

Banks Avenue School

Living and Learning with HEART



2020

Community Annual Report

Written March 2021 : Reflecting on 2020 school year

Vision Statement

Living and Learning with HEART

With community support, Banks Avenue School endeavours to provide a happy, secure working environment. Every attempt is made to provide balanced programmes, accept children as individuals and, as far as possible, cater for their needs. We aim to develop healthy attitudes and work habits while giving our pupils a sense of pride and success.

Values

H.E.A.R.T

Hauora: *Be well to do well*
Excellence: *Better than before*
Aroha: *Kind words, thoughts and actions*
Respect: *Give respect to get respect*
Togetherness: *Together is better*

OUR SCHOOL'S PURPOSE

At Banks Avenue School we show H.E.A.R.T by being a caring, learning community where positive behaviours and respectful relationships are valued. We nurture lifelong learning in order for all of us to thrive.

Our School 2020

Roll

We began 2020 with 360 students and finished with 406 students. The roll has been stable at around the 400 mark for the last seven years. During 2020 we started two roll growth classes and put some term 4 enrolments off until term 1 2021; we also continued to enrol students across all age groups. About 41 % of our students are out of zone placements which reflects we are a school of choice. We have endeavoured to reduce out of zone enrolments as at this stage our new school is being built for 375 pupils. We begin 2021 with 356 students.

Staffing

In 2020 we employed a new caretaker and a new administration assistant.

We lost two experienced teachers, one in the junior school and one in the middle school.

We had two of our beginning teachers graduate.

Ethnicity

Approximately 22% of our pupils are Maori and 6 % are Pasifika. We have children from many different

ethnicities, e.g. Afghani, South American, Indian, African, and Asian.

BOT

Our board members have a diverse range of skills, strengths and experience. Our BOT remains focused and passionate about lifting the achievement of all students. They understand the difference between management and governance. Last year we identified our strategic vision for the following 4-5 years. Our strategic pillars for 2020- 2025 are:

1. Active learners at the HEART
2. Living HEART
3. The HEART of the community.

ERO commented on the strength of the BOT in their December 2019 report.

'Effective school leadership provides an unrelenting focus on improving outcomes for children. A respectful, productive relationship is evident between the board, principal and senior leaders.'

PTA

The PTA runs primarily as a local fundraising organisation although they also manage *lunch online*, supervise the second hand uniform shop, manage lost property and organise and run school discos. At times the PTA has also organised parent social nights. This small number of parents work tirelessly for the benefit of the students.

Fundraising Committee

Besides the PTA who raise funds at a local level we also have a small group of parents who apply for larger amounts of money through charitable trusts. Previously they have raised in excess of \$20 000 every year however in 2020 no money was raised as access to locally raised funds was impacted by covid. In 2021 we will review the future of this group.

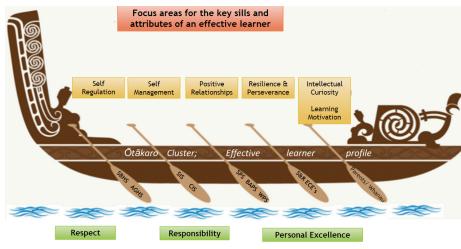
Otakaro Kahui Ako

BAS belongs to the Otakaro Kahui Ako (community of learning). OKA is made up of two high schools, three primary schools, two intermediates and a number of preschools.. In 2019 AKO appointed in school and across school lead teachers and we developed and implemented action plans aligned to three key areas:



We have developed an Otakaro Learner Profile. Five clear learner attributes have been identified as important:

1. Self-management
2. Self-regulation
3. Resilience and perseverance
4. Positive relationships
5. Intellectual curiosity and learning motivation



The kahui ako continued to function well in 2020 with *across the school teachers* supporting schools.. In 2020 we had two *in school positions* to appoint so we focused on well being and cultural responsiveness. As we are a member of a kahui Ako we were also allocated a *Learning Support Coordinator*. David Erece was appointed to this new role.

