



Coastal Taranaki School

Principal's Report to the Board - December 5

Strategic Decisions / Discussion

1. Class reports to BoT - In committee
2. Charter - Improvement plan - submitted by SLT
3. Data summary attached - to be developed further with ANOVA days

Monitoring

This data summaries are attached - following this meeting the Analysis of variance will be undertaken and targets set for 2018.

Actions arising from data / initiatives needed etc.

Analysis will be completed across the school data and new targets will be set during the ANOVA days 11-13 December 2017. These goals and the analysis will enable the completion of the AoV report to be sent to the Ministry via the portal.

Strategic goals

Strategic Aim 1: Year 1-8 Students who are underachieving are identified and strategies introduced and evaluated to improve outcomes for these students (focus on boys and Maori)

Progress and discussion:

Students have been identified and there is a shared spreadsheet that tracks their progress. Strategies used to date have been evaluated and shared discussion about next steps have been completed.

Tracking and evaluations continue with teachers focussed on what is working and how to achieve the best results. Evaluative comments are recorded in consultation with the teachers in a shared drive.

Strategic Aim 1B: Year 9-10 Students who are underachieving are identified and strategies introduced and evaluated to improve outcomes for these students (focus on boys and Maori)

Progress and discussion:

Students have been identified and there is a shared spreadsheet that tracks their progress. Strategies used to date have been evaluated and shared discussion about next steps have been completed.

RTLB contract for the group of boys has been utilised with the recent appointment of support and mentoring personnel. Parental contact has continued and supports have been tailored to suit.

PLD focus remains across Yr 7-10 and the action plan has been sent through for review and development with teachers and SLT. An addition of a technology focus in this area will utilise the expertise available and build upon the new requirements for the technology curriculum.

Strategic Aim 1C: Year 11-13 Students who are underachieving are identified and strategies introduced and evaluated to improve outcomes for these students (focus on target and Maori students)

Progress and discussion:

Students have been identified and there is a shared spreadsheet that tracks their progress. Strategies used to date have been evaluated and shared discussion about next steps have been completed.

Target students have been reviewed with updated data and supports put in place for students in need. Continued focus on achievement and pathways.

Course selections have been completed and communication has been held with the home via the careers advisor - strong links remain between CTS and WITT and although this comes at an FTE expense, the support and benefit for our students outweighs any costs. One case evident here is the student interviewed by the BOT and conditions put in place for the individual. This student has recently gained recognition and merit publicly from WITT as being top of class. An excellent result in this case and one of many from CTS.

Strategic Aim 2: All students' performances are accelerated based on National Standards, NZQA data and other appropriate assessment data, with particular focus on Gifted and Talented and Maori students

Progress and discussion:

Data reviewed - a summary is presented - more in-depth review to follow

Strategic Aim 3: Increase engagement and achievement in the middle school

Progress and discussion:

Mentors have been engaged for student support and te reo support across the Middle school (although the reo support has been timetabled across the school) - this is the first week and the feedback from this week has been positive and that the students are focussed and have begun building good relationships with the support teachers.

Ongoing supports remain needed for some students and the Severe Behaviour service has been engaged to develop strategies that will enable progress and a focus on achievement. The visits to the school continue and ongoing in house support is being discussed.

Some students have ongoing and more severe pastoral needs, these are identified early, addressed in pastoral meetings and have a classroom problem solving focus alongside the specific agency supports. These students are making progress and long term support is needed to embed the skills and practices. This was highlighted at the PB4L conference recently as a consideration for schools. These students will always require support and guidance.

Pastoral care strategies that have been employed over the year are working and are beginning to yield results. This has allowed a greater focus on academic learning and has increased student engagement. (Structures, routines, SC3 resilience programme etc)

Extra supports in place include literacy support and teacher aid time, these supports are effective and target individual needs (based upon target students). The timetable has been negotiated and adjusted to ensure the primary learning slots are covered and maximum impact is achieved.

