

Port Ahuriri School

Principal's Annual Report

2020



2020. What a perplexing and unusual year. We started late January with all systems go, though with an underlying anxiety as a new pandemic seemed to be spreading rapidly across many parts of the world. These anxieties intensified as we were moved very quickly into 'lockdown' with limited time to prepare. We, however, had been looking at the situation as it developed across the world and had begun preparations for what might happen in a limited schooling scenario. I want to congratulate and thank staff who with very limited notice and their own lives and families to organise returned to school and were able to bring Port Ahuriri School into an on-line programme so quickly and effectively. This is not to say it was all smooth sailing. There were some glitches and loads of learning for all parties around changing ways of communication and teaching. As a community we probably all felt frustrations with the IT process, but we emerged stronger in our use and with new tools and strategies to enable effective on-line learning.

We finish 2020 with our building replacement programme well underway and on track and the bones of the finished product and how it will look able to be visualised. Poipoi have transitioned to the hall and any reservations by children, staff or community as to how this might work have been allayed, with the hub finding that working together has been enormously beneficial to both teachers and children. As we have seen how successful Poipoi have been with their transition and how the spaces are beginning to look new enthusiasm for the project and the changes it will bring in teaching and learning practices has spread across the school, igniting new passions and ideas to deliver quality teaching and learning for all children.

We completed the year with a very stable staff and with the opportunity to implement a strategy of children remaining with a teacher they were familiar with due to being able to work in hubs rather than single cells.

Curriculum

2020 was to be the year of change for curriculum, redeveloping our curriculum to strengthen children's learning and achievement. There was to be significant community consultations threading into staff discussions and children's ideas to re-design our already recognised successful curriculum practice. While it might sound easy to blame COVID-19 for subverting our progress, to be fair that is what happened. As we came out of Level 2 there were so many things to catch up on and competing for space the timetable for events had changed so much, momentum was lost. We did begin considering our change. All three hubs have looked at the 'why' and 'how' of their teaching delivery and how this relates to their particular areas and we are on track to pick up our new model in 2021, sitting individualised curriculum for each hub under the school values and goals, leading to a progressive approach schoolwide.

Parent communication events were curtailed significantly this year, but we have in place for 2021:

- Hub events, particularly around curriculum design and delivery
- Dedicated teacher/parent interviews, including a new one in early February
- Curriculum events in DMIC (Math's) and Digital Technology
- Forums on curriculum/ teaching and learning in flexible spaces.

Port Ahuriri School is part of a Kahui Ako (KA) of 14 schools across the Napier area. The value of being part of this is the sharing of information and development of achievement pathways for our students across what could be considered a 'pipeline' for our community. Port Ahuriri has three staff as part of the specialist teacher team. Colleen Reid is leading our science development both in our school and is the lead teacher across our KA. Haley Pierson is leading our literacy development and Jen Jones is leading our mathematics as part of our school contribution to the KA and student achievement. Glenn France is Lead Principal.

We were involved through our Kahui Ako in a mathematics contract Developing Mathematical Inquiry Communities. This is a national professional development programme and Jen Jones led the implementation of this schoolwide and assisted the staff and students to learn, embed and evaluate this particular way of delivering the mathematics curriculum. Overall, the staff found the greatest gains were in the children's attitude toward their learning in mathematics which then had a corresponding spill over into their belief in their own learning in other areas curriculum wide. We call these dispositions, and the children are now far better equipped to be able to tackle problems curriculum wide and understand what is being asked of them.

Self-directed learning was another contract delivered within our Kahui Ako and we were part of a group of three schools involved with this. We also continued with our Positive Behaviour for Learning (PB4L) delivery from 2019. Building self-efficacy, confidence, resilience and collaboration has been a continuing theme across all our work within the wider curriculum this year. 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. Post COVID we applied for funding from a Ministry led fund to assist children in Aoraki in these areas and with re-engagement to school. This allowed us to employ another teacher for this hub for term four.

Staff and students have received assistance through the Digital Circus group, which targeted class by class assistance in device use. Many of you will have been the recipient of this through the schoolwide focus in using the app Seesaw as a communication tool between your child, the teacher and home. In 2021 we are using the paid professional version of this app with significantly enhanced features.

Extending talent opportunities have been taken up by children as best as we could offer this year. Many sporting and other community events were cancelled across the year, reducing our ability to supply extra-curricular programming.

