

# Banks Avenue School

*Living and Learning with HEART*



2019

## Community Annual Report

Written March 2020 : Reflecting on 2019 school year

<b>Banks Avenue School</b>	<b>1</b>
<b>Community Annual Report</b>	<b>1</b>
<b>Vision Statement</b>	<b>3</b>
Living and Learning with HEART	3
<b>Values</b>	<b>3</b>
H.E.A.R.T	3
<b>OUR SCHOOL'S PURPOSE</b>	<b>3</b>
<b>Our School 2019</b>	<b>3</b>
Otakaro Kahui Ako	4
Support Networks	5
Self-Review and Evaluation	6
2019 End of Year Strategic Review	7
Staff Performance and Appraisal	8
ERO Report	9
Curriculum BAS Curriculum 2019	9
2019 - Summary of Highlights	10
BOT	10
Challenges in 2019	11
Looking Ahead 2020	11
<b>Student Achievement</b>	<b>12</b>
2019 Assessment Data	12
RAW Data	1719
<b>2019 Analysis of Variance</b>	<b>19</b>
<b>Members of the Board of Trustees 2019 -2020</b>	<b>19</b>
<b>Kiwi Sport</b>	<b>20</b>

## Vision Statement

### Living and Learning with HEART

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

# Values

## H.E.A.R.T

**H**auora: *Be well to do well*

**E**xcellence: *Better than before*

**A**roha: *Kind words, thoughts and actions*

**R**espect: *Give respect to get respect*

**T**ogetherness: *Together is better*

## OUR SCHOOL'S PURPOSE

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

## Our School 2019

### Roll

We began 2019 with 339 students and finished with 398 students. The roll has been stable at around the 400 mark for the last six years. During 2019 we started one roll growth class and put some term 4 enrolments off to term 1 2020; we also continued to enrol students across all age groups. About 45% of our students are out of zone placements which reflects we are *a school of choice*. We have endeavoured to reduce out of zone enrolments as at this stage our new school is being built for 375 pupils. We begin 2020 with 356 students.

### Ethnicity

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

### BOT

Our board members have a diverse range of skills, strengths and experience. Our BOT remain focused and passionate about lifting the achievement of all students. They understand the difference between management and governance. In 2016 we identified our strategic vision for the following 4-5 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 vision statement is:

Living and Learning with HEART.

In 2020 we will be ready to once again review our strategic direction and set new strategic goals. These new focuses will take us into the next phase of Banks Avenue School, on our new site.

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

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

## PTA

The PTA 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. At times the PTA has also organised parent social nights.

This small number of parents work tirelessly for the benefit of the students.

## Fundraising Committee

Besides the PTA who raise funds at a local level we also have a small group of parents who apply for larger amounts of money through charitable trusts. In 2019 they raised \$24000; this money was spent on a variety of things e.g.a dodgeball pit, a table tennis table, and new basketball hoops..

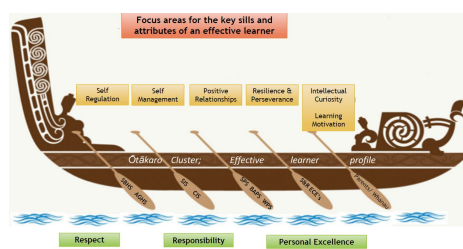
## Otakaro Kahui Ako

BAS belongs to the Otakaro Kahui Ako (community of learning). This CoL is made up of two high schools, three primary schools, two intermediates and a number of preschools. In 2017 we transitioned from a cluster to a kahui Ako, our lead principal was appointed and our achievement challenges were identified. In 2019 we reviewed our goals and appointed two new principals in a lead role. In 2019 we appointed in school and across school lead teachers and we developed and implemented action plans aligned to five key areas:

1. Writing
2. Maths
3. Well being
4. Cultural responsiveness
5. Curriculum development including inquiry and e-learning

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 the kahui ako focused on the attribute of *self-regulation*. In 2018 schools in our kahui ako were involved in maths professional development: DMIC *developing mathematical inquiry communities* so we did not focus explicitly on any of the learner attributes however in 2019 the schools across the kahui ako will be focusing on *intellectual curiosity and learning motivation*

The kahui ako continued to function well in 2019 with *across the school teachers* supporting schools. Within the cluster we did not have any suitably qualified teachers to work on writing across schools so in 2019 we released one of our deputy principals, Tricia Carroll, to do this. She has a wealth of experience

and knowledge to share.

