



PAPATOETOE NORTH SCHOOL

E Tipu E Rea



Papatoetoe North Annual Report 2019

EXECUTIVE SUMMARY

In 2019 many children excelled. Year Six children have continued to achieve highly in reading, writing and mathematics as in previous years when assessed against the commonly accepted expectation. We continued to employ a significant number of teachers to accelerate children's progress in these curriculum areas.

Year Six children, who have attended North for six years, continue to attain very well against the commonly accepted expectation, whether they are English Language Learners, Maori or Pasifika. This year, 95% achieved the standard in reading, 86% in writing, and in mathematics, 88%. However some children who transition to North during their primary years at "below" or "well below" the standard can challenge teachers' ability to accelerate them to achieve "at".

The school's performance continues to be highly respected. We have received a third four to five year review that highlighted the school's many strengths. This was followed by two "exemplar" reports. The school's performance was also extolled in three Teaching Strategy reports. Our Year Five children also achieved very well in science and mathematics in the international TIMSS study.

The school's context has not changed markedly in 2019. However, by severely curtailing the enrolment of all out of zone pupils at the start of the year, we have brought the role back from 940 pupils at the end of 2017, to 860 at the end of this year. We remain a large multicultural, decile 2f primary school. Our predominant ethnicities are 50% Pasifika, 21% Maori, and 25% Indian. Consequently we endeavour to reduce any cultural gap children may experience when they come to school, and start their learning in their "known". We have approximately 300 funded English Language Learners (ELLs), and at least half the children are acquiring English at any one time. We continue to strive to reduce the trend whereby a significant number of our ELLs children, "make good academic progress, but fall behind around 3rd grade because of the changing cognitive demands of increasingly print based instruction" - Olsen 2006. In this respect we continue to be pleased with the enthusiastic home learning partnerships parents are willing to form with teachers to ameliorate "summer deficit", improve number knowledge, reading mileage, and build familiarity with background knowledge prior to the start of each term. We have put a significant effort into developing a school curriculum that is highly aligned and connected, and believe we can see the marked benefits of this in children's attainment in oral language, science and technology achievement. In 2019 as part of the West Papatoetoe Community of Learning we have endeavoured to implement the relevant levels of the CoL's aligned science curriculum and skills matrix. Our in-school teachers, along with the across-school teachers, have worked in classes developing teacher capability in the teaching of science. Our in-school writing teachers have continued to accelerate Year Three and Four children's writing.

Our assessment practice is a key strategy in our ability to accelerate children's learning. We encourage teachers to use their innate judgment to urgently move children on to higher levels on the basis of formative assessment, rather than waiting for summative tests. To refine our ability to make formative assessment useful in the teaching and learning process, we endeavour to restrict teachers to a single page of assessments for all areas other than reading, writing and mathematics. The focus is on identifying the most important success criteria to assess. We believe children should be set up for success when they take summative assessments, and we strive to decrease any disadvantage they may experience as a result of questions, contexts, concepts or linguistics. We strive to minimize regression in learning due to "absence" from school, by providing learning experiences at the levels that we know have previously been achieved. We continue to refine teachers' abilities to make reliable and valid OTJs..

To further improve our successful practice, we have continued to employ consultants in writing, mathematics, English Language Learning, Maori, Information and Communication Technology, and curriculum mapping. We continue to employ teachers over our Ministry Staffing Entitlement in reading, writing, mathematics, ESOL and Special Needs and have modified senior leaders' time allocations, so they too can accelerate priority learners in these areas.

Developing a spiraling, highly connected and integrated curriculum has continued to be a priority. In this respect we have continued to employ Chic Foote (Australasian expert in Curriculum Mapping, and Planning by Design) as a consultant (for the second year in a row, teachers have presented at the Australian Council for Educational Leadership conference sharing this work). Teachers' synergy in map writing has continued to show marked development during the year, and the benefits of "connected" learning are easily identifiable in children's learning, presentations, attainment and demeanor. Results in the Progress and Achievement Test in Listening and Spelling depict a marked improvement in pupils' skills over the six years at Papatoetoe North. A small group of teachers presented an overview of our pedagogy at the last two Australian Council of Educational Leaders' conferences.

