

# Port Ahuriri School Principal's Annual Report 2017



2017 was an exciting year, with many student and community activities. We completed our bi-annual school production of Wonka, again with exceptional staff and parental input. This was a real highlight of the year for many students, staff and parents. We completed the annual school Food and Music Festival and held the school's 150<sup>th</sup> Jubilee over Labour weekend.

## Curriculum

Our integrated curriculum combining science, social sciences, technology and health, is based on a two year cycle. 2017 has been our focus on the environment. The curriculum operates on an odd/even year rotation and came from significant staff and community consultation in to what was important for the students at our school.

Our curriculum focus has been in reading. We were involved in the third year of the Accelerating Literacy Learning contract (ALL). This is a Ministry of Education centrally funded programme. Hinauri McCool led the staff in this initiative and staff spent considerable time and energy investigating and implementing different methods to accelerate children's reading in their classes. The results were impressive and we will be looking to use these key curriculum ideas school-wide in 2018.

Our Investing in Education Success- Teacher Led Innovation Fund continued to be applied to the junior and middle school this year and has continued to be led by Colleen Reid and supported by staff in these two learning areas. Colleen Reid has been released one day per week since July 2016 and we have tracked specific children as part of this project. The results have been stunning. 100% of the year one to four children target children who have been on this journey for up to 18 months made accelerated progress to be achieving at or in some cases above their appropriate national standard in writing. Our funding takes us through to July 2018.

Our Kapa Haka group re-united with the return of Hinauri McCool and performed for both our school and the wider community this year. The group grew in both size and stature. Our school wide Te Reo programme suffered due to a lack of staffing this year. However, classes were supplied with support and assistance by Colleen Reid so that Te Reo learning could continue to be part of the integral nature of learning at our school. We need to consider how we can strengthen this in 2018.

We have had some fantastic sporting achievements throughout 2017. I have been particularly proud of the number of students involved in team sports and particularly indebted to the staff who spend their own private time coaching, managing and organising so that the children of our school can have so many opportunities. We have been able to offer sporting opportunities to our children across the school including; netball, t ball, basketball, softball, touch rugby, cricket, hockey, soccer and gymnastics. Our students demonstrate fair play and a healthy sense of competitiveness when playing.

Extra-curricular activities such as these form an incredibly important part of the whole development of the child in these formative years. The ability to work with others as part of a team, encourage, be committed and learn new skills is part of growing up as a well-rounded individual who has the ability to cope in a variety of situations. We call this resilience and it is a topic of concern across education at the moment with a lot of children who are becoming disconnected from others thanks to the prevalence of device use showing significantly lower rates of coping strategies. Children from year five and six attended Tutira on school camp at the beginning of the year. This activity too, builds resilience and confidence in the children who attend. Looking into 2018, one of the activities staff intend to undertake together is the development of 'growth mind-sets in children's learning programmes. This is based on the science of neuroplasticity negating the notion that intelligence is fixed from birth. Learners with a growth mind-set believe that with perseverance, resiliency and a variety of learning strategies that they can learn and achieve. It might take struggle and failure, but they understand that with the appropriate effort and perseverance they can succeed. The focus is on the process of learning, not the outcome. Believing that all children can, with effort, perseverance and motivation succeed, is at the heart of this belief.

In 2017, the Board of Trustees had four strategic goals. These were:

- To provide a happy, safe, caring and stimulating environment for learning, developing each child's sense of worth and ability to achieve

- To strengthen student achievement in literacy
- To strengthen student achievement in mathematics
- For the Board to develop a greater partnership with the community through consultation and information sharing.

The Board of Trustees year end reports on three of these are attached as appendixes.

The achievement of our partnership goal has been through meetings and discussions with personnel from both the Ahuriri After School Care Trust, the Montessori Trust and our Parents and Friends group on issues pertaining to their involvement with the school and Board. The Board review the opportunities we provide as a school for whanau to become involved and contribute to the education of their children. Further, the Board have been meeting with members of the Ministry of Education, project managers and architects to continue the advance of our building replacement and rejuvenation programmes. Whilst the rules changed on us over the year with a restructure of building works teams in the Ministry of Education we have been fortunate enough to continue this work in a wider ranging project. Instead of just considering the replacement of six classrooms and the staffroom, the project is now looking at how the classes are grouped, the style and philosophy of learning and teaching across the school and now takes a 'whole school' approach to rejuvenating our site. I believe this is a far better way to approach this and I am looking forward to working through this over the next 12 to 18 months with the Board and the project team. We have been fortunate in being able to share the design concepts with the wider community through the 150<sup>th</sup> Jubilee and a parent meeting held in October. As we move forward with this project the notion of teaching and learning will change for staff and students and we will be holding a series of parent meeting across 2018 to talk through how these changes will impact positively on their children and their future learning. I have spoken about this to members of our community on two occasions across this year, focussing on the changing nature of work, learning and skills needed to be part of the on-going change that is coming in these areas.

#### Teaching as Inquiry

As part of this practice teachers constantly review and discuss their teaching practice and programmes, both as part of their own syndicate and across the school. Staff received assistance from Gemma Gardner of Te Toi Tupu to develop a strong reading focus into their inquiries. Teaching as Inquiry is after six years firmly embedded in the teacher performance management system and has significant professional and achievement benefits for staff and students. 2017 saw the introduction of Professional Learning Groups for staff, further strengthening this reflective practice.

Gifted and talented opportunities have been taken up by a range of children this year. We have a number of programmes in place to extend students working above their appropriate national standard. These include; differentiating within the classroom, extension science, writing and maths groups, accessing competitions and events with other local schools including literacy quiz, and reinforcing student directed learning. Students have also been involved in charity events, language learning, fundraising responsibilities and a new event for our students this year 'Tournament of the Minds'.

