

ANNUAL REPORT 2018

MOE School Number 3842



“Me akotahi hei oranga mō te katoa.”
“Together we learn and grow.”

Our Vision:

We expect our children to leave Tapanui as confident, connected, actively involved, lifelong learners.

Report includes:

Overview

Analysis of Variance - Student Achievement Targets

List of Board of Trustees members

Statement on KiwiSport

Financial Statements included by the Auditor - BDO

Overview:

“Me akotahi hei oranga mo te katoa - Together we learn and grow”

Tapanui School continues to enjoy a ‘good’ name in the community and is the school of choice for parents who want an innovative, forward thinking approach to learning. Our students continue to excel in their learning across the curriculum with many opportunities for children both on the sports field and in the arts. Our school production enjoyed rave reviews and two packed out shows in the local 200 seat theatre.

Once again the school combined with two local primary schools for the annual athletics in February, swimming in February and March, Cross-country in May and a Winter Tournament in July. Students progressed from these events to Zone and Provincial levels. Cricket, Golf, Miniball, Netball and Touch also featured throughout the year as options for many of our senior students. Tapanui School participated in the South-West Otago Sports Activator Programme with 20 other Clutha schools for the 7th consecutive year.

The school hosted a group of visiting students from the Philippines in May which was memorable in many ways as the students learned about the other’s culture and aspects of schooling. The school was also privileged to have the marine biology bus from Otago University visit in November where a lot of hands on learning took place. Students in Year 4-5-6 enjoyed a stunning camp at Te Anau and Doubtful Sound at the end of Term 1 while Year 6 students participated in the National Young Leaders Day at the end of May. A school team won the Provincial EPro8 Science and Technology Challenge at the beginning of August.

Staffing has remained stable during the year however as is often the case, some teachers win promotions or move to other positions. The long standing DP retired at the end of Term 3 creating a vacancy that was filled by another member of staff. Our involvement in the Pomahaka Kāhui Ako has also seen additional staffing in the school while two members of staff are released for the Kāhui Ako roles of Lead Principal and Across Community lead Kaiako. Tapanui will have three new teachers in 2019. All in all in has been another great year for Tapanui School.

Analysis of Variance 2018:

Target #1 - Oral Language - All Students

Achievement, engagement and motivation will be enhanced through increased oral language opportunities. Students across **all year groups** will find success in literacy through intensive focus on developing oral language skills. At least 90% of students will be working within or above the appropriate curriculum level across both literacy strands (receiving and transmitting) by the end of 2018.

Historical Position / Why this target?

Observations of achievement in reading and writing over the last few years has shown that many students lack depth and richness in the area of oral language. Many students lack the confidence to share their ideas. Many do not have exposure to a wide variety of experiences that are talked about and that they can then bring into the learning context. Observations have recognised that respect, memory and independence in the area of listening is something many children struggle with.

Building oral language skills, interacting in a range of activities and the encouragement to follow areas of interest, especially through Play Based Learning, has proven to have positive results in reading and writing achievement. Building oral language especially in the first two years at school has enabled children to succeed often from Year 3 onwards in literacy.

It is also an area staff feel is one of the hardest to quantify and believe that there is a lot of professional development that we can do to grow our own understanding of the specific skills, development and practical ideas for intentional teaching of oral language.

What did we do?

- Deliberate acts of teaching about what is a good speaker and listener - ongoing throughout the year
- Utilise Barbara Brann Speaking and Listening and Speaking activities
- Use activities from the Sheena Cameron Book on Oral Language
- Built in oral language times for specific teaching.
- Sharing lots of picture books to evoke lots of discussions
- Social talk through Keeping Ourselves Safe Unit
- Production (Performing Arts) provided lots of support around clarity of speech and confidence in public speaking.

How did we resource it?

- Group referral to RTLB for oral language
- Teachers have upskilled throughout the year around their knowledge of oral language through a range of PD and reading including the TKI Oral language indicators, More than Words book, Learning Through Talk MOE resource etc.