In 2019 we had three *in school positions* to appoint so we focused on well being, maths and cultural responsiveness. Appointing David to the well being lead role allowed us to have him provide support in the office regularly. This in turn led to his appointment in 2020 as our learning support coordinator.

In 2018 we created a Maori at Banks Ave website which continued to have resources for teachers added to it. In 2019 highlights of the year were beginning with a whole school mihi whakatau to welcome new staff and students. In 2019 we also made a digital interpretation of our school cultural narrative; this is available on our website for our parents to access. At the end of the year we had a community hangi. We hope these cultural practises become embedded in who we are as a school.

Once again we had great math student achievement data across the school; we attribute gains to DMIC. In 2019 87% of our students were at or above their curriculum level for math. This is a slight improvement on 2018's math data where 85% were at or above.

## 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 for terms 1 and 2. This support was stopped in July as Mana Ake was beginning to offer similar support but at no cost to the school.

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

*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. Sadly these will be stopped in 2020 due to potential privacy issues.

*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 2019 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 2019 we employed a new ESOL teacher who works twenty hours a week to support needs.

*Reading Recovery:* In 2019 we employed a reading recovery teacher for three days a week (.6 FTTE). She worked with six children at a time. In 2020 this will increase to .8 and allow eight children to be supported daily.

*Play Therapist:* In 2019 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!

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

## 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.

## Parent Consultation

### Mihi Whakataua Reflection

- We were very pleased with our first Mihi whakataua but reflected on it to see how we could build on it.

### Whanau hui

- Our whānua hui was attended by five families and Joseph (SBHS), Kirk (BOT), Emma and Tricia, Tāmara Rochford-Kerr the Kaitakawaenga Mana Whenua (Mana Whenua Education Facilitator) from Ngāi Tahu. She shared the cultural narrative for our new school and the community were advised of the gift of a new name 'Pareawa'.

## Year 6 Exit Survey

44 out of 50 students responded to this survey.

## Staff and Student Wellbeing Survey - AWE

In 2019 we followed up on an individual basis with 21 children who had presented the previous year as being sad or being bullied.

In 2020 a new well being survey which is a cross between AWE and NZCER will be used.

## Health Review

Each two years we review our Health Curriculum. [2019 Health consultation](#)

## Policy Review

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

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

## Emerging Reviews

Sometimes a situation prompts an emerging review; this was the case after the 2020 terrorist attack [Crisis Management](#)

## BOT Review

The BOT uses a self-reflection tool where BOT members are surveyed to seek their feedback, e.g. *did the BOT genuinely add value to the school with this meeting?*

## Strategic Review

In 2019 we had five clear strategic goals. Each strategic 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 met at least twice a term and ran PD sessions with staff. Mid-year the team reflected and reported on progress. These reports were then collated into one overall report and this was 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 2019 action plan.

Our five strategic areas for 2019 were:

Well being  
PB4L  
Cultural Responsiveness  
Curriculum  
Elearning

Strategic Goals 2016-2020	Active learners at the HEART		Living HEART		Connecting HEART of the Community
2019 Annual Goals	Curriculum development and maths	E-Learning	Cultural Responsiveness	PB4L	Well-being
Strategic Teams led by	Leadership team and Rhonda Aitken	Emma Derrick	Helen Stowers	Belinda Walsh	David Erece

## 2019 End of Year Strategic Review

### Professional Development

In 2019 we continued to align all professional development to our strategic direction: all PD was linked to a strategic goal or an emerging need. We were in our fourth year of PB4L and we began our second year of DMIC training *developing mathematical inquiring communities*.

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. We also have all PD bricks on our *Teaching at Banks Ave* website.

#### Positive Education Conference

8-9 April 2019

Positive Education is the bringing together of the science of wellbeing with best-practice teaching to enable whole school communities to thrive.

*Visit for more details and links or come and see Belinda, David or Tracey*

[Positiveeducation.nz](http://Positiveeducation.nz)

**"Burnout affects those most deeply invested in their careers, for whom work is an important source of meaning..."**

Educator Wellbeing:

*Dr Lucy Hone & Dr Denise Quinlan: NZ Institute of Wellbeing and Resilience.*

**Focus on Teacher Burnout.**

**Warning signs** are being exhausted all of the time, cynical and feeling ineffective.

School Staff Wellbeing: What **supports** teacher wellbeing in our school? Opportunities for conversations and offloads.

Recommended Book: The Primary Behaviour Cookbook - Sue Roffey

Mental Health First Aid Certificate - CoLiberate

Value mental health as much as physical health by completing a **Mental Health First Aid Certificate**.

