



Principal's Annual Report

2016 School Year

INTRODUCTION:

Bayview Primary School continues to be a school focused on learning. Our learning community is made up of children who learn, teachers who learn, and parents who learn and seize opportunities to be involved with their child's education. The wider community is also involved in learning in our school with close relations between the school, kindergarten, early learning centre and community centre. All of these groups work alongside the Bayview CommUNITY group. Children go on excursions outside the school, visitors are brought in to support teaching and learning programmes and the school operates partnerships with Sunshine Books, the North Shore City Council/Auckland Council, Auckland University of Technology, Auckland Kindergarten Association, Canon NZ, Massey University, and the Auckland University Faculty of Education.

Bayview Primary is a learning community that "not only involves the school's staff as learners but also actively engages its parents, pupils and the wider community in learning that enhances the organisation's purposes" (Stoll, Fink and Earl).

Our culture and kaupapa is based on four cornerstones:

Whanaungatanga: the culture of familiness behind all that we do

Tūrangawaewae: a standing place for our Bayview whanau

Mātauranga: seeking knowledge, gaining an education

Manaakitanga: sharing and giving, being a blessing to others

Our four cornerstones are grounded in the foundation of Aroha, the love and respect we show to all our family members. Aroha involves giving of ourselves for the benefit of others. Without Aroha, our cornerstones cannot stand.

The roots of our kaupapa are our Bayview whanau. Surrounded by the four cornerstones and growing in the nurturing environment provided by Aroha, our Bayview whanau can grow tall and strong.

The school roll at the beginning of the 2015 school year was 332 and reached 380 in December. Compared with the last year this shows our roll is growing.

At the end of 2016 14% of our students were Māori, 10% were Pasifika, 27% were of other ethnicities and 49% NZ European.

These children contributed to:

3 learning groups:

Harakeke

Pikorua

Kauanuanu

Each containing classes ranging from Year 1 to Year 6

with class numbers (December) ranging from 17 to 53 and an average class size of 24, in line with BOT guidelines and expectations. One class was an innovative learning class with 53 students and two teachers. This class was based on ILE pedagogy.

2016 School Organisation

Staffing and Funding roll =337 (January) 350 (June)

Staffing Entitlement: 18.34 (January) 19.14 (June)

Our roll numbers are growing compared with other years and we operated 16 classrooms by the end of the year.

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
March	316	300	314	312	326	302	314	311	313	337	369
July	334	320	328	334	342	312	342	321	328	355	

Ethnicities at the July Roll Return

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
NZ/Euro	50%	47.5%	45%	46%	43%	45%	49%	46%	44%	48%
Māori	11%	12.5%	14%	15%	16%	14%	16%	20%	18%	15%
Pasifika	9%	10%	9%	11%	11%	9%	7%	8%	8%	8%
Other European	5%	7%	5%	3%	5%	6%	5%	5%	6%	4%
Asian	16%	14%	17%	15%	15%	17%	16%	15%	18%	16%
Other	9%	9%	9%	10%	10%	9%	7%	6%	6%	9%

NAG 1 – Curriculum

EDUCATION REVIEW OFFICE VISIT:

From the 7-9 June we hosted two reviewers from the Education Review Office. As a result of this review Bayview School received an excellent report citing great leadership and learning and teaching practices. We were placed on a 4-5 year review cycle. This has been a very successful review and affirms all the hard work that has taken place over the past three years.

VISIBLE LEARNING:

Visible learning professional development was provided by Cognition Education. The staff attended a full PD day as a teacher only day to discuss their first impact cycle in Visible Learning. A second day was completed during the July break. All teachers had a Visible Learning individualized goal as part of their appraisal and this was reported back to the whole staff. Impact effect sizes were determined for students with accelerated progress being our focus. All four strands of Visible Learning were incorporated across school systems and practices and this will be continued into 2017 and beyond.

PHYSICAL ACTIVITY:

In 2016 all staff were involved in Professional Development focused on a deeper understanding of keeping children active in Physical Education and Health as part of the 'KiwiSport' initiative. Outside facilitators from Harbour Sport and specific sporting codes were used to provide professional development for teachers and to assist with programme planning and implementation.

