


2011: The Year in Retrospect

General:	<p>This has been a year marked by the development of the second stage of the building project, the Learning Studio. Demolition was completed over the Christmas holidays and the building project was completed six months later. The building was officially opened by the Minister of Education, Anne Tolley, Wednesday October 26. The \$1.3m project has enhanced the physical state of the school and will certainly maximise teaching and learning opportunities for all involved.</p> 
Curriculum:	<p>Successful teaching and learning programmes were developed and implemented in all areas of the national curriculum. Priority was given to literacy and numeracy – with particular emphasis on reading, written language and mathematics. Reports to the Board of Trustees throughout the year evidenced this.</p> <p>Development of the Kilbirnie School Curriculum document, including literacy and numeracy (yet to be completed) booklets</p> <ul style="list-style-type: none">✚ Legal requirements; vision and values; principles and competencies✚ What will we teach; curriculum areas and six-year overview✚ How will we teach; quality teaching, eLearning and Inquiry learning✚ How will we assess and evaluate <p>School values CARE programme: Confident; Achievement; Respect & Empathy</p> <p>Second year of ICTPD programme with seven other schools. eLearning developments with blogs and wikis, IWB's, digital photography, new websites and ICT Evenings, cloud computing with homework, buddy learning and finally conferences/expos for teachers and students. The school has a wide range of ICT resources and has been well lead by Peter Dobson and Faye Rhodes.</p> <p>Throughout the year a particularly full variety of school programmes were once again offered for the students:</p> <ul style="list-style-type: none">✚ School camp and a variety of other EOTC activities✚ Sporting exchanges; visiting sport groups, flippaball, miniball, cross-country, swimming, athletics, hockey, touch and netball, as well as lunchtime activities✚ Eco-warriors conservation programme✚ School choir and ukulele group group✚ Junior and senior kapa haka groups✚ Te reo and French language taught throughout the school <p><i>ERO 2011: The school's curriculum effectively promotes student learning...the school has implemented a range of curriculum initiatives...teachers provide purposeful, focused learning experiences...classrooms are well managed and teachers use a variety of effective strategies to engage students and maintain focus on learning.</i></p>

Assessment & Reporting:

Learning portfolios continued to be enhanced and we continued to develop new models of assessment for the students, particularly related to self-assessment, and self-directed learning.

With the introduction of National Standards from the beginning of 2010 the management staff began to look at the implications with regards to our assessment and reporting practices. We are particularly mindful that the work on National Standards needs to align with, but should not over-ride, the excellent work of the New Zealand Curriculum.

New assessment tools such as e-asTTle continue to be trialled.

School planning, assessment and evaluation, as well as reporting to parents and the community, were well evidenced. These elements now form part of the annual appraisal system for staff, incorporating professional standards.





The school is developing the use of eTap as a SMS (School Management System) for assessment. Student achievement data is entered and the school is now able to generate a wide range of achievement reports

The Board and staff reported regularly to the school community through the Principal's fortnightly newsletters, the Board's monthly "Trusty News", and notices and publicity materials as required. Achievement data was also added to the school's website.

Student Data for 2011:



ERO 2011: a robust assessment and reporting framework guides teachers' practice...assessment data is used as a tool for learning and planning...students talk with confidence about what they are learning and why it is important...portfolios are meaningful, living documents that guide students' learning pathways...they form the basis of student-led conferences.

