

June 2020

Principal's Report To OPS BOT June 30, 2020

We have 466 students as of 25/6/2020

Y0 25
Y1 79
Y2 71
Y3 71
Y4 72
Y5 69
Y6 79

General Summary following the return to school in Level 1

The return to school in level 2 was one that many of us were very ready for. (although not all of us). As this is written in Week 11 of the term, the school feels settled and we are starting to resume programmes and school events. It is important to note that this experience has had an impact on all of us. For some this impact has been significant and we are aware that the repercussions of COVID 19 are not over. It is obvious that everyone (students, staff and whanau) are very tired and the term break can not come soon enough.

Initially we had a number of families opting to keep their children at home. For some this was related to safety, for others precautionary. To date, we have attendance which is very close to previous years at this time.

All staff returned once we were in Level 2. (see also attendance in the committee report)

Since we returned with the strong message that if you are feeling unwell and showing any symptoms you must have a COVID test, staffing has been impacted. Staff who might usually take one day to recover have had to wait for a returned negative test. This increase in staff absences has meant we have had more times when a reliever could not be found and juggling of staff release was not possible - resulting in classes being split for a day. While we are always reluctant to do this, we have been left with no other options at times.

Our focus when we initially returned to school was to focus on wellbeing. As I said in letters to families, the research after the earthquakes in Christchurch and other 'crisis' events around the world shows that a well being focus will support and enable classes to return to learning more effectively and sooner. You can see the very valuable resource utilized by staff in the first PLD module shared below.

Reflection from teachers, families and leaders tell us that most of us have been impacted by this experience. For some this has been quite obvious, with changes in usual behaviour being observed. We have worked hard to be as supportive and accommodating as possible to all of our school community.

The sharing of the Crisis Cycle with staff (and in a newsletter) was useful as it 'normalised' the behaviour we have observed.

To support our staff (who have been in turn supporting children) we decided that for the remainder of Term 2 we would limit a number of our usual school practices. Some examples are...

- Mon am admin meetings were changed to 'read only' for Term 2
- Staff meetings have been limited to 1 face to face meeting - which also allowed for one team to 'zoom in' instead of being in the room in person.
- Leadership meetings have been reduced significantly
- Assemblies and a number of other school/class events have been paused.

During Level 3 our staff were asked to work through a professional learning module we designed to provide guidance and support for returning to school. It also had a component of reflection. This module was able to be completed remotely and at the time and pace of the individual. This is another consideration for us as we take the lessons learned over lockdown and work to improve in all areas. ["A small window of opportunity OPS Staff PLD Module"](#)


Our Senior Leadership Team took information and reflections from staff via the PLD module above, reviewed the information shared with teachers by families prior to returning to school in Level 2 and spoke with around 150 children about their experiences. The themes and trends were really obvious and none were a surprise to us. We developed our first (and only face to face staff meeting in Term 2 based on the themes which came out. [Renewal- Post COVID 19](#)

Staff were invited to think and plan differently in the final two weeks of term. Our Teacher Only day at the very beginning of Term 3 will review this information again.

One of the clear messages which came from our review was the need to take apart our current [OPS Concept Curriculum Plan](#). We believe while ensuring curriculum coverage remains a priority, the current model we are using restricts teachers ability to utilise children's questions and wonderings to lead planning.

Key Goal 1. Student achievement in Reading, Writing and Maths

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| <p>1. Continue development and Implement of new Maths Implementation plan for OPS</p> | | |
| <p>2. Continue and increase the use of PACT tool for Writing, Maths and Reading as a means of valid assessment, moderation and tracking student progress. (Assessment Literacy)</p> | | |
| <p>3. Leadership and teacher Inquiry focus on raising student achievement. Teams to determine specific focus based on 2019 achievement data.</p> | <p>Teacher inquiry focuses on accelerating student learning and using, monitoring and evaluating promising teaching approaches/practices that have an impact on their learning.</p> <p>Senior Leaders are working with representative from The Education Group again in 2020 for their appraisal cycle. A summary of the Leadership focus areas will be included in the next meetings documents.</p> <p>Meetings have continued via zoom when face to face meetings were not possible.</p> | |

