

Banks Avenue School

# *Living and Learning with HEART*



# 2021

Community Annual Report

Written March 2022 : Reflecting on 2021 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

**H**auora: *Be well to do well*  
**E**xcellence: *Better than before*  
**A**roha: *Kind words, thoughts and actions*  
**R**espect: *Give respect to get respect*  
**T**ogetherness: *Together is better*

## Purpose Statement

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 2021

### Roll

We began 2021 with 356 students and ended with 398 students. Our roll has been stable for the last 8 years. During 2021 we started one roll growth class and put some term 4 enrolments off until term 1 2022; we also continued to enrol students across all age groups. About 35% 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 2022 with 323 students.

Roll	2018	2019	2020	2021	2022
Start of Year	342	339	360	356	323
End of Year	402	398	406	398	

### Staffing

In 2021 our office administrator retired; she had been with us for 21 years. Early in 2022 we are hoping to fill this position.

We also lost the DP in the senior school. Jan Thompson is going to fill this position in 2022 and we will appoint a permanent person to the position in term 4, 2022.

In 2021 we restructured the school into two teams, junior (year 1-3) and senior (year 4-6)

## 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. In 2019 we identified our strategic vision for the following 4-5 years.

Our strategic pillars for 2021- 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 and 2021 fundraising was limited due to covid.

## Otakaro Kahui Ako

BAS belongs to the Otakaro Kahui Ako (community of learning). The OKA is made up of two high schools, five primary schools, two intermediates and a number of preschools. In 2021 the OKA appointed *in school* and *across school lead teachers* and we developed and implemented action plans aligned to three key areas: literacy, hauora and cultural responsiveness. These appointments are for two years.



The kahui ako continued to function well in 2021 with these *across the school teachers* supporting schools. A highlight of the year was a mini conference organised mid year that staff from all schools participated in.

In 2021 we had two *in school positions*; focused on well being and cultural responsiveness. Learning Support Coordinators continued to work well across the kahui supporting needs.

## Donation Scheme

2021 was the second 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. In 2021 it also almost fully funded camp for year 4-6 pupils. The donation scheme alleviates financial pressure for parents as well as making it easier for us to book trips knowing all children can afford to participate.

## CoVid 19

Covid 19 continued to impact schooling in 2021. This meant children were out of school for two weeks, programmes were disrupted, added stresses were felt by staff and families and as a school we had to quickly react and plan alternative ways forward.

- Our Pandemic Plan continued to be reviewed and updated
- Home learning plans for each of the three areas of the school were refined.
- We identified new ways, during lockdown, of staying connected and monitoring learning and well being.
- We used support staff, e.g ESOL teacher and learning assistants to support home programmes.
- Reviewed and altered daily practices and routines at school e.g. no parents on site at level 3.
- We continued to review and reflect on what we were doing and how we could do better.
- Setting up vaccination registers for staff and parents was a significant amount of work.

Teachers were exhausted by the end of 2021 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 in place

*Learning Support Coordinator:* David supports individual children and families. He attends IEP's and liaises with a number of agencies.

*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 for some students.

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

*Parent Reading Programme:* This was a new initiative in 2021; A group of dedicated parents ( and grandparents) came in once a week to support children reading.

*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 however we try to tap into as much support as possible for our tamariki.

*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. In 2021 the Board funded an additional learning assistant out of school reserves. We could see the difference the additional support made so in 2022 the BOT are planning on funding two additional support staff.

*Urgent Response Funding:* We carried over funding from 2020; this gave us additional learning assistant time in term 1.

*Truancy:* Attendance continues to be an issue for a small number of children. In 2021 the kahui worked collectively to reduce truancy.

*ESOL:* We have a growing number of children with ESOL needs. In 2021 we employed an ESOL

teacher for twenty- two hours a week to support needs.

*Reading Recovery:* In 2021 we employed one reading recovery teacher; she was .6 and worked across five days. .6 allows her to work individually with six children. In 2022 our allocation will remain the same.

*Play Therapist:* In 2021 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! This support will continue in 2022

*School Chaplain:* We have had a school chaplain, Bob Jaeger, for over 20 years. He runs the bible in schools one morning a week, mentors individual students and runs an art club one lunch hour a week.

## Pareawa Banks Avenue School

The journey to our new school is well documented on our [School website](#)

### School Branding

We reviewed our school logo so it incorporates our new school name.



### School Uniform

New uniform introduced term 4 - the intent is for all children to be in it by 2023.



## Playground

This was finalised and almost fully funded from MOE grant money.



## Sod Turning Ceremony

In February 2021 we broke ground on our new site.



## Art Project

In September we were granted \$10 000 of funding from the MOE: this will allow us to have an artist work alongside every class to create school wide piece of art that will feature in our new school.



## 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.

## [Pasifika Fono / Whanau hui](#)

Ideally each year we endeavour to touch base with our Maori and our Pasifika families; both events were cancelled due to covid.