A pastoral focus and increased teacher awareness and insistence upon school expectations across the Middle School has yielded positive results. Students are mostly compliant and are using the school systems appropriately. Minor infringements are dealt with at the class or dean level and this is generating a culture of respect and consideration.

Students who were previously identified as being well below or below are making progress and are developing skills that will enable future success. The students are articulating more engagement with the school learning opportunities and are becoming more confident with their own abilities and the mechanisms to seek assistance.

Suggestion to review target students and retain the supports through teacher aide, SBS, IRF or other mechanisms as appropriate.

Strategic Aim 4: Students with learning differences are supported in their schooling so they can make progress in relation to NZC and fully participate in and contribute to their school and community

Progress and discussion:

SENCO has good records of learning needs and supports. Regular IEP's are held and all interested parties are included in this process. Support for boys in the Middle school identified as needing assistance has been found and parental communication has occurred to enable appropriate assistance.

Suggestion to make an early intervention record to assist students in the primary school and track supports and agency involvement through their time at CTS. Intervention record has started with SENCO - an ever evolving document that is used and supports our pastoral discussions. The document is linked to the target student document and is being fine tuned to best meet our needs and ease tracking.

SENCO work now being undertaken by Margaret Normanton who will complete final IEP's and set up the end of year data.

Strategic Aim 5: The school community is engaged and proactively involved in student learning in a culture of shared responsibility for wellbeing and achievement.

Progress and discussion:

Parental support within the Middle School class has been effective and helped bridge a gap in expectations. This support is ongoing and needs clear and regular communication but this is happening and the culture of sharing and responsibility is a focus on progress and achievement is being developed.

The Course books have been updated and course selection choices have gone to students. This has been supported by a very successful careers expo and an open evening to select subjects and review pathways. Mrs Palmer is working on follow up on the courses and engaging Yr 10 whanau first to assist choices and book placements - Year 11 and 12 will follow.

Parents continue to seek input on individual levels and many conversations are being held about external examinations, courses available in 2018 and options for further study with other providers supporting the CTS curriculum.

Hui - a - hāpori was a small but successful beginning to the Maori community consultation. There was good feedback obtained - BN has collated and shared this. The questions used have been sent to other support services and the wananga who will try to tap into other local avenues for feedback. e.g. the pa

Strategic Aim 6: Gaining and retaining: CTS is the school of choice in the Okato catchment

Progress and discussion:

The school needs to strategically approach this aim as there remains a very negative view of the school. Pointing positive is key with all communication and advertising our selves to the wider community is essential. This targeted / market approach can align with the BoT community survey to address identified areas of need and strength and generate positive discussion and communication about / with the school.

BN suggests investigating the use of a design company (TGM has been used in the past) - this is not a cheap option but the results are quality. Does this approach lead to increased roll? It is difficult to say but a clear, branded and targeted approach to PR is not going to hurt or have an opposite effect. Cost is a major consideration.

One option discussed and supported in principle by Lynne Hepworth at Oakura is the provision of STEAM subjects to students at Oakura. BN has discussed the possibility of putting on a bus and providing a range of experiences for the Oakura students at CTS. Initially, the project would be funded by the CTS BoT but with a view to altering the arrangement after a period and possibly sharing some of the costs. The costs for this would be staffing - between 0.2 and 0.4 FTE and the transport costs between Oakura and CTS. BN would like the BoT to consider this and allocate funding towards the raising of Coastal Taranaki School's profile in Oakura.

The school needs to proactively engage with the options available - there are many opportunities available to the school but all come at a cost. These have been presented in the past. It is my suggestion that the opportunities be revisited and a plan put in place for marketing, advertising and promoting CTS through the 2018 year.

Strategic Aim 7: Support for students through te reo and guidance – both identified areas of need

Progress and discussion:

As discussed in the personnel section - Kapa haka is ongoing and two support people have been engaged to mentor and provide te reo support to our students across the school.