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| | <p>Learning Support Co-ordinators Role description from MOE site Introducing Learning Support Coordinators in schools and kura is a key priority in the Action Plan, to improve the way we support the learning needs of children and young people.</p> <p>This is a new, fully funded and dedicated role. Learning Support Coordinators will:</p> <ul style="list-style-type: none"> • build the capability of kaiako and teachers • identify and plan for the learning support needs of all children and young people in the school or kura, including those with moderate needs • be available to support learners, and their parents and whanau. The intention is that they will simplify the system, so it's easier for them to access services <p>Learning Support Coordinators will be an integral part of a more flexible and joined-up approach to learning support, the Learning Support Delivery Model. For this reason, they will be working in all the schools and clusters that are the most advanced in using this approach</p> <p>https://conversation.education.govt.nz/conversations/learning-support-action-plan/learning-support-coordinators</p> <p>Learning Support Coordinators – Role Description [PDF 508KB]</p> <p>We have two LSC working with our school. We are part of a cluster of 6 schools from within our Kahui Ako who share 4 LSCs. The skills and expertise of these LSCs is varied which means as a group we can utilise the person we need to support with each situation in our schools.</p> | |
| <p>4. Continued active involvement in Te Iti Kahurangi Kahui Ako (Community of Learning)</p> | <p>For our next newsletter... Have you met... Lisa Maka (left) and Emma Fainu (right)? They're our Learning Support Coordinators. Lisa and Emma work with Ms Mccaffery and the Senior Leadership Team to achieve positive outcomes for our tamariki who need some kind of extra support for their learning. Lisa and Emma's main priority is to ensure that these tamariki have every chance of success in their learning and relationships during their time at Onehunga Primary. They are a key contact for whānau of tamariki with learning support needs, will simplify access and minimise barriers to services and resources, coordinate support and services from external agencies, strengthen transitions into, across and beyond Onehunga Primary and assist our teaching team in creating culturally responsive, effective and engaging opportunities for our learners. Be sure to say hi if you see them around :D</p>  <p>Unconscious Bias Focus One of the Kahui Ako focus areas is Unconscious Bias. (See goal 8 below)</p> <p>Gifted and Talented- Megan is joining a focus group within our Kahui Ako focusing on G & T with the first workshop day next week.</p> <p>Responding to Whanau Voice - Paul continues to work as part of this focus area, both within the Kahui Ako and OPS.</p> | |
| <p>Student Achievement</p> | <p>Reviewed timeframe for reporting achievement data :</p> <ul style="list-style-type: none"> - Mid term data and commentary analysis: End of Term 3 - End of Year data and commentary analysis: End of Term 4 - Analysis of whole school data for 2020: Remain as Term 1, 2021 | |
| <p style="text-align: center;">2. An engaging, broad, future focused curriculum</p> | | |

