



## Annual Report 2018

*20 December 2018*

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# Principal's Report

## ***Introduction:***

2018 has been an extremely busy and successful year at Parua Bay School. The new strategic plan, as facilitated through the Springboard Professional Learning Development in 2017, has in general rolled out as intended, although a few enforced changes occurred through the year. There has been a good balance of new initiatives started in the school (quality staff matrix, student agency PLD, growth mindset PLD, creation of a student council) mixed with consolidation practices (collaboration, growth coaching / appraisal). On reflection, as the leader of learning at Parua Bay School, I think the Strategic Plan needs to be less complex with a more manageable number of initiatives. With an enrolment zone in place for its first year at Parua Bay School in 2018, the roll has steadied, with a final end of year (2018) roll of 368 students compared to 385 at the end of 2017. This slight dip in numbers has meant that class sizes have remained low in 2018, especially in the senior area (Years 7/8) ; however, it also means that staffing will be reduced by 1.2 teachers in 2019 and this will need to be carefully budgeted for and monitored next year.

## ***Construction work:***

There has been no construction work in 2018, with only minor projects and additions being delivered. The P.T.A. funded a covered area between Te Akonga and Room 8 so that students were able to keep their bags safe from the rain. The school painting programme was completed towards the end of Term 4, and the new colours are giving the school a more professional and clean appearance. New additions to the playground have featured a new set of swings and a replacement basket swing. Major construction work of an 8 classroom block and a library is envisaged to begin in the second half of 2019.

### ***Addressing Disparity / Equity:***

Our second year of accelerated programmes led by Marian Chubb has again been a success, with over 50 students targeted throughout the year for this specialist tutoring. Of these students entering this programme for literacy and numeracy, around a half of them were accelerated up to the expected curriculum level for their age. Other learning support programmes, including “Quick 60”, Lexia, Priority Learners and a newly introduced phonics programme in the junior school, have all been effective uses of resource with excellent results. This was an area noted by ERO in 2017 as being particularly effective.

### ***Focus on Staff:***

Apart from specialist Professional Learning Development (e.g. Mathematics facilitator, SENCO), we have changed the mechanics for receiving training this year from an individual basis to whole staff PLD. Teachers have received PLD internally in staff meetings on a variety of topics: literacy, numeracy, science, te reo, Digital Technology, coaching and “What makes a Quality Teacher”. Collaborative teams have also made visits to other schools in the country, in Auckland and Christchurch to observe collaboration in action. The whole staff also enjoyed a day of PLD from James Anderson on the topic of Growth Mindset”.

### ***Focus on Students:***

This focus area addressed the need for more student voice in the school and also the need to promote agency within our learners. Students’ voice has been captured this year with the introduction of a School Council, which has a representative from each class. Each class representative is elected by their class peers and the Council meets once a month to discuss topics of interest. Although in its infancy, this council will encourage more student input into school decisions, and in turn this will promote security, a sense of belonging and wellbeing amongst the student body.

### ***Focus on Community:***

The drive to increase connectivity between the school and the community is based on the premise that children are more likely to achieve optimum gains in learning when the relationship between school, child and home is close-knit and bound in trust.

## 2018 Curriculum Level Expectations Data

### Whole School Reading OTJs

Reading All students Years 1 - 8		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All students	Total	16	4.7%	48	14.2%	153	45.4%	120	35.6%	337

Total at and above is **81%**

### Whole School Writing OTJs

Writing All students Years 1 - 8		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All students	Total	16	4.7%	81	24%	175	51.9%	65	19.3%	337

Total at and above is **71.2%**

Whole School Mathematics OTJs

Mathematics All students Years 1 - 8		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All students	Total	12	3.6%	66	19.6%	179	53.1%	80	23.7%	337

Total at and above is 76.8%

Whole School Data 2014 -2018:

Learning Area	2014 At / Above (%)	2015 At / Above (%)	2016 At / Above (%)	2017 At / Above (%)	2018 At / Above (%)
Reading	73	83	81	80	81
Writing	65	74	76	74	71
Mathematics	75	73	73	79	77

## Analysis of Variance

<b>Goal 1: To grow high quality staff</b>	Strategic Initiative 1: <b>Strengthen teacher Collaborative Practices</b> <i>3 Year Success Metric: Confident successful teachers with a strong collaborative culture who tailor practices &amp; resources towards individual learning needs</i>
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Initiative One (Consolidate Term 1-4)	12 Month Milestone	Key Actions
<b>Strengthen teacher Collaborative Practices</b>	<ul style="list-style-type: none"> <li>Annual PLD Plan developed</li> <li>50% of all teachers successfully implementing collaborative practices after PLD</li> </ul>	<ul style="list-style-type: none"> <li>Project Team formed and attended identified PLD</li> <li>Resources allocated for PLD</li> <li>Action Team researched “Best Practice” and fed back to rest of staff throughout the year</li> </ul>

