

Principal’s Report to:

St Mary’s School

Board of Trustees

May 2019

School Roll:

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|  | March 2019 | March 2018 | March 2017 |
| Boys | 13 |  |  |
| Girls | 16 |  |  |
| Total | 29 | 24 |  |

Future enrolments:

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| Term 2 2019 | Term 3 2019 | Term 4 2019 | Term 1 2020 | Term 2 2020 | Term 3 2020 | Term 4 2020 |
| 1 | 2 |  | 1 |  | 1 |  |

Enrolment packs sent to prospective families: 1

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| **Catholic Character** (i) Defines Catholic Character (ii) Prescribes Religious Instruction and observances (iii) Specifies the land/buildings to be maintained (iv) Sets our special requirements and appointment for certain key positions (v) Determines max roll/Non-preference students (vi) Details works the proprietor must plan and pay for, for min standards (vii) Provides for charging of attendance dues (viii) Insurance of buildings and chattels (ix) Appointment of chaplain and other voluntary help givers (x) Sets out rights of proprietors access to the school (xi) Other matters between minister and proprietor |
| * The Bridging Document continues to be utilised
* Children led Friday Mass
* Holy Week lessons completed
* School Mass heled for Mothers Day
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| **NAG 1 Curriculum Delivery and Student Assessment** St Mary’s Board of Trustees is required to foster student achievement by providing teaching and learning programmes which incorporate The National Curriculum as expressed in *The New Zealand Curriculum 2007*. The Board, through the principal and staff, is required to: develop and implement teaching and learning programmes: i. to provide all students in years 1-10 with opportunities to achieve for success in all areas of the National Curriculum; ii. giving priority to student achievement in literacy and numeracy, especially in years 1-8; iii. giving priority to regular quality physical activity that develops movement skills for all students, especially in years 1-6. (b) through the analysis of good quality assessment information\*, evaluate the progress and achievement of students, giving priority first to: i. student progress and achievement in literacy and numeracy and/or te re matatini and pāngarau, especially in years 1–8; and then to: ii. breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school’s curriculum, and the scope of The National Curriculum, as expressed in The New Zealand Curriculum 2007 or Te Marautanga o Aotearoa (c) Through the analysis of good quality assessment information\*, identify students and groups of students: i. who are not progressing and/or achieving; ii. who are at risk of not progressing and/or achieving; iii. who have special needs (including gifted and talented students); and iv. aspects of the curriculum which require particular attention; (d) develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in (c) above; (e) in consultation with the school’s Māori community, develop and make known to the school’s community policies, plans and targets for improving the progress and achievement of Māori students; and (f) provide appropriate career education and guidance for all students in year 7 and above, with a particular emphasis on specific career guidance for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education/training |
| **Children’s Activities:*** Years 1-6 St John first aid course
* Years 3-6 Kavanagh Play
* Anzac celebration with Trevor
* Sports activator
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| **NAG 2 Planning, Reviewing and Reporting**The St Mary’s Board of Trustees, with the principal and teaching staff, is required to: (a) develop a strategic plan which documents how they are giving effect to the National Education Guidelines through their policies, plans and programmes, including those for curriculum, aromatawai and/or assessment, and staff professional development; (b) maintain an on-going programme of self-review in relation to the above policies, plans and programmes, including evaluation of good quality assessment information\* on student progress and achievement; (c) on the basis of good quality assessment information\* report to students and their parents on progress and achievement of individual students: in plain language, in writing, and at least twice a year; and across The National Curriculum, as expressed in The New Zealand Curriculum 2007 or Te Marautanga o Aotearoa, including in mathematics and literacy, and/or te reo matatini and pāngarau; (d) on the basis of good quality assessment information\*, report to the school’s community on the progress and achievement of students as a whole and of groups (identified through National Administration Guideline 1(c) above) including the progress and achievement of Māori students against the plans and targets referred to in National Administration Guideline 1(e) above. |
| **Governance and Management:** * School Docs agreement to sign

**Self Review of policies, plans and programmes:**  |
| **NAG 3 -** **Personnel and Employment**According to the legislation on employment and personnel matters, the St Mary’s Board of Trustees is required in particular to (a) develop and implement personnel and industrial policies, within policy and procedural frameworks set by the Government from time to time, which promote high levels of staff performance, use educational resources effectively and recognise the needs of students; and (b) be a good employer as defined in the State Sector Act 1988 and comply with the conditions contained in employment contracts applying to teaching and non-teaching staff. |
| **Professional Development:** * Meetings attended by principal since last meeting – CoL x 1, Col PD - Coaching Course 2 days, Principals meeting with Fr Aynsley, One Call – Server replacement,

**Staffing Confirmation of Staffing for 2019 of 2.49*** Fully staffed – Belinda Dillon 1.0, Corinne Guthrie 1.0, Christine Donnelly 0.4
* This leaves surplus of .09 (approx. 2hrs) per week.
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| **NAG 4 –** **Property and Finance**The St Mary’s Board of Trustees is also required in particular to (a) allocate funds to reflect the school’s priorities as stated in the charter;(b) monitor and control school expenditure, and ensure that annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989; and (c) comply with the negotiated conditions of any current asset management agreement, and implement a maintenance programme to ensure that the school’s buildings and facilities provide a safe, healthy learning environment for students.. |
| **Property*** Bill Hayden contacted, we will meet to discuss painting and hall.