#### Further Developments

##### Community of Learning

- Port Ahuriri School is part of a Community of Learning (CoL) now named Kahui Ako (KA) that sits under the governments Investing in Education Success initiative announced three years ago. The aim is to get a cluster of schools from primary through to secondary brought together to work on challenges that they identify as barriers to student achievement in their cluster. The schools in the Napier City KA are: Port Ahuriri, Eskdale, Nelson Park, Kereru, Napier Intermediate, Napier Girls High School, Napier Boys High School, Sacred Heart College, Sherenden and Districts, Tutira and St Patricks.

The value of being part of this KA is twofold. Firstly there is the sharing of information and development of achievement pathways for our students across what could be considered a 'pipeline' for our community. Secondly, there is funding and specialist positions attached to this community. Port Ahuriri has two staff as part of the specialist teacher team. Colleen Reid is leading our science development and Haley Pierson is leading our literacy development as part of our school contribution to the KA and student achievement. During the year, I released Jen Jones to join the mathematics KA initiative.

- The school has continued to be an active participant in both sporting and academic opportunities outside of our immediate environment. We have continued to be an active school in the Coastal Cluster sports tournaments as well as mid-week and Saturday competitions. Children have also had the opportunity to be involved in both participation and competition events such as Tough Kid, and the Hawkes Bay Inter-School Cross Country and have received coaching as part of the SportHB Sports in Schools programme in; netball, cricket, hockey and soccer.
- Community activities we have been involved in this year have included regular visits to different sections of Princess Alexander Retirement Village for cultural performances and the school 150<sup>th</sup> Jubilee. Jen Jones coached a dance group who performed for school, community and inter-school events. The children enjoyed both the nature of learning the dance, the performance aspect as well as the design of logos, names and t shirts to enhance their performances.
- School wide opportunities to learn the drums, guitar, ukulele and keyboard have continued throughout this year. Children have also had the opportunity in working with Nathan Durham on Minecraft activities and Port Radio as extension activities designed to develop interest and learning. Unfortunately with the building alterations in 2018, we will not have a suitable space for drum tuition and this has had to be dropped from our music offering.
- Late in 2017 we had new banners designed for our school house teams. Houses are used across the year for many activities and it was great to be able to get these banners designed to reflect the basis of each house. As the hall is refurbished this year we intend to design a system where we can display the points accrued by each house throughout the year. This is something we have talked about for a while but has never come to fruition. We are looking forward to making this happen and thereby strengthening the House initiative in 2018.
- Last year the school went through a physical class re-organisation to three pods of three classes over three blocks. This gives us a junior, middle and senior school style arrangement, though as always the class levels are flexible depending on the number of students in the different year levels. This year, staff and students were involved in re-naming their learning areas. The names had to reflect where the group was in the learning journey and have cohesiveness with the other names chosen by the other learning areas. This was not a simple as you may think. In fact it created quite a difficult situation. However, in the end we did get three learning area names which all agreed were very reflective of the areas and the school and environment. The junior learning area is named Poipoi. This reflects the nurturing and growing nature of learning at this level. The middle school is named Piki. This means to strive higher in your learning and reflects the shift from a play and growth approach to learning to an area where independence in learning is being required more often and the notion of growth mind-set has a significant impact on learning and development. The senior learning area is named Aoraki. This means to seek higher learning opportunities and reflects the whole concept of learning also being about the opportunities you may take in other areas, rounding out and developing leadership and learning.
- Student voice surveys have been conducted across this year. Two different types were conducted. One looked at the school as a whole and what leadership could do to enhance or improve outcomes school wide. The second survey was conducted as part of each teacher's appraisal at the end of the year. This looked at what was happening in the classrooms for the children and is part of the professional growth of each teacher. Student voice gives us very valuable and insightful information to look at the systems and structure of the school and gives staff very personal feedback on their teaching and learning programmes.
- Re-visioning 2018. There are a number of different areas where re-visioning will take place in 2018. With the changes to the physical structure of the school starting it is useful and timely to review a number of areas. We have been extremely lucky to secure a Positive Behaviour for Learning contract (PB4L). This allows the staff, Board and community to talk about their visions and values for the school, their children and their learning, so that we can develop a consistent, school wide approach to managing both behaviour and learning. As we move to combined learning hubs, this cohesiveness and consistency school wide is going to become a crucial part of the learning process. The physical changes will also allow us to have discussions around values and principles as we present to the community the pedagogical changes necessary behind

the change to class structures. This is an exciting opportunity for us all to build on what has worked so well in the past and re-define ourselves for the next phase in the school development.

### **National Standards**

National Standards are fully embedded into our school systems. Moderation in teams and as a staff occurs on a regular basis, and this year we have moderated in writing both internally and cross-school. 2018 sees changes to the Education Act and the abolition of National Standards and the need to report to parents and public on them. What the next phase for reporting student achievement will be we don't know. But staff have been up-skilling themselves on assessment tools named Learning Progressions which are aligned to the curriculum and consistent nationally. It would appear that we may use these to report student achievement from 2018 onwards. Our work in Literacy, Mathematics and Science as part of our Kahui Ako will be invaluable as we make these decisions.

School wide National Standards results including by gender and ethnicity are attached as an appendix.

### **Reading.**

85.2% of all students are at/above their appropriate national standard.

72.7% of students who identify as Maori are at/above their appropriate national standard.

80.4 % of male students are achieving at/above their appropriate national standard compared to 89.8% female students.