The feedback from these supports is excellent and it is recommended that the school review the budget and offer ongoing positions for these supports in to 2018.

Focus on Strategic aim : None this report

Variance to the Annual plan (if required)

None

Curriculum

(e.g.Literacy PD with all staff booked for Term 2)

Moderation courses have been undertaken by Music and Mathematics departments. Technology and Science will be attending a course on the 23rd.

Student Roll 2017

Month	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	Yr13	Total
May	28	24	26	21	26	29	14	23	10	11	12	12	7	243
June	29	24	27	22	26	29	14	25	10	12	12	12	7	249
July	30	24	27	22	26	30	14	24	13	12	12	12	6	252
Aug	32	26	27	22	26	31	14	24	13	16	12	11	6	260
Sept	32	26	27	20	27	30	14	23	11	15	13	12	6	258
Oct	35	26	27	20	27	30	14	24	11	16	13	13	6	264
Nov	36	26	28	21	27	30	14	24	11	16	13	13	6	265
Dec	39	26	28	21	27	30	14	24	11	16	13	13	6	268

There were 319 students at this time in 2015 and 287 in 2016.

Leavers surveyed indicate that (excluding new entrants) the starting roll will be 209. Major losses will occur in Year 6 -8 with many families enrolling in schools in New Plymouth.

Attendance -

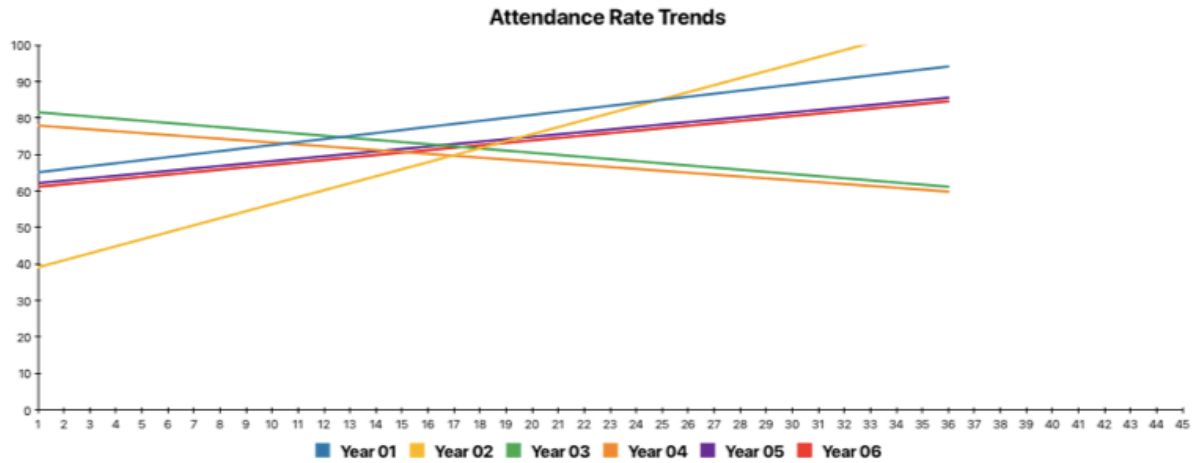
Staff continue to track attendance regularly communicate with parents and use support services where necessary.

Overview:

Dips in the attendance graphs are due to user error and input. This has been reviewed by managers (AP/DP) and will be monitored. Support will be provided to staff should the need arise. Year 7 data is misrepresented through relievers being in the class. Data needs to be entered in to KAMAR - incomplete at this stage.

There is no Year 11-13 data due to senior students only coming to school for examinations.

