

# Freemans Bay School Mainstream Classes and Whānau Ata Rumaki Reo



**FREEMANS BAY SCHOOL**  
Engage, Empower, Enrich.



## Annual Report 2017

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**Hutia te rito o te harakeke, kei hea rā te kōmako e kō?**

**Kī mai ki ahau, he aha te mea nui o te Ao?**

**Māku e kī atu, he tangata, he tangata, he tangata.**

*If you were to pluck out the centre of the flax bush, where would the bellbird sing?*

*If you were to ask me, "What is the most important thing in the world?"*

*I would reply, "It is people, people, people."*

Reflections on our school year must start with acknowledging the people and relationships that have contributed to our progress. I would like to acknowledge the previous and new Board of Trustees for their service to the school.

Following the recent election, two new Board members took office on 8 December 2017. We would like to acknowledge long-serving Board members Craig Moller (7½ years) and Peter Bateman (12 years) who have now retired. The contributions Craig and Peter have made to the school over this time has been significant, particularly assisting with the building projects and negotiating with the Ministry of Education. This has ensured that we get the best possible outcomes for our school.

During 2017 the Board's two main focus areas have been ensuring our massive construction project remains on track and on rebuilding the school's finances after putting \$1.2 million in community-raised funds towards the new hall. The Board recently approved the 2018 budget and can report the school is in a sound financial position.

Other highlights include creating the dedicated role of Whānau Ata trustee in the spirit of Treaty partnership, and introducing mid-term elections to the Board. This will ensure the school is never placed in the position of having a Board full of newly elected people.

The Board has also decided for the school to formally join ten other neighbouring schools in a Community of Learning/Kāhui Ako. This will be a further key development as we move into our new Board term. This group has collectively identified a number of challenges which all 11 schools are committed to tackling. They align well with the strategic goals of our school.

We end the school year with a roll of 512. We will see the school totally transformed into an innovative modern learning environment over the next 6 months. The current construction stage will see completion of the next learning block, prefabs removed and field reinstated around May 2018. Once the total build is completed Freemans Bay School will have an aspiring, future focused learning environment which will highlight primary school learning design nationally and internationally.

This year we have invested significantly in professional learning for our staff to support transitioning teaching and learning design within open, flexible learning environments. We will continue to further develop our approach to modern learning in terms of both design and teaching practice. Staff have also appreciated the BOTs support to complete post grad qualifications, courses and conferences.

We have continued to work as a Microsoft Showcase School in 2017. This has provided some interesting professional opportunities for some of our teachers. We are looking forward to working with the new technology curriculum in 2018 and beyond.

We also continue to be a member of the “The Global Schools' Alliance”. This alliance is made up of selected progressive schools worldwide. Member schools are amongst the highest rated schools in their respective countries and all agree to bring their experience and knowledge to work together to influence the standards of education globally.

The Board has effectively resourced the school in 2017. International fee-paying income has assisted in the Board being able to resource staffing above the Ministry of Education funding to ensure that we are able to provide a rich curriculum and meet the diverse and inclusive learning needs of our students.

We built up capital to offset the Boards contribution of \$1.2 million to the school hall. We reduced expenditure on staffing, resourcing, and professional development. As we have built up good resources over the last few years and the next few years will be of consolidation and utilising the resources we have. Spending will be very strategic to ensure that we continue to resource the school vision:

Create a stimulating, inclusive learning environment which empowers, engages and enriches learners to prepare them for their future world.

- ✚ Engage learners through powerful learning partnerships
- ✚ Enrich learners through personalising curriculum, deep challenge and inquiry
- ✚ Empower learners through choice and future focused curriculum

Freemans Bay School is highly effective in engaging students in learning. Our students benefit from a broad and rich curriculum. We continue to seek opportunities to provide students with choice and a blended curriculum which incorporates both digital and hard resources.

Thank you to all staff: The leadership team, teachers, support, admin staff and our wonderful caretaker who are all a fabulous team. All certainly have collaborated towards achieving our vision of “Engage! Enrich! Empower! Thank you all for your positive contribution towards this journey.

**He tangata! He tangata! He tangata!**

**Sandra Jenkins**

**MEd (1<sup>st</sup> Class Hons) , Advanced Dip Tching, Dip Tching**

**ASB-APPA Travelling Fellow 2014**

**Principal**

**Freemans Bay School**

## WHĀNAU ATA RUMAKI REO 2017 – PĀNUI, TUHITUHI

Curriculum Area: Pānui, Tuhituhi	School Leader: Machele
<b>NAG2A (b)(i) Areas of Strength</b>	
<ul style="list-style-type: none"> <li>Experienced classroom teachers</li> <li>Designed a Learning Intention and Success Criteria Framework for students</li> <li>Confident in analysing data.</li> <li>Broad use and understanding of He Ara Ako i te Reo Matatini</li> <li>Collaboration – Professional Conversations</li> <li>Successful kaupapa for students where learning where inquiry unfolded authentically</li> <li>Setting high expectations for our tamariki</li> </ul>	
<b>NAG2A (b)(i) Areas for Improvement</b>	
<ul style="list-style-type: none"> <li>MLE The effective use of space for both tamariki and kaiako</li> <li>Regular self-review processes to reflect on teacher's practice.</li> <li>Home learning partnerships</li> <li>Using Māori outside of class.</li> <li>Integrating all areas of Te Reo Matatini</li> <li>Collaboration – Developing systems</li> </ul>	
<b>NAG2A (b)(ii) Basis for Identifying Areas for Improvement</b>	
See Data charts	
<b>NAG2A (b)(iii) Planned Actions for Lifting Achievement</b>	
<ul style="list-style-type: none"> <li>Teacher release time to visit other schools to observe literacy practice in MLE's.</li> <li>Identify and use common sentence structures (DSDM)</li> <li>Making clear links between pānui to kōrero, kōrero to tuhituhi and pānui to tuhituhi.</li> <li>Development of home learning bond for the targeted tamariki.</li> <li>Facilitating workshops for parents so they are able to support tamariki at home.</li> <li>Promote home reading for all tamariki during whānau hui.</li> <li>Encouraging whānau to speak Māori to their tamariki regardless of where they are.</li> <li>Staffing. - finding new teacher who is fluent as well as good teaching practice.</li> </ul>	

## WHĀNAU ATA RUMAKI REO 2017 – PĀNGARAU

Curriculum Area: Pāngarau	School Leader: Machelie
<b>NAG2A (b)(i) Areas of Strength</b>	
<ul style="list-style-type: none"> <li>• New experienced classroom teacher</li> <li>• Kaiako confident in analysing data.</li> <li>• Kaiako confident in making OTJ's.</li> <li>• Developed a Learning Intention and Success Criteria Framework</li> <li>• Breakdown of each kaupae</li> <li>• Acknowledging the strengths and gaps of the Kaiako within Whānau Ata</li> <li>• Fluency of the Kaiako to be able to deliver quality programmes</li> <li>• Collaboration – Professional Conversations</li> </ul>	
<b>NAG2A (b)(i) Areas for Improvement</b>	
<ul style="list-style-type: none"> <li>• MLE – Year 0-6 in one space – noise.</li> <li>• Encouraging whānau to support their tamariki at home.</li> <li>• Whānau speaking Māori</li> <li>• Breadth within whenu</li> <li>• Incorporating the teaching of reo while teaching knowledge and strategy</li> <li>• Collaboration – Developing systems</li> </ul>	
<b>NAG2A (b)(ii) Basis for Identifying Areas for Improvement</b>	
See Data charts	
<b>NAG2A (b)(iii) Planned Actions for Lifting Achievement</b>	
<ul style="list-style-type: none"> <li>• MLE – Teacher release time to visit other schools to observe numeracy practice in MLE's.</li> <li>• Encouraging whānau to support their tamariki at home.</li> <li>• Development of home learning bond for the targeted tamariki.</li> <li>• Encouraging whānau to speak Māori to their tamariki regardless of where they are.</li> <li>• Break down each whenu</li> <li>• Develop a Learning Intention and Success Criteria Framework</li> <li>• Set expectations for level of reo.</li> <li>• Develop a programme that focuses on te reo for tamariki who are late starters</li> <li>• Staffing. - finding new teacher who is fluent as well as good teaching practice.</li> </ul>	

## WHĀNAU ATA DATA TABLES

### Pānui 2016

Years at kura	Ira	Manawa Taki	Manawa Aki	Manawa Ora	Manawa Toa	Dec 2014
After 1 year	Tama	2		3		6/9 (88%)
	Kotiro	1		3		
After 2 years	Tama		2	2		11/13 (87%)
	Kotiro			9		
After 3 years	Tama		2			1/3 (33%)
	Kotiro			1		
After 4 years	Tama			6		6/8 (75%)
	Kotiro		2			
After 5 years	Tama			2		6/8 (75%)
	Kotiro		2	3	1	
		3	8	29	1	28/30 (93%)

### Pānui 2017

Years at kura	Ira	Manawa Taki	Manawa Aki	Manawa Ora	Manawa Toa	Dec 2017
Year 0 to 6 months	Tama			4		6/6 (100%)
	Kotiro			2		
After 1 year	Tama			3		5/5 (100%)
	Kotiro			2		
After 2 years	Tama	2	2	1		2/8 (100%)
	Kotiro		2	1		
After 3 years	Tama		4	1		7/14 (50%)
	Kotiro		3	6		
After 4 years	Tama	1	2	1		2/5 (40%)
	Kotiro			1		
After 5 years	Tama		1	6		8/9 (89%)
	Kotiro			2		
		3	14	30		30/47 (64%)

Tuhituhi 2016

Years at kura	Te Ira	Manawa Taki	Manawa Aki	Manawa Ora	Manawa Toa	
After 1 year at kura	Tama	2		2		6/9 (66%)
	Kōtiro	1		4		
After 2 years at school	Tama		2	2		10/13 (77%)
	Kōtiro		1	8		
After 3 years at kura	Tama		2			1/3 (33%)
	Kōtiro			1		
After 4 years at school	Tama			6		7/8 (87.5%)
	Kōtiro		1	1		
After 5 years at school	Tama		2			4/8 (50%)
	Kōtiro		2	4		
		3	10	28	0	31/41 (75%)

Tuhituhi 2017

Years at kura	Te Ira	Manawa Taki	Manawa Aki	Manawa Ora	Manawa Toa	
0 to 6 months	Tama			4		
	Kōtiro			2		
After 1 year at kura	Tama			3		
	Kōtiro			2		
After 2 years at school	Tama	2	2	1		
	Kōtiro		2	1		
After 3 years at kura	Tama		3	2		
	Kōtiro		3	6		
After 4 years at school	Tama	1	2	1		
	Kōtiro			1		
After 5 years at school	Tama		1	6		
	Kōtiro			2		
		3	13	31		31/47 (66%)



Pāngarau 2016

Years at kura	Te Ira	Manawa Taki	Manawa Āki	Manawa Ora	Manawa Toa	Number and % of learners at Manawa Ora and Manawa Toa
After 1 year at kura	Tama			4		9/9 (100%)
	Kōtiro			2		
After 2 years at school	Tama			3		13/13 (100%)
	Kōtiro			1	1	
After 3 years at kura	Tama		1	1		2/3 (66%)
	Kōtiro			1		
After 4 years at school	Tama			6		7/8 (87%)
	Kōtiro		1	1		
After 5 years at school	Tama		1	1		5/8 (62%)
	Kōtiro		2	4		
		0	5	36	0	36/41 (78%)

Pangarau 2017

Years at kura	Te Ira	Manawa Taki	Manawa Āki	Manawa Ora	Manawa Toa	Number and % of learners at Manawa Ora and Manawa Toa
0 to 6 months	Tama					6/6 (100%)
	Kōtiro					
After 1 year at kura	Tama			7		5/5 (100%)
	Kōtiro			3	1	
After 2 years at school	Tama			4	1	8/8 (100%)
	Kōtiro			3		
After 3 years at kura	Tama		1	4		10/14 (71%)
	Kōtiro		3	6		
After 4 years at school	Tama	1		3		4/5 (80%)
	Kōtiro			1		
After 5 years at school	Tama	1		6		8/9 (89%)
	Kōtiro			2		
						14/17 (82%)

Te Waharoa Ararau, the reporting tool for Māori Medium does not analyse the data for tamariki who have been at school for less than a year. We have 6 tamariki who fall in to this category and their data has been included as 0 to 6 months.

1 tamaiti is from a different medium and has been here less than one term so that data has not been included.

Total amount of tamariki in Whānau Ata as of December is 54.

6 of our tamariki are Year 6 and their data has not been included.

Data has been collected and analysed for 47 tamariki.

