



Banks Avenue School



"Learning today to succeed tomorrow"
Kia mau ki ngā akoranga, kia tau ai āpōpō

NEWSLETTER

23 March 2016

Hi, kia ora, goeie dag, haileo, jou sanh, goedendag

Number 08

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

14 – 24 March	Aquagym for Team Kahikatea
Friday 25 March	Easter Friday – school is closed
28-29 March	Easter Monday and Tuesday – school is closed
Wednesday 30 March	School Cross Country
Monday 11 April	PTA meeting – 7:00 pm in the Staffroom – all welcome
Tuesday 12 April	BOT meeting – 6:30pm in the Sky Room – all welcome
Thursday 14 April	Last day for Term One for the children
Friday 15 April	Teacher Only Day
<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</i>	

SCHOOLGEN LINK: <http://schoolgen.co.nz/schoolgen-schools/banks-avenue-school-christchurch>

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>

If your child arrives at school after 9:00 am 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

A big Banks Avenue School welcome Meliame, Room 9 and her family to our Banks Avenue School community.



This term is flying past - we have four weeks of school left but two weeks are short weeks. School is **closed from this Friday until next Wednesday**. All schools in New Zealand shut for Easter Tuesday. Normally it is not noticed as it falls within the Term 1 holidays, however, this year, the holidays are not for another month. Our last day of school this term is on Thursday 14 April. School will be **closed on Friday 15 April** for a **Teacher Only Day**. We are aware of how tricky it can be for parents organising child care so we always try to give as much forewarning as possible.



Update on school site

I am sure many of you have heard the rumours that our new school is going to be built on Burwood Park. This is the Board of Trustees preferred site for a number of reasons:

1. Proximity to our current site.
2. Ease of traffic flow around Creswell Ave.
3. Access to develop a school with strong links to all the sporting facilities.
4. Potential for the school to develop into a community hub with facilities that could be used by the community, e.g. all-weather turf, school hall.
5. On a main bus route.
6. Current education of our students not being impacted on as the build takes place.

We were informed that the MOE were in the process of acquiring South Burwood Park for our new school. It is proposed the school would be located just behind the current tennis courts which would remain. We have been waiting for the City Council, who own the land, to inform us that the consultation stage for acquiring this land would begin. This has been slightly preempted with the Council already beginning the process without giving the school the chance to share their thoughts

and ideas. You may see or hear that the council's first round of consultation has shown many local residents are against our school being relocated to Burwood Park. Some of their reasons are:

1. Traffic congestion at pickup and drop off times.
2. Noise from the school.
3. Loss of views.
4. Loss of the park for recreational purposes.

We believe all of these reasons can be mitigated and minimised to one degree or another.

If we do not relocate to Burwood Park then the other two main options would be to:

1. Relocated to the Shirley Boys site, adjacent to Shirley Intermediate. This would not happen until Shirley Boys moves to QEII.
2. Be rebuilt on our current site, but closer to the back fence, where we think the land may be more stable (this is being checked out).

In the next few weeks we will be sharing more information with parents and seeking your input for what you would like for the future of our school.

Celebrating Diversity - Uruguay

Uruguay is a small country in South America with just under four million people.



Matias is from Uruguay. He moved to New Zealand when he was 2 years old (four years ago). Matias shared a little bit about himself with his classmates last week. He had organised an infographic and he took great pleasure in telling everyone about his homeland.



Staffing

Welcome to Jenny Macdonald, who you may see working in the office administration building, as she relieves for Colleen Lucas who has been granted leave.



Strategic Goals and Annual Plan

Each year we decide, based on our needs, what our annual goals are going to be. This year we have five clear annual goals.

1. E Learning - using technology in classrooms as a tool to enhance learning.
2. Well-being - improving student, whanau and staff well-being; hence programmes like our mentoring programme.
3. PB4L - this is a school wide initiative, which will help us build our school culture and embed our school values.
4. Cultural Responsiveness - acknowledging and celebrating the cultural diversity within our school.
5. Future Focused Teaching and Learning (FFTL) - building our knowledge and understanding as we move toward collaborative teaching and learning.

Teams of teachers have been set up to lead the development in each of the above areas. Each area will have professional learning attached to it and the Board will receive regular reports on progress toward our goals.

