

Principal's Report (December 2020)



NAG 1: Curriculum

1.1 *Assessment & Reporting:* The end of year reports will go live on Friday 11 December. These reports reflect a significant amount of work put in by the teachers over the last few weeks. This includes not only writing the reports but also completing reading, writing and maths OTJs (Overall Teaching Judgments) for all children.

As previously informed, several changes have been made to the written reports as a result of the feedback received from the parent online survey last year. This is particularly apparent in the key areas of reading, writing and maths where comments have been included for every child and not just the children who are achieving below the school expectations. Another important improvement relates to how we describe the current achievement level of students. In the past we have used a range of complicated, teacher-centric measures which have been confusing for parents. We have revised this to now include a simpler range of achievement levels that link directly to the New Zealand Curriculum and our Halswell School expectations.

There has also been a considerable number of changes within the Hero student management system that should allow reports to be printed more cleanly. This was another aspect that parents wanted improved. Please see comments in the Annual Plan section below that detail other changes that have been made to the way we report student progress and achievement following the 2019 Assessment and Reporting review.

Finally, I would like to acknowledge the efforts of all of the teachers who have worked very hard to complete the end-of-year written reports.

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><i>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.</i></p> <p><i>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.</i></p> <p><i>Cathie is currently meeting with Team Leaders to review and update enrichment groups and programmes for Term 4.</i></p> <p><i>Term 4 Enrichment Programmes are up and running. Four New Entrant students enrolling at the beginning of 2021 (who are already receiving early intervention support from the MoE) are doing additional transition visits this term. Transition meetings for these students are also being held.</i></p>
	<p>Trial new enrichment initiatives:</p> <ul style="list-style-type: none"> ● phonics readers with at-risk NE students, ● PPP-C (Pause, Prompt, Praise for Comprehension) ● Introduce “The Five Minute Box” as an enrichment programme in Year 0-3 	<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.</i></p> <p><i>The Five Minute Box is being trialled this term with two Year 3 boys and one Year 2 boy.</i></p> <p><i>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.</i></p> <p><i>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>TA timetables have been organised for the beginning of 2021. Cathie is currently working on the 2020 review of enrichment programmes for presentation at the first BOT meeting in 2021.</p>

	Investigate best practice in maths enrichment programmes	<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.</i></p> <p><i>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.</i></p> <p><i>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><i>The updated programme is going well. Cathie has mentored TAs using it throughout the term and children appear to be benefiting from it. She is about to do some end of term assessment to measure progress.</i></p> <p><i>End of Term 3 testing showed that the maths enrichment programme has had a positive impact on student achievement.</i></p> <p>We have now completed two years of professional development with Sarah Cobb from UC Plus. There has been a pleasing, positive shift in the way the teaching and learning of maths occurs. The maths curriculum has been revised as has our assessment and reporting requirements and goals for maths along with other supporting documentation. We now have very robust systems and processes in place. We have surveyed staff regularly on how they are going with the continued maths professional development and a report summarising this will be tabled at the December BoT meeting.</p>
Strengthen GAT programmes across the school	<p>Action recommendation from 2019 including:</p> <ul style="list-style-type: none"> ● Keeping the ACTIVATE Register up to date. ● Ensuring appropriate extension opportunities are offered to children identified. ● Informing our community of GAT @ Halswell ● Developing extension opportunities within class settings 	<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.</i></p> <p><i>Extension writing for Years 7&8 is underway with a group of 11 able writers. They have submitted entries into a poetry competition and are</i></p>

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&6 teams and two Years 7&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. Three of the four Epro8 teams made it through to the Regional Semi-finals with one of our Years 5&6 teams coming 2nd in the semi-final and qualifying for the Canterbury Regional Final. Two poems have been selected from the NZ Poetry competition to be published in their Annual Anthology. The School for Young Writers are coming out in Week 10, Term 3 to run extension writing workshops in Years 5-8. One hundred ICAS Exams have been sat by 45 children from Years 4-8. Some very pleasing results have started to come through including a few distinctions and high distinctions. These grades are awarded to students who finish in the top 10% of all children who sat the exam across Australasia. The School for Young Writers worked with ten Years 5&6 students and ten Years 7&8 students in the last week of Term 4 for a full day's workshop. Children were selected from the Activate Register and produced some excellent writing. Information on our GAT programmes has been uploaded to [our website](#) and has been shared in a newsletter. Twenty-two Year 8 children went to National Young Leaders Day and ten Year 7's have attended the Be Inspired leadership conference. A large number of Years 5-8 children have also participated in the Lincoln Zone Athletics competition.

