



Principal's Report to the Board

Strategic Decisions / Discussion

1. Employment of a long term reliever to cover BN in the acting principal role
2. All of Government - Savings - BN has investigate power and gas options
3. BoT attendance at Area School conference - \$431.25 each plus accomodation / travel (\$150 air NZ - to be there early)
4. ICT - KAMAR hosted server
5. Staffing - In committee
6. ERO report initial findings - Document attached - In committee

1. BN can move the English class to Tuesday Period 5/6 which has minimal impact although two students have a clash with art. This art period can be made up with other study periods and 1:1 time allocated with SH.

JM reimbursement of sick leave will create a short term dollar value to cover a teacher release position to step up to assist the SLT. It is useful to consider splitting this staffing into:

- A. A proportion of banked staffing - 0.2
- B. Cover for BN - 0.6
- C. Release for MN - an extra 0.2 per week to pick up other DP duties

2. The All of Government pricing has been investigated for both power and electricity. Jacky has sent power and gas accounts through to the relevant investigators. This process takes a number of months to complete - we should have a clear picture of the savings available by November.

3. Is the BoT interested in attending the conference? We will need to make a booking soon as the flights and accomodation will begin to creep up in price.

4. There is an option to host KAMAR off site which would mean that KAMAR themselves look after updates, management etc.

Monitoring

Updated Achievement results (Target students)

Yr	Reading									Writing									Numeracy														
	Start of year %			Mid Year %			End of Year %			Start of year %			Mid Year %			End of Year %			Start of year %			Mid Year %			End of Year %								
	B	S	A	B	S	A	B	S	A	B	S	A	B	S	A	B	S	A	B	S	A	B	S	A	B	S	A	B	S	A			
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The junior school Year 1-10 is in the process of testing at this time. Student data and target student reports will be available for the July BOT meeting.

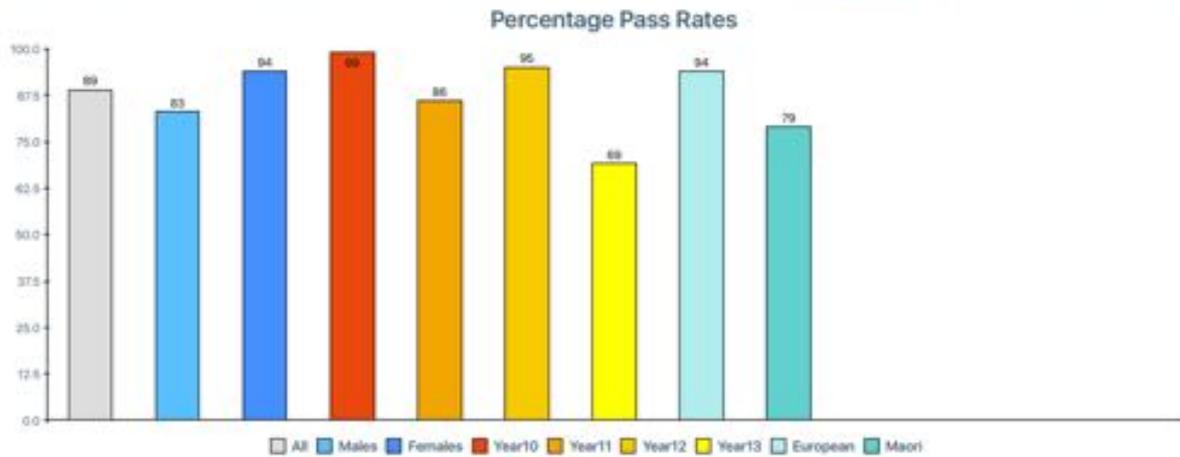
Actions arising from data / initiatives needed etc.

BN suggests that the BoT data requirement be moved to the July report going forward to allow staff to complete testing and analysis. This timeframe will also allow for a solid period of learning to occur as at this stage, there have only been 15 weeks of teaching and learning available.

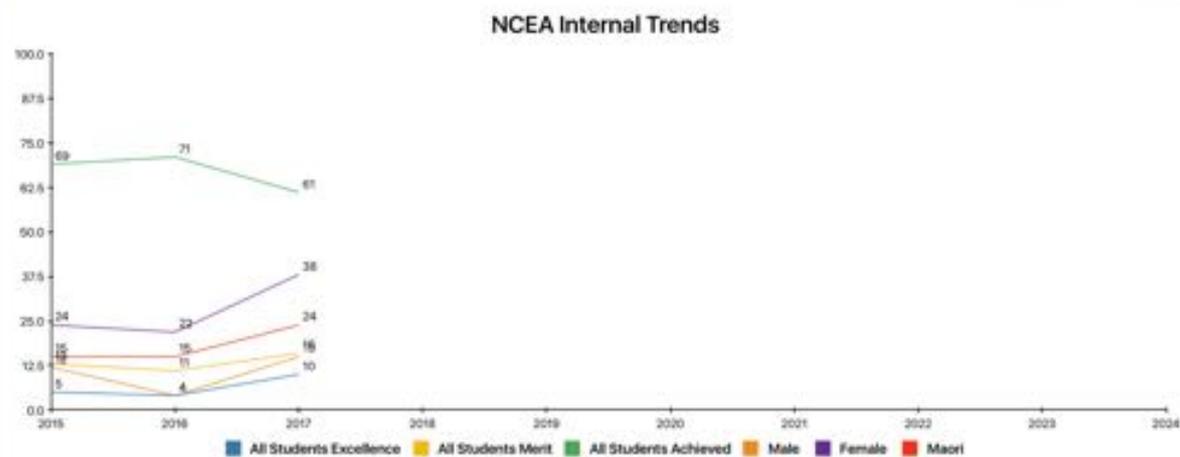
NCEA (Printing - Graphs - NCEA trends)



Not Achieved % Achieved % Merit % Excellence % Pass Rate % Pass Rate Mrt/Exc. %



	Not Achieved %	Achieved %	Merit %	Excellence %	Pass Rate %	Merit/Excellence %	% Standards Completed
All Students	11	64	14	11	89	25	80
Males	17	69	8	6	83	14	81
Females	5	58	20	16	94	36	79
Year 10	0	33	33	33	99	66	100
Year 11	15	50	20	16	86	36	68
Year 12	6	82	7	6	95	13	95
Year 13	31	44	19	6	69	25	80
European	6	68	15	11	94	26	82
Maori	21	56	12	11	79	23	78



NCEA data would indicate that at this stage there is a high percentage pass rate for internal standards and that students are well on track to achieving the set target of 85%.

