

# Principal's Report (August 2020)



## NAG 1: Curriculum

1.1 *Events & Activities:* We have had a lot of activities and events take place at school since the last Board report. These include Zone Winter Tournament, Zone Cross Country, Years 7&8 Hagley Sports, Years 0-2 Dogsafety, Years 5-8 Life Education, Years 7&8 Ski Trip, Zone Basketball Tournament, Years 5&6 Camp to Living Springs and the mid-year Learning Conferences. All of these events and activities take a considerable amount of planning and preparation. I would like to acknowledge all of the staff who have organised these events along with the many parents who have helped out. Without their support these events simply would not be possible.

## NAG 2: Strategic Planning & Reporting

2.1 **Learning: all learners are inspired to be A.C.T.I.V.E. and have a positive impact**

Links to Strategic Plan	2020 Key Actions	Progress Report
Strengthen the enrichment programme to ensure that high priority learners are identified early and their needs are catered for	<p>Continue to develop systems for the early identification of priority learners</p> <p>ORS and Enrichment programmes based on identified student needs, and regular monitoring of the effectiveness of these programmes</p>	<p>Term 1 enrichment groups got underway in Week 3. Cathie worked with each Team Leader to identify priority learners who were below school expectations at the end of 2019 and to decide on programmes that would meet their learning needs.</p> <p>During the lockdown period Cathie has continued to support some enrichment students with 1-1 Zoom sessions. Some teacher aides also started Zoom sessions last week. Jenny Randall is providing extra support to Reading Recovery students.</p>

		<p>Trial new enrichment initiatives:</p> <ul style="list-style-type: none"> <li>● phonics readers with at-risk NE students,</li> <li>● PPP-C (Pause, Prompt, Praise for Comprehension)</li> <li>● Introduce “The Five Minute Box” as an enrichment programme in Year 0-3</li> </ul>	<p><i>Years 0-2 teachers have begun trialling the new phonics readers with their student target group in Huritini. A PD session for all teacher aides was run in Week 2 on PPP-C. This programme is now underway in Ōtāwhito and Ōtūmatua with student target groups. The Five Minute Box is being trialled this term with two Year 3 boys and one Year 2 boy. All enrichment programmes are now up and running again post lockdown. Groups and programmes have continued from Term 1 and will be reviewed at the end of this term. Cathie and Team Leaders reviewed all enrichment programmes at the end of Term 2 and have established Term 3 and 4 timetables and groups.</i></p>
		<p>Investigate best practice in maths enrichment programmes</p>	<p><i>Cathie has had an initial meeting with Sarah Cobb from UC Plus. Feedback from Sarah was that the maths enrichment programme Cathie developed previously is still very current and based on best practice. She is sending some additional resources and ideas that could be incorporated in the programme to strengthen it further. During the lockdown period, Cathie has worked on updating the maths enrichment programme and has sent a draft to Sarah Cobb for feedback. The updated maths enrichment programme is now complete and new kits have been made up ready for TA use in Term 3 and beyond. A PD session with Sarah Cobb has been booked for TAs in week 11. The TA professional development session in Week 11 was valuable. Four TAs will begin using the programme in Term 3 across Years 1-7. Cathie will support and mentor TAs in the first few weeks of term to become confident using the programme.</i></p>
<p>Strengthen GAT programmes across the school</p>		<p>Action recommendation from 2019 including:</p> <ul style="list-style-type: none"> <li>● Keeping the ACTIVATE Register up to date.</li> <li>● Ensuring appropriate extension opportunities are offered to children identified.</li> <li>● Informing our community of GAT @ Halswell</li> <li>● Developing extension opportunities within class settings</li> </ul>	<p><i>The ACTIVATE register has been updated for 2020 and teaching teams have revisited the opportunities available as well as re-looked at those on the register. The GAT Leadership Team has met and they are focusing on making sure opportunities are planned for in teams to extend and challenge GAT children. External GAT opportunities such as EPro8 (Technology Challenge) have been entered into and teams will be selected from the register in due course. Extension writing for Years 7&amp;8 is underway with a group of 11 able writers. They have submitted entries into a poetry competition and are currently working on entries for a nationwide writing competition. EPro8 - a STEM extension competition, is underway with 4 teams of 4 entered (two Years 5&amp;6 teams and two Years 7&amp;8). We purchased a school kit and children are using this to complete the challenges as the competition framework has needed to change for this year due to Covid-19.</i></p>

