

Pareawa Banks Avenue School

Living and Learning with HEART



2023

Community Annual Report

Based on 2023 School Year

Published 2024

**To finish- add attendance numbers and the compliance requirements
e.g. auditors report, kiwi sport statement and EEO statement**

Vision Statement

Living and Learning with HEART

With community support, Pareawa 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*

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 2023

Roll

We began 2023 with 342 students and ended with 396 students. We had significantly more enrollments at all levels of the school than we had planned for. This put particular pressure on the new entrant pod; we needed to start a new class at the beginning of term 3 and we had no junior space to put them into. This led to us using the breakout space in KiwaKiwa for a fifth teacher/ classroom. This was not ideal and we have tried to be strategic looking ahead to 2024 to make sure this doesn't happen again. In 2024 we have left one of the learning spaces in KiwaKiwa empty from the beginning of the year; this will allow us to put a start up new entrant class in there mid year. Doing this has, however, added pressure across the rest of the school. It has meant our year 3's have needed to be moved to the senior school and senior school classes are going to be up to 60 plus children per collaborative class.

Roll	2018	2019	2020	2021	2022	2023 Staffed 365	2024 Staffed 385
Start of Year	342	339	360	356	323	342 (Feb 23)	366 (Feb 5)
End of Year	402	398	406	398	365	396	420 est

Out of Zone Students

At the end of 2023, 22% (84 students) of our roll were out of zone (OZ) students. In 2024 we expect to have 18% (65 students) out of the zone. Out of zone students impact on us getting future pods built as the Ministry does not count OZ children in their property allocation. We will continue to advocate for new learning spaces as we are at capacity at the moment and our role continues to grow.

Ethnicity

Approximately 23% of our pupils are Māori and 8 % are Pasifika and 10% are Asian. We have seen a significant rise in families enrolling from India. Looking at what we do to recognise our Indian community within the school is an area for us to consider in the future.

We have a growing number of ESOL students so in 2024 we are increasing our ESOL teacher aide hours from 20 hours a week to 35 hours a week.

Strategic Focus

Our strategic pillars for 2021- 2025 are:

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

With new legislation coming into effect in 2024 in relation annual reporting and strategic reporting our Strategic Plan has been reorganised under five strategic goals.

<p>Goal 1</p> <p>A warm and welcoming culture, for teachers, students and whānau exists at PBAS. Our learning environment is physically and emotionally safe, inclusive and free from racism, discrimination and bullying. Our HEART values are evident at school, in the community, at home and online.</p>
<p>Goal 2</p> <p>School and whānau work in partnership for the benefit of the child. A holistic approach to needs results in a range of agencies, interventions and support people being accessed to support both the child and the family.</p>
<p>Goal 3</p> <p>Students are engaged in their learning with programmes tailored to meet students needs and to let them experience success at their highest standard Students are provided with a rich curriculum anchored in authentic and relevant learning experiences. Their learning journey through PBAS is captured in a strengths based model.</p>
<p>Goal 4</p> <p>PBAS gives effect to the Treaty of Waitangi.</p> <ul style="list-style-type: none">● Te reo Māori and Tikanga Māori meaningfully incorporated into the everyday life at PBAS● Plans, policies and local curriculum reflect tikanga, te ao Māori and Matauranga Māori.● Staff build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori● Equitable outcomes for Māori achieved
<p>Goal 5</p> <p>At PBAS we develop staff to strengthen teaching, leadership and learner support capability.</p>

How do we Give Effect to the Treaty of Waitangi?

At PBAS we have a dedicated team who lead us with our culturally responsive practices. Our action plan, co created with Ngāi Tūāhuriri. is set out under five key headings:

- Te Whānau: Education provision responds to learners within the context of their whānau
- Te Tangata: Māori are free from racism, discrimination and stigma in education
- Te Kanorautanga: Māori are diverse and need to be understood in the context of their diverse aspirations and lived experiences
- Te Tuakiritanga: Identity, language and culture matter for Māori learners

- Māori exercise their authority and agency in education

Currently we:

- Have tikanga practices embedded across the school, e.g. classes and huis start with waiata and karakia
- Hold yearly whānau hui. We are looking at holding these more regularly and in different contexts.
- Welcome new families with a mihi whakataua every term
- Employ two kapa haka tutors and enter into cultural events.
- Identify our Māori student data and look at interventions to support their progress and learning. As a DMIC school, we are trained in culturally inclusive planning
- Have a te reo acquisition plan; in 2024 implementing this will be a focus in all classes
- Offer staff opportunities to and expect them to build on their own te reo skill base.
 - All staff have been tested on NZCER PAT te reo test and all staff will set individual te reo goals for 2024.
- Have had PD on NZ histories and have planned and taught updated histories content.
- Have all staff visit the local Marae at Tuahiwi. In 2024 all staff will have a second workshop day at the marae.
- Have Māori representation on our Board and on our staff
- The Kahui ako we belong to has sought additional funding to develop our cultural capabilities. In 2024 we will be developing a Māori model for well-being, te whare mauri ora

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.

We established a [Student Achievement and Strategic Planning](#) Website in 2023; this allows us to collate all key reports and documents in one place.

