



## Board Update September 2019

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Kia ora

It has been a busy few weeks at Khandallah School. In this update we provide an update on principal recruitment and ask for your views on what attributes you believe we need in a new principal. We recap on the exciting news about the stage two development of the senior playground. We also provide an update on student achievement.

### **Principal recruitment – we need your views!**

Following on from the announcement of the resignation of our principal, Louise Green, a few weeks ago, the board of trustees has started the process of appointing a new principal to start in early 2020. We will be advertising for the principal role by the end of September.

The board has a vision for the school, as outlined in our [Strategic Plan](#). We want a new principal who can build on the great work that Louise has done over the past 11 ½ years at Khandallah School. The person we choose needs to therefore be a great fit for our school community, have sound education leadership skills and be committed to achieving our vision.

Before we advertise for the role, we need to confirm the specific skills and attributes that we need in a new principal. Over the following fortnight we will be asking school staff, parents/whānau, and senior students about what kinds of skills they ideally would like to have in a new principal. We will then collate all feedback received and use it to inform the brief in the principal application pack as well as our selection criteria.

#### **What kind of feedback are we looking for from you?**

It is important that the principal we appoint is a great fit for the Khandallah School community. Your feedback is therefore critical to success!

We want your feedback in various ways. As a starter, we have put together **this brief survey** (<https://www.surveymonkey.com/r/khandallahnewprincipalqualities>) where we pose some potential attributes that we are looking for and ask you to rate whether you think each of these attributes are most desirable in a new principal for Khandallah School. There is also space for you to provide additional attributes if you like. Responses will be anonymised.

**Please respond to this survey by Thursday 19 September.**

In addition to the survey we will be seeking feedback in a variety of ways, including asking the Home and School for their thoughts and making ourselves available after school.

We have also set up an email address for principal recruitment. You can provide confidential feedback here as well. The email address is [appointments@khandallah.school.nz](mailto:appointments@khandallah.school.nz).

We are working on a tight timeframe, so please provide all feedback by Friday 20 September.

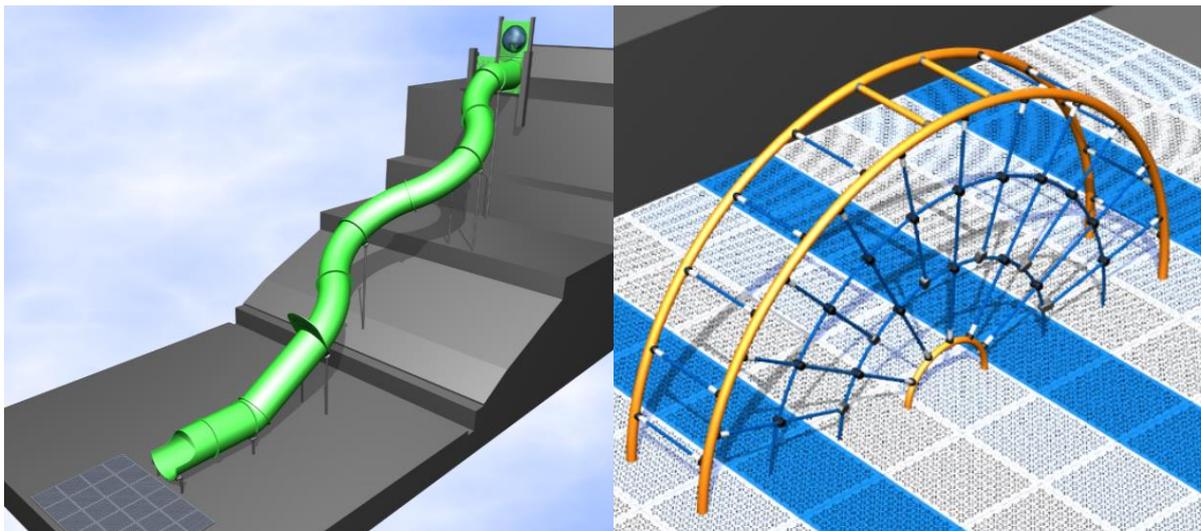
### **Stage two of the senior playground!!!**

At the Home and School Quiz Night three weeks ago, we were extremely fortunate to announce that we are progressing with the \$40,000 stage two of the senior playground development. Development includes a massive slide going right down to the bottom field, a new climbing structure and additional safety surfacing.

