

# Banks Avenue School

*Living and Learning with HEART*



2017

## Community Annual Report

## Our School 2017

### Roll

We began 2017 with 329 students and finished with 401 students. The roll has been stable at around the 400 mark for the last four years. During 2017 we started three roll growth classes (usually we start two) and continued to enrol students across all age groups. About 60% of our students continue to be out of zone placements which reflects we are a *school of choice*. In 2017 we began the process of consulting over our new zone; this involved consultation with our community, with Shirley Primary School and Waitakiri Primary. The draft zone has been identified; we are now waiting for the MOE to ratify it. We begin 2018 with 349 students.

### Ethnicity

Approximately 20% of our pupils are Maori; we have children from more than thirty different ethnicities, e.g. Afghani, Pacific Islander and Asian.

### BOT

Our board members have a diverse range of skills, strengths and experience. Some members have been on the Board for several years and two are newly elected. Our BOT remain focused on lifting the achievement of all students. They understand the difference between management and governance. In 2016 we identified our strategic vision for the next four years. In 2017 we reviewed and revised our vision statement so it aligned to our newly embedded values and our strategic direction. Our strategic goals are:

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

Our new vision statement is:

Living and Learning with HEART.

ERO commented on the strength of the BOT in their December 2016 report.

*'Trustees are highly effective in the role as stewards of the school. They have a strong focus on the achievement and wellbeing of the children. They are well informed, reflective and responsive in their decision making. Trustees bring a useful variety of expertise and experiences to the board.'*

### PTA

The PTA run 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. In the past three years 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. In 2017 they raised \$33000; this money was spent on a variety of things e.g. setting up a school radio station, new signage, new computers and ICT equipment.

### Otakaro Kahui Ako

BAS belongs to the Otakaro Kahui Ako (community of learning). This CoL is made up of two high schools, three primary schools and two intermediates. In 2017 we transitioned from a cluster to a kahui Ako, our lead principal was appointed and our achievement challenges were identified. 2018 sees the appointment of in school and across school lead teachers and the development and implementation of an action plan aligned to five key areas:

1. Writing
2. Maths
3. Well being
4. Cultural responsiveness
5. Pedagogy

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



In 2017 all schools in our CoL focused on the attribute of *self-regulation* within their schools.

### 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

*School Social worker:* funded one day a week by the BOT

*BAMP:* Our parent mentoring group involves ten parents working once a week with a child. This has proven to be a very successful programme.

*Figure it Out:* This programme was established to support a small group of boys develop social skills through the lens of EOTC.

*Pastoral Care:* Pastoral care meetings are organised once a term to discuss needs and ensure students are getting the most effective support. We endeavour to have all of our support agencies attend these meetings.

*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 2017 to help fund support staff to work with our high level needs.

*Truancy:* Attendance continues to be an issue for a small number of children.

*ESOL:* We have a growing number of children with ESOL needs. In 2017 we employed a teacher for three days a week to support needs.

*Reading Recovery:* In 2017 we employed a reading recovery teacher for three days a week (.6 FTTE). She worked with six children at a time.

#### New initiatives

*EDI Application :* in 2017 we applied for EDI funding (\$35 000) to help us establish *Hope Growth Change*; this programme will allow a small number of students to get targeted interventions with a specialist teacher and then be supported and transitioned back into a normal class programme. This programme will begin in 2018. The BOT are also funding this programme \$35 000.

*Kathleen Liberty /PTSD:* Kathleen Liberty's research shows that many children on the East are likely suffering from PTSD. In 2017 we began preparations to enter her replicate study group in 2018. Baseline data was collected and teachers and the leadership team began the process of *calming the school* down. In 2018 our timetable will be altered, we will implement additional wholemeal snack breaks and also promote *drink to think*.

*Play Therapist:* In 2017 we worked in partnership with City Church to provide a play therapist. She worked with eight children.

## Review and Consultation

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.

### Preschool Community

[https://docs.google.com/document/d/1nZA5Whj3aaKNf6l\\_hLuvnPDHbQAXqcfuChn5a667QM/edit](https://docs.google.com/document/d/1nZA5Whj3aaKNf6l_hLuvnPDHbQAXqcfuChn5a667QM/edit) - Consultation with local preschools

In the last two years the junior Deputy Principal has worked hard at building relationships with local preschool providers. She visits them regularly and also invites them to key events at school. We have had increasing new entrant enrollments; increased numbers could in part be attributed to stronger relationships with our preschools.

### Parent Consultation - Vision Statement

<https://docs.google.com/forms/d/1a8-Zpz8DbwN7VLRNdNs9iHCX6i1UK2DCaX4Tp072Xf4/edit> - Vision Consultation

At the end of 2017 we tried a new way of targeting parents and gathering their voice; we had children digitally surveying parents, using Ipads, at our Celebration Evening in November. This proved successful.

### Health Consultation

<https://docs.google.com/document/d/1UQGW-hC3p6OgmsRJOYF6jJm0-RY6wvr772F37Yb-WE0/edit> - Collation of Health Consultation

Parents were surveyed mid year on our Health Curriculum, specifically on the sexuality component of it. These are our next steps.

#### Next Steps

- Keep parents informed of what is happening in classes and in teams. This can be through class or team newsletters.
- Continue to follow our current Health Curriculum as it gives coverage across all health strands with age appropriate content.
- When we next start a pubertal change unit ensure all parents are informed and given the chance to have questions or wonderings answered. One of the benefits of pubertal change is the conversations that it can ignite in homes with parents.
- Publish findings of this consultation in the newsletter.