Weeks

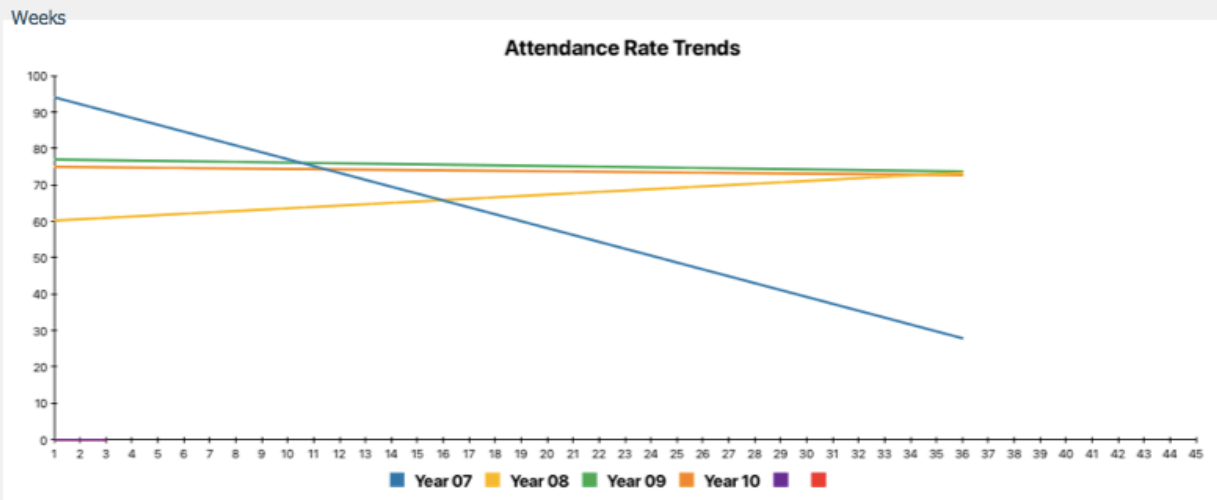


Instructions

Define up to six groups of students to be displayed on the graph.

Year Level	<input checked="" type="checkbox"/> Ethnicity	Gender	Graph	Wk 1	Wk 5	Wk 10	Wk 15
Year 01	<input type="text"/>	<input type="text"/>	<input checked="" type="checkbox"/>	Year 01	47.1 57.8 83.5	72.7 68.6 2.3 70.8 61.5 76.7	89.3 89.3 83.2 83.9 92.2 87.9 83.6
Year 02	<input type="text"/>	<input type="text"/>	<input checked="" type="checkbox"/>	Year 02	38.3 30.8 25.8	36.2 20.8 0 42.9 31.8 33.9	89.2 88.8 79.1 87.4 83.3 82.9 89.6
Year 03	<input type="text"/>	<input type="text"/>	<input checked="" type="checkbox"/>	Year 03	58.3 90.4 68.1	90.4 75.2 0 97.8 91.7 99.1	95.6 96.5 90.4 90.8 88.9 93.7 84.8
Year 04	<input type="text"/>	<input type="text"/>	<input checked="" type="checkbox"/>	Year 04	53.8 88.6 65.5	79.1 68.2 0 91.4 85.7 93.8	94.1 93.3 79.5 90 93.8 95.5 90
Year 05	<input type="text"/>	<input type="text"/>	<input checked="" type="checkbox"/>	Year 05	77.1 82.3 53.5	63.8 42.7 0 63.5 51 98.6	87.7 64.6 78.8 60.4 81.3 87.7 90
Year 06	<input type="text"/>	<input type="text"/>	<input checked="" type="checkbox"/>	Year 06	80.7 84.6 50.4	66.1 41.4 1.8 61.1 45.1 91.1	91 68.6 71.7 57.6 80.6 87.6 90.3

