

Kia ora Kaitiaki;

Congratulations

I begin my report by congratulating everyone involved in the wonderful show “Aladdin Trouble”. We are amazed and excited by the stunning musical performance of some of our students, which has won the school a new piano!

Curriculum

The educational context is changing. We now have *four* new Ministers of Education. The most immediate challenge is the move away from National Standards. Since our last meeting I have worked with teachers to identify a common ‘spine’ of standardized assessments to cover the age range. This will enable teachers to monitor and report on student progress over time with consistency and reliability, and allow us to report progress to the board in a simple, meaningful and transparent manner. Recent newsletters have contained a good deal of information about these assessments to provide assurance to parents that good quality and helpful assessment will continue.

At our next meeting we will report progress over the year based on running record assessments and PAT reading, and in Maths based on PAT Maths and on JAM and IKAN assessments. Curriculum teams will report

- What the data is telling us
- What we are doing well
- What we need to improve
- Helpful next steps

This will help the Board to plan for strategic improvement in 2018.

It has not been easy to establish a meaningful assessment and reporting schedule in such short time, and I acknowledge the hard work and resilience of teachers and school leaders.

Please read our recent newsletters which also contain much information about these tools.

We are working hard to produce good quality reports to parents, we are having to be a bit creative about the limitations of MUSAC And EDGE as a reporting format. In the normal course of events any written report to parents would inform discussion at a three way meeting with the parent, student and teacher to discuss progress. This has not been offered at Matipo at this time, but will become a regular part of the reporting cycle in the future.

Term 1:

- 'Meet the Teacher'

End of Term 2:

- Written report to parents referencing assessment data in reading and maths, and student self assessment
- Three way 'goal setting' meeting with student, teacher and parent
- Learning goals for the rest of the year

Term 4:

- Written progress report to parents based on assessment data in reading, writing and maths, and on student self--assessment
- Three way progress meeting with student, teacher and parent
- Learning goals for the coming year

To date I have had *formal* meetings with 48 parents and families, and informal meetings with many more.

We have been working through a complex needs analysis and assessment. There is much work still to do, but it has been possible to identify some initial development goals for 2018 as a basis for staffing restructure, budget setting and strategic planning. Some emerging themes include:

- Bullying and Student wellbeing – perhaps using Restorative justice or a programme such as KiVa.
- Student leadership/ Tamariki Council – to give students more ownership, involvement and responsibility for the running of their own school.
- School Environment – perhaps seeking opportunities to link ceramics, science, gardening, healthy eating and other health education programmes
- Enrichment – ceramics and pottery, music performance, Spanish, Te Reo Māori, environment
- Digital Literacy and pedagogy

And for our teachers, we identify the need for PLD in:

- Digital Literacy
- Change Management
- Enquiry Cycle
- Restorative Justice

We await the outcome of our bid for PLD support but in the meantime I ask the Board to identify funding to support the teachers who have already committed to Master's Study and to the Mindlab Digital literacy course.

Chinese student programme

I recommend that we do not proceed with this programme in 2018 whilst we re-organise the school. However it may be worth accepting long-term foreign fee-paying students if circumstances allow.

NAG 2: Review

As you know, we are reviewing many aspects of school practices. This is highlighting the need for improvement in many areas, and we are responding as quickly as we can. In particular we are working hard to

- set up a school filing system
- re--establish Board minutes books for the past seven years
- move our parents to online banking and online ordering of stationery to minimize cash handling
- review our asset register and reconcile our assets with this register
- establish a robust cash-banking system
- review our school bank in the light of unsatisfactory performance
- appoint a school administrative officer and school caretaker
- NZSTA will visit the school on Tuesday 21st to carry out an external audit of our Personnel files.
- The Forensic Auditor is still working through the process.

Staffing and school structure

We have reorganized the school in the light of a through needs analysis. All staff has been involved in this process. This analysis has informed a robust restricting of responsibilities. For 2018 we will establish three syndicates:

Early Years (Years 0--2)

Deputy Principal Sian Foley, Co--leader Kathryn O'Reilly--Dodd

Middle Years (Years 3 & 4)

Assistant Principal Natalie Kennerley, co--leader Grace Smith

Senior Years –

Deputy Principal Deborah Shaw, Co--leader -- to be confirmed.

I congratulate these senior staff on their appointments, and acknowledge the hard work and support of the Trustees who have worked alongside me in the interviewing process.

As a consequence, Jill Jessop becomes school-wide Assessment and Literacy coordinator.