<p>All staff are up-to-date with and knowledgeable about the teaching of rich-based maths tasks and Positive Education</p>	<p>All staff actively participate in PLD in the areas of mathematics and Positive Education also (see comments on Positive Education in the Wellbeing section below).</p>	<p><i>We were successful in receiving 110 hours of PLD funding from the Ministry of Education. This is to be used before the end of 2020. We have contracted Sarah Cobb from UC Education Plus to facilitate this year's PLD in maths. This follows on from the excellent job she did facilitating our PD last year.</i></p> <p><i>Sarah Cobb has spent one day with each Learning Team working with teachers, observing and demonstrating/modeling lessons. She has also run a further PD session on each of those days with the team she had been working with.</i></p> <p><i>Sarah, our maths facilitator, has started working with our teaching teams again. She has met with our maths team. PD for the rest of the year has been rescheduled.</i></p> <p><i>Maths lead teachers met with Sarah over the holidays to continue the work on updating our school-wide student maths goals</i></p> <p>Sarah was back in Week 4, Term 3, working directly with teachers across the school. She facilitated a staff workshop meeting for teachers in Years 1-4 after school. She is due back in Week 6 of this term.</p>
	<p>Review appraisal systems based on latest information from the Teaching Council</p>	<p>As a new appraisal initiative this year, Rob and Cathie have met with all teaching teams to gather feedback about their respective team leader's performance. This is very much in-line with the stakeholder feedback that is gathered during the 3P appraisal cycle. Rob and Cathie will meet with the Team Leaders to give them feedback and complete the mid-year appraisal meetings.</p> <p>We have also removed the requirement to have all teachers take part in a teaching as inquiry as part of their appraisal. This was a recommendation from the Teaching Council following the Primary Teachers Collective Agreement negotiations. Part of this recommendation was around reducing workload for teachers. Instead, this year the teachers will take part</p>

		<p>in a collaborative team-based inquiry around raising student achievement for a group(s) of at-risk learners.</p> <p>Team Leaders are currently doing lesson observations and feedback for all their team members.</p>
Update the Halswell School Curriculum (including mathematics) to ensure clarity and to incorporate all recent improvements to teaching and learning programmes	All mathematics curriculum documents completed and evident through teaching practice including agreed assessment tools. Update Linc-Ed to reflect changes	<p><i>The Halswell School Maths Curriculum Statement has been updated and replaced in our curriculum documentation.</i></p> <p>Maths lead teachers have been working with Sarah to update maths goals to align with current practice in preparation for updating Hero.</p>
	Develop a concept based curriculum that combines all updated curriculum documentation into one cohesive document	<p><i>Work on our concept-based curriculum is continuing with discussions with our teaching staff on a structure moving forward. This was discussed at the Curriculum Sub committee meeting on 9 June along with a system for backmapping curriculum content delivered. It has been decided that the concept of Tūrangawaewae and Kaitiakitanga will continue for the rest of 2020 with the curriculum focus changing each term.</i></p>

2.2

**Well Being: our school community has the strategies, skills, experience and attitudes to flourish**

<i>Links to Strategic Plan</i>	<i>2020 Key Actions</i>	<i>Progress Report</i>
All staff engage in professional development designed to raise their awareness of Positive Education and wellbeing	Engage with 100% Project to facilitate PLD for staff	<p><i>John Quinn from 100 % Project has been contracted to deliver PLD in the area of Positive Education and wellbeing. John facilitated a half-day session with the whole staff at one of our teacher only days. He will be working with our staff at various time throughout the year and will also be presenting a workshop session for our community.</i></p> <p><i>John Quinn and Sarah Anticich facilitated a workshop on 15 May about looking after personal wellbeing of the staff and on what to expect from the children with regards to their wellbeing when they returned to school following the extended lockdown period.</i></p>
	Offer a range of PLD opportunities for all staff including visiting schools and attending workshops/conferences	<p><i>An Innovation Fund application has been put together by the Positive Education Team related to a special PLD opportunity at Geelong Grammar. This will be tabled for discussion at the March Board meeting.</i></p> <p><i>See comments above about the wellbeing workshop provided for staff leading up to the school reopening under Alert Level 2</i></p>

