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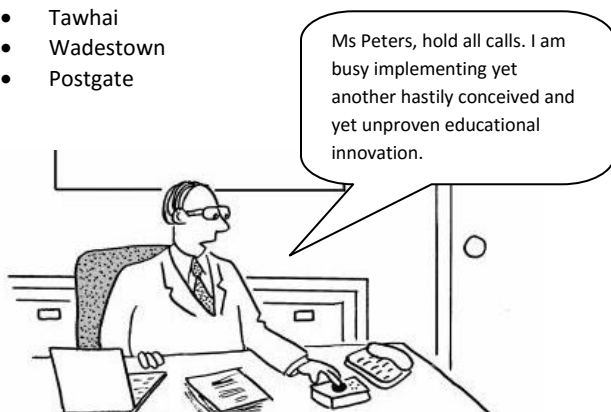
New permanent Principal appointments

Kelburn Normal	Andrew Bird
Makoura College	Paul Green
Mana College	John Murdoch
Paparangi	Tracey Arthurs
South Featherston	Tana Klaricich
St Frances Xavier (Tawa)	Joan Woods
St Theresas (Plimmerton)	Donna McDonald
Taita College	Karen Morgan
Taita Central School	Tania Cohen

ERO Reports (4-5 Year Returns)

Congratulations to the following schools who have received excellent ERO reviews this year:

- Maungaraki
- Tawhai
- Wadestown
- Postgate



Thanks for your feedback

"You have a gift for a seemingly casual conversation but gaining some spot on observations." Des Hedley, Kapanui School

"I have huge respect for you I am very excited about what we are going to achieve with these staff this year and the reality is that they are being given such a unique and special learning support programme. I have told them all that I believe that your ability to make a person QUESTION WHAT ONE IS DOINGis the key thing that makes your work in schools fantastic Bryan." Wendy Esera, Henderson Intermediate

"... you are spoken of very highly in Principal circles on the coast..." Jess Ward, Paraparaumu Beach School.

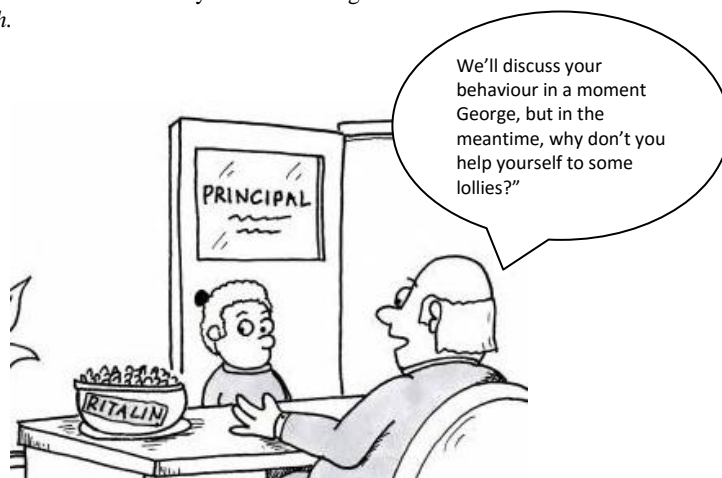
"Bryan, your recruitment strategy and process is proving very successful to date! You have added significant value and advice - so thank you. This is borne out in (my opinion only) by a good number of very high quality applicants."

Martin Read, Trustee, Kelburn Normal School

and *"Thank you Bryan - I will raise a quiet toast to you this evening!"*

Tim Stewart BOT Chair, Kelburn Normal School

'Thanks for the GAME consultancy newsletters - they are great!' Jan Otene, Rewarewa School



Health and Safety at Work Act 2015 – a summary of the changes and renewed emphases

Thanks for helping with this, Kelburn Normal School

Some interesting new stuff that schools now have to consider in regard to health and safety don't you think? Such is the importance that some have placed on it that a number of principals have included this in their Performance Agreements this year. If you need a hand to rewrite your policy and procedures to ensure you remain compliant with the new legislation, let me know!

The Health and Safety at Work Act 2015 (HSWA) replaces the Health and Safety in Employment Act 1992 (HSE), and while many aspects of HSWA are similar to the old legislation, the key emphasis is on everyone in the workplace being held more directly responsible for health and safety around the school. It came into effect on 4 April 2016.