Table #1 Oral Language Comparison - All Students

Year Group (115)	Month	Towards		Within		Beyond		% Within or beyond
		Number	Percentage	Number	Percentage	Number	Percentage	
Year 1 (13)	2017	Not yet at school						
	June 18 <small>(13 chn)</small>	2	14%	11	79%	1	7%	86%
	Nov 18 <small>(13 chn)</small>	3	23%	8	62%	2	15%	77%
Year 2 (19)	2017 <small>(Yr1) (23 chn)</small>	5	22%	16	69%	2	9%	78%
	June 18 <small>(18 chn)</small>	7	39%	11	61%	0	0%	61%
	Nov 18 <small>(19 chn)</small>	7	37%	10	53%	2	10%	63%
Year 3 (19)	2017 <small>(Yr2) (21 chn)</small>	3	14%	17	81%	1	5%	86%
	June 18 <small>(19 chn)</small>	4	21%	14	74%	1	5%	79%
	Nov 18 <small>(19 chn)</small>	3	16%	15	79%	1	5%	84%
Year 4 (20)	2017 <small>(Yr3) (19 chn)</small>	1	5%	13	68%	5	27%	95%
	June 18 <small>(17 chn)</small>	6	35%	9	53%	2	12%	65%
	Nov 18 <small>(20 chn)</small>	3	15%	11	55%	6	30%	85%
Year 5 (28)	2017 <small>(Yr4) (23 chn)</small>	3	13%	14	61%	6	26%	87%
	June 18 <small>(27 chn)</small>	9	33%	16	59%	2	8%	67%
	Nov 18 <small>(28 chn)</small>	5	18%	22	79%	1	3%	82%
Year 6 (20)	2017 <small>(Yr5) (19 chn)</small>	2	11%	12	63%	5	26%	89%
	June 18 <small>(20 chn)</small>	4	20%	12	60%	4	20%	80%
	Nov 18 <small>(20 chn)</small>	3	15%	11	55%	6	30%	85%

Totals	Nov 17 <small>(105 chn)</small>	14	13%	72	69%	19	18%	87%
	June 18 <small>(115 chn)</small>	32	28%	73	63%	10	9%	72%
	Nov 18 <small>(119 chn)</small>	24	20%	77	65%	18	15%	80%

The data is not clean, however now that we are adding this data into MUSAC we we be able to track cohorts over time in the future.

What did we achieve? Analysis of variance.

- Looking at the data we have not met our aspirational target of having 90% of students within or beyond the appropriate curriculum level.
- The data would lead you to believe that children have got worse or at the very least not progressed particularly from 2017 to June 2018. However we don't believe that this is the case, it is more a reflection of teachers growing understanding of assessing oral language and the specific skills that are needed. At the end of 2017 we had also decided that a focus back on to Oral Language would be beneficial in lifting achievement in writing, hence another reason for this target.
- It is pleasing to see significant progress across the school in oral language across the board from June 18 to November 18 where teachers assessments were more consistent. We made accelerated progress for 9 students who moved from Towards to Within and 8 students who moved from Within to Beyond. One student moved from Beyond to Within and one from Within to Towards. This child has had a challenging year of behaviour and with new teachers moving in and out of his space this has potentially affected their confidence and willingness to participate and engage orally. The November data also includes 9 new students.
- Maori Students Total 19 currently; 7 towards (37%), 9 within, 3 beyond. (63% within or beyond)

What do we believe made the differences?

- Teachers understanding and richer knowledge of assessments in oral language has grown through PD and readings.
- Increased understanding by teachers of the importance of talk.
- Focus on oral language by teachers with increased opportunity for students to be talking, discussing and collaborating especially through play based learning.
- Some teacher inquiry around wait time and oral language tools.
- Boys reading group developed
- Building on skills from 2017.
- The work around the production provided opportunities for children's oral language and confidence in speaking publicly to grow

Significant Trends or Findings

- Children's social skills are developing but in many cases their ability to disagree with respect and have a conversation where different views are valued continues to be an area for development. It is pleasing to see growth in their desire to talk to one another.
- We have a growing number of children coming through who have links with the Speech language therapist.
- We are noticing children with "bright minds" but lacking the confidence or sense of value in their voice to share.
- Active listening skills continue to be an area of development for some children.

