



Orewa North Primary School
Learning: The Link to the Future

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OREWA NORTH PRIMARY SCHOOL

BOARD OF TRUSTEES

ANNUAL REPORT FOR

2010



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INTRODUCTION

2010 was a year where the school continued to build on and extend what had been achieved in recent years. A key focus for the year was coming to terms with the National Standards for student achievement and the reporting to parent requirements. As well the school continued the improvement of property development that would both improve the environment and learning opportunities for students.

The roll maintained a steady increase throughout the year, ending at 329 basically the same number that has been reached over the last couple of years. This pattern can be expected to continue over the next few years with the current economic situation making it more difficult for young families to make the move into Orewa.

Staffing remained stable with some rotation as various members went off on maternity leave and then returned. A key change during the year was in administration with Mrs Ellis leaving after working in the school office for the last 9 years.

The school maintained the focus on moving the quality of teaching across the school with the key areas focussed on through the year being involvement in a numeracy contract and all the associated work as we attempted to come to terms with the requirements of the National Standards.

The Board of Trustee election brought in three new members and also resulted in the conclusion of two active members including our Chairperson for the past 5 years. The outgoing board began key projects of the remodelling of the Technology Rooms and the conversion of the heating from a coal burner to gas, with both these projects being completed by the incoming board who also worked towards the development of the next plans for the direction of development and maintenance over the next 5 to 10 years. The Board used a three yearly survey to the community to help guide its thinking and planning over the next three years. There were some good ideas put forward as well as some positive feedback.

The PTA continued its active support of the school and the focus of fund raising meant that during the year each class room had both a data projector and mimio to enhance the teaching learning programmes.



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The efforts of all staff, the Board and the PTA are acknowledged as a key contribution to the student's achievement and the on going development of the school.

Cameron Lockie
Chairman
Board of Trustees

Bruce Laws
Principal

STUDENT ACHIEVEMENT GOAL

For 2010 the school selected to focus on the student achievement goal based around written language.

Targets were set based on data collected in Term one, monitored through the year and the final evaluation in relation to the targets being achieved determined in Term 4. Criteria for assessment, was revised during the year using the National Standards for writing.

FOCUS AREA: Written Language

TARGET:

To have 80% to 85% of the students achieving at the appropriate class level.

ACHIEVEMENT:

71% of students achieving at or above the target. Target not achieved.

	BELOW			WITHIN			ABOVE		
	B	G	T	B	G	T	B	G	T
Term1	72	61	67	19	24	21	9	15	12
Term4	36	20	29	50	55	53	14	25	18

VARIANCE:

1. Overall the target was not achieved although there was progress achieved across the school.
2. The adjusted bench marks developed in line with the National Standards and Literacy progressions are a key factor in the results achieved.



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3. The progression of improvement follows an expected pattern of a reduction in the number of students improving as they progress through the school based on the higher numbers being at the stage earlier in the year.
4. Overall girls are achieving above the boys with a slight increase in the gap throughout the year.
5. Areas to target for improvement are:
 - Boys at all level with particular focus at:
 - Y3 & Y5
 - Y2 & Y4
6. The areas where there is the potential to build on students working above their expected level are girls at:
 - Y2, Y3, Y5 & Y6

Positive Outcomes:

1. The focussed work done based around the Writing Standards and literacy progressions. This will provide the foundation to develop more focussed teaching over the next few years.
2. The increase activities that were generated around the process of moderation.

Future Recommendations:

1. There is clearly the potential to use the revised progressions of learning for targeted teaching across the school.
2. Syndicates in 2011 need to identify the students achieving below the standard and target these students for improved level of achievement.
3. Continue moderation at both the syndicate and across syndicate level.

NATIONAL STANDARDS

The school spent considerable time working on incorporating and adjusting our current means of assessing student's progress and achievement to meet the requirements of the National Standards. While there was considerable difficulty at times matching the two it would have to be acknowledged that the staff dialogue that resulted was positive and at times ensured we thought about what was being done.