Graph	Wk 17	Wk 21	Wk 25	Wk 29	Wk 33	Wk 37	Wk 41	Wk 45
Year 01	82.3 75.3 92.6 81.6 88.4 88.1 86.5 87.3 87.8 84.9 87.3 74.8 87.1 93.2 83.9 83.1 81.7 87.9 88.7							
Year 02	77.5 91.3 95.8 89.6 75 88.5 83.5 71.5 92.7 78.5 91.2 88.5 87.3 96.6 89.2 87.3 90 84.6 85.9							
Year 03	45.6 43 48.9 68.9 68.1 85.2 71.5 74.1 31.9 88.9 87.8 74.1 34.4 34.8 85 77.9 78.2 30 69							
Year 04	44.3 43.5 50 62.5 71.5 86 62.5 74.5 28.5 92 91 66 29.5 34.5 82.9 75.2 70.5 31 62.7							
Year 05	82.6 63 88.5 75.2 57.8 53 93.7 87 83 79.6 87 87 85.2 62.5 88.5 84.8 85.2 89.6 54.3							
Year 06	82.4 54.1 80.7 79 57.7 60 88.7 90.3 85.7 75.3 85 77.7 83.3 65.8 94.3 84 87.3 86.3 52.2							



Instructions

Define up to six groups of students to be displayed on the graph.

Year Level	Ethnicity	Gender	Graph	Wk 1	Wk 5	Wk 10	Wk 15
Year 07			<input checked="" type="checkbox"/>	25	71.4	76.8	71.4
Year 08			<input checked="" type="checkbox"/>	71.4	60.8	66.7	60.8
Year 09			<input checked="" type="checkbox"/>	75	70	88.8	70
Year 10			<input checked="" type="checkbox"/>	74	55.7	83.7	79.1
			<input checked="" type="checkbox"/>				
			<input checked="" type="checkbox"/>				

Graph	Wk 17	Wk 21	Wk 25	Wk 29	Wk 33	Wk 37	Wk 41	Wk 45
Year 07	90.7	87.9	89.3	18.6	22.1	17.7	22.1	0
Year 08	64.3	66.1	78.7	59.6	71.9	62.9	73.3	55.4
Year 09	83.1	60.9	83.6	63.6	80.7	40.9	80	71.2
Year 10	84.2	77.3	85	67.5	74.2	37.5	66.9	76.9

Personnel

All staff appraisals have been updated and this process is ongoing there are no issues requiring follow up.

Staffing and roles for 2018 should have been advertised by now.

Finance

The budget has been reviewed by the staff and the BoT chair has worked on the allocations also. We are tracking well although there is more expenditure on property than accounted for originally. This is partly due to overdue maintenance but also due to unforeseen events such as lightning damage to the security panel (refer to the property report) etc.

Most staff have returned 2018 budget requests and these have been shared with the SLT and BoT Chair via the BoT folder.

Property

(e.g. Building WOF has been approved and is displayed in the office foyer)

Emergency lighting - is still to be completed but the Chubb contractors are on site and have started the work.

BWOF

The building WOF has been granted and is current through to April 2018.

Damage to the school - There has been no further damage to the school to my knowledge

Health and Safety

(e.g. The leaking toilets in J block have been repaired)

Police checks - There have been no police checks required this month

Accident register

Type of injury	Location of event	Number of injuries	Risk management	Actions arising / recommendation
Hit head	Room 14 class Gym Playground Field	4	Care and first aid administered - home contacted	Limit the opening capacity of these windows that stick out in to hall etc.
Head knock	Rugby field	1	Care and first aid administered - home contacted	Encourage active self referral and responsibility with head injury in sports (prior to game)
Bee sting	Playground	1	Care and first aid administered - home contacted	None
Skinned knee	Pools	1	Care and first aid administered	None
Cut leg	Out of bounds	1	Care and first aid administered - home contacted	Reinforce OOB areas. Encourage sensible play

