



CAMPBELLS BAY SCHOOL

Not self, but service.
Ko te ratonga te tuatahi, ko koe te tuarua

Est. 1925

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Roll

The school closely monitors roll numbers. The table below sets out our roll for domestic students at the start of the 2018 school year in comparison to last year

Actual	Day One
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2017	889
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2018	927
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End December 2018
predicted roll (domestic
students): 1020

Board of Trustees news

Board matters

The Campbells Bay School Board of Trustees (the board) is responsible for governing the school and sets the strategic direction that guides school decision-making. The board has recently developed a new strategic plan for the 2018 – 2020 period (see page 2).

The board is also responsible for formulating effective policies to be complied with by all school employees. An important new policy concerns the rules around any use of physical restraint in the school (see further details on page 2).

The board consists of five parent-representative trustees elected by the parent community along with a staff representative and the principal. The principal is both a member of the board and employed by the board as a whole.

The parent and staff representatives currently serving were elected to the board in June 2016 for a three-year term. The board meets monthly throughout the school year. At the first meeting of this year, Vicki Caisley was unanimously re-elected as chairperson.



Your board (from left): Doug Whitcombe; Janice Brown; John McGowan (Principal); Vicki Caisley (Chair); John Fraser-Mackenzie; Jen Hanton; Jennifer Orman

Strategic Plan 2018 - 2020

Ensure exceptional student achievement and high quality employment standards	Proactively manage roll growth and school capacity	Further develop and maintain community and stakeholder relations	Provide extraordinary opportunities for students
Continue to advance professional development opportunities for all staff. Employ and retain high performing teaching, non-teaching and RTLB staff. Lead with evidence based teaching practices.	Proactively manage school roll to a preferred maximum of 1100 students.	Engage regularly with our parent/caregiver community to inform them about our current education model including curriculum teaching and learning initiatives and programmes.	Embrace digital technologies to improve outcomes for students and to ensure they are equipped to meet the demands of their future.
Demonstrate continuous improvement in teaching and learning with an emphasis on collaborative teaching methods as best practice. Continue to develop RTLB tracking and evaluation skills.	Be courageous in actively seeking alternative solutions when roll growth threatens the school's preferred maximum.	Maintain school brand look and feel in all our communication channels and continue to drive the CBS brand which includes our motto of "not self, but service".	Discover and cultivate each student's passion or niche, and strive to provide students with rich experiences and opportunities.
Implement appropriate health, safety and wellbeing initiatives, measure staff wellbeing and ensure actions are taken to create a safe and highly engaged workforce.	Develop, maintain and leverage relationships within the MOE and our school network to ensure satisfactory property outcomes for the school.	Develop and implement a model for FOCBS that supports community engagement and participation.	Rigorously track each student's progress so that timely interventions can occur to ensure students achieve excellence.
Have proactive succession plans in place to enable promotion and advancement of staff. Mitigate key person risks.	Gather robust data to support our understanding of school capacity limitations and inform possible solutions to school capacity challenges.	Further develop mutually beneficial relationships with key stakeholders such as COL and MOE.	Resource the school to, wherever possible, offer equitable opportunities for all students to seek out their passion and develop as holistic individuals.

Property

Property continues to be a major focus of board activity and we endeavour to work as proactively as possible with the Ministry of Education (MoE) to ensure that the school's property needs are met in a timely fashion. While the MoE-run delivery of the relocatable classrooms on the field is behind schedule, we are engaging a small team to begin work on the portion of the project owned by the school (i.e. sandpit, playground, shade sails, decking etc) so that these can be delivered concurrently with the MoE building project. This will enable us to utilise the classrooms as quickly as possible.

Working with the MoE to deliver permanent classrooms in place of the relocatables on the field also continues to be a matter of focus and urgency for the board.

We are delighted that the council consent for the hall extension and refurbishment project has come through thereby allowing our contractors, Construction Management Group (CMG), to begin the building component of this project.

Principal sabbatical

The board has approved a five week sabbatical for John McGowan, from 21 May - 22 June 2018. During this time, John will be undertaking research on the issue of school size (in terms of student enrolments). His research will involve a review of the literature regarding school size as well as visiting large North American primary schools to investigate how these schools (that generate the bulk of the research literature) are meeting the needs of students. It is expected John's research will be ready for the board to consider at our meeting in July. This is an opportunity for us to benefit from up-to-the-minute research that is relevant to the challenges and opportunities currently facing us at CBS. While John is on sabbatical, deputy principal, Rachael Aitken, will be acting principal.

Physical restraint policy

The board takes its legal obligations under the Education (Physical Restraint) rules 2017 very seriously and has developed a physical restraint policy that must be complied with in our school. Please take a moment to familiarise yourself with the policy that accompanies this newsletter. Be assured that physical restraint is used infrequently in our school and only in the context of an imminent threat to the student being restrained or others. There are stringent criteria around the use, monitoring and information provided around the exercise of any physical restraint in our school.