**Actions throughout the year (as reported to the B.O.T.):**

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| <ul style="list-style-type: none"> <li>Danny Jewell will head up an action group to spearhead this strategic focus throughout 2018. The group will discuss strategies and research methods to ensure all three initiatives of this major focus are achieved effectively.</li> <li>Collaborative teams set up with collaborative team leaders.</li> <li>Collaborative teams sent out initial information letters to parents</li> <li>Regular meetings set up between collaborative team leaders and SLT (bi-weekly on Mondays) to improve communication channels</li> </ul> |
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- Collaborative teams started their meetings
- Collaborative team meetings happening regularly, with SLT presence at some of the meetings
- Collaborative teams continue to plan programmes of work, evaluate the effectiveness of their teaching, complete internal evaluations as in the annual plan, discuss the needs of their students and extra curricular programmes for their teams during meetings.
- Purposeful and deliberate actions to implement this initiative will be planned for in T2 by the SLT.
- Research into the most effective use of \$\$ for PLD / observations is being done to ensure that the teachers receive the most benefit to their teaching.
- Plans are being made to take 2 collaborative teams to Christchurch (Hub) and Hamilton (Team Manu) to witness modern learning techniques, processes, strategies etc. in schools. The two other teams (Team Awatea and The Seniors) will arrange to observe practice and environments in local schools during these visits on a teacher only day in Term 3.
- The Strategic Plan allows Team Awatea and The Seniors to visit schools further afield in 2019. The reason for needing to visit schools in other areas of NZ is that there are more and better examples of modern learning environments and practice in these places like Christchurch.
- Waipu Primary School staff visited Parua Bay School on two separate occasions to observe the collaborative teaching and learning at our school, and they were extremely impressed with the journey that we have been on, as well as the positive and friendly culture and welcome experienced when they visited.
- A group of 10 teachers are heading down to Ormiston Junior High School on Saturday 26 May for “Next Practice” PLD - several workshops put together by teachers across NZ on collaborative practice, play based learning, Key Competencies and other focus areas.
- Hazel and I spent the day at Riverhead Primary School in Auckland prior to the “Next Practice” PLD at Ormiston Junior School on 26 May. The purpose of this visit was to look at their new two-storey building and speak to their senior team about the journey they have been on. This visit was inspirational and certainly an eye opener in terms of what can be achieved.
- Whilst the classrooms are open plan in the truest sense of flexible learning spaces, there are plenty of design features, workshop areas, breakout spaces and think tank areas which break up the open plan environment and allow learning spaces for all types of learners.
- What became very clear during our visit was the part that “learner agency” plays in ensuring that flexible learning spaces are successful for our tamariki. The students at Riverhead Primary School had high levels of responsibility, self management, self - efficacy, emotional intelligence and learning focused behaviours and relationships. This would not have happened by chance but would have been planned for, scaffolded and supported by teachers with explicit teaching involved.
- In Term 3, on the Teacher Only Day, Tuesday 14 August, I will take 7 teachers from the Seniors and Team Awatea to Riverhead School to look at the learning spaces, spend time looking at the systems and processes that underpin the pedagogy and also spend time teaching alongside their teachers in this environment.

- At the same time in Term 3, Rob has arranged to take the Hub to Christchurch to observe and experience modern learning environments and practice in two schools there, whilst Hazel has arranged to take Team Manu (the juniors) to a school in Auckland and a school in Hamilton.
- After returning from these trips the aim will be to feedback what was learnt and review what can be incorporated into our practice as a result.
- Collaborative groups educational visits to take place in week 4 this term.
- Staff has enjoyed a variety of different experiences at a range of different schools - Christchurch (3 schools), Auckland (3 schools), Northland (2 schools) - see evaluation notes for these visits.
- All teachers reviewed their experiences during a whole school staff meeting immediately after the visits ( week 5) and some positive discussion was had on what we would like to see at PBS.
- Teachers have sent in their “dream jobs” for 2019 - with regard to what year groups and with whom they would like to teach next year - SLT will look at these with regard to ensuring best possible teams of teachers for 2019 (taking into account skills, experience, partnerships, students etc)
- PLD funding received from the M.O.E. (\$50k 1st year; \$25k second year) for the next two years for training, school visits, time for designing & planning Flexible learning spaces, management visits to initiate ideas etc
- Hazel and I have visited 3 schools in Auckland to look at new buildings - Silverdale, Dairy Flats and Whangaparoa in a bid to experience new build and design classrooms so that our concept design phase will best serve our school and community
- Staff will be surveyed this term to ensure that staff opinion and the voice of new teachers has been heard and noted with regard to designing our new learning environments.
- Staff has been practising collaborative teaching and learning practices that were observed during team visits to other schools.
- A self review of collaborative teaching and learning will be completed by all teams by the end of this term.
- Annual Goals self review completed by all collaborative teams included a review of collaborative teaching and learning.
- S.L.T. have discussed how to further embed collaborative teaching and learning at Parua bay School, by honing in on specific collaborative teaching practices in staff meetings, and allowing teachers time to practise these.