<p>Special Education:</p>	<p>The school has a small number of students working with the RTLB service – academic and social factors.</p> <p>Students identified as either not achieving or at risk of not achieving were provided with teacher aide or extra teacher assistance. The school employs three aides, one per syndicate, working with individuals and groups. In the March Board meeting a comprehensive special needs report was tabled.</p> <p>Students identified as gifted or talented were provided with enrichment activities, specifically related to working with thinking and research skills. Our extra staffing enabled us to provide a range of enrichment activities, including the teaching of te reo and French</p> <p>The role of SENCO has been further developed, a SENCO network of teachers has been set up, eTap has been used extensively as a special needs database.</p> <p>We continue to provide support for students at risk in literacy – teacher aide group work, parent tutor reading programme, reading recovery, Smartwords and CARP. Writing and numeracy focus groups have also been identified</p> <p><i>ERO 2011: thorough analysis identifies patterns of underachievement and annual improvement targets were set for three groups of concern...the needs of individual students and groups are identified and responded to...students in need of support or extension benefit from appropriate, inclusive interventions that promote their learning and progress</i></p>
<p>Maori & Pasifika:</p>	<p>Of the needs analysis results there were no concerns with Maori underachievement. All students recognised as not achieving or at risk of not achieving were provided with teacher aide or extra teacher assistance. A small number of students were identified as in need of support, a further number for enrichment activities. Student achievement reports throughout the year failed to identify any Maori students causing academic concern.</p> <p>Attendance rates for Maori and Pasifika students are comparable to non-Maori and Pasifika.</p> <p><i>ERO 2011: Maori students are achieving as well as other students...they are highly engaged in learning and in the life of the school...the school's curriculum includes many elements of te reo Maori...the views and opinions of Maori parents and whanau are gained through regular surveys</i></p>
<p>Performance Management:</p>	<p>All teaching and non-teaching staff were involved in professional development, attending a number of day courses as well as in-school professional development relating to curriculum areas, literacy and numeracy, ICTPD and National Standards. Professional development outcomes were documented in the individual staff portfolios. Specific linkages between course content and programme modifications are supplied. The Board of Trustees received regular updates concerning courses attended.</p> <p>The major professional development for the year once again related to ICTPD.</p> <ul style="list-style-type: none">  All staff included personal and school-based goals related to this area, including the development of IWB's  Staff attended after-school workshops and a holiday expo held at Boulcott  Four staff attended ULearn Conference (Rotorua) in October holidays  Peter and Faye attended a number of ICTPD lead teacher days as well as conducted several staff meetings for staff

	<p>Rochelle Coker successfully completed her Year 1 PRT requirements; Tony Austin was her tutor teacher. Guy McDouall is currently completing his Year 2 PRT requirements</p> <p>All staff have worked closely with National Standards requirements for the year as part of the reporting process. School and syndicate moderation/OTJ meetings have been held. All staff have also developed their usage of eTap for assessment data and National Standards reporting.</p> <p>Throughout the year specific staff have had areas of professional learning and development:</p> <p>Mike McGimpsey: Building works Jacqui Brown: Reading Recovery and Kia Kaha Tony Austin: Assessment and Evaluation, particularly relating to National Standards Ros Moses: Pre-school liaison and library Kay Mudge: Library Faye Rhodes: ICTPD Kristy Inns: Management and Sport Glenys Johnston: Special Needs Peter Dobson: ICTPD</p> <p><i>ERO 2011: teachers reflect on their practice and support each other to improve outcomes for students...the current professional development project on ICT development provides a vehicle for teachers to extend their range of teaching strategies across the curriculum</i></p>
<p>Self-review:</p>	<p>An important part of the review process this year was the ERO review. This was held in September and was most successful. One area for development identified was teacher inquiry, this will be developed in 2012</p> <p>All syndicates have taken part in a wide ranging school-based review based on the 12 NZTC criteria:</p> <ol style="list-style-type: none"> 1. Professional relationships 2. Well-being of all learners 3. Commitment to bicultural partnership 4. Ongoing professional practice 5. Effective teaching and learning 6. Implementation appropriate learning programmes 7. Collaborative, inclusive and supportive environments 8. Knowledge and understanding of how akonga learn 9. Diversity of language and cultural experiences 10. Working effectively with bicultural context 11. Analysis and use assessment information 12. Critical inquiry and problem solving <p>This is an ongoing review</p> <p>The Board of Trustees reviewed the process of policy and procedural review, several policies and procedures have been reviewed. The board, as a result of the 2010 survey, has enhanced communications through the Trusty News, website, badges and such.</p> <p>Throughout the course of the year a number of review are implemented: strategic plan; survey; special needs; kia kaha; risks and issues; health and safety; camp/RAM's; portfolios and conferencing; reporting to parents; appraisal; attendance and roll growth.</p> <p><i>ERO 2011: Kilbirnie School is well placed to sustain and improve its performance. A key factor underpinning its strong position is that it is a self-reviewing school with a clear improvement focus</i></p>