## [Whanau Consultation](#)

### [Year 6 Leavers Survey](#)

51 out of 64 students responded to this survey and fifteen parents responded to our parent survey.

### [Health Curriculum](#)

Every two years we consult on our health curriculum. In 2021 we made [a video](#) for parents so they could better understand our programmes. See the link above to see the outcome of our consultation.

### [Parent Consultation](#)

We gathered the voices of parents across the school using the questions from 2020 'Puna Kōrero' (following the Ph.D. research) of Dr Melanie Riwai-Couch) that were used by our Kāhui Ako in 2020. We identified questions from this survey that were relevant to us at this point in time. We invited parents to fill in the survey online and also provided paper copies for those who required them. 45 families responded to our survey; this equated to 16.5% response rate.

## [Well Being](#)

Monitoring student and staff well being is important to us. In 2021 we surveyed staff every term and students in term 1.

Student [Hauora Survey Results](#)

## [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 ; in 2021 we had an emerging review on how we coped with lockdown in term 3 (covid 19). As always we are looking for ways we can improve practices. [Lock down Review](#) All policy reviews are documented and shared with the BOT.

## [Curriculum and Student Achievement Reviews](#)

We closely track and monitor student achievement at class, cohort and school level. The BOT receives regular, updated student achievement reports. Each year we identify a number of students as target children; these children have additional support / interventions We also endeavour to track student achievement over time. See below for some of our 2021 data.

## [Professional Development](#)

In 2021 we continued to align all professional development to our strategic direction: all PD was linked to a strategic goal or an emerging need. Professional development focuses in 2021:

- Accelerated literacy ( PD for leaders)
- Story telling
- Dyslexia
- DMIC - 4th year
- First Aid

## [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.

Our focus for teacher observations in 2021 was using learning assets to make learning explicit.

## 2021 - Summary of Highlights

### Learning / Programmes

- School camp - always a highlight
- Continuing to refine our teaching during lockdown. We were much more at ease with online programmes in 2021 compared to 2020
- Story telling; this has had a large impact on class programmes across the school.
- There has been some great progress and achievement - see data below
- Overall progress of some students - not only academic but behaviour/ fitness/ friendships as well.
- Some valuable PD and webinars about dyslexia
- Report writing days to help with teacher workload.
- Kahui ako mid year conference
- Moderation processes are refined. Tools like the 'writing trackers' make moderation easier.
- PB4L continues to sit at the heart of what we do. Socially skills explicitly taught.
- Learning assets focus in 2021
- Authentic, place based learning. opportunities
- Growth of Pasifika and Kapa haka groups - an asset

### Whanau

- MOE donation scheme- this continues to alleviate pressure for families
- Start of year conferences with families
- Team events, e.g. matariki, fish and chip night
- Whanau working in partnership with school to benefit their children and other children

### Staff

- Learning assistants; we had additional support through different funding streams and could see the focus shifted from behaviour to learning.
- Quality staff; children at the centre of what we do.
- Having a learning support coordinator; a LSC significantly helps children, whanau and staff
- Resilience of teachers and many learners too in this year of constant change. Commitment of teachers during online learning
- All of the hard work put in for the Y6 leavers
- ESOL support - Chantal does a fabulous job
- Accelerated literacy PD

### Other

- Pareawa Banks Avenue School; progress, uniforms, playgrounds, branding, sod turning ceremony, staff visits to the site, etc
- Support from the BOT
- Less behaviours so more able to focus more on learning
- Duffy books
- Culling of library has put books into homes

## 2021 Challenges

- Impact of Covid- staff exhausted. Continuing to refine learning at home programmes.
- Diversity of needs in every classroom
- Many cancellations / adaptations, e.g. swimming cancelled, learning celebration adapted.
- Loss of two key staff; office administrator and deputy principal
- Concerns over moving from 3 teams to two teams
- Rate of change , e.g. curriculum refresh

## BOT

Our BOT continues to grow in strength and capability. The BOT offers a diverse range of skills and strengths although we are hoping to get more diversity with ethnicity and gender in the 2022 elections.

Four 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
- Shirley Gymnasium - three BOT members

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

It needs to be acknowledged the amount of additional hours, meetings and in many cases frustration that has been heaped upon the board due to the new school and the refurbishment and fight for SBHS gym.

## Looking Ahead 2022

### Professional Development

- Pause Breathe Smile - a mindfulness programme
- Trauma based learning - a Kahui initiative
- Implementation of a Maori te reo acquisition plan across our school.
- Introducing a coaching model to embed and sustain skills and knowledge gained from the Accelerated literacy PD we did in 2021

### Curriculum

#### Inquiry

- To develop a school wide visual for the HEART of Learning Inquiry Process.