Donation Scheme

2020 was the first year of the MOE donation scheme. This allowed us to pay for all activities related to school that usually we would ask parents to fund. It alleviated financial pressure from parents as well as making it easier for us to book trips knowing all children could afford to participate.

CoVid 19

A significant event in 2020 was covid 19. This meant children were out of school for four weeks, programmes were disrupted, added stresses were felt by staff and families and as a school we had to quickly react and come up with a plan forward. This plan involved:

- Creating a detailed Pandemic Plan that identified responses at levels 1-4 of lockdown
- Developing 'home learning plans' for each of the three areas of the school.
- Identifying new ways, during lockdown, of staying connected and monitoring learning and well being.
- Identifying ways support staff, e.g ESOL teacher and learning assistants could support programmes.
- Changes in daily practises and routines at school
- Reviewing and reflecting on what we were doing and how we could do better.

Teachers were exhausted by the end of 2020 and their own wellbeing and resilience was tested.

Support Networks

Within our school (and across our cluster) there are growing numbers of children with learning, behavioural and social needs. A wide range of agencies and supports are used to help support these needs.

We have continued with or implemented a number of our own initiatives to support needs:

Initiatives already in place

Learning Support Coordinator: David oversees Mana Ake - see below.

Mana Ake: This is a resource that involves the Ministry of Education and the Ministry of Health working in partnership to provide mental health and well being support to our tier two students. Group and individual programmes and supports were offered.

BAMP: Our parent mentoring group involves a small number of parents working once a week with a child. This has proven to be a very successful programme. We are always looking for more parents to join our team of mentors.

Support Agencies: We work with a number of agencies: STAND social workers, CDHB personnel, truancy agencies, MOE agencies, e.g. RTLB, RTlit, GSE. Meetings with different agencies are hugely time consuming and too frequently of little practical use.

Support staff: BAS have a small team of dedicated support staff who manage different

intervention programmes and work in class and in a withdrawal capacity with individuals and groups. A large amount of IRF money was applied for in 2020 to help fund support staff to work with our high level needs.

Urgent Response Funding: In 2020 the government made available URF. We applied and received enough money to fund an additional learning assistant for 300 hours.

Truancy: Attendance continues to be an issue for a small number of children. In 2020 we were granted money establish an attendance intervention for 2021

ESOL: We have a growing number of children with ESOL needs. In 2020 we employed an ESOL teacher for twenty- two hours a week to support needs.

Reading Recovery: In 2020 we employed two reading recovery teachers to work for a total of four days a week (.8 FTTE). They worked with eight children at a time. In 2021 our allocation will drop back to .6 and one teacher will support 6 children daily.

Play Therapist: In 2020 we continued to work in partnership with City Church who sourced and funded two play therapists. On average they worked with twelve children a term. Each child gets ten sessions at a cost of \$60 a session. This is a huge amount of financial support from this organisation!

Self-Review and Evaluation

Excellence, *better than before*, is one of our school values. We carry out a myriad of reviews and consultations in an endeavour to improve our practice and ultimately lift student achievement.

School Name

Consultation with our school whanau and the wider community occurred. Decision that the new school will be called Pareawa Banks Avenue School.

School Uniform

Community consulted on uniform. Changes made. Implementation time frame will cover 2021-2023 .

Pasifika Fono

First fono organised. Children performed. This is an event we will repeat.

Whanau hui

We changed our whanau hui in 2020 and involved the kapa haka performing. We had a huge turnout of parents. We had sheets around for whanau to give feedback on.

Review of staff and parent feedback on Strategic direction

In 2020 we reviewed our strategic direction for the next five years. Parents were consulted for their thoughts.

Year 6 leavers survey

62 out of 64 students responded to this survey.

Student Wellbeing Survey

All Year 5-6 students completed the NZCER survey online, 128 in total. In 2021 we will be completing a custom well being survey across the cluster.

Staff Wellbeing Survey

The NZCER Staff Survey collects data on teachers' perspectives about school life. This survey explores how well our school promotes a safe and caring social climate. This survey asks questions about: school-wide leadership, climate, policies, and practices

- how teachers teach, and what happens in classrooms
- student culture and behaviour, and
- how connections are made with the school community.