At NCEA Level One, students have achieved approximately 20% of the minimum standard (80 credits). Work continues to support student achievement and track target students. The low credit count is of concern at this level and communication home has occurred. Focus will remain on credit opportunity and scaffolding students to achieve the best result possible. NB: There are a number of internal standards still to be entered and awaiting moderation results.

All Level two students are well on the way to achieving the NCEA standard. One student remains on an individual programme to complete Level One.

Level three students are tracking as expected to achieve NCEA - One student is working on achieving NCEA Level Two through WITT and is developing vocational pathway options. This student requires support to achieve NCEA Level three and the partnership between home and school continues.

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.

Dreamweaver meetings have been held with some of the target students and BN has introduced a new tracking method for these students within KAMAR to ease the process going forward and maintain records.

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.

Dreamweaver meetings have been held with some of the target students and BN has introduced a new tracking method for these students within KAMAR to ease the process going forward and maintain records.

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.

Dreamweaver meetings have been held with some of the target students and BN has introduced a new tracking method for these students within KAMAR to ease the process going forward and maintain records.

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:

See below

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

Progress and discussion:

Data has been collected - engagement seems to reasonable with only a small number of students requiring pastoral care and ongoing support. RTLB and Severe Behaviour Service has been engaged to assist. There is an issue with finding appropriate support for some core groups of boys. A solution to this problem is being sought and funding is in place to assist.

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. As noted above, there remains a need to secure support for a core group of boys in the Middle School who need assistance. This is a funded position and suitable individuals are being sought.

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. SENCO role.

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:

The school community has had a clear message that the staff and BoT are focussed in this area. Dreamweaver meetings have been held and reports are due to go out at the end of this term. Some parental involvement for a target student is being sought with a view to increasing in class engagement and minimising disruption to learning opportunities.
BoT survey to be completed - will give us greater insight

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.

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

Progress and discussion:

This position remains vacant and is difficult to fill. BN continues to seek appropriate personnel - an advert should be considered in the gazette / local press to find a suitable applicant.

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Focus on 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

Junior School Data will come in the next meeting -

Acceleration of achievement is progressing with a number of initiatives:

ALL - Accelerated Literacy Learning

For ALiL, the programme doesn't start until June 12th and they are a group of 7 Year 5 students who are below to well below National Standards. There will be a report completed at the end of the 15 weeks (November).

AliM 2 - Accelerated learning in Mathematics

Students have had initial assessments completed and were selected as being target students who were "below" on beginning of year data. They have to be below, not well below in this initiative as the AliM study feels that this group will show the most progress.

PLD - Application:

Our aim is to build a local curriculum that is focused on providing each student with the learning experiences and personalised pathway that best fits their needs. In order to achieve this, we need to strengthen and develop teacher capabilities to conduct robust inquiries into practice that are based on sound evidence, and support them through new learning in order to effect change and meet students individual needs. We have identified that a number of our students, specifically in years 7-10, are not achieving at the expected levels in reading and writing. Our inquiry has shown that our focus needs to be on strengthening teacher capability to analyse specific individual learning needs in reading and writing using appropriate assessment tools, strengthening teachers' adaptive expertise in order to select appropriate and personalised learning experiences that accelerate student achievement, and reviewing and monitoring student progress in order to adapt and respond quickly to ongoing student needs. We are seeking to develop and strengthen collaborative practice across year 7-10 teachers through the inquiry process. We have identified through interviews and observations that there is a need for teachers to strengthen and develop their ability to provide relevant learning experiences when they have students with a wide range of learning needs, including students who have special needs. We are also seeking to further promote educational success for Māori as Māori. ERO (2015) identified that further work was needed in order to reflect te ao Māori in everyday practices and in the school environment. Our data shows that our Māori students in years 7-10 are not achieving as well as other students in reading and writing, and this needs to be addressed in the context of every class. We have also identified that boys are not achieving as well as girls in these domains. We are seeking ways to accelerate the achievement for these focus groups of students.

How this conclusion was reached:

Reading and writing data gathered by classroom teachers indicated: Beginning of 2017: Reading OTJ at or above, based on PAT Reading, STAR, class observation and assessments Year 7 (62%, 14), Year 8 (71%, 24), Year 9 (67%, 13), Year 10 (24%, 13). Beginning of 2017: Writing OTJ at or above, based on e-asTTle and class assessments Year 7 (58%, 14), Year 8 (58%, 24), Year 9 (50%, 13), Year 10 (41%,13). Small numbers of students can distort the percentage in each class, however the data shows that writing is an area needing development across years 7-10, and reading is a particular need in year 10. The four rohe teachers in years 7-10 have started an

Inquiry into practice, supported by the senior leaders and an external facilitator. They are in the initial phases of the inquiry spiral (Timperley, Kaser & Halbert, 2014) where they have determined a focus, and are beginning to engage in new learning, whilst continuing to gather and reflect on evidence. The external facilitator has engaged teachers in interviews that have identified specific professional learning needs, as outlined above. Initial classroom observations have provided insight into how students are currently responding to instruction. Student voice has been gathered from students in years 7-10 in relation to reading and writing, and students' response to instruction. Some of the challenges that students identified with writing included difficulty with generating ideas, transferring from oral to written text, and expanding on ideas to include more detail. In terms of reading, there were issues identified with engagement, and also with problem solving around complex text.

In relation to the Strategic Goals

The focus of this work aligns with the strategic goals for improvement in learning and curriculum, as documented in the school charter 2017-2019. Charter goals include increasing the percentage of identified students achieving at or above national standards in years 1-8 in reading and writing, with a particular focus on boys and Māori students. A further goal is to increase the percentage of identified year 9-10 students achieving at or above the appropriate curriculum level for reading, and for writing.

The proposed PLD maps very strongly to the National Priority Areas. The focus is on developing deeper understanding of effective pedagogy leading to accelerated writing and reading, and engaging students in a vibrant local curriculum that meets their individual and collective needs. We are seeking PLD to support accelerated progress in these priority areas to lift student outcomes in years 7-10 through robust teaching as inquiry. We are focused on improving outcomes for Boys and Māori learners, and have a specific focus on engagement and achievement for these students.

Use of external expertise

We have identified that we require PLD facilitators with expertise in literacy and culturally responsive practice. These facilitators will be able to make the key links to curriculum specific strategies and effective pedagogies. The facilitators would be able to provide good examples of curriculum specific literacy strategies and help teachers develop their own. Facilitators would support deepening our understanding of collaborative Teaching as Inquiry, and provide classroom observation and feedback on teaching strategies that are specific to the identified needs of learners in each context.