The BOT received:

- An analysis of reading, writing and math PAT and e-asttle data for years 4-6
- STAR data was analysed and shared
- Attendance was tracked and reported on twice a year
- Analysis of whole school progress and achievement (overall teacher judgements-OTJ's) - mid and end 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
- Reports on additional supports, e.g. reading recovery and SENCO reports

2023 Analysis of Variance

What is a Student Achievement Target?

A student achievement target is a goal set for a particular group of children 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

- 2022 end of year school-wide assessment data is analysed at Senior Management level and at module level for reading, writing and mathematics. All teachers are involved in this process.
- Leaders of Learning, DP/SENCO, along with their team looked closely at their module's achievement data and select 1-2 targets for 2023. Target groups can be for remedial (students who are working below the expected level) or for extension.
- Modules led by their Leaders of Learning and DP/SENCO 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.
- 2023 end of year school-wide student achievement data is analysed, submitted to the MOE and target groups identified for 2024.

Summary Of End of Year Achievement

Muringa - Junior Module: Kiwakiwa & Poataniwha (Y0-3)

S.M.A.R.T Goal - Reading - Kiwakiwa

By the end of November 2023, **11** x Year 1 students and **3** x Year 2 students will progress at least one colour level per term, in order to be reading at the Orange - Turquoise levels, i.e., *at* their expected curriculum level or *above the expected curriculum level* for the Year 1 students.

There are a total of **14** students in our reading target group. **1** of these students identifies as NZ Māori and **7** are boys and **7** are girls.

How did they go?

Mid Year Reading Progress - Kiwakiwa					
Target	Number of children	Left	Have already met the target	On Track	May not reach the target
BSLA group Year 1/2	14	0	0	13	1
TOTAL	14	0 (0%)	0 (0%)	13 (92.85%)	1 (7.15%)

End of Year Reading Achievement - Kiwakiwa				
Target	Number of children	Left	Met the target	Did not meet the target
BSLA group Year 1/2	14	0	3	11
TOTAL	14	0 (0%)	3 (21.429%)	11 (78.571%)

Final reading achievement data - Kiwakiwa

We started the year using the colour wheel as our main programme of reading. In term 1 we moved to baseline testing and 10 weeks of BSLA. Therefore putting the colour wheel teaching on hold. We then tested at 10 weeks and then had a Tier 2 group and taught another 10 weeks of BSLA. Testing at the end of 20 weeks.

Then went back to colour wheel readers in Term 4. At first the children found the transition a bit challenging and needed to be prompted to take what they had learnt in BSLA to the new readers. We did not end up completing running records to determine reading level as this is not part of BSLA. Therefore in order to have a colour wheel level, we used teaching judgement as to where the students sat. Some students showed little movement on the colour wheel, but did move in BSLA.

In conclusion, 3 out of 14 (22%) reached our target with possibly another 4 students (50%) to be above instead of at, if we had completed running records on those students.

The difficulty is using 2 different programmes/assessment methods and we need to address this in regards to assessing movement next year.

Results:

- 1x student reached orange level on the colour wheel, Level 16, 1x Year 2 student and completed Reading Recovery.
- 2x students passed turquoise, level 17-18 and are at purple, level 19-20 - 1x Year 2, student completed reading recovery and went from red to purple across the year. Other student is above for Year 1.
- 4x students are just below at green, level 13 - but at expectation for a year one student.
- 3x students are just below at blue, level 9-11 - just below expectation for year 1
- 3x students are just below at yellow, levels 6-7 - below expectation for a year 1 student, would consider this level appropriate at mid year. Well below for our 1x Year 2 at this level. May have been further along if we stayed with colour wheel.
- 1x student is at red and has made little progress. - was a Tier 2 student in BSLA and may have been further along if we stayed with the colour wheel.

Interventions that made a difference for reading - Kiwakiwa

- BSLA programme and doing it for 20 weeks.

Things that hindered progress for reading - Kiwakiwa

- When we went back to using PM and Ready to Read books, the children found this transition challenging.
- They initially found the whole book taxing.
- BSLA levels and the colour wheel levels do not blend or work together and each stands alone.
- Teachers had to use their best judgement going from BSLA material to colour wheel books to determine appropriate level.
- Perhaps teachers were reserved when moving students through the colour wheel levels fast enough.
- Children did not always make connections from BSLA to other readers - as they did not always apply what they had been learning about in small group lessons.
- Children have made progress in both programmes but this is not always reflected in our data as we are working within two programmes. E.g., children made gains in BSLA testing at week 10 but this is not reflected in movement through the colour wheel, e.g., targets 2 and 3.

Next steps for reading for Kiwakiwa in 2024

- The module has worked out a plan for 2024 using both BSLA material and colour wheel books in order to get the best out of each programme.
- Teachers will be more experienced moving through BSLA and colour wheel material.

S.M.A.R.T Goal - Reading - Poataniwha

By the end of November 2023, 10 x Year 2 students who were reading *at* the yellow - dark blue colour wheel levels (just below or within curriculum level 1) at the end of 2022, will progress one colour level per term, in order to be reading at the Orange - Turquoise levels, for 2023, and 6 x Year 3 students will be at Gold, *at* the expectation level.

