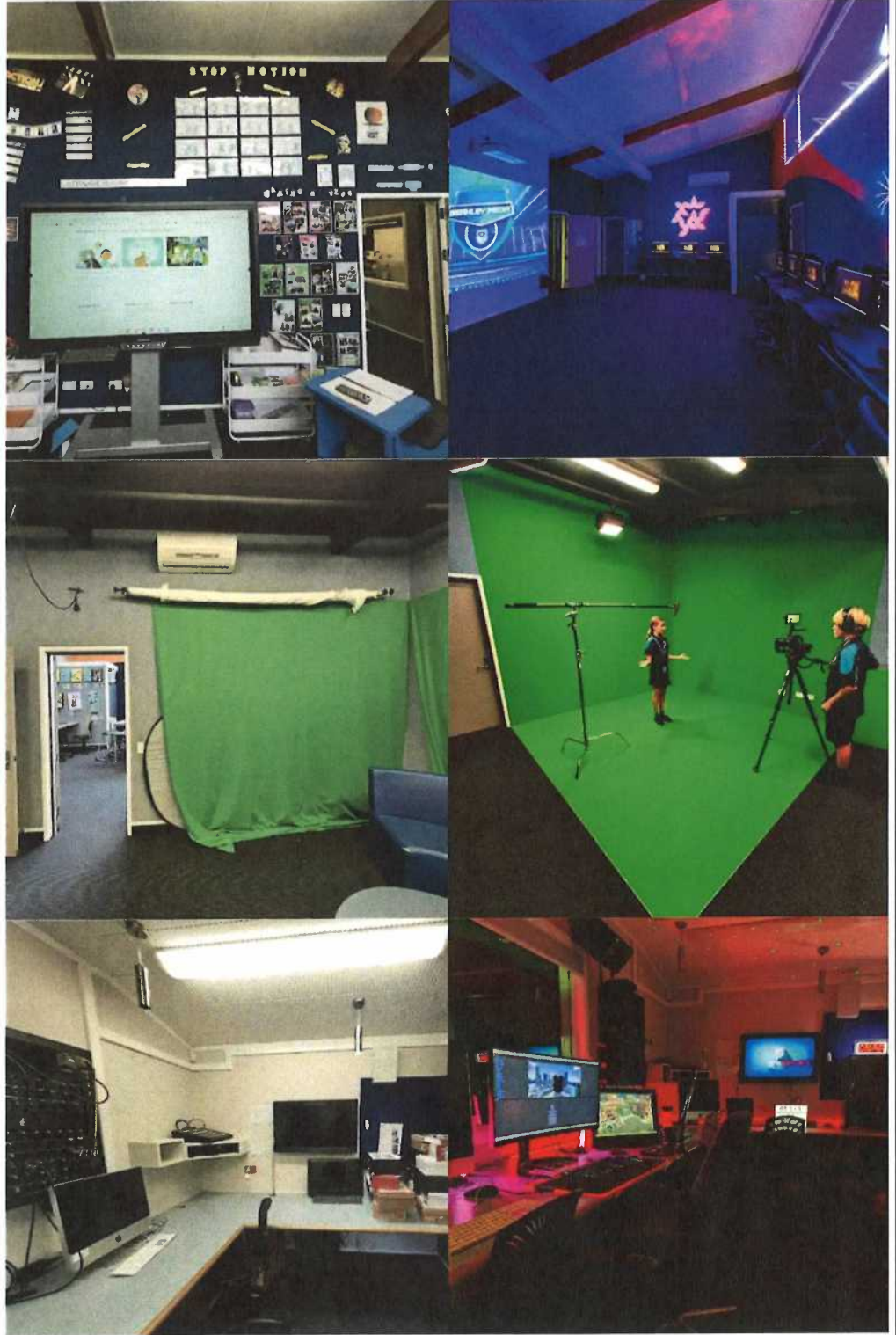


PAK518 2012 HINO RAINBOW WHITE



MEDIALAB

The next level



Actions from the previous BOT meeting

	Action	By	Outcome	Status
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Motions/Actions to be discussed within this report:

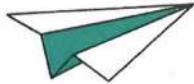


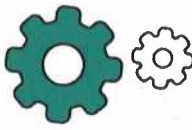

Attachments with this Report

Nathan Leith
PRINCIPAL



BERKLEY
Normal Middle School EST. 1971
TAKE UP THE CHALLENGE

PRINCIPAL'S REPORT
Board of Trustees Meeting - 24 September 2024

				
PURPOSE	PROGRAMMES	PEOPLE	PROFESSIONAL PRACTICE	PARTNERSHIPS
Growing 'Emerging' adolescents and leaders of learning	Aligning resources in order to maximise learning opportunities	Relationships and culture	"All practice can be improved"	Strengthening and contributing to our community relationships

Te Ao Maori	Sharing the DNA	Relationships	PAC	Local Iwi
Pedagogy and Relationships	Stakeholder Voice	Welcoming Culture	Team Leaders	Kahui Ako
Learning Environments	Localising the Curriculum	Learning Assistants	Emerging Leaders	ITE
	The Teaming Programme	Employment		Communication Systems
	Timetable			

Agenda:

Purpose:

- Draft Strat Plan for 2025
- Waimaths
- End of Year Reports
- Makuhari
- AIMS Update

Programmes:

- Information Evening
- ELL Update
- Kahui Ako Update

People:

- Staffing Update
- 2024 Professional Growth Cycles

Professional Practice:

- Speeches

Partnerships:

- Property Update
- Term 4 Calendar
- Enrolment Ballot
- Vans
- Student Led Conferences: 25 and 26 July

2024 Berkley Roll Breakdown as at 16 September 2024 - Includes 8 International Students (3 x Korean and 5 x Chinese)

	<i>Male</i>	<i>Female</i>	<i>Total</i>
<i>Year 7</i>	194	204	398
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Messages to the Community

Nga mihi nui ki a koutou. Greetings parents, students and members of the Berkley Normal Middle School Community.

It is so good to be back at Berkley and catch up on all the amazing learning that has been going on during terms one and two while I have been on my sabbatical break.

I would like to thank Mrs Allan for the superb job she did leading the school in my absence. Term one and two are always very busy terms, in particular inducting and settling our new year 7 cohort into the Berkley routines and delivering Camp Aongatete. Thank you also to Mr Aspden, Ms Grady and the rest of our amazing staff here at Berkley, for the work they do to support our students and the learning programmes on offer. What a privilege it is to come back to such a strong, settled learning environment where all learners have an opportunity to improve and taste success in their own ways.

While I was away on sabbatical, I was fortunate enough to spend some time visiting schools in the South Island, Australia and even Montreal, Canada. While I was able to observe some innovative teaching and learning in these schools, I was also excited and proud to be able to reflect on the high calibre learning opportunities we currently offer here at Berkley. Our teachers certainly work very hard to nurture and grow emerging adolescents who will be able to thrive in our community and global workforce.

During my time looking at schools and different education systems, I am certainly convinced that Berkley is a special place. Berkley provides an environment that delivers a balance of academic rigour and emotional support. Our school seeks out opportunities for student self-discovery, positive peer interactions and the development of critical thinking skills. At Berkley we all work hard to ensure that there is a safe space where students can explore their identities, build resilience and develop a sense of belonging. Our teachers know that it is crucial for us to foster strong relationships between students and teachers, encourage creativity and support social and emotional learning to help our students navigate this transformative stage of their lives.

With half of the term already passed, we have had a number of WIMS events where our representative students in each of those events have given their all to perform well and deliver our Berkley values. We have a few more WIMS events on this term's schedule and we also have a large number of students preparing to attend 2024 AIMS games in week eight. All students have been working on preparing a speech in class over the last few weeks, teachers are eager to hear some informative and entertaining speeches being delivered over the coming week. Team and school wide speech finals will happen throughout week 8 and 9.

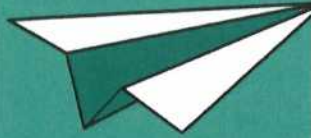
Last week we had a very unfortunate incident where a member of our school was hit by a car on the Morrinsville road crossing. I'm pleased to confirm the student is recovering well and has even started some time back at school this week. I'd like to thank all the members of the community who have sent kind messages of support and love as we have supported the family during what was a difficult time. This is a timely reminder for us all to take extra special care on our roads and crossings.

Have a fantastic weekend.

Ngā mihi nui,
Nathan Leith
Principal

STRATEGIC GOAL

ACTIONS / ACTIVITIES:



PURPOSE

Growing 'Emerging' adolescents and leaders of learning

Draft Strat Plan for 2025

We are currently in the process of formulating our Strategic plan for 2025-2027. We will meet as a SLT team then share with other stakeholders to get voice about this. Here are some updates in regards to some ministry changes.

English

There is no draft English Curriculum for Years 7 and 8 as yet.

We continue to develop Literacy pedagogical practices that we know are effective, underpinned by research and align with our Berkley beliefs. We maintain a 'watching brief' regarding changes mooted for 2025. These include testing and a shift back to genre focused writing.

Maths - The new Maths Curriculum is out in its draft form. Maths Content / Knowledge does not change (which isn't a surprise). The New Curriculum does, however, contain a lot more explicit detail about the teaching of maths (which some would say was missing, if lacking content knowledge).

You would have heard the New Curriculum mentions 3 overarching statements regarding "Understand, know and do" . See below



It is reassuring that with Berkley teachers engaging with what DMIC has to offer, Maths teaching at Berkley at the present is meeting the goals of the New Curriculum. The biggest change in practice this year, being the pedagogy around "Do": *Practices that bring about rigour to learning*. Previously learning has traditionally been a passive approach, with the "locus of control" sitting with the teacher. This year, much more ownership, through effective teaching practises such as "Talk moves", has meant students are now in the driver's seat for their own learning.

Schools are currently waiting to hear what "resources" will be funded, for schools to take up. As effective teachers know, there is no one size fits all, however having a range of resources on hand, to fit the "learners needs, is only fitting. Watch this space!