Students identified as achieving below their appropriate standard have received a range of interventions. These have been: RTLB, specialist teacher, health based interventions, ESOL assistance and support, individual teacher inquiry, Speld, private speech assistance, class based support staff. Of these children, nine have impacted global learning, health or behavioural needs including hearing and two are English as Second Other Language Learners. Two children's parents have refused to allow any specialist intervention. A further four children are new to our school within the past two terms.

Across the school in reading, the following cohorts are particularly high functioning:

- After two years at school - 93.7% at/above
- End year 4 - 90.6% at/above

A feature of this year's reading data are the significant overall results in the year 1 to 4 cohort. This cohort has had the Sharp reading intervention with teachers and support staff trained this year. Teachers have anecdotally reported and results would suggest that this intervention has had a very significant impact. Sharp as a reading intervention is to be rolled out schoolwide in 2018.

### **Writing**

83.2% of children are at/above the appropriate standard in writing.

72.7% of students who identify as Maori are at/above their appropriate national standard as compared to 83.9% of children who identify as NZ European.

77.1 % of male students are achieving at/above their appropriate national standard compared to 89.0% of female students.

Students identified as achieving below their appropriate standard have received a range of interventions. These have been: RTLB, specialist teacher, health based interventions, ESOL assistance and support, individual teacher inquiry, Speld, private speech assistance, class based support staff. Of the children achieving below their appropriate national standard, nine have impacted global learning, health or behavioural needs including hearing and three are English as Second Other Language learners. Two children's parents have refused to allow any specialist intervention. A further three children are new to our school within the past two terms.

Across the school in writing, the following cohorts are particularly high functioning:

- After 1Y – 90%
- After 2Y – 95.8%
- After 3Y – 89.6%
- End Year 4 – 88.7%

There are 24 children who feature as achieving below their appropriate standard in both reading and writing.

### **Mathematics**

82.8% of children are at/above the appropriate standard in mathematics.

78.8% of students who identify as Maori are at/above their appropriate national standard.

83.6% of male students are achieving at/above their appropriate national standard compared to 82.1% of female students.

Students identified as below their appropriate standard have received a range of interventions. These have been: specialist teacher assistance, health based interventions, ESOL assistance and support, individual teacher inquiry and support staff assistance. All of these children have significant health, cognitive and global educational needs that impact significantly on their learning. Ten children have ongoing significant global, health and behavioural needs, two children are second language learners. Two children's parents have refused to allow any specialist intervention. A further two children are new to our school within the past two terms.

Across the school in mathematics, the following cohorts are particularly high functioning:

- After one year at school – 90.0% at/above
- End year four - 90.5% at/above

Note: There are sixteen children who feature as achieving below their appropriate national standard across all three learning areas.

### **General**

One immediate aspect of our achievement results across all three curriculum areas is the slight decrease in Maori student achievement.

This is an area for significant improvement, however having said that the flip side is there were no Maori or Pasifika students identified as well below.

Analysis of qualitative and quantitative data would suggest:

- Science writing and Sharp reading interventions have had a significant impact in the year 1 to 4 cohort in both reading and writing, where the majority of these interventions have been targeted over the previous 12 to 18 months. There is a very real and obvious need to incorporate these programmes into the year 5 and 6 area, particularly for boys. This has been identified and addressed in the 2018 school wide programme requirements and PLD initiatives, and
- A very similar trend is very evident for mathematics as well, where the targeted, independent and visible 'Maths Boat' programme has been implemented. Again it is obvious that year 5 and 6 need a different intervention focus as compared to their current programmes to address the significant difference in achievement at these levels. Girls are of greater concern for underachievement in mathematics than boys and this is a further area to address.
- Staff PLD in re-visiting strategies to increase learning opportunities for Maori are a high priority.

We have made some significant changes to curriculum delivery across the school this year and are confident that these have had a significant impact on the achievement of our recalcitrant well below / below children in the year 1 to 4 areas. Our ALL PLD contract has continued the new approach focussing on acceleration, ditching the concept of remediation planning, programming and teaching and looking to 2018, the ALiM programme will continue with this philosophy in mathematics. We have been very excited to be able to develop our science/writing within the Teacher Led Innovation Fund project and share this both locally through our Kahui Ako and nationally through the Royal Society and principals groups.

Looking to 2018 we plan to:

### **Literacy Schoolwide**

- Continue to extend recently reviewed school wide writing school curriculum statements on delivery and assessment
- Work with the Kahui Ako schools and across our own school to embed the use of the Literacy Learning progressions as the school wide assessment tool. Ensure consistency through moderation
- Working with our Kahui Ako schools on any cultural competencies programmes schools are offering or embedding.

- All staff to be trained in Sharp reading programme and Sharp to be the delivery method school wide. Appraisal and walk throughs to ensure consistency
- All staff to be part of development of 'visible learning' systems developed pod wide with anchor charts, exemplars and visual staircases to show journeys. This to be consistent school wide
- Continue school-wide moderation of writing across the school to ensure sustained development of teacher capability in making OTJs and making teaching and learning adjustments to suit needs. Continue to work with other local schools to cross-school moderate extending teacher knowledge and capacity
- Continue to develop in-class targets as the "Teaching as Inquiry" component of our performance management process.
- Digital Data Walls: information to be collected school wide, shared, collected twice per term and discussed at dedicated syndicate meetings twice per term. This will ensure that within level progress can be tracked on each child and tiered interventions put in place in a more-timely manner
- Continue science writing / writing in authentic context roll-out schoolwide
- Access professional development based around effective teaching of writing and reading and interventions to improve Maori student achievement
- Kahui Ako resources: 'Across School' and 'Within School' teacher support to work towards Kahui Ako achievement challenge in writing

### **Mathematics Schoolwide**

- Robust focus on moderation in syndicates and school wide to give teachers confidence in making OTJs in mathematics. Continue moderating with other local schools also.
- Implement Boat Maths school wide to ensure consistency of delivery and student learning
- Continue to develop class targets as the "Teaching as Inquiry" component of the performance management process.
- Maths data to become part of the Digital Data Wall
- ALiM. Teacher to begin the ALiM journey within her class, sharing across the school through staff meetings.

