



# Chelsea School

## Board of Trustees Newsletter

April, 2017

[www.chelsea.school.nz](http://www.chelsea.school.nz)

Dear Parents/Caregivers/Whanau

Welcome to our 2017 Term 1 Board of Trustees newsletter. We'd like to update you on what's been happening since our last communication.

### BOARD MEMBERS

Your current board consists of Sue Mulcahy (Principal), parent (s)lected members Ingrid van Rijn (Chair), Jill Caldwell, Raymond Hayter, Simon Raistrick and Farah Adam. We have a vacancy for a staff trustee due to Sue Smith's departure and it will be filled on 10 April after staff elects their trustee from 2 nominations.

In November we will be holding our next election for parent elected trustees. We hold split elections and there will be 2 vacancies to fill in November. 18 months later will be the next elections with 3 vacancies to fill. A board term is for 3 years and retiring trustees are encouraged to stand for re-election, as are all caregivers in our community at Chelsea.

If you may be interested, some really good information about Boards of Trustees and what the responsibilities are can be found on the New Zealand School Trustees Association (NZSTA)-website

<http://www.nzsta.org.nz/accountability/board-responsibilities>

A board of trustees is expected to:

- set and, as needed, modify the vision, mission, and values of the school
- protect the values of the school
- ensure a sensible and feasible strategic plan
- approve and monitor the annual plan
- develop and review the general policy direction
- monitor and evaluate student learning outcomes
- appoint, assess the performance of, and support the principal
- act as a good employer
- provide financial stewardship
- oversee, conserve, and enhance the resource base
- approve major policies and programme initiatives
- manage risk
- commit to a programme of professional development
- build a broad base of community support

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- exercise governance in a way that fulfils the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's dual cultural heritage

Sue Mulcahy has been the principal of Chelsea School since 1990. The principal is always a member of the board of trustees and Sue has been part of many Chelsea boards in that time.

Ingrid van Rijn has been on the Chelsea BOT since March 2011 and has been elected in the role of the chair each year since then. She has a business (Knowledge Partners Ltd.) in market research consulting and also contracts to the NZSTA to train and support other school boards of trustees. She is on the board until November 2017.

Jill Caldwell has been on the Chelsea BOT since June 2013 and this is her second term on the board. She is a physiotherapy lecturer at Auckland University of Technology. Jill's second term finishes in June 2019.

Raymond Hayter has been on the Chelsea BOT since March 2016, filling a casual vacancy after Melanie Alexander left the BOT. Raymond is general manager product delivery at Hansen Technologies. His position on the board becomes vacant in November and he is being encouraged to stand for election.

Simon Raistrick has been on the Chelsea BOT since the last election in June 2016, so his term stretches to June 2019. Simon is the managing director of Innovate and Transform.

Farah Adam has been on the Chelsea BOT since the last election in June 2016, so her term also stretches to June 2019. Farah is a partner, Notary Public and practice manager at Khan & Associates, a law firm.

The board has appointed Sandra Cotcher as minute secretary for the BOT meetings. Sandra also prepares the board papers for distribution. When elections are held, Sandra is also the first person we approach to be the returning officer, so she typically organizes the elections.

## STAFF DEVELOPMENTS

Chelsea School teachers are committed to ongoing learning themselves, as part of striving to continuously improve student achievement. Last year all the teachers were involved in externally facilitated professional development for Gifted and Talented Education (GATE) as well as Science. These were new professional development (PD) programmes for Chelsea.

This year PD is being facilitated internally with the intention to leverage off the learnings developed last year and consolidate planning and practice across the school. These internal PD sessions focus on e-learning (weekly sessions), GATE, Science and Maths (each term).

Classroom release time has a specific focus, which changes over time. Previously this has included computer-related skills, science and most recently sport which has been the focus for the last two years. This year the classroom release time is dedicated to Music with Tim Christie in the role of provider across the school. Our students are getting to try different musical instruments and are learning music theory as a part of their instruction.

As a result of losing Sue Smith to Upper Harbour Primary School as their new principal, a vacancy for a Deputy Principal role at our school opened up. We congratulate Janine Cross in securing this role and are keen to see what she can do for improving student achievement at Chelsea in this role. There have been significant improvements in the Masters syndicate with her input throughout the years and this has stood her in good stead to step up to the next level.

## STRATEGIC AIMS

At the end of last year, we conducted a community survey and took your perceptions and views into account when refining our strategic aims for the next 3 years. We appreciate the time parents took to feedback on how Chelsea is performing and have identified areas for improvement, as evidenced by the development of the strategic aims of the school.

The 5 strategic aims that the BOT is committed to are:

1. Grow a collaborative, future-focused and responsive model of teaching and learning.
2. Support every student to identify, accelerate and extend their learning capacity.
3. Create an environment that values diversity and multi-culturalism.
4. Develop a parent and community communication strategy centred on parent and community need.
5. Support the management and operation of the 5 year property, the 10 year cyclical maintenance plan and curriculum resourcing with a comprehensive budget.