#### Reporting

- Develop a school wide implementation plan for dynamic reporting

#### Pedagogy

- Focus on the HITS- linked to appraisal and inquiry

#### Documentation

- update our Curriculum website with reading , writing and maths expectations

#### Refreshed Curriculum

- two staff to lead us forward with this- starting with the Histories curriculum

### Staffing

- Employ a DP and an office administrator

### New School- Pareawa Banks Avenue School

- Prepare for move
  - disposing of resources
  - fundraising bricks
  - furniture items
  - landscape features , e.g. shade sails
  - cycle track
  - refurbishing some furniture
- Leaving BAS event and mihi whakatau for welcome to new site

## 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
- 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 receives a behaviour report at every meeting.  
This report identified trends and showed what interventions and supports were in place

## 2021 Assessment Reports

Maths 2021	Well-below		Below		At		Above		Total
	No	%	No	%	No	%	No	%	
Male	4	2%	26	14%	118	66%	32	18%	180
Female	3	2%	32	19%	122	71%	16	9%	173
Total	7	2%	58	16%	240	68%	48	14%	353
Maori	1	1%	18	24%	50	65%	8	10%	77
Pasifika			8	35%	13	56%	2	9%	23
Year 1					69	100%			69
Year 2			1	2%	36	75%	11	23%	48
Year 3	1	25%	22	44%	27	54%	-	-	50
Year 4	1	2%	6	11%	38	69%	10	18%	55
Year 5	0	0%	17	29%	31	53%	10	17%	58
Year 6	5	8%	12	19%	31	41%	15	24%	63

Writing 2021	Well-below		Below		At		Above		Total
	No	%	No	%	No	%	No	%	
Male	8	4%	50	28%	111	61%	13	7%	
Female	2	1%	34	19%	129	74%	10	6%	
Total	10	3%	84	24%	240	67%	23	6%	
Maori	3	4%	24	30%	50	63%	2	3%	
Pasifika	1	4%	6	25%	17	71%	-	-	
Year 1					73	100%			

Year 2			4	8%	41	85%	3	6%	
Year 3	2	4%	27	54%	21	42%	-	-	
Year 4	1	2%	13	24%	38	69%	3	5%	
Year 5	1	2%	28	48%	23	40%	6	10%	
Year 6	6	10%	12	19%	37	59%	8	13%	

Reading 2021	Well-below		Below		At		Above		Total
	No	%	No	%	No	%	No	%	Number
Male	6	3%	26	14%	113	62%	37	20%	182
Female	2	1%	19	11%	101	57%	54	31%	176
Total	8	2%	45	13%	214	60%	91	25%	358
Maori	4	5%	12	15%	47	59%	17	21%	80
Pasifika	1	4%	4	17%	15	63%	4	17%	24
Year 1					68	92%	6	8%	74
Year 2			5	10%	23	48%	20	42%	48
Year 3	3	6%	11	22%	36	72%	-	-	50
Year 4	1	2%	7	13%	32	58%	15	27%	55
Year 5	1	2%	13	22%	23	40%	21	36%	58
Year 6	3	5%	9	14%	22	35%	29	46%	63

### Data Over Time

Below you can see the number of children, across the school achieving at or above their expected levels in the core areas of reading, writing and maths.

	2016	2017 (338)	2018 (382)	2019 (396)	2020	2021
<b>Reading</b>						
All	82%	82%	89%	83%	78%	85%
Māori	79%	80%	86%	78%	69%	80
Pacific	50%	50%	73%	70%	68%	79
NZ Eur	-	-	91%		82%	87%
Boys	78%	76%	89.1%	79%	76%	82%
Girls	86%	89%	87.7%	87%	81%	88%
<b>Writing</b>						
All	71%	73%	86%	78%	67%	73%
Māori	67%	69%	89%	72%	58%	66%
Pacific	45%	39%	67%	65%	60%	71%
NZ Eur	-	-	85%		71%	76%
Boys	61%	65%	83%	70%	61%	68%
Girls	80%	82%	87%	86%	74%	79%
<b>Mathematics</b>						
All	80%	79%	86%	87%	79%	82%
Māori	80%	82%	91%	86%	75%	75%
Pacific	50%	33%	52%	70%	60%	65%
NZ Eur	-	-	86%		80%	84%
Boys	80%	78%	85%	86%	80%	83%
Girls	79%	80%	88%	87%	77%	80%

The table above shows our whole school data, across time, for core curriculum areas. If a number is highlighted green it shows an improvement of 5% or more from the previous year. If it is highlighted red it shows a drop of 5% or less from the previous year.

#### Members of the Board of Trustees 2021 - 2022

Chairperson	Mr Kirk McKay
Treasurer	Mr Paul O Donovan
Staff Representative	Mr Adam Hastilow
Principal	Toni Burnside
Trustees	Mr Mike Stewart
	Mr Glenn Bongartz
	Ms Noella Gould
	Phil Black
Secretary	Mrs Colleen Lucas