Initial review

To date the time allocation has been for completion of the PLD plan but the quota was larger than required. This has meant that the work towards set up, analysis and initial action has already taken place.

Teachers across the school have identified target students, needs and are in the process of evaluating the strategies put in place to support their accelerated learning. Reflection and adaptation where needs are occurring and this is documented in the shared drive for all teachers to access and utilise.

Target students remain the priority and work continues to develop their progress and achievement towards the set goals.

There is a need to provide support for te reo students. Kapa haka has commenced and is being well received. Specialist language support is not available as yet. This continues to be an area of need and should remain a priority focus.

Variance to the Annual plan (if required)

None

The annual report and plans have been sent through the portal to the MoE 2 June. This was late but in consultation with Sylvia Howieson from the MoE who appreciated the circumstances at present.

Curriculum

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

ERO have sent though a document entitled 'Extending their language, expanding their world' This document will be beneficial with the learning through play initiative and tracking progress and achievement in this area.

Tracking sheets have been updated across the school with a view to evaluate the strategies used with our target students. Teachers have reflected and adjusted practices where necessary in order to effect maximum impact and achieve the best gains.

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														
Aug														
Sept														
Oct														
Nov														
Dec														

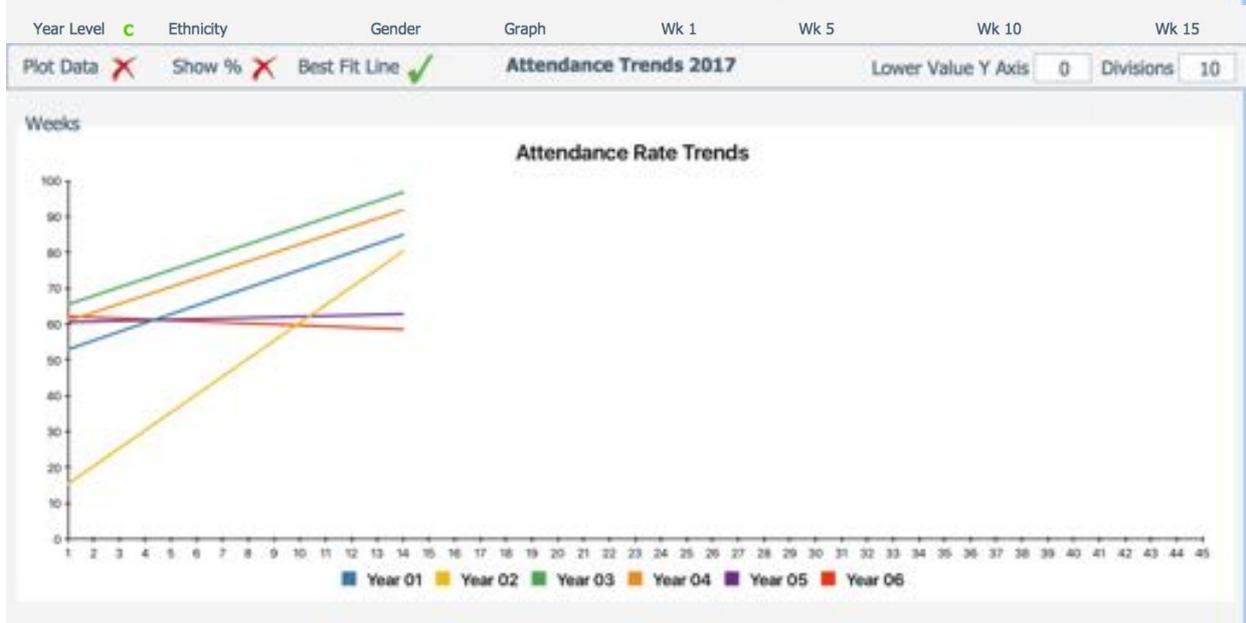
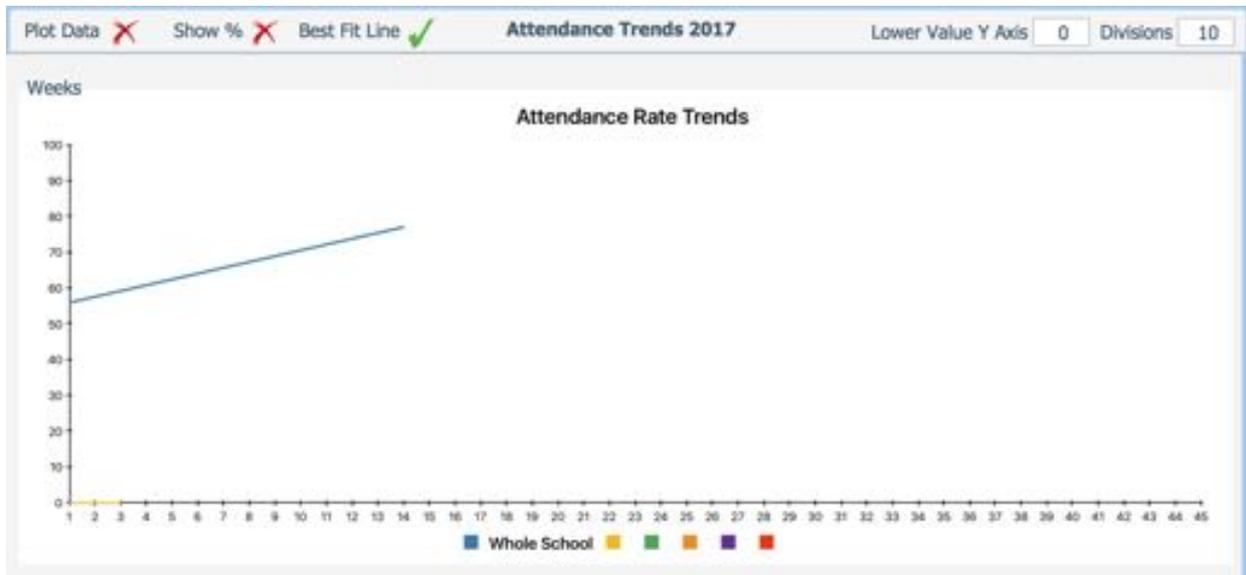
There are also reportedly three more students to enrol:

1x Year 9

1x Year 6

1 x Year 1

Attendance -



Year Level	Ethnicity	Gender	Graph	Wk 1	Wk 5	Wk 10	Wk 15									
Year 01			<input checked="" type="checkbox"/>	47.1	57.8	83.5	72.7	68.6	2.3	70.8	61.5	76.7	89.3	89.3	79.6	79
Year 02			<input checked="" type="checkbox"/>	38.3	30.8	25.8	36.2	20.8	0	42.9	31.8	33.9	89.2	88.8	79.6	70.8
Year 03			<input checked="" type="checkbox"/>	58.3	90.4	68.1	90.4	75.2	0	97.8	91.7	99.1	95.6	96.5	90.4	86.5
Year 04			<input checked="" type="checkbox"/>	53.8	88.6	65.5	79.1	68.2	0	91.4	85.7	93.8	94.1	93.3	79.5	85.1
Year 05			<input checked="" type="checkbox"/>	77.1	82.3	53.5	63.8	42.7	0	63.5	51	98.6	87.7	64.6	65.4	50
Year 06			<input checked="" type="checkbox"/>	80.7	84.6	50.4	66.1	41.4	1.8	61.1	45.1	91.1	91	68.6	60	44.8

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

Personnel

All staff appraisals have been completed to date and there are no issues requiring follow up

Since the last BOT meeting one staff member supporting students has resigned. He simply felt that he could not make a difference with the student as they did not listen or follow simple instruction and reasonable requests.

The child had accused the staff member of assault - BN has investigated this and the incident did not happen. BN is in the process of arranging a get together with all concerned parties to discuss this accusation and its impact on the individual.

The outcome of this resignation is that there is no support person available for the Middle school students (identified and funded by RTLB fund) - BN is in the process of recruitment - considering a wider advertisement.

Appointments - Two fixed term positions have been made to cover maternity leave and a job share arrangement.

Cleaner would like to reduce hours and create an internal position - has got a suitable candidate lined up for the short term. Will run an internal appointment process. Position is permanent but only one day.

Finance

KAMAR training has allowed the provision of email accounts to parents. Parent portal can also facilitate this.

The Staples Rodway account has come back and the Board Chair has reported that this is very positive. I have not see the details within the report as yet. There is a meeting due soon to discuss finance and budgets going forward. This meeting will be open to select staff for their input and to allow for more transparency given recent staff feedback.

Property

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

The building WOF has been denied and there are a number of action items to attend to -

A - Building Act Compliance Items, requiring prompt remedial work to enable the BWOFF to be issued:- Fire alarm panel batteries insufficient capacity. Evac systme batteries insufficient capacity. See FA survey for further issues. Some E lights failed. Minor damage to smoke door. Auto doors need emergency exit button. No test switches for E lights.
B - Owners Inspection management and administrative issues with regard to Building Act Compliance:- No daily escape route checks completed.
C - Recommended items to achieve improved Building Act Compliance or for good property management:- Recommend handrail by toilet in sickbay/admin area.
NB. The above category A & B items are required to be completed as soon as possible, failure to do so may affect the issuing of the schools Building Warrant of Fitness. Unless the Board of Trustees objects in writing within ten (10) working days from the issue date of this WRN, it shall be deemed to have accepted responsibility for the work detailed above. Please note that this WRN is not an order for Goods and/or Services.

2. **Jacinda Souness** the school property officer at the MoE sent the following (25th May)

Project approval has been received for the Project: Gym: Emergency water tightness & electrical upgrade

The project number is 205697 (please make sure you quote this number on further invoices for this project)

Amount approved is \$17,584.21

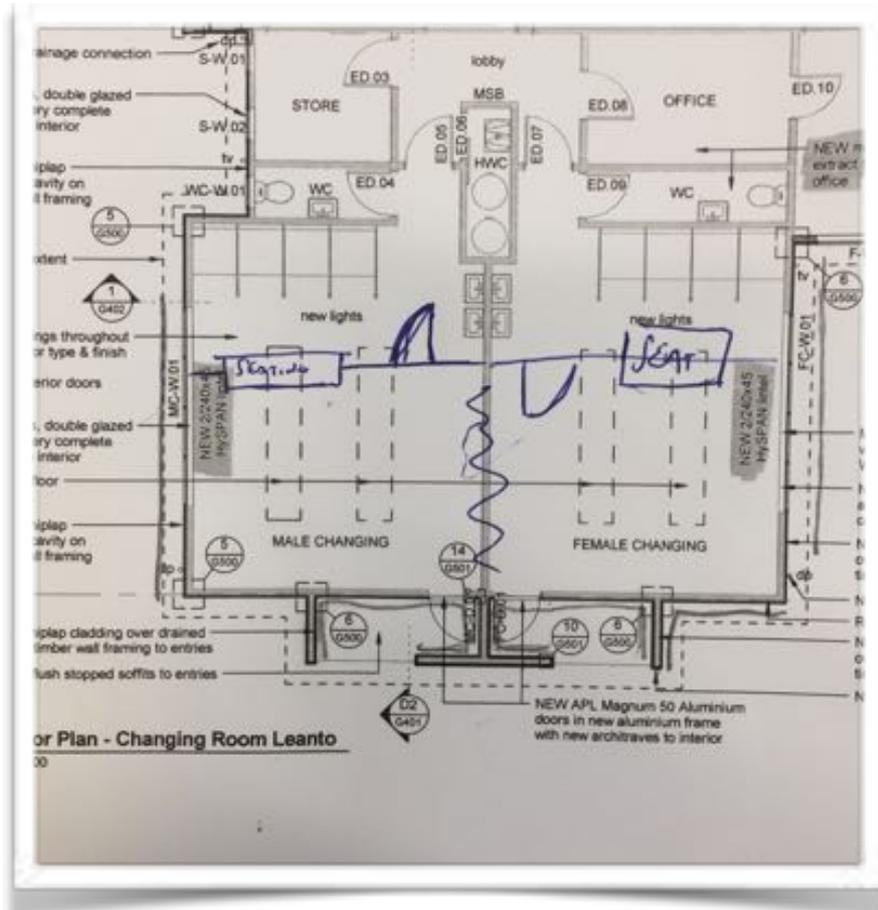
- This email relates to work completed in 2016 and should be filed.