### **Final Analysis:**

This initiative took a different direction very early in the year due to the original P.L.D. sourced was deemed to be too much extra work for staff as it was an online course needing to be completed in teachers’ own time. It was decided that all staff would visit other collaborative schools in their teams and feedback their observations to the rest of the staff. This was very successful; teams visited Auckland and Christchurch Schools, with many initiatives and pedagogies observed being used by teachers subsequently.

**Goal 1: To grow high quality staff**

**Strategic Initiative 2: Grow teacher capability through targeted PLD**

3 Year Success Metric: *Teachers showing progress against the H.Q.T. matrix by adding 1 or 2 criteria*

Initiative Two (start Term 1)	12 Month Milestone	Key Actions
<p><b>Grow teacher capability through targeted PLD</b></p>	<ul style="list-style-type: none"> <li>• High Quality Teaching matrix developed, agreed and understood by all teachers</li> <li>• All teachers have self evaluated their practice against the H.Q.T. matrix criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Project team identified</li> <li>• Resources (\$\$ and time) allocated for the project team to deliver PLD to staff re: H.Q.T. matrix</li> <li>• H.Q.T. matrix developed by project team after initial research, self review and staff input</li> <li>• Staff complete self assessments against H.Q.T. matrix criteria</li> </ul>

**Actions throughout the year (as reported to the B.O.T.):**

- Professional readings shared in collaborative teams and discussed at a staff meeting
- S.L.T. has strategically mapped out Term 1 PLD during staff meetings with a view to creating a P.B.S. quality teaching rubric
- This initiative has been a major focus for PLD during staff meetings this term - teachers have participated in discussions, readings, brainstorms and group work and a "Quality Teachers" rubric is beginning to take shape.
- It is imperative that this rubric is not rushed and that teachers have the opportunity to challenge their own and each others' ideas and

philosophies. If the model follows a “top-down” approach, the teachers will not feel that they have contributed to the creation of the rubric and so will not buy into the concept when it comes to actually using the rubric.

- The “Quality Staff” action group met during week 6 to discuss key focus points of the rubric - in particular, the important role of “relationships” in teaching.
- The action group team are tasked with surveying their students on “what makes a great teacher?” and will present their findings to the rest of the staff during week 7 staff meeting.
- PLD will continue on this initiative during staff meetings through until the end of term and into Term 2. The rubric will likely not be set in stone until the end of Term 2..
- The community will be asked their thoughts on “quality teachers’ in a joint survey with SLCs in week 8.
- PLD has continued during staff meetings on the “Quality Staff Matrix” - the matrix will be completed by the end of this term and will be used by staff on a self monitoring basis in the first instance in Terms 3 and 4.
- The “Quality Staff Rubric” is currently being developed during staff meeting PLD - the staff has decided upon four categories for the rubric: Relationships, Pedagogy, Professionalism and Attitude.
- The staff brainstormed each category in their collaborative teams and from these initial ideas a matrix is being formulated for each category.
- Each matrix indicates varying levels of performance or practice from “Developing” to “Proficient” to “Expert”. Each matrix for the four categories will have between 6-8 themes alongside which will be accumulative criteria for each level of practice. (See relationships matrix as an example)
- This work has taken longer than expected; however, I am happy to spend the time on this rubric to ensure that the result is something that is used genuinely and effectively by the staff. Because the rubric is something the staff has invested time and thought into I am hoping that it will be something they genuinely use as a reflective tool for appraisal and ultimately improvement.
- Quality Staff rubric has been completed in draft - the staff need to review and edit the rubric so that it is ready to be put into practice. (see attached draft document)
- This rubric will be used by staff in a self evaluation process, whereby teachers will highlight where they believe they are performing on the rubric at the beginning of the year (in this case at the start of Term 3) and then indicate where they sit on the rubric at the end of the year.
- Eventually, this quality staff rubric may become a part of the appraisal system.
- The quality staff rubric was finalised and teachers reviewed it for a final time in week 8 staff meeting. (see final quality staff rubric)
- All teachers were given a copy of the quality staff rubric and requested to highlight the levels that they are currently sitting at for each rubric.
- I asked each teacher to focus on one specific item of one rubric to work on for the remainder of the year with a view to improving that item by one level- eg. relationships with whanau
- During final appraisal meetings all teachers will reflect on the quality teaching rubric with their appraisers, in particular the specific criteria that

was marked for improvement.