We continued to provide a wide range of sports teams for children to participate in including organised club competitions in Basketball, Netball, Touch, and Hockey; as well as cluster organised competitions in softball, cricket, hockey, soccer, rugby, rippa rugby, cross country, and athletics. We also entered into the 'Shore to Shore' run/walk. We are proud of the activities, sports and options we give our students in physical activity. During 2016 many of our students made representative teams in their chosen sport and others competed in competitions and won gold medals. Many of our past pupils have also gone on to make representative teams and do well in their chosen sport. We continue to be well supported by our parents who coach and manage our school sports teams. Without these parent volunteers we would not be able to provide so many different sports teams.

BAYVIEW SCHOOL CURRICULUM:

We continue to refine our school vision and Bayview School curriculum to ensure we cater for the needs of our students and community. During 2016 we refined our curriculum so that we had one overarching concept for the year which was 'sustainability' and we used the skills of inquiry to drive student learning. With sustainability as our overarching concept it was much easier to weave Enviroschools philosophies and Te Ao Māori throughout the learning. We no longer used an exterior facilitator or a mapping team instead opting to use staff meetings to complete planning so all staff were involved with all aspects of planning.

FORMATIVE PRACTICE:

Staff continued to reflect on their use of formative teaching strategies and extend their teaching practice in this area. All staff were involved in regular staff meetings in formative practice. Professional development was incorporated into planning in learning group meetings and reflected on regularly through the use of reflective practice journals and the appraisal system. Children continue to reflect on

their own learning in their learning journals. Stars and Stairs were further developed to give students feedback and feed forward. Students were instrumental in developing and articulating their own stars and stairs.

COMMUNITY OF LEARNING:

During 2016 the Kaipatiki CoL was formed. Other schools within the CoL are Bayview Kindergarten, Manuka Primary, Windy Ridge Primary, Glenfield Primary, Glenfield Kindergarten, Glenfield Intermediate School, Marlborough Primary, Marlborough Kindergarten, Wairau Valley Special School, and Glenfield College. The achievement challenge was accepted in early 2017. The CoL decided the focus would be around student agency, teacher agency and community agency. We employed the services of Cognition Education to facilitate CoL PD in Visible Learning as this covers these areas of agency.

LITERACY:

There was a continued focus on literacy skills throughout each learning area with accelerated progress in reading and writing being a focus. Target students were identified and individual action plans put in place to accelerate their learning.

We continue to have a professional relationship with Sunshine Books and host overseas visitors wanting to see a top quality literacy programme in action.

During term 2 we held our annual book week with a range of activities to inspire students to read. We had a book fair which allowed us to purchase more books for our library.

At the end of 2016 we achieved 80% of students achieving at or above in NS in both reading and writing.

NUMERACY:

Numeracy was a focus for our school targets. Teachers were required to target the students not achieving at the expected level and focus on them to raise their achievement to at or above the expected level. 83% of our students achieved at or above national standards in maths for 2016.

FINANCIAL LITERACY:

All students had the opportunity to be part of school banking through the ASB bank. Year 4 and 5 students had the opportunity to sell goods to raise money for their school camp. Our philosophy was to make students aware that hard work and good financial literacy can help to pay for high cost items such as camp.

INQUIRY:

The curriculum model used in 2016 had a focus on teaching children inquiry-learning skills. Children are highly motivated investigating their own questions and work presented as a result of this approach is of high quality. Students were taught skills and thinking tools relevant to their level according to our school-wide inquiry rubric. Teachers used the 'Where To' model for planning their own teacher maps. This was hugely successful and the results have helped drive the school strategic plan. Developing concept maps across the school means all students are using the same vocabulary and giving the same messages at home albeit at their level of learning.

INNOVATIVE LEARNING HABITAT:

We had one class of students who were taught using ILE pedagogy. This class had 53 students and two teachers. The teachers purchased ILE furniture to kick start this off. These teachers enrolled in PD through CORE Education and completed this over the course of the year. This class was very successful and has evolved into 3 ILE's for 2017.

ASSESSMENT:

We continued to refine our assessment procedures during 2016 ensuring any assessments completed were of value and helped with future focus for the students.

