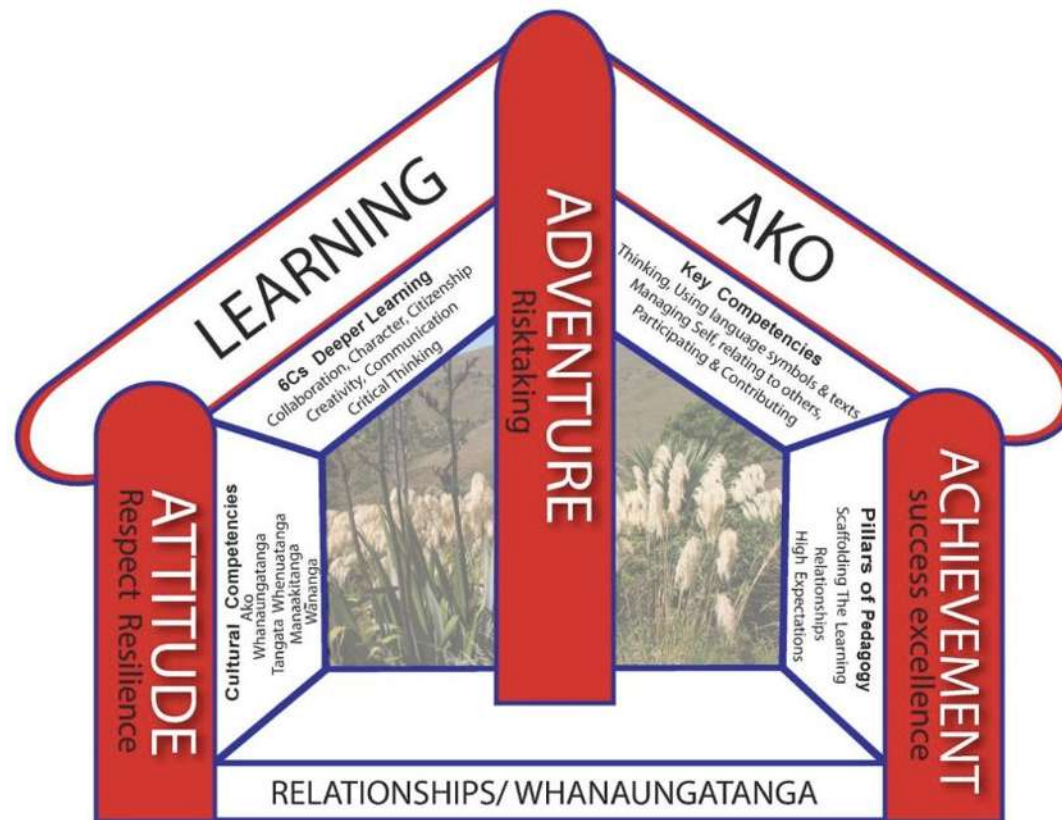


West Spreydon School Annual Report 2017





Board of Trustees 2017

Board Chairperson: Duane Major

Deputy Chairperson: Paul Ferguson

Principal: Marriene Langton

Tamara Kepa (staff trustee until April 2017)

Jane Poff (staff trustee after April 2017)

Rachael Ingram (resigned April 2017)

Simon Harrison

Sjaan Bowie

Analysis of Variance 2017

School name: West Spreydon School - 2017

School number: 3588

Focus: MATHEMATICS

Strategic Aim: In line with Strategic Plan for 2016 – 2020 - to increase the number of students achieving at or above the National Standards in Mathematics

Annual Objectives: Three groups of students were identified as being at risk of not meeting the National Standards. These students need tailored support in order to meet these targets

Annual Targets:

- The Identified Pasifika students (8/20 40%) currently working **below** the National Standards for their age will be working **at** the curriculum level by the end of 2017
(3/20 15%) currently working **well below** the National Standards for their age will show accelerated learning by the end of 2017
- The identified Māori students (18/62 27.4%) currently working **below** the National Standards for their age will be working **at** the curriculum level by the end of 2017
(1/62 1.6%) currently working **well below** the National Standards will show accelerated learning by the end of 2017
- The identified year 3 students (16/50 32%) currently working **below** the National Standards for their age will be working **at** the curriculum level by the end of 2017
(4/50 8%) currently working **well below** the National Standards will show accelerated learning by the end of 2017

Baseline Evidence

The analysis of school wide National Standards Mathematics data identified 3 cohorts who were At Risk of not achieving at their National Standard.