- During final appraisal meetings, appraisers ensured discussion on the staff quality rubric was given, with specific focus on the the teachers' goals to improve one facet of the rubric.
- The aim for 2019 will be to incorporate the staff quality rubric into appraisal, whereby teachers are peer reviewing each other.

### **Final Analysis:**

This initiative has been achieved; the high quality teaching matrix was developed during the first two terms and then used by all teachers for the latter part of the year. This matrix will need to be re-visited at the start of 2019 and incorporated into a buddy system of review and coaching. To this end, it will be important for staff to fully “own” this matrix as their own for it to be an effective tool. The process for developing this matrix of “Quality Teaching” was very thorough, well planned and implemented and ultimately it was the staff who engaged with the process and created the end product.

**Goal 1: To grow high quality staff**

**Strategic Initiative 3: Embed *GROWTH* coaching model**

*3 Year Success Metric: All teachers confidently using the coaching framework within their appraisal so that the T.A.I. process is completely embedded within their teaching practice.*

Initiative Three (start 3a - Term 3; 3b - Term 1)	12 Month Milestone	Key Actions
<p><b>3a) Initiate and develop a Growth mindset</b> <b>3b) Embed <i>GROWTH</i> coaching model</b></p>	<ul style="list-style-type: none"> <li>All teachers, current and new teachers to Parua Bay school, will be confidently using the coaching framework within their appraisal process so that their “Teaching as Inquiry” cycle is strengthened.</li> <li>All teachers will have challenged their philosophies about growth mindset, recording the progress of one Priority Learner, who has participated in growth mindset discussion</li> </ul>	<ul style="list-style-type: none"> <li>Arrange for Growth coaching PLD to occur at start of year</li> <li>Strategically plan for time allocated for “coaching sessions” throughout the year</li> <li>Arrange for Growth mindset PLD for middle of the year</li> <li>Identify a Project team to develop a Growth mindset within staff, students, parents and community</li> <li>All staff to identify a P.L. student who will become a case study for growth mindset</li> </ul>

**Actions throughout the year (as reported to the B.O.T.):**

- a)
- Growth Mindset readings regularly sent out to all staff for PLD & preparation for T3

- Growth mindset PLD (James Anderson) set for term 3.
- This initiative will start in earnest in T3, but readings have been sent out via e-mails to all staff throughout this term, and there will be some PLD strategically planned for T2 to prepare for the James Anderson visit.
- TOD confirmed for the end of Term 3 for James Anderson “Growth Mindset”
- Readings sent to staff regarding growth mindset via staff e-mail - these readings will form the basis of some PLD during staff meetings in T3 in preparation for the visit.
- This initiative is on the back burner until middle of Term 3 - however, readings have been regularly drip fed through to staff for reading and have been pinned up on the “Thinking Board” in the staffroom.
- Staff has also been given copies of James Anderson’s book “The Agile Learner” to read prior to his visit at the end of Term 3.
- Time given in two staff meetings (weeks 5 and 8) for initial discussion around “Growth Mindset” prior to the visit of James Anderson in week 9.
- The staff were involved in some good discussion around “Growth Mindset” in preparation for the PLD we will receive in week 9 - James Anderson.
- The TOD was an extremely successful and beneficial day for all teachers and SLT involved.
- Teachers from Parua Bay School had the additional bonus of working alongside teachers from Ruawai School and Tangowahine School.
- This day served as an excellent starting point to build / develop foundational thinking on “Growth Mindset”.The message received from this PLD directly links to the student agency PLD we are receiving from the M.O.E. during 2018 and 2019.
- Danny, Hazel and Jeremy met with Curtis and Adele from Ruawai School to discuss how “growth mindset” may be implemented and planned strategically for 2019 in each school.
- S.L.T. co-ordinated a meeting with the Principal of Ruawai School including a teacher from each school to discuss the best way forward to embed the philosophy of growth mindset within their respective schools during 2019.
- At this meeting it was decided that an afternoon will be devoted to “whanau” houses meeting up every Monday to deliver a Values / growth mindset / wellbeing programme across the year in “tuakana teina” format. This programme will be supported by a teacher co-ordinating it, and a management unit will be attached to this responsibility. Planning has begun on this programme for 2019.