To support teachers learning in FFTL all teachers will have the opportunity to visit Melbourne schools in the July holidays. Melbourne is about ten years ahead of New Zealand in their journey toward FFTL and so we have much we can learn from them. They have their holidays at a different time to us so teachers will have the opportunity to see several schools operating and they will also get the chance to speak with other teachers and students. As this professional development visit will happen in holiday time there will be no need to close our school for teacher only days. We will also save a considerable amount of money as we don't need to pay relieving teachers while we are away. Great things are happening in education ... we are excited to be a part of the journey!

Child Obesity - Water Only School

There has been quite a lot in the news lately about child obesity. This is just a reminder that we are a *water only school*. Children should not have fruit juices or fizzy drinks in their lunch boxes.



Children enjoying their sport.



Annual Report

Each year we reflect on our journey for that year as we look ahead to the next. An *Annual Report* is created which documents our journey... the highs, the lows and the next steps. You can read our full Annual Report on our school website.

Below is an extract from our 2015 Annual report.

Our School

Roll

We began 2015 with just over 360 students and finished with just under 420 students. The roll has been stable at around the 400 mark for the last three years. During 2015 we started two roll growth classes and continued to enrol students across all age groups. At mid-year we closed our roll to out of zone year 3 and year 4 students as we had reached capacity in those classes.

Interestingly in 2015 about 60% of our students were from out of zone. At the end of 2015 we lost not only our year six students but also several families who are living out of zone and who are going to enrol their children in their local school as their lives have now settled and they are now ready to take that next step. We expect to see more of this relocating to local schools over the next few years.

We began 2016 with 345 students.

Ethnicity

We have about 20% of our pupils who are Maori and a small number of children from a range of other ethnicities, e.g., Afghani, European, South African, Pacific Islander and Asian.

BOT

The BOT was relatively inexperienced initially but what they lacked in experience they made up for with enthusiasm and passion. The BOT undertook several training sessions in 2015 building on their knowledge of governance and management, school review and school evaluation and BOT roles and responsibilities. Two BOT members resigned in 2015 and one new Board member was seconded. Elections are due in 2016 and it is likely all BOT members will stand again although they are discussing succession planning.

PTA

The PTA mainly run as a fundraising organisation although they also manage lunch on line once a week, supervise the second hand uniform shop and lost property and organise and run school discos. Early in the year the PTA struggled to get numbers, however, toward the end of the year there was a resurgence of energy, a new chair was elected and numbers have grown. The PTA has been totally revitalised.

Otakaro Cluster

BAS belongs to the Otakaro cluster of schools. This cluster is made up of three high schools, three primary schools and two intermediates. The cluster has been functioning for the last three years but as it grows it continues to gain strength and direction. A highlight of 2015 was a cluster wide teacher only day where

teachers from different schools shared their knowledge and their journey.

In 2015 the cluster began to evolve from a principal only network into a support and development group at different levels of the school. E learning continued to be supported across the cluster as well as the beginning of one group building on key competencies across the cluster.

Support Networks

As mentioned above 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. In 2015 a teacher was released for three days a week to help oversee and coordinate programmes.

- **Pastoral Care:** Pastoral care meetings are organised once or twice a term to discuss needs and ensure students are getting the most useful support. We endeavour to have as many as possible of our support agencies attend these meetings.
- **Agencies:** We work with a number of agencies: STAND social workers, CDHB personnel, truancy agencies, MOE agencies, e.g., RTLB, R.T.Lit, 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 2015 to help fund support staff to work with our high level needs.
- **Truancy:** We were very disappointed in 2015 with the support we got for students with chronic attendance problems. The service is very ineffective and little follow up was involved.
- **Social Worker:** There is a huge need within our school and community for a social worker, however, in 2015 we had three different social workers during the year from STAND. With lag time and disruptions from new appointments only a few families got the support the needed.
- **ESOL:** We have a growing number of children with ESOL needs. In 2015 we employed a teacher for two days a week to support needs.
- **Reading Recovery:** In 2015 we employed a reading recovery teacher for three days a week – she worked with six children a day whilst they were in the programme.

