

Annual Report 2018

POLICY AND SELF-REVIEW			
	2018	By Who	
Charter	Mission Statement/Vision Review Review Planning – Reporting Goals Strategic Planning Targets On-going Community Consultation and Education Programmes		
Policies	Policies will be reviewed according to BOT Annual Plan	BOT Principal Snr Ldrs	Policies will be reviewed on a cyclic basis or as needs arise.
BOT training and development	Attend NZSTA Conference – Rotorua NZSTA workshops as needed	BOT	*4 trustees attended Wellington NZSTA conf. * S Diaz attended NZSTA workshop * Chairperson TF / Principal NL attended NZSTA Leading with purpose: The vital role of chairs', principals' and aspiring leaders

CURRICULUM PRIORITIES			
	2018	By Who	Summary
CURRICULUM	School wide focus: Assessment for learning Writing))LiteracyTeam)COL, tchrs	Using 'EDGE' to its fullest potential has been a challenge and as a result, entering, gathering and presenting data to a target audience (teachers, parents, BOT etc) has been a cumbersome challenge. Four PD sessions were organised for senior management however still to no avail. JBS has made a switch to ETAP for 2019. The principal and deputy principals have experience with this system and will be able to provide more succinct and accurate information for the JBS stakeholders.
	Bilingual Education TESSOL (ministry funded)	3 staff	COL JBS is a member of the Mangere Kahui Ako. Reporting to BOT of MKA developments is through principal reports and head principal's termly update. JBS appointed two within school leaders and has one across school leader on staff. MKA have hosted 2 professional learning sessions across the schools for teachers with assessment tools beign a focus.
	ESOL – ELLPs, SELLPs	All staff	Two of the three teachers enrolled completed Year 1 of the TESSOL Diploma. Professional Development sessions were provided throughout 2018 for teaching staff however as the cohort group of ESOL students increase at Jean Batten School, it is an area the school will have to develop their pedagogical knowledge to best meet the needs of our students.
	PELPS		Team Tawera – participated in the PELPs – Pasifika English Language Project. This programmed consisted on Teacher professional learning days (x2), evening fono with parents (x2) and in class support observations Teacher feedback was positive with knowledge and activity base ideas being easily applicable in the classroom.

	Quad Blogging Y4-6	Rm 3, 21	Review meeting with Finlayson Park School completed. The evaluation highlighted students motivation to participate was of a high level. Blogging promotes writing as a form of communication. The instant feedback and gratification when interacting with other students is parallel to the world they live in today. Information sharing is quick. Looking ahead, the group would like to explore national and international participants.
	Student e portfolios – Seesaw	ICT Ldr, yr 6 classes, 1x Y4/5, Y2/3, Y1	Review completed with trial teachers and ICT leader. Teachers could see the big picture benefits, however, in order for there to be a roll out school wide comprehensive professional development needs to be provided for all teachers. The ‘live time’ reporting to parents is the key.
	Partner Blogging Y1	Rm 10	This did not happen. The introduction of ‘seesaw’ at this level in 2019 will encourage the interaction with home.
	Develop math leadership ALIM	Math Ldr	The new math leader for 2018 attended the ALIM (Accelerated learning in Maths) professional development. The sharing of this new knowledge and sustainability within the school needs to be explored across all curriculum areas.
	Teaching as Inquiry	Change Team	The ‘Learning Pit’ as a framework was introduced to teachers and the concept of Mind Growthset. The introduction to students was with mixed results but we are still in the early days of challenging new thinking.
	Team Leadership Mentoring PLD	Senior Ldrs	The development of our senior leadership group in partnership with Colleen McGuiness - SAFFP (Student Achievement Function Practitioner) also used the enquiry approach through the ‘Internal Evaluation: Good Practice’ framework. Being part of the Change Team involved examining ‘What is my role as a leader?’
	Maori education Reo Maori	All staff	The use of reo maori at a basic level was introduced to the teaching staff at staff meeting times. Teachers learnt karakia and waiata so they will be prepared at future gatherings in the school day.
	Develop JBS Powhiri	Specialist Tch	A natural progression from learning basic karakia and waiata was the introduction of ‘whakataui’ for visitors to JBS. This setting provided the opportunity for staff to apply their new learning. The JBS Powhiri is the next step.
	Tukutuku panels for hall	Whole	No progress – possibly 2019?
	Physical Education Sports Academy	Specialist Tch	2018 was the most successful sporting year for boys. Winners: rugby, rugby league, netball, basketball Placings: softball 3rd, hockey 3rd, soccer 2nd Champion of Champions – rugby, rugby league, soccer Every school has their talented players, but it is how that talent is organised and guided at this level. Girls placed 3 rd at Basketball.

