



## PRINCIPAL'S REPORT TO THE BOARD OF TRUSTEES

18th April 2013

### Nag 1 Student Achievement/Curriculum/Assessment

This term it has been most rewarding seeing Warrington students looking so happy and contented. Wandering through the classes I see children engaged in a variety of stimulating programmes and partaking in a broad curriculum. This variety allows an opportunity for children to find their area of expertise. At break times happy groups of mixed gender/ages are playing sport, dashing about in imaginative games or wheeling around on the asphalt. After school and weekend sports are also keeping many children busy, active and learning new skills. At the Blueskin show Warrington students were great role models and our ex students who I met reported on how well they were doing.

This information cannot be quantified but is encapsulated in the Warrington Well-being Way philosophy and if we could use an happiness index then we would probably be achieving well above standard.

Meanwhile assessments continue, in the junior class 6 year nets (one on one assessments) are used to check up on what children have learnt over their first year at school while a spelling test in the senior class reinforced to staff and students that some people in the world can spell and others can't.

It seems that as a nation, we now believe that student achievement (intelligence) is only measured based on standardised tests, but what is intelligence?

### **Isaac Asimov**

*When I was in the army, I received the kind of aptitude test that all soldiers took and, against a normal of 100, scored 160. No one at the base had ever seen a figure like that, and for two hours they made a big fuss over me. (It didn't mean anything. The next day I was still a buck private with KP - kitchen police - as my highest duty.) All my life I've been registering scores like that, so that I have the complacent feeling that I'm highly intelligent, and I expect other people to think so too.*

*Actually, though, don't such scores simply mean that I am very good at answering the type of academic questions that are considered worthy of answers by people who make up the intelligence tests - people with intellectual bents similar to mine? For instance, I had an auto-repair man once, who, on these intelligence tests, could not possibly have scored more than 80, by my estimate. I always took it for granted that I was far more intelligent than he was. Yet, when anything went wrong with my car I hastened to him with it, watched him anxiously as he explored its vitals, and listened to his pronouncements as though they were divine oracles - and he always fixed my car. Well, then, suppose my auto-repair man devised questions for an intelligence test. Or suppose a carpenter did, or a farmer, or, indeed, almost anyone but an academician. By every one of those tests, I'd prove myself a moron, and I'd be a moron, too.*

*In a world where I could not use my academic training and my verbal talents but had to do something intricate or hard, working with my hands, I would do poorly.*

*My intelligence, then, is not absolute but is a function of the society I live in and of the fact that a small subsection of that society has managed to foist itself on the rest as an arbiter of such matters.*

*Consider my auto-repair man, again. He had a habit of telling me jokes whenever he saw me. One time he raised his head from under the automobile hood to say: "Doc, a deaf-and-mute guy went into a hardware store to ask for some nails. He put two fingers together on the counter and made hammering motions with the other hand. The clerk brought him a hammer. He shook his head and pointed to the two fingers he was hammering. The clerk brought him nails. He picked out the sizes he wanted, and left. Well, doc, the next guy who came in was a blind man. He wanted scissors. How do you suppose he asked for them?" Indulgently, I lifted by right hand and made scissoring motions with my first two fingers. Whereupon my auto-repair man laughed raucously and said, "Why, you dumb jerk, He used his voice and asked for them." Then he said smugly, "I've been trying that on all my customers today." "Did you catch many?" I asked. "Quite a few," he said, "but I knew for sure I'd catch you." "Why is that?" I asked. "Because you're so goddamned educated, doc, I knew you couldn't be very smart And I have an uneasy feeling he had something there.*

### **Significant or strategic curriculum focus currently being implemented:**

Keeping Ourselves Safe (KOS) is a positive personal safety (child protection) programme that aims to provide children and young people with the skills to cope with situations that might involve abuse. It will help them keep themselves safe in their interactions with other people.

KOS was developed in response to an increased awareness and concern among teachers and police of the need to protect young people from abuse. A parent information session will run on May and then we have PEO Kerry Fegan working in the class from May 22 – 31.

ICT use is changing around the school with more data being used each month, the use of wikis and blogs in the classroom and the use of portable devices (BYOD). We have begun discussion around ownership of wikis, privacy of student's work, over being able to share and the need to have an overall plan for the integration of these components into the classroom programme. This will be ongoing.

### **Nag2 Charter, Self-review and Planning**

Complaints policy on noticeboard and mention of it in newsletter

Charter and Analysis of variance meet legislative requirements but the data on the spreadsheet couldn't be read by the MOE in ODT format. So I politely reminded the MOE of the Government's own stance on the use of CC material. Lynne McKinney from the MOE will be in touch to assist in the further development of the charter.

### **Nag 3 Personnel**

Katrina has agreed to work in room 1 Wednesday to Friday for the first 5 weeks of next term until Jeff arrives.

### **Nag 4 Finances**

Nono pay - Warrington staff with overpayments have not yet been asked to pay it back.

### **Property**

Fan heaters in room 1 and 2 and heater switch in room 3 have been replaced.

Pool compliance certificate has arrived – we comply.

Cleaner consumables keep going up – flowing soap and hand towels seem to be an issue.

Working bee was a great effort with lots ticked off the list.

Cat excrement becoming an issue again, loose soil, bark chips and astro turf are favourite place. I caught a kitten and spoke with its owner about the appropriateness of keeping 12+ cats and feeding feral cats next to the school. Owner has picked up some of the cat excrement.

### **Nag 5 Health and Safety**

Fire drill with new position implemented today.

### **Nag 6 Legislative requirements**

Roll - 43

Attendance - few late students and one whose attendance is slipping – spoke with parents.

So, ... after 7 years of WWW composting, 8 peaks climbing, recycling, worm farms, skateboards, book car, gardens, paddock days, orchards, tree climbing, herbs, wikieducator, potatoes, toki finding, quinoa, beach clean-ups, Sutton, blogging, tech shedding, Waianakarua, penguin watching, zero gravity, Quarantine Island, raspberry picking, SLOR computing, Rabbit Island, trolley derby, Wawa, eco-hut, Matariki, Open Source, BBFM, herbs, sealion, dolphins, toasters, shark, surf group, BBOSi, flag raising, creek planting, Libby, Missy, Jenny and Bessy....its time to hang up the Principal's tie and say thank you all, its been a great journey.

Nathan