Waimaths:

A couple weeks ago the Berkley year 7 and year 8 teams went to WaiMaths at Rototuna Junior High to compete against many other very able mathematicians. Berkley competed for 2 long hours completing 20 brutal questions.

The other teams were formidable opponents and sadly, the year 8 team couldn't make the top 3. The students thoroughly enjoyed the wero and were grateful for the opportunity to represent Berkley.

However, the year 7s performed exceptionally well. For the first time ever, in a Waimaths competition, there was a tiebreaker between 2nd and 3rd, This being between Berkley and Cambridge Middle School. This meant the organisers having to silence all 300 odd people in the arena, so these two teams could answer one more question. It was pretty intense if I must say so myself (Joshen)However, it just wasn't meant to be and Cambridge ended up getting the answer correct before Berkley, putting them in 3rd place.

Despite the wins and losses, Berkley still had an amazing time and came home knowing we did well.

From Joshen and Nigel.

End of Year Reports:

Please see below the 2024 End of Year Report. This year we have added the 3 graphs which show progress, along with the 4 Values indicators.

Take up the challenge (Student Voice)



Luka Allan

Year 8 Room 1
2024

Learning Areas

Through the 18 Primary Years Programme, the Berkley Curriculum challenges all students to achieve to the best of their ability and take increasing responsibility for their own learning. The approach allows for individual students to develop at different rates.

<p>Reading</p> <p>Writing</p> <p>Mathematics</p>	<input checked="" type="checkbox"/> 4L Science <input type="checkbox"/> Social Science <input type="checkbox"/> Health/Physical Education <input type="checkbox"/> Food Technology <input type="checkbox"/> Materials Technology <input type="checkbox"/> Drama <input type="checkbox"/> Music <input checked="" type="checkbox"/> 4L Art <input type="checkbox"/> DVC
-----------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

The NZC specifies learning areas which describe in broad terms the knowledge and understandings students need to acquire. Achievement is expressed at 8 progressive levels.

At the End of Year 8, the expected level of achievement is Late Level 4.

The New Zealand Curriculum (NZC) identifies learning areas and key competencies to be developed by all students. This profile indicates the achievement levels of each student in relation to the curriculum expectations.

Personal Learning Statement

All Berkley students take up the challenge and demonstrate Whānaukatanga, Āraha, Raaka and Ora.

Scale: 1 - Never 2 - Rarely 3 - Sometimes 4 - Mostly 5 - Always

1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Makuhari Trip

On Monday 16 September, Nathan and Garry Meiklejohn accompanied 11 Berkley students to Makuhari, Japan. They were joined by another 49 students and 7 Principals from the Waikato area as we continue the legacy of this great international learning opportunity.

This exciting two week exchange provides our students with an insight into Japanese culture and customs and they bring back special memories to last a lifetime.

AIM Updates

Cross Country

Gian Robinson 5th place, Yr7 boys.

Year 7 boys, 10th Team (Gian Robinson, Toby Ward and Shay McIlver)

Year 8 boys, 6th team (Oscar Endres, Lincoln Cornelius, Jack Brown, Cooper Thomas, Eli Tuck)

Swimming

Ella Churstain- 12 year girls

14th 100m Breaststroke

16th 200m Breaststroke

18th 50m Breaststroke

Chian-Ying Sat - 11 year girls

13th 100m Breaststroke

18th 50m Breaststroke

20th 200m Breaststroke

Highlights - Hazel Johnson – PB's in all 10 events, 3 of them she shaved 5 seconds off her PB time. A number of the swimmers had PB's

Rock Climbing

All BNM climbers made ¼ final climbs and all our girls made the semi-finals. Final placings were all in the top 20.

Year 7 Girls: Anna Hills 6th, Sophie Lipsey 11th=

Year 8 Girls - Paige Shallcrass 12th

Year 7 Boys - Edward Smith 19th

Gymnastics

Isobel Stevens - 3rd(BRONZE medal) in Artistic Gymnastics

Molly Cucksey - 14th in Gymnastics tumbling

Mountain Biking

Luke Tootill

Cooper McKibbin

Squash

Amarliyah Jones

Arnav Bhatnagar

Table Tennis

Lincoln Cornelius

Tennis

Rudransh Kaliraman - Division 3, placed 4th out of 28 in boys singles

Golf

Ata Adams

Badminton

Asher Hussain - Placed 16th out of 32 in boys singles in division 1

Elsa Zhai - Division 2, placed 2nd in singles. Placed 3rd in doubles with Sandithi in division 2

Sandithi Kulasooriya - Placed 3rd in doubles with Elsa in Division 2

Hockey

The mixed team placed 13th equal with Mt Maunganui Intermediate. They came 13th out of 49 teams.

Girls Football

The Girls placed 20th out 32 teams

Basketball 5 A Side

The boys placed 4th out of 84 teams

Netball

The netball girls came 49th out of 136 teams

Girls Futsal

The girls placed 8th out of 16 teams

Boys Futsal

The boys placed 19th out of 40 teams



PEOPLE

Relationships and culture

Staffing 2025.

The following classroom positions have been put in the Education Gazette for 2024.

BERKLEY NORMAL MIDDLE SCHOOL WAIKATO

Classroom teacher

Full time, Permanent

Primary and intermediate (Years 1–8) / kura tuatahi, Certificated teacher
English, Health and physical education, Learning languages, Mathematics and statistics, Science, Social sciences, Technology, Te reo Māori, The arts NSA

✓ Suitable for beginning teachers

Listed	Closes
09 SEPTEMBER 2024	27 SEPTEMBER 2024

REFERENCE #: 1HAIGF

[Full details](#) [>](#)

BERKLEY NORMAL MIDDLE SCHOOL WAIKATO

Classroom teacher

Full time, Fixed term, Start Date: 28/01/2025, End Date: 12/12/2025 (Roll growth)

Primary and intermediate (Years 1–8) / kura tuatahi, Certificated teacher
English, Health and physical education, Learning languages, Mathematics and statistics, Science, Social sciences, Technology, Te reo Māori, The arts

✓ Suitable for beginning teachers

Listed	Closes
09 SEPTEMBER 2024	27 SEPTEMBER 2024

REFERENCE #: 1HAIGI

[Full details](#) [>](#)

We have currently advertised a permanent and fixed term position for 2025. At this stage we are fully staffed and have only heard of one staff member leaving however this works in our favour as we have Tim Howard returning from study leave.

2024 Professional Growth Cycles

These will be presented and tabled at the BOT meeting. Candace will run the BOT through our PGC process and talk through the philosophy of why we run professional learning in this way.



PROFESSIONAL PRACTICE

"All practice can be improved"

Speeches - Empowering Speakers - This has been part of our focus for Literacy this term.

Aim:

Empowering students to speak confidently - through differentiated opportunities

Communication is the backbone of our society. It allows us to form connections, influence decisions, and motivate change. Without communication skills, the ability to progress in the working world and in life, itself, would be nearly impossible.

Teachers and students have participated with enthusiasm culminating in the Speech/Slam Finals on Thursday September 19th. Two guest judges will determine the winners.

As part of the focus on speaking and listening, Penny Irvine liaised with Read NZ and booked a visit from - **Te Kahu Rolleston** (Ngāi Te Rangi) is a spoken word poet and educator from Tauranga. He has been called 'The Taniwha of Slam Poetry'. His work often honours his ancestors, the land, and the ongoing Māori struggles for Tino Rangatiratanga and socio-economic betterment. He presented to the whole school for 45 mins and then conducted 3 workshops throughout the rest of the day. He conveyed powerful messages, engaged students with poetic writing and had a particularly positive influence with our boys.

PWJ - Personal Writing Journals - Our Team Leader - Natalie Thompson led staff PD around PWJs in Week 6. Regan modelled story-telling, Ethan 'performed' reading aloud and Nat led a professional, well presented session. This provided impetus for staff to review their current practice, refresh some of their current systems and revisit expectations for students.

Pedagogical Practice Professional Learning (Weeks 3 and 4)

2 staff meetings focussed on the connections we can make between effective pedagogical practice across curriculum learning areas. (Some snippets below)

Without time to consider our agreed beliefs, and professional ways of working - there is a risk that our pedagogy becomes a range of fragmented practices - which we implement haphazardly - and it leaves some 'learning' opportunities to chance.

We can plan to be deliberate, selective and strategic in our work.

We need to 'notice' what it is we 'do' and the impact it has on our learners.



Week 5: Candace and Anne led a 'dinner' professional learning meeting with team leaders and their 2ICs - that supported their development in leading Practice Analysis Conversations - linked to our Observations.

Candace prepped a really engaging session based on 'candid' conversations which included a role play.

Create a culture where 'critical feedback' is welcome and understood (Guidance)

Create a culture where 'critical reflection' is part of who we are. (Individually, Jointly, Collectively)

This session was really popular with the team and has sown the seeds for some further learning in this area.

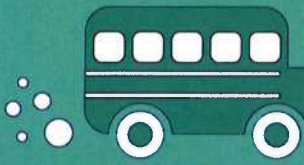
When we avoid
difficult conversations,
we trade short-term
discomfort for long-term
dysfunction.

Peter Drucker



Sometimes the most
important conversations
are the most difficult to
engage in

Jessie Phillips
Picturaquora



PARTNERSHIPS

Strengthening and contributing to our community relationships

Property Update:

Removal of Trees: Treescape have had their quote accepted to remove 3 trees at the back of rooms 27-29. These trees shade the classrooms and have grown very large. A dead Hoheria is also to be removed. This is scheduled for October school holidays.

Update regarding 5YA Projects with OCTA: Leana, from OCTA is currently having plans drawn for improvements to the Men's staff toilets, and the students toilets. Once the plans are finalised, all contractors will tender for these projects. Materials room upgrade is also being assessed.

Vans

Branding has been completed for the vans the Bus is booked in shortly.

