


2016: Year in Retrospect

<p>General:</p>	<p>Yet another full year of school activities. The budgetary considerations for the school year were as follows:</p> <ul style="list-style-type: none"> Enhancement of the mathematics programme through further professional learning and development Innovative Learning Environments Development ePortfolios Enhancing bicultural and environmental programmes 
<p>Curriculum:</p>	<p>Successful teaching and learning programmes were developed and implemented in all areas of the national curriculum. Priority was given to literacy and numeracy – with particular emphasis on student self-directed learning and the development of the Genius Hour Programme throughout the school. Reports to the Board of Trustees on term 1 achievement and end of year student achievement data evidenced this .</p> <p>School values CARE programme: This has once again been at the forefront of our school programme, my thanks to Jacqui Brown for continuing to lead this programme. Involvement in Daffodil Day and Pack the Bus were examples of the empathy value.</p> <p>A particularly full variety of school programmes were once again offered for the students throughout the year:</p> <ul style="list-style-type: none"> School Production on August, including classes working with Footnote Dancers and Marrzipan Drama ICT developments with 1:2 Surface Pro laptop devices in Rooms 9 & 10, continued development of the eLearning programme supported by iPads, laptops, robotics and a cybersafety programme School camp and a variety of other EOTC activities Sporting exchanges; visiting sport groups, as well as lunchtime activities After-school sporting activities: floorball; flippaball; miniball... Conservation programme, including development of the garden areas and recycling programme Involvement of Aquazone in school swimming programme for Rooms 1 - 6 Kapa haka groups, te reo programme throughout the school and at events such as Matariki, Kapa Haka Festival and Market Evening Parent tutor reading and mathematics groups Continuation of Athletics programme, subsidised by the school Choosing Thursday elective programme and cultural elective programme as part of Matariki School-wide topic relating to Healthy Living and Early New Zealand. <p>Kiwisport is a government funded initiative to support student's participation in organised sport. In 2016 the school received \$3 271. The funding was spent on extra uniforms and uniforms, as well as subsidising transport for year 1 – 6 school groups travelling to the new ASB Stadium in Wellington for sporting events.</p>
<p>Assessment & Reporting:</p>	<p>We continue to develop new assessment tools throughout the school, particularly relating to eASttle. We are particularly mindful that the work on National Standards should not over-ride the excellent work of the New Zealand Curriculum. National Standards data for 2015 was sent to the Ministry of Education within the prescribed time and data has been made available on our school website as well as that of the</p>

Ministry of Education.

As part of the mathematics development programme teachers set specific mathematics targets for small groups of underachievers, this is linked to the teacher's appraisal process.

Learning portfolios continued to be enhanced and we continued to develop new models of assessment for the students, particularly related to self-assessment, and self-directed learning. This is now the seventh year therefore our current Year 5 & 6 students are particularly sophisticated in their reporting. Staff were involved in setting up personal ePortfolios for personal appraisal purposes through Educa. These portfolios are linked to the twelve teacher registration criteria

The school is continuing to develop the use of eTap as a SMS (School Management System) for assessment and special needs. This year has seen a number of training seasons to this purpose. Our SENCO teacher has been able, through her release, to work with teachers to ensure they are making full use of the system.

The Board and staff reported regularly to the school community through the Principal's fortnightly newsletters, the Board's "Trusty News", classroom emails, newsletters and blogs. Electronic formats have been used and feedback has been particularly positive.

Student Data for 2016:



<h2>Special Education:</h2>	<p>The school has a small number of students working with the RTLB service – academic and social factors. This service has undergone transformation and it is certainly hoped that higher decile schools will retain this much-valued service.</p> <p>Students identified as either not achieving or at risk of not achieving were provided with teacher aide or extra teacher assistance. The school employs three aides, one per syndicate, working with individuals and groups. In the March Board meeting a comprehensive special needs report was tabled. Student achievement data was also tabled at the December meeting for students working on the Steps programme</p> <p>Remedial Programmes available at Kilbirnie School:</p> <ul style="list-style-type: none"> ■ Reading Recovery: students are tested at six years and selected for an intensive short-term daily programme taken by Jacqui Brown, a specialist teacher. Generally this intervention early in a child’s schooling achieves and maintains normal levels of progress ■ Parent Tutor Reading Programme: this involves a group of parents who have voluntarily offered to help. The school provides them with basic reading strategies and they come along on a weekly basis to hear children read. They work one on one or with a small group of children to give them further reading practice. They work with the same children each week and this builds a bond. ■ Mathematics Programme: This targets children needing basic numeracy skill development. We are fortunate to have the services of a retired secondary mathematics teacher who works with small groups from the junior school ■ CARP: This targets Senior and Middle children who demonstrate skills as readers and are ready to target increased speed and fluency as their next learning step. The children focus on these skills by reading along to audio recordings of high-interest fiction and non-fiction stories. They also work through reading comprehension activities. Children attend 30 minute sessions four times a week on a term by term basis. ■ STEPS: This is a New Zealand based and designed computer-based programme that has activity books for the various levels. Although the programme was designed with dyslexic learners in mind, all children enjoy using and learning through this media <p>There is a growing awareness of the special needs of gifted and talented students and of the importance of providing them with an educational environment that offers maximum opportunities to develop their special abilities. There is also an increasing acknowledgement that these young people represent one of our country’s greatest natural resources and that failure to support them appropriately in their schooling may see this potential go unrealized. The school continues to provide academic, leadership, cultural, sporting and general enrichment activities: chess club; choir; sports; kapa haka; school council; programming; reading and mathematics (middle syndicate). This year saw five students involved in the MindPlus One Day programme based at Miramar Central School.</p>
<h2>Maori & Pasifika:</h2>	<p>Rachel France continues to work throughout the school teaching te reo to all classes. Teachers have also continued to take a full and active role in their classes throughout these sessions. We also continued our involvement with Nanny Ora and Rachel with the kapa haka groups. All class teachers incorporate aspects of te reo and tikanga into their class planning</p> <p>Of the student achievement results there were few concerns with Maori underachievement. All students recognised as not achieving or at risk of not achieving were provided with teacher aide or extra teacher assistance. A small number of students were identified as in need of support, a further number for enrichment activities. Attendance rates for Maori and Pasifika students are comparable to non-Maori and Pasifika.</p>

Performance Management:	<p>All teaching and non-teaching staff were involved in professional development, attending a number of day courses as well as in-school professional development, specifically related to Innovative Learning Environments and Genius Hours.</p> <p>Once again the major professional development for the year related to mathematics. Louise Miller from Cognition Education was employed as an external facilitator on a limited basis.</p> <ul style="list-style-type: none"> ■ Teacher Only Day ■ Syndicate meetings and development ■ In-class observations and modelling by senior staff ■ The teaching as inquiry model was used, involving teachers forming critical friendships, observations and providing feedback to each other in regard to practice. <p>All staff have worked closely with National Standards requirements for the year as part of the reporting process. School and syndicate moderation/OTJ meetings have been held. All staff have also developed their usage of eTap for assessment data and National Standards reporting.</p> <p>Pearl Tuohy completed her provisional registration Margaret Maher continues to work towards her full teacher registration.</p>
Self-review:	<p>School policies and procedures have been reformatted considerably, the distinction between management and governance clearly delineated. The Bicultural policy stands alone with the other six NAG-based policies. This year the financial management and health and safety policies were reviewed.</p> <p>The Board of Trustees maintained its Risk and Issue Register, keeping them informed of issues that may or may not need to be addressed.</p> <p>This year the board instituted its annual strategic survey, this year seeking parental feedback on strategic priorities, ICT and EOTC.</p> <p>In November we were visited by ERO as part of a national review of 40 schools on a 4-5 year reporting cycle. The two reviewers were looking at school initiatives for students achieving above expected levels</p>
Personnel:	<p>All staff are registered and were assessed against the appropriate professional standards. Teacher aides were employed, through Board of Trustees discretionary funds, to work with students not achieving or at risk of not achieving, as well as students with English as their second language.</p> <p>All teaching and non-teaching staff, including parents assisting at camp, were successfully police vetted.</p> <p>All staff relate well to each other and are more than willing to share ideas and practices. We have a good balance of staff: gender; age and interests; they are all hard-working and above average in competence.</p> <p>Appointments: Tony Austin as Principal; Peter Dobson as Deputy Principal; Samuel Wilson and Alison Thwaites. These appointments are all for 2017</p> <p>Resignations: Mike McGimpsey as Principal; Rochelle Coker.</p>