- International Research is saying that children are coming to school more anxious and with a lack of social skills with direct correlation to time spent on screens.
- It is of concern that only 63% of our Māori students in Year 1-6 are achieving within or beyond in oral language. $\frac{2}{3}$ of these children are somewhat negative about school and challenging to engage. The three Māori students who are achieving below in Year 4-6 have all moved to this school within the last 18 months.

What Next?

- Continue developing this target through
 - CoL's Professional Development for 2019 around oral language
 - Looking at developing sentence structures for talking through conflict
 - Parent education around the importance of oral language
 - Continue developing and value the oral language skills that develop through play based learning and student led learning throughout the school.
 - Continue to work with staff on cultural competencies and ways that we can support Māori children succeeding as Māori.
 - Resurvey our Māori students around attitudes and feelings about school.

**The target of 90% within or above the appropriate curriculum level by end 2018 was not met.
In relation to the NZ Curriculum, we lifted achievement from 72% to 80%.**

Target #2 - Reading - All Boys

To increase the engagement, enjoyment and motivation of all **boys** with reading. Using the Learning Progressions Framework we aim to lift progress from 65% at or above (using the Government's National Standards) to at least 85% within or beyond the appropriate Curriculum Level.

Historical Position / Why this target?

Teachers had made observations that many boys are disengaged with reading and cannot see a purpose for it. The table below shows the Reading data in relation to National Standards. National Standards were abolished at the end of 2017 however the data was used to provide a starting point.

TABLE 1: Boys Reading Data (ALL) at November 2017 based on National Standards

BOYS READING	2017	Year 1	Year 2	Year 3	Year 4	Year 5	Totals / %
Nov 2017	Towards	7	3	1	3	1	15 35%
(43)	Within	1	5	3	5	3	28 65%
	Beyond	1	1	3	2	4	

What did we do?

- Group Instructional Reading
- Boys only guided reading groups in some situations
- 1:1 support for some
- Lots of shared reading with younger students
- Gave children choice around reading materials
- Integrate some device activities around literacy to support learning
- Teachers were led through some PD around the Learning Progressions Framework at a Staff meeting and were encouraged to complete the modules. Some did.

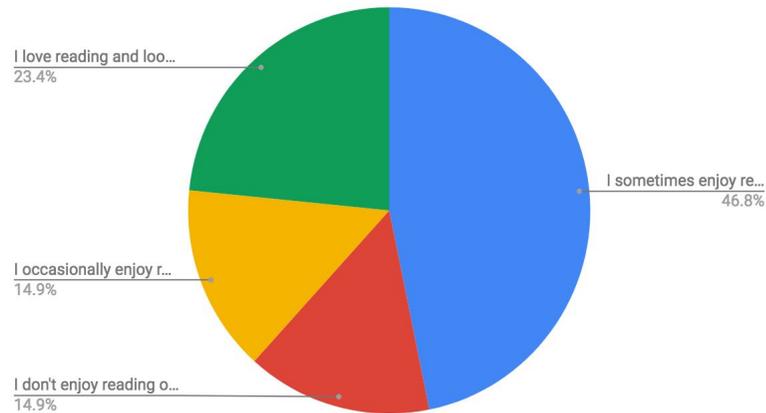
How did we resource it?

- Purchase of more high interest / non-fiction readers with boys in mind.
- Purchase of more high interest books for the library with boys in mind
- A range of physical resources including Big Books, poem charts, literacy games, readers from a variety of suppliers
- asTTle Reading
- Online resources, games, online subscriptions that children can utilise at home and school

What did we achieve? Analysis of variance.

