

## CQS Board of Trustees Agenda: 12 April 2021

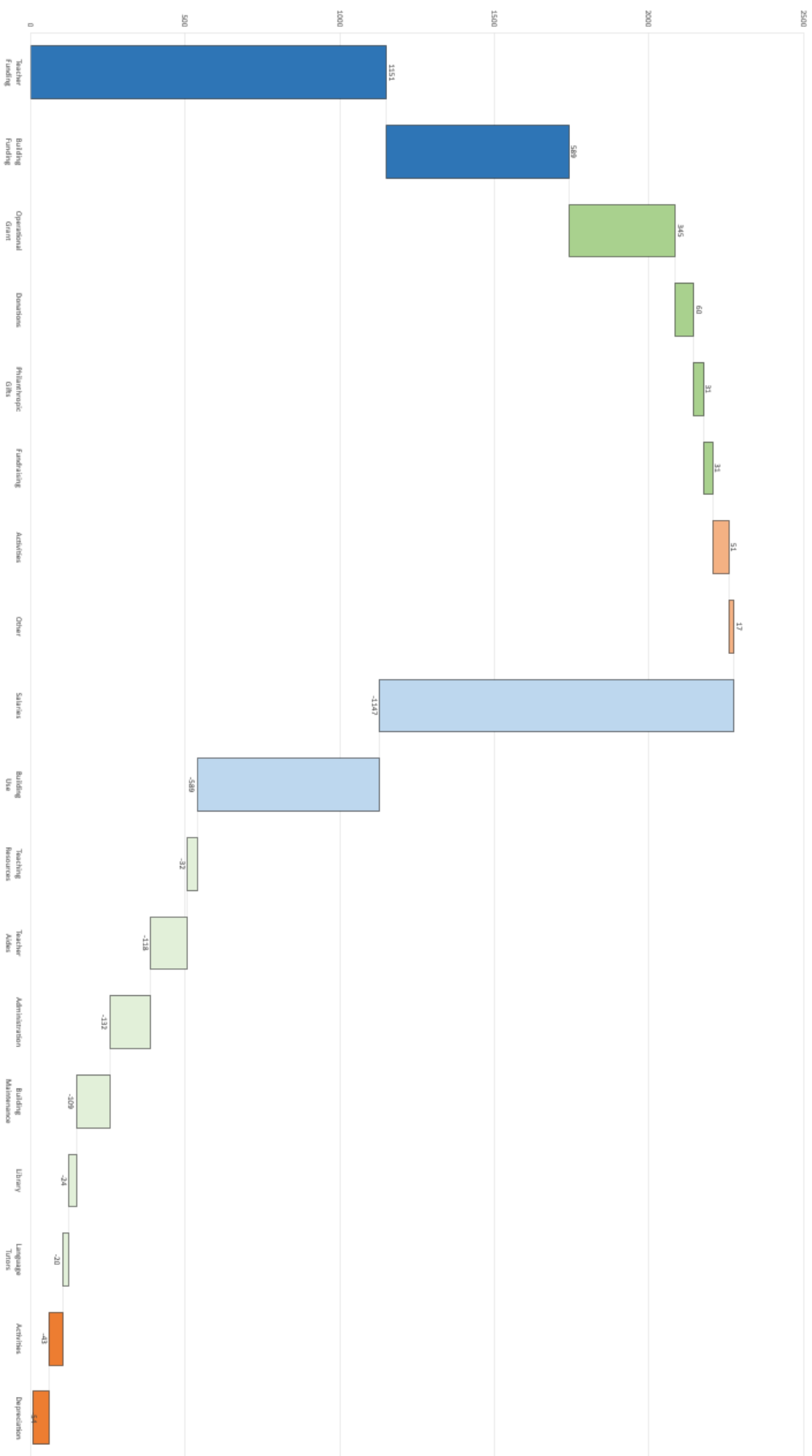
Agenda Item	Led by	Time
1. Administration: 1.1. Present 1.2. Apologies 1.3. Declaration of Interests 1.4. Board meeting speaking guidelines 1.5. Confirmation of Minutes 1.6. Ratifying digital vote	Chair	10 minutes
2. Monitoring: 2.1. Review of Action Items 2.2. Principal's Report	Principal	20 minutes
3. Finance: 3.1. Finance Report 3.2. Grants & Fundraising	Finance Committee	10 minutes
4. Technology: 4.1. Technology Report	Technology Committee	
5. Communications: 5.1. Community sub-committee Report 5.2. Correspondence 5.3. Up-coming Newsletter Items	Principal Community Committee	15 minutes
6. Strategic Discussion	Chair & Principal	20 minutes
7. Meeting Closure: 7.1. Review of Minutes & Agreed Action Items 7.2. Confirming next meeting date	Chair & Principal	5 minutes