Student Achievement Whole School Cohort

Reading	Below		At		Above		Total		% at/above		
	Number		Number		Number		Number		B	G	Total
	B	G	B	G	B	G	B	G			
Year 1	4	5	8	10	6	4	18	19	78	74	76
Year 2	6	7	7	7	13	17	26	31	77	74	75
Year 3	8	3	7	6	10	14	25	23	68	87	77
Year 4	-	-	5	3	12	10	17	13	100	100	100
Year 5	2	1	1	1	18	22	21	24	90	96	98
Year 6	1	-	4	2	22	10	27	12	96	100	98

Writing	Below		At		Above		Total		% at/above		
	Number		Number		Number		Number		B	G	Total
	B	G	B	G	B	G	B	G			
Year 1	2	5	11	13	6	2	19	20	89	75	82
Year 2	3	7	20	24	3	-	26	31	88	77	82
Year 3	8	5	17	16	-	2	25	23	68	78	73
Year 4	3	2	12	10	2	2	17	14	82	86	84
Year 5	4	1	13	18	3	5	20	24	80	96	87
Year 6	4	-	19	9	4	3	27	12	85	100	90

Maths Knowledge	Below		At		Above		Total		% at/above		
	Number		Number		Number		Number		B	G	Total
	B	G	B	G	B	G	B	G			
Year 1	1	2	12	12	5	6	18	20	94	90	92
Year 2	1	4	15	22	10	3	26	29	96	86	91
Year 3	5	5	15	15	5	3	25	23	80	78	79
Year 4	1	-	6	9	10	5	17	14	94	100	97
Year 5	3	2	7	15	11	7	21	24	86	92	89
Year 6	3	-	11	10	13	2	27	12	85	100	92

Maori Student Achievement

50 children (18%) of our student population are acknowledged by their parents as identifying as Maori.

Maori student achievement remains at a lower level as compared to their NZ European counterparts with aggregated overall achievement showing 88% (NZE) vs 74% (NZM) children achieving at/above across all three assessed curriculum areas. I

have analysed each curriculum area by year level to see whether there were any patterns in regard to Maori student achievement. However, no trend or pattern has emerged with small pockets of children appearing as below across all curriculum areas and across all year levels. Our work in 2021 around Cultural Capabilities will need to be geared towards recognising and addressing this equity issue.

Student Achievement Comment

Our achievement success measure is a target of 85% and above. This is somewhat of an arbitrary figure based on the previous National Standards measures but has worked well for the previous nine years and is a constant measure point for us. However, while we can look solely at pure statistics on a page, these numbers are children and so we also consider the programming that has surrounded them this year that has impacted on their achievement levels. This analysis is slightly different to the target groups as presented last month. Here we are looking at trends and patterns to see if there are areas of concern where something different might need to be considered.

Reading. The achievement rates for year 1-2 whilst they appear low have a variety of factors within them and I'm not so concerned at this point with their achievement success. Factors such as time at school and readiness are critical here. What I was pleased to see was that the achievement success rates climb and maintain steady as we move up the school, indicating that the children's skills are being embedded and retained and used in different settings as the children get older. Year 3 student achievement is lower than average and so I looked closely at the 11 children who were working below their expected levels. Of these 11, six have received reading recovery in the period 2019/2020 and six of these were part of the Piki hub target group, as reported at last month's meeting. Four of these 11 have further underlying medical/health concerns and one child is a second language learner and one receives ORS funding. I am comfortable that these children are well known to us and have been catered for within their classes/hub across the year to maintain the best progress that they possibly can. The year 3 cohort as a group has a significant overlap of children between the curriculum areas with 9 out of 11 also part of the group of concern in writing and 7 out of 11 of concern in mathematics. It should be noted that reading assessments are about to change due to the requirement to assess against curriculum levels. Some significant work is to be done to match the achievement bands within curriculum level bands. An ongoing piece of work in 2021.

Writing. The drop off in achievement in boys writing as we move into the Aoraki hub area continues to be of concern, however we also need to be mindful that the statistics actually reflect three children out of 21 in year five and three children out of 27 in year 6. I am aware of a range of interventions that have been in place in this hub for boys writing and this will remain an ongoing focus. It would be useful to get a range of opinions from our senior boys next year, around what they actually think about writing, what they think of their writing programme and the purpose behind what they write. It may be that we are loading all of these interventions in yet missing the mark in providing what they consider to be a purposeful programme to both hook them in and link the skills set back to both their need and writing. Writing assessment can be a bit teacher subjective. However, I'm confident that the assessments made against these children are robust as there has been significant moderation of literacy learning progressions between staff over 2020. Again, we see the trend of embedded achievement levels as children move up the school.

