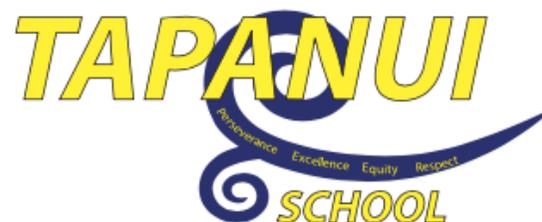


# ANNUAL REPORT 2019

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](#)

[Board of Trustees Membership](#)

[KiwiSport Funding](#)

## 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.

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 in August. 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 8th consecutive year.

Students also participated in environmental work with the Pomahaka Watercare Group looking at stream management, riparian planting and other forms of sustainability in a rural setting. The school was also privileged to have the marine biology bus from Otago University visit in Term 3 where a lot of hands on learning took place. Students in Year 4-5-6 enjoyed an adventurous camp at Pukerau during Term 1 while Year 6 students participated in the National Young Leaders Day at the end of May. A school team was second at the Southland EIS Technology Challenge during the third term.

Staffing has been a major challenge for the school during 2019. We were unable to fully staff the school in Term 2 resorting to increasing class sizes until a suitable job-share could be arranged from Term 3 onwards. Our involvement in the Pomahaka Kāhui Ako has also been a significant part of the school life as we partner with 5 other local learning centres. The roles of Lead Principal and Across Community lead Kaiako were also held by members of the Tapanui School staff. Tapanui will have two new teachers in 2020. All in all, it has been another great year for Tapanui School.

## Analysis of Variance 2019:

### **Target 1 - Reading:**

To advance the progress and enjoyment of reading for the 26% of students below desirable levels, by improving reading engagement at school as well as at home by providing influence and positive encouragement.

### **Progress Results:**

TABLE #1 - Snapshot of Student Achievement (Nov 18→June 19→Nov 19) (X) Children who identify as Maori

Reading Target Group (26%)	Time of assessment	Early L1	Level 1	Early L2	Level 2	Early L3	Level 3
Year 6 (30)	Nov 18			1	7(2)	0	0
	June 19			1	2	4(2)	1
	Nov 19			0	1	3(1)	4(1)
Year 5 (16)	Nov 18		1	3(1)	0	0	
	June 19		1	0	2(1)	1	
	Nov 19		1	0	2(1)	1	
Year 4 (20)	Nov 18	3	2(1)	0			
	June 19	3	2(1)	0			
	Nov 19	0	4	1(1)			
Year 3 (15)	Nov 18	9(2)	0	0			
	June 19	3(1)	6(1)	0			

	Nov 19	0	6(2)	3			
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NB: Year 2's were NOT Included in the data as they were not in the original data set in November. As at November 2019: Two thirds of the current Year 2's are being monitored closely to ensure we provide them with the correct support to ensure they continue making positive progress as they head into Year 3.

### What did we achieve? Analysis of variance

#### Progress

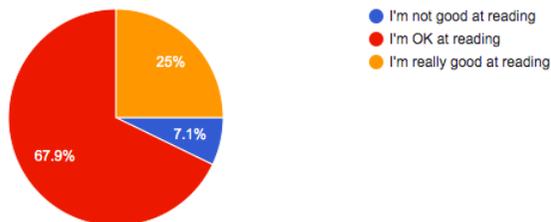
- Over the last 12 months and even within each 6 month period all our target students have made progress. 2 students (boys - 1 year 5 and 1 year 4) have not progressed enough to move out of the Curriculum Band they began in - this could be that they had only just moved into this Curriculum level at the end of last year rather than others who were already part way through a level)
- 27% of all our Maori students were in this target group. Of those who identify as Māori in the target group, all have moved up into the next Curriculum half level (expected regular progress) and one student has moved up a whole level. This means 100% of all our Māori students are now working within the Curriculum bands
- At the start of the year none of our target students were working within the Curriculum Band for their level. Now 76% of target students are functioning within the Curriculum Band level for their year group. Out of the 83 students we had at the start of the year in Year 3-6 who are still at Tapanui School in November, 93% are working within or beyond the Curriculum Band for their year level compared with only 69% at the start of the year.
- Only 24% of the target students (6 students) are still working below the Curriculum Band. 4 of these students have significant learning difficulties with some also dealing with emotional/trauma challenges.