We also have a number of programmes in place to extend students working above their appropriate national standard. These include; differentiating within the classroom, extension science groups, accessing competitions and events with other local schools including literacy and technology quiz and challenges, reinforcing student directed learning through "Passion Projects" and/or "Genius Hour", a range of sporting interventions and interventions for children interested in the visual and performing arts. Students have also been involved in charity events, the Primary Enterprise programme, language learning, fundraising responsibilities, writing extension groups and Tournament of The Minds.

### **Extension Programmes**

We have a number of programmes in place to extend students working above their appropriate national standard. These include; differentiating within the classroom, extension science groups, accessing competitions and events with other local schools including literacy quiz, and reinforcing student directed learning through "Passion Projects" and "Genius Hour". Students have also been involved in charity events, the Primary Enterprise Programme, language, music, dance and drama learning, fundraising responsibilities and writing extension groups. Tournament of the Minds was a new approach used this year and students competed in Palmerston North regional competition.

### **Staffing**

We continue to have a very strong staff at Port Ahuriri School, who are collaborative and all seek the best opportunities and results for the students in our school. I was pleased to announce Jen Jones as a permanent appointment this year. We farewell Janine Duncan who is returning to Melbourne, Anne Sutton and Trina Gregory who were long-term relievers this year. In 2018, we have a senior management staff member on maternity leave for terms two through four. As I write at the beginning of 2018 we have one staff member in the junior school to appoint.

### **Roll Growth.**

We continue to manage our student roll through our enrolment scheme. We finish 2017 with approximately 276 children. This is lower than previous years. We start 2018 with a considerably lower roll. This has an impact directly on our operating income and staffing levels, all of which will need careful budget constraints in 2018.

This year we have also had two Japanese international student's across the school. Our main aim with international students is to provide a cross-cultural experience for both the internationals and our own students. Looking to 2018 we are welcoming a boy from Brazil and girls from China and Japan for various parts of the year.

### **Property and Finances**

This year, Parents and Friends have donated funds establish a 'culture' fund which will pay the costs of visiting shows for the children. We also received funds for the enviro group and boys gymnastic uniforms. They continue to fund the annual school trip to Ocean Spa. We, as a staff and school community understand how fortunate we are to have such an organised and hard-working group of parents to raise funds for our school. Looking to 2018, the Boards main project is the covered outdoor learning area (COLA). This is a large veranda over the court area which will be great in both summer and winter for shade and shelter. This is an expensive project. The Board are looking to spend in excess of \$250,000 on this project but all believe the benefits will be enormous. This project is also supported by our Ahuriri After School Care Trust.

We finish the 2017 year in a financially strong position with property and asset replacement reserves available to the school. We also complete the year with a surplus of income over expenditure. Kiwi Sport funding of \$3746 was received this year. We used this money to fund a range of consumable sports equipment and outdoor games. We also used this money to purchase girls gymnastic uniforms.

We look forward mid-way through 2018 to the beginning of the Ministry of Education funded building replacement programme. This has been announced earlier in 2017 and plans and 3D concepts were produced to share at the school 150<sup>th</sup> Jubilee at Labour weekend. As we finish 2017 we are in the final stages of completing the interior layouts.

### **Information Technology**

We have continued to strengthen our Information Technology initiatives this year. Blended learning continues to be the feature of our school, using a range of devices as well as collaborative learning across our learning programmes. The junior school have concentrated on the use of ipad devices, whilst the middle and senior pods have gone with their children's preference, chrome books. We continue to lease our devices and the 2018 budget reflects this. Extra money was allocated in 2017 to professional development, curriculum and library budgets. We have continued to replace the staff laptops under the Ministry of Education scheme whereby we pay a small lease fee for them.

### **Board of Trustees**

Throughout 2017 the Board was kept fully informed with regular curriculum reports from staff, covering all aspects of the school curriculum and full end of year reporting against the strategic goals and National Standards. These were reported to the Board by gender, ethnicity and age group. The Board have been proactive in working with the Ministry of Education, architects and project management staff on the building replacement programme. Community surveys will feature in 2018 with information being sought on the values and principles of teaching and learning at Port School as we move towards a new era in this space. New policies developed this year focussed on Child Protection and Physical Restraint and the checking and reporting procedures required by the staff and Board. Policies under Legislation, Health and Safety and Finance and Property were reviewed as part of the regular cycle.

### **Looking to 2018**

The school continues to be a school of 'choice' in Napier. The pressure on out of zone enrolments continues to be significant and we will continue to invoke the higher level of checking procedures developed in 2016.

Staff will be involved in the following professional initiatives:

- We will continue Te Reo Maori in classrooms and across the school. We have staff with strengths in this area.
- We will be part of ALiM (Accelerating Learning in Mathematics). Jen Jones will lead the school in this.
- Our Teacher Learning Innovation Fund science writing based programme will be completed in July 2018. Colleen Reid will continue to lead this.
- We will continue our work with our Kahui Ako. Haley Pierson will manage our literacy involvement, Colleen Reid our science and Jen Jones our maths involvement.

- Our schoolwide initiative will be Positive Behaviour for Learning (PB4L). This will involve all staff as well as Board and community input.