Stage two of the senior playground development has been on the cards for a long time and it was only made a reality through the generous \$30,000 donation from the Home and School and a \$10,000 grant from the NZCT. It was fitting that Lisa McPhail from the Home and School was able to present the cheque to the school at the Quiz Night, which was raising more funds for the playground. We are extremely grateful to the home and school and your continued support of them.



The school is currently engaging the playground installers. We are hoping for work to be done in Term 4.



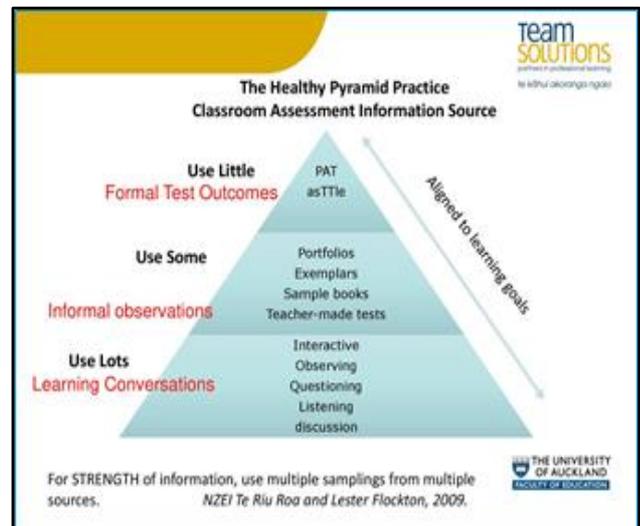
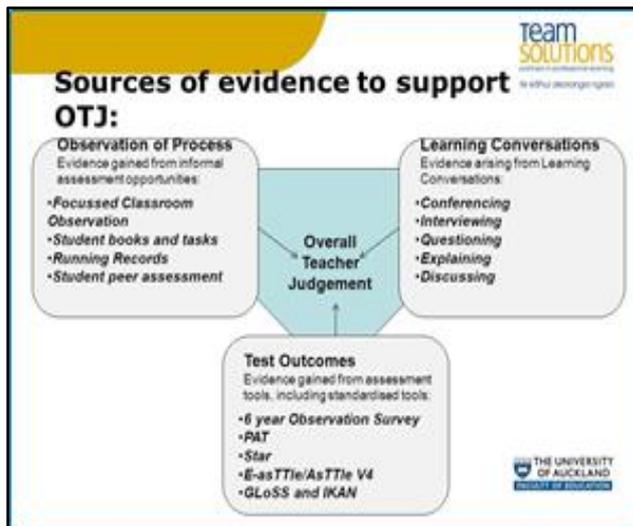
*Slide design – to go from the top of the new playground to the bottom field; climbing structure.*

## Student achievement update

One of the key roles of Boards of Trustees is to be accountable for student achievement. Naturally, we take this role very seriously and are provided regular reports by school management/lead team. At our board meeting in early August we dedicated a significant part of our discussions on student achievement, understanding progress to date and asking questions of the lead team. The following is a summary of the Overall Teacher Judgement report presented to the board by the lead team at our meeting on 1 August.

Twice a year we report in writing to parents on the learning progress of their child. We report using Overall Teacher Judgements (OTJs) against the expectations of the NZ Curriculum.

You can see from the below diagram (right-hand side) that evidence from learning conversations with children is used most often. This is supported by informal observations based on children's everyday work. Occasionally, formal assessments are used to confirm what children know and help identify specifically their next learning steps.



In making an OTJ, teachers use their professional knowledge based on evidence from a wide range of sources and moderated through professional discussions with other teachers to gain consistency within and across year levels. In this way, we ensure that judgements are sound and bring together all we know about a child's learning. This process is far more reliable and meaningful than using the results of any one assessment on any one day to judge a child's ability.

OTJs are expressed in the following ways:

- **Working beyond:** child is achieving consistently six months or more above the expected curriculum level
- **Working within:** child is achieving consistently within the range expected for their time at school or year level
- **Working towards:** child is not yet achieving consistently the expected curriculum level but is within six months
- **Needing support:** child is achieving at least a year below the expected curriculum level and requires ongoing support and intervention to ensure progress.

What is most important for all children, is the progress they are making, not just their achievement level. This is what we celebrate when we meet together for 3-way learning conversations.