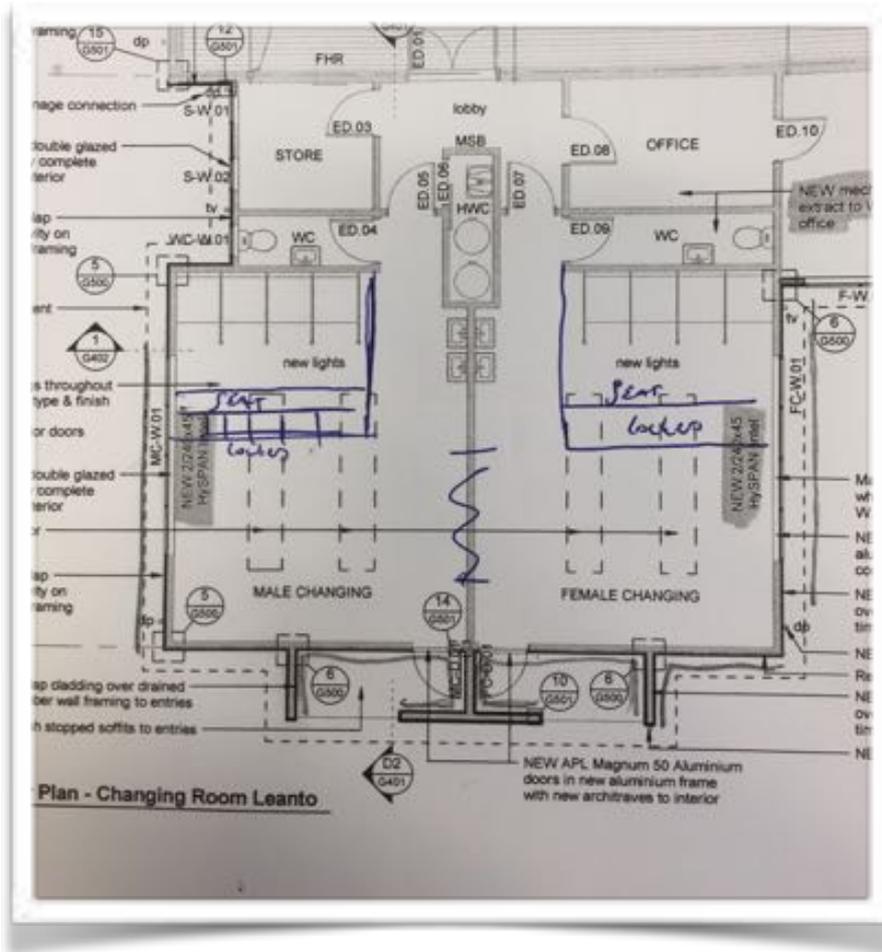
Project work

The site meeting recently revealed the MoE were not willing to replace any of the linings in the gym which meant that the internal spaces will have old, mouldy and unfit for purpose wall lining.

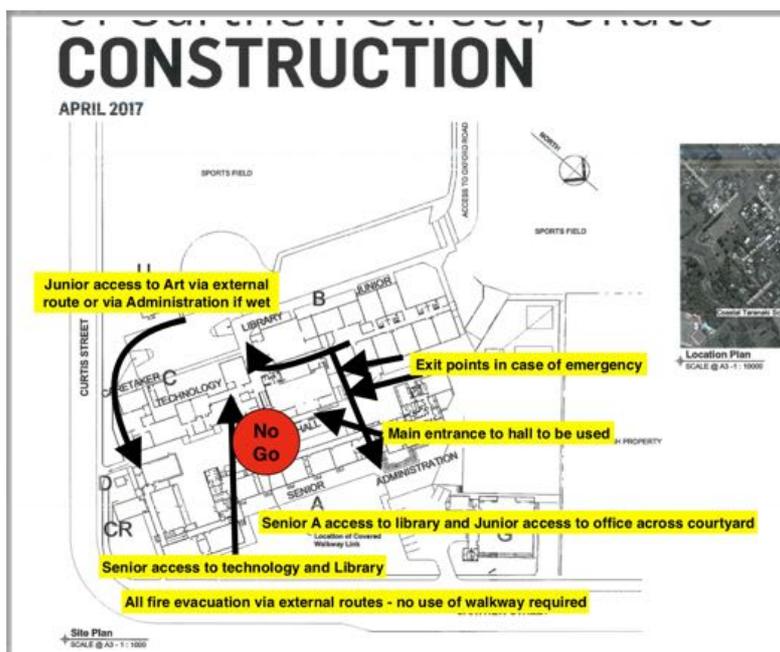
BN suggests that we investigate the costs associated with this but also push back at the MoE as this is a product of the leak. There may be a budget liability here.

Recent updates show that the Ministry are considering replacing the linings - BN suggests alternative options about the use of the space - see plans attached: There needed to be a decision to do this work relatively quickly due to ceiling deadlines and project timelines. The discussion was held with John Pullar around the options and we have made contact with the architect based upon the options below:





Work on the linkway has commenced and we have adjusted the emergency exits to suit. These plans have been sent to the MoE, posted around the school and emailed to all teachers.



At the last site meeting with the MoE - BN alerted the builders and Ministry to the leak opposite the foods room entrance. The builders will be investigating and reporting back.

Damage to the school - Students were on the roof a while back and one fell through the skylight. I have asked the builders to price the roof repair / replacement and following this will need to get the community in to discuss the bill and repayment. I suggest that if the bill is minor that the students split it evenly as they are all partially responsible. If the bill is large, and there is a real possibility that it will be. I suggest that the school claim on insurance and the excess be paid by the responsible parties. I would like to hear the thoughts of everyone on this matter.

Sewerage - BN contacted Reid Smith at the Ministry and we have discussed the timelines and community perceptions. I have been advised that there will be another meeting towards the end of the month (June) to cover off the use of the top field and its safety. No report has been seen as yet.

Jeff Salisbury has made contact and said:

A quick update on progress with the on-site sewage system:

C+O concrete advise they are looking to install the septic tank risers and carbon filters next week. This is to address stormwater ingress into the tanks and smell in the vicinity of the plant

Vepo Plumbing undertook works to the treated effluent tank allowing us to test for effluent quality. We are working with Vepo to get this testing undertaken next week, followed by another round of testing 1 month later to confirm results

Next week Vepo Plumbing will be undertaking flushing of the individual land application area drip lines and recording results to help inform the decision regarding whether to retain and repair the drip line in the LAA or to relocate the LAA. Dave Miller has provided step by step instructions to ensure we get the right diagnostic results

Plumbing will also be recording degree of clogging to the arkyl filters before cleaning these

Livingstone Building have provided the following costs to fence the plant: to supply and install cyclone chain link fence is \$12,540 + GST <http://www.cyclonewire.co.nz/products/chainlink> ; to supply pool fence is \$16,940.00 + GST <http://www.cyclonewire.co.nz/products/pool-fencing> . Aesthetically I favour the pool fencing option however I am aware that this comes at a reasonably substantial additional cost and if low level planting was maintained around the chain link fence this would go some way to offset the look. Do you have comments / preferences please? **BN favours the pool fence option albeit the more expensive one!**