Our assessment overview relates well to our teaching and learning programmes and is in line with the expectations of national standards. Teachers use a range of tools and their own professional judgement when making overall teacher judgements. This is triangulated as much as possible. We use eAsTTle and all teachers have received PD in using this. We have refined our moderation processes across and between levels to ensure we have consistency.

We assess all students against the national standards and this is reported to the parents in April, June, October and December. Teachers collect information from standardised tests, non-standardised tests and from observation. They use this information to form overall teacher judgements which are reported to the community and board in the format of our student achievement reports. We report to parents using school reports.

This data is provided to the MOE as part of our annual report.

GIFTED AND TALENTED:

The school continued to cater for students with abilities within the class programme. One student attended one day school. 2016 was the third year that we had a head boy and head girl. These leaders held responsibilities around the school and were ambassadors in a range of situations. We also continued with house captains which gave chosen students the scope to develop their leadership skills. A group of students were chosen by their peers to represent on the student council. These students meet with the DP fortnightly to discuss matters concerning the student body. Teachers provided a differentiated programme in their classrooms to cater for all ability groups within the class. Many sports opportunities were offered for students also. As a result a number of our students were chosen for representative teams in their chosen sport.

In term one we held leadership training for all our Y5/6 students through Harbour Sport. The programme is called "Little Kauri Leadership programme". It focuses on giving students skills to lead in a variety of contexts and has proven beneficial to the students.

INFORMATION COMMUNICATION TECHNOLOGY:

During 2016 we brought in BYOD to Y5/6 classes. Children continue to utilise a range of software. All students had access to digital cameras and ipads and became familiar with manipulating the images using a range of software. Students continue to be proficient in the use of a range of interactive hardware in the school. The frequency of electronic presentations rose steadily over the 2016 school year. We continued to develop the use of the school radio station with senior students acting as DJs and writing, producing and performing shows.

Students are responsible for running all ICT in school assemblies.

CHILDREN AT RISK:

These children are deemed to be at risk in their learning in a variety of ways. They may be struggling academically, they may have absence issues, they may be capable academics who need extra challenge to meet their full potential, they may be at risk socially, physically or emotionally.

- ✂ Identification: at the end of the previous year, as classes are put together and final assessment data is collated, syndicates put forward names of children who they believe need extra support in one or more of these areas. In discussion with the SENCO and Principal decisions are made about the support needed for each one of these children in the following year. At the beginning of the year this was reviewed taking into account children new to the school and any children who may have left. Particular attention was given to Māori and Pasifika students who required extra support. Data was collected on these students each term.
- ✂ Support: this is put into place utilising collaboration between teachers, parents and support agencies as appropriate. IEPs and GEPs document the support being offered and these are evaluated regularly. Children are also entered onto the special needs register.
- ✂ The special needs / pastoral care system was reviewed and the appropriate procedures put in place.
- ✂ We used a specialist reading intervention programme for our senior students in reading. This programme was used by teachers within their reading programmes with support from teacher aides.
- ✂ The following programmes were provided for students with special needs: Reading Recovery, Talk to Learn, PMP, Individualised support, parent reading support, intervention works reading programme.
- ✂ We utilised specialist RTLB funding to run specific programmes for identified students.
- ✂ Kapa Haka tutors were employed to give consistency to our kapa haka group. This allowed Māori students and others to further develop their te reo me nga tikanga Māori.

ESOL:

Jean Newbold co-ordinated the ESOL programmes for 2016. The data was collated and funding applications made to the MoE. From the funding received we employed an ESOL teacher initially for one day a week to work with our ESOL students. Jean met with each teacher during mid year and end of year reporting times. The class teacher and ESOL teacher discussed each child and wrote the report together using the ESOL progressions.

THE ARTS:

We are lucky enough to have a specialist dance teacher on staff who is able to assist teachers in teaching dance. She was responsible for teaching our senior students formal dance and supported teachers with teaching dancing.

We participated in the Kids for Kids world vision concert coordinated by our choir master who is employed for 0.05.

MUSIC:

Students are given the opportunity to have Piano, singing, drum and/or guitar lessons during school

time. These lessons are taken by qualified instructors.