		<p><i>The majority of PLD workshops and conferences that staff were due to attend have either been cancelled or postponed due to COVID-19. We will continue to explore external PLD opportunities for our staff as restrictions ease at Alert Level 1.</i></p> <p><i>The MoE is establishing a new TA professional development fund as part of the recent pay settlement. We are waiting for detailed information about how this fund will be accessed and utilised.</i></p> <p>All staff have been encouraged to attend the upcoming parent evenings as part of our community consultation process. Given that teachers are already participating in PLD with John and Sarah, we have particularly encouraged them to come along to Nathan Wallis' The Developing Brain presentation.</p>
	<p>Establish a Positive Education team to help support and drive PLD</p>	<p><i>A Positive Education Team featuring representation from all five learning centres has been established. This will be led by Karen Collins In Ōtāwhito. The allocation of units has also been prioritised towards Positive Education. An action plan has been developed to help support the introduction of Positive Education in 2020. Initially this will focus on developing staff wellbeing.</i></p> <p>Stuart has met with Karen Collins, who leads the Positive Education Team to go over her 2020 Action Plan. The time lost due to COVID-19 has impacted on the plan but we are still making progress towards most of the key goals.</p>
	<p>All staff will take part in Restorative Practice PLD</p>	<p><i>Rich Matla from Restorative Schools, facilitated a one day workshop on Restorative Practice on 31 January. This was attended by the majority of staff. The purpose of this workshop was to equip our staff with some strategies for engaging in restorative conversations with our students following behaviour incidents. This will continue to be a focus for us this year and we will be revisiting these strategies during upcoming staff meetings.</i></p>
	<p>All staff complete first aid training</p>	<p><i>This was completed at the Teacher Only Day on 29 January.</i></p>

	<p>Build upon the Mana Ake programme to support student wellbeing</p>	<p>Staff work closely with the Mana Ake team and SWC colleagues to provide increased support for student wellbeing including utilising resources on Leading Lights</p> <p><i>The Mana Ake team (MA) are running four group programmes this term across Years 2-8 involving twenty two students. They are also supporting seven individuals. Groups and individual sessions began during Week 3-4. Cathie has recently attended a South West Cluster MA meeting where ideas for some cluster-wide initiatives were explored.</i></p> <p><i>A new <a href="#">student wellbeing page</a> has been added to the Learning at Home pages on the school website. This page has advice for supporting wellbeing through Covid-19 and also more general wellbeing resources. During lockdown Cathie and Rob have made wellbeing check-in calls to families whose students have been absent from the distance learning platforms for more than 3 consecutive days.</i></p> <p><i>A Mana Ake drop-in session for parents was held on Thursday 4 June. This was designed for those parents who wanted some wellbeing advice for their child(ren). Interestingly, ten 15min slots were available for parents to book but only 5 were taken.</i></p> <p><i>We currently have 8 individual students supported by MA and one group referral in process. This term we are also trialling 2 members of the MA team providing social skills support once a week at lunchtime.</i></p> <p>For the first time our MA cluster is full to capacity and has requested no further referrals at present. Cathie will attend a cluster SENCO meeting in early September to discuss how our cluster wants to handle this e.g. establishing a waiting list or clear criteria about priority referrals.</p>
2.3	<p><b>Community: we cultivate strong whānau, school and community partnerships</b></p>	
	<p><b>Links to Strategic Plan</b></p> <p>A growing sense of tikanga Māori has been embedded in the day-to-day life of the school</p>	<p><b>2020 Key Actions</b></p> <p>Explore further opportunities to integrate Te Ao Maori authentically across the curriculum</p> <p><b>Progress Report</b></p> <p><i>We have employed two new tutors to work without kapa haka groups. All children will be given the opportunity to experience kapa haka this year. In addition to this, we have a large number of Years 5-8 students who have opted to be involved in our performance group.</i></p>