**Pānui**

- 3/47 - Manawa Taki (need a modified programme)
- 14/47 - Manawa āki (working towards)
- 30/47 - Manawa Ora (achieving expectations)
- 0/47 - Manawa Toa (exceeding expectations)

**30/47 are achieving or exceeding expectations**

**3/36 are in need of a modified programme**

**Tuhituhi**

- 3/47 - Manawa Taki (need a modified programme)
- 13/47 - Manawa āki (working towards)
- 31/47 - Manawa Ora (achieving expectations)
- 0/47 - Manawa Toa (exceeding expectations)

**31/47 are achieving or exceeding expectations**

**3/47 are in need of a modified programme**

**Pāngarau**

- 2/47 - Manawa Taki (need a modified programme)
- 4/47 - Manawa āki (working towards)
- 39/47 - Manawa Ora (achieving expectations)
- 2/47 - Manawa Toa (exceeding expectations)

**41/47 are achieving or exceeding expectations**

**2/47 are in need of a modified programme**

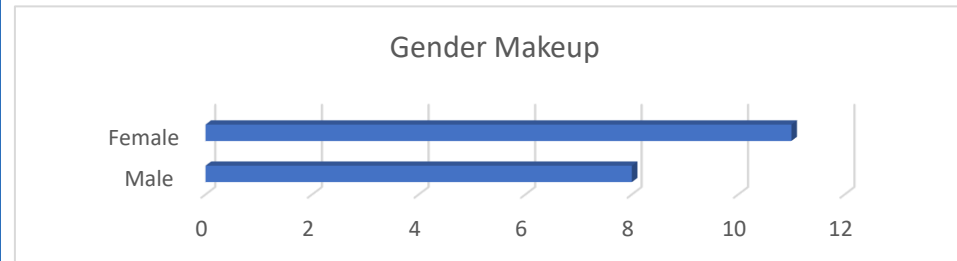
## MAINSTREAM ANALYSIS OF VARIANCE

<b>School Name:</b>	Freemans Bay School	<b>School Number:</b>	1279
<b>Strategic Aim:</b>	Māori and Pasifika year 4 students below standard will have made accelerated progress on their pathway to be at standard by the end of year 6.		
<b>Annual Aim:</b>	To increase the number of Māori and Pasifika students achieving at or above the National Standard in Reading, Writing and Mathematics.		
<b>Target:</b>	<p>The Māori and Pasifika group of year 4, 5 and 6 students below or well below standard will have made more than one year's progress in Reading, Writing, Mathematics.</p> <p>NOTE:</p> <p>ERO state that achievement can be considered to be accelerated when a student makes more than one year's progress over a year on a trajectory that will indicate that they will be achieving at or above the standard at year 8 or sooner.</p>		

## Baseline Data:

In 2017 there were 23 Priority Students in Years 4, 5 and 6 at FBS, of these 19 have been at FBS for the complete 2017 year.

Of these 19 students 8 were male and 11 female.



### Reading:

Of these 19 students in reading 3 (16%) achieved above the standard, 8 (42%) achieved at the standard, 8 (42%) achieved below the standard. No students achieved well below the standard.

Above	3	16%
At	8	42%
Below	8	42%
Well Below	0	0%

### Progress in Reading:

Of the 19 students 3 (16%) made accelerated progress (moved more than one year's progress) and 4 (21%) made no visible progress (i.e. did not change level).

Accelerated	3	16%
Expected	12	63%
No visible	4	21%

Of the 8 boys, 5 (63%) achieved at or above the standard and 3 (38%) achieved below the standard.

At / Above	5	63%
Below	3	37%

1 (13%) boy made accelerated progress and 2 (25%) made no visible progress.

Accelerated	1	13%
Expected	5	63%
No visible	2	25%

Of the 11 girls, 6 (55%) achieved at or above the standard and 5 (45%) achieved below the standard.

At / Above	6	55%
Below	5	45%

2 (18%) girls made accelerated progress and 2 (18%) made no visible progress.

Accelerated	2	18%
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Expected	7	64%
No visible	2	18%

#### Comparison of classes from 2016 (year 3-5) to 2017 (year 4-6) – the same children's data

	EL1	AL1	EL2	AL2	EL3	AL3	EL4	AL4
2016	0	4	3	8	4	0	0	0
2017	0	0	4	5	6	3	1	0

#### Writing:

Of these 19 students in writing 1 (5%) achieved above the standard, 8 (42%) achieved at the standard, 9 (47%) achieved below the standard and 1 (5%) achieved well below the standard.

Above	1	5%
At	8	38%
Below	9	47%
Well Below	1	5%

#### Progress in Writing:

Of the 19 students 1 (5%) made accelerated progress (moved more than one year's progress) and 6 (32%) made no visible progress (i.e. did not change level).

Accelerated	1	5%
Expected	12	63%
No visible	6	32%

Of the 8 boys, 2 (25%) achieved at or above the standard and 6 (75%) achieved below the standard.

At / Above	2	25%
Below	6	75%

4 (50%) made no visible progress.

Accelerated	0	0%
Expected	4	50%
No visible	4	50%

Of the 11 girls, 7 (64%) achieved at or above the standard, 3 (27%) achieved below the standard and 1 (9%) achieved well below standard.

At / Above	7	64%
Below	3	27%
Well Below	1	9%

1 (9%) girl made accelerated progress and 2 (18%) made no visible progress.

Accelerated	1	9%
Expected	8	73%
No visible	2	18%

#### Comparison of classes from 2016 (year 3-5) to 2017 (year 4-6) – the same children's data

	EL1	AL1	EL2	AL2	EL3	AL3	EL4	AL4
2016	0	4	5	7	3	0	0	0
2017	0	0	4	7	6	1	0	0

#### Mathematics:

Of these 19 students in mathematics 3 (16%) achieved above the standard, 7 (37%) achieved at the standard and 9 (47%) achieved below the standard. No students achieved well below the standard.

Above	3	16%	
At	7	37%	
Below	9	47%	
Well Below	0	0%	

#### Progress in Mathematics:

Of the 19 students 3 (16%) made accelerated progress (moved more than one year's progress) and 4 (21%) made no visible progress (i.e. did not change level).

Accelerated	3	16%	
Expected	12	63%	
No visible	4	21%	

Of the 8 boys, 4 (50%) achieved at or above the standard and 4 (50%) achieved below the standard.

At / Above	4	50%	
Below	4	50%	

1 (13%) boy made accelerated progress and 2 (25%) made no visible progress.

Accelerated	1	13%	
Expected	5	63%	
No visible	2	25%	

Of the 11 girls, 6 (55%) achieved at or above the standard and 5 (45%) achieved below the standard.

At / Above	6	55%	
Below	5	45%	

2 (18%) girls made accelerated progress and 2 (18%) made no visible progress.

Accelerated	2	18%	
Expected	7	64%	
No visible	2	18%	

#### Comparison of classes from 2016 (year 3-5) to 2017 (year 4-6) – the same children's data

	EL1	AL1	EL2	AL2	EL3	AL3	EL4	AL4
2016	0	4	5	7	3	0	0	0
2017	0	0	4	6	6	3	0	0

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>																								
<ul style="list-style-type: none"> <li>Year 5-6 literacy with a 1:10 teacher : student ratio</li> <li>Learning support for small group reading, writing and maths with Yr1-2 students and Yr3-4 students</li> </ul>	<ul style="list-style-type: none"> <li>The majority of the Priority students were included in these groups to enable a greater focus</li> </ul>	<ul style="list-style-type: none"> <li>All Yr5 Priority Students who were under achieving were included in the year 5-6 group</li> <li>These students had a higher than average teacher : student ratio it was therefore expected that these students would have a better chance of making accelerated progress in reading and writing</li> </ul>	<ul style="list-style-type: none"> <li>Monitor and analyse achievement data regularly to establish the effectiveness of teaching programmes and adapt programmes to suit</li> </ul>																								
<ul style="list-style-type: none"> <li>Attendance became a focus for this group</li> </ul>	<ul style="list-style-type: none"> <li>5 of the 19 families were contacted for poor attendance</li> </ul> <table border="1" data-bbox="595 818 1048 1011"> <thead> <tr> <th>Student</th><th>Tm 1</th><th>Tm 4</th><th>Improv.</th></tr> </thead> <tbody> <tr> <td>1</td><td>70%</td><td>74%</td><td>4%</td></tr> <tr> <td>2</td><td>76%</td><td>85%</td><td>9%</td></tr> <tr> <td>3</td><td>53%</td><td>74%</td><td>21%</td></tr> <tr> <td>4</td><td>79%</td><td>80%</td><td>1%</td></tr> <tr> <td>5</td><td>61%</td><td>75%</td><td>14%</td></tr> </tbody> </table> <ul style="list-style-type: none"> <li>Certificates were awarded to those with 100% attendance schoolwide</li> </ul>	Student	Tm 1	Tm 4	Improv.	1	70%	74%	4%	2	76%	85%	9%	3	53%	74%	21%	4	79%	80%	1%	5	61%	75%	14%	<ul style="list-style-type: none"> <li>3 students had significantly improved and sustained attendance</li> <li>2 had slightly improved attendance</li> <li>Certificates awarded during team assemblies</li> </ul>	<ul style="list-style-type: none"> <li>Monitor attendance regularly</li> <li>Meet regularly at the start of the year with whānau of students whose attendance is poor</li> <li>Refer students to ACES earlier rather than later when poor attendance is noticed</li> </ul>
Student	Tm 1	Tm 4	Improv.																								
1	70%	74%	4%																								
2	76%	85%	9%																								
3	53%	74%	21%																								
4	79%	80%	1%																								
5	61%	75%	14%																								

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<ul style="list-style-type: none"><li>• Whānau contact</li></ul>	<ul style="list-style-type: none"><li>• A Pasifika Fono or Talanoa was held termly to encourage whānau to become involved in their child's education</li></ul>	<ul style="list-style-type: none"><li>• Of the 19 whānau 10 came to at least one of the fono / talanoa</li></ul>	<ul style="list-style-type: none"><li>• Continue to build positive relationships with whānau by organising and holding Fono / Talanoa termly<ul style="list-style-type: none"><li>○ Ensure all whānau have a personal invite</li></ul></li><li>• Encourage whānau to become more involved in FBS life by forming a Pasifika Driving Group</li><li>• Consider the possibilities for the mainstream Māori whānau</li></ul>
<b>Planning for next year:</b>			
<ul style="list-style-type: none"><li>• Ensure the Priority Students teacher group is operational and active from the start of 2018</li><li>• Ensure systems are in place to monitor and follow-up on poor attendance – celebrate good attendance</li><li>• Ensure systems are in place to monitor, analyse and follow-up on student achievement – adapt teaching programmes to suit</li><li>• Provide small group teaching situations for Priority Students who are underachieving in reading, writing and mathematics</li></ul>			



## MATHEMATICS

**For schools with learners in Years 1-8 that use *The New Zealand Curriculum* to set teaching and learning programmes.**

**School name and number: Freemans Bay School 1279**

### **NAG2A (b)**

Schools are required to report school-level data on National Standards under three headings:

- i. School strengths and identified areas for improvement
- ii. The basis for identifying areas for improvement
- iii. Planned actions for lifting achievement

Boards may find it useful to use the table below to present the required NAG2A (b) information and can add more rows as required.

Curriculum Area: Mathematics	School Leader: Anne Cawley
NAG2A (b)(i) Areas of Strength	
National Standard Subject: <b>Mathematics</b>	
<ul style="list-style-type: none"> <li>• Data was collected on 1<sup>st</sup> November and we had a number of exclusions – these include students who have been at Freemans Bay School for less than 40 weeks, ORS students, not at our school for their anniversary.</li> <li>• Transient student body -127 students have left FBS to date and 243 students have been enrolled.</li> <li>• 58.7% (223/380) student speak another language at home.</li> <li>• 98.5% (63/64) After 1 Year of All Students are At or Above the National Standard in Mathematics.</li> <li>• 88.2% (67/76) After 2 Year of All Students are At or Above the National Standard in Mathematics.</li> <li>• 86.4% (76/88) of <b>all European</b> students are At or Above the National Standard in Mathematics.</li> <li>• 85.1% (40/47) After 3 Year of All Students are At or Above the National Standard in Mathematics.</li> <li>• 84.3% (43/51) of <b>all Asian students within the cohort</b> are At or Above the National Standard in Mathematics.</li> <li>• 81% (34/42) of <b>all European students within the cohort</b> are At or Above the National Standard in Mathematics.</li> </ul>	

- 73.7% (14/19) of **all Māori** students are At or Above the National Standard in Mathematics.

### **NAG2A (b)(i) Identifying Areas for Improvement**

National Standard Subject: Mathematics

#### **Discussion Points:**

#### **Year 6 Students**

44.3% (27/61) of **Year 6** are Below or Well Below the National Standard in Mathematics.

#### **Year 4 Students**

- 40% (29/71) students are Below or Well Below the National Standard in Mathematics.

#### **MELAA – Middle Eastern, Latin American and African**

- 37.4% (12/32) {62.5% (20/32)} of these students are Below or Well Below the National Standard in Mathematics.

#### **Pasifika Students:**

- 32% (8/25) of **all Pasifika** students are Below the National Standard in Mathematics. There are no students Well Below in this group.

### **NAG2A (b)(ii) Basis for Identifying Areas for Improvement**

#### **Discussion Points:**

#### **MELAA – Middle Eastern, Latin American and African**

Under the current Ministry of Education reporting requirements, students from the Middle East, Latin American and Africa (MELAA) and any other ethnic group that is not identified from their own unique group. MELAA includes 8.4% (32) students of varying ethnicities that are included in the overall data for all students. They are not required to be analysed as a separate group, however, when this data is analysed it shows that this is a group we need to focus on and have as a priority group.

