PRINCIPAL'S REPORT

Board of Trustees Meeting: Tuesday September 8th

Report prepared by Phil McIntosh

From the Tūmuaki,

While Term 3 always brings its share of winter bugs, this term has been particularly challenging on the health front. We have been lucky compared to other schools who have had to make difficult decisions; closing the school, merging classes or cancelling events. We have kept all our learning spaces open, well-staffed, and safe. Managing illness across the school has certainly added extra strain to everyone's workload, but I am grateful for the team's resilience. We are all looking forward to the warmer days ahead!

A huge thank you to our whole community for supporting our recent Mathathon. Beyond raising a fantastic amount of funds for our school, it was wonderful to see everyone come together and engage in a maths activity together.

Literacy took centre stage during Book Week, which was supported by an engaging 'Art Attack' initiative. Watching our tamariki collaborate in mixed-age groups was lovely; we have a wonderful group of older learners who understand how to interact and support our younger tamariki. We also held a ‘story time’ in our library with warm Milo and a few teachers to read stories. The week ended with our character dress-up day, which was very popular!



I recently had the privilege of visiting several local Wellington schools during our Staff Only Day, as well as traveling to Christchurch to observe established Bilingual units. These visits were incredibly valuable and strongly affirmed what an exceptional learning environment we have here at Ngaio School, backed by our incredible teachers, curious learners, and supportive whānau.

Strategic Plan Progress

Consultation Process

There have been fewer responses than in previous years to the online survey. This could be for a variety of reasons, including parent satisfaction or 'consultation fatigue'. We do know, from parent participation in other areas of the school, that our whānau are invested in their child's learning and the school.

We have been informed by the government that we will be required to have achievement and attendance as two of the goals. There could be specific wording or targets that might be required of us.

Our next steps are to develop a series of goals and action points. The leadership team is prepared to start this process and then provide feedback to the board. We welcome any board input into this process; however, we are acutely aware of your existing time commitments to your own whānau, jobs and personal life.

Arts Curriculum:

A question was raised at the last board meeting regarding how much of the recent arts curriculum was teacher-led and how many opportunities children get to be truly creative and expressive.

After talking with teachers, we believe that there is a balance to be found between teaching foundational skills and allowing children the freedom to be truly creative. With a busy curriculum, it can be difficult to find the right amount of each. However, looking ahead, our teaching team will continue looking at ways to weave even more open-ended, student-driven opportunities. We will specifically be using the graduate profile as a guide. This is particularly important within the new, content-driven curriculum.

School Structure

Our leadership team has examined the numbers for next year and has proposed the following school structure:

2 x Y1: ~15 per class

2 x Y2: 21 per class

1 x Y3: 30 per class

2 x Y4: 27 per class

3 x Y5/6: 27 per class

This will mean camps move to biannual events (with a different EOTC event every other year).

We may revisit this depending on final numbers and our FTE allocation. We are looking at whether two or three teams are the best structures for our staff and students.

Our teachers will begin to work through a class placement process soon. This will be clearly communicated to parents.

We will be looking at filling any vacant positions when we have our staffing confirmed in mid-September.

2027 Maths & Literacy Support: Funding Changes

Schools will now be allocated FTTE based on their reported estimation of the proportion of students not meeting curriculum expectations (informed by assessment tool data they hold), weighted against their school size and EQI. The new allocation model may impact the FTTE currently received.

Annual Plan

The September updates have reported against specifically here. We have made positive progress towards all goals throughout the year.

Legislation and Policy

School Planning and Reporting

The Government is changing school planning and reporting regulations to strengthen the focus on student achievement and improve alignment with curriculum (including progress and assessment information).

School boards will be required to include at least one strategic goal focused on achievement in reading, writing, and mathematics. Boards can still design goals that reflect the needs of their students and communities.

Our Strategic Plan will be effective from 1 January 2027 and will be place for *two* years to realign timeframes with school board elections.

The updated regulations will be published by the start of Term 4. More information about the changes and interim guidance to support boards is available online.

The school planning and reporting framework – Ministry of Education

From 1 January 2027 you will need to provide parents with twice-yearly reports about their child's curriculum and qualification progress and achievement, that include:

- access to any relevant assessment or aromatawai results
- the use of Progress Descriptors, including student progress and achievement
- information about how the school is supporting the student if they are at risk of not meeting curriculum expectations
- the student's attendance (except for distance schools); and
- the student's next learning steps.

To read more about this, visit:

NZC – Reporting to parents and whānau – Tāhūrangi

Safety checking changes for core children's workers

Changes to the Children's Act 2014 mean boards will soon need to consider overseas convictions, as well as offences committed in New Zealand, when safety checking core children's workers.

From 24 October, all new core children's workers with an overseas conviction equivalent to a Schedule 2 offence cannot be employed as a core worker, unless they have a core worker exemption. The same will apply to all existing core workers from 24 April 2027, giving time for boards to check for any relevant overseas convictions and, where necessary, support workers to apply for a core worker exemption.

Health, Safety, and Compliance

Linewize Overview

Linewize is a cyber safety and monitoring platform used at Ngaio School to keep students safe and focused when using school devices and the internet. It acts as a web filter to block inappropriate online content and provides teachers with tools to manage screen activity during lessons. The system also features proactive wellbeing monitoring, which alerts designated leadership staff if a student searches for or accesses concerning material, such as instances of cyberbullying or self-harm. There is also a parent hub which can be accessed for free. Our staff recently received training led by Tessa Gatenby.

Harrison Tew

The school, in collaboration with other local kura, has the option to engage with Harrison Tew to support our lockdown and evacuation procedures. There is an initial cost of $4000 which we are working to lower through a group discount.

With lockdowns becoming increasingly common, I would recommend that the board considers this in the upcoming 2027 budget. I have worked with Harrison Tew previously and found them to be invaluable.

Property

The provisional list of the 500 schools eligible for the Solar on Schools programme has been drafted. Schools were prioritised based on factors including energy and fuel insecurity, high

energy costs, planned diesel and gas boiler replacements and resilience needs. Unfortunately, Ngaio School was not on this list. We have expressed an interest in being considered in the future.

With a number of projects completed (or close to completion), we are well on track to finish everything listed in the 10 Year Property Plan.

Before and After School Care

A job description has been finalised, and we have been working through an employment process. The timeline has shifted at the request of 'The Y' but we hope to have a programme manager appointed by the end of September.

Finances

Asset Register

As per the recommendations in the Auditor's Report, we have begun to update our asset register.