## Finance

#	Context	Discussion / Outcome	Action for Board	Action Required - Timeframe - Person
1	Group discussed parents' understanding of the financial position and constraints under which Clyde Quay School (CQS) has to operate, and how to best communicate these.	<p>As per the attached Financial Report for December 2020, last year (that is, the 2020 year) CQS had budgeted for an operating loss of ~\$59K. The waterfall graph at Appendix 1 illustrates how money comes in, from what funding sources, and how it is used for various expenditure items.</p> <p>Had the school actually spent to this plan (including depreciation for maintenance / asset replacements) then our working capital would have been depleted by that amount.</p> <p>The actual results for 2020 were better than plan, because:</p> <ul style="list-style-type: none"> <li>• CQS deferred maintenance / depreciation spending,</li> <li>• had reduced operating expenses during the lock-down, and</li> <li>• CQS received two very generous philanthropic donations in Dec, amounting to ~\$30K.</li> </ul> <p>This led to an actual result of a ~\$3K profit for the 2020 year, instead of the projected loss - and a commensurate increase in our working capital balance to \$300k at the start of the 2021 financial year. Note that the 2020 financial position is subject to confirmation through the audit process to be undertaken.</p> <p>After multiple years of running deficits that had drawn down on working capital, CQS found itself in a position where a tighter budget had to be set for 2021 and this was set and approved at the Board at the end of 2020. This tight budget means that there are likely to be demands made on the working capital balance held by the school</p>	<p>The Board <b>notes</b> that the very generous donations received late last year have improved our available working capital balance to \$300k at the start of the 2021 financial year.</p> <p>The Board <b>endorses</b> the judicious use of this money for unbudgeted expense, based on impact, priority and value for money, whilst being mindful of a longer term investment horizon. This would be subject to finalising the long term plan to ensure that use of this money reflects long term as well as short term priorities.</p>	<p>Board Noting</p> <p>Board Endorsement</p>
2	Group discussed how to optimize spending in the current 2021 year and future outlying years, given our working capital position.	<p>The current 2021 budget is more austere (as it includes a number of cost cutting measures), but still projects a \$42K loss. As per the attached Financial Report for February 2021.</p> <p>The Give-a-Little fundraising efforts which generated \$27K of funding, have allowed CQS to reverse cost cutting measures around tutoring and reading recovery, which is hugely beneficial for our students.</p> <p>The BYOD policy has reduced on-going expenditure on IT, but still requires CQS to make social investments to maintain sufficient devices for students who lack equipment and / or access.</p>	<p>The Board <b>notes</b> that the positive increase of \$50k to working capital as at the 28th February.</p> <p>The Finance Sub-Committee <b>recommends</b> that 3-year forecasts are developed for expenditures across IT, Teaching Resources, Property, Other capital and operational items - including aspirational goals - for a consolidated picture of CQS financial</p>	<p>Board Noting</p> <p>Board Approval</p>

		<p><i>Due to the philanthropic donations received in 2020, the current working capital balance is healthier than anticipated. This has accorded the Board some leeway with regard to spending on un-budgeted items.</i></p> <p><i>In the March 2021 Board meeting \$5K of (unbudgeted) IT items and \$2-3k for an external appraiser for the principal were approved, which has reduced this positive variation on working capital</i></p> <p><i>To ensure judicious spending of working capital going forward, there is a need to develop guiding principles and a longer term (3-year) projection on working capital needs.</i></p>	<p><i>needs. Subject to approval, the Finance Sub-Committee will work with others to assemble this picture.</i></p> <p><i>The Finance Sub-Committee <b>recommends</b> that high-level prioritisation guidelines are established, to ensure consistent and effective prioritisation across a wide variety of expenditure items (e.g. tiered spending for Non-Negotiable, Essential, Optional items). Subject to approval, the Finance Sub-Committee will work with others to draft initial prioritisation guidelines.</i></p>	Board Approval
3	<p><i>Group discussed the lag time between month end and accounts coming available</i></p>	<p><i>Despite using Xero, there seems to be quite a lag between month end and getting a clear financial picture of the school. Therefore the Sub-Committee will take a closer look at the processes currently in place, to see if improvements could be made. An offer has been made of specialist support which the School could avail itself of.</i></p>	<p><i>The Board <b>endorses</b> that the Finance Sub-Committee takes a closer look at the financial closing &amp; reporting processes, to see if improvements could be made.</i></p>	Board Endorsement