There are a total of 16 students in our reading target group. 3 of these students identify as NZ Māori and 2 identify as Pasifika. 7 are boys and 9 are girls.

How did they go?

Mid Year Reading Progress - Poataniwha					
Target	Number of children	Left	Met the target	Did not meet the target	May not reach the target
Year 2 students	10	0	0	8	2
Year 3 students	6	0	0	5	1
TOTAL	16	0 (0%)	0 (0%)	13 (81.25%)	3 (18.75%)

End of Year Reading Achievement - Poataniwha				
Target	Number of children	Left	Met the target	Did not meet the target
Year 2 students	10	0	9	1
Year 3 students	6	0	2	4
TOTAL	16	0 (0%)	11 (68.75%)	5 (31.25%)

Final reading achievement data - Poataniwha

All but one student made expected progress with reading. Teachers had to use their best teacher's judgement in order to find the end reading level against the colour wheel as we did not do running records in term 4. Students made progress in BSLA and colour wheel levels.

Results:

Year 2

10 students are now reading - 2 students in gold 20%, 5 students in turquoise 50%, 1 student in orange 10%, 2 students in purple 20%.

Therefore just 1 student is below expected level with reading at orange as the expectation for Year 2 students to be at, at the turquoise level, or above at purple or gold.

Year 3

6x Year 3 students - 2x gold 33%, 2x orange 33%, 2x purple 33%.

2x Year 3 students are under RTLit. 33%.

Year 3, 33%, are at gold, 67% are just under the target.

Interventions that made a difference for reading - Poataniwha

- Our specific targeted teaching had made a difference and with the introduction of BSLA, we still did targeted and specific teaching but with a different focus.

Things that hindered progress for reading - Poataniwha

- Moving to BSLA and the use of running records became redundant and our focus was different. The 2 approaches are quite different and this caused some difficulty with tracking the progress.

Next steps for reading for Poataniwha in 2024

- To work out how we can blend colour wheel reading and BSLA in order to track progress accurately.

Pāhake - Senior Module: Kōtukutuku & Manakura (Years 3-6)

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

32 students (1 x Year 3, 9 x Year 4, 7 x Year 5 and 15 x Year 6 students) who were achieving *below or well below* the expected curriculum level for reading at the end of 2022 will have progressed two sub-levels (*accelerated progress - more than a year*) by the end of November of 2023.

There are a total of 32 students in our reading target group - 13 girls and 19 boys. 6 of these students identify as NZ Māori.

How did they go?

Mid Year Reading Progress - Pāhake					
Target	Number of children	Left	Have already met the target	On Track	May not reach the target
Reading 1 Kōtukutuku Tahī	4	1	0	0	3

Year 4/5					
Reading 2 Kōtukutuku Rua Year 3/4	7	0	0	3	4
Reading 3 Manakura Tahī Year 4/5/6	13	0	0	3	10
Reading 4 Manakura Rua Year 4/5/6	8	0	0	5	3
TOTAL	32	1 (3.13%)	0 (0%)	11 (34.37%)	20 (62.5%)

End of Year Reading Achievement - Pāhake					
Target	Number of children	Left	Met the target	Did not meet the target	How close to meeting target?
Reading 1 Kōtukutuku Tahī Year 4/5	4	1	0	3	2 x 1 sub-level 1 x 2 sub-levels
Reading 2 Kōtukutuku Rua Year 3/4	7	0	3	4	3 x 1 sub-level 1 x 2 sub-levels
Reading 3 Manakura Tahī Year 4/5/6	13	0	2	11	6 x 1 sub-level 5 x 2 sub-levels
Reading 4 Manakura Rua Year 4/5/6	8	0	1	7	5 x 1 sub-level 1 x 2 sub-levels 1 x 4 sub-levels
TOTAL	32	1 (3.13%)	6 (18.75%)	25 (78.125%)	64% - 1 sub-level 32% - 2 sub-levels 4% - 4 sub-levels

Final reading achievement data - Pāhake Targets

From a total of 32 target students for reading:

- 6 x children met the target = 18.75%
- 20 x children did not meet the target = 78.125%
- 1 x child has left PBAS = 3.13%

Interventions that made a difference for reading - Pāhake Targets

- Science of Reading PD with RTLB Lynne Snelllex and Paulette O'Connor - two terms - quality PD that has changed both our pedagogy and practice in literacy. Release time provided, and learning resources purchased all made an impact.
- Science of Reading PD session for our Learning Assistants with RTLB Lynne Snelllex and Paulette O'Connor.
- Collaboration meetings between RTLB, RT Lit, Alice and Jan ensured we were all on the same page.
- SHARP Reading PD with Hilton Ayrey for Scott Bradley, Adam Hastilow and three of our Student Teachers - quality PD changing pedagogy and practice.
- Purchase of high-quality teacher resources to support best practice for both Pods:
 - Aotearoa Sound Walls
 - "The Code" and "Dictations + Blended Review" - Liz Kane

- “Teaching To Ensure Progress In Literacy” - Tātai Angitu, Massey University
- “Building Literacy - Lessons for Building World Knowledge” - Tātai Angitu, Massey University
- “How to Teach Writing, Spelling and Grammar” - Walls & Braid, 2022
- Introducing Alice as our Pāhake Literacy Leader - useful initiative providing extra support within the team, e.g., taking the lead on the development of team soundpacks for The Code.
- Scheduling EOTC and visitors in the afternoon as a shared understanding led to less disruption in the mornings.
- Student Teachers have been high quality in 2023 and have supported wrapping around our students to lift their performance through being able to provide extra 1:1.

