



Banks Avenue School

Living and Learning with HEART

Te oranga me te ako ki te Ngākau



NEWSLETTER

05 June 2019

Hi, kia ora, Kon-nichiwa, An-nyong, Salaam, Teanastellen

Number 16

Phone: 03 385 4163, fax: 03 385 6581 email: office@banksave.school.nz, website: www.banksave.school.nz

Thursday 6 June 6.15pm	<i>BOT Meeting</i>
Friday 7 June	<i>Junior Module Playhouse Theatre</i>
Tuesday 2 July 5.30-6.30pm	<i>Matariki Celebration</i>
Friday 5 July	<i>Term 2 ends</i>
Monday 22 July	<i>Term 3 begins</i>

Banks Avenue School trip / event postponements and or cancellations will only be heard on NEWSTALK ZB 1098AM and CLASSIC HITS and viewed on our website: www.banksave.school.nz

If your child is absent from school, for any reason, please let our school office know using one of the following options: Phone: 385 4163 / option 3 text 027 422 8032 email: office@banksave.school.nz

Or notify us via our website: <http://www.banksave.school.nz/absences.html> or via our Flexibuzz app: www.flexibuzz.com

If your child arrives at school after 9:00am they must check in at the office. This saves a lot of phone calls for unexplained absences in order to ensure the safety of all our children.

Dear Parents and Whānau

Principal Sabbatical

I have been very fortunate to be granted term 3 to complete some study. As this is a sabbatical I will *not be at school for all of term 3*. Tricia Carroll will be acting principal for the term; we are currently appointing the person who will pick up the responsibility for deputy principal in the junior school for the term. Tracey Mora will continue as deputy principal for the senior school.

My study focus is looking at how a coaching and mentoring programme within a school can be established to support the growth of leadership and to improve class practises. I am really excited to have this opportunity to look in more detail at this topic and appreciate the Board of Trustees giving me this opportunity.

Community Annual Report

Each year we complete an annual report on the previous years achievements and challenges. This annual report also includes student achievement data and it goes to the MOE and to our auditors. Parents can view the full annual report, twenty one pages, on our school website [Banks Avenue School Website](http://www.banksave.school.nz) ; or parents are welcome to email me at principal@banksave.school.nz and I will send you a PDF file of the report.

I have included some extracts from 2018 Annual Report at the end of this newsletter.

Fanmail

Thank You to the lovely mum who left me some fan mail this morning. I love hearing about great things teachers

are doing and it is also great to hear children excited about learning. Your kind words warmed my heart!

New School

We continue to work with the Ministry on our new school design. Last week we met to discuss flooring and wall treatments for our new hall.

In two weeks we have a meeting to discuss our landscaping and outdoor spaces. Representatives from Ngai Tahu will join us for this meeting as they have been supporting us with our *Cultural Narrative* and they will have some ideas about how we can tie knowledge and value of the local area into our design.

One question we get asked frequently is about our school name once we move. As our physical address will not be Banks Avenue it is debatable about how appropriate it would be to keep Banks Avenue as a name. In saying that it is important to value those who have gone before us and keep some link to the past and to Banks Ave. In a few weeks time we will be giving our students and our community the chance to share their thoughts on our name. After this consultation we will be hoping to decide upon and to announce our new name.

Our time line continues to be on track; we will be starting the 2021 year in our new school.

Pacifica Group

This Friday some of our tamariki have their first session with Feleti, our new Pacifica tutor. I am really excited about this new group, not only for our children with Pacifica heritage but for others who will choose to join in and learn a little more about another culture.