Policy Review

Policies are reviewed according to the *school docs* yearly schedule. Parents are notified via the newsletter of policy reviews and are given the chance to give feedback.

We also carry out emerging reviews as the need arises e.g.health and safety issues related to iron fences. All policy reviews are documented and shared with the BOT.

Emerging Reviews

Sometimes a situation prompts an emerging review; in 2020 we carried out two emerging reviews.

Home Learning Review

After our response to the pandemic and implementing a home learning programme we reviewed with staff and parents what we had done and what we could do better in the future.

Wellbeing Review

We implemented a full review of our well being initiatives through the lens of ‘what else can we be doing to support mental health?’

New School

- We continued to work and plan with the MOE.
 - We signed off the master plan and went into detailed design.
- We were allocated our FF&E budget
- There were issues over us maintaining the use of the old SBHS gymnasium. These were worked through and resolved.
- Four internal strategic teams were established to prepare for the new school:
 - Uniform
 - Community consultation
 - Cycle track
 - Visits to other schools
 - Resourcing
 - Sorting and getting rid of resources
 - Playground
 - Visits to other schools
- The new name was ratified

Professional Development

In 2020 we continued to align all professional development to our strategic direction: all PD was linked to a strategic goal or an emerging need. We were in our fifth year of PB4L and we began our third year of DMIC training *developing mathematical inquiring communities*.

Covid impacted on professional development and some initiatives were cancelled or postponed. We were due to have a kahui ako teacher only day in June - this has been postponed until 2021. We were also introducing a coaching model; this has also been delayed until 2021.

Staff Performance and Appraisal

Staff Appraisal Guidelines

The majority of our staff have e-appraisal portfolios. Digital Portfolios are a great tool for sharing a teacher's learning journey. They allow reflections to be made regularly and evidence uploaded which their appraiser then has access to at any stage.

Usually teachers would have been expected to carry out their own professional development; in 2020 we

removed this expectation.

Our focus for teacher observations in 2020 was planning: across the year, term and week reflecting the needs of the children.

2020 - Summary of Highlights

- Walkathon
- MOE donation scheme
- Learning assistants getting a much deserved pay rise
- Learning new ways of teaching and learning during lockdown
- Buddy classes
- Consistency of the part-time teachers
- Junior sports day
- Children not coming to school sick.
- Two beginning teachers becoming registered.
- Great support staff
- Covid and lockdown - Getting to know children and other staff better. Kahoots.
- Senior chn ability to use Google Classroom
- Children's success at the Canterbury Athletics
- Children learning!!!
- Staff collaboration
- There has been some amazing progress.
- Overall progress of some students - not academic but behaviour/ fitness/ friendships
- How far the Red Zone Action Team has come with their hut building and Adventure Ave
- Outdoor Disco
- Kapa haka and kai and Pasifika fono evening
- Being flexible
- Some valuable PD and webinars about neuro diverse students
- Having a learning support coordinator
- Home visits
- Resilience of teachers and many learners too in this year of constant change. Commitment of teachers during online learning
- Adjusting to 'online learning' during lockdown.
- The support of our well being after the lockdown.
- Start of year conferences with families
- All of the hard work put in for the Y6 leavers
- Report writing day
- Support from the BOT

Challenges

- Stress/ mental state of staff
- Impact of Covid
- Reestablishing routines etc after Covid while things were still up in the air
- Challenging behaviours
- The writing audit
- Fitting everything into condensed school year
- So many cancelled sports events
- GROW being cancelled after all the hard work
- Absenteeism by target children
- Lack of availability of relievers when sick
- Time poor
- Amount of class time spent dealing with issues from morning tea and lunchtime.
- Referrals not being picked up

BOT

Our BOT continues to grow in strength and capability. In 2020 our Board had a day working with an outside provider identifying our strategic direction for the next five years.. The BOT offers a diverse range of skills and strengths.