### Year 7 Consultation

[https://docs.google.com/document/d/1kgRybQ0XB3SI40r2\\_IMzPMLtbhJqRmggtMEC6GTwoeY/edit](https://docs.google.com/document/d/1kgRybQ0XB3SI40r2_IMzPMLtbhJqRmggtMEC6GTwoeY/edit) - Collation of Year 7 Survey

Each year we survey our year six students who have left us. This is to help us better inform our practices and programmes.

Below are the results of our 2017 survey.

#### Survey Analysis

- Fifty eight surveys were sent out. Nine children returned surveys (16%) ; in 2016 fifteen children responded (29%). Fewer children returned surveys in 2017 than in 2016. One child marked five for everything which skewed results up as there was no differentiation. The suggestion is we send children a digital survey in 2018 to see if we get more responding.
- The overall rating across this year is .1 above last year : 4.3 2016 and 4.4 2017.
- Of the fourteen questions asked six improved in rank, two stayed the same and six dropped slightly.
- Children on average felt prepared (4 or more) in the core subjects of reading, writing and maths.

- Interestingly these students felt they were prepared in writing but our NS data does not show this : 24% of our year 6's achieved under the writing National Standard. This however is a very small sample size.
- Science continues to be an area where children feel like they are not prepared.

### Parent Hui

[https://docs.google.com/document/d/1xCFYadeuU2Qb65is75aElkuJo9iJV\\_73dBLYwB41oo/edit](https://docs.google.com/document/d/1xCFYadeuU2Qb65is75aElkuJo9iJV_73dBLYwB41oo/edit) - Collation of Maori Hui

We had 20% of our Maori families attend a hui. They were personally targeted , we sent them a hand written invitation to a parent afternoon.

Outcomes of Hui

- Parents shared their children's strengths and their aspirations, as parents, for their children.
- These aspirations are collated . There is a strong focus on skills and dispositions and not so much focus on specific knowledge.

This afternoon was run with our Maori families; we can see the benefit of personalising a parents session for all parents.

### Staff Survey

Teachers were asked to complete Wellbeing@School, an online survey.

<https://docs.google.com/document/d/1Unl15Bklzcbg-c3VRDAFLvuqpyuQAenk1FHcXiGuKzU/edit> - Summary analysis of responses.

The survey is divided into different categories:

- School Wide Climate and Practices
- Teaching and Learning A&B
- Pro-social Student Culture and Strategies
- Community Partnerships
- Aggressive Student Culture

Some clear areas to develop and monitor were identified ; some next steps have been implemented, e.g. *staff support person* has been identified.

### Student Survey

[https://docs.google.com/forms/d/1gsBW3tdlaKugUHWiu78fKmY8ThrBR\\_8a5clBgXmdMk/edit#responses](https://docs.google.com/forms/d/1gsBW3tdlaKugUHWiu78fKmY8ThrBR_8a5clBgXmdMk/edit#responses)

In 'Bullying-Free NZ Week' we surveyed our students for the first time explicitly on bullying. We wanted to know what they knew about bullying and if they had ever been bullied at school.

It was apparent that there was not a clear understanding of bullying - children struggled to differentiate it from one off incidences of meanness or exclusion. As a result class programmes were implemented to build shared understandings and to develop strategies for dealing with bullying.

### 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.

### BOT Review

The BOT use a monitoring system where BOT members are surveyed regularly to seek their feedback, e.g. *did the BOT genuinely add value to the school with this meeting?*

### Strategic Review

In 2017 we had five clear strategic goals. Each goal had a team leader attached to it and every staff member was on at least one strategic team. Each team was responsible for creating a vision and an action plan for their strategic area. Teams meet at least twice a term and run PD sessions with staff. Mid- year the team reflect and report on

progress. These reports are then collated into one overall report and this is shared with the BOT. The same reflection and reporting process was set up and followed for the end of the year. Next steps were identified which in turn fed into our 2018 action plan.

Our five strategic areas for 2017 were:

- Well being
- PB4L
- Cultural Responsiveness
- Curriculum
- Elearning

Link to 2017 Strategic Goal Review:

<https://docs.google.com/document/d/1CmvONfle1Nhu2SsdB5uiJNGHJwmcP5edmfirO6pY0e8/edit>

## Student Achievement

Link to end of year Review of 2017 Targets

<https://docs.google.com/document/d/11zVh1ZKZ5ciwAZswR0Lget-rlktGn2mr9UEvBrr8Nkl/edit>

Teams continued to analyse National Standard data and identify from it two 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, writing and math easttle data for years 4-6
- STAR data was analysed and shared
- SENCO's identified a range of other interventions that are in place and shared this with the BOT.
- At the end of 2017 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
- 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

## Professional Development

In 2017 we endeavoured to continue align all professional development to our strategic direction: all PD was linked to a strategic goal or an emerging need. We were in our second year of PB4L.

Each strategic team took responsibility for organising and running staff meetings aligned to their strategic goal. We began a visual representation of our learning through creating PD bricks - see sample below. These are on display in the Boardroom.

