



Annual Report 2018

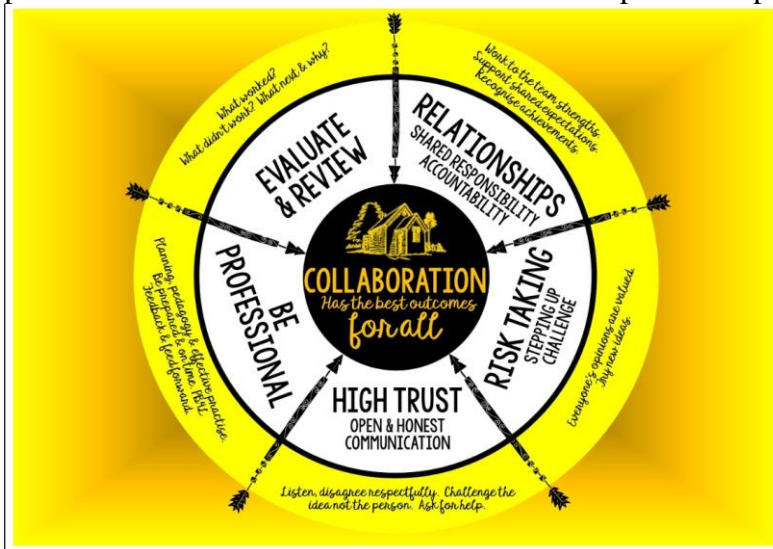
The annual report for 2018 includes 2 parts. The first part reviews the year and reports on the progress made in meeting the strategic goals set down in the charter. The second part is a report on the annual action plan. This report includes our analysis of variance.

In 2018 the Education Review Office reviewed the school. Their report included the following statements;

1. The school is successful in promoting equitable and excellent outcomes for students. School achievement information from the past three years shows that most students achieve at or above curriculum expectations in reading, writing and mathematics.
2. The school is accelerating learning for Māori and other students who need this. Student achievement information shows good examples of accelerated progress over time in reading, writing and mathematics.
3. Senior leaders promote an inclusive school culture that supports student and staff wellbeing. Students feel a strong sense of belonging and appreciate their teachers. They demonstrate caring attitudes with each other. Leaders and teachers know their students and whānau, and are advocates for students. They promote collective responsibility for students, including strong partnerships and trusting relationships with parents.

In 2017 professional development around the ALiM (Accelerating Learning in Mathematics) project resulted in a focus on front loading and double dosing with target groups of students achieving at below expected levels. This resulted in a lift from 72% to 79% of students achieving at or above the national standard. In 2018 this has been further lifted to meet our target of 25% of students achieving at or above in mathematics.

Innovative learning practices were further developed in 2018 through a focus on collaborative practice. A collaborative model has been developed for implementation in 2019.



We are still working to provide more choice for students and also more challenge. Our aim is that students are continually 'engaged' in their learning through challenge and choice. Students were given more opportunities to have a voice in the curriculum design and processes and structures in the school through the student council and peer mentors as well as in classroom discussions.

The google doc environment has become embedded in school practice for both students and teachers. The ability to create collaborative documents has enabled the development of a more collaborative practice in terms of planning and teaching and learning. Collaborative docs are also used for staff communication, discussion and review. We now have a consistent doc that we use for meetings. There is easy access to all links discussed on the staff meeting doc.

We remain confident that our systems and processes for Appraisal and endorsement for issue/renewal of practicing certificates not only comply but are a robust and example of excellent practice. We have put a lot of work into these processes and were pleased with the results. Our appraisal docs were updated to reflect the Education Council criteria.

A digital portfolio of practice document for Attestation was set up for teachers to provide evidence that they meet the criteria for their practicing certificates. This includes the Education Council Code of Professional Responsibility, Standards for The Teaching Profession, Tataiko expectations, as well our agreed pedagogy and effective practice. This ensures that legal requirements are being met. Meetings with teachers and walkthroughs showed that there was strong evidence of improved teaching strategies and a focus on engaging the learner.

The school continues to have a stable staff who are passionate and enthusiastic about learning. This year we have again experienced strong growth in the junior roll and look forward to this continuing. We have continued to develop a strong link with Greenpark preschool and Aubrey Early Learning Centre. This has meant parents with new entrants have felt more confident to enrol students at Dairy Flat School.

Report on Strategic Goals

Student Learning

For students to be achieving at or above the expected curriculum level (and national standard) in literacy, numeracy and all other learning areas.

In 2018 we focused on raising student achievement for students achieving below the expected level in Mathematics. Through professional development we worked to increase teacher knowledge and competencies. Achievement Data from this project is included in the analysis of variance attached to this report.

Assessment -*develop staff competencies in effectively using a range of assessment tools at all levels.*

Our teachers receive support for assessment from team leaders. We continue to use a mix of nationally normed and other recommended assessments so that teachers are fully informed and able to make accurate judgements about students' achievement levels.