- 37.4% (12/32) {62.5% (20/32)} of these students are Below or Well Below the National Standard in Mathematics.

#### **Year 6 Students**

One significant factor that affects this data is that 70% (19/27) of these students are English as second language learners. When students come to our school at the end of primary. For example the Year 5 or 6 students whose language acquisition is slower because of the age they started learning English. This can have a huge effect on their achievement in maths.

62.2% (38/61) students in Year 6 are new learners of English. 14.75% (9/61) of these students started school at FBS in 2017.

- 44.3% (27/61) of **Year 6** are Below or Well Below the National Standard in Mathematics.

#### **Year 4 Students**

- 40% (29/71) students are Below or Well Below

We have decided at FBS that all student in Year 4 their expected level for achievement will be At Level 2. This means, when students move into Year 4, they move onto a different reporting system. This can mean that their expected level takes a major jump.

When a student reaches the end of Year 3, they could receive one of the following reports...

- After 2 Years of school (AL1)
- Working towards After 3 Years of School
- After 3 Years of school report. (EL2)

This can mean, when a student is in Year 4 (AL2), they must make accelerated progress to read the expected level. This usually effects about 11 students.

#### **Pasifika Students:**

It is important to note that the Pasifika group have made some improvement during 2017. However, they still need to continue to be a priority focus in 2018 as this group of students are still achieving below most other sub-group.

The data shows significant movement from 2016 for "**all Pasifika**" group. In 2016 students received additional support through teacher aides, mentoring and regular meetings with parents. This needs to be continued and strengthened next year.

- In 2017 68% (17/25) {56% (14/25)} of **all Pasifika** students are At or Above the National Standard in Mathematics.

There has been good improvement with our Pasifika attendance. 14/19 families are attending school at or above the expected level. All the other 5 students have improved their attendance over the year and are now sitting between 74% and 85%.

#### **NAG2A (b)(iii) Planned Actions for Lifting Achievement**

##### **Discussion:**

##### **English as a Speaker of Other Languages (ESOL):**

Continued support ESOL students with ESOL Teachers support. Anne to liaise with Team Leaders to ensure that the ESOL students being picked up for support are these most at risk. Progress monitored closely to ensure students are progressing at an appropriate level. This needs to be done for all ESOL students at whānau level. Design

further interventions for students who are not progressing and implement appropriate support.

### **Students that require Learning Support:**

At Freemans Bay School our Learning Assistants have always worked with our most vulnerable students in small groups focused on targeted learning, specific to the students. In 2018 Learning Assistants will work alongside teachers to support them with their programmes. This will allow teachers to work with those students who are most at-risk.

### **Pasifika Students:**

Meet regularly with parents of students whose attendance is low at the start of the year. Monitor attendance weekly and intervene as required.

Monitor progress of those students below the expected level. Implement additional support as required. Analyse data of those students who received support with Learning Support Teachers (COSBRIC) to determine effectiveness.

## **NAG2A (b) (iv) Progress Statement**

The data in the parentheses is the 2016 data for comparative purposes.

- 76.3% (290/380) {78% (309/396)} of **all students** are At or Above the National Standard in Mathematics.

4.7% (18/390) {4.5% (18/396)} of **all students** are Well Below the National Standard in Mathematics.

- 73.7% (14/19) {88.9% (16/18)} of **Māori students** are At or Above the National Standard in Mathematics.

The number of **Māori students** that are achieving Well Below the National Standard cannot be recorded as this may make individual students easily identified.

- 68% (17/25) {56% (14/25)} of **Pasifika students** are At or Above the National Standard in Mathematics.

There are no Pasifika students achieving Well Below the National Standard.

- 75.5% (163/216) {79.4% (146/204)} of **Asian students** are At or Above the National Standard in Mathematics.

5.1% (11/204) {3.9% (8/204)} of **Asian students** are Well Below the National Standard in Mathematics.

- 62.5% (20/32) of **MELAA students** are At or Above the National Standard in Mathematics.

12.5% (4/32) of **MELAA students** are Well Below the National Standard in Mathematics.

- 86.4% (76/88) {86.4% (95/110)} of **European/Pākehā students** are At or Above the National Standard in Mathematics.

The number of **European/Pākehā students** that are achieving Well Below the National Standard cannot be recorded as this may make individual student easily identified.

- 77.1% (145/188) {78.7% (155/197)} of **Male** students are At or Above the National Standard in Mathematics.

5.9% (11/188) of Male students are Well Below the National Standard in Mathematics.

- 75.6% (145/192) {77.4% (154/199)} of **Female** students are At or Above the National Standard in Mathematics.

- 3.6% (7/192) of Female students are Well Below the National Standard in Mathematics.

#### Additional information

#### Discussion:

#### MELAA

Although a significant portion, 37.5% (12/32), of the students from the Middle Eastern, Latin American and African group are achieving below or well below the standard, consideration needs to be given to the time they have been in a New Zealand English speaking school.

- 58% (7/12) of these students started at Freemans Bay School in 2017.
- 25% (3/12) of these students started at Freemans Bay School after July 2016.
- 8% (2/12) of these students started at Freemans Bay School in 2014. One of these students also has Special Learning Needs.

All students in this group received ESOL support with Anne.

This will always be an area we need to monitor and support at FBS. However, we believe that the New Learners of English at our school should be viewed as a strength, as these students are making accelerated progress.

- 72.7% (162/223) of All ESOL students are At or Above the National Standard in Mathematics.
- 27.3% (61/223) of All ESOL students are Below or Well Below the National Standard in Mathematics.

## READING

**For schools with learners in Years 1-8 that use *The New Zealand Curriculum* to set teaching and learning programmes.**

**School name and number: Freemans Bay School 1279**

### **NAG2A (b)**

Schools are required to report school-level data on National Standards under three headings:

- i. School strengths and identified areas for improvement
- ii. The basis for identifying areas for improvement
- iii. Planned actions for lifting achievement

Boards may find it useful to use the table below to present the required NAG2A (b) information and can add more rows as required.

<b>Curriculum Area: Reading</b>	<b>School Leader: Bridget</b>
<b>NAG2A (b)(i) Areas of Strength</b>	
National Standard Subject: <b>Reading</b>	
<p>Discussion:</p> <p>89.7% (79/88) of <b>European/ Pākehā</b> students are At or Above the National Standard in reading.</p> <p>84.8% (28/33) of <b>Year 6 Cohort</b> students are At or Above the National Standard in reading.</p> <p>83.8% (104/124) of <b>Cohort</b> students are At or Above the National Standard in reading.</p> <p>77% (148/192) of <b>Female</b> students are At or Above the National Standard in reading.</p> <p>74% (281/380) of <b>All</b> students at Freemans Bay School are At or Above the National Standard in reading.</p> <p>29% (109/380) of <b>All</b> students at Freemans Bay School are Above the National Standard in reading.</p>	
<b>NAG2A (b)(i) Areas for Improvement</b>	
<p>Discussion:</p> <p><b>Year 5 students:</b> There is a significant number of <b>Year 5 students</b> that are achieving Below the National Standard.</p> <ul style="list-style-type: none"> <li>• 47.5% (29/61) of <b>Year 5 students</b> are Below the National Standard in reading. <ul style="list-style-type: none"> <li>○ There is only a 1.4% difference between the genders</li> </ul> </li> </ul> <p><b>Year 6 students:</b> There is a significant number of <b>Year 6 students</b> that are achieving Below the standard.</p> <ul style="list-style-type: none"> <li>• 60.7% (37/61) of <b>Year 6 students</b> are Below the National Standard in reading.</li> </ul>	

#### **Year 4 students:**

There is a significant number of **Year 4 students** that are achieving Below the standard.

- 62% (44/71) of **Year 4 students** are Below the National Standard in reading.

#### **MELAA:**

Under the current Ministry of Education reporting requirements, students from the Middle East, Latin America and Africa are classified under the category MELAA. There are 8.4% (32/380) of students that are included within this category.

- 40.7% (13/32) of these students are Well Below the National Standard in reading.

#### **Male Students:**

Male students are tracking lower than female students.

- 70% of **Male** students are At or Above the National Standard in reading.
- 77% of **Female** students are At or Above the National Standard in reading.

### **NAG2A (b)(ii) Basis for Identifying Areas for Improvement**

Discussion:

#### **Year 5 Students:**

The Year 5 group data was significantly lower than any of the other year groups. While the cohort data is higher, this year group is also lower than any other when comparing cohort groups.

- 52.4% (32/61) of **Year 5 students** are achieving At or Above the National Standard in reading.
- 78.2% (25/32) of **Year 5 Cohort students** are achieving At or Above the National Standard in reading.

#### **Year 6 Students:**

The Year 6 group data was also significantly lower than most of the other year groups. While the cohort data is higher, this year group is also lower than most others when comparing cohort groups.

- 60.7% (37/61) of **Year 6 students** are achieving At or Above the National Standard in reading.
- 84.8% (28/33) of **Year 6 Cohort students** are achieving At or Above the National Standard in reading.

#### **Year 4 Students:**

The Year 4 group data was also significantly lower than most of the other year groups. While the cohort data is higher, this year group is also lower than most others when comparing cohort groups.

- 62% (44/71) of **Year 4 students** are achieving At or Above the National Standard in reading.
- 84.8% (37/44) of **Year 4 Cohort students** are achieving At or Above the National Standard in reading.

#### **MELAA:**

The 32 students that were identified in this group have achieved significantly lower than any other group. Many of these students are new to Freemans Bay School and are new learners of English and as such receive extra support from Anne. A significant number of students that started at Freemans Bay school in 2017 are achieving Below or Well Below in reading.

### Male Students:

The male students reading data was significantly lower than the female data. This trend is also consistent when comparing male and female data within the cohort group.

- 70.7% (133/188) of **Male** students are At or Above the National Standard in reading.
- 77.1% (148/192) of **Female** students are At or Above the National Standard in reading.
- 80% (48/60) of **Male Cohort** students are At or Above the National Standard in reading.
- 87.6% (56/64) of **Female Cohort** students are At or Above the National Standard in reading.

### NAG2A (b)(iii) Planned Actions for Lifting Achievement

Discussion:

#### Year 4, 5 and 6 Students:

The Year 4, 5 and 6 data suggests that in 2017 the Year 4, 5 and 6s will need to continue to be closely monitored. Next year teachers will look closely at those students who receive Learning Support in literacy to ensure that the programme is meeting their needs and that they are making expected, if not accelerated, progress.

#### MELAA:

Students with English as a second language continue to be over-represented within Well Below and Below the National Standard in reading. We continue to be responsive to this need with the support we provide students.

#### Target groups:

Currently, students that are achieving Well Below the National Standard are identified within each whānau and monitored throughout the year within a target group. The students, parents and whānau are actively involved in designing and implementing learning plans and reviewing their progress. Next year we will continue to monitor these students closely as well as strengthening the home-school partnership with parents and whānau.

#### Students that require Learning Support:

At Freemans Bay School our Learning Assistants have always worked with our most vulnerable students in small groups focused on targeted learning, specific to the students. In 2018 Learning Assistants will work alongside teachers to support them with their programmes. This will allow teachers to work with those students who are most at-risk.

### NAG2A (b) (iv) Progress Statement

The data in the parentheses is the 2016 data for comparative purposes.

- 74% (281/380) {77% (299/388)} of **all students** are At or Above the National Standard in reading.
- 11.1% (42/) {7.2% (28/388)} of **all students** are Well Below the National Standard in reading.



- 63% (12/19) {88.2% (15/17)} of **Māori students** are At or Above the National Standard in reading.
- The number of **Māori students** that are achieving Well Below the National Standard cannot be recorded as this may make individual students easily identified.
- 72% (18/25) {73% (19/26)} of **Pasifika students** are At or Above the National Standard in reading.
- The number of **Pasifika students** that are achieving Well Below the National Standard cannot be recorded as this may make individual students easily identified.
- 71% (153/216) {74% (147/198)} of **Asian students** are At or Above the National Standard in reading.
- 14.4% (31/216) {8.6% (17/198)} of **Asian students** are Well Below the National Standard in reading.
- 59.4% (19/32) {60.5% (23/38)} of **MELAA** are At or Above the National Standard in reading.
- 18.8% (6/32) {18.4% (7/38)} of **MELAA** are Well Below the National Standard in reading.
- 42% (79/88) {87.1% (95/109)} of **NZ European/ Pākehā students** are At or Above the National Standard in reading.
- 2.3% (2/88) {2.8% (3/109)} of **NZ European/ Pākehā students** are Well Below the National Standard in reading.

### Additional information

#### Data collection

The data was collated on Tuesday 1<sup>st</sup> November 2017. On this date there were 501 students enrolled at Freemans Bay School. There is a disparity between the total number of students within the data reports and the school summary generated on the 1<sup>st</sup> November. The disparity lies with 121 students in total. Of these students;

- 69 have been at school for less than 40 weeks and were not due an Anniversary report
- 47 of these students are a part of Whānau Ata
- 2 students were not here for last 13 weeks
- 2 students were not enrolled at our school when their anniversary report was due.
- 1 student is ORS funded and is only beginning to access the curriculum.