Date and title of Professional Development	<b>Self Regulating Learners</b> February 27 2017
Context	<b>Curriculum Development</b>
Summary	Staff worked through module 1 of Doctor Lyn Bird's resource on self regulating learners. Five strategies were identified to support children in SRL. <ol style="list-style-type: none"> <li>1. Learning intentions linked to learning not the activity.</li> <li>2. students goal setting</li> <li>3. Using exemplars or models to show best practise</li> <li>4. An opportunity to share or perform learning</li> <li>5. Self or peer assessment.</li> </ol> <p>Students are self-regulating when:</p> <ol style="list-style-type: none"> <li>1. They set goals</li> <li>2. Monitor their own learning</li> <li>3. Self or peer assess</li> <li>4. Regularly reflect on their learning</li> </ol>
Next steps	Staff to decide on an aspect of SRL and to develop it further for their TRIP's. Focus of appraisal observations in term two will be SRL. Module two on goal setting will be completed in term 3.

TRIPs ( Teachers Reflecting and Inquiring into Practice ) formed a strong basis of teachers own growth as teachers. Teachers focused on an aspect of self-regulation: each teacher implemented new strategies and practises reflecting on the difference it made to children's learning.

Coaching was an aspiration identified while staff were in Melbourne in 2016. In order to move forward with a

coaching model at BAS the Principal took part in a twenty week course through CORE education on Coaching and Mentoring. An outcome of this was the development of school guidelines on Coaching, Mentoring and Induction. In 2018 this model will be implemented.

Link to guidelines <https://docs.google.com/document/d/1Jp7uJ4XyJMHxz0al6InRD5gS2V9IVXBw04uz45D0hfo/edit>

## Staff Performance and Appraisal

Link to our 2017 Appraisal Guidelines

<https://docs.google.com/document/d/1QE9wH8jkLv9nllfzfrt7Gr4o4rd7D70xarXmwH5Ad0M/edit>

In 2017 we offered all teachers the opportunity to have a Personal Portfolio for appraisal. We thought a few teachers would opt in but were shocked when all staff choose to do so. It took our DP two full weeks to set these all up. 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.

A key component of our appraisal process are teacher individual inquiries - TRIPs ( teachers reflecting and inquiring into practice). In 2017 all teacher inquiries needed to be focused on *self regulation* as this is a key component of our Otakaro Learner Profile.

Trips were completed over two terms and then shared with colleagues in term 4. Teachers also had personal goals based on needs previously identified or personal interest. In term 2 all teachers had formal class observations and received feedback and next steps.

## ERO Report

In November 2016 ERO visited for four days. Our systems and practices were shared and ERO gave us very favourable feedback. Our next review will be in three years' time.

<http://www.ero.govt.nz/review-reports/banks-avenue-school-15-12-2016/>

## Curriculum

A key next step identified by ERO (and by us) was to work on our School Curriculum Document. In 2017 the leadership team worked towards this:

- Our school Vision statement and mission statement were reviewed. Our vision now aligns to our school values.
- Our Teaching at Banks Ave website was created. This allows all of our expectations and documentation to be kept in one place which is easily accessible to all.
- Staff developed shared expectations for Curriculum Delivery at BAS. This document was aligned to Senec's golden circle identifying beliefs, principles and practises.

[https://docs.google.com/document/d/1RSAXR\\_mAnOfV1c\\_l4SMoIocGeN40eqTkBqsZ6R-3\\_Q/edit](https://docs.google.com/document/d/1RSAXR_mAnOfV1c_l4SMoIocGeN40eqTkBqsZ6R-3_Q/edit)

Our beliefs

- Learning outcomes, both short term and long term, need to be clear for students and teachers.
- Prior knowledge helps students construct knowledge
- Students need to be *engaged* and *motivated* to learn
- Learning needs to be scaffolded
- Learning will be enhanced by *feedback* and purposeful *assessment for learning*
- Reflective practice and metacognition are key aspects of self-regulation
- We developed a system for creating an "Essential Curriculum" ; the first curriculum area we rewrote was our Health Curriculum.  
<https://docs.google.com/document/d/1AUf2p81pfef69ksM6hMhhxOt6HOEAE19JwhL5z4GWSg/edit?ts=5aa63579>
- We created a template and protocols for class observation.  
[https://docs.google.com/document/d/1DZpY-AmiqtpgJ8nHuUAKazzsWbZzGx5bg\\_Fk7t4vVxY/edit](https://docs.google.com/document/d/1DZpY-AmiqtpgJ8nHuUAKazzsWbZzGx5bg_Fk7t4vVxY/edit)
- We developed a template for a collaborative agreement between colleagues.  
<https://docs.google.com/document/d/1dfGUHB5A3vjnKFeMSmISd3BfjBo7TOnlSmXRJMLR41g/edit>

- We developed a resource bank of PB4L lesson plans and rewrote our Behaviour Guidelines to align with our school values.  
[https://docs.google.com/document/d/1cLQfQAXyIG--yN9\\_9S5tf4a\\_MSUdgdkcVU6RYLCo3fQ/edit](https://docs.google.com/document/d/1cLQfQAXyIG--yN9_9S5tf4a_MSUdgdkcVU6RYLCo3fQ/edit)
- Curriculum review implemented - we now review three curriculum areas a year.
- Developing self regulated learners, a key aspect of our Otakaro learner, was a focus in 2017. All staff had this as the focus of their TRIPs.

## 2017- Summary of Highlights

**Painted doors and railings, seating** - really lifted the environment in a positive way.

**Grants Committee** - amazing work in sourcing a large amount of funds that have bettered Banks Avenue in a range of areas.

**Seesaw** - a great ePortfolio for sharing learning with whanau and communicating with parents that is gaining momentum.

**Chromebooks** - great to have the initial pods of these in Team Miro for our learners - valuable for staff to have experience for BYOD rolls out in 2018 - our thanks to the Grants Committee.