Target 1:

55% (11/20) of our **Pasifika students** are achieving **below** or **well below** the national standards.

40% (8/20) who are currently **below** will be working **at** by the end of the year

15% (3/20) who are **well below** will show accelerated learning by the end of year.

Target 2:

29% (19/62) of our **Māori students** are achieving **below** or **well below** the national standards.

27.4% (18/62) who are currently **below** will be working **at** by the end of the year

1.6% (1/62) who are **well below** will show accelerated learning by the end of the year

Target 3:

40% (20/50) of our 2017 **Year 3 students** are achieving **below** or **well below** the national standards.

32% (16/50) who are currently **below** will be working **at** by the end of the year

8% (4/50) who are **well below** will show accelerated learning by the end of the year

Accelerated learning for 2017 has been defined as:

“Progress is considered to be accelerated when the student’s achievement has moved from well below to below, at or above a national standard, or from below to at or above. This means the student has made more than one year’s progress over a year. Progress is also considered to be accelerated when the student’s progress is noticeably faster than might otherwise have been expected, from their own past learning, when using norm-referenced tools that assess the breadth of reading, writing and mathematics.”

Actions (What did we do?)	Outcomes (What happened?)	Reasons for variance (Why did it happened?)	Evaluation (Where to next?)
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<p><u>Targeted Programmes</u></p> <p>Students at risk were identified at class, team level and from previous years data</p> <p>Programmes were planned at team level and implemented by teacher aides</p> <p>Progress or lack of progress was monitored by team leaders and discussed at team and leadership level</p>	<p>Pasifika Target 2 left the school before the end of the year</p> <p>3 of the remaining 6 Pasifika students achieved the target</p> <p>Māori Target 1 student left the school before the end of the year</p> <p>7 of the remaining 17 Māori students achieved the target</p> <p>1 of those 7 Māori students made accelerated progress</p> <p>Year 3 target 2 left the school before the end of the year</p> <p>11 of the remaining 18 students achieved the target</p> <p>2 of those 11 students made accelerated progress</p>	<p>High expectations remained in place for all students to achieve at and above the national standards. This was impacted throughout the year by factors such as; ESOL (several students did not have sufficient English language to successfully explain strategies), lateness, absenteeism and high numbers of staff and student illness.</p> <p>1 year 3 student was truant from our school in Term 3</p> <p>Setting and monitoring programmes organised at team level were efficient and effective in some teams.</p> <p>Triangulation of data was not consistent across the school. After professional learning with the SAF coordinator and our Maths PLD facilitator we were forced to acknowledge that our OTJs were weighted far too heavily on formal testing.</p> <p>The quality of the team and leadership discussions on our at risk students was not reflected in the data.</p> <p>There was not a consistent understanding across the school as to where each year level should be to be classified as above, at, below the standard. This was not uncovered until our professional learning highlighted areas of inconsistency.</p>	<p>Our SENCO lead teacher is going to organise the programmes for our at risk students.</p> <p>She will closely monitor the programmes, train our teacher aides, monitor student progress and report on the efficacy of any interventions.</p> <p>Classroom teachers are the best professionals to work with our at risk students therefore we are continuing intensive professional learning to raise capability and capacity.</p> <p>We have another year of PD support to consolidate our knowledge and professional practice. Our approach is about collaboration, highly visible practice and accountability.</p>
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What did we do?	What happened	Why did it happen?	Where to next?
<p><u>Staff/Leadership Professional Development:</u></p> <p>Maths facilitator was employed using central PLD funding</p> <p>SAF PD (Student Achievement Function) collaboration with the leadership team</p> <p>We gathered more student voice with assistance from our Pasifika Lead Teacher who guided us with far more specific culturally inclusive questioning.</p> <p>Maths facilitator worked with staff on collection, collation and use of data to inform teaching and learning and identifying at risk students and those making accelerated progress</p> <p>Maths curriculum leader took three 2 hour sessions with our beginning teachers targeted to their need</p>	<p>Maths facilitator with Maths curriculum leader support:</p> <ul style="list-style-type: none"> ● observed in classrooms and provided feedback to individual staff ● led 2 hour PD sessions each term in staff meetings which included defining accelerated learning, moderation of student achievement data, knowledge of the curriculum, current research and learning about best practice ● provided challenge and support for the Leadership team to rethink what success looks like for individual students ● led intensive workshops for beginning teachers <p>Teachers were more confident taking maths and included higher level thinking in maths tasks. It was noticeable that professional talk about maths took a much higher profile in the school.</p> <p>Teacher collaboration and challenging conversations were more evident.</p> <p>P/D was valuable for both experienced and beginning teachers.</p>	<p>Our beginning teachers improved in confidence however they were still struggling to understand numeracy levels and moderation of data for OTJs</p> <p>There was a lack of confidence by an inexperienced team leader</p> <p>Ineffective tutor teacher for one of our beginning teachers</p>	<p>Our SAF coordinator will be working with the leadership team</p> <p>PRT programme has been developed to support our 6 beginning teachers</p> <p>The AP is working with our new team leader to support her</p> <p>Maths Facilitator will be holding two PD courses a term with our new teachers in their PRT programme</p> <p>Encourage teachers to visit other more experienced teachers at our school</p>
<p>What did we do?</p>	<p>What happened</p>	<p>Why did it happen?</p>	<p>Where to next?</p>