<p>Personnel:</p>	<p>All staff are registered and were assessed against the appropriate professional standards – including the principal. Teacher aides were employed, through Board of Trustees discretionary funds, to work with students not achieving or at risk of not achieving, as well as students with English as their second language.</p> <p>All staff relate well to each other and are more than willing to share ideas and practices. We have a good balance of staff: gender; age and interests; they are all hard-working and above average in competence.</p> <p>Appointments: Rochelle Coker (2010); Guy McDouall (2011). Resignations: Catriona Powell; Ula Lologa; Kristy Inns; Vernon Clarke</p> <p>Lisa Young (Board of Trustees) has been assisting the management team this year. Several personnel policies and procedures relating to appointments and performance management have been rewritten.</p> <p>At the end of this year two permanent appointments have been made – Kim O’Brien and Tim Crawshaw, as well as the appointment of a school caretaker. The cleaning of the toilets has been taken over by the cleaning contractors.</p>
<p>Finance & Property:</p>	<p>The annual accounts for 2010, prepared by the current school accountant, received an unqualified report. Once again the audit team were particularly complimentary about the school’s financial systems. The CashWorks accounting system is used by the school and the school secretary continued to demonstrate competence in its use. Reliable and timely financial reports were presented at each monthly Board of Trustees meeting, and accurate Goods and Services Tax returns were filed on time with the Inland Revenue Department. This year we moved to internet banking, this has made monthly transactions easier. Policies relating to Fraud, Discretionary Spending, Conflicts of Interest, and Cash management, have been ratified by the Board.</p> <p>2011 has been a conservative year for school spending as the priority has gone to property works. Financial over-runs on the learning studio were due to drainage issues however it should be pointed out that the school has put a considerable amount of funding towards the completion of the project. Drainage and asphalt issues have meant the car park is still to be finished. Furnishings and fittings for the new building have also been paid for from school funds. This has been a “once in a lifetime” opportunity for the school.</p> <p>One area of major investment has been for IWB’s throughout the school. By the beginning of next year all rooms will be equipped with an IWB, including junior rooms. No new leasing arrangements for ICT equipment have been undertaken.</p> <p>The fundraising group raised \$20,000 this year, going towards the library and new building. A most successful Quiz Evening and Market Evening were held.</p> <p>The school pool was has been maintained by a small group of keen parents, a most successful holiday swimming season this year. Our thanks go to Fiona Kingi for her work as co-ordinator, Rachel Kent has taken over and the committee is intent on maintaining revenue for ongoing maintenance.</p>

<p>Health & Safety:</p>	<p>All buildings were regularly checked for health and safety compliance issues. The school maintained its existing Warrant of Fitness. The injury register was maintained as usual.</p> <p>A hazard register is also in operation. The new caretaker will take a more proactive role.</p> <p>The school continued its programme of assertive discipline, as well as maintaining peer mediators and two staff members on duty at all times. The school maintains firm and consistent guidelines when dealing with issues of bullying or anti-social behaviour such as text bullying. The Kia Kaha programme was implemented this year.</p> <p>All EOTC experiences were well planned. In particular the school camp followed meticulous safety guidelines/RAM sheets and Board approval.</p>
<p>Compliance:</p>	<p>All buildings were regularly checked for health and safety compliance issues. The school maintained its existing Warrant of Fitness. The injury register was maintained as usual.</p> <p>The school was open for the required number of days, attendance rates averaged in the mid 90% range. We do not have any current concerns with unexplained absences.</p>
<p>Finally:</p>	<p>Thank you once again to Jacqui and Tony. The school is indeed fortunate to have two leaders with specific leadership skills that complement each other so well. There has been a great amount of work spent looking at student targets and achievement this year, particularly with the issues surrounding National Standards. The moderation process for literacy and numeracy has involved a great deal of thought and deliberation and excellent leadership has been shown by both.</p> <p>It has been a great year for staff working as a team, sharing ideas, and supporting each other. We have a good balance of staff – gender, age and interests. They are all hard working and of above average teaching competence. The staff continues to have high expectations for the students, this is evidenced by the high student achievement results. We have been fortunate to have been so capably led by Peter and Faye in the ICTPD programme. They have lead by example, more importantly they have been willing and able to make sure that the rest of the staff “kept up” as well.</p> <p>The staff includes the ancillary staff – the extra teachers and the teacher aides as well. They are an integral part of the school and, like the teaching staff, are a valuable part of the school community.</p> <p>Once again we have a very good Board of Trustees with well-established understandings on management and governance. My thanks in particular to David Martin for his leadership of the board, his willingness to “go that extra mile’ for the school, as well as his personal support and friendship.</p> <p>Mike McGimpsey December 2011</p>