Free Parent Evening on Trauma and Anxiety

Tonight at the Waitakiri School hall at 7.30pm Jessie Kendall from Empower Me Now who specialises in helping children and adults overcome the adverse effects of trauma and anxiety will be speaking. She provides her audience with tools and techniques to feel, think and behave in more resourceful ways. Referred to by Mike King (New Zealander of the Year) as “the best in the business”. Jessie covers -

- How our use of language is affecting how we think, feel and behave.
- How we can better use language with children to achieve better outcomes in behaviour

Gentle Reminders

Children:

- We do not let children climb trees ; this is as a safety precaution as we can not guarantee all trees are safe. Please support us with this rule as we have a few children who are ignoring our expectations with this.
- We regularly remind children that if a ball goes on the road or on a roof they need to find a duty teacher or Tony, our property manager, to help retrieve it.

Parents:

- Please adhere to the regulations with parking around the school. In particular avoid the yellow lines on Banks Avenue. If you park on these you reduce visibility for drivers.
- If you identify any hazards in the school grounds let the teacher or the ladies in the front office know so we can mitigate the risk.
- Our school grounds are a dog free zone. You will see notices about this on our entrance ways. As cute as dogs or puppies are, can you please keep them in the car or at home. In some situations the teacher may organise for you to bring you pet in for a show and tell; in this situation we make an exemption to our rule.

Also with Winter now upon us, please ensure your child has a warm jacket/gloves and a scarf if they are walking to school. Some children may not have suitable winter shoes, and we may be able to help, please see Mrs Burnside.

Scripture

Bob Jaeger has been our school chaplain for many years. Bob is a huge asset to our school and wears many hats. He individually mentors some students and he runs *Seasons for Growth* with others. Just recently he has started taking an art group.

On a Wednesday mornings at 8:30 he runs a scripture class for children of all ages. These sessions do not focus on any particular religion; they are more values based. If you would like your child / children to attend send them to the school library next Wednesday at 8:30.

HEART Values

Our school HEART values are central to all that we do at Banks Avenue School. You will read about our values in newsletters and I know your children will talk about them at home.

All children are able to earn HEART tokens. These will be given out for showing explicit expected behaviours in the classroom by the class teachers and relievers. They will also be given out in the playground by duty teachers. Teachers will identify to the child why they have earned the token e.g. *Amber this token is for aroha - you were very kind asking Moana to join in with your group.* Once a child has received a HEART token they will hand it into a collection box in their classroom. Teachers will tally and record how many tokens each child earns under each of our values.

25 HEART tokens (same value) - name in newsletter

50 HEART tokens (same value) - a wristband

Two or more wristbands the same - lunch with the principal. Ultimately, children are trying to earn all five wristbands. Once they have done this and then collected an additional fifty tokens they will receive the black HEART wrist band which depicts strong school citizenship.

Congratulations to the following children who have all earned **25 HEART tokens** - well done!

Hauora:

Excellence:

Aroha: *Marcel C, Max C, Eton S (Hub)*

Respect: *Emily C-L (Hub)*

Togetherness:

Fifty HEART Tokens - Congratulations - these children have earned a wristband.

Hauora:

Excellence: *Chloe P*

Aroha: *John V*

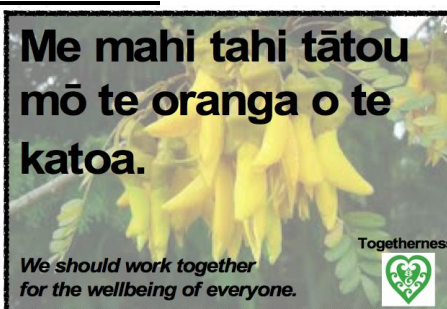
Respect: *Chase W, Meliame H, (Roto)*

Luca S (Keas) Xavier S (Dudley)

Togetherness: *Kenzie E (Keas)*

We urgently need size 4, 5 and 5 track pants. If you have any spare at home that your children have outgrown and you no longer need them, can you please drop off to the school office. Thank you.

Whakatauki



From the PTA....

A BIG thank you to all the tamariki for your wonderful behaviour at the Disco and for embracing the changes we made. By using reusable cups we saved close to 500 plastic cups going straight to landfill. The face painting was a big hit too so this will be offered again. Thank you also to our wonderful teachers and parent helpers on the night.