**HEARTbeat 106.7FM** - really positive community engagement tool - in its infancy but already a winner - a special opening ceremony.

**Massage sessions** - a treat, felt valued.

**Mental Health Afternoons** - a bonus, chance to breathe and prioritise yourself.

**Hanmer Camps** - a real success and loved by the children.

**Collaborative Teaching** - genuine momentum being gained as we become experienced in this style of teaching.

**Strategic Teams** - our teams make a real difference to the quality teaching and learning programmes, experiences and opportunities that our learners get.

**HEART celebrations** - having the opportunity to cook, bike, create and play with our students.

**Choir** - we have a large number of children who love choir and are passionate about being involved.

**Java Code Club** - great to have our Code Club up and running and authenticated on the Aotearoa Code Club website.

**The Palms 'Cool Your School' competition** - winning that was a real buzz and an unexpected bonus for the school

**Duffy** books:

The cull of the library

The **flowers** around the school

**Sunshine circles**

**TRIPs: the sharing of these** and the work that went into them

**The variety of PD** that people have had the opportunity to take part in this year within and out of the school

**Bees** - a cool idea and educational for the children and adults.

**TRIP's** - the diversity of foci and how they enhance our classroom programmes.

**Collaborative Teaching** - how it can look so different across the different teaching and learning spaces when it is implemented.

**Kahui Ako:** this will have a big impact on how we work together and will develop leadership in a number of ways across and within our schools

## 2017 – Time to Embed

2014- 2016 involved major change on a number of levels:

- three new senior staff appointed; principal and two deputy principals
- shift to a new student management system - Musac to ETAP
- shift from single cell classes to collaborative environments
- new assessing and reporting requirements
- introduction of strategic teams
- introduction of TRIPs
- introduction of a new finance package - Musac to Reckon
- shift to *school docs*
- teams and individual teachers taking responsibility for student achievement and target children
- PB4L - a shift from a punitive model of behaviour to a positive model of behaviour management

## What did we embed and refine in 2017?

### WellBeing

#### Staff

Wellbeing and relationship building has been a focus for a number of years. In 2017:

- we gave staff some additional pampering
  - massage day
  - additional five hours of release per term
  - mental health afternoon
- we developed a Bullying and Harassment Policy and appointed a *staff support person*, someone staff could speak to if they had a concern.  
[https://docs.google.com/document/d/1jHXX6mEg4WeilG2\\_GCOJGyEox1pwLKlipYY92mPNFjl/edit](https://docs.google.com/document/d/1jHXX6mEg4WeilG2_GCOJGyEox1pwLKlipYY92mPNFjl/edit)
- we continued with:
  - Each team being responsible for organising a staff event each term.
  - Each team putting on morning tea once a term
  - the wellbeing team continued with initiatives like *secret admirer week*
  - NZCER survey used to track and monitor staff well-being.

#### Students

Student wellbeing continues to be a priority. We have many children who show anxiety, who struggle to form positive relationships and who display inappropriate behaviours.

In 2017 we continued with

- Well-being continues to be a strategic goal hence has an action plan and a team of staff attached to achieving our goals.
- Funding a school social worker one day week
- BAMP - our parent mentoring programme
- Using a huge range of external agencies and people for support
- Pastoral care meetings were held twice a term with agencies
- School chaplain in school one morning a week
- Figure it out - an intervention programme for boys in years 4-6
- PB4L continues to be embed into our daily practices.

New initiatives we developed

- We accessed a play therapist. She worked with six children once a week running play therapy sessions.
- Looked at Kathleen Liberty's study into children with PTSD after the 2011 earthquakes. As a result of Kathleen attending a TOD we will be implementing many of her strategies in 2018.
- An EDI funding application was made to establish an intervention programme in school to build resilience, self esteem and social skills. This programme is called Hope, Growth, Change. The EDI application was accepted and the programme will be implemented in 2018.

### Kahui Ako

In 2017 the Otakaro Cluster moved to a kahui Ako - a community of learning; 2017 was about the mechanics of setting up a kahui ako and identifying common achievement challenges across all schools. The set up of the kahui ako was made easier because Principals already had solid working relationships and had already developed a shared vision for an Otakaro Learner.

### Classroom practices

By the end of 2017 all but one teacher was teaching collaboratively. In learning conversations all teachers worked with their collaborative partner to share students learning with parents. Feedback, from staff and parents, continues to be positive about teachers working in teams of two.

In 2017 we focused on developing self-regulated learners in the class. This was the focus of every teachers TRIP. Self regulation is a key component of our Otakaro Learner Profile. Classroom observations continued with a revamped observation template and a focus on maths.

### Finance

In 2017 we reviewed our finance package. A decision was made to move from Reckon to Xero.

### Monitoring student progress

Teachers and teams continue to have ownership of target children, interventions and student progress. Conversations about student achievement are at the fore in leadership meetings, team meetings and at BOT level. In 2017 we increased the number of curriculum reviews we do each year from two to three - one each term in terms 1-3.

We continue to have concerns about a small number of individual teachers inflating student progress. This will be addressed in 2018.

### Strategic direction

In 2016 the community was consulted with and the BOT and staff worked with an outside facilitator to decide on our strategic direction for 2016 -2020. Out of this work came three clear strategic foci:

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

Strategic teams with specific briefs related to each of these strategic areas were established in 2016 and continued with in 2017. Our 2017 strategic teams:

- Curriculum
- PB4L
- Well-being
- Cultural responsiveness and
- E-Learning

Each team had responsibility for creating an action plan, running staff meetings, reflecting and reporting on progress and then identifying next steps.