We have had another happy and successful year at Port Ahuriri School. While we focus on literacy and mathematics the real learning in these subjects takes place through collaboration with others and transferring and generalising our learning into other curriculum areas and challenges. Being able to apply learning through science, environmental studies, art, sports, technology or whatever, enables children to accelerate their learning and progress and find an area to shine through real-life applications. This year the start of our Building Replacement programme will create levels of disruption as this is completed school-wide. Our focus as always will remain on learning and achievement and the enjoyment of learning for our children and staff.

To the Board of Trustees, the staff and the wider community I would like to thank you all for your hard work and dedication throughout the year, for the care that you show, and for all of the extra things you do to make our school what it is. I look forward to next year where we will continue 'to be the best we can be'.

Glenn France  
January 2018

Attached: Strategic Goal / Analysis of Variance Reports (3)  
National Standards Data



2017 National Standards reporting (Due 1 March 2018)

School Number:	Name	Report name	Excluded >= 1 March	Excluded: No OTJ
2648	Port Ahuriri School	March annual charter update	23	6

Reading all levels	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No.
All students	4	1.6%	33	13.2%	153	61.2%	60	24%	250
Maori			9	27.3%	21	63.6%	3	9.1%	33
Pasifika			1	20%	4	80%			5
Asian			1	7.1%	9	64.3%	4	28.6%	14
NZ European/Pakeha/Other European	4	2.1%	22	11.4%	115	59.6%	52	26.9%	193
Male	4	3.3%	20	16.4%	70	57.4%	28	23%	122
Female			13	10.2%	83	64.8%	32	25%	128

Reading by levels	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No.
After 1 year at school			5	16.7%	21	70%	4	13.3%	30
After 2 years at school	1	2.1%	2	4.3%	31	66%	13	27.7%	47
After 3 years at school			4	13.8%	16	55.2%	9	31%	29
End of year 4	2	3.8%	3	5.7%	40	75.5%	8	15.1%	53
End of year 5			10	22.7%	19	43.2%	15	34.1%	44
End of year 6	1	2.1%	9	19.1%	26	55.3%	11	23.4%	47

Writing all levels	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No.
All students	3	1.2%	39	15.6%	189	75.6%	19	7.6%	250
Maori			9	27.3%	24	72.7%			33
Pasifika			1	20%	4	80%			5
Asian			1	7.1%	11	78.6%	2	14.3%	14
NZ European/Pakeha/Other European	3	1.6%	28	14.5%	145	75.1%	17	8.8%	193
Male	3	2.5%	25	20.5%	89	73%	5	4.1%	122
Female			14	10.9%	100	78.1%	14	10.9%	128

Writing by levels	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No.
After 1 year at school			3	10%	27	90%			30
After 2 years at school	1	2.1%	1	2.1%	42	89.4%	3	6.4%	47
After 3 years at school			3	10.3%	23	79.3%	3	10.3%	29
End of year 4	1	1.9%	5	9.4%	40	75.5%	7	13.2%	53
End of year 5			14	31.8%	27	61.4%	3	6.8%	44
End of year 6	1	2.1%	13	27.7%	30	63.8%	3	6.4%	47

Mathematics all levels	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No.
All students	4	1.6%	39	15.6%	168	67.2%	39	15.6%	250
Maori			7	21.2%	24	72.7%	2	6.1%	33
Pasifika			1	20%	3	60%	1	20%	5
Asian			1	7.1%	7	50%	6	42.9%	14
NZ European/Pakeha/Other European	4	2.1%	29	15%	130	67.4%	30	15.5%	193
Male	4	3.3%	16	13.1%	80	65.6%	22	18%	122
Female			23	18%	88	68.8%	17	13.3%	128

Mathematics by levels	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No.
After 1 year at school			3	10%	24	80%	3	10%	30
After 2 years at school	1	2.1%	6	12.8%	37	78.7%	3	6.4%	47
After 3 years at school			6	20.7%	17	58.6%	6	20.7%	29
End of year 4	2	3.8%	3	5.7%	35	66%	13	24.5%	53
End of year 5			11	25%	23	52.3%	10	22.7%	44
End of year 6	1	2.1%	10	21.3%	32	68.1%	4	8.5%	47

## Strategic Goal One End of Year Report 2017

<b>Curriculum Area:</b>	To provide a happy, safe, caring stimulating and inclusive environment for learning, developing each child's sense of worth and ability to achieve.
<b>Level:</b>	All students.
<b>Focus Group:</b>	All students All children will develop skills and attitudes to interact socially and effectively in our classrooms and playgrounds, so that effective teaching and learning can take place in our school.

### Teaching and Learning Focus 2017:

Develop Models of Good Practice in Classrooms and Curriculum School Wide

- Implement Integrated Curriculum plan for odd years
  - *Science – Waste Aware, Insects, Science Writing (reactions, elements, floating and sinking, material world)*
  - *Arts – Dance, Drama, Music, School Production, Visual*
  - *Social Sciences – Celebrations*
  - *Growth Mindset strategies – The Learning Pit*
  - *Electives*
  - *EOTC – Senior Camp, Rocky Shore, Local Environment*
  - *School Production – Key competency 'self-management' focus*
  - *Whanaungatanga (Relating to Others, Respect)*
  -
- Continue trial of the school self-assessment tool for assessing key competency development and achievement
- Monitor and track the use of key competencies as part of curriculum planning & integral school behaviour.
  - *Added them to class inquiries through soft skills learning stories in the junior classes*
  - *Linked to curriculum areas*
  - *Weekly social skills focus and shining stars*
  - *Production – KC focus*
  - *Senior School – needs based*
  - *Bling Ladder*
  - *LLP's*
  - *Curriculum assessments*
  - *Begun trial of student self-tracking journey*
- Revise values and principles through discussion with children and community
  - *Not completed – recognised as a 2018 focus by both Board and staff*
  - *Senior school – Monday meet up programme, Respect chats / reminders especially before outside class activities*
  - *Celebrate with whanau through use of class Dojo app*
- Continue the social skills resilience programme.
  - *Changed so that it was not a weekly skills focus. It is developmentally appropriate and child centred*
  - *Based on Teacher observation*
  - *Addressed social skills to meet current needs*
  - *Bling*
  - *Shining Stars*
  - *Identified need for greater resilience.*
  - *PAL's have had training in resilience and how to manage conflict in the playground*
- Implement gifted and talented groups and provide specialist assistance in mathematics, IT and leadership
  - *Extra challenges, ensuring that work provided is meeting the needs to extend the individuals. E.g. rich tasks in maths*