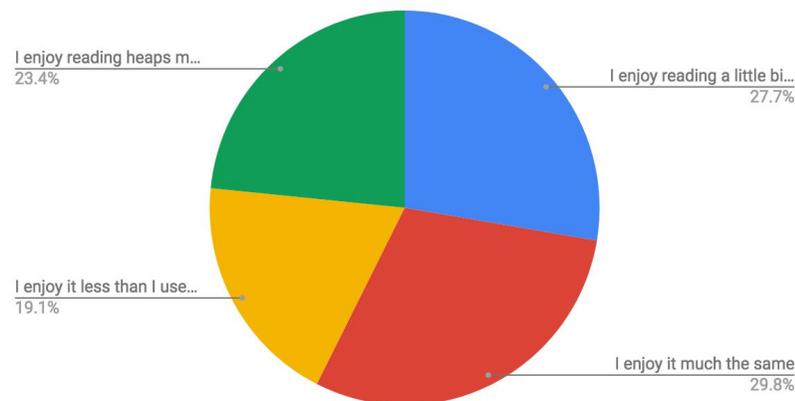
From a student reading survey completed at the beginning of 2019 the following information was captured about boys reading.

Graph #1: How much do you enjoy reading at school? BOYS ONLY



71% of boys love or sometimes enjoy reading.
15% of boys don't enjoy reading at all.

Graph #2: How much more do you enjoy reading now than at the start of last year? BOYS ONLY



51% of boys enjoy reading more than they did a year ago. 19% of boys enjoy reading less than they did a year ago. These boys who are enjoying reading less are spread across the year levels however there is a clump of current (2019) year 3's and current (2019) year 6's that are more in number.

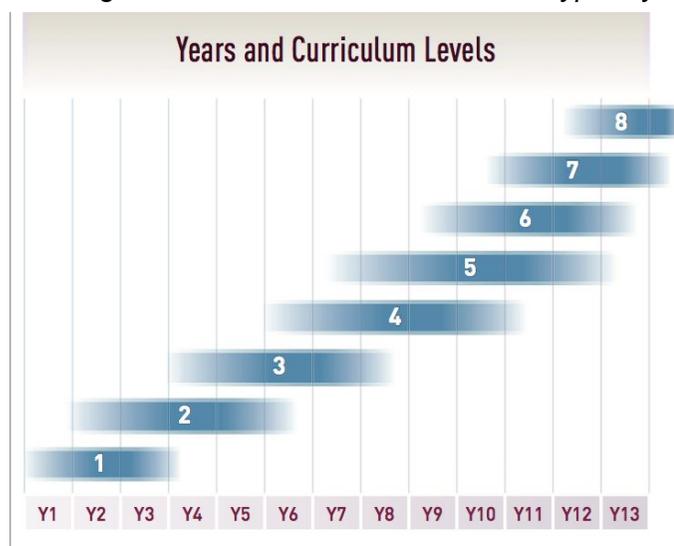
TABLE 2: End of year 2018 Reading Data for ALL Boys against Curriculum Levels

The bold colour represents the Level we have traditionally expected children to be working in at different year levels and the lighter shades is an attempt to show the bands of each level according to the Diagram #1 from the New Zealand Curriculum.

	EL1	L1	EL2	L2	EL3	L3	EL4	L4
Year 6 (20)					3	3	1	1
Year 5 (28)			1	6 (2)	5		1	
Year 4 (20)		1	2 (1)	8 (1)				
Year 3 (19)	3	1	1	4 (1)				
Year 2 (19)	4 (1)	3		2				
Year 1 (13)	6 (2)							

Diagram #1 Years and Curriculum Levels Diagram from the New Zealand Curriculum.

This diagram shows how curriculum levels typically relate to years at school.



In relation to the curriculum levels, the data shows that we have met our overall target at 91%.

The information from the data also shows that we have made accelerated progress for 3 boys who were working below in the current Year 2 who are now working within. Four boys in Years 2 and 3 who were working within are now working beyond our traditionally accepted levels (the bold colour).