Under the HSWA, the primary duty of care is broadened to ensure all those working in and visiting the school are kept healthy and safe. Other changes in the legislation include increased penalties for breaches of duty and a greater emphasis on worker participation, cooperation and co-ordination.

The board holds the primary duty of care to ensure the health and safety of everybody involved with the school, so far as is reasonably practicable. However the board delegates the implementation of health and safety to the principal, who develops appropriate procedures and practices to ensure the required obligations and expectations are met.

Specific responsibilities

- The board will continue to ensure the health and safety of 'workers' while at school or on school related activities. Trustees will hold to account the principal, who has the delegated implementation authority. They retain the responsible for the development of policy.
- The principal will keep up to date and be proactive about 'worker' health and safety matters, including:
 - Having a clear understanding of the school, its activities and the hazards and risks generally associated with its operations

- Recommending to the board appropriate resourcing and processes the school requires to eliminate or minimise risks. When these are made available, to also ensure their effective use.
- Providing the board with appropriate and regular information about the management of incidents, hazards and risks
- ‘Workers’ (eg. staff, contractors, outworkers, trainee teachers, and volunteers) take reasonable care for their own health and safety and for that of others. This includes complying, as far as they are reasonably able, with board and management requirements.

School management will regularly review and report the school’s Health and Safety procedures to ensure that they reinforce good practices, inform stakeholders and remain at the forefront of its considerations. Such reviews will highlight the: training opportunities; engagement of staff; responsibilities of workers; audit of incidents; and establishment of health and safety goals.

The HSWA encourages a proactive approach to keeping people safe from harm. If there is a failure to put appropriate systems in place to identify potential harm and work collaboratively to keep people safe, then prosecutions or penalties may follow. These include: board of trustees - fines up to \$3 million; the principal - fines up to \$600,000 and up to 5 yrs in prison; other people - fines up to \$300,000 and up to 5 yrs in prison.

Implementation

Everyone has a role to play in encouraging a culture where health and safety is seen as paramount in the school. Creating a safety-conscious culture requires visible leadership and consistent and clear messaging. Leaders need to “walk the talk” and hold people accountable. People need to understand the risks and hazards they are exposed to or can create, and know how to minimise risk.

Information needs to be readily accessible. Underpinning this information will be evidence of robust policies, procedures, programmes, plans and transparent practices. Their development will need appropriate consultation with involved stakeholders.



"I'm trying to decide if it's more likely I know nothing about leading, or everyone I work with knows nothing about following."

International Fee Paying Students – a summary of the changes and renewed emphases

Thanks for helping with this, Thorndon School

Schools which are signatories to the ‘Pastoral Care of International Students, Code of Practice’, will have received notification that as of 1 July this year the rules for them have changed. If you are interested in remaining a signatory to the Code, auditing your own procedures and practices and then rewriting the appropriate documentation can be quite an arduous and time consuming task. If you are interested in having someone else do it for you, let me know.

The new *Guidelines to the Education (Pastoral Care of International Students) Code of Practice 2016* have now been distributed to schools and reflect a stronger focus on the rights of students and their families. Specifically they are requiring schools to put greater emphasis on:

- supporting parents or legal guardians of international students to make well-informed enrolment decisions that are appropriate to the educational outcomes and the pastoral care sought for their child;
- ensuring that parents or legal guardians of international students have the information required to understand their child’s interests and obligations before entering into a legally binding contract with the signatories;
- ensuring that proper documentation is kept and, where appropriate, provided to parents or legal guardians of international students.

The intent of this outcome is to make certain that the school has good systems and documentation set up to manage the offer, enrolment and contract for each new student, and ensure that students and their families are clear on their obligations and responsibilities.

The pastoral care and safety of all students is paramount.

It expects that every school will share relevant information to support families in their enrolment decision, including:

- information about school evaluations
- compliance notices
- education and qualifications
- refund conditions
- staffing, facilities and equipment
- available services and support
- insurance and visa requirements
- the Code of Practice and the dispute resolution scheme
- the process for the selection of Homestays
- full costs of the offer of place

School quality assurance evaluations

The school will also make available important quality assurance information to students and their families regarding its obligations and responsibilities they have to provide a safe and appropriately changing schooling environment.

Compliance notices

The school will ensure that compliance notices or conditions imposed under the Education Standards Act 2001 which present “risks to the operation of individual schools or to the welfare or educational performance of their students” be disclosed to prospective parents or legal guardians of international students.