- *Peer Tutoring*
- *Cross level grouping (mixed ability)*
- *Curriculum areas timetabled according to need i.e. maths or reading list*
- *Tournament of the Minds*
- *PAL's*
- *Meeting of the Minds*
- *Fundraising group*
- *Literacy and Technology Coastal Cluster challenges*
- *Individual and group performances at school occasions*
- Leadership focus for senior students to cater for all strengths and abilities. i.e. continue the 'buddy bear' programme, house groups. Tech and literacy challenges, PreP and other leadership opportunities to strengthen leadership capability of children in year 6
  - *Buddy Bears given at assembly*
  - *Buddy classes*
  - *Friday sports – led by PAL's*
  - *Coastal Cluster events*
  - *PAL's*
  - *Tournament of the Minds*
  - *Kapa Haka*
  - *Tough Kid Challenge*
  - *Meeting of Minds*
- Develop further unstructured play areas: play house
- Review/Re-design e learning strategy:
  - Particular focus on internet awareness and safety.
  - Trial individual Google accounts for children
  - Parent and student consultation on device/blended uses.
  - *Created junior e learning guidelines. Consistent across junior classes*
  - *Google accounts for children in middle and senior school*
  - *Google safety audit through Cyclone*
  - *Communication with whanau on IT use*
  - *Internet safety regularly addressed and monitored by teachers*
  - *Developed shared pod policy with student voice around safe practices on line*
  - *Google classroom*
  - *Bec Galloway PD*
  - *PD in Digital Tech curriculum*
- Annual review of effectiveness of school behaviour and mentoring plans
  - *Incomplete.*
  - *Review TOD 2018*
  - *Possible focus required around respect for all adults in the school (Support Staff)*
  - *Clear guidelines and expectations delivered through pod meetings*
  - *Children of concern shared by all staff including plans, discussions and keeping it consistent within pods.*
  - *PALs*
  - *Buddy classes and buddy reading*
- Review our pedagogical practice through ongoing study and awareness of the principles of 'kahikatia' and 'ta taiako'
  - *Trialled learning through play. Recognised that this journey wasn't suitable and that we needed a more structured and planned approach*
  - *Term one focus was whanaungatanga*
  - *ALL PLD*
  - *Tuakeina teina principle through buddy classes*
- Undertake self-review identifying areas of good practice and need in inclusive education. Focus to be on:
  - Identification
  - Appropriateness of and effectiveness of learning programmes

- Tracking and analysis of teaching programmes
- Level of partnership we have with whanau/families and specialist agencies
- Level of teaching and support staff knowledge and areas of training required
- Review of school implementation plan on special needs and special talents programmes
- Report of data collected through self-review in Strategic Goal 1 November report to Board.
  
- *Incomplete*
- *Reviewed Tiered interventions in both Maths and Literacy CaAP's*

### **Assessment**

- Staff reporting on changes to teaching practice and assessment through individual performance management inquiry.
  - *Peer appraisals*
  - *Teaching as Inquiry*
  - *Teacher inquiries shared through team meetings as per Curriculum document*
  - *Accelerated Learning in Literacy contract*
  - *Science writing*
  - *ALL PLD*
- Teachers learning portfolios to reflect practice.
  - *Moving to the six professional practices and code standards in New Year*
  - *2018 – use syndicate meeting once per term to update*
  - *Suited format to individual preference*
- Board reporting.
  - *Complete*
- Syndicate and whole school monitoring of planning and curriculum implementation.
  - *Collaboratively plan our LTP every term*
  - *Reviewed the Literacy and Maths overviews*
  - *Planning collaboratively. Piki pod trialled KC's as an inquiry focus in second half of year to include all aspects of the curriculum.*
  - *Peer appraisals*
  - *Management appraisals*
  - *Team meeting discussions about draft curriculum implementation and planning requirements*

### **Professional Development and Resources**

Individual and school wide with emphasis on:

- ICT skill development,
- Inquiry approaches to learning.

## Strategic Goal Two 2017 End of Year Report

<b>Strategic Goal:</b>	<b>To Improve Student Achievement across the Literacy Curriculum</b>
<b>Target Group:</b>	12 boys in Years 2 and 3 who were identified at the end of 2016 as being below the appropriate national standard in writing  24 boys school wide who were identified at the end of 2016 as being below the appropriate national standard in reading
<b>Curriculum Area:</b>	Writing and reading
<b>Level:</b>	School wide

### Teaching / Learning Foci:

#### Poipoi (Junior) POD

- Interventions based on:
  - 'over and above' principle while still working within the classroom
  - authentic context transactional writing based programme - science
  - increased communication with whanau.
- Regular discussions and reflection during fortnightly team meetings, sharing of good practice. Whole team approach to this target. Dedicated time in team and staff meetings to discuss progress and effectiveness of programme.
- Targeted teacher aide support.
- Continual formal and informal assessment throughout the year for programme effectiveness.
- Use of play-based strategies to provide rich experiences for writing and developing oral language and vocab
- Build vocab and oral language to write about through developmentally appropriate play strategies.
- Teaching of phonetic awareness within the writing process
- Professional reading and research on success in writing interventions

### Writing

#### Target Group

- 12 boys in Years 2 and 3 who were identified at the end of 2016 as being below the appropriate national standard in writing.
- 10 boys completed all from Poipoi pod.