Self-Review and Evaluation

Consultation with Parents:

A full community survey was undertaken mid-year where parents were asked about school culture (including values), reporting to parents, student well-being and the quality of communication. We were thrilled to have 72 /318 families respond (22%). We have noticed more parents responding to with feedback with the introduction of a link on our website, which allows parents to respond

digitally to questionnaires and surveys. As a result of feedback received we introduced a new report format and were able to use parent's views in finalising our new school values.

Student survey

All children from year 4 up were surveyed by using the NZCER Wellbeing survey. This allowed us to identify some areas to improve on which we have built into 2016's strategic direction

Staff Survey

During the year staff were given many opportunities to give feedback in relation to school initiatives, e.g., using the school library as a teaching block. They also had the opportunity to contribute to the principal, deputy principal and team leaders' appraisal feedback.

Mid-year there was an EEO survey to identify any issues with employment conditions and at the end of 2015 all staff were surveyed to monitor well-being. There were three themes that were evident from the end of year survey – all of which will be addressed in 2016.

Policy Review

As part of school docs review schedule policies are reviewed. Parents are notified via the newsletter of policy reviews and are given the chance to place feedback. Several emergent reviews took place due to circumstances that occurred. All policy reviews are documented.

Strategic Review

In 2015 we had four clear strategic goals. Each strategic goal was reviewed once during the year and all four goals were reviewed at the end of the year. Progress toward the goals was presented to the BOT and next steps were identified. Annual goals in 2016 will reflect outcomes of the end of year review against all strategic goals.

Student Achievement

In 2015 there was a major thrust in gathering and analysing student achievement during the year and in reporting progress and next steps to the BOT.

- *eastTtle reading writing and maths were introduced:*
 - *eastTtle writing data was gathered, analysed and compared to reflect progress from the beginning of the year until the end of the year.*
 - *eastTtle reading data was collected and reported to the BOT – note no comparison was made.*
- *School targets: These were monitored throughout the year at senior leadership level and team level. A mid-year report was compiled and shared with the BOT to track whether we were on track to meet the targets. An end of year analysis of variance was compiled and shared to show progress. Out of this has emerged the need to write SMART goals in 2016.*
- *Intervention Programmes: A number school based intervention programmes were put in*

place. The BOT received a mid-year and an end of year report on these programmes. We have identified the need for these reports to be less of a narrative and more of a focus on outcomes and progress.

- *Reading Recovery: The BOT received an end of year report on students' progress within the reading recovery programme.*
- *Attendance has a huge influence on student achievement therefore we tracked, monitored and reported on attendance throughout the year.*
- *Behaviour also has a huge impact on learning. Behavioural reports were presented to every BOT meeting.*

Professional Development

In 2015 we endeavoured to align all professional development to our strategic direction. At leadership level we worked with an outside provider (JH). Leadership and Assessment was monitored and it involved tracking the improvements in student achievement. As a school our professional development was centred on building our knowledge and understandings of future focused teaching and learning. Assignments carried out as part of our PD with CORE were of a high standard and showed great growth. As an outcome of new learning teachers completed a spiral of inquiry into a new aspect of Future Focused Teaching and Learning (FFTL) – feedback on these supports growth in knowledge and understandings.

As a result of the work we completed in 2015 we now have every teacher in the school engaged in some form of collaborative teaching in 2016.

Staff Performance

Staff performance is monitored throughout the year. At the beginning of 2015 teachers set goals for 2015. These were based on:

- *needs that had arisen from the previous year*
- *school wide goals aligned to strategic direction and*
- *leadership or management responsibilities.*

In term 2 all teachers had formal class observations and received feedback and next steps.

In terms 2 and 3 all teachers carried out a spiral of inquiry linked to an aspect of FFTL (Teachers reflecting and inquiring into practice i.e., TRIPs). Teachers received feedback on these from senior management. A powerful aspect of these was sharing learning journeys with peers. In term 4 attestation against Professional Standards occurred. This was a lengthy process as it involved looking at planning, assessments and reflections etc. Learning conversations also occurred with the appraiser. In 2016 a review of our appraisal system will take place as we hope to move to a more formative system with ongoing goals and feedback throughout the year. Ultimately all evidence will be recorded on an individual's personal website.