Finance & Property:	<p>The annual accounts for 2015, prepared by the current school accountant, received an unqualified report. Once again the audit team were particularly complimentary about the school's financial systems. The CashWorks accounting system is used by the school and the school secretary continued to demonstrate competence in its use. Reliable and timely financial reports were presented at each Board of Trustees meeting, and accurate Goods and Services Tax returns were filed on time with the Inland Revenue Department. Our school secretary is continuing to work with Derek Blair (Board of Trustees – Finance) to streamline the cash accounting system for the school. This year we have employed addition clerical support in the office, particularly with payroll systems. Derek and Tony Austin have also worked with an independent financial expert to further streamline processes for reporting to the board.</p> <p>The fundraising group raised over \$28 000 this year, going towards the property development and arts programme.</p> <p>This year saw the funding cycle for our 5YP begin. Work was carried out for the refurbishment of the toilet block, as well as the development in the senior resource areas and the development of Room 9/10 shared space. An amount of \$176 000 was allocated by the Ministry of Education for this work, a contribution from the fundraising group was also forthcoming.</p> <p>One disturbing feature of the year related to a number of burglaries. A large number of laptops were stolen on one occasion and although replaced through insurance, it did mean that the school was forced to upgrade the security system. This was unplanned expenditure meaning carpet replacement and planned maintenance on the cedar panelling was deferred.</p> <p>The school pool has been maintained by a small group of keen parents, a most successful holiday swimming season this year. The new heat pump has replaced the old solar heating panel and a new committee of pool parents is preparing for the next season. This year Aquazone has been involved in learn to Swim programmes for the junior and senior syndicates.</p> <p>The garden areas continue to be enhanced, new plantings by the Moxham Avenue frontage and a new planter box by the school library. My thanks to Kay Mudge for her work in this issue.</p>
Health & Safety:	<p>Emergency procedures have been update, particularly in relation to the recent earthquakes. Emergency drill and backpack information has also been thoroughly checked.</p> <p>The school continued its programme of assertive discipline, as well as maintaining peer mediators and two staff members on duty at all times. The school maintains firm and consistent guidelines when dealing with issues of bullying or anti-social behaviour such as text bullying. The Kia Kaha programme ran this year, on alternate years to the Life Education programme. As in all previous years we are mindful that incidents can arise from time to time and it is important we have procedures in place.</p> <p>All EOTC experiences were well planned. The staff have also been involved in upgrading the RAM sheets for all EOTC activities. In particular the school camp followed meticulous safety guidelines/RAM sheets and Board approval.</p> <p>All buildings were regularly checked for health and safety compliance issues. The school maintained its existing Warrant of Fitness. The injury register was maintained as usual. Health and safety procedures, as part of the Workplace Safety Act 2015, were updated as well. This involved updating the school's hazard register, incidence and injury forms and general workplace safety issues.</p>

Compliance:	<p>All buildings were regularly checked for health and safety compliance issues. The school maintained its existing Warrant of Fitness. The injury register was maintained as usual.</p> <p>The school was open for the required number of days, attendance rates averaged in the mid 90% range. We do not have any current concerns with unexplained absences.</p>
Finally:	<p>Thank you once again to all staff, including ancillary staff. All involved put in a tremendous amount of work and constantly hold the welfare and academic concern of the children to the forefront. It has been another great year for staff working as a team, sharing ideas, and supporting each other. We have a good balance of staff – gender, age and interests. They are all hard working and of above average teaching competence. The staff continues to have high expectations for the students, this is evidenced by the high student achievement results.</p> <p>Once again we have a very good Board of Trustees with well-established understandings on management and governance. My thanks also to the parents who so ably assist throughout the school in so many ways.</p> <p>Mike McGimpsey Principal 1992-2016</p>