The data presented in the reading report is the curriculum level set by Overall Teacher Judgement (OTJ). This judgement is made by the teacher/s who take the child for reading. OTJ's are made from a variety of assessment tools, including PM reading records, Probe, e-asTTLe and My Learning Journey. The results from the assessment tools are confirmed through on-going formative assessment strategies, such as the regular observation of reading behaviours in a range of contexts and across curriculum areas throughout the year. The OTJ is indicative of the level the student is working within, independently, most of the time as a reader, i.e. an instructional level.

**Transience**

FBS has an extremely transient roll. This has a significant impact on our data. At the beginning of the year there were 451 students on our roll. Throughout the year we have enrolled 243 students. On the 1<sup>st</sup> November we have 501 students on our roll, a growth of just 50 students. Students that are considered to be a part of the cohort need to have been at FBS for three years and over. There are 124 students in our cohort.

## WRITING

**For schools with learners in Years 1-8 that use *The New Zealand Curriculum* to set teaching and learning programmes.**

**School name and number: Freemans Bay School 1279**

### **NAG2A (b)**

Schools are required to report school-level data on National Standards under three headings:

- i. School strengths and identified areas for improvement
- ii. The basis for identifying areas for improvement
- iii. Planned actions for lifting achievement

Boards may find it useful to use the table below to present the required NAG2A (b) information and can add more rows as required.

Curriculum Area: Writing	School Leader: Bridget
NAG2A (b)(i) Areas of Strength	
<p>Discussion:</p> <p>79.7% (51/64) of <b>Female Cohort</b> students are At or Above the National Standard in writing.</p> <p>77.3% (68/88) of <b>NZ European/ Pākehā</b> students are At or Above the National Standard in writing.</p> <p>70.4% (31/44) of <b>Year 4 Cohort</b> students are At or Above the National Standard in writing.</p> <p>68.8% (14/18) of <b>Females</b> students are At or Above the National Standard in writing.</p> <p>53.2% (118/222) of <b>ESOL</b> students are At or Above the National Standard in writing.</p>	
NAG2A (b)(i) Areas for Improvement	
<p>Discussion:</p> <p><b>Year 5 students:</b> There is a significant number of <b>Year 5 students</b> that are achieving Below the National Standard.</p> <ul style="list-style-type: none"> <li>• 60.7% (37/61) of <b>Year 5 students</b> are Below the National Standard in writing. <ul style="list-style-type: none"> <li>○ 32.8% (20/61) of these students are Well Below</li> <li>○ 78.2% (25/32) of Year 5 boys are achieving below the National Standard.</li> </ul> </li> </ul> <p><b>MELAA:</b> Under the current Ministry of Education reporting requirements, students from the Middle East, Latin America and Africa are classified under the category MELAA. There are 8.4% (32/380) of students that are included within this category.</p> <ul style="list-style-type: none"> <li>• 53.2% (17/32) of these students are Below the National Standard in writing.</li> </ul>	

- 76% (13/32) of these students have only been here since 2016

#### **Male Students:**

Male students are tracking significantly lower than female students.

- 51.5% (97/188) of **Male** students are At or Above the National Standard in writing.
- 68.8% (132/192) of **Female** students are At or Above the National Standard in writing.

#### **ESOL Students:**

ESOL students are significantly lower when compared to all students.

- 46.8% (104/222) of **ESOL** students are Below the National Standard in writing.

### **NAG2A (b)(ii) Basis for Identifying Areas for Improvement**

Discussion:

#### **Year 5 Students:**

The Year 5 group data was significantly lower than any of the other year groups. While the cohort data is higher, this year group is also lower than any other when comparing cohort groups.

- 39.4% (24/61) of **Year 5 students** are achieving At or Above the National Standard in writing.
- 56.3% (18/32) of **Year 5 Cohort students** are achieving At or Above the National Standard in writing.

#### **MELAA:**

The 32 students that were identified in this group have achieved significantly lower than any other group. Many of these students are new to Freemans Bay School and are new learners of English and as such receive extra support from Anne. A significant number of students that started at Freemans Bay school in 2017 are achieving Below or Well Below in writing.

#### **Male Students:**

The male students writing data was significantly lower than the female data. This trend is also consistent when comparing male and female data within the cohort group.

- 51.5% (97/188) of **Male** students are At or Above the National Standard in writing.
- 68.8% (132/192) of **Female** students are At or Above the National Standard in writing.
- 46.6% (28/60) of **Male Cohort** students are At or Above the National Standard in writing.
- 79.7% (51/64) of **Female Cohort** students are At or Above the National Standard in writing.

#### **ESOL:**

ESOL student achievement is significantly lower than both Asian and NZ European/Pākehā groups. There are increasing numbers of ESOL students who are achieving below the National Standard in writing. As such, this continues to be an area that we need to strengthen. The majority of these students work with Anne who provides them with extra literacy support. Most of the remaining students who do not work with Anne receive extra literacy support in small groups with a literacy teacher or Learning Assistant.

### **NAG2A (b)(iii) Planned Actions for Lifting Achievement**

#### Discussion:

##### **Year 5 Students:**

The Year 5 data suggests that in 2018 this group, who will be in Year 6, need to continue to be closely monitored. Next year the Whānau Wai teachers will look closely at those students who receive Learning Support in literacy to ensure that the programme is meeting their needs and that they are making expected, if not accelerated, progress. Whānau Wai will also investigate how and when different writing genres are taught as they have identified that students can find these challenging.

##### **MELAA:**

The 32 students that were identified in this group have achieved significantly lower than any other group. Many of these students are new to Freemans Bay School and are new learners of English and as such receive extra support from Anne. A significant number of students that started at Freemans Bay school in 2017 are achieving below or well below in writing.

##### **Male Students:**

In 2018 we will continue to monitor identified male students through the target groups for literacy. Personalising learning and student agency will continue to be our school-wide focus in 2018, with student engagement at the center of this practice.

##### **ESOL:**

ESOL student achievement is significantly lower than both Asian and European / Pākehā groups. There are increasing numbers of ESOL students who are achieving below the National Standard in writing. As such, this continues to be an area that we need to strengthen. The majority of these students work with Anne who provides them with extra literacy support.

##### **Students that require Learning Support:**

At Freemans Bay School our Learning Assistants have always worked with our most vulnerable students in small groups focused on targeted learning, specific to the students. In 2018 Learning Assistants will work alongside teachers to support them with their programmes. This will allow teachers to work with those students who are most at-risk.

#### **NAG2A (b) (iv) Progress Statement**

The data in the parentheses is the 2016 data for comparative purposes.

- 60.3% (229/380) {68% (264/388)} of **all students** are At or Above the National Standard in writing.
- 16.3% (62/380) {11.3% (124/388)} of **all students** are Well Below the National Standard in writing.
- 57.9% (11/19) {82.3% (14/17)} of **Māori students** are At or Above the National Standard in writing.
- The number of **Māori students** that are achieving Well Below the National Standard cannot be recorded as this may make individual students easily identified.

- 69% (15/25) {69.2% (18/26)} of **Pasifika students** are At or Above the National Standard in writing.
- The number of **Pasifika students** that are achieving Well Below the National Standard cannot be recorded as this may make individual students easily identified.
- 55.6% (120/216) {65.2% (129/198)} of **Asian students** are At or Above the National Standard in writing.
- 20.4% (44/216) {12.6% (25/198)} of **Asian students** are Well Below the National Standard in writing.
- 46.9% (15/32) {42.1% (16/38)} of **MELAA** are At or Above the National Standard in writing.
- 31.3% (10/32) {26.3% (10/38)} of **MELAA** are Well Below the National Standard in writing.
- 77.3% (68/88) {79.8% (/)} of **NZ European/ Pākehā students** are At or Above the National Standard in writing.
- 4.4% (4/88) {4.6% (5/109)} of **NZ European/ Pākehā students** are Well Below the National Standard in writing.

### Additional information

#### Data collection

The data was collated on Tuesday 1<sup>st</sup> November 2017. On this date there were 501 students enrolled at Freemans Bay School. There is a disparity between the total number of students within the data reports and the school summary generated on the 1<sup>st</sup> November. The disparity lies with 121 students in total. Of these students;

- 69 have been at school for less than 40 weeks and were not due an Anniversary report
- 47 of these students are a part of Whānau Ata
- 2 students were not here for last 13 weeks
- 2 students were not enrolled at our school when their anniversary report was due.
- 1 student is ORS funded and is only beginning to access the curriculum.

The data presented in the writing report is the curriculum level set by Overall Teacher Judgement (OTJ). This judgement is made by the teacher who takes each child for writing. Due to our collaborative teaching approach, different teams organise their writing programmes in different ways. In some cases, this OTJ is made by the child's writing teacher who may not be the student's hometeacher.

Overall Teacher Judgements are made from triangulating data that is obtained from work samples, on-going formative assessment strategies, such as the regular observation of writing behaviours in a range of contexts and across curriculum areas throughout the year. The OTJ is indicative of the level the student is working within independently, most of the time as a writer, i.e. an instructional level.

#### Transience

FBS has an extremely transient roll. This has a significant impact on our data. At the beginning of the year there were 451 students on our roll. Throughout the year we have

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enrolled 243 students. On the 1<sup>st</sup> November we have 501 students on our roll, a growth of just 50 students. Students that are considered to be a part of the cohort need to have been at FBS for three years and over. There are 124 students in our cohort.

## E-LEARNING

Area : e-learning
Written by: Bronwyn
Collaborated with: Feedback from Teachers (Survey); eLearning Team: Rachel, Maryam, Adele, Susan, Machele (absent for meeting)
Date: 3 <sup>rd</sup> December 2017

<b>What would a high-quality e-learning programme look like in a school?</b> The criteria for “Empowering” on the rubric below.					
<b>What does it look like at Freemans Bay School?</b> The survey is done every 2 years and so this reflects the results at the end of 2016 – in yellow highlight.					
	Pre-emerging	Emerging	Engaging	Extending	Empowering
Beyond the classroom	The school community has yet to consider how to engage with the community/whānau/iwi with or about digital technologies	Opportunities are identified to work with the community using digital technologies, and to address their impact.	Activities are trialled to deliberately extend community relationships using digital technologies, and to explore their impact	Communities are deliberately engaged through appropriate digital technologies, and are responding to their impact.	Blended communications enhance the way partnerships actively engage in sustained response to the impact of digital technologies.
Learning and Teaching	Digital technologies are not yet used for learning.	Digital technologies supplement or substitute teacher-directed activities.	Digital technologies begin to meet needs, develop digital literacy, and support higher-order, collaborative learning.	Learning activities integrate digital technologies appropriately to develop digital literacy and support authentic, higher-order, collaborative learning.	Student-centred, authentic, higher-order, collaborative learning, and digital literacy, is enhanced by ubiquitous digital technologies.
Professional learning	Professional learning is not yet focused on raising e-learning capabilities and digital literacy.	Professional learning raises awareness and grows knowledge of digital technologies and digital literacy.	Professional learning increasingly focuses on digital literacy and using digital technologies for learning.	Professional learning explores ways to enhance evidence-based learning, including digital literacy, using appropriate digital technologies.	Professional learning is blended, sustained and extends student-centred learning through ubiquitous digital technologies.
Leadership and strategic direction	Leaders have not yet begun to explore a vision or strategic plan for e-learning or digital literacy.	Leaders investigate the potential of digital technologies for learning and developing digital literacy.	Leaders trial e-learning and digital literacy initiatives, and begin to align them to curriculum planning.	Deliberate leadership aligns digital literacy and the use of digital technologies with curriculum needs.	Leadership sustains and innovates the growth of digital literacy and use of digital technologies as part of overt focus on learning.
Technologies and Infrastructure	Strategic approaches for the management and procurement of	Digital technologies and infrastructure needs are investigated to support the physical environment.	Digital technologies and infrastructure to meet identified needs are trialled, within the physical environment.	Equitable, well-managed digital technologies and infrastructure support	Equitable access to reliable digital technologies and infrastructure that



	digital technologies for learning need to be put in place			needs across an increasingly online environment.	meet all needs is sustained across an online environment.
Based on the e-learning Planning Framework (Ministry of Education: 2014)					
<p><b>Opportunities for students:</b></p> <ul style="list-style-type: none"> <li>Access daily to e-learning tools and strategies that support teaching and learning (at home and at school): <ul style="list-style-type: none"> <li>Microsoft 365 – PowerPoint, OneNote, Word, Excel, Sway, SharePoint (learning website)</li> <li>World Wide Web – Internet for research, flipped lessons, online learning games.</li> <li>Mathletics – set math tasks at individual level.</li> <li>Reading Eggs/ Reading Eggspress – vocabulary and comprehension tasks</li> <li>Ipad Apps- various – sharing work and understanding, video and making movies, making music, creating presentations</li> <li>Interactive Whiteboards/ Wireless access to TV – increased collaboration and sharing</li> <li>eaSTtle – online assessments in reading and maths.</li> <li>Minecraft for Education – used for Learning Pathways, Language and Maths.</li> <li>Coding and Robotics – Makey Makey, MicroBots and Edison robots.</li> <li>Coding Club - Monday lunchtimes</li> <li>Skype-for-Education – Mystery Skype (where you guess what city the people you are skypeing come from)</li> </ul> </li> <li>Anywhere, anytime access to “My Learning Journey”: <ul style="list-style-type: none"> <li>Clear and consistent expectations for each curriculum level in reading, writing, maths and Habits of Mind.</li> <li>Ongoing communication and clarity about where each student is at with their learning.</li> <li>Opportunity to reflect on their learning and share with whānau.</li> </ul> </li> <li>Increased choice and voice in their learning with what they are going and when they are going to do it.</li> <li>Year 5 and 6 students had the option to bring their own device to school.</li> <li>Learning is more personalised though the allocation of online tasks and setting of activities at different levels.</li> <li>Increased opportunities to make connections (locally, nationally, internationally) for learning.</li> <li>Opportunities to share their learning in a variety of ways with differing audiences.</li> <li>Ability to problem solve and fix ICT issues when they arise on their device.</li> </ul>					
<p><b>Management of resources to support the programme:</b></p> <ul style="list-style-type: none"> <li>Removal of school server and move to ‘the cloud’.</li> <li>Maintenance and review of ‘My Learning Journey’ for mainstream students.</li> <li>Introduction of Minecraft for Education and a school-wide licence.</li> <li>Bron worked with Connected Learning Advisory to develop the Freemans Bay School Digital Technologies Action Plan for 2017 and 2018 – consulted and reviewed by eLearning team.</li> <li>Purchasing of ICT equipment: <ul style="list-style-type: none"> <li>45 Lenovo’s on 3-year lease with protection insurance. Purchased to account for damage and replacement of some devices and to move classes to a one device for two student’s environments. Most classes have 10-12 laptops/ desktops.</li> <li>Maker Space – Purchased 15 Makey Makey and 15 MicroBits.</li> </ul> </li> </ul>					