#### Reporting

- 100% achieved at/above the appropriate national standard
- Teachers reported that the increase use of authentic contexts in writing through science and/or play had a significant impact on the motivation of boys writing.
- The specific targeted phonics teaching within the context of writing was a particularly successful strategy.

### Reading

#### Target Group

- 24 boys school wide who were identified at the end of 2016 as being below the appropriate national standard in reading
- 10 children from Poipoi pod were part of the original target group. 8 children completed the year.
- 7 out of 8 achieved at/above their appropriate national standard (87.5%)
- The one child still assessed as below has made significant progress from well below

#### Reporting

- All staff and teacher aides in this pod were trained in the Sharp reading strategy programme this year.
- Sharp reading strategies are very targeted and specific, with fast paced lessons and a formulae for teachers to follow when delivering the lesson.
- Teachers report these had a significant impact on student achievement, both results and efficacy.

**Teaching / Learning Foci:****Piki (Middle) POD**

- Intervention based on 'over and above' principle while still working within the classroom
- Writing based around science / interest based writing
- Context / transactional writing based programme - science
- Increased communication with whanau.
- Science open day
- Regular discussions and reflection during fortnightly team meetings, sharing of good practice. Whole team approach to the target. Dedicated time in team and staff meetings to discuss progress and effectiveness of programme.
- Targeted teacher aide support.
- Continual formal and informal assessment throughout the year for programme effectiveness.
- Use of I pads / chrome books, cameras and other technology
- Professional reading and research on success in literacy interventions

**Reading****Target Group**

- 24 boys school wide who were identified at the end of 2016 as being below the appropriate national standard in reading
- 8 children from Piki pod were part of the original target group. 6 children completed the year.
- 5 out of 6 achieved at/above their appropriate national standard (83.0%)
- The one child still assessed as below has made significant progress from well below. This child had a period of 6-8 months this year where there were significant external health issues. The teacher reports that recently they have observed significant accelerated progress in reading. A referral to RT:Lit service has been made for this child.

**Reporting**

- Piki pod team were involved in both ALL and science writing projects. Two of the three pod members were trained across the year in the Sharp reading approach and this was implemented in their classrooms. One teacher was trained through to the senior stages enabling her to deliver the higher level strategies to children in the pod.
- The pod used an ILE approach to the delivery of reading, with teachers having very targeted groups, significant collaborative planning and children as required directing their own learning.
- The pod developed a visible learning resource for the children so that they could self-track their progress and learning needs. This was based on the literacy learning progressions.

**Teaching / Learning Foci:****Aoraki (Senior) POD**

- Science based writing through PD with Colleen
- Trialling of teaching Literacy in an MLE
- Incorporating EOTC experiences into our writing programme
- Individualised email accounts set up for children to have easy access of their Literacy documentation.
- Use of Study Ladder as part of a Literacy programme to motivate target children
- More formalised homework over the senior syndicate
- SOLE or Genius Hour experiences for self-directed learning
- Front loading sessions for target kids in Literacy
- Use of target children as mentors or experts in sessions after their front loading
- Displaying of children's literacy work around the room
- Sharing success of the target kids with Mr France and in senior and full school assemblies
- Extra teacher aide support each day to support in class programmes
- Regular discussions and reflections fortnightly in senior syndicate meetings
- Increased number of i pads and chrome books to help with more student directed learning activities and inquiries.
- Professional readings and research on successes in reading and writing

**Teaching / Learning Foci:****Aoraki (Senior) POD****Reading****Target Group**

- 24 boys school wide who were identified at the end of 2016 as being below the appropriate national standard in reading
- 5 children from Aoraki pod were part of the original target group. 5 children completed the year.
- 1 out of 5 achieved at/above their appropriate national standard

**Reporting**

- One teacher in this pod trained in the Sharp Reading programme. This has had an impact on student achievement with the two children as part of this group from this room making the most significant progress, with one child moving achieving 'at' their appropriate standard and the other child moving from 'well below' to being on the cusp of being 'at' his standard.
- Each class ran its own literacy programme, with a focus on teaching to teacher and student passions rather than coverage.
- Teachers believe setting up and use of individual e mail accounts played a big role in the development of the passion projects run through the reading programme, enabling each child to have a place to store and edit their own work.
- Teachers have recognised that they have lost some consistency across the pod and they lost the ability to monitor for patterns and trends as they were focussed on the individual aspects of the ALL PLD contract tracking requirements.

**2018 FOCI/ INITIATIVES AND MEASUREMENT IN LITERACY SCHOOLWIDE**

- Continue to extend recently reviewed school wide writing school curriculum statements on delivery and assessment
- Work with the Kahui Ako schools and across our own school to embed the use of the Literacy Learning progressions as the school wide assessment tool. Ensure consistency through moderation.
- All staff to be trained in Sharp reading programme and Sharp to be the delivery method school wide. Appraisal and walk through to ensure consistency.
- All staff to be part of development of 'visible learning' systems developed pod wide with anchor charts, exemplars and visual staircases to show journeys. This to be consistent school wide.
- Continue school-wide moderation of writing across the school to ensure sustained development of teacher capability in making OTJs and making teaching and learning adjustments to suit needs. Continue to work with other local schools to cross-school moderate extending teacher knowledge and capacity.
- Continue to develop in-class targets as the "Teaching as Inquiry" component of our performance management process.
- Digital Data Walls: information to be collected school wide, shared, collected twice per term and discussed at dedicated syndicate meetings twice per term. This will ensure that within level progress can be tracked on each child and tiered interventions put in place in a more-timely manner.
- Continue science writing / writing in authentic context roll-out school wide.
- Access professional development based around effective teaching of writing and reading
- Kahui Ako resources: 'Across School' and 'Within School' teacher support to work towards KA achievement challenge in writing.