Enrolment Update/Ballot

Our out-of-zone ballot took place on Wednesday 11 September.

At the enrolment closing date we had received the following out-of-zone enrolments - **Priority 2 - 18 ; Priority 3 - 16 ; Priority 4 - 8 ; Other - ?**. We had 86 enrolments in our ballot.

Our in-zone enrolment numbers are looking high at this stage. We have been able to accept all the priority enrolments and offer 20 places to students from the ballot.

Candace and Regan are in the process of contacting the contributing schools to organise times to discuss our students coming in. Orientation mornings will take place in term 4 for those accepted into Berkley.

Term 4 Calendar - Draft so far

Berkley Term Calendar Term 4 2024 - DRAFT

	Monday	Tuesday	Wednesday	Thursday	Friday
	Oct 14	Oct 15	Oct 16	Oct 17	Oct 18
1		Staff Meeting	Leavers		Assembly B1
	Oct 21	Oct 22	Oct 23	Oct 24	Oct 25
Tongariro OPC Trip					
2	DMIC	Staff Meeting	TL Meeting Atrusa Award Ceremony 3pm	John Parsons "Technology" National Shakeout day 9:30	TUTC
	Oct 28	Oct 29	Oct 30	Oct 31	Nov 1
3	Labour Day	DMIC Staff Meeting	Leavers	WIMS Kapa Haka Festival WIMS Speeches (Berkley)	BHS Transition Meeting Assembly B1 ELLP's Due
	Nov 4	Nov 5	Nov 6	Nov 7	Nov 8
Time 3 OTJ Data Moderated this Cycle					
4	DMIC	Staff Meeting WIMS Softball	Year 9 Camp - RA, KD CA TL Meeting	Year 9 Camp - RA, KD, CA Rose Garden judging? WIMS - Music Day WIMS Softball (Back-up)	TUTC Rose Garden judging?
	Nov 11	Nov 12	Nov 13	Nov 14	Nov 15
5	PK and Tech classes swap PGC conversations to take place this cycle with teaching staff	Staff Meeting	Athletics Day???? Leavers		Assembly B1 EOY Report - All Teacher Comments including student voice proofed twice by Team leaders
	Nov 18	Nov 19	Nov 20	Nov 21	Nov 22
6	Teacher PGC Reports to Nathan Meetings with TL's and SLT take place this cycle.	Orientation Morning - Hillcrest WIMS Lacrosse Staff Meeting	Orientation Morning - Silverdale, Matangi, Newstead, Teauhare TL Meeting	Orientation Morning - Tamahere and other schools.	TUTC Award Citations Completed??
	Nov 25	Nov 26	Nov 27	Nov 28	Nov 29
7	Year 9 Water Safety Course EOY Reports - All OTJ's and comment completed in gggg and printing to begin	Year 9 Water Safety Course WIMS Athletics Staff Meeting - Inquiry review?	Year 9 Water Safety Course Leavers	Year 9 Water Safety Course Big Day Out - Ma'u Tahu	PE finish Big Day Out - Taurua EOY Reports printed and in teacher cubbies for checking
	Dec 2	Dec 3	Dec 4	Dec 5	Dec 6
8	Big Day Out - Te Aruha EOY Reports Envelopes completed this week	Hillcrest High Orientation Day Staff Meeting - Admin (profiles) EOY Reports - Final day for reports	Big Day Out - Ararua TL Meeting - B1 Final Team Hui B1 - Taurua	Big Day Out - Kia Kaha Final Team Hui B3 - Te Aruaha Dance Night	Tech finished TUTC EOY Reports go home Final Speeches - 9:30
	Dec 9	Dec 10	Dec 11		
	Final Team Hui B1 - Kia Kaha	Final Team Hui B3 - Ma'u Tahu Staff Meeting - EOY	End of Year Assembly	2025 Call Back Dates. Tues 28 Jan - Friday 31 Jan 2025	

Student Led Conferences: 25 and 26 July Attendance

Student Led Conferences School Summary 2024

Room Number	Attended on 25/26 July (Number only)	Booked for other time/date (Number only)	Not engaged (Number only)
<i>Te Aroha</i>			
Room 06	15	5	3
Room 07	27	1	3
Room 08	27	4	1
Room 09	23	2	4
Room 10	28	3	1
	120	15	12
<i>Mahi Tahu</i>			
Room 25	28	2	2
Room 26	28	1	2
Room 27	25	1	6
Room 28	24	4	3
Room 29	26	2	4
	131	10	17
<i>Tairāwhiti</i>			
Room 15	25	1	6
Room 16	26	1	4
Room 17	24	4	4
Room 18	27	1	1
Room 24	26	1	4
	128	8	19
<i>Manawatu</i>			
Room 19	30	2	0
Room 20	28	1	2
Room 21	28	3	1
Room 22	28	1	3
Room 23	23	1	8
	137	8	14
<i>Kia Kōwhiri</i>			
Room 1	28	1	3
Room 2	27	1	4
Room 11	27	1	3
Room 12	27	1	3
Room 14	28	4	0
	137	8	13
Total	653	49	75 (9% not attended)

Water New Zealand Writing Competition

We are delighted to announce that your students authored the winning entries in our recent writing competition. This means that your school has won the overall prize of a Design Jam with author and graphic illustrator Steven Mushin. Steve's book, "Ultrawild," won the 2024 Australian Book Design Awards for Best Designed Children's Non-Fiction Book and the 2024 Storylines New Zealand Elsie Locke Award at the recent New Zealand Book Awards for Fiction Children and Young Adults.

A "Design Jam" is a fun collaborative brainstorming activity or event, geared towards finding solutions in a creative environment. For the winning school, Steve will guide students on an extraordinary day of exploration, creativity, and forward-thinking. He will cover important topics such as:

- climate change
- design
- * engineering
- environmental stewardship

Actions from the previous BOT meeting

	Action	By	Outcome	Status
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Motions/Actions to be discussed within this report:

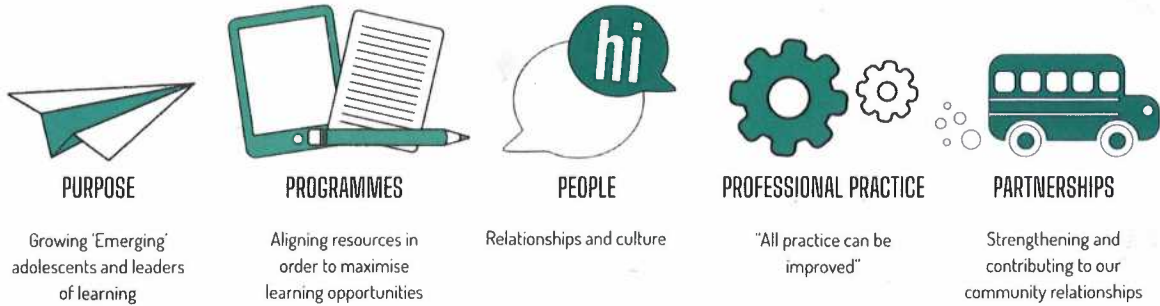
Attachments with this Report

Nathan Leith
PRINCIPAL



BERKLEY
Normal Middle School EST. 1971
TAKE UP THE CHALLENGE

PRINCIPAL'S REPORT
Board of Trustees Meeting - 30 October 2024



Te Ao Maori	Sharing the DNA	Relationships	PAC	Local Iwi
Pedagogy and Relationships	Stakeholder Voice	Welcoming Culture	Team Leaders	Kahui Ako
Learning Environments	Localising the Curriculum	Learning Assistants	Emerging Leaders	ITE
	The Teaming Programme	Employment		Communication Systems
	Timetable			

Agenda:

Purpose:

New Zealand Water Council Writing Competition winners

Programmes:

- Makuhari
- Altrusa
- John Parsons??
- PGC conversations
- Baymaths

People:

Staffing Update 2025

Professional Practice:

- Professional Learning Visits
- OTJ Moderating (weeks 1-4 Term 4)
- Curriculum Update

Partnerships:

- Transition Conversations
- Orientation

2024 Berkley Roll Breakdown as at 29 October 2024

	<i>Male</i>	<i>Female</i>	<i>Total</i>
<i>Year 7</i>	197	204	401
<i>Year 8</i>	192	177	369
<i>Year 9</i>	14	10	24
Total	403	391	794
<i>NZ Maori Students</i>	65	65	130
<i>NZ European Students</i>	179	193	372
<i>Other Ethnicity</i>	159	133	292

Messages to the Community

As we come to the end of another very busy term, there is so much to reflect on and celebrate.

Just over 100 of our students recently attended AIMS games 2024 in Tauranga. Our competitors shone, with medals, personal bests, fun experiences and new friendships gained. I was however, most proud of the values, sportsmanship and resilience shown by our competitors, they all represented Berkley exceptionally.

I'd like to acknowledge the extra effort put in by our staff involved in AIMS. To get such a large number of students and teams prepared for an event like this takes a huge amount of planning, training and organisation. There were also a number of parents who coached, managed and supported our athletes throughout the week - thank you for your time and support.

Other school events recently have included our speech and poetry slam festival, where all Berkley students wrote speeches and shared these in some capacity in their classroom. Some students went on to represent their teams in the team finals and the winners at the team finals presented their speeches and poetry for the school finals. Well done to everyone, I know that speeches can be a challenging task for some students but you rose to the challenge again.

I have been lucky enough to share the last few weeks with a group of students in Makuhari, Japan for our annual exchange trip. This is a hugely rewarding trip for our students, where they have the opportunity to be immersed in Japanese schooling, culture and community. They have stayed with host families and had a very busy schedule. We are looking forward to returning home this Sunday, with lots of exciting stories to tell!

We recently held our enrollment ballot for out of zone places and all applicants have been advised. We have also issued emails this week to all in-zone students whose applications have been accepted. We do have a long waiting list for 2025 places, so we ask that anyone not requiring a position next year to please let our school office know as soon as possible. Enrolments will continue to be accepted from current Year 8 Berkley students who wish to stay with us for Year 9. Please ask for a Year 9 enrolment form at the office.