[Type here]

- Bronwyn's current leadership roles and she has allocated time for e-learning.
- Sara Jenkins continued to be employed as the ICT Admin Assistant and focused on ICT support, fixing issues, working in classes with teachers who enquired additional support. A significant amount of her time in Term 2 and 3 was around the rebuilding of Apple iPads in line with volume licencing.
- We had some ongoing wifi issues after which we contracted Brillanz and \_\_\_\_\_ to do a wifi audit. Some changes were made, and this appears to have minimised the issues
- Professional learning in the use of Microsoft 365 and Reading Eggs/ Eggspress was provided.
- Bronwyn, Rachel and Bridget were seconded to work as Microsoft Learning Consultants for Microsoft Education. This was a 3 day a week role in Term 1 and Term 2 and 1 day a week in Term 3 and Term 4. They provided professional learning for around the use of Microsoft 365 to support teaching and learning. They ran workshops at school and visited other schools. Bronwyn presented at the Interface Expo in Blenheim, Rotorua and Auckland. Bridget and Rachel presented at Ulearn 2017. Position was advertised in Term 1 for interested applicants to apply for 2017 position. Role was managed by Bron.
- Nardia and Annette introduced use of online permission Microsoft 356 forms so that system is efficient and accessible by most; support parents in using digital tools.

#### Reporting to parents on progress and achievement:

- Learning Goals, success criteria and reflection on achievement is evident in 'My Learning Journey' for all mainstream students.
- eTap is used to generate reports about student levels and progress – reported twice a year.

#### Areas to Develop:

#### Where to next in 2018 – Actions:

#### Overall Goal (based on MOE National Priorities):

Building capability to use digital technologies to enhance current practice and open up new and different ways of teaching and learning.

1. Increase opportunities for teachers to: <ul style="list-style-type: none"> <li>o have increased input into the school vision for eLearning.</li> </ul>	<ul style="list-style-type: none"> <li>o Review eLearning Vision and action plan with interested teachers using the new ICT Roadmap resources.</li> </ul>
2. Ensure that all teachers and students: <ul style="list-style-type: none"> <li>o have ICT devices and a wifi network that is reliable.</li> <li>o have quality and quantity of digital technologies is sufficient and varied enough to meet most learning needs (this criterion was down from 2015) with minimal (if any) purchasing by school.</li> </ul>	<ul style="list-style-type: none"> <li>o Encourage students to bring their own device from year 3 to Year 6.</li> <li>o Investigate alternative funding streams.</li> <li>o Monitor network status.</li> <li>o Strive for a 1:2 ratio (noting that 4 teachers indicated a desire to have 1:1)</li> </ul>
3. Build teachers capacity to: <ul style="list-style-type: none"> <li>o Use digital technologies to meet learners' needs and develop digital literacy.</li> <li>o Ensure that planning and teaching and learning is needs-driven and personalised.</li> <li>o regularly review the way technology is embedded in effective learning and teaching and if it is effective.</li> <li>o Investigate the potential of eLearning and digital literacy.</li> </ul>	<ul style="list-style-type: none"> <li>o Utilise and share free professional learning opportunities, relevant articles, videos and websites.</li> <li>o Use the 'Teaching as Inquiry' process to investigate effective practice.</li> <li>o ELearning team member facilitates a review in whānau team each term.</li> <li>o Share effective strategies at "pop up" meetings.</li> <li>o Continue to support teachers to have the opportunity to be Microsoft Learning Consultants</li> </ul>
4. My Learning Journey: <ul style="list-style-type: none"> <li>o Investigate how to actively engage families / Whanau to improve learners' achievement.</li> <li>o Share and celebrate learning in other curriculum areas.</li> <li>o Share evidence of learning.</li> <li>o Increase input and control by students from Year 4 – Year 6</li> </ul>	<ul style="list-style-type: none"> <li>o Survey parents to see what works for them.</li> <li>o Investigate how to push out notifications with minimal work by teachers. Eg SeeSaw.</li> <li>o Template for sharing learning</li> <li>o Share effective strategies at "pop up" meetings.</li> <li>o Use the 'Teaching as Inquiry' process to investigate effective practice.</li> </ul>
5. Empower students to be responsible digital citizens who are: <ul style="list-style-type: none"> <li>o Are safe online</li> <li>o Know what to do if they are being bullied online.</li> <li>o Are responsible digital citizens</li> </ul>	<ul style="list-style-type: none"> <li>o Develop a school-wide Digital Citizenship program – teaching supported by Bronwyn.</li> <li>o Parent and teacher's workshops about Digital Citizenship and Cybersafety.</li> </ul>
6. Establish opportunities for students to be involved in Computer Science and Computational Thinking	<ul style="list-style-type: none"> <li>o Bronwyn to trial with interested classes in 2018.</li> </ul>

## PROFESSIONAL LEARNING

Written by: Bronwyn and Janis

Collaborated with: Feedback from Teachers (Survey)

Date: 5<sup>th</sup> December 2017

### What would a high quality professional learning programme look like in a school?

- Teacher Development Trust identifies 8 characteristics of effective PLD in [Developing Great Teaching - Lessons from the international reviews into effective professional development](#):
  - Duration: effective professional development lasts at least two terms, and needs a 'rhythm' of follow-up and consolidation;
  - Targeted: the content should be relevant to the teachers' needs and day-to-day experiences;
  - Aligned: no single activity is universally effective – instead it is a combination that reinforced the message from different perspectives that works;
  - Content: successful development must consider both subject knowledge and subject-specific teaching techniques;
  - Activities: successful development features common types of activities including discussion, experimentation and analysis and reflection;
  - External input: constructive external input provides new perspectives and challenges orthodoxies;
  - Collaboration: peer support gives participants an opportunity to work together and refine new approaches;
  - Leadership: effective leaders get involved in development, define opportunities and provide the support needed to embed change.

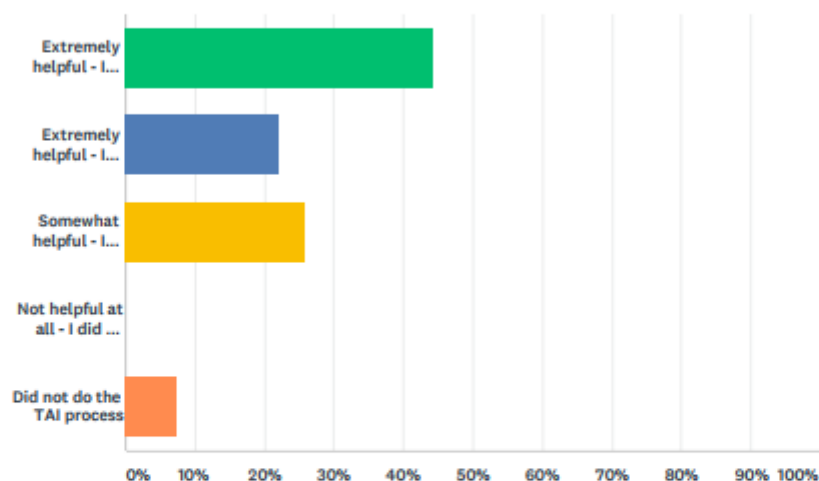
### What does it look like at Freemans Bay School?

1. Teaching as Inquiry (TAI) – teacher led inquiry around an area of need or interest based on teacher reflection and student feedback. <ul style="list-style-type: none"> <li>• 20/37 professional learning sessions were linked to the TAI.</li> <li>• 10/20 sessions were flexible – teachers could undertake the next step at a time that suited them.</li> <li>• 16 release days were used to cover a teacher observing another teacher around their TAI (focus decided by teacher being observed). It was planned so each teacher had 3 observations but due to sickness this was not always possible.</li> <li>• Documented in OneNote to meet the evidence requirements of the Practicing Teacher Criteria.</li> </ul>	Duration, Targeted, Aligned, Content, Activities, External input, Collaboration, Leadership.
2. Microsoft One Note as an ePortfolio to support plain reporting to parents while supporting teachers and leadership team in tracking student progress. <ul style="list-style-type: none"> <li>• 5 professional learning sessions were linked to "My Learning Journey".</li> <li>• This includes effective use, tips for use and review of expectations.</li> </ul>	Duration, Targeted, Aligned, Content, Activities, External input, Collaboration, Leadership.
3. Development of Learning Links to support learning: <ul style="list-style-type: none"> <li>• ½ release per whānau was offered to each team.</li> <li>• Bron or Rachel worked with teachers to build a resource to support the teaching and learning program – usually linked to Learning Pathways and using SharePoint or OneNote.</li> </ul>	Duration, Targeted, Aligned, Content, Activities, External input, Collaboration, Leadership.
4. While many of the meeting times were allocated to the TAI, My Learning Journey and Microsoft 365, there were also Formal Staff Meetings held throughout the year when needed: <ul style="list-style-type: none"> <li>• Treaty of Waitangi – Machel – 2 sessions and TOD</li> <li>• Health and PE/ Wellbeing – Annette and Nardia – 2 sessions</li> <li>• Maths and Literacy Moderation – Anne and Bridget - 1 Staff Meeting</li> <li>• ESOL – Anne – 1 session</li> <li>• Teaching and Learning Analysis – Bron – 1 session</li> <li>• Microsoft 365 – Bron – 2 sessions</li> <li>• Curriculum team review and Action Plan for 2018 – Curriculum Leaders – 1 session</li> <li>• School Vision and review – Sandy - 1 session</li> <li>• The Freemans Bay School Way – School Vision and Teaching and Learning – Bronwyn and Sandy - TOD</li> <li>• Literacy / STEPS – Bridget - TOD</li> </ul>	Duration, Targeted, Aligned, Content, Activities, External input, Collaboration, Leadership.
5. Informal drop-in sessions: <ul style="list-style-type: none"> <li>• ULearn Feedback – Bron, Bridget and Rachel – 1 session</li> <li>• Online Core Education Breakfast – Collaboration – Bron – 1 session</li> <li>• Online Core Education Breakfast – Digital Technology session – Bron – 1 session.</li> </ul>	

<p>6. University Study:</p> <ul style="list-style-type: none"> <li>• Masters in Professional Studies (Education) - Annelies</li> <li>• Advance Leadership Programme (Women Educator Leaders) Monash Uni - Machelie</li> </ul>	<p>Duration, Targeted, Aligned, Content, Activities, External input, Collaboration, Leadership</p>
<p>7. Additional Professional Learning Opportunities:</p> <ul style="list-style-type: none"> <li>• Coaching Accreditation Program – Phase 1 – 3 – Anne, Bridget, Rebecca, Jo</li> <li>• Coaching Accreditation Program – Phase 4 – Bronwyn</li> <li>• Beginning teacher courses – Richard, Maryam, Adele, Susan H</li> <li>• Leadership/Aspiring Principals conference – Machelie</li> <li>• Tutor teacher courses – Chander</li> <li>• Leadership networking – Janis</li> <li>• Incredible Years Course – Richard, Adele, Maryam, Susan H</li> <li>• Incredible Years Course – Learning Assistants</li> <li>• Circle Time – RTLB – Whānau Puna</li> <li>• Play Based Learning – Juniors</li> <li>• Phonemic Awareness with RTLB – Bridget, Rebecca, Wendy, Catherine</li> <li>• Library courses/conferences – Dale</li> <li>• Music courses – Margaret W</li> <li>• Learning Assistant training around autism and behaviour</li> </ul>	<p>Duration, Targeted, Aligned, Content, Activities, External input, Collaboration, Leadership</p>

### Q6 How helpful for you in terms of developing your professional knowledge and skills, was the Teaching as Inquiry process?