Start everyday with a 'check-in'. Honour rather than trying to answer problems and emotions. Help people to recognise and respond to stress. Their are healthy stress responses that are healthy.

CLIP

TRIPs (Teachers Reflecting and Inquiring into Practice ) formed a strong basis of teachers own growth as teachers. As we were looking at building *intellectual curiosity* all TRIP's had this as a focus.

### TRIP 2019

### DMIC *Developing mathematical Inquiring Communities*

DMIC maths is a cluster wide focus and it plays a key role in meeting our Kahui maths goals. 2019 was

our second year doing DMIC PD: other schools in our COL are into year 3 or year 4 of DMIC professional development. It is a commitment of two professional development afternoons a term as well as two in class mentoring and support sessions a term. Our 2019 end of year maths data once again showed significant improvement which we attributed to a change in practise from introducing DMIC. 87% of our students are achieving at or above where we would expect them to be for maths.

**Coaching** is an area the school continues to develop. In 2017 the principal sourced professional development on coaching. In 2018 the deputy principal also sourced professional development on coaching. In 2018 a small coaching and mentoring group was set up. The principal decided that she would like to do more work around this topic so she was granted a sabbatical for 2019 to look further into coaching and mentoring. Out of this sabbatical came a *coaching leadership programme* that will be introduced in 2020.

[Coaching and Mentoring Guidelines](#)

## Staff Performance and Appraisal

[Staff Appraisal Guidelines](#)

The majority of our staff have e-appraisal portfolios. Digital Portfolios are a great tool for sharing a teacher's learning journey. They allow reflections to be made regularly and evidence uploaded which their appraiser then has access to at any stage. Those teachers who do not have a digital portfolio keep a google doc.

A key component of our appraisal process are teacher individual inquiries - TRIPs (*teachers reflecting and inquiring into practice*). In 2019 all teacher inquiries needed to be focused on building intellectual curiosity in children. [TRIP 2019](#)

TRIPs were completed over term 3 and then shared with colleagues in term 4. We also did a formal observation in term 2 focused on reading.

### Term 2 Purpose of Observations 2019

This year we are gathering evidence about

- Supporting teachers and leaders capability to **analyse, interpret and respond to a wide range of data**. *The use of evidence to inform, practice.*
- How we are building capacity to:
  - work with parents, family/whānau as partners in the learning process.
  - **observe and provide feedback.**
  - provide inclusive learning environments for all students, especially those with additional learning needs and
  - work with and support **accelerated achievement.**

## ERO Report

In December [2019 ERO Report](#) visited for three days.

*The achievement of Pacific students has shown considerable improvement over time. Most students are now achieving at or above curriculum expectations in reading, and the majority are achieving at or above curriculum expectations in mathematics.*

*Across the school there is a strong and effective commitment to a holistic approach to students' wellbeing and learning.*

*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. The*



senior leadership team models and promotes a collaborative approach to practice and a culture of reflection.

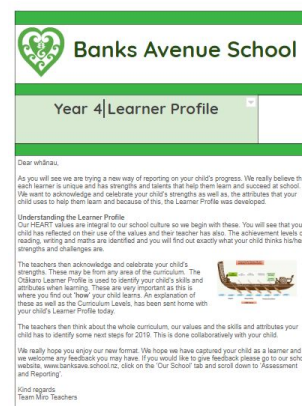
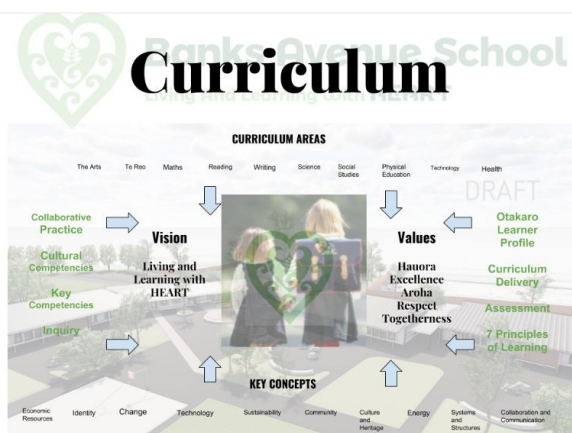
## Curriculum [BAS Curriculum 2019](#)

A key next step identified by ERO in 2016 (and by us) was to work on our School Curriculum Document. In 2019 the leadership team continued this review unpacking learning assets (key competencies) and formally launching the curriculum with staff. Staff planned and assessed one inquiry unit.

We were thrilled to see ERO recognise the efforts and progress we have made with our curriculum.