#### Appendix 1: Summary of CQS Revenue and Expenditure for the 2020 Financial Year



Positive (upward steps) are where the funds received originate from

Negative (downward steps) are where the funds are utilised

Blue = Core MOE Funding for teacher salaries and building use

Green = Operational funding and additional fundraising/donations from the community

Orange = Activity fees and sundry revenue sources

Blue = Teacher Salaries and building use

Green = Operating the school

Orange = Activity costs and depreciation of assets.

**Personnel**

- Nothing to report

**Property**

- Nothing to report

**Community**

Context	Discussion / Outcome	Action for Board	Action Required - Timeframe - Person
Confirmation of <b>how</b> we share the strategy with the community.	Booklet has been created to share the strategic plan with the community in a 'snapshot view'. This includes the levers, key challenges we currently face, focus items within each lever to address challenges. This will be confirmed once the board has confirmed the strategy document.	The Board <b>approves the process</b> of supplying a condensed strategic plan with the community, alongside parent feedback sessions and opportunities to email feedback. <i>Content to be confirmed before going out.</i>	Board approval 12 April

**Technology**

Context	Discussion / Outcome	Action for Board	Action Required - Timeframe - Person
Purchasing of agreed Chromebook and iPads	All devices and cases are ordered.  The prices given at the previous meeting were not inclusive of GST and some were at different prices from the original quote. The final outcome was an increase in cost by \$50.	The board notes the action item is complete and the increase in budget by \$50.	

# Clyde Quay School Principal's Report 12 April 2021

## CLYDE QUAY SCHOOL

### Action Taken

### Ongoing Action

#### Current Roll

<b>Feb 2020 234</b>	Mar 2021 236	<b>April 2021 236</b>							
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#### Recommendation

- The CQS Board notes** the student roll is 236. There has been no enrolments or withdrawals since the March 29 Board meeting. As previously reported, six out-of-zone places have been confirmed; 15 spaces were advertised, this leaves a waiting list of nine spaces if the Board agrees.
- The CQS Board agrees** the remaining nine out-of-zone spaces are available for out-of-zone students if space permits.

## CURRICULUM REQUIREMENTS AND STUDENT ACHIEVEMENT

### Action Taken

### Ongoing Action

#### CLYDE QUAY SCHOOL CURRICULUM

##### Educational Priorities for Clyde Quay School

This reports the results of CQS Expectations 2020 and as agreed at the March 29 meeting, appeared in the CQS' newsletter April 7 (refer Annex A). It should be noted by the Board, that tailor made pamphlets showing parents how they can assist their children improve in reading, writing, and mathematics will be issued at the parent teacher interviews (April 7-8). (Examples are available during the Board meeting)

#### Recommendation

**The CQS Board notes** the article regarding educational priorities that was published in the April 7 newsletter.

#### Professional Development

##### Funding Application

In addition to the Urgent Response Funding \$5000 (gst excl) received for written language, I have also applied for *Regional Professional Development* in the same area submitted February 9. If successful, it will mean 72 hours of additional Ministry funding which represents approximately \$15k. In the application, I also had to commit an amount from the Board. The amount is commensurate with the current budget allocation \$7000; as well as committing some teacher release days.

If successful, then the school would contract the same provider Julie Beattie (Learning Solutions, Auckland University) if available, to continue with the accelerated programme.

#### Recommendation

**The CQS Board endorses the principal's application to the *Regional Professional Development* team** to continue with the accelerated written language programme facilitated by Julie Beattie (Learning Solutions, Auckland University) if Julie Beattie is available.