There has been progress in the current Years 4, 5 and 6 groups but not accelerated with a number of boys who sit on the cusp of levels so switch back and forth from towards to within depending on their learning journey and where they plateau for a time and then take off for a period. There have also been 7 newly enrolled boys through the year (in years 4-6) added to the statistics in Table #2 which include ALL boys - 4 of which are performing below the curriculum levels expected.

Of the three Maori boys in our initial data who are still present at school, one continues to be Towards, one has moved from Within to Towards and one has moved from Within to Beyond. If looking at all Māori boys on the role at this point in time against the 'Curriculum Level Bands', all of them are working within the appropriate curriculum level. 50% of them are below the traditionally expected curriculum level (bold colour) in reading (this is 4 boys out of 8).

When looking at the 'Curriculum Level Bands' 91% of boys fit within or beyond the appropriate curriculum level. While this data would show this target was met, conversations with students and teachers suggest that there is still work to do around increasing engagement of boys in reading and seeing this engagement transfer to increased competency in reading. While they might say they enjoy it more and this is positive, engagement in class doesn't always demonstrate this increased enjoyment and there are still 29% of boys who are working at a slightly lower curriculum level than we would like. 9% of boys are working well below and are all receiving significant extra support through outside agencies, funding and teacher aide/teacher help.

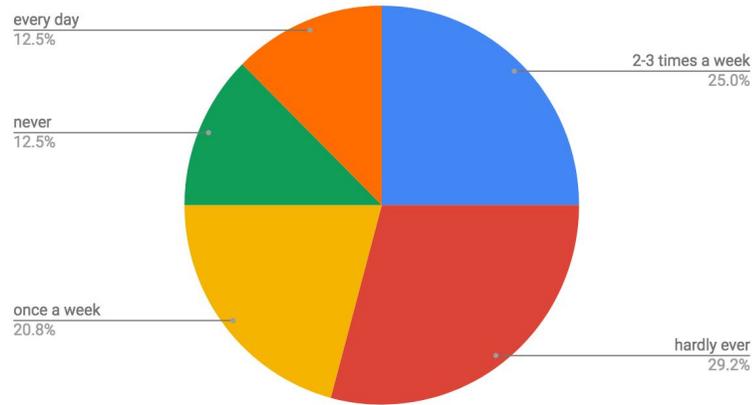
What do we believe made the difference?

- Having an 'all boys' group supported children's engagement and interest in areas of the Matai Hub.
- Giving children choice over what they read and or topics they are interested in.
- Reading more difficult text with children so they can engage with higher level text and experience an element of success.

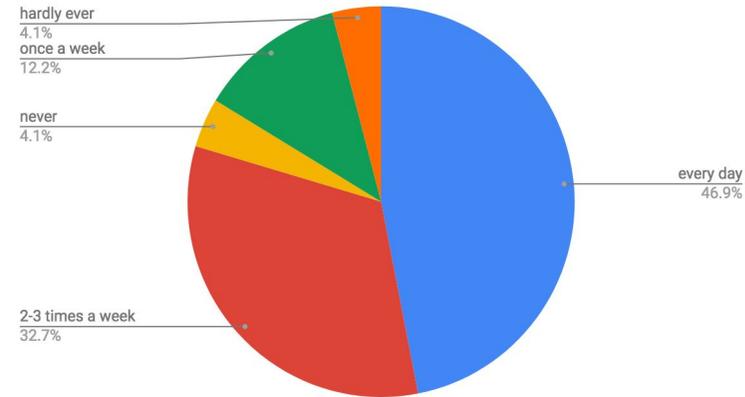
Barriers to the progress

- The children who need to be reading and enjoying stories at home with family are often not. In many cases when teachers ask children if they have read their book from the night before the answer is more often than not "We didn't have time?" "Mum wasn't home." "I forgot." This is also reinforced through the student survey carried out at the start of 2019.