Things that hindered progress for reading - Pāhake Targets

- Behaviour disrupting the classroom ecology and impacting explicit teaching time.
- Neurodiverse children who aren’t assessed or are on an assessment waitlist can make it challenging to fully support their personal learning needs.
- Historic lack of explicit teaching in reading for one cohort of learners.
- Inconsistent feedback on learning/achievement and identification of next steps not always timely.
- Some learners curriculum level for reading regressed at the mid-year classification as needed to be lower than the end of year classification from 2022.
- The digital world is impacting some of our children’s desire to read and we are having to work harder to sell books when visiting the library, their benefits and pure joy.
- Trauma of some of our learners impacting their cognitive ability as they can’t compartmentalise the personal from the educational, and they naturally bring it into the school environment.
- Absenteeism or lateness impacting achievement when children miss explicit teaching time.

Next steps for reading for Pāhake in 2024

- 2024 PD focus with the RTLB on SOR literacy, embedding The Code to ensure fidelity and collaborating to lift reading and writing achievement across the module.
- SHARP reading PD for the whole module with Hilton Ayrey.
- Develop our children’s ability to goal set next steps accurately.
- Referrals and screening for neurodiversity assessments as appropriate.
- Use the HITS PD foci of Differentiated Teaching and Multiple Exposures to lift the reading achievement of our Pāhake learners.
- Formalise our front-loading strategies for the different elements of reading.
- Develop our Pāhake Google site as a support for children’s independent learning.
- Incorporate the Pāhake Targets into each homebase Starter Data doc to increase the visibility of Targets and make documents more meaningful and manageable.

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

64 students (1 x Year 3, 22 x Year 4, 16 x Year 5 and 25 x Year 6 students) who were achieving *below or well below* the expected curriculum level for writing at the end of 2021 will have progressed two sub-levels (*accelerated progress - more than a year*) by the end of November of 2023.

There are a total of 64 students in our writing target group - 31 girls and 33 boys. 11 of these students identify as NZ Māori and 3 as Pasifika.

How did they go?

Mid Year Writing Progress - Pāhake					
Target	Number of children	Left	Have already met the target	On Track	May not reach the target
Writing 1 Kōtukutuku Tahī Year 4/5	17	1	1	5	10
Writing 2 Kōtukutuku Rua Year 3/4	11	1	0	2	8

Writing 3 Manakura Tahī Year 4/5/6	19	0	0	8	11
Writing 4 Manakura Rua Year 4/5/6	17	0	0	7	10
TOTAL	64	2 (3.13%)	1 (1.56%)	22 (34.37%)	39 (60.94%)

End of Year Writing Achievement - Pāhake					
Target	Number of children	Left	Met the target	Did not meet the target	How close to meeting target?
Writing 1 Kōtukutuku Tahī Year 4/5	17	1	8	8	
Writing 2 Kōtukutuku Rua Year 3/4	11	1	1	9	
Writing 3 Manakura Tahī Year 4/5/6	19	0	5	14	
Writing 4 Manakura Rua Year 4/5/6	17	1	5	11	
TOTAL	64	3 (4.688%)	19 (29.688%)	42 (65.625%)	

Final writing achievement data - Pāhake Targets

From a total of 64 target students for writing:

- 19 x children met the target = 29.688%
- 42 x children did not meet the target = 65.625%
- 3 x children have left PBAS = 4.688%

Interventions that made a difference for writing - Pāhake Targets

- Science of Reading PD with RTLB Lynne Snell and Paulette O'Connor - quality PD that has changed both our pedagogy and practice in literacy. Release time provided, learning resources purchased all made an impact.
- Frontloading easTTle writing PD session before our Term 1 sample supported increased accuracy in assessment across the module as everyone was on the same page.
- Phoebe Loffhagen and Alice Eastwick attending the Storytelling PD.
- Quality support from our Learning Assistants 1:1 and with small group support.
- Purchase of high-quality teacher resources to support best practice for both Pods:
 - Aotearoa Sound Walls
 - "The Code" and "Dictations + Blended Review" - Liz Kane
 - "Teaching To Ensure Progress In Literacy" - Tātai Angitu, Massey University
 - "Building Literacy - Lessons for Building World Knowledge" - Tātai Angitu, Massey University
 - "How to Teach Writing, Spelling and Grammar" - Walls & Braid, 2022

Things that hindered progress for writing - Pāhake Targets

- The easTTle writing prompt wasn't relevant to the context children had been learning in Term One. In Term

Three it was a better match.