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| <p>5. Continued focus on e-learning to support learning and engagement. PLD and introduction of updated NZ Digital Technology curriculum.</p> | | |
| <p>6. Development of a 'Local Curriculum' for OPS through collaboration with our community.</p> <ul style="list-style-type: none"> • Coherent Pathways for education • Relationships for learning • Rich opportunities for Learning • Identity, Language and Culture, Arts • Local Environment • A focus on past, present and future | <p>As part of my Leadership Inquiry focus in 2020 I am researching the development of a 'Local Curriculum'. My recent and current reading is included below. As a school we have a significant piece of work to start around providing opportunities for our community to share their ideas and thinking with us. I anticipate this will be ongoing over the next few years rather than something with a clear start and finish.</p> <p>MOE Publications related to LOCAL CURRICULUM</p> <p>Local curriculum Leading Local Curriculum Guide – Local curriculum (PDF, 880 KB)</p> <p>Information sharing and building learning partnerships Leading Local Curriculum Guide – Information sharing and building partnerships (PDF, 819 KB)</p> <p>Assessment for learning Leading Local Curriculum Guide – Assessment for learning (PDF, 637 KB)</p> <p>Guidance on Coherent Pathways. [PDF, 845 KB]</p> <p>Guidance on Relationships for Learning. [PDF, 378 KB]</p> <p>Guidance on Collaborative Inquiries. [PDF, 626 KB]</p> <p>Health and PE Consultation - notes included in document about next steps for use of this information</p> <p>Healthy Active Learning - As part of the Government's new Wellbeing budget, Sport Auckland will be working with OPS to work on a Healthy Active Learning Programme that fits our school needs. The key priorities are - improving the wellbeing of children, and is part of the government's Child and Youth Wellbeing Strategy. Shanley Joyce has been appointed as the Healthy Active Learning Advisor for OPS. More info: https://childyouthwellbeing.govt.nz/resources/child-and-youth-wellbeing-strategy</p> <p>Year 6 Camp 2020 Consultation - Families of year 6 students were asked to feedback about camp post COVID. The strong majority are in favour of camp going ahead later this year. There were some expressions of concern expressed related to health in our current environment.</p> <p>Current MOE advice is that camps are fine to go ahead as long as COVID Health and Safety panning is in place.</p> <p>Reporting To Families is another focus area which came from our reflections post lockdown. Our aim is to develop a review process which provides multiple and differing opportunities for staff, whanau and students to work together to provide forms and processes which will support a strong partnership between hme, learner and school' and enable whanau to 'participate' in children's learning.</p> | <p>BOT - Let me know if you would like copies of any of these printed for you and sent home</p> |

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| | <p>Part of the 'Coherent Pathways' focus of developing our Local Curriculum is about relationships and transitions from ECEs to OPS. This role has traditionally been that of the reception room teacher and has been limited by time available.</p> <p>As part of our Learning Support Coordinator role we plan to utilise our LSCs to develop a closer relationship with ECEs which contribute to OPS. Through this relationship our hope is that we can strengthen the transition to our school - especially in cases where children have additional needs to be considered in the transition and are working with external agencies at their ECE.</p> <p>WE are planning an evening early in Term 3 where we invite representatives from our feeder ECEs to a short session in our REceptions. In this meeting we will talk about our REception Room, our transition to school process and introduce our LSCs.</p> <p>We have been working on developing a booklet which we will ask ECEs to give to families in our zone who are considering or intending to enrol at OPS. Our hope also is that we will identify more potential enrolments and reduce the number who arrive unexpected. This will help us to ensure we are staffed according to need in the junior area of the school.</p> <p>Link to draft booklet</p> | |
| 3. A fun, safe and inspiring environment | | |
| 7. OPS Property - Work in conjunction with MOE to develop OPS site master plan and initial stage of building | <p>Watershed May 2020 report</p> | |
| | <p>Property Modifications Projects - I met with a new MOE rep in relation to the property modifications projects to support specific students. The fencing project is still not signed off. The MOE rep identified some areas which are still easily climbed which will need to be rectified. The accessibility project is now being focused on. I shared again the 'issues' which we had identified as a BOT</p> | |
| | <p>Relocs - Work is almost completed. Jim has been great at identifying issues with the rooms and we are almost finished getting them resolved. The rooms now only need wireless access points installed and alarms to be modified to prevent theft and they will be completed.</p> | |
| | <p>5YA and SIP proposal - approved via email</p> <p>Good Afternoon Viki</p> <p>Please find attached the MoE endorsed 5YA amendment for Onehunga Primary School for signing. During the amendment process we have found extra funds which has allowed us to put the Sandpit project back into the 5YA and we have been able to increase the budget for the staffroom/bathroom refurbishment.</p> <p>Peter Galliven has now said the amendment can be signed off by the Board and he will then lodge it for final MoE approval. If you have any questions at all please let me know.</p> <p>Nga Mihi Regards</p> <p>Abra Downey Project Manager & Property Consultant Level 5, 27 Gillies Avenue, Newmarket Auckland, 1023</p> | |