ENVIROSCHOOLS:

During 2016 our focus was on getting all the students involved in learning around sustainability. Enviroschool philosophies have become entrenched throughout the school and are a natural part of our school culture.

TRAVELWISE GROUP:

This group continued to lead the school in our efforts to get students walking to school.

LIFE FOCUS:

During 2016 we offered 'Life Focus' education to Y5-6 students wishing to participate. This was facilitated by the Children's Bible Ministries and co-ordinated by Colleen Dutton on Tuesday mornings 8.45am – 9.15am.

TE REO MĀORI:

All students have been exposed to basic te reo in classrooms. Waiata are sung as a school. Our kapa haka tutors have taught the whole school waiata and have included everyone in the protocols around powhiri. We observe tikanga Māori within the school culture. Signage around the school incorporates te reo Māori as much as possible. Te Ao Māori is a big component within our planning process. Throughout 2016 we employed kapa haka tutors who taught both kapa haka and te reo Māori lessons. We participated in the 2016 Onepoto cultural festival.

We employed Māori facilitators to run a staff meeting each term covering aspects of te reo Māori, tikanga Māori and how best to connect with whanau and making them a part of their child's learning journey.

CHOIR:

Our choir performed at the annual 'Kid's for Kid's World Vision' concert held in the Bruce Mason Centre.

MANDARIN LESSONS:

We were able to access a Mandarin language teacher through the Confucius Institute. The MLA taught the Y1 and 2 classes one day a week for the year.

NAG 2 – Review and Reporting

COMMUNITY ACTIVITIES:

During 2016 we held the following activities which involved the community:

* expectation meetings * Hat day *daffodil day *book fair *enrolment days *speech competitions *interschool sports *parent thank you morning tea *long Bay picnic *Whole school prize giving *Y6 farewell assembly *year 6 graduation dinner *school discos *quiz night *Kiwisport * PHN sessions *Police speed gun kids lessons *Taekwondo lessons *GIS parent meetings * Matariki sleep over *Child led fundraisers *Waste audit *Cycle and Scooter training *ANZ Olympic sports day *Shore to Shore *Kelly Sport Tasters *PHN workshops * goat Island trip *Auckland Museum trip * Zoo Trip *Life Education *Onepoto cultural festival *Big Day In *Christmas Carol concert *Y6 graduation dinner *book character parade *Book Fair *Cluster speech competition *EPro8 Science challenge *school athletics days *Road safety week *BOT elections *Visit to Glenfield library * One Can Two can appeal *Girls, ladies and maths evening *Boys and Men literacy evening

CONSULTATION WITH THE COMMUNITY: During 2016 the community were consulted on the reporting cycle and national standards. We consulted regarding innovative learning and BYOD.

Consultation regarding the parent expectations took place via homelink and during feedback meetings as well as surveys sent home. A great deal of feedback was done informally by talking with parents during school events and around the school. Kanohi ki kanohi.

SCHOOL-WIDE ACHIEVEMENT: was reported to parents through our newsletter and presented specifically to parents of Māori students.

Māori learners not achieving at the expected level were priority learners for 2016. Parents and whanau of these students were given priority for all school feedback meetings. Teachers contacted them first to make times to meet regarding their children's achievement. This had a 98% success rate.

Children were assessed school-wide in Mathematics, writing, and reading. Reports in these curriculum areas were shared with the Board of Trustees in this school year. Māori and Pasifika achievement were reported on specifically in each report. Separate achievement of Māori and Pasifika students was kept and updated throughout the year to track student progress. All student achievement is shared with the community through school newsletters, school website and individually through parent feedback meetings. We can continue to be proud of the hard work that staff are doing to ensure that a majority of children are achieving to expectation in these areas of the curriculum.

SCHOOL-WIDE ACHIEVEMENT TARGETS: The variance report for 2016 has been reported to the Board of Trustees in March 2017.

In 2016 targets were set in numeracy, writing and reading. We are targeting students who are not achieving at their expected level.

READING RECOVERY: we continued with Reading Recovery during 2016 with one teacher working with 4 students per day.