	<p>The Arts Art boards for School exterior</p> <p>School Production</p> <p>School Music programme</p> <p>EOTC – camp investigation</p> <p>Develop the JBS Fiafia Philosophy</p> <p>Develop an integrated Student Centred JBS Curriculum</p> <p>Code of Professional Standard</p>	<p>Teams</p> <p>Whole School</p> <p>Whole School</p> <p>Whole School</p>	<p>Artboards throughout the school continue to bring life and personality to our school environment. Students have the feeling of ownership when they view their work hanging around the school.</p> <p>The bi-annual school production continues to be a successful event and 2018 was no exception. The firm and experienced clear guideness of the teacher in charge contributed to its success. Attendance by local schools, representatives from the MOE and our blogging partners Finlayson Park School strengthened external relationships. Replacing the TIC will be a challenge. A music specialist was employed to provide music lessons across the senior school and start a choir for the school. Unfortunately the teacher had to resign due to health reason.</p> <p>no</p> <p>The Fiafia programme is an extension of Motukaroa examining what engagement for families of 5 year olds looks like at Jean Batten School. How can we ensure the connections are strong and sustainable. One teacher is employed two days a week to meet / greet and feedback initial assessment results. A plan forward in the childs learning is developed.</p> <p>Developing the Jean Batten School integrated curriculum needed the collection of student, parent, BOT and student voice. This feedback underpinned the direction of the curriculum and the informed the JBS Graduate Profile. This is ongoing and BOT voice is still to be collected.</p> <p>The introduction of the new Code of Professional Standards for teachers has seen staff unpacking the document and discussing what this means for ‘us’. The document is definitely user friendly and well received by staff. The next step, is how this document will inform teacher appraisal</p>
<p>PROPERTY</p>	<p>Secure storage for ‘expensive’ equipment, excess furniture</p> <p>Resurfacing of walkways and courts</p> <p>Continue Gardens</p> <p>Upgraded Air conditioning units for classrooms</p> <p>Drop down awning shades for Room 7/8</p> <p>4 x Picnic tables for students</p>	<p>BOT Principal</p> <p>Caretaker Staff</p>	<p>A lockable secure storage space has been included in the planning of redesigning the learning in the school hall.</p> <p>Concreting of walkway outside of Rm 1, 2, 3 - completed Courts still to do</p> <p>Ongoing</p> <p>The school was inspected by a qualified electrician to assess its ability to cope with an increase in electricity demand should cooling units be installed into all 20 classrooms. As at the end of 2018 the school does not have the capacity. Investigating next steps</p> <p>Still to do</p> <p>Still to do</p>

