

Relationships – Whanauangtanga, Resilience – Manawaroa, Respect – Manaakitanga, Responsibility – Tiaki

## **Principal Annual Review** **2018**

BBPS started the year on 428 pupils and ended on 486 pupils. Our zone remained closed so we can serve our local students, and it will remain closed for 2019. Our new students throughout the year added to our growing cultural diversity.

In 2018, the school received a very positive ERO review, with a 4-5 year return cycle. Only a small number of schools in New Zealand receive back to back 4-5 reviews, so we are very proud of this achievement. Our success is down to attracting skilled staff, having strong community support, having a strong vision of where we are going supported by an excellent board of trustees, and having students who come to school ready to learn. We also continued to be well supported by our small but hard working PTA.

Our student targets for 2018 were to increase our number of students meeting yearly writing expectations, to reduce the gap in achievement between boys and girls in writing, and to ensure our priority students were making accelerated progress where possible. We experienced success against all of our goals. \* A more detailed breakdown can be found in the analysis of variance.

Reading (at and above expected curriculum level)	Writing (at and above expected curriculum level)	Maths (at and above expected curriculum level)
93%	92%	90%

We also worked on rolling out the digital technology curriculum with staff. A digital technology team was established, and the board invested in robotics equipment to support the new curriculum. Our new online responsive reporting system was established, and in 2019 we will look to get older students co-driving this.

We continued our focus on being a Positive Behaviour for Learning school. Two teachers attended further training on using circle time and other ways to teach kindness, dealing with stress, empathy, and collaboration in the classroom and playground. The student council set up old fashioned lunch time games, which the students loved. Students were also trained as peer mediators to help out in the playground. This will continue to evolve in 2019.

We also had our first school Cultural Assembly, where we learnt from the students about customs and aspects of their culture, a school-wide art exhibition, and numerous other opportunities were offered in technology, sports, cultural activities and the arts. BBPS won cups for Epro-8, the HPPA

Speech Competition, Interschool Cross Country, the Vector Technology Challenge and the Crawford Fun Run cup. We also received a gold Travel-Wise award.

Our strong enviro stance continued, with a number of green days, a beach clean up and other initiatives across the year.

Improvement of the school grounds continued, with two colourful sun shades over the playgrounds, the painting of the ceilings from rooms 1-5. Our plan to redevelop the front of rooms 1-5 is at tender, and further upgrades underway for the interior. Heat pumps were put into the prefabs and rooms 10 and 11, making a huge difference to working conditions for our students.

A community survey was run, giving us valuable feedback and ideas for moving forward. We are also underway reviewing our school vision, and look forward to get more input from the community in 2019 to set the direction for our school for future years.



<b>School Name:</b>	Bucklands Beach Primary	<b>School Number:</b>	1241
---------------------	-------------------------	-----------------------	------

<b>Strategic Aim:</b>	Improve outcomes for all students, particularly Māori, Pasifika, ELL and specific needs.		
<b>Annual Aim:</b>	Accelerate the progress of students achieving below the year level expectation in writing. Increase the number of boys achieving above the year level expectation in writing, to be in line with girl's achievement.		
<b>Target:</b>	By the end of 2018, 42 students who are below the year level expectation in writing will have made accelerated progress and be at the year level expectation. By the end of 2018, 24 more boys will make accelerated progress to move from at year level expectation to above year level expectation.		
<b>Baseline Data:</b>	Click here to record your baseline data. This is your starting point and will allow you to measure your progress through the year.		
	<b>2017 results for students years 1 – 5 (still in school in 2018)</b>	<b>Writing</b>	<b>Writing boys</b>
	<b>Working more than one year below expected level</b>	10 (3%)	7 (4%)
	<b>Working below expected level</b>	57 (17%)	33 (21%)
			<b>Writing girls</b>
			3 (2%)
			24 (13%)

	<b>Working at expected level</b>	<b>203 (61%)</b>	<b>96 (62%)</b>	<b>107 (60%)</b>
	<b>Working above expected level</b>	<b>64 (19%)</b>	<b>20 (13%)</b>	<b>44 (25%)</b>