PTA meeting Monday 10th June 7pm

Honey

The BeeKeepers Honey have very kindly offered to support our school with their fundraising initiative. Simply order your honey online at their website and we will receive 10% of all orders! This will be an ongoing fundraiser so we hope you will make us in making BeeKeepers Honey your go-to for honey needs. Know where your honey comes from, support local business and best of all save money. 1kg of raw clover honey is \$15.95 through us compared with the cheapest 1kg at Countdown at \$19.00



[Buy online here \(www.thebeekeepershoney.nz\)](http://www.thebeekeepershoney.nz). Remember to use the code BANKSAVEPS to have your honey delivered to school. Orders will be able to be picked up outside Room 17 (Keas) from a PTA member each Friday after school. If you can't make it to pick it up then just send Susannah a text 0276782031.

There are lots of other beautiful products so if you're looking for a gift, have a look through their website. You can pay to have your order shipped directly to you (or the person you're buying for) as well, use the code BanksPS when you order.



Look out for us around the school with free samples!

Entertainment Books

Entertainment Books for 2019-2020 are out now and available in either digital (works on all app capable phones) OR hard copy and cost \$70, with 20% from each book coming back to the school! There is some amazing deals and savings in them. Purchase through our online link: <http://www.entbook.co.nz/1348e93>

Or contact Cassie to order on: 027 3338994 or cassie.olivia@gmail.com

Tune in to HEARTbeat 106.7FM

Listen to our students master broadcasting radio. If you live close to the school (within 6 kms) you can tune into 106.7FM on your radio, to listen. If you live further away, you can HEARTbeat 106.7FM online, from our school website. For quick access just click on the link below.



<http://www.banksave.school.nz/heartbeat-1067fm.html>

Latest News

Click on the link below to check out the Latest News page on our school website. The children in our school Media Team capture all the events that are occurring in the school. You will find their news articles here.

<http://www.banksave.school.nz/latest-news-20189.html>

Ramadan

Ramadan has been occurring for the last month. It is observed by Muslims worldwide as a month of fasting, prayer, reflection and charitable deeds. Muslims have been fasting between sunrise and sunset during the last month however today is Eid al-Fitr. This represents the finish of Ramadan and begins three days of festivities where Muslims gather to pray, eat, exchange gifts, and pay their respects to deceased relatives. We have several Muslim families so we wish them all the best in this time of Eid. We know they will be enjoying their time with family.

Shirley District Music School -Enrolments for Semester 2

At BAS we are very lucky that our students get to benefit from the SDMS; they receive musical tuition at very reasonable rates. Shirley District Music School is offering enrolments for instrumental tuition in semester 2 for: Cello, Clarinet, Flute, Recorder, Saxophone, Trombone, Trumpet & Violin, Guitar, Keyboard, Percussion & Piano courses are full. Please contact Janet if a student is interested and she will discuss this with the tutors. Some tutors are able to offer lessons at Banks Ave during the school day, otherwise all other lessons are given at Shirley Intermediate after school. Please go onto the SDMS website www.sis.school.nz/web/66 to enrol or phone **Janet Simôn** SDMS Music Director 03 323 6502 or 027 312 4562 for more information.

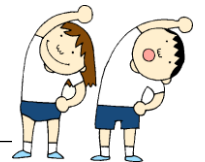


SDMS Semester 2 fees:

\$80.00 for tuition for semester 2 (term 3 and 4)
SDMS hire Clarinet, Flute, Saxophone, Trombone, Trumpet from Sedley Wells at a discounted rate.
SDMS have a supply of Violin, Cello for hire however, SDMS do not hire Guitars, Drum Kits, Keyboards, Pianos or Recorders

Instrument hire fees for semester 2

\$160.00 Cello, Cornet, Curved head joint Flute (for younger students)
\$130.00 Clarinet, Flute, Trumpet & Violin
\$288.00 Saxophone \$POA Trombone



Fitness for Parents

Mel is running *Group Fitness* sessions every Thursday at 9.05am on the back courts! All fitness levels are catered for. \$10 per session and the first session is free. Come along, meet some other mums, get fit and have fun. For more info call Mel on 0212407602

We encourage our whānau to use the school grounds, but please do refrain from bringing dogs into the school. Thank you.