ERO Report 2019

*The school's curriculum reflects the breadth and depth of the New Zealand Curriculum and is strongly underpinned by its vision and values, which are embedded in planning and programmes. Students are engaged, confident and comfortable in their learning environment.*



BYOD continued to be embedded in Team Miro with more than 70% of children having their own device. The senior school report, focussing on student's strengths was a powerful record of children's progress and achievement.

In 2019 we undertook three whole school curriculum reviews; the arts, science and technology.

## 2019 - Summary of Highlights

- We began the year with a Mihi Whakataua. This was the first time we have done this. Staff were supportive. This reflects the shift in the school on being more culturally responsive which has been a strategic goal for the last four years.
- 5 new staff. We are developing systems to support and induct them.
- Distributed Leadership Model
  - The leaders of learning made a good start this year with running a PD session on inquiry at TOD.
  - Staff meeting on inquiry-the way the leadership team worked collaboratively on it..
- David supported the behaviours in the school and took on the Mana Aka role.
- Toni visiting the muslim families-feeling privileged and blessed to have that opportunity.
- Jane Goodall and children being on the Sunday Programme.
- Arts Festival in Term 3.
- Camp for the Senior School.
- We won Our School Rules again!
- The Grant Team and the money they have raised for us.
- Having Maaka back and the cultural festival being in a different place, Employing Feleti.
- Kahui Ako gave us 3 to make one whole Learning Co-ordinator for 2020 onward.

- We have had a lot more referrals accepted and funding through the RTLB.
- The four staff we employed at the end of 2018 have been a great asset to our school.
- Four of our teachers really enjoyed the Te Ahu O te reo ki nga Tahu course.
- Storytelling PD has had a positive impact in the junior school and in some classes in the senior school.
- Red zone group presenting to CCC
- Employment of Chantel our ESOL coordinator.
- The great turn out for our annual Father's day (and reading) event and our 'uncles' from Dudley who came too.
- school hangit
- ERO visit
- New school plans continue to evolve and we are happy with them
  - Work with Tamara on our cultural narrative was valuable
  - We now have a digital depiction of our cultural narrative on our website.
- Support from across kahui ako at a number of levels
- Reduction in behaviour data across the school
- Steady progress with achievement across the school



## BOT

Our BOT continues to grow in strength and capability. In 2019 we had a BOT election and elected two new members. The BOT offers a diverse range of skills and strengths.

Three BOT sub-committees have evolved:

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

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

## Challenges in 2019

### March Crisis

The events in Christchurch on March 15 sent shockwaves through our community. On the day of the terror attack we reacted, however we did a full review afterward of our processes to identify what we could potentially have done better.

We had a number of families who were directly impacted by the event who we supported.

### Staffing

We had key staff in the school away during the year, e.g. the principal was on sabbatical and the key office administrator was away for three terms. Although we backfilled these positions it did add pressure for staff and to systems.

### Needs

Behavior data improved across the year however we are alarmed with the number of junior children enrolling with large learning or physical needs and the lack of timely and effective transition support for these children.

## School Environment and School Site

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

Staff, students and whanau continue to be frustrated working and learning in a broken and deteriorating school.

## **Looking Ahead 2020**

### Professional Development

- Year three of DMIC PD
- Fifth year of PB4L tier one and second year of PB4L tier two
- Te reo PD through new MOE for two staff
- Kahui ako teacher only day in July
- Leadership PD on PAT testing and scale scores
- Leadership PD on coaching
- Restorative practices PD Jan 2020
- Storytelling PD in April

### Curriculum

- Create a planning template that aligns to our curriculum  
Inquiry
  - To consolidate learning from this year, around the phases of inquiry, thinking and questioning skills.
  - To develop a school wide visual for the HEART of Learning Inquiry Process.

### Maths

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

### ELearning

- Consider eportfolios- Scott has been trialling these.
- Introduce BYOD to year 4 students in Kahikatea

### Writing

- Undertake some professional learning for teachers and learning assistants around the use of Storytelling across the school.

### Staffing

- Two NE positions to fill term 1 ( one maternity leave)
- Potentially office admin role to fill.