Education and qualifications

Education outcomes (eg. National Standards results) will be seen as important information for parents or legal guardians of international students. Links will need to be made to information about the New Zealand education system (eg. MoE and ERO) and shared with care givers through promotional material. Similarly, each school will be required to seek more extensive information from prospective students as to their levels of English language proficiency and academic ability. International students are entitled to the same opportunities from the Education Act 1989 as domestic students. So new processes need to ensure their educational needs are met by the instruction offered.

Refund conditions

The conditions under which refunds will be made to international students will more clearly be set out in the information that is provided to the students and their families. This is likely to be

contained in contracts and other documentation provided as part of the enrolment process.

Staffing, facilities and equipment

Promotional material (eg Prospectus) is likely to include greater information about staff, facilities available to international students and equipment students will have access to.

Student insurance

As from 1 July 2016, there is a mandatory requirement on international students, studying for two weeks or longer, to have medical insurance. International students are unlikely to be entitled to publicly funded health services while in New Zealand. Details of the cover will be provided in English to ensure the policy meets the requirements as set out in the Code.

Good practice for contracts

The student contract is a key mechanism to obtain agreement from parents that they understand and agree to their rights and responsibilities. From 1 July 2016 there is an increased responsibility for schools to make all the rights and responsibilities of the parents, student and the school attached to enrolment form. This form is seen as student contract.

Review of school procedures

Annually the Principal will need to review the procedures for the Code of Practice. The outcome of this review will be presented to the Board of Trustees. NZQA, the Code Administrator, will require an annual report.

The principal will also need to develop procedures, compliant the Code of Practice, to cover the following areas (these are not exclusive):

- Marketing and promotion
- Engaging, managing and monitoring agents
- Agent application form
- Agents Contract
- Enrolment information – parents
- Immigration requirements
- Student induction and orientation
- Curriculum programme
- Student safety and wellbeing
- Managing student withdrawals
- Grievance
- Homestay selection and monitoring
- Review of school procedures template

Ms Worden, please go to the staff resource room and bring me a few education journals from the 70's. It seems everything old is new again.



OECD Report on Low Performing Students (2016)

Why they fall behind and how to help them achieve – PISA

Thanks for helping with this, Hadlow School

Some interesting, although not too surprising, facts:

- socio-economic disadvantage is the toughest barrier to overcome to success at school
- students often have to overcome several potential barriers simultaneously to succeed at school
- barriers associated with demographic background, including gender stereotypes, language difficulties, lack of parental time or help with school-work have a stronger impact on the performance of disadvantaged children compared to advantaged children
- countries need to organise schools and education systems so they provide early education opportunities for all, can identify struggling learners early (at primary school), offer remedial support and provide psycho-social support
- low performers benefit from better-qualified and better-skilled teachers
- teacher-education programmes need to prepare teachers on how to assess their students' performance and how to provide individualized instruction that caters for the needs of particular students
- teachers who work with enthusiasm, take pride in their schools and value academic achievement are more likely to make activities and tasks more engaging for students
- it is important to disrupt the cycle of low performance that leads to disengagement
- diagnostic assessments at the beginning of the year need to be used to identify students at risk of failure to uncover sources of their learning difficulty
- professional development to help teachers understand which assessment information is most appropriate for particular cases and purposes
- multi-professional care groups (special education teacher, psychologist, RTLB etc) meet periodically to discuss individual students
- provide parents with clear guidelines on how they can support their children
- students who have better attitudes and behaviours towards learning and school are more perseverant and interested in what they are learning, and participate in extra-curricular activities, are less likely to be low achievers
- developing positive attitudes to learning is essential
- identify low achieving students' characteristics they share
- low performers are more often found among students with an immigrant background and who speak a different language from the assessment
- research shows that boys are more likely to be low performers in reading and science while girls are more likely to be low performers in maths
- training teachers to be aware of their gender biases can help them become more effective teachers
- give boys, particularly, a greater choice in what they read is a way to encourage reading for enjoyment
- a lack of pre-primary education is closely associated with low performance
- repeating a year-level (grade) has the second strongest association with low performance, after socio-economic disadvantage
- identifying low performers early and providing remedial support for struggling students is a more desirable and effective practice than keeping back low performers
- the policy of sorting students into different circular tracks often results in a two-tier system (academic/vocational at the secondary level) tends to result in the lower performers being placed in the vocational tier