

Principal's Report - St Mary's School November 2022

School Roll: (March Roll return data)

	March 2022	March 2021	March 2020	March 2019
Boys	22	18	18	13
Girls	25	20	19	14
Total	47	38	37	27

Current Roll breakdown: 52

Funding Year Level	Male	Female	Total
0	4	4	8
1	2	3	5
2	5	4	9
3	4	3	7
4	3	4	7
5	4	4	8
6	3	5	8
			52

Future enrolments:

Term 4 2022	1
Term 1 2023	3
Term 2 2023	2
Term 3 2023	

School Leavers

2022	8
2023	8
2024	7
2025	7

Enrolment packs sent to prospective families: 2

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

- Baptism of 3 children
- Young Vinnies organised a mufti day
- Student participating in Andrew Chinn recording

NAG 1 Curriculum Delivery and Student Assessment

Children's Activities:

- Mufti Day for Young Vinnies
- Book Fair
- Diwali

Student Achievement:

- Term 3 Target student report

NAG 2 Planning, Reviewing and Reporting

Governance and Management:

- NZSTA Board Task Checklist Term 4
- Filling of Board Vacancy
- Consultation of whanau/staff/students

Self-Review of policies, plans and programmes:

Health, Safety and Welfare Policy
Alcohol/Drugs and Other Harmful Substances
Digital Technology and Cyber Safety
Swimming off Site

NAG 3 - Personnel and Employment

Professional Development:

- JITM continues. Jacqui has almost completed BSLA and will give a report next meeting.

Staffing Term 4 – 2022 Ministry Funded for 2.59

- Currently using 3.04 – Board funding 0.77
- Belinda 1.0, Corinne 1.0, Christine 0.56, Jacqui 0.8 – Using 3.36 Board funding 0.77

Provisional Staffing Entitlement/Operational Funding 2023

- 3.63 = 3 fulltime teachers + classroom release of 0.63 (16 hours per week)
- \$138,000 (\$125,000 2022)

NAG 4 – Property and Finance

Property.

- Update on EPMP planning
- Road works on Cromwell Street

Finance

- Attached.

NAG 5 – Safety of Students and Employees

- Daily safety checks completed.
- All Police vetting remains current.

NAG 6 – Student Enrolment and Attendance

- Edge attendance data entry up to date.

Progression towards strategic plan.

Objective 1 - LEARNERS AT THE CENTRE - Learners with their whānau are at the centre of education. Catholic pastoral care is evidenced throughout the school. Children learn in classrooms with small class sizes. Learners have individual targeted plans to support their learning. Parents are informed regularly of their child's progress. Whanau is part of their child's learning.		
Action Required	Responsibility	Planned Actions
Catholic pastoral care is evidenced throughout the school.	Teachers	Catholic and Dominican Values are taught through the RE programme and modelled by staff. An active Sacramental Programme is in place to support children on their Faith journey. Religious Education is supported in the classroom with sufficient resources.
Children learn in classrooms with small class sizes.	Board	A third classroom teacher is Board funded to allow students to learn in smaller class sizes.
Learners have individual targeted plans to support their learning.	Teachers	Previous years data is used to identify gaps of learning to create a targeted student programme. Teachers monitor and adjust plan based on progression.
Parents are informed regularly of their child's progress. Whanau is part of their child's learning.	Teachers	Teachers share classroom learning weekly via the Educa platform. Teachers contact parents as soon as there are any concerns about learning or behaviour. Progression is shared in writing with parents at the end of term 2 and 4. Strengthen Whanau and Parish sense of belonging to the school community through regular gatherings. (Term masses, mid-year cultural gathering, End of Year celebrations).
Actions towards objective. (new actions in bold) Dominican Charism being taught throughout the school. Revised prayer space almost complete. 3rd classroom in operation. Pr1me data included in EOY targets and goals. Sacramental plan being finalised. PLD for Hybrid learning will focus on using Educa more effectively School/Parish mass planned for Thursday June 23 with a Matariki focus (completed) Teacher Aide employed to work with ESOL students		Teachers are upskilling their use of EDUCA Hybrid Learning upskilling continues Term 2 reports Parent – teacher interviews held Sacramental programme – 3 Baptisms completed – 7 Candidates for Confirmation and First Holy Communion – 8 for reconciliation

Objective 2 - BARRIER FREE ACCESS - Great education opportunities and outcomes are within reach for every learner.