Establish regular whānau hui with our Māori Community  
Students know and understand the school cultural narrative

*Our first Whānau hui of the year took place on 26 February. Although we only had a relatively small number of families attend, it was a worthwhile meeting with several exciting ideas coming out of it, particularly related to how we can celebrate Te Ao Māori at Halswell School.*

*Learning the Cultural Narrative has been a feature of the first half of the term in the context of our school-wide focus on Turangawaewae and Kaitiakitanga. The Cultural Narrative behind each Learning Centre's name was shared with the community via team newsletters at the beginning of the year. We have also updated our information about the [Cultural Narrative](#) on the school's website.*

As part of our school-wide focus on Tūrangawaewae, the Years 7&8 Team have made contact with Ngāti Moki Marae at Taumutu to organise visits scheduled to take place at the start of Term 4. This will be a great opportunity for our senior students to learn about Māori tikanga in an authentic context and explore local stories about our area.

The Te Ao Māori Team have also contacted the Marae about being involved in the Community Consultation process including attending the Māori Whānau hui on Tuesday 1 September.

<p>Raise our students and staff awareness, interest and understanding of other cultures through international relationships, international students and student travel opportunities</p>	<p>Develop a consistent Overseas Learning Experience programme to help our students awareness and appreciation of different cultures</p>	<p><i>In the past, the timing of Overseas Learning Experiences (OLEs) at Halswell School have been somewhat inconsistent. This year we are implementing a new approach to OLEs for our senior students that will provide more consistently but also allow for advanced planning. Going forward, we will be offering one OLE to the Islands each year - alternating between Samoa and Vanuatu.</i></p> <p><i>An Overseas Learning Experience (OLE) to Samoa is scheduled to take place from 5-12 September. Thirteen Years 7&amp;8 students and one parent have registered for this trip. We are in regular contact with Adventure Tours who organise the OLE in relation to coronavirus. The families taking part are also being regularly updated. At this stage, we expect the OLE to go ahead, subject to final Board approval re the RAMs.</i></p> <p><i>Unfortunately, due to the COVID-19 situation, the OLE to Samoa has been cancelled. The travel company we used to organise the OLE have been excellent through this process including organising full refunds for all children and adults who were due to participate in the trip. We will continue to explore overseas learning experiences for 2021 if the COVID-19 situation allows it.</i></p>
<p>Review our current <i>Vision for Teaching &amp; Learning</i> and Strategic Plan in consultation with the staff, students and community</p>	<p>Review Vision and update graphics for ACTIVE &amp; school values</p>	<p><i>The Communications Subcommittee will report on progress at Tuesday night's meeting.</i></p> <p>Excellent progress has been made regarding the community consultation process. This is captured in the following <a href="#">timeline</a>. The first parent presentation (The Developing Brain - Nathan Wallis) was due to take place on Wednesday 12 August. Unfortunately this has been postponed due to the sudden move to Alert Level 2. The Positive Education workshop (John Quinn &amp; Sarah Anticich) has received 200 reservations and is currently still scheduled to go ahead on 20 August.</p> <p>Angela Vanmeulen from Core Education will be facilitating two focus group sessions for students on Thursday 13 August. She will also be working with all staff at the Teacher Only Day on Monday 17 August.</p>