<p><u>Assessment</u></p> <ul style="list-style-type: none"> • Fine tuned our assessment practices with advice from our SAF coordinator 	<p>Revised our maths assessment LTP</p> <p>See all of the above comments</p>	<p>See all of the above comments</p>	<p>Complete the assessment timetable based on curriculum levels and data collection requirements with advice from our SAF coordinator, PLD Maths facilitator and Maths Lead Teacher.</p> <p>From early discussions we realise that this is going to involve starting again.</p>
<p>What did we do?</p>	<p>What happened</p>	<p>Why did it happen?</p>	<p>Where to next?</p>
<p><u>Programmes</u></p> <p>Teacher Aide provided for each team to work with identified students on specific targets</p> <p>Consolidation of basic facts a focus throughout the school</p> <p>Collaborative planning and assessment across the team focusing on specific gaps to lift achievement</p> <p>Regular classroom monitoring of progress and plan of action noted in weekly planning</p> <p>Monitoring of target students, Māori and Pasifika students across the school</p>	<p>Quality of the programmes varied and monitoring and reflecting on programmes were inconsistent</p> <p>Our Maths Lead Teacher had a shared google sheet for tracking the progress of individual at risk students</p>	<p>Programmes were adapted to meet individual students' needs.</p> <p>After P/D with maths facilitator one team restructured their class programmes</p> <ul style="list-style-type: none"> • Teachers saw a maximum of 4 groups a day • Specific areas in the stage were targeted • Grouping students according to gaps in learning <p>It became apparent early in term 1 that the same students were going out for target teaching in maths, reading and writing. The timetable was readjusted to ensure the child was out only once.</p>	<p>Mathematical tasks which are in context, real life and worthwhile (rich tasks/problem solving/deeper learning)</p> <p>Complete our school curriculum document with clear expectations for high quality teaching and data gathering</p> <p>Plan and implement a robust PRT programme for our six beginning teachers in 2018 which will include:</p> <ul style="list-style-type: none"> • PLD Maths facilitator workshops • DP/AP weekly meetings with beginning teachers and tutor teachers
<p>What did we do?</p>	<p>What happened</p>	<p>Why did it happen?</p>	<p>Where to next?</p>

<p>Team inquiries</p> <p>Team inquiries were completed to reflect on current teaching practice and to better meet student needs</p>	<p>This year the leadership team and the teaching teams conducted inquiries into how Mathematics is being taught and where we could make changes and improvements</p> <p>This was supported by the SAF coordinator and the PLD Maths facilitator</p>	<p>The team inquiry process was not successful for some teams due to:</p> <ul style="list-style-type: none"> • insufficient time spent on reflecting throughout the process especially at the noticing and data gathering stages • insufficient knowledge of the rigor required for a successful inquiry process • the initial inquiry template requiring adaptation to suit everyone's needs • two teams changing their inquiry focus mid way 	<p>The inquiry template will be adapted and simplified</p> <p>A time slot in each staff meeting will be allotted to:</p> <ul style="list-style-type: none"> • professional development based on the inquiry process • the use of relevant data to support their inquiry • clear guidelines to be set for use of inquiry template
<p>What did we do?</p>	<p>What happened</p>	<p>Why did it happen?</p>	<p>Where to next?</p>
<p>Home School Partnership</p> <p>Familiarised our Maori and Pasifika whanau with the way in which maths is taught</p> <p>To ensure accurate information on their child's progress is shared with them</p>	<p>Maths lead teacher was to run a parents learning session for Māori & Pasifika whanau focused on the way in which Mathematics is taught in the classroom.</p> <p>Seesaw used as a tool to inform parents of their children's progress</p> <p>Approximately 300 people attended our end of year Hui / Fono. This was a big success. Our children performed and were acknowledged for their successes in all curriculum areas.</p>	<p>This didn't take place.</p> <p>Parents were better informed of current student progress.</p> <p>We have learnt that our Maori and Pasifika parent community love to be involved in celebrating student success. This is a huge highlight for us.</p>	<p>A maths session for whanau is to be organised this year.</p> <p>We are working on educating parents to make constructive comments on their child's learning journals</p> <p>Our goal is to have every parent connected to their child's Seesaw Learning Journal.</p>