### New School

- Detailed design stage with regular meetings with MOE and architects
- BAS will take over SBHS gym and Spartan room to manage - this is still being worked through
- Uniform review
- Decision on school name after parent consultation
- Three teams working on:
  - playground
  - disposing of resources

- cycle track

## Student Achievement

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

The BOT also received:

- An analysis of reading and math PAT data for years 4-6
- STAR data was analysed and shared
- Easttle reading data analysed and shared
- At the end of 2019 the BOT received a Reading Recovery report showing how many children had been through the programme during the year
- Attendance was tracked and reported on twice a year
- An analysis of whole school progress and achievement at the end of the year.
- Behaviour is always a priority ; the BOT received a behaviour report at every meeting. This report identified trends and showed what interventions and supports were in place

## 2019 Assessment Data

### 2019

PAT and STAR	STAR	Easttle	Targets	NAG 2	Analysis of variance	Otakaro
<a href="#">TERM 1 2019 Data Analysis</a>  <a href="#">Term 1 &amp; Term 4 PAT</a>	Note star data in this report <a href="#">TERM 1 2019 Data Analysis</a>	<a href="#">Nov eAsttle Reading</a>	<a href="#">2019 Targets</a>  <a href="#">Mid Year Review Targets</a>	<a href="#">Mid year data</a>  <a href="#">2019 EOY data</a>	<a href="#">AoV 2019</a>	<a href="#">BAS Comparative Data 2016 /2018</a>
Shared at BoT level	Shared at BoT level  Moderation of writing across schools	Shared at BoT level, through teams with teachers	Shared at BoT level and with MOE through Charter	Shared at BoT level, through teams with teachers	Shared at BoT level, and with teachers	Shared at BoT level

## RAW Data

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

All students Years 1 - 6		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	7	3.3%	36	17.1%	137	65.2%	30	14.3%	210
	Female	1	0.5%	24	12.9%	130	69.9%	31	16.7%	186
	Total	8	2.0%	60	15.2%	267	67.4%	61	15.4%	396
Maori	Male	2	4.0%	12	24.0%	33	66.0%	3	6.0%	50
	Female	0	0%	7	16.3%	30	69.8%	6	14.0%	43
	Total	2	2.2%	19	20.4%	63	67.7%	9	9.7%	93
Pasifika	Male	2	22.2%	2	22.2%	3	33.3%	2	22.2%	9
	Female	0	0%	2	18.2%	9	81.8%	0	0%	11
	Total	2	10.0%	4	20.0%	12	60.0%	2	10.0%	20

### Reading End General

Percentage of Pupils - for 2019 Printed: 04 Feb 2020

	Pre	1B	1W	1T	2B	2W	2T	3B	3W	3T	4B	4W	4T	Total Well Below	Total Below	Total At	Total Above	Total Pupils
Y0		86% (25)	14% (4)											0%	0%	86%	14%	7%
Y1	4% (2)	37% (21)	58% (33)	2% (1)										0%	4%	95%	2%	14%
Y2		6% (4)	45% (29)	44% (28)	3% (2)	2% (1)								0%	6%	89%	5%	16%
Y3			11% (7)	16% (10)	35% (22)	38% (24)								0%	27%	73%	0%	16%
Y4			4% (3)	1% (1)	10% (7)	36% (25)	26% (18)	19% (13)	4% (3)					4%	11%	61%	23%	18%
Y5			2% (1)	3% (2)	5% (3)	19% (13)	24% (16)	17% (11)	10% (6)					5%	25%	43%	27%	16%
Y6			2% (1)		2% (1)	8% (5)	18% (12)	20% (13)	10% (6)	18% (12)	12% (8)	10% (6)		4%	26%	30%	40%	13%
Total pupils	1% (2)	13% (30)	20% (78)	10% (40)	8% (33)	14% (54)	9% (35)	9% (34)	7% (28)	4% (16)	4% (15)	2% (6)	1% (3)	2% (8)	15% (60)	67% (267)	15% (61)	(396)

## Maths

All students Years 1 - 6		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	7	3.3%	23	11.0%	149	71.0%	31	14.8%	210
	Female	1	0.5%	22	11.8%	153	82.3%	10	5.4%	186
	Total	8	2.0%	45	11.4%	302	76.3%	41	10.4%	396
Maori	Male	2	4.0%	5	10.0%	40	80.0%	3	6.0%	50
	Female	0	0%	6	14.0%	35	81.4%	2	4.7%	43
	Total	2	2.2%	11	11.8%	75	80.6%	5	5.4%	93
Pasifika	Male	0	0%	3	33.3%	4	44.4%	2	22.2%	9
	Female	0	0%	3	27.3%	8	72.7%	0	0%	11
	Total	0	0%	6	30.0%	12	60.0%	2	10.0%	20

