

School Notice

Wednesday 10th November

Kia ora koutou,

Tonight's newsletter looks at the Minister's decision today for Year 9 and 10 students, and continues telling Good News Story #2.

Year 9 and 10 Students Returning to School

Today the Minister of Education (and Covid Response), Chris Hipkins, announced that Year 9 and 10 students can return to schools next Wednesday, 17th November.

We had already been planning for something like this, and over the next two days we will confirm everything so we are completely ready for next week.

There will be full details on Monday and Tuesday next week. But here is what we know so far:



This is Your Choice

We know that not every whānau will be comfortable sending their child back to school yet. From next Wednesday to the end of the year, there are only 17 learning days.

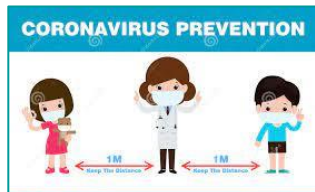
Out of 650 eligible senior students, we have about 300 students on-site now. So, I am not expecting more than half our junior students back - maybe even less.

For this reason, we will keep providing our Year 9 and 10 on-line and paper-based learning at home programmes. So, if you choose to keep your child at home, they will not be disadvantaged.

Safety and Wellbeing are Our Number 1 Priority

I am determined to ensure that our school is the safest place in our community.

Just yesterday I ordered an outside training agency off-site as their instructor wouldn't wear their mask properly whilst teaching – after two warnings to do so.



This means that there will be an absolute focus on wearing a mask the entire time at school, unless eating. As well as on regular sanitiser use, ensuring there is always space around each other, lots of ventilation in classrooms, and being outside as much as possible.



Our staff will model the right behaviour, and be very vigilant and supportive. But this also means a lot of responsibility on students themselves to do the right things – all day.

I do not want Covid to be spread or be caught in our school because a student was too immature to follow the rules that everyone else is working hard to follow.



The Programme at School

We are still working out the finer details of this and the actual programme will rely a lot on how many students arrive back.

But the focus will be on curriculum, connections, use of outdoors as much as possible, and ensuring safety.

Please expect that classes will be combined together to form temporary class groups of about 20-25 students and that there will be a separate and special timetable in place.

The first two days may be a standalone programme while we confirm how many students have actually arrived back and then set the temporary Year 9 and 10 timetables for the next 14 days.

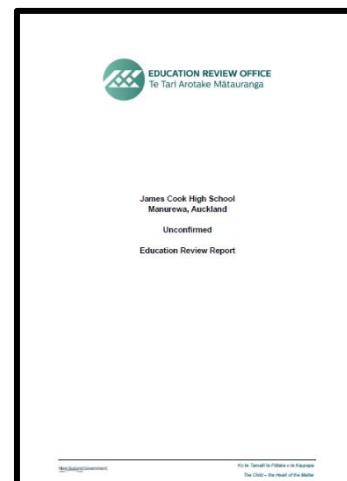
Good News Story #2

Recent ERO Report: Part 2: What has Improved?

In their report ERO list the following things as having improved in our school:

Positive and safe school culture and student wellbeing services, including:

- Positive and supportive learning environment
- Students take more pride in their school
- Student engagement in learning
- Significant improvement in student engagement
- School MANA values and the JC Code
- Strengths-based approach for growing students' citizenship and leadership
- Few students are involved in stand downs and suspensions



Learner outcomes, including:

- Significant gains to increase student attendance
- Student outcomes
- Board scrutiny of student outcomes
- Significant progress in lifting students' success in NCEA
- Pacific students made significant improvement in their qualification attainment
- The percentage of students leaving school with at least NCEA Level 2
- Significant improvement in more students leaving school better able to access a future pathway including further training and tertiary education



Years 9 and 10 Progress and Achievement, including

- (Using) data to identify strengths and next steps in their teaching programmes
- Teachers continue to explore and trial targeted literacy strategies
- Junior Diploma programme for Years 9 and 10
- Higher schoolwide expectations for students' work completion and academic success



Teaching effectiveness, including

- A coherent schoolwide response to COVID-19 challenges
- Shared understanding of the need to provide additional student support services
- Responsive curriculum developments
- Teaching focus on writing
- Staff continue to participate in regular schoolwide and individual professional learning
- (Staff) focus on literacy
- Culturally responsive and relational practice
- The use of relevant and high interest Māori and Pacific learning contexts
- The recent appointment of a large number of new teachers has brought new skills and expertise
- Beginning Teachers report being well supported
- Assisting students' homes to access online learning
- (Using MOE Funding) to support student engagement in learning, wellbeing and success.



Leadership and Trustee effectiveness, including

- Students benefited from clear and decisive school leadership through proactive responses and provisions for COVID-19
- A more collaborative leadership approach with a greater sense of shared purpose
- Significant progress in data management to inform leadership and the school's (decisions)
- Responsive leadership practices as levers for ongoing school improvements

- Stringent monitoring of a large group of NCEA target students to help ensure they can attain qualifications
- The targeted use of external expertise
- Growing curriculum leadership
- More teachers are taking up leadership roles
- Student leadership opportunities continue to improve
- Student input and preferences continue to be gathered and used to guide the development and implementation of school initiatives
- (Board) practices have improved significantly with a stronger focus on student outcomes and meeting statutory requirements
- The composition of the Board has strengthened
- Careful use of external expertise supports the ongoing development of board practices
- Clear board processes are in place for regular policy review, and financial and property management
- Trustees have increased their scrutiny of data and asking for better information
- Time is taken to carefully consider issues and additional evidence sought before making key decisions



Sustainable performance and self-review, including:

- The school has improved its capacity to sustain and improve its performance for students and the school community
- The school is better placed to review its own performance
- (There have been) increases to the school's ability to develop and implement new school systems and processes
- School leaders, trustees and teachers are continuing to improve equity and excellence in student outcomes
- The Board is increasingly strategic in how it operates to continue to improve student outcomes.
- There is a more deliberate focus on improving equity for Māori, Pacific, students with additional learning requirements and other groups of priority learners
- Considerable progress has occurred in strengthening the school's processes for reviewing policies, procedures and practices to guide school operations
- School leaders and the Board are continuing to build sustainable school practices including data analysis, evaluation and reporting to support ongoing improvement



In summary, significant progress and improvements have been made in every aspect of our school that make a difference for our Student's day to day experience and their outcomes. As well as for the professional and working environment of our Staff.

Coming Next:

- Tomorrow: Part 3: What are Our Next Steps?
- Friday: Part 4: The Verdict.

Ngā mihi,

Grant
Grant McMillan,
Tumuaki • Principal