#### Engagement and Enjoyment:

##### Results from Student survey:

Below are the results of a reading survey completed by most of the target students (this includes 8 Year 2 students identified at the start of the year as being at risk. 1 of the 34 were absent). The survey focused on the students enjoyment and engagement of reading at home and at school.

##### How good do you think you are at reading?



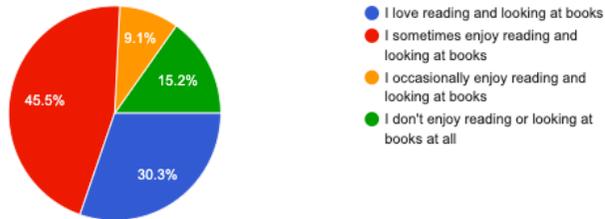
The 3 reading activities done at school that are most enjoyed by these target students are:

1. Going to the library (67%)
2. Getting to choose my own books rather than the teacher always choosing (58%)
3. Working on a device 54.5%

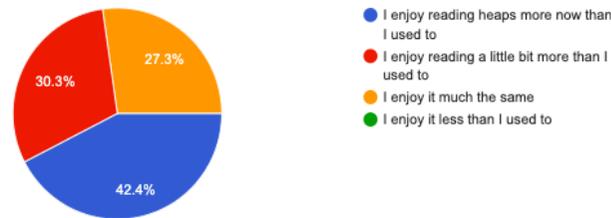
**The 3 least enjoyed reading activities are:**

1. Reading alone to the teacher (46%)
2. Reading with the teacher (42%)
3. Big books (39%)

**How much do you enjoy reading at school?**



**How much more do you enjoy reading now than you did at the start of the year?**



**Results from Staff:**

Throughout the year staff were asked to note which of the target students they were observing were engaged and showing enjoyment of reading activities at school. This information was gleaned through observation in the class across a range of activities involving reading eg quiet reading, novel study, guided group instruction, one to one teaching, library use etc. and an overall judgement was made. (This included the 8 Year 2 students we were monitoring closely through the year)

TABLE #2 - Snapshot of Student Engagement (Nov 18→June 19→Nov 19)

	Number of disengaged students from target gp noted in ( )					Total disengaged	
	Year 2 (8)	Year 3 (9)	Year 4 (5)	Year 5 (4)	Year 6 (8)	Total (34)	
Feb 2019	4	7	5	4	8	28	82%
June 2019	2	0	3	1	3	9	26%
Nov 2019	1	0	1	0	0	2	6%

**Analysis of Results and Progress:**

From the student survey results it is pleasing to see that...

- 94% of those target students interviewed have a positive image about their reading ability. This is similar to mid year.
- 85% of our target students enjoy reading to some degree and a third of them love it. This is down a little from mid year where we had no target students who said they didn't enjoy reading. This may be due to 5 children who did not fill in the mid year survey and potentially tiredness at the end of the year impacting views.
- 73% of our target students say that they are enjoying reading more now than they did at the start of the year.

Going to the library and getting choice over reading material continue to be ranked highly by our target students as things they enjoy at school around learning to read. The teacher sharing stories with the class also moved up the ranks as something the children enjoy. This included much anecdotal comments from the children around the work they had done in classes around chapter chat (A novel the teacher has read to the class with corresponding choices over activities). It was interesting to note that reading alone with or to the teacher were the two activities that our target students enjoyed the least when it came to reading activities.

It is pleasing to see that teachers are noticing almost 94% engagement of these target students in class around reading activities (up from 18% engaged at the start of the year and 74% engagement at mid year).

Other anecdotal information from teachers also note...

- as students independence and ability increases their engagement and enjoyment also increases.
- Some of the children's engagement is still not "self engagement" but with encouragement are demonstrating engagement and enjoyment in tasks.
- Children are happier doing sustained silent reading for longer periods of time
- Some children have started their own "library club" with the school library out of action this term and are enjoying sharing books with others that they have looked at from the library

It is interesting to note that at the start of the year **across the whole school** we had 24% of students who said they never or hardly ever read at home. When our **target students** were surveyed mid year 40% said they never or hardly ever read at home. This number of our target students has increased to 61% who never or hardly ever read at home.