Headlice

Headlice are a problem in all schools and a real nuisance for many families. There is no stigma with a child having lice as anyone can catch them and they are contagious.

School Policy

If we identify a child with head lice we call the family and ask that the child be taken home and treated. Children cannot return to school until they have been treated. We also let other children in the class know. In the past we have sent home a letter; we will now be sending home a pamphlet with more details about how lice can be treated. We have information on our school website about head lice treatment.



Being Proactive

- It pays to check children's hair regularly in order to be proactive. Especially make a point of checking older children's hair as parents don't tend to do their child's hair as they get older so lice can go undetected.
- Brush hair every evening - this may help kill or injure lice and stop them laying eggs.
- Don't share brushes or combs.

Treating Head Lice

- Treat hair if live insects are found on the scalp or if eggs are found within 1 cm of scalp.
- If lice are found check the whole family as other members may be affected.
- Treat all affected family members at the same time.
- A special shampoo is available from chemist shops which kills eggs and lice – discuss this with your pharmacist.
- Dead eggs left on the hair can be removed by combing conditioner through the hair with a fine tooth comb.
- Re check a week after treating to ensure there are no live lice or eggs.

DO NOT use fly spray, kerosene or animal remedies as these can be harmful for children.

Facts about Head Lice

- Head lice are small, flat insects that grow to about 3mm long. They breed all year.
- They live on human scalps as it provides food and warmth for the eggs to hatch.
- They feed on blood from the scalp about 5 times a day - hence you may see a rash or sores when looking for lice.

- They cannot jump, fly or swim
- They do not carry disease.
- They remain on the head after bathing or swimming.
- Female lice lay up to 10 eggs a night. The eggs (nits) are small and hard (like a grain of sand) and normally pale grey. After hatching the cases are white.
- Eggs hatch in 9 days and a louse will live for 40 days.
- Head lice do not live more than 48 hours off the scalp.
- Eggs are often laid behind the ears, around the crown or around the hairline at the back of the neck.
- Eggs are laid next to the scalp and hair grows about 1cm a month so any eggs found more than 1 cm from the scalp will have hatched and died.

PTA News

The PTA would like a parent to offer to distribute our *lunch on line* meals on a Thursday lunch time. It only involves about thirty minutes but it needs someone reliable to be here each week. Can you help? Ring Katrina 021 899 141.



Go to: <http://www.lunchonline.co.nz/> to place your order.



Next Meeting:

Monday 11 April

7:00 pm in the staffroom

Everyone is welcome. This is a great opportunity for our new parents to see how our PTA functions.



Board of Trustees

Next meeting:

Tuesday 12 April at 6:30 pm

In the Sky Room

All welcome

Note this meeting has been brought forward one week due to the school holidays.



Children enjoying their reading

Parent Health Survey 2016

Dear Parents

We are the members of the Student Wellbeing Team. In 2015 a health curriculum survey was sent out to parents in Term 3. Only fourteen parents responded to this survey which is 4.4% of our family community.

Our task is to find out what information parents would like or have advice on with health and safety issues. We would then like to get information to you about the topic of health issues or safety. We will only use the appropriate information.

If there is enough interest in a particular topic we will then bring in an expert and offer a session about the topic or get brochures to you.

Examples of health conditions:

skin conditions	asthma	obesity	dental hygiene	healthy lunches
depression	anxiety	sugar in foods	cyber safety	water safety
road safety	sleep problems	bed wetting	cyber bullying	other

Please tick what you would like more information on.

Please return your survey to the drop box in the office by Wednesday 23 March.

Name: _____ Signature: _____ Phone: _____

Thank you for your interest,

Taylah from the Student Wellbeing Team

Strategic Direction Questionnaire

<https://docs.google.com/forms/d/1nMU3X4Dh3S-PRP5EZTenzFSI5ky2pgZdVmtsfRutZ1k/viewform>

Please complete by 7 April

1. What are we currently doing well at Banks Avenue School?
2. Are there any areas you think we need to work on?
3. Is there anything you would like us to introduce into our programmes or into our school?
4. What are your wishes, desires or hopes for our Banks Avenue children?
5. Complete this phrase: Banks Avenue School where.....
6. Our current vision statement is Learning Today to Succeed Tomorrow. Does this still capture our vision? What else could it be?