Dave Miller has provided guidance on a flush tank for the sewer branch drain above the library connection to help alleviate issues with old pipework and limited falls, however there are no industry standard solutions and so this will require some customisation and likely on site tuning. I am working with the plumbers to get an estimate of cost. The work will be undertaken on the basis that should it not work we will then look at other options

Janelle had alerted us to issues with a 'sewage monster' outside the library with waste backing up to the kitchen sink. Some time ago the haunching of the pipe into the sewer manhole was tidied up and since a dead pump further up the line has been replaced. Do you know whether there have been any recent issues? I am wondering whether a combination of the works already undertaken and the proposed flush tank will alleviate any issues –suggest we monitor this

I look forward to your comments on the above

Curtis street Property - Discussion

Painting of the school - Programmed

The Programmed group have contacted BN for discussion about a previous email sent to Dr Janelle McKenzie. The details are listed below. Rodd Pittams, the accounts manager has requested that we discuss this and let him know as soon as we can.

Dear Janelle

Re: New Programme Offer (Options)

Option 1.

Continue with current programme and do the last service which is due in October. Last invoice would be \$ 35,217.00 + gst.

Option 2.

Terminate current contract before last service is due. Recoverable amount due would be \$ 24,821.00 + Gst. No last service would be done.

Option 3.

Roll contract (re-new) into a 5 year ECP safeguard offer. This would still mean for the next 5 years the school would still be maintained and presented to a high standard at a reduced cost to the school.

As an example a new 5 year contract would cost around \$ 15,000 p/annum. This would take into account the recoverable amount of \$ 24,821.00 + the annual service cost each year of \$ 10,200.00 * 5 = \$51,000.00.

Add together the \$ 51,000 + 24,821.00 = 75,821.00 divide by the contract term which is 5 years = \$ 15,164.00.

Any interior work that the school may wish to do may also be added to the contract and the cost spread over the 5 year term as well. We would be more than happy to look at this for the school and price up to give a more accurate figure. Interior work that is done in year one, the cost is spread over the term of the contract, in years 2 – 5 we like to offer DH hours (Discretionary Hours) which means the school decides on where you want us to work it can either be interior or exterior work that is performed, the hours are yours to use where you want us.

I hope this helps in your decisions moving forward, thank you for the opportunity to be of assistance.

Please contact me if there are any further questions we can assist with.

Health and Safety

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

The health and safety registers were checked by ERO during their visit and there is an ongoing list of items to attend to. This is reviewed by the H&S committee and updated on a regular basis. Staff have been concerned about a student's behaviour and the H&S consideration for themselves in the class. BN has contacted the parent and we have made arrangements for him to volunteer within the school. A volunteer agreement has been used along with a confidentiality agreement to ensure appropriate conduct and security of information.

There has been a Stand referral made and a second referral will be made to the Severe Behaviour Services of rtes student.

Police checks - Two police checks have returned positive - SLT have discussed these and deemed there to be no threat to the school or children's safety.

Accident register

Routine medication given as needed - All parents have been informed

One injury - Split to eyebrow - student accident, own fault. Parents informed and medical help sought.

Stand downs and suspensions 2016 / 2017

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

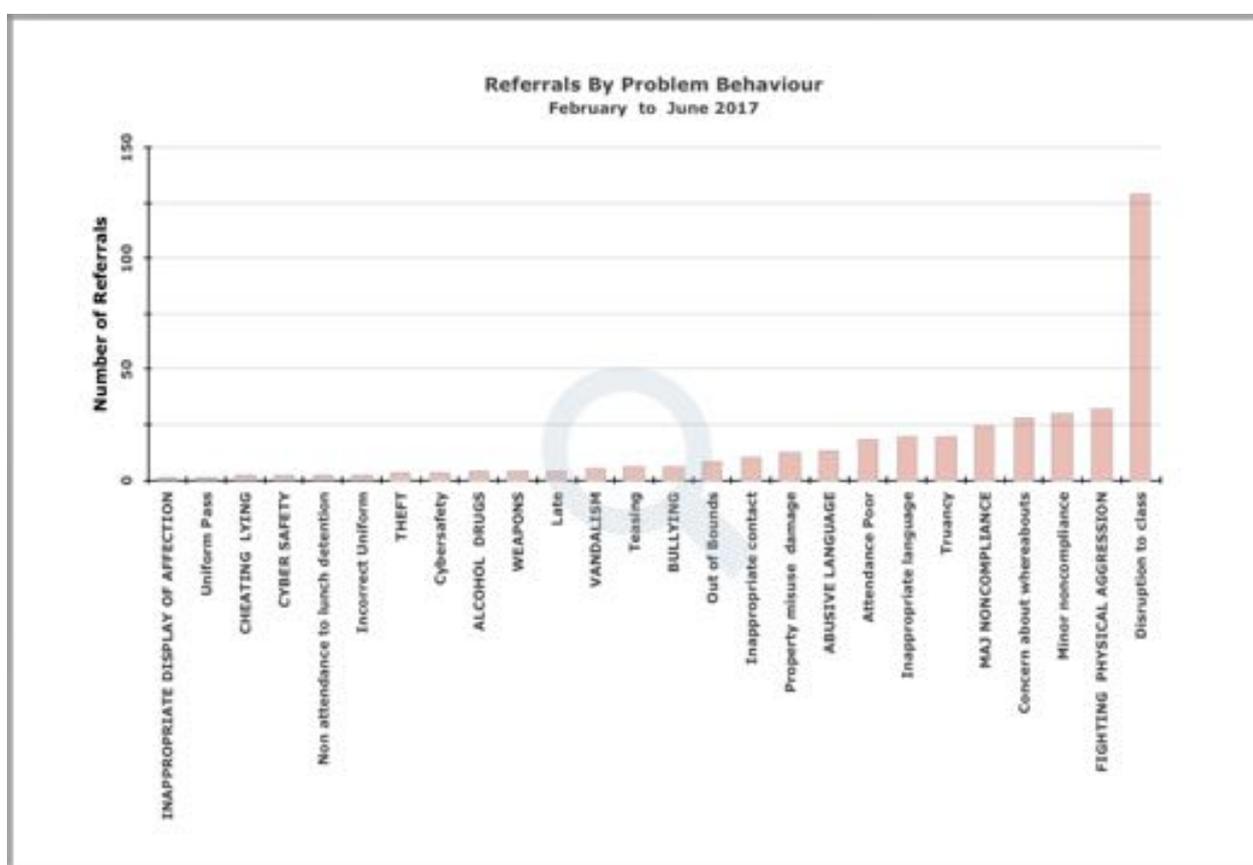
Two students have been stood down externally in the recent period. Both students have been violent and aggressive towards their peers. Parents have been involved in the process and family conferences have been held.