Banks Avenue School Matariki Whānau Celebration

Tuesday 2 July
5:30 - 6:30pm
In your child's classroom



We invite all whānau to bring their dinner to school on the 2 July to help celebrate Matariki 2019.

Come along to chat with other whānau and to see what your child has been learning this term.



Get your very own Karaoke Birthday Recording for you and a friend – you will receive your own music video and your very own karaoke music audio for \$150,

For more details call or text 027 446 22 98 or [facebook@quietbluepanda](https://www.facebook.com/quietbluepanda)



Extract from 2018 Annual Report

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.

Preschool Community

Consultation with local preschools

In the last three 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 enrolments; increased numbers could in part be attributed to stronger relationships with our preschools.

Parent Consultation

Whanau Hui

Next Steps:

- Prepare or access a Ngai Tahu resource which outlines the opportunities available to Ngai Tahu children, e.g. funding for remedial sessions.
- Add as an intervention for Maori students who are struggling the consideration of getting parents to access additional learning support through Ngai Tahu.
- Work through our kahui ako to support children and whanau with additional te reo e.g. *Te Ahu o te Reo Māori*. This initiative should be able to be accessed in 2019.
- Look at school programmes so all children get a Marae visit at least once in their time at BAS
- Consider a hangi every two years

Year 7 Consultation

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 is a summary of our 2018 survey.

Survey Analysis

- Surveys (google form) were sent to 43 2018 Year 6 pupils . 7 were returned - 16%. This is the same as the % we received last time we surveyed.
- This is a very low response rate. One person marked every question low which also skewed all answers down.
- Reading, working independently and having experiences outside of the classroom were the areas children felt most prepared in.
- Science was once again the lowest scoring area. This has been the same in previous years although this year's average mark , 3.3, is better than previously: it has risen slightly each year. It began at 2.6.
- We have improved in five areas surveyed (maths, reading, science, independence, and extra learning experiences), we have remained the same in one area (Social skills) and we have dropped back in four areas (writing, technology and growth mindset and overall preparedness).

Staff and Student Wellbeing Survey - AWE

As part of the Otakaro cluster it was decided all schools would complete the AWE staff and student well being survey. This gave us baseline data. The survey will be readministered in 2019.

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 2018 we continued;

- 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
- Implementation of *Hope Growth Change*
- Additional counselling support provided by *City Church* giving us a play therapist one day a week.
- PB4L continues to be embed into our daily practices.

Staff and Student Cultural Competencies

Cultural Competencies

The findings from this survey will help our cultural responsiveness group set some future goals and also give us baseline data to refer to again.

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 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 2018 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 2018 were:

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

Professional Development

In 2018 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 third year of PB4L and we began our first 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.

TRIPs (Teachers Reflecting and Inquiring into Practice) formed a strong basis of teachers own growth as teachers. As DMIC required a big shift in practice we asked that all teacher inquiries were linked to an aspect of DMIC.

DMIC Developing mathematical Inquiring Communities

DMIC maths is a cluster wide focus and it will play a key role in meeting our Kahui maths goals. 2018 was our first year doing DMIC PD: other schools in our COL are into year 2 or year 3 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 end of year maths data showed significant improvement which we attributed to a change in practise from introducing DMIC.

Coaching is an area the school that 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 has been granted a sabbatical for 2019 to look further into coaching and mentoring.