	<p>Internal Painting of hall Relocate PE Shed Air conditioning</p> <p>Hall Kitchen renovations</p> <p>Senior Playground upgrade</p> <p>Fale x2</p> <p>Shade over courts</p>		<p>Internal paint work has been completed.</p> <p>Relocation of PE Shed has been included in the 5ypp Airflow has been taken into consideration when the 5ypp is completed in the Hall. Four air vents strategically positioned around the hall will encourage better airflow.</p> <p>Still to do</p> <p>Approved for 2019, board funded</p> <p>Approved for 2019 board funded</p> <p>Still to do</p>
Community	<p>Home/School Partnership</p> <ul style="list-style-type: none"> - Sports Night - Production - 3 way conferences <p>Assemblies – team/school</p> <p>Open Day/Morning</p> <p>Class Trips</p> <p>Sports Days</p> <p>Community Links</p> <ul style="list-style-type: none"> - visit Retirement Village <p>ECE Links</p> <p>Healthy Whanau – One Love</p> <p>Local Library</p> <p>Out of school care on site</p>	<p>BOT</p> <p>Principal</p> <p>Staff</p>	<p>Building partnerships and links with our community is a priority for Jean Batten School.</p> <p>A variety of activities are organised to encouragement engagement between the school, students and whanau</p>
Special Programmes	<p>After School Study support</p> <p>Student Council/Student Social Club/FIT Group/Anger Busters/'Seasons of Growth'/Quick 60</p> <p>ESOL programmes – ELA, Bilingual groups,</p> <p>Public Health Nurse</p> <p>Wrap around services - SWIS,, RTLB, MOE Psychologist,</p> <p>JBS Whanau Support Person</p> <p>Eat My Lunch, Kidscan, Milk in Schools, Fruit in Schools, Breakfast Club</p> <p>Mutukaroa,</p> <p>Reading Recovery.</p> <p>University of Auckland Partnership School</p>		

**ANALYSIS
OF VARIANCE
2018**

CURRICULUM TARGET OUTCOMES: ANALYSIS OF VARIANCE 2018

CURRICULUM TARGET: LITERACY (READING)		
Strategic Aims		
<ul style="list-style-type: none"> To increase the number of students achieving the expected levels of the New Zealand Curriculum in reading To increase the number of Maori achieving the expected levels of the New Zealand Curriculum in reading 		
2018 TARGETS (based on 2017 end of year data)		
<ul style="list-style-type: none"> Shift 75% of all identified maori students currently not meeting the expected NZ Curriculum Level across the school to the expected NZC level 		
DATA		
End of Year 2017 data - students below expected NZC level		
45% (30 maori students) are currently below the expected NZC level. (shift 22 students)		
ACTIONS (What did we do?)	Outcomes (What happened?)	Reason for variance (Why?)
<ul style="list-style-type: none"> Develop leadership skills of Literacy Form JBS Literacy inquiry team to guide school Include Literacy team in PLD with 'The Change Team' led by SAF/Principal Appoint two in-school COL Leaders PD: Unpack Literacy Learning Progressions PD: Unpack Assessment for Learning internal/external facilitation of professional development specifically to meet the needs of cohort groups Use 'Effective School Evaluation Cycle' for prioritising learning/teaching focus Student agency – self-directed learning pathways explore and implement more culturally-responsive approaches teacher aides allocated to support classroom specific programmes Upskill teachers in their understanding and use of assessments tools eg Running Records, 6 year nets Provide in-school support to support learning in the classroom deliberate acts of teaching to address learning needs monitor closely the progress of maori students to inform next steps of intervention encourage Home-School partnership (eg Reading Together) through the use of cultural speaking staff and cultural practices 	<p>11% (7 maori students) are below the expected NZC levels</p> <p style="color: red;">DECREASING those students working below by 75% has been achieved</p>	<p>Using the 'Effective School Evaluation Cycle' the literacy leadership team conducted an internal evaluation of classroom <u>literacy programmes</u>. This proved the basis and a 'key factor' for teachers making changes in their teaching practice and target students receiving deliberate acts of teaching to address learning needs.</p> <p>This leadership team was known as the 'Change Team'. It was made up of a SAFF, C. MaGuinness, the principal, deputy principal, two team leaders and two classroom teachers.</p> <p>Teacher knowledge of the NZC levels assisted in the leveling student achievement.</p> <p>Teacher aid support programmes specifically timetabled to work with target students</p> <p>Pasifika Early Years Literacy Project – Team Tawera. Strategies focused on frontloading new learners.</p> <p>Awhi Programme continues to link the whanau of new learners (new entrants) with the school. Sharing of alphabet and early words encourages home support. No Reading Home-School partnership programmes were delivered for seniors.</p> <p>Purchased resources more suitable for middle to older age groups</p>
Recommendations for 2019 (Where to next?)		
<ul style="list-style-type: none"> Continue to use the 'Effective School Evaluation Cycle' to support 'change' Use Jill Eggleton resources to support reading programme Introduce 'Growth Mindset' to teachers and students Concentrate on building 'first words of reading' in 0-40 weeks Promote student agency by monitoring own reading progress Evaluate the impact on academic achievement for students participating in support programmes Improve data collection to support student achievement, analysis purposes (eg cohort data) 		