#### Positive Behaviour for Learning (PB4L)

March 9, the senior team (Mel Sutton, Kerry Annett, Cameron Ross, and I) met MoE staff Amanda Serici and Antsie Norjite (Performance and Quality Lead) to discuss the school's Behaviour Management Guidelines (BMGs), policy and practices. Amanda Serici noted the positive elements of the school's

<p>policies and BMGs. Amanda and Antsie suggested comparing our policy and practice against <i>Teaching for Positive Behaviour</i> including:</p> <ol style="list-style-type: none"> <li>1. Inserting <i>Individual Behaviour Plan</i> into BMGs</li> <li>2. Comparing our BMGs against <i>Incredible Years</i> teacher strategies and <i>Incredible Years Autism</i></li> <li>3. Include de-escalation strategy in policies</li> <li>4. Consider <i>Safety Behaviour Plan</i> resource</li> <li>5. PB4L framework</li> </ol> <p>The PB4L team may be available in Tterm 4 to conduct an overview of the programme. The school could then potentially use PB4L tools to strengthen its policy and practice.</p> <p><b>Recommendation</b> The CQS Board notes progress to date in reviewing the school's BMGs policy and practice.</p>	
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DOCUMENTATION AND SELF REVIEW	
Action Taken	Ongoing Action
<p><a href="#">CQS Strategic Plan Initiatives 2021 Consolidated Comments for Final Review</a></p> <p><b>Recommendation</b> The CQS Board notes the work to date on the <i>CQS Strategic Plan 2021</i>.</p> <p><b>POLICIES</b></p> <p>Policies under review term 1:</p> <ul style="list-style-type: none"> <li>• Home Learning reviewed by Board- Staff-Parents</li> <li>• Finance and property management reviewed by Board</li> </ul> <p><b>ASSURANCES &amp; REPORTS</b></p> <ul style="list-style-type: none"> <li>• Equal Employment Opportunities</li> <li>• Police Vetting non-teachers</li> <li>• 10 Year Property Plan</li> <li>• Reporting Recording Accidents, Medicines</li> <li>• Risk Management</li> </ul> <p><b>Recommendations</b> The CQS Board notes term 1 policy review and assurances.</p>	<p>Board members to review each section and agree final edits</p> <p>Home learning is a discussion item on our agenda for today and is likely to pose a number of questions (refer Annex B).</p>
HOME AND SCHOOL PARTNERSHIP	
Action Taken	Ongoing Action
<p>Parent student interviews are in train April 7-8.</p> <p>Neighbourhood Day March 26 joint venture with Trish McGiven the Hub</p>	

EMPLOYER RESPONSIBILITIES	
Action Taken	Ongoing Action
Nothing new to report	

PROPERTY MANAGEMENT	
Action Taken	Ongoing Action
<b>PROPERTY MATTERS</b>  Nothing new to report - awaiting results of Architecture Tender	

HEALTH AND SAFETY															
Action Taken	Ongoing Action														
<b>Notifications since March 29 Board meeting</b> <table border="1"> <tr> <td>Has a collective staff review of the registers taken place, to ensure that they are up to date and complete?</td><td>Yes</td></tr> <tr> <td>How many hazards are overdue for remediation?</td><td>1 Repair external mats on ramps block B,C.</td></tr> <tr> <td>How many notifiable incidents have taken place this month (since the last Board report)</td><td>4 Knocks to the head</td></tr> <tr> <td>How many notifiable incidents are still due for reporting to Worksafe (since the last BOT Report)?</td><td>0</td></tr> <tr> <td>How many incidents have been notified to parents this month (since the last BOT report)?</td><td>4 Knocks to the head</td></tr> <tr> <td>How many times did physical restraint have to be used this month (since the last Board report)</td><td>0</td></tr> <tr> <td>Are there any unusual events worth noting with regard to incidents and/or hazards?</td><td>0</td></tr> </table>	Has a collective staff review of the registers taken place, to ensure that they are up to date and complete?	Yes	How many hazards are overdue for remediation?	1 Repair external mats on ramps block B,C.	How many notifiable incidents have taken place this month (since the last Board report)	4 Knocks to the head	How many notifiable incidents are still due for reporting to Worksafe (since the last BOT Report)?	0	How many incidents have been notified to parents this month (since the last BOT report)?	4 Knocks to the head	How many times did physical restraint have to be used this month (since the last Board report)	0	Are there any unusual events worth noting with regard to incidents and/or hazards?	0	
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#### Stand-downs

Nothing to report

#### Recommendation

The CQS Board notes home school partnership; property update; health and safety table; student matters.