- Limited personal vocabulary and limited awareness of the breadth and depth of vocabulary choices.
- Children not able to elaborate on their ideas in a complex way, content with retelling as a main strategy.
- Historic lack of explicit teaching in writing for one cohort of learners.
- Inconsistent feedback on learning/achievement and identification of next steps not always timely.
- Some learners curriculum level for writing regressed at the mid year classification as needed to be lower than the end of year classification from 2022.
- Attitude to writing means some children give minimal effort - engaging in cat and mouse behaviour with learning materials and staying in the learning space.
- Trauma of some of our learners impacting their cognitive ability as they can't compartmentalise the personal from the educational, and they naturally bring it into the school environment.
- Absenteeism or lateness impacting achievement when children miss explicit teaching time.

Next steps for writing for Pāhake in 2024

- 2024 PD focus with the RTLB on SOR literacy, embedding The Code to ensure fidelity and collaborating to lift reading and writing achievement across the module.
- Referrals and screening for neurodiversity assessments as appropriate.
- Use the HITS PD foci of Differentiated Teaching and Multiple Exposures to lift the achievement of our Pāhake learners.
- Formalise our front loading strategies for the different elements of writing.
- Develop our Pāhake Google site as a support for children's independent learning.
- Incorporate the Pāhake Targets into each homebase Starter Data doc to increase the visibility of Targets and make documents more meaningful and manageable.

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

49 students (1 x Year 3, 16 x Year 4, 7 x Year 5 and 25 x Year 6 students) who were achieving below or well below the expected curriculum level for writing at the end of 2021 will have progressed two sub-levels (accelerated progress - more than a year) by the end of November of 2023.

There are a total of 49 students in our writing target group - 23 girls and 26 boys. 12 of these students identify as NZ Māori and 3 as Pasifika.

How did they go?

Mid Year Maths Progress - Pāhake					
Target	Number of children	Left	Have already met the target	On Track	May not reach the target
Maths 1 Kōtukutuku Tahī Year 4/5	9	1	0	4	4
Maths 2 Kōtukutuku Rua Year 3/4	10	1	0	5	4
Maths 3 Manakura Tahī Year 4/5/6	17	0	1	5	11
Maths 4 Manakura Rua Year 4/5/6	13	0	2	4	7
TOTAL	49	2 (4.08%)	3 (6.12%)	18 (36.74%)	26 (53.06%)

End of Year Maths Achievement - Pāhake					
Target	Number of children	Left	Met the target	Did not meet the target	How close to meeting target?
Maths 1 Kōtukutuku Tahī Year 4/5	9	1	1	7	
Maths 2 Kōtukutuku Rua Year 3/4	10	1	5	4	
Maths 3 Manakura Tahī Year 4/5/6	17	0	5	12	
Maths 4 Manakura Rua Year 4/5/6	13	0	5	8	
TOTAL	49	2 (4.081%)	16 (32.653%)	31 (63.265%)	

Final maths achievement data - Pāhake Targets

From a total of 49 target students for maths:

- 16 x children met the target = 32.653%
- 31 x children did not meet the target = 63.265%
- 2 x children have left PBAS = 4.081%

Interventions that made a difference for maths - Pāhake

- Well organised maths resources in our new learning spaces - labelled, accessible and useful.
- Introducing the new DMIC teacher books to support quality teaching and learning.
- Utilising passionate maths teachers to role model for others and support others as they grow.

Things that hindered progress for maths - Pāhake

- Maths mindset - fixed rather than growth mindset impacted preparedness to engage in learning.
- Lack of prior knowledge for strand maths.
- Historic lack of explicit teaching in maths for one cohort of learners.
- Inconsistent feedback on learning/achievement and identification of next steps not always timely.
- Some learners curriculum level for maths regressed at the mid year classification as needed to be lower than the end of year classification from 2022.
- Trauma of some of our learners impacting their cognitive ability as they can't compartmentalise the personal from the educational, and they naturally bring it into the school environment.
- Absenteeism or lateness impacting achievement when children miss explicit teaching time.

Next steps for maths for Pāhake in 2024

- Formalise our front loading strategies for strand maths.
- Develop our Pāhake Google site as a support for children's independent learning.
- Referrals and screening for neurodiversity assessments as appropriate.
- Use the HITS PD foci of Differentiated Teaching and Multiple Exposures to lift the maths achievement of our Pāhake learners.
- Incorporate the Pāhake Targets into each homebase Starter Data doc to increase visibility of Targets and make documents more meaningful and manageable.

Summary of Whole School Target Data

From a total of **175** students:

- 6 targets have left the school (1x year 4 child (boy) was a target in reading, writing and maths, 1x year 4 child (boy) was a target in writing, 1x year 5 child (boy) was a target in writing)
- 55 met the target = 33 %
- 114 did not meet the target = 67%

2023 Student Achievement Data

Reading 2023	Well-below		Below		At		Above		Total Number
	No	%	No	%	No	%	No	%	
Male	8	4%	36	19%	117	61%	30	16%	191
Female	9	5%	29	15%	118	61%	38	20%	194
Total	17	4%	65	17%	235	61%	68	18%	385
Māori	4	5%	18	21%	54	62%	11	13%	87
Pasifika	1	3%	5	17%	20	67%	4	13%	30
Year 0			1	4%	22	88%	2	8%	25
Year 1					61	94%	4	6%	65
Year 2			4	7%	38	67%	15	26%	57
Year 3	5	7%	12	16%	52	71%	4	5%	73
Year 4	4	8%	10	19%	17	33%	21	40%	52
Year 5	1	2%	26	50%	19	37%	6	12%	52
Year 6	7	11%	12	20%	26	43%	16	26%	61
Total	17	4%	65	17%	235	61%	68	18%	385