Areas of Strength and Areas to Develop

Areas of Strength

Education Brief

Our Education Brief was completed by the Senior Leadership Team in collaboration with our Grow Waitaha Navigator (Suzi Gould) and submitted for approval. This involved consultation with the school and wider community. Feedback from the Grow Waitaha Team and our team of Architects has indicated that we have presented a very strong blueprint brief. We are proud of the work we have done on behalf of the Board of Trustees.

Priority Learners

Maori and Pasifika.

Our priority learners progress is closely tracked through our SMS system. Any learning needs are identified through data and teacher observation. They are included in targets and are part of all teacher inquiries. They are referred for extra learning support to SENCO and programmes are developed for trained teacher aides to implement. Our cultural lead teacher worked closely with the other lead teachers and Principals in the Kahukura COP to ensure that we continue to focus on success for Maori.

Fono / Hui

Our relationship with our priority learners school community has gone from strength to strength. Our fono hui's have been very successful. We have held success celebrations where students and families also performed, sometime spontaneously.

Staff Professional Development

All staff have completed:

- Te Wananga o Aotearoa courses (He Papa Tikanga) and some teachers are completing He Papa Reo.
- very successful NZEI Koko time professional development which was organised and run by one of our teachers through NZEI

Master Planning

We met with the Master Planning Team in December and they have begun the work of transforming ideas and dreams into concept plans that will form the basis of planning for our school into the future.

School Home Zone

The Board of Trustees negotiated an Enrolment Scheme Zone after extensive consultation.. This will be implemented in March 2018.

School Swimming Pool

We are hoping that the West Spreydon School Pool will be completed and reopened early in 2018. This is a 1.5 million dollar project that has been driven by our school community. We have had many generous donations of funds, resources, personnel, expertise and time that are enabling us to complete this facility to a very high standard.



Kahukura Strategic Plan: Kahukura Music Festival

The Performing Arts Lead Teachers from our seven schools planned and hosted an amazing music festival at the Aurora Centre. This showcased the musical passions and talents of hundreds of our children. This was the first Kahukura Music Festival which included all of the seven schools in our community of practice.

SENCO

The SENCO's from each of the seven schools meet to discuss data around children with learning or behavioural needs. This is a valuable opportunity for us to review equity for all children in our area and to search for ways to ensure that all children can succeed in their learning and flourish as human beings.

New Pedagogies for Deeper Learning (NPDL)

Three teachers attended the conference in Toronto which was hosted by Michael Fullan

The lead teachers of NPDL organised a Kahukura Conference in June for the teachers in all of the seven schools in our Kahukura Community of Practice. A representative from Parihaka presented the 'Children of Parihaka' movie to our COP on this day and spoke to us about passive resistance. This conference set the scene for our cluster-wide deep learning task 'Changemakers'.

MAC

The Cultural Leaders and principals continued to work with Māori Achievement Collaboration to maintain the spotlight on Māori achieving success as Māori in each of our schools. We have worked hard to ensure that we reflect te ao Māori and tikanga Māori in our curriculum and in our kaupapa.

The Cultural Lead Teachers organised the Parihaka Peaceful Picnic. A cultural group from each of our seven Kahukura COP schools performed at this event to remember the people of Parihaka and conclude our cluster-wide deep learning task 'Changemakers'.



West Spreydon School Friends & Whanau

The WSSFW group are a dedicated group of parents who have committed to helping the school raise funds. This year they have directed all of the money that they have raised to the West Spreydon School Pool project.

School Hangi

Our Annual School Hangi was a huge success. We hosted around 450 people in 2017 at the annual hangi. The senior students helped to prepare the vegetables and dig and lay the hangi. Staff serve the food to our community as an act of service and connection. This event is organised by our school community every year.