	Pre	1B	1W	1T	2B	2W	2T	3B	3W	3T	4B	4W	4T	Total Well Below	Total Below	Total At	Total Above	Total Pupils
Y0		76% (22)	24% (7)											0%	0%	76% (22)	24% (7)	79 (29)
Y1	4% (2)	26% (15)	68% (39)	2% (1)										0%	4% (2)	95% (54)	2% (1)	14 (57)
Y2		3% (2)	69% (44)	25% (16)	3% (2)									0%	3% (2)	94% (60)	3% (2)	16 (64)
Y3		2% (1)	14% (9)	17% (11)	56% (35)	10% (6)	2% (1)							2%	14% (9)	83% (52)	2% (1)	16 (63)
Y4			1% (1)	1% (1)	10% (7)	51% (36)	29% (20)	6% (4)	1% (1)					1%	11% (8)	80% (58)	7% (5)	18 (70)
Y5			2% (1)		5% (3)	6% (4)	11% (7)	24% (15)	33% (21)	16% (10)	3% (2)			6%	17% (11)	57% (36)	19% (12)	16 (63)
Y6				2% (1)	2% (1)		10% (6)	16% (8)	20% (10)	24% (12)	4% (2)	16% (8)	6% (3)	4%	26% (13)	44% (22)	26% (13)	13 (50)
Total pupils	1 % (2)	10 % (49)	26 % (101)	8 % (30)	12 % (48)	12 % (46)	8 % (33)	7 % (27)	8 % (32)	6 % (22)	1 % (4)	2 % (8)	1 % (3)	6 % (8)	11 % (45)	76 % (302)	10 % (44)	396 (396)

## Writing

All students Years 1 - 6		Well Below		Below		At		Above	
		No	%	No	%	No	%	No	%
All	Male	11	5.2%	51	24.3%	135	64.3%	13	6.2%
	Female	3	1.6%	24	12.9%	146	78.5%	13	7.0%
	Total	14	3.5%	75	18.9%	281	71.0%	26	6.6%
Maori	Male	2	4.0%	16	32.0%	31	62.0%	1	2.0%
	Female	0	0%	8	18.6%	33	76.7%	2	4.7%
	Total	2	2.2%	24	25.8%	64	68.8%	3	3.2%
Pasifika	Male	2	22.2%	2	22.2%	4	44.4%	1	11.1%
	Female	0	0%	3	27.3%	7	63.6%	1	9.1%
	Total	2	10.0%	5	25.0%	11	55.0%	2	10.0%

### Writing End General

	Pre	1B	1W	1T	2B	2W	2T	3B	3W	3T	4B	4W	4T	Total Well Below
Y0		100% (29)												0%
Y1	4% (2)	26% (15)	68% (39)	2% (1)										0%
Y2		5% (3)	67% (43)	27% (17)	2% (1)									0%
Y3			10% (6)	35% (22)	46% (29)	10% (6)								0%
Y4			6% (4)	1% (1)	7% (5)	43% (30)	29% (20)	10% (7)	4% (3)					6% (4)
Y5			2% (1)	2% (1)	6% (4)	10% (6)	25% (16)	27% (17)	21% (13)	8% (5)				10% (6)
Y6			2% (1)		2% (1)	4% (2)	12% (6)	16% (8)	20% (10)	26% (13)	12% (6)	4% (2)	2% (1)	8% (4)
Total pupils	1 % (2)	12 % (47)	24 % (94)	11 % (42)	10 % (40)	11 % (44)	11 % (42)	8 % (32)	7 % (26)	5 % (18)	2 % (6)	1 % (2)	0 % (1)	4% (14)

## 2019 Analysis of Variance

### End Year Progress Report of Target Groups

December 2019

#### What is a Student Achievement Target?

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

#### Overview Of Our Target Reporting

- 2018 end of year school-wide assessment data is analysed at Senior Management level and at team level for reading, writing and mathematics. All teachers are involved in this process.
- Leaders of Learning, along with their teams, look closely at their team’s achievement data and select 2 targets for 2019. Target groups can be for remedial (students who are working below the expected level) or for extension.
- Teams led by their Leaders of Learning plan interventions to assist students in reaching the set target by the end of the year.
- Interim Reports take place mid-year. During the term Leaders of Learning meet with their teachers and reflect on how their target students are going? What does the assessment say? Are our students on track to meet the targets by the end of the year? What is working? Going well? What needs to change? Is more intervention needed? Regular discussions also occur on the progress of the target groups at leadership meetings.
- At the end of the year assessment data for each target group is analysed and teams reflect on whether or not the interventions have worked. Have the children achieved the targets? What’s made a difference? Where to next? Analysis of Variance is completed for all targets by the Leaders of Learning with support from Senior Management.
- 2019 end of year school-wide student achievement data is analysed and target groups selected for 2020.