Stand downs and suspensions 2016 / 2017

There have been no stand down or suspensions since the last meeting

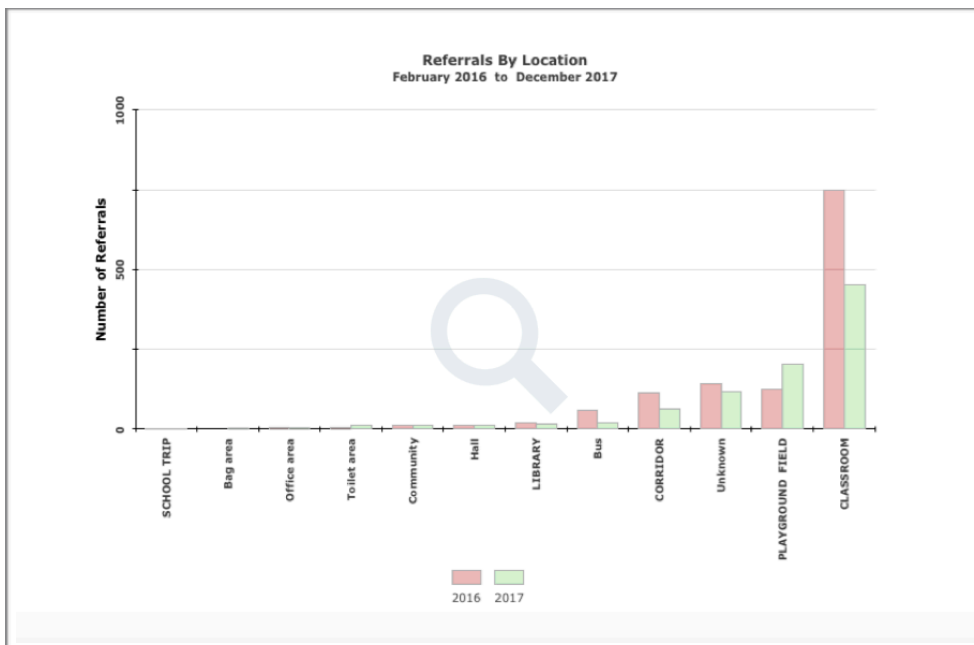
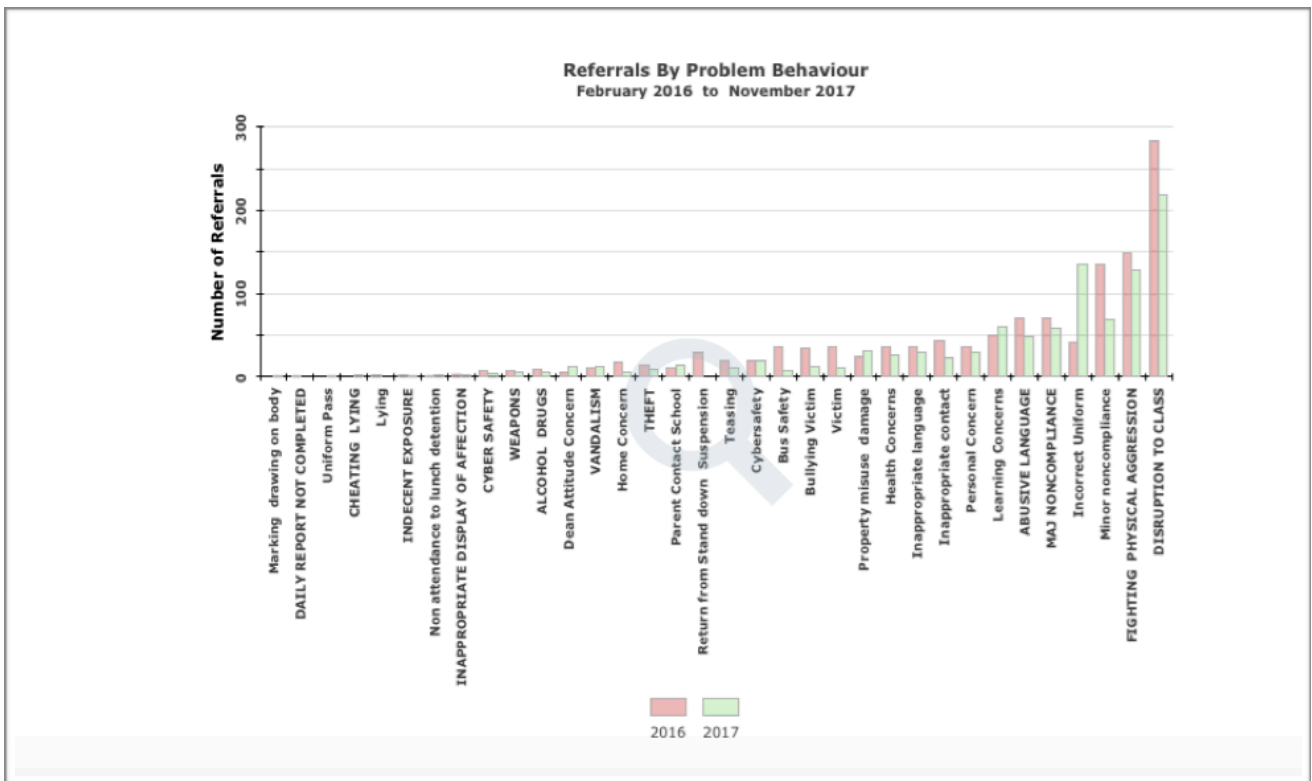
Yr Level	Stand Downs				Suspensions				Outcome
	This Year	Last Year	Reasons this Year	Reasons Last year	This Year	Last Year	Reasons this Year	Reasons Last year	
1									
2									
3	2		Fight Bully						
4						1		Fight	
5	1	3	Fight	Fight 2 Drug					
6	4	3	Drugs 1 Fight 3	Fight 2 Lang					
7	4	14	Lang Fight 3	Lang Fight 10 Disrupt 2 Comply					
8	10	16	Fight 10	Drug 2 Theft 3 Fight 7 Comply 4	1	3	Attitude	Fight Drugs 2	
9	1	8	Comply	Weapon 2 Fight 5 Drug 3 Theft		3		Drugs 2 Theft	
10	4	3	Weapon 1 Fight 2 Drug	Fight Lang Comply		1		Comply	
11	1	1	Fight	Fight	1		Drug		
12		7		Fight 3 Comply ICT Lang 2		1		Fight	
13									