Maths 2023	Well-below		Below		At		Above		Total
	No	%	No	%	No	%	No	%	
Male	5	3%	37	19%	122	64%	27	14%	191
Female	9	5%	41	21%	134	69%	10	5%	194
Total	14	4%	78	20%	256	66%	37	10%	385
Māori	4	5%	25	29%	49	56%	9	10%	87
Pasifika	1	3%	7	23%	18	60%	4	13%	30

Year 0					24	96%	1	4%	25
Year 1					65	100%			65
Year 2			2	4%	45	79%	10	18%	57
Year 3	3	4%	28	38%	41	56%	1	1%	73
Year 4	4	8%	11	21%	25	48%	12	23%	52
Year 5	1	25%	19	37%	29	56%	3	6%	52
Year 6	6	10%	18	30%	27	44%	10	16%	61
Total	14	4%	78	20%	256	66%	37	10%	385

Writing 2023	Well-below		Below		At		Above		Total
	No	%	No	%	No	%	No	%	
Male	13	7%	56	29%	118	62%	4	2%	191
Female	9	5%	43	22%	125	64%	17	9%	
Total	22	6%	99	26%	243	63%	21	5%	385
Māori	8	9%	21	24%	55	63%	3	3%	87
Pasifika	1	3%	9	30%	18	60%	2	7%	30
Year 0			1	4%	22	88%	2	8%	25
Year 1					62	95%	3	5%	65
Year 2			1	2%	54	95%	2	4%	57
Year 3	4	5%	29	40%	39	53%	1	1%	73
Year 4	6	12%	16	31%	24	46%	6	12%	52
Year 5			30	58%	19	37%	3	6%	52
Year 6	12	20%	22	36%	23	38%	4	7%	61
Total	22	6%	99	26%	243	63%	21	5%	385

Writing is the curriculum area with the most need. Our year 5 cohort group is also a concern across all three curriculum areas.

What will we do?

- Structured literacy in junior school continues in 2024 however the juniors will look at integrating other parts of the reading programme back into lessons.
- In the senior school all staff are having PD with Hilton Aerey on Sharp Reading. They also unpacking the Code with the RTLb.
- Storytelling continues as a tool to help writers, especially in junior school. We have two new staff

who will do story telling PD in 2024.

- The HITs will continue to be a focus of teacher inquiry in 2024 to help embed this pedagogy. We have PD booked in on giving feedback, we also will have a focus on differentiated learning to meet needs.
- In 2023 we boosted learning assistant support - we have done this again in 2024. We have 123 hours of learning assistant support a week. On top of this we have also increased our ESOL teacher hours from 20 hours a week to 35 hours a week. This reflects our growing number of ESOL students.
- In order to lift Māori achievement we have developed a Cultural Plan. A goal of this is to implement our te reo plan across the school. We also want staff to be setting goals to improve their own fluency.
- TTJ to look at what else we can be doing; where exactly are our writing gaps, how do we fill them. What additional support can we put in place, e.g. principal writing intervention term 1

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 358	2022 (369)	2023 (385)
Reading								
All	82%	82%	89%	83%	78%	85%	83%	79%
Māori	79%	80%	86%	78%	69%	80	77%	75%
Pacific	50%	50%	73%	70%	68%	79	83	80%
NZ Eur	-	-	91%		82%	87%	86%	82%
Boys	78%	76%	89.1%	79%	76%	82%	81%	77%
Girls	86%	89%	87.7%	87%	81%	88%	87%	81%
Writing								
All	71%	73%	86%	78%	67%	73%	72%	68%
Māori	67%	69%	89%	72%	58%	66%	63%	67%
Pacific	45%	39%	67%	65%	60%	71%	67%	67%
NZ Eur	-	-	85%		71%	76%	74%	69%
Boys	61%	65%	83%	70%	61%	68%	69%	64%
Girls	80%	82%	87%	86%	74%	79%	75%	73%
Mathematics								
All	80%	79%	86%	87%	79%	82%	80%	76%
Māori	80%	82%	91%	86%	75%	75%	70%	67
Pacific	50%	33%	52%	70%	60%	65%	75%	73
NZ Eur	-	-	86%		80%	84%	83	81
Boys	80%	78%	85%	86%	80%	83%	80	78
Girls	79%	80%	88%	87%	77%	80%	81	74

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.

Ko wai tatou? Who are we?

Staff

We began 2023 with fifteen class teachers and employed an additional teacher mid year to teach in our new entrant area. We also have four part time teachers who cover management and CRT release. We will start 2024 with fifteen permanent teachers.

In 2023 we employed a new office administrator ; for the last two years we have lacked stability with this role.

We have had one beginning teacher, working in the senior school and we made three new permanent appointments in 2023.

Board

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 however many of them are almost at the stage of retiring from the Board. This has led to a conscious effort in 2023 to recruit new Board members. We have had a lot of interest shown and have had several 'Friends of the Board' attending our board meetings in the latter half of the year.