Each year, an OTJ report showing school wide achievement in Reading, Writing and Mathematics is prepared and shared with the board. The teaching team uses the information to identify areas to target extra attention within the learning programmes and the Board of Trustees uses the information to allocate extra resources within the funding available.

At mid-year 2019, our school results are as follows:

<b>Reading</b>	<b>Needing Support</b>	<b>Working Towards</b>	<b>Working Within</b>	<b>Working Beyond</b>
After one year at school	0%	0%	71%	29%
After two years at school	0%	26%	35%	39%
After three years at school	0%	20%	20%	60%
Mid Year 4	0%	18%	64%	18%
Mid Year 5	3%	18%	54%	25%
Mid Year 6	6%	15%	51%	28%
<b>Total</b>	<b>2%</b>	<b>16%</b>	<b>49%</b>	<b>33%</b>

Note:

- English Language Learners within their first three years at school are not included as they are assessed using different benchmarks.
- All other children, including those with learning difficulties, are included.

<b>Writing</b>	<b>Needing Support</b>	<b>Working Towards</b>	<b>Working Within</b>	<b>Working Beyond</b>
After one year at school	0%	0%	50%	50%
After two years at school	0%	14%	50%	36%
After three years at school	0%	10%	90%	0%
Mid Year 4	0%	6%	80%	14%
Mid Year 5	3%	25%	56%	16%
Mid Year 6	8%	25%	43%	24%
<b>Total</b>	<b>2%</b>	<b>13%</b>	<b>62%</b>	<b>23%</b>

Note:

- English Language Learners within their first three years at school are not included as they are assessed using different benchmarks.
- All other children, including those with learning difficulties, are included.

<b>Mathematics</b>	<b>Needing Support</b>	<b>Working Towards</b>	<b>Working Within</b>	<b>Working Beyond</b>
After one year at school	0%	0%	78%	22%
After two years at school	0%	12%	68%	20%
After three years at school	0%	33%	67%	0%
Mid Year 4	2%	35%	45%	18%
Mid Year 5	6%	21%	56%	17%
Mid Year 6	8%	23%	43%	26%
<b>Total</b>	<b>3%</b>	<b>20%</b>	<b>60%</b>	<b>17%</b>

When we analyse the data, we ask ourselves three questions:

***What are we seeing in the data?***

- After one year at school, children are generally achieving within and beyond expectation.
- Gaps begin to emerge during the second year of school.
- From the second year of school, most children are achieving within and beyond expectation.
- Very few children achieve one year or more below expectations requiring consistent additional support.
- Our children are achieving slightly less favourably in Mathematics.

***Why are we seeing what we are seeing?***

- Children come to school with a wide range of rich cultural heritage, experiences, interests, abilities and levels of support
- Learning is not linear and children progress at different rates
- Children learn when they feel safe and happy. If anxiety is present it is difficult to learn.
- Learning becomes more challenging as curriculum expectations increase
- Children needing support, have global learning challenges and are making progress at their own rate
- Children working towards expectations, have often had an intervention such as Reading Recovery. Post intervention many remain vulnerable and require ongoing programme support and monitoring for continued progress.
- Our Y4-6 English Language Learners working towards expectations are making good progress.

***What, if anything, should we do about it?***

- Continue to build relationships with children and partnerships with whanau so that we can build on interests and passions across the breadth of the curriculum
  - Continue to identify children at risk of underachieving, personalise learning, target teaching and interventions towards accelerating learning and monitor progress.
  - Intervene early and in a manner to support learning based on the developmental stage of the child.
  - Celebrate the progress children are making - success breeds success.
  - Enlist internal and external support for identified children
  - Support teacher learning and development through in-house and external expertise.
- Note: We have secured Ministry funding for Professional Learning and Development in Mathematics 2019-2020 commencing in September 2019.

The board of trustees will continue to monitor progress on the above. We will also continue to question, challenge and congratulate the lead team on progress towards our goals (outlined in the Khandallah School charter) with the view of ensuring that all children have individualised plans to ensure they are making progress in terms of student achievement.

As always, if you have any questions about the above please get in touch with me directly or send the board an email at [bot@khandallah.school.nz](mailto:bot@khandallah.school.nz).

**Shaun Twaddle (chair)**

on behalf of the Khandallah School Board of Trustees