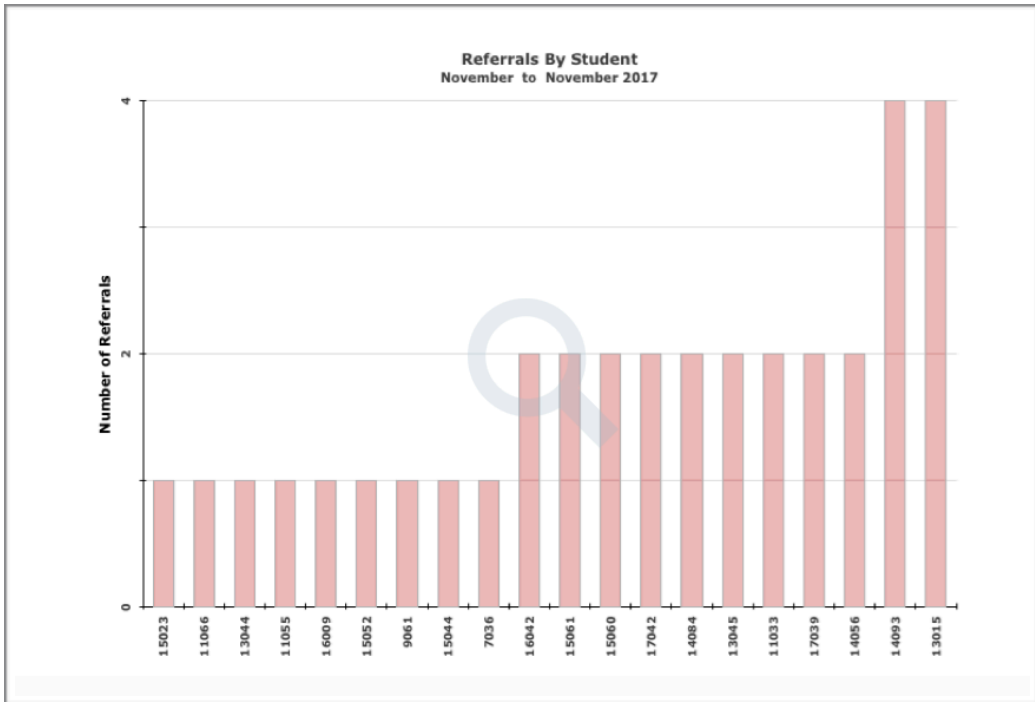
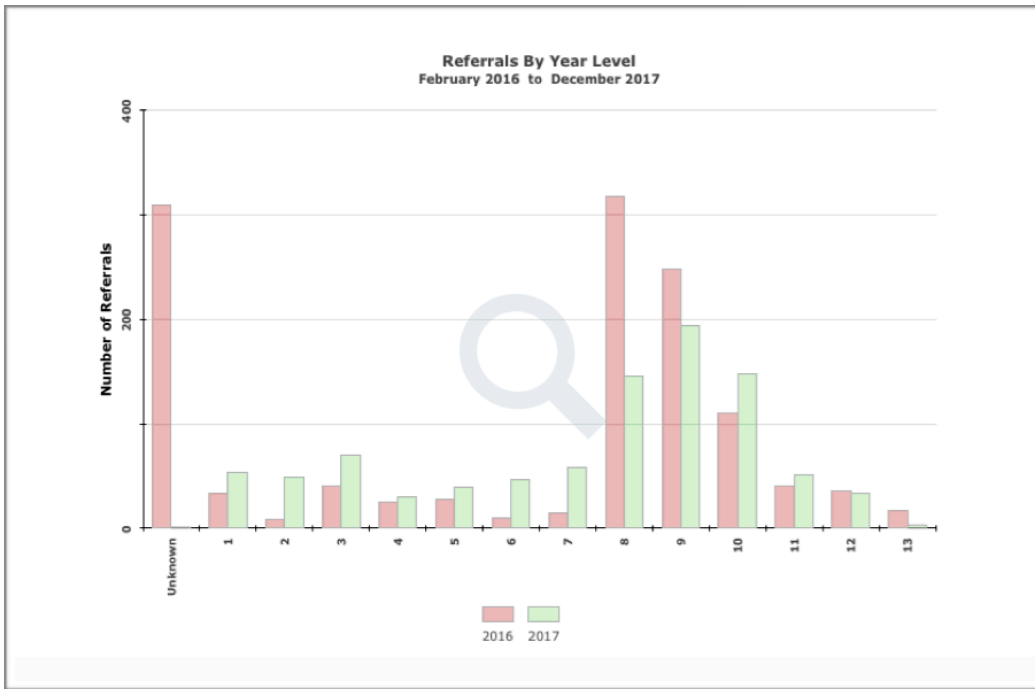
NB: 30 individuals generated the 2016 statistic of 9 suspensions and 55 Stand downs (internal and external)

Legislation

The school has been open for the correct number of days to date.

Pastoral





Pastoral discussion

13015 - This student is presenting with some pastoral items relating to disobedience and poor language. Parents were witness to one event and ongoing work is happening with the student relating to PB4L and related consequences and reflection .

14093 - Student is experiencing issues at the moment and home has been contacted regarding the observations. Student has had IRF to help support with transition times and play but is not attending at this time (sick until end of year)

Interim response funding has been transferred to one student as the original applicant has been removed from school (sick) for the remainder of 2017. This support will remain in place until the end of the year.