## Strategic Goal Three 2017 End of Year Report

<b>Strategic Goal:</b>	<b>To Strengthen Student Achievement in Mathematics</b>
<b>Level:</b>	Year 5-6
<b>Target Group:</b>	7 boys in years 5 and 6 who were identified at end of 2016 as being below their national standard in mathematics.
<b>Target:</b>	90% of identified students at/above in mathematics

### Teaching / Learning Foci:

#### Poipoi / Piki (Junior/Middle) Pods

- Intervention based around targeting support within the class.
- Programme based on identified areas of need across all maths strands.
- Where possible programme based on proven ALiM principles:
  - a little and often
  - intensives
  - small groups
  - over and above
- use of problem solving approach – through play based learning
- use of i pads, chrome books and other technologies to increase interest and engagement with mathematics tasks
- use of 'Boat Maths' – maths knowledge, practice, self-directed learning

#### Reporting

- Both pods developed the 'Boat Maths' programme within their classes. This programme enables a number of things to happen that assist children's learning. Firstly, this is a 'visible learning' resource. Both teachers and students can see by a glance where a child is at in their Maths learning, how far through a stage they are. It enables the teacher to see at a glance the gaps in each stage for targeted children. It is also a cooperative learning resource whereby children can independently seek assistance from other children who they can see have completed the part they are struggling with. We know that in these situations, the peer teachers learn more than the student needing the assistance. Boat Maths is a great ILE teaching resource as it allows the children to develop and track their own learning, staff to see gaps and pull students together for targeted instruction simply and easily. Boat Maths has been so successful in these two pods that we are in the process of making the senior school stages (7 and 8) and putting it across the school in 2018. This won't need to be a lot of new learning for the children moving to the senior school as the year 5 students will be familiar with it from this year. The nature of this programme means that it is also easily logged into the bi-termly tracking on each child in the school. Boat Maths will give us consistency of tracking, teaching and assessment school wide in mathematics.

#### Aoraki (Senior) Pod

- Use of mixed ability groupings in maths sessions
- Use of problem solving approach, rich open ended maths tasks
- Programme based on identified areas of needs across all maths strands
- Use of iPads, Chromebooks and other technologies to interest and engagement with maths tasks
- Variety of different maths experiences for our target children
- Use of Mathletics and Study ladder as an online resource to motivate target children
- Trialling of Accelerated learning process through mathematics as well
- Use of one to one intensive teaching for number knowledge for target children
- Maths evening for parents (Like Sausages and Sentences)
- Teacher aide to support in class maths programmes
- Regular discussions and reflections fortnightly at Senior Syndicate meetings
- Analysing areas of strengths and weaknesses through detailed PAT analysis
- More formalised maths homework over the Senior Syndicate
- Increased amount of devices available in the classroom to help motivate target kids
- Trialling the teaching of numeracy in an MLE



### **Senior POD**

- Use of mixed ability groupings in maths sessions
- Use of problem solving approach, rich open ended maths tasks
- Programme based on identified areas of needs across all maths strands
- Use of iPads, Chromebooks and other technologies to interest and engagement with maths tasks
- Variety of different maths experiences for our target children
- Use of Mathletics and Study ladder as an online resource to motivate target children
- Trialling of Accelerated learning process through mathematics as well
- Use of one to one intensive teaching for number knowledge for target children
- Maths evening for parents (Like Sausages and Sentences)
- Teacher aide to support in class maths programmes
- Regular discussions and reflections fortnightly at Senior Syndicate meetings
- Analysing areas of strengths and weaknesses through detailed PAT analysis
- More formalised maths homework over the Senior Syndicate
- Increased amount of devices available in the classroom to help motivate target kids
- Trialling the teaching of numeracy in an MLE

### **Aoraki Target Group:**

Seven boys in years 5 and 6 who were identified at end of 2016 as being below their national standard in mathematics

Seven boys completed the programme

Two of the seven boys achieved the appropriate national standard. Both of these children were year 6.

#### **Reporting**

All three classes have very different approaches to maths and lack of consistency in planning, teaching and assessment. Teachers have suggested a need to be more proactive in maths in analysing data together. There focus was on ALL – Reading and Writing and they felt they had perhaps neglected somewhat this area.

The target children had programmes that included:

- Extra assistance with support staff
- Significant focus on place value and strategy development
- Mixed ability grouping
- Access to two on-line programmes; Study ladder and Sumdog. These proved to be highly motivating

### **2018 FOCI INITIATIVES AND MEASUREMENT IN MATHEMATICS SCHOOLWIDE**

- Robust focus on moderation in syndicates and school wide to give teachers confidence in making OTJs in mathematics. Continue moderating with other local schools.
- Implement Boat Maths school wide to ensure consistency of delivery and student learning
- Continue class targets as the “Teaching as Inquiry” component of the performance management process.
- Maths data to become part of the Digital Data Wall
- ALiM. Jen to begin the ALiM journey within her class, sharing across the school through staff meetings.
- Jen to further develop and upskill the staff in the development and implementation of ‘Rich’ maths tasks through her Kahui Ako work with the maths across and within school PLD teacher group