<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>Worked with Dr Alison Davis and team through funded PLD hours to develop student agency, motivating boys, developing vocabulary and spelling.</li> <li>Moderate as a staff for consistency and to deepen teacher understanding of the progression of writing skills</li> <li>Share best practice through staff and team meetings</li> <li>Video and reflect and own practice against good practice criteria</li> <li>Train TAs to be ELAs, and work with teacher's plans to feed in vocabulary for writing</li> <li>Select writing genres, ideas and pedagogy that engages boys</li> <li>Utilise digital technology as a tool to motivate, produce and share work for authentic purposes and feedback</li> <li>Continue to embed the use of learning intentions, success criteria and self and peer assessment</li> <li>Train senior teachers, and roll out and implement 'High</li> </ul>	<ul style="list-style-type: none"> <li>Writing results went up from 76% to 92% at and above curriculum expectation.</li> <li>The variance between boys and girls has reduced from 16% to 6%.</li> <li>There is a 13% difference between boys and girls working above curriculum expectation.</li> <li>Teachers and pupils are becoming passionate about writing. PLG discussions are robust, and many staff commented on the usefulness of them during appraisal meetings.</li> </ul>	<ul style="list-style-type: none"> <li>We have discounted students who have no English from our results. They are tracked separately.</li> <li>There was a strong, continuous focus on writing, from strategic planning through to teacher inquiry.</li> <li>Setting up opportunities for teachers to collaborate and learn from each other.</li> <li>Ideas shared and put into action from PLD.</li> <li>Teachers planning and pedagogy focused on what works for boys.</li> <li>Students had much more voice and choice in their writing.</li> <li>Assessment for learning has become consistently used across the school.</li> <li>TA's supported with vocabulary work, which was led by the ESOL teacher and using their new knowledge.</li> <li>Specific targeted extra time to work with target groups, linked to teacher inquiry which was</li> </ul>	<ul style="list-style-type: none"> <li>Upskill new staff to continue with consistent good practice.</li> <li>Roll out the High Expectation work from Christine Ruby Davies.</li> <li>Use Linc –Ed to have more flexible grouping.</li> <li>ESOL teacher to attend SLT meetings to give valuable input.</li> <li>Continue with: <ul style="list-style-type: none"> <li>upskilling TAs to meet the ever growing ESOL roll.</li> <li>apply for further PLD hours and ALL for new learning.</li> <li>PLGs that focus on writing, and boy's writing in particular.</li> </ul> </li> <li>Focus on how to teach spelling, as it was our weaker area in asttle.</li> <li>Expanding our use of digital technology.</li> <li>Planning ahead, looking for opportunities to write.</li> <li>Collect student voice.</li> <li>Upskill the TAs with the ESOL</li> </ul>



<p>Expectation Teacher' strategies</p> <ul style="list-style-type: none"> <li>Two teachers on the ALL programme</li> </ul>	<p>reviewed and reset each term.</p> <ul style="list-style-type: none"> <li>Videos allowed teachers to reflect on their practice.</li> <li>Tracking students termly, and moderating.</li> <li>Teams planned ahead for each term, looking for opportunities to write that related to inquiry and school events.</li> </ul>	<p>teacher.</p>
<p><b>Planning for next year:</b></p>		
<ul style="list-style-type: none"> <li>Provide additional TAs to support ESOL and learning needs.</li> <li>Support programmes such as STEPS. Lexia etc to boost those students who need it.</li> <li>Fund release time to work with PLD provider.</li> <li>Receive and discuss results termly.</li> </ul>		



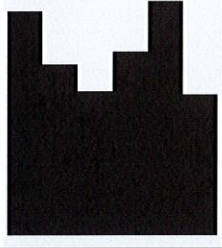







<b>School Name:</b>	Buckland's Beach Primary	<b>School Number:</b>	1241
---------------------	--------------------------	-----------------------	------

**Strategic Aim:** **Strategic Goal: Improve outcomes for all students, particularly Māori, Pasifika, ELL and specific needs.**

**Annual Aim:** Accelerate the progress of Māori and Pasifika students achieving below or well below the expected level in reading, writing and maths.