ANNUAL BOARD AGENDA: an agenda for the school year was developed. It outlines policy review, curriculum review, strategic focus and special topic areas. Other items can also be added to monthly Board agendas. The Chairperson and Principal discuss items for the monthly Board agenda prior to the Board meetings.

POLICY REVIEW: this has been developed throughout the year. Policy review is completed in consultation with staff, students, the BOT, and the community.

POSITIVE BEHAVIOUR FOR LEARNING: A review of procedures was undertaken during terms 1 and 3 and reported back to the board of trustees. We are currently in tier 1 of PB4L with the intention to move to tier 2 in the near future.

FORMAL REPORTING TO PARENTS: – Parents were invited to Expectation meetings in term 1, parent/teacher feedback meetings at the end of term one, parent/teacher feedback meetings at the end of term 2 from which a mid year report was written, student led conferences at the beginning of term 4, and a formal written report was provided at the end of term 4. The mid year report included information on reading, writing and mathematics and showed how students were tracking towards the national standards and how parents could support their child's learning at home. The end of year report covered all learning areas and showed where students sat against the national standards.

Bayview has an open door policy and parents are invited to meet with their child's class teacher or a senior leadership member at a suitable time if there are concerns. For the feedback meetings, teachers had to contact parents to make a time, specifically parents of students who were not achieving at the expected level. Priority was given to parents of Māori students to offer them 1st options on meeting times. This resulted in a 99% attendance of parents at meetings. Teachers had to make a time convenient with the parent to discuss student achievement. Parents are contacted when necessary to discuss issues but also to share positive actions and learning. When students receive certificates in assemblies parents are contacted so they have the option of attending the assembly.

FRIENDS OF THE SCHOOL: This group remained active throughout 2016. In 2016 we raised \$10000 from fundraising activities and this went towards a shade structure over the sandpit.

BOARD OF TRUSTEES: During 2016 we held our triennial BoT elections. As a result of these elections three standing governors were re-elected, two new governors were elected and the new Board decided to co-opt the other two people who stood in the election. This brings the total number of trustees to 7 parent representatives, staff trustee and principal.

NAG 3 – Personnel

STAFFING: We continue to attract and retain top quality staff. 2016 saw some changes to staffing.

- Ⓢ We started the year fully staffed. We have three learning groups which are vertically grouped with Year 1-Year 5/6 classes. Learning group leaders were: Shelley Matuku – Harakeke; Mark Shearer – Kauanuanu; Sarah Berquist – Pikorua.
- Ⓢ At the end of term one Mark Shearer left to take a position at a school closer to his home. Alyssa Farrow and Dani Grace stepped up to lead Kauanuanu and join the SLT.
- Ⓢ Teacher-Aides/ Office staff – Lesley Roberts continued to provide stability and knowledge in the administration of the school. Erik Corbett has been a huge asset to the school being an extremely multi-talented caretaker. We continued to employ a teacher aide librarian, one teacher aide supporting class programmes.
- Ⓢ During term one Lesley Roberts went down to part time work and took sole charge of school finances. We employed Shannon Sofaea as our Office Manager and Shannon took control of the school office and Principal's PA role. Erik Corbett our caretaker damaged his shoulder at the end of 2015 and required surgery to fix the problem at the start of 2016. We employed 2 interim caretakers, Darren Stott to start the year but when Darren won a full time position elsewhere, we employed Dave Walton as interim caretaker. Erik returned in term 3 but had the first 6 weeks of term 4 off due to another surgery requirement.
- Ⓢ Management –The Senior Leadership Team comprised Andrew Brown DP, Mark Shearer Learning Group Leader (T1), and Shelley Matuku Learning Group leader, Sarah Berquist – Learning Group leader, Alyssa Farrow (T2-4), Danielle Grace (T2-4), and myself.

- Ⓢ We employed Jean Newbold as our ESOL teacher, working the equivalent of 0.2.
- Ⓢ In 2016 we had 4 male staff members.
- Ⓢ An EEO questionnaire was given in term 3 and there were no outstanding issues that arose from this questionnaire.