**Finance*** Attached.
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| **NAG 5 –** **Safety of Students and Employees**The St Mary’s Board of Trustees is required to: (a) provide a safe physical and emotional environment for students; (b) promote health food and nutrition for all students; and (c) comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees. |
| * Daily safety checks completed.
* All staff have current police vetting
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| **NAG 6 –** **Student Enrolment and Attendance**The St Mary’s Board of Trustees is also expected to comply with all general legislation concerning requirements such as attendance, the length of the school day, and the length of the school year. |
| * Edge attendance data entry up to date.
* Agreement to sign for OYWT monitoring of attendance.
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Progression on Strategic Goals:

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| **Special Character****Strategic Goal -** Strengthen partnership with Parish by developing collaborative relationship to include parental & Parish involvement in Sacramental programme |
| **Action Required** | **Timeframe** | **Actions Made** | **Completed** |
| Involvement of wider parish group through opportunities to participate in school life.  | Term 1 - 4 |  |  |
| Continue to invite Parishioners to help with tutor reading programme, share children’s art regularly in the church.  | Term 1 - 4 | Notice to be placed on school board over school holidays. |  |
| School newsletters available at Mass, update noticeboard in church foyer with school news. | Term 1 - 4 |  | Ongoing. |
| School to continue to offer a ‘children’s liturgy’ activity board at mass. | Term 1  |  | Ongoing |
| School to add notices to church bulletin where necessary. | Term 1 - 4 |  |  |
| Maintain school, family masses, school/parish reconciliation services, liturgies, assemblies. | Term 1 and 3 | **School Mass held 11 May** |  |
| Organise social events during the year where the school and parish communities meet and interact | Term 2/3 |  |  |
| **Relevant Notes and Further Developments for Special Character Goal.** |
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| **NAG 1 Curriculum Delivery and Assessment****Strategic Goal -** Implement the Religious Education Bridging Document. (REBD) |
| **Action Required** | **Timeframe** | **Actions Made** | **Completed** |
| Principal to lead professional development for REBD | Term 1 | First meeting held. Meeting held to strengthen practise |  |
| All staff attend Diocese training to support learning. | On going |  |  |
| Staff to be using document fully from term 2. | Term 2 | Currently used in Senior room. Being used in Junior Room. |  |
| Review use of REBD | Term 3/4 |  |  |
| Peer review and observation of RE planning | Term 3 |  |  |
| Advise community of REBD | Term 2 |  |  |
| DRS to take over role from principal as leader of special character | Term 3 | Katrina Van de Water (CDD) held meeting with Belinda to outline role and responsibilities. |  |
| **Relevant Notes and Further Developments** |
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| **NAG 1 Curriculum Delivery and Assessment****Strategic Goal -** We will provide classroom programmes that not only reflect a commitment to high quality teaching and learning but utilise our community and local resources. |
| **Action Required** | **Timeframe** | **Actions Made** | **Completed** |
| Full implementation of the New Zealand Curriculum | On going |  |   |
| Review Curriculum Delivery Plan | Term 2/4 | **Completed for term 2.** |  |
| Annual Charter review | Term 1 | Completed. |  |
| Sustain attendance at Lead teacher Numeracy meetings. | Ongoing | No meetings scheduled Term 1. |  |
| Meet with all parents at least twice per year | Term 1/3 | Dates set for during holidays, |  |
| Review the presence in the curriculum of Maori and other cultural groups  | Term 2/3 |  |  |
| Survey school community as part of Community Consultation | Term 2 |  |  |
| Review all forms of assessment and evaluation | Term 4 |  |  |
| Integrate local and community events into learning programmes | Ongoing |  |  |
| Review Behaviour Management programme | Term 4 |  |  |
| **Relevant Notes and Further Developments** |
| Play based option being explored to assist in school transitioning – this is a COL led initiative. |

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| **NAG 1 Curriculum Delivery and Assessment****Strategic Goal -** Staff will implement the Ministry of Education Progress and Consistency Tool (PaCT) as part of reporting to parents. |
| **Action Required** | **Timeframe** | **Actions Made** | **Completed** |
| Develop teacher understanding of PaCT through CoL professional development opportunities. | Term 1 | COL led PD attended by both teachers. |  |
| Use PaCT for writing in Term 2 | Term 2 |  |  |
| Plan for teacher only day for follow up of understanding  | Term 3 |  |  |
| Moderate data across CoL | Term 3 |  |  |
| Review use of tool and make necessary changes | Term 3 |  |  |
| Collaborate across CoL for development opportunities | Ongoing | Principal attended COL PD on Play Based Learning.  |  |
| **Relevant Notes and Further Developments** |
| Need to provide access to PACT |

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| **NAG 1 Curriculum Delivery and Assessment****Strategic Goal -** Develop a Digital Technology curriculum plan. |
| **Action Required** | **Timeframe** | **Actions Made** | **Completed** |
| Develop and explore a programme for implementing the Digital Technologies programme for 2020. | Term 1-4 |  |  |
| Provide for professional development for teacher implementation | Term 1-3 |  |  |
| **Relevant Notes and Further Developments** |
| **Sourced 6 laptops from University of Otago.** |

Recommendation:

Move that the board accept the Principal’s report.

Corinne Guthrie

Principal