b)

- Growth coaching process discussed during Teacher Only Days.
- Teachers paired up into buddy coaches and have practised some role play coaching sessions on mock “personal” goals.
- S.L.T. has strategically mapped out Term 1 PLD for coaching / appraisal during staff meetings
- S.L.T. has planned specific coaching times during staff meetings for all staff
- 1st coaching session was conducted by all the teachers in their buddy pairs during the staff meeting in week 4. A follow up session will take place in the week 9 staff meeting for coaches to check in on the progress of their buddies.

- The Growth Coaching PLD course has been planned for Thursday 12 April. This has been postponed until Monday 7 May.
- The coaching process has continued this term in coaching buddy pairs - with time set aside during two staff meetings for this important process.
- The coaching PLD was postponed twice due to ill health of the facilitator so SLT decided to cancel the PLD this year as it was getting too late in the year and was becoming too disruptive for parents.
- Coaching process will continue throughout the year with time given over to teachers to discuss their inquiry journeys twice per term in staff meetings.
- Coaching inquiries linked to teachers' appraisal .
- Time given to staff during meetings to complete coaching in pairs
- This initiative has been purposefully phased out from the Charter due to other high priority initiatives taking precedence. It will continue as a tool to promote discussion and challenging opinions - however we won't have a focus on this initiative in 2019.

### **Final Analysis**

- a) The Growth Mindset PLD was a successful day and acted as a springboard for valuable discussion and understanding of key ideas. This foundation will be used in 2019 to promote a growth mindset amongst students and whanau to fully realise the potential of learning, using this mindset. Teachers used their Growth Mindset understanding when discussing "priority learners" in their collaborative team meetings; however, written documentation of one priority learner was not achieved this year. Growth Mindset education and promotion will happen during weekly whanau meetings every Monday afternoon during "Hauora / Values Programme".
- b) Whilst the coaching (GROWTH model) was used by all staff in buddy partners for appraisal of their inquiries, this initiative didn't take off due to the PLD organised not eventuating due to the facilitator being sick.

## Goal 2: *Grow Student Agency*

### Strategic Initiative 1: *Grow staff / student understanding of Key Competencies*

3 Year Success Metric: *Through higher understanding of KCs, teachers are empowering students to be more in control of their learning resulting in increased student achievement*

Initiative One (Term 3 start)	12 Month Milestone	Key Actions
<i>Grow staff / student understanding of Key Competencies</i>	<ul style="list-style-type: none"> <li>• Key competencies reviewed and a rubric developed by staff</li> <li>• Students will have created “kid-friendly” KCs rubric for their own use.</li> </ul>	<ul style="list-style-type: none"> <li>• Strategically timetable KCs review into staff meetings time</li> <li>• Plan and schedule review of KCs with students</li> </ul>

#### Actions throughout the year (as reported to the B.O.T.):

- Hazel Smith will head up an action group to spearhead this strategic focus throughout 2018. The group will discuss strategies and research methods to ensure the two initiatives of this major focus are achieved effectively.
- No work completed towards this goal - will begin this drive at the start / middle of term 2
- Awaiting PLD confirmation from the MOE in 2-3 weeks (Alison Davies - provider)
- The Ministry funded PLD has been accepted (280 hours confirmed) and we will meet with Alison Davies to plan a programme for T2 onwards.
- Student led conferences have been promoted within and outside the school to ensure that the students are given the best possible opportunity to grow their agency / key competencies.
- Student Led Conferences take place in week 8 over two days - this fosters students’ agency by giving them opportunities to talk about their learning goals and how they intend to achieve them.
- PLD end of term 2 for student agency during staff meetings (M.O.E. funded)
- Observations will begin in week 7 so that the PLD provider can analyse current practice and formulate a plan for strengthening student agency