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.'

Board Members:

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
	Donna Stott
Secretary	Mrs Leeanne Harvey

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, e.g. in 2023 we had a *paint and sip* evening. This small number of parents work tirelessly for the benefit of the students.

Ōtākaro Kahui Ako

PBAS belongs to the Ōtākaro Kahui Ako (community of learning). The OKA is made up of two high schools, seven primary schools (eight in 2024), two intermediates and a number of preschools. For the last three years our Kahui focus has been aligned to three key areas: literacy, hauora and cultural responsiveness.

In 2023 our Kahui worked closely with Ngāi Tūāhuriri and we developed 'The Ōtākaro Way'. These are a set of guiding principles that will underpin future actions.

- Kahikatea will be our guiding document as we give effect to the Tiriti o Waitangi,
- As a kahui we are committed to growing te reo Māori amongst staff, whānau and students
- We will partner with Māori whānau in decision-making and co-design, sharing power
- Relationships with Ngāi Tūāhuriri will be embedded and

Our Mahi

Attendance

Attendance, across the nation and at PBAS is a growing concern. We know we need children at school to make progress with their learning and yet we have a significant number of children who do not attend regularly.

Find Attendance figures 2023

One initiative we have tried to lift attendance is weekly random raffles. Feedback from parents has been positive yet it is too soon to see if we have made a difference with this initiative. In 2024 we have applied for \$30 000 to help with attendance initiatives.

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.

Our parent mentoring group involves a small number of parents working once a week with a child. Our caretaker and our LSC also run a group for a small number of students. We are always looking for more parents to join our team of mentors.

Dogs in Schools: We have had a dog visit us once a week; children have gone to the library to read to the dog.

Support Agencies: We work with a number of agencies: STAND social workers, CDHB personnel, truancy agencies, MOE agencies, e.g. RTLB, RTIit, 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: In 2023 we lifted our learning assistant hours significantly. In 2024 we will further lift our LA's hours so we will have a minimum of 127 learning support a week. Two years ago we only had 60 hours of learning support time.

Reading Recovery: In 2023 we employed one reading recovery teacher; she was .6 and worked across five days. .6 allows her to work individually with six children. In 2024 our allocation will remain the same however we intend to have our reading recovery teacher working with small groups as well as individual students.

Play Therapist: In 2023 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 2024.

School Chaplain: We have had a school chaplain, Bob Jaeger, for almost 30 years. He runs the bible in schools one morning a week, mentors individual students and runs an art club one lunch hour a week.

Donation Scheme

2023 was the third year we have benefitted from the Donation Scheme: 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 in school events. In 2023 we had \$55000 to help fund EOTC events, camps, swimming, cultural tutors and sporting events.

Our Physical Environment

Pareawa Banks Avenue School

We have been in our new school for eighteen months. In 2023 we:

- Purchased new furniture for all learning pods
- Had blinds put in the pods
- Raised \$70 000 in funding for our new cycle track- this will be built in March 2024
- Held our first whole school production in the hall
- Established our whānau room and our coffee cafe for parents
- Had a large number of court markings painted
- Purchased new soccer posts
- Developed branding for our Inquiry model and our school guidelines
- Finalised “Our Kaupapa” - a large sign which will tell our story. This should be installed early in 2024.
- Put in shade sails
- Completed our artificial cricket pitch, The GD Bongartz Oval. This is being used by Canterbury Cricket each Saturday.
- We hired our hall out twice a week; this has given us about \$ 10,000 of additional funding
- Used the Avon Hub for sporting events, lessons and break times.
- Our memory bricks were laid; new bricks will be sold each year so this area can be added to.

Looking ahead to 2024 we want to

- Put a path and gate at the back of the school to Warden Street
- Put in an access gate/track to the Avon hub
- Develop the staff area with shade and plants
- Update library shelving \$10000
- Finalise the defects schedule; it is likely the hall floor will need to be lifted as the lino continues to bubble.
- Mitigate design flaws; some of the junior classes are noisy from certain winds.

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.

Whānau Consultation

Pasifika Fono / Whānau hui

This year we held a Whānau Hui and combined it with a Kapa Haka performance which meant we had a great parent turnout. Our Pasifika Fono did not happen as we were hoping to do a combined one with Shirley Intermediate and we struggled to get a date to suit. In 2024 a Fono will be a priority. In 2024 we are also due to do a community hangi.

Attendance Survey

We captured parent voices as they entered our school production; this gave us the highest number, 125 (approx 40%), of responses to a survey that we have ever had.

Cohort Entry

We surveyed our parents and local preschools, mid 2023 to see if we would move to cohort entry in 2024. The results were positively in favour so in 2024 we have two cohorts a term enrolling.

Collaborative Learning Spaces

At the end of 2023, we surveyed parents to get feedback on our collaborative learning spaces. Key concerns were about the impact of the spaces on neurodiverse students. 20% of parents did not like the design of the spaces; 8)5 did.

Health Consultation

Thirteen parents responded to our health curriculum survey. No concerns were raised.

Year 6 Leavers Survey

61 year 6 students and 18 parents responded to our survey. All scores for core curriculum preparedness sit between 3.5 and 3.7 which is above average. Overall preparedness for Intermediate sits at 3.5, slightly down on last year.