### **BOT**

Our BOT continues to grow in strength and capability. Our newest members have been on the BOT since 2016 so are becoming familiar with their role. The BOT offer a diverse range of skills and strengths. The BOT chair did NZSTA training with other BOT chairs mid 2017.

Three BOT sub-committees have evolved:

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

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

In 2017 the BOT consulted with our community and with local schools over a revised zone for our new school. We are waiting for this to be finalised by the MOE.

## **Challenges in 2017**

### Behaviour

Behaviours across the school, at all levels, were extreme as were the number of children we enrolled with a number of learning, physical and social needs. As a school we continue to be disappointed with the real support we receive from the MOE and outside agencies; we increasingly look and fund our own solutions e.g. school social worker.

All staff underwent a days training on reducing unacceptable behaviours - this was a precursor to us being given formal restraint training.

We had two teachers doing Incredible Years Training.

The BOT continued to receive detailed behaviour reports at each BOT meeting. No children were excluded in 2017 although we had many stand downs.

#### Staff Relationships

For a number of years some staff relationships have been difficult; previously a lot of work had gone into setting up protocols and healing rifts.

We thought we were making progress until we carried out a survey mid year where seven staff identified that there was bullying and harassment issues with staff. This led to the introduction of the *school support person* and the development of a Bullying and Harassment policy.

#### School Environment and School Site

In April 2017 we announced to our school community that we would be rebuilt on Shirley Boys with a likely move date of late 2020. There was considerable frustration within the community as this announcement was so late coming.

Since 2011 minimal money has been put into the upkeep of the school due to the belief that we would be relocated by 2017. Once we realised we still had another three years before we shifted we underwent a refreshment project which involved painting a lot of the school, putting new carpet into some rooms and repairing and cleaning all curtains.

The school continues to suffer from infrastructure problems; particularly with sewage and heating. We deal with these issues as they arise.

Staff, students and whanau are frustrated working and learning in a broken and deteriorating school.

## **Looking Ahead 2018**

#### DMIC Maths

DMIC maths is a cluster wide focus and will play a key role in meeting our Kahui maths goals. This is our first year doing DMIC PD: other schools in our COL are into year 2 or year 3 of DMIC professional development.

#### Assessment and Reporting

With National Standards going we now need to look at what tools and assessments we will use to make OTJ's about the level of the curriculum children sit in. We will not be using the words *well below*, or *below*.

We will also need to redesign our reports. We will consider moving to a greater focus on key competencies.

#### Coaching Model

In 2016 staff were interested in coaching models they saw set up in Australian schools. In 2017 the Principal participated in a twenty week course on Coaching and Mentoring. The focus this year is to gradually introduce a coaching model to BAS. Initially there will be 5 or 6 coaches with the intent that by 2019 all teachers will have a coaching /mentoring relationship with another staff member.

#### Kahui Ako

In 2018 we are looking forward to getting our Kahui ako fully operational. We have aligned our 2018 strategic teams and management structure to each of the Kahui Ako's five areas of focus:

- Well being
- Maths
- Literacy
- Cultural responsiveness and
- Pedagogy

We have appointed two staff to be our in school leaders and we have one staff member employed in an across the cluster role ( for literacy) .

### Wellbeing Initiatives

Our two key well-being initiatives this year are Hope Growth Change and being apart of Kathleen Liberty's replicate group.

#### *Hope Growth Change*

- funded through BOT money and EDI money
- a full time teacher, with expertise in *transformation learning*, will run this programme for children in years 1-6
- children withdrawn for sessions then supported back in class
- teacher, David Erece, has skills in working with children with behavioural / social needs. He has worked at STAND for a number of years.
- PD / support for teachers on strategies being used within the programme so they can transfer back to the class environment.
- Principal documenting HGC as an inquiry

#### *Replicate Study- kathleen Liberty*

- school timetable changed
- additional snack breaks introduced
- drink to think implemented
- parent sessions run
- data gathered on PTSD and progress measured and evaluated

### Staff Changes

We have two key leaders within the school leaving this year. Both are team leaders; this will give us the opportunity to review the role of team leaders and look at what our leadership needs are and how we can restructure our leadership team to use people's strengths and better meet needs.

Due to new roles being created for kahui ako responsibilities we have a number of teachers in temporary team leader positions. This is exciting as it gives us a chance to grow their leadership capability and potentially create alternate career pathways for them.

### Finance Package

Xero has been implemented this year. Our goal will be to get timely accurate reports ( for individuals, management and the BOT) and to ensure the office staff dealing with finance have the support and training needed.

### The Curriculum

We began formally looking at the curriculum in 2017. In 2018 we want to build on the work we have done and unpack other curriculum areas into essential learning.