within the school

- Helen Rennie-Younger from Vision Education PLD provider visited the school for two days in week 7 to conduct some initial observations from which to draw some baseline data and devise a programme for us.
- Hazel, Rob and I joined Helen in her observations to ensure full understanding of this process, and also to ensure that the SLT can monitor progress in between PLD sessions.
- The main crux of learner agency that she was looking for in classrooms was the learner's ability to talk about what they were learning, why they were learning it, how they knew if they had succeeded and what their next steps for learning are.
- Helen will return on 25 June to shape and formulate a plan going forward with the SLT. Then on 20 July, in the last week of the holidays, the staff has a call back day for "Learner Agency" PLD.
- Helen and another facilitator presented a full day of PLD at a call back day in the holidays on "student agency". This was excellent PLD, mainly because it was differentiated - two groups of teachers (experienced and beginning) received training at the appropriate level - informative and challenging.
- Helen visits PBS in week 2, 7 and 10 - her visits will incorporate spending a day with teachers co-constructing lesson plans, and the following day team teaching these lessons with those teachers.
- Helen will also take the staff meeting during those weeks to consolidate learning through PLD.
- Helen worked alongside 5 staff co-teaching with them to demonstrate ways they can develop learner agency with their students
- Staff worked on unpacking Literacy learning progressions into 'kids speak' so that they can then be used by students for goal setting in the future.
- A staff meeting on developing agency within the writing process was held
- SLT reviewed curriculum reports and have decided to add development of Key Competencies to promote the importance of these skills to students and whanau.
- Hazel Smith to update curriculum report templates to include Key Competencies and Values
- New SMS system Linc-Ed explored and researched. Students have access to accounts with learning progressions and are able to map out their levels of achievement and their goals. This SMS is seen as a vehicle for raising levels of student agency across the school. Whanau will also be able to access this information.
- End of year reports have been revised to include key competencies and values tick boxes.
- MOE PLD on student agency was completed in week 6 with all teachers now having participated in this PLD.
- A review has been completed by SLT on this MOE PLD on student agency and we will be requesting more focus on "agency" for 2019.

**Final Analysis:**

This initiative morphed into “Growing Learner agency”, as the Ministry of Education PLD we have secured over a two year period has had a major focus on learner agency through the vehicle of Literacy in this first year. To this end, the key competencies were not a focus for our staff, although we did incorporate them into our mid and end of year reports to parents.

**Goal 2: Grow Student Agency**

**Strategic Initiative 2: *Grow Student Voice / Welfare***

*3 Year Success Metric: Students feel that they have choices and can voice preferences & opinions resulting in more confident and agentic students. Students demonstrate a higher level of satisfaction / sense of well being as evidenced in survey results.*

Initiative Two (Start Term 1)	12 Month Milestone	Key Actions
<i>Grow Student Voice / Welfare</i>	<ul style="list-style-type: none"><li>• Student Council Group set up and functioning</li><li>• Values programme rolled out to students so that the values are owned and lived by the school</li><li>• Student welfare survey - T3</li></ul>	<ul style="list-style-type: none"><li>• Values Action Group formed</li><li>• Set up protocols for Student Council Group</li><li>• Assign a staff member to liaise with student council</li></ul>

**Actions throughout the year (as reported to the B.O.T.):**

- Hazel Smith will look to create a student council during this term.
- Hazel Smith has met with her action group in week 6 and Carolyn Henwood has volunteered to initiate a Student Council at PBS. Initially it will have a teacher on board to assist the running of meetings but with a view to pulling away to allow the senior students take control of the council.
- Student council 1st meeting in week 3 this term.

- Student council continues to meet, thereby giving the students a voice in a forum where SLT, staff and PTA will be able to hear student voice.
- The group is being encouraged to develop a higher level of student agency, they will be taught to run the meetings themselves.
- Student council has elected Chairperson and secretary to run their meetings with support from Hazel Smith
- Students are reviewing activities that are important to them and then having input on how they are run next time eg school disco
- Students are providing feedback across all the classes and are seeking ideas also from the junior classes that they represent
- Student council continues to meet and grow in capability.
- NZCER Well Being @ School Survey completed by Yr 5-8 students.
- NZCER Well Being @ School Survey completed by staff.
- NZCER survey results analysed and discussed by SLT
- Key areas from WellBeing survey considered and an action plan for 2019 is being developed to address these areas
- This group has continued to meet on a termly basis - in 2019 it would be good to have a staff member responsible for this group.
- Student voice is empowered with student comments on end of year reports.

### **Final Analysis:**

The student council was formed in the early stages of 2018 and has been meeting twice per term since. This initiative has been a success in that student voice now has a regular forum to be heard and for actions to result from this discussion. This student council will have a staff member appointed to coordinate it in 2019, and we look forward to the group becoming a strong part of what we do at Parua Bay School.

The new values programme was taught at a specific and regular time each week on Friday afternoon. Evidence of values education is everywhere in the classrooms and teachers regularly refer to our values. In 2019, there will be another specific time (Monday afternoons) for a special hauora / Values Programme one afternoon (Monday) per week. This programme will be delivered to students in their whanau groups in a tuakana teina style of learning.