Well Being

Monitoring student and staff well-being is important to us. In 2023 we surveyed staff and students. Key concerns raised by staff was the level of physical aggression, of some students, within the school. This is supported by our PB4L data which highlights we have about 20 children that we monitor for this.

Student well-being survey:

- 126 year 4-6 students completed the survey
- Pareawa Banks Ave data is significantly better across the board compared to Kahui data.
- Ethnicity breakdown: 91x NZ European, 10x Māori, 4x Pasifika, 16x other, 5x Asian
- Students are feeling less anxious in 2023
- Overall, the results are trending down (getting worse) since 2021
- Students do feel they have a strong connection with their teachers
- They believe strongly that their teacher respects their culture

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. As always we are looking for ways we can improve practices. All policy reviews are documented and shared with the BOT.

In 2023 our Board had key concerns over aggressive parent behaviour; this involved targeting other parents, targeting children or targeting staff. Our parent Code of Conduct has been updated and in 2024 all parents will be expected to sign that they will adhere to this document.

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 2023 data.

Professional Development

In 2023 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 2023:

- BSLA for Muringa teachers; this will continue to be embedded in 2024
- Senior teachers worked with RTLB on The Code - a phonic approach
- First Aid - all staff
- Principal PD with Ngāi Tūāhuriri
- The Curriculum Refresh was and will be a PD focus for the next three years. In 2023 we updated our Health and our Arts long-term plans. In 2024 we will be unpacking the Common Practises Model.

Staff Performance and Appraisal- [PGC @ Pareawa BAS](#)

In 2023 we introduced Professional Growth Cycles for teachers; these replaced our previous appraisal system. Teachers meet regularly to discuss practice and next steps. Teachers also have formal observations at least once a year.

- A PGC website has been set up
- The principal and DP attended a one-day workshop on PGC's to make sure our processes were correct.

In 2023 the Principal joined a PGC group with three other principals. This group met twice a term and two reports were presented to the Board of Trustees.

In 2024 DP's across our Kahui are also going to form a DP PGC group; this will run on the same model as the principal PGC sessions.

2023 - Summary of Highlights

Learning / Programmes

- School camp - always a highlight
- Kahui ako mid year conference
- PB4L continues to sit at the heart of what we do. Social skills explicitly taught.
- Authentic, place-based learning. opportunities
- Playground and sensory audits to ensure our spaces are working
- Collaborative practice continues to be refined
- Reading professional development- BSLA, Sharp Reading and The Code
- Growth of Pasifika and Kapa haka groups - an asset
- School production - a lot of hard work but a highlight for many
- Children's University goes from strength to strength.

Whānau

- MOE donation scheme- this continues to alleviate pressure on families
- Start of year conferences with families
- School events, e.g. Matariki, celebration night, production
- Whānau work in partnership with school to benefit their children and other children
- Celebration Evening - introduction of ethnic food tables

Staff

- Learning assistants; we had additional support 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; an LSC significantly helps children, whānau and staff
- ESOL support - Chantal does a fabulous job
- Helen has been our Cultural Responsiveness lead for a number of years; this is her last year in that role. She has done an amazing job.
- Helen and Rhonda have done a great job leading us with the Curriculum Refresh.

Other

- Pareawa Banks Avenue School; progress, e.g. court markings, bike track funding, cricket pitch
- Support from the BOT
- Duffy books
- Our very hard-working and supportive Board

2023 Challenges

- Diversity of needs in every classroom
 - More children enrolling with needs
 - More ESOL students
- Challenging and aggressive parents
- Having five classes in Kiwa Kiwa - too many children in one space

Looking Ahead 2024

Professional Development

- In the senior school, we are working with Mindplus to provide a gifted and talented programme.
- All staff are to attend session with Tūāhuriri on Kemp's deed (workshop 2)
- As a Kahui we will benefit from PD with Learning Lab
 - Te whare Mauri ora - wellbeing overview
 - Cultural Responsiveness - delving deep into The Ōtākaro Way
- Te Ahu o te reo- One staff member completing this 14 week course.

- Reading PD across the school continues; Sharp reading in seniors, BSLA in the juniors
- We continue to develop our understanding of and implementation of the Refreshed Curriculum
- Session on Feedback with ImpactEd

Curriculum

Reporting

- Spotlight introduced to the whole school as a reporting tool
 - parent education on how to use it needed

Pedagogy

- Focus on the HITS- linked to multiple exposures and differentiation

Refreshed Curriculum

- 2024 focus on literacy, numeracy, science and the Common Practices model
- Update our Curriculum website

Staffing

- Principal appointment in 2024 will be a big focus for the Board
- Office appointment - enrolment officer

Compliance

Audited Accounts

To Be Attached

Auditors Report

To be Attached

Contestable Funding

Kiwi Sport

Add what we spent money on

Creatives in Schools

PBAS had a \$15000 Creatives in School grant. This grant was used to produce our whole school production “Kupe's Journey”.

- \$ 10,000 paid for the creative
- \$5000 was used for teacher release time and buying or hiring of resources and props.

The play was a huge hit, the hall was filled for all three performances.

EEO Statement

Add statement