

# PRINCIPALS REPORT: February 2018

## Strategic Decisions

- 2017 Analysis of Variance; Charter; 2018 Annual Strategic Goals and Actions; see pdf copies
- Committees and 2018 Strategic Goals and Actions
- COL: appointment of within-school roles, 8 entitlement roles, transferred roles; 4 days per term, also have 85.5 days for school use

## Strategic Monitoring

### Assurance Report on 2017 School Improvement Challenges

<p><b>1. All learners will have learning opportunities that are connected, authentic and relevant to increase engagement and achievement:</b></p> <p><b>B</b> – embed culturally responsive and relational pedagogies through structured observations and interactions in practice by LL/Learner/Whanau</p> <p><b>L</b> – embed critical cycles of learning using our Learning as a Challenge model</p> <p><b>S</b> – use data effectively to improve learner attendance, achievement and engagement</p>	<p>2017 summary of key strategic actions:</p> <ul style="list-style-type: none"> <li>• Progressed Authentic Learning (AL) to Whanau Based Learning (WBL) and implemented Teacher Led Innovation Fund (TLIF) findings</li> <li>• Strengthened leadership of Junior School Learning Teams: appointed Y9 and Y10 Team Leaders</li> <li>• Further developed Mediated conversations in the Junior school and extending this to Year 11 to gather evaluative voice and learnings</li> <li>• Introduced Project Based Learning (PBL) and Passions in Year 11</li> <li>• Introduced multi-discipline and standards assessment at NCEA Level 1</li> <li>• Strengthened use of our Learning as a Challenge model in learning design for learners and learning leaders</li> <li>• Developed Passions and multi-disciplinary approach in Year 12 and Year 13, e.g. 12/13 HOPS</li> <li>• Introduced Growth and Development Coaching (GDC) programme for appraisal / performance management to develop LL capacity and capability to curate evidence-based learning portfolios</li> <li>• Re-designed the structure of the school day to enable regular, daily opportunities for professional learning and collegiality</li> <li>• Promoted BYOD and implemented plan to reduce school-supplied digital devices</li> <li>• Strengthened use of on-line Learning stories for reporting and learner reflection in WBL and Year 11</li> </ul>
<p><b>2. All learners will have a personalised learning pathway plan that ensures they Belong, Learn and Succeed:</b></p> <p><b>B</b> – co-construct a personalised learning and pathway plan with all learners</p> <p><b>L</b> – use regular goal setting and review-reflect-act meetings to track personalised learning and pathway plans</p> <p><b>S</b> – use attendance/ achievement/ engagement data effectively to inform and improve learning advisory</p>	<p>2017 summary of key strategic actions:</p> <ul style="list-style-type: none"> <li>• Introduced the Hapu and Amokura learning advisory programme</li> <li>• Established the Whanau Leadership Team structure to ensure the design and implementation of deliberate school wide programmes of learning advisory</li> <li>• Re-designed the school day to accommodate the Hapu and Amokura programme</li> <li>• Developed school-wide use of achievement tracking and monitoring tools; the Junior School had a Literacy and Numeracy focus while the senior school had a NCEA achievement focus</li> <li>• Won a ministry mentoring grant and implemented a programme to track and monitor a Pasifika and Maori Y12/13 target group of learners</li> <li>• Increased participation in the Trades Academy and Dual Pathways Pilot</li> <li>• Enrolled in Everyday Matters to receive Ministry reports on attendance</li> <li>• Enrolled in NZCER Me and My School survey to capture Junior School voice</li> <li>• Strengthened use of data when reporting accountability</li> <li>• Re-designed use of BOT committees to increase collaboration and community engagement</li> </ul>