The students welfare survey was conducted in Term 3 and the results analysed by the staff and Senior Leadership Team. Initiatives have been put in place for 2019 to promote student wellbeing (Whanau wellbeing / values programme) and three of the survey areas of concern will be targeted for improvement in 2019.

## Goal 3: To Grow Community Engagement

### Strategic Initiative 1: *Increase community attendance at meetings*

3 Year Success Metric: *Community will be more connected to the school and attendance rates for SLCs will be 90%*

Initiative One (Start Term 4)	12 Month Milestone (end of 2019)	Key Actions
<i>Increase community attendance at meetings</i>	<ul style="list-style-type: none"> <li>• Priority Learners' system revamped to be more strategic</li> <li>• 65% attendance of PLs; 80% attendance of all students</li> </ul>	<ul style="list-style-type: none"> <li>• Strategically plan Priority Learners meetings throughout the year</li> <li>• Promote SLCs on a higher level</li> <li>• Investigate "Mutukaroa"</li> </ul>

#### Actions throughout the year (as reported to the B.O.T.):

- Rob Jones will head up an action group to spearhead this strategic focus throughout 2018. The group will discuss strategies and research methods to ensure the two initiatives of this major focus are achieved effectively.
- Rob Jones has held his action group meeting in week 6 and the team brainstormed different ways to connect with the community.
- SLCs taking place in week 8 - information and letter went out to parents in week 6 / information also went in the facebook page and on the website. Another reminder letter went out in week 8.
- All priority learners' parents will be contacted to ensure full participation in the SLCs.
- A survey will be organised for parents to complete after their SLC to find out their feedback on the SLC experience, as well as some community

feedback on what they feel a quality teacher is. This will then feed into our “Quality Teachers’ rubric”.

- The Student Led Conference Survey results from the parents were extremely positive - much higher attendance data than our goal had targeted.
- The feedback on communication and effectiveness of the SLCs was very positive also. (please see SLC survey results and data).
- The Literacy / Numeracy workshop evening targeted towards our “priority learners” and their whanau was well attended with 18 out of 41 priority students present. This was due mainly to deliberately contacting parents of priority learners by phone prior to the event to “specially” invite them to the evening.
- The junior playground meeting was well attended with at least 15 parents present and several apologies given of parents who are keen to assist in the project.
- The PTA is growing with an initiative that would see a parent rep. From each class attend meetings and join in with planning etc.This is gaining traction.
- Whanau hui in Term 2 was well attended with around 10 parents.
- There has been an increased presence at PTA meetings with new parents joining to represent their classes. The last meeting had 10 attendees.
- The PTA continues to meet and plan towards year end activities

#### **Final Analysis:**

The attendance, generally of whanau at our student led conferences was exceptional - probably our highest since i have been at Parua Bay School (85%). A concerted effort from teachers and senior management to contact parents of priority learners prior to the conferences to ensure attendance proved to be a success with over 70% of all priority learners and their parents turning up to the conferences.

The analysis of the survey filled in by parents post conference interview was resoundingly positive.

## Goal 3: To Grow Community Engagement

Strategic Initiative 2: *Strengthen connectivity via school groups / communication channels*  
 3 Year Success Metric: *15 attendees at each PTA meeting resulting in a higher level of connection between school and community*

Initiative Two (Start Term 4)	12 Month Milestone	Key Actions
<p><i>Strengthen connectivity via school groups / communication channels</i></p>	<ul style="list-style-type: none"> <li>• Communication Liaison Officer appointed (1SU)</li> <li>• Regular communication strategically planned / executed via all media platforms</li> </ul>	<ul style="list-style-type: none"> <li>• Design a Job Description for Communication Liaison Officer and appoint a staff member</li> <li>• Arrange one community / staff social event</li> </ul>

### Actions throughout the year (as reported to the B.O.T.):

- P.T.A. meeting arranged for early Term 1- 26/2/18
- S.L.T. "coffee time" with community every Friday morning - 8.45 - 9.30 a.m.
- SLT coffee mornings continue weekly - this has been advertised more widely in newsletters / facebook / website more recently.
- 2nd PTA meeting arranged for 22/3/18 at the different time of 3.00 p.m. to see if this is a more suitable time for parents.
- Other opportunities for community engagement will be the Whanau meeting in week 9, and a special Revisioning Meeting in week 10.
- PTA students' disco proved to be a resounding success - the new initiative of allowing adults to mingle in the staff room for drinks and kai worked well.