The overall picture of student achievement school wide is very robust. Putting aside the year 3 cohort (see previous comments in reading) there are no statistically significant groups of children showing up within the year levels. Individual children will continue to be targets in the hubs and reported twice by hub leaders in 2021. Given the upside-down year that children and learning programmes have had, with COVID issues and building interruptions, our children and staff have pulled off a significant accomplishment here and both children, their parents and staff should feel very pleased with the results.

Looking to 2021 we plan to:

- Work with our Kahui Ako schools on a professional learning programme on 'cultural capability'
- Complete our involvement in the DMIC contract.
- 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.
- Refine our assessments in reading moving from an age band assessment to that of a curriculum level assessment
- Continue to develop in-class targets as the "Inquiry" component of our growth and performance management process.
- Continue to both collect and discuss robustly data 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
- Actively seek community input into the redevelopment of our curriculum so that it reflects across all aspects what all sectors believe to be the best outcomes for the children at our school.

2020 Learning Hub Target Groups

2020 saw each hub looking at their children and determining the individuals targeted needs within each hub. This enabled a greater focus on each child on a constant and consistent basis across the year with all teachers within the hub being responsible for these children and their progress.

Poipoi	B	G	Curriculum Area	Why Were These Students Chosen?
8 year 1 students <ul style="list-style-type: none"> 5 students are NZ European 2 students are African origin 1 student is NZ Maori 	3	5	Reading	Students were chosen because they are working below our expected standard. They are reading at level 3-4 and should be reading at level 5-9. We aim to accelerate their learning so that they are working at the expected year 1 level by the end of the year (Level 7-11).
<p>What is the plan to accelerate these children across the year?</p> <ul style="list-style-type: none"> Four sessions a week of guided reading with their teacher using Sharp Reading 1-1 extra reads with Teacher Aide daily to increase mileage and focus on the sight words, reading strategies and letter sounds Phonics sessions 4-5 times a week to learn specific letter sounds which will assist with decoding unknown words Test letter sound knowledge weekly to ensure these students are maintaining their knowledge Sight word and letter sound games to create an element of fun as well as enforce the learning Resources sent home and check in with whanau regularly (weekly) to see if there is more support that can be given to the whanau to support the child and also for whanau to help Hub leader to release teacher so that teacher can work one on one with target students or to take students Using play-based learning to ignite a love for literacy and reinforce high frequency words and letter sounds <p>How tracking this data</p> <ul style="list-style-type: none"> Phonics - recording letter and sound knowledge every week to see what the hot spots are and if letter/sound knowledge has been maintained Running records which will be completed on a weekly basis Sight word testing every second day <p>Success prediction</p> <ul style="list-style-type: none"> We predict that 7 out of the 8 students will increase by one reading level by the end of the term and all students will hopefully reach the expected reading level by the end of the year (level 7-11) We predict that one student may not increase one reading level by the end of Term 3 because this student has had some time out of the classroom during the year, excluding Covid, has a lack of confidence and currently has misconceptions with p/d/b. These are all factors that could affect the outcome for achieving the desired level for the end of term 3. Two of these children have English as a second language and are working on their speech and language in class. One student has some delay in speech and language and is having assistance from a speech and language therapist. The main focus for all of these students is to gain confidence and knowledge in letter sounds and names by learning their phonics and high frequency words and being able to apply these skills into their reading. Our goal is to try and get all students to their reading age level. This varies from reading level 7 to reading level 11. As some students vary in ages the band is wide in the reading level for a year 1. 				
<p>End of Year</p> <p>End of year results show that six out of these eight students have made sufficient progress to be working at their expected level for their age and stage. Two children (boys) are working just below their expected level. This group has shown some progress in phonics, high frequency words. They know most of the letter names and some of the letter sounds. They are learning to transfer this knowledge while reading. They are doing this by using the reading strategy to look at the first sound of each word and attempt to sound this out. At this stage they can do this confidently with teacher assistance and the next step is for our students to attempt this independently.</p>				

Piki	B	G	Curriculum Area	Why Were These Students Chosen?
3 students are Maori 3 students are NZE 5 students have completed the Reading Recovery Programme (one in 2018, one in 2019 and three in 2020)	3	3	Reading Writing	Our greatest need is in our year 3 students. Five children are at risk in both reading and writing (one of these children is on an IEP and receiving substantial external support so is not included in this target group). We also have another two children who are at risk in writing and 'on the cusp' in reading. All children are able to say a story using a range of interesting words and record their ideas. Identified needs: <ul style="list-style-type: none"> • Phonetic awareness • Essential word knowledge • Letter formation (including reversing letters, upper/lowercase confusion) • Write a sentence with mostly correct handwriting, punctuation, spelling and grammar.