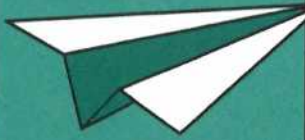
Please have a safe and happy term holiday, I hope you are able to enjoy some family time.

Ngā mihi nui,

Nathan Leith
Principal

STRATEGIC GOAL

ACTIONS / ACTIVITIES:



PURPOSE

Growing 'Emerging' adolescents and leaders of learning

New Zealand Water Council Writing Competition winners.

Competition details:

*I am delighted to announce that we are launching our reading and writing competition for Waikato Schools. All the information you need is on our [website](#) but essentially any young person, school or home-schooled learner in the Waikato region is eligible to enter. All entrants need to do is **read a book and write something** on "Imagining High Tech Water Cities".*

We've teamed up with the awesome Stephen Mushin, author of Ultrawild, to bring this competition to life. Stephen is an inventor, author, illustrator, futurist and all round amazing creative genius. We are giving away copies of his book and the overall winner will receive an all-day Design Jam with Stephen. A design jam is a creative workshop where Stephen will take students through an exploratory future based design process to reimagine what our world could be like. It's an awesome prize and we're delighted to be able to bring this to the Waikato.

Winners:

We are delighted to announce that your students authored the winning entries in our recent writing competition. This means that your school has won the overall prize of a Design Jam with author and graphic illustrator Steven Mushin.

Our judging team was very impressed by the entries from your school and we all very much enjoyed the creativity of the student entries. Some of the judges' comments included:

"Mitshi, your story encapsulates the importance of using individual agency, to find groups to take collective action to improve our future. I loved how you explored a range of solutions, using online platforms, collective action to protest, agricultural solutions such as cover crops and innovative architecture."

"Lauren, you have a compelling writing style, and great use of descriptive language. We commend you on your out of the box thinking."

"Wenjing, great use of descriptive language, and a captivating story arc. I liked how your character realised that technological solutions were not enough to fix water, and that we needed to protect our planet as well."

"Derwindi, I liked how your story linked our water and health together. It's a very creative vision of the future"

Mishti Dalal and Wenjing Ma were also selected as age group winners and so will receive a copy of Steve's book "Ultrawild". If you would like to time the presentation of this prize with an assembly or similar to recognise their efforts, then we would be happy to work with you on this.





PROGRAMMES

Aligning resources in order to maximise learning opportunities

Makuhari Trip 2024

On Monday 16 September, Nathan and Garry Meiklejohn accompanied 11 Berkley students to Makuhari, Japan. They were joined by another 49 students, and Principals from the Waikato area as we continue the legacy of this great international learning opportunity.

This exciting two week exchange provides our students with an insight into Japanese culture and customs and they bring back special memories to last a lifetime.



2024 Berkley Altrusa Award Recipient

The Altrusa Award recipient for Berkley for 2024 is Samantha Medina Cubillos (Room 27). This was acknowledged in our school assembly last week where Samantha's parents were invited and were part of this special occasion. Samantha was then invited to a special ceremony run by the Hamilton City Council to acknowledge outstanding young emerging adolescents. Her citation reads:

"Samantha, you are a natural leader who inspires and uplifts everyone around you. Your unwavering positivity and proactive approach are evident in everything you do. With genuine kindness and respect, you embrace every opportunity that comes your way. Your altruistic spirit and enthusiasm for supporting your peers shine through as you cheer them on and offer your help in their pursuits."

John Parsons: "Empathy is a gift children share between themselves every day, so when we see it we should acknowledge it, and when possible, reward it" — John Parsons

Berkley students and teachers were privileged to have John Parson's in their spaces, to chat around around the topic concerning: Cyber Safety

John works with education, health and private sectors, providing specialist advice and direction on the safe and ethical use of Digital Communication Technology. John is a published author of "Keeping Your Children Safe Online" and a social commentator who works throughout New Zealand and Internationally.

He was incredibly engaging to both the students during the day, and during our staff meeting.

He gave us "cutting edge" info, from education Gazette, accompanied with a unit plan, based on "Sleep", and how this affects our well being: This will be explored next year, in a Unit at the start of the year to support the Health Curriculum.

PGC conversations

Candace has met with all teachers across the school in regards to their goals for 2025, how they feel their year has been, what opportunities they would like in the future and we would discuss actions and ways our SLT team can support this. Also an opportunity to share any voice they had around our strategic plan for 2025-2027. All very positive meetings, we are lucky to have such a committed, enthusiastic staff always willing to go above and beyond for our learners and to improve their practice.

Baymaths Result:

Berkley attended the Baymaths competition last week in Tauranga.

- Our Year 7 won the team challenge and the
- 8A team came 2nd in the timed challenge.

Thank you to Tim Howard for preparing these learners and taking them to this competition.

Te Reo Māori

Tena koutou e nga mema o te poari o Werohia. He repoata tenei hei whakamāma i nga akonga kua mahia i tenei tau kua pahure mo to tātau kura. Kei te mihi atu. Greetings to the members of the Berkley Board of Trustees. This report outlines the progress and learnings over our first year implementing the Te Reo program.

What a year it has been with teaching Te Reo here at Berkley. Having had 2023 as a pilot year for Te Reo I was aiming to hit the ground running with this kaupapa. This was a very smooth start to the year with Candace at the helm. There was clear communication between us and being able to talk to Anne was a big help in terms of getting the kaupapa underway. Being that we had our mihi whakatau at the start of the year it provided our new year 7 taura with the real life experience of going through the welcoming process first hand which then set the expectation for classroom mihimihi. One of our strongest attributes as a school is having our year 7 change from being the teina to the tuakana as year 8 taura. They know who I am and this makes for a seamless transition to becoming the tuakana in the school. Having Ethan do the mihi response from the manuhiri side was a positive which made the powhiri a success.

This year saw me take the lead with minimal guidance from Rauhina as our funding for PD was not accepted. This was a bit of raruraru for me in the beginning as my confidence through the process was not very high. Hei aha tera, I got on with creating all of my learning materials from scratch and this was a success. I was able to create lessons that were engaging and this enabled taura to thrive with the learning of Te Reo. Taura were confident to learn there pepeha and I created two options, one where if you could whakapapa to a marae and a second one if you didn't whakapapa to a marae. There was no confusion for taura.

Term 2 put the brakes on me in the Te Reo teaching space as I was asked to step into the classroom for term 2 to keep consistency for the classroom once Lachie left in term 1. This was an eye opening experience for me purely as it allowed me to create the content for teaming but also monitor the delivery of the content to see where it was being picked up by taura. I feel like this term was a time to be able to refine processes and push the learning that I had set out to achieve which was based around sports that the taura were involved with. Collecting assessment data on paper was beginning to become a hoha when I was assessing 780ish taura. This got me thinking that there needed to be another way of gathering the data.

Term 3 saw me take a risk and use some of the materials I had collected from Ako Panuku. This was an exciting time to experiment with how I could change up the delivery of learning some of the Kia Wana concepts in the classroom. Having Te Reo being my native tongue I was able to pick this up and run with it. One raruraru for me was that the Te Reo teachers needed more scaffolding for these concepts. One concept that worked well was the Kōwhiringa Whakarongo/Multi-choice Listening. This was when students would have three images to choose from to listen to a voice clip describing an aspect of an image. This allowed for me to push more vocabulary into their puna kupu. This meant that the technology in the classrooms had to work without error or the teachers would have to look at the notes section to make sense of the sentences that I had recorded. I made sure that kaiako were ready to go if this happened. Term 3 was the breakthrough for me in terms of

gathering data. I had worked out that if I recreated the assessment I had used in the previous terms I would be able to analyse the data in one place. It was good to see raw data from the teaching and learning that the taura had been achieving. This will be attached to this report.

Hei tēra tau, if I am successful in staying in this position I would like to set units for each term of that operation in a 8 week cycle that allows for assessments to be carried out in the last two weeks of the term. This will allow for taura to build knowledge then with the assessment this can be reported to whanau by the end of each term. This will also allow teachers to have a clear idea of what is going to be taught at every stage of the year.

In conclusion, I've enjoyed the second year of this program and I feel as though I am coming into my stride with being able to create the resources from scratch to suit the needs of our kura. The whakatauki I want to finish with this year that I've taught to the school this year is "mahia te mahi" which means "get the job done" and "do the work". The huarahi I started on last year is going from strength to strength and I look forward to continuing this haerenga with the Berkley whānau.

Nāku noa
Mark

Staffing Update

Graduating Teachers - the following teachers have completed their provisional registration and will be graduating at the ceremony on Nov 2024. We will be celebrating this during morning tea at school on Nov 22.

Mote Naulivou

Monique Fritz (graduated earlier this year - however we will celebrate her graduation this term.)

2025 Staffing

The following teachers have resigned for 2025:

- Sarah Stevenson -
- Tyla Sharrock-Maifea - Moving to Australia.

We have offered Mikayla Larsen and Larissa Guest Permanent positions for 2025.

Darlene Rogers will continue on a fixed term contract for 2025,

We have appointed Rachel Keightly on a fixed term contract for 2025. Rachel's boys all attended Berkley and is well known in the Berkley / Hillcrest Community.