<p>Implement improvements to reporting practices based on parent feedback</p>	<p>Action the recommended from the 2019 Reporting Survey to Learning eg Conferences time slots, written reporting, access to Linc-ed, exploring student voice and communication between home and school</p>	<p><i>Parents were invited to attend a Welcome back to School Evening on 5 February. Teachers were available in learning centres from 5.30-6.00pm to meet and greet students and whānau. This was followed by a picnic and sausage sizzle put on by the PTA. The inclement weather put a slight dampener on the event but we still had a reasonable number of parents make the effort to come along. We hope that as this becomes an annual event in the school calendar, the number of families attending will grow.</i></p> <p><i>Meet the Teacher Learning Conferences took place on 19 and 20 February. On the whole, the conferences were well attended by parents and students. As per the recommendations in last year's parent survey, the conferences were extended to 15 minutes each, with the last 5 minutes being reserved for parents if they wanted to speak with the T Group teacher without their child present. Parent information on the Linc-ed reading, writing and maths pages has been updated and extended. This will be advertised in next week's newsletter.</i></p> <p>A new format was introduced at the Learning Conferences on 29 &amp; 30 July. This was based on the feedback received in last year's Assessment and Reporting survey. The conference sessions were increased to include a dedicated 15 minute slot with the T group teacher. A pre-conference form was sent home asking parents to comment on any concerns or questions they had and to indicate whether they wanted the last 5 minutes of the conference to speak one on one with the T group teacher. We also ensured that an element of children sharing their learning with their parents was maintained given how much this was valued by parents in the survey.</p> <p>Rather than re-survey our parents again, Stuart has invited parents to write in with any feedback about their recent experience. So far we have only received one email but the parent was very positive about the changes made.</p>
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	<p>Manage the seamless transition from Linc-ed to Hero</p>	<p><i>Prior to Covid-19 we had arranged for the migration from Linc-ed to Hero to occur in the July holidays. We are currently negotiating a revised timeline as we feel the July date may put extra stress on staff and students when they return to school.</i></p> <p><i>The migration is now booked for Week 3, Term 3. An action plan has been developed to upskill staff and inform parents. This is about to start.</i></p> <p>Last week we transitioned from Linc-Ed to the new HERO Student Management System (SMS). The development of HERO has been underway for the past three years. We hope that the new system will alleviate some of the frustrations our parents have experienced with online assessment and reporting. We also expect that HERO will give us more functionality when using third party apps. It is still early days but so far the transition has gone reasonably smoothly. A staff meeting is planned for next week. We are working on updated parent information about Hero to go on the website and to use for a face to face parent session early in Term 4.</p>
<p>Review reporting to the Board across the curriculum</p>	<p>Update Board Work Plan to ensure that all Learning Areas are reported upon over a two-year cycle</p>	<p><i>The Term 1 Curriculum Report for Social Sciences has been completed and presented to the Curriculum sub-committee for the June BoT meeting. A termly curriculum report will be presented to the BoT focussing on the main curriculum areas covered and the learning that has happened across the school. Backmapping of curriculum content documents has been devised to ensure coverage of curriculum is happening over time.</i></p> <p>The Term 2 curriculum report was shared with the Curriculum Subcommittee on 6 August. It will be presented to the full Board at Tuesday night's meeting.</p>

	Develop stronger connections with colleagues from across the South West Cluster	Establish networks at various levels across the South West Cluster	<p><i>The South West Cluster Principals have decided to meet twice-termly in 2020. The purpose of these meetings is to build stronger collegial connections and look for opportunities to improve practice, bring staff and students together for shared experiences and maximise resources. To help build this relationship, the South West Cluster Principals are hoping to travel to the Australian and New Zealand Combines principals' Conference later in the year.</i></p> <p>The South West Cluster Principals are meeting at Our Lady of Assumption School this week. On the agenda is the SWC Cultural Festival taking place in the last week of Term. Halswell School will be hosting this event.</p>
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**NAG 3: Personnel**

3.1	<p><i>Appraisal:</i> Stuart and Francesca met with education consultant Jacqui Duncan on 10 August for stage two of the Principal appraisal process. In addition to discussions around the progress made against the 2020 appraisal, Jacqui interviewed a group of students, staff and parents to gather 360-degree feedback.</p> <p>Jacqui followed the same process for Cathie and Rob as part of the wider Senior Management Team appraisal cycle.</p> <p>Cathie and Penny have completed mid-year appraisal meetings with all teacher aides. Included in this were discussions about their movement onto the new support staff pay scale. The teacher aide job description has been updated to reflect the new collective agreement.</p>
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**NAG 4: Property & Finance**