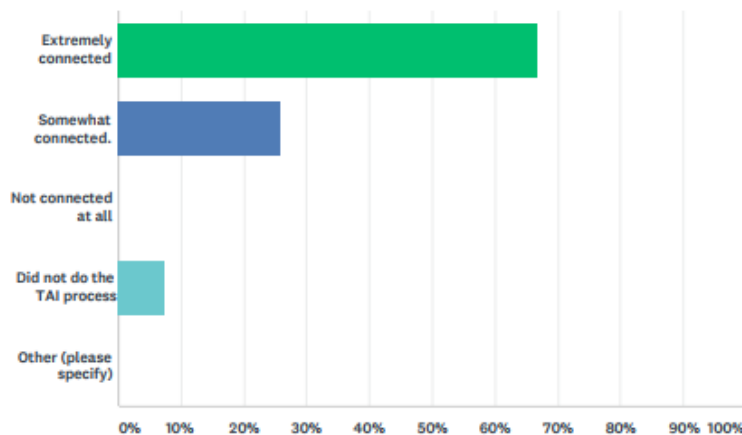
Answered: 27 Skipped: 0



ANSWER CHOICES	RESPONSES	
Extremely helpful - I learnt so much stuff! I have already made changes to my practice	44.44%	12
Extremely helpful - I learnt so much stuff! Now I just need the time to do it!	22.22%	6
Somewhat helpful - I learnt a few things that I can use in my classroom	25.93%	7
Not helpful at all - I did not learn anything. It was a waste of time.	0.00%	0
Did not do the TAI process	7.41%	2
<b>TOTAL</b>		<b>27</b>

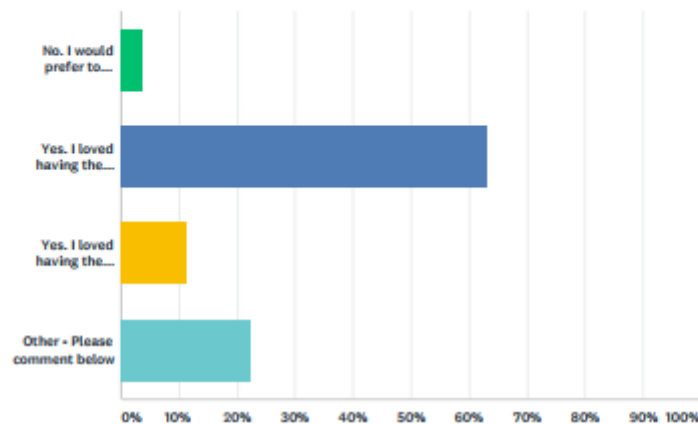
### Q7 How connected was the TAI to you in terms of investigating an area of interest or need for you or your students?

Answered: 27 Skipped: 0



### Q8 10 of the 20 TAI Professional Learning sessions did not require you to attend a meeting on Monday but were flexible for you to do professional learning at a time that suited you. Did this flexible style work for you?

Answered: 27 Skipped: 0



ANSWER CHOICES	RESPONSES
No. I would prefer to attend Professional Learning Sessions with everyone at the same time.	3.70% 1
Yes. I loved having the flexibility and used the time well.	62.96% 17
Yes. I loved having the flexibility but ended up using it for other things.	11.11% 3
Other - Please comment below	22.22% 6
<b>TOTAL</b>	<b>27</b>

#	OTHER - PLEASE COMMENT BELOW	DATE
1	I don't know.	11/27/2017 4:54 PM
2	Did not do TAI	11/27/2017 4:43 PM
3	I like the connection across school, it feels like we are all working towards the same goal	11/27/2017 4:39 PM
4	Yes the flexibility and choice was good but sometimes I used it for other things. If I did I still had to make up my TAI time though, so flexibility and choice was GREAT.	11/27/2017 4:38 PM
5	The flexibility shows a trust of staff to use time effectively	11/27/2017 4:31 PM
6	I often used the time for other things but got the work done in my own time - for me attendance is probably better, even if people are working on separate things	11/27/2017 4:27 PM

### Q13 What did you enjoy most about your professional learning experience this year? Why?

1	I could try it out and develop the aspect I was focussed on, and adapt it for the different year levels easily.
2	Even though I felt a bit of pressure to research and organise information regarding my TAI topic and prepare lessons in order to put my learning into practice, it was worthwhile and it was a good experience.
3	Developing my knowledge of Mindful practise and learning from Amandine about her parallel Zones of Regulation work. Enjoyed the first treaty workshop also.
4	The coaching course as this was a totally new area for me and developed my leadership role.
5	That i worked with a colleague
6	Learning on the go- Trial and Error-
7	That I could choose the 'thing' for my TAI
8	My Learning Journey. It helped me to plan better as I knew the L.I..
9	Trialling and incorporating Inquiry learning in my class as a result of TAI. Also treaty workshops were great for refreshing understanding and reflecting on my practice in the classroom.
10	It is always good to learn more and further develop my teaching practise
11	I enjoyed the flexibility to pursue an area that I felt I needed and wanted to learn more about. This meant that it benefited the students in my class more.
12	Sharing my learning with others, having observations, discussing positives, negatives and improvements on my classroom practice.
13	The Treaty workshop. I really liked how the kura and the staff reacted, i.e., the board co-opting a Whānau Ata rep to the board, how the staff focused on their pronunciation, etc...
14	see the students interact with what I had created, hearing their feedback
15	It was focusing on the needs of the students and was an area I needed to look into.
16	TAI- OneNote to strengthen learning was very successful in my view. The reason being is the made was to carried out and reflection was ongoing.
17	Being able to learn again! Seeking new knowledge, taking part in key learning, conversations with peer teachers, seeing the growth/development in students.
18	Collaborating with teachers from other teams and being able to share and discuss our learning
19	Having the opportunity to hear what other's were doing in their classrooms.
20	I enjoyed being able to learn about something that was relevant to me and the kids I teach.
21	The TAI presentations - they were varied and from the heart. They were based on the classes here and teachers were honest about their process & learning
22	putting tai into practice getting tips to help esol and think about how could be useful for other students in the classroom

#### How does the programme link to Freemans Bay Strategic Plan?

##### Empowered Students:

- Give students more opportunities to have input into decision-making so that we strengthen the student voice in the school.
- Provide professional development opportunities for staff to strengthen personalised learning and e-learning.
- Provide professional development for staff in their areas of specific responsibility.

##### New opportunities for students:

- Increased and improved feedback and feedforward.
- Increased engagement of students.
- Increased use of digital tools to support the literacy and maths process.
- Increased student voice, choice and ownership in the classroom.
- More effective self and peer assessment.
- Responsive and personalised learning program for some students.

##### Management of resources to support the programme

- 8 days release for 1 teacher from each team, each term to develop their teams learning links area in Microsoft.
- 16 release days for Teacher observations as part of the TAI.
- Purchasing of ICT devices to support personalised learning and flexible learning.
- Paying for university papers – Machelie and Annelies

Areas to Develop: (based on MOE National Priorities)	Where to next in 2018:
Building capability to work with parents, family/whānau as partners in the learning process	<ul style="list-style-type: none"> <li>• Further develop teacher skills in effectively using eTap to support plain reporting to parents.</li> <li>• Build 'My Learning Journey' in mainstream to: <ul style="list-style-type: none"> <li>○ Share and celebrate learning in other curriculum areas.</li> <li>○ Share evidence of learning.</li> <li>○ Increase input and control by students from Year 4 – Year 6</li> </ul> </li> <li>• Share effective strategies at "pop up" meetings.</li> <li>• Machelie has additional release of 1.5 days per week to support Whānau Ata in assessment and develop planning resources (MFF)</li> </ul>
Building capability to use digital technologies to enhance current practice and open new and different ways of teaching and learning	<ul style="list-style-type: none"> <li>• Mary Anne Murphy to run series of sessions around maintaining positive relationships and knowing ourselves as we move into collaborative teams.</li> <li>• Move to collaborative teaching – Chris Bradbeer and teachers from Stonefields.</li> </ul>

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Supporting teachers and leader's capability to understand and develop student agency	<ul style="list-style-type: none"> <li>• Introduction to the new Digital Curriculum – Bronwyn</li> <li>• Teaching as Inquiry/ Spirals of Inquiry/ Collaborative Inquiry – influenced by the COL and led by the COL leaders.</li> <li>• Mathletics and Reading Eggs – 3P Learning</li> <li>• Microsoft in the classroom – Microsoft Learning Consultants</li> </ul>
Building capability of senior and middle leaders to observe and provide feedback	<ul style="list-style-type: none"> <li>• Anne, Bridget and Rebecca – Coaching Accreditation course – Phase 4</li> <li>• TRRCC – Machelles and 2+others</li> <li>• Te Akatea – Machelles</li> </ul>
Supporting teachers and leader's capability to analyse, interpret and respond to a wide range of data	<ul style="list-style-type: none"> <li>• Team leaders to lead conversations and discussions each term in team meetings to analyse, interpret and respond to a wide range of data.</li> <li>• Further develop teacher and leadership team skills in effectively using eTap to track student progress.</li> </ul>
Building cultural responsiveness and capability to recognise and respond to cultural diversity.	<ul style="list-style-type: none"> <li>• Mary Anne Murphy to run series of sessions around maintaining positive relationships and knowing ourselves as we move into collaborative teams.</li> <li>• Te Kāhui Ako o Waitematā - Theory of improvement for acknowledges how Leadership of Teaching and Learning needs to be Mindful of Māori World Views and the Centrality of Whānau Involvement and the importance of embed Whānau partnerships.</li> <li>• Māori 501 – Te Reo Māori- Rachel</li> <li>• Machelles to run Treaty workshops &amp; Kahikitea development</li> </ul>



## LEARNING SUPPORT

**Area:** Learning Support

**Written by:** Bridget

**Date:** 9<sup>th</sup> December 2017

### **What would a high quality learning support programme look like in a school?**

Special education supports children and students to access the curriculum by providing extra help, adapted programmes or learning environments, specialised equipment or materials. Every child has the potential to learn and succeed. The adults around them must work well together for this to happen.

### **What does it look like at Freemans Bay School?**

There are 31 students identified on the Learning Support register (17%). These students have variable needs that range from health, behaviour, speech and language, social and or emotional. These 31 students are supported through Learning Assistants providing one-on-one support, working with Learning Assistants or teachers in small groups as well as getting support from outside agencies.

### **New opportunities for students:**

- *This year we have had a strong emphasis on the smooth transition of students from 2016 to 2017.*
- *Working with a large team of skilled and passionate teachers and learning assistants to support the learning in the classroom programme.*
- *Building relationships with outside agencies such as the Resource Teachers of Learning and Behaviour (RTLb) and MoE.*

### **Management of resources to support the programme**

This year we have received almost \$4000 from the RTLb. This money has been used to support many students that have been identified as having learning and behavioural needs, and has also been used for the Professional Learning of teachers and Learning Assistants. The RTLb's have worked closely alongside us to support myself, teachers and Learning Assistants so that we can ensure we are doing all that we can to support our students.

We have been granted \$6357 (\$3,272 in 2016) for 325 hours (175 in 2016) through the Interim Response Fund. This fund is available through the Ministry of Education and is intended to keep students engaged in learning following a significantly challenging behavioural event. It gives funding for a short-term response while a more comprehensive intervention plan is devised.

We also received \$3,105 from the Ministry of Education to support a student with Severe and Challenging Behaviour. This fund is for students that display behaviour that significantly affects their learning. We are currently investigating ways that we can support this student next year.

Throughout the year we have had a specialist Autism Spectrum Disorder (ASD) teacher from Sunnyside School working alongside two of our teachers and five of our Learning Assistants for 0.3 to support our two Ongoing Resourcing Scheme (ORS) students.

The school has 12 Learning Assistants that support teachers and students with individuals and groups (220 hours weekly). Like our teachers, these Learning Assistants are provided many opportunities to participate in Professional Learning Opportunities. Currently three Learning Assistants and myself are completing an Incredible Years training programme. This involves six professional learning days and in class observations for the Learning Assistants.

There is one student that is supported by the Physical Needs Team MOE.

Freemans Bays is fortunate to have a Speech Language Therapist (SLT) allocated to our school. This SLT supports four of our students who have been identified as having speech, language and communication difficulties.

One student receives Assistive Technology and an application is in progress for another student.



This year we have supported five students through a transition process where we work as a team with an Early Intervention teacher, RTLB, SLT, Early Childhood Centre and the families of the student. Six weeks before the student starts at school the early intervention teacher leads a transition meeting. For six weeks after the student is enrolled an RTLB supports the family, student, teacher and school.

**Areas to Develop:**

We recognise the importance of building partnerships with whānau and therefore this is an area that we would like to develop in 2018. We have increased the rigour around how we inform and then report to parents on the progress and achievement of students who receive Learning Support within the school.

We also understand the importance of student agency in their learning and so we support students to self-regulate their behaviour. We are investigating a programme that we can integrate into the school that will help students to recognise when they are in the different states of alertness, moods and feelings as well as learn how to use sensory supports, calming techniques, and thinking strategies to regulate their emotions.