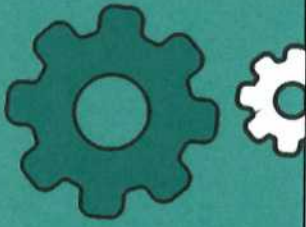
We have also just advertised the Te Reo Specialist Teacher role in the edgazette. This has been a fixed term role over the last two years but will become a permanent role from 2025.



hi

PEOPLE

Relationships and
culture



PROFESSIONAL PRACTICE

"All practice can be improved"

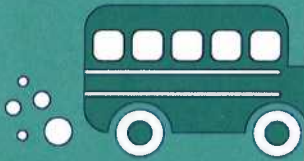
OTJ Moderating (weeks 1-4 Term 4)

To support accurate assessment data teachers have participated in dedicated Team Meetings that have focussed on moderating Reading, Writing and Maths data. To ensure our belief about 'growing leaders' is being achieved each Team leader has been observed leading a meeting. Time has been allocated to critically reflect with each leader and to develop further leadership actions relating to:

- supporting growth with specific teachers (assessment content knowledge)
- developing explicit leadership actions in order to have impact on teacher learning

Curriculum Update

As a representative school for AIMS we were invited to provide feedback on the draft **English curriculum for Year 7 and 8**. Whilst we had to sign a non-disclosure document to prevent details being shared - we were grateful for the opportunity to contribute our thoughts and express our concerns.



PARTNERSHIPS

Strengthening and contributing to our community relationships

Transition Conversations

Transition conversations with contributing schools have been undertaken by Regan and Candace. We have nearly met with all contributing schools in regards to the year 6 students coming in. We continue to have a wait list and due to people still moving in-zone we don't predict we will be taking many more of that list.

Orientation Visits

for contributing schools occurring in Week 6

Term 4 Calendar

Berkley Term Calendar Term 4 2024 - DRAFT

	Monday	Tuesday	Wednesday	Thursday	Friday
Time 3 OTJ data moderated at Team Meetings Weeks 1 - 3					
	Oct 14	Oct 15	Oct 16	Oct 17	Oct 18
1	Algebra starts	Staff Meeting - Te Reo	TL Meeting		Assembly B1
	Oct 21	Oct 22	Oct 23	Oct 24	Oct 25
Tongariro OPC Trip					
2	DMIC day Probability Workshop	Staff Meeting	TL Meeting Altrusa Award Ceremony 3pm BAYMATHS 6pm	John Parsons "Technology" National Shakeout day 9:30	TUTC ELL Comments with teachers
	Oct 28	Oct 29	Oct 30	Oct 31	Nov 1
3	Labour Day	Staff Meeting- Athletics	TL Meeting Athletics Day B2-4 -JV	WIMS Kapa Haka Festival WIMS Speeches (Berkley) re-scheduled BOT Meeting - 5.30pm	HHS Transition Meeting Assembly B1 ELLP's Due WIMS speeches PAC
	Nov 4	Nov 5	Nov 6	Nov 7	Nov 8
'First Swap' of reports for student voice and teacher comments to be underway.					
4	DMIC day	Staff Meeting- Srat Plan WIMS Softball	Year 9 Camp - RA, KD CA TL Meeting HPV catchups 40 students	Year 9 Camp - RA, KD, CA Rose Garden judging? WIMS - Music Day WIMS Softball (Back-up) Literacy Hui - COL	TUTC Rose Garden judging?
	Nov 11	Nov 12	Nov 13	Nov 14	Nov 15
5	PA and Tech classes swap PGC conversations to take place this cycle with teaching staff	Staff Meeting	TL Meeting	Academy Trip Rotorua?	Assembly B1 - Kapa Haka EOY Report - All Teacher Comments including student voice proofed twice by Team leaders
	Nov 18	Nov 19	Nov 20	Nov 21	Nov 22
6	Teacher PGC Reports to Nathan Meetings with TL's and SLT take place this cycle.	Orientation Morning - Hillcrest, Glenview and other schools. A+KK WIMS Lacrosse Staff Meeting	TL Meeting	Orientation Morning - Tamahere, Newstead, Knighton, Silverdale, Matangi and Tauwhare - T+MT	TUTC Award Citations Completed
	Nov 25	Nov 26	Nov 27	Nov 28	Nov 29
7	Year 9 Water Safety Course EOY Reports - All OTJ's and comment completed in gtag and Printing to begin	Year 9 Water Safety Course WIMS Athletics Staff Meeting - Inquiry Review	Year 9 Water Safety Course TL Meeting	Year 9 Water Safety Course Big Day Out - Mahi Tahu QOSPA Concert 7pm	Big Day Out - Tainui EOY Reports printed and in teacher cubbies for checking BOT Meeting - 5.30pm
	Dec 2	Dec 3	Dec 4	Dec 5	Dec 6
8	Big Day Out - Te Aroha EOY Reports Envelopes completed this week	Hillcrest High Orientation Day Staff Meeting - Admin (profiles) EOY Reports - Final day for reprints Last Day of Teaming	Big Day Out - Aranui TL Meeting - B1 Final Team Hui B3 - Tainui	Big Day Out - Kia Kaha Final Team Hui B3 - Te Aroha Dance Night	Tech finished TUTC EOY Reports go home Final Team Hui B3 Aranui
	Dec 9	Dec 10	Dec 11		
	Final Team Hui B3- Kia Kaha	Final Team Hui B3 - Mahi Tahu Staff Meeting - EOY	End of Year Assembly		2025 Call Back Dates. Tues 28 Jan - Friday 31 Jan 2025

Actions from the previous BOT meeting

	Action	By	Outcome	Status

Motions/Actions to be discussed within this report:

- 1.

Nathan Leith
PRINCIPAL

TIME 2 DATA ANALYSIS 2024

Reading

**Berkley Normal Middle School
NZC Achievement Levels OTJs**

**OTJ Reading Feb
Admin Yr 7,8,9**

11649	L1 - Early	L1 - Within	L1 - Late	L2 - Early	L2 - Within	L2 - Late	L3 - Early	L3 - Within	L3 - Late	L4 - Early	L4 - Within	L4 - Late	L5 - Early	L5 - Within	L5 - Late	Well Below	Below	At	Above	Total
Y10																				0
Y7	2% (7)	2% (8)	1% (4)	3% (12)	5% (18)	7% (27)	17% (65)	33% (123)	18% (66)	10% (39)	2% (6)		0% (1)			13% (49)	24% (92)	61% (228)	2% (7)	376
Y8	1% (2)	1% (3)	0% (1)	1% (3)	2% (7)	2% (8)	5% (17)	11% (39)	24% (83)	30% (103)	19% (65)	4% (15)	1% (3)			12% (41)	35% (122)	48% (168)	5% (18)	349
Y9	16% (4)	12% (3)			8% (2)	8% (2)	12% (3)	4% (1)	4% (1)	16% (4)	12% (3)	8% (2)				60% (15)	20% (5)	20% (5)		25
Totals	1.7% 13	1.9% 14	0.7% 5	2% 15	3.6% 27	4.9% 37	11.3% 85	21.7% 163	20% 150	19.5% 146	9.9% 74	2.3% 17	0.5% 4			14% 105	29.2% 219	53.5% 401	3.3% 25	750

**OTJ Reading July
Admin Yr 7,8,9 2024**

11652	L1 - Early	L1 - Within	L1 - Late	L2 - Early	L2 - Within	L2 - Late	L3 - Early	L3 - Within	L3 - Late	L4 - Early	L4 - Within	L4 - Late	L5 - Early	L5 - Within	L5 - Late	Well Below	Below	At	Above	Total
Y10																				0
Y7	2% (7)	2% (6)	2% (7)	1% (5)	3% (10)	3% (12)	13% (49)	20% (79)	33% (126)	15% (59)	6% (22)	1% (2)	0% (1)		0% (1)	12% (47)	33% (128)	54% (207)	1% (4)	386
Y8		1% (4)	0% (1)	0% (1)	0% (1)	1% (5)	4% (15)	7% (25)	13% (45)	26% (92)	29% (103)	13% (47)	4% (15)	0% (1)		8% (27)	20% (70)	68% (242)	5% (16)	355
Y9			12% (3)	16% (4)	4% (1)	4% (1)	12% (3)	8% (2)	4% (1)	12% (3)	16% (4)	12% (3)				60% (15)	28% (7)	12% (3)		25
Totals	0.9% 7	1.3% 10	1.4% 11	1.3% 10	1.6% 12	2.3% 18	8.7% 67	13.8% 106	22.5% 172	20.1% 154	16.8% 129	6.8% 52	2.1% 16	0.1% 1	0.1% 1	11.6% 89	26.8% 205	59% 452	2.6% 20	766

Year 7

Time 1: 63% working at or above

Time 2: 55% working at or above

Concerns: There has been a 'reduction' in numbers of students working at 'above' – as students and teachers grapple with the expectation that L4W becomes 'at'. This is a year on year trend where we believe we see greater growth for our Year 7s in Time 3 data. (Similar to 2023)

Year 8

Time 1: 53% working at or above

Time 2: 74% working at or above

Acknowledgement: We have supported teacher to increase the demand and expectation around L5 and this is reflected in the data outcomes. We think this pattern also reflects the 'keeping Year 8 students with the same teacher for 2 years' (Similar to 2023)

Year 9

Time 1: 20% working at or above (5 students)

Time 2: 12% working at or above (3 students – explained by shift in expectations around L4 W becomes 'focus')

Whole School

Time 1: 43% working below or well below

Time 2: 35% working below or well below

PRIORITY students: 107

19% of Priority students made accelerated progress – [this was the most significant growth percentage for any curriculum area – most shift occurred for our Year 8 priority students.](#)

45% made sufficient progress

35% made insufficient progress

Time 1 - 2

Year 7 – 6 students have **accelerated** (improvement from 2023)

Year 8 – 8 students have **accelerated**

Year 9 – 6 students have **accelerated**

0% of Pasifika made accelerated progress

Equal representation of boys/girls, Maori and other, exceed NZE

Sufficient Progress

% of Boys/Girls/Maori/Other made similar progress

A higher % of pasifika students 67% (4) made sufficient progress than other groups.

Insufficient progress

41% of priority boys made insufficient progress compared to 29% girls. [\(Further investigation necessary\)](#)

Ethnicities were evenly represented

FOCUS Students: 189

10% (18) of Focus students made accelerated progress

66% made sufficient progress

25% made insufficient progress

Boys made 2x accelerated progress than girls

There were no other significant trends across Sufficient or Insufficient.