## Summary Of End Year Progress Reports

### Team Totara (Y0-2)

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

By the end of 2019, **ten** students will be able to record between 30-50 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
10	0	10	0

#### Interventions that made a difference

- The children working with a Learning Assistant once a week to focus on these early words. Positive and rewarding to have this one-on-one time and for the children to receive immediate positive feedback.
- Learning Assistants trained in early words.
- Sending the early words home each night with their reading book.
- Graphed results shared with the children so they could see they were improving.

#### Next Steps

- All our targets achieved success earlier in the year and this growth continued throughout the year.

## Team Kahikatea (Years 2-3)

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

**Nine** Year 2 students who are currently achieving *at* (1B) the expected curriculum level for writing will be achieving *at* the expected curriculum level for writing (1T) by the end of 2019.

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

**Five** Year 3 students who are currently achieving *at* (1T) the expected curriculum level for mathematics will make accelerated progress and be achieving *above* the expected curriculum level (2T) by the end of 2019.

How did they do?

Target	No. of Chn	Left	Target Met	Did Not Meet Target
Writing	9	1	0	8
Maths	5		0	5
<b>Total</b>	<b>14</b>	<b>1</b>	<b>0</b>	<b>13</b>

### Writing Target Results

From the nine target students, 8 did not meet the target and 1 student left the school.

- Seven students made good progress in both their spelling and writing ability this year, unfortunately, the 7 children who met the mid-year target of 1W stayed at the 1W level in their end of year report so did not make enough progress to get to the required 1T (their target goal).
- The one child who had not met the mid-year goal of 1W made no further progress this year due to some severe behavioural issues.

### Maths Target Results

No student met the target:

- All our students have made progress but unfortunately, none of them made enough progress to be at an *above* level by the end of 2019.
- Three of the students are achieving at level 2W (*at*) and have made good progress. They have moved two sub-levels, therefore were one sub-level off achieving the target. They have gained greater addition and subtraction knowledge and a good basic understanding of multiplication and division. Two of these students moved from stanine 5 at the beginning of the year in their PAT Maths test results to stanine 8 and 9 in the end of year PAT test. The other student stayed the same achieving a stanine 9 at the beginning and end of the year.
- Two students are at 2B (*at*) and have made slower progress. Both students have had extended periods of absence from school. These students however did move from stanine 4 at the beginning of the year in their PAT Maths test results to stanines 6 and 7 at the end of the year PAT test.

This is the first time our team has attempted to take students from an *at* to an *above* level.

### Interventions that made a difference

- Children whose parents were more involved made more progress.
- One teacher attended a professional development session with our RTLit (Resource Teacher of Literacy) learning what the RTLit does in a session. (*an added intervention throughout the year*)
- The use of Prodigy.
- Working with Tom Davies in an extension maths class (*an added intervention throughout the year*) - It would have been more beneficial if it had been for a longer period of time.

### Things that hindered progress



- As teachers, we can not predict what occurs in families throughout the year. A child can go from being relatively settled at school at the beginning of the year to being a Tier 3 student during the year.
- Behaviour of some of the students.
- Absenteeism.

#### Next Steps

- Team Kahikatea will continue to look for ways to extend our top math students whether it is through our DMIC programme, basic facts knowledge. web sites and apps or outside experts who can help.
- We are going to review our spelling/phonics programme in 2020. From the PD received by one staff member with the RTLit, a whole class programme will be implemented in 2020.

### Team Miro (Years 4-6)

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

By the end of November 2019, **seven** Year 6 students will have made accelerated progress (*more than a year*) and be achieving at curriculum level 3W or higher for writing, **three** of our Year 5 students will have made accelerated progress (*more than a year*) and be achieving at curriculum Level 3B or higher and **five** of our Year 4 students will have made accelerated progress and be achieving at level 2W or higher. Of these 15 students, 5 are priority learners.

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

By the end of November 2019, **eight** Year 6 students will have made accelerated progress (*more than a year*) and be achieving at curriculum level 3W or higher for mathematics, **three** of our Year 5 students will have made accelerated progress (*more than a year*) and be achieving at curriculum Level 3B or higher and **two** of our Year 4 students will have made accelerated progress and be achieving at level 2W or higher. Of these 13 students, 2 are priority learners.

Target	No. of Chn	Left	Target Met	Did Not Meet Target
Writing	15	1	5	9
Maths	13	0	5	8
<b>TOTAL</b>	<b>28</b>	<b>1</b>	<b>10</b>	<b>17</b>

#### Writing Target Results

- Of the 15 students, 5 students met the target, 9 students did not meet the target and 1 student left the school.
- From the 9 students who did not meet the target, 6 students made accelerated progress (*more than a year*) and were one sub-level off achieving the target.