In response to whanau wishes, we opened Tupuranga in 2016. The concept is to deliver the New Zealand curriculum wrapped in a korowai Maori. This has been a challenging enterprise, with the kaiako having to integrate Te Aho Arataki Marau mo te Ako Te Reo Maori with the school's curriculum. This year the challenge has been to keep the classes full as well as to maintain the tamarki's achievement in the core subjects.

SCHOOL ENTRY ASSESSMENT RESULTS 01/04/12 – 31/03/13 (OUR CURRENT YEAR SIX COHORT) TELL ME (READING COMPREHENSION)

	ALL	MAORI	PASIFIKA	INDIAN
Stanine 1-3	63%	70%	65%	56%
Stanine 4-6	34%	25%	31%	44%
Stanine 7-9	3%	5%	4%	0%

CONCEPTS ABOUT PRINT (WRITING)

	ALL	MAORI	PASIFIKA	INDIAN
Stanine 1-3	48%	46%	49%	48%
Stanine 4-6	50%	54%	50%	52%
Stanine 7-9	2%	0%	1%	0%

CHECKOUT (MATHEMATICS)

	ALL	MAORI	PASIFIKA	INDIAN
Stanine 1-3	12%	18%	13%	8%
Stanine 4-6	66%	55%	74%	69%
Stanine 7-9	22%	27%	13%	23%

ACHIEVEMENT _ YEAR SIX WHO HAVE BEEN AT NORTH FOR SIX YEARS – at or above

	READING	WRITING	MATHEMATICS
ALL	95%	86%	88%
MAORI	94%	70%	88%

SAMOAN	100%	100%	100%
TONGAN	100%	100%	100%
OTHER PASIFIKA	71%	57%	57%
ASIAN	92%	86%	83%

ACHIEVEMENT - ALL YEAR SIX – at or above

	READING			WRITING			MATHEMATICS		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
ALL	93.2%	94.4%	88.4%	83%	85.2%	75.4%	88%	90%	81.9%
MAORI	88%	93.4%	92.9%	81%	73.4%	64.3%	81%	93.3%	85.7%
SAMOAN	96%	98.4%	90.7%	97%	88.5%	81.4%	90%	90.2%	79%
TONGAN	100%		94.3%	89%		89%	80%		84.6%
OTHER PASIFIKA	91%		88.6%	67%		72%	100%		80.5%
INDIAN	94%	94.4%	85%	79%	85.2%	77.5%	100%	86.1%	87.5%

The campus is fully functional as a wireless environment, and we now have over four hundred devices available to pupils. Children’s learning in digital technology is guided by the draft Digital Technologies curriculum document. The tenets of the draft document will be included in the Technology Curriculum in 2020. Work is still required to gain the greatest learning advantage from our current investment in digital technologies. We continue to develop our digital platform for the teaching staff and school operations.

KIWI FUNDING

Kiwi Sport is a government initiative to support students’ participation in organised sport. In 2019 the school received a total of \$ 12,483 (GST INCLUSIVE). This was used to promote children’s participation in inter-school sport through the provision of transport, equipment and coaching.

DOCUMENTATION AND REVIEW (NAG2)

- The school’s Charter continues to promote our ability to successfully meet the requirements of the National Education and Administration Goals. Our self-review processes were identified as being particularly strong by the Education Review Office.

- This year our review of “Curriculum” and “Legislation” confirmed the efficacy of these school policies and procedures.
- The school’s policies and procedures have served us well this year, and circumstances have not required any significant modification. Minor modifications have been made to the Risk Management Schedule.

PERSONNEL (NAG3)

Once again the school has enjoyed a high level of staff stability this year. All teachers have benefited from a high level of professional support and development. Professional development has predominantly been targeted to enhance teachers’ ability to accelerate children’s attainment in the core subject areas as well as in Science, Technology, Social Studies and Health and Physical Well-Being.

The unavailability of teachers for relieving, and for fixed-term positions has continued to have a detrimental effect on achievement. We are extremely fortunate that we continue to make appointments from the graduate students who undertake their practica at the school. The school is fully staffed for 2019.

FINANCE (NAG 4a)

The audit of our 2018 Annual Accounts generally confirmed our high levels of confidence in our systems and practice.