<p><b>3. School wide Targets:</b></p> <p><b>ACHIEVEMENT</b></p> <ul style="list-style-type: none"> <li>• Halve the % of Y9 and Y10 who do not make a 2 or more ASTLE sub-level shift</li> <li>• Reduce to less than 5% Yr11 learners without Level 1 Literacy and Numeracy</li> <li>• Reduce the % of Yr11 learners without NCEA Level 1 to less than 20%</li> <li>• Reduce the % of Yr12 learners without NCEA Level 2 to less than 15%</li> <li>• Reduce the % of Yr13 learners without NCEA Level 3 to less than 30%</li> <li>• Reduce the % of Yr13 learners without UE to less than 50%</li> </ul> <p><b>SCHOOL WIDE ATTENDANCE</b></p> <ul style="list-style-type: none"> <li>• Reduce non-attendance to less than 6%</li> </ul> <p><b>SCHOOL WIDE ENGAGEMENT</b></p> <ul style="list-style-type: none"> <li>• Increase retention - particularly at Yr 11</li> <li>• Reduce the number of stand downs and suspensions</li> <li>• Reduce the number of escalated classroom issues</li> </ul>	<p>2017 summary:</p> <ul style="list-style-type: none"> <li>• Despite the Yr 9 group of learners being positive about self, learning and school as seen in the Me and My School (MAMS) survey completed during Term 3, no great shifts were made on average in reading or numeracy</li> <li>• Pasifika learners were the only group who made the desired two ASTLE sublevel shift for reading</li> <li>• Pasifika learners also came close to a two sublevel shift for numeracy - the cohort shifting 34 points in the total scores</li> <li>• 'Other' learners ie not Maori, Pasifika or NZE, so at Alfriston this would mainly be Asian learners, also made a 31 point shift in reading.</li> <li>• All Year 10 'groups' have finished Year 10 with reading and numeracy scores of 4P, except NZE learners who have an cohort level of 4A for reading</li> <li>• Year 10 girls and boys made three sublevels shifts during the year in Numeracy</li> <li>• Of note is that Maori learners in Year 10 made a three sublevel shift in Numeracy - a score shift of 69 points to level 4P</li> <li>• Pasifika learners made a four sublevel shift - 98 points - in numeracy</li> <li>• NCEA results mentioned below are as at 8 February, 2018; confirmed results will be published in mid-April; a number of learners have been given opportunity to boost their NCEA achievement</li> <li>• The % of Y11 learners without L1 Literacy and Numeracy is 14%, the same as in 2016</li> <li>• The % of Y11 learners without NCEA L1 is 39%; this was 40% in 2016</li> <li>• The % of Y12 learners without NCEA L2 is 38%; the same as in 2016</li> <li>• The % of Y13 learners without NCEA L3 is 49%; this was 56% in 2016</li> <li>• The % of Y13 learners without UE is 74%; this was 71% in 2016</li> <li>• The average non-attendance rate in 2017 was 12%; in 2016 this was 18%</li> <li>• These roll figures are as at 23 February; our 2018 roll will be confirmed after 1 March; Y9 – 253, Y10 – 240, Y11 – 252, Y12 – 243, Y13 – 208, roll – 1196; we are staffed and funded on a roll of 1020</li> <li>• Retention in Y9 is +5 %, -5 % in 2016; Y10 is -0.4 %, -8 % in 2016; Y11 is -7 %, -4 % in 2016; Y12 is -2 %, -24 % in 2016; Y13 is -10 %, -25 % in 2016</li> <li>• Total number of SD in 2017 was 47, in 2016 it was 73, a reduction of 35%</li> <li>• Total number of Suspensions in 2017 was 3, in 2016 it was 4 , a reduction of 25%</li> <li>• There were no exclusions in 2017, we excluded 1 learner in 2016</li> <li>• Escalated classroom issues have reduced by 32%</li> </ul>
<p><b>4. Meet National guidelines and standards for Property, Finance and Human Resources:</b></p> <ul style="list-style-type: none"> <li>• provide the support for the school to deliver the curriculum in a well-resourced, safe and caring environment</li> </ul>	<p>2017 summary of key strategic actions:</p> <ul style="list-style-type: none"> <li>• Completed first ever external buildings improvement</li> <li>• Appointed new Project Manager and developed first 10 Year Property Plan (10YPP)</li> <li>• Reduced the budgeted deficit by 94% by the end of the year</li> <li>• Implemented new Support Staff structure, appraisal and leadership model</li> <li>• Managed surplus staffing without impacting on 2018 staffing</li> </ul>

## 2018 School Improvement Challenges

**I will have learning opportunities that are connected, authentic and relevant to improve my engagement and achievement.**

**Learning Leader Action:**

I will embed culturally responsive and relational pedagogies in my planned learning experiences. This will be evident through observations, my interactions, practice with learners, learning leaders, colleagues and whanau, and outcomes.

**Learner Action:**

I will regularly set goals and have review-reflect-act meetings with my Learning Leaders to track my personalised learning progress and inform my next steps.

**I will have a personalised learning pathway plan that ensures I belong, learn and succeed.**

**Learning Leader Action:**

I will use the Learning as a Challenge model to inquire into my practice and use data effectively to make informed decisions to improve outcomes for all learners.

**Learner Action:**

I will co-construct with my Learning Leaders a personalised learning and pathway plan using my attendance, engagement and achievement data to make informed decisions.

**ALFRISTON KAHUI AKO AC ACHIEVEMENT CHALLENGE**

We aim to ensure 85% of Alfriston Kāhui Ako school leavers will achieve a NCEA Level 2 or higher qualification that will support them in their continued pathway.

**Meet National guidelines and standards for Property, Finance and Human Resources**

## Risks & Strategies [Variance report]

- **Finance**

A deficit Budget draft for 2018 has been presented based on MOE 2018 Provisional entitlement and that income from all other grants remains at their current levels; contestable funding received this year have not been considered despite these being available again in 2018; greater compliance to MOE donations and charges guidelines have been incorporated resulting in an estimated loss of income of \$46000; unconfirmed international student applications have also not been considered; Operations Grant Teachers have also been reduced to better reflect STP funding

- **Curriculum**

No variances to report

- **Staff Management**

No variances to report

- **Asset Protection**

Stage 1 Audit completed; 10 YPP and 5YA submitted to MOE

- **Health & Safety**

No variances to report

- **Legal Compliance**

No variances to report

## Strategic Discussions

- Hauora

## Significant Governance Information

- Keep in touch with NZSTA; subscribe to their Operations Update

## Significant events/successes

- EME Awards Evening, Wednesday 7 March, 6pm, Gymnasium
- Farewell Assembly for Mary Mason and Ashley Hawkins, 9 March, 3pm, Gymnasium
- 2018 AC Community Culture Day, 10 March, Alfriston College
- 2018 ASB Polyfest, 14-17 March, Manukau Sports Bowl
- Sunrise Walk for Totara Hospice, 18 March, Botanical Gardens

**Robert Solomone**

*School Leader*

*23 February 2018*