Three BOT sub-committees have evolved:

- Finance - two BOT members, principal and office administrator
- Health and Safety - one BOT member, learning assistant, caretaker and principal
- New School - two BOT members, the principal and MOE personnel

Each of these subcommittees meet regularly and report back to the BOT.

Looking Ahead 2021

Professional Development

- Year four of DMIC PD - focus on sustaining practise
- Third year of PB4L tier two
- Te reo PD through MOE for four staff
- Develop a Maori te reo acquisition plan across our school.
- Kahui ako teacher only day in June
- Accelerated Literacy PD - encompassing coaching model
- Storytelling PD in April
- Staff development on dyslexia

Curriculum

- Create a planning template that aligns to our curriculum
Inquiry
 - To consolidate learning , around the use of learning assets
 - To develop a school wide visual for the HEART of Learning Inquiry Process.

Maths

- Complete across school planning units. These can then be used to identify the DMIC assessment tasks that can be implemented to gather school wide assessment data in specific areas.
- Embed schoolwide maths assessment - think about the best methods for the transference of information from one teacher to the next.
- Discuss and plan for sustainability of the DMIC pedagogy. Look towards trialling 'Learning Story' theory to develop in school sustainability within collaborative pairs. Planning for this in Term 1 with implementation in Terms 2 & 3.
- Processes set up for DMIC to be sustainable e.g. study lessons introduced

ELearning

- Consider eportfolios e.g. spotlight. Investigate possibilities.
- Refine home learning expectations / programmes using technology

Writing

- participate in ALL project - accelerated literacy.
- Undertake some professional learning for teachers and learning assistants around the use of Storytelling across the school.

Staffing

- One role growth class likely to start early in term 2

New School

- Sod Turning ceremony - February
- Branding sorted.
- Build begins -March
- Uniform Implementation Plan in place

- BAS will take over SBHS gym and Spartan room to manage.
- Three teams working on:
 - playground
 - disposing of resources
 - cycle track
 - school uniform
- Furniture and Fittings
 - Decisions made on the furnishings of new teaching blocks.

Student Achievement

Teachers, teams and leadership continued to analyse data and identify target groups. Each team wrote SMART goals for the target students and in turn identified and implemented suitable interventions. These students were closely tracked by teams and formally monitored and reported on twice a year.

The BOT also received:

- An analysis of reading and math PAT data for years 4-6
- STAR data was analysed and shared
- At the end of 2020 the BOT received a Reading Recovery report showing how many children had been through the programme during the year
- Attendance was tracked and reported on twice a year
- An analysis of whole school progress and achievement at the end of the year.
- Behaviour is always a priority ; the BOT received a behaviour report at every meeting. This report identified trends and showed what interventions and supports were in place

2020 Assessment Data

PAT and STAR	STAR	e asTTle	Targets	NAG 2	Analysis of variance	Team analysis
YEAR 3 STAR and listening BOY PAT maths PAT Listening PAT Vocab EOY PAT Vocab EOY PAT Maths	YEAR 3 STAR and listening BOY		2020 Target MOE	Mid Year Curriculum Level	EOY data MOE Target 1 MOE target 2 MOE Target 3	Team K mid year

RAW Data

The data below has been analysed in the *End of Year data Section* section above.

Reading 2020	Well-below		Below		At		Above		Total % Number
	No	%	No	%	No	%	No	%	
Male	10	5%	41	20%	132	64%	25	12%	208
Female	3	2%	34	17%	123	62%	37	19%	197

Total	13	3%	75	19%	255	63%	62	15%	405
Maori	7	7%	23	24%	52	55%	13	14%	95
Pasifika	2	8%	6	24%	15	60%	2	8%	25
Year 1			2	4%	44	85%	6	12%	52
Year 2			12	22%	42	76%	1	2%	55
Year 3	2	3%	16	27%	42	70%			60
Year 4	3	5%	11	17%	40	63%	10	16%	64
Year 5	3	5%	14	22%	29	45%	18	28%	64
Year 6	5	8%	16	25%	18	28%	25	39%	64