Four children have had their writing selected to be published in the 'Write-On' publication, through the School for Young Writers'. There were over 600 submissions. These children will be invited to attend the publication launch at the central library in December.

We have had several students compete in the Canterbury Athletics competition after qualifying through the Lincoln Zone tournament. Opportunities for GAT children are still being offered within learning teams and a few more children have been identified and added to the ACTIVATE register after publicising it to the community.

<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><i>We have now finished the formal part of our Maths Professional Development with Sarah Cobb from UC. We have seen a positive shift in teacher capability and understanding of current mathematics pedagogy.</i></p>
	<p>Review appraisal systems based on latest information from the Teaching Council</p>	<p><i>As a new appraisal initiative this year, Rob and Cathie have met with all teaching teams to gather feedback about their respective team leaders. This is very much in-line with the stakeholder feedback that is gathered during the 3P appraisal cycle.</i></p> <p><i>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.</i></p> <p><i>Instead, this year the teachers will take part in a collaborative team-based inquiry around raising student achievement for a group(s) of at-risk learners.</i></p> <p><i>Due to changes that have been mandated by the Teachers Council, teacher appraisal will undergo significant changes in 2021. The rationale behind these changes is to reduce teacher workload related to aspects of compliance that are perceived to be of no benefit in relation to improving outcomes for learners.</i></p> <p><i>Schools are now required to develop a Professional Growth Cycle in consultation with teachers. Rob, Stuart and Cathie have participated in webinars about what these changes will mean for teachers moving forward. We are expected to have the new cycle in place for the beginning of the 2021 school year.</i></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	<i>The Halswell School Maths Curriculum Statement has been updated and replaced in our curriculum documentation. The school-wide assessment schedule has been recently updated. Maths goals have been completely revised and updated on our student management system.</i>
	Develop a concept based curriculum that combines all updated curriculum documentation into one cohesive document	<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. A concept based curriculum has been developed and added to our curriculum documentation. Our concept for next year is 'Balance (Taurite)' and the overarching school focus for this has been planned. Teams will take this concept and develop plans for their teams which best meet the needs of the children. Tentative concepts for the following three years have also been included in our curriculum. All curriculum area statements have been updated.</i>

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	<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. 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. John and Sarah ran a workshop for the full staff at the Teacher Only Day on 17 August. This was well-received by the staff and built on nicely from the previous PLD they have taken part in.</i>
	Offer a range of PLD opportunities for all staff including visiting schools and attending workshops/conferences	<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. See comments above about the wellbeing workshop provided for staff leading up to the school reopening under Alert Level 2</i>	

		<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><i>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.</i></p> <p><i>Six staff members will attend the New Zealand Wellbeing Conference in Week 9 of Term 3. This will be hosted at the Town Hall and will go ahead even if the country remains at Alert Level 2. This will be a great opportunity for our Positive Education Team to engage in high quality professional learning that will help drive developments in the wellbeing space.</i></p> <p><i>Seven staff members attended the New Zealand Institute of Wellbeing and Resilience (NZIWR) conference in the last week of Term 3. This was a two day conference hosted at the Town Hall. Our staff heard from a range of highly regarded speakers from within NZ and overseas (virtually) including Nathan Wallis. Ideas gained from the conference will be shared with the wider staff at our Teacher Only Day on 12 November.</i></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><i>Stuart 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.</i></p> <p><i>The Pos Ed team will be running a workshop at the upcoming ToD. Part of this session will involve evaluating the PD that has taken place this year and identifying next steps in relation to implementing Positive Education strategies in the Learning Centres moving forward.</i></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</i></p>

		<p>focus for us this year and we will be revisiting these strategies during upcoming staff meetings.</p>
	All staff complete first aid training	<p>This was completed at the Teacher Only Day on 29 January.</p>
Build upon the Mana Ake programme to support student wellbeing	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>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.</p> <p>A new student wellbeing page 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. 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.</p> <p>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. We have reached full capacity for Mana Ake across our cluster. Cathie is involved in discussions with other cluster SENCOs and the MA team about the best and most equitable way for this to be managed. A further planning meeting is organised for Week 1, Term 4 to come up with some solutions.</p> <p>We are in the process of organising a MA drop in session for parents early in Term 4.</p> <p>Two parents attended the MA drop in session last week and another 2 have requested private drop in appointments with MA for this week. Cluster SENCOs are meeting on Wednesday to develop systems for managing MA South West Cluster capacity.</p> <p>South West Cluster systems have now been developed for ensuring consistency with referrals across the cluster. They are being trialled now with referrals for Term 1, 2021. Cathie is attending a meeting on Friday 4 Dec to work with SENCOs from across the cluster to prioritise cases for Term 1.</p>