The following tables provide the summary of student achievement based on the overall teacher judgements made throughout the year. All figures in the tables refer to the percentages of students:



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Mathematics:

	WELL BELOW			BELOW			WITHIN			ABOVE		
	B	G	T	B	G	T	B	G	T	B	G	T
Schl	4	3	4	15	21	17	56	57	57	25	19	22
Maori	3	10	6	34	37	35	56	37	48	7	16	11
P/Island	30	0	20	0	20	7	60	60	60	10	20	13

Reading:

	WELL BELOW			BELOW			WITHIN			ABOVE		
	B	G	T	B	G	T	B	G	T	B	G	T
Schl	3	1	2	15	9	12	49	57	53	33	33	33
Maori	3	5	4	13	10	12	57	74	63	27	11	21
P/Island	20	0	14	40	25	36	40	50	43	0	25	7

Writing:

	WELL BELOW			BELOW			WITHIN			ABOVE		
	B	G	T	B	G	T	B	G	T	B	G	T
Schl	8	2	5	27	16	22	49	59	53	16	23	20
Maori	13	6	11	37	18	30	40	65	49	10	11	10
P/Island	30	0	21	40	50	43	0	50	14	30	0	22

General Analysis:

1. Overall a good percentage of students achieving at or above the standards across the school.
2. Boys slightly ahead of girls for mathematics with the reverse for reading.
3. The girls ahead of the boys for written work with this being the greatest gap.
4. Maori students similar pattern to others for reading but do show lower figures for the other two areas.
5. Numbers of Pacific Island students too small to show real trends but do show the need to monitor those individuals achieving at the lower end.

Recommendations:

1. Area for targeting in 2011 would be boys written work.
2. Maori students achievement in Mathematics another area of focus keeping in mind that the Maori boys will also be a target in the school wide focus above.
3. All students achieving either below or well below to be monitored at the class, syndicate and school level.
4. Students achieving above to be targeted for extension activities.



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TEACHING AND LEARNING

The school indicator programme continued to focus on the progress and achievement of students in the areas of numeracy and literacy. This year the overall teacher judgements are added for the areas of the National Standards.

The following figures show the percentage of students at and above the bench marks for each area.

AREA	2009	2010
Star Reading	84	87
Reading / Probe	77	86
Spelling age	86	85
W/ Language	88	71
N.S. Reading	N/A	85
N.S. Writing	N/A	73
Literacy average	80	80
Gloss	80	91
N.S. Maths	N/A	79
Maths average	84	85
Overall average	80	81

Overall the average of previous years has been maintained which would tend to indicate that our efforts to determine the standard of achievement in line with national expectations has been reasonably accurate over the years.

BOOSTER PROGRAMME:

The Booster programme continued to provide identified students with good support and throughout the year Quick 60 was successfully trialled as an additional means of support for students who need a boost with their reading achievement. The excellent work by the school SENCO Lauren Morgan and all teacher aides is acknowledged.

The following shows the number of children given assistance through the programme.



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	Boys	Girls	Total
ORRS	1		1
High Health Needs	1		1
SLS	4	2	6
RTL B	2		2
R/ Recovery	6	2	8
Booster	14	7	21*
Talk to Learn	3	1	4
Quick 60	27	9	36
Total	58	21	79

* These figures do not include additional situations where support was given to groups within the class.

CWSA:

The key organisation for teaching within the classes across the school is the growing use of differentiated grouping to meet the varied learning needs of students. This is particularly the situation for numeracy and literacy. Other means of meeting the needs of these children included:

- Independent study eg science badge work
- Groups and individuals working within the Booster Programme on special studies and projects
- Selection and additional coaching in school sports teams
- Music tuition through KBB programme

STAFF DEVELOPMENT:

The introduction of the National Standards became a focus for the early part of the year, providing the Management Team with the opportunity to attend workshops around a range of areas that led into the implementation of the standards. Based on our on going focus on student achievement it did not provide a great deal with the key outcome being the opportunity to review what we are currently doing and pick up a few ideas that we were able to use to extend our current programmes.

We trialled several forms of reporting in an attempt to find something that meet the needs of the reporting at the end of students first, second and third years at school. While there were some advantages of reporting at the time of the anniversary after considerable consultation with parents it was decided for 2011 to return to a system that involved reporting on all students at the same time rather than the focus around anniversaries.