Maths 2020	Well-below		Below		At		Above		Total
	No	%	No	%	No	%	No	%	
Male	10	5%	32	15%	135	65%	31	15%	208
Female	4	2%	41	21%	128	65%	24	12%	197
Total	14	4%	73	18%	263	65%	55	14%	405
Maori	5	5%	19	20%	63	66%	8	8%	95
Pasifika	2	8%	8	32%	10	40%	5	20%	25
Year 1					45	87%	7	13%	52
Year 2			1	2%	53	96%	1	2%	55
Year 3	2	3%	23	38%	33	55%	2	3%	60
Year 4	3	5%	13	22%	45	70%	3	5%	64
Year 5	2	3%	22	34%	33	52%	7	11%	64
Year 6	7	11%	13	20%	34	53%	10	16%	64

Writing 2020	Well-below		Below		At		Above		Total
	No	%	No	%	No	%	No	%	

Male	14	7%	68	33%	118	57%	8	4%	208
Female	1	1%	50	25%	132	67%	14	7%	197
Total	15	4%	118	29%	250	62%	22	5%	405
Maori	7	7%	33	35%	51	54%	4	4%	95
Pasifika	1	4%	9	36%	14	56%	1	4%	25
Year 1			2	4%	49	94%	1	2%	52
Year 2	1	2%	8	15%	46	84%			55
Year 3	2	3%	44	73%	14	23%			60
Year 4	3	5%	19	30%	39	61%	3	5%	64
Year 5	3	5%	21	33%	35	55%	5	8%	64
Year 6	6	9%	16	25%	32	50%	10	16%	64

End Year Progress Report of Target Groups December 2020

What is a Student Achievement Target?

A student achievement target is a goal set for a particular group of children in each year. It could be a reading, writing or numeracy goal. The Ministry of Education requires all schools to send at least one student achievement target to them by the 1st March each year.

Overview Of Our Process for Student Achievement Targets

- 2019 end of year school-wide assessment data is analysed at Senior Management level and at team level for reading, writing and mathematics. All teachers are involved in this process.
- Leaders of Learning, along with their teams, look closely at their team's achievement data and select 1-2 targets for 2020. Target groups can be for remedial (students who are working below the expected level) or for extension.
- Teams led by their Leaders of Learning plan interventions to assist students in reaching the set target by the end of the year.
- Interim Reports take place mid-year. During the term Leaders of Learning meet with their teachers and reflect on how their target students are going? What does the assessment say? Are our students on track to meet the targets by the end of the year? What is working? Going well? What needs to change? Is more intervention needed? Regular discussions also occur on the progress of the target groups at leadership meetings.
- At the end of the year assessment data for each target group is analysed and teams reflect on whether or not the interventions have worked. Have the children achieved the targets? What's made a difference? Where to next? Analysis of Variance is completed for all targets by the Leaders of Learning with support from Senior Management.
- 2020 end of year school-wide student achievement data is analysed and target groups selected for 2021.

Summary Of End Year Progress Reports

Team Totara (Y0-2)

S.M.A.R.T Goals - Reading and Writing

By the end of November 2020, **29** students will know all the letter names, sounds and name one object that starts with this letter. They will also be able to read all 32 basic sight words and use some of these in their writing.

By the end of November 2020, **10** students will have made progress with letter identification and conventions of print to be in stanine 5-6 or above on CAP, making them 'at' and working at *level 1 within*, on the writing trackers. There are a total of **39** students in these target groups. 12 of these students identify as Māori.

How did they go?

Target	No. of Chn	Left	Target Met	Did not meet target
Writing	10	0	9	1
Reading (basic sight words & letter sound knowledge)	29	0	24	5
TOTAL	39	0	33	6

Writing Target Results

From a total of **10** students, 9 met the target and 1 did not. This one target child is seen as an anomaly. We think this may be due to the tester and not following the script accurately thus giving a skewed result initially or the target child was not focused when retested.

Reading Target Results

From a total of **29** students, 24 met the target and 5 did not. These 5 children were just 1-7 words off from achieving this target.