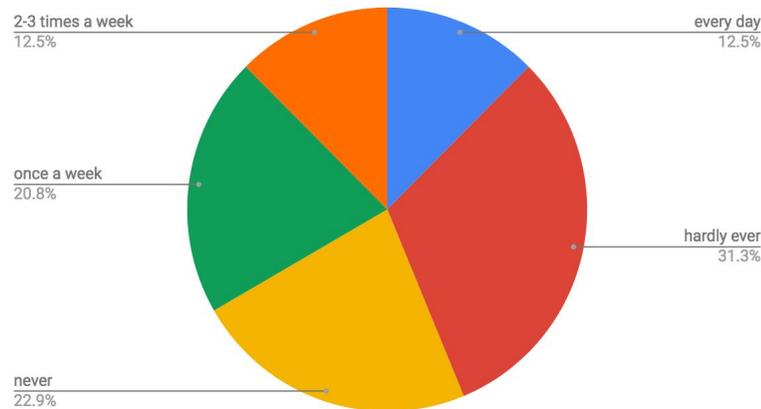
Graph #3: How much do you read at home? BOYS ONLY



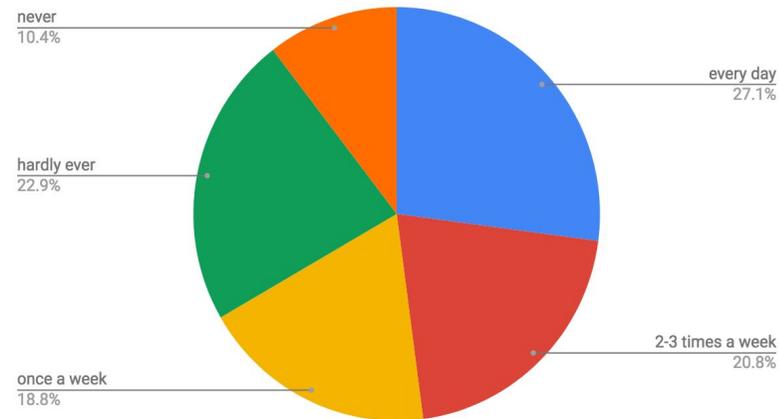
Graph #4: How much do you read at home? GIRLS ONLY



Graph #5: How often are you read to at home? BOYS ONLY



Graph #6: How often are you read to at home? GIRLS ONLY



Out of the 14 boys who commented that they don't like reading or enjoy reading occasionally, 10 of them hardly ever or never read at home and hardly ever or never get read to.

63% of our boys across the school are reading once a week or less at home.

Girls are reading at home far more than boys.

25% of boys get read to 2-3 times a week or more. 48% of girls get read to 2-3 times a week or more.

- Learning to read is deemed as a job for school by both students and parents. However learning to read is difficult when children don't see it valued or see a need in their world.

- Children struggle with things that are tricky. They lack resilience and the ability to persevere when things are difficult. They often have a fixed mindset so if they have struggled before they have often given up before they even start.
- In our target we talked about teachers using the Learning Progressions Framework. This has not been utilised or worked with as fully as it could have been.
- It is possible that production and other ‘interruptions’ throughout Term 3 and 4 have had an impact on reading progress particularly on students in the Rimu Hub. It would be fair to say that these ‘interruptions’ are positive learning times in other areas.

Significant Trends or Findings

- It would seem that even though some students have been judged as Towards, many are still sitting within a band of the curriculum levels that is quite acceptable according to ‘Diagram #1’ found in the New Zealand Curriculum and pictured above. As teachers move back to looking at Curriculum levels, the phrases Towards, Within, Beyond are very difficult to use with integrity as the bands of each level move over 3-5 year levels. It would appear that as teachers have made the transition to using curriculum levels from National Standards that the criteria against the Curriculum Levels may need some continued discussion.
- Some boys who have moved from within to towards have often functioned on the “cusp” of levels and they have plateaued and will need some continued monitoring to ensure they get moving again.
- From the reading survey it was identified that children least enjoy Big Books, Activities and worksheets and Reading alone to the teacher. The library was the most enjoyed reading activity followed by working on a device and getting to choose their own reading material.