STRATEGIC DISCUSSION	
STRATEGIC PLAN <a href="#">CQS Strategic Plan CQS Strategic Plan Initiatives 2021 Consolidated Comments for Final Review</a>	Ongoing



## ANNEX A



### Educational Priorities for Clyde Quay School

As you may be aware from media coverage, last year New Zealand experienced significant drops in educational achievement due to COVID and lock-downs, which stopped students from attending school and / or learning. The data on this is patchy, as the National Standards have been abandoned by government and not everybody is using the same tools anymore, to assess how their students are faring.

At Clyde Quay School (CQS) we have chosen to retain the templates for National Standards and reframed these as our 'CQS Expectations'. At key points throughout the year, we use this and other tools to check in on our student's learning – and our last checkpoint took place at the end of 2020.

Unfortunately we have also seen a drop of ~2-3% Year-on-Year for students who are achieving "At" or "Above" the CQS Expectations. In 2020 our results came in at 78.9% for Reading, 79.3% for Mathematics and 73.8% for Writing respectively. Like the rest of the country, we have been impacted by lockdowns and psycho-social challenges. Making matters worse for us was the temporary accommodation for classes in the School Hall and having to run playground shifts because of the over-crowding on site, whilst construction was going on.

On a more pleasing note, the National Monitoring Study of Student Assessment (NMSSA) has shown that writing levels have DECREASED across NZ from Y4-Y8 – i.e. students went 'backwards' as they progress through their school years, whilst the results for our school shows significant improvement. That said the Y4 baseline was lower than the NMSSA (2019) and the Y8 significantly higher. We also know that investing early in English for Speakers of Other Languages (ESOL) and Reading Recovery (RR) has consistently allowed our students to rapidly grow and do well over their 3-5 year period at our school.

Despite this broader context, our results warrant attention – as they signal that we roughly have 4-5 more students at our school with higher learning needs right now, then we had back in 2019. It was therefore very pleasing for the Board, to deploy the Give-a-Little funding raised at our last meeting and to immediately put this to good use: We will be investing in ~0.7 FTEs of additional teaching and tutoring support as well as 2 additional Reading Recovery slots, which will help us put immediate resources towards helping our struggling learners. So 'Thank You!' again to the kind donors and organisers who have made this possible.

In addition, we have also been successful with a grant application for \$5,000 from the Ministry of Education under their Urgent Response Funding. This has allowed us to engage Julie Beattie (Learning Solutions from Auckland University) to implement a programme for accelerated learning by working with our staff and tutors. Research reports indicate that 85% of participants achieve expectations if the accelerated programme is fully implemented and we are delighted to benefit from her know-how in tackling these challenges.

The Board is fully committed to a positive learning experience at our school and achieving good educational outcomes. We do that by focusing on one student at a time – as opposed to broad averages. This is why extra tutoring is so important. It is also why your role as parent and care giver is important: Please do use the opportunity of the upcoming Parent Teacher interviews to fully engage with your teachers.

There is a lot you can do to help your child learn and our teachers have resources available with guidelines from the Ministry of Education, that can point you in the right direction for additional activities which you can engage with at home. So please do not hesitate to ask, when you meet up with your teachers.



Nga mihi nui

Thorsten Engel on behalf of CQS Board

Liz Patara, Principal

## ANNEX B

### Home Learning aka Homework policy review

On Schooldocs three parents/caregivers have provided feedback on the policy. I have also received feedback from three others sent directly to my principal email. These are listed on the next page.

Homework policy evokes fervent argument for and against. Google "*seminal research homework and student achievement*" and it shows 283,000 results (at the time I googled).

Professor John Hattie (peer reviewed) is renowned for his research into successful teaching and learning in schools. Hattie's work is based on more than 800 meta-analyses, and these meta-analyses are substantiated by more than 50,000 empirical research studies. Hattie listed some 265 influences on student achievement, one of which is homework. *On average, homework has an .29 effect size (.2 small effect, .4 medium effect, .6 large effect) Hattie goes on to explain in primary schools, the effect size is '0' but in high schools '.54'*

Professor Hattie is not saying get rid of homework rather that traditional homework (generalised and perfunctory [my words]) is not working. The question then becomes "*What constitutes effective homework?*" According to Cathy Vatterott (2010), in order to increase homework effectiveness, teachers must understand what makes homework effective. Vatterott identified five fundamental characteristics of effective homework:

- Purpose - all homework is meaningful aka personalised;
- Efficiency- homework should not take an inordinate amount of time and should require thinking;
- Ownership - students connected to homework are more motivated hence learn more;
- Competence - students are confident in completing homework aka learning revisited;
- Aesthetic appeal.