#### **What have we done that we believe has helped make the difference in progress and engagement:**

- Ran a Family Fun Reading Night with the RTLit sharing with parents and lots of activities to inspire parents to get reading in different ways with their children. Also a parent night with Jenny Tebbut.
- Significant testing, referral, 1 on 1, and small group work was done with RTLit to support students particularly in Year 3/4 cohort. The RTLit also offered support and input to teachers.
- Online PD for teachers around guided reading through Brian Parker and his Sharp Reading programme. This has been adopted in the junior and middle school with a possibility of looking at the next stage for Team 3 in 2020.
- One on one support from a T.Aide.
- We delivered the HPP programme in Term 3 via a T.Aide for 8 of our Year 1/2 students who we felt would respond positively to working with a new T.Aide. This programme was very successful with one comment from a parent noticing increased engagement and progress in reading.

- Two of our teachers attended PD with Jenny Tebbut in July and came back to do in depth screening assessments on many of these target students to try and see what things we were missing. Individual learning support plans were drawn up for many of these students with targeted learning activities given to teacher aides to do with these students. This was followed up with further PD with nearly all staff and T.Adies with Jenny through the KA in Term 4.
- Regular visits to the public library which was noted in mid year as something that really engaged our students in reading.
- Targeting high interest texts eg in Team 3 the choice of novel 'Holes' saw great engagement from our boys and connected with their sense of humour, their need to be physical (eg actually digging holes) and their own attitudes and emotions.
- Chapter chat has been a positive addition to the classroom programme which has inspired children to start reading books from the same author and connect with stories through a range of different activities they have choice over.
- Having a teacher released to be able to support teachers and students to give more one on one and small group support.

#### **Significant Trends or Findings:**

- All of the students who are currently working below the Curriculum Bands are all boys. These boys, although more engaged, are not necessarily self engaged in reading and need a lot of intentional thought/planning, support and encouragement from adults.
- Through our work with Jenny Tebbut we are now aware of more learning differences that we may be faced with in the classroom and have had some training around how to support students in some of these areas. Many of these children have visual or auditory learning difficulties that teachers are feeling more equipped to address.
- The children who read more get better at it. ie the children who need to get better are not getting the extra practice and engagement at home - two thirds of our target students.

#### **What next?**

- Continue to utilise the public library and other resources that go along with this
- Build on knowledge from Jenny Tebbut in order to implement more support strategies with children
- Look to train and equip parents/community volunteers to provide support at school through the HPP programme and Parent Tutor Reading programme
- Look at other ways to engage our whanau and community in building community literacy.

**This target was Achieved.**

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## **Target 2 - Writing**

To raise progress and improve engagement in writing for all our Year 4 students with specific emphasis on the 53% who are achieving at lower than desirable levels.

The target group initially had 19 however, at the start of the year two were reclassified as Year 3. Through the year one year 4 student left and another was reclassified as Year 5. There have also been 4 new students arrive at Tapanui who are in the Yr4 group during 2019. The data below is CLEAN Data (the same students in each group).

TABLE #1 - Snapshot of Yr3 Student Achievement (Nov 2018) - Now Yr 4

Current Year 4 (15)	Early L1	Level 1	Early L2	Level 2	Early L3	Level 3
Number	3	5	7	0	0	0
Percentage	20%	33%	47%	0%	0%	0%

TABLE #2 - Snapshot of Yr4 Student Achievement (June 2019)

Current Year 4 (15)	Early L1	Level 1	Early L2	Level 2	Early L3	Level 3
Number	1	7	2	5	0	0
Percentage	7%	47%	13%	33%	0%	0%

TABLE #3 - Snapshot of Yr4 Student Achievement (Nov 2019)

Current Year 4 (15)	Early L1	Level 1	Early L2	Level 2	Early L3	Level 3
Number	1	2	5	5	2	0
Percentage	7%	13.5%	33%	33%	13.5%	0%

### **What did we achieve? Analysis of variance:**

Of the 15 children who remain in the clean data from beginning to end of year...

- One Year 4 has remained at Early Level 1. This child made gains through the middle of the year but not enough to be confident at Level 1
- 2 children have moved from Early Level 1 to Level 1

- These 3 children have significant learning difficulties, have health issues or have significant emotional challenges. One has been receiving In Class Support funding through the MOE. Another has had all the sessions he can with the RTLit and the other is receiving High health Funding.
- All other children are working within the Curriculum Band for their year level.
- 47% of Year 4's in this data group are now working well into Level 2 and Early Level 3 where at the start of the year we had 0% working within or beyond in this clean data group.
- From observations teachers have commented that all children have shown a far more positive attitude towards writing and grown in confidence to write with more independence. At the start of the year, they had quite a negative attitude towards writing. Most would see themselves as successful writers now.