- Junior playground project has begun in earnest with the ground being shaped ready for working bees to start.
- Very well attended meeting of parents wanting to be involved in the playground development(May 30th) A variety of skills on offer that suit the project. Tony Climie has put his hand up to head the group. Prospective working bee set for July 1st to commence work on ampitheatre.
- All members of playground group sent hard copies of playground specs and plans.
- Tony is drafting a schoolwide letter to parents to look for donations of materials.
- Action group met and worked on ideas to support the playground group.
- “Coffee and doughnuts” with SLT has been attracting more community members / whanau and some useful conversations are taking place.
- P.T.A. meetings are still sparsely populated with the same parents - so teachers have been asked to select / find a parent representative for their class. This system may increase numbers of parents at PTA meetings.
- There have been several opportunities for whanau and parents to come into school over the course of this term: senior and junior syndicate assemblies, whole school assemblies, school hangi and kapa haka performances, Matariki activities rotations day, whanau meeting, P.T.A meetings, Numeracy / Literacy support evening, transition to school meeting, UBRS meeting for parents,
- Tony Climie has really stepped up and into the position of project manager in re Junior Playground. He is regularly contacting people and looking at ways to gain traction on the project.Unfortunately 2 suppliers of rocks and logs fell through at the last minute. Work on the project will be quiet until spring at this stage
- “Doughnuts with Danny” has changed to a new timeslot (8.30 - 9.00 a.m.) to ensure that those parents who come to the junior assembly can be punctual at their assembly but still come for a catch up with SLT beforehand.
- We have begun sourcing and collecting materials for the Junior Playground-rocks and logs
- Tony Climie continues to grow in his role as the project manager for the Junior playground; organising letters and communication materials as well as regularly contacting PBS about The junior playground timeline
- The Senior classes are looking at connecting with local iwi to investigate a local pa site that will have connections with our whanau houses(Term 4)
- Continued work by Tony Climie around Junior Playground. Young trees planted and small amount of rocks collected. Final call out to the community around donations of materials. Decision made to buy in other resources.
- V.I.P. morning tea in week 9 is an opportunity for staff and parents to connect.

### **Final Analysis:**

Due to a prior focus on “communication channels” in 2017, this initiative has proved to be successful, with the school facebook page being promoted as a main vehicle for communication. Important messages however have been communicated via parents’ e-mails, letters and newsletters to ensure maximum coverage and output.

The P.T.A. still remains to be attended by a small core of parents and teachers (averaging 6-7 per meeting) and this has some way to go before reaching the desired number of 10. The whanau group has attracted a good number of attendees this year with highest being 20 people. The group has averaged about 12 attendees per meeting this year.

The liaison officer with a management unit attached never happened; however, a senior leader, Rob Jones, was appointed the co-ordinator of this focus area (community). In 2019, this focus area of “Strengthening Community / Whanau Connections” will be rationalised to one initiative.

## **Professional Learning Development**

The Professional Learning Development budget of \$20,000 was spent in 2018 in a variety of different ways. Internal PLD, where experts visit Parua Bay School to deliver PLD to the whole staff has been a strategic ploy from the S.L.T. This strategic move away from the model of individual teachers travelling to PLD was intentional and has several advantages:

- it creates a positive, whole staff culture for PLD where collaboration comes to the fore
- more economical to pay for one facilitator for whole staff than individual teachers needing transport / accommodation for PLD
- Opportunities for collaborative team PLD where needs are highest
- S.L.T. has more control over what PLD is on offer and can correlate this to the strategic plan

Much of the P.L.D. budget was spent on collaborative teams visiting other schools in N.Z. to observe and participate in collaborative teaching and learning spaces. In 2019, P.L.D will take a similar direction, although more money will be put towards specific PLD for teachers in most need (e.g. writing, mathematics).

## Personnel Report

**Appraisal:** All teachers, teacher aides and support staff participated in effective and successful appraisal processes. All evidence of appraisal portfolios can be viewed digitally on google docs. Staff that are due incremental increases in 2019 will receive these.

**Teacher Registration:** There is an effective teacher registration process, which ensures that teachers are reminded to renew their registration months in advance of their renewal date.

**Induction:** All new teachers to Parua Bay School received an induction programme, empowering them to understand school processes and protocol.

**Staffing:** Parua Bay School loses four members of teaching staff at the end of 2018 - Julianne Newbould (Fixed Term), Donna Chapman (permanent), Tania DeMars (FT) and Mel Aarsen for maternity leave. We have recruited two teachers for 2019: Madeleine Brooks (FT) and Jessica Coyne (FT).