Adrienne Alton-Lee (Chief Advisor Evidence Synthesis, MoE) would agree. Alton's research shows "*The effectiveness of the homework is particularly dependent upon the teacher's ability to construct, resource, scaffold...*" Hattie would agree with Vatterott and Alton-Lee; Hattie elaborates and states, "*Certainly I think we get over obsessed with homework. Five to ten minutes has the same effect of one hour to two hours.*"

The question then becomes how much time would teachers need to implement effective homework according to Vatterott and the like minded?

**Scenario:** There is a minimum of six reading, writing, and mathematics groups across each whanau or class level. If every teacher was to apply the five fundamentals of effective homework (for one of the core areas), my estimate is that approx 30 minutes is required per group (to select material, collate material, collect specific resources, issue material). This means approximately, 3 hours of additional teacher effort, each time homework is set (minimal) for one of the core areas. In addition, the teacher would have to check/ or mark homework. "*What are the consequences if homework is incomplete?*" If teachers are expected to police the homework completion then they also will need to implement consequences. This would take even more teacher time.

### Conclusion

On balance, the scientific evidence points towards homework at Primary School level having negligible positive impact on learning, unless it is very well structured and tailored - with consequences. This requires considerable teaching resources and time, that would have to come at the expense of other teaching and / or be augmented by more staff.

The current policy takes what we think is a balanced approach. It allows parents to increase, decrease, and monitor their child's learning as they see fit - and based on the discretionary time they have available. It gives the child opportunities to self-regulate and to practise knowledge, skills, and understanding taught in class. The parental feedback provided further below supports this view.

Liz Patara

Tumuaki

## Feedback recorded in Schooldocs

Review Type: Current	Reviewer Type: Board member	Reviewer Name: Liz Patara	Date: 23-Feb-2021
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**Content Feedback: (Rating:4)**

**Implementation Feedback: (Rating:4)**

Review Type: Current	Reviewer Type: Parent/Caregiver	Reviewer Name:	Date: 11-Mar-2021
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**Content Feedback: (Rating:5)**

I think giving the kids freedom to explore what they have done in school at home is brilliant. My kid came home yesterday and practised 3 whole hours of drawing with the tutorials that were shown to class in school. He loves reading his readers as well. I think it's brilliant they can continue at their own pace, and that not every day homework can be achieved as sometimes they are just too tired. Keep this up, it is awesome.

**Implementation Feedback: (Rating:5)**

Review Type: Current	Reviewer Type: Board member	Reviewer Name:	Date: 16-Mar-2021
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**Content Feedback: (Rating:5)**

I think the basic idea that home work is not mandatory and is provided to pupils as appropriate based on class work (and highly recommended as it relates to reading) is the ideal approach at this stage of my children's education

**Implementation Feedback: (Rating:5)**

my experience of this policy is that it works well. At a younger age, my children received readers - and no other home work. We have been doing some things at home in consultation with the teachers - who have provided useful tips and guidance. My children have plenty of opportunities to learn in different ways outside school (through extra-curricular sport, culture and quality time with their parents). They need different stimuli (and, in any event, are often tired from the exertion of school time). They already spend a lot of time at school - they don't need to extend schooling hours at home as well. To do so would only serve to undermine the school-time learning experience. For families that feel strongly that their children need more support, then I am sure teachers could provide guidance that the parents could implement. There is no need for a blanket policy that applies to all kids if there are only some kids who need home work

**Content Feedback: (Rating:5)**

We strongly support not having mandatory generalised homework - we do not think it would be of significant benefit and would eat into their time for relaxation, family and exploring other interests.