CURRICULUM TARGET: LITERACY (WRITING)		
STRATEGIC AIMS		
<ul style="list-style-type: none"> To increase the number of students achieving expected levels of the New Zealand Curriculum in writing To increase the number of Maori achieving the expected levels of the New Zealand Curriculum in writing 		
2018 TARGETS (based on 2017 end of year data)		
<ul style="list-style-type: none"> Increase students working at the expected NZC writing achievement level by 50% Shift 50% of all identified maori students currently not meeting the expected NZ Curriculum Level at Y3, Y4 and Y5 to the expected NZC Level 		
DATA		
End of Year 2017 data – students schoolwide below expected NZC Level		
<ul style="list-style-type: none"> 48% of students are achieving at or above the expected NZC Level. Need to move 22% to achieve target of 70% 		
End of Year 2017 data - Maori students below expected NZC level		
<ul style="list-style-type: none"> Y3 – 64% (9 students) shift 4 to NZC Level E2 Y4 – 86% (6 students) shift 3 to NZC Level 2 Y5 – 63% (12 students) shift 6 to NZC Level E3 		
ACTIONS		
<ul style="list-style-type: none"> Develop leadership skills of Literacy Form JBS Literacy inquiry team to guide school Include Literacy team in PLD with 'The Change Team' led by SAF/Principal Appoint two in-school COL Leaders PD: Unpack Literacy Learning Progressions PD: Unpack Assessment for Learning internal/external facilitation of professional development specifically to meet the needs of cohort groups Use 'Effective School Evaluation Cycle' for prioritising learning/teaching focus Student agency – self-directed learning pathways explore and implement more culturally-responsive approaches for maori explore assessment tools to use by JBS teacher aides allocated to support classroom specific programmes Develop JBS annotated exemplars for Year 1-6 		
Outcomes		
71% of students are working at the expected NZC writing achievement level achieved		
Year 3 - 87.5% (7/8 maori) are working at the expected NZC writing achievement level achieved		
Year 4 – 40% (4/10 maori) are working at the expected NZC writing achievement level not achieved		
Year 5 – 75% (6/8 maori) are working at the expected NZC writing achievement level achieved		
Reason for variance		
Using the 'Effective School Evaluation Cycle' the literacy leadership team conducted an internal evaluation of classroom <u>literacy programmes</u> . This proved the basis and a 'key factor' for teachers making changes in their teaching practice and target students receiving deliberate acts of teaching to address learning needs.		
This leadership team was known as the 'Change Team'. It was made up of a SAFF, C. MaGuinness, the principal, deputy principal, two team leaders and two classroom teachers.		
Utilised the expertise of the Mangere Kahui Ako Across School Leaders and two in-school leaders		
Teacher knowledge of the Writing Progressions ensured programmes and next steps were more specific to student needs		
Collaborative team planning and moderating ensured there was consistency across the school		
Teacher aides specifically timetabled to work with target students		
Recommendations for 2019 (Where to next?)		
<ul style="list-style-type: none"> Continue to use the 'Effective School Evaluation Cycle' to support 'change' Introduce 'Growth Mindset' to teachers and students Team Whetu Koko and Team Folau participate in The 'Knowledge Rich' Project Team Folau form a JBS newspaper group, inquiry blogging group for authentic learning Develop the purpose of Blogging group – nationally, internationally Improve data collection to support student achievement, analysis purposes (eg cohort data) Year 1-6 JBS writing samples 		