### **In conclusion**

2018 is our year to shine! We have a dedicated team of teachers and leaders. We have had a large number of changes and challenges in the last few years. This year :

- We want to consciously look at reducing staff workload
- Embed the work we have already done
- Celebrate the positives
- Continue to work as a powerful team with the students at the center of all we do

## Board Chairman Report

### 2017 National Standards Data

*This National Standards data below was gathered at the end of 2017.*

Reading 2017	Well-below		Below		At		Above		Total
	No	%	No	%	No	%	No	%	
Male	11	6.%	33	18.5%	98	54.5%	37	21%	179
Female	3	2%	15	9.%	85	54%	56	35.%	159
Total	14	4.%	48	14.%	183	54%	93	28%	338
After 1 year	1	1.%	20	28.%	49	69%	1	2%	71
After 2 years	1	1%	14	23%	34	55%	13	21%	62
After 3 years	4	6%	1	2%	17	28%	39	64%	61
End of year 4	1	2%	6	12%	28	57%	14	29%	49
End of year 5	4	8%	3	6%	32	67%	9	19.%	48
End of year 6	3	6.%	4	9.%	23	49%	17	36.%	47

Maths 2017	Well-below		Below		At		Above		Total
	No	%	No	%	No	%	No	%	
Male	4	2.%	36	20.%	108	61.%	31	17.%	179
Female	4	3%	27	17%	113	71.%	15	9.%	159
Total	8	2.%	63	19.%	221	65.%	46	14%	338
After 1 year	0	0	6	9%	64	90.%	1	1.%	71
After 2 years	1	2%	17	27.%	40	65%	4	6%	62
After 3 years	2	3%	7	11%	48	79%	4	7%	61
End of year 4	1	2%	14	29%	24	49%	10	20%	49
End of year 5	2	4%	10	21.%	24	50%	12	25.%	48
End of year 6	2	4.%	9	19.%	21	45%	15	32%	47

Writing 2017	Well-below		Below		At		Above		Total
	No	%	No	%	No	%	No	%	
Male	15	8.%	48	27%	107	60%	9	5.%	179
Female	4	2%	25	16%	110	69.%	20	13%	159
Total	19	5%	73	22%	216	64.%	29	9%	338
After 1 year	1	1.%	13	18.%	57	81%			71
After 2 years	3	5%	14	23%	41	66.%	4	6%	62
After 3 years	2	3.%	7	12%	50	82%	2	3.%	61
End of year 4	3	6.%	19	39%	22	45%	5	10.%	49
End of year 5	5	10%	12	25%	24	50%	7	15%	48
End of year 6	5	11%	8	17%	23	49%	11	23.%	47

## Members of the Board of Trustees 2017 -2018

Name	Position	How position on Board gained	Term expires
Kirk McKay	Chairperson	Co Opted Jun 2016	May 2019
Aaron Reid	Chairperson	Elected May 2016	Feb 2017
Glenn Bongartz	Parent Representative	Elected May 2016	May 2019
Noella Gould	Parent Representative	Elected May 2016	May 2019
David Campbell	Parent Representative	Elected May 2016	May 2019
Paul O'Donovam	Parent Representative	Elected May 2016	May 2019
Michael Stewart	Parent Representative	Elected May 2016	May 2019
Helen Stowers	Staff Representative	Elected May 2016	May 2019
Toni Burnside	Principal		

## Analysis of Variance

### Progress Statement - 2017 Analysis of Variance

#### End Year Progress Report of Target Groups

December 2017

#### 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.

#### What's New This Year?

Each team will work together to select 2 target groups for their team and set interventions. Teams will look closely at every child who is achieving *below* or *well below* the National Standard in reading, writing or maths and record, not only what is stopping them from achieving the standard, but also what support is already in place. This year, there is a particular focus on interventions not being '*business as usual*'.

#### Overview Of Our National Standard Reporting

- 2016 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.
- Team Leaders with their teams look closely at their team's achievement data and select 2 targets for 2017. Target groups can be for remedial (students who are working *below* or *well below* the standard) or for extension (children who are working *at* or *above* the National Standard).
- Teams led by their Team Leaders 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 Team Leaders 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 groups 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 Team Leaders with support from Senior Management.
- 2017 end of year school-wide student achievement data is analysed and target groups selected for 2018.

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#### Summary Of End Year Progress Reports

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#### Team Totara (Y0-2)

### S.M.A.R.T Goal - Writing

By the end of Term 4 2017 all 12 children will be able to record between 50 - 60 words within a ten minute time frame. (Scoring will be according to the Reading Recovery Writing Vocabulary scores and stanines) This will put the children within a stanine bracket of 6-9 for their age group.

How did they do?

No. of Chn	Left	Target Met	Did Not Meet Target
12	1	7	4

The data in the table above shows that seven of the twelve students met the target and 4 did not. One student has left the school. One child came close to meeting the target (scores of 42). The other three have made significant progress but their scores of 37, 28, 28 did not meet the target. These children remain 'of concern'.

### Interventions that made a difference

- Children in both Rooms 1 and 2 were involved in testing, gathering and recording of data. Scores were shared with the children on a weekly basis. This is linked to our HEART values in term of Excellence (Better than Before). Sharing of the scores become quite an incentive for some children.
- Individual bags of words were taken home for children to practise writing and this activity was included in a 'must do' at Reading time as well as at the end of Writing time.
- Parents of target children were spoken to regularly, both informally and during Learning Conversations.
- Discovery time provided opportunities for children to practise words in a variety of ways.
- A Learning Assistant provided support for 2 of the target group in a sight word group.
- Focusing on the children's ability to grow their independent writing vocabulary was an important part of the writing programme and became part of the teacher's TRIPs. The ability to write an increasing number of words were specific learning goals for the target children.
- For some the increased fluency in writing and the ability to see their own improvement was a motivating factor.
- The short time frame (10 minutes) for the testing meant concentration was maintained

### Things that hindered progress

- For some children the physical task of writing was difficult as it involves fine motor control. This influenced some scores.

### Next Steps

- Gains in writing vocabulary need to be maintained and regular practice will help to achieve this.
- 1 boy from the target group is to have his eyesight tested.
- One child is on the list for Reading Recovery.