Writing

Admin Yr 7,8,9 2024

11650	L1 - Early	L1 - Within	L1 - Late	L2 - Early	L2 - Within	L2 - Late	L3 - Early	L3 - Within	L3 - Late	L4 - Early	L4 - Within	L4 - Late	L5 - Early	L5 - Within	L5 - Late	Well Below	Below	At	Above	Total
Y10																				0
Y7	2% (7)	2% (6)	4% (14)	4% (16)	6% (21)	10% (39)	20% (76)	34% (129)	12% (45)	5% (19)	0% (1)		0% (1)			17% (64)	31% (115)	52% (193)	1% (2)	374
Y8	1% (2)	1% (4)	1% (4)	1% (3)	2% (8)	4% (14)	8% (28)	19% (66)	23% (79)	29% (99)	10% (33)	1% (5)	1% (2)			18% (63)	42% (145)	38% (132)	2% (7)	347
Y9	19% (5)	8% (2)	4% (1)	8% (2)		8% (2)	15% (4)	23% (6)	12% (3)			4% (1)				85% (22)	12% (3)	4% (1)		26
Totals	1.9% 14	1.6% 12	2.5% 19	2.8% 21	3.9% 29	7.4% 55	14.5% 108	26.9% 201	17% 127	15.8% 118	4.6% 34	0.8% 6	0.4% 3			19.9% 149	35.2% 263	43.6% 326	1.2% 9	747

OTJ Writing July
Admin Yr 7,8,9 2024

11653	L1 - Early	L1 - Within	L1 - Late	L2 - Early	L2 - Within	L2 - Late	L3 - Early	L3 - Within	L3 - Late	L4 - Early	L4 - Within	L4 - Late	L5 - Early	L5 - Within	L5 - Late	Well Below	Below	At	Above	Total
Y10																				0
Y7	2% (6)	1% (3)	3% (12)	2% (9)	5% (18)	7% (27)	15% (56)	26% (97)	26% (99)	10% (36)	2% (9)	0% (1)	0% (1)			20% (75)	41% (153)	39% (144)	1% (2)	374
Y8		1% (3)	1% (3)	2% (6)	1% (2)	4% (13)	3% (11)	14% (47)	19% (65)	26% (91)	24% (82)	6% (21)	1% (2)	0% (1)		11% (38)	32% (112)	56% (194)	1% (3)	347
Y9	4% (1)	12% (3)	16% (4)			12% (3)	4% (1)	24% (6)	16% (4)	8% (2)		4% (1)				88% (22)	8% (2)	4% (1)		25
Totals	0.9% 7	1.2% 9	2.5% 19	2% 15	2.7% 20	5.8% 43	9.1% 68	20.1% 150	22.5% 168	17.3% 129	12.2% 91	3.1% 23	0.4% 3	0.1% 1		18.1% 135	35.8% 267	45.4% 339	0.7% 5	746

Year 7

Time 1: 53% working at or above

Time 2: 40% working at or above

Concerns: There has been a 'reduction' in numbers of students working at 'above' – as students and teachers grapple with the expectation that L4W becomes 'at'. This is a year on year trend where we believe we see greater growth for our Year 7s in Time 3 data.

Year 8

Time 1: 40% working at or above

Time 2: 57% working at or above

Acknowledgement: We have supported teacher to increase the demand and expectations in order to 'lift students' into L4, and this is reflected in the data outcomes.

Year 9

Time 1: 4% working 'at'

Time 2: 4% working 'at'

Whole School

Time 1: 55% working below or well below

Time 2: 53% working below or well below

Concerns: There has been little shift from Well Below to Below with [Year 7s increasing in Well below](#), and Year 9s remaining static. Year 8s have reduced from 63 students to 18.

[\(Further investigation to be undertaken\)](#)

Priority Students: 151

11% have made accelerated progress

48% have made sufficient progress

41% have made insufficient progress

(Not as an effective shift as in Reading)

Year 7 and 9 boys showed the most accelerated progress.

41% of the Year 7 Focus boys showed insufficient progress. (This was a large % of the group and individuals will be investigated.)

There were no other significant trends around ethnicity, or gender.

Focus Students: 239

4% made accelerated progress

62% made sufficient progress

34% made insufficient progress

(Not as effective as Reading)

There were no significant trends or stand out percentages with this data.

Maths

OTJ Maths Feb Admin Yr 7,8,9 2024

11651	L1 - Early	L1 - Within	L1 - Late	L2 - Early	L2 - Within	L2 - Late	L3 - Early	L3 - Within	L3 - Late	L4 - Early	L4 - Within	L4 - Late	L5 - Early	L5 - Within	L5 - Late	Well Below	Below	At	Above	Total
Y10																				0
Y7	0% (1)	2% (6)	1% (3)	5% (17)	4% (16)	7% (28)	25% (92)	29% (107)	17% (65)	7% (26)	2% (8)	1% (4)	0% (1)			11% (43)	32% (120)	53% (198)	3% (13)	374
Y8		0% (1)	0% (1)	0% (1)	2% (7)	3% (10)	8% (29)	18% (64)	19% (66)	25% (86)	17% (59)	4% (14)	2% (7)	0% (1)	0% (1)	14% (49)	37% (130)	42% (145)	7% (24)	347
Y9			4% (1)	8% (2)	4% (1)	16% (4)	16% (4)	8% (2)	12% (3)	4% (1)	20% (5)	8% (2)				56% (14)	16% (4)	28% (7)		25
Totals	0.1% 1	0.9% 7	0.7% 5	2.7% 20	3.2% 24	5.6% 42	16.8% 125	23.2% 173	18% 134	15.1% 113	9.7% 72	2.7% 20	1.1% 8	0.1% 1	0.1% 1	14.2% 106	34% 254	46.9% 350	4.8% 36	746

OTJ Maths July Admin Yr 7,8,9 2024

11654	L1 - Early	L1 - Within	L1 - Late	L2 - Early	L2 - Within	L2 - Late	L3 - Early	L3 - Within	L3 - Late	L4 - Early	L4 - Within	L4 - Late	L5 - Early	L5 - Within	L5 - Late	Well Below	Below	At	Above	Total
Y10																				0
Y7		1% (5)	1% (5)	2% (9)	2% (9)	5% (19)	13% (48)	27% (102)	25% (95)	16% (60)	4% (14)	1% (5)	1% (4)			13% (47)	40% (150)	45% (169)	2% (9)	375
Y8			1% (2)	0% (1)	0% (1)	1% (4)	4% (13)	12% (43)	15% (53)	24% (85)	25% (88)	9% (32)	5% (18)	2% (6)	1% (2)	6% (21)	28% (96)	59% (205)	7% (26)	348
Y9			4% (1)	4% (1)	8% (2)	4% (1)	20% (5)	8% (2)	4% (1)	32% (8)	8% (2)	8% (2)				52% (13)	40% (10)	8% (2)		25
Totals		0.7% 5	1.1% 8	1.5% 11	1.6% 12	3.2% 24	8.8% 66	19.7% 147	19.9% 149	20.5% 153	13.9% 104	5.2% 39	2.9% 22	0.8% 6	0.3% 2	10.8% 81	34.2% 256	50.3% 376	4.7% 35	748

Year 7

Time 1: 56% working at or above

Time 2: 47% working at or above

Year 8

Time 1: 49% working at or above

Time 2: 66% working at or above

Year 9

Time 1: 28% working at

Time 2: 8% working at

Whole School

Time 1: 48% working below or well below

Time 2: 46% working below or well below

(Year 8s have shown shift but limited movement in Year 7)

PRIORITY students 115

14% made accelerated progress

55% made sufficient progress

31% made insufficient progress

A slightly higher percentage of Year 8 boys/girls and Maori students only made sufficient progress.

13 Year 7 boys made insufficient progress

(These individuals will be identified and action plans developed to further support their learning.)

Focus students 231

10% made accelerated progress

60% made sufficient progress

30% made insufficient progress

There were no significant patterns or trends across gender or ethnicity.

Ethnicity/Gender – Whole School

Reading: There are a higher number of Maori females performing at L4W than boys

Writing: There are a higher number of Maori girls achieving at L3 L than boys
There are a higher number of NZE girls performing at L3L – L4W than boys
There are a higher number of Asian girls performing at L4 E than boys

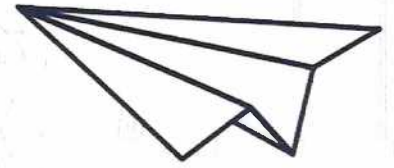
Maths: There are a higher number of Maori girls performing at L4E than boys
There is a slightly higher number of NZE girls performing at L3W to 4E
There is a higher number of NZE boys performing at L4W

(Teacher will explore this date within their teams)

NMSSA Summary: 2021 (Reading)

	<u>NZ (2021)</u>	<u>Berkley (2024)</u>
Level 4+	53%	62%

(Somewhat irrelevant)



TAKE UP THE CHALLENGE



EST.

1971

BERKLEY

Normal Middle School

STRATEGIC PLAN

2025 - 2027



STRATEGIC DIRECTION

2025 - 2027

Berkley Normal Middle School's (BNMS) current strategic plan expires in December 2024. A new strategic plan is required [by the Board] for implementation in 2025.