E-Learning – *for staff and students to become confident users of ICT and leaders in this area of learning*

Teachers and students now have greater access to the internet and use a number of online programmes to enhance the teaching and learning programmes (Sunshine Online, Matheletics, Reading Eggs,). Teachers have also explored appropriate apps to use in the classrooms. We have continued to develop our cloud platform using google docs, gmail, and other applications. Students and teachers have been working collaboratively in the cloud as part of the curriculum delivery planning and reflection. This year we created a school app to add another layer of communication with our community.

Physical Education – *for all students to participate in regular, quality, physical activity.*

The school has a strong history of achievement in sport and many of our students play in competition teams in a variety of sports, we want children to learn that challenging themselves and having fun is healthy and positive for their lives.

We believe that the opportunities students have to participate in a wide range of sport is a significant strength of our school curriculum programme. There continues to be considerable parent support for team sports at Dairy Flat School. We have teams competing in hockey, soccer, touch, netball and basketball. Students also have many opportunities to play competitively in inter-school zone days.

Our swim programme is in its fourth year and continues to be very successful. Students received 8x30 minute lessons in small groups from trained swimming instructors in term 4. The normal swimming programme continued for those students who did not opt in.

Year five and six students participate in the Russel Coutts Sailing programme and this gives students the opportunity for a great outdoor experience.

KIWISPORT REPORT

Our funding was used to provide professional coaches in various sports for the students. Staff also participated in the sessions.

- Dance \$4680

FINANCE: Funding - **\$3942.74**

Expenditure - **\$4680**

Maori and/or Pacific students: - *that Maori and Pacific Island students achieve at or above national standards and feel valued in our school community*

Maori students continue to achieve well. We continue to aim to enhance teacher knowledge so that Te Reo and Tikanga Maori was more seamlessly integrated into the curriculum. This is still developing though teachers are becoming more confident in using the resources.

Our Kapa Haka group continues to develop strongly and has become an important part of our school culture. This, once again, raised the profile of Te Reo and Tikanga Maori in the school and was an effective tool for building student confidence in their own cultural heritage.

This year Dairy Flat School hosted the Tu Maia (Hibiscus Coast Kapa Haka) Festival. We have powhiri to welcome visitors and this has become part of our Dairy Flat kawa.

Students with special needs, including gifted and talented: *that student learning is monitored and goals set that focus on improving achievement for every student*

Through the PLC and pastoral care meetings, students with special needs have been identified. In consultation with the SENCO and parents, referrals have been made to the Resource Teacher of Learning and Behaviour (RTLB), Supplementary Support Teacher and Group Special Education (GSE). The school also provides support for students who are not achieving to expectation through in class support and some one-to-one tutoring. Emotional, physical and learning needs are identified through regular PLC and pastoral care meetings.

The 'Quick 60' Literacy programme continues to be extremely effective in raising student achievement in literacy.

This year we have once again included Core 5 as a home/school digital support programme for some students and their families. We found that parent engagement was vital to the success of this programme for students.

Students identified as gifted and talented had the opportunity to take a much more active role in determining the direction of their learning programmes, particularly through the inquiry learning and literacy programme. Some online learning programmes, in particular, the Khan Academy were used to provide extended learning opportunities for some students.

In 2018 the school struggled to manage 4 students with severe behavioural issues. This resulted in extreme verbal abuse of staff and students, a high level of disruption to teaching and learning and physical assaults on staff and students. One staff member suffered an assault which required hospital treatment and two staff members and one support professional from a learning support agency suffered from PTSD. The students had very complex needs and came from backgrounds of severe trauma. NZ Schools are not supported to help these students and in our case we were offered very little in the way of support. The students did not get the high level professional support needed.

Strategic goals for Self review: *Develop strategic goals that reflect the school charter*

Our policies were all updated this year as we moved to the School Docs model. This decision was made as the Board of Trustees felt that it was becoming increasingly difficult to ensure compliance with legislation after the raft of legislative requirements which are changing.

We have also reviewed our pedagogy and this was part of the self review for all staff. With a new Board of Trustees we have taken the opportunity to review the charter with our community and this was reflected in the charter for 2017-2019.

Performance management: *That all teachers are supported in pursuing excellence and 'best practice' in their teaching and learning programmes*

Teachers appraisal goals were focused on and developed from long term curriculum goals and strategic planning. In particular teachers were asked to have goals based on the professional development focus for the year which was **raising student achievement in mathematics**.

Teachers inquired into their own practice to make improvements for student learning. This included an action plan, student interviews, evidence of student work and changes in practice. This worked well and was linked to the teaching registration criteria for attestation. Through these documents teachers are compiling a portfolio of evidence of their practice.

Property projects: *that projects planned in the 5YA are completed*

The six classroom block is finally completed and we moved in at the beginning of 2018. The ILE plan offers a range of flexible options for teachers.

This year we further developed our 'Junk Box'. This is a container full of pieces of random equipment that can be used in creative play during lunch breaks and during class time for creative purposes. This has provided the students with a creative option for break times.

Financial *To allocate funds to support the school's long term student achievement goals*

The Board of Trustees is confident that financial policies, systems and processes are sound and the BOT are kept informed on financial matters and the school financial situation

Annual goals are summarised in the completed annual action plans attached to this document.

Debbie Marshall
Principal
Dairy Flat School

Stuart Woolford
Board of Trustees
Dairy Flat School