4.1	<p><i>Banked Staffing:</i> Our banked staffing is currently sitting at \$36,963 (overused). Going forward, the overuse will continue to grow particularly as we have employed a full time teacher equivalent to teach T4. To offset this overuse, we will need to move additional teachers onto bulk grant in the near future.</p>
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4.2	<p><i>School Investment Programme:</i> All three holiday projects have now been completed with just minor repair work to be done. The next step for the Property Subcommittee will be to confirm prices for the hall curtains, outdoor heat pump cages and upgrade to the outdoor speaker system. These will be bundled into one job to save money on project management fees. We will target the September holidays to complete this work.</p> <p>Richards Consulting have prepared a report on the structural integrity of the bund. Their report indicates that the bund is structurally sound but would benefit from the installation of an underground grid system to hold the topsoil in place. As part of this proposal we are investigating the inclusion of a low retaining wall that would flatten the gradient of the bund and allow for the removal of the existing fence that runs along the length of the Halswell Road boundary. This would not only be aesthetically more pleasing but would also allow better access for controlling weeds. The existing fence would be repurposed and installed around the relocated scooter area.</p> <p>Once Richards Consulting confirms the viability of a retaining wall, we will seek quotes for the project. It is likely that we will bundle this job together with the relocation of the scooter area.</p> <p>That leaves the two Versatile garages and the Astroturf court to be completed from our SIP funding. An invitation was extended to any interested members of the community to join a working committee for the new astroturf court in last week's newsletter. We haven't received any expressions of interest to date. We will need to start the planning process very soon however, if we still hope to have the project completed in the summer holidays. We continue to encounter issues around the installation of one of the Versatile garages due to limited access onto the school grounds. The concern is related to the risk of potential damage caused to the netball courts by driving a full concrete truck onto them. We are continuing to explore alternatives to mitigate this risk.</p>
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**NAG 5: Health & Safety**

5.1	<i>Property Safety Checks:</i> Phil has completed regular safety checks of the school grounds this month. There are no issues to report.
5.2	<i>Accident Register:</i> There are no significant accidents to report this month.

## NAG 6: Compliance

6.1

*SchoolDoc Reviews:* This term the following policies are scheduled to be reviewed:

- [Learning Support](#) – Board, staff and parents
- [Appointment Procedure](#) - Board
- [Child Protection](#) - Board and Staff

NB You are reviewing the policy in the Child Protection topic this term. The topic contains the policy and also links to key child protection policies and procedures. Look through them, but be aware that many of them are also on the review schedule and reviewed separately so you don't need to review them now.

To take part in this review Go to the **Current Review** tab on our SchoolDocs site. It has review instructions and links to the current review topics. The review instructions include a list of sub policies that are reviewed separately and don't need to be reviewed this term.

It's a great idea to get this term's reviewers to go to the [SchoolDocs Video Library](#) on YouTube and watch these very short videos:

- [How to Take Part in the SchoolDocs Policy Review Process](#) which explains how to submit a review

6.2

*Stand Downs:* Unfortunately, two Year 4 students were stood down for three days on Tuesday 28 July. This was a result of repeated physical aggression towards each other and several other students in the playground. Meetings were had with the students and their parents both pre and post the stand down. A number of additional initiatives have been put in place to help support these student's behaviour since their return to school.

## 7: General

7.1

*Enrolment Zone:* Francesca and Stuart meet with two town planners from the Christchurch City Council on Friday 31 July. The outcome of the meeting is that the CCC planners will prepare some population growth projections for our zone. This should give us a much clearer picture about how the new subdivisions in the area could impact on the school's roll in the future. The Board may use this information to engage with the Ministry of Education and local schools to consider changes to the current enrolment zone. We hope to have the report back from the CCC town planners by the next Board meeting.

7.2

School activities and events since last report:

- Property Subcommittee meeting
- Principal and Board Chair meetings
- Finance Subcommittee meeting
- Curriculum Subcommittee meeting
- Years 7&8 Technology lessons at Hillmorton High School
- New Entrant parent meetings
- Years 7&8 Sport at Hagley Park
- Communication Subcommittee meetings
- Lincoln Zone Winter Tournament
- Zone Basketball
- Chess Competition
- Years 0-2 Dog Safety programme
- Life Education (Years 5-8)
- Years 5&6 Living Springs Camp
- Years 7&8 Ski Trip
- 3P Appraisal (Stage 2)
- Meeting with CCC re population growth
- Learning Conferences
- PTA Meeting

Stuart Cameron (Principal)