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## Team Kahikatea (Years 2-4)

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

5 students who are achieving at e asTTle Stage 1P will be at e-asTTle Stage 2B by the end of 2017 and 12 students who are achieving at e-asTTle Stage 1A will be at e asTTle Stage 2P by the end of 2017.

### S.M.A.R.T Goal (Target) - Maths

10 of our Year 3 students who were assessed as achieving *below* the National Standard in Maths at the end of 2016 will have achieved more than one years progress and will be working at Stage 5 of the Numeracy Project (Early Level 2 of the curriculum) by the end of 2017.

## How did they do?

Target	No. of Chn	Left	Target Met	Did Not Meet Target
Writing	17	1	7	8
Maths	10		6	4
<b>Total</b>	<b>27</b>	<b>1</b>	<b>13</b>	<b>12</b>

### Writing Target Results

For the writing target, the data in the table above shows that 7 students met the target, 8 did not and one child left the school. Of the 8 students who are still *below* the National Standard, 2 are displaying behaviour issues. One child is very young and has just been reclassified as a Year 3 next year. The other 2 are making good progress but are still achieving just *below* the National Standard. One child writes very short pieces of writing making it difficult to show the required progressions and the other is fixated on writing on the same topic. It is interesting to note that eleven of these children are now at the National Standard even though they didn't meet the target

### Maths Target Results

For the maths target, the data in the table above shows that 6 students have met the target and 4 have not. Of the 4 students who are still *below* the National Standard, 2 have made good progress and are on track to meet the target at their 120 week Anniversary Report next year. One child has made good progress but not accelerated progress and the other child will need more interventions next year. This child is very young and has been reclassified as a Year 3 again next year.

### Interventions that made a difference

- Of the 11 children who have met the National Standards three of these children now wear glasses. Getting eyesight checked is a priority.
- Personalising the learning and targeting the gaps is showing success.
- The school-home partnership has been important. Having parents on side really helps.
- TL and teachers have spent time 1:1 time with the children in the target groups, talking about the fact that they are below the standard and being explicit in the ways that they can get themselves at or beyond the standard. Success criteria has been shared with the children and feedback given on these criteria. There has been a focus on children sharing their writing so they can hear some of the pieces the better writers in the class produce as models and to gain confidence in their own abilities. We continue to discuss these children on a regular basis both informally and during our team meetings.
- Goals are regularly reviewed and new goals set.
- The use of websites with creative pictures, e.g., Popple365.
- Professional Development for all our teachers -Murray Gadd-was reassuring that we are on the right track.
- Targeted teaching is helping the children with maths and developing a stronger basic facts knowledge.
- Plugging the areas of need was important and targeting children in small groups to meet these needs really helped.
- For maths, we ensured the children got to manipulate materials to help build the understanding of new concepts taught. This helped them move to the imaging stage but materials were available to go back to if needed.

### Things that hindered progress

- Some of these children did not produce enough writing.
- Some of the boys in this group have increasing behavioural issues which is impacting on their academic achievement.
- The e-asTTLe data has been harder to show progression with. The data is taken on just one piece of writing and many of these children find it difficult to write on a topic that is not of their choice.
- Home learning was given to consolidate learning but this was not completed by some target children.

### Next Steps

- Continue to monitor these children as they progress through the school.

- Continue to eliminate physical issues, e.g., check eye-sight
- To develop our professional readings further to help us improve the way we teach writing.
- To explore further the use of e-learning to engage and improve writing, e.g., the use of Seesaw.
- Continue to plug the gaps especially in basic facts and place value. The JAM testing results have shown a gap in fractions so this will be an area to focus on next year.
- Review home learning in 2018.

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## Team Miro (Years 4-6)

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

10 students across Years 4-6 who are currently achieving *below* the National Standard will make accelerated progress and be achieving *at* the National Standard by the end of 2017.

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

8 students across Years 4-6 who are currently achieving *below* the National Standard will make accelerated progress and be achieving *at* the National Standard by the end of 2017.

Target	No. of Chn	Left	Target Met	Did Not Meet Target
Writing	10	1	5	4
Maths	8		5	3
<b>TOTAL</b>	<b>18</b>	<b>1</b>	<b>10</b>	<b>7</b>

### Writing Target Results - *Below to At* - MoE

For the writing target (*below to at*), the data in the table above, shows that 5 students have met the target, 4 did not and one student left the school. Of the 4 students who did not reach the target.

- 1x student has made good progress but not accelerated progress. This child responds well to extra help given but has had a lot of issues to deal with at home.
- 1x student's organisation of ideas has improved but spelling and punctuation are a challenge.
- 1x student was diagnosed with dyslexia this year. Eyesight was also checked and now this child wears glasses. A year's progress has been made.
- A new student at the beginning of the year who we thought may met the target in those first few weeks. However, behaviour has been a big issue. Progress has been made getting this child to participate in learning tasks.

### Maths Target Results - *Below to At* - MoE

For the maths target (*below to at*), the data in the table above, shows that 5 students have met the target and 3 did not. Of the 3 students who did not reach the target, one student was diagnosed with dyslexia and the other two students failed to engage due to behaviour (one has ADHD).

### Interventions that are making a difference for writing and maths

- Gateway writing has been successful as the programme has helped to increase engagement levels, as has e-learning sites like Pobble365.
- Targeted teaching of spelling as this was a gap for some.
- Professional development from the RTLit has given teachers some strategies and a deeper understanding of how to best help children who struggle most with writing. The Professional Development with Murray Gadd was also useful.
- Third party assessments (Seabrook McKenzie, John Anstice, RTLB) have deepened understanding of the learning issues some of our target children have.
- Changing the structure of the teaching session to focus on editing.
- Teacher aide help to work with word study concepts.