To be able to reach these goals within the timeframe given, our staff have defined and detailed specific strategies relating to each of the aims. These are monitored by the board at each board meeting, with a rotating focus on each aim. For more detail, relating to the strategic plan, visit our website

[www.chelsea.school.nz](http://www.chelsea.school.nz) (Information from A-Z /Charter).

## STUDENT ACHIEVEMENT

At the first board meeting this year we discussed the National Standards (NS) reporting for 2016. This data is submitted to the Ministry of Education along with our school's charter. For all students our results for 2016 are:

All students	Below	At	Above
Reading	25%	43%	32%
Writing	27%	64%	9%
Mathematics	15%	66%	20%

This is top level statistics and it is more beneficial to understand what is being achieved by students by breaking the data down into sub groups.

Breakdown of results in year levels:

After 1 year	Below	At	Above
Reading	48%	43%	9%
Writing	19%	80%	1%
Mathematics	3%	95%	3%

After 2 years	Below	At	Above
Reading	22%	52%	25%
Writing	18%	78%	4%
Mathematics	16%	79%	4%

After 3 years	Below	At	Above
Reading	26%	47%	26%
Writing	39%	59%	2%
Mathematics	25%	59%	16%

Year 4	Below	At	Above
Reading	10%	48%	43%
Writing	33%	56%	12%
Mathematics	13%	51%	36%

Year 5	Below	At	Above
Reading	17%	41%	42%
Writing	31%	56%	14%
Mathematics	17%	53%	31%

Year 6	Below	At	Above
Reading	22%	25%	54%
Writing	27%	46%	27%
Mathematics	18%	48%	34%

What's clear to us from this data (and cohort tracking data from 2016 and 2015) is that students are shifting from 'At' to 'Above' standard as they progress through Chelsea. What we're not seeing is the shift from 'Below' to 'At'. Although these students are making their year progress and some of them more than that, the cohort data is telling us that most remain below standard from one year to the next.

We've invested in additional teacher aides and specific programmes to make a difference in accelerating the students that are 'below' standard. However, as we're not seeing a sufficient shift to 'At' standard, the management and staff are initiating an inquiry to understand this and develop a strategy to change this outcome.

The NS data is also analysed by gender and by ethnicity. From this level of analysis target groups are identified and strategies to support these students are also developed. Typically what we're planning for is accelerated progress and that the mechanisms to achieve this are put in place. Those students that did shift out of the 'below' category continue to be monitored more closely, to help them stay 'at' standard.

All schools NS data can be found on the [www.educationcounts.govt.nz](http://www.educationcounts.govt.nz) website, with the most recent (2016) data generally available in term 3. Type in 'Chelsea School' to find us.

## HEALTH AND SAFETY

The Chelsea Board of Trustees is responsible for the health and safety of everyone associated with Chelsea.

One safety hazard is when children are crossing the road to reach the school. Our senior students have taken on the responsibility of providing a safe crossing

on road patrol. Keep your children safe and let our students know you appreciate their road patrol efforts by using the crossing when parking across the road from the school. It's great to see the students who walk to school are using the crossing. It's some of the adults who park their cars across from the school who are not using the crossing. It's just not good role modelling and we'd like to see these adults also use the crossing.

Another area of health and safety that the board has ongoing concerns about is the traffic problems evident during the 3 PM pickup congestion.

Drivers have been asked to enter the school pick up zone from the direction of Balmain Road and to leave the pick-up zone by turning left only. The 'only turn left' rule applies to both entering and leaving the school's driveway between 3.00 and 3.15 PM. A number of our parents and caregivers choose to ignore this request, to the detriment of others. If all of our community could follow this request, it would make the area outside of Chelsea Primary safer for all our students. Those turning left into the pick-up zone have the right of way and should exercise it accordingly. If this was done consistently, it would discourage others from turning right into the driveway.

Please respect the safety of all our students and the rest of our community by adhering to this 'no right turn' rule.

## EDUCATION REVIEW OFFICE VISIT

In the week of the 29<sup>th</sup> May we will be hosting two review officers from Education Review Office (ERO) at Chelsea. The board sets the direction for the school and monitors the schools performance on an ongoing basis. This is supported through the three yearly visits from ERO, when we get the opportunity to bring an outside perspective into our review process.

ERO wants to see the progress the school made since their last visit and will likely provide recommendations for further improvement. The board then takes these recommendations and plans for improvements that will benefit student achievement.

Once the new ERO report is publicly available we will update you via the BOT newsletter.

Kind Regards,

Ingrid van Rijn (Chair)  
Jill Caldwell  
Raymond Hayter

Sue Mulcahy  
Farah Adam  
Simon Raistrick