**Implementation Feedback: (Rating:4)**

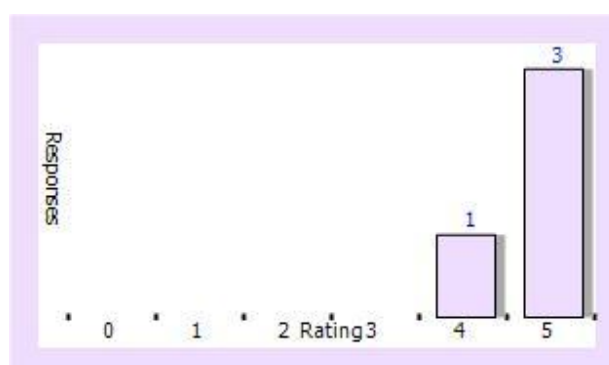
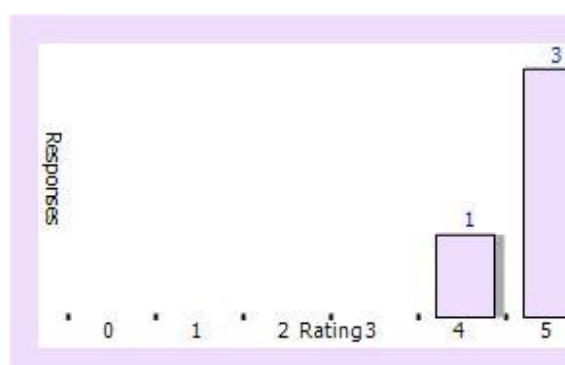
We would appreciate more feedback when kids are struggling in certain areas so that we can do some targeted work at home on these. We have previously found that information at teacher interviews comes too late.

Note: Zero (0) indicates that the policy was not rated.

**Policy content rating**

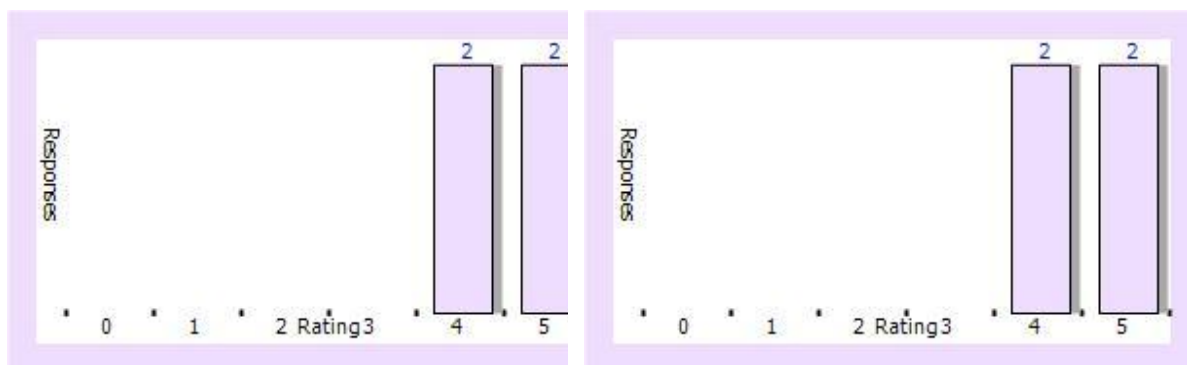
Average this  
school: 4.75

Average national  
response: 4.75

**Policy implementation rating**

Average this  
school: 4.5

Average national  
response: 4.5



#### Feed back direct to principal's email

*1. I think this is a very sound policy. It takes into account that CQS students are involved in a wide variety of cultural, sporting and whānau activities outside of school time and allows parents to make the choices that best fit their child and their family.*

*As a teacher I appreciate that hours every week are not effectively wasted setting and marking activities that end up being generalised and meaningless, chasing up students and families that are not participating in set homework.*

*The policy currently mentions classroom blogs which are no longer in use because of the adoption of SeeSaw. I would recommend deleting that comment.*

*2. Kia ora,*

*As a parent, I would like to acknowledge my support for the current CQS home learning policy, ie. 'Clyde Quay School will not set mandatory generalised homework'.*

*I would prefer to see this policy continue as is.*

*I agree that it is a good idea for parents to encourage their child(ren) to read and to practice basic maths facts after school.*

*3. I would like to support the current policy in place regarding home learning. As the policy states the school does not assign 'generalised' home learning. This is in line with metadata analysis that find that home learning in primary school students has a minimal effect on student achievement. I would refer the board to papers by John Hattie. It is important to consider the time spent by teaching staff marking and preparing generalised homework vs the benefit of homework to students. In saying that I would like to note that I have in the past 5 years at CQS had teachers support my child to have homework when I have requested it. This has been in the form of extra readers, spelling lists and online resources. I would suggest to the principal that teachers have spelling lists and basic facts sheets available along with guidance on how these are to be used for parents who would like them.*

### **Ratification of Digital Vote April 2021**

MOVED that the Board do NOT send anybody to the NZSTA AGM, given the expenses involved and the fact that the Board would rather focus on content related training from NZSTA with regard to our priorities.