- Strategies being put in place to deal with anxiety.
- Using e-asTTLe as a pre-test has allowed teachers to identify the gaps and group accordingly. The post test cycle has enabled progress to be seen.
- Maths Hub has been introduced. Children are able to go back and watch videos of the lessons. This has helped them to reinforce knowledge and strategies taught.
- Using maths across the curriculum wherever possible.
- Getting the families on board and giving them strategies to help at home.
- Specific learning gaps being identified and added to learning programmes, PAT analysis was done well by the team.

### Things that are hindering progress

- Students having specific learning needs. These have been identified this year allowing learning to be personalised.
- Behaviour and non engagement of one child who was new to our school this year. The RTLB service has been working with this child but still behaviour hinders learning.
- Learning Assistant support was provided to the children focusing on the target tables programme. This didn't happen as well as it could've as the learning assistant needed reminding to do this. The learning assistant who was experienced in this wasn't available. However, one class ran this programme within their own programme which was successful.

### Next Steps

- Writing- Transition to intermediate-special programmes to be put in place.
- Children being identified as to whether they need reader/writers for tests.
- Setting up a list of reader writers in Drive.
- Looking at ways we can assess children with needs differently. We know for some that they have a great mathematical mind but to sit the test and provide evidence is what let's them down.
- Look at the access of Maths Hub for all students next year as BYOD kicks in.
- Professional development in DMIC next year will have a great impact on our learners - we hope. More devices with easy access to Maths Hub would be more beneficial. We always would like the learning assistant who has experience in running our Basic Facts programme and target tables available as an extra to class learning.
- Additional help still required for these children-Learning assistants.

### Summary of Overall Data for 2017

From a total of 57 students (54%), 30 have met the target, 23 (41%) did not and 3 (5%) children have left the school.

### Target Children From 2016 - How did they do during 2017?

47 children were involved in target groups in 2016. Six of these children left the school during the year.

Below is the achievement results of these 40 students for 2017....

#### Team Totara Reading

No. Of Target Students in 2016	Number Who Left	Number Who Met Target	Number Who Did Not Meet Target
5	1	4	0
<b>Results For 2017</b>	1	3 children achieving <i>at</i> the National Standard	1 child is achieving <i>well below</i>

For 2017, 3 of the students who reached the target in 2016 achieved *at* the National Standard for 2017. 1 child achieved *well below*. Please note that this was not a National Standard Target.

#### Team Kahikatea Reading - *Below to At*

No. Of Target Students in 2016	Number Who Left	Number Who Met Target	Number Who Did Not Meet Target
10	4	5	1
<b>Results For 2017</b>	4	3 children are achieving <i>at</i> the National Standard and 2 children are achieving <i>above</i>	1 child is achieving <i>well below</i> the National Standard

#### Team Kahikatea Writing - *Below to At*

No. Of Target Students in 2016	Number Who Left	Number Who Met Target	Number Who Did Not Meet Target
11	1	3	7
<b>Results For 2017</b>	1	1 child is achieving <i>at</i> the National Standard	8 children are achieving <i>below</i> the National Standard and 1 child is achieving <i>well below</i>

For reading, 3 of the 5 children are still achieving *at* the National Standard with the other two having made significant progress to be achieving *above* the National Standard. The child that did not make the target last year is sitting *well below* the National Standard for 2017.

For writing, the progress achieved last year hasn't been sustained. Only one child out of 10 achieved *at* the National Standard for writing this year.

#### Team Miro Writing - *Below to At*

No. Of Target Students in 2016	Number Who Left	Number Who Met Target	Number Who Did Not Meet Target
9	0	3	6
<b>Results For 2017</b>	1	5 students are achieving <i>at</i> the National Standard	3 students are achieving <i>below</i> the National Standard

#### Team Miro Writing - *At to Above*

No. Of Target Students in 2016	Number Who Left	Number Who Met Target	Number Who Did Not Meet Target
12		6	6
<b>Results For 2017</b>	5 4 left for intermediate	5 students are achieving <i>above</i> the National Standard	2 students are achieving <i>at</i> the National Standard

For the *below to at* target group, only 3 children met the target at the end of 2016. However, the data shows that another two students are now achieving *at* the National Standard for 2017. 4 students remain *below*.

For the *at to above* target group, 5 students left the school. 5 students are still achieving *above* the National Standard and 2 students *at*.

## Assurances

### EEO ( Equal Employment Opportunities)

The school adheres an EEO policy. All staff are surveyed during the year and a report is compiled for the Board.

#### *Copy of Report*

This data was collected in May of 2017. All 34 staff members were asked to take part in the survey. 24 staff members or 70.5% returned the survey.

The results show that of the respondents:

- 24 are female.
- The age range of the staff is from 23 to 69 years old and 53 is the average age of staff members.
- 22 are New Zealand European and 2 are from other ethnic groups.
- 20 stated they had no disability and 4 stated that they lived with the effects of injury, long term illness or disability.

Some staff members said that technical aids or equipment such as a comfortable chair suited to their needs would make their work easier or would increase their performance.

Recommendations from this report are to check that all staff members have suitable/comfortable chairs or stools.

### Kiwi Sport

Kiwi sport funding was used to pay for a Sport Canterbury facilitator to work each with children within class programmes. The amount paid exceeded the Kiwi sport grant we receive from the MOE.