What is the plan to accelerate these children across the year?

- Daily read and writing with own teacher
 - Focus on surface features (spelling, sentence structure, punctuation, handwriting)
 - Use of a word card for essentials words and a handwriting anchor chart for correct formation
- Re-read with teacher, teacher aid or buddy everyday
- Phonics games with Ingrid (with a few other classmates)

By slowing the writing process down and working collaboratively we hope to see accelerated progress in writing:

- Daily writing (extra to class writing) with Colleen (as a hub SuperStars group) each day; 10am
 - Assess phonics knowledge using Yolanda Sorryl test
 - Focus on surface features (spelling, sentence structure, punctuation, handwriting)
 - Use of a word card for essentials words and a handwriting anchor chart for correct formation
 - Use of dictated text to eliminate thinking of what to write, eg. show an interesting object, each person takes turns to say a sentence about it, which everyone writes down, focusing on accuracy in their surface features.

End of Year

These children receive extra support for writing and phonics in addition to their normal programme. In writing they are focusing on surface features, such as letter formation (upper and lower case), correct punctuation, high frequency word knowledge, writing dominant letter sounds and chunks. Often children are so consumed by writing as fast as they think they overlook surface features. By removing the 'thinking' we can focus on getting their surface features embedded. Attitude and confidence of five students has improved, they are all contributing their knowledge and sharing strategies so all can succeed. They are beginning to look at their work and strive to improve their handwriting accuracy and use of capital letters and full stops. They are able to write their CVC sounds more fluently and quickly.

Phonics progress: All children are showing more accuracy in phonetic knowledge when reading and beginning to improve their ability to correctly write blends and chunks in focused writing sessions.

Four children have met their expected level in writing – two boys and two girls. The remaining two children continue to experience significant delay.

Five children are working at their expected level in reading One child is working just below their expected level.

Aoraki	B	G	Curriculum Area	Why were these students chosen?
19 student's total Level: Year 4 - 7 students Year 5 - 9 students Year 6 - 3 students Ethnicity Maori - 5 students Indian - 1 students South African - 1 students NZ European - 12	13	6	Literacy - Writing	These tamariki have been identified as target learners who are either - Working <u>Well Below</u> the desired expectation Working <u>Below</u> the desired expectation Working <u>At</u> the desired expectation, however not completely secure in their achievement. Identified literacy gaps in phonetic awareness, surface features: spelling, punctuation and handwriting (letter formation) and reading comprehension.
<p>What is the plan to accelerate these children across the year? Aoraki Hub have a number of literacy interventions that include:</p> <ul style="list-style-type: none"> • Buddy Reading - Buddy Tutor system (RTLB). This buddy reading system kick starts our after-lunch block for the first 15 minutes. Each child who has been identified as a target learner has a Buddy Tutor who supports their reading at an instructional level. All Buddy Tutors have been scaffolded into the programme by RTLB and continue to be supported by teachers • Literacy intensive group with RTLit. This group of children have small focus group literacy sessions. The lessons include intensive phonics and writing foci. • Super Stars Literacy group - the group is working in small intensive groups with teaching staff. There are three intensive rotations: guided reading, phonics and handwriting. Writing Groups - these teacher-based group sessions are focused on writing motivation and surface features (spelling phonics, punctuation). 				
<p>End of Year</p> <ul style="list-style-type: none"> • A change of focus was required with the RTLit group and a change of children numbers was required as well. The children who remained were struggling readers as this was getting in the way of their writing progress. The rest of the group were picked up later and continued until year end. • The URF fund was used in T4 to support children with high learning needs and disengagement from learning. • Tepil has been implemented hub wide covering spelling patterns and surface features and letter formations. Writing intensive lessons on Mon/Tues and reading intensive lessons on Wed/Thurs have been developed as part of this initiative. • As part of our work with our Kahui Ako we have focused on surface writing skills for students in their pathway towards NCEA. Our Secondary Kahui Ako team has worked with us and suggested that the reason the majority of students struggle in NCEA Level 1 is due to inattention to surface features: sentence structure, punctuation knowledge and spelling. • Student voice survey has reaffirmed the wider dispositions teachers have noticed. Students are enjoying the learning, enjoying the success and the content of the interventions. Importantly, they feel like they are making progress <p>Of the 19 students, 16 have made sufficient progress to be working at/above their expected level. One year 5 student and two year six students are working below their expected levels.</p>				