We are currently consulting with all other in-school leaders to agree responsibilities and teams for 2018 and beyond. We are working as fast as we can and intend to confirm these roles by Thursday 23rd November. We will confirm teaching teams by Friday 24th November. Initial Class placements will be completed by Wednesday 29th November. Parents will be informed of the new teaches and given a chance to raise any concerns or worries with me, hopefully by the end of next week.

This needs analysis has helped us to identify that we will probably need four or five class teachers for next year. We have already advertised and have a number of applicants.

We are working on an effective transition to school process and to plan for new entrants to stay with the same teacher in the same class for about two years. This will facilitate cohort entry at the start of each term, if parents wish to take advantage of this.

We will establish a school whanau/house system by the end of term 1, to give vertical grouping, allow for healthy competition, sibling connections and tuakana teina relationships.

I acknowledge the resignations of Persia Irwan and Ray Chen.

I am pleased to confirm the following appointments or reappointments:

Kahu Kuchel – Class Teacher/Te Reo Specialist teacher, Full time

Rowena Rooney – 0.6, permanent Ceramics and Pottery Enrichment teacher
Delwyn Day – full time class teacher, permanent Doug Pilkington – Release
Teacher Senior Syndicate

I am in negotiation with a number of other staff in a similar vein.

Property

Carl and Chris are working very hard indeed and the school site is becoming safer and better managed. Carl has a number of advanced trades skills and Chris is a great pruner and grounds person. We hope to establish a permanent caretaking arrangement soon, but in the meantime we are well served.

We have established systematic hazard, vehicle log and maintenance registers process.

TTS is providing an excellent support service, with regular site visits and great remote helpdesk. Though we have a maintenance log, many problems are solved very quickly once they are communicated to TTS.

We still have a number of computers sequestered and do not know when all our resources will become available to us again.

Security Systems

We now have quotes or offers of service for upgrading the alarm system, re-keying the school, and installing a paging system. We hope to use the remainder of our existing 5YA funding for these upgrades, likely cost close to \$100,000. This work will probably happen in the summer. In the meantime our safety and security systems are not as good as they should be. Sadly we have had a school water blaster removed from site from a locked classroom and it appears likely this was a member of staff.

Finance

We will consider our monthly accounts at our meeting on Monday evening. Though these are healthy we have incurred a number of unforeseen costs for audit, emergency staffing, extra accountancy and so on. However a number of accounts are underspent. I have now closed the budgets in order to establish a clear end-of-year financial position. Many of our internal accounting, ordering and tracking systems will be reviewed as soon as possible.

Budget worksheet

We cannot agree a meaningful budget until we have accurate forecasts of the end of year financial position, of our school performance and of our development priorities for 2018. We are working to build these understandings and hope to make significant progress at our next meeting. In the meantime it would help if we agreed to set a surplus budget for 2018 of minimum of \$10,000 as a guide.

I have prepared a simple budget work sheet excise for us to enjoy at our meeting.

NAG 5: Compliance

Whilst there are many aspects of the school, which are not yet 'up to speed', we are working to improve matters as fast as possible and many systems and processes have already been addressed. At this time we cannot access the ENROL system but will have staff trained to do this on 21st November. We now have access to and control of our school emails, website, Mailchimp, Novopay, Facebook, EDGE, ASB, Police Checks and other essential systems. We can at last be confident that there is no inappropriate access or monitoring of these systems. None of this has been achieved quickly or easily.

NAG 6: Health and Safety

We have submitted upwards of seventy Police Checks. A number of these have now been received back with no issues or concerns. We have not been able to submit police checks of the staff who resigned at the beginning of the term, but this no longer appears relevant. We are beginning to review our safety systems,

but need more work on anti--bullying, healthy eating, sunsafe, playground supervision and monitoring and accident reporting. This is being put in hand as fast as we possibly can.

360° feedback, parental feedback, analysis of the history of complaints and other evidence all suggest that the school staff and wider adult community have had to endure a culture of low trust, unfairness and bullying. Whilst it is never easy to make everyone happy, there are real reasons to believe that we are rebuilding a culture of openness, trust and confidence which will allow healthy challenge, teamwork and increasingly effective professional practice.

As you might see, we have been very busy. There is still much work to be done, but we now stand on solid ground and we are rebuilding the systems and processes which make for a wonderful school. I acknowledge the hard work, patience and resilience of the wonderful people who are travelling with us in this journey, parents, teachers, support staff and trustees.

Nga mihi nui

Paul