MOVED Thorsten Engel / AGREED

## **Board Meeting Speaking Guidelines**

- a) Public not to interrupt meeting proceedings;
- b) Board members must have an opportunity to discuss and debate issues, without comments from the public;
- c) One person speaks at a time;
- d) If a member of the public has questions, they must raise their hand;
- e) Questions will be accepted at the end of each agenda section;
- f) A time limit of 2 minutes per speaker will be adhered to at the discretion of the Chair;
- g) Board Meeting Speaking Guidelines will be brought to the attention of any members of the public in attendance.

## Comment on Adjustments

Graemew <graemew@enzl.co.nz>

Wed, Mar 10, 2021 at 8:24 PM

To: Liz Patara <principal@clydequay.school.nz>

Kia ora Liz

Some comments on the adjustments being made for the annual accounts that will update the position reported at 31 December: (Figures are GST exclusive)

Debtors – There are three debtors (Moe & staff refunds) totalling \$1,879 will add to the income.

Creditors – Audit fee of \$4,600 will add to the expenses

Income carried forward – Assistive technology funding \$1,619 and

- Kelly Sports program \$2,900 will reduce 2020 income.

Depreciation - an additional \$2,000 over what has been accrued

Finance Leases - Accounting for the Tela laptop leases will transfer \$6,000 of expenditure from operating expenses to capital spending.

Banked staffing – At 23 February there was a positive balance of \$4,551 for banked staffing. I don't believe that this is a material amount and if the auditor agrees there is the option of accounting for whatever balance there is at 31 March as income in 2020 or in 2021.

	Debits	Credits	Balance
Surplus reported at 31 December			\$7,040
Debtors		\$1,879	\$8,919
Creditors	\$4,600		\$4,319
Income carried forward	\$4,519		(\$200)



Depreciation	\$2,000		(\$2,200)
Finance leases		\$6,000	\$3,800

There will undoubtedly be other adjustments but hopefully this will provide some guide to an ultimate outcome.

Nga mihi

Graeme

## Recommendations put to Board Meeting 12 April 2021

### Principal's Recommendations

1. The CQS Board **notes** the student roll is 236. There has been no enrolments or withdrawals since the March 29 Board meeting. As previously reported, six out-of-zone places have been confirmed; 15 spaces were advertised, this leaves a waiting list of nine spaces if the Board agrees.
2. The CQS Board **agrees** the remaining nine out-of-zone spaces are available for out-of-zone students if space permits.
3. The CQS Board **notes** the article regarding educational priorities that was published in the April 7 newsletter.
4. The CQS Board **endorses** the principal's application to the Regional Professional Development team to continue with the accelerated written language programme facilitated by Julie Beattie (Learning Solutions, Auckland University) if Julie Beattie is available.
5. The CQS Board notes progress to date in reviewing the school's BMGs policy and practice.
6. The CQS Board **notes** the work to date on the CQS Strategic Plan 2021.
7. The CQS Board **notes** term 1 policy review and assurances.

### Finance Recommendations

1. The Board **notes** that the very generous donations received late last year have improved our available working capital balance to \$300k at the start of the 2021 financial year.
2. The Board **endorses** the judicious use of this money for unbudgeted expense, based on impact, priority and value for money, whilst being mindful of a longer term investment horizon. This would be subject to finalising the long term plan to ensure that use of this money reflects long term as well as short term priorities.
3. The Board **notes** that the positive increase of \$50k to working capital as at the 28th February.
4. The Finance Sub-Committee **recommends** that 3-year forecasts are developed for expenditures across IT, Teaching Resources, Property, Other capital and operational items - including aspirational goals - for a consolidated picture of CQS financial needs. Subject to approval, the Finance Sub-Committee will work with others to assemble this picture.

5. *The Finance Sub-Committee **recommends** that high-level prioritisation guidelines are established, to ensure consistent and effective prioritisation across a wide variety of expenditure items (e.g. tiered spending for Non-Negotiable, Essential, Optional items). Subject to approval, the Finance Sub-Committee will work with others to draft initial prioritisation guidelines.*
6. *The Board **endorses** that the Finance Sub-Committee takes a closer look at the financial closing & reporting processes, to see if improvements could be made.*

#### **Technology Recommendation**

1. *The board notes the action item is complete and the increase in budget by \$50.*

#### **Community Communication Recommendation**

1. *The Board **approves the process** of supplying a condensed strategic plan with the community, alongside parent feedback sessions and opportunities to email feedback, with content to be confirmed before going out.*