**Target:** [Redacted]

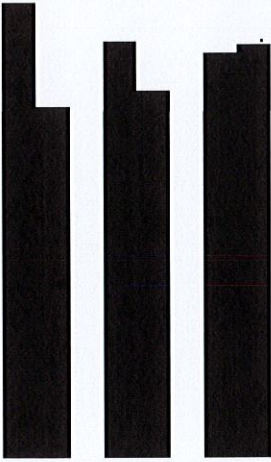
**Baseline Data:** Click here to record your baseline data. This is your starting point and will allow you to measure your progress through the year.



	█	█	█	█ █	█	█	█	█
	█	█	█	█ █	█	█	█	█
	█	█	█	█	█	█	█	█
█ █	█ █ █ █	█ █ █ █	█ █ █ █	█ █ █ █	█ █ █ █ █ █	█ █ █ █	█ █ █ █	█ █ █ █



<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>• Tuakana teina morning group worked with a Māori teacher to build identity, self efficacy and confidence, while working on curriculum as well.</li> <li>• Māori and Pasifika were carefully tracked term by term, as well as evident in every PLG to discuss progress.</li> <li>• Culturally responsive pedagogy was carefully planned for eg powhiri, cultural assemblies, integrating te reo and tikanga into classroom practice, celebrating days eg matariki, language week.</li> <li>• Māori and Pasifika voice was collected and feedback to staff and board.</li> <li>• Māori students used as experts, and leaders across the school eg school assembly karakia, writing pieces for the newsletter.</li> <li>• ALIM style maths group ran for term for to boost results.</li> <li>• Special PLGs to discuss Māori &amp; Pasifika students.</li> <li>• Māori and Pasifika students were prioritised to receive additional support such as OT, assistive tech, LSF etc</li> <li>• Involved whanau, one on one, and seek their feedback.</li> </ul>		<p>The school wide focus and PD on writing shows a big increase for both Māori and Pasifika.</p> <p>The targeted maths group meant Māori students went up by 12%.</p> <p>The big push on culturally responsive teaching, and the tuakana teina group showed a big increase in our Māori student's confidence. Through vignettes, we discovered that for the family, the prioritising of Māori culture gave one student huge confidence. She began to proudly share her culture through karakia etc in assembly. This role modelled to other Māori students, who stepped up and led powhiri and karakia.</p> <p>Making the maths group really relevant to their world engaged students, and made them realise they were all mathematicians.</p> <p>Extra ALIM style lessons provided a good boost of focused time.</p> <p>Getting assistive tech for four students to help record excellent oral ideas made a huge difference.</p> <p>Where whanau engaged one on one, we were able to understand</p>	<p>Continue to:</p> <ul style="list-style-type: none"> <li>•Run the morning tuakana teina morning group, and the integration of te reo and tikanga.</li> <li>•Close tracking of termly data.</li> <li>•Collect Maori and Pasifika voice, and feedback to the teachers, especially those who have Māori and Pasifika students in their class.</li> <li>•Find opportunities for leadership for our Māori and Pasifika students.</li> <li>•Seek whanau feedback.</li> <li>•Prioritise additional support.</li> </ul> <p>Develop:</p> <ul style="list-style-type: none"> <li>•Look at developing the morning group to incorporate Pasifika students and culture.</li> <li>•Set up the one on one whanau meetings for Māori and Pasifika students.</li> <li>•As part of our inquiry review, look for further opportunities to incorporate Māori and Pasifika culture.</li> </ul>

	<p>and incorporate their aspirations for school.</p> <p>Reading went down as our focus area has been writing.</p> <p>We enrolled four new Pasifika students and three new Māori students who came in across the year who were transferring schools, who came in working mostly below curriculum expectation. We have included them in our data.</p>	
--	---	--

**Planning for next year:**

Provide funding to release teachers to work with whanau.  
 Provide funding and time for the tuakana teina groups to keep running and develop further.  
 Fund teachers to complete the NCEA te reo.  
 Additional funding for teacher aide training to run target programmes.