The financial position at the start of the 2019 financial year indicated a sound position for contingencies, property maintenance and development, future curriculum development initiatives and resource provision. It continues to be very difficult to anticipate the “in zone” enrolments, and therefore to hold a consistent number of pupils on the roll. Consequently it is difficult to budget for the “over staffing entitlement” teachers we employ. In 2019 we strived to ensure that children’s achievement was not adversely affected by teacher supply. At the end of the year it appears our focus on employing teachers to cover roll growth has led to a small deficit in the budget.

The Ministry of Education undertook a review, “Managing Auckland School Aged Population Roll Growth”. The outcome for Papatoetoe North was that the Ministry would not grow the capacity of the school in the near future and that “in-zone” roll growth would be managed by reducing the number of “out-of-zone” pupils. It will take a very careful hand to continue to take advantage of the economy of scale we enjoy, while not enrolling too many pupils for our current capacity each year.

Funding for 2020 is based on 850 pupils a decrease of 50 pupils. We will however receive the \$150 per pupil “donations” contribution from the government. (Approximately \$128K)

PROPERTY (NAG 4b)

In 2019 our main property goals were to replace the senior playground area and apparatus, and the construction of a canopy over the turf. A number of smaller projects have also been completed. Replacing the drinking fountains and hall doors will be completed soon. The current Five Year Plan budget is approximately \$250K underspent and a project to use the remainder of the funds to refurbish two classrooms, and bring all the resources together in one group of adjacent rooms, has been frustrated. We have had two visits by architects who then have produced rough concept drawings.

The next Five Year Plan is now being written.

HEALTH AND SAFETY (NAG 5)

We now feel we have embedded the Health and Safety Act 2015 and that the policies and procedures are implemented to a reasonable level.

The school environment continues to have a high level of emotional and physical safety. Very few children have been stood down this year. Teachers strive to create high-quality relationships, and successful learning environments where children have the self-efficacy to behave well. As usual, we have operated a wide variety of programmes to promote and support children's learning and development. The school is proactive in recognizing and responding to the needs of children. Where necessary, appropriate individual plans are devised. Interventions include:

- Referrals to the Resource Teachers of Learning and Behaviour
- Group Special Education
- Children and Family Services
- The Virtues Programme etc.
- Our "Social Worker in School".

It should be noted that seven staff were assaulted by children in Term Three. It is very difficult to identify the line between offering a child every opportunity to be included and our obligations to provide a good and safe working environment for staff. In response to the number of children who have experienced trauma in their early years, teachers have undertaken significant professional development. The stress that teachers can experience when working with these children is a matter for the school to continue to strive to reduce.

ADMINISTRATION (NAG 6)

Nothing of significance has occurred this year.

Currently the MOE will not provide an extra two English Language Learners' rooms due to the number of out of zone pupils we have.

COMMUNITY

As in previous years, parent interviews were very well attended. The Home Learning partnership was again very successful this year, as were hui and fono. Again the school supplied free books to motivate family participation. Over four hundred parents turned out to the initial parent meeting, and over six hundred participation certificates were presented at the celebration evening. A high number of parents support home learning, many to a degree far beyond that expected by teachers. The school has issued two written reports to parents this year that comply with the requirements of the NAG 2A.

CONCLUSION

In 2019, our focus has been on children achieving in the core subject areas, and we have continued with the broad implementation of the total "new" New Zealand Curriculum, 2007. We continue to believe this is not enough to level the playing field for our pupils, and strive to use the vehicle of curriculum mapping to enhance children's achievement in science, technology, social science and digital fluencies.

As a school we will continue to celebrate our pupils' strengths and to teach from these strengths.

The school is in a very good financial position.

Our work is a team effort and the school is fortunate in the quality and commitment of the staff, Board, parents and in the number of community members who are willing to contribute.

Employment of teachers for Tupuranga is a key challenge for 2020.

Steve Mihaere
CHAIRPERSON

Peter Conroy
PRINCIPAL

BOARD MEMBERS

Mrs. Marieta Morgan
Mrs. Melissa Absolum
Mrs. Cheryl Witana
Mr. Taia Roi
Mr. Azad Khan
Mr. Tala Burgess
Mrs Dorothy Apelu
Mrs Jenna Toeono

END DATE