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| 8. Cultural responsiveness • Continued focus on community engagement (especially Maori and Pacific) in conjunction with Te Iti Kahurangi Kahui Ako. Implement actions based on plan developed with families in 2018 and 2019. | "Unconscious Bias Focus One of the Kahui Ako focus areas is Unconscious Bias. We introduced this focus to our staff in January as part of the professional learning days. Over lockdown some teachers took part in workshops and Snr leaders took part in a series of zoom webinars led by Anton Blank Flyer about workshops We will be working through the unconscious bias workshops with our staff this year. Viki is part of a leadership group in our Kahui AKo focusing on how we can utilise the Te Hiringa Tamraki model in our schools. Note also specific planning focus related to Te Titiri in staff PLD and planning | |
| 4. Hauora / Well Being | | |
| 9. Continued whole school focus on Wellbeing – staff and student wellbeing | Included in other sections of this report | |
| General | | |
| Regular review of and response to hazard register issues by Health and Safety committee. | Note additions in the serious injury tab | |
| Financials | As you can see from the May Financial reports most budget lines are tracking well. There are still some lines which need review. We anticipate that the June financials will give us a really clear picture of our financial position. Audit Process – Morganne has been working with the Auditors remotely to complete the annual process. It has been very time consuming and is not yet completed – although it is close. It has been amazing having Morganne to work through this process. | |
| Policy and procedure review | School Docs - most recent email as a PDF Intro to School Docs for BOT- shared previously OPS Policy Rsviw Schedule I will set up a google doc with the policies and procedures under curent review later this week and share it for comment. It is important that we keep on top of this process, rather than just letting it happen. | |
| Highlights and Celebrations 2019 | We are aiming to have this completed next week. It has been delayed in finalising due to COVID priorities. Draft linked here | |

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| BOT Meetings for 2020 | <p>Term 3 11 Aug - Week 4 Term 3</p> <p>21 September (a Monday) Week 10 Term 3 (note this meetign is the week immediately after Year 6 camp)</p> <p>Term 4 3 November - Week 4 Term 4 2 (Wednesday) December - Week 8 Term 4 15 December - Week 10 Term 4"</p> | |
| Hall Hire Agreement | <p>Current Agreement linked here</p> <p>We discussed the need to review this agreement</p> <p>SKIDS pay a different rate based on student numbers</p> | |
| From MOE Bulletin Fri 26 June | <p>Revised guidance on testing for COVID-19</p> <p>At a time where there are increasing numbers of colds and other winter illnesses, the Ministry of Health has revised its guidance on who might need testing for COVID-19. It is important to note that there is currently no known community transmission of COVID-19 in New Zealand. The vast majority of adults, children and young people with symptoms consistent with COVID-19 will not have COVID-19.</p> <p>Symptoms of COVID-19 can include new onset or worsening of one or more of the following:</p> <ul style="list-style-type: none"> • Cough • Fever • Sore throat • Runny nose • Shortness of breath/difficulty breathing • Temporary loss of smell <p>Health's information on who should get tested notes that people with any of the COVID-19 symptoms who are close contacts of confirmed cases, have recently travelled overseas, or been in contact with recent travellers, should get assessed.</p> <p>If anyone has symptoms but is unsure if they have been exposed to COVID-19, they should ring Healthline on 0800 358 5453 or their GP for advice. Over winter there are many other viruses about that can cause people to feel unwell and have symptoms similar to those of COVID-19.</p> <p>Some people with symptoms consistent with COVID-19 may be tested as part of Health's ongoing surveillance to ensure that there is no community transmission in New Zealand. If they are not close contacts of confirmed cases, have not recently travelled overseas, or have not been in contact with recent travellers, then there is no need for them to self-isolate while awaiting the test result, and they can return to school or early learning once they are feeling well or on the advice of their health practitioner.</p> | |