**Where to next in 2018:**

Next year we have one student that will receive In Class Support. This student has additional education needs but these are not high enough to qualify for Ongoing Resourcing Scheme (ORS). This student will receive 5 hours per week of individual support from a Learning Assistant in their classroom.

## OBSERVATIONAL SURVEY

**For schools with learners in Years 1-8 that use *The New Zealand Curriculum* to set teaching and learning programmes.**

**School name and number: Freemans Bay School 1279**

**NAG2A (b)**

Schools are required to report school-level data on National Standards under three headings:

- i. School strengths and identified areas for improvement
- ii. The basis for identifying areas for improvement
- iii. Planned actions for lifting achievement

Boards may find it useful to use the table below to present the required NAG2A (b) information and can add more rows as required.

Curriculum Area: Literacy	School Leader: Bridget
<b>NAG2A (b)(i) Areas of Strength</b>	
<p>82% (45/55) of 6 year old students attain an Above stanine for <b>Letter Identification</b>.</p> <p>87.3% (48/55) of 6 year old students attain an stanine that are At or Above in <b>Hearing and Recording Sounds</b>.</p> <p><b>Letter Identification.</b> Students make significant progress after one year at school in Letter Identification.</p> <ul style="list-style-type: none"> <li>9% (5/53) of 5 year old students attain an Above stanine results for Letter Identification.</li> <li>82% (45/55) of 6 year old students attain an Above stanine results for Letter Identification.</li> </ul> <p><b>Concepts about Print.</b> Students make significant progress after one year at school in Concepts about Print.</p> <ul style="list-style-type: none"> <li>5.7% (3/53) of 5 year old students attain an Above stanine results for Letter Identification.</li> <li>32.7% (18/55) of 6 year old students attain an Above stanine results for Letter Identification.</li> </ul>	
<b>NAG2A (b)(i) Areas for Improvement</b>	
<p>23.6% (13/55) of 6 year old students have below stanines for <b>Concepts about Print</b>.</p> <p>20% (11/55) of 6 year old students have below stanines for <b>Writing Vocabulary</b>.</p> <p><b>Male Students:</b> The male students stanines were significantly lower than the females in Writing Vocabulary.</p>	

- 73.5% (17/23) of **Male** students have stanines that are At or Above in **Writing Vocabulary**
- 84% (27) of **Female** students have stanines that are At or Above in **Writing Vocabulary**

#### **NAG2A (b)(iii) Planned Actions for Lifting Achievement**

##### **Specialist Literacy Support:**

Wendy is a Reading Recovery trained literacy teacher who works with small groups in Whānau Rau. She monitors student progress and selects groups of students with similar needs to provide them with extra support in reading.

##### **Observational Survey:**

Wendy conducts each of these and then provides teachers with feedback for each student. She discusses areas for improvement as well as areas where the student has demonstrated a strength.

##### **Quick60:**

From the data collected from teachers, students are identified that would benefit from a literacy support programme. Currently there are two teachers that manage this programme for Whānau Rau.

#### **NAG2A (b) (iv) Progress Statement**

##### **Letter Identification.**

After one year at school:

- 56% (30/53) of 5 year old students attain an At or Above stanine result for Letter Identification.
- 82% (51/55) of 6 year old students attain an At or Above stanine result for Letter Identification.
- 43% (23/53) of 5 year old students attain a Below stanine result for Letter Identification.
- 7% (4/53) of 6 year old students attain a Below stanine result for Letter Identification.

##### **Concepts about Print.**

After one year at school:

- 47.2% (25/53) of 5 year old students attain an At or Above stanine result for Concepts about Print.
- 76.3% (42/55) of 6 year old students attain an At or Above stanine result for Concepts about Print.
- 52.8% (28/53) of 5 year old students attain a Below stanine result for Concepts about Print.
- 23.6% (13/55) of 6 year old students attain a Below stanine result for Concepts about Print.

##### **Word Reading**

After one year at school:

- 5.7% (3/53) of 5 year old students attain an At or Above stanine result for Word Reading.
- 89% (49/55) of 6 year old students attain an At or Above stanine result for Word Reading.
- 94.3% (50/53) of 5 year old students attain a Below stanine result for Word Reading.
- 11% (6/55) of 6 year old students attain a Below stanine result for Word Reading.

### **Writing Vocabulary**

After one year at school:

- 3.8% (2/53) of 5 year old students attain an At or Above stanine result for Writing Vocabulary.
- 80% (44/55) of 6 year old students attain an At or Above stanine result for Writing Vocabulary.
- 96.2% (51/53) of 5 year old students attain a Below stanine result for Writing Vocabulary.
- 20% (11/55) of 6 year old students attain a Below stanine result for Writing Vocabulary.

### **Hearing and Recording Sounds**

After one year at school:

- 2% (1/53) of 5 year old students attain an At or Above stanine result for Hearing and Recording Sounds.
- 87.3% (48/55) of 6 year old students attain an Above stanine result for Hearing and Recording Sounds.
- 98% (52/53) of 5 year old students attain a Below stanine result for Hearing and Recording Sounds.
- 12.7% (7/55) of 6 year old students attain a Below stanine result for Hearing and Recording Sounds.

## QUICK 60

<b>Area:</b> Quick60
<b>Written by:</b> Bridget
<b>Collaborated with:</b> Wendy and Catherine
<b>Date:</b> 11 <sup>th</sup> December

### What would a high quality Quick60 programme look like in a school?

We are able to ensure we deliver a high-quality programme to our students through experienced literacy teachers running the programme. These teachers run the programme in a quiet space outside of the classroom which also supports the students so that they are able to focus on the learning. Teachers continually reflect on and discuss the programme and how it can best meet the needs of the students on the programme.

### What does it look like at Freemans Bay School?

Currently there are two teachers that manage this programme for Whānau Rau. They use the data collected from teachers to identify students that would benefit from a literacy support programme. All students are tested before they start on the programme and then they repeat the same test when they have completed the programme.

### How does the programme link to Freemans Bay Strategic Plan?

The strategic plan sets literacy goals for various year groups. The Quick60 programme supports this vision by consolidating the literacy learning of students at an early age. This consolidation of literacy learning that they are able to progress with th

### Data:

In 2017, 18 students have completed the Quick60 programme.

- There have been 26 students that started on the programme
- There have been 8 students that have left the school
  - 17 students started on the Alphabet
    - 7 students completed the alphabet
    - 2 students started on the alphabet in Term 4
  - 10 students started on Level 1 of the programme
    - 6 students completed Level 1
    - 4 students started on Level 1 in Term 4

### New opportunities for students:

Next year there will continue to be two teachers taking the programme.

Next year there are two students that will be carried over which means there will be approximately another 10 new students starting the programme.

There may be an opportunity for a teacher to run the programme in Whānau Puna with a group of student.

### Management of resources to support the programme

We currently have all the books we need.

The only resource that we need to continue to invest money into is the time teachers are given to take this programme.

### Reporting to parents on progress and achievement

T Previously the teachers have sent letters home to parents explaining the programme however, a more informal approach has been more successful. Teachers have informal conversations with parents and caregivers as is necessary. They communicate with parents about progress and achievement and continually provide the classroom teachers with feedback about the progress and achievement of students.

### Areas to Develop:

Next year we will look at how Quick60 data can be entered into etap. This will enable us to monitoring of these students while they are on the programme. We will be able to monitor the progress that the progress that these students have made and assess their further develop of their literacy skills. Since taking the programme an area of learning for the teachers has been the need for more instruction on letter formation. This will be an area that the Quick60 teachers can support classroom teachers with.

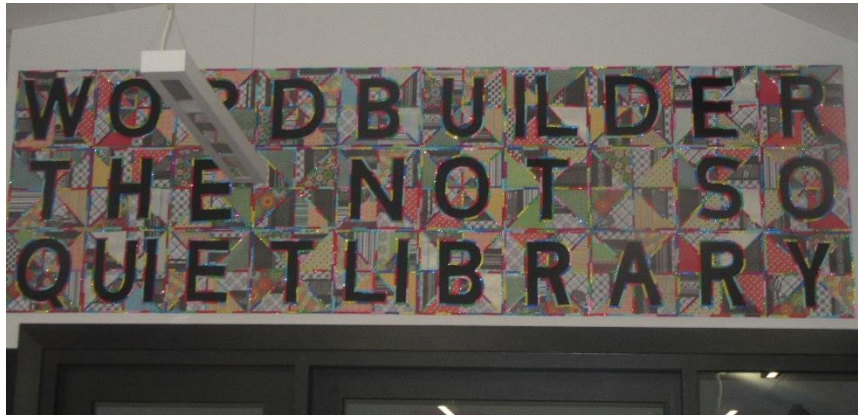
**Where to next in 2018:**

- Introduce the programme into Whānau Puna
- Work with classroom teachers to support them with handwriting in the classroom
- Work with Bron to set up data page into etap
- Gather feedback from teachers about how they would like information about students

## LIBRARY

### What has happened at Freemans Bay School Library?

#### New Library



Our new library was opened to our students, staff, parents and the wider community on Tuesday 16 May 2017. Listening to our students we created spaces to encourage reading and information gathering, conversations, share experiences and take photographs.

#### Teacher Resources

All Teacher Resources are now housed at the back of our School Library. Resources lost during the move were replaced by Learning Media.

Staff have access to the following resources before, during and after school; Science and science equipment, Health, Physical Education, Sports Art including Drama, School Journals from 1973 Parts 1 to 4 for each year, Connected Journals from 1998 and Readers from level 23 to 30 and a variety of resources to support teaching and learning and professional development. Available for their use is a printer, laminator and guillotine. All staff & students have access to our WebOPAC (Open Public Access to Catalogue), this enables all to search our catalogue to see what is available for borrowing and to check for resources and website address which support both inquiry learning and recreational activities.



#### School Library

All classes visit our library once a week. Students are able to borrow a maximum of three books at a time. As we close daily at 3.30pm an increasing number of parents and caregivers visit our library with their children. We continue to encourage them to spend more time in our library as it allows them to see what we have in our Collection for their children.

#### Library Activities

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We have continued with our reading programme of Explore, Discover and Share what you are reading. Students have explored our Collection and discovered an amazing assortment of titles to read and talk about. Many become chatty, boisterous, and confident when speaking to their class about what they have read and discovered.

Students access the catalogue, searching for titles and discovering others. Circulation has increased and there is a demand for series that had once been forgotten.

#### Author visits

Stacey Gregg and Sarah Johnson visits our school during term 4. 2017. Stacey spoke to WAI students about the amount of time it takes authors to produce a book because of the research work involved. Sarah spoke to ATA and PUNA. She discussed the importance of writing and the many drafts that we need to do to ensure that our stories flow.

#### Black Out Poetry

We discovered new words which we put together to create short poems by blacken the words we did not need on the page. This is known as Blackout Poetry. Blackout poems go from silly to inspiring because all of the words are already there on the page, but the randomness is all part of the fun! Some pages of text, work better than others. Students were very excited to read what they had uncovered. We will produce a book of Blackout poems in 2018.

#### Expressing our THANKS

Our THANKFUL notes were posted on our Wall by our students.

It is pleasing to read the many things that our students are thankful for at our school.



#### Book Fair & Sale

In September we had our first Scholastic Book Fair from Monday 4 to Friday 8 September 2017. Sales totalled \$5741.00 commission 35% = \$2009.63

On Wednesday 29 November to Friday 1 December 2017 we had a three-day Miller Books Book sale. Sales totalled \$3053.00 commission 25% of sales = \$763.25

Using our commission, students selected titles that they wanted in our library.

#### Opportunities for students

Junior students are given the opportunity to work at the issues desk during class visits.

Class Librarians work in pairs during class visits assisting with returns, issues, sorting and shelving of books

General Student Librarians volunteer twenty minutes of their lunch break three times a week. They assist with various library tasks and activities such as our book sale & fair, author visits, lunch time activities.

#### Opportunities to develop



[Type here]

Creating and maintaining our diverse Collection is challenging. The challenge is to ensure that we are able to supply all our students with titles at all levels that they can relate to, connect with and learn from. Our School Library Collection consist of fiction, nonfiction, Maori, dual language, picture and graphic novels totalling 7,377 Borrowing has increased. Damaged to resources has increased but not purposely. Book damage occurs when students share books in their HUBS. Books are left on the floor or pages are turned too quickly resulting in ripped pages. If return quickly we access damage, repair or write off title

We will continue to develop our Collection to meet the diverse needs of both students & the curriculum.

We have 3379 teacher resources. The Collection continues to grow in response to staff teaching requirements. On the shelves there are resources for professional development maths, science, literacy, art, music.

Continue to participate in learning programmes with the National Library and Archive School Group.

Host monthly meetings for the School Library Association of NZ Auckland Branch(SLANZA) at our school. During the year we hosed the Branch Annual General meeting which attracted 43 members from primary and secondary schools to our new library. All the planning meetings for our Biannual Conference which was held at King's College during July term break 2017. The Association is extremely grateful to our Principal for accommodating the committee members and our membership activities.

### **Archiving 2017**

All our school archives have been stored in the large container which is on loan to us from the Ministry of Education. We will attend to the records in 2018.

