

6 April 2018

## *From the Trustees*

Kia ora whānau

### **2018 School Charter**

The Board of Trustees has finalised the 2018 Charter, which outlines the school's broad directions and plans; this is available on our school website. The Charter took into account findings from the 2017 stakeholder surveys, which are outlined in this panui.

### **Feedback from whānau**

Thank you for your contributions to the whānau survey last year. We gave lots of opportunity for you to tell us what you think, and we are grateful that you took the time and effort to do so.

Overall we have some really good feedback we can be truly proud of. We have a friendly, community-centred school with great values. You told us that communication and teaching are both improving, and we have passed on your generous comments to those who deserve it within the school.

Part of this exercise is to review your feedback where you have raised concerns or made suggestions on how we can make our school even better. We have taken on board your feedback and are using it in our planning processes. Specifically:

- Feedback on specific incidents / complaints were raised directly with either the principal or the board, depending on the nature of the complaint. Obviously the anonymous nature of the survey means we are unable to respond directly to you about these concerns, however we can assure you that they are being addressed at a procedural level. We encourage you to provide direct feedback to the school when these incidents happen.
- Your written anonymised feedback was used by Wilford teachers at their teacher-only day in January as a part of a session on making improvements to the school.
- The rest of your feedback was made available for planning purposes to the board, the LSM and the Education Review Office.
- A final report has been written and is available.

As a result of your recommendations and feedback we are taking action in the following areas:

<b>Area of feedback</b>	<b>What we did in 2017</b>	<b>What we will do in 2018</b>
Inconsistency in teaching	Peer support and moderation between classes (ie teachers reviewing and supporting each other) Additional training and professional support for teachers	The school is addressing this through: Systematic and consistent support for teachers
Inconsistency in teacher communication	Additional professional training and support	
Ngā Rangatahi		Wilford school recognises that there was an issue with class control and teaching in Ngā Rangatahi last year, and has taken on board all of the comments about this.
Ngā Puāwai	We added teaching support in 2018 which has led to significant improvement in satisfaction and outcomes	We will continue the high level of investment and focus in Ngā Puāwai in 2018. We will work with Ngā Puāwai parents to set curriculum and learning goals.
School Leadership	The professional leadership has been actively mentored during 2017	Creation of an additional syndicate allows closer leadership oversight of this area
Teacher availability to support kids	Additional teacher aides and extension of the whānau reading programme to increase time available for teachers in the classroom	
Te Reo teaching		The school will have more formal and intensive Te Reo teaching in 2018 with all syndicates
Extension for more advanced kids		
Responding actively to parent concerns		Full response to the parent feedback survey
KiVa / bullying	The KiVa programme has continued to operate through the school	Reinforcement of the KiVa programme.
EOTC		We have begun consulting on the shape of EOTC for 2018
Cultural inclusivity	Pasifika language weeks	
Technology use		The board will be reviewing technology policies in the first half of 2018

## Student survey

Every two years the school surveys students using the national Wellbeing@School tool developed by the NZ Council for Educational Research. 147 students (Years 4-8) participated in 2017. Five key areas were covered: School-wide climate and practices, Teaching and Learning, Community partnerships, Prosocial student-culture and strategies, and Aggressive student culture.

There were strong positive responses to survey items such as

“Students get on well with other children from different cultures”

“At school, I am taught that it's OK to be different from other children.”

“At school, I am taught what behaviours are OK and not OK”

“My parents and teachers respect each other”

but a concerning minority rated the school unfavourably on items relating to teacher modelling of values, social and emotional learning, and student say in what happens at school. The results told us that while our results on “aggressive student culture” may be slightly better than the national norms, as a school running the KiVa programme we are not doing as well as we would like. As one of the strengths of Wilford School has been the positive, supportive school culture, the board has asked the principal and senior colleagues to ensure these concerns are addressed in 2018.

## New staff-elected trustee

We were pleased to welcome one of our deputy principals, Vanessa Phillips, as our new staff-elected trustee.

## Education for our Maori students

At its March meeting the Board began a process of reviewing its obligations to realise the right to education of our Maori tamariki, and the implications for our teaching and learning.

Ngā mihi nui  
Wilford Board of Trustees

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<p><b>Trustees:</b> Ced Simpson (Chair), Emeli Sione, Kaapua Smith, Neil Sargisson (principal), Nick Edwards, Sarah Mataiti, Vanessa Phillips</p>
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