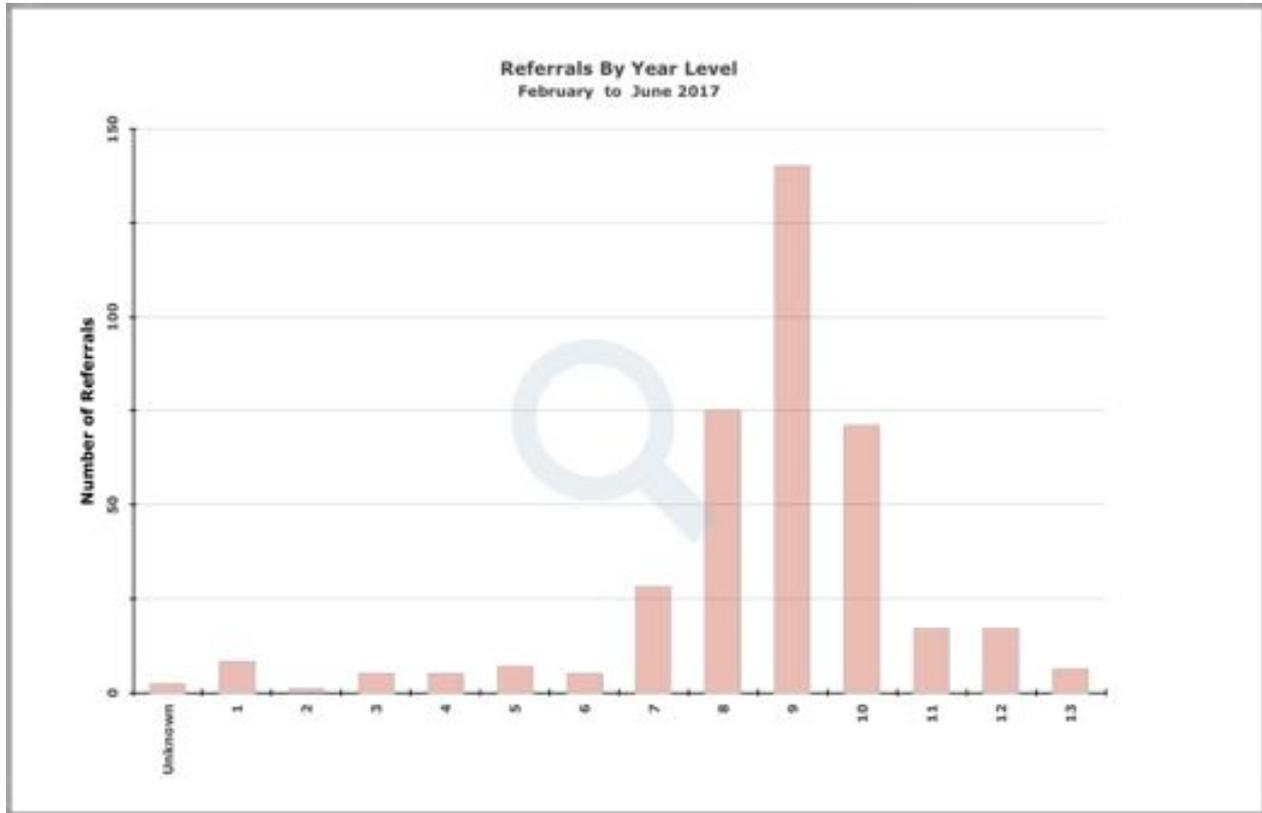
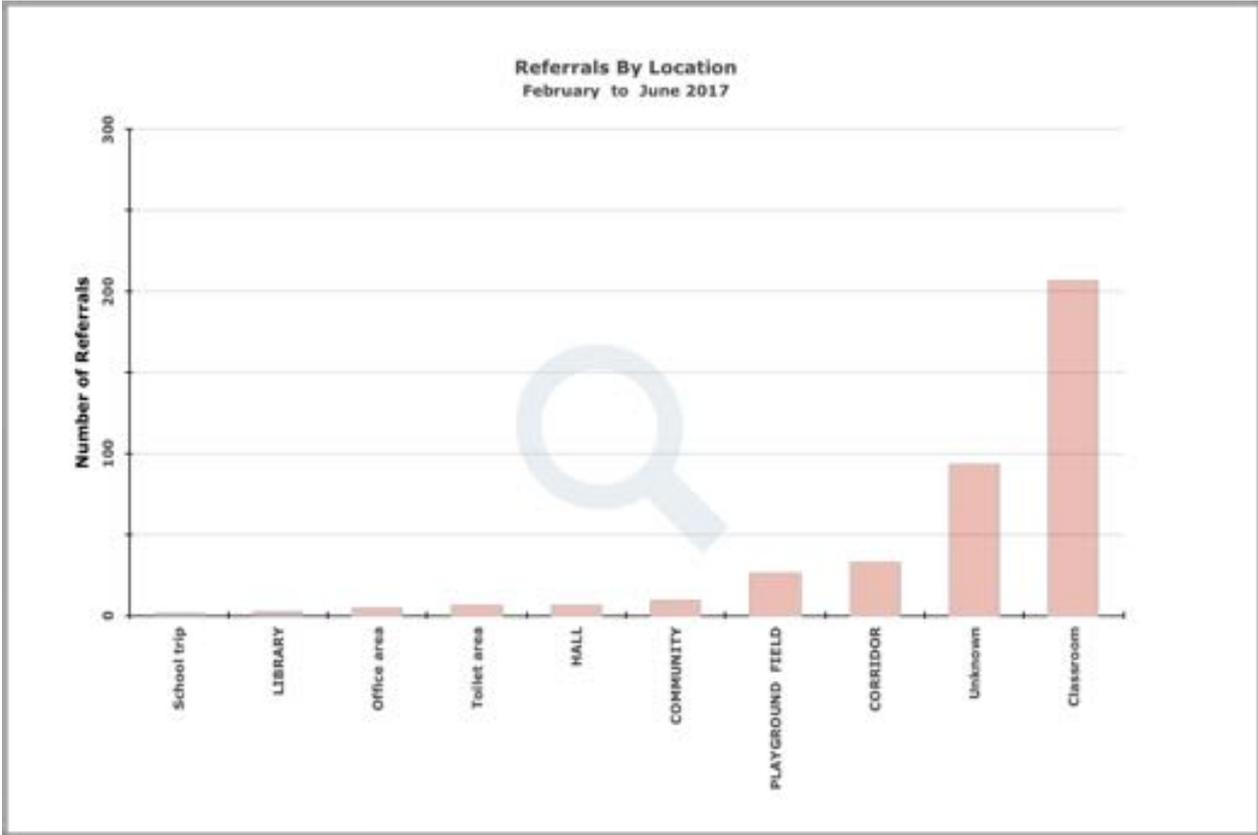
Severe Behaviour Service applications and RTLB referrals have been completed for both cases in order to receive extra support.