Interventions that made a difference

- Regular monitoring of high frequency words. We do this weekly to support the learning.
- RTLB now with 3 of our target students, which now allows us to have support with their learning around sounds and letters with a LA.
- LA time in the classroom to support our learners.
- Learning Conversations - with our parent community at the end of term 2 and setting specific goals to target and support learning.
- Regular assessments done to record and practise high frequency words during a term
- Positive feedback and working with our HEART value, '*better than before*'

Things that hindered progress

- Lack of specific acts of teaching in previous year - this affected CAP results.
- Covid - 19
- Children coming into our learning space are very low and little letter/sound knowledge.
- Lack of being read to and limited language. Many have speech issues and do not speak or pronounce /soundswords correctly.
- Lack of support to cater for our growing needs. It is hard to get the support we need, e.g., applications for funding denied.
- High needs coming into school at 5 years of age.
- Lack of basic skills when starting school, e.g., language, toileting, behaviour, knowing how to hold a book, which way is up, the front.
- Manipulation skills, e.g., cutting, motor skills both fine and gross.

Team Kahikatea (Years 2-4)

S.M.A.R.T Goal (Target) - Writing 1

By the end of November 2020 **6** Year 4 students who were achieving at level 1T at the end of 2019 will have made accelerated progress (more than a year) and will be achieving at curriculum level 2W for writing.

S.M.A.R.T Goal (Target) - Writing 2

15 Year 3 students who were achieving at level 1W at the end of 2019 will have made accelerated progress (more than a year) and will be achieving at curriculum level 2B for writing by the end of 2020.

How did they go?

Target	No. of Chn	Left	Target Met	Did not meet target
Writing 1	6	0	1	5
Writing 2	15	1	1	13
TOTAL	21	1	2	18

Writing Target Results

From the **21** target students, 2 students met the target, 18 did not and 1 child has left the school. Of the 18 students who did not meet the target, 16 made progress but not enough to reach the target and two students did not make any progress.

Interventions that made a difference

- We all felt that most of our students are keen to take part in the writing process. These students watch and listen carefully to the modelling sessions and then happily begin their own writing. Many then seem to forget what was being modelled especially the very basic things such as full stops or capital letters.
- The two students that did make good progress were given lots of encouragement at home as well as at school. One student wrote her own book during the Lockdown.
- Story telling - children had more of an understanding of how to write a story and how important a beginning, middle and end were to a story
- Small group teaching - solid teaching with a small group after the shared writing in class
- Targeted teaching of phonics with a very small group of children each morning at 9am
- Writing trackers so the children and the teachers were aware of what needed to be worked on
- Visual goals on top of the writing books - easy to see during the writing session

Things that hindered progress

- COVID and the lockdown played a part in the amount of writing children produced this year.
- The lack of writing that these children produced in a session.
- Many of these children lack ideas to write about.

Next Steps for 2021

- We are looking forward to professional development for writing for 2021.
- We are looking at revamping our writing lessons and grouping of readers so we can get them producing more writing in each session.
- We are looking at our phonics and spelling programmes for 2021 with a focus on being able to spell words in Essential Lists 1-4 accurately.
- Delving deeper into Storytelling will help children know more stories that they can rewrite and help with their lack of ideas.

Team Miro (Years 4-6)

S.M.A.R.T Goal - Writing - MoE Target

Target Group 1: **4** Year 6 students will have made accelerated progress (*more than a year*) and be achieving at curriculum level 3W or higher for writing by the end of 2020. (*These are the students who were achieving 'below' at the end of 2019.*)

Target Group 2: **15** Year 4 students who were achieving at level 2B at the end of 2019 will have made accelerated progress (*more than a year*) and be achieving at curriculum level 2T for writing by the end of 2020.

Target Group 3: **7** Year 5 students who were achieving at level 2W at the end of 2019 will have made accelerated progress (*more than a year*) and be achieving at curriculum level 3W for writing by the end of 2020.