We await the final report from the Department of Internal Affairs regarding the School Records Retention and Disposal Authority.

Dale Tifflin

Library/Resource Manager

13 December 2017

## MUSIC

<b>Area:</b> ARTS Curriculum - MUSIC
<b>Written by:</b> Margaret Whittaker
<b>Collaborated with:</b>
<b>Date:</b> Dec 2017

### What would a high quality Music programme look like in a school?

- A classroom programme which follows the NZ Curriculum – maintaining a balance of creating, listening to and understanding music in context.
- Offering a range of musical opportunities:
  - opportunities to play different instruments,
  - opportunities to participate in specialist musical groups (choirs and orchestra)
  - opportunities to perform at school and in events outside the school
  - opportunities to learn from specialist music teachers
- Management of all musical instruments and resources
- Supporting and strengthening music throughout the school
- Assessing students and reporting to parents

### What does it look like at Freemans Bay School?

- We have a regular **classroom programme** which follows the NZ Curriculum, with a balance of listening to, creating own music and developing musical knowledge. Each class has two terms of Music lessons each year.
- Students can develop practical music skills playing a variety of instruments and all Year 3-6 classes cover basic musical notation.
- Students can sing / play from Y 3 -6 in the specialist groups – two choirs and a Y 3-6 Orchestra. There is Rock Band for Year 5-6 students.
- The Lewis Eady itinerant music teachers and John from Musqihub (guitar) have provided **specialist lessons** on Mondays (keyboard and Musical jam), Tuesdays (drums) and Thursdays during school hours. The Rock Band practises during a lunch time.
- **Performances** – this year there have been several big school performances for both choir and orchestra at the Art Evening and our Rock Band at the ‘Halloween Disco’ and the End-of-year performance for School and AllPress Café staff. Outside school performances have included ‘Kids For Kids’ Concert and the Year 5-6 Choir in the APPA Concert in the Town Hall. The Year 3-4 Performance of “There’s a Sunflower in my Supper” in Term 2 combined music and drama.

- Assessment occurs once or twice a term for all classes and is a mixture of self, peer and teacher assessment. Reporting to parents has been changed with the e-Portfolios coming into our system.

### **How does the programme link to Freemans Bay Strategic Plan?**

- Music links strongly to the School's motto of 'Enrich, Engage and Empower', and provides an area where creativity and knowledge can enrich and engage students.

### **New opportunities for students:**

- There have been several new instruments in the School Orchestra – two flutes and a cello. Some of these children who play are ESOL and arrive part -way through the school year, are now encouraged to join Orchestra. This has been a very positive experience for them and the whole Orchestra.

I began trialling the use of software and Youtube tutorials to assist senior students learn more of playing an instrument. Some adaptation was needed, but I want to work on this more.

### **Management of resources to support the programme**

- A number of new instruments were purchased this year; 4 new ukuleles, another beautiful Marimba and another guitar. There were also a number of smaller items of percussion instruments to maintain a good collection of wood blocks, shakers and hand cymbals. We also purchased another amp for the Rock band out of Music budget.
- Replacement items, such as guitar strings, microphone leads and tambourines, were also bought.
- We have used the Lewis Eady Music credits to buy a  $\frac{3}{4}$  size guitar and a new bass guitar, and this year have some which will transfer to next year.

### **Reporting to parents on progress and achievement**

- To continue to build the itinerant music programme, with more woodwind instruments, such as flutes and trumpets, if possible.
- To link my music overview with the classroom programme more. This gives more relevance to what we are learning, and a strong link back to classrooms.
- An assessment "page" to work in our E-Portfolios which has music sharing/ achievement space.

### **Areas to Develop:**

- A greater range of digital software for music. More programmes are coming out for students learning music, and much of this would be individualised.

### **Where to next in 2018:**

I have found a new Software; Yousian, which is an app teaching people to play a variety of instruments. It gives feedback to the person, and could be very helpful in extension. I want to investigate this with Bron. Also to utilise the Garage Band app more next year.

Involve other staff members in lunch time activities, such as Rock Band and ukulele club.

Margaret Whittaker

Dec 2017

## PHYSICAL EDUCATION AND HEALTH

Area: Physical Education and Health
Written by: Annette Hollis and Nardia Yaw
Collaborated with: Staff and students
Date: December 2017

### **What would a high quality Physical Education and Health programme look like in a school?**

#### **Student**

- A classroom programme which follows the NZ curriculum
- Accurate and consistent assessment across classes
- Equal opportunities for all students to be physically active and healthy, regardless of their age, gender, ability etc.
- Opportunities to build knowledge around personal well-being and physical development
- Opportunities to develop a diverse and wide range of movement skills in a wide range of physical activities
- Build on understanding, skills and attitudes of students contributing to their positive interactions and relationships with others
- Opportunities to contribute to healthy communities and environments by taking responsible action
- Opportunities to participate in physical education and health events outside the school
- A variety of activities using different (indoor and outdoor) spaces
- A quality EOTC programme

#### **Staff**

- Opportunities for staff to develop knowledge and understanding of how to best plan for and deliver a high quality Physical Education and Health programme
- Management of, and access to, resources to support the Physical Education and Health programme
- Opportunities for all staff to be physically active and healthy

#### **Community**

- Communication with parents on progress and achievement through newsletters and My Learning Journey (MLJ) e-portfolio comments
- Community (family and whanau) involvement in coaching and team management
- Utilising outside agencies if and when needed (Sport Auckland, YouthTown, Black Sands Triathlon Club, Te Ao Maarama Arts, Tepid Baths, etc.)

### **What does it look like at Freemans Bay School?**

#### **Student**

- We have a classroom programme which follows the NZ curriculum where students develop physical skills and knowledge about living a healthy lifestyle
- Termly participation in Inner City Cluster Schools (ICCS) events
- Year 4 Camp, Year 5 Adventure Day, Year 6 Camp
- Access to Sports equipment during lunch times
- After school sports teams
  - o Winter Netball teams (Netball North Harbour) for Year 3-6 students
  - o Spring Netball (Netball North Harbour) for Year 5 & 6 students

o Basketball teams (Bay City League) for Year 5-6 students

- Swimming at Tepid Baths
- Whanau and whole school events e.g. Big Night Out BBQ, Year 3-6 Athletics
- Lunch time practises run by Youthtown for Year 4, 5 and 6 students in preparation for ICCS competitions
- Before and after school opportunities for children to participate in physical activity e.g. Yoga for Kids, Chinese Folk Dance, Boxing, Les Mills 'Born to Move', SNAG golf
- Puberty talks for Year 6 students
- Keeping Ourselves Safe (New Zealand Police Programme)
- Get, Set, Go programme (Years 0-2)
- Kiwisport sessions of a wide variety of sports with expert facilitators
- Collection of Yummy apple stickers to receive sports equipment
- Kapa haka for Year 3-6 students

### **Staff**

- Professional development around specific skills i.e. personal and student wellbeing, embedding strategies into classroom programme
- Staff involvement in coaching and management of ICCS teams

### **Community**

- Sport Auckland providing Kiwi Sport coaches to help develop specific sports skills
- Parents volunteering to assist at ICCS sports days
- Managing and coaching of basketball and netball teams (before, during and afterschool commitments)
- Youthtown involvement in ICCS sports team coaching
- Using experts to deliver Puberty talks (Year 6 students)
- Promoting healthy eating through the Yummy sticker fundraiser
- Whanau and whole school events e.g. Big Night Out BBQ, Athletics
- Involvement of community constable through KOS programme

### **How does the programme link to Freemans Bay Strategic Plan?**

#### **Principle: Learning for sustainability**

- Promotion and encouragement of healthy eating through Feed and Read break and introduction of wrapper-free lunch box concept
- School Policy - no tolerance for lollies and sweets

#### **Principle: Maori perspective**

- Inclusion of holistic approach to hauora (physical, mental, social and spiritual well-being) integrated into the classroom programme
- Introduction of kapa haka to Years 3-6

#### **Principle: Diversity**

- Acknowledgement of the diversity of our learners and subsequent responsive needs-based teaching
- A range of resources and opportunities for a variety of physical activities
- Before and after school activities to engage our diverse community

#### **Principle: Sustainable communities**

- Family and whanau involvement in coaching and management
- Before and after school activities to engage our diverse community and promote healthy and active living

- Invitation and participation in school wide events
- Support and involvement in EOTC and in school lessons
- Regular communication about events and opportunities via the school newsletter

#### **Principle: Empowered students**

- Student Council and class consultation about PE and Health
- Student appointed captains in specific sports to help build leadership capacity

#### **New opportunities for students (2018):**

- Greater consultation with students through student council
- More opportunities through purpose build spaces i.e. hall, courts, reinstated field and lanes
- Increased space allows for additional afterschool activities i.e. OnBoard Skate School

#### **Management of resources to support the programme**

- Termly meetings with Sport Auckland to monitor, review and plan for programmes
- Online permission forms to streamline administration processes (for staff and family)
- Organisation and arrangement of out of school programmes i.e. swimming at Tepid baths, ICCS sports, afterschool activities
- Regular inventory of sports equipment - update and maintain when needed
- General sports gear replacement and updates
- Sports uniforms in line with school branding
- Outdoor space booking form
- Termly meetings with Principal

#### **Reporting to parents on progress and achievement**

- Regular newsletter items outlining team achievements
- Comments on My Learning Journey e-Portfolio
- Swimming report from Tepid Baths

#### **After school sport away from school**

- o North Harbour Netball Winter League: 3 teams: 1 x Year 3/4 (11 students); 1 x Year 4/5 (9 students), 1 x Year 5/6 (10 students). There were four more students who participated in teams this year compared with 2016.

##### **RESULTS**

- Year 3/4 team: 5th (Junior Netties Year 4 Grade 3)
- Year 5 team: 6th (Junior Netties Year 5 Grade 3)
- Year 6 team: 5th (Junior Netties Year 6 Grade)
- o North Harbour Netball Spring League: 1 team: 1 x Year 5/6 (9 students)
- o Bay City Basketball League: 2 teams: 1 x Year 5 (9 students); 1 x Year 5/6 (9 students)

#### **After school Activities offered at school**

- o Born to Move: Through Sport Auckland we offered the Les Mills Born to Move programme over all four school terms. Of the 61 students who participated:
  - 1 participated over all four terms
  - 3 participated over three terms
  - 9 participated for two terms
  - 48 participated for one term
- o Boxing: Through Sport Auckland we offered Boxing in Terms 1, 2 and 4. Of the 32 students who participated:
  - 2 participated over all three terms
  - 4 participated for two terms
  - 26 participated for one term

- o SNAG Golf: Through Auckland Sport we offered SNAG Golf in Terms 1, 2 and 4. Of the 26 students who participated:
  - 4 participated for two terms
  - 22 participated for one term
- o OnBoard Skateboard School: Through Sport Auckland we offered OnBoard Skateboarding during Term 1 this year. A total of 20 students participated.
- o Yoga for Kids: Through school parent Sudha Verma, we offered Yoga for Kids during Term 1 this year. A total of 10 students participated.
- o Chinese Folk Dancing: Through a school contact Jane Li, we offered Chinese Folk Dancing during Term 4 this year. A total of 8 students participated.

### **Participation in Inner City Cluster Schools (ICCS)**

Seventy-one students across Year 5 and 6 were involved in nine different ICCS teams during the year. This was an increase of 9% from 2016. Forty-three of those students represented Freemans Bay School at two or more different sporting events. This was an increase of over 22% from 2016. The remaining 28 students represented Freemans Bay at one event.

### **Areas to Develop:**

- Sports uniforms in line with new school branding
- Use of new PE spaces – opportunities and systems
- Equipment storage and management of equipment
- Develop student leadership capacity
- Align school-wide planning and assessment
- Cross whanau links
- Maintain bikes skill programme
- Maori perspective

### **Where to next in 2018:**

- Sports uniforms in line with new school branding
  - o Obtain branding information from design team
  - o Consult with staff, students and whanau on what they require from a sports uniform
  - o Purchase new uniforms
- PE spaces
  - o View timeline of building requirements to gather information about how the construction will impact on the current PE spaces
  - o Consult with staff and students on what they require from PE spaces
  - o Create a time-lined plan on how we can utilise spaces for PE during construction phases
  - o Create a system that will allow classes to book PE spaces
  - o Plan for PE spaces and booking systems to put in place after construction has been completed
- Equipment storage and management of equipment
  - o Implement system for better management of equipment, given new location
  - o Easy access to specific equipment for teaching
- Develop student leadership capacity
  - o Lunchtime Leaders programme
  - o PE shed monitors
- Planning and assessment
  - o Create a school wide rubric around PEH achievement objectives

- Sharing overview and vision including termly skills focus
  - Professional development around upcoming PE skills units
- Cross whanau links
  - Encourage 'buddy' classes across the school to collaborate and work together in all curriculum subjects
- Maintain Bikes skills Programme
  - Improve management and of resources i.e. bikes, helmet)
  - Establish system for maintenance and repairs
- Maori Perspective
  - Continuation of kapa haka programme
  - Professional development around teaching cultural games, with a focus on Maori
  - Community event to promote hauora
  - Incorporating Maori games into classroom PEH programme