Strategic Initiatives 2020

Analysis of Variance

Literacy

2020 Success Metrics

- Writing pathways embedded in self-directed learning practices school wide through agreed set of writing exemplars
- All year 3-6 children can discuss their writing goals and progress through evidence.
- By year end schoolwide review of writing learning progressions

What 2020 initiatives are now complete?

- School based year 5 writing progression.

What initiatives are still in progress?

Ongoing moderation continues, especially at curriculum team level.

Writing learning progressions for teacher and student assessment schoolwide is being embedded as a teacher tool initially so that we can confidently embed as a student tool in 2021.

Writing pathways embedded in self-directed learning practices school wide through agreed set of writing exemplars. Each Hub has their own form of self-directed learning in literacy embedded. Writing exemplars, is currently being explored in the Aoraki Hub, using writing exemplars from TKI.

What changes have been required or are needed to keep your progress on track?

Working with the Kahui Ako literacy team to strengthen the information the school has around reading learning progressions so that in 2021 as a school we can make the decision as to whether these are appropriate for our use and suit our school structure.

Are you on track to achieve end of year success?

Yes. The literacy initiatives are a continuum that we will continue to shape to form a usable, ongoing and pragmatic approach to writing progressions and a self-directed learning function.

Is there anything that you have added or need to add to your initiative?

Staff meeting time for sharing of good practice across the school in 2021.

Ongoing participation in the Kahui Ako literacy team.

Is there anything further you need, to assist you towards your end of year success?

Continued collaboration with Kahui Ako on reading progressions for 2021. We will introduce these during 2021 and start trialing them as an assessment tool.

School wide review of writing progressions to embed in our local curriculum. Hubs to meet and discuss this during Hub planning days in Term 4 2020.

Literacy Team 2021 direction:

Continued use of writing progressions and writing moderation

Professional conversations (Staff meetings) around teacher/student writing conferencing.

Resources, time, expertise for professional development? For example: Tepil programme (Aoraki)

Mathematics

2020 Success Metrics

- DMIC mathematical communities integrated into maths planning and teaching
- DMIC / Maths progressions integration in staff planning year 3-6
- Parent consultation evening on mathematics school wide

What 2020 initiatives are now complete?

DMIC integrated planning school wide.

Collaborative planning in place

What initiatives are still in progress?

DMIC / Mathematics progressions integration into mathematics assessments continue

Community consultation on mathematics teaching school wide – this has been moved to 2021 due to COVID time constraints

What changes have been required or are needed to keep your progress on track?

Change of date for parent consultation meeting due to COVID. This has been changed to 2021 and work is in progress as to whether it is a open class session or roadshow type activity.

Change of date for external provider pd on integration of DMIC/Maths progressions and moderation for assessment.

Dates are booked for 2021.

We need to focus on trialling the maths learning progressions throughout the school. We need to seek some guidance from our DMIC mentors to do this.

Are you on track to achieve end of year success?

Yes. However, the depth of achievement was impacted by COVID and some of our metrics are now to be completed in 2021.

Is there anything you have added or need to add to your initiative?

Yes. We have added the parent consultation process and changed how we might achieve this.

DMIC moderation. We are establishing protocols within the maths curriculum team on how best to implement this.

Is there anything further you need to assist you towards your end of year success?

Continue the mentoring of staff and reflections process via our third year DMIC PD in 2021.

Mathematics Team 2021 direction:

Assessment refresher and moderation PD through DMIC providers

Maths progressions PD through Kahui Ako across-school teacher. Complete the year 3-6 integration.

Review Maths Boat school wide

Continue to build each hubs problem bank – personalised to our local curriculum and place – linking problems to big ideas / progressions.

Digital Technologies

2020 Success Metric

Digital Technology strand embedded in the wider curriculum / unit planning school wide.

What 2020 initiatives are now complete?

Digital Technology strand implemented as per legislation. However, as with all curriculum areas it is a continuing work in progress.

What initiatives are still in progress?