Community: we cultivate strong whānau, school and community partnerships

Links to Strategic Plan	2020 Key Actions	Progress Report
<p>A growing sense of tikanga Māori has been embedded in the day-to-day life of the school</p>	<p>Explore further opportunities to integrate Te Ao Maori authentically across the curriculum</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. Our Years 7&8 students and teachers visited Ngāti Moki Marae at Taumutu on 13 & 14 October. This was an excellent opportunity for our school to reconnect with our local marae after an extended period of time between visits. Building a stronger connection between our school and Ngāti Moki was a request that came out of a Māori Whānau hui earlier in the year. We are working towards ensuring that visits to Taumutu will become a regular feature of the school calendar going forward. Our kapa haka group participated in the Tūhono Festival at the Town Hall on 1 November. This is the first opportunity they have had to perform at a cultural festival due to Covid-19 restrictions.</i></p>
	<p>Establish regular whānau hui with our Māori Community Students know and understand the school cultural narrative</p>	<p><i>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 some 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 the 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. A Māori Whānau hui took place on 1 September as part of the wider Community Consultation process. Unfortunately we had a number of apologies resulting in limited numbers at the hui but we still managed to take away some very useful information to factor into our strategic planning and development of a new Vision for Teaching and Learning.</i></p>

<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&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 & Learning</i> and Strategic Plan in consultation with the staff, students and community</p>	<p>Review Vision and update graphics for ACTIVE & school values</p>	<p><i>The Communications Subcommittee will report on progress at Tuesday night's meeting.</i></p> <p><i>Excellent progress has been made regarding the community consultation process. This is captured in the following timeline. The first parent presentation (The Developing Brain - Nathan Wallis) is taking place on Wednesday 12 August and has attracted over 300 attendees. The Positive Education workshop (John Quinn & Sarah Anticich) had received 200 reservations at time of writing.</i></p> <p><i>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.</i></p> <p><i>Unfortunately, due to the extension of Alert Level 2, the Communication Committee has decided to suspend the community consultation process until Term 1 next year. This was mostly due to the challenges of running the parent sessions with the current restrictions on large gatherings. These parent workshops were a key component in our overall strategy of engaging our community in the process. Despite the suspension, we were still able to meet with the Whānau and Cultural Diversity Focus groups. Angela from Core Education was also able to work with two student focus groups.</i></p> <p><i>The Communication Team will work on putting together a new community consultation timeline in the near future.</i></p>

Implement improvements to reporting practices based on parent feedback

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

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.

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.

A new format was introduced at the Learning Conferences on 29 & 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 well this was valued by parents in the survey.

Rather than re-survey our parents again we have invited parents to write in with any feedback. So far we have only received one email. The parent was very positive about the changes made.

Hero reporting has been customised for our school ready for end of year reporting and taking account of the feedback from last year's survey. This includes changes to the reading, writing and maths graphs and achievement statements. Reporting guidelines for teachers have been reviewed and updated. New page explanations for parents have been included in the Hero customisation. Face to face parent sessions on understanding your child's report are planned for the middle of next term.

Two parent sessions on Hero are organised for Week 6 (one afternoon and one evening). Twenty-one parents have registered to date. All teachers are in the process of completing end of year assessments for their students. These will be shared with families via online reports at the end of the year. One significant change that will be implemented as part of these reports is the inclusion of reading, writing and maths comments for all children.

These improvements have been introduced as a result of the feedback received in last year's Assessment & Reporting parent survey.

This is the continuation of a number of improvements to our assessment and reporting practices that have been made in response to the recommendations from the survey. Other improvements made this year include:

- *A Welcome Back to School evening*
- *Extension of the Meet the Teacher Conferences to 15 minutes per child*
- *Introducing a pre-conference info sheet*
- *Reformatting the mid-year Learning Conferences*
- *Removing anniversary reporting*
- *Simplifying achievement levels and assessment & reporting language for parents*

The parent Hero sessions were held and those attending seemed to find them useful. Moving forward, Cathie will use the same presentation on an ongoing basis as part of the NE induction programme for parents.

Manage the seamless transition from Linc-ed to Hero

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.

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.

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 3 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 the HERO will give us more functionality when using third party apps. It is still early days but so far the translation has gone reasonably smoothly.