We were on a Team Solutions Numeracy contract which assisted us with making National Standards decisions and brought staff up to play with movements since we had



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last been on the full project several years ago. Under the very good guidance of the facilitator Rose Gold this contract had a positive impact on the school maths teaching and achievement.

With all classes during the year ending up with a data projector and mimio in them there was a focus through the year of up skilling staff to ensure they were able to gain maximum effort out of the equipment. Something we will continue to build on over the next couple of years.

STRATEGIC DEVELOPMENT

The key focus for the year was the consultation with the community and also those identifying as Maori. The results from this survey will guide the full review of the Strategic Plan due to be carried out in 2011. The overall feedback from parents was very positive with some useful ideas to consider feeding into the strategic plan to focus on over the next few years.

A key point to come out of the consultation with our Maori parents was the potential to build on and extend the work currently being done through the Kapa Haka group.

PERSONNEL

The school roll continued the steady trend of recent years finishing at the same number of 329 as it did the previous year. There were a steady number of 5 year olds entering the system through the year but as in recent years not the numbers across the school we had experienced several years ago. A sign of, the economic climate across the country, at the moment.

The key staffing change through the year was the resignation of Margaret Ellis the School Administrator who had been in the school administration for the past 9 years. Karen Sturley moved from the position of Financial to School Administrator with Karen Windust joining the school in September as the Financial Administrator.

Jan Turner joined our team of teacher aides through the year and Jenna Dallow and Michaela Hansen both had time on maternity leave and then returned in part time capacity later in the year.

A full Appraisal Programme was completed through the year with the Professional Standards being completed by the Principal in Term 3. Mac Stevenson was used to carry out the Principal's appraisal.



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FINANCIAL

The audited accounts provide the full details of the year's management of school funds. Additional funds were applied for the Fantail and Tui swimming programme. The Kiwisport funding was used to support this and the senior school swimming programme.

The school held a spellathon during the year and managed to raise approximately \$5 000. This along with the other efforts of the PTA ensured there were the funds to end up the year with a data projector and mimio in every class room across the school.

PROPERTY

The school continued to work on projects that both upgraded and improved the school environment.

Technology Remodelling:

The current Technology rooms were combined into one room and the old Home Economic building taken away. This development has given the school a resource that will serve the school well in the future.

Heating Conversion:

The old coal burning heating system was converted to gas for the start of winter. The new system proved to be more efficient and with less space required created additional storage area for the school.

Server:

Following a power cut in the area the damage done to the server meant it was no longer able to operate the school computer system and thus with the help of the insurance claim an up graded model was installed.

5 / 10 Year Plans:

The plans for major capital improvement and maintenance were completed through the year. Despite having it to the Ministry of Education in advance of the September deadline at the end of the year we were still waiting for approval of the plan.

Car Park:

As part of the above plan it was hoped to up grade the current car park and drive way as well as provide additional parking to reduce the crowded space by utilising the area where the removed technology room had previously been. At the end of the year we were still waiting for the go ahead of this project as related to the approve plan approvals.



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SAFE ENVIRONMENT

The Health and Safety Committee continued to monitor and deal with hazards and issues relating to safety at their term meetings. Several evacuation practices were held during the year.

The School Travel Plan continued to be a source of monitoring movement of students to and from school. The Hatfield's Walking School bus continued to operate and despite investigation we were unable to extend this to other areas without people being able to make a firm commitment to such a venture.

LEGISLATION AND COMMUNITY

The school complied with the requirements of Legislation in terms of the hours and number of days the school was open for instruction.

The Board election during the year saw the end of 6 years involvement on the Board by Helen Wreaks and Mark Smith. In the case of Helen this involved 5 years as Chairperson and Mark through his role in personnel and property was involved with some key projects of development during his association. The Board welcomed 3 new members in Robert Hilliam, Marc Mohring and Maryanne Vujcich. Cameron Lockie was elected to the position of chairman for the remainder of 2010.

The PTA continued to provide the school with active support throughout the year.