Digital Circus is working in the school every fortnight. Working closely with staff in relation to their personal digital fluency needs, guiding and supporting.

Review of on-line COVID learning programme and the learnings that will be taken from this into our normal programming

What changes have been required or are needed to keep your progress on track?

Staff Voice. Face to face preferred over online professional learning (i.e. Digital Readiness PLD).

Team meetings are now used per each hub for facilitator to do a targeted question and answer session. This allows the pd to be more age specific.

Are you on track to achieve end of year success?

Yes

Is there anything you have added or need to add to your initiative?

Budget areas:

- Microbits purchased to assist with teaching basic coding. Nathan will introduce in term 4
- Budget required for class set of Makey-Makey to assist with the integration of digital technology curriculum wide.

Reviewing Digital Circus contract. Going into 2021 we continue to have 60 hours left which is approx 10 days. This is for the curriculum integration contract.

Is there anything further you need, to assist you towards your end of year success?

No

Digital Technology Team 2021 direction:

Digital Circus Contract

- Keep class sessions as per 2020
- Hub meetings once per term to plan following term IT foci
- One full staff meeting per term

Develop a progression for each hub as part of the school 'local' curriculum review.

Digital Tech Budget 2021

- Bee Bots
- Makey Makey
- Ozo Bots

Community

2020 Success Metrics

- Maori whanau consultation on school curriculum development
- Localised curriculum event
- Community forum on curriculum and collaborative learning pedagogy.
- Ahuriri curriculum underpinned by principles of Treaty of Waitangi complete

This initiative involves the review of our localised curriculum. The bulk of our work in this initiative is scheduled for community forum and staff input. COVID-19 events has thrown this way behind schedule particularly in the community forums. In fact to be fair we really just parked this one for this year. The local curriculum work has picked up with staff again and it is hoped that some community forums might be possible before the end of the year to inform our Teacher Only Day discussions. One community event is planned for early 2021 in DMIC to show our community what it really is, how it works and the research behind it. This is already planned in term one.

Current Status: In progress. Roll Over into 2021

Staff

2020 Success Metrics

- Collaborative learning profiles written – three pods. This was held over from 2019. As we progress through our build programme. We are writing these as hub teams and with consultation across the other hubs. Hubs have been working together to formulate their 'why' and 'how' of their hub teaching and learning. We have been following the Simon Sinek Golden Circle process so that each hub has an intrinsic understanding of why they do what they do, how they do what they do, and moving into 2021 what they do in each hub, to deliver the NZ curriculum within what is expected by our community. Community forum will inform this thinking and planning, especially the 'why' and 'what'. Going forward in 2021 the NZ Histories curriculum will also inform our teaching and learning practice. On track to be complete by end 2021.

Current Status: In progress. Completion date 2021

- Senior management team using 'coaching' model in staff appraisal interviews. Coaching and Mentoring model for performance management (Senior Management). This initiative is complete.

Current Status: Complete.

Property and Finances

As mentioned earlier the property refurbishment programme is well underway and on-track. Significant unplanned for events continue to impact on operations but we are very pleased with the progress and outcomes to date. We plan to take the community with us on our journey and will be instigating a series of community meetings targeted at each hub level to talk through how everything will work and show the mechanisms of flexible learning systems.

We are finishing 2020 in good financial shape with a significant asset replacement buffer for the extras the school will need to fund during the building replacement programme. Kiwi Sport funding of \$3924 was received this year. We used this money to fund a range of consumable sports equipment and outdoor games as well as transport for events.

The Board of Trustees continued to be part of the School Donations scheme. The Board have ringfenced some of this money within the 2021 budget to reflect children's activities, stationary and associated costs. Allocations have been made to hubs for EOTC and sports trips so that we aren't constantly working through how to fund buses and entry fees. Opt in events such as sports teams' fees for sports played outside of the school curriculum and for events that are voluntary and outside of the curriculum are not covered in this scheme.

Board of Trustees

Throughout 2020 the Board was kept fully informed with regular curriculum reports from staff, covering all aspects of the school curriculum and termly reporting against student achievement. The Board have been proactive in supporting students and staff and have been an integral part in the implementation of the vision and values of the school. They have supported staff in many endeavours and their vision for our school to be the very best that we can be in all areas continues to inspire us forward.

To the Board of Trustees, the staff and our wider and parent 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. Here's hoping that 2021 is a more settled year and we can get traction on the many things we need to do.

Glenn France
December 2020