APPRAISAL:

- ✂ Teaching staff: during 2016 teachers continued with their individual professional goals. In some instances these became learning group goals as there were significant similarities in goals. Teachers/learning groups developed an action plan for reaching their goal and provide feedback to the whole staff in term 4. Goals also reflected the strategic direction of the school, namely visible learning. Support was put in place to enable staff to achieve their goals. All teaching staff successfully completed their appraisals.
- ✂ Support staff – all teacher-aides, administration staff, and the caretaker completed appraisals.
- ✂ Principal – was appraised by an outside appraiser.

MANAGEMENT AND LEADERSHIP PROFESSIONAL DEVELOPMENT – The principal studied at the University of Auckland undertaking post grad studies towards M.Ed. Two teachers studied through CORE education for a post grad certificate. Other teachers attended PD specific to their individualized needs.

PROFESSIONAL DEVELOPMENT - teaching staff had whole school professional development in:

- PB4L
- Visible Learning
- Curriculum development
- Kiwisport

Other targeted professional development occurred throughout the year also specific to individual staff members needs.

SUPPORT STAFF – All teacher aides completed in-house PD in working with special needs students. The Office Manager completed PD in Enrol, eTAP, Novopay and gained a current first aide certificate.

NAG 4 – Finance and Property

Finance: details of our financial performance will be contained within the annual accounts and property report.

ANNUAL BUDGET: We had a deficit budget for 2016. With careful management we kept this to a minimum. We are very proud of our careful management of school funds.

GRANTS, DONATIONS AND FUNDRAISING: We received \$21603.75 from school donations in 2016. We also received \$11838.74 from other fundraising activities.

Property:

PAINTING: Having entered into the PMS painting contract, the entire school had a touch up paint in Term 1 2016.

VANDALISM: We have had a number of new families move into the area who have caused us some damage and tagging. We have liaised with the police regarding this and by the end of the year two teenagers had been removed from the area and relocated.

ENVIRONMENTAL GROUP: This very strong group designed and took responsibility for the school gardens and environment.

MULTIMEDIA SUITE: The multi media suite is used by visiting presenters and professional development. Classes also utilise this space well for the Arts. Our school radio station broadcasts from this area and provide entertainment that is broadcast across the school.

NAG 5 – Health and Safety

HEALTH AND SAFETY: The board of trustees commissioned a health and safety advisor to review the procedures and policies to bring them in line with the legislation change. These procedures and policies were further reviewed and updated in term 1.

HAZARD IDENTIFICATION AND MANAGEMENT: this continues to be carried out by staff including the caretaker. The school removes or manages these hazards responsibly. A property book is also kept in the school office. Any hazards that are identified by staff or children are quickly managed. These are discussed at BoT meetings.

NAG 6 – Administration

BOARD OF TRUSTEES: 2016 Election results

- Diane Raynes – Principal

- Taryn Hoffmann – Staff Trustee
- Dan Hikuroa - Chairperson
- James Cosslett
- Brad Norman
- Michelle Webb
- Danielle Grant
- Darren Stott
- Victoria Anderson

POLICY CYCLE: A cycle of self review was completed over the course of the year.

ATTENDANCE REGISTERS: Bayview School uses electronic registers.

There are excellent monitoring systems in place and time dedicated each morning to check non-attendees. Attendance still continues to be an issue for some children.

Children are considered to have unsatisfactory attendance at school over the course of the year if they miss 19 days of school (10% of their time at school). This means staff and the office become concerned when a child has had four-five days off school in one term.

Lateness has been an issue for some families. These issues were addressed directly with the families and the appropriate support put in place.

As a learning community we focus on some big ideas:

- ✕ Together we have an impact on children's learning
- ✕ We measure student achievement with reliable and valid data and use the analysis of this to inform future practice
- ✕ We foster a culture of collaboration – we believe in sharing ideas amongst professionals and amongst our parent community. We are in this together!
- ✕ We work hard, with great commitment and persistence to ensure our children have the very best education possible
- ✕ Only people who enjoy working with children work here. The relationship between staff and children is vital. Our children know we care about them and want them to be the very best they can be

We achieve success because all people involved in our school – parents, teachers, friends of the school and children - believe that "Learning is Freedom".

We have had a very successful year due to the hard work of the whole school community.

We can be proud of our efforts.

Diane Raynes
(Principal)