Extension and Enrichment programmes:

We provide a rich variety of **weekend, after school and lunch break** programmes that are led by teachers and parent volunteers. Volunteerism in our school has huge capital. The in school/class time teams are **not** included in the following list:

- 10 competition basketball teams
- 2 rugby teams
- 2 school netball teams
- 2 touch rugby teams
- Science club (2017 winners of EPro8)
- Wearable arts
- Kahukura Chorale
- Rhythmic gymnastics
- Enviro Club
- Kapa Haka (whole school)
- Jump Jam
- Code Club
- Robotics
- Ukulele
- Vocals
- Violin
- Keyboard
- Drums
- DJ
- Guitar
- Writers club

Teacher professional Learning:

- Attachment Theory - Dr Gordon Neufeld. In September we hosted Dr Gordon Neufeld for a week. He presented seminars to a wide range of professionals, community organisations and parents on topics like cyber safety, anxiety, play, aggression and attachment. His work underpins the ways in which we choose to relate to children and the problems that many children face in childhood. For us it has been a highly effective way of understanding the challenges and changing the ways in which we deal with them.
- He Papa Tikanga + He Papa Reo
- New Zealand Sign Language
- Phonics and Early Words (Yolanda Soryl)
- Edutech Conference
- Deeper Learning
- Maths (centrally funded PD.)

Areas to develop:

Data gathering and analysis protocols:

- The senior leadership team has focussed on a leadership inquiry on student achievement for the past year. As a result of our evidence and reflection we have begun the process of radically changing our data gathering protocols and the rigour around analysis of that data. We are reminding ourselves that “ We collect data so that we have lots of information on our learners. That information is to be used to inform teaching and must be evident in teaching and planning.”

West Spreydon School Curriculum

- In consultation with our Kahukura COP we have begun the work of redesigning the West Spreydon School Curriculum to better reflect our local community and the needs and interests of the children. This is a huge body of work and will encompass our beliefs about deep, meaningful learning, authentic contexts including Maori and Pasifika lenses and leveraging digital to make the most of global connections and immediate access to innovation and creative ideas.

Kiwi Sport and Origin Sport

2017 proved to be both an enjoyable & beneficial year from Origin Sport's perspective working alongside the Year 3 & 4 students at West Spreydon School. As per previous years the weekly Physical Literacy sessions delivered emphasise fundamental movement skills alongside the social skills required to participate confidently & competently in a wide array of sporting activities. Modules covered were Net & Wall, Striking & Fielding, Invasion Games, Target Games & Athletics. Regional Sporting Organisations, Canterbury Badminton & Touch Canterbury, assisted specific modules relevant to their codes as well as the St Albans Cricket Club.

I've been lucky enough to witness some of the Year 5 students from West Spreydon, who have received 2 years of Origin Sport, compete in out of school sporting competitions & it is very pleasing to see them represent themselves with distinction at a high level of competition & display all the characteristic & behaviours which Origin Sport tries to instill to all participants.

Written by Greg Spence (Origin Sport Coordinator)



WEST SPREYDON SCHOOL

The journey starts here...

ATTITUDE ADVENTURE ACHIEVEMENT



147 Lyttelton Street, Spreydon, Christchurch 8024, New Zealand. Phone (03) 338 8184 Fax: (03) 338 8348
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7 May 2018

West Spreydon School

Statement of Responsibility

For the year ended 31 December 2017

The Board of Trustees accepts responsibility for the preparation of the annual financial statements and the judgements used in these statements.

The management (including the principal and others as directed by the Board) accepts responsibility for establishing and maintaining a system of internal control designed to provide reasonable assurance as to the integrity and reliability of the School's financial reporting.

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2017 fairly reflect the financial position and operations of the School.

The School's 2017 financial statements are authorised for issue by the Board.

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Chairperson

A handwritten signature in blue ink, appearing to read "D. E. Long", written over a horizontal line.

Principal

08.05.2018

Date

08.05.2018

Date

WEST SPREYDON SCHOOL

Financial Statements For the year ended 31 December 2017

School Number 3588

West Spreydon School Table of Contents

Page

1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expenses
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Cashflow Statement
6	Statement of Accounting Policies
10	Notes and Disclosures
16	Members of the Board of Trustees
17	Independent Auditor's Report
	Analysis of Variance

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Chairperson

A handwritten signature in black ink, appearing to read "A. E. Langley", written over a horizontal line.

Principal

A handwritten date "08.05.18" written over a horizontal line.

Date

A handwritten date "08.05.18" written over a horizontal line.

Date