#### Maths Target Results

- 5 students met the target and 8 did not.
- From the 8 students who did not meet the target, 7 students made accelerated progress (*more than a year*) and were one sub-level off achieving the target.

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

- e-learning to engage.
- Professional learning in writing, the analysis sheet and the trackers sheets helped give clarity around both the levelling and the next steps for children. These were new to us in term 4 and for 2020 we will be able to use them across each term.

- The mindset of the children has changed and the children are now talking more openly about where they are at and what their next steps are for writing.
- Numicon-we purchased this in term 3. This is an intervention programme designed to enhance childrens' maths vocabulary by manipulating materials. It helps children create visuals. One delegated teacher worked with other teachers in the team developing their understanding of the programme.
- DMIC does help support the strength base learning.
- RTLB worked with a group which did accelerate the learning.

#### Things that are hindered progress

- Lack of engagement in writing.
- Absenteeism
- Writing anxiety
- Unlearning entrenched strategies.
- The mindset of children with mathematics. Getting them to move from the 'I can't do this mindset'.

#### Next Steps

- Use a fresh approach with our interventions through divvying up the implementation of each intervention across the team. Each team member will take responsibility for an intervention and 'see it through' in collaboration with the team.
- Plan Writing and Maths into our HEART In The Community programme so our learners are supported in independent learning at home.
- Research the most 'effective interventions' for Writing and Maths so we are following best practice.
- Develop the assessment and analysis capability of teachers working with their class/cohort data and their ability to report back to the team.
- Use the BAS Writing Tracker for the entire year with every student. Customise implementation as necessary to suit learning needs.
- Develop shared understandings across the team re: What is an intervention? What differentiates it from business as usual?
- Embed Numicon effectively into all Senior classes - one staff member to complete the 'Big Ideas' intervention PD (30 April-1 May) and share new knowledge with the team and our learning assistants.
- Use of the PAT scale scores for maths as our core analysis tool in determining children's achievement.

### Summary of Overall Data for 2019

From a total of 52 students, 20 met the target, 30 did not meet the target and 2 have left the school.

We all felt this was a disappointing result. For 2020, we are going to take more time at the beginning of the year to set our targets. Normally they have to be decided upon pretty quickly as the targets are required to go to the board and then be sent to the MoE by the 1st March. This means that targets are usually set within the first two weeks of school. Having more time will allow the teachers to investigate what the gap is with each student and allow them to spend time talking to the children's previous teachers. Having more time will also allow discussions around interventions to occur during team meetings. Meeting the children's parents at the beginning of the year will also help the teacher to dig deeper into the thoughts of the parent, as to why their child is achieving below the expected level. For 2020, one target will be sent to the Ministry (we usually send two) and this one target will be completed by the due date. The other targets (4) will be presented to the board in the March meeting.

### Members of the Board of Trustees 2019 -2020

<b>Chairperson</b>	Mr Kirk McKay
<b>Treasurer</b>	Mr Paul O Donovan
<b>Staff Representative</b>	Mrs Asam Hasilow
<b>Principal</b>	Toni Burnside

**Trustees**

Mr Mike Stewart  
Mr Glenn Bongartz  
Ms Noella Gould  
Phil Black

Secretary

Mrs Colleen Lucas

## Assurances

### EEO ( Equal Employment Opportunities)

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

This data was collected in May of 2019 June of 2018 May of 2017. All 37 35, 34 staff members were asked to take part in the survey. 28 out of 37, (32 out of 35) (24 out of 35) staff members or 76%, 91%, 70.5% returned the survey. Two people indicated they did not wish to fill in the form. One person indicated they did not wish to fill in the form and one did not state their birthdate.

The results show that of the respondents:

- 25, 27, 24 are female and 3, 4, 0 are male
- The age range of the staff is from 22, 24 23 to 63, 68, 69 years old and 45, 49, 53 is the average age of staff members.
- 24, 27, 22 are New Zealand European and 7, 4, 2 are from other ethnic groups.
- 22, 28, 20 stated they had no disability and 6, 4, 4 stated that they lived with the effects of injury, long term illness or disability.

Recommendations that came out of this report are at management level and have been reported to the principal

## Kiwi Sport

Kiwi sport is a Government funded initiative to support children's participation in organised sport. In 2019 we receive XXXXXX this funding was used to pay for ..... We had on average 380 children benefit from this initiative.