We participate in the MOE donation scheme. We look for ways to maximise our operational funding to minimise barriers to learning. Classroom programmes reflect our commitment to high quality teaching and learning and utilise our community and local resources.

Action Required	Responsibility	Planned Actions
We participate in the MOE donation scheme. We look for ways to maximise our operational funding to minimise barriers to learning.	Board	The School Board elects to participate in the Ministry of Education Donation Scheme each year. School Board approves funding a teacher above Ministry of Education funding to support the learning of all students by providing smaller class sizes.
Classroom programmes reflect our commitment to high quality teaching and learning and utilise our community and local resources.	Teachers	Teachers work collaboratively to provide the best outcome for all learners at St Mary's. Teachers engage in new learning in relation to the NZ Mathematics Curriculum by developing programmes of learning that reflect their professional development learning in Pr1me. Teachers enable all learners to achieve by designing learning to meet the diverse and variable needs of all students.
Universal design for learning (UDL) practices used to improve access for learners.	Teachers	Imbedding the Professional learning through Kahui Ako. Areas of need identified and removed or minimised for learners.

Actions towards objective. (new actions in bold)

School part of donations scheme.
 Teacher funded 0.8 FTTE
 Target learners identified.
 Teachers have attended PLD for Pr1me.
 Whole Kahui Ako UDL session held.
 Individual professional learning groups held.
 Teachers PLD – Pr1me Preparedness.
 PLD approved for MOE Just in Time Maths (PLD attended)
 Need to decide on participation in scheme for 2023
 Teachers continue to implement their learning from professional development
 Visiting teachers looked at our BSLA programme in action
 Principal attended UDL workshop
Regular Professional development staff meetings held (PaCT writing, new RE curriculum)
Year 4 now using Chromebooks to support learning

Objective 3 - QUALITY TEACHING AND LEADERSHIP

Quality teaching and leadership make the difference for learners and their whānau.

We demonstrate our commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand through learning and reo.

There is engagement in professional development learning opportunities.

Teachers participate in a professional growth cycle.

Action Required	Responsibility	Planned Actions
We demonstrate our commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand through learning and reo.	Board and Teachers	Kahui Ako teacher supports the teachers to deliver an inclusive Kapahaka programme. Maori perspectives including tikanaga are considered when planning across the curriculum. Basic te reo is used in the regular class programme. Teachers seek to increase vocabulary alongside the learners. Develop further understanding of and acknowledge the histories, heritages, languages and cultures of partners to Te Tiriti o Waitangi. Participate in planned professional learning. The cultural diversity of our learners is recognised and celebrated regularly.
There is engagement in professional development learning opportunities.	Teachers	Teachers undertake 12 hours of professional development in Catholic Special character. Junior Room teacher to participate in the Better Start to Literacy Approach. Year 3 and 4 teacher to be supported to deliver this approach in term 3 and 4. All teachers to participate in learning to strengthen pedagogy in mathematics through Pr1me Mathematics.
Teachers participate in a professional growth cycle.	Teachers	Teachers will be given the opportunity to discuss, and receive feedback on, their practice, including through observation. Feedback and observation will involve peers or someone who is suited to enable a discussion that will lead to professional growth for the teacher.
Actions towards objective. (new actions in bold) Engagement of new te Reo/Kapahaka teachers. Teachers have attended PLD for Pr1me. BSLA has begun. Teachers completed Twilight session on new RE curriculum. Kau Matua welcomed at Kahui Ako PLD Position advertised for kapahaka and a te reo teacher PLD approved for MOE Just in Time Maths St Joseph's Port Chalmers have gifted their Kapahaka uniforms to our school. Advice received from Kaumatua in relation to celebration. Matariki has been a focus of learning. Teachers invited to share knowledge across the Kahui Ako.		Teachers attending NZ Histories Professional Learning. Te Reo teacher employed weekly Indian language support worker attending weekly. School counsellor now fortnightly. Kapahaka tutor employed. Polyfest performance. Buddy time reflects tuakana/teina