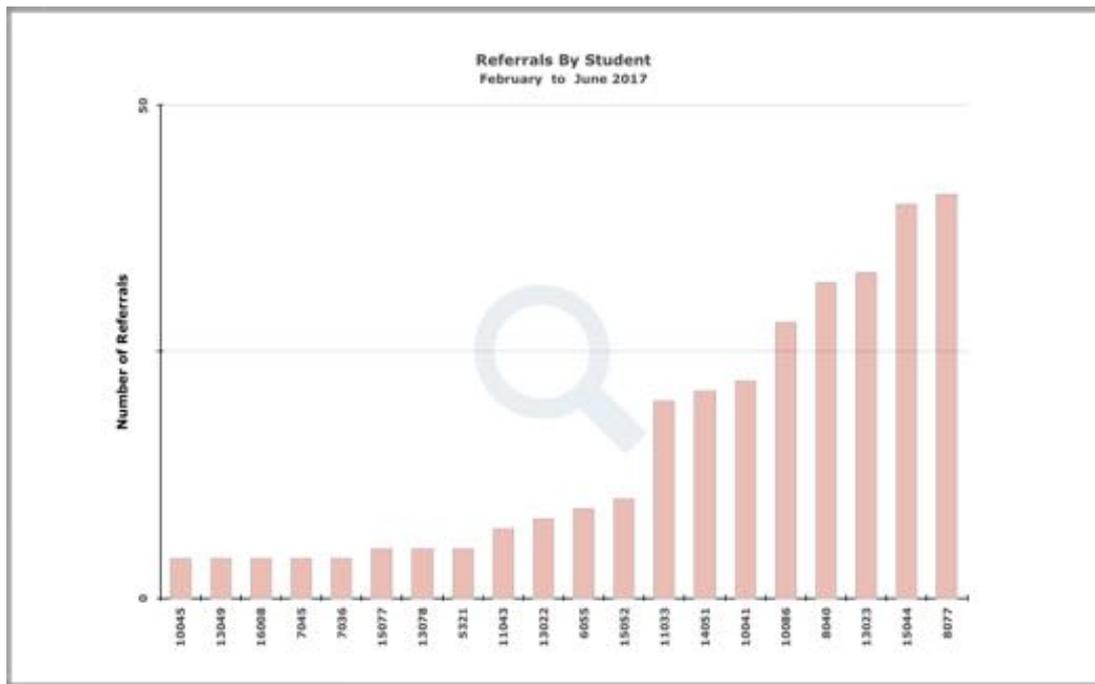
Legislation

The school has been open for the correct number of days in Term 2

Pastoral







Pastoral discussion

Most behavioural concerns are isolated to the Middle School with a spike in Year 9.

8077 - Yr 9 Student has Special Education support and learning needs analysis. RTLB services are engaged with the student and until recently this student had teacher aide support. Teacher aide support has finished due to resignation but will be replaced as soon as is practical.

15044 - Yr 9 Student has severe needs and CYFS and Family works are involved with whanau support. The student remains in a fragile situation within the home environment and has expressed a wish to leave CTS. The homeroom teacher is working actively with the parent to affect change and the student has learning support and teacher aide time. (Teacher aide support on hold as noted above)

13023 - Yr 10 - The student has learning needs and the SENCO is actively involved with parents. Teachers have a plan to work to and there are learning supports in place.

8040 - Yr 9 - Student is influenced by the other boys in year 9. RTLB services are engaged with the student and until recently this student had teacher aide support. Teacher aide support has finished due to resignation but will be replaced as soon as is practical.

10086 - Yr 8 Student - has ongoing issues in the classroom and with forming relationships. Have completed a STAND referral and Severe Behaviour Services will be engaged. Parent involvement in the school to help support child in class.

10041 - Student is no longer at CTS

14051 - Student is no longer at CTS

11033 - Student has issues with peers and has been involved in aggression and teasing. Parent meeting has occurred and student has been stood down. RTLB and Severe behaviour Services supports sought.

Strategic discussion

In line with ERO suggestions re policy wording - we have been sent this from Sylvia Howieson at the Ministry.

It is suggested that we include this in our current policy documentation

Non custodial access: to include in policy something like this.....

CHILD ACCESS:

- 1. In cases where children are in the custody of separate caregivers, the school will have clear instructions in writing from an approved person, as to who can have access.*
- 2. Clear instructions applying to such children will be filed in the office and be available to staff dealing with any situation where access may be questioned.*
- 3. Information will be updated as required.*

CUSTODIAL ACCESS TO CHILDREN

- 1. Until a court order or a legal agreement between the parents giving sole custody is shown to the Principal it is assumed both parents have equal custody and access rights in situations where the parents are separated, divorced or unmarried, or the children are subject to a court action.*
- 2. Up to date documentation regarding the welfare of children should be forwarded to the Principal so that the appropriate procedures for the protection of the children at school can be put into place.*
- 3. While the Principal and teachers are expected to exercise care and skill in looking after the welfare of children, as would a responsible parent, they can only act appropriately when they receive the appropriate information.*
- 4. The onus is on the parent to provide:
Up to date, accurate information on access and custodial arrangements
Up to date telephone numbers
Legal documentation when appropriate, especially on enrolment.*
- 5. Any information held at school about any particular child will be treated in the strictest confidence.*
- 6. It is not the Principals / Schools job to adjudicate disputes or interpret court orders.*
- 7. The Principal is empowered to call in neutral legal representation in any matter involving onsite disputes.*
- 8. No action will be taken by a member of staff in regard to custodial care without prior knowledge of the Principal.*
- 9. The Principal must inform the custodial caregiver of any incident regarding custody that gives cause for concern.*

At the same time it may be worth having a look and updating the CYF reference to Oranga Tamariki....(the new name for the MVCOT – Ministry for vulnerable children Oranga Tamariki).

Confidentiality / Volunteering Agreement within the school volunteering

Do we need this for everyone or just on a case by case basis?

See in committee notes for further discussion.