Target Group 4: 9 Year 6 students who were achieving at level 3B at the end of 2019 will have made accelerated progress (*more than a year*) and be achieving at curriculum level 3T for writing by the end of 2020.

S.M.A.R.T Goal - Maths

Target Group 1: 6 students (three Year 5s and three Year 6s) who are achieving *below* the expected curriculum level for maths at the end of 2019 will have made accelerated progress and will be achieving *at* the expected curriculum level by the end of November 2020.

Target Group 2: 16 Year 4 students who were achieving at level 2B at the end of 2019 will have made accelerated progress (*more than a year*) and be achieving at curriculum level 2T for mathematics by the end of 2020.

Target Group 3: 6 Year 5 students who were achieving at level 2W at the end of 2019 will have made accelerated progress (*more than a year*) and be achieving at curriculum level 3W for mathematics by the end of 2020.

Target Group 4: 4 Year 6 students who were achieving at level 3B at the end of 2019 will have made accelerated progress (*more than a year*) and be achieving at curriculum level 3T for mathematics by the end of 2020.

How did they go?

Target	No. of Chn	Left	Target Met	Did not meet target
Writing 1	4	0	2	2
Writing 2	15	1	8	6
Writing 3	7	1	0	6
Writing 4	9	0	7	2
TOTAL	35	2	17	16
Maths 1	6	0	1	5
Maths 2	16	2	5	9
Maths 3	6	0	2	4
Maths 4	4	0	2	2
TOTAL	32	2	10	20

Writing Target Results

From a total of 35 students, 17 met the target, 16 did not and 2 children left the school. Of the 17 that met the target 3 students exceeded the target set.

- **Writing Target 1:** These children needed to move 2 sub-levels. 2 students exceeded the target and progressed 3 sub-levels and 2 did not meet the target.
- **Writing Target 2:** These children were achieving *at* the expected level at the end of 2019 but at the lower end (2B). We wanted to move them 2 sub-levels (2T). Although 6 children did not achieve the target (2T), all 6 are still achieving *at* the expected curriculum level (2W).
- **Writing Target 3:** These students needed to move 3 sublevels (*two years of learning in one*). None of these students achieved the target, however 6 of these students moved two sublevels in writing, meaning that they progressed more than a year. 5 of these students are still achieving *at* the expected level. These students would be good targets for next year.
- **Writing Target 4:** These students were achieving at the expected curriculum level at the end of 2019 but the lower end (3B). We wanted them to move two sublevels. 7 students achieved the target and two did not. One student went beyond the target, progressing three sublevels in writing to be now achieving above the expected curriculum level.

Maths Target Results

From a total of 32 students, 10 met the target, 20 did not and 2 students left the school. Of the 20 who did not meet the target, 5 students made more than a year's progress.

- **Maths Target 1:** Of the 5 students who did not meet the target, 2 students made more than a year's progress.
- **Maths Target 2:** These children were achieving *at* the expected level at the end of 2019 but at the lower end (2B). We wanted to move them 2 sub-levels (2T). Although 9 children did not achieve the target (2T), all 9 are still achieving *at* the expected curriculum level (2W).
- **Maths Target 3:** These students needed to move 3 sublevels (*two years of learning in one*). None of these students achieved the target, however 4 of these students are achieving *at* the expected curriculum level.
- **Maths Target 4:** These students were achieving at the expected curriculum level at the end of 2019 but the lower end (3B). We wanted them to move two sublevels. 2 students achieved the target and two did not. These two students are still achieving *at* the expected curriculum level.

Interventions that made a difference

Writing

- Frontloading - understanding what it is and using it effectively to raise the achievement of our students.
- Longitudinal approach - to support our literacy links and allow classes to go deeper, subjects like Science were taught over multiple terms. This allows more time for rich discussion and research.
- Audience authenticity - we gained a natural audience that was effective and motivating. Having our whanau around us at home gave us extra support.
- Feedback and Feedforward as a critical strategy fostered across all classes in different forms.
 - Recrafting partners - upped the use of writing focussed language and fostered genuine writing relationships.
 - Accountability audits - increased the focus of our writers and their sense of purpose.