Reporting requirements have been reviewed and updated by the Lead Team taking into account the feedback from last year's survey. In Hero, page explanations for staff and parents have been reviewed and updated. Parent information sessions on understanding our reporting system have been scheduled for mid Term 4.

Having looked at the functionality available within Hero, the Lead Team have decided to move to mid and end of year reporting against our School Expectations for the whole school, rather than anniversary

		<p>reporting for Years 0-3. Our School Expectations have been reviewed and updated to take account of this change.</p> <p>We have been working with Hero staff to find the best solution for reporting against our school expectations in terms of both the wording of the school expectation statements and what the graph shows. Our aim is to make this easier for parents to understand. The best solution will involve changing the graph axis in Hero. This will result in historical data being skewed and inaccurate. There is no way to avoid this but we are confident it is worth making the change to enhance the way we report to parents.</p> <p>There have been some frustrations with the transition to Hero particularly around how our parents receive notifications from the school. We are working with Linc-Ed to improve this and have kept our parent community updated about these changes.</p> <p>Frustrations around how our parents receive notices via Hero continue. Stuart and Cathie are currently investigating how other Hero schools in the area are managing communication with parents. A meeting has also taken place with HERO management to help rectify the situation.</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>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.</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>
<p>Develop stronger connections with colleagues from across the South West Cluster</p>	<p>Establish networks at various levels across the South West Cluster</p>	<p>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.</p> <p>The South West Cluster Principals are meeting at Our Lady of Assumption School this week. On the agenda will be the SWC Cultural Festival taking place in the last week of Term. Halswell School will be hosting this event.</p> <p>On 10 September, Stuart organised a meeting involving all teachers from the South West Cluster who are attending the New Zealand Wellbeing Conference. This was an opportunity to create connections across the cluster with teachers who have an interest and/or expertise</p>

in the Positive Education space, with the hope of working collaboratively on some projects in the future.

NAG 3: Personnel

3.1 *Appointment:* Laura Eade has been appointed to a fixed-term teaching position for 2021. Laura has previously taught at Halswell School before leaving for an overseas experience in the UK. She will teach a Years 5&6 T group in Ōtāwhito.

NAG 4: Property & Finance

4.1 *Banked Staffing:* Our banked staffing is currently sitting at \$19,141 (overused). This figure is slightly higher than we would have expected for this stage of the year. This has partially come about through extended sick leave taken by staff due to Covid-19 testing requirements. We currently have four teachers being paid from our bulk grant which will hopefully reduce the overuse to a zero balance by the beginning of the new school year.

NAG 5: Health & Safety

5.1 *Property Safety Checks:* Phil has completed regular safety checks of the school grounds this month. There are no issues to report.

5.2 *Accident Register:* 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:

- [Privacy](#)
- [Salary Units / Management Allowances](#)
- [Classroom Release Time/ Timetable](#)

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 Down: Unfortunately, a Year 6 student was stood down for three days on Monday 23 November. This was following an escalation of behaviour over the last few weeks that culminated in a serious playground incident. The parents were fully informed about the stand down process and were accepting of the action taken. A meeting took place on 26 November with the parents and child to help support his transition back to school following the stand down.

6.3

Teacher Only Days 2021: The following Teacher Only Days have been set for next year. These are part of the recent Collective Agreement negotiations:

Term 1: Thursday 1 April (Week 9)

Term 2: Friday 4 June (Week 5)

Term 3: Friday 27 August (Week 5)

Term 4: Monday 15 November (Week 5)

Where possible we have tried to tie them into long weekends to make it easier for parents to plan ahead. These dates have been shared with our parent community and are on our school website.

7: General

7.1 School activities and events since last report:

- Property Committee meeting
- Principal and Board Chair meetings
- Canterbury Athletics Sports
- Years 7&8 Survival Swimming lessons
- Years 3-4 Swimming lessons
- Years 5&6 Cricket
- Full school assembly
- Years 7&8 Technology lessons at Hillmorton High School
- New Entrant parent meetings
- PTA Meeting
- Band Information evening
- Whole school sports day

7.2 *Thank you:* I would like to finish my final Principal's Report of the year by thanking the Board of Trustees for the tremendous support you have given me throughout the year. It would be fair to say that 2020 has been a particularly turbulent year for our school. The effects of the global pandemic have been disruptive and far reaching but I commend the Board on how well you have responded to this and your commitment to keep the wellbeing of our staff, students and community at the forefront of your decisions. Your ongoing support has been noted by all staff and very much appreciated. I wish you a safe and relaxing Christmas break and look forward to working with you again in 2021.

Stuart Cameron (Principal)