#### **What have we done that we believe has helped make the difference in progress and engagement:**

- RTLit support for students and teachers where RTLit has modelled lessons
- Strong grouped phonics programme
- Set programmes for T.Aide to work with struggling students - Link to Jenny Tebbut as for reading
- Some one on one support from teachers for struggling learners
- Very intentional teaching around sentence structure and getting greater quality of writing - following exemplars, using interesting verbs, descriptors, and lots of feeding in of vocab before starting etc.
- PMP activities for select students to support with foundational skills - working memory, auditory memory, visual memory, motor skills, eye tracking, co-ordination
- Inclusion of more multisensory activities to support children with learning difficulties

#### **Significant Trends or Findings:**

- All of the students who are currently working below the Curriculum Bands are 3 of the same who are working below in reading which is not surprising - all boys.
- Except for these three boys all children in Year 4 are writing independently and those who are still at the lower end of Level 2 are just needing work on specifics of structure, editing, quality over quantity and some continue to struggle with spelling because of dyslexic tendencies.
- Through our work with Jenny Tebbut we are now aware of more learning differences that we may be faced with in the classroom and have had some training around how to support students in some of these areas. Many of these children have visual or auditory learning difficulties that teachers are feeling more equipped to address.

#### **What next?**

- Continue with strong phonics programme - In 2020 look to integrate Alpha to Omega programme recommended by Jenny Tebbut as a tool that meets many needs of our dyslexic learners and others with learning differences.
- Build on knowledge from Jenny Tebbutt in order to implement more support strategies with children particularly around auditory and visual processing
- Look to train and equip parents/community volunteers (eg Rural Women, Men's Fellowship) to provide support at school through the Parent Tutor Writing programme

## This target was Achieved

### Target 3 - Science

To extend interest and achievement in Science, especially for the 43% already achieving above expectation.

As our target percentage included Year 6's from 2018 and other children who have since left, the tables below show clean data from the Science BOT report in 2018, as well as achievement levels at the end of 2019 for all those children who were classified as Y2-6 in 2019 in order to be able to make suitable comments in terms of children's progress towards extending their interest and achievement.

Comparative End of year Data for 2018 and 2019 in Science - CLEAN DATA

Science Target Group (26%)	Time of assessment	Early L1	Level 1	Early L2	Level 2	Early L3	Level 3	EL4
Year 6 (24)	Nov 18 (were Y5's)				2 (1)	17 (3)	5	
	Nov 19					5	18 (4)	1
Year 5 (17)	Nov 18 (were Y4's)		1		6 (1)	10 (2)		
	Nov 19			1	1 (1)	9 (1)	6 (1)	
Year 4 (15)	Nov 18 (were Y3's)	1	3	3 (1)	5 (2)	3		
	Nov 19		2	6 (3)	5	2		
Year 3 (19)	Nov 18 (were Y2's)		5 (1)	11 (1)	1	2		
	Nov 19		3 (2)	12	3	1		
Year 2 (12)	Nov 18 (were Y1's)	6 (3)	6 (1)					
	Nov19	1	10 (4)	1				

Science WHOLE SCHOOL	Pre L1	Early L1	Level 1	Early L2	Level 2	Early L3	Level 3	EL4
Year 6						6	22 (5)	1
Year 5 (16)				1	1 (1)	11 (1)	7 (1)	
Year 4 (20)			2	7 (3)	6	2		
Year 3 (15)			4 (3)	13	3	1		
Year 2		3	11 (4)	1				
Year 1		11 (2)						
Year 0	6 (2)	1						

### **What did we achieve? Analysis of variance:**

From the comparative clean data table it is difficult to see at first glance our “43%” working above at the end of 2018. However it is important to understand that at the end of 2018 a Year 5 in the table was actually a Year 4 in 2018 and so was being measured as to where a Year 4 is likely to be working at the end of that year. Actually 49% of our clean data students were working above where they needed to be at the end of 2018. At the end of 2019 this number is 29% of the same students. This is not necessarily surprising for the following reasons

- These children were possibly just showing beginning aspects of that next level in the topics that were being covered in class and were beyond the previous level.
- Science is a very diverse subject. Children can sometimes display an interest, knowledge or skill in a particular aspect which may have impacted their achievement results across the years depending on the topics being taught.
- The New Zealand Curriculum is not split into half level sections ie EL2, L2. The Science Curriculum is broken up into 2 main levels for primary - Level 1/2 and Level 3/4. Therefore when teachers are making judgements about whether a child is functioning in EL2 or Level 1 for example it can be quite subjective.