CURRICULUM TARGET: MATHEMATICS		
STRATEGIC AIMS		
<ul style="list-style-type: none"> To increase the number of students achieving the expected levels of the New Zealand Curriculum in math To increase the number of Maori achieving the expected levels of the New Zealand Curriculum in math 		
TARGET SET – based on 2017		
<ul style="list-style-type: none"> 75% of students at 40 weeks will be achieving Stage 3 of the numeracy strategy 		
DATA		
based on 2017 data, 0-40 weeks: 49% students (25/64) are on track to meet NZC expected level. (shift 23 students to meet target)		
ACTIONS	Outcomes	Reason for variance
<ul style="list-style-type: none"> provide leadership development for math leaders Math leader to be included in 'The Change Team' 'The Change Team' led by SAFP/Principal Use 'Effective School Evaluation Cycle' for prioritising learning/teaching focus Math leader to take part in ALIM as part of professional development Focus on providing authentic learning experiences to develop oral language for transition use to maths Explore math assessment tools to use in JBS internal/external facilitation of professional development specifically to meet the needs of cohort groups deliberately introduce kupu maori into learning sessions use assessment data to identify student learning needs monitor progress of target groups regularly to inform next steps of intervention internal/external facilitation of professional development specifically to meet the needs of cohort groups 	<p>0-40 weeks: 87% students (51/59) are at the expected NZC level. achieved</p>	<p>A concentrated effort on students at entry level involved in play base learning activities</p> <p>Utilised the 'expertise' within the school and also an across school leader for Mangere Kahui Ako (COL)</p> <p>Numeracy Leader: participated in the ALIM professional development workshops provided by MOE participated in 'Change Team' process</p> <p>PCT1 staff (4) attended three PD Mathematic Workshops</p> <p>GLOSS used to inform next steps in the teaching of number</p> <p>No data collected or monitored on strand knowledge</p>
Recommendations for 2019		
<ul style="list-style-type: none"> Use the 'Effective School Evaluation Cycle' to support 'change' in numeracy across the school Introduce basic facts tracking in Team Tawera (Y0-2) Team Folau (Year 4-6) to concentrate on problem solving rich tasks Explore methods of assessing and reporting strand knowledge Provide more authentic learning experiences for students Professional Development for staff on NZC Levels Improve data collection to support student achievement, analysis purposes (eg cohort data) 		

BOARD'S BASIS FOR IDENTIFYING THE AREAS FOR IMPROVEMENT

The Board of Trustees continues to see literacy and numeracy programmes form the basis of instructional teaching at Jean Batten School. Data collected throughout the year supports the Board of Trustees decision to focus on these two critical curriculum areas of learning.

The analysis of literacy and numeracy differentiated achievement data (from standardised testing to teacher observations) highlighted areas of concern, and therefore were addressed in the goals set by the Board to raise student achievement.

- The reading goals were set because data collected in 2017 showed 45% of maori (30 students) were below the NZC expectation levels. The target of reducing this percentage by 75% (shifting 22 students) was achieved.
- The writing goals were set because 2017 data showed only 48% of all students were achieving at or above the NZC expectations and maori were at 36% Year 3, 14% Year 4 and 37% Year 5 respectively. All targets were achieved except the maori Year 4. This cohort group will move to Year 5 in 2019 and will remain a target group to lift achievement.
- The mathematics goal of was set because 2017 data showed that only 51% of all students in the 0-40 cohort were achieving at or above the NZC expectations. The target of 75% was achieved.

A review of the current school practices involving student assessment, the collection and analysis of data, and the setting of school targets highlighted the need for:

- A more consistent approach to tracking of student achievement
- robust analysis of data across the school to set annual targets
- a student management system that is user friendly and meets the needs of the school

In response to the review:

- an assessment timetable that includes analysis across all areas of the school will be implemented in 2019
- a switch in SMS providers. Now using E-tap

It is anticipated 2019 will have a more streamline and concise collection of student achievement data.

Nardi Leoanrd
Principal - 2018