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 2018 all teacher inquiries needed to be focused on DMIC *developing mathematical inquiry communities*. This was our first year of professional development for DMIC. [Teacher Inquiries 2018](#)

TRIPs were completed over term 3 and then shared with colleagues in term 4. As part of DMIC all teachers had at least two in class mentoring observations a term. We also did a formal observation in term 2 and a cultural competency audit in term 3 which included gathering student voice.

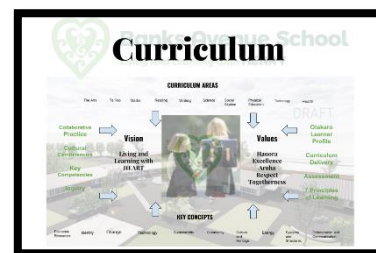
ERO Report

In November 2016 ERO visited for four days. Our systems and practices were shared and ERO gave us very favourable feedback. We expect our next review to be later in 2019 or in 2020. [2016 ERO Report](#)

Curriculum

A key next step identified by ERO (and by us) was to work on our School Curriculum Document. In 2018 the leadership team continued with the work we had started earlier.

In 2018 we finished identifying key knowledge, skills and dispositions for all curriculum areas. We also needed to review our assessment and reporting practices as *national standards* had gone we needed to consider what we would do instead of them. The result was the development of a strength based report format reporting against curriculum levels. We identified an inquiry model and introduced it to staff in 2019 with the expectation that we will plan at least one whole school inquiry unit in 2019.



We also implemented BYOD in team Miro. By the end of 2018 we had about 70% of our senior students with their own devices.

In 2018 we undertook three whole school curriculum reviews; the arts, physical education and technology.

2018 - Summary of Highlights

- School cultural day: This was a fiesta of cultural dance across our school. It was joyful and organised by the cultural strategic team and the teachers; encompassing a community feel with the Avonside Girls' and Shirley Boys Pasifika groups performing for us.
- Achieving 100% with PB4L SET data. This reflects the commitment of our staff and shows how well our values are embedded in school practises.
- Embedding cultural aspects across the school; starting all hui with a waiata and whakatauki (even board meetings). We did our first school mihi whakatau at the beginning of 2019.
- Toni and Tracey attended the Education summit, which was enlightening, inspiring and gave a sense of hope for education. This process modelled design for learning very well and incorporated adult learning principles.
- The Kāhui Ako; this offers a large amount of support for teachers and leaders on a number of levels. Our strategic teams fitted in with the kahui ako seamlessly as our strategic goals mirrored the kahui akos goals.
- The Leavers Ceremony. This is always a highlight and reflects how well prepared our year six student s are for the next part of their learning journey.
- The Māori at Banks Ave Website was developed. This is a great resource for teachers.
- End of year student achievement data showed great progress and achievement. We were very encouraged to see the shifts we had made. We also were thrilled with the progress our Maori students are making.
- The development of a new management structure which will be implemented in 2019. We will have three types of leaders with different roles: leaders of learning, heart and management.
- We are thrilled with the plans for our new school. We had a very detailed design brief and we can now see what our new school will look like.



Challenges in 2018

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.

We had twenty staff train in restraint. The level of needs are such that we used our restraint training often.

The BOT continued to receive detailed behaviour reports at each BOT meeting.

No children were excluded in 2018 although we had many stand downs.

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 2021. 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-five 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.

2014 -2018

2014- 2018 has 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 new finance packages - Musac to Reckon to Xero
- 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
- the Otakaro CoL moving to a kahui ako with the appointment of in school and across school personnel
- the introduction of DMIC maths across the school involving all staff changing their teaching practices
- a number of experienced and senior teachers retiring leaving the opportunity to introduce new staff and grow the capacity of other existing staff members

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 and has attended two STA conferences (2017 and 2018) .

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.

Want to read more? Go onto our school website and read the full *Community Report* or email me, principal@banksave.school.nz, for a copy.

NOTE the full report will not to be available until Friday 7 June (after our BoT meeting)