Some analysis of the clean data includes...

- 63% of children who were working beyond their level at the end of 2018 have consolidated their learning and remain working at the same level at the end of 2019.
- 21% have continued to move and demonstrate a deeper understanding and skill in the different science ideas presented to them, progressing to the next level.
- 16% of children who were working beyond their level at the end of 2018 have dropped back a level. This is most likely due to different teachers

assessment criteria across the broad bands in the NZC and/or topic interest and engagement in various aspects of science.

- We have had one child who was not in the target group who has moved up 2 levels from Early Level 2 to Early Level 3.

Interesting Notes:

- Only 1 of our Māori students (5%) is functioning above the expectation.
- In both sets of data (Clean and whole school) we only have 3 children who are working below the curriculum bands for their year level. These children struggle across the board and have significant learning difficulties.

What the data doesn't show is the engagement, interest and enjoyment that the children have shown in big Science ideas that have been looked at over the past year. Sustainability has been a topical, wide and varied, science idea that has been discussed and debated in depth particularly in Teams 2 and 3 in their work around recycling and the health of our rivers and waterways. It included a lot of practical, hands on investigating activities and opportunities to interact with one another. The children showed a great enjoyment and interest in this topic over the year.

#### **What have we done that we believe has helped make the difference in progress and interest:**

- The work with the local waterways Pomahaka Water Care Trust and the Aqua Van
- Play Based Learning lends itself to exploration of scientific theories and knowledge and gives children an opportunity to delve deeper into areas they are more interested in.
- The focus on oral language has supported the ability of children to be able to express their ideas and theories and challenge one another in these.
- Intentional teaching of different ideas and specific knowledge that children need.

#### **Barriers to progress:**

- Teachers had a lot on their plate last year including developing kapahaka, integrating more work with the Kahui Ako and developing Professional Learning Groups, big focus on literacy and seeing what we could do to lift a large number of strugglers, developing knowledge and skills of the new Digital Technologies curriculum in order to implement this in 2020 and some new teachers to the school becoming familiar with a new community, children and procedures and policies etc.

#### **What next?**

- Keep exploring ways we can connect and engage with our communities
- See how as a Kāhui Ako we can work in our community and utilise expertise of people within it.
- Look at ways to explore more explicit teaching eg in Chemistry
- Develop ideas around providing different provocations in play to extend and discuss science ideas.
- Look at ways to engage our Maori students with scientific concepts that relate to Te Ao Maori.
- As a Staff, look at exemplars and develop a more consistent approach to knowing what is expected at each stage that has been broken down from the NZC broad levels.

**This target was Partially Achieved. Engagement and interest remain high. Achievement consolidated.**

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## 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 2019**

Antony Criglington	Principal	Principal	Appointed April 2011	
Zita Young	Parent Trustee / Chair	Sheep Farmer	Re-elected Nov 2017	Term Expires Nov 2020
Alison Sim	Parent Trustee	ECE Teacher	Elected Nov 2017	Term Expires Nov 2020
Paul Roulston	Parent Trustee	Sales Rep	Elected May 2019	Term Expires May 2022
Tracy McHutchon	Parent Trustee	Small Business Owner	Elected May 2019	Term Expires May 2022
Theodore Holtzhausen	Parent Trustee	Vet	Elected May 2019	Resigned Nov 2019 *
Christianne Horrell	Parent Trustee	Dairy Worker	Selected Dec 2019	Term Expires Nov 2020
Penny O'Meara	Staff Representative	Teacher	Elected May 2019	Resigned Dec 2019 *
Charmaine Blair	Parent Trustee	Dairy Farmer	Re-elected May 2016	Term Expired May 2019 *
Cliff Brensell	Parent Trustee	Farmer	Elected May 2016	Term Expired May 2019 *
William Byars	Parent Trustee	Teacher	Elected May 2016	Term Expired May 2019 *
John Halder	Parent Trustee	Office Manager	Elected Nov 2017	Resigned Aug 2019 *
Leeana McKenzie	Staff Representative	Teacher	Elected Nov 2017	Term Expired May 2019 *

### **Equivalent FTE - Board Member Hours 2019**

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.

Equivalent FTE	2019	Compare	2018	2017
	0.34		0.41	0.18

## 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 2019, the school received total Kiwisport funding of \$1710 (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 \$5375 (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.

All students were provided 11 x 45min Activator sessions across the year, plus a day at the Activator Sports Extravaganza in November.

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.