The Principal and Senior Leadership Team embarked on the construction of the new strategic plan with:

- a relational intent that 'involvement' in the construction, review, and or the endorsement of the draft plan would support shared understandings and the everyday 'expression' of this plan in the future
- some unique design features in the 'framework' of the plan as well as a 'strengths-based' orientation

About Berkley

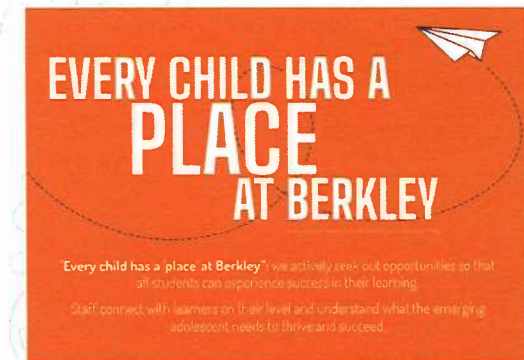
Berkley is a decile 8 state, co-educational composite school which provides learning programmes for students in Years 7 - 9. Approximately 770 students attend our school. There are currently 31 students in each home room. Each student is carefully placed into one of our 25 homeroom classes. Homeroom teachers are responsible for teaching the core curriculum - with literacy and numeracy as a focus - as well as the delivery of semi-specialised programmes. In addition, students work with our specialist staff who deliver programmes in: food technology, materials technology, visual art, music, dance, science, drama and physical education.

Berkley has a reputation for delivering a strong programme across all curriculum areas; **for many years the school has enjoyed a unique reputation in the field of music.???** High quality **Literacy and Maths** **???** programmes are a feature of our school. The school was opened in February 1971 and is situated in the Hamilton suburb of Hillcrest and is in close proximity to the University of Waikato and Ruakura Agricultural Research Centre. The school acquired composite status and became a Middle school in 1998, providing for learning in Years 7 - 9.

Berkley is a Normal School, and part of its special nature lies in the fact that it works closely with the education programmes of the Waikato University, Faculty of Education. A feature is that Newstead, Tamahere, Hillcrest, Silverdale and Knighton are Normal/Model Schools and they all contribute students to our school. Additional contributing schools are Tauwhare and Matangi. An increasing number of students enrol from the wider Hamilton and surrounding areas under our enrolment scheme should places be available.

Enduring school-wide statements of intent:


The special character / **nature** of Berkley is captured by several enduring statements of intent: 'Take up the challenge', 'The Berkley Way!', and 'Every child has a place' at Berkley.'



BERKLEY VALUES – WERO

2025 - 2027

TAKE UP THE CHALLENGE




WHANAUNGATANGA
CONNECTION & RELATIONSHIPS

The connection and relationship in everything we say and do, including your relationship to your learning.



EKEA
EMPOWERMENT & OWNERSHIP

Ascending, keep climbing so eke angitu is to keep striving and achieving.



RAAKAU
RESILIENCE & PERSEVERENCE

Standing strong like a tree among all the elements of the weather.



Open minds are less judgemental. Choices should be made within the realm of ora — for you and others with health, vitality and awareness.

ORA
OPENMINDEDNESS & WELLBEING



THE BERKLEY WAY!

“The Berkley Way!” seeks to grow independent and motivated emerging adolescents who are creative and caring. These young people will have developed the academic ability to contribute to our community and be able to make sense of an unknown future.

EVERY CHILD HAS A PLACE AT BERKLEY



"Every child has a 'place' at Berkley": we actively seek out opportunities so that all students can experience success in their learning.

Staff connect with learners on their level and understand what the emerging adolescent needs to thrive and succeed.



TAKE UP THE CHALLENGE

“**Take up the Challenge**” implies that you can respond to an invitation, a challenge, a personally determined goal, a schoolwide focus, ... and that you will take part.

At Berkley, we empower students to **take up the challenge** and, in the process, increasingly demonstrate the attributes of the IB Learner Profile.

Progress

Create moments that count. What conditions do I create in order to lift students to Phase 4?

Aspiration	Actions	Achievements
Deliver a high-quality education by implementing a modernized maths and English curriculum aligned with the needs of 21st-century learners.	<ul style="list-style-type: none"> Phase in the updated curriculum over a two-year period, starting with professional development for staff. Develop and provide resources to support effective teaching and learning aligned with the new curriculum. Monitor and review the implementation process to ensure high-quality outcomes. Ensure teachers and students develop understandings within Phase 4. Enhance the Inquiry programme through a series of themes which enable teachers to explore Social Science, Science and Health within a particular theme. 	<ul style="list-style-type: none"> All teachers are confident in delivering the new maths and English curriculum by the end of the implementation period. Students demonstrate improved engagement and performance in maths and English assessments.
Foster a culture of evidence-based teaching through robust assessment practices, especially focused on the new curriculum	<ul style="list-style-type: none"> Provide ongoing training for teachers on best practices in OTJ assessment. Align assessment practices with the content and goals of the new curriculum. Use professional learning groups to analyze and refine assessment strategies. Moderation (in relation to the refreshed curriculum) is ongoing throughout the year in order to make it 'everyday practice.' 	<ul style="list-style-type: none"> Teachers consistently use OTJ assessments to make accurate, meaningful evaluations of student progress. Data from assessments drive targeted interventions and support for students. Teachers demonstrate deeper understandings of student needs and teach with explicit instruction.
Build a team of strong, capable leaders to guide effective inquiry into student progress and achievement. Develop a reporting process that reflects the refreshed curriculum in Maths and English.	<ul style="list-style-type: none"> Deliver targeted professional development for leadership teams focusing on inquiry methods and strategies. Establish mentoring programs for emerging leaders to ensure succession planning. Create a collaborative culture where leaders regularly reflect on and share insights about student progress. 	<ul style="list-style-type: none"> Leadership teams effectively use inquiry processes to improve teaching and learning outcomes. Emerging leaders are taking on new responsibilities and contributing to school improvement initiatives.
Ensure equity and inclusivity by incorporating Te Ao Māori perspectives and using data to track and enhance student growth.	<ul style="list-style-type: none"> Develop culturally responsive assessment tools that reflect Te Ao Māori perspectives. Collect and analyze assessment data to measure and celebrate growth in cultural competency and achievement. Partner with local iwi and Māori educators to ensure alignment with tikanga and values. 	<ul style="list-style-type: none"> Assessment data shows measurable growth in students' cultural understanding and academic performance. Students and staff demonstrate greater awareness and respect for Te Ao Māori perspectives.
Fully embed the WERO values into all aspects of school life to nurture well-rounded, value-driven students.	<ul style="list-style-type: none"> Introduce school wide initiatives to promote WERO values through daily practices, events, and celebrations. Create student-led projects to showcase how WERO values can be applied in real-life contexts. Evaluate the impact of WERO values on student behavior, wellbeing, and achievement annually. Enhance the Academy programmes to utilise teacher strengths and meet student needs. Create two/four groups of students: a) to meet the need for physical activity b) to meet the need of social skill development 	<ul style="list-style-type: none"> Students consistently exhibit behaviors aligned with WERO values, contributing to a positive school culture. The school community recognizes WERO values as a core element of identity and success.



Partnerships

Aspiration	Actions	Achievements
Strengthen relationships with whānau, local iwi, and the wider community to support student engagement and cultural identity.	<ul style="list-style-type: none"> Organize regular whānau hui to foster open communication and collaboration with families. Establish ongoing partnerships with local iwi to incorporate their knowledge and values into school practices. Support and grow the school's kapa haka program as a means of strengthening cultural identity and pride. 	<ul style="list-style-type: none"> Increased participation in whānau hui and school events, reflecting stronger community engagement. Cultural programs like kapa haka flourish, fostering pride and connection among students and families.
Empower teachers to build meaningful and respectful connections with whānau and the school community.	<ul style="list-style-type: none"> Provide professional development for teachers to build confidence in engaging with whānau and the community. Introduce structured guidelines and tools to support effective and respectful conversations with families. Develop initiatives that celebrate the diversity of whānau contributions to the school community. 	<ul style="list-style-type: none"> Teachers feel confident and supported in building meaningful relationships with whānau. Feedback from whānau indicates improved communication and collaboration with teachers.
Develop and refine school systems to improve communication with whānau and ensure they stay informed and engaged	<ul style="list-style-type: none"> Transition from agenda books to modern communication methods such as Facebook team pages. Consistency across team entries, events etc - guidelines to be developed by the Team Leaders. <i>(this will be trialled for a year.)</i> Implement training for staff on using social media and digital tools effectively and safely. Regularly review communication strategies to ensure they meet the needs of whānau and staff. Promote phone calls first for issues arising. 	<ul style="list-style-type: none"> Facebook team pages and other tools effectively replace agenda books, keeping whānau informed and engaged. Communication practices are widely embraced and seen as accessible and user-friendly.
Enrich student experiences through a revitalized camp program and Te Reo Māori initiatives	<ul style="list-style-type: none"> Design and implement a revised camp program that aligns with updated educational and wellbeing goals. Collect feedback from students, parents, and teachers to continuously improve the camp experience. Embed cultural and environmental learning opportunities into the camp curriculum. Provide regular training and resources to teachers for integrating Te Reo Māori into everyday learning. Monitor and evaluate the progress of the Te Reo Māori program to ensure sustainability and growth. Celebrate successes in Te Reo Māori use through school events and showcases. 	<ul style="list-style-type: none"> Students enjoy diverse, meaningful experiences through the updated camp program. Feedback shows improved student engagement and wellbeing during camp activities. Increased use of Te Reo Māori in classrooms and schoolwide events. Whānau and iwi report satisfaction with the school's commitment to supporting Te Reo Māori.
Foster partnerships with tertiary institutions to provide professional growth opportunities and support for staff and students.	<ul style="list-style-type: none"> Maintain and deepen connections with the University of Waikato to access research, resources, and professional development. Partner with Te Rito Maioha to support training opportunities for Learning Assistants (LAs) and teachers. Host student-teacher placements to contribute to the development of the next generation of educators. 	<ul style="list-style-type: none"> Ongoing collaboration with tertiary institutions leads to innovative teaching practices and well-supported staff. Learning Assistants gain valuable training opportunities, enriching their contributions to student learning.