Maths

- eLearning - Introduction of Banqer in Term 4 had an immediate impact. Highly engaging and motivating.
- Rote Learning - Focussing on foundation skills such as place value and basic facts has helped to lift the achievement of some of our Maths targets.
- Vocabulary - Mathstrackers are in place in classes and they give a great visual prompt for children. They have helped with accountability and awareness of the learning trajectory and next steps.
- Materials - Our children are using more maths materials and this is helping some of our learners to image and use their visual and kinaesthetic learning styles.

Things that hindered progress

Writing

- Covid resulted in many events being rescheduled for Terms 3 and 4 and this impacted the straight class room teaching time for direct instructional teaching.
- SLD - both diagnosed and undiagnosed. This affects both the motivation of our students and their ability to engage.

Maths

- Covid - Ongoing uncertainty is visible in the anxiety of some of our learners and it is also a distraction for parents and teachers at the back of our minds.
- Maths anxiety - Some of our learners have the mindset of 'I'm no good at maths'. Turning the thinking around to, you don't know it yet is challenging when children have in some cases had a number of years where they haven't experienced success as a mathematician. Our children are self aware and know their strengths and weaknesses. We believe in our children, but importantly, they need to believe in themselves.
- Learning difference - We have children with diagnosed and undiagnosed learning differences. This directly impacts their rate of achievement and their learning self esteem.

Next Steps for 2021 - Writing

- Shared understandings
 - Must Do / Can Do for our writing programmes based on best practice recommendations from the ALL literacy learning PD
- Modelling
 - Frontloading - making vocab visible in the classes? How can we use our displays as the 'third teacher' so our children are making use of displays as a learning resource?
 - What does best practice modelling look like in a digital classroom?!
 - How can we set up a range of inspirational examples for our children to access independently?
- Writing samples
 - build in more moderation time at team meetings to compare writing samples and reference to trackers
- Writing trackers
 - All students
 - Student voice tracker version finalised for our student use compatible with the existing BAS trackers

Next Steps for 2021 - Maths

- eLearning - Use Banqer across the entire year in 2021 to lift achievement and engage our children in authentic maths learning.
- Rote Learning - Look at the SAF model of place value/basic facts learning and workbooks for maintenance.
- Numicon - Shared understanding as to how to make the best use of this resource within our classroom programmes in order to lift the achievement of our students.
- Team approach - We need to take a different approach as our considered approach in 2020 didn't result in a higher number of children reaching the target. We are honest in our reflection that we need to try something different and we are open to the input from outside experts in order to improve our practice.
- Clear shared understandings across the team around 'Must Do' and 'Can Do' in relation to meeting the needs of our children.

Summary of Overall Data for 2020

From a total of **127** students, **62 (49%)** students met the target, **60 (47%)** did not and **5 (4%)** students left the school.

Members of the Board of Trustees 2020 - 2021

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EEO (Equal Employment Opportunities)

This data was collected in June of 2020,

All 37 staff members were asked to take part in the survey.

28 out of 37 staff members or 76%, returned the survey.

Two people indicated they did not wish to fill in the form. The results show that of those that responded:

- 24, are female and 4, 3, 4 are male
- The age range of the staff is from 23 to 64 years old and 51 is the average age of staff members.
- 24 are New Zealand European and 4 are from other ethnic groups.
- 21 stated they had no disability and 7 stated that they lived with the effects of injury, long term illness or disability.

Recommendations that came out of this report will be reported to management and discussed with the principal.

Kiwi Sport

Kiwisport is a Government funding initiative to support students' participation in organised sport. During 2020, the school received total Kiwisport funding of \$5,595 (excluding GST). We had on average 380 children benefit from this initiative.

The funding was spent on sporting equipment across the school, storage for our equipment for ease of use. We had 6 coaches from Kelly Sport East Coast Christchurch working with all the children at Banks Avenue School with a number of sporting activities. We also purchased netball uniforms and jackets for our representative children in Netball.