What Next?

- Continued professional development and revision of teachers knowledge of the New Zealand Curriculum including developing a school wide understanding and interpretation of the diagram above from the NZC.
- Review how we report information to the BOT and the language we use to do so.
- Review how we are teaching reading. In order to foster a love of reading from the start, and help our boys not disengage through sit down, teacher directed reading, give ourselves permission and provide research and education for parents about not starting formal guided reading until they are showing readiness to read. Are we willing to allow children to love books and do lots of literacy together where they are fully supported before expecting them to fly solo?
- Look again at the learning progressions and how they can support us in literacy development.
- Provide more opportunity to do more in depth assessments of children’s readiness to learn at school entry and at other times as necessary. Barbara Brann comprehensive testing could be utilised more for this but it is time consuming.
- Look into some PD around learning how boys learn. Are we missing something?
- Continue to work with staff on cultural competencies and ways that we can support Māori children succeed as Māori.
- Resurvey our Māori students around attitudes and feelings about school and reading.
- Continue to gather student voice around attitudes towards reading to build on recent data gathered.
- Feedback to students about the reading survey to further review our literacy programmes and how we can best meet their perceived needs.
- Share some of the data from the reading survey about home reading with parents and provide some encouragement to them to enjoy books with their children at home.

Board of Trustees Members:

Schools are required to provide a list of their current Board members and the dates they go out of office.

Schools are required to provide information about the number of hours Board members work (equivalent FTE) in relation to their role as a Trustee

Members of the Board 2018

Antony Criglington	Principal	Principal	Appointed April 2011	
Zita Young	Parent Trustee / Chair	Sheep Farmer	Re-elected Nov 2017	Term Expires Nov 2020
Charmaine Blair	Parent Trustee	Dairy Farmer	Re-elected May 2016	Term Expires May 2019 *
Cliff Brensell	Parent Trustee	Farmer	Elected May 2016	Term Expires May 2019 *
William Byars	Parent Trustee	Teacher	Elected May 2016	Term Expires May 2019 *
John Halder	Parent Trustee	Office Manager	Elected Nov 2017	Term Expires Nov 2020
Alison Sim	Parent Trustee	ECE Teacher	Elected Nov 2017	Term Expires Nov 2020
Leeana McKenzie	Staff Representative	Teacher	Elected Nov 2017	Term Expires May 2019 *

Equivalent FTE - Board Member Hours 2018

The full time equivalent for Board members has been determined based on attendance at Board Meetings, at Committee meetings, other obligations of the Board plus time spent preparing for meetings.

<u>Equivalent FTE</u>	<u>2018</u>	Compare	<u>2017</u>	<u>2016</u>
	0.41		0.18	0.23

A noticeable increase in 2018 due in part to time the Board spent in relation to the Primary Teachers Union, NZEI *Te Riu Roa*, strike action.

Kiwisport:

Schools are asked to include a short statement in their annual reports on how they have used the Kiwisport funding to increase students' participation in organised sport.

Use of the Kiwisport funding will also be monitored as part of schools' regular ERO reviews.

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2018, the school received total Kiwisport funding of \$1858 (excluding GST). Once again the funding was spent, along with other Board funds and donations, on the SouthWest Otago Sports Activator Programme and West Otago Athletics, Cross Country, Swimming and Winter Tournament at a total cost of \$5118 (including \$3478 for pool usage and swimming lessons) to the School.

100% of students participated in organised sport with 3 sport / physical education lessons per year group, per term during the year. All students were provided with 10 x 30 min Swimming Lessons, attended the West Otago Athletics and West Otago Cross Country.

Additional opportunities offered to students included the Clutha Primary Schools Golf Tournament, Sport Clutha Triathlon, South Otago Swimming Sports, Eastern Athletics Sports, South Otago Cross Country and Eastern Southland Cross Country. A number of students went on to represent the school or the West Otago / Eastern Southland area at provincial sports events.