People

what conditions do I create in order to grow the people in my team

Aspiration	Actions	Achievements
Strengthen leadership capabilities to facilitate impactful conversations and professional growth among staff.	<ul style="list-style-type: none"> Continue to grow the use of Practice Analysis Conversations (PAC) for leaders to refine their ability to lead critical conversations. Provide professional development for leaders on running Guiding Conversations with a focus on building trust and driving improvement. Establish regular peer-feedback cycles for leaders to share insights and reflect on their practice 	<ul style="list-style-type: none"> Leaders effectively use PAC and Guiding Conversations to foster a culture of collaboration and improvement. Staff report greater confidence in engaging in open and constructive discussions.
Empower teachers to confidently engage in open and meaningful discussions with whānau and the community	<ul style="list-style-type: none"> Provide workshops for teachers to develop skills in having 'guiding' and respectful conversations with whānau. Establish guidelines and scripts to support teachers in engaging in these conversations confidently and effectively. 	<ul style="list-style-type: none"> Teachers regularly and confidently engage in meaningful conversations with whānau, resulting in stronger partnerships. Whānau feedback reflects increased trust and collaboration with the school.
Measure and enhance the impact of Te Reo Māori specialists on teaching and learning outcomes	<ul style="list-style-type: none"> Set up systems for collecting feedback from staff and students on the effectiveness of Te Reo specialists. Use classroom observations and student work to evaluate the integration of Te Reo Māori in teaching practices. Celebrate and share successes through regular school events and professional learning sessions. Hiring the right person for a permanent Te Reo role to drive this in our school 	<ul style="list-style-type: none"> Data shows increased use of Te Reo Māori in classrooms and improved student engagement with the language. Teachers report higher confidence in embedding Te Reo Māori into their teaching practices.
Provide tailored support for students facing learning or behavior challenges through innovative systems and spaces	<ul style="list-style-type: none"> Design and implement a learning pod model tailored to students needing additional learning or behavior support. Train staff to effectively utilize the pod, focusing on restorative practices and differentiated instruction. Monitor student progress to evaluate the pod's effectiveness and make adjustments as needed. 	<ul style="list-style-type: none"> Students utilizing the learning pod demonstrate measurable improvements in behavior and academic outcomes. Staff feel supported and equipped to address student challenges through the learning pod model.
Transition the ELC into a functional ELL space to meet the evolving needs of students, with trained staff delivering quality support.	<ul style="list-style-type: none"> Redesign the ELC to function as an inclusive ELL (English Language Learning) room with a welcoming and resourceful environment. Upskill staff to support ELL students, including strategies for literacy, language acquisition, and cultural inclusivity. Develop a system for regularly reviewing student progress and adjusting supports as needed 	<ul style="list-style-type: none"> The ELL room is fully operational and recognized as a vital resource for supporting English language learners. Students using the ELL space show improved language acquisition and overall confidence.
Create dynamic learning environments that cater to beginning teachers (PCTs) and enhance collaboration.	<ul style="list-style-type: none"> Install sliding doors and other infrastructure improvements to support collaborative teaching environments for PCTs. Provide targeted mentoring for PCTs to build confidence and capability in their teaching. Dream: Create a 'kid-friendly' zone in the outside areas by the tech rooms. 	<ul style="list-style-type: none"> Collaborative learning environments foster growth and mentorship for PCTs. PCTs report increased satisfaction and effectiveness in their teaching roles.
Clarify and optimize the ASL (Across School Leader) role to maximize its impact on student achievement	<ul style="list-style-type: none"> Facilitate workshops and discussions to define the scope, responsibilities, and goals of the ASL role. Develop a clear framework and action plan for the ASL, including key performance indicators (KPIs) and regular reviews. Ensure alignment between ASL priorities and the overall school goals to maximize their impact. 	<ul style="list-style-type: none"> A clear framework for the ASL role leader to improve focus and measurable outcomes for school initiatives. Staff and students benefit from the ASL's targeted efforts to enhance achievement and engagement.



TEAMS

TE AROHA



KIA KAHA



ARANUI



TAINUI



MAHI TAHI

TECH ARTS

PERFORMING ARTS

Report on Implementation of Te Tiriti o Waitangi at Berkley Normal Middle School (2024)

Te Tiriti o Waitangi, signed in 1840, is a foundational document in Aotearoa New Zealand, guiding principles of partnership, participation, and protection. Berkley Normal Middle School acknowledges its commitment to honouring the principles of Te Tiriti o Waitangi and endeavours to embed these principles into the fabric of its educational practices.

Berkley Normal Middle School continues to foster partnerships with local iwi (tribes) and Māori community leaders. Throughout 2024, the school maintained regular communication and collaboration with iwi representatives to ensure their perspectives are integrated into decision-making processes. This partnership has been instrumental in developing policies and practices that respect and incorporate Māori cultural values within the school environment. Our kapa haka groups have been showcasing cultural performances in local schools and community venues e.g. hospice. These activities have strengthened community ties and provided opportunities for students to connect with their cultural heritage in meaningful ways.

In 2024, Berkley Normal Middle School enhanced opportunities for meaningful participation of Māori students, whānau (families), and community members. The school actively sought feedback from Māori stakeholders through hui (meetings) and schoolwide community surveys, ensuring their voices were heard in discussions about curriculum, policies, and cultural initiatives. This inclusive approach has strengthened relationships and increased engagement among Māori students and their families.

Protecting Māori language, culture, and identity remains a priority at Berkley Normal Middle School. The school continued to offer te reo Māori (Māori language) classes at various levels, encouraging students and staff to learn and embrace the language. Cultural protocols were respected and observed during school events and ceremonies, demonstrating a commitment to preserving and celebrating Māori heritage.

2024 Strategic Plan Goals:

3.1 TE AO MÁORI			
strengths	opportunities	aspirations	results
The school is committed to an ongoing integration of Te Reo and Tikanga Maori	We have an opportunity to evaluate the engagement with, and response to our partnership to Te Tiriti o Waitangi, Te Reo, Tikanga Maori, Bi-lingual, Full immersion	A statement of intent and action plan has been co-constructed with stakeholders during 2022	Statement of Intent completed. 'Next steps' for 2024 being actioned.
Application for PLD pending for 2024 to continue work with facilitators. Poutama reo used as evaluation tool at end of 2022. Survey results show positivity towards potential bilingual class however we still need community consultation and input for hapu/iwi in decision making moving forward. Mark will be released for a fixed term trial as a Te reo tutor in order to build capacity across all staff and students in Te Reo and to continue the strong work undertaken in teaming this year.. Consultation with whanau hui is an ongoing focus			

4.1 LOCAL IWI			
strengths	opportunities	aspirations	results
We have strong iwi partnerships that are culturally responsive	Opportunities exist to: 1 Strengthen our existing partnerships; 2 Build teacher knowledge of our local iwi partners; 3 Connect to expertise in our community; 4 Grow CRP in our team; 5 Implement the new NZ Histories Curriculum; 6 Ensure our environment expresses that all people have a place and belong 7. Leverage connections through the Kahui Ako.	Berkley is a place where all learners feel that they have a place and belong A stronger presence of local iwi is established in the school. Teachers can articulate and plan for culturally responsive practice.	We continue to strive to better meet the needs of Te tiriti o Waitangi. Maori students and whanau identify Berkley as ...

Throughout 2024, Berkley Normal Middle School continued to integrate Māori perspectives across the curriculum. This included incorporating significant events, histories, and cultural practices into subject areas such as social studies, the arts, and physical education. Teachers received professional development opportunities to enhance their cultural competence, ensuring they could effectively incorporate Māori content into their teaching practices. Regular teaching of the New Zealand histories curriculum and linking units of inquiry to local stories have been prioritised at Berkley Normal Middle School. This approach ensures that students gain a comprehensive understanding of both national and local histories, incorporating diverse perspectives and narratives. Below are the four units covered with links to NZ Histories Curriculum

1: Culture and Identity

People's culture and identity has an impact on their actions.

NZ Histories link - Maori history is the foundational and continuous history of Aotearoa New Zealand

2. Place and Environment

Communities change through crisis and human displacement.

NZ Histories link - Relationships and connections between people and across boundaries have shaped the course of Aotearoa New Zealand Histories

3. Organisation

The movement of people and ideas has an impact in the past, present and future.

NZ Histories link - Colonisation and settlement have been central to Aotearoa New Zealand histories for the past 200 years

Big Ideas

NZ has its own Migration stories

Key learning: That Te Tiriti o Waitangi was conceived as a response to the changing movement of people into and around NZ and that it was and is seen differently by different people - Migration vs colonisation.

4. Scarcity/Sustainability

Earth's resources are limited and essential to life.

NZ Histories link - The course of Aotearoa New Zealand histories have been shaped by the use of power

Matariki Week - we also dedicate a week of learning and celebration including school wide Hangi on the last day of the week.

During the 2024 academic year, Berkley Normal Middle School Board of Trustees prioritised and funded a full-time Te Reo Māori teacher dedicated to providing professional Te Reo development to all staff members, and providing equal opportunities to all students to engage and upskill with Te Reo. This teacher worked collaboratively with educators across all classes, upskilling them and students in Te Reo and Tikanga Māori for 1 hour and 20 minutes every two weeks. This initiative has significantly enhanced the school's capacity to integrate Te Reo and tikanga into everyday teaching and learning. Below are some changes we have made since implementing this role

- Whole school Powhiri - all students able to run a successful powhiri whenever there is an opportunity in our school
- With a community response to our school wide survey, Berkley is no longer an IB school. This allowed us to deepen our commitment to TOW with an opportunity to incorporate WERO values. We consulted staff, community including Maori leaders and students in regards to this change and produced the following:

W - Whanau

E - Ekea

R - Raakau

O - Ora



In conclusion, Berkley Normal Middle School has demonstrated a steadfast commitment to honouring Te Tiriti o Waitangi throughout the 2024 school year. Through robust partnerships, increased participation of Māori stakeholders, protection of Māori language and culture, extensive curriculum integration, professional development in Te Reo Māori, and active engagement in cultural activities, the school continues to uphold the principles of Te Tiriti o Waitangi. Moving forward, Berkley Normal Middle School remains dedicated to further advancing these efforts, fostering an inclusive and culturally responsive learning environment for all students.